



Student Equity Plan

2019-2022

INTRODUCTION

California Community Colleges serve over 2.1 million students and is the economic engine of the state. For many students, community college is where students are able to receive an affordable education while still being able to live at home. Many students do not have the economic resources to attend a four-year university right out of high school and the community college is their only option. Other students will choose to pursue a certificate or an associate's degree in a career technical education field. Many come to brush up on skills that will enhance and strengthen their job opportunities. While others, come to obtain a GED or learn English. We serve all students and provide them the academic support that is needed to succeed. We hire faculty and staff that are committed to changing the odds for our students. We are agents of change. The core mission of the community college is to ensure access for the millions of students who come to us seeking a better life through education. Education is the means to upward mobility and closing the achievement gap.

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 in ***five metrics: successful enrollment at same college; completion of transfer level math and English in one year; achieved Vision Goal Completion; retention from Fall to Spring; and transfer to any 4-year institution.***

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 Student Equity Plan.

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.

Allan Hancock College is committed to closing the achievement gap for DI groups. AHC believes in Changing the Odds for the students in our district by developing partnerships with K-12 schools, industry, social services programs and prison. Targeted interventions and support will be given to those marginalized populations including *LGBTQ, Veterans, students with disabilities, foster youth and males of color*. The faculty, staff and administrators are committed to working together to ensure that students from historically marginalized groups are served through an “equity-minded” lens. AHC will provide opportunities for professional development to all faculty in equity-based pedagogy. This Equity Plan is a campus wide effort and everyone has a role in helping close equity gaps. Students depend on us to make the best decisions for them and we need to acknowledge that our policies and practices may be causing the inequities in access and success.

AHC uses the “six student success factors” framework from the Student Support (Re) defined by the Research and Planning (RP) Group. Students need to be:

Directed: Students have a goal and know how to achieve it.

Focused: Students stay on track-keeping their eyes on the prize.

Nurtured: Students feel somebody wants and helps them to succeed.

Engaged: Students actively participate in class and extracurricular activities.

Connected: Students feel like they are part of the college community

Valued: Students’ skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.

These success factors drive our integrated planning and resource allocations.

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)

RECENT AND ONGOING MAJOR DEVELOPMENTS

Key developments and initiatives during the 18-19 year include: the implementation of AB705; expansion of PUENTE, Male Support Group; electronic student education plans on Degreeworks; Equity Summit fall 2018; Launch to College events that served over 1200 incoming high school students at 14 feeder schools; strengthening high school partnerships through Bridges to Success and concurrent enrollment; expanding

counseling services to Veterans, formerly incarcerated, AB540 and STEM students; first cohort of Promise students enrolled at AHC in fall 2018; and formation of Roadmaps to Success.

Below are some of the initiatives that we will be focusing on for the next couple of years:

AB705

Faculty and staff have been meeting twice a month to implement AB705. The goal is to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average. This will fully be implemented in Fall 2019 except for ESL, which will use CASAS for placement. Curriculum has been approved by AP and P to provide corequisite courses for math and English. Counselors and Academic Affairs have worked side by side to develop a communication plan to ensure that students are aware of the new legislation. Other interventions include having embedded counselors, using affective strategies, time management, study skills and connecting students with resources on campus.

Research

The office of Institutional Effectiveness supports integrated planning and program coordination at the institutional level. Institutional Effectiveness will evaluate progress towards meeting goals on an annual basis.

Promise Initiative

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. We had our first cohort of 1200 students begin in the fall 2018. The Hancock Promise is unique in that we begin in the 5th 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 the 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. The Promise Initiative has increased enrollment from high school students at top feeder high schools from 31.6% in 2017 to 48.6% in 2018. We also saw significant increases in student enrollment from the following populations in fall 2018: Low income (48%); Latinx (37%); White (43%); male (38%); female (39%); first generation (31%); and a total increase of 40% from the previous year. Hancock Promise students also attempted more units in fall 2018 than the previous year for a total of 13.5 units as compared to 11.9 in fall 2017. With the implementation of the Hancock Promise, we also saw more students return in the spring with 1080 students in spring 2019 as compared to 790 in spring 2018.

Guided Pathways (Roadmaps to Success)

AHC has started the conversation on the development and implementation of Guided Pathways (Roadmaps to Success). 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 Equity Summit in fall 2018 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 2019, we will host the Equity Summit with special emphasis on LGBTQ students, Veterans and formerly incarcerated students.

Bridges to Success

The partnership with high schools has been expanded and in 2019-2020, we are looking at merging counselors from Lompoc, Santa Ynez into Santa Maria Valley Schools. 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's access and success by providing students with core 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.”

VETTING TIMELINE FOR ALLAN HANCOCK COLLEGE STUDENT EQUITY PLAN

The 3SP/SE committee met early spring 2019 to discuss the new metrics for the Student Equity Plan. We had a group activity facilitated by the Dean, Student Services and senior research analyst to identify what we are currently doing and what opportunities we have moving forward. After reviewing the data, metrics and activities, we focused on Guided Pathways (Roadmaps to Success), Promise Initiative, transition from noncredit to credit courses, outreach to marginalized populations, tutoring, comprehensive education plans, professional development, AB705, Early Alert and direct aid to students. Below is how we vetted through the shared governance structure in spring 2019.

Date	Description
3/13/2019	Student Services Administrators
3/18/2019	Student Services Council - Information item
3/28/2019	3SP and Student Success Committee
4/2/2019	Academic Senate - Information item
4/3/2019	Deans and Directors
4/3/2019	Department Chairs
4/10/2019	Student Learning Council
4/11/2019	Student Services Council - Action item
4/15/2019	Assoc. Student Body Government
4/16/2019	Academic Senate -Action item
TBA	Information session (Santa Maria Campus/LVC)
5/2/2019	Basic Skills Committee
5/6/2019	College Council
June	Board of Trustees

STUDENT CATEGORIES

The completion of a student equity plan is a condition of funding under the Student Equity and Achievement Program (SEAP). The Student Equity Plan focus is to ensure equal educational opportunities and to promote student success for all students. The Student Equity Plan looks at how the institution is doing as a whole in the new success metrics and then disaggregates the data to see disproportionate impact. Title 5 regulations specify that colleges must review and address the following populations when looking at disproportionate impact: American Indians or Alaskan natives, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, White, some other race, more than one race. Colleges must also assess the extent of student equity by gender for each of the following categories: current or former foster youth, students with disabilities, low-income students, Veterans, LGBTQ. In order to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, or disability, colleges must maintain a student equity plan that includes a disproportionate impact study. Each college develops specific goals/outcomes and actions to address disparities that are discovered, disaggregating data for indicators by student demographics, preferably in program review. College plans must describe the implementation of each success metric, as well as policies, activities and procedures as they relate to improving equity and success at the college.

STUDENT SUCCESS METRICS

AHC's Student Equity Plan has been aligned to the California Community College System's new student success metrics. We will set three-year goals from the Student Success Metrics Dashboard for the overall population and for each student equity population shown to have DI in the following success metrics:

1. **Access/Enrollment:** Increase the proportion of students who applied to and enrolled at Allan Hancock College
2. **Retention:** Increase the proportion of students retained from fall to spring semester
3. **Math/English:** Increase proportion of students who have completed both transfer level math and English in their first academic year of credit enrollment within the district
4. **Vision Goal:** Increase the number who earned a Chancellor Office approved credit certificate or an associate degree in the selected year and had an enrollment in the selected or previous year
5. **Transfer:** Increase the number of students who transfer to a 4 year institution

METHODOLOGY

The Chancellor's Office has shared the SEA equity data with each college through Data on Demand. This data includes calculations for disproportionality for each equity group using the Percentage Point Gap and/or Proportionality Index.

DATA DISAGGREGATION

Disaggregated data will be provided by the following demographic variables by gender:

- ***Race/Ethnicity:***
Value options: American Indian/Alaska Native, Asian, Black or African American, Filipino, Hispanic, Native Hawaiian or Other Pacific Islander, Two or More Races, White, Unknown/Non-Respondent, Multiple Values Reported
- ***Economically Disadvantaged:***
- ***First-Generation:***
- ***Foster Youth:***
- ***Disabled:***
- **Veterans:**
- **LGBT:**

GOALS AND ACTIVITIES FOR OVERALL STUDENT POPULATION

The 2019-2022 plan requires colleges to provide baseline data for the overall student population for each student equity metric, three-year goals, and a listing of activities that support goal attainment.

Metric	Current Baseline Data for Overall Student Population	Goals for Overall Student Population	Activities that support the goal
<p><i>Access: Successful Enrollment (within 12 months after applying)</i></p>	<p>16,391</p>	<p>16,391 (0% increase)</p>	<ul style="list-style-type: none"> ➤ Support and strengthen the Hancock Promise by providing strategic and intentional outreach to target populations, including ESL, and more information about the academic standards required in college classes. ➤ Provide Summer Bridges to Success Program, Week of Welcome and other activities with academic and counseling components to build skills and community for at-risk incoming first-time students to help them successfully transition to college life. ➤ Strengthen High School District and community partnerships ➤ Develop a communication plan so the college can outreach to credit and non-credit students more effectively. ➤ Update the online student orientation. ➤ Expand services through direct aid for students and establishment of a Basic Needs Center to coordinate partnerships and programs addressing food, housing, books and supplies, and other needs. ➤ Support development of open educational resources (OER) and Zero Textbook Cost (ZTC) degrees to reduce costs to students and encourage completion and transfer. ➤ Strengthen the credit ESL program.

Metric	Current Baseline Data for Overall Student Population	Goals for Overall Student Population	Activities that support the goal
<i>Retention: Fall to Spring (all students)</i>	8,925	9,371 (5% increase)	<ul style="list-style-type: none"> ➤ Expand tutorial and embedded services in all campus locations and modalities. ➤ Support the development of learning communities integrated within pathways and other innovative cohort programs. ➤ Improve Early Alert and other systematic interventions and communications. ➤ Improve successful completion of courses for all student groups by embedding support into corequisite courses, learning communities, and pathways completion teams. ➤ Expand services through direct aid for students and establishment of a Basic Needs Center to coordinate partnerships and programs addressing food, housing, books and supplies, and other needs. ➤ Track and reach out to students with Ws and Fs to encourage re-enrollment at the end of each semester. ➤ Support the use of peer facilitators and embedded counselors in corequisite courses. ➤ Support students' skills development with classroom and lab software. ➤ Support development of open educational resources (OER) and Zero Textbook Cost (ZTC) degrees to reduce costs to students and encourage completion and transfer.

Metric	Current Baseline Data for Overall Student Population	Goals for Overall Student Population	Activities that support the goal
<p><i>Transfer to a four-year institution (within 3 years)</i></p>	<p>935</p>	<p>940(.53% increase)</p>	<ul style="list-style-type: none"> ➤ Design and implement a process to evaluate program offerings to ensure alignment with transfer requirements and employment opportunities. ➤ Increase transfer immersion opportunities Support development of open educational resources (OER) and Zero Textbook Cost (ZTC) degrees to reduce costs to students and encourage completion and transfer. ➤ Increase transfer preparedness to all populations by implementing effective institutional practices around transfer. ➤ Expand university and industry field trips. ➤ Increase student participation in student conferences. ➤ Strengthen partnerships with industry and universities. ➤ Increase on campus presence from universities. ➤ Increase alumni presence in activities. ➤ Increase student education plans.

Metric	Current Baseline Data for Overall Student Population	Goals for Overall Student Population	Activities that support the goal
<i>Completion of transfer level math and English (in first year)</i>	179	217 (21% increase)	<ul style="list-style-type: none"> ➤ Implement and evaluate curricular redesign and placement changes to address AB 705. ➤ Strengthen collaboration between Student Services and Academic Affairs by embedding support into corequisite courses, learning communities, and pathways completion teams. ➤ Expand tutorial and embedded services in all campus sites and locations. ➤ Support innovative curriculum and professional development to enhance student learning, retention, and success. ➤ Support research and professional development on course success strategies for English, math, and ESL. ➤ Effect a targeted effort to promote enrollment in math and English in the first year including enrollment management strategies. ➤ Increase student success in math and English. ➤ Provide last-minute enrollments for English and math students who received Ws and Fs at the beginning of the following semester. ➤ Provide in-class peer facilitators and embedded counselors for corequisite support courses that address AB 705. ➤ Improve the tracking of students with Ws or Fs in math and English to ensure re-enrollment the next semester. ➤ Support students' skills development with classroom and lab software.

Metric	Current Baseline Data for Overall Student Population	Goals for Overall Student Population	Activities that support the goal
<p><i>Earned credit certificate over 18 units, associate degree, CCC bachelor's degree (Earned credit certificate or associate degree within 3 years)</i></p>	<p>1,095</p>	<p>1,306 (19% increase)</p>	<ul style="list-style-type: none"> ➤ Increase student completion by developing integrated learning experiences with links between academic courses and workplace and career training, including noncredit and ESL. ➤ Increase transfer and career preparedness by expanding university and industry field trips to increase degree, certificates, and transfer among all students. ➤ Increase collaboration between Student Services and Academic Affairs in advertising degree and certificate requirements. ➤ Provide intentional and strategic inreach to students. ➤ Increase the number of students who complete a Student Education Plan. ➤ Increase academic and counseling support, including the use of faculty mentors and data coaches on pathways completion teams. ➤ Expand CTE counseling and targeted academic support. ➤ Support development of open educational resources (OER) and Zero Textbook Cost (ZTC) degrees to reduce costs to students and encourage completion and transfer.

Goal	Overall N	Overall %	Disproportionally Impacted Group	Gender	Baseline	Goal	Equity Change	Overall Goal	D.I. Goal
								Overall Goal	D.I. Goal
Retained from Fall to Spring at the Same College	8,925	65.04%	Asian	Male	46	57	23.91%	Goal = 9,371, +5% equity change	Set equity goal to reduce equity gap for all D.I. groups
			Black or African American	Male	104	131	25.96%		
			Native Hawaiian or other Pacific Islander	Male	6	10	66.67%		
			Veteran	Male	172	223	29.65%		
			White	Male	1006	1126	11.93%		
			Total		1334	1547	213		
			Completed Both Transfer-Level Math and English Within the District in the First Year	179	8.90%	Disabled	Female		
Veteran	Male	0	2	100%					
Total		0	4	4					
Attained the Vision Goal Completion Definition	1,095	5.40%	Asian	Female	6	13	116.67%	Goal = 1,306 (same of VfS), +19.27% equity change	Set equity goal to reduce equity gap for all D.I. groups
			Black or African American	Female	5	8	60%		
			Some other race	Female	3	8	166.67%		
			Black or African American	Male	11	16	45.45%		
			Foster Youth	Male	3	8	166.67%		
			Some other race	Male	3	6	100%		
Total		31	59	28					
Transferred to a Four-Year Institution	935	4.30%	Black or African American	Female	4	6	50%	Goal = 941, +0.64%, equity change	Set equity goal to reduce equity gap for all D.I. groups
			Foster Youth	Female	8	9	12.50%		
			Some other race	Female	0	1	0%		
			American Indian or Alaska Native	Male	2	3	50%		
			Some other race	Male	1	2	100%		
Total		15	21	6					

PLANNED ACTIVITIES TO ACHIEVE EQUITY GOALS

To close equity gaps for DI student populations identified in the above table, we will develop and/or continue the activities outlined below.

Metric	Activities for Disproportionately Impacted Student Populations
<i>Access: Successful Enrollment</i>	<ul style="list-style-type: none"> • Support the Hancock Promise by providing strategic and intentional outreach to target populations. • Increase support for DI students to successfully transition to college life by expanding summer bridge programs and orientations. Faculty will provide workshops for DI groups including Veterans, Foster Youth, and LGBT. Explore Affinity Group pathways coaching teams. • Support faculty to build and improve transfer and CTE guided pathways, including concurrent enrollment. • Provide Emergency Fund to students who need financial assistance and establish a Basic Needs Center to coordinate partnerships and programs addressing food and housing insecurity, books and supplies, and other needs. • Support the development of learning communities integrated within pathways and other cohort programs. Targeted out/inreach to DI groups for inclusion in these programs. • Support development of open educational resources (OER) and Zero Textbook Cost (ZTC) degrees to reduce costs to students and encourage completion and transfer. • Support the development of non-credit to credit pathways, including ESL
<i>Retention: Fall to Spring</i>	<ul style="list-style-type: none"> • Support curricular collaboration between faculty, counseling and resource centers • Fund professional development for faculty and staff to address needs of DI groups • Provide enhanced counseling services and follow up services for DI groups • Enhance tutorial and embedded services for DI groups • Provide support to DI groups by strengthening comprehensive Early Alert system and predictive model to identify and communicate to those students at risk of attrition to help students stay on the course, persist, and progress. Explore Affinity Group pathways coaching teams. • Increase participation in Male Support Group and look at expanding to Lompoc Valley Center • Develop milestones for credit and non-credit students and celebrate successes. • Expand services through direct aid for students and establish a Basic Needs Center to coordinate partnerships and programs addressing food, housing, books, and other needs.

<p><i>Transfer to a four year institutions</i></p>	<ul style="list-style-type: none"> • Design and implement a process to evaluate program offerings to ensure alignment with transfer requirements and employment opportunities. • Increase transfer immersion opportunities. • Increase transfer preparedness to all populations by implementing effective institutional practices around transfer. • Expand university and industry field trips to increase transfer among all students. • Increase student participation in student conferences and activities. • Strengthen partnerships with industry and universities. • Increase on campus presence from universities. • Support development of open educational resources (OER) and Zero Textbook Cost (ZTC) degrees to reduce costs to students and encourage completion and transfer. • Increase alumni presence in activities on and off campus events. • Increase and improve student education plans.
<p><i>Completion of transfer level math and English</i></p>	<ul style="list-style-type: none"> • Implement and evaluate curricular redesign and placement changes to address AB705. • Strengthen collaboration between Student Services and Academic Affairs by embedding support into corequisite courses, learning communities, and pathways completion teams. Targeted out/inreach to DI groups for inclusion in these programs. • Expansion of tutorial and embedded services in all campus sites and locations. • Support innovative curriculum and professional development to enhance student learning, retention, and success through culturally relevant teaching strategies and equity frameworks • Support research and professional development on course success strategies for DI groups in English, math, and ESL. • Create a targeted effort to ensure enrollment in math and English in the first year including enrollment management strategies. • Increase student success in math and English of DI groups. • Provide in-class peer facilitators and embedded counselors for corequisite support courses that address AB705.
<p><i>Vision Goal Completion</i></p>	<ul style="list-style-type: none"> • Increase student completion by developing integrated learning experiences with links between academic courses and workplace and career training including noncredit.t • Increase transfer and career preparedness by expanding university and industry field trips to

	<p>increase degree, certificates, and transfer among all students. Target recruitment efforts to DI groups.</p> <ul style="list-style-type: none"> • Increase collaboration between Student Services and Academic Affairs in advertising degree and certificate requirements. Provide intentional and strategic in reach to students. • Improve student completion by developing integrated learning experiences with links between academic courses and workplace and career training, including noncredit • Increase the number of students who complete a Student Education Plan. • Increase academic and counseling support for DI groups • Expand CTE counseling and targeted academic support for DI groups
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PREVIOUS ACCOMPLISHMENTS

<p>Equity (GOAL A) – Access: 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>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>Equity (GOAL B) - Course Completion: 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>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>Source: Allan Hancock College MIS data</p>	
<p>Equity (GOAL C.1) - ESL & Basic Skills Completion: Increase the number of all students in basic skills and ESL courses who complete a degree applicable course in the same discipline.</p> <p>Source: Scorecard data for 2008-2009, 2009-2010, and 2010-2011 cohorts</p>	<p>Basic skills to a degree-applicable, 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 degree-applicable 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>Equity (GOAL C.2) – ESL Basic Skills Completion: Increase the number of all students ESL courses who complete a degree applicable course in the same discipline.</p> <p>Source: Scorecard data for 2008-2009, 2009-2010, and 2010-2011 cohorts</p>	<p>The basic skills to a degree-applicable, 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>Equity (GOAL C.3) – Math Basic Skills Completion: Increase the number of all students in math basic skill courses who complete a degree applicable course in the same discipline.</p> <p>Source: Scorecard data for 2008-2009, 2009-2010, and 2010-2011 cohorts</p>	<p>The basic skills to a degree-applicable, 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 Black/African-American students and 28% for students with disabilities.</p>
<p>Equity (GOAL C.4) – English Basic Skills Completion: Increase the number of all students in English</p>	<p>The basic skills to a degree-applicable, 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</p>

<p>basic skill courses who complete a degree applicable course in the same discipline.</p> <p>Source: Scorecard data for 2008-2009, 2009-2010, and 2010-2011 cohorts</p>	<p>impact for Black/African-American students (percentage point gap, 18.6%) and male students (percentage point gap, 3.9%).</p>
<p>Equity (GOAL D) - Degree & Certificate Completion: 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>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>Equity (GOAL E) – Transfer: 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>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>Equity (GOAL F) - Campus-Wide Initiatives: Identify where the college is imposing institutional barriers to access and success, the institution through collaborative efforts will identify ways to</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 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>mitigate these unintended outcomes.</p>	<p>Various Board Policies addressing access and success were revised and adopted.</p> <p>The Student Success Summit was created to address institutional barriers to student achievement. Faculty and staff brought forth best practices and recommendations for student learning including acceleration and multiple measures. Student Learning Council and Student Services Council host the event and faculty present on best practices for student learning.</p> <p>AHC's partnership with local feeder high schools hosted the "Counseling Summit-Growing Roses in Concrete" in October 2016. Dr. Jeff Duncan-Andrade was the keynote speaker and spoke about culturally relevant counseling and equity in education. Other topics including social justice and serving students at the margins were explored. The goal of the summit is to close the equity gap at our institutions, have student's graduate high school, and attend college.</p>
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REVIEW OF PAST EXPENDITURES

Category	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Promise/ High School Outreach	\$30,000	\$25,824	\$39,585	\$50,000	\$40,000
Student Services and Categorical(Academic Salaries/Classified and other Nonacademic Salaries) Early Alert Counselor, CAN/TRIO Counselor, University Transfer Counselor, DSPS/LAP Counselor Student Ambassadors/Student Workers Faculty Stipends Portion of Dean, Student Services	\$350,000	\$502,195	\$625,692	\$741,261	\$800,000
Research and Evaluation	\$15,000	\$43,108	\$77,038	\$77,038	\$78,000
Student Services Coordination and Planning (Student field trips, conferences, workshops, Student Equity Summit)		\$411,111	\$46,071	\$90,242	\$79,000
Curriculum, Course Dev. and Adoption (AB 705, Roadmaps to Success)		\$11,281	\$40,000	\$20,000	\$15,000
Professional Development	\$30,000	\$138,120	\$50,000	\$30,000	\$20,000
Instructional Support (Tutoring)	\$119,364	\$42,606	\$155,126	\$25,000	\$20,000
Direct Student Support		\$51,011	\$84,029	\$84,000	\$65,000
Program Totals	\$544,364	\$1,225,256	\$1,117,541	\$1,117,541	\$1,117,000

EVALUATION PLAN AND PROCESS

Allan Hancock College's Office of Institutional Effectiveness will monitor and report on measurable outcomes annually and continuously evaluate programs and activities supported by the Student Equity Plan. Specifically, The Office of Institutional Effectiveness will update a Tableau Equity Dashboard and Guided Pathways Momentum Point Dashboard on an annual basis. Both quantitative and qualitative data will be analyzed to evaluate activities and research findings will be disseminated to the campus community.

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