



# Student Equity Plan

## 2022-25

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## PRELUDE

One in every five community college students in the nation attends a California Community College (CCC), and 70 percent of those students are students of color. Five years ago, the Vision for Success catalyzed a change in thinking in higher education statewide, challenging us to acknowledge that while well-intentioned, our institutions have historically failed to address and dismantle systemic barriers that produce inequitable outcomes, particularly for students of color. The 2022-25 Student Equity Plan paves the way for colleges across the system to commit to sharpening our focus on dismantling these institutional barriers while intensifying our resolve to achieve racial equity in outcomes for our students of color.

In 2020, the convergence of a global pandemic and a reckoning with racial injustice prompted Chancellor Oakley to make a “Call to Action” to mobilize the system to use our collective positions of privilege, influence, and power, to recenter racial equity. As you prepare to develop your Student Equity Plan, we encourage you to consider your response to the Call to Action. Below are a few resources and background information to provide context and a foundation for your current and future equity efforts. We recommend you review these resources before you get started.

- [State of California Education Code Section 78220](#)
- [Student Equity & Achievement \(SEA\) Program Expenditure Guidelines](#)
- [CCCCO Vision for Success](#)
- [California Community College Student Equity Plan Review: A Focus on Racial Equity](#), Center for Urban Education, Rossier School of Education, University of Southern California (Chase, Felix, & Bensimon, 2020)
- [Using Disproportionate Impact Methods to Identify Equity Gaps](#), The RP Group (Sosa, 2018)
- [Forming a Planning Team: Guide for Selecting Equity-Oriented Members](#), Community College HigherEd Access Leadership Equity Scholarship (CCHALES), November 2021
- [Structured Reflections: Documenting the Progress of Student Equity and the Need to Align with Guided Pathways Efforts](#), Community College HigherEd Access Leadership Equity Scholarship (CCHALES), November 2021

In addition to these prelude materials, you will find in this document an editable plan template, as well as resource materials in an addendum for your review and dissemination, as needed. If you have questions about the Student Equity Plan, please contact [seaprograminfo@cccoco.edu](mailto:seaprograminfo@cccoco.edu).

In solidarity, Students may also be impacted

### The 2022-25 Student Equity Plan Task Force

CCCCO	CCC Practitioners
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## 2022-25 STUDENT EQUITY PLAN TEMPLATE

### Landing Page/Details

**Guidance:** With the 2022-25 Student Equity Plan, please focus on future efforts in sections involving student populations experiencing disproportionate impact. For this student equity planning cycle, we ask that colleges make an active effort to target inequitable outcomes more aggressively for students of color and set actionable goals for these efforts. Before you move on to writing your 2022-25 student equity plan, it is important to reflect on the 2019-22 plan and consider:

- What did we set out to accomplish and what did we achieve?
- Is there anything that worked well that we should continue?
- What do we want to do differently in the 2022-2025 plan?
- How do we better partner with existing guided pathways efforts?
- What data are available for this retrospective analysis as well as our inquiry into current gaps and future goal setting?

This SEP REFLECTION section serves as a reflection opportunity and crosswalk to examine your existing equity efforts, the progress made, and how they can overlap with guided pathways initiatives on your campus. The responses to these questions should help you craft your response in the SEP REFLECTION section below.

### ASSURANCES:

**Help Text:** Please attest to the following assurances:

- I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.
- I read and have given special consideration to Education Code 78220 section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community.

## Race Consciousness in Equity Plan Development

*PROMPT: CONSIDERING THE RESEARCH AND DOCUMENTATION PROVIDED TO YOUR COLLEGE ABOUT RACE CONSCIOUSNESS (CUE REPORT, LOCAL DATA, ETC.), PLEASE DESCRIBE HOW YOUR COLLEGE PLANS TO BE MORE RACE CONSCIOUS IN COMPLETING THIS STUDENT EQUITY PLAN.*

As administrators, faculty, and staff reviewed the Center for Urban Education (CUE) report specifically for Allan Hancock College (AHC), it was clear that much of the college's Student Equity Plan (SEP) was "race neutral." There were activities that provided wrap-around services to male identifying students of color such as our Men's Support Group and Athletic Learning Community, but the plan did not address racial-ethnic groups within the description of the activities. However, various programs targeted specific populations. The Puente program outreached to Latinos who were interested in transfer. The Hancock Promise program provided intentional outreach to disproportionate groups including our foster youth, students with disabilities, and male identifying students of color. The college expanded and strengthened its emergency funding, basic needs center, early alert, tutoring and professional development. Despite the college's intentions, it did not intentionally address race. The college has dedicated itself to addressing issues of inequities on the campus through the formation of a Diversity, Equity, and Inclusion task force. The college passed a resolution after the George Floyd protests for Black Lives Matter. This began the conversation on how systemic inequities influence student outcomes. Even though Allan Hancock College is a Hispanic-Serving Institution, it has historically failed to address and dismantle systemic barriers that provide inequitable outcomes to students living in the predominantly agricultural, Hispanic and Latino community of California's Central Coast, many of whom are the first in their families to go to college and then choose to pursue their higher education at the community college level. Since the student population of AHC has a significant number of first-generation college students, it is critical to understand that "first generation" is already a racial-ethnic marker. Because the college's Hispanic and Latino student body is the largest, race and ethnicity is always present when considering the first-generation student body population, including those disproportionately impacted (DI). Below is the vision of the college's DEI taskforce, which illustrates the ways the college will employ a race conscious lens moving forward:

### **ABOUT THE DEI TASKFORCE**

- The Board of Trustees of Allan Hancock Joint Community College District supports the intent set forth by the California Legislature to assure that an effort is made to build a community in which employment opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds.
- With the goal of ensuring equitable educational outcomes for all students, the Board of Trustees embraces diversity among the students, faculty, staff, and communities it serves as an integral part of its history, a recognition of the complexity of its present

state, and a call to action for a better future. Embracing diversity means that AHC must intentionally practice acceptance, respect towards one another, and understand that discrimination and prejudices create and sustain privileges for some students while creating and sustaining disadvantages for others. To embrace diversity, AHC also acknowledges institutional discrimination and implicit bias exist and that its goal is to eradicate those vestiges from the district. AHC's commitment to diversity requires that it strives to eliminate those barriers to equity and that it acts deliberately to create a safe and inclusive environment where individual and group differences are valued and leveraged for its growth and understanding as an educational community.

As AHC looks at its local data, the college will use an equity lens and ensure that it is focused on racial groups that historically have not been addressed specifically. The college will address institutional deficits, encourage integrated planning across instruction, student services, and business services, and investigate best practices in serving disproportionately impacted (DI) populations. The only way to do this is to include the institution in the writing and development of the plan. Transparency and shared governance will be key in ensuring that the institution is aware of the importance of inclusivity and addressing the needs of racial groups that have been overlooked. As the college writes the Student Equity Plan, faculty, staff, and students will be invited to participate and provide input. It will be stressed that the plan must be race conscious and needs to address both systemic barriers, but also historical barriers built into the American economy and society. As the plan is vetted in the fall semester, workshops will be held to discuss the plan and data. All constituencies will be invited to provide input and to engage in courageous conversation about student success. The plan will address institutional deficits and interrogate policies, practices, culture, and norms. The plan will highlight integrated planning efforts. The Student Success and Equity Committee will lead the college in writing and providing access for input. The committee will ensure that "we measure what we treasure" (Duncan Andrade) and what AHC treasures is a student's well-being, success, and educational journey.

## Contacts

**Guidance:** The new addition of a Guided Pathways Lead is intended to create more cross-functional teams to build the equity plan. Only Project Leads can submit your college's Student Equity Plan.

### DISTRICT CONTACT INFORMATION FORM

**Required Contacts** (at least one contact is required for each of the following roles):

- Project Lead (College Equity Lead is recommended)
- Alternate Project Lead
- Approver: Chancellor/President
- Approver: Chief Business Officer
- Approver: Chief Instructional Officer
- Approver: Chief Student Services Officer

- Approver: Academic Senate President
- Approver: Guided Pathways Coordinator/Lead

## Equity Plan Reflection

**Guidance:** Considering your previous Equity Plan and efforts for the 2019-22 cycle, please answer this reflective section to the best of your college’s knowledge.

### 2019-22 ACTIVITIES SUMMARY

- Outreach to DI Groups
- Retention
- Increase Transfer
- Implementation of AB705
- Career Preparedness & Academic Support

## KEY INITIATIVES/PROJECTS/ACTIVITIES

**PROMPT: SUMMARIZE THE KEY INITIATIVES/PROJECTS/ACTIVITIES THAT SUPPORTED STUDENT EQUITY AT YOUR INSTITUTION ACROSS ALL AREAS OF THE COLLEGE IN 2019-22.**

Initiatives that were supported during the 19-22 Student Equity Plan included: the implementation of AB 705; expansion of Puente; Men’s Support Group; electronic student education plans in Degreeworks; Equity Summit; Hancock Promise; Emergency Funding; Basic Needs Center; expansion of tutoring and embedded counseling; strengthening of University Transfer Center and partnerships with local feeder high schools.

### **AB 705**

Support courses were created, and multiple measures were used during this time for course placement. Counselors and Academic Affairs worked side by side to develop a communication plan to ensure that students were aware of the new legislation. An AB 705 taskforce was created to track implementation and monitor progress. In 2019-20, the college increased the number of students enrolling directly into transfer-level math and English, particularly for Hispanic students and decreased equity gap for Hispanic students in math.

### **Institutional Planning**

The office of Institutional Effectiveness supported integrated planning and program coordination at the institutional level. The Student Success and Equity committee was created during this time to track progress on the Equity Plan and to provide insight into barriers and obstacles to student success.

### **Hancock Promise Initiative**

The Hancock Promise began in 2018 and is supported by Student Equity funds, providing high school graduates with 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 student and their families. The Hancock Promise is unique in that outreach begins in the 5<sup>th</sup> grade and end when students achieve their goal of transferring or degree or certificate completion. By the time students enroll at Hancock, they have attended several of the following events including: career carnivals, Bulldog Bound tours, Launch to College events, annual Friday Night Science expositions, and theater performances. Additionally, many students participate in a robust Summer Bridge program that involves enrollment in a personal development course, career exploration, and leadership development; students also earn a book voucher for participating in the program. Students are directed to the Find Your Path website, where they can explore career and academic opportunities, take a career quiz, access real-time labor market data, and obtain a two-year academic plan to create a focused educational path. The Promise Initiative provided strategic outreach and enrollment to targeted disproportionately impacted populations. The Promise Program has increased enrollment from high school students at top feeder high schools from 36.6 percent in 2017 to 53.6 percent in 2019.

### **Professional Development**

AHC is committed to continued staff development pertaining to student learning and development with a focus on cultural competency, equity, and social justice. Through the Guided Pathways initiative, the Learning Collective emerged as a body of faculty engaged in the creation of professional development opportunities through webinars, workshops, month-long academies, and a newly developed faculty Success Toolkit. Moreover, the Student Equity and Achievement Program (SEAP) funds support the Equity Summit every year, and the college just finished hosting its 6<sup>th</sup> annual event in February. AHC has hosted national speakers such as Luke Wood, Jeff Duncan Andrade, Clint Smith, and various student speakers and faculty.

### **Basic Needs Office**

AHC recently established a Basic Needs Office which helps students identify and access support services on campus and in the community. All these areas play a crucial role in the students' mental and physical well-being; assisting them with these necessities will help the students to best focus their attention on their academic and personal success. The center directly helps AHC's underserved disproportionately impacted populations.

### **Aim to Dream Center**

The mission of the Advance, Innovate, and Maintain (AIM) to Dream Center is to help students overcome the unique challenges that get in the way of achieving academic, personal, and professional excellence. The Center is committed to advocating for undocumented students who want to realize the goal of attaining a higher education, and it relates to serving AHC's Hispanic or Latino population.

### **Men's Support Group:**



The goal of the Men's Support Group is to help our male identifying students increase their completion rate at Allan Hancock College. It is facilitated by AHC male identifying faculty counselors who are trained to assist in exploring men's issues such as college success skills, career, and job relocation, parenting and relationships, culture and identity, and stress management. Participants are targeted from the college's disproportionately impacted populations and provided book vouchers, school supplies, access to emergency funds, and one-on-one mentoring.

**Mentorship Program:**

The Allan Hancock College Mentorship Program pairs successful community leaders with Allan Hancock College students looking for educational advice, career guidance, and life lessons. Each mentor is paired with a student (the mentee) who has been chosen because he or she is bright, willing to learn, and eager for educational, personal, and professional advancement. The mentorship program was inactive during COVID, but the college is excited to restart it this year with a focus on the college's disproportionately impacted populations.

**Roadmaps to Success (Guided Pathways) and Success Teams:**

AHC has implemented its own version of Guided Pathways called Roadmaps to Success which looks at the student journey from application to completion. The college is utilizing success teams, which are a cross-functional team of faculty, staff, students, and administrators, who are responsible for oversight and engagement of a particular group of students throughout their educational journey at AHC. The goal of success teams is to ensure equitable student success by coordinating campus-wide efforts, including evaluation and development of effective onboarding, curriculum, and support services throughout the students' pursuit of their academic and career goals.

**Veterans Success Center:**

Allan Hancock College's Veteran Success Center assists prospective and enrolled student veterans, active duty, or dependents of veterans in utilizing education benefits, completing the admission application process, registering for classes, accessing campus resources, getting involved in leadership activities, and transitioning into civilian life. In addition, the center also offers mental health counseling, computer access, learning assistance information, and access to tutoring and health services.

**Learning Assistance Program:**

The Learning Assistance Program provides support and access to student with disabilities. Educational support is provided through necessary accommodations, instruction, assessment, counseling and advocacy to students with disabilities.

**Puente:**

Puente is a national program that helps increase the number of educationally underserved students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors for succeeding generations. The Puente Project is open to all students but is marketed to the college's Hispanic or Latino students. Puente means

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

**Bridges to Success:**

Connecting with AHC’s high school partners to support students’ transition to college and their continued success is essential. 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 a 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.

**Food Share:**

Allan Hancock College expanded its food share program during the pandemic to provide a food distribution site for the community, while also maintaining a student-only food distribution site for non-perishable items and fresh groceries for students. The college also works with CalFresh to help students stretch their food budgets and connects students to fresh foods. The food share program is very intentional in its marketing, creating both English and Spanish advertisements in the local community.

**Tutoring Services:**

With the support of SEAP funding, campus tutoring centers expanded and strengthened tutoring services. The centers provided embedded tutoring services at the main campus and the Lompoc Valley Center and supported drop-in tutoring services in the Math Center, Tutorial Center, and Language Lab. Funding also provided:

- Tutor training for all campus tutors.
- Writing Center workshops.
- Expanded weekend tutoring services.
- Online tutoring programs that support students 24/7

## EVIDENCE OF DECREASED DISPROPORTIONATE IMPACT

**PROMPT: HOW DO YOU KNOW THESE INITIATIVES/PROJECTS/ACTIVITIES DECREASED DISPROPORTIONATE IMPACT?**

The college has seen improvements across enrollment, persistence, math and English completion, degrees and certificates completion, and transfer over the last three years and has worked to close equity gaps.

The college did not set any equity goals for successful enrollment in its last plan since the number of students in the disproportionately impacted populations was low. However, the

Promise Program had a positive impact and contributed to an increase in successful enrollment (31 to 37 percent) over the last three years for the American Indian/Alaska Native, Black/African American, Filipino, Hispanic or Latino, and Pacific Islander or Hawaiian Native populations.

Persistence increased slightly from 69 percent in 2018-2019 to 71 percent in 2020-2021. Several groups have experienced increased persistence rates over the last three years, closing equity gaps for American Indian or Alaska Native, Hispanic or Latinos, Pacific Islander or Hawaiian Native, males, LGBTQ+, Economically disadvantaged and Veterans. Male identifying Veterans, Asian males, Black or African American males, Native Hawaiian or Pacific Islander males were all groups identified as having experienced disproportionate impact in the previous plan. Male identifying and Veteran students' persistence rates have increased but both groups are still disproportionately impacted.

While English and math completion rates within the first academic year have remained relatively low, AHC has seen a slight increase since 2019-2020 from 14 percent to 16 percent in 2020-2021. The disproportionately impacted students for the Student Equity Plan in 2019 included females with disabilities and male identifying veterans, but these groups were small. Females with disabilities are no longer a disproportionately impacted group. Male identifying veterans continue to be disproportionately impacted in 2020-2021 but have seen some gains. The following groups have seen increased English and math completion rates over the last three years: American Indian or Alaska Native, Asians, Black or African American, Filipino, Hispanic or Latino, students who receive disability services, economically disadvantaged students, and Veterans.

In the college's previous plan, it identified male identifying foster youth, Black or African American students, and female identifying Asian students as disproportionately impacted for completion. The equity gap for Asian female identifying students has closed and AHC has made progress in closing the equity gap for Black or African American students, but they are still disproportionately impacted. There has been an increase in the percent of students completing degrees and certificates within three years from 10 percent in 2016-2017 to 15 percent in 2018-2019 with improved outcomes for American Indian or Alaska Native, Asians, Black or African American, Hispanic or Latino, students who receive disability services, and first-generation.

For the college's transfer metric, female identifying Black/African American, female identifying foster youth, male identifying American Indian or Alaska Natives were disproportionately impacted in 2019. AHC has closed the gap for female identifying Black or African American students, female identifying foster youth, and Native Indian or Alaska Native students. There has been an increase in percent of students transferring within three years from 17 percent in 2015-2016 to 23 percent in 2017-2018. Outcomes improved for the following groups: American Indian or Alaska Native, Filipino, Hispanic or Latino, Pacific Islander or Hawaiian Native, white, females, males, first-generation, foster youth, and economically disadvantaged students.

## 2022-25 PLANNING EFFORTS

**PROMPT: BRIEFLY SUMMARIZE HOW THE 2019-22 STUDENT EQUITY PLAN CYCLE INFORMED YOUR PLANNING EFFORTS FOR 2022-25?**

During the 2021-22 academic year, the Student Success and Equity Committee reviewed activities in the 19-22 Student Equity Plan. Data was shared on all success metrics including, access, retention, completion of degrees and certificates, and of transfer level math and English, as well as transfer. As the committee reviewed the activities, it saw the importance of strengthening and expanding certain initiatives including Puente, Men's Support Group, emergency funding, Basic Needs Center and Hancock Promise. As the committee investigates the development of the new plan, it will aim to serve racial groups and be more intentional in the college's wrap-around services to specific disproportionately impacted groups. The committee will also be using surveys and focus groups to gather information directly from students to identify barriers to student success and completion.

In the 19-22 Student Equity Plan, targeted interventions and support were given to those marginalized populations including LGBTQ, Veterans, students with disabilities, foster youth, and male identifying students of color. The plan also provided opportunities for professional development to all faculty in equity-based pedagogy.

Key initiatives including AB 705 and Roadmaps to Success (Guided Pathways) will inform the writing of the new plan. Key events, including the pandemic, exposed great inequities with technology. The Basic Needs Center could not meet the demand of the students needing financial assistance, which is why the committee funded a director and small staff. During the pandemic, enrollments decreased, yet the needs of students became more evident.

The plan will be vetted through AHC's councils and committees while also getting valuable student input. There will be many opportunities to provide feedback. The goal is to have Academic Senate sign the plan in October and it will go to the Board in November.

**April-May:** Student Equity and Success Committee workgroup meetings

**May 17 and 23:** Informational sessions for faculty, staff, and students

**June-August:** Student Equity Plan team meetings

**September-October:** Informational sessions for faculty, staff, and students

**October:** College Council and Academic Senate

**November:** Board of Trustees

**November 30:** Submit plan in NOVA

## PANDEMIC ACKNOWLEDGEMENT

**PROMPT: USING THE CHECKBOXES PROVIDED, PLEASE DESCRIBE THE WAYS IN WHICH THE PANDEMIC AFFECTED YOUR 2019-22 EQUITY EFFORTS. YOU HAVE THE SPACE TO PROVIDE AN EXPLANATION IN NARRATIVE FORM FOR ANY OF THE OPTIONS YOU SELECTED ABOVE.**

- Interrupted Work Fully
- Catalyzed Work
- Delayed Work

The pandemic shed light on inequities. AHC had students who did not have laptops, hot spots, and/or a quiet place to study or video conference for class. Students dropped out for several reasons including changes to work schedule, COVID, technology issues, and disruptions at home. The college offered innovative ways to serve students through online and Zoom. Faculty quickly pivoted to teaching online, learning how to navigate Zoom, Canvas, and videography software to bring course content to students virtually. A tremendous amount of effort was made to bring the same quality of teaching and engagement to students through Zoom. Counseling also went remote, providing appointments via Zoom and phone. Tutoring and the library did the same, providing services and student support online via Zoom and a live chat option. The college came together to provide the best services to students as they navigated a new online landscape. The move to remote learning and services because of the pandemic provided increased access for some student populations. Student Equity provided additional financial services for emergency funding, Dreamers, food distribution, student ambassadors to assist students through the transition, laptops, tutoring for STEM (Science, Technology, Engineering, and Math), hot spots, counseling, outreach, and professional development. Students were surveyed multiple times to assess needs throughout the pandemic. The pandemic had a negative impact on success metrics for all students but did not widen equity gaps for disproportionately impacted groups.

### Link to Executive Summary

**PROMPT: PLEASE SHARE THE HYPERLINK TO YOUR COLLEGE'S EXECUTIVE SUMMARY. PER ED CODE 78220, THIS EXECUTIVE SUMMARY MUST INCLUDE, AT A MINIMUM: 1. THE INITIATIVES THAT THE COMMUNITY COLLEGE OR DISTRICT WILL UNDERTAKE TO ACHIEVE THESE GOALS 2. THE RESOURCES THAT HAVE BEEN BUDGETED FOR THAT PURPOSE 3. THE COMMUNITY COLLEGE DISTRICT OFFICIAL TO CONTACT FOR FURTHER INFORMATION 4. A DETAILED ACCOUNTING OF INTENDED FUNDING ASSESSMENT OF THE PROGRESS MADE IN ACHIEVING IDENTIFIED GOALS**

<https://www.hancockcollege.edu/planning/docs/may20CollegeCouncil.pdf>

## Student Populations Experiencing Disproportionate Impact

**Guidance:** Please review your provided data, local data, and consider your local context and priorities to select the student population experiencing the *most* disproportionate impact for each of the five metrics. You are only required to address one population per metric but may choose to address more than one population if you wish. If you select more than one population for a metric, you will be required to complete the full workflow for each population separately. As a result, the information you include in your planning section should be specifically targeted to address the needs of the population you select (i.e., avoid referencing “all students” and instead use population- and identity-specific language).

### STUDENT POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT AND METRICS

PROMPT: Select the main student population identified as experiencing disproportionate impact and which metrics you will report on (minimum of 1, maximum of 5). You may add additional populations after completing the metric fields for your most impacted student population. You must address at least one student population per metric to submit your plan in NOVA.

NOTE: According to the Chancellor's Office, “disproportionate impact is a condition where some students' access to key resources and supports and ultimately their academic success may be hampered by inequitable practices, policies and approaches to student support” (California Community College Chancellor’s Office, 2013). For the 2022-2025 Student Equity Plan, disproportionate impact data was provided by the Chancellor’s Office for each of the five metrics. For each metric, the groups experiencing disproportionate impact are identified and the size of the gap. Groups with [X] below are disproportionately impacted. Groups highlighted in red are the groups experiencing the largest equity gaps. The importance of disproportionate impact analysis is not the details of the calculations but to provide data that can inform the college where to focus their efforts for equity reform. As a Hispanic Serving Institution, sixty-seven percent of our students are Hispanic or Latinx and less than ten percent are Black or African American, Asian, American Indian, or Alaska Native, Native Hawaiian or other Pacific Islander. Forty-three percent of first-time students are first-generation, and eighty-five percent are economically disadvantaged. The team that worked on the development of the Student Equity Plan reviewed the data and selected first-generation and Hispanic or Latino male students as the two groups to focus on for all five metrics. Selecting two groups to focus on for the entire plan will help the college to create comprehensive, targeted strategies along the student journey.

Student Population	Enrollment	Completed Transfer-Level	Retention: First	Completion	Transfer
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			Math & English		Primary Term to Secondary Term					
	Males	Females	Males	Females	Males	Females	Male	Females	Males	Females
Foster youth			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students with disabilities			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First-Generation			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Low-income students			<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Veterans			<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American Indian or Alaska Native	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Black or African American	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic or Latino/a/x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Native Hawaiian or other Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some other race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More than one race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homeless students			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LGBTQ+			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: [CCCCO Student Equity Data](#)

## Metric: Successful Enrollment

### Population Experiencing the Most Significant Disproportionate Impact:

No disproportionately impacted groups were specifically identified so the college will set a goal to improve successful enrollments for first generation and Hispanic or Latinx male students.

### What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

Many of the processes and practices at Allan Hancock College are barriers making it difficult for students to navigate a complex matriculation process. Not only do AHC students have to navigate a complex onboarding process, but they also have trouble transitioning to the expectations of college. Many faculty mention students not knowing how to read a syllabus, take notes, check email, get books, or find resources on campus. We should meet students where they are. It is within that light for the college to address the needs of its first-generation and marginalized populations given the fact that these are the students AHC serves. The college has an opportunity to teach critical skills to students, so when they step into the classroom, they already have connections to faculty and staff. From the time when students apply to the time students register for classes, it is critical for the college to develop trust and a sense of belonging for its students. Many of AHC's processes, due to lack of resources and personnel, tend to be more transactional in nature, which does not benefit this student population.

Moreover, many students apply with no intention of enrolling. Students at the local high schools become involved in the application process at the high schools before they even know what they want to do. Many high schools focus on A-G completers and ensure that they apply to universities, and many times Hancock is an afterthought or a second choice. Many students apply just to apply and do not intend to register at AHC. Once students apply, the college should be actively engaging them by demonstrating what Allan Hancock College has to offer.

There is a lapse in time between the application opening and registration. The admissions application opens in October. The college has four outreach specialists and counselors serving twenty-three feeder high schools. Each high school has their own timeline for application, financial aid, orientation, counseling, and registration. Most high schools begin the process in October through various events to allow students to research majors and careers. This should be the point at which Hancock staff engage in meaningful conversations about majors, careers, services and financial aid. If the college started its outreach efforts in October, students would have ample time to speak to families about the importance of going to college full time and how an education will change their trajectory and provide a better



opportunity for social mobility. Not all high schools follow this model of early intervention, and some do not allow AHC to speak to students until the Spring. Having students apply later means there is not enough time to outreach and meet with students prior to registration. The gap between October and February is too great, and students fall off the radar.

Hancock College has been successful in getting students to apply, but the college could improve its enrollment completion, including critical steps of orientation and the comprehensive SEP. For example, the orientation is not engaging, and students do not find it useful. Moreover, students either say they cannot get appointments at critical times to get an SEP or do not see a counselor because they do not find the SEP process relevant to them. Both steps are crucial to the onboarding process and connecting the students to the campus, but currently there are no consequences if students do not complete these steps. These tasks could be accomplished in a first-year experience program, Summer Bridge, or through guided pathways success teams. Through Roadmaps to Success (guided pathways), there is an opportunity for service and instructional faculty to work collaboratively to provide direction to students, leading to higher degree, certificate, and transfer outcomes.

The educational system has often failed to prepare students for the rigors of college, and first-generation students have fewer resources. The lack of academic preparation AHC students have upon entering college (Place, 2021), compounds some of the difficulties encountered by Hispanic or Latinx students (Corrigan, 2003; Collatos et al., 2004) This has been a concern for faculty and students (Place, 2021). However, rather than perpetuate the deficit mindset, AHC should strive to create and institutionalize practices that recognize the needs of students and supports them through the six pillars (Rodríguez & Oseguera, 2015; Rodríguez, 2012, Yosso, 2005).

During the 2020 Planning Retreat, loss and momentum points were identified for the connection phase of the student journey. The following is a list of the loss points or challenges that specifically affect AHC's first-generation and Hispanic or Latino male identifying students:

- The college needs to strengthen high school partnerships to include TK-8 with a focus on college going culture for all high school students.
- The college lacks comprehensive Summer Bridge program/orientation to areas of interest to ensure students are prepared academically for the start of school.
- The college lacks counseling services in the summer.
- Students lack awareness of Dual Enrollment/College Now (difference between AP and College Now).
- Families are not included in the enrollment process for high school students, nor are they involved/included in onboarding process.
- The college lacks bilingual materials for students and their families during the enrollment process.
- The Promise Program is only for high school students immediately transferring.

- Students are not college ready: they are unprepared to pick a goal or program of study when they apply and do not know what classes align with their interests or goals.
- The college lacks flexible or innovative scheduling to accommodate student schedules.
- Students are not required to complete student orientation or to complete SEP in timely manner.
- There is a lack of peer mentorship for new first-generation and Hispanic or Latino male identifying students.

**What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?**

To attract and retain a diverse student population that reflects the community served is of highest priority. There are practices and processes that can be strengthened and expanded. Currently, new students who wish to enroll do not have a clear place to start. The college could create a centralized location for all new students where tours and orientations could be facilitated. This location would also be the place where students can get peer support in registration and financial aid assistance. Many colleges and universities call this a “welcome center” and for students who are first-generation and lack the social capital to navigate a complicated matriculation process, this would be a space that is more spearheaded by their peers. Another shift would be to include their families in AHC’s outreach efforts. Many first-generation college students do not have a family member passing on the cultural knowledge of higher education or emphasizing the role higher education plays in socioeconomic realization. The college’s outreach events to potential students need to have a parent/guardian/support system component.

The college also has an opportunity to create a clear communication plan for students, so they know when they have achieved key milestones in the matriculation process. The college has invested considerable time and money into a Hancock Promise application that helps students keep track of their steps to enrollment. Unfortunately, that application is no longer being funded. AHC needs to leverage technology so that it can create an easy system for students to see what they have completed for steps to enrollment and other key milestones, such as math and English completion. First-generation students get lost and do not know what steps to complete undertake. The college also does not celebrate or congratulate students regularly when they have completed critical milestones, which provides motivation for them to continue their academic pathway.

Professional development would facilitate a shift to equitable outcomes. Providing professional development opportunities to grow the cultural responsiveness of the curriculum used within the courses, as well as framing conversations within classes to reflect multiple perspectives will support students’ sense of belonging. More professional development opportunities for faculty and staff to serve students from DI populations to

have a “service” mentality/servant leadership, as well as opportunities to address unconscious bias and racial microaggressions, would be beneficial in serving AHC’s students.

As the college increases its professional development offerings to address the needs of its disproportionately impacted populations, it also needs to strengthen collaboration with its TK-12 partners. The college currently has a “Bridges to Success” initiative that has AHC counselors collaborating with high school counselors to provide a pathway for graduating seniors. This initiative can grow to include our university partners, including Cal Poly and UCSB, as well as faculty in the college’s Concurrent Enrollment programs. Through this partnership, the faculty and staff can create innovative programs to better serve our community.

A shift in AHC’s hiring practices would increase equitable outcomes as well. Research shows that hiring more diverse faculty and staff to represent the student community is beneficial (Banks & Dohy, 2019). As such, a conscious effort to hire faculty representative of the study body should be pursued. As the college makes an intentional effort to hire more faculty of diverse backgrounds, it can also shift to have new faculty and staff complete Equity/DEIA training.

AHC’s Dual Enrollment has increased steadily throughout the years, and research shows that participating in this program increases college completion metrics (Hughes 2012; Xu, Fink 2021; Mehl et al, 2020; Rodriguez & Gao 2021). The college has an opportunity to shift in the direction of growth, particularly for the Lompoc area schools. It has an opportunity to revisit the policy regarding class level and units that can be taken. Having students fill out additional forms has led to confusion, missed deadlines, and students who do not enroll. The college has an opportunity to engage dual enrolled students at an early age and streamline the process to make it easier for first-generation students.

For many students, success and satisfaction are dependent on personal relationships. In the beginning of college, such relationships are necessary to build social networks that are a source of support and motivation (Schwartz, 2018). The college needs to strategically help students build peer networks and foster relationships between students and faculty. For example, faculty and staff should encourage students to start their own clubs and support groups and guide them through the process. In schools where relationships and caring are an integral part of the culture, educators work to understand the experiences of students and their families and use personal connections to help students achieve academic success.

The college also needs to shift to institutionalizing positions and initiatives that are grounded in inquiry and research. Many of the onboarding activities are funded through categorical or grant dollars, so when the funding ends, the programs that have been created by faculty and staff cease because of lack of institutional financial support.

In examining the Educational Master Plan, strategies that would increase connection with students include implementing a Strategic Enrollment Management Plan that emphasizes flexible and innovative scheduling with an emphasis on meeting the needs of non-traditional students and onboarding and orientation included activities around courses and services to orient students to college, implementing Guided Pathways areas of interest, coordinated outreach and in reach, summer bridge programs, and first-year experience programs.

**Action Steps:**

**How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal.**

**Messaging and Communication**

- A.1 Create a new orientation that features first-generation and Hispanic or Latino male identifying students and includes information relevant to these populations. The online orientation should be easy to navigate and be an information resource. In-person orientations should continue to be offered. First-generation and Hispanic or Latino male identifying students should be targeted early in the registration process to complete the orientation before semester starts.
- A.2 Target communication to first-generation students about the importance of registering during priority registration or on day one of registration window and create a registration day event so that students can come to get help with registering. Encourage students to register for classes with a friend to build social capital.
- A.3 Audit communication messages — how, when, where, and what — to guarantee that first-generation and Hispanic or Latino male identifying students receive valuable information in a way that is relevant to them, consistent, easily accessible, and understandable. Teach students how to check their email and help with forwarding if wanted, and make sure their contact information is up to date for texting initiatives.
- A.4 Work on a “constant welcome” campaign that promotes frequent and positive interactions such as “you belong here” with a particular focus on the interactions between faculty and staff and first-generation and Hispanic or Latino male identifying students.

**Connection**

- A.5 Create a branded and fully collaborative First-Year Experience Program, intentionally designed to help first-generation college students navigate the college system this will require AHC to prioritize proactive advising, mentoring, learning support services, and financial support. The FYE would require students to:
  - A.5.1 complete orientation,
  - A.5.2 participate in guided exploration to choose a pathway of interest,
  - A.5.3 create a comprehensive SEP,
  - A.5.4 work under the guidance of a counselor during the first year. A strong personal caring relationship with a counselor has shown to deepen a student’s persistence by helping the students navigate the bureaucratic structures within

the institution and support them in feeling comfortable on campus. A counselor is in the key position to promote student care and culturally responsive school environment. They help build relationships and reduce anxiety. They also service as mentors to students to become self-advocates.

- A.5.5 participate in a comprehensive Summer Bridge program by areas of interest intentionally designed to target first-generation college students, so they can connect with students, faculty, and programs in their area of interest.
- A.5.6 connect with peers and social support to help build cultural capital for disproportionately impacted students
- A.5.7 participate in a PD course or a "first year success course."
- A.6 Engage TK-12 partners to involve first-generation and Hispanic or Latino students and their families before they get to college, once they arrive on campus, and throughout the entire transfer process through information sessions, workshops, university tours, and meetings with university representatives.
- A.7 Develop a Welcome Center/Visitor Center that would be inviting for first-time, first-generation students where they can easily access resources and information.
- A.8 Build a vibrant college-going culture through broad and engaging community presence that would entice first-generation and Hispanic or Latino identifying male students to campus.

#### **Student Support Services**

- A.9 Offer timely and relevant financial planning information to first-generation students and their families including understanding the cost of college and associated expenses, as well as available assistance (including and beyond financial aid).
- A.10 Explore ways to support first-generation and Hispanic or Latino male identifying students financially beyond the first year of Promise.
- A.11 Expand funding for student jobs on campus to support first-generation students and Hispanic or Latino male identifying students.
- A.12 Create a large poster for classrooms with lists of services tied to a map of where to find them on campus, as well as emails and phone extensions.

#### **Curriculum/Instruction**

- A.13 Explore ways to hire more racial/ethnic faculty and staff to represent AHC's Hispanic or Latino community. Add wording to jobs advertised that support diverse applicants.
- A.14 Conduct Culturally Responsive Higher Education Curriculum Assessment and encourage faculty from all departments, both full-time and part-time, to modify curriculum to reflect the students AHC serves, integrate multiple perspectives, illuminate ties to historical oppression, connects topics to community and world issues, provides action orientation, and highlights the achievements and contributions of multiple cultures.
- A.15 Expand TK-12 partnerships (Bridges to Success) to include faculty from both sides to meet and discuss curriculum and support programs, particularly for first-generation students.

- A.16 Areas of Interest success teams coordinate and develop activities to connect first-generation and Hispanic or Latino male identifying students through faculty meet and greets, orientations, social activities, student mentorship, and field trips to industry.
- A.17 Support the development of open educational resources (OER) and Zero Textbook Cost (ZTC) to help first-generation and Hispanic or Latino male identifying students with the cost of college.
- A.18 Enhance and promote the faculty best practices toolkit to help both full-time and part-time faculty easily implement best practices in the classroom that will benefit first-generation and Hispanic or Latino male identifying students.
- A.19 Need enrollment management to improve scheduling to better meet first-generation and Hispanic or Latino male identifying student needs.
- A.20 Provide faculty with a “Welcome Letter” template that may be used for communication ahead of the start of the semester and offer technical services for those faculty who wish to create a brief welcoming/introduction video for students to familiarize themselves with the teacher and course before the first day of class.
- A.21 Incentivize faculty to utilize Canvas, so students have all their course information, assignments, and grades in one place making it easier for first-generation students to stay on track and successfully complete courses.

**Professional Development**

- A.22 Provide professional development or orientation information for all new faculty and staff on diversity, equity and inclusion, data about disproportionately impacted students, and best practices to foster the success of first-generation and Hispanic or Latino male identifying students.
- A.23 Institute an ongoing Culturally Responsive Higher Education Curriculum Assessment professional development series that begins with an introduction to culturally responsive education, highlights the importance and ties to student success, provides guidance for curriculum modification, provides resources, and supports individual and group time to integrate culturally responsive content.

## Metric: Completed Transfer-Level Math & English

**Population Experiencing the Most Significant Disproportionate Impact:**

First-Generation, Hispanic or Latino Males

**What is the college’s current process/policy/practice/culture that impedes equitable outcomes for this population?**

The college assumes that its first-generation and Hispanic or Latino male identifying students know how to access and navigate the college’s services and will automatically access counselling services, which is not always the case. Students often carry expectations that

their high school experience will be the same for college and do not understand how much time outside of class is expected and needed to complete a college-level class. This disconnect can be compounded by the need to work and familial expectations of their ability to contribute to the family economy. Moreover, many struggle to place in a transfer-level English and math class in their first semester. When the college eliminated placement testing and started using multiple measures to place students directly into transfer-level, some students still ended up in below transfer-level courses possibly because they did not feel comfortable or have the needed confidence to enroll in the transfer-level course. Additionally, first-generation Hispanic or Latino male identifying students and STEM students within this population do not take English and math in a timely manner. Students may also be impacted by limited numbers of counseling appointments available before the critical time of enrollment, causing students to lack awareness about the importance of taking English and/or math in the first year.

Students are frequently unprepared for the change in teaching styles of transfer-level college course instruction compared to high school and do not necessarily sign up for the English and math support classes, which would give them both the support that they need and help them develop and leverage their social capital, as well their basic academic skills in English and math. Math does not have linked support classes with the same instructor, which may discourage students from signing up for math support classes. In English, first-generation and Hispanic or Latino males may take a modality that does not support their needs.

First-generation and Hispanic or Latino males can face non-culturally responsive andragogy practices in syllabi, inflexibility of deadlines for assignment due dates, and inequitable and inconsistent grading practices, skewing data outcomes for these populations. Non-student-centered curriculum and some student-instructor dynamics can further alienate these student populations. Faculty-centered issues can be exacerbated by a negative mindset that not all first-generation and/or Hispanic or Latino males can succeed in a direct-entry math or English transfer-level course without having taken a developmental sequence.

Institutional issues affect first-generation and Hispanic or Latino males' access to and willingness to access support services that would benefit them. Requiring students to register full-time to qualify for Promise, our free tuition program for local students, may negatively affect working men, especially Hispanic or Latino males whose family expectations and obligations often complicate their ability to attend school full-time in the manner needed to succeed. First-generation students are less likely to initiate contact with instructors, less likely to interact with faculty in and outside of the classroom, less likely to reach out via email or attend office hours, and have limited connections on campus (Saenz et al, 2018; Schwartz et al, 2018). Additionally, first-generation students are more likely to work and be employed more hours than non-first-generation students. Accessing services like counseling and tutoring are often seen as a sign of weakness and failure. These beliefs can negate the positive effects of support services. The college needs to find ways to incentivize first-generation and Hispanic or Latino males to access what the college offers in terms of outside

help. The lack of an institutionalized tutoring component campus wide leads to gaps in services, including comprehensive technical support, Canvas training, and services available to support students with summer tutoring hours in the Tutorial Center and Writing Center (WC), online tutoring programs (SMARTHINKING and Net Tutor), tutor training, or student-centered academic workshops. Finally, the policy of automatically directing students to the Allan Hancock College bookstore is a further barrier for first-generation and male identifying Hispanic or Latino students who lack social capital to find free or low-cost textbooks from other available sources.

The educational system has failed to adequately prepare students for the rigors of higher education. According to state test scores, forty-nine percent of local high school students are proficient in reading and twenty-two percent are proficient in math with most students completing just two years of math at the local high schools.

**What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?**

To better serve first-generation students and Hispanic or Latino males, English and Math should work with student services to better describe the support course models so that they can benefit the students who need them. Consistent messaging needs to come from within these departments.

Counseling and the college can better disseminate information about the demands and requirements of the types of courses first-generation students and Hispanic or Latino males' students are signing up for. This applies to counseling and to the college website. For example, counselling and the college could provide an information sheet to show students the demands of the class they sign up for, including expected workload in hours per week, type of student/instructor interaction, and required hours of reading per week. Many students in these target populations are slow to enroll and may not find class availability at the last minute, which can hinder their placement in the right type of course. Students need to be made aware of the importance of registering during priority registration or early in the registration window. Currently, there is a need to dispel the myth that math is more difficult than English, and that, as a result, students ought to take English in the first semester and math in the second. Counseling and the college website information should encourage students to take whichever of the two courses fits their program map best. Doing so will help students build their confidence.

A connection between curriculum and culture can create an engaging educational environment that highlights cultural strengths, builds on existing knowledge, and motivates students to learn. The combination of these factors can lead to student success. Curriculum serves as the foundation of effective teaching and learning. Infusing culturally responsive curriculum throughout the college will enable students to see themselves in the curriculum.



We are hopeful the associated professional development efforts will lead to a greater connection to the course content and motivate students intrinsically to pursue and complete their educational goals.

Finally, first-generation and Hispanic or Latino males could benefit from community building at the college level. The college should meet students in the forums they are already using. For example, the college and individual departments can create a social media-connected cultural environment of student ambassadors who are themselves first-generation and Hispanic or Latino identifying males. By sharing their experiences on social media, these students can provide positive reinforcement against misconceptions about being a college student. They will relay information and highlight their experiences accessing student services to normalize a culture of seeking help.

Improvements in performance and retention can begin with simple changes to the syllabus (i.e., adding a humanizing element that ensures students start course feeling supported, provide information one week prior to the start of the semester, include a warm introduction from faculty, make it public, accessible, mobile friendly, articulates what students can expect, tips for success, list of resources, where to go for help and written in a welcoming, hopeful language) and continue through the development and implementation of culturally responsive teaching and grading techniques, all which boost student skill levels, confidence, and throughput. Faculty can also target this population by using growth language as opposed to deficit language as they help students recognize their own social capital and develop their self-efficacy. Moreover, faculty can present themselves to first-generation and male identifying Hispanic or Latinos as approachable by sharing their own experiences and using in-class peer tutors as mentors and guides.

Faculty should inform and encourage students to access the help that is targeted at first-generation and Hispanic or Latino males. This includes strategies that support, promote, incentivize, and normalize seeking tutoring support. For example, the college could start an advertising campaign aimed at our target populations that highlights and explains how support services work and how they are effective. The college could further support campus tutoring services with professional development and tutor training to increase and expand tutor services and efficacy.

Moreover, interdepartmental exchanges between math and English should be developed and encouraged via mentorship cohorts and group professional development. Working in tandem as a unified support team can only benefit our target populations. Interdisciplinary exchanges can also enrich and illustrate the overlaps and links among disciplines often perceived as diametrically opposed.

**Action Steps:**

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal.

**Messaging and Communication**

- B.1 Create an inter-disciplinary partnership between English, Math, and Counseling working in tandem as a unified support system for first-generation and Hispanic or Latino male identifying students to do the following:
  - B.1.1 develop messaging to students about the appropriate course(s) to take, including modalities, course types, support courses, and support services;
  - B.1.2 ensure students are directed into math and English in the first semester and for those who have not enrolled, dropped, or did not pass in first semester, ensure enrollment in subsequent semester; and
  - B.1.3 develop enrollment management strategies specifically for these groups
- B.2 Create a social media channel featuring first-generation and Hispanic or Latino male identifying students that demonstrates “seeking help” behaviors and that builds social capital by sharing their experiences on campus.
- B.3 When creating first semester plans, provide first-generation students consistent messaging about out-of-class workload and offer a workload calculator (i.e., <https://cte.rice.edu/workload>) as a tool to help manage out-of-class work expectations.

Also includes:

- A.3 in Successful Enrollment
- A.4 in Successful Enrollment

**Connection**

- A.5 in Successful Enrollment

**Student Support Services**

- B.4 Institutionalize tutoring and centralize services under one department to coordinate and leverage staffing and resources while expanding capacity to serve all first-generation and Hispanic or Latino students, including the following:
  - B.4.1 Provide summer tutoring hours, online tutoring programs, Writing Center remote paper review, chat hours, and academic workshops.
  - B.4.2 Provide embedded peer mentorship to assist students, particularly first-generation and Hispanic or Latino male identifying students, basic skills students, and students who are struggling, to stay in their courses, increase their independence and confidence, pass the course, and persist to the next semester.
  - B.4.3 Require tutoring visits to the math and English centers in the first semester for students with free tuition through the college's Promise Program, which is

inclusive of first-generation and Hispanic or Latino male identifying students and will shift the negative view of getting help to normal/expected.

B.4.4 Recruit peer tutors who are first-generation and Hispanic or Latino males to mentor in classes, so they can serve as models and mentors for target populations.

B.5 Embed librarians in courses that require a research component and papers or projects with any expectation of college-level research skills to assist first-generation and Hispanic or Latino male identifying students.

B.6 Establish a Promise student milestone completion team that will engage students who fall behind, particularly first-generation, and Hispanic or Latino male identifying students, and provide students a straightforward way to track milestone completion and engage and provide kudos when they do complete milestones.

### **Curriculum/Instruction**

B.7 Create cohort mentorships opportunities for math and English to do the following:

B.7.1 boost faculty morale and instigate change by exchanging and circulating curriculum ideas,

B.7.2 offer each semester a paid culturally responsive higher education curriculum assessment and course modification professional development series for teams of faculty to collaborate, learn, and teach one another,

B.7.3 examine and share data concerning DI populations in their courses,

B.7.4 research and discuss best practices for teaching first-generation and Hispanic or Latino males,

B.7.5 develop and provide support course training consider piloting co-teaching models for support courses,

B.7.6 develop equity minded grading methodologies,

B.7.7 develop and use syllabi templates,

B.7.8 develop culturally responsive curriculum, build community, and connect to the experiences and social capital of first-generation and Hispanic or Latino male identifying students, and

B.7.9 institute more professional development opportunities to create open education resourced textbooks and curriculum to encourage low-income students to complete their pathways by defraying the costs of textbooks.

B.8 Recommendations for the math department include but are not limited to the following:

B.8.1 evaluate current support course structure and plan for corequisite courses with same instructor,

B.8.2 develop culturally relevant curriculum with problems contextualized for the real world, especially for courses such as statistics,

B.8.3 provide opportunities for students to engage in collaborative work, including the discussion of mathematics,

B.8.4 evaluate the effects of alternative means of assessment on first-generation and Hispanic or Latino male identifying students; for example, shift from traditional pencil/paper tests to multiple means of expression for assessment and

- B.8.5 ensure evaluations are not tricky, are forgiving, and inform learning.
- B.9 Recommendations for the English department include but are not limited to the following:
- B.9.1 raise the minimum GPA for direct placement into transfer-level courses without corequisite support to 2.5 to capture more first gen/Latinx students in the corequisite support model,
  - B.9.2 reduce the transfer English 101-word count from 6-8k to 5-8k to align with state recommendations (20 pages), and
  - B.9.3 implement multicultural texts to highlight social capital and evaluate the effects of alternative means of assessment on first-generation and Hispanic or Latino male identifying students, such as shift to in-class writing models.
- B.10 Encourage first-generation and Hispanic or Latino male identifying students to build self-efficacy via curriculum and classroom practices including but not limited to the following:
- B.10.1 Encourage students to meet regularly with in-class tutors or provide outside tutoring with faculty at the math and English centers, talk to counselors, receive mental health check ins at the health center and make use of basic need services.
  - B.10.2 Encourage instructors to move away from deficit mindset to growth mindset language in the classroom by using “Wise Feedback Framing,” which provides positive feedback on areas of improvement and gives opportunities for revisions to build efficacy for first-generation and Hispanic or Latino male identifying students.
- B.11 Create a support structure that allows faculty and staff to come together to reflect on their practices, both what is working and what is failing, for first-generation and Hispanic or Latino male identifying students:
- B.11.1 Institute a collective examination of grading practices (i.e., competency-based grading, contract grading, eliminating the zero, the opportunity to resubmit work, etc.).
  - B.11.2 Develop the knowledge and skill around adapting to culturally competent grading practices and be given the opportunity to collaborate with peers.
  - B.11.3 Develop best practices on early assessments, timely grading, and constructive and frequent feedback.
  - B.11.4 Use syllabi templates that promote growth language, self-efficacy, and community, provide important student services information, who to reach out to if faculty are not responsive, etc.
  - B.11.5 Explore ways to provide students with course information before enrolling-syllabi, including class expectations, and sample assignments.
  - B.11.6 Evaluate attendance and drop policies across all faculty to ensure adherence to regulation as well as best practices that would help students stay enrolled in the course.
- B.12 Connect instructional faculty to Success Teams, the counseling department, tutoring, and other support services to try to connect students with intervention supports they

need (and/or incorporating embedded librarians/counseling/ peer mentors as needed in their courses). Promote the use of early alert for just-in-time remediation and connection to resources for first-generation and Hispanic or Latino males.

B.13 Departments should be reviewing data regularly to identify bottleneck courses and identify interventions and resources for those courses.

Also includes:

A.20 in Successful Enrollment

A.21 in Successful Enrollment

### **Professional Development**

B.14 Arrange PD sessions with local high schools to discuss best practices for teaching math and English to first-generation and Hispanic or Latino male identifying students.

B.15 Provide PD to equip instructors with the knowledge and tools for how to frame messages and adapt learning materials that support students' motivation and learning mindsets.

B.16 Provide PD opportunities for faculty to collaborate on grading, attendance, drop policy practices in math and English to support the success of first-generation and Hispanic or Latino male identifying students.

Also includes:

A.22 in Successful Enrollment

A.23 in Successful Enrollment

## **Metric:**

### **Retention from Primary Term to Secondary Term**

**Population Experiencing the Most Significant Disproportionate Impact:**

First-Generation, Hispanic or Latino Males

**What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?**

There are several factors that prevent the retention of AHC students from the primary to the secondary term. These factors include the following: students' lack of knowledge of college procedures and practices, admissions information, counseling inefficiencies, academic probation, the financial aid process, the tracking of students' educational goals,

communication with students, instructor grading practices, the timeliness of student feedback, college expectations and requirements, the availability of learning communities, course scheduling, and student onboarding (Belfield et al, 2019; Jenkins et al, 2021).

Students frequently lack the procedural knowledge necessary for their success in college, such as general college terminology and processes, the dismissal and enrollment processes, registration, registration practices for course repetition, where to find assistance (basic needs, tutoring, mentorship) or information regarding student services.

To maximize student access, the counseling department has an “open door” scheduling process that allows students to make appointments at any time of year for any reason. However, this practice leads to inefficiencies, such as not being able to complete Student Educational Plans (SEPs) when needed and conduct interventions at appropriate times in the semester.

Another area AHC needs to work on is positively supporting students who end up on academic probation. Research shows that students placed on academic probation feel ashamed and stigmatized, which results in disengagement from school. At AHC, eighty percent of students on academic probation are Hispanic or Latino/a, ninety percent are under 20, and eighty-two percent are BOG eligible. We can directly support our first-generation and Hispanic or Latino students by ensuring they receive supportive and positive messages related to continued enrollment and support services available to them.

The financial aid process requires parental cooperation, is confusing, and may feel highly intrusive, making the completion and access to funds challenging. In addition, the multiple follow-up steps can create processing delays. Once approved, students who fall below SAP (68 percent completion rate & 2.0 GPA) can then quickly lose access to funds without ever fully understanding the requirements.

There is no clear process for obtaining and tracking students’ educational goals, which makes persistence data inaccurate and the ability to identify program-specific barriers difficult. The college should identify which students are here only to take a skill building/career class and who do not need to persist to another term, students who transfer prior to completing their degree, and students who should be persisting to the next semester but have left the college.

Communication with students regarding pertinent information is ineffective in terms of mode, clarity of detail, and message consistency across services. Hancock relies heavily on students’ awareness of requirements and support via email; however, students may not check their email regularly and/or are overwhelmed by the number of emails received. How students are receiving critical updates and information on requirements should be reviewed.

Instructors should examine their individual grading policies and practices for clarity, and to ensure that they do not pose barriers to student success. A clear understanding of what it takes to be successful in a specific course is essential for students to succeed. Grading practices could also be routinely discussed as part of Program Review.

Feedback is essential to student development and growth over the course of the term (Briggs, 2016; Feldman, 2018; Leibold & Schwarz, 2015; Nicol, Thomson, & Breslin, 2014; Reynolds, 2013). If students are not receiving timely feedback, they are unable to make necessary adjustments to their academic performance. Students who are unaware of how they are performing throughout the term or who feel blindsided by low scores at the end of the term are less likely to persist to the following term.

Students are often unprepared for college academic expectations/requirements. High school and college culture are different in terms of student responsibility and self-advocacy, which can result in transitional frustrations and substandard outcomes directly impacting a student's experience and confidence to return for a second term.

According to AHC's drop survey, the most common reason for students to drop a class is stress and personal reasons followed by could not keep up with the amount of work in the class (see Institutional Effectiveness's survey website). In a spring 2021 survey, when asked what aspects of online/remote learning they would like to see continued after the pandemic, ninety-one percent of students wanted flexibility to do class from home when needed, fifty-nine percent wanted online/remote counseling appointments, fifty percent wanted online/remote student services, and forty-nine percent wanted remote/online student support services. This data indicates that students want flexibility to manage personal responsibility and stress.

There has been some success with implementing learning communities at AHC. However, these are offered in a limited capacity (about twenty-five students/community). Currently there are learning communities for athletes, the Puente Program, and court-impacted students. However, there is not a broad offering of learning communities to meet the numbers of specific disproportionately impacted groups including males, veterans, and economically disadvantaged students.

Research exists that supports the importance of representation and culturally affirming course materials (Banks & Dohy, 2019). The Equal Employment Opportunity Plan shows the demographics of employees is not reflective of our student population.

Course scheduling — times, modality, and number of seats — do not meet the needs of students. For example, there are long waitlists in Auto Tech, Welding, and Business courses. Transportation is an issue for economically disadvantaged students; Zoom course options are not currently offered, which have been shown to increase accessibility. In a Student Needs survey conducted by Institutional Effectiveness, students expressed the need for diverse

types of modalities and AHC's schedule does not reflect those selections. Scheduling is done in a roll-over fashion, is uncoordinated, and lacks student input.

For such offerings to be effective, however, the district needs to invest in the technological infrastructure that allows all these modalities to be offered in the highest quality possible, and therefore, can provide students with the richest instruction and services faculty can deliver.

Onboarding new students and ensuring their understanding of college requirements is not consistent or comprehensive. There is lack a comprehensive first year experience program.

Local data shows that attending full-time, completing math or English, and having a comprehensive SEP are important indicators for persistence for first-generation students (see Institutional Effectiveness's Guided Pathways dashboard). In fall 2021, for first-time, first-generation students, twenty-nine percent of students completed 12 units, forty-three percent completed an SEP, thirteen percent completed transfer-level math and twenty-nine percent transfer-level English. Thirty-four percent of these students did not return the next term. A comprehensive first-year experience program could ensure that these students get the support needed to have a successful first semester and return the next semester.

**What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?**

First, a comprehensive mandatory First Year Experience/onboarding would help. This would include PD 110 or 700, which offer lab time for students and outline college expectations as well as strategies for first semester success, including campus culture related to communications, college expectations, time management, graduation, and transfer requirements, developing a CSEP, major/career exploration, and can include educational financial planning including financial aid SAP requirements, differences in funding options, and personal finance management. Ideally this would be taught by an assigned counselor aligned with students' Area of Interest. A strong personal relationship with a counselor has shown to deepen students' persistence by helping them navigate the bureaucratic structures within the institution and support them in feeling comfortable on campus. Counselors promote student care in a culturally responsive school environment. They help build relationships and reduce anxiety. They also service as mentors to students to become self-advocates.

Within the FYE, students would be tracked and supported in completing their FAFSA, obtaining textbook/class materials, and through Early Alerts for immediate intervention needs. A true FYE would include staff from Financial Aid, Counseling, peer coaches, and connections with instructional faculty area-industry experts.



Visually, Financial Aid's presence in the myHancock portal could have better indicators to students when there are tasks required to complete their file. A "to-do" list without digging for information could be beneficial for students who are unaware of the questions they need to ask and tasks they need to complete.

Lastly, it is imperative that for these shifts in service structure to be effective, every department must be onboard so there are no coverage gaps for students. Institutionally, service faculty and staff must be able to fully participate in FYE activities, requiring administrative support at every level. Success Teams are a start. However, this cannot be done in silos; it would require analysis of role, strategic planning, and comprehensive execution.

Classroom practices and policies that could facilitate a shift in equitable outcomes could start with examining course structure, policies, and communication practices (Misra, 2020). A group that examines best practices in syllabi design, for example, could provide faculty members with a resource to improve clarity in communication with and expectations from students. Additionally, creating a place where faculty can make their syllabi accessible to students prior to enrollment in a course would allow them to make more informed decisions about courses in which they are enrolling.

Instituting Culturally Responsive professional development for all new faculty, as well as offering a professional development series aimed to modify curriculum to be more culturally responsive would drive students' intrinsic motivation, provide a sense of belonging, and honor the contributions made by people who share their culture to society. In short, culturally responsive instruction is based on curriculum that is "multidimensional, empowering, validating, comprehensive, transformative and emancipating" (Gay, G., 2000). As an instructional approach, it utilizes curriculum promoting "academic achievement, cultural competence, and social-political awareness" (Ladson-Billings, G., 1995). It further utilizes curriculum acknowledging the attributes of shifting and diverse communities, embraces pluralism, moves away from educational stereotyping, and avoids white centrist viewpoints, philosophies, and ideals. By removing these narrow perspectives, students develop a wider view of the world and the value they hold within our society.

Professional development opportunities on grading methodologies (i.e., competency-based grading, contract grading, eliminating the zero, the opportunity to resubmit work, etc.) would provide opportunities for faculty to examine their current practices, develop the knowledge and skills around adapting to culturally competent grading, and provide the opportunity for collaboration with their peers.

It is important for student success that they receive performance feedback throughout the term. It is also important that discipline faculty work with counseling, tutoring, and other support services to try to connect students with the intervention supports they need (and/or incorporating embedded librarians/counseling/peer mentors as needed in their courses). It is

also important that faculty critically analyze their curriculum, lessons, and activities for cultural and career relevancy.

To truly see a shift in equitable outcomes, it is necessary to cease the delineation between student services and the classroom and recognize the interconnectedness each part of the student journey has on an individual's success. Students will be more successful through better integration of academic programming, support services, and community outreach/marketing. While examining data, identifying disproportionate impacts, and discussing strategies to address these shortcomings, it is important to note "Successful use of data shift processes from highly reactive and uncoordinated, to those that are more efficient due to their predictive, coordinated, and intentional implementation" (Miller-Galaz, 2018, P. 115).

Some proactive strategies to better align AHC's academic and support services include:

- Embed tutoring and counseling in courses with a high drop/fail rate and disproportionate impact for first generation and Hispanic or Latinx students.
- Develop a comprehensive tutoring initiative to increase awareness of services and incentivize tutoring engagement (for faculty and students).
- Seek professional tutors for classes in which it is difficult to secure a tutor.
- Encourage faculty to recruit students who earn high grades in their courses for tutoring in those courses.
- Institutionalize summer tutoring hours, online tutoring programs, WC remote paper review, and academic workshops.
- Implement a First-Year Experience emphasizing connection and development of a successful college student at Hancock and beyond. Topics include socializing of AHC culture, communications, educational financial planning and aid requirements, graduation/transfer requirements, major/career exploration, resources, time management, instructional and service expectations, college tours, internship/work experience, etc.

AHC needs to continue to explore efforts towards closing the gap between faculty and student demographics. It is critical that the college's disproportionately impact groups of men of color make connections with the campus, curriculum, activities, resources, etc. PD opportunities on ways to enhance existing programs and reflection time to modify and develop more culturally responsive materials should be offered across classifications.

Lastly, it is imperative to note that for these shifts in the classroom to be effective at closing equity gaps there must be structural support for creating these changes. Success Teams are current structures that would allow for much of the inter-disciplinary collaboration needed to make change.

**Action Steps:**

**How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal.**

**Messaging and Communication**

- A.3 in Successful Enrollment
- A.4 in Successful Enrollment
- B.1 in Math and English Completion
- B.3 in Math and English Completion

**Connection**

- A.5 in Successful Enrollment
- A.8 in Successful Enrollment

**Student Support Services**

- C.1 Re-evaluate probation steps: interventions, meaningful interactions with faculty and staff (required counseling appts, college success class, etc.), and framing of messages to convey positivity and support.

Also includes:

- A.10 in Successful Enrollment
- B.4 in Math and English Completion
- B.5 in Math and English Completion
- B.6 in Math and English Completion

**Curriculum/Instruction**

- C.2 Promote the use of Early Alert for just in time remediation and connection to resources for first-generation and Hispanic or Latino males.
- C.3 Provide professional development opportunities to evaluate course outlines of record and facilitate departmental program review discussions, including topics such as evaluation of course and title descriptions, units/hours required, enrollments (pre- and co-reqs), assignments, learning outcomes, methods of instruction and evaluation, modalities, course materials, and articulation agreements (Harris and Kirschner, 2021). Utilizing a culturally responsive lens, faculty can modify existing curriculum and role model the process and institution of resources.

Also includes:

- B.9 in Math and English Completion
- B.10 in Math and English Completion
- B.11 in Math and English Completion
- B.12 in Math and English Completion
- B.13 in Math and English Completion

**Professional Development**

A.22 in Successful Enrollment

A.23 in Successful Enrollment

B.15 in Math and English Completion

B.16 in Math and English Completion

## Metric: Completion

**Population Experiencing the Most Significant Disproportionate Impact:**

First-Generation, Hispanic or Latino Males

**What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?**

Access to college without completion is not true access (Thomas & Perna, 2005). Increasing completion has become a priority for community colleges with the new Student Center Funding Formula. Despite changing funding policies that focus on completion, large-scale increases in completion have been difficult. For institutional change to occur, there needs to be buy-in from faculty and staff. Currently, many faculty are fatigued with the implementation of AB 705, Guided Pathways, and Hancock Promise among other programs and grants. The goal is to have all faculty (FT/PT) be included in the overhaul of policies and processes that impede equitable outcomes for AHC's first-generation and Hispanic or Latino male identifying students. Some faculty may be distrustful, pessimistic, and cautious of new change efforts because many of the programs are not institutionalized once the funding is exhausted; therefore, they get discouraged. This has been a pattern over the years.

In community colleges, the picture of Latino male identifying achievement remains bleak (Rodriguez, Saenz, & Lu, 2014). In the state of California, for example, data show that 81 percent of Latino males participating in higher education attend community colleges. However, only 4.8 percent attend the state's top-tier university system, the University of California (Harris & Wood, 2014). Only 24 percent of Latino males completed a degree or certificate in 6 years, compared to a state average of 38 percent (Campaign for College Opportunity, 2013). Latino community college students also were the least likely group of males to transfer to a 4-year institution (Saenz & Ponjuan, 2012). At Allan Hancock College, only 10 percent of Hispanic or Latino male identifying students complete a degree or certificate within three years. Early momentum points signal problems for Hispanic or Latino male identifying students in the first semester. In 2021, the average units attempted and earned for Hispanic or Latino male identifying students was 12 (attempted) and 6 (passed). Overall, only 27 percent of first-time Hispanic or Latino male identifying students complete 12 units in the first semester and 29 percent for first-generation students. In their first semester, Hispanic or Latino male identifying students are already falling behind.

Some faculty members are not aware of important student success indicators that highlight the issues related to student success and completion, as well as equity gaps. AHC needs to transform data into meaningful information that can be used to create systemic change. It is going to take an entire community of colleagues to make essential changes.

Another issue that impedes equitable outcomes for AHC's first-generation and Hispanic or Latino male identifying students is the lack of a scale-up plan for the cohort or boutique programs, which have demonstrated success with marginalized populations. Small boutique programs such as EOPS (Educational Opportunity Program and Services), Puente, and CAN/TRIO have higher success and completion rates, but the number of students served is small. Strategies need to target larger groups. Interventions need to be scalable. The college needs to take what works in these programs and institutionalize them. Components such as mentorship, counseling, students taking 12 units, mandatory comprehensive student education plans, and peer support should be available to all students, especially disproportionately impacted students.

Faculty engagement is critical in the success of first-generation and Hispanic or Latino male identifying students (Crisp & Nora, 2012; Strayhorn, 2015). Students need to feel that they belong, and they matter (Strayhorn, 2018). There are opportunities for faculty to include pedagogy that is culturally relevant to students. Faculty are also encouraged to enrich learning by providing more opportunities for engagement outside of the classroom (i.e., SkillsUSA, BIGE, Spanish Debate Club).

In addition, the college needs to ensure that all faculty, part-time and full-time, feel equipped to analyze equity data, identify issues, and develop solutions. This requires the institution to provide professional development and adequate training to address the needs of first-generation and Hispanic or Latino male identifying students. The current institutional culture should be critically assessed to ascertain if a shift is needed to increase faculty involvement. The institution needs to prioritize DEI professional development, including designated days for professional growth and development during the semester.

**What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?**

Faculty engagement matters. Colleges that have seen gains in completion have broad faculty involvement early in the process, which extends deeply in the process. Institutions that have strong completion rates have a "bottom up" approach starting with faculty addressing equity and student success in the classroom (Alai, 2022; Bragg & Durham, 2012; Ching et al, 2020). There should be more opportunities for faculty to engage with course and institutional data, so they can help bring about institutional changes. The course outline of record and the curriculum review process are two key places where equity work can advance. Through course review and the newly established program review process, faculty can have conversations about equity within the context of their disciplinary expertise, and changes to

the program can be reflected in the curriculum and teaching design section. This could help buttress a shift from deficit-minded thinking to a cultural wealth model. This shift would also come from ongoing professional development opportunities.

Additionally, student support is being offered, but it is just a limited and temporary fix, which only benefits the few students who seek it out. Support needs to be viewed as a “vitamin,” not a “medication.” In other words, it is something that all students receive and use because it makes them better students. The college needs to build a culture where students utilize support services, not just when they are desperate or in fear of failing, but as something all students do throughout the course of their academic lives. To make that shift, AHC needs to be prepared to serve more students. Support services need to be institutionalized and not rely on grant funding to ensure adequate funding.

The college needs to make a shift to Roadmaps to Success and Success Teams by Areas of Interest. The college has made strides in developing success teams and starting the conversation, but now it needs to move to implement Success Teams to their fullest potential.

**Action Steps:**

**How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal.**

**Messaging and Communication**

- D.1 Communicate on a consistent and ongoing basis with first-generation and Hispanic or Latino male identifying students after first semester onboarding to help them with registration in term two, re-application for FAFSA/CDAA, SEP updating, and connect to resources.
- D.2 Strategically target all first-generation and Hispanic or Latino male identifying students "near the gate" (60 transferrable units with a 2.0 GPA who are missing transfer-level math or English) and "at the gate" (60 transferrable units with a 2.0 GPA and completed transfer-level math and English or completed an ADT but have not transferred) for follow-up and outreach.

Also includes:

- A.3 in Successful Enrollment
- A.4 in Successful Enrollment
- B.2 in Math and English Completion
- B.3 in Math and English Completion

**Connection**

- D.3 Expand on the first-year experience program to:
  - 1. connect students with faculty, existing students, alumni, employers, and others in fields of interest as well as the transfer center;

2. incentivize faculty participation in clubs or other extracurricular projects to help build relationships;
3. build and maintain strong connections to alumni, industry, and four-year colleges to improve student transition into the workforce or transfer institutions; and
4. connect students to first-generation and Hispanic or Latino graduates who successfully transferred to help them learn about what is possible and what the movement to university is like.

D.4 Connect all degree and transfer-seeking first-generation, Hispanic or Latino students should be connected to programs such as Puente, TRiO, and EOPS that support transfer and identify strategies that work well to scale up effective strategies to ensure the majority of first-generation and Hispanic or Latino students get help navigating degree and transfer process

Also includes:

- A.5 in Successful Enrollment
- A.8 in Successful Enrollment

### **Student Support Services**

D.5 Develop a resource that students can use to check what courses fulfill GE, CSU, and UC requirements.

Also includes:

- B.4 in Math and English Completion
- B.5 in Math and English Completion
- B.6 in Math and English Completion
- C.1 in Retention
- C.2 in Retention

### **Curriculum/Instruction**

D.6 Develop the capacity of practitioners to have productive conversations about race and racism.

D.7 Explore ways to ensure part-time faculty are aware of disproportionately impacted data and the research and best practices that support first-generation and Hispanic or Latino male students.

D.8 Create a supported structure that allows faculty and staff to assemble to reflect on their practices – both what is working and what is failing, for first-generation and Hispanic or Latino male identifying students, including:

- D.8.1 examining of grading practices collectively (i.e., competency-based grading, contract grading, eliminating the zero, and the opportunity to resubmit work);
- D.8.2 developing the knowledge and skill around adapting to culturally competent grading practices and be given the opportunity to collaborate with their peers;
- D.8.3 developing best practices on early assessments, timely grading, and constructive and frequent feedback;

- D.8.4 creating syllabi templates that promote growth language, self-efficacy, and community, provide important student services information, who to reach out to if faculty are not responsive, etc.;
  - D.8.5 facilitating student access to course information before enrolling- syllabi, class expectations, sample assignments; and
  - D.8.6 evaluating attendance and drop policies that help first-generation and Hispanic or Latino male identifying students.
- D.9 Provide professional development opportunities to evaluate course outlines of record and facilitate departmental program review discussions, including topics such as evaluation of course and title descriptions, units/hours required, enrollments (pre- and co-reqs), assignments, learning outcomes, methods of instruction and evaluation, modalities, course materials, and articulation agreements (Harris and Kirschner, 2021). Utilizing a culturally responsive lens, faculty can modify existing curriculum and model the process and institution of resources.

Also includes:

- A.20 in Successful Enrollment
- A.21 in Successful Enrollment
- B.5 in Math and English Completion
- B.12 in Math and English Completion
- B.13 in Math and English Completion

**Professional Development**

- D.10 Provide professional development regarding:
- D.10.1 basics of IGETC requirements.
  - D.10.2 transfer resources
  - D.10.3 how to connect students to careers and transfer opportunities
  - D.10.4. tutoring
  - D.10.5 counseling
  - D.10.6 basic needs

Also includes:

- A.22 in Successful Enrollment
- A.23 in Successful Enrollment
- B.15 in Math and English Completion
- B.16 in Math and English Completion



## Metric: Transfer

### Population Experiencing the Most Significant Disproportionate Impact:

First-Generation, Hispanic or Latino Males

### What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

Transferring students from Allan Hancock College to a tertiary institution has always been a challenge for student services. Northern Santa Barbara County is in a “college desert” where the closest university, Cal Poly, SLO is highly impacted; therefore, it does not guarantee AHC students' admissions as do other CSUs (California State University) with their neighboring community colleges. Although AHC has a high percentage of students who apply and get accepted, it still leaves many AHC students with limited educational options. University of LaVerne and UMASS Global have provided options for our students in popular majors such as Psychology, Business Administration and Liberal Studies. CSU, Channel Islands in Camarillo is a sister institution that accepts AHC's students if they meet minimum eligibility requirements. UCSB also guarantees admission in certain majors if students meet a certain GPA and major prep requirements. The challenge in student services is that the University Transfer Center (UTC) relies on categorical funding for resources. Depending on budgets, in some years services had to be reduced or eliminated due to lack of staffing. AHC currently does not have the minimum staffing according to the Chancellor's Office recommendations. The college does not have a director or coordinator. The college has never had a director, but it did have a coordinator/counselor over ten years ago. To build strong relationships with universities, it is imperative that AHC has strong articulation agreements, university field trips, peer mentorships, professional development for faculty to serve disproportionate impacted populations and strategic outreach to families and students. This coordination of transfer-specific outreach falls on a staff comprised of two counselors and one technician. A coordinator or director would ensure that students are being identified at key milestones in their student journey. The college also needs staff to assist students not only in applying, but also once they transfer, students need assistance reading their financial aid (which is the biggest concern for students) and obtaining housing in a timely manner. Counselors are on a ten-month contract and may not be available when students need transfer assistance. A coordinator or director would be here in the summer to ensure students have a smooth transition and to assist those students who have doubts or questions.

At Allan Hancock College, only 18 percent of Hispanic or Latino male identifying students transfer within three years and only 17 percent of first-generation students. Although there is a small but growing body of literature on Latino men in both community college and university settings, less is known about their transfer experiences (Rodriguez, Blaney,

Vasquez, Salinas, 2021). According to Xueli Wang, transfer is a convoluted process. Barriers to transfer include curricular complexity; transfer students are flooded with numerous curricular choices making it hard to understand; cafeteria style advising also leaves students navigating the transfer process on their own due to understaffed personnel. Students will then grab (cafeteria style) classes wherever they can when advising is not available.

Additionally, research shows that women and girls tend to accumulate higher levels of social capital than men and boys, including greater exposure to a college preparation track, higher levels of parental involvement, possession of at least one parent who expects them to attain a bachelor's degree, and more friends attending college (Rodriguez, Blaney, Vasquez, Salinas, 2021). Campus engagement, student-faculty engagement, and establishing a sense of belonging are vital to Latino men's success at the college.

The college needs to explore student-centered scheduling to ensure students can enroll in the courses they need at the times and via the methods and modalities that support their off-campus responsibilities. Transfer course availability, students' busy schedules, and off-campus responsibilities narrow student access to transferrable coursework, which results in students taking classes that do not count toward transfer and thus hinders their transfer path. Students, especially first-generation students, need an easier way to identify courses that meet general education, CSU, and UC requirements, so they do not waste time taking unnecessary classes that do not count. Until students know exactly what they want to do, they should be advised to take courses that fulfill the most requirements. Students often encounter conflicting messages and information regarding the transfer process. This is due to a general lack of alignment and coordination of transfer support systems, both within community colleges and between transfer-sending and receiving institutions. Because of this, students face the challenge of reconciling inconsistent information, which often results in making misguided decisions.

The college also needs to coordinate with university partners to identify innovative options for students to complete a baccalaureate degree in programs that may be impacted locally and for students who are place-bound (e.g., university centers, 3+1 programs, and hybrid programs). This is particularly important for our Hispanic or Latino population.

The college is committed to erase deficit minded thinking. Transfer students need to enter the college taking at least 12 units; they must enroll in English or math their first year and must complete a comprehensive SEP. Students who complete these three things within their first semester are more likely to earn a degree and/or transfer. Comprehensive student education plans are not mandatory for all students; therefore, counselors see many students advanced in their educational tenure who seek advice concerning what they need for transfer, but sometimes it is too late. Another challenge for transfer students is that they do not receive timely information because many of AHC's workshops are not well attended. The college relies on the University Transfer website and social media to disseminate information. There needs to be more involvement with instructional faculty to speak about transfer in

their classrooms as well as transfer counselor presentations in classroom. Through a first-year experience program, the Transfer Center could also connect early with students who have a goal of degree or transfer.

Lastly, the more the college can help students connect with childcare, housing, food, transportation, and other basic needs, the more likely students are to stay enrolled and complete transfer requirements.

**What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?**

To achieve equitable outcomes for first-generation Hispanic or Latino males, there needs to be a shift concerning how the college outreaches and communicates to this population. The college needs to have a clear communication plan for those students who wish to transfer and needs to develop outreach methods specifically targeting first-generation and Hispanic or Latino males at key milestones in their transfer journey. There also needs to be a shift that turns AHC's attention to those students who are ready to transfer but have not applied or remained enrolled at the college. For example, there are some students who are "at the gate;" these are students who have completed 60 units including transfer-level math and English. There are also, however, some students who are "near the gate" with 60 units, but they have not completed transfer level math and English. The college needs to shift its focus to those students being left behind. The college needs to reach out to these students who are transfer ready but who are not transferring. Moreover, there should be a commensurate shift in faculty professional development to include topics that will help best serve first-generation Hispanic or Latino males wishing to transfer.

There also needs to be a shift in financial aid awareness. One of the biggest concerns for transfer students is the cost of attending college. Students do not understand their financial aid packages or the loan process. The college needs to create more opportunities for financial aid personnel to work with the University Transfer Center. Currently, the University Transfer Center has workshops and counseling appointments to help students with the next steps once they get admitted to the university. These next steps should include financial aid, housing (how to find housing/roommates) and connection to support programs such as EOPS, DSPS and clubs and organizations. A shift to connecting students to their peers who are already at the university needs to be expanded and strengthened.

Allan Hancock College transfers most students to Cal Poly and UCSB due to their proximity to the college. The college needs to make a shift to providing more options for students. One option is CCC baccalaureate degree with the potential to recruit and attract first generation and Hispanic or Latinx students. Faculty can discuss the colleges they attended and their experiences. The UTC can provide more field trips, not only during the academic school year, but also expand them to the summer.

As success teams are being established, there also needs to be a University Transfer Center counselor involved. They would then be able to provide communication and outreach to students who wish to transfer in an area of interest.

**Action Steps:**

**How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal.**

**Messaging and Communication**

E.1 Create a transfer student communication plan for all students who select degree or transfer as their goal to receive information about the Transfer Center and its services with intentional and focused outreach to first-generation and Hispanic or Latino male identifying students to connect them early to the Transfer Center.

Also includes:

- A.3 in Successful Enrollment
- A.4 in Successful Enrollment
- B.2 in Math and English Completion
- D.2 in Completion

**Connection**

- E.2 Intentionally outreach to first-time, first-generation students who are degree and transfer seeking to connect to the Transfer Center right away, and then build off the first-year experience program to:
- E.2.1 connect students with faculty, existing students, alumni, employers, and others in fields of interest as well as the transfer center;
  - E.2.2 incentivize faculty participation in clubs or other extracurricular projects to help build relationships;
  - E.2.3 build and maintain strong connections to alumni, industry, and four-year colleges to improve student transition into the workforce or transfer institutions;
  - E.2.4 connect students to first-generation and Hispanic or Latino graduates who successfully transferred to help them learn about what is possible and what the transition to university is like;
  - E.2.5 connect all degree and transfer-seeking first-generation, Hispanic, or Latino students to programs like Puente, TRiO, and EOPS that support transfer and identify strategies that work well to scale up effective strategies to ensure the majority of first-generation and Hispanic or Latino students get help navigating degree and transfer processes;
  - E.2.6 engage TK-12 partners to involve first-generation, Hispanic, or Latino students and their families before they get to college, once they arrive on campus, and

throughout the entire transfer process through information sessions; workshops, university tours, and meetings with university representatives; and  
E.2.7 build a vibrant college-going culture through broad and engaging community presence that would entice first-generation and Hispanic and Latino identifying male students to campus.

### **Student Support Services**

E.3 Conduct a comprehensive review of transfer documents to understand how the transfer process can be made clearer and more inclusive of first-generation and Hispanic or Latino students.

- Build a transfer culture that benefits first-generation and Hispanic or Latino male identifying students by:
  1. hosting “Application-a-thons” leading up to the day of the UC/CSU application deadlines (like our “Study-a-thons” during finals). Include Writing Center Tutors/English professors to provide on-site feedback on the personal insights' questions for the UCs;
  2. offering students incentives for attending one or more transfer workshops (such as application fee payment);
  3. holding “SIR” days where counselors can review financial aid info and help students select their college after being accepted;
  4. hosting a college fair in our gym (in the fall), allowing students to make contacts with various admissions representatives;
  5. offering more events where families are encouraged to attend and have activities in the community; and
  6. reestablishing College Thursdays where faculty and staff wear their alumni gear and encourage faculty to talk to students about transfer.

Also includes:

A.10 in Successful Enrollment

### **Curriculum/Instruction**

E.4 Create materials that faculty could post and share with students regarding important scholarship deadlines and CSU and UC application deadlines.

E.5 Offer faculty the opportunity to host Transfer Workshops during class time or provide information for them that they could post on their Canvas announcements page so more first-generation and Hispanic or Latino males get exposure to these workshops.

E.6 Connect first-generation and Hispanic or Latino male identifying students to careers and 4-year colleges in the classroom.

E.7 Form Guided Pathways Learning Communities (for example, pair an ENGL 101 themed around STEM research and writing with a Bio class) with embedded counselors to assist students with EAPs.

### **Professional Development**

E.8 First-generation and Hispanic or Latino male identifying students will benefit from faculty who have gone through training on:

- E.8.1 basic IGETC requirements
- E.8.2 transfer resources
- E.8.3 connecting students to careers and transfer opportunities

## STUDENT SUPPORT INTEGRATION SURVEY (Optional)

**Guidance:** This section is optional; you may choose to respond to as many of the prompts below as you would like. We recommend you use this space as an opportunity to share successes, note areas for improvement, and detail any college-specific plans to address the topics below. You may come back and add more details as your college designs and implements content discussed in this survey.

### GUIDED PATHWAYS

Please provide a summary of how your college's equity efforts align with achieving your institution's guided pathways goals.

As reported in the SOAA, AHC has been actively addressing all four pillars of Guided Pathways through an equity lens. The college redesigned its website focusing on areas of interest and incorporating a career quiz to help guide students, and it continues to engage in high school and community outreach. These tools are specifically focused on first-generation students. AHC is currently working on building a bridge from credit to non-credit. Success teams have been formed around each Area of Interest to examine the equity gaps within the specific programs and plan support and interventions as needed. The college is working to grow this model to more fully integrate its instructional and support services to give students a holistic experience. Embedded counselors and tutors, as well as specific support courses, have been designed to help students complete their courses. AHC has also developed learning communities for its Puente group as well as its BIGE students (Beyond Incarceration Greater Education) to help these underserved populations.

### FINANCIAL AID

#### FAFSA Participation

**Help Text:** Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus.

\*Cash for College events at the high schools

- Having outreach specialists at the high schools ensuring that students complete their FAFSA
- In collaboration with the district's CalSoap Program, the district increased the number of Federal Application for Federal Student Aid/California Dream Act Application

(FAFSA/CDAAs) workshops held at all our district high schools as well as at both our Santa Maria Campus and Lompoc Valley Center throughout the fall 2021 and spring 2022 semester. There was an increase of 34 percent more applicant submissions over the year 2021-2022 at the same time.

- The Financial Aid department has sent out emails in early August to all enrolled students for fall 2022 who have not submitted a FAFSA/CDAAs for the 2022-2023 year letting them know the benefits of FAFSA/CDAAs completion, which includes access to CARES Act funding and emergency funding.

### **PELL Grant Participation**

**Help Text:** Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus.

- The Financial Aid office also implemented a new two-way texting system called Signal Vine to make direct contact with students in July of 2022. As of today, the district has launched over 5,600 text messages to students regarding their next steps in completing their financial aid file. The college also held three workshops in early August in which we assisted almost 60 student athletes in completing their FAFSA. Our data collection does show an increase of about 6 percent in the number of students awarded at this same time last year.
- We also reviewed all our financial aid policies through a Diversity, Equity, and Inclusion (DEI) lens to ensure that we are removing all barriers to our students' success. As a result, the district adjusted its Satisfactory Academic Progress (SAP) policy around repeated coursework that would affect the student's SAP calculation since the Department of Education granted institutions flexibility in this area to only count the latest grade attempt and not all grade attempts.
- Lastly, the college adjusted the cost of attendance to include less than half-time students regardless of their residency status, which has now leveled the playing field between the Pell Grant payments made to in-state students and out-of-state students. We have always included out-of-state tuition as part of the cost of attendance for less than half-time out-of-state students, which had the effect of maximizing their Pell Grant payments. For 2022-23, all students less than half-time, regardless of residency status, will be paid at the same rate that is commensurate to their Expected Family Contribution. The other clear benefit is that this change effectively doubles the annual Pell Grant award for our less than half-time in state residents. When you compare the annual award amount for an in-state student less than half-time for 2021-22 (\$813) with the annual award for the same student for 2022-23 (\$1,724), the impact is clear!

### **Additional Aid for Students**

**Help Text:** The 2021-22 Budget Act included a total of \$250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students. Will your college provide additional aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

Yes

No

### Description of Additional Aid

The College was awarded \$11,907,890 in CARES (HEERF I, II, III) funds by the Department of Education since the spring of 2020 through June 30, 2023. Since then, the college has continuously awarded direct aid to students in the form of gas cards, food cards, textbook cards, payment of enrollment/tuition fees, mental health services, basic needs services, the Hancock Promise Plus program, and cash aid awards each semester. We are required to prioritize grants to students with exceptional financial need such as those who receive Pell Grants. The way for us to make that determination is to have the students complete a FAFSA or Dream Act application. These funds can be used to help any AHC students who are enrolled in non-degree seeking, non-credit, non-credit, dual enrollment, and continuing education students. With the recent removal of the requirement in which students must be Title IV eligible opened the doors to all our students including dreamers, out of state students, and international students. The college has disbursed these funds to both credit and non-credit students each semester since the Spring of 2020.

In addition to CARES (HEERF I, II, III) funds, the College also received \$1,409,736 in COVID Emergency funds from the Chancellor's Office during this same time period to be used for direct aid to students. We prioritized our awards to students following the same methodology as shown above for awarding state emergency funds to students.

### BASIC NEEDS

**Help Text:** The 2021-22 Budget Act included ongoing funding of \$30 million to support basic needs centers and coordinators, and an additional \$100 million one-time for colleges to support basic needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

#### Basic Needs Center

**Help Text:** Has your college established a Basic Needs Center and designated a staff person as a coordinator?

Yes

No

#### Services

**Help Text:** What services are you providing, or do you plan to provide in your college's Basic Needs Center?

The college has identified a designated space for the Basic Needs Center in its Student Center. The Basic Needs Center was established to coordinate partnerships and programs addressing food and housing insecurity, books, supplies, technology, and other needs to support student success. AHC's last Student Equity Plan established emergency funding for students. Emergency funds assist students in meeting financial needs because of an



unexpected event or emergency. The purpose of this program is to assist students in staying enrolled in college and progressing toward graduation, while connecting students with holistic services to best meet their needs.

### **Participation**

**Help Text:** How do you plan on increasing participation in your college's Basic Needs Center?

With the Basic Needs allocation from the Chancellor's office, a dedicated manager and staff will be hired to operate the Basic Needs Center. The additional staff and designated space will allow more social services programs to come to AHC's campus including CalFresh. The center will be able to host workshops for students on financial literacy as well as provide support in a confidential space. A larger space has been identified on the campus to house not only Basic Needs but Health Services as well. The new location will have laundry services and a food pantry for students.

### **Food Pantry**

**Help Text:** The 2020-21 California state budget enacted through Senate Bill (SB) 74 and Assembly Bill (AB) 94 added a requirement that districts must support or establish on-campus food pantries or regular food distribution programs to receive SEA program funds. Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program.

Since 2015, Allan Hancock College Student Activities & Outreach department has been offering a food distribution event on campus called Food Share Because We Care in collaboration with the Food Bank Santa Barbara County. Initially it was held every other Thursday at the Student Center at the Santa Maria campus. Very shortly after, the college identified greater needs on campus in the Athletics department and at the Lompoc Valley Center. Every other week, AHC held three food distribution events, typically serving 300 people at each site, up until March 2020 when the COVID-19 pandemic began.

Once the pandemic started, the Food Bank Santa Barbara County, AHC's longtime partner, asked additional local businesses to be emergency distribution sites. The college quickly volunteered, as AHC's campus and parking lots were empty since its classes had all gone remote. The college offered to distribute food twice a week on Tuesdays and Thursdays for what it initially thought would be a few weeks, or a few months at the most. AHC prepared and bagged the food on Mondays and Wednesdays. The college offered a drive through service, logged the participants, and loaded bags into their vehicles. The first few weeks 300-500 families were served, but it steadily increased to 1300 families per day. The college also promotes Cal Fresh benefits during food distribution events.

In fall 2021 when some on campus classes returned, the college ceased the twice weekly drive through distribution and began to offer a monthly drive through distribution for the community on the 3rd Saturday of the month. AHC also began our student 'Food Share Because We Care' walk up event on a weekly basis. These events are still being offered in fall 2022 and will continue indefinitely.

Additionally, AHC has offered a 'Lunch Locker' since 2019 where students can grab 2 items (snacks, instant soups, drinks, etc.) each day, any time between 8:00 a.m. and 6:00 p.m. on Mondays and 8:00 a.m. and 4:30 p.m. Tuesdays through Thursdays and 8:00 a.m. to 4:00 p.m. on Fridays.

When the college opened the 'Basic Needs Office' in 2019, Student Activities & Outreach staff worked closely with Basic Needs staff to expand services even more.

In 2023, the college is planning to open a new building to house our Student Health Services and a Food Pantry, which will include laundry facilities for students in addition to food offered daily.

## ZERO-TEXTBOOK COST

### Zero-Textbook Cost Program

**Help Text:** The 2021-22 Budget Act provided \$115 million one-time for grants to community college districts for developing zero-textbook-cost degrees and certificates that can be earned entirely by completing courses that eliminate textbook costs by using alternative instructional materials. Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus.

Allan Hancock College staff are committed to finding ways to reduce the many costs associated with college attendance, including the cost of course textbooks. One way the college has addressed rising textbook costs is through encouraging faculty to learn more about Open Educational Resources (OER). Some professional development sessions have been offered and further sessions are being planned. With previous grants, faculty were offered stipends to pilot the use of OER materials in their courses and to create and share their own OER materials. As a result, students are becoming more aware of OER materials and how to access them.

Another way the college has addressed rising textbook costs is by partnering with BibliU, a provider of e-book access to many popular course textbooks. Through a partnership facilitated by the AHC Library, BibliU has grown in popularity and many students know they can read their textbook for free as an e-book rather than purchase an expensive text in print. Students in such disciplines as English, Astronomy, Communication, Mathematics, Health, Chemistry, and Agriculture can access many — if not all — of their textbooks for free through BibliU.

Additionally, the college has supported measures to lower the cost of textbooks include supporting the purchase of textbooks for the library's popular Course Reserves as well as purchasing copies of textbooks to be loaned for the entire semester through the library. Both options are popular with students. The library staff provides workshops on accessing textbooks, and librarians visit the academic departments to increase faculty and staff awareness of low cost and zero cost options for students.

## LGBTQ+

### LGBTQ+ Support

**Help Text:** In 2011, [Assembly Bill 620](#) amended California's Education Code and requests "governing board[s] of each community college district to designate an employee at each of their respective campuses as a point of contact to address the needs of lesbian, gay, bisexual, and transgender faculty, staff, and students." The law, [California Education Code Section 66271.2](#) also states that, "at a minimum, the name and contact information of that designated employee shall be published on the Internet Web site for the respective campus and shall be included in any printed and Internet-based campus directories." Additionally, the 2021-22 Budget Act appropriated \$10 million in one-time funding to support LGBTQ+ students. Please discuss your plans or current efforts to support the LGBTQ+ population on your campus.

Currently, Allan Hancock College does not have designated LGBTQ+ services and resources. However, this opportunity provided a foundation for dialogue, planning, and new actions on campus to build awareness, safety, a dedicated team, a support group, workshops, guest speakers, and creating a welcoming environment for LGBTQ+ identifying students.

Allan Hancock College will work with CCCCO Tech Center to add supplemental questions to the CCC Common Application specific to Allan Hancock College to request optional questions that include LGBTQ+ identifying students. However, through dialogue with students, AHC learned that CCCApply is not done in private. Many times, it is done in a high school classroom or a high school event with teachers, parents, and AHC specialists monitoring the students. This creates an unsafe environment for students who have not come out yet or are questioning their sexuality and identity.

On Canvas, the college has instituted the "Preferred Name and Pronoun options" available to ensure students are addressed with the name and pronoun(s) they prefer in online discussions. Faculty will be prepared to request and/or hear students' requests to use their preferred name and pronoun(s) while in class and during attendance. AHC is working within Banner to provide a column for preferred names.

The AHC team is seeking a safe space for a Pride Center close to the center of campus to promote inclusion and provide an accepting, non-judgmental environment that allows students to let their guard down and seek resources and support. The college will need to leverage other funding sources and seek out new funds for a larger Pride Center soon.

In addition, AHC partnered with Pacific Pride Foundation for health clinics to be brought onto the campus and for shared events. Transitions Mental Health Services are already partnering with AHC health services. Now, AHC has expanded the partnership to fund mental health services with a focus on the LGBTQ+ community. Student members of the Pride Alliance (known as the Gay-Straight Alliance in the past) will receive peer support training through Transitions Mental Health Services and receive certifications that prepare them to support and mentor their peers. The Pride Alliance created an LGBTQ+ mascot.

Allan Hancock College has the TimelyCare App ([timelycare.com/Hancock](https://timelycare.com/Hancock)). Through this app, students have 24/7 access to on-demand medical support for common health issues (cold and flu, Covid-19), on-demand mental health support, and scheduled counseling appointments for face-to-face interactions.

The Gay-Straight Alliance, now Pride Alliance, reconvened and meets once a week for two hours. In these meetings, there are icebreakers, activities, dialogue regarding what needs to be changed on campus to ensure an inclusive environment and to build a sense of belonging and acceptance, as well as social networks. The Diversity, Equity, and Inclusion Taskforce is looking into adapting LGBTQ+ language within college initiatives and providing visual representations of support through the campus.

A Culturally Responsive Higher Education Curriculum Assessment is currently being piloted to test an instrument designed to measure the cultural responsiveness of course curriculum. Faculty will be asked to assess and modify the curriculum to ensure it positively reflects and represents all students.

## MENTAL HEALTH

### Mental Health-Related Programs

**Help Text:** The 2021-22 Budget Act included ongoing funding of \$30 million to provide student mental health resources. Please discuss your plans or current efforts to create mental health related programs to serve hard to reach, underserved populations.

During the pandemic, the college purchased a license for TimelyMD 24/7 for virtual and phone-based mental health services. This program was marketed through Student Health Services and Student Government. The program did raise student awareness of programming on campus, but use did not warrant continued licensing. Additionally, the college offers two licensed mental health service providers through Student Health Services, and mental health allocation dollars continued to support these positions. In addition to providing one-on-one mental health services, the service providers also offer workshops on mental wellness, class visits to promote services and destigmatize mental health care, and connections for students to community resources for ongoing care. The robust health services at the college provide disproportionately impacted students with access to mental health supports that would be unattainable to most students through private services due to cost burdens. Connecting students to accommodations can be a challenge due to stigma associated with mental health, particularly in specific demographics and cultures. To further connect students to services, one office for mental health services is in the LAP office (disability support services), creating a seamless documentation and application process to increase student access to support.

## GENERAL ACCESSIBILITY

### Accessibility

**Help Text:** Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus. (2,500-character max)

Student Equity and Achievement Program (SEAP) funds have been used to support students with disabilities in a variety of ways. For the past two years, SEAP dollars have supported hiring student workers for the office. The students hired are those with disabilities and provide peer-to-peer support in connecting students with services. Additionally, SEAP has supported activities to promote priority registration for this population. Priority registration advances students utilizing accommodations effectively during their learning plan progression. SEAP has also supported outreach efforts by the LAP with the local high schools. LAP administration has partnered with the outreach team to meet students with IEPs at the high school and establish support at the time of admission with the aim of improving outcomes for students with disabilities.

## INSTITUTIONAL PLANNING

### Ongoing Engagement

**Help Text:** Please describe any efforts your Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period.

There will be a Board presentation annually on the Student Equity Plan to discuss implementation and equity data.

### Integrated Budgeting

**Help Text:** Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals.

Deans meet regularly to discuss budgets and allocation of funds for goals and strategies for key initiatives on campus, during Cabinet meetings and in the RAC committee.

### Student Voice

**Help Text:** Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals.

The Student Success and Equity committee will work closely with our student leadership. The committee currently has one student who reports back to ASBG. This committee also is part of the shared governance process and reports to both the Student Services Council and Student Learning Council. Both councils have student representation. The Director of Outreach and Student Activities is involved on the committee as well.

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