

January 9, 2015

California Department of Finance
Education Systems Unit – Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Board of Trustees

Gregory A. Pensa, President
Tim Bennett, Vice President
Bernard E. Jones
Larry Lahr
Hilda Zacarias

Dear Innovation Awards Committee:

As a response to address retention and success, Allan Hancock College faculty developed acceleration strategies to achieve the goals of completion and progression through remedial sequences towards transfer level courses. In particular, English faculty developed an acceleration program that targets student athletes from traditionally underrepresented populations. The program seeks to bolster readiness for college level work through an intensive “boot camp” that focuses on writing skills. In addition to student athletes, local high school graduates are able to access the program.

Initial results found that the 93% of students taking the program placed into a transfer level English class and the placement rate for athletes was 100%. Students who began at lower remedial English levels showed clear improvement and were subsequently placed into pilot accelerated English 514 classes one level below transfer in the fall 2014.

The implications of this innovation will lead Allan Hancock College to look for ways to expand the program to additional students and to build similar programs to foster readiness for college level math.

I will be the contact person for this award:
Contact Person’s Name and Title: Kevin G. Walthers, Ph.D.,
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I’ve included Appendix A: List of participants as requested.

I assure that I have read and support this application for an award. I understand that if this application is chosen for an award, my institution will be required to submit, for approval by the Committee on Awards for Innovation in Higher Education, a report indicating proposed uses of the award funds and, as the fiscal agent, will be responsible for distributing funds to any other participating entities. I also understand that, if this application is selected for an award, my institution will be required to submit reports to the Director of Finance by January 1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in this application.

Please do not hesitate to contact me if anything further is needed.



Kevin G. Walthers, Ph.D.
Superintendent/President



Start here. Go anywhere.

Innovation in Higher Education Application



Context

1. Please describe specific programmatic or institutional goals set by the participants in this application and how achieving these goals ultimately will increase the number of bachelor's degrees awarded, allow students to complete bachelor's degrees within four years, and/or ease transfer, particularly for student groups that are underrepresented in higher education. Please describe when and how these goals were developed and how they are used on an ongoing basis.

Allan Hancock College (AHC) serves over 20,000 students annually in a semi-rural, agriculture-based 3,000 square mile district in northern Santa Barbara County. The College is a Hispanic-Serving Institution, with 65% to 70% of incoming students placing in remedial level English or math courses every semester. There is a large population of first-generation college students, and approximately 50% of the student population receives financial aid.

A major institutional goal in the *AHC Strategic Plan 2014-2020* is student learning and success. One important strategy is increasing student retention and success through multiple approaches. The AHC Basic Skills Committee (BSC), including many instructional faculty working at the remedial level, has been at the forefront of innovation projects since 2006. The BSC has used the basic skills initiative (BSI) funding to support increased student retention and success through multiple approaches.

Data support English placement as being a key indicator of success and retention for AHC students. Students placing at the lowest level will traditionally spend two years before reaching transfer level, and exhaust a substantial portion of their financial aid. Many studies, including internal ones by the AHC institutional research office, have shown the longer students spend in remedial levels, the less likely they are to transfer to a four-year college or complete any degree.

Since 2012, several English faculty have focused on acceleration strategies to achieve the goals of completion and progression through remedial sequences towards transfer level courses. They trained through state-offered 3CSN acceleration sessions, and partnered with a local feeder high school to introduce the Common Core standards, align curriculum and increase incoming student preparation. English instructors have researched acceleration strategies, revised curriculum, piloted accelerated sections within the remedial sequence, and developed an alternate transfer pathway through reading as part of acceleration efforts. The English department's program goal is to use multiple approaches including: acceleration, specific intervention programs including essay writing boot camp, counseling, and multiple placement measures including high school GPA to promote faster completion rates for students.

The project described here is an acceleration effort that targets underrepresented student-athletes. Athletes typically state the intent to transfer to four-year institutions, but frequently place in remedial courses. Because of this, potential scholarships can be lost to student-athletes who may not be able to continue college without this financial help. Successful outcomes from the pilot athlete boot camp acceleration project indicate this approach can be scaled and sustained with a broader student population. The project supports the ongoing institutional goal of student success through increased retention, completion, and acceleration through remedial English. It also increases the likelihood that students will transfer and complete degrees within a much shorter time frame.

2. Please provide a statistical profile of the students you serve, disaggregated by gender and the following ethnic and racial categories as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, White, some other race, and more than one race. Additionally, please provide information on the proportion of students who are current or former foster youth, students with disabilities, low-income students, and veterans. Please provide an analysis of the factors that affect the ability of your students to earn bachelor's degrees, graduate within four years, and/or transfer, including the particular factors that disproportionately affect student groups that are underrepresented in higher education. Please note which factors you believe can be influenced by changes to policies, practices, or systems.

In fall 2013 AHC had an unduplicated headcount of 10,885 credit students. Approximately 50% are first-generation college students, and 27% were first-time students at the college.

The *AHC Fact Book 2014* reported enrollment in fall 2013 was 52% female and 48% male.

The demographics reported on the Integrated Postsecondary Education Data System (IPEDS) report for fall 2013 by race/ethnicity were: 51% Hispanic, 1% American Indian/Alaska Native, 4% Asian/Pacific Islander, 3% Black, 38% White, 3% two or more races. Students under age 20 comprised 28% of the student population, and students ages 20 to 24 were 36%.

According to Institutional Research and Planning (IRP) at AHC, the fall 2013 foster youth enrollment was 1.3% (139 students) of the total population while of students receiving veteran benefits comprised 5.3% (575 students). The *AHC Fact Book 2014* and U.S. Census 2010 state that the AHC Learning Assistance Program (aka Disabled Student Program and Services) served on average 4.65% of the total AHC enrolled credit population during 2010-2013. It should be noted that data available for foster youth and veterans are self-reported only. The AHC Student Equity Plan dated December 2014 proposes to improve the collection of data from these two groups.

The *AHC Fact Book 2014* states that (48%) of AHC students - 2,364 female students and 1,709 male students - received financial aid in fall 2013. It should be noted that the majority of the students receiving financial aid were under the age of 24 years (66.7%) and were Hispanic (62%).

According to the IPEDS report fall 2013, the number of associate's degrees awarded increased from 891 in 2010 to 1150 in 2014; the number of less than one-year certificates declined from 177 to 143, while one to two-year certificates increased from 424 to 544. Budget cuts in 2011-2013 led to course reductions in many degree-specific courses. This hinders some students from gaining degrees as they wait for specific courses to be offered. In addition, more students may be transferring without earning an AA or AS degree. This is confirmed by data from National Student Clearinghouse "Student Tracker", which reports that 1622 students attended AHC in 2012-13 and then attended a 4-year university in 2013-14.

The AHC Student Equity Plan (2014) identified the level of disproportionality that affects student groups that are underrepresented in remedial English as indicated below.

English Basic Skills (Cohort year 2006-07)

Gender:		
Male	0.90	Slightly Less than Equitable
Ethnicity:		
African-American	0.82	Less than Equitable
American Indian/Alaskan Native (n = 16)	0.61	Significantly Less than Equitable
Hispanic	0.96	Slightly Less than Equitable
Pacific Islander (n = 5)	0.43	Significantly Less than Equitable
Age:		
20-24	0.86	Less than Equitable
25-49	0.51	Significantly Less than Equitable
50 + (n = 10)	0.50	Significantly Less than Equitable

These students encounter a number of barriers that hamper their progress:

- Lack of transportation to get to campus in the 3,000 square mile district
- Lack of support services in Spanish and in the evenings/weekends
- Lack of centralized information, guidance, and resources targeted at the remedial level
- Lack of financial resources, such as scholarships and access to computers.

Additionally, many of our disadvantaged students have cultural traditions that require them to put the needs of the family ahead of their own education. This may explain the problems perceived by AHC instructors when their students have excessive absences in class and missed assignments. Instructional faculty refer students to counselors for assistance and intervention.

Transfer to a four-year institution also presents challenges for this population. The closest open access CSU campus is Channel Islands, 110 miles away. The longer they remain in remedial sequences, the less aid they will be eligible for once they reach transfer level; then they cannot afford to relocate and attend college. According to the AHC Financial Aid Office, more than 50% of the students receive financial aid.

The acceleration projects including the athletic boot camp at AHC are directed at moving students quickly through remedial sequences. Students are more likely to complete a degree, and will still be eligible for financial aid to assist in upper division work. This is particularly true for the Hispanic students, who place into remedial English at a disproportionately high rate.

In addition, the AHC Student Equity Plan (2014) recommended: increasing student services' outreach efforts to underrepresented groups, strengthening partnerships with feeder high school districts and community agencies, as well as expanding tutorial and library services, counseling services and follow up services for target groups, and increasing commitment to faculty and staff development related to student equity.

Innovations

3. Please describe key policies, practices, and/or systems in place prior to January 10, 2014, that were initiated to achieve the goals identified in Item 1. Please describe the impact of these policies, practices, or systems, to date, and provide evidence of that impact. Please explain what lessons you have learned—from both successes and failures—and how you will apply those lessons to future actions.

The AHC English department through the BSI initiative has been focused on moving students up through four levels of remedial English classes faster. Since 2012, key projects focused on multiple approaches to acceleration have included:

Research on learning communities (2013); embedding tutors into classrooms (2013); supplementary tutoring attached to specific courses (2012) alternate reading pathway (2012). The reading pathway project was successful; other projects proved to be largely ineffective because they required voluntarily participation from the students. Students self-reported that they didn't have time for extra tutoring hours or perceived they would not be beneficial. It was evident from research conducted during this time that students with good time management and study skills were more successful. These projects aren't viable options at present; however, it became apparent that students with the appropriate skills can successfully accelerate. It also became clear that having additional resources available is not sufficient, as students often ignore them. It is necessary to make additional help mandatory or organize a campus-wide campaign to change students' attitudes towards accepting help. (See appendix B.1 for outcomes report)

Increasing the rigor of course material (2012 ongoing). Increasing the rigor of course materials in English classes has proven to be more successful. Students from remedial English three levels below transfer have benefited from acceleration directly into a class one level below transfer. Data for four semesters will be analyzed at the end of spring 2015 to ensure that this hypothesis is correct. The added rigor allows remedial students to experience college level classes and be successful. This serves as a form of intrinsic motivation which can carry through to other classes they are taking. It also works to change students' self-image so they begin to perceive themselves as good students, which serves to reinforce their new study habits.

Working on a California Academic Partnership Program (CAPP) project and the Common Core Curriculum (2013 ongoing) with a local high school, where projects have included: examining the AHC Accuplacer placement and practice test readiness of students, developing a rubric for placement according to high school student GPA, and discussing AHC English curriculum with English high school teachers. This has been useful in gaining insights into issues faced by high school (H.S.) English teachers. They gave the AHC English department valuable information about the attitudes of H.S. students regarding our Accuplacer test and the importance of practicing for the placement test. An AHC counselor met with seniors at the H.S. to stress the importance of preparing for the test and doing well since the test scores will be the indicator of course they will enroll in at AHC. It made the English department re-evaluate the placement of H.S. students into AHC English, and led the department to look for multiple measures allowing for course rigor while placing more incoming H.S. students into transfer level English classes. The intervention by counselors assisted in motivating students to do their best and informed them about the process of enrollment, testing requirements options, and their test results. These projects are considered a success, and the English department will continue to work with their CAPP partners through 2016. As a result of this project, the need to boost the H.S. students who nearly placed into transfer level English classes was realized. These students usually have study and

time management issues along with an inability to develop an essay. An essay-writing boot camp seemed the obvious answer to jumpstart these students into a transfer level English class by allowing them to appeal their placement and retest after completing a short but intense writing course. It became evident motivated students with good study habits improve their work far more rapidly than previously realized. It was later seen that while the boot camp encouraged to do all assignments in a timely manner, this didn't persist for all students when they began transfer level English.

Essay writing boot camp for student-athletes to enter a transfer level English class (2013). This activity was successful, and results indicated student-athletes who received 16 hours of intensive writing instruction and practice challenged their English placements and entered a transfer-level English class. Student-athletes who originally placed one level below transfer were more successful than students who placed two to four levels below transfer. The other students in the boot camp who placed in lower levels of classes also improved their initial placement when they enrolled in an accelerated English class, one level below transfer. This activity clearly meets the goal for increased student retention and success. It also caught the attention across campus and brought their support for an effort to institutionalize the activity. (See Appendix B.2 for outcomes report)

Training on acceleration with California Acceleration Project (CAP) (2013): implementation of 4 pilot acceleration classes (2014). This activity shows promising results based on the limited data from four accelerated classes in fall 2014. Faculty learned a number of surprising things:

- Increased rigor of course reading materials and including more student-focused activities led to students being more likely to read the course materials. As a result, they began to understand that success without doing the assignments was virtually impossible.
- Many students self-reported they began to read differently and much better than they had in high school. They realize the need to annotate and take notes to analyze the readings
- These classes reinforced the notion that success breeds success. Students began to understand and use complex ideas from the readings; writing became if not easier, certainly better. Students' self-image became more positive, ensuring further effort on the students' part.
- Instructors' understanding of the value of rigor to students increased. As was learned in the boot camp, increased expectations on students bring results.
- Individual assistance in the extra writing lab time, part of the accelerated class curriculum, benefited students. Students unwilling to seek help are eager to get it from their instructors, provided they need to take no additional steps. A student who won't go to an instructor's office hours can still be an eager participant in the lab. Successful intervention by the instructor in the lab often leads to students coming to office hours.
- The importance of accepting and finding solutions for students' fears became evident. Students are fearful when they enter college, none more than remedial students. Unfortunately, this fear manifests itself in ways that are hard to identify. Often, the students are unaware that the reason they are not turning in work is not laziness or indifference, but fear of failing. The fear that one is not "college material" is an important problem, which must be addressed.

All these findings were helpful when considering how to improve the success of students who went through boot camp and enrolled in English 101. The pilot acceleration classes will continue to be offered in spring 2015.

4. Please describe key changes to policies, practices, and/or systems that you have initiated since January 10, 2014, which are intended to achieve the goals identified in Item 1. Please explain why you think the changes you have initiated will achieve those goals and what you expect the impact of the changes will be.

The goal to increase student retention and success through multiple approaches and acceleration strategies is seen in the changes proposed by the English department regarding the students who attended the summer essay boot camp and who are taking a transfer level English class in fall 2014. Very early feedback from the instructors in fall 2014 semester indicates that students were underprepared in certain areas. Four main areas identified are:

- Poor time management skills, which includes the failure to complete the assigned readings and late submission of assignments.
- Weak study habits in areas, which require independent study. This results in failure to do library research, validate sources, and complete writing assignments at transfer level.
- Problematic sentence structure.
- Inability to understand that without consistently doing their assignments, students will not learn the skills they need, and will not pass the class.

A second essay boot camp will be run from January 7-15, 2015. Based on the feedback received, the following practices will be put in place:

1. A revision of the curriculum to include an extra orientation day after students have taken the placement test. They will be given information on how to be a successful student in an English transfer level class or in an accelerated English class one level below transfer.

This reinforces the high stakes of a being a student in a transfer level classes and includes instruction on time management skills, expectations of instructors in transfer level classes, and a library tour to show the importance of assistance with library research. Students can ask questions about what to anticipate in a transfer level English class and express any concerns they have over their ultimate success. As has been mentioned, fear is an important factor in whether or not students succeed. Ignoring it or failing to understand its effects hurts students and increases the chance they will fail. The orientation will lessen student fear and assist in preparing them to succeed at transfer level English. Part of the work being done in the boot camp and especially the orientation is to alter students' self-perception. Students need to see themselves as "college material." They also need to understand that work, and not natural talent or being especially smart, is the key to college success. Students who test into remedial classes have usually brought with them a common misconception that one either has a skill or does not, and if not, there is no hope for success. Students need to be taught that hard work is the key to success in transfer level courses and in college in general. This orientation is one opportunity to get this message across.

Additional information will be reinforced in information presented to students through the New Student Orientation (NSO) and Academic Advising Workshop (AAW) (see appendix C Academic Advisor Workshop Presentation). Information regarding transfer requirements, AA/AS degree requirements, time management, and student support services. Students need to be aware and reminded of other services available that will ensure success.

2. A tour of the AHC Academic Resources Center where peer tutoring and writing assistance from English instructors is available. Students will receive referrals for an English peer tutor and complete a mandatory enrollment in English 306, a course, which allows the use of the AHC Writing Center for assistance with essay writing from English instructors on a drop-in basis.

This will mandate students to use the supplementary services available to ensure ongoing success at the transfer level. They will meet the staff at the AHC Academic Resource Center and sign up for the class needed to access the AHC Writing Center, eliminating one barrier to the use of these resources. Rather than asking students, who are fearful of both change and failure, to find the resources, sign up for them, and then use them, students will have already been to the AHC Writing Center. This will ease them into using the facilities and help lessen their fears. Small things like finding out they can use their iPods while studying as long as they use earphones reassures students and makes them feel less intimidated. Those who use the Writing Center consistently indicate they find the staff knowledgeable and helpful. Satisfaction rates run well over 90% every term. Because the Writing Center is a welcoming environment, students who are required to use it generally use it more often than they are mandated to do so. Once the boot camp students who are placed in a transfer English class begin to use the Writing Center, their usage will exceed the required time, which will help ensure their success in their classes.

3. Mandatory enrollment in a two-hour-per-week online writing improvement course, which will be completed at home or in the AHC Writing Center. The purpose of this course will be the improvement of syntax, library research, citing sources, and developing a research paper. Course material will include short video presentations, online discussions, and writing improvement test-banks.

This will ensure that students spend time in areas which are vital for their success in a transfer level English class. Syntax errors are common in students who have not had much education in grammar, especially ESL students.

The ability to do college level library research and understand that Internet research alone is rarely appropriate for undergraduate work is vital to not only success in transfer level English, but in classes at every level and in “the real world.” Students cannot succeed without these skills, so it is necessary to ensure students learn how to do research and to document it correctly.

College students need to be able to write a research paper. Former boot camp students lack this skill and need to learn it quickly. Developing a research paper as a component of this class means these students will be prepared for the remainder of their college experience, as well as future jobs which will require a similar skill set.

Videos are an important component of the class, as the accelerated classes project has shown that students respond well to videos. They pay more attention to them than to the other ways information is transmitted in the classroom. Because students pay more attention to videos, they learn things that might otherwise be lost to them. Videos are a form that is familiar to and comfortable for students.

Online discussions are a place where students can express their opinions in a way they find less threatening than the classroom. They also help students feel connected to other students in the online class and to the instructor. A discussion board is a place to try out and develop new ideas.

Like the discussion board, the essay test bank is a low stakes way for students to work on improving. Students can take a test, see the results and find out what they need to work on next without embarrassment or their grades being affected, and as they see improvement, they gain confidence, which then leads to great intrinsic motivation.

4. Four grade checks during the semester @ 3 weeks, 6 weeks, 9 weeks and 12 weeks and a mandatory meeting with a counselor or instructor to discuss progress three times a semester.

Grade checks will improve retention and increase student awareness of their academic progress. One of the things learned in the first boot camp is that students are motivated by results. The boot camp essays were graded using a simple rubric that looked at the basic concerns of a well-written essay, and students were graded based on a four- star- system for each category of the rubric. With each essay, students were eager to see an increase in the number of stars. The star system of grading, which was used in lieu of letter grades or points, lessens students' stress. It enables students to focus on learning rather than outcomes like grades, which tend to move the focus from learning to accumulating points. Whether students succeeded in attaining more stars or did not, they were still motivated to improve.

Meeting with students regularly to review their progress will also motivate students to improve. These meetings will assist students in determining what needs to be done to achieve this improvement. They will allow instructors to keep students focused on the goals they are working toward and to give boot camp faculty an opportunity to remind students of their past successes. Both of these things help students recognize that their efforts matter and there is genuine concern for them and their success in college. Meeting regularly with students will also allow students an opportunity to share their experiences in transfer level English which will allow instructors to identify problems that might otherwise not be suspected. In addition, it provides the instructor with an opportunity to refer students who are experiencing difficulties to the Counseling Department for follow-up, intervention and/or completion of a student education plan (SEP). This allows students to identify their next steps for educational planning in their individual academic pathways.

It is impossible to overstate the effect on students of knowing that faculty and staff are concerned with them as individuals and with their ultimate success. This is especially true of first generation students who have no prior understanding of college and what it entails. Faculty and administrators regularly underestimate the difficulty these students face. Each one is entering a foreign space alone and without a map or any idea of what to expect, but with the desire to succeed and a fear of letting him/herself and his/her family down. These meetings with boot camp students after they are in their transfer level English classes will serve as sign posts for students, indicating they are on the right path and have people to turn to when they run into problems.

5. Professional Development: Meet with instructors who are teaching former boot camp students at the beginning of the semester to explain the interventions that are used with boot camp students.

This will help English instructors understand the needs and additional requirements for the incoming boot camp students. It will also ensure that instructors notify boot camp faculty or refer students to a counselor as soon as it is apparent that a student is having problems. The students can be contacted immediately and given the help needed so that the problem does not grow and further impede progress or discourage them to the point that they drop the class. It also offers other English instructors an

opportunity to give input on the success and problems of the boot camp, with a view toward improving the boot camp curriculum. As instructors notice issues or concerns with boot camp students, they can give feedback so that boot camp can be continuously improved. This will provide the kind of safety net that students who enter college at the English remedial level need.

6. Utilize technology and social media to engage students.

The efforts of English faculty in their work with boot camp and other acceleration programs has already seen the advantages of reaching out to target populations through the use of social media and texting as a primary method of communicating with students. As boot camp expansion efforts occur, faculty will be trained on appropriate applications for effective communication using these methods that students relate to and will respond to readily.

5. Please describe any changes to policies, practices, and/or systems you will implement after January 9, 2015, that are intended to achieve the goals identified in Item 1, as well as the expected timeline for implementing those changes and the expected impact of those changes. Please include evidence of your commitment to these future changes. The purpose of this question is to understand your vision for continued improvement and innovation, not to determine how you will spend award funds if selected. As such, please list only those changes that you plan to implement regardless of whether or not you win an award.

Due to proven results in student acceleration through remedial levels, the next step will be to scale up the efforts and make boot camp a sustainable practice. This can be accomplished through increasing awareness of the other departments and disciplines, training faculty, and growing the number of boot camps offered through the English department as described below:

1. The positive effects of attending an essay boot camp for students intending to transfer will be publicized as follows to incoming students (January -May 2015 target date):

During the testing and placement process at the AHC, students who score into the highest level of remediation will be given flyers informing them about boot camp and how to sign up for it.

- During counseling appointments with students.
- During outreach done at local high schools by counselors and college staff.
- During the new (2015) Student Success and Support Program (SSSP) orientation, where the positive effects of attending an essay boot camp for students intending to transfer will be publicized to students.
- AHC's Facebook page will be used to advertise boot camp and its value to students.
- Through the college's website.

2. The positive effects of attending an essay boot camp for students intending to transfer will be publicized to current students:

- By using DegreeWorks (a web-based degree auditing tool that provides a clear and convenient method for students to track certificate and degree progress) (January -May 2015 target date).
- By printed advertisements hung around campus (January -May 2015 target date).
- By advertising on the myHancock student portal (January -May 2015 target date).
- During counseling appointments with students.
- Through a posting on AHC's Facebook page.
- Through the college's website.

3. The positive effects for other faculty of students attending an essay boot camp will be publicized:

By a professional development activity for non-English faculty to learn about the purpose of boot camp to enable them to make recommendations to students in their classes. (January -May 2015 target date).

4. Increase the number of sessions for boot camp:

- From one to two sessions. (January 2015).
- From two to four sessions (January -December 2016).

5. The development of an online supplementary course for boot camp students in their transfer level classes (Pilot spring 2015).

6. Acceleration classes will be institutionalized by:

- The creation of a revised course outline (fall 2015).
- Approval by curriculum committee (fall 2015).
- Approval from the Chancellor's Office (2016).

7. Implementation of activities supported by the Student Success and Support (3SP) & Student Equity Committee. The committee identified tasks and activities that will support student acceleration (see appendix D for 3SP Plan Activities for Spring 2015 and Beyond).

6. Please discuss how the changes described in your responses to the previous items will impact the average cost to award a bachelor's degree, considering costs borne by the state, the participants in the application, and students, as well as the magnitude of that impact.

AHC has a large percentage of student groups who are underrepresented in higher education and are struggling with the costs of college. Currently, 60% to 70% of incoming students place in remedial English. Attending a boot camp can increase student success, expend less financial aid at remedial levels, and enable a faster transfer pathway.

- Currently, boot camp has no costs for tuition or course materials. It is time effective because the students attend a workshop for 16 hours instead of 48-54 hours for a four-unit class to enable them to enter transfer level class. This is a considerable savings for a student. In this case, the student is saving \$184 plus the cost of books, which average over a hundred dollars per course.
- The cost to AHC for the boot camp is the cost of instruction, which is easily covered by the savings that comes from students taking one less class when they skip the English classes up to four levels below transfer.
- Boot camp will reduce the number of students on waitlists for English classes that are one level below transfer. These English classes typically have 100 or more students waitlisted every semester, and some students will have to wait for the next semester. Some of these students then delay taking their English classes at all, and attend other transfer level courses with poor reading and writing skills. As a result, remedial English students are frequently unsuccessful in other transfer level classes, which add to their tuition and material costs, increases time to completion or transfer, and may lead to them dropping out.
- A boot camp will lead to fewer retention issues. Reducing the time students take to reach a transfer level English class will improve retention.
- Over time, AHC will need to offer fewer remedial skills classes. Currently these classes include a two-hour TBA lab so the cost to the College for these classes is considerable. Some students take as many as four of these classes. Through the use of boot camp and acceleration, the number of these remedial level classes overall will lessen. This will result in a sizable savings.
- There will be fewer tuition BOG waivers needed for students if they spend fewer semesters at the community college level.
- Fewer students will need to retake courses due to frustration, withdrawal, and failure.
- Students who spend one to two semesters less at the remedial level transfer or earn a degree more quickly, and enter the workforce more quickly through acceleration.
- Students who improve their reading, writing and critical thinking skills in boot camp are more likely to succeed in other disciplines. Fewer students on progress/academic probation if they are passing and completing courses at an accelerated pace.
- Students will be less likely to lose their priority registration status.

7. Please describe any risks or tradeoffs involved in the changes you are implementing and the way in which you will monitor and mitigate them. In particular, please address any potential adverse effects on student groups that are underrepresented in higher education.

Students who attend innovative programs like the boot camp and accelerated classes have the potential to move out of remedial English faster, but may find that they are struggling with their time management and study skills in other transfer level classes. In order to offset this risk of failure, more support needs to be offered to these students. Some interventions could include: more frequent meetings with counselors to discuss current progress and progress in meeting educational goals, mandatory tutoring, and peer study groups.

It is also crucial to stay informed on best practices for remediation as well as transfer level teaching. Ongoing professional development, for both full time and part time English faculty is needed to ensure that classes continue to be rigorous and remain innovative. Of particular importance is the need for instructors to aid students in understanding the part students' fear plays in student success or lack thereof, and recommending that students seek appropriate interventions by using the services at AHC.

It is also necessary to continue to work with local high schools even past the end of the CAPP grant, so high school instructors have a full understanding of the expectations at the college level and the ongoing need for rigor in their own classes.

Once these new ideas and methods have been institutionalized, complacency becomes the greatest danger. People are quick to assume that the new methods are the best and also that the job is done regarding innovation. However, it is easy for instructors to grow stale in their teaching, and there is an inherent pressure to "dumb down" classes so that students pass.

The most serious tradeoff occurs when instructors and administrators exert pressure to keep the number of successes artificially high. The rigor of boot camp cannot be compromised. Fortunately, the same methods used to monitor risks works for monitoring tradeoffs.

Monitoring the risks and tradeoff can be accomplished by:

- Continuing to measure the long-term effects of student success and retention in English transfer level classes and their ability to transfer. If it becomes apparent that fewer students are successful or retention slips, it will be necessary to review the materials and curriculum for boot camp to determine what needs to be done to remedy the problem.
- Maintaining a dialog at the departmental level at department meetings and retreats. Programs like boot camp are only successful when the entire department is engaged and concerned with its success. Regular discussion of boot camp and its results will allow the English department to ensure that boot camp continues to be successful.
- Meeting regularly with part-time faculty to check the progress of boot camp graduates in transfer level classes. Keeping part-time faculty involved and aware of what does go on in the English department is always a challenge; however, because communication within the entire department is crucial to the success of boot camp, meeting regularly with part-time faculty must occur several times during the course of each term.
- Dialog across disciplines to address faculty needs.
- Dialog and close communication with the Counseling Department to ensure ongoing success and monitoring of students.

Again, communication is the key factor to ensure that risks and tradeoffs do not impede the progress of boot camp. If all the stakeholders communicate regularly, as well as continue to monitor the results of the boot camp and the success of students once they are in transfer level classes and beyond, most of the risk will be mitigated.

Sustainability*(35 Percent Weight)*

8. Please describe your key strengths and assets for encouraging a culture of innovation and adaptability within and across all entities participating in the application, sustaining the changes you are making and, ultimately, achieving the goals identified in this application. Please address leadership, institutional commitment, existing relationships among the application participants, and external partnerships or resources you are leveraging.

The leadership team at Allan Hancock College is highly innovative and entrepreneurial. Superintendent/President Dr. Kevin Walthers has only held his office for one and one-half years, but in that time he has led the college initiative to adopt a new Strategic Plan, an Educational Master Plan, a Technology Plan, and a Facilities Plan, all synchronized around the goal of promoting student success. Dr. Walthers has stressed changing the odds for our students as an over-arching theme. In his time in office, the college has received a multi-million dollar Title V grant to advance our basic skills efforts and to further our institutional effectiveness plans. (See Appendix F.1 for Title V grant abstract).

Projects to accelerate students through remedial English levels have been led by faculty, with support at every level of administration and leadership. The college constantly seeks to embrace programs such as the boot camp with high-impact potential for our students. Among the other innovative AHC programs which result in increased transfer and graduation rates are:

- A federal STEM grant that led to the opening of a STEM Center for students
- A Bridges to the Baccalaureate grant and program that is a direct transfer pathway for STEM majors to Cal Poly, San Luis Obispo (one of 2 in the nation at a community college).
- One of 30 MESA programs at community colleges in the state
- TRIO/Student Support Services program with 80% of students both earning an associate's degree and transferring to a 4-year college
- A CARE program that has the first child care center in the state so that single parents can stay at the College to complete homework, which increases retention and success.

AHC works collaboratively with its surrounding K-12 partners. One of the successful partnerships is the work with English faculty at Ernest Righetti High School (See Appendix F.2 for outcomes from a cooperative basic skills project). AHC is in the midst of developing a consortium with those partners, as well as with the area Regional Occupational Program and the local Chambers of Commerce to develop an integrated approach to career pathways, and to broaden its dual enrollment offerings.

In terms of community partnerships, AHC offers classes in career development in conjunction with the local Workforce Resource Center. The College enjoys strong ties with the local community, reflected in annual events like the Joe White Dinner that raised over \$75,000 for athletic programs in 2014. AHC participates in a regional Career and Technical Education consortium, to cite a few examples of the partnerships that the college nurtures.

In terms of its institutional commitment, the College's new Strategic Plan and Educational Master Plan make it clear that the overall goal of AHC is to advance student success in tangible and compelling measures. There are 12 action steps outlined in AHC's 2014-2020 *Strategic Plan* to assist in this effort. (Appendix F.3) The Strategic Plan outlines action steps that will institutionalize the Student Success Summit to focus on the application and assessment of high impact practices that address both student learning and student success strategic directions. This venue will provide the opportunity to discuss

innovative approaches and engage the entire campus in dialog and evaluation of projects such as the boot camp.

AHC also demonstrates commitment through the deployment of highly effective support programs, such as the boot camp referenced in this application. The College sustains innovation through leveraging of resources, including SSSP funds, Title V grant funds, Basic Skills Initiative funds, and general obligation funds for instructional equipment, new faculty hires, new technology, and the development of new programs. Even in the midst of the worst recession experienced by most colleges since the 1930s, Allan Hancock College established a new Registered Veterinary Technician program, and fourteen transfer degrees that articulate with California State University requirements.

9. Please describe your strategies for engaging stakeholders (such as students, faculty, other education agencies or institutions, community members, and business leaders) and achieving commitment to the goals described in Item 1 and the changes to policies, practices, and/or systems described in the items in the Innovations section.

At AHC, there is already enormous interest in student success across campus and the community. The College has been nominated for many awards, including being nominated twice for the Aspen Prize, and has a very positive image in the community. A primary method used to engage stakeholders is sharing student success through data. The AHC office of institutional research has many tools to share data with stakeholders, including the Tableau data dashboard that can display disaggregated retention and success at the course level quickly. (See Appendix G for sample Tableau Reports).

Regular communication between English faculty and the Counseling Department means that problems are noticed and addressed. Counselors are uniquely positioned to ensure that students hear about boot camp and can sign up students immediately. The testing center where students go to take the START test, and which gives students placement in an English class, is also helpful in getting the word out to students about boot camp. This is accomplished through the use of flyers and the knowledge workers in this area have about boot camp.

Professional development activities for both full and part-time faculty mean that faculty can be engaged and kept apprised of the success of the program, as well as give feedback on the success of boot camp. It is also a place to bring issues that need to be resolved to continue the success of the boot camps, such as improving student time management.

Programs like EOPS and CARE have been using social media and texting to successfully increase communication with students, and this is another method to engage students to look for and sign up for boot camp and to advertise its success.

AHC Superintendent/President Dr. Kevin Walthers has shown a commitment to the six factors the RP Group identified for student success: students need to feel directed, focused, nurtured, engaged, connected and valued which covers innovative activities such as the boot camp. Dr. Walthers keeps the community engaged and informed through his President's Round Table meetings and membership in Rotary and other community groups. Advisory committees for various programs and student services also engage community members.

In January 2015, a report on the success of boot camp and other acceleration projects is being made to the AHC Board of Trustees. These reports will be continued in order to keep the Board apprised of the success of the various projects including boot camp, and to ensure the Board's continued support.

10. Please describe how the changes described in this application will be sustained within your existing financial resources.

AHC will continue to focus on changing the odds for students through acceleration projects such as boot camp to increase transfer and graduation rates. While the innovation award would provide seed capital to bring the college's boot camp pilot to a much broader scale, the ongoing success of that broader scale can be maintained using the college's apportionment funding, existing faculty and facilities, and existing grant resources.

Allan Hancock College stands to augment its apportionment revenue by 2.75% in 2014-2015, and will likely have additional growth opportunities in 2015-2016. The camp could be readily expanded to serve as many as twenty cohorts (approximately 300-400 students), using both credit-bearing and noncredit options. For many students, the opportunity to prepare for college without cost through a noncredit program would be most appealing. For others, the advantage of earning college credit in the summer after high school while enhancing their odds of academic success would outweigh the costs of a credit-bearing program.

An ideal expansion of the boot camp pilot would couple English, math, and a college success (or personal development) curriculum. Using a credit-bearing approach, a minimum of 15 students in a cohort would more than cover the salary of an instructor and of an instructional assistant. In a noncredit class, the break-even point would be closer to 20 students, using the current apportionment formula (as California moves toward equalizing funding for credit and selected noncredit courses, the fiscal analysis for both models should converge). Moreover, the cost of instructional equipment and facilities, under either approach, would be covered by existing college resources.

As mentioned earlier, the College has many grant awards and other funding sources that can be leveraged to sustain boot camp and other innovations including SSSP funds, Title V grant funds, and Basic Skills Initiative funding.

The College has utilized prudent fiscal management throughout the recent recession years. As a result, there have been no layoffs, no program discontinuance, and no accreditation sanctions. AHC will maintain sound accounting practices that will enable the district to provide the infrastructure needed to support the expansion of acceleration projects, including the boot camp.

The innovation award, however, would be invaluable in training faculty, promoting the nascent program to prospective students and to high school counselors, and in assisting with expenses related to initial program expansion, particularly in the noncredit area.

Evaluation

(15 Percent Weight)

11. Please describe how you will evaluate—both quantitatively and qualitatively—whether the changes described in your responses to the items in the Innovations section will achieve the goals identified in your response to Item 1 and how you will use this feedback to inform future changes. Please include at least three specific quantitative measures you will monitor regularly, including at least one measure that can be observed and used to gauge progress in the near term (fewer than four years) and at least one measure that will reflect progress over the long term (four years or more).

To determine the meaning of the results from the various forms of tracking, it is necessary to include AHC's full and part-time faculty, administrators, and IRP department in the dialog. Allocating AHC's limited resources of time as well as money affects all students, so it is necessary to ensure that activities such as boot camp are effective to justify them. This means that measuring results and correctly interpreting those results are crucial. Including all stakeholders is most likely to achieve this goal.

In 2015, throughout the spring and fall semesters:

- Faculty will track and measure progress in essay assignments and a two-hour supplementary online course offered in the transfer level class curriculum for boot camp students using their attendance and assignment grades by instructor reporting at 4, 8, 12 weeks.
- Gauge boot camp students' perception of progress in group-counseling sessions with their designated counselor at 4, 8, 12 weeks.
- Collect data using research tools and student and instructor exit questions at the time of final grade at 16 weeks.
- Counselors will interview students who drop the class to ascertain reasons for dropping.
- Complete a case study on athlete participation focusing on persistence and success rates.
- English faculty will meet with Athletic Department faculty to ascertain ways to keep athletes motivated and to complete their work throughout the entire term.
- Stakeholders will compare all data with students who did not attend boot camp to measure differences in retention, success and persistence.

2016 -2018 track retention, success and persistence of boot camp students after their first transfer English class by:

- Tracking the number of units completed in the next course after completing transfer English course.
- Tracking the number of dropouts and failed units.
- Tracking the time of students to graduation or transfer.

2019 onward track improvement in units successfully completed in graduation and transfer. Track reasons why students are unsuccessful in transfer English classes to make ongoing improvements to boot camp.

12. Please list your target outcomes for each academic year through 2018-19 for the measures identified in your response to Item 11, including targets for the student groups that are underrepresented in higher education. Please provide the most recent baseline measures for each target outcome for each participant in the application and identify which academic year that data reflects. You may use a table to reflect this data. Please also provide a narrative that explains how you chose your targets, including assumptions used and evidence you have to support those assumptions. Please identify your data source or provide enough information about how the data is generated to allow other entities to replicate the measures.

The baseline data below were generated from the first July 2014 boot camp for AHC students who took the Accuplacer (START) test and scored into English one level below transfer and wished to challenge their placements. The students attended a workshop with instruction focused on timed-essay writing. At the end of the workshop, the students took the Accuplacer WritePlacer test, used by AHC to validate placement appeals, to try to place into a transfer level English class. English faculty specially designed curriculum and lesson plans which can be used by future instructors when boot camps are expanded and institutionalized

Projected Targets 2017-2018:

Increase the frequency of boot camp from once a year to four times a year in January, March, July, and November to include 300-400 students.

Choice of Targets:

Originally high school graduates from a local high school were targeted to participate in the workshop, but as a result of low enrollment from this group, the English department looked for another target group to include. They identified student-athletes for the project based on the strict two-year timeline that athletes need based on the guidelines of the National Collegiate Athletic Association (NCCA) requirements for eligibility at a Division I or II institution. Both groups were identified as student groups that are underrepresented in higher education.

Participants included:

- Of the 16 students who tested one level below transfer English six were AHC athletes and 10 were recent H.S. graduates from a local feeder high school
- Of the 16 students who tested up to four levels below transfer level English, 14 were AHC athletes and two were recent high school graduates from local feeder high schools. It should be noted one athlete dropped due to a transfer to an alternative college.

Projected Outcome:

The English department projected that 80% of students attending the workshop would successfully appeal their English placement in a class one level below transfer and be placed in a transfer level class.

Results:

The results show that the overall percentage of students placed into a transfer level English class after retesting was 93%, higher than the projected 80%. The placement rate for athletes was 100% with six students receiving placements in a transfer level English class. The placement rate for the H.S. students was 91% with 11 students receiving a placement in a transfer level class, and one student electing to complete the English class one level below to improve her ESL writing issues. The placement data were collected from the AHC testing office and from a counselor assigned to the workshop.

Additionally, the students who began at lower remedial English levels showed clear improvement and were subsequently placed into pilot accelerated English 514 classes one level below transfer in the fall 2014. Appendix H.1 shows the grades of these students; of the 39 students who placed into the lowest remedial level (English 511), 28 passed English 514 with a 'C' or higher, skipping three lower levels of English.

The performance of the students in their transfer level English classes in the semester after attending boot camp varied. Out of the 10 H.S. students, two failed to enroll in a transfer level English class. One of the students moved to a different college, and the other student took core classes for his major. Five of the seven remaining H.S. students passed their transfer level class. Out of the six athletes, only one passed the transfer English class. In an exit interview conducted with their instructor, it was noted:

- The majority of the athletes failed not so much due to their essay writing abilities, but because of poor time management and study skills. They failed to complete the reading assignments and understand the importance of library research for their final project. It may be necessary to disaggregate athletes from other students in remediation and set up specific interventions for them.
- One of the H.S. students who failed stopped attending class in week nine of the semester, and the other student had similar issues to the athletes.
- More regular invention by counselors is needed especially after week twelve, when many of the athletes stopped submitting assignments. In addition it would be helpful to inform student-athletes' coaches and involve them in ensuring that the students continue to focus on their schoolwork.
- More training on the special needs of boot camp students at the beginning of the semester and on dealing with the special issues of student-athletes.
- Supplementary instruction may be needed for boot camp students.

Data Tracking of Boot Camp Students

- AHC assigns each student an ID called an H number, which serves as identification throughout their AHC life. This H number is very effective for tracking student progress towards transfer and graduation as well as student demographics. IRP researchers are able to track the progress of boot camp students toward graduation and transfer.
- The AHC Student Equity plan 2014 recommended campus based research activities on degree and certificate and transfer students, which are projected to begin in spring 2015. It is anticipated that they will also be collecting data on boot camp students.

APPENDIX A
List of Participants

The persons listed below are individual who participated in the development and writing of this application.

Dr. Kevin Walthers, Superintendent/President

Luis Sanchez, Associate Superintendent/Vice President, Academic Affairs

Nohemy Ornelas, Associate Superintendent/Vice President, Student Services

Julia Raybould-Rodgers, English Chair and Instructor

Susan Farley, English Instructor

Nancy Meddings, Dean, Library, Learning Resources, and English

Hector Alvarez, Counselor, Student Services Council Co-Chair

Marla Allegre, English Instructor, Student Learning Council Co-Chair

Margaret Shigenaka, Counselor

Dr. Suzanne Valery, Director of Institutional Grants

APPENDIX B

B.1

Basic Skills Initiative Project Outcomes Report

Division/Department: English

Report submitted by (Name & Extension): Julia Raybould-Rodgers X3780

Semester & Year Activity Occurred: Fall 2012

Title/Brief Description of Activity: This project by English instructors Julia Raybould-Rodgers and Robert Senior with counselor Clint Freeland focused on alternative pathways where English 512 students could reach 514 without completing English 513. They evaluated the viability of accelerating the highest achieving English 512 students in week seven of the course in order for them to be able to complete the requirements of English 513 in the remaining nine weeks of instruction. In this way, an alternative pathway from English 512 into English 514 could be created. Although this pilot program was intended to be implemented in spring 2013, Raybould-Rodgers and Senior were able to offer the accelerated pilot program in fall 2012. In addition, Raybould-Rodgers and Senior examined the Chabot model for acceleration which is based on “a sequence redesign.” Chabot College’s English 102 Reading, Reasoning, and Writing (Accelerated) is a one semester developmental level English course which is designed for students to directly enter freshman composition

What are the major quantitative outcomes from this activity?

Based on the results of the final examination, the students’ attendance, and their performance in class, 13 students in Raybould-Rodger’s accelerated section were recommended for a placement in English 514 and 4 students were recommended for a placement in English 513. One student in Senior’s non-accelerated section was also recommended for a placement in English 514.

Freeland compiled a profile of the accelerated English 512 students who matriculated into English 514 using information available to him as a counselor. Using students’ high school transcripts and START scores, he constructed a profile of the accelerated students. The 13 students who were accelerated shared certain common characteristics:

- They were young and college freshmen 69% who had graduated since June 2012; 85% were females; 40% of the students were graduates of Santa Maria High School; there was only one student who graduated outside of the catchment area for Allan Hancock College of local high schools; the average high school GPA was 2.92; there were seven full-time students and six part-time students.
- The educational goals of seven students were to obtain an associate and transfer degree. Three students planned to transfer without an associate’s degree and one student was undecided.

- 4 students entered English 512 from English 511 and 1 student from Reading 510. The remaining students were placed directly into English 512; for 10 students (77%) English 512 was the first English class that they had attempted; the average of the number units carried by the 512 accelerated students was 11.38 units; the average START score was 180 which is at the lower end of the placement scale for English 512.

What are the major qualitative outcomes from this activity?

1. Supplemental instructional materials were developed including a day one writing prompt with a grading rubric to assess students' entry essay writing skills, a week seven midterm exam with a rubric to assess students' essay writing skills after seven weeks of instruction; accelerated course materials for weeks eight-sixteen, a final exam with a rubric to assess students' ability and readiness for English 514.
2. The Chabot model of one level of English open to all developmental students is not a viable alternative pathway at Allan Hancock College until more detailed research into the demographics and educational markers of its English developmental students is completed. Using the Chabot model also requires the development of an experimental course outline which would need to be presented to AP & P for approval before any attempts were made to teach the Chabot model.

Please describe in a paragraph or two why this activity was/was not successful in meeting effective practice goals. If it was not effective, include recommendations for improvement.

This acceleration project received positive feedback of satisfaction from the three faculty, Freeland, Raybould-Rodgers, and Senior who were able to successfully accelerate English 512 students into English 514 as a result of their collaborative efforts. In addition Freeland, Raybould-Rodgers, and Senior recommended:

1. To incorporate and plan a "restricted entry" class into the next semester's schedule dedicated exclusively for those students who are accelerated. This would alleviate scheduling issues that students have of finding a placement in English 514 at the end of semester when the majority of places in English 514, a high demand class, have been taken.
2. To provide all English 512 students with an initial intake form to assess their skills and background at the beginning of English 512. The intake form would also give information about the work and family demands of English 512 students and whether there is a correlation between these demands and success at acceleration. The team felt that student's time restraints and commitments may affect their success in acceleration. Freeland suggested compiling a survey after reviewing surveys currently used by Duke University located at: http://www.soc.duke.edu/undergraduate/cll/Precollege_survey.pdf or by University of Illinois located at: http://ocrl.illinois.edu/files/Projects/tech_prep/Unpublished/surveyStudent.pdf

3. To announce to students at the beginning of English 512 that they may qualify for acceleration based on their performance in the next seven weeks.
4. To monitor the progress and track the performance of all students before and after acceleration. This would include monitoring the progress and tracking the performance of the both the accelerated students in English 514 and 101 and non-accelerated students in English 513, 514, 101 in order to compare the difference between the two groups.
5. To provide all accelerated English 512 students with a second intake initial form to assess their skills and background at the beginning of acceleration in week eight.
6. To work in conjunction with the counseling department to counsel accelerated English 512 students in their English 514 course options and to complete the necessary forms for an override of English 513. All students should be encouraged to take an English course in the following semester whether they are accelerated or not.
7. To give an exit interviews to both the successfully accelerated students and unsuccessfully accelerated students and compare results with future groups of students.

B.2

Basic Skills Initiative Outcomes Report— English Summer 2014 Essay Boot Camp

Summer 2014 Accuplacer WritePlacer Bridge Program –Essay Workshop

English faculty, Susan Farley and Julia Raybould-Rodgers designed the Accuplacer WritePlacer Bridge Program to initially benefit Ernest Righetti High school students through our collaborative efforts in the current CAPP project. In addition, Basic Skills funding allowed for Allan Hancock College athletes to be included in the summer program. The purpose of the essay workshop was to accelerate the placement of students.

The two week workshop took place Monday through Thursday 10:30 am-12:30 pm between July 14 and July on the AHC Santa Maria campus. Additional time was required to complete assignments from the workshop outside of class. The workshop was also closely supported by AHC counselors, Louise Madrigal and Mayra Morales. Madrigal, who works closely with the athletes, was able to attend and support teaching efforts in most of the workshop sessions. Initially, the workshop was designed for students whose START score placed them into an English 514 class, but later additional students from lower levels were added due to an inability to find enough English 514 level students during the summer.

On the first day of the workshop the students completed an AHC appeal request to enter English 101 and received notice that they needed to take the WritePlacer writing test in the Testing Center on the Allan Hancock campus on July 23rd, 2014.

The essay workshop began with 32 students, although one student left to attend another school. The workshop went well. Students were enthusiastic and engaged. The instructors saw marked improvement from the second day forward. Ultimately 15 students who scored into English 514 originally were able to successfully challenge their results and were placed into English 101. One student remained in English 514. Fifteen students who began at lower English levels showed clear improvement and were placed into a pilot accelerated English 514 class in the fall.

Due to the success of the workshop, it is hoped that funding will be available in the future. Next time more time will be spent on advertising the workshop to qualified students. The project involved collaboration between many different groups including:

CAPP partners at Ernest Righetti High School, Sharon Alldredge, AHC Testing Center, Nancy Meddings, Basic Skills funding, Kim Ensing, the AHC Athletic Department, AHC counselors Louise Madrigal and Mayra Morales, and English instructors, Susan Farley and Julia Raybould-Rodgers.

None of this would have been possible without the enthusiastic participation of the students who gave up their summer to attend the workshop.

Fall 2014 Pilot Accelerated English classes

In spring 2014 Susan Farley and Julia Raybould-Rodgers applied to participate in the California Acceleration Project (CAP) run by Katie Hern from Chabot College. Allan Hancock College was later chosen to be a participant in the project. In June, 2014, Allan Hancock College sent a team to a two-day training workshop. Four English faculty, Julie Knight, Tricia George, Susan Farley, and Julia Raybould-Rodgers attended the workshop.

In fall 2014, there are four accelerated classes of ENGL 514 with a total of 99 students are being piloted. The students in these classes are students who would typically need more than one class of remedial English to reach a transfer level class. If they are successful many of them will have shortened their pathway to English 101 considerably.



**ACADEMIC ADVISING
WORKSHOP**

Counseling Department



NEW STUDENT PRIORITY REGISTRATION



START Test + NSO + AAW = Priority Reg

You are here!



IN ORDER TO ENROLL IN YOUR CLASSES WITH CONFIDENCE, YOU WILL NEED TO COMPLETE THE FOLLOWING 5 STEPS:

- Identify your academic goal
- Understand your placement test results
- Understand associate degree and transfer requirements
- Learn to read the Schedule of Classes online
- Select your classes, and
- Register for classes



ACADEMIC GOALS

- No matter what your major is, AHC offers a variety of educational programs and transfer opportunities to fit your goal.
- Many students start off at AHC with no idea what to major in, what college or university to transfer to, or even if they want to transfer at all.
- What's most important is to get off to a good start by scheduling the right classes your first semester.



VARIETY OF ACADEMIC GOALS

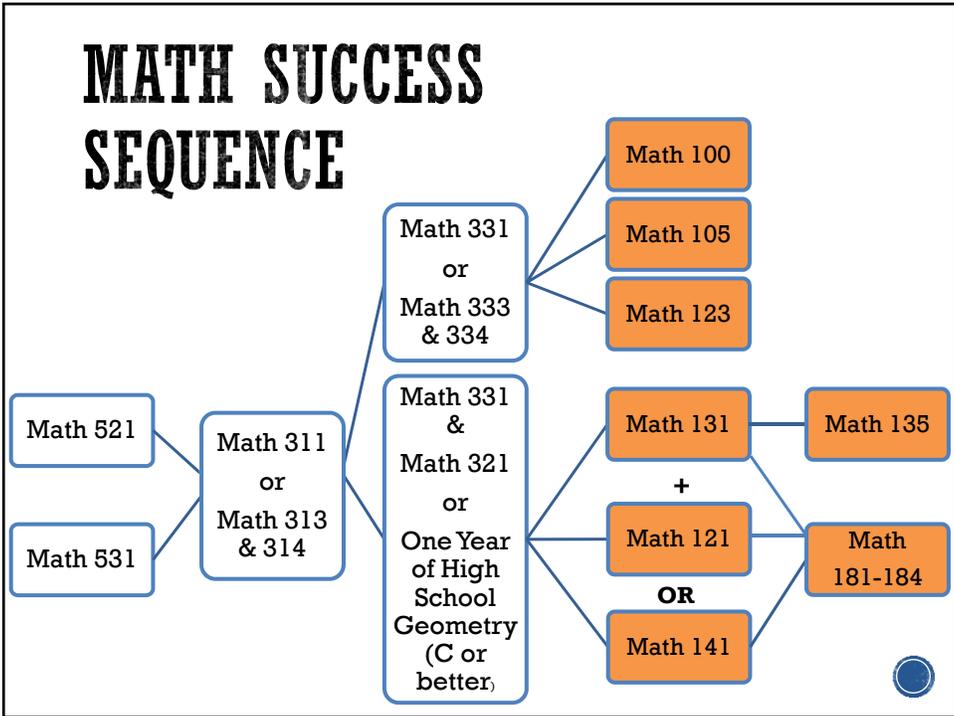
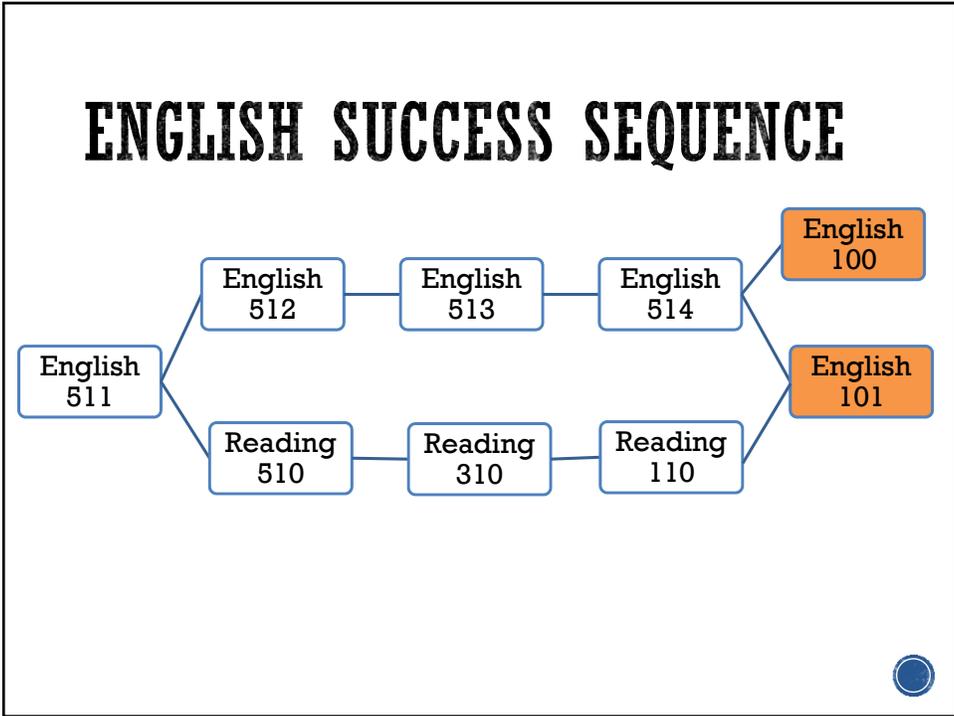
- Transfer to a 4-year school
- Transfer to a 4-year school with an associate's degree
- Earn an associate degree
- Earn a certificate
- Upgrade job skills



ASSESSMENT

- All of you have already completed the START assessment. Your placement scores represent the recommended levels of reading, writing and math.
- It is strongly advised to take these courses right away





PLANNING

- It could take you approximately 2-3 years to either earn an associate's degree and/or to transfer to a university, depending on...
 - your assessment test results in English and math
 - the amount of units you take each semester, and
 - your major requirements



GENERAL EDUCATION PATTERN

- There are 3 general education (GE) patterns to follow. Depending on your educational goal will determine which pattern you should complete...

AHC GE
Pattern

CSU GE
Pattern

IGETC
Pattern

CSU TRANSFER

Psychology to Cal Poly SLO

- PSY 101 3 units
- PSY 118 3 units
- PSY 121 3 units
- MATH 123 4 units

Major: 13 units

* Plus 8 Elective Units

39 General Education Units

2013-2014 CSU General Education Requirements

Completion of all the requirements in the Intersegmental General Education Transfer Curriculum (IGETC) will permit a student to transfer from **Allan Hancock College** to a campus in either the California State University or University of California systems without the need, after transfer, to take additional lower-division general education courses to satisfy campus general education requirements. All courses must be completed with a grade of "C" or better (except "C-" is not acceptable). **Courses may meet the general or minor degree area criteria, but are not eligible for credit toward the major.**

AREA	COURSE	UNITS	TRANSFER
AREA A: ENGLISH LANGUAGE COMMUNICATION AND CRITICAL THINKING	A1 Oral Communication (2 semester or 4 quarter units) (SLO 100, 102, 106) A2 Written Communication (2 semester or 4 quarter units) (SLO 100, 102, 106) A3 Critical Thinking (2 semester or 4 quarter units) (SLO 100, 102, 106, 108, 110, 112, 114, 116, 118, 120)	6	
AREA B: SCIENTIFIC INQUIRY AND QUANTITATIVE REASONING	B1 Physical Science (2 semester or 4 quarter units) (SLO 100, 102, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286, 288, 290, 292, 294, 296, 298, 300, 302, 304, 306, 308, 310, 312, 314, 316, 318, 320, 322, 324, 326, 328, 330, 332, 334, 336, 338, 340, 342, 344, 346, 348, 350, 352, 354, 356, 358, 360, 362, 364, 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, 394, 396, 398, 400, 402, 404, 406, 408, 410, 412, 414, 416, 418, 420, 422, 424, 426, 428, 430, 432, 434, 436, 438, 440, 442, 444, 446, 448, 450, 452, 454, 456, 458, 460, 462, 464, 466, 468, 470, 472, 474, 476, 478, 480, 482, 484, 486, 488, 490, 492, 494, 496, 498, 500, 502, 504, 506, 508, 510, 512, 514, 516, 518, 520, 522, 524, 526, 528, 530, 532, 534, 536, 538, 540, 542, 544, 546, 548, 550, 552, 554, 556, 558, 560, 562, 564, 566, 568, 570, 572, 574, 576, 578, 580, 582, 584, 586, 588, 590, 592, 594, 596, 598, 600, 602, 604, 606, 608, 610, 612, 614, 616, 618, 620, 622, 624, 626, 628, 630, 632, 634, 636, 638, 640, 642, 644, 646, 648, 650, 652, 654, 656, 658, 660, 662, 664, 666, 668, 670, 672, 674, 676, 678, 680, 682, 684, 686, 688, 690, 692, 694, 696, 698, 700, 702, 704, 706, 708, 710, 712, 714, 716, 718, 720, 722, 724, 726, 728, 730, 732, 734, 736, 738, 740, 742, 744, 746, 748, 750, 752, 754, 756, 758, 760, 762, 764, 766, 768, 770, 772, 774, 776, 778, 780, 782, 784, 786, 788, 790, 792, 794, 796, 798, 800, 802, 804, 806, 808, 810, 812, 814, 816, 818, 820, 822, 824, 826, 828, 830, 832, 834, 836, 838, 840, 842, 844, 846, 848, 850, 852, 854, 856, 858, 860, 862, 864, 866, 868, 870, 872, 874, 876, 878, 880, 882, 884, 886, 888, 890, 892, 894, 896, 898, 900, 902, 904, 906, 908, 910, 912, 914, 916, 918, 920, 922, 924, 926, 928, 930, 932, 934, 936, 938, 940, 942, 944, 946, 948, 950, 952, 954, 956, 958, 960, 962, 964, 966, 968, 970, 972, 974, 976, 978, 980, 982, 984, 986, 988, 990, 992, 994, 996, 998, 1000)	6	
AREA C: ARTS AND HUMANITIES	C1 Arts (2 semester or 4 quarter units) (SLO 100, 102, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286, 288, 290, 292, 294, 296, 298, 300, 302, 304, 306, 308, 310, 312, 314, 316, 318, 320, 322, 324, 326, 328, 330, 332, 334, 336, 338, 340, 342, 344, 346, 348, 350, 352, 354, 356, 358, 360, 362, 364, 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, 394, 396, 398, 400, 402, 404, 406, 408, 410, 412, 414, 416, 418, 420, 422, 424, 426, 428, 430, 432, 434, 436, 438, 440, 442, 444, 446, 448, 450, 452, 454, 456, 458, 460, 462, 464, 466, 468, 470, 472, 474, 476, 478, 480, 482, 484, 486, 488, 490, 492, 494, 496, 498, 500, 502, 504, 506, 508, 510, 512, 514, 516, 518, 520, 522, 524, 526, 528, 530, 532, 534, 536, 538, 540, 542, 544, 546, 548, 550, 552, 554, 556, 558, 560, 562, 564, 566, 568, 570, 572, 574, 576, 578, 580, 582, 584, 586, 588, 590, 592, 594, 596, 598, 600, 602, 604, 606, 608, 610, 612, 614, 616, 618, 620, 622, 624, 626, 628, 630, 632, 634, 636, 638, 640, 642, 644, 646, 648, 650, 652, 654, 656, 658, 660, 662, 664, 666, 668, 670, 672, 674, 676, 678, 680, 682, 684, 686, 688, 690, 692, 694, 696, 698, 700, 702, 704, 706, 708, 710, 712, 714, 716, 718, 720, 722, 724, 726, 728, 730, 732, 734, 736, 738, 740, 742, 744, 746, 748, 750, 752, 754, 756, 758, 760, 762, 764, 766, 768, 770, 772, 774, 776, 778, 780, 782, 784, 786, 788, 790, 792, 794, 796, 798, 800, 802, 804, 806, 808, 810, 812, 814, 816, 818, 820, 822, 824, 826, 828, 830, 832, 834, 836, 838, 840, 842, 844, 846, 848, 850, 852, 854, 856, 858, 860, 862, 864, 866, 868, 870, 872, 874, 876, 878, 880, 882, 884, 886, 888, 890, 892, 894, 896, 898, 900, 902, 904, 906, 908, 910, 912, 914, 916, 918, 920, 922, 924, 926, 928, 930, 932, 934, 936, 938, 940, 942, 944, 946, 948, 950, 952, 954, 956, 958, 960, 962, 964, 966, 968, 970, 972, 974, 976, 978, 980, 982, 984, 986, 988, 990, 992, 994, 996, 998, 1000)	6	
AREA D: SOCIAL SCIENCE	D1 Knowledge and Technology (SLO 100, 102, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286, 288, 290, 292, 294, 296, 298, 300, 302, 304, 306, 308, 310, 312, 314, 316, 318, 320, 322, 324, 326, 328, 330, 332, 334, 336, 338, 340, 342, 344, 346, 348, 350, 352, 354, 356, 358, 360, 362, 364, 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, 394, 396, 398, 400, 402, 404, 406, 408, 410, 412, 414, 416, 418, 420, 422, 424, 426, 428, 430, 432, 434, 436, 438, 440, 442, 444, 446, 448, 450, 452, 454, 456, 458, 460, 462, 464, 466, 468, 470, 472, 474, 476, 478, 480, 482, 484, 486, 488, 490, 492, 494, 496, 498, 500, 502, 504, 506, 508, 510, 512, 514, 516, 518, 520, 522, 524, 526, 528, 530, 532, 534, 536, 538, 540, 542, 544, 546, 548, 550, 552, 554, 556, 558, 560, 562, 564, 566, 568, 570, 572, 574, 576, 578, 580, 582, 584, 586, 588, 590, 592, 594, 596, 598, 600, 602, 604, 606, 608, 610, 612, 614, 616, 618, 620, 622, 624, 626, 628, 630, 632, 634, 636, 638, 640, 642, 644, 646, 648, 650, 652, 654, 656, 658, 660, 662, 664, 666, 668, 670, 672, 674, 676, 678, 680, 682, 684, 686, 688, 690, 692, 694, 696, 698, 700, 702, 704, 706, 708, 710, 712, 714, 716, 718, 720, 722, 724, 726, 728, 730, 732, 734, 736, 738, 740, 742, 744, 746, 748, 750, 752, 754, 756, 758, 760, 762, 764, 766, 768, 770, 772, 774, 776, 778, 780, 782, 784, 786, 788, 790, 792, 794, 796, 798, 800, 802, 804, 806, 808, 810, 812, 814, 816, 818, 820, 822, 824, 826, 828, 830, 832, 834, 836, 838, 840, 842, 844, 846, 848, 850, 852, 854, 856, 858, 860, 862, 864, 866, 868, 870, 872, 874, 876, 878, 880, 882, 884, 886, 888, 890, 892, 894, 896, 898, 900, 902, 904, 906, 908, 910, 912, 914, 916, 918, 920, 922, 924, 926, 928, 930, 932, 934, 936, 938, 940, 942, 944, 946, 948, 950, 952, 954, 956, 958, 960, 962, 964, 966, 968, 970, 972, 974, 976, 978, 980, 982, 984, 986, 988, 990, 992, 994, 996, 998, 1000)	6	
AREA E: INTERCULTURAL LEARNING & SELF-DEVELOPMENT	E1 Intercultural Learning and Self-Development (SLO 100, 102, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286, 288, 290, 292, 294, 296, 298, 300, 302, 304, 306, 308, 310, 312, 314, 316, 318, 320, 322, 324, 326, 328, 330, 332, 334, 336, 338, 340, 342, 344, 346, 348, 350, 352, 354, 356, 358, 360, 362, 364, 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, 394, 396, 398, 400, 402, 404, 406, 408, 410, 412, 414, 416, 418, 420, 422, 424, 426, 428, 430, 432, 434, 436, 438, 440, 442, 444, 446, 448, 450, 452, 454, 456, 458, 460, 462, 464, 466, 468, 470, 472, 474, 476, 478, 480, 482, 484, 486, 488, 490, 492, 494, 496, 498, 500, 502, 504, 506, 508, 510, 512, 514, 516, 518, 520, 522, 524, 526, 528, 530, 532, 534, 536, 538, 540, 542, 544, 546, 548, 550, 552, 554, 556, 558, 560, 562, 564, 566, 568, 570, 572, 574, 576, 578, 580, 582, 584, 586, 588, 590, 592, 594, 596, 598, 600, 602, 604, 606, 608, 610, 612, 614, 616, 618, 620, 622, 624, 626, 628, 630, 632, 634, 636, 638, 640, 642, 644, 646, 648, 650, 652, 654, 656, 658, 660, 662, 664, 666, 668, 670, 672, 674, 676, 678, 680, 682, 684, 686, 688, 690, 692, 694, 696, 698, 700, 702, 704, 706, 708, 710, 712, 714, 716, 718, 720, 722, 724, 726, 728, 730, 732, 734, 736, 738, 740, 742, 744, 746, 748, 750, 752, 754, 756, 758, 760, 762, 764, 766, 768, 770, 772, 774, 776, 778, 780, 782, 784, 786, 788, 790, 792, 794, 796, 798, 800, 802, 804, 806, 808, 810, 812, 814, 816, 818, 820, 822, 824, 826, 828, 830, 832, 834, 836, 838, 840, 842, 844, 846, 848, 850, 852, 854, 856, 858, 860, 862, 864, 866, 868, 870, 872, 874, 876, 878, 880, 882, 884, 886, 888, 890, 892, 894, 896, 898, 900, 902, 904, 906, 908, 910, 912, 914, 916, 918, 920, 922, 924, 926, 928, 930, 932, 934, 936, 938, 940, 942, 944, 946, 948, 950, 952, 954, 956, 958, 960, 962, 964, 966, 968, 970, 972, 974, 976, 978, 980, 982, 984, 986, 988, 990, 992, 994, 996, 998, 1000)	6	

Total maximum lower division units in Areas A-E (39)

60 transferrable units

UC TRANSFER

Biological Science to UCSB

- BIOL 150 5 units
- BIOL 154 5 units
- BIOL 155 5 units
- CHEM 150 5 units
- CHEM 151 5 units
- CHEM 180 5 units
- CHEM 181 5 units
- MATH 181 5 units
- MATH 182 5 units
- MATH 123 4 units
- PHYS 141 4 units
- PHYS 142 4 units

Major: 57 units

* Plus 0 Elective Units

37 General Education Units

2013-2014 IGETC (Intersegmental General Education Transfer Curriculum)

Completion of all the requirements in the Intersegmental General Education Transfer Curriculum (IGETC) will permit a student to transfer from **Allan Hancock College** to a campus in either the California State University or University of California systems without the need, after transfer, to take additional lower-division general education courses to satisfy campus general education requirements. All courses must be completed with a grade of "C" or better (except "C-" is not acceptable). **Courses may meet the general or minor degree area criteria, but are not eligible for credit toward the major.**

AREA	COURSE	UNITS	TRANSFER
AREA 1: ENGLISH COMMUNICATION	1A English Composition, 1 semester or 4 quarter units (SLO 100, 102, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286, 288, 290, 292, 294, 296, 298, 300, 302, 304, 306, 308, 310, 312, 314, 316, 318, 320, 322, 324, 326, 328, 330, 332, 334, 336, 338, 340, 342, 344, 346, 348, 350, 352, 354, 356, 358, 360, 362, 364, 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, 394, 396, 398, 400, 402, 404, 406, 408, 410, 412, 414, 416, 418, 420, 422, 424, 426, 428, 430, 432, 434, 436, 438, 440, 442, 444, 446, 448, 450, 452, 454, 456, 458, 460, 462, 464, 466, 468, 470, 472, 474, 476, 478, 480, 482, 484, 486, 488, 490, 492, 494, 496, 498, 500, 502, 504, 506, 508, 510, 512, 514, 516, 518, 520, 522, 524, 526, 528, 530, 532, 534, 536, 538, 540, 542, 544, 546, 548, 550, 552, 554, 556, 558, 560, 562, 564, 566, 568, 570, 572, 574, 576, 578, 580, 582, 584, 586, 588, 590, 592, 594, 596, 598, 600, 602, 604, 606, 608, 610, 612, 614, 616, 618, 620, 622, 624, 626, 628, 630, 632, 634, 636, 638, 640, 642, 644, 646, 648, 650, 652, 654, 656, 658, 660, 662, 664, 666, 668, 670, 672, 674, 676, 678, 680, 682, 684, 686, 688, 690, 692, 694, 696, 698, 700, 702, 704,		

WHEN SELECTING CLASSES FOR YOUR FIRST SEMESTER, THERE ARE SEVERAL THINGS TO CONSIDER:

- The number of units you can realistically complete
- Your English and reading placement
- Your math placement
- Major requirements
- General education (GE) requirements
- Course prerequisites, corequisites, advisories
- Electives

*It's important to strike a balance between all of these areas when scheduling.



NEED TO KNOW . . .

- **Prerequisite**
 - A course that needs to be completed with a "C" or better prior to enrolling in a more advanced course.
- **Corequisite**
 - A course that must be taken prior to or at the same time the student is enrolling in the desired course.
- **Advisory**
 - A course that a student is encouraged, but not required, to take before enrolling in a more advanced course.



HOW MANY UNITS?

Work (Hours per Week)	Recommended Units per Semester	Estimated Study Time	Total Hours per Week
40	6	12	58
30	9	18	57
20	12	24	56
10	15	30	55
0	18	36	54

*1 unit equals 1 hour of instruction
 *1 unit of instruction equals 2 hours of study-time outside of class time



HOW TO USE CLASS SEARCH?

- www.hancockcollege.edu



EXAMPLE OF 1ST SEMESTER PLAN

Category	Class	Units
English Class	English 514	4
Math Class	Math 331	4
Major Class	Psychology 101	3
GE Class	PD 101	3
		= 14 total units

14 units= 28 hours of study



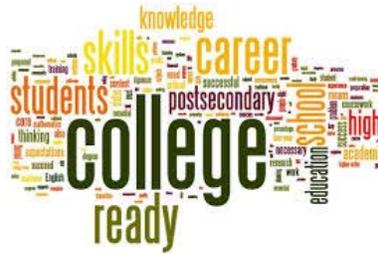
PREPARING FOR A COUNSELING VISIT

- Plan ahead. It may take 2 weeks to get an appointment.
- Make good use of your time. Be prepared with your questions and be ready to take notes.
- Be organized. Keep your important counseling documents in a folder.
- Be on time to your counseling appointment.
- If you need to cancel your appointment, you must call the counseling department 24 hours prior to your appointment.



PREPARING FOR A COUNSELING VISIT

- Appointments are designed to be in depth and thorough. Counselors devote 30 minutes to the appointment.
- Walk-ins are designed to be quick and simple. Questions can be answered in 10 minutes or less.



1ST SEMESTER PLAN

- We have recommended courses for your first semester.
- Use this important document to register on July 2nd.
- Your 1st semester plan should take the place of you having to see a counselor on a walk-in.
- We strongly encourage you to schedule an appointment with a counselor to complete a comprehensive Student Educational Plan within your first year at AHC.



DEGREE WORKS

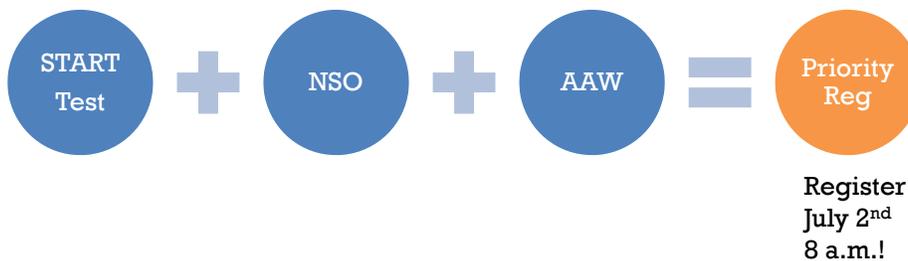
Student/Academic Support Tab



- “Degree Works” can help you monitor your progress towards meeting certificate and/or degree requirements:
 - how many more classes you need to complete in your major?
 - how many general education courses you still need?
 - how many elective units?
- It’s available 24/7...check it out!



NEW STUDENT PRIORITY REGISTRATION



REGISTER

The screenshot displays the myHancock website interface. At the top, the navigation bar includes links for Home, Spiker's List, My Page, Employee Resources, Work Tools, Student/Academic Support, Student, Library, Faculty, Reports, and Shop/Forms Library. The 'Student' tab is highlighted with an orange arrow and labeled 'Student Tab'. Below the navigation bar, the 'My Registration' section is visible, containing links for Class Search, Registration Status, Register / Add / Drop / Search Classes, My Class Schedule, Contact My Teacher, My Waitlist Positions, Pass / No Pass Option, and Add Drop Form. The 'Register / Add / Drop / Search Classes' link is highlighted with an orange arrow and labeled 'Register'. Other sections include My Account Detail, Cashier Services, Important College Updates, Messages for You, and Need Money for College?.

- The next step will be to register through your myHancock account under your “Student” tab.
 - Know you username and password
 - Forgot it? Click on the password retrieval link.



Appendix D

AHC 3SP PlanTasks/Activities for Spring 2015 and Beyond

OBJECTIVES/ STRATEGIC DIRECTION GOAL	ACTIVITIES/TASKS TO BE COMPLETED	EXPECTED OUTCOMES	RESPONSIBILITY AND TARGET DATE
Armando Cortez, Sharon Cortez, Laurie Pemberton, Rob Parisi, Marian Quaid-Maltagliati, Yvonne Teniente			
<u>Probation Module</u> SLS2, SLS3, SLS1, SLS4, SLS5, SLS6, SLS7	<ul style="list-style-type: none"> -Form a working group -Student focus group -Implement technology -Student focus group -Implement technology -Share with the campus/students -Require students who are on first time probation to view probation video -Refer to PD classes -Open veteran's resource center 	<ul style="list-style-type: none"> -Early invention, improved retention of at-risk students -Way to promote comprehensive SEP -Follow up and referral to specialized workshops 	<ul style="list-style-type: none"> -Spring 2016 -Faculty counselors, IT, IRP, A&R
Outreach to target groups - veterans	Open veteran's resource center	Provide a safe environment for Veteran students with information on counseling, PF, mental health, support groups, LAP, etc.	-Rob and Felix
Assessment goals 1 & 2	<ul style="list-style-type: none"> -More testing @ the high schools -Multiple measures data analysis for math and English -Override to test scores analysis -Expanding CAPP beyond ERHS 	<ul style="list-style-type: none"> -Insure student success -Shorter time to degree completion -Higher enrollment and completion in college level courses -Hire staff for HS staff 	<ul style="list-style-type: none"> -IRP -Assessment -Math and English depts -2015-2016
Implement satisfactory progress for BOG eligibility Goals 2 & 3	<ul style="list-style-type: none"> -Form A working group -Implement technology -Develop an appeal -Share with the campus 	<ul style="list-style-type: none"> -Total chaos -Lower enrollment -Lower FTES -Higher staff to handle appeals 	<ul style="list-style-type: none"> -Spring 2015 for fall implementation -Financial Aid, ITS & counseling -Public affairs social media
IRP providing data analysis All goals	Creating tableau dashboards to support analysis of all 3SP and SEP activities	Hiring staff in IRP	IRP & all groups that need data
Early fall & simultaneous summer/fall registration All Goals	<ul style="list-style-type: none"> -Register in May for fall -Informing students of options for GE requirements 	Planning for semester before leaving for summer	<ul style="list-style-type: none"> -All student services -2015

Appendix D

AHC 3SP PlanTasks/Activities for Spring 2015 and Beyond

OBJECTIVES/ STRATEGIC DIRECTION GOAL	ACTIVITIES/TASKS TO BE COMPLETED	EXPECTED OUTCOMES	RESPONSIBILITY AND TARGET DATE
CCC apply - statewide app	-Form a team -Implement technology	-Increase communication w/students -Obtain good data	-2015 -IRP -IT -A&R
Vet Center	Form a group/task force	Increase services for vets	2015
Kerry Runkle, Will Bruce, Joanna Davis, Juanita Tuan, Stephanie Robb, Christian Gardner, Jessica Parker			
Priority registration status checklist for students/staff SLS2,3	Create a myHancock page where students/staff are informed of their progress towards priority registration (e.g. NSO, assessment abbreviation SEP)	Students/staff will be informed of needed steps to priority	2015 IT Services
Outreach/education about comp SEP SLS4	-Classroom outreach -Outreach materials (social media, e-mail, etc.) -Give-aways(iPad, bookstore) -Raffles for those who create or update a comp SEP in spring 2015 -Add to NSO (in person/online) -Inform college community of change (Academic Senate)	Increase in # of comp SEPs completed	Outreach advisory group spring 2015
Inform about BOG regulations appeal process for BOG. SLS5 FT counselors for Veterans , Veterans Center FT counselor for foster youth	Financial aid to inform students via e-mail and presentations working group to create appeal process	Students will be informed BOG regulations Inform college community	Fincial Aid spring 2015 Working group from 3SP/Equity Committee
Update outreach materials (program brochures/student services and in Spanish when appropriate, SLS 5, 6, 7	Create/update materials	Accurate, current materials for outreach	Public affairs Individual departments

APPENDIX F

F.1

Abstract: Title V Hispanic Serving Institutions Grant 2014

Through *Advance, Innovate, Maintain (AIM)*, Allan Hancock College (AHC) will address identified weaknesses in programs and services, institutional management, and fiscal stability to become a stronger, more effective Hispanic Serving Institution serving a student population that is 52.3 % Hispanic. The project is comprised of two activities: *Increasing the Success of Basic Skills and ESL Students* and *Aligning Resource Development Strategies*. AIM will increase the advancement rate (progress and completion) of students underprepared for collegiate-level work and will implement structural changes to coordinate and integrate the college's multiple resource development components, including a "total resource development" plan to ensure support for underserved students and for each mission-critical area.

The project will result in:

- A 20% increase in the advancement of ESL and Basic Skills students from noncredit to credit programs;
- A 20% increase in the number of Hispanic students graduating and/or transferring to four-year universities within 3 years of initial enrollment (baseline n=354);
- 70% of faculty who serve developmental learners (n=50) will have attended professional development activities, and 40% of them will incorporate new strategies in their courses;
- A 100% increase in the number of first-time students who participate in online or onsite orientations.
- A 10% increase in annual resource contributions per staff FTE and a 20% increase in the number of community supports who make a contribution.
- At least \$12,000 savings as a result of realignment of resource development units.
- An annual campaign to raise at least \$15,000/yr. to support the needs of basic skills/ESL students who are ineligible for financial aid or traditional scholarships.

Priority #1 – AIM will establish a virtual Pathways Center to provide focused, well-researched interventions, including Open Educational Resources, that increase high need students' chances of success and acceleration in basic skills and ESL classes. Pedagogy symposiums will engage faculty in Inquiry Groups to research effective instructional approaches to improve outcomes for students in developmental courses. Innovative uses of technology in instruction and support will increase access, progress and completion for Hispanic and other basic skills students. To further the goal of increasing postsecondary success, AIM will realign resource development strategies to better support the college's various mission areas, especially basic skills and ESL where financial resources and services are less than optimal.

Priority #2 – By integrating student services and open educational resources in one portal, basic skills students will more quickly achieve key momentum points in their educational development and accelerate through the remedial levels in English and ESL. Productivity will be improved as a result of comprehensive professional development for faculty and staff and through the innovative use of technology in both instruction and planning for resource allocation.

F.2

Basic Skills Initiative Project Outcomes Report

Division/Department: English

Report submitted by (Name & Extension): Susan Farley (3835) and Julia Raybould-Rodgers (3780).

Semester & Year Activity Occurred: Spring 2014.

Title/Brief Description of Activity:

1. To identify a group of high school students who were assessed into basic skills through the START test in spring 2014.
2. To plan the acceleration of this group of students into a higher placement level through the use supplementary instruction and instructional materials in summer 2014. It is anticipated that 70% of incoming high school students will test one level higher on the START test after the intervention.

Activity One: The identification of a group of students for the intervention.

What are the major qualitative outcomes from this activity?

Two groups of students were identified for enrolment in accelerated English classes in fall 2014 by English instructors Susan Farley and Julia Raybould-Rodgers.

The first group was identified from Ernest Righetti High School, and the second group was identified from students in the Allan Hancock Athletic Department.

What are the major quantitative outcomes from this activity?

Farley and Raybould-Rodgers worked with counselor, Louise Madrigal, and the coaches in the athletic department to identify students who wished to take an accelerated English 514 class. Madrigal and Raybould-Rodgers met with the coaches to discuss the need to recruit student athletes to enroll in a START Accuplacer practice test workshop, an essay workshop and in English 514 accelerated classes.

In addition, Mayra Morales worked with Ernest Righetti High School students to identify students for the accelerated classes as part of a CAPP project between the college and high school.

Please describe in a paragraph or two why this activity was/was not successful in meeting effective practice goals. If it was not effective, include recommendations for improvement.

This activity was 100% successful in meeting its goals. Initially, it was decided to recruit newly graduated high school students into accelerated classes. Since it is very difficult to follow up

with high school students once they graduate from high school, it was decided to look for an additional group of participants.

The Allan Hancock Athletic Department expressed interest in acceleration classes for their students due to tight transfer requirements student athletes have to meet as a result of the National Collegiate Athletic Association (NCAA) requirements for eligibility at a Division I or II institution. The coaches and counselor Madrigal were also eager to give their support to help their student enroll in accelerated classes.

Future Recommendations:

1. Farley and Raybould-Rodgers will write a BSI grant for three future activities to improve the placement of basic skills student athletes.
2. The three activities are proposed for the summer semester are:
 - To give a START Practice Accuplacer placement Test workshop to assist basic skills student athletes to improve their placement on the Accuplacer placement Test.
 - To give an essay workshop to assist basic skills student athletes who wish to improve their timed-essay writing skills before taking the Accuplacer WritePlacer placement test as part of the appeals process to improve their English placement score.
 - To select and enroll student athletes in accelerated English 514 sections in fall 2014
3. Farley and Raybould-Rodgers will apply to participate in the California Acceleration Project (CAP) run by Katie Hern from Chabot College to receive training in acceleration.
4. The English department will include four sections of acceleration English 514 classes in the fall schedule.

Activity Two: The creation of instructional course materials and a supplementary instruction schedule.

Farley and Raybould-Rodgers saw the need to create tailor made instructional materials and supplementary materials for the Accuplacer practice test workshop and for the timed-writing workshop which they plan to hold during the summer semester.

What are the major qualitative outcomes from this activity?

Farley and Raybould-Rodgers were 100% successful in creating instructional materials and a supplementary instruction schedule.

What are the major quantitative outcomes from this activity?

Farley and Raybould-Rodgers created instructional materials for the timed-essay writing workshop. The materials focused on timed-essay writing and techniques to improve essay writing.

Madrigal assisted them with the creation of the materials for the START Practice

Accuplacer placement test workshop which included an orientation and conducting a practice Accuplacer test.

Please describe in a paragraph or two why this activity was/was not successful in meeting effective practice goals. If it was not effective, include recommendations for improvement.

This activity was successful in meeting its goals because Farley and Raybould-Rodgers had the opportunity to do research on programs at different institutions and the instructional methods that they utilized. A review of the literature also indicated that students who took a practice placement test had better results than those who did not. These findings then enabled Farley and Raybould-Rodgers to develop appropriate instructional and supplementary materials.

Collaboration efforts with counsellor Madrigal also provided an opportunity to connect with the needs of student athletes especially in the area of the transfer guidelines for student athletes.

Through the efforts of Farley and Raybould-Rodgers working with Ernest Righetti High School in their CAPP collaboration efforts, it was realized that the original proposal to focus on high school students in the proposed activities as the main participants was not as feasible as it had been hoped. This is due to the difficulties of working with high school students once they graduate from high school. Maintaining contact with the students requires time and effort which Farley and Raybould-Rodgers felt was not realistic within the scope of a future project. Therefore, it was decided to focus on Allan Hancock student athletes as the main participants and include a small group of high school students who took their START Accuplacer test before May 2014. Allan Hancock counsellor, Mayra Morales will be able to continue to work with this group of high school students through the CAPP collaboration between the college and high school.

Future Recommendations:

1. Provide research and planning time, as was given in this activity, to future basic skills activities.
2. Include counseling input in activities during the planning and development stage of basic skills activities.
3. Encourage other departments across the Allan Hancock College campus to look at the English basic skills needs of their populations. It is obvious that focusing on a specific homogeneous target group of English basic skills students may be effective way of piloting and developing faster pathways to transfer English classes for basic skills students.

F.3

Strategic Plan Action Steps

<p>1. The district will annualize the Student Success Summit to focus on the application and assessment of high impact practices that address both Student Learning and Student Success Strategic Directions. This summit should continue to inform any necessary changes and/or additions to the Educational Master Plan.</p>	<p>7. With a focus on student engagement in lifelong learning, the district will promote, develop, and implement inter-segmental college and career readiness programs aligned with local industry and economic development opportunities.</p>
<p>2. In support of Student Success goals, more attention needs to be given to opportunities to support Vandenberg AFB and returning veterans.</p>	<p>8. Given the success of events such as Friday Night Science, Splash & Dash, Folklorico! Dance Concert, the film series, student pottery sales, and many more, the district will look for additional opportunities to integrate the community into AHC educational experiences.</p>
<p>3. Given the impetus of SB1456 and SB590, the district will evaluate the current application of professional growth opportunities in order to meet legal requirements and to retain highly qualified employees. This effort may include 1) creating a Professional Development and Growth plan that is updated annually, 2) re-categorizing workshops, 3) adjusting employee surveys, and 4) aligning offerings to advancement training/opportunities.</p>	<p>9. Given the national focus on STEM education and above average employment opportunities, the successful initiatives funded to support student access and success in STEM grants should be identified for institutional support, including a permanent STEM center, STEM counseling, and STEM outreach activities on and off campus.</p>
<p>4. In partnership with Lompoc Unified School District, continue collaborative leadership on the AB 86 Adult Education Consortium Planning Project focused on making recommendations for improvement of Northern Santa Barbara County adult education programs based on broad stakeholder input.</p>	<p>10. In order to meet the minimum legal requirements for a district equal employment opportunity plan as well as its goal of achieving a diverse workforce, the district will expedite completion of an EEO plan via the shared governance process.</p>
<p>5. A taskforce will reevaluate and refine the Councils and Committees Pathways to Decisions manual to create a structure for improved communication, integrated planning, and timely decision making.</p>	<p>11. As California Community Colleges must meet a variety of guidelines and regulations set by both governmental and nongovernmental agencies, the district will work toward centralizing compliance oversight.</p>
<p>6. Based on feedback from our K-12 partners, AHC will update our articulation agreements and expand multiple measure assessments.</p>	<p>12. Build upon and institutionalize existing programs targeted at serving diverse populations (e.g., MESA, CAN, Veterans, LAP, STEM, EOPS).</p>

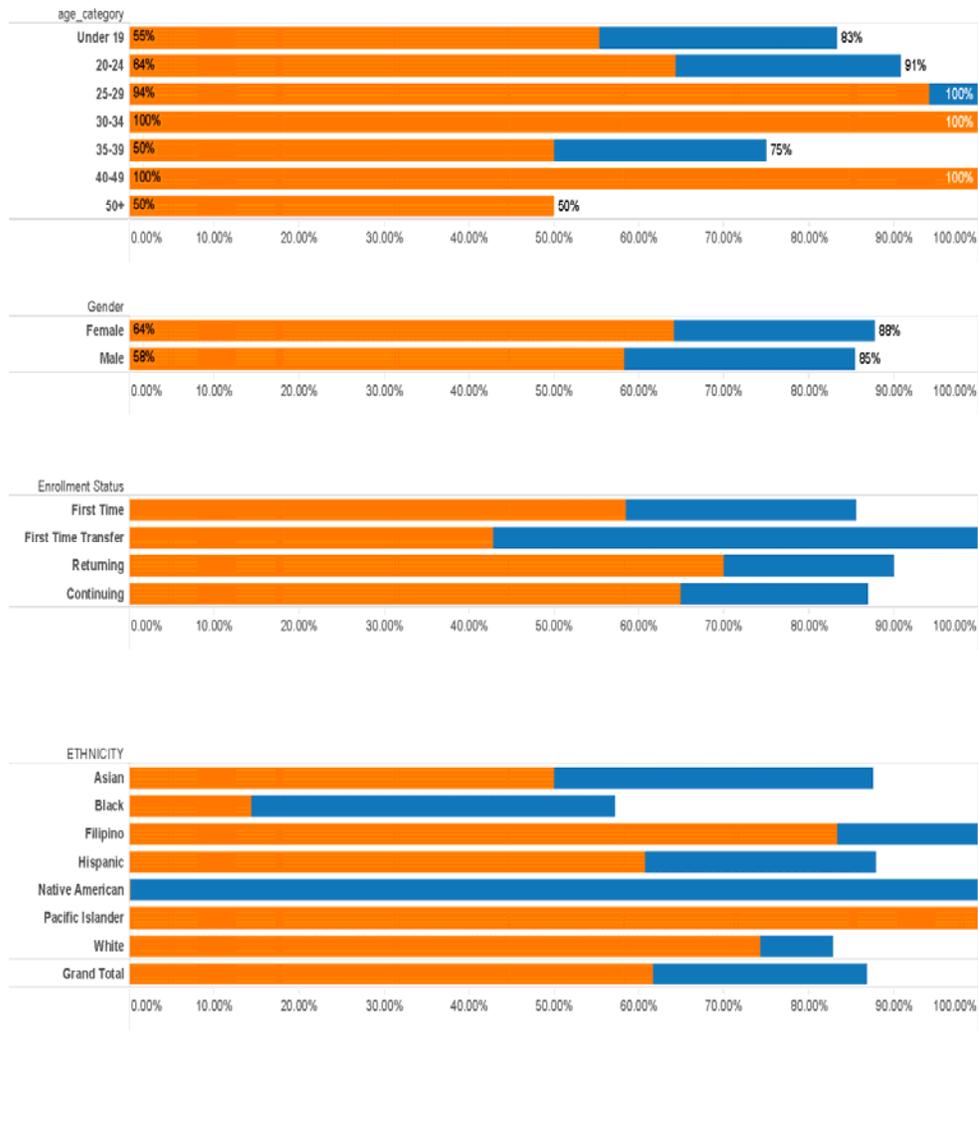
APPENDIX G

G.1 Tableau data dashboard summary retention/success for remedial English (511, 512, 513, 514) across semesters



G.2 Tableau data dashboard retention/success for remedial English 513 disaggregated, fall 2013

Retention & Success by Demographics for ENGL513 Fall 2013



APPENDIX H.1 Fall 2014 Grades Accelerated English 514

ID Number	Grade	Instructor	CRN #	Athlete	Placement Prior to Class
H****2633	C	J. Knight	23453 Fall 2014	Yes	511
H****5090	F	J. Knight	23453 Fall 2014	Yes	511
H****4339	B	J. Knight	23453 Fall 2014	Yes	511
H****1238	D	J. Knight	23453 Fall 2014	Yes	511
H****2157	D	J. Knight	23453 Fall 2014	Yes	511
H****1778	C	Raybould-Rodgers	23452 Fall 2014	Yes	511
H****2251	C	Raybould-Rodgers	23452 Fall 2014	No	511
H****0452	C	Raybould-Rodgers	23452 Fall 2014	No	511
H****0385	F	Raybould-Rodgers	23452 Fall 2014	No	511
H****0560	C	Raybould-Rodgers	23452 Fall 2014	No	511
H****5534	F	Raybould-Rodgers	23452 Fall 2014	Yes	511
H****0494	C	Raybould-Rodgers	23452 Fall 2014	Yes	511
H****7829	C	Raybould-Rodgers	23452 Fall 2014	No	511
H****5416	C	Raybould-Rodgers	23452 Fall 2014	Yes	511
H****1627	C	Raybould-Rodgers	23452 Fall 2014	Yes	511
H****3951	C	Raybould-Rodgers	23452 Fall 2014	Yes	511
H****1892	C	Raybould-Rodgers	23452 Fall 2014	No	511
H****2216	B	Raybould-Rodgers	23452 Fall 2014	No	511
H****3239	F	Raybould-Rodgers	23452 Fall 2014	No	511
H****2626	D	S. Farley	22168 Fall 2014	Yes	511
H****2629	D	S. Farley	22168 Fall 2014	Yes	511
H****9799	C	S. Farley	22168 Fall 2014	Yes	511
H****0615	C	S. Farley	22168 Fall 2014	Yes	511
H****5314	C	S. Farley	22168 Fall 2014	No	511
H****7970	B	S. Farley	22168 Fall 2014	No	511
H****3535	B	S. Farley	22168 Fall 2014	No	511
H****1991	C	S. Farley	22168 Fall 2014	Yes	511
H****1552	D	S. Farley	22168 Fall 2014	Yes	511
H****6235	B	S. Farley	22168 Fall 2014	No	511
H****4014	D	S. Farley	22168 Fall 2014	Yes	511
H****2722	D	S. Farley	22168 Fall 2014	Yes	511

H****7933	A	T. George	23451 Fall 2014	No	511
H****2853	B	T. George	23451 Fall 2014	Yes	511
H****7315	B	T. George	23451 Fall 2014	No	511
H****0866	C	T. George	23451 Fall 2014	Yes	511
H****8806	C	T. George	23451 Fall 2014	Yes	511
H****4812	A	T. George	23451 Fall 2014	No	511
H****5895	B	T. George	23451 Fall 2014	No	511
H****0463	Dropped	T. George	23451 Fall 2014		511
H****2342	C	T. George	23451 Fall 2014	Yes	511
H****6739	B	J. Knight	23453 Fall 2014	Yes	512
H****3366	B	J. Knight	23453 Fall 2014	Yes	512
H****9507	B	Raybould-Rodgers	23452 Fall 2014	No	512
H****3123	F	Raybould-Rodgers	23452 Fall 2014	Yes	512
H****3323	B	Raybould-Rodgers	23452 Fall 2014	No	512
H****3273	C	Raybould-Rodgers	23452 Fall 2014	No	512
H****5584	B	S. Farley	22168 Fall 2014	No	512
H****2648	C	S. Farley	22168 Fall 2014	Yes	512
H****0653	B	S. Farley	22168 Fall 2014	No	512
H****9579	C	S. Farley	22168 Fall 2014	Yes	512
H****0045	D	S. Farley	22168 Fall 2014	No	512
H****5656	A	T. George	23451 Fall 2014	No	512
H****4868	D	T. George	23451 Fall 2014	No	512
H****0412	A	T. George	23451 Fall 2014	No	512
H****1899	B	T. George	23451 Fall 2014	Yes	512
H****0310	B	T. George	23451 Fall 2014	No	512
H****2823	D	T. George	23451 Fall 2014	Yes	512
H****0467	C	T. George	23451 Fall 2014	No	512
H****7328	A	T. George	23451 Fall 2014	No	512
H****9058	B	J. Knight	23453 Fall 2014	Yes	513
H****0911	B	J. Knight	23453 Fall 2014	No	513
H****5835	D	J. Knight	23453 Fall 2014	Yes	513
H****1377	B	J. Knight	23453 Fall 2014	Yes	513
H****6347	F	J. Knight	23453 Fall 2014	Yes	513
H****1866	C	J. Knight	23453 Fall 2014	Yes	513

H****7493	F	J. Knight	23453 Fall 2014	Yes	513
H****2649	B	Raybould-Rodgers	23452 Fall 2014	Yes	513
H****0478	B	Raybould-Rodgers	23452 Fall 2014	No	513
H****7695	B	T. George	23451 Fall 2014	Yes	513
H****5166	B	T. George	23451 Fall 2014	Yes	513
H****3800	D	T. George	23451 Fall 2014	Yes	513
H****2037	C	T. George	23451 Fall 2014	Yes	513
H****6008	F	J. Knight	23453 Fall 2014	No	514
H****3234	A	J. Knight	23453 Fall 2014	No	514
H****2465	C	J. Knight	23453 Fall 2014	Yes	514
H****5185	Dropped	J. Knight	23453 Fall 2014		514
H****5324	F	J. Knight	23453 Fall 2014	Yes	514
H****1509	A	J. Knight	23453 Fall 2014	No	514
H****5448	C	J. Knight	23453 Fall 2014	Yes	514
H****2655	C	J. Knight	23453 Fall 2014	Yes	514
H****0007	F	J. Knight	23453 Fall 2014	Yes	514
H****4660	C	J. Knight	23453 Fall 2014	Yes	514
H****8387	C	Raybould-Rodgers	23452 Fall 2014	No	514
H****6282	C	Raybould-Rodgers	23452 Fall 2014	Yes	514
H****5697	C	Raybould-Rodgers	23452 Fall 2014	Yes	514
H****4239	F	Raybould-Rodgers	23452 Fall 2014	Yes	514
H****0329	C	Raybould-Rodgers	23452 Fall 2014	Yes	514
H****2168	B	Raybould-Rodgers	23452 Fall 2014	Yes	514
H****2268	B	S. Farley	22168 Fall 2014	Yes	514
H****0545	D	S. Farley	22168 Fall 2014	No	514
H****1547	D	S. Farley	22168 Fall 2014	No	514
H****0964	D	T. George	23451 Fall 2014	No	514
H****6977	B	T. George	23451 Fall 2014	Yes	514
H****4508	D	T. George	23451 Fall 2014	Yes	514
H****0528	C	T. George	23451 Fall 2014	Yes	514
H****4182	A	T. George	23451 Fall 2014	Yes	514
H****4608	C	T. George	23451 Fall 2014	Yes	514
H****6114	B	T. George	23451 Fall 2014	Yes	514
H****2811	B	T. George	23451 Fall 2014	No	514

H****0292	Dropped	J. Knight	23453 Fall 2014		
H****2880	F	Raybould-Rodgers	23452 Fall 2014	Yes	
H****6227	Dropped	Raybould-Rodgers	23452 Fall 2014	No	
H****2673	Dropped	Raybould-Rodgers	23452 Fall 2014	No	
H****0101	Dropped	Raybould-Rodgers	23452 Fall 2014	No	
H****3800	Dropped	Raybould-Rodgers	23452 Fall 2014	No	
H****5742	Dropped	S. Farley	22168 Fall 2014	No	
H****4932	Dropped	S. Farley	22168 Fall 2014	Yes	
H****3784	Dropped	S. Farley	22168 Fall 2014	No	
H****0187	Dropped	T. George	23451 Fall 2014	No	
H****7315	P	T. George	23451 Fall 2014	No	