Student Journey

Entry Phase

CONNECTION
Initial Interest through Submission of Application

ENTRY
Enrollment through Completion of "Gatekeeper" Courses

PROGRESS
Entry into Course of Study through Completion of 75% of Requirements

COMPLETION
Complete Course of Study through Earning a Credential with Labor Market Value

TRANSITION
Movement to Four-Year University or to Workplace with Living Wage

Goal B: Successful Entry into an Area of Interest and Program of Study

Allan Hancock College will facilitate student entry into programs of study within areas of interest by helping students choose and enter a program of study as quickly as possible

Why do students have trouble entering?

- Students are not aware of support services
- Some students are not being appropriately placed for math and English because they do not have high school data
- Students fail to enroll/pass/re-enroll in gateway courses
- Students create educational plans that they don't follow or they fail to create one at all
- 3SP services are not mandatory for students
- Lack of faculty advisors within disciplines
- Students challenges with technology (Canvas, DegreeWorks, MyHancock Portal, email)
- Course scheduling not efficient to meet demands of students
- Students unprepared to select career/area of interest
- There are too many options for students leading to confusion on what to take and taking courses not necessary for their goal
- Classrooms are outdated and don't meet the needs of faculty and students
- One-size fits all teaching style
- Focus has been on high school students but we have other student populations that could benefit from resources
- Registration steps can be confusing, overwhelming, and inconsistent
- Students unable to meet with counselor due to scheduling restrictions

Strategies from EMP

- B.1 Implement Areas of Interest to facilitate informed and structured exploration leading to a chosen program of study.

- B.2 Ensure first-year successful student experiences by designing and implementing integrated Student Success Teams that align instructional and student services.

- B.3 Strengthen first-year experience programs, including summer academies, that connects first-time college students with student services, academic and career planning, financial planning, and development of study skills.

- B.4 Evaluate AB 705 implementation to ensure appropriate placement and impact of support courses.

- B.5 Enhance the noncredit to credit bridge and assessment tools to prepare students for college-level coursework.

- B.6 Facilitate inquiry practices that investigate the success of coordinated support activities.

- B.7 Student Focus Group recommendations 3, 4, 5, 6, and 14 (see Student Focus Group Recommendations).

- B.8 Provide adequate first-year experience support to students and faculty to foster successful remote teaching and learning.

- B.9 Improve mechanisms for students to complete a student education plan (SEP) prior to their first semester of enrollment.

- B.10 Develop new degree programs that lead to an associate degree in transfer and implement an ADT informational campaign to students to promote transfer opportunities.

Suggested activities

- Embed student support services such as library, peer tutors, and counselors in high impact courses.

- Infuse a first-year experience model

- Provide faculty with professional development opportunities to design culturally response teaching and implementation of equity practices.

- Enhance summer bridge curriculum integrated with student services and guided pathways.

- Create alternative pathways and assessment tools for students who are not ready for college-level coursework.

- Create clear connections between AHC Areas of Interest and high school pathways.

- Develop technology and provide professional development to faculty and staff to track students when they deviate from their academic path.

- Prioritize elimination of achievement gaps in gateway courses.

- Review existing support services for possible gaps for underserved populations.

Activity Library

Goal B- Successful Entry into an Area of Interest and Program of Study: Allan Hancock College will facilitate student entry into areas of interest by helping students choose and enter a program of study as quickly as possible.		
Strategy	**Strategy Description**	**Activities**
Strategy B.1	Implement Areas of Interest to simplify informed and structured exploration leading to a chosen program of study.	Web Site Design - Guided Pathways: Ongoing
Strategy B.2	Ensure successful first-year student experiences, with an emphasis on underserved populations, by designing and implementing integrated Student Success Teams that integrate instructional and student services such as academic and career planning, financial planning, and development of study skills.	Complete student progress reports from various programs on campus: Pilot Concurrent Enrollment/Articulation/Cooperative Work Experience: Ongoing The Puente Project: Ongoing
Strategy B.3	Prioritize elimination of achievement gaps in gateway courses, including an evaluation of AB 705 implementation to ensure appropriate placement and impact of support courses	
Strategy B.4	Enhance the noncredit-to-credit bridge and assessment tools to prepare students for college-level coursework.	
Strategy B.5	Encourage inquiry practices and utilization of equity data that facilitates coordinated support activities with a commitment to underserved populations	Beyond Barriers: In Progress
Strategy B.6	Student Focus Group recommendations 3, 4, 5, 6, and 14 (see Student Focus Group Recommendations in the Appendix).	
Strategy B.7	Provide adequate support to students and faculty to foster successful remote teaching and learning.	Noncredit Counseling- Estudiantes Unidos: In Progress Financial support (scholarships, student emergency aid, AIM-to-dream, etc.): In Progress
Strategy B.8	Develop new degree programs that lead to an associate degree in transfer and implement an Associate Degree for Transfer (ADT) informational campaign to students to promote transfer opportunities.	

NOTE: Supervisors/Managers can add to activity library!
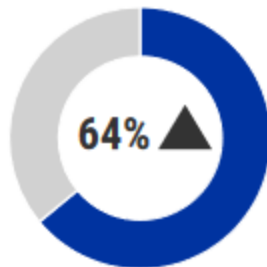
Data informed decision making

Entry Phase

Enrollment through completion of "Gatekeeper" courses
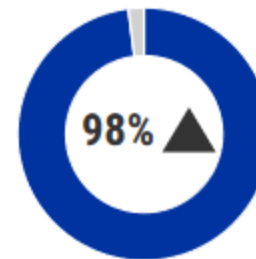
English and math placement

With AB 705 and new placement processes in place, we are seeing increases in the number of students who are enrolling directly into math and English.

Percent of high school students who enroll directly into transfer-level math

64% ▲

Percent of high school students who enroll directly into transfer-level English

98% ▲

Preparing to Planning Retreat 2021

☑ How are we doing with entry phase?

Review the entry Quick Facts sheet.

☑ What are we currently doing to help students enter?

Check out the activity library. Note: Supervisors/Managers can add to the library.

☑ What can we do to improve students entering?

Be familiar with the strategies and activities proposed at the last planning retreat. We will be setting priorities for 2021-2022 at the planning retreat. We want your input!