



ALLAN HANCOCK COLLEGE

EDUCATIONAL MASTER PLAN

2020-21 to 2026-27

TABLE of CONTENTS

I. Mission, Vision, and Values	4
II. Institutional Learning Outcomes	5
III. Community College Vision and Trustees	6
IV. Acknowledgements	7
V. Overview	8
• Planning Process	8
• Completion by Design Framework	9
VI. Goals and Strategies	12
VII. Master Plan Implementation	19
• Institutional Effectiveness and Support of the College Mission (Alignment to Accreditation)	22
• Key Performance Indicators	23
Appendix A: Planning Steps	24
Appendix B: Background Data	26
• Student Voices	27
• External Scanning Data	26
○ Regional Labor Market Analysis	
○ EMSI Economic Impact Analysis	
• Internal Scanning Data	27

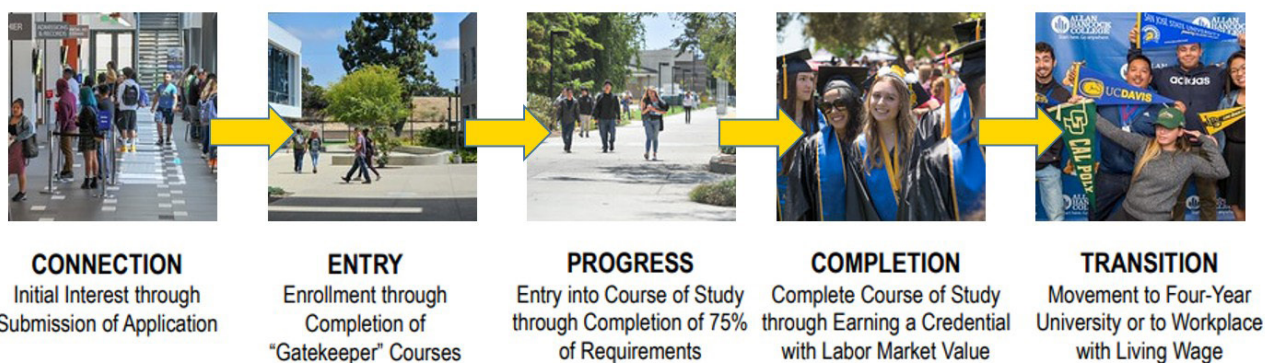
COMPLETION FRAMEWORK

Completion by Design (CBD) is a framework that helps colleges align policies, programs, culture and practices to create pathways that direct students into and through college to successful completion¹. <https://www.completionbydesign.org/s/>. The Loss Momentum Framework aims to identify where students become sidetracked or stalled, and helps institutions identify where additional resources can be used to ensure program completion. By following students through the five stages of their interaction with the college – Connection, Entry, Progress, Completion, Transition – the Loss Momentum Framework helps the college identify where there are opportunities to prevent students from dropping out and improve their momentum towards attaining their academic goals.

At the planning retreat, Allan Hancock College faculty, staff, and administrators worked together to identify the specific interactions that are catalyzing or impeding student success at each of the five stages. Participants were then asked to brainstorm and prioritize high impact policies, practices, programs, and processes that improve student outcomes. Key performance metrics were also reviewed and discussed to help guide discussions related to the identification of strategies to improve outcomes. The information gathered at the planning retreat along with robust college planning activities prior to the retreat (see Appendix A) informed the Educational Master Plan.

A focus on the student journey from connection to transition allows the college to identify and implement strategies that move students through the educational process in a deliberate and tactical way. This framework also provides a connection to key performance indicators that help assess progress towards college goals.

Student Journey



¹ Throughout this plan there are references to "pathways", both career and academic. These references are often associated with structured models of guided pathways in higher education or CTE pathways in secondary schools. To accommodate flexible planning processes these terms should be considered in the most generic sense and not tied to one specific model.