

# Student Journey

Progress Phase

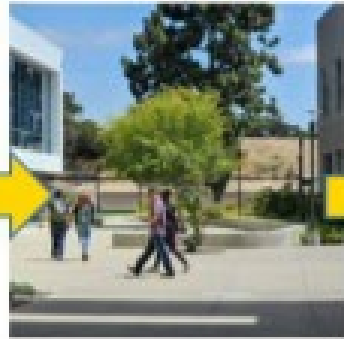


# STUDENT JOURNEY



## 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 C: Student Progression through Program of Study

Allan Hancock College will ensure students' progress along their pathways to complete program requirements and achieve their educational goals.



# Why do students have trouble progressing?

- There is a lack of communication between faculty beyond course content
- There is a lack of connection between course goals and students' major/career goals
- There are no defined milestones for students
- Students not provided kudos, incentives, or rewards for completing milestones or staying on track
- There is a lack of peer to peer mentoring or engagement
- Throughput rate for math and English and other gateway courses
- Classes cancelled due to staffing/facilities, or other scheduling issue
- Inability for students to enroll in critical course needed to graduate
- Issues with student education plans (outdated, not relevant, not followed)
- Students do not know what to do when they fail a course or don't know when to drop a course
- Disconnect between instructional faculty and student services faculty that cause holes/gaps/misinformation for students
- Life issues (working, housing, food, childcare) impact course completion and success



# Strategies from EMP

- C.1 With implementation of Student Success Teams, leverage current technology and staffing capabilities to provide real-time feedback, advising, and student-centered support to all students at all locations and in all relevant modalities in order to keep students on their path.
- C.2 Implement an integrated campus wide financial resources campaign to mitigate student dropout as a result of financial hardship.
- C.3 Foster a college climate that is responsive to student equity gaps and mitigates implicit bias by building in training and opportunities to share, discuss, and respond to disaggregated student achievement and outcomes data.
- C.4 Emphasize culturally responsive instruction that supports diversity, equity, inclusion, and student success by expanding opportunities for faculty to implement high impact practices.
- C.5 Ensure existing classroom and campus spaces encourage student engagement and reflects multicultural and multi-ethnic backgrounds.
- C.6 Student Focus Group Recommendations 7, 8, 9, 10, 11, 12 (see Student Focus Group Recommendations in the Appendix)
- C.7 Expand student support services such as library, peer tutors, and counselors in high impact courses.
- C.8 Expand engaging and relevant cross-disciplinary content for students that is equity-minded and communicates a sense of belonging for students who have been historically marginalized in higher education.



# Suggested activities

- Create a one-stop app where students can register, track progress, live chat, and link to resources.
- Implement a two-year enrollment/scheduling plan.
- Develop innovative scheduling practices such as short-term, evening/weekend, and emeritus.
- Explore student-centered scheduling to ensure students are able to get the courses they need during times and methods that respond to their off-campus responsibilities.
- Make Student Education Plans mandatory.
- Expand opportunities for faculty to develop high impact practices that promote equity and completion.
- Imbed career advising into instructional faculty roles.
- Develop technology and tools to identify students that have deviated from their pathways.
- Connect students with internal and external resources that can help with study skills, childcare, housing, food, transportation, and other basic needs. •Institutionalize imbedded support such as counseling, tutoring, and library services.
- Investigate peer-to-peer mentoring that emphasizes college navigation, peer connection and social support, and the building of cultural capital.



# PROGRESS PHASE

## Activity Library

<b>Goal D- Student Completion:</b> Allan Hancock College will increase timely student completion rates and reduce excess units upon completion.		
<b>Strategy</b>	<b>Strategy Description</b>	<b>Activities</b>
Strategy D.1	Provide a cross-functional student support approach and assist completion through Student Success Teams.	UTC Services: Ongoing Expanding library databases/resources: Pilot
Strategy D.2	Expand technology-driven counseling practices such as webinars, remote, chat, and artificial intelligence to assist students near completion.	
Strategy D.3	Implement and facilitate the auto-award degree process.	
Strategy D.4	Strengthen awareness of student completion metrics to inform strategic student support practices, such as contacting students who are close to completion.	
Strategy D.5	As part of the Strategic Enrollment Management plan, implement class scheduling practices to ensure that courses are offered with adequate frequency for timely completion, and meet the diverse needs of part-time, full-time and weekend students.	
Strategy D.6	Implement college wide comprehensive curriculum evaluation, design, and redesign to ensure viable degree and certificate programs that are responsive to labor market needs and workforce demand.	Beyond Barriers: In Progress
Strategy D.7	Implement college wide capacity to assess and evaluate student achievement and completion in all service programs with an emphasis on mitigating equity gaps.	The Noncredit Recognition Ceremony: Pilot CAN- TRIO: Ongoing

**NOTE: Supervisors/Managers can add to activity library!**



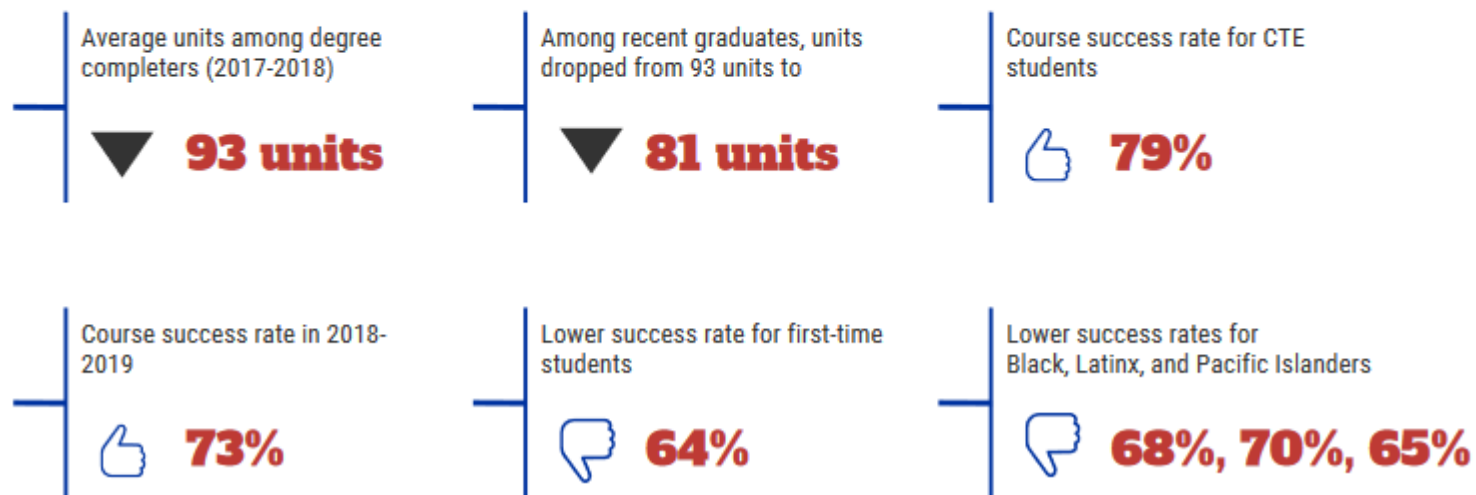
## PROGRESS PHASE

# Data informed decision making

## Progress Phase

Entry into course of study through 75% of program requirements

### Student success and completion metrics





# Preparing to Planning Retreat 2021

- How are we doing with the progress phase?  
Review the [Progress Quick Facts sheet](#).
- What are we currently doing to help students progress?  
Check out the [activity library](#). Note: Supervisors/Managers can add to the library.
- What can we do to improve students progressing?  
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!