ALLAN HANCOCK COLLEGE
EDUCATIONAL MASTER PLAN
2020-21 to 2026-27

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I. MISSION, VISION, and VALUES

Mission Statement

Allan Hancock College fosters an educational culture that values equity and diversity and engages students in an inclusive learning environment. We offer pathways that encourage our student population to achieve personal, career, and academic goals through coursework leading to skills building, certificates, associate degrees, and transfer.

Vision Statement

Allan Hancock College makes the following commitments to our students, our community and each other:

- We will change the odds for students by continuing to provide quality instruction while improving time to completion.

- We will work to build inclusive communities that promote trust and social justice. Allan Hancock College is committed to equity and diversity by ensuring our actions are based on an awareness of the social and historical context of inclusionary practices.

- We will work to address student financial challenges, including food and housing insecurities.

- We will prepare our students emotionally, physically, and intellectually to pursue fulfilling careers that foster economic mobility.

- We will provide an educational culture that values, nurtures, connects, and engages students.

- We will provide opportunities that enhance student learning and promote the creative, intellectual, cultural, and economic vitality of our diverse community.

- We will partner with the community to offer relevant and timely programs and services.

- We will ensure a positive community presence by responding to community needs, including outreach to nontraditional students.

- We will strive to ensure fiscal integrity and responsible management of resources.

Shared Values

Student Success	Lifelong Learning	Equity	Shared Governance
Diversity	Excellence	Academic Freedom	Collaboration
Innovation	Inclusivity	Mutual Respect	

II. INSTITUTIONAL LEARNING OUTCOMES

Upon completion of an educational goal at Allan Hancock College, students are expected to have the following knowledge, skills, and abilities. The breadth and depth of experience and proficiency that any individual student may reach in each of these outcomes is, of course, dependent upon the student, his/her/their program or course of study, and his/her/their length of college attendance. As a student progresses through their journey at the college, their experiences navigating processes, obtaining services, and completing coursework contribute to these comprehensive institutional learning outcomes.

I.   Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.

II.   Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

III.   Global Awareness & Cultural Competence: Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework.

IV.   Information & Technology Literacy: Define what information is needed to solve a real-life issue and locate, access, evaluate and manage the information.

V.   Quantitative Literacy: Use mathematical concepts and models to analyze and solve real life issues or problems.

VI.   Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.

VII.   Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.

III. COMMUNITY COLLEGE VISION and TRUSTEES

CALIFORNIA COMMUNITY COLLEGE MISSION

The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

CALIFORNIA COMMUNITY COLLEGE VISION

California Community Colleges provides opportunities to all who seek them and is a powerful force for breaking down systemic inequities that block too many students from attaining the career and life they want.

Our vision is to the point: making sure students from all backgrounds succeed in reaching their goals and improving their families and communities, eliminating achievement gaps once and for all.

ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

IV. ACKNOWLEDGEMENTS

I would like to thank Allan Hancock College faculty, staff, and managers who attended the 2020 Planning Retreat where we developed the framework for the Educational Master Plan (EMP). I would also like to thank members of Student Learning Council, Student Services Council, and Institutional Effectiveness Council for providing feedback and edits to the EMP. I am also grateful to Dr. Al Solano for guiding the College through the process. Most importantly, I would like to thank my colleagues in the Office of Institutional Effectiveness who contributed to the EMP in numerous ways.

Paul M. Murphy

Vice President, Institutional Effectiveness

Planning Retreat and Council Members

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V. OVERVIEW

PLANNING PROCESS

The annual college planning retreat was held on February 20 and 21 with 70 AHC colleagues, five students, and two trustees in attendance. There were 140 college employees invited, with 75 attending at least one of the two days.

The retreat was facilitated by Dr. Al Solano, Founder and Coach of the Continuous Learning Institute. The focus of this year's retreat was to collect input to draft the new Educational Master Plan. The retreat began with a poster carousel to familiarize participants with services the college currently offers. The attendees then worked in groups to discover loss and momentum points of the student journey as defined by the Completion by Design framework. Participants were then tasked with working on strategies for one journey point of their choosing. Data were provided by Institutional Effectiveness for each pathway point to help groups identify outcomes and strategies to mitigate loss points.

Work on the Educational Master Plan began well before the planning retreat. Appendix A provides a timeline and overview of the steps taken leading up to and after the planning retreat to draft the Educational Master Plan. Planning efforts included broad college input at All Staff day, cross-functional council meetings, surveys, and finally the planning retreat. The Institutional Effectiveness Council (IEC) worked on a draft version of the Educational Master Plan (EMP) based on the materials gathered from the planning retreat up until the end of the spring term. Members of Academic Senate Exec, Student Learning Council (SLC), and Student Services Council (SSC) were asked to review provide feedback on the draft plan. Dr. Solano continued working with members of the office of Institutional Effectiveness through summer to prepare a document for wide-scale review.
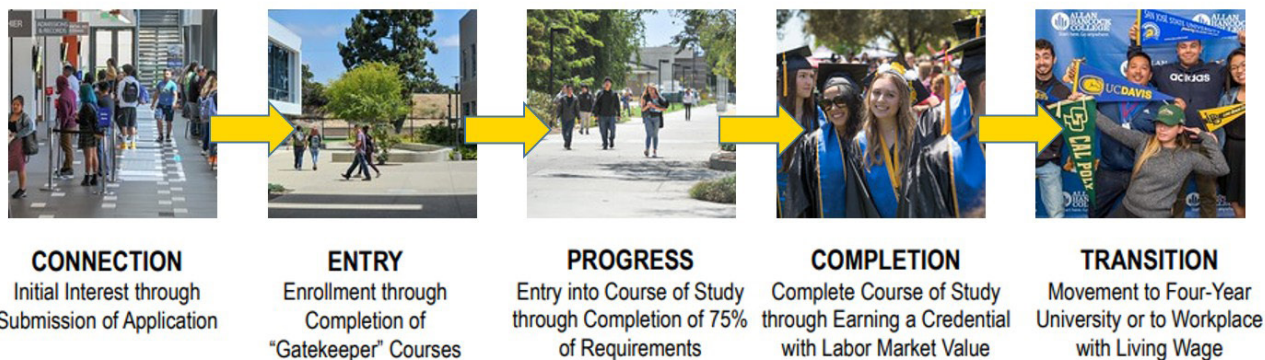
COMPLETION FRAMEWORK

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 completion[1]. 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

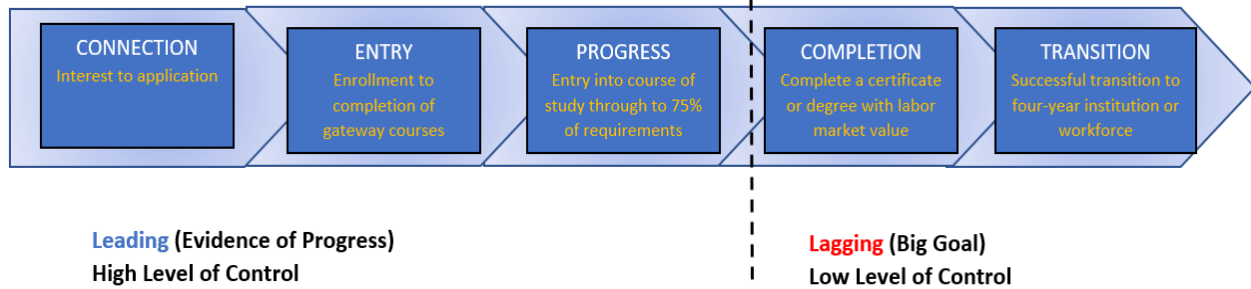| CONNECTION	ENTRY	PROGRESS	COMPLETION	TRANSITION
Initial Interest through Submission of Application	Enrollment through Completion of "Gatekeeper" Courses	Entry into Course of Study through Completion of 75% of Requirements	Complete Course of Study through Earning a Credential with Labor Market Value	Movement to Four-Year University or to Workplace with Living Wage

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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.*

Strong links to high schools, community-based organizations, and employers

External factors include federal, state, and local policy, accreditation, and the education technology market

Strong links to employers and four-year institutions

CONNECTION	ENTRY	PROGRESS	COMPLETION	TRANSITION
Interest to application	Enrollment to completion of gateway courses	Entry into course of study through to 75% of requirements	Complete a certificate or degree with labor market value	Successful transition to four-year institution or workforce

Leading (Evidence of Progress)
High Level of Control
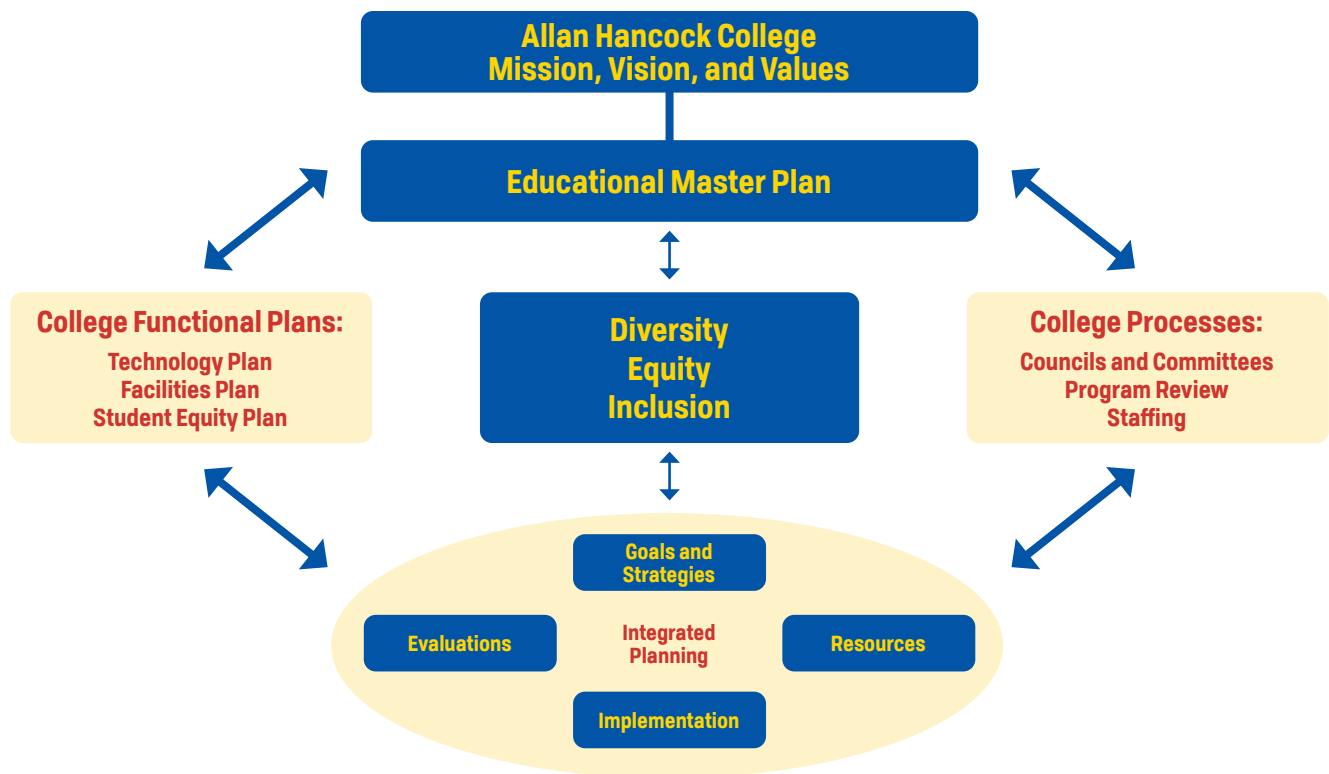
Lagging (Big Goal)
Low Level of Control

In this setting we can assess leading indicators of early momentum metrics that influence future performance. These indicators include but are not limited to those in the following table.

Leading Indicators Metrics that show more immediate changes	Lagging Indicators Metrics that take longer to influence & measure
• Completion of transfer level math and English in the first year • Completion of critical student support activities by the first term • First term and year full-time enrollment status • First term and year to year persistence	• Degrees and certificates • Transfers • Labor market outcomes • Average units earned of degree completers • Successful course completion rates

The indicators and planning framework in CBD align well with the Guided Pathways framework underway at Allan Hancock College and integrates well with statewide data such as the Student Success Metrics, Student Centered Funding Formula, Student Equity Plan, and Vision for Success. The college will be using disaggregated data to engage in a deeper understanding of what equity data mean, the implications for our students and the community, and how each member of the college community can work towards ensuring best practices in mitigating implicit bias and disproportionate impact.

EQUITY and COMPLETION through INTEGRATED MASTER PLANNING

The Educational Master Plan (EMP) serves to guide the college in prioritizing strategies and activities that support students through their educational journies. This plan alone cannot cover all aspects of college planning and operations, so it functions as a focal point for supporting the Mission and Vision of Allan Hancock. The college commitment to diversity, equity, and inclusion also serves as an integrating focus within and between major college plans and in conjuncion with college processes, including the council and committee structure.

Allan Hancock College Mission, Vision, and Values

Educational Master Plan

College Functional Plans:
Technology Plan
Facilities Plan
Student Equity Plan

Diversity Equity Inclusion

College Processes:
Councils and Committees
Program Review
Staffing

Integrated Planning
- Goals and Strategies
- Evaluations
- Resources
- Implementation

VI. GOALS and STRATEGIES

GOALS	STATEMENT
A. Connect with Students	Allan Hancock College will encourage new students to apply and enroll in a timely manner, secure necessary financial aid, and develop a plan for college and careers.
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.
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.
D. Student Completion	Allan Hancock College will increase timely student completion rates and reduce excess units upon completion.
E. Transition to Transfer and/or Gainful Employment	Allan Hancock College will collaborate with industry and four-year colleges to ensure a seamless transition for students.

The goals of the EMP are established around the student journey. Within each goal area the plan includes multiple strategies to guide the implementation of the plan. Strategies are the general methods with intentional objectives used to reach goals and outcomes. Strategies developed at the Planning Retreat were crafted by participants to address loss points in the student journey based on an assessment of existing resources, constraints, and momentum points. Once gaps were identified, groups developed strategies based on leverage and impact, implementation requirements, and feasibility. Strategies help frame the institutional focus and priorities towards annual action planning. Section V details the annual planning process where specific activities are put into place to address strategies. Action planning will be specific, tied to resource allocation, and evaluated for intended impact.

Goal A: Connect with Students
Allan Hancock College will encourage new students to apply and enroll in a timely manner, secure necessary financial aid, and develop a plan for college and careers.

Description:
In the connection phase, students first begin to think about the idea of going to college. They gather information and resources from teachers, counselors, peers, and family members. They consider many factors like finances, time, and the end result of employment options. When a student finally makes a decision to attend college, selecting a specific college and program of study follows. This goal provides the college with an understanding of what happens to students and can help improve recruitment, intake, and placement processes.

Integrated Planning Alignment

Guided Pathways Pillar One: Clarify the Path

Student Equity Plan

Student Centered Funding Formula

Strategies:

A.1 Enhance the student enrollment experience and create a community bridge by implementing strategic outreach activities and continually improving student onboarding processes.

A.2 Expand and enhance campus diversity and inclusionary programming to ensure broad participation of all students, with a focus on traditionally marginalized communities.

A.3 Implement a Strategic Enrollment Management Plan that emphasizes flexible and innovative scheduling, with an emphasis on meeting the needs of non-traditional age students.

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. (This strategy appears in Goal D as well)

A.4 Develop and maintain collaboration with K-12 partners to build successful early academic, career pathways, and encourage enrollment after high school as a Promise student.

A.5 Build a more vibrant college-going culture through a broad and engaging community presence.

A.6 Expand relationships with community-based organizations as a means to reach prospective students and their families.

A.7 Build and maintain a student-centered online presence that appeals to the diverse community served.

A.8 Improve mechanisms (such as completing Student Education Plans) for students to make informed decisions about their educational goals.

A.9 Student Focus Group recommendations 1 and 2 (see Student Focus Group Recommendations in the Appendix)

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

Description:
During the entry phase, students arrive at the institution and begin the onramp to an area of interest[2]. This phase includes admissions, financial aid, counseling, and completion of gatekeeper courses.

Integrated Planning Alignment

Guided Pathways Pillar One

Guided Pathways Pillar Four: Ensure Learning

AB 705

Student Centered Funding Formula: AB 540 students, Pell Grants, CA Promise

Strategies:

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

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.

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.

B.4 Enhance the noncredit-to-credit bridge and assessment tools to prepare students for college-level coursework.

B.5 Encourage inquiry practices and utilization of equity data that facilitates coordinated support activities with a commitment to underserved populations.

B.6 Student Focus Group recommendations 3, 4, 5, 6, and 14 (see Student Focus Group Recommendations in the Appendix)

B.7 Provide adequate support to students and faculty to foster successful remote teaching and learning.

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.

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2. *Areas of interest are Allan Hancock College's organization or cluster of academic majors that are considered similar from a student's perspective.*

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.

Description:
Progress is all about working toward completing program requirements, whether that is completion of a credential/degree, transfer requirements, or a sequence of courses that lead to meaningful employment. This includes students' enrollment in the courses they need to achieve their educational goal; the teaching and learning experience in each of these courses; and the support that is available to move students closer to completion.

Integrated Planning Alignment

Guided Pathways Pillar III: Help Students Stay on their path

Vision for Success: Unit Accumulation

Student Equity Plan: Fall to Spring Persistence, Complete Transfer Math and English

Student Centered Funding Formula: Complete Transfer Math and English

Strategies:

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.

Goal D: Student Completion

Allan Hancock College will increase timely student completion rates and reduce excess units upon completion.

Description:

The completion phase comprises both the student's final movement through an institution or program and the attainment of his or her end goals. The College tracks students' rates of completion by program and ensure students move successfully to the next phase.

Integrated Planning Alignment

Guided Pathways Pillar Three: Stay on the path

Guided Pathways Pillar Four: Ensure Learning

Student Centered Funding Formula: ADTs, AA/ASs, approved certificates

Vision for Success: Completion

Strategies

D.1 Provide a cross-functional student support approach and assist completion through Student Success Teams.

D.2 Expand technology-driven counseling practices such as webinars, remote, chat, and artificial intelligence to assist students near completion.

D.3 Implement and facilitate the auto-award degree process.

D.4 Strengthen awareness of student completion metrics to inform strategic student support practices, such as contacting students who are close to completion.

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.

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.

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.

Goal E: Transition to Transfer and/or Gainful Employment
Allan Hancock College will collaborate with industry and four-year colleges to ensure a seamless transition for students

Description:

The transition phase comprises the student's journey to further education (transfer) or into meaningful employment. Track transfer rates, time to transfer, and employment outcomes such as gains in income upon completion, and work with industry and four-year institutions to continually improve transition.

Integrated Planning Alignment

Guided Pathways Pillar Four: Ensure Learning

Student Centered Funding Formula:ADTs, AA/ASs, approved certificates

Vision for Success: Degree for Transfer within a Year of Last Enrolling; Increase All Students with a Job Closely Related to Their Field of Study.

Strategies:

E.1 Evaluate, improve, and expand career education programs ensuring alignment with changing labor market needs.

E.2 Invest in cutting-edge relevant industry technology to prepare students for the workforce.

E.3 Coordinate with university partners to identify innovative options for students to complete a bachelor's degree for students that may be place-bound because of family obligations.

E.4 Maximize usage of the transfer center and other transfer supports and services.

E.5 Employ technology solutions that help students access up-to-date information on transfer requirements and processes and real-time advice that supports completion of their path.

E.6 Leverage the Student Success Teams to direct students to campus career resources that provide connections and other networking opportunities.

E.7 Develop and implement robust strategies to facilitate student-to-industry connections.

E.8 Work with community and industry partners to develop and maintain programs that support emerging and ongoing community workforce needs.
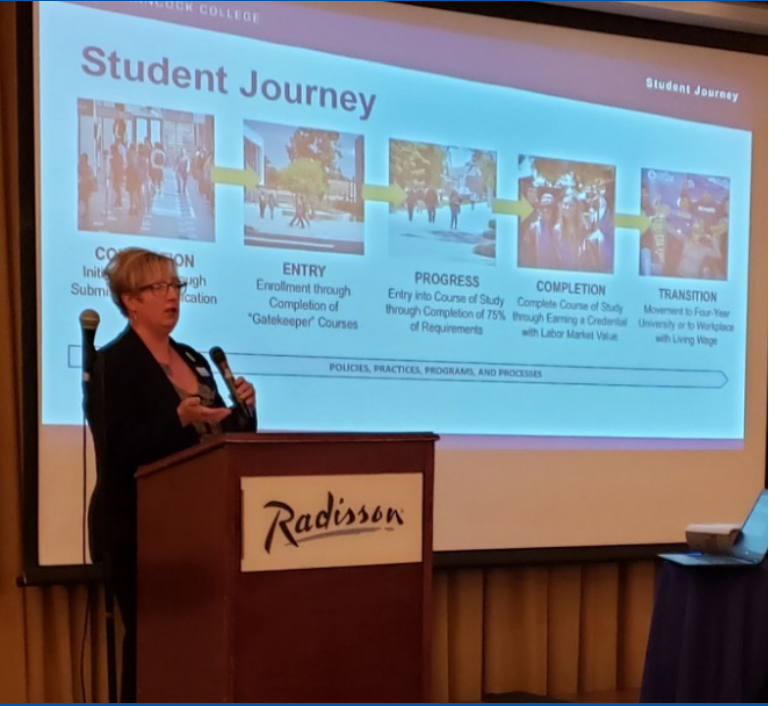
VII. Educational Master Plan Implementation

Each year the Institutional Effectiveness Council will convene a college planning retreat to review and assess progress towards accomplishing college goals. This effort will include a review of key performance indicators, Student Equity Goals, Vision for Success Goals, Student Centered Funding Formula indicators, Institution Set Standards, and other relevant data. While key metrics are identified at the outset of this plan, there may be unanticipated initiatives or local changes that require timely responses and new metrics. Along with an assessment of progress towards key metrics, there will be an evaluation of prior year activities implemented to achieve goal strategies. After assessing progress on the EMP, priority strategies for the next year will be forwarded to College Council for review and approval.

Sample Implementation Planning Template

Priority Strategies	Activities	Funding Sources	Expected Outcomes	Metrics	Councils, Committees, or other Groups	Timeline	Quarterly Status
Sample	*Sample*	*Sample*	*Sample*	*Sample*	*Sample*	*Sample*	
Implement a Strategic Enrollment Management Plan that emphasizes flexible and innovative scheduling, with an emphasis on meeting the needs of non-traditional age students.	• Build off the IEPI SEM framework to coach a team through development of a plan. • Integrate Roadmaps to Success and Department Chairs into scheduling team • Conduct needs assessment	• Student Equity and Achievement • Strong Workforce • Title V	• A SEM Plan is completed that identifies key steps and responsibilities	• Enrollment trends of non-traditional students	• SLC • IEC • Deans • Department Chairs	• By Summer 2021	

College Council will assign priority strategies councils at the beginning of each academic year. Councils and committees will identify key activities and responsible managers. Councils will be responsible for tracking and reporting activities implemented throughout the year that support one or more strategies in the goal areas. This information will be compiled into a global report of college efforts to support the college mission as implemented through the Educational Master Plan. Below is the timeline for this process.
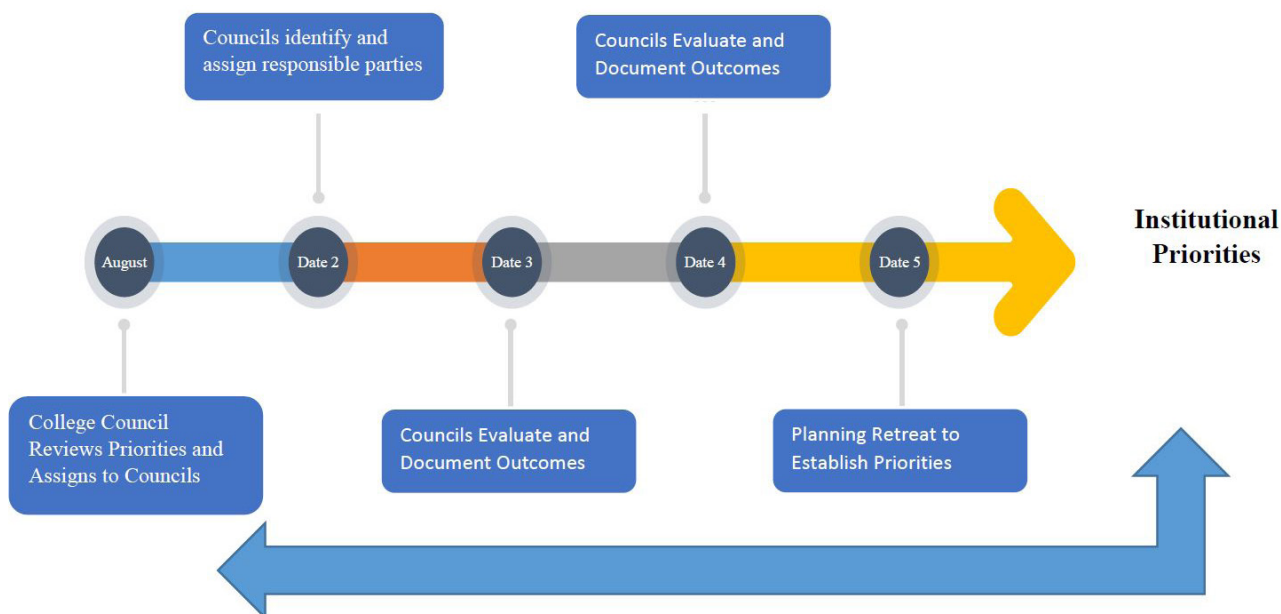
Menu of Optional Activities[3]

During the planning retreat, teams crafted tactical action-oriented recommendations. Some of these actions may not be feasible or applicable as written, but provide discussion points for further planning considerations. These activities are potential options that implementation teams may consider along with any other activities to support the EMP goals and strategies. This list should not be considered exhaustive nor absolute. Additional sources for this menu of options includes the Research and Planning Group, "Students Speak their Truth about Transfer" and California Community College 2020 Report, "Vision for Success, Diversity, Equity and Inclusion Task Force".

Goals & Strategies	Activities
Connect with Students · A.1 Enhance the student enrollment experience and create a community bridge by implementing strategic outreach activities and continually improving student onboarding processes. · A.2 Implement a Strategic Enrollment Management Plan that emphasizes flexible and innovative scheduling, with an emphasis on meeting the needs of non-traditional age students. · A.3 Develop and maintain collaboration with K-12 partners to build successful early academic and career pathways. · A.4 Build a more vibrant college-going culture through an engaging community presence. · A.5 Build and maintain a student-centered online presence that appeals to the diverse community served. · A.6 Student Focus Group recommendations 1 and 2 (see Student Focus Group Recommendations)	· Extend the promise program to all students. · Create a one-stop shop onboarding process that improves the application and enrollment experiences of students. · Create Student Success Personal Development courses integrated into the Guided Pathways Framework. · Offer remedial and gateway courses to special admit students through concurrent enrollment and College Now. · Make information on career and academic pathways readily available through a clear web presence. · Ensure students know what it costs to attend both community college and university, what financial supports are available at each institution type, as well as what assistance is offered at the state and federal levels to address both tuition and living expenses. · Expand and enhance campus diversity by establishing relationships with community-based organizations and diverse community leaders that can serve as mentors to students and as a resource to administrators. · Utilize enrollment data to inform student support efforts and demonstrate a commitment to underserved populations.
Successful Entry into an Area of Interest · 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.	· 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.

3. This section refers to specific activities that support goals and strategies. In business and military applications strategies refer to a direction toward a goal. Tactics are the actions taken to support one or more strategies. Put more simply, in a strategic plan of any type, a strategy is the "what" and a tactic is the "how". To avoid over complicating the planning framework, "actions" are the "how" in the strategic implementation process of this plan.

Student Progression through Program of Study

- 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 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 Ensure robust just in time academic and student support services, including remote technology, to students at all locations and in all relevant modalities.
- C.4 Foster a college climate that is responsive to student equity gaps by building in training and opportunities to share, discuss, and respond to disaggregated student achievement and outcomes data.
- C.5 Emphasize culturally responsive instruction that supports equity and student success by expanding opportunities for faculty to implement high impact practices.
- C.6 Student Focus Group Recommendations 7, 8, 9, 10, 11, 12 (see Student Focus Group Recommendations)
- C.8 Expand student support services such as library, peer tutors, and counselors in high impact courses.
- C.9 Expand first-year learning communities to foster faculty collaboration and 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.

- 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.

Student Completion

- D.1 Student Success Teams provide a cross-functional student support approach that facilitates completion.
- D.2 Implement technology driven counseling practices such as webinars, remote, chat, and artificial intelligence to assist students near completion.
- D.3 Implement and manage the auto-award process.
- D.4 Strengthen awareness of student completion metrics to inform strategic student support practices, such as contacting students who are close to completion.
- 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.
- 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.

- Expand counseling services via alternative modalities such as groups, embedded counseling, webinars, remote, chat, and artificial intelligence.
- Create a degree or certificate process to capture students who transfer without attaining one locally.
- Outreach to high-leverage students (45 or more transferable units) who have not seen a counselor in the most recent term to connect them to the relevant resources and services that can help ensure their transfer success.
- Develop peer groups for students who have indicated a transfer goal (e.g., transfer club), have similar educational/career goals (areas of interest) and/or are close to the transfer gate provide them space to problem solve together, encourage each other, feel a sense of belonging, and receive just-in-time support.
- Eliminate low-enrolled programs to focus on FTEF/resources on viable programs.
- Convene financial aid representatives from AHC and partner universities to determine strategies for building students' complete understanding about the total cost of getting a bachelor's degree early on and throughout their educational journey.
- Ensure faculty teaching advanced courses in a program of study know the CSU and UC application processes and financial aid deadlines and incorporate this information into course announcements and activities.

Transition to transfer and/or Gainful Employment	
- E.1 Evaluate, improve, and expand career education programs ensuring alignment with changing labor market needs. - E.2 Invest in cutting edge relevant industry technology to prepare students for the workforce. - E.3 Coordinate with university partners to identify innovative options for students to complete a bachelor's degree for students that may be place-bound because of family obligations. - E.4 Maximize usage of the transfer center and other transfer supports and services. - E.5 Employ technology solutions that help students access up-to-date information on transfer requirements and processes and real-time advice that supports completion of their path. - E.6 Leverage the student success teams to direct students to campus career resources that provide connections and other networking opportunities. - E.7 Develop robust strategies to facilitate student to industry connections.	- Build strong connections to alumni to provide networking opportunities (mentorships, internships, and job opportunities) - Develop a vision for a career center with a particular focus on early intervention for unrepresented students, while monitoring for disproportionate impact of low income and students of color in low-wage programs. - Work with university partners to identify how to start building connections between prospective transfer students and the university to help students gain a better sense of the support network that awaits them post-transfer. - Bring community leaders to campus to connect employers, academic programs, and students. - Promote Job Speaker and LinkedIn Learning and make available to all students. - Coordinate with university partners to identify innovative options for students to complete a baccalaureate degree in programs that may be impacted or for students who are place-bound. - Maximize the visibility of transfer center and/or other transfer supports and services on campus. - Utilize technology to help AHC students access up-to-date information on transfer requirements and processes and real-time advice that is specific to their path.

Institutional Effectiveness and Support of the College Mission (Alignment to Accreditation)

The College Mission, Vision, and Values (Comprehensive College Mission) were modified during the development of the Educational Master Plan. During review and revision of the Mission, IEC reviewed accreditation requirements and crafted draft language to ensure the Mission describes Allan Hancock College's educational purposes, intended student population, and types of awards it offers; the Comprehensive College Mission supports a commitment to student learning and achievement. (IA.1 and ER 6) The Mission was discussed at College Council and Academic Senate, shared through a College survey, and approved by the Board of Trustees. The Educational Master Plan, along with supporting college plans such as the Technology Plan, Facilities Plan, and Student Equity Plan, is aligned with Allan Hancock College's Mission, which guides the College's decision-making, planning, and resource allocation (I.A3). The Educational Master Plan guides program review planning through the establishment of program-level goals and resource allocation (IB.5, IB.9, ER 19).

The Educational Master Plan also helps to support the goals and objectives in the Quality Focus Essay (QFE). The key tenants of the QFE include integrated planning and decision making that is linked to program review and resource allocation. As part of the action steps in the QFE, the college undertook a revision to the Councils and Committees Pathways to Decisions (CCPD) to improve the transparency and effectiveness of the resource allocation process. A result of this process included the creation of a Resource Allocation Committee to ensure alignment of resources to institutional priorities and better leverage college budgets. This EMP more directly integrates into the CCPD decision making and governance structure the implementation of college priorities.

Linking of AHC Mission, Vision, and Philosophy to institutional resources	Decision making that honors AHC Core Values, Board Policies, collegial consultation, and effective participation
Integrated Planning	
Connection between program planning and resource allocation that demonstrates focus on student learning and student achievement	Transparent and easy to understand budget allocation process

Metrics and Key Performance Indicators

Institutional Effectiveness Council (IEC) will develop leading and lagging metrics that give guidance to progress on the EMP. As programs, departments, and councils or committees map activities to specific strategies and goals, they should also connect local measures of success to these college metrics. For example, outreach and marketing efforts should be mapped to college capture rates (college-wide percentage of applicants that enroll) in addition to other more specific targets. In addition to identifying EMP key performance indicators, IEC and the Office of Institutional Effectiveness will crosswalk related institutional plans or external mandates (eg, Vision for Success). During events such as the annual Planning Retreat these data will be discussed to help inform future planning and prioritization.

Sample Metrics	Examples of Integrated Plans
· Capture Rate · College Rates · Completion of SEPs · Financial Aid Status · Completion of Transfer Level Math and English · Fall to fall persistence · Completion of 15 and 30 units in first term and year · Completion of 9 or more CTE Units · Course Success Rates · Degrees and Certificates · Average Units Earned of Degree Completers · Transfers · Labor Market Outcomes	· Vision for Success · Student Centered Funding Formula · Accreditation Institution Set Standards · Student Equity and Achievement · Strong Workforce · Guided Pathways

Appendix A – EMP Planning Process

This table summarizes the various steps taken to gather input for the EMP.

	Master Planning Activities	Description
2018-2019	· IEC Review of Sample EMPs · Student focus groups conducted, and report analyzed for EMP recommendations	Institutional Effectiveness Council spent several months reviewing Educational Master Plans and talking with other colleges and a consultant. Six model plans were selected to review as a group. This helped shape the style and content areas of the EMP. Student focus groups conducted in fall 2018 revealed 16 recommendations to the college.
Spring 2019	· Integrated Planning Session · College Council Recommendations · IEPI PRT Funding Application	Facilitators from Collaborative Brain Trust worked with members of college councils and committees to review and discuss best practices related to integrated planning. College Council recommended the adoption of a single "master plan" rather separate Educational Master Plans and Strategic Plans. Funding for EMP consultation was provided through the IEPI PRT Grant.
Fall 2019	· IEC Developed EMP Structure · Create Timeline and Structure for Development · All Staff Day · IEPI PRT Visits – Sept and Dec · Draft Mission Statement vetted	IEC discussed and recommended a master plan structure to ensure that there was enough content and direction to be actionable without being too long and unreadable. Campus employees participated in All-Staff Day visioning and discussion sessions to inform the EMP. The IEPI PRT Team reviewed the College grant goals, which included development of a new master plan. IEC assessed ACCJC requirements for a mission statement and review mission statements of other community colleges as part of the review and revision process.
Spring 2020	· Survey of Mission Statement Administered · Planning Retreat · Regional Analysis · IEPI PRT recommendations	A draft of the Mission Statement was sent to all college employees for feedback through a survey. The draft Mission Statement was discussed at Academic Senate. The Planning Retreat was held in February. IEC and the IE office compiled recommendations and drafted the EMP. AHC engaged BW Research to conduct a regional labor market analysis and surveys of employers and potential students. The PRT Team made final recommendations and approved the IEPI plan.
Fall 2020	· Campus input through IEC, SLC and SLC · Develop sequence for related plans (facilities and technology) · Review and Approval by Academic Senate · Recommendation by College Council · Review and Approval by Board of Trustees	The Council and committee structure employs the college's shared governance structure for input and decision-making. IEC, SLC, and SSC are the primary councils for editing the initial draft of the EMP. IEC will forward a final draft to Academic Senate for approval. Upon approval by Academic Senate, College Council will approve the EMP and forward to the Board of Trustees.

All-Staff Day Master Planning

College faculty, staff, and administrators gathered during the fall 2019 All-Staff Day breakout to engage in visioning activities that included identifying important internal and external forces that will affect the college in the years overlapping the EMP. Thematic areas and specific recommendations, and internal and external forces identified during this activity are summarized below.

Student Environment and Experience	Programs, Curriculum, Services and Faculty Innovations
· Address student barriers such as finances and transportation · Create an engaging and welcoming environment · Provide necessary academic and student support programs	· Ensure access to updated curriculum that reflects current trends and labor market needs · Provide experiential opportunities for students · Build and update facilities to support innovation

External Forces	Internal Forces
· Demographic Trends · Workforce Trends · K-12 Trends · UC/CSU Trends · Public Perception of Higher Education · New Funding Formula · Vision for Success · Changing technologies · Poverty · Low educational attainment	· Completion Challenge · Equity Gaps · Academic Preparedness · Income: food & housing insecurity · Transportation · Workforce skills gaps · Flat enrollment · Time to completion · Resource management · Decline in older non-traditional students

Appendix B – Background Data

I. External Scanning Data

During development of the Educational Master Plan two external scanning efforts took place to help inform implementation of the EMP. The first product is the Northern Santa Barbara Economic and Workforce Analysis for Adult Education October 2020. Allan Hancock College and the Northern Santa Barbara County Adult Education Consortium (NSBCAEC) engaged BW Research to develop a comprehensive profile of the regional workforce and economy. This research examines the regional economy before and during the COVID-19 Pandemic, regional population demographics, current and potential student perceptions and challenges, regional employer experiences and expectations, and career pathways. This research addresses the following objectives:

- Develop a profile of the Northern Santa Barbara region's underlying population and employment dynamics to better understand their preparedness for the employment in the region, and how educational institutions can best prepare for them. The COVID-19 Pandemic has added importance to this work, as many of the populations that have been hit the hardest are those that were already disadvantaged or in greatest need.
- Analyze survey responses from regional employers and secondary data sources to examine the region's industry clusters, career pathways, and employment prospects to better determine the region's workforce needs and subsequently identify programming that will allow students to achieve gainful employment in the region.
- Examine survey data from current and potential students, and highlight key supply-side factors, including perceptions, challenges, and areas of interest to better understand the region's opportunities. This data may also be leveraged to increase accessibility and outreach to potential students and current students struggling under current circumstances.

Another useful piece of research is the Allan Hancock College Economic Impact Report conducted by EMSI. Hancock College (AHC) creates a significant positive impact on the business community and generates a return on investment to its major stakeholder groups—students, taxpayers, and society. Using a two pronged approach that involves an economic impact analysis and an investment analysis, this study calculates the benefits received by each of these groups. Results of the analysis reflect fiscal year (FY) 2018-19. In FY 2018-19, AHC added $541.1 million in income to the AHC service area economy. Expressed in terms of jobs, AHC's impact supported 6,466 jobs in the AHC service area.

The full reports can be found here https://www.hancockcollege.edu/ie/presentation.php

II. Internal Scanning Data

A. Student Focus Group Results

Student voices are a critical part of any institution aimed at improving student experiences and positively impacting student success. Focus groups are a means to gather student insights and perspectives. In fall 2018, Allan Hancock College (AHC) engaged the Research and Planning Group for California Community Colleges (RP Group) to conduct a series of nine focus groups. Seven focus groups were facilitated with students from the following populations enrolled at AHC's main campus in Santa Maria, CA: first-time students – Fall 2018 (Promise students), students taking courses below college level English and math (remedial students), students enrolled in Associate Degree for Transfer (ADT) majors, students on academic probation, students enrolled in Career and Technical Education (CTE) programs, students taking noncredit courses, and athletes. Two additional focus groups were conducted at AHC's Lompoc Valley Center in Lompoc, CA with students enrolled in credit and noncredit courses. A total of 68 students across these groups contributed to the findings described in the 2019 report. The recommendations are aligned to the four pillars of guided pathways, which are easily connected to the journey points in Completion by Design.

Clarifying the path	Recommendation 1: Increase the physical presence of Allan Hancock counselors and staff and the quality of outreach services to all local high schools in AHC's service area.
	Recommendation 2: Explore ways to reduce the student-to-counselor ratio in education planning workshops to ensure all participants are able to identify an educational goal around which to develop their student education plan.

Helping Students Enter the Path	Recommendation 3: Increase the capacity of the Counseling Center to provide sufficient appointments for students early on in their first semester and at key times during subsequent semesters.
	Recommendation 4: Explore changes to policies and practices in general counseling that would enhance student/counselor relationships and increase the delivery of accurate information and helpful services.
	Recommendation 5: Equip and encourage counselors to take the "whole student" into account when helping students develop educational plans and make decisions about their academic path.
	Recommendation 6: Empower everyone who works at the college to be a source of student support.

Helping Students Stay on the Path	Recommendation 7: Leverage student voices to close the communication gap between students and the college's faculty, staff, and administrators. Moreover, the college should devise creative and effective strategies for clearly and broadly conveying what resources are available at AHC and how to access them.
	Recommendation 8: Expand student supports and services for evening students.
	Recommendation 9: Re-examine course availability and scheduling options, especially with respect to key courses required for transfer, and make adjustments to better balance the supply of courses with student demand.
	Recommendation 10: Expand activities and events that promote student life at the Lompoc Valley Center.
	Recommendation 11: Increase student and academic supports at Lompoc Valley Center.
	Recommendation 12: Explore communication strategies that enable Lompoc Valley Center students to understand why certain degree-applicable courses are being cancelled or not offered every semester and proactively assist them to identify acceptable alternative courses.

Ensuring that Students are Learning	Recommendation 13: Provide training to general student tutors and develop criteria to assess their knowledge of the subject matter they are expected to tutor.
	Recommendation 14: Ensure ESL courses are sufficiently customized and/or differentiated to meet students' broad range of needs.
	Recommendation 15: Ensure CTE programs have the most up-to-date equipment and that faculty are teaching the most current skills/practices so that students are competitive in the job market upon completion of their certificate or degree.

Continuous Improvement	Recommendation 16: Create ongoing opportunities to gather feedback from students about their experiences at AHC and reflect on that feedback to inform the college's Guided Pathways design and implementation efforts.

Connection Phase
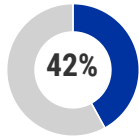
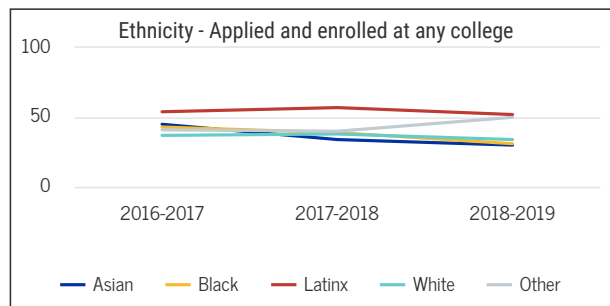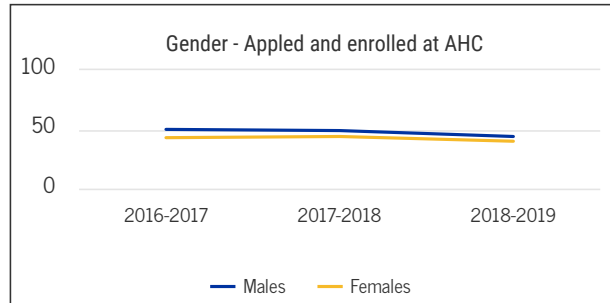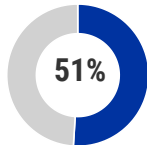Initial interest in college through submission of application

Application Data

Among all applicants who indicated an intent to enroll in the selected year, the percent who enrolled in a community college. Student Success Metric 2018-2019

Appled and enrolled at AHC
42%

Applied and enrolled at any college
51%

There has been a drop in the number of students who apply and enroll at AHC, with all groups trending down, equity gap for females.

Gender - Appled and enrolled at AHC

- Males
- Females

2016-2017   2017-2018   2018-2019

Ethnicity - Applied and enrolled at any college

- Asian
- Black
- Latinx
- White
- Other

2016-2017   2017-2018   2018-2019

Headcount and Enrollment

Fall 2019
13,856 ▲
Total

Fall 2019
11,649 ▲
Credit

Fall 2019
2,207 ▼
Noncredit

Trends

- AHC had 6% growth over fall 2018 but below 2016 and 2017 levels.
- Noncredit declined 9% from 2018.
- Enrollment amoung students under age of 20 has grown rapidly, while other groups are flat or in decline.
- Enrollment among first-time students showing moderate growth.
- Enrollment among special admit is showing strong growth.
- Enrollment among first-generation students has grown considerably.

Santa Maria Day
6,085 =
No Growth

Santa Maria Evening
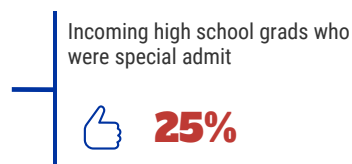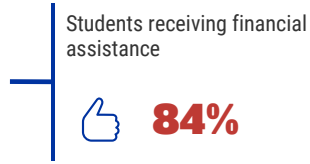**3,084 ▼**
Slight decline

Lompoc Valley Campus
**1,616 ▼**
Moderate decline

High School Data

Local distict attendance (going rates) of graduates to AHC has always been well above state average to community colleges prior to Promise program.
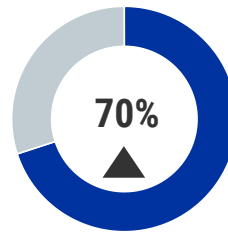
Students receiving financial assistance

84%

Incoming high school grads who were special admit

25%

Promise program raised attendance (going) rate by

48%

First-time students who are first generation

50%
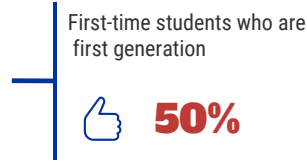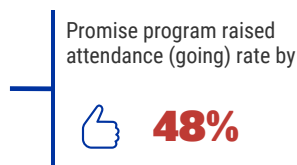
PELL and CA Promise

AHC credit students who receive PELL grant

<20%
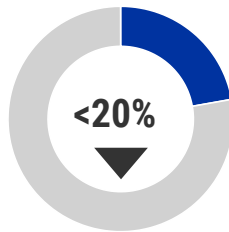
Credit students receive CA Promise

70%

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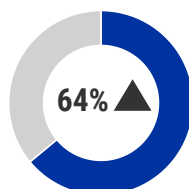
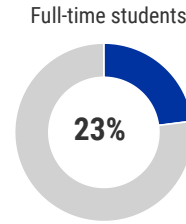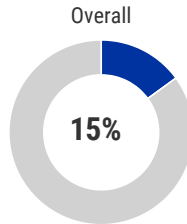Percent of high school students who enroll directly into transfer-level English

98%
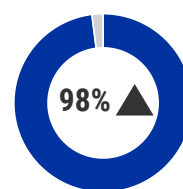
English and math completion

Among degree and/or transfer seeking students that were first-time in 2016, compare the completion rates for all students and those going full-time.
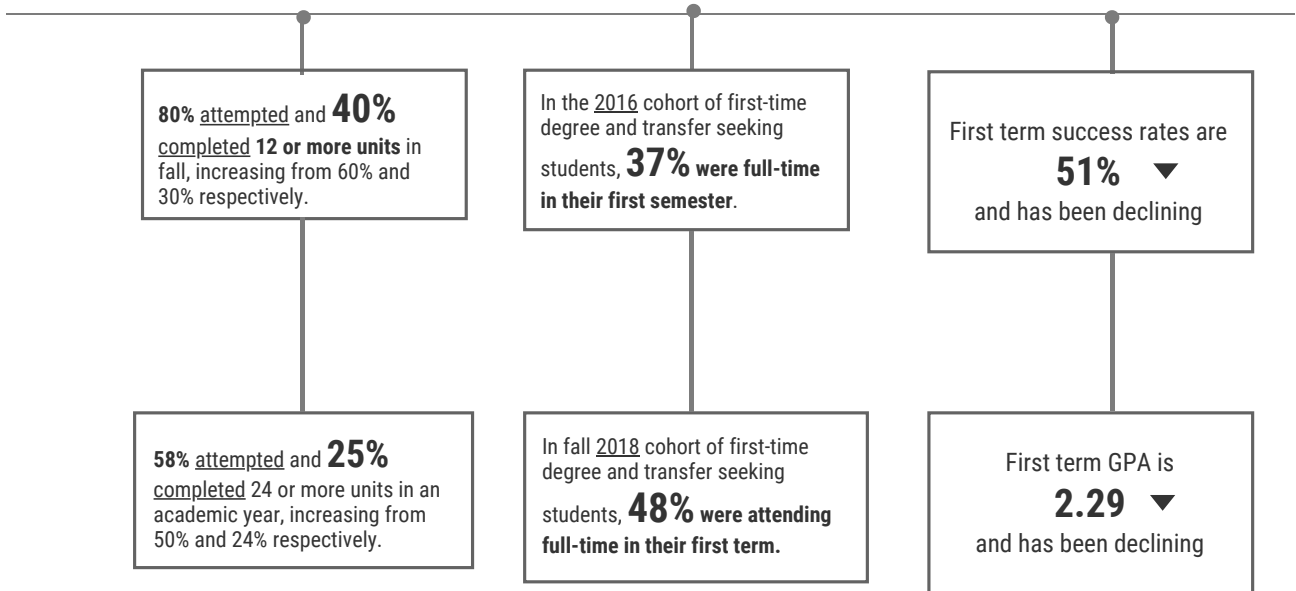
Complete both transfer-level English and Math in one year

Overall

15%
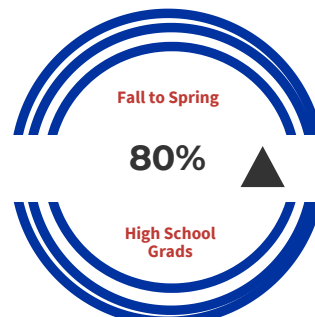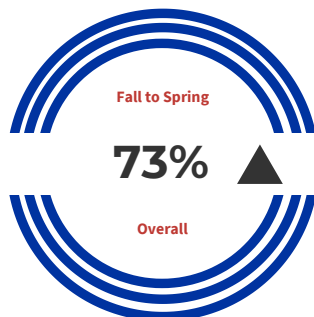
Full-time students

23%

High School Students

📈 Trends

80% attempted and **40%** completed **12 or more units** in fall, increasing from 60% and 30% respectively.

In the 2016 cohort of first-time degree and transfer seeking students, **37% were full-time in their first semester**.

First term success rates are
51% ▼
and has been declining

58% attempted and **25%** completed 24 or more units in an academic year, increasing from 50% and 24% respectively.

In fall 2018 cohort of first-time degree and transfer seeking students, **48% were attending full-time in their first term.**

First term GPA is
2.29 ▼
and has been declining

Persistence

Persistence of degree and/or transfer seeking students.

Fall to Spring

73% ▲

Overall

Fall to Spring

80% ▲

High School Grads

Progress Phase

Entry into course of study through 75% of program requirements

Student success and completion metrics

Average units among degree completers (2017-2018)

▼ **93 units**

Among recent graduates, units dropped from 93 units to

▼ **81 units**

Course success rate for CTE students

👍 **79%**

Course success rate in 2018-2019

👍 **73%**

Lower success rate for first-time students

👎 **64%**

Lower success rates for Black, Latinx, and Pacific Islanders
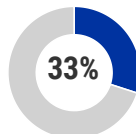
👎 **68%, 70%, 65%**

Completion Phase

Complete course of study through earning a credential with labor market value
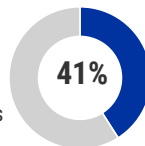
Completion Data

Among all applicants who indicated an intent to enroll in the selected year, the percent who enrolled in a community college. Student Success Metric 2018-2019
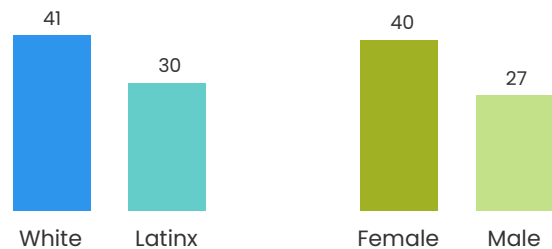
3-year
IPEDS Graduation Rates
for first-time and certificate students

33%

4-year
IPEDS Graduation Rates
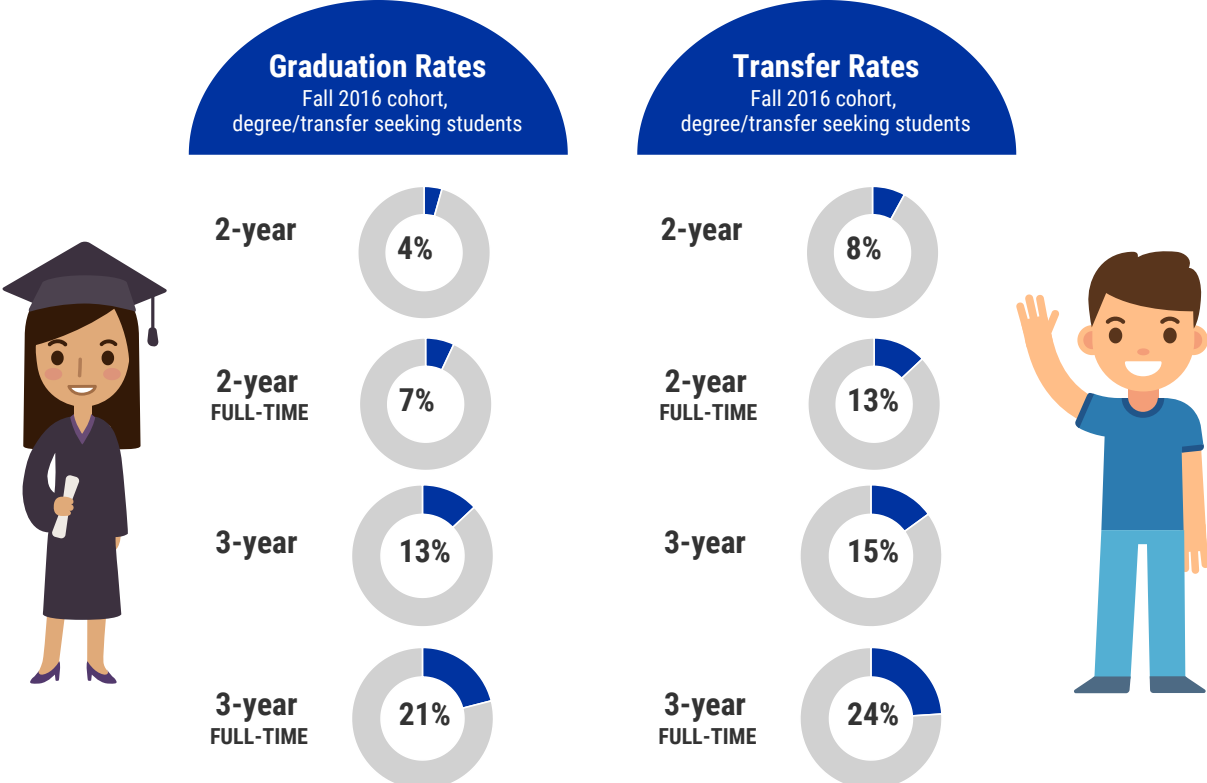for first-time and certificate students

41%

Ethnicity and Gender differences in graduation rate

White	Latinx	Female	Male
41	30	40	27

👎 Disproportionate Impact in graduation rates for Latinx and Male students.

AHC Cohort Analysis

Graduation Rates
Fall 2016 cohort,
degree/transfer seeking students

2-year — 4%

2-year FULL-TIME — 7%

3-year — 13%

3-year FULL-TIME — 21%

Transfer Rates
Fall 2016 cohort,
degree/transfer seeking students

2-year — 8%

2-year FULL-TIME — 13%

3-year — 15%

3-year FULL-TIME — 24%

Disproportionate impact for Latinx students for unit completion, degree attainment after two years and transfer.

Degrees and Certificates

AA/AS Awards

880

Trend:
Cyclical

ADTs

352 ▲

Trend:
Strong Growth

ADTs

1,184 ▲

Trend:
Moderate Growth

Time to Degree

Among recent high school graduates:

Median time to degree

4.8 years

Median time to degree

3.8 years

Transfer students who don't earn a degree

40%

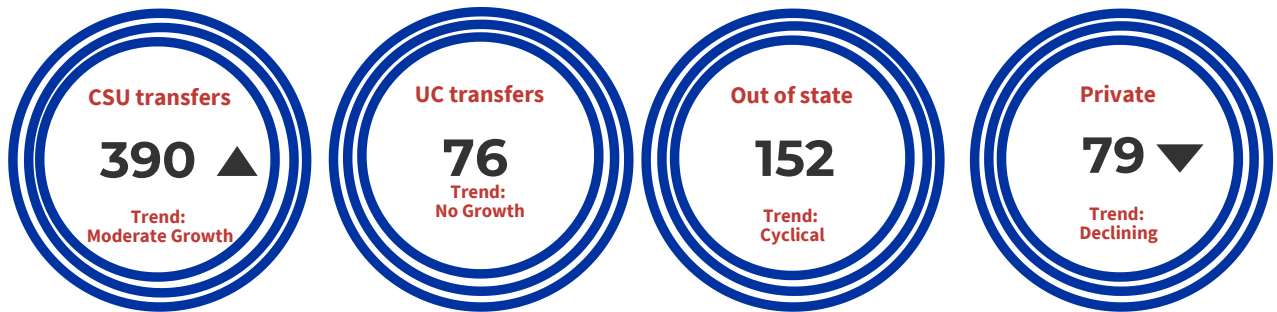ⓘ Students who earn a degree and transfer are delayed when transfering.

Transition Phase

Movement to 4-year university or to workplace with living wage

Transfer Data

Among all applicants who indicated an intent to enroll in the selected year, the percent who enrolled in a community college. Student Success Metric 2018-2019

CSU transfers

390 ▲

**Trend:
Moderate Growth**

UC transfers

76

**Trend:
No Growth**
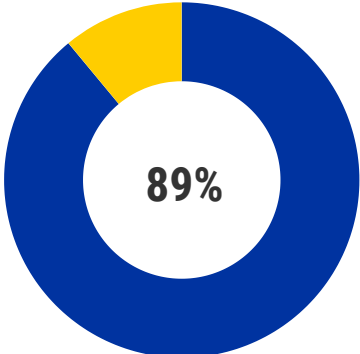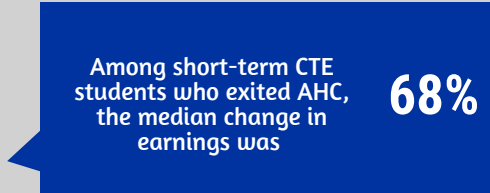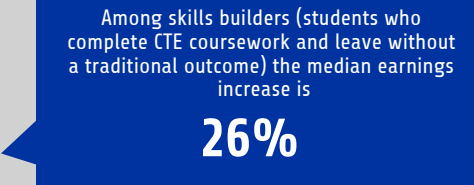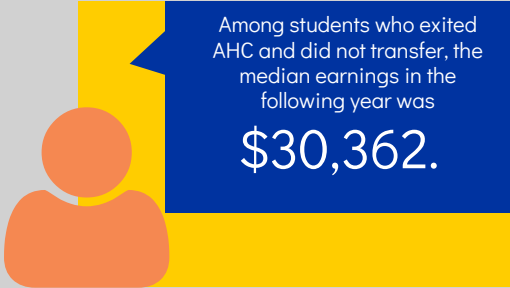
Out of state

152

**Trend:
Cyclical**

Private

79 ▼

**Trend:
Declining**

Among Recent High School Graduates

Median time to transfer

5 years

CSU and UC transfers

4 years

Compared to AA/AS degree students, CSU and UC transfer time is

LESS

Median Earnings

Among students who exited AHC and did not transfer, the median earnings in the following year was

$30,362.

Among skills builders (students who complete CTE coursework and leave without a traditional outcome) the median earnings increase is

26%

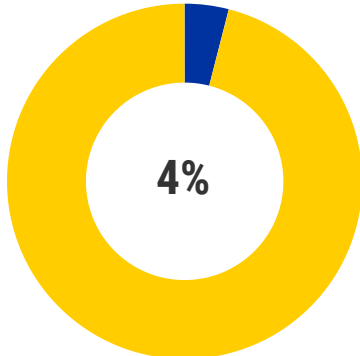Among short-term CTE students who exited AHC, the median change in earnings was **68%**

89%

CTE Survey
Students report working in a job very close to their field of study

4%

Among all students who exited AHC and did not transfer, the percent you attained a living wage.