

Guided Pathways One-Time Funds - 2022-26 Produced: 05/19/2023 09:23 AM PDT Jenny Schroeder

# Allan Hancock College - Guided Pathways Work Plan - Phase 2 Report Plan (2022-23): Certified

## Details

### Plan Title \*

Allan Hancock College - Guided Pathways Work Plan - Phase 2 Report Plan (2022-23)

### Plan Description

Not Entered

### Lead Institution

#### Lead Institution

Allan Hancock College

#### Address

N/A

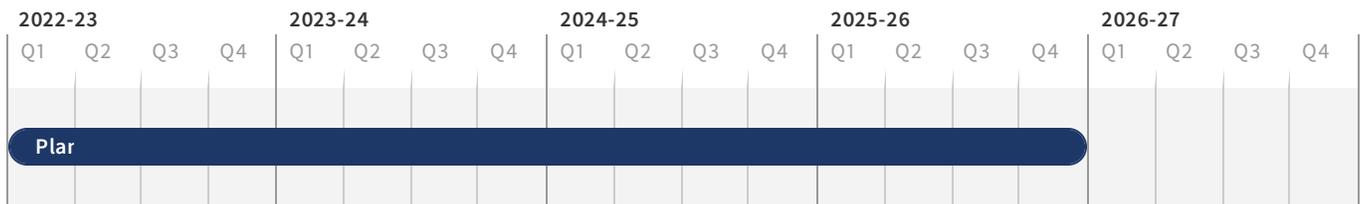
#### Community College District

Allan Hancock Joint CCD

#### Website

N/A

## Timeline



### The start year for this plan

2022-23

### The start quarter for this plan

Q1

### The funding year for this plan

2022-23

### The number of fiscal years this plan will span

4 year(s)

## Contacts

Name	Responsibility	Institution	Email Address	Phone Number
Allan Hancock College Paul Murphy	Project Lead Contact	n/a	<a href="mailto:pmurphy@hancockcollege.edu">pmurphy@hancockcollege.edu</a>	(805) 922-6966 ext: 3537
Jenny Schroeder	Alternate Project Lead Contact	n/a	<a href="mailto:jenny.schroeder@hancockcollege.edu">jenny.schroeder@hancockcollege.edu</a>	
Erica Biely	Alternate Project Lead Contact	n/a	<a href="mailto:ebiely@hancockcollege.edu">ebiely@hancockcollege.edu</a>	
Alberto Restrepo	Contact - View Only	Allan Hancock College	<a href="mailto:arestrepo@hancockcollege.edu">arestrepo@hancockcollege.edu</a>	(805) 922-6966 ext: 3834
Robert Curry	Contact - View Only	Allan Hancock College	<a href="mailto:rcurry@hancockcollege.edu">rcurry@hancockcollege.edu</a>	(805) 922-6966
Genevieve Siwabessy Ed.D.	Plan Approver	n/a	<a href="mailto:gsiwabessy@hancockcollege.edu">gsiwabessy@hancockcollege.edu</a>	
Genevieve Siwabessy Ed.D.	Fiscal Report Approver	n/a	<a href="mailto:gsiwabessy@hancockcollege.edu">gsiwabessy@hancockcollege.edu</a>	
Kevin Walthers	Contact - View Only	Allan Hancock College	<a href="mailto:kevin.walthers@hancockcollege.edu">kevin.walthers@hancockcollege.edu</a>	

## Guided Pathways Work Plan

### 1. Successful Enrollment and Entering Students \*

#### 1.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful in the enrollment process. \*

Using data available in Launchboard and related local data, consider what 'successful enrollment' means for entering students at your college and the definition provided with Launchboard data.

Successful Enrollment is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in a selected year.\

Use this definition and your college's local goals and ideas about Successful Enrollment to determine an accurate percentage.

Less than 50% Complete

#### 1.1.1 (Less than 50% Complete) What is your local goal? \*

Successful enrollment has been increasing at the college from eighteen percent in 2016-2017 to forty-eight percent in 2020-2021. The goal for the college is to increase successful enrollments for all students to at least fifty percent for all applicants since there are no significant equity gaps that need to be addressed.

**1.1.2 (Less than 50% Complete) What are the major barriers for your college to reach this goal? \***

There are three main issues that the college has identified with accurately measuring this data point. First, the application numbers are inflated due to our outreach efforts and presence at local high schools. Students with no intention of enrolling often apply while they are participating in scheduled outreach despite having no intention to attend. Secondly, the institution has had an increase in fraudulent applications that makes the data unreliable. Thirdly, there is a lag time between application and enrollment and the orientation process for students. Many apply in fall but registration doesn't happen until the end of spring semester.

**1.1.3 (Less than 50% Complete) What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process? \***

In process:

Create a new orientation that features first-generation and Hispanic or Latino male identifying students and includes information relevant to these populations.

Create a registration day event so that students can come to get help with registering.

Teach students how to check their email and make sure their contact information is up to date for texting initiatives.

Engage TK-12 partners to involve first-generation and Hispanic or Latino students and their families before they get to college, once they arrive on campus, and throughout the entire transfer process

Work on a "constant welcome" campaign that promotes frequent and positive interactions such as "you belong here" with a particular focus on the interactions between faculty and staff and first-generation and Hispanic or Latino male identifying students.

"Promise Central" has been created as a "welcome center" for first time students to help complete the steps of the promise. This can continue to develop as a center that would be inviting for first-time, first-generation students where they can easily access resources and information

Planning:

Review priority registration reminders process. Examine messaging and identify a plan to target communication to first-generation students about the importance of registering early.

Encourage students to register for classes with a friend to build social capital.

Audit communication messages — how, when, where, and what — to guarantee that first-generation and Hispanic or Latino male identifying students receive valuable information in a way that is relevant to them, consistent, easily accessible, and understandable.

Create a branded and fully collaborative First-Year Experience Program, intentionally designed to help first-generation college students navigate the college system .

Build a vibrant college-going culture through broad and engaging community presence that would entice first-generation and Hispanic or Latino identifying male students to campus.

**1.1.4 (Less than 50% Complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? \***

The Student Equity Plan did not identify any students who were disproportionately impacted for successful enrollment. For this metric, the college will focus on improving applicant to enrollment efforts for all students. Currently, new students who wish to enroll do not have a clear place to start. The college could create a centralized location (or “welcome center”) where students can get peer support in registration and financial aid assistance. Our first generation students may not enter college with access to “college knowledge” but we embrace this as our responsibility as we aim to be a student ready institution. Another shift would be to include their families in AHC’s outreach efforts. Many first-generation college students do not have a family member passing on the cultural knowledge of higher education or emphasizing the role higher education plays in socioeconomic realization. The college’s outreach events to potential students need to have a parent/guardian/support system component. AHC needs to leverage technology so that it can create an easy system for students to see what they have completed for steps to enrollment and other key milestones, such as math and English completion. First-generation students get lost and do not know what steps to complete. The college also does not celebrate or congratulate students regularly when they have completed critical milestones, which provides motivation for them to continue their academic pathway. The college currently has a “Bridges to Success” initiative that has AHC counselors collaborating with high school counselors to provide a pathway for graduating seniors. This initiative can grow to include our university partners, including Cal Poly and UCSB, as well as faculty in the college’s Concurrent Enrollment programs. Through this partnership, the faculty and staff can create innovative programs to better serve our community. In Spring 2023 the college is piloting a two-day Registration Rally. Local high school students will be bussed to the college and meet with Counselors, instructional faculty and staff to help finish their enrollment and class registration for Fall. AHC’s Dual Enrollment has increased steadily throughout the years but still have a few local high schools that are not fully participating, such as the Lompoc area schools. It has an opportunity to revisit the policy regarding class level and units that can be taken. Having students fill out additional forms has led to confusion, missed deadlines, and students who do not enroll. The college has an opportunity to engage dual enrolled students at an early age and streamline the process to make it easier for first-generation students. In Summer 2023 the college will pilot DualEnroll.com for College Now and concurrently enrolled students with full implementation planned in Fall.

**1.1.5 (Less than 50% Complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward? \***

The Educational Master Plan at AHC is centered on the student journey experience and how to best help students navigate this path. The Student Equity Plan builds on that foundation with ideas from faculty and staff on how to implement policies and practices to close equity gaps. In Spring 2023, the college hosted a planning retreat that focused on setting institutional key performance indicators and strategies to improve student outcomes and discussed continuous improvement processes. While successful enrollment KPI was not selected as a primary focus for the college in the next three years, some of the strategies for KPIs selected centered around onboarding which will improve successful enrollment. Additionally, the college will be developing a strategic enrollment plan in 2023-24 which will ensure that successful enrollment is a priority moving forward.

**1.1.6 (Less than 50% Complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? \***

One challenge the college has had is prioritizing and tracking strategies and activities across multiple plans. This is due, in part, to the lack of coordination of plans coming from the CCCC and inadequate time to coordinate and respond to CCCC requests. The CCCC could help by better coordinating the required strategic plans and reports to mitigate overlap in planning and to better align with the college timelines and processes. Internally, we are improving our planning and committee structures to improve oversight. Additionally, in Spring 2023 the Institutional Effectiveness Council completed a comprehensive review of plan initiatives; linking

them to KPIs and points along the student journey to help the councils and committees prioritize and implement.

## **1.2 With Successful Enrollment in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Successful Enrollment equitably and do not develop new barriers for students? \***

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

In Progress

### **1.2.1 (In Progress) What does your college need to do to develop and implement a continuous improvement process related to this goal at your college? \***

The college will be working on a strategic enrollment management plan in 2023-2024. During this process, data will be dis-aggregated by student demographics such as race, ethnicity, gender, socioeconomic status, and college going rates from local feeder high schools. Analyzing the data this way can help identify disparities in enrollment and allow for targeted strategies to address disparities. Through ongoing data collection and analysis, historically marginalized or under-served populations can be identified and their perspectives can be incorporated into decision-making. Additionally, the college needs to ensure that enrollment data is regularly assessed and maintained; removing fraudulent applications so that the most accurate data is being used.

### **1.2.2 (In Progress) What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle? \***

1. The college formerly had an enrollment management committee, but it has not been active for several years. The college will be working on an enrollment management plan in 2023-24 and understands the need for an enrollment management committee.
2. Improved data definitions from the CCCCO re: "Successful enrollment" - the current definition means students who complete the application as a part of the standard outreach process with no intent to apply are included. This often results in a large group of affluent, white students who intend to pursue education at the UC or CSU to appear "disproportionately impacted" in the data. Perhaps a definition that looks at the community demographic and the college demographic might be a better representation of whether we adequately serve our community?
3. Improvements to CCCapply
4. Increased PD and support around dual enrollment as a successful enrollment strategy. increased PD and support around serving adult and re-entry learners (post-traditional students) as a successful enrollment strategy.

## **2. Persistence: First Primary Term to Secondary Term and Entering Students \***

### **2.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful persisting from their First Primary Term to Secondary Term. \***

Using data available in Launchboard and related local data, consider what 'Persistence' means for entering students at your college and the definition provided with Launchboard data.

Persistence: First Primary term to Secondary Term is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among enrollments by cohort students, the course success rate in their first year from first term.

Use this definition and your college's local goals and ideas about Persistence to determine an accurate percentage.

50% to 75% complete

### **2.1.1 (50% to 75% complete) What is your local goal? \***

The college has traditionally had persistence rates above seventy percent. However, the persistence rate dropped during the pandemic. The goal is to restore persistence rates to where they were pre-pandemic. Additionally, male students have lower persistence rates compared to our female students. To close equity gaps, the college has set a goal to increase male student persistence rate, specifically for Hispanic or Latino and first-generation male identifying students, from sixty-eight percent to seventy-one percent.

### **2.1.2 (50% to 75% complete) What are the major barriers for your college to reach this goal? \***

There are several factors that prevent the retention of AHC students from the primary to the secondary term. These factors include the following: counseling inefficiencies, academic probation, the financial aid process, the tracking of students' educational goals, communication with students, instructor grading practices, the timeliness of student feedback, college expectations and requirements, the availability of learning communities, course scheduling, and student onboarding. Often, students are not properly informed about the procedural knowledge necessary for their success in college, such as general college terminology and processes, the dismissal and enrollment processes, registration, registration practices for course repetition, where to find assistance (basic needs, tutoring, mentor-ship) or information regarding student services. To maximize student access, the counseling department has an "open door" scheduling process that allows students to make appointments at any time of year for any reason. However, this practice leads to inefficiencies, such as not being able to complete Student Educational Plans (SEPs) when needed and conduct interventions at appropriate times in the semester. Another area AHC needs to work on is positively supporting students who end up on academic probation. Research shows that students placed on academic probation feel ashamed and stigmatized, which results in disengagement from school. At AHC, eighty percent of students on academic probation are Hispanic or Latino/a, ninety percent are under 20, and eighty-two percent are BOG eligible. We can directly support our first-generation and Hispanic or Latino students by ensuring they receive supportive and positive messages related to continued enrollment and support services available to them. The financial aid process requires parental cooperation, is confusing, and may feel highly intrusive, making the completion and access to funds challenging. In addition, the multiple follow-up steps can create processing delays. Once approved, students who fall below SAP (68 percent completion rate & 2.0 GPA) can then quickly lose access to funds without ever fully understanding the requirements. There is no clear process for obtaining and tracking students' educational goals, which makes persistence data inaccurate and the ability to identify program-specific barriers difficult. The college should identify which students are here only to take a skill building/career class and who do not need to persist to another term, students who transfer prior to completing their degree, and students who should be persisting to the next semester but have left the college. Communication with students regarding pertinent information is ineffective in terms of mode, clarity of detail, and message consistency across services. Hancock relies heavily on students' awareness of requirements and support via email; however, students may not check their email regularly and/or are overwhelmed by the number of emails received. How students are receiving critical updates and information on requirements should be reviewed. According to AHC's drop survey, the most common reason for students to drop a class is stress and personal reasons followed by could not keep up with the amount of work in the class (see Institutional Effectiveness's survey website). In a spring 2021 survey, when asked what aspects of online/remote learning they would like to see continued after the pandemic, ninety-one percent of students wanted flexibility to do class from home when needed, fifty-nine percent wanted online/remote counseling appointments, fifty percent wanted online/remote student services, and forty-nine percent wanted remote/online student support services. This data indicates that students want flexibility to manage personal responsibility and stress.

**2.1.3 (50% to 75% complete) What actions has your college taken that has led to noticeable advancement towards your goal? \***

We are doing a great job recruiting students from local high schools and the requirements of the Promise Program help ensure those students enroll from the primary term to the secondary term. More than half our students have student educational plans and under our Guided Pathways Initiative, program maps were developed for each program for students to easily follow course sequencing. We have implemented success teams who are communicating more proactively with students. We have offered campus-wide PD on student-centered support to help faculty identify and intervene when it appears a student might be veering off course

**2.1.4 (50% to 75% complete) What actions will your college prioritize on going forward? \***

The Educational Master Plan at AHC is centered on the student journey experience and how to best help students navigate this path. The Student Equity plan builds on that foundation with ideas from faculty and staff on how to implement policies and practices to close equity gaps. In Spring 2023 the college hosted a planning retreat to determine how to best prioritize ideas and initiatives, assign responsibilities, create practical timelines for implementation, and develop processes for ensuring the continued efforts. In Fall 2023 we hope to strengthen the efforts of our success teams with better integration of instructional faculty, service faculty, and staff within areas of interest, have success teams become more student facing support groups as well as expand the success teams by hiring more support/retention specialists. Some proactive strategies to better align AHC's academic and support services include:

- Embed tutoring and counseling in courses with a high drop/fail rate and disproportionate impact for first generation and Hispanic or Latinx students.
- Develop a comprehensive tutoring initiative to increase awareness of services and incentivize tutoring engagement (for faculty and students).
- Seek professional tutors for classes in which it is difficult to secure a tutor.
- Encourage faculty to recruit students who earn high grades in their courses for tutoring in those courses.
- Institutionalize summer tutoring hours, online tutoring programs, WC remote paper review, and academic workshops.
- Implement a First-Year Experience emphasizing connection and development of a successful college student at Hancock and beyond. Topics include socializing of AHC culture, communications, educational financial planning and aid requirements, graduation/transfer requirements, major/career exploration, resources, time management, instructional and service expectations, college tours, internship/work experience, etc.

**2.1.5 (50% to 75% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? \***

Minoritized, first-generation, and low-income students often come from communities hit hardest during economic recessions and this next GP planning cycle is likely to see a recession. This augments the need for holistic support services, basic needs, mental health, etc. in order to retain them. First, a comprehensive First Year Experience/onboarding, set up as an "opt-out" option would help. This would include personal development course which offer lab time for students and outline college expectations as well as strategies for first semester success, including campus culture related to communications, college expectations, time management, graduation, and transfer requirements, developing a CSEP, major/career exploration, and can include educational financial planning including financial aid SAP requirements, differences in funding options, and personal finance management. Ideally this would be taught by an assigned counselor aligned with students' Area of Interest. A strong personal relationship with a counselor has shown to deepen students' persistence by helping them navigate the bureaucratic structures within the institution and support them in feeling comfortable on campus. Counselors promote student care in a culturally responsive school environment. They help build relationships and reduce anxiety. They also serve as mentors to students to become self-advocates. Within the FYE, students would be tracked and supported in completing their FAFSA, obtaining textbook/class materials, and through Early Alerts for immediate intervention needs. A true FYE would

include staff from Financial Aid, Counseling, peer coaches, and connections with instructional faculty area-industry experts. Timely performance feedback throughout the term can also impact a student's success and retention. As such, it is important that discipline faculty work with counseling, tutoring, and other support services to try to connect students with the intervention supports they need (and/or incorporating embedded librarians/counseling/peer mentors as needed in their courses). Faculty are encouraged to critically analyze their curriculum, lessons, and activities for cultural and career relevancy. To truly see a shift in equitable outcomes, it is necessary to cease the delineation between student services and the classroom and recognize the interconnectedness each part of the student journey has on an individual's success. Students will be more successful through better integration of academic programming, support services, and community outreach/marketing.

**2.1.6 (50% to 75% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Persistence work remains an institutional priority moving forward? \***

The Student Success and Equity Committee will be reviewing the Student Equity Plan data on an annual basis and will make recommendations to ensure that disproportionately impacted students are improving their outcomes.

**2.1.7 (50% to 75% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? \***

One challenge the college has had is prioritizing and tracking strategies and activities across multiple plans. This is due, in part, to the lack of coordination of plans coming from the CCCC and inadequate time to coordinate and respond to CCCC requests. The CCCC could help by better coordinating the required strategic plans and reports to mitigate overlap in planning and to better align with the college timelines and processes. Internally, we are improving our planning and committee structures to improve oversight.

**2.2 With Persistence: First Primary Term to Secondary Term in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Persistence equitably and do not develop new barriers for students? \***

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Yes

**2.2.1 (Yes) Please describe the continuous improvement process at your college towards advancing this goal. \***

The college has the Student Success and Equity Committee that will be monitoring equity data for disproportionately impacted students and will make recommendations on strategies and activities that advance this goal.

**2.2.2 (Yes) What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process? \***

Persistence is a metric that we have consistently hit our target but until recently, had never dis-aggregated data to see what populations might be experiencing equity gaps. Moving forward, we will continue to dis-aggregate data to identify students who are not persisting and target them for interventions.

### 3. Completion of Transfer-Level Math & English and Entering Students \*

#### 3.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successfully completing Transfer-level Math & English in their first year. \*

Using data available in Launchboard and related local data, consider what 'Completion of Transfer-level Math & English' means for entering students at your college and the definition provided with Launchboard data.

Completed Transfer-level Math & English is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among students in the cohort, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the district.

Use this definition and your college's local goals and ideas about Transfer-level Math & English completion to determine an accurate percentage.

Less than 50% complete

#### 3.1.1 (Less than 50% complete) What is your local goal? \*

The college's goal is to increase completion of transfer-level math and English in the first academic year, specifically for Hispanic or Latinos and first-generation male identifying students, to twenty-five percent.

#### 3.1.2 (Less than 50% complete) What are the major barriers for your college to reach this goal? \*

One of the major barriers for completion of transfer-level math and English in the first academic year was placement into below-transfer level courses. However, with AB 705 and AB 1705, the college has removed all below-transfer level courses and is directly placing students into transfer-level English and math. However, the college still has an issue with students not taking both English and math in their first year or having to repeat transfer-level courses multiple times. Additionally, the educational system has failed to adequately prepare and support students to meet the rigors of higher education. According to state test scores, forty-nine percent of local high school students are proficient in reading and twenty-two percent are proficient in math with most students completing just two years of math at the local high schools. Students often carry expectations that their high school experience will be the same for college and do not understand how much time outside of class is expected and needed to complete a college-level class. Students are frequently unprepared for the change in teaching styles of transfer-level college course instruction compared to high school and do not necessarily sign up for the English and math support classes, which would give them both the support that they need and help them develop and leverage their social capital, as well their basic academic skills in English and math. Another issue is that math does not have linked support classes with the same instructor, which may discourage students from signing up for math support classes. In English, first-generation and Hispanic or Latino males may take a modality that does not support their needs. First-generation and Hispanic or Latino males can face non-culturally responsive androgyny practices in syllabi, inflexibility of deadlines for assignment due dates, and inequitable and inconsistent grading practices, skewing data outcomes for these populations. Non-student centered curriculum and some student-instructor dynamics can further alienate these student populations. Faculty-centered issues can be exacerbated by a negative mindset that not all first-generation and/or Hispanic or Latino males can succeed in a direct-entry math or English transfer-level course without having taken a developmental sequence. Institutional issues affect first-generation and Hispanic or Latino males' access to and willingness to access support services that would benefit them. Requiring students to register full-time to qualify for Promise, our free tuition program for local students, may negatively affect working men, especially Hispanic or Latino males whose family expectations and obligations often complicate their ability to attend school full-time in the manner needed to succeed. First-generation students are less likely to initiate contact with instructors, less likely to interact with faculty in and outside of the classroom, less likely to reach out via email or attend office hours and have limited connections on campus. Additionally, first-

generation students are more likely to work and be employed more hours than non-first-generation students. Accessing services like counseling and tutoring are often seen as a sign of weakness and failure. These beliefs can negate the positive effects of support services. The college needs to find ways to incentivize first-generation and Hispanic or Latino males to access what the college offers in terms of outside help. The lack of an institutionalized tutoring component campus wide leads to gaps in services, including comprehensive technical support, Canvas training, and services available to support students with summer tutoring hours in the Tutorial Center and Writing Center (WC), online tutoring programs (SMARTHINKING and Net Tutor), tutor training, or student-centered academic workshops.

**3.1.3 (Less than 50% complete) What needs to be done to remove this/these barriers? What actions/structural changes has your taken to begin the process? \***

The college needs to create an inter-disciplinary partnership between English, Math, and Counseling working in tandem as a unified support system for first-generation and Hispanic or Latino male identifying students to do the following: develop messaging to students about the appropriate course(s) to take, including modalities, course types, support courses, and support services; ensure students are directed into math and English in the first semester and for those who have not enrolled, dropped, or did not pass in first semester, ensure enrollment in subsequent semester; and develop enrollment management strategies specifically for these groups. The college should also create social media and promotional materials featuring first-generation and Hispanic or Latino male identifying students that demonstrates “seeking help” behaviors and that builds social capital by sharing their experiences on campus. Tutoring should be institutionalized and centralized under one department so it can leverage staffing and resources while expanding capacity. Embed tutoring and library services to make it easier for students to access services. Establish a Promise student milestone completion team that will engage students who fall behind, particularly first-generation, and Hispanic or Latino male identifying students, and provide students a straightforward way to track milestone completion and engage and provide kudos when they do complete milestones. Create faculty mentor-ship opportunities and support structures that allow faculty and staff to come together to reflect on their practices and connect with Success Teams to connect students with intervention supports.

**3.1.4 (Less than 50% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? \***

To better serve first-generation students and Hispanic or Latino males, English and Math should work with student services to better describe the support course models so that they can benefit the students who need them. Consistent messaging needs to come from within these departments. Counseling and the college can better disseminate information about the demands and requirements of the types of courses first-generation students and Hispanic or Latino males’ students are signing up for. This applies to counseling and to the college website. For example, counseling and the college could provide an information sheet to show students the demands of the class they sign up for, including expected workload in hours per week, type of student/instructor interaction, and required hours of reading per week. Many students in these target populations are slow to enroll and may not find class availability at the last minute, which can hinder their placement in the right type of course. Students need to be made aware of the importance of registering during priority registration or early in the registration window. Currently, there is a need to dispel the myths that math is more difficult than English and/or that it is too difficult to take Math and English in the same term. Counseling and the college website information should encourage students to take whichever (or both) of the two courses fits their program map best. Doing so will help students build their confidence while preparing them to stay on and complete their path timely and without excess units. A connection between curriculum and culture can create an engaging educational environment that highlights cultural strengths, builds on existing knowledge, and motivates students to learn. The combination of these factors can lead to student success. Curriculum serves as the foundation of effective teaching and learning. Infusing culturally responsive curriculum throughout the college will enable students to see themselves in the curriculum. We are hopeful the associated professional development efforts will lead to a greater connection to the course content and motivate students intrinsically to pursue and complete their educational goals. Finally, first-generation and Hispanic or Latino males could

benefit from community building at the college level. The college should meet students in the forums they are already using. For example, the college and individual departments can create a social media-connected cultural environment of student ambassadors who are themselves first-generation and Hispanic or Latino identifying males. By sharing their experiences on social media, these students can provide positive reinforcement against misconceptions about being a college student. They will relay information and highlight their experiences accessing student services to normalize a culture of seeking help. Improvements in performance and retention can begin with simple changes to the syllabus (i.e., adding a humanizing element that ensures students start course feeling supported, provide information one week prior to the start of the semester, include a warm introduction from faculty, make it public, accessible, mobile friendly, articulates what students can expect, tips for success, list of resources, where to go for help and written in a welcoming, hopeful language) and continue through the development and implementation of culturally responsive teaching and grading techniques, all which boost student skill levels, confidence, and throughput. Faculty can also target this population by using growth language as opposed to deficit language as they help students recognize their own social capital and develop their self-efficacy. Moreover, faculty can present themselves to first-generation and male identifying Hispanic or Latinos as approachable by sharing their own experiences and using in-class peer tutors as mentors and guides. Faculty should inform and encourage students to access the help that is targeted at first-generation and Hispanic or Latino males. This includes strategies that support, promote, incentivize, and normalize seeking tutoring support. For example, the college could start an advertising campaign aimed at our target populations that highlights and explains how support services work and how they are effective. The college could further support campus tutoring services with professional development and tutor training to increase and expand tutor services and efficacy. Moreover, interdepartmental exchanges between math and English should be developed and encouraged via mentor-ship cohorts and group professional development. Working in tandem as a unified support team can only benefit our target populations. Interdisciplinary exchanges can also enrich and illustrate the overlaps and links among disciplines often perceived as diametrically opposed.

**3.1.5 (Less than 50% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer-level Math & English work remains an institutional priority moving forward? \***

The Educational Master Plan at AHC is centered on the student journey experience and how to best help students navigate this path. The Student Equity Plan builds on that foundation with ideas from faculty and staff on how to implement policies and practices to close equity gaps. In Spring 2023, the college will host a planning retreat to determine how to best prioritize ideas and initiatives, assign responsibilities, create practical timelines for implementation, and develop processes for ensuring the continued efforts.

**3.1.6 (Less than 50% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? \***

One challenge the college has had is prioritizing and tracking strategies and activities across multiple plans. This is due, in part, to the lack of coordination of plans coming from the CCCC and inadequate time to coordinate and respond to CCCC requests. The CCCC could help by better coordinating the required strategic plans and reports to mitigate overlap in planning and to better align with the college timelines and processes. Internally, we are improving our planning and committee structures to improve oversight.

**3.2 With Transfer-level Math & English in mind: Is your college leaning into continuous improvement principles to ensure that efforts continue to advance 'Transfer-level Math & English Completion' equitably and not develop new barriers for students? \***

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

In Progress

### 3.2.1 (In Progress) What does your college need to do to develop and implement a continuous improvement process related to this goal at your college? \*

In order to continuously improve this process the college will regularly look at the available data, determine local policy/practice, formalize a change to that local policy/practice, Implement the change, explore options to improve upon that implementation, provide professional development, then collect the data and begin again.

### 3.2.2 (In Progress) What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle? \*

- Ongoing PD related to AB705 and 1705.
- Faculty PD re: culturally sustaining pedagogy
- Ongoing access to dis-aggregated data about math and English access/attempts and completions.

## 4. Transfer and the Student Journey \*

### 4.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are successful in their transfer to a four-year institution. \*

Using data available in Launchboard and related local data, consider what 'Transfer' means for entering students at your college and the definition provided with Launchboard data.

Transfer is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3 year cohort, 5 years after for 4 year cohort and 7 years after for 6 year cohort.

Use this definition and your college's local goals and ideas about Transfer to determine an accurate percentage for what Transfer means.

Less than 50% complete

#### 4.1.1 (Less than 50% complete) What is your local goal? \*

The college has set a goal of a twenty-five percent transfer rate to four-year college within three years, specifically for Hispanic or Latinos and first-generation male identifying students.

#### 4.1.2 (Less than 50% complete) What are the major barriers for your college to reach this goal? \*

At Allan Hancock College, only 18 percent of Hispanic or Latino male identifying students transfer within three years and only 17 percent of first-generation students. Transferring students from Allan Hancock College to a tertiary institution has always been a challenge. Northern Santa Barbara County is in a "college desert" where the closest university, Cal Poly, SLO is highly impacted; therefore, it does not guarantee AHC students' admissions as do other CSUs (California State University) with their neighboring community colleges. Although AHC has a high percentage of students who apply and get accepted, it still leaves many AHC students with limited educational options. University of LaVerne and UMASS Global have provided options for our students in popular majors such as Psychology, Business Administration and Liberal Studies. CSU, Channel Islands in Camarillo is a sister institution that accepts AHC's students if they meet minimum eligibility requirements. UCSB also guarantees admission in certain majors if students meet a certain GPA and major prep requirements. The

challenge is that the University Transfer Center (UTC) relies on categorical funding for resources. Depending on budgets, in some years services had to be reduced or eliminated due to lack of staffing. AHC currently does not have the minimum staffing according to the Chancellor's Office recommendations. The college does not have a director or coordinator. The college has never had a director, but it did have a coordinator/counselor over ten years ago. To build strong relationships with universities, it is imperative that AHC has strong articulation agreements, university field trips, peer mentor-ships, professional development for faculty to serve disproportionate impacted populations and strategic outreach to families and students. This coordination of transfer specific outreach falls on a staff comprised of two counselors and one technician. The college also needs staff to assist students not only in applying, but also once they transfer, students need assistance reading their financial aid (which is the biggest concern for students) and obtaining housing in a timely manner. The college needs to explore student-centered scheduling to ensure students can enroll in the courses they need at the times and via the methods and modalities that support their off campus responsibilities. Transfer course availability, students' busy schedules, and off campus responsibilities narrow student access to transferrable coursework, which results in students taking classes that do not count toward transfer and thus hinders their transfer path. Students, especially first-generation students, need an easier way to identify courses that meet general education, CSU, and UC requirements, so they do not waste time taking unnecessary classes that do not count. Until students know exactly what they want to do, they should be advised to take courses that fulfill the most requirements. The college also needs to coordinate with university partners to identify innovative options for students to complete a baccalaureate degree in programs that may be impacted locally and for students who are place-bound (e.g., university centers, 3+1 programs, and hybrid programs). This is particularly important for our Hispanic or Latino population. Another potential equitable "transfer" opportunity could be to create baccalaureate degree programs at AHC. Offering students local, low-cost degrees would provide better accessibility and more responsiveness to the local workforce.

**4.1.3 (Less than 50% complete) What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process? \***

The college needs to commit resources for a full-time coordinator/director to oversee the University Transfer Center. This person could champion efforts to assist students who want to transfer but have limited options. The college could also improve communication and processes for transfer students. For example, the college could create a transfer student communication plan for all students who select degree or transfer as their goal to receive information about the Transfer Center and its services with intentional and focused outreach to first-generation and Hispanic or Latino male identifying students to connect them early to the Transfer Center. Additionally, the college could intentionally outreach to first-time, first-generation students who are degree and transfer seeking to connect to the Transfer Center right away, and then build off the first-year experience program. Lastly, the University Transfer Center could conduct a comprehensive review of transfer documents to understand how the transfer process can be made clearer and more inclusive of first-generation and Hispanic or Latino students.

**4.1.4 (Less than 50% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? \***

To achieve equitable outcomes for first-generation Hispanic or Latino males, there needs to be a shift concerning how the college outreaches and communicates to this population. The college needs to have a clear communication plan for those students who wish to transfer and needs to develop outreach methods specifically targeting first-generation and Hispanic or Latino males at key milestones in their transfer journey. There also needs to be a shift that turns AHC's attention to those students who are ready to transfer but have not applied or remained enrolled at the college. For example, there are some students who are "at the gate;" these are students who have completed 60 units including transfer-level math and English. There are also, however, some students who are "near the gate" with 60 units, but they have not completed transfer level math and English. The college needs to shift its focus to those students being left behind; including incorporating math support/interventions early. The college needs to reach out to these students who are transfer ready but

who are not transferring. Moreover, there should be a commensurate shift in faculty professional development to include topics that will help best serve first-generation Hispanic or Latino males wishing to transfer.

An issue with “at the gate” students might be access to the courses they need. The college must examine issues related to course scheduling, times, priority registration slots, etc to ensure students can access the courses they need to finish.

There also needs to be a shift in financial aid awareness. One of the biggest concerns for transfer students is the cost of attending college. Students do not understand their financial aid packages or the loan process. The college needs to create more opportunities for financial aid personnel to work with the University Transfer Center. Currently, the University Transfer Center has workshops and counseling appointments to help students with the next steps once they get admitted to the university. These next steps should include financial aid, housing (how to find housing/roommates) and connection to support programs such as EOPS, DSPS and clubs and organizations. A shift to connecting students to their peers who are already at the university needs to be expanded and strengthened. Allan Hancock College transfers most students to Cal Poly and UCSB due to their proximity to the college. The college needs to make a shift to providing more options for students. One option is CCC baccalaureate degree with the potential to recruit and attract first generation and Hispanic or Latinx students. Faculty can discuss the colleges they attended and their experiences. The UTC can provide more field trips and invite representatives from universities to campus more regularly.

As success teams are being established, there also needs to be a University Transfer Center counselor involved. They would then be able to provide communication and outreach to students who wish to transfer in an area of interest

#### **4.1.5 (Less than 50% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer work remains an institutional priority moving forward? \***

The Educational Master Plan at AHC is centered on the student journey experience and how to best help students navigate this path. The Student Equity Plan builds on that foundation with ideas from faculty and staff on how to implement policies and practices to close equity gaps. In Spring 2023, the college will host a planning retreat to determine how to best prioritize ideas and initiatives, assign responsibilities, create practical timelines for implementation, and develop processes for ensuring the continued efforts.

#### **4.1.6 (Less than 50% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? \***

One challenge the college has had is prioritizing and tracking strategies and activities across multiple plans. This is due, in part, to the lack of coordination of plans coming from the CCCC and inadequate time to coordinate and respond to CCCC requests. The CCCC could help by better coordinating the required strategic plans and reports to mitigate overlap in planning and to better align with the college timelines and processes. Internally, we are improving our planning and committee structures to improve oversight.

### **4.2 With Transfer in mind: Is your college leaning into continuous improvement principles to ensure that efforts continue to advance the goal of Transfer equitably and do not develop new barriers for students? \***

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

In Progress

#### **4.2.1 (In Progress) What does your college need to do to develop and implement a continuous improvement process related to this goal at your college? \***

Articulation agreements- AAT, working on Intersegmental data sharing agreements with CSUs, UCs, and private colleges

**4.2.2 (In Progress) What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle? \***

Unsure.

## **5. Completion and Student Success \***

### **5.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are completing their college journeys. \***

Using data available in Launchboard and related local data, consider what 'Completion' means for entering students at your college and the definition provided with Launchboard data.

Completion is defined by the Student Success Metrics Dashboard in Launchboard as follows: EITHER among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3, 4, or 6 years.

Use this definition and your college's local goals and ideas about Completion to determine an accurate percentage.

With your Student Equity Plan in mind, your college may also select distinct areas of Completion your college would like to discuss for this metric area.

Less than 50% complete

#### **5.1.1 (Less than 50% complete) Which areas of Completion does your college identify as Less than 50% complete? \***

Check all that apply. Additional, optional space will be provided if your college would like to distinguish between areas of completion.

- Certificate Completion
- Degree Completion

#### **5.1.2 (Less than 50% complete) What is your local goal? \***

The goal is to increase three-year completion rate, specifically for Hispanic or Latinos and first-generation male identifying students, to eighteen percent over the next three years.

#### **5.1.3 (Less than 50% complete) What are the major barriers for your college to reach this goal? \***

Increasing completion has become a priority for community colleges with the new Student Center Funding Formula. Despite changing funding policies that focus on completion, large-scale increases in completion have been difficult. For institutional change to occur, there needs to be buy-in from faculty and staff. Currently, many faculty are fatigued with the implementation of AB 705, Guided Pathways, and Hancock Promise among other programs and grants. The goal is to have all faculty (FT/PT) be included in the overhaul of policies and processes that impede equitable outcomes for AHC's first-generation and Hispanic or Latino male identifying students. Some faculty may be distrustful, pessimistic, and cautious of new change efforts because many of the programs are not institutionalized once the funding is exhausted; therefore, they get discouraged. This has been a pattern over the years. In community colleges, the picture of Latino male identifying achievement remains bleak (Rodriguez, Saenz, & Lu, 2014). In the state of California, for example, data show that 81 percent of Latino

males participating in higher education attend community colleges. However, only 4.8 percent attend the state's top-tier university system, the University of California (Harris & Wood, 2014). Only 24 percent of Latino males completed a degree or certificate in 6 years, compared to a state average of 38 percent (Campaign for College Opportunity, 2013). Latino community college students also were the least likely group of males to transfer to a 4-year institution (Saenz & Ponjuan, 2012). At Allan Hancock College, only 10 percent of Hispanic or Latino male identifying students complete a degree or certificate within three years. Early momentum points signal problems for Hispanic or Latino male identifying students in the first semester. In 2021, the average units attempted and earned for Hispanic or Latino male identifying students was 12 (attempted) and 6 (passed). Overall, only 27 percent of first-time Hispanic or Latino male identifying students complete 12 units in the first semester and 29 percent for first-generation students. In their first semester, Hispanic or Latino male identifying students are already falling behind.

Some faculty members are not aware of important student success indicators that highlight the issues related to student success and completion, as well as equity gaps. AHC needs to transform data into meaningful information that can be used to create systemic change. It is going to take an entire community of colleagues to make essential changes. Another issue that impedes equitable outcomes for AHC's first-generation and Hispanic or Latino male identifying students is the lack of a scale-up plan for the cohort or boutique programs, which have demonstrated success with marginalized populations. Small boutique programs such as EOPS (Educational Opportunity Program and Services), Puente, and CAN/TRIO have higher success and completion rates, but the number of students served is small. Strategies need to target larger groups. Interventions need to be scalable. The college needs to take what works in these programs and institutionalize them. Components such as mentorship, counseling, students taking 12 units, mandatory comprehensive student education plans, and peer support should be available to all students, especially disproportionately impacted students. Faculty engagement is critical in the success of first-generation and Hispanic or Latino male identifying students (Crisp & Nora, 2012; Strayhorn, 2015). Students need to feel that they belong, and they matter (Strayhorn, 2018). There are opportunities for faculty to include pedagogy that is culturally relevant to students. Faculty are also encouraged to enrich learning by providing more opportunities for engagement outside of the classroom (i.e., SkillsUSA, BIGE, Spanish Debate Club). In addition, the college needs to ensure that all faculty, part-time and full-time, feel equipped to analyze equity data, identify issues, and develop solutions. This requires the institution to provide professional development and adequate training to address the needs of first-generation and Hispanic or Latino male identifying students. The current institutional culture should be critically assessed to ascertain if a shift is needed to increase faculty involvement. The institution needs to prioritize DEI professional development, including designated days for professional growth and development during the semester.

**5.1.4 (Less than 50% complete) What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process? \***

Communicate on a consistent and ongoing basis with first-generation and Hispanic or Latino male identifying students after first semester on-boarding to help them with registration in term two, re-application for FAFSA/CDAA, SEP updating, and connect to resources. Strategically target all first-generation and Hispanic or Latino male identifying students "near the gate" (60 transferable units with a 2.0 GPA who are missing transfer-level math or English) and "at the gate" (60 transferable units with a 2.0 GPA and completed transfer-level math and English or completed an ADT but have not transferred) for follow-up and outreach. Connect all degree and transfer-seeking first-generation, Hispanic or Latino students should be connected to programs such as Puente, TRIO, and EOPS that support transfer and identify strategies that work well to scale up effective strategies to ensure the majority of first-generation and Hispanic or Latino students get help navigating degree and transfer process. Develop a resource that students can use to check what courses fulfill GE, CSU, and UC requirements. Create a supported structure that allows faculty and staff to assemble to reflect on their practices – both what is working and what is failing, for first-generation and Hispanic or Latino male identifying students. Provide professional development opportunities to evaluate course outlines of record and facilitate departmental program review discussions, including topics such as evaluation of course and title descriptions, units/hours

required, enrollments (pre and co-reqs), assignments, learning outcomes, methods of instruction and evaluation, modalities, course materials, and articulation agreements (Harris and Kirschner, 2021). Utilizing a culturally responsive lens, faculty can modify existing curriculum and model the process and institution of resources.

**5.1.5 (Less than 50% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? \***

Faculty engagement matters. Colleges that have seen gains in completion have broad faculty involvement early in the process, which extends deeply in the process. Institutions that have strong completion rates have a “bottom up” approach starting with faculty addressing equity and student success in the classroom (Alai, 2022; Bragg & Durham, 2012; Ching et al, 2020). There should be more opportunities for faculty to engage with disaggregated course and course and institutional data, so they can help bring about institutional changes. The course outline of record and the curriculum review process are two key places where equity work can advance. Through course review and the newly established program review process, faculty can have conversations about equity within the context of their disciplinary expertise, and changes to the program can be reflected in the curriculum and teaching design section. This could help buttress a shift from deficit-minded thinking to a cultural wealth model. This shift would also come from ongoing professional development opportunities. Additionally, student support is being offered, but it is just a limited and temporary fix, which only benefits the few students who seek it out. Support needs to be viewed as a “vitamin,” not a “medication.” In other words, it is something that all students receive and use because it makes them better students. The college needs to build a culture where support services are sufficiently culturally affirming and relevant to appeal to students and increase utilization. To make that shift, AHC needs to be prepared to serve more students. Support services need to be institutionalized and not rely on grant funding to ensure adequate funding. The college needs to make a shift to Roadmaps to Success and Success Teams by Areas of Interest. The college has made strides in developing success teams and starting the conversation, but now it needs to move to implement Success Teams to their fullest potential and with a focus on serving the students experiencing the most disproportionate impact.

**5.1.6 (Less than 50% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward? \***

The Educational Master Plan at AHC is centered on the student journey experience and how to best help students navigate this path. The Student Equity Plan builds on that foundation with ideas from faculty and staff on how to implement policies and practices to close equity gaps. In Spring 2023 the college hosted a planning retreat to determine how to best prioritize ideas and initiatives, assign responsibilities, create practical timelines for implementation, and develop processes for ensuring the continued efforts. At this retreat, one of the institutional priorities confirmed was to enhance Culturally Responsive Curriculum training for faculty.

**5.1.7 (Less than 50% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? \***

One challenge the college has had is prioritizing and tracking strategies and activities across multiple plans. This is due, in part, to the lack of coordination of plans coming from the CCCCO and inadequate time to coordinate and respond to CCCCO requests. The CCCCO could help by better coordinating the required strategic plans and reports to mitigate overlap in planning and to better align with the college timelines and processes. Internally, we are improving our planning and committee structures to improve oversight.

**5.1.8 (Less than 50% complete) Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:**

Not Entered

## 5.2 With Completion in mind: Is your college leaning into continuous improvement principles to ensure that efforts continue to advance the goal of Completion equitably and do not develop new barriers for students? \*

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

In Progress

### 5.2.1 (In Progress) Which areas of Completion does your college wish to discuss for this selection? \*

Check all that apply. Additional, optional space will be provided if your college would like to distinguish between areas of completion.

- Certificate Completion
- Degree Completion

### 5.2.2 (In Progress) What does your college need to do to develop and implement a continuous improvement process related to this goal at your college? \*

Two strategies identified as institutional priorities at the College's spring 2023 planning retreat were focused on reaching a target of 75% completion of Comprehensive Student Education Plans by the end of the first year, and 25% target of completing transfer level math and English in the first year. These strategies were identified as most likely to help students reach their completion goals.

### 5.2.3 (In Progress) What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle? \*

1. dis-aggregated completion data by stated educational goal
2. dis-aggregated completion by certificate, local AA/AS, AS-T/AD-T, or transfer
3. distinguish goals between certificate completion and degree completion

Also, the data can vary depending on whether you're viewing cohort data or raw data. Locally as a college you probably have already developed your own way of looking at this but it can be confusing to the greater campus, so aligning definitions and using consistency when talking about completion matters.

### 5.2.4 (In Progress) Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:

Not Entered

## 6. Student Equity and Achievement (SEA) Program Integration \*

### 6.1 Using the scale below, describe your college's progress integrating SEA Program with Guided Pathways to achieve KPI Metrics. \*

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here](#).

Integration In Progress

**6.1.1 (Integration In Progress) What are some present challenges that affect reaching full integration? \***

The current 22-25 Student Equity Plan speaks to providing resources to Guided Pathways. Some challenges include the vetting structure for Guided Pathways. Currently, the Student Success and Equity Committee ensure that goals and activities are being met. The committee meets monthly to examine data of disproportionately impacted groups. To reach full integration, we would need Guided Pathways leadership to be on the committee to provide insight.

**6.1.2 (Integration In Progress) What are the actions your college has taken / plans to take to overcome these challenges? \***

The Student Success and Equity Committee will ensure that Guided Pathways is a standing agenda item for 23-24 academic year. We will invite Guided Pathways leadership to also attend the meetings to provide updates and see how we can integrate plans.

**6.1.3 (Integration In Progress) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college? \***

With your college’s commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response.

	Outcome Response
<b>Immediate Outcome:</b>	Add GP to SEAP genda each month & provide updates on Success Teams, goals and activities
<b>Intermediate Outcome:</b>	Collect and examine data on disproportionately impacted students in success teams
<b>Long-Term Outcome:</b>	The 25-28 Student Equity Plan will include full integration of Guided Pathways

**6.1.4 (Integration In Progress) How will your college evaluate these listed outcomes? \***

The Student Success and Equity Committee will work closely with IE to develop objectives and goals for addressing institutional barriers to student success.

**7. Associate Degree for Transfer (ADT) Integration \***

**7.1 Using the scale below, describe your college’s progress integrating ADT Program with Guided Pathways to achieve KPI Metrics. \***

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college’s progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here](#).

Integration in Progress

**7.1.1 (Integration in Progress) What are some present challenges that affect reaching full integration? \***

The college completed creating program maps for each AA and ADT program and worked to have them published and accessible to students via our website. Keeping information current and accurate amidst changes with AB-705, the upcoming Cal-GETC, and other programmatic changes can be challenging.

**7.1.2 (Integration in Progress) What are the actions your college has taken / plans to take to overcome these challenges? \***

The College has implemented various forms of support to help assist students through transfer level English and math such as peer mentoring, and embedded tutoring. In Spring 2023 the college is launching a two-day Registration Rally designed to help students enroll and register for classes. Setting students up for success in their first year to complete their English and Math courses, establishing a plan to help them complete units earned vs attempted, and creating connections with counseling and instructional faculty early on will help students from entry to completion.

**7.1.3 (Integration in Progress) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college? \***

With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

	Outcome Response
<b>Immediate Outcome:</b>	Students can access ADT requirements for all available programs
<b>Intermediate Outcome:</b>	Specialized map by institution (not just program) completed and accessible online
<b>Long-Term Outcome:</b>	Single transfer pathway that is universally accepted at UCs, CSUs, and private college

**7.1.4 (Integration in Progress) How will your college evaluate these listed outcomes? \***

- Track program map completion and track updates via the catalog review process
- Count of ADT programs
- Count of ADT program enrollment
- Count of ADT program completion
- ADT program completion rates compared to local AA/AS program completion rates Units accumulated upon completion of the ADT compared to AA/AS

## 8. Zero Textbook Cost to Degree (ZTC) Program Integration \*

### 8.1 Using the scale below, describe your college’s progress integrating ZTC Program with Guided Pathways to achieve KPI Metrics. \*

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college’s progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here](#).

#### Starting Integration

#### 8.1.1 (Starting Integration) What are some present challenges that have impacted integration? \*

While we have a number of courses converted to ZTC, we have had insufficient faculty engagement in program-level ZTC projects. It’s difficult to assess why faculty have not engaged in efforts to date, as funding has been made available to incentivize and compensate the work. Some faculty have reported there is limited/no quality materials available for their programs.

#### 8.1.2 (Starting Integration) What are the actions your college has taken / plans to take to overcome these challenges? \*

We are adding new ways and funding to incentivize and appropriately compensate faculty to engage in ZTC projects. We are also exploring other ways to provide textbooks that don’t involve cost to students, like directly funding textbook costs.

#### 8.1.3 (Starting Integration) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college? \*

With your college’s commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

	Outcome Response
<b>Immediate Outcome:</b>	Creation of clear guidelines/ models for ZTC projects that lead to ZTC programs.
<b>Intermediate Outcome:</b>	funding to support ZTC work and program projects. Explore additional models (funding textbook costs)
<b>Long-Term Outcome</b>	sustainable processes for creating ZTC programs as part of program development process.

**8.1.4 (Starting Integration) How will your college evaluate these listed outcomes? \***

The final measure of success will be the number of ZTC programs we are able to develop and implement, but these specific outcomes are straightforward and easy to evaluate: either we will have completed them or not. What will be more difficult to evaluate (in terms of the ultimate goal) is if we complete the initial and intermediate outcomes, yet we continue to fail to make progress.

**9. California Adult Education Program (CAEP) Integration \*****9.1 Using the scale below, describe your college's progress integrating CAEP with Guided Pathways to achieve KPI Metrics. \***

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here](#).

## Starting Integration

**9.1.1 (Starting Integration) What are some present challenges that have impacted integration? \***

Curriculum review and approval is slow.

We need more credit faculty champions to help us develop the noncredit-to-credit transition programs. We need systems in place that recognize the importance of noncredit education (Banner, for example, isn't set up for noncredit, and the only answer right now is to continually override banner holds to register students; the noncredit disciplines are not part of the current areas of interest; no department chair for noncredit; no FT time faculty for noncredit; a continuous battle to find classrooms since noncredit can only reserve classrooms AFTER credit is done with their even though we start the scheduling process much earlier than credit). The lack of noncredit faculty representation in certain committees slows the work (AP&P, LOAC, Academic Senate, Guided Pathways are prime examples).

The important note to make here is that CAEP integration into guided pathways is not a legislative requirement/mandate. It is not a requirement in the development of the 3-year plans, nor annual plans because the adult ed schools (with whom we are forced to partner with) are not required to follow the Chancellor's Office's guided pathway initiative). I see this as a major disconnect at the CO/CDE level. CAEP is driven by legislation (AB 86, AB 104, and now, AB 1491). These assembly bills do not speak to guided pathways outside

of creating seamless transitions for noncredit students to either find employment or transition to credit programs.

Currently, two noncredit programs lead to transition into credit programs. Further, we have a variety of college development courses (NESL, GED/HiSET prep, computer applications) that allow students to improve their success in college credit courses. The Counseling department has created a series of PD/PDNC courses to provide noncredit students with appropriate college skills (how to study, manage time, etc.)

**9.1.2 (Starting Integration) What are the actions your college has taken / plans to take to overcome these challenges? \***

AHC is planning to hire additional staff to help with the curriculum approval processes. Department Chairs and Deans are regularly examining the scheduling practices and looking into purchasing software that can help with better course /room scheduling processes.

**9.1.3 (Starting Integration) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college? \***

With your college’s commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

	Outcome Response
<b>Immediate Outcome</b>	develop noncredit CTE programs to address regional LMI & implement strategies that retain students
<b>Intermediate Outcome</b>	develop noncredit CTE programs to address regional LMI & implement strategies that retain students
<b>Long-Term Outcome</b>	develop noncredit CTE programs to address regional LMI & implement strategies that retain students

**9.1.4 (Starting Integration) How will your college evaluate these listed outcomes? \***

The college will collect and assess data regularly to evaluate these outcomes and make improvements as needed.

**10. Strong Workforce Program (SWP) Integration \***

**10.1 Using the scale below, describe your college’s progress integrating SWP with Guided Pathways to achieve KPI Metrics. \***

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college’s progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here](#).

Integration in Progress

**10.1.1 (Integration in Progress) What are some present challenges that affect reaching full integration? \***

Designing a comprehensive marketing plan that incorporates our Guided Pathways Areas of Interest, Career Technical Education and Early College is a challenging SWP task. Building the Guided Pathways bridge from Middle Schools to High Schools and on to Allan Hancock College through curriculum alignment, leveraged SWP resources and K-12 Partnerships is in progress. Complete institutional integration of Student Success Teams assigned to Areas of Interest without a standardized metric to measure the Team’s success is slowing down progress across campus.

**10.1.2 (Integration in Progress) What are the actions your college has taken / plans to take to overcome these challenges? \***

GP Led design teams created program mapping and an effective “Find Your Path” web page, linked to CTE/SWP programs, Jobspeaker and additional resources for students. SWP funding continues to support K12 Career Exploration and Career Carnival events targeting CTE students in Middle School and High schools within the AHC Service Area. The events now fully incorporate the GP Framework and Areas of interest. SWP funding continues to cover expenses for CTE related Professional Development, CTE equipment and supplies as well as CTE promotional materials, all of which have the GP Area of Interest branding.

**10.1.3 (Integration in Progress) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college? \***

With your college’s commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

	Outcome Response
<b>Immediate Outcome:</b>	Develop a GP/SWP, K-12 Integration and Training Plan.
<b>Intermediate Outcome:</b>	Secure resources to implement the K-12, Integration Plan.
<b>Long-Term Outcome:</b>	Improve student access and enrollment to AHC CTE programs through an integrated plan with K-12

**10.1.4 (Integration in Progress) How will your college evaluate these listed out comes? \***

The college will collect and assess data regularly to evaluate these outcomes and make improvements as needed.

**Certification**

**Plan Approver**

**Genevieve Siwabessy Ed.D.**

Associate Superintendent/Vice President, Student Services

[gsiwabessy@hancockcollege.edu](mailto:gsiwabessy@hancockcollege.edu)

Approved by Genevieve Siwabessy Ed.D.

05/19/2023 07:41 AM PDT



California  
Community  
Colleges



2023 © California Community Colleges

NOVA Site Version: 6.3