DATA Sizzle

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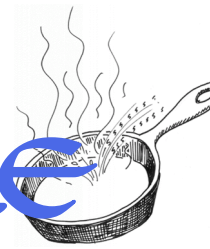
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Student Focus Group Follow-Up

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. As part of the College's data analysis for the Roadmaps to Success initiative (Guided Pathways), over 1,600 students received personal invitations to participate in focus groups in fall 2018. On May 1, 2019, two sessions were held with the facilitator from the RP Group that conducted the focus groups to meet with instructional and counseling faculty to discuss the 16 recommendations that resulted from the focus groups. Participants selected recommendations to discuss and identified strategies to address student concerns. These recommendations will ensure that student voices inform the development and implementation of Guided Pathways.

In This Issue:

- Student Focus group follow-up & recommendations

Do you have a particular topic you would like featured in Data Sizzle? Let us know!

Recommendation	Summary of **strategies** discussed to address some of the recommendations
#2 - Explore ways to reduce the student-to-counselor ratio	- Self-sustained outreach - Classified staff to help with applications, registration, etc. to free up counseling time for SEP or educational planning workshops - Improve online orientation - Earlier view of schedule; possibly 2 year schedule
#3 - Increase the capacity of the Counseling Center	- More streamlining with group counseling - First-year experience classes during the summer - Use more technology for workshops - Possible 1 unit course for each area of interest - Specialized student populations (EOPS, STEM, MESA) see only their assigned counselors freeing up general counseling appointments - Calendar availability training "Mentor Mondays" à linked to counseling liaisons
#7 - Leverage student voices to close the communication gap between students and the college	- Utilize technology: website redesign; campus-wide texting; AHC app; chat options (Spanish/English) - Canvas Calendar (i.e., campus events & deadlines) - Student feedback on best ways to communicate - Outreach: Bilingual; social media - Digital kiosk or marque - Class announcements - PR for instructional = their role to share campus info - ASB student lead/ student ambassador tours - Program embedded counselors or counselors dedicated to areas of study
#8 - Expand student supports and services for evening students	- Subsidize food vendor for later hours; allow food trucks; school clubs sell food - Collaborate with child services to offer food - Expand advising/counseling services in evening - Faculty mentoring - Strength communication and student services
#9 - Re-examine course availability and scheduling options,	- Schedule effectively - Reassess & offer online, evening, daytime - More online courses - Academics need to know how many student are in their programs

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Institutional Effectiveness

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Recommendations

Pillar 1 Recommendations: Clarifying the Path

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.

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.

Pillar 2 Recommendations: Helping Students Enter a Path at AHC

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.

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.

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.

6. Empower everyone who works at the college to be a source of student support.

Pillar 3 Recommendations: Helping Students Stay on the Path

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.

8. Expand student supports and services for evening students.

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.

10. Expand activities and events that promote student life at the Lompoc Valley Center.

11. Increase student and academic supports at Lompoc Valley Center.

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.

Pillar 4 Recommendations: Ensuring That Students Are Learning

13. Provide training to general student tutors and develop criteria to assess their knowledge of the subject matter they are expected to tutor.

14. Ensure ESL courses are sufficiently customized and/or differentiated to meet students' broad range of needs.

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 of Guided Pathways:

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.