DATA SIZZLE

Data is the new bacon!

MAY 2024
VOLUME 5

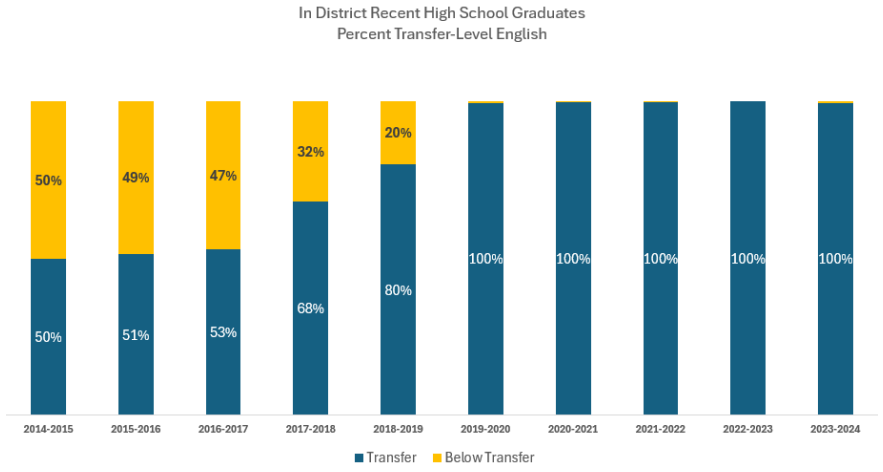
Institutional Effectiveness Newsletter

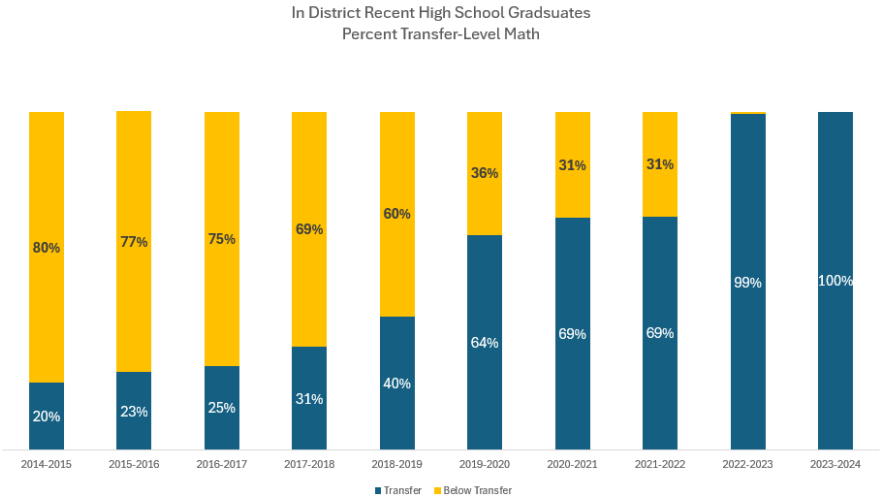
ALLAN HANCOCK COLLEGE

In this issue:

Historical Trends in English and Math

Historical enrollment data highlights a marked improvement in transfer-level enrollments for both English and math over the last decade. In English, transfer-level enrollments steadily increased from 50% in 2014-2015 to 100% by 2019-2020. In math, transfer-level enrollments rose from 20% in 2014-2015 to 100% by 2023-2024. Notably, the Hancock Promise program, initiated in 2018-2019, and the implementation of AB 705 in 2019, which mandated colleges to use high school performance for placement, contributed to these improvements. These initiatives aimed to maximize the likelihood of students completing transfer-level coursework, effectively increasing completion rates and narrowing the achievement gap.

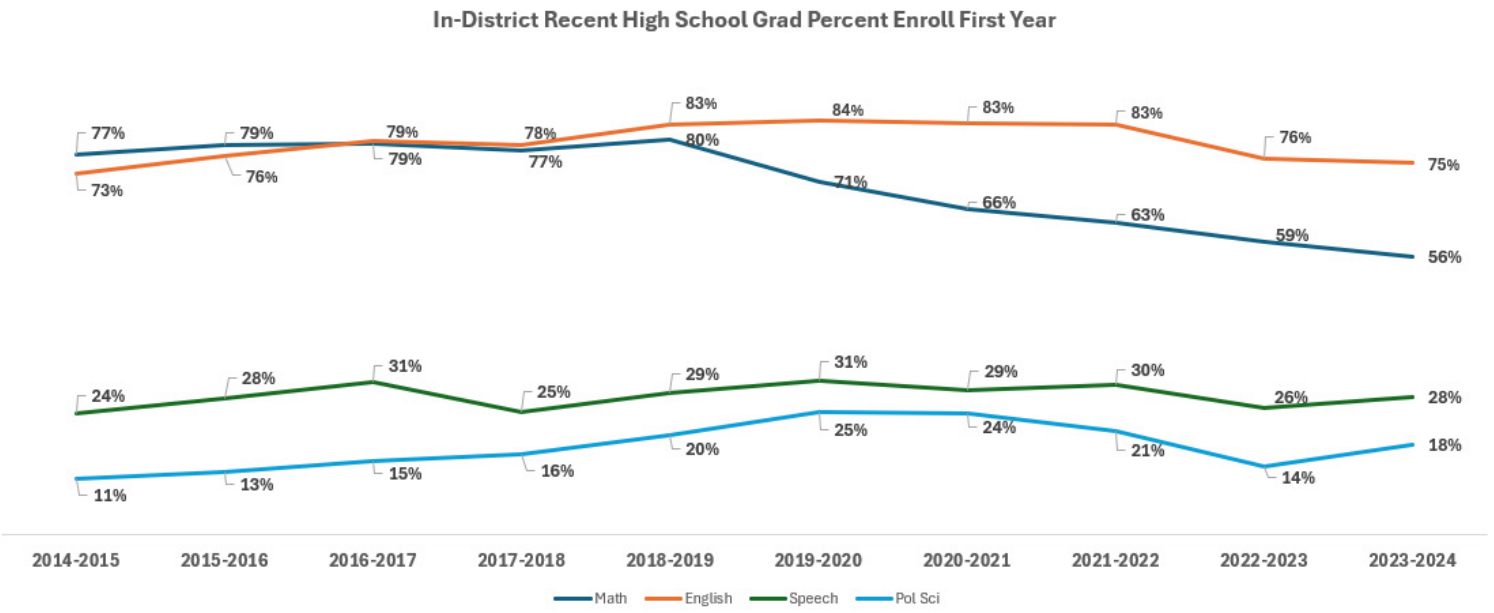




Promise Program: *The Hancock Promise began in Fall 2018 and is open to all district students who enroll at Hancock immediately after graduating from a high school. This year the college is expanding its award-winning Promise program to provide a full two years free for students who meet the requirements.*

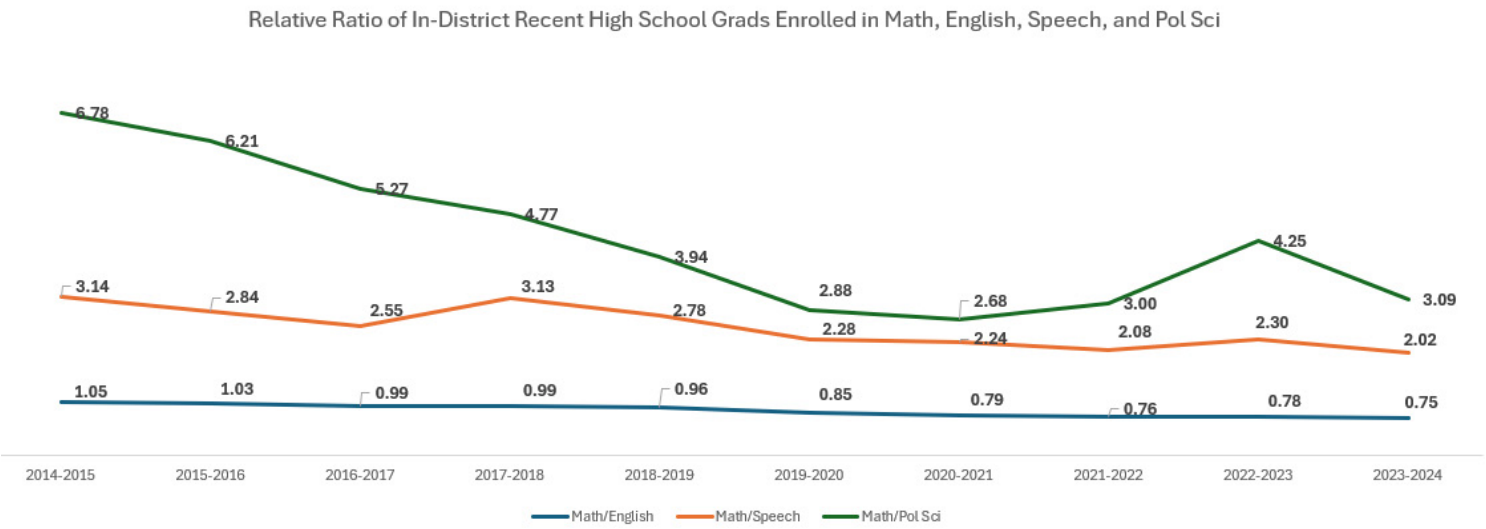
The data shows enrollment trends for in-district recent high school graduates enrolling in their first academic year at the college in math and English. From 2014 to 2024, math enrollments started at 77% in 2014-2015, peaked at 80% in 2018-2019, and then steadily declined to 56% by 2023-2024. English enrollments began at 73% in 2014-2015, peaked at 84% in 2019-2020, and slightly decreased, stabilizing around 75% by 2023-2024.

In 2018, the Hancock Promise program was introduced and in 2019, AB 705 was enacted to improve student placement and completion rates. These initiatives aimed to increase enrollments in transfer-level English and math courses, expecting a rise in enrollments. However, the COVID-19 pandemic in 2020 caused significant enrollment declines, which continued through spring 2022. Despite expectations of an enrollment rebound in 2022-2023 and 2023-2024, math and English enrollments continued to decline. In contrast, speech and political science courses saw a bounce back in enrollments during the same period. The pandemic's impact and other factors have led to a sustained decrease in math and English enrollments.



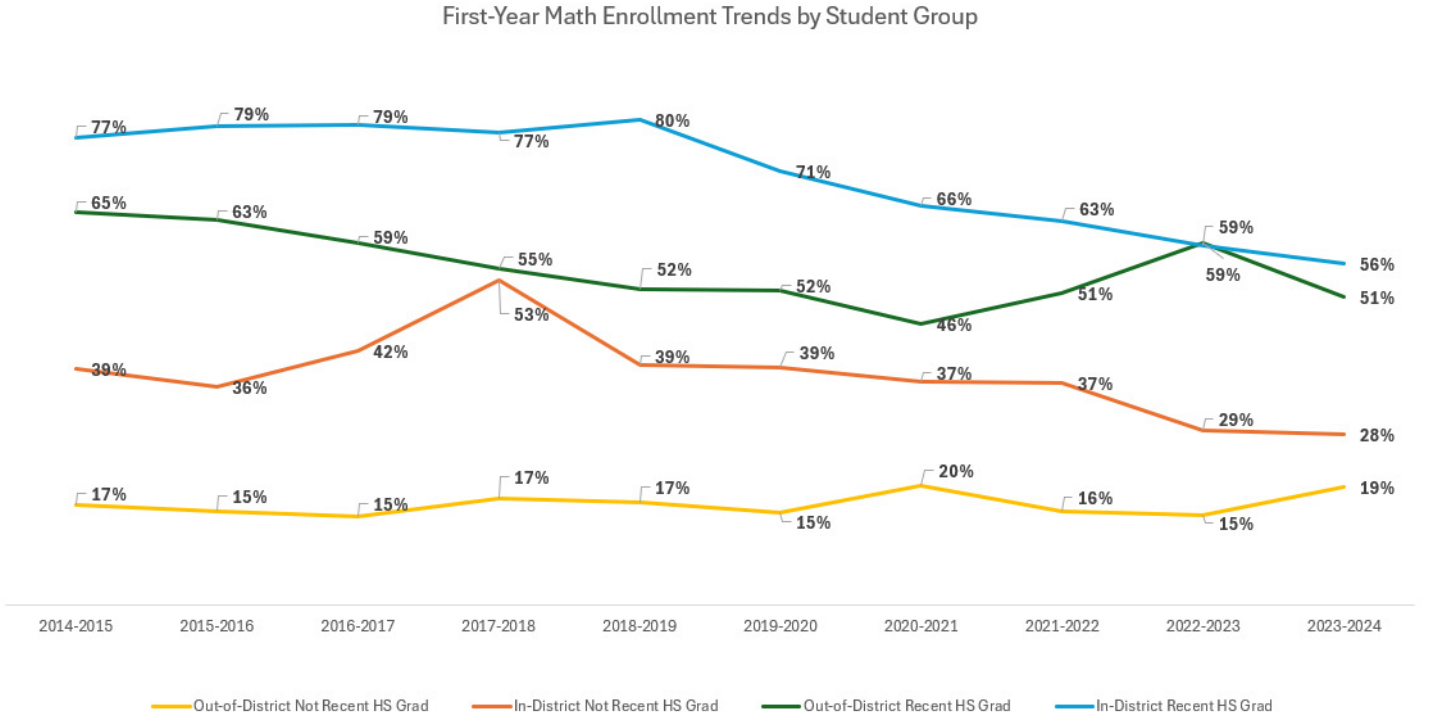
*California state legislation **Assembly Bill (AB) 705** and **Assembly Bill (AB) 1705** aim to reform the placement and enrollment processes in community colleges to increase student success rates in transfer-level courses. AB 705, enacted in 2017, requires community colleges to maximize the probability that students will complete transfer-level coursework in English and math within a year by using high school coursework, grades, and GPA for placement decisions instead of standardized tests. Colleges were required to begin placing students using AB 705 rules starting in the fall semester of 2019. AB 1705, signed into law in 2022, builds on AB 705 by further limiting the circumstances under which colleges can place students in remedial courses and mandating that colleges provide clear evidence that such placement is necessary and beneficial for the student. Additionally, AB 1705 restricts the repetition of courses that students have already completed in high school, ensuring that students move forward in their academic progression. Both laws seek to reduce the number of students in remedial classes, thereby improving access to college-level education and increasing completion rates.*

The Math/English ratio started at 1.05 in 2014-2015, indicating slightly higher enrollments in math than in English, but it steadily declined to 0.75 by 2023-2024, showing a shift towards higher enrollments in English relative to math. The Math/Speech ratio decreased from 3.14 in 2014-2015 to 2.02 in 2023-2024, indicating a narrowing gap between math and speech enrollments. Similarly, the Math/Political Science ratio dropped from 6.78 in 2014-2015 to 3.09 in 2023-2024, reflecting a significant relative increase in political science enrollments. Overall, while math enrollments were initially higher compared to English, speech, and political science, the ratios have declined over the years, showing a relative shift in enrollments favoring English, speech, and political science.



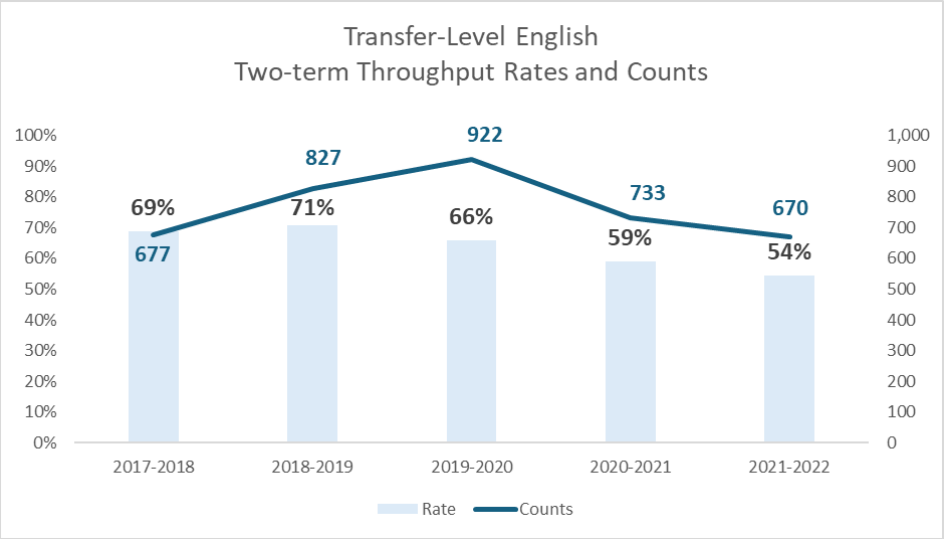
The data illustrates math enrollment trends in the first year for different student groups from 2014 to 2024. For out-of-district, not recent high school graduates, math enrollments fluctuated slightly, with a low of 14.5% in 2016-2017 and a peak of 19.6% in 2020-2021, ending at 19.4% in 2023-2024. In-district, not recent high school graduates saw an increase from 38.7% in 2014-2015 to a high of 53.3% in 2017-2018, followed by a decline to 28.0% by 2023-2024

For out-of-district recent high school graduates, enrollments generally decreased from 64.5% in 2014-2015 to 50.6% in 2023-2024, with a notable dip during the pandemic years. In-district recent high school graduates, who are eligible for the Hancock Promise program starting in 2018-2019, had consistently high enrollments around 77-79% before the program, peaking at 79.6% in 2018-2019. However, their enrollments declined during the pandemic to 56.1% in 2023-2024. Despite the end of the pandemic's impact by 2022-2023, the anticipated rebound in enrollments did not fully materialize, particularly for in-district recent high school graduates, whose math enrollments continued to decline.



Enrollment Trends in Transfer-Level English

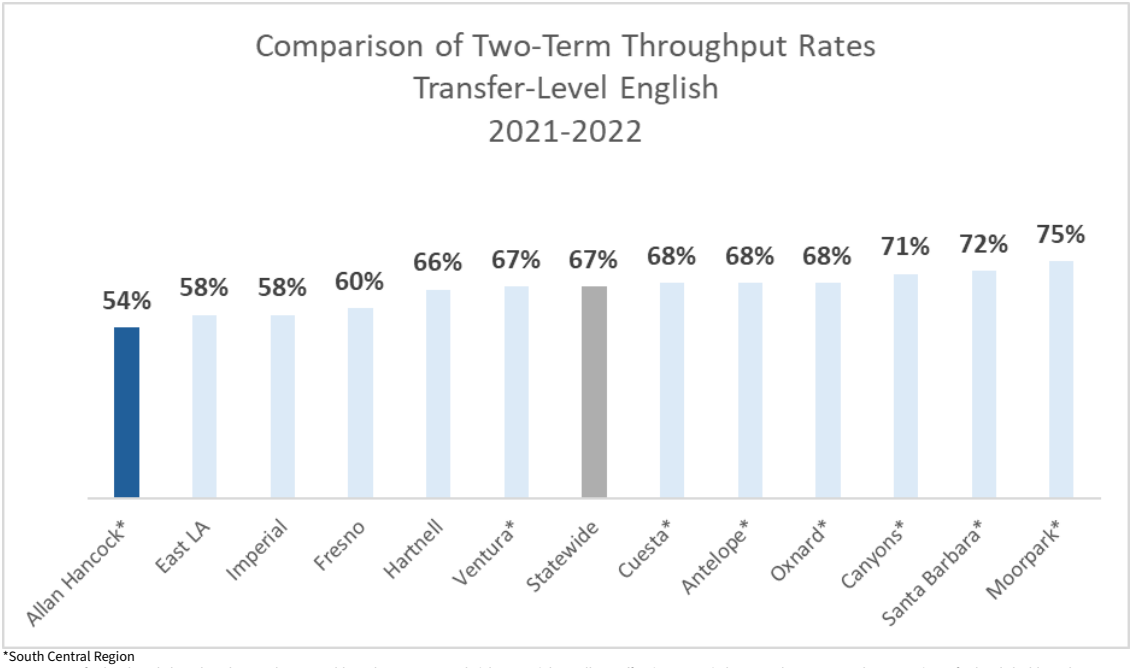
The chart below illustrates the two-term throughput rates and counts for transfer-level English courses over the past five academic years, starting from students' first enrollment in these courses. The number of students completing transfer-level English began at 677 in 2017-2018 and peaked at 922 in 2019-2020, before declining to 670 by 2021-2022. Similarly, the completion rate showed a downward trend, starting at 69% in 2017-2018 and gradually decreasing to 54% in 2021-2022. These figures indicate a steady drop in both the number of students completing transfer-level English and the overall completion rate since the 2019-20 academic year.



Source: Transfer-level English and Math Completion Dashboard: www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/transfer-level-dashboard

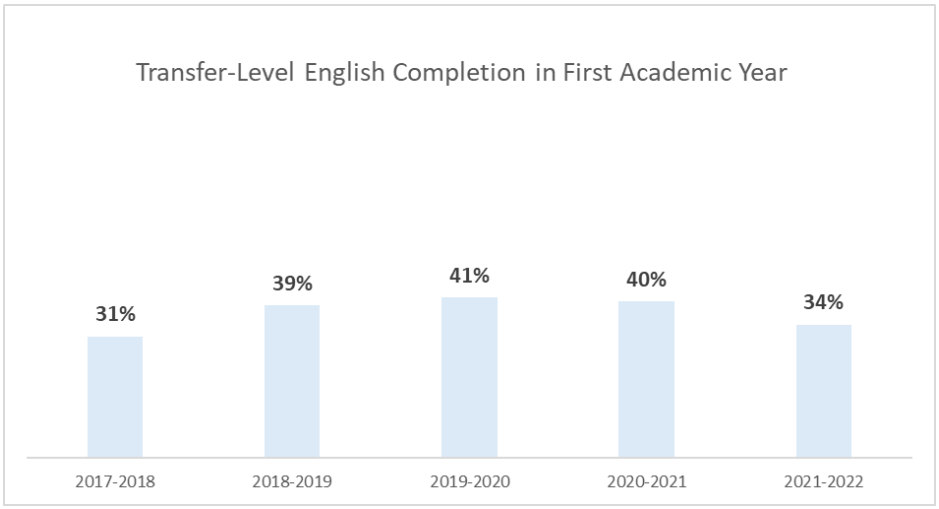
*The **throughput** rate, as defined by AB 705 research, is the proportion of a cohort of students who complete the transferable or gateway math or English course within two primary semesters.*

This chart provides throughput rates for transfer-level English courses, comparing Allan Hancock College to several comparable institutions in the South Central region, as well as other comparable colleges across the state. Allan Hancock College has a completion rate of 54%, which is lower than many of its peers. For instance, East LA and Imperial both have completion rates of 58%, while Fresno stands at 60%. Other colleges such as Hartnell, Ventura, and the statewide average have a higher completion rate of 66% and 67%, respectively. Cuesta, Antelope, and Oxnard each have a 68% completion rate. Notably, Canyons, Santa Barbara, and Moorpark have some of the highest completion rates at 71%, 72%, and 75%, respectively.



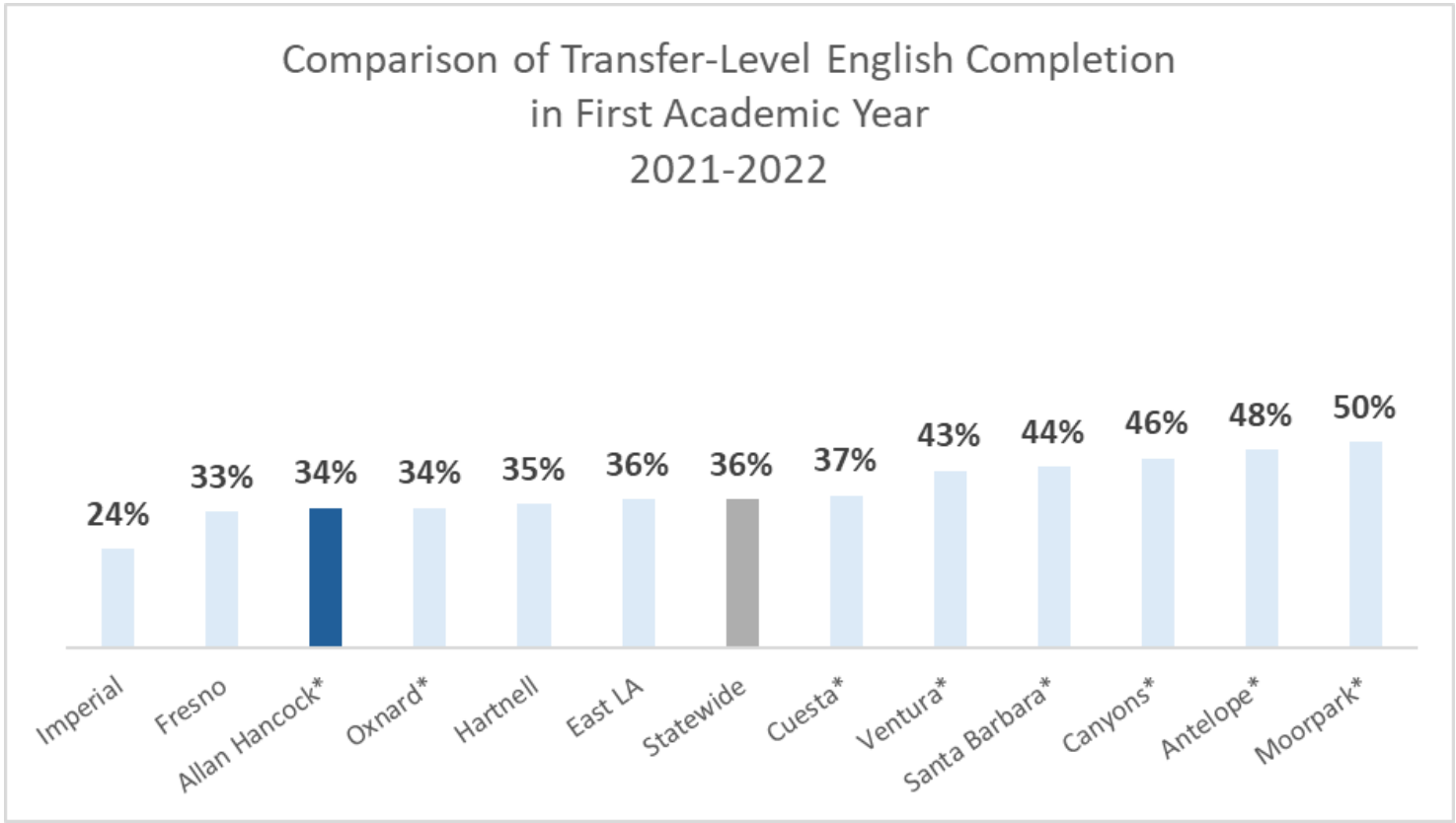
*South Central Region
Source: Transfer-level English and Math Completion Dashboard: www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/transfer-level-dashboard

This chart provides completion rates for transfer-level English courses within the first academic year for first-time students. Over the past five academic years, the completion rates have fluctuated. In the 2017-2018 academic year, 31% of students completed their transfer-level English course within their first year. This rate increased to 39% in 2018-2019 and reached a peak of 41% in 2019-2020. However, the completion rate slightly declined to 40% in 2020-2021 and further dropped to 34% in 2021-2022. These trends indicate that while there was an initial improvement in completion rates, there has been a recent decline, highlighting the need for ongoing efforts to support first-time students in successfully completing their transfer-level English courses within their first year.



Source: Student Success Metrics: www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx

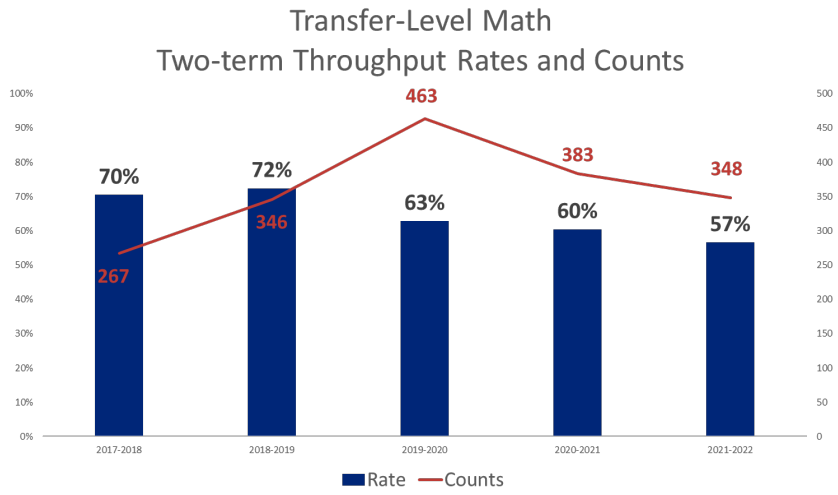
When compared to regional colleges, Allan Hancock College's completion rate is on par with Oxnard (34%) and slightly higher than Imperial (24%) and Fresno (33%). However, it falls behind Hartnell (35%) and East LA (36%), as well as the statewide average (36%). Higher completion rates are observed at Cuesta (37%), Ventura (43%), Santa Barbara (44%), Canyons (46%), Antelope (48%), and Moorpark (50%). This comparison indicates that while Allan Hancock College performs similarly to some regional peers, there is significant room for improvement to match or exceed the higher completion rates observed at other comparable institutions.



*South Central Region

Source: Student Success Metrics: www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx

Enrollment Trends in Transfer-Level Math



Source: Transfer-level English and Math Completion Dashboard: www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/transfer-level-dashboard

Over the past five academic years, the completion rates and counts for transfer-level math courses have been tracked. Starting from students' initial enrollment in these courses, the data reveals fluctuating trends. In the academic year 2017-2018, 267 students enrolled, with a completion rate of 70%. Subsequently, there was an increase in both counts and completion rates in 2018-2019, with 346 students enrolled and a completion rate of 72%. However, in the following years, there was a decline in both counts and completion rates. In 2019-2020, there were 463 enrollments, but the completion rate dropped to 63%. This trend continued into 2020-2021, with 383 enrollments and a completion rate of 60%. The latest data from 2021-2022 shows a further decrease, with 348 enrollments and a completion rate of 57%.

Allan Hancock College's two-term throughput rate for math is 57%, which falls in the lower half when compared to the other colleges listed. The statewide average is 62%, indicating Allan Hancock College is slightly below the overall state rate. Several comparable institutions like Santa Barbara (64%), Antelope Valley (65%), Moorpark (65%), and Cuesta (66%) have higher math throughput rates than Allan Hancock College. At the same time, Allan Hancock College outperforms some regional peers like East LA (52%) and Fresno City (56%) in this metric. Other colleges like Hartnell, Imperial Valley, Ventura, College of the Canyons, and Oxnard show throughput rates ranging from 68% to 71%, well above Allan Hancock College's rate. Overall, while not the lowest, Allan Hancock's two-term math throughput lags behind many similar institutions across the state.

Completion *refers to the successful finishing of a course with a C or better.*

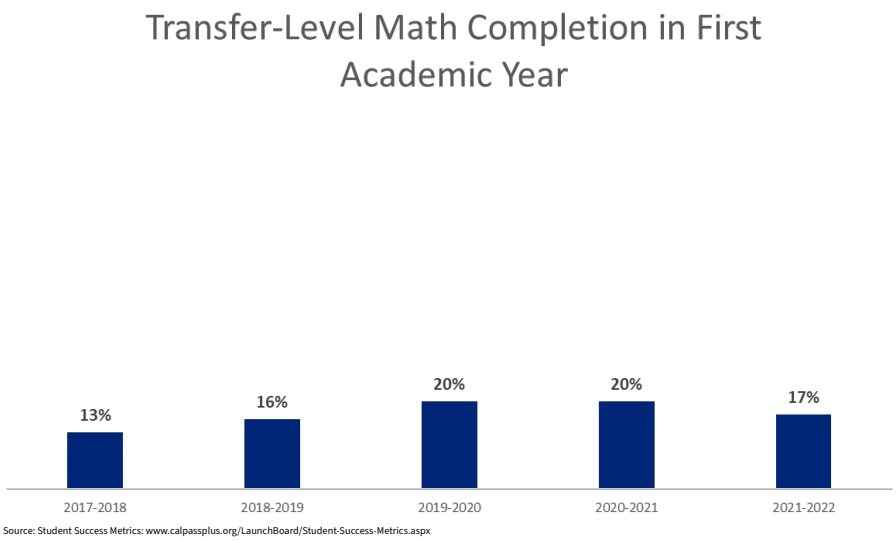
When we say that a student completed a course within the first academic year, it means that the student has successfully finished a course with a C or better during their first year of enrollment at the college.

Enrollment *means registered for a course.*

*South Central Region

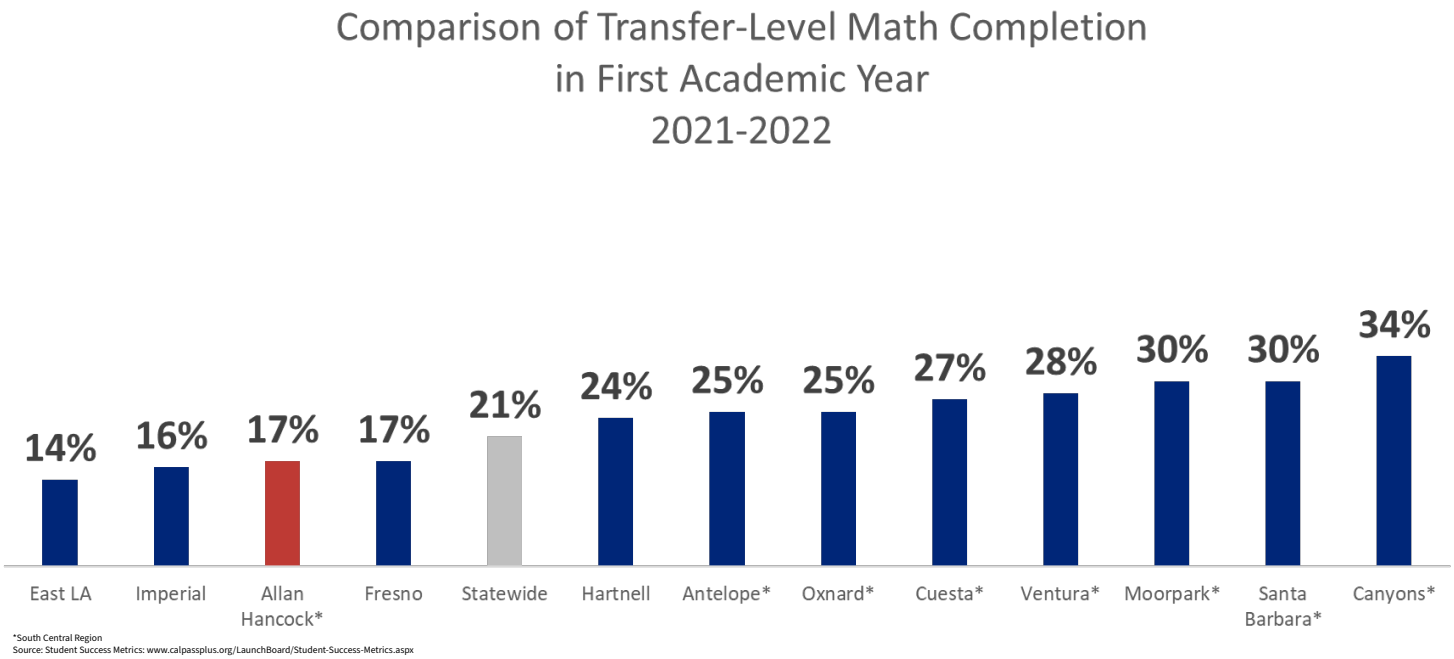
Source: Transfer-level English and Math Completion Dashboard: www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/transfer-level-dashboard

The data shows the percentage of first-time students at the college who completed a transfer-level math course within their very first academic year of enrollment. Looking at the rates over the past five years, there has been some fluctuation but an overall upward trend. In 2017-2018, only 13% of new students finished a transfer-level math class in their first year. This rate improved to 16% the following year. The highest rates were seen in 2019-2020 and 2020-2021 at 20% - meaning one in five new students completed transfer math within their first year. However, the most recent 2021-2022 data shows a dip back down to 17%.



When looking at the percentage of first-time students completing transfer-level math in their very first year, Allan Hancock College falls toward the lower end compared to many similar institutions in the region. At 17%, Allan Hancock College's rate is tied with Fresno City College but trails the statewide average of 21%.

Several colleges have substantially higher first-year math completion rates, including Hartnell (24%), Antelope Valley (25%), Oxnard (25%), Cuesta (27%), Ventura (28%), Moorpark (30%), Santa Barbara (30%), and College of the Canyons topping the list at 34%. Only East LA (14%) and Imperial Valley (16%) have lower rates than Allan Hancock College in this metric.



Team Spotlight

On May 22, 2024, the IE office was honored as the AHC Department of the Year for 2023-2024. We also recognized 25 years of service for our retiring Vice President, Dr. Paul Murphy.

Enjoy your retirement, Paul!

Reminders

STRATEGIC PRIORITIES

01
02
03

Three leading indicators were selected at the 2023 planning retreat as college priorities to focus on for 2023-2026:

Completion of Comprehensitve SEP in the First Year
- -SEP Technology Improvement
- -Embedded and Expanded Services

Units Earned in First Semester
- -Professional Development
- -Strategic Enrollment Managment
- -Persistence Assistance (early alert)

Completion of Transfer-Level English & Math in First Year
- -First Year Experience Program
- -High School Partnership
- -Embedded and Expanded Services

Helpful links:

Quick Facts

IE Office

Institutional Data

Surveys

Learning Outcomes

Research Request

Program Review

Be on the lookout for the next issue of Data Sizzle arriving this summer!