



# DATA SIZZLE

Data is the  
new bacon!

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Institutional Effectiveness Newsletter



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## Fall Enrollment Trends

In spring 2020, the enrollment trend at Allan Hancock College was about as good as it had been since the early 2010s. At that point, both the fall and spring terms had higher enrollments compared to previous years and were on pace to match or exceed enrollments from the last academic year where we had reported 10,000 annual FTES. However, we all know what happened in the spring of 2020 and since the enrollment drop caused by COVID-19 and the related pandemic procedures, it has been a very slow and very long climb back to these enrollment peaks.

The table below shows fall credit census enrollments for the past six years. The bad news is the large drop in fall 2020 compared to the previous year. The good news is not only has every fall term from 2021 onward had a slight increase in year over year enrollments, the increase for fall 2024 is larger than the sum increase of the previous three years combined. If the enrollment growth from fall 2024 continues to next year, AHC will be mostly fully recovered from the pandemic enrollment drop of five years ago.

Term	Credit Enrollment at Census	% change from previous year
Fall 2019	28,141	
Fall 2020	22,439	-20%
Fall 2021	22,784	+2%
Fall 2022	23,484	+3%
Fall 2023	23,709	+1%
Fall 2024	25,447	+7%

**Enrollments:** The number of “seats” filled at the institution. Each course enrollment is counted separately. Enrollment is considered a duplicated value because students can be counted more than once.

## Summer Enrollment Trends

Even with fall enrollments trending up each year, they still can't compare to the success of the most recent summer term for credit enrollments. Summer 2024 actually exceeded summer 2019 enrollments, marking the first time since COVID-19 that any term has had enrollments higher than the term directly preceding COVID. Interestingly, the drop in summer credit enrollments over the past six years didn't occur until the year after pandemic procedures were implemented. This delay is likely due to a combination of factors: most AHC summer courses were already offered online, and students close to graduating in spring during COVID wanted to finish in the summer. As shown in the table below, the summer 2024 term experienced a substantial year-over-year increase and ended with more credit enrollments than summer 2019.

Term	Credit Enrollment at Census	% change from previous year
Summer 2019	7,145	
Summer 2020	7,410	+4%
Summer 2021	6,202	-16%
Summer 2022	6,541	+5%
Summer 2023	6,606	+1%
Summer 2024	7,233	+9%

**FTES:** "Full time equivalent students." Each FTES equals 525 contact hours, whether taken by one or several students. So total FTES for a district or department equals all contact hours divided by 525.

## Enrollment Trends - Groups

Two groups are driving the majority of enrollment growth for summer and fall 2024. The first group is students who previously took concurrent enrollment courses at our local high schools. These students typically show higher outcomes than those who did not participate in concurrent enrollment, so it is encouraging to see their enrollment numbers increasing. The other group with the highest year-over-year percentage growth consists of first-time students, as shown in the table below.

Term	Credit Enrollment at Census Prior Concurrent	% change from previous year	Credit Enrollment at Census First Time Student	% change from previous year
Summer 2023	1,862		720	
Summer 2024	2,390	+28%	1,830	+154%
Fall 2023	7,131		7,441	
Fall 2024	8,806	+23%	7,983	+7%

**For current registration data, check out the [Registration Report](#) which is updated weekly.**

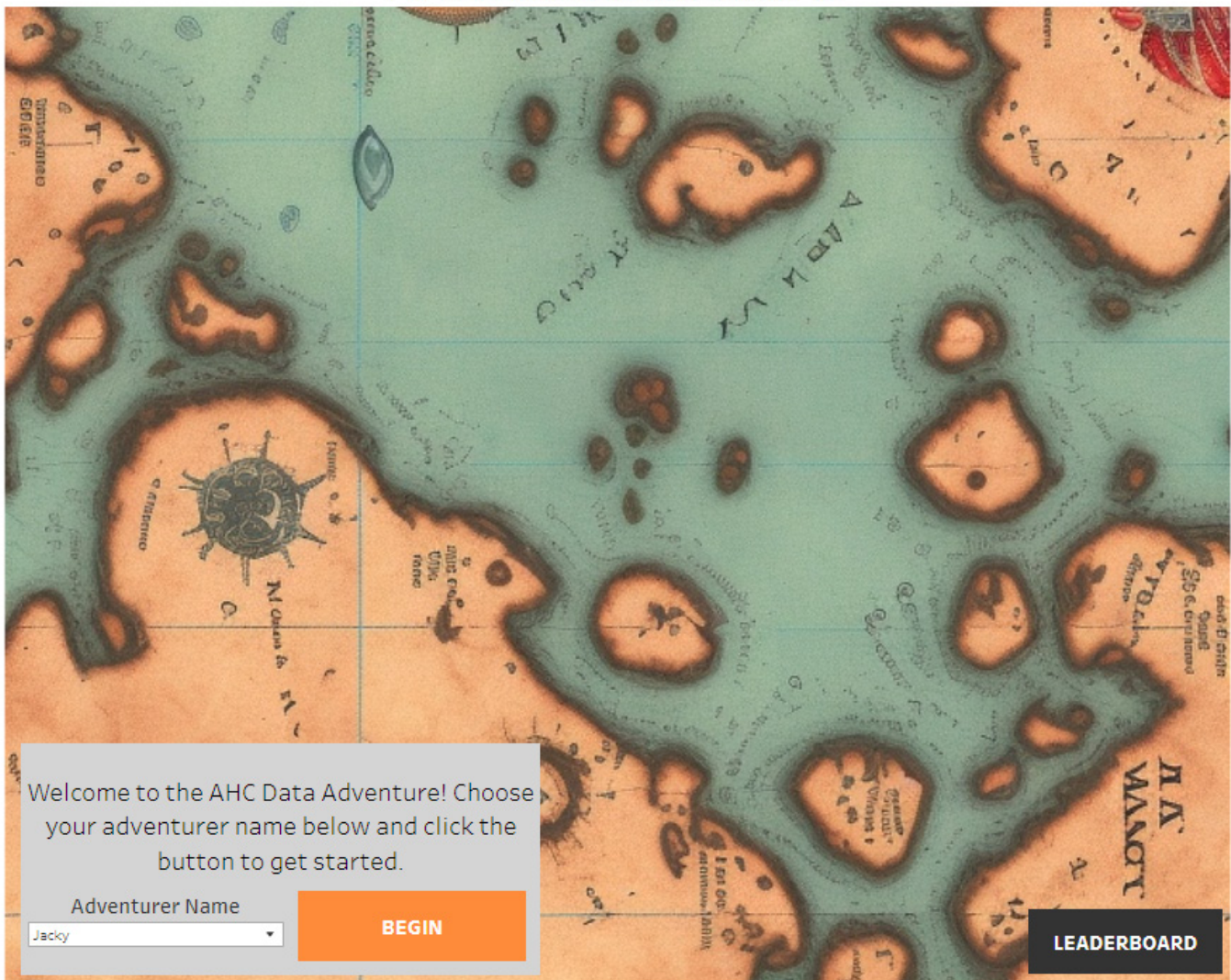
# Data Adventure Dashboard

Are you interested in more fascinating facts about AHC students? If so, then the Data Adventure Dashboard was made just for you! Sail the high seas in search of adventure (and data). Danger lurks in the darkest depths, but those who brave the shadows are rewarded with a bounty of riches (and data).

This dashboard was created as a fun and interactive way to explore various data dashboards available at AHC. From program data focused on enrollment, retention, and success to degree and transfer data, there's a dashboard for almost anything student-related in the Data Adventure. Wondering which local high schools send the most students to AHC? Look no further than the High School Going Rate Dashboard! Scheduling woes turning you upside down? The Heat Map Dashboard has all the scheduling data you need!

If you complete the Data Adventure or have any questions or concerns, let Armando Cortez in the IE Office know, and you might see your name on the leaderboard. The data adventure can be found on the IE website or by [using this direct link](#).

## AHC Data Adventure



# Key Performance Indicators (KPIs) Update

During the 2023 planning retreat, the Institutional Effectiveness team reviewed key performance indicators (KPIs) to assess the college's progress and future focus areas. Three KPIs were selected to prioritize for the next three years (2023-2026):

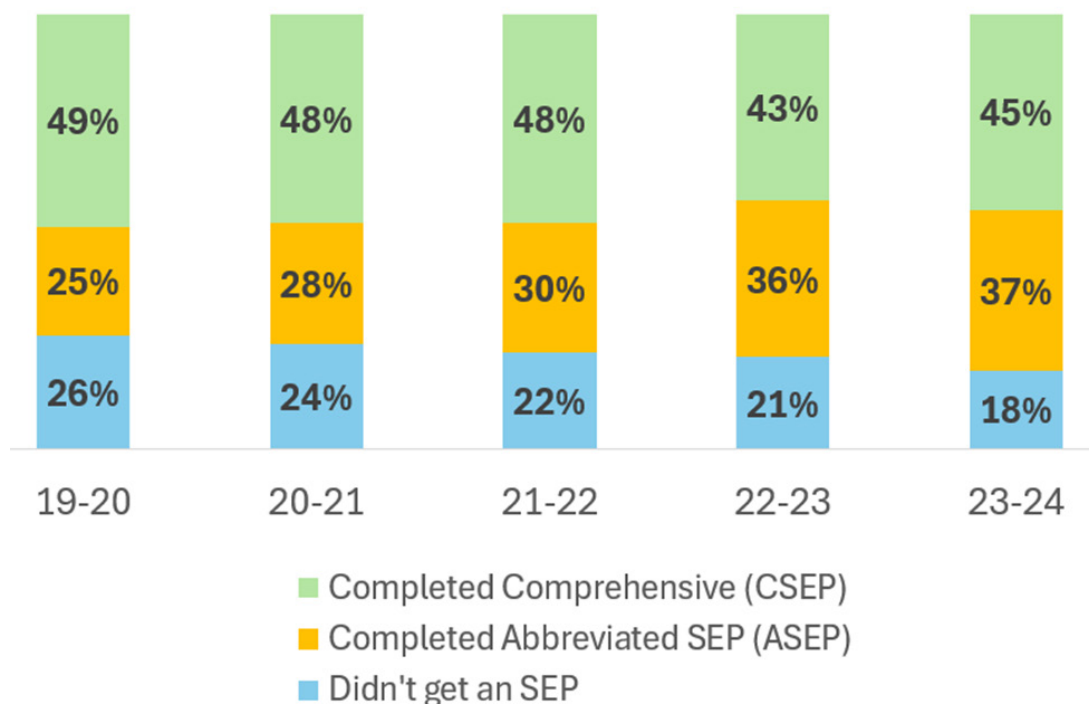
- Increasing the completion of comprehensive student education plans (CSEP) within the first academic year
- Improving the number of units earned in the first semester
- Increasing the completion rates of transfer-level math and English in the first academic year.

These early milestones were chosen because they can be easily tracked, allowing the college to quickly identify if students are veering off course. Additionally, these indicators are strong predictors of longer-term outcomes, such as retention, persistence, and degree completion. By focusing on these foundational achievements, the college can address potential barriers early and provide targeted interventions to improve student success. Other reasons for selecting these milestones include their alignment with state and federal reporting requirements and their relevance to equity initiatives aimed at closing achievement gaps.

To ensure ongoing progress, all councils and committees have been asked to monitor, discuss, and track the KPIs regularly. This should be a standing agenda item for these groups, ensuring that there is continuous focus on improving these key performance indicators.

The data in Figure 1 presents the percentage of students completing Student Education Plans (SEPs) by the end of their first year over the period from 2019-2020 to 2023-2024. The percentage of students completing comprehensive SEPs has slightly decreased, moving from 49% in 2019-2020 to 45% in 2023-2024. In contrast, those completing abbreviated SEPs increased from 25% to 37% during the same period. Additionally, the percentage of students not completing any SEP dropped from 26% to 18%. Overall, this data indicates more students are completing SEPs, with an increasing number opting for abbreviated SEPs.

**Figure 1: Percent of Students Completing SEPs by End of First Year**



In Figure 2, the average number of units attempted and earned by first-time students in their first semester is shown, covering Fall 2019 to Fall 2023. The number of units attempted slightly declined from 10.5 in Fall 2019 to 10.2 in Fall 2023. Units earned decreased from 7.2 in Fall 2019 to 6.6 in Fall 2022, with a slight rise to 6.8 in Fall 2023. This pattern suggests students are maintaining a steady number of units attempted, with a recent improvement in units earned after earlier declines.

**Figure 2: Average Units Attempted vs. Earned in Students' First Semester**

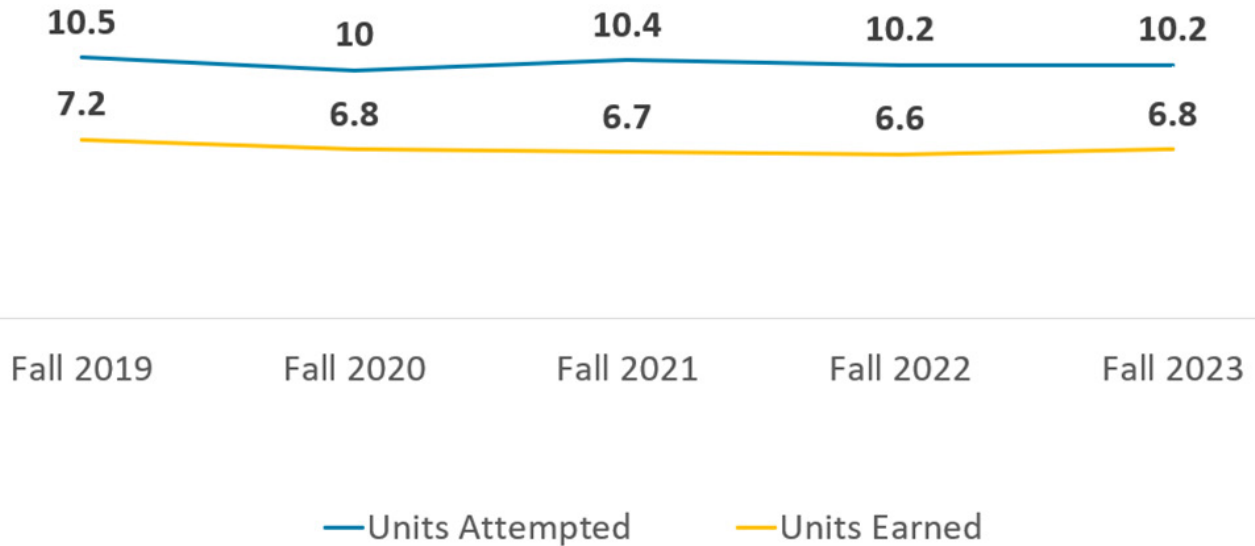
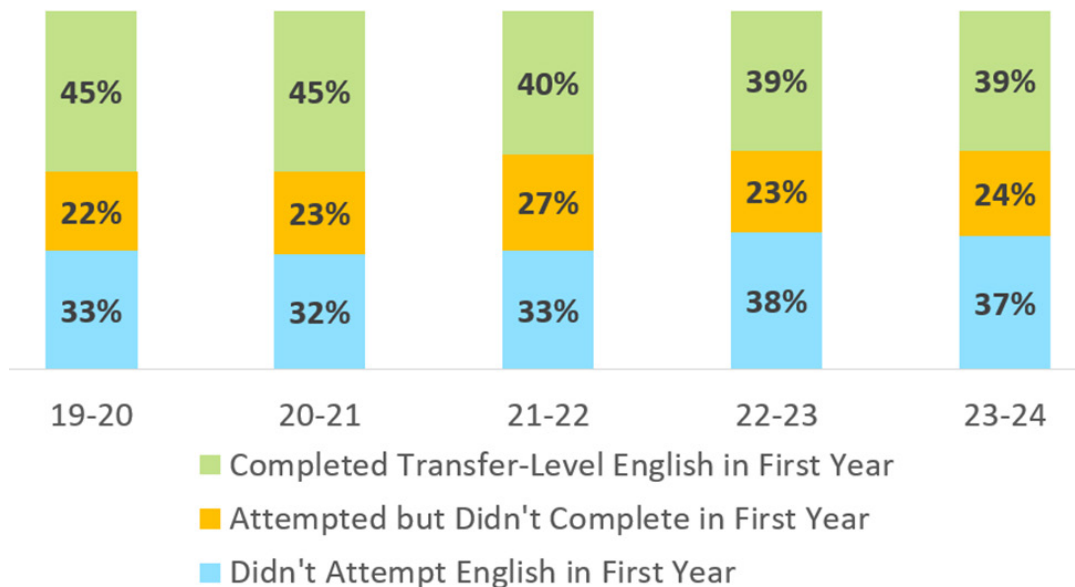


Figure 3 illustrates the percentage of students completing, attempting but not completing, and not attempting transfer-level English in their first year from 2019-2020 to 2023-2024. The completion rate for transfer-level English declined from 45% in 2019-2020 to 39% in 2023-2024. Meanwhile, the percentage of students not attempting English has increased from 32% in 2020-2021 to 37% in 2023-2024. Additionally, there has been a slight increase in the percentage of students attempting but not completing transfer-level English, rising from 22% to 24%. These shifts indicate a decline in completion rates and an increase in non-attempts and unsuccessful attempts in the first year.

**Figure 3: Percentage of Students Completing Transfer-Level English by End of First Year**



The data in Figure 4 shows trends in transfer-level math completion, attempts, and non-attempts by first-year students from 2019-2020 to 2023-2024. Completion rates fluctuated, starting at 25% in 2019-2020, peaking at 27% in 2020-2021, and ending at 26% in 2023-2024. The percentage of students attempting but not completing math rose from 12% to 21%, while the proportion of students not attempting math dropped from 63% in 2019-2020 to 53% in 2023-2024. These trends indicate more students are attempting transfer-level math, although completion rates have stayed relatively stable.

**Figure 4: Percent of Students Completing Transfer-Level Math by End of First Year**

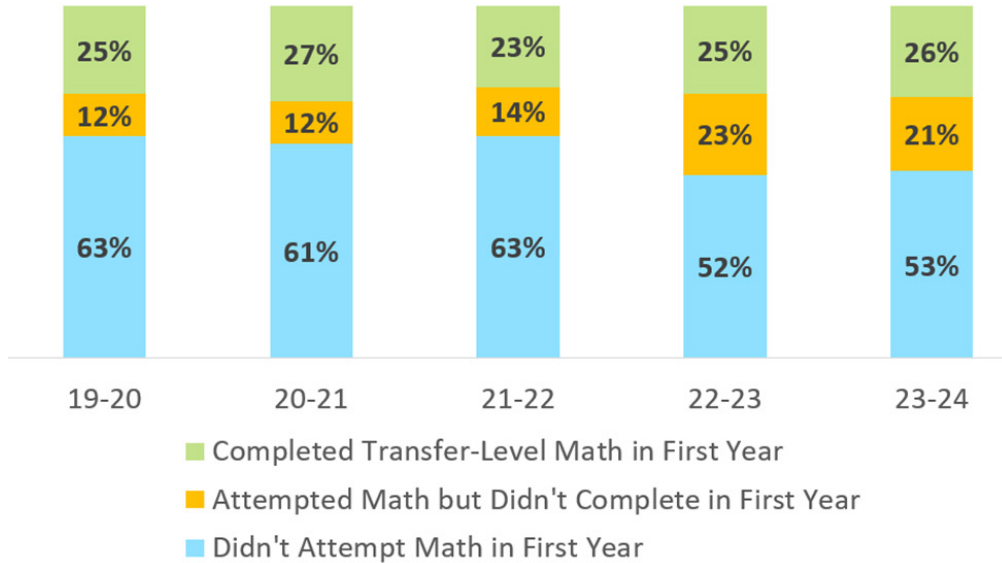
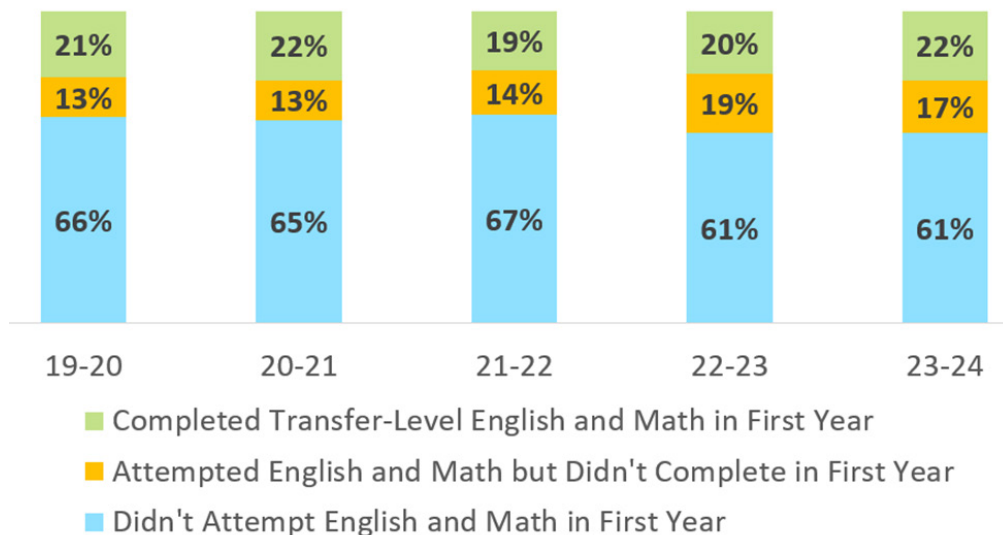


Figure 5 highlights that in the last two years (2022-2023 and 2023-2024), more students have attempted both transfer-level math and English in their first year, with 39% attempting both, compared to 33% in 2019-2020. Despite this increase, the completion rate remained consistent at 22% in 2023-2024. This suggests that while more students are attempting both subjects, completing them within the first year remains a challenge. The percentage of students not attempting either subject has remained steady at 61% over the past two years.

**Figure 5: Percent of Students Completing Both Transfer-Level English and Math by End of First Year**



# Team Spotlight - Craig Bach

Hello, AHC Colleagues! I could not exaggerate how happy I am to be back in California and joining the team here. The commitment to the community and students is impressive. It was apparent from my first conversations. I enjoy the work I do in institutional effectiveness and learning assessment. My focus has always been on providing data-driven insights to faculty, staff, students, and administrators to help them achieve their goals.

I grew up in Southern California and have been living on the east coast for 20+ years. I am a life-long guitarist of several styles – mostly fingerstyle and rock. If there are any musicians out there, please say hi. I also hope to return to my youthful days of surfing.

Most importantly, I am the father of twin 18-year old girls – Elise and Sarah. They are a real treasure – the alpha and omega as they say. They just started college this term. Even though we are far from each other, they share their creativity with me through their drawings, the strange YouTube videos they show me, and all the literature they discuss. My significant other Natasha and her two sons will be coming out in December. Now, I just need to get my girls out here! It is safe to say that everyone is excited and hopeful about the life we will build out here.

Thanks for the warm welcome. I look forward to the work ahead.



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## 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 Comprehensive SEP in the First Year

- SEP Technology Improvement
- Embedded and Expanded Services

#### Units Earned in First Semester

- Professional Development
- Strategic Enrollment Management
- 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](#)

The IE office is now using TeamDynamix to track research and data requests. Be sure to utilize [this form](#) to request assistance from the IE office.