

AB 705



WHAT'S OLD



- **Placement tests** that didn't do a very good job of properly placing students into the math and English classes right for them. That's old!
- **Semester after semester of below-college-level math and English courses** that delayed students from reaching their graduation and transfer goals. That's old!
- Math & English **courses that didn't give students enough time with their instructors** to really help them succeed. That's old!



WHAT'S NEW



- **No more placement test for math and English.** Almost all students are now placed directly into college and transfer-level courses, making it faster to complete your graduation and transfer goals.
- **More classroom support is now available for your math and English classes.** These classes offer additional one-on-one and small group learning with faculty. These "supplemental" courses are required for some students (based on high school gpa) but are open to all students.
- **Taking math and English right away** as you enter college for the first time or are returning back to college is key to your success. Our aim is to support students in successfully passing college-level math and English in your first year.



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State Dashboards

 **California Community Colleges** | **Student Success Metrics**

Interested in the changes in metric definitions for the June 2020 release? See the [Changes in Definitions document](#)

Examine the outcomes of California community college students

Make a starting selection and click your student journey type

LOCALE LEVEL

Statewide | Macroregion | Microregion | District | College


Allan Hancock College

YEAR: All



All Students

<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>

 **Guided Pathways**

Interested in how the data is calculated? See the [Metric Definition Dictionary](#)

Statewide | Macroregion | Microregion | District | College: Allan Hancock College

Year: 2018-2019 | Drill Down: Time Trend

VIEW

Viewing Data for Allan Hancock College

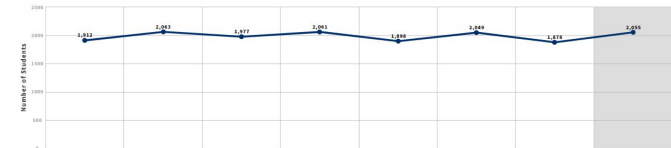
Student Type | Learning Progress | Momentum

Export Data to CSV

STUDENT TYPE

First Time Credit Students

All students who enrolled in a credit course for the first time in the fall of the selected year, including those who enrolled in the summer intersession immediately before or had previously earned concurrent enrollment credit.



<https://www.calpassplus.org/LaunchBoard/GuidedPathways.aspx>

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Institutional Effectiveness Dashboards

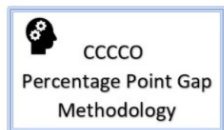
AHC EQUITY

Allan Hancock College Equity Dashboard

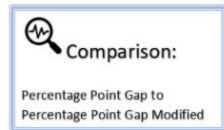
Choose an equity outcome on the right to begin. Each outcome has over 20 demographic groups that can be used for disaggregation of the data.

This dashboard uses the percentage point gap (PPG) modified method to calculate equity. Typically any subgroup with a PPG of -3.0% or less is not at equity and will be highlighted in red. To learn more about the methodology and definition of PPG use the links below.

Return to the 'Get Started' screen when you want to choose a different equity outcome to investigate.



WHAT IS PERCENTAGE POINT GAP?



GET STARTED

EQUITY OUTCOMES

- Retention & Success
- Time to Transfer Math
- Time to Transfer English
- Time to Math&English
- Time to Degree
- Time to Transfer
- Time to 15 Units
- Time to 30 Units
- Time to 60 Units

Home / Institutional Effectiveness / Program Data

PROGRAM DATA

Intro | 1 Outcomes | 1.1 Outcomes | 1 Ret Suc Acad Year Graph | 1 Ret Suc summer graph | 1 Ret Suc fall graph | 1 Ret Suc spring graph

Program Data

STEP 1| Choose subjects: ART

Subjects: ART

STEP 2| Choose awards: (Multiple values)

Awards: Art, Studio Arts, Studio Arts for Transfer

STEP 3| Choose majors: Art

Student Majors: Art

Contents

- 1- Enrollment, headcount, sections, FTES, retention, success
- 2- Demographics
- 3- Equity outcomes
- 4- Online/Face to face comparison
- 5- Efficiency
- 6- Program awards & majors
- 7- Faculty load
- A- Course demographic detail
- B- Awards by major detail

Institutional Effectiveness AHC Program Data: <https://www.hancockcollege.edu/ie/programdata.php>

COHORT DATA

Intro | 1.1 Cohort | 1.2 Leading Indicators | 1.3 Transfer Math English | 1.4 Lagging Indicators

Cohort Leading/Lagging Key Performance Indicators



Workbook data will display based on the chosen demographic group

Group Choice
All

Workbook overview

- 1.1 Cohort
Headcount, Enrollment, Basic Skills, Ed Goal, First Gen, BOG/Promise, Gender, Age, Ethnicity
- 1.2 Entry Outcomes
Attempt/Earn 12+/24+ units or 15+/30+ units, Retention, Success GPA, Fall to Spring Persistence, Prior Special Admit & Concurrent Enrollment
- 1.3 First Term Math & English
Attempt & Pass Transfer Math, Transfer English and both Transfer Math and Transfer English in first term and first academic year
- 1.4 Exit Outcomes
Degrees Earned, Time to Degree, Transfer Count, Time to Transfer

Institutional Effectiveness AHC Equity Dashboard: <https://www.hancockcollege.edu/ie/ahcequity.php>

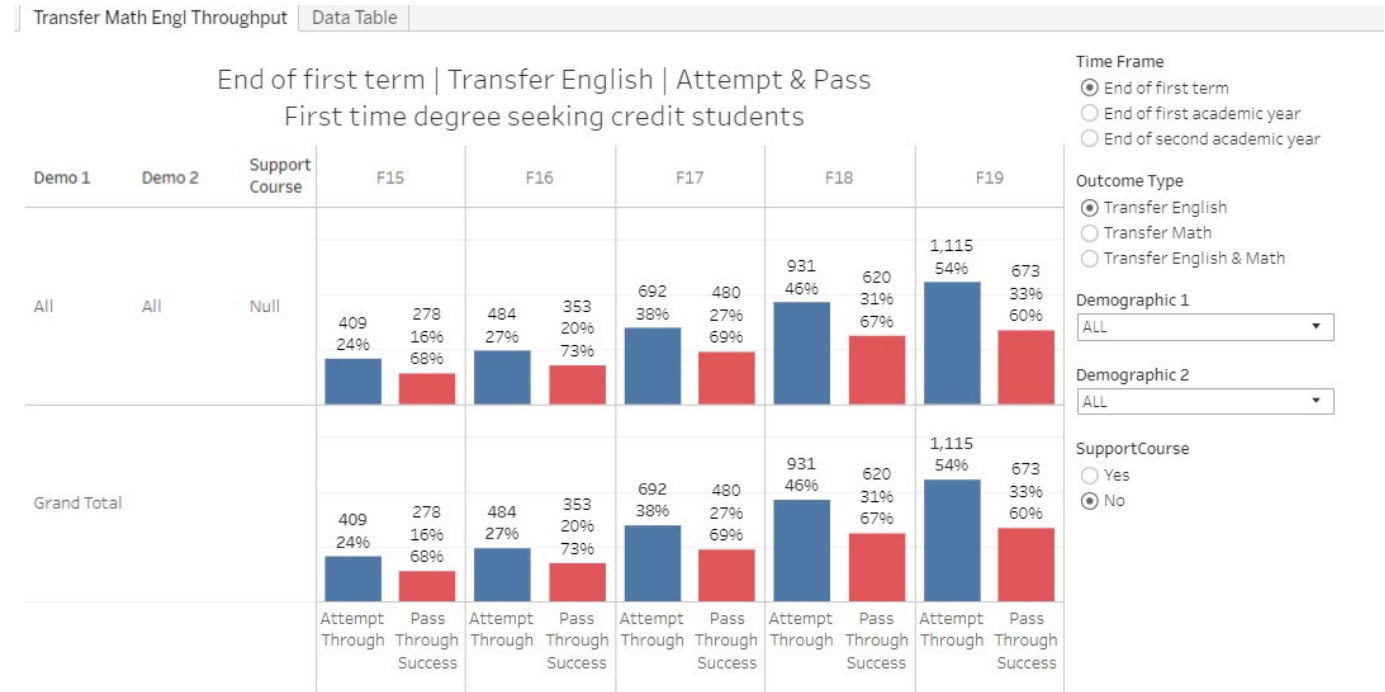
Institutional Effectiveness AHC Cohort Dashboard: <https://www.hancockcollege.edu/ie/cohortdata.php>

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Institutional Effectiveness Dashboards

Support Course and GPA bands



Coming Soon...



Thanks
— to —
Armando!

Institutional Effectiveness Definitions

This data is complicated!

- Pay attention to timeframes
- Student types
- Subject
- Support or no support
- GPA bands

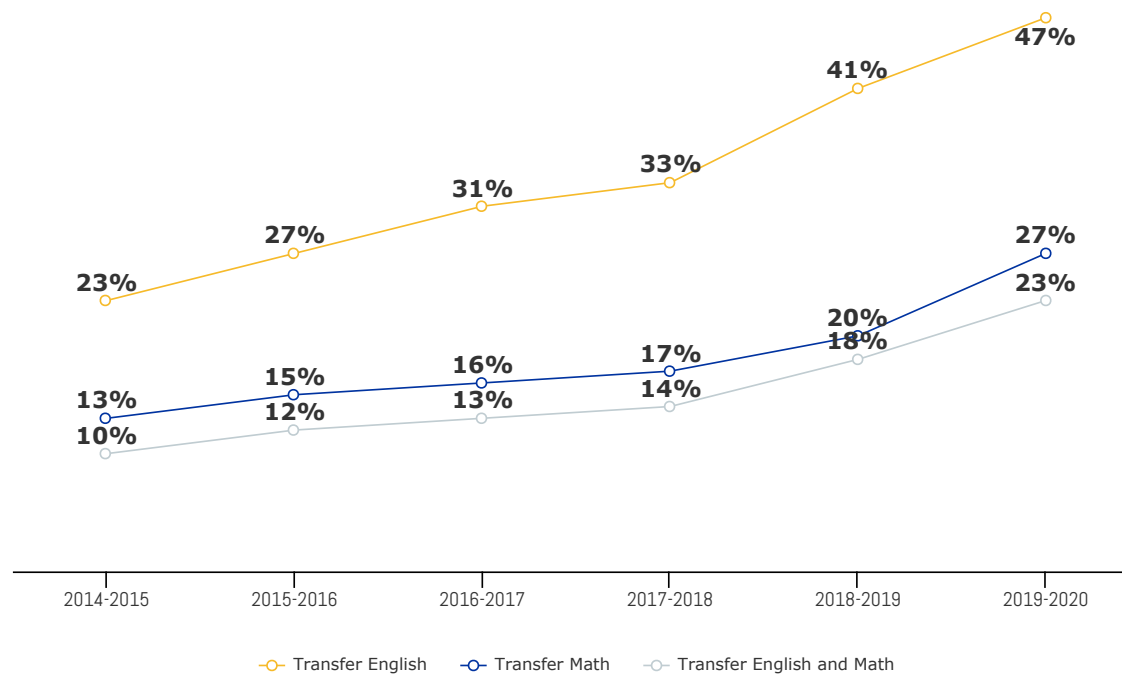


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Historical Data: First Time Credit Students at Allan Hancock College

Among first-time credit students, the proportion who completed transfer-level math and/or English in two primary terms

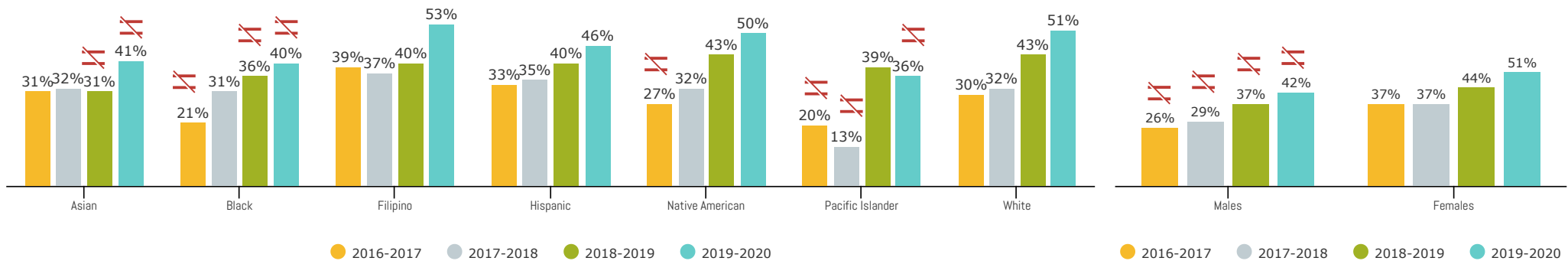


More first-time credit students are completing math and English in two primary terms since AHC changed placement rules and offered accelerated and supplemental courses.

AB 705 - Disproportionate Impact



Historical: First-time credit students completion of English in two primary terms



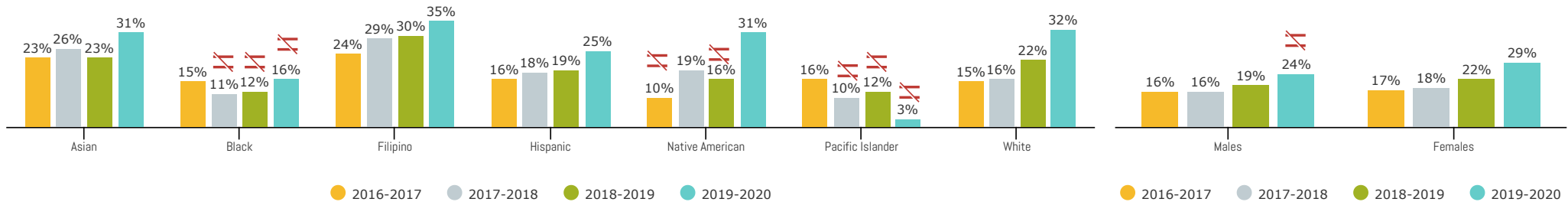
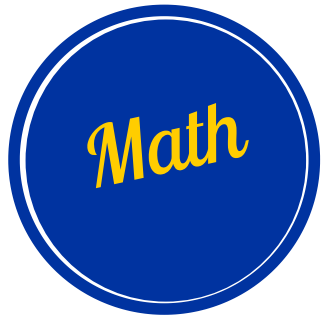
Disproportionate Impact

While all groups have increased completion rates overtime, Asians, Blacks, Pacific Islanders and Male students all continue to be disproportionately impacted.

AB 705 - Disproportionate Impact



Historical: First-time credit students completion of math in two primary terms



Disproportionate Impact

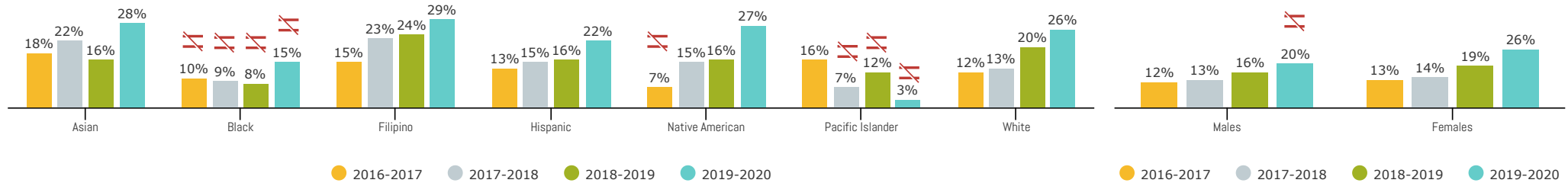
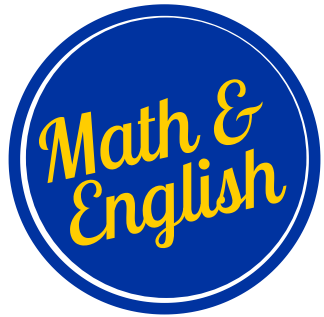
i While all groups have increased completion rates overtime, Blacks and Pacific Islanders are consistently disproportionately impacted. Male students were significantly impacted in 2019-2020.

Resources: Institutional Effectiveness AHC Equity Dashboard: <https://www.hancockcollege.edu/ie/ahcequity.php>

AB 705 - Disproportionate Impact



Historical: First-time credit students completion of math and English in two primary terms



Disproportionate Impact

i While all groups have increased completion rates overtime, Blacks and Pacific Islanders are consistently disproportionately impacted for completion of both math and English in two primary terms. Male students were significantly impacted in 2019-2020.

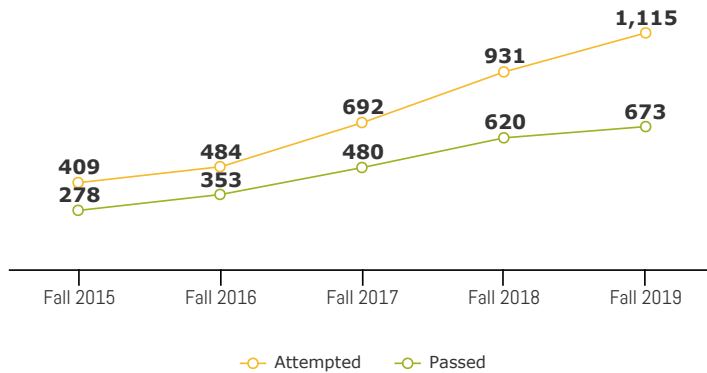
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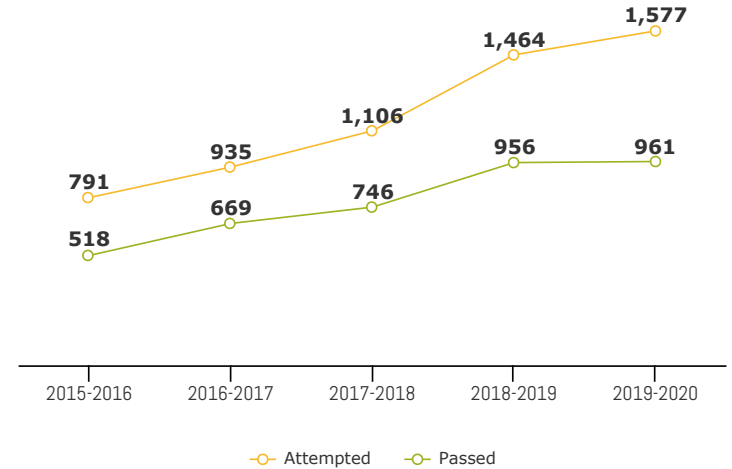
Historical: First-Time, Degree/Transfer Seeking, Credit Students



Students attempting and passing transfer-level English in first term



Students attempting and passing transfer-level English in first academic year



i More first-time students are attempting and passing English 101 in their first term and their first academic year.

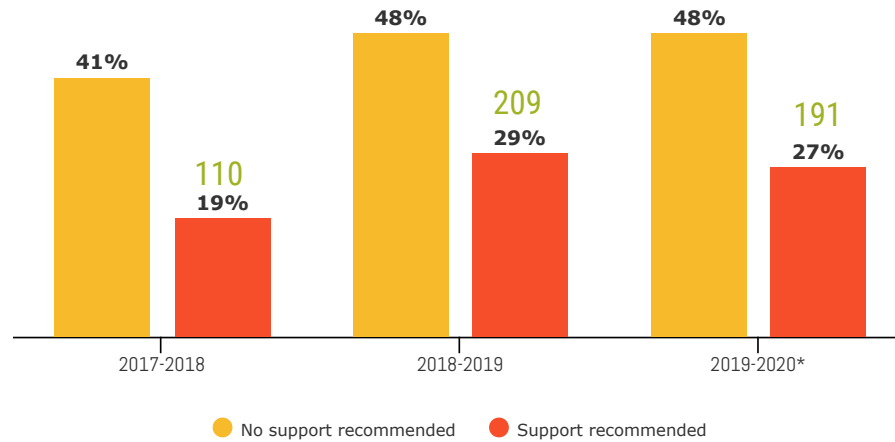
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Historical: First-Time, Degree/Transfer Seeking, Credit Students



Academic year throughput rate for transfer-level English based on high school placement data



The throughput rate for lower GPA band students has increased from 19% to 27%. We nearly doubled the number of students in this lower band the last two years.

*ERT in spring 2020 likely halted the upward growth for the 2019-2020.

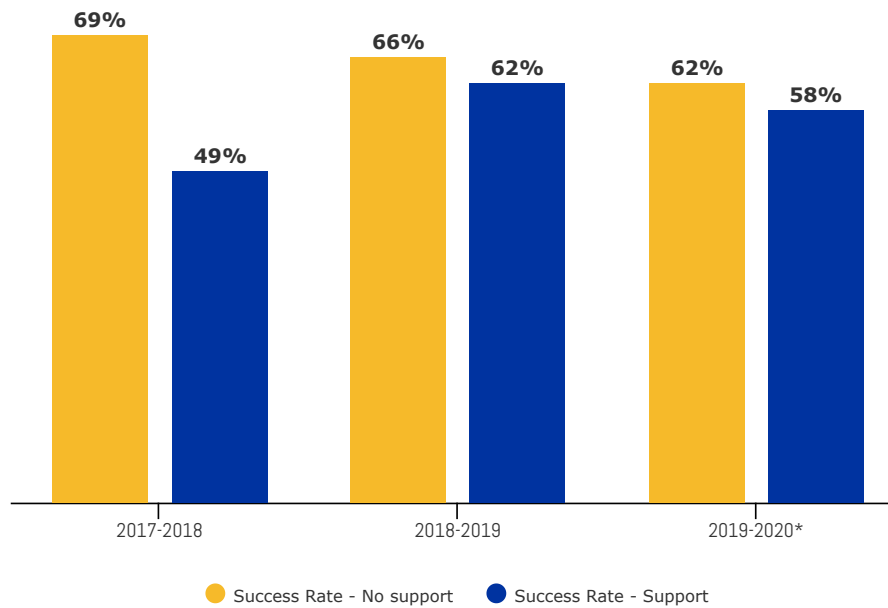
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Historical: First-Time, Degree/Transfer Seeking, Credit Students



Success rates in transfer-level English



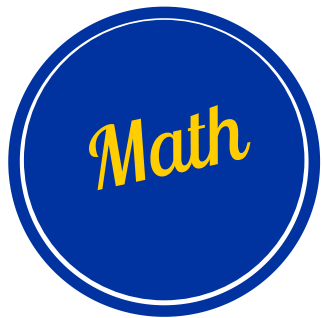
The success rate for students in English 101 with no support is similar to the success rate with support over the last two years.

*ERT in spring 2020 likely halted the upward growth for the 2019-2020.

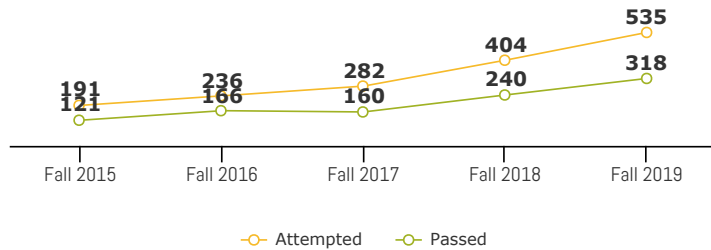
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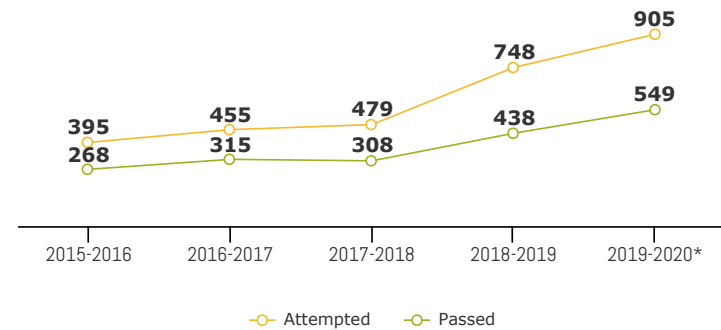
Historical: First-Time, Degree/Transfer Seeking, Credit Students



Students attempting and passing transfer-level math in first term



Students attempting and passing transfer-level math in first academic year



More students are attempting and passing transfer-level math in the first term and the first year.

*ERT in spring 2020 likely halted the upward growth for the 2019-2020.

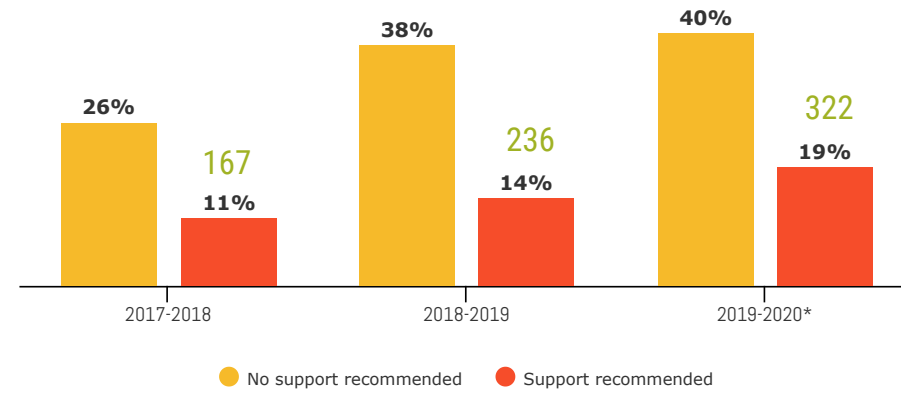
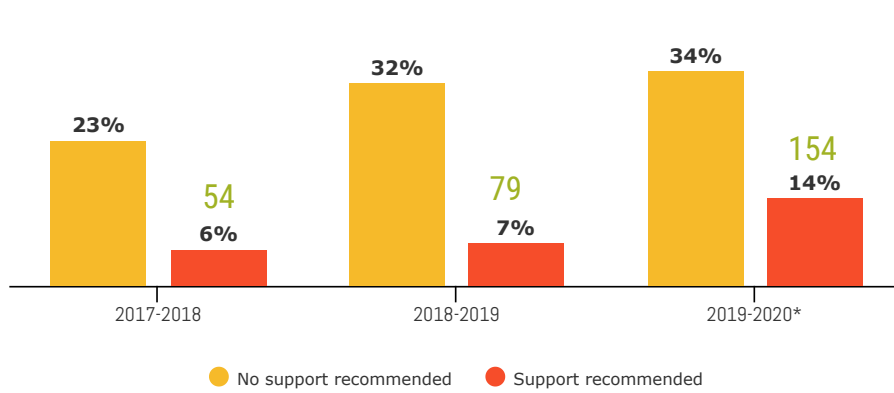
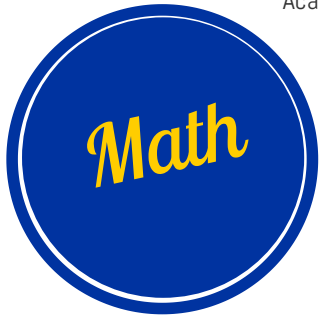
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Historical: First-Time, Degree/Transfer Seeking, Credit Students

Academic year throughput rate for transfer-level Statistics based on high school placement data

Academic year throughput rate for transfer-level B-STEM based on high school placement data

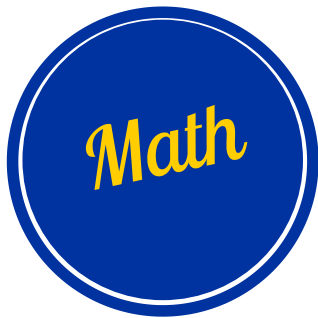


i The throughput rates about doubled in the last few years for students in the lowest GPA bands.
*ERT in spring 2020 likely halted the upward growth for the 2019-2020.

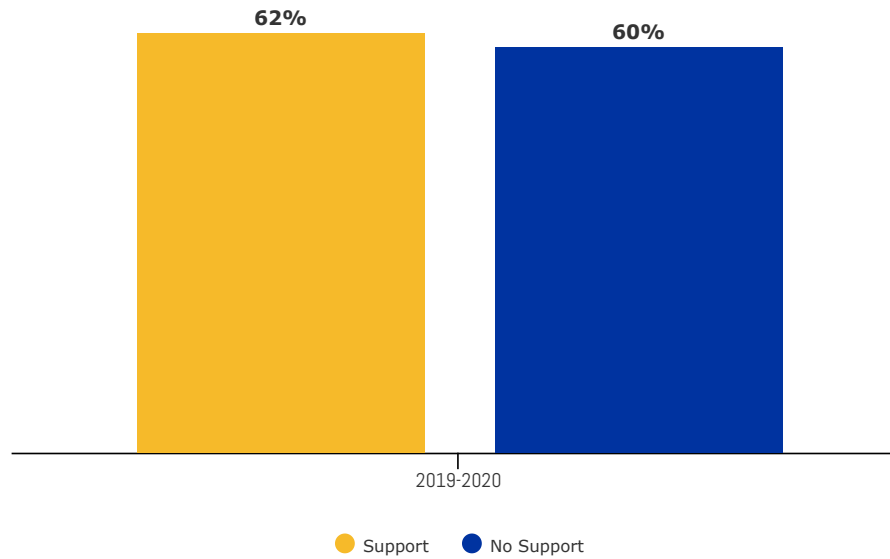
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Historical: First-Time, Degree/Transfer Seeking, Credit Students



Success rate for transfer-level math



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Questions

