

Student Outcomes

2017 Planning Retreat

Outline

- Scorecard Cohort Outcomes
 - Cohort Methodology
 - Recent Trends in Completion
 - Outcomes and Equity
 - Update for 2015-16
 - Remedial Completion
 - Transfer Completion
 - CTE Cohort Outcome
- IPEDS Cohort Analysis
- Institution Set Standards

Scorecard Completion Cohort Approach

Of the CCC students who intend to pursue a particular educational goal, how many are successful?

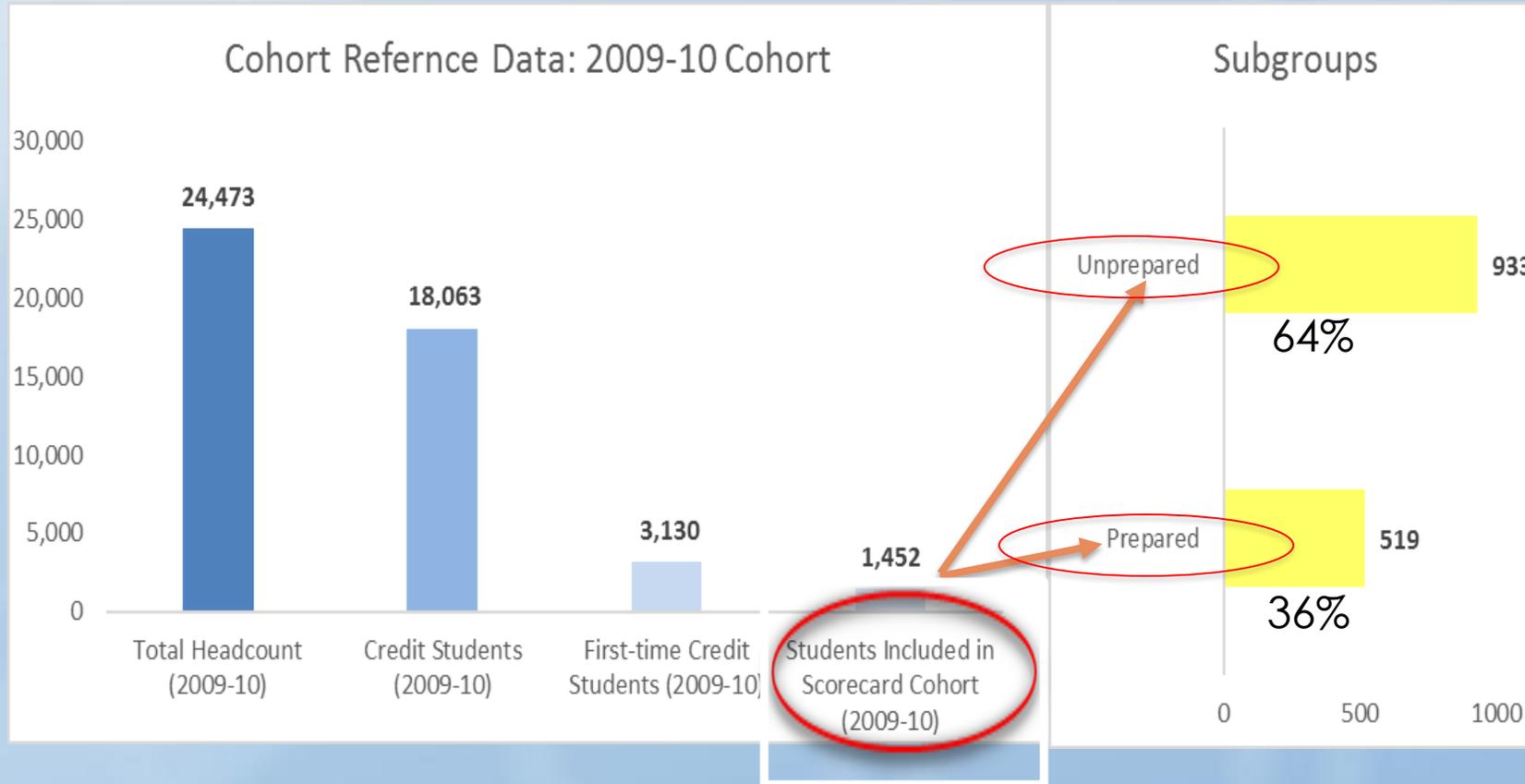
Number of CCC students who accomplish their educational goal

- Earned AA/AS/AA-T/AS-T
 - Earned CCCCO-approved Certificate
 - Transferred to 4-year institution
 - Became “Transfer Prepared” (60 units, 2.0+ GPA)
- Within 6 years of entry

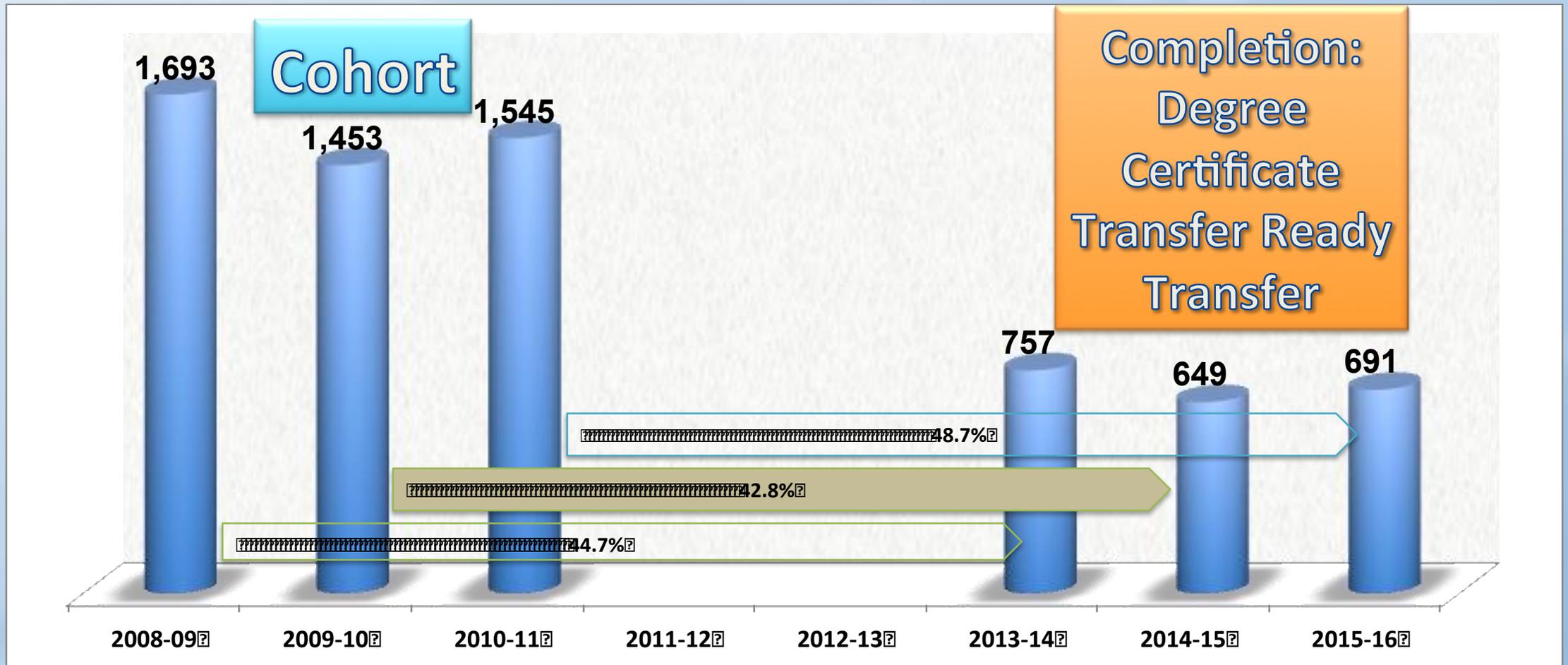
Number of CCC students who intend to pursue a particular educational goal

- First time students
- Earned 6+ units in 3 years
- **Attempted any Math/English in the first 3 years**

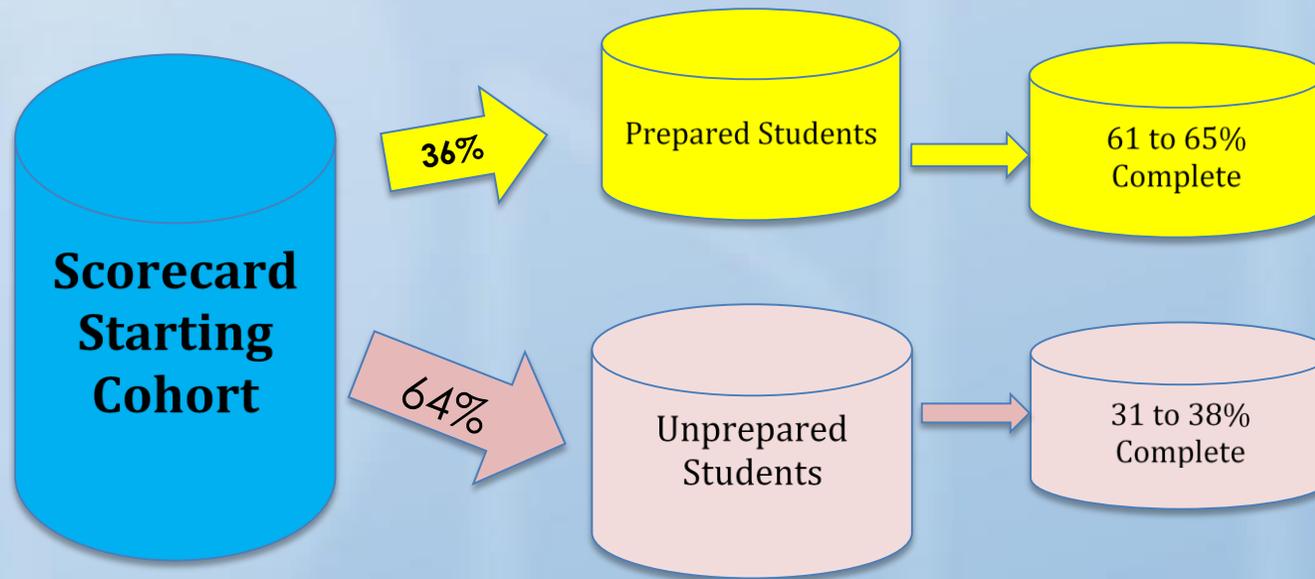
AHC Scorecard Cohort



AHC Cohort Completion



AHC Cohort Flow Last Five Years

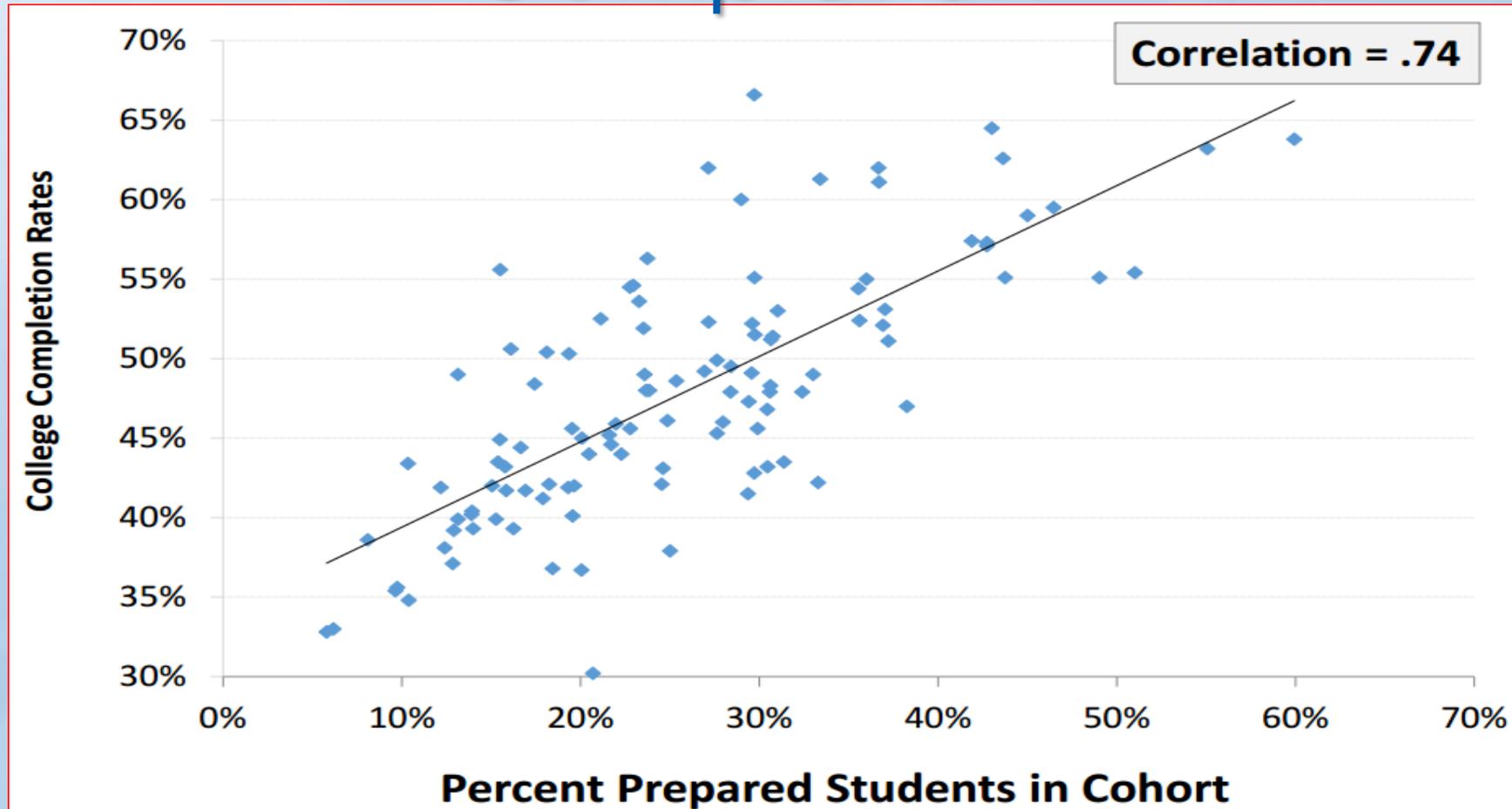


The preparedness challenge

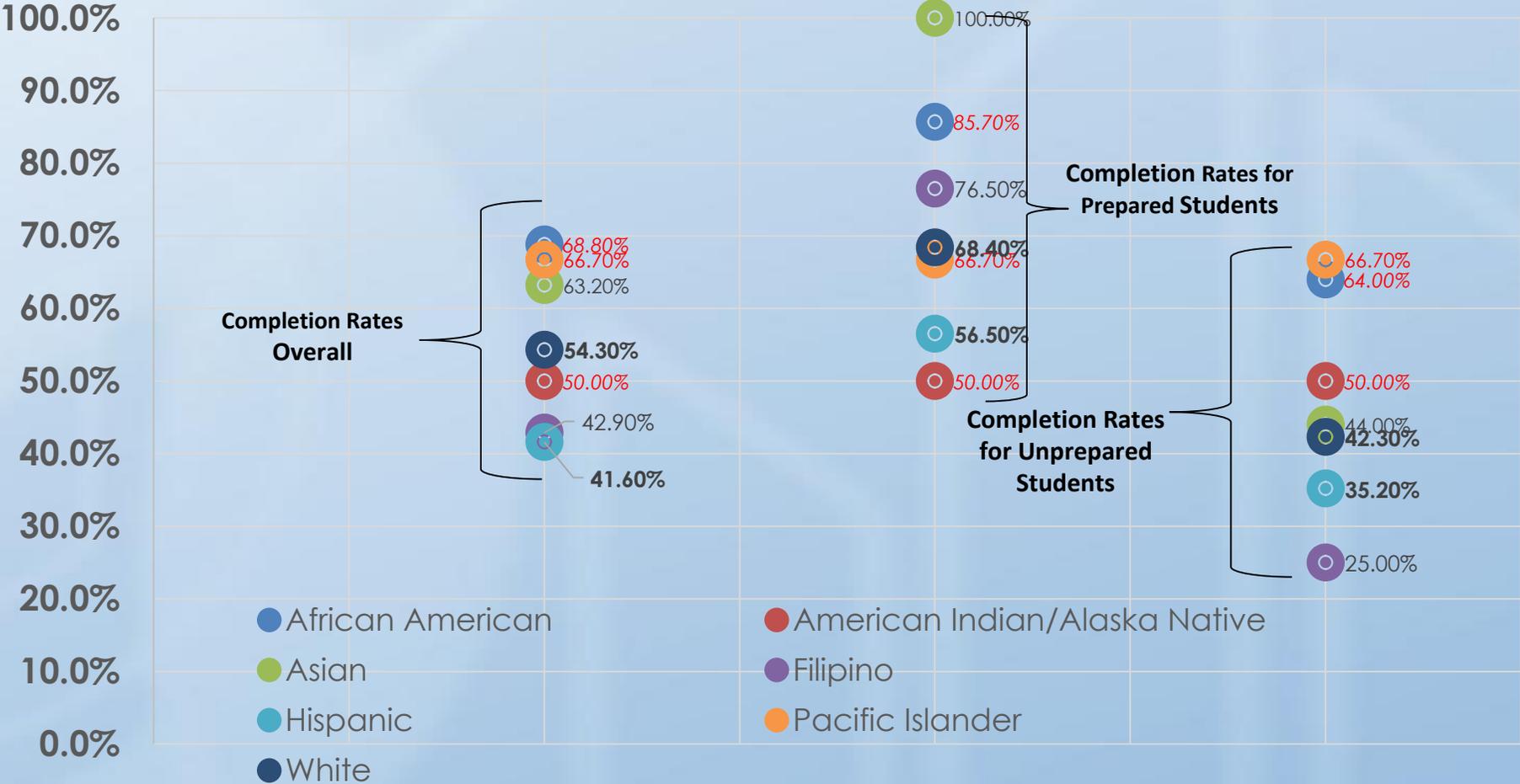
“College preparedness is **the** major determinant of inequities in educational attainment”

-Equity & Excellence in American Higher Education by Bowen, Kurzweil & Tobin

College Preparedness and Completion



College Completion Rates by Student Ethnicity



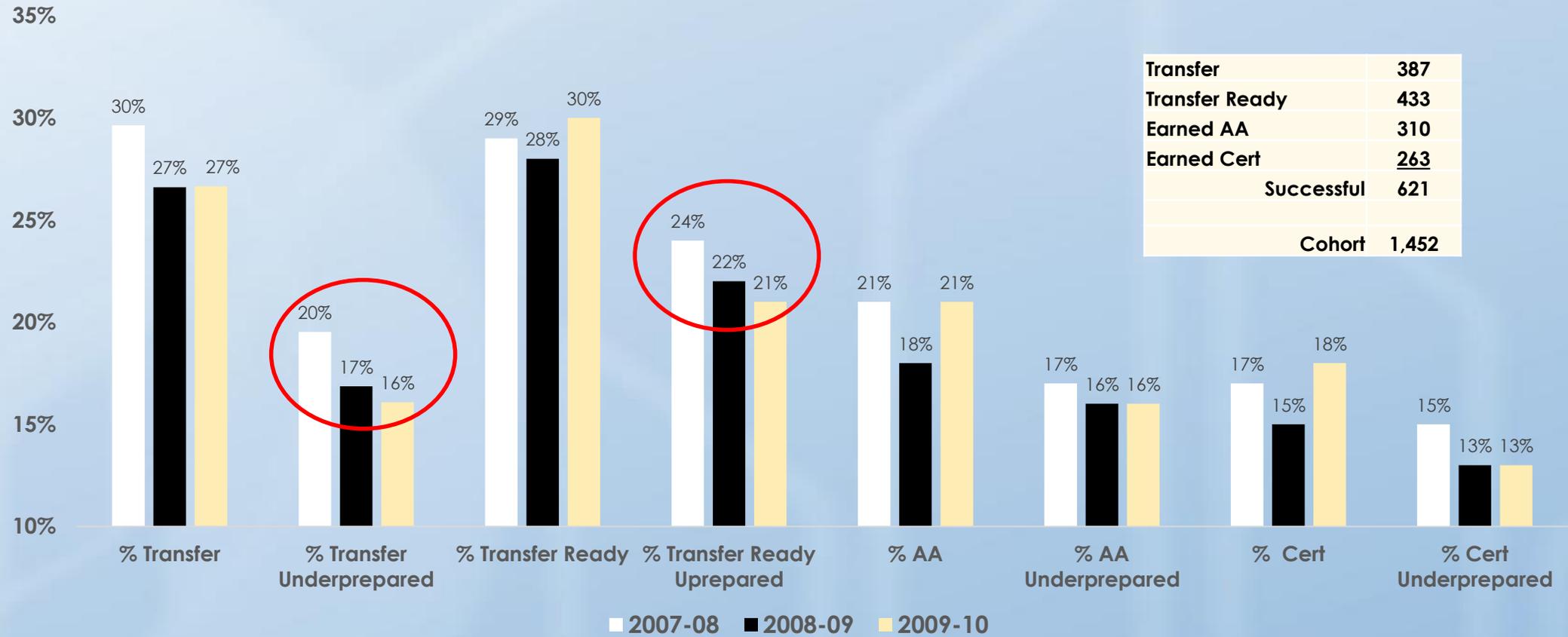
Ethnic groups in red italics have fewer than 10 students

Cohort Completion Rate by Cohort



Over the last four years, the success of prepared students declined and returned to a peak while success of unprepared continually declined, which has caused the overall success rate to decline.

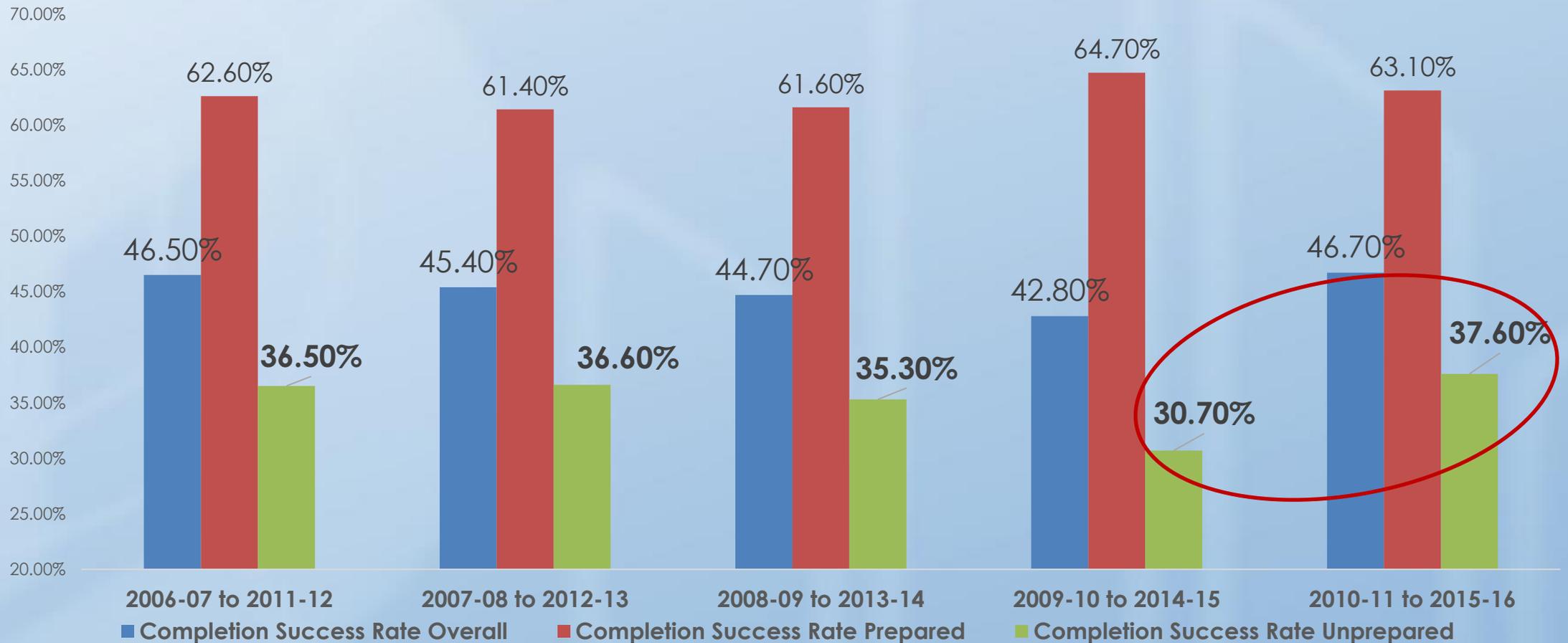
Completion Outcomes by Cohort



Until last year, the largest contribution to the cohort success rate decline among unprepared students was in transfer and transfer ready status

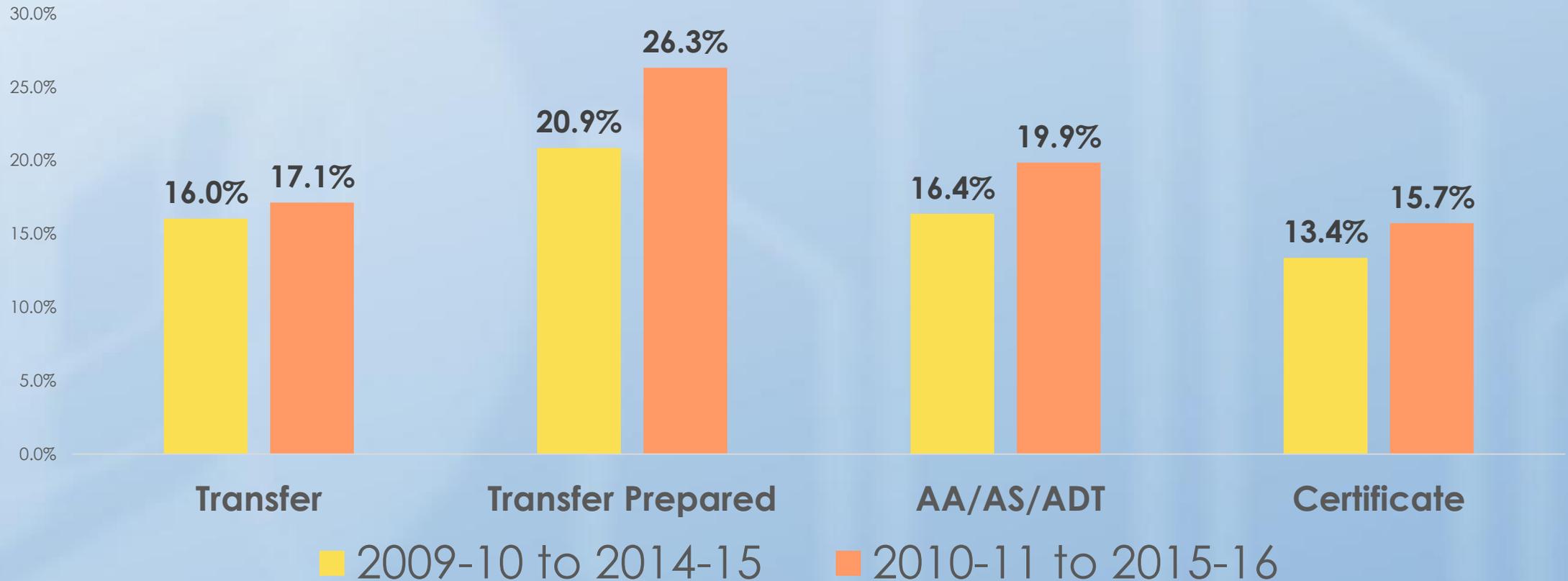
Preliminary Analysis for 2015-16

Cohort Completion Rates

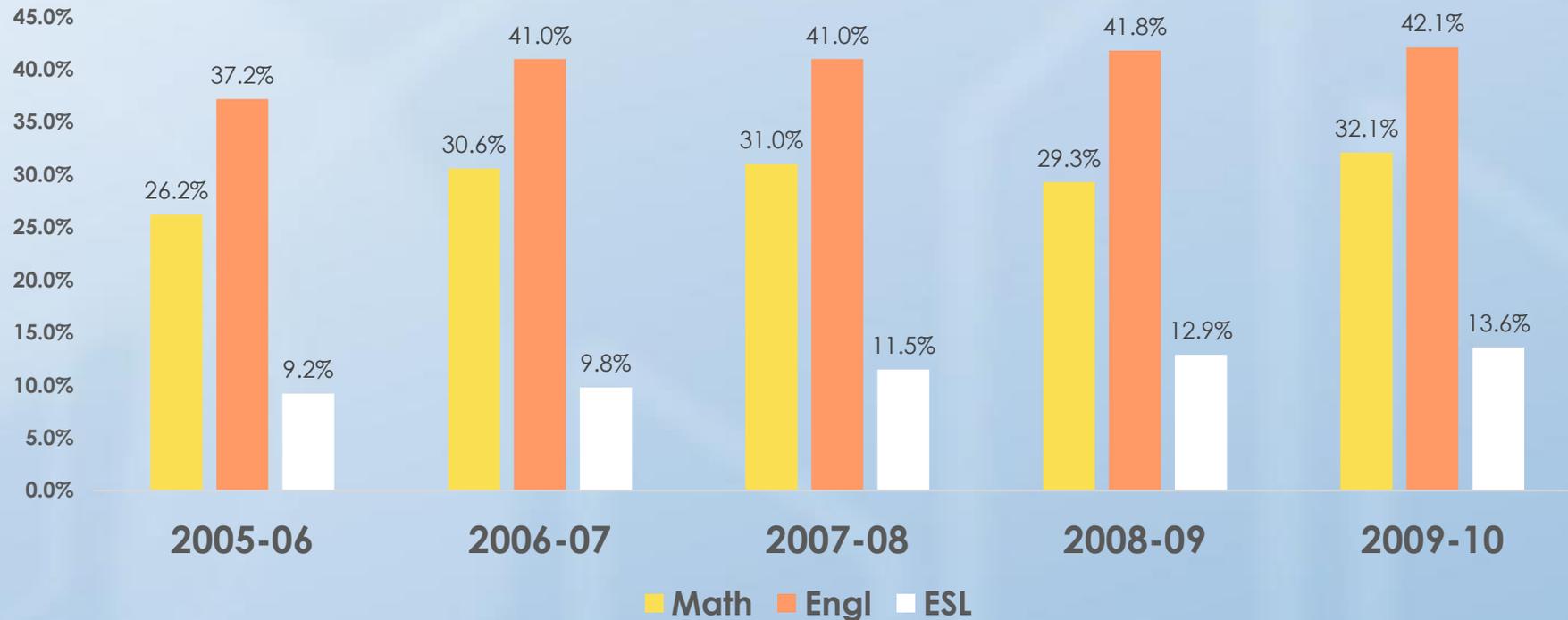


Improvement Among Unprepared

Cohort Outcomes: Unprepared Students



Cohort Remedial Completion

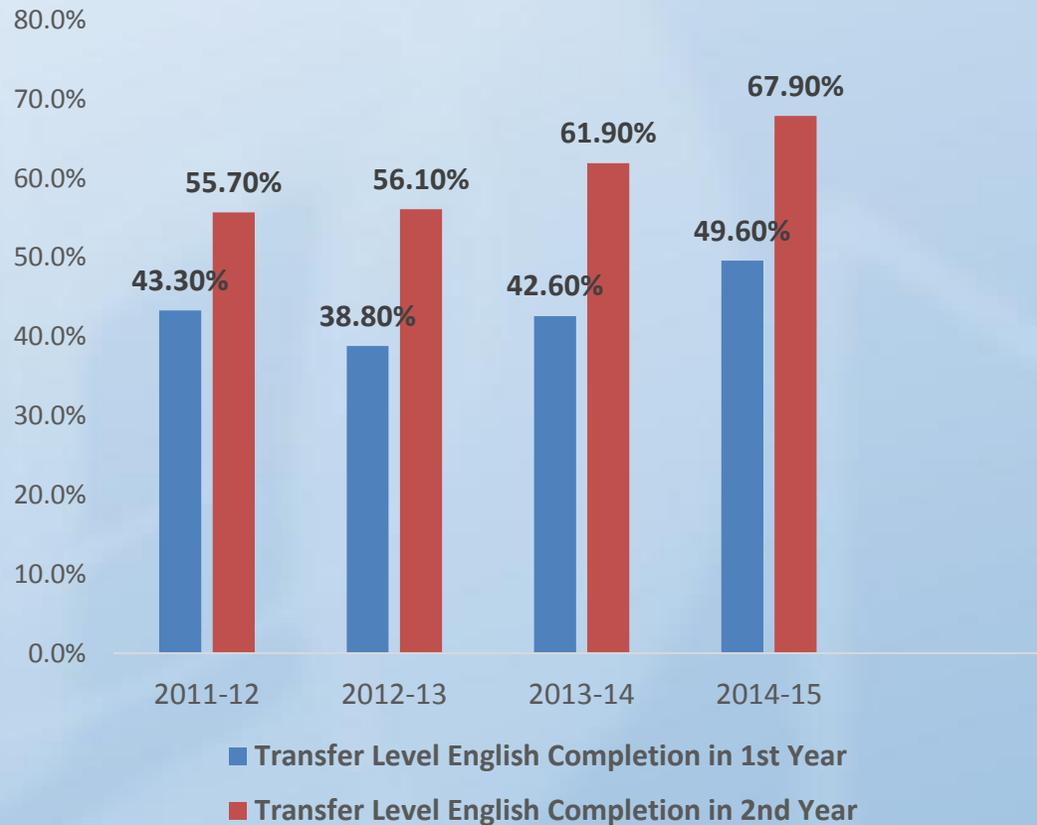


Percentage of credit students tracked for six years who first enrolled in a course below transfer level in English, mathematics, and/or ESL during and completed a college-level course in the same discipline

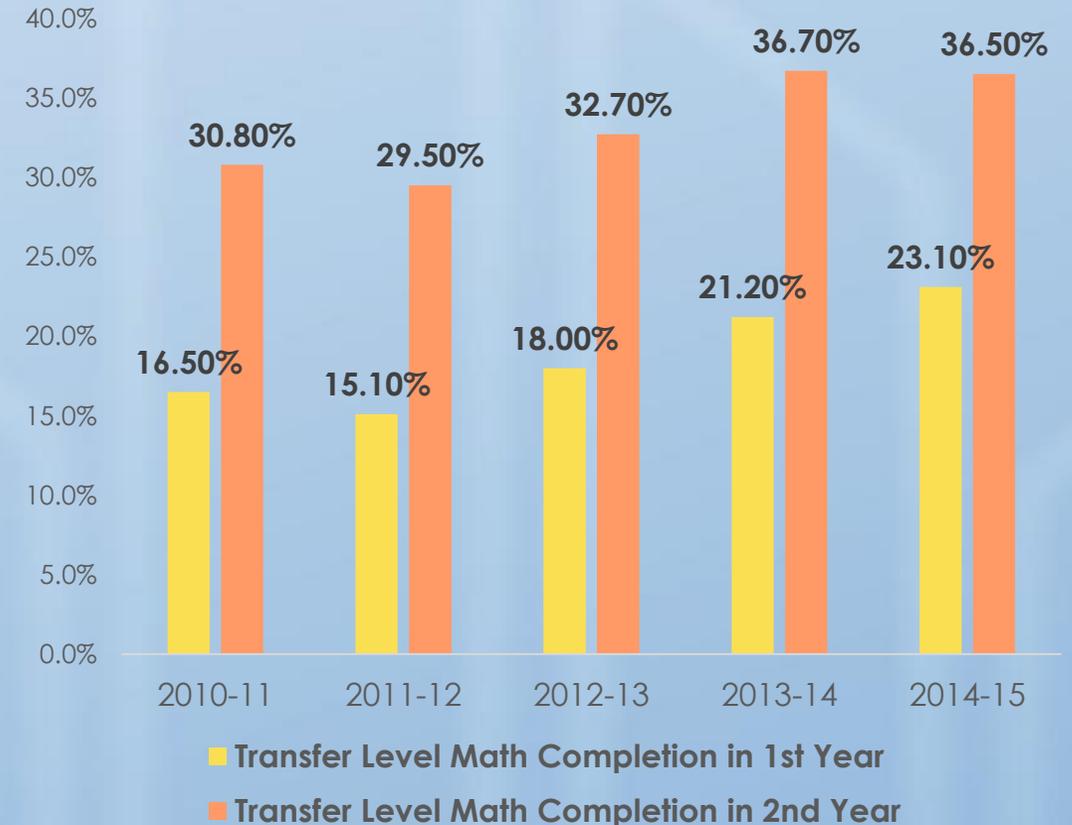
In the last two cohorts, females had higher completions rates than males in English and Math, while white students had higher rates than Hispanic/Latino students in math. Completion rates among males also declined in English over the last two cohort years.

Recent Trends in Math and English

Completion of Transfer Level English

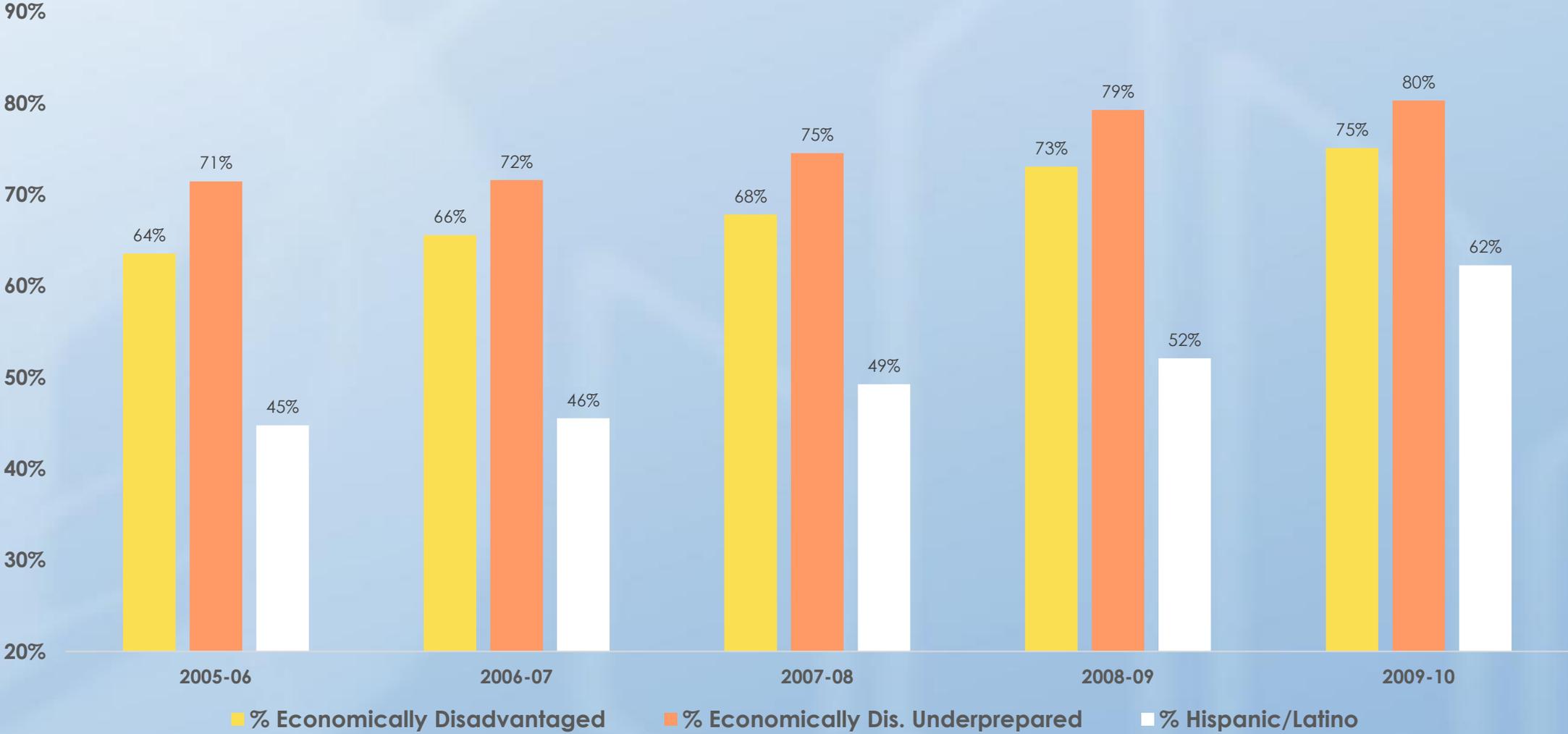


Completion of Transfer Level Math



The percent of first-time students who complete 6 units and attempt any Math or English in their first year who complete a transfer-level course in Math or English in their first or second year

Socio-Economic Trends by Cohort



Career Technical Education (CTE)

Definition: The percentage of students who compete a CTE course for the first time plus 8 more units in the next three years in the same discipline and within six years:

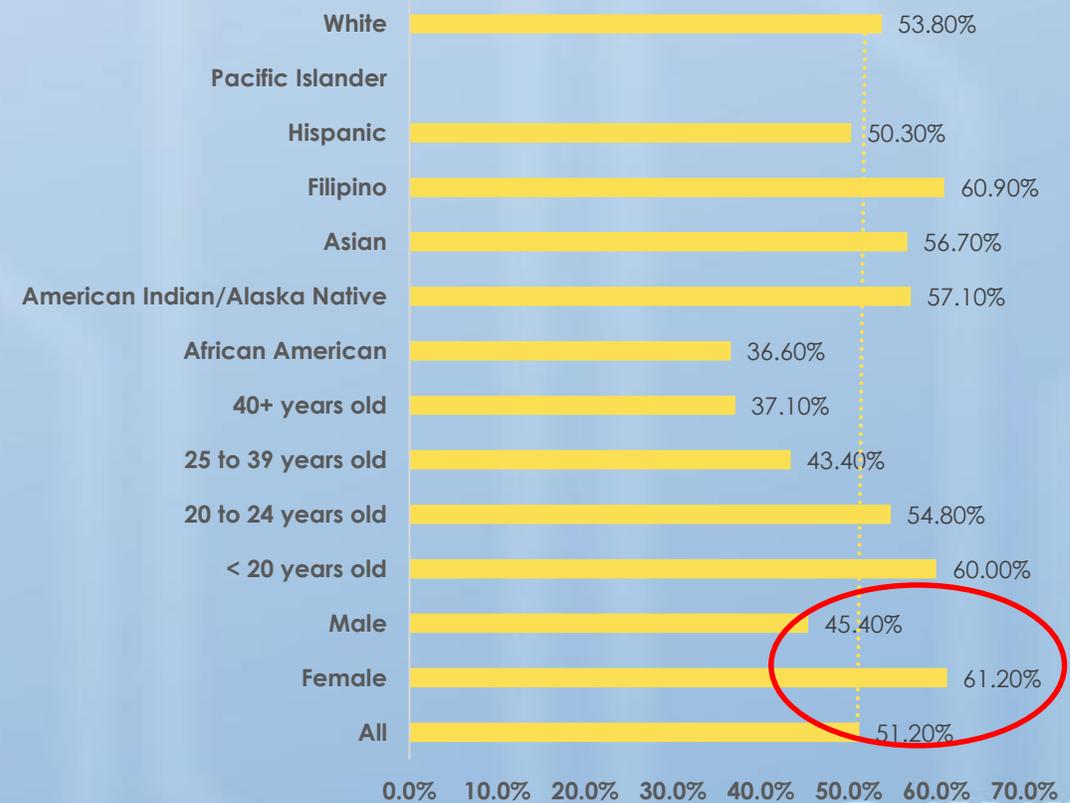
- Earned AA/AS or credit Certificate (Chancellor's Office approved)
- Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
- Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA \geq 2.0)

CTE Completion Rates

CTE Completion



CTE Completion: 2009-10 Cohort



Institution Set Standards

Measure	AHC Annual Student Achievement Data								AHC Standard*
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	
Course completion rate	89%	89%	86%	87%	87%	87%	87%	86%	82%
Successful course completion rate	70%	70%	68%	69%	70%	71%	70%	70%	66%
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	
Number of degrees awarded	988	891	1019	909	954	1151	1237	1212	1,038
<i>Degrees - Unduplicated</i>	760	644	717	704	718	814	867	838	
Number of certificates awarded	543	636	669	562	640	720	746	720	644
<i>Certificates - Unduplicated</i>	538	618	627	543	601	667	703	679	
<i>AHC cohort year, 4-yr enrollment year</i>	<i>AHC 2007-08, 4-yr 2008-09</i>	<i>AHC 2008-09, 4-yr 2009-10</i>	<i>AHC 2009-10, 4-yr 2010-11</i>	<i>AHC 2010-11, 4-yr 2011-12</i>	<i>AHC 2011-12, 4-yr 2012-13</i>	<i>AHC 2012-13, 4-yr 2013-14</i>	<i>AHC 2013-14, 4-yr 2014-15</i>	<i>AHC 2014-15, 4-yr 2015-16</i>	
Transfers to 4-yr	1,577	1,538	1,423	1,523	1,544	1,622	1,560	1,471	1,467
CSU	610	619	424	620	613	708	641	611	
UC	149	169	122	132	180	131	136	112	

*AHC standard is 95% of the most recent 5 year average

2016 IPEDS Outcome Measures

2008 Cohort	6 year Award* Rate	8 year Award* Rate	Still enrolled at AHC after 8 years	Did not receive an award and subsequently enrolled at another institution	Did not receive an award and subsequent enrollment status is unknown
Full time, First time N=962	38%	41%	4%	1%	54%
Part time, First time N=953	11%	14%	3%	1%	82%
Full time, First time transfer N=219	40%	42%	3%	3%	52%
Part time, First time transfer N=753	7%	7%	1%	3%	89%

*"award" is any degree or certificate earned by a student

Institution Set Standards

Allan Hancock College Licensure Exams & Pass Rates	2010/11		2011/12		2012/13		2013/14		2014/15		2015/16		5 Year Ave.	Inst. Set Standard
	N	%	N	%	N	%	N	%	N	%	N	%		
Registered Nursing - NCLEX	33	85%	37	86%	35	83%	34	79%	36	81%	32	84%	83%	79%
Licensed Vocational Nurses (LVN)	32	94%	28	100%	27	100%	29	97%	33	97%	31	90%	97%	92%
Dental Assisting - Practical Exam	29	96%	28	99%	24	83%	24	83%	17	63%	24	75%	80%	76%
Dental Assisting - Written Exam	29	100%	28	100%	24	100%	10	100%	29	100%	15	100%	100%	95%
Dental Assisting - Law & Ethics	29	100%	28	89%	24	100%	14	100%	29	94%	23	79%	92%	88%
Certified Nursing Assistant (CNA) - Written Exam	57	100%	58	100%	58	100%	56	100%	55	91%	71	99%	98%	93%
Certified Nursing Assistant (CNA) - Skills Exam	56	98%	58	96%	58	96%	56	96%	55	100%	71	99%	97%	92%
Cosmetology - Written	9	92%	16	82%	36	82%	35	74%	50	94%	31	100%	86%	82%
Cosmetology - Practical	9	92%	17	84%	41	93%	39	87%	47	85%	30	94%	89%	84%

Opportunities

- Renewed focus on equity and data – Student Equity Plan
- Expanded Services – 3SP
- Integrated services to change the odds
- Services such as tutoring have expanded recently

Opportunities

- Common Assessment/Multiple Measures Projects
 - Emphasis on high school coursework and other factors – not just standardized tests
 - National research: tests are four to five times more likely to under-place than over-place students
 - Place students at higher levels at entry
- English and math acceleration initiatives to mitigate exponential attrition

The End

Questions?