



# DATA SIZZLE

Data is the  
new bacon!

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Institutional Effectiveness Newsletter



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## 2025 Planning Retreat

On March 7, 2025, the Institutional Effectiveness office coordinated the annual strategic planning retreat. Approximately 90 colleagues attended from across all constituency groups. Participants were engaged in discussions and activities to move forward two strategic priorities. The first focused on improving our performance on three key performance indicators (KPIs):

1. comprehensive student education plan (CSEP) completion,
2. nine or more units completed in the first term, and
3. math and English course completion in the first year.

The second focused on enhancing the shared governance structure. The Institutional Effectiveness office, in coordination with the Institutional Effectiveness Council, is currently summarizing the ideas shared at the retreat and developing recommendations to support their implementation. These recommendations will be send to the College Council.

Look for these recommendations in the next Data Sizzle!!



## What is Data Vista?

DataVista is a new online data platform developed by the California Community Colleges Chancellor's Office (replaces the old Student Success Metrics website). It helps educators, administrators, and decision-makers understand how students are doing — from enrollment through graduation — so colleges can make smarter, more equitable decisions.



### Student Insights

- Course success, math/English completion, certificate and degree completion, transfer rates



### Dual Enrollment

- High school + college data, new cohort tracking (coming June 2025)



### Workforce Outcomes

- Employment, wages, apprenticeship success



### Equity Metrics

- Race, gender, age, access for justice-impacted youth



### Vision 2030

- Data for college equity, access, and support goals

Find out more information here: [datavista.cccco.edu](https://datavista.cccco.edu)

## Giving California insights into student success and achievement

DataVista is the metrics platform for information on California Community Colleges and Adult Education student success. DataVista is designed to inspire a greater understanding of student achievement, build understanding about student outcomes and provide information to support evidence-based decision making at schools, colleges and within the state.

Quicklinks:

[SELECT A REPORT TO VIEW ▾](#)



# Vision 2030 Report

Data Vista has a report that tracks how Allan Hancock College is progressing toward the statewide Vision 2030 Goals in three major areas: Student Success, Access, and Support. It also highlights equity gaps based on race/ethnicity, disability, gender, foster status, and more — helping the college focus efforts where they're needed most.

## Goal 1: Equity in Success

Measures how many students are reaching key milestones like degrees, transfers, and earning a living wage.

- 1,644 students earned a degree or certificate (Goal: 1,746) – **Exceeding**
- 415 earned an Associate Degree for Transfer award (Goal: 506) – **On Track**
- 274 students transferred to CSU or UC (Goal: 587) – **Developing**
- 30% of students earned a living wage after leaving college (Goal: 38%) – **Exceeding**

## Goal 2: Equity in Access

Measures how many students from priority groups are enrolling and participating.

- 417 Veteran students (Goal: 547) – **On Track**
- 351 Foster Youth students (Goal: 385) – **Exceeding**
- 10,722 Economically Disadvantaged students (Goal: 13,328) – **Progressing**
- 522 Justice-Impacted students (Goal: 480) – **Exceeding**
- 4,839 Dual Enrollment students (Goal: 4,958) – **Exceeding**

## Goal 3: Equity in Support

Focuses on how well the college supports students financially and academically.

- 5,773 Pell Grant recipients (Goal: 5,983) – **Exceeding**
- 9,369 students received Promise Grants (Goal: 9,944) – **Exceeding**
- 82 average units for AA/AS and ADT earners (Goal: 68) – **Developing**



**Progress Legend:**

- Exceeding: Over expected progress in the selected year
- On Track: 0–4.99% away from expected progress in the selected year
- Progressing: 5–24.99% away from expected progress in the selected year
- Developing: 25% or more away from expected progress in the selected year

**Access the full report on the IE website.**

## RP Conference 2025

Building an  
Inclusive Future for  
Student Success



Staff from the Office of Institutional Effectiveness and the Office of the Vice President of Student Services attended the 2025 RP Conference held April 2–4 in Burlingame, California. The conference theme "Building an Inclusive Future for Student Success" focused on transforming institutional culture and improving outcomes for disproportionately impacted students.

As the largest gathering of institutional research and planning professionals in the California Community College system, the event offered workshops and sessions on equity-minded inquiry, student voice, and systems change.

**Craig** - As with most conferences, the most valuable part of the two days in Burlingame was the connections I made. We have a lot of creative colleagues in the state community college system doing really interesting work. I also came back with an even greater appreciation of the AHC IE team and the work we are doing here. The other big insight was that after 25 years of doing learning assessment and IE work, the main issues we are confronting are still the same and there has not been much progress in learning assessment or using data in more meaningful and insightful ways.

**Armando** - I valued inter-office collaboration more than any particular session I attended. However, the session that will stick with me the most was one on blind data analysis. Having to analyze sets of data without any context on who has provided the data led to dropping of any internal bias and allowed for pure analysis. Once we were given the context of the data it was interesting to see how having this knowledge up front might have made the original analysis bias. I hope to use this format in the future.

**Erica** - "Don't just count it—make it count." That line captured what stood out to me most across the sessions I attended. There was a strong focus on data—not just collecting it, but making sure it's useful and tied to action. I appreciated the practical strategies around co-requisites, embedded tutoring, and identifying disproportionate impact in course access. The sessions on aligning CAEP, SCFF, SEAP, and Strong Workforce helped clarify how these efforts can support each other instead of operating in silos. What made the event especially valuable was the time between sessions—connecting with colleagues, being able to have conversations about what we learned, and reflecting together on what's working and where we can improve.

**Erik** - The two sessions that left the strongest impressions on me were focused on calculating disproportionate impact with special admit students and assessing the development of key affective outcomes for students. Each of those sessions provided take home ideas that I look forward to evaluating here in the context of AHC. Most notably, how can we support not just the academic success metrics of students, but their affective outcomes as well. This includes their self-efficacy, agency, and sense of belonging on campus.

**Stephen** - I wanted to better understand how the worlds of student services and institutional effectiveness intersect. Having worked in student services for many years prior to joining IE, I was looking forward to attending workshops that discussed bridging these two divisions. One workshop discussed how data could be leveraged to support, identify, and recruit students for EOPS programs. I also attended a powerful post-conference workshop about assessing and supporting equity populations and programs. That workshop focused on liberatory education and how it challenges hierarchy, centers student voices, affirms identity, and fosters transformation.

**Christian** - Attending this conference with the IE team was beneficial for my role as Coordinator, Student Services Technology. A great deal of information was shared in each individual workshop, but one takeaway was just how important it is to make sure that when things are built out in Degree Works and SuccessNet, they are intentional and measurable. It was a fantastic opportunity to see things through the IE lens and get a better idea of the work they do in their office. I foresee more collaboration with them in the future. Also, we attended a few sessions regarding Vision Aligned Reporting (VAR), and we, as a district, have made considerable strides in implementation as compared to others colleges in attendance. I look forward to continuing those efforts as it relates to SuccessNet.

## Team Spotlight - Erik Arevalo

Hello Allan Hancock College! As the newest member of the Institutional Effectiveness (IE) team, I'm happy to be introducing myself a little more. Although I have just recently joined the IE team, I have been at AHC for about 6 years as a part-time faculty member in the Life & Physical Sciences department teaching Biology classes. While teaching here at AHC, I was completing my Ph.D. in Education at the University of California, Santa Barbara where I was researching effective strategies for facilitating climate change education in K-12 classrooms. Prior to UCSB, I completed my M.S. and B.S. in Biology at California State University, Fresno.

Currently in the IE office, I am working with different programs on campus to assist in implementing their assessment strategies. This includes utilizing the Strategic Planning Online (SPOL) software to align course learning outcomes, program learning outcomes, and institutional learning outcomes on campus. If you or someone you know wants to chat about assessment, please don't hesitate to reach out!

In my free time I like to spend time with my family, watch new shows (I've currently started watching Survivor season 1), and playing different trading card games.

Contact Erik: email: [erik.arevalo@hancockcollege.edu](mailto:erik.arevalo@hancockcollege.edu) or x3566

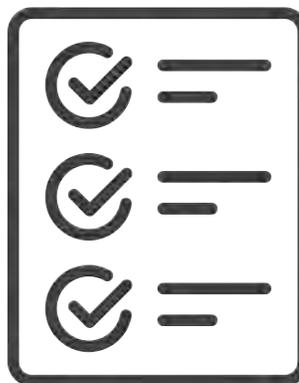


## Online Education Survey

In Fall 2024, Allan Hancock College participated in a statewide survey on online education conducted by the RP Group on behalf of the California Community Colleges Chancellor's Office. The survey aimed to understand how the shift to online learning has impacted access, instruction, and student support services across the system.

Three surveys were administered—one to students, one to faculty, and one to student services leadership. At AHC, 1,166 students and 88 faculty responded. The surveys explored experiences with online course delivery (e.g., asynchronous, hybrid, HyFlex), technology use, preferences for support services, instructional practices, and perceptions of tools like AI and the CVC Exchange.

Get the results on our IE survey page:  
[www.hancockcollege.edu/ie/surveys.php](http://www.hancockcollege.edu/ie/surveys.php)



### Helpful links:

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Thanks for reading to the bottom line!

