



SIZZLE



DATA IS THE NEW BACON!

2018 Annual Planning Retreat

This year's Annual Planning Retreat was held on Friday, February 9, 2018, 8:00 am—2:30 pm at the Santa Maria Country Club. The goal of the retreat was to establish priorities to guide the integrated planning and resource allocation process.

140 individuals (administrators, faculty, staff, students) were invited to participate in this year's retreat and 56 in total attended.

The agenda for the day was packed full of information, presentations and group activities. Updates on key initiatives such as the Hancock Promise, Zero Textbook Cost Initiative, Multiple Measures, and our new Integrated Plan were given. Data on internal and external trends, enrollment, and student survey results were discussed as well.

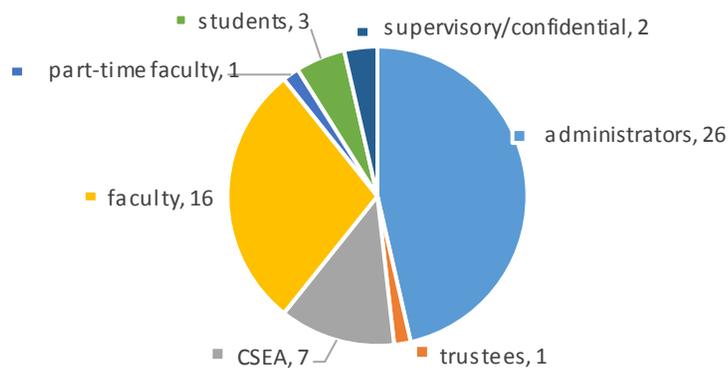
The draft of the new Planning & Resource Allocation process (planning section of the CCPD) was shared.

After lunch, attendees worked together to establish institutional priorities and guiding principles for the 2018-2019 year.

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In Attendance



Fall 2017 First-Time Credit Student Profile

As more AHC initiatives focus on first time students, it is imperative to understand the demographics of this population. First-time students are students enrolled as regular college students AHC for the first time, and exclude concurrent enrollment/college now students. The following first-time credit student profile information was shared at the recent planning retreat.

- Headcount — 1,858
- Average: Courses — 3.6; Units — 10.5; GPA — 2.3
- Full Time 53%; Part Time 47%

While these students take more courses and units than a typical AHC student, their GPA is noticeably lower (2.3 compared to 2.8).

- Gender Male — 51%; Female — 49%
- Ethnicity Hispanic 49%; White 39%; Other 12%
- Age Range Under 20 — 82%; 20-34 — 13%; 35 & over — 5%
- Ed Goal Degree or Transfer — 65 %; Job Skills — 11%; Basic Skills — 4%
- Place of Residence: Santa Maria — 45%; Lompoc — 19%; Orcutt — 15%

First time credit students are slightly more likely to be male (compared to slightly more female for all students), about half Hispanic (compared to about 55% for all students) and are primarily under 20 years old. As a result in the decline of incoming high school students in fall 2017, there was a decline of in the enrollment of Hispanic students compared to first time credit students in fall 2016.

Below is a table showing further characteristics of first time credit students over the past few terms with a comparison to non first time credit students for fall 2017.

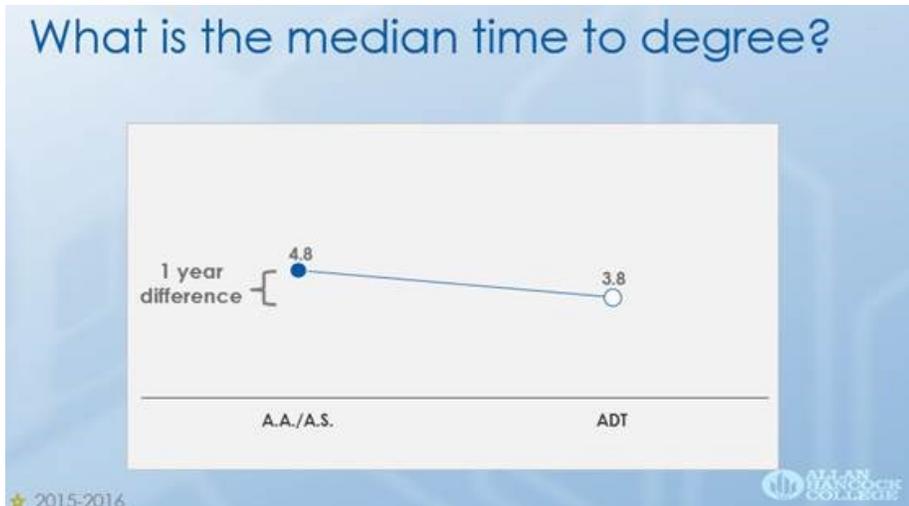
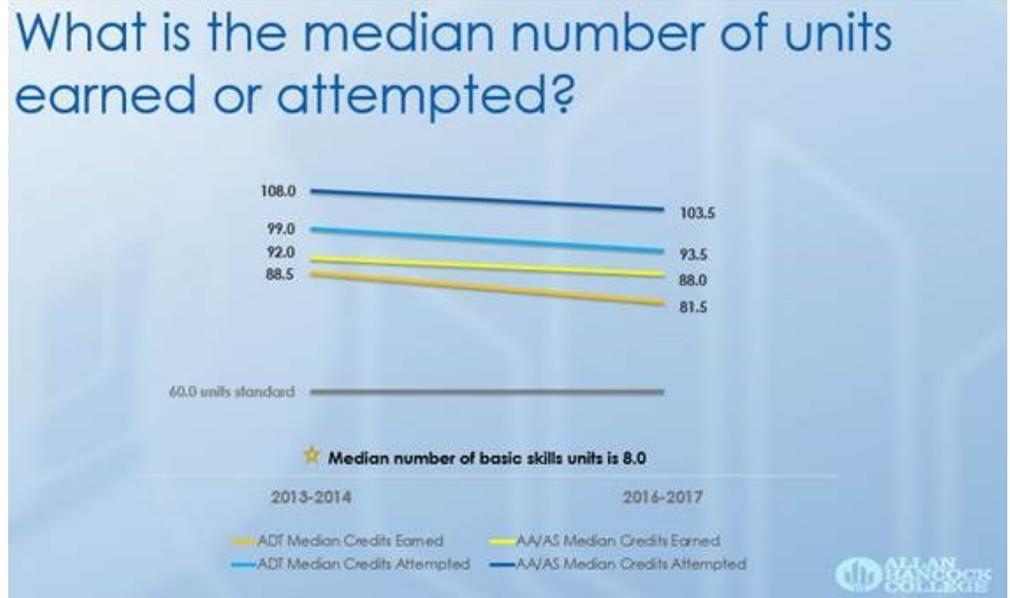
	AHC First Time Credit Student					NON First Time Credit Student
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2017
Took a basic skills course	72%	72%	73%	74%	72%	88%
Eligible for BOG	83%	82%	82%	83%	80%	54%
Came from a feeder HS	74%	73%	76%	76%	77%	42%
Previously Concurrent	8%	10%	10%	11%		10%*

* compared to fall 2016

Student Outcomes.

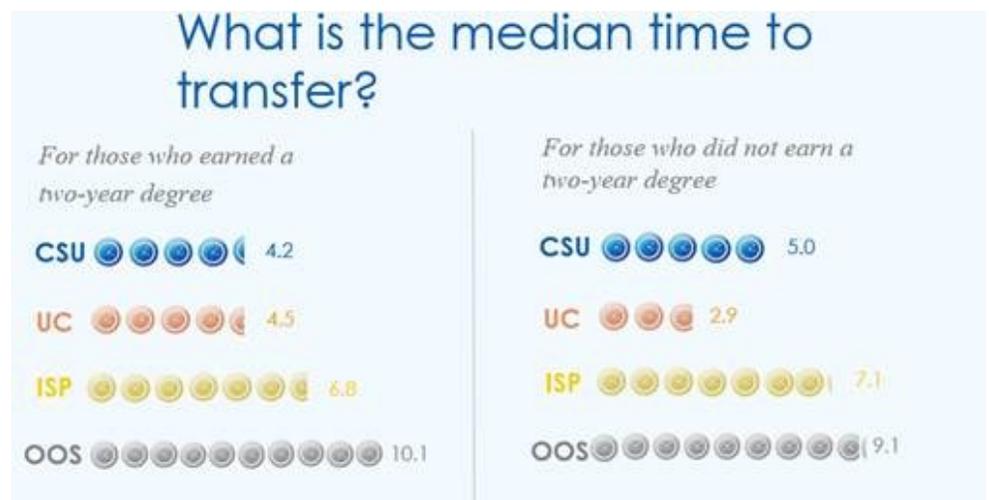
Institutional Effectiveness shared student milestone and outcomes data related to units attempted and earned and median time to completion.

Among students who earned an AA/AS degree, the median number of units attempted declined by 4.5 units since 2013-14; among students who earned an ADT, the median number of units attempted declined by 5.5 units over the same time period. Students earning an ADT attempt about 10 fewer units and complete approximately 6.5 fewer units.



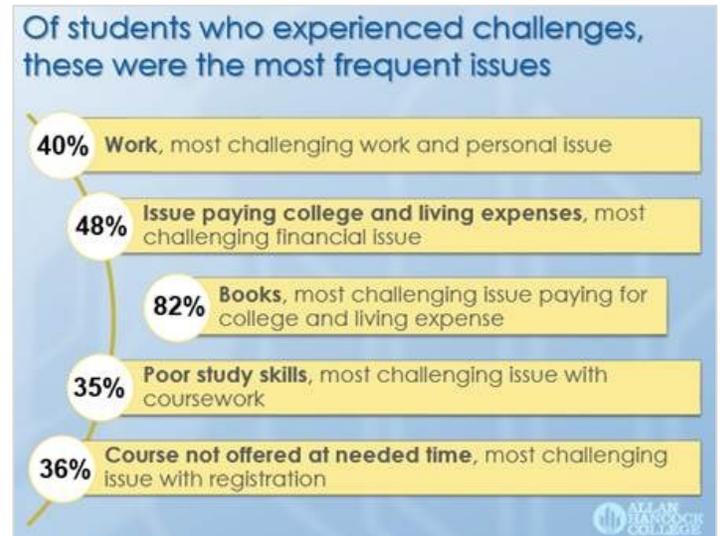
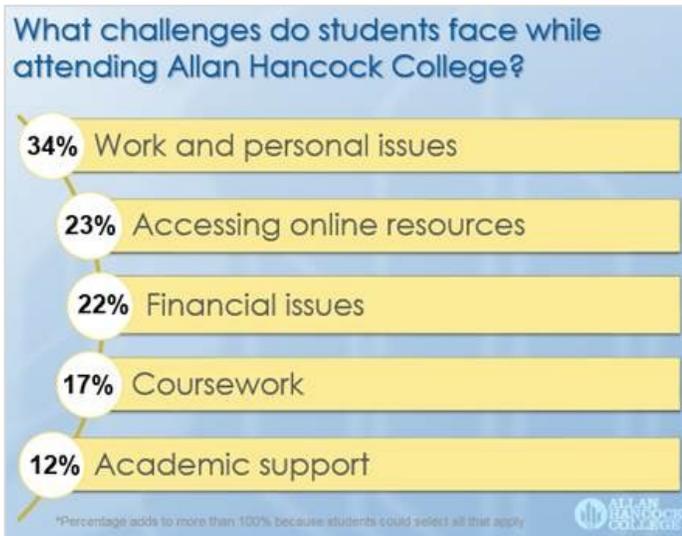
The median time to degree for students earning an ADT is one year less than students who earn an AA/AS. The median time of 3.8 years for an ADT equates to completion in the spring of the fourth year. The median time for a student completing an AA/AS is five years ending in spring.

Whether or not students who complete a degree before transferring take more or less time to transfer depends on the system to which students transfer. Students who complete a degree first and transfer to a CSU take less time than those without a degree; but the opposite is true for UC transfers.



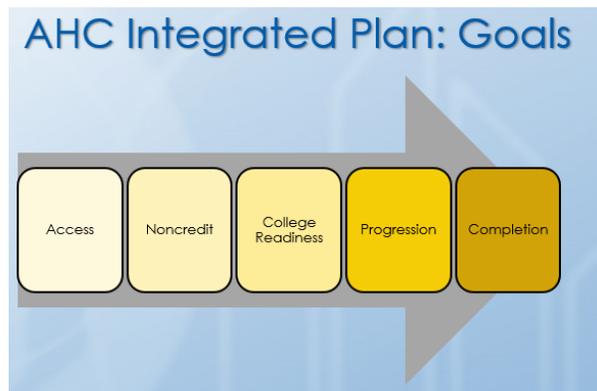
Student Challenges Survey

In fall 2017, Institutional Effectiveness piloted an online survey where students were asked about the challenges they face during the semester. A total of 219 students responded to the pilot survey. Initial results show that work and personal issues are the number one challenge for students, followed by the challenge of accessing online resources, financial aid, coursework, and academic support. If a student marked that they experienced a challenge, they were asked additionally follow-up questions requesting additional information. Institutional Effectiveness plans to issue this survey each year in fall to assess challenges of students.



The Integrated Plan

AHC’s Strategic Plan focuses on integrated planning in all aspects of the institution. Integrating Basic Skills Initiative, Student Equity, and Student Success and Support Service Program provided the institution an opportunity to leverage funds to better serve all students with emphasis on those populations in the margins. The goals for the Integrated Plan center around the student coming into the college (Access) and following them through their educational journey (degree, certificate, and transfer outcomes). Specifically, the plan will be looking at outcomes related to Guided Pathways, Promise Initiative, transition from noncredit to credit courses, high school outreach, tutoring, comprehensive educational plans, and professional development.



Interested in Multiple Measures?



Coming in next month’s Data Sizzle!