

Allan Hancock College: Our Students and the Community

Presentation to the Allan Hancock New Full-Time Faculty

Paul Murphy, Ph.D.

Vice President Institutional Effectiveness



Institutional Effectiveness at AHC

- Institutional Research
 - Ongoing reports (Fact Book)
 - Grant development and evaluation
 - Plan development and evaluation (eg., Student Equity)
 - Surveys of students and staff
- Support to advance processes and innovations (eg., acceleration, multiple measures)
- Institutional Planning. Ensure integrated planning that supports the college mission.
- Program Review. For quality improvement & integrated planning.
- Enrollment Management
- Accountability

Institutional Effectiveness

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[Fact Book](#)

[Gainful Employment Disclosure](#)

[Institutional Data](#)

[Institutional Learning Outcomes \(ILOs\)](#)

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INSTITUTIONAL EFFECTIVENESS

The office of institutional effectiveness (IE) supports the Allan Hancock College cyclic process of continuous quality improvement. Institutional effectiveness is the systematic, integrated, and ongoing process of planning and data analysis to inform decision making in support of the college mission.

The goal of the Office of Institutional Effectiveness is to assist units in the integration of the planning, evaluation and resource allocation processes into a sustained, ongoing, and comprehensive practice in all college activities.

The IE office supports the following primary functions and services:

- Institutional research
- Facilitation of integrated planning, decision making, and resource allocation
- Program review (including student services and administrative) by providing student outcome and achievement data and survey research
- Enrollment management
- Accountability reporting
- Accreditation

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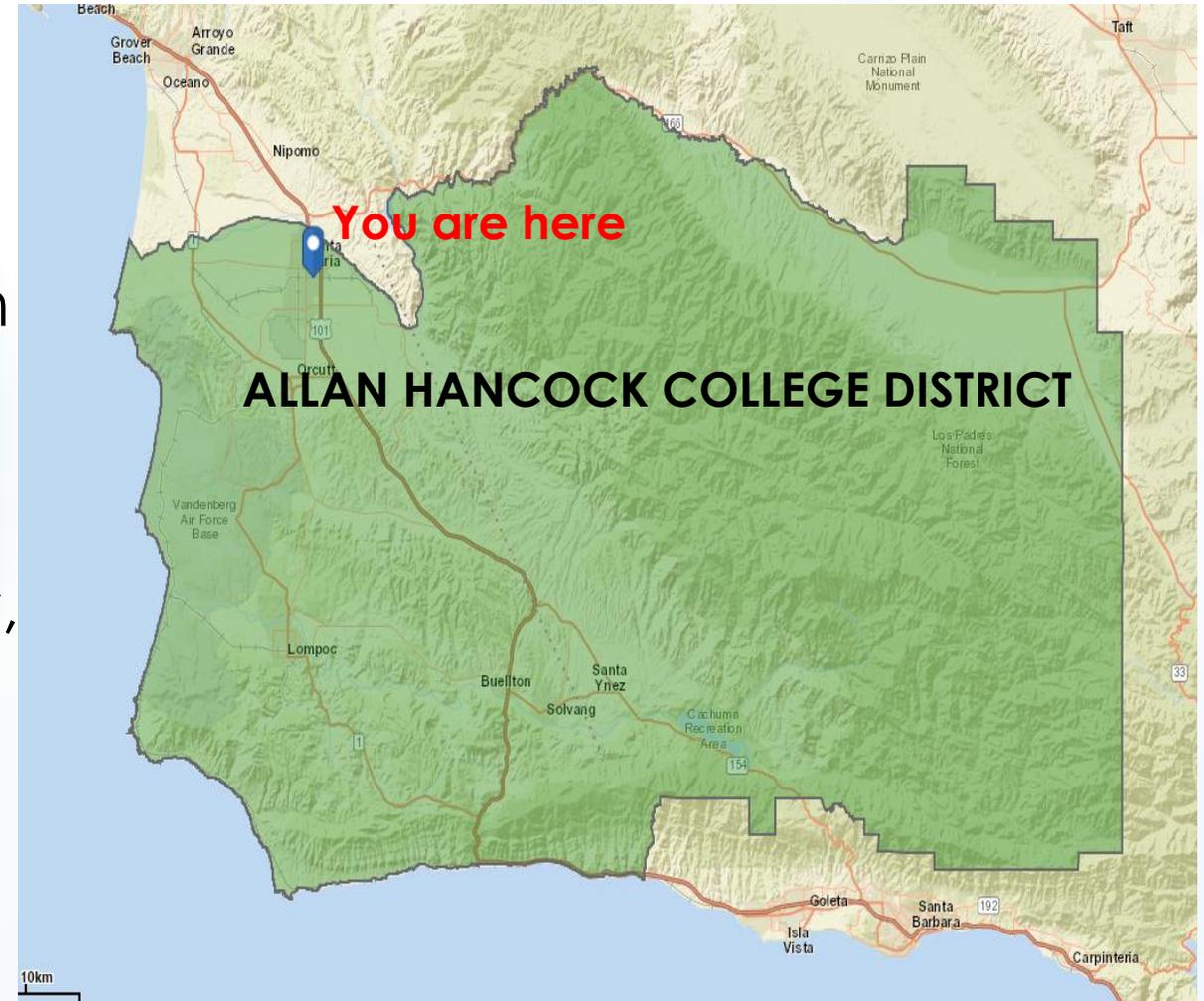


Today's Presentation

- The Community
- Allan Hancock College Student Profile
- Current Enrollment Trends and Student Profile
- Student Achievement

The Community

Allan Hancock College serves a community that comprises primarily northern Santa Barbara County and southern San Luis Obispo County. Within the northern Santa Barbara region there is considerable geographic variation in population size, race/ethnicity, and SES. The areas of Santa Maria and Guadalupe have experienced the largest percent growth, with Santa Maria also showing the largest absolute increase in population from 2000 to 2010.



Historical Population Data

Santa Barbara County Jurisdictions, Total Population

County/City	April 1, 2000	April 1, 2010	Change	% Change
Santa Barbara County	399,347	423,895	24,548	6%
Buellton	3,828	4,828	1,000	26%
Carpinteria	14,914	13,040	-1,154	-8%
Goleta (1)	28,788	29,888	1,100	4%
Guadalupe	5,659	7,080	1,421	25%
Lompoc	41,103	42,434	1,331	3%
Santa Barbara	89,600	88,410	-1,190	-1%
Santa Maria	77,423	99,553	22,130	29%
Solvang	5,332	5,245	-87	-2%
Unincorporated	133,420	133,417	-3	0%

(1) City incorporated after 2000 Census. 2000 Census data not available, however an estimate from the City of Goleta is substituted
 Source: Santa Barbara County Association of Government: Regional Growth Forecast 2010-2040

Unincorporated Places Population Change from 2000 to 2010

Unincorporated Place	Total Population		Change, 2000-2010	
	2000	2010	Number	Percent
Los Alamos	1,372	1,890	518	38%
Mission Hills	3,142	3,576	434	14%
Orcutt	28,830	28,905	75	0%
Santa Ynez	4,584	4,418	(166)	-4%
Vandenberg AFB	6,151	3,338	(2,813)	-46%
Vandenberg Village	5,802	6,497	695	12%

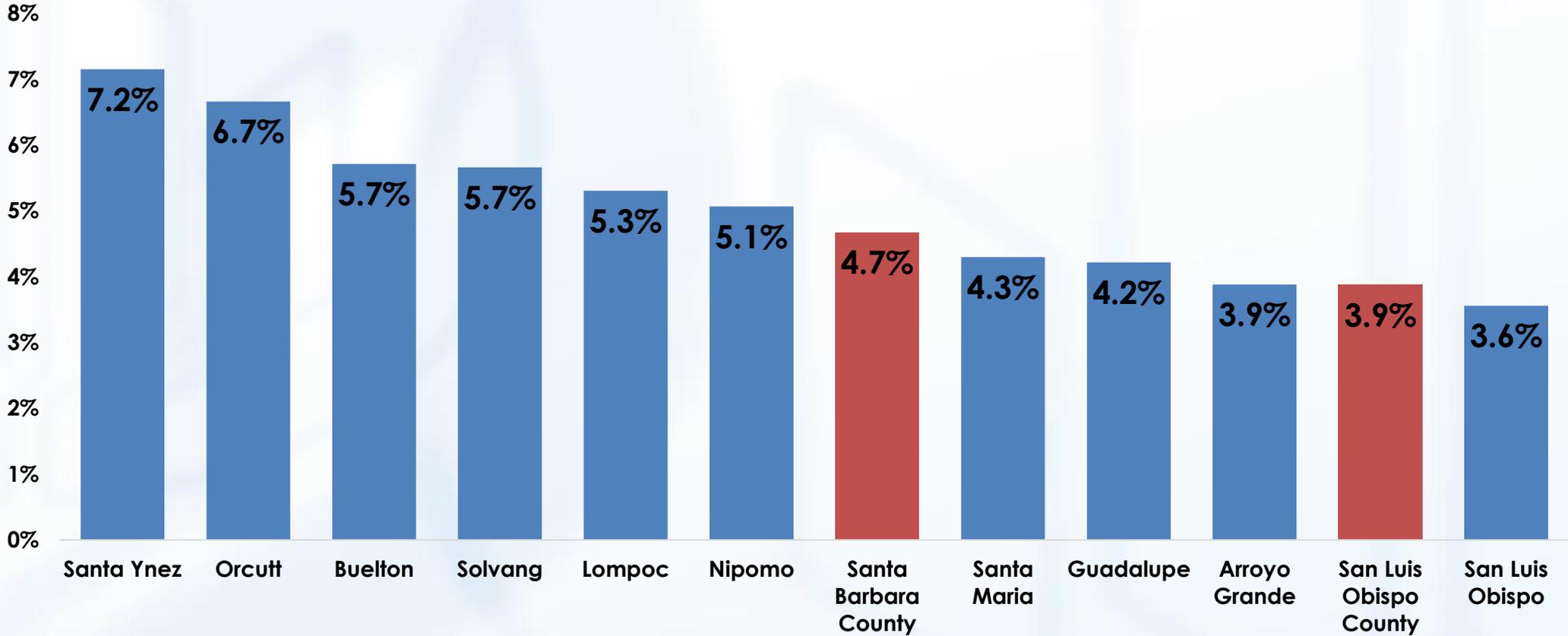
Source: Santa Barbara County Association of Government: Regional Growth Forecast 2010-2040

What is Ahead of Us?

- “Never look back unless you are planning to go that way.”
 - Thoreau
- “Don’t look back. Something might be gaining on you.”
 - Satchel Paige

Service Area Cities and Towns Projections

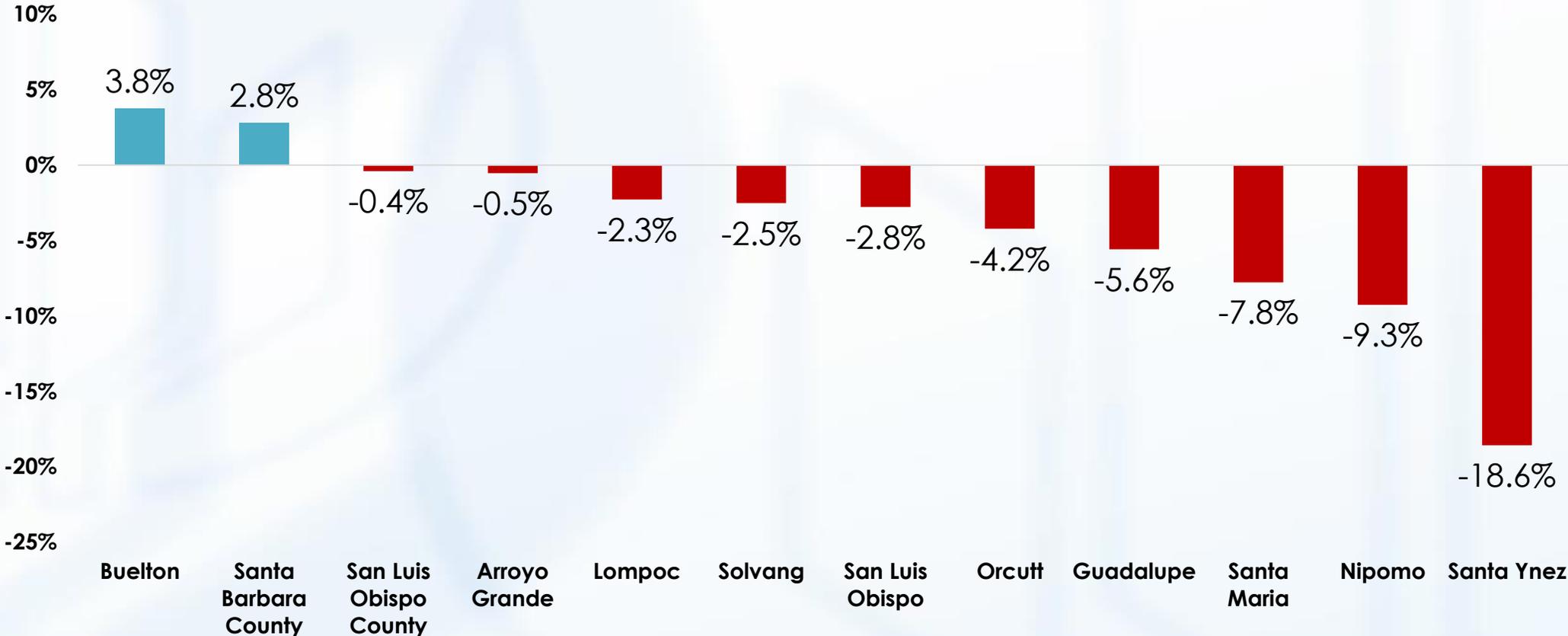
Projected Population Growth All Ages (2016-2021)



Source: ESRI

Service Area Cities and Towns Projections

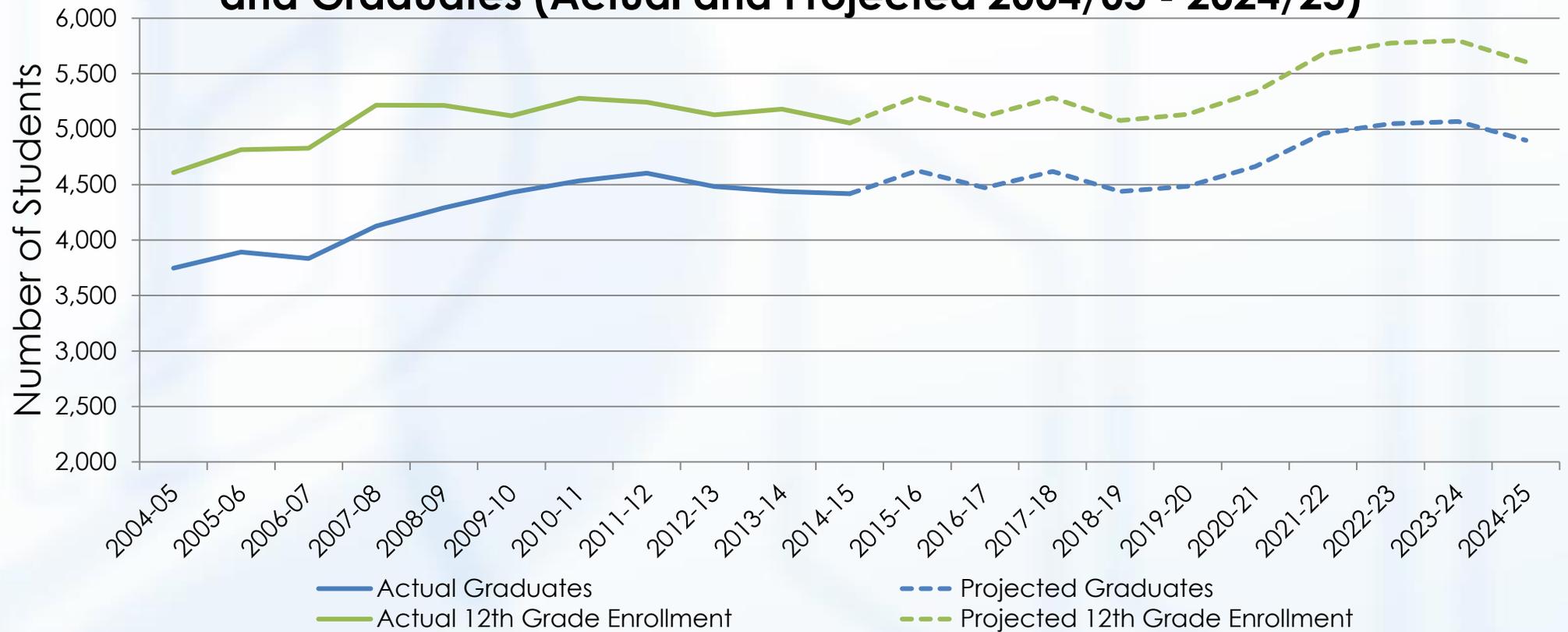
Projected Population Growth Ages 18-24 (2016-2021)



Source: ESRI

County 12th Grade Enrollment

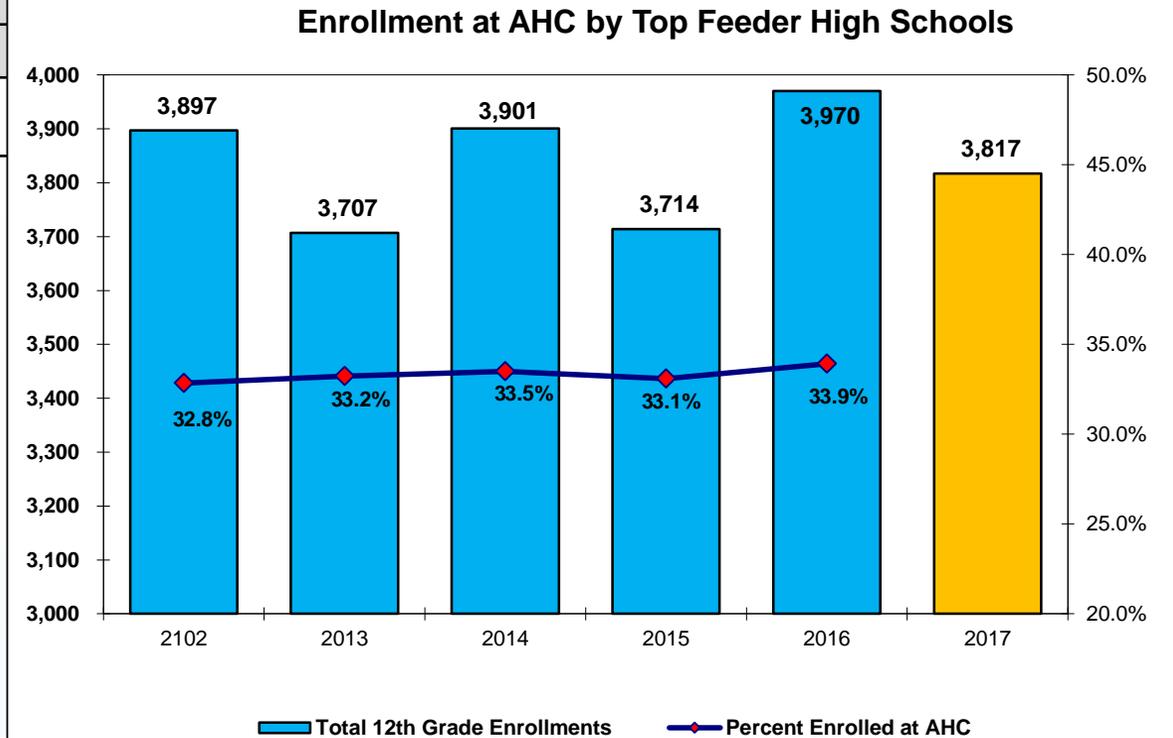
Santa Barbara County Public High School 12th Grade Enrollment and Graduates (Actual and Projected 2004/05 - 2024/25)



Source: California Department of Education

High School Going Rates

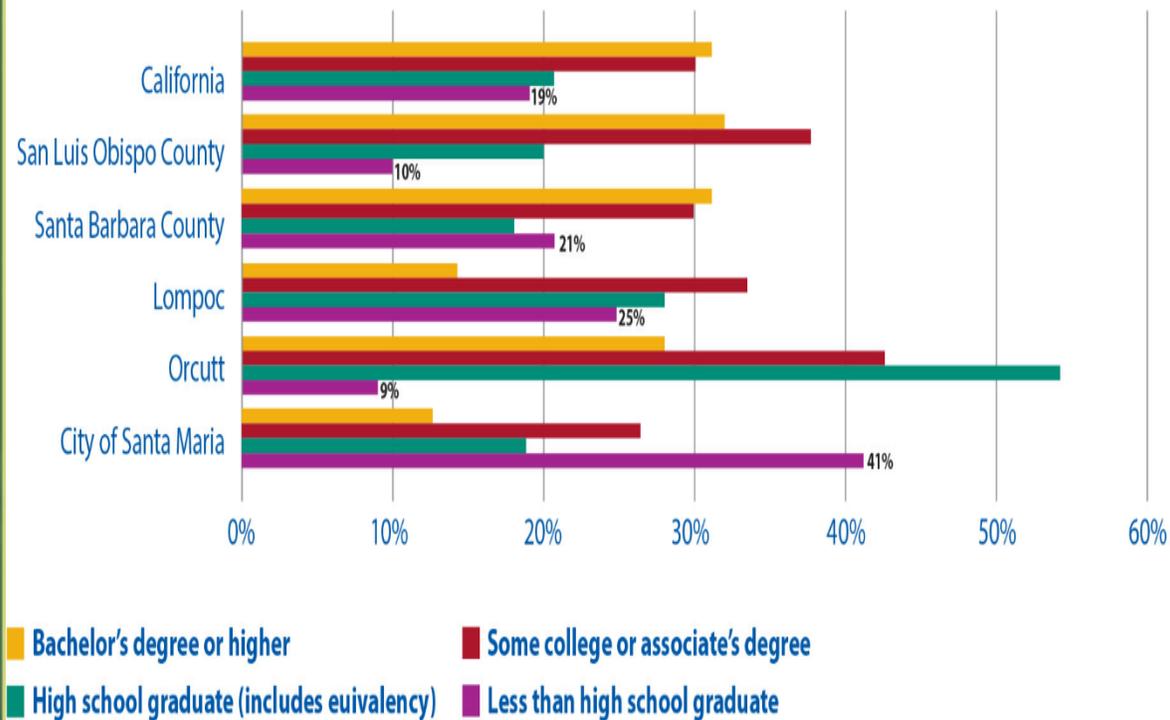
School	First Semester Enrollment of Top Feeder High schools in Fall					
	2015			2016		
	12th grade Enrollments	Entering AHC	Percent	12th grade Enrollments	Entering AHC	Percent
Pioneer Valley High	601	257	43%	625	291	47%
Righetti High	497	186	37%	510	223	44%
Santa Maria High	499	189	38%	599	219	37%
Lompoc High	305	126	41%	351	136	39%
Nipomo High	255	95	37%	230	99	43%
Arroyo Grande High	513	82	16%	524	60	11%
Cabrillo High	297	94	32%	362	139	38%
Orcutt Academy High	146	81	55%	150	68	45%
St. Joseph High	78	26	33%	97	31	32%
Delta High	278	54	19%	280	37	13%
Santa Ynez High	245	39	16%	242	44	18%
Total	3,714	1,229	33.10%	3,970	1,347	33.90%



Going Rate: % of 12th grade students that enroll at AHC in the immediate fall term after exiting high school

The Community

Educational Attainment: Persons 25+

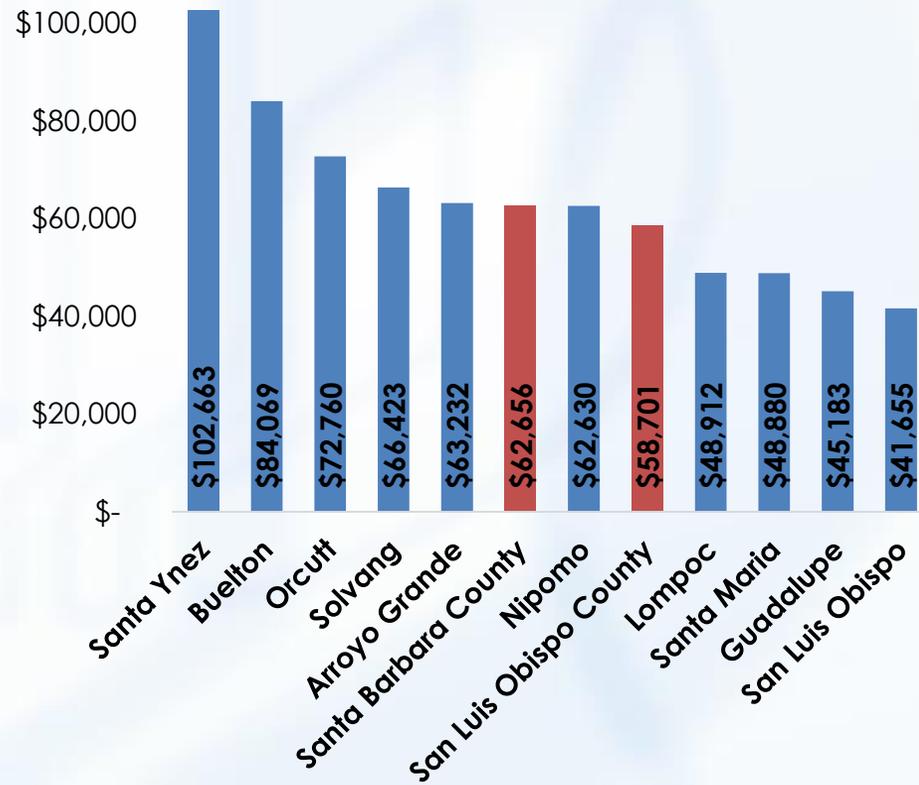


American Fact Finder, <http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

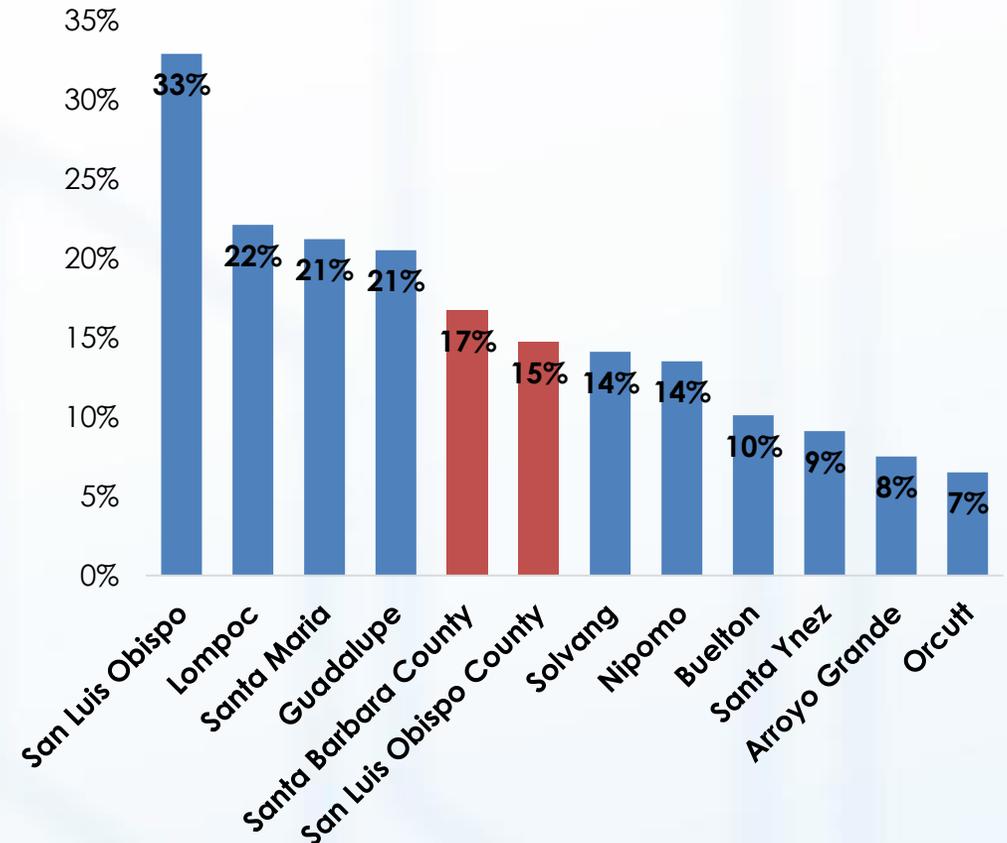
Educational attainment in Santa Maria and Lompoc (the largest cities in the district) are lower than unincorporated areas, the county as a whole, and the state. Santa Maria and Lompoc have a larger percentage of adults with no high school degree (41% in Santa Maria and 25% in Lompoc) and fewer than 14% with a bachelor's degree. Poverty is higher in these regions of low educational attainment as well.

Community Socio-Economic Status

Median Household Income (2016)



Percentage of Population Living Below Poverty Level



Allan Hancock Student Profile

So how do we count students?

Or, how do you respond when mom asks, “how many students go to that college you work at?”

Allan Hancock Student Profile

So how do we count students?

Or, how do you respond when mom asks, “how many students go to that college you work at?”

The answer is
“it depends”

And mom says, “no soup for you smarty”

Allan Hancock Student Profile

The answer to how many students are enrolled can be confusing.

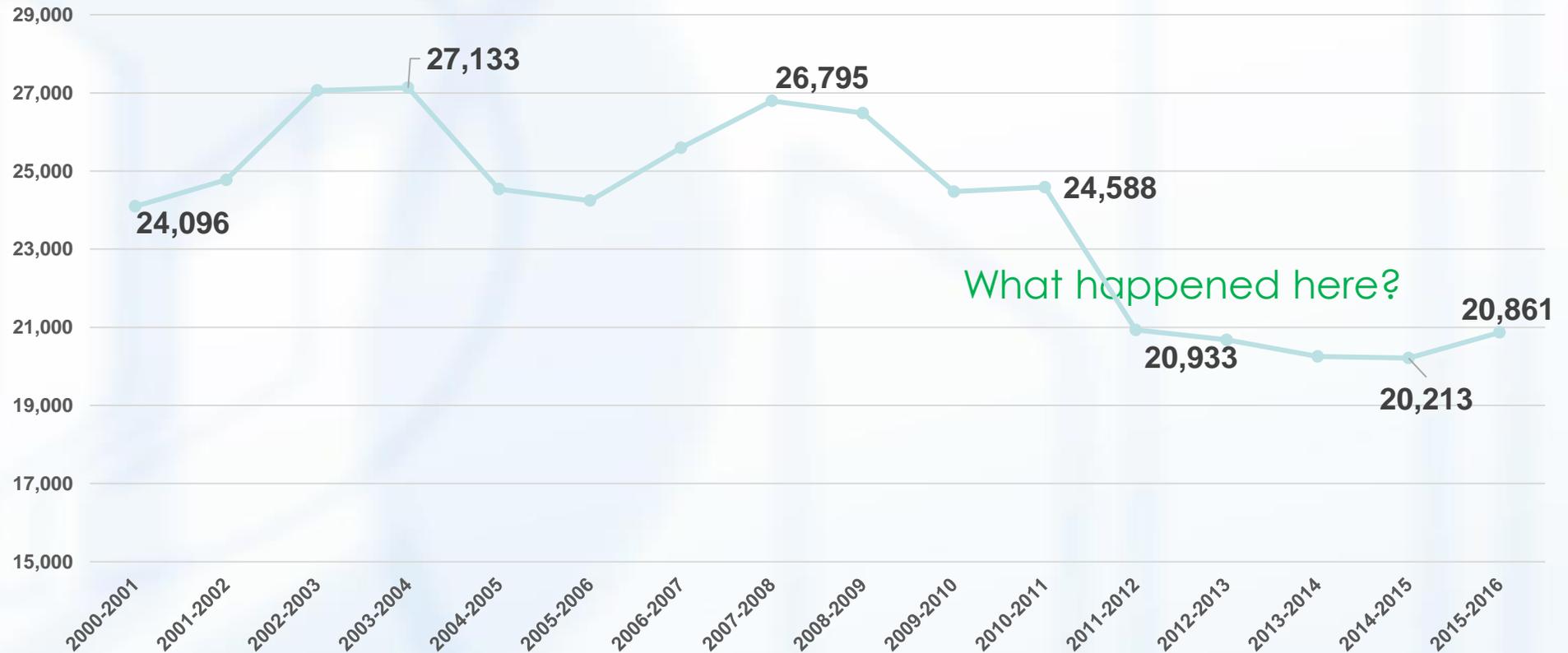
- Annual vs. Term?
- Credit vs. noncredit?
- Full-time equivalent (FTE) or one person one count?
- Are we talking about unduplicated or total seats?

That is, headcount versus enrollment

(we get surveys asking what our headcount enrollment is – ugh!)

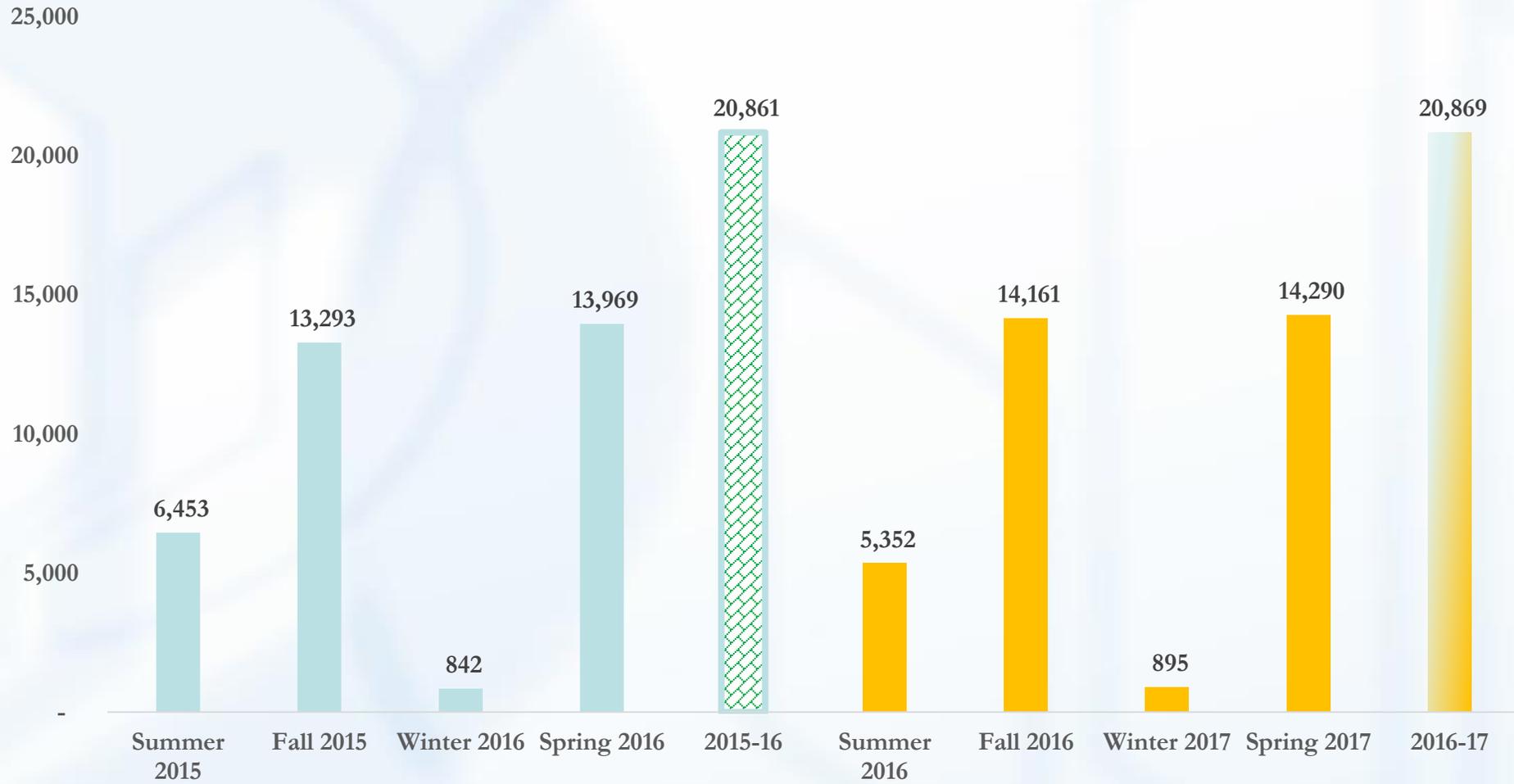
Allan Hancock Student Profile

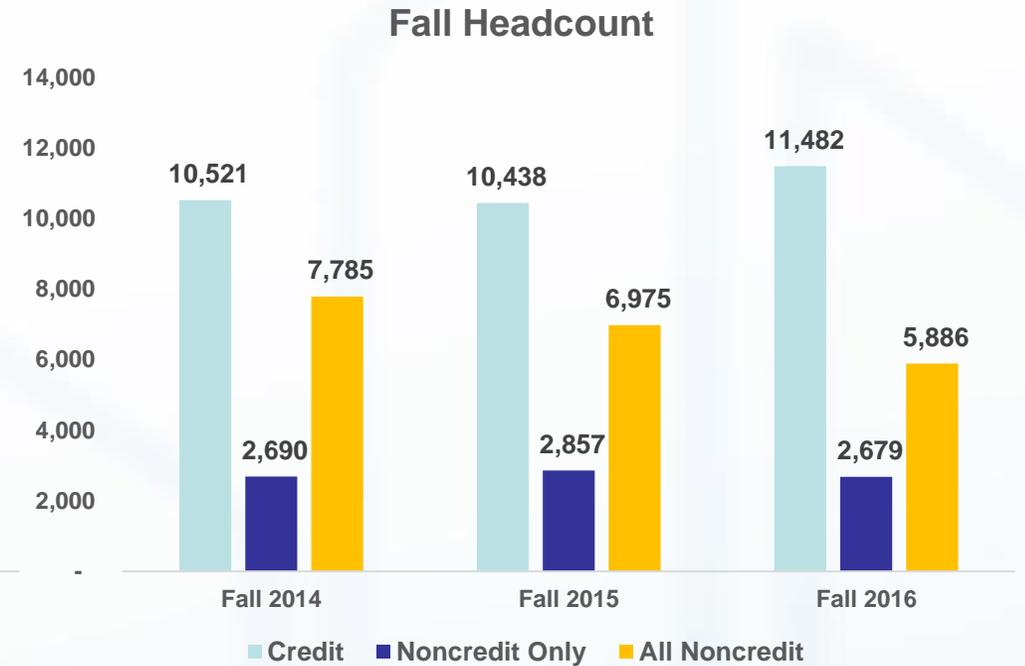
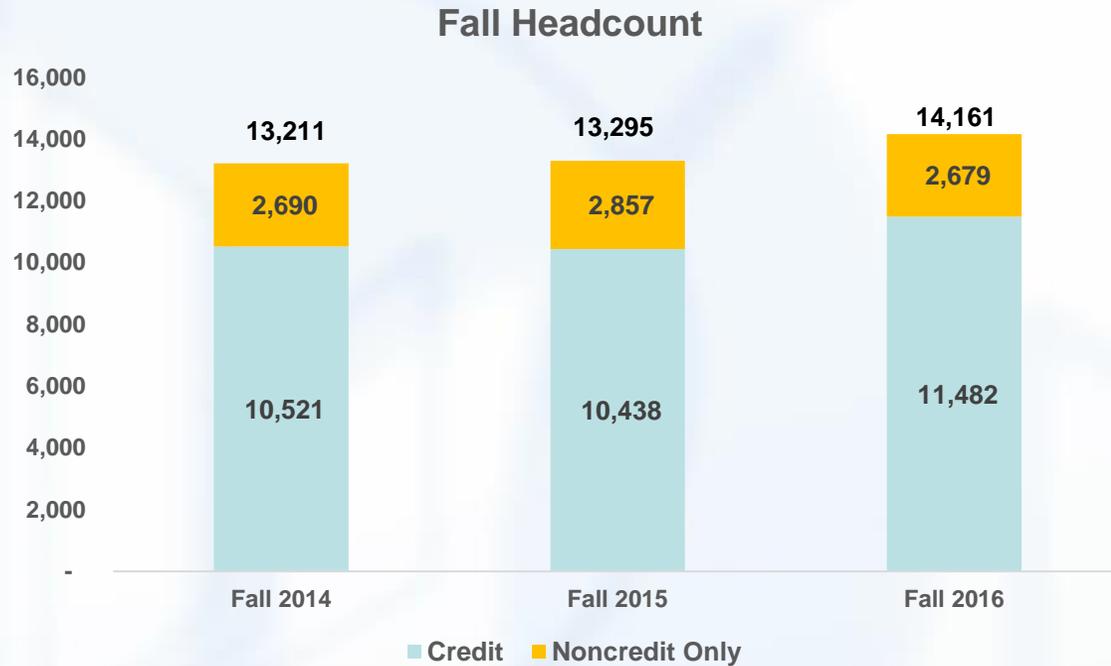
Annual Headcount: Credit and Noncredit



What do you think happened in 2016-17?

Annual and Term Headcount: Credit and Noncredit



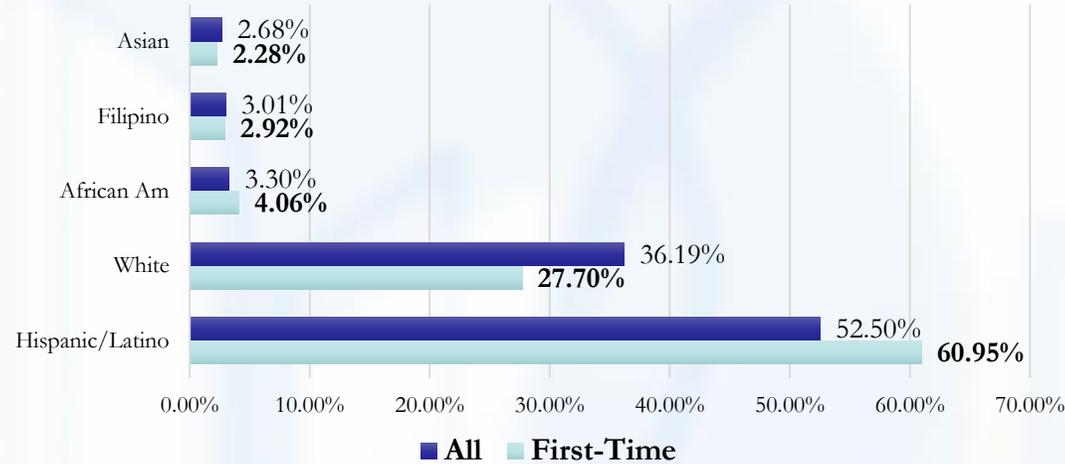


Adding credit and noncredit

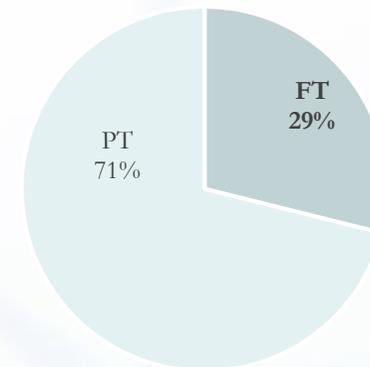
“Credit” headcount includes students enrolled in credit or both credit and noncredit. “Noncredit Only” includes students enrolled exclusively in noncredit; we use this definition to avoid double counting when we add both groups. The chart below provides data for all noncredit along with noncredit only.

Allan Hancock Credit Students: Fall 2016

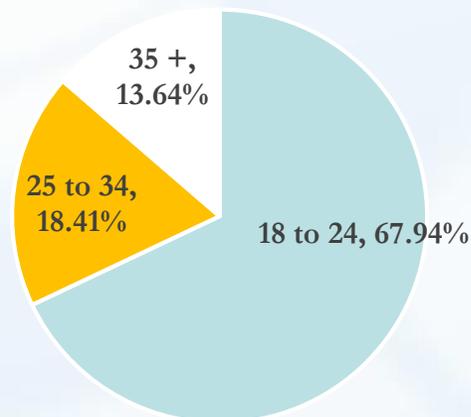
Ethnicity



Full-Time/Part-Time Enrollment



Age Distribution



First Generation: 43%

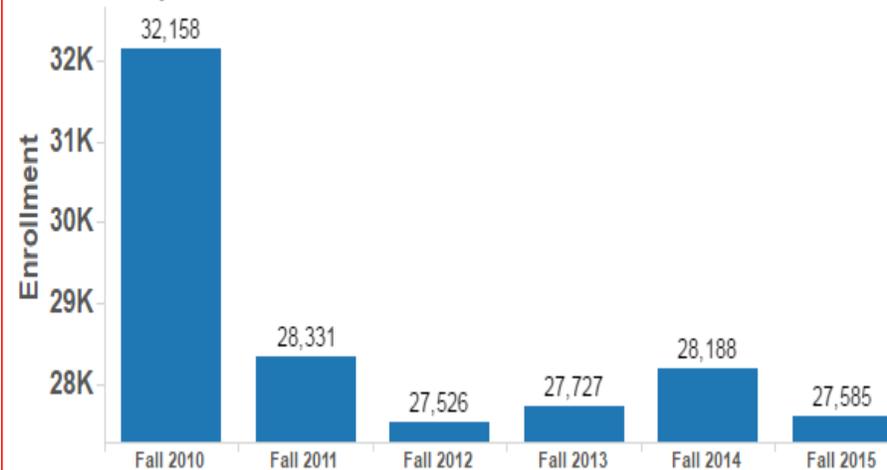
Pell-Grant (degree-seeking students): 44%

Allan Hancock Credit Student Profile

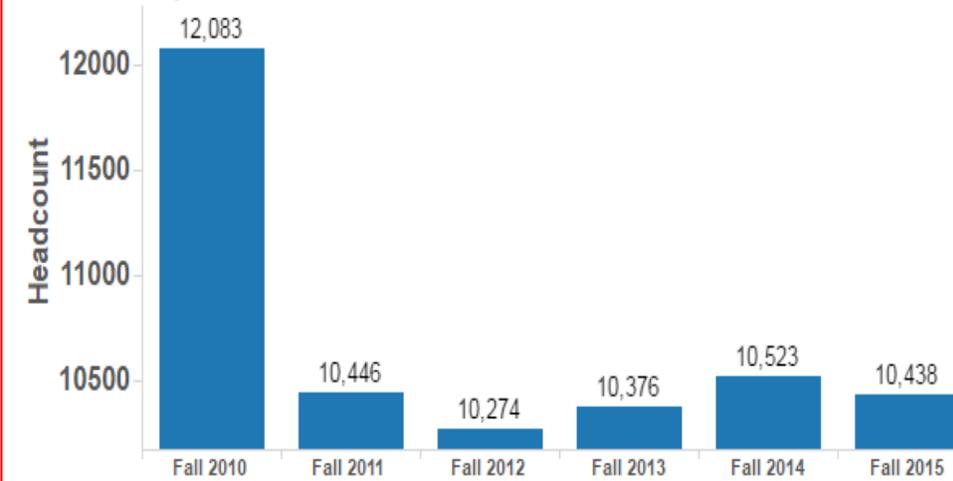
Allan Hancock College Headcount, Enrollment, Sections, Retention, Success & FTES

	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016
Enrollment	27,727	28,343	7,474	28,188	27,996	7,997	27,585	27,242	7,680
Headcount	10,376	10,690	4,713	10,523	10,672	5,041	10,438	10,775	3,962
Retention %	88%	87%	93%	88%	87%	94%	88%	91%	94%
Success %	73%	73%	85%	72%	74%	85%	73%	76%	86%
Sections	1,069	1,141	306	1,141	1,209	355	1,176	1,220	357
FTES	3,771	3,776	880	3,809	3,957	934	3,724	3,630	905

Enrollment by Fall Terms



Headcount by Fall Terms

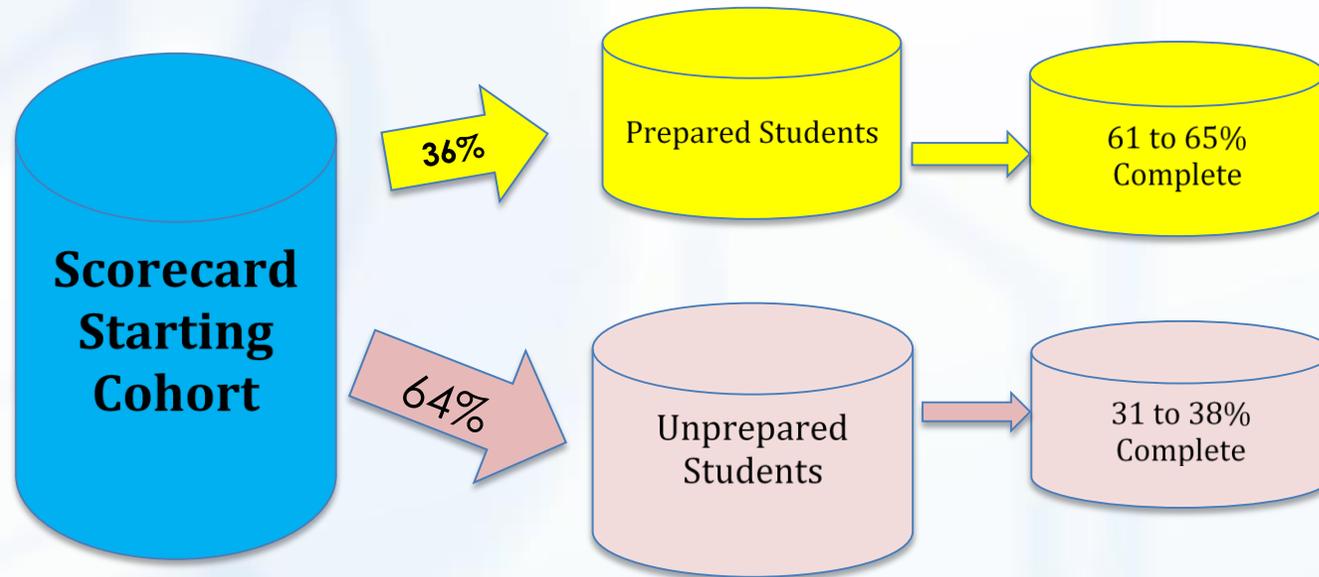


The preparedness challenge

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

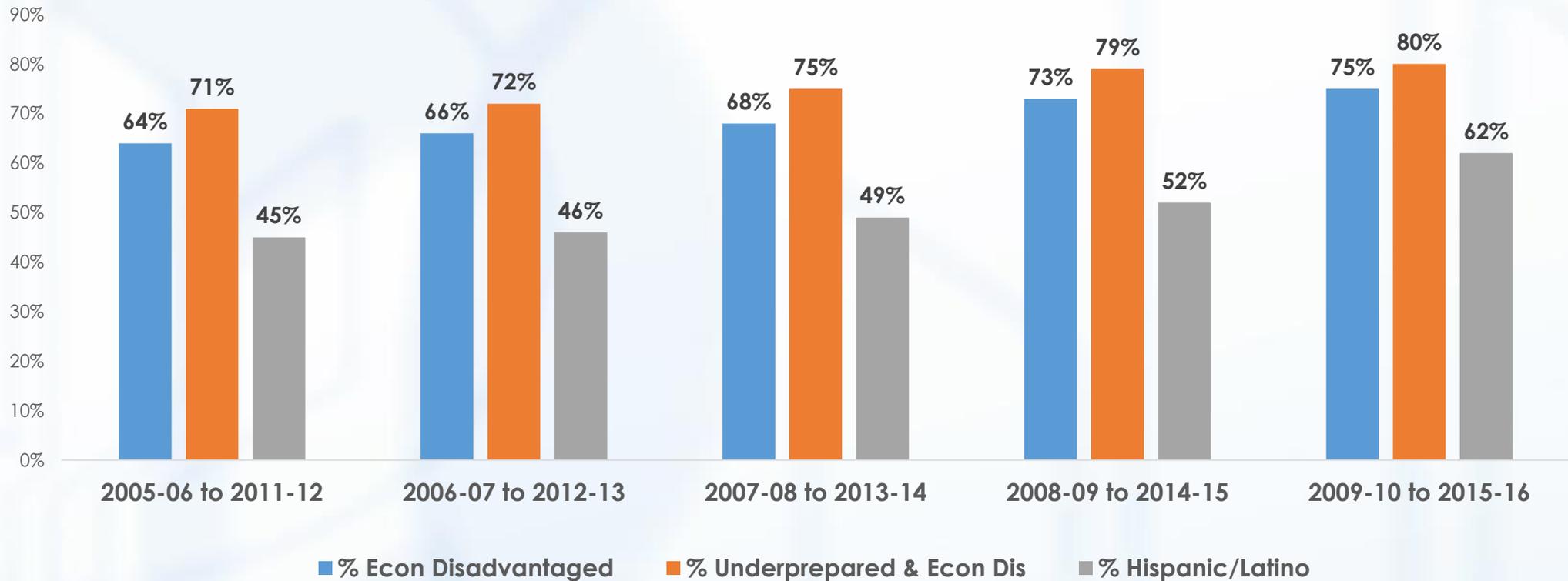
-Equity & Excellence in American Higher Education by Bowen, Kurzweil & Tobin

AHC Cohort Preparedness



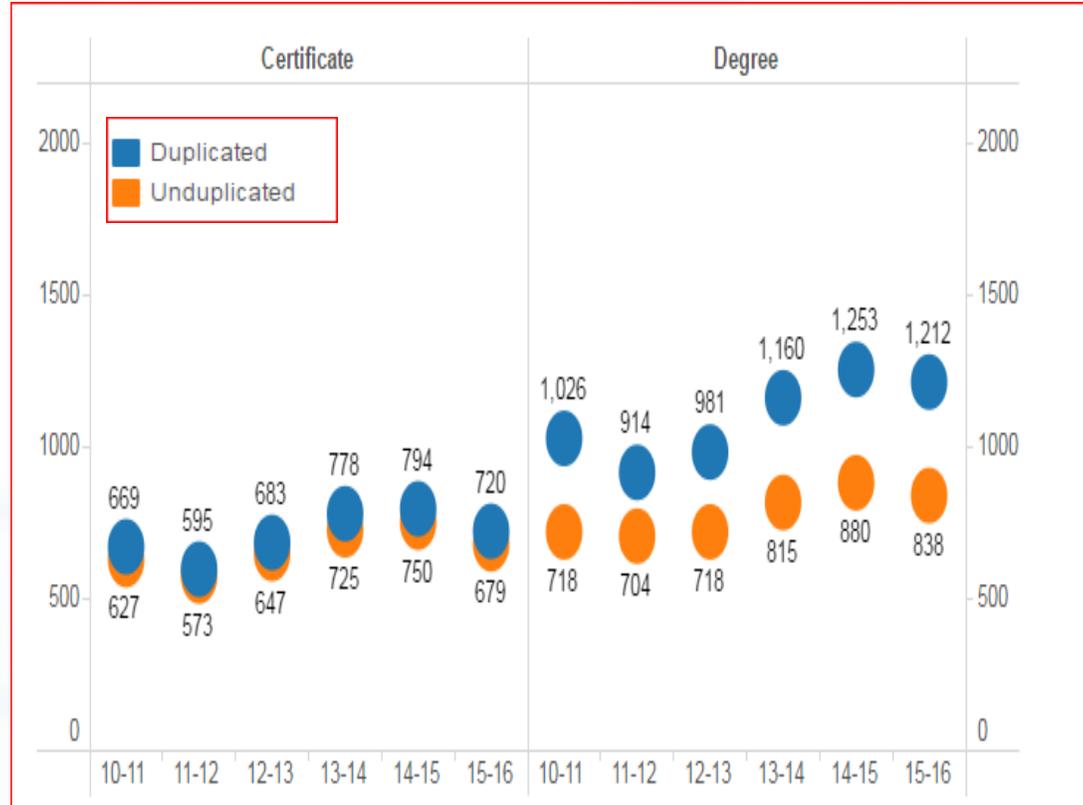
- *First time students*
- *Earned 6+ units in 3 years*
- *Attempted any Math/English in the first 3 years*

Incoming Cohort* Socio-Economic Trends

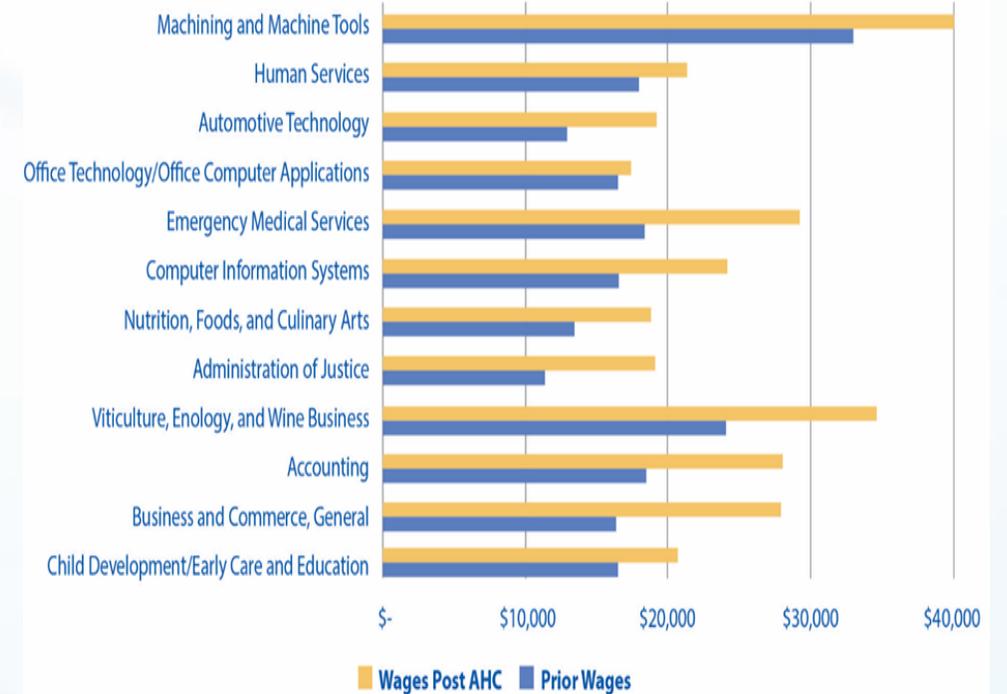


- *First time students*
- *Earned 6+ units in 3 years*
- *Attempted any Math/English in the first 3 years*

Allan Hancock Student Achievement: Degrees, Certificates, and Wages

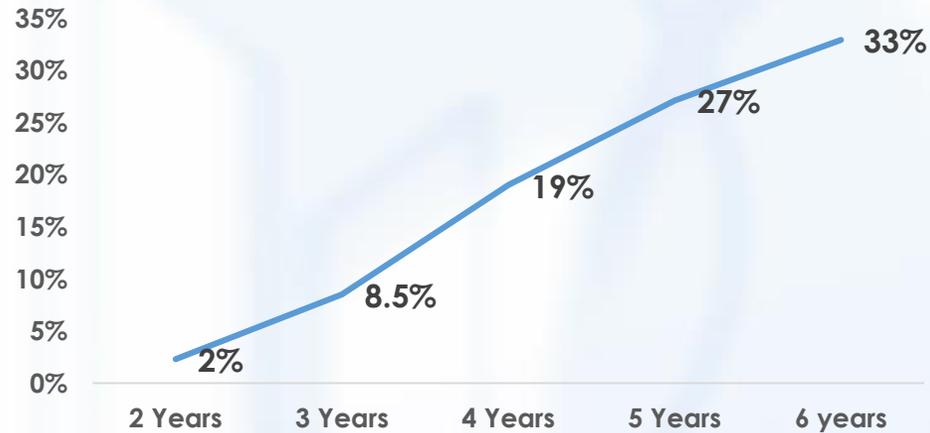


AHC Skills-Builders



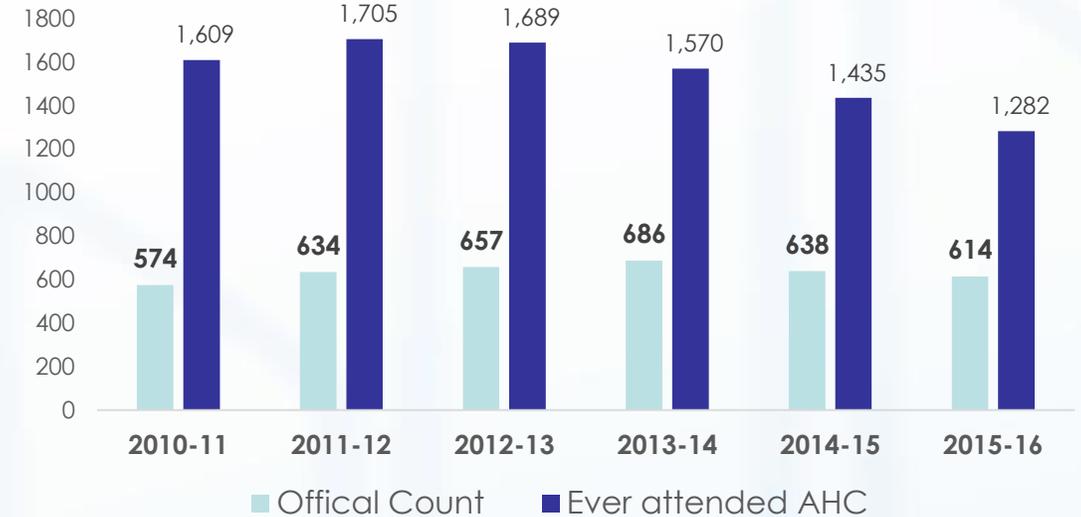
Allan Hancock Student Achievement

Cohort Transfer Rate: 2009-10 to 2014-15



Cohorts are first-time college students with a minimum of 12 units earned who attempted a transfer level math or English course. The outcome is transfer to a four-year institution within a given time period subsequent to initial enrollment.

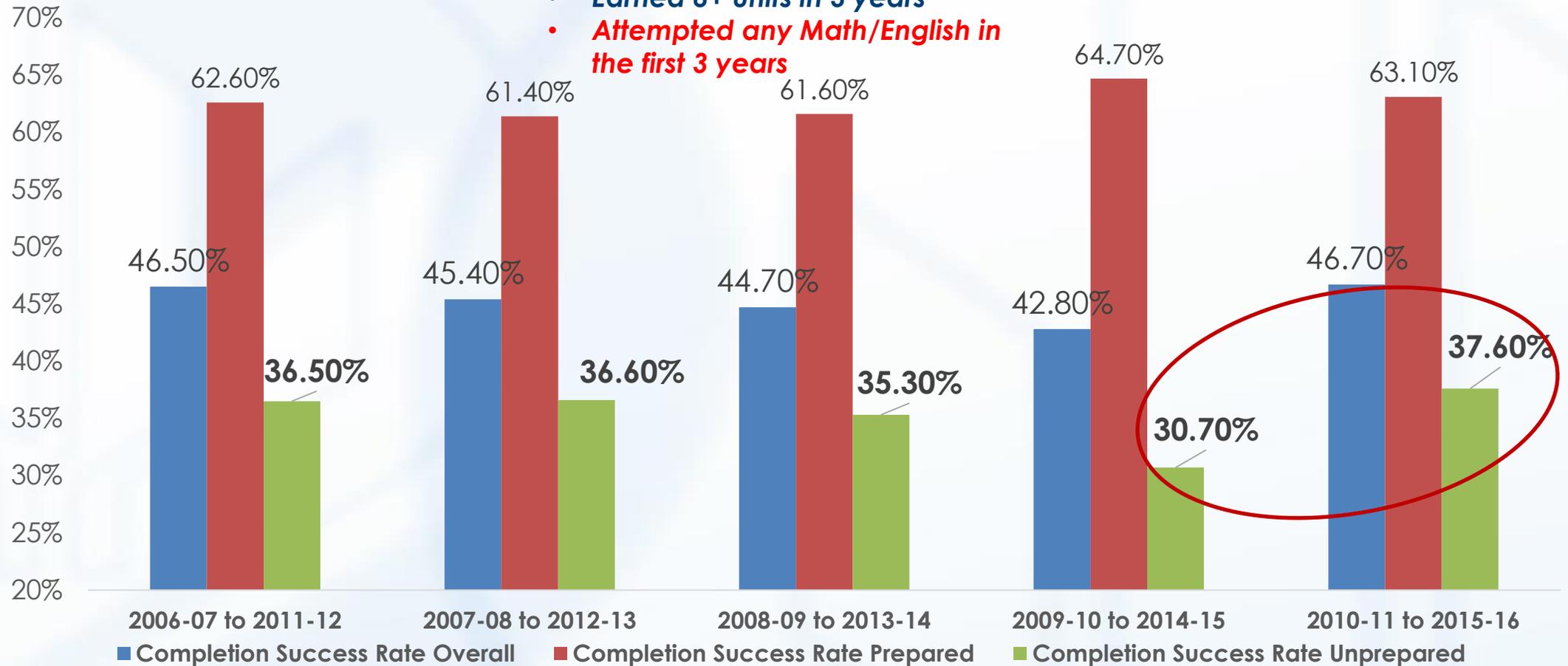
Annual Transfers to CSU, UC, ISP, and OoS



Cohort Completion Rates

Degree, Cert, Transfer Prep., Transfer*

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



*Completion of a degree, certificate or transfer outcome within six years of starting

Thank You

Questions?