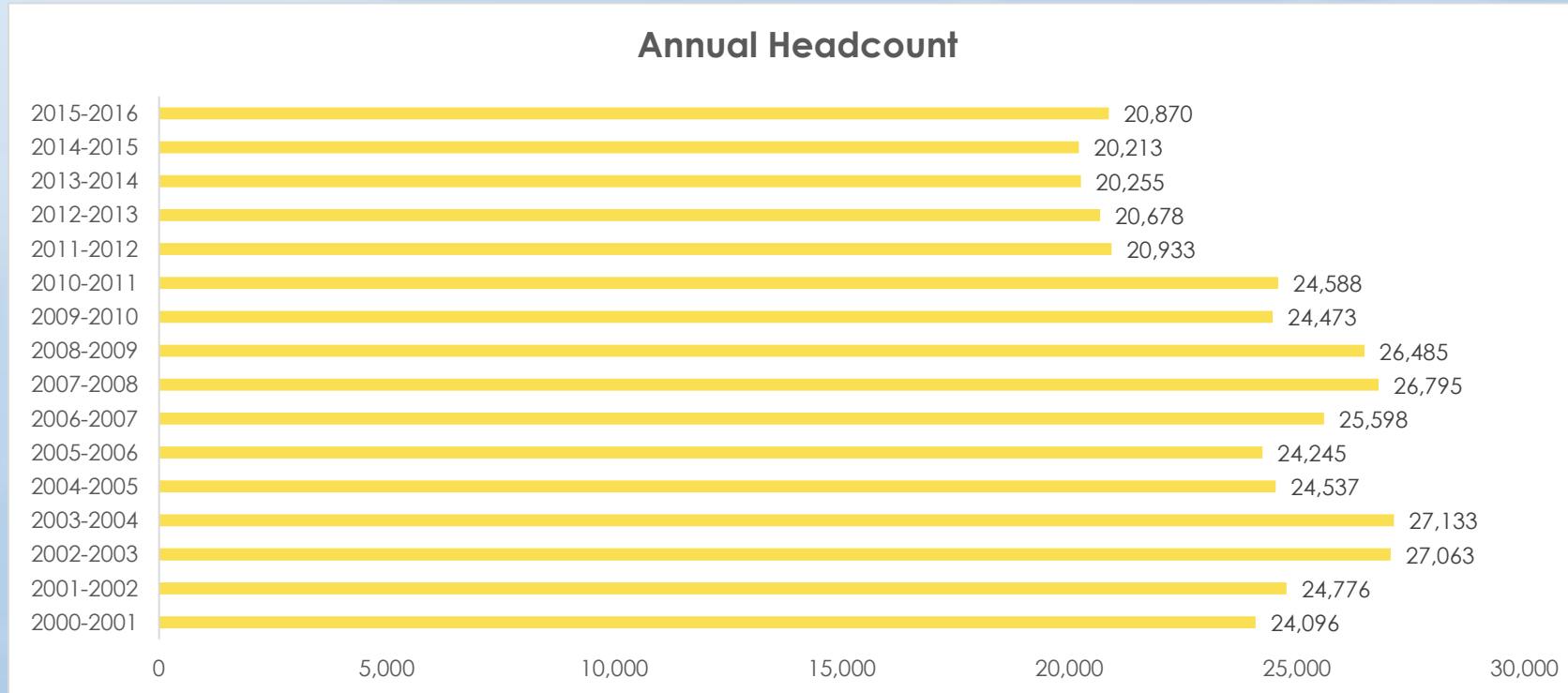


# Institutional Effectiveness at AHC

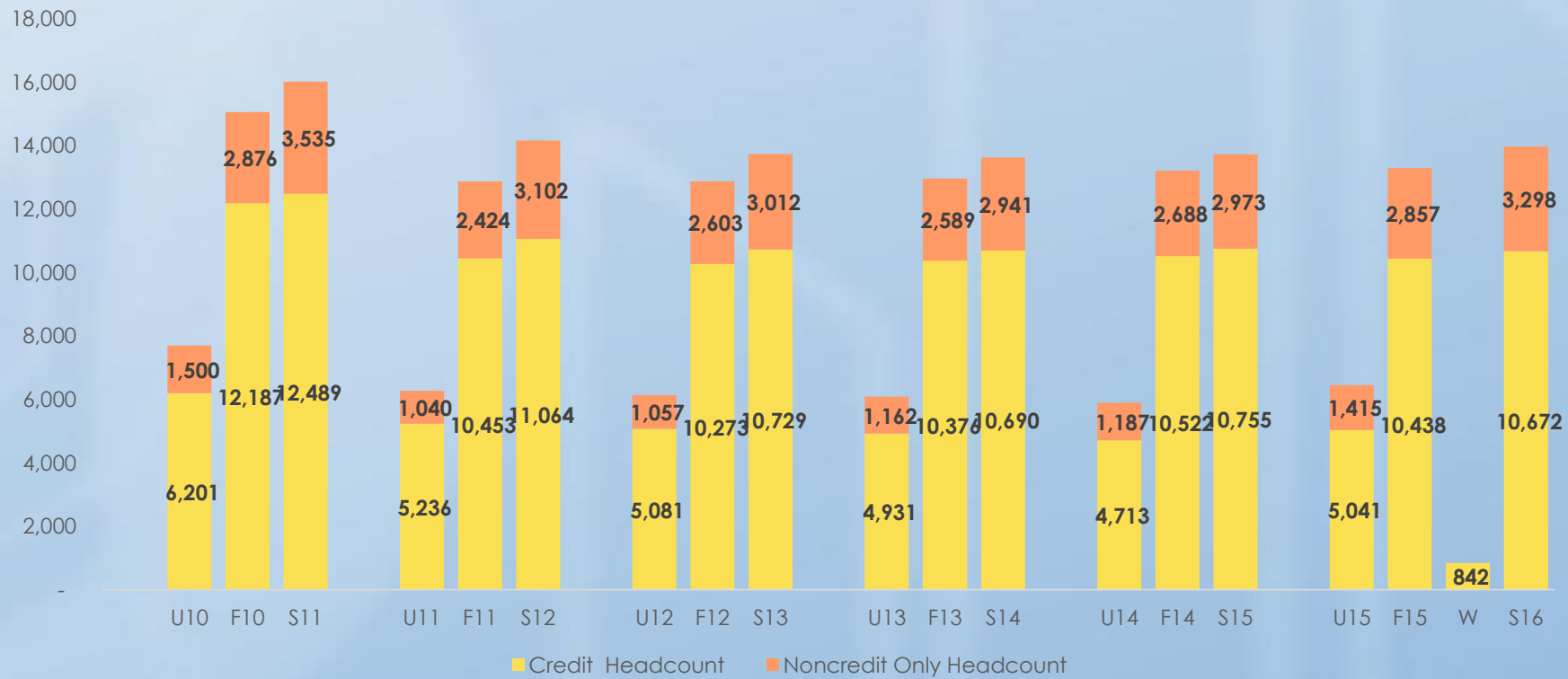
*Paul Murphy, Ph.D.*

# How Many Students are Enrolled at AHC?



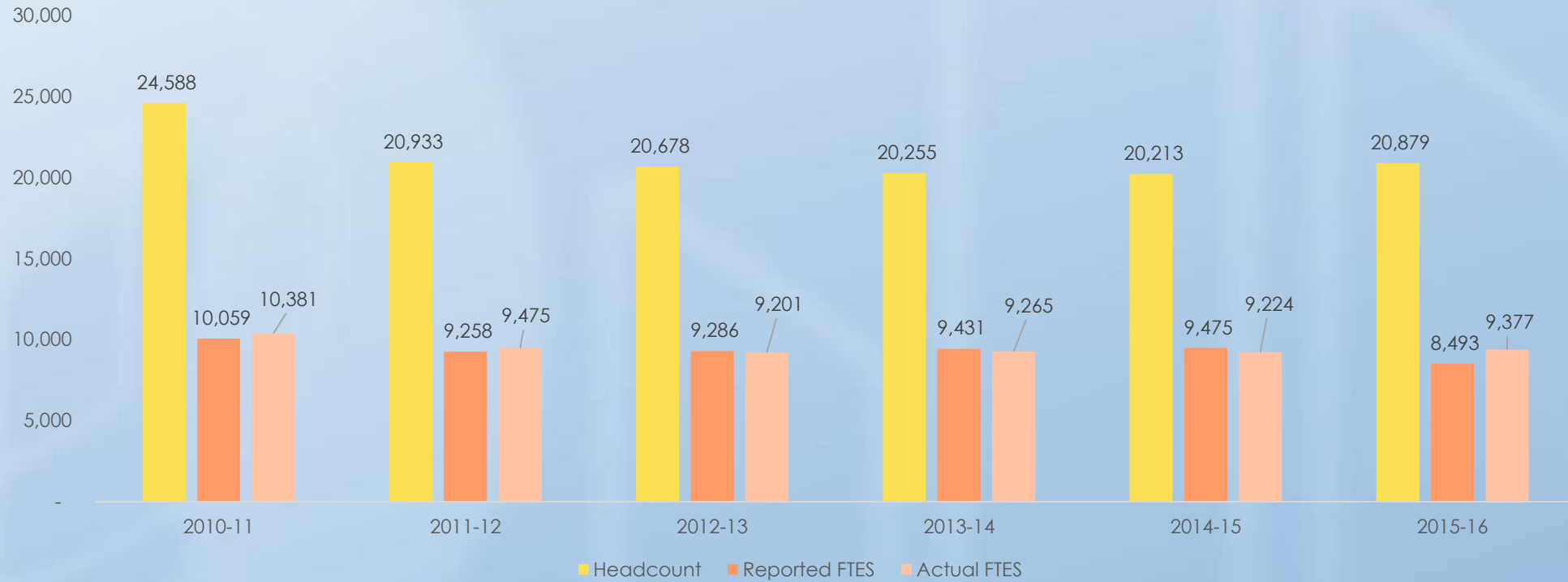
# How Many Students are Enrolled at AHC?

Term by Term Headcount



# How Many Students are Enrolled at AHC?

## Headcount and FTES



# What is the Question?

- The simple question of how many students are enrolled has many answers depending on the nature of the issue or topic. The staff in institutional effectiveness work to ensure that the correct question is identified so that we have the best answer for informed decision making.

# What is Institutional Effectiveness?

- Institutional effectiveness is the systematic, integrated and ongoing process of planning and evaluating data and information related to the goals and outcomes developed to support Allan Hancock College's mission.

*IE is a cyclic process of continuous improvement*

# Institutional Effectiveness

The term first appeared in 1984 when adopted as part of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) revision of their institutional accreditation requirements. SACS used this term because they thought the term “assessment” was too contentious after the publication of ***A Nation at Risk***.

# Institutional Effectiveness

So prominent that IE is a primary element of accreditation:

## **STANDARD I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**

I.B.6 The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.



# Institutional Effectiveness

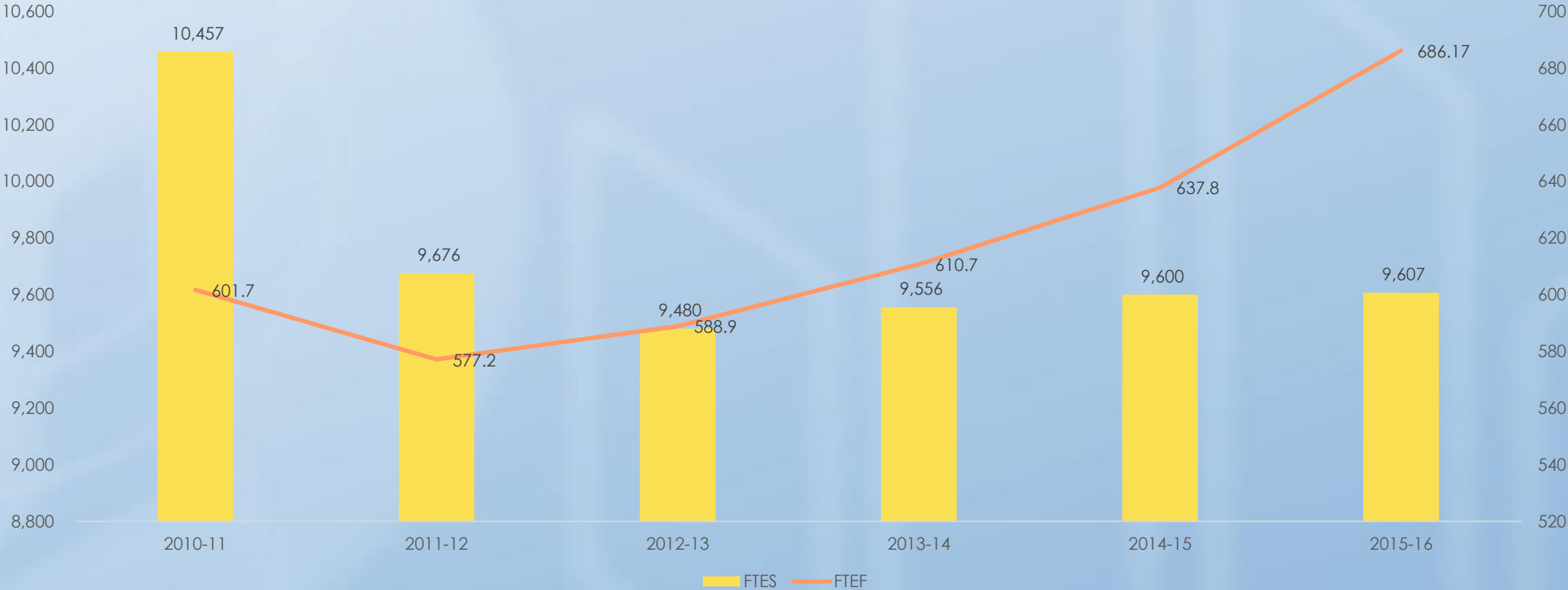
I.B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources

# Institutional Effectiveness at AHC

- Institutional Research
- Institutional Planning
  - Strategic Plan
  - Educational Master Plan
  - Others?
- Program Review: student outcome and achievement data, surveys
- Enrollment Management
- Accountability

# Enrollment Management Challenge

FTES and FTEF: includes contract FTES



# Accountability

- Institutional Effectiveness Partnership Initiative
- Scorecard
- Student Equity Plan
- Student Success Initiative
- IPEDS
- Accreditation
- Other?

# Institutional Effectiveness Partnership Initiative Indicators (year one)

## Student Outcomes

- Completion
  - Prepared
  - Unprepared
  - Overall
- Remedial Rate
  - Math
  - English
  - ESL
- CTE Completion Rate
- Course Completion Rate
- Degrees
- Certificates
- Transfers

## Accreditation Status

- **Accreditation Status**

## Fiscal Viability

- Salary and Benefits
- FTES
- Annual Operating Excess/Deficiency
- Fund Balance
- Cash Balance

## State and Federal Programmatic Compliance



# STUDENT SUCCESS SCORECARD

## Allan Hancock College

[Click here to select a different college](#)

CURRENT PROFILE

MOMENTUM POINTS

REMEDIAL/ESL

PERSISTENCE

30 UNITS

DEGREE/TRANSFER OUTCOMES

DEGREE/TRANSFER

CAREER TECHNICAL EDUCATION METRICS

CAREER TECHNICAL EDUCATION

SKILLS BUILDER

### College Profile

[Click here to view current year report](#)

The student population and course sections offered described in the tables are based on the 2014-15 academic year. Students represented differ from those included for calculation of Scorecard metrics, which are based on first-time students enrolled in 2009-10.

STUDENT INFORMATION			
Students		20,213	
GENDER		ETHNICITY/RACE	
Female	51.9%	African American	2.2%
Male	48.0%	American Indian/Alaska Native	0.6%
Unknown	0.2%	Asian	2.5%
AGE		Filipino	1.8%
Less than 20 years old	21.4%	Hispanic	52.4%
20 to 24 years old	28.8%	Pacific Islander	0.4%
25 to 39 years old	29.0%	White	36.1%
40 or more years old	20.8%	Two or more Races	2.5%
Unknown	0.0%	Unknown	1.5%

OTHER INFORMATION	
Full Time Equivalent Students	9,385.7
Credit Sections	2,654
Non-Credit Sections	478
Median Credit Section Size	24
Percentage of Full-Time Faculty	49.3%
Percentage of First-Generation Students	41.3%*
Student Counseling Ratio (FALL 2014)	571:1

\* Insufficient data  
\*\* No data

# Questions?