

11. Key Performance Indicators

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Weighted Success Rates

	Fall 2005		Fall 2006		Fall 2007		Fall 2008	
	# Students	Success Rate	# Students	Success Rate	# Students	Success Rate	# Students	Success Rate
Total # Students	9995		9928		10467		11043	
<u>Age</u>								
Under 20	3045	67%	3109	66%	3313	68%	3552	69%
20-24	2775	66%	2770	67%	2938	68%	3181	69%
25-34	1833	70%	1780	70%	1923	70%	2090	73%
35-54	1902	74%	1894	75%	1896	76%	1850	76%
55 and over	439	79%	373	81%	397	80%	368	84%
Unknown	1	0%	2	93%	0	0%	2	0%
<u>Gender</u>								
Male	4278	67%	4214	67%	4549	67%	4880	68%
Female	5671	69%	5678	69%	5863	71%	6082	72%
Unknown	46	72%	36	77%	55	66%	81	72%
<u>Ethnicity</u>								
Asian	201	77%	212	73%	217	74%	278	78%
Black	365	56%	316	63%	351	64%	321	65%
Filipino	266	72%	268	72%	266	78%	255	74%
Hispanic	3337	63%	3545	62%	3823	65%	4145	68%
Native American	151	69%	140	67%	140	67%	125	65%
Pacific Islander	53	71%	75	63%	59	67%	20	53%
White	4601	72%	4367	72%	4568	72%	4872	73%
Other	163	69%	141	70%	157	66%	139	70%
Decline to State	673	70%	770	71%	832	72%	766	73%
Unknown	185	71%	94	72%	54	72%	122	66%

The student success rate is a measure of academic performance. Unlike successful course completions in which all courses count equally, in successful units completed courses with a higher load count more than those with a lesser load. For example, a four-unit course counts twice as much as a two-unit course.

The success rate is computed as the sum of units for course enrollments receiving an official grade of A, B, C, or Credit (CR) divided by units for attempted course enrollments. Units for attempted course enrollments are those for courses where the student received a grade of A, B, C, Credit, D, No Credit, F, Incomplete, or Withdrawal.

Successful Course Completion (% C or better)

	Fall 2005			Fall 2006		
	Grades	C or better	%	Grades	C or better	%
Gender						
Female	15405	10672	69%	15103	10341	68%
Male	12370	8207	66%	11937	8301	70%
Unknown	100	73	73%	97	72	74%
Total	27875	18952	68%	27137	18714	69%
Ethnicity						
Asian	531	407	77%	559	413	74%
Black	1118	637	57%	963	598	62%
Filipino	765	547	72%	692	501	72%
Hispanic	9459	5928	63%	9806	6223	63%
Nat American	476	329	69%	423	290	69%
Other	477	332	70%	372	260	70%
Pacific Isl	175	120	69%	226	142	63%
White	12534	9037	72%	11732	8573	73%
Unknown	1040	752	72%	886	663	75%
Decline to state	1300	863	66%	1478	1051	71%
Total	27875	18952	68%	27137	18714	69%
Age						
<20	8916	5944	67%	4651	3068	66%
20 to 24	9242	6049	65%	12189	8043	66%
25 to 34	4738	3244	68%	5239	3671	70%
35 to 54	4224	3124	74%	4301	3332	77%
55+	753	590	78%	751	595	79%
Unknown	1	0	0%	6	5	83%
Total	27874	18951	68%	27137	18714	69%
Goal						
Transfer	13179	9281	70%	12676	8633	68%
Degree/Cert	3234	2270	70%	3265	2189	67%
Career	5264	3921	74%	4822	3481	72%
Basic Skills	514	355	69%	570	416	73%
Unknown/Undecided	6278	4316	69%	6542	4233	65%
Total	28469	20143	71%	27875	18952	68%

Definitions: Successful course completion rates are the sum of course enrollments receiving an official end of term letter grade of A, B, C, or CR (including IB and IC), divided by attempted course enrollment. Excluded are grades of ungraded dependent which are used in zero unit labs.

Successful course completion is an indicator of student academic performance.

Successful Course Completion (% C or better)

	Fall 2007			Fall 2008		
	Grades	C or better	%	Grades	C or better	%
Gender						
Female	15530	10866	70%	16483	11675	71%
Male	12790	8799	69%	13559	9269	68%
Unknown	143	93	65%	181	13	7%
Total	28463	19758	69%	30223	20957	69%
Ethnicity						
Asian	589	434	74%	769	591	77%
Black	961	610	63%	987	621	63%
Filipino	741	565	76%	749	533	71%
Hispanic	10625	6878	65%	11798	7814	66%
Nat American	378	257	68%	344	247	72%
Other	450	285	63%	394	263	67%
Pacific Isl	158	107	68%	211	125	59%
White	12137	8859	73%	12518	9094	73%
Unknown	820	590	72%	824	552	67%
Decline to state	1604	1173	73%	1629	1227	75%
Total	28463	19758	69%	30223	21067	70%
Age						
<20	9430	6286	67%	10387	6949	67%
20 to 24	9255	6249	68%	10102	6791	67%
25 to 34	4687	3285	70%	5044	3642	72%
35 to 54	4335	3318	77%	3978	3079	77%
55+	755	619	82%	705	599	85%
Unknown	1	1	100%	7	7	100%
Total	28463	19758	69%	30223	21067	70%
Goal						
Transfer	11920	8039	67%	12503	8559	68%
Degree/Cert	3082	2199	71%	3584	2599	73%
Career	4532	3391	75%	4752	3482	73%
Basic Skills	561	411	73%	532	380	71%
Unknown/Undecided	7042	4674	66%	8852	6047	68%
Total	27137	18714	69%	30223	21067	70%

Trends: The success rate for the college overall decreased to 68% in 2005 after remaining relatively flat at 71-72% for the previous six years. In 2006, there was a slight upswing to a 69% success rate and it remained at 69% for fall 2007. In fall 2008, the success rate increased slightly to 70%. The success rates of all ethnic groups except for the Filipino, Pacific Islander, and Unknown ethnicity students increased or remained the same from fall 2007 to fall 2008. By age, the success rates of students 20 to 24 decreased slightly while all other groups' success rates increased or remained flat. All success rates of students in each goal category except for career-enhancing and basic skills students increased from fall 2007 to fall 2008.

Success Rate Comparison Statewide vs AHC

FALL 2007

Gender	Statewide			AHC			Comparison
	Enrollment	Succeeded	%	Enrollment	Succeeded	%	%Difference
Female	2,145,817	1,415,780	66%	15,534	10,867	70%	6%
Male	1,794,722	1,168,929	65%	12,790	8,799	69%	6%
Unknown	28,736	17,994	63%	143	93	65%	4%
TOTAL	3,969,275	2,602,703	66%	28,467	19,759	69%	6%

Ethnicity	Statewide			AHC			%Difference
	Enrollment	Succeeded	%	Enrollment	Succeeded	%	%Difference
African-American	329,246	175,295	53%	961	610	63%	19%
American Indian	38,454	23,175	60%	378	257	68%	13%
Asian	476,162	338,117	71%	589	434	74%	4%
Filipino	150,776	101,907	68%	741	565	76%	13%
Hispanic	1,168,515	715,017	61%	10629	6879	65%	6%
Other Non-White	80,140	52,760	66%	450	285	63%	-4%
Pacific Islander	35,129	21,072	60%	158	107	68%	13%
Unknown	295,126	199,614	68%	2424	1763	73%	8%
White Non-Hispanic	1,395,727	975,746	70%	12137	8859	73%	4%
TOTAL	3,969,275	2,602,703	66%	28,467	19,759	69%	6%

Age	Statewide			AHC			%Difference
	Enrollment	Succeeded	%	Enrollment	Succeeded	%	%Difference
<20	1,353,434	849,754	63%	10253	6855	67%	6%
20 to 24	1,292,237	811,070	63%	8632	5837	68%	8%
25 to 34	675,657	462,110	68%	4542	3171	70%	2%
35+	647,294	479,316	74%	5040	3896	77%	4%
Unknown	653	453	69%	0	0	N/A	N/A
TOTAL	3,969,275	2,602,703	66%	28,467	19,759	69%	5.9%

Analysis: In fall 2007 AHC success rates were higher than the statewide comparison by 5.9 %. This is up from 4.3% last fall. AHC success rates are higher than the statewide average across all gender, ethnic, and age groups except Other Non-White students. While AHC success rates are higher than the statewide rates, relative performance by student characteristics are comparable. In fall 2007 the highest success rates statewide are among Asian (71%), white (70%), and Filipino (68%) students and students age 35 and over (74%). At AHC the highest success rates are also among Asian (74%), white (73%), and Filipino (76%) students and students age 35 and over (77%). Older students tend to take fewer units on average which somewhat distorts the comparison.

Success Rate Comparison Statewide vs AHC

FALL 2008

Gender	Statewide			AHC			Comparison
	Enrollment	Succeeded	%	Enrollment	Succeeded	%	%Difference
Female	2,303,446	1,534,521	67%	16,483	11,675	71%	6%
Male	1,946,880	1,281,915	66%	13,559	9,269	68%	4%
Unknown	39,030	25,398	65%	181	123	68%	4%
TOTAL	4,289,356	2,841,834	66%	30,223	21,067	70%	5%

Ethnicity	Statewide			AHC			Comparison
	Enrollment	Succeeded	%	Enrollment	Succeeded	%	%Difference
African-American	357,602	192,161	54%	987	621	63%	17%
American Indian	40,873	25,004	61%	344	247	72%	17%
Asian	492,669	356,257	72%	769	591	77%	6%
Filipino	156,755	107,858	69%	749	533	71%	3%
Hispanic	1,281,368	791,544	62%	11798	7814	66%	7%
Other Non-White	71,625	47,881	67%	394	263	67%	0%
Pacific Islander	40,522	24,939	62%	211	125	59%	-4%
Unknown	374,105	255,438	68%	2453	1779	73%	6%
White Non-Hispanic	1,473,837	1,040,752	71%	12518	9094	73%	3%
TOTAL	4,289,356	2,841,834	66%	30,223	21,067	70%	5%

Age	Statewide			AHC			Comparison
	Enrollment	Succeeded	%	Enrollment	Succeeded	%	%Difference
<20	1,462,569	938,842	64%	11233	7522	67%	4%
20 to 24	1,401,360	889,117	63%	9454	6352	67%	6%
25 to 34	747,186	513,036	69%	4881	3530	72%	5%
35+	677,617	500,380	74%	4654	3662	79%	7%
Unknown	624	459	74%	1	1	N/A	N/A
TOTAL	4,289,356	2,841,834	66%	30,223	21,067	70%	5.2%

Analysis: In fall 2008 AHC success rates were higher than the statewide comparison by 5.2 %. This is down slightly from 5.9% last fall. AHC success rates are higher than the statewide average across all gender, ethnic, and age groups except Other Non-White and Pacific Islander students. While AHC success rates are higher than the statewide rates, relative performance by student characteristics are comparable. In fall 2008 the highest success rates statewide are among Asian (72%), white (71%), and Filipino (69%) students and students age 35 and over (74%). At AHC the highest success rates are also among Asian (77%), white (73%), Filipino (71%), and American Indian (72%) students and students age 35 and over (79%). Older students tend to take fewer units on average which somewhat distorts the comparison.

Basic Skills Success Rates -- English/Reading

Success (% C or better)

	Fall 2005			Fall 2006		
	Grades	C or better	%	Grades	C or better	%
Gender						
Female	253	175	69%	215	136	63%
Male	170	99	58%	112	64	57%
Unknown	0	0	N/A	3	3	100%
Total	423	274	65%	330	203	62%
Ethnicity						
Asian	11	9	82%	7	5	71%
Black	12	3	25%	17	11	65%
Filipino	12	8	67%	14	12	86%
Hispanic	289	189	65%	220	128	58%
Nat American	1	1	100%	3	1	33%
Other	1	0	0%	5	4	80%
Pacific Isl	1	0	0%	3	2	67%
White	73	49	67%	42	25	60%
Unknown	7	4	57%	9	9	100%
Decline	17	12	71%	10	6	60%
Total	424	275	65%	330	203	62%
Age						
<20	273	182	67%	110	69	63%
20 to 24	75	45	60%	146	84	58%
25 to 34	36	23	64%	45	31	69%
35 to 54	39	25	64%	28	18	64%
55+	1	0	0%	1	1	100%
Total	424	275	65%	330	203	62%
Goal						
Transfer	140	90	64%	120	83	69%
Degree/Cert	39	25	64%	31	12	39%
Career	64	41	64%	35	20	57%
Basic Skills	19	11	58%	13	8	62%
Unknown/Undecided	162	108	67%	131	80	61%
Total	424	275	65%	330	203	62%

Definitions: Successful course completion rates are the sum of course enrollments receiving an official end of term letter grade of A, B, C, or CR (including IB and IC), divided by attempted course enrollment. Excluded are grades of ungraded dependent which are used in zero unit labs.

These data include Basic Skills students only, taking English or Reading courses. Basic Skills student status is determined through the Basic Skills Status element (CB08) of the MIS data management system.

Basic Skills Success Rates -- English/Reading

Success (% C or better)

	Fall 2007			Fall 2008		
	Grades	C or better	%	Grades	C or better	%
Gender						
Female	373	224	60%	400	267	67%
Male	265	118	45%	293	151	52%
Unknown	3	1	33%	0	0	N/A
Total	641	343	54%	693	418	60%
Ethnicity						
Asian	13	10	77%	24	20	83%
Black	32	19	59%	16	10	63%
Filipino	17	11	65%	22	15	68%
Hispanic	399	210	53%	446	277	62%
Nat American	11	6	55%	5	4	80%
Other	9	5	56%	6	2	33%
Pacific Isl	4	1	25%	4	3	75%
White	124	63	51%	140	69	49%
Unknown	20	12	60%	12	7	58%
Decline	12	6	50%	18	11	61%
Total	641	343	54%	693	418	60%
Age						
<20	380	196	52%	386	230	60%
20 to 24	160	87	54%	189	117	62%
25 to 34	47	25	53%	81	49	60%
35 to 54	53	35	66%	37	22	59%
55+	1	0	0%	0	0	N/A
Total	641	343	54%	693	418	60%
Goal						
Transfer	232	129	56%	247	143	58%
Degree/Cert	74	37	50%	54	29	54%
Career	82	36	44%	85	52	61%
Basic Skills	14	9	64%	14	11	79%
Unknown/Undecided	239	132	55%	293	183	62%
Total	641	343	54%	693	418	60%

Trends: Success rates increased by 6 percentage points from fall 2007 to fall 2008 after an 11 percentage point drop from fall 2005 to fall 2007. Of the most populous ethnic groups, Hispanic and white, success among Hispanic increased by 9 percentage points to 62%, and success among white students decreased by 2 percentage points to 49%. All age groups experienced an increase in success rates except students aged 35 to 54 years, their success decreased from 66% to 59%. By educational goal, all groups experienced an increase in success rate.

Basic Skills Success Rates -- English as a Second Language

Success (% C or better)

Gender	Fall 2005			Fall 2006		
	Grades	C or better	%	Grades	C or better	%
Female	224	160	71%	200	132	66%
Male	54	30	56%	35	22	63%
Unknown	0	0	N/A	0	0	N/A
Total	278	190	68%	235	154	66%
Ethnicity						
Asian	6	5	83%	8	5	63%
Black	1	1	100%	0	0	N/A
Filipino	0	0	N/A	3	3	N/A
Hispanic	264	179	68%	215	141	66%
Nat American	0	0	N/A	0	0	N/A
Other	1	1	100%	0	0	N/A
Pacific Isl	0	0	N/A	0	0	N/A
White	2	0	0%	2	1	50%
Unknown	4	4	100%	0	0	N/A
Decline	0	0	N/A	7	4	N/A
Total	278	190	68%	235	154	66%
Age						
<20	21	16	76%	7	2	29%
20 to 24	42	35	83%	55	41	75%
25 to 34	95	59	62%	68	34	50%
35 to 54	117	78	67%	100	72	72%
55+	3	2	67%	2	2	100%
Total	278	190	68%	232	151	65%
Goal						
Transfer	32	28	88%	31	24	77%
Degree/Cert	44	34	77%	36	19	53%
Career	37	25	68%	38	20	53%
Basic Skills	101	66	65%	48	31	65%
Unknown/Undecided	64	37	58%	82	60	73%
Total	278	190	68%	235	154	66%

Definitions: Successful course completion rates are the sum of course enrollments receiving an official end of term letter grade of A, B, C, or CR (including IB and IC), divided by attempted course enrollment. Excluded are grades of ungraded dependent which are used in zero unit labs.

These data include Basic Skills students only, taking English as a Second Language (ESL) courses. Basic Skills student status is determined through the Basic Skills Status element (CB08) of the MIS data management system.

Basic Skills Success Rates -- English as a Second Language

Success (% C or better)

	Fall 2007			Fall 2008		
	Grades	C or better	%	Grades	C or better	%
Gender						
Female	266	210	79%	185	131	71%
Male	89	65	73%	75	52	69%
Unknown	0	0	N/A	0	0	N/A
Total	355	275	77%	260	183	70%
Ethnicity						
Asian	22	16	73%	20	17	85%
Black	0	0	N/A	0	0	N/A
Filipino	13	13	100%	9	5	56%
Hispanic	309	237	77%	220	154	70%
Nat American	0	0	N/A	0	0	N/A
Other	0	0	N/A	0	0	N/A
Pacific Isl	0	0	N/A	0	0	N/A
White	3	3	100%	3	2	67%
Unknown	1	1	100%	5	2	40%
Decline	7	5	71%	3	3	100%
Total	355	275	77%	260	183	70%
Age						
<20	74	58	78%	65	51	78%
20 to 24	56	48	86%	48	31	65%
25 to 34	98	73	74%	58	42	72%
35 to 54	120	89	74%	85	55	65%
55+	7	7	100%	4	4	100%
Total	355	275	77%	260	183	70%
Goal						
Transfer	61	46	75%	36	29	81%
Degree/Cert	51	41	80%	33	17	52%
Career	53	42	79%	39	34	87%
Basic Skills	50	41	82%	39	23	59%
Unknown/Undecided	140	105	75%	113	80	71%
Total	355	275	77%	260	183	70%

Trends: Overall, success rates decreased by 7 percentage points from 77% in fall 2007 to 70% in fall 2008. Success among Hispanic students (who make up 90% of this group) decreased by 7 percentage points in fall 2008 after experiencing a decrease since 2004 (from 80% in 2004 to 66% in 2006) and a one-year increase to 77% in fall 2007. All ages of students experienced a decrease from fall 2007 to fall 2008 except for students under 20 years, who had no change in success. Male student success (69%) decreased by 4 percentage points while female students (71% success) experienced an 8 percentage point decrease. Across educational goals, all students except those with a goal of transfer or career-enhancing experienced a decrease in success.

Basic Skills Success Rates -- Math

Success (% C or better)

Gender	Fall 2005			Fall 2006		
	Grades	C or better	%	Grades	C or better	%
Female	222	120	54%	185	96	52%
Male	119	45	38%	93	41	44%
Unknown	2	1	50%	0	0	N/A
Total	343	166	48%	278	137	49%

Ethnicity	Fall 2005			Fall 2006		
	Grades	C or better	%	Grades	C or better	%
Asian	3	3	100%	6	1	17%
Black	25	6	24%	18	5	28%
Filipino	10	5	50%	8	7	88%
Hispanic	157	69	44%	149	79	53%
Nat American	7	4	57%	3	1	33%
Other	0	0	N/A	6	1	17%
Pacific Isl	3	1	33%	3	1	33%
White	117	67	57%	75	37	49%
Unknown	16	8	50%	4	4	100%
Decline	5	3	60%	6	1	17%
Total	343	166	48%	278	137	49%

Age	Fall 2005			Fall 2006		
	Grades	C or better	%	Grades	C or better	%
<20	92	36	39%	32	14	44%
20 to 24	102	49	48%	98	45	46%
25 to 34	66	37	56%	61	36	59%
35 to 54	74	38	51%	81	39	48%
55+	9	6	67%	6	3	50%
Total	343	166	48%	278	137	49%

Goal	Fall 2005			Fall 2006		
	Grades	C or better	%	Grades	C or better	%
Transfer	117	67	57%	60	29	48%
Degree/Cert	65	34	52%	52	26	50%
Career	59	24	41%	69	29	42%
Basic Skills	16	6	38%	14	11	79%
Unknown/Undecided	86	35	41%	83	42	51%
Total	343	166	48%	278	137	49%

Definitions: Successful course completion rates are the sum of course enrollments receiving an official end of term letter grade of A, B, C, or CR (including IB and IC), divided by attempted course enrollment. Excluded are grades of ungraded dependent which are used in zero unit labs.

These data include Basic Skills students only, taking Math courses. Basic Skills student status is determined through the Basic Skills Status element (CB08) of the MIS data management system.

Basic Skills Success Rates -- Math

Success (% C or better)

Gender	Fall 2007			Fall 2008		
	Grades	C or better	%	Grades	C or better	%
Female	174	116	67%	199	136	68%
Male	145	85	59%	85	46	54%
Unknown	1	1	100%	2	1	50%
Total	320	202	63%	286	183	64%
Ethnicity						
Asian	2	2	100%	1	1	100%
Black	20	12	60%	12	6	50%
Filipino	8	7	88%	8	6	75%
Hispanic	159	98	62%	152	94	62%
Nat American	6	3	50%	5	3	60%
Other	5	2	40%	4	2	50%
Pacific Isl	6	1	17%	3	0	0%
White	93	62	67%	84	59	70%
Unknown	13	8	62%	7	3	43%
Decline	8	7	88%	10	9	90%
Total	320	202	63%	286	183	64%
Age						
<20	61	33	54%	66	39	59%
20 to 24	73	44	60%	75	46	61%
25 to 34	82	54	66%	77	50	65%
35 to 54	99	67	68%	61	44	72%
55+	5	4	80%	7	4	57%
Total	320	202	63%	286	183	64%
Goal						
Transfer	98	67	68%	65	43	66%
Degree/Cert	41	26	63%	50	35	70%
Career	59	35	59%	57	30	53%
Basic Skills	11	6	55%	8	6	75%
Unknown/Undecided	111	68	61%	106	69	65%
Total	320	202	63%	286	183	64%

Trends: Success among these students increased slightly to 64% in fall 2008 from 63% in fall 2007. Hispanic students success remained the same at 62% and white students success increased to 70%. In fall 2008, male students continued their trend of having a lower success rate (54%) than female students (68%). By age, the lowest success rate (57%) is among students over the age of 54. Students with a goal of transfer and those with career-related goals had a decrease in success rate in fall 2008. Students with degree/certificate, basic skills, and undecided goals increased in success by 4 to 20 percentage points.

Course Retention (Course Completion)

	Fall 2005			Fall 2006		
	Grades	Retained	%	Grades	Retained	%
Gender						
Female	15405	13068	85%	15103	12926	86%
Male	12370	10473	85%	11937	10385	87%
Unknown	100	86	86%	97	86	89%
Total	27875	23627	85%	27137	23397	86%
Ethnicity						
Asian	531	483	91%	559	497	89%
Black	1118	918	82%	963	813	84%
Filipino	765	655	86%	692	620	90%
Hispanic	9459	7803	82%	9806	8230	84%
Nat American	476	421	88%	423	358	85%
Other	477	390	82%	372	330	89%
Pacific Isl	175	151	86%	226	187	83%
White	12534	10825	86%	11732	10293	88%
Unknown	1040	891	86%	886	783	88%
Decline	1300	1090	84%	1478	1286	87%
Total	27875	23627	85%	27137	23397	86%
Age						
<20	8916	7684	86%	4651	4073	88%
20 to 24	9242	7644	83%	12189	10340	85%
25 to 34	4738	3970	84%	5239	4483	86%
35 to 54	4224	3642	86%	4301	3831	89%
55+	753	686	91%	751	665	89%
Unknown	1	0	0%	6	5	83%
Total	27874	23626	85%	27137	23397	86%
Goal						
Transfer	12676	10736	85%	11920	10196	86%
Degree/Cert	3265	2746	84%	3082	2696	87%
Career	4822	4155	86%	4532	4020	89%
Basic Skills	570	505	89%	561	499	89%
Unknown/Undecided	6542	5485	84%	7042	5986	85%
Total	27875	23627	85%	27137	23397	86%

Definition: Course retention rates are the sum of course enrollments receiving an official end of term letter grade of A, B, C, CR, D, NC, F, or I, divided by attempted course enrollment. Excluded are grades of ungraded dependent which are used in zero unit labs.

The retention rate measures how well an institution is performing in retaining students in the learning process to completion of the course, regardless of the achievement level of students. A high retention rate may reflect, among other factors, a high level of student satisfaction with the instructional material and the

Course Retention (Course Completion)

	Fall 2007			Fall 2008		
	Grades	Retained	%	Grades	Retained	%
<u>Gender</u>						
Female	15530	13438	87%	16483	14598	89%
Male	12790	11134	87%	13559	12032	89%
X	143	122	85%	181	156	86%
Total	28463	24694	87%	30223	26786	89%
<u>Ethnicity</u>						
Asian	589	517	88%	769	686	89%
Black	961	833	87%	987	853	86%
Filipino	741	663	89%	749	676	90%
Hispanic	10625	9007	85%	11798	10320	87%
Nat American	378	333	88%	344	308	90%
Other	450	375	83%	394	360	91%
Pacific Isl	158	140	89%	211	183	87%
White	12137	10679	88%	12518	11229	90%
Unknown	820	732	89%	824	714	87%
Decline	1604	1415	88%	1629	1457	89%
Total	28463	24694	87%	30223	26786	89%
<u>Age</u>						
<20	9430	8254	88%	10387	9344	90%
20 to 24	9255	7871	85%	10102	8789	87%
25 to 34	4687	4023	86%	5044	4431	88%
35 to 54	4335	3859	89%	3978	3559	89%
55+	755	686	91%	705	656	93%
Unknown	1	1	100%	7	7	100%
Total	28463	24694	87%	30223	26786	89%
<u>Goal</u>						
Transfer	12024	10363	86%	12503	11025	88%
Degree/Cert	3109	2745	88%	3584	3206	89%
Career	4923	4330	88%	4752	4240	89%
Basic Skills	568	502	88%	532	461	87%
Unknown/Undecided	7839	6754	86%	8852	7854	89%
Total	28463	24694	87%	30223	26786	89%

Trends: Retention overall increased slightly in fall 2008 (89%) for the third year in a row. Excluding fall 2005, the retention rate has remained relatively flat since 1997 (it has fluctuated from 86% to 87%). Retention among all ethnicities increased for all groups except for Black, Pacific Islander and unknown ethnicity students. Retention remained unchanged or increased for all age groups of students. Retention decreased for students with basic skills educational goals from fall 2007 to fall 2008, while increasing for all other goal groups.

Retention Rate Comparison Statewide vs AHC

FALL 2007

Gender	Statewide			AHC			Comparison
	Enrollment	Retained	%	Enrollment	Retained	%	% Difference
Female	2,145,817	1,762,932	82%	15,534	13,444	87%	5%
Male	1,794,722	1,485,866	83%	12,790	11,135	87%	5%
Unknown	28,736	22,755	79%	143	122	85%	8%
TOTAL	3,969,275	3,271,553	82%	28,467	24,701	87%	5%

Ethnicity	Statewide			AHC			Comparison
	Enrollment	Retained	%	Enrollment	Retained	%	% Difference
African-American	329,246	253,039	77%	961	833	87%	13%
American Indian	38,454	30,814	80%	378	333	88%	10%
Asian	476,162	397,453	83%	589	517	88%	5%
Filipino	150,776	125,082	83%	741	663	89%	8%
Hispanic	1,168,515	950,530	81%	10,629	9,012	85%	4%
Other Non-White	80,140	65,854	82%	450	375	83%	1%
Pacific Islander	35,129	27,977	80%	158	140	89%	11%
Unknown	295,126	244,389	83%	2,424	2,148	89%	7%
White Non-Hispanic	1,395,727	1,176,415	84%	12,137	10,680	88%	4%
TOTAL	3,969,275	3,271,553	82%	28,467	24,701	87%	5%

Age	Statewide			AHC			Comparison
	Enrollment	Retained	%	Enrollment	Retained	%	% Difference
<20	1,353,434	1,134,242	84%	10,253	8,973	88%	4%
20 to 24	1,292,237	1,037,179	80%	8,632	7,335	85%	6%
25 to 34	675,657	553,229	82%	4,542	3,893	86%	5%
35+	647,294	546,371	84%	5,040	4,500	89%	6%
Unknown	653	532	81%	0	0	N/A	N/A
TOTAL	3,969,275	3,271,553	82%	28,467	24,701	87%	5.3%

Analysis: In fall 2007 AHC retention rates were higher by 5.3% than the statewide comparison. AHC retention rates were higher than the statewide average across all gender, ethnic, and age groups. Within the gender category, males at the statewide level had a slightly higher retention rate than females, while males and females had the same retention rates at AHC. In fall 2007 the highest retention rates statewide were among white (84%) students, students under age 20 (84%), and students aged 35 and over (84%). At AHC the highest retention rates were among Filipino, Pacific Islander, and unknown students (all 89%). Students aged 35 and over had the highest retention rate at AHC (89%).

Retention Rate Comparison Statewide vs AHC

FALL 2008

Gender	Statewide			AHC			Comparison
	Enrollment	Retained	%	Enrollment	Retained	%	% Difference
Female	2,306,156	1,906,825	83%	16,483	14,598	89%	7%
Male	1,948,680	1,625,884	83%	13,559	12,033	89%	6%
Unknown	39,122	31,863	81%	181	156	86%	6%
TOTAL	4,293,958	3,564,572	83%	30,223	26,787	89%	7%

Ethnicity	Statewide			AHC			Comparison
	Enrollment	Retained	%	Enrollment	Retained	%	% Difference
African-American	355,967	275,598	77%	987	853	86%	12%
American Indian	39,783	32,397	81%	344	308	90%	10%
Asian	489,362	413,515	85%	769	686	89%	6%
Filipino	156,193	130,858	84%	749	676	90%	8%
Hispanic	1,268,799	1,036,568	82%	11,798	10,321	87%	7%
Other Non-White	71,079	59,145	83%	394	360	91%	10%
Pacific Islander	39,976	32,369	81%	211	183	87%	7%
Unknown	446,913	372,543	83%	2,453	2,171	89%	6%
White Non-Hispanic	1,425,886	1,211,579	85%	12,518	11,229	90%	6%
TOTAL	4,293,958	3,564,572	83%	30,223	26,787	89%	7%

Age	Statewide			AHC			Comparison
	Enrollment	Retained	%	Enrollment	Retained	%	% Difference
<20	1,464,235	1,240,733	85%	11,233	10,094	90%	6%
20 to 24	1,402,848	1,136,569	81%	9,454	8,207	87%	7%
25 to 34	747,986	614,338	82%	4,881	4,291	88%	7%
35+	678,264	572,403	84%	4,654	4,194	90%	7%
Unknown	625	529	85%	1	1	N/A	N/A
TOTAL	4,293,958	3,564,572	83%	30,223	26,787	89%	6.8%

Analysis: In fall 2008 AHC retention rates were higher by 6.8% than the statewide comparison. AHC retention rates were higher than the statewide average across all gender, ethnic, and age groups. Within the gender category, males and females had the same retention rates at AHC (89%) and at the statewide level (83%). In fall 2008 the highest retention rates statewide were among white and Asian students (85%), students under age 20 (85%), and students aged 35 and over (84%). At AHC the highest retention rates were among White, Filipino, and American Indian students (all 90%). Students aged 35 and over and students under 20 years old had the highest retention rates at AHC (90%).

Fall to Spring Persistence

All Credit Students

	Fall 2005			Fall 2006		
		Persisted			Persisted	
Gender	Cohort	N	%	Cohort	N	%
Female	5748	3592	62%	5753	3565	62%
Male	4639	2697	58%	4790	2742	57%
Unknown	47	22	47%	37	23	62%
Total	10434	6311	60%	10580	6330	60%
Ethnicity						
Asian	204	123	60%	223	148	66%
Black	365	209	57%	329	196	60%
Filipino	266	176	66%	275	168	61%
Hispanic	3408	2179	64%	3620	2296	63%
Nat American	151	87	58%	152	92	61%
Other	165	102	62%	146	98	67%
Pacific Isl	58	38	66%	78	48	62%
White	4913	2873	58%	4790	2752	57%
Unknown	411	244	59%	359	205	57%
Decline	493	280	57%	608	327	54%
Total	10434	6311	60%	10580	6330	60%
Age						
<20	2603	1964	75%	1506	1173	78%
20 to 24	3132	2009	64%	3890	2654	68%
25 to 34	2032	1063	52%	2352	1259	54%
35 to 54	2183	1028	47%	2327	1020	44%
55+	482	246	51%	502	223	44%
Unknown	2	1	50%	3	1	33%
Total	10434	6311	60%	10580	6330	60%
Goal						
Transfer	3957	2780	70%	3875	2696	70%
Degree/Cert	1236	726	59%	1217	740	61%
Career	2387	1165	49%	2362	1097	46%
Basic Skills	257	143	56%	275	164	60%
Unknown/Undecided	2597	1497	58%	2851	1633	57%
Total	10434	6311	60%	10580	6330	60%

Definitions:

Persistence in this report measures the percentage of students enrolled in the fall semester that return in the subsequent spring.

To be counted in the fall and spring semesters a student must meet the full-term reporting criteria of attempting 1/2 unit or more, or attempt 8 hours or more of positive attendance.

Full-time students are those enrolled in 12 units or more in the fall semester.

The cohort is the count of students enrolled in fall and followed to spring enrollment.

N is the count of students who were enrolled in the fall as well as the subsequent spring.

Fall to Spring Persistence

All Credit Students

	Fall 2007			Fall 2008		
	Cohort	Persisted		Cohort	Persisted	
Gender		N	%		N	%
Female	6006	3694	62%	6166	3874	63%
Male	5225	2904	56%	5368	2980	56%
	53	29	55%	76	38	50%
Total	11284	6627	59%	11610	6892	59%
Ethnicity						
Asian	235	147	63%	283	184	65%
Black	365	201	55%	349	207	59%
Filipino	281	180	64%	283	179	63%
Hispanic	4017	2450	61%	4289	2785	65%
Nat American	148	83	56%	120	77	64%
Other	169	99	59%	139	78	56%
Pacific Isl	63	43	68%	70	44	63%
White	5050	2863	57%	5105	2772	54%
Unknown	310	185	60%	305	180	59%
Decline	646	376	58%	667	386	58%
Total	11284	6627	59%	11610	6892	59%
Age						
<20	2918	2194	75%	3123	2429	78%
20 to 24	3324	2007	60%	3551	2185	62%
25 to 34	2207	1135	51%	2327	1156	50%
35 to 54	2306	1056	46%	2132	927	43%
55+	528	235	45%	471	195	41%
Unknown	1	0	0%	6	0	0%
Total	11284	6627	59%	11610	6892	59%
Goal						
Transfer	3914	2736	70%	4003	2842	71%
Degree/Cert	1255	758	60%	1367	805	59%
Career	2567	1173	46%	2424	1080	45%
Basic Skills	307	177	58%	290	152	52%
Unknown/Undecided	3241	1783	55%	3526	2013	57%
Total	11284	6627	59%	11610	6892	59%

The overall persistence rate for the district remained flat at 59% from 2007 to 2008. In fall 2008, the persistence rate among Hispanic students was 65% compared to 54% for white students. Younger students historically have higher fall to spring persistence because of differences in educational goals. Students under 20 years of age persisted at 78% while students 35 and older persisted at less than 43%. Students with goals to transfer or obtain a degree/certificate persist at the highest rates. Historically, the fall to spring persistence rate for students enrolled for career purposes, return in the spring at less than 50%.

Fall to Spring Persistence

First-Time Full-Time Students

	Fall 2005			Fall 2006		
		Persisted			Persisted	
<u>Gender</u>	Cohort	N	%	Cohort	N	%
Female	317	272	86%	353	299	85%
Male	319	253	79%	328	265	81%
Unknown	3	3	100%	4	3	75%
Total	639	528	83%	685	567	83%
<u>Ethnicity</u>						
Asian	14	13	93%	14	9	64%
Black	30	23	77%	30	24	80%
Filipino	15	13	87%	20	19	95%
Hispanic	208	164	79%	271	222	82%
Nat American	13	12	92%	9	7	78%
Other	9	8	89%	5	5	100%
Pacific Isl	8	5	63%	10	8	80%
White	286	242	85%	267	224	84%
Unknown	23	19	83%	24	21	88%
Decline	33	29	88%	35	28	80%
Total	639	528	83%	685	567	83%
<u>Age</u>						
<20	551	463	84%	461	401	87%
20 to 24	61	48	79%	196	147	75%
25 to 34	15	9	60%	19	13	68%
35 to 54	12	8	67%	8	6	75%
55+	0	0	0%	0	0	0%
Unknown	0	0	0%	1	0	0%
Total	639	528	83%	685	567	83%
<u>Goal</u>						
Transfer	344	295	86%	364	313	86%
Degree/Cert	50	39	78%	50	42	84%
Career	54	42	78%	56	47	84%
Basic Skills	7	6	86%	7	6	86%
Unknown/Undecided	184	146	79%	208	159	76%
Total	639	528	83%	685	567	83%

Definitions:

Persistence in this report measures the percentage of students enrolled in the fall semester that return in the subsequent spring.

To be counted in the fall and spring semesters a student must meet the full-term reporting criteria of attempting 1/2 unit or more, or attempt 8 hours or more of positive attendance.

Full-time students are those enrolled in 12 units or more in the fall semester.

First-time students are students attending college for the first time based on self reporting.

The cohort is the count of students enrolled in fall and followed to spring enrollment.

N is the count of students who were enrolled in the fall as well as the subsequent spring.

Fall to Spring Persistence

First-Time Full-Time Students

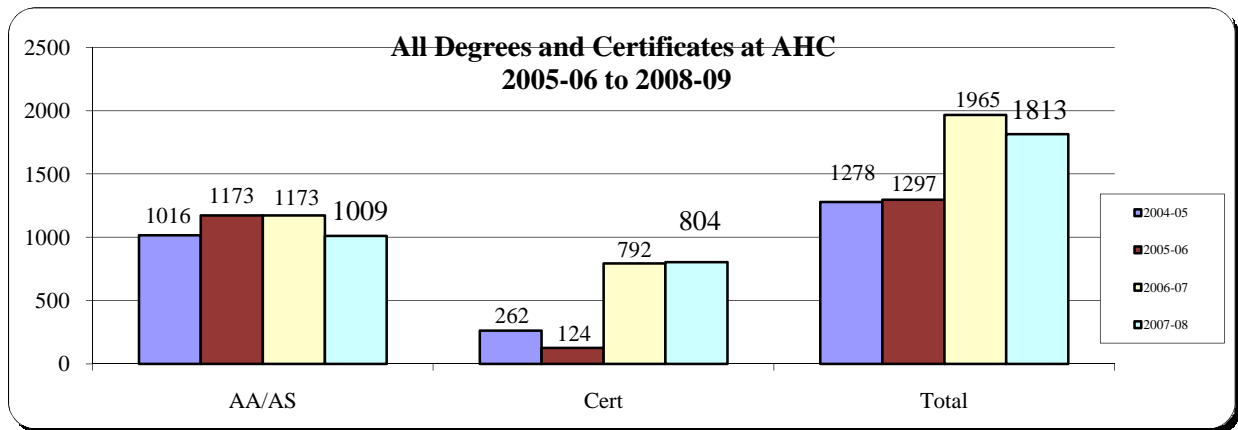
	Fall 2007			Fall 2008		
		Persisted			Persisted	
Gender	Cohort	N	%	Cohort	N	%
Female	338	281	83%	393	351	89%
Male	350	290	83%	400	317	79%
	2	1	50%	7	6	86%
Total	690	572	83%	800	674	84%
Ethnicity						
Asian	16	15	94%	18	15	83%
Black	31	19	61%	34	27	79%
Filipino	16	15	94%	22	22	100%
Hispanic	299	248	83%	342	293	86%
Nat American	7	7	100%	7	7	100%
Other	11	11	100%	14	13	93%
Pacific Isl	2	2	100%	8	4	50%
White	262	215	82%	296	242	82%
Unknown	24	21	88%	22	19	86%
Decline	22	19	86%	37	32	86%
Total	690	572	83%	800	674	84%
Age						
<20	619	526	85%	696	598	86%
20 to 24	46	33	72%	67	50	75%
25 to 34	20	11	55%	28	21	75%
35 to 54	5	2	40%	9	5	56%
55+	0	0	0%	0	0	0%
Unknown	0	0	0%	0	0	0%
Total	690	572	83%	800	674	84%
Goal						
Transfer	385	336	87%	430	375	87%
Degree/Cert	53	37	70%	60	47	78%
Career	61	41	67%	76	61	80%
Basic Skills	3	3	100%	4	4	100%
Unknown/Undecided	188	155	82%	230	187	81%
Total	690	572	83%	800	674	84%

Because students at different stages in their academic career will naturally persist at different rates, it is instructive to examine persistent outcomes of first-time students only. The data presented here include first-time full-time outcomes; outcomes for first-time part-time are available as well.

Persistent rates for first-time full-time students increased slightly from fall 2007 (83%) to fall 2008 (84%). Females historically persist at a higher rate than males. After being even in fall 2007, the persistence rates for females was again higher for females (89%) than males (79%). In fall 2008, the persistence rate among Hispanic students was 86% compared to 82% for white students. Students under the age of 20 have had the highest persistence rates, between 84% and 87% for the last four years. The persistence rate for students with goals to transfer was the highest at 87%.

Allan Hancock College Awards: Degrees and Certificates

A.S. and A.A. Degrees



ALLAN HANCOCK COLLEGE COMPARISON OF AA DEGREES

A.A. Degrees	2005-2006	2006-2007	2007-2008	2008-2009	4 Year Average
100200 ART	3	3	3		2
040110 BIOLOGY	1	3	6	3	3
490200 BIOLOGICAL AND PHYSICAL SCIENCES				28	7
050500 BUSINESS ADMINISTRATION	14	13	17	21	16
190500 CHEMISTRY, GENERAL	7	7	6	7	7
070100 COMPUTER & INFORMATION	2	1			1
070600 COMPUTER SCIENCE (TRANSFER)				1	0
100800 DANCE	1	3	1	1	2
090100 ENGINEERING, GENERAL	4	7	7	6	6
150100 ENGLISH	1	1	3	3	2
030200 ENVIRONMENTAL STUDIES			1		0
490310 HUMANITIES AND FINE ARTS				7	2
221000 INTERNATIONAL STUDIES			1		0
050990 INTERNATIONAL TRADE	3				1
490100 LIBERAL ARTS AND SCIE	453	470	444	408	444
170100 MATHEMATICS	10	17	8	11	12
100400 MUSIC	3	5	1		2
083500 PHYSICAL EDUCATION	3	1	1	1	2
190200 PHYSICS, GENERAL	6	7	6	6	6
200100 PSYCHOLOGY, GENERAL	20	14	10	19	16
220100 SOCIAL SCIENCES, GENE	9	8	7	4	7
110500 SPANISH	3	1	2	1	2
150600 SPEECH, DEBATE & FORE	5	5	1	2	3
490110 TRANSFER STUDIES	244	280	229	175	232
Total	792	846	754	704	774

The degree and certificate data in these tables are based on data provided through the AHC MIS data submission to the Chancellor's Office in the program award data files submitted annually each October 1 for the previous year. If discrepancies are identified, AHC staff should report a problem so that the source of the error is discovered. These reports serve as a reference document on how well colleges are doing. It is hoped that annual publication of these data will improve reporting and encourage colleges to use this information for program review, master planning, and accreditation self studies.

Allan Hancock College Awards: Degrees and Certificates

ALLAN HANCOCK COLLEGE COMPARISON OF AS DEGREES					4 Year
A.S. Degrees	2005-06	2006-07	2007-08	2008-09	Average
050200 ACCOUNTING	11	8	7	5	8
210500 ADMINISTRATION OF JUS	21	43	24	36	31
120820 ADMIN MED ASSIST	3	12	8	4	7
210440 ALCOHOL & CONTROLLED	2	4	2		2
061440 ANIMATION	2	3	2	4	3
101200 APPLIED PHOTOGRAPHY		6	2	3	3
095310 ARCHITECTURAL	3	3	1	3	3
094800 AUTOMOTIVE TECHNOLOGY	4	4	4	6	5
094900 AUTOMOTIVE COLLISION				3	1
050600 BUSINESS MANAGEMENT	11	14	13	7	11
130500 CHILD DEVELOPMENT/EARLY CHILD	14	22	18	16	18
130520 CHILDREN WITH SPECIAL NEEDS				2	1
120810 CLINICAL MED ASSIST	4	9	4	4	5
061460 COMP GRAPHICS/IMAGERY	5	2	1	4	3
070200 COMPUTER INFO SYS	1	1	2	1	1
070810 COMPUTER NETWORKING	1	1	1	2	1
300700 COSMETOLOGY	1	3	3	4	3
124010 DENTAL ASSISTANT	5	6	6	14	8
080200 ED AID (TEACHER ASSIST)	1		1		1
080210 ED AID BILINGUAL	2	2			1
093400 ELECTRONICS & ELECTRI		3	3	1	2
125000 EMERGENCY MEDICAL TECH		3	2	4	2
092400 ENGINEERING TECHNOLOGY	3				1
130300 FASHION			1		0
130320 FASHION MERCHANDISING	1				0
061220 FILM PRODUCTION	2	4	1	2	2
213300 FIRE CONTROL TECHNOLOGY	35	63	36	44	45
103000 GRAPHIC ARTS	4	3	4		3
210400 HUMAN SERVICES	10	9	8	5	8
130590 INFANTS AND TODDLERS	9	8	7	8	8
130200 INTERIOR DESIGN		2		2	1
051410 LEGAL SECRETARY/ADMIN	3	3	4	1	3
050900 MARKETING & DISTRIBUT	6	8	4	4	6
095630 MACHINE TOOL/MACHINE		1	1		1
061410 MULTIMEDIA		2		1	1
123010 NURSING, R.N.	22	32	35	40	32
123020 NURSING, LVN	28	32	33	36	32
051400 OFFICE TECHNOLOGY	4	9	13	12	10
010400 VITI/ENOLOGY/WINE BUS	3	1	3	2	2
095650 WELDING & CUTTING	2		1	3	2
213310 WILDLAND FIRE TECH	1	1		1	1
Total	224	327	255	284	273

Allan Hancock College Awards: Degrees and Certificates

Credit Certificates	2005-06						2006-07					
	<6 units	6-<18 units	18-<30 units	30-<60 units	60+ units	Total	<6 units	6-<18 units	18-<30 units	30-<60 units	60+ units	Total
050200 ACCOUNTING	22		5			27	47		1			48
120820 ADMIN MED ASSIST		10	2			12		28	7			35
210440 ALCOHOL & CONTROLLED				12		12				16		16
095310 ARCHITECTURAL DRAFTING						0		4				0
094800 AUTOMOTIVE TECHNOLOGY				2		2				3		3
094900 AUTOMOTIVE COLLISION		2	1			3		1	1			2
050100 BUSINESS AND COMMERCE	121	18	1			140	32	2	2			36
050600 BUSINESS MANAGEMENT			1			1						0
120330 CERTIFIED NURSE ASSIS	26					26	62					62
130500 CHILD DEVELOPMENT			9			9			11			11
130520 CHILDREN W/ SPECIAL NEEDS						0						0
120810 CLINICAL MED ASSIST			6			6			16			16
100500 COMMERCIAL MUSIC			5			5			3			3
070100 COMPUTER & INFORMATION	4	6				10	3	5		2		10
070200 COMPUTER INFORMATION						0						0
070810 COMPUTER NETWORKING				1		1						0
300700 COSMETOLOGY				82		82				121		121
130630 CULINARY ARTS CHEF		1				1						0
100800 DANCE						0				1		1
120410 DENTAL ASSISTANT			21			21			23			23
130620 DIETETICS			1			1			1			1
100700 DRAMATIC ARTS					24	24					24	24
095300 DRAFTING TECHNOLOGY		4				4		2				2
080200 ED AID (TEACHER ASSIST)				1		1						0
093400 ELECTRONICS & ELECTRI			1			1			1			1
030300 ENVIRONMENTAL TECH		1				1		1				1
125000 EMERGENCY MEDICAL TEC	36					36	32	1				33
130300 FASHION						0						0
061220 FILM PRODUCTION						0		1				1
213300 FIRE CONTROL TECHNOLOGY				47		47				48		48
213350 FIRE ACADEMY		86				86		97				97
120380 HOME HEALTH AIDE	11					11	10					10
210400 HUMAN SERVICES		3	17	5		25		5	13	4		22
130590 INFANTS AND TODDLERS				5		5				5		5
130200 INTERIOR DESIGN						0						0
051410 LEGAL SECRETARY/ADMIN						0						0
120800 MEDICAL ASSISTING						0						0
120300 NURSING, R.N.				22		22				32		32
120320 NURSING, LVN				28		28				30		30
130600 NUTRITION AND FOOD		1				1						0
051400 OFFICE TECHNOLOGY	9	13				22	24	12	2			38
210550 POLICE ACADEMY		39				39		52				52
130710 RESTAURANT AND FOOD SER			1			1						0
100600 TECHNICAL THEATER					7	7					3	3
490110 TRANSFER STUDIES						0						0
095650 WELDING & CUTTING			1			1						0
010400 VITI/ENOLOGY/WINE BUS	2		1			3	1					1
Total	231	184	73	205	31	724	211	211	81	262	27	792

Non-Credit Certificates	2005-06						2006-07					
	<48 hours	48-<96 hours	96-<144 hours	144-<192 hours	192-<288 hours	Total	<48 hours	48-<96 hours	96-<144 hours	144-<192 hours	192-<288 hours	Total
050200 ACCOUNTING						0						0
493080 E.S.L						0						0
070100 INFORMATION TECHNOLOGY						0						0
493012 JOB SEEKING/CHANGING						0						0
Total	0	0	0	0	0	0	0	0	0	0	0	0

Allan Hancock College Awards: Degrees and Certificates

Credit Certificates	2007-08						2008-09						4 Year
	<6 units	6-<18 units	18-<30 units	30-<60 units	60+ units	Total	<6 units	6-<18 units	18-<30 units	30-<60 units	60+ units	Total	Average
050200 ACCOUNTING	30		2			32	57		1			58	41
120820 ADMIN MED ASSIST			2			2			3			3	13
210440 ALCOHOL & CONTROLLED				7		7				11		11	12
095310 ARCHITECTURAL DRAFTING		5				5						0	1
094800 AUTOMOTIVE TECHNOLOGY						0						0	1
094900 AUTOMOTIVE COLLISION		2				2		1	2			3	3
050100 BUSINESS AND COMMERCE	111	9	2			122	17	1	1			19	79
050600 BUSINESS MANAGEMENT						0						0	0
120330 CERTIFIED NURSE ASSIS	116					116	96					96	75
130500 CHILD DEVELOPMENT			22			22			8			8	13
130520 CHILDREN W/ SPECIAL NEEDS				1		1						0	0
120810 CLINICAL MED ASSIST			5			5			6			6	8
100500 COMMERCIAL MUSIC			2			2			2			2	3
070100 COMPUTER & INFORMATION		4				4						0	6
070200 COMPUTER INFORMATION	1					1	10	4		2		16	4
070810 COMPUTER NETWORKING				1		1				1		1	1
300700 COSMETOLOGY			79			79			96			96	95
130630 CULINARY ARTS CHEF		1				1		2				2	1
100800 DANCE						0				1		1	1
120410 DENTAL ASSISTANT			18			18			21			21	21
130620 DIETETICS						0						0	1
100700 DRAMATIC ARTS					22	22					32	32	26
095300 DRAFTING TECHNOLOGY		5				5		4				4	4
080200 ED AID (TEACHER ASSIST)						0						0	0
093400 ELECTRONICS & ELECTRI			2			2						0	1
030300 ENVIRONMENTAL TECH			1			1						0	1
125000 EMERGENCY MEDICAL TEC	47					47	39	1				40	39
130300 FASHION			2			2						0	1
061220 FILM PRODUCTION						0						0	0
213300 FIRE CONTROL TECHNOLOGY				37		37				54		54	47
213350 FIRE ACADEMY		61				61		37				37	70
120380 HOME HEALTH AIDE						0						0	5
210400 HUMAN SERVICES		1	4	4		9			5			5	15
130590 INFANTS AND TODDLERS				3		3				3		3	4
130200 INTERIOR DESIGN						0			1			1	0
051410 LEGAL SECRETARY/ADMIN		1				1		2				2	1
120800 MEDICAL ASSISTING		13				13		11				11	6
120300 NURSING, R.N.				35		35				40		40	32
120320 NURSING, LVN				36		36				36		36	33
130600 NUTRITION AND FOOD						0						0	0
051400 OFFICE TECHNOLOGY	23	19	2			44	3	19	7			29	33
210550 POLICE ACADEMY		61				61		52				52	51
130710 RESTAURANT AND FOOD SER			1			1		1				1	1
100600 TECHNICAL THEATER					4	4					4	4	5
490110 TRANSFER STUDIES						0			3	202		205	51
095650 WELDING & CUTTING						0			1			1	1
010400 VITI/ENOLOGY/WINE BUS						0	1					1	1
Total	328	182	144	124	26	804	223	135	157	350	36	901	805

Non-Credit Certificates	2007-08						2008-09						4 Year
	<48 hours	48-<96 hours	96-<144 hours	144-<192 hours	192-<288 hours	Total	<48 hours	48-<96 hours	96-<144 hours	144-<192 hours	192-<288 hours	Total	Average
050200 ACCOUNTING						0		53				53	13
493080 E.S.L						0				17		17	4
070100 INFORMATION TECHNOLOGY						0					2	2	1
493012 JOB SEEKING/CHANGING						0	1					1	0
Total	0	0	0	0	0	0	1	53	0	17	2	73	18

Student Right-to-Know

Student Right-to-Know (SRTK) refers to a federally mandated public disclosure of a college's completion rates and transfer rate.

	2002		2003		2004		2005	
	AHC	System	AHC	System	AHC	System	AHC	System
SRTK Cohort*	191	30,444	Not Avail.	Not Avail.	711	86,982	995	128,018
Completion Rate	43.5%	36.0%	36.2%	35.6%	33.5%	24.8%	32.3%	24.1%
Transfer Rate	24.6%	29.6%	8.5%	17.0%	16.0%	25.1%	12.2%	17.9%
Total Completion plus Transfer	68.1%	65.6%	44.7%	52.6%	49.5%	49.9%	44.4%	42.0%

*The SRTK cohort includes all first-time students who enrolled in the fall of an academic year; who are identified as having a goal of degree, certificate, or are transfer-seeking; and who are enrolled in courses that are creditable towards a degree, diploma, certificate, or other award.

SRTK is a "cohort" study. The SRTK Cohort is a group of students who are first-time freshmen, enrolled full-time and are degree-seeking. These students are identified in a fall term and their outcomes are measured over a period of time. The SRTK Cohort produces two measures. The first measure is the Completion Rate (the total number of students in the cohort who earn either a degree, a certificate, or who successfully completed a two-year-equivalent transfer-preparatory program). The second measure is the Transfer Rate (the total number of cohort non-completers who were identified as having enrolled in another institution). The tracking period of the cohorts is three (3) years, at which time the SRTK rates are calculated and made public.

SRTK has its merits in that it attempts to provide a standardized measure of college effectiveness nationwide. However, in order to fully understand what SRTK rates mean for a college, one should also know its limitations. First, the cohort group can be quite small compared to the entire Community College population, and is therefore not fully representative of all educational activities at a college. Many Community Colleges do not have the primary mission of producing only transferable students. There can also be data collection issues involved in the acquisition of valid numbers used in deriving SRTK rates; since there is no central nationwide "clearinghouse" of transfer data, it is impossible to generate accurate transfer-out rates. Additionally, **the Federal methodology lowers the Transfer rate for Community Colleges, because transfer students who are considered completers are disallowed in the calculation of the Transfer rate.**

SRTK Rates are derived and reported yearly on the IPEDS-GRS (Integrated Postsecondary Educational Data System-Graduation Rate Survey). The IPEDS-GRS also tracks part-time student cohorts over a six (6) year period; however, full-time cohort status after 3 years is the only basis for calculating SRTK rates.

Full-Year Transfers

Number of Full-Year Transfers to the University of California and the California State University Allan Hancock College

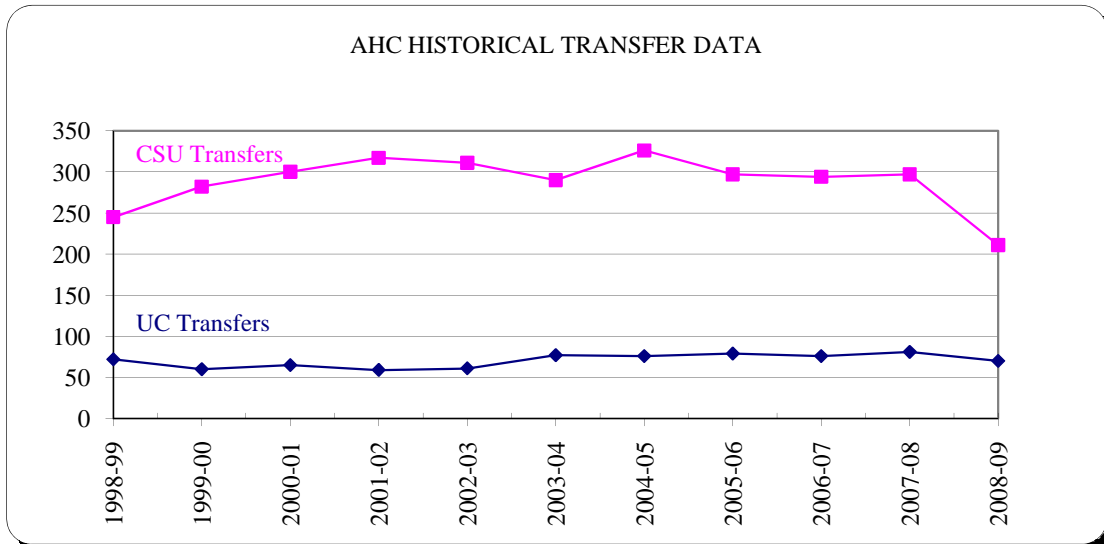
Fiscal Years 1998-99 through 2008-09

Fiscal Year	UC		CSU		Total	
	Number	% Change	Number	% Change	Number	% Change
1998-99	72	24%	245	-8.6%	317	-2.8%
1999-00	60	-17%	282	15.1%	342	7.9%
2000-01	65	8%	300	6.4%	365	6.7%
2001-02	59	-9%	317	5.7%	376	3.0%
2002-03	61	3%	311	-1.9%	372	-1.1%
2003-04	77	26%	290	-6.8%	367	-1.3%
2004-05	76	-1%	326	12.4%	402	9.5%
2005-06	79	4%	297	-8.9%	376	-6.5%
2006-07	76	-4%	294	-1.0%	370	-1.6%
2007-08	81	7%	297	1.0%	378	2.2%
2008-09	70	-14%	211	-29.0%	281	-25.7%

Number of Full-Year Transfers to the University of California and the California State University California Community Colleges

Fiscal Years 1998-99 through 2008-09

Fiscal Year	UC		CSU		TOTAL	
	Number	% Change	Number	% Change	Number	% Change
1998-99	10,161	-0.5%	44,943	-1.2%	55,104	-1.1%
1999-00	10,827	6.6%	47,674	6.1%	58,501	6.2%
2000-01	11,215	3.6%	47,858	0.4%	59,073	1.0%
2001-02	12,291	9.6%	50,427	5.4%	62,718	6.2%
2002-03	12,780	4.0%	50,744	0.6%	63,524	1.3%
2003-04	12,580	-1.6%	48,317	-4.8%	60,897	-4.1%
2004-05	13,211	5.0%	53,693	11.1%	66,904	9.9%
2005-06	13,765	4.2%	52,640	-2.0%	66,405	-0.7%
2006-07	13,923	1.1%	54,379	3.3%	68,302	2.9%
2007-08	13,964	0.3%	54,970	1.1%	68,934	0.9%
2008-09	14,112	1.1%	49,768	-9.5%	63,880	-7.3%



Transfer Destinations

CSU Campus Destinations -- Fall Semester¹

2007-08								
Campus	Allan Hancock College				Systemwide Total			
	Lower Division	Upper Division	Total	%	Lower Division	Upper Division	Total	%
Bakersfield	0	6	6	3.0%	88	523	611	1.7%
Channel Islands	0	4	4	2.0%	26	513	539	1.5%
Chico	3	5	8	4.0%	321	937	1258	3.4%
Dominguez Hills	1	2	3	1.5%	144	860	1004	2.7%
East Bay	0	1	1	0.5%	337	1080	1417	3.9%
Fresno	2	19	21	10.4%	170	1,374	1544	4.2%
Fullerton	0	8	8	4.0%	5	3,636	3641	9.9%
Humboldt	1	7	8	4.0%	144	493	637	1.7%
Long Beach	0	13	13	6.4%	18	3,012	3030	8.3%
Los Angeles	0	5	5	2.5%	143	1731	1874	5.1%
Maritime Academy	0	0	0	0.0%	45	16	61	0.2%
Monterey Bay	0	4	4	2.0%	71	269	340	0.9%
Northridge	1	15	16	7.9%	191	3,108	3299	9.0%
Pomona	0	1	1	0.5%	79	1135	1214	3.3%
Sacramento	0	2	2	1.0%	247	2,519	2766	7.6%
San Bernardino	2	1	3	1.5%	295	1091	1386	3.8%
San Diego	2	24	26	12.9%	135	3,261	3396	9.3%
San Francisco	0	8	8	4.0%	54	2,544	2598	7.1%
San Jose	0	5	5	2.5%	218	2,430	2648	7.2%
San Luis Obispo	1	56	57	28.2%	15	685	700	1.9%
San Marcos	0	1	1	0.5%	11	1057	1068	2.9%
Sonoma	1	1	2	1.0%	92	679	771	2.1%
Stanislaus	0	0	0	0.0%	87	736	823	2.2%
Total	14	188	202	100.0%	2,936	33,689	36,625	100.0%
2008-09								
Bakersfield	2	5	7	4.2%	91	512	603	1.8%
Channel Islands	0	5	5	3.0%	17	446	463	1.4%
Chico	3	5	8	4.8%	178	977	1,155	3.5%
Dominguez Hills	0	3	3	1.8%	183	993	1,176	3.5%
East Bay	1	3	4	2.4%	367	1,274	1,641	4.9%
Fresno	1	11	12	7.3%	92	1,300	1,392	4.2%
Fullerton	0	6	6	3.6%	8	2,891	2,899	8.7%
Humboldt	2	6	8	4.8%	63	471	534	1.6%
Long Beach	0	9	9	5.5%	8	2,856	2,864	8.6%
Los Angeles	0	2	2	1.2%	108	1,398	1,506	4.5%
Maritime Academy	0	0	0	0.0%	39	16	55	0.2%
Monterey Bay	0	0	0	0.0%	55	294	349	1.0%
Northridge	0	19	19	11.5%	99	3,031	3,130	9.4%
Pomona	0	1	1	0.6%	11	1,206	1,217	3.7%
Sacramento	0	5	5	3.0%	193	2,412	2,605	7.8%
San Bernardino	0	0	0	0.0%	227	1,219	1,446	4.3%
San Diego	0	11	11	6.7%	21	2,733	2,754	8.3%
San Francisco	0	10	10	6.1%	18	2,381	2,399	7.2%
San Jose	0	11	11	6.7%	31	2,272	2,303	6.9%
San Luis Obispo	0	43	43	26.1%	3	611	614	1.8%
San Marcos	0	0	0	0.0%	4	861	865	2.6%
Sonoma	0	0	0	0.0%	28	579	607	1.8%
Stanislaus	0	1	1	0.6%	44	657	701	2.1%
Total	9	156	165	100.0%	1,888	31,390	33,278	100.0%

Source:

¹ <http://www.asd.calstate.edu/scripts/ccapr0607/ccct0607.idc>

² <http://www.cpec.ca.gov/OnLineData/TransferPathwayChart>

Transfer Destinations

UC Campus Destinations²

CAMPUS	2003/04		2004/05		2005/06		2006/07		2007/08	
BERKELEY	7	9.1%	2		3	3.8%	2	2.6%	6	7.4%
DAVIS	4	5.2%	4		10	12.7%	4	5.3%	9	11.1%
IRVINE	5	6.5%	4		4	5.1%	5	6.6%	5	6.2%
LOS ANGELES	6	7.8%	7		6	7.6%	6	7.9%	6	7.4%
RIVERSIDE	0	0.0%	1		0	0.0%	4	5.3%	2	2.5%
SAN DIEGO	4	5.2%	2		4	5.1%	2	2.6%	2	2.5%
SANTA BARBARA	46	59.7%	54		44	55.7%	49	64.5%	45	55.6%
SANTA CRUZ	5	6.5%	2		8	10.1%	4	5.3%	6	7.4%
Total	77	100.0%	76		79	100.0%	76	100.0%	81	100.0%

Transfers from AHC decreased 4.9 percent from a record high of 402 transfers in 2004-05 to 378 transfers in the 2007-08 academic year. Statewide, transfers increased by 3 percent. The number of AHC transfers to the UC and CSU systems has remained consistent over the past three years.

Some of the more popular CSU transfer destinations include Cal Poly, San Diego State, Northridge, and Fresno. While the percentages vary from year to year, approximately one-half AHC transfers to the UC are to UC Santa Barbara. The most recent data from UC Santa Barbara show that 85 percent of AHC transfer applicants to UCSB are admitted.

Number of UC and CSU Transfers by Ethnicity ²										
		Asian/ Pacific Islander		Black	Filipino	Native			Known Ethnicity Total	Grand Total
						Hispanic	American	Other		
2005-06	UC	3	1	2	21	0	2	47	76	79
	CSU	11	8	10	91	5	0	136	261	297
2006-07	UC	2	2	0	27	1	0	37	69	76
	CSU	14	10	18	95	5	0	116	258	294
2007-08	UC	2	3	6	19	0	4	42	76	81
	CSU	6	10	4	104	8	0	122	254	297
Percent of UC and CSU Transfers by Ethnicity										
2005-06	UC	3.8%	1.3%	2.5%	26.6%	0.0%	2.5%	59.5%	96.2%	100.0%
	CSU	3.7%	2.7%	3.4%	30.6%	1.7%	0.0%	45.8%	87.9%	100.0%
2006-07	UC	2.6%	2.6%	0.0%	35.5%	1.3%	0.0%	48.7%	90.8%	100.0%
	CSU	4.8%	3.4%	6.1%	32.3%	1.7%	0.0%	39.5%	87.8%	100.0%
2007-08	UC	2.5%	3.7%	7.4%	23.5%	0.0%	4.9%	51.9%	93.8%	100.0%
	CSU	2.0%	3.4%	1.3%	35.0%	2.7%	0.0%	41.1%	85.5%	100.0%

Source:

¹ <http://www.asd.calstate.edu/scripts/ccapr0607/ccct0607.idc>

² <http://www.cpec.ca.gov/OnLineData/TransferPathwayChart>

CSU Performance at Entrance and One Year Later

2006-07

	Average GPA	
	AHC	Systemwide
Lower Division	3.01	2.86
Upper Division	3.03	2.94
Total	3.03	2.91

	Enrolled	Continuation		CSU Grade Point Average	
	Fall 2006	Number	Rate	Number	Average
AHC	196	158	81	158	2.79
Upper Division	186	152	82	152	2.80
Lower Division	10	6	60	6	2.69
Systemwide Total	36,225	30020	83	29791	2.92
Upper Division	33,568	28003	83	29791	2.93
Lower Division	2,657	2017	76	2000	2.79

2007-08

	Average GPA	
	AHC	Systemwide
Lower Division	2.65	2.84
Upper Division	3.01	3.01
Total	2.97	2.99

	Enrolled	Continuation		CSU Grade Point Average	
	Fall 2007	Number	Rate	Number	Average
AHC	202	178	88	172	2.84
Upper Division	188	169	90	163	2.85
Lower Division	14	9	65	9	2.63
Systemwide Total	36,625	30,921	84	29,362	2.93
Upper Division	33,689	28,659	85	27,265	2.94
Lower Division	2,936	2,262	77	2,097	2.74

2008-09

	Average GPA	
	AHC	Systemwide
Lower Division	2.99	2.85
Upper Division	3.04	3.04
Total	3.03	3.03

	Enrolled
	Fall 2008
AHC	165
Upper Division	156
Lower Division	9
Systemwide Total	33,278
Upper Division	31,390
Lower Division	1,888

Continuation rates and CSU grade point averages require data from one year later, in this case, after fall 2009. This data will be updated in the AHC 2010 fact book.

You can also find this data in 2009 from the CSU site:
<http://www.asd.calstate.edu/performance/index.shtml>

Fall Semester Basic Skills Unduplicated Enrollment

Unduplicated Head Count

	2005		2006		2007		2008	
	N	% Chng	N	% Chng	N	% Chng	N	% Chng
Credit								
English/Reading	299	44%	296	-1%	605	104%	665	10%
ESL Credit	144	-9%	125	-13%	197	58%	144	-27%
Math Credit	338	4%	263	-22%	311	18%	285	-8%
Special Instruction	74	0%	81	9%	62	-23%	67	8%
Total Credit Basic Skills Head Count (unduplicated)	748	-3%	679	-9%	1071	58%	1075	0%
Total Credit Head Count	10434	-5%	10580	1%	11415	8%	11719	3%
Basic Skills as Percent of Total	7%		6.42%		9.38%		9.17%	
Noncredit								
ESL Noncredit	1707	17%	1958	15%	1636	-16%	1546	-6%
Math Noncredit	111	NA	1525	1274%	1592	4%	1714	8%
Interdisciplinary Noncredit	0	NA	0	N/A	242	N/A	692	186%
Other Noncredit	0	N/A	0	N/A	153	N/A	275	80%
Total noncredit Basic Skills Head Count (unduplicated)	1815	14%	3464	91%	3510	1%	3896	11%
Total Noncredit Head Count*	8507	-2%	10311	21%	11037	7%	11178	1%
Basic Skills as Percent of Total	21%		34%		32%		35%	

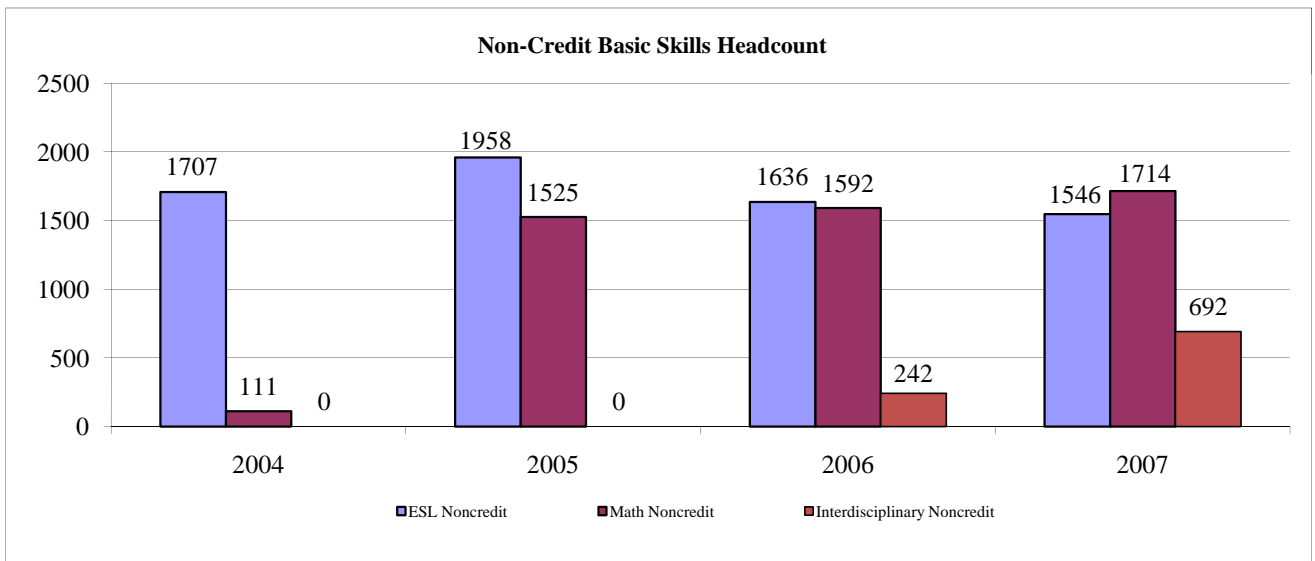
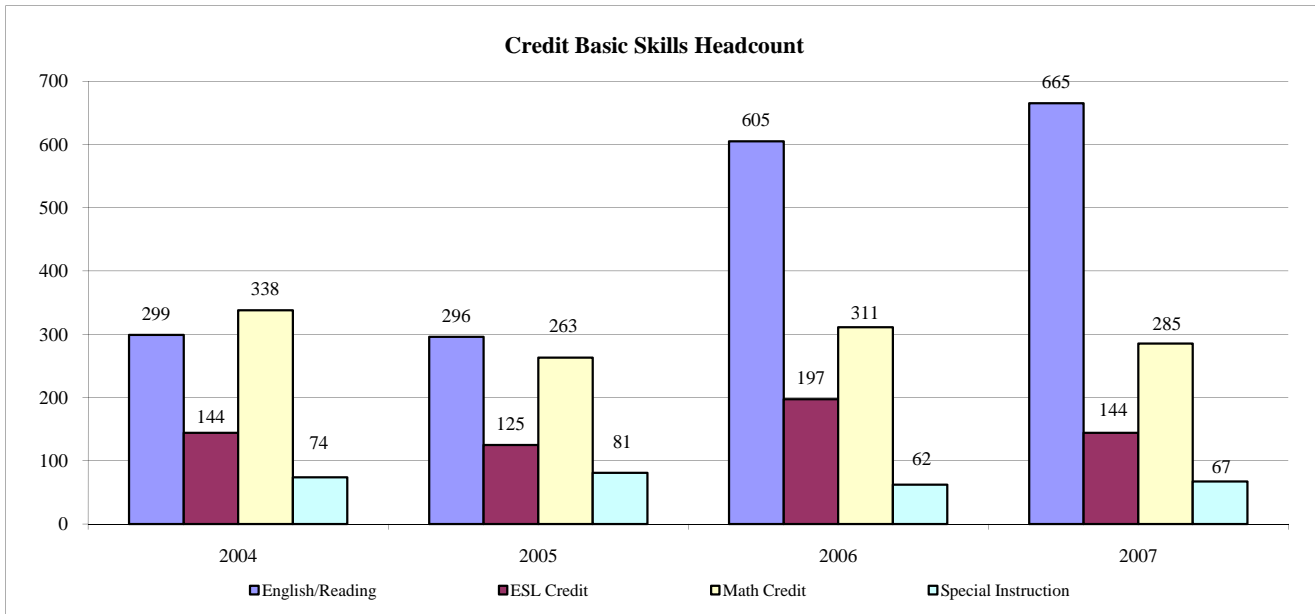
*This count exceeds the FTR definition because it includes all students enrolled.

Credit Basic Skills Headcount by Ethnicity

	2005		2006		2007		2008	
	N	% of Total	N	% of Total	N	% of Total	N	% of Total
English/Reading								
African American	12	4%	17	6%	29	5%	15	2%
Asian	8	3%	6	2%	12	2%	22	3%
Filipino	8	3%	12	4%	16	3%	22	3%
Native American	1	0%	3	1%	10	2%	5	1%
Pacific Islander	1	0%	3	1%	4	1%	4	1%
Hispanic	191	64%	199	67%	374	62%	424	64%
White	60	20%	39	13%	121	20%	138	21%
Other/Unknown	18	6%	17	6%	39	6%	35	5%
Total	299	100%	296	100%	605	100%	665	100%
English as a Second Language								
African American	1	1%	0	0%	0	0%	0	0%
Asian	4	3%	5	4%	12	6%	10	7%
Filipino	0	0%	2	2%	7	4%	5	3%
Native American	0	0%	0	0%	0	0%	0	0%
Pacific Islander	0	0%	0	0%	0	0%	0	0%
Hispanic	135	94%	112	90%	172	87%	123	85%
White	1	1%	2	2%	2	1%	2	1%
Other/Unknown	3	2%	4	3%	4	2%	4	3%
Total	144	100%	125	100%	197	100%	144	100%
Math								
African American	25	7%	15	6%	20	6%	11	4%
Asian	3	1%	6	2%	2	1%	1	0%
Filipino	10	3%	8	3%	8	3%	8	3%
Native American	7	2%	3	1%	6	2%	5	2%
Pacific Islander	3	1%	3	1%	3	0%	3	0%
Hispanic	155	46%	142	54%	153	49%	152	53%
White	115	34%	71	27%	93	30%	84	29%
Other/Unknown	20	6%	15	6%	26	8%	21	7%
Total	338	100%	263	100%	311	100%	285	100%

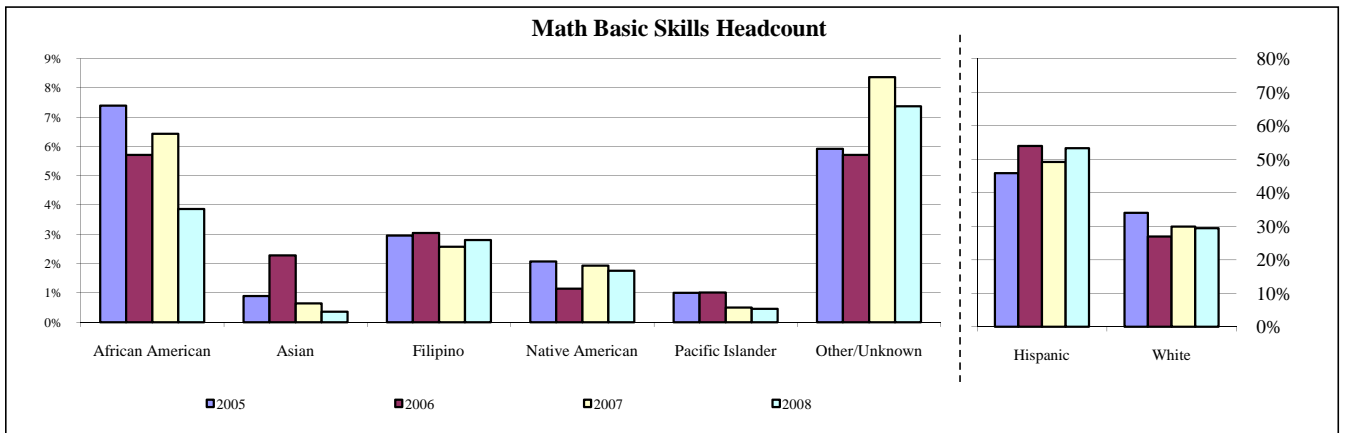
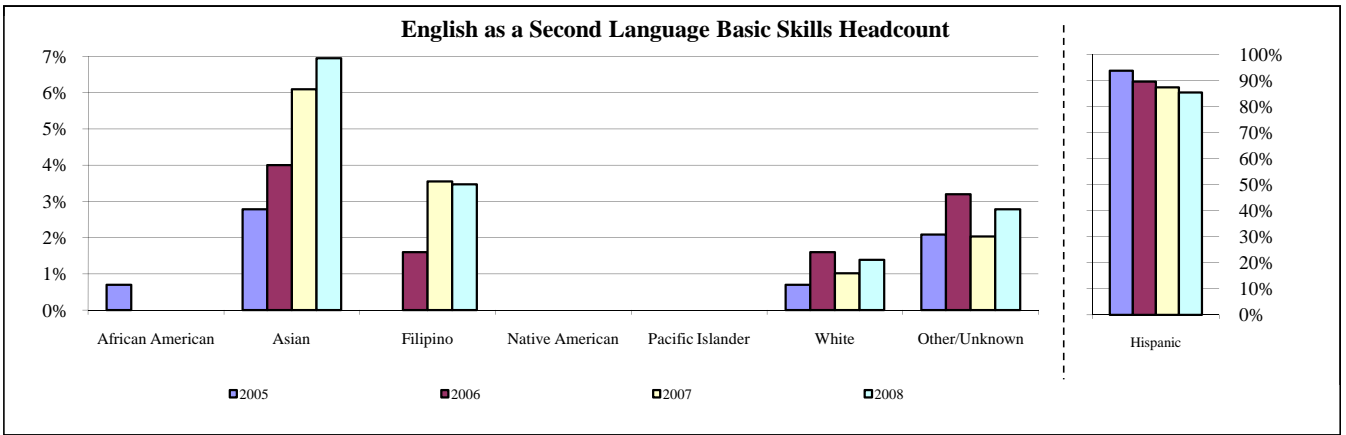
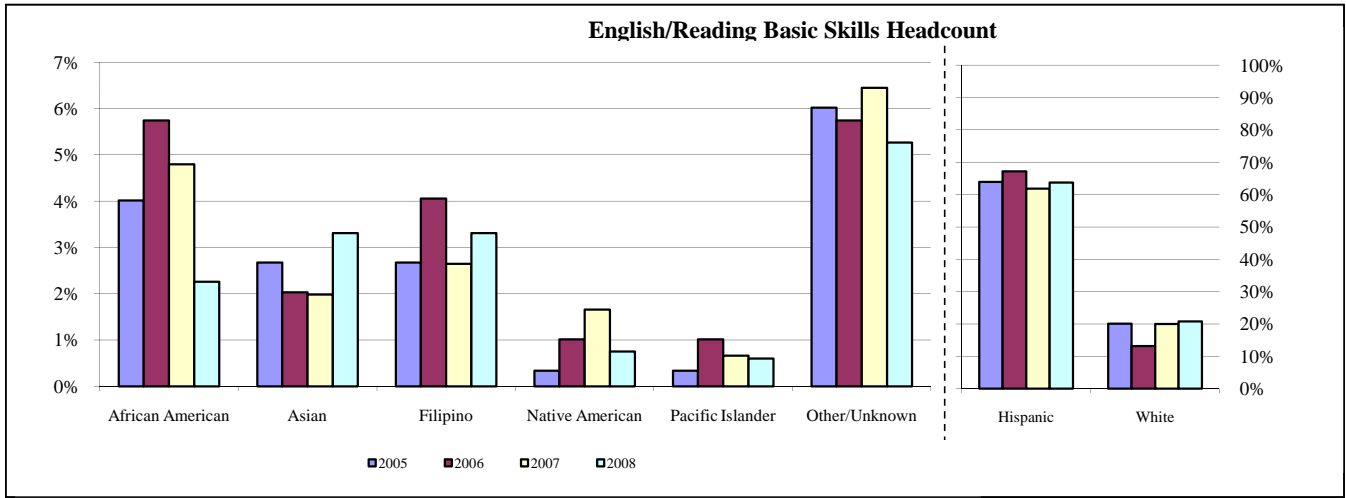
Fall Semester Basic Skills Unduplicated Enrollment

The mission of the California Community College system includes remedial or pre-collegiate basic skills education. Credit and noncredit courses are offered to facilitate transition towards associate and transfer level courses for students lacking requisite skills. The three primary areas of basic skills instruction include English (reading and writing), ESL (English as a second language), and mathematics (remedial computational skills).



Fall Semester Basic Skills Unduplicated Enrollment

Credit Basic Skills Headcount by Ethnicity



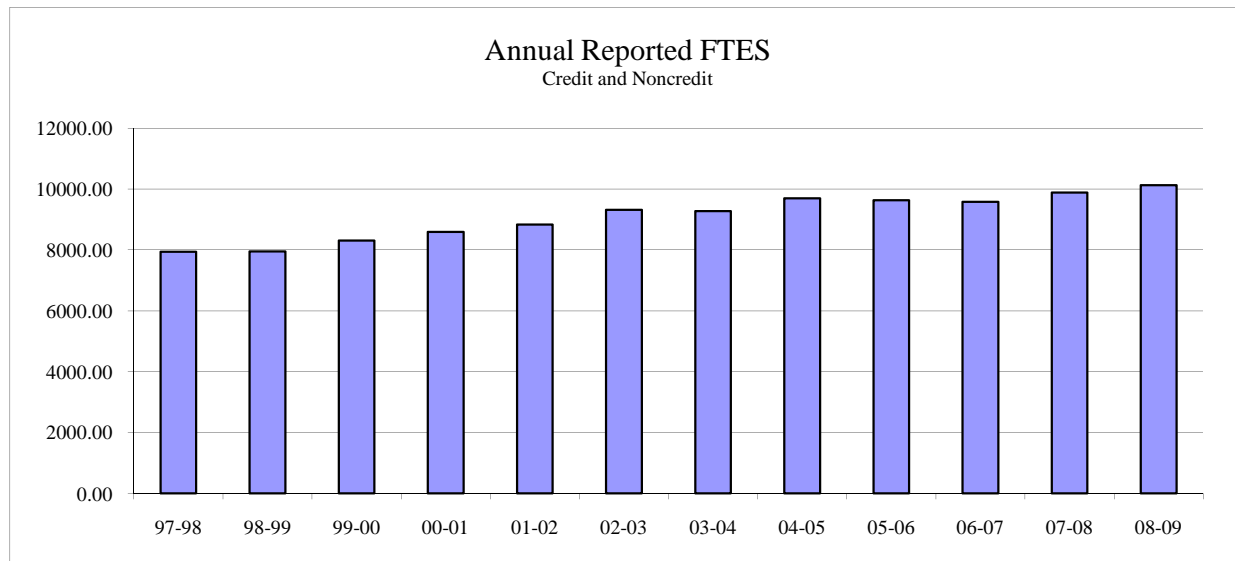
Allan Hancock College Historical FTES

Year	Total FTES	Primary Terms	Summer current year	Summer next year	Weekly Census	Daily Census	IS/WE	Credit PA	Total Credit in Primary Terms	Total Credit Including Summer	Total Noncredit PA
97-98	7942.26	6953.82	534.08	454.36	4500.64	237.52	105.30	1138.69	5982.15	6970.59	971.67
98-99	7949.26	7131.99	294.26	523.01	4439.97	342.13	122.83	1247.87	6152.80	6970.07	979.19
99-00	8312.38	7569.65	267.22	475.51	4754.50	332.64	210.25	1109.98	6407.37	7150.10	1162.28
00-01	8590.54	7781.19	276.65	532.70	4784.03	301.52	395.87	1111.56	6592.98	7402.33	1188.21
01-02	8835.27	8189.00	207.91	438.36	4953.00	310.00	500.00	1269.00	7032.00	7678.27	1157.00
02-03	9320.68	8472.58	428.25	419.85	5567.53	348.62	88.62	1270.28	7275.05	8123.15	1197.53
03-04	9277.55	8512.33	521.61	243.61	5449.30	413.53	89.74	1304.65	7257.22	8022.44	1255.11
04-05	9696.46	8543.21	711.96	441.29	5502.31	418.94	119.79	1255.03	7296.07	8449.32	1247.14
05-06	9630.36	8514.15	505.43	610.78	5363.86	560.52	166.79	1111.15	7202.32	8318.53	1311.83
06-07	9579.98	8580.69	308.37	690.92	5454.11	568.95	18.40	1177.66	7219.12	8218.41	1361.57
07-08	9884.65	8927.81	272.06	684.78	5718.99	612.37	25.15	1138.14	7494.65	8451.49	1433.16
08-09	10125.87	9242.33	264.70	618.84	6346.62	616.84	17.85	817.26	7798.57	8682.11	1443.76

Year	Total	Primary Terms	Summer current year	Summer next year	Weekly Census	Daily Census	IS/WE	Credit PA	Total Credit in Primary Terms	Total Credit Including Summer	Total Noncredit PA
97-98	1.0%	0.6%	-3.2%	89.8%	0.1%	14.8%	6.8%	-2.9%	0.0%	0.5%	3.9%
98-99	0.1%	2.6%	-44.9%	15.1%	-1.3%	44.0%	16.6%	9.6%	2.9%	0.0%	0.8%
99-00	4.6%	6.1%	-9.2%	-9.1%	7.1%	-2.8%	71.2%	-11.1%	4.1%	2.6%	18.7%
00-01	3.3%	2.8%	3.5%	12.0%	0.6%	-9.4%	88.3%	0.1%	2.9%	3.5%	2.2%
01-02	2.8%	5.2%	-24.8%	-17.7%	3.5%	2.8%	26.3%	14.2%	6.7%	3.7%	-2.6%
02-03	5.5%	3.5%	106.0%	-4.2%	12.4%	12.5%	-82.3%	0.1%	3.5%	5.8%	3.5%
03-04	-0.5%	0.5%	21.8%	-42.0%	-2.1%	18.6%	1.3%	2.7%	-0.2%	-1.2%	4.8%
04-05	4.5%	0.4%	36.5%	81.1%	1.0%	1.3%	33.5%	-3.8%	0.5%	5.3%	-0.6%
05-06	-0.7%	-0.3%	-29.0%	38.4%	-2.5%	33.8%	39.2%	-11.5%	-1.3%	-1.5%	5.2%
06-07	-0.5%	0.8%	-39.0%	13.1%	1.7%	1.5%	-89.0%	6.0%	0.2%	-1.2%	3.8%
07-08	3.2%	4.0%	-11.8%	-0.9%	4.9%	7.6%	36.7%	-3.4%	3.8%	2.8%	5.3%
08-09	2.4%	3.5%	-2.7%	-9.6%	11.0%	0.7%	-29.0%	-28.2%	4.1%	2.7%	0.7%

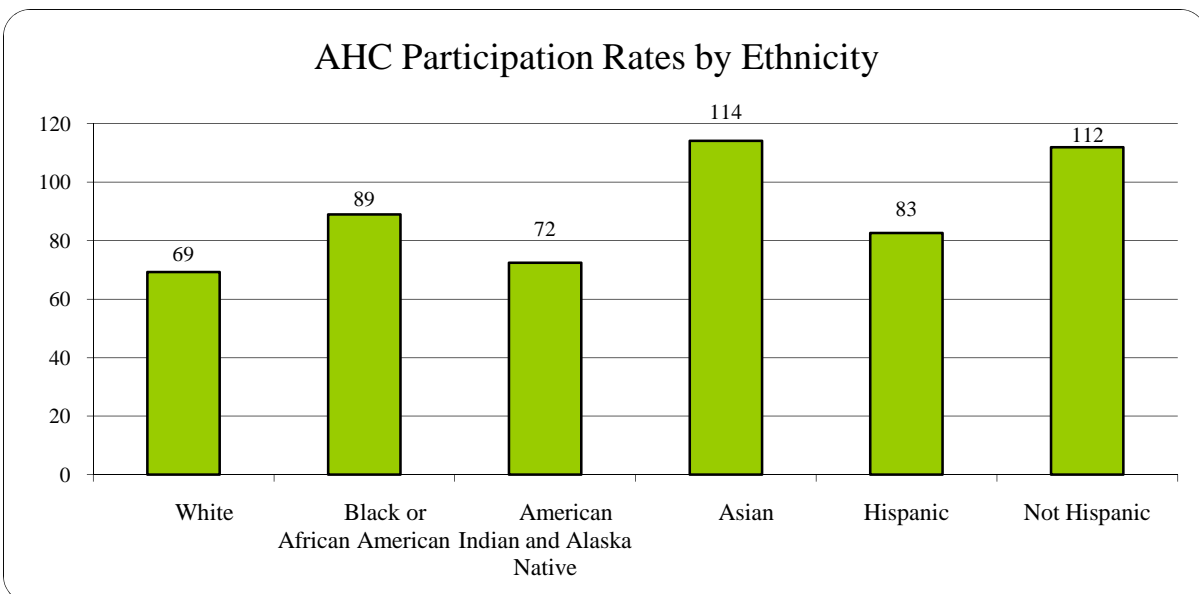
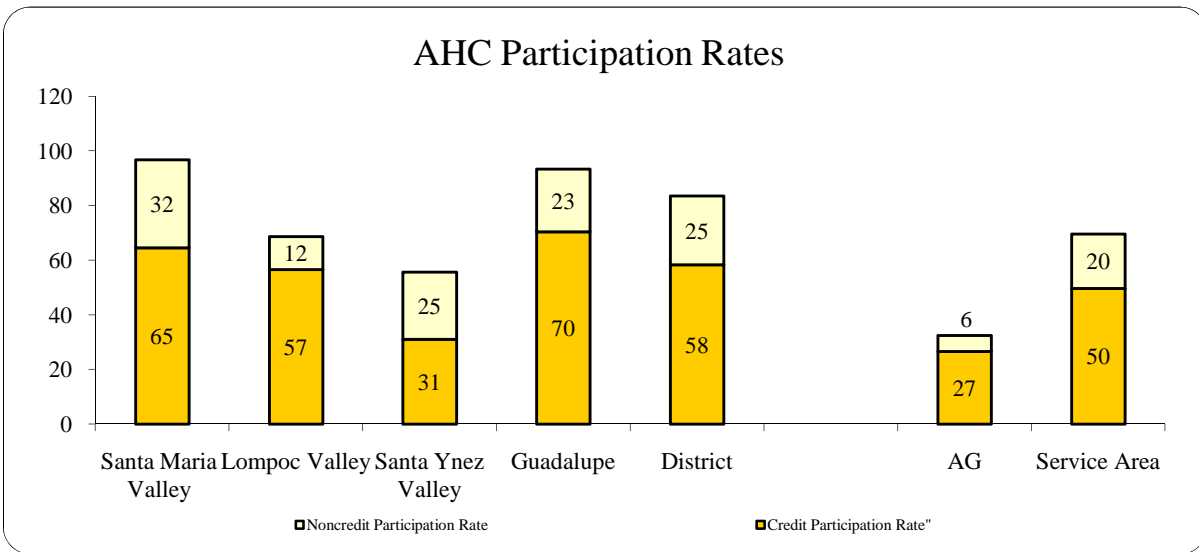
Note: IS/WE includes Independent Studies and Work Experience in weekly and daily census.
 PA is positive attendance FTES (based on total hours of attendance.)
 "Summer next year" includes FTES generated in the summer beginning the next academic year, but are generated by June 30.

Note: Approximately 77 FTES in zero unit labs were converted from noncredit to credit FTES in the 00-01 academic year.



Participation Rates of Allan Hancock College

Definition Community college enrollment as a percentage of the community is a basic measure of access. Participation rates measure the number of students enrolled per 1000 adults in the district and/or service area. The district participation rate is 83 with 58 in credit and 25 in noncredit. Because credit students are those who are in credit regardless of noncredit enrollment, while noncredit students are "noncredit only", we can add the participation rates without double counting. The Board of Governors has established a goal of increasing community colleges participation rates to 70 per 1000 representing a mid-point between the current all time low of 57.5 per 1000 and the peak participation rate of 87.7 per 1000 in 1965.



Participation Rates of Allan Hancock College

Fall 2000 Credit Enrollment: Comparison to Adult Population



The largest participation rate by region is among those living in Guadalupe, although the adult population is relatively small at 3,900. The largest area in the service area is Santa Maria, with an adult population of 77,109. Santa Maria has a total participation rate of 97, with 65 in credit instruction. Lompoc has a total participation rate of 69 and the Santa Ynez participation rate is 56. Overall, the district participation rate is 83 (58 credit), and the service area participation rate, which includes south San Luis Obispo, is 70 (50 credit).

The US Census bureau separates population by race into Hispanic and non-Hispanic, where each of these two groups includes categories such as white, African American, Asian, Native American, Native Hawaiian, and multiple races. Another measure of participation is the comparison of the percent of enrolled students from an ethnic/racial group to enrolled students from that group. In Santa Maria, adult Hispanics are slightly under-represented (39.1% vs. 41%). Adult Hispanics are more under-represented in Lompoc and slightly over-represented in Santa Ynez.

First-Time High School Student Definitions

A first-time student can be defined several different ways. Below are some of the commonly used definitions of a first-time high school graduate:

Definition: Age <= 19 years
Student Enrollment Status = First-Time Student

Advantages: Simple to define and consistent definition applied across all institutions.

Disadvantages: May include students who did not recently graduate from high school or did not graduate at all from high school.

OLD FACT BOOK (IPB010 Report)

Definition: Age between 16 and 19 years
First Semester Attended AHC is current semester

Advantages: Limits possibility of including students below the age of 16 who might be included in CPEC definition.

Disadvantages: By using first semester is current semester this definition will exclude anyone who had been enrolled in a prior semester as a high school special. Current high school specials will also be erroneously included. Also, students may be included who did not recently graduate from high school or did not graduate at all from high school.

NEW FACT BOOK (MIS Data)

Definition: Age <= 19 years
Education Status = **3** (Received High School Diploma),
4 (Passed the GED, or received a High School Certificate of Equivalency/Completion),
5 (Received a Certificate of California High School Proficiency), **OR**
6 (Foreign Secondary School Diploma/Certificate of Graduation)
Education Status YEAR = current year
Student Enrollment Status = First-Time Student (*A Student enrolled in a college for the first time after High School. The first time a student enrolls in a primary term (I.e. Fall or Spring) this should be coded as '1' even if the student was previously enrolled in a summer session.*)

Advantages: Avoids pitfalls of other criteria defined above.

Disadvantages: As with all other definitions listed the criteria is based on self reported data.

Comparison of definitions of First Time students entering AHC

Top 10 Feeder High Schools	1999/00			2000/01		
	CPEC	Old Fact Book (Report IPB010)	New Fact Book (MIS Data)	CPEC	Old Fact Book (Report IPB010)	New Fact Book (MIS Data)
Santa Maria High	295	296	223	240	259	212
Righetti High	253	267	207	262	314	233
Arroyo Grande High	175	179	121	134	159	112
Cabrillo High	122	114	91	94	126	93
Lompoc High	119	109	88	96	142	85
St. Joseph	78	81	59	52	126	48
Santa Ynez	43	58	34	44	47	36
Delta Continuation	47	38	32	48	39	25
Santa Barbara High	28	20	22	29	66	21
Lopez Continuation	16	12	11	16	9	9
Total	1176	1174	888	1015	1287	874

Annual Enrollment of Local Feeder High Schools

Top 10 Feeder High Schools	2003/04			2004/05			2005/06		
	Number of Graduates	Entering AHC	Percent	Number of Graduates	Entering AHC	Percent	Number of Graduates	Entering AHC	Percent
Righetti High	498	160	32.1%	477	159	33.3%	526	167	31.7%
Pioneer Valley High	----- <i>No Graduating Seniors</i> -----								
Cabrillo High	312	92	29.5%	299	88	29.4%	297	85	28.6%
Santa Maria High	601	203	33.8%	680	186	27.4%	598	204	34.1%
Lompoc High	281	88	31.3%	280	86	30.7%	305	97	31.8%
Arroyo Grande High	613	126	20.6%	626	119	19.0%	433	72	16.6%
Delta Continuation	74	28	37.8%	78	27	34.6%	64	22	34.4%
Nipomo High	----- <i>No Graduating Seniors</i> -----								
St. Joseph	145	39	26.9%	156	45	28.8%	136	40	29.4%
Santa Ynez	219	15	6.8%	213	12	5.6%	238	23	9.7%
Total	2743	751	27.4%	2809	722	25.7%	2828	736	26.0%

Top 10 Feeder High Schools	2006/07			2007/08			2008/09		
	Number of Graduates	Entering AHC	Percent	Number of Graduates	Entering AHC	Percent	Number of Graduates	Entering AHC	Percent
Righetti High	516	191	37.0%	459	170	37.0%	483	190	39.3%
Pioneer Valley High	---- <i>No Graduating Seniors</i> ----								
Cabrillo High	334	111	33.2%	295	88	29.8%	340	134	39.4%
Santa Maria High	589	208	35.3%	289	123	42.6%	303	126	41.6%
Lompoc High	272	95	34.9%	262	111	42.4%	265	109	41.1%
Arroyo Grande High	433	73	16.9%	457	48	10.5%	526	72	13.7%
Delta Continuation	55	21	38.2%	71	45	63.4%	83	51	61.4%
Nipomo High	252	28	11.1%	264	39	14.8%	289	47	16.3%
St. Joseph	115	33	28.7%	149	56	37.6%	141	42	29.8%
Santa Ynez	238	38	16.0%	248	18	7.3%	234	20	8.5%
Total	2804	798	28.5%	2919	827	28.3%	3142	933	29.7%

