

Effectiveness Update

Student Services Effectiveness Measures Report for Academic Year 2002—03



PURPOSE

To provide exemplary programs that support the teaching/learning process and to increase opportunities for students to define and reach their educational and career goals.

INTENDED OUTCOME

1. The unduplicated headcount enrollment of ACC will reflect the diversity of the population the College serves.

CRITERION

Based on THECB demographic data (or U.S. Census data) on the service area college-age population and the fall unduplicated headcount enrollment of ACC students, the percent of ACC students from each demographic group will be within ± 5 percent of their proportion in the service area college-age population.

RESULTS

Of the Fall 2002 headcount, the percent of White (60.5%) ACC students was within ± 5 percent of their proportion in the service area college age population. Black (6.8%) and Hispanic (21.5%) ACC student headcounts were below this criterion while student headcounts for Other* (11%) were above.

DATA

**Comparison of ACC Fall 2002 Headcount to
2002 Service Area College-age Population Proportions**

Ethnicity	2002 Service Area College Age Population		ACC Fall 2002 Headcount		$\pm 5\%$ of proportion	
	N	%	N	%	Range	Criterion
White	367,009	58%	18,747	60.5%	55.1% - 60.9%	Within
Black	47,688	8%	2,111	6.8%	7.6% - 8.4%	Below
Hispanic	182,627	29%	6,668	21.5%	27.6% - 30.5%	Below
Other*	32,986	5%	3,454	11.1%	4.75% - 5.25%	Above
Total	630,310	100%	30,980	100%		

*Note: The "other" category at ACC includes Asian students, Native American students, International students, and students not identified by ethnicity. The service area data for 2002 are from the Texas State Data Center population estimates (0.5 migration scenario). The category for "other" ethnicities from the Texas State Data Center includes Asians, Native Americans and all other ethnicities not identified above and it may not be directly comparable since ACC figures include international students.

Source: ACC Student Database and Texas State Data Center



Student Services Report for 2002—03 (continued)

INTENDED OUTCOME

2. The applicants who register and attend ACC will reflect the demographics of the applicant pool.

CRITERION

Based on demographic data from the yearly applicant pool and the annual headcount enrollment of first-time at ACC students, at least 75 percent of each demographic group represented in the applicant pool will actually enroll.

RESULTS

“Yearly” data are not available, thus Fall 2002 data were used to assess this outcome.

ACC did not meet this criterion for the Fall 2002 semester. By ethnicity, approximately half of White, Hispanic, Asian, and Other* ethnic group applicants actually enrolled. Just over one-third of all Black applicants actually enrolled in the semester they indicated on the application. By gender, about half of all applicants actually enrolled for the semester they indicated on their application.

However, the distribution of ethnicity and gender among the FTACC students reflects that of the applicant pool.

DATA

**Comparison of Fall 2002 Applicants and Students Who Actually Enrolled
By Ethnicity**

Ethnic Group	Students Who Completed an Application for Fall 2002		Applicants Who Enrolled at ACC for the First Time (FTACC) in Fall 2002			% of FTACC
	#	%	#	% of applicants	Criterion (75%)	
White	8,554	58.6%	4,863	56.9%	Not met	63.0%
Black	1,147	7.9%	415	36.2%	Not met	5.4%
Hispanic	3,172	21.7%	1,581	49.8%	Not met	20.5%
Asian	723	5.0%	405	56.0%	Not met	5.2%
Other*	363	2.5%	221	60.9%	Not met	2.9%
Not Identified	626	2.6%	233	37.2%	NA	3.0%
Total	14,585	100.0%	7,718	52.9%	NA	100.0%

Note: The category “other” includes Native American students, International students, and students not identified by ethnicity.
Source: ACC Student Database.

**Comparison of Fall 2002 Applicants and Students Who Actually Enrolled
By Gender**

Gender	Students Who Completed an Application for Fall 2002		Applicants Who Enrolled at ACC for the First Time (FTACC) in Fall 2002			% of FTACC
	#	%	#	% of applicants	Criterion (75%)	
Male	6,662	45.7%	3,778	56.7%	Not met	49.0%
Female	7,547	51.7%	3,940	52.2%	Not met	51.0%
Not Identified	376	2.6%	0			
Total	14,585	100.0%	7,718	52.9%		100.0%

Source: ACC Student Database.

Student Services Report for 2002—03 (continued)

INTENDED OUTCOME

3. ACC will provide financial aid opportunities to students who demonstrate the most need.

CRITERION

Based on the Federal Pell Grant Program Student Payment Summary, 50 percent of students receiving Pell grants will have an Expected Family Contribution of zero.

RESULTS

For the 2001-02 academic year, ACC exceeded this criterion by three percent. Fifty three percent of all students who received Pell Grants had an expected family contribution of zero.

DATA

**Pell Grant Program
Expected Family Contribution Statistics for 2001-02**

Total Students Receiving Pell Grants for 2001-02	Students with Expected Family Contribution =0	Percent
4,215	2,219	53%

Source: ACC Student Assistance Office

Student Services Report for 2002—03 (continued)

INTENDED OUTCOME

4. The College will maintain a loan default rate 5 percentage points below the maximum threshold required by law (25 percent).

CRITERION

Based on the Department of Education's Default Management Division's Annual Report to ACC, ACC's loan default rate will be at least 5 percent less than the federally defined maximum threshold of (25 percent) i.e., ACC's rate will be 20 percent or lower.

RESULTS

Since 1996, ACC has maintained an ever decreasing loan default rate. For the most recent year, the rate was 17.7 percent below the federally defined maximum threshold of 25 percent and lower than the College's criterion of 20 percent, well within the 5 percent criterion.

DATA

**Austin Community College's OFFICIAL Cohort Default Rates
for Schools with 30 or More Borrowers Entering Repayment in the Fiscal Year**

Fiscal Year	Number of Borrowers in Repayment	Number of Borrowers in Default	Official Cohort Default Rate
FY 2000	1651	121	7.3
FY 1999	1718	150	8.7
FY 1998	1774	202	11.3
FY 1997	1614	236	14.6
FY 1996	1661	292	17.5

Source: United States Department of Education, January 2001