



# 2017 STUDENT SUCCESS REPORT



**AUSTIN  
COMMUNITY  
COLLEGE**  
DISTRICT

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## CONTINUING MOMENTUM

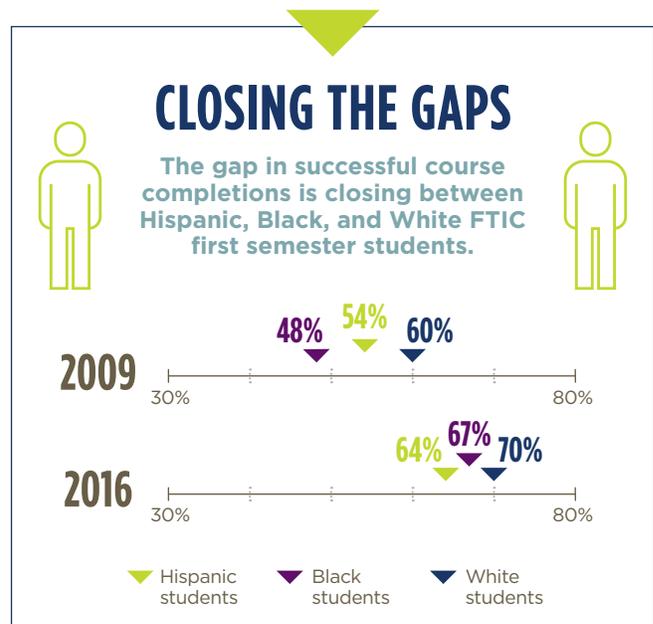
For Austin Community College and its peer institutions, the higher education landscape is a mix of opportunities and challenges. ACC is committed to building strong communities through innovative programs, collaborative partnerships, and transformative delivery models. In 2016-17 ACC launched Guided Pathways 1.0, began an academic reorganization, worked to open new educational and career pathways for students, and fostered beneficial partnerships. ACC has intensified its focus on student success, which is reflected in the rising number of credentials and degrees awarded in the past five years.

The college is attracting more students to higher education and workforce pipelines. The number of first-time-in-college (FTIC) post high school graduation students enrolling at ACC increased 8.7 percent from 2009 to fall 2016. Total enrollment in dual credit and early college high school programs combined increased 34 percent from fall 2013 to fall 2017.

Students who start at ACC are also persisting at higher rates. Successful course completions (grades of A, B, C) in all courses, including developmental education, in the first semester for FTIC students increased 12 percentage points (59 percent in 2009 to 71 percent in 2016).

Data indicates the restructuring of academic areas and services is working, but opportunities for improvement remain. In the next year, the college is focusing on accessibility and acceleration. Specialized programs such as Weekend College and block scheduling will better suit students' diverse needs and provide structured course outlines that lead to accelerated completions.

This report highlights accomplishments in the four critical areas, connection, entry, progress, and completion, and presents five-year trends. It also includes snapshots of several new initiatives as well as a few stories behind the metrics.





# CONNECTION

**Destination: College**

*ACC is the No. 1 destination for area high school students and the first source of transfer students to the region's top universities.*

# Strengthening the Path to College

The time when students gain an interest in college, apply for admission, and complete the enrollment process is called the connection phase. ACC creates pathways to postsecondary education by providing more opportunities for students to earn college credit in high school, helping those who come to ACC navigate enrollment steps, and engaging with prospective students.

## HIGH SCHOOL PROGRAMS

ACC's dual credit and early college high school programs give students, particularly those underrepresented in higher education, an accelerated path to college and workforce training. Total enrollment in dual credit and early college high school programs combined increased 34 percent from fall 2013 to fall 2017, from 5,014 to 6,731 students.

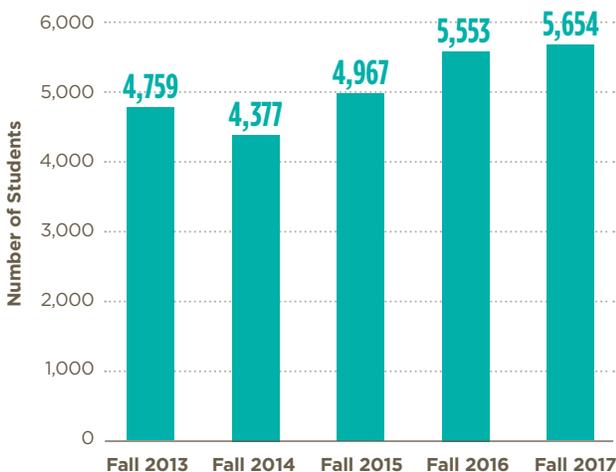
### Dual Credit

This program enables eligible ninth to twelfth graders to enroll in college level classes that provide students with both high school as well as college credit that counts toward a postsecondary certificate and/or associate degree. Enrollment increased 19 percent over the last five years, from 4,759 in fall 2013 to 5,654 students in fall 2017. From fall 2016 to fall 2017, enrollment increased by two percent. The average number of semester credit hours (SCH) in which dual credit students were enrolled at ACC increased 12 percent to 5.2 in fall 2017 from 4.7 in fall 2013.

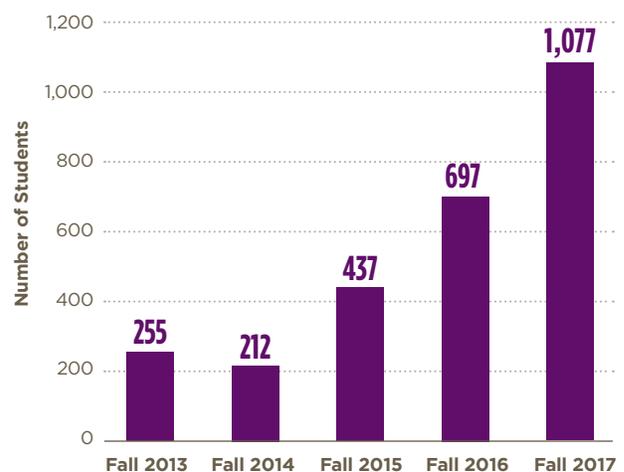
### Early College High Schools (ECHS)

Students in ACC's ECHS can obtain an associate degree by the time they have earned their high school diploma. ECHS enrollments increased more than threefold from 255 students in fall 2013 to 1,077 students in fall 2017. ECHS students were enrolled in an average of 7.0 semester credit hours in fall 2017 compared to 4.7 hours in fall 2013.

Dual Credit Students Attending ACC  
*Unduplicated Headcount (Excludes ECHS Students)*



Early College High School Students  
*Unduplicated Headcount*



## Career Academies

High school students in Career Academies complete dual credit courses leading to a certificate in a comprehensive program of study, including hands-on industry experience. Upon graduation, students will be able to enter the workforce directly in an occupational area supported by the Academy, as well as continue their education at ACC or through a partner university.

ACC successfully partnered with Austin ISD and Manor ISD on three TEA Innovative Academy Grants, with each receiving an award of \$400,000. AISD established an Innovative Academy in Information Technology in partnership with ACC and Dell and an Innovative Academy in Health Sciences in partnership with ACC and Seton Hospital. Manor ISD created an Innovative Academy in Engineering Technology in partnership with ACC and Samsung.

## College Prep Courses

In accordance with House Bill 5, ACC partners with regional school districts to provide college preparatory courses for high school seniors who do not meet Texas Success Initiative (TSI)

college-readiness standards. Seven school districts participated in 2015, 10 in 2016. ACC partnered with 23 in 2017. ACC continued to work with the University of Texas at Austin Dana Center and area high schools to clarify and develop a more uniform College Prep Mathematics Course and to encourage more schools to offer the courses.

## Direct-to-College Achievement Plan

The Direct-to-College Achievement Plan (DTC70) is an effort led by the Greater Austin Chamber of Commerce to increase the number of students in Central Texas going directly to college the fall after high school graduation (the direct-to-college rate) to 70 percent. DTC enrollment for five school districts (Austin, Hutto, Leander, Pflugerville, and Round Rock) increased from 61 percent in fall 2016 to 65 percent in fall 2017. Regional FAFSA (Free Application for Federal Student Aid) completion was highest in the state at 70 percent.



**CAREER ACADEMIES EXPANDED**

- INFORMATION TECHNOLOGY
- HEALTH SCIENCES
- CONSTRUCTION TRADES
- ENGINEERING TECHNOLOGY

## TARGETED OUTREACH AND STUDENT ONBOARDING

Due to targeted outreach, student onboarding, and strategic marketing efforts, the number of potential students who started an application increased 23.1 percent over the last five years (from 18,941 in fall 2013 to 23,310 in fall 2017).

New enrollment strategies are making a positive impact on enrollment trends, with the most clear indicator showing in “Moved to Student” (students who are ready to register). Of the 11,508 students who completed applications for fall 2017 enrollment, 86.1 percent (9,911) of them made it through the admissions

procedures to become “ready to register,” which is a significant improvement over the five-year average of 73.9 percent.

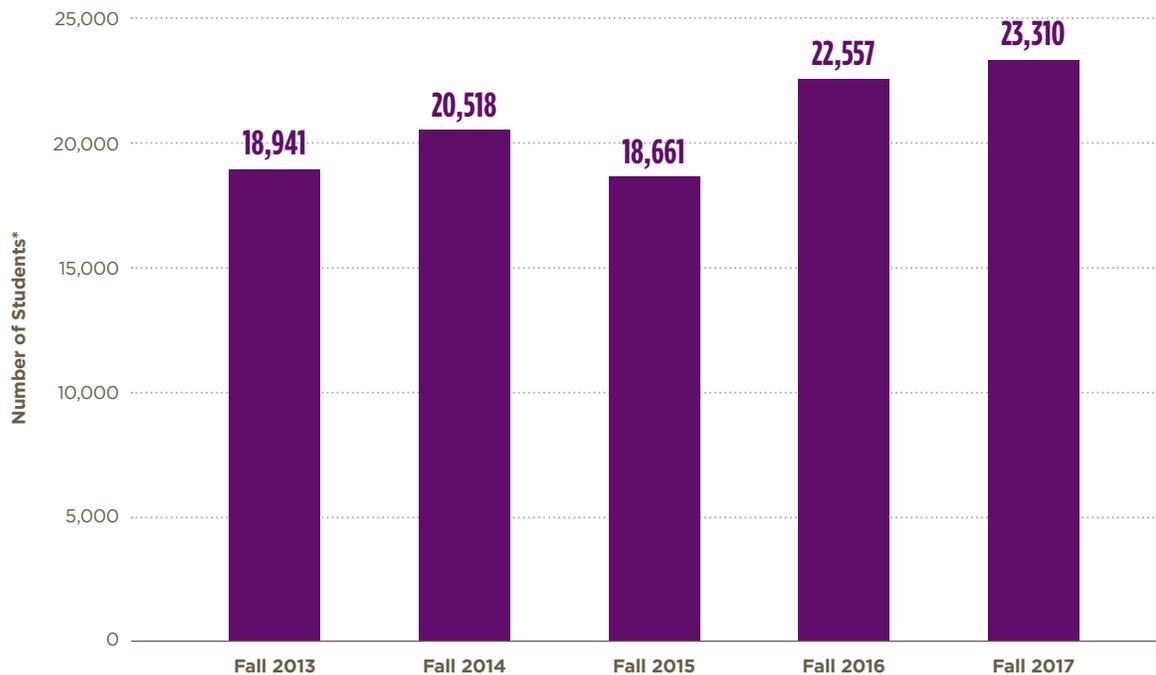
The number of applicants who were enrolled on the 12th class day increased 2.0 percent over the last five years, and has decreased slightly from fall 2016 to fall 2017 because new requirements have been established to automatically drop students who never attended class.

On average, over the last five years, 64.9 percent of applicants who started an application completed the application

process. Of those applicants who completed the process, 73.9 percent on average were moved to student. Of those moved to student, 82.8 percent on average registered. Of those who registered, 83.2 percent on average were enrolled on the first day of class. Of those, 97.1 percent on average were enrolled on the 12th day of class.

New enrollment technology and data analysis are allowing the college to determine more strategic interventions such as new student phone calls and applicant email communications for student recruitment and registration.

Started Application Analysis



\*Data for students who started application includes applications with intent to enroll in the fall semester being reported, and with activity during that calendar year.



# ENTRY

Preparing for college success

*Students get one-on-one help from enrollment advisors by phone, email, or in person through ACC's College Destination Center.*

# Ensuring a Strong Start

The second phase of the college experience includes enrolling in college, completing developmental coursework as needed, and successfully finishing initial college-level courses.

## ENROLLMENT HIGHLIGHTS

Preliminary data from the Texas Higher Education Coordinating Board indicate that the number of enrolled students at two-year colleges in Texas in fall 2017 is about the same as in fall 2016. This is also true for the Central Texas region: two-year college enrollment is about the same in fall 2017 as the previous fall. Recent national data from the National Student Clearinghouse indicate that two-year public institution enrollments declined 2.5 percent from spring 2016 to spring 2017, and 2.6 percent from fall 2015 to fall 2016. ACC's enrollment in credit courses declined 1.8 percent from fall 2016 to fall 2017, and about 2.0 percent over the past five years.

While the overall college enrollment has declined, partly due to the strong regional economy, the number of first-time-in-college (FTIC) cohort grew from 5,435 students in 2009 to 5,910 in fall 2016, an increase of 8.7 percent. Hispanic/Latino FTIC students increased 13 percentage points (31 percent in 2009 to 44 percent in 2016). FTIC students under 19 years of age increased 19 percentage points

(48 percent in 2009 to 67 percent in 2016). FTIC students mandated to developmental education declined eight percentage points (47 percent in 2009 to 39 percent in 2016). In general, ACC students are becoming younger, more diverse, and better prepared for college work.

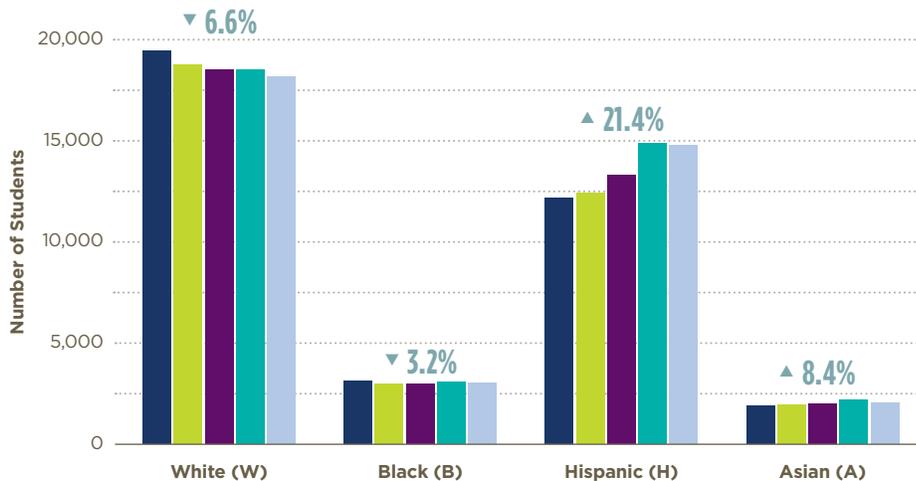
### Student Demographics and Diversity

While total overall enrollment slightly decreased, the number of Hispanic/Latino students increased by 21.4 percent, and the number of Asian students increased by 8.4 percent. The number of Black/African-American students declined by 3.2 percent.

ACC students mirror the demographics of the service area. Hispanics/Latinos comprise 35.75 percent of the population, ages 18 to 44. Hispanic/Latino enrollment for fall 2016 was 35.72 percent.

ACC is working to close equity gaps by meeting students where they are and better guiding them along their educational pathway.

Fall Enrollment in Credit Courses — by Ethnicity  
Unduplicated Student Headcount



<b>Fall 2013</b>	19,402 (W)	3,141 (B)
	12,131 (H)	1,889 (A)
<b>Fall 2014</b>	18,704 (W)	2,991 (B)
	12,388 (H)	1,955 (A)
<b>Fall 2015</b>	18,468 (W)	2,950 (B)
	13,299 (H)	1,964 (A)
<b>Fall 2016</b>	18,503 (W)	3,063 (B)
	14,840 (H)	2,171 (A)
<b>Fall 2017</b>	18,121 (W)	3,041 (B)
	14,733 (H)	2,047 (A)

## Continuing Education Enrollment

Noncredit continuing education (CE) enrollments declined slightly from 2012-13 to 2013-14, but have increased each of the following years. Overall, the number of students enrolled in CE courses increased by 22.8 percent over the past five years to 12,568 students in 2016-17 from 10,234 in 2012-13. Over the five-year period, the number of Hispanic/Latino students increased by 38.7 percent, the number of Black/African-American students increased by 23.1 percent, and the number of Asian students increased by 77.4 percent.



### Career change at 45

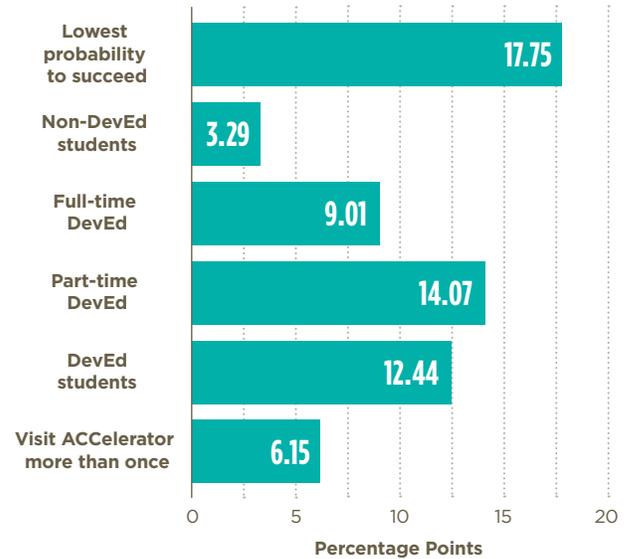
“I want to inspire students with what I’ve been through so they can see that education can help them get further in life,” says Maricela Juarez. “The best memory I will take from Adult Education will be the great support and encouragement that has been offered to me.”

Once receiving her associate degree in criminal justice from ACC, Juarez plans to transfer to a four-year university then work for the juvenile probation system. She dropped out of middle school, but eventually went back to school to receive her GED, and also completed the College Prep Program. She hopes others can realize it’s never too late to make change happen.

## ACCELERATOR Impact

ACC used the Civitas Learning product, Illume Impact, and applied predictive propensity score matching to analyze students who used the ACCelerator from fall 2015 to spring 2016. Overall, students who visited the lab at least once each term persisted at a rate of 6.15 percentage points (pp) higher than students who did not. The impact was almost four times greater for developmental education students: there was a lift in persistence of 12.44 pp among these students, compared to 3.29 pp for non-developmental education students. The lower the persistence prediction scores, the better the outcomes — up to 17.75 pp in increased persistence for developmental education students with the lowest probability to succeed. Additionally, part-time developmental education students who frequent the lab improve their persistence by 14.07 pp compared to full-time developmental education students (9.01 pp).

**Lift in Persistence**  
Students who used the ACCelerator matched with those who did not, fall 2015–spring 2016

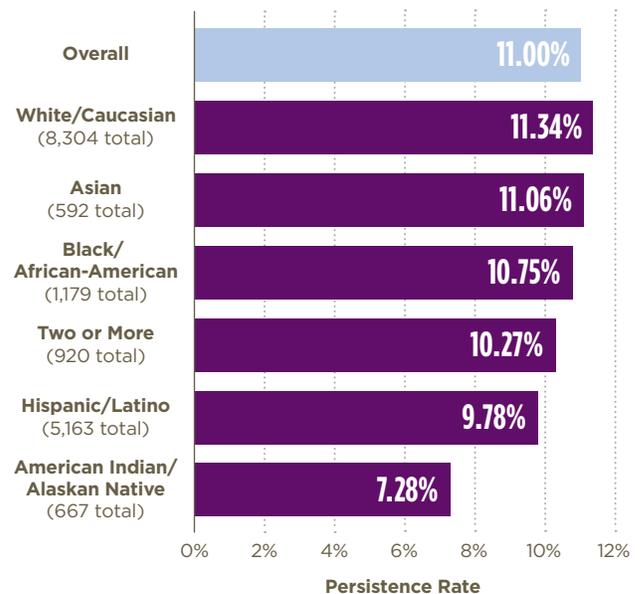


## DEGREE MAP Impact

Students actively enrolled in the fall of 2016 who used Degree Map at least once that semester had higher persistence rates compared to those who did not.

While all ethnic groups experienced a lift in persistence rates, 11 percent overall, the greatest impact occurred among Caucasian student users who experienced an 11.34 percent lift in persistence.

**Lift in Persistence**  
Students who used Degree Map matched with those who did not, fall 2016



*Lift in persistence measured by comparing participating student persistence rates to those of comparable students, matched on prediction and propensity scales. These results meet the .05 threshold for statistical significance and have an 'n' over 500 students.*

## ADULT EDUCATION

The four departments in ACC's Adult Education (AE) Division help individuals prepare for employment or higher education. ACC is the current fiscal agent of the Capital Area Adult Education Consortium. In accordance with TWC guidelines, Adult Education maintains a variety of partnerships to deliver Adult Education and literacy services to the Capital Area. Current educational partners include: Advocacy Outreach, Austin ISD, Austin Learning Academy, Communities in Schools, Lifeworks, and the Literacy Coalition of Central Texas.

### English as a Second Language

In 2016-17, the Adult Education English as a Second Language (ESL) program served 3,061 students, compared with 1,921 in 2012-13, an increase of 62 percent over the five-year period.

### GED/High School Equivalency Prep

Program enrollment decreased seven percent from 1,507 in 2015-16 to 1,408 students in 2016-17. The percentage of GED completions in 2016-17 remained at eight percent, about the same as in 2015-16. The completion rate was two percent in 2014, after the new GED test was implemented. The increased completion rates in the following two years suggests faculty and students are beginning to adapt to the new test.

### College Prep

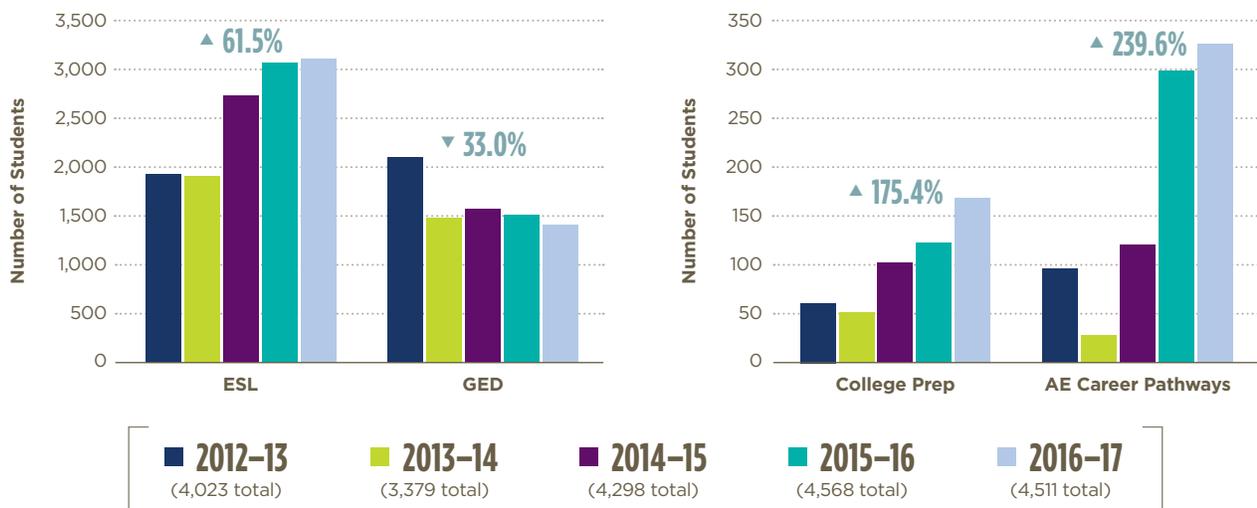
This program (formerly College Transitions) includes support services to help students progress quickly to college-level courses. A majority of participants enroll at ACC within two years. College Prep added more sections, including a math-focused track. The number to students served

each year continues to increase. Enrollment increased from 122 in 2015-16 to 168 in 2016-17. AE's College Prep prepares students for the Texas Success Initiative Assessment (TSIA) and success in college. Math TSI success increased from 32 percent (2010-11) to 36 percent (2016-17).

### Adult Education Career Pathways

Adult Education's Career Pathways provides several avenues for students to earn a workforce credential. Each avenue supports students throughout a continuing education or credit course leading to an industry certification, or a level-one certificate in a workforce occupation. Enrollment in the program has more than tripled during the last five years, from 96 in 2012-13 to 326 in 2016-17.

Adult Education Student Enrollment — by Program



NOTE: Students reported here include those enrolled at consortium member organizations.

## DEVELOPMENTAL EDUCATION

### Developmental Reading and Writing

Successful course completion rates increased slightly for developmental reading courses from fall 2012 to fall 2016, from 68.8 percent to 70.9 percent. On the other hand, successful course completion rates for developmental writing increased significantly, from 57 percent in 2012 to 73 percent in 2016. Rather than offering developmental reading and writing separately, ACC is moving toward integrated reading and writing courses as well as pairing developmental reading and/or writing with college credit courses. These innovations help students progress to credit courses faster and align with Texas Higher Education Coordinating Board recommendations.

Successful course completion rates overall for developmental reading and writing courses increased by two percentage points between fall 2014 and fall 2016, but rates were almost five percentage points higher for paired than non-paired (78.5 percent compared to 74.0 percent) courses.

### New Mathways

In order to increase student success and comply with new state mandates, the math department is engaged in seven major new initiatives, including significant restructuring of the curriculum for developmental math. In the 2017 Legislature, HB 2223 was passed, requiring all colleges to move toward a “co-requisite” model of developmental education (with students concurrently enrolled in both developmental and college-level courses).

Successful course completion rates for new, innovative approaches to developmental mathematics (MATD 0332, 0385, 042X) have consistently been higher than rates for the traditional developmental math courses (MATD

0330, 0370, 0390). The average rate of successful grades for the traditional courses was 47.3 percent. For MATD 0385, the percentage of successful grades averaged 75.0 percent, while it was 73.2 percent for MATD 042X, and 54.0 percent for MATD 0332.

### Co-requisite model has successful results

In fall 2017, 188 students participated in a large-scale pilot of a College Algebra corequisite course at seven campuses. The course covers material from Elementary Algebra (MATD 0370), Intermediate Algebra (MATD 0390), and College Algebra (MATH 1314) in one semester using just-in-time remediation. Due to increasing intensity and acceleration of instruction, the corequisite model helps students stay focused.

The results show a large increase in success: 74 percent success rate (students earning a grade of A, B, or C) in MATH 1314 and 81 percent success rate in the developmental portion (MATD 0414). The overall MATH 1314 success rate in fall 2017 for students already deemed “college ready” was 55 percent. There were large increases in success across each area of the disaggregated data.

The College Algebra corequisite course offerings will be increased to a target of 550 students at eight campuses in spring 2018. A large-scale pilot (target 250 students) of a College Math (MATH 1332) corequisite course will also be offered at eight campuses and will cover material from Developing Mathematical Thinking (MATD 0485) and College Math (MATH 1332) in one semester. (See addendum.)

# STUDENT SUPPORT AND ENGAGEMENT

## Guided Pathways

Since the introduction of guided pathways, ACC has dramatically improved the way new prospects and applicants are engaged. These clustered areas of study with tailored support services make it easier for students to identify the coursework they need to achieve their educational goals as efficiently as possible.

## Area of Study Information Sessions

Prospective first-time ACC students who have less than 12 college credits are required to attend an information session specific to their Area of Study (AOS) prior to enrollment. New students with 12 or more college credits are encouraged to attend. AOS sessions help students clarify their choice of AOS, engage with faculty, meet an advisor, and begin on a clear pathway prior to registration. More than 15,000 students participated in AOS information sessions. 153 AOS sessions were offered in summer 2016; 263 were offered in summer 2017. In summer 2016, 6,682 students attended. In summer 2017, 8,359 students attended.

## Enrollment Advising

Incoming ACC students who are new to college are assigned to a dedicated advisor. Advisors and students meet to review degree progress before registration periods. Advisors reach out to students to offer assistance with decisions about their pathway and overall adjustment to college.



*From June 2016 through October 2017 the College Destination Center assisted nearly 27,624 students with enrollment steps. The center leads workshops on topics such as financial aid and career planning.*

# 10 AREAS OF STUDY

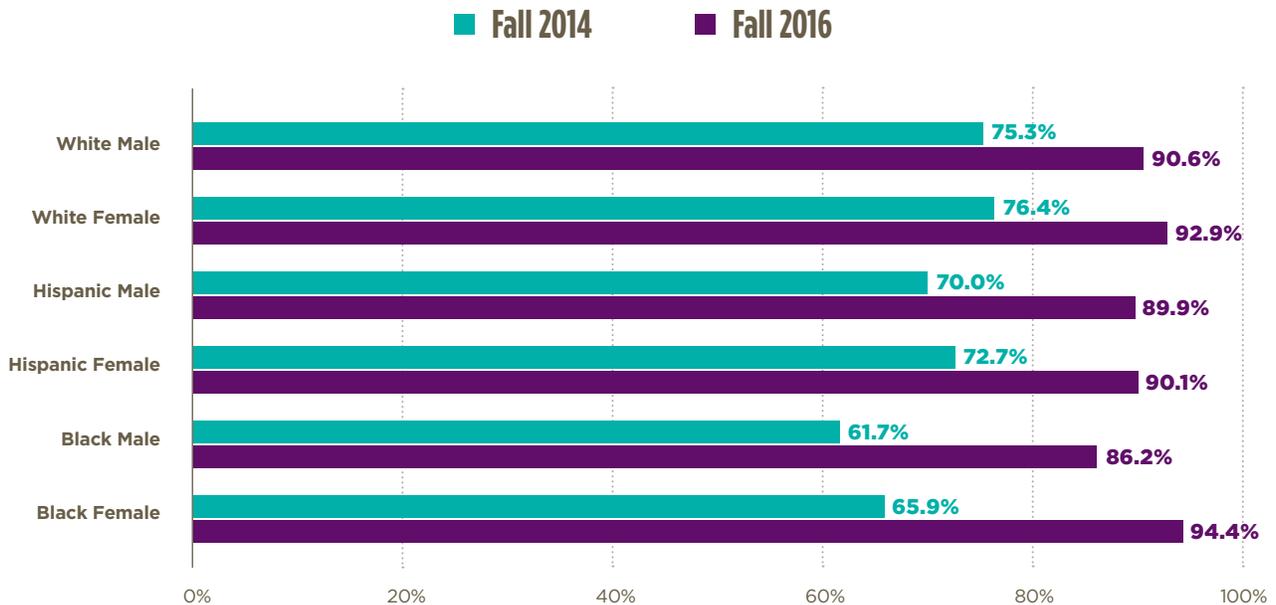
- AD & M&C** Arts, Digital Media & Communications
- B** Business
- CH & T** Computer Science & Information Technology
- CS & IT** Culinary, Hospitality & Tourism
- DMC & AT** Design, Manufacturing, Construction & Applied Technologies
- E** Education
- HS** Health Sciences
- LA** Liberal Arts
- P & SS** Public & Social Services
- SE & M** Science, Engineering & Math

## Student Success Course — EDUC 1300

In fall 2015, 91.2 percent of first-time-at-ACC (FTACC) students enrolled in EDUC 1300 persisted to the spring semester. In fall 2016, 92.0 percent persisted from fall to spring. In contrast, FTACC students in fall 2014, when EDUC 1300 was not available, persisted at the much lower rate of 73.6 percent. Persistence rates were equally low for FTACC students in fall 2015 and fall 2016 who did not take EDUC 1300 — 73.1 percent in 2015 and 74.6 percent in 2016.

Differences between fall to spring persistence rates for fall 2014 and fall 2016 FTACC students were greatest for Black/African-American females (28.5 percentage points, from 65.9 percent in 2014 to 94.4 percent in 2016), Black/African-American males (24.5 percentage points, from 61.7 percent in 2014 to 86.2 percent in 2016), and Hispanic/Latino males (19.9 percentage points, from 70.0 percent in 2014 to 89.9 percent in 2016).

**EDUC 1300 Student Retention (Fall to Spring)**  
*First-time at ACC (FTACC) students with less than 12 semester credit hours*



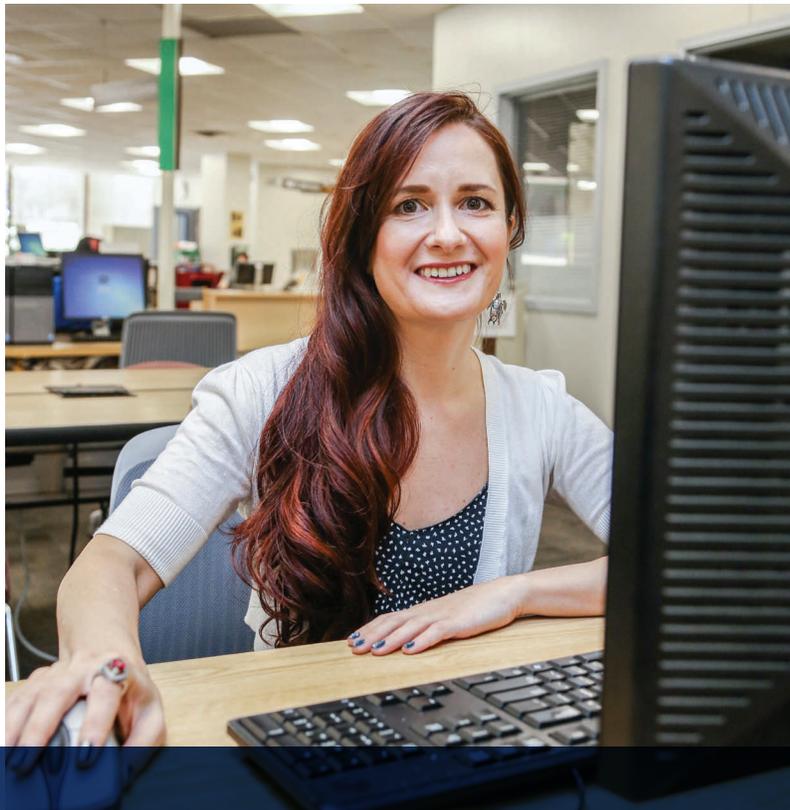
## Competency-based Education

ACC designed, built, and piloted an innovative, online Competency-based Education (CBE) program called the Accelerated Programmer Training Program (APT). APT incorporated online coursework with CBE. This resulted in a 140 percent increase in computer programming degrees and certificates at ACC. The placement rate for APT graduates averaged 93 percent within 60 days of graduation.

ACC has nearly doubled the number of students completing computer science associate degrees from 52 in 2012 to 79 in 2016 and more than tripled the number of students completing computer science certificates since 2012 from 21 to 96.

Students in the APT program have higher grade point averages than their fellow computer science majors who are not enrolled in the APT program. African-American APT students do better than their peers in the same computer programming courses delivered in a traditional face-to-face course.

The APT Program was recognized as a top performing college program in Texas. The program was awarded the prestigious 2017 Star Award by the Texas Higher Education Coordinating Board for its efforts to close success and equity gaps.



### Speed entry into tech careers

“It was a great first step in gaining IT knowledge while I worked full time,” says Anna Vysotskaya, APT graduate. “I worked hard, maintained my GPA at 4.0, and was able to receive scholarships that helped me complete two certificates — database programming and administration and programming-software testing.”

## Intensive English Program

The ACC Intensive English Program (IEP) provides international students an accelerated and streamlined entry into college study through full-time instruction in English as a second language along with elective courses. Enrollment increased from 27 students in fall 2016 to more than 90 students in fall 2017.

The ACC IEP is one of only a handful of community college programs in the U.S. that offers international students a pathway to full-time English language preparation in a high-quality, recognized program at a competitive price.

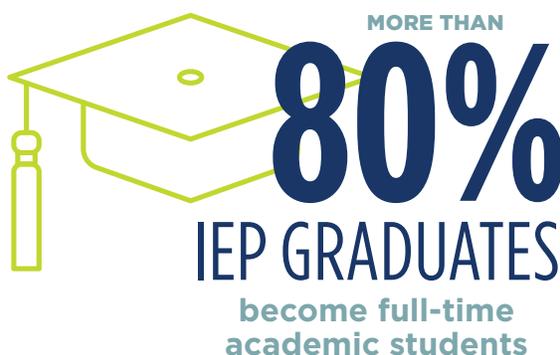
For international students to study in the U.S., they must apply for and receive an F-1 or M-1 Visa from a U.S. Embassy or Consulate. Before students can apply for a visa, they must be accepted into a U.S. college or university approved by the Student and Visitor Exchange Program (SEVP) of the U.S. Department of Homeland Security. ACC received SEVP approval in spring 2016. ACC provides international students with an I-20 Form to present to the consular officer at the time of interview for their visa.

## Puente becomes Catch the Next

The college piloted the Puente Project, a successful program that accelerates Hispanic/Latino student success, helping these students progress into college level coursework within the same semester. The program has since been renamed in Texas as Catch the Next (CTN).

Course success rates for CTN students in EDUC 1300 and ENGL 1301 have exceeded ACC averages. CTN students also exceed the typical ACC fall to spring and fall to fall persistence rates. In fall 2016, a small cohort of students participated in the pilot program at Riverside Campus. Now, almost 100 students participate at Riverside, Highland, and South Austin campuses and nearly 200 students are scheduled to participate next fall.

## BRINGING DIVERSITY & CULTURAL RICHNESS TO ACC'S STUDENT BODY





# ▶ PROGRESS

**Staying on track**

*The ACCelerator at Highland Campus is the nation's largest high-tech learning environment. Students have access to tutoring, academic coaching, career advising, and much more.*

## Strategies for On-time Completion

ACC students often face barriers that threaten their ability to stay enrolled. The college has introduced and improved processes and programs to help students persist from semester-to-semester and stay on track to achieve their goals.

## STUDENT SUPPORT AND ENGAGEMENT

### Advising and Retention

Proactive advising and retention strategies are key components of the guided pathways model. The newly-established Student Success and Data Analytics department uses real-time data analytics within and outside student services to increase student retention, persistence, and completion leading to a credential and/or transfer.

In fall 2016, student retention and intervention managers (SRIMS) assigned 6,524 first-time at ACC students with fewer than 12 credit hours to 57 advisors. In spring 2017, SRIMS assigned 8,168 first-time at ACC students (including 4,763 persisting from fall 2016) to 76 advisors. Advisors reached out to assigned students up to six times to establish rapport and provide information on registration, deadlines, financial aid, and more.

Low-income students and those sponsored by the Austin College Access Network or the Austin Opportunity Youth Consortium achieved an 86 percent fall-to-spring retention rate due largely to assistance from the ACC Student Support Center. The Center also helped foster care/adopted students achieve a more than 10 percent increase in fall-to-spring retention rates from 2014 to 2016. Finally, students who received emergency assistance through the Support Center achieved a 91 percent persistence rate.

### Measuring Student Satisfaction

Every three years ACC uses the Noel Levitz Student Satisfaction Inventory to assess student satisfaction in eight categories. The greatest increases in mean satisfaction ratings were in Safety and Security, Admissions and Financial Aid Effectiveness, and Campus Services.

*ACC's mean ratings in 2017 exceeded the mean ratings for community colleges nationally on all satisfaction scales.*

### Noel Levitz Satisfaction Mean Ratings

Noel Levitz Scale	ACC Spring 2008	ACC Spring 2011	ACC Spring 2014	ACC Spring 2017	National Community College Comparison Spring 2017	ACC Change in Rating '08-'17
Safety and Security	5.15	5.31	5.62	5.76	5.55	0.61
Admissions and Financial Aid Effectiveness	5.23	5.26	5.52	5.71	5.49	0.48
Campus Services	5.73	5.86	5.95	6.14	5.80	0.41
Academic Advising Effectiveness	5.23	5.26	5.50	5.62	5.53	0.39
Student Centeredness	5.53	5.63	5.76	5.89	5.69	0.36
Campus Climate	5.71	5.85	5.90	5.99	5.81	0.28
Instructional Effectiveness	5.65	5.76	5.82	5.91	5.76	0.26
Registration Effectiveness	5.67	5.74	5.78	5.87	5.76	0.20

Rating scale: (1) not satisfied at all to (7) very satisfied

## Fitting college into any schedule

“Block scheduling allows students to complete all the classes they need to graduate more quickly because the classes are scheduled in a predictable time block each semester. Their path to a career is shorter because the classes are scheduled in an intentional sequence. With this opportunity, work, family, and life commitments are less of a barrier to getting a great education,” says Dr. Gaye Lynn Scott, Associate Vice President, Academic Transfer Programs.



### Block Scheduling

Block scheduling of program courses (courses scheduled in a morning, afternoon, evening, or weekend block) has been shown to produce higher rates of student success. ACC expanded its block schedules in the fall 2017 semester by offering transfer students options to schedule their classes in back-to-back blocks created in the mornings, afternoons, evenings, or in combination with online classes. Course blocks were created that included combinations such as the Success course (EDUC 1300), Composition I (ENGL 1301), and U.S. History I (HIST 1301), all courses that typically appear in the first semester of transfer program maps.

## Engaged Learning Strategies

Numerous faculty development initiatives promote best practices in teaching, including Project Active and Collaborative Communities (Project ACC). During fall 2017, the first cohort of Faculty Fellows researched active and engaged teaching strategies. During spring 2017, fellows piloted at least one new active or engaged teaching intervention and collected data on the intervention, then presented their work in a progress report. During summer 2017, fellows developed and ran a five-day Summer Institute on Active and Engaged Teaching for teaching colleagues. The institute included 43 faculty members.

## Student Money Management Office

Through the support of a \$1.7 million Department of Education grant, the Student Money Management Office (SMMO) was launched in fall 2016, offering resources to help students prevent financial issues from interfering with academic progress. Through a partnership with the General Studies and Student Development Department, the SMMO conducted

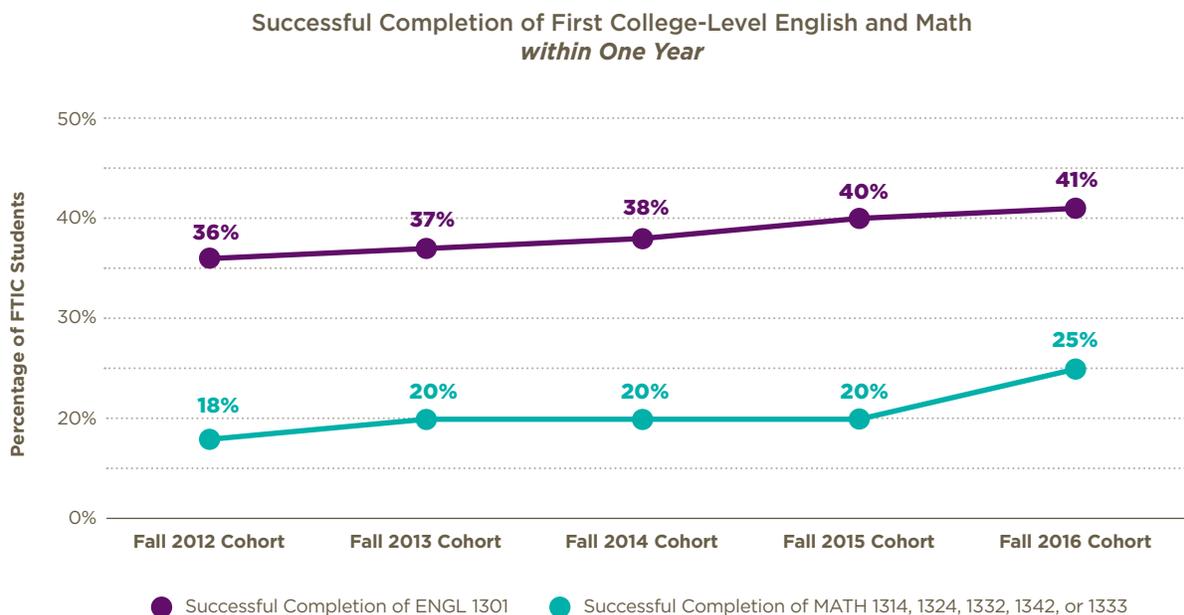
168 in-class presentations on budgeting and credit, reaching 3,098 students across all 11 ACC campuses.

The SMMO conducted 23 stand-alone workshops engaging 193 students on topics such as managing credit, budgeting, understanding financial aid, and searching and applying for scholarships. Ninety-four ACC employees received professional development on integrating financial education into courses, programs, and student interactions.

## Completion of first college-level courses

The percentage of FTIC students who successfully completed the first college-level English course within one year increased five percentage points over the past five years, from 36 percent in 2012 to 41 percent in 2016.

The percentage of students who successfully completed the first college-level math course within one year increased seven percentage points, from 18 percent in 2012 to 25 percent in 2016. The percentage remained constant from 2013 to 2015, increasing five percentage points in the last year.



## Completion of college-level credits

For FTIC students, successful completions of a first college-level course (in Math, English, History, Philosophy, Psychology, Sociology, Speech) in the first semester increased by 10 percentage points (58 percent in 2009 to 68 percent in 2016). The gap between White students and African American/Black students was statistically eliminated (12 percentage point difference in 2009 to three point difference in 2016). The gap between White students and Hispanic/Latino students remained the same (six point difference in 2009 and in 2016).

The percentage of FTIC students successfully completing six or more college-level credit hours within their first semester increased 11 percentage points over the last five years, from 46 percent in 2012 to 57 percent in 2016.

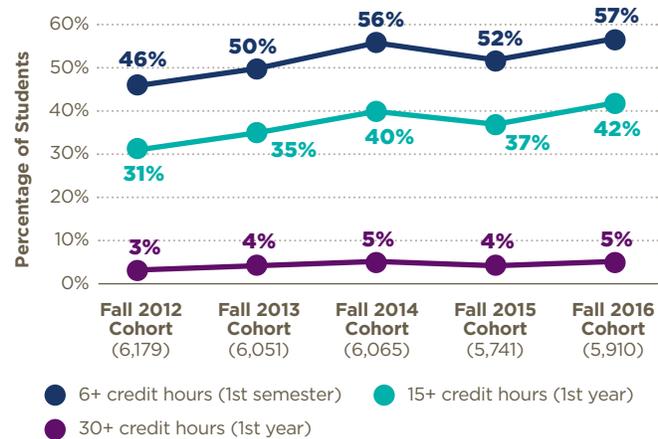
The percentage of FTIC students completing 15 or more college-level credit hours within one year increased 11 percentage points over the last five years, from 31 percent in 2012 to 42 percent in 2016.

The percentage of FTIC students completing 30 or more college-level credit hours within two years increased three percentage points over the last four years, from 21 percent in 2012 to 24 percent in 2015. The percentage of students declined slightly in 2015 from a high of 26 percent in 2014.

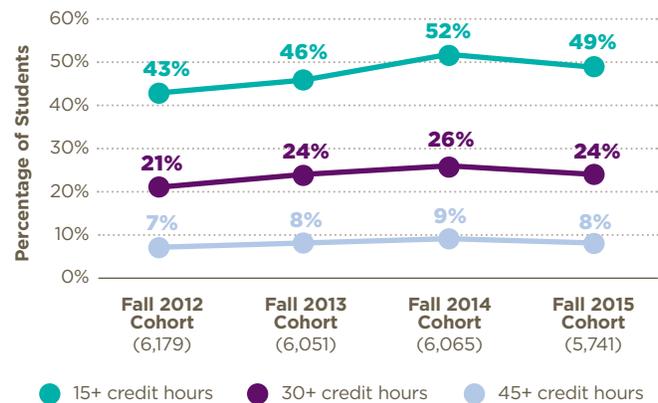
The percentage of FTIC students completing 30 or more college-level credit hours within three years increased four percentage points over last three years, from 28 percent in 2012 to 32 percent in 2014.

These data reflect the continuing trend for the majority of FTIC students to be enrolled part-time at ACC.

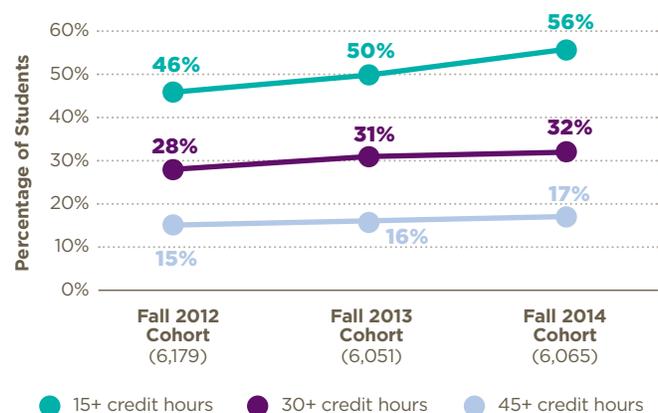
FTIC Students — Completion of College-Level Credit Hours *within First Semester & First Year*



FTIC Students — Completion of College-Level Credit Hours *within Two Years*



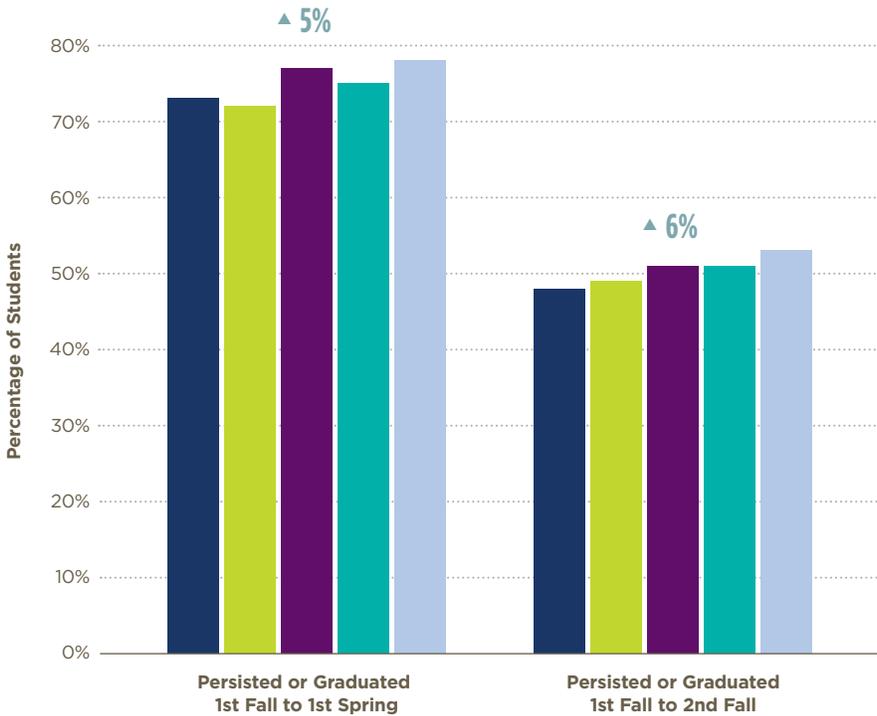
FTIC Students — Completion of College-Level Credit Hours *within Three Years*



## Persistence and Graduation Rates

The percentage of FTIC students who persisted or graduated from their first fall semester to their first spring semester increased by five percentage points over the last five cohorts, from 73 percent in 2012 to 78 percent in 2016. The percentage who persisted or graduated from their first fall to their second fall increased six percentage points, from 48 percent to 53 percent.

FTIC Students — Persisted or Graduated



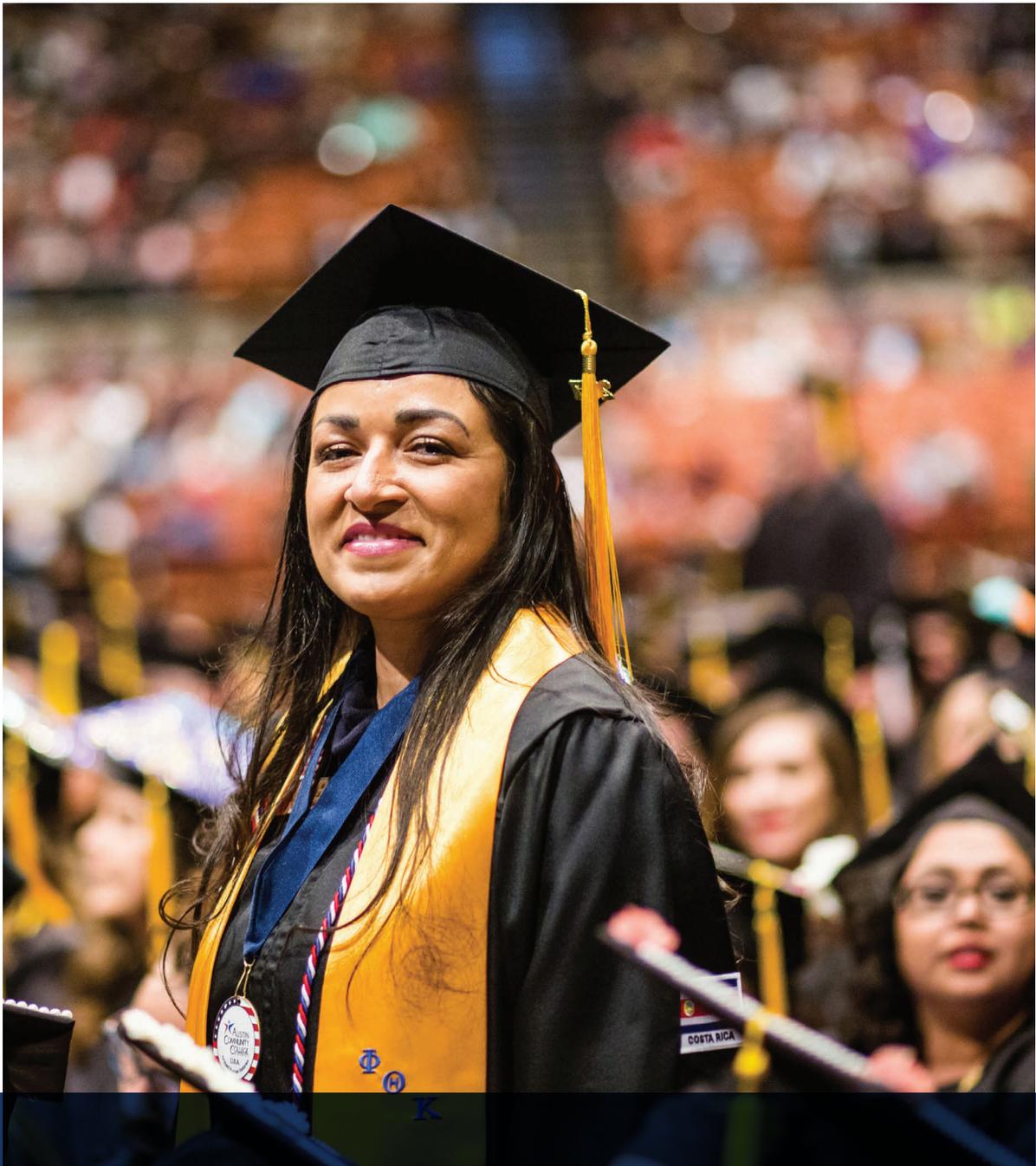
**Fall 2012 Cohort**  
(6,179 total)

**Fall 2013 Cohort**  
(6,051 total)

**Fall 2014 Cohort**  
(6,065 total)

**Fall 2015 Cohort**  
(5,741 total)

**Fall 2016 Cohort**  
(5,910 total)



# COMPLETION

Reaching the finish line

*ACC ranks among the nation's top 100 associate degree- and certificate-producing institutions. In fall 2017, ACC was named No. 1 in Texas for transfer by [successfulstudent.org](http://successfulstudent.org).*

## ACC Awards 2013-2017

The number of degrees, certificates, and other completions conferred by the college increased 60 percent from 2012-13 to 2016-17.

The number of academic transfer degrees increased from 763 in 2012-13 to 2,202 in 2016-17. The increase is attributable to several factors that occurred beginning in 2016, including the processing of more reverse transfer degrees, more flexible course requirements for general studies degrees, and new processes that make it easier for the college to identify and assist students who meet graduation requirements.

Workforce degrees increased eight percent from 2012-13 to 2016-17 (from 1,172 to 1,271). Credit and Continuing Education Occupational Skills Achievement awards increased more than 300 percent (from 169 to 729). The college continues to expand the number of “stackable” workforce credentials it offers to allow students to gain momentum toward degree completion while earning work-ready skills.

### Awards Conferred (as of October 16, 2017)

Award	AY2013	AY2014	AY2015	AY2016	AY2017	%Chg
Associate of Arts (AA)	318	448	471	1,153	1,284	303.77%
Associate of Science (AS)	358	451	455	648	832	132.40%
Associate of Arts in Teaching (AAT)	87	71	72	88	86	-1.15%
Associate of Applied Arts (AAS)	1,172	1,070	1,178	1,188	1,271	8.45%
Core Completions	1,787	2,241	2,267	2,721	2,046	14.49%
Field Of Study (FOS)	120	340	456	212	195	62.50%
Certificate Level-1 (CT1; 15-42 semester credit hours)	493	485	587	663	618	25.35%
Certificate Level-2 (CT2; 30-51 semester credit hours)	90	79	81	100	80	-11.11%
Certificate Level-3 (CT3, Enhanced Certificate, typically requiring an associate degree; 6-12 semester credit hours)	10	7	15	19	18	80.00%
Certificate Level-4 (CT4, Advanced Technical Certificate: typically requiring a bachelor's degree; 16-45 credit hours)	58	53	46	47	57	-1.72%
Continuing Education Certificate (CT1-CE; typically fewer than 780 contact hours)	38	35	62	158	304	700.00%
Occupational Skills Achievement - Credit (MSA/OSA-Credit; 9-14 semester credit hours)	141	242	920*	446	560	297.16%
Occupational Skills Achievement - Continuing Education (MSA/OSA-CE; 144-359 credit hours)	28	47	0	336	169	503.57%
<b>Total Awards</b>	<b>4,700</b>	<b>5,569</b>	<b>6,610</b>	<b>7,779</b>	<b>7,520</b>	<b>60.00%</b>

*Note: Report reflects data as of the date indicated and may differ slightly from previous reported totals in the Fact Book and elsewhere due to updates from Admissions and Records. All awards received by a student are counted in the academic year received. Awards reported here also include the following associate degrees awarded to Early College High School students: 8 associate degrees in AY2015, 14 in AY2016, and 16 in AY2017.*

*\*Large increase because of improvements in the process for identifying graduates along with aggressive awarding strategies in terms of reverse transfer and automatic graduation.*

*Data sources: ACC Student Data, OIEA, Admissions & Records*



## Building the future

“It isn’t easy, but it’s worth every effort,” says Jose Cancino, ACC Engineering student. “I didn’t even have a high school diploma. I had to earn my GED. From there I took college prep courses, and now I’m co-enrolled at ACC and Texas A&M.”

One of 68 students enrolled in the new Texas A&M-Chevron Engineering Academy at ACC, Cancino is pursuing his mechanical engineering degree.

“Both institutions are allowing me to gain useful information that I can apply to real-world problems,” he says.

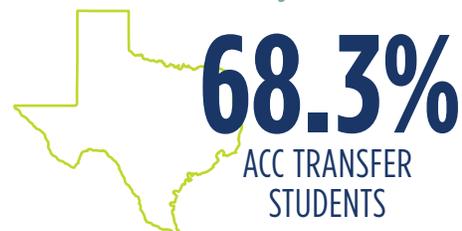
## TRANSFER TO FOUR-YEAR INSTITUTIONS

ACC is the top college in the State of Texas for university transfer according to a recent ranking by [successfulstudent.org](http://successfulstudent.org), a student resource website. The list identifies the top junior, community, and four-year colleges that prepare students for university transfer.

The number of students transferring to four-year institutions increased 7.5 percent from the fall 2010 cohort to the fall 2012 cohort (1,686 students to 1,813 students). The percentage of ACC transfer students who earned a bachelor’s degree within four years of transferring increased 1.6 percentage points, from 66.7 percent in 2010 to 68.3 percent in 2012. This is above the state average of 60.5 percent and the Metro 8 average of 60.2 percent.

## TRANSFER SUCCESS

ACC ranked top in Texas for percentage of transfer students who have earned a bachelor’s degree within four years.



— compared to —

**60.5%**  
STATE AVG.

**60.2%**  
METRO 8 AVG.

## UNIVERSITY CO-ENROLLMENT

University co-enrollment programs began in 2013 at ACC. To date, 1,380 students have participated in one of the current co-enrollment programs.

Enrollments in the UT-Austin and Texas State programs declined in 2017 as a result of the universities changing the program from a two-year model to a one-year model. Overall, university co-enrollments increased in fall 2017 due to the opening of the TAMU-Chevron Engineering Academy.

First-fall to first-spring persistence rates are high for co-enrolled students. In addition, persistence

rates have increased 13 percentage points, from 83.9 percent for fall 2013 participants to 96.8 percent for fall 2016 participants.

## LICENSURE RATES

ACC graduates traditionally excel on professional licensure exams. The pass rates for ACC students on the Certified Public Accountant exam repeatedly rank among the top 10 Texas colleges and universities.

### Licensure Exam Passing Rates

Program	2011-12		2012-13		2013-14		2014-15		2015-16	
	Number Tested	Percent Passed								
Criminal Justice	22	100.00%	24	100.00%	24	100.00%	30	100.00%	25	100.00%
Dental Hygiene	17	100.00%	14	100.00%	17	100.00%	10	100.00%	14	100.00%
Emergency Medical Services	63	100.00%	47	100.00%	37	100.00%	39	100.00%	22	100.00%
Firefighter	56	100.00%	29	100.00%	43	100.00%	47	97.92%	32	84.38%
Heating, Air Conditioning, & Refrigeration Technology	-	-	-	-	-	-	-	-	21	100.00%
Massage Therapy	8	100.00%	11	90.91%	8	100.00%	10	100.00%	1	100.00%
Medical Laboratory Technology	13	92.31%	19	94.74%	12	100.00%	16	100.00%	12	83.33%
Nursing (Professional)	280	98.93%	254	97.64%	207	99.52%	246	98.40%	234	98.72%
Nursing (Vocational)	84	94.05%	53	100.00%	56	100.00%	45	100.00%	69	98.55%
Occupational Therapy Assistant	20	95.00%	16	100.00%	16	100.00%	14	100.00%	19	100.00%
Pharmacy Technician	36	100.00%	31	100.00%	35	100.00%	36	100.00%	22	100.00%
Physical Therapy Assistant	16	100.00%	18	100.00%	19	100.00%	19	100.00%	19	100.00%
Professional Accountant	4	100.00%	3	100.00%	3	100.00%	2	100.00%	4	100.00%
Radiology	35	100.00%	46	100.00%	32	100.00%	35	100.00%	45	97.78%
Real Estate	34	100.00%	14	100.00%	12	100.00%	14	100.00%	25	100.00%
Sonography	20	100.00%	22	100.00%	20	100.00%	24	100.00%	20	100.00%
Surgical Technology	31	90.32%	30	90.00%	31	93.55%	28	93.33%	25	100.00%

Note: Emergency Medical Technician - Intermediate, Emergency Medical Technician - Basic, and Paramedic were merged together as Emergency Medical Services after 2007. Medical Laboratory Technology was not offered in 2005-06; Radiology, Sonography, and Surgical Technology were not offered in 2006 and 2007.

Data Source: OIEA Reports to THECB

## GRADUATE SUCCESS

The Texas Higher Education Coordinating Board reports high success rates for graduates of ACC's academic and technical programs between 2009 and 2015. On average, 88.1 percent of academic graduates and 87.1 percent of technical program graduates were employed and/or enrolled two years after graduation.

Based on six-year averages, technical program graduates are more likely to be employed (74.9 percent) than academic programs graduates (42.7 percent). Conversely, academic program graduates are more likely to be enrolled in a four-year or two-year program (20.9 percent vs. 6.4 percent) or employed and enrolled in a four-year or two-year program (24.5 percent vs. 5.8 percent).

Graduate success reported for the 2014-15 former student cohort suggests that more graduates are continuing their education beyond ACC compared to prior year cohorts. For academic program graduates, the percentage employed is lower than the six-year average (34.5 percent vs. 42.7 percent). The percentage enrolled is higher than the average (24.0 percent vs. 20.9 percent), as is the percentage enrolled and employed (31.5 percent vs. 24.5 percent). A similar pattern was reported for the technical program graduates. The percentage of technical program graduates employed is lower than the six-year average (66.6 percent vs. 74.9 percent). The percentage employed and enrolled is higher than the average (15.1 percent vs 5.8 percent).

### Accounting alumnus ranks top in nation

In May 2017, ACC accounting graduate Joe Mader was named a Top CPA Exam performer by the American Institute of CPAs and was granted the prestigious 2016 Elijah Watt Sells Award. The recognition is presented to candidates who score above 95.50 across the four sections of the Uniform CPA Examination on their first attempt.

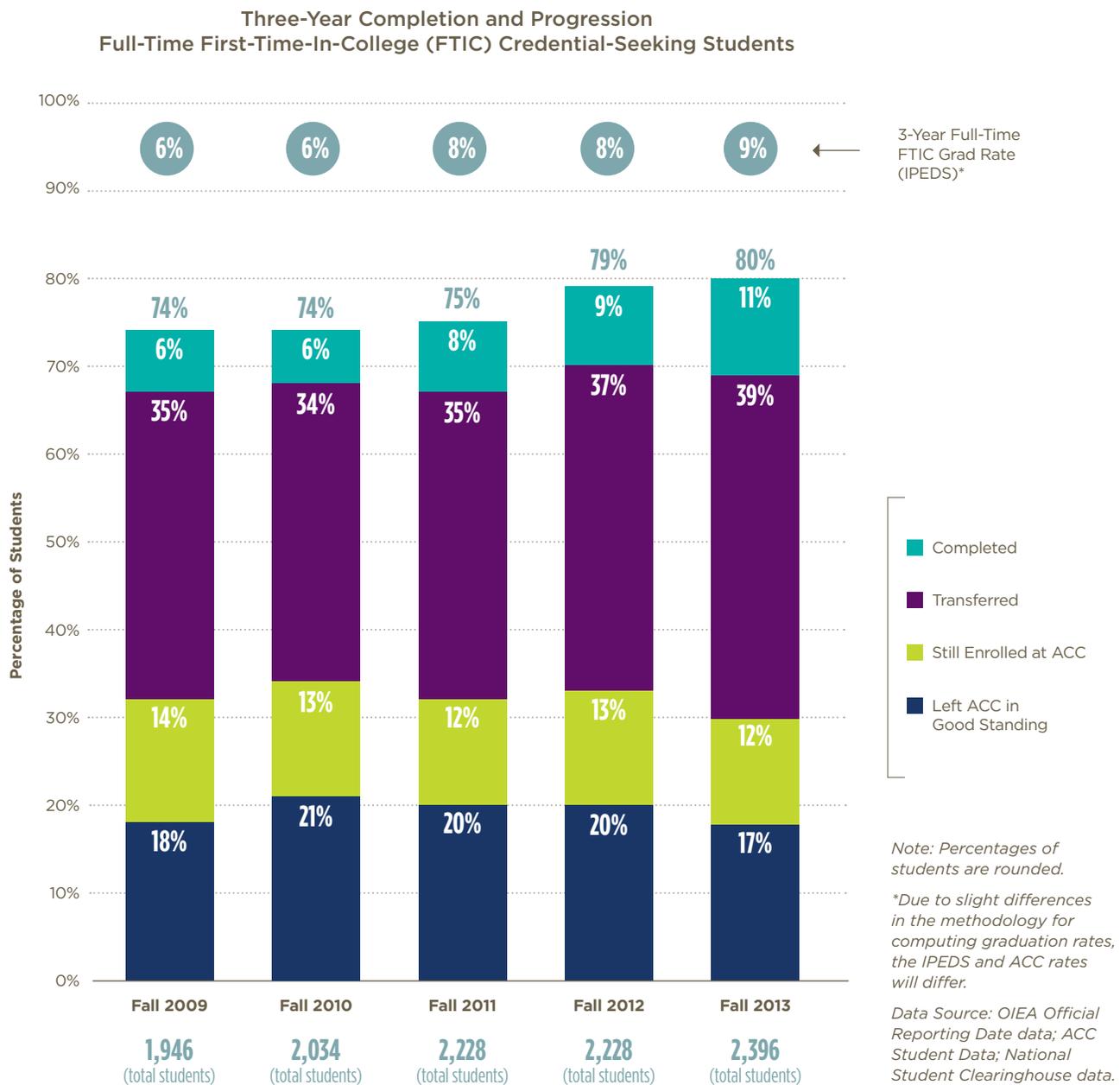
"I would not be where I am today without the amazing accounting program at ACC," says Mader.



## COMPLETION AND PERSISTENCE

The graduation rate for FTIC credential seeking students enrolled full-time their first semester at ACC within 150 percent of normal time-to-degree completion increased three percentage points from six percent in 2009 to nine percent in 2013. The rate at which these students transferred to four-year institutions increased five percentage points over the same period, from 34 percent in 2009 to 39 percent in 2013.

The concurrent increase in graduation and transfer rates for the 2013 cohort is an indication that the constellation of student success efforts put in place beginning in 2009 are coming to fruition.



## What's next

During the past 12 months, ACC established and strengthened initiatives and processes that have a far-reaching impact on student achievement. The work accomplished this year lays a stronger foundation for additional plans to improve student persistence and completion. The college will continue to build on initiatives that show great promise. For example, student use of the ACCelerator is resulting in great increases of persistence. ACC is building additional, smaller ACCelerators as part of three new/expanded campuses. Ongoing analysis of the impact of these investments will inform the practice at ACC to leverage technology and integrate instruction and student services.

ACC has designed and implemented flexible pathways to better meet students where they are. The college expanded its block schedules in fall 2017, focusing on first-semester transfer students. Academic program personnel will examine which blocks at which campuses drew the most student interest. A more strategic and broad-based plan for effective block schedules at the Highland, Riverside, and Round Rock campuses will be developed. ACC also launched the Weekend College Program at these three campuses, and learned more about students interested in the program. Future classes will be scheduled strategically based on analysis of new data.

The college's focus on student engagement has made it a priority to examine key demographics within its student body regarding equity. New enrollment technology and data analysis are creating finer points on distinctions of registration steps and status and allowing the college to determine more strategic interventions for registration and enrollment. Several departments are starting, restarting, or significantly expanding internship programs.

ACC will work with its high school partners to expand dual credit, Early College High School, and career academy opportunities in areas such as engineering technology and advanced

manufacturing and those emphasized by the Austin Regional Workforce Plan. ACC also will work with university partners to provide additional co-enrollment and accelerated baccalaureate opportunities, including a 2+1 path toward a baccalaureate degree in K-6 teaching and a complete competency-based baccalaureate program in computer science technology. ACC will strengthen online programs as well as expand "inclusive access" opportunities, providing digital and free or low cost materials to ensure students have greater and immediate access to learning materials.

Collegewide, divisions are implementing plans and initiatives to align with the strategic plan to improve student success, from launching a new website that will enhance student navigation, be more intuitive, and operate mobile friendly; collecting and analyzing disaggregated data to better forecast student needs and outcomes; and building new, state-of-the-art centers of learning. New and expanded facilities include the Fashion Incubator at ACC Highland, new Health Sciences Academy, Veterinary Technology and Sustainable Agriculture Entrepreneurship facilities in Elgin, First Responders Center in Hays, expanding classrooms and Health Sciences in Round Rock, and the new campus in Leander. These advanced, innovative facilities will provide an environment where students can gain the skills, knowledge, and real-world experience needed for today's jobs.

ACC has a long-standing commitment to student success and remains focused on producing a world-class workforce. The college pursues initiatives to build equity in enrollment, persistence and completion, to create opportunities that are relevant and responsive to community and workforce needs, and to increase grant funds by applying for federal, state, local, and private opportunities that are in line with the mission of the college.

In 2017-18, the college will carry this momentum forward to ensure more students earn a credential that leads to successful university transfer, entry into a career, and/or increased value in the workforce.

# ADDENDUM

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## Co-requisite model has successful results

In fall 2017, 188 students participated in a large-scale pilot of a College Algebra corequisite course at seven campuses. The course covers material from Elementary Algebra (MATD 0370), Intermediate Algebra (MATD 0390), and College Algebra (MATH 1314) in one semester using just-in-time remediation. Due to increasing intensity and acceleration of instruction, the corequisite model helps students stay focused.

The results show a large increase in success: 74 percent success rate (students earning a grade of A, B, or C) in MATH 1314 and 81 percent success rate in the developmental portion (MATD 0414). The overall MATH 1314 success rate in fall 2017 for students already deemed “college ready” was 55 percent. There were large increases in success across each area of the disaggregated data.

The College Algebra corequisite course offerings will be increased to a target of 550 students at eight campuses in spring 2018. A large-scale pilot (target 250 students) of a College Math (MATH 1332) corequisite course will also be offered at eight campuses and will cover material from Developing Mathematical Thinking (MATD 0485) and College Math (MATH 1332) in one semester.

**Fall 2017 MATH-1314 Pilot Cohort  
by Gender and Race/Ethnicity**

	Successful (ABC)	% ABC	Total
<b>Female</b>	<b>80</b>	<b>73%</b>	<b>110</b>
Asian	1	50%	2
Black	9	90%	10
Hispanic	40	68%	59
Other	2	50%	4
White	28	80%	35
<b>Male</b>	<b>59</b>	<b>76%</b>	<b>78</b>
Asian	5	83%	6
Black	6	75%	8
Hispanic	26	76%	34
Other	4	100%	4
White	18	69%	26
<b>Total</b>	<b>139</b>	<b>74%</b>	<b>188</b>

**Overall MATH 1314 Success (ABC) Rates Fall 2017  
by Gender and Race/Ethnicity**

	Successful (ABC)	% ABC	Total	Percentage Point (pp) Difference
<b>Female</b>	<b>919</b>	<b>57%</b>	<b>1,610</b>	<b>16%</b>
Asian	70	69%	102	-19%
Black	54	45%	120	45%
Hispanic	386	52%	743	16%
Other	35	71%	49	-21%
White	374	63%	596	17%
<b>Male</b>	<b>836</b>	<b>53%</b>	<b>1,577</b>	<b>23%</b>
Asian	67	55%	122	28%
Black	44	44%	100	31%
Hispanic	284	49%	576	27%
Other	38	63%	60	37%
White	403	56%	719	13%
<b>Total</b>	<b>1,755</b>	<b>55%</b>	<b>3,187</b>	<b>19%</b>







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