

Key Measures

REVISED Closing the Gaps
targets in italics

Unduplicated Headcount

Fall 2000	25,856
Fall 2005	30,502 +18.0%
Fall 2010	34,540 target
Fall 2015	39,090 target

Black Headcount

Fall 2000	1,710
Fall 2005	2,242 +31.1%
Fall 2010	2,740 target
Fall 2015	3,290 target

Hispanic Headcount

Fall 2000	5,330
Fall 2005	7,173 +34.6%
Fall 2010	8,720 target
Fall 2015	10,600 target

Other Non-White Headcount

Fall 2000	2,399
Fall 2005	2,849 +18.8%
Fall 2010	3,280 target
Fall 2015	3,779 target

All Degrees/Awards

Annual 2000	1,083
Annual 2005	1,401 +29.4%
Annual 2010	1,945 target
Annual 2015	2,395 target

Associate Degrees

Annual 2000	780
Annual 2005	912 +16.9%
Annual 2010	1,054 target
Annual 2015	1,199 target

Technical Degrees

Annual 2000	131
Annual 2005	184 +40.4%
Annual 2010	213 target
Annual 2015	241 target

Health/Nursing Degrees

Annual 2000	266
Annual 2005	370 +39.1%
Annual 2010	461 target
Annual 2015	566 target



Closing the Gaps UPDATE Spring 2006



Where did “Closing the Gaps” come from?

From 2000 to 2015, Texas’ population is projected to increase by almost 5.1 million to more than 29 million people – a 24.3% gain. This reflects an average annual growth rate of nearly 1.6%, while nationally the population is increasing by only 1.1% per year.

Texas’ Hispanic population is expected to increase from 33% of the current total population to 44.9% by 2025. Together, Hispanics and Blacks, are projected to account for more than 55.4% (16.4 million) of Texas population by 2025, with Anglos accounting for 39.8% (11.8 million).

Historically, Texas Hispanics and Blacks have been poorly represented in higher education. In 2002, these groups accounted for 51% of the state’s age 15-to-34 population, but only 36% of college and university enrollment.

*- from “Strategic Plan for Texas Public Community Colleges, 2005-2009,”
Texas Higher Education Coordinating Board*

Closing the Gaps by 2015 was adopted in October 2000 by the Texas Higher Education Coordinating Board (THECB). The plan, which is directed at closing educational gaps within Texas, as well as between Texas and other states, has four goals: to close the gaps in student participation, student success, excellence, and research. Each goal in the plan includes intermediate targets for assessing progress toward the goals. In addition to the statewide goals and targets established in the plan, higher education institutions submitted their own targets, all of which are available on the THECB website.

For more information: www.austincc.edu/oiepub/ctg/

How is ACC doing?

Preliminary Fall 2005 data showed enrollments and awards continuing to increase beyond our original Closing the Gaps (CTG) targets set in 2000 and prompted ACC to revise and increase our CTG targets for 2010 and 2015.

Certainly, many factors are contributing to ACC’s success, including strong growth in the Hispanic and Asian population base as well as new and innovative outreach programs to high school students - most notably the College Connection program and ongoing Early College Start courses.

ACC is also pursuing a Facilities Master Plan to strategically position ACC to better serve the region as well as building strong partnerships with four-year institutions to aid in the success of ACC students seeking to transfer.

INSIDE

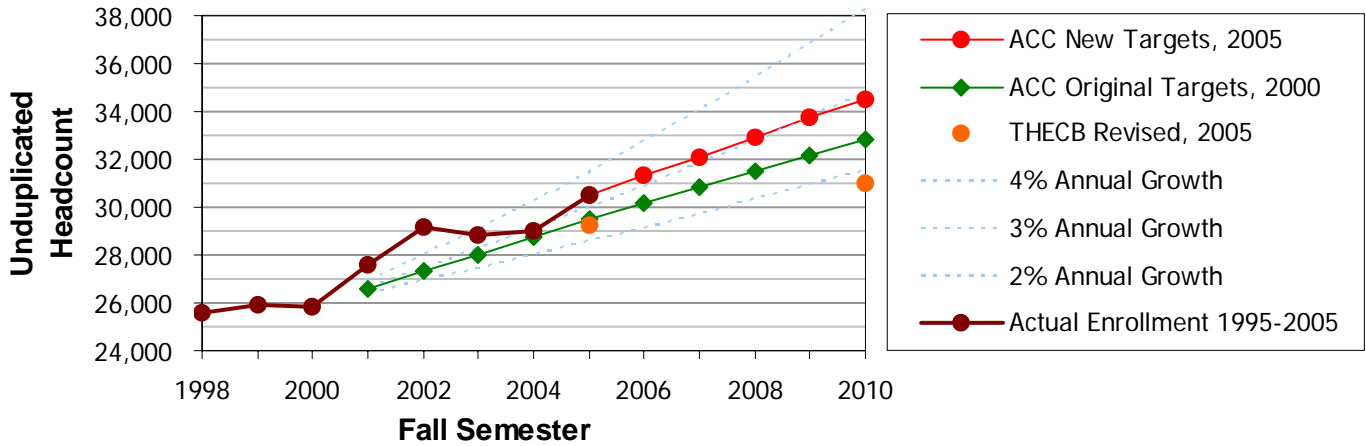
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REVISED ACC Closing the Gaps Targets

In late 2000, using Fall 2000 data as a base year, ACC analyzed several different enrollment growth scenarios before submitting original Closing the Gaps targets to the THECB (Chart 1). In 2005, the THECB recalculated CTG targets for institutions statewide, projecting lower targets for ACC than our original goals. In Fall 2005 OIEA staff re-evaluated our targets with other ACC Departments and submitted ambitious, yet plausible, revised targets to the THECB.

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Chart 1: Total Headcount, 1998-2010
Showing Growth Scenarios related to Closing the Gaps



Minority Headcounts

Black and Hispanic headcounts increased 9% and 10%, respectively, between Fall 2004 and Fall 2005. Fall 2005 headcounts for both race/ethnicity groups represented the largest numerical and percentage increase since ACC began tracking CTG data. Over the last five years, both Black and Hispanic headcounts have averaged a 6% increase between successive fall terms; Fall 2010 Black and Hispanic CTG headcount projections will be met on time if this average growth is retained over the next five years. Among the smaller race/ethnic groups, Asian/Pacific Islanders and American Indian/Alaskan Native headcounts shifted slightly (increased and decreased, respectively) between Fall 2004 and Fall 2005.

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Chart 2 - Minority Headcounts

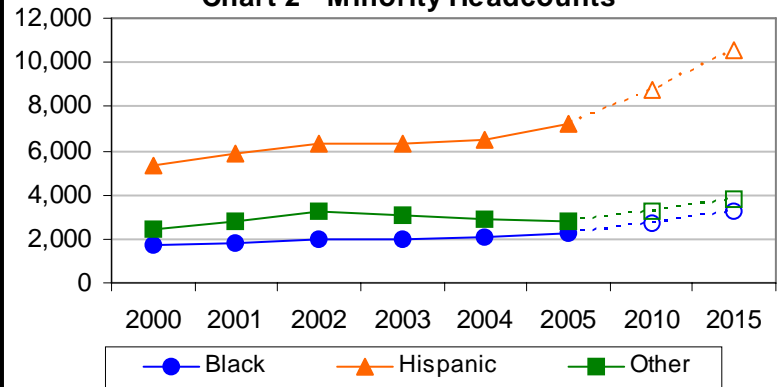
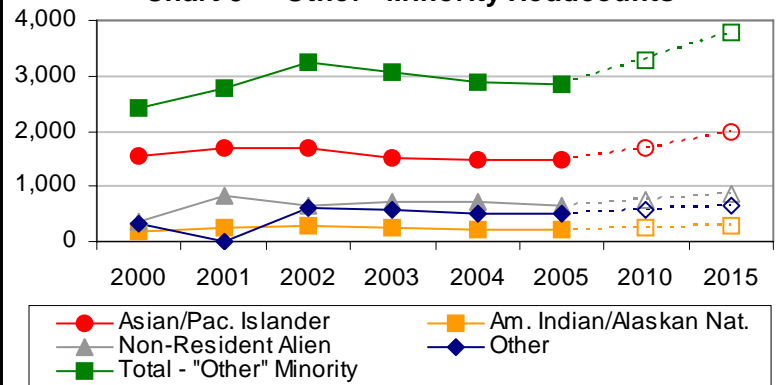


Chart 3 - "Other" Minority Headcounts



Completions

Consistent with trends in Participation, trends in Success indicated that ACC had exceeded its original targets for degrees awarded as early as 2003; therefore, ACC CTG targets for 2010 and 2015 were revised upward.

Among the three main race/ethnic groups, Black students had the highest percentage increase in degrees awarded between 2000 and 2005 at 62%. However, ACC's revised CTG targets anticipate a need for significantly higher increases in Hispanic student success than either White or Black students (Table 1).

Year	White	Black	Hispanic	Total	2015 Target
2000	712	69	200	981	41.0%
2005	844	112	270	1,226	51.2%
2010	n/a	195	488	1,945	81.2%
2015	n/a	255	638	2,395	target

*Does not include Level 3 Certificates

Year	White	2015 Target	Black	2015 Target	Hispanic	2015 Target	Other	2015 Target	Total	% of 2015 Target
2000	512	89.5%	50	44.2%	149	40.4%	69	47.6%	780	65.1%
2005	546	95.5%	72	63.7%	170	46.1%	80	55.2%	868	72.4%
2010	547	95.6%	93	82.3%	294	79.7%	120	82.8%	1,054	87.9%
2015	572	target	113	target	369	target	145	target	1,199	target

ACC's revised associate degree CTG targets (Table 2) place a greater emphasis on sustaining recent growth in degrees awarded to Black students and dramatically increasing growth in degrees to Hispanic and Other students (primarily Asian students).

ACC has exceeded our original CTG target for Technical Degrees awarded since 2003 (Table 3). ACC's revised CTG total target reflects a need to increase overall Technical Degree success which will likely require more consistent year to year success across race/ethnicity groups.

Year	White	Black	Hispanic	Total	2015 Total Target	% of 2015 Target
2000	98	7	26	131	241	54.4%
2001	95	15	34	144	241	59.8%
2002	126	14	34	174	241	72.2%
2003	174	24	67	265	241	110.0%
2004	129	17	46	192	241	79.7%
2005	134	11	39	184	241	76.3%

*Does not include Level 3 Certificates

Prior to revising our CTG targets in Health/Nursing Degrees, ACC was on track to pass our original CTG 2015 target by 2006. ACC's revised target reflects both the importance of increasing success in this area and the need to overcome sluggish growth for each of the three main race/ethnicity groups. ACC's College Connection program and recently expanded capacity at Eastview Campus may help accelerate success rates.

Year	White	Black	Hispanic	Total	2015 Total Target	% of 2015 Target
2000	194	22	50	266	566	47.0%
2001	173	26	45	244	566	43.1%
2002	195	29	52	276	566	48.8%
2003	206	29	57	292	566	51.6%
2004	212	38	80	330	566	58.3%
2005	261	35	74	370	566	65.4%

*Does not include Level 3 Certificates

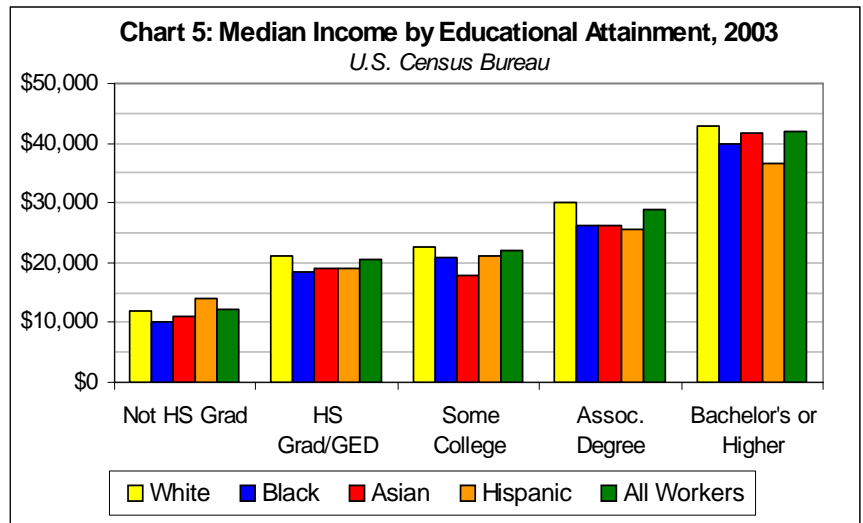
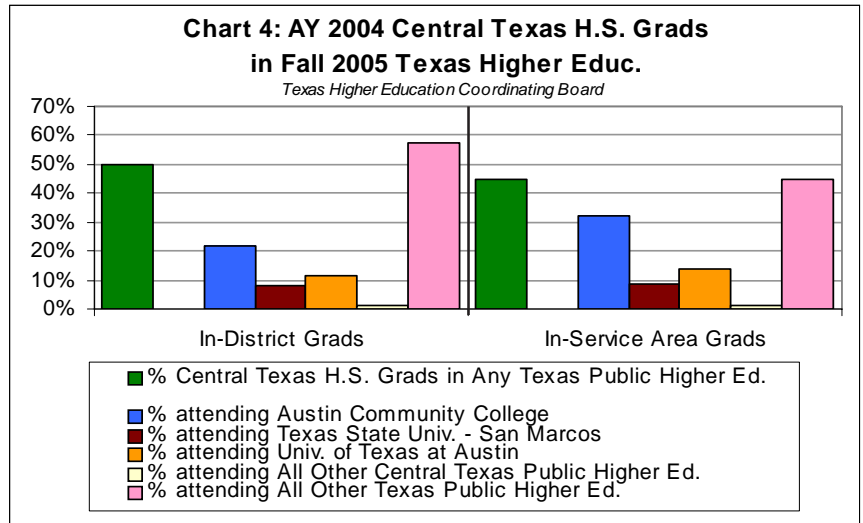
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Central Texas Higher Education

Over 20% of high school graduates from within the ACC taxing district who enroll in Texas public higher education facilities are enrolled at ACC. This percentage jumps to over 30% for high school graduates from outside the taxing district but within the ACC Service Area.

Almost half of all high school graduates within the ACC Service Area move on to Texas public higher education. The remainder are either in Texas private higher education, out-of-state higher education, or not attending any higher education institution.

Almost without exception and consistently shown in various research, individual income (both actual and lifetime potential) increases as educational attainment increases for all major race and ethnic groups.



Projected Population

Similar to other regions throughout the state, the population of Central Texans 15 to 34 years of age is projected to continue to grow and become increasingly diverse.

These demographic trends will dramatically affect the workforce of Central Texas, and therefore will also affect ACC's role in the education of the regional workforce.

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