



Closing the Gaps UPDATE

Spring 2007

Contents

ACC Projections	1
Minority Participation	2
Success/Awards	3
Regional Context	4

Key Measures

REVISED Closing the Gaps
targets in italics

Unduplicated Headcount

Fall 2006	31,610	
Fall 2010	34,540	target
Fall 2015	39,090	target
Fall 2020	44,160	target

Black Headcount

Fall 2006	2,405	
Fall 2010	2,740	target
Fall 2015	3,290	target
Fall 2020	3,727	target

Hispanic Headcount

Fall 2006	7,696	
Fall 2010	8,720	target
Fall 2015	10,600	target
Fall 2020	13,147	target

Other Non-White Headcount

Fall 2006	2,861	
Fall 2010	3,280	target
Fall 2015	3,779	target
Fall 2020	4,500	target

All Degrees/Awards

2005 - 2006	1,522	
Annual 2010	1,918	target
Annual 2015	2,629	target
Annual 2020	3,822	target

Associate Degrees

2005 - 2006	1,027	
Annual 2010	1,063	target
Annual 2015	1,238	target
Annual 2020	1,440	target

Certificates < Baccalaureate

2005 - 2006	499	
Annual 2010	855	target
Annual 2015	1,390	target
Annual 2020	2,383	target

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Where did "Closing the Gaps" come from?

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/oi epub/ctg/

How is ACC doing?

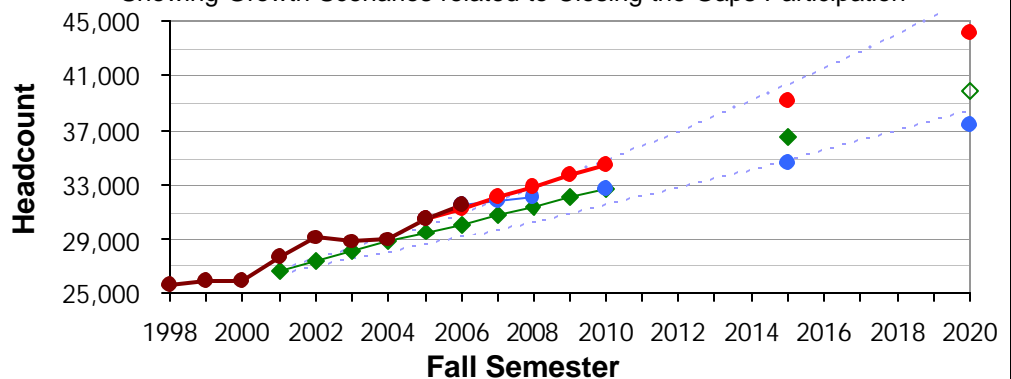
Fall 2006 data show enrollments continuing a strong growth trend. Certainly, many factors are contributing to ACC's success, including new and innovative outreach programs to high school students – most notably the award winning College Connection program and ongoing Early College Start courses. Based on these successes and the strong growth projected for the population in the service area, in Fall 2006, ACC increased the Closing the Gaps targets for 2010 and 2015 and submitted new targets for 2020 (Chart 1).

ACC is also developing a Facilities Master Plan to strategically position the college to better serve the region as a primary gateway to higher education and workforce training for a large percentage of the population in the service area and to serve as a partner in addressing the economic development needs of the region.

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Chart 1: Total Unduplicated Headcount, 1998-2020

Showing Growth Scenarios related to Closing the Gaps Participation

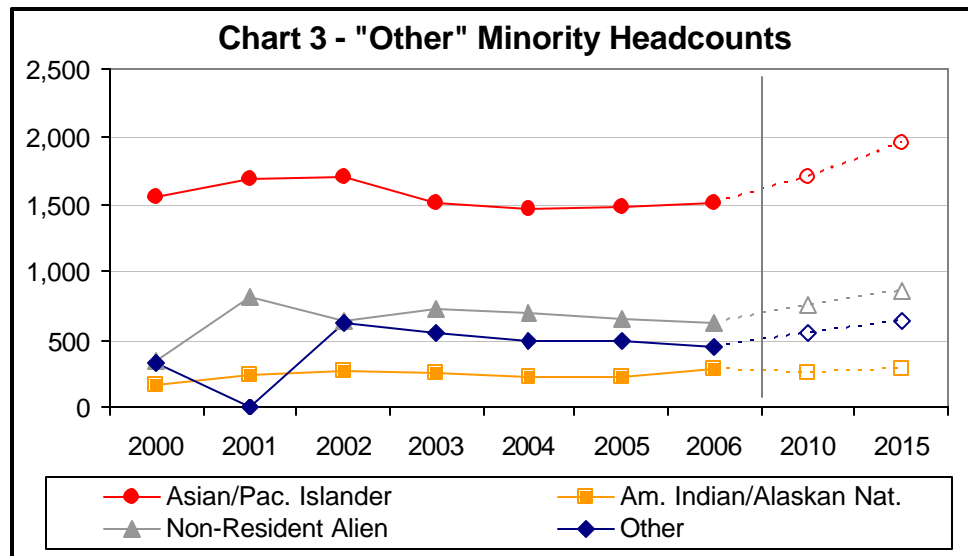
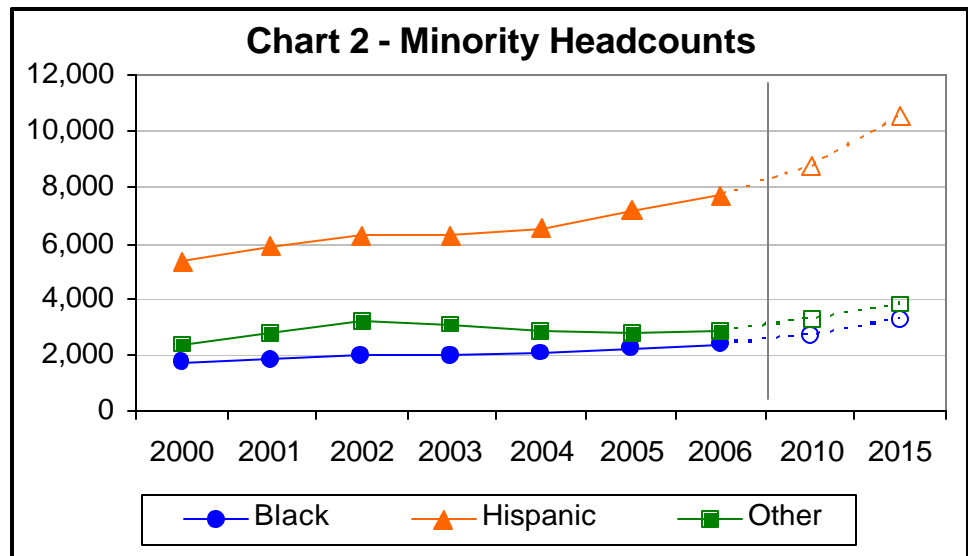


Minority Headcounts

Black and Hispanic headcounts each increased around 7.5% between Fall 2005 and Fall 2006.

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 2005 and Fall 2006.

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Completions

Consistent with trends in Participation, trends in Success indicated that ACC is exceeding original targets for degrees awarded as early as 2003; therefore, ACC CTG targets for 2010, 2015, and 2020 were revised upward.

ACC's revised CTG targets anticipate significantly higher increases in Hispanic student success than White or Black students (Table 1).

Year	White	Black	Hispanic	Other	Total	% 2020 Target
2000	712	69	200	102	1,083	28.3%
2005	841	112	268	180	1,401	36.7%
2006	914	129	280	199	1,522	39.8%
2010	982	206	469	261	1,918	50.2%
2015	1,123	345	819	342	2,629	68.8%
2020	1,264	600	1,535	423	3,822	target

*Does not include Level 3 Certificates

Year	White	% 2020 Target	Black	% 2020 Target	Hispanic	% 2020 Target	Other	% 2020 Target	Total	% 2020 Target
2000	512	73.7%	50	26.7%	149	43.2%	69	32.2%	780	54.1%
2005	546	78.6%	72	38.5%	170	49.3%	80	37.4%	868	60.2%
2006	634	91.2%	80	42.8%	191	55.4%	122	57.0%	1,027	71.3%
2010	596	85.8%	103	55.1%	223	64.6%	141	65.9%	1,063	73.8%
2015	645	92.8%	139	74.3%	277	80.3%	178	83.2%	1,239	86.0%
2020	695	target	187	target	345	target	214	target	1,441	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 sustaining steady growth in degrees to Hispanic students.

ACC has exceeded our original CTG target for Technical Degrees awarded in 2003. ACC's revised CTG total target for 2020 (Table 3) reflects a new goal to dramatically increase Technical Degree success.

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 for 2020 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.

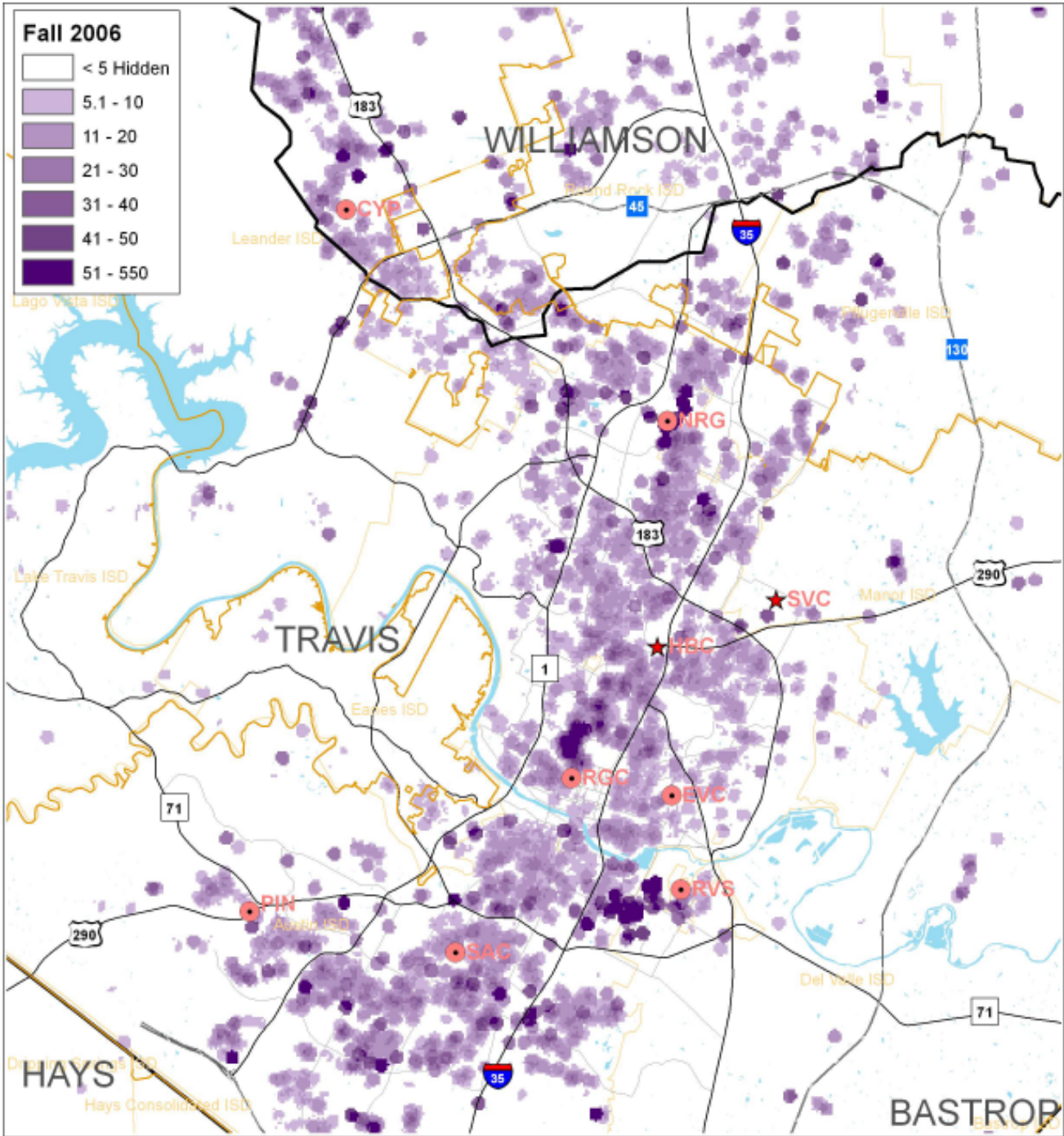
Year	White	Black	Hispanic	Total	2020 Total Target	% of 2020 Target
2000	98	7	26	131	626	20.9%
2001	95	15	34	144	626	23.0%
2002	126	14	34	174	626	27.8%
2003	174	24	67	265	626	42.3%
2004	129	17	46	192	626	30.7%
2005	134	11	39	184	626	29.4%
2006	138	11	40	189	626	30.2%

*Does not include Level 3 Certificates

Year	White	Black	Hispanic	Total	2020 Total Target	% of 2020 Target
2000	194	22	50	266	1,257	21.2%
2001	173	26	45	244	1,257	19.4%
2002	195	29	52	276	1,257	22.0%
2003	206	29	57	292	1,257	23.2%
2004	212	38	80	330	1,257	26.3%
2005	261	35	74	370	1,257	29.4%
2006	265	43	64	372	1,257	29.6%

*Does not include Level 3 Certificates

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This map shows the density of ACC students in the Austin area. Each students address is first “fuzzed” within a 900 ft. circular area or “neighborhood,” then summed to see concentrations. Secondly, any “neighborhood” with less than 5 students is masked and hidden to further protect privacy. All personal identifier information is removed in this analysis. This method enables ACC to drill down within the district and within zip codes to better understand and serve ACC students. Additional concentrations of student characteristics can be analyzed, such as those receiving financial aid, enrolled in developmental education courses, etc.

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