



Closing the Gaps UPDATE Spring 2009

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Key Measures

REVISED *Closing the Gaps*
targets in italics

Unduplicated Headcount

Fall 2008	33,728	
Fall 2010	35,374	target
Fall 2015	41,243	target
Fall 2020	48,417	target

Black Headcount

Fall 2008	2,753	
Fall 2010	3,000	target
Fall 2015	3,984	target
Fall 2020	5,291	target

Hispanic Headcount

Fall 2008	8,316	
Fall 2010	9,105	target
Fall 2015	11,738	target
Fall 2020	15,133	target

Other Non-White Headcount

Fall 2008	3,079	
Fall 2010	3,154	target
Fall 2015	3,389	target
Fall 2020	3,642	target

All Degrees & Certificates

2007 - 2008	1,574	
Annual 2010	1,511	target
Annual 2015	1,743	target
Annual 2020	1,977	target

Associate Degrees

2007 - 2008	1,107	
Annual 2010	1,105	target
Annual 2015	1,301	target
Annual 2020	1,497	target

Certificates < Baccalaureate

2007 - 2008	467	
Annual 2010	405	target
Annual 2015	442	target
Annual 2020	479	target

print date: 05/07/2009



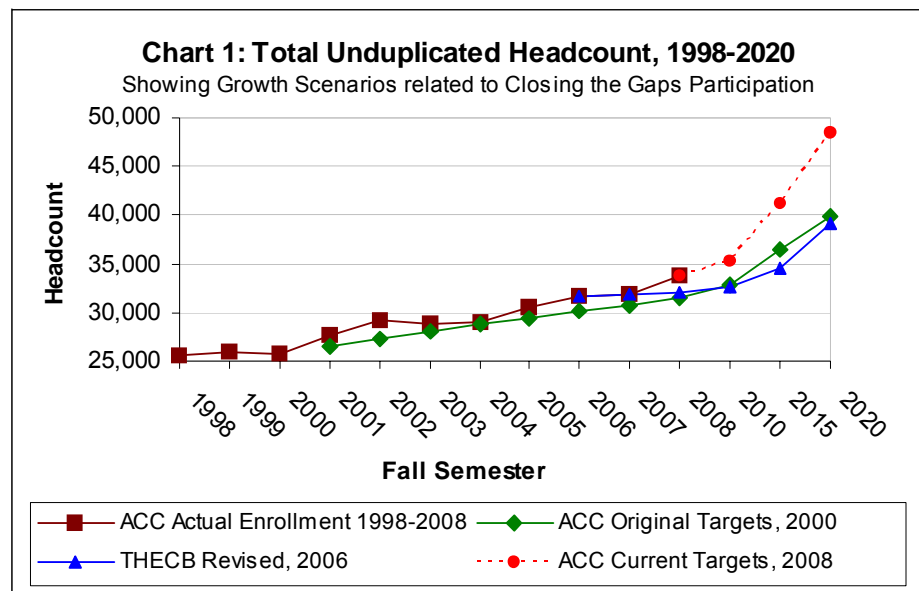
Where did "Closing the Gaps" come from?

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/oiepub/ctg/

How is ACC doing?

ACC is fully committed to the *Closing the Gaps* initiative. So far, ACC has been able to meet and often surpass its goals (Chart 1). However, capacity limitations have presented major challenges. These challenges have been addressed through creative solutions such as Weekend College, expansion of distance learning programs, and development of hybrid courses. These solutions also have limitations. To increase its capacity to serve the growing needs of its service area, ACC must have an adequate tax base to support the expansion of services. A fundamental approach to the capacity issue is the development of a long-range Facilities Master Plan that identifies areas of growth in the service area and strategies for addressing this growth through new campuses and expansion of existing



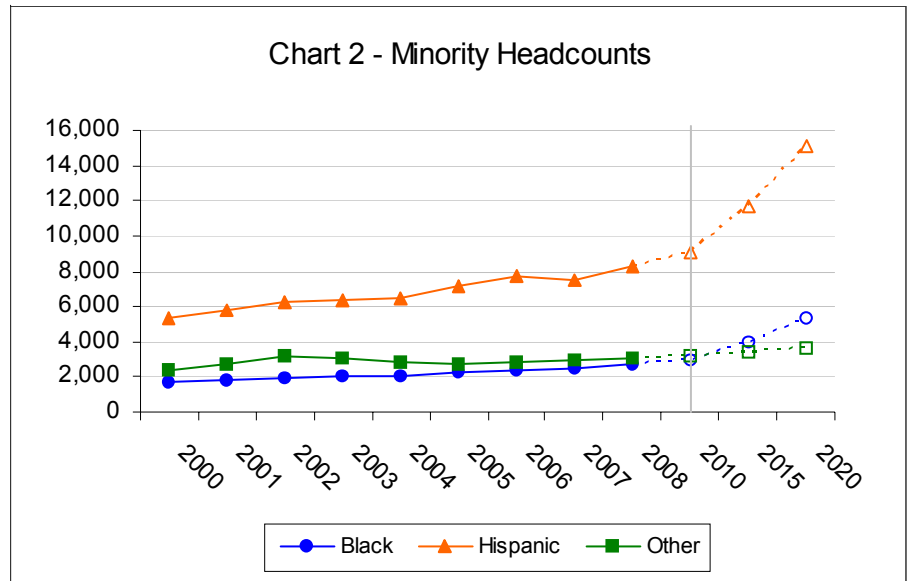
How is ACC doing? (continued)

campuses. Some of these strategies include land banking for future expansion and continued support for annexation efforts within the service area. In May 2008, the first phase of the Facilities Master Plan was initiated with the successful effort by the residents of the Round Rock Independent School District to be annexed into the ACC taxing district. With this annexation, work is underway to build a campus in Round Rock scheduled to open in Fall 2010. When all phases are completed, the Round Rock Campus is planned to accommodate an enrollment of 10,000 students and will be the largest campus in the ACC District.

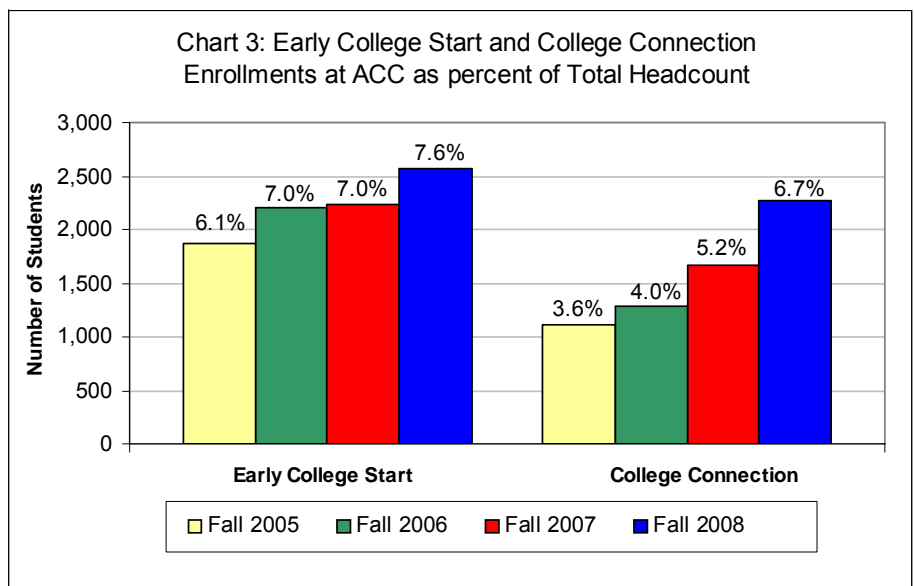
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Minority Headcounts

Headcount enrollments for Black and Hispanic students have had steady increases from Fall 2000 to Fall 2008 (Chart 2). In Fall 2008, Black student enrollments increased 10% and surpassed the Fall 2010 target. Hispanic student enrollments increased 11% and has reached 95% of its Fall 2010 target. ACC is fully committed to and continues to focus its efforts on recruitment and retention of all students, with particular attention to minority students.



Early College Start and College Connection enrollments have steadily increased since Fall 2005. Both programs illustrate Austin Community College District's commitment to furthering education opportunities for students in the Central Texas Region.



Completions

ACC continues to be on target to meet its completions goals. In Academic Year 2008, ACC reached 41% of its projected 2020 target for all degrees and certificates. Although the number of completions has steadily increased from 2000 to 2008 (Table 1), the percentage growth increase in all degrees/certificates awarded is higher for Black and Hispanic students than for White students.

Year	White	Black	Hispanic	Other	Total	% 2020 Target
2000	712	69	200	102	1,083	54.8%
2005	841	112	268	180	1,401	70.9%
2006	914	129	280	199	1,522	77.0%
2007	882	125	283	171	1,461	73.9%
2008	956	131	299	188	1,574	79.6%
2010	858	142	309	202	1,511	76.4%
2015	953	168	367	255	1,743	88.2%
2020	1,049	195	425	308	1,977	<i>target</i>

*Does not include Level 3 Certificates

In Academic Year 2008, ACC reached 77% of its 2020 target for Associate Degrees. ACC has focused its attention on increasing the number of Associate Degrees awarded and the trend for Associate Degrees is reflective of this effort. Examination of Associate Degrees awarded by race/ethnicity revealed that White students are currently at 98% of the 2020 targets. For Black and Hispanic students, the percentages are 46% and 61%, respectively. (Table 2)

Year	White	% 2020 Target	Black	% 2020 Target	Hispanic	% 2020 Target	Other	% 2020 Target	Total	% 2020 Target
2000	512	60.7%	50	36.2%	149	48.9%	69	32.9%	780	52.1%
2005	546	64.7%	72	52.2%	170	55.7%	80	38.1%	868	58.0%
2006	634	75.1%	80	58.0%	191	62.6%	122	58.1%	1,027	68.6%
2007	638	75.6%	87	63.0%	204	66.9%	126	60.0%	1,055	70.5%
2008	681	80.7%	86	62.3%	209	68.5%	131	62.4%	1,107	73.9%
2010	649	76.9%	97	70.3%	224	73.4%	135	64.3%	1,105	73.8%
2015	747	88.5%	117	84.8%	264	86.6%	173	82.4%	1,301	86.9%
2020	844	<i>target</i>	138	<i>target</i>	305	<i>target</i>	210	<i>target</i>	1,497	<i>target</i>

In Academic Year 2008, there was a 32% increase in Technical degrees and certificates awarded compared to the previous academic year. This increase reverses the trend of declining or stagnant growth in Technical degrees and certificates awarded. As of 2008, ACC is at 71% of its 2020 targets for Technical degrees and certificates awarded. (Table 3)

Year	White	Black	Hispanic	Other	Total	2020 Total Target	% of 2020 Target
2000	98	7	26	35	166	266	62.4%
2001	95	15	33	34	177	266	66.5%
2002	126	14	34	47	221	266	83.1%
2003	170	24	65	48	307	266	115.4%
2004	129	17	46	39	231	266	86.8%
2005	134	11	39	49	233	266	87.6%
2006	138	11	40	42	231	266	86.8%
2007	111	8	37	37	193	266	72.6%
2008	118	24	51	47	240	266	90.2%

*Does not include Level 3 Certificates

Year	White	Black	Hispanic	Other	Total	2020 Total Target	% of 2020 Target
2000	194	22	50	17	283	1,265	22.4%
2001	173	26	45	20	264	1,265	20.9%
2002	195	29	52	22	298	1,265	23.6%
2003	206	29	57	22	314	1,265	24.8%
2004	212	38	80	32	362	1,265	28.6%
2005	261	35	74	32	402	1,265	31.8%
2006	271	47	68	54	440	1,265	34.8%
2007	296	28	74	50	448	1,265	35.4%
2008	262	33	60	46	401	1,265	31.7%

*Does not include Level 3 Certificates

In Academic Year 2008, there was a 10.5% overall decrease in Health/Nursing degrees and certificates awarded compared to the previous academic year. The decreases occurred primarily in Emergency Medical Services and Radiology, with net increases in other areas such as Nursing. The decrease in graduates reflects a higher than anticipated student attrition rate for this cohort in the affected programs. This percentage reflects decreases for White and Hispanic students, but an increase for the number of Black students earning Health/Nursing degrees and certificates. (Table 4)