



# Student Success Initiative: Closing the Gaps UPDATE Spring 2015

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### Key Measures

*REVISED Closing the Gaps  
targets in italics*

#### Unduplicated Headcount

Fall 2014	37,900	
Fall 2015	41,345	target
Fall 2020	43,496	target

#### Black Headcount

Fall 2014	2,732	
Fall 2015	3,245	target
Fall 2020	3,379	target

#### Hispanic Headcount

Fall 2014	11,900	
Fall 2015	12,495	target
Fall 2020	14,047	target

#### Other Non-White Headcount

Fall 2014	5,699	
Fall 2015	5,972	target
Fall 2020	6,416	target

#### All Degrees & Certificates

2013 - 2014	2,687	
Annual 2015	2,683	target
Annual 2020	3,599	target

#### Associate Degrees

2013 - 2014	2,036	
Annual 2015	1,875	target
Annual 2020	2,613	target

#### Certificates

2013 - 2014	658	
Annual 2015	808	target
Annual 2020	986	target

print date: 08/01/2015



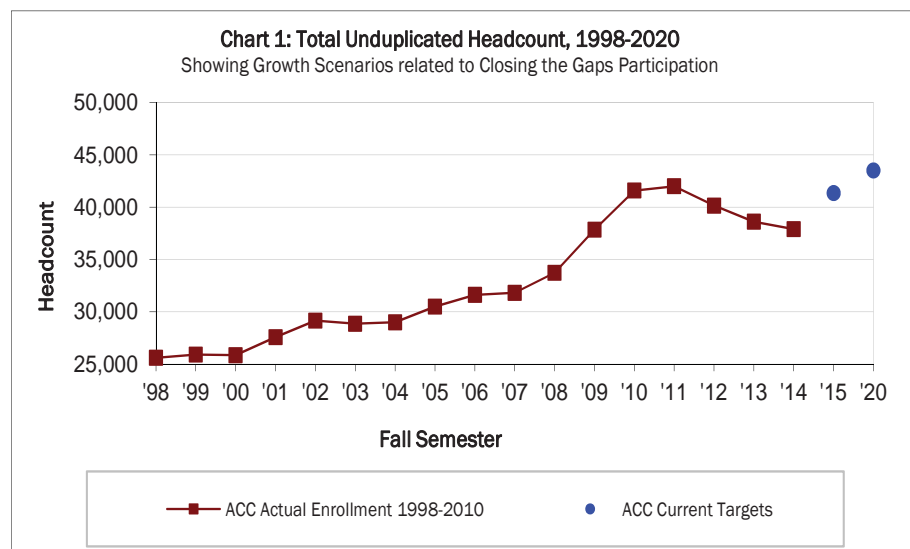
## Where did "Closing the Gaps" come from?

Closing the Gaps was adopted in October 2000 by the Texas Higher Education Coordinating board (THECB) to close gaps in student educational achievement in Texas and between Texas and other states by 2015. The plan has four specific 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 submit their own targets, all of which are available on the THECB website. (Source: <http://www.theccb.state.tx.us/>)

## How is ACC doing?

ACC is fully committed to the Closing the Gaps initiative and anticipates continued enrollment growth through 2020. Although enrollment has declined the last three years, the rate of decline has slowed and it is anticipated that this trend will reverse and enrollment growth will continue. So far, ACC has been able to meet and often surpass its goals through opening new campuses or centers and creative solutions such as Weekend College, expansion of distance learning programs, and development of hybrid courses (Chart 1). The Closing the Gaps goals of increasing access and success of students, particularly for underrepresented populations, are aligned with the College's Master Plan goals. In support of these goals, ACC instituted the Student Success Initiative in 2009. The underlying principles of the Student Success Initiative are (1) to use data to guide continuous quality improvement in programs and support services and (2) to increase student achievement (equity of success) regardless of age, gender, ethnicity, race or socio-economic status.

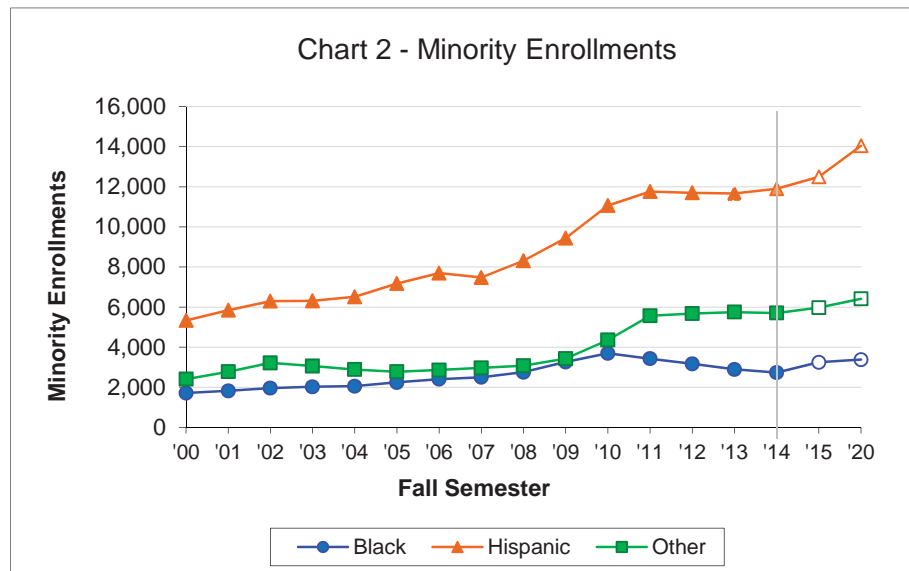
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## Minority Enrollments

In fall 2014, Hispanic student enrollments increased slightly 2.0% from fall 2013. However, Black student enrollments in fall 2014 decreased 5.5% from fall 2013, continuing a steady decline since fall 2010. ACC continues to remain fully committed to focus its efforts on recruitment and retention of all students with particular attention to minority students.

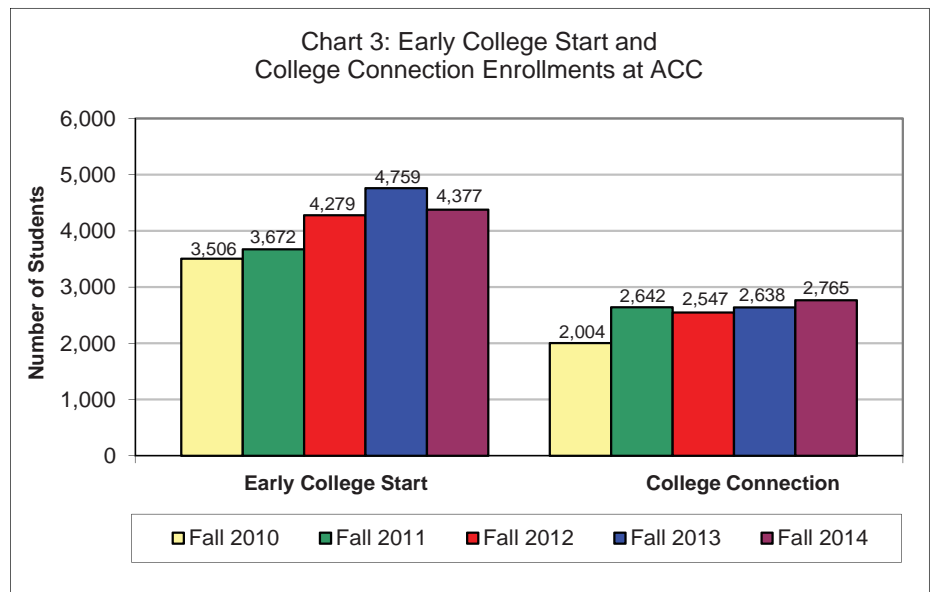
(Source: CBM001)



## Early College Start & College Connection Enrollments

Headcounts for Early College Start in fall 2014 decreased by 8.0% from fall 2013. College Connection enrollment in fall 2014 increased by 4.8% from fall 2013, with total enrollment exceeding the peak reached previously in fall 2011. Both Early College Start and College Connection programs illustrate Austin Community College District's commitment to provide education opportunities in the Central Texas Region.

(Source: ACC Fact Book)



**Completions**

ACC continues to be on target to meet its completion goals. In Academic Year 2014, ACC reached 74.7% of its projected 2020 targets for all degrees and certificates; this was an increase from 71.9% in 2013. The number of degrees and certificates awarded 2014 increased for White, Black and Hispanic students. (Table 1)

Year	White	Black	Hispanic	Other	Total	% 2020 Target
2000	712	69	200	105	1,086	30.2%
2005	841	112	268	180	1,401	38.9%
2006	914	129	280	199	1,522	42.3%
2007	882	125	283	171	1,461	40.6%
2008	956	131	299	188	1,574	43.7%
2009	1,045	146	397	194	1,782	49.5%
2010	1,184	178	441	176	1,979	55.0%
2011	1,372	188	564	206	2,330	64.7%
2012	1,523	212	634	240	2,609	72.5%
2013	1,473	181	649	286	2,589	71.9%
2014	1,491	207	655	334	2,687	74.7%
2015	1,485	242	677	280	2,684	74.6%
2020	1,895	345	989	370	3,599	target

\*Does not include Level 3 Certificates

ACC has focused attention on increasing the number of Associate Degrees awarded. The current targets for Associate Degrees and the increase in the number of Associate Degrees awarded is reflective of this effort. In Academic Year 2014, ACC reached 77.9% of its projected 2020 target for Associate Degrees to be awarded. Examination of Associate Degrees awarded in Academic Year 2014 by race/ethnicity revealed that number of degrees awarded increased for White, Black and Hispanic students. White students are currently at 81.9% of the 2020 targets, Black students are at 64.8%, and Hispanic Students are at 69.1%. (Table 2)

Year	White	% 2020 Target	Black	% 2020 Target	Hispanic	% 2020 Target	Other	% 2020 Target	Total	% 2020 Target
2000	512	37.1%	50	22.0%	149	20.4%	69	25.0%	780	29.9%
2005	546	39.6%	72	31.7%	170	23.3%	80	29.0%	868	33.2%
2006	634	46.0%	80	35.2%	191	26.1%	122	44.2%	1,027	39.3%
2007	638	46.3%	87	38.3%	204	27.9%	126	45.7%	1,055	40.4%
2008	681	49.4%	86	37.9%	209	28.6%	131	47.5%	1,107	42.4%
2009	759	55.0%	105	46.3%	271	37.1%	124	44.9%	1,259	48.2%
2010	851	61.7%	113	49.8%	316	43.2%	119	43.1%	1,399	53.5%
2011	896	65.0%	115	50.7%	370	50.6%	148	53.6%	1,529	58.5%
2012	1,048	76.0%	147	64.8%	435	59.5%	161	58.3%	1,791	68.5%
2013	1,109	80.4%	134	59.0%	479	65.5%	203	73.6%	1,925	73.7%
2014	1,130	81.9%	147	64.8%	505	69.1%	254	92.0%	2,036	77.9%
2015	1,047	75.9%	159	70.0%	471	64.4%	198	71.7%	1,875	71.8%
2020	1,379	target	227	target	731	target	276	target	2,613	target

In Academic Year 2014, the number of technical degrees and certificates in critical stem fields increased from 2013. As of 2013, ACC is at 82.8% of its projected 2020 target for the total number of technical degrees and certificates awarded. Continuing to increase the number of technical degrees and certificates awarded is a high priority for ACC, given the increased employment prospects for technical degree recipients and their potential contributions to the local economy. (Table 3)

Table 3: Technical Degrees and Certificates\*

Year	White	Black	Hispanic	Other	Total	2020 Total Target	% of 2020 Target
2000	98	7	26	35	166	424	39.2%
2001	95	15	33	34	177	424	41.7%
2002	126	14	34	47	221	424	52.1%
2003	170	24	65	48	307	424	72.4%
2004	129	17	46	39	231	424	54.5%
2005	134	11	39	49	233	424	55.0%
2006	138	11	40	42	231	424	54.5%
2007	111	8	37	37	193	424	45.5%
2008	118	24	51	47	240	424	56.6%
2009	149	10	53	27	239	424	56.4%
2010	170	24	77	33	304	424	71.7%
2011	183	22	87	34	326	424	76.9%
2012	174	15	82	40	311	424	73.3%
2013	199	10	84	39	332	424	78.3%
2014	199	17	85	50	351	424	82.8%

\*Does not include Level 3 Certificates

In Academic Year 2014, the number of Health/Nursing degrees and certificates awarded decreased from 622 awards in 2013 to 544 in 2014, a 12.5% decrease. The number of degrees and certificates awarded decreased slightly for White, Black and Hispanic students. At the present level, ACC is at 67.1% of its projected 2020 target for the total number of Health/Nursing degrees and certificates to be awarded. (Table 4)

Table 4: Health/Nursing Degrees and Certificates\*

Year	White	Black	Hispanic	Other	Total	2020 Total Target	% of 2020 Target
2000	194	22	50	17	283	811	34.9%
2001	173	26	45	20	264	811	32.6%
2002	195	29	52	22	298	811	36.7%
2003	206	29	57	22	314	811	38.7%
2004	212	38	80	32	362	811	44.6%
2005	261	35	74	32	402	811	49.6%
2006	265	43	64	53	425	811	52.4%
2007	296	28	74	50	448	811	55.2%
2008	262	33	60	46	401	811	49.4%
2009	340	35	89	76	540	811	66.6%
2010	374	39	94	63	570	811	70.3%
2011	360	50	113	50	573	811	70.7%
2012	416	49	127	68	660	811	81.4%
2013	376	42	121	83	622	811	76.7%
2014	338	31	103	72	544	811	67.1%

\*Does not include Level 3 Certificates