



**Achieving the Dream
Gap Analysis Report**

**Austin Community College
May 2016**

Report Prepared: May 2, 2016

ATD Gap Analysis Report 2016

Austin Community College (ACC) District joined Achieving the Dream (ATD) in 2009 as part of the college's Student Success Initiative. Achieving the Dream promotes a culture of data-informed decision making and requires institutional tracking of students across time with the goal of increasing successful student outcomes, especially low-income students and students of color. Achieving the Dream focuses specifically on five key metrics, noted below.

This report provides an analysis of student outcomes on the key metrics for First-Time In College (FTIC) credential-seeking students beginning at ACC in the fall semester for the most recent six years. The goal is to illuminate areas for improvement, encourage courageous conversations, and improve outcomes for all students.

Cohort Characteristics – Fall 2015

Total number of students in fall 2015 cohort: 5,382 students (39% fulltime, 61% parttime).

Over the past eight years, the number of First Time in College (FTIC) credential-seeking students has increased 42% (from 3,798 in fall 2008). The largest cohort during this period was in fall 2011, when there were 5,951 students. From 2011 to 2015, the fall cohorts have declined 10%.

Ethnicity: 34.8% White, 7.7% African- American, 40.4% Hispanic, 3.8% Asian, 13.3% Other

Gender: 49.7% Male, 50.3% Female

Pell-Awardees: 32.4% awarded a Pell grant, 67.6% did not receive a Pell grant. (NOTE: Students submitting a FAFSA typically demonstrate financial need and receive Pell grants. Many students may have financial need but do not submit a FAFSA, and thus do not receive Pell grants.)

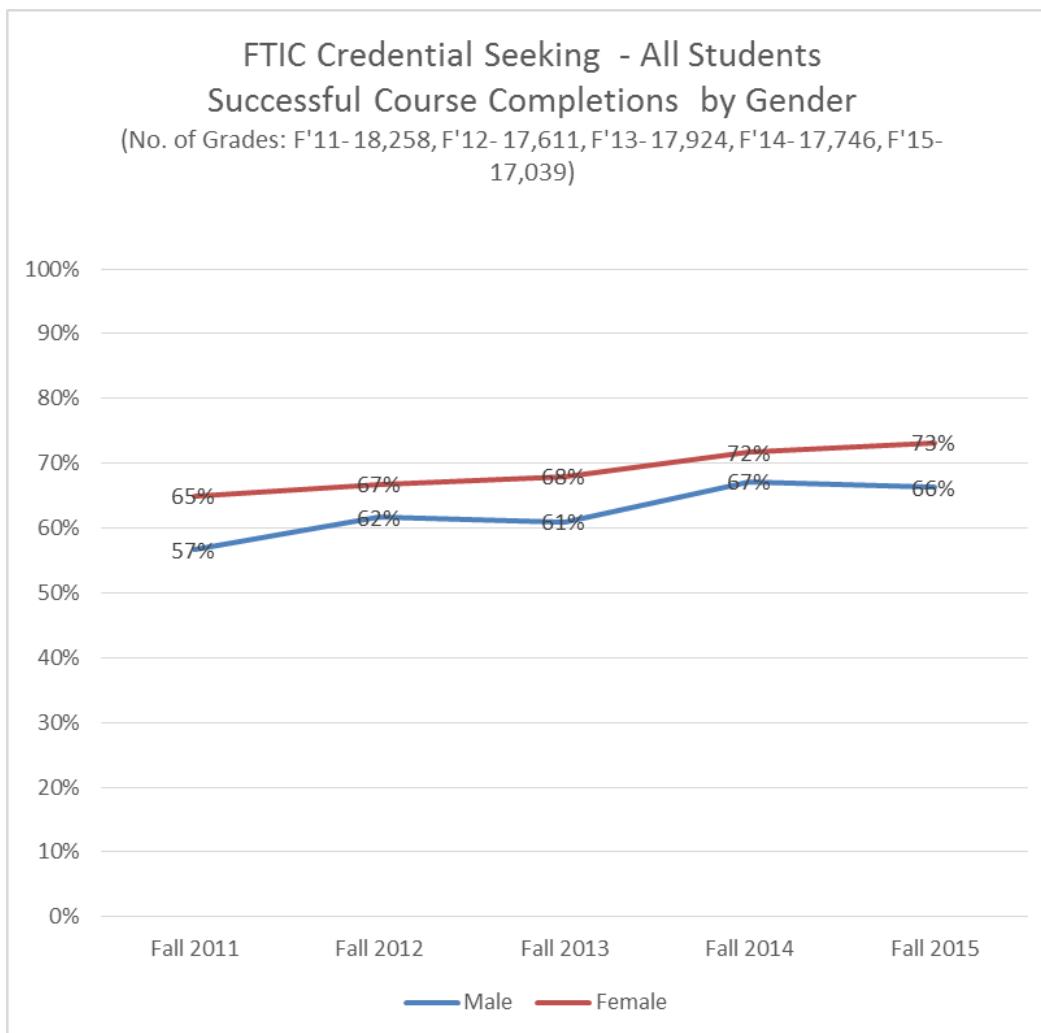
Age Groups: 63.6% Under 19 yrs of age, 27.6% 19-24 years, 6.1% 25 to 35 years, 2.7% Over 35 years of age

ACC is committed to serving the needs of all minority students. The largest minority student group at ACC is the Hispanic student population, which has continued to expand over the last five years (from 34.8% in fall 2011 to 40.4% in fall 2015). The numbers of Black and Asian students have remained steady or decreased slightly. Because of the continued growth of the number of Hispanic students enrolled at ACC, the college interventions and intervention success measures for this group has become more important over the last five years.

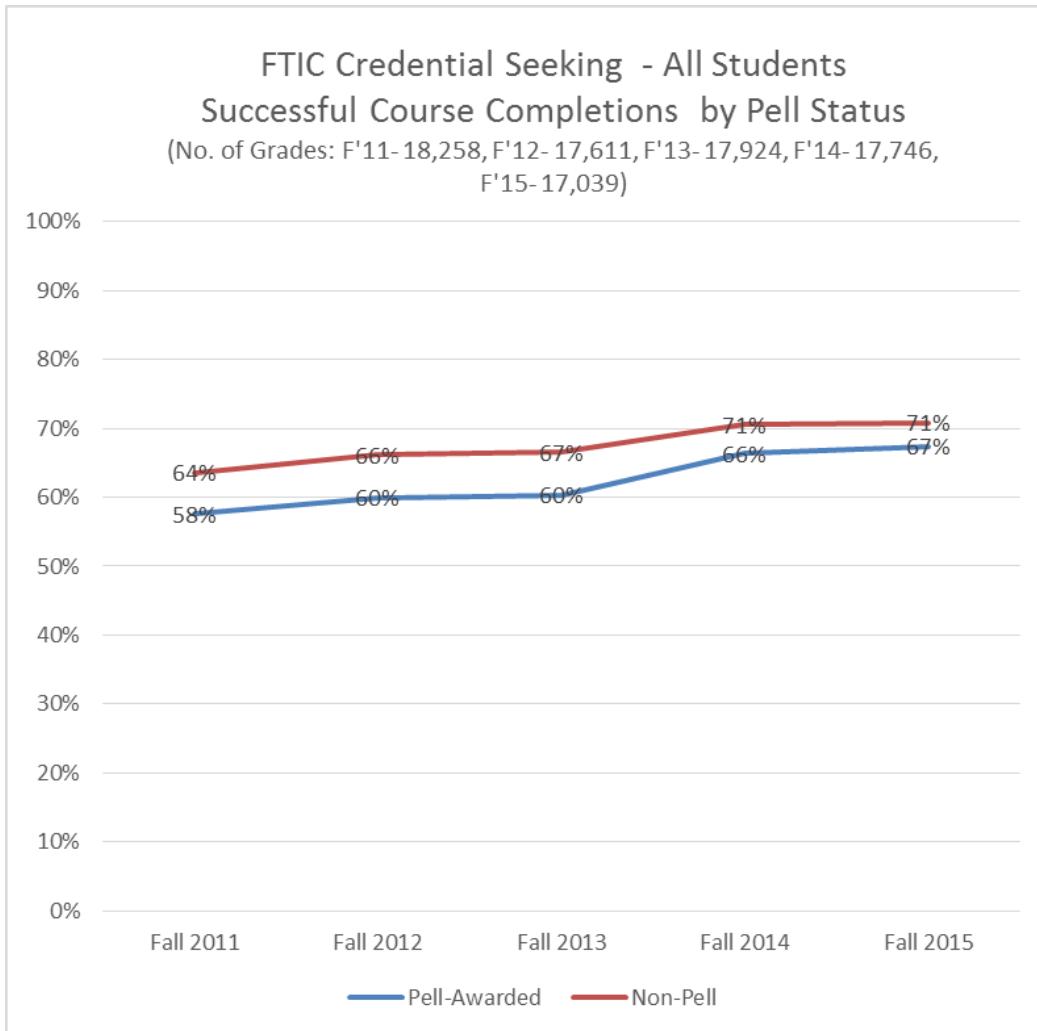
NOTE: In accordance with FERPA guidelines, lines on the charts in this report may be omitted for groups with fewer than five students.

Metric #1. Successful Course Completion

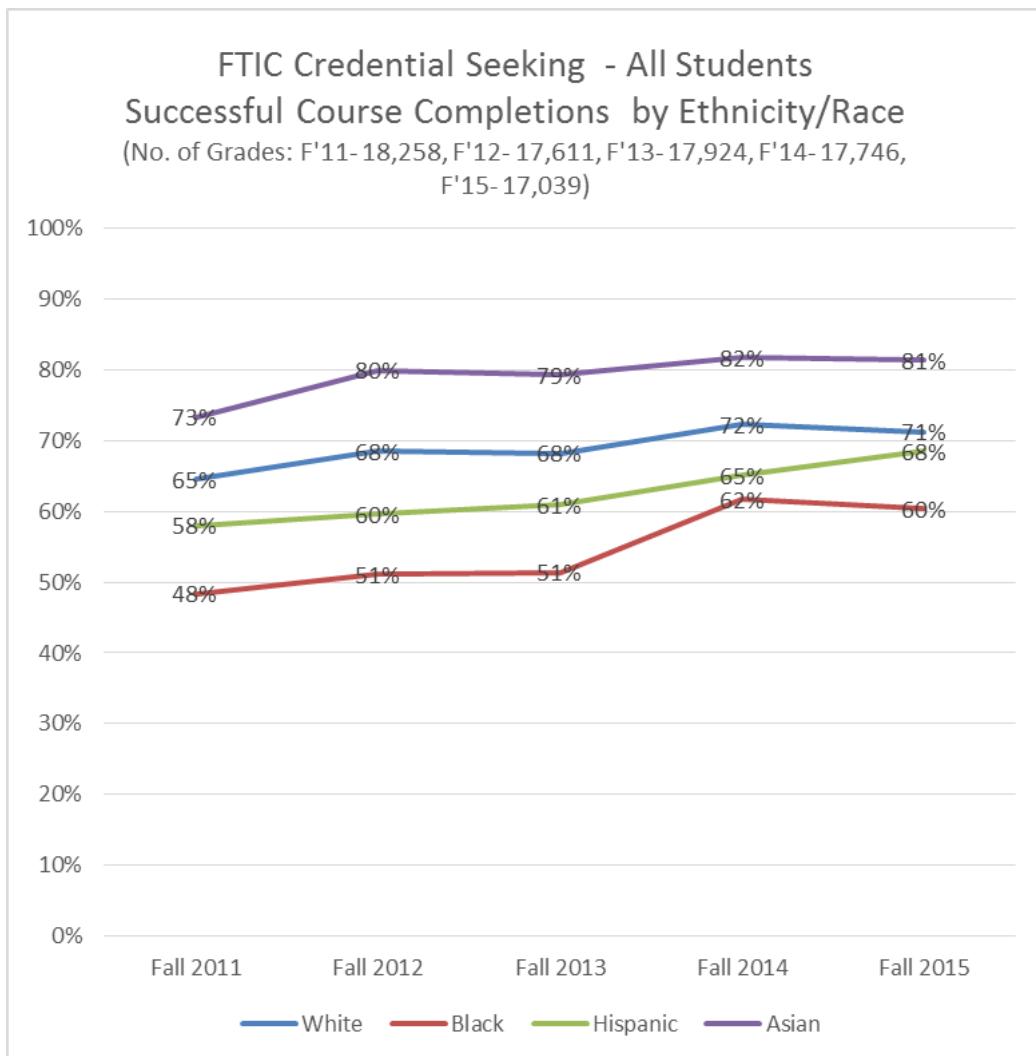
Successful Grades: All Courses



While the gap between successful course completions for male and female students has only slightly decreased (from 8 points in fall 2011 to 7 points in fall 2015), the overall percentage of students in both groups successfully completing courses has increased. Female students increased successful course completions by 8 points from fall 2011 to fall 2015, while male students increased successful course completions by 9 points from fall 2011 to fall 2015. This indicates that, overall, students are being more successful in their first semester of college.



Overall, the gap between Pell-awarded students and non-Pell students has decreased, while the overall successful course completion rate for both groups has increased. Pell-awarded students increased overall successful course completions by 9 points (from 58% in fall 2011 to 67% in fall 2015). Non-Pell students also increased overall successful course completion rates by 7 points (from 64% in fall 2011 to 71% in fall 2015). This shows both an overall increase in successful course completions and a decrease in the gap between groups (from 8% in fall 2011 to 4% in fall 2015).



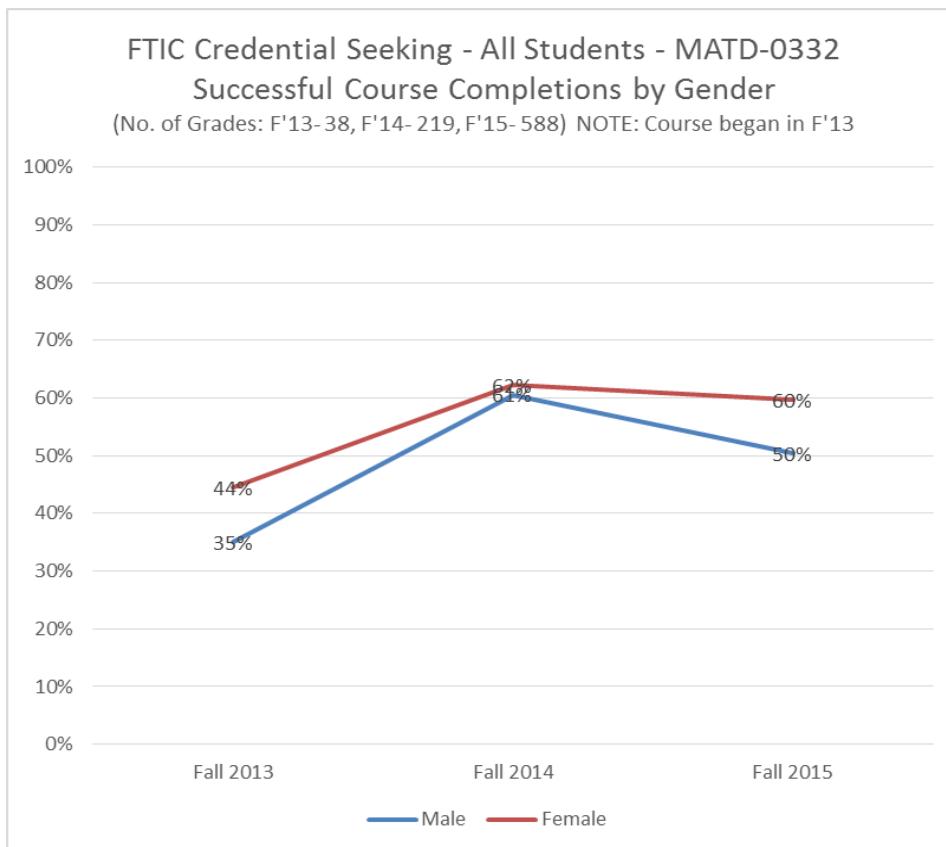
The overall percentage of successful course completions has risen. Black students have shown the largest increase in successful course completion rates, 12 points (increasing from 48% in fall 2011 to 60% in fall 2015). Black students narrowed the gap slightly between successful course completions of White students and themselves (in fall 2011, the gap was 25 points; in fall 2015, the gap was 21 points). Asian students had an initial increase and then maintained a high rate of successful course completions, surpassing all other groups (in fall 2015, successful course completions were 81%). Hispanic students increased successful course completions (from 58% in fall 2011 to 68% in fall 2015) and narrowed the achievement gap between themselves and White students (in fall 2011, the gap was 8 points; in fall 2015, the gap was 3 points).

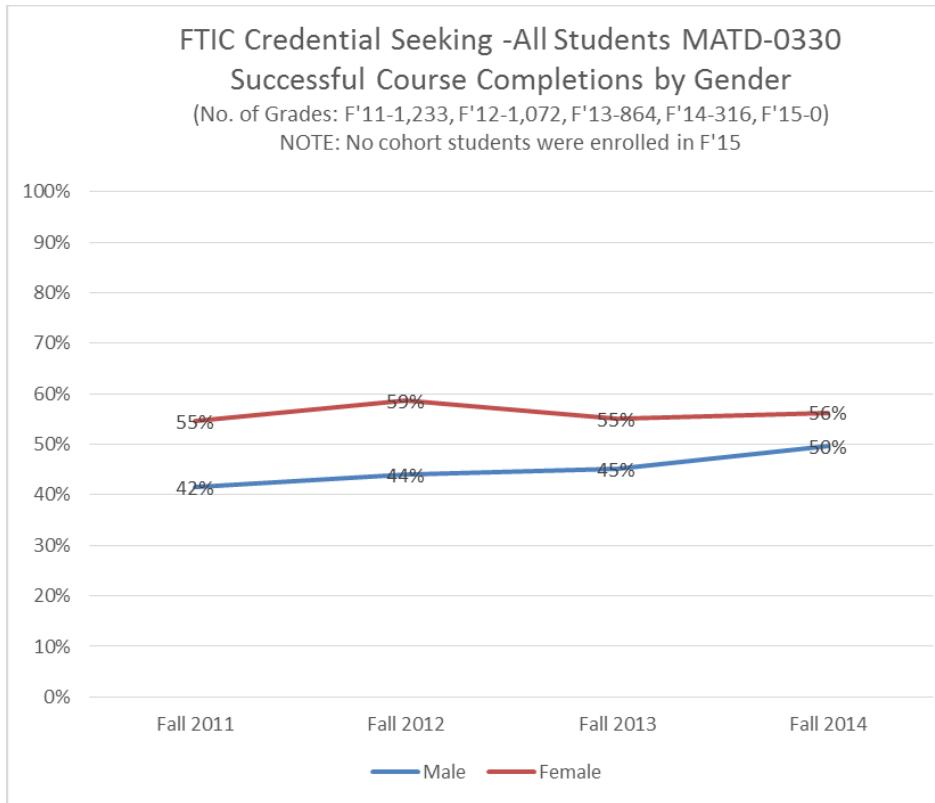
Successful Grades: Developmental Math, MATD-0332 (with comparison to MATD-0330)

MATD 0332 was developed as part of Math PLUS, which was created to support the college's initiative to improve student success rates in developmental mathematics.

MATD-0332, implemented beginning in 2013, was designed to develop basic arithmetic and algebra skills by using short lectures, in-class collaborative learning activities, math study skills, and computerized skills practice. It is an alternative to the traditional developmental math class, MATD 0330.

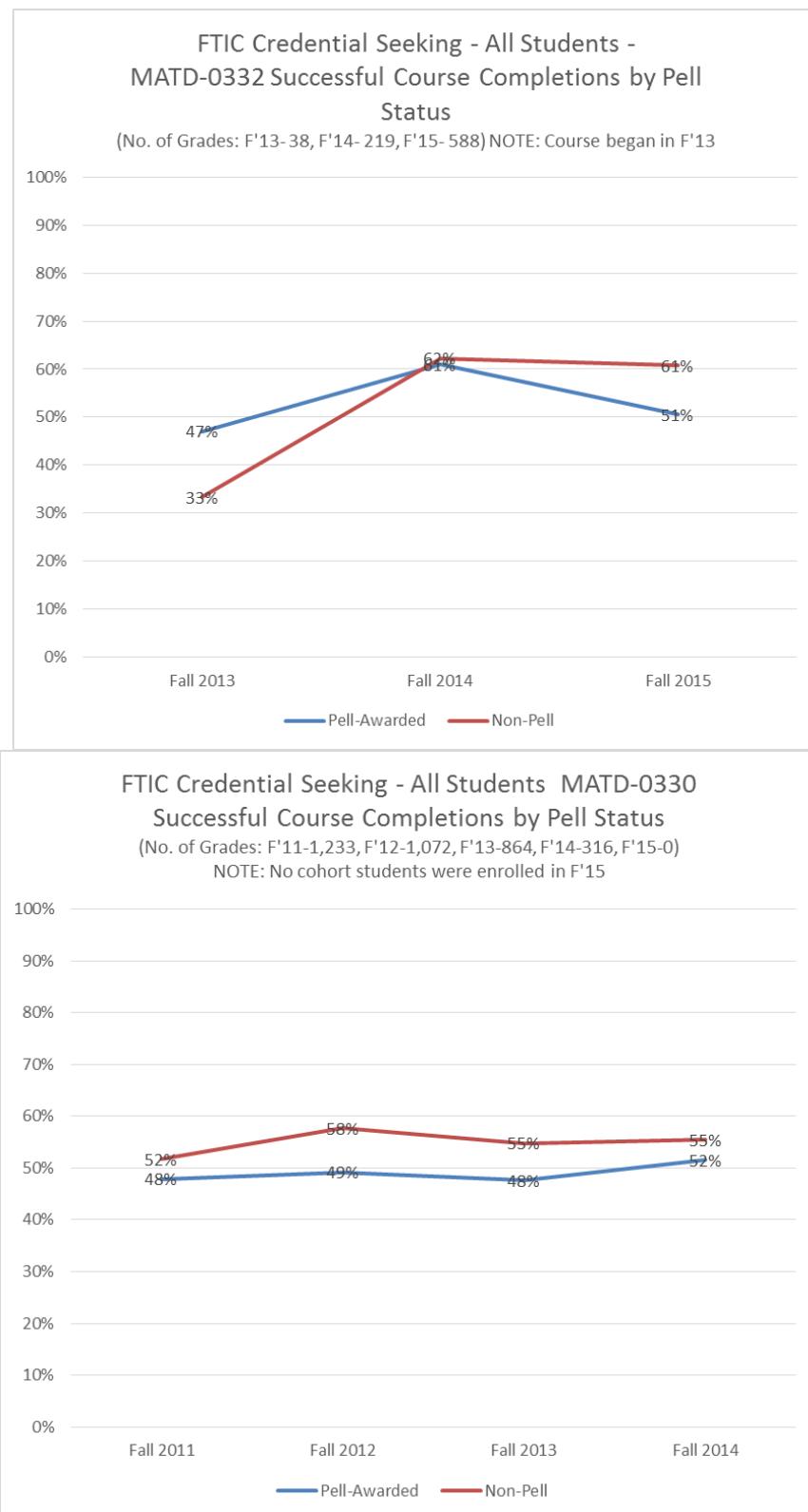
NOTE: Given the small population of students enrolled in MATD-0332 in fall 2013, conclusions for this semester should be treated with caution.





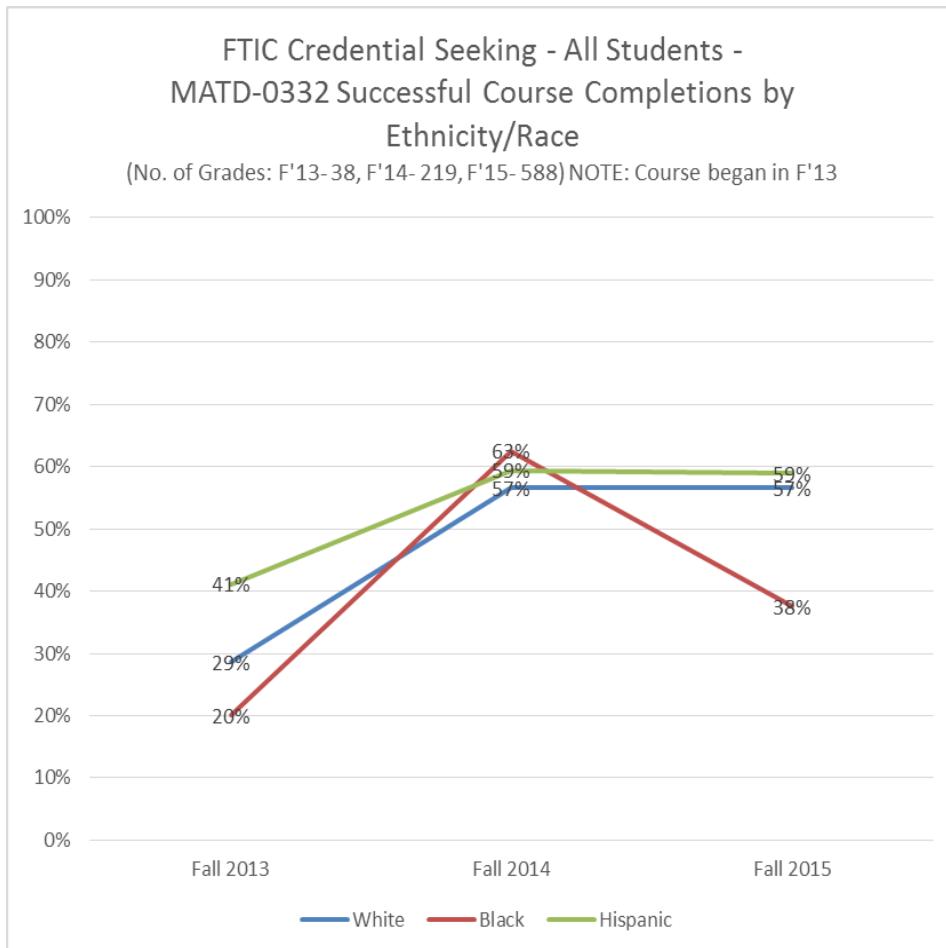
FTIC credential seeking students were first enrolled in MATD-0332 in fall 2013 (38 students). Female students succeeded at a rate of 44% while males succeeded at a rate of 35%, a gap of 9 points. In fall 2014, both groups increased their success rates substantially (to 62% for females, and 61% for males), and eliminated the gap. While the female success rate was high for fall 2015, it declined for males (to 50%) resulting in a 10 point gap.

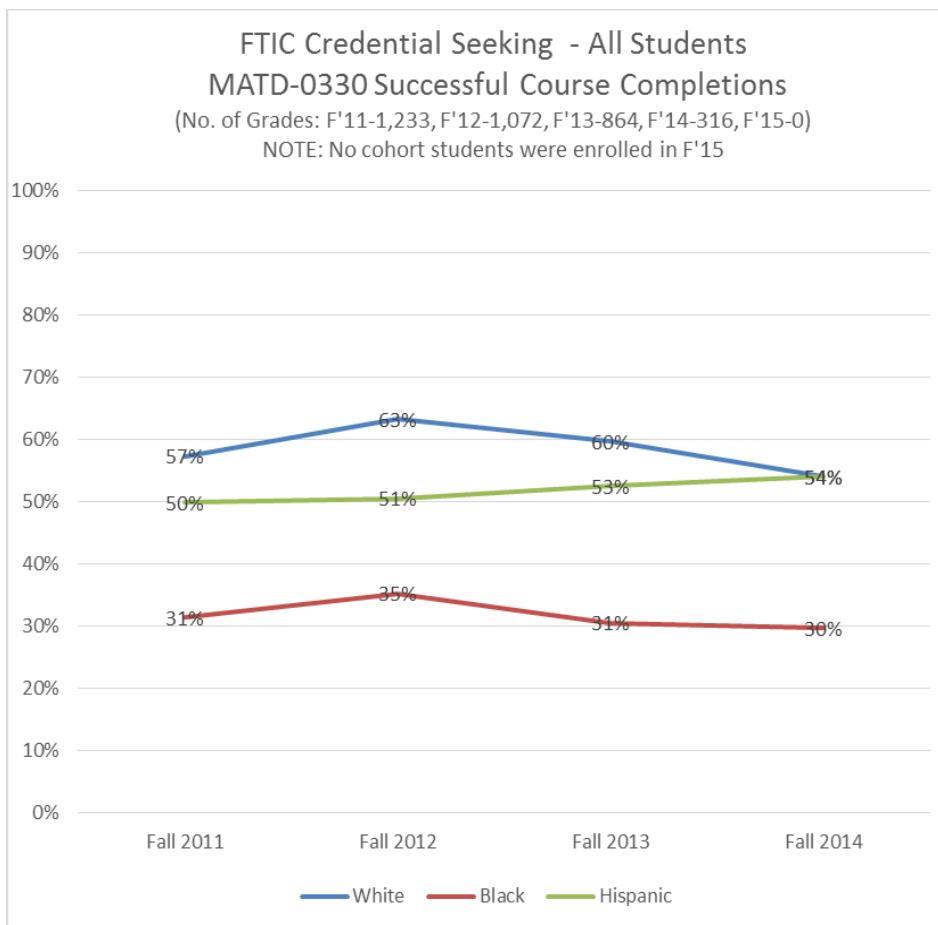
The comparison course was MATD-0330. In fall 2011, females succeeded at a rate 13 points higher than males (55% for females, 42% for males). This gap narrowed to 6 points in fall 2014, the last year that FTIC credential seeking students were enrolled in the course (female success rate 56%, male success rate 50%).



In fall 2013, Pell awardees succeeded at a rate of 47% while students not receiving a Pell award succeeded at a rate of 33%, a gap of 14 points. In fall 2014, both groups increased their success rates substantially (to 62% for Pell awardees, 61% for non-Pell), and eliminated the gap. In fall 2015, non-Pell students' success rates continue to rise to 61%, while Pell awardee success rates declined to 51%. This resulted in a gap of 10 points.

By comparison, in MATD-0330 students who did not receive Pell awards were almost as successful as Pell-awardees for the four years where FTIC credential seeking students were enrolled (about 50% for both). While the success rates increased slightly for each group (three points for non-Pell students and four points for Pell awardees), the success rates remained low (55% for non-Pell students, 52% for Pell awardees).





The first year MATD-0332 was offered (38 FTIC credential seeking students were enrolled), there was no gap in success rates for Hispanic students compared to White students. In fact, Hispanic students were much more successful than White students (41% for Hispanics, 20% for Whites). Both Hispanic and White student success rates increased substantially in fall 2014, and remained at the same levels for fall 2015 (59% for Hispanics, 57% for Whites).

Black students succeed at a lower rate than White students in fall 2013, resulting in a 9 point gap (29% for Whites, 20% for Blacks). Success rates for Black students increased substantially to 63% in fall 2014, surpassing both the White and Hispanic success rates (57% for Whites, 59% for Hispanics). In fall 2015, a gap of 19 points emerged as Black success rates declined to 38%. However, this was higher than the success rate for Blacks in fall 2013.

Two factors in the external environment may be affecting student success rates in developmental math, and possibly other courses. First, State TSI rules changed in 2013 with regard to developmental math placement. Previously, ACC had slightly more stringent cut scores for placing students in math. Beginning during fall 2013, fewer entering college students would have been referred to developmental math. However, those who were referred would have been much less academically prepared, leading to the lower successful course completions overall.

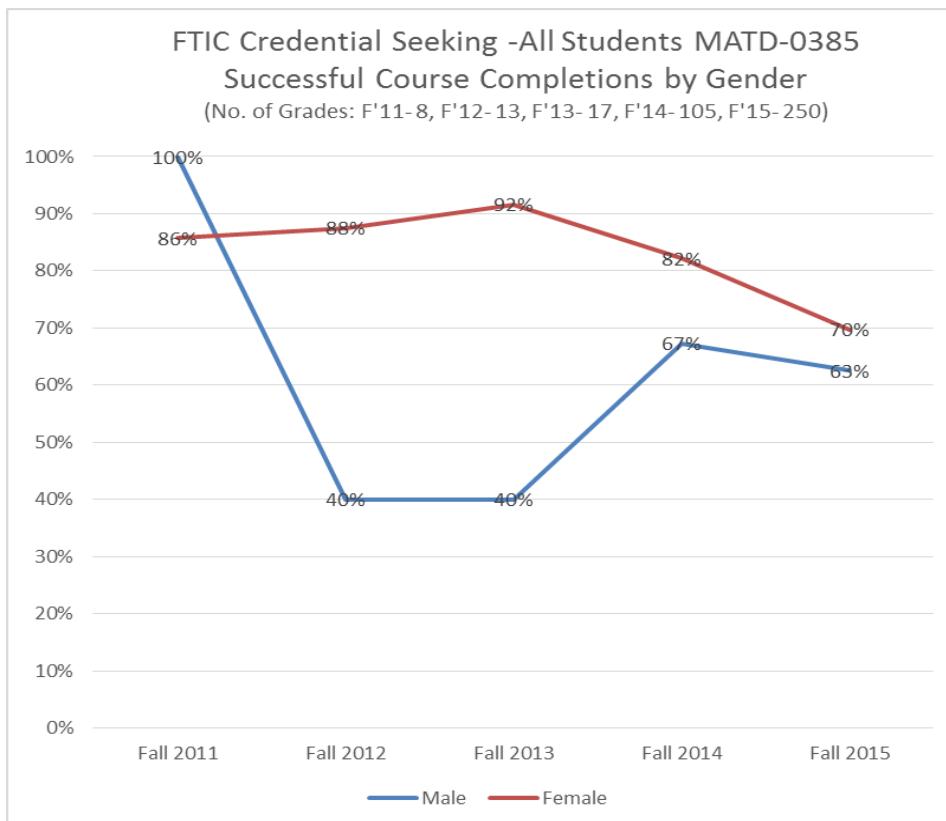
Second, TEA assessments for high school students have changed in recent years, from TAKS tests for English and math in grade 11, to the STARR with end of course tests in English in grades 9 and 10, and in Math in grades 9, 10, and 11. Based on the information on the TEA website, large numbers of

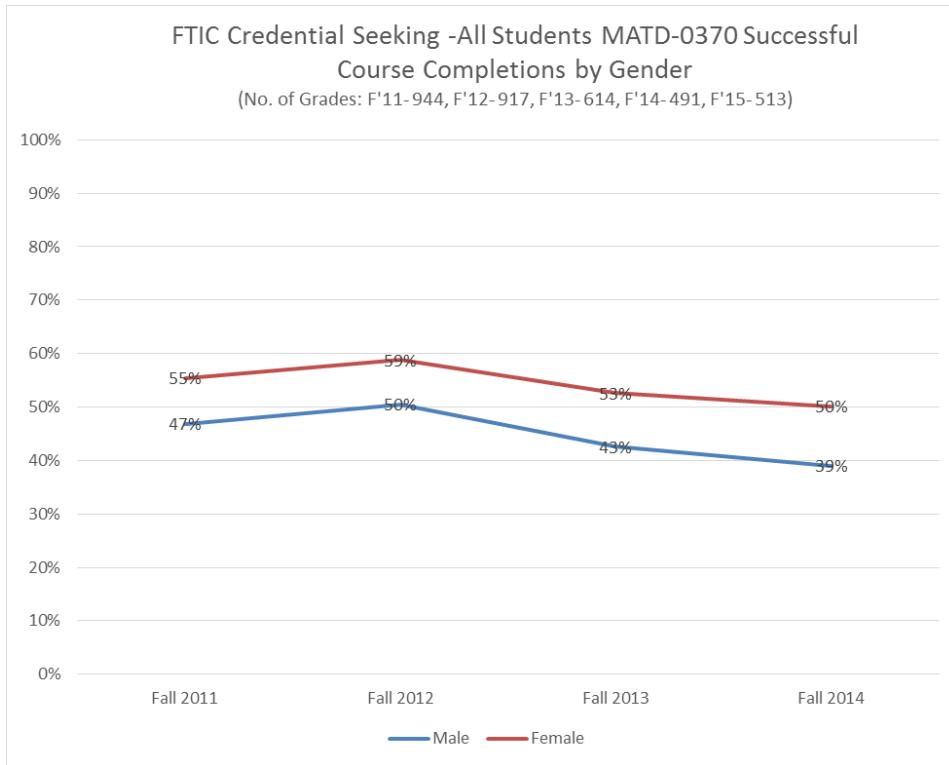
STARR-tested students were to enter college in fall 2015. It is possible that students who took the STAAR assessments were not as prepared as those tested under the TAKS assessments.

Successful Grades: Developmental Math, MATD- 0385 (with comparison to MATD-0370)

MATD 0385 was implemented in 2009 as a key component of ACC's Student Success Initiative (SSI), the college-wide commitment to enhance learning and success for all students. MATD 0385 was designed to develop the mathematical skills of students not majoring in math or science fields. It gives students practice in the appropriate habits of mind to help them succeed in college-level mathematics courses. Topics include interpretation of data, percentages, and logic. The course places heavy emphasis on the learning process, a method in which students aren't just learning math; they're learning to think. MATD 0385 promotes student engagement, with many group activities. It is an alternative to the traditional developmental math sequence that includes MATD 0370.

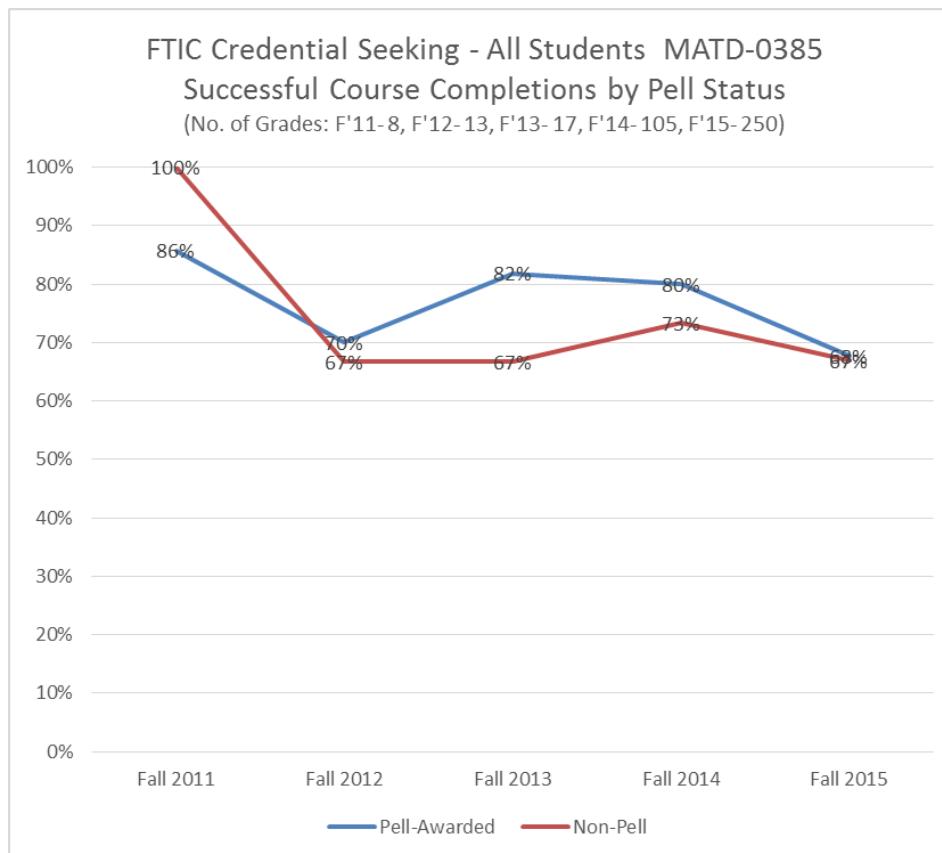
NOTE: Given the small populations of students enrolled in MATD-0332 in fall 2011, fall 2012, and fall 2013 (fewer than 20 students), conclusions for these semester should be treated with great caution.

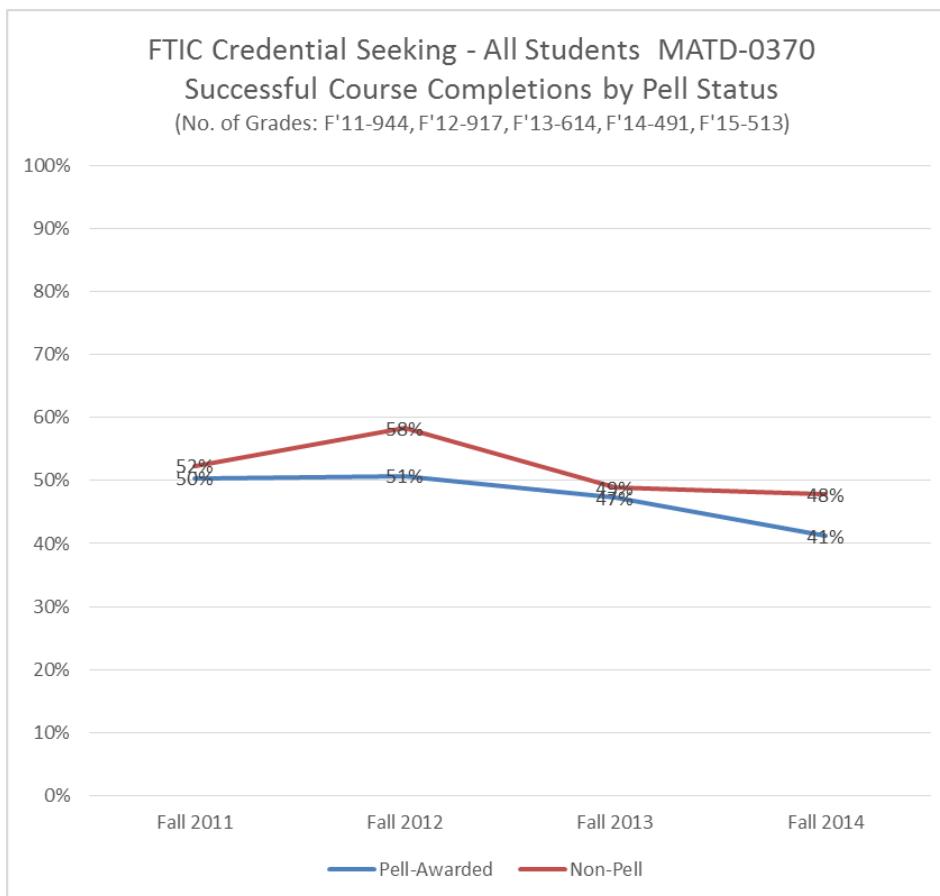




Overall, successful course completion rates in MATD-0385 dropped for both males and females over the five year period. From fall 2012 to fall 2015, females were more likely to be successful. In fall 2014, the gap was 15 points (female success rate 82%, male success rate 67%); this declined to 7 points in fall 2015 (female success rate of 70%, male success rate of 63%).

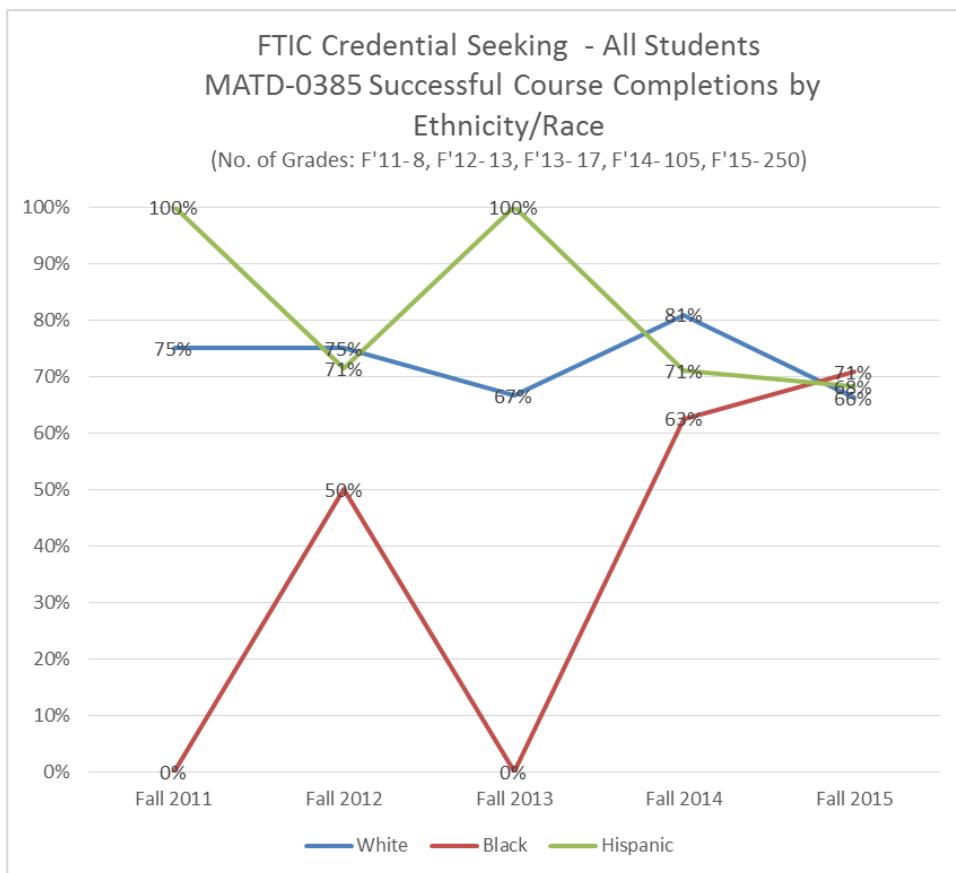
By comparison, success rates in MATD-0370 also declined for both males and females over the five years. In addition, the gap between males and females increased from 8 points in fall 2011 (males 47%, females 55%), to 11 points in fall 2014 (males 39%, females 50%).

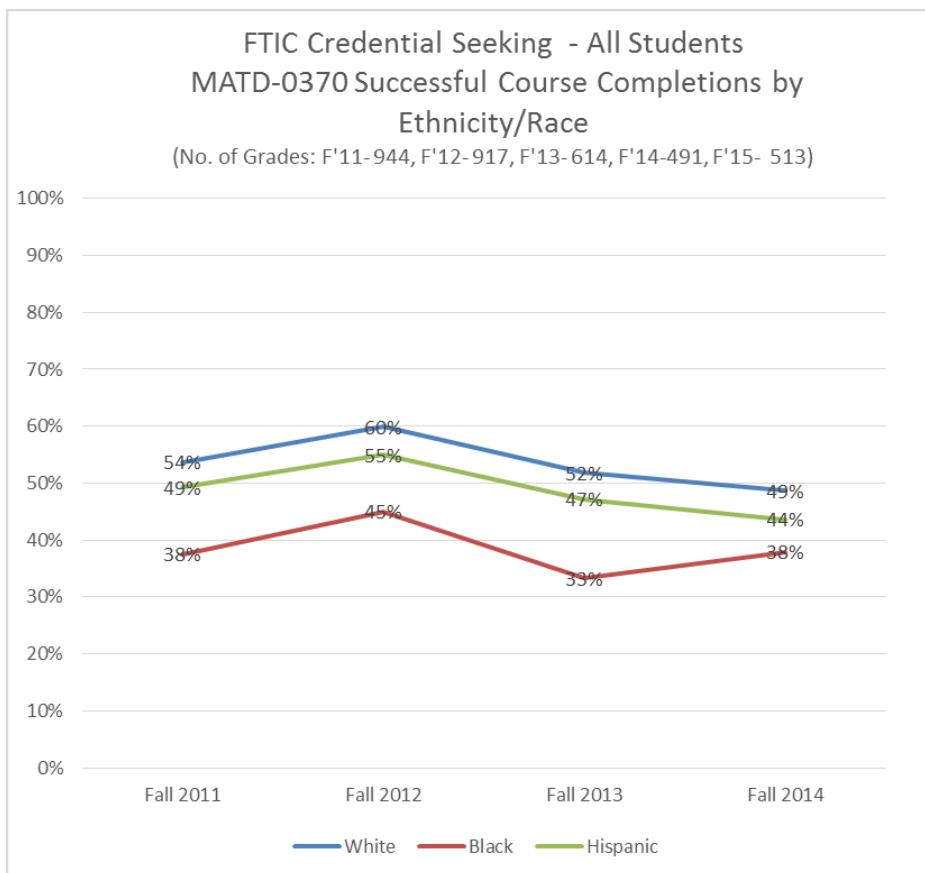




While the overall successful course completion rates declined in MATD-0385 over the five year period for Pell awardees and non-Pell students. Pell awardees succeeded at higher rates than non-Pell students for most semesters reported.

In MATD-0370, non-Pell students appear to be slightly more successful than Pell awardees. Success rates for both groups of students declined over the four semesters reported, ending with a gap of 7 points (non-Pell success rate 48%, Pell awardee success rate 41%).





Success rates varied widely for all ethnic and racial groups for the fall 2011, fall 2012, and fall 2013 semesters, primarily due to the small numbers of students enrolled those terms (fewer than 20).

While White students (81%) succeeded at a higher rate than Hispanic students (71%), or Black students (63%) in fall 2014, there was no gap in fall 2015. However, success rates declined considerably for White students, and slightly for Hispanic students.

In comparison, in MATD-0370 White students and Hispanic students succeeded at similar rates (54% for Whites, 49% for Hispanics). A gap of 16 points was observed between the success rates of White students (54%) and Black students (38%) in fall 2011. This gap narrowed in fall 2014 to 11 points, due to the slight decline in success rates for White students.

Course Withdrawal Analysis: Developmental Math - MATD-0421 (with comparison to MATD-0385, MATD-0390)

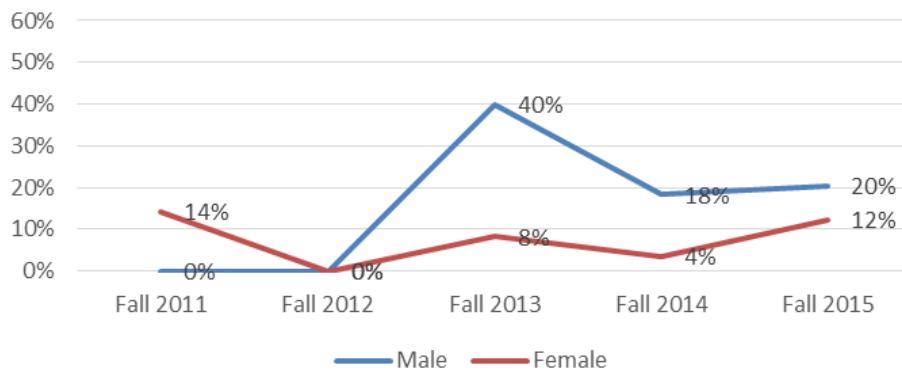
MATD-0421 provides students with a modularized and personalized approach to learning math. The content is divided into 12 modules which cover the materials traditionally covered in three developmental math courses in the STEM pathway: fundamental math, elementary college algebra, and intermediate college algebra. The course utilizes a web-based software called Assessment and LEarning in Knowlege Spaces(ALEKS), and applies adaptive instruction to determine student placement and

progress. This course was implemented in 2014 at the Highland Campus, and is taught in ACC's ACCelerator, a 604-station computer lab in which students have access to instructors, tutors, and academic coaches.

Grades in this course do not correspond to any level of content mastery. Rather, passing grades identify students who met course expectations in taking notes, logging in time on ALEKS, and keeping up with their individually-assigned learning pace. In the long term, success in the course can be measured through completion of first college level course in math within three years. However, in the interim, the college is tracking withdrawal rates as a proxy for student success. Lower withdrawal rates represent good progress for students. Many students withdraw from their developmental courses, and may not return to complete their developmental education requirements. Those who do not withdraw have a better chance of completing these requirements, and progressing to college level courses.

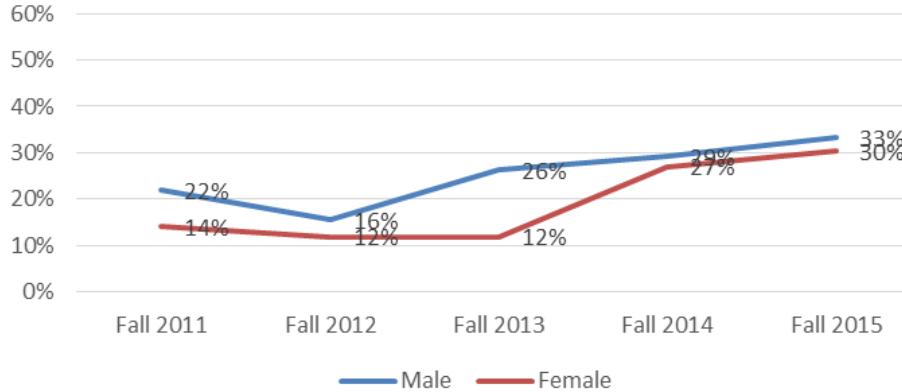
FTIC Credential Seeking - All Students - Course Withdrawal Grades in MATD-0385

(No. of Grades: F'11-8, F'12-13, F'13- 17, F'14- 105, F'15- 250)



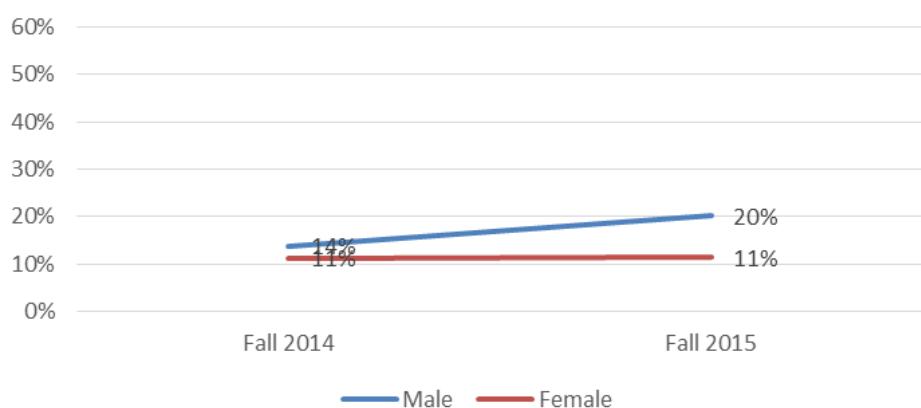
FTIC Credential Seeking - All Students - Course Withdrawal Grades in MATD-0390

(No. of Grades: F'11- 265, F'12- 302, F'13- 177, F'14- 78, F'15- 135)



FTIC Credential Seeking - All Students - Course Withdrawal Grades in MATD-0421

(No. of Grades: F'14-163, F'15-345) NOTE: Course began F'14.



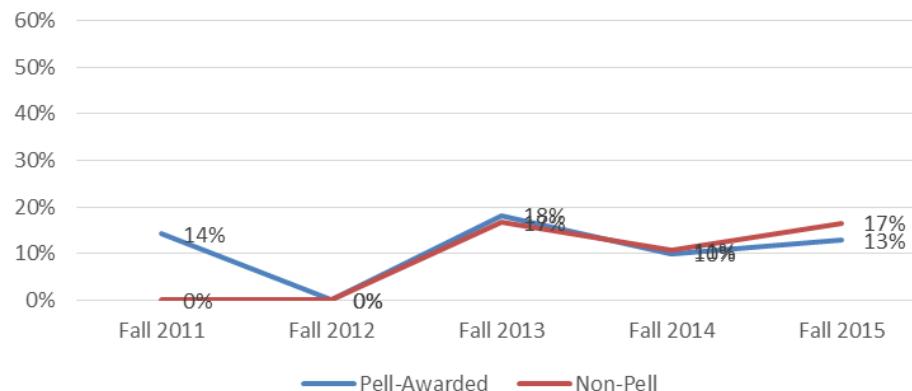
Withdrawal rates were lower for female students (4%) compared to male students (18%) in MATD-0385 in fall 2014, resulting in a gap of 14 points. In fall 2015, withdrawal rates for both groups increased, however the gap declined to 8 points.

In MATD-0390, withdrawal rates for females were lower than those for males for all fall terms, with no gap evident in fall 2015. However, the rates increased substantially for both groups of students over the five years (from 22% to 33% for males, from 14% to 30 % for females).

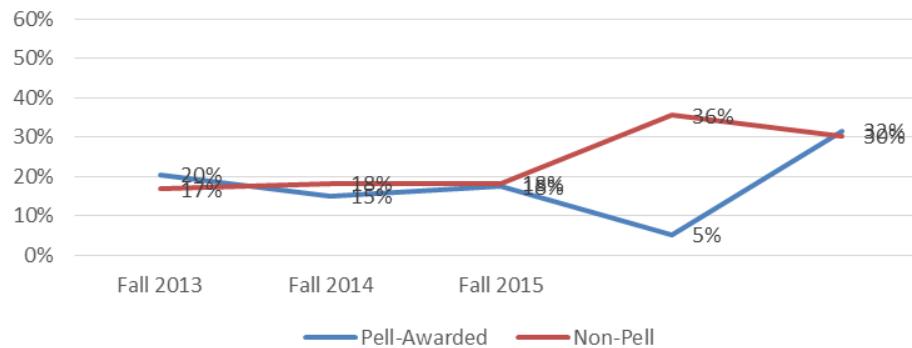
In MATD-0421, there was no gap between male and female withdrawal rates in fall 2014, however in fall 2015, the male withdrawal rate (20%) was 9 points higher than the female withdrawal rate (11%)

In fall 2015, male students were equally likely to withdraw from MATD-0421 and MATD-0385 (20%), but more likely to withdraw from MATD-0390 (33%). Similarly, female students were equally likely to withdraw from MATD-0421 (11%) and MATD-0385 (12%), but more likely to withdraw from MATD-0390 (30%).

**FTIC Credential Seeking - All Students - Course
Withdrawal Grades in MATD-0385**
(No. of Grades: F'11-8, F'12-13, F'13- 17, F'14- 105, F'15- 250)

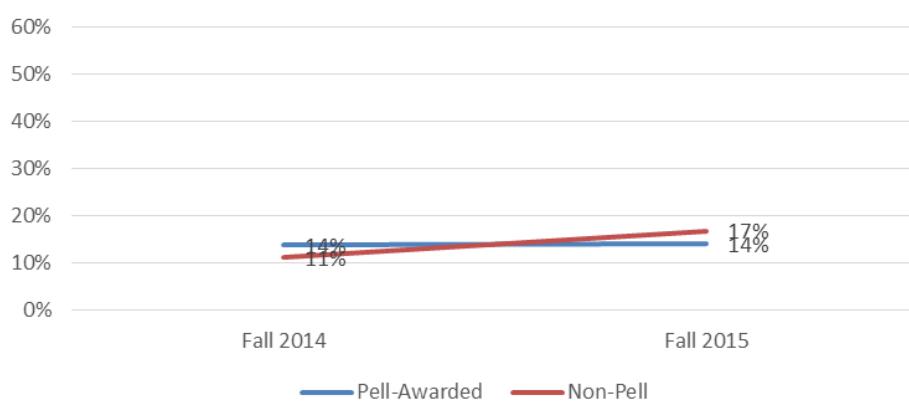


**FTIC Credential Seeking - All Students - Course
Withdrawal Grades in MATD-0390**
(No. of Grades: F'11- 265, F'12- 302, F'13-177, F'14-78, F'15-135)



FTIC Credential Seeking - All Students - Course Withdrawal Grades in MATD-0421

(No. of Grades: F'14-163, F'15-345) NOTE: Course began F'14.



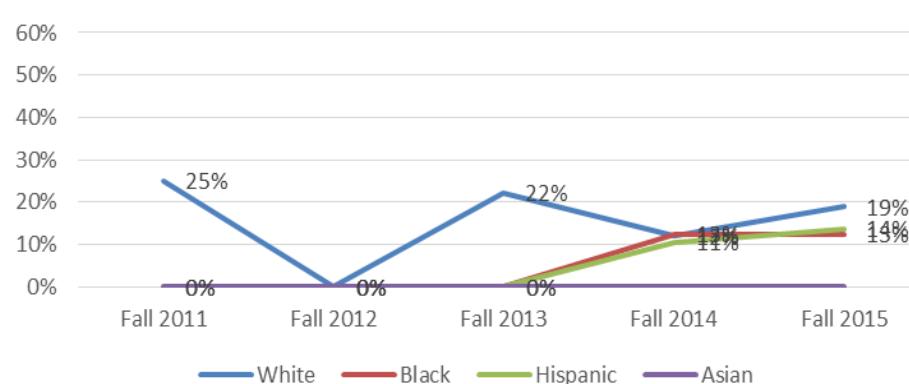
Withdrawal rates were similar for Pell awardees and non-Pell students in MATD-0385 in fall 2014 and fall 2015.

In MATD-0390, withdrawal rates were similar for Pell awardees and non-Pell students for all fall terms except fall 2014. In fall 2014, non-Pell students withdrew from the course at a rate of 36%, while Pell awardees withdrew at a rate of only 5%.

In MATD-0421, there was no gap between Pell awardees and non-Pell students in fall 2014 or in fall 2015.

FTIC Credential Seeking - All Students - Course Withdrawal Grades in MATD-0385

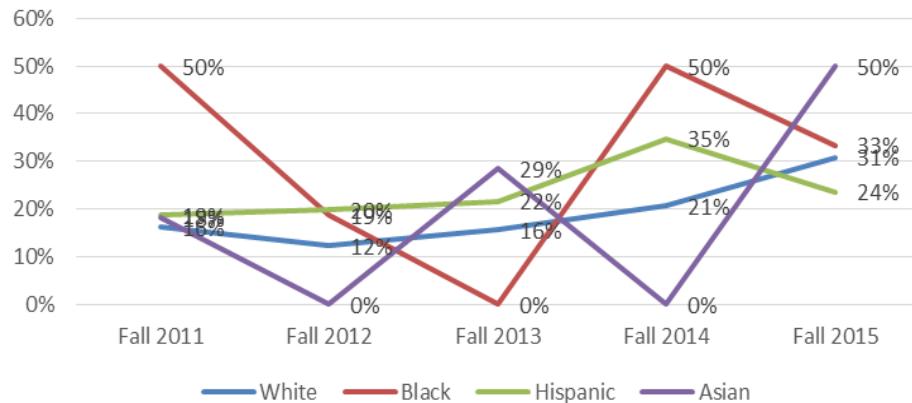
(No. of Grades: F'11-8, F'12-13, F'13-17, F'14-105, F'15-250)



FTIC Credential Seeking - All Students - Course

Withdrawal Grades in MATD-0390

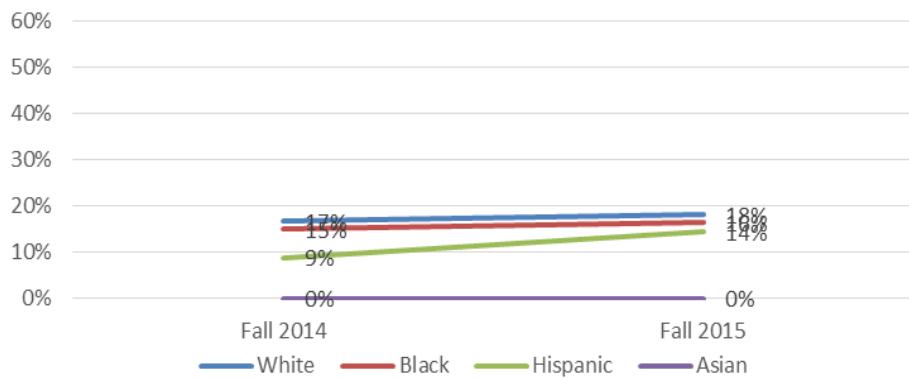
(No. of Grades: F11' 265, F12- 302, F'13-177, F'14-78, F'15-135)



FTIC Credential Seeking - All Students - Course

Withdrawal Grades in MATD-0421

(No. of Grades: F'14-163, F'15-345) NOTE: Course began F'14.



Withdrawal rates were similar for White and Hispanic students in MATD-0385 in fall 2014 and fall 2015.

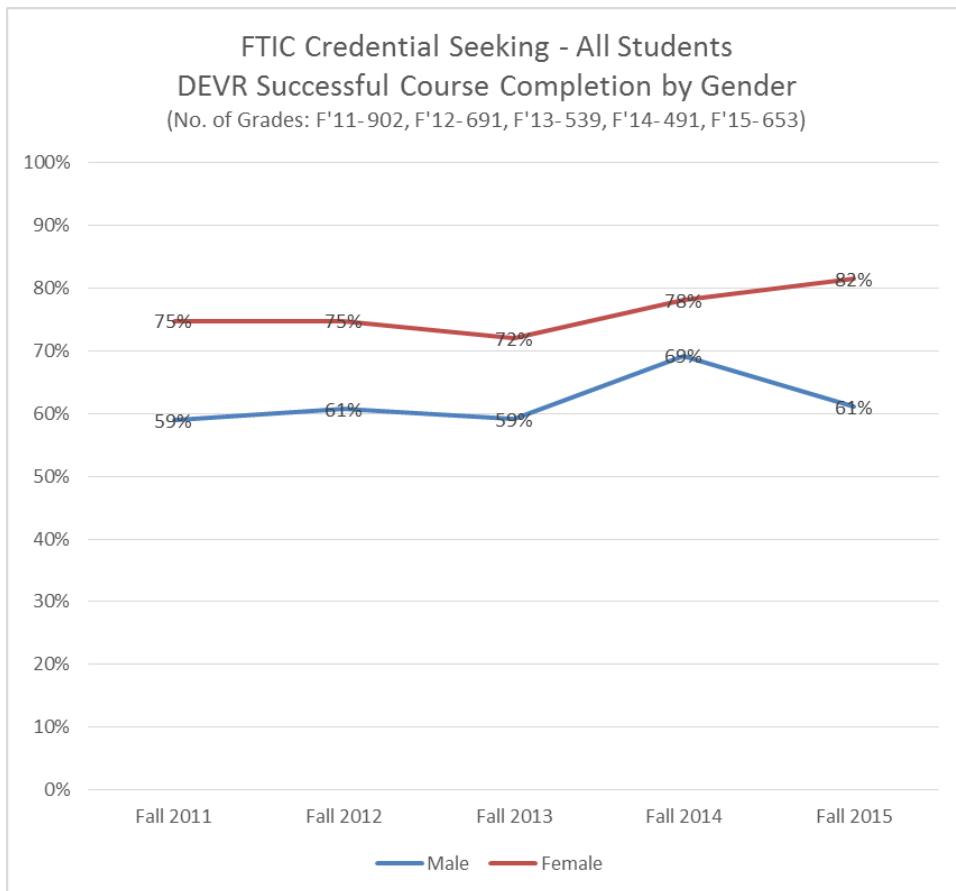
In MATD-0390, withdrawal rates for White and Hispanic students were higher in fall 2015 compared to fall 2011. In fall 2011, there was no gap between White student withdrawal rates and the rate for Hispanic students (24%) was lower than that of White students (31%) in fall 2015.

In MATD-0421, there was no gap between male and female withdrawal rates in fall 2014, however in fall 2015, the male withdrawal rate (20%) was 9 points higher than the female withdrawal rate (11%).

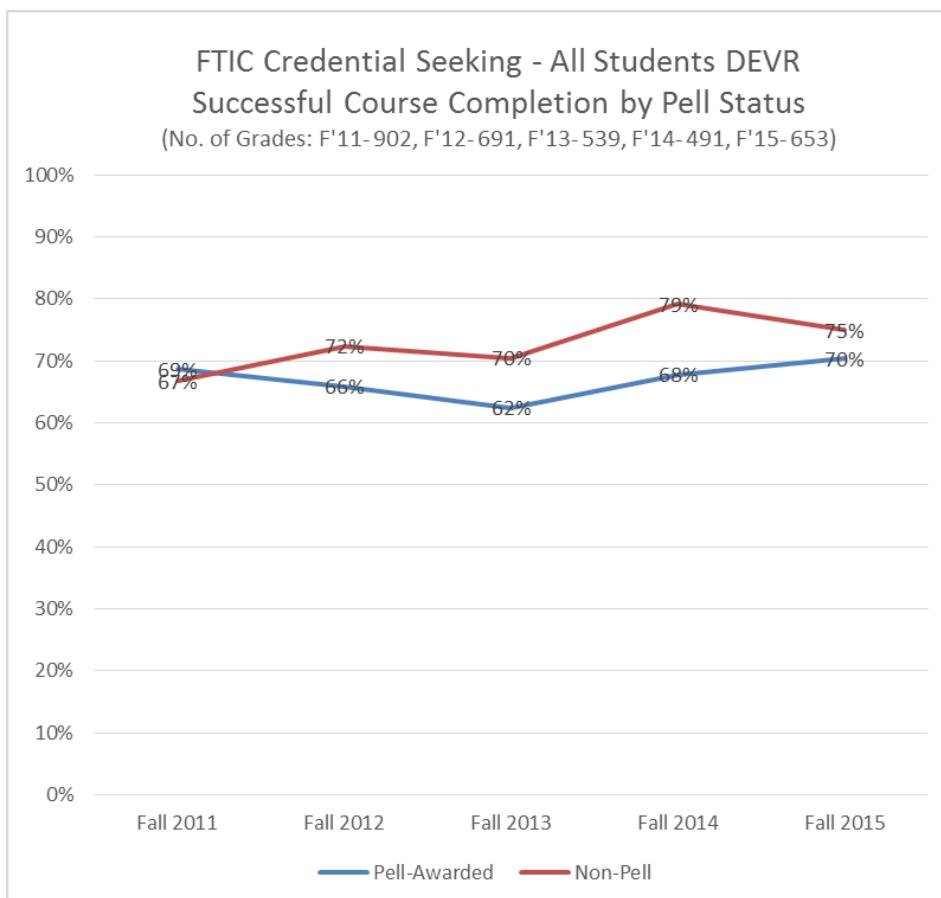
In fall 2014 and fall 2015, Hispanic students were less likely to withdraw from MATD-0421 than White students. However, both groups had slightly higher withdrawal rates in fall 2015 compared to fall 2014.

There were very few (fewer than 10) Black or Asian students enrolled in these developmental math courses during the fall semesters reported. Thus the trend lines for these groups may not be reliable.

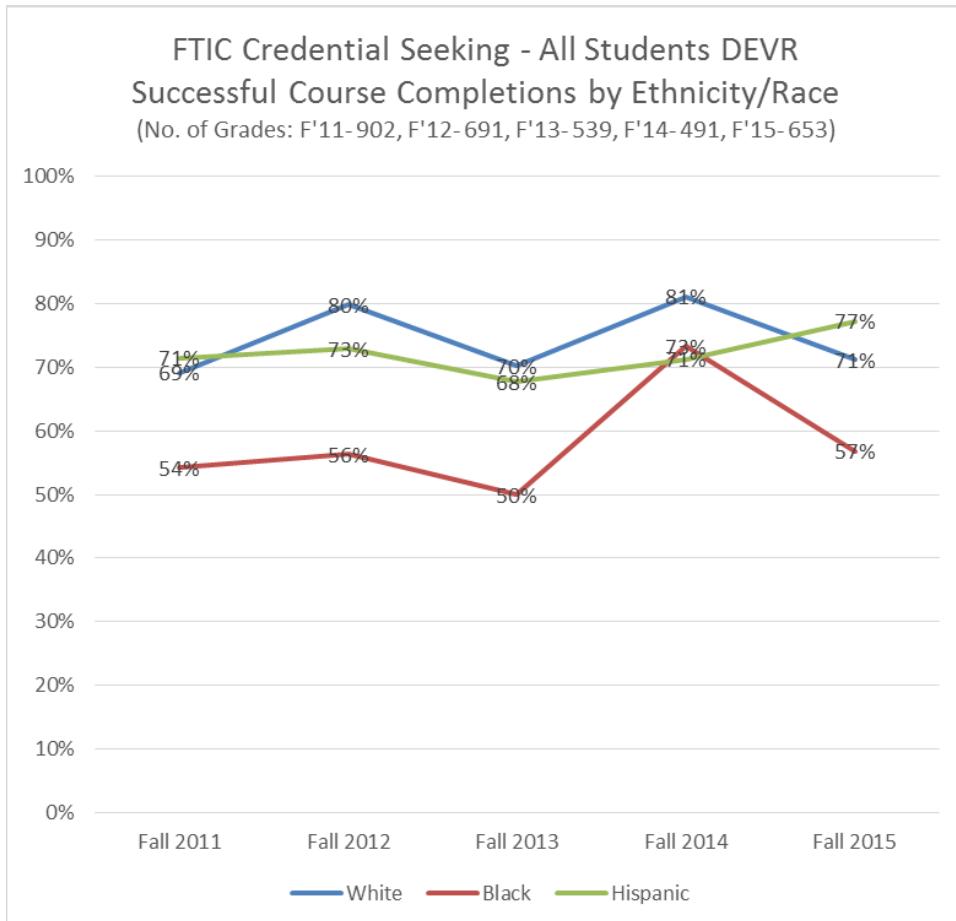
Successful Grades: Developmental Reading



The gap between male and female students in developmental reading successful course completions has continued across the five fall semesters. Male student success rates increased only slightly from fall 2011 (59%) to fall 2015 (61%). Female student success rates increased from 75% in fall 2011 to 82% in fall 2015. The overall gap between male and female students widened from 16 points in fall 2011 to 21 points in fall 2015.

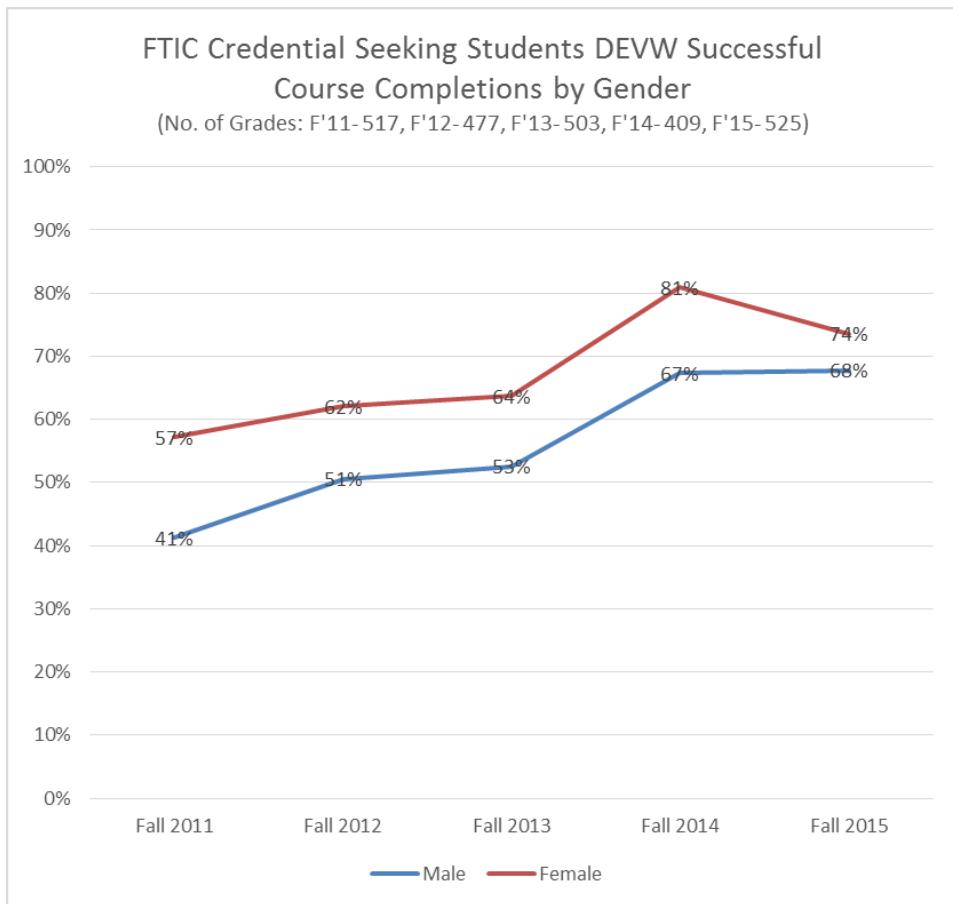


While non-Pell students appear to succeed at higher rates in developmental reading than Pell awardees, there was not gap in fall 2011, and gap of only 5 points in fall 2015.

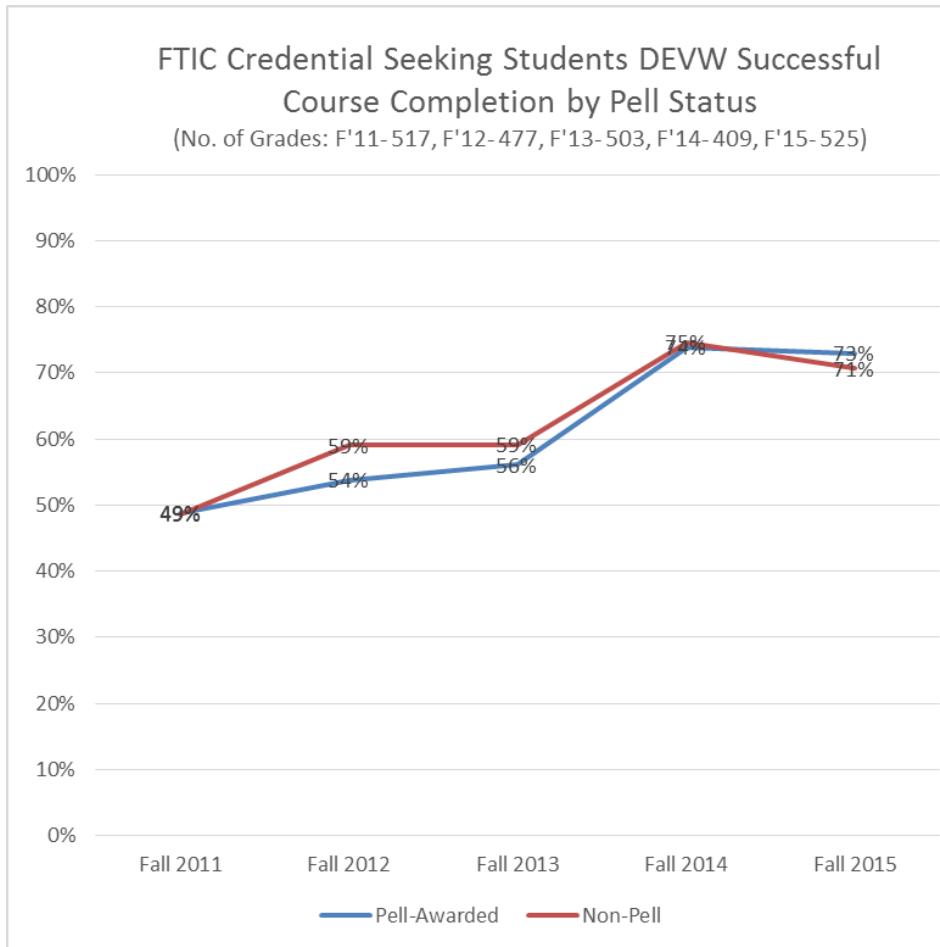


White student success rates in developmental reading increased slightly from fall 2011 (69%) to fall 2015 (71%). Hispanic students demonstrated steady increased growth in successful course completions over the five year period, from 71% in fall 2011 to 77% in fall 2015, exceeding that of White students in fall 2015 (71%). Black student successful course completions showed a slight increase from fall 2011 (54%) to fall 2015 (57%). However, their success rate remained 20 points lower than that of White students in fall 2015.

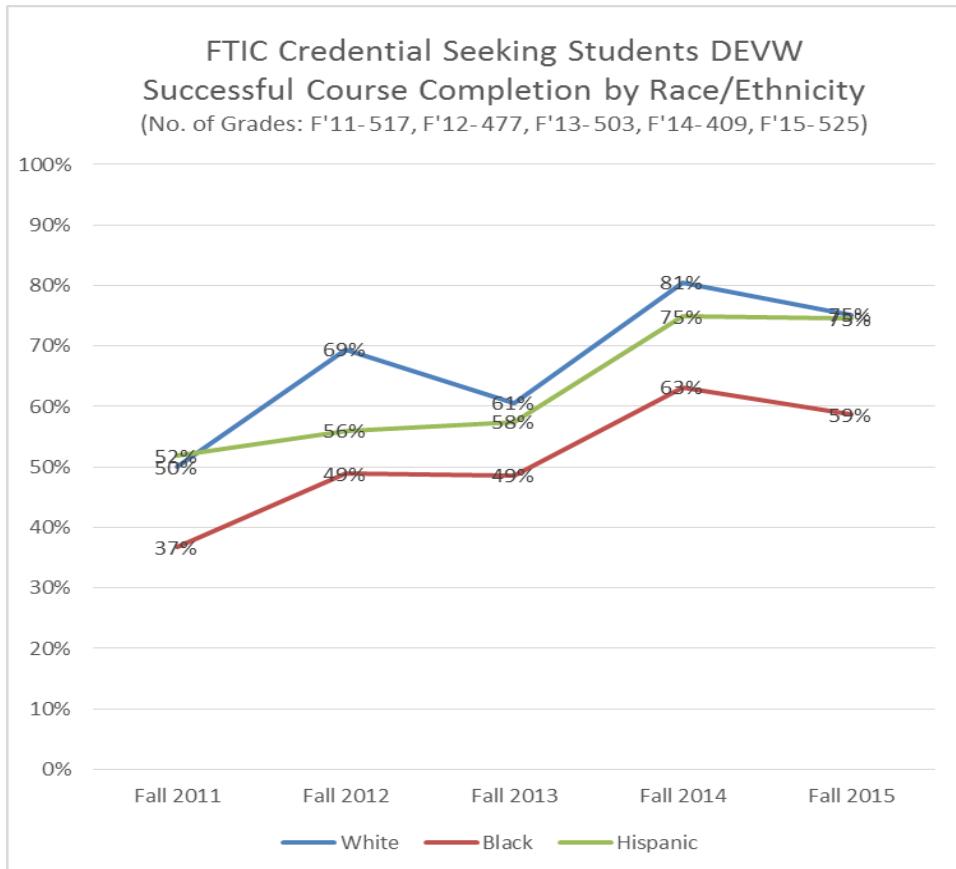
Successful Grades: Developmental Writing



The percentage of students successfully completing developmental writing courses has steadily increased from fall 2011 to fall 2015. Additionally, the gap between male and female students has narrowed. In fall 2011, the female success rate (74%) was 16 points higher than the male success rate (68%).



Pell and non-Pell students had similar success rates in developmental writing courses. In addition, both Pell awardees and students not receiving Pell grants showed an increase in successful course completions in developmental writing over the five fall semesters. Successful course completion rates for Pell awarded students increased 24 points (from 49% in fall 2011 to 73% in fall 2015). Non-Pell student success rates increased by 22 points (from 49% in fall 2011 to 71% in fall 2015).



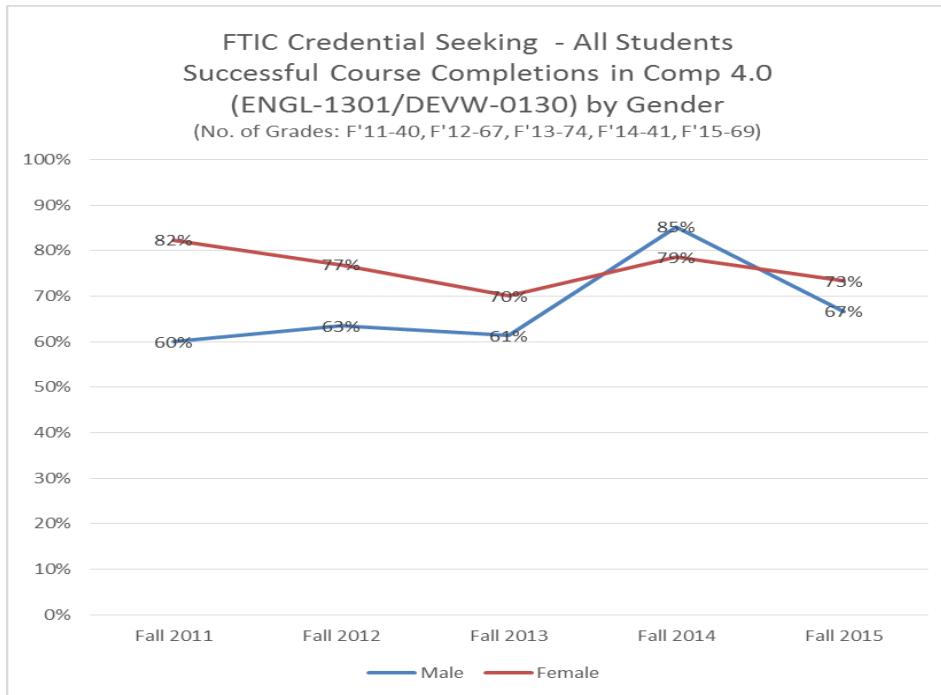
All students showed increased successful course completion rates in developmental writing. White students increased successful course completions by 25 points (from 50% in fall 2011 to 75% in fall 2015). Hispanic students increased successful course completions by 23 points (from 52% in fall 2011 to 75% in fall 2015). While gaps occurred between White and Hispanic students during the five year period, currently there is no gap in success rates.

Black students increased their successful course completions by 22 points (from 37% in fall 2011 to 59% in fall 2015). However, the gap between White and Black students has remained. In fall 2015, the success rate for Blacks was 16 points lower than for Whites.

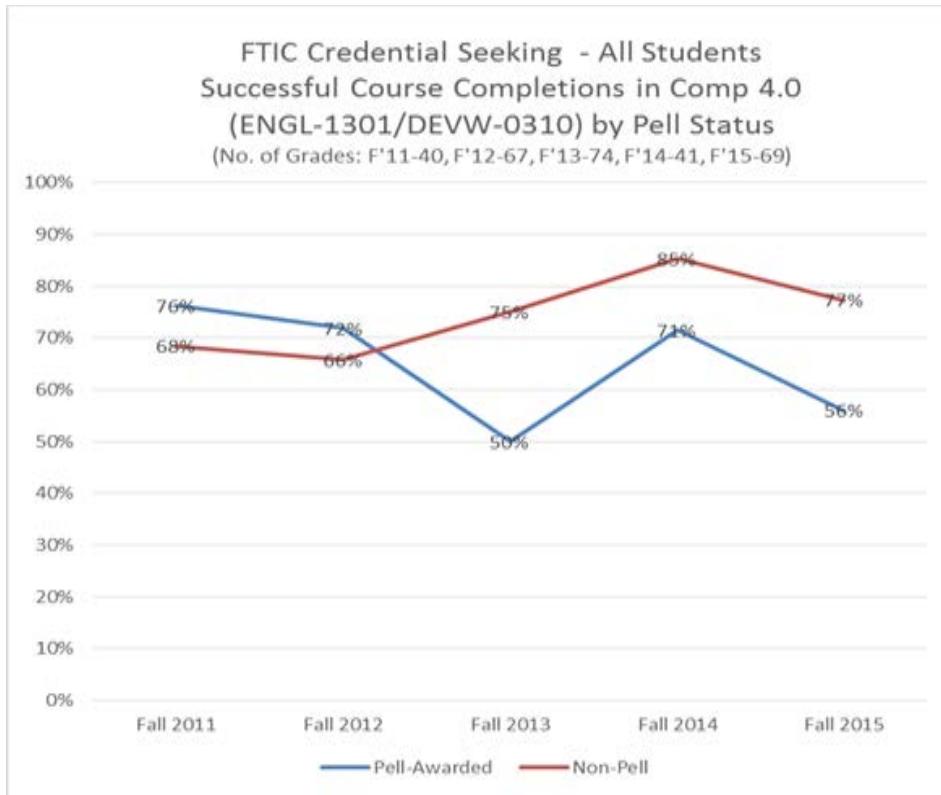
Successful Grades: Comp 4.0 – English Composition I Paired with Writing Skills III

Comp 4.0 pairs a three-credit English Composition I (ENGL-1301) course with the one-credit Writing Skills II (DEVW-0310) course. Successful course completions for the ENGL-1301 paired courses are presented in this section.

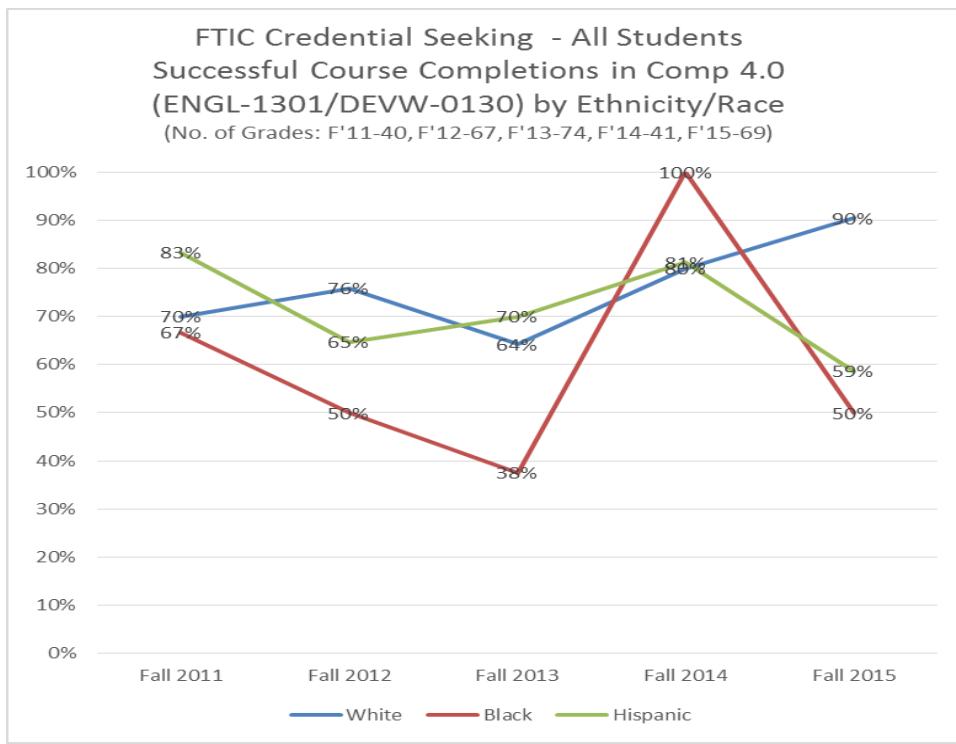
NOTE: Given the small populations – fewer than 100 students were enrolled in Comp 4.0 in each cohort, conclusions based on the five year trends should be made with caution.



The gap between males and females decreased from 22 points in fall 2011 to 6 points in fall 2015. The success rate for males in Comp 4.0 increased over the five year period from 60% in fall 2011 to 67% in fall 2015. However, the success rate for females in this course declined from 82% to 73% over the same five year period.



The gap between Pell awardees and non-Pell students appears to have widened over the five year period from 8 points in fall 2011 to 22 points in fall 2015. While Pell awardees were more successful in fall 2011 and fall 2012, they were less successful overall than non-Pell students in the subsequent years.



White students' successful course completions in Comp 4.0 increased over the five year period from 70% in fall 2011 to 90% in fall 2015.

Hispanic students' successful course completions varied during the period, but declined from 83% in fall 2011 to 59% in fall 2015. Successful course completions for Black students varied widely over the period, but also declined from 67% in fall 2011 to 50% in fall 2015. There were very few (fewer than 20) Black or Asian students enrolled in Comp 4.0 during the fall semesters reported. Thus the trend lines for these groups may not be reliable.

Successful Grades: Integrated Developmental Reading and Writing

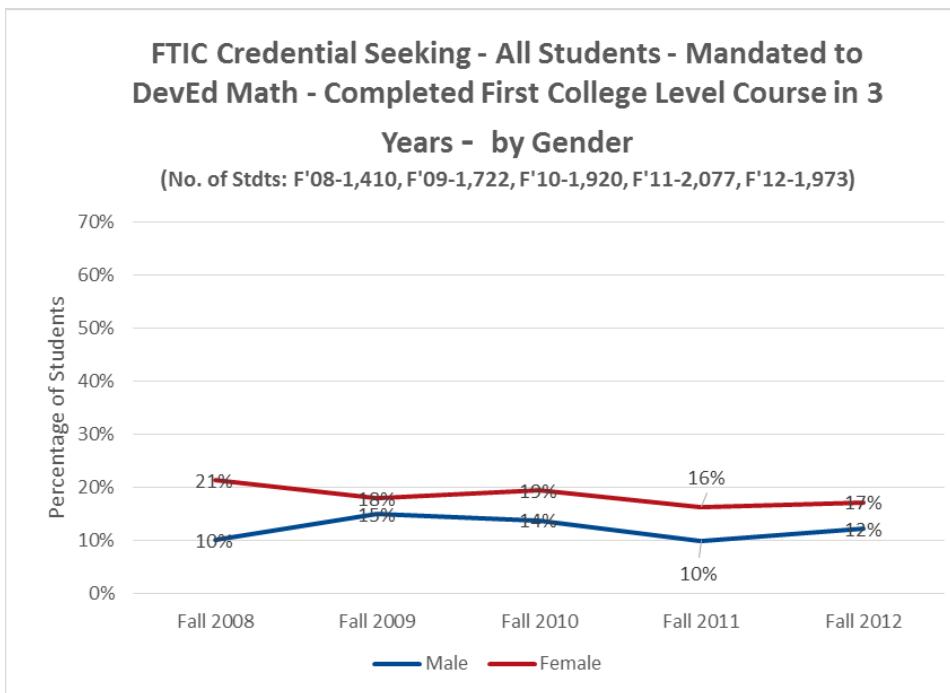
Integrated developmental reading and developmental writing courses began in fall 2015, with 32 total students (69% were 18 years or younger).

NOTE: Given the small population, conclusions based on the five year trends should be made with caution.

Based on the fall 2015 term, females were more successful than males: 88% of grades for females were successful compared to 69% of grades for males. White and Hispanic students were equally successful: 80% of grades for white students were successful compared to 78% of grades for Hispanic students. (There were fewer than five students in other ethnic groups, so these statistics are not reported here.) Pell awardees were more successful than non-Pell students: 92% of grades for Pell awardees were successful compared to 68% of grades for non-Pell students.

Metric #2. Completion of a Developmental Education Sequence and Progression into First College-Level Credit Bearing Course in Three Years

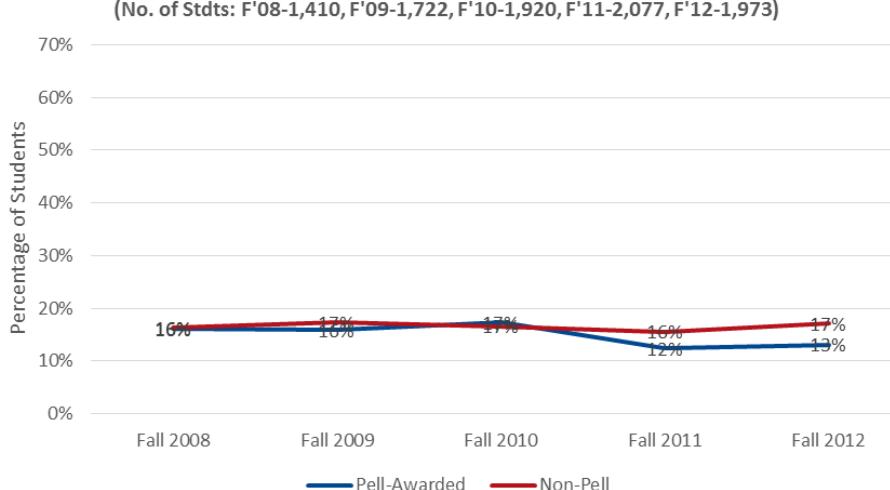
Completion of First College Level Math Course in Three Years – Students Mandated to DevEd Math



The percentage of males and females successfully completing their developmental math requirement and their first college level math course in three years was stable across the five fall FTIC credential seeking cohorts. The gap between male and female success rates declined from 11 points in fall 2008, to 12 points in fall 2012. Male successful completion of a credit level math course within three years increased slightly over the five cohorts (from 10% in the fall 2008 cohort to 12% in the fall 2012 cohort). Conversely female successful completion declined across the cohorts (from 21% in the fall 2008 cohort to 17% in the fall 2012 cohort).

FTIC Credential Seeking - ALL Students - Mandated to DevEd Math - Completed First College Level Course in 3 Years by Pell Status

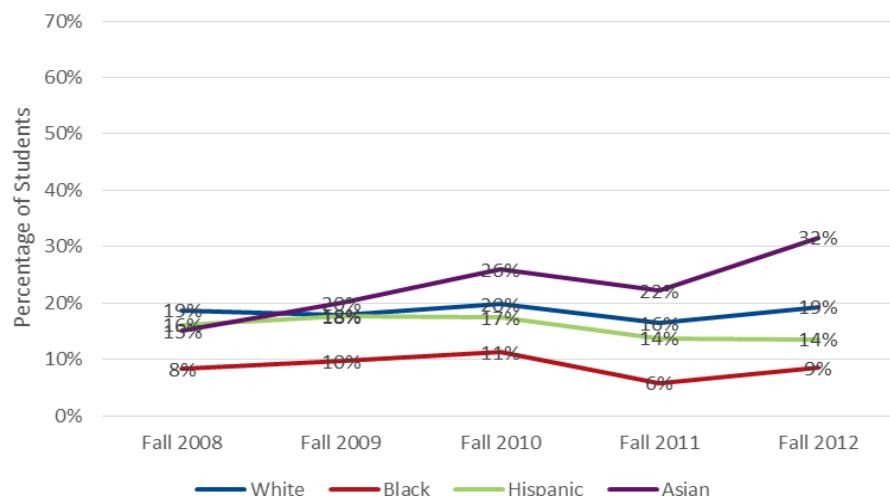
(No. of Stdts: F'08-1,410, F'09-1,722, F'10-1,920, F'11-2,077, F'12-1,973)



Pell and non-pell students starting in fall 2008 and mandated into math developmental education, had the same rate (16%) of successful completion of a college level math course within three years. Across the five years, non-Pell student success rates increased very slightly, from 16% in fall 2008 to 17% in fall 2012 cohorts. Pell student success rates declined slightly from 16% in fall 2008 to 13% in fall 2012.

FTIC Credential Seeking - All Students - Mandated to DevEd Math - Completed First College Level Course in 3yrs by Ethnicity/Race

(No. of Stdts: F'08-1,410, F'09-1,722, F'10-1,920, F'11-2,077, F'12-1,973)



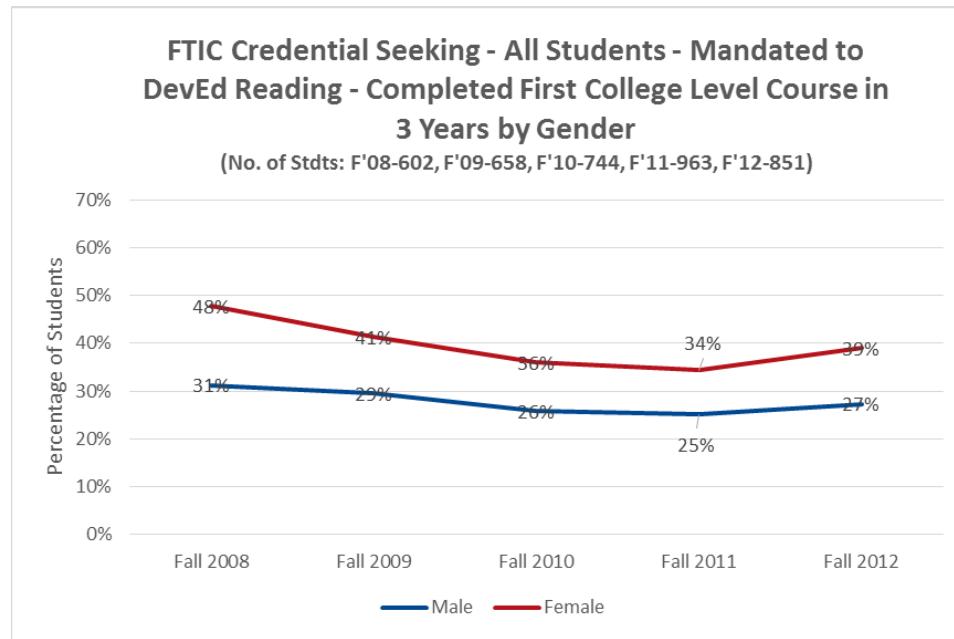
The percentage of males and females successfully completing their developmental math requirement and their first college level math course in three years remained at the same level for White students across the five fall semesters (19%).

Black student success rates increased very slightly from fall 2008 to fall 2012, but the 10 point gap between Black students and White students remained about the same in fall 2012.

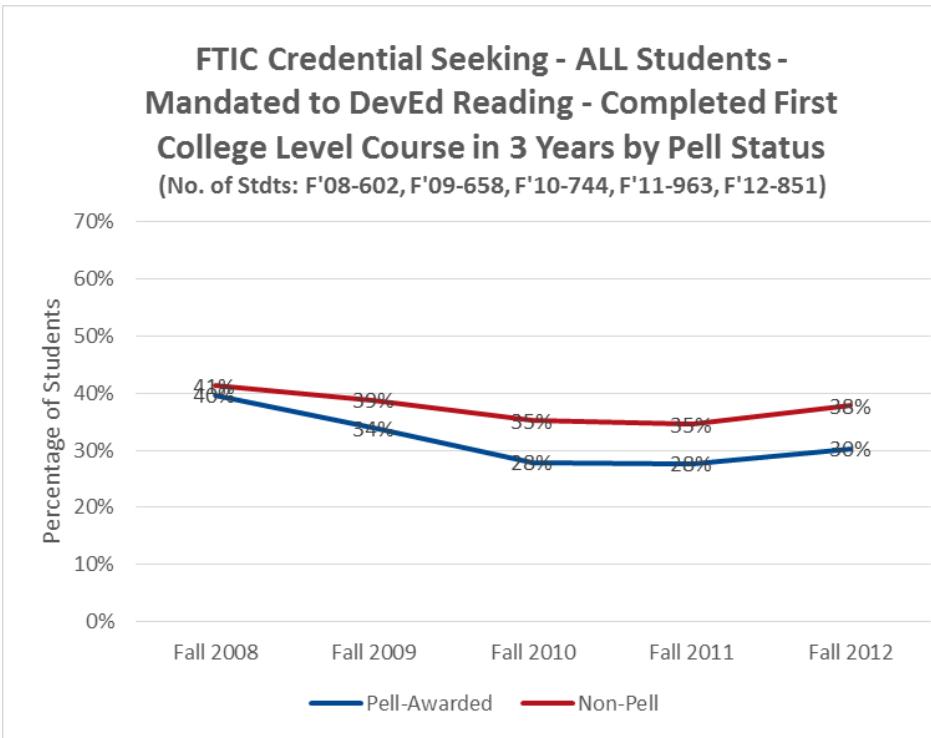
Hispanic student success rates declined slightly from 16% in fall 2008 to 14% in fall 2012. However the difference between Hispanic and White student success rates was small.

Asian student success rates increased dramatically by from 15% in fall 2008 to 32% in fall 2012, exceeding the success rates for White, Hispanic, and Black students.

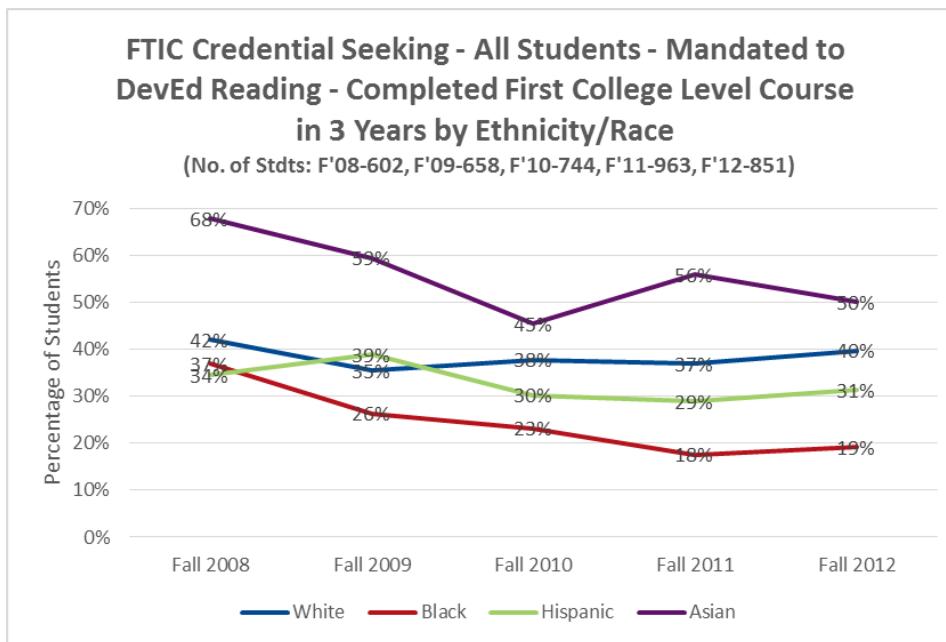
Completion of First College Level Course in Three Years – Students Mandated to DevEd Reading



For FTIC students mandated into developmental reading, the gap narrowed between males and females in their successful completion of a college level reading course within three years. However the gap narrowed due to females declining more than males in their successful completion rates. Male completion of a credit level reading course within three years decreased by four points (from 31% fall 2008 to 27% fall 2012). Female successful completion declined by nine points (from 48% fall 2008 to 39% fall 2012).

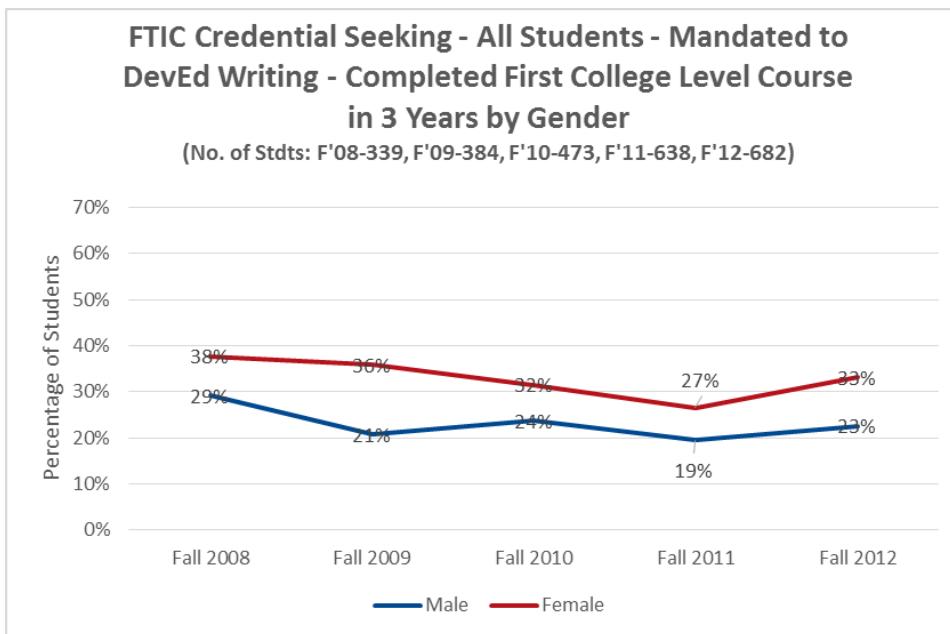


Pell and non-Pell students starting in fall 2008 and mandated into reading developmental education, had almost the same rates (40% and 41% respectively), for successful completion of a college level reading course within three years. For the cohorts starting after fall 2008 the successful completion rates for a college level reading course diverged. Pell students, decreased by ten points (from 40% fall 2008 to 30% fall 2012 cohorts); and non-Pell students decreased by three points (from 41% fall 2008 to 38% fall 2012 cohorts). A gap of eight points now exists between Pell and non-Pell students.

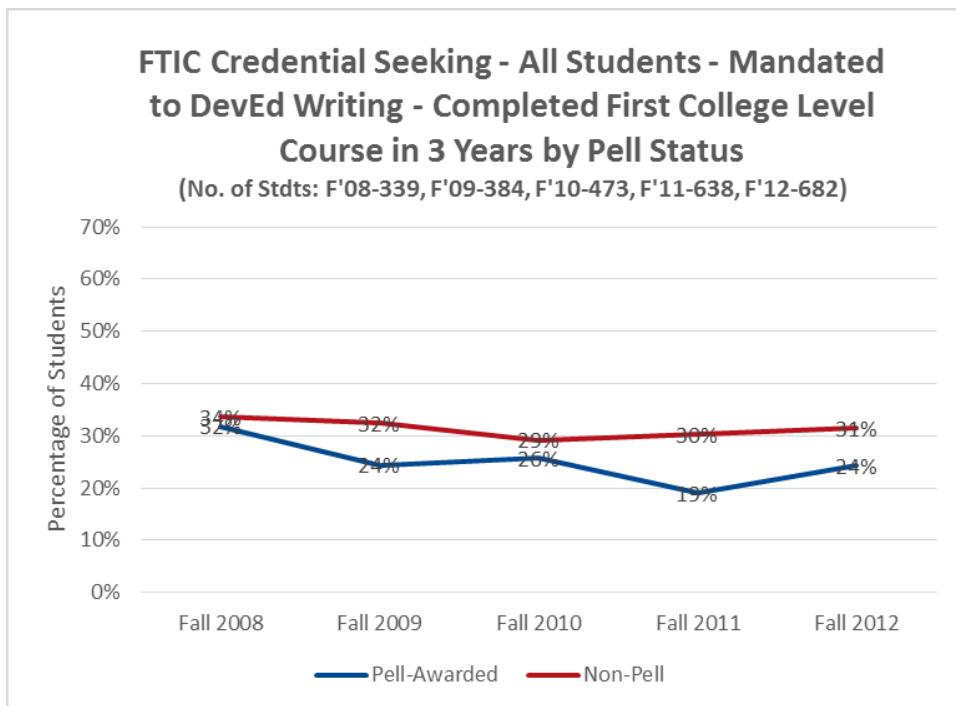


In all four ethnic groups, successful completion of first college level English course within three years declined. Black and Asian students showed the largest decreases. Black students decreased by 18 points (37% fall 2008 to 19% fall 2012 cohorts) and Asian students also decreased by 18 points (68% fall 2008 to 50% fall 2012 cohorts). White and Hispanic students decreased slightly. White students deceased by two points (42% fall 2008 to 40% fall 2012 cohorts), Hispanic students decreased by three points (34% fall 2008 to 31% fall 2012 cohorts). The performance gap between the lowest and highest of the three groups (Black, White and Hispanic) for the fall 2008 cohort was eight points (34% vs. 42%), and this gap increased to twenty-one points for the fall 2012 cohort (19% vs. 50%).

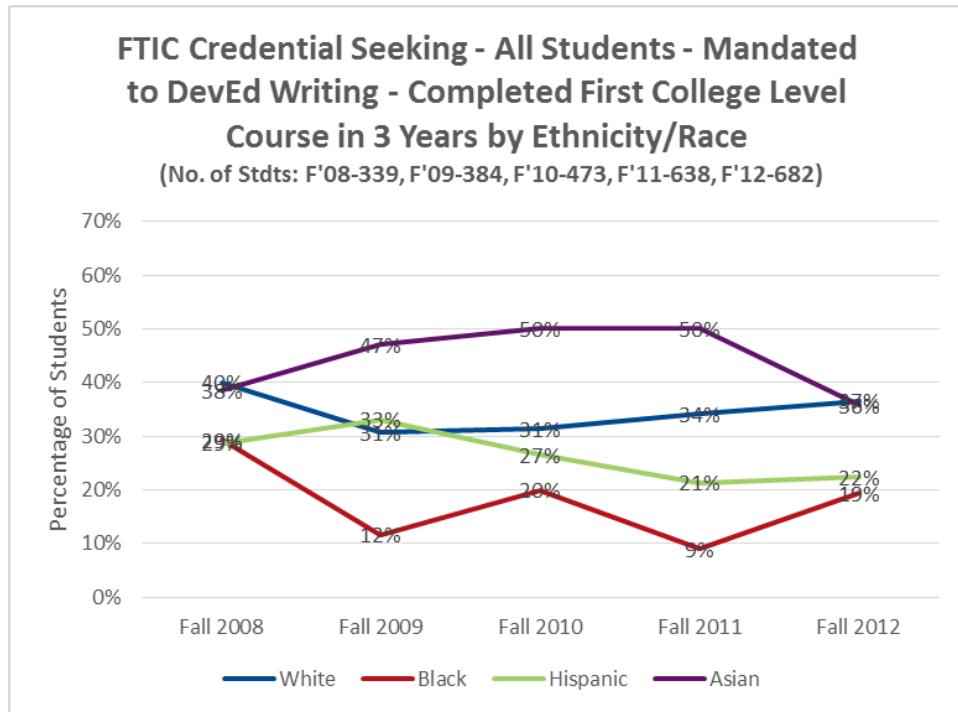
Completion of First College Level Course in Three Years – Students Mandated to DevEd Writing



For male and female FTIC students mandated into developmental writing the percentage point performance gap increased slightly for the fall 2008 compared to the fall 2012 cohorts (9% vs. 10%) Females had a higher three year successful completion rate of a first level college course than males but both genders declined. Male completion of a credit level reading course within three years decreased by six points (from 29% fall 2008 to 23% fall 2012 cohorts). Female successful completion declined by five points (from 38% fall 2008 to 33% fall 2012 cohorts).



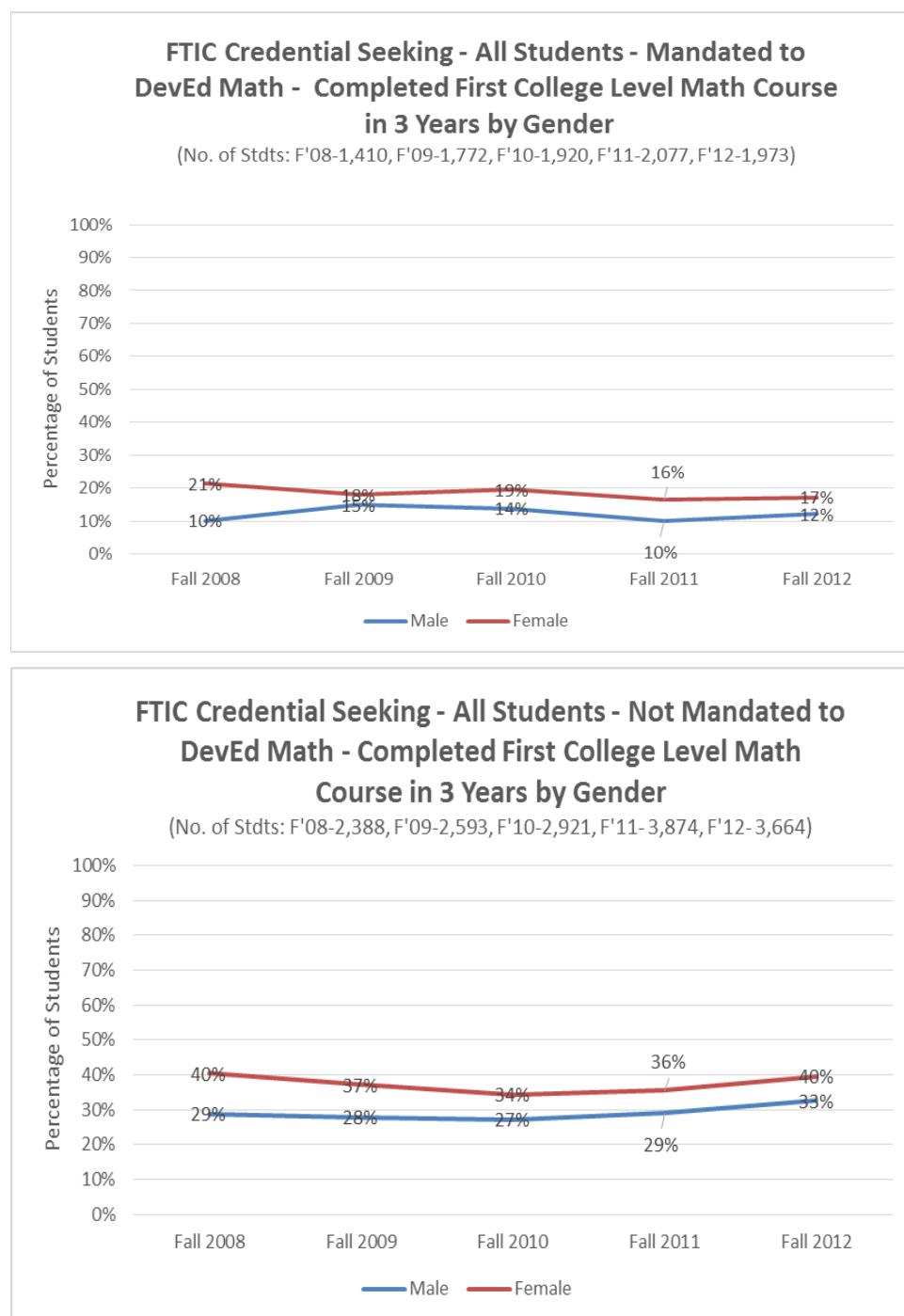
Pell and non-Pell students starting in fall 2008 and mandated into writing developmental education, had nearly the same rate, (32% - 34%), of successful completion of a college level writing course within three years. For the cohorts starting after fall 2008 the successful completion rates for a college level writing course diverged. Pell students, decreased by eight points (from 32% fall 2008 to 24% fall 2012 cohorts); and non-Pell students decreased by three points (from 34% fall 2008 to 31% fall 2012 cohorts). A gap of eight points now exists between Pell and non-Pell students.



All four ethnic student groups mandated into writing developmental education showed decreases in the rate of successful completion of a college level writing course within three years. Black and Hispanic students showed the largest decreases. Black students decreased by ten points (29% fall 2008 to 19% fall 2012 cohorts) and Hispanic students decreased by six points (29% fall 2008 to 22% fall 2012 cohorts). White students decreased by three points (40% fall 2008 to 37% fall 2012 cohorts) and Asian students decreased by two points (38% fall 2008 to 36% fall 2012 cohorts). The performance gap between the lowest and highest of the three groups for the fall 2008 cohort was eleven points (29% vs. 40%), and this gap increased to eighteen points for the fall 2012 cohort (19% vs. 37%).

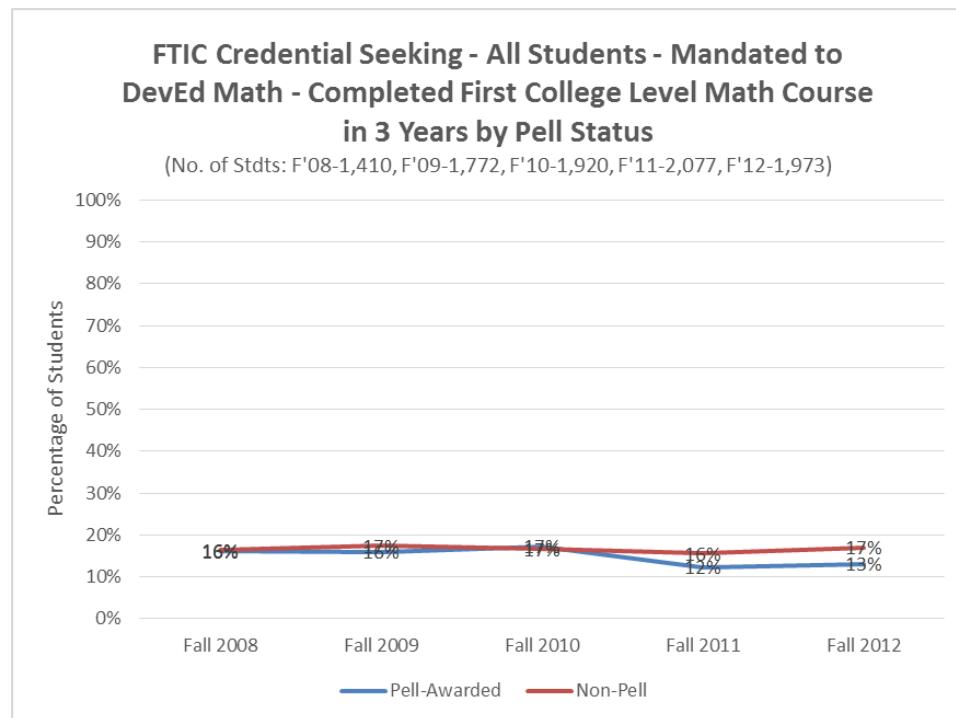
Metric #3. First College-Level Course Completion in Math and Reading-Writing Related Courses in Three Years

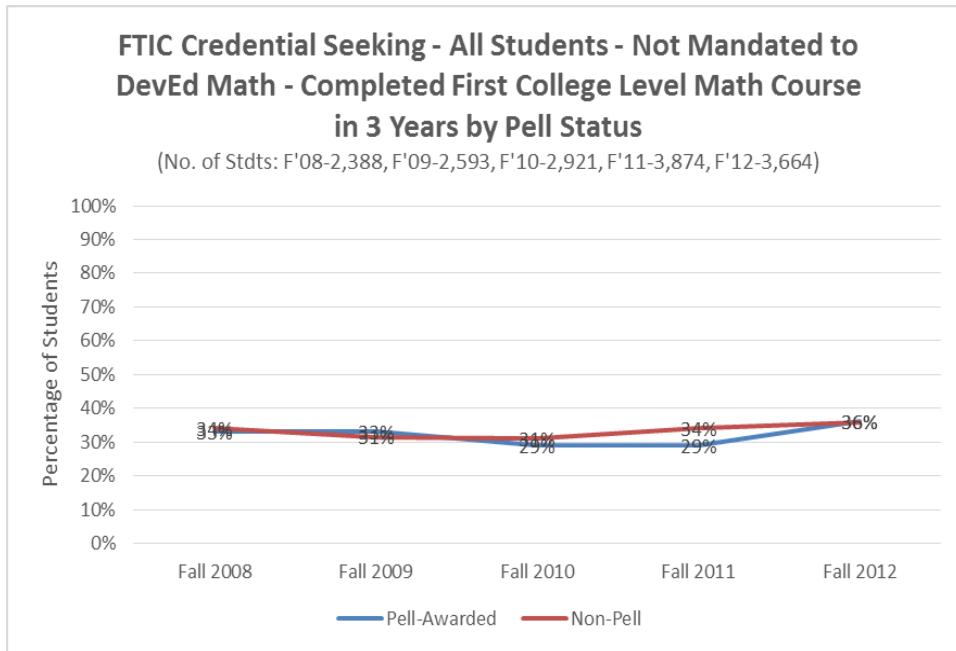
Completion of First College Level Math Course in Three Years: Mandated Students vs Non-Mandated Students



For FTIC male and female students mandated into developmental math the percentage point performance gap narrowed. The fall 2008 cohort performance gap was eleven points (10% vs. 21%), and this narrowed to five points for the fall 2012 (12% vs. 17%), however, this was due to a decrease in female completion rates (21% fall 2008 to 17% fall 2012 cohorts), and a slight increase in males (10% fall 2008 to 12% fall 2012 cohorts).

The performance gap between males and females for FTIC students not mandated into developmental math also narrowed. The fall 2008 cohort performance gap was eleven points (29% vs. 40%), and this narrowed to seven points for the fall 2012 (33% vs. 40%). The male completion rate increased (29% fall 2008 to 33% fall 2012 cohorts) while the female completion rate after decreasing somewhat returned to a previous high (40% fall 2008 to 40% fall 2012 cohorts).



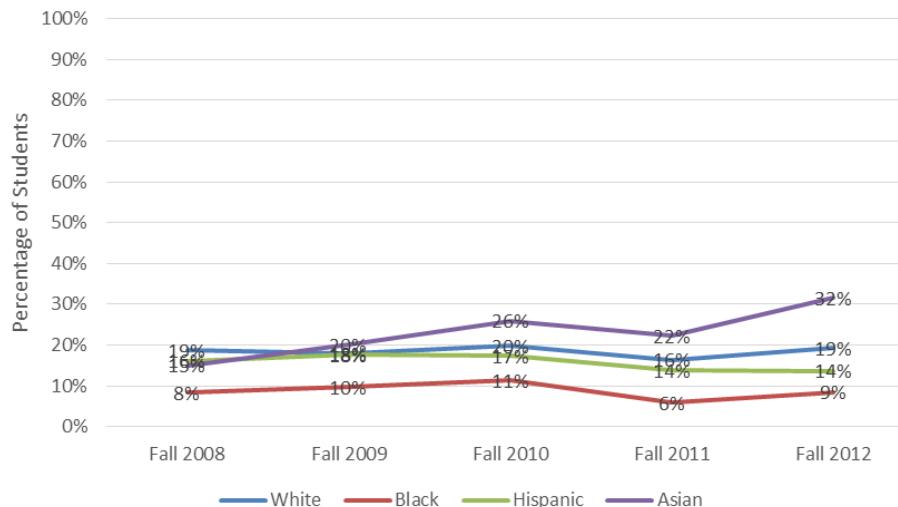


The performance gap in successful completion rates for Pell and non-Pell FTIC students mandated into developmental math increased to four points in fall 2012 (13% vs. 17%). This was due to a decrease in Pell completion rates (16% fall 2008 to 13% fall 2012 cohorts) and a slight increase in non-Pell (16% fall 2008 to 17% fall 2012 cohorts).

For Pell and non-Pell FTIC students not mandated into developmental math there was only a very slight performance gap of one percentage point in completion rates of a college level math course in three years in fall 2008 (Pell 33% vs. non-Pell 34%). The completion rates for both Pell and non-Pell declined slightly for subsequent cohorts but both increased for the fall 2012 cohort and converged at the same successful completion rate (36%).

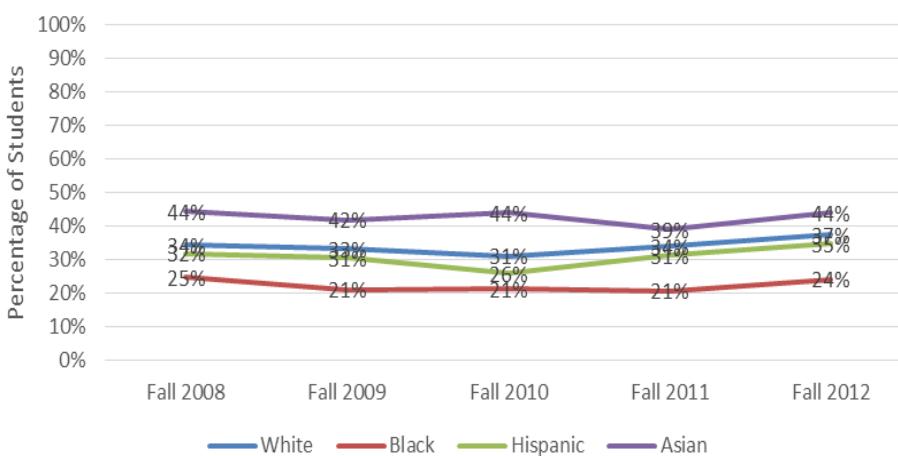
FTIC Credential Seeking - All Students - Mandated to DevEd Math - Completed First College Level Math Course in 3 Years by Ethnicity/Race

(No. of Stdts: F'08-1,410, F'09-1,772, F'10-1,920, F'11-2,077, F'12-1,973)



FTIC Credential Seeking - All Students - Not Mandated to DevEd Math - Completed First College Level Math Course in 3 Years by Ethnicity/Race

(No. of Stdts: F'08-2,388, F'09-2,593, F'10-2,921, F'11-3,874, F'12-3,664)

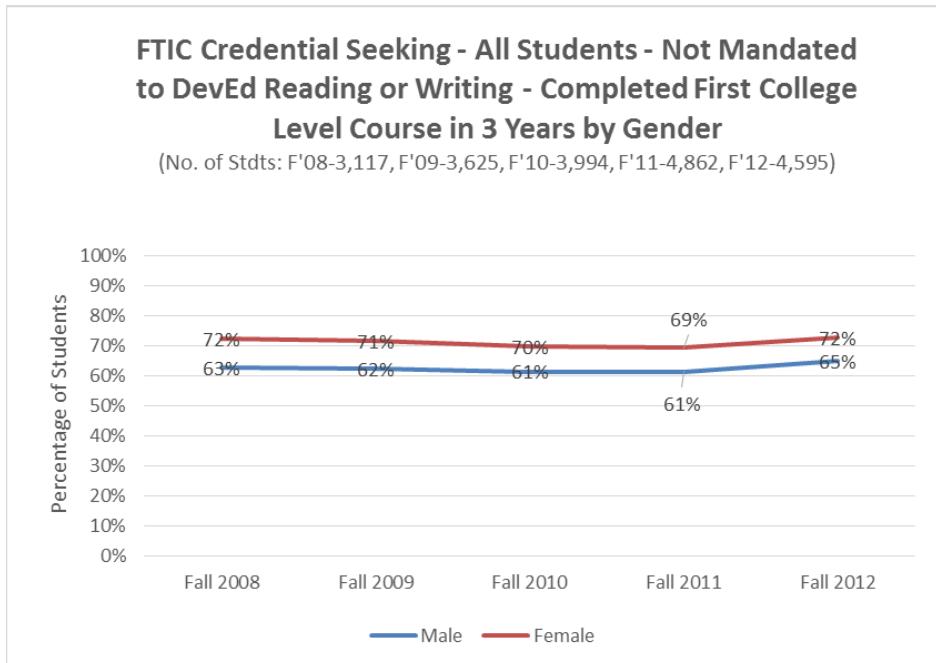
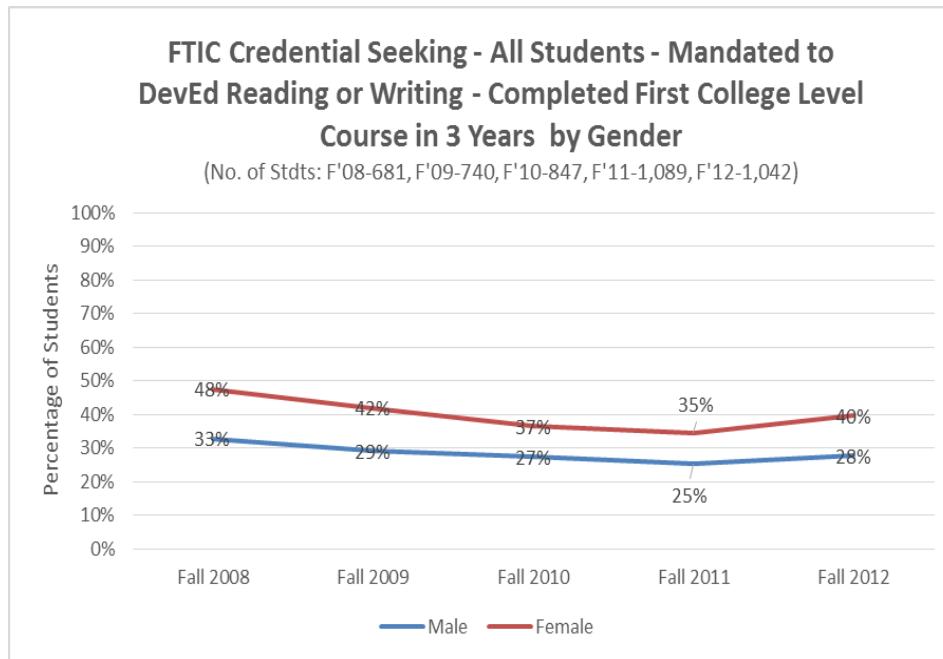


The performance gap of successful completion rates for FTIC students mandated into developmental math between the three groups for the fall 2008 cohort was eleven points (8% vs. 19%), and this gap decreased to ten points for the fall 2012 cohort (9% vs. 19%) due to an increase in Black completion rates (8% fall 2008 to 9% fall 2012).

The performance gap for FTIC students not mandated for the fall 2008 cohort was nine points (25% vs. 34%), and this gap increased slightly to thirteen points for the fall 2012 cohort (24% vs. 37%). White

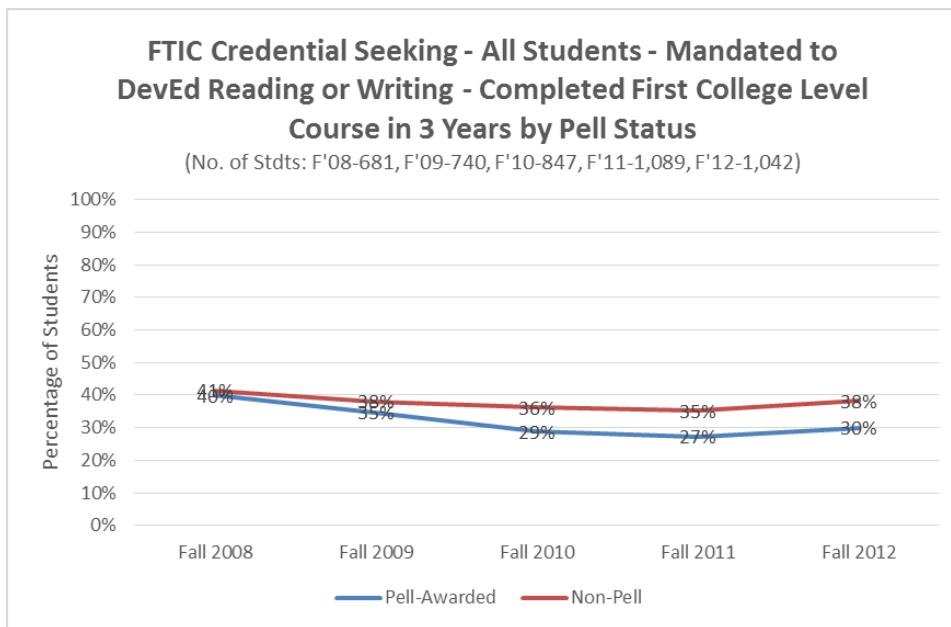
students increased by three points (34% fall 2008 to 37% fall 2012 cohorts) and Hispanic students also increased by three points (32% fall 2008 to 35% fall 2012 cohorts). Asian students fluctuated slightly but overall remained stable (44% fall 2008 to 44% fall 2012 cohorts) and Black students declined one percentage point (25% fall 2008 to 24% fall 2012 cohorts).

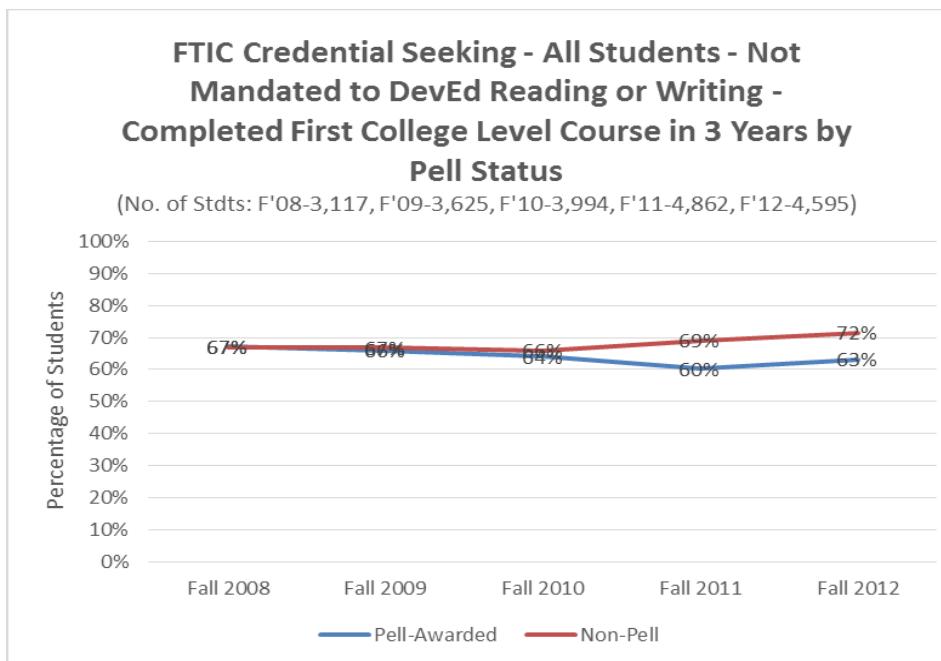
Completion of First College Level Reading-Writing Course in Three Years: Mandated Students vs Non-Mandated Students



The performance gap between FTIC male and female students mandated into developmental reading or writing, narrowed in their successful completion of an English course in three years. The fall 2008 cohort performance gap was fifteen points (33% vs. 48%), and this narrowed to twelve points for the fall 2012 cohort (28% vs. 40%). However this narrowing of the gap was due to declining completion rates for both genders. Male successful completion rates decreased by five points (from 33% fall 2008 to 28% fall 2012 cohorts). Female successful completion rates decreased by eight points (from 48% fall 2008 to 40% fall 2012 cohorts).

The performance gap for FTIC male and female students, not mandated into developmental reading or writing, narrowed. The fall 2008 cohort performance gap was nine points (63% vs. 72%), and this narrowed to seven points for the fall 2012 (65% vs. 72%). Male successful completion rates increased by two points (from 63% fall 2008 to 65% fall 2012 cohorts). Female successful completion rates remained at the same level (from 72% fall 2008 to 72% fall 2012 cohorts).



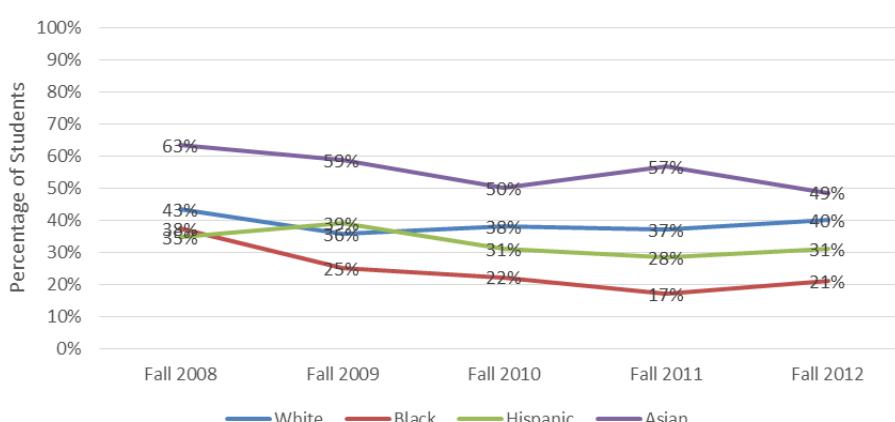


Pell and non-Pell FTIC students mandated into developmental reading or writing starting in fall 2008 had nearly the same rate, (40%-41%), of successful completion of a college level writing course within three years. For the cohorts starting after fall 2008 the successful completion rates for a college level English course diverged. Pell students, decreased by ten points (from 40% fall 2008 to 30% fall 2012 cohorts); and non-Pell students decreased by three points (from 41% fall 2008 to 38% fall 2012 cohorts). A gap of eight points now exists between Pell and non-Pell students.

Pell and non-Pell FTIC students starting in fall 2008 and not mandated into developmental reading or writing had the same rate, (67%), of successful completion of a college level English course within three years. For the cohorts starting after fall 2008 the successful completion rates for a college level English course diverged. Pell students, decreased by four points (from 67% fall 2008 to 63% fall 2012 cohorts); non-Pell students, however, increased by five points (from 63% fall 2008 to 72% fall 2012 cohorts). A gap of nine points now exists in completion rates between Pell and non-Pell students.

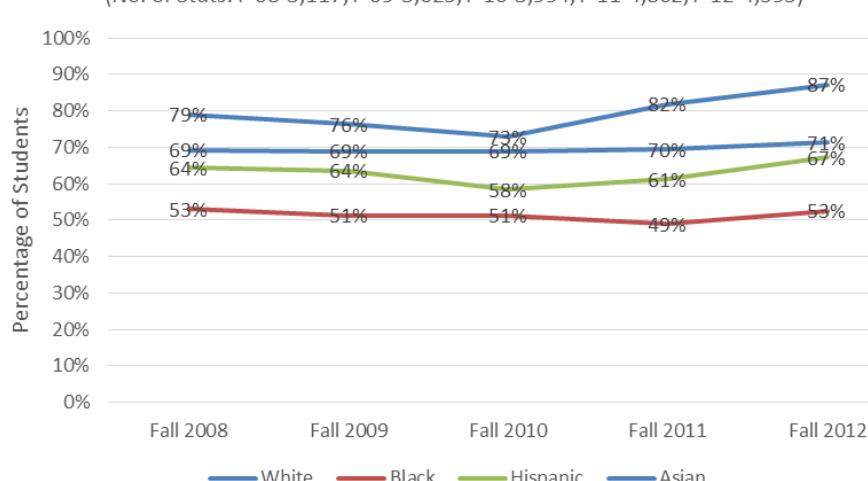
FTIC Credential Seeking - All Students - Mandated to DevEd Reading or Writing - Completed First College Level Course within 3 Years by Ethnicity/Race

(No. of Stdts: F'08-681, F'09-740, F'10-847, F'11-1,089, F'12-1,042)



FTIC Credential Seeking - All Students - Not Mandated to DevEd Reading or Writing - Completed First College Level Course in 3 Years by Ethnicity/Race

(No. of Stdts: F'08-3,117, F'09-3,625, F'10-3,994, F'11-4,862, F'12-4,595)

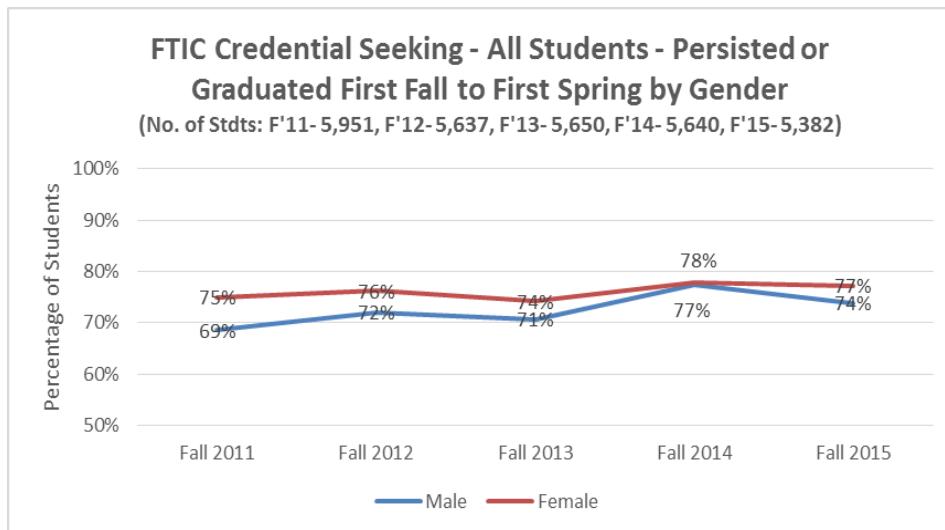


The performance gap widened for FTIC students mandated into developmental reading or writing in the rate of successful completion of a college level English course within three years. The performance gap between the lowest and highest of the three groups for the fall 2008 cohort was eight points (35% vs. 43%), and the gap increased at nineteen points for the fall 2012 cohort (21% vs. 40%). Black students decreased by seventeen points (38% fall 2008 to 21% fall 2012 cohorts) and Asian students decreased by fourteen points (63% fall 2008 to 49% fall 2012 cohorts). White students decreased by three points (43% fall 2008 to 40% fall 2012 cohorts) and Hispanic students decreased by four points (35% fall 2008 to 31% fall 2012 cohorts).

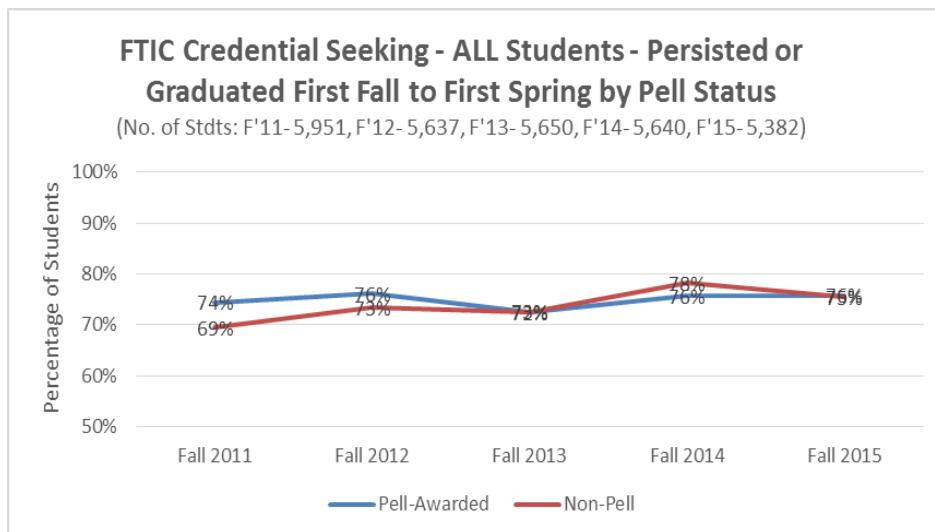
The performance gap between the lowest and highest of the three groups for the fall 2008 cohort was sixteen points (53% vs. 69%), and this gap increased to twenty-one points for the fall 2012 cohort (53% vs. 74%). Asian students increased by eight points (79% fall 2008 to 87% fall 2012 cohorts), White students increased by two points (69% fall 2008 to 71% fall 2012 cohorts) and Hispanic students increased by three points (64% fall 2008 to 67% fall 2012 cohorts). Black students remained at the same completion rate (53% fall 2008 to 53% fall 2012).

Metric #4. Persistence across Semesters

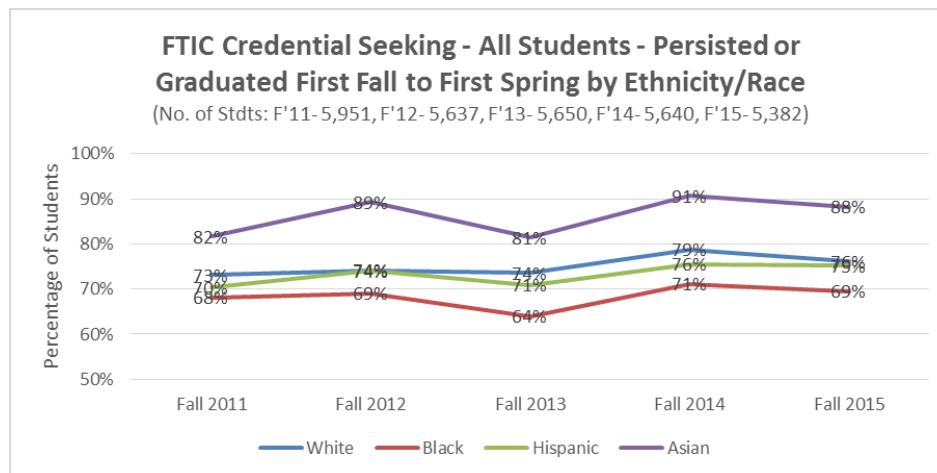
Persisted or Graduated: First Fall to First Spring



Overall, the gap between Male and Female students decreased from fall 2011 to fall 2015. The overall persistence/graduation rate from First fall to First Spring remained steady for Female students and increased for Male students.

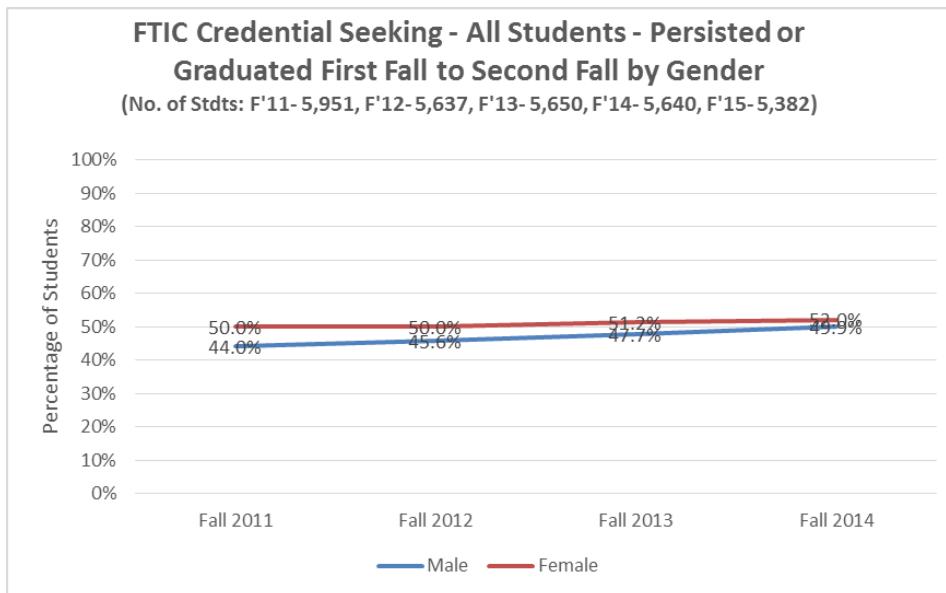


Overall, the gap between Pell-awarded students and non-Pell students decreased from fall 2011 to fall 2015. The overall persistence/graduation rate from First fall to First Spring remained steady for Pell-awarded students and increased for non-Pell students.



There was a slight increase from fall 2011 to fall 2015 but no real difference in persistence rates by race/ethnicity.

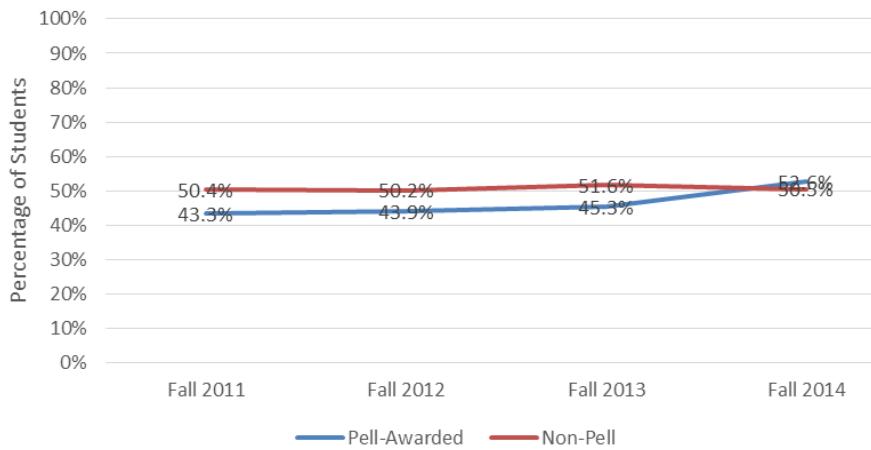
Persisted or Graduated: First Fall to Second Fall



Fall to fall persistence/graduation rates for Male students increased from fall 2011 to fall 2015, while the persistence/graduation rate for Female students remained steady.

FTIC Credential Seeking - All Students - Persisted or Graduated First Fall to Second Fall by Pell Status

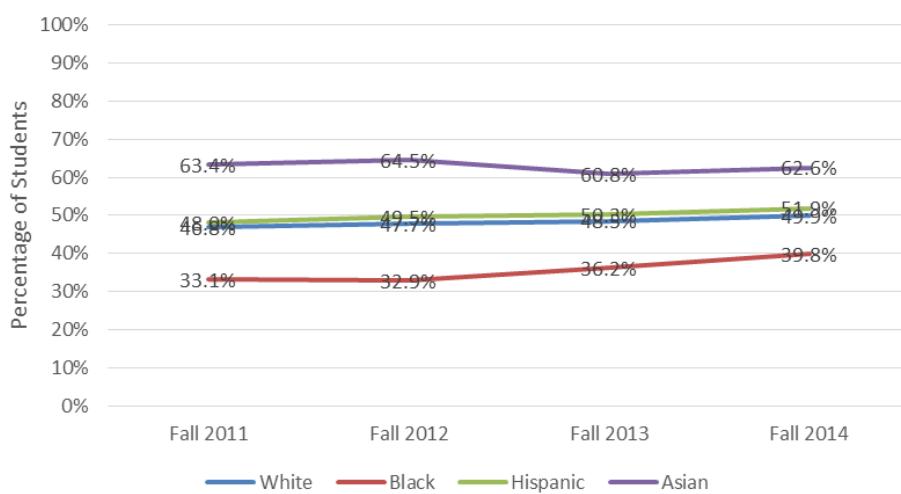
(No. of Stdts: F'11-5,951, F'12- 5,637, F'13- 5,650, F'14- 5,640, F'15- 5,382)



Fall to fall persistence/graduation rates for Pell-awarded students increased from fall 2011 to fall 2015, while the persistence/graduation rate for non-Pell students remained steady.

FTIC Credential Seeking - All Students - Persisted or Graduated First Fall to Second Fall by Ethnicity/Race

(No. of Stdts: F'11-5,951, F'12- 5,637, F'13- 5,650, F'14- 5,640, F'15- 5,382)

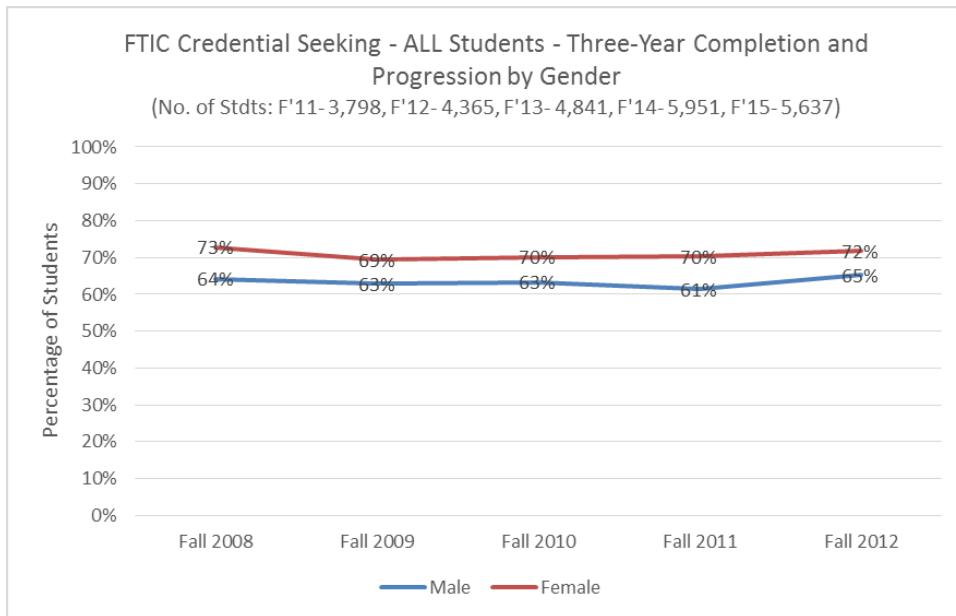


Fall to fall persistence/graduation rates for White, Black, and Hispanic students increased from fall 2011 to fall 2015, while the persistence/graduation rate for Asian students remained steady.

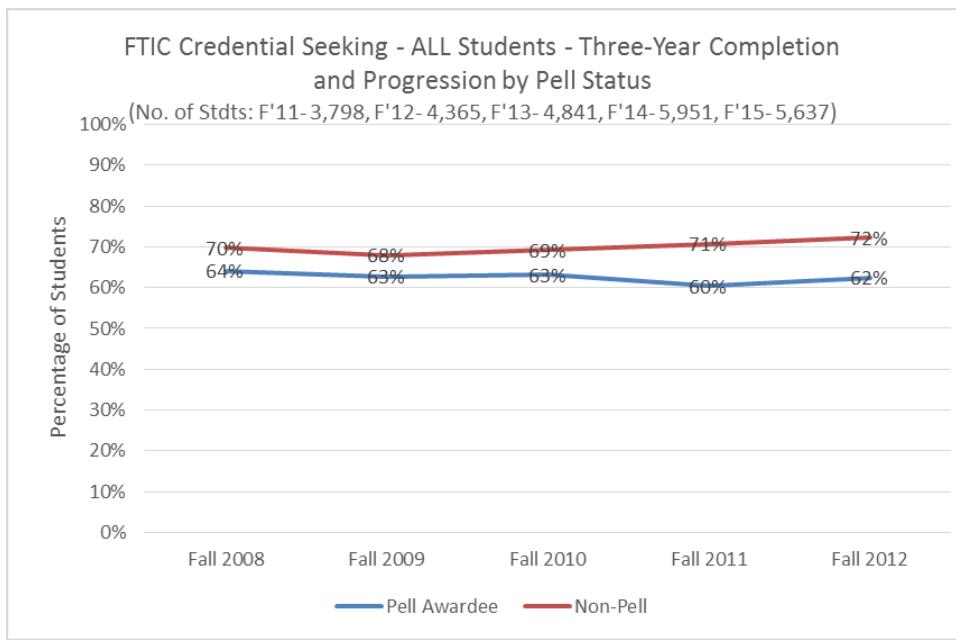
Metric #5. Completion and Progression

The completion and progression metric is designed to capture successful outcomes encompassing the diversity of student goals at ACC. Students are counted in each outcome group in the following order:

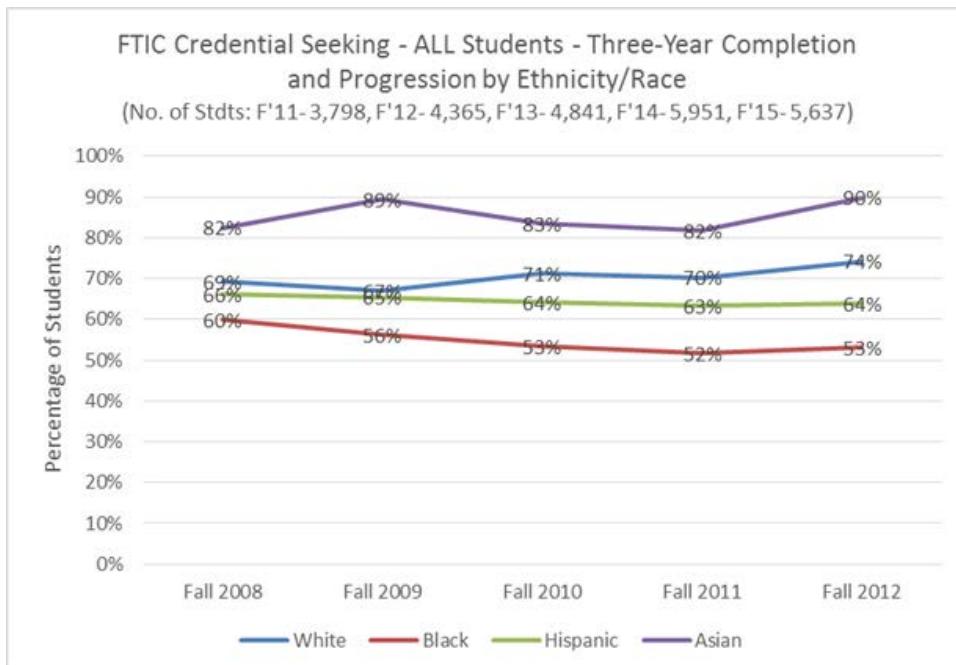
1. Graduated ACC with an Associate's Degree or Certificate.
2. Graduated from another institution during the 3-year period; includes all undergraduate and graduate degrees and certificates.
3. Transferred to a 2-year or 4-year institution.
4. Completed the Core Curriculum at ACC.
5. Completed another award at ACC such as a Continuing Education Certificate, Field of Study, or Marketable Skills Award.
6. Enrolled at ACC the fourth fall semester.
7. Left ACC prior to the fourth fall semester in good academic standing.



The completion progression gap between the males and females for the fall 2008 cohort was nine points (64% vs. 73%) with females having a higher three rate of completion and progression than males. This gap narrowed to seven points for the fall 2012 cohort (65% vs. 72%). Female students decreased slightly by one points (73% fall 2008 to 72% fall 2012 cohorts) and male students increased slightly by one percentage point (64% fall 2008 to 65% fall 2012 cohorts).



The completion progression gap between Pell and non-Pell students for the fall 2008 cohort was six points (64% vs. 70%) with non-Pell students having a higher rate of completion and progression than Pell students. This gap increased to ten points for the fall 2012 cohort (62% vs. 72%). Pell student success rates declined slightly (64% fall 2008 to 62% fall 2012 cohorts) and non-Pell student success rates increased slightly (70% fall 2008 to 72% fall 2012 cohorts).



The performance gap for completion and progression over a three year period between the lowest and highest of the three ethnic groups for the fall 2008 cohort was nine points (60% vs. 69%), and this gap increased to twenty-one points for the fall 2012 cohort (53% vs. 74%). Asian students increased by eight points (82% fall 2008 to 90% fall 2012 cohorts) and White students increased by five points (69% fall 2008 to 74% fall 2012 cohorts). Hispanic students decreased by two points (66% fall 2008 to 64% fall 2012 cohorts) and Black students decreased by seven points (60% fall 2008 to 53% fall 2012 cohorts).