



**Achieving the Dream  
Longitudinal Tracking Report  
Austin Community College  
August 2012**

## Achieving the Dream: Executive Summary

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. Achieving the Dream focuses specifically on five key metrics:

- successful course completion,
- completion of a developmental education sequence and progression into first-level credit bearing courses,
- gateway course completion in first-level Math and English courses,
- persistence across semesters, and
- graduation.

This report provides an analysis of student outcomes on these five key metrics for first-time in college (FTIC) students beginning at Austin Community College in the fall semester (2006 through 2011). The report presents a synopsis of student background characteristics for each fall cohort and then compares student outcomes for each metric by ethnicity, gender, Pell status, and age. The goal is to illuminate areas for improvement, to encourage courageous conversations, and to improve outcomes for all students.

### FTIC Cohort Characteristics

- The FTIC cohorts have increased by 43% across from Fall 2006 to Fall 2011, from 4,565 students to 6,510 students.
- Hispanic students comprised about 33% of each FTIC cohort and Black students about 9% of each cohort. Males and females were represented equally across the six cohorts. By comparison, Fall 2011 college-wide enrollment included 27% Hispanic students, 8% Black students, and 56% female students.
- Pell recipients in the FTIC cohorts increased from Fall 2006 to Fall 2011, from 23% to 44%.
- The percentage of FTIC students referred to developmental education dropped to 39% in Fall 2011, while averaging 46% the previous five years.
- Overall FTIC successful completion rates for ENGL 1301 increased from Fall 2006 to Fall 2011, from 54% to 59%.
- On average from Fall 2006 to Fall 2010, the successful course completion rates for MATH 1314 (College Algebra) gateway course during the first fall semester were similar for Black (42%), Hispanic (47%), and White (51%) students.
- On average, 70% of students in the FTIC cohorts persisted from the first fall semester to the first spring semester. From the first fall to the second fall semester, an average of 48% of students persisted. From the first fall to the third fall semester, an average of 31% of students persisted.

### **Success Rates for First Fall Course Completions Increased for White Students**

First fall semester successful course completions increased for White students across the FTIC cohorts from 59% to 65%. Successful course completions rates for Hispanic and Black students varied little across the cohorts, averaging 58% and 50%, respectively.

First fall semester successful completion rates for the Math 1332 (College Mathematics) gateway course increased for White students between Fall 2006 and Fall 2011, from 59% to 68%. However, Black students experienced a decrease in success rates (from 58% to 48%), as did Hispanic students (from 53% to 47%), during the same time period.

### **Black Students Were More Likely to Be Referred to Developmental Education**

In Fall 2011, 55% of Black students were referred to developmental mathematics, compared to 38% of Hispanic students and 29% of white students. A similar pattern emerged for developmental writing and reading.

Black students were less likely than White and Hispanic students to be successful in gateway courses their first fall semester. In Fall 2011, 44% of grades in gateway courses received by Black students were “C” or better, compared to 63% of grades for White students and 53% of grades for Hispanic students.

Black student success rates for ENGL 1301 (English Composition I) during the first fall semester decreased to their lowest level of 42% in Fall 2011. This contrasted with the overall FTIC cohort increase in successful completion of ENGL 1301 from 54% in Fall 2006 to 59% in Fall 2011. A positive trend was observed for both White and Hispanic students.

### **Age Matters in Student Success**

Students 25 years of age or older are more likely to be mandated into developmental math (about 55%) than younger students (about 35%). In addition, Students over 30 years of age are twice as likely as students under 18 years to be referred to developmental writing.

Successful completion rates for first fall semester gateway courses increased for 18 to 24 year olds (from 55% to 59%) but decreased for other age groups, particularly students over age 30 (from 73% to 55%).

### **Student Persistence Increased For All Ethnic Groups**

The percentage of FTIC students persisting from the Fall to the following Spring semester increased for all students from Cohort 2006 to Cohort 2011. White students, Black students and Hispanic students each had a three percentage point increase in the first fall to first spring persistence rates (from 69% to 72% for White students, from 64% to 67% for Black students, and from 67% to 70% for Hispanic students). Asian students had a five percentage point increase from 77% to 82% in the first fall to first spring persistence rate.

On average, across the six cohort years, Hispanic students have had a slightly higher persistence rate from first fall semester to second fall than white students (49% for Hispanic students, 48% for White students). Black students have had the lowest first fall to second fall semester persistence rate, averaging about 39%.

### **Developmental Math Referrals Decreased Across Cohorts**

Developmental math referrals decreased from 41% of students to 35% across the six cohorts. Developmental reading referrals remained near 17% of students in each cohort. Developmental writing referrals represented about 11% of the students in each cohort.

### **Developmental Sequence Completion Rates Were Higher for Reading than for Math or Writing**

On average, 56% of the students referred to developmental reading complete a developmental reading course within a year, 55% complete the reading developmental sequence within two years, and about 29% complete English-1301 within three years.

On average, 48% of the students referred to developmental math completed a developmental math course within a year, 24% completed the math developmental sequence within two years, and about 14% completed a math gateway course within three years.

On average, 35% of the students referred to developmental writing complete a developmental writing course within a year, 36% complete the writing developmental sequence within two years, and about 24% complete English-1301 within three years.

### **Program Completions Increased Slightly Across Cohorts**

Accumulated program completions, including students who have earned an associate degree, certificate, and/or completed the core curriculum, increased across the six cohorts. For the 2008 cohort, 4.1% of students (190 out of 4,859 students) successfully completed a program within three years, up from 3.5% (161 out of 4,565 students) in the 2006 cohort.

The 2006 cohort had an 8.5% (387 out of 4,565 students) completion rate after five years. Students in this cohort received 150 associate degrees, 78 certificates, and 159 core completions by 2011.

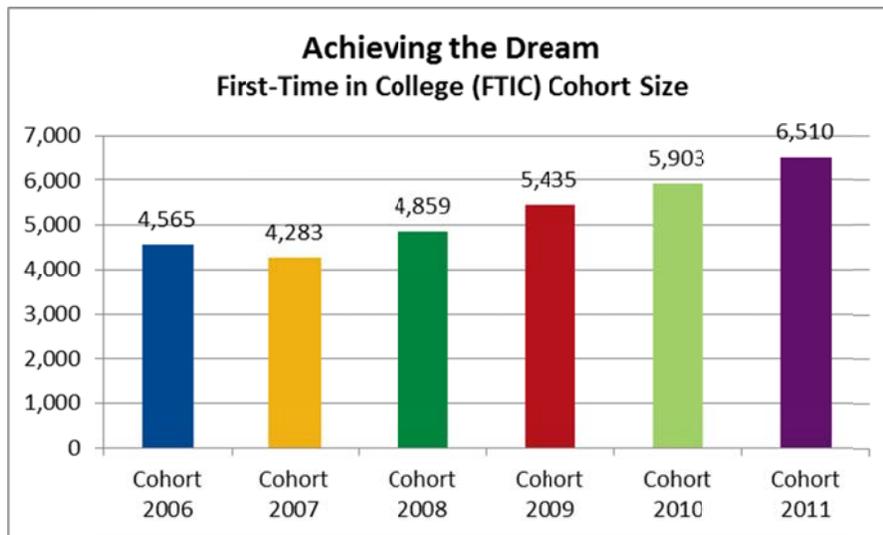
### **Conclusion**

Overall, FTIC student persistence across semesters and program completions are increasing. In addition, referrals to developmental education are decreasing. While success rates for Hispanic students frequently followed the positive trends observed for White students, the trends for Black students merit concern. It is possible that more targeted educational interventions are required to enhance the probabilities of success for specific ethnic groups.

## Achieving the Dream Cohorts: First Time in College Students

This report compares the characteristics of the six Achieving the Dream cohorts: Fall 2006, Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011. These cohorts include First Time in College (FTIC) students. The fall FTIC AtD cohort is composed of FTIC students who began college for the first time at ACC during the fall or the preceding summer session. These cohorts include students also previously enrolled as high school students at ACC, but who have now graduated from high school.

- The First Time in College cohort size increased 43 percent between 2006 and 2011 (from 4,565 to 6,510 students).
- The percentage of female students in each cohort has remained about 50 percent across the cohorts. In contrast, 55 percent of the college’s total enrollment is female.



### Cohort 2006 (4,565)

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| <ul style="list-style-type: none"> <li>❖ Males: 2,263 (50%)           <ul style="list-style-type: none"> <li>➤ White: 1,227 (27%)</li> <li>➤ Black: 170 (4%)</li> <li>➤ Hispanic: 704 (15%)</li> <li>➤ Asian: 72 (2%)</li> <li>➤ Other: 90 (2%)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>❖ Females: 2,302 (50%)           <ul style="list-style-type: none"> <li>➤ White: 1,125 (25%)</li> <li>➤ Black: 242 (5%)</li> <li>➤ Hispanic: 747 (16%)</li> <li>➤ Asian: 90 (2%)</li> <li>➤ Other: 98 (2%)</li> </ul> </li> </ul> |
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### Cohort 2007 (4,283)

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| <ul style="list-style-type: none"> <li>❖ Males: 2,088 (49%)           <ul style="list-style-type: none"> <li>➤ White: 1,161 (27%)</li> <li>➤ Black: 172 (4%)</li> <li>➤ Hispanic: 574 (13%)</li> <li>➤ Asian: 109 (3%)</li> <li>➤ Other: 72 (2%)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>❖ Females: 2,195 (51%)           <ul style="list-style-type: none"> <li>➤ White: 1,174 (27%)</li> <li>➤ Black: 238 (6%)</li> <li>➤ Hispanic: 645 (15%)</li> <li>➤ Asian: 76 (2%)</li> <li>➤ Other: 62 (1%)</li> </ul> </li> </ul> |
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### **Cohort 2008 (4,859)**

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| <ul style="list-style-type: none"> <li>❖ Males: 2,463 (51%)           <ul style="list-style-type: none"> <li>➤ White: 1,372 (28%)</li> <li>➤ Black: 176 (4%)</li> <li>➤ Hispanic: 726 (15%)</li> <li>➤ Asian: 130 (3%)</li> <li>➤ Other: 59 (1%)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>❖ Females: 2,396 (49%)           <ul style="list-style-type: none"> <li>➤ White: 1,209 (25%)</li> <li>➤ Black: 240 (5%)</li> <li>➤ Hispanic: 778 (16%)</li> <li>➤ Asian: 113 (2%)</li> <li>➤ Other: 56 (1%)</li> </ul> </li> </ul> |
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### **Cohort 2009 (5,435)**

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| <ul style="list-style-type: none"> <li>❖ Males: 2,753 (50%)           <ul style="list-style-type: none"> <li>➤ White: 1,482 (27%)</li> <li>➤ Black: 261 (5%)</li> <li>➤ Hispanic: 782 (14%)</li> <li>➤ Asian: 118 (2%)</li> <li>➤ Other: 110 (2%)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>❖ Females: 2,682 (50%)           <ul style="list-style-type: none"> <li>➤ White: 1,256 (23%)</li> <li>➤ Black: 355 (7%)</li> <li>➤ Hispanic: 904 (17%)</li> <li>➤ Asian: 80 (1%)</li> <li>➤ Other: 87 (2%)</li> </ul> </li> </ul> |
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### **Cohort 2010 (5,903)**

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| <ul style="list-style-type: none"> <li>❖ Males: 2,989 (51%)           <ul style="list-style-type: none"> <li>➤ White: 1,255 (21%)</li> <li>➤ Black: 253 (4%)</li> <li>➤ Hispanic: 723 (12%)</li> <li>➤ Asian: 80 (1%)</li> <li>➤ Other: 678 (11%)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>❖ Females: 2,914 (49%)           <ul style="list-style-type: none"> <li>➤ White: 1,148 (19%)</li> <li>➤ Black: 300 (5%)</li> <li>➤ Hispanic: 820 (14%)</li> <li>➤ Asian: 75 (1%)</li> <li>➤ Other: 571 (10%)</li> </ul> </li> </ul> |
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### **Cohort 2011 (6,510)**

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| <ul style="list-style-type: none"> <li>❖ Males: 3,192 (49%)           <ul style="list-style-type: none"> <li>➤ White: 1,283 (20%)</li> <li>➤ Black: 253 (4%)</li> <li>➤ Hispanic: 1,048 (16%)</li> <li>➤ Asian: 110 (2%)</li> <li>➤ Other: 498 (8%)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>❖ Females: 3,318 (51%)           <ul style="list-style-type: none"> <li>➤ White: 1,190 (18%)</li> <li>➤ Black: 313 (5%)</li> <li>➤ Hispanic: 1,182 (18%)</li> <li>➤ Asian: 103 (2%)</li> <li>➤ Other: 530 (8%)</li> </ul> </li> </ul> |
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#### **NOTES:**

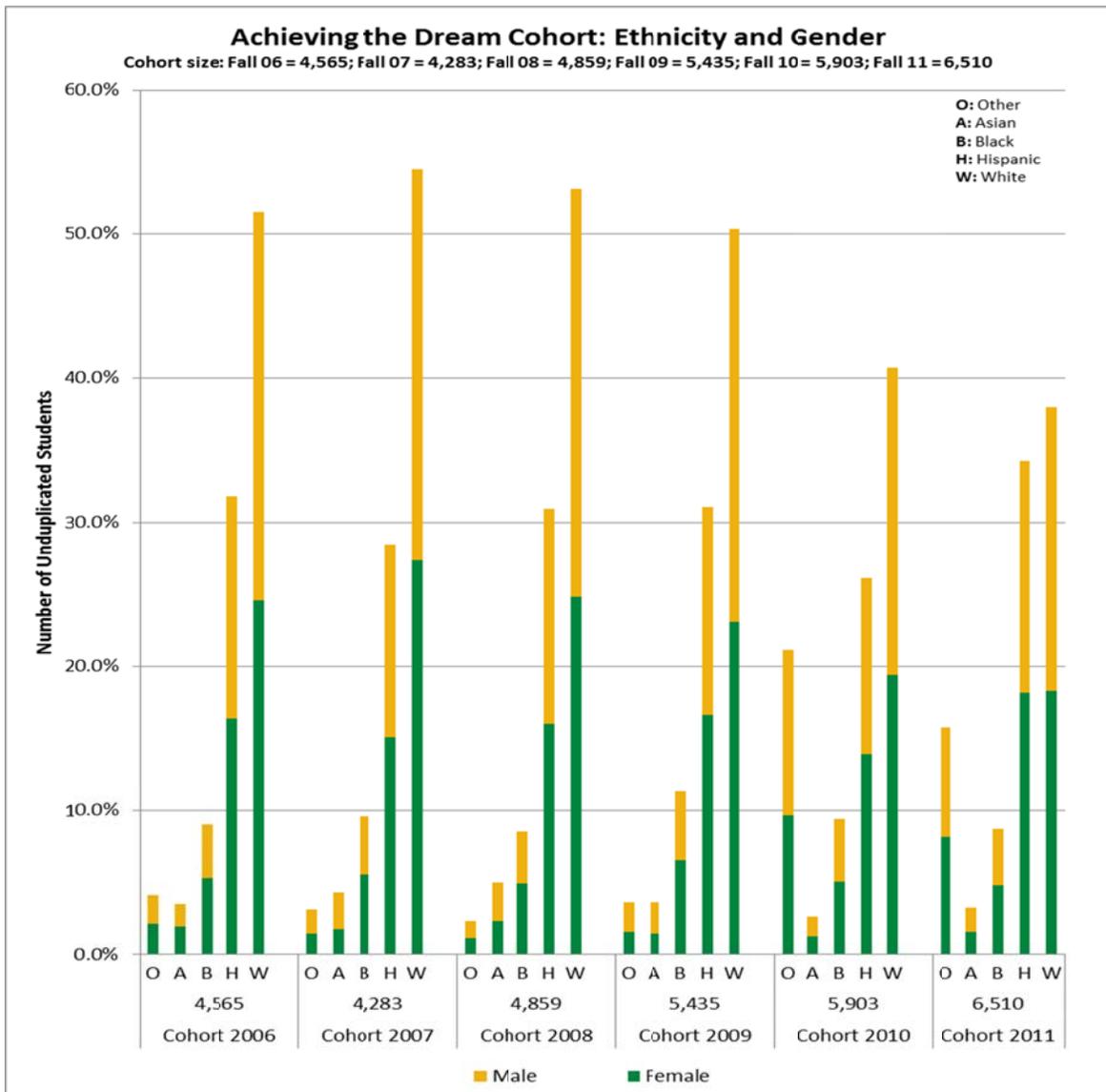
The ethnicity “other” category includes students indicating they are Pacific Islander, American Indian / Alaskan Native, or represent two or more ethnic groups. Data on persons of two or more ethnicities were collected beginning in 2010 due to changes in federal reporting requirements. Direct comparability of the data prior to 2010 with the data for 2010 and later years is limited. This is because students who would have been reported in the “other” category in 2010 and later would have been reported in a specific ethnic group in prior years.

Due to the relatively small number of Asian students in the AtD cohorts, comparisons between this ethnic group and others should be interpreted cautiously. In certain breakouts the same caution is given to Black students comparisons.

## Achieving the Dream Cohorts: Ethnicity and Gender Characteristics

This report compares the ethnicity and gender composition of each of the six Achieving the Dream (AtD) cohorts which include all First Time in College (FTIC) students enrolled in the fall semester at ACC. Results indicate that:

- Hispanic students comprised about 33% of each cohort and Black students about 9% of each cohort.
- Males and females were represented equally across the six cohorts.
  - There were slightly more Black and Hispanic females than males,
  - There were slightly more White males than females.

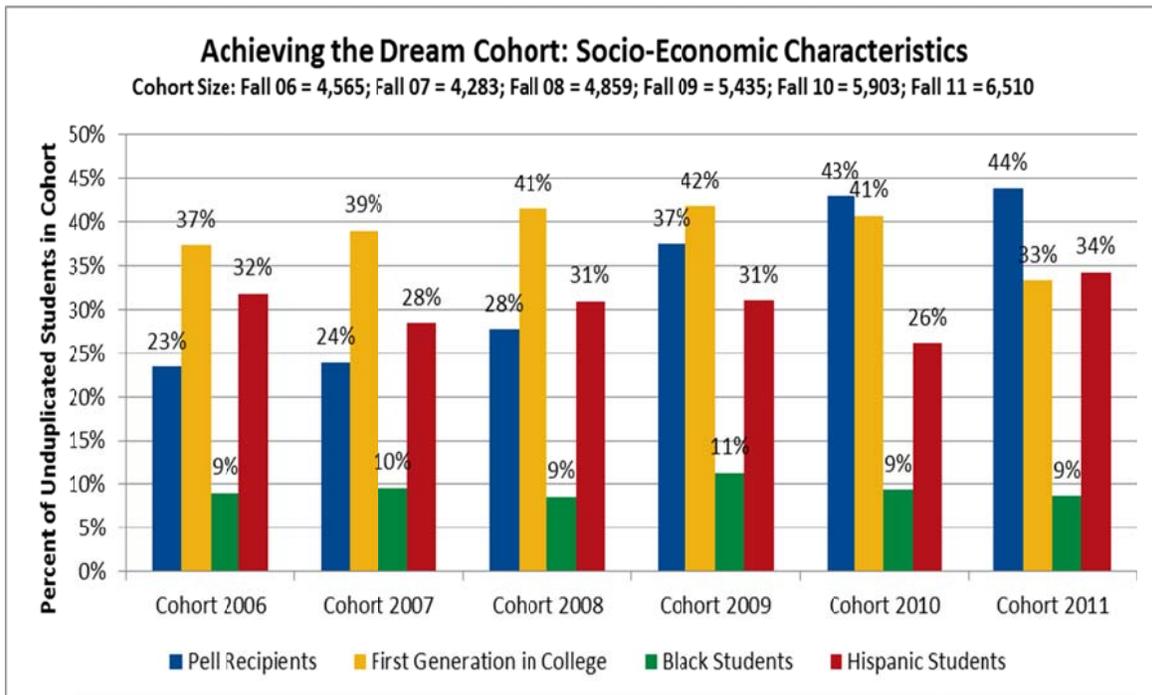


### Achieving the Dream Cohorts:

## Socio-Economic and Demographic Barriers to Success

This report compares demographic characteristics of populations that traditionally face the greatest barriers to success, including economically disadvantaged, First Generation in college (FG), and minority group members. First generation students are students whose parents have not achieved a college degree. These students may have limited knowledge about attending college and may be more likely to leave before completing a program of study. Pell recipients are students who have received a federal grant, based on financial need, to attend school. Increased financial need is frequently associated with lower socio-economic status (SES), which is another factor that contributes to leaving college early. ACC uses Pell grant award as a proxy indicating lower SES. Results of the analysis indicate that:

- The percentage of Pell recipients in each cohort has increased from 23 percent in Fall 2006 to 44 percent in Fall 2011.
  - A higher percentage of Hispanic and Black students were Pell recipients compared to White students.
- The percent of First Generation in college students has decreased slightly between Fall 2006 and Fall 2011 from 37 percent to 33 percent.
- Hispanic students comprised about 33% of each cohort and Black students about 9% of each cohort.
- The percentage of Black/African American students varied across the cohorts with the highest percentage in 2009 (11%).

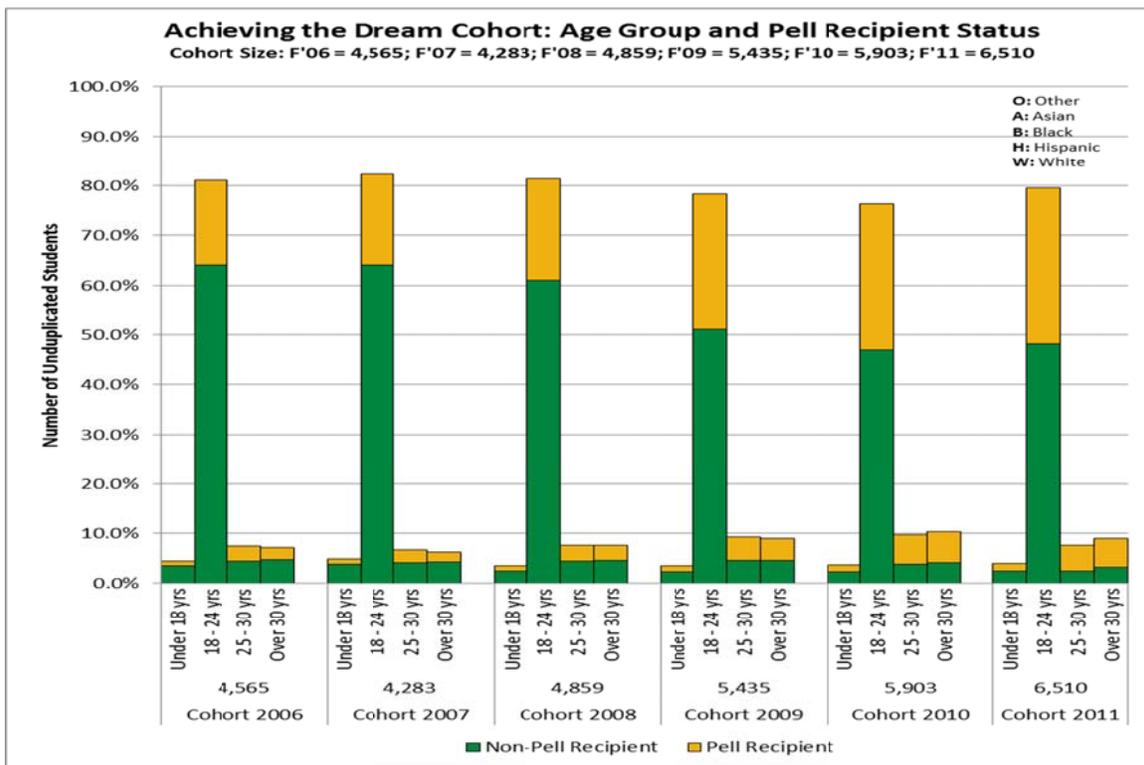


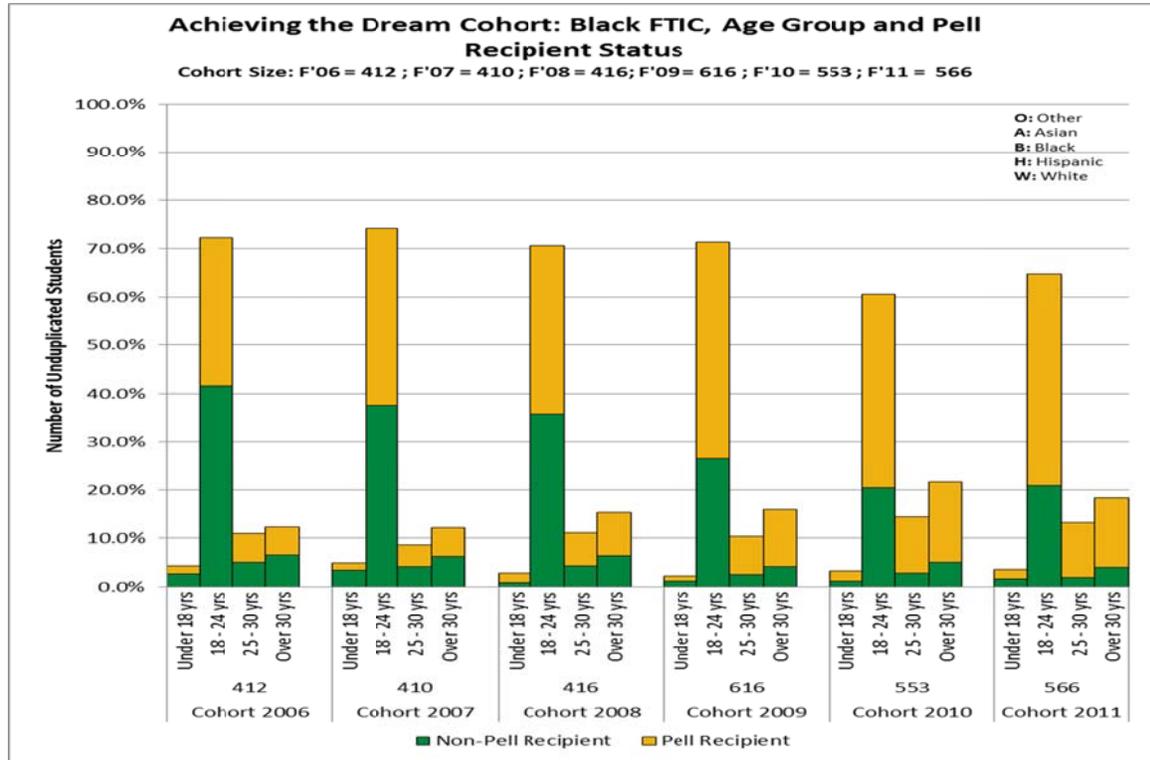
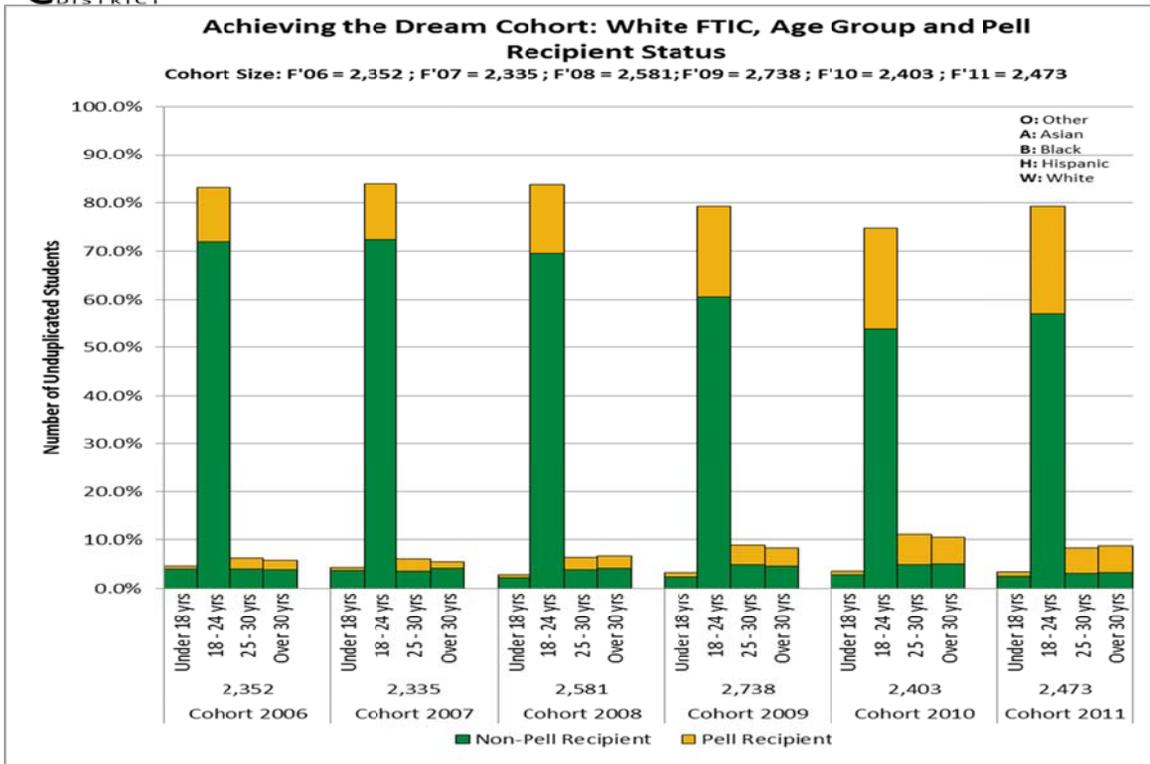
### Achieving the Dream Cohorts

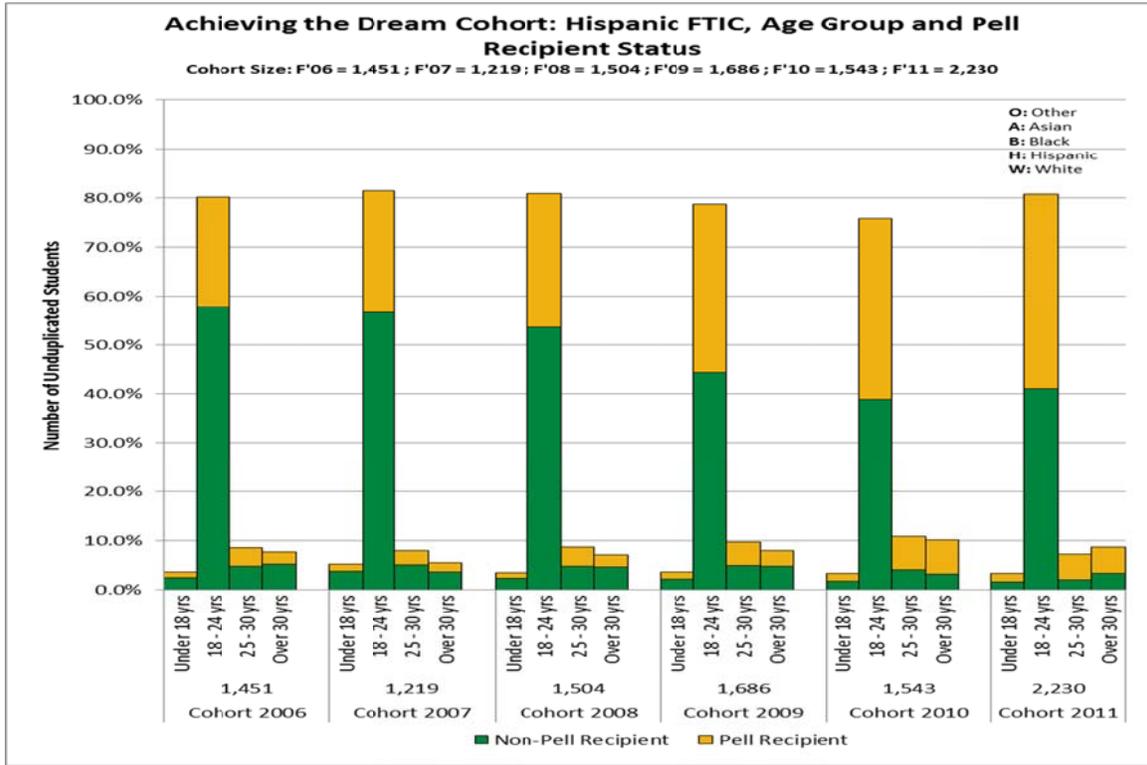
## Pell Recipient Status by Age Group

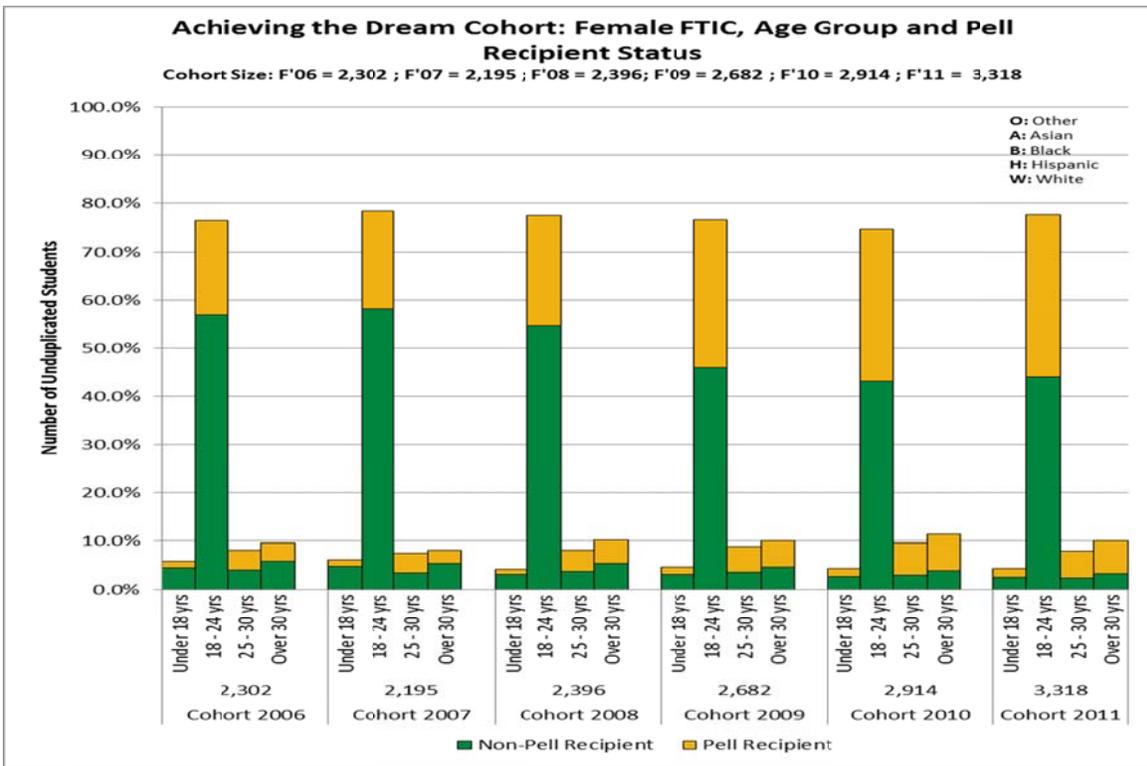
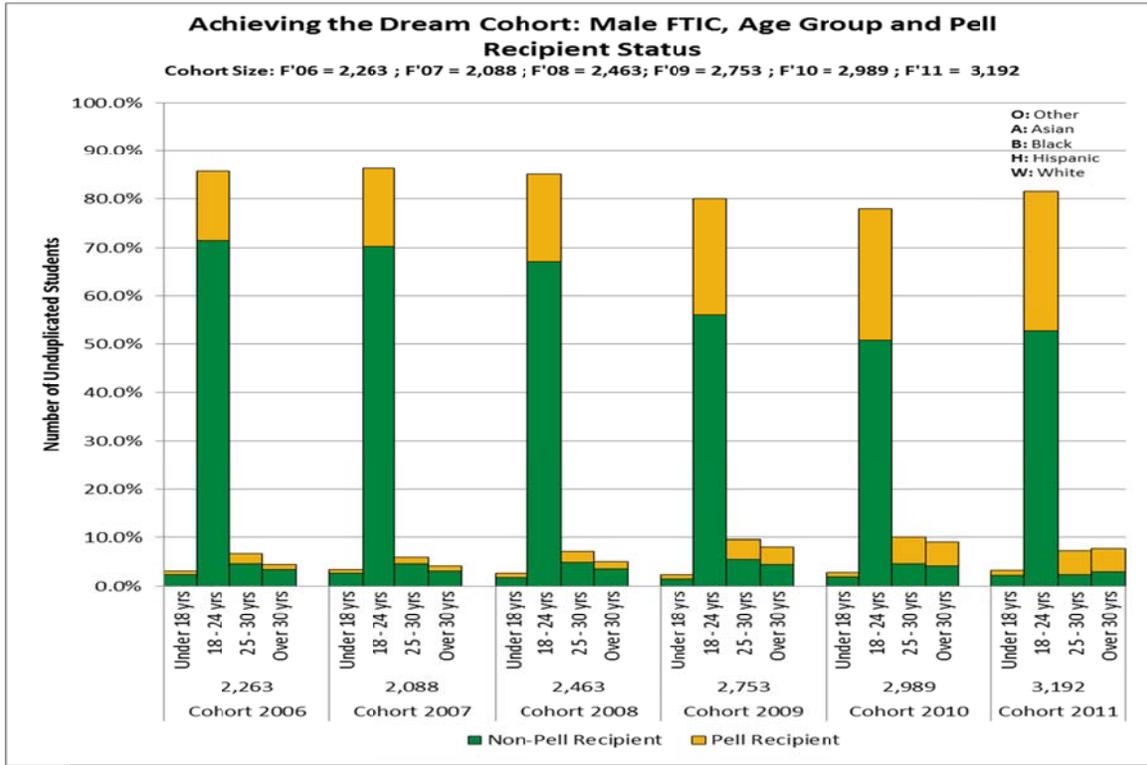
This report compares Pell grant recipient status by age group for the six Achieving the Dream (AtD) cohorts: Fall 2006, Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. Results of the analysis indicate that:

- The percentage of Pell recipients in all AtD cohorts has increased, particularly over the past four years.
- Students 18 to 24 years of age received the most Pell grants. As a group they increased from 16.3 percent of all FTIC students receiving Pell awards in Fall 2006 to 31.3 percent in Fall 2011.
- A higher percentage of Hispanic students and Black students were Pell recipients compared to white students.
- More female than male students in each AtD cohort received Pell grants .
- The percentage of students 25 years of age and older who received Pell grants also appears to have doubled across the cohorts. In the Fall 2006 AtD cohort, 5 percent of all FTIC students were Pell recipients 25 years of age and older (combined categories of 25 to 30 years and Over 30 years of age), compared to 11 percent in the Fall 2011 cohort.





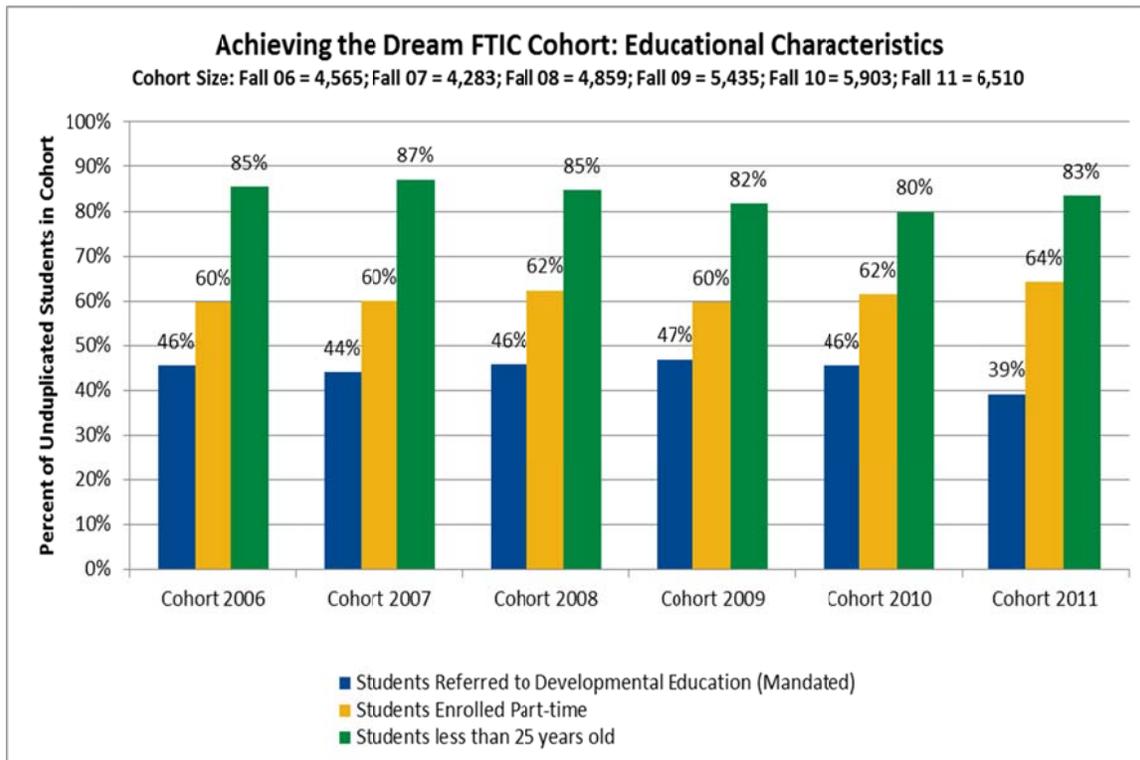




## Achieving the Dream Cohorts: Beginning Educational Characteristics

This report compares the beginning educational characteristics of the six Achieving the Dream (AtD) cohorts: Fall 2006, Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. The three educational characteristics displayed include students referred to developmental education, part-time students, and students less than 25 years old. Results indicate that:

- A majority of FTIC students are part-time, and under 25 years of age. A large proportion of the AtD cohorts typically are mandated into developmental education courses.
- The percentage of FTIC students mandated into one or more developmental education subjects decreased from an average of 46 percent to 39 percent in Fall 2011.
- The percentage of students enrolled part-time at ACC has increased slightly from about 60 percent in Fall 2006 to 64 percent in Fall 2011.
- The percentage of students younger than 25 years has fluctuated, averaging about 84 percent for all six AtD cohorts.

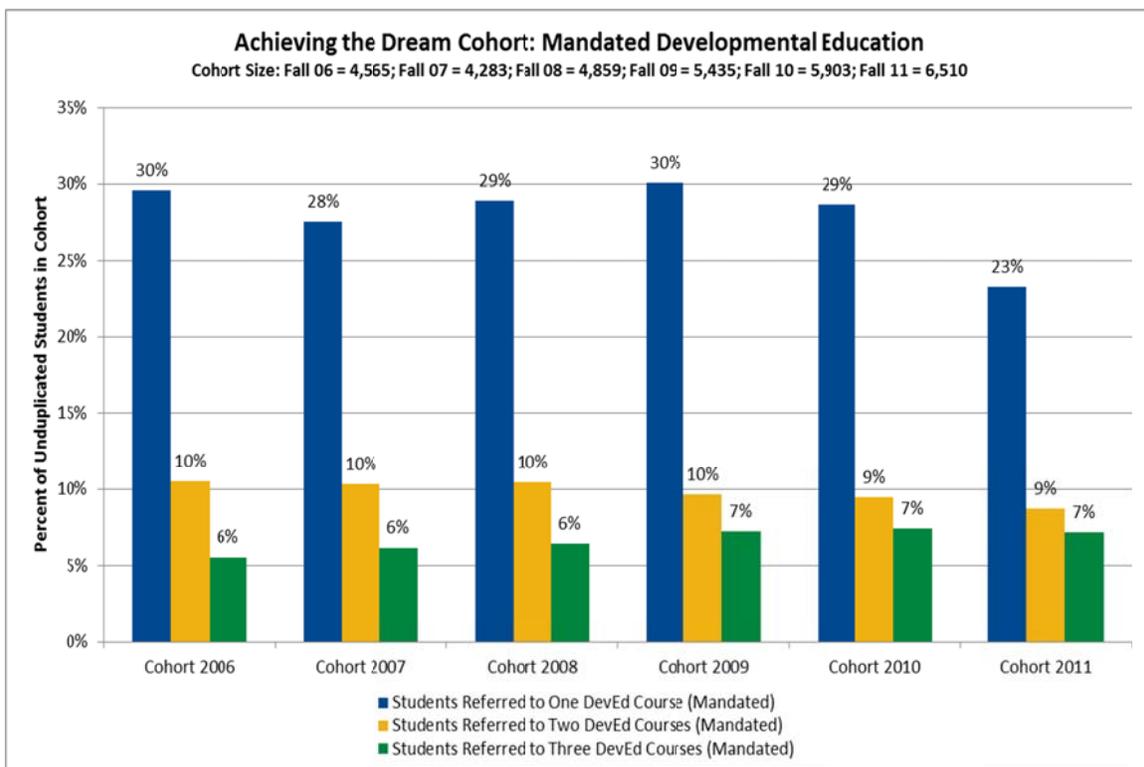


Note: ACC refers students to developmental education on a mandatory basis when their state approved assessment test results indicate that developmental education is necessary to improve their skills in the area tested.

## Achieving the Dream Cohorts: Students Referred to Developmental Education in First Semester

This report compares the percent of students referred to one, two, or three developmental education subjects (reading, writing and mathematics) of the six Achieving the Dream (AtD): Fall 2006, Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. Results indicate that:

- For five of the AtD cohorts, slightly less than one-third of the FTIC students were mandated into one developmental education course (reading, writing, or math) their first semester. However, this percentage decreased to 23 percent in Fall 2011.
- The percentage of FTIC students referred to two developmental education courses (reading and writing, reading and math, writing and math) decreased slightly from 10 percent in the Fall 2006 cohort to 9 percent in the Fall 2011 cohort.
- The percentage of FTIC students referred to all three developmental education courses increased slightly from 6 percent in Fall 2006 to 7 percent in Fall 2011.

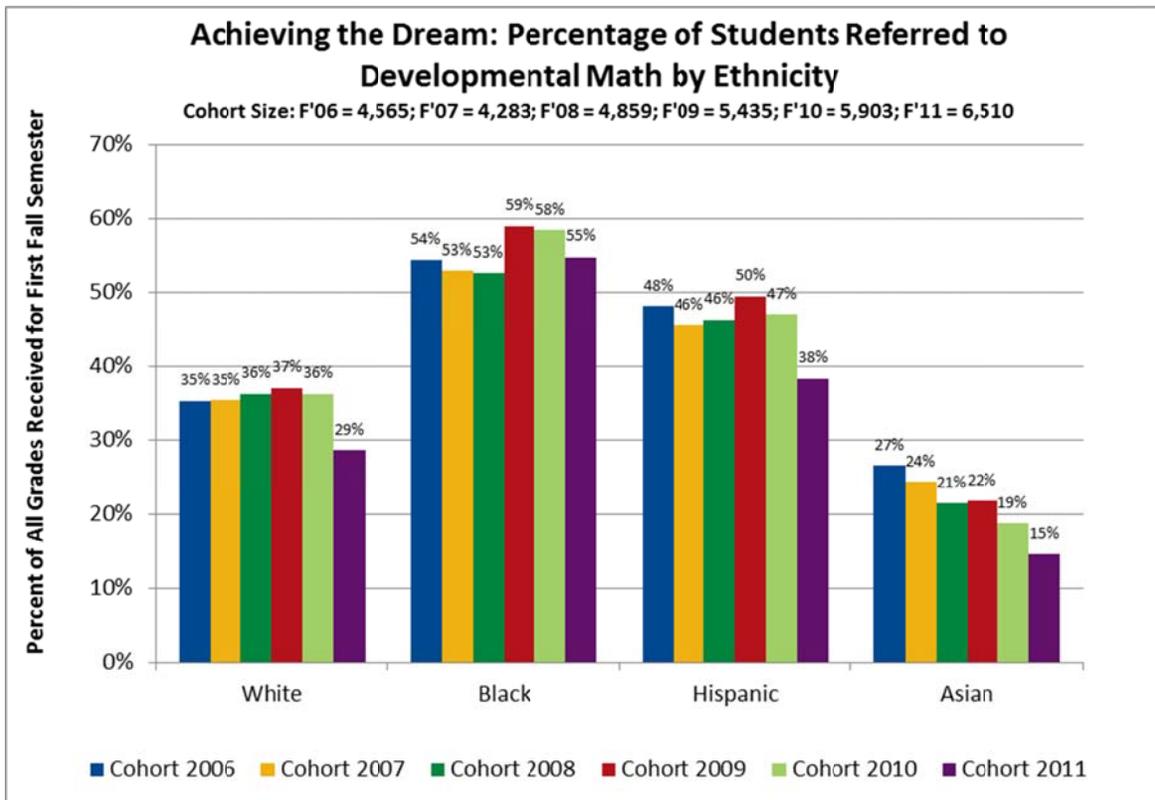


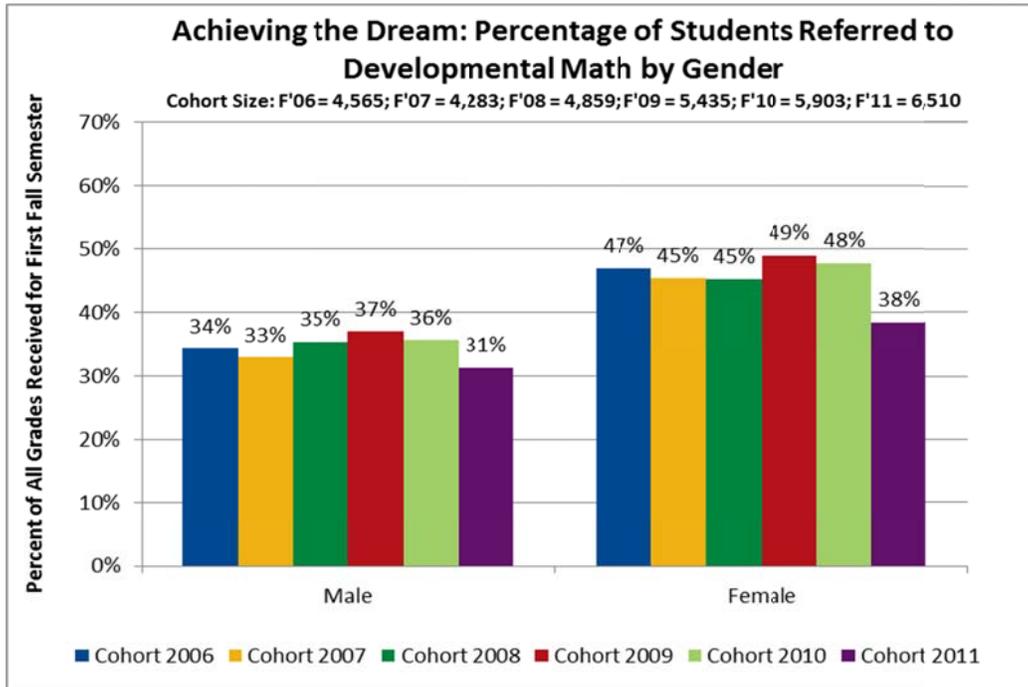
Note: ACC refers students to developmental education on a mandatory basis when their state approved assessment test results indicate that developmental education is necessary to improve their skills in the area tested.

## Achieving the Dream Cohorts Students Referred to Developmental Math

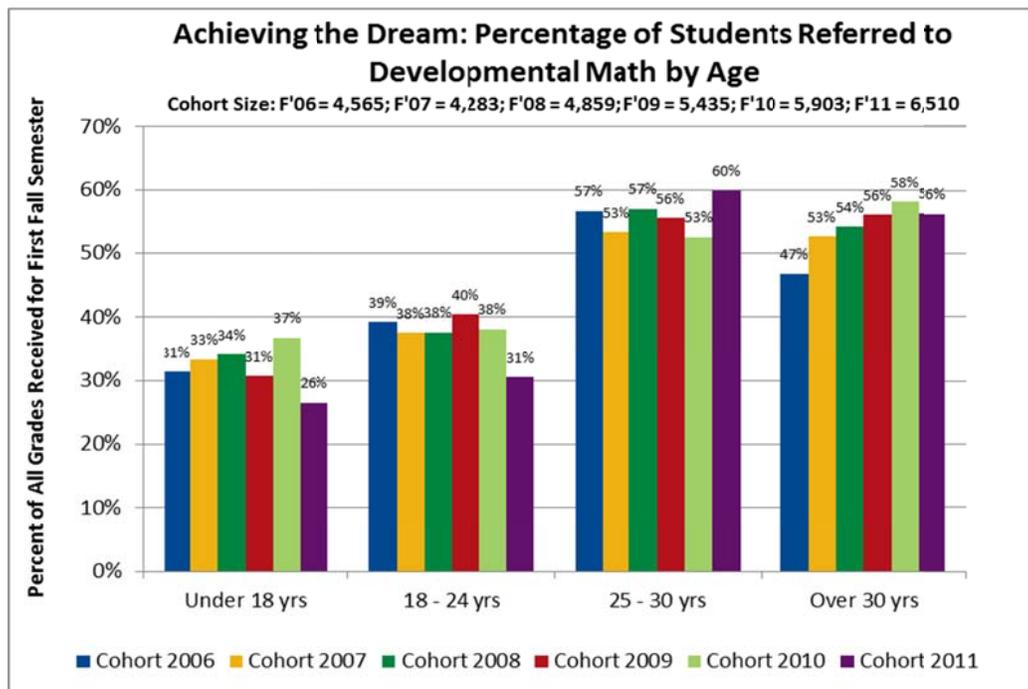
This report compares the percent of students referred to developmental mathematics in the six Achieving the Dream (AtD) cohorts: Fall 2006, Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. Results indicate that:

- Developmental math referrals decreased from 41% to 35% across the six cohorts.
- A larger percentage of Black and Hispanic FTIC students were mandated into a developmental math course their first semester compared to white FTIC students.
- More than half of the Black students in each AtD cohort were mandated into a developmental math course.
- The percentage of Hispanic and white students referred to developmental math decreased in Fall 2011 compared to earlier cohorts.





- More female students were mandated into developmental math than male students.
  - The gender difference in math referrals decreased from a difference of 14 percentage points to 7 percentage points.

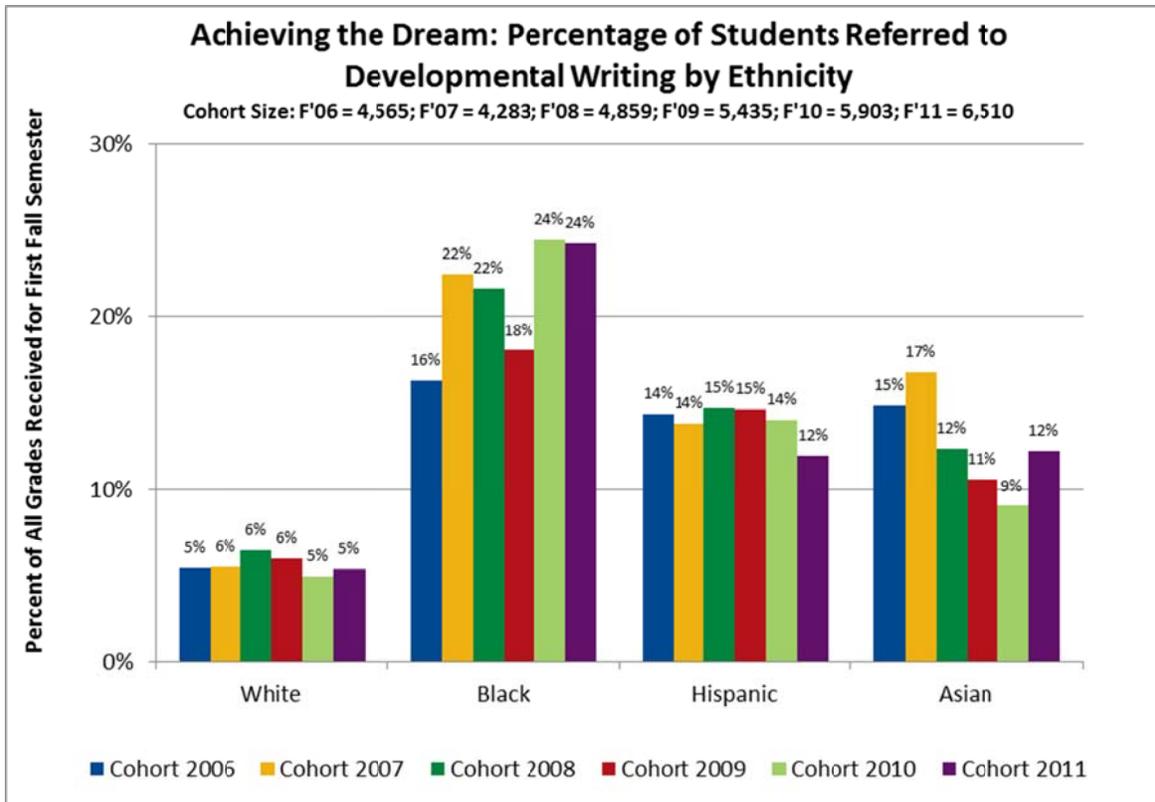


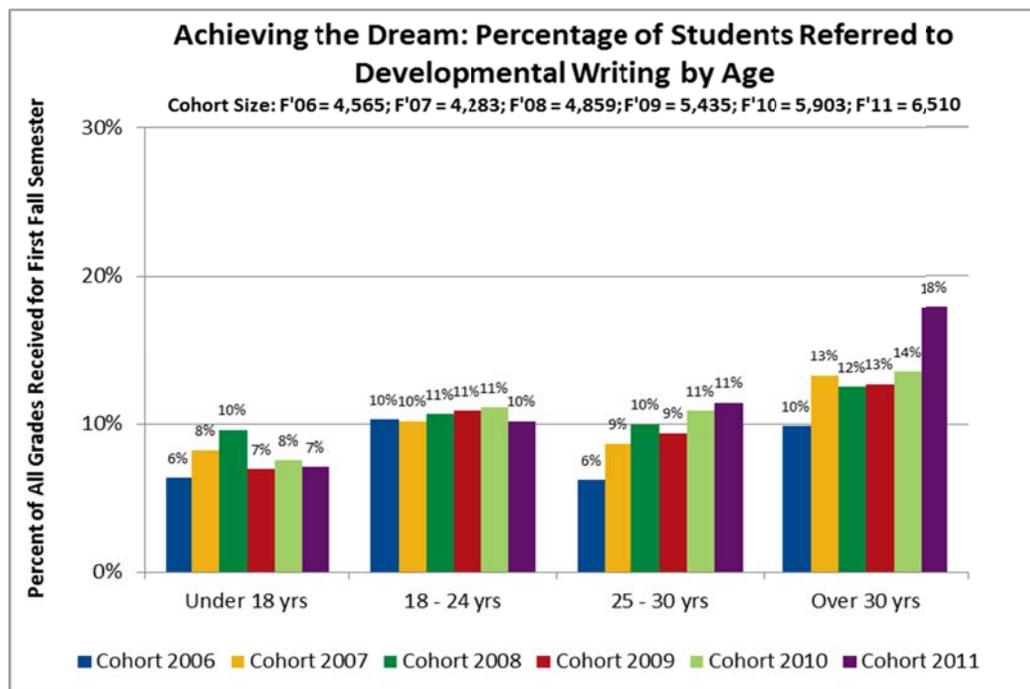
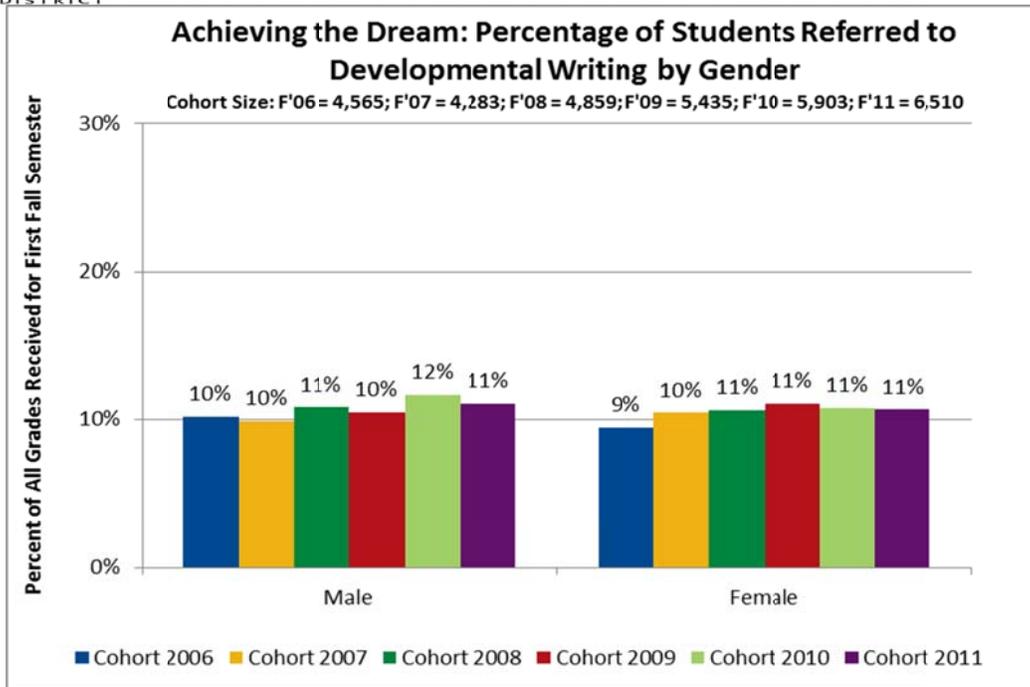
- Students 25 years of age or older are more likely to be mandated into a developmental math course than younger students.

## Achieving the Dream Cohorts: Students Referred to Developmental Writing

This report compares the percent of students referred to developmental writing in the six Achieving the Dream (AtD) cohorts: Fall 2006, Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. Results indicate that:

- About 11% of each cohort was referred to developmental writing in each cohort.
- Black and Hispanic FTIC students are more likely to be referred to developmental writing their first semester than white students.
- Referrals for Hispanics is decreasing but for Black students, referrals are increasing
  - Referrals for Hispanic students decreased from 14% to 12%.
  - Referrals for Black students increased (Fall 2006 to Fall 2011) from 16% to 24%.
- Overall, the percentages of Hispanic and Asian students referred to developmental writing has decreased somewhat across AtD cohorts.



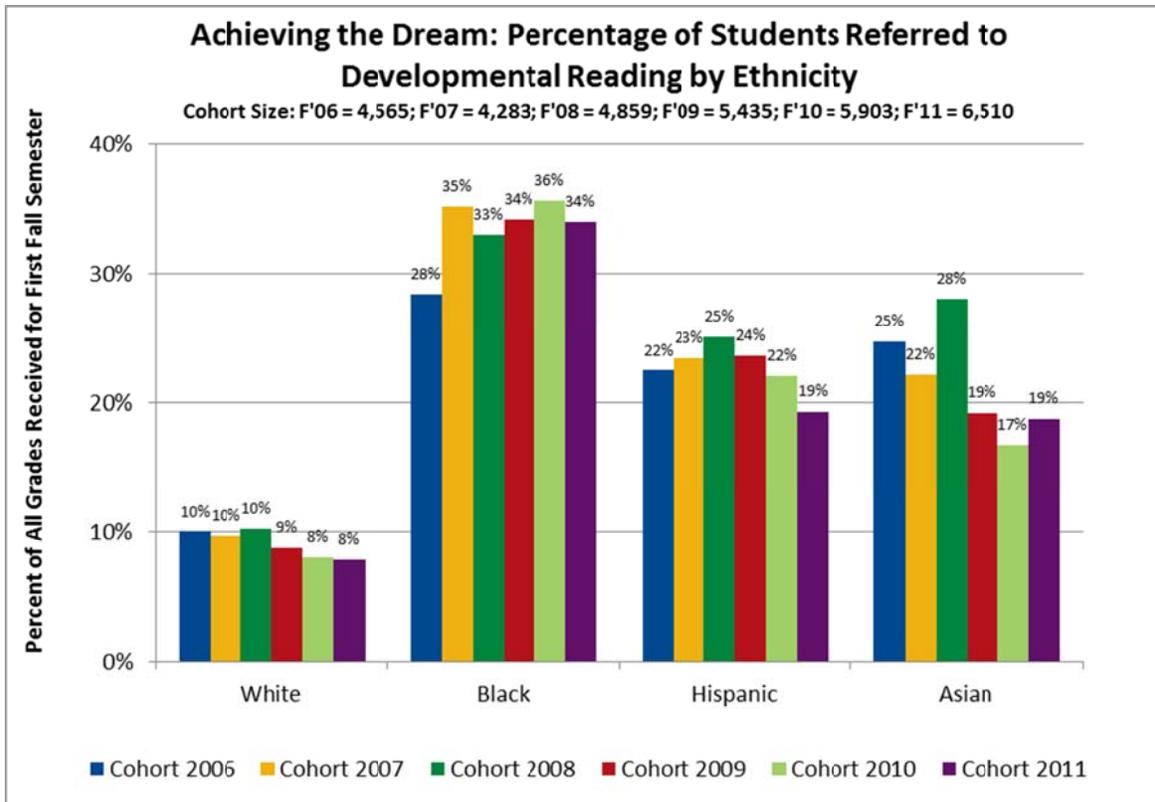


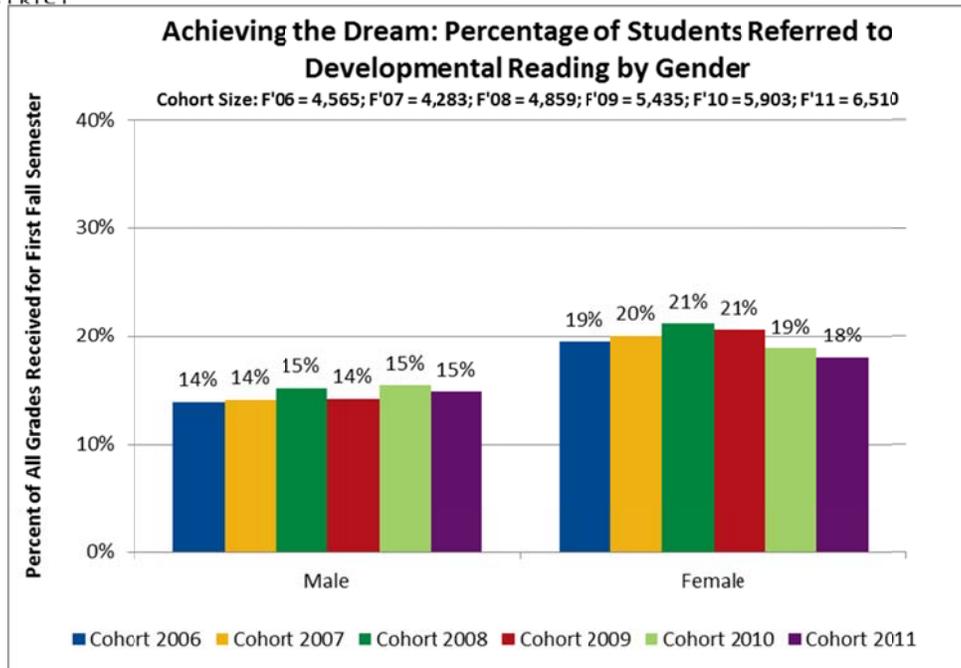
- The percentage of students 25 years of age or older who were mandated into a developmental writing course has increased across the AtD cohorts. In contrast, the percentage of students 18 to 24 years of age referred to developmental writing has remained stable.
- Students over 30 years of age were twice as likely as students under 18 years to be referred to developmental writing.

## Achieving the Dream Cohorts: Students Referred to Developmental Reading

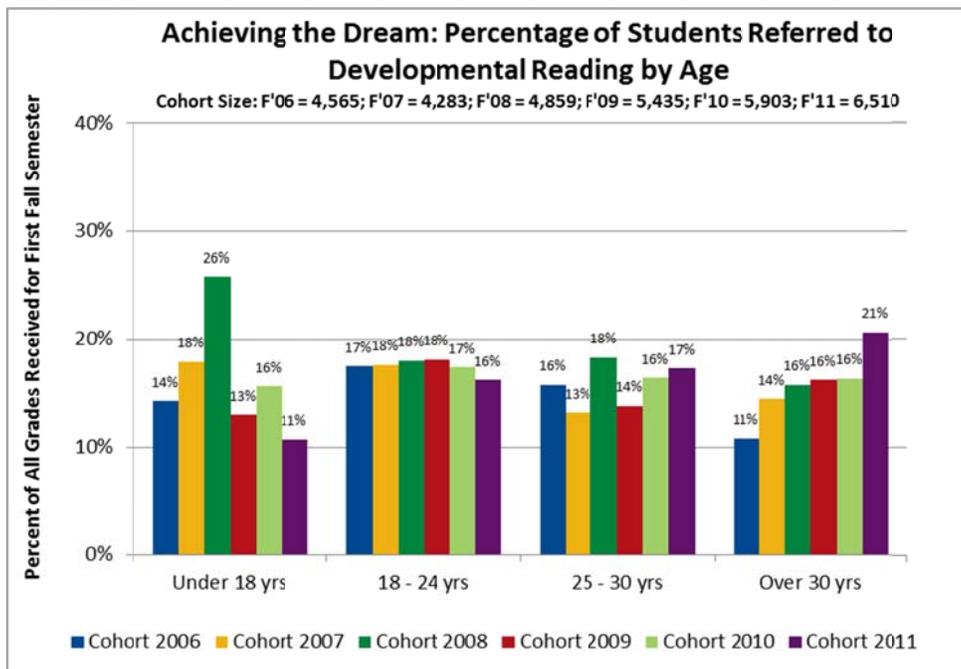
This report compares the percent of students referred to developmental reading in the six Achieving the Dream (AtD) cohorts: Fall 2006, Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. Results indicate that:

- The number of students referred to developmental reading has hovered at 17%.
- Larger percentages of Black, Hispanic, and Asian FTIC students were mandated into developmental reading their first semester compared to white students.
- The percentage of Black FTIC students referred to developmental reading was higher than the percentages for Hispanic and Asian FTIC students. In addition, the average percentage of Black students (33%) was three times the percentage for white students (10%).
- Developmental reading referrals decreased for all ethnic groups except for Black students.
  - Black student referrals increased (Fall 2006 to Fall 2011) from 28% to 34%.





- Female FTIC students (20%) were slightly more likely to be referred to developmental reading than the male students (15%).



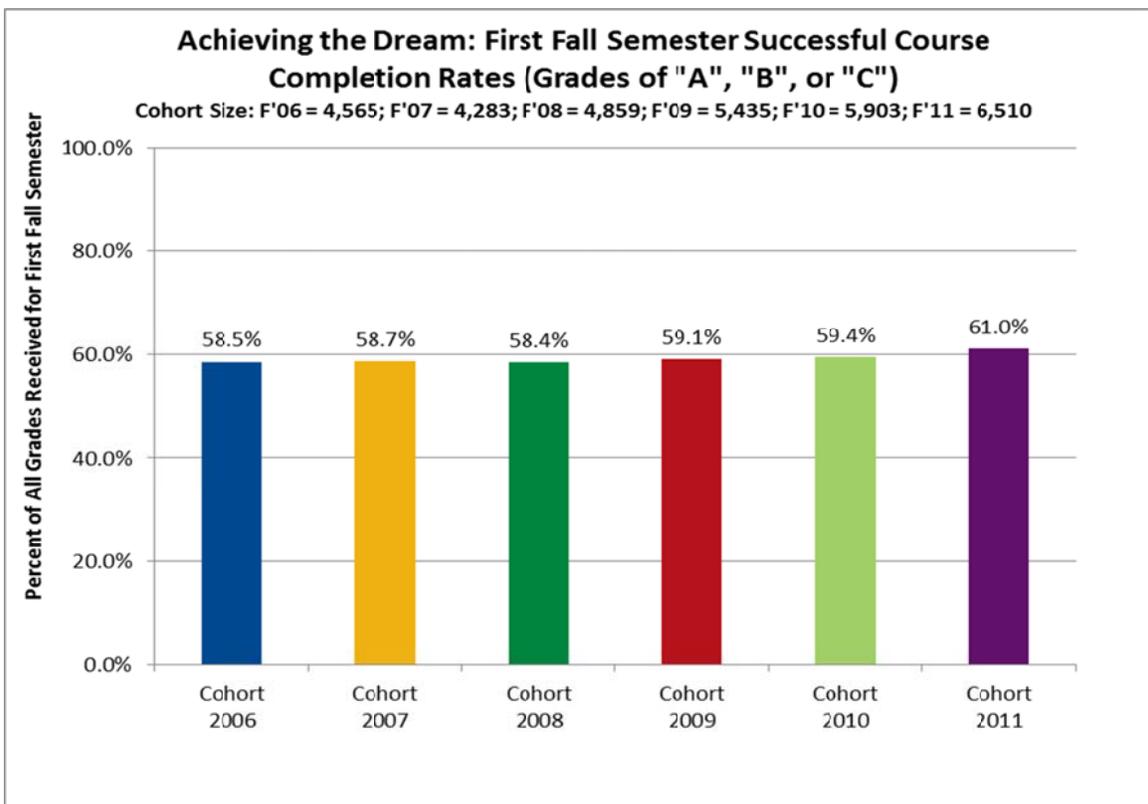
- The percentage of 18 to 24 year old students has remained stable across the AtD cohorts (about 17%).
- For FTIC students over 30 years of age, the percentage referred to developmental reading has almost doubled from fall 2006 to fall 2011 (11% to 21%).

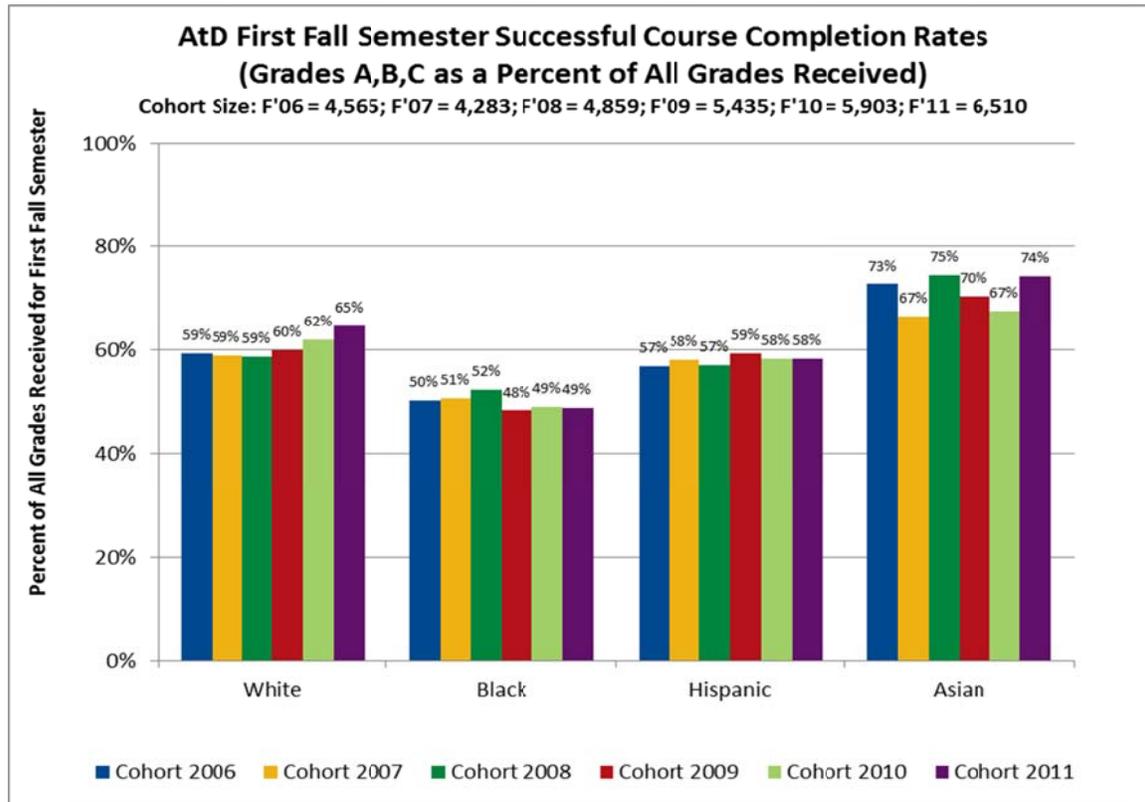
## AtD Longitudinal Cohort Tracking

### Metric # 1: Successful Course Completion Rate Increased Slightly

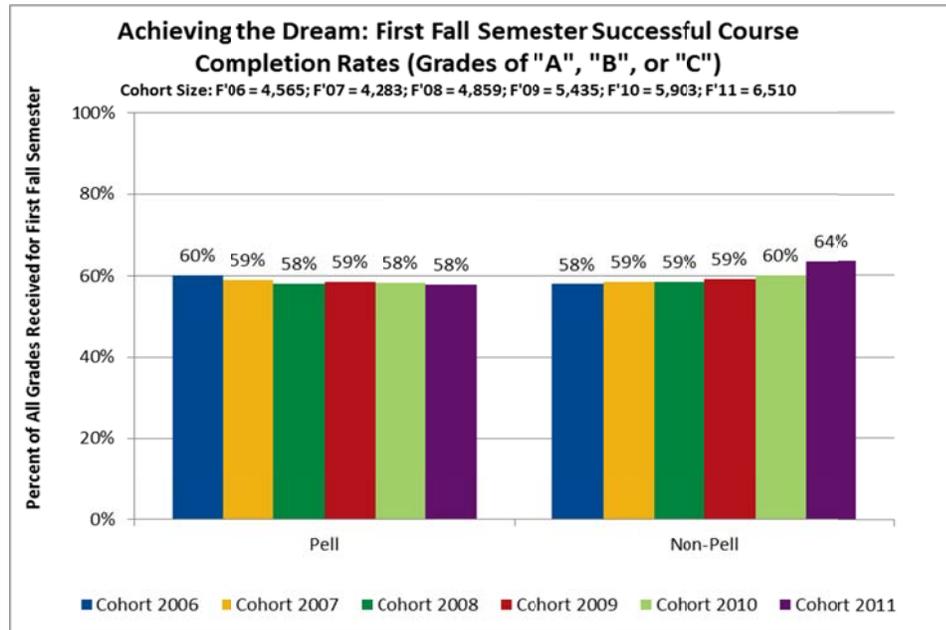
This report compares the percent of successful course completion rates of students in the six Achieving the Dream (AtD) cohorts: Fall 2006, Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. Results of the analysis indicate that:

- The percentage of students' successful grades (C or above) in the first fall semester increased from 59% to 61% across the cohorts.

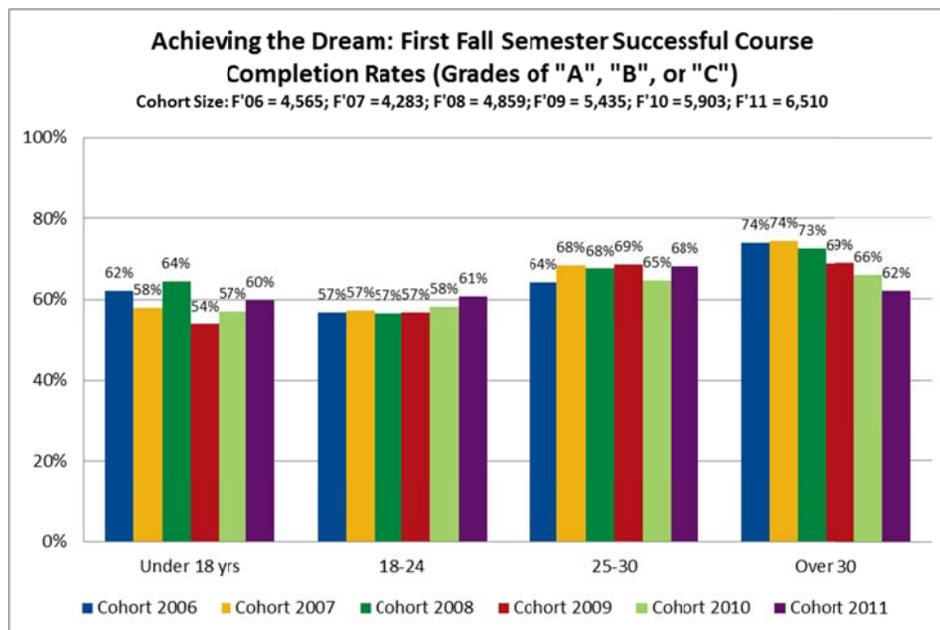




- Successful course completion varied by ethnicity.
  - The percentage of successful grades achieved by white students increased from 59% to 65%.
  - For Hispanic students, the percentage increased slightly.
  - For Black students, the percentage decreased slightly.
- Black students have the lowest successful completion rates on average (50%).
- The success rates for Asian students varied considerably across the AtD cohorts from a low of 67 percent to a high of 75 percent.



- The percentage of courses in which successful grades were earned by Pell recipients and non-Pell recipients was similar across the cohorts (59%).
- However, a trend emerged in the last three years for non-Pell recipients indicating this group was slightly more likely to receive a C or better grade in courses their first semester (64% course completion rate in Fall 2011).



- The percentage of courses in which successful grades were earned by students 18 to 24 years of age increased slightly across AtD cohorts.

## **AtD Longitudinal Cohort Tracking**

### **Metric # 2: Completion of Developmental Education Sequence and Progression into First-Level “Gateway” Credit Bearing Courses**

This report compares the successful completion rates of students relative to completion of developmental education and success in gateway courses in the six Achieving the Dream (AtD) cohorts: Fall 2006, Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. At ACC, gateway courses are those with the highest enrollments and also the highest attrition and failure rates. Results of the analysis indicate that:

- The percentage of AtD students who were mandated into developmental education, completed their developmental education sequence, and successfully completed a gateway course, varied across course subjects.
- The percentage of students completing a reading gateway course was higher than the percentage for students completing a writing gateway course. Both of these percentages were higher than the percentage for students completing a math gateway course.

## Developmental Math

- Student Progress in Developmental Math
  - Within a year, completed a developmental math course: 48%.
  - Within two years, completed developmental sequence: 24%.
  - Within three years, completed a math gateway course: 14%.
  
- For math, the percentage of mandated AtD students completing any developmental education math course within one year decreased across cohorts.
  
- The percentage of students completing the developmental math sequence within two years decreased slightly across cohorts.
  
- The percentage of students completing a gateway math course (MATH 1314 OR MATH 1332) in within three years was stable, averaging about 14 percent.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>AtD Cohort Year &amp; Cohort Size</b>	<b>Referred to Math DevEd</b>	<b>Completed any Math DevEd Course within 1 Year (% = C / B)</b>	<b>Completed Math DevEd Sequence within 2 Years (% = D / B)</b>	<b>Completed Math Gateway Course (MATH 1314 or MATH 1332) within 3 Years (% = E / B)</b>
F'06 (4,565)	40.7% (1,858)	49.6% (922)	25.3% (470)	14.4% (268) *
F'07 (4,283)	39.3% (1,684)	49.5% (833)	23.9% (403)	13.8% (233) *
F'08 (4,859)	40.2% (1,955)	47.3% (925)	23.3% (456)	14.6% (286) *
F'09 (5,435)	42.9% (2,332)	44.2% (1,031)	22.2% (518)	Data for Spring 2012 not yet available

\* Preliminary data; updated information will be available in OIEA TIPS.

## Developmental Writing

- Student Progress in Developmental Writing
  - Within a year, completed a developmental writing course: 35%.
  - Within two years, completed developmental sequence: 36%.
  - Within three years, completed an English gateway course: 24%.
- For writing, the percentage of mandated AtD students completing any developmental education writing course within one year increased across the cohorts.
- The percentage of mandated AtD students completing the developmental writing sequence within two years decreased across cohorts.
- The percentage of students mandated into developmental writing completing a gateway English course (ENGL 1301) within three years was stable, averaging about 25 percent.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>AtD Cohort Year &amp; Cohort Size</b>	<b>Referred to Writing DevEd</b>	<b>Completed any Writing DevEd Course within 1 Year (% = C / B)</b>	<b>Completed Writing DevEd Sequence within 2 Years (% = D / B)</b>	<b>Completed Writing Gateway Course (ENGL 1301) within 3 Years (% = E / B)</b>
F'06 (4,565)	9.8% (447)	31.3% (140)	35.8% (160)	23.0% (103) *
F'07 (4,283)	10.2% (435)	36.6% (159)	39.5% (172)	23.7% (103) *
F'08 (4,859)	10.7% (520)	36.7% (191)	39.2% (204)	23.8% (124) *
F'09 (5,435)	10.7% (584)	36.1% (211)	31.0% (181)	Data for Spring 2012 not yet available

\* Preliminary data; updated information will be available in OIEA TIPS.

## Developmental Reading

- Student Progress in Developmental Reading
  - Within a year, completed a developmental writing course: 56%.
  - Within two years, completed developmental sequence: 55%.
  - Within three years, completed an English gateway course: 29%.
  
- For reading, the percentage of mandated AtD students completing any developmental education reading course within one year was stable across the cohorts.
  
- The percentage of students completing the developmental reading sequence within two years decreased slightly across cohorts.
  
- The percentage of students completing a gateway English course (ENGL 1301) within three years increased slightly to 29 percent.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>AtD Cohort Year &amp; Cohort Size</b>	<b>Referred to Reading DevEd</b>	<b>Completed any Reading DevEd Course within 1 Year (% = C / B)</b>	<b>Completed Reading DevEd Sequence within 2 Years (% = D / B)</b>	<b>Completed Reading Gateway Course (ENGL 1301) within 3 Years (% = E / B)</b>
F'06 (4,565)	16.7% (761)	56.6% (431)	55.1% (419)	26.8% (204) *
F'07 (4,283)	17.1% (733)	57.7% (423)	56.2% (412)	29.9% (219) *
F'08 (4,859)	18.1% (879)	55.7% (490)	57.1% (502)	29.4% (258) *
F'09 (5,435)	17.3% (941)	55.8% (525)	52.1% (490)	Data for Spring 2012 not yet available

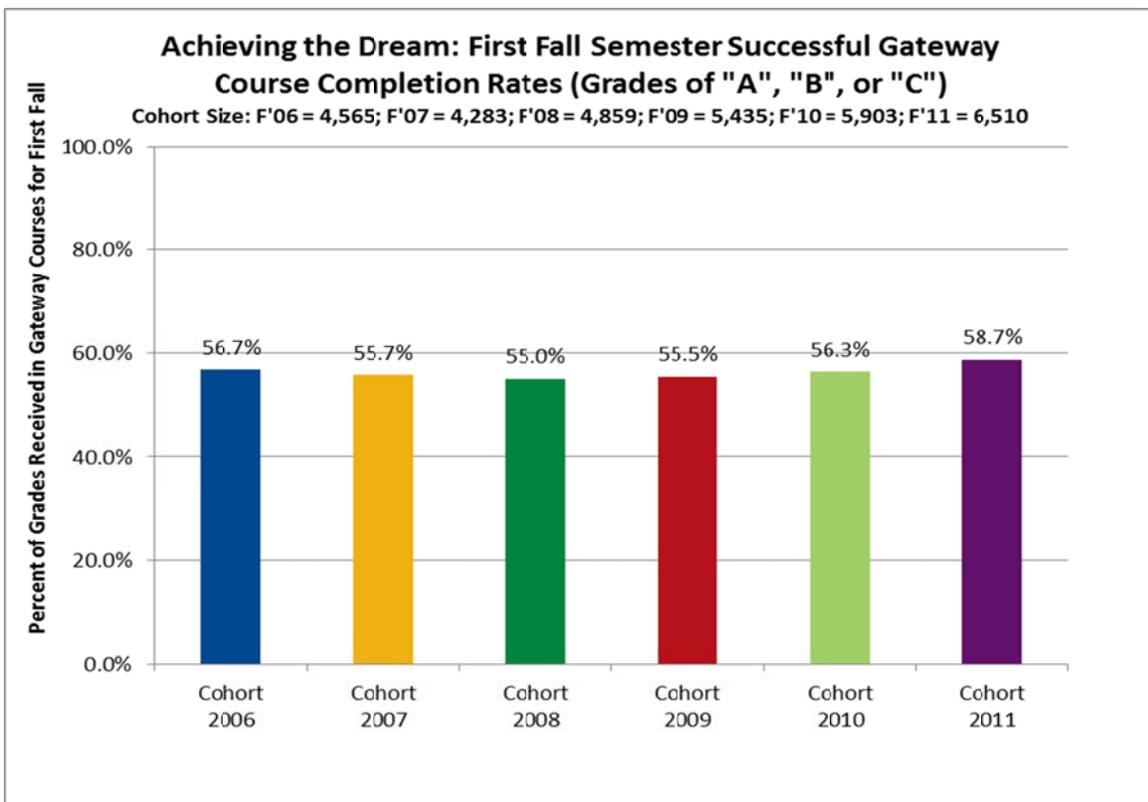
\* Preliminary data; updated information will be available in OIEA TIPS.

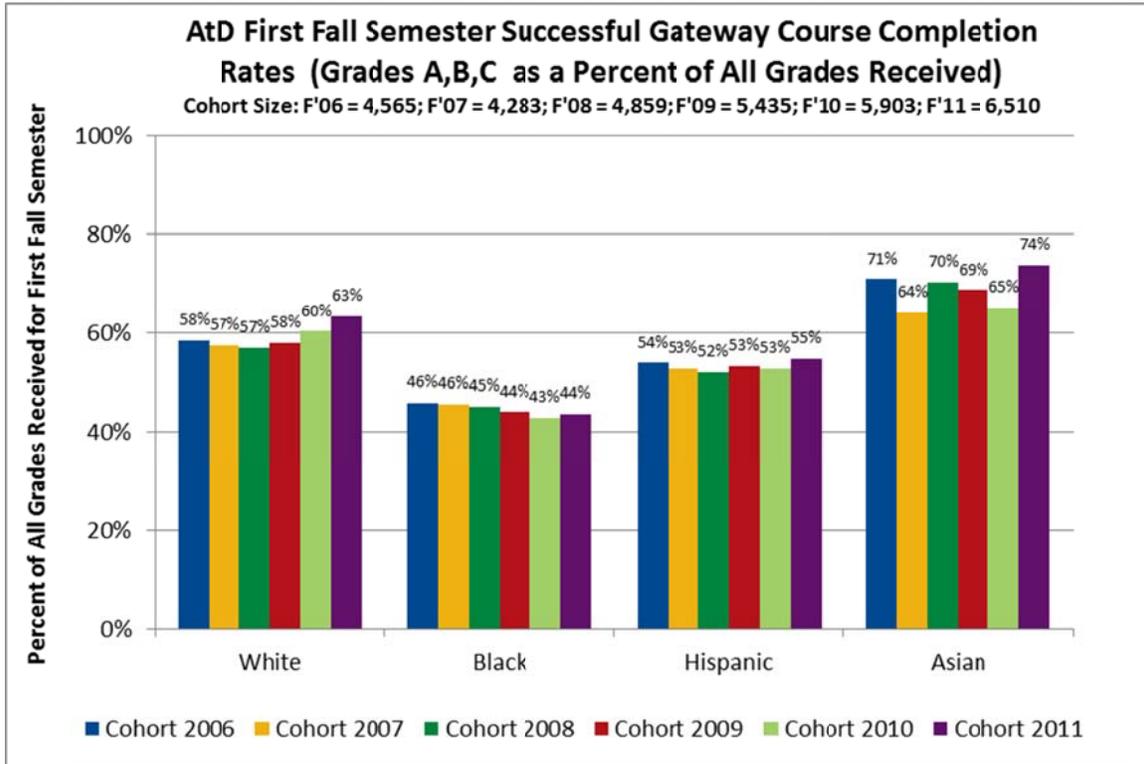
## AtD Longitudinal Cohort Tracking

### Metric # 3: Gateway Course Completion Increased Slightly

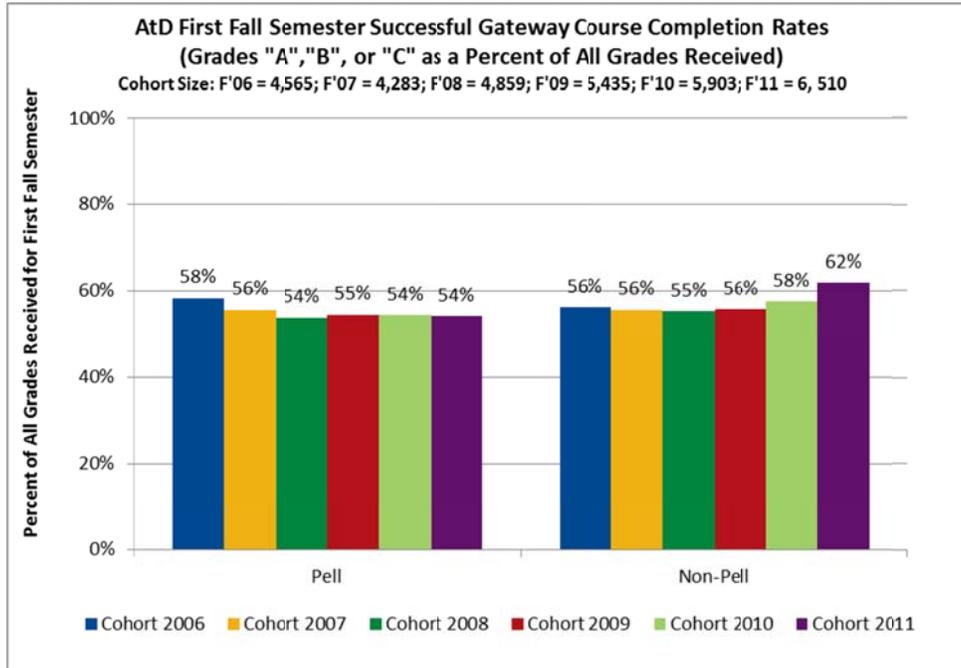
This report compares the successful gateway course completion rates of students in the six Achieving the Dream (AtD) cohorts: Fall 2006, Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. At ACC, gateway courses are those with the highest enrollments and also the highest attrition and failure rates. Successful course completion includes receiving a grades of “A”, “B”, or “C” in the course. Results of the analysis indicate that:

- Overall Gateway Course Completion
  - Successful course completion rates increased slightly, from 57% to 59%.
  - Successful completion rates decreased for Pell recipients but increased for non-Pell students.
  - Successful completion rates increased for Whites but decreased slightly for Blacks.
  - Successful completion rates increased for 18 to 24 year olds but decreased for other age groups, particularly students over age 30 (from 73% to 55%).
- Overall, the percentage of gateway courses successfully completed during the first semester by students in the AtD cohorts has increased by two percentage points, from 57% to 59%.

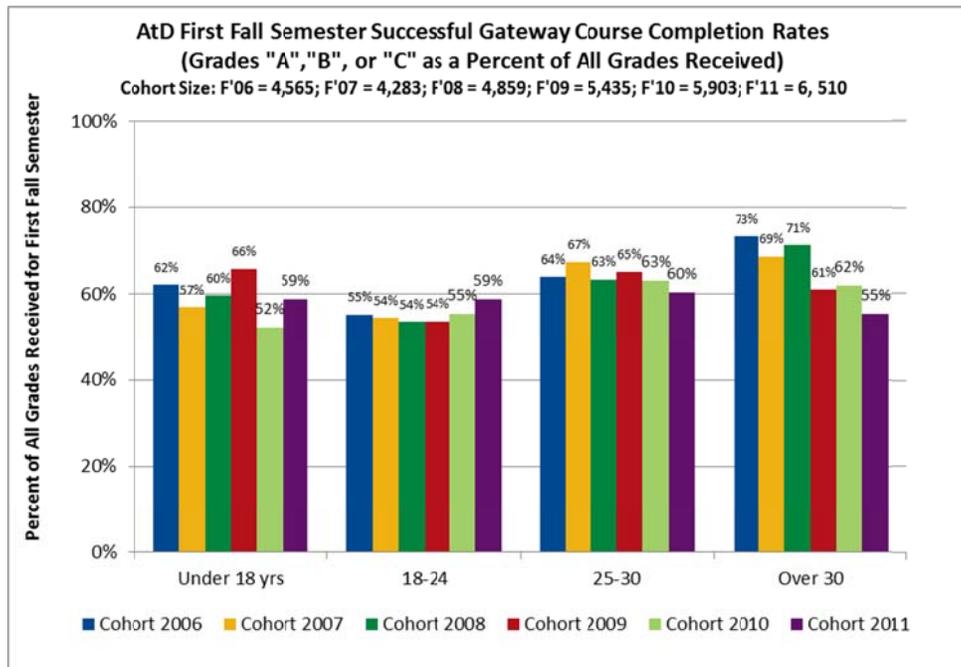




- The percentage of gateway courses successfully completed by white students increased across cohorts to 63 percent. For Asian students, the percentage increased slightly to 74 percent. For Hispanic students, the percentage was stable across cohorts, at about 55 percent. For Black students, the percentage decreased slightly to 44 percent. Black students experienced the lowest rates of successful completion of gateway courses compared to other ethnic groups.



- For non-Pell recipient students, the rate of successful completion of gateway courses increased across cohorts. The percentage of Pell recipients successfully completing gateway courses decreased across cohorts.



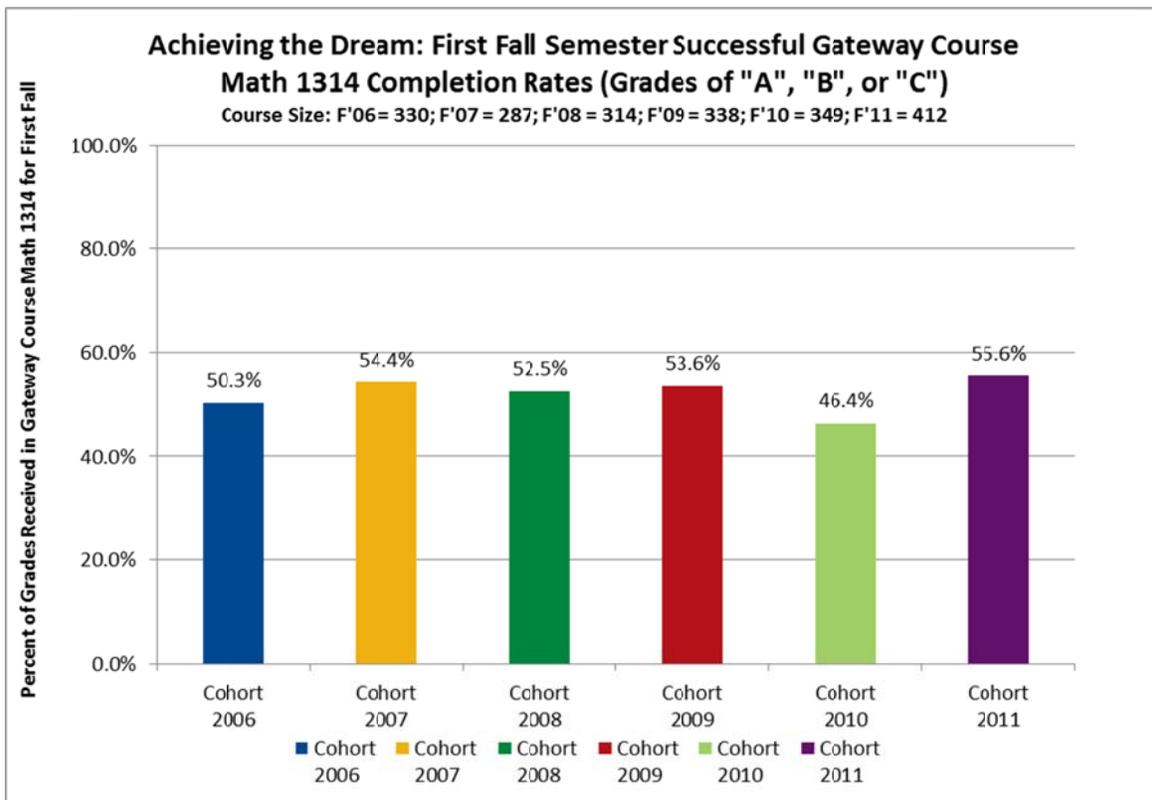
- The percentage of gateway courses successfully completed by students 18 to 24 years old increased across cohorts to 59 percent. For students 25 to 30 years old, and students over 30 years of age, the percentage decreased across cohorts (60 % and 55%, respectively).

## AtD Longitudinal Cohort Tracking

### Metric # 3: Gateway Course Math 1314 Completion Increasing Trend

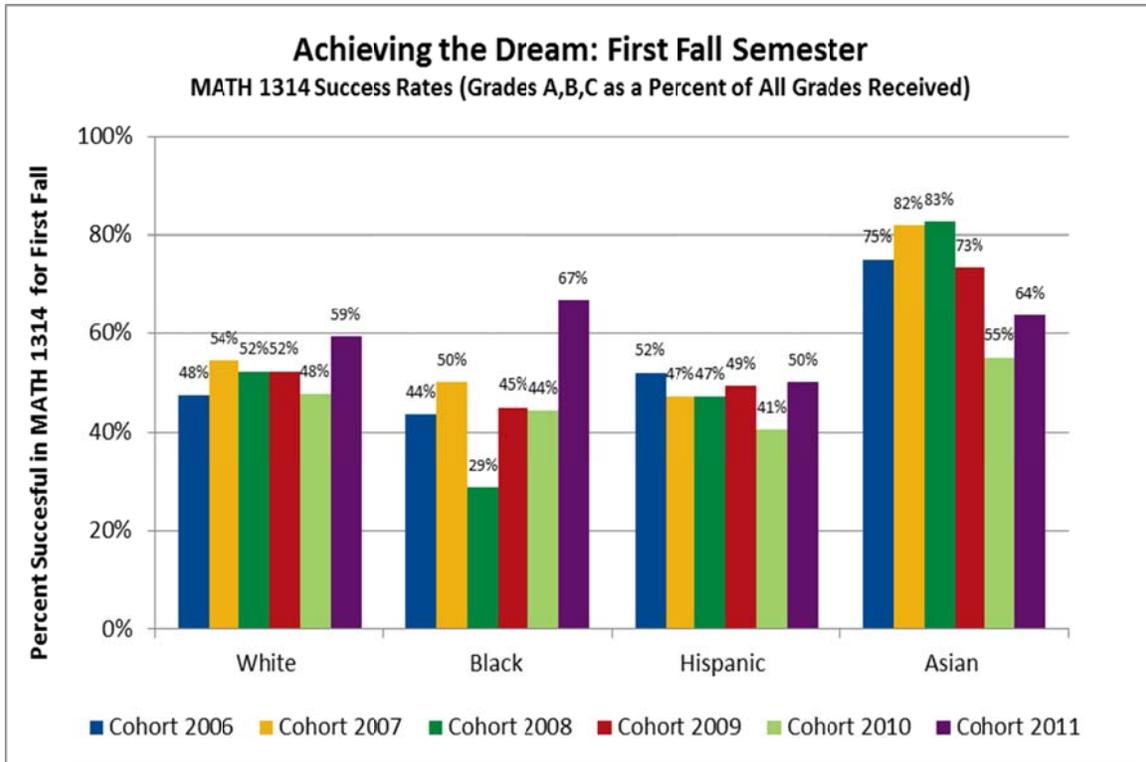
This report compares the successful course completion rates of students in the six Achieving the Dream (AtD) cohorts for the Math 1314 gateway course: Fall 2006, Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. At ACC, gateway courses are those with the highest enrollments and also the highest attrition and failure rates. Results of the analysis indicate that:

- Gateway Math 1314 (College Algebra)
  - Math 1314 success rate for Black students in Fall 2011 increased dramatically.
    - Black students previously had the lowest percentage (44%) of successful course completions for MATH 1314 (Fall 2006 to Fall 2010); in Fall 2011 it was the highest (67%).
  - Math 1314 success rate for students over 30 years of age decreased from 100% to 67%.
  
- The percentage of the Math 1314 gateway courses successfully completed during the first fall semester by students in the AtD cohorts varied across cohorts, with an overall positive trend.
  
- The percentage of MATH 1314 courses completed with a grade of “A”, “B”, or “C” increased from 50 percent in Fall 2006 to about 56 percent in Fall 2011.

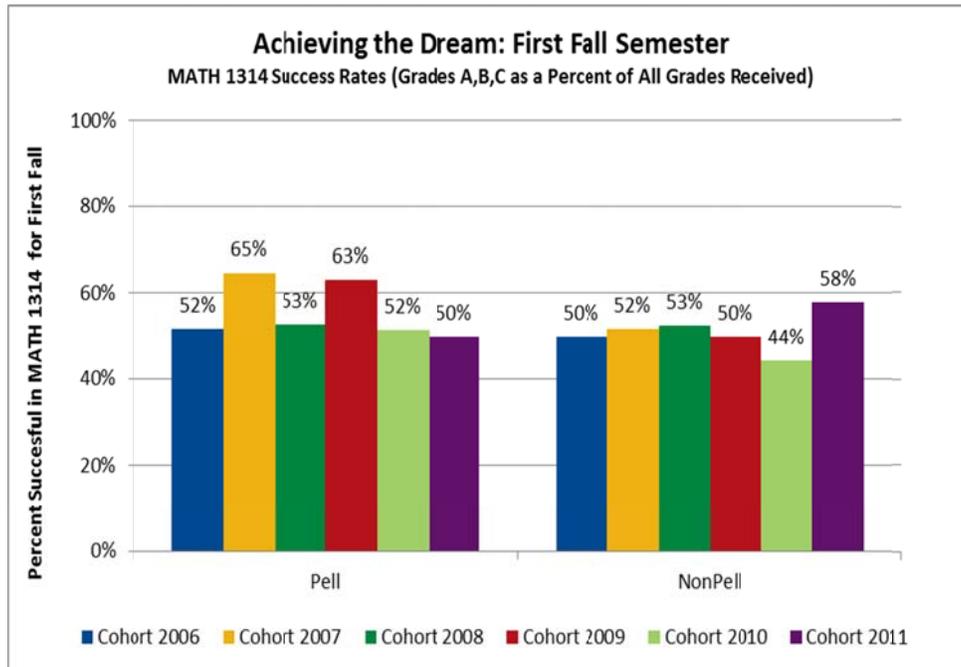


**Course Description:**

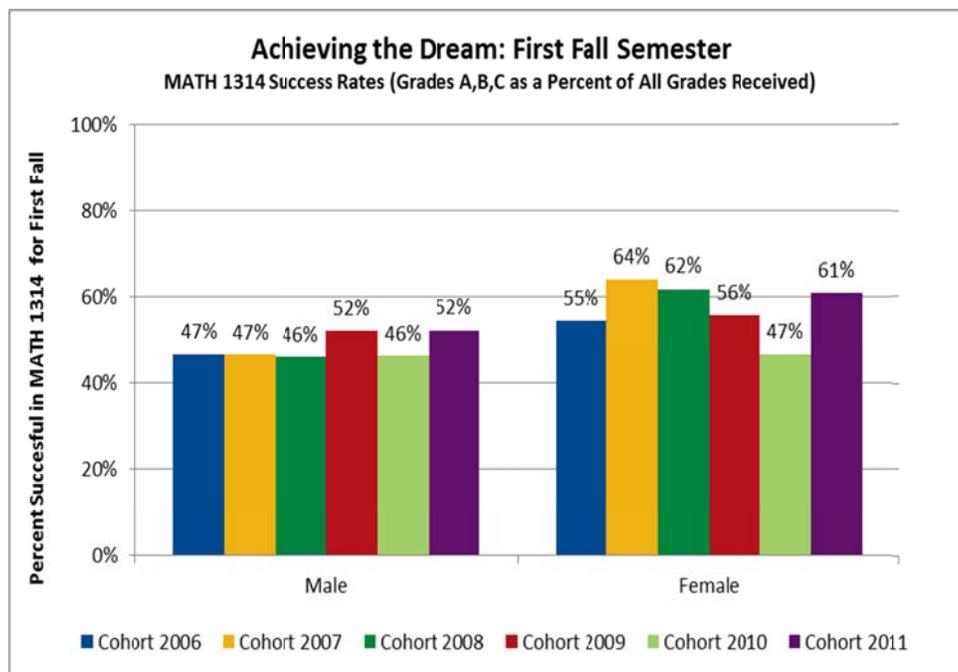
MATH 1314 (College Algebra) A course designed for students majoring in business, mathematics, science, engineering, or certain engineering-related technical fields. Content includes the rational, real, and complex number systems; the study of functions including polynomial, rational, exponential, and logarithmic functions and related equations; inequalities; and systems of linear equations and determinants.



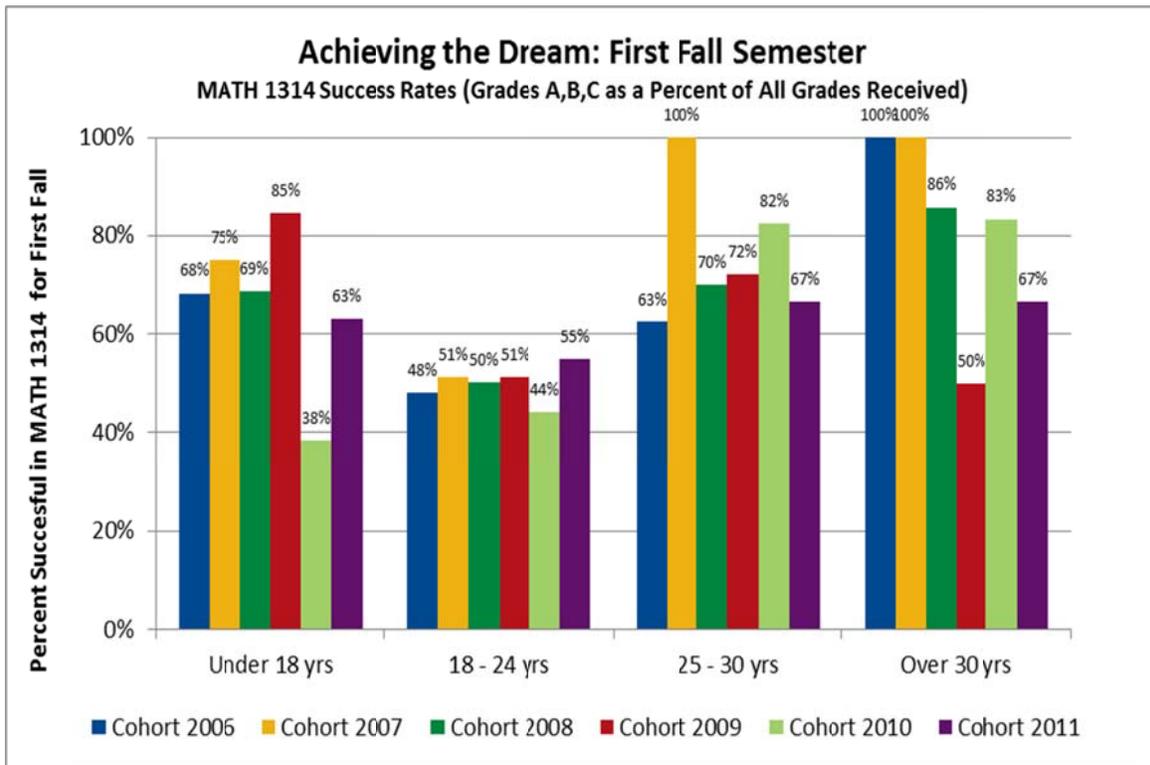
- The percentage of successful grades in MATH has increased overall from Fall 2006 to Fall 2011 for white students (48% to 59%).
- For Black students, the increase in percentage of successful grades in MATH 1314 (44% to 67%) exceeded the increase reported for white students.
- The percentage of successful grades has decreased from Fall 2006 to Fall 2011 for both Asian students (75% to 64%) and Hispanic students (52% to 50%).



- For non-Pell recipient students, the percentage of successful grades earned in MATH 1314 increased (50% to 58%). For Pell recipients, the percentage of successful grades varied considerably across cohorts.



- The percentages of successful grades earned in MATH 1314 typically were higher for female compared to male students. However, the percentages increased slightly across cohorts for both female students (to 61%) and male students (to 52%).



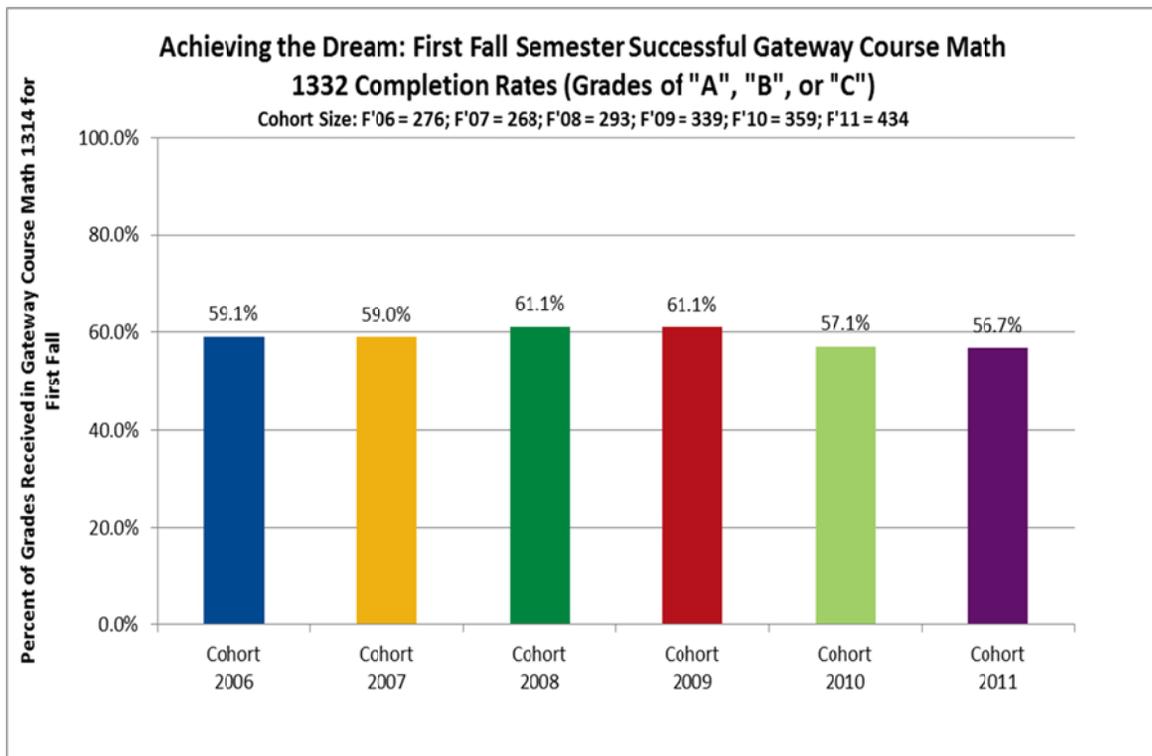
- The percentages of successful grades earned in MATH 1314 were lower on average for students 18 to 24 years old compared to other age groups. However, success rates for the 18 to 24 year old age group increased over time (from 48% to 55%), while the success rates for other age groups varied widely across cohorts.

## AtD Longitudinal Cohort Tracking

### Metric # 3: Gateway Course Math 1332 Completion

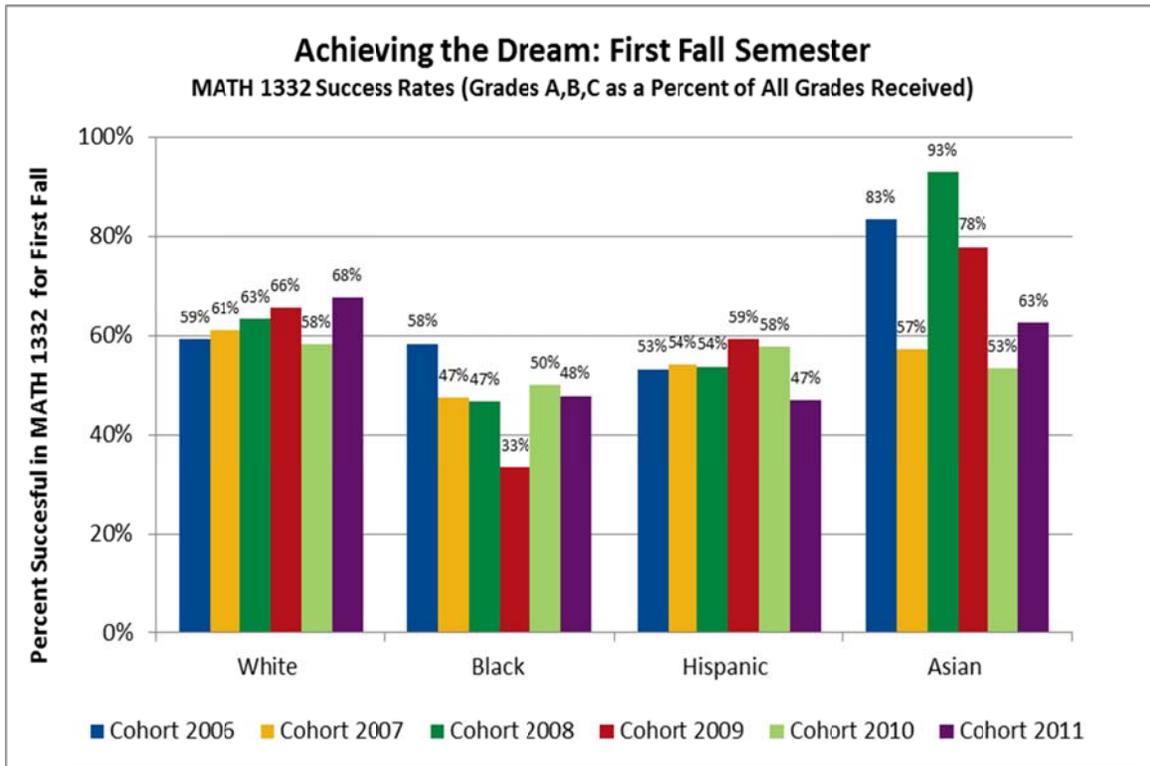
This report compares the successful course completion rates of students in the six Achieving the Dream (AtD) cohorts for the Math 1332 gateway course: Fall 2006, Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. At ACC, gateway courses are those with the highest enrollments and also the highest attrition and failure rates. Results of the analysis indicate that:

- Gateway Math 1332 (College Math)
  - Math 1332 success rate overall decreased slightly.
  - Math 1332 success rate for White students increased (from 59% to 68%), but decreased for all other ethnic groups, particularly Asians (from 83% to 63%).
  - Math 1332 success rate for female students decreased (from 66% to 61%).
  
- The percentage of the Math 1332 gateway courses successfully completed during the first fall semester by students in the AtD cohorts has varied somewhat across the six years.

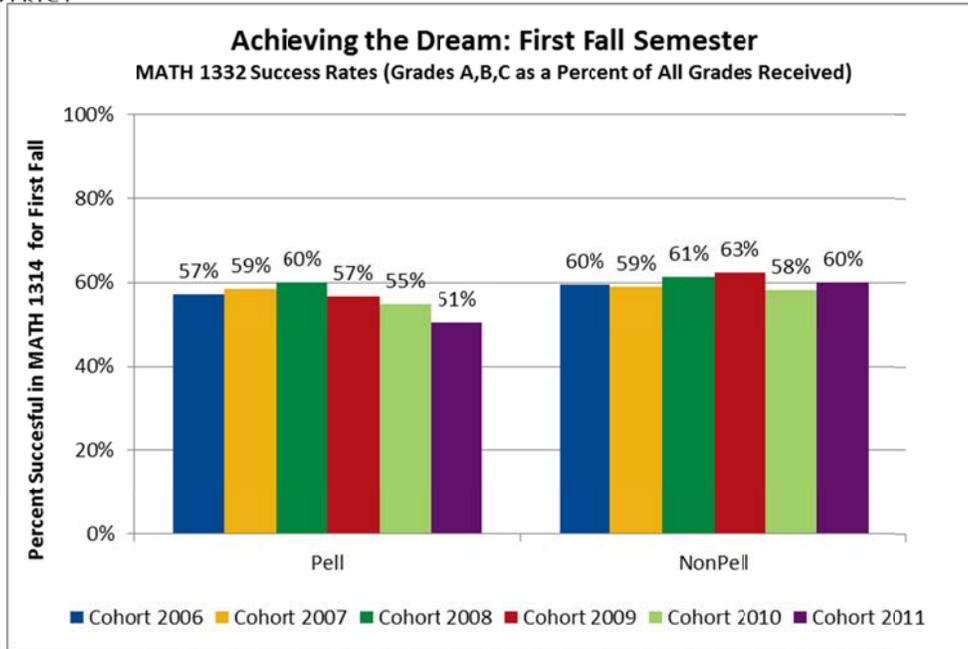


#### Course Description:

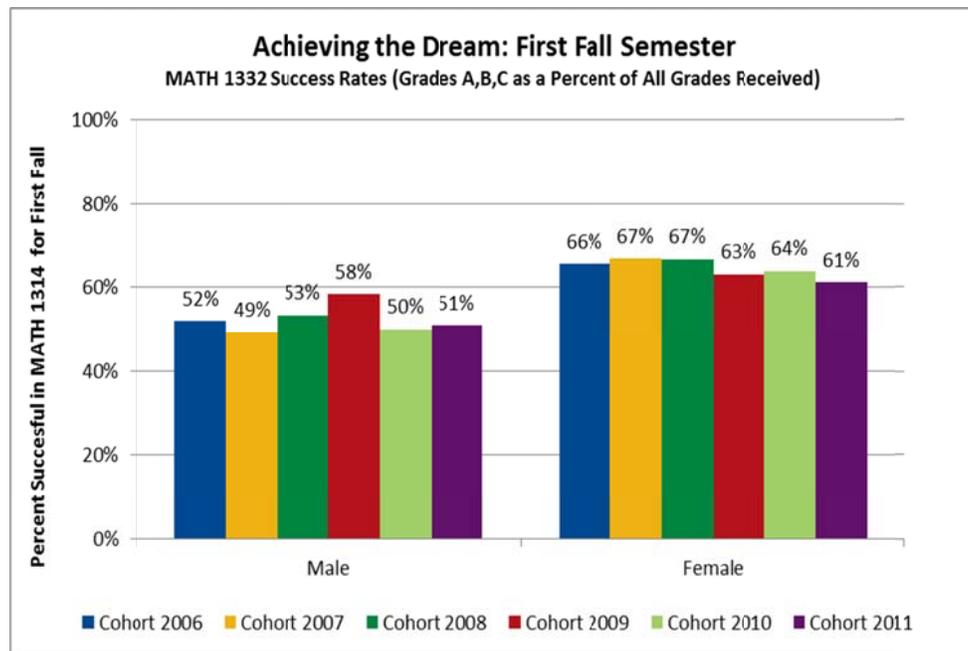
MATH 1332 (College Mathematics) A topics-based course, with a variety of possible topics chosen by individual instructors. The selected topics may include: sets, logic, number theory, geometry, probability and statistics, and the mathematics of finance and social choice. This course is not algebra-intensive, and is designed for non-technical majors.



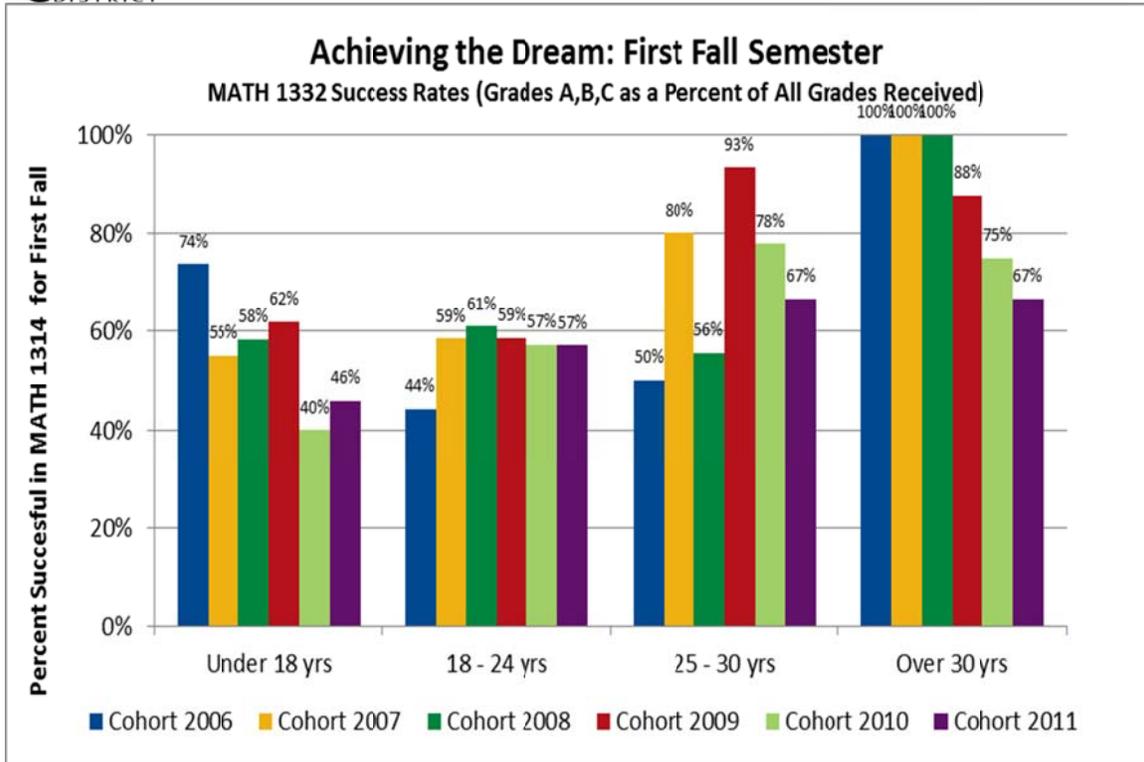
- The percentage of successful grades earned in gateway course Math 1332 has fluctuated across cohorts, particularly for the Hispanic and Asian student groups.
- The percentage of successful grades decreased over the six-year period for Hispanic students (53% to 47%).
- The percentage of successful grades decreased to a greater extent for Asian students (83% to 63%).
- The percentage of successful grades has increased overall from Fall 2006 to Fall 2011 for white students (59% to 68%).
- The percentage of successful grades decreased overall from Fall 2006 to Fall 2011 for Black students (58% to 48%).



- The percentage of successful grades earned in MATH 1332 decreased slightly for Pell recipients (57% to 51%).



- Overall, the percentage of successful grades earned in MATH 1332 was higher for females students (averaged about 65%) compared to male students (averaged about 52%).



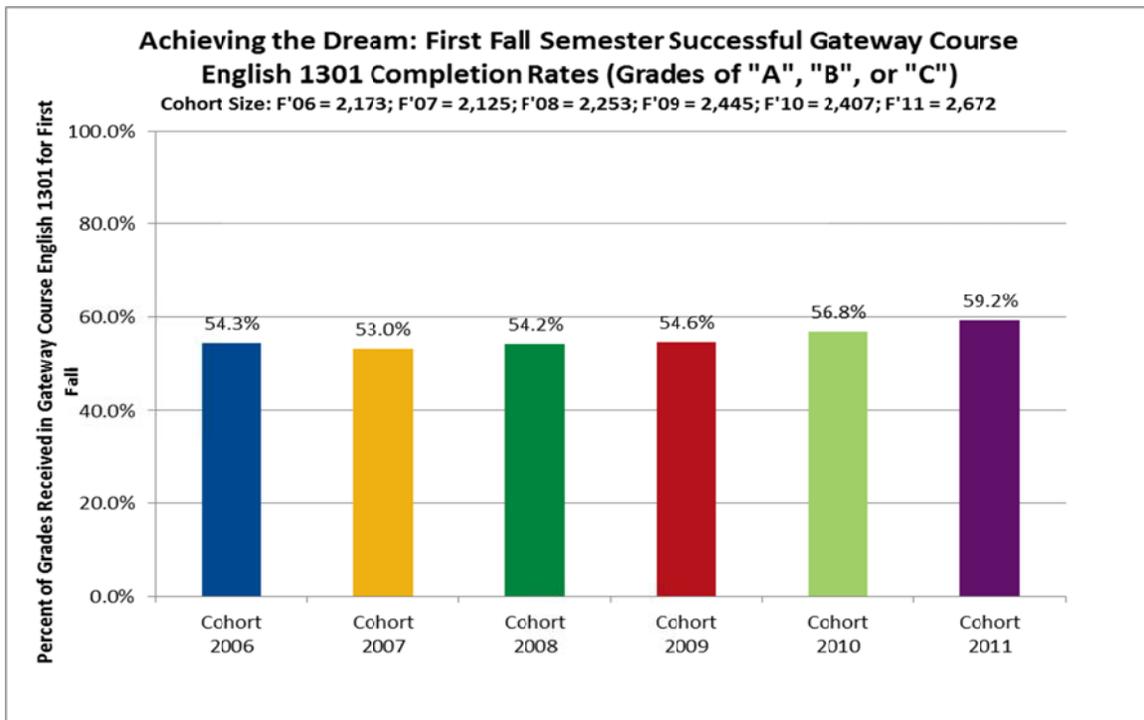
- The percentage of successful grades earned in MATH 1332 for students 18 to 24 years of age tended to be lower than that of older age groups. However, the percentage of successful grades earned for the 18 to 24 year old group increased across cohorts (from 44% to 57%).
- The percentage of successful grades earned in MATH 1332 for students over 30 years of age decreased across cohorts from 100 percent in Fall 2006 to 67 percent in Fall 2011.
- The percentage of successful grades earned in MATH 1332 varied widely across cohorts for students 25 to 30 years of age.

## AtD Longitudinal Cohort Tracking

### Metric # 3: Gateway Course English 1301 Completion Rate Increased

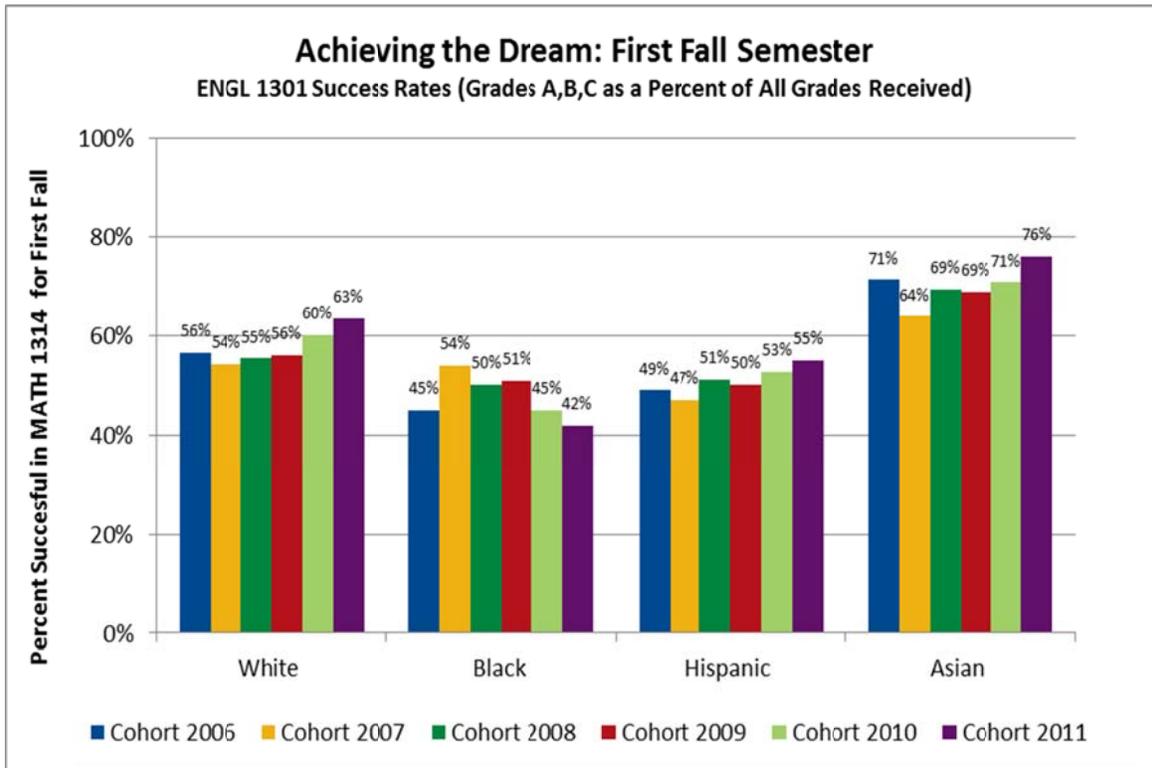
This report compares the successful course completion rates of students in the six Achieving the Dream (AtD) cohorts for the English 1301 gateway course: Fall 2006, Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. At ACC, gateway courses are those with the highest enrollments and also the highest attrition and failure rates. Results of the analysis indicate that:

- Gateway English 1301
  - Overall, successful course completion for ENGL 1301 has increased from 54% to 59%.
  - English 1301 success rate for Hispanic students increased from 49% to 55%. This contrasts with a decrease in success rates for Hispanic students overall in gateway courses.
  - English 1301 success rate for Black students has decreased to its lowest level of 42% in Fall 2011.
  
- The percent of English 1301 gateway courses successfully completed during the first semester by students in the AtD cohorts increased from 54 percent in Fall 2006 to 59 percent in Fall 2011.

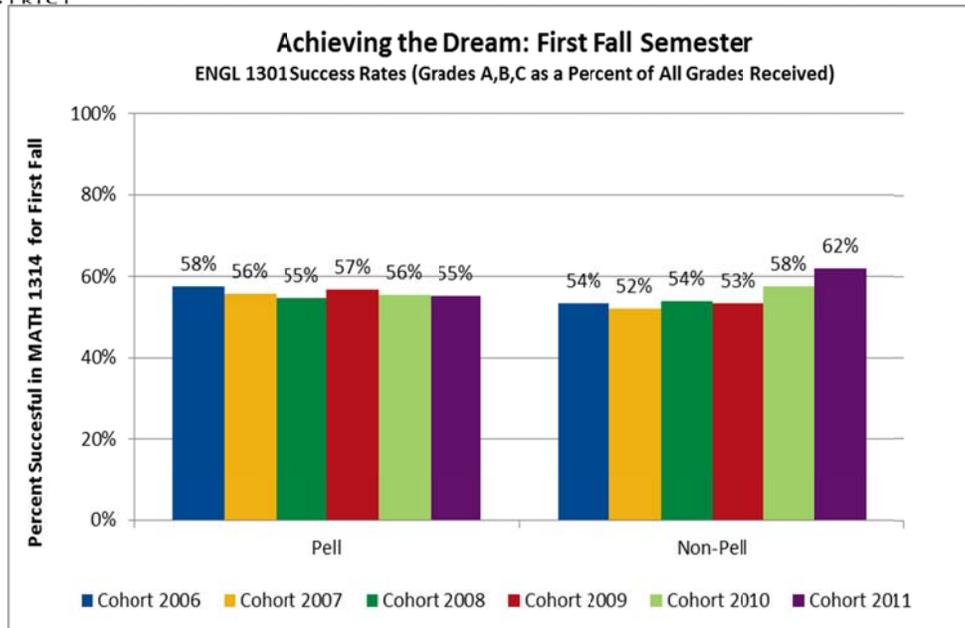


#### Course Description:

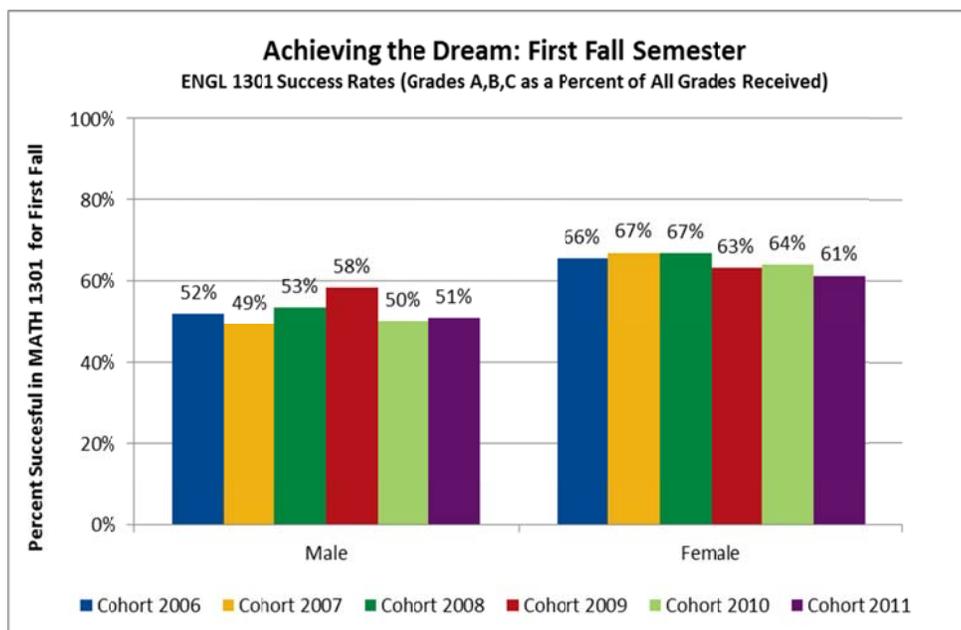
ENGL 1301 (English Composition I) A study of the principals of composition with emphasis on language, the mechanics of writing, the types of discourse, and research and documentation.



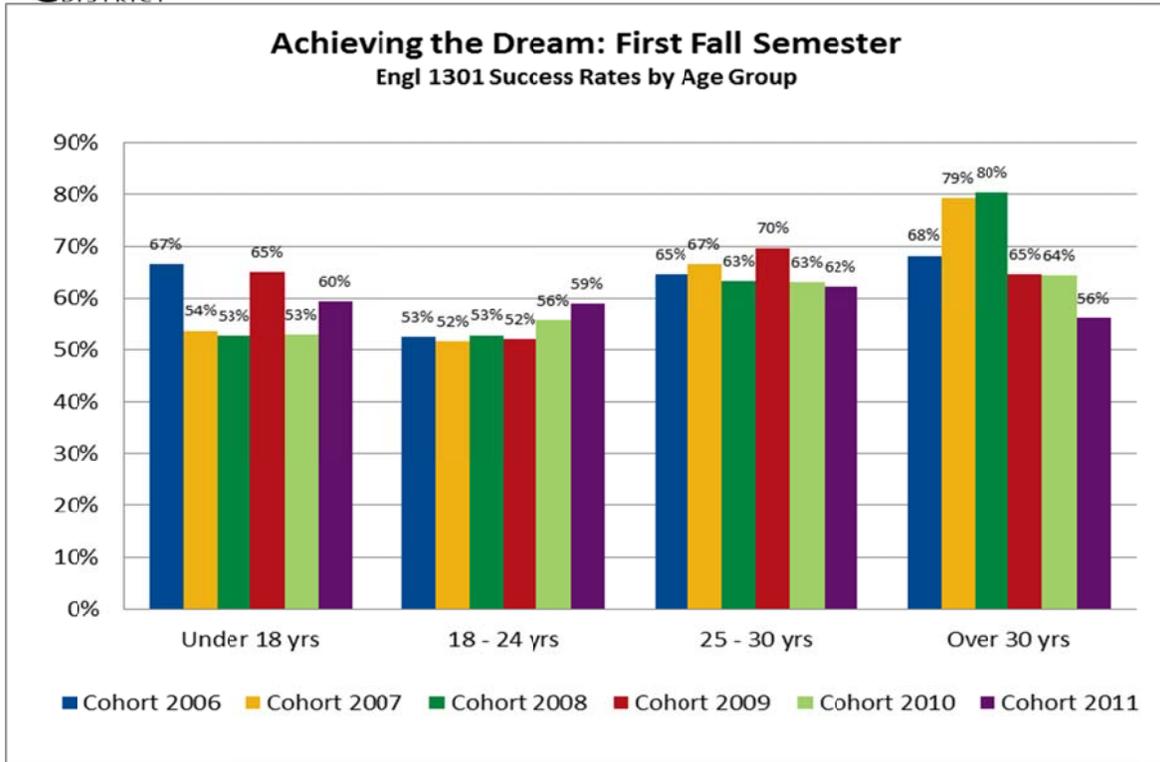
- The percentage of ENGL 1301 gateway courses successfully completed increased from Fall 2006 to Fall 2011 for Hispanic students (49% to 55%).
- The percentage of ENGL 1301 gateway courses successfully completed increased from Fall 2006 to Fall 2011 for white students (56% to 63%) and Asian students (71% to 76%),
- The percentage of successful grades in ENGL 1301 decreased slightly from Fall 2006 to Fall 2011 for Black students (45% to 42%)



- The percentage of ENGL 1301 gateway courses successfully completed by Pell-recipients decreased slightly across cohorts from 58 percent to 55 percent.
- For non-Pell recipient students, the percentage of ENGL 1301 courses increased across cohorts from 54 percent to 62 percent.



- Overall, the percentage of successful grades earned in ENGL 1301 was higher for female students (averaged about 65%) compared to male students (averaged about 52%).



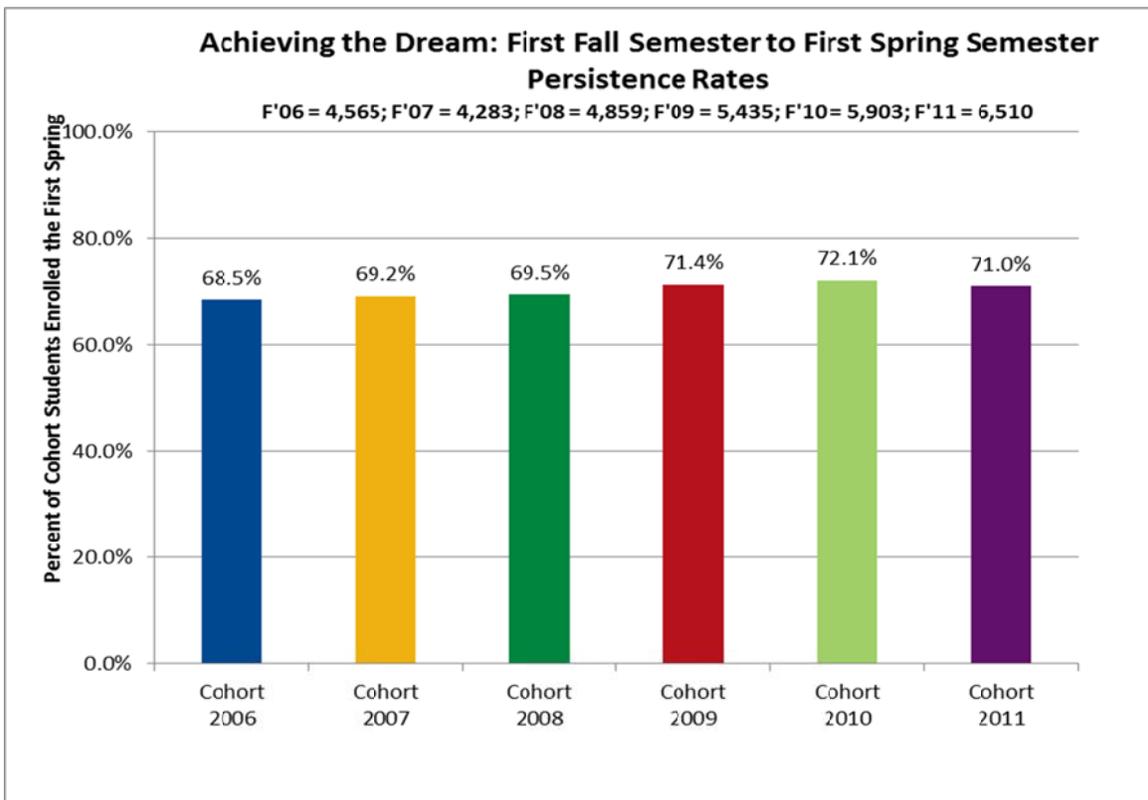
- The percentage of successful grades earned in ENGL 1301 increased across cohorts for students 18 to 24 years of age from 53 percent in Fall 2006 to 59 percent in Fall 2011.
- The percentages of successful grades earned in ENGL 1301 for 18 to 24 year olds was lower overall than the success rates for other age groups.

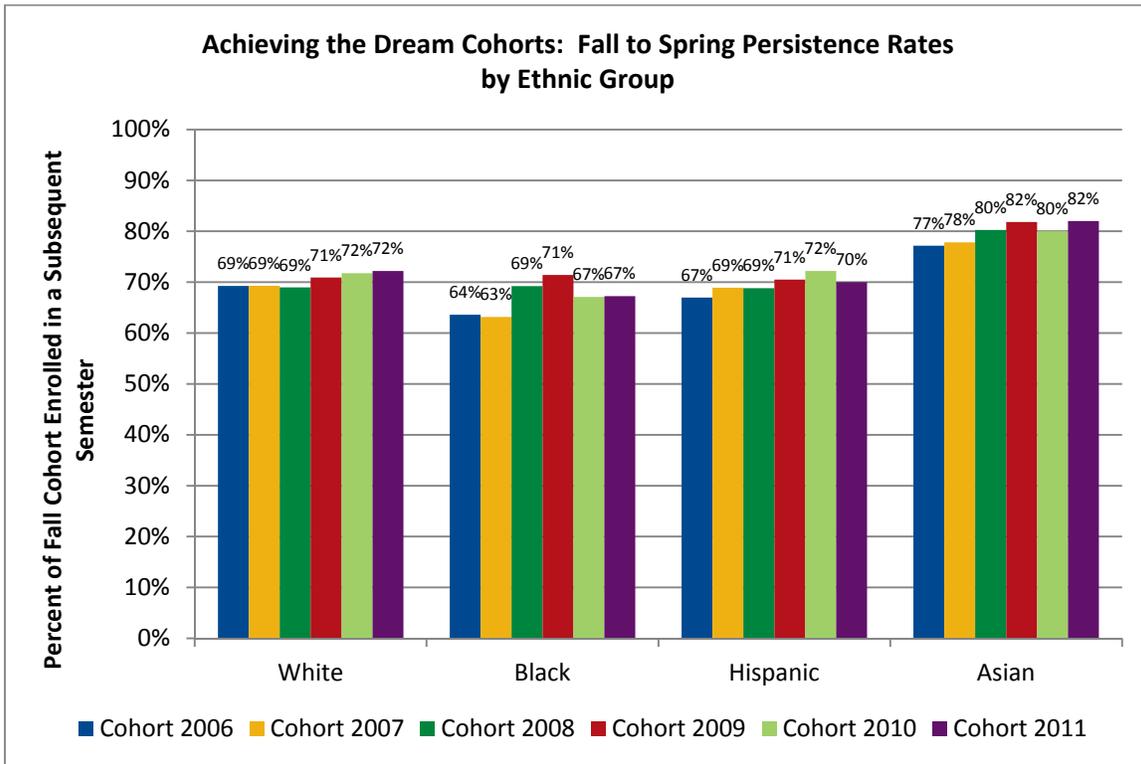
## AtD Longitudinal Cohort Tracking

### Metric # 4: Persistence (First Fall to First Spring) Increased Slightly

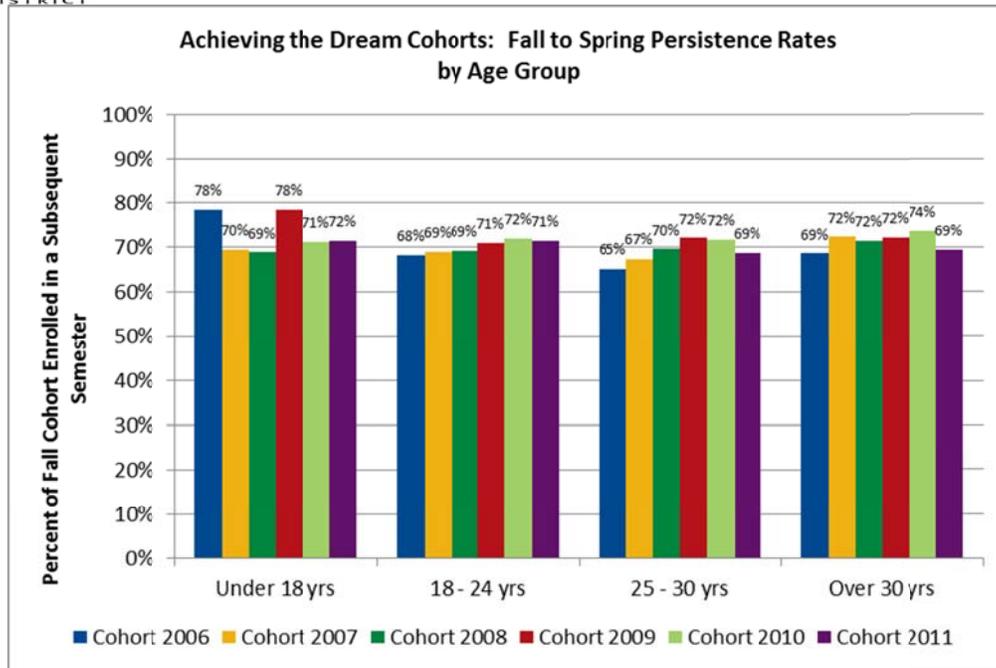
This report compares the persistence rates of students from their first fall semester to their first spring semester in the six Achieving the Dream (AtD) cohorts: Fall 2006, Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. Results of the analysis indicate that:

- Initial Fall to Spring Persistence Rates
  - First Fall semester to Spring semester persistence rates have increased from 69% to 71%.
  - Pell Matters
    - On average, 77% of Pell students persist from their first Fall semester to Spring semester, while only 67% of non-Pell students persist into the Spring semester.
  - Differences in Ethnicity
    - Hispanic students persistence rates have increased from 67% to 82%.
    - White students and Black students had a 3 percentage point increase in fall semester to spring semester persistence rates.
  
- The percentage of FTIC students persisting from the Fall to the following Spring semester increased from 69 percent for the Fall 2006 cohort to 71 percent for the Fall 2011 cohort.

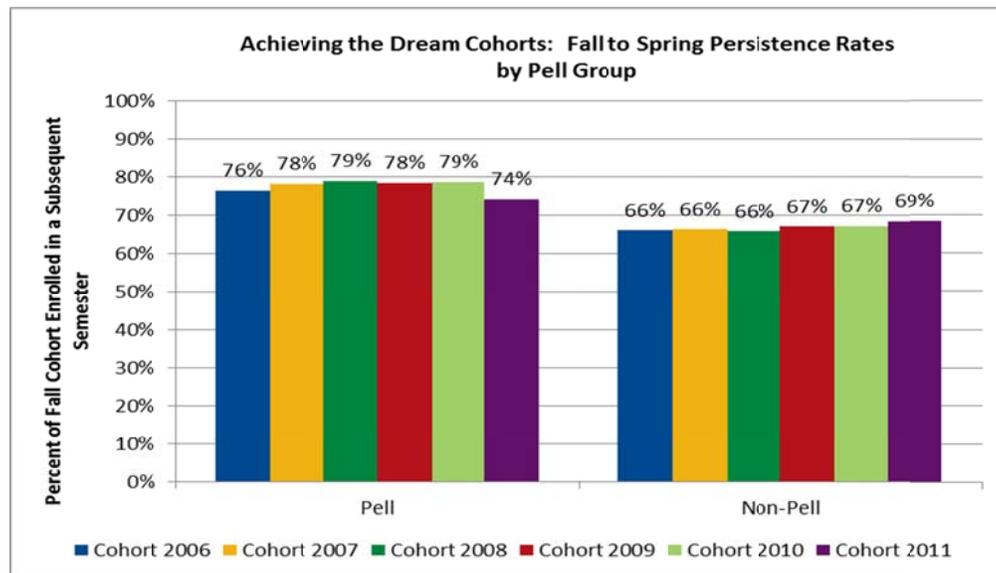




- The percentage of FTIC students persisting from the Fall to the following Spring semester increased for all students from Cohort 2006 to Cohort 2011.



- The percentage of FTIC students persisting from the Fall to the following Spring semester increased slightly for students 18 to 24 years of age (68 percent to 71 percent).
- The percentage of students persisting from Fall to Spring varied somewhat for other age groups.

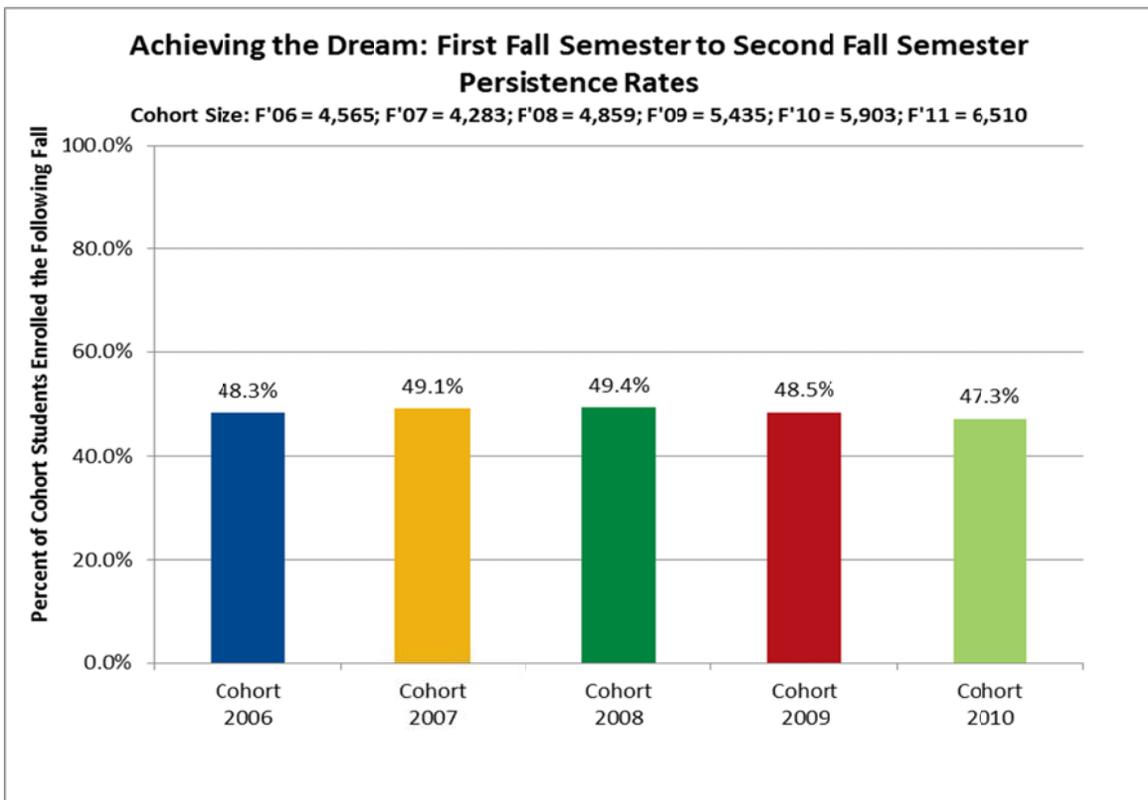


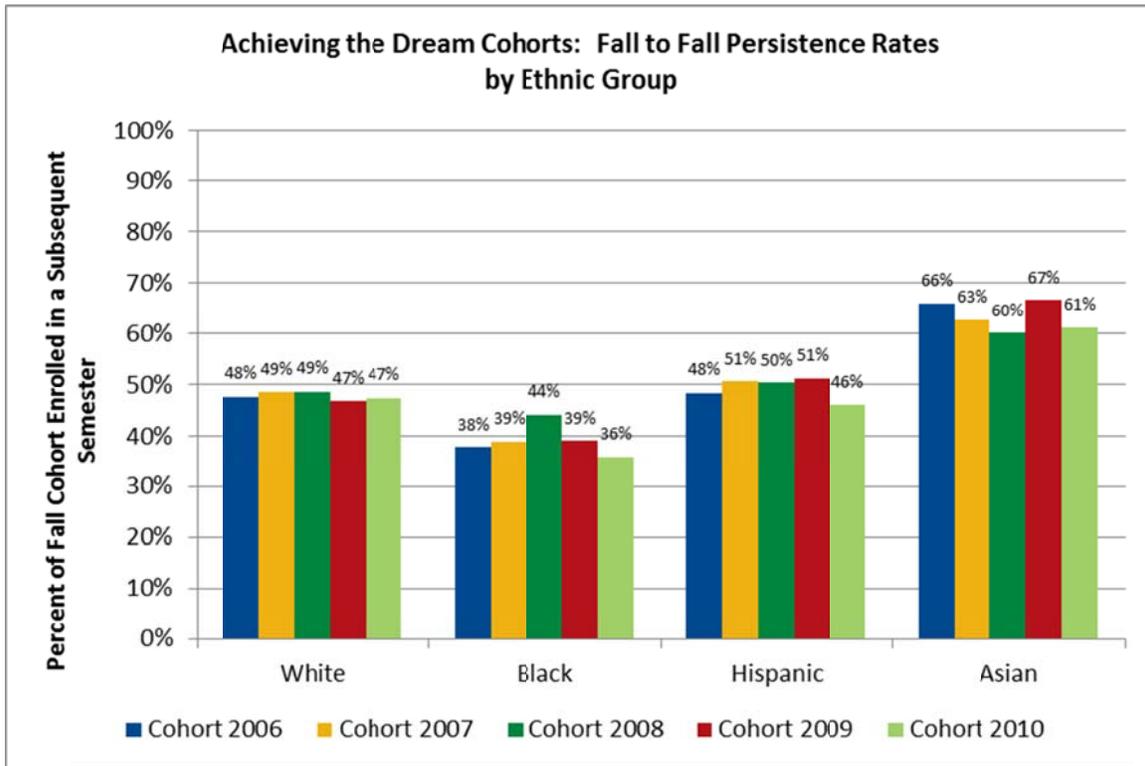
- The Fall to Spring persistence rates for Pell-recipients decreased slightly across cohorts from 76 percent in the Fall 2006 cohort to 74 percent in the Fall 2011 cohort.
- For non-Pell recipients, the Fall to Spring persistence rates increased slightly from 66 percent in the Fall 2006 cohort to 69 percent in the Fall 2011 cohort.

## AtD Longitudinal Cohort Tracking Metric # 4: Persistence (Fall to Fall)

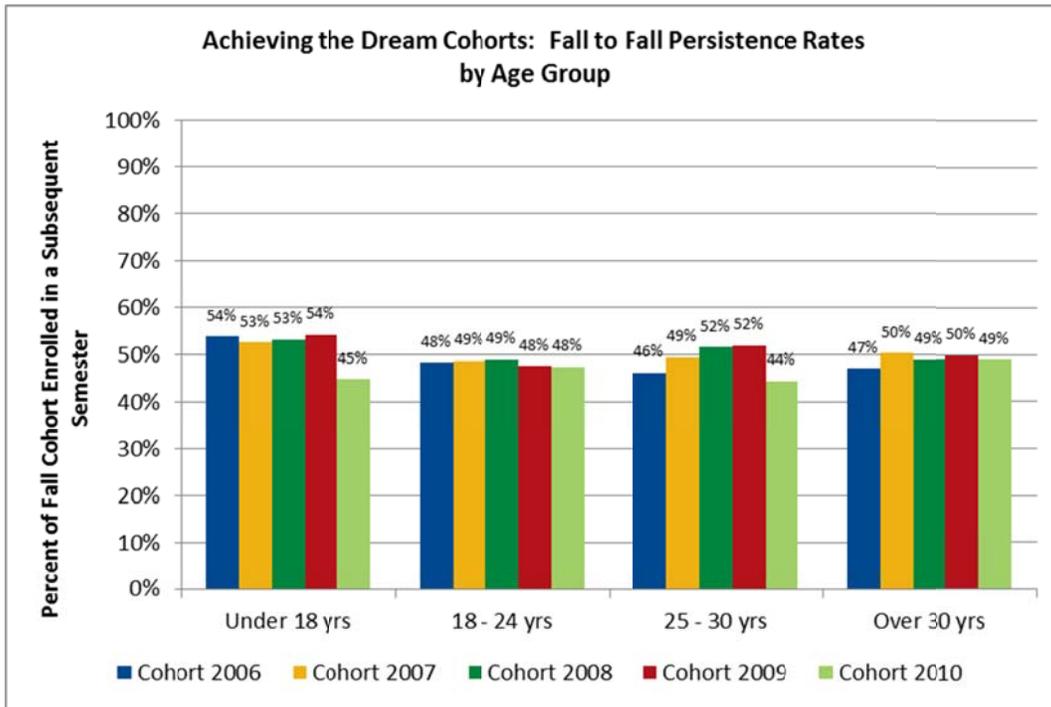
This report compares the persistence rates of students from their first fall to their second fall semester at ACC in the six Achieving the Dream (AtD) cohorts: Fall 2006, Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. Results of the analysis indicate that:

- Initial Fall to Fall Persistence Rates
  - Initial Fall semester to Fall semester persistence rates have hovered around 48%.
  - Age Matters
    - Recently, for the Fall 2010 to Fall 2011 persistence rates there has been a drop of about 8 percentage points compared to previous years for students under 18 years of age and those students between 25-30 years old.
  - Differences in Ethnicity
    - On average, across the six cohort years, Hispanic students have had a slightly higher persistence rate than white students, 49% and 48% respectively. Black students have had the lowest initial Fall semester to Fall semester persistence rate, averaging about 39%.
  
- The percentage of students enrolled in the fall AtD cohorts, and continuing their studies at ACC the following fall semester, fluctuated slightly across the six cohorts averaging about 49 percent.

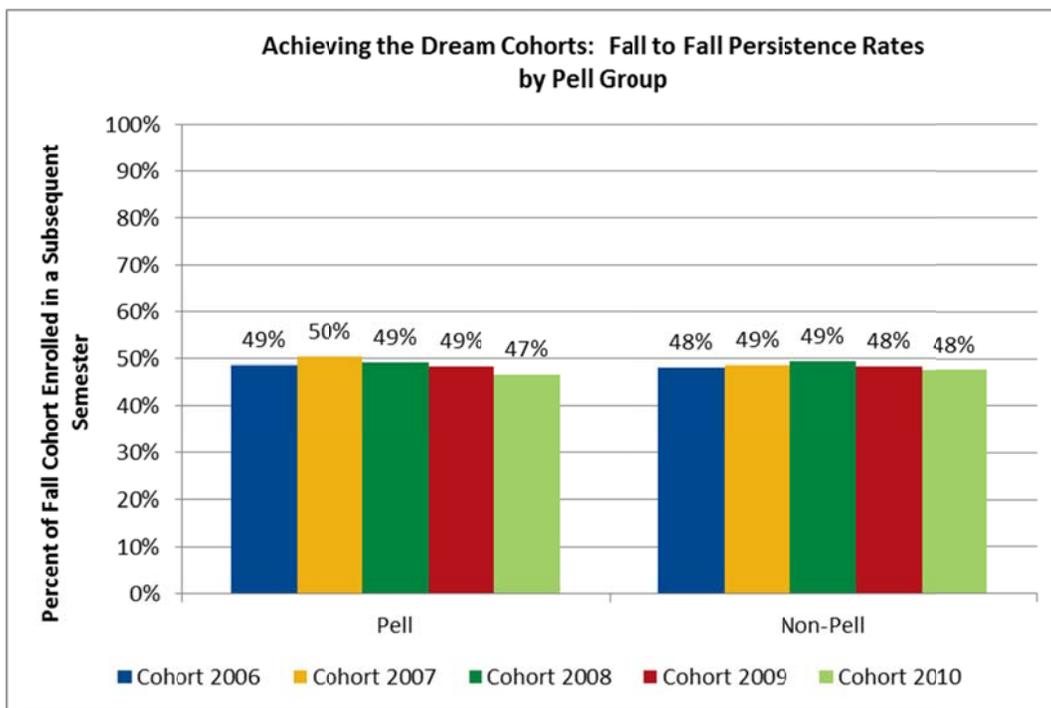




- The percentages of students enrolled in the fall AtD cohorts, and continuing their studies at ACC the second fall semester, were similar for Hispanic students (average of about 49%) and white students (average of about 48% ) across cohorts.
- The percentages of students persisting from fall to the second fall semester were lower for Black students, and higher for Asian students. Compared to Hispanic and white students.



- The fall to fall persistence rates for students 18 to 24 years old were similar to those of other age groups, averaging about 49 percent.

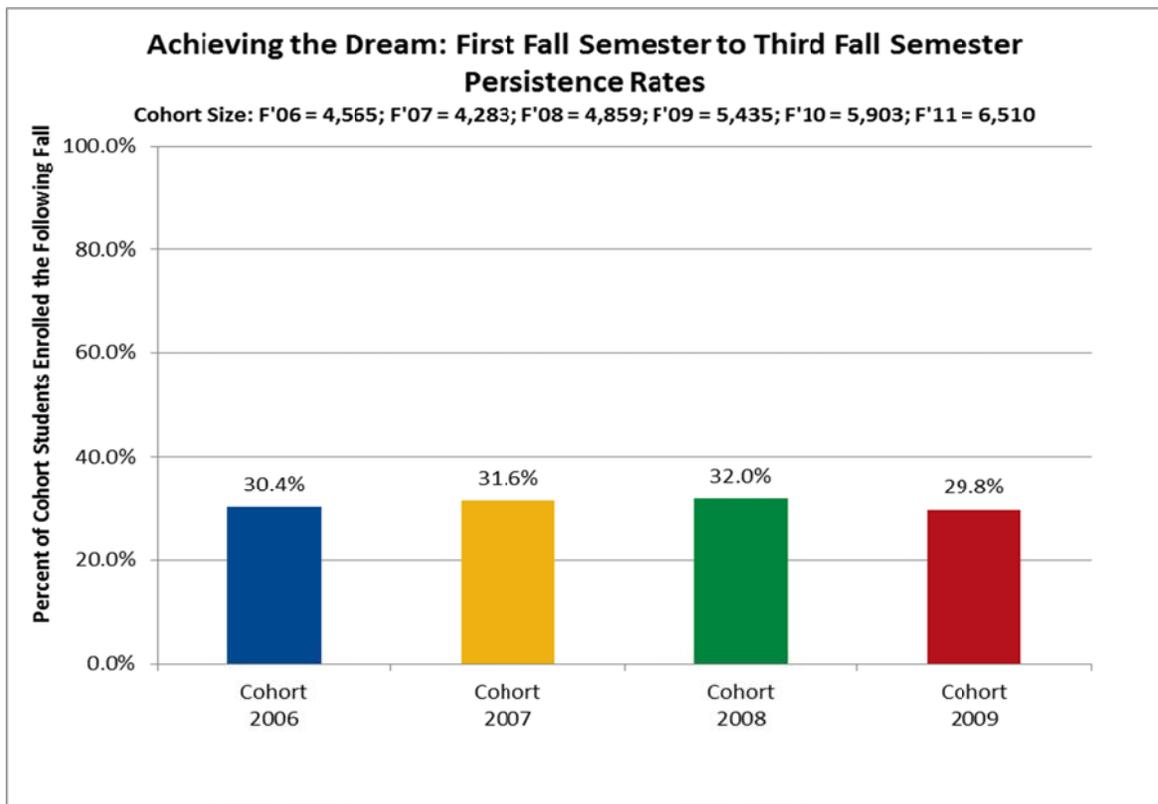


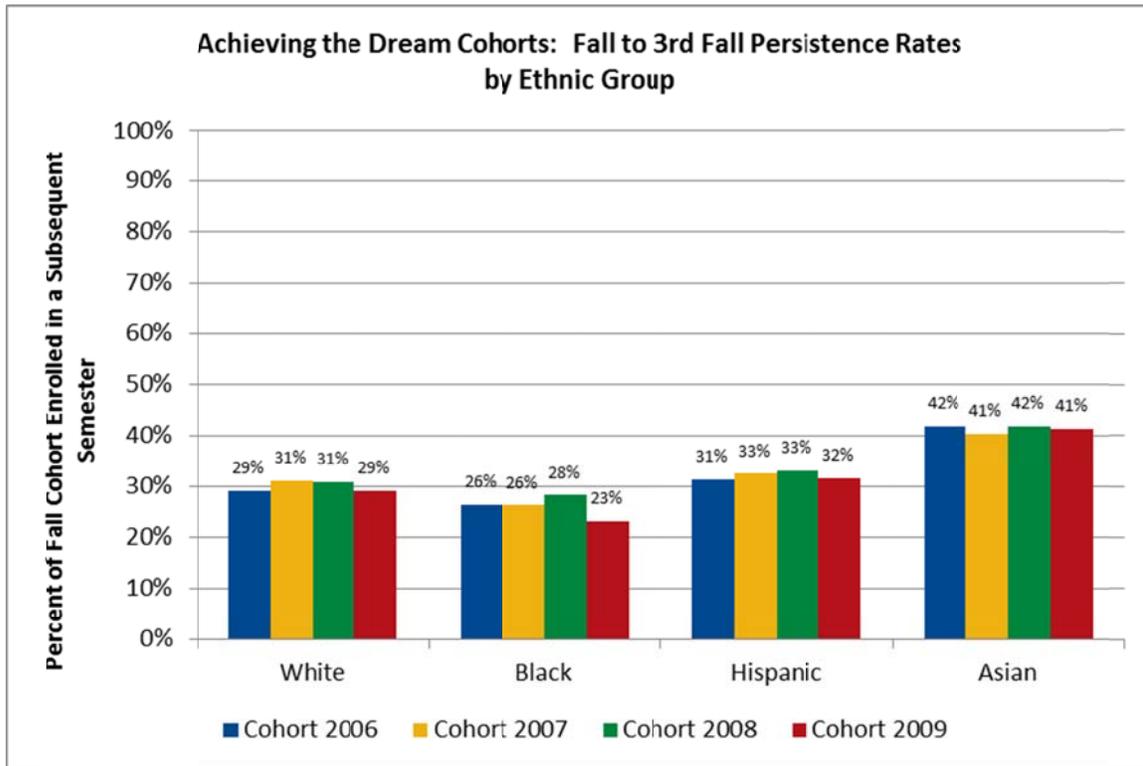
- The fall to fall persistence rates for Pell recipients compared to non-Pell recipient students were similar, also averaging about 49 percent.

## AtD Longitudinal Cohort Tracking Metric # 4: Persistence (Fall to Third Fall)

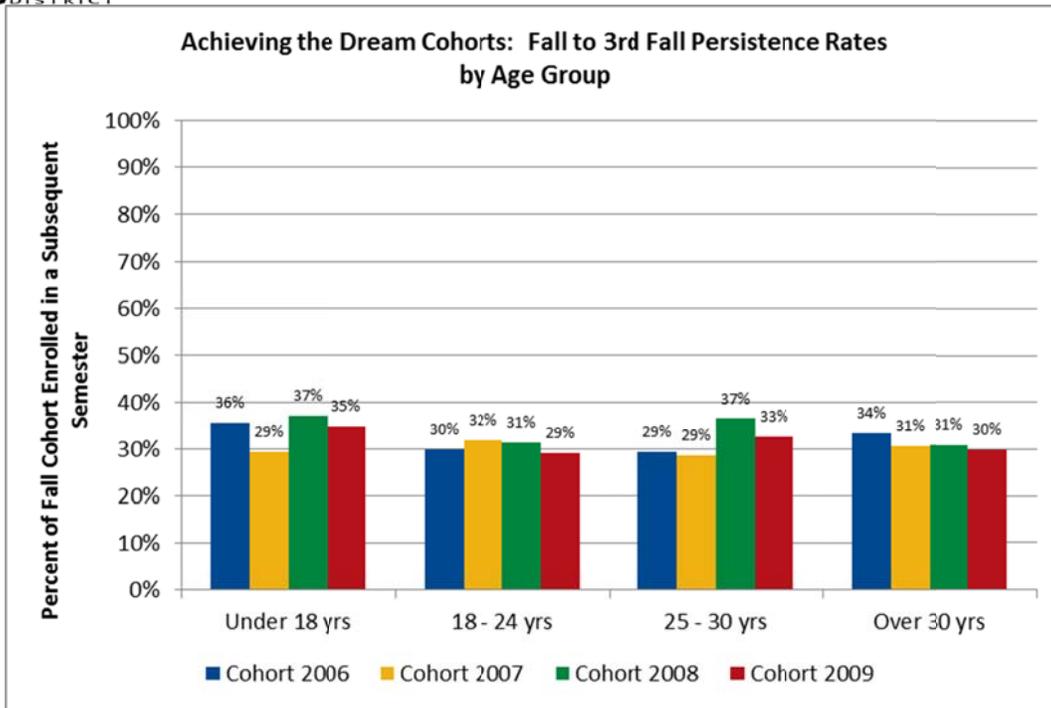
This report compares the persistence rates of students from their first fall to their third fall semester at ACC in the six Achieving the Dream (AtD) cohorts: Fall 2006, Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. Results of the analysis indicate that:

- The percentages of students enrolled in the fall AtD cohorts, and continuing their studies at ACC the third fall semester, were fairly stable across cohorts, averaging about 30 percent.

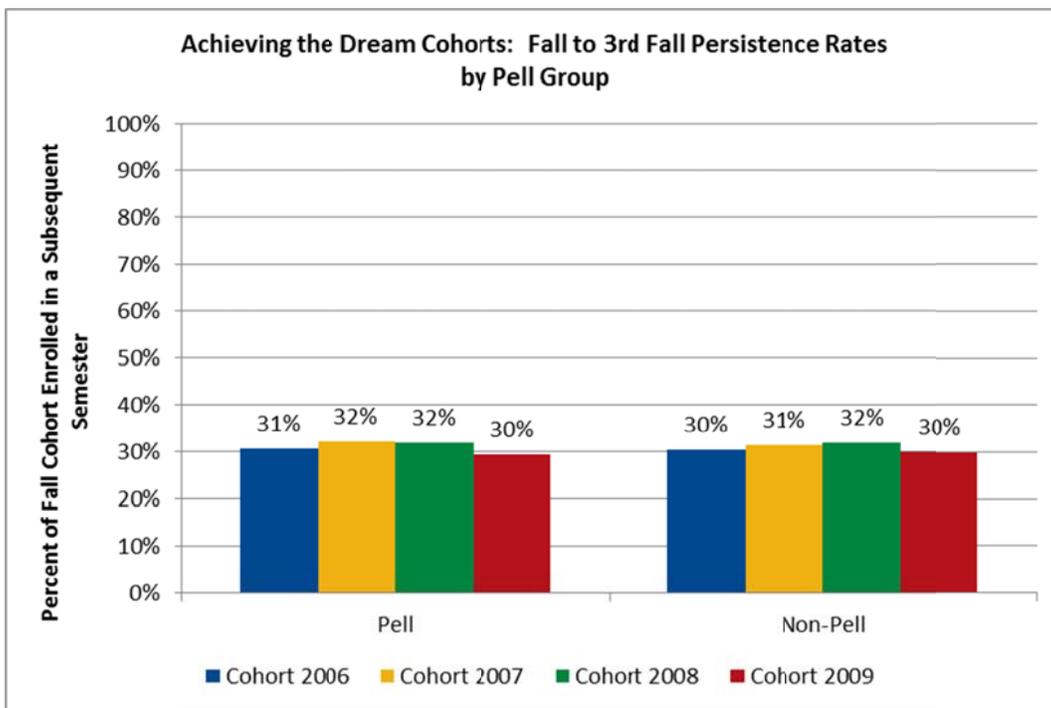




- The percentages of students enrolled in the fall AtD cohorts, and continuing their studies at ACC the third fall semester, were slightly higher for Hispanic students (average of about 32%) compared to white students (average of about 30%) across the cohorts.
- The percentages of students persisting from fall to the third fall semester were lower for Black students (average of about 20%), and higher for Asian students (average of about 42%), compared to Hispanic and white students.



- The fall to fall persistence rates for students 18 to 24 years old were similar to those of other age groups, averaging about 31 percent.



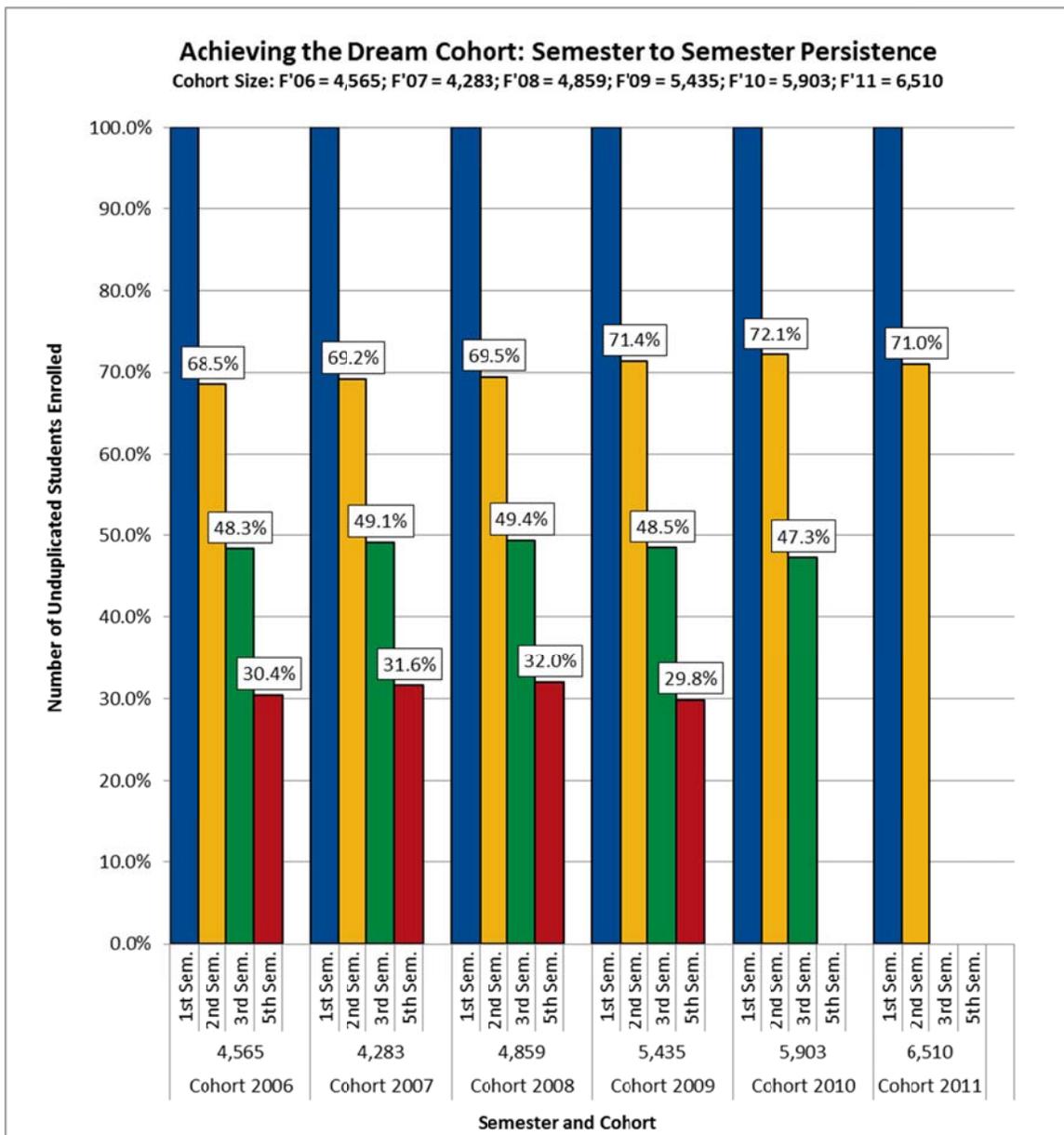
- The fall to fall persistence rates for Pell recipients compared to non-Pell recipient students were similar, averaging about 31 percent.

## AtD Longitudinal Cohort Tracking

### Metric # 4: Semester to Semester Persistence Rates

This report compares the persistence rates of students from their first fall to first spring and then first fall to second fall and first fall to third fall for six Achieving the Dream (AtD) cohorts: Fall 2006, Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011.: Fall 2006, Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. Results of the analysis indicate that:

- The percentage of FTIC students enrolled in the third fall semester increased and then decreased slightly across the cohorts, averaging about 31 percent.

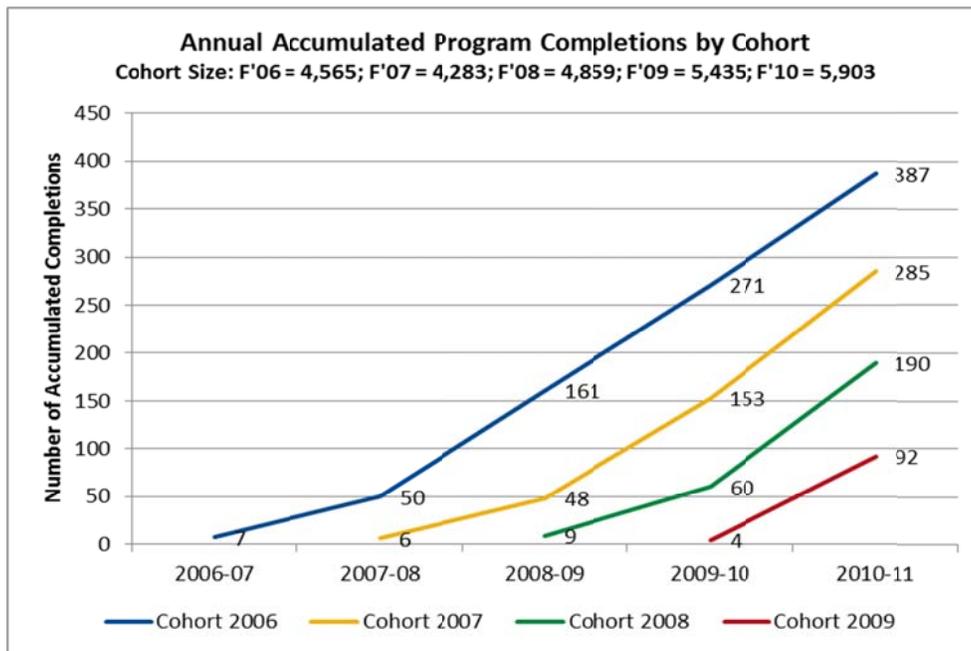
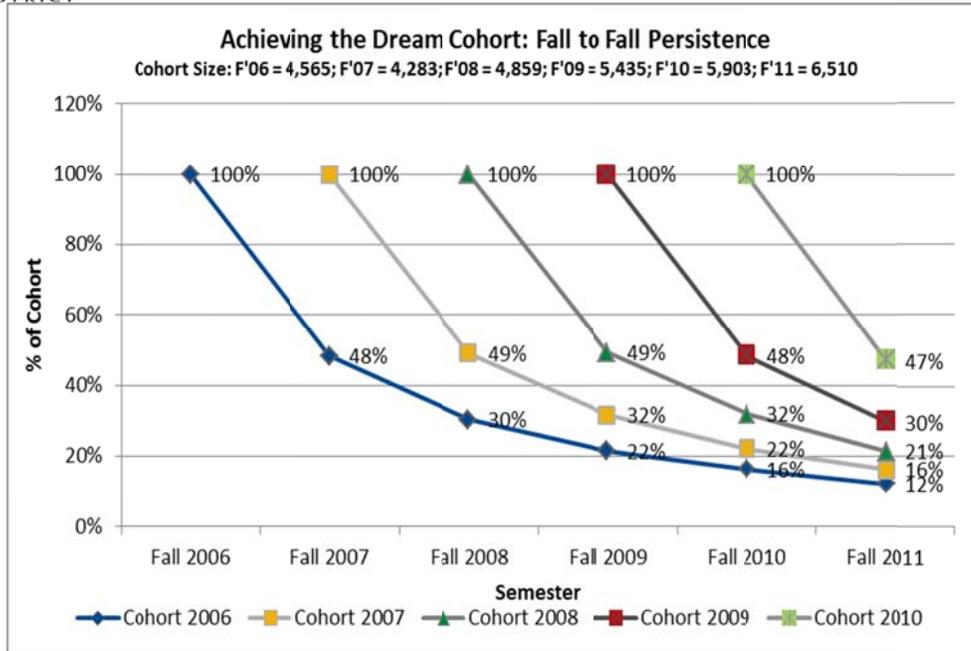


## AtD Longitudinal Cohort Tracking Metric # 5: Persistence and Graduation

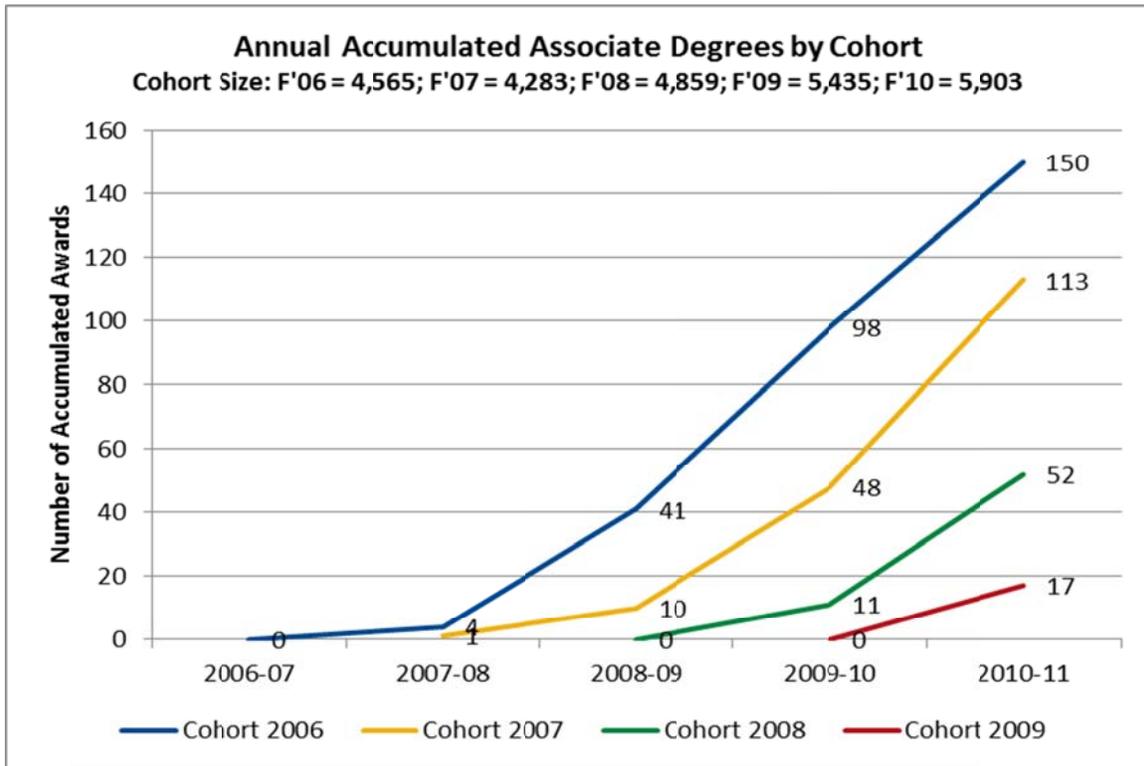
This report compares the persistence rates of students and their completions from fall to fall semester at ACC in the Achieving the Dream (AtD) cohorts: Fall 2006, Fall 2007, Fall 2008, Fall 2009. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. The AtD cohorts from 2006 through 2009 comprise the baseline data. Interventions implemented during the 2010-11 year will be assessed and compared to the baseline cohort experiences.

Results of the analysis indicate that:

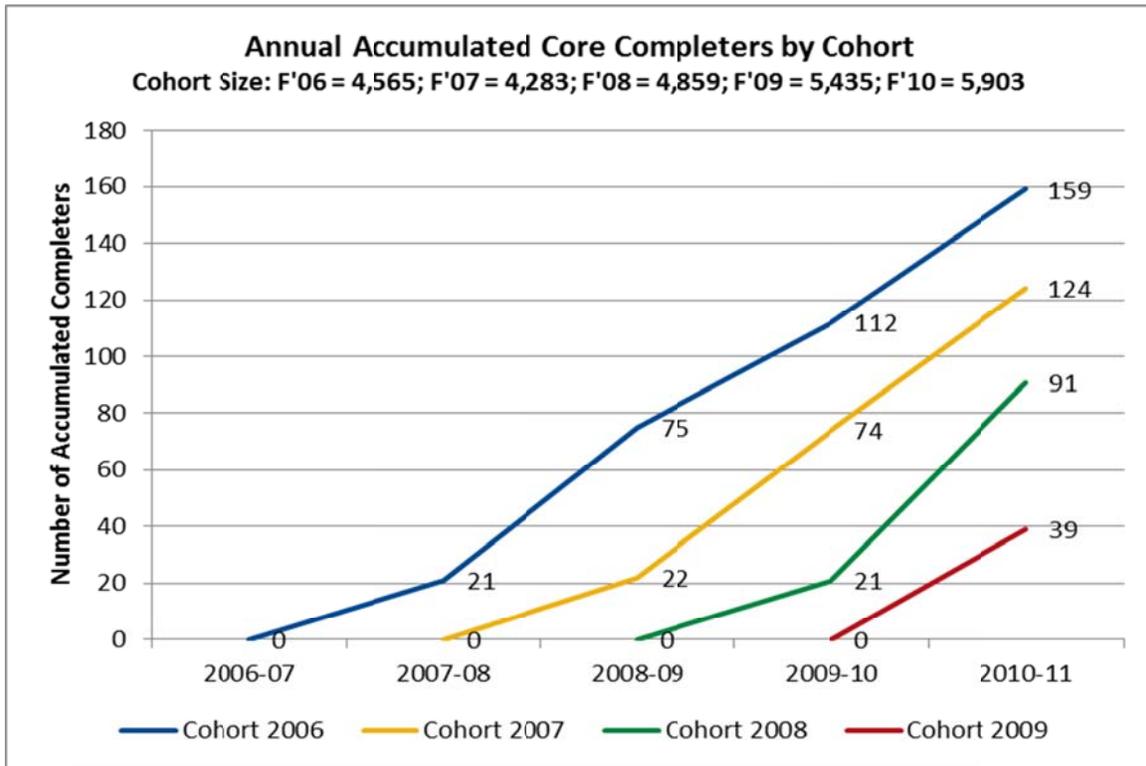
- Accumulated program completions, including students who have earned an associate degree, certificate, and/or completed the core curriculum, show an increasing trend across the six cohorts. The 2008 cohort shows 4.1% (190 out of 4,859 students) successfully completing a program within three years, up from 3.5% (161 out of 4,565 students) in the 2006 cohort.
- The 2006 cohort had an 8.5% (387 out of 4,565 students) completion rate after five years. After five years, the 2006 cohort had received 150 associate degrees, 78 certificates, and had 159 core completers.
- The percentage of AtD cohort students returning for subsequent semesters is very similar across the cohorts.
  - Almost half of FTIC students enrolled in the fall return for the following spring semester.
  - Almost one-third of FTIC students enrolled in the fall are enrolled the second fall semester.
  - More than one-fifth of FTIC students enrolled in the fall are enrolled the third fall semester.
  - About one-sixth of FTIC students enrolled in the fall are enrolled the fourth fall semester.



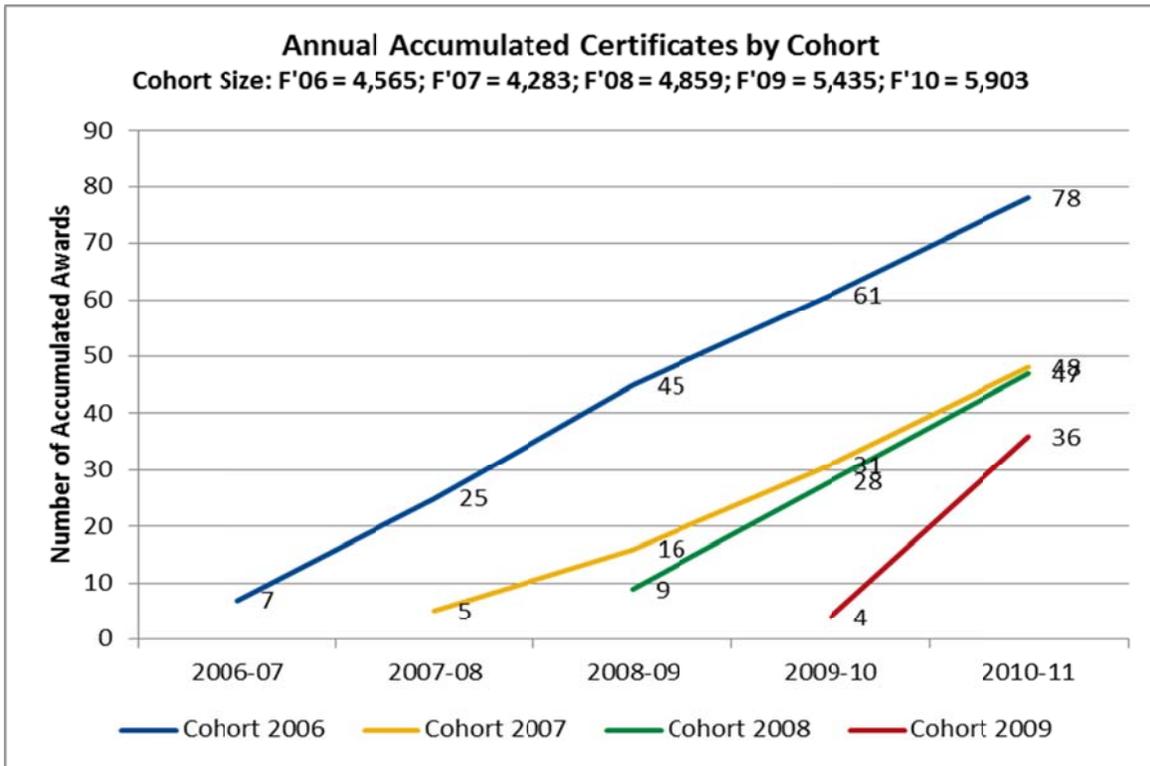
- The percentage of AtD accumulated program completions increased across the cohorts.
  - The percent of FTIC students' accumulated awards over the first two years increased from 50 students (1.1%) in the Fall 2006 cohort to 92 students (1.7 percent) in the fall 2009 cohort.
  - The percent of FTIC students' accumulated awards over the first three years increased from 161 students (3.5%) in the Fall 2006 cohort to 190 students (4.1%) in the fall 2008 cohort.



- The percentage of AtD accumulated degrees, certificates, and core completions increased across the cohorts.
  - The percent of FTIC students' accumulated degrees over the first two years increased from 4 degrees in the Fall 2006 cohort to 17 in the fall 2009 cohort.
  - The percent of FTIC students' accumulated degrees over the first three years increased from 41 degrees in the Fall 2006 cohort to 52 in the fall 2008 cohort.



- The percentage of AtD accumulated core completions increased across the cohorts.
  - The percent of FTIC students' accumulated certificates over the first two years increased from 21 core completion in the Fall 2006 cohort to 39 in the fall 2009 cohort.
  - The percent of FTIC students' accumulated core completion over the first three years increased from 75 core completion in the Fall 2006 cohort to 91 in the fall 2008 cohort.



- The percentage of AtD accumulated certificates increased across the cohorts.
  - The percent of FTIC students' accumulated certificates over the first two years increased from 25 certificates in the Fall 2006 cohort to 36 in the fall 2009 cohort.
  - The percent of FTIC students' accumulated degrees over the first three years increased from 45 certificates in the Fall 2006 cohort to 49 certificates in the fall 2008 cohort.