

Relationship of ACC Mission Statement to ACC Core Indicators

ACC Mission Statement	ACC Core Indicators (Dates Effectiveness Measures were approved are in parenthesis.)
<p>[a] Vocational and technical programs of varying lengths leading to certificates or degrees.</p>	<p>Workforce Education Effectiveness Measures (2003-04)</p> <p>1A. Women and minorities will access workforce education programs at rates that reflect the demographics of ACC’s service area.</p> <p>1B. Access of women to each workforce education program will not differ significantly from rates at peer institutions.</p> <p>1C. Access of minorities to each workforce education program will not differ significantly from rates that reflect the demographics of ACC’s service area.</p> <p>2A. Students will persist in all technical programs at a rate not significantly different than the state average.</p> <p>2B. Students will persist in each active technical program at rates not significantly different than state averages.</p> <p>2C. Students will complete courses at rates not significantly different than state averages.</p> <p>3A. Workforce education programs will meet the Texas Higher Education Coordinating Board (THECB) guidelines for student graduation.</p> <p>3B. Full-time students in workforce education programs will graduate or transfer in a timely manner.</p> <p>3C. Part-time students in workforce education programs will graduate or transfer in a timely manner.</p> <p>3D. Women and minorities in workforce education programs will graduate or transfer at rates comparable to those at which they enroll.</p> <p>4A. Graduates from workforce programs will find employment upon completion of their AAS degree or certificate.</p> <p>4B. Students who pursue workforce education but do not graduate will be employed or pursuing additional education at rates not significantly different than the state average for similar students.</p>
<p>[b] Freshman- and sophomore-level academic courses leading to an associate degree or serving as the base of a baccalaureate degree program at a four-year institution.</p>	<p>Academic Transfer Programs (2002-03)</p> <p>1a. First-time in College (FTIC) students who have earned at least 15 credit hours in baccalaureate transfer courses will transfer to a four-year college or university within four years of their initial enrollment.</p> <p>1b. Minority FTIC students who have earned at least 15 credit hours in baccalaureate</p>

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	<p>transfer courses will transfer to a four-year college or university within four years of their initial enrollment.</p> <p>2a. First-time students who indicate the intent to transfer and who have earned at least 15 credit hours in baccalaureate transfer courses will transfer to a four-year college or university within six years of their initial enrollment.</p> <p>2b. Minority first-time students who indicate the intent to transfer and who have earned at least 15 credit hours in baccalaureate transfer courses will transfer to a four-year college or university within six years of their initial enrollment.</p> <p>3a. ACC Students who transfer will be in good academic standing at the transfer institution.</p> <p>3b. ACC students who transfer will earn GPAs comparable to other transfer students at the transfer institution.</p>
<p>[c] Continuing adult education for academic, occupational, professional, and cultural enhancement.</p> <p>[g] Contracted instructional programs and services for area employers that promote economic development.</p>	<p>Continuing Education Programs Effectiveness Measures (2001-02)</p> <ol style="list-style-type: none"> 1. Students who take continuing education courses will be satisfied with those courses. 2. Employers who contract for ACC Customized Training will be satisfied with the training their employees receive. 3. Students taking continuing education courses to meet licensure requirements will meet those requirements.

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[d] Special instructional programs and tutorial service to assist underprepared students and others who wish special assistance to achieve their educational goals.

- Developmental Education Effectiveness Measures (2002-03)**
- 1a. First-Time in College (FTIC) degree seeking students enrolled at ACC in the fall semester and who are required to take developmental courses will return the following spring semester (Fall-to-Spring Retention).
 - 1b. There will be no significant differences by demographic group between Fall-to-Spring retention rates for FTIC degree or certificate seeking students enrolled in developmental education courses and those NOT enrolled in developmental education courses.
 - 2a. Students who are required to be enrolled in Developmental Education Courses at ACC will complete state-mandated requirements.
 - 2b. Students who are required to be placed in developmental courses will complete their developmental requirements.
 - 2c. There will be no significant differences between developmental program completion rates by demographic group.
 3. Students who are required to be placed in developmental courses will complete their courses at rates similar to those taking credit courses.
 - 4a. Students who successfully complete Developmental Writing will be successful in the next credit-level English course.
 - 4b. Students who successfully complete Developmental Reading will be successful in the next credit-level course.
 - 4c. Students who successfully complete Developmental Mathematics will be successful in the next credit-level math course.

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<p>[d] Special instructional programs and tutorial service to assist underprepared students and others who wish special assistance to achieve their educational goals.</p>	<p>Adult Education Effectiveness Measures (2002-03)</p> <ol style="list-style-type: none"> 1a. Beginning Literacy-ABE students will complete beginning level adult basic education courses. 1b. Beginning Literacy-ESL students will complete beginning level adult basic education courses. 1c. Beginning ABE students will complete beginning level adult basic education courses. 1d. Beginning ESL students will complete beginning level adult basic education courses. 2a. Intermediate ABE students will advance to advanced level ABE courses. 2b. Intermediate ESL students will complete intermediate level adult basic education courses. 3a. Advanced ABE students will obtain a GED. 3b. Advanced ESL students will meet completion standards set by ACC's college-wide ESL Task Force. 4a. Student enrollments in ABE classes will meet target numbers. 4b. Students enrolled in ABE classes will meet eligibility criteria. 4c. Students who take ABE classes will complete the initial 12 hours of class.
<p>[e] A continuing program of counseling and advising designed to assist students in achieving their individual educational and occupational goals.</p>	<p style="text-align: center;">No Effectiveness Measures for this Mission Statement</p>
<p>[f] A program of technology, library, media, and testing services to support instruction.</p>	<p style="text-align: center;">No Effectiveness Measures for this Mission Statement</p>
<p>No Mission statement for these measures.</p>	<p>Student Services Effectiveness Measures (2002-03)</p> <ol style="list-style-type: none"> 1. The unduplicated headcount enrollment of ACC will reflect the diversity of the college age population the College serves. 2. The applicants who register and attend ACC will reflect the demographics of the applicant pool. 3. ACC will provide financial aid opportunities to students who demonstrate the most need. 4. The college will maintain a loan default rate 5% below the maximum threshold required by law.

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<p>No Mission statement for these measures</p>	<p>Retention Effectiveness Measures (20 01-02)</p> <p>1a. First-Time in College (FTIC) degree seeking students enrolled at ACC in the fall semester will return the following spring semester (Fall-to-Spring Retention).</p> <p>1b. There will be no significant differences between ACC and statewide average Fall-to-Spring retention rates for FTIC degree or certificate seeking students by demographic group.</p> <p>2a. Students enrolled at ACC in the fall semester will return the following fall semester (Fall-to-Fall Retention).</p> <p>2b. There will be no significant differences between ACC and statewide average Fall-to-Fall retention rates by demographic group.</p> <p>3a. FTIC degree or certificate-seeking students will complete their degree or certificate within three years.</p> <p>3b. There will be no significant differences between ACC and statewide degree or certificate completion rates of FTIC students by demographic group.</p>