

Institutional Planning Council Fall Planning Retreat

September 29, 2006

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Office of Institutional Effectiveness and Accountability (OIEA)

# AGENDA

## Institutional Planning Council Planning Retreat

September 29, 2006

South Austin Campus Multipurpose Room

8:15 - 9:00 Registration & Breakfast

9:00 - 9:15 Welcome

### START HERE

9:15 - 9:45 Review of Planning Process

### GET THERE

9:45 - 10:05 Board/President's  
Priorities & Budget  
Implications

Where's the blasted bathroom?

10:05 - 10:15 Break

### WE ARE HERE

10:15 - 11:30 General Overview of  
Benchmark Data

Aargh, matey, that's my eats you're eying!!

11:30 - 12:15 Lunch

### HOW DO WE GET THERE?

12:15 - 1:45 Developing Initiatives - Small Group Exercise  
a. Review Data for Assigned Priority Area  
b. Develop Initiatives (2)

Yo ho ho! I need a pick me up!

1:45 - 2:00 Snack & Break

### HOW DO WE GET THERE?

2:00 - 2:45 Small Group Reports  
2:45 - 3:00 Master Plan Timeline & Retreat Evaluation

ADJOURN



# PRESIDENT/BOARD PRIORITIES

## Continue focus on student success

- Decrease number of undeclared majors
- Increase numbers successfully completing Texas Success Initiative
- Increase number of certificate and degree completers
- Increase summer bridge and related opportunity programs

## Continue to ensure quality of programs and services

- Monitor/maintain success of ACC transfer students
- Continue Program Review benchmarking
- Review/monitor institutional productivity
- Explore and document efforts to contain costs of education

## Continue to focus on quality teaching/learning environment

- Continue to enhance internal communication
  - President's outreach strategies
  - Internal satisfaction surveys
  - Shared Governance Council annual report
- Continue to focus on Servant-Leadership training
  - Implement new Supervisors' Web Resources
- Demonstrate effective collaborations with employee /SGA organizations
  - Student success focus
  - Institutional advancement focus

## Institutional Advancement (cont'd)

- Demonstrate good stewardship of public resources
  - Balanced budget
  - Budget aligned with Master Plan and Closing the Gaps focus
  - Maintain focus on long-term financial model to guide district expansion (50% of new revenues to facilities/expansion needs; 50% to access and retention)

## Continue to expand access and increase enrollment

- Maintain in-district tuition
- Exceed FY07 enrollment projections of 2%
- Continue to promote financial aid options - increase aid applications/awards
- Continue to promote ISD partnerships
  - increase Early College Start enrollments
  - expand College Connection program and yield of high school grad to ACC
  - be a leader in HB1 implementation
- Continue to expand Adult Ed/ESL College Connection - increase numbers moving to college credit/certificate programs

## Continue to increase diversity

- Students - continue to increase diversity, especially among African-American and Hispanic
- Faculty - continue to increase diversity of full-time faculty
  - Incorporate outreach plan with multi-year hiring plan
- Staff - maintain ACC's diverse workforce

## Continue to enhance facilities

- Complete Facilities Master Plan Study - incorporate into ACC Master Plan
- Develop future bond program implications
- Finalize/implement Rio Grande Campus bond project
- Finalize Cypress Creek Campus expansion
- Document progress in addressing deferred maintenance issues

## Institutional Advancement

- Create a clear Vision and a Strategic Master Plan
  - Revise ACC Vision Statement
  - Revise ACC Communications Plan
  - Maintain a *Closing the Gaps* focus in all Master Planning
  - Maintain a *Service Area* focus in all Master Plan activities
- Continue to refine Master Planning/resource allocation processes
- Encourage and support annexation
  - Expand the financial resources of the District through both annexation and private giving initiatives
  - Continue to develop community relationships that underlie annexation efforts, with particular emphasis on:
    - San Marcos
    - Round Rock
    - Pflugerville
    - Caldwell County
    - Bastrop County
- Be influential with the State Legislature - develop and sustain on-going legislative outreach
- Expand the role of the ACC Foundation
  - Provide more resources to Foundation members
  - Enhance ACC communication with Foundation members
  - Complete plan for giving campaign
- Increase Recognition of ACC and its unique role
  - Continue President's Breakfast Series
  - Continue *ACC Matters* series
  - Continue Board outreach strategies

GET THERE

START HERE

## Key Measures

REVISED Closing the Gaps  
targets in italics

### Unduplicated Headcount

|           |               |
|-----------|---------------|
| Fall 2000 | 25,856        |
| Fall 2005 | 30,502 +18.0% |
| Fall 2010 | 34,540 target |
| Fall 2015 | 39,090 target |

### Black Headcount

|           |              |
|-----------|--------------|
| Fall 2000 | 1,710        |
| Fall 2005 | 2,242 +31.1% |
| Fall 2010 | 2,740 target |
| Fall 2015 | 3,290 target |

### Hispanic Headcount

|           |               |
|-----------|---------------|
| Fall 2000 | 5,330         |
| Fall 2005 | 7,173 +34.6%  |
| Fall 2010 | 8,720 target  |
| Fall 2015 | 10,600 target |

### Other Non-White Headcount

|           |              |
|-----------|--------------|
| Fall 2000 | 2,399        |
| Fall 2005 | 2,849 +18.8% |
| Fall 2010 | 3,280 target |
| Fall 2015 | 3,779 target |

### All Degrees/Awards

|             |              |
|-------------|--------------|
| Annual 2000 | 1,083        |
| Annual 2005 | 1,401 +29.4% |
| Annual 2010 | 1,945 target |
| Annual 2015 | 2,395 target |

### Associate Degrees

|             |              |
|-------------|--------------|
| Annual 2000 | 780          |
| Annual 2005 | 912 +16.9%   |
| Annual 2010 | 1,054 target |
| Annual 2015 | 1,199 target |

### Technical Degrees

|             |            |
|-------------|------------|
| Annual 2000 | 131        |
| Annual 2005 | 184 +40.4% |
| Annual 2010 | 213 target |
| Annual 2015 | 241 target |

### Health/Nursing Degrees

|             |            |
|-------------|------------|
| Annual 2000 | 266        |
| Annual 2005 | 370 +39.1% |
| Annual 2010 | 461 target |
| Annual 2015 | 566 target |



# Closing the Gaps UPDATE Spring 2006



## Where did “Closing the Gaps” come from?

*From 2000 to 2015, Texas’ population is projected to increase by almost 5.1 million to more than 29 million people – a 24.3% gain. This reflects an average annual growth rate of nearly 1.6%, while nationally the population is increasing by only 1.1% per year.*

*Texas’ Hispanic population is expected to increase from 33% of the current total population to 44.9% by 2025. Together, Hispanics and Blacks, are projected to account for more than 55.4% (16.4 million) of Texas population by 2025, with Anglos accounting for 39.8% (11.8 million).*

*Historically, Texas Hispanics and Blacks have been poorly represented in higher education. In 2002, these groups accounted for 51% of the state’s age 15-to-34 population, but only 36% of college and university enrollment.*

*- from “Strategic Plan for Texas Public Community Colleges, 2005-2009,”  
Texas Higher Education Coordinating Board*

*Closing the Gaps by 2015* was adopted in October 2000 by the Texas Higher Education Coordinating Board (THECB). The plan, which is directed at closing educational gaps within Texas, as well as between Texas and other states, has four goals: to close the gaps in student participation, student success, excellence, and research. Each goal in the plan includes intermediate targets for assessing progress toward the goals. In addition to the statewide goals and targets established in the plan, higher education institutions submitted their own targets, all of which are available on the THECB website.

For more information: [www.austincc.edu/oiepub/ctg/](http://www.austincc.edu/oiepub/ctg/)

## How is ACC doing?

Preliminary Fall 2005 data showed enrollments and awards continuing to increase beyond our original Closing the Gaps (CTG) targets set in 2000 and prompted ACC to revise and increase our CTG targets for 2010 and 2015.

Certainly, many factors are contributing to ACC’s success, including strong growth in the Hispanic and Asian population base as well as new and innovative outreach programs to high school students - most notably the College Connection program and ongoing Early College Start courses.

ACC is also pursuing a Facilities Master Plan to strategically position ACC to better serve the region as well as building strong partnerships with four-year institutions to aid in the success of ACC students seeking to transfer.

### INSIDE

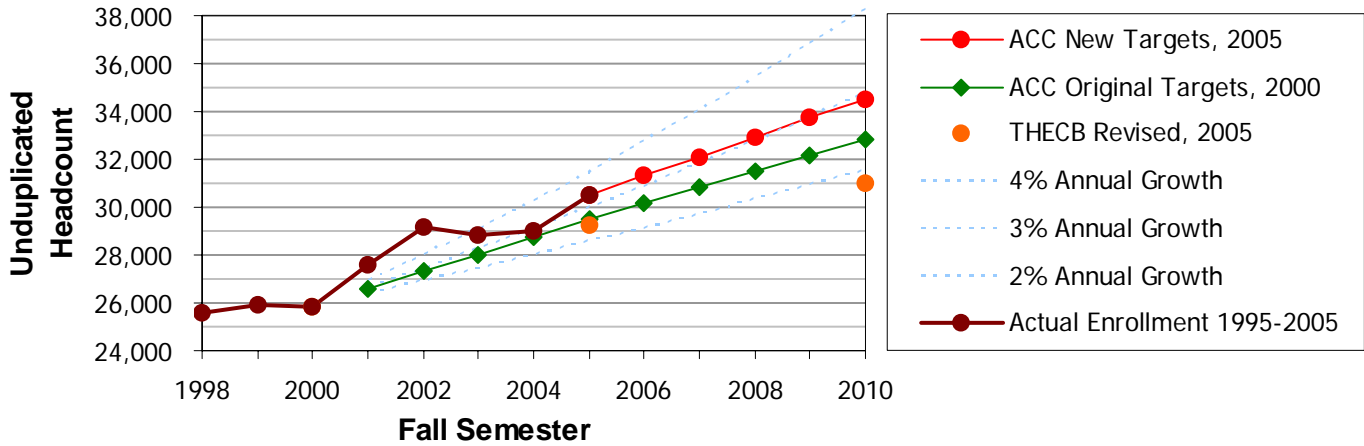
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## REVISED ACC Closing the Gaps Targets

In late 2000, using Fall 2000 data as a base year, ACC analyzed several different enrollment growth scenarios before submitting original Closing the Gaps targets to the THECB (Chart 1). In 2005, the THECB recalculated CTG targets for institutions statewide, projecting lower targets for ACC than our original goals. In Fall 2005 OIEA staff re-evaluated our targets with other ACC Departments and submitted ambitious, yet plausible, revised targets to the THECB.

*Contact: Jim Walker, 3-7774, jhwalker@austincc.edu*

**Chart 1: Total Headcount, 1998-2010**  
Showing Growth Scenarios related to Closing the Gaps

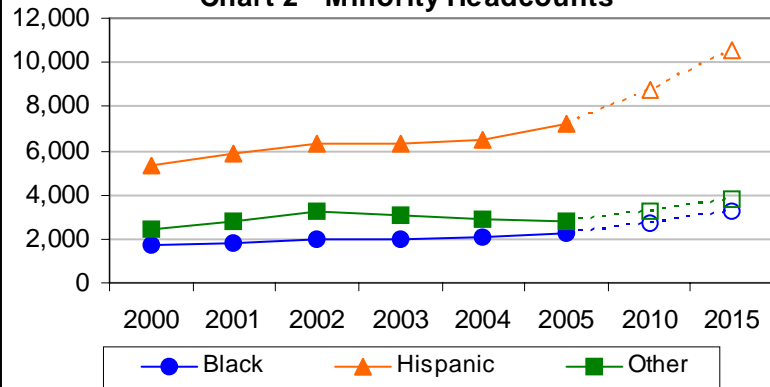


## Minority Headcounts

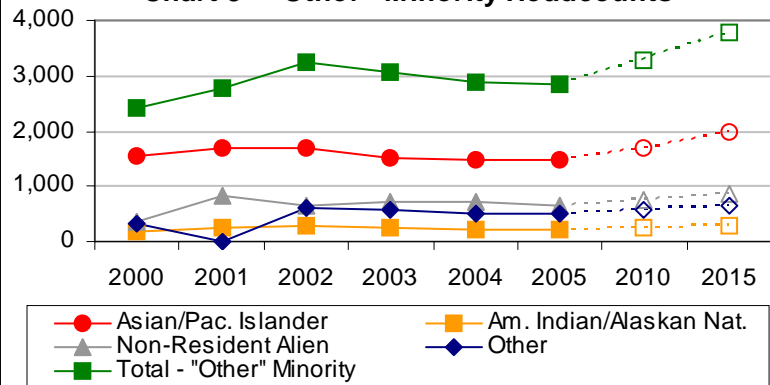
Black and Hispanic headcounts increased 9% and 10%, respectively, between Fall 2004 and Fall 2005. Fall 2005 headcounts for both race/ethnicity groups represented the largest numerical and percentage increase since ACC began tracking CTG data. Over the last five years, both Black and Hispanic headcounts have averaged a 6% increase between successive fall terms; Fall 2010 Black and Hispanic CTG headcount projections will be met on time if this average growth is retained over the next five years. Among the smaller race/ethnic groups, Asian/Pacific Islanders and American Indian/Alaskan Native headcounts shifted slightly (increased and decreased, respectively) between Fall 2004 and Fall 2005.

*Contact: Ziv Shafir, 3-7620, zshafir@austincc.edu*

**Chart 2 - Minority Headcounts**



**Chart 3 - "Other" Minority Headcounts**



## Completions

Consistent with trends in Participation, trends in Success indicated that ACC had exceeded its original targets for degrees awarded as early as 2003; therefore, ACC CTG targets for 2010 and 2015 were revised upward.

Among the three main race/ethnic groups, Black students had the highest percentage increase in degrees awarded between 2000 and 2005 at 62%. However, ACC's revised CTG targets anticipate a need for significantly higher increases in Hispanic student success than either White or Black students (Table 1).

| Year | White | Black | Hispanic | Total | 2015 Target |
|------|-------|-------|----------|-------|-------------|
| 2000 | 712   | 69    | 200      | 981   | 41.0%       |
| 2005 | 844   | 112   | 270      | 1,226 | 51.2%       |
| 2010 | n/a   | 195   | 488      | 1,945 | 81.2%       |
| 2015 | n/a   | 255   | 638      | 2,395 | target      |

\*Does not include Level 3 Certificates

| Year | White | 2015 Target | Black | 2015 Target | Hispanic | 2015 Target | Other | 2015 Target | Total | % of 2015 Target |
|------|-------|-------------|-------|-------------|----------|-------------|-------|-------------|-------|------------------|
| 2000 | 512   | 89.5%       | 50    | 44.2%       | 149      | 40.4%       | 69    | 47.6%       | 780   | 65.1%            |
| 2005 | 546   | 95.5%       | 72    | 63.7%       | 170      | 46.1%       | 80    | 55.2%       | 868   | 72.4%            |
| 2010 | 547   | 95.6%       | 93    | 82.3%       | 294      | 79.7%       | 120   | 82.8%       | 1,054 | 87.9%            |
| 2015 | 572   | target      | 113   | target      | 369      | target      | 145   | target      | 1,199 | target           |

ACC's revised associate degree CTG targets (Table 2) place a greater emphasis on sustaining recent growth in degrees awarded to Black students and dramatically increasing growth in degrees to Hispanic and Other students (primarily Asian students).

ACC has exceeded our original CTG target for Technical Degrees awarded since 2003 (Table 3). ACC's revised CTG total target reflects a need to increase overall Technical Degree success which will likely require more consistent year to year success across race/ethnicity groups.

| Year | White | Black | Hispanic | Total | 2015 Total Target | % of 2015 Target |
|------|-------|-------|----------|-------|-------------------|------------------|
| 2000 | 98    | 7     | 26       | 131   | 241               | 54.4%            |
| 2001 | 95    | 15    | 34       | 144   | 241               | 59.8%            |
| 2002 | 126   | 14    | 34       | 174   | 241               | 72.2%            |
| 2003 | 174   | 24    | 67       | 265   | 241               | 110.0%           |
| 2004 | 129   | 17    | 46       | 192   | 241               | 79.7%            |
| 2005 | 134   | 11    | 39       | 184   | 241               | 76.3%            |

\*Does not include Level 3 Certificates

Prior to revising our CTG targets in Health/Nursing Degrees, ACC was on track to pass our original CTG 2015 target by 2006. ACC's revised target reflects both the importance of increasing success in this area and the need to overcome sluggish growth for each of the three main race/ethnicity groups. ACC's College Connection program and recently expanded capacity at Eastview Campus may help accelerate success rates.

| Year | White | Black | Hispanic | Total | 2015 Total Target | % of 2015 Target |
|------|-------|-------|----------|-------|-------------------|------------------|
| 2000 | 194   | 22    | 50       | 266   | 566               | 47.0%            |
| 2001 | 173   | 26    | 45       | 244   | 566               | 43.1%            |
| 2002 | 195   | 29    | 52       | 276   | 566               | 48.8%            |
| 2003 | 206   | 29    | 57       | 292   | 566               | 51.6%            |
| 2004 | 212   | 38    | 80       | 330   | 566               | 58.3%            |
| 2005 | 261   | 35    | 74       | 370   | 566               | 65.4%            |

\*Does not include Level 3 Certificates

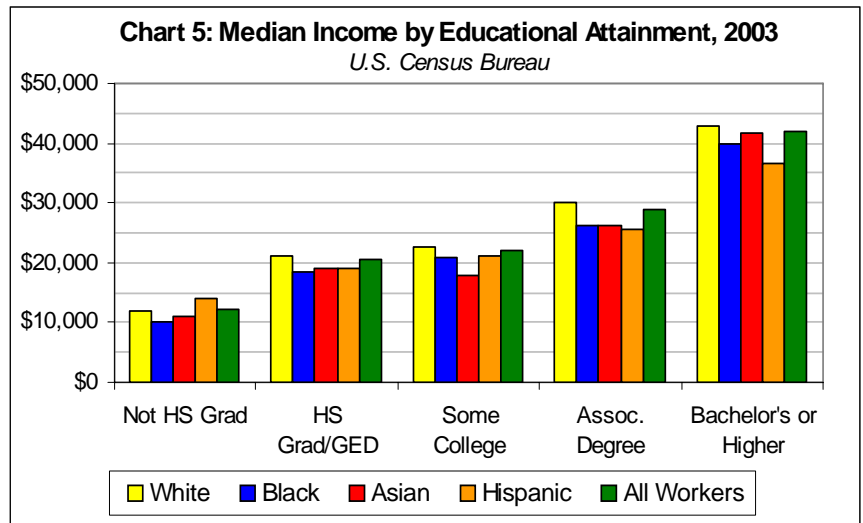
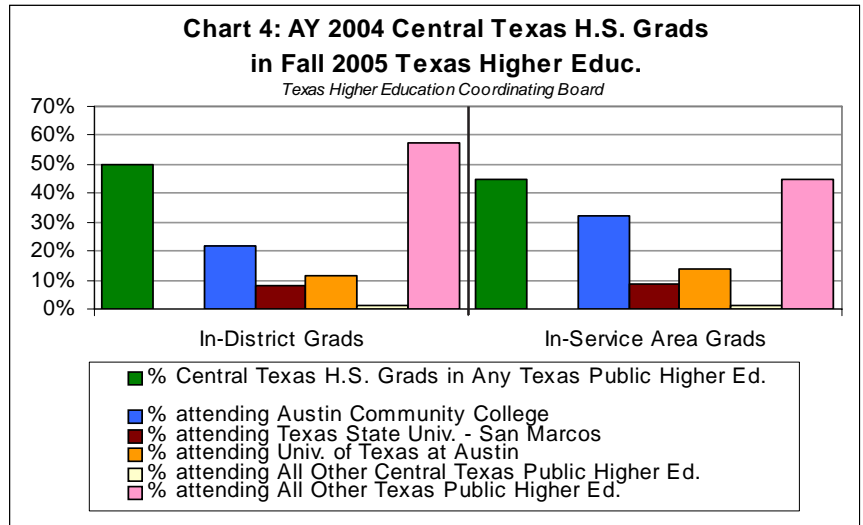
Contact: Connie Wall, 3-7670, cwall@austincc.edu

## Central Texas Higher Education

Over 20% of high school graduates from within the ACC taxing district who enroll in Texas public higher education facilities are enrolled at ACC. This percentage jumps to over 30% for high school graduates from outside the taxing district but within the ACC Service Area.

Almost half of all high school graduates within the ACC Service Area move on to Texas public higher education. The remainder are either in Texas private higher education, out-of-state higher education, or not attending any higher education institution.

Almost without exception and consistently shown in various research, individual income (both actual and lifetime potential) increases as educational attainment increases for all major race and ethnic groups.

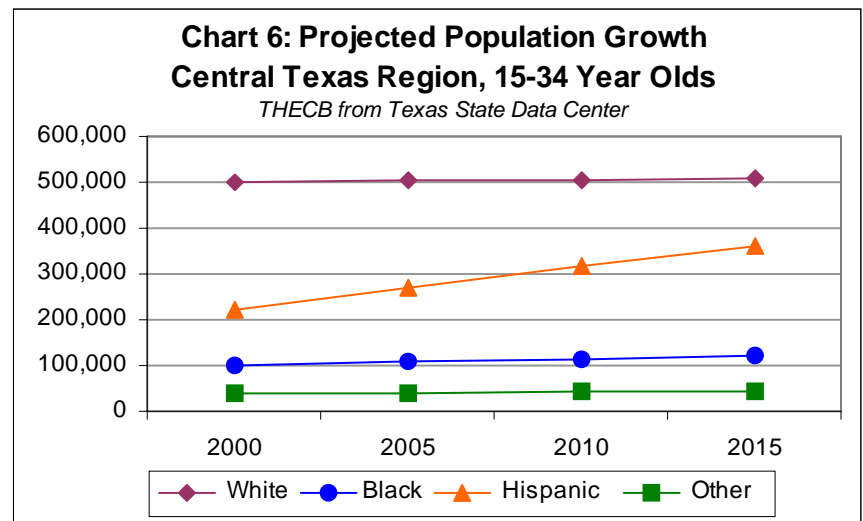


## Projected Population

Similar to other regions throughout the state, the population of Central Texans 15 to 34 years of age is projected to continue to grow and become increasingly diverse.

These demographic trends will dramatically affect the workforce of Central Texas, and therefore will also affect ACC's role in the education of the regional workforce.

Contact: Jim Walker, 3-7774,  
jhwalker@austincc.edu



Austin Community College  
College Connection Summary  
for Academic Year 2004-2005 Participants

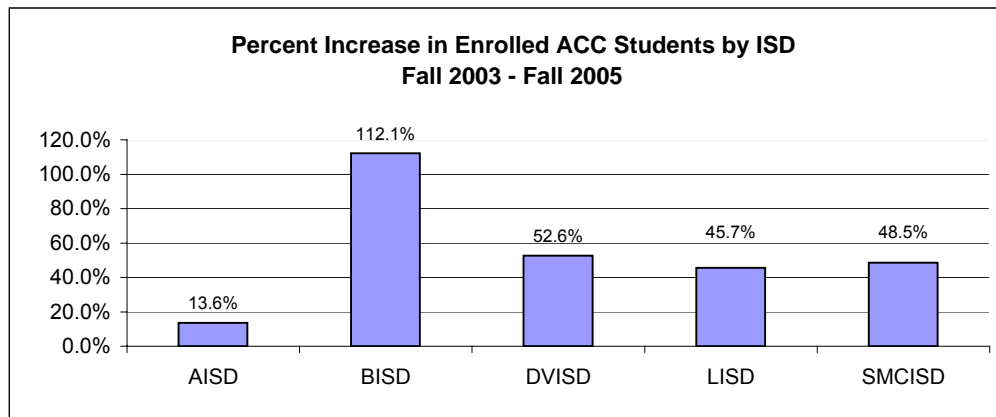
| High School | Number of Participants in College Connection | Individual Students Actively Enrolled at ACC |           | ACC Course Enrollments |           | Spring 2006 Information              |  | ACC Fall 2005 Load Status    |                              |
|-------------|--|--|-----------|------------------------|-----------|--------------------------------------|--|------------------------------|------------------------------|
|             |  | Summer 2005                                  | Fall 2005 | Summer 2005            | Fall 2005 | Students Who Returned in Spring 2006 | Didn't Attend in Fall 2005 but Came in Spring 2006 | Number of Full-time Students | Number of Part-time Students |
| AIISD       | 3,161  | 109  | 687       | 172                    | 2,215     | 520                                  | 146  | 284                          | 403                          |
| BISD        | 459  | 13   | 70        | 20                     | 239       | 50                                   | 15   | 30                           | 40                           |
| DVISD       | 433  | 12   | 63        | 20                     | 189       | 45                                   | 18   | 21                           | 41                           |
| LISD        | 923  | 56   | 237       | 84                     | 820       | 168                                  | 44   | 134                          | 103                          |
| SMCISD      | 476  | 3  | 47        | 6                      | 156       | 36                                   | 11   | 19                           | 29                           |
| Total       | 5,452  | 193  | 1,104     | 302                    | 3,619     | 819                                  | 234  | 488                          | 616                          |

| ACC Fall 2005 Ethnicity Information |       |          |                          |                                  |                    |                 | ACC Fall 2005 Gender Information |      |         |
|-------------------------------------|-------|----------|--------------------------|----------------------------------|--------------------|-----------------|----------------------------------|------|---------|
| White                               | Black | Hispanic | Asian / Pacific Islander | American Indian / Alaskan Native | Non-Resident Alien | Other / Unknown | Female                           | Male | Unknown |
| 257                                 | 79    | 305      | 20                       | 5                                | 8                  | 13              | 364                              | 323  | 0       |
| 50                                  | 2     | 15       | 2                        | 1                                | 0                  | 0               | 36                               | 34   | 0       |
| 13                                  | 11    | 36       | 1                        | 0                                | 2                  | 0               | 37                               | 25   | 1       |
| 163                                 | 11    | 51       | 7                        | 3                                | 1                  | 1               | 136                              | 101  | 0       |
| 14                                  | 1     | 31       | 0                        | 1                                | 0                  | 0               | 26                               | 21   | 0       |
| 497                                 | 104   | 438      | 30                       | 10                               | 11                 | 14              | 599                              | 504  | 1       |



Austin Community College  
College Connection Summary  
for Academic Year 2004-2005 Participants

| High School | Number of Participants in College Connection | Fall 2003 Info from CB |  |  | Fall 2004 Info from CB |  |  | Fall 2005 Info from CB |  |  | Percent Increase in Students Coming to ACC | Percent Increase in Students Attending a Texas College |
|-------------|--|------------------------|--|--|------------------------|--|--|------------------------|--|--|--|--|
|             |  | Total 2003 Graduates   | Students Attending ACC in Fall 2003 from ISD | Students Attending Other Texas Colleges in Fall 2003 | Total 2004 Graduates   | Students Attending ACC in Fall 2004 from ISD | Students Attending Other Texas Colleges in Fall 2004 | Total 2005 Graduates   | Students Attending ACC in Fall 2005 from ISD | Students Attending Other Texas Colleges in Fall 2005 |  |  |
| AISD        | 3,161  | 3,851                  | 560  | 1,136  | 3,721                  | 527  | 1,151  | 3,732                  | 636  | 1,091  | 20.7%                                      | -5.5%  |
| BISD        | 459  | 416                    | 33   | 97   | 407                    | 35   | 138  | 446                    | 70   | 137  | 100.0%                                     | -0.7%  |
| DVISD       | 433  | 382                    | 38   | 51   | 389                    | 31   | 48   | 360                    | 58   | 66   | 87.1%                                      | 27.3%  |
| LISD        | 923  | 932                    | 173  | 315  | 956                    | 165  | 340  | 1,016                  | 252  | 342  | 52.7%                                      | 0.6%   |
| SMCISD      | 476  | 412                    | 33   | 106  | 395                    | 48   | 128  | 400                    | 49   | 114  | 2.1%                                       | -12.3%   |
| Total       | 5,452  | 5,993                  | 837  | 1,705  | 5,868                  | 806  | 1,805  | 5,954                  | 1,065  | 1,750  | 32.1%                                      | -3.1%  |



The College Connection program appears to have increased the number of students attending ACC from the indicated ISD's by 32.1% from Fall 2004 to Fall 2005. The program has grown from the five ISD's shown here to 15 ISD's in Fall of 2006. The program has already exhibited that it has the potential to increase enrollment and assist with the state's Closing the Gaps initiative.

College Connection Summary  
for Academic Year 2004-2005 Participants

**Student Summary Information by Workforce or  
Academic Program**

| ISD    | Number<br>Students in<br>Workforce or<br>Tech Prep<br>Programs | Number of<br>Students in<br>Academic<br>Programs | Total Number of<br>Students<br>Enrolled in Fall<br>2005 |
|--------|--|--|---|
| AISD   | 182  | 505  | 687   |
| BISD   | 24   | 46   | 70  |
| DVISD  | 24   | 39   | 63  |
| LISD   | 56   | 181  | 237   |
| SMCISD | 9  | 38   | 47  |
| Total  | 295  | 809  | 1,104   |

Based upon student's declared major.

College Connection Summary  
for Academic Year 2004-2005 Participants

| <b>Gender / Ethnicity Information of Participants Completing Applications</b> |                                  |              |              |           |                |                     |              |                          |                                  |           |            |
|---|----------------------------------|--------------|--------------|-----------|----------------|---------------------|--------------|--------------------------|----------------------------------|-----------|------------|
| ISD   | Number of Applications Completed | Gender       |              |           | Race/Ethnicity |                     |              |                          |                                  |           | Former ECS |
|   |                                  | Male         | Female       | Unknown   | White          | Black, Not Hispanic | Hispanic     | Asian / Pacific Islander | American Indian / Alaskan Native | Other     |            |
| AISD  | 3,174                            | 1,538        | 1,636        | 0         | 1,157          | 470                 | 1,363        | 109                      | 17                               | 58        | 431        |
| BISD  | 218                              | 96           | 117          | 5         | 153            | 14                  | 41           | 2                        | 1                                | 7         | 54         |
| DVISD   | 164                              | 70           | 94           | 0         | 37             | 27                  | 90           | 4                        | 0                                | 6         | 53         |
| LISD  | 559                              | 255          | 298          | 6         | 394            | 21                  | 108          | 18                       | 8                                | 10        | 163        |
| SMCISD  | 159                              | 65           | 93           | 1         | 54             | 7                   | 92           | 2                        | 2                                | 2         | 49         |
| <b>Total</b>  | <b>4,274</b>                     | <b>2,024</b> | <b>2,238</b> | <b>12</b> | <b>1,795</b>   | <b>539</b>          | <b>1,694</b> | <b>135</b>               | <b>28</b>                        | <b>83</b> | <b>750</b> |

College Connection Summary  
for Academic Year 2004-2005 Participants

| <b>ACC College Connection Students Enrolled in Fall 2005</b> |  |  |            |            |            |                     |            |                          |                                  |           |
|--|--|--|------------|------------|------------|---------------------|------------|--------------------------|----------------------------------|-----------|
| ISD  | Number of Students Enrolled in Fall 2004 | Number of Students Enrolled in Fall 2005 | Gender     |            | Ethnicity  |                     |            |                          |                                  |           |
|  |  |  | Male       | Female     | White      | Black, Not Hispanic | Hispanic   | Asian / Pacific Islander | American Indian / Alaskan Native | Other     |
| AIISD  | 527                                      | 687                                      | 323        | 364        | 257        | 79                  | 305        | 20                       | 5                                | 21        |
| BISD   | 35                                       | 70                                       | 34         | 36         | 50         | 2                   | 15         | 2                        | 1                                | 0         |
| DVISD  | 31                                       | 63                                       | 26         | 37         | 13         | 11                  | 36         | 1                        | 0                                | 2         |
| LISD   | 165                                      | 237                                      | 101        | 136        | 163        | 11                  | 51         | 7                        | 3                                | 2         |
| SMCISD   | 48                                       | 47                                       | 22         | 25         | 14         | 1                   | 31         | 0                        | 1                                | 0         |
| <b>Total</b>   | <b>806</b>                               | <b>1,104</b>                             | <b>506</b> | <b>598</b> | <b>497</b> | <b>104</b>          | <b>438</b> | <b>30</b>                | <b>10</b>                        | <b>25</b> |

College Connection Summary  
for Academic Year 2004-2005 Participants

**Students In Developmental and/or College Level Courses for Fall 2005**

| ISD          | Number of Students Enrolled in Fall 2005 | Number of Students in One or More Developmental Course* | Number of Developmental Courses Taken by Students     |   |   |   | Skill Areas   |   |  |   | Number of Students in College Level Coursework |
|--------------|--|---|---|---|---|---|---|---|--|---|--|
|              |  |   | Number of Students Taking Only 1 Developmental Course | Number of Students Taking Only 2 Developmental Course | Number of Students Taking Only 3 Developmental Course | Number of Students Taking Only 4 or more Developmental Course | Number of Students in One or More Developmental Reading Course* | Number of Students in One or More Developmental Writing Course* | Number of Students in One or More Developmental Math Course* | Number of Students in Other College Support Courses** |  |
| AISD         | 687                                      | 385   | 242   | 98  | 44  | 1   | 155   | 83  | 327  | 97  | 618  |
| BISD         | 70                                       | 41  | 29  | 10  | 2   | 0   | 10  | 4   | 40   | 6   | 67   |
| DVISD        | 63                                       | 47  | 25  | 17  | 4   | 1   | 21  | 12  | 41   | 20  | 52   |
| LISD         | 237                                      | 101   | 82  | 13  | 6   | 0   | 23  | 12  | 91   | 12  | 227  |
| SMCISD       | 47                                       | 29  | 19  | 8   | 2   | 0   | 12  | 4   | 25   | 9   | 43   |
| <b>Total</b> | <b>1,104</b>                             | <b>603</b>  | <b>397</b>  | <b>146</b>  | <b>58</b>   | <b>2</b>  | <b>221</b>  | <b>115</b>  | <b>524</b>   | <b>144</b>  | <b>1,007</b>                                   |

\*Students can be enrolled in more than one Developmental course but are only counted once in each column.

\*\* Transition to College and Study Skills Courses.

College Connection Summary  
for Academic Year 2004-2005 Participants

### TSI Information

| Math         |  |            |                                |                              |                  |            |            |            |
|--------------|--|------------|--------------------------------|------------------------------|------------------|------------|------------|------------|
| ISD          | Number of Students Enrolled in Fall 2005 | Not Taken* | Not Ready                      |                              |                  | Complete   | Exempt***  | Waived**** |
|              |  |            | Failed Above Deviation Point** | Failed Below Deviation Point | Re-Test Required |            |            |            |
| AISD         | 687                                      | 49         | 148                            | 127                          | 0                | 211        | 126        | 26         |
| BISD         | 70                                       | 2          | 17                             | 16                           | 0                | 19         | 14         | 2          |
| DVISD        | 63                                       | 0          | 25                             | 7                            | 0                | 22         | 6          | 3          |
| LISD         | 237                                      | 6          | 43                             | 23                           | 0                | 79         | 77         | 9          |
| SMCISD       | 47                                       | 0          | 16                             | 6                            | 0                | 19         | 5          | 1          |
| <b>Total</b> | <b>1,104</b>                             | <b>57</b>  | <b>249</b>                     | <b>179</b>                   | <b>0</b>         | <b>350</b> | <b>228</b> | <b>41</b>  |

| Reading      |  |            |                                |                              |                  |            |            |            |
|--------------|--|------------|--------------------------------|------------------------------|------------------|------------|------------|------------|
| ISD          | Number of Students Enrolled in Fall 2005 | Not Taken* | Not Ready                      |                              |                  | Complete   | Exempt***  | Waived**** |
|              |  |            | Failed Above Deviation Point** | Failed Below Deviation Point | Re-Test Required |            |            |            |
| AISD         | 687                                      | 57         | 60                             | 64                           | 6                | 386        | 97         | 17         |
| BISD         | 70                                       | 10         | 2                              | 5                            | 0                | 46         | 6          | 1          |
| DVISD        | 63                                       | 0          | 8                              | 8                            | 2                | 43         | 1          | 1          |
| LISD         | 237                                      | 6          | 7                              | 8                            | 2                | 114        | 95         | 5          |
| SMCISD       | 47                                       | 0          | 7                              | 2                            | 0                | 35         | 2          | 1          |
| <b>Total</b> | <b>1,104</b>                             | <b>73</b>  | <b>84</b>                      | <b>87</b>                    | <b>10</b>        | <b>624</b> | <b>201</b> | <b>25</b>  |

| Writing      |  |            |                                |                              |                  |            |            |            |
|--------------|--|------------|--------------------------------|------------------------------|------------------|------------|------------|------------|
| ISD          | Number of Students Enrolled in Fall 2005 | Not Taken* | Not Ready                      |                              |                  | Complete   | Exempt***  | Waived**** |
|              |  |            | Failed Above Deviation Point** | Failed Below Deviation Point | Re-Test Required |            |            |            |
| AISD         | 687                                      | 57         | 18                             | 62                           | 5                | 432        | 95         | 18         |
| BISD         | 70                                       | 9          | 1                              | 3                            | 0                | 51         | 5          | 1          |
| DVISD        | 63                                       | 1          | 1                              | 11                           | 1                | 45         | 2          | 2          |
| LISD         | 237                                      | 6          | 1                              | 7                            | 3                | 122        | 94         | 4          |
| SMCISD       | 47                                       | 0          | 1                              | 3                            | 0                | 40         | 2          | 1          |
| <b>Total</b> | <b>1,104</b>                             | <b>73</b>  | <b>22</b>                      | <b>86</b>                    | <b>9</b>         | <b>690</b> | <b>198</b> | <b>26</b>  |

\*Not Taken indicates that ACC have no testing information in the system as yet to base TSI status on.

\*\*Deviation Point is the score at which the state mandates whether a student must re-test after remediation.

\*\*\*Exempt is defined by the state and is determined by test scores

\*\*\*\*Waived is due to the students major in a certificate program, waived per state guidelines

## **Definition of Terms**

**Completed Application** – a completed application is one where a student filled out both the online application and the paper residency form and returned them to ACC.

**Deviation Point** – this is a state determined score where a student was required to retest after completing their remediation.

**Enrolled** – actively taking a class at ACC during the period indicated.

**Participant** – students eligible to take part in College Connection activities.

The Full 2005 ACC CCSSE Report can be accessed by clicking on this block or at the following web address: [http://www.austincc.edu/oiepub/ext\\_rpts/ccsse.html](http://www.austincc.edu/oiepub/ext_rpts/ccsse.html)

**Community College Survey of Student Engagement**  
Means Summary Report: All Students

**Austin Community College**

| Item   | Austin Community College | Other ExLarge Colleges      |                  |            | Other HSI/HACU Colleges |                  |            | 2005 Colleges                 |                  |            |
|--|--------------------------|-----------------------------|------------------|------------|-------------------------|------------------|------------|-------------------------------|------------------|------------|
|  | Mean                     | Mean                        | Sig <sup>a</sup> | Evaluation | Mean                    | Sig <sup>a</sup> | Evaluation | Mean                          | Sig <sup>b</sup> | Evaluation |
|  | All Students N = 1068    | All Other ExLarge N = 18827 |                  |            | All Other HSI N = 11942 |                  |            | All Other Colleges N = 132213 |                  |            |
| <b>COLLEGE ACTIVITIES</b>  |                          |                             |                  |            |                         |                  |            |                               |                  |            |
| <b>Academic, Intellectual and Social Experiences</b>   |                          |                             |                  |            |                         |                  |            |                               |                  |            |
| 4. In your experiences <u>at this college</u> during the current school year, about how often have you done each of the following?<br><i>1=Never, 2=Sometimes, 3=Often, 4=Very often</i> |                          |                             |                  |            |                         |                  |            |                               |                  |            |
| a. Asked questions in class or contributed to class discussions  | 2.85                     | 2.88                        |                  |            | 2.88                    |                  |            | 2.91                          |                  |            |
| b. Made a class presentation   | 1.77                     | 2.01                        | *                | ☹          | 2.06                    | *                | ☹          | 2.00                          | *                | ☹          |
| c. Prepared two or more drafts of a paper or assignment before turning it in   | 2.36                     | 2.47                        |                  |            | 2.57                    | *                | ☹          | 2.47                          |                  |            |
| d. Worked on a paper or project that required integrating ideas or information from various sources  | 2.57                     | 2.67                        |                  |            | 2.69                    |                  |            | 2.66                          |                  |            |
| e. Came to class without completing readings or assignments  | 2.04                     | 1.90                        |                  |            | 1.89                    | *                | ☹          | 1.87                          | *                | ☹          |
| f. Worked with other students on projects during class   | 2.31                     | 2.41                        |                  |            | 2.45                    |                  |            | 2.45                          |                  |            |
| g. Worked with classmates outside of class to prepare class assignments  | 1.83                     | 1.78                        |                  |            | 1.84                    |                  |            | 1.83                          |                  |            |
| h. Tutored or taught other students (paid or voluntary)  | 1.42                     | 1.34                        |                  |            | 1.39                    |                  |            | 1.36                          |                  |            |
| i. Participated in a community-based project as a part of a regular course   | 1.19                     | 1.24                        |                  |            | 1.31                    |                  |            | 1.27                          |                  |            |
| j. Used the Internet or instant messaging to work on an assignment   | 2.64                     | 2.70                        |                  |            | 2.71                    |                  |            | 2.71                          |                  |            |
| k. Used email to communicate with an instructor  | 2.40                     | 2.25                        |                  |            | 2.22                    |                  |            | 2.24                          |                  |            |
| l. Discussed grades or assignments with an instructor  | 2.49                     | 2.41                        |                  |            | 2.46                    |                  |            | 2.47                          |                  |            |
| m. Talked about career plans with an instructor or advisor   | 1.90                     | 1.88                        |                  |            | 1.95                    |                  |            | 1.97                          |                  |            |

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2005 participants\* means (without your institution's data); 2-tailed, p<0.001.



## Community College Survey of Student Engagement

### Means Summary Report: All Students

| Item   | Austin Community College |                  |            | Other ExLarge Colleges |                  |            | Other HSI/HACU Colleges |                  |            | 2005 Colleges |                  |            |
|--|--------------------------|------------------|------------|------------------------|------------------|------------|-------------------------|------------------|------------|---------------|------------------|------------|
|  | Mean                     | Sig <sup>a</sup> | Evaluation | Mean                   | Sig <sup>a</sup> | Evaluation | Mean                    | Sig <sup>a</sup> | Evaluation | Mean          | Sig <sup>b</sup> | Evaluation |
| <b>COLLEGE ACTIVITIES</b>  |                          |                  |            |                        |                  |            |                         |                  |            |               |                  |            |
| <b>Academic, Intellectual, and Social Experiences continued</b>  |                          |                  |            |                        |                  |            |                         |                  |            |               |                  |            |
| <i>1=Never, 2=Sometimes, 3=Often, 4=Very often</i>   |                          |                  |            |                        |                  |            |                         |                  |            |               |                  |            |
| n. Discussed ideas from your readings or classes with instructors outside of class   | 1.78                     |                  |            | 1.66                   |                  |            | 1.71                    |                  |            | 1.70          |                  |            |
| o. Received prompt feedback (written or oral) from instructors on your performance   | 2.75                     |                  |            | 2.59                   |                  |            | 2.61                    |                  |            | 2.63          |                  |            |
| p. Worked harder than you thought you could to meet an instructor's standards or expectations  | 2.42                     |                  |            | 2.47                   |                  |            | 2.54                    |                  |            | 2.51          |                  |            |
| q. Worked with instructors on activities other than coursework   | 1.32                     |                  |            | 1.32                   |                  |            | 1.36                    |                  |            | 1.38          |                  |            |
| r. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)                  | 2.58                     |                  |            | 2.52                   |                  |            | 2.55                    |                  |            | 2.55          |                  |            |
| s. Had serious conversations with students of a different race or ethnicity than your own  | 2.47                     |                  |            | 2.39                   |                  |            | 2.47                    |                  |            | 2.31          |                  |            |
| t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values | 2.42                     |                  |            | 2.31                   |                  |            | 2.33                    |                  |            | 2.31          |                  |            |
| u. Skipped class   | 1.75                     |                  |            | 1.61                   | *                | ☹          | 1.59                    | *                | ☹          | 1.58          | *                | ☹          |
| <b>Character of Mental Activities</b>  |                          |                  |            |                        |                  |            |                         |                  |            |               |                  |            |
| 5. During the current school year, how much has your coursework at this college emphasized the following mental activities?                |                          |                  |            |                        |                  |            |                         |                  |            |               |                  |            |
| <i>1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>   |                          |                  |            |                        |                  |            |                         |                  |            |               |                  |            |
| a. <b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form           | 2.84                     |                  |            | 2.81                   |                  |            | 2.78                    |                  |            | 2.81          |                  |            |
| b. <b>Analyzing</b> the basic elements of an idea, experience, or theory   | 2.89                     |                  |            | 2.81                   |                  |            | 2.83                    |                  |            | 2.79          |                  |            |
| c. <b>Synthesizing</b> and organizing ideas, information, or experiences in new ways   | 2.71                     |                  |            | 2.66                   |                  |            | 2.72                    |                  |            | 2.65          |                  |            |
| d. <b>Making judgments</b> about the value or soundness of information, arguments, or methods  | 2.55                     |                  |            | 2.51                   |                  |            | 2.58                    |                  |            | 2.51          |                  |            |
| e. <b>Applying</b> theories or concepts to practical problems or in new situations   | 2.67                     |                  |            | 2.58                   |                  |            | 2.61                    |                  |            | 2.58          |                  |            |
| f. <b>Using information</b> you have read or heard to perform a new skill.   | 2.65                     |                  |            | 2.65                   |                  |            | 2.71                    |                  |            | 2.70          |                  |            |

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2005 participants\* means (without your institution's data); 2-tailed, p<0.001.

## Community College Survey of Student Engagement

### Means Summary Report: All Students

| Item  | Austin Community College |                  |            | Other ExLarge Colleges |                  |            | Other HSI/HACU Colleges |                  |            | 2005 Colleges |                  |            |
|---|--------------------------|------------------|------------|------------------------|------------------|------------|-------------------------|------------------|------------|---------------|------------------|------------|
|   | Mean                     | Sig <sup>a</sup> | Evaluation | Mean                   | Sig <sup>a</sup> | Evaluation | Mean                    | Sig <sup>a</sup> | Evaluation | Mean          | Sig <sup>b</sup> | Evaluation |
| <b>COLLEGE ACTIVITIES</b>   |                          |                  |            |                        |                  |            |                         |                  |            |               |                  |            |
| <b>Reading and Writing</b>  |                          |                  |            |                        |                  |            |                         |                  |            |               |                  |            |
| 6. During the current school year, about how much reading and writing have you done <u>at this college</u> ? <small>1=None, 2=Between 1 and 4, 3=Between 5 and 10, 4=Between 11 and</small> |                          |                  |            |                        |                  |            |                         |                  |            |               |                  |            |
| a. Number of assigned textbooks, manuals, books, or book-length packs of course readings  | 2.74                     |                  |            | 2.83                   |                  |            | 2.84                    |                  |            | 2.84          |                  |            |
| b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment  | 2.12                     |                  |            | 2.09                   |                  |            | 2.13                    |                  |            | 2.08          |                  |            |
| c. Number of written papers or reports of any length  | 2.63                     |                  |            | 2.77                   |                  |            | 2.80                    |                  |            | 2.78          |                  |            |
| <b>Nature of Exams</b> <small>1=Extremely easy to 7=Extremely challenging</small>   |                          |                  |            |                        |                  |            |                         |                  |            |               |                  |            |
| 7. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college                          |                          |                  |            |                        |                  |            |                         |                  |            |               |                  |            |
|   | 4.91                     |                  |            | 4.93                   |                  |            | 4.93                    |                  |            | 5.02          |                  |            |
| <b>OPINIONS ABOUT YOUR SCHOOL</b>   |                          |                  |            |                        |                  |            |                         |                  |            |               |                  |            |
| <b>Institutional Emphasis</b>   |                          |                  |            |                        |                  |            |                         |                  |            |               |                  |            |
| 9. How much does <u>this college</u> emphasize each of the following? <small>1=Very little, 2=Some, 3=Quite a bit, 4=Very much</small>  |                          |                  |            |                        |                  |            |                         |                  |            |               |                  |            |
| a. Encouraging you to spend significant amounts of time studying  | 2.84                     |                  |            | 2.90                   |                  |            | 2.94                    |                  |            | 2.92          |                  |            |
| b. Providing the support you need to help you succeed at this college   | 2.84                     |                  |            | 2.87                   |                  |            | 2.89                    |                  |            | 2.90          |                  |            |
| c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds   | 2.40                     |                  |            | 2.42                   |                  |            | 2.55                    |                  |            | 2.40          |                  |            |
| d. Helping you cope with your non-academic responsibilities (work, family, etc.)  | 1.85                     |                  |            | 1.83                   |                  |            | 1.94                    |                  |            | 1.88          |                  |            |
| e. Providing the support you need to thrive socially  | 1.94                     |                  |            | 1.99                   |                  |            | 2.11                    |                  |            | 2.05          |                  |            |
| f. Providing the financial support you need to afford your education  | 2.20                     |                  |            | 2.26                   |                  |            | 2.37                    |                  |            | 2.37          |                  |            |
| g. Using computers in academic work   | 2.89                     |                  |            | 2.99                   |                  |            | 3.04                    |                  |            | 3.04          |                  |            |

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2005 participants\* means (without your institution's data); 2-tailed, p<0.001.

## Community College Survey of Student Engagement

### Means Summary Report: All Students

| Item  | Austin Community College |                  |            | Other ExLarge Colleges |                  |            | Other HSI/HACU Colleges |                  |            | 2005 Colleges |                  |            |
|---|--------------------------|------------------|------------|------------------------|------------------|------------|-------------------------|------------------|------------|---------------|------------------|------------|
|   | Mean                     | Sig <sup>a</sup> | Evaluation | Mean                   | Sig <sup>a</sup> | Evaluation | Mean                    | Sig <sup>a</sup> | Evaluation | Mean          | Sig <sup>b</sup> | Evaluation |
| <b>WEEKLY ACTIVITIES</b>  |                          |                  |            |                        |                  |            |                         |                  |            |               |                  |            |
| 10. About how many hours do you spend in a typical 7 - day week doing each of the following? <small>0=None, 1=1-5 hours/week, 2=6-10 hours/week, 3=11-20 hours/week, 4=21-30 hours/week, 5= More than 30 hours/week</small> |                          |                  |            |                        |                  |            |                         |                  |            |               |                  |            |
| a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)  | 1.92                     |                  |            | 1.83                   |                  |            | 1.83                    |                  |            | 1.87          |                  |            |
| b. Working for pay  | 3.45                     |                  |            | 3.40                   |                  |            | 3.18                    |                  |            | 3.19          |                  |            |
| c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)   | 0.18                     |                  |            | 0.21                   |                  |            | 0.23                    |                  |            | 0.25          |                  |            |
| d. Providing care for dependents living with you (parents, children, spouse, etc.)  | 1.39                     |                  |            | 1.76                   |                  |            | 1.90                    | *                | 😊          | 1.90          | *                | 😊          |
| e. Commuting to and from classes  | 1.24                     |                  |            | 1.27                   |                  |            | 1.35                    |                  |            | 1.32          |                  |            |
| <b>QUALITY OF RELATIONSHIPS</b>   |                          |                  |            |                        |                  |            |                         |                  |            |               |                  |            |
| 11. Mark the box that best represents the quality of your relationships with people <u>at this college</u> .  |                          |                  |            |                        |                  |            |                         |                  |            |               |                  |            |
| <small>1=Unfriendly, unsupportive, sense of alienation to 7=Friendly, supportive, sense of belonging</small>  |                          |                  |            |                        |                  |            |                         |                  |            |               |                  |            |
| a. Relationships with other students  | 5.39                     |                  |            | 5.36                   |                  |            | 5.44                    |                  |            | 5.50          |                  |            |
| <small>1=Unavailable, unhelpful, unsympathetic to 7=Available, helpful, sympathetic</small>   |                          |                  |            |                        |                  |            |                         |                  |            |               |                  |            |
| b. Relationships with instructors   | 5.65                     |                  |            | 5.55                   |                  |            | 5.60                    |                  |            | 5.63          |                  |            |
| <small>1=Unhelpful, inconsiderate, rigid to 7=Helpful, considerate, flexible</small>  |                          |                  |            |                        |                  |            |                         |                  |            |               |                  |            |
| c. Relationships with administrative personnel and offices  | 4.74                     |                  |            | 4.73                   |                  |            | 4.69                    |                  |            | 4.92          |                  |            |

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2005 participants\* means (without your institution's data); 2-tailed, p<0.001.

**Community College Survey of Student Engagement**  
**Means Summary Report: All Students**

| Item  | Austin Community College |                  |            | Other ExLarge Colleges |                  |            | Other HSI/HACU Colleges |                  |            | 2005 Colleges |                  |            |
|---|--------------------------|------------------|------------|------------------------|------------------|------------|-------------------------|------------------|------------|---------------|------------------|------------|
|   | Mean                     | Sig <sup>a</sup> | Evaluation | Mean                   | Sig <sup>a</sup> | Evaluation | Mean                    | Sig <sup>a</sup> | Evaluation | Mean          | Sig <sup>b</sup> | Evaluation |
| <b>EDUCATIONAL AND PERSONAL GROWTH</b>  |                          |                  |            |                        |                  |            |                         |                  |            |               |                  |            |
| <b>Knowledge, Skills &amp; Personal Development</b>   |                          |                  |            |                        |                  |            |                         |                  |            |               |                  |            |
| 12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas? <small>1=Very little, 2=Some, 3=Quite a bit, 4=Very much</small> |                          |                  |            |                        |                  |            |                         |                  |            |               |                  |            |
| a. Acquiring a broad general education  | 2.82                     |                  |            | 2.89                   |                  |            | 2.92                    |                  |            | 2.90          |                  |            |
| b. Acquiring job or work-related knowledge and skills   | 2.37                     |                  |            | 2.42                   |                  |            | 2.42                    |                  |            | 2.54          |                  |            |
| c. Writing clearly and effectively  | 2.43                     |                  |            | 2.61                   |                  |            | 2.72                    | *                | ☹          | 2.64          | *                | ☹          |
| d. Speaking clearly and effectively   | 2.33                     |                  |            | 2.52                   |                  |            | 2.64                    | *                | ☹          | 2.55          | *                | ☹          |
| e. Thinking critically and analytically   | 2.76                     |                  |            | 2.77                   |                  |            | 2.87                    |                  |            | 2.81          |                  |            |
| f. Solving numerical problems   | 2.57                     |                  |            | 2.50                   |                  |            | 2.62                    |                  |            | 2.54          |                  |            |
| g. Using computing and information technology   | 2.43                     |                  |            | 2.60                   |                  |            | 2.66                    | *                | ☹          | 2.66          | *                | ☹          |
| h. Working effectively with others  | 2.50                     |                  |            | 2.60                   |                  |            | 2.71                    | *                | ☹          | 2.68          |                  |            |
| i. Learning effectively on your own   | 2.76                     |                  |            | 2.82                   |                  |            | 2.88                    |                  |            | 2.86          |                  |            |
| j. Understanding yourself   | 2.41                     |                  |            | 2.50                   |                  |            | 2.66                    | *                | ☹          | 2.53          |                  |            |
| k. Understanding people of other racial and ethnic backgrounds  | 2.20                     |                  |            | 2.31                   |                  |            | 2.51                    | *                |            | 2.29          |                  |            |
| l. Developing a personal code of values and ethics  | 2.14                     |                  |            | 2.23                   |                  |            | 2.42                    | *                | ☹          | 2.28          |                  |            |
| m. Contributing to the welfare of your community  | 1.81                     |                  |            | 1.88                   |                  |            | 2.00                    | *                | ☹          | 1.94          |                  |            |
| n. Developing clearer career goals  | 2.43                     |                  |            | 2.54                   |                  |            | 2.62                    |                  |            | 2.59          |                  |            |
| o. Gaining information about career opportunities   | 2.28                     |                  |            | 2.42                   |                  |            | 2.48                    |                  |            | 2.48          |                  |            |

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2005 participants\* means (without your institution's data); 2-tailed, p<0.001.

## Community College Survey of Student Engagement

### Means Summary Report: All Students

| Item   | Austin Community College |      |                             | Other ExLarge Colleges |                             |      | Other HSI/HACU Colleges     |      |                             | 2005 Colleges |  |  |
|--|--------------------------|------|-----------------------------|------------------------|-----------------------------|------|-----------------------------|------|-----------------------------|---------------|--|--|
|  | Mean                     | Mean | Sig <sup>a</sup> Evaluation | Mean                   | Sig <sup>a</sup> Evaluation | Mean | Sig <sup>b</sup> Evaluation | Mean | Sig <sup>b</sup> Evaluation |               |  |  |
| <b>STUDENT SERVICES</b>  |                          |      |                             |                        |                             |      |                             |      |                             |               |  |  |
| 13.1 How often do you use the following services? <span style="float: right;"><i>0=Don't know/N.A, 1=Rarely/never, 2=Sometimes, 3=Often</i></span> |                          |      |                             |                        |                             |      |                             |      |                             |               |  |  |
| a. Frequency: Academic advising/planning   | 1.63                     | 1.67 |                             | 1.75                   |                             | 1.74 |                             |      |                             |               |  |  |
| b. Frequency: Career counseling  | 1.40                     | 1.46 |                             | 1.50                   |                             | 1.43 |                             |      |                             |               |  |  |
| c. Frequency: Job placement assistance   | 1.17                     | 1.21 |                             | 1.26                   |                             | 1.26 |                             |      |                             |               |  |  |
| d. Frequency: Peer or other tutoring   | 1.58                     | 1.44 | * ☺                         | 1.54                   |                             | 1.44 | * ☺                         |      |                             |               |  |  |
| e. Frequency: Skill labs (writing, math, etc.)   | 1.58                     | 1.66 |                             | 1.81                   | * ☹                         | 1.70 |                             |      |                             |               |  |  |
| f. Frequency: Child care   | 1.11                     | 1.14 |                             | 1.17                   |                             | 1.18 |                             |      |                             |               |  |  |
| g. Frequency: Financial aid advising   | 1.75                     | 1.75 |                             | 1.89                   |                             | 1.84 |                             |      |                             |               |  |  |
| h. Frequency: Computer lab   | 1.96                     | 2.06 |                             | 2.13                   | * ☹                         | 2.10 |                             |      |                             |               |  |  |
| i. Frequency: Student organizations  | 1.21                     | 1.29 |                             | 1.33                   | * ☹                         | 1.33 | * ☹                         |      |                             |               |  |  |
| j. Frequency: Transfer credit assistance   | 1.55                     | 1.55 |                             | 1.53                   |                             | 1.55 |                             |      |                             |               |  |  |
| k. Frequency: Services to students with disabilities   | 1.30                     | 1.25 |                             | 1.31                   |                             | 1.29 |                             |      |                             |               |  |  |

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2005 participants\* means (without your institution's data); 2-tailed, p<0.001.

**Community College Survey of Student Engagement**  
**Means Summary Report: All Students**

| Item   | Austin Community College |      |                             | Other ExLarge Colleges |                             |      | Other HSI/HACU Colleges     |  |  | 2005 Colleges |  |  |
|--|--------------------------|------|-----------------------------|------------------------|-----------------------------|------|-----------------------------|--|--|---------------|--|--|
|  | Mean                     | Mean | Sig <sup>a</sup> Evaluation | Mean                   | Sig <sup>a</sup> Evaluation | Mean | Sig <sup>b</sup> Evaluation |  |  |               |  |  |
| <b>STUDENT SERVICES</b>  |                          |      |                             |                        |                             |      |                             |  |  |               |  |  |
| 13.2 How satisfied are you with the services? <span style="float: right;"><i>0=N.A., 1=Not at all, 2=Somewhat, 3=Very</i></span> |                          |      |                             |                        |                             |      |                             |  |  |               |  |  |
| a. Satisfaction: Academic advising/planning  | 2.13                     | 2.13 |                             | 2.12                   |                             | 2.20 |                             |  |  |               |  |  |
| b. Satisfaction: Career counseling   | 2.04                     | 2.04 |                             | 2.01                   |                             | 2.03 |                             |  |  |               |  |  |
| c. Satisfaction: Job placement assistance  | 1.71                     | 1.75 |                             | 1.75                   |                             | 1.81 |                             |  |  |               |  |  |
| d. Satisfaction: Peer or other tutoring  | 2.26                     | 2.11 | * ☺                         | 2.13                   |                             | 2.12 | * ☺                         |  |  |               |  |  |
| e. Satisfaction: Skill labs (writing, math, etc.)  | 2.27                     | 2.23 |                             | 2.27                   |                             | 2.24 |                             |  |  |               |  |  |
| f. Satisfaction: Child care  | 1.78                     | 1.69 |                             | 1.72                   |                             | 1.73 |                             |  |  |               |  |  |
| g. Satisfaction: Financial aid advising  | 2.15                     | 2.09 |                             | 2.15                   |                             | 2.18 |                             |  |  |               |  |  |
| h. Satisfaction: Computer lab  | 2.50                     | 2.49 |                             | 2.46                   |                             | 2.49 |                             |  |  |               |  |  |
| i. Satisfaction: Student organizations   | 1.92                     | 1.89 |                             | 1.87                   |                             | 1.94 |                             |  |  |               |  |  |
| j. Satisfaction: Transfer credit assistance  | 2.06                     | 2.04 |                             | 2.00                   |                             | 2.05 |                             |  |  |               |  |  |
| k. Satisfaction: Services to students with disabilities  | 2.01                     | 1.94 |                             | 1.96                   |                             | 1.99 |                             |  |  |               |  |  |

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2005 participants\* means (without your institution's data); 2-tailed, p<0.001.

**Community College Survey of Student Engagement**  
**Means Summary Report: All Students**

| Item   | Austin Community College | Other ExLarge Colleges |                  | Other HSI/HACU Colleges |      | 2005 Colleges    |            |      |                  |            |
|--|--------------------------|------------------------|------------------|-------------------------|------|------------------|------------|------|------------------|------------|
|  | Mean                     | Mean                   | Sig <sup>a</sup> | Evaluation              | Mean | Sig <sup>a</sup> | Evaluation | Mean | Sig <sup>b</sup> | Evaluation |
| <b>STUDENT SERVICES</b>  |                          |                        |                  |                         |      |                  |            |      |                  |            |
| 13.3 How important are the services to you? <span style="float: right;"><i>1=Not at all, 2=Somewhat, 3=Very</i></span> |                          |                        |                  |                         |      |                  |            |      |                  |            |
| a. Importance: Academic advising/planning  | 2.47                     | 2.46                   |                  |                         | 2.54 |                  |            | 2.49 |                  |            |
| b. Importance: Career counseling   | 2.24                     | 2.30                   |                  |                         | 2.38 |                  |            | 2.27 |                  |            |
| c. Importance: Job placement assistance  | 1.93                     | 1.98                   |                  |                         | 2.04 |                  |            | 2.02 |                  |            |
| d. Importance: Peer or other tutoring  | 2.15                     | 2.05                   |                  |                         | 2.17 |                  |            | 2.06 |                  |            |
| e. Importance: Skill labs (writing, math, etc.)  | 2.15                     | 2.17                   |                  |                         | 2.29 |                  |            | 2.17 |                  |            |
| f. Importance: Child care  | 1.69                     | 1.70                   |                  |                         | 1.76 |                  |            | 1.72 |                  |            |
| g. Importance: Financial aid advising  | 2.33                     | 2.30                   |                  |                         | 2.45 |                  |            | 2.38 |                  |            |
| h. Importance: Computer lab  | 2.38                     | 2.42                   |                  |                         | 2.50 |                  |            | 2.44 |                  |            |
| i. Importance: Student organizations   | 1.77                     | 1.78                   |                  |                         | 1.84 |                  |            | 1.80 |                  |            |
| j. Importance: Transfer credit assistance  | 2.27                     | 2.26                   |                  |                         | 2.25 |                  |            | 2.21 |                  |            |
| k. Importance: Services to students with disabilities  | 2.02                     | 1.99                   |                  |                         | 2.04 |                  |            | 2.02 |                  |            |

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2005 participants\* means (without your institution's data); 2-tailed, p<0.001.

## Community College Survey of Student Engagement Means Summary Report: All Students

| Item   | Austin Community College |                  |            | Other ExLarge Colleges |                  |            | Other HSI/HACU Colleges |                  |            | 2005 Colleges |                  |            |
|--|--------------------------|------------------|------------|------------------------|------------------|------------|-------------------------|------------------|------------|---------------|------------------|------------|
|  | Mean                     | Sig <sup>a</sup> | Evaluation | Mean                   | Sig <sup>a</sup> | Evaluation | Mean                    | Sig <sup>a</sup> | Evaluation | Mean          | Sig <sup>b</sup> | Evaluation |
| <b>COLLEGE EXPERIENCES</b>   |                          |                  |            |                        |                  |            |                         |                  |            |               |                  |            |
| 14. How likely is it that the following issues would cause you to withdraw from class or from this college?<br><i>1=Not likely, 2=Somewhat likely, 3=Likely, 4=Very likely</i> |                          |                  |            |                        |                  |            |                         |                  |            |               |                  |            |
| a. Working full-time   | 2.34                     |                  |            | 2.17                   |                  |            | 2.25                    |                  |            | 2.15          |                  |            |
| b. Caring for dependents   | 1.90                     |                  |            | 1.88                   |                  |            | 1.97                    |                  |            | 1.91          |                  |            |
| c. Academically unprepared   | 1.72                     |                  |            | 1.67                   |                  |            | 1.71                    |                  |            | 1.63          |                  |            |
| d. Lack of finances  | 2.38                     |                  |            | 2.33                   |                  |            | 2.54                    |                  |            | 2.40          |                  |            |
| e. Transfer to a 4-year college or university  | 2.77                     |                  |            | 2.58                   |                  |            | 2.64                    |                  |            | 2.42          | *                | 😊          |
| <i>1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely</i>  |                          |                  |            |                        |                  |            |                         |                  |            |               |                  |            |
| 15. How supportive are your friends of your attending this college?  | 3.24                     |                  |            | 3.20                   |                  |            | 3.23                    |                  |            | 3.25          |                  |            |
| <i>1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely</i>  |                          |                  |            |                        |                  |            |                         |                  |            |               |                  |            |
| 16. How supportive is your immediate family of your attending this college?  | 3.48                     |                  |            | 3.47                   |                  |            | 3.49                    |                  |            | 3.51          |                  |            |
| <i>0=None, 1=1-14 credits, 2=15-29 credits, 3=30-44 credits, 4=45-60 credits, 5= over 60 credits</i>   |                          |                  |            |                        |                  |            |                         |                  |            |               |                  |            |
| 23. How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term?  | 1.80                     |                  |            | 2.00                   |                  |            | 1.83                    |                  |            | 1.99          |                  |            |
| <i>1=None, 2=1 class, 3=2 classes, 4=3 classes, 5=4 classes or more</i>  |                          |                  |            |                        |                  |            |                         |                  |            |               |                  |            |
| 25. How many classes are you presently taking at OTHER institutions?   | 1.34                     |                  |            | 1.39                   |                  |            | 1.50                    |                  |            | 1.41          |                  |            |
| <i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>   |                          |                  |            |                        |                  |            |                         |                  |            |               |                  |            |
| 27. How would you evaluate your entire educational experience at this college?   | 3.13                     |                  |            | 3.13                   |                  |            | 3.13                    |                  |            | 3.15          |                  |            |

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2005 participants\* means (without your institution's data); 2-tailed, p<0.001.



**Credit Degrees and Certificates Awarded  
Academic Years 1974 - 2005**

| <b>Year</b>    | <b>AA</b>    | <b>AS</b>    | <b>AAS</b>    | <b>CERT*</b> | <b>Total Awards</b> |
|----------------|--------------|--------------|---------------|--------------|---------------------|
| <b>1973-74</b> | 3            | 2            | 10            | 0            | 15                  |
| <b>1974-75</b> | 4            | 28           | 51            | 5            | 88                  |
| <b>1975-76</b> | 31           | 34           | 108           | 13           | 186                 |
| <b>1976-77</b> | 63           | 60           | 152           | 37           | 312                 |
| <b>1977-78</b> | 108          | 69           | 230           | 66           | 473                 |
| <b>1978-79</b> | 139          | 89           | 267           | 54           | 549                 |
| <b>1979-80</b> | 144          | 87           | 238           | 89           | 558                 |
| <b>1980-81</b> | 152          | 88           | 242           | 110          | 592                 |
| <b>1981-82</b> | 127          | 109          | 254           | 93           | 583                 |
| <b>1982-83</b> | 115          | 90           | 282           | 109          | 596                 |
| <b>1983-84</b> | 141          | 134          | 306           | 166          | 747                 |
| <b>1984-85</b> | 134          | 111          | 358           | 136          | 739                 |
| <b>1985-86</b> | 126          | 97           | 357           | 103          | 683                 |
| <b>1986-87</b> | 116          | 125          | 335           | 208          | 784                 |
| <b>1987-88</b> | 112          | 51           | 438           | 198          | 799                 |
| <b>1988-89</b> | 135          | 129          | 369           | 169          | 802                 |
| <b>1989-90</b> | 87           | 155          | 445           | 186          | 873                 |
| <b>1990-91</b> | 93           | 84           | 452           | 271          | 900                 |
| <b>1991-92</b> | 101          | 163          | 388           | 203          | 855                 |
| <b>1992-93</b> | 114          | 178          | 424           | 162          | 878                 |
| <b>1993-94</b> | 117          | 184          | 445           | 393          | 1,139               |
| <b>1994-95</b> | 120          | 159          | 494           | 395          | 1,168               |
| <b>1995-96</b> | 145          | 175          | 495           | 257          | 1,072               |
| <b>1996-97</b> | 146          | 202          | 537           | 220          | 1,105               |
| <b>1997-98</b> | 139          | 190          | 529           | 232          | 1,090               |
| <b>1998-99</b> | 125          | 170          | 524           | 301          | 1,120               |
| <b>1999-00</b> | 118          | 150          | 519           | 308          | 1,095               |
| <b>2000-01</b> | 102          | 149          | 540           | 331          | 1,122               |
| <b>2001-02</b> | 133          | 141          | 537           | 410          | 1,221               |
| <b>2002-03</b> | 124          | 142          | 533           | 479          | 1,278               |
| <b>2003-04</b> | 158          | 120          | 604           | 523          | 1,405               |
| <b>2004-05</b> | 136          | 127          | 654           | 516          | 1,433               |
| <b>TOTAL</b>   | <b>3,608</b> | <b>3,792</b> | <b>12,117</b> | <b>6,743</b> | <b>26,260</b>       |

\* Includes Blocktime Certificates through Academic Year 1998.

Source: Office of Institutional Effectiveness and Accountability

## Associate Degrees Awarded by Program Academic Years 2001 - 2005

### Associate of Arts (AA)

|                                   | 2000-01    | 2001-02    | 2002-03    | 2003-04    | 2004-05    |
|-----------------------------------|------------|------------|------------|------------|------------|
| <b>Anthropology</b>               | 10         | 8          | 5          | 4          | 4          |
| <b>Art</b>                        | 9          | 8          | 9          | 13         | 7          |
| <b>Communications<sup>1</sup></b> | 15         | 12         | 5          | 2          | 0          |
| <b>Creative Writing</b>           | 0          | 1          | 1          | 0          | 0          |
| <b>Dance</b>                      | 3          | 0          | 0          | 0          | 1          |
| <b>Drama</b>                      | 0          | 0          | 1          | 2          | 1          |
| <b>Economics</b>                  | 1          | 0          | 1          | 7          | 6          |
| <b>English<sup>1</sup></b>        | 0          | 6          | 6          | 17         | 14         |
| <b>Foreign Language</b>           | 15         | 17         | 27         | 18         | 17         |
| <b>General Studies</b>            | 23         | 37         | 28         | 38         | 41         |
| <b>Geography</b>                  | 0          | 0          | 1          | 0          | 0          |
| <b>Government</b>                 | 5          | 3          | 3          | 2          | 4          |
| <b>History</b>                    | 1          | 5          | 5          | 8          | 2          |
| <b>Journalism<sup>1</sup></b>     | 0          | 0          | 5          | 7          | 5          |
| <b>Music</b>                      | 1          | 4          | 1          | 2          | 2          |
| <b>Philosophy</b>                 | -          | -          | -          | -          | 1          |
| <b>Psychology</b>                 | 9          | 13         | 12         | 13         | 5          |
| <b>Radio-Television-Film</b>      | 8          | 13         | 6          | 18         | 12         |
| <b>Social Work</b>                | 2          | 3          | 5          | 5          | 3          |
| <b>Sociology</b>                  | 0          | 2          | 1          | 2          | 0          |
| <b>Speech<sup>1</sup></b>         | 0          | 1          | 2          | 0          | 0          |
| <b>Teaching</b>                   | -          | -          | -          | -          | 11         |
| <b>TOTAL</b>                      | <b>102</b> | <b>133</b> | <b>124</b> | <b>158</b> | <b>136</b> |

<sup>1</sup> English, Journalism, and Speech were available only as an area of concentration under Communications Associate of Arts degree prior to academic year 2001.

NOTE: A dash ( - ) indicates that the Associate of Arts degree was not offered.

Source: Office of Institutional Effectiveness and Accountability

**Associate Degrees Awarded by Program  
Academic Years 2001 - 2005**

**Associate of Science (AS)**

|  | <u>2000-01</u> | <u>2001-02</u> | <u>2002-03</u> | <u>2003-04</u> | <u>2004-05</u> |
|--|----------------|----------------|----------------|----------------|----------------|
| <b>Biology</b>   | 6              | 0              | 2              | 3              | 3              |
| <b>Business Administration</b>                                   | 96             | 84             | 87             | 83             | 74             |
| <b>Chemistry</b>   | 1              | 0              | 1              | 2              | 2              |
| <b>Computer Science</b>  | 14             | 22             | 14             | 11             | 13             |
| <b>Engineering</b>   | 12             | 8              | 15             | 4              | 7              |
| <b>Environmental Science</b>                                     | -              | -              | -              | 1              | 3              |
| <b>General Studies - Science</b>                                 | 1              | 7              | 2              | 3              | 7              |
| <b>Geology</b>   | 0              | 0              | 0              | 1              | 0              |
| <b>Health</b>  | 2              | 1              | 1              | 4              | 2              |
| <b>Kinesiology</b>   | 0              | 3              | 3              | 3              | 2              |
| <b>Mathematics</b>   | 8              | 9              | 8              | 4              | 11             |
| <b>Physical Science</b>  | 4              | 3              | 5              | 0              | 0              |
| <b>Physics</b>   | 3              | 1              | 1              | 0              | 0              |
| <b>Pre-Dental/Pre-Medical/Pre-<br/>Pharmacy/Pre-Veterinarian</b> | 2              | 3              | 3              | 1              | 3              |
| <b>TOTAL</b>   | <b>149</b>     | <b>141</b>     | <b>142</b>     | <b>120</b>     | <b>127</b>     |

NOTE: A dash ( - ) indicates that the Associate of Science degree was not offered.

Source: Office of Institutional Effectiveness and Accountability

**Associate Degrees Awarded by Program  
Academic Years 2001 - 2005**

**Associate of Applied Science (AAS)**

|   | <u>2000-01</u> | <u>2001-02</u> | <u>2002-03</u> | <u>2003-04</u> | <u>2004-05</u> |
|---|----------------|----------------|----------------|----------------|----------------|
| <b>Accounting</b>   | 11             | 7              | 7              | 14             | 16             |
| <b>Automotive Diesel Technology</b>                                 | -              | -              | -              | -              | -              |
| <b>Automotive Technology</b>  | 1              | 6              | 10             | 4              | 14             |
| <b>Biotechnology</b>  | 0              | 6              | 9              | 5              | 7              |
| <b>Building Construction Tech.</b>                                  | 4              | 5              | 5              | 6              | 7              |
| <b>Child Development</b>  | 6              | 8              | 12             | 9              | 5              |
| <b>Commercial Music Mgmt.</b>                                       | 7              | 9              | 9              | 18             | 25             |
| <b>Computer Information<br/>Technology</b>                          | 57             | 60             | 56             | 49             | 36             |
| <b>Criminal Justice</b>   | 44             | 36             | 36             | 49             | 45             |
| <b>Culinary Arts</b>  | 1              | 2              | 4              | 9              | 10             |
| <b>Radiology<sup>1</sup></b>  | 26             | 21             | 20             | 24             | 34             |
| <b>Dental Hygiene</b>   | -              | -              | -              | -              | 16             |
| <b>Diagnostic Medical / Cardiac<br/>Sonography</b>                  | 0              | 3              | 5              | 10             | 19             |
| <b>Digital Publishing &amp; Graphics<br/>Technology<sup>2</sup></b> | 2              | 4              | 6              | 4              | 4              |
| <b>Electronics</b>  | 49             | 57             | 58             | 37             | 32             |
| <b>Emergency Medical Services</b>                                   | 19             | 9              | 15             | 16             | 15             |

<sup>1</sup> Listed as Diagnostic Medical Imaging prior to Academic Year 2004.

<sup>2</sup> Listed as Printing & Desktop Publishing prior to Academic Year 2001.

NOTE: A dash (-) indicates that the Associate of Applied Science degree was not offered.

Source: Office of Institutional Effectiveness and Accountability

**Associate Degrees Awarded by Program  
Academic Years 2001 - 2005**

**Associate of Applied Science (AAS) (continued)**

|  | <b>2000-01</b> | <b>2001-02</b> | <b>2002-03</b> | <b>2003-04</b> | <b>2004-05</b> |
|--|----------------|----------------|----------------|----------------|----------------|
| <b>Geomatics/Land Surveying<br/>Technology</b>                                   | 3              | 2              | 3              | 0              | 1              |
| <b>Heating, Air Conditioning, &amp;<br/>Refrigeration Technology<sup>1</sup></b> | 4              | 4              | 5              | 4              | 10             |
| <b>Hospitality Management</b>  | 0              | 5              | 5              | 10             | 7              |
| <b>Human Services</b>  | 20             | 19             | 11             | 11             | 20             |
| <b>Information &amp; Records Mgmt.</b>   | 1              | -              | -              | -              | 0              |
| <b>Legal Assistant</b>   | 12             | 14             | 12             | 7              | 14             |
| <b>Management</b>  | 21             | 13             | 15             | 10             | 10             |
| <b>Marketing</b>   | 2              | 5              | 8              | 9              | 10             |
| <b>Medical Laboratory Technology</b>   | 6              | 5              | 3              | 3              | 6              |
| <b>Nursing</b>   | 93             | 105            | 92             | 147            | 134            |
| <b>Occupational Therapy Asst.</b>  | 12             | 7              | 7              | 4              | 4              |
| <b>Office Administration</b>   | 7              | 4              | 0              | 3              | 4              |
| <b>Personal Fitness Trainer</b>  | -              | -              | -              | 1              | 0              |
| <b>Photographic Technology</b>   | 13             | 5              | 4              | 13             | 24             |
| <b>Physical Fitness Technology</b>   | 2              | 0              | 0              | 2              | 0              |
| <b>Physical Therapist Assistant</b>  | 20             | 12             | 12             | 9              | 16             |
| <b>Quality Assurance</b>   | 1              | 0              | 1              | 1              | 2              |
| <b>Real Estate</b>   | 2              | 3              | 2              | 11             | 5              |
| <b>Surgical Technology</b>   | 9              | 11             | 12             | 16             | 23             |
| <b>Technical Communications</b>  | 1              | 4              | 5              | 1              | 2              |
| <b>Visual Communication Design</b>   | 30             | 33             | 30             | 32             | 41             |
| <b>Welding Technology</b>  | 10             | 2              | 3              | 6              | 8              |
| <b>TOTAL</b>   | <b>540</b>     | <b>537</b>     | <b>533</b>     | <b>604</b>     | <b>637</b>     |

<sup>1</sup> Listed as Air Conditioning & Refrigeration prior to Academic Year 2001.

NOTE: A dash ( - ) indicates that the Associate of Applied Science degree was not offered.

Source: Office of Institutional Effectiveness and Accountability

### College Credit Certificates Awarded Academic Years 2001 - 2005

|  | 2000-01 | 2001-02 | 2002-03 | 2003-04 | 2004-05 |
|--|---------|---------|---------|---------|---------|
| <b>Accounting</b>  | 0       | 2       | 4       | 4       | 4       |
| <b>Automotive Diesel Technology</b>  | 0       | 0       | 0       | 0       | 0       |
| <b>Automotive Technology &amp;<br/>Outdoor Powered Equipment</b>                 | 3       | 2       | 37      | 30      | 71      |
| <b>Biotechnology</b>   | 2       | 2       | 0       | 0       | 2       |
| <b>Building Construction<br/>Technology</b>                                      | 2       | 2       | 1       | 1       | 5       |
| <b>Child Development</b>   | 15      | 11      | 15      | 4       | 13      |
| <b>Computer Information<br/>Technology</b>                                       | 16      | 43      | 33      | 27      | 32      |
| <b>Criminal Justice</b>  | 14      | 16      | 23      | 20      | 22      |
| <b>Culinary Arts</b>   | 1       | 3       | 4       | 14      | 17      |
| <b>Radiology</b>   | 0       | 0       | 0       | 0       | 0       |
| <b>Diagnostic Medical / Imaging -<br/>Sonography</b>                             | 0       | 17      | 7       | 13      | 7       |
| <b>Digital Publishing &amp; Graphics<br/>Technology<sup>1</sup></b>              | 20      | 11      | 16      | 11      | 8       |
| <b>Electronics</b>   | 26      | 32      | 38      | 18      | 12      |
| <b>Emergency Medical Services<br/>Technology</b>                                 | 8       | 20      | 20      | 29      | 20      |
| <b>Engineering Design Graphics</b>   | 36      | 31      | 28      | 25      | 16      |
| <b>Fashion Merchandising</b>   | 1       | 1       | 2       | 0       | 0       |
| <b>Financial Management</b>  | 0       | 2       | 6       | 8       | 1       |
| <b>Fire Protection Technology</b>  | 55      | 51      | 47      | 53      | 57      |
| <b>Geomatics/Land Survey<br/>Technology</b>                                      | 2       | 0       | 2       | 4       | 2       |
| <b>Heating, Air Conditioning, &amp;<br/>Refrigeration Technology<sup>2</sup></b> | 11      | 5       | 11      | 12      | 10      |

<sup>1</sup> Listed as Printing & Desktop Publishing prior to Academic Year 2001.

<sup>2</sup> Listed as Air Conditioning & Refrigeration prior to Academic Year 2001.

NOTES: A dash ( - ) indicates that the certificate was not offered.

Source: Office of Institutional Effectiveness and Accountability

**College Credit Certificates Awarded  
Academic Years 2001 - 2005 (continued)**

|   | <b>2000-01</b> | <b>2001-02</b> | <b>2002-03</b> | <b>2003-04</b> | <b>2004-05</b> |
|---|----------------|----------------|----------------|----------------|----------------|
| <b>Hospitality Management</b>                   | 10             | 1              | 13             | 13             | 11             |
| <b>Human Services</b>                           | 7              | 9              | 3              | 7              | 13             |
| <b>Information &amp; Records<br/>Management</b> | -              | -              | 0              | 0              | 0              |
| <b>International Business</b>                   | -              | -              | 2              | 5              | 4              |
| <b>Jewelry</b>                                  | -              | -              | -              | 14             | 6              |
| <b>Legal Assistant<br/>Management</b>           | -              | 1              | 2              | 8              | 5              |
| <b>Management</b>                               | 9              | 26             | 14             | 23             | 24             |
| <b>Marketing</b>                                | 2              | 7              | 6              | 1              | 3              |
| <b>Medical Coding</b>                           | -              | 4              | 11             | 6              | 12             |
| <b>Meeting and Events Planning</b>              | -              | -              | -              | 5              | 4              |
| <b>Nursing (Vocational)</b>                     | 23             | 45             | 55             | 50             | 60             |
| <b>Office Administration</b>                    | 6              | 3              | 6              | 7              | 12             |
| <b>Pharmacy Technology</b>                      | 18             | 5              | 5              | 18             | 17             |
| <b>Photographic Technology</b>                  | 2              | 0              | 0              | 0              | 1              |
| <b>Physical Fitness Technology</b>              | 0              | 1              | 0              | 1              | 0              |
| <b>Quality Assurance</b>                        | 0              | 1              | 3              | 0              | 0              |
| <b>Radio-Television-Film</b>                    | 1              | 0              | 3              | 4              | 0              |
| <b>Real Estate</b>                              | 1              | 0              | 8              | 31             | 15             |
| <b>Surgical Technology</b>                      | 0              | 1              | 5              | 4              | 9              |
| <b>Technical Communications</b>                 | 3              | 3              | 5              | 2              | 2              |
| <b>Travel &amp; Tourism</b>                     | -              | 4              | 7              | 11             | 1              |
| <b>Visual Communication Design</b>              | 14             | 23             | 22             | 18             | 8              |
| <b>Welding Technology</b>                       | 23             | 25             | 15             | 22             | 10             |
| <b>TOTAL</b>                                    | <b>331</b>     | <b>410</b>     | <b>479</b>     | <b>523</b>     | <b>516</b>     |

NOTES: A dash ( - ) indicates that the certificate was not offered.

Source: Office of Institutional Effectiveness and Accountability

**Table 1**  
**ACC Withdrawal Grades by Dean Area and Department**  
**("Traditional" Courses)**  
**Fall 2001 vs. Fall 2005**

| Dean Area                    | Department                         | Fall 2001              |                   |              | Fall 2005     |                   |              | Percentage Point Increase/Decrease |
|------------------------------|------------------------------------|------------------------|-------------------|--------------|---------------|-------------------|--------------|------------------------------------|
|                              |                                    | A-F, W grades          | Withdrawal grades |              | A-F, W grades | Withdrawal grades |              |                                    |
|                              |                                    | N                      | N                 | %            | N             | N                 | %            |                                    |
| Arts & Humanities            | Art                                | 1,138                  | 222               | 19.5%        | 1,228         | 235               | 19.1%        | 0.4                                |
|                              | Creative Writing                   | 76                     | 18                | 23.7%        | 123           | 22                | 17.9%        | -5.8                               |
|                              | Dance                              | 133                    | 34                | 25.6%        | 145           | 24                | 16.6%        | -9.0                               |
|                              | Drama                              | 217                    | 34                | 15.7%        | 305           | 42                | 13.8%        | -1.9                               |
|                              | English as a Second Language       | 490                    | 68                | 13.9%        | 507           | 60                | 11.8%        | -2.0                               |
|                              | Foreign Language                   | 2,610                  | 710               | 27.2%        | 2,904         | 802               | 27.6%        | 0.4                                |
|                              | Humanities                         | 236                    | 41                | 17.4%        | 110           | 23                | 20.9%        | 3.5                                |
|                              | Philosophy                         | 1,177                  | 270               | 22.9%        | 1,542         | 336               | 21.8%        | -1.1                               |
|                              | Religion                           | 82                     | 16                | 19.5%        | 91            | 39                | 42.9%        | 23.3                               |
|                              | <b>Dean Area Total</b>             | <b>6,159</b>           | <b>1,413</b>      | <b>22.9%</b> | <b>6,955</b>  | <b>1,583</b>      | <b>22.8%</b> | <b>-0.2</b>                        |
| Communications               | English                            | 6,451                  | 1,864             | 28.9%        | 7,575         | 2,087             | 27.6%        | -1.3                               |
|                              | Journalism                         | 143                    | 25                | 17.5%        | 156           | 21                | 13.5%        | -4.0                               |
|                              | Speech                             | 1,428                  | 251               | 17.6%        | 2,114         | 263               | 12.4%        | -5.1                               |
|                              | Study Skills                       | 87                     | 15                | 17.2%        | 78            | 14                | 17.9%        | 0.7                                |
|                              |                                    | <b>Dean Area Total</b> | <b>8,109</b>      | <b>2,155</b> | <b>26.6%</b>  | <b>9,923</b>      | <b>2,385</b> | <b>24.0%</b>                       |
| Mathematics & Science        | Astronomy                          | 297                    | 75                | 25.3%        | 340           | 93                | 27.4%        | 2.1                                |
|                              | Biology                            | 2,065                  | 573               | 27.7%        | 3,005         | 774               | 25.8%        | -2.0                               |
|                              | Biotechnology                      | 28                     | 6                 | 21.4%        | 35            | 9                 | 25.7%        | 4.3                                |
|                              | Chemistry                          | 1,239                  | 350               | 28.2%        | 1,493         | 436               | 29.2%        | 1.0                                |
|                              | Engineering                        | 78                     | 20                | 25.6%        | 108           | 32                | 29.6%        | 4.0                                |
|                              | Environmental Science & Technology | 102                    | 15                | 14.7%        | 109           | 22                | 20.2%        | 5.5                                |
|                              | Geology                            | 495                    | 91                | 18.4%        | 560           | 140               | 25.0%        | 6.6                                |
|                              | Mathematics                        | 5,562                  | 1,912             | 34.4%        | 5,511         | 1,699             | 30.8%        | -3.5                               |
|                              | Physics                            | 666                    | 209               | 31.4%        | 750           | 201               | 26.8%        | -4.6                               |
|                              |                                    | <b>Dean Area Total</b> | <b>10,532</b>     | <b>3,251</b> | <b>30.9%</b>  | <b>11,911</b>     | <b>3,406</b> | <b>28.6%</b>                       |
| Social & Behavioral Sciences | Air Force Science                  | 6                      | 2                 | 33.3%        | 5             | 3                 | 60.0%        | 26.7                               |
|                              | Anthropology                       | 373                    | 72                | 19.3%        | 486           | 103               | 21.2%        | 1.9                                |
|                              | Economics                          | 1,588                  | 374               | 23.6%        | 1,552         | 336               | 21.6%        | -1.9                               |
|                              | Educational Instruction            | .                      | .                 | .            | 69            | 14                | 20.3%        | .                                  |
|                              | Geography                          | 266                    | 70                | 26.3%        | 326           | 66                | 20.2%        | -6.1                               |
|                              | Government                         | 4,755                  | 803               | 16.9%        | 5,216         | 807               | 15.5%        | -1.4                               |
|                              | History                            | 4,987                  | 1,076             | 21.6%        | 5,603         | 1,254             | 22.4%        | 0.8                                |
|                              | Human Development                  | 894                    | 170               | 19.0%        | 856           | 150               | 17.5%        | -1.5                               |
|                              | Military Science                   | 8                      | 3                 | 37.5%        | 5             | 2                 | 40.0%        | 2.5                                |
|                              | Psychology                         | 2,497                  | 450               | 18.0%        | 3,077         | 528               | 17.2%        | -0.9                               |
|                              | Sociology                          | 1,012                  | 216               | 21.3%        | 1,222         | 292               | 23.9%        | 2.6                                |
|                              | <b>Dean Area Total</b>             | <b>16,386</b>          | <b>3,236</b>      | <b>19.7%</b> | <b>18,417</b> | <b>3,555</b>      | <b>19.3%</b> | <b>-0.4</b>                        |



**Table 1**  
**ACC Withdrawal Grades by Dean Area and Department**  
**("Traditional" Courses)**  
**Fall 2001 vs. Fall 2005**

| Dean Area   | Department                       | Fall 2001             |                   |              | Fall 2005     |                   |              | Percentage Point Increase/Decrease |             |
|---|----------------------------------|-----------------------|-------------------|--------------|---------------|-------------------|--------------|------------------------------------|-------------|
|   |                                  | A-F, W grades         | Withdrawal grades |              | A-F, W grades | Withdrawal grades |              |                                    |             |
|   |                                  | N                     | N                 | %            | N             | N                 | %            |                                    |             |
| Applied Technologies, Multimedia, & Public Services | Air Conditioning                 | 127                   | 12                | 9.4%         | 180           | 37                | 20.6%        | 11.1                               |             |
|   | Automotive Technology            | 239                   | 23                | 9.6%         | 370           | 22                | 5.9%         | -3.7                               |             |
|   | Building Construction Technology | 316                   | 14                | 4.4%         | 418           | 18                | 4.3%         | -0.1                               |             |
|   | Child Care & Development         | 296                   | 44                | 14.9%        | 284           | 46                | 16.2%        | 1.3                                |             |
|   | Commercial Music                 | 389                   | 35                | 9.0%         | 460           | 57                | 12.4%        | 3.4                                |             |
|   | Criminal Justice                 | 477                   | 42                | 8.8%         | 531           | 59                | 11.1%        | 2.3                                |             |
|   | Fire Protection                  | 201                   | 9                 | 4.5%         | 298           | 10                | 3.4%         | -1.1                               |             |
|   | Human Services                   | 503                   | 65                | 12.9%        | 592           | 71                | 12.0%        | -0.9                               |             |
|   | Jewelry                          | .                     | .                 | .            | 129           | 11                | 8.5%         | .                                  |             |
|   | Legal Assistant                  | 223                   | 36                | 16.1%        | 353           | 40                | 11.3%        | -4.8                               |             |
|   | Music                            | 612                   | 119               | 19.4%        | 569           | 113               | 19.9%        | 0.4                                |             |
|   | Photography                      | 486                   | 93                | 19.1%        | 425           | 68                | 16.0%        | -3.1                               |             |
|   | Radio-TV-Film                    | 307                   | 53                | 17.3%        | 238           | 29                | 12.2%        | -5.1                               |             |
|   | Welding                          | 316                   | 56                | 17.7%        | 317           | 50                | 15.8%        | -1.9                               |             |
|   | <b>Dean Area Total</b>           |                       | <b>4,492</b>      | <b>601</b>   | <b>13.4%</b>  | <b>5,164</b>      | <b>631</b>   | <b>12.2%</b>                       | <b>-1.2</b> |
| Business Studies                                    | Accounting                       | 1,133                 | 300               | 26.5%        | 1,062         | 224               | 21.1%        | -5.4                               |             |
|   | Culinary Arts                    | 193                   | 33                | 17.1%        | 257           | 32                | 12.5%        | -4.6                               |             |
|   | Financial Management             | 96                    | 9                 | 9.4%         | 27            | 5                 | 18.5%        | 9.1                                |             |
|   | Hospitality Management           | 88                    | 14                | 15.9%        | 105           | 9                 | 8.6%         | -7.3                               |             |
|   | International Business           | 16                    | 0                 | 0.0%         | 67            | 6                 | 9.0%         | 9.0                                |             |
|   | Management                       | 943                   | 139               | 14.7%        | 1,039         | 185               | 17.8%        | 3.1                                |             |
|   | Marketing                        | 106                   | 15                | 14.2%        | 93            | 15                | 16.1%        | 2.0                                |             |
|   | Meeting & Events Planning        | .                     | .                 | .            | 42            | 3                 | 7.1%         | .                                  |             |
|   | Office Administration            | 244                   | 69                | 28.3%        | 290           | 78                | 26.9%        | -1.4                               |             |
|   | Quality Assurance                | 13                    | 1                 | 7.7%         | .             | .                 | .            | .                                  |             |
|   | Real Estate                      | 139                   | 12                | 8.6%         | 143           | 8                 | 5.6%         | -3.0                               |             |
|   | Technical Communications         | 57                    | 9                 | 15.8%        | 91            | 9                 | 9.9%         | -5.9                               |             |
|   | Travel & Tourism                 | 73                    | 12                | 16.4%        | 14            | 0                 | 0.0%         | -16.4                              |             |
|   | <b>Dean Area Total</b>           |                       | <b>3,101</b>      | <b>613</b>   | <b>19.8%</b>  | <b>3,230</b>      | <b>574</b>   | <b>17.8%</b>                       | <b>-2.0</b> |
|   | Health Sciences                  | Allied Health Science | 303               | 62           | 20.5%         | 550               | 104          | 18.9%                              | -1.6        |
| Dental Hygiene                                      |                                  | .                     | .                 | .            | 138           | 0                 | 0.0%         | .                                  |             |
| Diagnostic Medical Imaging Radiology                |                                  | 221                   | 8                 | 3.6%         | 271           | 17                | 6.3%         | 2.7                                |             |
| Diagnostic Medical Imaging                          |                                  | 113                   | 0                 | 0.0%         | 229           | 8                 | 3.5%         | 3.5                                |             |
| Emergency Medical Service Technology                |                                  | 199                   | 29                | 14.6%        | 256           | 26                | 10.2%        | -4.4                               |             |
| Kinesiology   |                                  | 1,590                 | 421               | 26.5%        | 1,707         | 382               | 22.4%        | -4.1                               |             |
| Medical Coding                                      |                                  | 77                    | 3                 | 3.9%         | 78            | 6                 | 7.7%         | 3.8                                |             |
| Medical Lab Technology                              |                                  | 42                    | 2                 | 4.8%         | 98            | 7                 | 7.1%         | 2.4                                |             |
| Nursing   |                                  | 454                   | 31                | 6.8%         | 521           | 37                | 7.1%         | 0.3                                |             |
| Occupational Therapy Assistant                      |                                  | 43                    | 3                 | 7.0%         | 49            | 5                 | 10.2%        | 3.2                                |             |
| Personal Fitness Trainer                            |                                  | 26                    | 6                 | 23.1%        | 30            | 5                 | 16.7%        | -6.4                               |             |
| Pharmacy Technology                                 |                                  | 65                    | 2                 | 3.1%         | 57            | 2                 | 3.5%         | 0.4                                |             |
| Physical Therapist Assistant                        |                                  | 58                    | 1                 | 1.7%         | 65            | 0                 | 0.0%         | -1.7                               |             |
| Surgical Technology                                 |                                  | 50                    | 5                 | 10.0%        | 97            | 5                 | 5.2%         | -4.8                               |             |
| Vocational Nursing                                  |                                  | 182                   | 31                | 17.0%        | 180           | 8                 | 4.4%         | -12.6                              |             |
| <b>Dean Area Total</b>                              |                                  | <b>3,423</b>          | <b>604</b>        | <b>17.6%</b> | <b>4,326</b>  | <b>612</b>        | <b>14.1%</b> | <b>-3.5</b>                        |             |

Source: ACC Computer System (uncertified data)  
Percentages may not add to 100% due to rounding.  
Prepared by The Office of Institutional Effectiveness and Accountability - 6.23.2006

**Table 1**  
**ACC Withdrawal Grades by Dean Area and Department**  
**("Traditional" Courses)**  
**Fall 2001 vs. Fall 2005**

| Dean Area                                | Department                   | Fall 2001     |                   |               | Fall 2005     |                   |             | Percentage Point Increase/Decrease |
|--|------------------------------|---------------|-------------------|---------------|---------------|-------------------|-------------|------------------------------------|
|  |                              | A-F, W grades | Withdrawal grades |               | A-F, W grades | Withdrawal grades |             |                                    |
|  |                              | N             | N                 | %             | N             | N                 | %           |                                    |
| Computer Studies & Advanced Technologies | Computer Information Systems | 1,409         | 319               | 22.6%         | 816           | 113               | 13.8%       | -8.8                               |
|  | Computer Science             | 2,392         | 591               | 24.7%         | 1,252         | 213               | 17.0%       | -7.7                               |
|  | Digital Publishing           | 203           | 32                | 15.8%         | .             | .                 | .           | .                                  |
|  | Electronics                  | 559           | 80                | 14.3%         | 199           | 35                | 17.6%       | 3.3                                |
|  | Engineering Design Graphics  | 481           | 69                | 14.3%         | 383           | 47                | 12.3%       | -2.1                               |
|  | Land Surveying Technology    | 23            | 2                 | 8.7%          | 40            | 2                 | 5.0%        | -3.7                               |
|  | Visual Communication Design  | 892           | 152               | 17.0%         | 879           | 84                | 9.6%        | -7.5                               |
| <b>Dean Area Total</b>                   | <b>5,959</b>                 | <b>1,245</b>  | <b>20.9%</b>      | <b>3,569</b>  | <b>494</b>    | <b>13.8%</b>      | <b>-7.1</b> |                                    |
| <b>Total</b>                             | <b>58,161</b>                | <b>13,118</b> | <b>22.6%</b>      | <b>63,495</b> | <b>13,240</b> | <b>20.9%</b>      | <b>-1.7</b> |                                    |

**Key Findings**

- > The overall withdrawal grade rates for traditional courses decreased 1.7% percentage points between fall 2001 and fall 2005 (22.6% vs. 20.9%, respectively).
- > All eight dean areas had traditional course withdrawal grade rate decreases between fall 2001 and fall 2005.
- > Among departments with enrollments of 75 students or more in each term, two departments, Religion and Air Conditioning, had double-digit percentage increases in withdrawal grade rates (23.3% and 11.1%, respectively).
- > Among departments with enrollments of 75 students or more in each term, only one department, Vocational Nursing, had a double-digit percentage decrease in withdrawal grade rates between fall 2001 and fall 2005 (a decrease of 12.6% percentage points).

### 3. STUDENT DEMOGRAPHICS (12th CLASS DAY DATA)

#### 12th Class Day Data Student Characteristics High School Concurrent Enrollment by School District Fall 2002-2005

| School District      | Headcount    |              |              |              |
|----------------------|--------------|--------------|--------------|--------------|
|                      | Fall 2002    | Fall 2003    | Fall 2004    | Fall 2005    |
| Austin ISD           | 246          | 216          | 264          | 368          |
| Bastrop ISD          | 15           | 12           | 23           | 53           |
| Del Valle ISD        | 30           | 23           | 37           | 1            |
| Dripping Springs ISD | 18           | 7            | 45           | 69           |
| Eanes ISD            | 65           | 58           | 49           | 35           |
| Elgin ISD            | 11           | 8            | 13           | 10           |
| Fredericksburg ISD   | 37           | 49           | 39           | 32           |
| Georgetown ISD       | 143          | 156          | 107          | 139          |
| Harper ISD           | 11           | 18           | 24           | 28           |
| Hays CISD            | 58           | 73           | 48           | 64           |
| Jarrell ISD          | 5            | 17           | 1            | 43           |
| Johnson City ISD     | 9            | 3            | 20           | 14           |
| Lago Vista ISD       | 2            | 4            | 16           | 21           |
| Lake Travis ISD      | 94           | 78           | 95           | 62           |
| Leander ISD          | 75           | 68           | 62           | 166          |
| Liberty Hill ISD     | 19           | 28           | 42           | 72           |
| Lockhart ISD         | 60           | 63           | 53           | 123          |
| Luling ISD           | 16           | 17           | 20           | 45           |
| Manor ISD            | 20           | 28           | 16           | 19           |
| Nixon-Smilely ISD    | 6            | 17           | 14           | 18           |
| Pflugerville ISD     | 84           | 79           | 58           | 58           |
| Prairie Lea ISD      | 2            | 1            | 1            | 1            |
| Round Rock ISD       | 194          | 129          | 139          | 113          |
| San Marcos CISD      | 26           | 52           | 39           | 24           |
| Smithville ISD       | 3            | 3            | 0            | 5            |
| Wimberley ISD        | 58           | 36           | 17           | 20           |
| Other*               | 198          | 214          | 278          | 269          |
| <b>TOTAL</b>         | <b>1,505</b> | <b>1,457</b> | <b>1,520</b> | <b>1,872</b> |

\* Other includes home-schooled students, students enrolled in private schools, and students with no high school identified.

NOTE: Concurrently enrolled students are enrolled in high school (as juniors and seniors) and in college. These students receive college credit and may receive high school graduation credit for the classes they take at ACC.

Source: 12th Class Day Data

## **Financial Aid**

### **Purpose**

The mission of the Financial Aid Office is to assist students in securing the funds necessary to pursue their educational goals at Austin Community College (ACC). The staff is dedicated to offering quality services in a caring manner while maintaining the fiscal integrity of the financial aid programs.

### **Major Functions of Financial Aid**

The responsibilities of the financial office are multifaceted including the administration of multiple and complex financial aid programs, maintaining policy and regulatory compliance, providing timely and accurate information to campus administrators, governmental agencies, current and prospective students and families, and conducting community financial aid awareness efforts.

The financial aid office administers federal, state, and institutional financial programs which include grants, work-study, government subsidized and unsubsidized loans for students, parent loans, private loans, emergency assistance, financial aid exemption waivers, need and merit based scholarships. Each of these programs and each of the corresponding funding sources require specific and sometimes competing procedures for the administration of the aid dollars. The financial aid office must comply with state and federal reporting requirements. Maintaining policy and regulatory compliance requires that the director and staff stay well informed of a plethora of regulations, policies, and mandates in order to maintain an audit proof environment and minimize the institution's liability.

Moreover, financial aid must provide timely and accurate information to campus administrators, governmental agencies, students and families. Given the regulatory oversight of financial aid programs, the information must be accurate and precise. Additionally, the office provides extensive financial aid awareness efforts to educate prospective students regarding financial aid, provides guidance, and support for students who need assistance applying for financial aid to achieve their educational and career goals at ACC.

### **Types of Financial Aid Programs**

Financial aid programs primarily derive from federal and state government and include grants, loans, scholarships, and student work-study. The largest federal financial aid program at the college is the Federal Pell Grant Program. The college receives an allocation for the campus-based programs based on a federal funding formula. The campus-based federal programs include the Federal Supplemental Educational Opportunity Grant (FSEOG) and the Federal Work-Study Program (FWS).

The state programs are also allocated based on a state funding formula. State programs include the TEXAS Grant, Texas Educational Opportunity Grant (TEOG), Texas work-study, Texas B-On-Time Loan Program, and the CAL Loan. Additionally, the Financial Aid Office administers the Certified Educational Aide Exemption Program, and the scholarship programs from outside donors.

## **Federal Programs**

Federal Pell Grant (FPELL) - A federal grant program for undergraduate students obtaining their first bachelor's degree. The Pell Grant award amount depends on the family contribution, the cost of education, and number of hours enrolled. The maximum award amount for an academic year is \$4,050 for full-time enrollment. The Pell Grant program is considered an entitlement. These funds are received from the federal government based upon institutional reports that are submitted to the U.S. Department of Education reporting the student eligibility data.

Federal Supplemental Educational Opportunity Grant (FSEOG) - A federal campus-based grant for students with exceptional financial need. The maximum award amount at Austin Community College is \$2,500 per academic year.

Leveraging Educational Assistance Partnership Program (LEAP) - A grant that is funded by the federal government and matched by the state. The maximum award is \$1,000 per academic year.

Federal Work-Study - Part-time employment. Eligibility for the work-study program is based on financial need. Students who receive a work-study award can choose from a variety of on-campus jobs. Off-campus opportunities are available at several elementary schools for reading and math tutors. The pay rate for the student worker is \$8.45 to \$9.81 per hour.

Federal Subsidized Stafford Loans - Loans that are guaranteed by the federal government. There are two types of loans. Students who demonstrate financial need are eligible for a federally subsidized loan.

Federal Unsubsidized Stafford Loans- Students who do not demonstrate need may be eligible for an unsubsidized loan.

Parent Loan for Undergraduate Students (PLUS) - A loan available for parents of dependent students. This loan is not based on financial need.

## **State Programs**

TEXAS Grant – A state grant awarded to Texas residents who have completed the recommended or advanced high school curriculum. The grant is need-based with a \$635-per-semester award at a community college.

Texas Educational Opportunity Grant - A state grant awarded to Texas residents with an effective family contribution of \$2,000 or less. The award at a community college is \$635 per semester.

Texas B-On-Time Loan - A state loan program based on financial need to assist students who have graduated under the recommended curriculum plan as of May 2003. This loan can become a grant if the student completes graduation requirements within the specified time frame as per state guidelines.

Texas Work-Study – Part time employment. Eligibility for the work-study program is based on financial need and be a Texas resident. Students who receive a work-study award can choose from a variety of on-campus jobs. . The pay rate for the student worker is \$8.45 to \$9.81 per hour.

Certified Educational Aide Exemption Program -Texas needs more qualified teachers. The State created a program that covers tuition and some fees for Education Aides who enroll in college to become certified Texas teachers. The school district where the student is employed and the financial aid office determine the eligibility for this program based on the state guidelines.

Financial Aid for Undocumented Students- Senate Bill 1528, replaced House Bill 1403 and continues the eligibility of undocumented students to qualify as residents if they have lived in Texas for the 36 months prior to high school graduation or the receipt of the GED. These students are eligible to apply for state aid such as Texas Grant, Texas Educational Opportunity Grant, Texas Public Education Grant, or CAL Loans. Interested students must first contact the Admissions Office for International Students to be eligible for financial aid under Senate Bill 1528.

### **Institutional Program**

Austin Community College Student Grant (ACCSG) – Is an institutional grant for students with a high need. The maximum award amount is \$2,500 per academic year.

### **Cost of Attendance Budgets**

Cost of Attendance budgets are used to help determine financial aid awards. The budgets include tuition, fees, books, supplies, room and board, personal expenses, and transportation. There are different budgets for the various student categories, such as a dependent commuter in-district or out-of-district; dependent living away from home; independent in-district or out-of-district. An example of a dependent commuter budget for nine months is \$6,548 and a dependent living away from home is \$10,904.

### **Application Procedures and Processes**

Required Forms – Students applying for any type of financial aid must complete a four step process. First, complete and submit the Free Application for Federal Student Aid (FAFSA). Second, complete an ACC financial aid application. Third, after the FAFSA has been processed by the federal processing center, students selected for verification (a random selection) must provide additional documentation to the financial aid office, including a verification form and income tax returns or additional documents to verify untaxed income. Fourth, after all of the required documentation has been submitted students await notification from the financial aid office regarding their financial aid award. Students who previously attended college, non-citizens, military veterans, students under age 24 claiming independent status, and students applying for student loans must submit additional information to the financial aid office.

Priority Deadlines - Students must reapply for financial aid every year. The first opportunity a student can apply for aid for the following academic year is January 1. The financial aid office gives first priority to students whose applications are received early. Applications are processed on a first come basis. A student's financial aid file must be *completed* by the priority deadline for the financial aid office to review and process the

application in time for the first registration and payment deadline. Priority deadlines are as follow: April 1 - Fall – Spring semester; October 15 Spring semester only, and March 15 - Summer semester. Students who do not meet the priority deadlines may still apply for the Federal Pell Grant and Federal Stafford Loans after the priority deadline. The best effort is made to award these students prior to the payment deadline.

Satisfactory Academic Progress - Federal regulations require that a student be making satisfactory academic progress (SAP) at the time financial aid is paid. ACC students must earn a minimum 2.0 grade point average (GPA) and a 65 percent completion rate to maintain financial aid eligibility. Students who do not meet the SAP criteria are placed on financial aid probation the first semester in which the standards were not met. Students who fail to meet the SAP requirements while on financial aid probation are placed on financial aid suspension. All students who go into financial aid suspension may petition their status by submitting a written appeal with supportive documentation for their mitigating circumstances.

Financial Aid Processing and Award Packaging – The responsibility of reviewing, processing, sending incomplete notices, and award packaging is centralized at the Highland Business Center (HBC). Reconciling of accounts, conducting federal and state reporting requirements, and management of federal and state policy and regulatory responsibilities are done at HBC. Campus financial aid offices manage the daily operations of the financial aid office on campus. They assist students with the application process, conduct student appeals due to unsatisfactory academic progress, provide college work-study orientations and placement, organize required student loan counseling sessions, conduct professional judgment overrides, perform special condition appeals, and conduct award packaging on a limited basis.

## **Financial Aid Literature for Current and Prospective Students**

ACC Financial Aid Handbook - The financial aid office publishes a Financial Aid Handbook that is distributed at each of the campus financial aid offices. The handbook includes information mandated by the federal student consumer regulations. These handbooks are also distributed through the Student Recruitment Office and other campus departments working with ACC Connections and Gary Job.

ACC Financial Aid Guide - Paying for College: An abbreviated guide to give students quick and easy information about how to apply for financial aid and the cost to attend ACC.

Financial Aid Website - Features most of the information found in the student financial aid handbook. Students may download financial aid forms. The website is used to inform students of new processes or procedures.

Posters – Are displayed around campus and in the financial aid office informing students of financial aid programs, loan and debt management, and upcoming financial aid activities.

Fliers – Informational fliers are provided to students so they may be well informed of their rights and responsibilities to continue receive financial aid.

Award letters – Students are provided with award letters regarding their financial aid award and instructions for accepting or declining the award.

## **Financial Aid Awareness Efforts**

High School College Nights, College Days, College Fairs. In addition to awareness activities with the Student Recruitment Office, the Financial Aid Office participates in college fairs/nights at high schools throughout the ACC service area, including San Marcos, Bastrop, Elgin, Del Valle, Round Rock, Pflugerville, Smithville, Georgetown, Hays, and Fredericksburg.

Financial Aid Awareness Week - Held at the campuses in February to remind students to apply early for financial aid. This also promotes the Financial Aid Fairs to be held the same month. Tables are set up at the campus with financial aid applications and literature.

Financial Aid Fairs - Held in February to encourage students to apply early. In addition to having the lending community at the fairs, the Mobile Educational Resource Vehicle (MERV), a mobile recreational vehicle with 12 computer stations, is available to assist students in completing their FAFSA applications and submitting them electronically to the federal processor. VITA (Volunteer Income Tax Assistance) volunteers are also available to assist students with completing their income tax returns.

FAFSA completion assistance is also available at the campus financial aid offices and/or in the Career Center.

Community and faith based organizations - Community groups, churches, governmental agencies, non-profit service networks, and insurance companies are just some of the places from which the Financial Aid Office receives requests to conduct presentations.

Adult Education - Adult Education/GED class financial aid presentations are conducted on a regular basis.

ACC College Connections. The financial aid office plays a vital role in assisting students complete the Free Application for Federal Student Assistance (FAFSA) by providing workshops at the participating high schools and at parent nights.

Austin ISD/Austin Chamber of Commerce Financial Aid Saturdays consist of four Saturdays in February in which financial aid staff helps students and parents complete the FAFSA application.

## **IX. Financial Aid Applicant and Award Volume**

The number of students applying in the last five years has increased significantly. There was a 98% percent increase in financial aid applicants. The number of applicants awarded increased by 124% percent. The number of applicants who were disbursed an award increased by 107% percent.

The total number of applicants for the 2004-2005 academic year is 22,867. Of these applicants 10,936 were awarded and 9,592 were disbursed an award including scholarships.

The 22,867 applicants consists of all students who requested that the FAFSA information be sent to ACC and those who have an ACC record file; however, they may not have submitted a Financial Aid Institutional Application. All 22,867 financial aid applicants were sent an incomplete notice as a reminder to complete the application process for financial aid. The 10,936 number of awards consists of students who completed the process and were mailed an award letter. The unduplicated number (9,592) of students who actually received or were disbursed funds includes students who enrolled and met all eligibility requirements at disbursement.



## Financial Aid Applicant and Award Volume by Ethnicity

The minority breakdown percentage for students who were disbursed financial aid has increased. The following tables show the percentage of increase from 2000-2001 and 2004-2005. (These totals include students with no ethnicity data available.)

Students Who Applied, Were Awarded, and Were Disbursed  
Financial Aid Between Academic Years 2000 -2001 By Ethnicity

| Student Cohort | White | Black | Hispanic | Asian | American Indian | Other | Total  |
|----------------|-------|-------|----------|-------|-----------------|-------|--------|
| Applied        | 5757  | 1516  | 3192     | 635   | 107             | 327   | 11,534 |
| Awarded        | 2380  | 714   | 1400     | 233   | 50              | 107   | 4,884  |
| Disbursed      | 2232  | 658   | 1369     | 225   | 47              | 91    | 4622   |

Students Who Applied, Were Awarded, and Were Disbursed  
Financial Aid Between Academic Years 2004- 2005 By Ethnicity

| Student Cohort | White  | Black | Hispanic | Asian | American Indian | Other | Total  |
|----------------|--------|-------|----------|-------|-----------------|-------|--------|
| Applied        | 10,942 | 3,299 | 6,601    | 1,000 | 211             | 814   | 22,867 |
| Awarded        | 5,353  | 1,702 | 3,083    | 389   | 99              | 310   | 10,936 |
| Disbursed      | 4,708  | 1,475 | 2,727    | 341   | 83              | 258   | 9,592  |

\* Includes scholarships

Increase in Students Who Applied, Were Awarded, and Were Disbursed  
Financial Aid Between Academic Years 2000 and 2005 By Ethnicity

| Student Cohort | White | Black | Hispanic | Asian | American Indian | Other | Overall Increase |
|----------------|-------|-------|----------|-------|-----------------|-------|------------------|
| Applied        | 5,185 | 1,783 | 3,409    | 365   | 104             | 487   | 11,333           |
| Awarded        | 2,973 | 988   | 1,683    | 156   | 49              | 203   | 6,052            |
| Disbursed      | 2,476 | 817   | 1,358    | 116   | 36              | 167   | 4,970            |

Source: ACC Financial Aid Office

Percentage Increase in Students Who Applied, Were Awarded, and Were Disbursed  
Financial Aid Between Academic Years 2000 and 2005 By Ethnicity

| Student Cohort | White | Black | Hispanic | Asian | American Indian | Other | Overall Increase |
|----------------|-------|-------|----------|-------|-----------------|-------|------------------|
| Applied        | 90%   | 118%  | 107%     | 57%   | 97%             | 149%  | 98%              |
| Awarded        | 125%  | 138%  | 120%     | 67%   | 98%             | 190%  | 124%             |
| Disbursed      | 96%   | 124%  | 99%      | 52%   | 77%             | 184%  | 107%             |

Source: ACC Financial Aid Office

## Financial Aid Disbursed Volume

The following tables show that financial aid dollars disbursed from 2000-01 to 2004-05 have had a dramatic increase. The largest dollar awards are in the loan programs. The number of students receiving loans increased by 120% and the total dollars disbursed increased by 204%.

The number of students receiving PELL Grant has also shown a dramatic increase from 2000-01 to 2004-05. PELL Grant awards increased by 120 percent and the total dollars disbursed increased 168% over the last five years. The total overall increase in dollars disbursed was 149%, and the average award increase was 26% from 2000-01 to 2004-05. Total dollars disbursed in 2004-2005 was \$31,972,194, the average award per student was \$3,493 and 9,153 students received a disbursement of federal, state or institutional aid.

Students Receiving Federal/State/Institutional Financial Aid, Academic Years 2000-2005

| Program <sup>1</sup>                     |            | 2000-01             | 2001-02             | 2002-03             | 2003-04             | 2004-05             |
|--|------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| <b>PELL</b>                              | Recipients | 3,336               | 4,215               | 5,065               | 6,043               | 6745                |
|  | Amount     | \$5,133,399         | \$7,436,073         | \$9,759,800         | \$11,811,988        | \$13,541,792        |
| <b>SEOG</b>                              | Recipients | 188                 | 297                 | 485                 | 367                 | 587                 |
|  | Amount     | \$288,140           | \$464,232           | \$621,319           | \$504,560           | \$696,786           |
| <b>TPEG</b>                              | Recipients | 1,310               | 1,322               | 1,436               | 1,710               | 1,710               |
|  | Amount     | \$1,642,298         | \$1,299,898         | \$1,563,725         | \$1,660,308         | \$1,877,786         |
| <b>LEAP</b>                              | Recipients | 31                  | 33                  | 30                  | 24                  | 43                  |
|  | Amount     | \$28,377            | \$26,777            | \$23,719            | \$27,898            | \$29,653            |
| <b>Texas Grant</b>                       | Recipients | 209                 | 335                 | 495                 | 448                 | 399                 |
|  | Amount     | \$159,358           | \$335,727           | \$515,165           | \$474,891           | \$429,260           |
| <b>Texas Match</b>                       | Recipients | 200                 | NA                  | NA                  | NA                  | NA                  |
|  | Amount     | \$25,293            | NA                  | NA                  | NA                  | NA                  |
| <b>Texas II</b>                          | Recipients | 0                   | 0                   | 61                  | 97                  | 110                 |
|  | Amount     | \$0                 | \$0                 | \$67,486            | \$100,965           | \$113,007           |
| <b>Loans</b>                             | Recipients | 2,034               | 2,521               | 3,077               | 3,951               | 4,476               |
|  | Amount     | \$4,795,598         | \$5,460,239         | \$8,789,822         | \$15,785,457        | \$14,582,751        |
| <b>FCWSP</b>                             | Recipients | 252                 | 267                 | 296                 | 268                 | 315                 |
|  | Amount     | \$662,967           | \$520,624           | \$586,339           | \$604,384           | \$631,155           |
| <b>TCWP</b>                              | Recipients | 30                  | 8                   | 12                  | 36                  | 31                  |
|  | Amount     | \$84,111            | \$23,329            | \$23,288            | \$122,941           | \$70,004            |
| <b>Unduplicated Number of Recipients</b> |            | <b>4,655</b>        | <b>5,918</b>        | <b>6,801</b>        | <b>8160</b>         | <b>9,153</b>        |
| <b>Total Amount</b>                      |            | <b>\$12,819,541</b> | <b>\$15,566,899</b> | <b>\$21,950,663</b> | <b>\$31,093,392</b> | <b>\$31,972,194</b> |
| <b>Average Award</b>                     |            | <b>\$2,754</b>      | <b>\$2,630</b>      | <b>\$3,228</b>      | <b>\$3,810</b>      | <b>\$3,493</b>      |

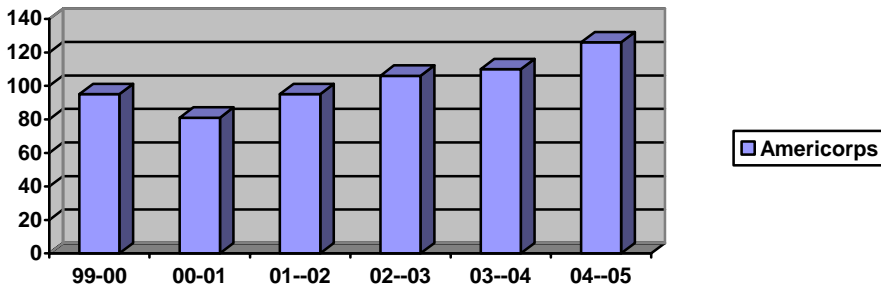
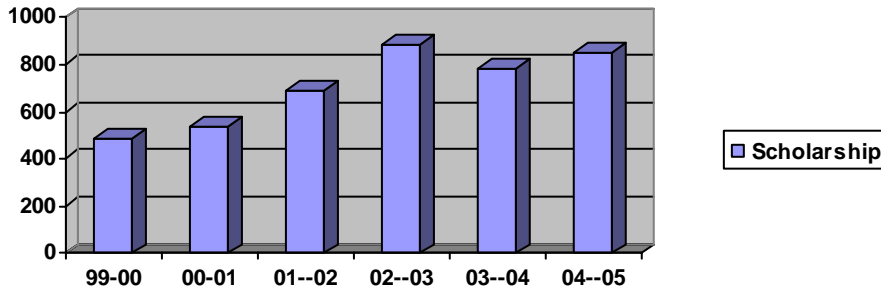
Source: ACC Financial Aid Office

## Scholarships

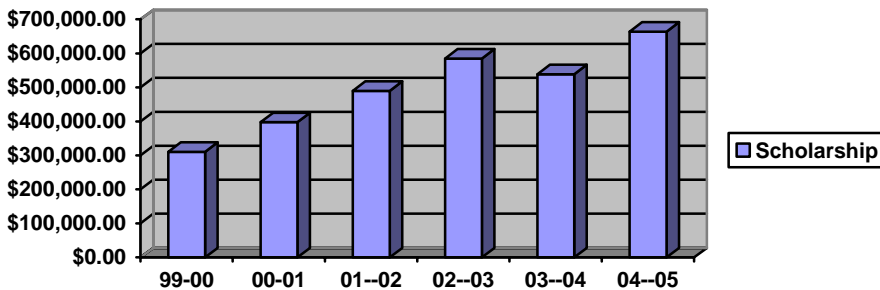
The majority of the scholarship programs that are administered through the Financial Aid Office are from outside funding sources such as Kiwanis Club, Rotary Clubs, and AmeriCorp.

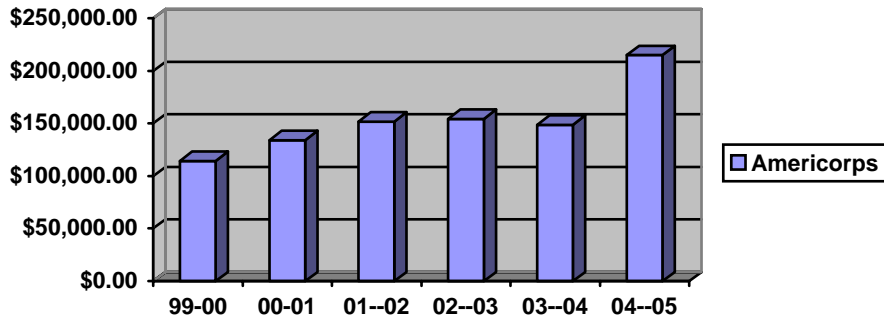
AmeriCorp Scholarships- Students that are receiving the AmeriCorp Scholarship have worked in some type of community service or national program to receive this award. AmeriCorps is a network of local, state, and national service programs that have been created to meet our country's critical needs in education, public safety, health, and the environment. Full-time members who complete their service earn an award of \$4725 to pay for college, graduate school or to pay back qualified student loans.

### Number of Scholarship & AmeriCorps Awards



### Scholarship & AmeriCorps Amounts





|                        | Number | Total Dollars |
|------------------------|--------|---------------|
| 1999-2000 Scholarships | 487    | \$310,459.28  |
| 1999-2000 Americorps   | 95     | \$114,282.49  |
| 2000-2001 Scholarships | 540    | \$397,596.81  |
| 2000-2001 Americorps   | 81     | \$134,150.31  |
| 2001-2002 Scholarships | 694    | \$489,651.62  |
| 2001-2002 Americorps   | 95     | \$151,972.65  |
| 2002-2003 Scholarships | 885    | \$584,917.41  |
| 2002-2003 Americorps   | 106    | \$154,453.86  |
| 2003-2004 Scholarships | 784    | \$538,585.89  |
| 2003-2004 Americorps   | 110    | \$148,909.66  |
| 2004-2005 Scholarships | 850    | \$664,110.42  |
| 2004-2005 Americorps   | 126    | \$215,149.60  |

In 2004-05, the ACC Foundation awarded \$137,167 in scholarships, and the financial aid office disbursed \$526,943 from outside ACC scholarship donors.

In 2003-2004, the decrease in scholarship awards followed the trend of the economic downturn with several of the larger donors scaling back (i.e. Father Joe Znotas, Fiestas Patrias, Hugg Trust, Roy Scholarship, Hi-Tech Industries.)

Source: ACC Financial Aid Office

## Staffing

All the Financial Aid Offices include Classified and Professional /Technical staff.

Financial Aid Office Staffing Per Campus

| Staff          | CYP | EVC | NRG | PIN | RGC | RVS | HBC | RRHEC | Total |
|----------------|-----|-----|-----|-----|-----|-----|-----|-------|-------|
| Prof/Tech      | 1   | 1   | 1   | 1   | 1   | 1   | 9   | .50   | 15.50 |
| Classified     | 1   | 1   | 2   | 1   | 2   | 2   | 7   | -     | 16    |
| Total FA Staff | 2   | 2   | 3   | 2   | 3   | 3   | 16  | .50   | 31.50 |
| Total VA staff | -   | -   | 1   | -   | -   | 1   | 3   | -     | 5     |

## Impact of financial aid in recruitment and retention of students

Studies show that financial aid has an immediate and direct effect on whether students enroll and can also influence whether a student can afford to continue his/her enrollment.

Greater Reliance on Student Loans. Unmet need. Tom Mortenson concludes:

Financial aid in amount and form may be an important contributing factor in the loss of minority participation in higher education during the 1980's. The differences in attitude about student loans among different portions of the population suggest that loans may not be equally effective in meeting education equity aims of financial aid for all students.

## Financial aid trends in Community College

Students who attend community colleges typically work more and borrow less than students at other institutions. Only 12 percent of community college student take out student loans, versus 40 percent or more of students at other institutions (Burdman, 2005). According to a 2003 analysis of federal statistics, full time low income students at community college were borrowing an average of \$500 and earning an average of \$ 5,500 through work to pay their schools expenses (Burdman, 2005). The vast majority (82%) of students who work but do not borrow attend community colleges.

Clearly there is a disconnect, on one hand community college tuition is low and therefore borrowing is not necessary, and on the other hand students work more than 20 hours and attend part-time. This student behavior impacts retention.

A report by the American Council on Education, *Missed Opportunities: Student who do not apply for financial aid*, concludes that 67 percent of the students at private not-for-profit four-year institutions apply for loans and or grants, compared to 58 percent at public four-year colleges and just 33 percent at Community Colleges.

### **The effects of federal mandates on student retention**

The Return of Title IV refund policy requires monitoring students that totally withdraw prior to the 60 percent point of the semester, recalculating their awards and putting them on repayment status. The formula for repayment is based on the amount of money the student has earned by remaining in school throughout the semester. Students who owe a repayment may not re-enroll because they do not have the money to repay, they are also not eligible to receive any additional financial aid until the debt is totally repaid. This also has an effect on retention.

### **Challenges**

Increased college costs, heavy reliance on student loans, pressures in accountability, increased enrollment from low-income students, limited federal and state funding, monitoring and complying with federal and state policies and regulations, non-traditional programs, insufficient data to conduct studies about financial aid programs and the effects on ACC students, and limited office space are all challenges confronting the daily operations and administration of financial aid programs at ACC.

The *Closing the Gaps* marketing campaign concluded that parents understand the value of a college education. However, they cited inadequate funding to be the primary reason their son or daughter may forgo attending college.

- Delayed awards may cause students to choose not to enroll due to lack of funding to pay for tuition and fees.
- Inadequate office space at the EVC, PIN, RGC and RVS significantly limits the number of staff available to assist students. During peak periods students have a long waiting period to be served.
- Inadequate staffing at CYP, EVC, NRG, RGC, RVS, and PIN campus make it impossible to serve the increased number of students seeking financial aid assistance.
- Moreover, there has been an increase in scholarship activity. A Scholarship Coordinator position is needed to handle the new ACC College Connections Scholarship Program and Rising Star type of scholarship that ACC Foundation is proposing.

ACC risks serving the increased number of student seeking enrollment at ACC without adequate staffing and increased space in the financial aid offices. This is especially, critical to ACC's role in increasing the college participation of low-income student who without financial aid can not attend ACC.

## **Recommendations**

- Increase reliance on technology to provide efficient delivery of services and ability to gather statistical data
- Gather and analyze data to reduce the percentage of financial aid applicants who apply and do not complete the process and/or do not enroll even after they have been awarded.
- Expand dedicated space for campus offices
- Hire additional staff for all campuses
- Hire scholarship coordinator

**Financial Aid Applicant and Award Volume by Ethnicity**

The minority breakdown percentage for students who were disbursed financial aid has increased. The following tables show the percentage of increase from 2000-2001 and 2005-2006. (These totals include students with no ethnicity data available.)

**Students Who Applied, Were Awarded, and Were Disbursed  
Financial Aid Between Academic Years 2000 -2001 By Ethnicity**

| Student Cohort | White | Black | Hispanic | Asian | American Indian | Other | Total  |
|----------------|-------|-------|----------|-------|-----------------|-------|--------|
| Applied        | 5757  | 1516  | 3192     | 635   | 107             | 327   | 11,534 |
| Awarded        | 2380  | 714   | 1400     | 233   | 50              | 107   | 4,884  |
| Disbursed      | 2232  | 658   | 1369     | 225   | 47              | 91    | 4622   |

**Students Who Applied, Were Awarded, and Were Disbursed  
Financial Aid Between Academic Years 2005- 2006 By Ethnicity**

| Student Cohort | White  | Black | Hispanic | Asian | American Indian | Other | Total  |
|----------------|--------|-------|----------|-------|-----------------|-------|--------|
| Applied        | 11,229 | 3,606 | 6,534    | 1,049 | 201             | 594   | 23,213 |
| Awarded        | 5,215  | 1,845 | 3,114    | 419   | 94              | 248   | 10,935 |
| Disbursed      | 4,576  | 1,576 | 2,751    | 361   | 79              | 207   | 9,550  |

\* Includes scholarships

**Increase in Students Who Applied, Were Awarded, and Were Disbursed  
Financial Aid Between Academic Years 2000 and 2006 By Ethnicity**

| Student Cohort | White | Black | Hispanic | Asian | American Indian | Other | Overall Increase |
|----------------|-------|-------|----------|-------|-----------------|-------|------------------|
| Applied        | 5,472 | 2,090 | 3,342    | 414   | 94              | 267   | 11,679           |
| Awarded        | 2,835 | 1,131 | 1,714    | 186   | 44              | 141   | 6,051            |
| Disbursed      | 2,344 | 918   | 1,382    | 136   | 32              | 116   | 4,928            |

Source: ACC Financial Aid Office

**Percentage Increase in Students Who Applied, Were Awarded, and Were Disbursed  
Financial Aid Between Academic Years 2000 and 2006 By Ethnicity**

| Student Cohort | White | Black | Hispanic | Asian | American Indian | Other | Overall Increase |
|----------------|-------|-------|----------|-------|-----------------|-------|------------------|
| Applied        | 95%   | 138%  | 105%     | 65%   | 88%             | 82%   | 101%             |
| Awarded        | 119%  | 158%  | 122%     | 80%   | 88%             | 132%  | 124%             |
| Disbursed      | 105%  | 140%  | 101%     | 60%   | 68%             | 127%  | 107%             |

Source: ACC Financial Aid Office



## Financial Aid Disbursed Volume

The following tables show that financial aid dollars disbursed from 2000-01 to 2005-06 have had a dramatic increase. The number of students receiving assistance increased by 107% and the total dollars disbursed increased by 172%.

Students Receiving Federal/State/Institutional Financial Aid, Academic Years 2000-2006

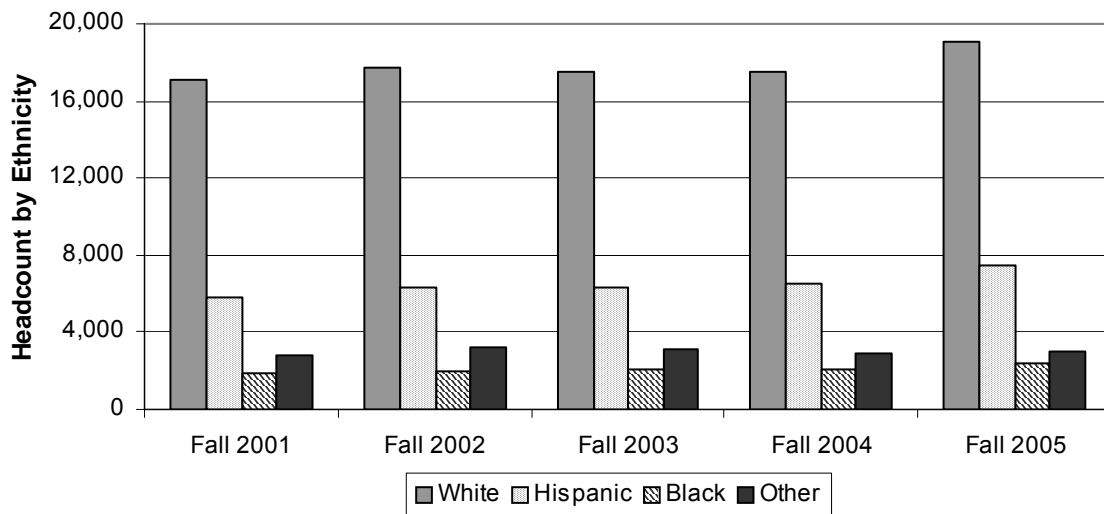
| Program <sup>1</sup>                     |            | 2000-01             | 2001-02             | 2002-03             | 2003-04             | 2004-05             | 2005-2006           |
|--|------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| <b>PELL</b>                              | Recipients | 3,336               | 4,215               | 5,065               | 6,043               | 6,745               | 6,989               |
|  | Amount     | \$5,133,399         | \$7,436,073         | \$9,759,800         | \$11,811,988        | \$13,541,792        | \$13,705,724        |
| <b>SEOG</b>                              | Recipients | 188                 | 297                 | 485                 | 367                 | 587                 | 388                 |
|  | Amount     | \$288,140           | \$464,232           | \$621,319           | \$504,560           | \$696,786           | \$615,131           |
| <b>TPEG</b>                              | Recipients | 1,310               | 1,322               | 1,436               | 1,710               | 1,710               | 1,742               |
|  | Amount     | \$1,642,298         | \$1,299,898         | \$1,563,725         | \$1,660,308         | \$1,877,786         | \$1,940,730         |
| <b>LEAP</b>                              | Recipients | 31                  | 33                  | 30                  | 24                  | 43                  | 61                  |
|  | Amount     | \$28,377            | \$26,777            | \$23,719            | \$27,898            | \$29,653            | \$51,095            |
| <b>Texas Grant</b>                       | Recipients | 209                 | 335                 | 495                 | 448                 | 399                 | 472                 |
|  | Amount     | \$159,358           | \$335,727           | \$515,165           | \$474,891           | \$429,260           | \$518,600           |
| <b>Texas Match</b>                       | Recipients | 200                 | NA                  | NA                  | NA                  | NA                  | NA                  |
|  | Amount     | \$25,293            | NA                  | NA                  | NA                  | NA                  | NA                  |
| <b>Texas II</b>                          | Recipients | 0                   | 0                   | 61                  | 97                  | 110                 | 102                 |
|  | Amount     | \$0                 | \$0                 | \$67,486            | \$100,965           | \$113,007           | \$106,045           |
| <b>Loans</b>                             | Recipients | 2,034               | 2,521               | 3,077               | 3,951               | 4,476               | 5,107               |
|  | Amount     | \$4,795,598         | \$5,460,239         | \$8,789,822         | \$15,785,457        | \$14,582,751        | 17,244,195          |
| <b>FCWSP</b>                             | Recipients | 252                 | 267                 | 296                 | 268                 | 315                 | 279                 |
|  | Amount     | \$662,967           | \$520,624           | \$586,339           | \$604,384           | \$631,155           | \$644,050           |
| <b>TCWP</b>                              | Recipients | 30                  | 8                   | 12                  | 36                  | 31                  | 33                  |
|  | Amount     | \$84,111            | \$23,329            | \$23,288            | \$122,941           | \$70,004            | \$79,551            |
| <b>Unduplicated Number of Recipients</b> |            | <b>4,655</b>        | <b>5,918</b>        | <b>6,801</b>        | <b>8160</b>         | <b>9,153</b>        | <b>9,657</b>        |
| <b>Total Amount</b>                      |            | <b>\$12,819,541</b> | <b>\$15,566,899</b> | <b>\$21,950,663</b> | <b>\$31,093,392</b> | <b>\$31,972,194</b> | <b>\$34,905,121</b> |
| <b>Average Award</b>                     |            | <b>\$2,754</b>      | <b>\$2,630</b>      | <b>\$3,228</b>      | <b>\$3,810</b>      | <b>\$3,493</b>      | <b>\$3,614</b>      |

Source: ACC Financial Aid Office

### 3. STUDENT DEMOGRAPHICS (12th CLASS DAY DATA)

#### 12th Class Day Data Student Characteristics Headcount by Ethnicity Fall 2001 - 2005

| <b>Ethnicity</b>                 | <b>Fall 2001</b> | <b>Fall 2002</b> | <b>Fall 2003</b> | <b>Fall 2004</b> | <b>Fall 2005</b> |
|----------------------------------|------------------|------------------|------------------|------------------|------------------|
| <b>White</b>                     | 17,974           | 18,267           | 18,292           | 18,380           | 19,097           |
| % of Total                       | 62.1%            | 60.7%            | 60.6%            | 60.4%            | 59.9%            |
| <b>Hispanic</b>                  | 6,121            | 6,499            | 6,596            | 6,822            | 7,456            |
| % of Total                       | 21.2%            | 21.6%            | 21.8%            | 22.4%            | 23.4%            |
| <b>Black</b>                     | 1,927            | 2,011            | 2,133            | 2,194            | 2,383            |
| % of Total                       | 6.7%             | 6.7%             | 7.1%             | 7.2%             | 7.5%             |
| <b>Asian/Pacific Islander</b>    | 1,807            | 1,829            | 1,603            | 1,600            | 1,596            |
| % of Total                       | 6.2%             | 6.1%             | 5.3%             | 5.3%             | 5.0%             |
| <b>Am. Indian/Alaskan Native</b> | 256              | 278              | 263              | 237              | 231              |
| % of Total                       | 0.9%             | 0.9%             | 0.9%             | 0.8%             | 0.7%             |
| <b>Other/Unknown</b>             | 836              | 1,203            | 1,316            | 1,206            | 1,145            |
| % of Total                       | 2.9%             | 4.0%             | 4.4%             | 4.0%             | 3.6%             |
| <b>TOTAL</b>                     | <b>28,921</b>    | <b>30,087</b>    | <b>30,203</b>    | <b>30,439</b>    | <b>31,908</b>    |



NOTE: Percents may not add to 100 due to rounding.

Source: 12th Class Day Data

Other Program Review Quality Improvement Plans (QIPs) can be accessed by clicking on this block or at the Instructional Program Review site. At the bottom of the page, follow the Completed Reports link.

## Austin Community College Summary of Instructional Program Review Quality Improvement Plans (QIP) FY2004-FY2006

As part of the Instructional Program review process, a self-study team of faculty, students and industry specialists use established criteria to answer the question, "Does the quality of the program meet institutional standards and accreditation and regulatory requirements?" The team communicates its findings via the Instructional Program Review Summary Report and its recommendations for improvement via the Quality Improvement Plan (QIP).

The following table represents a content analysis of the plans submitted over the past three years. QIP recommendations were sorted into eight categories.

Categories:

- 1) Student Access: enrollment, diversity, increase class/section/degree program offerings, scheduling procedures.
- 2) Student Outcomes: non-mastery withdrawal rates, prerequisites, assessment, retention/success, transfer, curriculum/textbooks, teacher training in technology, professional development.
- 3) Faculty/Staff: evaluate, improve selection, increase diversity, add (full-time, adjunct, hourly).
- 4) Improve Communication: interdepartmental, students, employers, partnerships, place materials on-line.
- 5) Funding: increase internal, increase external.
- 6) Facilities: better, more, safer, upgrade.
- 7) Equipment: upgrade, additional, maintain.
- 8) Other

A ✓ in the table indicates that the program recommended improvements in one of the 8 categories.

NS in the QIP due column means this program has never been scheduled for review.

All programs scheduled for review in 2007 have been rescheduled to 2008.

**Austin Community College Summary of Instructional  
Program Review Quality Improvement Plans (QIP)  
FY2004-FY2006**

| Program                                      | QIP Due | QIP Plan Rcvd. | QIP Recommendation Categories |                  |                |               |         |            |           |       |
|--|---------|----------------|-------------------------------|------------------|----------------|---------------|---------|------------|-----------|-------|
|  |         |                | Student Access                | Student Outcomes | Faculty/ Staff | Improve Comm. | Funding | Facilities | Equipment | Other |
| <b>Applied Technology</b>                    |         |                |                               |                  |                |               |         |            |           |       |
| Automotive Technology                        | 2005    |                |                               |                  |                |               |         |            |           |       |
| Building Construction Technology             | 2006    |                |                               |                  |                |               |         |            |           |       |
| Heating, Air Conditioning, and Refrigeration | 2005    |                |                               |                  |                |               |         |            |           |       |
| Welding Technology                           | 2008    | 2008           |                               |                  |                |               |         |            |           |       |
| <b>Multimedia</b>                            |         |                |                               |                  |                |               |         |            |           |       |
| Commercial Music                             | 2004    | 2004           | √                             |                  | √              |               |         |            | √         |       |
| Music  | 2008    |                |                               |                  |                |               |         |            |           |       |
| Photography                                  | 2004    | 2004           | √                             |                  | √              |               |         | √          | √         | √     |
| Radio-TV-Film                                | 2004    | 2004           | √                             | √                | √              | √             |         | √          | √         |       |
| <b>Public Services</b>                       |         |                |                               |                  |                |               |         |            |           |       |
| Child Care and Development                   | 2006    | 2006           | √                             | √                |                |               |         | √          |           |       |
| Criminal Justice                             | 2005    | 2005           | √                             |                  | √              |               | √       | √          |           |       |
| Fire Protection                              | 2006    | 2006           | √                             |                  |                | √             |         | √          |           |       |
| Human Services                               | 2006    | 2006           | √                             | √                |                | √             |         | √          |           |       |
| Interpreter                                  | 2008    |                |                               |                  |                |               |         |            |           |       |
| Legal Assistant                              | 2006    |                |                               |                  |                |               |         |            |           |       |

**Austin Community College Summary of Instructional  
Program Review Quality Improvement Plans (QIP)  
FY2004-FY2006**

| Program                                   | QIP Recommendation Categories |                |                |                  |                |               |         |            |           |       |
|---|-------------------------------|----------------|----------------|------------------|----------------|---------------|---------|------------|-----------|-------|
|   | QIP Due                       | QIP Plan Rcvd. | Student Access | Student Outcomes | Faculty/ Staff | Improve Comm. | Funding | Facilities | Equipment | Other |
| <b>Arts and Humanities</b>                |                               |                |                |                  |                |               |         |            |           |       |
| Art                                       | 2006                          | 2006           |                | √                | √              |               |         | √          | √         |       |
| Creative Writing                          | 2008                          |                |                |                  |                |               |         |            |           |       |
| Dance                                     | 2008                          |                |                |                  |                |               |         |            |           |       |
| Drama                                     | 2008                          |                |                |                  |                |               |         |            |           |       |
| English Second Language                   | 2004                          | 2004           | √              |                  | √              |               |         | √          |           |       |
| Foreign Languages                         | 2005                          | 2005           |                |                  | √              |               |         |            |           |       |
| Humanities/Philosophy/<br>Women's Studies | 2006                          |                |                |                  |                |               |         |            |           |       |

**Austin Community College Summary of Instructional  
Program Review Quality Improvement Plans (QIP)  
FY2004-FY2006**

| Program   | QIP Due | QIP Plan Rcvd. | QIP Recommendation Categories |                  |                |               |         |            |           | Other |
|---|---------|----------------|-------------------------------|------------------|----------------|---------------|---------|------------|-----------|-------|
|   |         |                | Student Access                | Student Outcomes | Faculty/ Staff | Improve Comm. | Funding | Facilities | Equipment |       |
| <b>Business Studies</b>                                       |         |                |                               |                  |                |               |         |            |           |       |
| Accounting  | 2006    |                |                               |                  |                |               |         |            |           |       |
| Business Administration                                       | NS      |                |                               |                  |                |               |         |            |           |       |
| Culinary Arts   | 2008    |                |                               |                  |                |               |         |            |           |       |
| Hospitality Management  | 2008    |                |                               |                  |                |               |         |            |           |       |
| International Business  | 2005    | 2005           | √                             |                  | √              |               |         |            |           |       |
| Financial Management /<br>Business Management /<br>Management | 2004    | 2004           | √                             | √                |                | √             |         |            |           |       |
| Marketing   | 2005    | 2005           | √                             | √                |                | √             |         |            |           |       |
| Office Systems Technology                                     | 2004    | 2004           | √                             | √                |                | √             |         |            |           |       |
| Real Estate   | 2006    | 2006           | √                             | √                |                | √             | √       | √          | √         |       |
| Technical Communications                                      | 2008    |                |                               |                  |                |               |         |            |           |       |
| Travel and Tourism  | 2008    |                |                               |                  |                |               |         |            |           |       |

**Austin Community College Summary of Instructional  
Program Review Quality Improvement Plans (QIP)  
FY2004-FY2006**

| Program               | QIP Recommendation Categories |                |                |                  |                |               |         |            |           |       |
|-----------------------|-------------------------------|----------------|----------------|------------------|----------------|---------------|---------|------------|-----------|-------|
|                       | QIP Due                       | QIP Plan Rcvd. | Student Access | Student Outcomes | Faculty/ Staff | Improve Comm. | Funding | Facilities | Equipment | Other |
| <b>Communications</b> |                               |                |                |                  |                |               |         |            |           |       |
| English               | 2006                          | 2006           |                | √                | √              | √             |         |            |           |       |
| Journalism            | 2008                          | 2008           |                |                  |                |               |         |            |           |       |
| Speech                | 2005                          | 2005           | √              | √                | √              |               | √       | √          |           | √     |
| Developmental Reading | 2004                          |                |                |                  |                |               |         |            |           |       |
| Developmental Writing | 2004                          | 2004           |                | √                | √              |               |         | √          | √         |       |

**Austin Community College Summary of Instructional  
Program Review Quality Improvement Plans (QIP)  
FY2004-FY2006**

| Program   | QIP Recommendation Categories |                |                |                  |                |               |         |            |           |       |
|---|-------------------------------|----------------|----------------|------------------|----------------|---------------|---------|------------|-----------|-------|
|   | QIP Due                       | QIP Plan Rcvd. | Student Access | Student Outcomes | Faculty/ Staff | Improve Comm. | Funding | Facilities | Equipment | Other |
| <b>Computer Studies and Advanced Technology</b>                                       |                               |                |                |                  |                |               |         |            |           |       |
| Architectural and Engineering Computer Aided Design (EDG)                             | 2005                          |                |                |                  |                |               |         |            |           |       |
| Autocad Training Center   | NS                            |                |                |                  |                |               |         |            |           |       |
| Computer Information Systems / Computer Science                                       | 2005                          | 2005           | √              | √                |                |               |         |            |           |       |
| Electronics and Advanced Technology (Formerly Electronics and Semiconductor programs) | 2004/2006                     | 2004/2006      | √              | √                |                | √             |         |            |           |       |
| Visual Communication Design   | 2004                          | 2004           | √              | √                | √              |               |         | √          | √         |       |



**Austin Community College Summary of Instructional  
Program Review Quality Improvement Plans (QIP)  
FY2004-FY2006**

| Program                              | QIP Due | QIP Recommendation Categories |                |                  |                |               |         |            |           |       |
|--------------------------------------|---------|-------------------------------|----------------|------------------|----------------|---------------|---------|------------|-----------|-------|
|                                      |         | QIP Plan Rcvd.                | Student Access | Student Outcomes | Faculty/ Staff | Improve Comm. | Funding | Facilities | Equipment | Other |
| <b>Health Sciences</b>               |         |                               |                |                  |                |               |         |            |           |       |
| Allied Health Sciences               | 2008    |                               |                |                  |                |               |         |            |           |       |
| Dental Hygiene                       | 2006    |                               |                |                  |                |               |         |            |           |       |
| EMS Professions                      | 2006    |                               |                |                  |                |               |         |            |           |       |
| Health & Kinesiology                 | 2005    | 2005                          | √              | √                |                | √             | √       | √          | √         |       |
| Medical Coding                       | 2004    | 2004                          | √              | √                |                | √             |         |            |           |       |
| Medical Lab Technology               | 2004    | 2004                          | √              | √                | √              |               |         |            |           |       |
| Nursing - Associate Degree           | 2008    |                               |                |                  |                |               |         |            |           |       |
| Nursing - Vocational                 | 2008    |                               |                |                  |                |               |         |            |           |       |
| Occupational Therapy Assistant       | 2005    |                               |                |                  |                |               |         |            |           |       |
| Personal Fitness Trainer             | 2006    | 2006                          | √              |                  |                | √             |         |            |           |       |
| Pharmacy Technician                  | 2006    |                               |                |                  |                |               |         |            |           |       |
| Phlebotomy Technician                | NS      |                               |                |                  |                |               |         |            |           |       |
| Physical Therapist Assistant         | 2005    |                               |                |                  |                |               |         |            |           |       |
| Diagnostic Medical Imaging Radiology | 2004    | 2004                          | √              |                  |                |               |         |            | √         |       |
| Diagnostic Medical Sonography        | 2004    | 2004                          | √              | √                | √              |               |         |            |           |       |
| Surgical Technology                  | 2005    | 2005                          | √              | √                |                |               | √       |            | √         |       |

**Austin Community College Summary of Instructional  
Program Review Quality Improvement Plans (QIP)  
FY2004-FY2006**

| Program                              | QIP Recommendation Categories |                |                |                  |                |               |         |            |           |       |
|--------------------------------------|-------------------------------|----------------|----------------|------------------|----------------|---------------|---------|------------|-----------|-------|
|                                      | QIP Due                       | QIP Plan Rcvd. | Student Access | Student Outcomes | Faculty/ Staff | Improve Comm. | Funding | Facilities | Equipment | Other |
| <b>Math and Sciences</b>             |                               |                |                |                  |                |               |         |            |           |       |
| Air Force Science                    | NS                            |                |                |                  |                |               |         |            |           |       |
| Astronomy                            | 2008                          |                |                |                  |                |               |         |            |           |       |
| Biology                              | 2006                          |                |                |                  |                |               |         |            |           |       |
| Biotechnology                        | NS                            |                |                |                  |                |               |         |            |           |       |
| Chemistry                            | 2004                          | 2004           | √              | √                | √              |               |         | √          | √         | √     |
| Engineering                          | 2005                          | 2005           | √              | √                |                | √             | √       |            |           |       |
| Environmental Science and Technology | 2008                          | 2008           |                |                  |                |               |         |            |           |       |
| Geology                              | 2006                          | 2006           | √              | √                | √              |               | √       | √          | √         | √     |
| Mathematics/Dev. Mathematics         | 2004                          | 2004           | √              | √                | √              |               | √       | √          | √         |       |
| Military Science                     | NS                            |                |                |                  |                |               |         |            |           |       |
| Physical Science                     | 2008                          |                |                |                  |                |               |         |            |           |       |
| Physics                              | 2008                          |                |                |                  |                |               |         |            |           |       |

**Austin Community College Summary of Instructional  
Program Review Quality Improvement Plans (QIP)  
FY2004-FY2006**

| Program                           | QIP Recommendation Categories |                |                |                  |                |               |         |            |           |       |
|-----------------------------------|-------------------------------|----------------|----------------|------------------|----------------|---------------|---------|------------|-----------|-------|
|                                   | QIP Due                       | QIP Plan Rcvd. | Student Access | Student Outcomes | Faculty/ Staff | Improve Comm. | Funding | Facilities | Equipment | Other |
| <b>Social Behavioral Sciences</b> |                               |                |                |                  |                |               |         |            |           |       |
| Anthropology                      | 2005                          | 2005           | √              |                  |                |               | √       | √          |           |       |
| Economics                         | 2005                          | 2005           | √              | √                | √              |               | √       |            | √         |       |
| Geography                         | 2005                          | 2005           | √              | √                |                | √             | √       | √          | √         |       |
| Government                        | 2008                          |                |                |                  |                |               |         |            |           |       |
| History                           | 2004                          | 2004           | √              |                  | √              |               | √       | √          | √         |       |
| Human Development                 | 2006                          | 2006           | √              | √                | √              | √             |         |            |           |       |
| Psychology                        | 2006                          | 2006           | √              |                  | √              | √             | √       |            | √         |       |
| Sociology                         | 2006                          | 2006           |                |                  | √              | √             |         |            |           |       |
| Education Instruction             | New                           |                |                |                  |                |               |         |            |           |       |

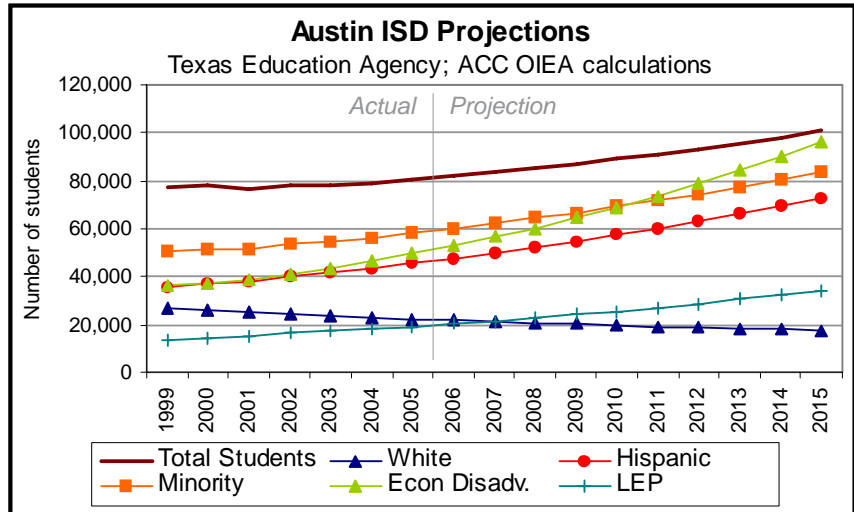
# Austin ISD

## Travis County

### ACC Data Profile - Fall 2006

#### Observations

Austin ISD data gathered by the Texas Education Agency show strong growth in the number of students flagged as Economically Disadvantaged or with Limited English Proficiency (LEP), as well as in students of Hispanic origin. If recent trends continue (based on a three year moving average), Economically Disadvantaged flagged students may represent well over 90% of the AISD population by 2015.




Note: Counts for Econ. Disadv. and LEP are duplicated with race/ethnicity counts.

#### Student Demographics

Texas Education Agency, AEIS Reports

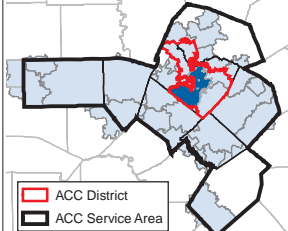
|                                 | 2000-01 |         | 2004-05 |         | Change |         |
|---------------------------------|---------|---------|---------|---------|--------|---------|
|                                 | Count   | Percent | Count   | Percent | Count  | Percent |
| Total Students Enrolled         | 77,816  |         | 79,707  |         | 1,891  | 2.4%    |
| White Students                  | 26,206  | 33.7%   | 23,086  | 29.0%   | -3,120 | -11.9%  |
| Black Students                  | 12,244  | 15.7%   | 10,649  | 13.4%   | -1,595 | -13.0%  |
| Hispanic Students               | 37,191  | 47.8%   | 43,562  | 54.7%   | 6,371  | 17.1%   |
| Native American Students        | 216     | 0.3%    | 195     | 0.2%    | -21    | -9.7%   |
| Asian/Pacific Islander Students | 1,959   | 2.5%    | 2,215   | 2.8%    | 256    | 13.1%   |
| Economically Disadvantaged      | 37,365  | 48.0%   | 46,786  | 58.7%   | 9,421  | 25.2%   |
| Students in Bilingual Programs  | 12,669  | 16.3%   | 17,263  | 21.7%   | 4,594  | 36.3%   |
| LEP Students                    | 13,841  | 17.8%   | 18,165  | 22.8%   | 4,324  | 31.2%   |
| Grade 9                         | 6,690   | 33.4%   | 6,610   | 32.5%   | -80    | -1.2%   |
| Grade 10                        | 5,305   | 26.5%   | 4,948   | 24.4%   | -357   | -6.7%   |
| Grade 11                        | 4,225   | 21.1%   | 4,632   | 22.8%   | 407    | 9.6%    |
| Grade 12                        | 3,820   | 19.1%   | 4,128   | 20.3%   | 308    | 8.1%    |
| Total High School Enrollment    | 20,040  |         | 20,318  |         | 278    | 1.4%    |
| Graduates, All Students         | 3,496   |         | 3,733   |         | 237    | 6.8%    |
| Graduates, Special Education    | 350     |         | 1,136   |         | 786    | 224.6%  |


Note: Counts are duplicated across sections.



ISD Data Profiles are produced annually and available at [www.austinctc.edu/oi epub](http://www.austinctc.edu/oi epub)

**Austin Community College**  
Office of Institutional Effectiveness and Accountability  
512-223-7601





# ACC Enrollments by ISD: Austin ISD

Fall  
2006

## Spring 2005 High School Grads Enrolled in Texas Public Higher Education in Fall 2005

Texas Education Agency, PIER Reports

(based on self-reported student data and does not include Texas private or any out-of-state higher education)

| High School       | Austin CCD | Public 2-year Colleges | Public Universities | Not Found in Texas Public Higher Ed. | Total H.S. Grads |
|-------------------|------------|------------------------|---------------------|--------------------------------------|------------------|
| AKINS HS          | 55         | 32                     | 36                  | 262                                  | 385              |
| ANDERSON H S      | 82         | 24                     | 146                 | 165                                  | 417              |
| AUSTIN H S        | 88         | 23                     | 145                 | 222                                  | 478              |
| BOWIE H S         | 128        | 48                     | 186                 | 166                                  | 528              |
| CROCKETT H S      | 71         | 36                     | 56                  | 193                                  | 356              |
| GONZALO GARZA H S | 28         | 2                      | 15                  | 114                                  | 159              |
| JOHNSON H S       | 27         | 11                     | 115                 | 171                                  | 324              |
| JOHNSTON H S      | 18         | 3                      | 16                  | 97                                   | 134              |
| LANIER H S        | 34         | 10                     | 35                  | 176                                  | 255              |
| MCCALLUM H S      | 53         | 23                     | 82                  | 156                                  | 314              |
| REAGAN H S        | 12         | 2                      | 18                  | 105                                  | 137              |
| TRAVIS H S        | 40         | 8                      | 19                  | 178                                  | 245              |
| Grand Total       | 636        | 222                    | 869                 | 2005                                 | 3732             |

## ACC Enrollment by ZIP Code

ACC 12th class day enrollment data

| Zip Code    | Fall 2001     | Fall 2002     | Fall 2003     | Fall 2004     | Fall 2005     |
|-------------|---------------|---------------|---------------|---------------|---------------|
| 78727       | 615           | 671           | 695           | 676           | 686           |
| 78759       | 1,024         | 1,106         | 1,142         | 1,019         | 1,046         |
| 78753       | 1,066         | 1,066         | 954           | 930           | 996           |
| 78758       | 1,594         | 1,604         | 1,524         | 1,469         | 1,456         |
| 78757       | 649           | 639           | 598           | 587           | 588           |
| 78731       | 646           | 611           | 560           | 507           | 541           |
| 78752       | 436           | 402           | 432           | 370           | 338           |
| 78756       | 259           | 243           | 236           | 190           | 170           |
| 78703       | 443           | 412           | 384           | 404           | 389           |
| 78751       | 563           | 488           | 489           | 501           | 507           |
| 78723       | 628           | 598           | 614           | 618           | 557           |
| 78705       | 1,233         | 1,049         | 1,002         | 1,014         | 940           |
| 78722       | 255           | 213           | 181           | 186           | 198           |
| 78735       | 220           | 252           | 245           | 271           | 265           |
| 78721       | 166           | 150           | 185           | 184           | 198           |
| 78701       | 179           | 175           | 122           | 112           | 140           |
| 78702       | 380           | 453           | 439           | 447           | 479           |
| 78704       | 1,413         | 1,366         | 1,275         | 1,302         | 1,317         |
| 78741       | 1,857         | 1,577         | 1,388         | 1,702         | 2,010         |
| 78749       | 1,041         | 1,146         | 1,116         | 1,120         | 1,086         |
| 78745       | 1,747         | 1,781         | 1,683         | 1,743         | 1,722         |
| 78744       | 726           | 723           | 681           | 721           | 838           |
| 78739       | 240           | 251           | 213           | 241           | 280           |
| 78748       | 1,005         | 1,035         | 1,036         | 1,045         | 1,045         |
| 78747       | 88            | 112           | 162           | 217           | 207           |
| 78750       | 421           | 446           | 424           | 382           | 414           |
| 78736       | 230           | 240           | 235           | 218           | 218           |
| 78652       | 93            | 98            | 93            | 100           | 97            |
| Total       | 19,217        | 18,907        | 18,108        | 18,276        | 18,728        |
| Percent ACC | 66.4%         | 62.8%         | 60.0%         | 60.0%         | 58.7%         |
| Total ACC   | <b>28,921</b> | <b>30,087</b> | <b>30,203</b> | <b>30,439</b> | <b>31,908</b> |

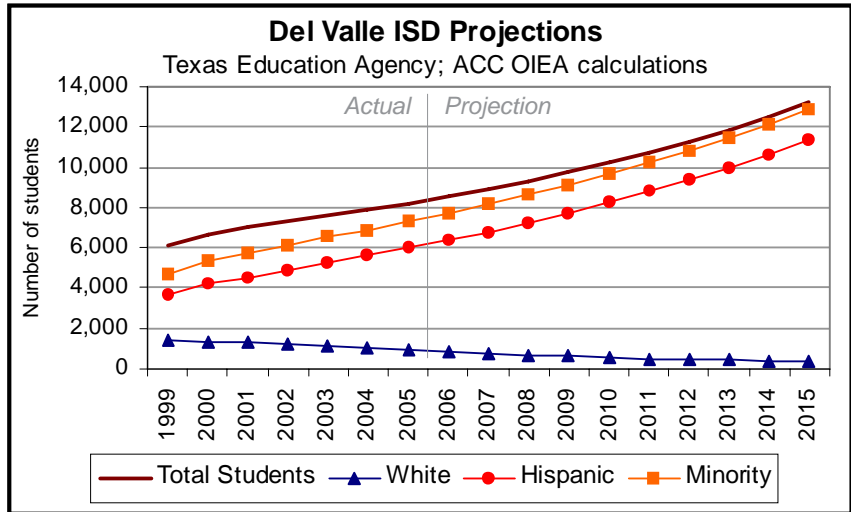
# Del Valle ISD

## Travis County

### ACC Data Profile - Fall 2006

#### Observations

Del Valle ISD data gathered by the Texas Education Agency show tremendous growth in the number of students flagged as Economically Disadvantaged or with Limited English Proficiency (LEP), as well as in students of Hispanic origin. If recent trends continue (based on a three year moving average), Hispanic students may represent well over 90% of the DVISD population by 2015.




#### Student Demographics

Texas Education Agency, AEIS Reports

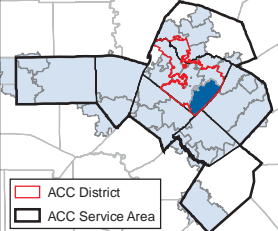
|                                 | 2000-01 |         | 2004-05 |         | Change |         |
|---------------------------------|---------|---------|---------|---------|--------|---------|
|                                 | Count   | Percent | Count   | Percent | Count  | Percent |
| Total Students Enrolled         | 6,680   |         | 7,728   |         | 1,048  | 15.7%   |
| White Students                  | 1,343   | 20.1%   | 999     | 12.9%   | -344   | -25.6%  |
| Black Students                  | 1,046   | 15.7%   | 1,135   | 14.7%   | 89     | 8.5%    |
| Hispanic Students               | 4,183   | 62.6%   | 5,486   | 71.0%   | 1,303  | 31.1%   |
| Native American Students        | 32      | 0.5%    | 24      | 0.3%    | -8     | -25.0%  |
| Asian/Pacific Islander Students | 76      | 1.1%    | 84      | 1.1%    | 8      | 10.5%   |
| Economically Disadvantaged      | 4,254   | 63.7%   | 5,734   | 74.2%   | 1,480  | 34.8%   |
| Students in Bilingual Programs  | 1,009   | 15.1%   | 1,681   | 21.8%   | 672    | 66.6%   |
| LEP Students                    | 1,074   | 16.1%   | 1,767   | 22.9%   | 693    | 64.5%   |
| Grade 9                         | 582     | 36.8%   | 642     | 34.1%   | 60     | 10.3%   |
| Grade 10                        | 433     | 27.4%   | 520     | 27.6%   | 87     | 20.1%   |
| Grade 11                        | 327     | 20.7%   | 407     | 21.6%   | 80     | 24.5%   |
| Grade 12                        | 238     | 15.1%   | 312     | 16.6%   | 74     | 31.1%   |
| Total High School Enrollment    | 1,580   |         | 1,881   |         | 301    | 19.1%   |
| Graduates, All Students         | 281     |         | 389     |         | 108    | 38.4%   |
| Graduates, Special Education    | 20      |         | 62      |         | 42     | 210.0%  |


Note: Counts are duplicated across sections.



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# ACC Enrollments by ISD: Del Valle ISD

Fall  
2006

## Spring 2005 High School Grads Enrolled in Texas Public Higher Education in Fall 2005

Texas Education Agency, PIER Reports

(based on self-reported student data and does not include Texas private or any out-of-state higher education)

| High School               | Austin CCD | Public 2-year Colleges | Public Universities | Not Found in Texas Public Higher Ed. | Total H.S. Grads |
|---------------------------|------------|------------------------|---------------------|--------------------------------------|------------------|
| DEL VALLE H S             | 58         | 5                      | 57                  | 208                                  | 328              |
| DEL VALLE OPPORTUNITY CTR | 0          | 4                      | 0                   | 28                                   | 32               |
| Grand Total               | 58         | 9                      | 57                  | 236                                  | 360              |

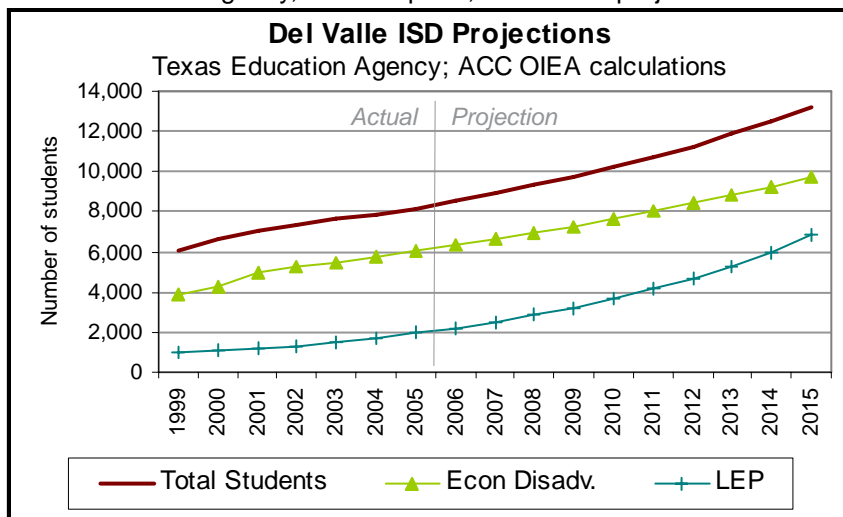
## ACC Enrollment by ZIP Code

ACC 12th class day enrollment data

| Zip Code    | Fall 2001     | Fall 2002     | Fall 2003     | Fall 2004     | Fall 2005     |
|-------------|---------------|---------------|---------------|---------------|---------------|
| 78617       | 77            | 96            | 98            | 153           | 205           |
| 78719       | 18            | 10            | 19            | 27            | 27            |
| 78725       | 45            | 48            | 55            | 65            | 89            |
| 78742       | 6             | 8             | 5             | 12            | 15            |
| Total       | 146           | 162           | 177           | 257           | 336           |
| Percent ACC | 0.5%          | 0.5%          | 0.6%          | 0.8%          | 1.1%          |
| Total ACC   | <b>28,921</b> | <b>30,087</b> | <b>30,203</b> | <b>30,439</b> | <b>31,908</b> |

## Social and Economic Status Demographics

Texas Education Agency, AEIS Reports; ACC OIEA projections



# Manor ISD

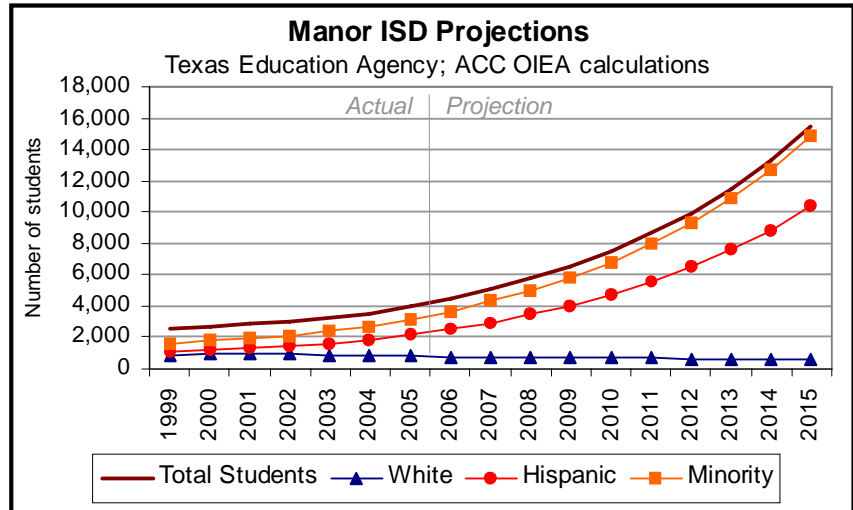
## Travis County

### ACC Data Profile - Fall 2006

#### Observations

Manor ISD data gathered by the Texas Education Agency show growth in the number of students of Hispanic origin as well as African-Americans.

If recent trends continue (based on a three year moving average), Hispanic students may represent almost 100% of the MISD population by 2015 and students flagged as Economically Disadvantaged may represent over 70% of all students.



#### Student Demographics

Texas Education Agency, AEIS Reports

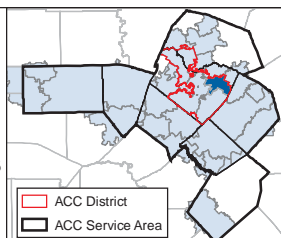
|                                 | 2000-01 |         | 2004-05 |         | Change |         |
|---------------------------------|---------|---------|---------|---------|--------|---------|
|                                 | Count   | Percent | Count   | Percent | Count  | Percent |
| Total Students Enrolled         | 2,712   |         | 3,828   |         | 1,116  | 41.2%   |
| White Students                  | 945     | 34.8%   | 843     | 22.0%   | -102   | -10.8%  |
| Black Students                  | 569     | 21.0%   | 887     | 23.2%   | 318    | 55.9%   |
| Hispanic Students               | 1,173   | 43.3%   | 2,022   | 52.8%   | 849    | 72.4%   |
| Native American Students        | 11      | 0.4%    | 7       | 0.2%    | -4     | -36.4%  |
| Asian/Pacific Islander Students | 14      | 0.5%    | 69      | 1.8%    | 55     | 392.9%  |
| Economically Disadvantaged      | 1,558   | 57.4%   | 2,552   | 66.7%   | 994    | 63.8%   |
| Students in Bilingual Programs  | 305     | 11.2%   | 771     | 20.1%   | 466    | 152.8%  |
| LEP Students                    | 375     | 13.8%   | 847     | 22.1%   | 472    | 125.9%  |
| Grade 9                         | 251     | 36.4%   | 334     | 37.9%   | 83     | 33.1%   |
| Grade 10                        | 164     | 23.8%   | 226     | 25.6%   | 62     | 37.8%   |
| Grade 11                        | 154     | 22.3%   | 170     | 19.3%   | 16     | 10.4%   |
| Grade 12                        | 121     | 17.5%   | 152     | 17.2%   | 31     | 25.6%   |
| Total High School Enrollment    | 690     |         | 882     |         | 192    | 27.8%   |
| Graduates, All Students         | 96      |         | 149     |         | 53     | 55.2%   |
| Graduates, Special Education    | 10      |         | 40      |         | 30     | 300.0%  |

Note: Counts are duplicated across sections.



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# ACC Enrollments by ISD: Manor ISD

Fall  
2006

## Spring 2005 High School Grads Enrolled in Texas Public Higher Education in Fall 2005

Texas Education Agency, PIER Reports

(based on self-reported student data and does not include Texas private or any out-of-state higher education)

| High School | Austin CCD | Public 2-year Colleges | Public Universities | Not Found in Texas Public Higher Ed. | Total H.S. Grads |
|-------------|------------|------------------------|---------------------|--------------------------------------|------------------|
| MANOR H S   | 19         | 13                     | 21                  | 87                                   | 140              |
| Grand Total | 19         | 13                     | 21                  | 87                                   | 140              |

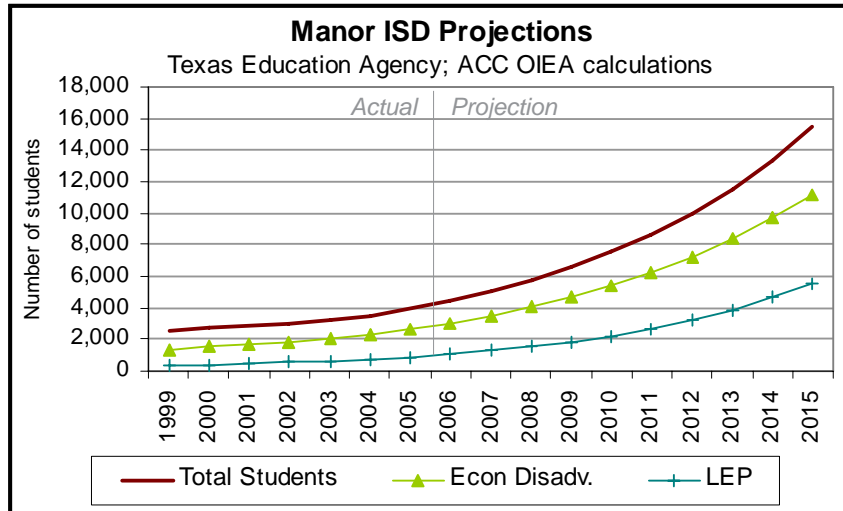
## ACC Enrollment by ZIP Code

ACC 12th class day enrollment data

| Zip Code     | Fall 2001     | Fall 2002     | Fall 2003     | Fall 2004     | Fall 2005     |
|--------------|---------------|---------------|---------------|---------------|---------------|
| 78653        | 89            | 109           | 156           | 193           | 227           |
| 78724        | 229           | 228           | 210           | 226           | 226           |
| 78754        | 134           | 146           | 179           | 230           | 260           |
| Total        | 452           | 483           | 545           | 649           | 713           |
| Percent ACCD | 1.6%          | 1.6%          | 1.8%          | 2.1%          | 2.2%          |
| Total ACCD   | <b>28,921</b> | <b>30,087</b> | <b>30,203</b> | <b>30,439</b> | <b>31,908</b> |

## Social and Economic Status Demographics

Texas Education Agency, AEIS Reports; ACC OIEA projections



# Leander ISD

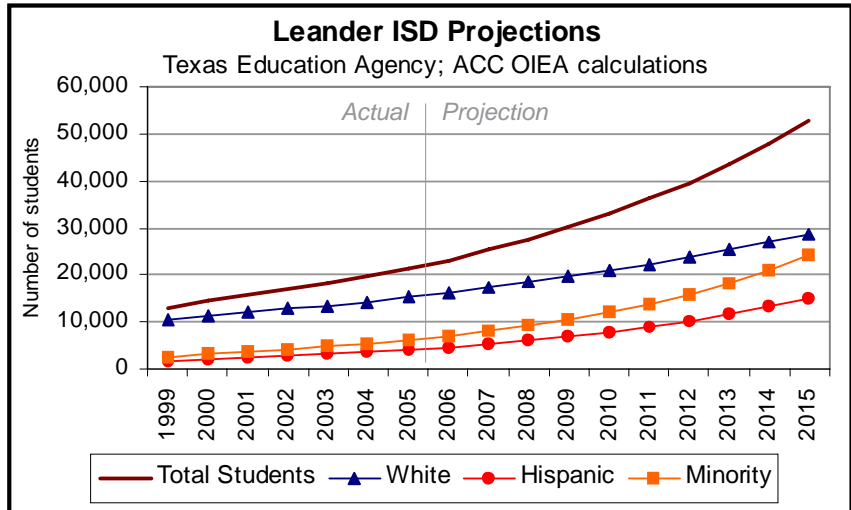
## Travis\Williamson County

### ACC Data Profile - Fall 2006

#### Observations

Leander ISD data gathered by the Texas Education Agency show strong growth in in every student race/ethnicity category.

If recent trends continue (based on a three year moving average), Leander ISD will not become a minority-majority district until after 2015, unlike most other ISDs in Travis and Williamson County.




#### Student Demographics

Texas Education Agency, AEIS Reports

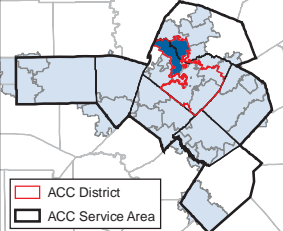
|                                 | 2000-01 |         | 2004-05 |         | Change |         |
|---------------------------------|---------|---------|---------|---------|--------|---------|
|                                 | Count   | Percent | Count   | Percent | Count  | Percent |
| Total Students Enrolled         | 14,499  |         | 19,877  |         | 5,378  | 37.1%   |
| White Students                  | 11,388  | 78.5%   | 14,503  | 73.0%   | 3,115  | 27.4%   |
| Black Students                  | 535     | 3.7%    | 1,071   | 5.4%    | 536    | 100.2%  |
| Hispanic Students               | 2,142   | 14.8%   | 3,525   | 17.7%   | 1,383  | 64.6%   |
| Native American Students        | 78      | 0.5%    | 129     | 0.6%    | 51     | 65.4%   |
| Asian/Pacific Islander Students | 356     | 2.5%    | 649     | 3.3%    | 293    | 82.3%   |
| Economically Disadvantaged      | 2,131   | 14.7%   | 4,033   | 20.3%   | 1,902  | 89.3%   |
| Students in Bilingual Programs  | 430     | 3.0%    | 779     | 3.9%    | 349    | 81.2%   |
| LEP Students                    | 475     | 3.3%    | 815     | 4.1%    | 340    | 71.6%   |
| Grade 9                         | 1,072   | 28.7%   | 1,587   | 30.6%   | 515    | 48.0%   |
| Grade 10                        | 990     | 26.5%   | 1,328   | 25.6%   | 338    | 34.1%   |
| Grade 11                        | 976     | 26.1%   | 1,205   | 23.2%   | 229    | 23.5%   |
| Grade 12                        | 696     | 18.6%   | 1,067   | 20.6%   | 371    | 53.3%   |
| Total High School Enrollment    | 3,734   |         | 5,187   |         | 1,453  | 38.9%   |
| Graduates, All Students         | 627     |         | 956     |         | 329    | 52.5%   |
| Graduates, Special Education    | 75      |         | 252     |         | 177    | 236.0%  |


Note: Counts are duplicated across sections.



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# ACC Enrollments by ISD: Leander ISD

Fall  
2006

## Spring 2005 High School Grads Enrolled in Texas Public Higher Education in Fall 2005

Texas Education Agency, PIER Reports

(based on self-reported student data and does not include Texas private or any out-of-state higher education)

| High School          | Austin CCD | Public 2-year Colleges | Public Universities | Not Found in Texas Public Higher Ed. | Total H.S. Grads |
|----------------------|------------|------------------------|---------------------|--------------------------------------|------------------|
| CEDAR PARK H S       | 128        | 58                     | 165                 | 173                                  | 524              |
| LEANDER H S          | 111        | 23                     | 96                  | 213                                  | 443              |
| NEW HOPE HIGH SCHOOL | 13         | 0                      | 0                   | 36                                   | 49               |
| <b>Grand Total</b>   | <b>252</b> | <b>81</b>              | <b>261</b>          | <b>422</b>                           | <b>1016</b>      |

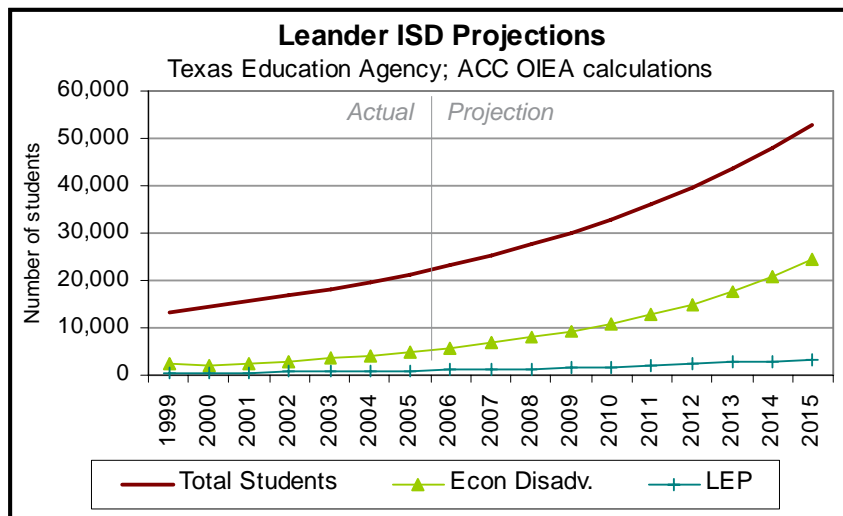
## ACC Enrollment by ZIP Code

ACC 12th class day enrollment data

| Zip Code          | Fall 2001     | Fall 2002     | Fall 2003     | Fall 2004     | Fall 2005     |
|-------------------|---------------|---------------|---------------|---------------|---------------|
| 78613             | 985           | 1083          | 1,231         | 1,264         | 1,480         |
| 78641             | 612           | 637           | 748           | 795           | 884           |
| 78726             | 117           | 206           | 260           | 323           | 325           |
| 78730             | 72            | 83            | 101           | 110           | 102           |
| 78732             | 55            | 67            | 79            | 83            | 105           |
| <b>Total</b>      | <b>1,841</b>  | <b>2,076</b>  | <b>2,419</b>  | <b>2,575</b>  | <b>2,896</b>  |
| Percent ACCD      | 6.4%          | 6.9%          | 8.0%          | 8.5%          | 9.1%          |
| <b>Total ACCD</b> | <b>28,921</b> | <b>30,087</b> | <b>30,203</b> | <b>30,439</b> | <b>31,908</b> |

## Social and Economic Status Demographics

Texas Education Agency, AEIS Reports; ACC OIEA projections



# Round Rock ISD

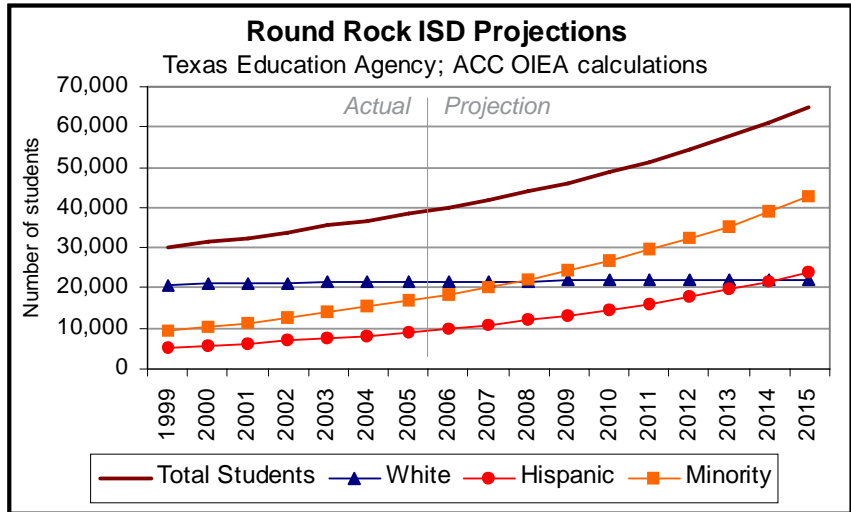
## Williamson County

### ACC Data Profile - Fall 2006

#### Observations

Round Rock ISD data gathered by the Texas Education Agency show strong growth in the number of minority students, perhaps especially those with Asian/Pacific Island origin, with flat growth in the White student population.

If recent trends continue (based on a three year moving average), Round Rock ISD will become a minority-majority district within the next several years, with a two-thirds also being Economically Disadvantaged.




#### Student Demographics

Texas Education Agency, AEIS Reports

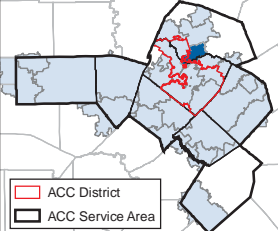
|                                 | 2000-01 |         | 2004-05 |         | Change |         |
|---------------------------------|---------|---------|---------|---------|--------|---------|
|                                 | Count   | Percent | Count   | Percent | Count  | Percent |
| Total Students Enrolled         | 31,536  |         | 36,567  |         | 5,031  | 16.0%   |
| White Students                  | 21,186  | 67.2%   | 21,326  | 58.3%   | 140    | 0.7%    |
| Black Students                  | 2,468   | 7.8%    | 3,544   | 9.7%    | 1,076  | 43.6%   |
| Hispanic Students               | 5,620   | 17.8%   | 8,226   | 22.5%   | 2,606  | 46.4%   |
| Native American Students        | 105     | 0.3%    | 149     | 0.4%    | 44     | 41.9%   |
| Asian/Pacific Islander Students | 2,157   | 6.8%    | 3,322   | 9.1%    | 1,165  | 54.0%   |
| Economically Disadvantaged      | 4,253   | 13.5%   | 8,373   | 22.9%   | 4,120  | 96.9%   |
| Students in Bilingual Programs  | 1,032   | 3.3%    | 2,218   | 6.1%    | 1,186  | 114.9%  |
| LEP Students                    | 1,382   | 4.4%    | 2,594   | 7.1%    | 1,212  | 87.7%   |
| Grade 9                         | 2,664   | 29.9%   | 3,065   | 29.7%   | 401    | 15.1%   |
| Grade 10                        | 2,383   | 26.8%   | 2,606   | 25.2%   | 223    | 9.4%    |
| Grade 11                        | 2,094   | 23.5%   | 2,435   | 23.6%   | 341    | 16.3%   |
| Grade 12                        | 1,757   | 19.7%   | 2,224   | 21.5%   | 467    | 26.6%   |
| Total High School Enrollment    | 8,898   |         | 10,330  |         | 1,432  | 16.1%   |
| Graduates, All Students         | 1,727   |         | 2,106   |         | 379    | 21.9%   |
| Graduates, Special Education    | 130     |         | 622     |         | 492    | 378.5%  |


Note: Counts are duplicated across sections.



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# ACC Enrollments by ISD: Round Rock ISD

Fall  
2006

## Spring 2005 High School Grads Enrolled in Texas Public Higher Education in Fall 2005

Texas Education Agency, PIER Reports

(based on self-reported student data and does not include Texas private or any out-of-state higher education)

| High School             | Austin CCD | Public 2-year Colleges | Public Universities | Not Found in Texas Public Higher Ed. | Total H.S. Grads |
|-------------------------|------------|------------------------|---------------------|--------------------------------------|------------------|
| MCNEIL H S              | 106        | 41                     | 155                 | 226                                  | 528              |
| ROUND ROCK H S          | 72         | 32                     | 133                 | 164                                  | 401              |
| STONY POINT HIGH SCHOOL | 68         | 48                     | 109                 | 303                                  | 528              |
| SUCCESS PROGRAM EAST    | 5          | 0                      | 0                   | 56                                   | 61               |
| SUCCESS PROGRAM WEST    | 9          | 4                      | 0                   | 63                                   | 76               |
| WESTWOOD H S            | 91         | 46                     | 226                 | 245                                  | 608              |
| Grand Total             | 351        | 171                    | 623                 | 1057                                 | 2202             |

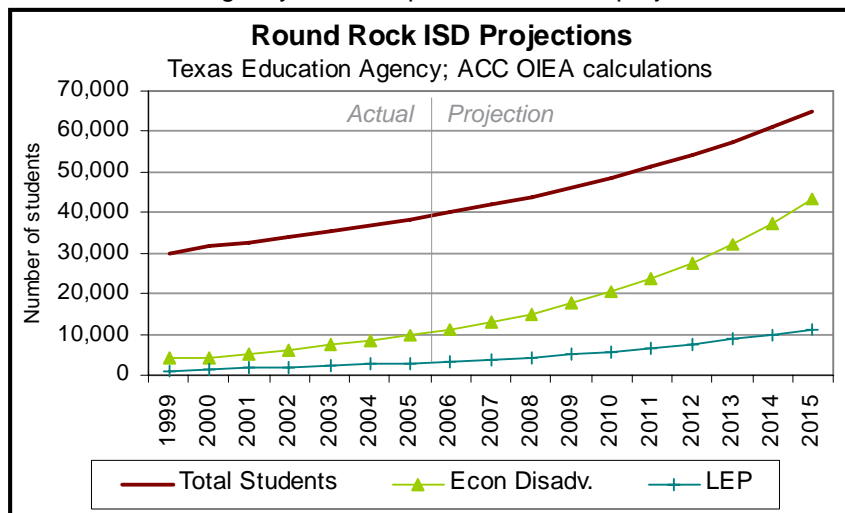
## ACC Enrollment by ZIP Code

ACC 12th class day enrollment data

| Zip Code     | Fall 2001     | Fall 2002     | Fall 2003     | Fall 2004     | Fall 2005     |
|--------------|---------------|---------------|---------------|---------------|---------------|
| 78664        | 635           | 628           | 675           | 778           | 888           |
| 78681        | 442           | 476           | 529           | 565           | 544           |
| 78717        | 162           | 163           | 189           | 231           | 278           |
| 78728        | 355           | 360           | 329           | 308           | 336           |
| 78729        | 403           | 421           | 427           | 434           | 497           |
| Total        | 1,997         | 2,048         | 2,149         | 2,316         | 2,543         |
| Percent ACCD | 6.9%          | 6.8%          | 7.1%          | 7.6%          | 8.0%          |
| Total ACCD   | <b>28,921</b> | <b>30,087</b> | <b>30,203</b> | <b>30,439</b> | <b>31,908</b> |

## Social and Economic Status Demographics

Texas Education Agency, AEIS Reports; ACC OIEA projections



# Pflugerville ISD

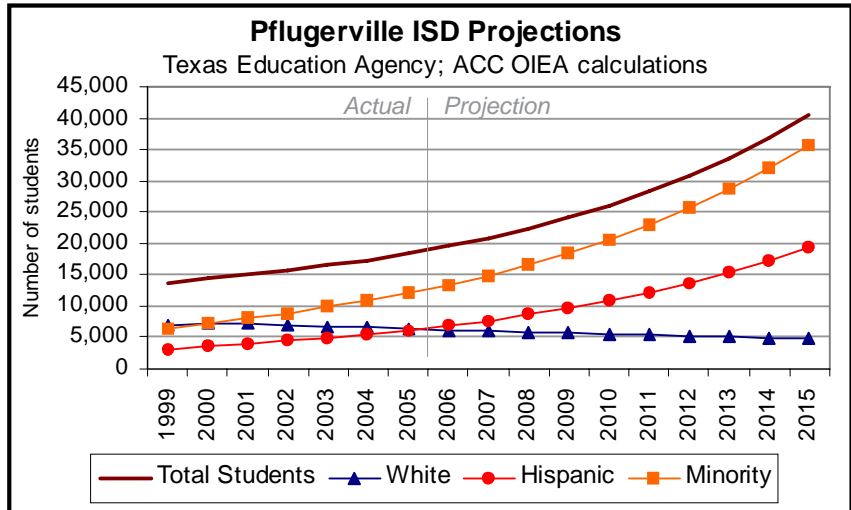
## Travis County

### ACC Data Profile - Fall 2006

#### Observations

Pflugerville ISD data gathered by the Texas Education Agency show strong growth in the number of African-American and Hispanic students with negative growth in White students.

If recent trends continue (based on a three year moving average), Pflugerville ISD will become a minority-majority district within the next several years, with two-thirds also being Economically Disadvantaged.




#### Student Demographics

Texas Education Agency, AEIS Reports

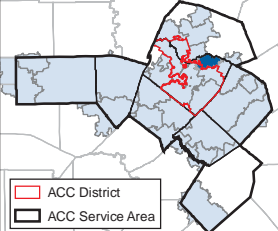
|                                 | 2000-01 |         | 2004-05 |         | Change |         |
|---------------------------------|---------|---------|---------|---------|--------|---------|
|                                 | Count   | Percent | Count   | Percent | Count  | Percent |
| Total Students Enrolled         | 14,545  |         | 17,550  |         | 3,005  | 20.7%   |
| White Students                  | 7,283   | 50.1%   | 6,587   | 37.5%   | -696   | -9.6%   |
| Black Students                  | 2,504   | 17.2%   | 3,877   | 22.1%   | 1,373  | 54.8%   |
| Hispanic Students               | 3,596   | 24.7%   | 5,591   | 31.9%   | 1,995  | 55.5%   |
| Native American Students        | 82      | 0.6%    | 64      | 0.4%    | -18    | -22.0%  |
| Asian/Pacific Islander Students | 1,080   | 7.4%    | 1,431   | 8.2%    | 351    | 32.5%   |
| Economically Disadvantaged      | 4,398   | 30.2%   | 6,358   | 36.2%   | 1,960  | 44.6%   |
| Students in Bilingual Programs  | 1,014   | 7.0%    | 1,944   | 11.1%   | 930    | 91.7%   |
| LEP Students                    | 1,071   | 7.4%    | 2,026   | 11.5%   | 955    | 89.2%   |
| Grade 9                         | 1,257   | 30.7%   | 1,519   | 31.0%   | 262    | 20.8%   |
| Grade 10                        | 1,065   | 26.0%   | 1,329   | 27.1%   | 264    | 24.8%   |
| Grade 11                        | 897     | 21.9%   | 1,124   | 22.9%   | 227    | 25.3%   |
| Grade 12                        | 874     | 21.4%   | 930     | 19.0%   | 56     | 6.4%    |
| Total High School Enrollment    | 4,093   |         | 4,902   |         | 809    | 19.8%   |
| Graduates, All Students         | 722     |         | 969     |         | 247    | 34.2%   |
| Graduates, Special Education    | 92      |         | 269     |         | 177    | 192.4%  |


Note: Counts are duplicated across sections.



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# ACC Enrollments by ISD: Pflugerville ISD

Fall  
2006

## Spring 2005 High School Grads Enrolled in Texas Public Higher Education in Fall 2005

Texas Education Agency, PIER Reports

(based on self-reported student data and does not include Texas private or any out-of-state higher education)

| High School         | Austin CCD | Public 2-year Colleges | Public Universities | Not Found in Texas Public Higher Ed. | Total H.S. Grads |
|---------------------|------------|------------------------|---------------------|--------------------------------------|------------------|
| JOHN B CONNALLY H S | 67         | 39                     | 114                 | 204                                  | 424              |
| PFLUGERVILLE H S    | 104        | 65                     | 147                 | 200                                  | 516              |
| Grand Total         | 171        | 104                    | 261                 | 404                                  | 940              |

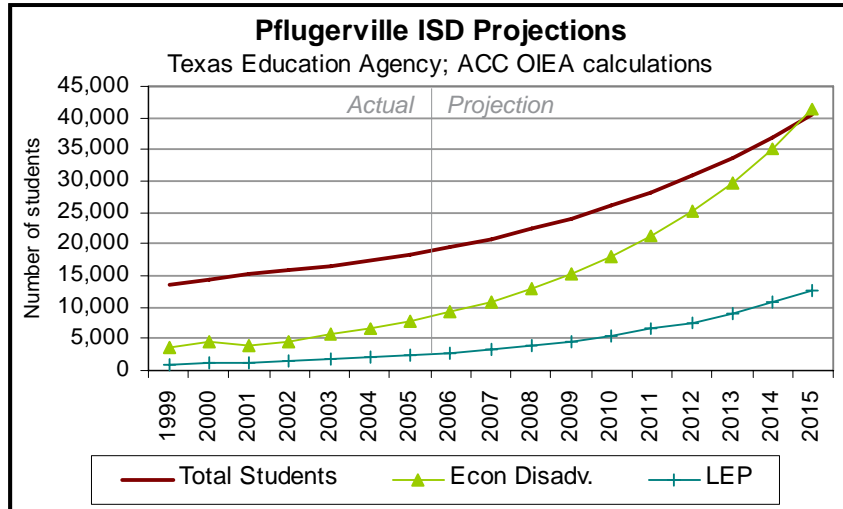
## ACC Enrollment by ZIP Code

ACC 12th class day enrollment data

| Zip Code     | Fall 2001     | Fall 2002     | Fall 2003     | Fall 2004     | Fall 2005     |
|--------------|---------------|---------------|---------------|---------------|---------------|
| 78660        | 536           | 602           | 620           | 619           | 678           |
| Total        | 536           | 602           | 620           | 619           | 678           |
| Percent ACCD | 1.9%          | 2.0%          | 2.1%          | 2.0%          | 2.1%          |
| Total ACCD   | <b>28,921</b> | <b>30,087</b> | <b>30,203</b> | <b>30,439</b> | <b>31,908</b> |

## Social and Economic Status Demographics

Texas Education Agency, AEIS Reports; ACC OIEA projections



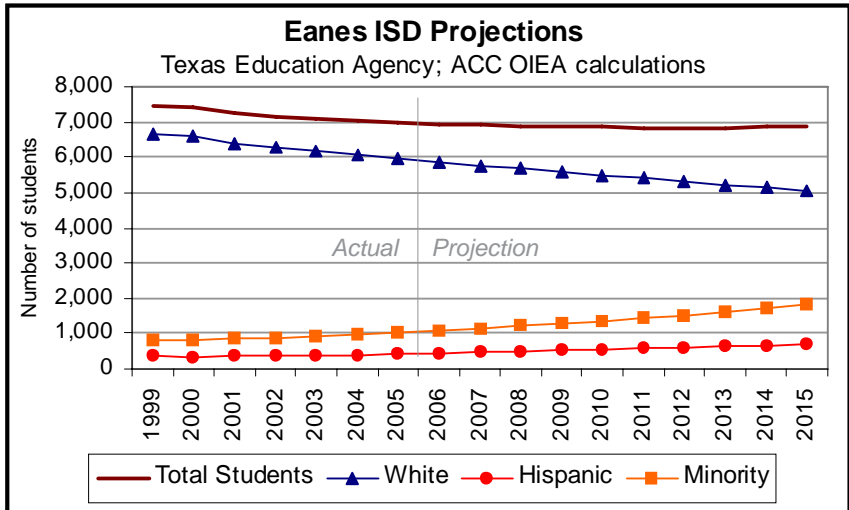
# Eanes ISD

## Travis County

### ACC Data Profile - Fall 2006

#### Observations

Eanes ISD data gathered by the Texas Education Agency show a declining enrollment, with decreases in the number of White students outpacing slow increases in the number of minority students. If recent trends continue (based on a three year moving average), Eanes ISD enrollment will level off with continued decreases in White students offset by increases in minority students - an almost unique scenario in the region.




#### Student Demographics

Texas Education Agency, AEIS Reports

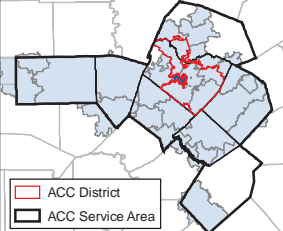
|                                 | 2000-01 |         | 2004-05 |         | Change |         |
|---------------------------------|---------|---------|---------|---------|--------|---------|
|                                 | Count   | Percent | Count   | Percent | Count  | Percent |
| Total Students Enrolled         | 7,392   |         | 7,098   |         | -294   | -4.0%   |
| White Students                  | 6,579   | 89.0%   | 6,076   | 85.6%   | -503   | -7.6%   |
| Black Students                  | 34      | 0.5%    | 49      | 0.7%    | 15     | 44.1%   |
| Hispanic Students               | 335     | 4.5%    | 415     | 5.8%    | 80     | 23.9%   |
| Native American Students        | 17      | 0.2%    | 21      | 0.3%    | 4      | 23.5%   |
| Asian/Pacific Islander Students | 427     | 5.8%    | 537     | 7.6%    | 110    | 25.8%   |
| Economically Disadvantaged      | 186     | 2.5%    | 213     | 3.0%    | 27     | 14.5%   |
| Students in Bilingual Programs  | 86      | 1.2%    | 86      | 1.2%    | 0      | 0.0%    |
| LEP Students                    | 116     | 1.6%    | 134     | 1.9%    | 18     | 15.5%   |
| Grade 9                         | 607     | 25.7%   | 653     | 27.4%   | 46     | 7.6%    |
| Grade 10                        | 624     | 26.4%   | 560     | 23.5%   | -64    | -10.3%  |
| Grade 11                        | 565     | 23.9%   | 603     | 25.3%   | 38     | 6.7%    |
| Grade 12                        | 564     | 23.9%   | 568     | 23.8%   | 4      | 0.7%    |
| Total High School Enrollment    | 2,360   |         | 2,384   |         | 24     | 1.0%    |
| Graduates, All Students         | 511     |         | 585     |         | 74     | 14.5%   |
| Graduates, Special Education    | 23      |         | 164     |         | 141    | 613.0%  |


Note: Counts are duplicated across sections.



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# ACC Enrollments by ISD: Eanes ISD

Fall  
2006

## Spring 2005 High School Grads Enrolled in Texas Public Higher Education in Fall 2005

Texas Education Agency, PIER Reports

(based on self-reported student data and does not include Texas private or any out-of-state higher education)

| High School  | Austin CCD | Public 2-year Colleges | Public Universities | Not Found in Texas Public Higher Ed. | Total H.S. Grads |
|--------------|------------|------------------------|---------------------|--------------------------------------|------------------|
| WESTLAKE H S | 60         | 49                     | 191                 | 267                                  | 585              |
| Grand Total  | 60         | 49                     | 191                 | 267                                  | 585              |

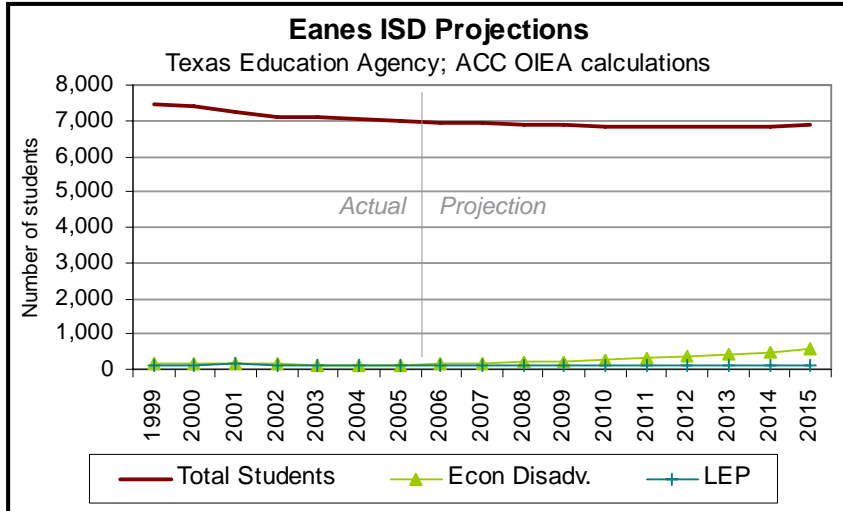
## ACC Enrollment by ZIP Code

ACC 12th class day enrollment data

| Zip Code     | Fall 2001     | Fall 2002     | Fall 2003     | Fall 2004     | Fall 2005     |
|--------------|---------------|---------------|---------------|---------------|---------------|
| 78733        | 108           | 106           | 88            | 86            | 79            |
| 78746        | 311           | 327           | 353           | 309           | 317           |
| Total        | 419           | 433           | 441           | 395           | 396           |
| Percent ACCD | 1.4%          | 1.4%          | 1.5%          | 1.3%          | 1.2%          |
| Total ACCD   | <b>28,921</b> | <b>30,087</b> | <b>30,203</b> | <b>30,439</b> | <b>31,908</b> |

## Social and Economic Status Demographics

Texas Education Agency, AEIS Reports; ACC OIEA projections



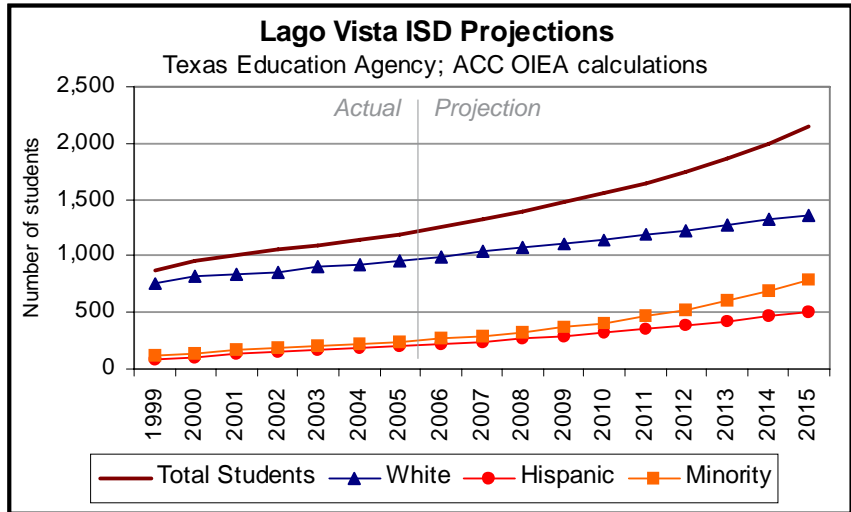
# Lago Vista ISD

## Travis County

### ACC Data Profile - Fall 2006

#### Observations

Lago Vista ISD data gathered by the Texas Education Agency show steady growth in the number of White students with faster growth in the minority student population. If recent trends continue (based on a three year moving average), Lago Vista ISD will not become a minority-majority district until after 2015, but a slowing increasing number of students will be flagged as having Limited English Proficiency (LEP).




#### Student Demographics

Texas Education Agency, AEIS Reports

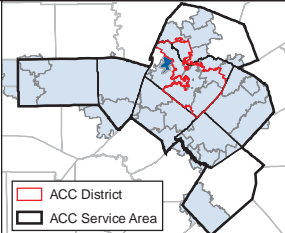
|                                 | 2000-01 |         | 2004-05 |         | Change |         |
|---------------------------------|---------|---------|---------|---------|--------|---------|
|                                 | Count   | Percent | Count   | Percent | Count  | Percent |
| Total Students Enrolled         | 957     |         | 1,161   |         | 204    | 21.3%   |
| White Students                  | 822     | 85.9%   | 937     | 80.7%   | 115    | 14.0%   |
| Black Students                  | 18      | 1.9%    | 14      | 1.2%    | -4     | -22.2%  |
| Hispanic Students               | 107     | 11.2%   | 184     | 15.8%   | 77     | 72.0%   |
| Native American Students        | 5       | 0.5%    | 11      | 0.9%    | 6      | 120.0%  |
| Asian/Pacific Islander Students | 5       | 0.5%    | 15      | 1.3%    | 10     | 200.0%  |
| Economically Disadvantaged      | 144     | 15.0%   | 189     | 16.3%   | 45     | 31.3%   |
| Students in Bilingual Programs  | 15      | 1.6%    | 63      | 5.4%    | 48     | 320.0%  |
| LEP Students                    | 15      | 1.6%    | 69      | 5.9%    | 54     | 360.0%  |
| Grade 9                         | 87      | 32.2%   | 100     | 30.0%   | 13     | 14.9%   |
| Grade 10                        | 70      | 25.9%   | 89      | 26.7%   | 19     | 27.1%   |
| Grade 11                        | 56      | 20.7%   | 80      | 24.0%   | 24     | 42.9%   |
| Grade 12                        | 57      | 21.1%   | 64      | 19.2%   | 7      | 12.3%   |
| Total High School Enrollment    | 270     |         | 333     |         | 63     | 23.3%   |
| Graduates, All Students         | 51      |         | 77      |         | 26     | 51.0%   |
| Graduates, Special Education    | 7       |         | 27      |         | 20     | 285.7%  |


Note: Counts are duplicated across sections.



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# ACC Enrollments by ISD: Lago Vista ISD

Fall  
2006

## Spring 2005 High School Grads Enrolled in Texas Public Higher Education in Fall 2005

Texas Education Agency, PIER Reports

(based on self-reported student data and does not include Texas private or any out-of-state higher education)

| High School    | Austin CCD | Public 2-year Colleges | Public Universities | Not Found in Texas Public Higher Ed. | Total H.S. Grads |
|----------------|------------|------------------------|---------------------|--------------------------------------|------------------|
| LAGO VISTA H S | 6          | 2                      | 21                  | 36                                   | 65               |
| Grand Total    | 6          | 2                      | 21                  | 36                                   | 65               |

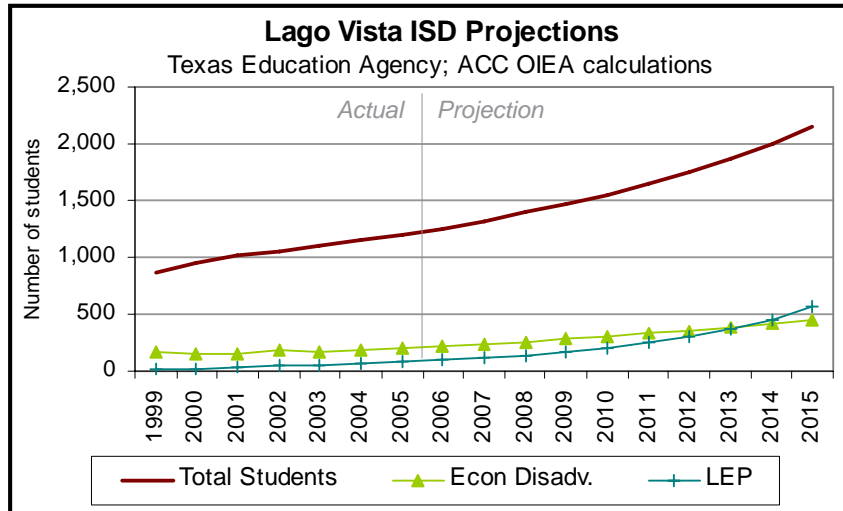
## ACC Enrollment by ZIP Code

ACC 12th class day enrollment data

| Zip Code    | Fall 2001     | Fall 2002     | Fall 2003     | Fall 2004     | Fall 2005     |
|-------------|---------------|---------------|---------------|---------------|---------------|
| 78645       | 87            | 98            | 99            | 126           | 121           |
| Total       | 87            | 98            | 99            | 126           | 121           |
| Percent ACC | 0.3%          | 0.3%          | 0.3%          | 0.4%          | 0.4%          |
| Total ACC   | <b>28,921</b> | <b>30,087</b> | <b>30,203</b> | <b>30,439</b> | <b>31,908</b> |

## Social and Economic Status Demographics

Texas Education Agency, AEIS Reports; ACC OIEA projections



# Lake Travis ISD

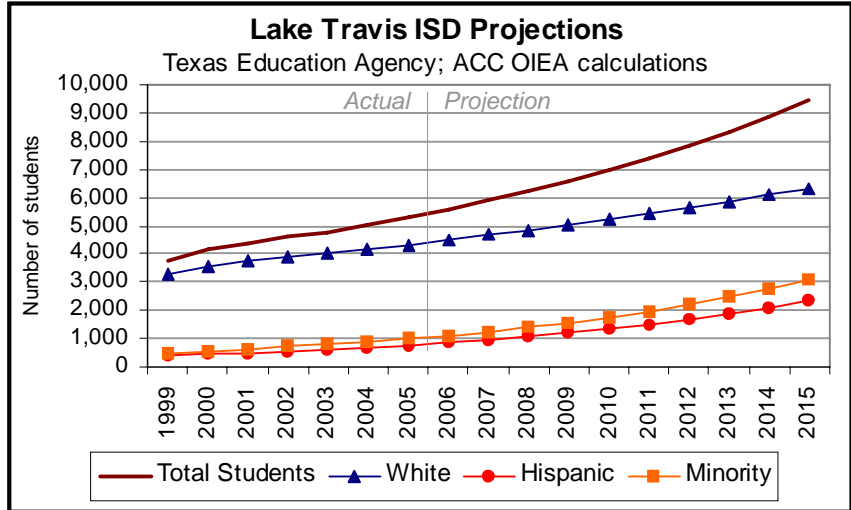
## Travis County

### ACC Data Profile - Fall 2006

#### Observations

Lake Travis ISD data gathered by the Texas Education Agency show steady growth in the number of White students with moderate growth in the minority student population.

If recent trends continue (based on a three year moving average), Lake Travis ISD will not become a minority-majority district.




#### Student Demographics

Texas Education Agency, AEIS Reports

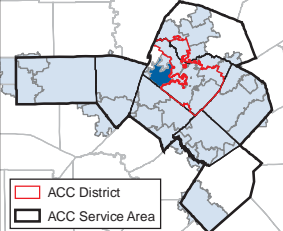
|                                 | 2000-01 |         | 2004-05 |         | Change |         |
|---------------------------------|---------|---------|---------|---------|--------|---------|
|                                 | Count   | Percent | Count   | Percent | Count  | Percent |
| Total Students Enrolled         | 4,147   |         | 5,065   |         | 918    | 22.1%   |
| White Students                  | 3,578   | 86.3%   | 4,182   | 82.6%   | 604    | 16.9%   |
| Black Students                  | 33      | 0.8%    | 58      | 1.1%    | 25     | 75.8%   |
| Hispanic Students               | 460     | 11.1%   | 689     | 13.6%   | 229    | 49.8%   |
| Native American Students        | 18      | 0.4%    | 26      | 0.5%    | 8      | 44.4%   |
| Asian/Pacific Islander Students | 58      | 1.4%    | 110     | 2.2%    | 52     | 89.7%   |
| Economically Disadvantaged      | 343     | 8.3%    | 607     | 12.0%   | 264    | 77.0%   |
| Students in Bilingual Programs  | 145     | 3.5%    | 217     | 4.3%    | 72     | 49.7%   |
| LEP Students                    | 157     | 3.8%    | 223     | 4.4%    | 66     | 42.0%   |
| Grade 9                         | 346     | 28.5%   | 456     | 29.2%   | 110    | 31.8%   |
| Grade 10                        | 309     | 25.5%   | 430     | 27.5%   | 121    | 39.2%   |
| Grade 11                        | 300     | 24.8%   | 362     | 23.1%   | 62     | 20.7%   |
| Grade 12                        | 257     | 21.2%   | 316     | 20.2%   | 59     | 23.0%   |
| Total High School Enrollment    | 1,212   |         | 1,564   |         | 352    | 29.0%   |
| Graduates, All Students         | 221     |         | 281     |         | 60     | 27.1%   |
| Graduates, Special Education    | 25      |         | 40      |         | 15     | 60.0%   |


Note: Counts are duplicated across sections.



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# ACC Enrollments by ISD: Lake Travis ISD

Fall  
2006

## Spring 2005 High School Grads Enrolled in Texas Public Higher Education in Fall 2005

Texas Education Agency, PIER Reports

(based on self-reported student data and does not include Texas private or any out-of-state higher education)

| High School     | Austin CCD | Public 2-year Colleges | Public Universities | Not Found in Texas Public Higher Ed. | Total H.S. Grads |
|-----------------|------------|------------------------|---------------------|--------------------------------------|------------------|
| LAKE TRAVIS H S | 46         | 35                     | 123                 | 116                                  | 320              |
| Grand Total     | 46         | 35                     | 123                 | 116                                  | 320              |

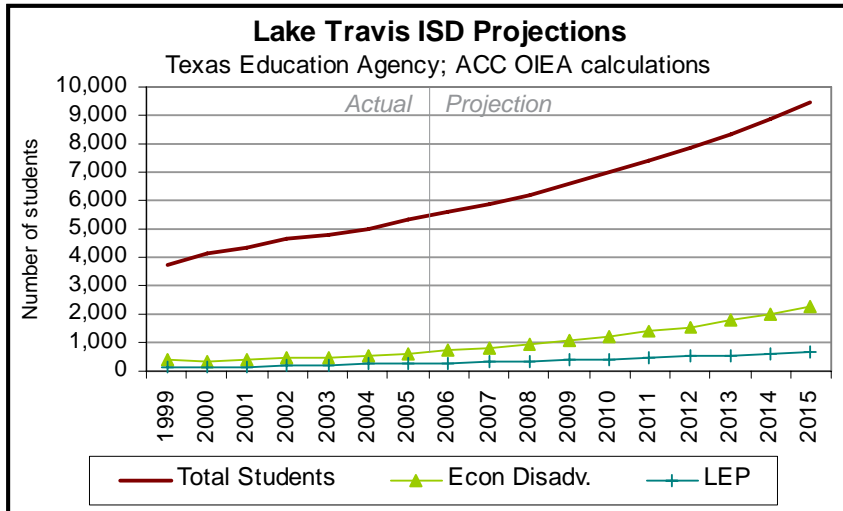
## ACC Enrollment by ZIP Code

ACC 12th class day enrollment data

| Zip Code    | Fall 2001     | Fall 2002     | Fall 2003     | Fall 2004     | Fall 2005     |
|-------------|---------------|---------------|---------------|---------------|---------------|
| 78669       | 65            | 62            | 58            | 64            | 41            |
| 78734       | 180           | 197           | 173           | 201           | 191           |
| 78738       | 47            | 68            | 73            | 107           | 87            |
| Total       | 292           | 327           | 304           | 372           | 319           |
| Percent ACC | 1.0%          | 1.1%          | 1.0%          | 1.2%          | 1.0%          |
| Total ACC   | <b>28,921</b> | <b>30,087</b> | <b>30,203</b> | <b>30,439</b> | <b>31,908</b> |

## Social and Economic Status Demographics

Texas Education Agency, AEIS Reports; ACC OIEA projections



# Bastrop ISD

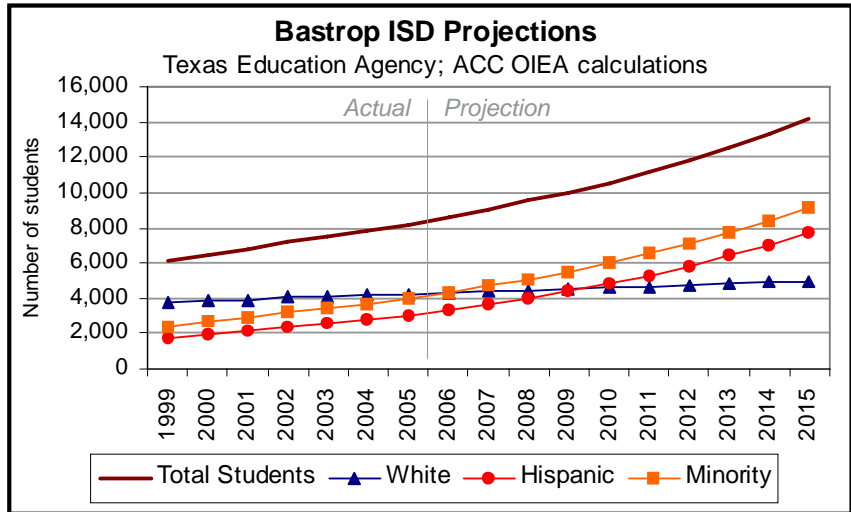
## Bastrop County

### ACC Data Profile - Fall 2006

#### Observations

Bastrop ISD data gathered by the Texas Education Agency show strong growth in the number of Hispanic students and continued strong growth in the number of Economically Disadvantaged students.

If recent trends continue (based on a three year moving average), Bastrop ISD may have already become a minority-majority district.




#### Student Demographics

Texas Education Agency, AEIS Reports

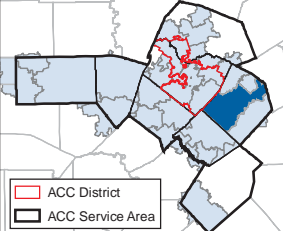
|                                 | 2000-01 |         | 2004-05 |         | Change |         |
|---------------------------------|---------|---------|---------|---------|--------|---------|
|                                 | Count   | Percent | Count   | Percent | Count  | Percent |
| Total Students Enrolled         | 6,486   |         | 7,730   |         | 1,244  | 19.2%   |
| White Students                  | 3,839   | 59.2%   | 4,077   | 52.7%   | 238    | 6.2%    |
| Black Students                  | 681     | 10.5%   | 773     | 10.0%   | 92     | 13.5%   |
| Hispanic Students               | 1,888   | 29.1%   | 2,794   | 36.1%   | 906    | 48.0%   |
| Native American Students        | 48      | 0.7%    | 36      | 0.5%    | -12    | -25.0%  |
| Asian/Pacific Islander Students | 30      | 0.5%    | 50      | 0.6%    | 20     | 66.7%   |
| Economically Disadvantaged      | 2,590   | 39.9%   | 4,062   | 52.5%   | 1,472  | 56.8%   |
| Students in Bilingual Programs  | 237     | 3.7%    | 553     | 7.2%    | 316    | 133.3%  |
| LEP Students                    | 440     | 6.8%    | 765     | 9.9%    | 325    | 73.9%   |
| Grade 9                         | 564     | 32.1%   | 656     | 29.8%   | 92     | 16.3%   |
| Grade 10                        | 501     | 28.5%   | 577     | 26.3%   | 76     | 15.2%   |
| Grade 11                        | 375     | 21.3%   | 523     | 23.8%   | 148    | 39.5%   |
| Grade 12                        | 317     | 18.0%   | 442     | 20.1%   | 125    | 39.4%   |
| Total High School Enrollment    | 1,757   |         | 2,198   |         | 441    | 25.1%   |
| Graduates, All Students         | 307     |         | 407     |         | 100    | 32.6%   |
| Graduates, Special Education    | 34      |         | 134     |         | 100    | 294.1%  |


Note: Counts are duplicated across sections.



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# ACC Enrollments by ISD: Bastrop ISD

Fall  
2006

## Spring 2005 High School Grads Enrolled in Texas Public Higher Education in Fall 2005

Texas Education Agency, PIER Reports

(based on self-reported student data and does not include Texas private or any out-of-state higher education)

| High School | Austin CCD | Public 2-year Colleges | Public Universities | Not Found in Texas Public Higher Ed. | Total H.S. Grads |
|-------------|------------|------------------------|---------------------|--------------------------------------|------------------|
| BASTROP H S | 65         | 53                     | 82                  | 184                                  | 384              |
| GENESIS H S | 5          | 2                      | 0                   | 55                                   | 62               |
| Grand Total | 70         | 55                     | 82                  | 239                                  | 446              |

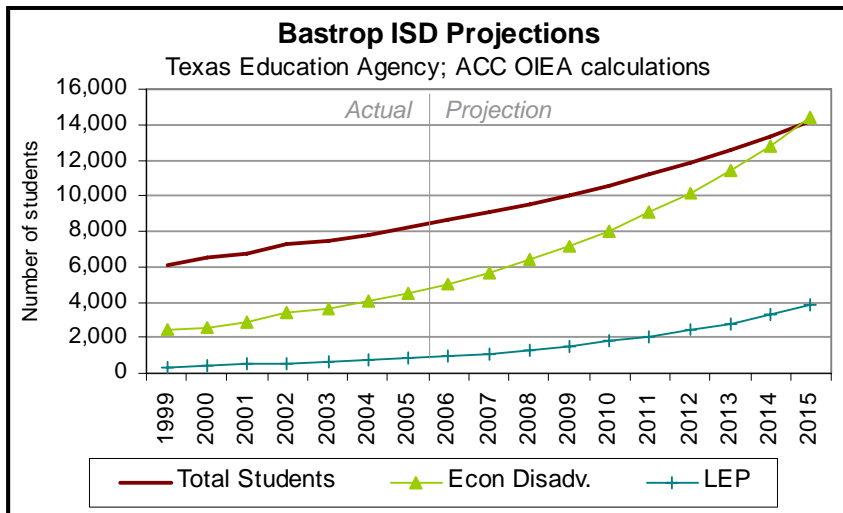
## ACC Enrollment by ZIP Code

ACC 12th class day enrollment data

| Zip Code    | Fall 2001     | Fall 2002     | Fall 2003     | Fall 2004     | Fall 2005     |
|-------------|---------------|---------------|---------------|---------------|---------------|
| 78602       | 143           | 136           | 161           | 153           | 170           |
| 78612       | 61            | 70            | 62            | 81            | 80            |
| 78659       | 11            | 17            | 14            | 15            | 14            |
| 78662       | 12            | 10            | 10            | 14            | 31            |
| Total       | 227           | 233           | 247           | 263           | 295           |
| Percent ACC | 0.8%          | 0.8%          | 0.8%          | 0.9%          | 0.9%          |
| Total ACC   | <b>28,921</b> | <b>30,087</b> | <b>30,203</b> | <b>30,439</b> | <b>31,908</b> |

## Social and Economic Status Demographics

Texas Education Agency, AEIS Reports; ACC OIEA projections



# Lockhart ISD

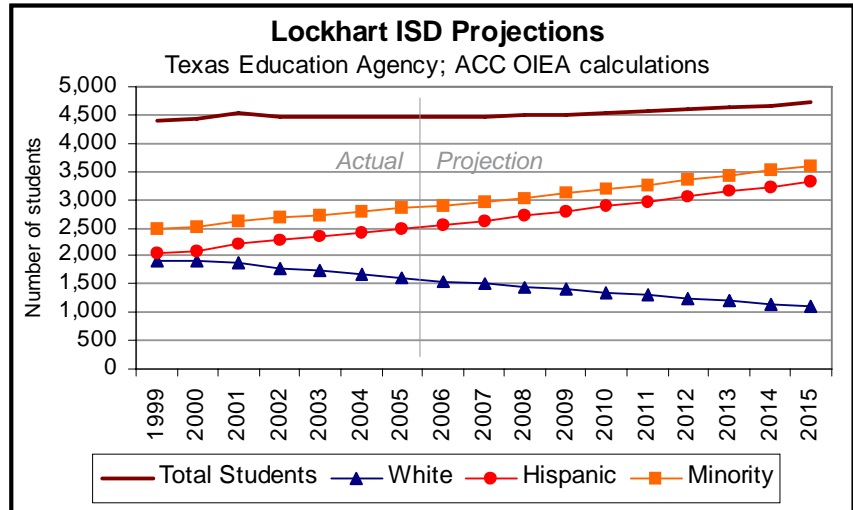
## Caldwell County

### ACC Data Profile - Fall 2006

#### Observations

Lockhart ISD data gathered by the Texas Education Agency show positive growth only in the number of Hispanic students with negative growth in almost every other student race/ethnicity type.

If recent trends continue (based on a three year moving average), the entire student population of Lockhart ISD will be Economically Disadvantaged by 2015.




#### Student Demographics

Texas Education Agency, AEIS Reports

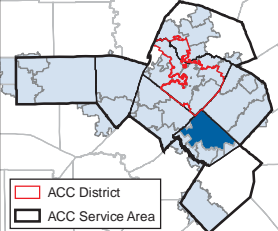
|                                 | 2000-01 |         | 2004-05 |         | Change |         |
|---------------------------------|---------|---------|---------|---------|--------|---------|
|                                 | Count   | Percent | Count   | Percent | Count  | Percent |
| Total Students Enrolled         | 4,420   |         | 4,492   |         | 72     | 1.6%    |
| White Students                  | 1,902   | 43.0%   | 1,696   | 37.8%   | -206   | -10.8%  |
| Black Students                  | 402     | 9.1%    | 353     | 7.9%    | -49    | -12.2%  |
| Hispanic Students               | 2,079   | 47.0%   | 2,412   | 53.7%   | 333    | 16.0%   |
| Native American Students        | 9       | 0.2%    | 10      | 0.2%    | 1      | 11.1%   |
| Asian/Pacific Islander Students | 28      | 0.6%    | 21      | 0.5%    | -7     | -25.0%  |
| Economically Disadvantaged      | 2,204   | 49.9%   | 2,488   | 55.4%   | 284    | 12.9%   |
| Students in Bilingual Programs  | 133     | 3.0%    | 194     | 4.3%    | 61     | 45.9%   |
| LEP Students                    | 146     | 3.3%    | 216     | 4.8%    | 70     | 47.9%   |
| Grade 9                         | 436     | 33.4%   | 378     | 28.0%   | -58    | -13.3%  |
| Grade 10                        | 369     | 28.2%   | 376     | 27.9%   | 7      | 1.9%    |
| Grade 11                        | 245     | 18.7%   | 318     | 23.6%   | 73     | 29.8%   |
| Grade 12                        | 257     | 19.7%   | 278     | 20.6%   | 21     | 8.2%    |
| Total High School Enrollment    | 1,307   |         | 1,350   |         | 43     | 3.3%    |
| Graduates, All Students         | 258     |         | 293     |         | 35     | 13.6%   |
| Graduates, Special Education    | 19      |         | 124     |         | 105    | 552.6%  |


Note: Counts are duplicated across sections.



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# ACC Enrollments by ISD: Lockhart ISD

Fall  
2006

## Spring 2005 High School Grads Enrolled in Texas Public Higher Education in Fall 2005

Texas Education Agency, PIER Reports

(based on self-reported student data and does not include Texas private or any out-of-state higher education)

| High School       | Austin CCD | Public 2-year Colleges | Public Universities | Not Found in Texas Public Higher Ed. | Total H.S. Grads |
|-------------------|------------|------------------------|---------------------|--------------------------------------|------------------|
| LOCKHART H S      | 13         | 36                     | 45                  | 147                                  | 241              |
| LOCKHART PRIDE HS | 0          | 4                      | 0                   | 37                                   | 41               |
| Grand Total       | 13         | 40                     | 45                  | 184                                  | 282              |

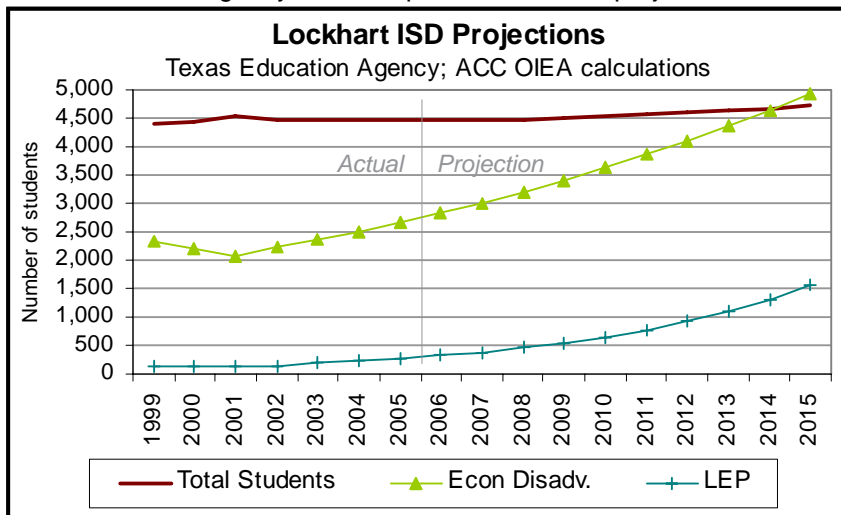
## ACC Enrollment by ZIP Code

ACC 12th class day enrollment data

| Zip Code    | Fall 2001     | Fall 2002     | Fall 2003     | Fall 2004     | Fall 2005     |
|-------------|---------------|---------------|---------------|---------------|---------------|
| 78616       | 37            | 31            | 42            | 42            | 54            |
| 78644       | 123           | 127           | 142           | 156           | 186           |
| 78656       | 14            | 19            | 14            | 21            | 26            |
| Total       | 174           | 177           | 198           | 219           | 266           |
| Percent ACC | 0.6%          | 0.6%          | 0.7%          | 0.7%          | 0.8%          |
| Total ACC   | <b>28,921</b> | <b>30,087</b> | <b>30,203</b> | <b>30,439</b> | <b>31,908</b> |

## Social and Economic Status Demographics

Texas Education Agency, AEIS Reports; ACC OIEA projections



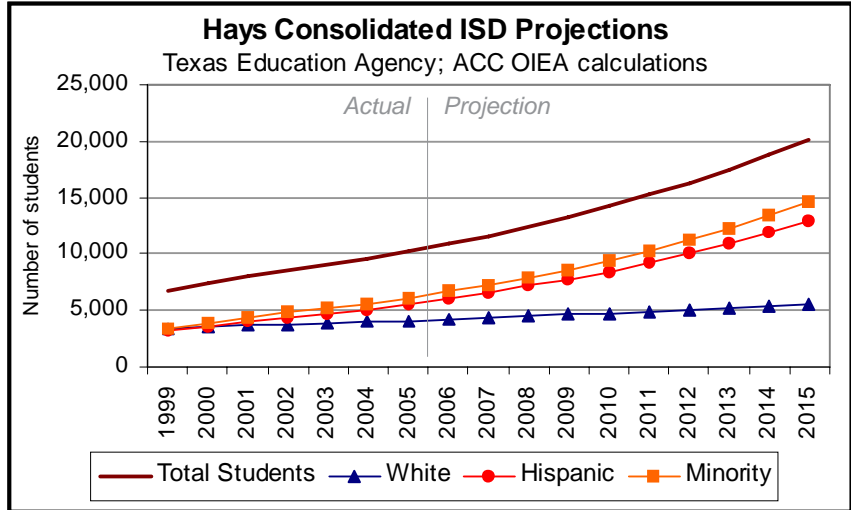
# Hays Consolidated ISD

## Hays County

### ACC Data Profile - Fall 2006

#### Observations

Hays CISD data gathered by the Texas Education Agency show overwhelming growth in the number of Hispanic students with steady growth in the number of White and African-American students.




#### Student Demographics

Texas Education Agency, AEIS Reports

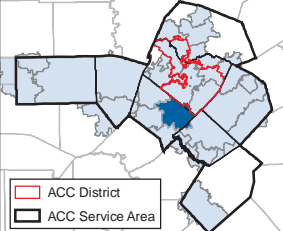
|                                 | 2000-01 |         | 2004-05 |         | Change |         |
|---------------------------------|---------|---------|---------|---------|--------|---------|
|                                 | Count   | Percent | Count   | Percent | Count  | Percent |
| Total Students Enrolled         | 7,402   |         | 9,752   |         | 2,350  | 31.7%   |
| White Students                  | 3,528   | 47.7%   | 4,015   | 41.2%   | 487    | 13.8%   |
| Black Students                  | 229     | 3.1%    | 405     | 4.2%    | 176    | 76.9%   |
| Hispanic Students               | 3,598   | 48.6%   | 5,253   | 53.9%   | 1,655  | 46.0%   |
| Native American Students        | 17      | 0.2%    | 16      | 0.2%    | -1     | -5.9%   |
| Asian/Pacific Islander Students | 30      | 0.4%    | 63      | 0.6%    | 33     | 110.0%  |
| Economically Disadvantaged      | 2,567   | 34.7%   | 3,920   | 40.2%   | 1,353  | 52.7%   |
| Students in Bilingual Programs  | 512     | 6.9%    | 903     | 9.3%    | 391    | 76.4%   |
| LEP Students                    | 549     | 7.4%    | 973     | 10.0%   | 424    | 77.2%   |
| Grade 9                         | 677     | 31.4%   | 804     | 30.7%   | 127    | 18.8%   |
| Grade 10                        | 593     | 27.5%   | 701     | 26.8%   | 108    | 18.2%   |
| Grade 11                        | 516     | 23.9%   | 552     | 21.1%   | 36     | 7.0%    |
| Grade 12                        | 373     | 17.3%   | 558     | 21.3%   | 185    | 49.6%   |
| Total High School Enrollment    | 2,159   |         | 2,615   |         | 456    | 21.1%   |
| Graduates, All Students         | 414     |         | 560     |         | 146    | 35.3%   |
| Graduates, Special Education    | 47      |         | 155     |         | 108    | 229.8%  |


Note: Counts are duplicated across sections.



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# ACC Enrollments by ISD: Hays Cons. ISD

Fall  
2006

## Spring 2005 High School Grads Enrolled in Texas Public Higher Education in Fall 2005

Texas Education Agency, PIER Reports

(based on self-reported student data and does not include Texas private or any out-of-state higher education)

| High School        | Austin CCD | Public 2-year Colleges | Public Universities | Not Found in Texas Public Higher Ed. | Total H.S. Grads |
|--------------------|------------|------------------------|---------------------|--------------------------------------|------------------|
| ACADEMY AT HAYS    | 8          | 1                      | 7                   | 39                                   | 55               |
| JACK C HAYS H S    | 64         | 48                     | 113                 | 251                                  | 476              |
| <b>Grand Total</b> | <b>72</b>  | <b>49</b>              | <b>120</b>          | <b>290</b>                           | <b>531</b>       |

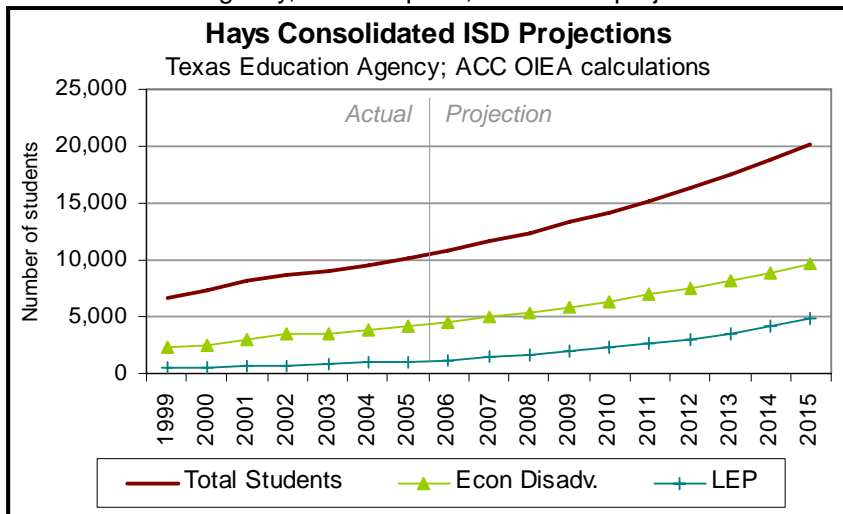
## ACC Enrollment by ZIP Code

ACC 12th class day enrollment data

| Zip Code           | Fall 2001     | Fall 2002     | Fall 2003     | Fall 2004     | Fall 2005     |
|--------------------|---------------|---------------|---------------|---------------|---------------|
| 78610              | 126           | 167           | 190           | 194           | 205           |
| 78640              | 139           | 183           | 223           | 207           | 277           |
| <b>Total</b>       | <b>265</b>    | <b>350</b>    | <b>413</b>    | <b>401</b>    | <b>482</b>    |
| <b>Percent ACC</b> | <b>0.9%</b>   | <b>1.2%</b>   | <b>1.4%</b>   | <b>1.3%</b>   | <b>1.5%</b>   |
| <b>Total ACC</b>   | <b>28,921</b> | <b>30,087</b> | <b>30,203</b> | <b>30,439</b> | <b>31,908</b> |

## Social and Economic Status Demographics

Texas Education Agency, AEIS Reports; ACC OIEA projections



# San Marcos CISD

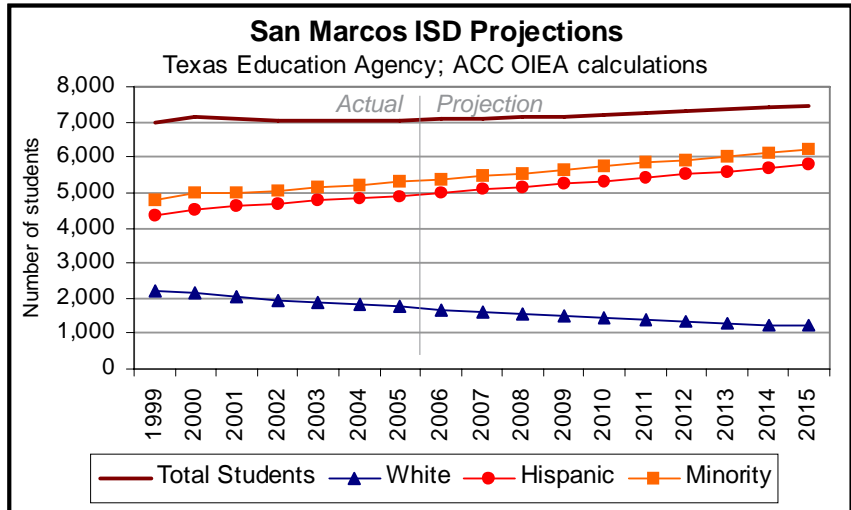
## Hays County

### ACC Data Profile - Fall 2006

#### Observations

San Marcos CISD data gathered by the Texas Education Agency show positive growth only in the number of Hispanic students with negative growth in almost every other student race/ethnicity type.

If recent trends continue (based on a three year moving average), about 60% of the student population of San Marcos CISD will be Economically Disadvantaged by 2015.




#### Student Demographics

Texas Education Agency, AEIS Reports

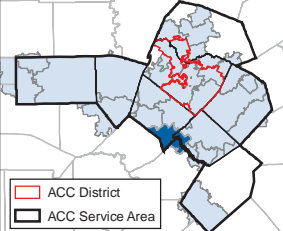
|                                 | 2000-01 |         | 2004-05 |         | Change |         |
|---------------------------------|---------|---------|---------|---------|--------|---------|
|                                 | Count   | Percent | Count   | Percent | Count  | Percent |
| Total Students Enrolled         | 7,149   |         | 7,089   |         | -60    | -0.8%   |
| White Students                  | 2,171   | 30.4%   | 1,844   | 26.0%   | -327   | -15.1%  |
| Black Students                  | 388     | 5.4%    | 339     | 4.8%    | -49    | -12.6%  |
| Hispanic Students               | 4,534   | 63.4%   | 4,841   | 68.3%   | 307    | 6.8%    |
| Native American Students        | 10      | 0.1%    | 9       | 0.1%    | -1     | -10.0%  |
| Asian/Pacific Islander Students | 46      | 0.6%    | 56      | 0.8%    | 10     | 21.7%   |
| Economically Disadvantaged      | 3,853   | 53.9%   | 4,228   | 59.6%   | 375    | 9.7%    |
| Students in Bilingual Programs  | 435     | 6.1%    | 435     | 6.1%    | 0      | 0.0%    |
| LEP Students                    | 462     | 6.5%    | 428     | 6.0%    | -34    | -7.4%   |
| Grade 9                         | 592     | 29.8%   | 591     | 29.8%   | -1     | -0.2%   |
| Grade 10                        | 543     | 27.3%   | 533     | 26.9%   | -10    | -1.8%   |
| Grade 11                        | 466     | 23.5%   | 454     | 22.9%   | -12    | -2.6%   |
| Grade 12                        | 386     | 19.4%   | 404     | 20.4%   | 18     | 4.7%    |
| Total High School Enrollment    | 1,987   |         | 1,982   |         | -5     | -0.3%   |
| Graduates, All Students         | 421     |         | 395     |         | -26    | -6.2%   |
| Graduates, Special Education    | 57      |         | 88      |         | 31     | 54.4%   |


Note: Counts are duplicated across sections.



ISD Data Profiles are produced annually and available at [www.austinctc.edu/oiepub](http://www.austinctc.edu/oiepub)

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# ACC Enrollments by ISD: San Marcos CISD

Fall  
2006

## Spring 2005 High School Grads Enrolled in Texas Public Higher Education in Fall 2005

Texas Education Agency, PIER Reports

(based on self-reported student data and does not include Texas private or any out-of-state higher education)

| High School       | Austin CCD | Public 2-year Colleges | Public Universities | Not Found in Texas Public Higher Ed. | Total H.S. Grads |
|-------------------|------------|------------------------|---------------------|--------------------------------------|------------------|
| PRIDE HIGH SCHOOL | 7          | 3                      | 0                   | 74                                   | 84               |
| SAN MARCOS H S    | 42         | 58                     | 56                  | 160                                  | 316              |
| Grand Total       | 49         | 61                     | 56                  | 234                                  | 400              |

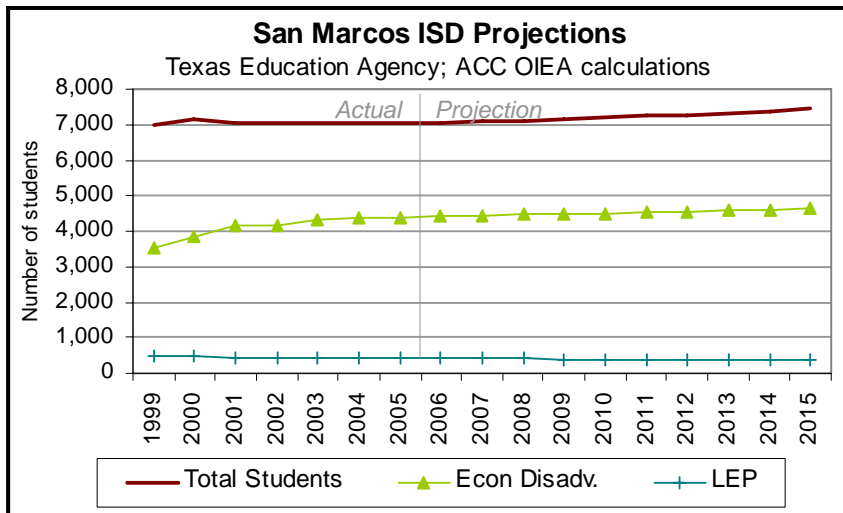
## ACC Enrollment by ZIP Code

ACC 12th class day enrollment data

| Zip Code    | Fall 2001     | Fall 2002     | Fall 2003     | Fall 2004     | Fall 2005     |
|-------------|---------------|---------------|---------------|---------------|---------------|
| 78655       | 13            | 17            | 32            | 30            | 26            |
| 78666       | 489           | 528           | 582           | 608           | 584           |
| Total       | 502           | 545           | 614           | 638           | 610           |
| Percent ACC | 1.7%          | 1.8%          | 2.0%          | 2.1%          | 1.9%          |
| Total ACC   | <b>28,921</b> | <b>30,087</b> | <b>30,203</b> | <b>30,439</b> | <b>31,908</b> |

## Social and Economic Status Demographics

Texas Education Agency, AEIS Reports; ACC OIEA projections



# Travis County

## All School Districts

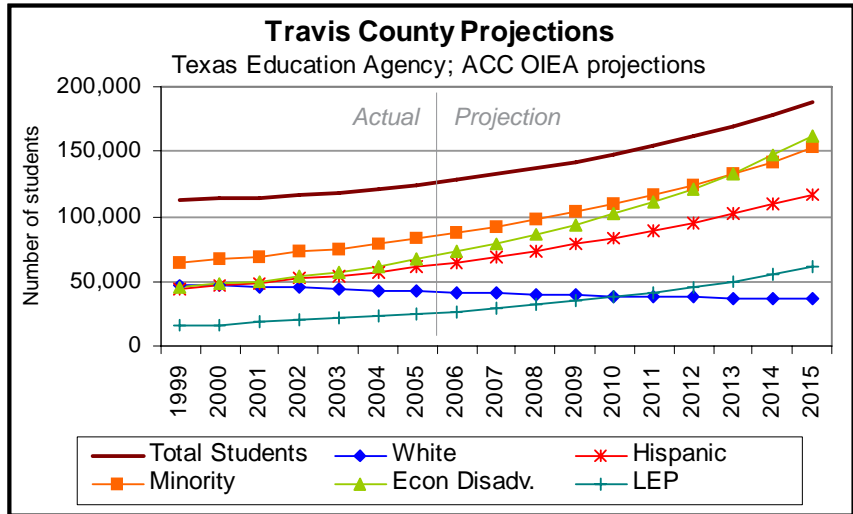
### ACC Data Profile - Fall 2006

#### Observations

There are seven independent school districts in Travis County (percent of total county public school enrollment):

| 2004-05          |        |       |
|------------------|--------|-------|
| AUSTIN ISD       | 79,707 | 65.3% |
| PFLUGERVILLE ISD | 17,550 | 14.4% |
| DEL VALLE ISD    | 7,728  | 6.3%  |
| EANES ISD        | 7,098  | 5.8%  |
| LAKE TRAVIS ISD  | 5,065  | 4.1%  |
| MANOR ISD        | 3,828  | 3.1%  |
| LAGO VISTA ISD   | 1,161  | 1.0%  |

As with most districts in the county, the largest growth is in Hispanic students and Economically Disadvantaged students.




Note: Counts are duplicated across race/ethnicity and Econ. Disadv. and LEP.

#### Student Demographics

Texas Education Agency, AEIS Reports

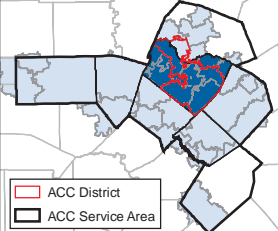
|                                 | 2000-01 |         | 2004-05 |         | Change |         |
|---------------------------------|---------|---------|---------|---------|--------|---------|
|                                 | Count   | Percent | Count   | Percent | Count  | Percent |
| Total Students Enrolled         | 114,249 |         | 122,137 |         | 7,888  | 6.9%    |
| White Students                  | 46,756  | 40.9%   | 42,710  | 35.0%   | -4,046 | -8.7%   |
| Black Students                  | 16,448  | 14.4%   | 16,669  | 13.6%   | 221    | 1.3%    |
| Hispanic Students               | 47,045  | 41.2%   | 57,949  | 47.4%   | 10,904 | 23.2%   |
| Native American Students        | 381     | 0.3%    | 348     | 0.3%    | -33    | -8.7%   |
| Asian/Pacific Islander Students | 3,619   | 3.2%    | 4,461   | 3.7%    | 842    | 23.3%   |
| Economically Disadvantaged      | 48,248  | 42.2%   | 62,439  | 51.1%   | 14,191 | 29.4%   |
| Students in Bilingual Programs  | 15,243  | 13.3%   | 22,025  | 18.0%   | 6,782  | 44.5%   |
| LEP Students                    | 16,649  | 14.6%   | 23,231  | 19.0%   | 6,582  | 39.5%   |
| Grade 9                         | 9,820   | 32.5%   | 10,314  | 32.0%   | 494    | 5.0%    |
| Grade 10                        | 7,970   | 26.4%   | 8,102   | 25.1%   | 132    | 1.7%    |
| Grade 11                        | 6,524   | 21.6%   | 7,378   | 22.9%   | 854    | 13.1%   |
| Grade 12                        | 5,931   | 19.6%   | 6,470   | 20.1%   | 539    | 9.1%    |
| Total High School Enrollment    | 30,245  |         | 32,264  |         | 2,019  | 6.7%    |
| Graduates, All Students         | 5,378   |         | 6,183   |         | 805    | 15.0%   |
| Graduates, Special Education    | 527     |         | 1,738   |         | 1,211  | 229.8%  |


Note: Counts are duplicated across sections.



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## Spring 2005 High School Grads Enrolled in Texas Public Higher Education in Fall 2005

Texas Education Agency, PIER Reports

(based on self-reported student data and does not include Texas private or any out-of-state higher education)

| High School                  | Austin CCD | Public 2-year Colleges | Public Universities | Not Found in Texas Public Higher Ed. | Total H.S. Grads |
|------------------------------|------------|------------------------|---------------------|--------------------------------------|------------------|
| AKINS HS                     | 55         | 32                     | 36                  | 262                                  | 385              |
| AMERICAN YOUTH WORKS CHARTER | 19         | 2                      | 2                   | 105                                  | 128              |
| ANDERSON H S                 | 82         | 24                     | 146                 | 165                                  | 417              |
| AUSTIN CAN ACADEMY CHARTER   | 0          | 2                      | 0                   | 31                                   | 33               |
| AUSTIN H S                   | 88         | 23                     | 145                 | 222                                  | 478              |
| BOWIE H S                    | 128        | 48                     | 186                 | 166                                  | 528              |
| CROCKETT H S                 | 71         | 36                     | 56                  | 193                                  | 356              |
| DEL VALLE H S                | 58         | 5                      | 57                  | 208                                  | 328              |
| DEL VALLE OPPORTUNITY CTR    | 0          | 4                      | 0                   | 28                                   | 32               |
| GONZALO GARZA H S            | 28         | 2                      | 15                  | 114                                  | 159              |
| JOHN B CONNALLY H S          | 67         | 39                     | 114                 | 204                                  | 424              |
| JOHNSON H S                  | 27         | 11                     | 115                 | 171                                  | 324              |
| JOHNSTON H S                 | 18         | 3                      | 16                  | 97                                   | 134              |
| LAGO VISTA H S               | 6          | 2                      | 21                  | 36                                   | 65               |
| LAKE TRAVIS H S              | 46         | 35                     | 123                 | 116                                  | 320              |
| LANIER H S                   | 34         | 10                     | 35                  | 176                                  | 255              |
| MANOR H S                    | 19         | 13                     | 21                  | 87                                   | 140              |
| MCCALLUM H S                 | 53         | 23                     | 82                  | 156                                  | 314              |
| PFLUGERVILLE H S             | 104        | 65                     | 147                 | 200                                  | 516              |
| REAGAN H S                   | 12         | 2                      | 18                  | 105                                  | 137              |
| TRAVIS H S                   | 40         | 8                      | 19                  | 178                                  | 245              |
| WESTLAKE H S                 | 60         | 49                     | 191                 | 267                                  | 585              |
| Grand Total                  | 1015       | 438                    | 1545                | 3287                                 | 6303             |

## ACC Enrollment by County in the ACC Service Area

ACC 12th class day enrollment data

| County               | Fall 2001     | Fall 2002     | Fall 2003     | Fall 2004     | Fall 2005     |
|----------------------|---------------|---------------|---------------|---------------|---------------|
| Bastrop County       | 364           | 369           | 412           | 408           | 450           |
| Blanco County        | 56            | 40            | 38            | 49            | 69            |
| Caldwell County      | 222           | 227           | 267           | 291           | 351           |
| Gillespie County     | 177           | 149           | 169           | 177           | 148           |
| Gonzales County      | 0             | 0             | 0             | 0             | 0             |
| Hays County          | 1,117         | 1,303         | 1,383         | 1,434         | 1,559         |
| <b>Travis County</b> | <b>22,362</b> | <b>22,368</b> | <b>21,811</b> | <b>22,313</b> | <b>23,044</b> |
| Williamson County    | 3,208         | 3,457         | 3,822         | 4,010         | 4,538         |
| Other                | 101           | 84            | 96            | 80            | 77            |
| Total                | 27,607        | 27,997        | 27,998        | 28,762        | 30,236        |
| Percent ACCD         | 95.5%         | 93.1%         | 92.7%         | 94.5%         | 94.8%         |
| Total ACCD           | <b>28,921</b> | <b>30,087</b> | <b>30,203</b> | <b>30,439</b> | <b>31,908</b> |

# Williamson County

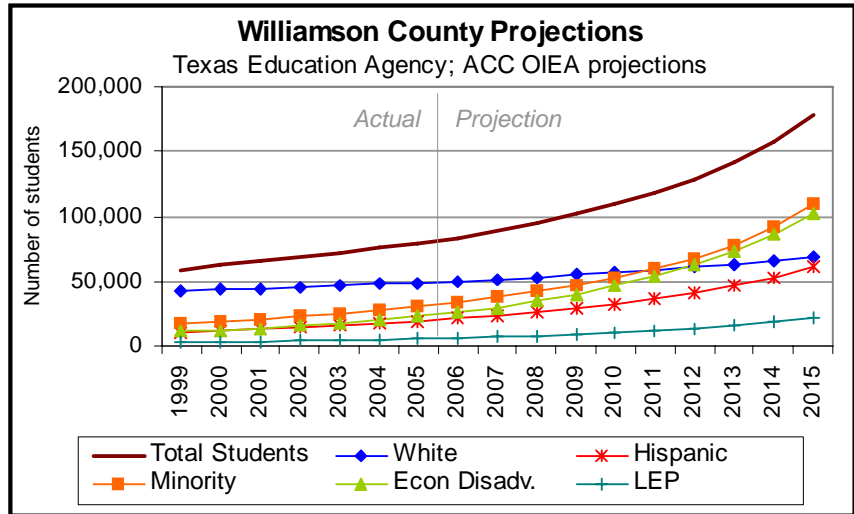
## All School Districts

### ACC Data Profile - Fall 2006

#### Observations

There are eleven independent school districts in Williamson County (percent of total county public school enrollment):

|                  | 2004-05 |       |
|------------------|---------|-------|
| ROUND ROCK ISD   | 36,567  | 48.5% |
| LEANDER ISD      | 19,877  | 26.3% |
| GEORGETOWN ISD   | 8,814   | 11.7% |
| TAYLOR ISD       | 2,953   | 3.9%  |
| HUTTO ISD        | 2,460   | 3.3%  |
| LIBERTY HILL ISD | 1,973   | 2.6%  |
| FLORENCE ISD     | 1,038   | 1.4%  |
| JARRELL ISD      | 655     | 0.9%  |
| THRALL ISD       | 527     | 0.7%  |
| GRANGER ISD      | 458     | 0.6%  |
| COUPLAND ISD     | 120     | 0.2%  |



Note: Counts are duplicated across race/ethnicity and Econ. Disadv. and LEP.

#### Student Demographics

Texas Education Agency, AEIS Reports

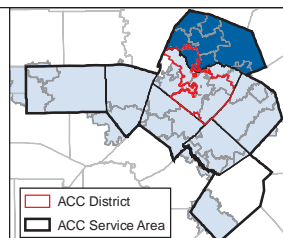
|                                 | 2000-01 |         | 2004-05 |         | Change |         |
|---------------------------------|---------|---------|---------|---------|--------|---------|
|                                 | Count   | Percent | Count   | Percent | Count  | Percent |
| Total Students Enrolled         | 62,549  |         | 75,442  |         | 12,893 | 20.6%   |
| White Students                  | 43,631  | 69.8%   | 47,677  | 63.2%   | 4,046  | 9.3%    |
| Black Students                  | 3,926   | 6.3%    | 5,732   | 7.6%    | 1,806  | 46.0%   |
| Hispanic Students               | 12,132  | 19.4%   | 17,587  | 23.3%   | 5,455  | 45.0%   |
| Native American Students        | 263     | 0.4%    | 357     | 0.5%    | 94     | 35.7%   |
| Asian/Pacific Islander Students | 2,597   | 4.2%    | 4,089   | 5.4%    | 1,492  | 57.5%   |
| Economically Disadvantaged      | 11,438  | 18.3%   | 19,616  | 26.0%   | 8,178  | 71.5%   |
| Students in Bilingual Programs  | 2,331   | 3.7%    | 4,190   | 5.6%    | 1,859  | 79.8%   |
| LEP Students                    | 2,782   | 4.4%    | 4,751   | 6.3%    | 1,969  | 70.8%   |
| Grade 9                         | 5,188   | 29.6%   | 6,307   | 29.8%   | 1,119  | 21.6%   |
| Grade 10                        | 4,659   | 26.6%   | 5,381   | 25.4%   | 722    | 15.5%   |
| Grade 11                        | 4,232   | 24.1%   | 5,028   | 23.7%   | 796    | 18.8%   |
| Grade 12                        | 3,447   | 19.7%   | 4,463   | 21.1%   | 1,016  | 29.5%   |
| Total High School Enrollment    | 17,526  |         | 21,179  |         | 3,653  | 20.8%   |
| Graduates, All Students         | 3,312   |         | 4,194   |         | 882    | 26.6%   |
| Graduates, Special Education    | 318     |         | 1,215   |         | 897    | 282.1%  |

Note: Counts are duplicated across sections.



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## Spring 2005 High School Grads Enrolled in Texas Public Higher Education in Fall 2005

Texas Education Agency, PIER Reports

(based on self-reported student data and does not include Texas private or any out-of-state higher education)

| High School             | Austin CCD | Public 2-year Colleges | Public Universities | Not Found in Texas Public Higher Ed. | Total H.S. Grads |
|-------------------------|------------|------------------------|---------------------|--------------------------------------|------------------|
| CEDAR PARK H S          | 128        | 58                     | 165                 | 173                                  | 524              |
| CHIP RICARTE H S        | 0          | 2                      | 0                   | 43                                   | 45               |
| FLORENCE H S            | 0          | 18                     | 19                  | 38                                   | 75               |
| GEORGETOWN H S          | 61         | 68                     | 153                 | 203                                  | 485              |
| GRANGER SCHOOL          | 0          | 5                      | 19                  | 15                                   | 39               |
| HUTTO H S               | 10         | 23                     | 25                  | 52                                   | 110              |
| JARRELL H S             | 0          | 10                     | 10                  | 18                                   | 38               |
| LEANDER H S             | 111        | 23                     | 96                  | 213                                  | 443              |
| LIBERTY HILL H S        | 22         | 19                     | 31                  | 66                                   | 138              |
| MCNEIL H S              | 106        | 41                     | 155                 | 226                                  | 528              |
| NEW HOPE HIGH SCHOOL    | 13         | 0                      | 0                   | 36                                   | 49               |
| ROUND ROCK H S          | 72         | 32                     | 133                 | 164                                  | 401              |
| STONY POINT HIGH SCHOOL | 68         | 48                     | 109                 | 303                                  | 528              |
| SUCCESS PROGRAM EAST    | 5          | 0                      | 0                   | 56                                   | 61               |
| SUCCESS PROGRAM WEST    | 9          | 4                      | 0                   | 63                                   | 76               |
| TAYLOR H S              | 0          | 36                     | 35                  | 115                                  | 186              |
| THRALL H S              | 0          | 7                      | 8                   | 21                                   | 36               |
| WESTWOOD H S            | 91         | 46                     | 226                 | 245                                  | 608              |
| <b>Grand Total</b>      | <b>696</b> | <b>440</b>             | <b>1184</b>         | <b>2050</b>                          | <b>4370</b>      |

## ACC Enrollment by County in the ACC Service Area

ACC 12th class day enrollment data

| County                   | Fall 2001     | Fall 2002     | Fall 2003     | Fall 2004     | Fall 2005     |
|--------------------------|---------------|---------------|---------------|---------------|---------------|
| Bastrop County           | 364           | 369           | 412           | 408           | 450           |
| Blanco County            | 56            | 40            | 38            | 49            | 69            |
| Caldwell County          | 222           | 227           | 267           | 291           | 351           |
| Gillespie County         | 177           | 149           | 169           | 177           | 148           |
| Gonzales County          | 0             | 0             | 0             | 0             | 0             |
| Hays County              | 1,117         | 1,303         | 1,383         | 1,434         | 1,559         |
| Travis County            | 22,362        | 22,368        | 21,811        | 22,313        | 23,044        |
| <b>Williamson County</b> | <b>3,208</b>  | <b>3,457</b>  | <b>3,822</b>  | <b>4,010</b>  | <b>4,538</b>  |
| Other                    | 101           | 84            | 96            | 80            | 77            |
| <b>Total</b>             | <b>27,607</b> | <b>27,997</b> | <b>27,998</b> | <b>28,762</b> | <b>30,236</b> |
| Percent ACCD             | 95.5%         | 93.1%         | 92.7%         | 94.5%         | 94.8%         |
| <b>Total ACCD</b>        | <b>28,921</b> | <b>30,087</b> | <b>30,203</b> | <b>30,439</b> | <b>31,908</b> |

# Hays County

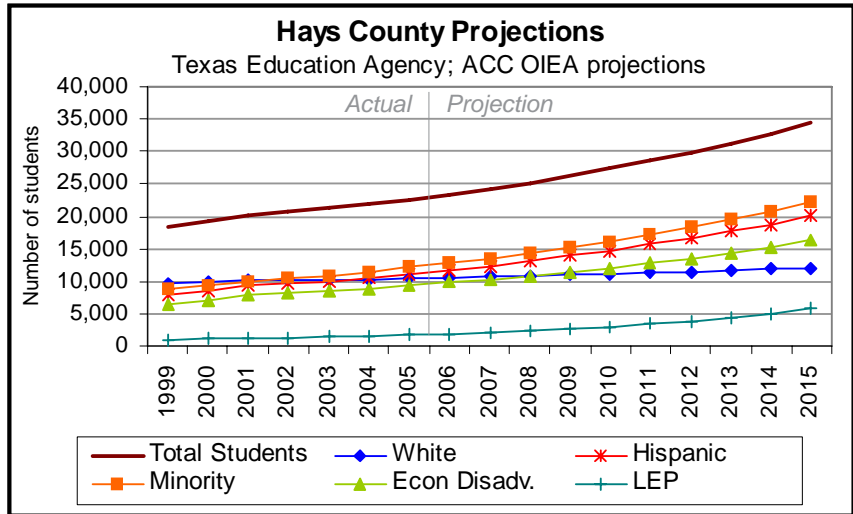
## All School Districts

### ACC Data Profile - Fall 2006

#### Observations

There are four independent school districts in Hays County (percent of total county public school enrollment):

|                    | 2004-05 |       |
|--------------------|---------|-------|
| HAYS CISD          | 9,752   | 44.0% |
| SAN MARCOS CISD    | 7,089   | 32.0% |
| DRIPPING SPRINGS I | 3,408   | 15.4% |
| WIMBERLEY ISD      | 1,930   | 8.7%  |



Note: Counts are duplicated across race/ethnicity and Econ. Disadv. and LEP.

#### Student Demographics

Texas Education Agency, AEIS Reports

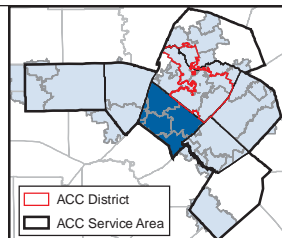
|                                 | 2000-01 |         | 2004-05 |         | Change |         |
|---------------------------------|---------|---------|---------|---------|--------|---------|
|                                 | Count   | Percent | Count   | Percent | Count  | Percent |
| Total Students Enrolled         | 19,411  |         | 22,179  |         | 2,768  | 14.3%   |
| White Students                  | 10,031  | 51.7%   | 10,465  | 47.2%   | 434    | 4.3%    |
| Black Students                  | 650     | 3.3%    | 784     | 3.5%    | 134    | 20.6%   |
| Hispanic Students               | 8,579   | 44.2%   | 10,726  | 48.4%   | 2,147  | 25.0%   |
| Native American Students        | 53      | 0.3%    | 54      | 0.2%    | 1      | 1.9%    |
| Asian/Pacific Islander Students | 98      | 0.5%    | 150     | 0.7%    | 52     | 53.1%   |
| Economically Disadvantaged      | 6,950   | 35.8%   | 8,888   | 40.1%   | 1,938  | 27.9%   |
| Students in Bilingual Programs  | 1,018   | 5.2%    | 1,478   | 6.7%    | 460    | 45.2%   |
| LEP Students                    | 1,083   | 5.6%    | 1,555   | 7.0%    | 472    | 43.6%   |
| Grade 9                         | 1,724   | 30.0%   | 1,883   | 29.8%   | 159    | 9.2%    |
| Grade 10                        | 1,566   | 27.3%   | 1,703   | 26.9%   | 137    | 8.7%    |
| Grade 11                        | 1,389   | 24.2%   | 1,375   | 21.7%   | -14    | -1.0%   |
| Grade 12                        | 1,067   | 18.6%   | 1,366   | 21.6%   | 299    | 28.0%   |
| Total High School Enrollment    | 5,746   |         | 6,327   |         | 581    | 10.1%   |
| Graduates, All Students         | 1,123   |         | 1,327   |         | 204    | 18.2%   |
| Graduates, Special Education    | 143     |         | 297     |         | 154    | 107.7%  |

Note: Counts are duplicated across sections.



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## Spring 2005 High School Grads Enrolled in Texas Public Higher Education in Fall 2005

Texas Education Agency, PIER Reports

(based on self-reported student data and does not include Texas private or any out-of-state higher education)

| High School                | Austin CCD | Public 2-year Colleges | Public Universities | Not Found in Texas Public Higher Ed. | Total H.S. Grads |
|----------------------------|------------|------------------------|---------------------|--------------------------------------|------------------|
| ACADEMY AT HAYS            | 8          | 1                      | 7                   | 39                                   | 55               |
| DRIPPING SPRINGS H S       | 40         | 32                     | 96                  | 66                                   | 234              |
| JACK C HAYS H S            | 64         | 48                     | 113                 | 251                                  | 476              |
| KATHERINE ANNE PORTER SCH. | 0          | 4                      | 4                   | 22                                   | 30               |
| PRIDE HIGH SCHOOL          | 7          | 3                      | 0                   | 74                                   | 84               |
| SAN MARCOS H S             | 42         | 58                     | 56                  | 160                                  | 316              |
| WIMBERLEY H S              | 25         | 26                     | 48                  | 61                                   | 160              |
| <b>Grand Total</b>         | <b>186</b> | <b>172</b>             | <b>324</b>          | <b>673</b>                           | <b>1355</b>      |

## ACC Enrollment by County in the ACC Service Area

ACC 12th class day enrollment data

| County             | Fall 2001     | Fall 2002     | Fall 2003     | Fall 2004     | Fall 2005     |
|--------------------|---------------|---------------|---------------|---------------|---------------|
| Bastrop County     | 364           | 369           | 412           | 408           | 450           |
| Blanco County      | 56            | 40            | 38            | 49            | 69            |
| Caldwell County    | 222           | 227           | 267           | 291           | 351           |
| Gillespie County   | 177           | 149           | 169           | 177           | 148           |
| Gonzales County    | 0             | 0             | 0             | 0             | 0             |
| <b>Hays County</b> | <b>1,117</b>  | <b>1,303</b>  | <b>1,383</b>  | <b>1,434</b>  | <b>1,559</b>  |
| Travis County      | 22,362        | 22,368        | 21,811        | 22,313        | 23,044        |
| Williamson County  | 3,208         | 3,457         | 3,822         | 4,010         | 4,538         |
| Other              | 101           | 84            | 96            | 80            | 77            |
| <b>Total</b>       | <b>27,607</b> | <b>27,997</b> | <b>27,998</b> | <b>28,762</b> | <b>30,236</b> |
| Percent ACCD       | 95.5%         | 93.1%         | 92.7%         | 94.5%         | 94.8%         |
| <b>Total ACCD</b>  | <b>28,921</b> | <b>30,087</b> | <b>30,203</b> | <b>30,439</b> | <b>31,908</b> |

# Caldwell County

## All School Districts

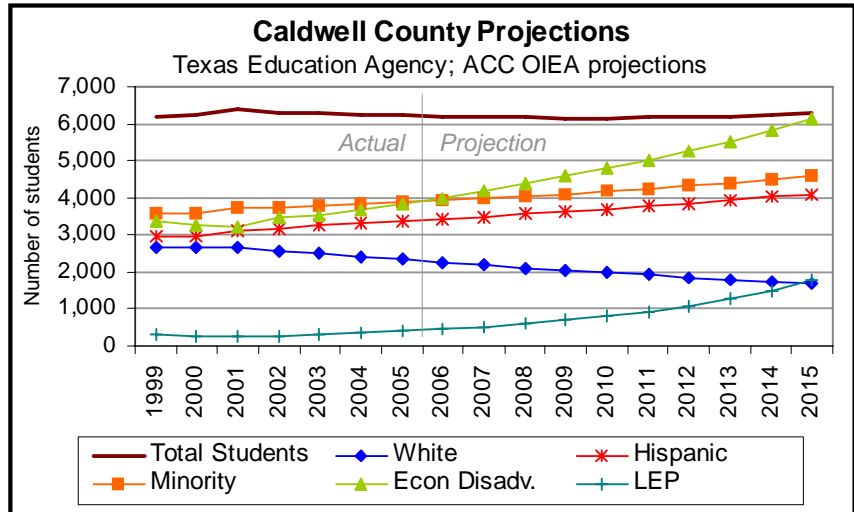
### ACC Data Profile - Fall 2006

#### Observations

There are three independent school districts in Caldwell County (percent of total county public school enrollment):

|                 | 2004-05 |       |
|-----------------|---------|-------|
| LOCKHART ISD    | 4,492   | 71.9% |
| LULING ISD      | 1,559   | 24.9% |
| PRAIRIE LEA ISD | 200     | 3.2%  |

The new tollway, State Highway 130, currently under construction will bisect Caldwell County and become a major generator of new residential and employment growth in all three school districts, likely dramatically changing these projections.



Note: Counts are duplicated across race/ethnicity and Econ. Disadv. and LEP.

#### Student Demographics

Texas Education Agency, AEIS Reports

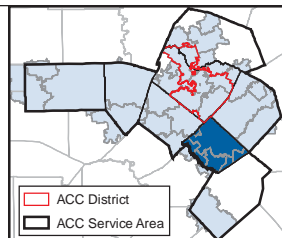
|                                 | 2000-01 |         | 2004-05 |         | Change |         |
|---------------------------------|---------|---------|---------|---------|--------|---------|
|                                 | Count   | Percent | Count   | Percent | Count  | Percent |
| Total Students Enrolled         | 6,245   |         | 6,251   |         | 6      | 0.1%    |
| White Students                  | 2,650   | 42.4%   | 2,409   | 38.5%   | -241   | -9.1%   |
| Black Students                  | 571     | 9.1%    | 511     | 8.2%    | -60    | -10.5%  |
| Hispanic Students               | 2,982   | 47.8%   | 3,292   | 52.7%   | 310    | 10.4%   |
| Native American Students        | 10      | 0.2%    | 11      | 0.2%    | 1      | 10.0%   |
| Asian/Pacific Islander Students | 32      | 0.5%    | 28      | 0.4%    | -4     | -12.5%  |
| Economically Disadvantaged      | 3,287   | 52.6%   | 3,626   | 58.0%   | 339    | 10.3%   |
| Students in Bilingual Programs  | 248     | 4.0%    | 329     | 5.3%    | 81     | 32.7%   |
| LEP Students                    | 275     | 4.4%    | 359     | 5.7%    | 84     | 30.5%   |
| Grade 9                         | 598     | 32.6%   | 546     | 29.4%   | -52    | -8.7%   |
| Grade 10                        | 513     | 28.0%   | 513     | 27.7%   | 0      | 0.0%    |
| Grade 11                        | 356     | 19.4%   | 423     | 22.8%   | 67     | 18.8%   |
| Grade 12                        | 367     | 20.0%   | 373     | 20.1%   | 6      | 1.6%    |
| Total High School Enrollment    | 1,834   |         | 1,855   |         | 21     | 1.1%    |
| Graduates, All Students         | 353     |         | 410     |         | 57     | 16.1%   |
| Graduates, Special Education    | 33      |         | 155     |         | 122    | 369.7%  |

Note: Counts are duplicated across sections.



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## Spring 2005 High School Grads Enrolled in Texas Public Higher Education in Fall 2005

Texas Education Agency, PIER Reports

(based on self-reported student data and does not include Texas private or any out-of-state higher education)

| High School       | Austin CCD | Public 2-year Colleges | Public Universities | Not Found in Texas Public Higher Ed. | Total H.S. Grads |
|-------------------|------------|------------------------|---------------------|--------------------------------------|------------------|
| LOCKHART H S      | 13         | 36                     | 45                  | 147                                  | 241              |
| LOCKHART PRIDE HS | 0          | 4                      | 0                   | 37                                   | 41               |
| LULING H S        | 0          | 7                      | 17                  | 57                                   | 81               |
| Grand Total       | 13         | 47                     | 62                  | 241                                  | 363              |

## ACC Enrollment by County in the ACC Service Area

ACC 12th class day enrollment data

| County                 | Fall 2001     | Fall 2002     | Fall 2003     | Fall 2004     | Fall 2005     |
|------------------------|---------------|---------------|---------------|---------------|---------------|
| Bastrop County         | 364           | 369           | 412           | 408           | 450           |
| Blanco County          | 56            | 40            | 38            | 49            | 69            |
| <b>Caldwell County</b> | <b>222</b>    | <b>227</b>    | <b>267</b>    | <b>291</b>    | <b>351</b>    |
| Gillespie County       | 177           | 149           | 169           | 177           | 148           |
| Gonzales County        | 0             | 0             | 0             | 0             | 0             |
| Hays County            | 1,117         | 1,303         | 1,383         | 1,434         | 1,559         |
| Travis County          | 22,362        | 22,368        | 21,811        | 22,313        | 23,044        |
| Williamson County      | 3,208         | 3,457         | 3,822         | 4,010         | 4,538         |
| Other                  | 101           | 84            | 96            | 80            | 77            |
| Total                  | 27,607        | 27,997        | 27,998        | 28,762        | 30,236        |
| Percent ACCD           | 95.5%         | 93.1%         | 92.7%         | 94.5%         | 94.8%         |
| Total ACCD             | <b>28,921</b> | <b>30,087</b> | <b>30,203</b> | <b>30,439</b> | <b>31,908</b> |

# Bastrop County

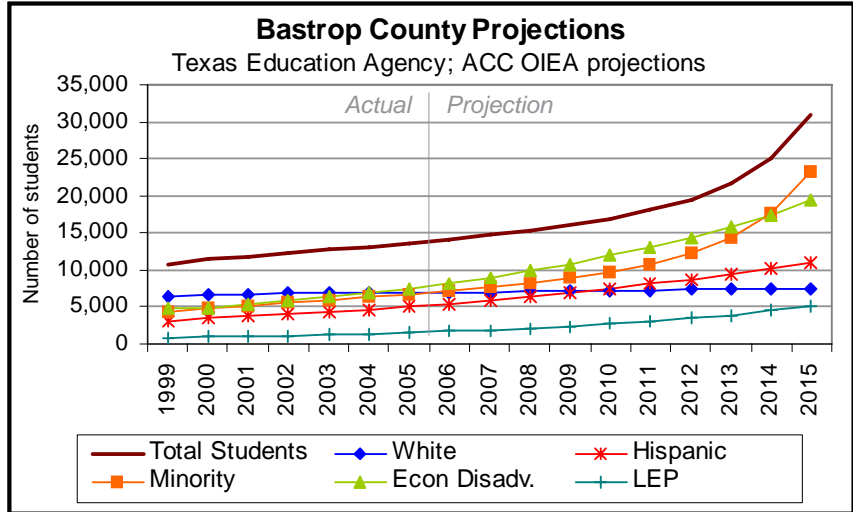
## All School Districts

### ACC Data Profile - Fall 2006

#### Observations

There are four independent school districts in Bastrop County (percent of total county public school enrollment):

|                | 2004-05 |       |
|----------------|---------|-------|
| BASTROP ISD    | 7,730   | 59.4% |
| ELGIN ISD      | 3,190   | 24.5% |
| SMITHVILLE ISD | 1,845   | 14.2% |
| MCDADE ISD     | 249     | 1.9%  |



Note: Counts are duplicated across race/ethnicity and Econ. Disadv. and LEP.

#### Student Demographics

Texas Education Agency, AEIS Reports

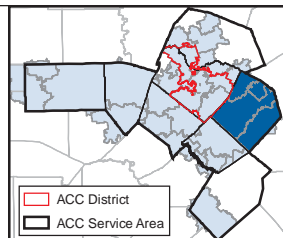
|                                 | 2000-01 |         | 2004-05 |         | Change |         |
|---------------------------------|---------|---------|---------|---------|--------|---------|
|                                 | Count   | Percent | Count   | Percent | Count  | Percent |
| Total Students Enrolled         | 11,434  |         | 13,014  |         | 1,580  | 13.8%   |
| White Students                  | 6,571   | 57.5%   | 6,769   | 52.0%   | 198    | 3.0%    |
| Black Students                  | 1,270   | 11.1%   | 1,438   | 11.0%   | 168    | 13.2%   |
| Hispanic Students               | 3,480   | 30.4%   | 4,680   | 36.0%   | 1,200  | 34.5%   |
| Native American Students        | 58      | 0.5%    | 51      | 0.4%    | -7     | -12.1%  |
| Asian/Pacific Islander Students | 55      | 0.5%    | 76      | 0.6%    | 21     | 38.2%   |
| Economically Disadvantaged      | 4,955   | 43.3%   | 6,914   | 53.1%   | 1,959  | 39.5%   |
| Students in Bilingual Programs  | 626     | 5.5%    | 1,119   | 8.6%    | 493    | 78.8%   |
| LEP Students                    | 970     | 8.5%    | 1,381   | 10.6%   | 411    | 42.4%   |
| Grade 9                         | 1,082   | 34.8%   | 1,147   | 30.9%   | 65     | 6.0%    |
| Grade 10                        | 826     | 26.6%   | 940     | 25.3%   | 114    | 13.8%   |
| Grade 11                        | 639     | 20.6%   | 877     | 23.6%   | 238    | 37.2%   |
| Grade 12                        | 561     | 18.1%   | 745     | 20.1%   | 184    | 32.8%   |
| Total High School Enrollment    | 3,108   |         | 3,709   |         | 601    | 19.3%   |
| Graduates, All Students         | 550     |         | 730     |         | 180    | 32.7%   |
| Graduates, Special Education    | 67      |         | 268     |         | 201    | 300.0%  |

Note: Counts are duplicated across sections.



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## Spring 2005 High School Grads Enrolled in Texas Public Higher Education in Fall 2005

Texas Education Agency, PIER Reports

(based on self-reported student data and does not include Texas private or any out-of-state higher education)

| High School             | Austin CCD | Public 2-year Colleges | Public Universities | Not Found in Texas Public Higher Ed. | Total H.S. Grads |
|-------------------------|------------|------------------------|---------------------|--------------------------------------|------------------|
| BASTROP H S             | 65         | 53                     | 82                  | 184                                  | 384              |
| ELGIN H S               | 16         | 41                     | 43                  | 85                                   | 185              |
| GENESIS H S             | 5          | 2                      | 0                   | 55                                   | 62               |
| PHOENIX LEARNING CENTER | 0          | 0                      | 0                   | 26                                   | 26               |
| SMITHVILLE H S          | 0          | 24                     | 25                  | 56                                   | 105              |
| <b>Grand Total</b>      | <b>86</b>  | <b>120</b>             | <b>150</b>          | <b>406</b>                           | <b>762</b>       |

## ACC Enrollment by County in the ACC Service Area

ACC 12th class day enrollment data

| County                | Fall 2001     | Fall 2002     | Fall 2003     | Fall 2004     | Fall 2005     |
|-----------------------|---------------|---------------|---------------|---------------|---------------|
| <b>Bastrop County</b> | <b>364</b>    | <b>369</b>    | <b>412</b>    | <b>408</b>    | <b>450</b>    |
| Blanco County         | 56            | 40            | 38            | 49            | 69            |
| Caldwell County       | 222           | 227           | 267           | 291           | 351           |
| Gillespie County      | 177           | 149           | 169           | 177           | 148           |
| Gonzales County       | 0             | 0             | 0             | 0             | 0             |
| Hays County           | 1,117         | 1,303         | 1,383         | 1,434         | 1,559         |
| Travis County         | 22,362        | 22,368        | 21,811        | 22,313        | 23,044        |
| Williamson County     | 3,208         | 3,457         | 3,822         | 4,010         | 4,538         |
| Other                 | 101           | 84            | 96            | 80            | 77            |
| <b>Total</b>          | <b>27,607</b> | <b>27,997</b> | <b>27,998</b> | <b>28,762</b> | <b>30,236</b> |
| Percent ACCD          | 95.5%         | 93.1%         | 92.7%         | 94.5%         | 94.8%         |
| <b>Total ACCD</b>     | <b>28,921</b> | <b>30,087</b> | <b>30,203</b> | <b>30,439</b> | <b>31,908</b> |

# Blanco County

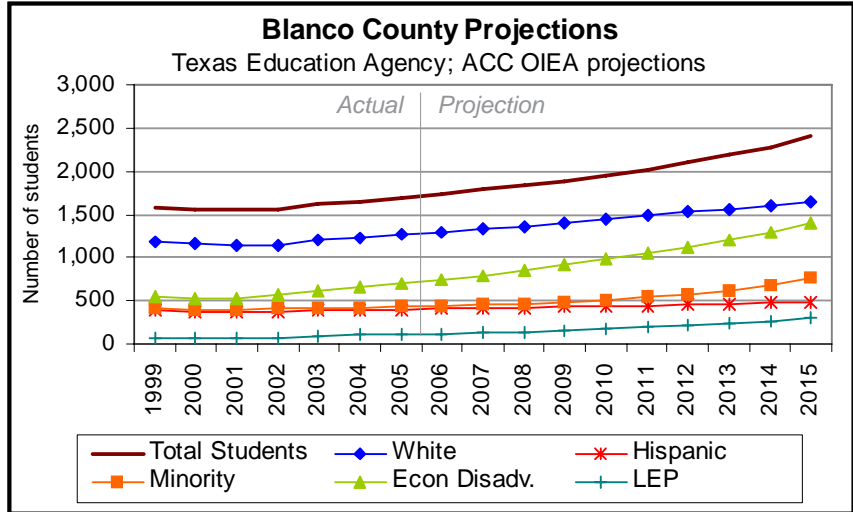
## All School Districts

### ACC Data Profile - Fall 2006

#### Observations

There are two independent school districts in Blanco County (percent of total county public school enrollment):

|                  | 2004-05 |       |
|------------------|---------|-------|
| BLANCO ISD       | 965     | 58.1% |
| JOHNSON CITY ISD | 697     | 41.9% |



Note: Counts are duplicated across race/ethnicity and Econ. Disadv. and LEP.

#### Student Demographics

Texas Education Agency, AEIS Reports

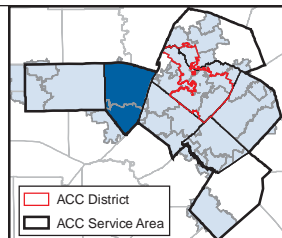
|                                 | 2000-01 |         | 2004-05 |         | Change |         |
|---------------------------------|---------|---------|---------|---------|--------|---------|
|                                 | Count   | Percent | Count   | Percent | Count  | Percent |
| Total Students Enrolled         | 1,555   |         | 1,662   |         | 107    | 6.9%    |
| White Students                  | 1,163   | 74.8%   | 1,231   | 74.1%   | 68     | 5.8%    |
| Black Students                  | 21      | 1.4%    | 20      | 1.2%    | -1     | -4.8%   |
| Hispanic Students               | 363     | 23.3%   | 396     | 23.8%   | 33     | 9.1%    |
| Native American Students        | 2       | 0.1%    | 7       | 0.4%    | 5      | 250.0%  |
| Asian/Pacific Islander Students | 6       | 0.4%    | 8       | 0.5%    | 2      | 33.3%   |
| Economically Disadvantaged      | 516     | 33.2%   | 633     | 38.1%   | 117    | 22.7%   |
| Students in Bilingual Programs  | 68      | 4.4%    | 89      | 5.4%    | 21     | 30.9%   |
| LEP Students                    | 70      | 4.5%    | 90      | 5.4%    | 20     | 28.6%   |
| Grade 9                         | 124     | 26.5%   | 136     | 26.4%   | 12     | 9.7%    |
| Grade 10                        | 130     | 27.8%   | 126     | 24.5%   | -4     | -3.1%   |
| Grade 11                        | 111     | 23.7%   | 130     | 25.2%   | 19     | 17.1%   |
| Grade 12                        | 103     | 22.0%   | 123     | 23.9%   | 20     | 19.4%   |
| Total High School Enrollment    | 468     |         | 515     |         | 47     | 10.0%   |
| Graduates, All Students         | 94      |         | 113     |         | 19     | 20.2%   |
| Graduates, Special Education    | 14      |         | 38      |         | 24     | 171.4%  |

Note: Counts are duplicated across sections.



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## Spring 2005 High School Grads Enrolled in Texas Public Higher Education in Fall 2005

Texas Education Agency, PIER Reports

(based on self-reported student data and does not include Texas private or any out-of-state higher education)

| High School          | Austin CCD | Public 2-year Colleges | Public Universities | Not Found in Texas Public Higher Ed. | Total H.S. Grads |
|----------------------|------------|------------------------|---------------------|--------------------------------------|------------------|
| BLANCO H S           | 5          | 14                     | 13                  | 31                                   | 63               |
| LYNDON B JOHNSON H S | 5          | 9                      | 18                  | 26                                   | 58               |
| Grand Total          | 10         | 23                     | 31                  | 57                                   | 121              |

## ACC Enrollment by County in the ACC Service Area

ACC 12th class day enrollment data

| County               | Fall 2001     | Fall 2002     | Fall 2003     | Fall 2004     | Fall 2005     |
|----------------------|---------------|---------------|---------------|---------------|---------------|
| Bastrop County       | 364           | 369           | 412           | 408           | 450           |
| <b>Blanco County</b> | <b>56</b>     | <b>40</b>     | <b>38</b>     | <b>49</b>     | <b>69</b>     |
| Caldwell County      | 222           | 227           | 267           | 291           | 351           |
| Gillespie County     | 177           | 149           | 169           | 177           | 148           |
| Gonzales County      | 0             | 0             | 0             | 0             | 0             |
| Hays County          | 1,117         | 1,303         | 1,383         | 1,434         | 1,559         |
| Travis County        | 22,362        | 22,368        | 21,811        | 22,313        | 23,044        |
| Williamson County    | 3,208         | 3,457         | 3,822         | 4,010         | 4,538         |
| Other                | 101           | 84            | 96            | 80            | 77            |
| Total                | 27,607        | 27,997        | 27,998        | 28,762        | 30,236        |
| Percent ACCD         | 95.5%         | 93.1%         | 92.7%         | 94.5%         | 94.8%         |
| Total ACCD           | <b>28,921</b> | <b>30,087</b> | <b>30,203</b> | <b>30,439</b> | <b>31,908</b> |

# Gillespie County

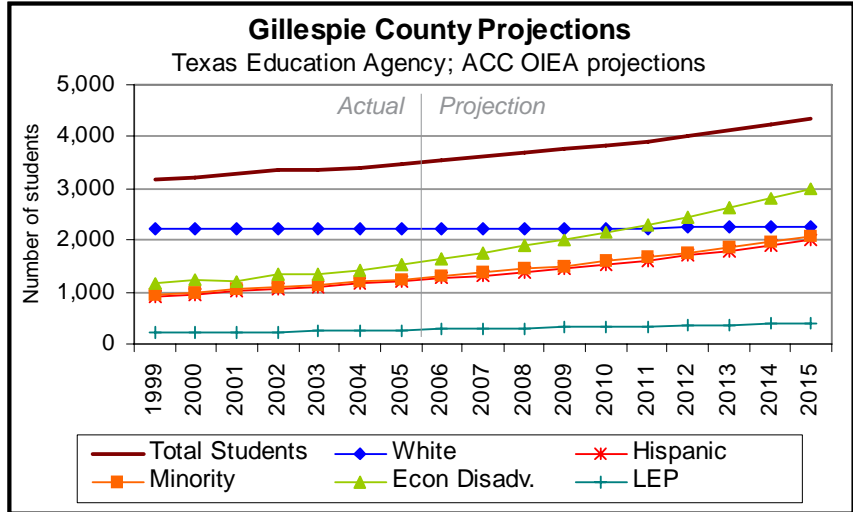
## All School Districts

### ACC Data Profile - Fall 2006

#### Observations

There are three independent school districts in Gillespie County (percent of total county public school enrollment):

|                    | 2004-05 |       |
|--------------------|---------|-------|
| FREDERICKSBURG ISD | 2,874   | 83.7% |
| HARPER ISD         | 530     | 15.4% |
| DOSS CSD           | 31      | 0.9%  |



Note: Counts are duplicated across race/ethnicity and Econ. Disadv. and LEP.

#### Student Demographics

Texas Education Agency, AEIS Reports

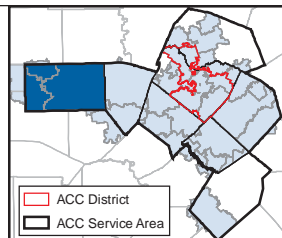
|                                 | 2000-01 |         | 2004-05 |         | Change |         |
|---------------------------------|---------|---------|---------|---------|--------|---------|
|                                 | Count   | Percent | Count   | Percent | Count  | Percent |
| Total Students Enrolled         | 3,198   |         | 3,435   |         | 237    | 7.4%    |
| White Students                  | 2,230   | 69.7%   | 2,234   | 65.0%   | 4      | 0.2%    |
| Black Students                  | 15      | 0.5%    | 22      | 0.6%    | 7      | 46.7%   |
| Hispanic Students               | 935     | 29.2%   | 1,159   | 33.7%   | 224    | 24.0%   |
| Native American Students        | 8       | 0.3%    | 12      | 0.3%    | 4      | 50.0%   |
| Asian/Pacific Islander Students | 10      | 0.3%    | 8       | 0.2%    | -2     | -20.0%  |
| Economically Disadvantaged      | 1,229   | 38.4%   | 1,468   | 42.7%   | 239    | 19.4%   |
| Students in Bilingual Programs  | 201     | 6.3%    | 231     | 6.7%    | 30     | 14.9%   |
| LEP Students                    | 231     | 7.2%    | 257     | 7.5%    | 26     | 11.3%   |
| Grade 9                         | 292     | 25.7%   | 333     | 28.3%   | 41     | 14.0%   |
| Grade 10                        | 308     | 27.1%   | 269     | 22.8%   | -39    | -12.7%  |
| Grade 11                        | 263     | 23.1%   | 296     | 25.1%   | 33     | 12.5%   |
| Grade 12                        | 275     | 24.2%   | 280     | 23.8%   | 5      | 1.8%    |
| Total High School Enrollment    | 1,138   |         | 1,178   |         | 40     | 3.5%    |
| Graduates, All Students         | 236     |         | 283     |         | 47     | 19.9%   |
| Graduates, Special Education    | 26      |         | 88      |         | 62     | 238.5%  |

Note: Counts are duplicated across sections.



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## Spring 2005 High School Grads Enrolled in Texas Public Higher Education in Fall 2005

Texas Education Agency, PIER Reports

(based on self-reported student data and does not include Texas private or any out-of-state higher education)

| High School        | Austin CCD | Public 2-year Colleges | Public Universities | Not Found in Texas Public Higher Ed. | Total H.S. Grads |
|--------------------|------------|------------------------|---------------------|--------------------------------------|------------------|
| FREDERICKSBURG H S | 0          | 37                     | 83                  | 108                                  | 228              |
| HARPER H S         | 0          | 4                      | 17                  | 12                                   | 33               |
| Grand Total        | 0          | 41                     | 100                 | 120                                  | 261              |

## ACC Enrollment by County in the ACC Service Area

ACC 12th class day enrollment data

| County            | Fall 2001     | Fall 2002     | Fall 2003     | Fall 2004     | Fall 2005     |
|-------------------|---------------|---------------|---------------|---------------|---------------|
| Bastrop County    | 364           | 369           | 412           | 408           | 450           |
| Blanco County     | 56            | 40            | 38            | 49            | 69            |
| Caldwell County   | 222           | 227           | 267           | 291           | 351           |
| Gillespie County  | 177           | 149           | 169           | 177           | 148           |
| Gonzales County   | 0             | 0             | 0             | 0             | 0             |
| Hays County       | 1,117         | 1,303         | 1,383         | 1,434         | 1,559         |
| Travis County     | 22,362        | 22,368        | 21,811        | 22,313        | 23,044        |
| Williamson County | 3,208         | 3,457         | 3,822         | 4,010         | 4,538         |
| Other             | 101           | 84            | 96            | 80            | 77            |
| Total             | 27,607        | 27,997        | 27,998        | 28,762        | 30,236        |
| Percent ACCD      | 95.5%         | 93.1%         | 92.7%         | 94.5%         | 94.8%         |
| Total ACCD        | <b>28,921</b> | <b>30,087</b> | <b>30,203</b> | <b>30,439</b> | <b>31,908</b> |

# Gonzales County

## All School Districts

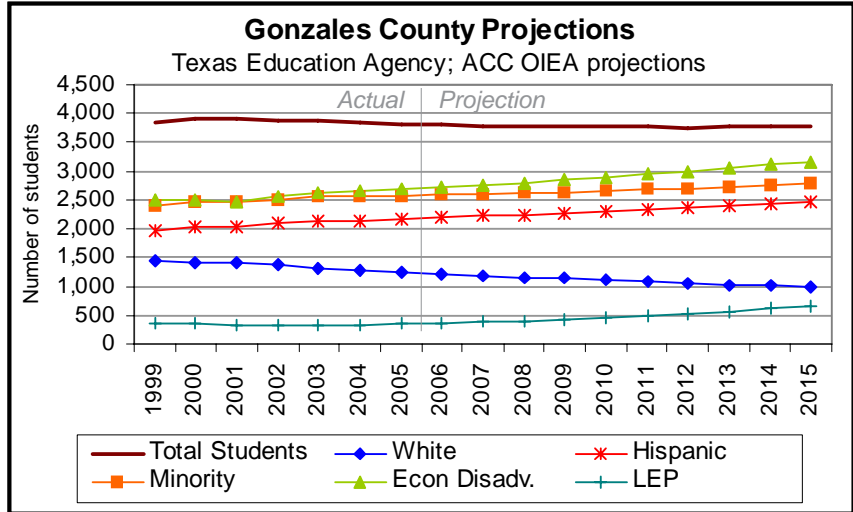
### ACC Data Profile - Fall 2006

#### Observations

There are three independent school districts in Gonzales County (percent of total county public school enrollment):

|                   | 2004-05 |       |
|-------------------|---------|-------|
| GONZALES ISD      | 2,593   | 67.9% |
| NIXON-SMILEY CISD | 995     | 26.0% |
| WAELDER ISD       | 233     | 6.1%  |

The ACC Service Area includes only the Nixon-Smiley CISD in the southern half of the county.



Note: Counts are duplicated across race/ethnicity and Econ. Disadv. and LEP.

#### Student Demographics

Texas Education Agency, AEIS Reports

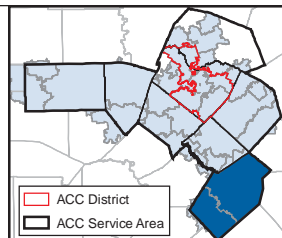
|                                 | 2000-01 |         | 2004-05 |         | Change |         |
|---------------------------------|---------|---------|---------|---------|--------|---------|
|                                 | Count   | Percent | Count   | Percent | Count  | Percent |
| Total Students Enrolled         | 3,897   |         | 3,821   |         | -76    | -2.0%   |
| White Students                  | 1,426   | 36.6%   | 1,324   | 34.7%   | -102   | -7.2%   |
| Black Students                  | 417     | 10.7%   | 381     | 10.0%   | -36    | -8.6%   |
| Hispanic Students               | 2,043   | 52.4%   | 2,103   | 55.0%   | 60     | 2.9%    |
| Native American Students        | 3       | 0.1%    | 4       | 0.1%    | 1      | 33.3%   |
| Asian/Pacific Islander Students | 8       | 0.2%    | 9       | 0.2%    | 1      | 12.5%   |
| Economically Disadvantaged      | 2,495   | 64.0%   | 2,568   | 67.2%   | 73     | 2.9%    |
| Students in Bilingual Programs  | 345     | 8.9%    | 333     | 8.7%    | -12    | -3.5%   |
| LEP Students                    | 362     | 9.3%    | 338     | 8.8%    | -24    | -6.6%   |
| Grade 9                         | 362     | 31.3%   | 321     | 29.4%   | -41    | -11.3%  |
| Grade 10                        | 307     | 26.6%   | 272     | 24.9%   | -35    | -11.4%  |
| Grade 11                        | 247     | 21.4%   | 251     | 23.0%   | 4      | 1.6%    |
| Grade 12                        | 239     | 20.7%   | 248     | 22.7%   | 9      | 3.8%    |
| Total High School Enrollment    | 1,155   |         | 1,092   |         | -63    | -5.5%   |
| Graduates, All Students         | 221     |         | 272     |         | 51     | 23.1%   |
| Graduates, Special Education    | 34      |         | 115     |         | 81     | 238.2%  |

Note: Counts are duplicated across sections.



County Data Profiles are produced annually and available at [www.austinncc.edu/oiepub](http://www.austinncc.edu/oiepub)

Austin Community College  
Office of Institutional Effectiveness  
and Accountability  
512-223-7601



## Spring 2005 High School Grads Enrolled in Texas Public Higher Education in Fall 2005

Texas Education Agency, PIER Reports

(based on self-reported student data and does not include Texas private or any out-of-state higher education)

| High School      | Austin CCD | Public 2-year Colleges | Public Universities | Not Found in Texas Public Higher Ed. | Total H.S. Grads |
|------------------|------------|------------------------|---------------------|--------------------------------------|------------------|
| GONZALES ALTER   | 0          | 1                      | 0                   | 31                                   | 32               |
| GONZALES H S     | 0          | 28                     | 25                  | 72                                   | 125              |
| NIXON-SMILEY H S | 0          | 13                     | 10                  | 36                                   | 59               |
| Grand Total      | 0          | 42                     | 35                  | 139                                  | 216              |

## ACC Enrollment by County in the ACC Service Area

ACC 12th class day enrollment data

| County            | Fall 2001     | Fall 2002     | Fall 2003     | Fall 2004     | Fall 2005     |
|-------------------|---------------|---------------|---------------|---------------|---------------|
| Bastrop County    | 364           | 369           | 412           | 408           | 450           |
| Blanco County     | 56            | 40            | 38            | 49            | 69            |
| Caldwell County   | 222           | 227           | 267           | 291           | 351           |
| Gillespie County  | 177           | 149           | 169           | 177           | 148           |
| Gonzales County   | 0             | 0             | 0             | 0             | 0             |
| Hays County       | 1,117         | 1,303         | 1,383         | 1,434         | 1,559         |
| Travis County     | 22,362        | 22,368        | 21,811        | 22,313        | 23,044        |
| Williamson County | 3,208         | 3,457         | 3,822         | 4,010         | 4,538         |
| Other             | 101           | 84            | 96            | 80            | 77            |
| Total             | 27,607        | 27,997        | 27,998        | 28,762        | 30,236        |
| Percent ACCD      | 95.5%         | 93.1%         | 92.7%         | 94.5%         | 94.8%         |
| Total ACCD        | <b>28,921</b> | <b>30,087</b> | <b>30,203</b> | <b>30,439</b> | <b>31,908</b> |



# **MASTER PLAN**

**FISCAL YEAR 2007-2009**

Coordinated by  
The Office of Institutional Effectiveness and Accountability  
Approved by the Board of Trustees  
July 5, 2006

Austin Community College District  
Master Plan: FY 2007 – 2009

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**The Austin Community College District  
MASTER PLAN: FY 2007-2009**

**VISION/MISSION/VALUES**

**A. VISION STATEMENT**

*As a team, we will provide access to educational excellence and serve our students and community with passion and commitment.*

**B. MISSION OF THE COLLEGE (STATEMENT OF PURPOSE)**

Community colleges are mandated through the Education Code of the State of Texas to provide the following programs as part of their core *mission*:

- **Workforce programs:** vocational and technical programs leading to certificates or degrees
- **Academic transfer:** 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
- **Continuing adult education:** academic, occupational, professional, and cultural enhancement
- **Foundation skills:** special instructional programs and tutorial service to assist under-prepared students and others who wish special assistance to achieve their educational goals
- **Support services to students:** a continuing program of counseling and advising designed to assist students in achieving their individual educational and occupational goals
- **Instructional support:** a program of technology, library, media, and testing services to support instruction
- **Contract training:** contracted instructional programs and services for area employers that promote economic development



## C. VALUES

The core values of the Austin Community College District are summarized in the acronym CARES.

These are the core values that guide ACC's internal and external interactions with each other and our community:

**C**ommunication: Open, responsible exchange of ideas

- a. Nurturing collaborations
- b. Creating policy
- c. Guiding change
- d. Respecting all

**A**ccess: An open door to educational potential.

- a. Achieving goals
- b. Fostering diversity
- c. Balancing programs and services
- d. Ensuring affordability

**R**esponsiveness: Targeted actions to address Service Area and internal needs within available resources.

- a. Seeking information and ideas
- b. Recruiting under-served populations
- c. Developing partnerships
- d. Connecting resources and needs

**E**xcellence: A commitment to integrity and exemplary standards.

- a. Empowering students, faculty, and staff to be self-directed toward excellence
- b. Emphasizing training, development and lifelong learning
- c. Establishing and measuring outcomes linked to continuous improvement
- d. Encouraging innovation and creativity

**S**tewardship: Personal and professional ownership that generates accountability.

- a. Exercising responsible and accountable leadership
- b. Anticipating future needs and trends
- c. Protecting, seeking, and using resources wisely
- d. Providing a safe and challenging learning environment

## INTRODUCTION

The Austin Community College District (ACC) Master Plan for FY 2007-2009 continues the College's efforts to manage growth and change through a comprehensive strategic planning process. The district Master Plan is aligned with the College's Closing the Gaps initiative, a state-wide effort to ensure economic competitiveness by increasing participation in higher education.

ACC reviews its Master Plan on an annual basis, and revises it in a "rolling three-year plan" each year. The Board of Trustees adopts the annual three-year Master Plan as part of its deliberations and adoption of the annual budget. This format allows the College to respond to opportunities and challenges which emerge, and to maintain an on-going focus on its progress in meeting its Master Plan goals.

This Master Plan for FY 2007-2009 continues and updates the College's previous Master Plan which resulted from the work of an external Citizen's Advisory Committee, as well as the recommendations of faculty, staff, and students.

Key components in the master planning process include:

1. Review of regional demographic changes
2. Review of regional workforce trends
3. Analysis of State and national benchmarks in core areas of college operations
4. Analysis of the College's Institutional Effectiveness Measures
5. Input from external constituencies (business representatives on ACC Advisory Committees, community and business leaders who serve on Campus Advisory Committees, ACC participation in local chambers throughout ACC's service area, ACC participation in local community organizations, etc.)
6. Campus forums and/or input from shared governance councils and committees
7. Input from shared governance employee and student organizations
8. External assessments of ACC (such as Southern Association of Colleges and Schools, specialized discipline-specific accreditation organizations, Texas Higher Education Coordinating Board, etc.).

The Board of Trustees and the President of the Austin Community College District thank our faculty, staff, and students, and also our many community and business partners, for their commitment to the College.

## PLANNING GUIDELINES

Planning guidelines shape the environment in which priorities are identified and initiatives are developed to address those priorities. The planning guidelines used for the FY 2007-2009 Master Plan include the following policies, directives, initiatives, and data:

- Mission (Board Policy A-1)  
<http://www.austincc.edu/board/policies/A1.htm>
- Intended Outcomes (Board Policy A-2)  
<http://www.austincc.edu/board/policies/A2.htm>
- Master Plan Priorities  
<http://irt.austincc.edu/masterplan/MPPrioritiesJan06.html>
- Master Plan Recommendations  
[http://www.austincc.edu/oiepub/initiatives/planning/ipc/2006-01-12/Goals%20and%20Recommendations\\_rw.doc](http://www.austincc.edu/oiepub/initiatives/planning/ipc/2006-01-12/Goals%20and%20Recommendations_rw.doc)
- President's Goals  
<http://www.austincc.edu/board/agendas/2005/8113.pdf#page=3>
- Budget Planning Directives  
<http://www.austincc.edu/board/agendas/2006/8209.pdf#page=2>
- Core Indicators/Effectiveness Measures  
[http://www.austincc.edu/oiepub/initiatives/assessment/eff\\_results.html](http://www.austincc.edu/oiepub/initiatives/assessment/eff_results.html)
- Closing the Gaps Initiative  
[http://www.austincc.edu/oiepub/ctg/ctg\\_spring06.pdf](http://www.austincc.edu/oiepub/ctg/ctg_spring06.pdf)
- SACS Strategic Focus Initiative  
<http://www.austincc.edu/sacs/reaffirmation/SACS%20Strategic%20Report.pdf>

In addition, because the FY 2007-2009 Master Plan is a continuation of the FY 2004-2006 Master Plan, the original recommendations contained in the FY 2004-2005 Master Plan have been carried forward each year and modified, as needed.

## UPDATE OF THE PREVIOUS YEAR'S MASTER PLAN

A component of the FY 2007-2009 Master Plan process is a review of the initiatives identified as priorities in the previous year to:

- update the status of those initiatives,
- determine if the initiatives were completed, and
- determine if additional funding or implementation strategies are necessary to complete the initiatives.

| FY 2006 Initiatives<br>(with Requested<br>Funds)   | Update as of June 2006  |
|--|---|
| <b>Direct Services to Students:</b> Priorities in this category relate to improving direct services to students.   |   |
| <p><b>Increased Degree Audit and Graduation Capability and Web-based Services and Communications Management System</b><br/>                     – full implementation of an automated degree audit system that will increase efficiencies in processing degree audits.<br/>                     – Implementation of systems that will provide online access to all student-related information and provide an accessible method for communications with students. (\$68,456)</p> | <p><input type="checkbox"/> ONGOING, PARTIALLY FUNDED</p> <ul style="list-style-type: none"> <li>• Actual Master Plan amount allocated: \$39,223</li> <li>• Enhanced degree audit functions to allow students access to their degree audit information via Online Services.</li> <li>• Enhanced the Online Services Student Status screen to allow students access to all of their demographic information.</li> <li>• Developed and Implemented Online Services modules for access to student records for faculty &amp; advisors to support faculty advising initiative.</li> <li>• Developed and implemented admissions response letter process component of communications management for launch fall 2006 applicants.</li> <li>• Implemented student's access to their personal student record information via Online Services.</li> <li>• Funded computer support position has not been filled due to a lack of qualified applicants. The position is being re-evaluated to better align the position to meet the needs of the department.</li> <li>• Completed most of the initial programming for the address verification system, the maintenance of which will be moved to this technology support position when it's filled.</li> </ul> |
| <p><b>Help Desk Call Center</b> - providing a single point of contact and expanding the hours of operations of help desk services. (\$80,000)</p>  | <p><input checked="" type="checkbox"/> COMPLETED PHASE II (FY2006), FUNDED FOR 4 PART TIME POSITIONS</p> <ul style="list-style-type: none"> <li>• Four part-time Help Desk Technicians hired.</li> <li>• Hourly staff continue to be hired and trained as necessary.</li> <li>• Financial Aid calls routed to Help Center on March 22, 2006. Help Center continues to increase knowledge of Financial Aid questions and answers.</li> <li>• Other Student Services department calls will be routed to Help Center. Either Campus Advisors and Counselors or Admission and Records will be next.</li> <li>• One Help Desk Technician and several hourly staff are bi-</li> </ul>   |

| <b>FY 2006 Initiatives<br/>(with Requested<br/>Funds)</b>   | <b>Update as of June 2006</b>   |
|---|---|
|   | <p>lingual.</p> <ul style="list-style-type: none"> <li>• Remedy Call Tracking Licenses are current.</li> <li>• We have collected enough data to begin effectively measuring resource allocation, and identify process improvements college-wide. Statistics are compiled quarterly and can be found at: <a href="http://www.austincc.edu/helpdesk/HelpDeskStats/index.html">http://www.austincc.edu/helpdesk/HelpDeskStats/index.html</a></li> <li>• Expanded hours of support: <ul style="list-style-type: none"> <li>○ Monday through Thursday from 7am to 7pm</li> <li>○ Friday from 7am to 5pm</li> </ul> </li> <li>• During registration and peak times: <ul style="list-style-type: none"> <li>○ Monday through Thursday from 7am to 9pm</li> <li>○ Friday from 7am to 5pm</li> <li>○ Saturday from 9am to 2pm</li> </ul> </li> </ul>   |
| <p><b>Produce and Issue ACC Student ID Cards</b> – implementation of a photo ID system for students to provide a more secure identification system. (\$102,500)</p>   | <p><input checked="" type="checkbox"/> <b>COMPLETED</b></p> <ul style="list-style-type: none"> <li>• Actual Master Plan amount allocated: \$100,000</li> <li>• Committee was formed to determine specifications for an RFP and evaluate responses.</li> <li>• Vendor selected by committee.</li> <li>• Equipment and supplies purchased and most of it has been delivered.</li> <li>• Card designs were created by Marketing department and one was selected by the committee for use as our student ID.</li> <li>• Campus locations have been selected for ID stations.</li> <li>• Vendor will install hardware and software and train staff at ACC June 20 through June 23.</li> <li>• Marketing plan being developed to inform students of new system.</li> <li>• LIVE for Fall semester.</li> </ul>   |
| <p><b>Supplemental Instruction and Targeted Tutoring Services</b> – expand hours of operations and types of tutoring services available to meet student needs, including special needs students. (\$74,129)</p> | <p><input checked="" type="checkbox"/> <b>COMPLETED</b></p> <ul style="list-style-type: none"> <li>• The learning labs received an additional \$35,000 in FY06 (\$5,833 for each lab - the funds were used towards meeting objective 1041-4: Targeted Tutoring services).</li> <li>• CYP hired additional staff to improve tutoring services.</li> <li>• EVC extended coverage by adding 16 tutor hours (in math and in writing) during peak usage times</li> <li>• RVS provided students who are deaf and hard of hearing with English and reading tutor fluent in ASL. Tutor was funded for 12 hours per week for 32 weeks (fall and spring semesters). <ul style="list-style-type: none"> <li>○ Outcome: students who are deaf and hard of hearing received the specialized tutoring that more effectively meets the needs of this population.</li> </ul> </li> <li>• RGC extended hours one hour each evening and one hour on Friday afternoons.<br/> Old schedule: M-H 9-8; F 9 – 1<br/> New schedule: M-H 9-9; F 9-2</li> </ul> |

| <b>FY 2006 Initiatives<br/>(with Requested<br/>Funds)</b>  | <b>Update as of June 2006</b>  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• PIN hired additional math and physics tutors; offered additional student support by providing 3 guided study groups in mathematics in fall 05; provided extended hours of operation to accommodate demand by opening 4 hours on 6 Saturdays of spring 2006 <ul style="list-style-type: none"> <li>○ Outcome: Increase in number of individual students served.</li> </ul> </li> <li>• NRG hired additional math and science tutors. <ul style="list-style-type: none"> <li>○ Outcome: more students were served during peak tutoring times.</li> </ul> </li> </ul>  |
| <b>SACS: Priorities in this category address the SACS Strategic Focus Self-Study Report 2002 “Infusing 21st Century Innovation into Learning.”</b>   |  |
| <p><b>Classrooms with Multimedia Capabilities</b> – establishment of multimedia capabilities in 15 classrooms to provide easily accessible, flexible equipment to meet various learning needs. (\$139,500)</p> | <p><input checked="" type="checkbox"/> <b>COMPLETED</b></p> <ul style="list-style-type: none"> <li>• Actual Master Plan amount allocated: \$60,000</li> <li>• Additional funds from the AV replacement plan were used to supplement the reduced funding.</li> <li>• Proposal for the the new installations was presented to the CWTCOC in November.</li> <li>• 21 video projectors were installed in classrooms at RGC, RVS and NRG – 7 at each campus.</li> <li>• 21 laptop computers were purchased for use in these classrooms.</li> <li>• Project was completed in March, 2006</li> </ul>  |
| <p><b>Online Testing System/Infrastructure</b> – implementation of online testing system to provide secure and reliable testing services to all students and faculty. (\$123,325)</p>                          | <p><input checked="" type="checkbox"/> <b>COMPLETION DATE: SUMMER 2006</b></p> <ul style="list-style-type: none"> <li>• Actual Master Plan amount allocated: \$125,000</li> <li>• Planning committee was formed in September, 2006. The committee performed a needs analysis and evaluated potential vendors during the fall semester.</li> <li>• Application recommended by the committee was Perception Questionmark.</li> <li>• Hardware and software were purchased during the spring semester.</li> <li>• All hardware has been received, including servers (located at SVC) for the application and five computers for testing centers at seven campus locations.</li> <li>• Training for staff and faculty was provided by the vendor from May 22, 2006 through May 25, 2006.</li> <li>• Additional training will be designed by IRT for use in future training sessions. Phase I pilot testing of the system will take place in the summer, 2006.</li> <li>• Phase II pilot testing (with an expanded base of participants) will occur during the fall 2006 semester.</li> </ul> |

| <b>FY 2006 Initiatives<br/>(with Requested<br/>Funds)</b>  | <b>Update as of June 2006</b>   |
|--|---|
| <b>Security:</b> Priorities in this category address safety and security of the College's electronic information.  |   |
| <b>Network security</b> – implementing automated college-wide network security system (ACCNet), including a network security administrator to administer the system. (\$243,239)   | <input checked="" type="checkbox"/> <b>COMPLETED</b> <ul style="list-style-type: none"> <li>• Actual Master Plan amount allocated: \$117,978</li> <li>• Cisco Network Access Control hardware and software purchased and installed.</li> <li>• ACCNet staff trained by vendor.</li> <li>• Vendor assisting ACCNet staff with configuration and deployment of system.</li> <li>• LIVE for Fall semester.</li> </ul>  |
| <b>Other:</b> Priorities in this category do not fit into the other broad categories and include a variety of initiatives addressing administrative process improvements and requesting expansion of programs, services, and facilities. |   |
| <b>San Marcos Community Response</b> – provide increased local ACC presence to assist with community events and growing enrollments. (\$33,000)  | <input checked="" type="checkbox"/> <b>COMPLETED, PARTIALLY FUNDED PORTIONS</b> <ul style="list-style-type: none"> <li>• San Marcos Center Supervisor position increased from 50% to 100%; increased local presence at College Connection and Early College Start activities at San Marcos HS and Pride HS.</li> <li>• Longer opening hours for San Marcos Center office</li> <li>• Increased local presence at chamber of commerce and community activities.</li> <li>• Extended ACC Matters ad buy to include San Marcos Daily Record</li> <li>• Completed “You decide who goes to college” AACC ad series in San Marcos Daily Record, Texas State University – San Marcos University Star.</li> <li>• Developed and published SMCISD service plan and supporting materials</li> <li>• Conducted Public Hearing on proposed SMCISD service plan</li> <li>• Purchased sponsorship and participated in San Marcos job fair at invitation of David Chiu</li> </ul> |
| <b>Supervisor Training</b> – implementation of supervisor training program for new and current supervisors. (\$30,000)   | <input type="checkbox"/> <b>ONGOING, FUNDED WITH EXISTING RESOURCES</b><br><b>Servant Leadership Series:</b> <ul style="list-style-type: none"> <li>• Initiated by Dr. Steve Kinslow in the fall of 2006</li> <li>• During the fall and early spring, seven repeats of the required Servant-Leadership workshop for supervisors</li> <li>• Keynote address and afternoon session at Spring Development addressed Servant-Leadership</li> <li>• Three follow-up sessions for supervisors (each offered three times): Conflict Management; A Servant-Leadership Approach; Effective Listening: A Servant-Leadership Approach; Employee Coaching: A Servant-leadership Approach</li> <li>• One Servant-Leadership and Faculty workshop</li> </ul>  |

| FY 2006 Initiatives<br>(with Requested<br>Funds)  | Update as of June 2006  |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Servant-Leadership web site was developed and is located at <a href="http://www.austincc.edu/servant/">http://www.austincc.edu/servant/</a></li> <li>• Two Sessions at Professional Development Day, entitled “Servant-Leadership: A Staff Perspective”</li> </ul> <p><b>Supervisor Series:</b> Since January 06, we have offered 35 workshops on the following topics; all are listed in the database and each began with the prefix “Supervisor Series”:</p> <ul style="list-style-type: none"> <li>• HIPAA Training</li> <li>• Background and Influence of SACS</li> <li>• Budget Training</li> <li>• Business Services Overview</li> <li>• Environmental Health, Safety, and Insurance</li> <li>• Facilities and Operations</li> <li>• Faculty Evaluation and Portfolios</li> <li>• Family and Medical leave Act</li> <li>• Staff Evaluation</li> <li>• What You Need to Know About Registered Sex Offenders</li> </ul> <p><b>Supervisor Website:</b> A website is being created to provide supervisors with specific information regarding changes, updates, new information, and information on policies and procedures. The website will feature an online “chat” option.</p> |
| <p><b>Faculty and Staff:</b> Several initiatives addressed the need for additional faculty and staff. Due to a separate process for hiring faculty and staff, these requests are not included here, but will be addressed in the agenda item which addresses the FY06 budget draft.</p>   |   |
| <ul style="list-style-type: none"> <li>• 94 Staff positions have been filled this fiscal year. (This amount does not include internal hires and/or lateral transfers)</li> <li>• 15 new full-time Faculty positions were approved by the board for FY '06.</li> <li>• A total of 28 full-time Faculty positions were advertised for FY '06</li> <li>• A total of 20 full-time Faculty positions have been filled for FY '06. We expect an additional 5 to 6 faculty positions to be filled by August 2006.</li> </ul> |   |

The update of the FY 2006-2008 Master Plan initiatives can also be found at the following URL:

<http://irt.austincc.edu/masterplan/documents/UPDATEFY06FUNDEDITEMS6-12-06.pdf>



## **ENHANCEMENTS TO THE MASTER PLANNING PROCESS FY 2005 through FY 2007**

Since adopting the FY 2004-2006 Master Plan, the College has continually reviewed and implemented improvements to the master planning process. The enhancements to the process include:

- Increasing the degree of shared governance participation. The Institutional Planning Council was created to expand input into the planning process. Composed of all College administrators, as well as officers of each employee association, affiliate organizations and the Student Government Association, the Institutional Planning Council prioritized the initiatives at the beginning of the master planning process in FY07 to guide the budget request process, thereby, creating a closer integration between master planning and budgeting processes.
- Creating Cluster Groups representing functional areas of the College. The Cluster Groups work to improve planning activities and enhance communication across departments. The Cluster Groups include: Business Services, External Affairs, Facilities and Operations, Human Resources, Institutional Effectiveness, Instruction/Credit, Instruction/Non-Credit, Campus Operations/Support Services, Instructional and Information Technology, Evaluation and Professional Development, and Student Services.
  - In FY07, the Cluster Groups took a greater role in assuring that Master Plan-related budget requests related directly to the initiatives. Cluster Groups also prioritized the budget requests related to their initiatives.
- Creating a Master Plan Website and database. The website provides access to resources and the online system used to input initiatives, support documentation and budget information. See <http://irt.austincc.edu/masterplan/>.
  - In FY07, the Master Plan and Budget Development database systems were integrated to share data across the systems.
- Identifying measurable outcomes for all Master Plan initiative objectives.
- Revising Master Planning priorities and priority objectives and aligning all Master Plan initiatives with these priorities. The revised Master Planning Priorities are:
  1. Modify existing and develop instructional programs to meet identified community needs.
  2. Provide instructional delivery alternatives for courses and programs to ensure flexibility in instruction, services, and support.
  3. Improve student recruitment, retention and educational goal completion.
  4. Provide and maintain facilities to meet institutional goals and priorities.
  5. Develop and maintain relationships with external communities to support the institutional mission.
  6. Ensure high quality teaching and learning.
  7. Improve operational effectiveness and efficiency.
  8. Ensure that the College has the resources to achieve strategic priorities.

## MASTER PLAN FY 2007-2009 PLANNING PROCESS

Upon completion of the FY 2006-2008 Master Plan, a review was conducted to identify changes needed to improve the process for the FY 2007-2009 Master Plan process. The review indicated the following improvements were needed:

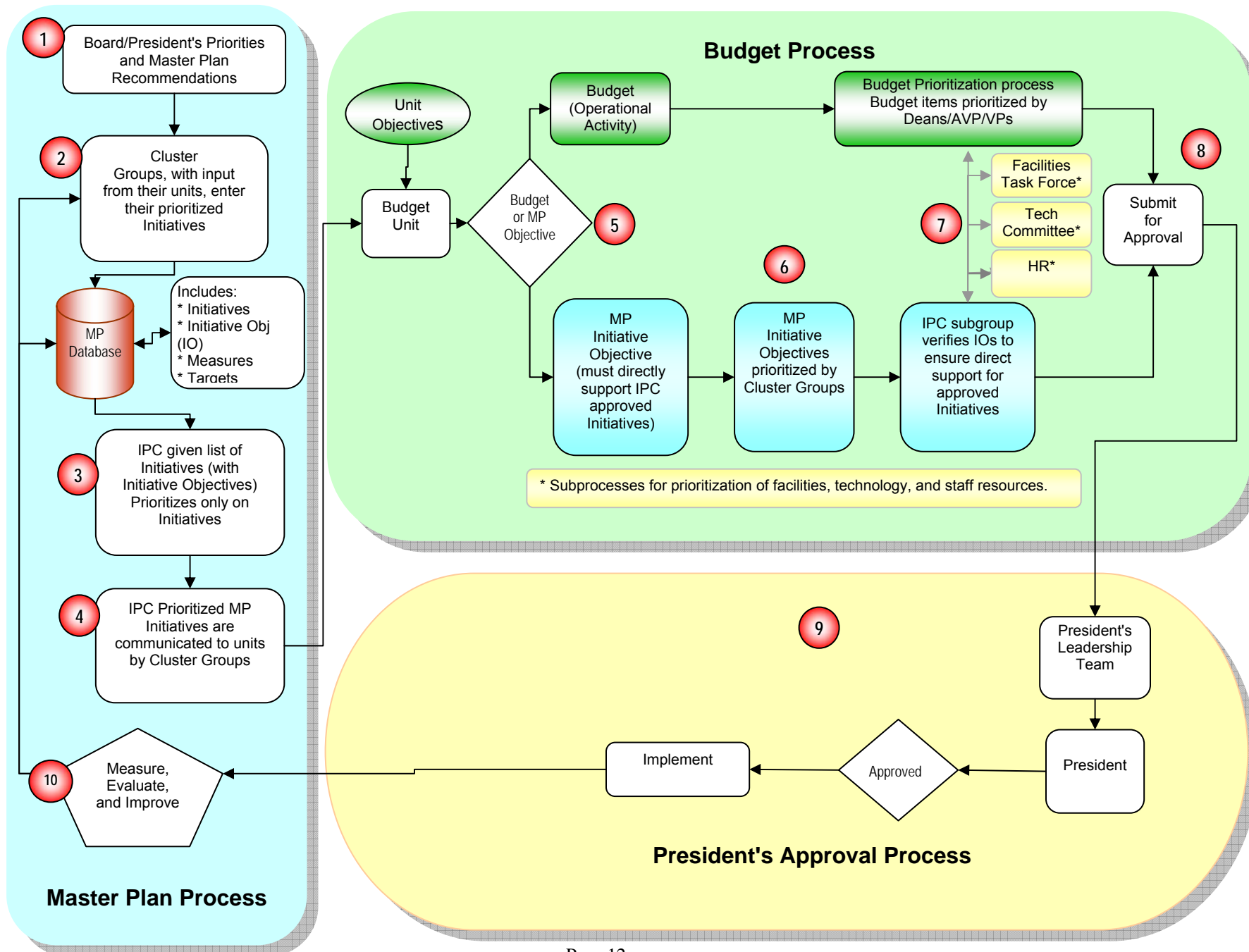
1. Process to ensure that initiatives were directly related to institutional Master Planning priorities
2. Closer integration of Master Plan and Budget Development systems to provide units more guidance and assistance on the submission of Master Plan-related budget requests

Strategies for addressing the process improvements included the following:

1. The Institutional Planning Council (IPC) prioritizes the Master Plan initiatives early in the process in order to provide a drop-down menu in the Budget Development system for units to select from as they request funds for Master Plan-related items.
2. The Cluster Groups monitor the budget requests to ensure direct relationships to the initiatives related to their cluster group. In addition, the Cluster Groups are responsible for prioritizing the Master Plan-related budget requests for their initiatives.
3. Interfaces between the Master Plan and Budget Development databases are built in order to share data between the two systems. The two systems remain separate, but are integrated through these interfaces. The interfaces allow IPC prioritized initiatives to be moved to the Budget Development system and Master Plan-related budget requests to be reported in the Master Plan Development system. All funding requests are made via the Budget Development system. All planning initiatives and prioritizations are completed through the Master Plan Development system.

The process employed for the FY 2007-2009 Master Plan are outlined in the following chart.

# Austin Community College FY2007 Master Planning Process



## PLANNING TIMELINE

The FY 2007-2009 Master Plan process began with the identification of the College President's priorities in April 2005 and ended with its adoption by the Board of Trustees in July 2006. A detailed timeline can be found at [http://www.austincc.edu/oiepub/initiatives/planning/ipc/2005-11-18/mp\\_time\\_proc.pdf](http://www.austincc.edu/oiepub/initiatives/planning/ipc/2005-11-18/mp_time_proc.pdf).

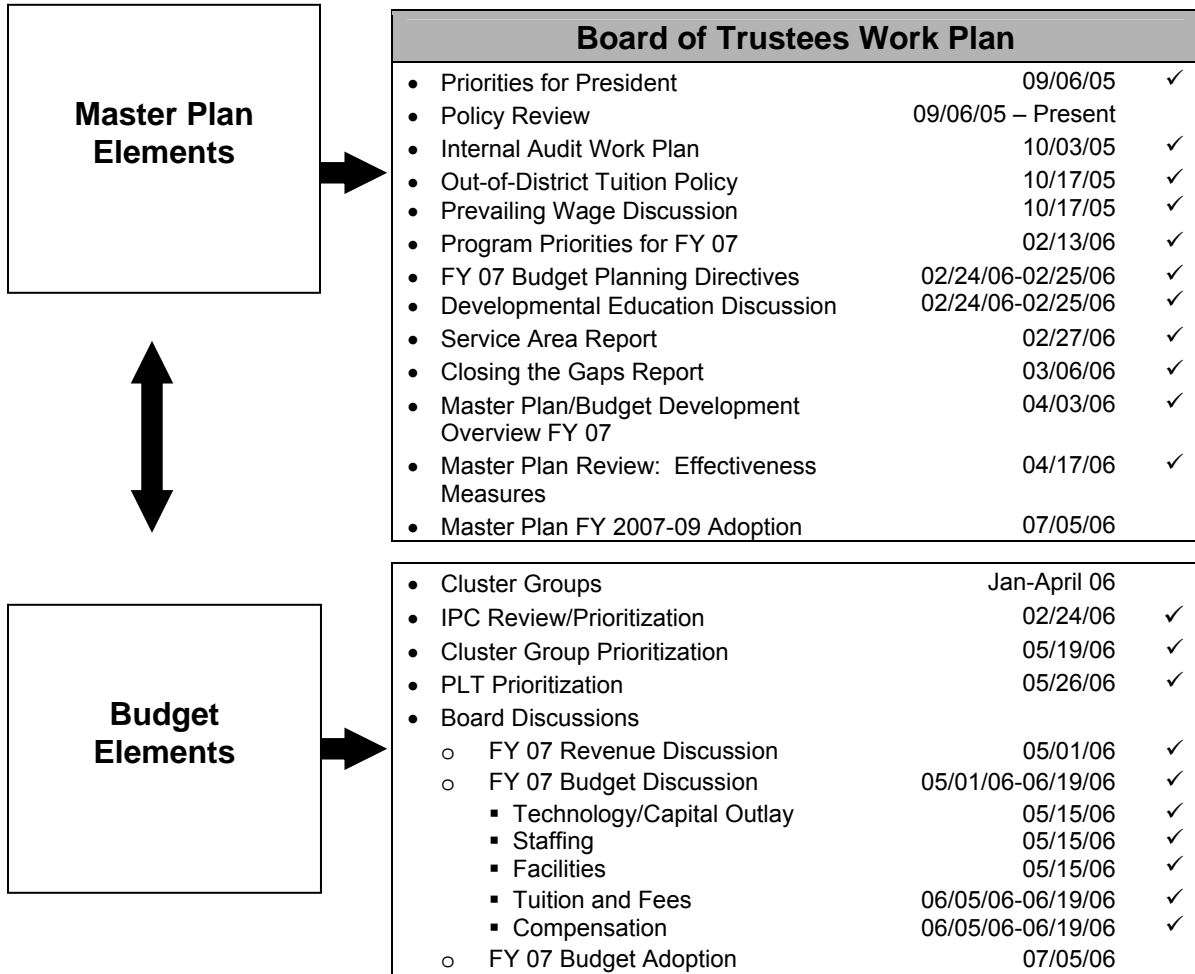
### FY 2007-2009 PLANNING TIMELINE

- |                    |   |
|--------------------|---|
| April – June       | <ul style="list-style-type: none"><li>• Planning guidelines established, including annual priorities for the Board and President</li></ul>  |
| October – February | <ul style="list-style-type: none"><li>• Cluster Groups work with units to identify initiatives based on established planning guidelines</li><li>• Cluster Groups enter Master Plan initiatives with related performance indicators, targets, and initiative objectives into the Master Plan database.</li></ul> |
| February           | <ul style="list-style-type: none"><li>• Institutional Planning Committee (IPC) prioritizes Cluster Group Initiatives</li></ul>  |
| March – April      | <ul style="list-style-type: none"><li>• Units make Master Plan related funding requests through the budget system</li></ul>   |
| April – May        | <ul style="list-style-type: none"><li>• IPC subcommittee and Cluster Groups review Master Plan related budget requests</li><li>• Cluster Groups prioritize budget requests for their initiatives</li></ul>  |
| Early May          | <ul style="list-style-type: none"><li>• IPC submits prioritized Master Plan related budget requests to President's Leadership Team</li></ul>  |
| May – June         | <ul style="list-style-type: none"><li>• President and Board review Master Plan and related budget requests for funding</li></ul>  |
| July – August      | <ul style="list-style-type: none"><li>• Board adopts Master Plan and approves fiscal year budget</li></ul>  |

## MASTER PLAN AND BUDGET REVIEW CALENDAR

The following chart is the calendar of activities for the FY 2007 Master Plan and Budget Review process.

### CALENDAR OF FY 07 MASTER PLAN/BUDGET REVIEW PROCESS



### BUDGET APPROVAL CALENDAR

|          |  |          |  |
|----------|--|----------|--|
| 04/03/06 | Overview of FY 07 Master Plan and Budget Development<br>Calendar leading to budget adoption                      | 06/19/06 | FY 07 Budget – Discussion<br>○ Compensation Discussion<br>○ Tuition & Fees Discussion<br>FY 07 Master Plan Initiatives |
| 05/17/06 | Review of Effectiveness Measures related to the Master Plan  | 07/05/06 | Adoption of FY 07 Master Plan  |
| 05/15/06 | Overview of FY 07 Budget – Discussion<br>○ Technology/Capital Outlay<br>○ Staffing<br>○ Building Fees/Facilities | 07/05/06 | FY 07 Budget Adoption  |
| 06/05/06 | FY 07 Budget – Discussion<br>○ Compensation Discussion<br>○ Tuition and Fees Discussion                          | 08/7/06  | Discuss FY07 BOT Work Plan   |

## FY 2007 FUNDING PRIORITIES

As part of ACC's annual process to review and update the Master Plan, the following is a summary of the shared governance Master Plan priorities and the College's budget priorities for FY 2007. The individual priorities identified through the shared governance process have been synthesized into several broad categories for presentation.

**Respond to Community Needs:** Priorities in this category address needs for responding to the needs of the community through expanded offerings in high demand programs.

- ❖ Increase Capacity of High Demand Programs – Expand the Emergency Medical Services, Nursing, Photography, and Auto Body Repair programs to meet increased demand.
- ❖ Weekend College – Providing a limited number of programs (academic transfer and workforce) that can be completed through weekend classes as well as expanding the number of sections offered during the weekend.
- ❖ Expand Distance Learning – Expansion of distance learning sections to address high demand sections.
- ❖ Expand College Connection – Expansion of the College Connection program to service area high schools including strong commitments from five (5) new school districts and ongoing negotiations with additional school districts/high schools.
- ❖ Increase Access to ACC Campuses and Centers
  - Open two new centers in spring 2007, one in Leander and one in Pflugerville, to expand access to ACC courses in the service area.
  - Open the South Austin, ACC's seventh full service campus, in fall 2006.
  - Expand the Cypress Creek campus to increase instructional capacity and overall space for spring 2007.

**Improve Student Success:** Priorities in this category relate to improving student success through increasing retention, completions and achieving student goals as part of Closing the Gaps.

- ❖ Increase Success of Developmental Education Students – Implement "Best Practices" in developmental education to support ACC's students reaching college readiness in the most efficient and effective manner possible.
- ❖ Increase Enrollment of ABE/GED/ESL Students – Expand transition outreach efforts to its ABE, GED, and ESL students as part of aligned "Closing the Gaps" strategies through a mini College Connection program.
- ❖ Improve Student Retention Through Coordinated Retention Program – Develop and implement a coordinated Recruitment and Retention program aligned with Closing the Gaps initiative.
- ❖ Reduce Percentage of Students w/ Undeclared Majors – Increase the rate of students who identify and achieve institutionally-defined and student-defined goals regarding graduation, transfer, and career.
- ❖ Improve Course Completion Rate for Students with Disabilities – Strengthen the disability services infrastructure to improve retention rates for students with disabilities.

- ❖ Increase Percentage of Under-represented Students Enrolled – Increase fall enrollment of underrepresented students and align Closing the Gaps initiatives.
- ❖ Increase Retention Rates of FTIC Students – Increase retention rates of all FTIC students, especially those from historically underrepresented populations.

**Improve Direct Services to Students:** Priorities in this category address the improvements in direct services to students.

- ❖ Increase Multimedia Classrooms to Support Student Learning – Equip each classroom with multimedia technology for non-credit instruction.
- ❖ Streamline Student Enrollment Processes – Increase student enrollment and reduce delays entering the college by streamlining student enrollment services. Implement new/enhanced technologies to assist students/ staff with moving prospective students from applicant to enrolled with fewer delays.
- ❖ Provide Improved Testing Center Services – Improve services of targeted testing centers for students and faculty.

**Improve Finances:** Priorities in this category address the need to expand the financial resources of the College.

- ❖ Implement a Capital Campaign – The ACC Foundation will implement a capital campaign focusing on a broad endowed scholarship program and facilities expansion/renovation for high demand areas. The campaign will assist ACC in meeting the challenges faced from Closing the Gaps.
- ❖ Improve Financing Model – Implement a long term financial model that predicts tax/tuition/State support scenarios through 2015. This model is being piloted for the FY 2007 budget.

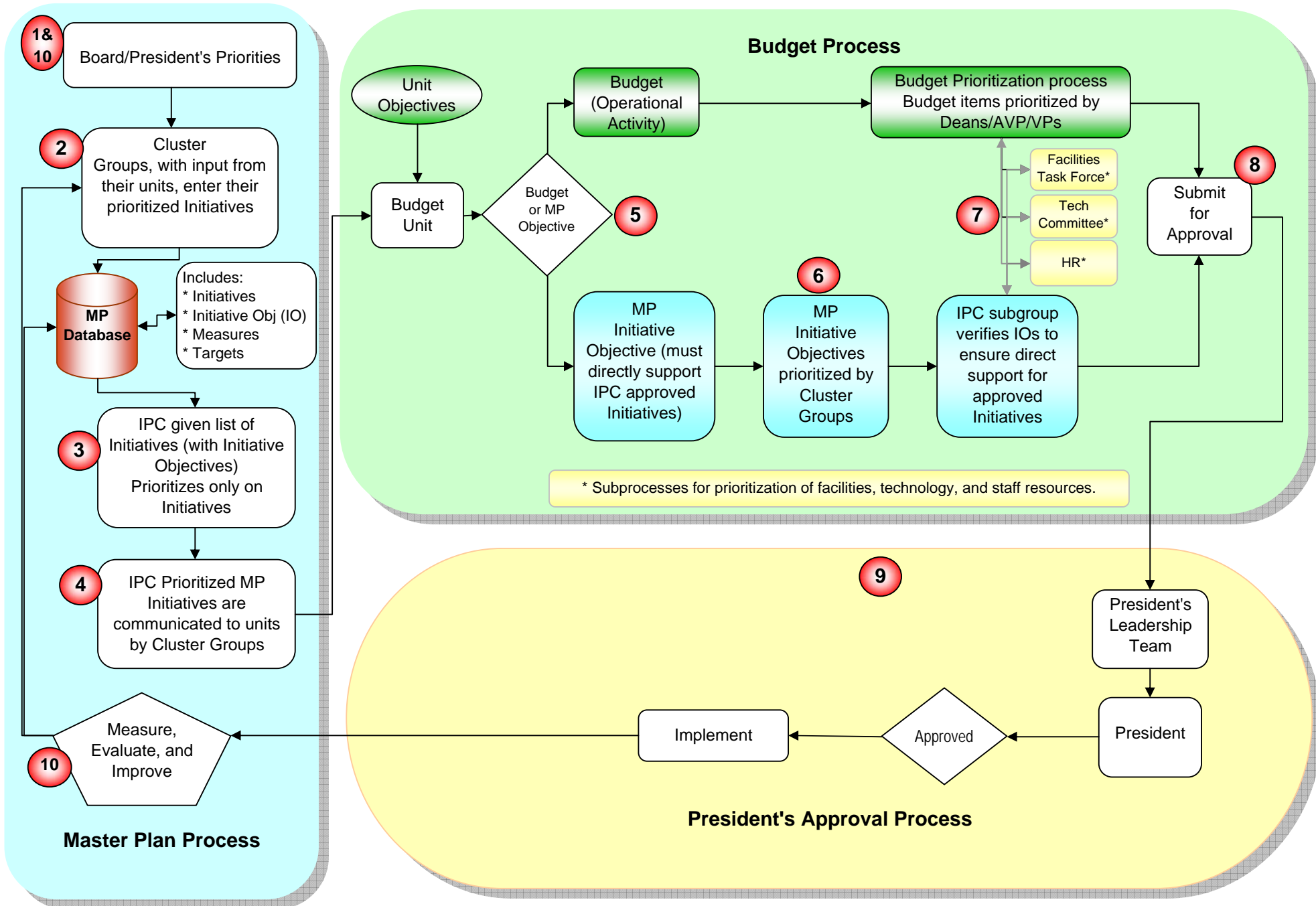
**Improve Facilities:** Priorities in this category address facilities needs for repair and rehabilitation as well as enhancements to provide safety and security features for students, faculty, and staff.

- ❖ Provide a Secure environment – Implement safety and security measures to provide a secure environment for students, faculty, and staff.
- ❖ Improve Funding for Deferred Maintenance – Establish and fund a comprehensive program for Deferred Maintenance and Capital Renewal.
- ❖ Improve Long Range Planning for Facilities – Develop a Facilities Master Plan to identify and plan for growth to address enrollment and population changes.

**Improve Full-Time Faculty Ratio:** Priorities in this category address the College's goal to achieve an appropriate full-time/adjunct faculty ratio.

- ❖ Full-time to Adjunct Faculty Ratio – As part of the College's Full-time Faculty Hiring Plan, a ratio of 50 percent full-time to 50 percent adjunct faculty was adopted in FY 2006.
- ❖ Hire New Full-time Faculty – As part of the college's Full-time Faculty Hiring Plan, 30 new full-time faculty position will be funded in FY 2007.

# Austin Community College FY 2008 Master Planning Process










**Austin Community College**  
**FY2008 Master Planning Process Description and Timeline**  
(April 2006 - April 2007)

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- |   |                               |   |
|---|-------------------------------|---|
|    | April - July<br><br>September | Board and President identify priorities for the President for the coming year.<br>Board approves the Master Plan<br>In September, the IPC holds a Planning Retreat <ul style="list-style-type: none"><li>* Review environmental scanning data to assess College's performance</li><li>* Review planning priorities for FY08-10 Master Plan</li></ul>  |
| <hr/> <hr/>   |                               |   |
|    | September -<br>October        | Cluster Groups work with their units to identify Initiatives (Goals or Measurable Outcomes) and Initiative Objectives (Action Steps or tactics) that support <ul style="list-style-type: none"><li>* Board/President's Priorities</li><li>* Master Plan Recommendations</li><li>* IPC Planning Priorities</li></ul> Cluster Groups enter into Master Plan Database <ul style="list-style-type: none"><li>* Initiatives (All Cluster Groups, except Credit Instruction, will be limited to no more than 5 Initiatives that are tied to a specific goal, are measurable, and have targets identified)</li><li>* Measures</li><li>* Targets</li><li>* Initiative Objectives (These are specific Action Steps that units will accomplish to achieve the Cluster Group Initiatives. The IPC will set the limit on number of IO's for each Initiative.)</li></ul> <i>Cluster Groups assign priorities to Initiatives in MP Database</i> |
| <hr/> <hr/>   |                               |   |
|   | End of November               | Institutional Planning Committee reviews and prioritizes Cluster Group Initiatives (all Initiative Objectives will follow the Initiative)<br>Approved Initiatives and Initiative Objectives will be copied to the Budget Database to be used as drop-down selections.   |
| <hr/> <hr/>   |                               |   |
|  | December -<br>February        | Cluster Groups will be informed of the Initiatives identified as priorities by the IPC.<br>Cluster Groups will communicate this information to their units.   |
| <hr/> <hr/>   |                               |   |
|  | March - Mid<br>- April        | Units will enter into the Budget Database their funding requests and identify them as Budget or MP items: <ul style="list-style-type: none"><li>* Budget requests support existing operational needs or expansion of existing operations</li><li>* Master Plan requests support new initiatives (funding, staff, technology/capital equipment, or facilities)<ul style="list-style-type: none"><li>=&gt; MP items must directly support the Initiatives (and the underlying Initiative Objectives) approved by the IPC.</li><li>=&gt; Only the MP items available in a drop down list of prioritized Initiative Objectives can be selected by units.</li></ul></li></ul>  |
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# Austin Community College

## FY2008 Master Planning Process Description and Timeline

(April 2006 - April 2007)

- 
- |   |                        |   |
|---|------------------------|---|
|    | Mid - April            | <p>MP Initiative Objectives from the Budget Database are pulled and forwarded to the appropriate Cluster Groups for prioritization.</p> <p>Cluster Groups will review the each Initiative Objective submitted by the units in their Cluster Group, make any modifications or deletions, and prioritize them.</p> <p>Cluster Groups will return their prioritized list of Initiative Objectives to the IPC subcommittee for further processing.</p> <p>Budget items will follow the normal budget prioritization process involving each level of supervision (Deans, AVPs, and VPs), as appropriate.</p>   |
| <hr/>   |                        |   |
|    | Mid - April            | <p>An IPC subcommittee will review the prioritized list of Initiative Objectives from the Cluster Groups to ensure congruence with the priorities identified by the IPC.</p> <p>Budget items and Master Plan Initiative Objectives requiring further research and review of fiscal impacts will be sent to appropriate committees or groups:</p> <ul style="list-style-type: none"><li>* All items requiring additional staff resources will be sent to HR for further research and review of fiscal impacts.</li><li>* All items requiring additional facilities resources will be sent to the Facilities Task Force for further research and review of fiscal impacts.</li><li>* All items requiring additional technology/capital equipment will be sent to the College-wide Technology and Capital Equipment Committee for prioritization.</li></ul> <p>Master Plan items referred to Technology, HR, or the Facilities Task Force will be returned to the IPC subcommittee.</p> <p>Budget items referred to HR or the Facilities Task Force will be returned to Business Services.</p> |
| <hr/>   |                        |   |
|   | Late April             | <p>IPC submits prioritized Initiatives with Initiative Objectives with costs (as prioritized by the Cluster Groups) to President's Leadership Team.</p> <p>Prioritized budget items are submitted to President's Leadership Team.</p>   |
| <hr/>   |                        |   |
|  | Late April             | <p>President's Leadership Team reviews prioritized MP and Budget items and makes recommendations to President</p> <p>President approves MP and Budget items to be funded for the next fiscal year.</p>  |
| <hr/>   |                        |   |
|  | May - September (2008) | <p>Cluster Groups evaluate progress of approved Initiatives using measures identified in the Master Plan Database.</p> <p>Cluster Groups will enter data for the measures into the Unit Level Effectiveness Assessment Documentation (ULEAD) database system.</p>   |
| <hr/>   |                        |   |

# Austin Community College Master Plan Development

## Developing Initiatives

I. Carefully consider the initiative or goal.

An initiative/goal is a concise statement that describes a particular purpose or aim to be achieved. Cluster Groups identify the initiatives/goals that are important to undertake, regardless of whether they will require new funding or reallocation of existing resources.

A. Narrow the initiative/goal and make it very specific to fit your cluster group's purpose. For example:

1. For President/Board Goal PBG22: ***Assertive outreach: degree completion***

A well-phrased initiative/goal should:

- Define the target population(s) to be addressed
- Define type of outreach (enrollment, retention, graduation, etc) to be targeted
- Define the functional activities (degree programs, advising, student life activities, etc) to be involved
- *Sample initiative/goal: Increase enrollment and retention of Hispanic students in degree programs*

2. For MP Recommendation MISS3: ***The College must work to help the State of Texas achieve the access and equity goals outlined in the "Closing the Gap" report issued by the Texas Higher Education Coordinating Board.***

A well-phrased initiative/goal should:

- Define the critical need(s) to be addressed
- Define specific outcome(s) to address the need
- Define the area(s) selected for emphasis
- *Sample initiative/goal: Improve student success in completing developmental courses and transitioning into subsequent college level courses.*

B. Avoid linking processes to initiatives/goals.

The initiative/goal should focus on performance outcomes. (The initiative objective focuses on the particular process selected to achieve the outcome.)

The following table illustrates specific initiatives/goals vs. vague initiatives/goals.

| ☺ Strive for specific initiatives/goals:   | ☹ Avoid vague initiatives/goals and process initiative/goals:     |
|--|---|
| Increase Hispanic enrollment and retention in degree programs.   | Improve programs for underserved students                         |
| Improve student success in completing developmental courses and transitioning into subsequent college level courses. | Implement a summer program for students in developmental courses. |

II. Select the performance indicators/measures (data) carefully.

The performance indicator (otherwise known as a measure) is a direct measure of the initiative/goal. It is a data element. For example, for the initiative: *Increase enrollment and retention of Hispanic students in degree programs*, the performance indicator should be a direct measure of the enrollment and retention of Hispanic student.

Unlike an initiative/goal, the performance indicator itself conveys no value judgments and no purpose. The baseline performance indicator will dictate the targets for the next three years.

- A. Avoid confusion between initiatives/goals and performance indicators. The following table shows examples of confusion between initiatives/goals and performance indicators.

| ☺ <b>Strive for precise description of a performance indicator that clearly indicates the data to be collected.</b> | ☹ <b>Avoid a performance indicator description that confuses initiatives/goals and performance indicators.</b> |
|---|--|
| Enrollment of Hispanic students   | Improve enrollment of Hispanic students  |
| Pass rates of developmental math students   | Improve developmental math pass rates  |

- B. Avoid the confusion between performance outcomes and process outcomes. The following table shows examples of confusion between process outcomes and performance outcomes.

| ☺ <b>Strive for Performance Outcomes</b>  | ☹ <b>Avoid Process Outcomes</b>  |
|---|--|
| Enrollment of Hispanic students           | Number of recruiting events in predominately Hispanic schools or neighborhoods |
| Pass rates of developmental math students | Number of alternative teaching methods used                                    |

Clarifying examples:

1. “Number of recruiting events in predominately Hispanic schools or neighborhoods” improves the process for increasing enrollment for Hispanic students. This is a process outcome, not a performance outcome. The performance outcome(s) would be more along the lines of specific changes in numbers for: enrollment, students on probation, retention, graduation rates, etc.
2. “The number of learning communities created for developmental math” improves the process for improving student success in completing developmental courses. This is a process outcome. Performance outcome(s) would be: retention rates, graduation rates, pass rates, success rates (number of students receiving A, B, or C), etc.

### III. Identify Initiative Objective(s)

Initiative objectives identify the actions the Cluster Group will implement to achieve the initiative/goal. Initiative objectives are the vehicle you will use to accomplish the initiative/goal.

| ☺ <b>Specific initiatives/goals:</b>              | ☺ <b>Performance Outcomes</b>             | ☺ <b>Initiative Objectives</b>                  |
|---|---|---|
| Increase Hispanic enrollment in degree programs.  | Enrollment of Hispanic students           | Hire 3 advisors to serve Hispanic students.     |
| Improve student success in developmental courses. | Pass rates of developmental math students | Create developmental math learning communities. |

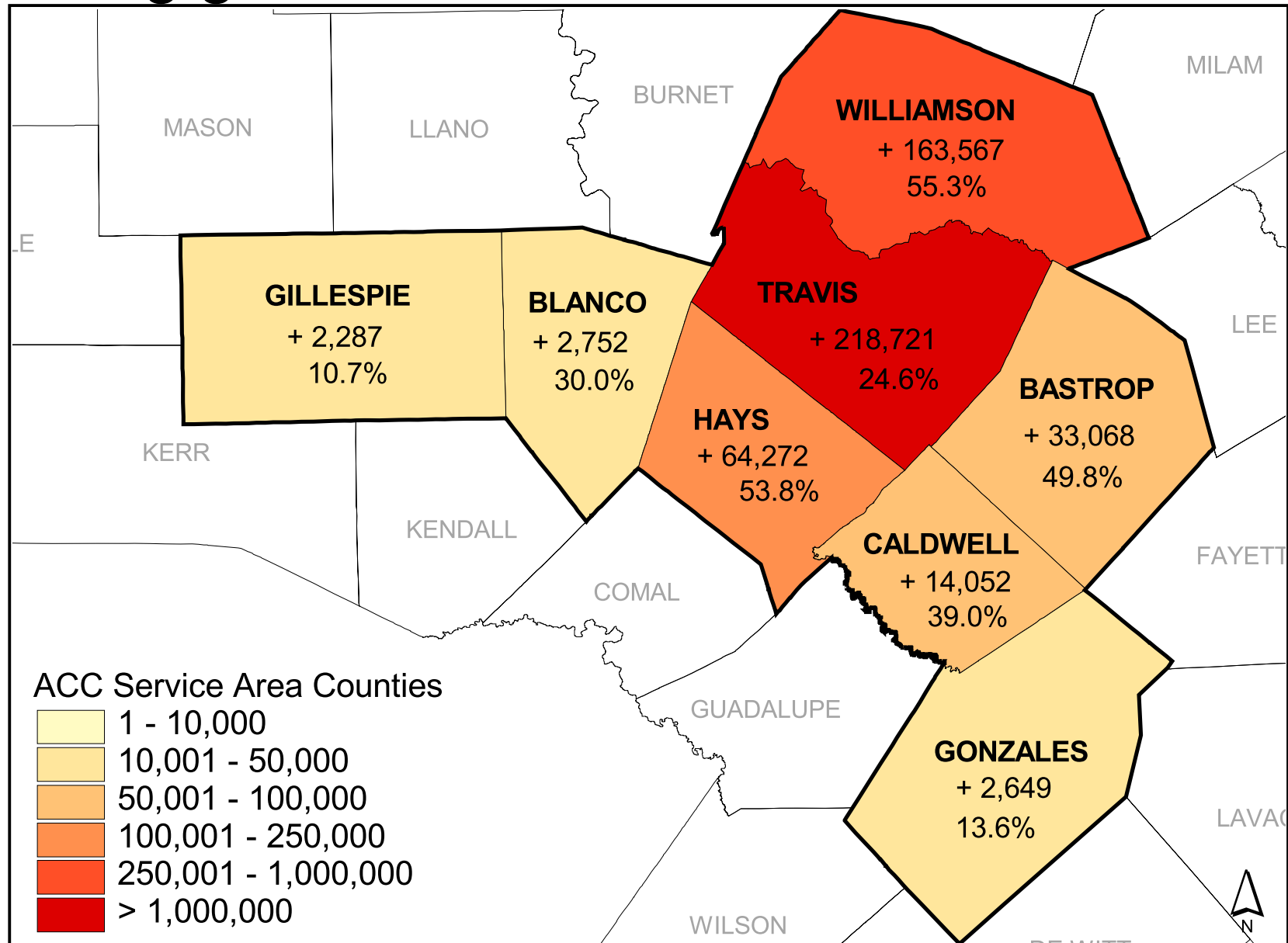
The notebook distributed at the Institutional Planning Council Retreat included the National Community College Benchmark Project Report of 2005 Aggregate Data and the Percentile Report. These reports are available as ACC-Only. If you are authorized to view this data, you can follow the link to the internal ACC site.

Aggregate Data ([http://accweb.austincc.edu/oie/nccbp\\_2005.pdf](http://accweb.austincc.edu/oie/nccbp_2005.pdf))

Percentile Report (<http://accweb.austincc.edu/oie/benchmarks05.pdf>)

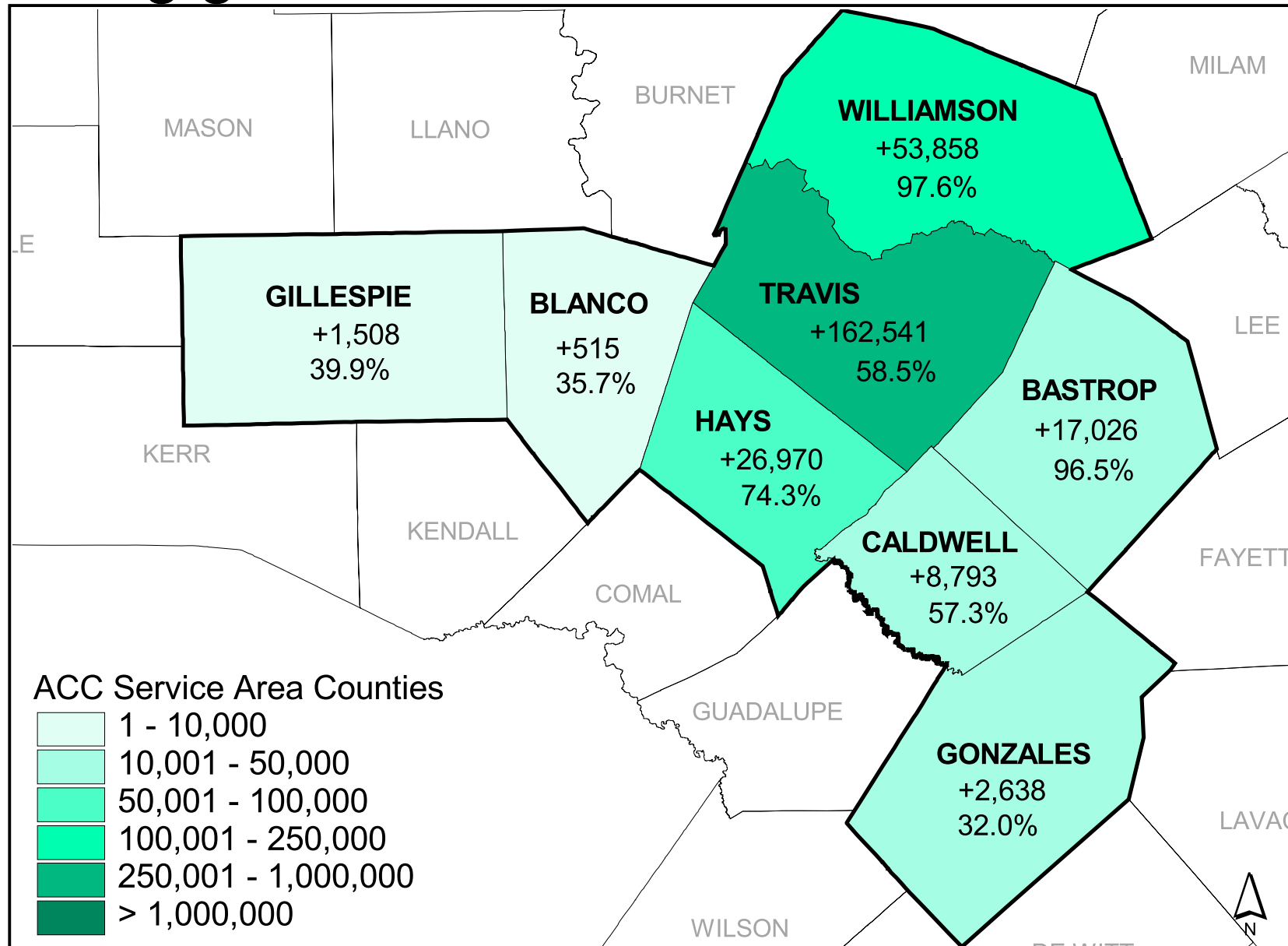
# Total Population: 2020

Showing growth between 2005 and 2020



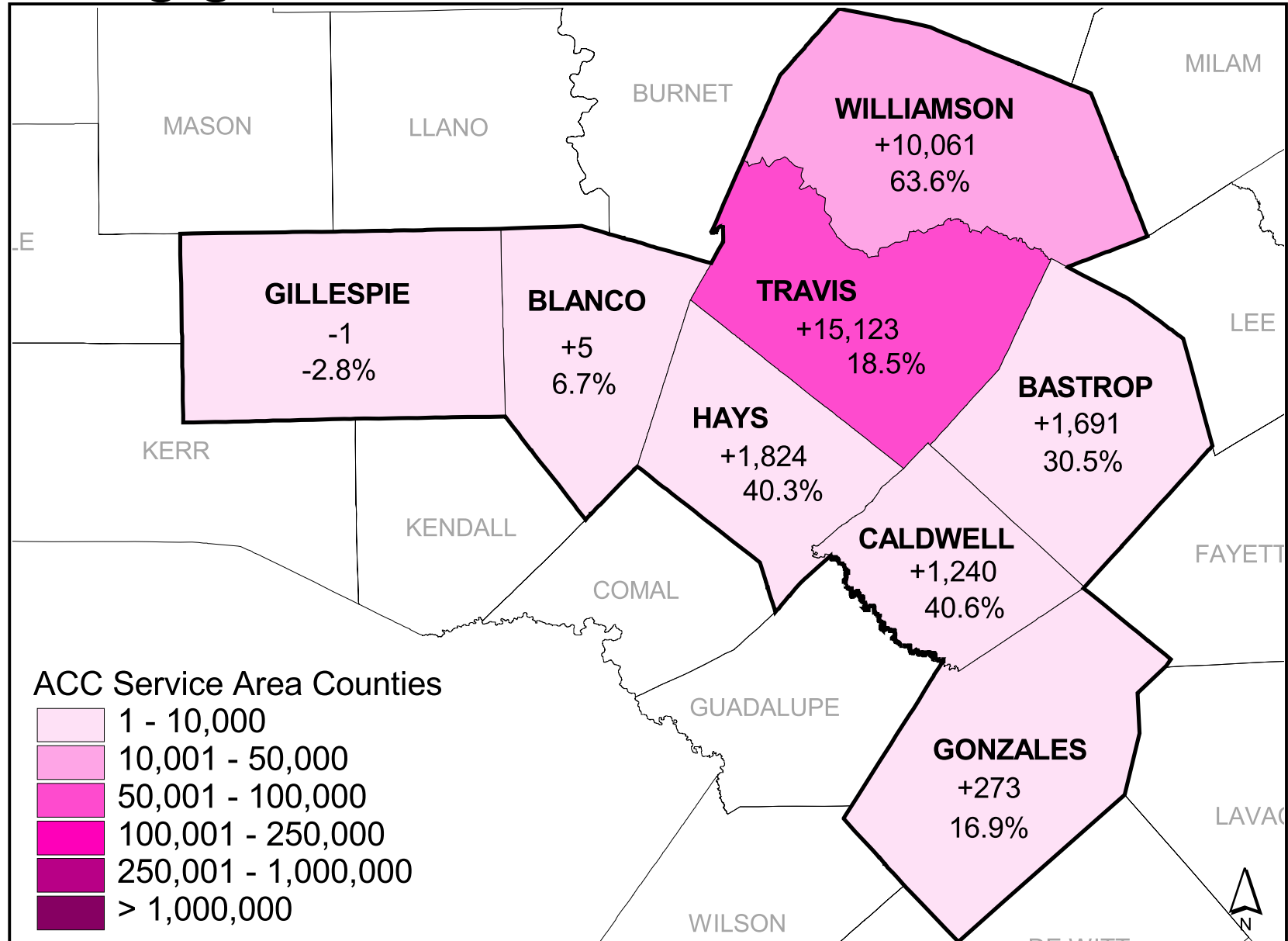
# Hispanic Population: 2020

## Showing growth between 2005 and 2020



# African-American Population: 2020

## Showing growth between 2005 and 2020





**Austin Community College  
Student Profile  
12<sup>th</sup> Class Day Data  
Fall 2006 vs. Fall 2005**

|   |                           | ACC Total |        |           |        |             |
|---|---------------------------|-----------|--------|-----------|--------|-------------|
|   |                           | Fall 2006 |        | Fall 2005 |        | %<br>Change |
|   |                           | N         | %      | N         | %      |             |
| Unduplicated Student Headcount                  |                           | 33,039    |        | 31,908    |        | 3.5%        |
| Credit Hours                                    |                           | 262,355   |        | 253,569   |        | 3.5%        |
| Average Credit Hours                            |                           | 7.9       |        | 7.9       |        | -0.1%       |
| Full-Time Student Equivalent (FTE) <sup>1</sup> |                           | 17,490    |        | 16,905    |        | 3.5%        |
| Contact Hours                                   | Total                     | 5,016,656 | 100.0% | 4,832,704 | 100.0% | 3.8%        |
|   | → Academic                | 3,990,808 | 79.6%  | 3,854,872 | 79.8%  | 3.5%        |
|   | → Technical               | 1,025,848 | 20.4%  | 977,832   | 20.2%  | 4.9%        |
| Average Contact Hours                           |                           | 151.8     |        | 151.5     |        | 0.3%        |
| Student Status <sup>2</sup>                     | Part-Time                 | 23,821    | 72.1%  | 23,079    | 72.3%  | 3.2%        |
|   | Full-Time                 | 9,218     | 27.9%  | 8,829     | 27.7%  | 4.4%        |
| Residency                                       | In-District               | 23,533    | 71.2%  | 23,266    | 72.9%  | 1.1%        |
|   | Out-of-District           | 8,502     | 25.7%  | 7,719     | 24.2%  | 10.1%       |
|   | Out-of-State              | 689       | 2.1%   | 575       | 1.8%   | 19.8%       |
|   | Foreign                   | 315       | 1.0%   | 348       | 1.1%   | -9.5%       |
| Gender  | Female                    | 18,541    | 56.1%  | 18,077    | 56.7%  | 2.6%        |
|   | Male                      | 14,498    | 43.9%  | 13,831    | 43.3%  | 4.8%        |
| Ethnicity                                       | White                     | 19,467    | 58.9%  | 19,097    | 59.9%  | 1.9%        |
|   | Black                     | 2,557     | 7.7%   | 2,383     | 7.5%   | 7.3%        |
|   | Hispanic                  | 8,014     | 24.3%  | 7,456     | 23.4%  | 7.5%        |
|   | Asian/Pacific-Islander    | 1,598     | 4.8%   | 1,596     | 5.0%   | 0.1%        |
|   | Am.-Indian/Alaskan-Native | 294       | 0.9%   | 231       | 0.7%   | 27.3%       |
|   | Other/Unknown             | 1,109     | 3.4%   | 1,145     | 3.6%   | -3.1%       |
| Age   | 16 and Below              | 844       | 2.6%   | 620       | 1.9%   | 36.1%       |
|   | 17                        | 1,415     | 4.3%   | 1,382     | 4.3%   | 2.4%        |
|   | 18                        | 3,104     | 9.4%   | 2,840     | 8.9%   | 9.3%        |
|   | 19 - 21                   | 9,586     | 29.0%  | 9,300     | 29.1%  | 3.1%        |
|   | 22 - 24                   | 5,370     | 16.3%  | 5,428     | 17.0%  | -1.1%       |
|   | 25 - 30                   | 5,907     | 17.9%  | 5,636     | 17.7%  | 4.8%        |
|   | 31 - 35                   | 2,533     | 7.7%   | 2,518     | 7.9%   | 0.6%        |
|   | 36 - 50                   | 3,501     | 10.6%  | 3,444     | 10.8%  | 1.7%        |
|   | 51 - 64                   | 703       | 2.1%   | 673       | 2.1%   | 4.5%        |
|   | 65 and Over               | 76        | 0.2%   | 67        | 0.2%   | 13.4%       |
| → Average Age                                   |                           | 25.4      |        | 25.5      |        | -0.4%       |

<sup>1</sup>Based on 15 Credit Hours

<sup>2</sup>Full Time - 12 Credit Hours or more

<sup>3</sup>South Austin Campus opened in fall 2006

**Austin Community College  
Student Profile  
12<sup>th</sup> Class Day Data  
Fall 2006 vs. Fall 2005**

|   |                           | Cypress Creek |        |           |        |       | Eastview  |        |           |        |        |
|---|---------------------------|---------------|--------|-----------|--------|-------|-----------|--------|-----------|--------|--------|
|   |                           | Fall 2006     |        | Fall 2005 |        | %     | Fall 2006 |        | Fall 2005 |        | %      |
|   |                           | N             | %      | N         | %      |       | N         | %      | N         | %      |        |
| Unduplicated Student Headcount                  |                           | 3,402         | .      | 3,319     | .      | 2.5%  | 3,416     | .      | 3,406     | .      | 0.3%   |
| Credit Hours                                    |                           | 20,795        | .      | 20,141    | .      | 3.2%  | 19,679    | .      | 19,023    | .      | 3.4%   |
| Average Credit Hours                            |                           | 6.1           | .      | 6.1       | .      | 0.7%  | 5.8       | .      | 5.6       | .      | 3.1%   |
| Full-Time Student Equivalent (FTE) <sup>1</sup> |                           | 1,386         | .      | 1,343     | .      | 3.2%  | 1,312     | .      | 1,268     | .      | 3.4%   |
| Contact Hours                                   | Total                     | 376,960       | 100.0% | 364,192   | 100.0% | 3.5%  | 481,800   | 100.0% | 460,376   | 100.0% | 4.7%   |
|   | → Academic                | 362,432       | 96.1%  | 351,952   | 96.6%  | 3.0%  | 153,536   | 31.9%  | 153,696   | 33.4%  | -0.1%  |
|   | → Technical               | 14,528        | 3.9%   | 12,240    | 3.4%   | 18.7% | 328,264   | 68.1%  | 306,680   | 66.6%  | 7.0%   |
| Average Contact Hours                           |                           | 110.8         | .      | 109.7     | .      | 1.0%  | 141.0     | .      | 135.2     | .      | 4.3%   |
| Student Status <sup>2</sup>                     | Part-Time                 | 2,199         | 64.6%  | 2,145     | 64.6%  | 2.5%  | 2,431     | 71.2%  | 2,412     | 70.8%  | 0.8%   |
|   | Full-Time                 | 1,203         | 35.4%  | 1,174     | 35.4%  | 2.5%  | 985       | 28.8%  | 994       | 29.2%  | -0.9%  |
| Residency                                       | In-District               | 2,378         | 69.9%  | 2,356     | 71.0%  | 0.9%  | 2,711     | 79.4%  | 2,751     | 80.8%  | -1.5%  |
|   | Out-of-District           | 925           | 27.2%  | 877       | 26.4%  | 5.5%  | 613       | 17.9%  | 570       | 16.7%  | 7.5%   |
|   | Out-of-State              | 78            | 2.3%   | 72        | 2.2%   | 8.3%  | 62        | 1.8%   | 54        | 1.6%   | 14.8%  |
|   | Foreign                   | 21            | 0.6%   | 14        | 0.4%   | 50.0% | 30        | 0.9%   | 31        | 0.9%   | -3.2%  |
| Gender  | Female                    | 1,975         | 58.1%  | 2,013     | 60.7%  | -1.9% | 2,351     | 68.8%  | 2,413     | 70.8%  | -2.6%  |
|   | Male                      | 1,427         | 41.9%  | 1,306     | 39.3%  | 9.3%  | 1,065     | 31.2%  | 993       | 29.2%  | 7.3%   |
| Ethnicity                                       | White                     | 2,273         | 66.8%  | 2,297     | 69.2%  | -1.0% | 1,543     | 45.2%  | 1,519     | 44.6%  | 1.6%   |
|   | Black                     | 205           | 6.0%   | 165       | 5.0%   | 24.2% | 583       | 17.1%  | 592       | 17.4%  | -1.5%  |
|   | Hispanic                  | 631           | 18.5%  | 606       | 18.3%  | 4.1%  | 980       | 28.7%  | 990       | 29.1%  | -1.0%  |
|   | Asian/Pacific-Islander    | 153           | 4.5%   | 140       | 4.2%   | 9.3%  | 145       | 4.2%   | 154       | 4.5%   | -5.8%  |
|   | Am.-Indian/Alaskan-Native | 37            | 1.1%   | 26        | 0.8%   | 42.3% | 21        | 0.6%   | 15        | 0.4%   | 40.0%  |
|   | Other/Unknown             | 103           | 3.0%   | 85        | 2.6%   | 21.2% | 144       | 4.2%   | 136       | 4.0%   | 5.9%   |
| Age   | 16 and Below              | 58            | 1.7%   | 48        | 1.4%   | 20.8% | 8         | 0.2%   | 4         | 0.1%   | 100.0% |
|   | 17                        | 127           | 3.7%   | 132       | 4.0%   | -3.8% | 20        | 0.6%   | 20        | 0.6%   | 0.0%   |
|   | 18                        | 522           | 15.3%  | 476       | 14.3%  | 9.7%  | 207       | 6.1%   | 216       | 6.3%   | -4.2%  |
|   | 19 - 21                   | 1,106         | 32.5%  | 1,123     | 33.8%  | -1.5% | 769       | 22.5%  | 792       | 23.3%  | -2.9%  |
|   | 22 - 24                   | 476           | 14.0%  | 465       | 14.0%  | 2.4%  | 575       | 16.8%  | 593       | 17.4%  | -3.0%  |
|   | 25 - 30                   | 499           | 14.7%  | 483       | 14.6%  | 3.3%  | 804       | 23.5%  | 746       | 21.9%  | 7.8%   |
|   | 31 - 35                   | 248           | 7.3%   | 225       | 6.8%   | 10.2% | 361       | 10.6%  | 401       | 11.8%  | -10.0% |
|   | 36 - 50                   | 328           | 9.6%   | 330       | 9.9%   | -0.6% | 573       | 16.8%  | 547       | 16.1%  | 4.8%   |
|   | 51 - 64                   | 33            | 1.0%   | 35        | 1.1%   | -5.7% | 96        | 2.8%   | 85        | 2.5%   | 12.9%  |
|   | 65 and Over               | 5             | 0.1%   | 2         | 0.1%   | .     | 3         | 0.1%   | 2         | 0.1%   | 50.0%  |
| → Average Age                                   |                           | 24.3          | .      | 24.3      | .      | 0.0%  | 28.0      | .      | 27.8      | .      | 0.7%   |

<sup>1</sup>Based on 15 Credit Hours

<sup>2</sup>Full Time - 12 Credit Hours or more

<sup>3</sup>South Austin Campus opened in fall 2006

**Austin Community College  
Student Profile  
12<sup>th</sup> Class Day Data  
Fall 2006 vs. Fall 2005**

|   |                           | Northridge |        |           |        |        | Pinnacle  |        |           |        |        |
|---|---------------------------|------------|--------|-----------|--------|--------|-----------|--------|-----------|--------|--------|
|   |                           | Fall 2006  |        | Fall 2005 |        | %      | Fall 2006 |        | Fall 2005 |        | %      |
|   |                           | N          | %      | N         | %      |        | N         | %      | N         | %      |        |
| Unduplicated Student Headcount                  |                           | 9,065      |        | 9,259     |        | -2.1%  | 3,259     |        | 3,547     |        | -8.1%  |
| Credit Hours                                    |                           | 58,368     |        | 59,632    |        | -2.1%  | 20,282    |        | 22,393    |        | -9.4%  |
| Average Credit Hours                            |                           | 6.4        |        | 6.4       |        | 0.0%   | 6.2       |        | 6.3       |        | -1.4%  |
| Full-Time Student Equivalent (FTE) <sup>1</sup> |                           | 3,891      |        | 3,975     |        | -2.1%  | 1,352     |        | 1,493     |        | -9.4%  |
| Contact Hours                                   | Total                     | 1,126,392  | 100.0% | 1,144,048 | 100.0% | -1.5%  | 370,968   | 100.0% | 413,976   | 100.0% | -10.4% |
|   | → Academic                | 917,080    | 81.4%  | 931,744   | 81.4%  | -1.6%  | 347,880   | 93.8%  | 383,832   | 92.7%  | -9.4%  |
|   | → Technical               | 209,312    | 18.6%  | 212,304   | 18.6%  | -1.4%  | 23,088    | 6.2%   | 30,144    | 7.3%   | -23.4% |
| Average Contact Hours                           |                           | 124.3      |        | 123.6     |        | 0.6%   | 113.8     |        | 116.7     |        | -2.5%  |
| Student Status <sup>2</sup>                     | Part-Time                 | 6,053      | 66.8%  | 6,194     | 66.9%  | -2.3%  | 2,092     | 64.2%  | 2,289     | 64.5%  | -8.6%  |
|   | Full-Time                 | 3,012      | 33.2%  | 3,065     | 33.1%  | -1.7%  | 1,167     | 35.8%  | 1,258     | 35.5%  | -7.2%  |
| Residency                                       | In-District               | 6,352      | 70.1%  | 6,716     | 72.5%  | -5.4%  | 2,457     | 75.4%  | 2,748     | 77.5%  | -10.6% |
|   | Out-of-District           | 2,408      | 26.6%  | 2,249     | 24.3%  | 7.1%   | 711       | 21.8%  | 717       | 20.2%  | -0.8%  |
|   | Out-of-State              | 197        | 2.2%   | 167       | 1.8%   | 18.0%  | 73        | 2.2%   | 66        | 1.9%   | 10.6%  |
|   | Foreign                   | 108        | 1.2%   | 127       | 1.4%   | -15.0% | 18        | 0.6%   | 16        | 0.5%   | 12.5%  |
| Gender  | Female                    | 4,647      | 51.3%  | 4,839     | 52.3%  | -4.0%  | 1,781     | 54.6%  | 1,945     | 54.8%  | -8.4%  |
|   | Male                      | 4,418      | 48.7%  | 4,420     | 47.7%  | 0.0%   | 1,478     | 45.4%  | 1,602     | 45.2%  | -7.7%  |
| Ethnicity                                       | White                     | 5,159      | 56.9%  | 5,292     | 57.2%  | -2.5%  | 2,140     | 65.7%  | 2,368     | 66.8%  | -9.6%  |
|   | Black                     | 822        | 9.1%   | 798       | 8.6%   | 3.0%   | 112       | 3.4%   | 100       | 2.8%   | 12.0%  |
|   | Hispanic                  | 2,015      | 22.2%  | 2,031     | 21.9%  | -0.8%  | 790       | 24.2%  | 824       | 23.2%  | -4.1%  |
|   | Asian/Pacific-Islander    | 628        | 6.9%   | 661       | 7.1%   | -5.0%  | 94        | 2.9%   | 121       | 3.4%   | -22.3% |
|   | Am.-Indian/Alaskan-Native | 91         | 1.0%   | 64        | 0.7%   | 42.2%  | 26        | 0.8%   | 34        | 1.0%   | -23.5% |
|   | Other/Unknown             | 350        | 3.9%   | 413       | 4.5%   | -15.3% | 97        | 3.0%   | 100       | 2.8%   | -3.0%  |
| Age   | 16 and Below              | 85         | 0.9%   | 78        | 0.8%   | 9.0%   | 83        | 2.5%   | 50        | 1.4%   | 66.0%  |
|   | 17                        | 221        | 2.4%   | 201       | 2.2%   | 10.0%  | 108       | 3.3%   | 113       | 3.2%   | -4.4%  |
|   | 18                        | 830        | 9.2%   | 795       | 8.6%   | 4.4%   | 445       | 13.7%  | 466       | 13.1%  | -4.5%  |
|   | 19 - 21                   | 2,722      | 30.0%  | 2,787     | 30.1%  | -2.3%  | 1,171     | 35.9%  | 1,291     | 36.4%  | -9.3%  |
|   | 22 - 24                   | 1,626      | 17.9%  | 1,680     | 18.1%  | -3.2%  | 536       | 16.4%  | 614       | 17.3%  | -12.7% |
|   | 25 - 30                   | 1,815      | 20.0%  | 1,792     | 19.4%  | 1.3%   | 459       | 14.1%  | 505       | 14.2%  | -9.1%  |
|   | 31 - 35                   | 699        | 7.7%   | 771       | 8.3%   | -9.3%  | 165       | 5.1%   | 191       | 5.4%   | -13.6% |
|   | 36 - 50                   | 867        | 9.6%   | 949       | 10.2%  | -8.6%  | 239       | 7.3%   | 264       | 7.4%   | -9.5%  |
|   | 51 - 64                   | 180        | 2.0%   | 182       | 2.0%   | -1.1%  | 43        | 1.3%   | 50        | 1.4%   | -14.0% |
|   | 65 and Over               | 20         | 0.2%   | 24        | 0.3%   | -16.7% | 10        | 0.3%   | 3         | 0.1%   | 233.3% |
|   | → Average Age             | 25.5       |        | 25.7      |        | -0.8%  | 23.8      |        | 23.9      |        | -0.4%  |

<sup>1</sup>Based on 15 Credit Hours

<sup>2</sup>Full Time - 12 Credit Hours or more

<sup>3</sup>South Austin Campus opened in fall 2006

**Austin Community College  
Student Profile  
12<sup>th</sup> Class Day Data  
Fall 2006 vs. Fall 2005**

|   |                           | Rio Grande |        |           |        |        | Riverside |        |           |        |        |
|---|---------------------------|------------|--------|-----------|--------|--------|-----------|--------|-----------|--------|--------|
|   |                           | Fall 2006  |        | Fall 2005 |        | %      | Fall 2006 |        | Fall 2005 |        | %      |
|   |                           | N          | %      | N         | %      | Change | N         | %      | N         | %      | Change |
| Unduplicated Student Headcount                  |                           | 7,120      |        | 7,388     |        | -3.6%  | 6,612     |        | 6,717     |        | -1.6%  |
| Credit Hours                                    |                           | 45,366     |        | 46,413    |        | -2.3%  | 41,892    |        | 43,137    |        | -2.9%  |
| Average Credit Hours                            |                           | 6.4        |        | 6.3       |        | 1.4%   | 6.3       |        | 6.4       |        | -1.3%  |
| Full-Time Student Equivalent (FTE) <sup>1</sup> |                           | 3,024      |        | 3,094     |        | -2.3%  | 2,793     |        | 2,876     |        | -2.9%  |
| Contact Hours                                   | Total                     | 853,088    | 100.0% | 867,920   | 100.0% | -1.7%  | 809,720   | 100.0% | 828,744   | 100.0% | -2.3%  |
|   | → Academic                | 760,432    | 89.1%  | 778,032   | 89.6%  | -2.3%  | 648,376   | 80.1%  | 672,712   | 81.2%  | -3.6%  |
|   | → Technical               | 92,656     | 10.9%  | 89,888    | 10.4%  | 3.1%   | 161,344   | 19.9%  | 156,032   | 18.8%  | 3.4%   |
| Average Contact Hours                           |                           | 119.8      |        | 117.5     |        | 2.0%   | 122.5     |        | 123.4     |        | -0.7%  |
| Student Status <sup>2</sup>                     | Part-Time                 | 4,443      | 62.4%  | 4,697     | 63.6%  | -5.4%  | 4,204     | 63.6%  | 4,260     | 63.4%  | -1.3%  |
|   | Full-Time                 | 2,677      | 37.6%  | 2,691     | 36.4%  | -0.5%  | 2,408     | 36.4%  | 2,457     | 36.6%  | -2.0%  |
| Residency                                       | In-District               | 5,687      | 79.9%  | 6,065     | 82.1%  | -6.2%  | 5,091     | 77.0%  | 5,329     | 79.3%  | -4.5%  |
|   | Out-of-District           | 1,074      | 15.1%  | 972       | 13.2%  | 10.5%  | 1,272     | 19.2%  | 1,168     | 17.4%  | 8.9%   |
|   | Out-of-State              | 205        | 2.9%   | 179       | 2.4%   | 14.5%  | 140       | 2.1%   | 111       | 1.7%   | 26.1%  |
|   | Foreign                   | 154        | 2.2%   | 172       | 2.3%   | -10.5% | 109       | 1.6%   | 109       | 1.6%   | 0.0%   |
| Gender  | Female                    | 3,786      | 53.2%  | 4,001     | 54.2%  | -5.4%  | 3,337     | 50.5%  | 3,473     | 51.7%  | -3.9%  |
|   | Male                      | 3,334      | 46.8%  | 3,387     | 45.8%  | -1.6%  | 3,275     | 49.5%  | 3,244     | 48.3%  | 1.0%   |
| Ethnicity                                       | White                     | 4,393      | 61.7%  | 4,567     | 61.8%  | -3.8%  | 3,225     | 48.8%  | 3,388     | 50.4%  | -4.8%  |
|   | Black                     | 407        | 5.7%   | 414       | 5.6%   | -1.7%  | 593       | 9.0%   | 578       | 8.6%   | 2.6%   |
|   | Hispanic                  | 1,548      | 21.7%  | 1,621     | 21.9%  | -4.5%  | 2,173     | 32.9%  | 2,141     | 31.9%  | 1.5%   |
|   | Asian/Pacific-Islander    | 395        | 5.5%   | 368       | 5.0%   | 7.3%   | 283       | 4.3%   | 276       | 4.1%   | 2.5%   |
|   | Am.-Indian/Alaskan-Native | 66         | 0.9%   | 54        | 0.7%   | 22.2%  | 49        | 0.7%   | 44        | 0.7%   | 11.4%  |
|   | Other/Unknown             | 311        | 4.4%   | 364       | 4.9%   | -14.6% | 289       | 4.4%   | 290       | 4.3%   | -0.3%  |
| Age   | 16 and Below              | 41         | 0.6%   | 23        | 0.3%   | 78.3%  | 40        | 0.6%   | 24        | 0.4%   | 66.7%  |
|   | 17                        | 104        | 1.5%   | 133       | 1.8%   | -21.8% | 91        | 1.4%   | 104       | 1.5%   | -12.5% |
|   | 18                        | 552        | 7.8%   | 562       | 7.6%   | -1.8%  | 691       | 10.5%  | 673       | 10.0%  | 2.7%   |
|   | 19 - 21                   | 2,455      | 34.5%  | 2,540     | 34.4%  | -3.3%  | 2,354     | 35.6%  | 2,361     | 35.1%  | -0.3%  |
|   | 22 - 24                   | 1,343      | 18.9%  | 1,439     | 19.5%  | -6.7%  | 1,134     | 17.2%  | 1,283     | 19.1%  | -11.6% |
|   | 25 - 30                   | 1,372      | 19.3%  | 1,415     | 19.2%  | -3.0%  | 1,141     | 17.3%  | 1,150     | 17.1%  | -0.8%  |
|   | 31 - 35                   | 481        | 6.8%   | 496       | 6.7%   | -3.0%  | 437       | 6.6%   | 405       | 6.0%   | 7.9%   |
|   | 36 - 50                   | 611        | 8.6%   | 610       | 8.3%   | 0.2%   | 600       | 9.1%   | 570       | 8.5%   | 5.3%   |
|   | 51 - 64                   | 147        | 2.1%   | 151       | 2.0%   | -2.6%  | 111       | 1.7%   | 134       | 2.0%   | -17.2% |
|   | 65 and Over               | 14         | 0.2%   | 19        | 0.3%   | -26.3% | 13        | 0.2%   | 13        | 0.2%   | 0.0%   |
|   | → Average Age             | 25.2       |        | 25.1      |        | 0.4%   | 24.9      |        | 24.9      |        | 0.0%   |

<sup>1</sup>Based on 15 Credit Hours

<sup>2</sup>Full Time - 12 Credit Hours or more

<sup>3</sup>South Austin Campus opened in fall 2006

**Austin Community College  
Student Profile  
12<sup>th</sup> Class Day Data  
Fall 2006 vs. Fall 2005**

|   | South Austin Campus <sup>3</sup> |        |           |   |        | Telecommunicated |        |           |        |        |
|---|----------------------------------|--------|-----------|---|--------|------------------|--------|-----------|--------|--------|
|   | Fall 2006                        |        | Fall 2005 |   | %      | Fall 2006        |        | Fall 2005 |        | %      |
|   | N                                | %      | N         | % | Change | N                | %      | N         | %      | Change |
| Unduplicated Student Headcount                  | 2,252                            |        |           |   |        | 6,346            |        | 6,435     |        | -1.4%  |
| Credit Hours                                    | 11,862                           |        |           |   |        | 28,999           |        | 29,074    |        | -0.3%  |
| Average Credit Hours                            | 5.3                              |        |           |   |        | 4.6              |        | 4.5       |        | 1.1%   |
| Full-Time Student Equivalent (FTE) <sup>1</sup> | 791                              |        |           |   |        | 1,933            |        | 1,938     |        | -0.3%  |
| Contact Hours                                   |                                  |        |           |   |        |                  |        |           |        |        |
| Total   | 221,520                          | 100.0% |           |   |        | 504,672          | 100.0% | 506,848   | 100.0% | -0.4%  |
| → Academic                                      | 193,424                          | 87.3%  |           |   |        | 385,888          | 76.5%  | 382,032   | 75.4%  | 1.0%   |
| → Technical                                     | 28,096                           | 12.7%  |           |   |        | 118,784          | 23.5%  | 124,816   | 24.6%  | -4.8%  |
| Average Contact Hours                           | 98.4                             |        |           |   |        | 79.5             |        | 78.8      |        | 1.0%   |
| Student Status <sup>2</sup>                     |                                  |        |           |   |        |                  |        |           |        |        |
| Part-Time                                       | 1,537                            | 68.3%  |           |   |        | 4,461            | 70.3%  | 4,517     | 70.2%  | -1.2%  |
| Full-Time                                       | 715                              | 31.7%  |           |   |        | 1,885            | 29.7%  | 1,918     | 29.8%  | -1.7%  |
| Residency                                       |                                  |        |           |   |        |                  |        |           |        |        |
| In-District                                     | 1,861                            | 82.6%  |           |   |        | 4,526            | 71.3%  | 4,705     | 73.1%  | -3.8%  |
| Out-of-District                                 | 343                              | 15.2%  |           |   |        | 1,628            | 25.7%  | 1,539     | 23.9%  | 5.8%   |
| Out-of-State                                    | 41                               | 1.8%   |           |   |        | 108              | 1.7%   | 106       | 1.6%   | 1.9%   |
| Foreign   | 7                                | 0.3%   |           |   |        | 84               | 1.3%   | 85        | 1.3%   | -1.2%  |
| Gender  |                                  |        |           |   |        |                  |        |           |        |        |
| Female  | 1,312                            | 58.3%  |           |   |        | 4,187            | 66.0%  | 4,243     | 65.9%  | -1.3%  |
| Male  | 940                              | 41.7%  |           |   |        | 2,159            | 34.0%  | 2,192     | 34.1%  | -1.5%  |
| Ethnicity                                       |                                  |        |           |   |        |                  |        |           |        |        |
| White   | 1,135                            | 50.4%  |           |   |        | 4,042            | 63.7%  | 4,120     | 64.0%  | -1.9%  |
| Black   | 158                              | 7.0%   |           |   |        | 507              | 8.0%   | 505       | 7.8%   | 0.4%   |
| Hispanic  | 796                              | 35.3%  |           |   |        | 1,226            | 19.3%  | 1,228     | 19.1%  | -0.2%  |
| Asian/Pacific-Islander                          | 77                               | 3.4%   |           |   |        | 297              | 4.7%   | 331       | 5.1%   | -10.3% |
| Am.-Indian/Alaskan-Native                       | 19                               | 0.8%   |           |   |        | 56               | 0.9%   | 48        | 0.7%   | 16.7%  |
| Other/Unknown                                   | 67                               | 3.0%   |           |   |        | 218              | 3.4%   | 203       | 3.2%   | 7.4%   |
| Age   |                                  |        |           |   |        |                  |        |           |        |        |
| 16 and Below                                    | 23                               | 1.0%   |           |   |        | 75               | 1.2%   | 87        | 1.4%   | -13.8% |
| 17  | 72                               | 3.2%   |           |   |        | 145              | 2.3%   | 152       | 2.4%   | -4.6%  |
| 18  | 258                              | 11.5%  |           |   |        | 168              | 2.6%   | 199       | 3.1%   | -15.6% |
| 19 - 21   | 687                              | 30.5%  |           |   |        | 1,522            | 24.0%  | 1,583     | 24.6%  | -3.9%  |
| 22 - 24   | 410                              | 18.2%  |           |   |        | 1,184            | 18.7%  | 1,238     | 19.2%  | -4.4%  |
| 25 - 30   | 403                              | 17.9%  |           |   |        | 1,500            | 23.6%  | 1,445     | 22.5%  | 3.8%   |
| 31 - 35   | 158                              | 7.0%   |           |   |        | 719              | 11.3%  | 733       | 11.4%  | -1.9%  |
| 36 - 50   | 198                              | 8.8%   |           |   |        | 880              | 13.9%  | 872       | 13.6%  | 0.9%   |
| 51 - 64   | 39                               | 1.7%   |           |   |        | 145              | 2.3%   | 120       | 1.9%   | 20.8%  |
| 65 and Over                                     | 4                                | 0.2%   |           |   |        | 8                | 0.1%   | 6         | 0.1%   | 33.3%  |
| → Average Age                                   | 24.8                             |        |           |   |        | 27.3             |        | 27.1      |        | 0.7%   |

<sup>1</sup>Based on 15 Credit Hours

<sup>2</sup>Full Time - 12 Credit Hours or more

<sup>3</sup>South Austin Campus opened in fall 2006

**Austin Community College  
Student Profile  
12<sup>th</sup> Class Day Data  
Fall 2006 vs. Fall 2005**

|   |                           | Extension Centers |        |           |        |        | Site Based |        |           |        |        |
|---|---------------------------|-------------------|--------|-----------|--------|--------|------------|--------|-----------|--------|--------|
|   |                           | Fall 2006         |        | Fall 2005 |        | %      | Fall 2006  |        | Fall 2005 |        | %      |
|   |                           | N                 | %      | N         | %      | Change | N          | %      | N         | %      | Change |
| Unduplicated Student Headcount                  |                           | 2,039             |        | 1,914     |        | 6.5%   | 1,265      |        | 1,148     |        | 10.2%  |
| Credit Hours                                    |                           | 10,558            |        | 9,567     |        | 10.4%  | 4,554      |        | 4,189     |        | 8.7%   |
| Average Credit Hours                            |                           | 5.2               |        | 5.0       |        | 3.6%   | 3.6        |        | 3.6       |        | -1.3%  |
| Full-Time Student Equivalent (FTE) <sup>1</sup> |                           | 704               |        | 638       |        | 10.4%  | 304        |        | 279       |        | 8.7%   |
| Contact Hours                                   | Total                     | 179,952           | 100.0% | 163,160   | 100.0% | 10.3%  | 91,584     | 100.0% | 83,440    | 100.0% | 9.8%   |
|   | → Academic                | 169,728           | 94.3%  | 154,056   | 94.4%  | 10.2%  | 52,032     | 56.8%  | 46,816    | 56.1%  | 11.1%  |
|   | → Technical               | 10,224            | 5.7%   | 9,104     | 5.6%   | 12.3%  | 39,552     | 43.2%  | 36,624    | 43.9%  | 8.0%   |
| Average Contact Hours                           |                           | 88.3              |        | 85.2      |        | 3.5%   | 72.4       |        | 72.7      |        | -0.4%  |
| Student Status <sup>2</sup>                     | Part-Time                 | 1,500             | 73.6%  | 1,458     | 76.2%  | 2.9%   | 1,085      | 85.8%  | 985       | 85.8%  | 10.2%  |
|   | Full-Time                 | 539               | 26.4%  | 456       | 23.8%  | 18.2%  | 180        | 14.2%  | 163       | 14.2%  | 10.4%  |
| Residency                                       | In-District               | 392               | 19.2%  | 446       | 23.3%  | -12.1% | 722        | 57.1%  | 623       | 54.3%  | 15.9%  |
|   | Out-of-District           | 1,624             | 79.6%  | 1,443     | 75.4%  | 12.5%  | 516        | 40.8%  | 499       | 43.5%  | 3.4%   |
|   | Out-of-State              | 22                | 1.1%   | 23        | 1.2%   | -4.3%  | 17         | 1.3%   | 15        | 1.3%   | 13.3%  |
|   | Foreign                   | 1                 | 0.0%   | 2         | 0.1%   | -50.0% | 10         | 0.8%   | 11        | 1.0%   | -9.1%  |
| Gender  | Female                    | 1,200             | 58.9%  | 1,132     | 59.1%  | 6.0%   | 728        | 57.5%  | 649       | 56.5%  | 12.2%  |
|   | Male                      | 839               | 41.1%  | 782       | 40.9%  | 7.3%   | 537        | 42.5%  | 499       | 43.5%  | 7.6%   |
| Ethnicity                                       | White                     | 1,350             | 66.2%  | 1,270     | 66.4%  | 6.3%   | 857        | 67.7%  | 772       | 67.2%  | 11.0%  |
|   | Black                     | 106               | 5.2%   | 80        | 4.2%   | 32.5%  | 85         | 6.7%   | 85        | 7.4%   | 0.0%   |
|   | Hispanic                  | 494               | 24.2%  | 466       | 24.3%  | 6.0%   | 240        | 19.0%  | 210       | 18.3%  | 14.3%  |
|   | Asian/Pacific-Islander    | 35                | 1.7%   | 33        | 1.7%   | 6.1%   | 45         | 3.6%   | 45        | 3.9%   | 0.0%   |
|   | Am.-Indian/Alaskan-Native | 26                | 1.3%   | 17        | 0.9%   | 52.9%  | 12         | 0.9%   | 8         | 0.7%   | 50.0%  |
|   | Other/Unknown             | 28                | 1.4%   | 48        | 2.5%   | -41.7% | 26         | 2.1%   | 28        | 2.4%   | -7.1%  |
| Age   | 16 and Below              | 228               | 11.2%  | 166       | 8.7%   | 37.3%  | 264        | 20.9%  | 206       | 17.9%  | 28.2%  |
|   | 17                        | 323               | 15.8%  | 339       | 17.7%  | -4.7%  | 390        | 30.8%  | 370       | 32.2%  | 5.4%   |
|   | 18                        | 289               | 14.2%  | 238       | 12.4%  | 21.4%  | 61         | 4.8%   | 60        | 5.2%   | 1.7%   |
|   | 19 - 21                   | 532               | 26.1%  | 479       | 25.0%  | 11.1%  | 131        | 10.4%  | 130       | 11.3%  | 0.8%   |
|   | 22 - 24                   | 211               | 10.3%  | 206       | 10.8%  | 2.4%   | 107        | 8.5%   | 87        | 7.6%   | 23.0%  |
|   | 25 - 30                   | 187               | 9.2%   | 213       | 11.1%  | -12.2% | 139        | 11.0%  | 109       | 9.5%   | 27.5%  |
|   | 31 - 35                   | 97                | 4.8%   | 95        | 5.0%   | 2.1%   | 52         | 4.1%   | 57        | 5.0%   | -8.8%  |
|   | 36 - 50                   | 151               | 7.4%   | 153       | 8.0%   | -1.3%  | 97         | 7.7%   | 107       | 9.3%   | -9.3%  |
|   | 51 - 64                   | 21                | 1.0%   | 21        | 1.1%   | 0.0%   | 20         | 1.6%   | 17        | 1.5%   | 17.6%  |
|   | 65 and Over               | 0                 | 0.0%   | 4         | 0.2%   |        | 4          | 0.3%   | 5         | 0.4%   | -20.0% |
|   | → Average Age             | 22.2              |        | 22.8      |        | -2.6%  | 22.1       |        | 22.5      |        | -1.8%  |

<sup>1</sup>Based on 15 Credit Hours

<sup>2</sup>Full Time - 12 Credit Hours or more

<sup>3</sup>South Austin Campus opened in fall 2006

**ACC Reasons for Withdrawal  
Academic Years 2003 - 2005**

| Withdrawal Category                  | Reason for Withdrawal                          | AY 2003       |               | AY 2004       |               | AY 2005       |               |
|--------------------------------------|--|---------------|---------------|---------------|---------------|---------------|---------------|
|                                      |  | N             | %             | N             | %             | N             | %             |
| <b>Course-related</b>                | Course was too difficult                       | 2,112         | 5.9%          | 2,146         | 6.0%          | 2,258         | 5.9%          |
|                                      | Course took up too much time                   | 3,044         | 8.6%          | 2,936         | 8.2%          | 2,824         | 7.4%          |
|                                      | Course was not challenging enough              | 255           | 0.7%          | 214           | 0.6%          | 215           | 0.6%          |
|                                      | Disappointed in the quality of teaching        | 1,910         | 5.4%          | 2,126         | 5.9%          | 2,141         | 5.6%          |
|                                      | Course not what I expected                     | 1,545         | 4.3%          | 1,702         | 4.8%          | 1,645         | 4.3%          |
|                                      | <b>Group Total</b>                             | <b>8,866</b>  | <b>24.9%</b>  | <b>9,124</b>  | <b>25.5%</b>  | <b>9,083</b>  | <b>23.8%</b>  |
| <b>College-related</b>               | Inadequate information about ACC or the course | 217           | 0.6%          | 225           | 0.6%          | 235           | 0.6%          |
|                                      | Inadequate counseling                          | 117           | 0.3%          | 124           | 0.3%          | 135           | 0.4%          |
|                                      | Inadequate tutoring                            | 41            | 0.1%          | 41            | 0.1%          | 59            | 0.2%          |
|                                      | Inadequate parking                             | 85            | 0.2%          | 77            | 0.2%          | 78            | 0.2%          |
|                                      | Didn't like the facilities                     | 18            | 0.1%          | 26            | 0.1%          | 17            | 0.0%          |
|                                      | Not enough student-faculty contact             | 71            | 0.2%          | 107           | 0.3%          | 95            | 0.2%          |
|                                      | Not enough extracurricular activities offered  | 19            | 0.1%          | 18            | 0.1%          | 15            | 0.0%          |
|                                      | <b>Group Total</b>                             | <b>568</b>    | <b>1.6%</b>   | <b>618</b>    | <b>1.7%</b>   | <b>634</b>    | <b>1.7%</b>   |
| <b>Personal-related</b>              | Conflict between class and job                 | 7,950         | 22.3%         | 7,693         | 21.5%         | 8,167         | 21.4%         |
|                                      | Transportation problems                        | 621           | 1.7%          | 531           | 1.5%          | 600           | 1.6%          |
|                                      | Financial problems                             | 870           | 2.4%          | 823           | 2.3%          | 845           | 2.2%          |
|                                      | Emotional problems                             | 662           | 1.9%          | 638           | 1.8%          | 733           | 1.9%          |
|                                      | Family/Relationship problems                   | 1,871         | 5.3%          | 1,867         | 5.2%          | 2,144         | 5.6%          |
|                                      | Health problems                                | 1,607         | 4.5%          | 1,657         | 4.6%          | 1,780         | 4.7%          |
|                                      | Moving to another city location                | 604           | 1.7%          | 570           | 1.6%          | 568           | 1.5%          |
|                                      | Met my goal - no need to finish the course     | 403           | 1.1%          | 386           | 1.1%          | 430           | 1.1%          |
|                                      | To maintain higher GPA                         | 1,979         | 5.6%          | 2,101         | 5.9%          | 2,213         | 5.8%          |
|                                      | Undecided about my major or career goals       | 382           | 1.1%          | 347           | 1.0%          | 379           | 1.0%          |
|                                      | Changed my major or career goals               | 591           | 1.7%          | 593           | 1.7%          | 677           | 1.8%          |
|                                      | Wasn't ready for college                       | 120           | 0.3%          | 122           | 0.3%          | 115           | 0.3%          |
|                                      | Not prepared academically for the course       | 695           | 2.0%          | 744           | 2.1%          | 746           | 2.0%          |
| Decided college was not for me       | 135  | 0.4%          | 134           | 0.4%          | 131           | 0.3%          |               |
|                                      | <b>Group Total</b>                             | <b>18,490</b> | <b>51.9%</b>  | <b>18,206</b> | <b>50.9%</b>  | <b>19,528</b> | <b>51.2%</b>  |
| <b>Faculty-initiated</b>             | Excessive absences                             | 3,668         | 10.3%         | 3,680         | 10.3%         | 4,144         | 10.9%         |
|                                      | Disciplinary action                            | 20            | 0.1%          | 27            | 0.1%          | 19            | 0.0%          |
|                                      | Lack of progress                               | 1,030         | 2.9%          | 1,227         | 3.4%          | 1,390         | 3.6%          |
|                                      | Missed tests or assignments                    | 1,178         | 3.3%          | 1,247         | 3.5%          | 1,461         | 3.8%          |
|                                      | Lacks pre-requisite                            | 45            | 0.1%          | 41            | 0.1%          | 33            | 0.1%          |
|                                      | TASP   | 927           | 2.6%          | 726           | 2.0%          | 919           | 2.4%          |
|                                      | Other  | 803           | 2.3%          | 862           | 2.4%          | 895           | 2.3%          |
|                                      | <b>Group Total</b>                             | <b>7,671</b>  | <b>21.6%</b>  | <b>7,810</b>  | <b>21.8%</b>  | <b>8,861</b>  | <b>23.3%</b>  |
| <b>Total</b>                         |  | <b>35,595</b> | <b>100.0%</b> | <b>35,758</b> | <b>100.0%</b> | <b>38,106</b> | <b>100.0%</b> |
| <b>No reason given/missing data*</b> |  | <b>2,252</b>  |               | <b>834</b>    |               | <b>588</b>    |               |
| <b>Grand Total</b>                   |  | <b>37,847</b> |               | <b>36,592</b> |               | <b>38,694</b> |               |

\* Withdrawals with no reason given or with missing data in the "Reasons for Withdrawal" code (6% of all withdrawals during AY 2003 and 2% of all withdrawals for both AY 2004 and AY 2005) were excluded from the percentage calculation.

**Notes**

→ Reasons for withdrawal were obtained from withdrawal forms from the ACC computer system. The reasons for withdrawal were divided, per the form, into 4 sections: *Course-related*, *College-related*, *Personal-related* and *Faculty-initiated*.

→ As in academic years 2003 and 2004, half of all reasons given for withdrawals in academic year 2005 were *Personal-related*. The number one reason for withdrawal in both academic years was "Conflict between class and job" (a *Personal-related* reason for withdrawal). *Course-related* and *Faculty-initiated* accounted for 23.8% and 23.3%, respectively, of the reasons for withdrawal in academic year 2005, with the former decreasing 1.7% and the latter increasing 1.5% compared to the previous academic year.

## ACC Reasons for Withdrawal by Dean Area Academic Year 2005

| Withdrawal Category/Reason for Withdrawal      | Dean Area         |               |                |               |                       |               |                              |               |  |               |                  |               |                 |               |  |               |               |               |
|--|-------------------|---------------|----------------|---------------|-----------------------|---------------|------------------------------|---------------|--|---------------|------------------|---------------|-----------------|---------------|--|---------------|---------------|---------------|
|  | Arts & Humanities |               | Communications |               | Mathematics & Science |               | Social & Behavioral Sciences |               | Applied Tech, Multimedia & Public Services |               | Business Studies |               | Health Sciences |               | Computer Studies & Advanced Technology |               | ACC Total     |               |
|  | N                 | %             | N              | %             | N                     | %             | N                            | %             | N  | %             | N                | %             | N               | %             | N                                      | %             | N             | %             |
| <b>Course-related</b>                          |                   |               |                |               |                       |               |                              |               |  |               |                  |               |                 |               |  |               |               |               |
| Course was too difficult                       | 273               | 7.0%          | 252            | 3.7%          | 1,001                 | 9.0%          | 508                          | 5.3%          | 37   | 2.6%          | 90               | 4.4%          | 46              | 2.8%          | 51                                     | 3.2%          | 2,258         | 5.9%          |
| Course took up too much time                   | 373               | 9.5%          | 452            | 6.7%          | 749                   | 6.8%          | 777                          | 8.1%          | 98   | 6.9%          | 144              | 7.0%          | 124             | 7.6%          | 107                                    | 6.7%          | 2,824         | 7.4%          |
| Course was not challenging enough              | 36                | 0.9%          | 31             | 0.5%          | 59                    | 0.5%          | 42                           | 0.4%          | 10   | 0.7%          | 6                | 0.3%          | 12              | 0.7%          | 19                                     | 1.2%          | 215           | 0.6%          |
| Disappointed in the quality of teaching        | 225               | 5.7%          | 311            | 4.6%          | 846                   | 7.6%          | 490                          | 5.1%          | 55   | 3.9%          | 98               | 4.8%          | 46              | 2.8%          | 70                                     | 4.4%          | 2,141         | 5.6%          |
| Course not what I expected                     | 286               | 7.3%          | 195            | 2.9%          | 358                   | 3.2%          | 483                          | 5.0%          | 71   | 5.0%          | 93               | 4.5%          | 88              | 5.4%          | 71                                     | 4.4%          | 1,645         | 4.3%          |
| <b>Group Total</b>                             | <b>1,193</b>      | <b>30.4%</b>  | <b>1,241</b>   | <b>18.4%</b>  | <b>3,013</b>          | <b>27.2%</b>  | <b>2,300</b>                 | <b>23.9%</b>  | <b>271</b>                                 | <b>19.1%</b>  | <b>431</b>       | <b>21.1%</b>  | <b>316</b>      | <b>19.4%</b>  | <b>318</b>                             | <b>19.8%</b>  | <b>9,083</b>  | <b>23.8%</b>  |
| <b>College-related</b>                         |                   |               |                |               |                       |               |                              |               |  |               |                  |               |                 |               |  |               |               |               |
| Inadequate information about ACC or the course | 24                | 0.6%          | 45             | 0.7%          | 70                    | 0.6%          | 50                           | 0.5%          | 10   | 0.7%          | 12               | 0.6%          | 10              | 0.6%          | 14                                     | 0.9%          | 235           | 0.6%          |
| Inadequate counseling                          | 14                | 0.4%          | 19             | 0.3%          | 41                    | 0.4%          | 37                           | 0.4%          | 3  | 0.2%          | 4                | 0.2%          | 9               | 0.6%          | 8                                      | 0.5%          | 135           | 0.4%          |
| Inadequate tutoring                            | 5                 | 0.1%          | 6              | 0.1%          | 26                    | 0.2%          | 11                           | 0.1%          | 0  | 0.0%          | 2                | 0.1%          | 4               | 0.2%          | 5                                      | 0.3%          | 59            | 0.2%          |
| Inadequate parking                             | 11                | 0.3%          | 15             | 0.2%          | 25                    | 0.2%          | 9                            | 0.1%          | 1  | 0.1%          | 5                | 0.2%          | 7               | 0.4%          | 5                                      | 0.3%          | 78            | 0.2%          |
| Didn't like the facilities                     | 1                 | 0.0%          | 1              | 0.0%          | 5                     | 0.0%          | 2                            | 0.0%          | 3  | 0.2%          | 2                | 0.1%          | 3               | 0.2%          | 0                                      | 0.0%          | 17            | 0.0%          |
| Not enough student-faculty contact             | 7                 | 0.2%          | 13             | 0.2%          | 23                    | 0.2%          | 27                           | 0.3%          | 2  | 0.1%          | 12               | 0.6%          | 4               | 0.2%          | 7                                      | 0.4%          | 95            | 0.2%          |
| Not enough extracurricular activities offered  | 0                 | 0.0%          | 0              | 0.0%          | 5                     | 0.0%          | 5                            | 0.1%          | 0  | 0.0%          | 2                | 0.1%          | 0               | 0.0%          | 3                                      | 0.2%          | 15            | 0.0%          |
| <b>Group Total</b>                             | <b>62</b>         | <b>1.6%</b>   | <b>99</b>      | <b>1.5%</b>   | <b>195</b>            | <b>1.8%</b>   | <b>141</b>                   | <b>1.5%</b>   | <b>19</b>                                  | <b>1.3%</b>   | <b>39</b>        | <b>1.9%</b>   | <b>37</b>       | <b>2.3%</b>   | <b>42</b>                              | <b>2.6%</b>   | <b>634</b>    | <b>1.7%</b>   |
| <b>Personal-related</b>                        |                   |               |                |               |                       |               |                              |               |  |               |                  |               |                 |               |  |               |               |               |
| Conflict between class and job                 | 863               | 22.0%         | 1,195          | 17.7%         | 2,132                 | 19.2%         | 2,247                        | 23.3%         | 346  | 24.3%         | 557              | 27.2%         | 418             | 25.6%         | 409                                    | 25.5%         | 8,167         | 21.4%         |
| Transportation problems                        | 65                | 1.7%          | 105            | 1.6%          | 136                   | 1.2%          | 150                          | 1.6%          | 47   | 3.3%          | 19               | 0.9%          | 46              | 2.8%          | 32                                     | 2.0%          | 600           | 1.6%          |
| Financial problems                             | 88                | 2.2%          | 144            | 2.1%          | 228                   | 2.1%          | 236                          | 2.4%          | 30   | 2.1%          | 45               | 2.2%          | 43              | 2.6%          | 31                                     | 1.9%          | 845           | 2.2%          |
| Emotional problems                             | 80                | 2.0%          | 135            | 2.0%          | 192                   | 1.7%          | 208                          | 2.2%          | 26   | 1.8%          | 25               | 1.2%          | 42              | 2.6%          | 25                                     | 1.6%          | 733           | 1.9%          |
| Family/Relationship problems                   | 205               | 5.2%          | 361            | 5.3%          | 589                   | 5.3%          | 592                          | 6.1%          | 81   | 5.7%          | 126              | 6.2%          | 110             | 6.7%          | 80                                     | 5.0%          | 2,144         | 5.6%          |
| Health problems                                | 181               | 4.6%          | 260            | 3.9%          | 453                   | 4.1%          | 445                          | 4.6%          | 93   | 6.5%          | 93               | 4.5%          | 185             | 11.3%         | 70                                     | 4.4%          | 1,780         | 4.7%          |
| Moving to another city location                | 56                | 1.4%          | 88             | 1.3%          | 138                   | 1.2%          | 172                          | 1.8%          | 21   | 1.5%          | 38               | 1.9%          | 32              | 2.0%          | 23                                     | 1.4%          | 568           | 1.5%          |
| Met my goal - no need to finish the course     | 55                | 1.4%          | 70             | 1.0%          | 151                   | 1.4%          | 87                           | 0.9%          | 16   | 1.1%          | 24               | 1.2%          | 18              | 1.1%          | 9                                      | 0.6%          | 430           | 1.1%          |
| To maintain higher GPA                         | 207               | 5.3%          | 321            | 4.8%          | 701                   | 6.3%          | 743                          | 7.7%          | 52   | 3.7%          | 75               | 3.7%          | 64              | 3.9%          | 50                                     | 3.1%          | 2,213         | 5.8%          |
| Undecided about my major or career goals       | 34                | 0.9%          | 36             | 0.5%          | 106                   | 1.0%          | 103                          | 1.1%          | 17   | 1.2%          | 34               | 1.7%          | 10              | 0.6%          | 39                                     | 2.4%          | 379           | 1.0%          |
| Changed my major or career goals               | 64                | 1.6%          | 70             | 1.0%          | 253                   | 2.3%          | 143                          | 1.5%          | 32   | 2.3%          | 46               | 2.2%          | 49              | 3.0%          | 20                                     | 1.2%          | 677           | 1.8%          |
| Wasn't ready for college                       | 6                 | 0.2%          | 27             | 0.4%          | 28                    | 0.3%          | 44                           | 0.5%          | 2  | 0.1%          | 5                | 0.2%          | 1               | 0.1%          | 2                                      | 0.1%          | 115           | 0.3%          |
| Not prepared academically for the course       | 74                | 1.9%          | 131            | 1.9%          | 243                   | 2.2%          | 169                          | 1.8%          | 24   | 1.7%          | 34               | 1.7%          | 34              | 2.1%          | 37                                     | 2.3%          | 746           | 2.0%          |
| Decided college was not for me                 | 11                | 0.3%          | 29             | 0.4%          | 25                    | 0.2%          | 47                           | 0.5%          | 2  | 0.1%          | 6                | 0.3%          | 5               | 0.3%          | 6                                      | 0.4%          | 131           | 0.3%          |
| <b>Group Total</b>                             | <b>1,989</b>      | <b>50.7%</b>  | <b>2,972</b>   | <b>44.0%</b>  | <b>5,375</b>          | <b>48.4%</b>  | <b>5,386</b>                 | <b>55.9%</b>  | <b>789</b>                                 | <b>55.5%</b>  | <b>1,127</b>     | <b>55.1%</b>  | <b>1,057</b>    | <b>64.8%</b>  | <b>833</b>                             | <b>51.9%</b>  | <b>19,528</b> | <b>51.2%</b>  |
| <b>Faculty-initiated</b>                       |                   |               |                |               |                       |               |                              |               |  |               |                  |               |                 |               |  |               |               |               |
| Excessive absences                             | 421               | 10.7%         | 974            | 14.4%         | 1,711                 | 15.4%         | 519                          | 5.4%          | 137  | 9.6%          | 155              | 7.6%          | 64              | 3.9%          | 163                                    | 10.2%         | 4,144         | 10.9%         |
| Disciplinary action                            | 1                 | 0.0%          | 8              | 0.1%          | 2                     | 0.0%          | 1                            | 0.0%          | 1  | 0.1%          | 1                | 0.0%          | 5               | 0.3%          | 0                                      | 0.0%          | 19            | 0.0%          |
| Lack of progress                               | 29                | 0.7%          | 772            | 11.4%         | 114                   | 1.0%          | 238                          | 2.5%          | 41   | 2.9%          | 105              | 5.1%          | 42              | 2.6%          | 49                                     | 3.1%          | 1,390         | 3.6%          |
| Missed tests or assignments                    | 75                | 1.9%          | 306            | 4.5%          | 400                   | 3.6%          | 399                          | 4.1%          | 60   | 4.2%          | 96               | 4.7%          | 5               | 0.3%          | 120                                    | 7.5%          | 1,461         | 3.8%          |
| Lacks pre-requisite                            | 2                 | 0.1%          | 26             | 0.4%          | 3                     | 0.0%          | 0                            | 0.0%          | 2  | 0.1%          | 0                | 0.0%          | 0               | 0.0%          | 0                                      | 0.0%          | 33            | 0.1%          |
| TASP   | 72                | 1.8%          | 158            | 2.3%          | 89                    | 0.8%          | 383                          | 4.0%          | 66   | 4.6%          | 46               | 2.2%          | 66              | 4.0%          | 39                                     | 2.4%          | 919           | 2.4%          |
| Other  | 77                | 2.0%          | 193            | 2.9%          | 192                   | 1.7%          | 271                          | 2.8%          | 36   | 2.5%          | 46               | 2.2%          | 39              | 2.4%          | 41                                     | 2.6%          | 895           | 2.3%          |
| <b>Group Total</b>                             | <b>677</b>        | <b>17.3%</b>  | <b>2,437</b>   | <b>36.1%</b>  | <b>2,511</b>          | <b>22.6%</b>  | <b>1,811</b>                 | <b>18.8%</b>  | <b>343</b>                                 | <b>24.1%</b>  | <b>449</b>       | <b>21.9%</b>  | <b>221</b>      | <b>13.5%</b>  | <b>412</b>                             | <b>25.7%</b>  | <b>8,861</b>  | <b>23.3%</b>  |
| <b>Total</b>                                   | <b>3,921</b>      | <b>100.0%</b> | <b>6,749</b>   | <b>100.0%</b> | <b>11,094</b>         | <b>100.0%</b> | <b>9,638</b>                 | <b>100.0%</b> | <b>1,422</b>                               | <b>100.0%</b> | <b>2,046</b>     | <b>100.0%</b> | <b>1,631</b>    | <b>100.0%</b> | <b>1,605</b>                           | <b>100.0%</b> | <b>38,106</b> | <b>100.0%</b> |
| No reason given/missing data*                  | 47                | .             | 96             | .             | 161                   | .             | 162                          | .             | 25   | .             | 35               | .             | 38              | .             | 24                                     | .             | 588           | .             |
| <b>Grand Total</b>                             | <b>3,968</b>      | .             | <b>6,845</b>   | .             | <b>11,255</b>         | .             | <b>9,800</b>                 | .             | <b>1,447</b>                               | .             | <b>2,081</b>     | .             | <b>1,669</b>    | .             | <b>1,629</b>                           | .             | <b>38,694</b> | .             |

\* Withdrawals with no reason given or with missing data in the "Reasons for Withdrawal" code (2% of all withdrawals for AY 2005) were excluded from the percentage calculation.

→ Reasons for withdrawal were obtained from withdrawal forms from the ACC computer system. The reasons for withdrawal were divided, per the form, into 4 sections *Course-related*, *College-related*, *Personal-related* and *Faculty-initiated*.

→ Examining total ACC reasons for withdrawal, half of all reasons given in academic year 2005 were *Personal-related* (51.2%). The number one reason for withdrawals, across all dean areas, was "Conflict between class and job" (a *Personal-related* reason for withdrawal); Business Studies had the highest "Conflict between class and job" percentage (27.2%). *Course-related* and *Faculty-initiated* reasons for withdrawal accounted for 23.8% and 23.3%, respectively, of withdrawals in academic year 2005 at ACC.

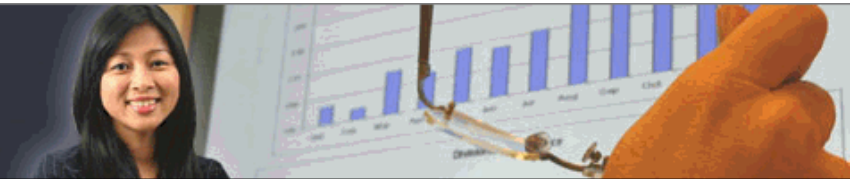
→ Across the four withdrawal categories, the following dean areas had the highest percentage in each *Course-related* withdrawals - Arts & Humanities (30.4%); *College-related* withdrawals - Computer Studies & Advanced Technology (2.6%); *Personal-related* withdrawals - Health Sciences (64.8%); *Faculty-initiated* withdrawals - Communications (36.1%);

Percentages may not add to 100% due to rounding.

Source: ACC Computer System (uncertified data)

Prepared by The Office of Institutional Effectiveness and Accountability - Sep. 21, 2006





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## Office of Institutional Effectiveness and Accountability



The purpose of Office of Institutional Effectiveness and Accountability is to support institutional effectiveness and accountability by conducting institutional research and analysis to provide information for the college-wide decisions support system. OIEA promotes and coordinates college-wide planning, assessment, continuous quality improvement, reporting to state, federal and accrediting agencies and the use of accurate and accessible information in a professional and ethical manner. - adopted September 2005

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