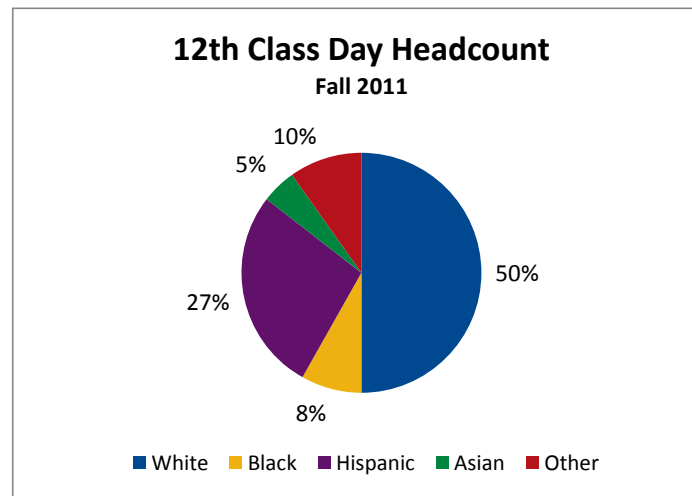
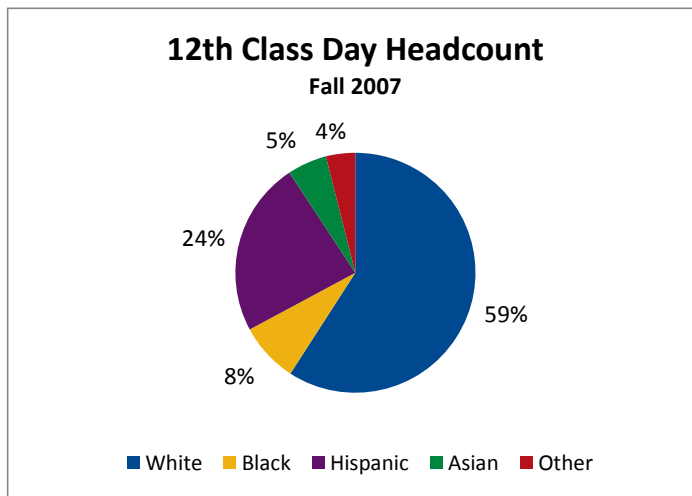


**1 12th Class Day Headcount by Ethnicity: Fall 2007 and Fall 2011**

| Ethnicity | Fall 2007 |        | Fall 2011 |        | F07 to F11 Change |        |
|-----------|-----------|--------|-----------|--------|-------------------|--------|
|           | N         | %      | N         | %      | N                 | %      |
| White     | 19,810    | 59.1%  | 22,552    | 50.0%  | 2,742             | 13.8%  |
| Black     | 2,689     | 8.0%   | 3,675     | 8.1%   | 986               | 36.7%  |
| Hispanic  | 7,897     | 23.6%  | 12,327    | 27.3%  | 4,430             | 56.1%  |
| Asian     | 1,780     | 5.3%   | 2,118     | 4.7%   | 338               | 19.0%  |
| Other     | 1,332     | 4.0%   | 4,428     | 9.8%   | 3,096             | 232.4% |
| Total     | 33,508    | 100.0% | 45,100    | 100.0% | 11,592            | 34.6%  |

Source: ACC 12th Class Day Data

\* Please note that in Fall 2010 there was a change in race/ethnicity reporting format that caused the Other/Unknown group to increase. For the purposes of this report Other is included to show the complete picture (100% of total), but analysis will focus on the four largest ethnic groups.



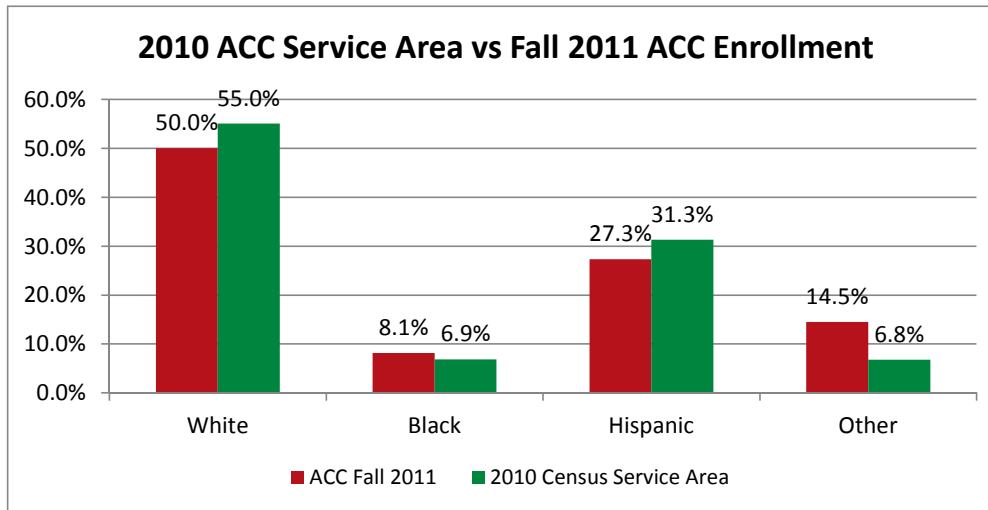
- \* Total headcount increased by 11,592 students (34.6%) from Fall 2007 to Fall 2011.
- \* Hispanic and Black student population increased by 56.1% and 36.7%, respectively.
- \* In Fall 2011, Hispanic students made up 27.3% of the student population, compared to 24% of the student population in Fall 2007.

1 Census Day Headcount for ACC Service Area by Ethnicity: 2010 Census

*Population Information*

| <i>Service Area Total</i> |           |        | <i>State Total</i> |        |
|---------------------------|-----------|--------|--------------------|--------|
| <b>2010 Census</b>        |           |        |                    |        |
| <i>White</i>              | 975,118   | 55.0%  | 11,397,345         | 45.3%  |
| <i>Black</i>              | 121,972   | 6.9%   | 2,886,825          | 11.5%  |
| <i>Hispanic</i>           | 554,544   | 31.3%  | 9,460,921          | 37.6%  |
| <i>Other</i>              | 119,796   | 6.8%   | 1,400,470          | 5.6%   |
| <i>Total</i>              | 1,771,430 | 100.0% | 25,145,561         | 100.0% |

Source: Texas State Data Center

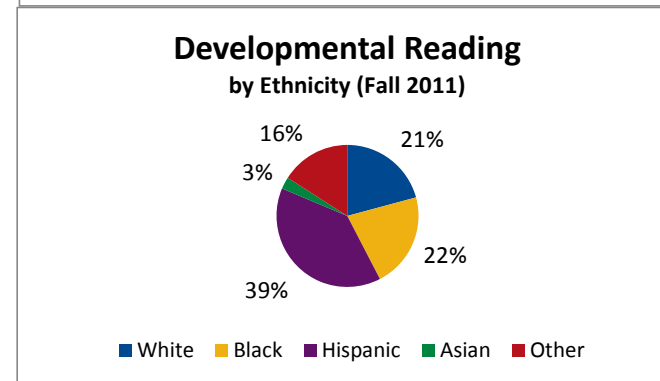
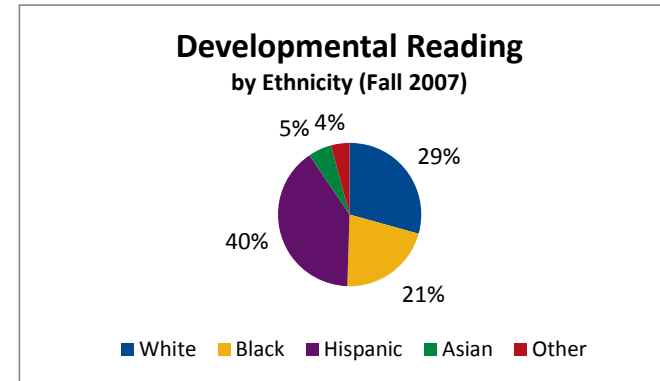
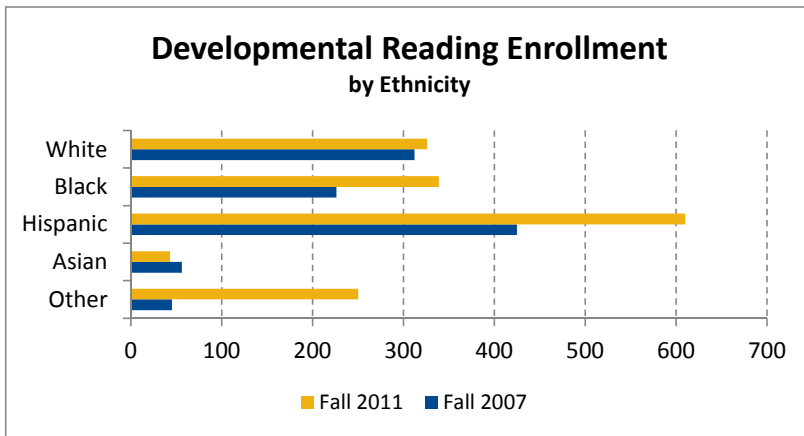


\* ACC's percent of White and Hispanic student enrollment was higher than 2010 Census breakdowns.

2 Census Day Developmental Education Enrollment by Area and Ethnicity: Developmental Reading

| Ethnicity | Developmental Reading |        |           |        |                   |        |
|-----------|-----------------------|--------|-----------|--------|-------------------|--------|
|           | Fall 2007             |        | Fall 2011 |        | F07 to F11 Change |        |
|           | N                     | %      | N         | %      | N                 | %      |
| White     | 312                   | 29.3%  | 326       | 20.8%  | 14                | 4.5%   |
| Black     | 226                   | 21.2%  | 339       | 21.6%  | 113               | 50.0%  |
| Hispanic  | 425                   | 39.9%  | 610       | 38.9%  | 185               | 43.5%  |
| Asian     | 56                    | 5.3%   | 43        | 2.7%   | -13               | -23.2% |
| Other     | 45                    | 4.2%   | 250       | 15.9%  | 205               | 455.6% |
| Total     | 1,064                 | 100.0% | 1,568     | 100.0% | 504               | 47.4%  |

Source: ACC 12th Class Day Data



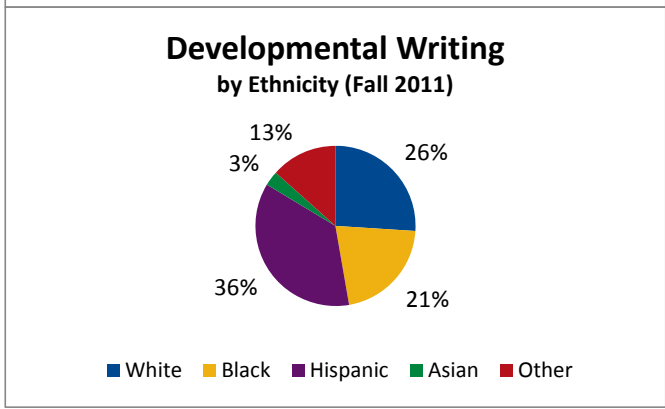
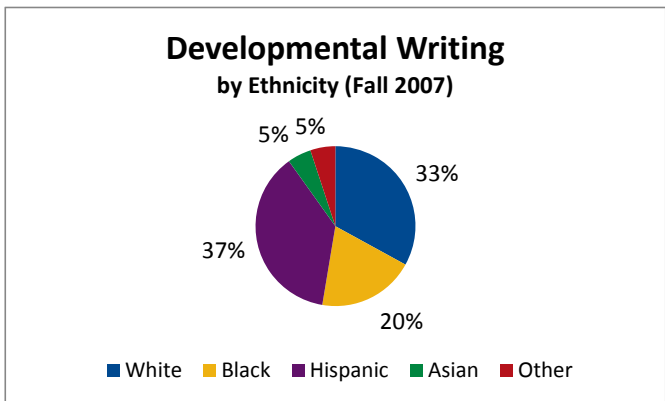
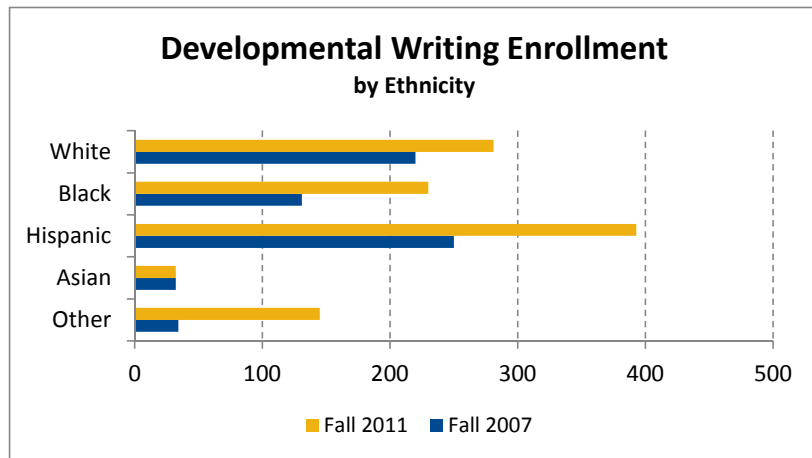
\* Among the larger race/ethnicity groups, enrollment in Developmental Reading saw the greatest increase for Black students (50.0%) and Hispanic students (43.5%) between Fall 2007 and Fall 2011.

\* Asian student enrollment in Developmental Reading decreased (-23.2%).

2 Census Day Developmental Education Enrollment by Area and Ethnicity: Developmental Writing

| Ethnicity | Developmental Writing |        |           |        |                   |        |
|-----------|-----------------------|--------|-----------|--------|-------------------|--------|
|           | Fall 2007             |        | Fall 2011 |        | F07 to F11 Change |        |
|           | N                     | %      | N         | %      | N                 | %      |
| White     | 220                   | 33.0%  | 281       | 26.0%  | 61                | 27.7%  |
| Black     | 131                   | 19.6%  | 230       | 21.3%  | 99                | 75.6%  |
| Hispanic  | 250                   | 37.5%  | 393       | 36.4%  | 143               | 57.2%  |
| Asian     | 32                    | 4.8%   | 32        | 3.0%   | 0                 | 0.0%   |
| Other     | 34                    | 5.1%   | 145       | 13.4%  | 111               | 326.5% |
| Total     | 667                   | 100.0% | 1,081     | 100.0% | 414               | 62.1%  |

Source: ACC 12th Class Day Data

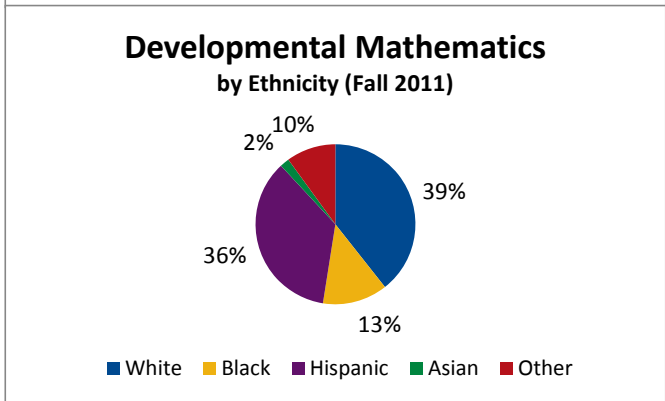
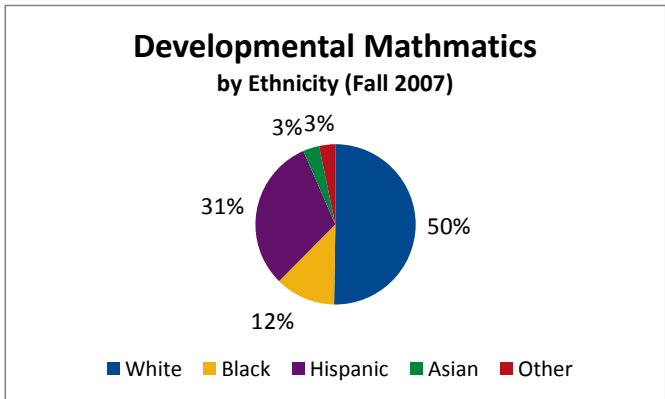
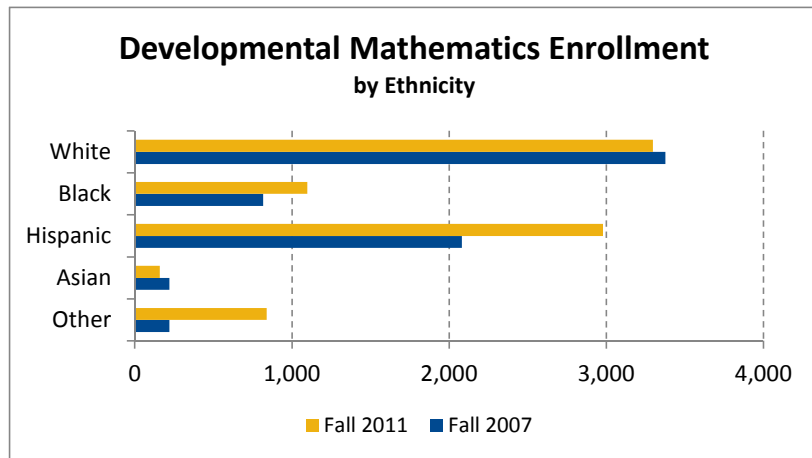


\* Among the larger race/ethnicity groups, Black (75.6%), Hispanic (57.2%), and White (27.7%) saw large increases in Developmental Writing enrollment between Fall 2007 and Fall 2011.

2 Census Day Developmental Education Enrollment by Area and Ethnicity: Developmental Mathematics

| Ethnicity | Developmental Mathematics |        |           |        |                   |        |
|-----------|---------------------------|--------|-----------|--------|-------------------|--------|
|           | Fall 2007                 |        | Fall 2011 |        | F07 to F11 Change |        |
|           | N                         | %      | N         | %      | N                 | %      |
| White     | 3,375                     | 50.3%  | 3,297     | 39.4%  | -78               | -2.3%  |
| Black     | 817                       | 12.2%  | 1,098     | 13.1%  | 281               | 34.4%  |
| Hispanic  | 2,081                     | 31.0%  | 2,979     | 35.6%  | 898               | 43.2%  |
| Asian     | 220                       | 3.3%   | 159       | 1.9%   | -61               | -27.7% |
| Other     | 220                       | 3.3%   | 839       | 10.0%  | 619               | 281.4% |
| Total     | 6,713                     | 100.0% | 8,372     | 100.0% | 1,659             | 24.7%  |

Source: ACC 12th Class Day Data



\* Among the larger race/ethnicity groups, Hispanic students (43.2%) and Black students (34.4%) students saw the greatest increases in Developmental Mathematics enrollment between Fall 2007 and Fall 2011.

\* Asian students (-27.7%) and White students (-2.3%) saw a decrease in Developmental Mathematics enrollments.

2a Proportion of Dev Ed Enrollments by Area and Ethnicity: Developmental Reading, Developmental Writing, and Developmental Mathematics

| Ethnicity | Developmental Reading |      |           |      | Percentage Point Diff. |
|-----------|-----------------------|------|-----------|------|------------------------|
|           | Fall 2007             |      | Fall 2011 |      |                        |
|           | N                     | %    | N         | %    |                        |
| White     | 312                   | 1.6% | 326       | 1.4% | -0.1                   |
| Black     | 226                   | 8.4% | 339       | 9.2% | 0.8                    |
| Hispanic  | 425                   | 5.4% | 610       | 4.9% | -0.4                   |
| Asian     | 56                    | 3.1% | 43        | 2.0% | -1.1                   |
| Other     | 45                    | 3.4% | 250       | 5.6% | 2.3                    |
| Total     | 1,064                 | 3.2% | 1,568     | 3.5% | 0.3                    |

| Ethnicity | Developmental Writing |      |           |      | Percentage Point Diff. |
|-----------|-----------------------|------|-----------|------|------------------------|
|           | Fall 2007             |      | Fall 2011 |      |                        |
|           | N                     | %    | N         | %    |                        |
| White     | 220                   | 1.1% | 281       | 1.2% | 0.1                    |
| Black     | 131                   | 4.9% | 230       | 6.3% | 1.4                    |
| Hispanic  | 250                   | 3.2% | 393       | 3.2% | 0.0                    |
| Asian     | 32                    | 1.8% | 32        | 1.5% | -0.3                   |
| Other     | 34                    | 2.6% | 145       | 3.3% | 0.7                    |
| Total     | 667                   | 2.0% | 1,081     | 2.4% | 0.4                    |

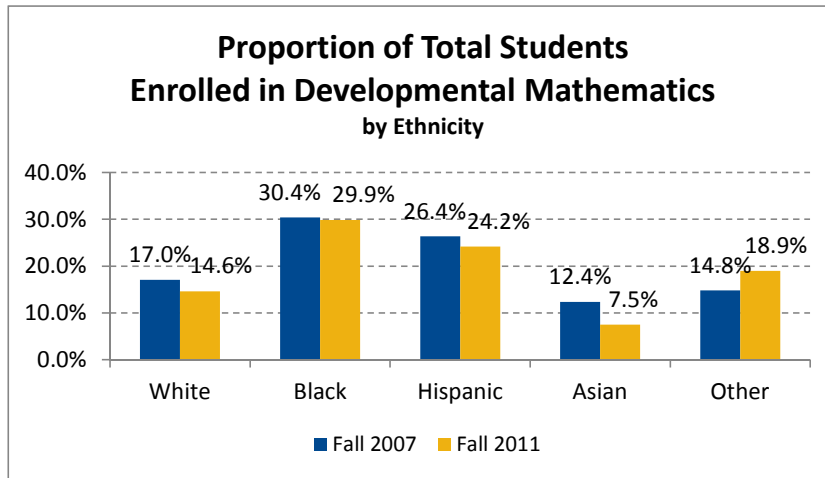
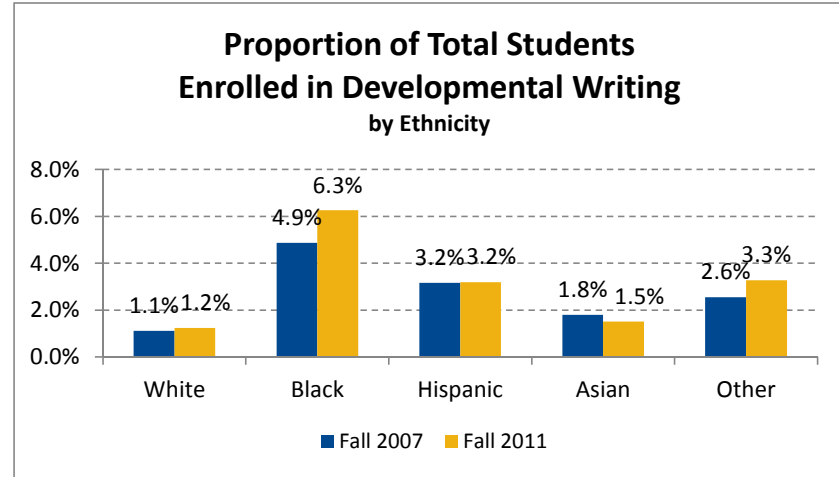
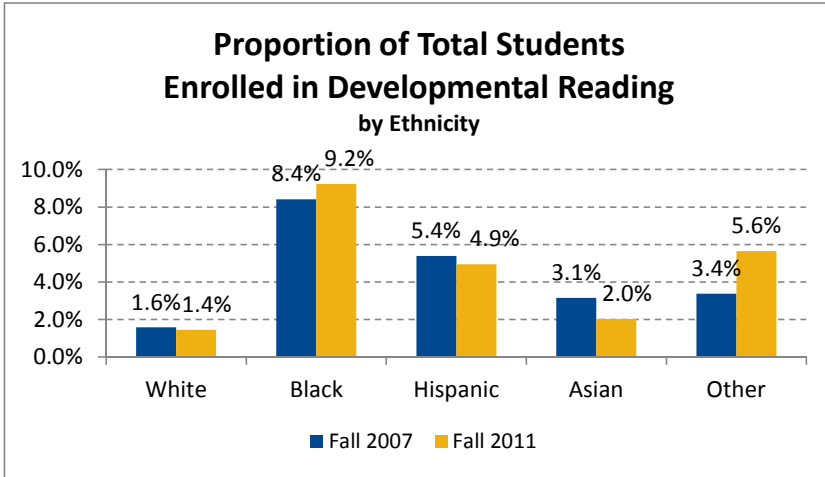
| Ethnicity | Developmental Mathematics |       |           |       | Percentage Point Diff. |
|-----------|---------------------------|-------|-----------|-------|------------------------|
|           | Fall 2007                 |       | Fall 2011 |       |                        |
|           | N                         | %     | N         | %     |                        |
| White     | 3375                      | 17.0% | 3297      | 14.6% | -2.4                   |
| Black     | 817                       | 30.4% | 1098      | 29.9% | -0.5                   |
| Hispanic  | 2081                      | 26.4% | 2979      | 24.2% | -2.2                   |
| Asian     | 220                       | 12.4% | 159       | 7.5%  | -4.9                   |
| Other     | 197                       | 14.8% | 839       | 18.9% | 4.2                    |
| Total     | 6,690                     | 20.0% | 8,372     | 18.6% | -1.4                   |

Source: ACC 12th Class Day Data

\* Fall 2007 total student enrollment was 33,508.

Fall 2011 total student enrollment was 45,100.

2a Proportion of Dev Ed Enrollments by Area and Ethnicity: Developmental Reading, Developmental Writing, and Developmental Mathematics



\* In relation to the total student population, Black students had the highest proportion of Developmental Reading, Developmental Writing, and Developmental Mathematics students in Fall 2007 and Fall 2011.

\* Among the larger race/ethnicity groups, Black students were the only group to see increases in proportion of total enrollment in Developmental Reading (0.8 percentage points) and Developmental Writing (1.4 percentage points).

2b Developmental Ed Successful Transition to College Level Courses: Fall 2009 Cohort

| Successfully Completing Exit Level Developmental Ed Course by Fall 2010 |                                    |                                  |                 |  |              |
|---|------------------------------------|----------------------------------|-----------------|--|--------------|
| Skill Area  | Success-fully Completed Exit Level | Enrolled in College Level Course | Transition Rate | Success-fully Completed College Level Course | Success Rate |
| Math  | 1029                               | 756                              | 73.5%           | 525  | 69.4%        |
| Writing   | 204                                | 107                              | 52.5%           | 67   | 62.6%        |

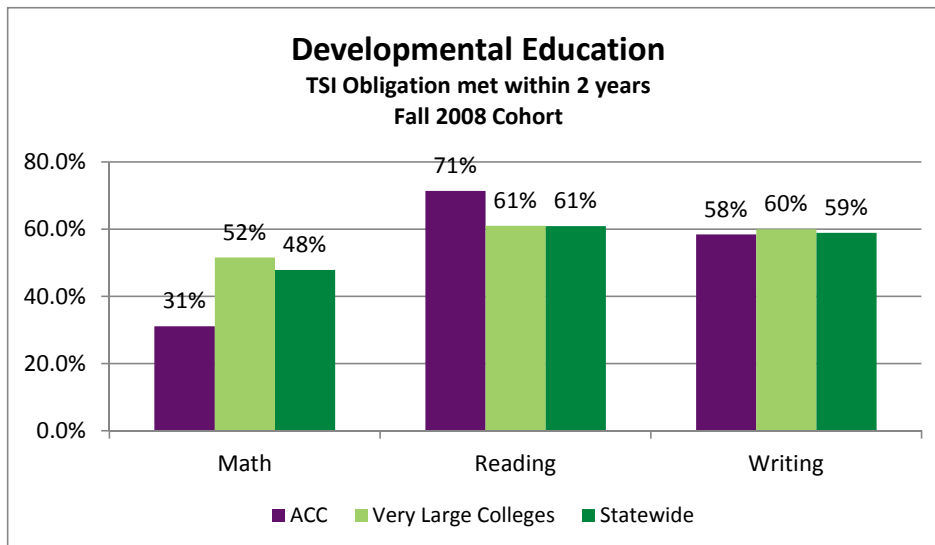
Note: Reading is not tracked by NCCBP for this measure  
 Source: NCCBP

2c Developmental Ed TSI Obligation Met within 2 Years: Fall 2008 FTIC Cohort

Met TSI Obligations

| Skill Area | ACC   | Very Large Colleges | Statewide |
|------------|-------|---------------------|-----------|
| Math       | 31.1% | 51.6%               | 47.9%     |
| Reading    | 71.4% | 61.0%               | 60.9%     |
| Writing    | 58.4% | 60.0%               | 58.9%     |

Source: Texas Higher Education Data



\* For the Fall 2008 Cohort, the percent of ACC students meeting TSI obligation within two years in Math was lower than the peer and state averages.

\* For the Fall 2008 Cohort, the percent of ACC students meeting TSI obligation within two years in Reading was higher than the peer and state averages, while being on par in Writing.

\* 1,407 FTIC students below state standard in Math, 654 FTIC students below state standard in Reading, and 430 FTIC students below state standard in Writing.



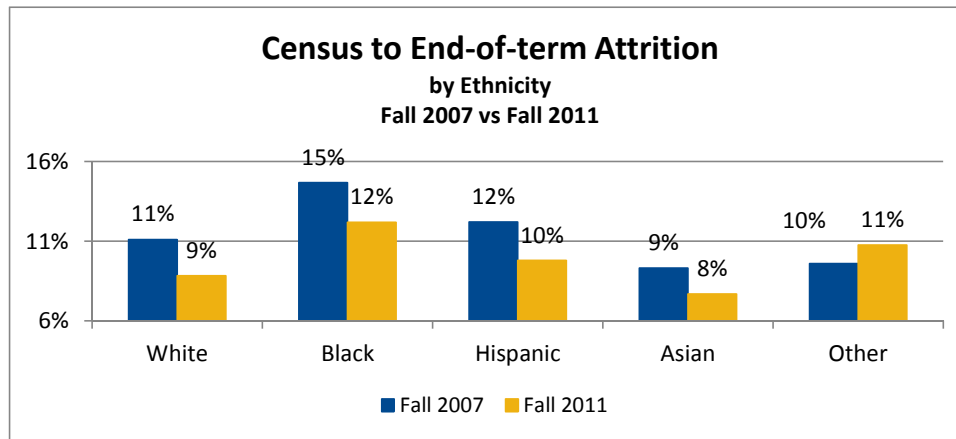
**3 Comparison of Headcount by Ethnicity (Census Day and End of Semester): Fall 2007 and Fall 2011**

| Ethnicity | Fall 2007              |        |             |        |         |        |
|-----------|------------------------|--------|-------------|--------|---------|--------|
|           | Census Date (12th day) |        | End of Term |        | Change  |        |
|           | N                      | %      | N           | %      | N       | %      |
| White     | 19,810                 | 59.1%  | 17,608      | 59.4%  | (2,202) | -11.1% |
| Black     | 2,689                  | 8.0%   | 2,294       | 7.7%   | (395)   | -14.7% |
| Hispanic  | 7,897                  | 23.6%  | 6,932       | 23.4%  | (965)   | -12.2% |
| Asian     | 1,780                  | 5.3%   | 1,614       | 5.4%   | (166)   | -9.3%  |
| Other     | 1,332                  | 4.0%   | 1,204       | 4.1%   | (128)   | -9.6%  |
| Total     | 33,508                 | 100.0% | 29,652      | 100.0% | (3,856) | -11.5% |

| Ethnicity | Fall 2011              |        |             |        |         |        |
|-----------|------------------------|--------|-------------|--------|---------|--------|
|           | Census Date (12th day) |        | End of Term |        | Change  |        |
|           | N                      | %      | N           | %      | N       | %      |
| White     | 22,552                 | 50.0%  | 20,557      | 50.4%  | (1,995) | -8.8%  |
| Black     | 3,675                  | 8.1%   | 3,227       | 7.9%   | (448)   | -12.2% |
| Hispanic  | 12,327                 | 27.3%  | 11,119      | 27.2%  | (1,208) | -9.8%  |
| Asian     | 2,118                  | 4.7%   | 1,955       | 4.8%   | (163)   | -7.7%  |
| Other     | 4,428                  | 9.8%   | 3,951       | 9.7%   | (477)   | -10.8% |
| Total     | 45,100                 | 100.0% | 40,809      | 100.0% | (4,291) | -9.5%  |

Source: ACC 12th Class Day Data, End of Term Data

Definition: End of Term Attrition is the rate at which students enrolled on the 12th class day drop out by the end of the semester. End of term counts include students who have an earned grade (everything except a grade of "AU", "I", and "W").



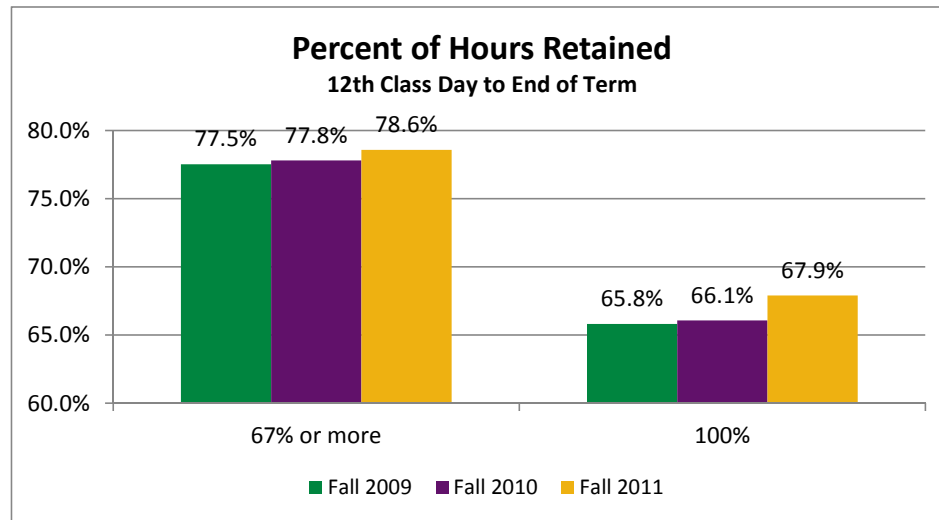
\* Average attrition from census date to end of term improved from 11.5% in Fall 2007 to 9.5% in Fall 2011, a change of 2.0 percentage points.

\* The largest improvement in attrition rates from Fall 2007 to Fall 2011 was seen in Black students (-2.5%) and Hispanic students (-2.4%).

**4 Course Withdrawals: Fall 2009 through Fall 2011**

| % Hours Retained    | Fall 2009 |        | Fall 2010 |        | Fall 2011 |        |
|---------------------|-----------|--------|-----------|--------|-----------|--------|
|                     | N         | %      | N         | %      | N         | %      |
| 0%                  | 3,879     | 9.6%   | 4,064     | 9.2%   | 4,236     | 9.4%   |
| 25% or more         | 36,163    | 89.9%  | 39,835    | 90.3%  | 40,653    | 90.1%  |
| 50% or more         | 34,573    | 85.9%  | 38,195    | 86.6%  | 39,138    | 86.8%  |
| 67% or more         | 31,203    | 77.5%  | 34,319    | 77.8%  | 35,443    | 78.6%  |
| 75% or more         | 29,221    | 72.6%  | 32,094    | 72.8%  | 33,216    | 73.6%  |
| 100%                | 26,488    | 65.8%  | 29,133    | 66.1%  | 30,619    | 67.9%  |
| Total # of Students | 40,248    | 100.0% | 44,100    | 100.0% | 45,100    | 100.0% |

Source: ACC 12th Class Day Data, End of Term Data



\* Over the past three years, the percent of students retaining all their courses for which they enrolled has steadily increased from 65.8 in Fall 2009 to 67.9% in Fall 2011.

\* The percent of students retaining 67% or more of their courses increased from 77.5% in Fall 2009 to 78.6% in Fall 2011.

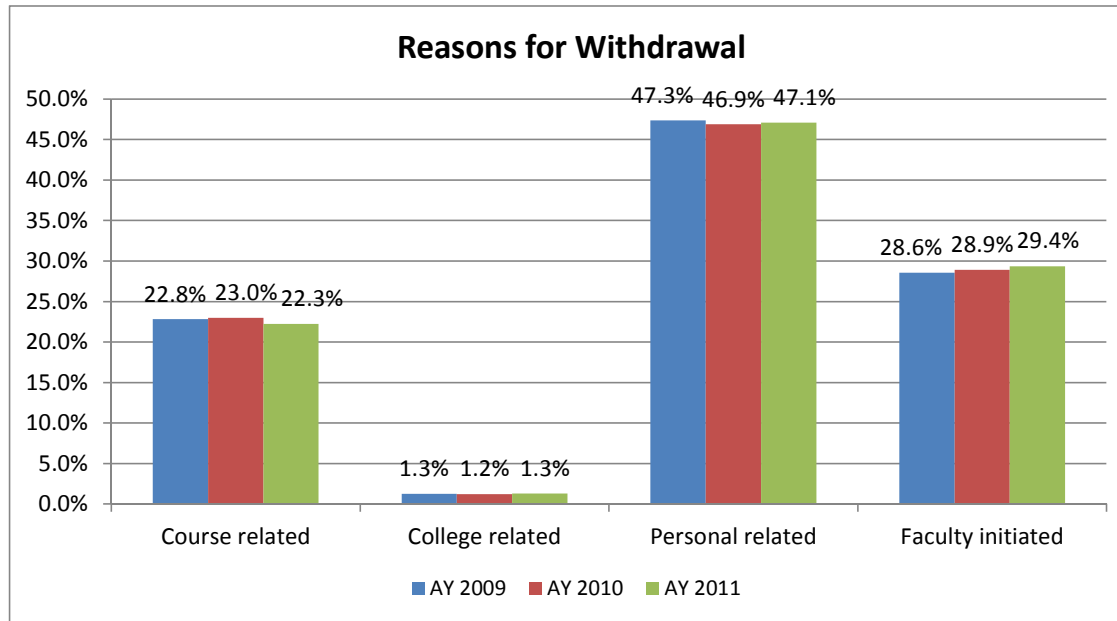
**4 Course Withdrawals: Fall 2009 through Fall 2011**

| Reasons for Withdrawal    | AY 2009       |               | AY 2010       |               | AY 2011       |               |
|---------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
|                           | N             | %             | N             | %             | N             | %             |
| Course related            | 9,213         | 22.8%         | 10,195        | 23.0%         | 10,398        | 22.3%         |
| College related           | 513           | 1.3%          | 544           | 1.2%          | 609           | 1.3%          |
| Personal related          | 19,125        | 47.3%         | 20,807        | 46.9%         | 22,002        | 47.1%         |
| Faculty initiated         | 11,540        | 28.6%         | 12,839        | 28.9%         | 13,719        | 29.4%         |
| <b>Total (duplicated)</b> | <b>40,391</b> | <b>100.0%</b> | <b>44,385</b> | <b>100.0%</b> | <b>46,728</b> | <b>100.0%</b> |

Source: ACC Withdrawal data

**Notes:**

- \* Withdrawals with no reason given or with missing data in the 'Reasons for Withdrawal' code were excluded from the percentage calculation. Also, multiple reasons may be given, therefore totals may contain students who have been counted for each reason given (duplicated).
- \* 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. A number of individuals had more than one reason for withdrawal per section.



\* The percentage distribution of reasons for withdrawal have stayed the same across the past three academic years.

5 Grade Distribution (All, Distance Ed, Non-Distance Ed, Dev Ed): Fall 2010 and Fall 2011

| Grade        | All ACC        |               |                |               | Non-Distance Learning |               |               |               | Distance Learning |               |               |               |
|--------------|----------------|---------------|----------------|---------------|-----------------------|---------------|---------------|---------------|-------------------|---------------|---------------|---------------|
|              | Fall 2010      |               | Fall 2011      |               | Fall 2010             |               | Fall 2011     |               | Fall 2010         |               | Fall 2011     |               |
|              | N              | %             | N              | %             | N                     | %             | N             | %             | N                 | %             | N             | %             |
| A            | 34,687         | 30.2%         | 35,236         | 31.1%         | 30,911                | 30.6%         | 31,295        | 31.7%         | 3,776             | 26.8%         | 3,941         | 27.2%         |
| B            | 26,547         | 23.1%         | 26,526         | 23.4%         | 23,718                | 23.5%         | 23,494        | 23.8%         | 2,829             | 20.1%         | 3,032         | 21.0%         |
| C            | 18,055         | 15.7%         | 18,055         | 15.9%         | 16,164                | 16.0%         | 15,955        | 16.1%         | 1,891             | 13.4%         | 2,100         | 14.5%         |
| D            | 4,768          | 4.1%          | 4,748          | 4.2%          | 4,271                 | 4.2%          | 4,172         | 4.2%          | 497               | 3.5%          | 576           | 4.0%          |
| F            | 11,031         | 9.6%          | 10,525         | 9.3%          | 9,022                 | 8.9%          | 8,709         | 8.8%          | 2,009             | 14.3%         | 1,816         | 12.6%         |
| W            | 19,936         | 17.3%         | 18,198         | 16.1%         | 16,854                | 16.7%         | 15,194        | 15.4%         | 3,082             | 21.9%         | 3,004         | 20.8%         |
| <b>Total</b> | <b>115,024</b> | <b>100.0%</b> | <b>113,288</b> | <b>100.0%</b> | <b>100,940</b>        | <b>100.0%</b> | <b>98,819</b> | <b>100.0%</b> | <b>14,084</b>     | <b>100.0%</b> | <b>14,469</b> | <b>100.0%</b> |

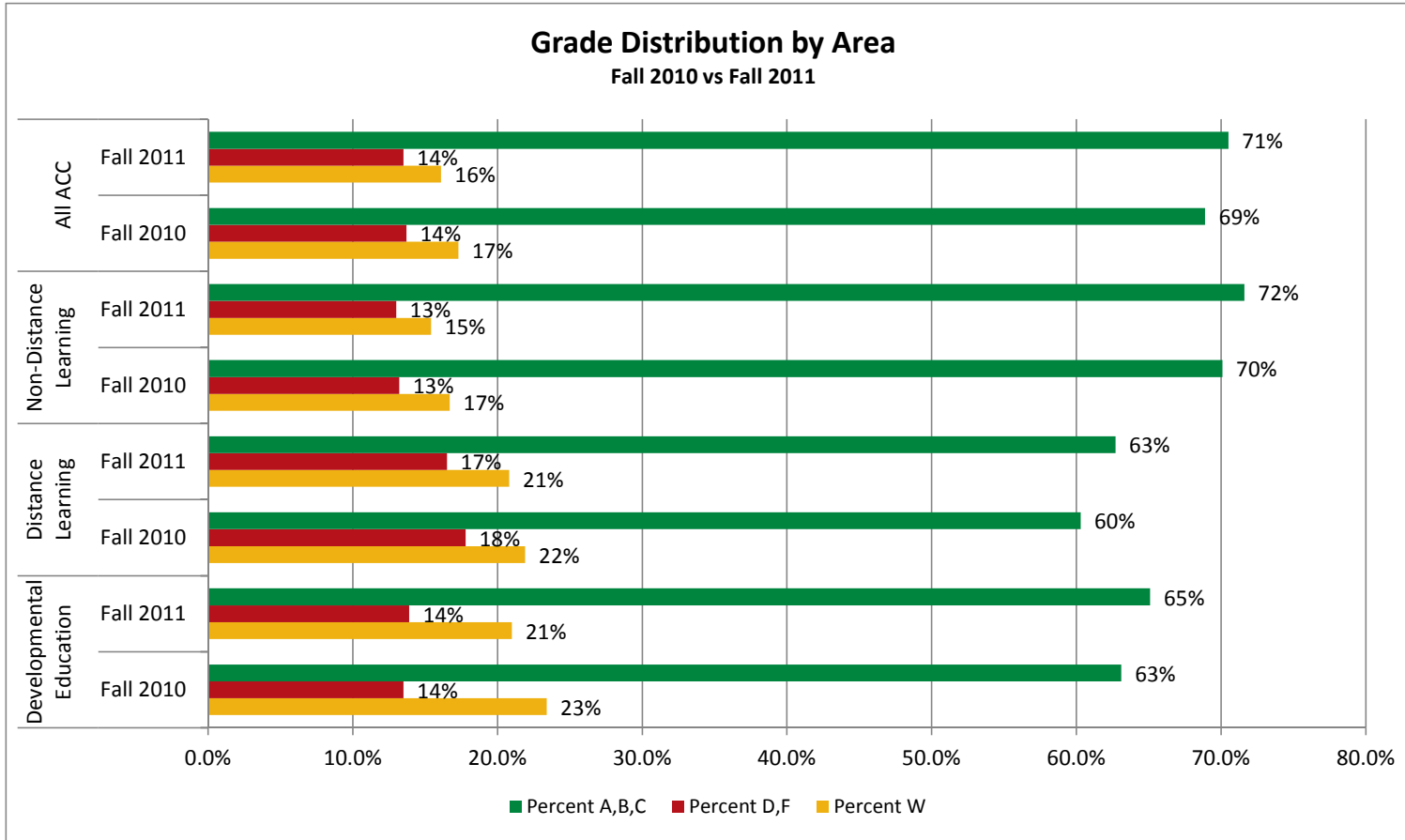
| Grade        | Developmental Education (includes Distance Learning) |               |               |               |
|--------------|--|---------------|---------------|---------------|
|              | Fall 2010  |               | Fall 2011     |               |
|              | N  | %             | N             | %             |
| A            | 2,897  | 22.8%         | 3,100         | 23.8%         |
| B            | 2,742  | 21.6%         | 2,924         | 22.5%         |
| C            | 2,373  | 18.7%         | 2,447         | 18.8%         |
| D            | 452  | 3.6%          | 499           | 3.8%          |
| F            | 1,257  | 9.9%          | 1,309         | 10.1%         |
| W            | 2,974  | 23.4%         | 2,735         | 21.0%         |
| <b>Total</b> | <b>12,695</b>  | <b>100.0%</b> | <b>13,014</b> | <b>100.0%</b> |

Source: ACC Grade Distribution Data

**Notes**

- Developmental Education, for the purposes of this report, included Developmental Mathematics, Developmental Reading, Developmental Writing, and English as a Second Language.
- Distance Learning grades accounted for 13% of all ACC grades in Fall 2011. Non-Distance Learning grades accounted for 87% of all ACC grades in Fall 2011. Developmental Education grades (both Distance and Non-Distance Learning) accounted for 11% of all ACC grades in Fall 2011.

5 Grade Distribution (All, Distance Ed, Non-Distance Ed, Dev Ed): Fall 2010 and Fall 2011

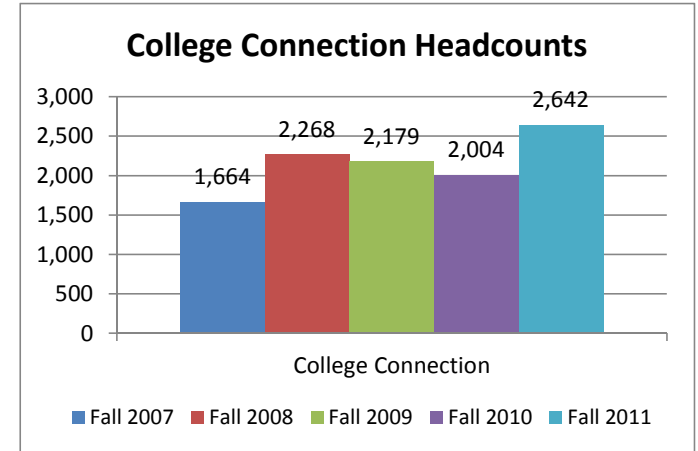


- \* The number of successful students (A,B,C) increased across all three respective areas from Fall 2010 to Fall 2011.
- Developmental Education (increased 2 percentage points)
  - Distance Learning (increased 3 percentage points)
  - Non-Distance Learning (increased 2 percentage points)

6 College Connection and Early College Start

**College Connection Headcounts**

|                  | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | 07-11<br>% Chg |
|------------------|-----------|-----------|-----------|-----------|-----------|----------------|
| Total Headcounts | 1,664     | 2,268     | 2,179     | 2,004     | 2,642     | 58.8%          |

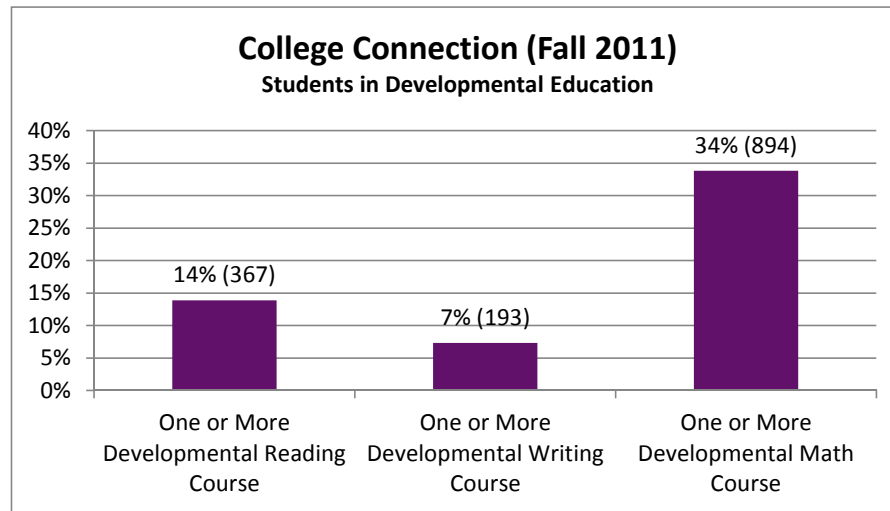


**College Connection Students Taking Developmental Courses in Fall 2011**

|   | Number       | % of Total |
|---|--------------|------------|
| Total AY 10-11 College Connection Students Enrolled in Fall 2011                | <b>2,642</b> |            |
| Number of Students in College-Level Coursework                                  | 2,241        | 85%        |
| Number of Students Taking Only One Developmental Course                         | 699          | 26%        |
| Number of Students Taking Only Two Developmental Courses                        | 271          | 10%        |
| Number of Students Taking Only Three Developmental Courses                      | 79           | 3%         |
| Number of Students Taking Four or More Developmental Courses                    | 6            | 0%         |
| Number of Students Taking One or More Developmental Reading Course <sup>1</sup> | 367          | 14%        |
| Number of Students Taking One or More Developmental Writing Course <sup>1</sup> | 193          | 7%         |
| Number of Students Taking One or More Developmental Math Course <sup>1</sup>    | 894          | 34%        |
| Number of Students in Other College Support Courses <sup>2</sup>                | 358          | 14%        |

<sup>1</sup> Students can be enrolled in more than one Developmental course but are only counted once in each category.

<sup>2</sup> Transition to College and Study Skills courses.



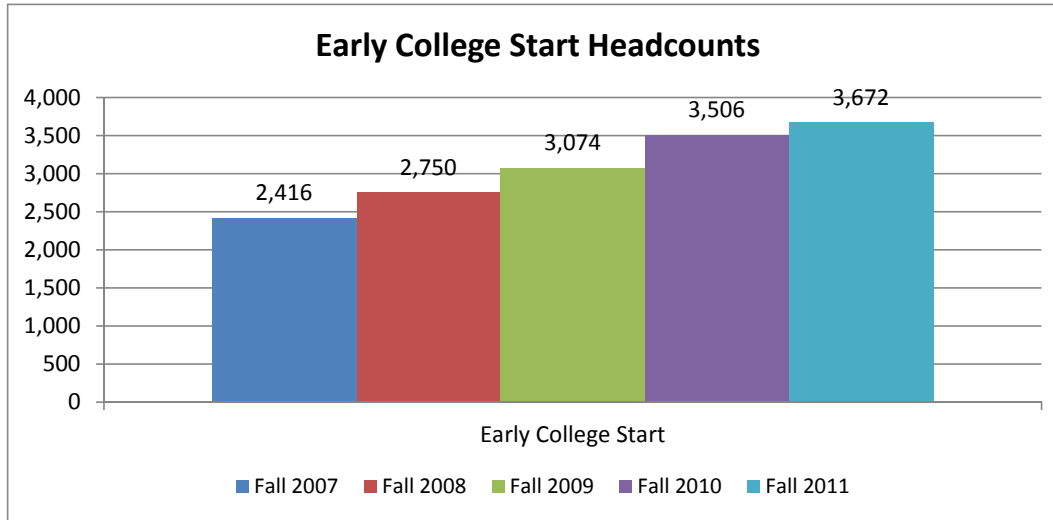
\* College Connections participants increased 58.8% from Fall 2007 to Fall 2011.

\* In Fall 2011, 34% of the College Connection students enrolled in at least one Developmental Mathematics course.

6 College Connection and Early College Start

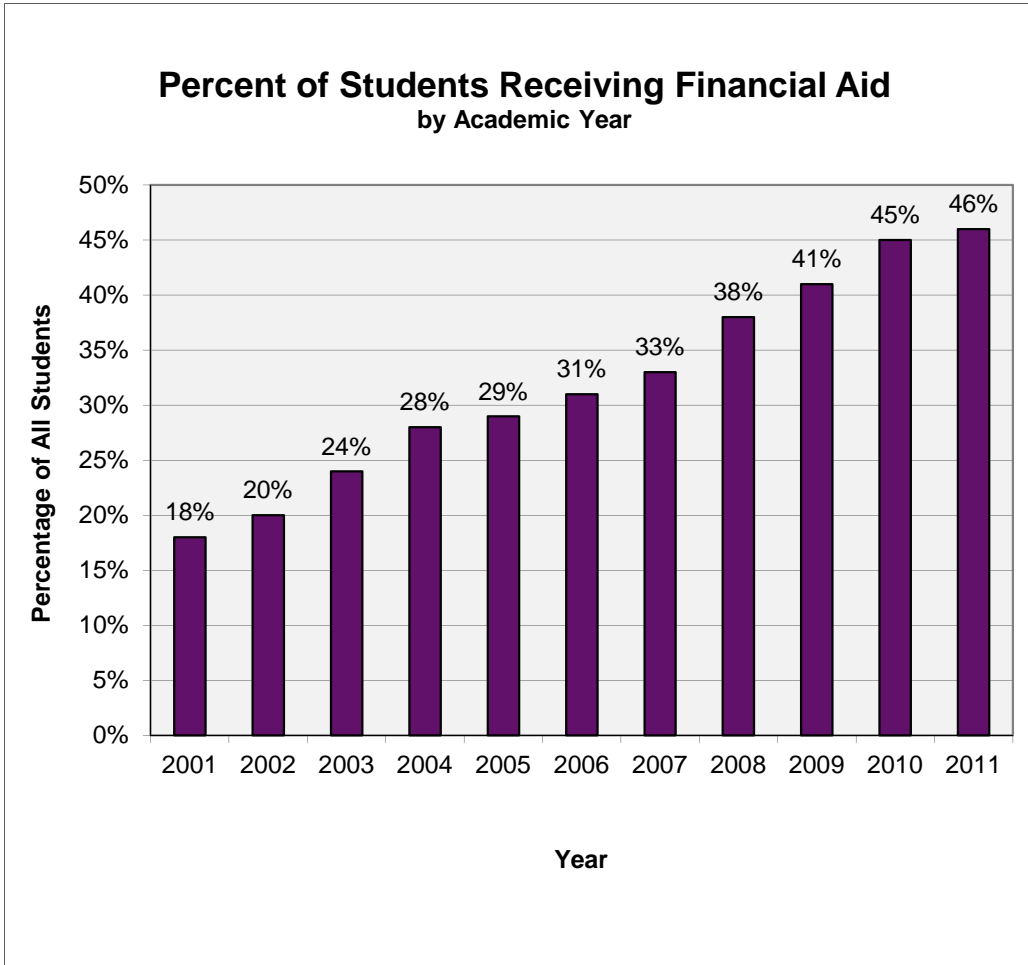
**Early College Start (Concurrent) Headcounts**

|                   | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | 07-11<br>% Chg |
|-------------------|-----------|-----------|-----------|-----------|-----------|----------------|
| Total Enrollments | 2,416     | 2,750     | 3,074     | 3,506     | 3,672     | 52.0%          |



\* Early College Start participants increased 52.0% from Fall 2007 to Fall 2011.

7 Student Financial Aid Information



**Student Financial Aid Information**

The percentage of students receiving financial aid showed a steady increase from 18% in 2001 to 46% in 2011. This is due, in part, to the economy and outreach activities conducted by the Financial Aid Department at ACC. In addition, recruiters are trained to discuss financial aid with all students.

The Financial Aid Department conducts many activities throughout the year to promote applying for financial aid to potential students and parents, including the following:

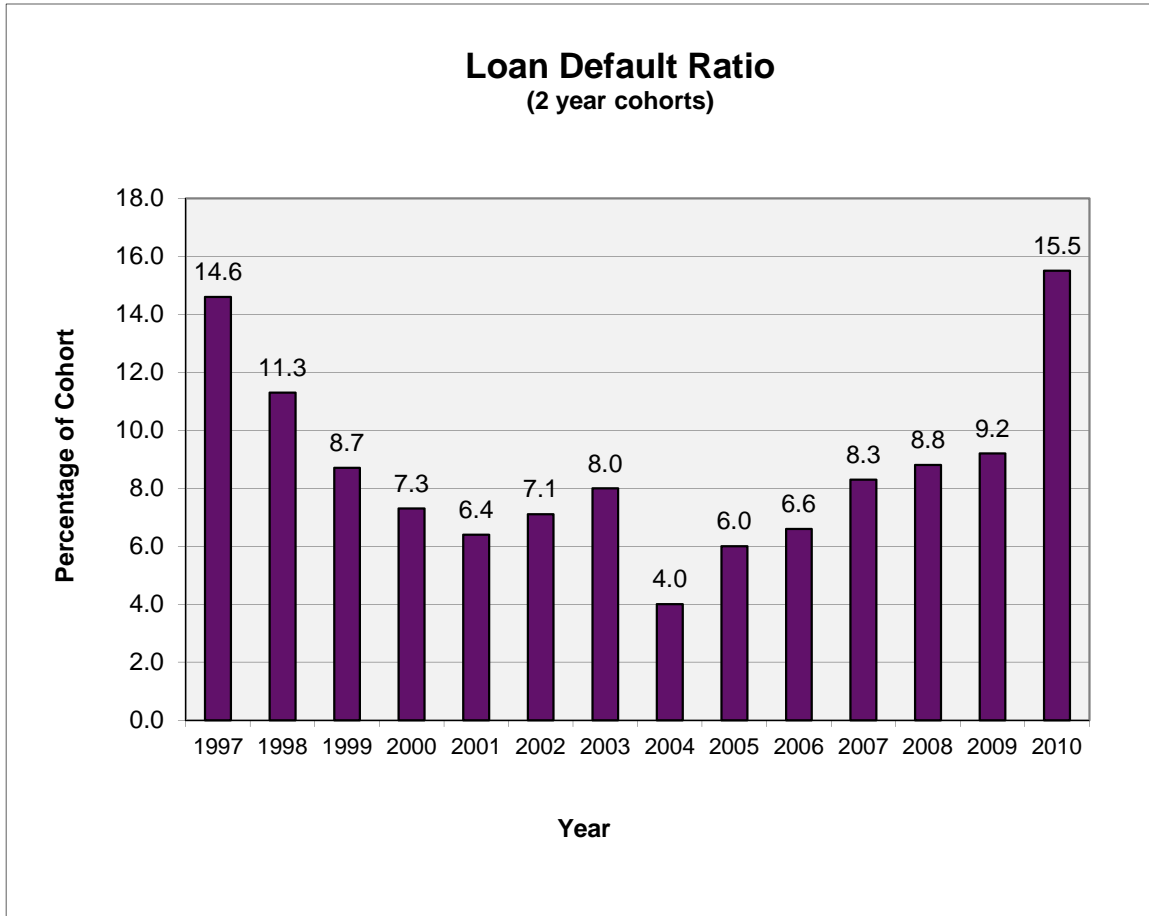
- a. College Connection & Mobile GO Center - Financial Aid staff partner with counselors and representatives at each of the high schools to promote applying for financial aid.
- b. New student orientation and advising sessions stress financial aid availability.
- c. ACC ads focus on ACC low cost and financial aid availability, also in Spanish.
- d. Many financial aid activities are held throughout the city on and off campus throughout the academic year.
- e. Financial Aid workshops are conducted in partnership with all school districts to educate parents about financial aid.
- f. Financial Aid workshops are conducted throughout the year to local community agencies such as Life Works, Gary Job Corps, Capital IDEA, churches and housing agencies.
- g. Eligibility and awards recently decreased due to new stricter federal regulations.

**Financial Aid - Pell Awards**

|                | 2008-09 Total | 2009-10 Total | 2010-11 Total | Year To Date (4/30/2012) |
|----------------|---------------|---------------|---------------|--------------------------|
| Pell Awards    | \$21,797,388  | \$39,070,289  | \$47,358,474  | \$40,160,619             |
| Pell Students  | 9,331         | 13,794        | 16,530        | 15,369                   |
| Total Students | 13,715        | 18,260        | 20,299        | 18,517                   |
| Total Awards   | \$63,472,174  | \$94,195,835  | \$103,496,575 | \$91,854,975             |



8 Student Financial Aid Loan Default Ratio



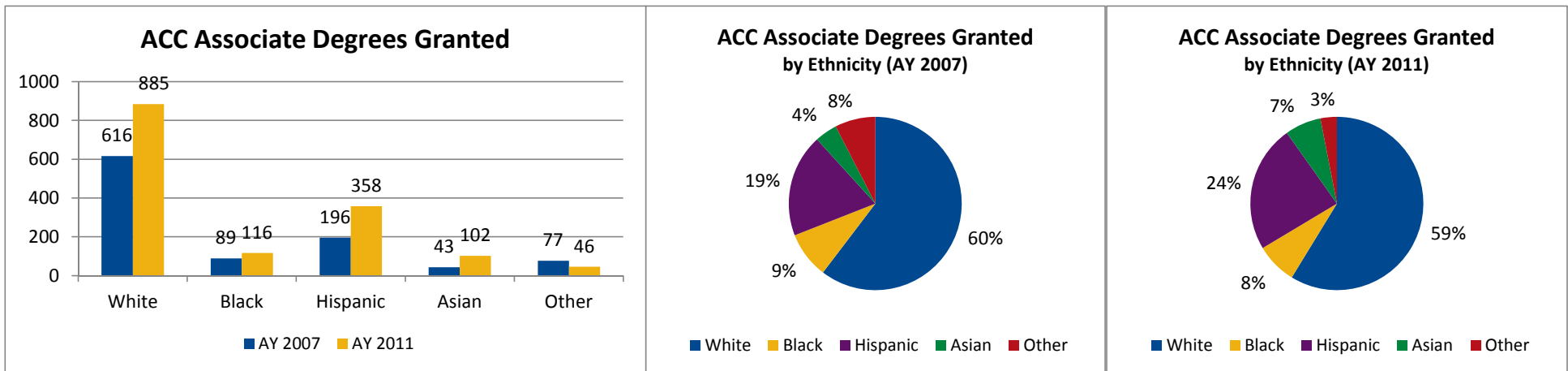
**Loan Default Ratio**

- \* The preliminary cohort rate for 2010 is 15.5%.
- \* The default rate has continued to increase due to an increase in loan volume and the declining economy.
- \* Over 50% of ACC students who go into default have withdrawn and/or not completed their courses.
- \* New three year cohort rate calculation forecast is that ACC's FY11 rate will be 25.1%.
- \* TG Higher Edge has been hired to assist with default prevention efforts.
- \* Office of Institutional Effectiveness will provide statistical research on defaulters to help guide default prevention strategies.

9 Associate Degree Completions: AY 2007 and AY 2011

| Ethnicity    | Associate Degrees |               |              |               |                               |
|--------------|-------------------|---------------|--------------|---------------|-------------------------------|
|              | AY 2007           | % of Total    | AY 2011      | % of Total    | % Change<br>AY 2007 - AY 2011 |
| White        | 616               | 60.3%         | 885          | 58.7%         | 43.7%                         |
| Black        | 89                | 8.7%          | 116          | 7.7%          | 30.3%                         |
| Hispanic     | 196               | 19.2%         | 358          | 23.8%         | 82.7%                         |
| Asian        | 43                | 4.2%          | 102          | 6.8%          | 137.2%                        |
| Other        | 77                | 7.5%          | 46           | 3.1%          | -40.3%                        |
| <b>Total</b> | <b>1021</b>       | <b>100.0%</b> | <b>1,507</b> | <b>100.0%</b> | <b>47.6%</b>                  |

Source: IPEDS Completions

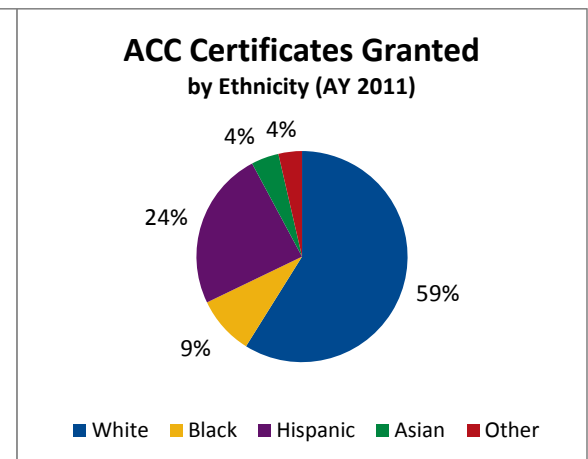
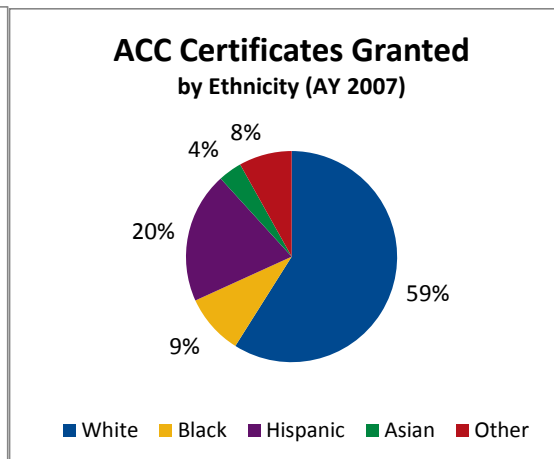
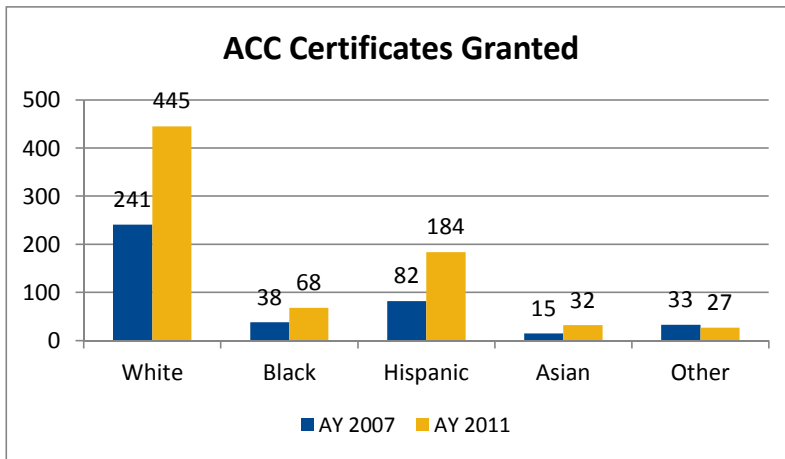


\* Overall the number of Associate Degrees granted increased by 47.6% from AY 2007 to AY 2011. Asian students (137.2%) and Hispanic students (82.7%) saw the largest increases in this time period.

9 Certificate Completions: AY 2007 and AY 2011

| Ethnicity    | Certificates |               |            |               |                               |
|--------------|--------------|---------------|------------|---------------|-------------------------------|
|              | AY 2007      | % of Total    | AY 2011    | % of Total    | % Change<br>AY 2007 - AY 2011 |
| White        | 241          | 58.9%         | 445        | 58.9%         | 84.6%                         |
| Black        | 38           | 9.3%          | 68         | 9.0%          | 78.9%                         |
| Hispanic     | 82           | 20.0%         | 184        | 24.3%         | 124.4%                        |
| Asian        | 15           | 3.7%          | 32         | 4.2%          | 113.3%                        |
| Other        | 33           | 8.1%          | 27         | 3.6%          | -18.2%                        |
| <b>Total</b> | <b>409</b>   | <b>100.0%</b> | <b>756</b> | <b>100.0%</b> | <b>84.8%</b>                  |

Source: IPEDS Completions



\* Overall the number of Certificates granted increased by 84.8% from AY 2007 to AY2011. Hispanic students(124.4%) and Asian students (113.3%) saw the largest increases in this time period.

**10 THECB: Top Transfer Institutions for ACC Students**

| Institution            | Fall 2006 |       |           | Fall 2007 |       |           | Fall 2008 |       |           | Fall 2009 |       |           |
|------------------------|-----------|-------|-----------|-----------|-------|-----------|-----------|-------|-----------|-----------|-------|-----------|
|                        | Total     | ≥ 2.0 | % Passing | Total     | ≥ 2.0 | % Passing | Total     | ≥ 2.0 | % Passing | Total     | ≥ 2.0 | % Passing |
| Texas State University | 669       | 539   | 80.6%     | 667       | 554   | 83.1%     | 755       | 644   | 85.3%     | 820       | 703   | 85.7%     |
| UT - Austin            | 218       | 202   | 92.7%     | 226       | 204   | 90.3%     | 232       | 197   | 84.9%     | 235       | 204   | 86.8%     |
| UT - San Antonio       | 49        | 36    | 73.5%     | 48        | 39    | 81.3%     | 52        | 39    | 75.0%     | 46        | 31    | 67.4%     |
| U. of North Texas      | 25        | 17    | 68.0%     | 33        | 28    | 84.8%     | 36        | 30    | 83.3%     | 34        | 21    | 61.8%     |
| U. of Houston          | 39        | 24    | 61.5%     | 31        | 15    | 48.4%     | 39        | 24    | 61.5%     | 34        | 25    | 73.5%     |
| Texas Tech University  | 17        | 15    | 88.2%     | 25        | 21    | 84.0%     | 46        | 36    | 78.3%     | 33        | 30    | 90.9%     |
| UT - Arlington         | 27        | 18    | 66.7%     | 8         | 4     | 50.0%     | 23        | 14    | 60.9%     | 27        | 19    | 70.4%     |
| Texas A & M Univ.      | 27        | 22    | 81.5%     | 17        | 15    | 88.2%     | 32        | 29    | 90.6%     | 23        | 20    | 87.0%     |

Source: THECB Report - Academic Performance of 2-Year College Transfer Students at Texas Public Universities

**National Student Clearinghouse:**

**Institutions with the Largest Number of Spring 2011 Students in Fall 2011**

| Institution                            | Students from Spring 2011 Enrolled in Fall 2011 | % of Total Students Found |
|--|---|---------------------------|
| Texas State University San Marcos      | 1,855   | 6.2%                      |
| University of Texas Austin             | 1,315   | 4.4%                      |
| St. Edwards University (Undergraduate) | 232   | 0.8%                      |
| Texas A&M University                   | 200   | 0.7%                      |
| University of Texas San Antonio        | 174   | 0.6%                      |
| Everest Institute - Austin             | 151   | 0.5%                      |

**National Student Clearinghouse:**

**Spring 2011 Students at Selected "Elite" Institutions in Fall 2011**

| Institution                       | Students from Spring 2011 Enrolled in Fall 2011 |
|-----------------------------------|---|
| Rice University                   | 7   |
| Boston University                 | 2   |
| Cornell University                | 2   |
| Georgetown University             | 2   |
| Northwestern University           | 2   |
| University of Southern California | 2   |
| Vanderbilt University             | 2   |
| Yale University                   | 2   |

| Institution                           | Students from Spring 2011 Enrolled in Fall 2011 |
|---------------------------------------|---|
| Duke University                       | 1   |
| Harvard University                    | 1   |
| Johns Hopkins University              | 1   |
| Massachusetts Institute of Technology | 1   |
| Stanford University                   | 1   |
| Tufts University                      | 1   |
| University of California Berkeley     | 1   |
| University of Pennsylvania            | 1   |