



**Achieving the Dream
Longitudinal Tracking Report
Austin Community College
March 2013**



Achieving the Dream: Executive Summary

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

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

This report provides an analysis of student outcomes on these five key metrics for first-time in college (FTIC) students beginning at Austin Community College in the fall semester (2007 through 2012). The report presents a synopsis of student background characteristics for each cohort and then compares student outcomes for each metric by ethnicity, gender, Pell status, and age. The goal is to illuminate areas for improvement, encourage courageous conversations, and improve outcomes for all students.

FTIC Cohort Characteristics

- The FTIC cohorts have increased by 44 % across from Fall 2007 to Fall 2012, from 4,283 students to 6,179 students. However, there was a 5 % decrease from Fall 2011 to Fall 2012.
- Hispanic students comprised about 33 % of each FTIC cohort and Black students about 9 % of each cohort. Males and females were represented equally across the six cohorts. By comparison, Fall 2012 college wide enrollment included 33 % Hispanic students, 9 % Black students, and 52 % female students.
- Pell recipients in the FTIC cohorts increased from Fall 2007 to Fall 2012, from 24 % to 32 %.
- The percentage of FTIC students referred to developmental education was 40 % in Fall 2012.
- Overall FTIC successful completion rates for ENGL 1301 increased from Fall 2007 to Fall 2012, from 53 % to 62 %.
- On average, 71 % of students in the FTIC cohorts persisted from the first fall semester to the first spring semester. From the first fall to the second fall semester, an average of 48 % of students persisted. From the first fall to the third fall semester, an average of 31 % of students persisted.

Success Rates for First Fall Course Completions Increased by Five Percentage Points the Last Two Years



First fall semester successful course completions increased to 64 % in Cohort 2012 after remaining at 59 % from Cohort 2007 to Cohort 2010. From 2010 to 2012 first fall semester successful course completions increased for all ethnicities. However, successful course completions for Black students have remained around 50 %.

Success Rates for First Fall Gateway Course Completions on Upward Trend

Successful Gateway course completion rates increased from 56 % (Cohort 2010) to 61 % (Cohort 2012).

First fall semester successful completion rates for the Math 1332 (College Mathematics) gateway course increased for white students in Fall 2012 to its highest level of 79 %. However, Black students averaged around 50 %, while Hispanic students averaged 54 %. Females, averaging 66 %, were also more likely than males, averaging 53 %, to succeed in Math 1332.

First fall semester successful completion rates for the ENGL 1301 (English Composition I) gateway course increased for white and Hispanic students. Black students' completions rates decreased to their lowest level of 42 % in Fall 2011, but increased dramatically to a high of 56 % in Fall 2012.

Success Rates for English Composition I Increased by Nine Percentage Points Since 2007

Student success rates for ENGL 1301 (English Composition I) during the first fall semester increased from 53 % in Fall 2007 to 62 % in Fall 2011. Success rates increased for both white and Hispanic students.

Black Students are Struggling to Successfully Complete Coursework

Black students were less likely than white and Hispanic students to be successful in gateway courses their first fall semester. In Fall 2012, 46 % of grades in gateway courses received by Black students were "C" or better, compared to 66 % of grades for white students and 56 % of grades for Hispanic students.

Hispanic and White Students Were Less Likely to Be Referred to Developmental Education

The percentage of Hispanic and white students referred to developmental math decreased by 12 percentage points and 7 percentage points, respectively, between Fall 2009 and Fall 2012.

Black Students Were More Likely to Be Referred to Developmental Education

Black students' developmental referrals increased across the cohorts, reaching a high of 59 % in Fall 2012. In Fall 2012, 59 % of Black students were referred to developmental mathematics, compared to 38 % of Hispanic students and 30 % of white students. A similar pattern emerged for developmental writing and reading. The average percentage of Black students (34 %) was almost five times the percentage for white students (7 %).

Age Matters in Developmental Education



Students 25 years of age or older are more likely to be mandated into developmental math (about 56 %) than younger students (about 36 %). In addition, students over 30 years of age are twice as likely as students under 18 years to be referred to developmental writing.

Student Fall to Spring Persistence Increased For All Ethnic Groups

The percentage of FTIC students persisting from the Fall to the following Spring semester increased for all students from Cohort 2007 to Cohort 2012. White students, Black students and Hispanic students each had at least a four percentage point increase in the first fall to first spring persistence rates (from 69 % to 73 % for white students, from 63 % to 68 % for Black students, and from 69 % to 73 % for Hispanic students).

Student Fall to Fall Persistence Decreased For All Ethnic Groups

The percentage of FTIC students persisting from the Fall to the following Fall semester decreased for all students from Cohort 2007 to Cohort 2012. White students and Hispanic students each had a three percentage point decrease in first fall to second fall persistence rates (from 49 % to 46 % for white students and from 51 % to 48 % for Hispanic students). Persistence rates for Black students decreased the most, dropping six percentage points from 39 % to 33 %.

Program Completions Increased Across Cohorts

Students' accumulated program completions, including earning an associate degree, a certificate, and/or completing the core curriculum, increased across cohorts 2007-2010. For the 2009 cohort 4.8 % (259 out of 5,435 students) successfully completed a program within three years, up from 3.6 % (153 out of 4,283 students) in the 2007 cohort.

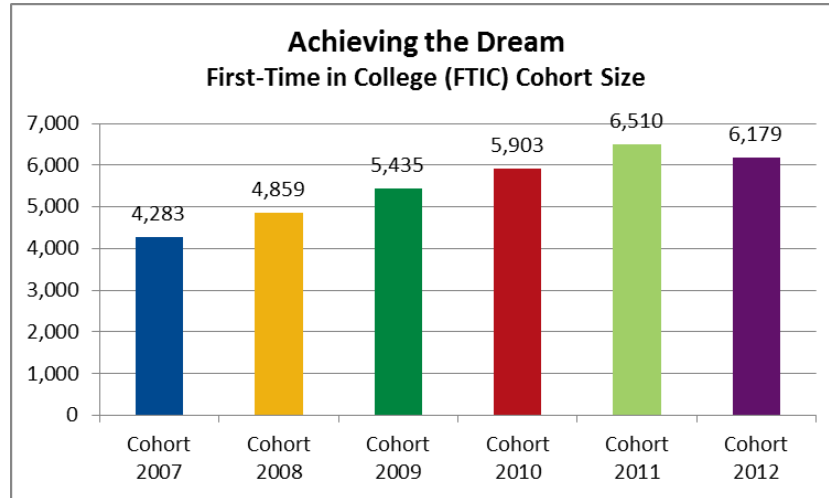
Full-Time Students Transfer at a Higher Rate than Part-Time Students

The three-year transfer rate for full-time students (27%) is about three times higher than the transfer rate for part-time students (10%).

Achieving the Dream Cohorts: First Time in College Students

This report compares the characteristics of the six Achieving the Dream cohorts: Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011, Fall 2012. These cohorts include First Time in College (FTIC) students. The fall FTIC AtD cohort is composed of FTIC students who began college for the first time at ACC during the fall or the preceding summer session. These cohorts include students also previously enrolled as high school students at ACC, but who have now graduated from high school.

- The First Time in College cohort size increased 44 percent between 2007 and 2012 (from 4,283 to 6,179 students).
- The FTIC cohort size peaked in Fall 2011. The smaller cohort size for Fall 2012 is consistent with decreased student enrollment across the college in 2012-13.
- The percentage of female students in each cohort has remained about 50 percent.



Cohort 2007 (4,283)

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

Cohort 2008 (4,859)

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



Cohort 2009 (5,435)

- ❖ Males: 2,753 (**50%**)
 - White: 1,482 (**27%**)
 - Black: 261 (**5%**)
 - Hispanic: 782 (**14%**)
 - Asian: 118 (**2%**)
 - Other: 110 (**2%**)
- ❖ Females: 2,682 (**50%**)
 - White: 1,256 (**23%**)
 - Black: 355 (**7%**)
 - Hispanic: 904 (**17%**)
 - Asian: 80 (**1%**)
 - Other: 87 (**2%**)

Cohort 2010 (5,903)

- ❖ Males: 2,989 (**51%**)
 - White: 1,255 (**21%**)
 - Black: 253 (**4%**)
 - Hispanic: 723 (**12%**)
 - Asian: 80 (**1%**)
 - Other: 678 (**11%**)
- ❖ Females: 2,914 (**49%**)
 - White: 1,148 (**19%**)
 - Black: 300 (**5%**)
 - Hispanic: 820 (**14%**)
 - Asian: 75 (**1%**)
 - Other: 571 (**10%**)

Cohort 2011 (6,510)

- ❖ Males: 3,192 (**49%**)
 - White: 1,283 (**20%**)
 - Black: 253 (**4%**)
 - Hispanic: 1,048 (**16%**)
 - Asian: 110 (**2%**)
 - Other: 498 (**8%**)
- ❖ Females: 3,318 (**51%**)
 - White: 1,190 (**18%**)
 - Black: 313 (**5%**)
 - Hispanic: 1,182 (**18%**)
 - Asian: 103 (**2%**)
 - Other: 530 (**8%**)

Cohort 2012 (6,179)

- ❖ Males: 2,959 (**48%**)
 - White: 1,155 (**19%**)
 - Black: 221 (**4%**)
 - Hispanic: 910 (**15%**)
 - Asian: 112 (**2%**)
 - Other: 561 (**9%**)
- ❖ Females: 3,220 (**52%**)
 - White: 1,106 (**18%**)
 - Black: 298 (**5%**)
 - Hispanic: 1,106 (**18%**)
 - Asian: 89 (**1%**)
 - Other: 621 (**10%**)

NOTES:

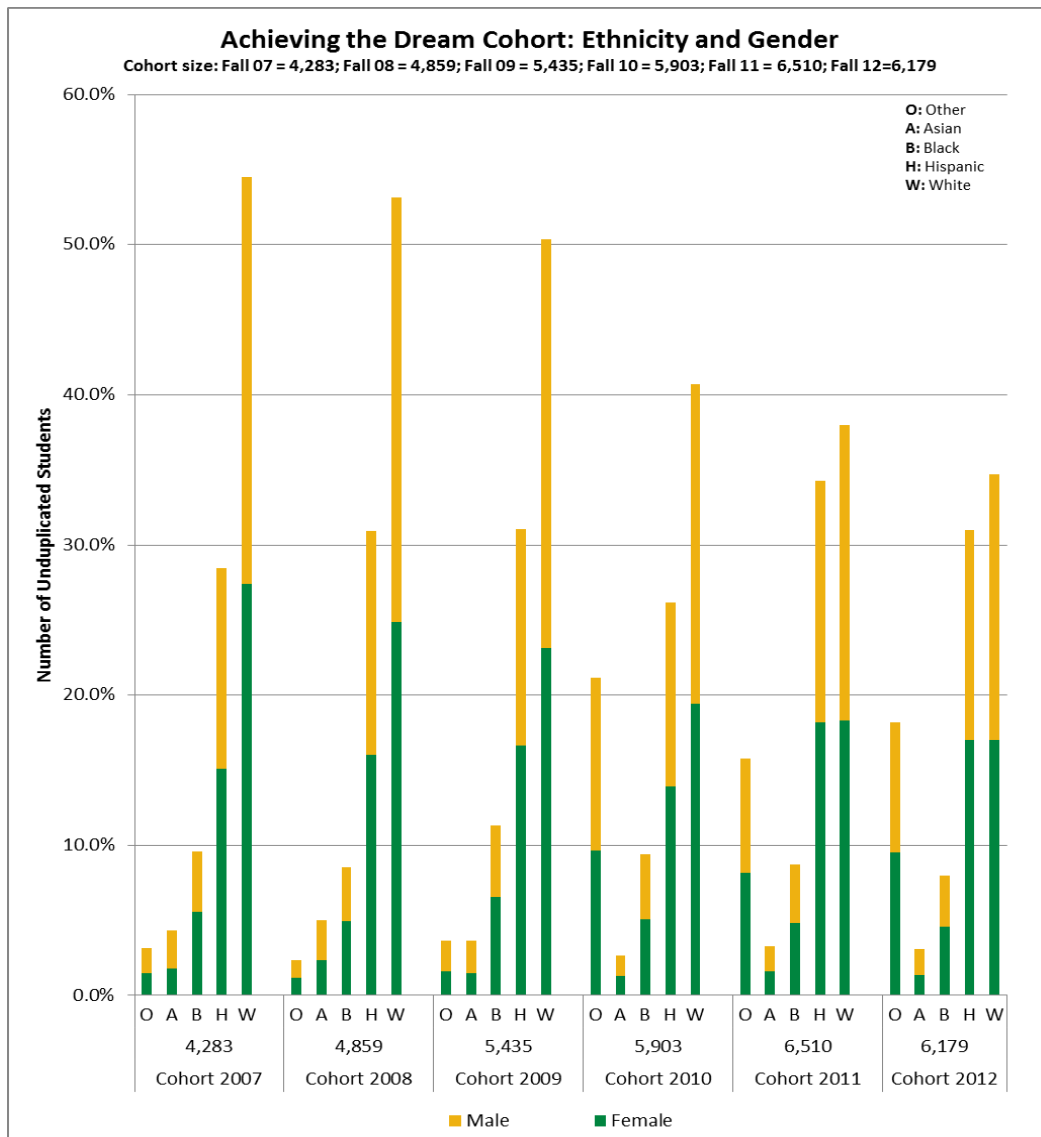
The ethnicity “other” category includes students indicating they are Pacific Islander, American Indian / Alaskan Native, or represent two or more ethnic groups. Data on persons of two or more ethnicities were collected beginning in 2010 due to changes in federal reporting requirements. Direct comparability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

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

Achieving the Dream Cohorts: Ethnicity and Gender Characteristics

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

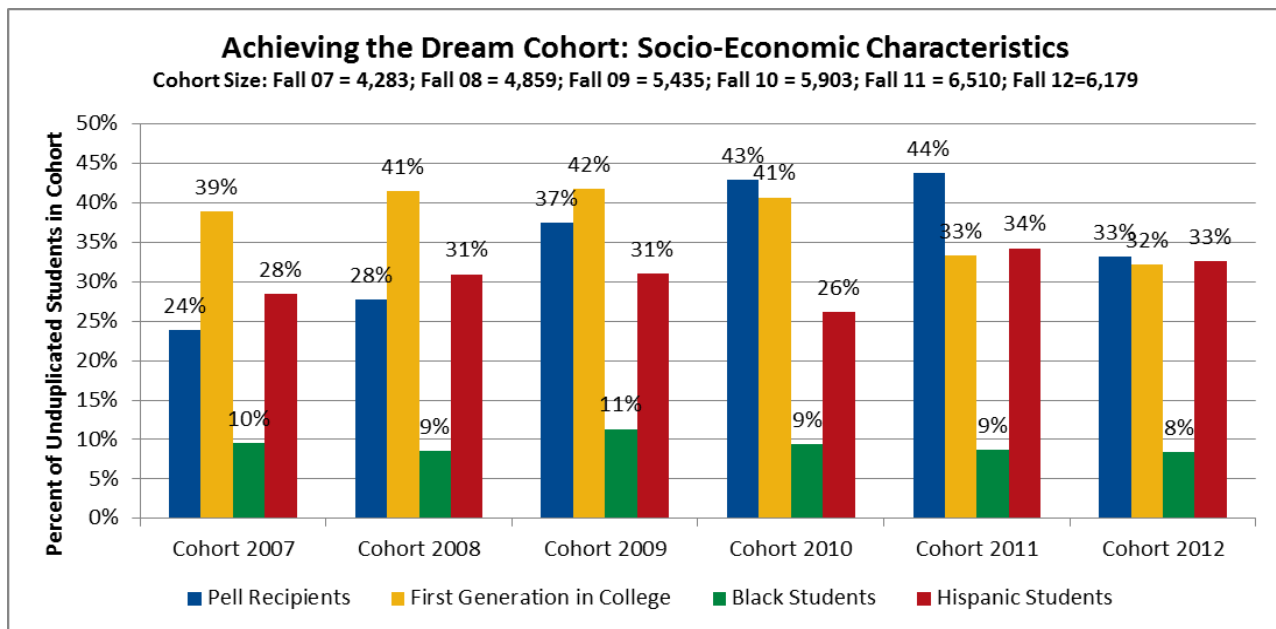
- Hispanic students comprised about 33 % of each cohort and Black students about 9 % of each cohort.
- Males and females were represented equally across the six cohorts.
 - There were slightly more Black and Hispanic females than males,
 - There were slightly more White males than females.



Achieving the Dream Cohorts: Socio-Economic and Demographic Barriers to Success

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

- The percentage of Pell recipients in each cohort has increased from 24 percent in Fall 2007 to 33 percent in Fall 2012.
 - In Fall 2012, 21% of White students were Pell recipients, compared to 57% of Black students and 35% of Hispanic students.
- The percent of First Generation in college students increased between Fall 2007 and Fall 2010 to 41%, but dropped down to 32% by Fall 2012.
- Hispanic students comprised about 33% of each cohort and Black students about 9% of each cohort.

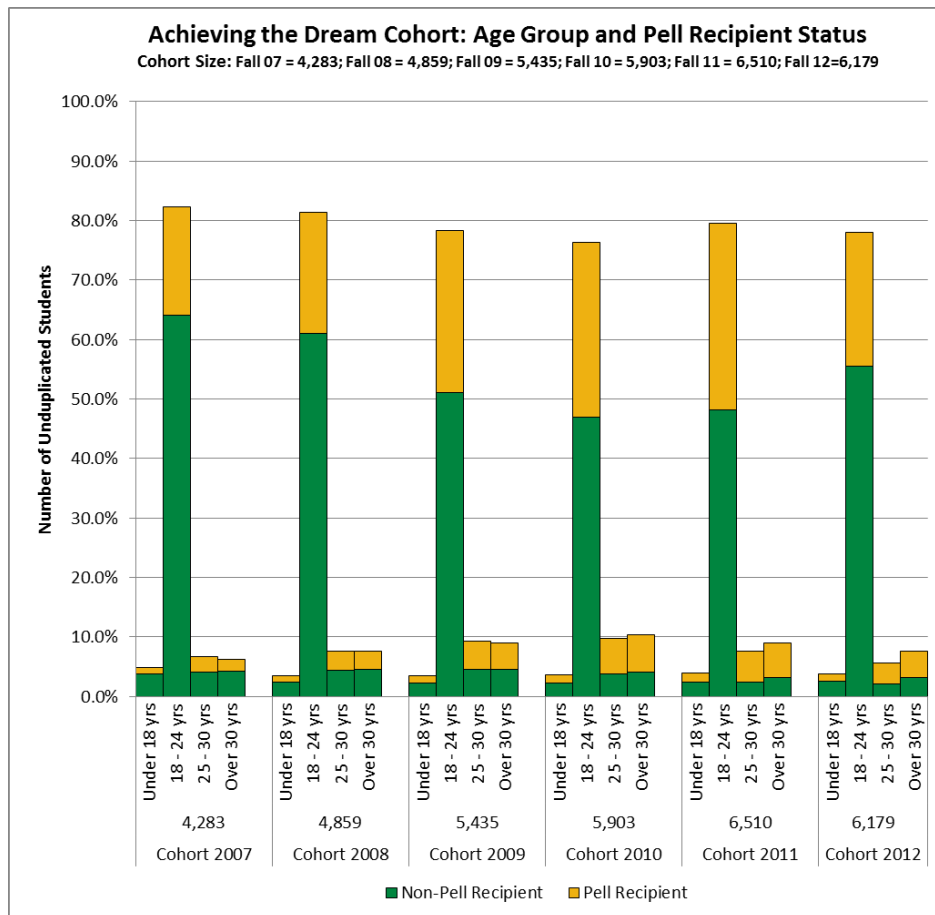


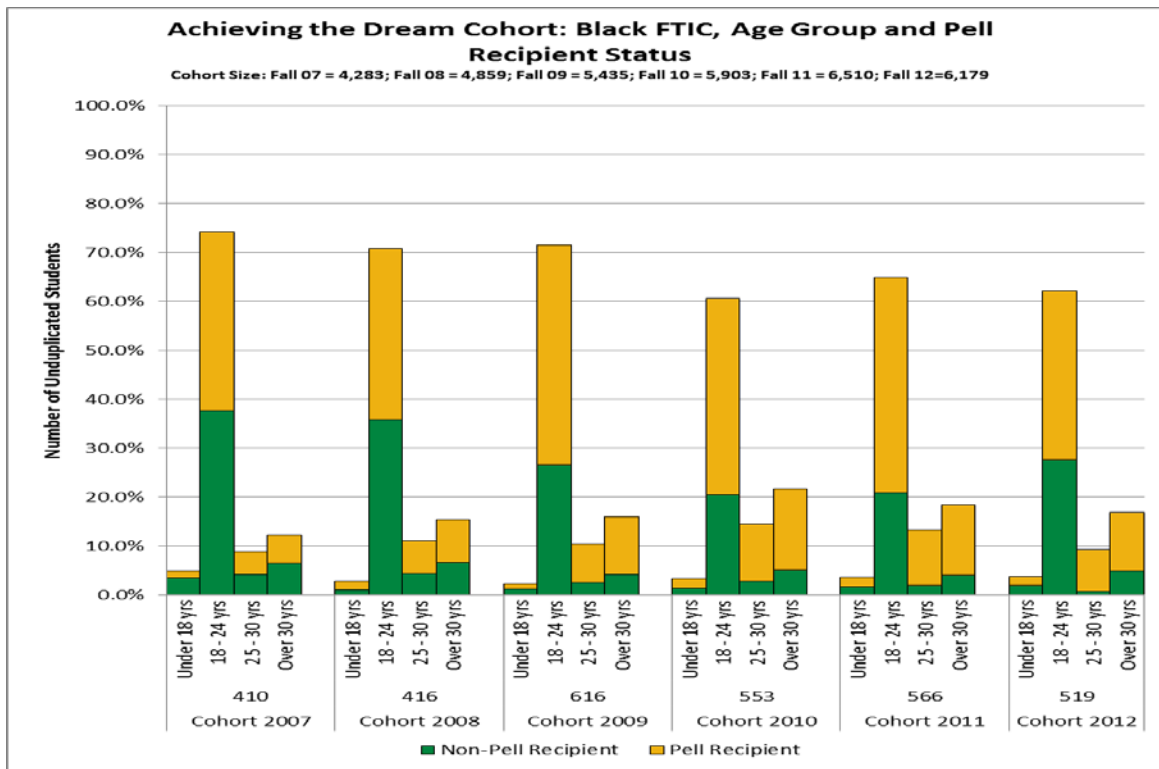
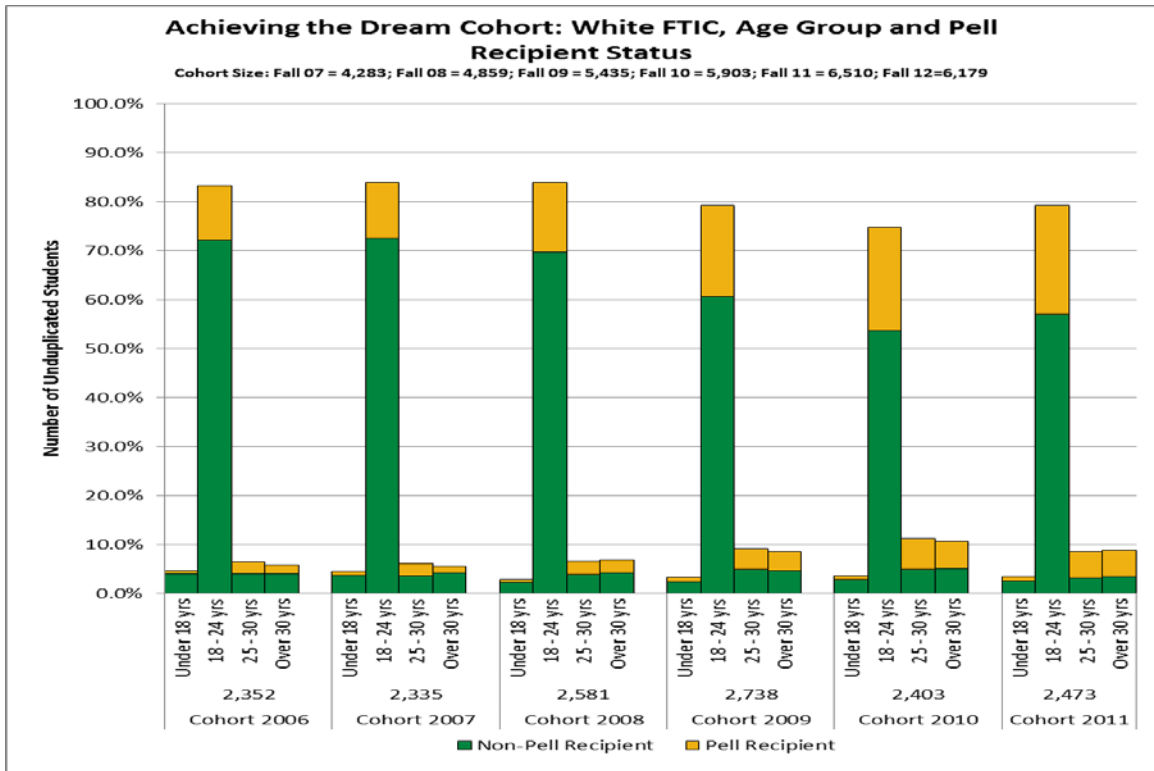
	Cohort 2007	Cohort 2008	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012
Pell Recipients	1,023	1,347	2,035	2,532	2,852	2,051
First Generation in College	1,668	2,014	2,268	2,402	2,169	1,987
Black Students	410	416	616	553	566	519
Hispanic Students	1,219	1,504	1,686	1,543	2,230	2,016

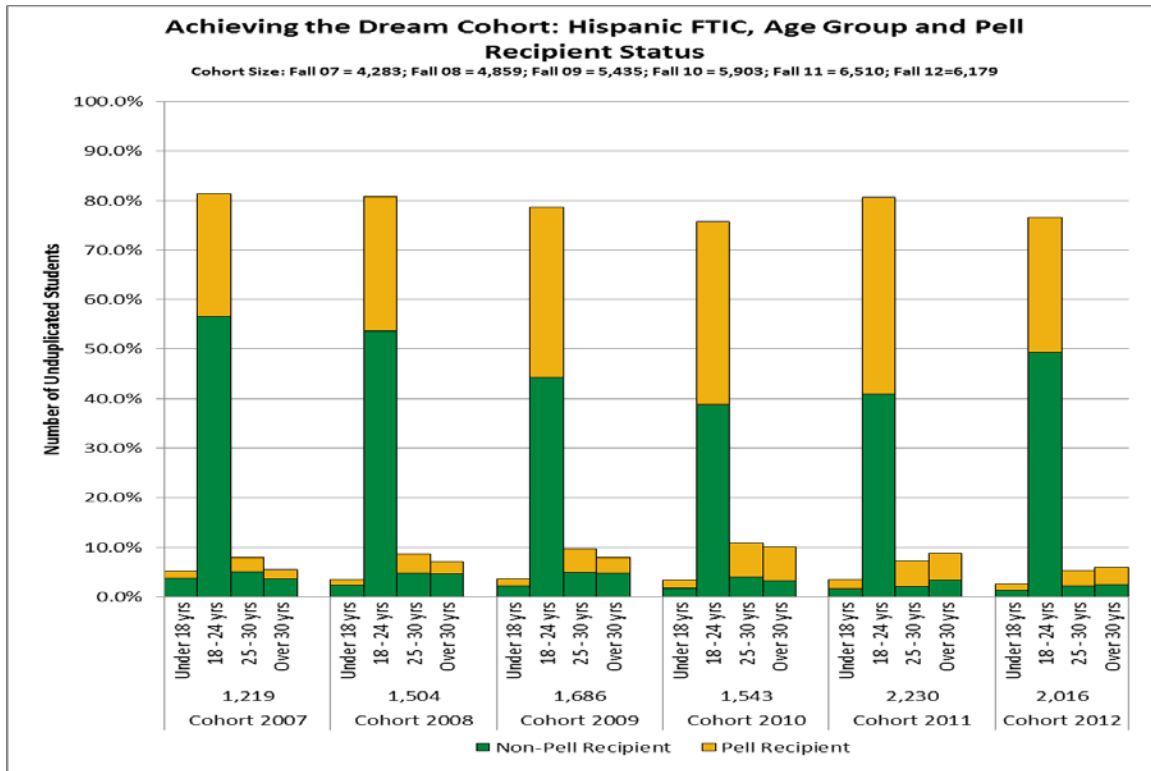
Achieving the Dream Cohorts Pell Recipient Status by Age Group

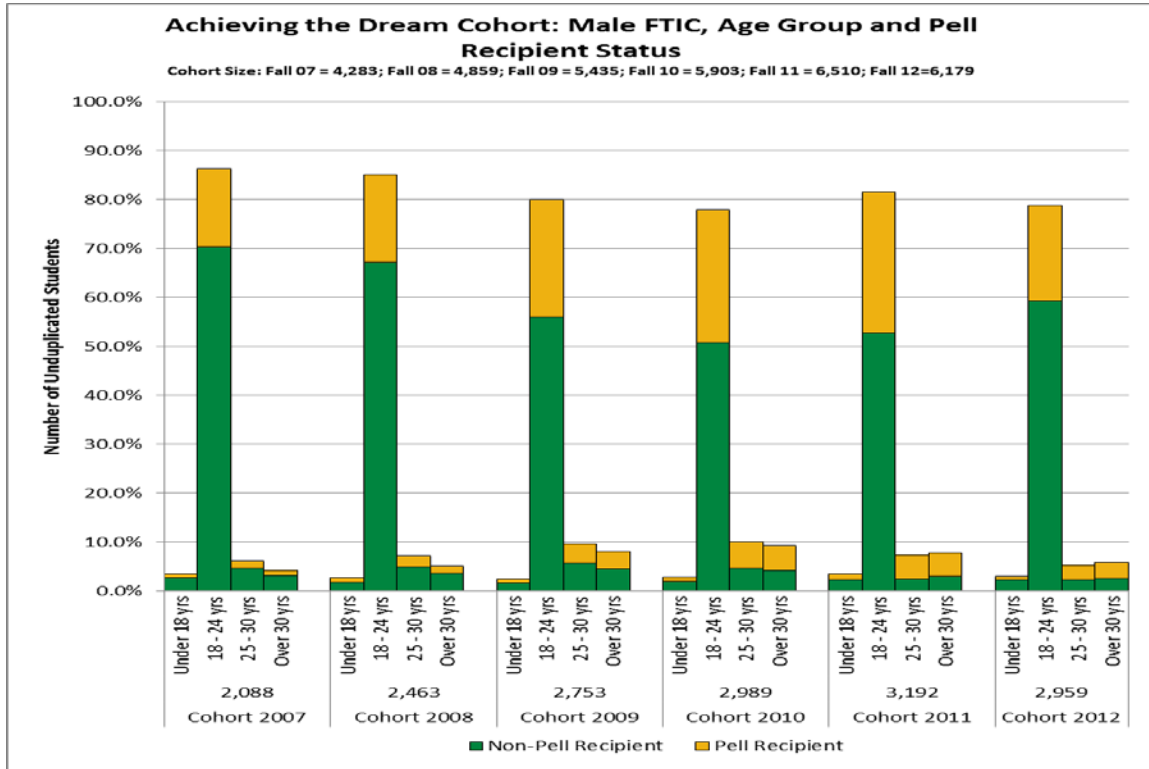
This report compares Pell grant recipient status by age group for the six Achieving the Dream (AtD) cohorts: Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011, Fall 2012. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. Results of the analysis indicate that:

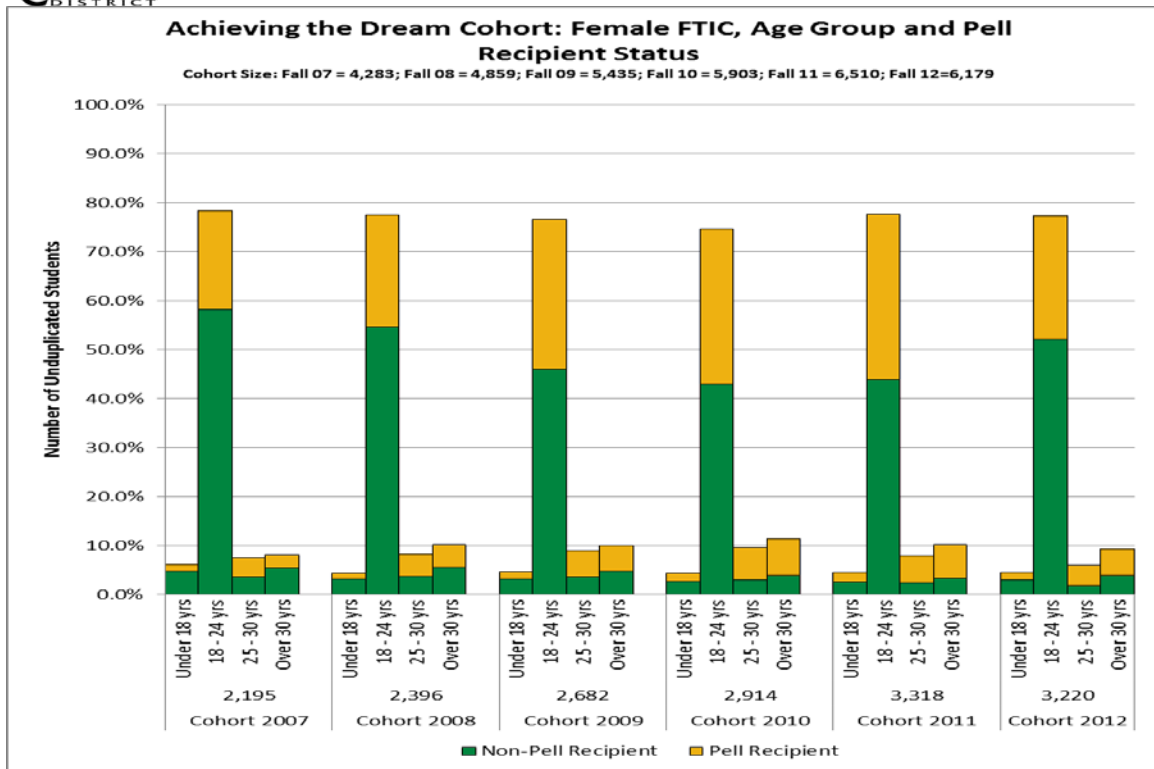
- The percentage of Pell recipients in all AtD cohorts increased from Fall 2007 to Fall 2011, but decreased slightly in Fall 2012.
- Students 18 to 24 years of age received the most Pell grants. As a group they increased from 16.0 percent of all FTIC students receiving Pell awards in Fall 2007 to 19.6 percent in Fall 2012.
- A higher percentage of Hispanic students and Black students were Pell recipients compared to white students.
- More female than male students in each AtD cohort received Pell grants. In Fall 2012, 37% of females were Pell recipients, while only 26% of males were Pell recipients.







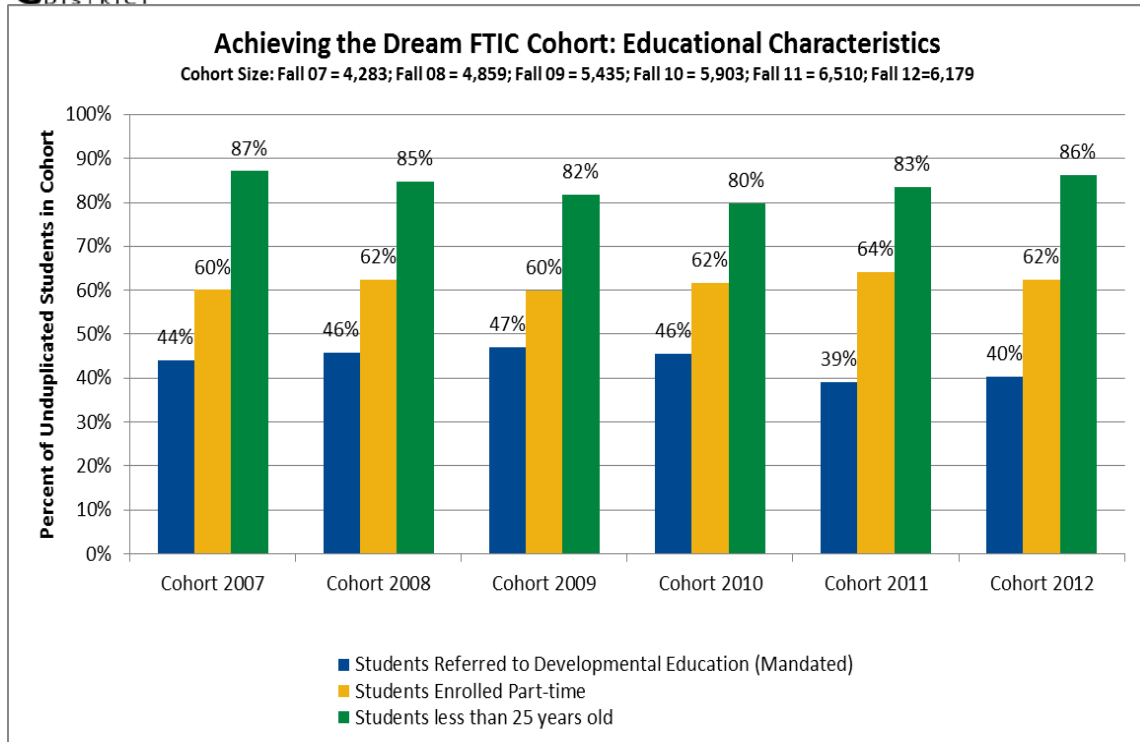




Achieving the Dream Cohorts: Beginning Educational Characteristics

This report compares the beginning educational characteristics of the six Achieving the Dream (AtD) cohorts: Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011, Fall 2012. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. The three educational characteristics displayed include students referred to developmental education, part-time students, and students less than 25 years old. Results indicate that:

- A majority of FTIC students are part-time, and under 25 years of age. A large proportion of the AtD cohorts typically are mandated into developmental education courses.



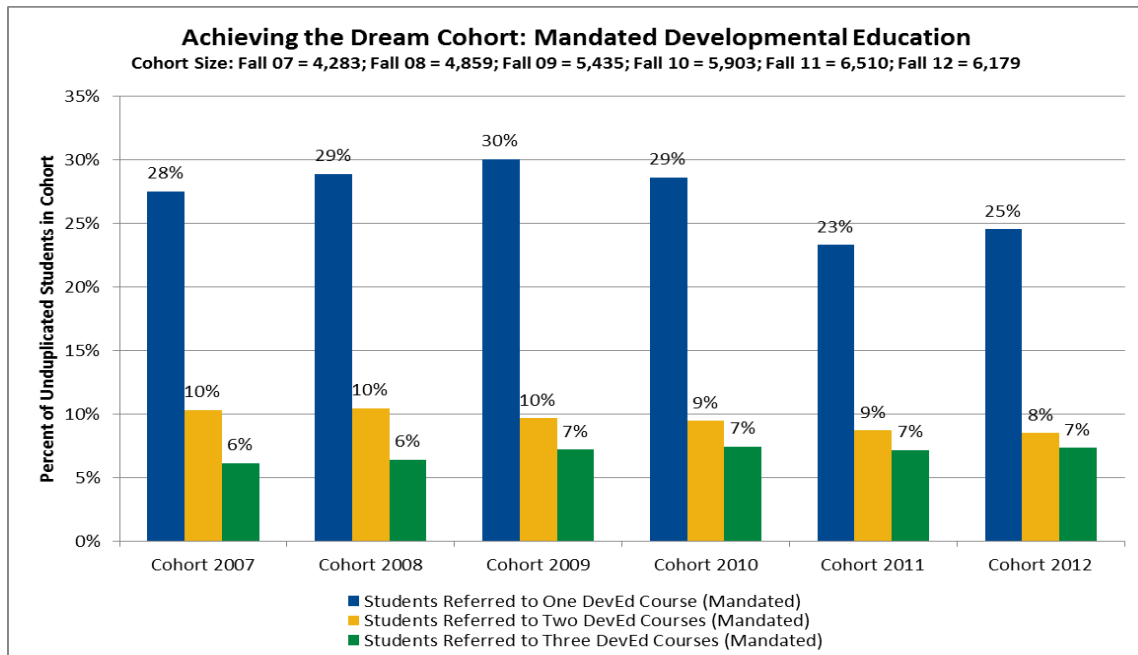
	Cohort 2007	Cohort 2008	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012
Students Mandated to Developmental Education	1,884	2,224	2,550	2,688	2,550	2,495
Students Enrolled Part-time	2,572	3,032	3,251	3,636	4,179	3,850
Students less than 25 years old	3,730	4,118	4,443	4,715	5,429	5,322

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

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

This report compares the percentage of students referred to one, two, or three developmental education subjects (reading, writing and mathematics) in the six Achieving the Dream (AtD) cohorts: Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011, Fall 2012. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. Results indicate that:

- On average, about one-fourth of the FTIC students were mandated into one developmental education course (reading, writing, or math) their first semester.
- The percentage of FTIC students referred to two developmental education courses (reading and writing, reading and math, writing and math) decreased slightly from 10 percent in the Fall 2009 cohort to 8 percent in the Fall 2012 cohort.



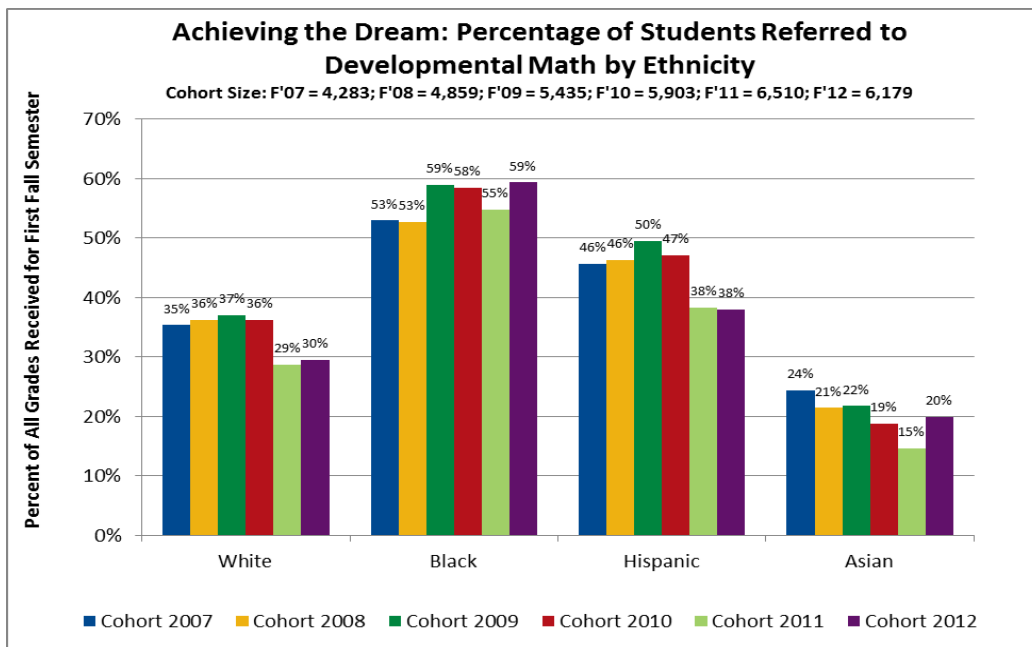
	Cohort 2007	Cohort 2008	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012
Students Mandated to One DevEd Course	1,179	1,405	1,634	1,690	1,518	1,517
Students Mandated to Two DevEd Course	442	508	525	559	566	525
Students Mandated to Three DevEd Course	263	311	391	439	466	453

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

Achieving the Dream Cohorts Students Referred to Developmental Math

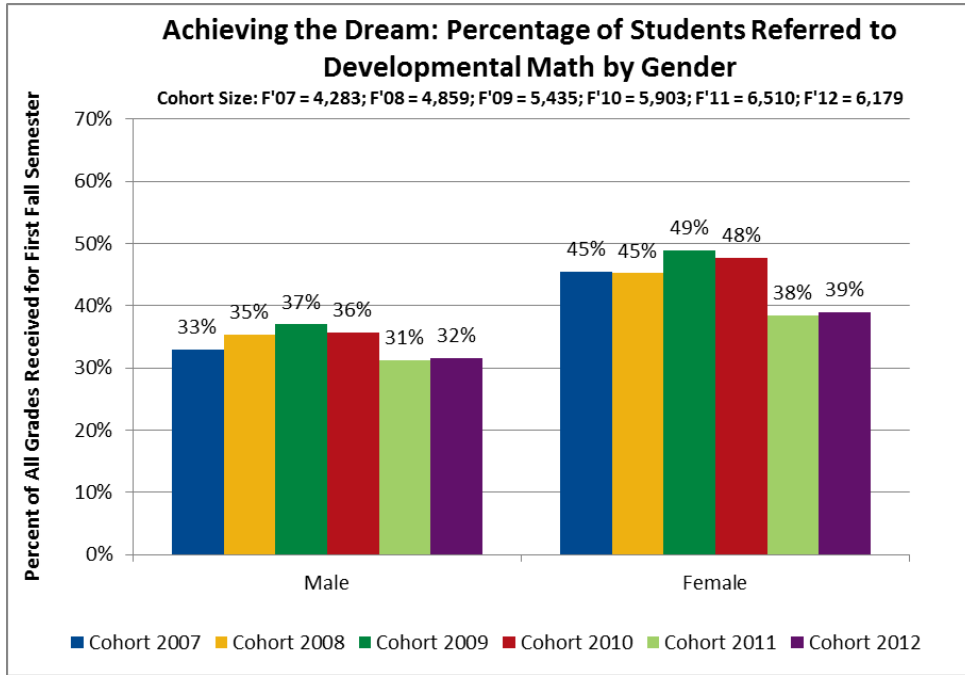
This report compares the percentage of students referred to developmental mathematics in the six Achieving the Dream (AtD) cohorts: Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011, Fall 2012. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. Results indicate that:

- A larger percentage of Black and Hispanic FTIC students were mandated into a developmental math course their first semester compared to white FTIC students.
- White, Hispanic, and Asian students have followed a decreasing trend in developmental math referrals across the cohorts.
- Black students have followed an increasing trend in developmental math referrals across the cohorts and have reached a high of 59% in Fall 2009 and Fall 2012.
- The percentage of Hispanic and white students referred to developmental math decreased by 12 percentage points and 7 percentage points, respectively, between Fall 2009 and Fall 2012.



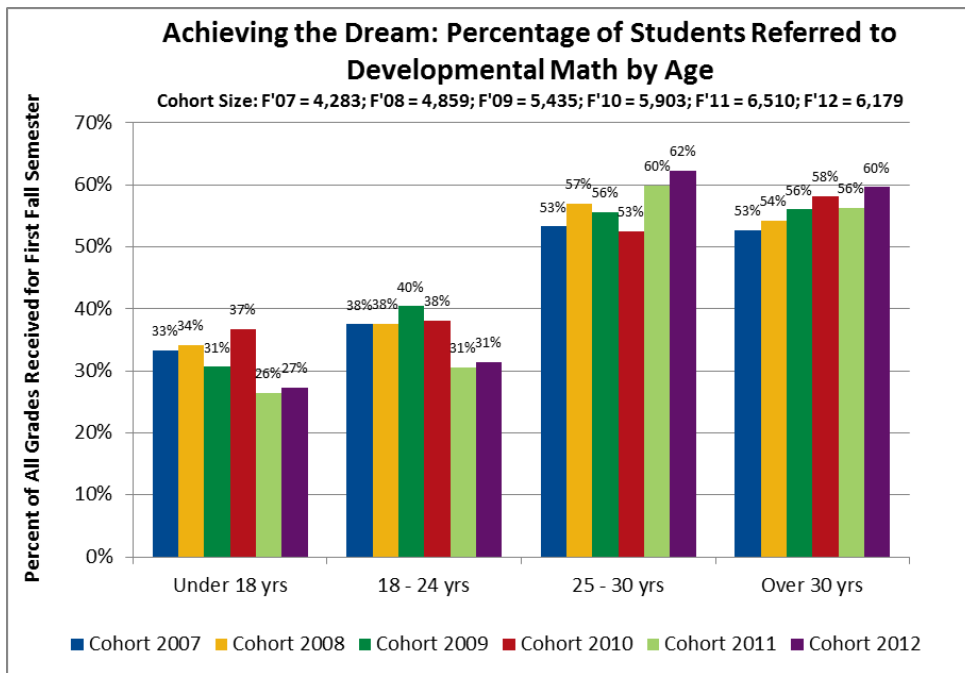
	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand
White	2,335	825	2,581	934	2,738	1,013	2,403	870	2,473	708	2,261	667
Black	410	217	416	219	616	363	553	323	566	310	519	308
Hispanic	1,219	556	1,504	697	1,686	835	1,543	726	2,230	855	2,016	766
Asian	185	45	243	52	198	43	155	29	213	31	201	40
Other	134	41	115	53	197	78	1,249	508	1,028	370	1,182	405
Total	4,283	1,684	4,859	1,955	5,435	2,332	5,903	2,456	6,510	2,274	6,179	2,186

- More female students were mandated into developmental math than male students.
- The gender difference in math referrals decreased from 12 percentage points in Fall 2007 to 7 percentage points in Fall 2012.



	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand
Male	2,088	687	2,463	871	2,753	1,019	2,989	1,066	3,192	997	2,959	933
Female	2,195	997	2,396	1,084	2,682	1,313	2,914	1,390	3,318	1,277	3,220	1,253
Total	4,283	1,684	4,859	1,955	5,435	2,332	5,903	2,456	6,510	2,274	6,179	2,186

- Students 25 years of age or older were more likely to be mandated into a developmental math course than younger students.
- The proportion of students 25 years or older mandated into developmental math has increased across the cohorts. At the same time, the proportion of students under age 25 mandated into developmental education declined.



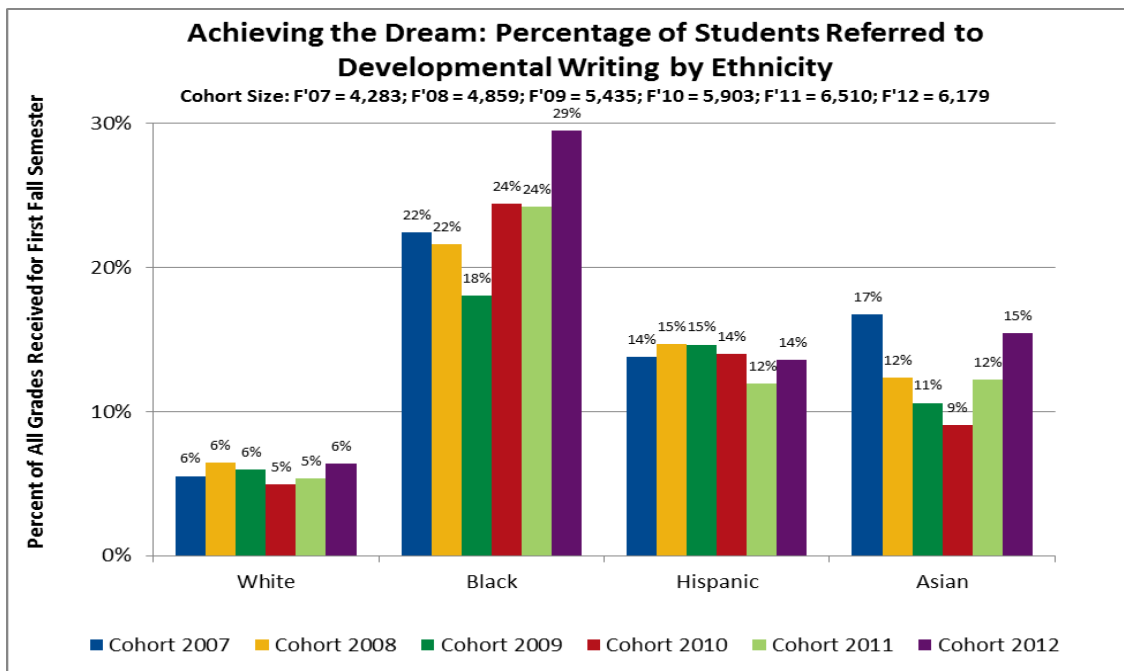
	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand
Under 18 yrs	207	69	167	57	186	57	212	78	253	67	242	66
18 - 24 yrs	3,523	1,322	3,951	1,486	4,257	1,722	4,503	1,719	5,176	1,580	5,080	1,599
25 - 30 yrs	289	154	372	212	502	279	580	305	499	299	364	227
Over 30 yrs	264	139	369	200	489	274	607	353	582	328	493	294
Total	4,283	1,684	4,859	1,955	5,435	2,332	5,903	2,456	6,510	2,274	6,179	2,186

Achieving the Dream Cohorts:

Students Referred to Developmental Writing

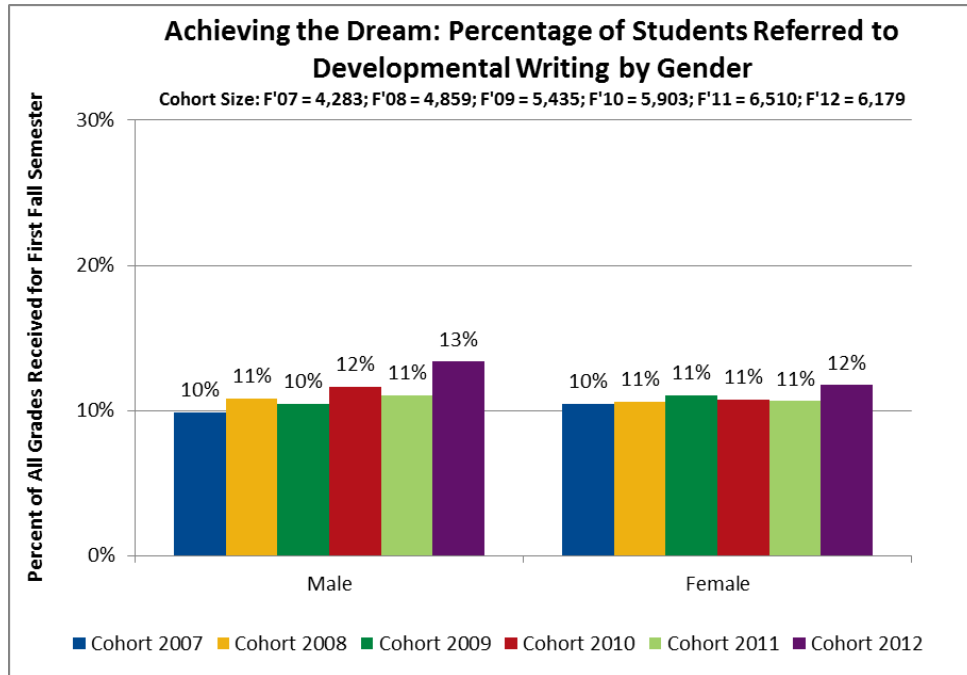
This report compares the percentage of students referred to developmental writing in the six Achieving the Dream (AtD) cohorts: Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011, Fall 2012. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. Results indicate that:

- About 11% of each cohort was referred to developmental writing in each cohort.
- Black and Hispanic FTIC students were more likely to be referred to developmental writing their first semester than white students.
- Referrals for Hispanics were stable but for Black students, referrals increased.
 - Referrals for Hispanic students were stable at about 14%.
 - Referrals for Black students increased (Fall 2007 to Fall 2012) from 22% to 29%.



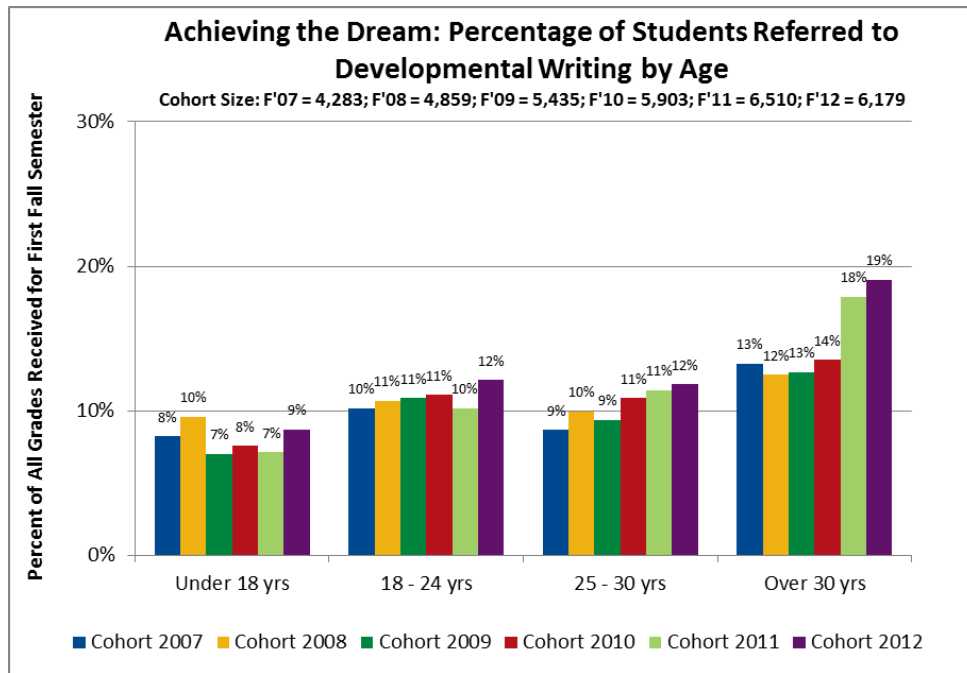
	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand
White	2,335	129	2,581	166	2,738	164	2,403	119	2,473	133	2,261	144
Black	410	92	416	90	616	111	553	135	566	137	519	153
Hispanic	1,219	168	1,504	221	1,686	247	1,543	216	2,230	266	2,016	274
Asian	185	31	243	30	198	21	155	14	213	26	201	31
Other	134	15	115	13	197	41	1,249	177	1,028	144	1,182	171
Total	4,283	435	4,859	520	5,435	584	5,903	661	6,510	706	6,179	773

- Referrals to developmental writing were similar for male and female students, particularly in the early cohorts. Recently referrals increased slightly.



	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand
Male	2,088	206	2,463	266	2,753	288	2,989	348	3,192	353	2,959	395
Female	2,195	229	2,396	254	2,682	296	2,914	313	3,318	353	3,220	378
Total	4,283	435	4,859	520	5,435	584	5,903	661	6,510	706	6,179	773

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

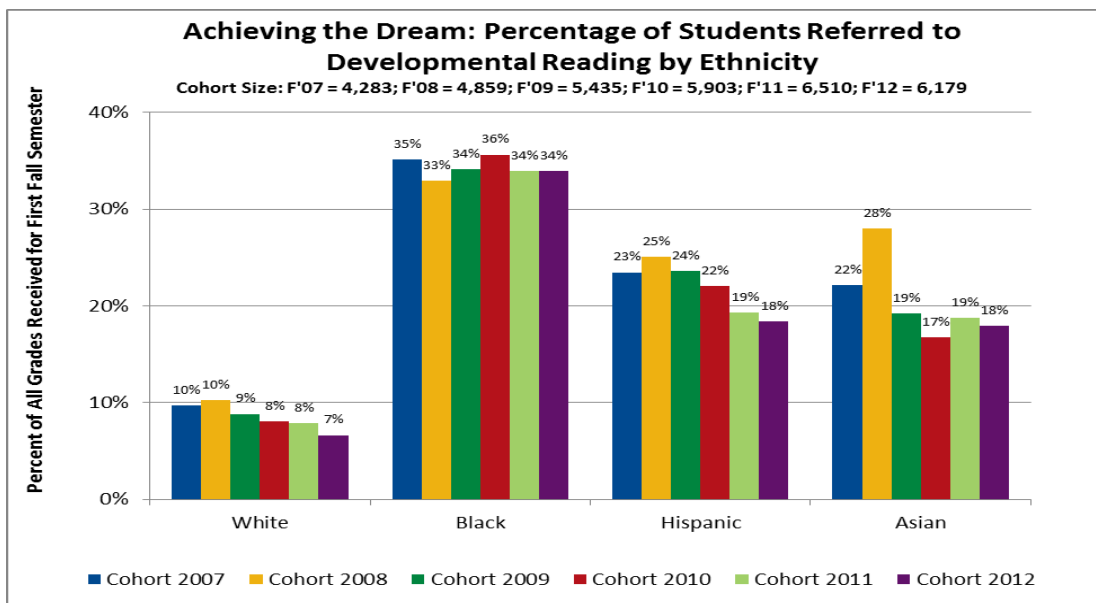


	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand
Under 18 yrs	207	17	167	16	186	13	212	16	253	18	242	21
18 - 24 yrs	3,523	358	3,951	421	4,257	462	4,503	499	5,176	527	5,080	615
25 - 30 yrs	289	25	372	37	502	47	580	63	499	57	364	43
Over 30 yrs	264	35	369	46	489	62	607	82	582	104	493	94
Total	4,283	435	4,859	520	5,435	584	5,903	661	6,510	706	6,179	773

Achieving the Dream Cohorts: Students Referred to Developmental Reading

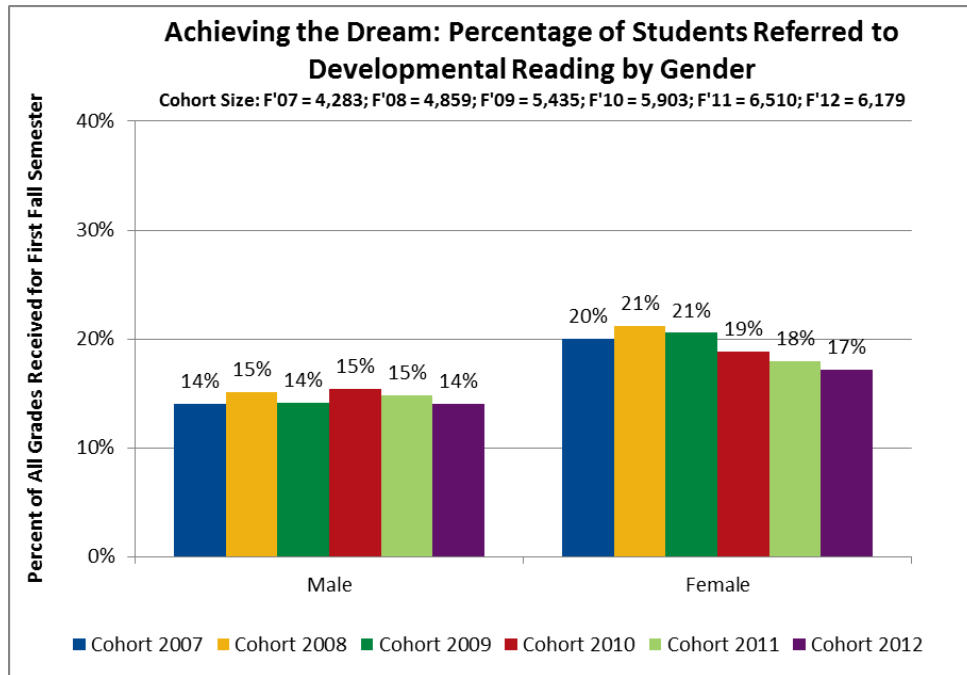
This report compares the percentage of students referred to developmental reading in the six Achieving the Dream (AtD) cohorts: Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011, Fall 2012. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. Results indicate that:

- The number of students referred to developmental reading was about 17 % overall.
- Larger percentages of Black, Hispanic, and Asian FTIC students were mandated into developmental reading their first semester compared to white students.
- The percentage of Black FTIC students referred to developmental reading was higher than the percentages for Hispanic and Asian FTIC students. In addition, the average percentage of Black students (34%) was almost five times the percentage for white students (7%).
- Developmental reading referrals decreased for all ethnic groups except for Black students.
 - Black student referrals remained stable at 34% across the cohorts.



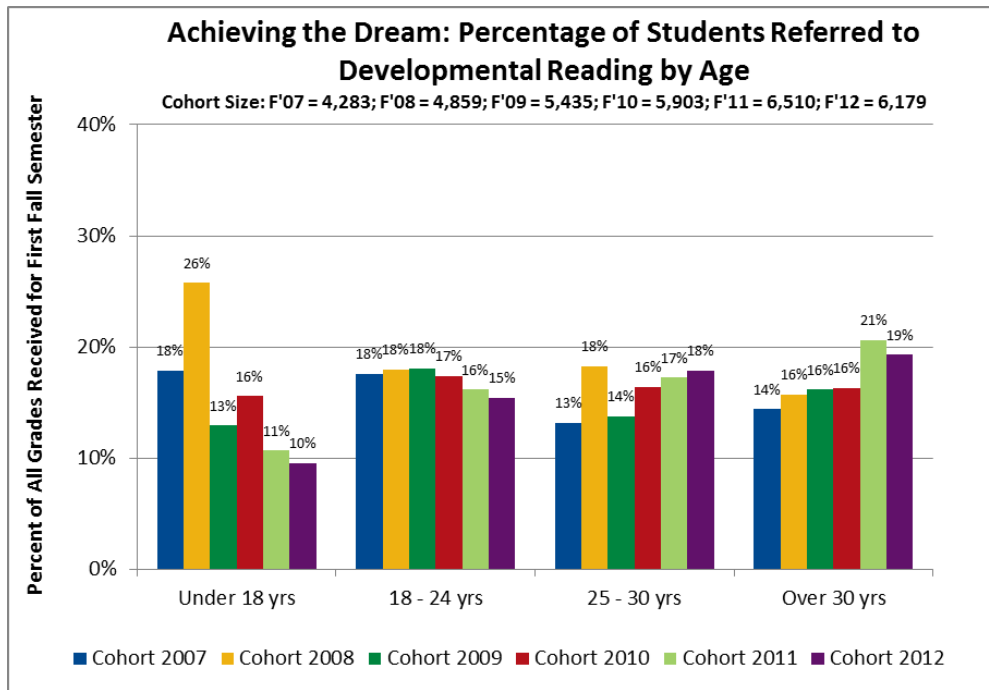
	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand
White	2,335	226	2,581	265	2,738	242	2,403	193	2,473	195	2,261	150
Black	410	144	416	137	616	210	553	197	566	192	519	176
Hispanic	1,219	286	1,504	377	1,686	398	1,543	340	2,230	431	2,016	371
Asian	185	41	243	68	198	38	155	26	213	40	201	36
Other	134	36	115	32	197	53	1,249	252	1,028	210	1,182	234
Total	4,283	733	4,859	879	5,435	941	5,903	1,008	6,510	1,068	6,179	967

- On average, female FTIC students (19%) were slightly more likely to be referred to developmental reading than the male FTIC students (15%).



	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand
Male	2,088	293	2,463	372	2,753	390	2,989	460	3,192	472	2,959	415
Female	2,195	440	2,396	507	2,682	551	2,914	548	3,318	596	3,220	552
Total	4,283	733	4,859	879	5,435	941	5,903	1,008	6,510	1,068	6,179	967

- The percentage of 18 to 24 year old students decreased from 18% in Fall 2007 to 15% in Fall 2012.
- For FTIC students 25 to 30 years of age, and students over 30 years of age, the percentage referred to developmental reading increased by about five percentage points from Fall 2007 to Fall 2012.



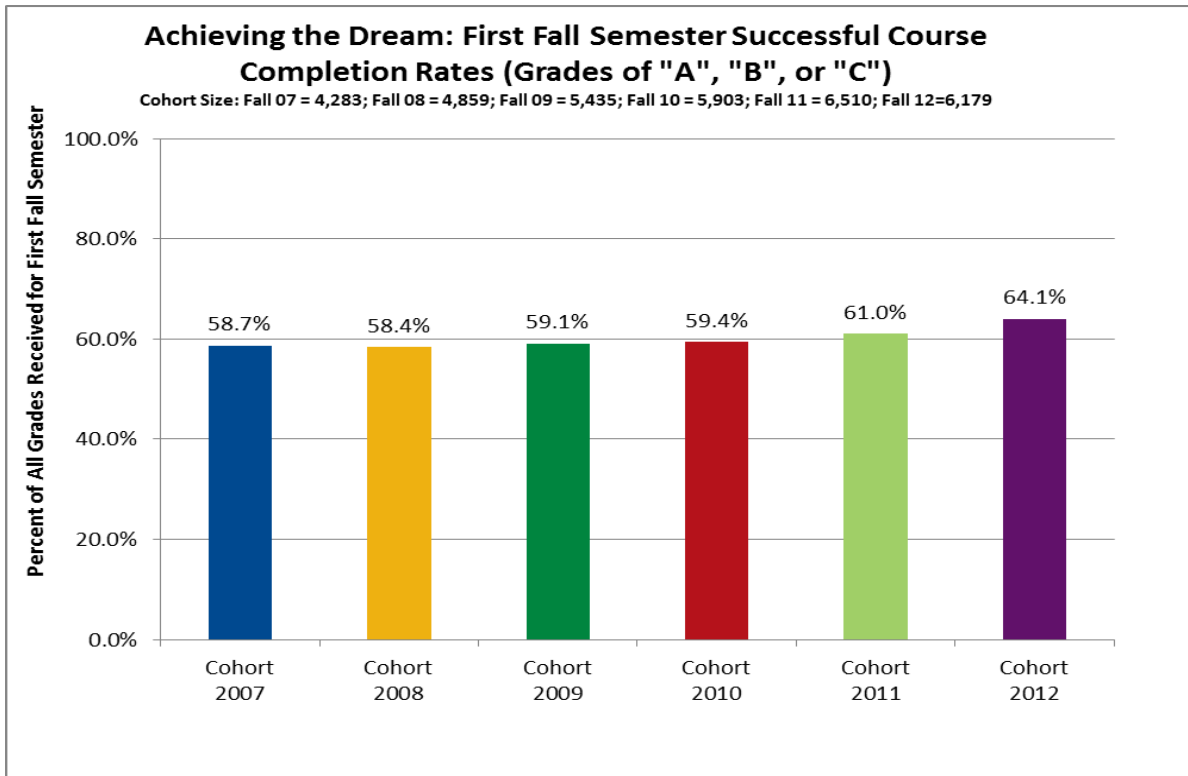
	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand
Under 18 yrs	207	37	167	43	186	24	212	33	253	27	242	23
18 - 24 yrs	3,523	620	3,951	710	4,257	769	4,503	781	5,176	835	5,080	784
25 - 30 yrs	289	38	372	68	502	69	580	95	499	86	364	65
Over 30 yrs	264	38	369	58	489	79	607	99	582	120	493	95
Total	4,283	733	4,859	879	5,435	941	5,903	1,008	6,510	1,068	6,179	967

AtD Longitudinal Cohort Tracking

Metric # 1: Successful Course Completion Rate Increased

This report compares the percentage of successful course completion rates of students in the six Achieving the Dream (AtD) cohorts: Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011, Fall 2012. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. Results of the analysis indicate that:

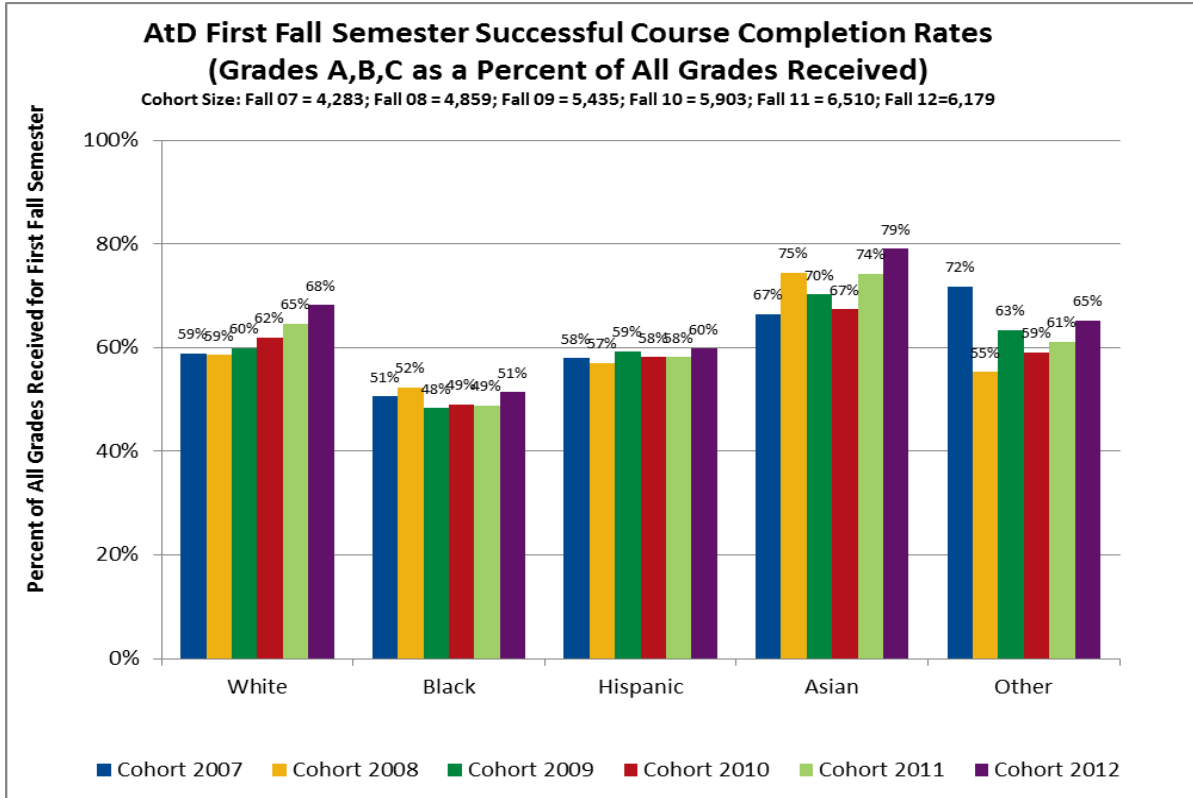
- The percentage of students' successful grades (C or above) in the first fall semester increased from 59% to 64% across the cohorts.



	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C
Total	13,273	7,786	14,858	8,677	16,808	9,926	18,142	10,770	19,495	11,901	18,832	12,063

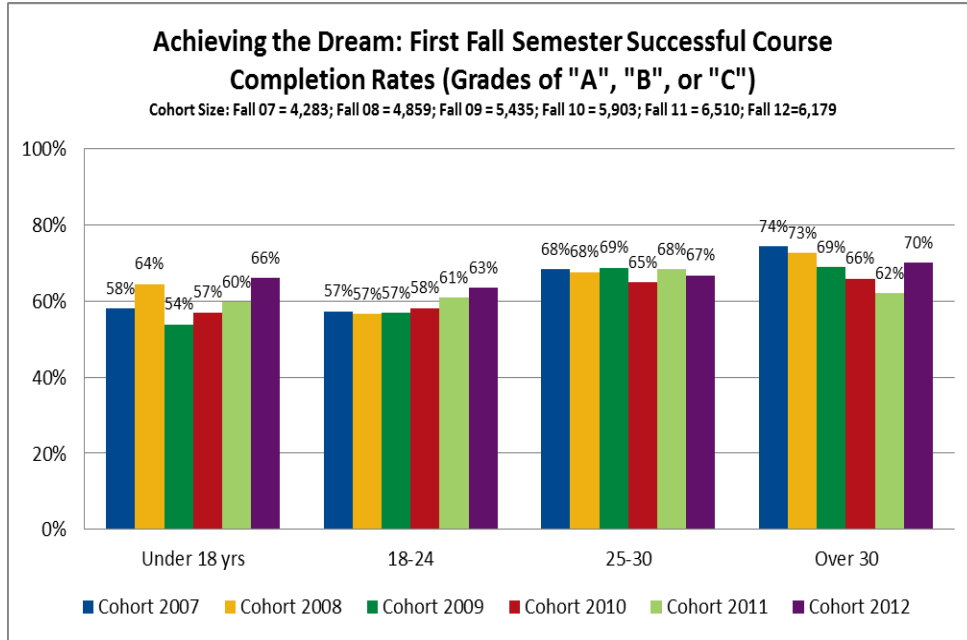


- Over the last three years successful course completion increased across all ethnicities.
 - The percentage of successful grades achieved by white students increased from 62% to 68%.
 - For Hispanic students, the percentage increased from 58% to 60%.
 - For Black students, the percentage increased from 49% to 51%.
- Black students have the lowest successful completion rates on average (50%).



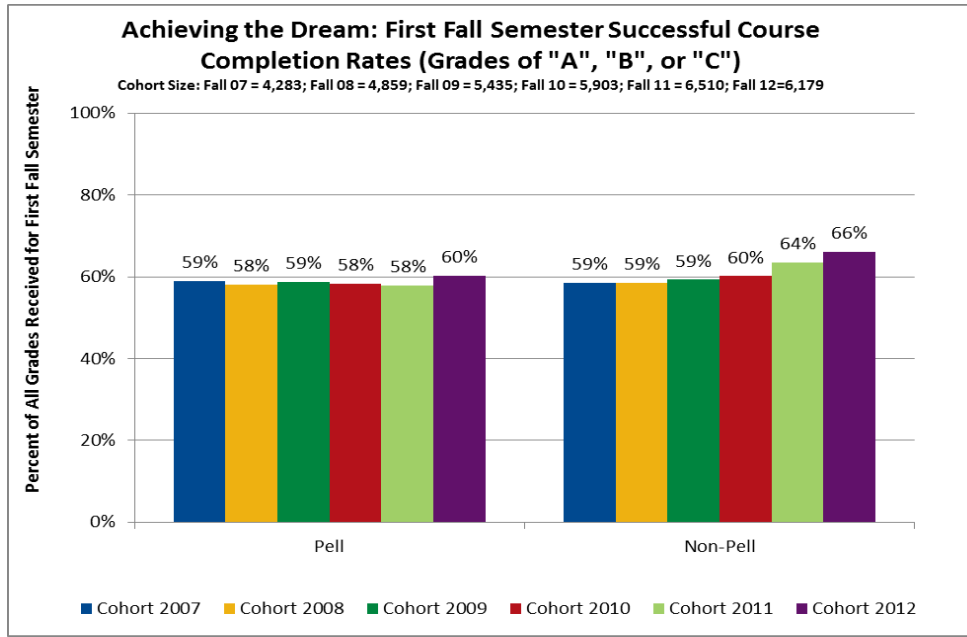
	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C
White	7,490	4,408	8,212	4,813	8,812	5,282	8,344	5,170	7,745	5,005	7,056	4,813
Black	1,178	596	1,177	616	1,788	863	1,899	933	1,557	761	1,472	757
Hispanic	3,573	2,073	4,329	2,469	4,905	2,909	5,233	3,048	6,429	3,741	6,062	3,628
Asian	603	401	773	576	664	467	525	354	708	525	708	560
Other	429	308	367	203	639	405	2,141	1,265	3,056	1,869	3,534	2,305
Total	13,273	7,786	14,858	8,677	16,808	9,926	18,142	10,770	19,495	11,901	18,832	12,063

- The percentage of courses in which successful grades were earned by students 18 to 24 years of age increased from 57% in Fall 2007 to 63% in Fall 2012.



	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C
Over 30	563	419	816	593	1,218	838	1,556	1,025	1,331	826	1,183	829
25-30	742	507	917	620	1,378	947	1,576	1,021	1,341	845	960	641
18-24	11,302	6,474	12,606	7,129	13,588	7,727	14,356	8,351	16,029	9,755	15,910	10,078
Under 18 yrs	666	386	518	334	620	414	654	373	794	475	779	515
Total	13,273	7,786	14,858	8,677	16,808	9,926	18,142	10,770	19,495	11,901	18,832	12,063

- A trend emerged in the last four years for non-Pell recipients indicating this group was slightly more likely than Pell-recipients to receive a C or better grade in courses their first semester (66% course completion rate in Fall 2012).



	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C
Pell	3,311	1,951	4,144	2,406	6,316	3,705	7,854	4,581	8,591	4,972	6,438	3,877
Non-Pell	9,962	5,835	10,714	6,271	10,492	6,221	10,288	6,189	10,904	6,929	12,394	8,186
Total	13,273	7,786	14,858	8,677	16,808	9,926	18,142	10,770	19,495	11,901	18,832	12,063



AtD Longitudinal Cohort Tracking

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

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

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

Developmental Math

- Student progress in developmental math
 - Within a year, completed a developmental math course: on average 54%.
 - Within two years, completed developmental sequence: on average 22%.
 - Within three years, completed a math gateway course: on average 15%.

- For math, the percentage of mandated AtD students completing any developmental education math course within one year decreased across cohorts.
- The percentage of students completing the developmental math sequence within two years decreased across cohorts.
- The percentage of students completing a gateway math course (MATH 1314 OR MATH 1332) in within three years was stable, averaging about 15 percent.

A B C D E F

AtD Cohort Year & Cohort Size	Referred to Math DevEd	Attempted any Math DevEd Course within	Completed any Math DevEd Course within	Completed Math DevEd Sequence within	Completed Math Gateway Course (MATH 1314 or MATH 1332) within
		1 Year (% = C / B)	1 Year (% = D / B)	2 Years (% = E / B)	3 Years (% = F / B)
F'06 (4,565)	40.7% (1,858)	89.2% (1,658)	55.8% (1,036)	24.6% (457)	14.4% (268)
F'07 (4,283)	39.3% (1,684)	89.5% (1,507)	56.3% (948)	24.3% (409)	15.5% (261)
F'08 (4,859)	40.2% (1,955)	88.3% (1,726)	54.2% (1,059)	22.5% (439)	14.6% (286)
F'09 (5,435)	42.9% (2,332)	86.2% (2,010)	51.4% (1,198)	21.6% (504)	15.2% (354)
F'10 (5,903)	41.6% (2,332)	86.2% (2,118)	50.4% (1,239)	19.4% (477)	Not Available

Developmental Writing

- Student Progress in Developmental Writing
 - Within a year, completed a developmental writing course: on average 34%.
 - Within two years, completed developmental sequence: on average 35%.
 - Within three years, completed an English gateway course: on average 23%.
- For writing, the percentage of mandated AtD students completing any developmental education writing course within one year was stable across the cohorts.
- The percentage of mandated AtD students completing the developmental writing sequence within two years decreased across cohorts.
- The percentage of students mandated into developmental writing completing a gateway English course (ENGL 1301) within three years decreased in the Fall 2009 cohort.

	A	B	C	D	E	F
AtD Cohort Year & Cohort Size	Referred to Writing DevEd	Attempted any Writing DevEd Course within 1 Year <i>(% = C / B)</i>	Completed any Writing DevEd Course within 1 Year <i>(% = D / B)</i>	Completed Writing DevEd Sequence within 2 Years <i>(% = E / B)</i>	Completed Writing Gateway Course (ENGL 1301) within 3 Years 3 Years <i>(% = F / B)</i>	
F'06 (4,565)	9.8% (447)	70.0% (313)	30.2% (135)	36.2% (162)	23.0% (103)	
F'07 (4,283)	10.2% (435)	67.8% (295)	35.9% (156)	38.6% (168)	24.1% (105)	
F'08 (4,859)	10.7% (520)	67.3% (350)	35.8% (186)	37.1% (193)	23.8% (124)	
F'09 (5,435)	10.7% (584)	67.0% (391)	34.4% (201)	28.8% (168)	20.0% (117)	
F'10 (5,903)	11.2% (661)	63.7% (421)	35.2% (233)	Not Available	Not Available	

Developmental Reading

- Student Progress in Developmental Reading
 - Within a year, completed a developmental writing course: on average 56%.
 - Within two years, completed developmental sequence: on average 52%.
 - Within three years, completed an English gateway course: on average 27%.

- For reading, the percentage of mandated AtD students completing any developmental education reading course within one year was stable across the cohorts.
- The percentage of students completing the developmental reading sequence within two years varied across cohorts.
- The percentage of students completing a gateway English course (ENGL 1301) within three years decreased in the Fall 2009 cohort.

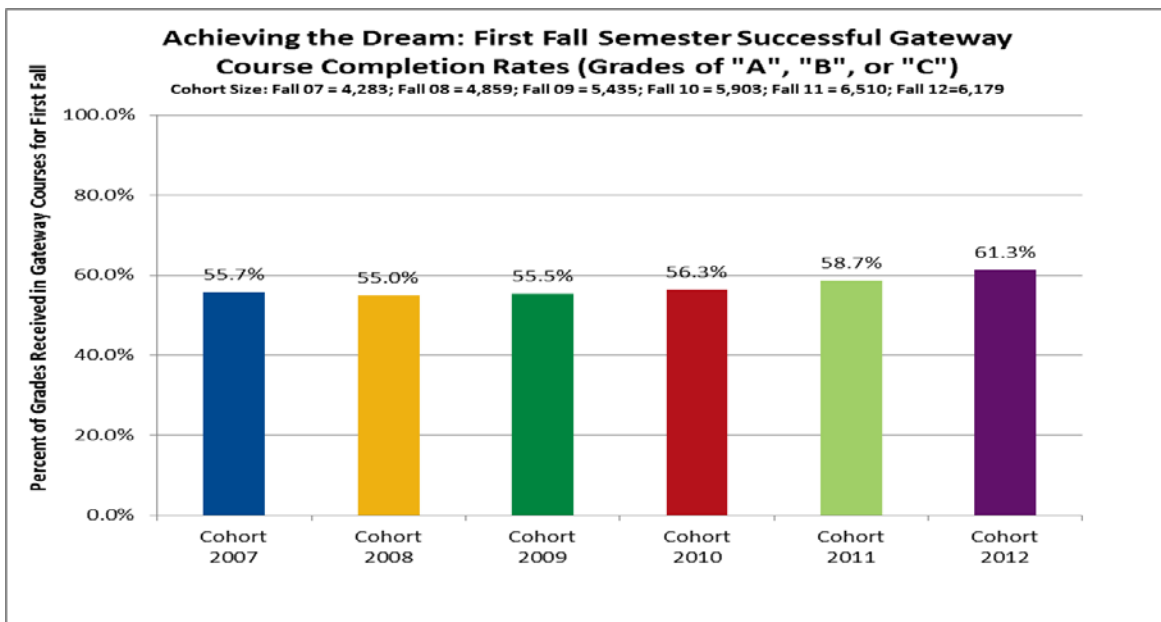
	A	B	C	D	E	F
AtD Cohort Year & Cohort Size	Referred to Reading DevEd	Attempted any Reading DevEd Course within 1 Year (% = C / B)	Completed any Reading DevEd Course within 1 Year (% = D / B)	Completed Reading DevEd Sequence within 2 Years (% = E / B)	Completed Reading Gateway Course (ENGL 1301) within 3 Years (% = F / B)	
F'06 (4,565)	16.7% (761)	79.8% (607)	56.5% (430)	51.8% (394)	26.8% (204)	
F'07 (4,283)	17.1% (733)	77.9% (571)	57.0% (418)	54.7% (401)	27.4% (201)	
F'08 (4,859)	18.1% (879)	76.7% (674)	55.3% (486)	54.9% (483)	29.4% (258)	
F'09 (5,435)	17.3% (941)	76.4% (719)	55.4% (521)	47.5% (447)	23.9% (225)	
F'10 (5,903)	17.1% (1,008)	78.1% (787)	54.9% (553)	Not Available	Not Available	

AtD Longitudinal Cohort Tracking

Metric # 3: Gateway Course Completion Increased

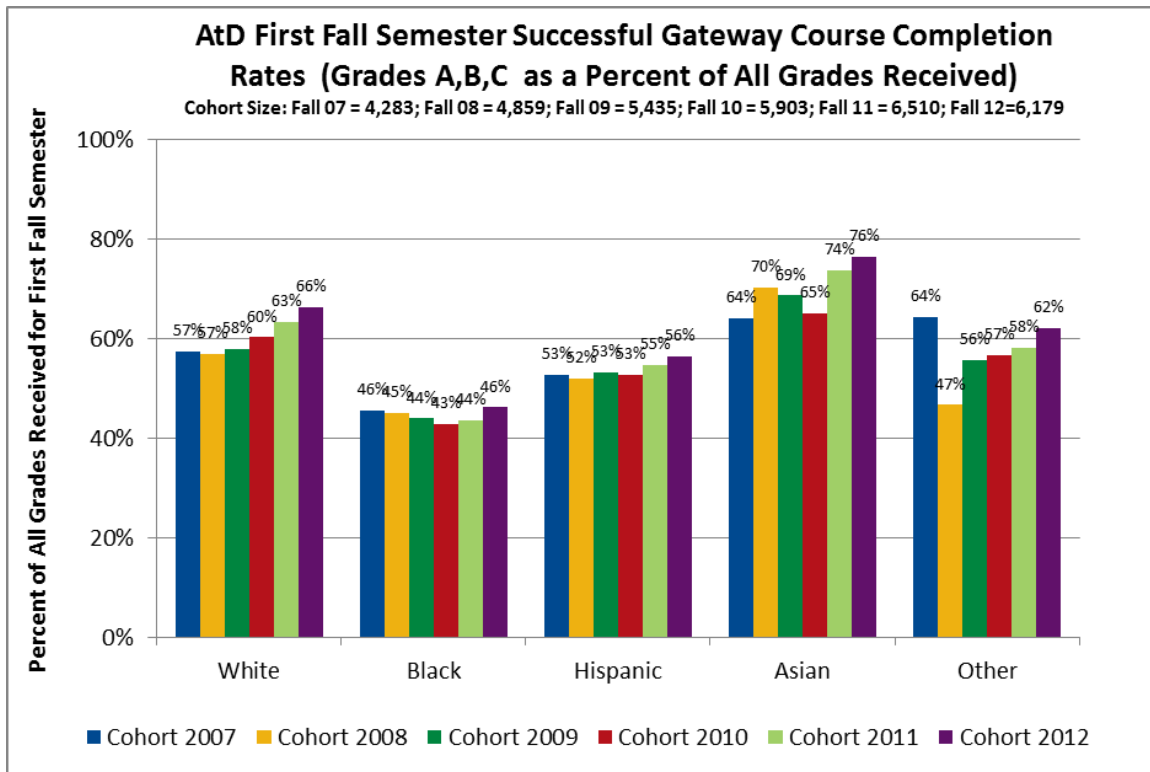
This report compares the successful gateway course completion rates of students in the six Achieving the Dream (AtD) cohorts: Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011, Fall 2012. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. At ACC, gateway courses are those with the highest enrollments and also the highest attrition and failure rates. Successful course completion includes receiving a grades of “A”, “B”, or “C” in the course. Results of the analysis indicate that:

- Successful course completion rates increased from 56% to 61% over the last three cohorts.
- Successful completion rates increased slightly for Pell recipients over the last three years. For non-Pell students successful completion rates increased from 58% in Fall 2010 to 64% in Fall 2012.
- Over the last three years, successful course completions increased for all ethnic groups.
- Successful completion rates for the last three years also increased across all age groups.



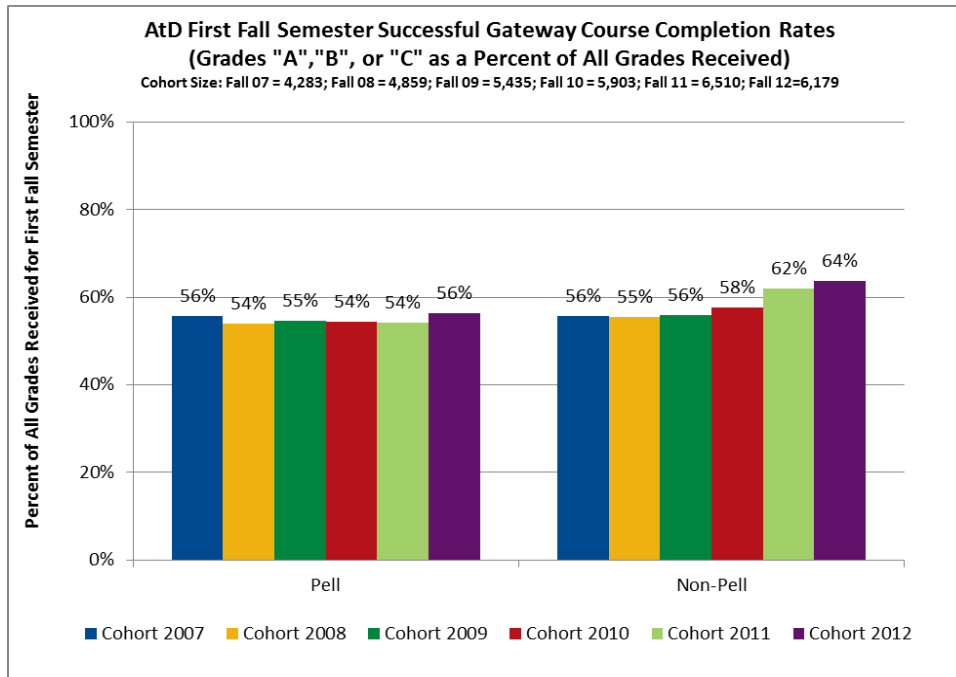
	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C
Total	8,697	4,846	9,613	5,290	10,584	5,869	11,211	6,316	12,030	7,059	11,885	7,288

- The percentage of gateway courses successfully completed by white students increased across cohorts to 66 percent. For Asian students, the percentage increased to 76 percent. For Hispanic students, the percentage increased slightly across cohorts to 56 percent. For Black students, the percentage was stable at 45 percent across cohorts. Black students experienced the lowest rates of successful completion of gateway courses compared to other ethnic groups.



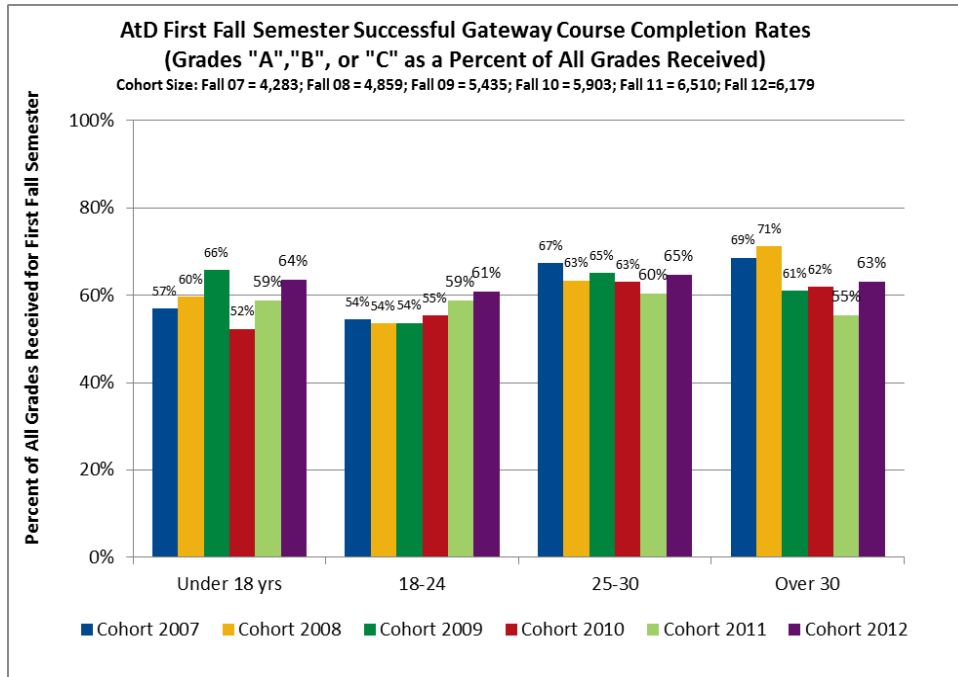
	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C
White	5,283	3,025	5,657	3,214	5,878	3,395	5,535	3,334	5,031	3,182	4,638	3,075
Black	590	269	625	281	980	430	973	415	775	337	806	372
Hispanic	2,245	1,181	2,683	1,396	3,000	1,593	3,101	1,634	4,020	2,199	3,840	2,166
Asian	347	222	410	288	366	251	298	194	391	288	412	315
Other	232	149	238	111	360	200	1,304	739	1,813	1,053	2,189	1,360
Total	8,697	4,846	9,613	5,290	10,584	5,869	11,211	6,316	12,030	7,059	11,885	7,288

- For non-Pell recipient students, the rate of successful completion of gateway courses increased across cohorts. The percentage of Pell recipients successfully completing gateway courses was stable across all cohorts at about 55%.



	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C
Pell	2,045	1,139	2,524	1,361	3,776	2,061	4,560	2,480	5,070	2,750	3,811	2,147
Non-Pell	6,652	3,707	7,089	3,929	6,808	3,808	6,651	3,836	6,960	4,309	8,074	5,141
Total	8,697	4,846	9,613	5,290	10,584	5,869	11,211	6,316	12,030	7,059	11,885	7,288

- The percentage of gateway courses successfully completed by students 18 to 24 years old increased across all cohorts to 61 percent. For students 25 to 30 years old, and students over 30 years of age, the percentage decreased slightly across cohorts (65 % and 63%, respectively).



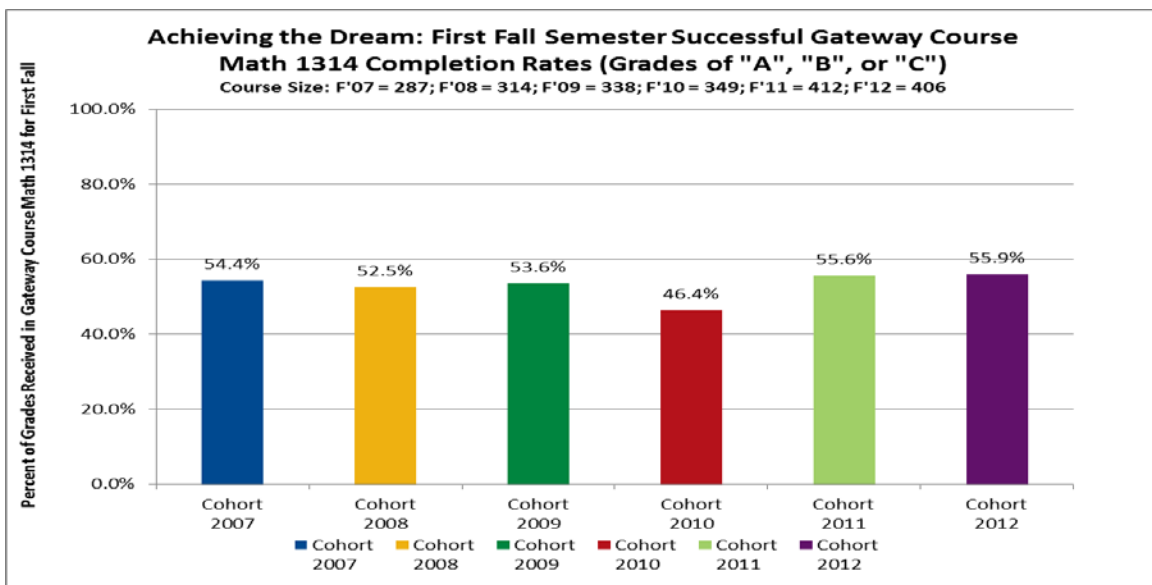
	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C
Under 18	444	253	312	186	412	271	411	215	531	312	518	329
18-24	7,531	4,103	8,363	4,479	8,735	4,687	9,160	5,076	10,066	5,912	10,228	6,231
25-30	448	302	552	350	859	559	871	549	813	491	570	369
Over 30	274	188	386	275	577	352	769	476	620	344	569	359
Total	8,697	4,846	9,613	5,290	10,584	5,869	11,211	6,316	12,030	7,059	11,885	7,288

AtD Longitudinal Cohort Tracking

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

This report compares the successful course completion rates of students in the six Achieving the Dream (AtD) cohorts for the Math 1314 gateway course: Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011, Fall 2012. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. At ACC, gateway courses are those with the highest enrollments and also the highest attrition and failure rates. Results of the analysis indicate that:

- Gateway Math 1314 (College Algebra)
 - The percentage of the Math 1314 gateway courses successfully completed during the first fall semester by students in the AtD cohorts varied across cohorts, with an overall positive trend. However, there was a one year decline in Fall 2010.
 - The percentage of MATH 1314 courses completed with a grade of “A”, “B”, or “C” increased slightly from 54percent in Fall 2006 to about 56 percent in Fall 2012.

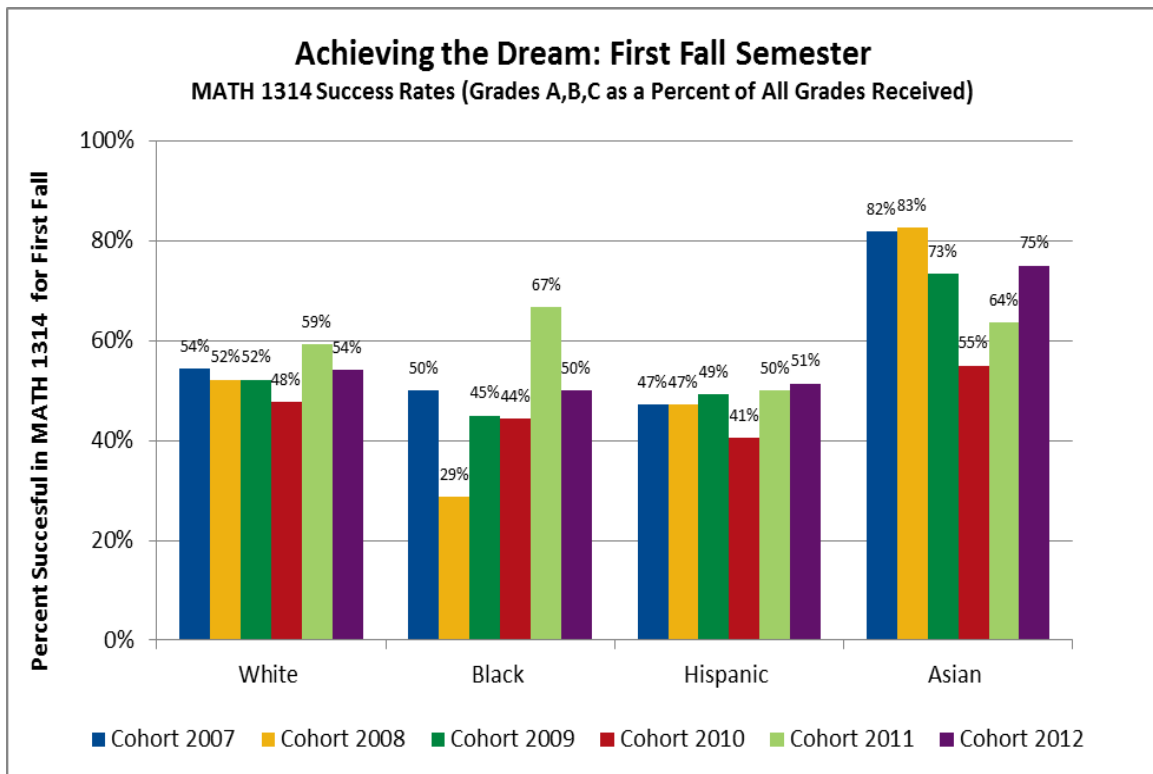


	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C
Total	287	156	314	165	338	181	349	162	412	229	406	227

Course Description:

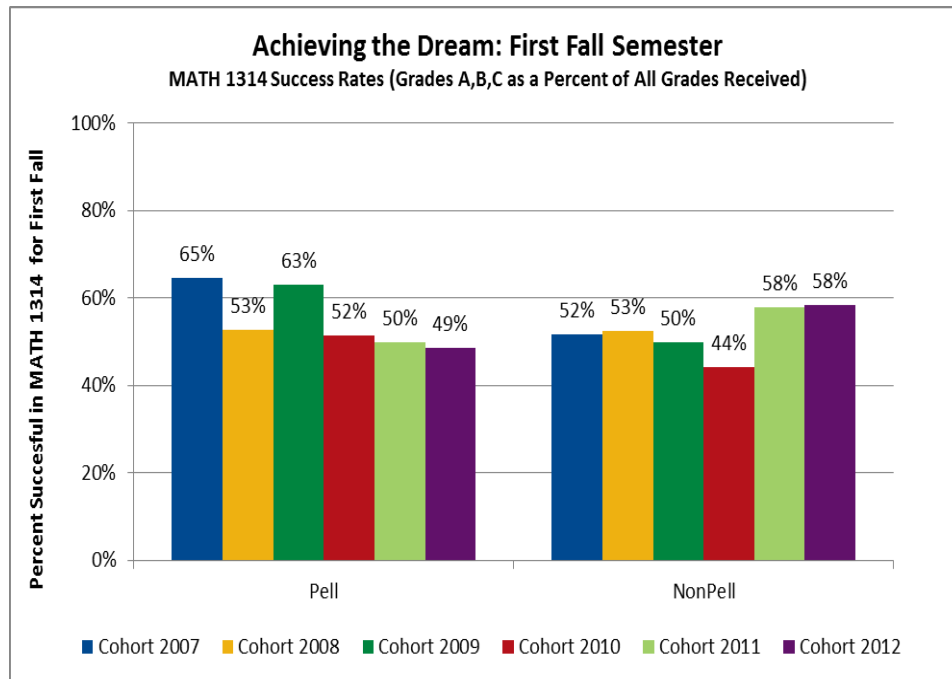
MATH 1314 (College Algebra) A course designed for students majoring in business, mathematics, science, engineering, or certain engineering-related technical fields. Content includes the rational, real, and complex number systems; the study of functions including polynomial, rational, exponential, and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

- The percentage of successful grades in MATH increased overall from Fall 2007 to Fall 2012 for Hispanic students (47% to 51%).
- For Black students, there was a large increase in Fall 2011, but due to small enrollments. The success rates have varied across cohorts.
- The percentage of successful grades has decreased from Fall 2007 to Fall 2012 for Asian students (82% to 75%), while staying stable for White students (54%).



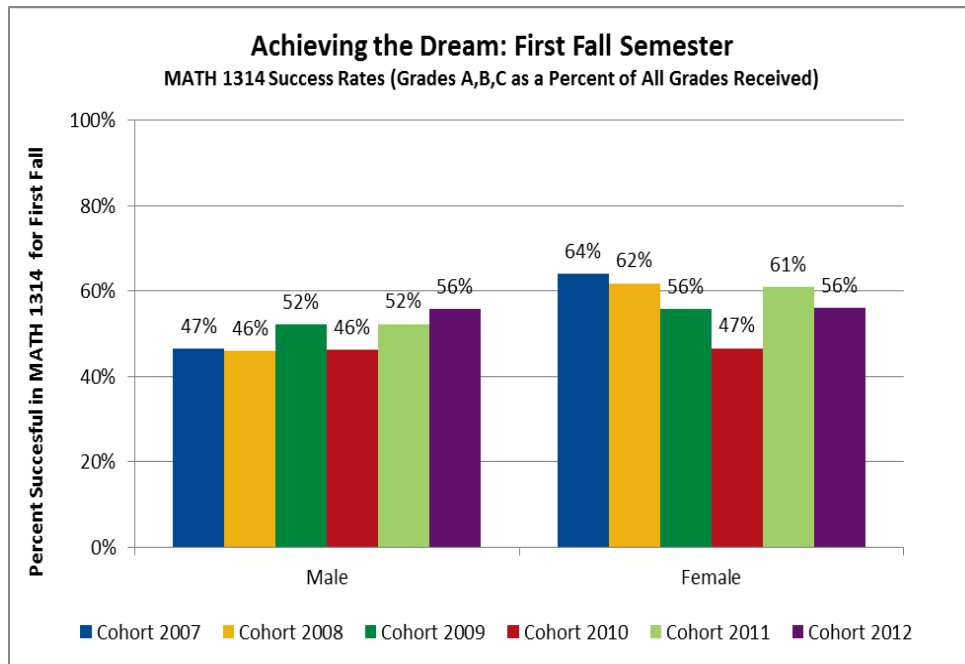
	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C
White	171	93	203	106	201	105	189	90	221	131	181	98
Black	10	5	14	4	20	9	18	8	12	8	16	8
Hispanic	72	34	68	32	71	35	74	30	102	51	107	55
Asian	22	18	23	19	30	22	20	11	22	14	20	15
Other	12	6	6	4	16	10	48	23	55	25	82	51
Total	287	156	314	165	338	181	349	162	412	229	406	227

- For non-Pell recipient students, the percentage of successful grades earned in MATH 1314 increased (52% to 58%). For Pell recipients, the percentage of successful grades has declined steadily.



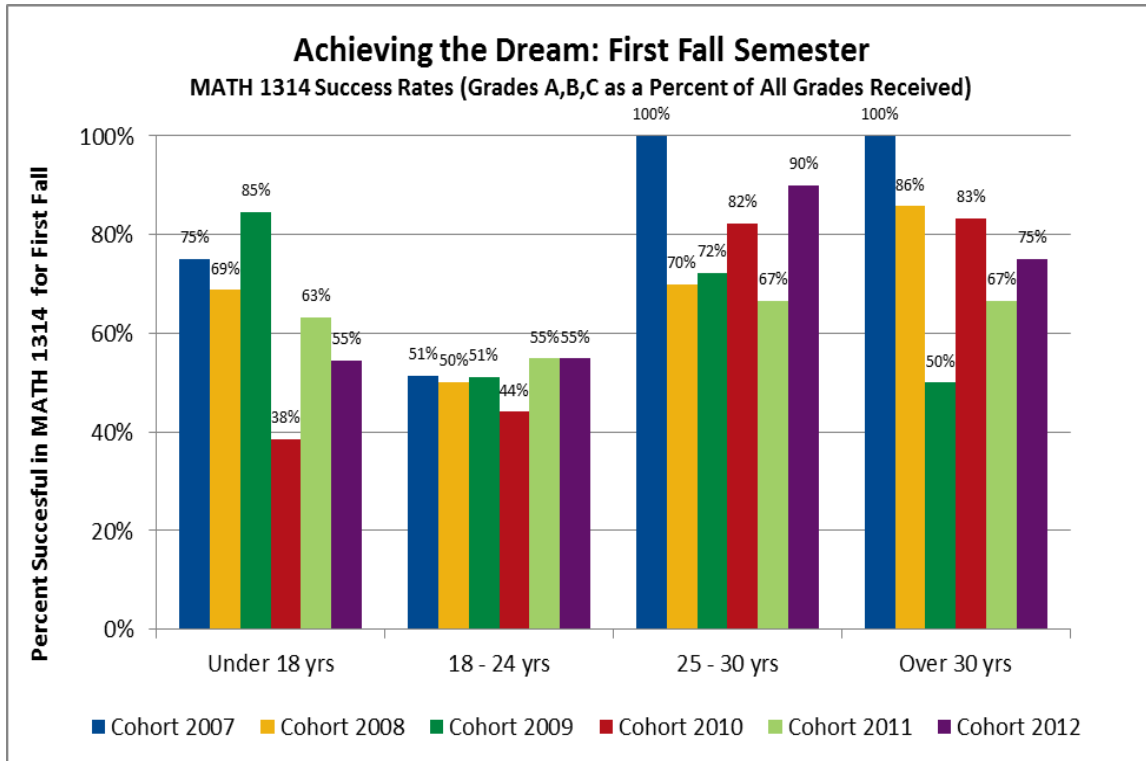
	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C
Pell	62	40	53	28	92	58	103	53	118	59	101	49
Non-Pell	225	116	261	137	246	123	246	109	294	170	305	178
Total	287	156	314	165	338	181	349	162	412	229	406	227

- The percentages of successful grades earned in MATH 1314 typically were higher for female compared to male students. However, the percentages increased across cohorts for males students to 56% and decreased down to 56% for females in Fall 2012.



	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C
Male	159	74	183	84	209	109	218	101	256	134	219	122
Female	128	82	131	81	129	72	131	61	156	95	187	105
Total	287	156	314	165	338	181	349	162	412	229	406	227

- The percentages of successful grades earned in MATH 1314 were lower on average for students 18 to 24 years old compared to other age groups. However, success rates for the 18 to 24 year old age group increased over time (from 51% to 55%), while the success rates for other age groups decreased across cohorts.



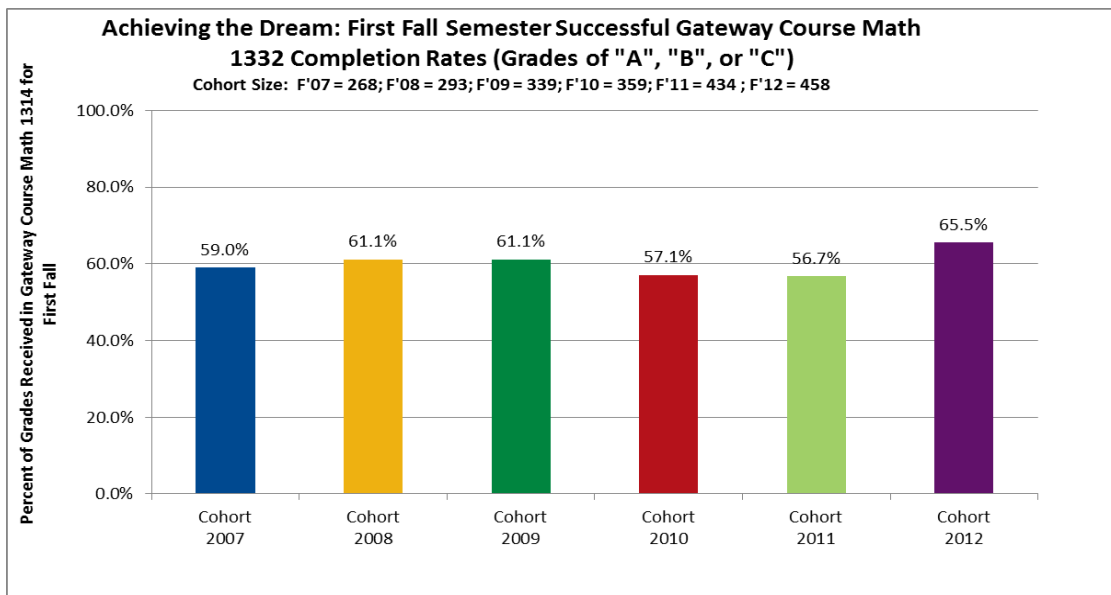
	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C
Under 18	20	15	16	11	13	11	13	5	19	12	22	12
18-24	259	133	281	141	305	156	313	138	381	209	370	203
25-30	7	7	10	7	18	13	17	14	9	6	10	9
Over 30 yrs	1	1	7	6	2	1	6	5	3	2	4	3
Total	287	156	314	165	338	181	349	162	412	229	406	227

AtD Longitudinal Cohort Tracking

Metric # 3: Gateway Course Math 1332 Completion Increasing

This report compares the successful course completion rates of students in the six Achieving the Dream (AtD) cohorts for the Math 1332 gateway course: Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011, Fall 2012. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. At ACC, gateway courses are those with the highest enrollments and also the highest attrition and failure rates. Results of the analysis indicate that:

- Gateway Math 1332 (College Math)
 - Math 1332 success rate across cohorts varied and was on a downward slope from Fall 2009 to Fall 2011, but increased significantly in Fall 2012 to its highest at 66%.
 - Math 1332 success rate for males increased across cohorts. Females success rate had been on a downward slope from Fall 2007 to Fall 2011, but significant improvement was seen in Fall 2012.

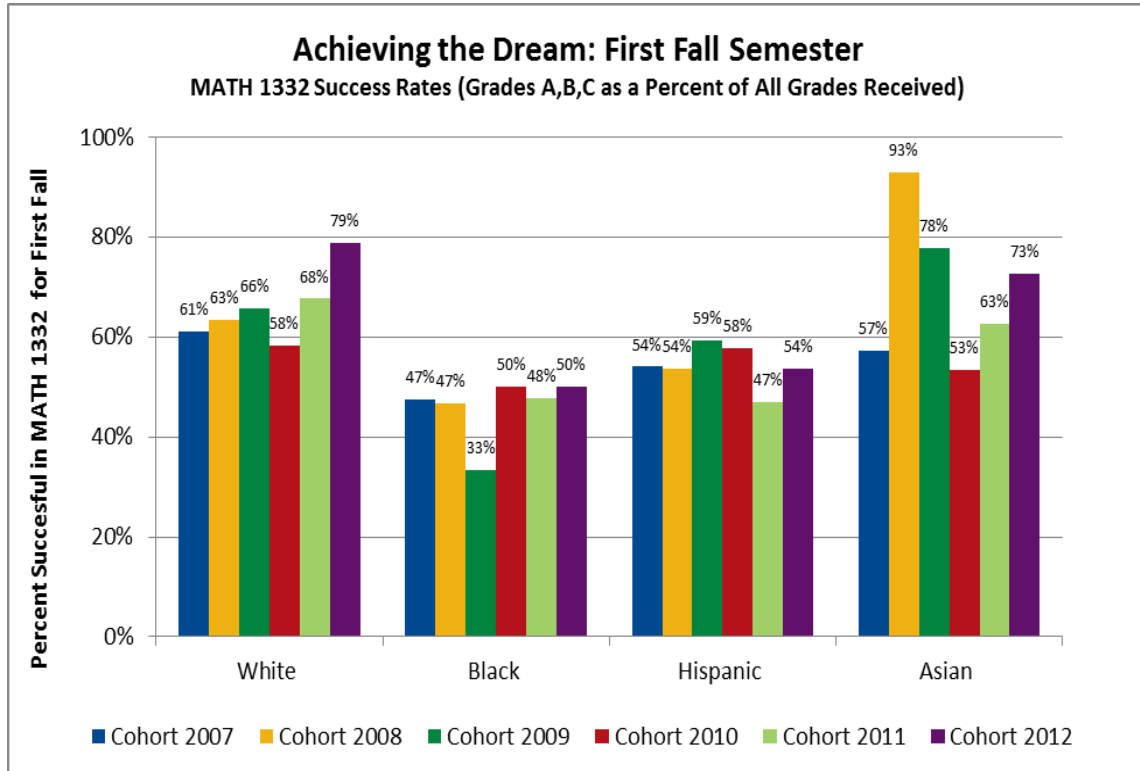


	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C
Total	268	158	293	179	339	207	359	205	434	246	458	300

Course Description:

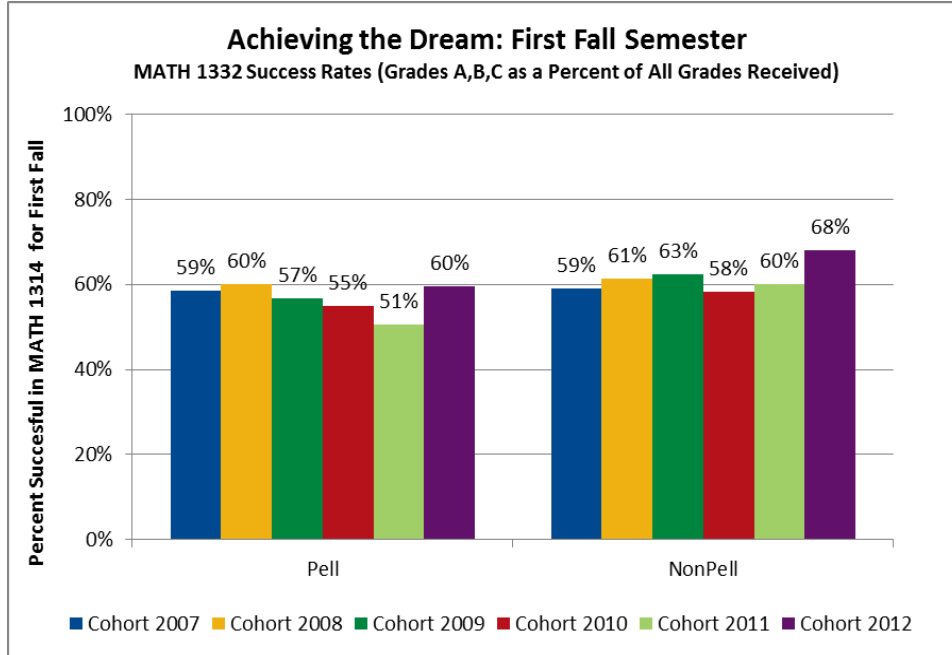
MATH 1332 (College Mathematics) A topics-based course, with a variety of possible topics chosen by individual instructors. The selected topics may include: sets, logic, number theory, geometry, probability and statistics, and the mathematics of finance and social choice. This course is not algebra-intensive,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

- The percentage of successful grades has increased overall from Fall 2007 to Fall 2012 for white students (61% to 79%).
- The percentage of successful grades earned in gateway course Math 1332 has fluctuated across cohorts for all other ethnicities.



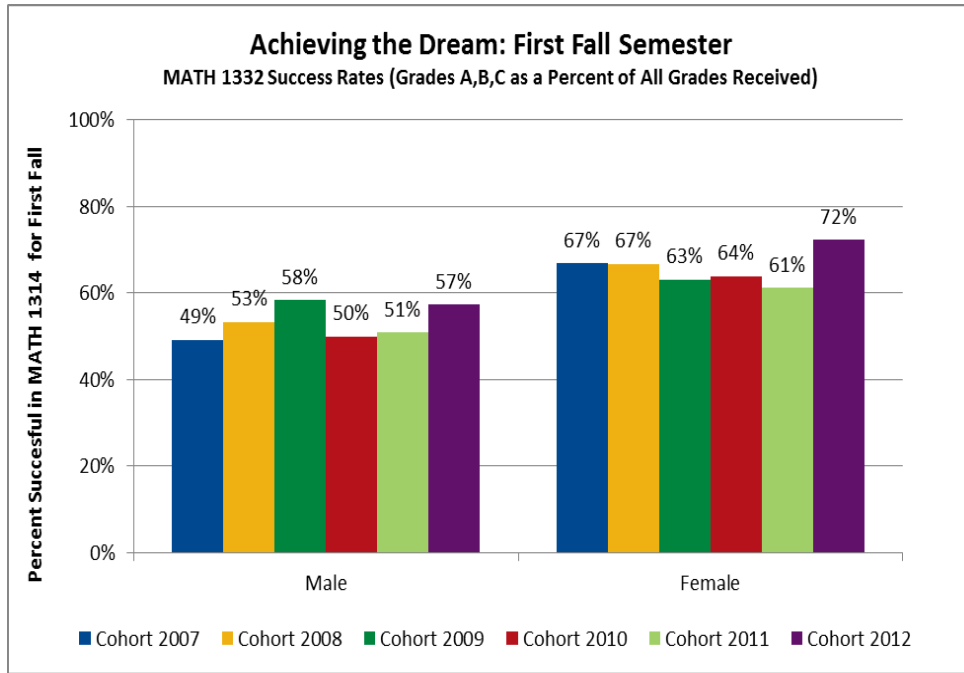
	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C
White	172	105	177	112	204	134	182	106	170	115	178	140
Black	19	9	15	7	30	10	22	11	23	11	26	13
Hispanic	63	34	82	44	86	51	92	53	164	77	155	83
Asian	7	4	14	13	9	7	15	8	8	5	11	8
Other	7	6	5	3	10	5	48	27	69	38	88	56
Total	268	158	293	179	339	207	359	205	434	246	458	300

- The percentage of successful grades earned in MATH 1332 increased for Non-Pell recipients (59% to 68%).



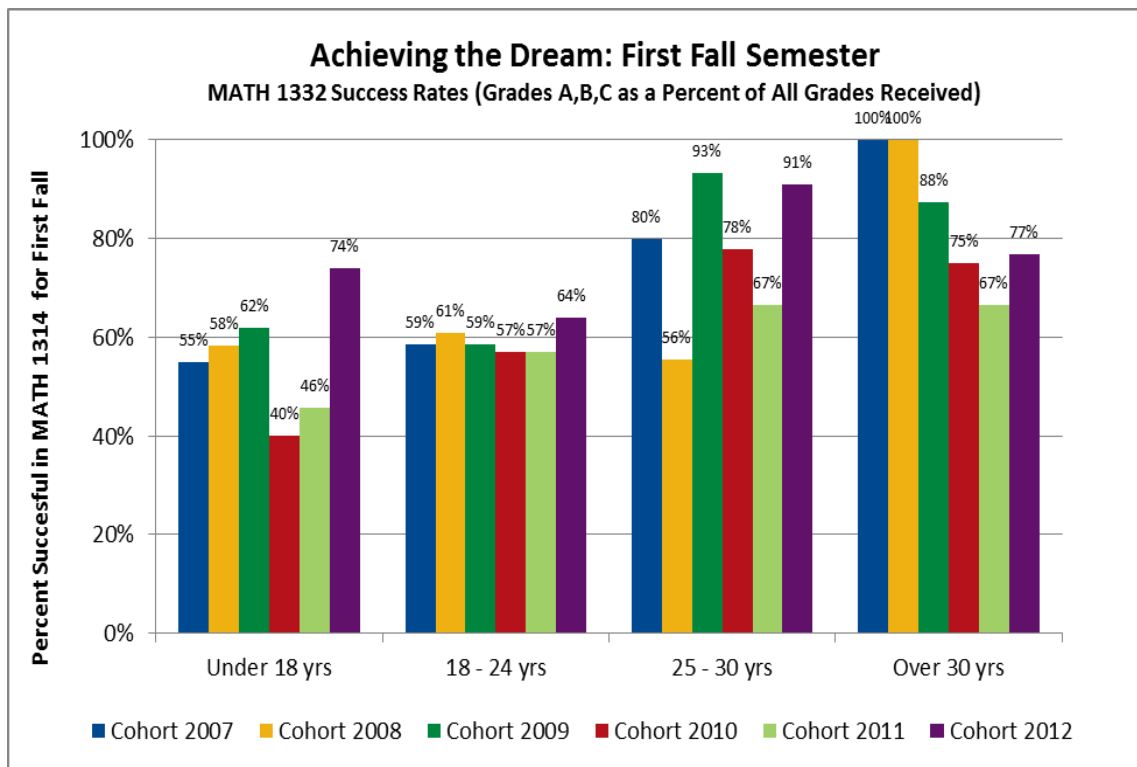
	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C
Pell	53	31	65	39	88	50	122	67	160	81	136	81
Non-Pell	215	127	228	140	251	157	237	138	274	165	322	219
Total	268	158	293	179	339	207	359	205	434	246	458	300

- Overall, the percentage of successful grades earned in MATH 1332 was higher for female students (averaging about 66%) compared to male students (averaging about 53%).



	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C
Male	120	59	122	65	144	84	176	88	189	96	206	118
Female	148	99	171	114	195	123	183	117	245	150	252	182
Total	268	158	293	179	339	207	359	205	434	246	458	300

- The percentage of successful grades earned in MATH 1332 for students 18 to 24 years of age tended to be lower than that of older age groups. However, the percentage of successful grades earned for the 18 to 24 year old group increased across cohorts (from 59% to 64%).
- For students under 18 years old there were two years (Fall 2010 and Fall 2011) with success rates below 50%, but significant improvement occurred in Fall 2012.
- The percentage of successful grades earned in MATH 1332 varied widely across cohorts for students 25 to 30 years of age.



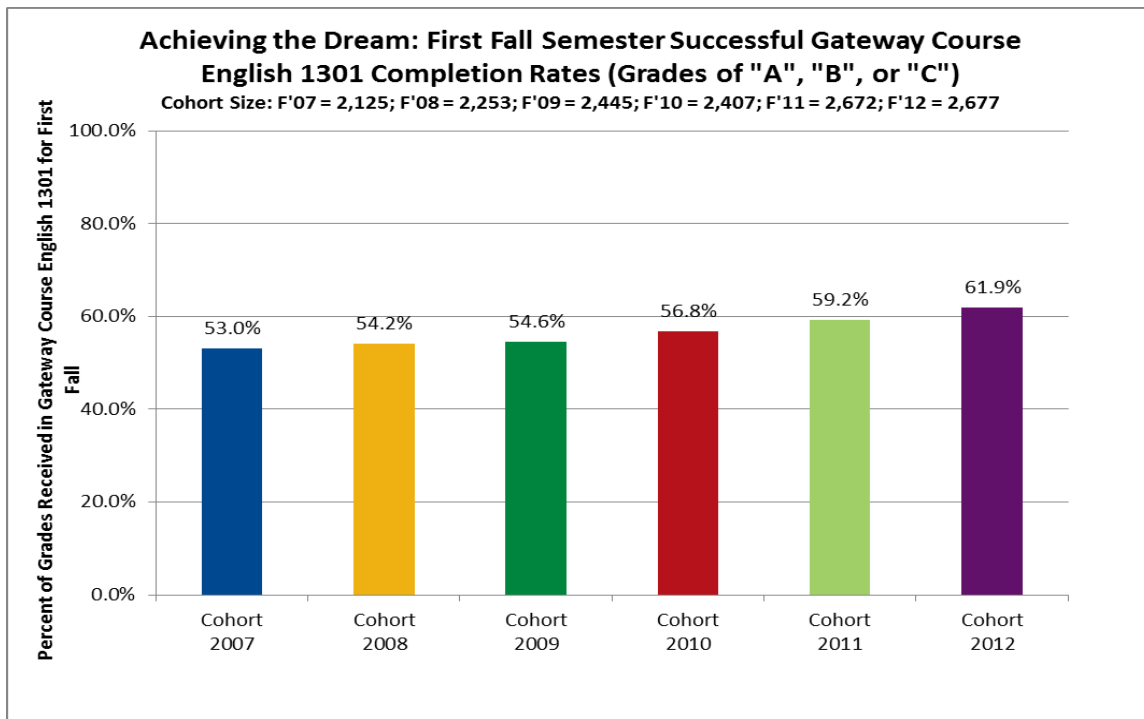
	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C
Under 18	20	11	12	7	21	13	20	8	24	11	23	17
18-24	241	141	269	164	295	173	322	184	401	229	411	263
25-30	5	4	9	5	15	14	9	7	6	4	11	10
Over 30	2	2	3	3	8	7	8	6	3	2	13	10
Total	268	158	293	179	339	207	359	205	434	246	458	300

AtD Longitudinal Cohort Tracking

Metric # 3: Gateway Course English 1301 Completion Rate Increased

This report compares the successful course completion rates of students in the six Achieving the Dream (AtD) cohorts for the English 1301 gateway course: Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011, Fall 2012. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. At ACC, gateway courses are those with the highest enrollments and also the highest attrition and failure rates. Results of the analysis indicate that:

- Gateway English 1301
 - Overall, successful course completion for ENGL 1301 increased from 53% to 62%.

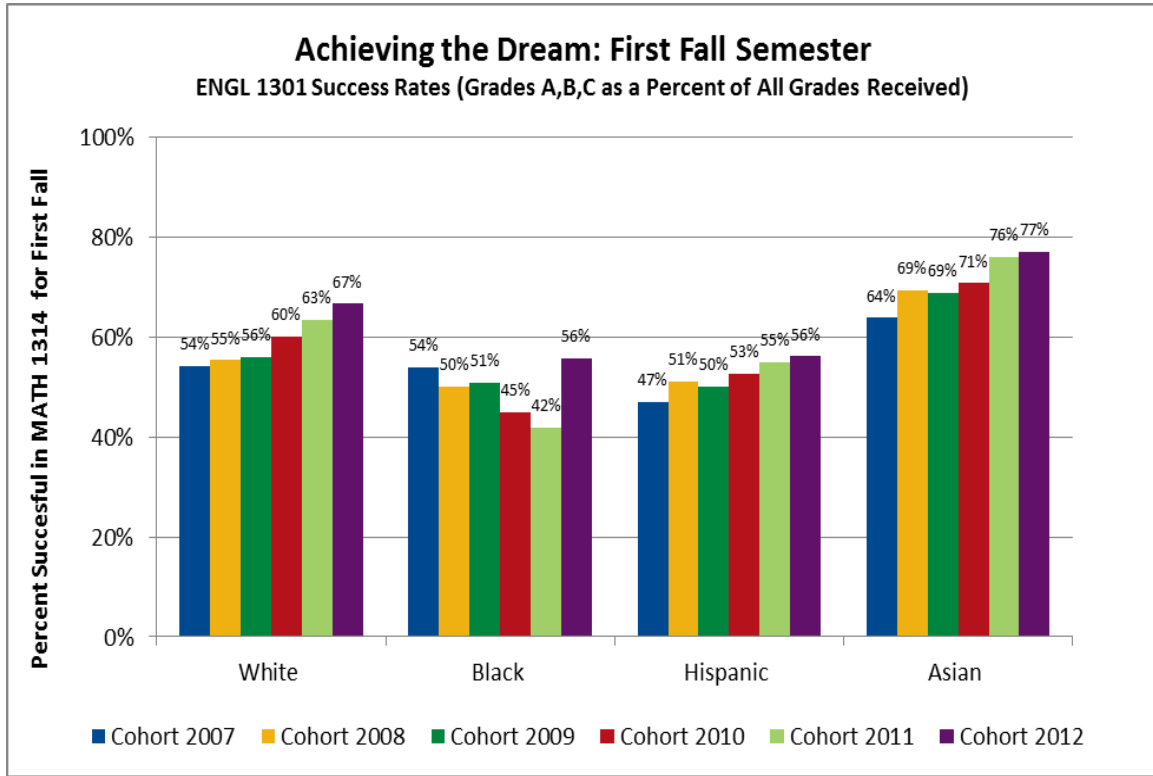


	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C
Total	2,125	1,127	2,253	1,220	2,445	1,334	2,407	1,367	2,672	1,582	2,677	1,658

Course Description:

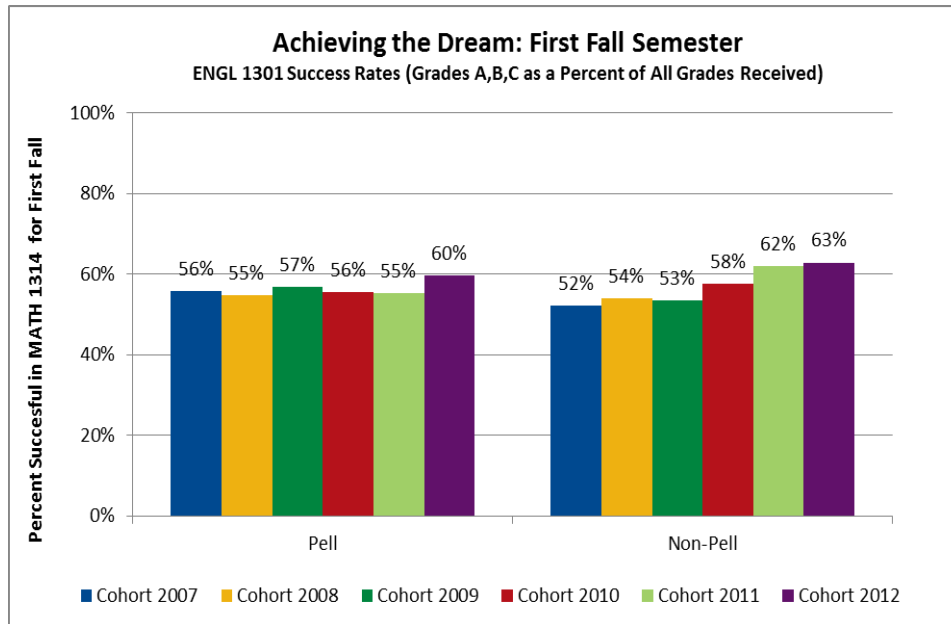
ENGL 1301 (English Composition I) A study of the principals of composition with emphasis on language, the mechanics of writing, the types of discourse, and research and documentation.

- The percentage of ENGL 1301 gateway courses successfully completed increased from Fall 2007 to Fall 2012 for white students (54% to 67%) and Asian students (64% to 77%).
- The percentage of ENGL 1301 gateway courses successfully completed increased from Fall 2007 to Fall 2012 for Hispanic students (47% to 56%).
- The percentage of successful grades in ENGL 1301 decreased from Fall 2007 to Fall 2011 for Black students (45% to 42%), but increased significantly to its highest level of 56% in Fall 2012.



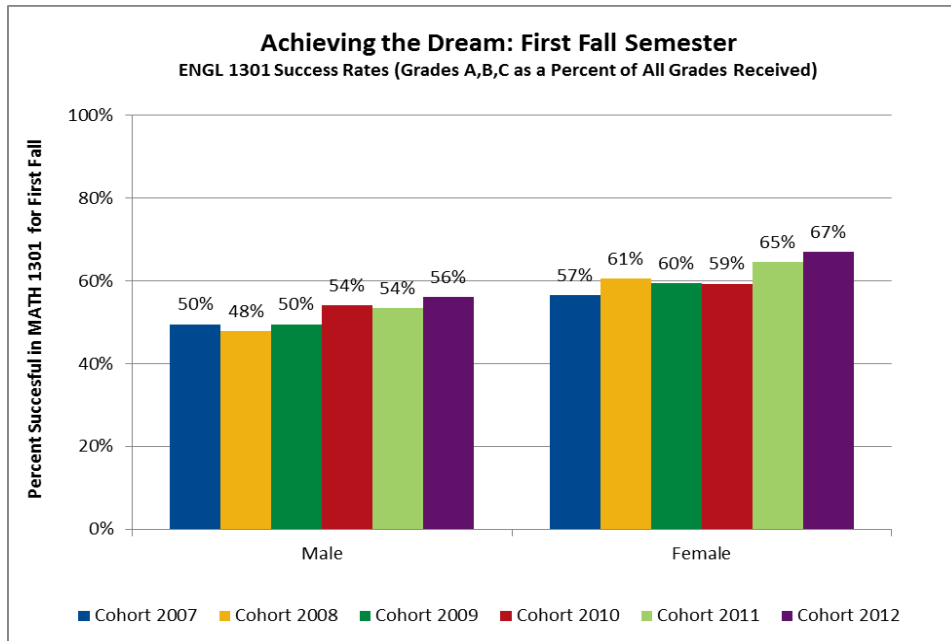
	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C
White	1,336	724	1,383	765	1,420	794	1,193	716	1,111	703	1,075	716
Black	117	63	124	62	187	95	196	88	155	65	153	85
Hispanic	540	254	598	305	671	336	667	351	891	490	849	476
Asian	80	51	91	63	83	57	58	41	87	66	87	67
Other	52	35	57	25	84	52	293	171	428	258	513	314
Total	2,125	1,127	2,253	1,220	2,445	1,334	2,407	1,367	2,672	1,582	2,677	1,658

- The percentage of ENGL 1301 gateway courses successfully completed by Pell-recipients increased to its highest level of 60% in Fall 2012.
- For non-Pell recipient students, the percentage of ENGL 1301 courses increased across cohorts from 52 percent to 63 percent.



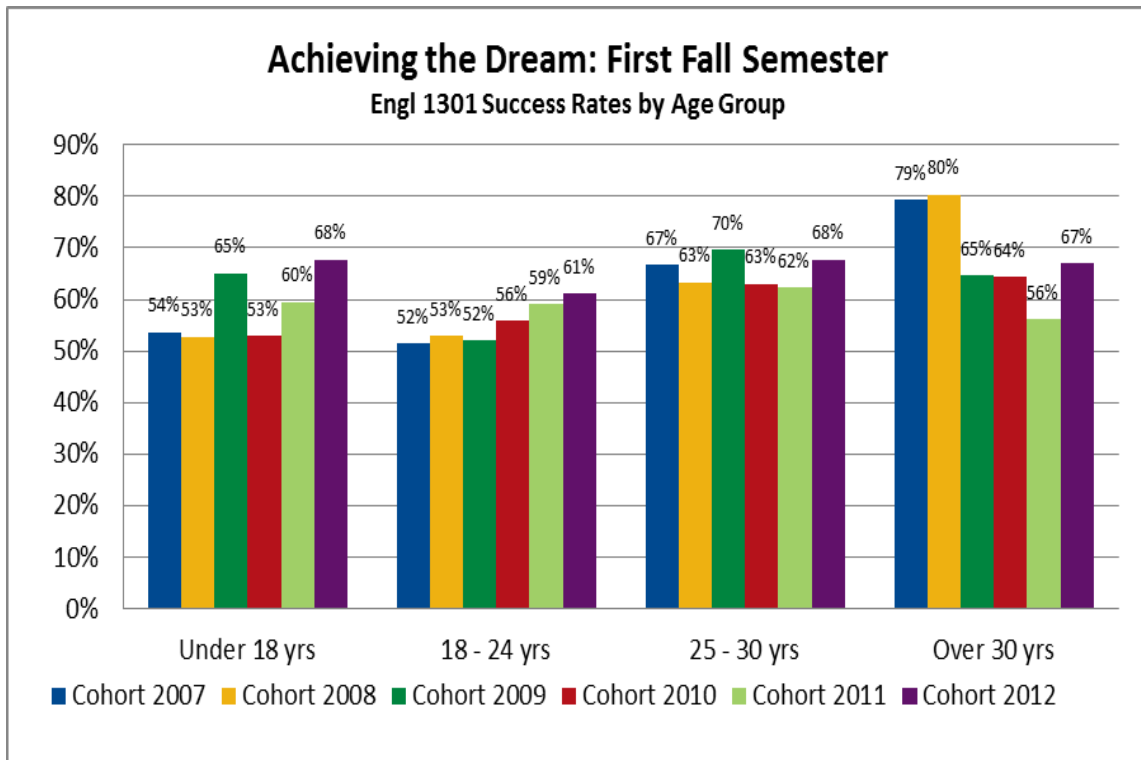
	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C
Pell	467	261	567	310	821	466	971	539	1,089	601	826	493
Non-Pell	1,658	866	1,686	910	1,624	868	1,436	828	1,583	981	1,851	1,165
Total	2,125	1,127	2,253	1,220	2,445	1,334	2,407	1,367	2,672	1,582	2,677	1,658

- Overall, the percentage of successful grades earned in ENGL 1301 was higher for female students (averaged about 61%) compared to male students (averaged about 52%), but both increased across all cohorts.



	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C
Male	1,089	540	1,161	557	1,220	605	1,205	653	1,301	697	1,260	707
Female	1,036	587	1,092	663	1,225	729	1,202	714	1,371	885	1,417	951
Total	2,125	1,127	2,253	1,220	2,445	1,334	2,407	1,367	2,672	1,582	2,677	1,658

- The percentage of successful grades earned in ENGL 1301 increased across cohorts for students 18 to 24 years of age from 52 percent in Fall 2007 to 61 percent in Fall 2012.
- The percentage of successful grades earned in ENGL 1301 for 18 to 24 year olds was lower overall than the success rates for other age groups.



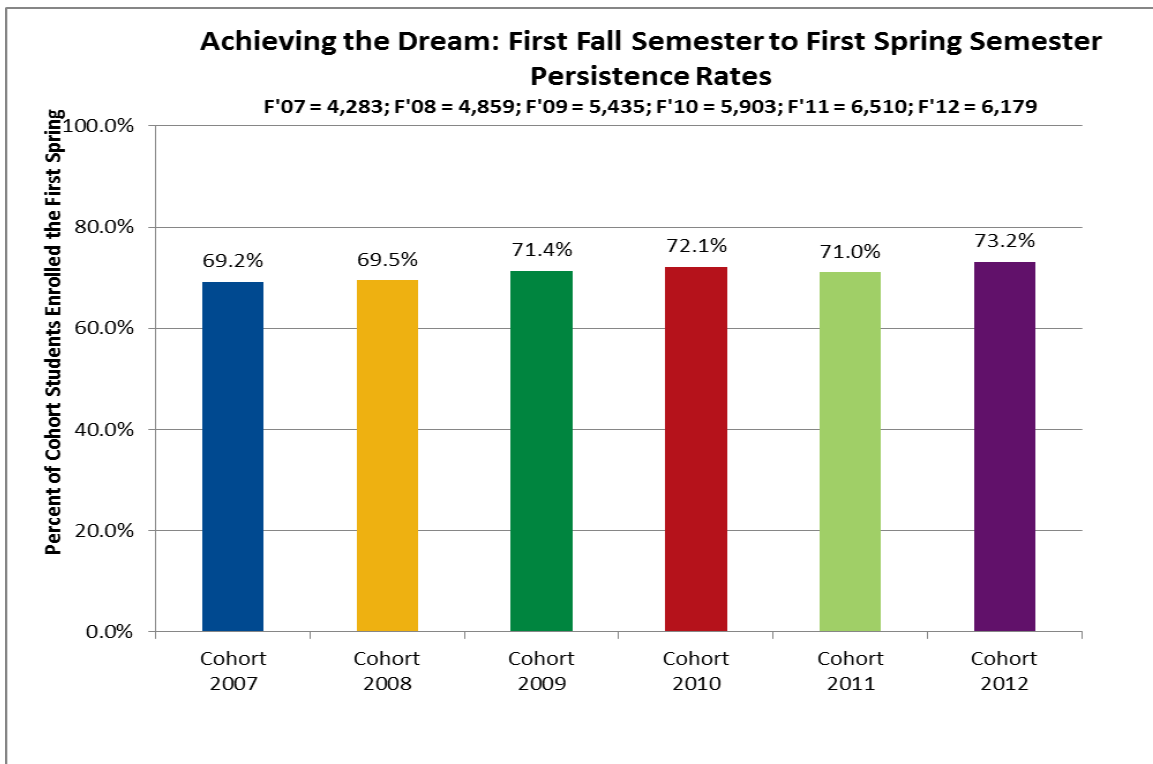
	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C
Under 18	108	58	72	38	103	67	85	45	126	75	121	82
18-24	1,868	963	2,000	1,057	2,042	1,063	1,997	1,115	2,274	1,344	2,341	1,431
25-30	96	64	120	76	198	138	176	111	167	104	124	84
Over 30	53	42	61	49	102	66	149	96	105	59	91	61
Total	2,125	1,127	2,253	1,220	2,445	1,334	2,407	1,367	2,672	1,582	2,677	1,658

AtD Longitudinal Cohort Tracking

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

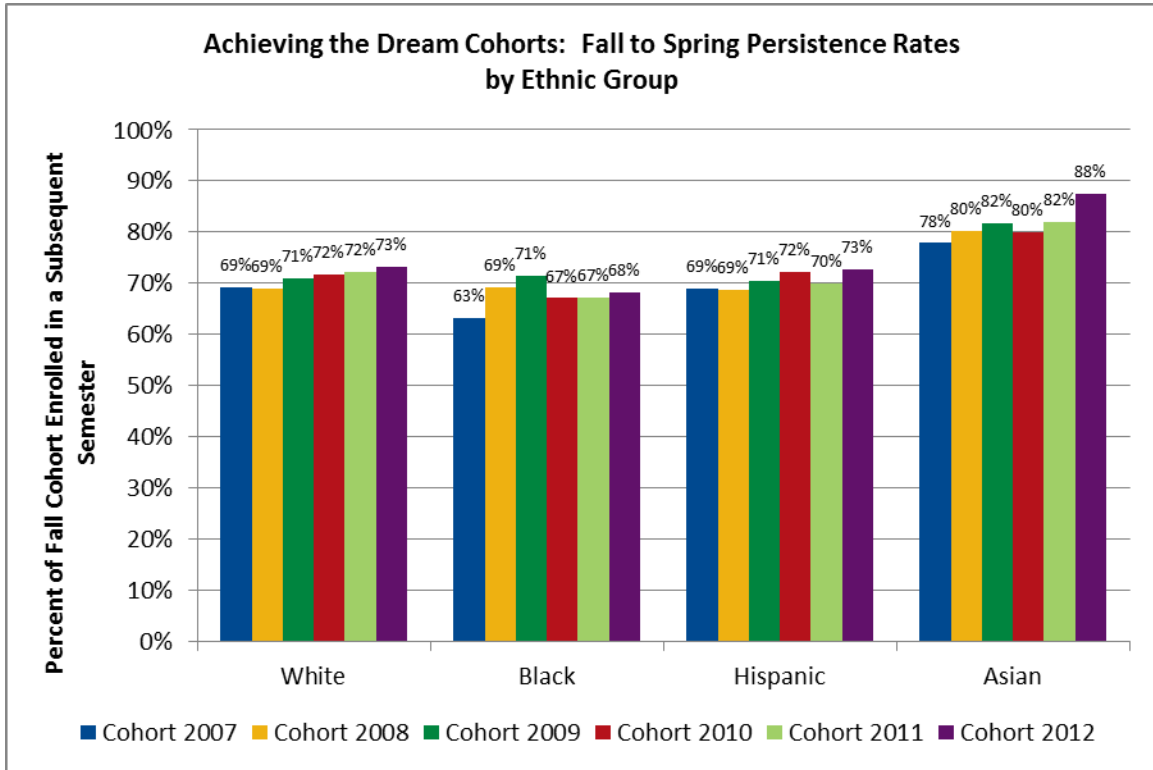
This report compares the persistence rates of students from their first fall semester to their first spring semester in the six Achieving the Dream (AtD) cohorts: Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011, Fall 2012. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. Results of the analysis indicate that:

- Initial Fall to Spring Persistence Rates
 - First Fall semester to first Spring semester persistence rates increased from 69% in Fall 2007 to 73% in Fall 2012.



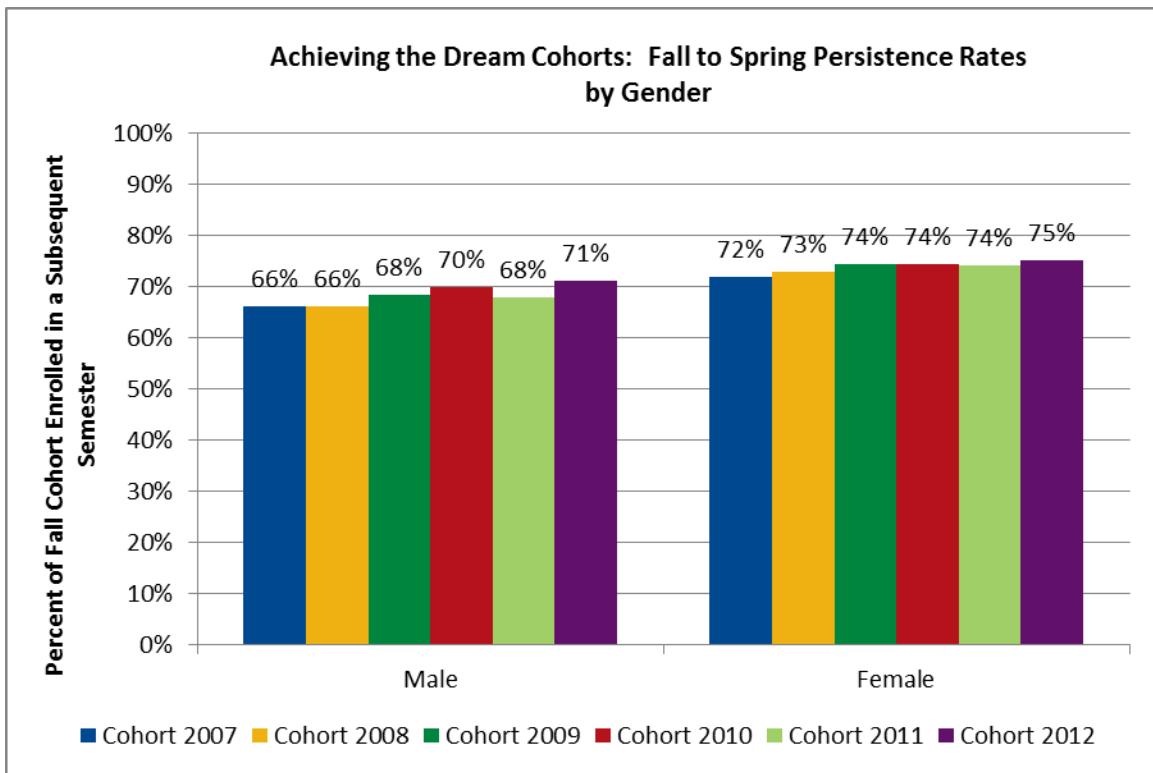
	Total Students in Cohort	Cohort Students Enrolled First Spring
Cohort 2006	4,565	3,128
Cohort 2007	4,283	2,962
Cohort 2008	4,859	3,375
Cohort 2009	5,435	3,880
Cohort 2010	5,903	4,259
Cohort 2011	6,510	4,624
Cohort 2012	6,179	4,521

- The percentage of FTIC students persisting from the Fall to the following Spring semester increased for all students across the cohorts.
- Persistence rates across all ethnicities steadily increased.



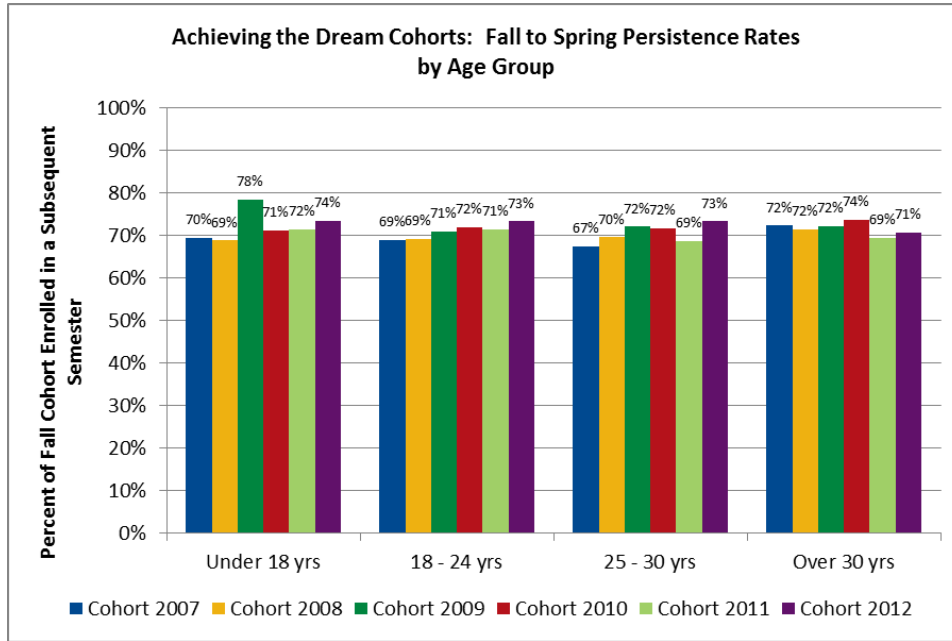
	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring
White	2,335	1,618	2,581	1,780	2,738	1,942	2,403	1,724	2,473	1,785	2,261	1,656
Black	410	259	416	288	616	440	553	371	566	381	519	354
Hispanic	1,219	840	1,504	1,035	1,686	1,189	1,543	1,114	2,230	1,561	2,016	1,468
Asian	185	144	243	195	198	162	155	124	213	175	201	176
Other	134	101	115	77	197	147	1,249	926	1,028	722	1,182	867
Total	4,283	2,962	4,859	3,375	5,435	3,880	5,903	4,259	6,510	4,624	6,179	4,521

➤ Persistence rates for both genders steadily increased across cohorts.



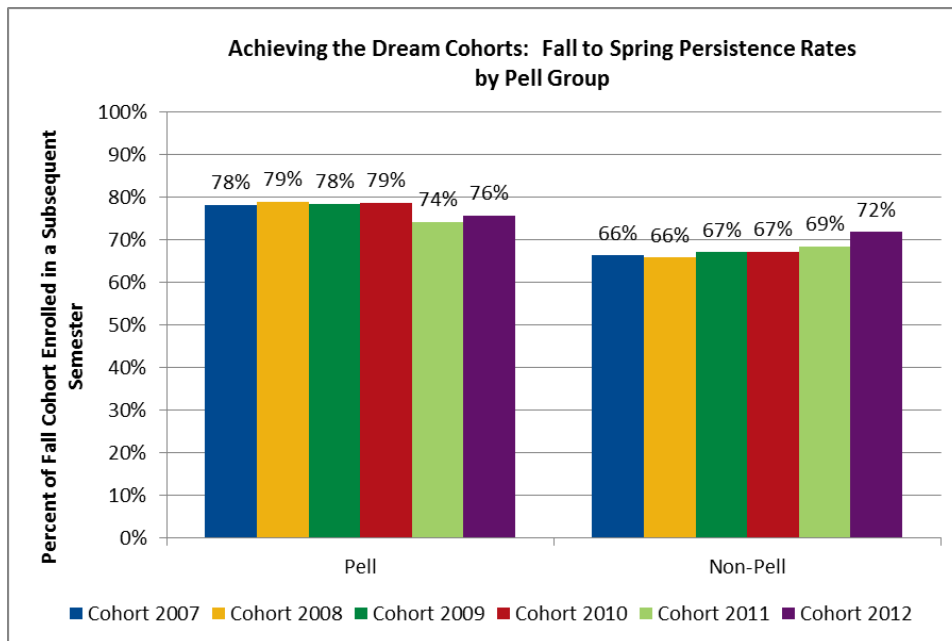
	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring
Male	2,088	1,384	2,463	1,628	2,753	1,882	2,989	2,090	3,192	2,166	2,959	2,103
Female	2,195	1,578	2,396	1,747	2,682	1,998	2,914	2,169	3,318	2,458	3,220	2,418
Total	4,283	2,962	4,859	3,375	5,435	3,880	5,903	4,259	6,510	4,624	6,179	4,521

- The percentage of FTIC students persisting from the Fall to the following Spring semester increased for students under 30 years old by about four percentage points from fall 2007 to fall 2012.
- The percentage of students persisting from Fall to Spring decreased slightly for students over 30 years old.



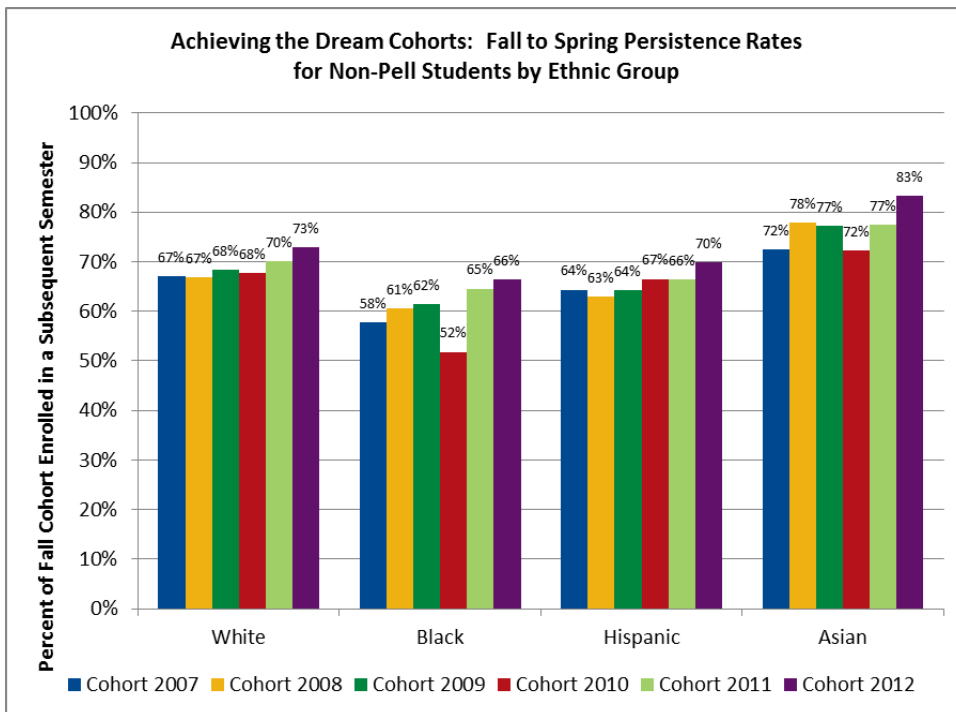
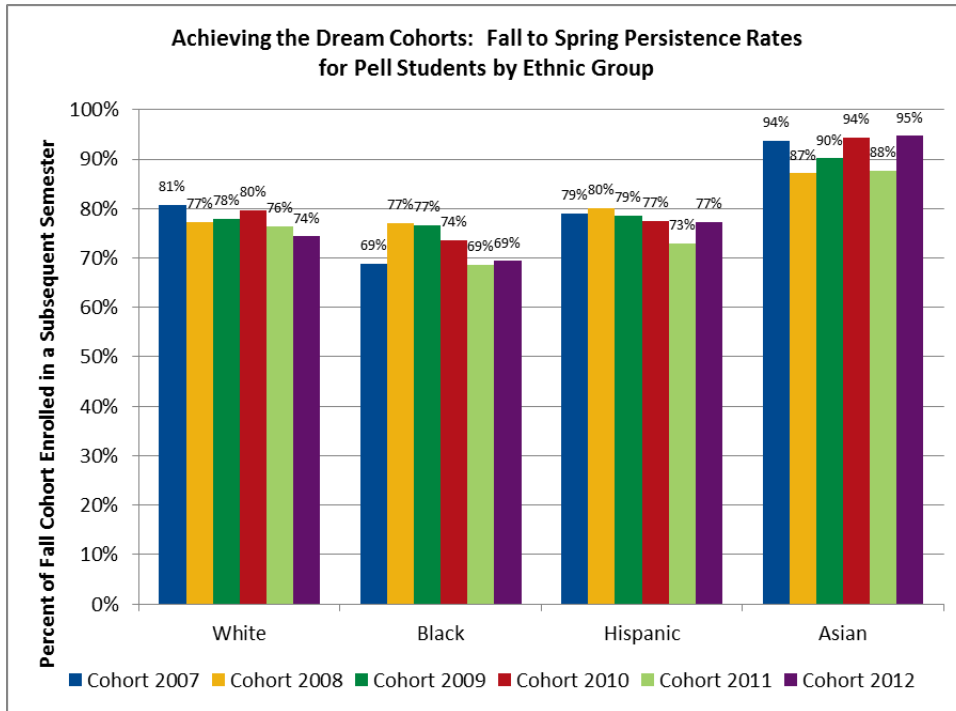
	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring
Under 18 yrs	207	144	167	115	186	146	212	151	253	181	242	178
18 - 24 yrs	3,523	2,432	3,951	2,737	4,257	3,018	4,503	3,244	5,176	3,696	5,080	3,727
25 - 30 yrs	289	195	372	259	502	362	580	416	499	343	364	267
Over 30 yrs	264	191	369	264	489	353	607	447	582	404	493	349
Total	4,283	2,962	4,859	3,375	5,435	3,880	5,903	4,259	6,510	4,624	6,179	4,521

- The Fall to Spring persistence rates for Pell-recipients decreased slightly across cohorts from 78 percent in the Fall 2007 cohort to 76 percent in the Fall 2012 cohort.
- For non-Pell recipients, the Fall to Spring persistence rates increased from 66 percent in the Fall 2007 cohort to 72 percent in the Fall 2012 cohort.
- On average, 77% of Pell students persist from their first Fall semester to Spring semester, while only 68% of non-Pell students persist into the Spring semester. However, persistence rates for non-Pell students increased by four percentage points across the cohorts.



	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring
Pell	1,023	800	1,347	1,063	2,035	1,597	2,532	1,993	2,852	2,116	2,051	1,553
Non-Pell	3,260	2,162	3,512	2,312	3,400	2,283	3,371	2,266	3,658	2,508	4,128	2,968
Total	4,283	2,962	4,859	3,375	5,435	3,880	5,903	4,259	6,510	4,624	6,179	4,521

- Among Pell recipients, fall to spring persistence decreased for white and Hispanic students across the cohorts. Persistence rates varied considerably for Black students.
- Fall to spring persistence rates increased across the cohorts for non-Pell recipients in all ethnic groups.

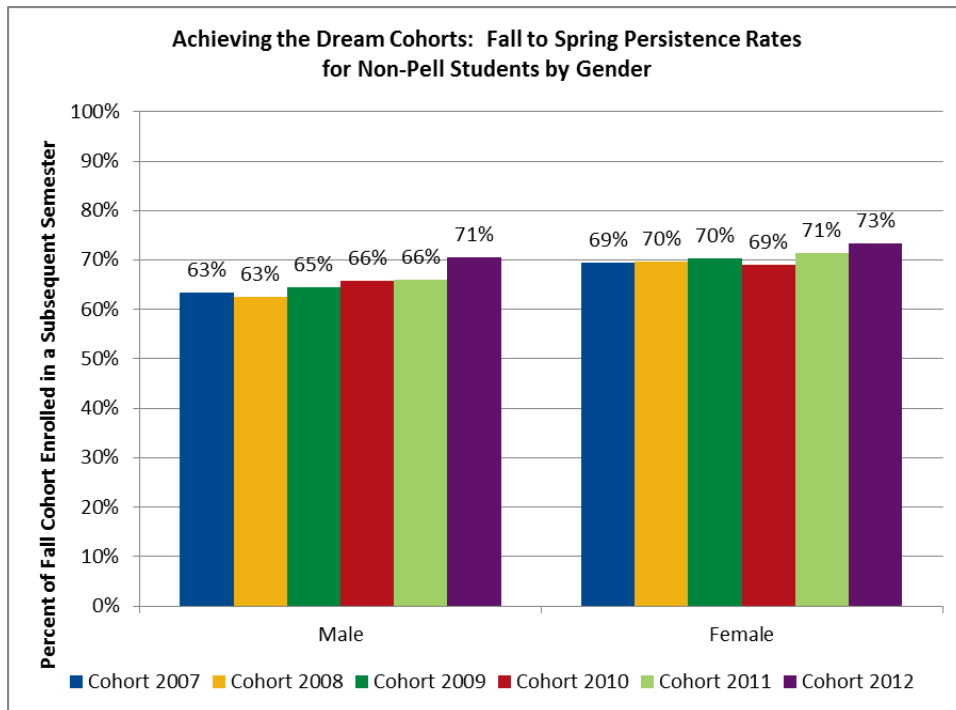
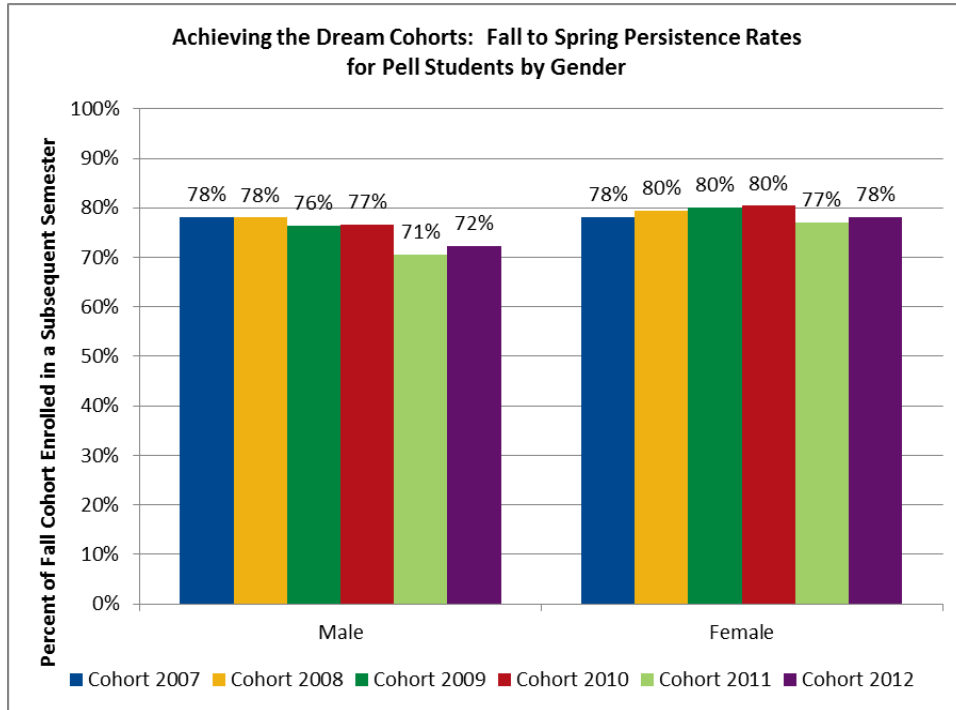




Initial Fall to Spring Persistence by Pell and Ethnicity:

	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring
Pell	1,023	800	1,347	1,063	2,035	1,597	2,532	1,993	2,852	2,116	2,051	1,553
White	372	300	516	399	749	583	803	640	839	641	526	391
Black	199	137	218	168	403	309	389	286	405	278	320	222
Hispanic	377	298	521	417	740	581	805	623	1,160	845	785	607
Asian	47	44	62	54	71	64	54	51	89	78	75	71
Other	28	21	30	25	72	60	481	393	359	274	345	262
Non-Pell	3,260	2,162	3,512	2,312	3,400	2,283	3,371	2,266	3,658	2,508	4,128	2,968
White	1,963	1,318	2,065	1,381	1,989	1,359	1,600	1,084	1,634	1,145	1,735	1,265
Black	211	122	198	120	213	131	164	85	161	104	199	132
Hispanic	842	542	983	618	946	608	738	491	1,070	711	1,231	861
Asian	138	100	181	141	127	98	101	73	124	96	126	105
Other	106	80	85	52	125	87	768	533	669	452	837	605
Total	4,283	2,962	4,859	3,375	5,435	3,880	5,903	4,259	6,510	4,624	6,179	4,521

- For Pell recipients, fall to spring persistence rates were stable for female students, but declined somewhat for male students.
- For non-Pell recipients, fall to spring persistence rates increased for both male students (from 63% to 71%) and female students (from 69% to 73%).

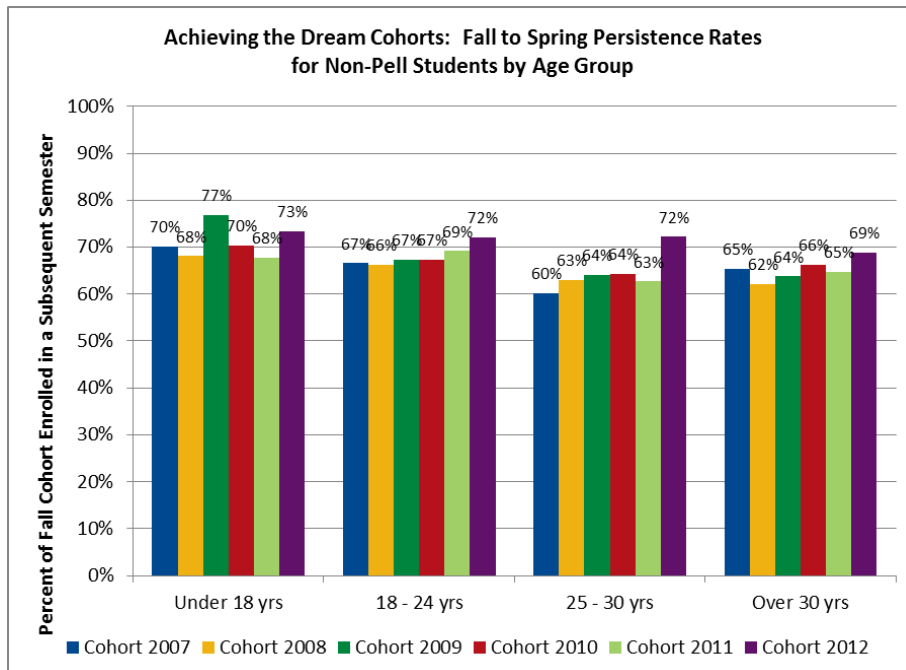
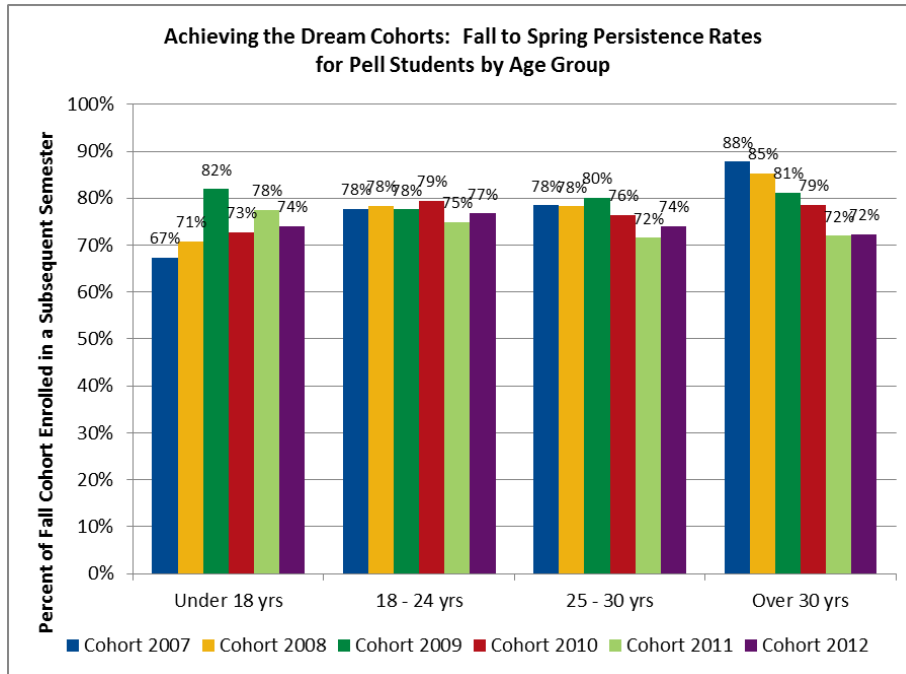




Initial Fall to Spring Persistence by Pell and Gender:

	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring
Pell	1,023	800	1,347	1,063	2,035	1,597	2,532	1,993	2,852	2,116	2,051	1,553
Male	404	316	556	434	890	680	1,149	881	1,266	894	841	608
Female	619	484	791	629	1,145	917	1,383	1,112	1,586	1,222	1,210	945
Non-Pell	3,260	2,162	3,512	2,312	3,400	2,283	3,371	2,266	3,658	2,508	4,128	2,968
Male	1,684	1,068	1,907	1,194	1,863	1,202	1,839	1,208	1,925	1,271	2,118	1,495
Female	1,576	1,094	1,605	1,118	1,537	1,081	1,532	1,058	1,733	1,237	2,010	1,473
Total	4,283	2,962	4,859	3,375	5,435	3,880	5,903	4,259	6,510	4,624	6,179	4,521

- For Pell recipients, fall to spring persistence rates remained stable for 18 to 24 year olds.
- Fall to spring persistence rates for Pell recipients decreased considerably for older students: a four percentage point drop for 25 to 30 year olds, and a 16 percentage point drop for students over 30 years of age.
- For non-Pell recipients, fall to spring persistence increased across cohorts for the 18 to 24 year olds and for students 25 to 30 years old.





Initial Fall to Spring Persistence by Pell and Age:

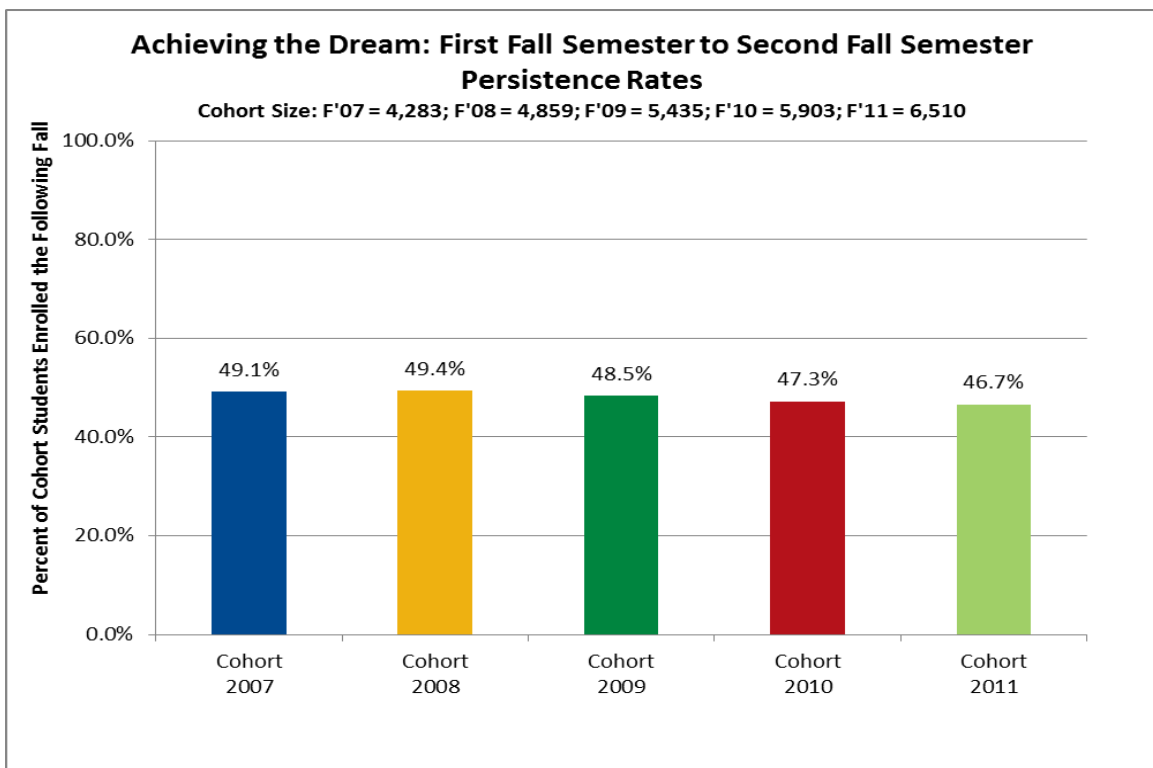
	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring
Pell	1,023	800	1,347	1,063	2,035	1,597	2,532	1,993	2,852	2,116	2,051	1,553
Under 18 yrs	46	31	48	34	61	50	77	56	98	76	73	54
18 - 24 yrs	779	606	988	775	1,483	1,151	1,734	1,378	2,038	1,526	1,462	1,122
25 - 30 yrs	116	91	161	126	252	202	353	270	341	244	231	171
Over 30 yrs	82	72	150	128	239	194	368	289	375	270	285	206
Non-Pell	3,260	2,162	3,512	2,312	3,400	2,283	3,371	2,266	3,658	2,508	4,128	2,968
Under 18 yrs	161	113	119	81	125	96	135	95	155	105	169	124
18 - 24 yrs	2,744	1,826	2,963	1,962	2,774	1,867	2,769	1,866	3,138	2,170	3,618	2,605
25 - 30 yrs	173	104	211	133	250	160	227	146	158	99	133	96
Over 30 yrs	182	119	219	136	251	160	240	159	207	134	208	143
Total	4,283	2,962	4,859	3,375	5,435	3,880	5,903	4,259	6,510	4,624	6,179	4,521

AtD Longitudinal Cohort Tracking

Metric # 4: Persistence (Initial Fall to Second Fall) Decreased

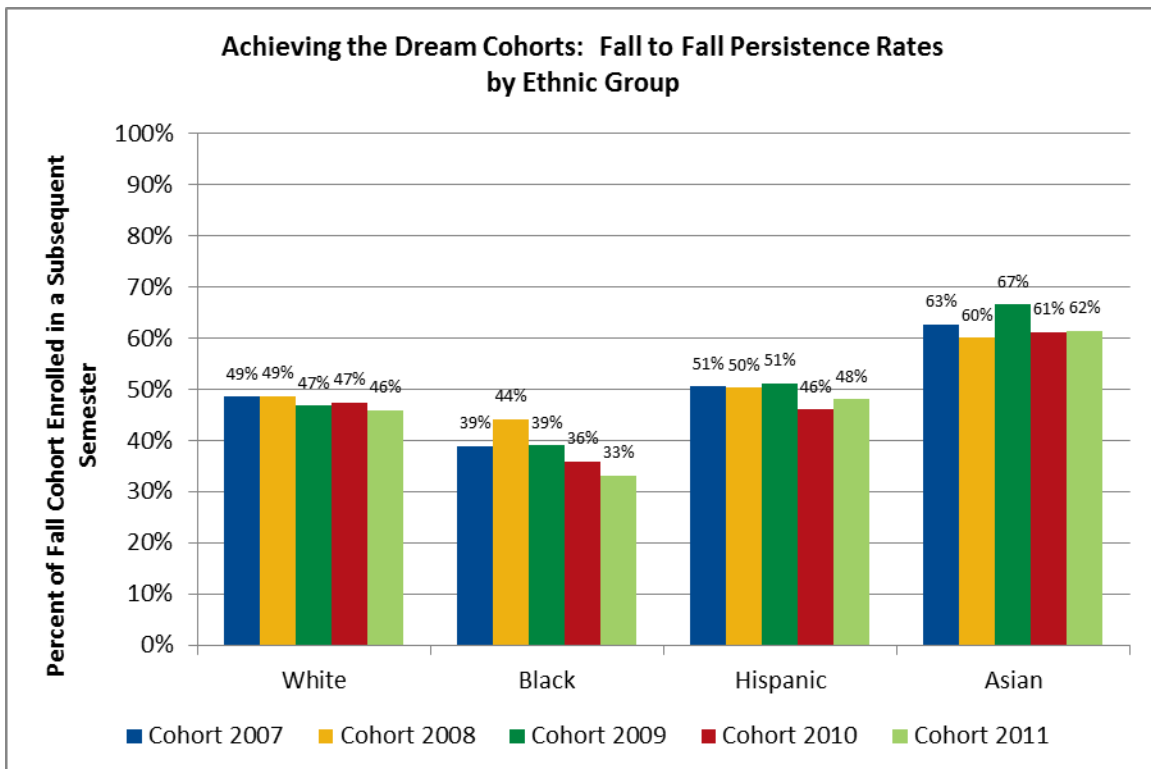
This report compares the persistence rates of students from their first fall to their second fall semester at ACC in the six Achieving the Dream (AtD) cohorts: Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011, Fall 2012. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. Results of the analysis indicate that:

- Initial Fall to Second Fall Persistence Rates
 - Initial Fall semester to second Fall semester persistence rates have decreased slightly from 49% in Fall 2007 to 47% in Fall 2012.



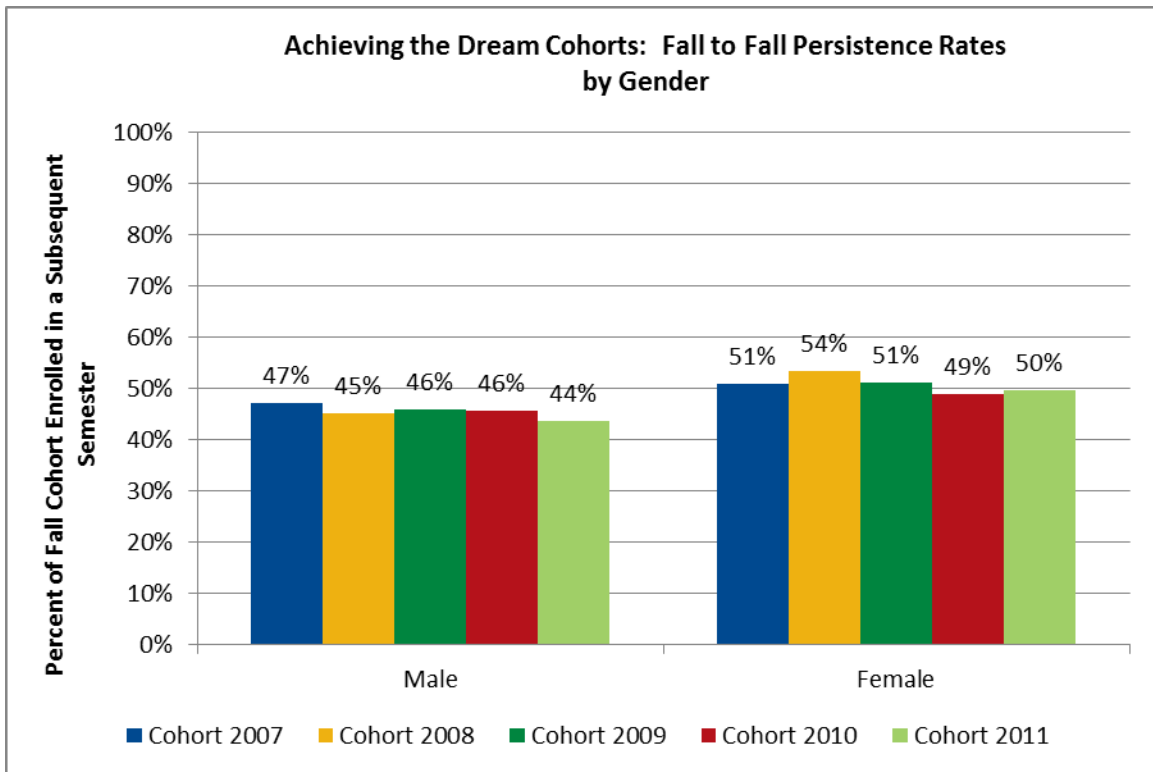
	Total Students in Cohort	Cohort Students Enrolled Second Fall
Cohort 2007	4,283	2,104
Cohort 2008	4,859	2,398
Cohort 2009	5,435	2,634
Cohort 2010	5,903	2,790
Cohort 2011	6,510	3,037
Cohort 2012	6,179	

- On average, across the six cohort years, Hispanic students have had a slightly higher persistence rate than white students, 49% and 48% respectively. Black students have had the lowest initial Fall semester to second Fall semester persistence rate, reaching its lowest level of 33% in Fall 2011 to Fall 2012.
- The percentage of students persisting from initial fall to the second fall semester were lowest for Black students across cohorts, reaching their lowest level of 33% in Fall 2011 to Fall 2012.



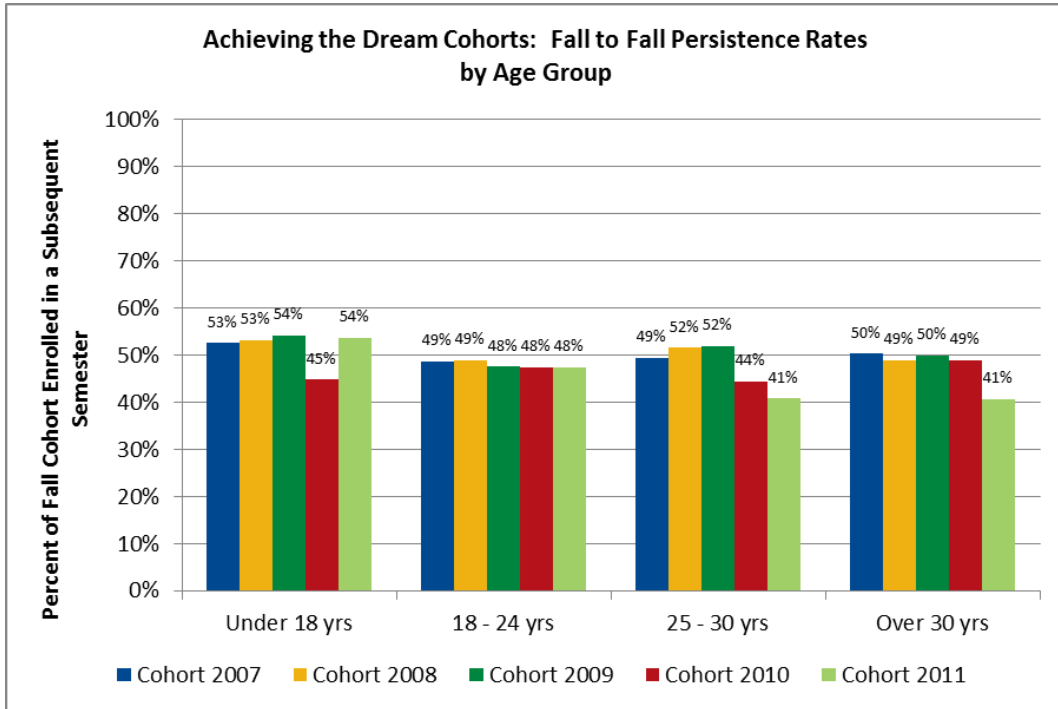
	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall
White	2,335	1,136	2,581	1,257	2,738	1,284	2,403	1,140	2,473	1,137	2,261	
Black	410	160	416	184	616	241	553	199	566	188	519	
Hispanic	1,219	617	1,504	758	1,686	863	1,543	711	2,230	1,073	2,016	
Asian	185	116	243	146	198	132	155	95	213	131	201	
Other	134	75	115	53	197	114	1,249	645	1,028	508	1,182	
Total	4,283	2,104	4,859	2,398	5,435	2,634	5,903	2,790	6,510	3,037	6,179	

- The initial Fall to second Fall persistence for both male and female students has decreased slightly across cohorts.
- Females tend to have a higher Fall to Fall persistence rate than males.



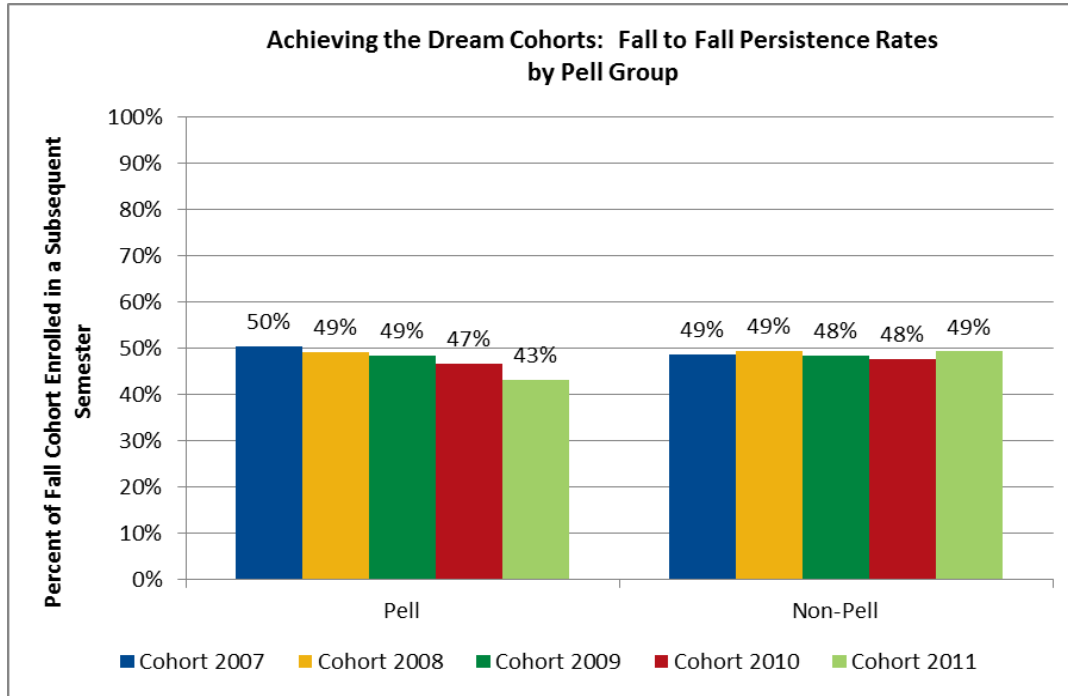
	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall
Male	2,088	984	2,463	1,115	2,753	1,264	2,989	1,363	3,192	1,392	2,959	
Female	2,195	1,120	2,396	1,283	2,682	1,370	2,914	1,427	3,318	1,645	3,220	
Total	4,283	2,104	4,859	2,398	5,435	2,634	5,903	2,790	6,510	3,037	6,179	

- The initial fall to second fall persistence rates for students over 25 years old decreased across the cohorts.



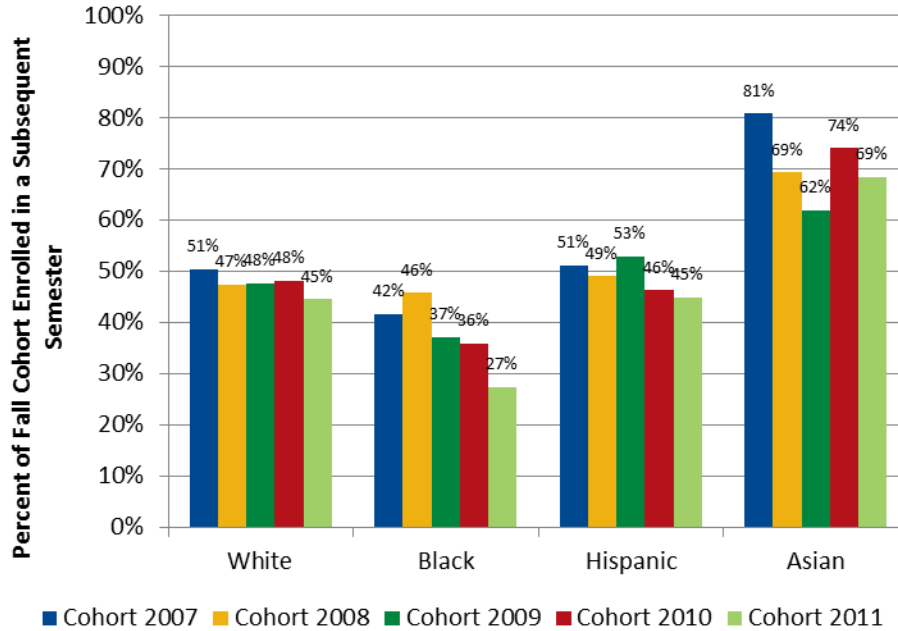
	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall
Under 18 yrs	207	109	167	89	186	101	212	95	253	136	242	
18 - 24 yrs	3,523	1,719	3,951	1,936	4,257	2,027	4,503	2,139	5,176	2,461	5,080	
25 - 30 yrs	289	143	372	192	502	261	580	258	499	204	364	
Over 30 yrs	264	133	369	181	489	245	607	298	582	237	493	
Total	4,283	2,104	4,859	2,398	5,435	2,634	5,903	2,790	6,510	3,037	6,179	

- The fall to fall persistence rates for Pell recipients decreased from 50% in Cohort 2007 to 43% in Cohort 2011, while the rate for Non-Pell recipients remained stable at 49%.

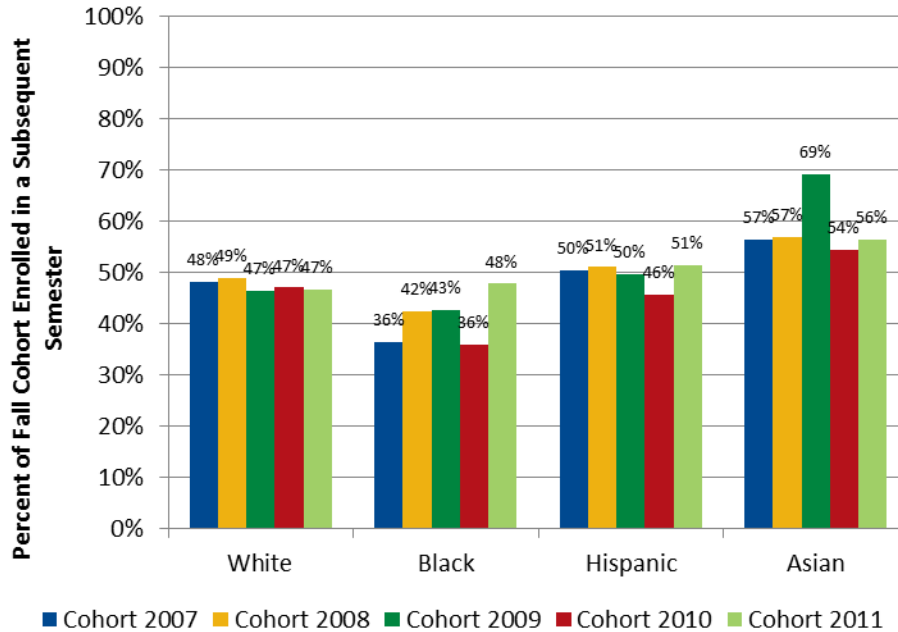


	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall
Pell	1,023	516	1,347	662	2,035	987	2,532	1,182	2,852	1,232	2,051	
Non-Pell	3,260	1,588	3,512	1,736	3,400	1,647	3,371	1,608	3,658	1,805	4,128	
Total	4,283	2,104	4,859	2,398	5,435	2,634	5,903	2,790	6,510	3,037	6,179	

Achieving the Dream Cohorts: Fall to Fall Persistence Rates for Pell Students by Ethnic Group



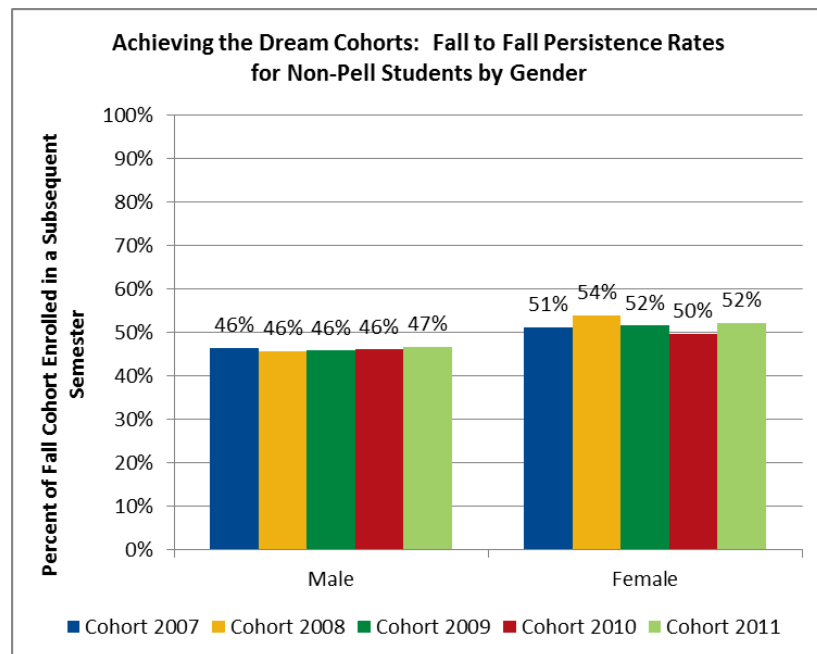
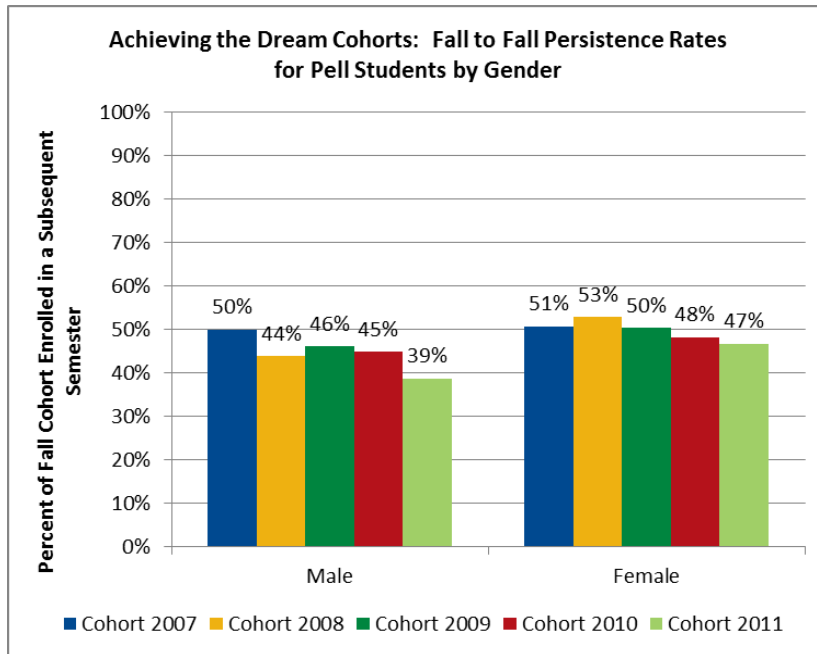
Achieving the Dream Cohorts: Fall to Fall Persistence Rates for Non-Pell Students by Ethnic Group



Initial Fall to Second Fall by Pell and Ethnicity:

	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall
Pell	1,023	516	1,347	662	2,035	987	2,532	1,182	2,852	1,232	2,051	
White	372	188	516	245	749	358	803	387	839	374	526	
Black	199	83	218	100	403	150	389	140	405	111	320	
Hispanic	377	193	521	256	740	392	805	373	1,160	522	785	
Asian	47	38	62	43	71	44	54	40	89	61	75	
Other	28	14	30	18	72	43	481	242	359	164	345	
Non-Pell	3,260	1,588	3,512	1,736	3,400	1,647	3,371	1,608	3,658	1,805	4,128	
White	1,963	948	2,065	1,012	1,989	926	1,600	753	1,634	763	1,735	
Black	211	77	198	84	213	91	164	59	161	77	199	
Hispanic	842	424	983	502	946	471	738	338	1,070	551	1,231	
Asian	138	78	181	103	127	88	101	55	124	70	126	
Other	106	61	85	35	125	71	768	403	669	344	837	
Total	4,283	2,104	4,859	2,398	5,435	2,634	5,903	2,790	6,510	3,037	6,179	

- Initial Fall to second Fall persistence rates declined across the cohorts for Pell recipients, with male students experiencing the largest decline (from 50% to 39%).
- For non-Pell recipients, initial Fall to second Fall persistence rates remained stable across the cohorts.

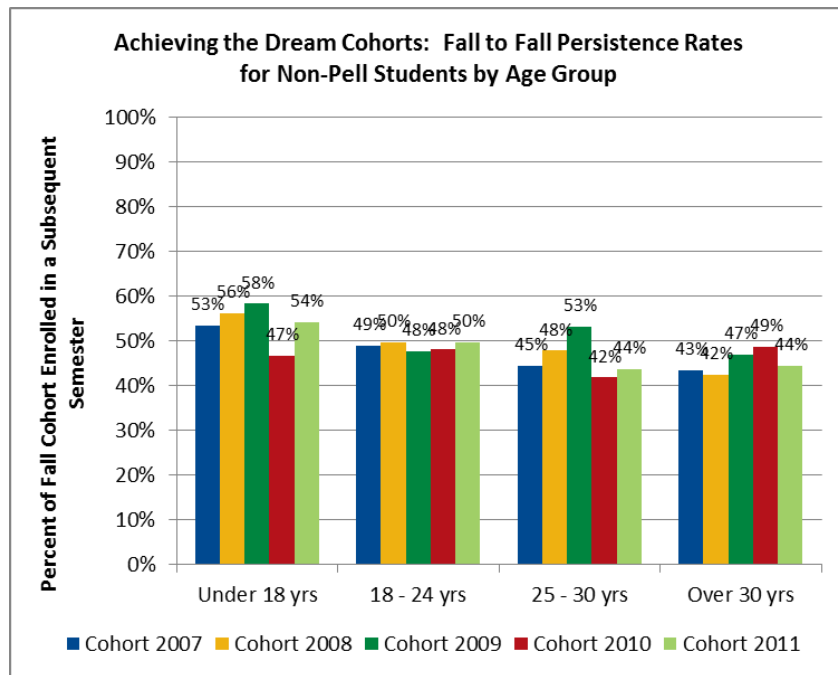
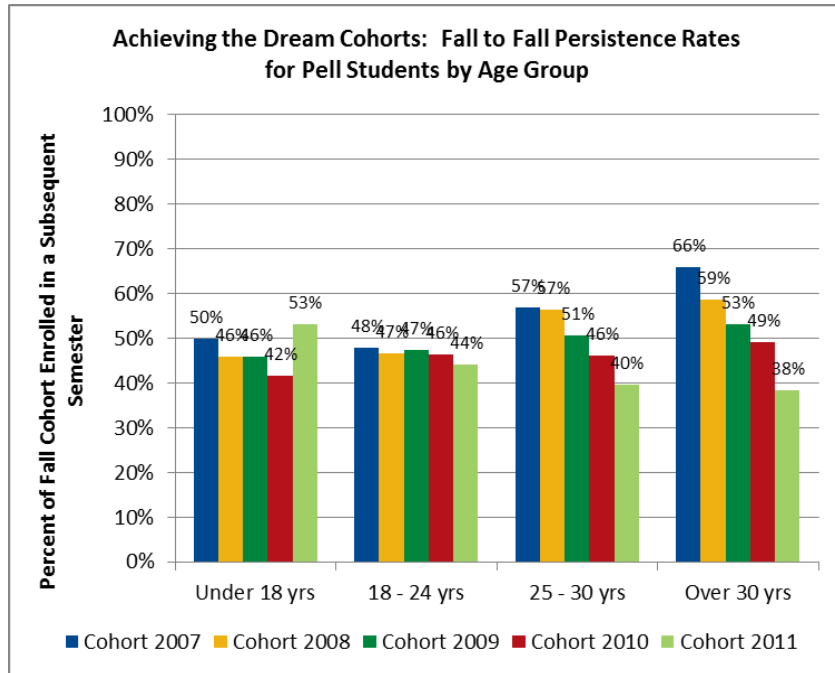


Initial Fall to Second Fall by Pell and Gender:



	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall
Pell	1,023	516	1,347	662	2,035	987	2,532	1,182	2,852	1,232	2,051	
Male	404	202	556	244	890	410	1,149	515	1,266	490	841	
Female	619	314	791	418	1,145	577	1,383	667	1,586	742	1,210	
Non-Pell	3,260	1,588	3,512	1,736	3,400	1,647	3,371	1,608	3,658	1,805	4,128	
Male	1,684	782	1,907	871	1,863	854	1,839	847	1,925	901	2,118	
Female	1,576	806	1,605	865	1,537	793	1,532	761	1,733	904	2,010	
Total	4,283	2,179	4,859	2,461	5,435	2,801	5,903	3,113	6,510	3,473	6,179	

- For Pell recipients, initial Fall to second Fall persistence rates declined for age groups 18 years of age and older. The largest drop (28 percentage points) was experienced by students over 30 years of age.
- Initial Fall to second Fall persistence rates for non-Pell recipients remained stable for the 18 to 24 year old cohorts.





Initial Fall to Second Fall by Pell and Age Group:

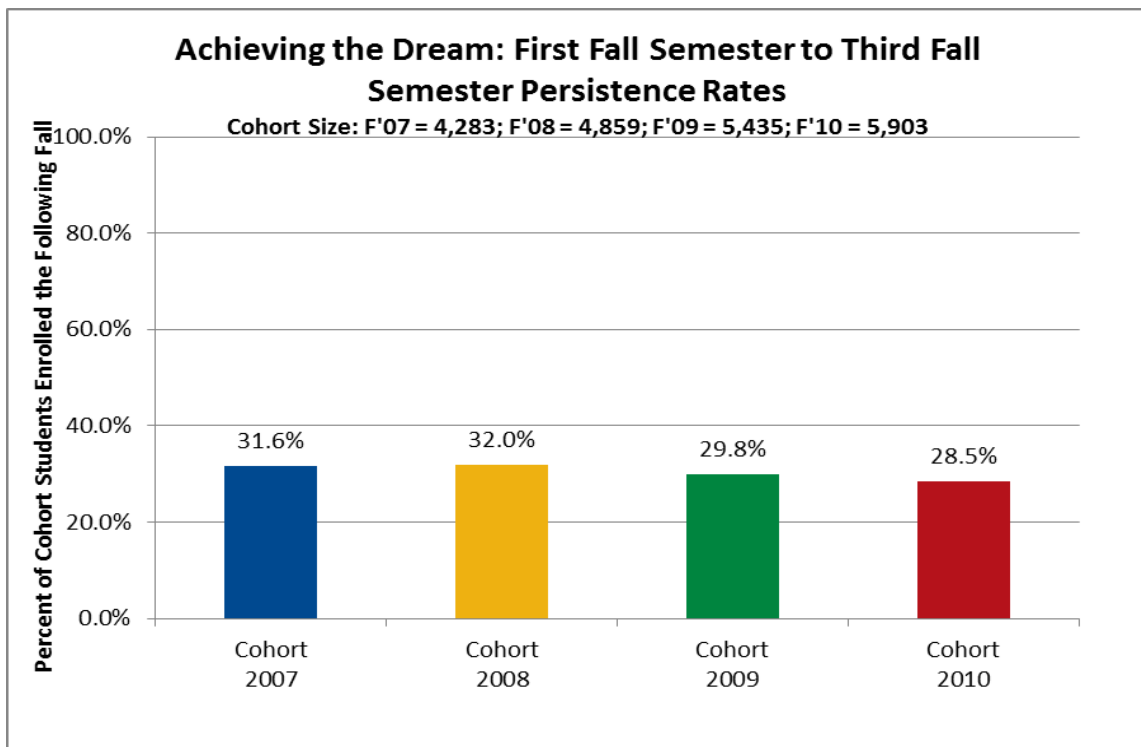
	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall
Pell	1,023	516	1,347	662	2,035	987	2,532	1,182	2,852	1,232	2,051	
Under 18 yrs	46	23	48	22	61	28	77	32	98	52	73	
18 - 24 yrs	779	373	988	461	1,483	704	1,734	806	2,038	901	1,462	
25 - 30 yrs	116	66	161	91	252	128	353	163	341	135	231	
Over 30 yrs	82	54	150	88	239	127	368	181	375	144	285	
Non-Pell	3,260	1,588	3,512	1,736	3,400	1,647	3,371	1,608	3,658	1,805	4,128	
Under 18 yrs	161	86	119	67	125	73	135	63	155	84	169	
18 - 24 yrs	2,744	1,346	2,963	1,475	2,774	1,323	2,769	1,333	3,138	1,560	3,618	
25 - 30 yrs	173	77	211	101	250	133	227	95	158	69	133	
Over 30 yrs	182	79	219	93	251	118	240	117	207	92	208	
Total	4,283	2,179	4,859	2,461	5,435	2,801	5,903	3,113	6,510	3,473	6,179	

AtD Longitudinal Cohort Tracking

Metric # 4: Persistence (Initial Fall to Third Fall) Decreased

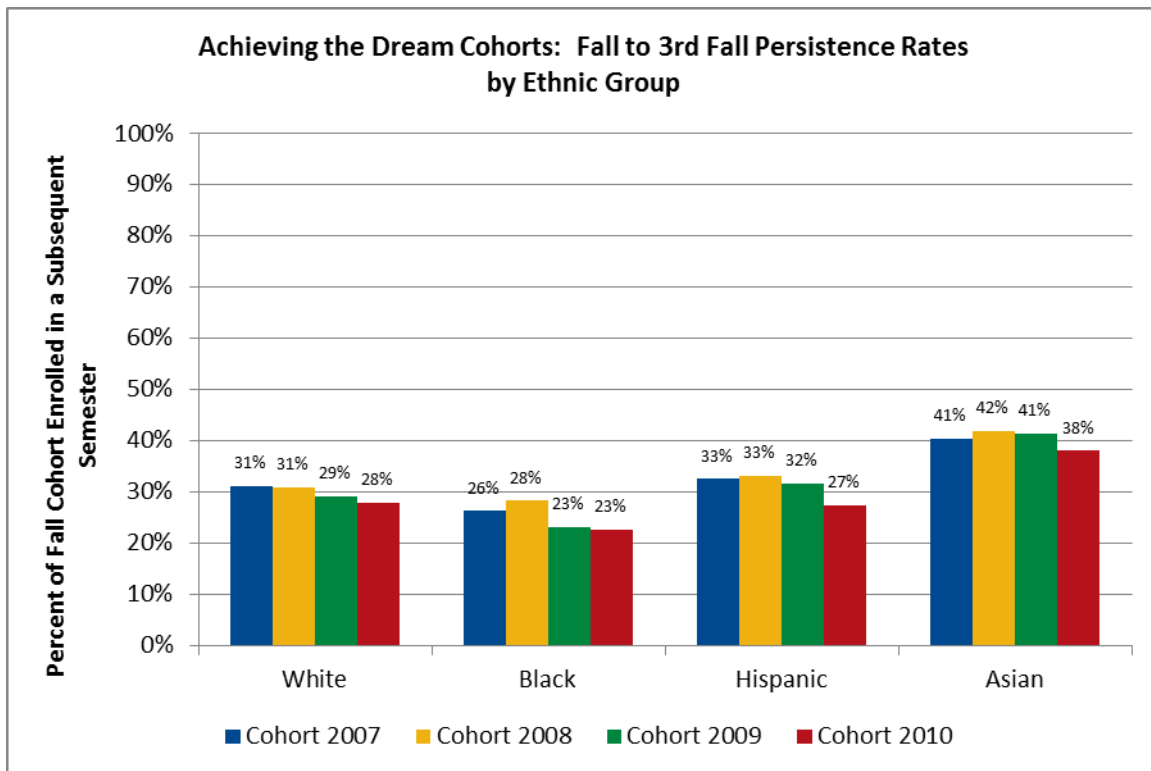
This report compares the persistence rates of students from their first fall to their third fall semester at ACC in the six Achieving the Dream (AtD) cohorts: Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011, Fall 2012. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. Results of the analysis indicate that:

- The percentages of students enrolled in the Fall AtD cohorts, and continuing their studies at ACC the third Fall semester, decreased slightly from 32% in Cohort 2007 to 29% in Cohort 2010.



	Total Students in Cohort	Cohort Students Enrolled Third Fall
Cohort 2007	4,283	1,353
Cohort 2008	4,859	1,554
Cohort 2009	5,435	1,622
Cohort 2010	5,903	1,684
Cohort 2011	6,510	
Cohort 2012	6,179	

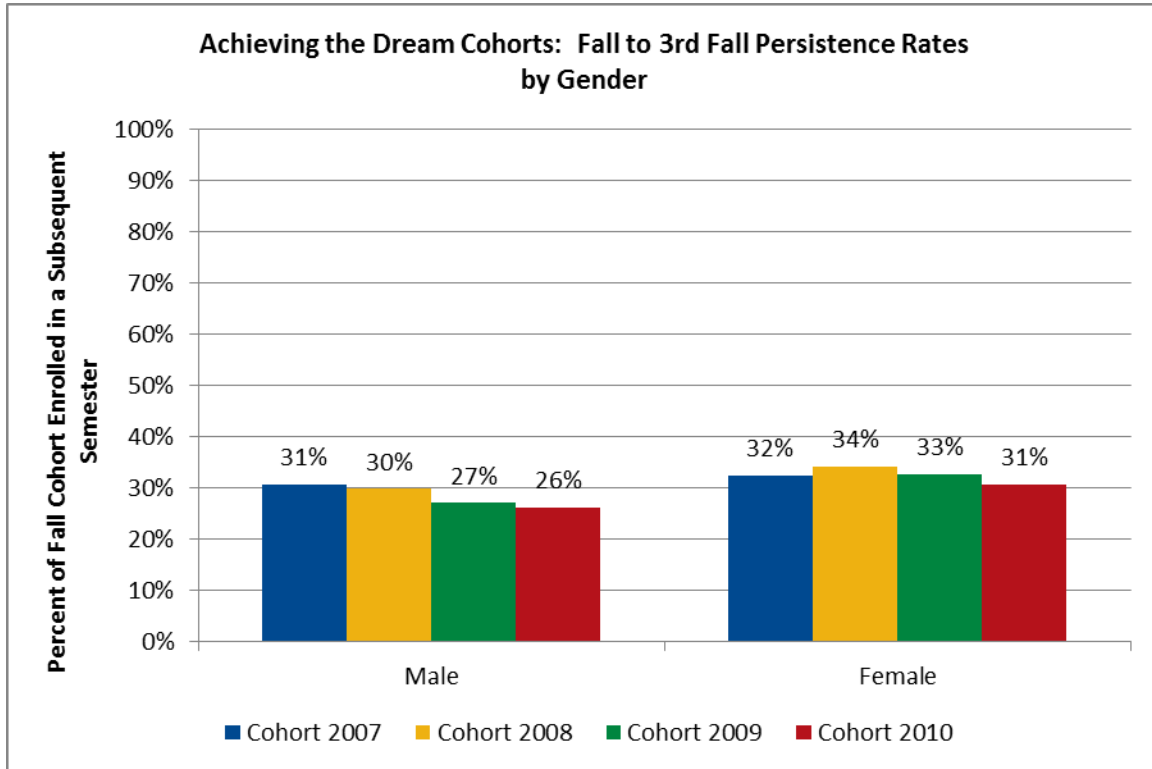
- The percentages of students enrolled in the Fall AtD cohorts, and continuing their studies at ACC the third fall semester, were slightly higher for Hispanic students (average of about 31%) compared to white students (average of about 30%) across the cohorts.
- The percentages of students persisting from the initial Fall to the third Fall semester were lower for Black students (average of about 25%).



	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall
White	2,335	729	2,581	799	2,738	798	2,403	672	2,473		2,261	
Black	410	108	416	118	616	143	553	126	566		519	
Hispanic	1,219	397	1,504	499	1,686	535	1,543	424	2,230		2,016	
Asian	185	75	243	102	198	82	155	59	213		201	
Other	134	44	115	36	197	64	1,249	403	1,028		1,182	
Total	4,283	1,353	4,859	1,554	5,435	1,622	5,903	1,684	6,510		6,179	

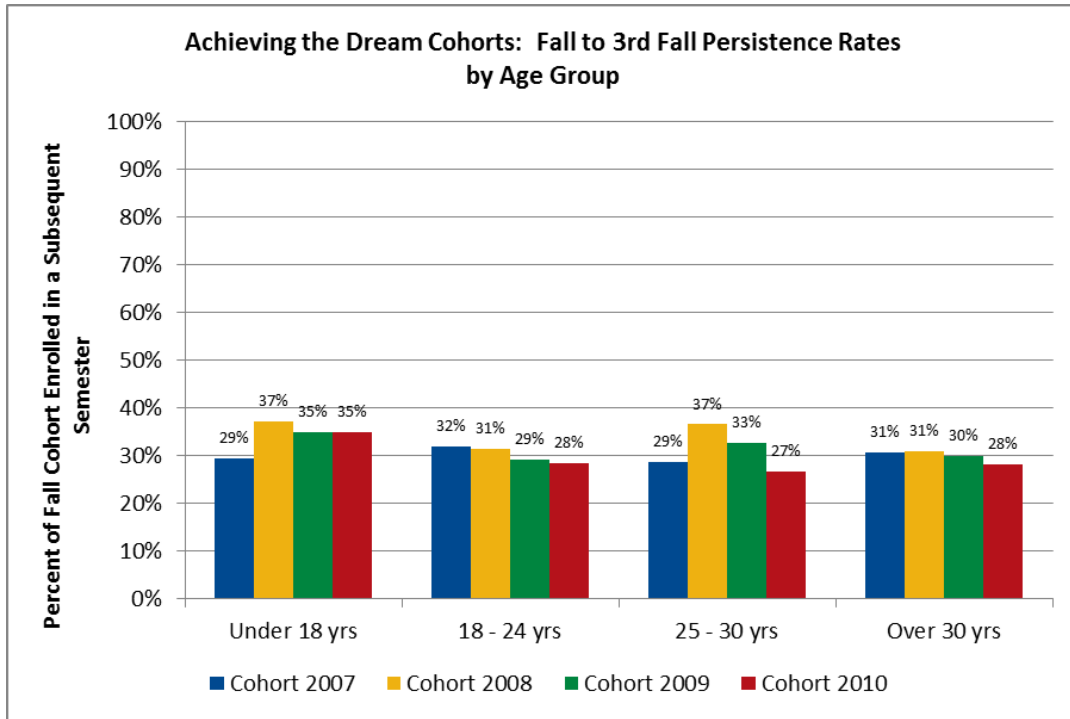


- Initial Fall to third Fall persistence rates remained stable for female students and declined slightly for male students across the cohorts.



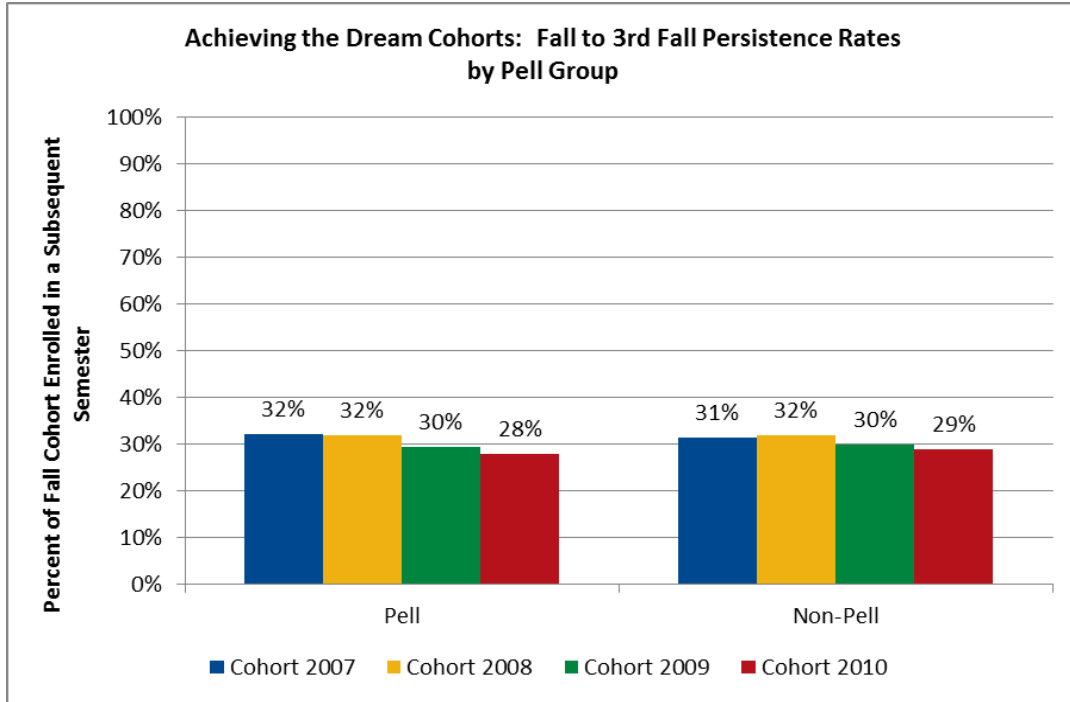
	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall
Male	2,088	642	2,463	734	2,753	746	2,989	786	3,192		2,959	
Female	2,195	711	2,396	820	2,682	876	2,914	896	3,318		3,220	
Total	4,283	1,353	4,859	1,554	5,435	1,622	5,903	1,684	6,510		6,179	

- The initial fall to third fall persistence rates decreased slightly for 18 to 24 year olds across the cohorts, and varied somewhat for 25 to 30 year olds.
- The initial Fall to third Fall persistence rates for all students were similar across age groups.



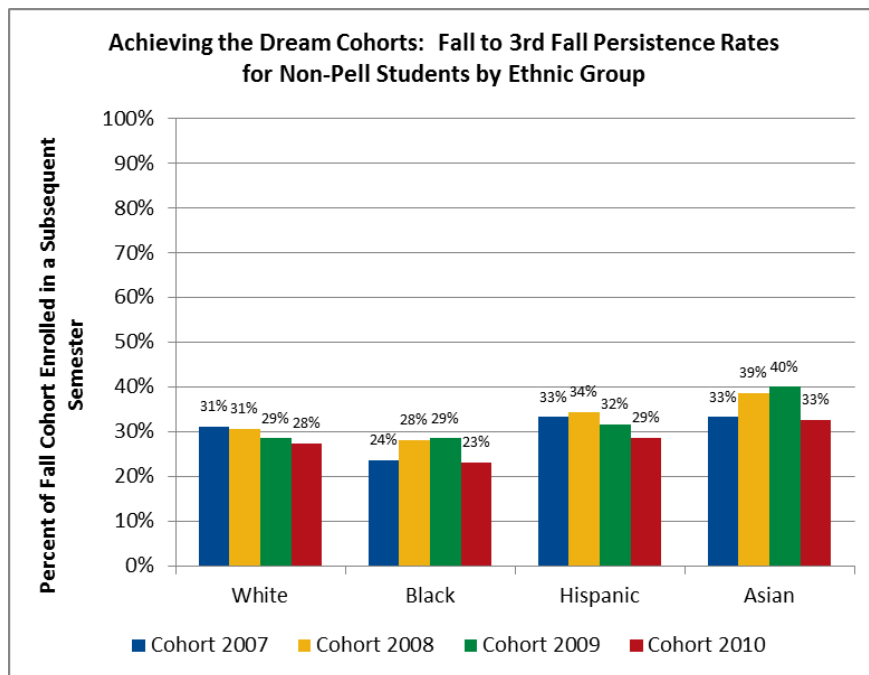
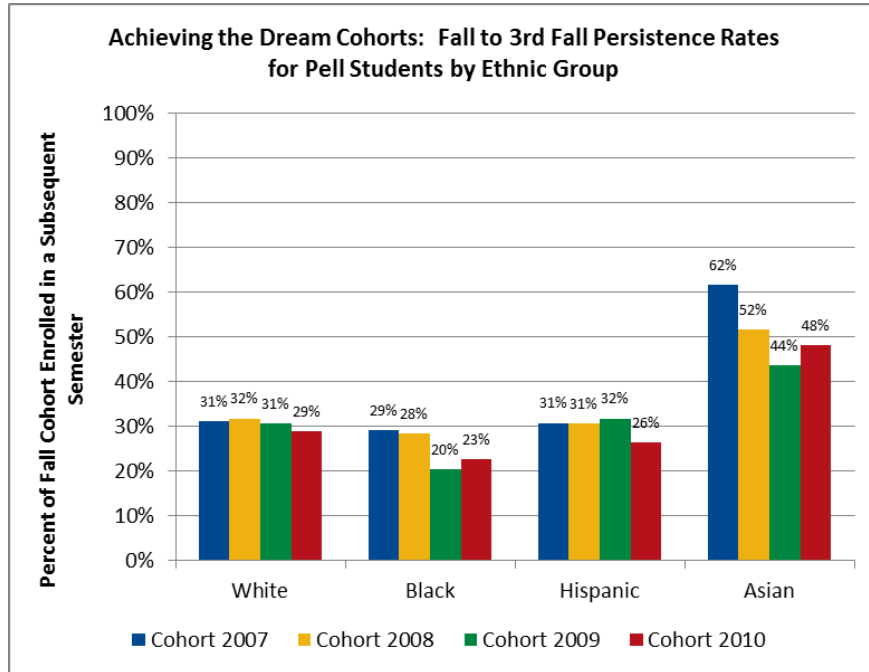
	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall
Under 18 yrs	207	61	167	62	186	65	212	74	253		242	
18 - 24 yrs	3,523	1,128	3,951	1,242	4,257	1,246	4,503	1,281	5,176		5,080	
25 - 30 yrs	289	83	372	136	502	164	580	155	499		364	
Over 30 yrs	264	81	369	114	489	147	607	172	582		493	
Total	4,283	1,353	4,859	1,554	5,435	1,622	5,903	1,684	6,510		6,179	

- The initial fall to third fall persistence rates for Pell recipients compared to non-Pell recipient students were similar, averaging about 30 percent.



	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall
Pell	1,023	330	1,347	429	2,035	601	2,532	704	2,852		2,051	
Non-Pell	3,260	1,023	3,512	1,125	3,400	1,021	3,371	978	3,658		4,128	
Total	4,283	1,353	4,859	1,554	5,435	1,622	5,903	1,684	6,510		6,179	

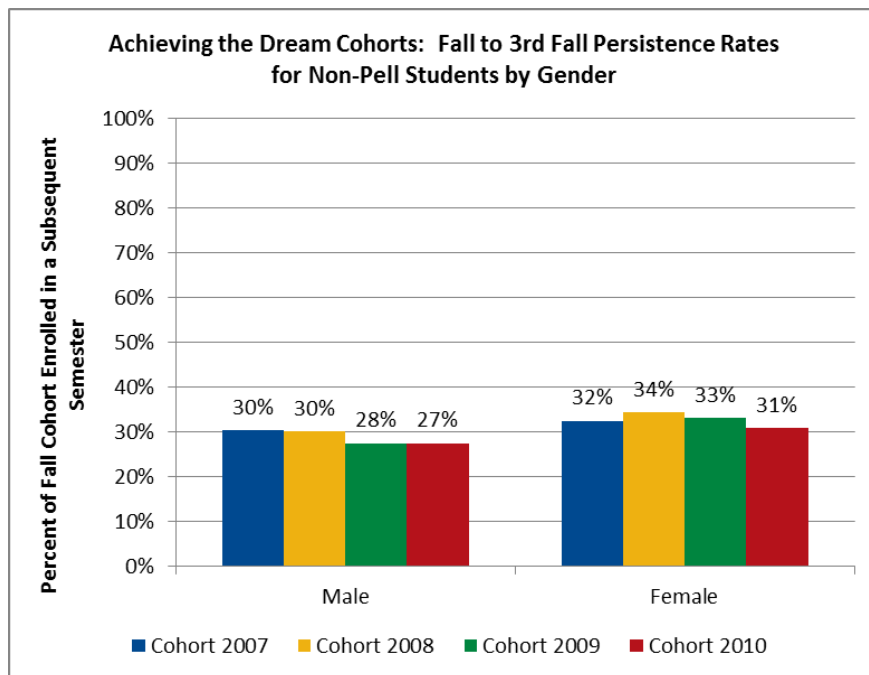
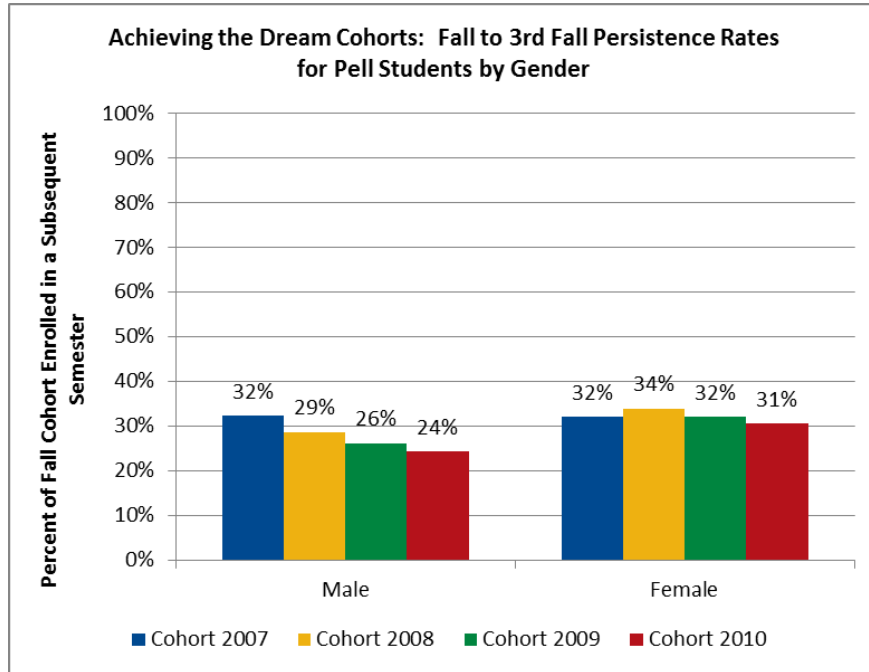
- For white and Hispanic students initial Fall to third Fall persistence rates decreased slightly across cohorts, regardless of Pell status.



Initial Fall to Third Fall by Pell and Ethnicity:

	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall
Pell	1,023	330	1,347	429	2,035	601	2,532	704	2,852		2,051	
White	372	116	516	164	749	229	803	232	839		526	
Black	199	58	218	62	403	82	389	88	405		320	
Hispanic	377	116	521	160	740	235	805	212	1,160		785	
Asian	47	29	62	32	71	31	54	26	89		75	
Other	28	11	30	11	72	24	481	146	359		345	
Non-Pell	3,260	1,023	3,512	1,125	3,400	1,021	3,371	978	3,658		4,128	
White	1,963	613	2,065	635	1,989	569	1,600	440	1,634		1,735	
Black	211	50	198	56	213	61	164	38	161		199	
Hispanic	842	281	983	339	946	300	738	212	1,070		1,231	
Asian	138	46	181	70	127	51	101	33	124		126	
Other	106	33	85	25	125	40	768	255	669		837	
Total	4,283	1,353	4,859	1,554	5,435	1,622	5,903	1,682	6,510		6,179	

- Initial Fall to third Fall persistence rates for Pell recipients and non-Pell recipients decreased slightly for female students, but male students saw larger decreases.

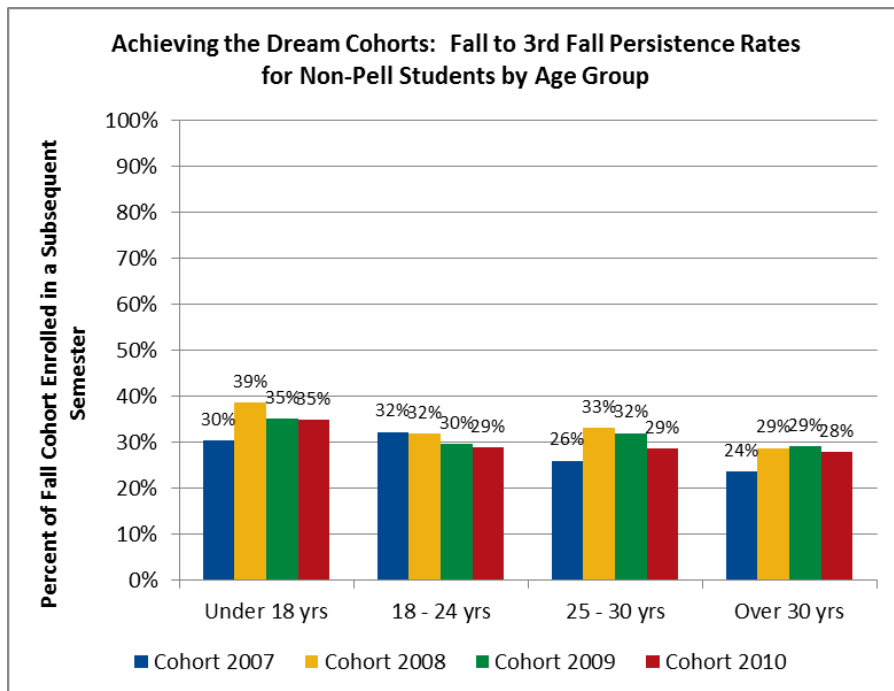
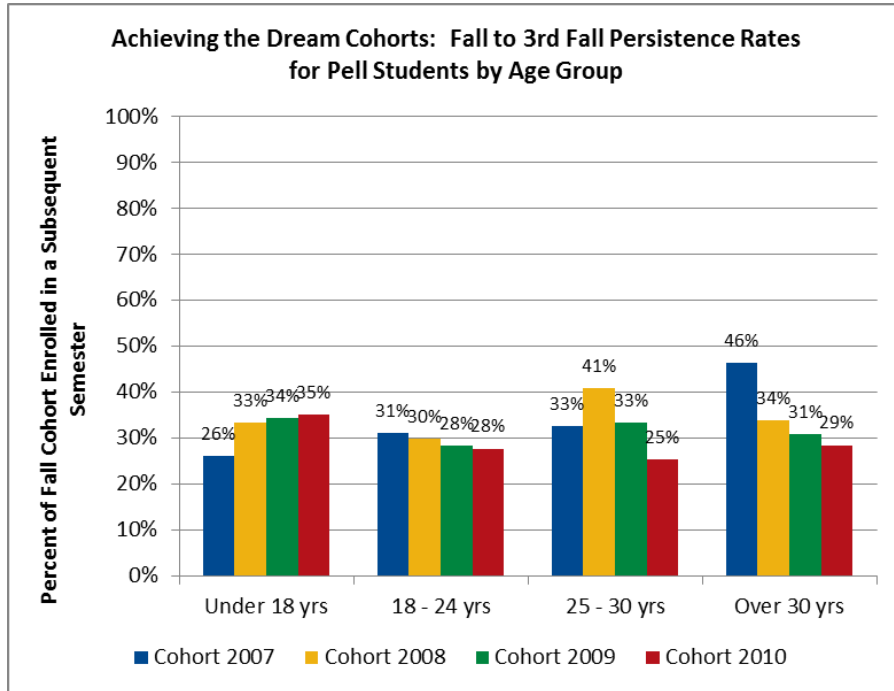




Initial Fall to Third Fall by Pell and Gender:

	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall
Pell	1,023	330	1,347	429	2,035	601	2,532	704	2,852		2,051	
Male	404	131	556	160	890	234	1,149	281	1,266		841	
Female	619	199	791	269	1,145	367	1,383	423	1,586		1,210	
Non-Pell	3,260	1,023	3,512	1,125	3,400	1,021	3,371	978	3,658		4,128	
Male	1,684	511	1,907	574	1,863	513	1,839	505	1,925		2,118	
Female	1,576	512	1,605	551	1,537	508	1,532	473	1,733		2,010	
Total	4,283	1,353	4,859	1,554	5,435	1,622	5,903	1,682	6,510		6,179	

- The initial Fall to third Fall persistence rates for Pell recipients and non-Pell recipients varied across age groups.





Initial Fall to Third Fall by Pell and Age Group:

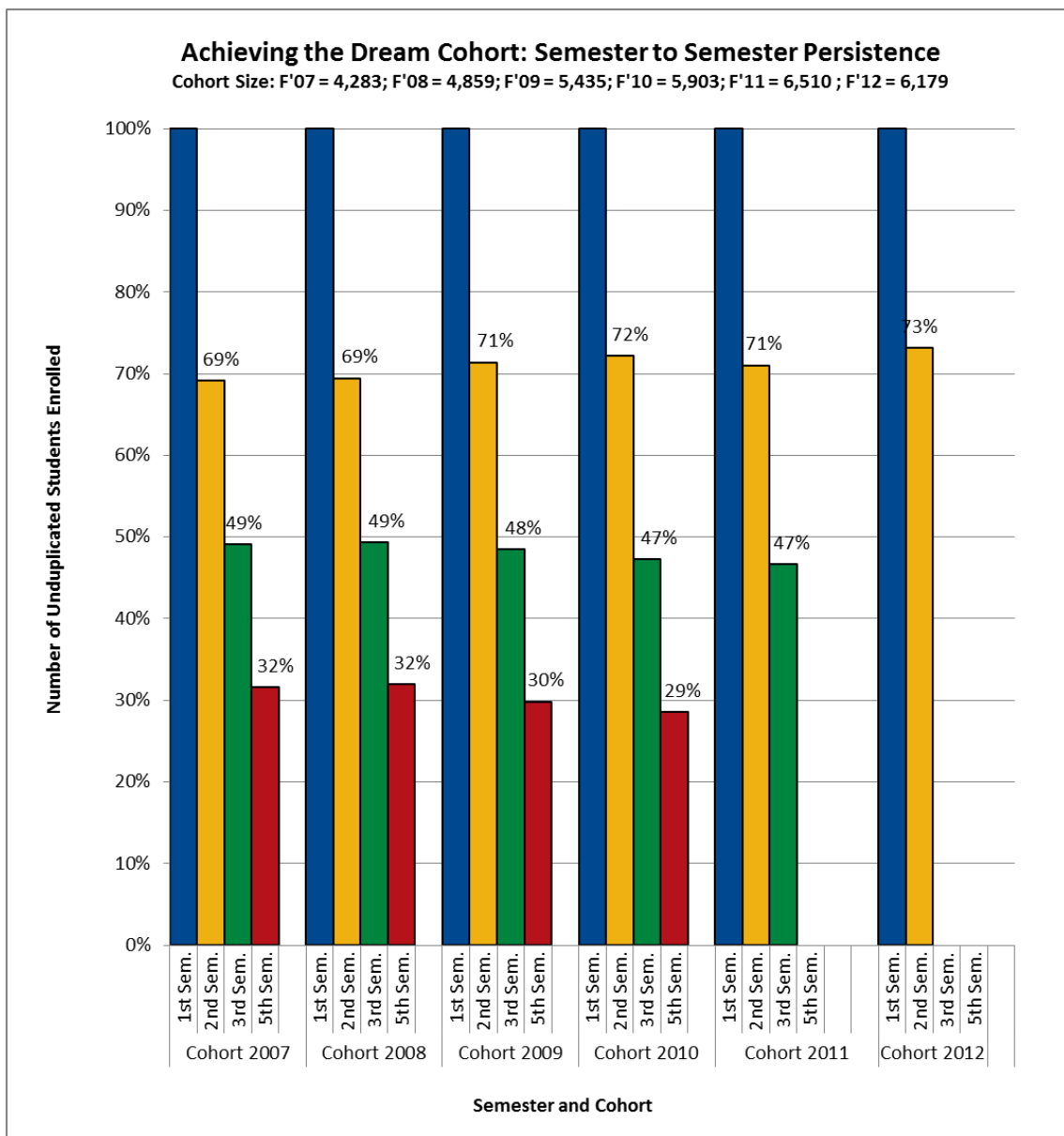
	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall
Pell	1,023	330	1,347	429	2,035	601	2,532	704	2,852		2,051	
Under 18 yrs	46	12	48	16	61	21	77	27	98		73	
18 - 24 yrs	779	242	988	296	1,483	422	1,734	482	2,038		1,462	
25 - 30 yrs	116	38	161	66	252	84	353	90	341		231	
Over 30 yrs	82	38	150	51	239	74	368	105	375		285	
Non-Pell	3,260	1,023	3,512	1,125	3,400	1,021	3,371	978	3,658		4,128	
Under 18 yrs	161	49	119	46	125	44	135	47	155		169	
18 - 24 yrs	2,744	886	2,963	946	2,774	824	2,769	799	3,138		3,618	
25 - 30 yrs	173	45	211	70	250	80	227	65	158		133	
Over 30 yrs	182	43	219	63	251	73	240	67	207		208	
Total	4,283	1,353	4,859	1,554	5,435	1,622	5,903	1,682	6,510		6,179	

AtD Longitudinal Cohort Tracking

Metric # 4: Semester to Semester Persistence Rates

This report compares the persistence rates of students from their first fall to first spring and then first fall to second fall and first fall to third fall for six Achieving the Dream (AtD) cohorts: Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011, Fall 2012. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. Results of the analysis indicate that:

- The percentage of FTIC students persisting into their first spring semester has increased across cohorts, but the Fall to Fall persistence rates have decreased slightly.





Semester to Semester Persistence Counts:

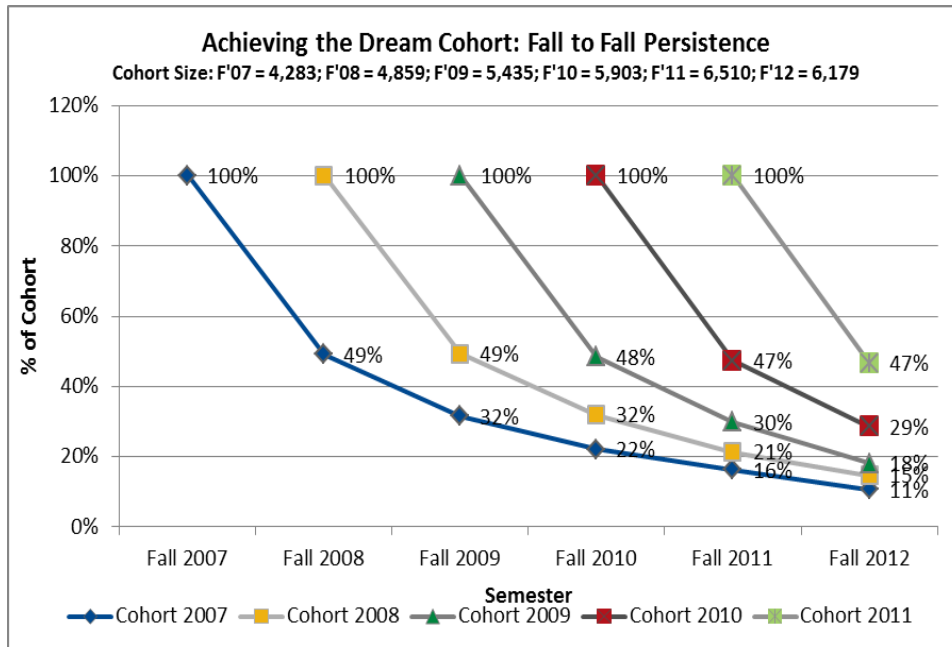
	Total Students in Cohort	Cohort Students Enrolled First Spring	Cohort Students Enrolled Second Fall	Cohort Students Enrolled Second Spring	Cohort Students Enrolled Third Fall
Cohort 2007	4,283	2,962	2,104	1,790	1,353
Cohort 2008	4,859	3,375	2,398	1,984	1,554
Cohort 2009	5,435	3,880	2,634	2,297	1,622
Cohort 2010	5,903	4,259	2,790	2,352	1,684
Cohort 2011	6,510	4,624	3,037	2,484	
Cohort 2012	6,179	4,521			

AtD Longitudinal Cohort Tracking Metric # 5: Persistence & Graduation

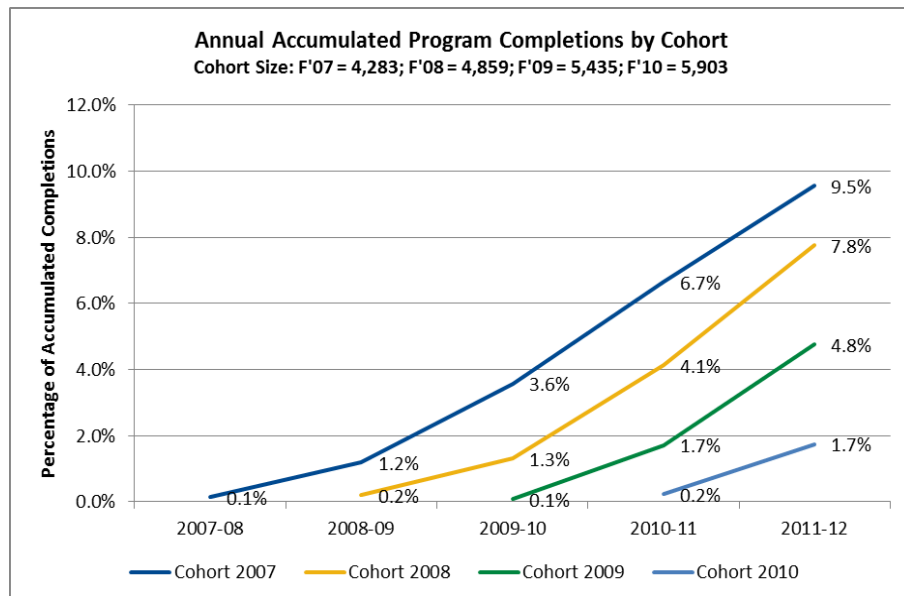
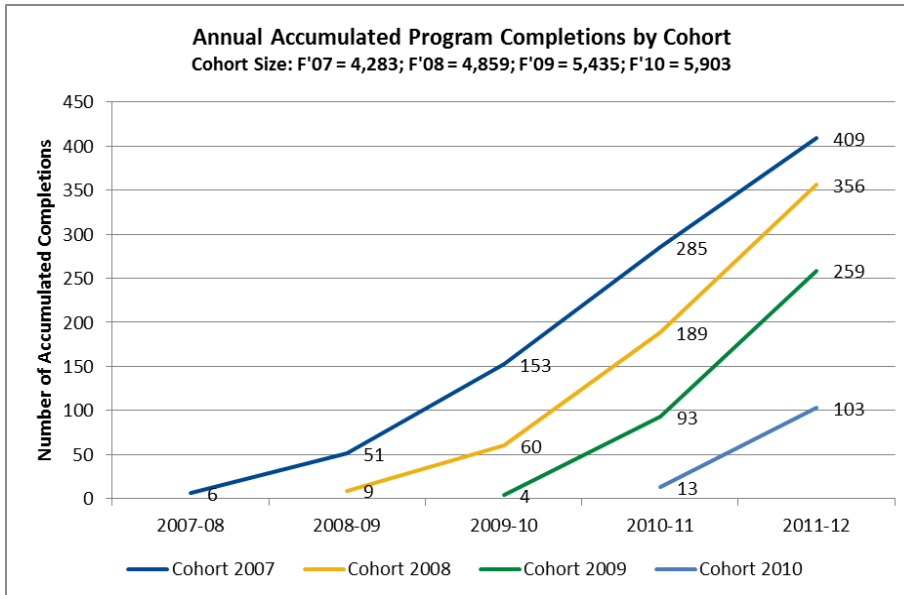
This report compares the persistence rates of students and their completions from fall to fall semester at ACC in the Achieving the Dream (AtD) cohorts: Fall 2007, Fall 2008, Fall 2009, Fall 2010. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC.

Results indicate that:

- The percentage of AtD cohort students returning for subsequent semesters is very similar across the cohorts.
 - Almost half of FTIC students enrolled in the fall return for the second fall semester.
 - Almost one-third of FTIC students enrolled in the fall are enrolled the third fall semester.

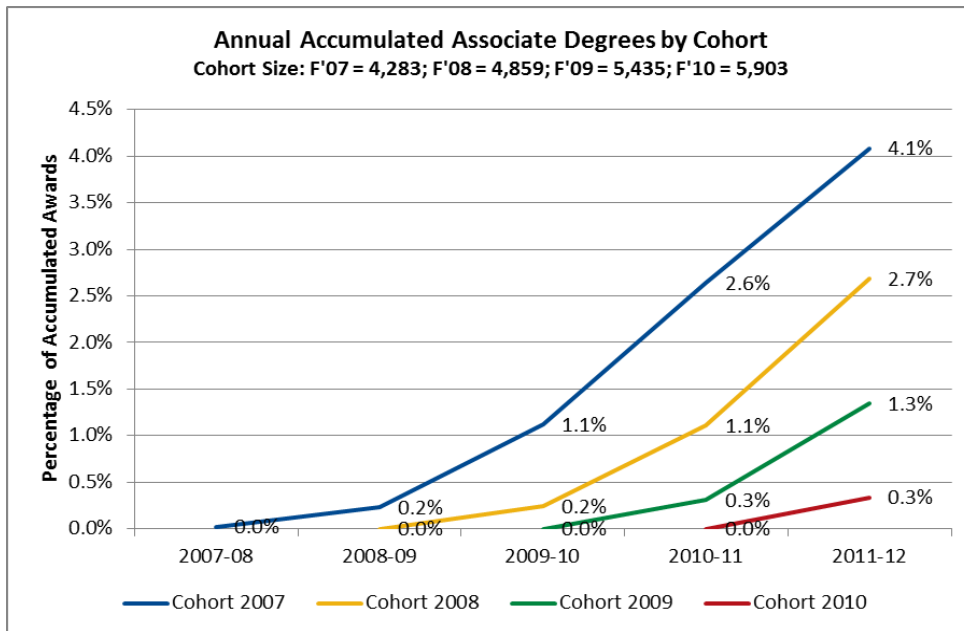
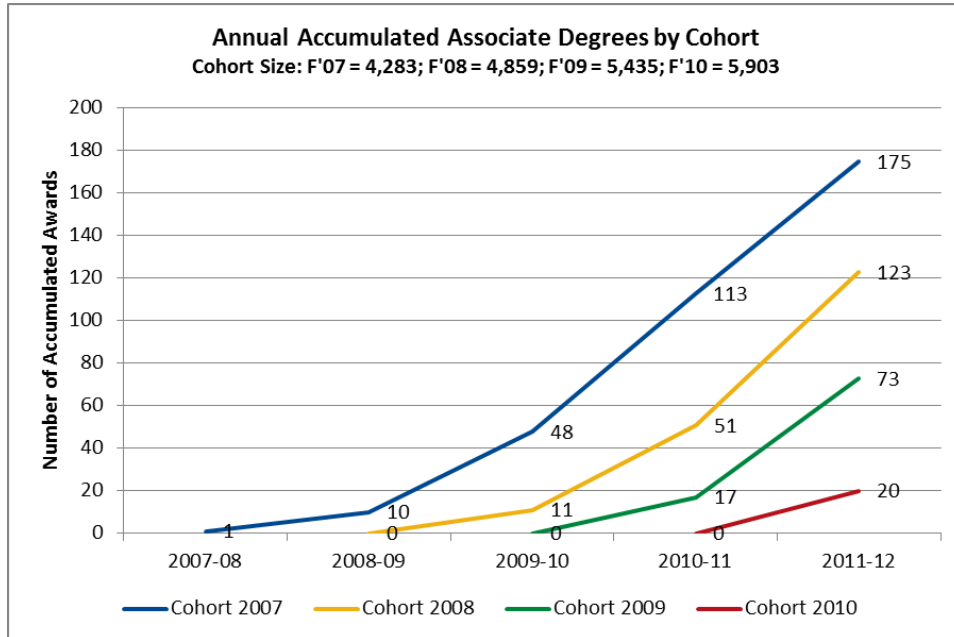


Total Completions



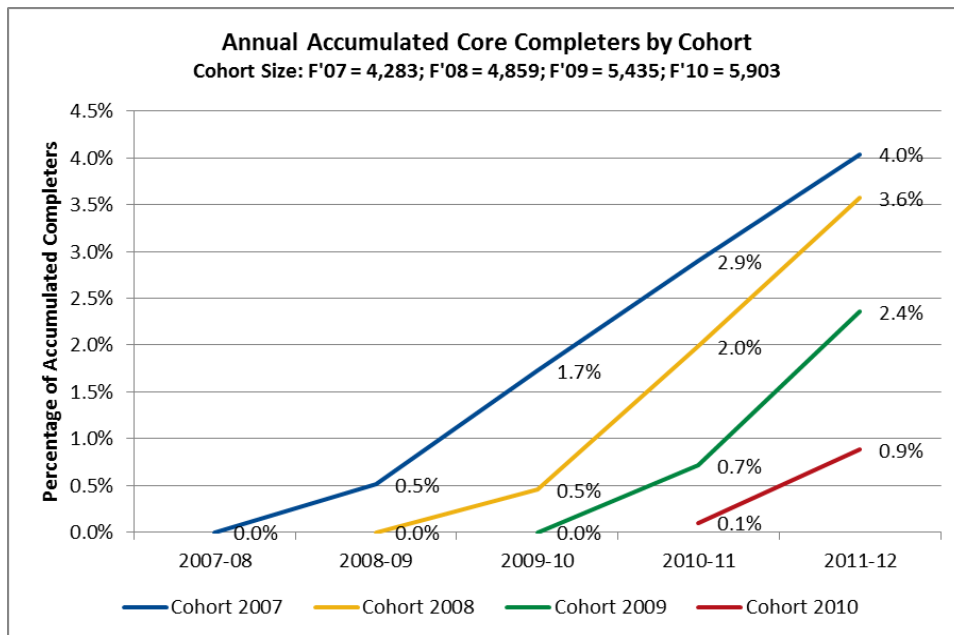
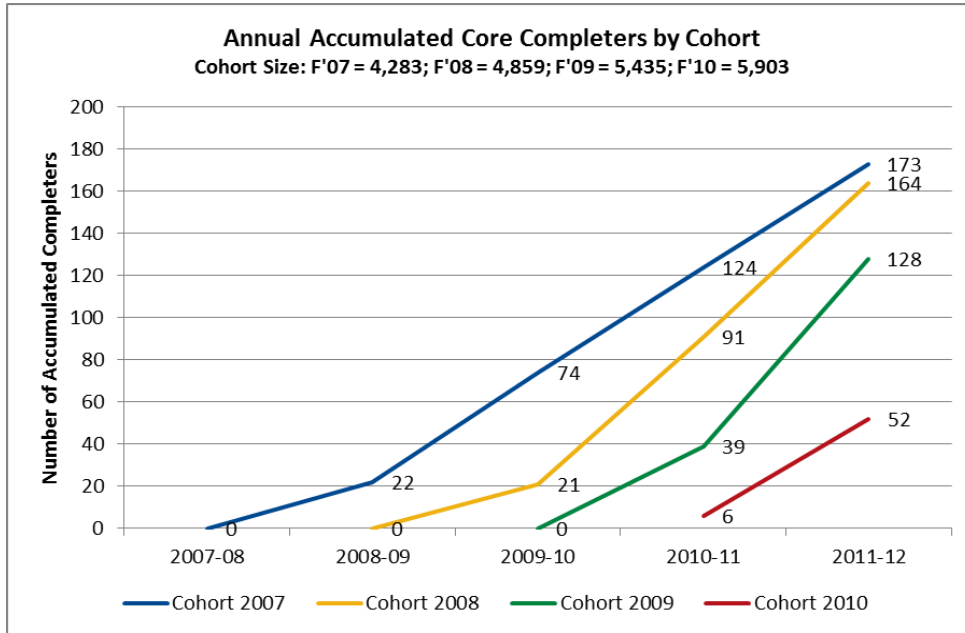
- Accumulated program completions, including students who have earned an associate degree, certificate, and/or completed the core curriculum, increased across cohorts 2007-2010.
- In the 2009 cohort 4.8% (259 out of 5,435) of students successfully completed a program within three years, up from 3.6% (153 out of 4,283) of students in the 2007 cohort.
- The 2007 cohort experienced a 9.5% (409 out of 4,283 students) completion rate after five years. After five years, the 2007 cohort had received 175 associate degrees, 61 certificates, and 173 core completions.

Associate Degrees



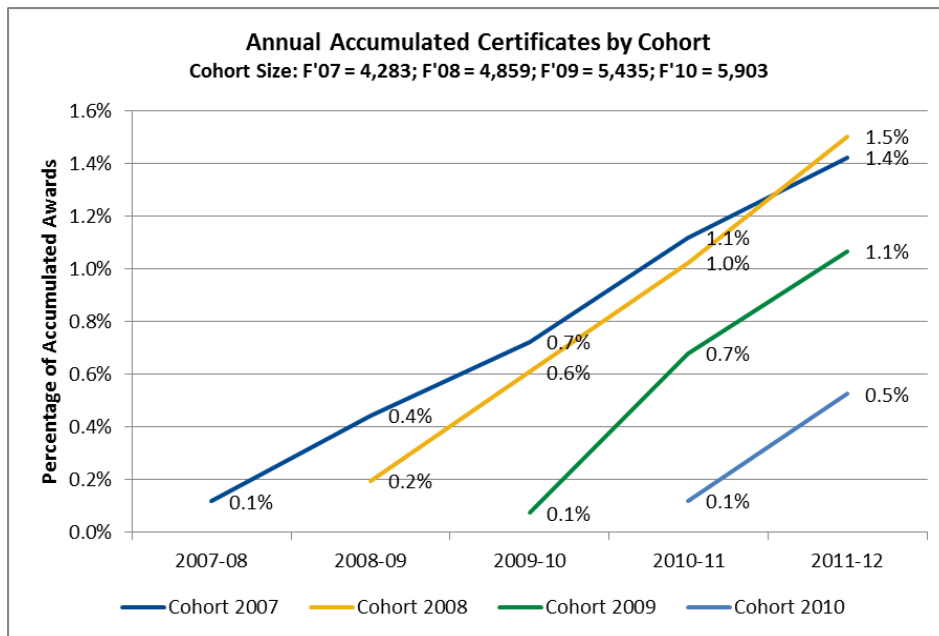
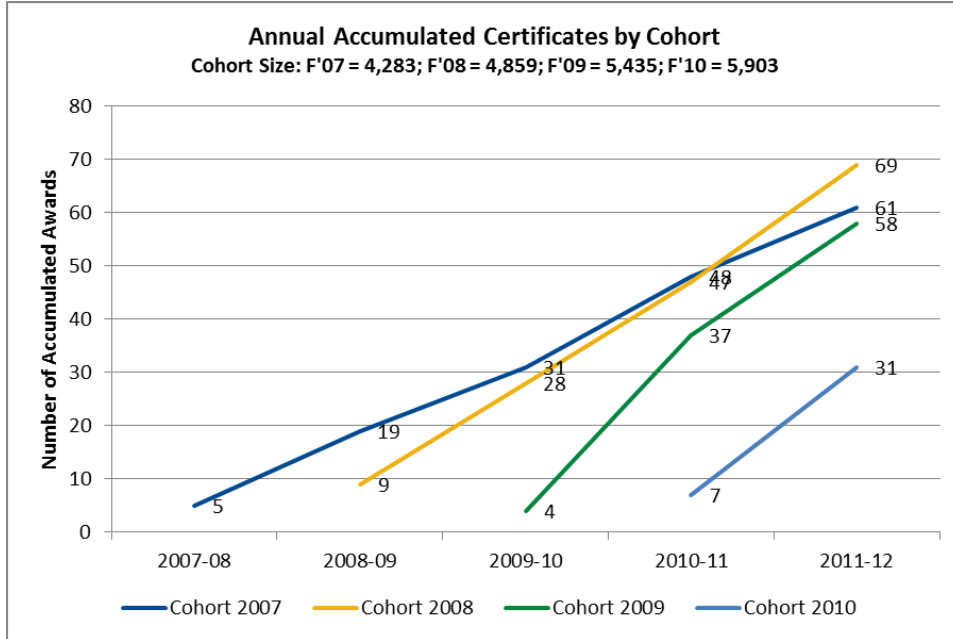
- The percentage of accumulated associate degrees increased across the cohorts.
- The number of FTIC students' accumulated degrees over the first three years increased from 48 degrees in the Fall 2007 cohort to 73 in the fall 2009 cohort.

Core Completers



- The percentage of accumulated core completions increased across the cohorts.
- The number of FTIC students' accumulated core completions over the first three years increased from 74 core completions in the Fall 2007 cohort to 128 in the fall 2009 cohort.

Certificates



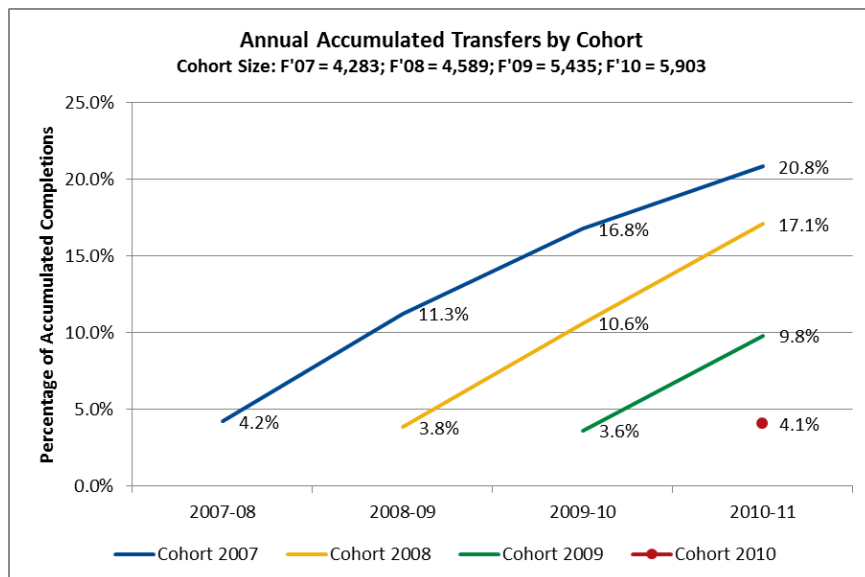
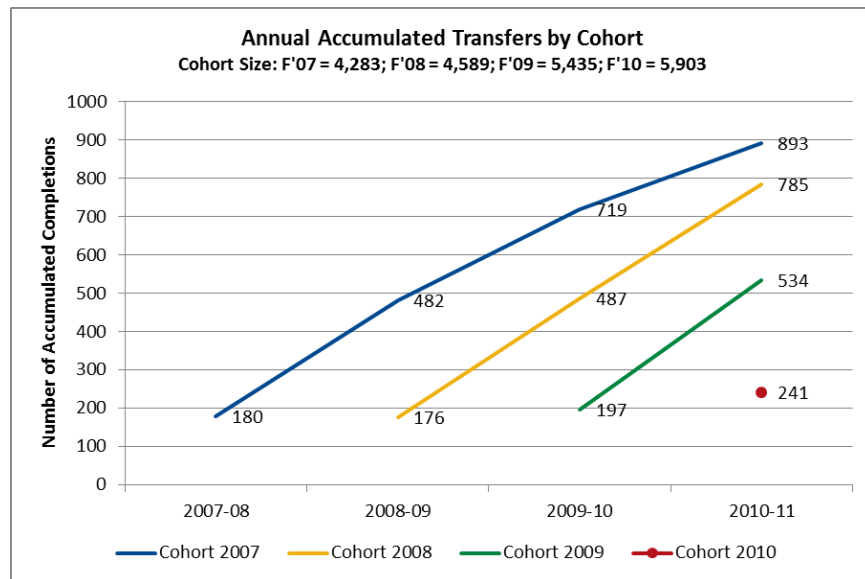
- The percentage of accumulated certificates increased across the cohorts.
- The number of FTIC students' accumulated degrees over the first three years increased from 31 certificates in the Fall 2007 cohort to 58 certificates in the fall 2009 cohort.

AtD Longitudinal Cohort Tracking Transfers

This report compares the transfer rates from fall to fall semester at ACC in the Achieving the Dream (AtD) cohorts: Fall 2007, Fall 2008, Fall 2009, Fall 2010. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC.

Results indicate that:

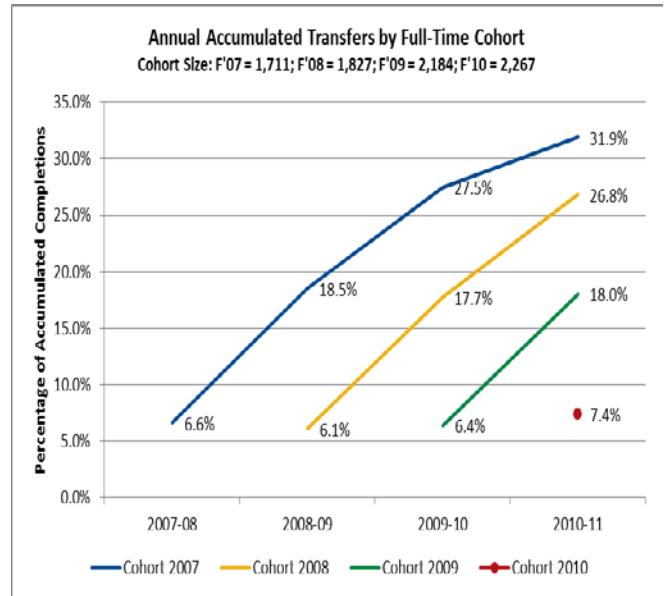
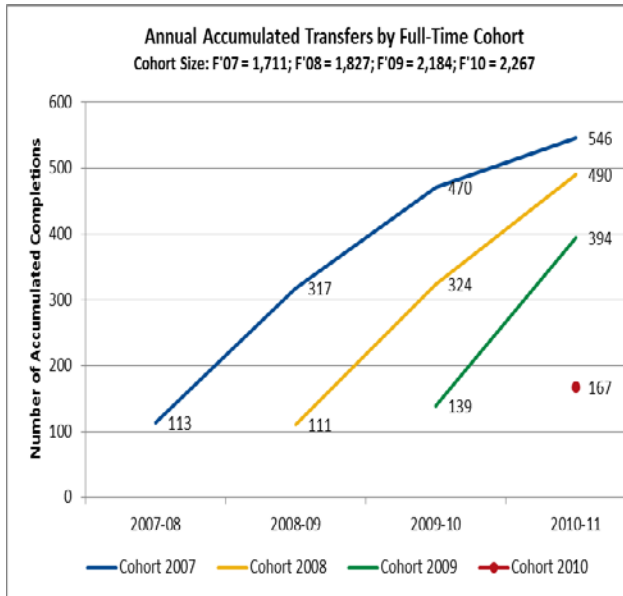
- On average, 17% of the cohorts transfer within three years.



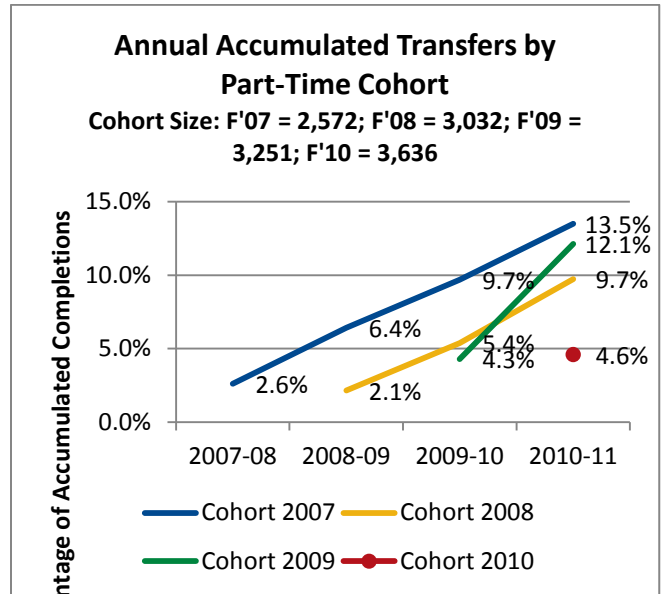
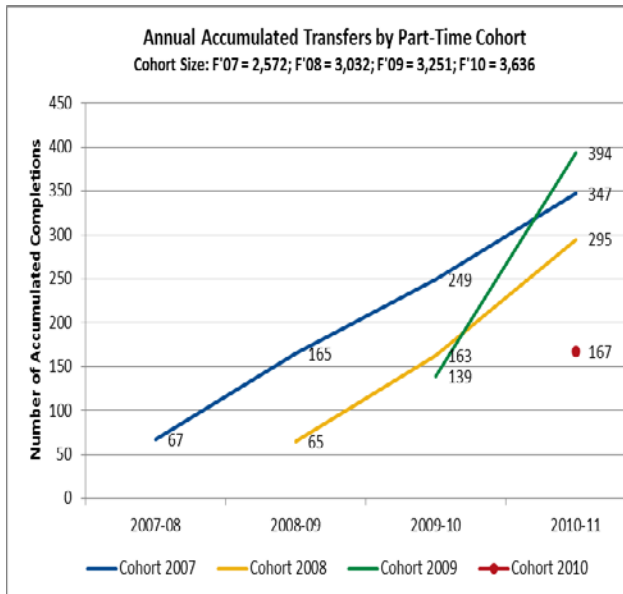
Transfers by Full-Time & Part-Time Status

- The three-year transfer rate for full-time students (27%) is about three times higher than the transfer rate for part-time students (10%).

Full-Time



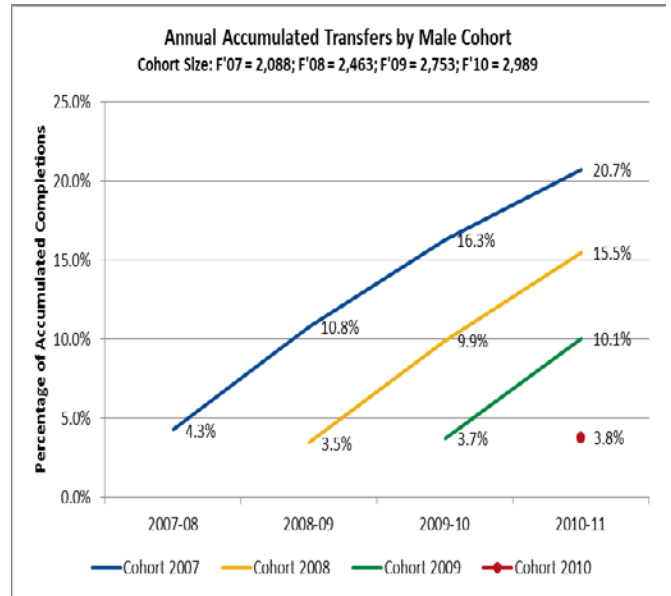
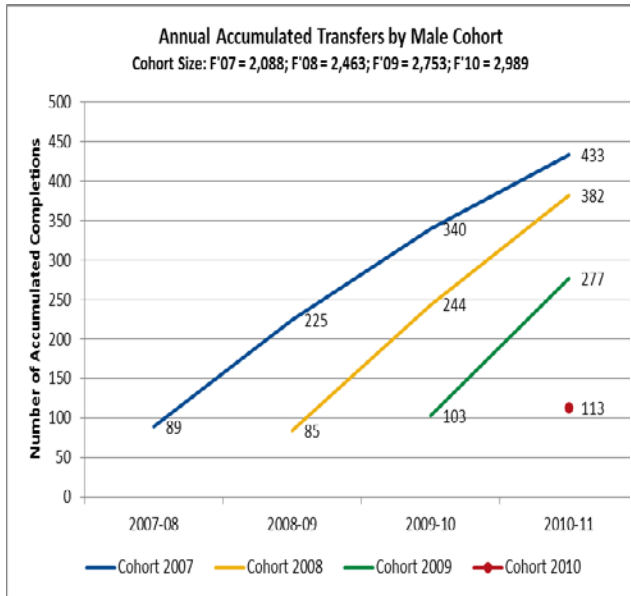
Part-Time



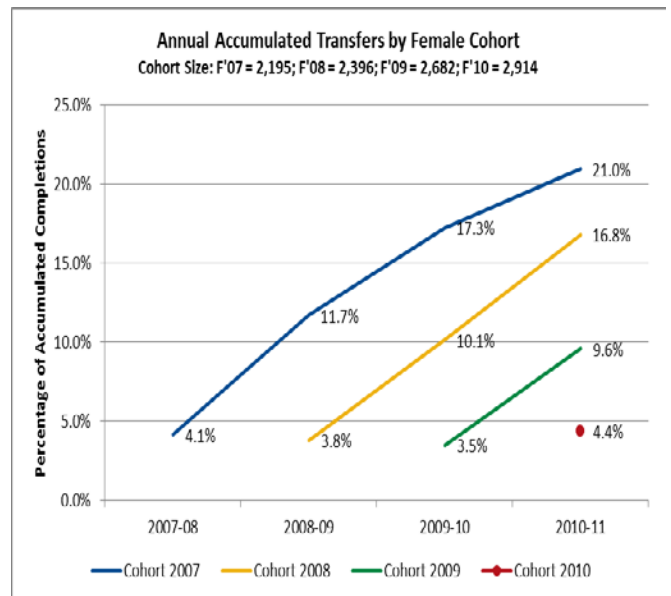
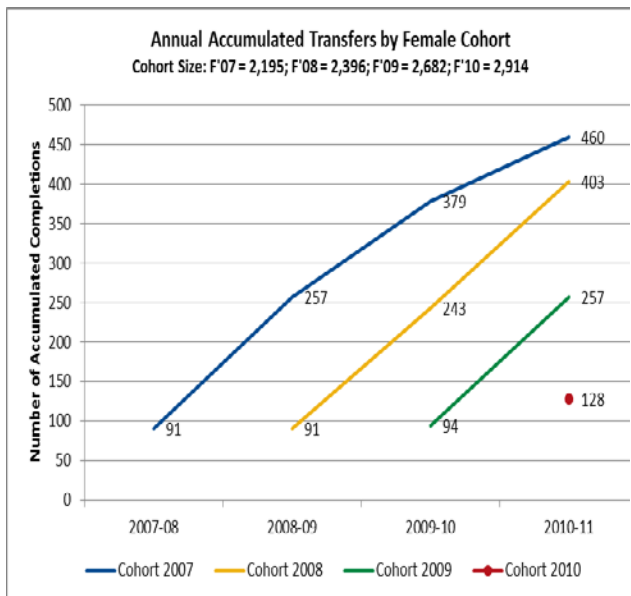
Transfers by Gender

➤ The three-year transfer rate for both male and female students is similar at about 17%.

Male

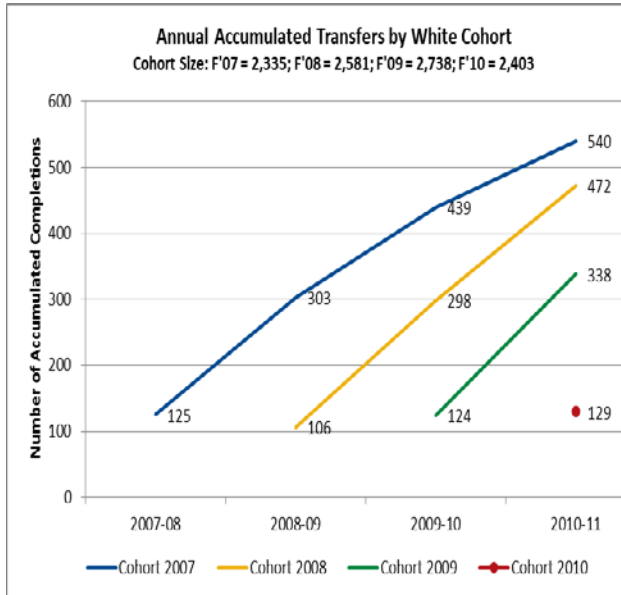


Female

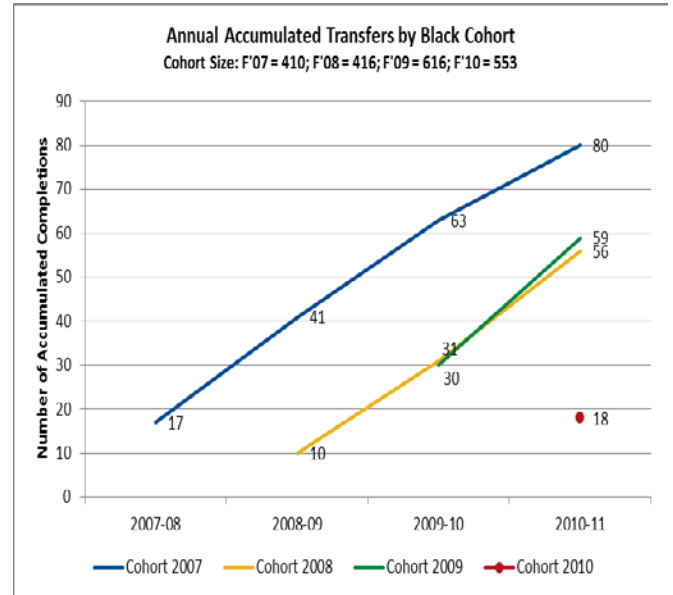


Transfers by Ethnicity

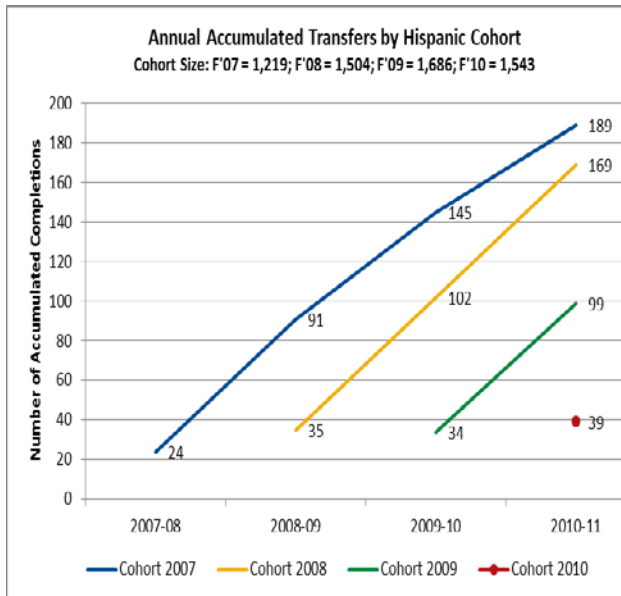
White



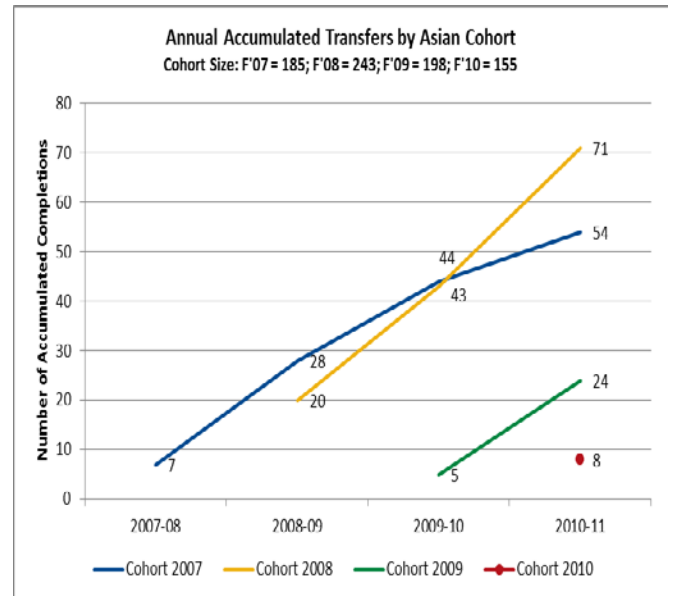
Black



Hispanic

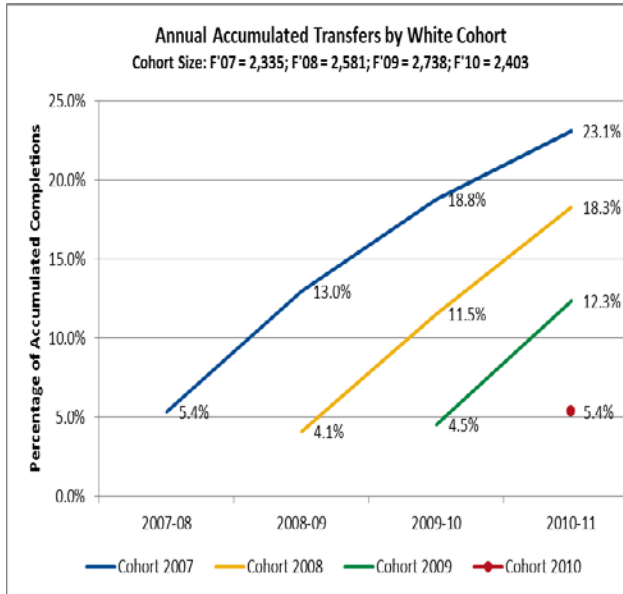


Asian

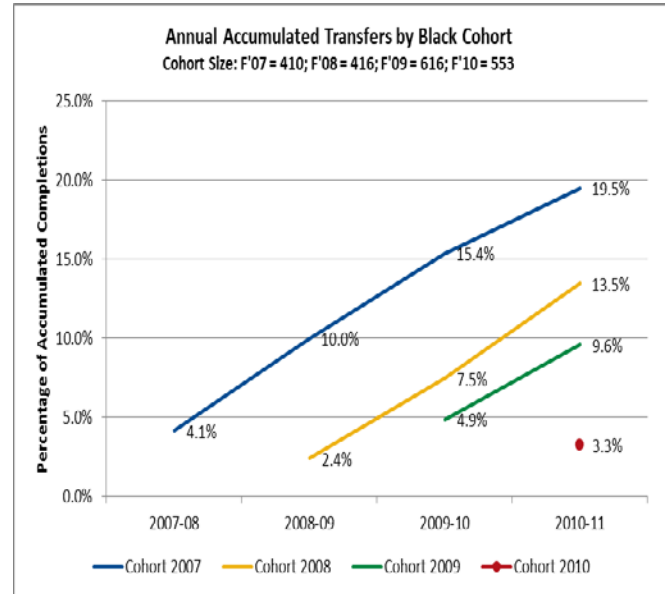


- The transfer rate within three years was lowest for Hispanic students at about 12% and highest for Asian students at about 27%. The three-year transfer rate for White and Black students was 19% and 15%, respectively.
- The White and Hispanic cohort counts were much higher than the Black and Asian cohort counts, respectively.

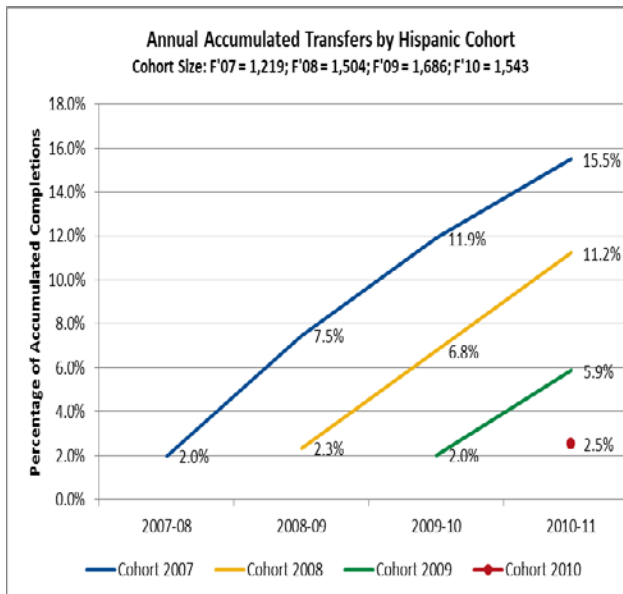
White



Black



Hispanic



Asian

