



**Achieving the Dream**  
**Longitudinal Tracking Report**  
**Austin Community College**  
**April 2014**

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## Table of Contents

Executive Summary.....	1
First Time in College Student Cohorts Summary .....	6
Ethnicity and Gender Characteristics.....	8
Socio-Economic and Demographic Barriers to Success .....	9
Pell Status by Age Group.....	10
Beginning Educational Characteristics.....	14
Developmental Education in First Semester.....	15
Developmental Math .....	16
Developmental Writing.....	19
Developmental Reading.....	22
Metric #1. Success .....	25
Successful Course Completion: Rates Increased Across Cohorts .....	25
Metric #2 Developmental Education .....	29
Completion of Developmental Education Sequence and Progression .....	29
Developmental Math .....	30
Developmental Writing.....	31
Developmental Reading.....	32
Metric #3 Gateway Course Completions .....	33
Gateway Course Completion: Completions Increased Across Cohorts .....	33
Gateway Course Math 1314 Completion: Results Varied by Cohort.....	37
Gateway Course Math 1332 Completion: Slight Upward Trend.....	42
Gateway Course English 1301 Completion: Rates Have Increased .....	47
Metric #4 Persistence .....	52
Persistence (Initial Fall to First Spring): Rates Increased Slightly.....	52
Persistence (Initial Fall to Second Fall): Stable Rates Across Cohorts.....	63
Persistence (Initial Fall to Third Fall): Rates Decreased Across Cohorts .....	75
Semester to Semester Persistence Rates: Summary .....	86
Metric #5 Graduation.....	88
Graduation: Awards Increased Across Cohorts .....	88
Graduation/ Completion.....	90
Transfers: Transfer Rate Decreased.....	95



## 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 (2008 through 2013). 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.

### Demographic Characteristics

- The fall 2013 FTIC cohort was 25% larger than the fall 2008 cohort (6,051 students in 2013 compared to 4,859 students in 2008).
  - However, there was a 2% decrease in FTIC enrollment from fall 2012 to fall 2013. This decrease was smaller than the 4% collegewide decrease in enrollment from fall 2012 to fall 2013.
- The distribution of students by race/ethnicity has remained relatively stable for the most recent FTIC cohorts.
  - Hispanic students comprised about 32%, Black students about 9%, and Asian students about 3% of each cohort.
  - Males and females were represented equally across the six FTIC cohorts. However, the percentage of Hispanic females was slightly larger than for Hispanic males across the cohorts.
  - By comparison, college wide enrollment for fall 2013 included 29% Hispanic students, 8% Black students, 5% Asian students, and 56% female students.
- The percentage of first generation in college FTIC students decreased from 41% in fall 2008 to 28% in fall 2013.
  - There has been a steady decline in this percentage from 2010 to 2013.

- The percentage of FTIC students who are of traditional college age (18 to 24 years old) has continually increased since fall 2010.
  - Students of traditional college age (18 to 24 years old) made up 84% of the fall 2013 FTIC cohort. Students 25 years of age or older made up 13% of the cohort.
  - In fall 2013, FTIC students 18 to 24 years of age comprised a larger percentage of Hispanic (86%), White (84%), and Asian (80%) students compared to Black students (69%).
- Overall, the percentage of Pell awardees increased from 24% in fall 2008 to 31% in fall 2013.
  - Upon closer inspection, the percentage of Pell awardees in the FTIC cohorts increased from fall 2008 to fall 2011, then decreased from fall 2011 to fall 2013.
  - A larger percentage of female compared to male students in each FTIC cohort were awarded Pell grants. In fall 2013, 35% of females were Pell awardees, while only 27% of males were Pell awardees.
  - A larger percentage of Black students compared to students in other ethnic/ racial groups were Pell awardees. In fall 2013, 56% of Black students were Pell awardees compared to 23% of White students, 36% of Hispanic students, and 33% of Asian students.
- The average percentage of FTIC students who were part-time is smaller than the collegewide average over the past six years (62% compared to 75%, respectively).

#### **Developmental Education: Placement into Developmental Education for FTIC Students Has Declined**

- The percentage of FTIC students referred to developmental education declined steadily across the cohorts from 46% in the fall 2008 cohort to 34% in the fall 2013 cohort.
  - The majority of these students were mandated into one developmental subject, typically math.
- *Developmental math.* On average across the cohorts, a larger percentage of FTIC Black (56%) and Hispanic (42%) students were mandated into a developmental math course their first semester compared to White (32%) and Asian (18%) students.
  - The percentages of developmental math referrals for White, Hispanic, and Asian students have decreased across the cohort years.
  - FTIC students who were female were more likely than male students to be mandated into developmental math.
  - Students who were 25 years of age or older were more likely to be mandated into a developmental math course than younger students.

- *Developmental writing.* About 11% of each cohort was referred to developmental writing.
  - Black and Hispanic FTIC students were more likely to be referred to developmental writing their first semester than white students.
  - The percentage of students over 30 years of age who were mandated into a developmental writing course increased across the FTIC cohorts.
  
- *Developmental reading.* The number of FTIC students referred to developmental reading decreased across the cohorts from 18% in fall 2008 to 13% in fall 2013.
  - Larger percentages of Black, Hispanic, and Asian FTIC students were mandated into developmental reading their first semester compared to white students.
  - The average referral percentage for Black students (33%) was four times the percentage for White students (8%)
  - On average, female FTIC students were slightly more likely to be referred to developmental reading than the male FTIC students.

### **Successful Course Completion Rates Increased Across the Cohorts**

- The percentage of students' successful grades (C or above) in the initial fall semester increased across all cohorts from 58% in the fall 2008 cohort to 64% in the fall 2013 cohort.
  - The percentage of courses in which successful grades were earned by students in the traditional college age group increased steadily across the cohorts.
  - Non-Pell awardees were slightly more likely than Pell-awardees to receive a successful grade in their first fall semester courses.

### **Completion Rates for Developmental Education Sequence and Progression into First-Level "Gateway" Credit Bearing Courses Varied Across Cohorts**

- The percentage of FTIC students completing a reading gateway course (average of 26% across the cohorts) or writing gateway course (average of 22% across the cohorts) within three years decreased across the cohorts.
  - The percentage of students completing a math gateway course within three years remained stable, averaging 15%.

### **Gateway Course Completion Rates Increased Across Cohorts**

- Successful gateway course completion rates increased from 55% for the fall 2008 cohort to 62% for the 2013 cohort.

- Gateway Course Math 1314 Completion Rates Varied Across Cohorts
  - The percentage of FTIC students who successfully completed the College Algebra (MATH 1314) gateway course during the initial fall semester averaged 52% across cohorts fall 2008 through fall 2013.
  - The completion rates for this gateway course fluctuated across the cohorts for each ethnic group and age group.
- Gateway Course Math 1332 Completion Rates Demonstrate a Slight Upward Trend
  - The percentage of FTIC students who successfully completed the College Math (MATH 1332) gateway course during the initial fall semester averaged 61% across the cohorts from fall 2008 to fall 2013.
  - Success rates were slightly higher for non-Pell students compared to Pell awardees, and for females compared to males.
- Gateway Course English 1301 Completion Rates Increased Across Cohorts
  - The percentage of FTIC students who successfully completed the English Composition I (ENGL 1301) gateway course during the initial fall semester increased from 54% for the fall 2008 cohort to 62% for the fall 2013 cohort.
  - Success rates were higher for female students compared to male students.

#### **Initial Fall to First Spring Semester Persistence Increased Slightly Across Cohorts**

- On average, 71% of students in the FTIC cohorts persisted from the initial fall semester to the first spring semester.
  - Female students persisted at a slightly higher rate than male students. Pell students demonstrated a higher persistence rate than non-Pell students, on average.

#### **Initial Fall to Second Fall Semester Persistence Rates Were Stable Across Cohorts**

- On average, 48% of FTIC students persisted from the initial fall to the second fall semester.
  - However, persistence rates declined for Black students, particularly Black students who were Pell-awardees.

#### **Initial Fall to Third Fall Semester Persistence Rated Decreased Across Cohorts**

- FTIC student persistence from the initial fall to the third fall semester decreased from 32% for the fall 2008 cohort to 28% for the fall 2011 cohort.
  - The decline in persistence rates for Black students was larger than that observed in other ethnic groups.



### Graduation Rates Increased Across Cohorts

- Accumulated program completions, including students who earned associate degrees or certificates, or who completed the core curriculum, increased across the FTIC cohorts.
  - Completion rates were higher for associate degrees and core curriculum completions compared to certificate program completions across the cohorts.
  - In the fall 2010 FTIC cohort 2.4% of students successfully completed a degree or certificate program within three years (141 completers of 5,903 students), up from 1.7% of students in the fall 2008 cohort (85 completers of 4,859 students).
  - The degree and certificate completion rate after five years was 5.4% for the fall 2008 FTIC cohort (262 completers of 4,859 students).
  - After five years, 8.4% of the 2008 FTIC cohort had completed a degree, certificate, or the core curriculum (200 associate degree completers, 62 certificate completers, and 145 core curriculum completers).

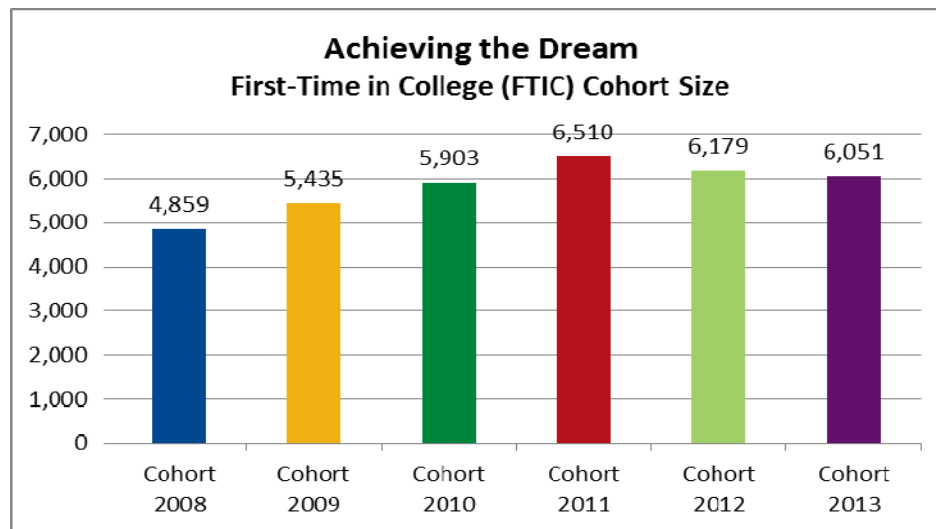
### Transfer Rate Decreased Across Cohorts

- The three-year cumulative transfer rate for FTIC cohorts has decreased across cohorts, from 15.8% for the fall 2008 cohort, to 11.8% for the fall 2010 cohort.
  - After five years, 21.1% of the 2008 FTIC cohort had transferred to a four-year institution (1,026 transfers of 4,869 students).

## First Time in College Student Cohorts Summary

This report compares the characteristics of the six Achieving the Dream cohorts: fall 2008, fall 2009, fall 2010, fall 2011, fall 2012, and fall 2013. 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 previously enrolled as high school students at ACC, but who have now graduated from high school and are regular college students.

- Compared to fall 2008, the cohort in fall 2013 is 25% larger (4,859 students in 2008 compared to 6,051 students in 2013).
- The First Time in College cohort size increased during the past six years, peaking in fall 2011. The smaller cohort size for fall 2012 and fall 2013 is consistent with decreased student enrollments across the college in recent years.
- The percentage of female students in each cohort has remained about 50%.
- On average, the percentage of Black students in the cohorts was 9%, the percentage of Hispanic students was 32%, and the percentage of Asian students was 3%.



### **Cohort 2008 (4,859)**

❖ Males: 2,463 (51%)

- White: 1,372 (28%)
- Black: 176 (4%)
- Hispanic: 726 (15%)
- Asian: 130 (3%)
- Other: 59 (1%)

❖ Females: 2,396 (49%)

- 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%)

**Cohort 2013 (6,051)**

- ❖ Males: 2,956 (49%)
  - White: 1,159 (19%)
  - Black: 217 (4%)
  - Hispanic: 983 (16%)
  - Asian: 113 (2%)
  - Other: 484 (8%)
- ❖ Females: 3,095 (51%)
  - White: 1,060 (18%)
  - Black: 248 (4%)
  - Hispanic: 1,158 (19%)
  - Asian: 85 (1%)
  - Other: 544 (9%)

**NOTES:**

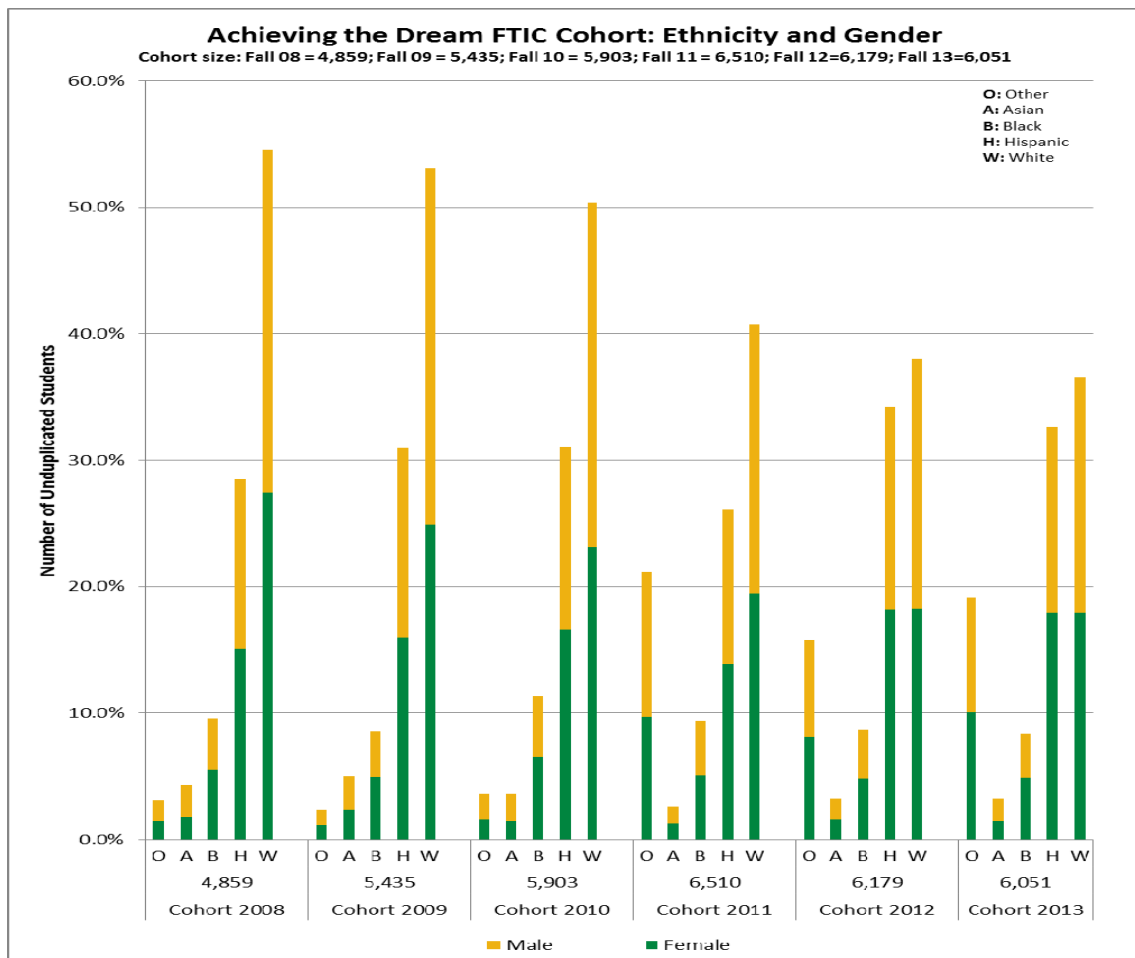
The ethnicity “other” category includes students indicating they are Pacific Islander, American Indian/ Alaskan Native, or represent two or more ethnic groups. Data on persons of two or more ethnicities were collected beginning in 2010 due to changes in federal reporting requirements. Direct comparability 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.

## 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:

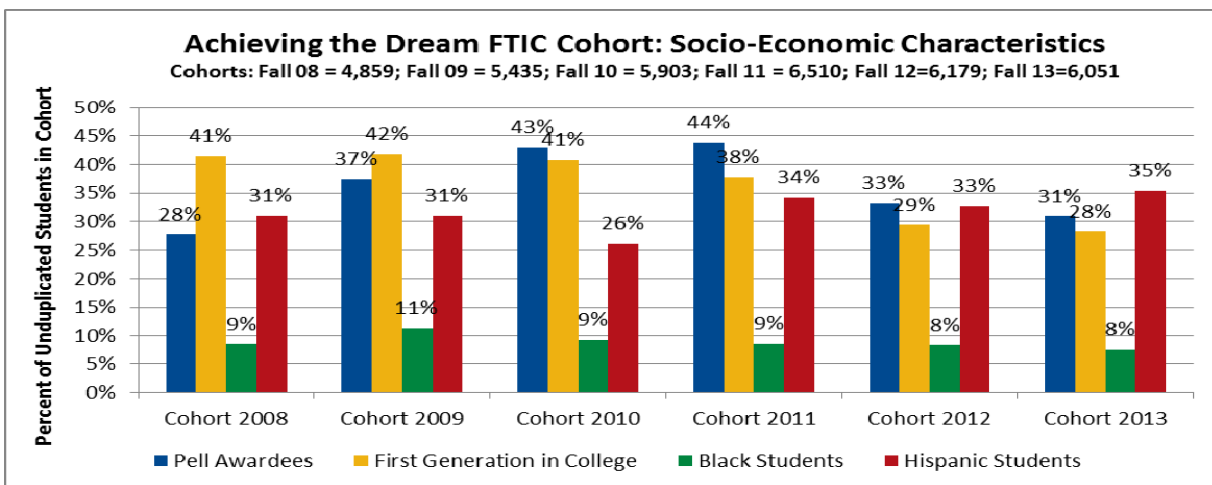
- Hispanic students comprised about 32% of each cohort, Black students about 9% of each cohort, and Asian students about 3% of each cohort.
- Males and females were represented equally across the six cohorts.
  - The percentage of Black females was slightly larger than that of Black males, except in 2013, when they were equal.
  - The percentage of Hispanic females was slightly larger than that of Hispanic males.
  - There were slightly more White males than White females.



## 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 awardees are students who have been awarded 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 awardees in each cohort increased across the cohorts, peaking in 2011. This corresponds with the increases in enrollment through 2011, and increased student access to federal financial aid.
  - In fall 2013, 23% of White students were Pell awardees, compared to 56% of Black students, 36% of Hispanic students, and 33% of Asian students.
- The percent of First Generation in college students decreased between fall 2008 and fall 2013, from 41% to 28%.
- Hispanic students comprised about 32% of each cohort, Black students about 9% of each cohort, and Asian students about 3% of each cohort.

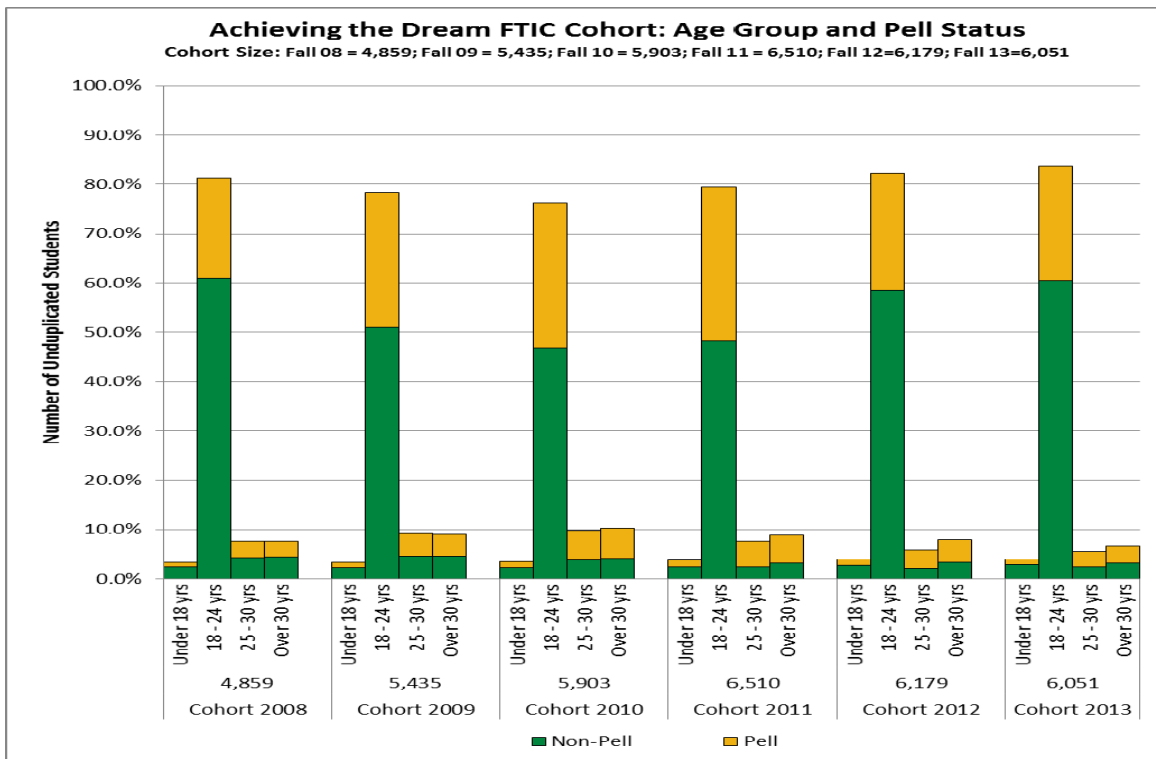


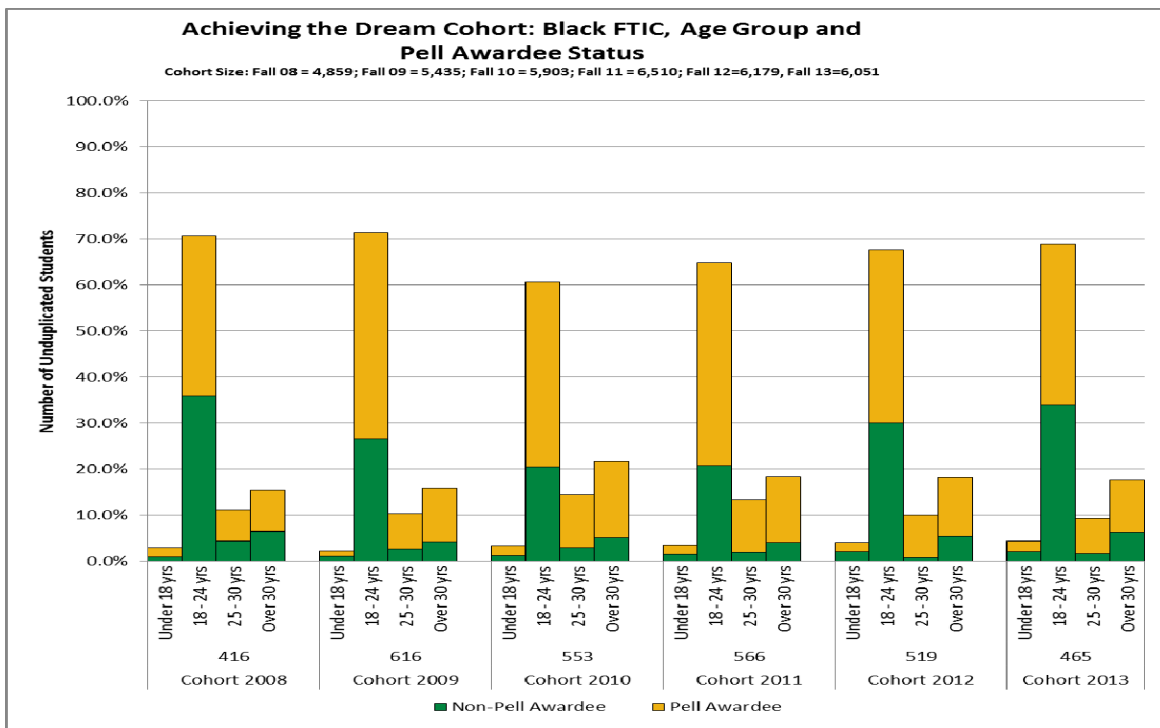
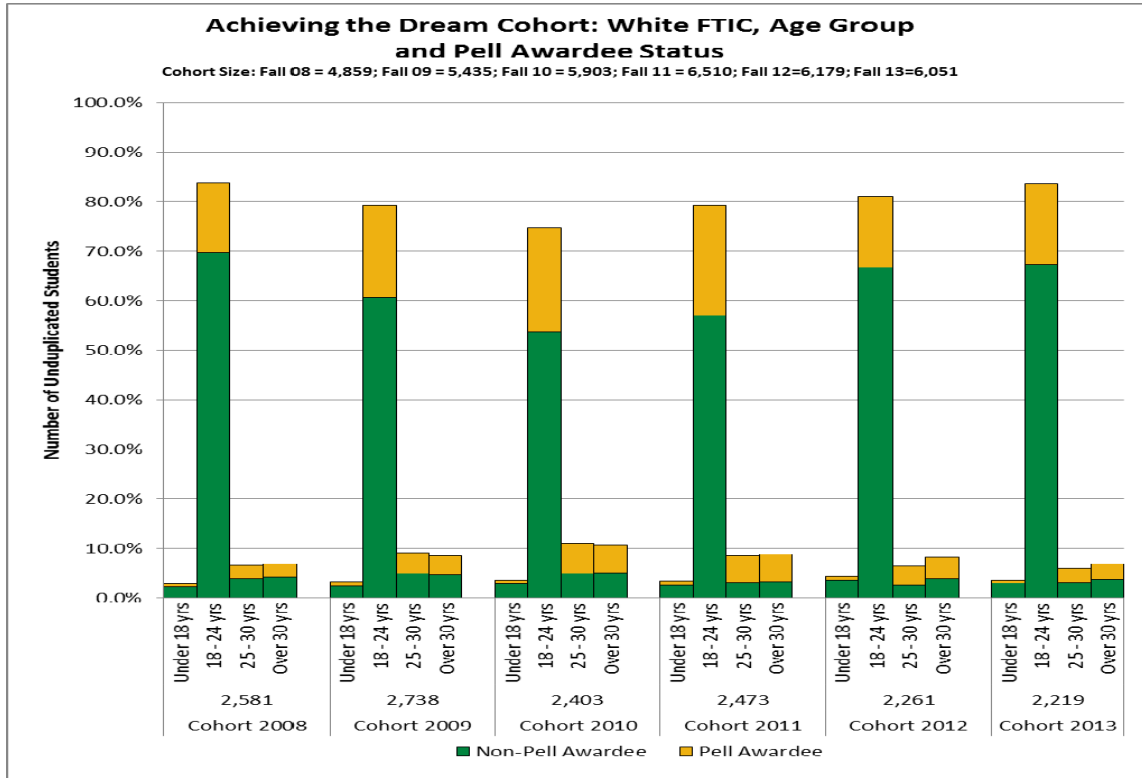
FTIC Socio-Economic Characteristics	Cohort 2008	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013
<b>Pell Awardees</b>	1,347	2,035	2,532	2,852	2,051	1,871
<b>First Generation in College</b>	2,014	2,268	2,402	2,169	1,987	1,708
<b>Black Students</b>	416	616	553	566	519	465
<b>Hispanic Students</b>	1,504	1,686	1,543	2,230	2,016	2,141

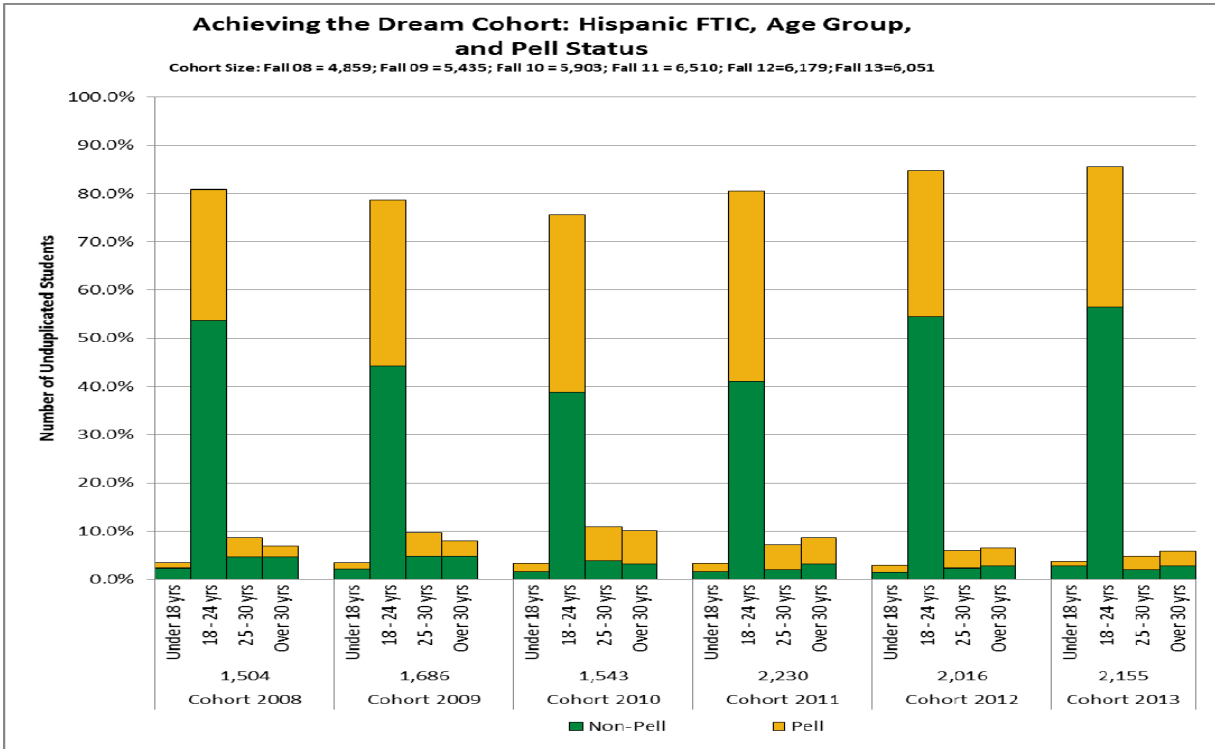
## Pell Status by Age Group

This report compares Pell grant awardees by age group for the six Achieving the Dream (AtD) cohorts: fall 2008, fall 2009, fall 2010, fall 2011, fall 2012, and fall 2013. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. Results of the analysis indicate that:

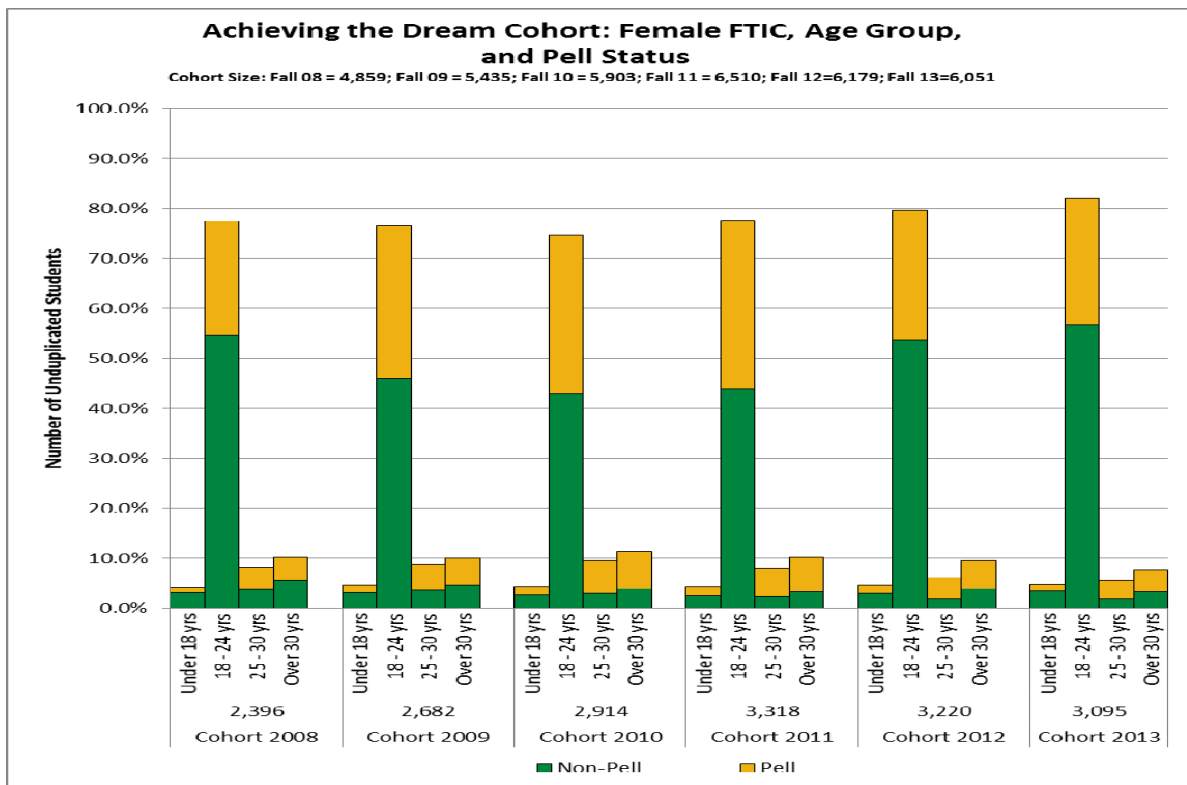
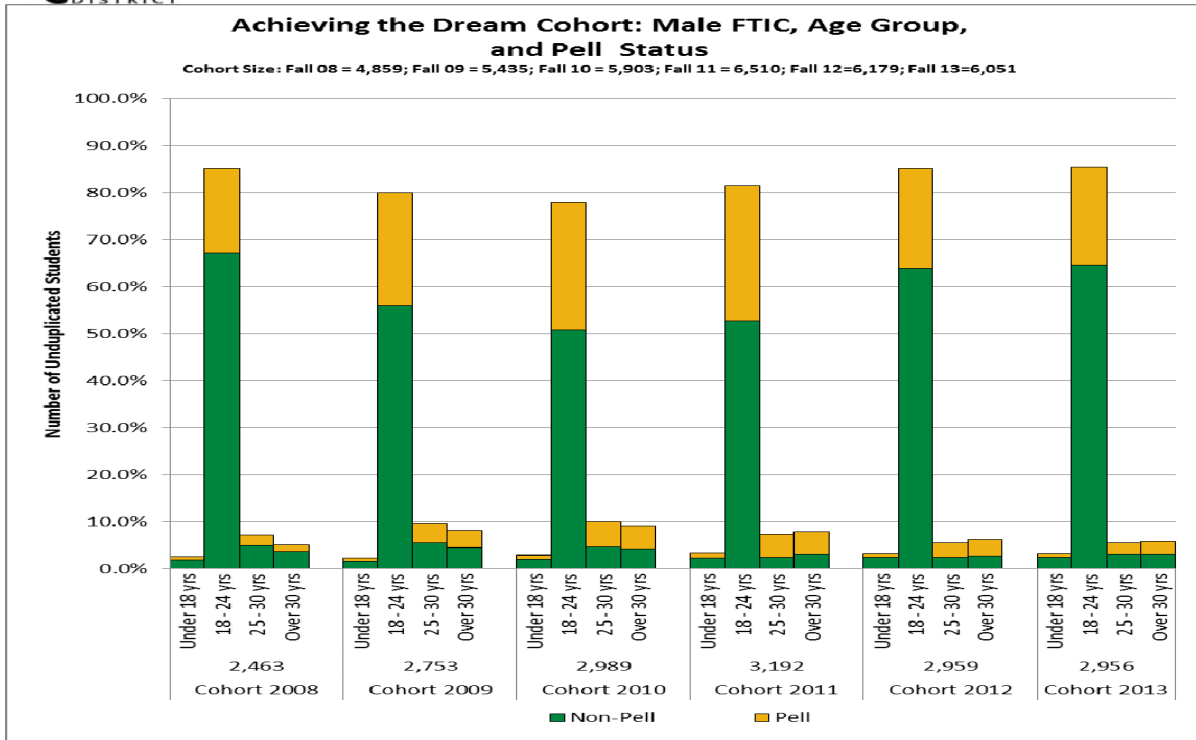
- Students 18 to 24 years of age comprised a larger percentage of Hispanic (86%), White (84%), and Asian (80%) students compared to Black students (69%) in fall 2013.
  - There were more students in the 25 years of age and older group for Black students (27%) compared to White (13%), Asian (12%), and Hispanic (10%) students in fall 2013.
- The percentage of Pell awardees increased across the cohorts, peaking in 2011.
- A larger percentage of female compared to male students in each AtD cohort were awarded Pell grants. In fall 2013, 35% of females were Pell awardees, while only 27% of males were Pell awardees.
- A larger percentage of Black students compared to students in other ethnic/ racial groups were Pell awardees. In fall 2013, 56% of Black students were Pell awardees compared to 23% of White students, 36% of Hispanic students, and 33% of Asian students.







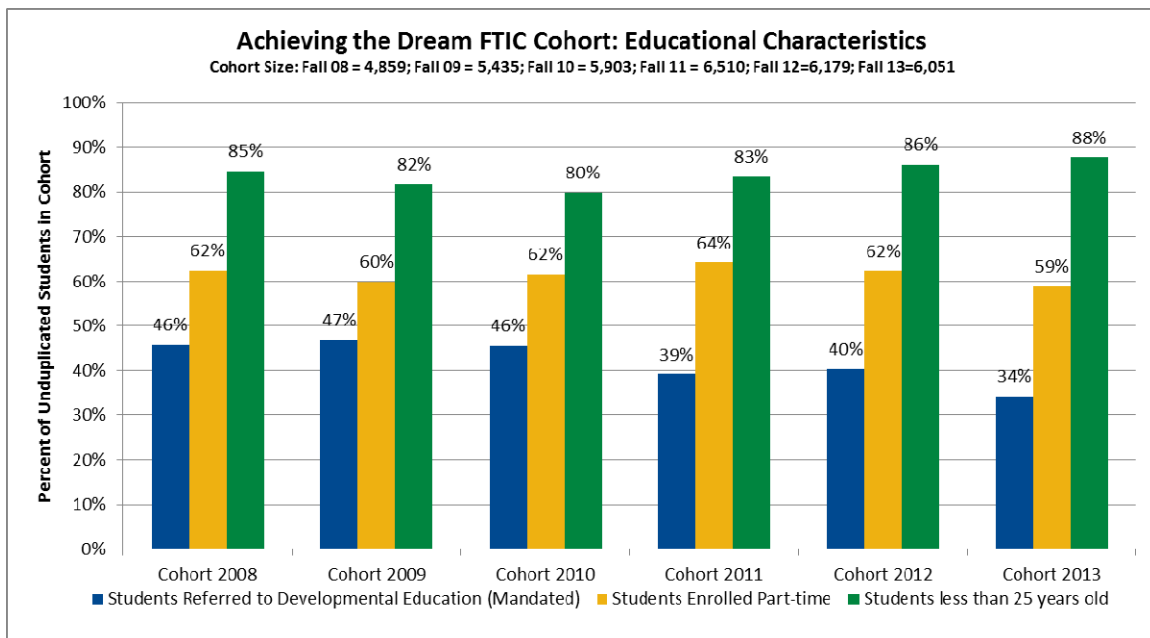




## Beginning Educational Characteristics

This report compares the beginning educational characteristics of the six Achieving the Dream (AtD) cohorts: fall 2008, fall 2009, fall 2010, fall 2011, fall 2012, and fall 2013. 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 were enrolled part-time, and were under 25 years of age.
- The percentage of FTIC students mandated into developmental education courses decreased across the cohorts from 46% to 34%.



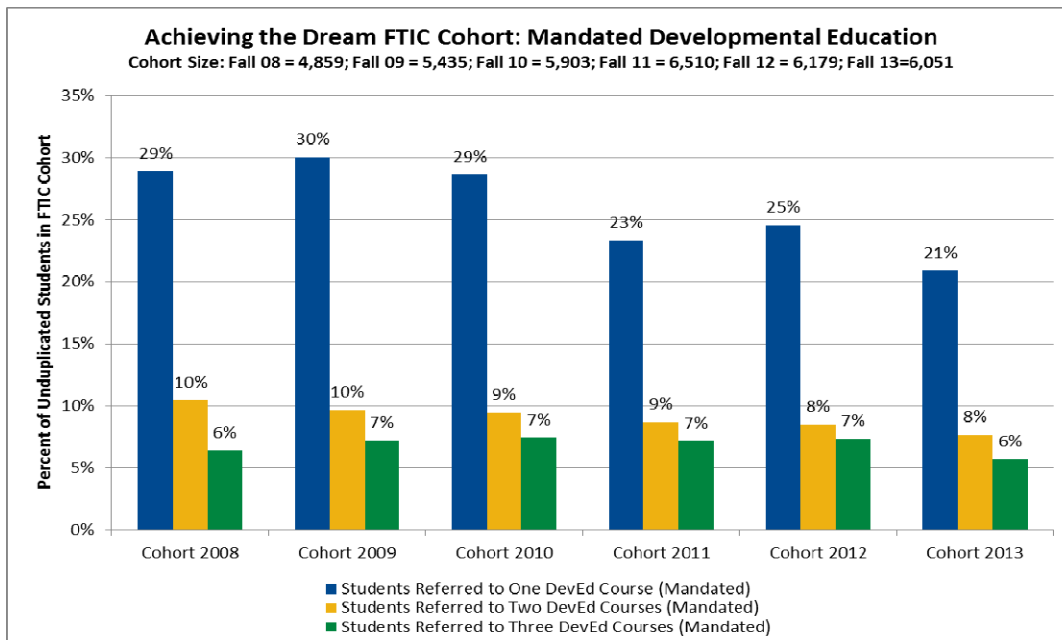
	Cohort 2008	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013
<b>Students Mandated to Developmental Education</b>	2,224	2,550	2,688	2,550	2,495	2,073
<b>Students Enrolled Part-time</b>	3,032	3,251	3,636	4,179	3,850	3,565
<b>Students less than 25 years old</b>	4,118	4,443	4,715	5,429	5,322	5,309

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.

## 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 2008, fall 2009, fall 2010, fall 2011, fall 2012, and fall 2013. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. Results indicate that:

- On average, about 26% of 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% in the fall 2009 cohort to 8% in the fall 2013 cohort.



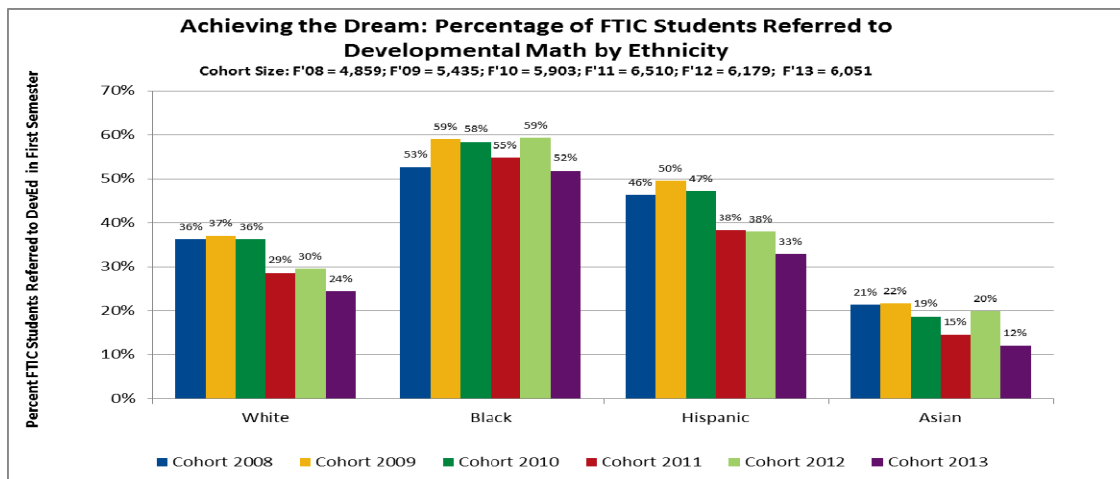
	Cohort 2008	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2012
<b>Students Mandated to One DevEd Course</b>	1,405	1,634	1,690	1,518	1,517	1,264
<b>Students Mandated to Two DevEd Course</b>	508	525	559	566	525	464
<b>Students Mandated to Three DevEd Course</b>	311	391	439	466	453	345

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.

## Students Referred to Developmental Math

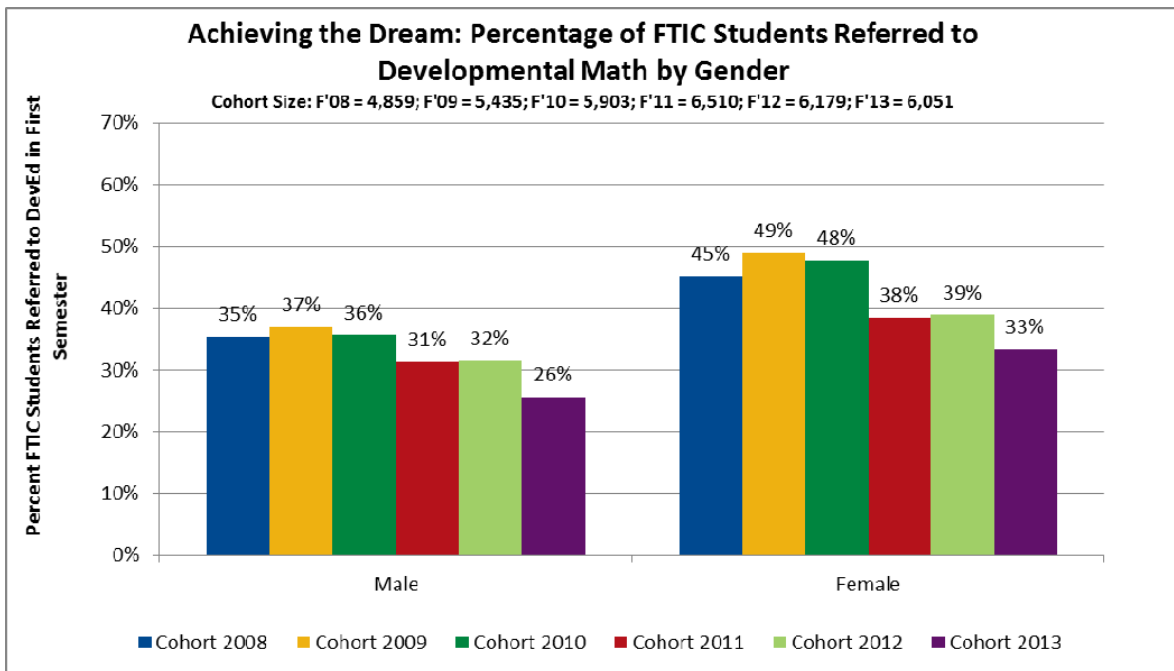
This report compares the percentage of students referred to developmental mathematics in the six Achieving the Dream (AtD) cohorts: fall 2008, fall 2009, fall 2010, fall 2011, fall 2012, and fall 2013. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. Results indicate that:

- Overall, the percentage of FTIC students referred to developmental math has decreased from 40% in fall 2008 to 30% in fall 2013.
  - The percentages of developmental math referrals for White, Hispanic, and Asian students have decreased across the cohorts.
  - The percentage of developmental math referrals for Black students remained steady across the cohorts, reaching a high of 59% in fall 2009 and fall 2012. However, the percentage of Black students referred to developmental math was at its lowest level in six years in fall 2013 – 52%.
- A larger percentage of Black and Hispanic FTIC students were mandated into a developmental math course their first semester compared to white FTIC students.
- The percentage of Hispanic and white students referred to developmental math decreased by 12 percentage points and 13 percentage points, respectively, between fall 2008 and fall 2013.



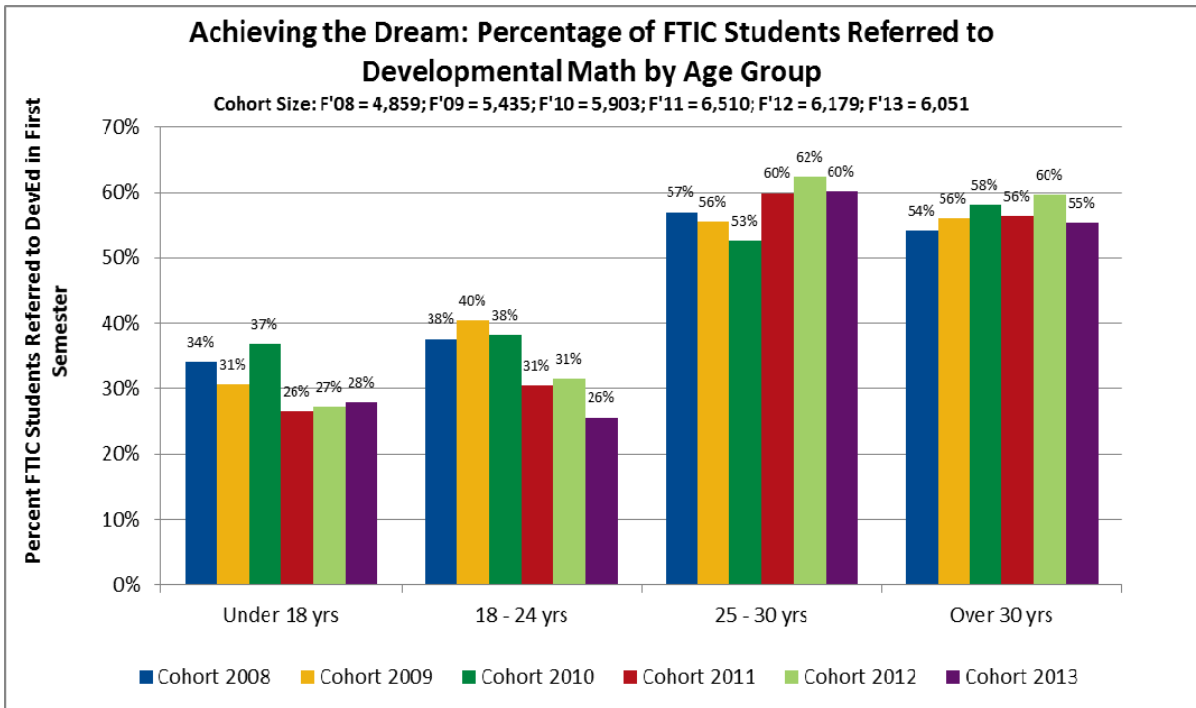
MATH	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand
White	2,581	934	2,738	1,013	2,403	870	2,473	708	2,261	667	2,219	541
Black	416	219	616	363	553	323	566	310	519	308	465	241
Hispanic	1,504	697	1,686	835	1,543	726	2,230	855	2,016	766	2,141	703
Asian	243	52	198	43	155	29	213	31	201	40	198	24
Other	115	53	197	78	1,249	508	1,028	370	1,182	405	1,028	283
<b>Total</b>	<b>4,859</b>	<b>1,955</b>	<b>5,435</b>	<b>2,332</b>	<b>5,903</b>	<b>2,456</b>	<b>6,510</b>	<b>2,274</b>	<b>6,179</b>	<b>2,186</b>	<b>6,051</b>	<b>1,792</b>

- More female students were mandated into developmental math than male students across the cohorts. On average 42% of female students were referred to developmental math across the cohorts compared to 33% of male students.
- The gender difference in math referrals decreased slightly from 10 percentage points in fall 2008 to 7 percentage points in fall 2013.
- For both males and females, the percentage of FTIC students referred to developmental math decreased across the cohorts.



MATH	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand
Male	2,463	871	2,753	1,019	2,989	1,066	3,192	997	2,959	933	2,956	758
Female	2,396	1,084	2,682	1,313	2,914	1,390	3,318	1,277	3,220	1,253	3,095	1,034
<b>Total</b>	<b>4,859</b>	<b>1,955</b>	<b>5,435</b>	<b>2,332</b>	<b>5,903</b>	<b>2,456</b>	<b>6,510</b>	<b>2,274</b>	<b>6,179</b>	<b>2,186</b>	<b>6,051</b>	<b>1,792</b>

- 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 18 to 24 years old who were mandated into developmental math has decreased considerably across the cohorts, from 38% in fall 2008 to 26% in fall 2013.



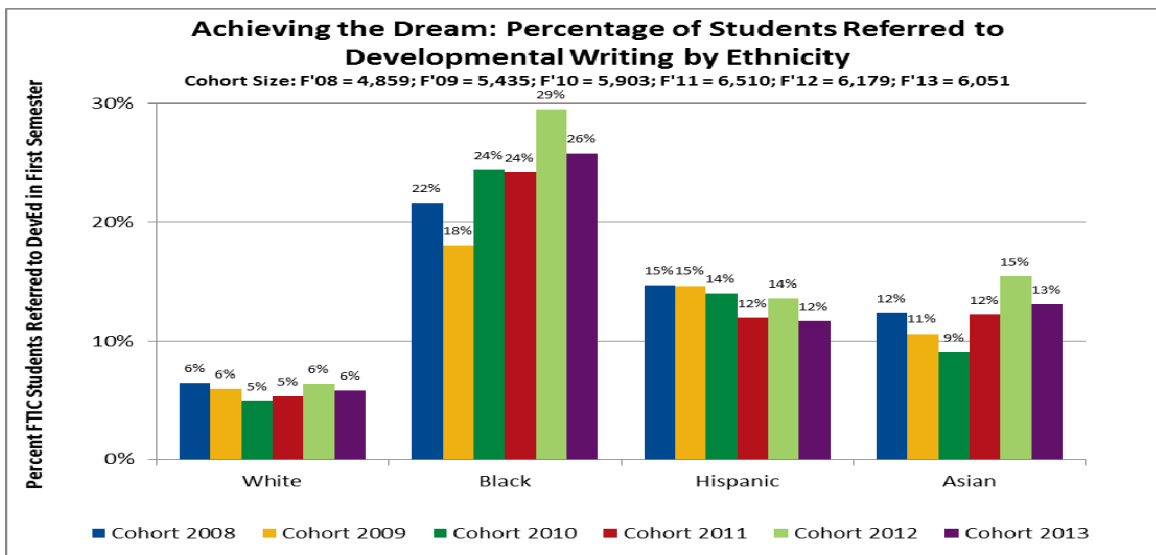
MATH	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand
Under 18 yrs	167	57	186	57	212	78	253	67	242	66	243	68
18 - 24 yrs	3,951	1,486	4,257	1,722	4,503	1,719	5,176	1,580	5,080	1,599	5,066	1,297
25 - 30 yrs	372	212	502	279	580	305	499	299	364	227	334	201
Over 30 yrs	369	200	489	274	607	353	582	328	493	294	408	226
<b>Total</b>	<b>4,859</b>	<b>1,955</b>	<b>5,435</b>	<b>2,332</b>	<b>5,903</b>	<b>2,456</b>	<b>6,510</b>	<b>2,274</b>	<b>6,179</b>	<b>2,186</b>	<b>6,051</b>	<b>1,792</b>

### Students Referred to

## Developmental Writing

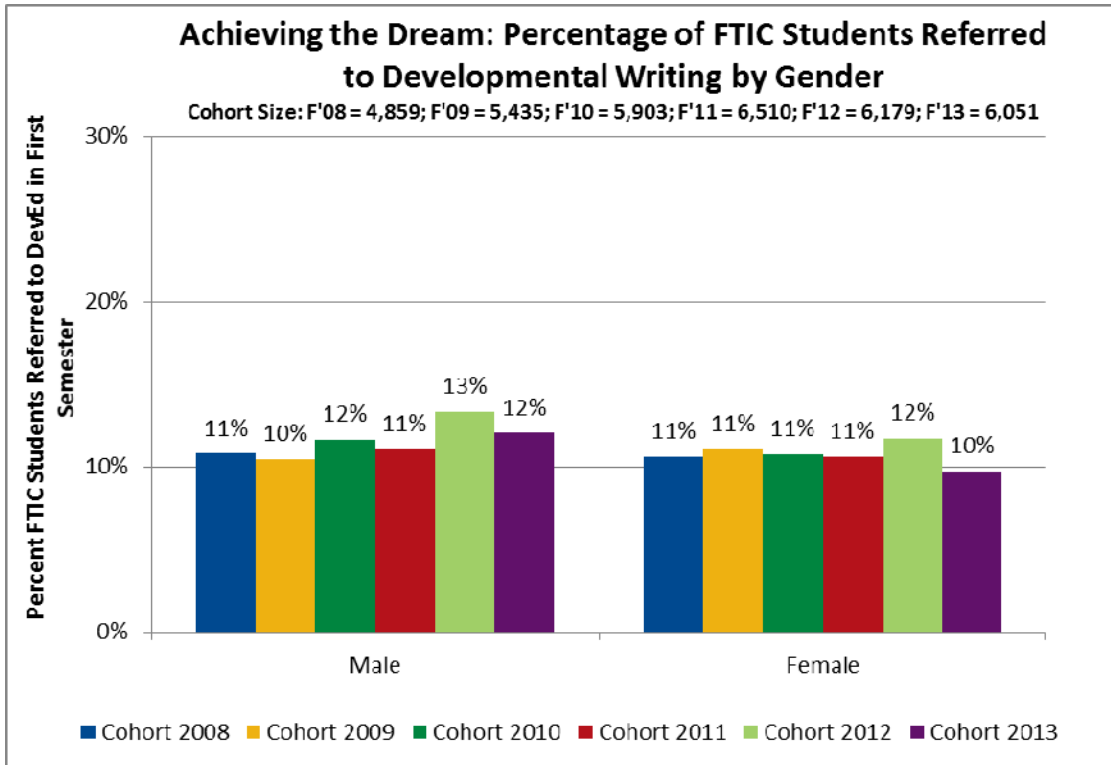
This report compares the percentage of students referred to developmental writing in the six Achieving the Dream (AtD) cohorts: fall 2008, fall 2009, fall 2010, fall 2011, fall 2012, and fall 2013. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. Results indicate that:

- About 11% of each cohort was referred to developmental writing.
- Black and Hispanic FTIC students were more likely to be referred to developmental writing their first semester than white students.
- Developmental writing referrals for Hispanic students decreased slightly across cohorts, from 15% in fall 2008 to 12% in fall 2013.
- Developmental writing referrals for Black students increased across the cohorts, peaking at 29% in fall 2012. Overall, developmental writing referrals for Black students increased from 22% in fall 2008 to 26% in fall 2013.



WRITING	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand
White	2,581	166	2,738	164	2,403	119	2,473	133	2,261	144	2,219	130
Black	416	90	616	111	553	135	566	137	519	153	465	120
Hispanic	1,504	221	1,686	247	1,543	216	2,230	266	2,016	274	2,141	250
Asian	243	30	198	21	155	14	213	26	201	31	198	26
Other	115	13	197	41	1,249	177	1,028	144	1,182	171	1,028	132
<b>Total</b>	<b>4,859</b>	<b>520</b>	<b>5,435</b>	<b>584</b>	<b>5,903</b>	<b>661</b>	<b>6,510</b>	<b>706</b>	<b>6,179</b>	<b>773</b>	<b>6,051</b>	<b>658</b>

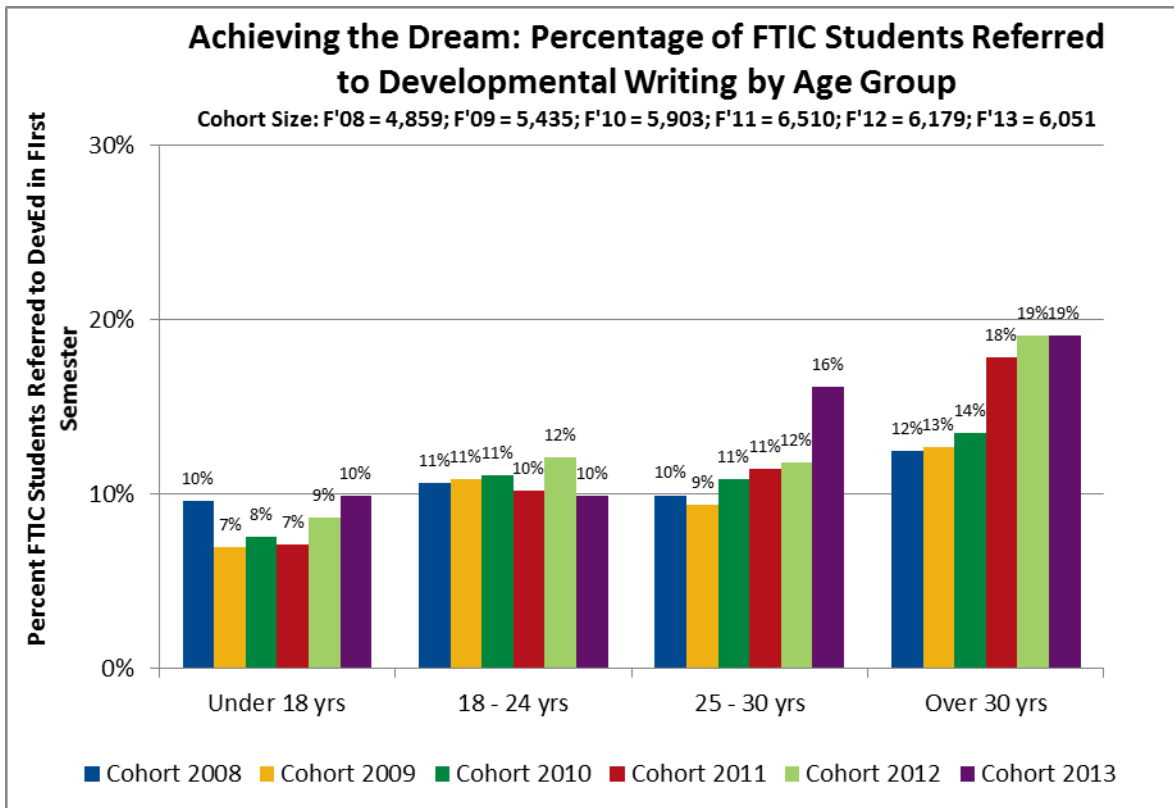
- Referrals to developmental writing were similar for male and female students, particularly in the early cohorts. Recently referrals decreased slightly.



WRITING	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand
Male	2,463	266	2,753	288	2,989	348	3,192	353	2,959	395	2,956	356
Female	2,396	254	2,682	296	2,914	313	3,318	353	3,220	378	3,095	302
<b>Total</b>	<b>4,859</b>	<b>520</b>	<b>5,435</b>	<b>584</b>	<b>5,903</b>	<b>661</b>	<b>6,510</b>	<b>706</b>	<b>6,179</b>	<b>773</b>	<b>6,051</b>	<b>658</b>



- The percentage of students over 30 years of age who were mandated into a developmental writing course increased across the FTIC cohorts. In contrast, the percentage of students 18 to 24 years of age referred to developmental writing remained stable.

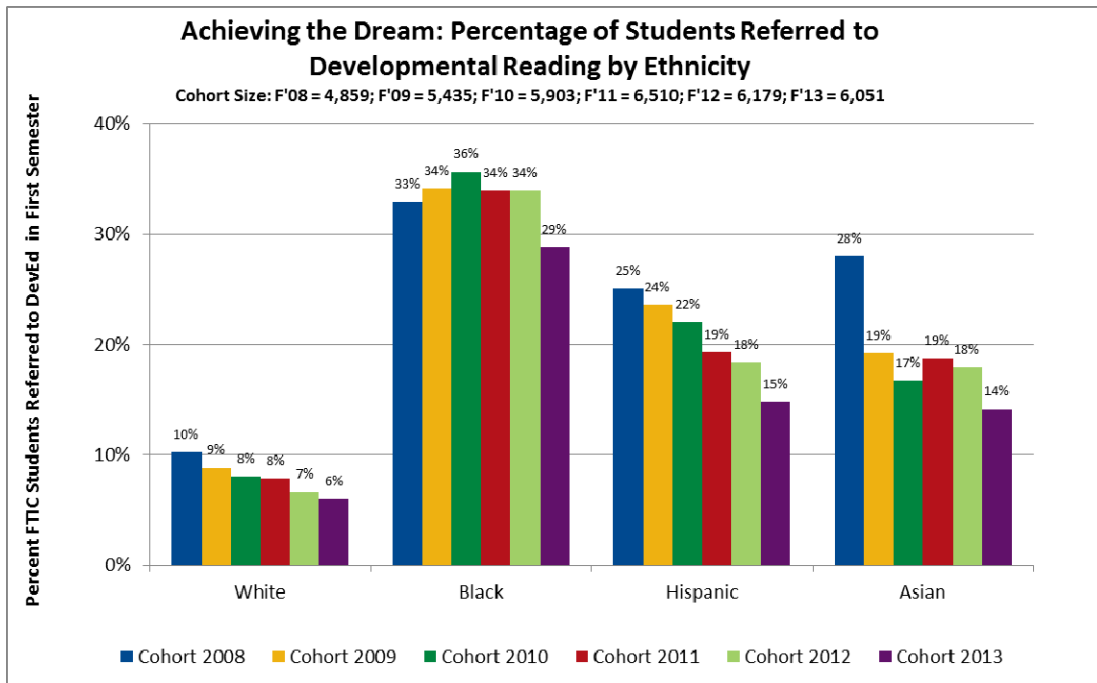


WRITING	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand
Under 18 yrs	167	16	186	13	212	16	253	18	242	21	243	24
18 - 24 yrs	3,951	421	4,257	462	4,503	499	5,176	527	5,080	615	5,066	502
25 - 30 yrs	372	37	502	47	580	63	499	57	364	43	334	54
Over 30 yrs	369	46	489	62	607	82	582	104	493	94	408	78
<b>Total</b>	<b>4,859</b>	<b>520</b>	<b>5,435</b>	<b>584</b>	<b>5,903</b>	<b>661</b>	<b>6,510</b>	<b>706</b>	<b>6,179</b>	<b>773</b>	<b>6,051</b>	<b>658</b>

## Students Referred to Developmental Reading

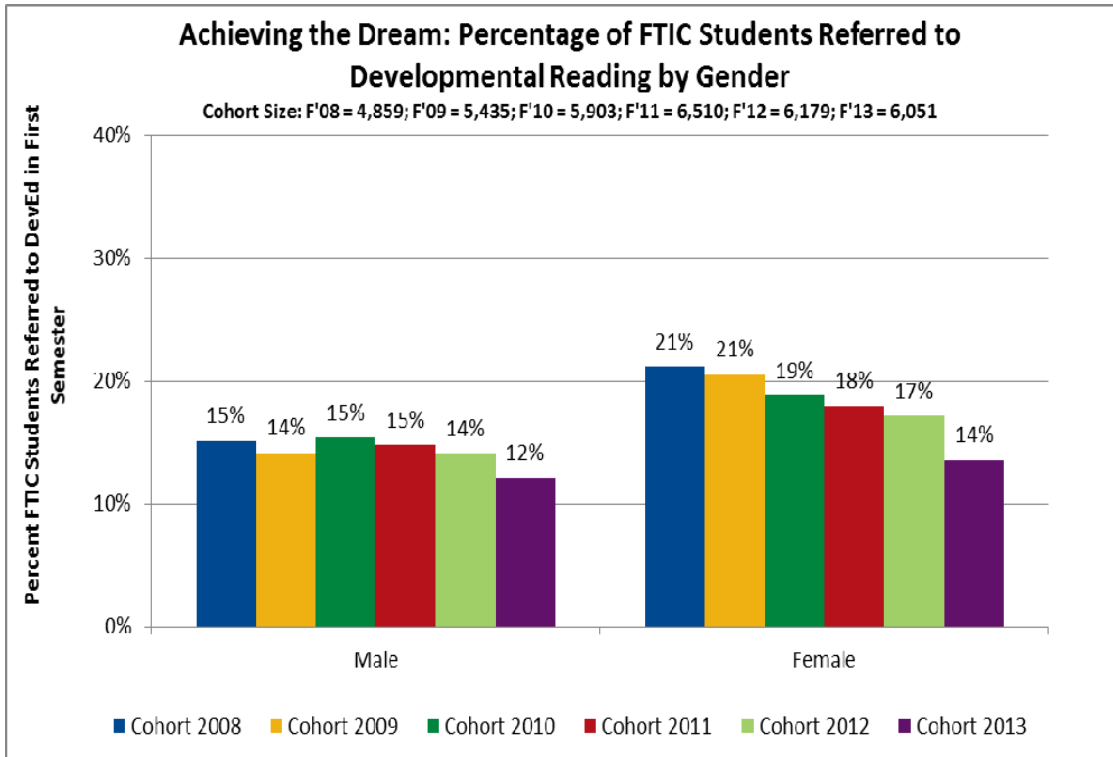
This report compares the percentage of students referred to developmental reading in the six Achieving the Dream (AtD) cohorts: fall 2008, fall 2009, fall 2010, fall 2011, fall 2012, and fall 2013. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. Results indicate that:

- The number of FTIC students referred to developmental reading decreased across the cohorts from 18% in fall 2008 to 13% in fall 2013.
- Larger percentages of Black, Hispanic, and Asian FTIC students were mandated into developmental reading their first semester compared to white students.
- The percentage of Black FTIC students referred to developmental reading was higher than the percentages for Hispanic and Asian FTIC students. In addition, the average percentage of Black students (33%) was four times the percentage for white students (8%).



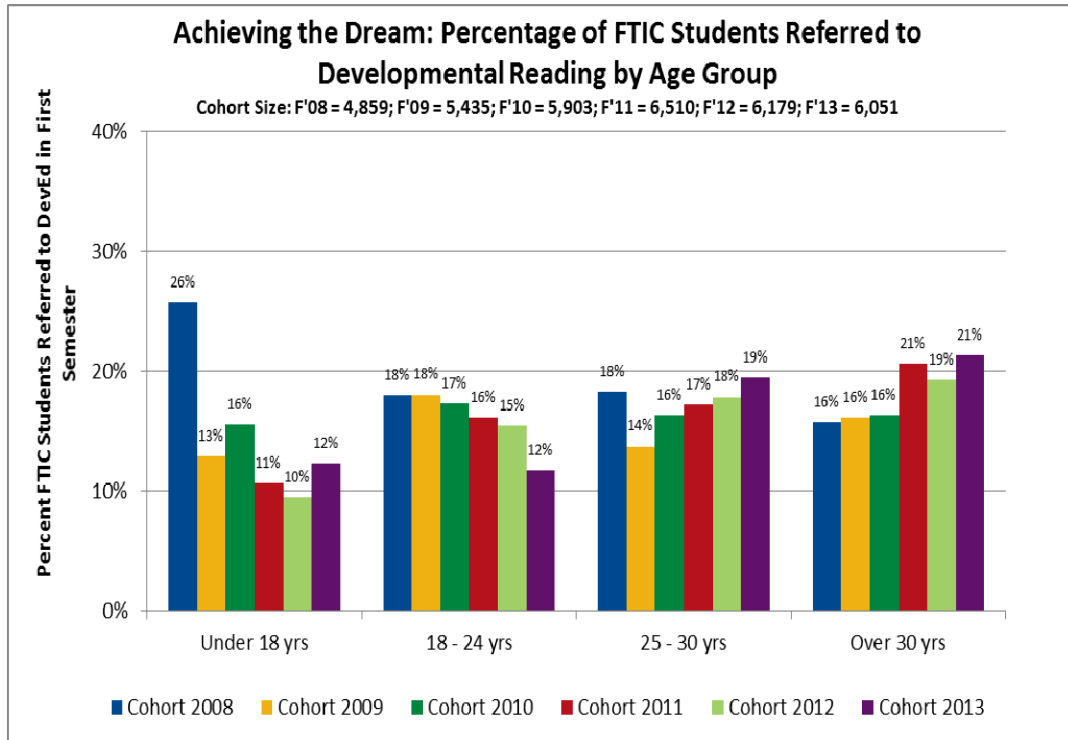
READING	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand
White	2,581	265	2,738	242	2,403	193	2,473	195	2,261	150	2,219	134
Black	416	137	616	210	553	197	566	192	519	176	465	134
Hispanic	1,504	377	1,686	398	1,543	340	2,230	431	2,016	371	2,141	318
Asian	243	68	198	38	155	26	213	40	201	36	198	28
Other	115	32	197	53	1,249	252	1,028	210	1,182	234	1,028	163
<b>Total</b>	<b>4,859</b>	<b>879</b>	<b>5,435</b>	<b>941</b>	<b>5,903</b>	<b>1,008</b>	<b>6,510</b>	<b>1,068</b>	<b>6,179</b>	<b>967</b>	<b>6,051</b>	<b>777</b>

- On average, female FTIC students (18%) were slightly more likely to be referred to developmental reading than the male FTIC students (14%).
- For both males and females, the percentage of FTIC students referred to developmental reading decreased across the cohorts.



READING	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand
<b>Male</b>	2,463	372	2,753	390	2,989	460	3,192	472	2,959	415	2,956	358
<b>Female</b>	2,396	507	2,682	551	2,914	548	3,318	596	3,220	552	3,095	419
<b>Total</b>	<b>4,859</b>	<b>879</b>	<b>5,435</b>	<b>941</b>	<b>5,903</b>	<b>1,008</b>	<b>6,510</b>	<b>1,068</b>	<b>6,179</b>	<b>967</b>	<b>6,051</b>	<b>777</b>

- The percentage of FTIC 18 to 24 year old students referred to developmental reading decreased from 18% in fall 2008 to 12% in fall 2013.



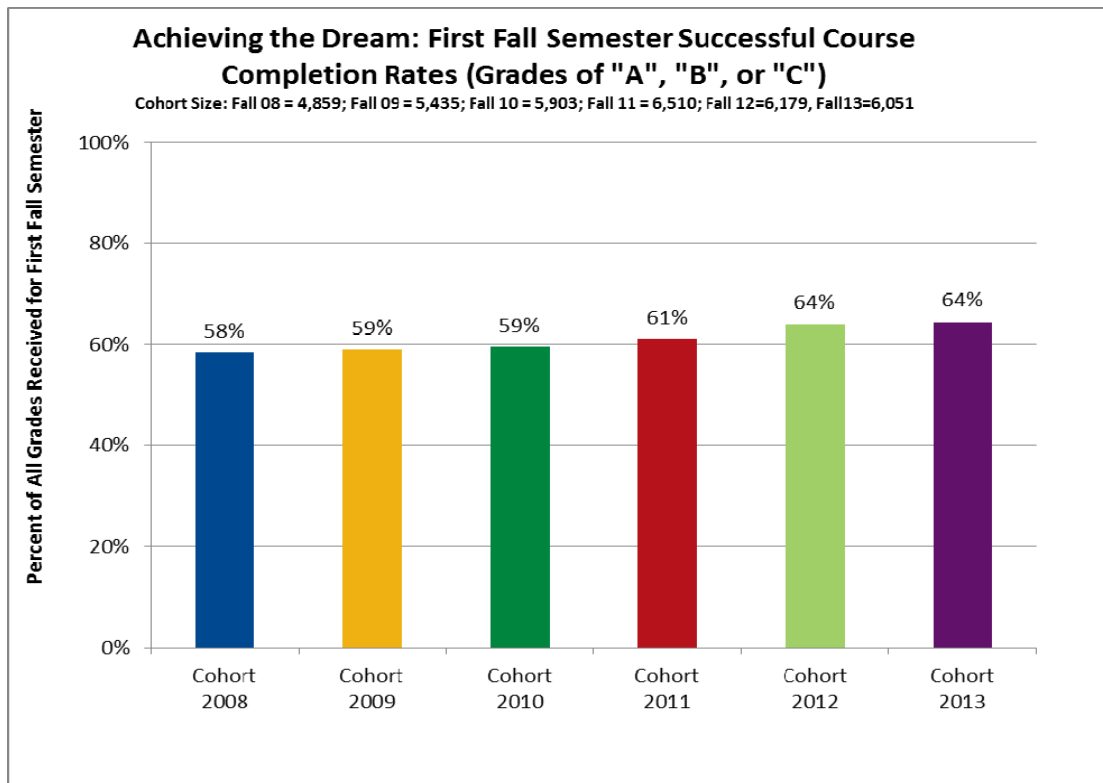
READING	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand
Under 18 yrs	167	43	186	24	212	33	253	27	242	23	243	30
18 - 24 yrs	3,951	710	4,257	769	4,503	781	5,176	835	5,080	784	5,066	595
25 - 30 yrs	372	68	502	69	580	95	499	86	364	65	334	65
Over 30 yrs	369	58	489	79	607	99	582	120	493	95	408	87
<b>Total</b>	<b>4,859</b>	<b>879</b>	<b>5,435</b>	<b>941</b>	<b>5,903</b>	<b>1,008</b>	<b>6,510</b>	<b>1,068</b>	<b>6,179</b>	<b>967</b>	<b>6,051</b>	<b>777</b>

## Metric #1. Success

### Successful Course Completion: Rates Increased Across Cohorts

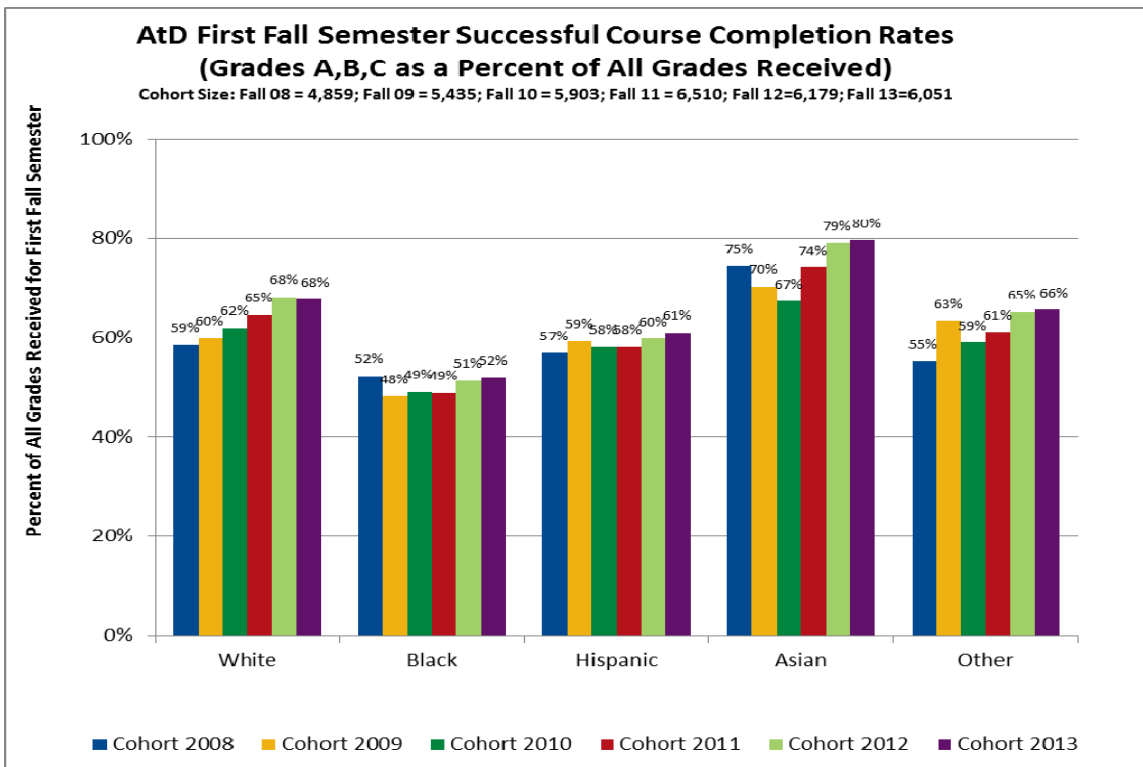
This report compares the percentage of successful course completion rates of students in the six Achieving the Dream (AtD) cohorts: fall 2008, fall 2009, fall 2010, fall 2011, fall 2012, and fall 2013. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. Results of the analysis indicate that:

- The percentage of students' successful grades (C or above) in the initial fall semester increased across all cohorts from 58% to 64%.



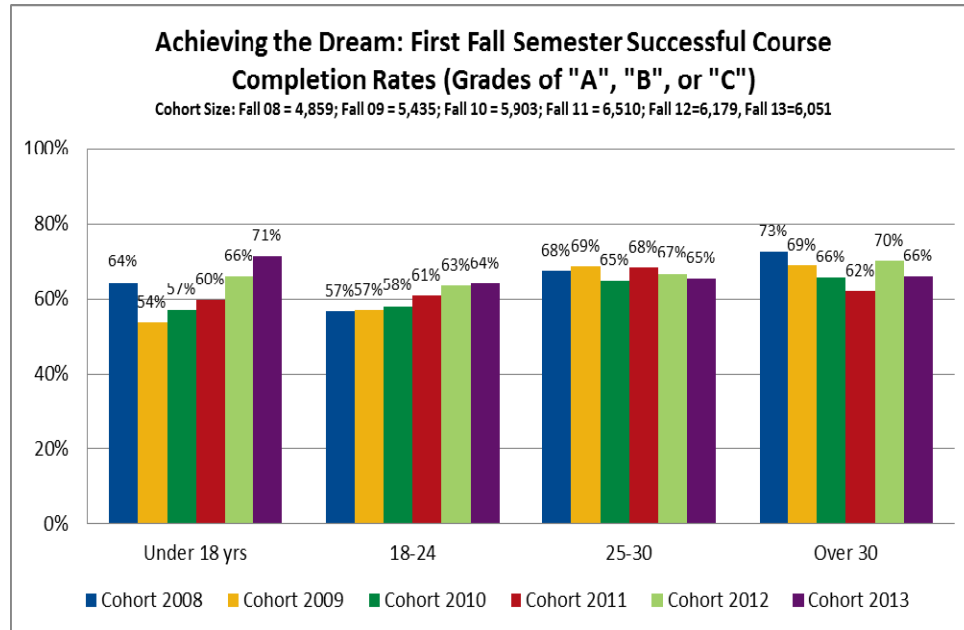
All Courses	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C
<b>Total</b>	14,858	8,677	16,808	9,926	18,142	10,770	19,495	11,901	18,832	12,063	18,826	12,129

- Successful course completion rates increased across the six cohorts for all ethnic groups, except for Black students.
- The percentage of successful grades achieved by White students in the FTIC cohorts increased from 59% to 68%.
- For Hispanic students, the percentage of successful grades increased from 57% to 61%.
- The average successful grade percentage for Black students in the six FTIC cohorts was 50%. The highest successful grade rates for Black students were for the fall 2008 and fall 2013 cohorts, with both reporting 52% successful grades.



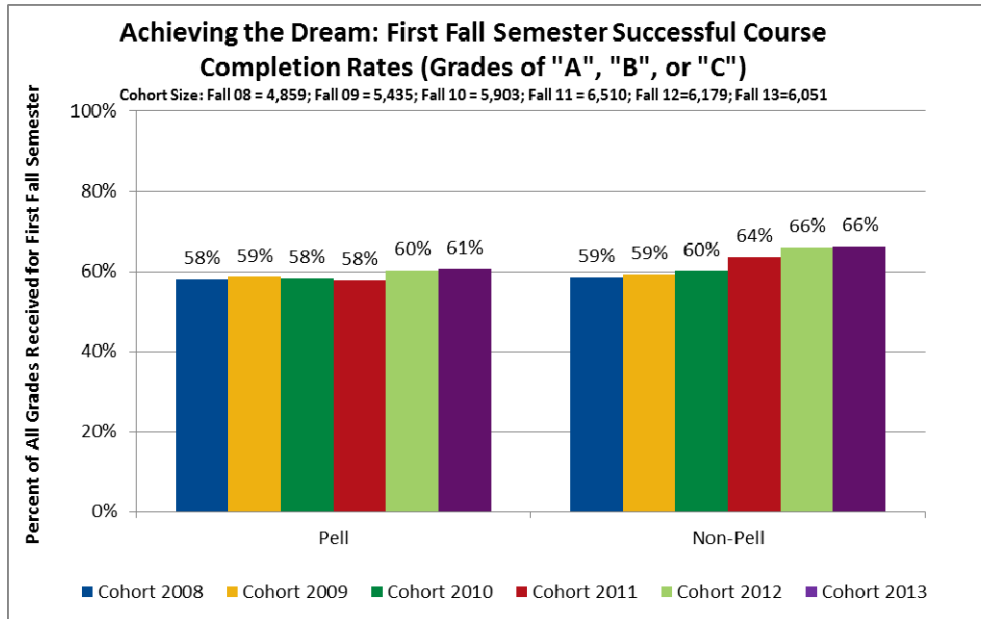
All Courses	FTIC Cohort 2008		FTIC Cohort 2009		FTIC Cohort 2010		FTIC Cohort 2011		FTIC Cohort 2012		FTIC Cohort 2013	
	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C
<b>White</b>	8,212	4,813	8,812	5,282	8,344	5,170	7,745	5,005	7,056	4,813	7,140	4,840
<b>Black</b>	1,177	616	1,788	863	1,899	933	1,557	761	1,472	757	1,354	705
<b>Hispanic</b>	4,329	2,469	4,905	2,909	5,233	3,048	6,429	3,741	6,062	3,628	6,431	3,929
<b>Asian</b>	773	576	664	467	525	354	708	525	708	560	664	529
<b>Other</b>	367	203	639	405	2,141	1,265	3,056	1,869	3,534	2,305	3,237	2,126
<b>Total</b>	<b>14,858</b>	<b>8,677</b>	<b>16,808</b>	<b>9,926</b>	<b>18,142</b>	<b>10,770</b>	<b>19,495</b>	<b>11,901</b>	<b>18,832</b>	<b>12,063</b>	<b>18,826</b>	<b>12,129</b>

- Students in the traditional college student age group (18 to 24 years of age) comprise the largest group of students by age, typically 80% or more of the FTIC student cohort.
- The percentage of courses in which successful grades were earned by students in the traditional college age group increased steadily across the cohorts from 57% in fall 2008 and in fall 2009 to 64% in fall 2013.



First Fall Semester Successful Course Completion	FTIC Cohort 2008		FTIC Cohort 2009		FTIC Cohort 2010		FTIC Cohort 2011		FTIC Cohort 2012		FTIC Cohort 2013	
	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 yrs	816	593	1,218	838	1,556	1,025	1,331	826	1,183	829	981	648
25-30 yrs	917	620	1,378	947	1,576	1,021	1,341	845	960	641	893	584
18-24 yrs	12,606	7,129	13,588	7,727	14,356	8,351	16,029	9,755	15,910	10,078	16,156	10,329
Under 18 yrs	518	334	620	414	654	373	794	475	779	515	796	568
<b>Total</b>	<b>14,858</b>	<b>8,677</b>	<b>16,808</b>	<b>9,926</b>	<b>18,142</b>	<b>10,770</b>	<b>19,495</b>	<b>11,901</b>	<b>18,832</b>	<b>12,063</b>	<b>18,826</b>	<b>12,129</b>

- Over the last four years, non-Pell awardees were slightly more likely than Pell-awardees to receive a successful grade in their first fall semester courses (fall 2013, 66% vs. 61%).



	FTIC Cohort 2008		FTIC Cohort 2009		FTIC Cohort 2010		FTIC Cohort 2011		FTIC Cohort 2012		FTIC Cohort 2013	
	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
<b>Pell</b>	4,144	2,406	6,316	3,705	7,854	4,581	8,591	4,972	6,438	3,877	5,772	3,570
<b>Non-Pell</b>	10,714	6,271	10,492	6,221	10,288	6,189	10,904	6,929	12,394	8,186	12,513	8,559
<b>Total</b>	<b>14,858</b>	<b>8,677</b>	<b>16,808</b>	<b>9,926</b>	<b>18,142</b>	<b>10,770</b>	<b>19,495</b>	<b>11,901</b>	<b>18,832</b>	<b>12,063</b>	<b>18,285</b>	<b>12,129</b>



## **Metric #2 Developmental Education**

### **Completion of Developmental Education Sequence and Progression into First-Level “Gateway” Credit Bearing Courses: Results Varied by Cohort**

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 2007, fall 2008, fall 2009, fall 2010, and fall 2011. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. At ACC, gateway courses are those with the highest enrollments and also the highest attrition and failure rates. Results of the analysis indicate that:

- The percentage of FTIC 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 FTIC 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.
- The percentage of FTIC students completing a reading or writing gateway course decreased across the cohorts, while the percentage of students completing a math gateway course remained stable, averaging 15%.

### Developmental Math

- Student progress in developmental math
  - Within one year, completed a developmental math course: on average 52%.
  - Within two years, completed developmental math sequence: on average 21%.
  - Within three years, completed a math gateway course: on average 15%.
- For math, the percentage of mandated FTIC students completing any developmental education math course within one year decreased across cohorts: fall 2007 cohort (56.3%) to for the fall 2010 cohort (50.4%). The percentage increased slightly for the fall 2011 cohort to 51.1%.
- The percentage of students completing the developmental math sequence within two years also decreased across cohorts: fall 2007 cohort (24.3%) to the fall 2011 cohort (16.4%).
- The percentage of students completing a gateway math course (MATH 1314 or MATH 1332) within three years was stable, averaging about 15 percent.

**A                      B                      C                      D                      E                      F**

AtD FTIC 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'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% (2,456)	86.2% (2,118)	50.4% (1,239)	19.4% (477)	16.0% (392)
F'11 6,510	34.9% (2,274)	87.8% (1,997)	51.1% (1,161)	16.4% (373)	Not Available

## Developmental Writing

- Student Progress in Developmental Writing
  - Within one year, completed a developmental writing course: on average 34%.
  - Within two years, completed developmental writing sequence: on average 36%.
  - Within three years, completed an English gateway course: on average 22%.
- 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 reaching a low of 31.3% for the fall 2010 cohort. The percentage has remained at that level for the fall 2011 cohort.
- The percentage of students mandated into developmental writing completing a gateway English course (ENGL 1301) within three years decreased from the fall 2007 cohort (24.1%) to fall 2009 (20.0%) and has remained at that level for the fall 2010 cohort (20.3%).

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>
AtD FTIC 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'07 4,283	10.2% (435)	67.8% (295)	35.9% (156)	43.2% (188)	24.1% (105)	
F'08 4,859	10.7% (520)	67.3% (350)	35.8% (186)	41.2% (214)	23.8% (124)	
F'09 5,435	10.7% (584)	67.0% (391)	34.4% (201)	34.8% (203)	20.0% (117)	
F'10 5,903	11.2% (661)	63.7% (421)	35.2% (233)	31.3% (207)	20.3% (134)	
F'11 6,510	10.8% (706)	60.5% (427)	31.0% (219)	31.7% (224)	Not Available	

## Developmental Reading

- Student Progress in Developmental Reading
  - Within one year, completed a developmental writing course: on average 56%.
  - Within two years, completed developmental writing sequence: on average 53%.
  - Within three years, completed an English gateway course: on average 26%.
- 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 to from the fall 2007 cohort (27.4%) to fall 2009 (23.9%) and has remained at the level for the fall 2010 cohort (23.4%).

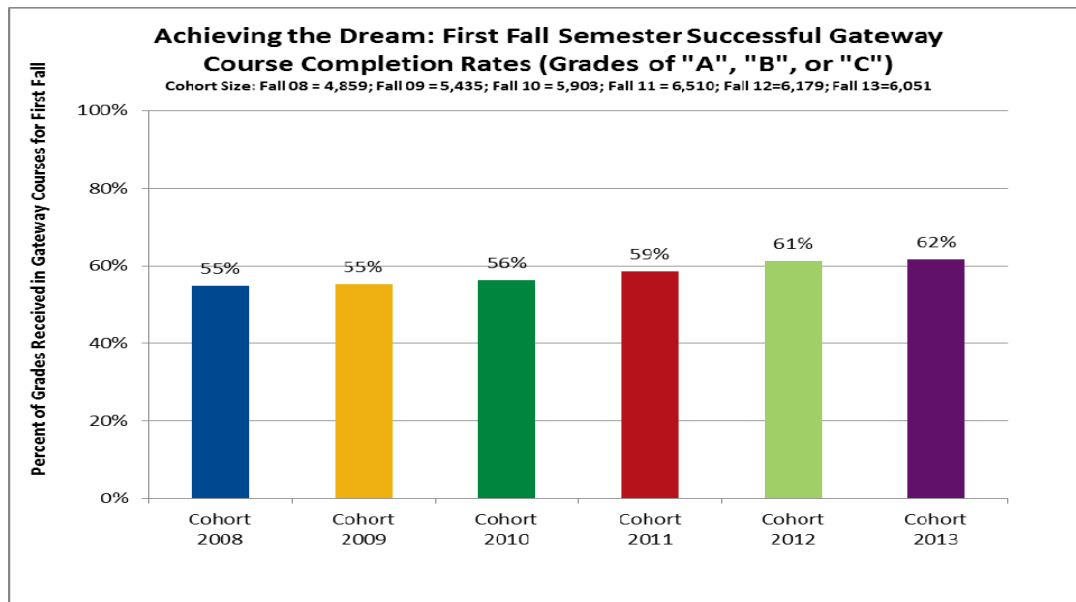
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>
<b>AtD FTIC Cohort Year &amp; Cohort Size</b>	<b>Referred to Reading DevEd</b>	<b>Attempted any Reading DevEd Course within 1 Year (% = C / B)</b>	<b>Completed any Reading DevEd Course within 1 Year (% = D / B)</b>	<b>Completed Reading DevEd Sequence within 2 Years (% = E / B)</b>	<b>Completed Reading Gateway Course (ENGL 1301) within 3 Years (% = F / B)</b>	
F'07 4,283	17.1% (733)	77.9% (571)	57.0% (418)	55.7% (408)	27.4% (201)	
F'08 4,859	18.1% (879)	76.7% (674)	55.3% (486)	57.3% (504)	29.4% (258)	
F'09 5,435	17.3% (941)	76.4% (719)	55.4% (521)	53.1% (500)	23.9% (225)	
F'10 5,903	17.1% (1,008)	78.1% (787)	54.9% (553)	48.8% (492)	23.4% (236)	
F'11 6,510	16.4% (1,068)	80.9% (864)	56.4% (602)	49.9% (533)	Not Available	

### Metric #3 Gateway Course Completions

#### Gateway Course Completion: Completions Increased Across Cohorts

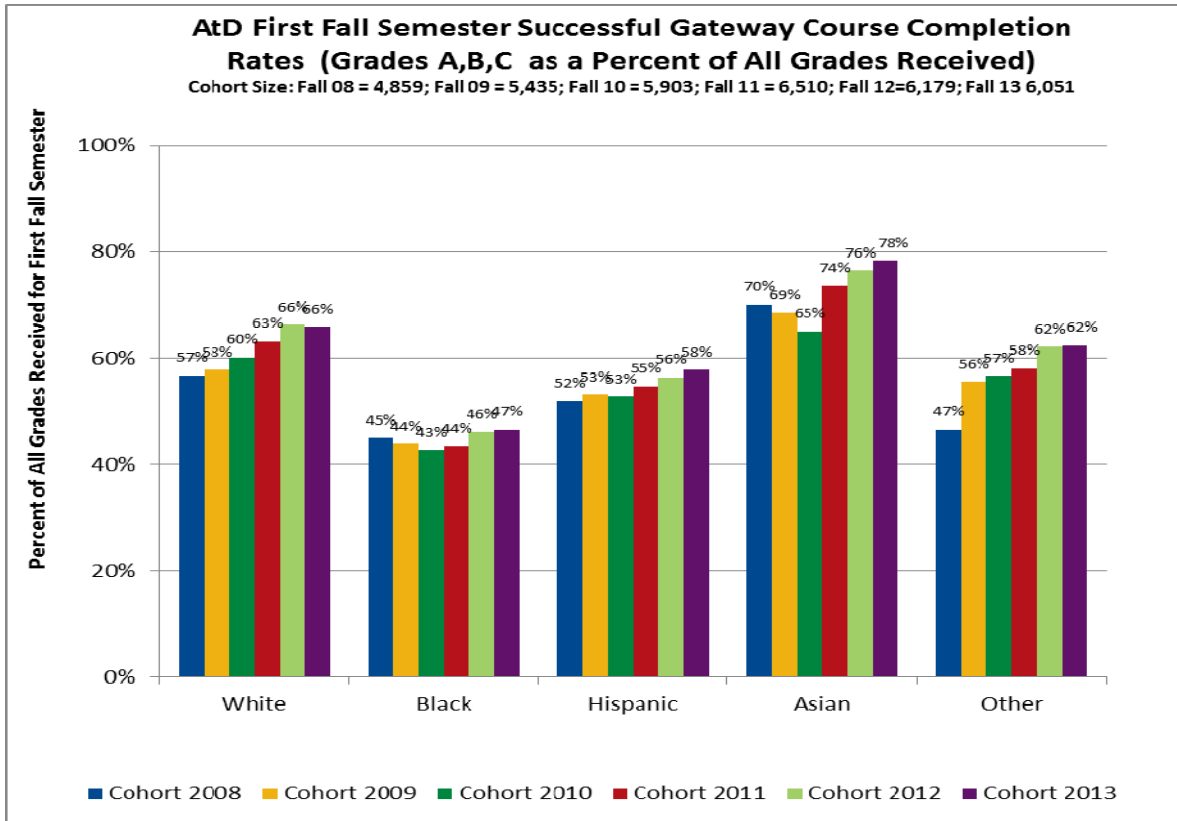
This report compares the successful gateway course completion rates of students in the six Achieving the Dream (AtD) cohorts: fall 2008, fall 2009, fall 2010, fall 2011, fall 2012, and fall 2013. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. At 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 gateway course completion rates increased from 55% to 62%.
- Successful completion rates have increased for both Pell and non-Pell awardees from fall 2008 to fall 2012. In fall 2013 the percentage decreased slightly for non-Pell awardees and continued to increase for Pell awardees.
- Successful course completion rates increased for Asian, Black, and Hispanic ethnic groups over the last three fall semesters.
- Successful completion rates increased for the 18-to-24 age group across the cohorts.



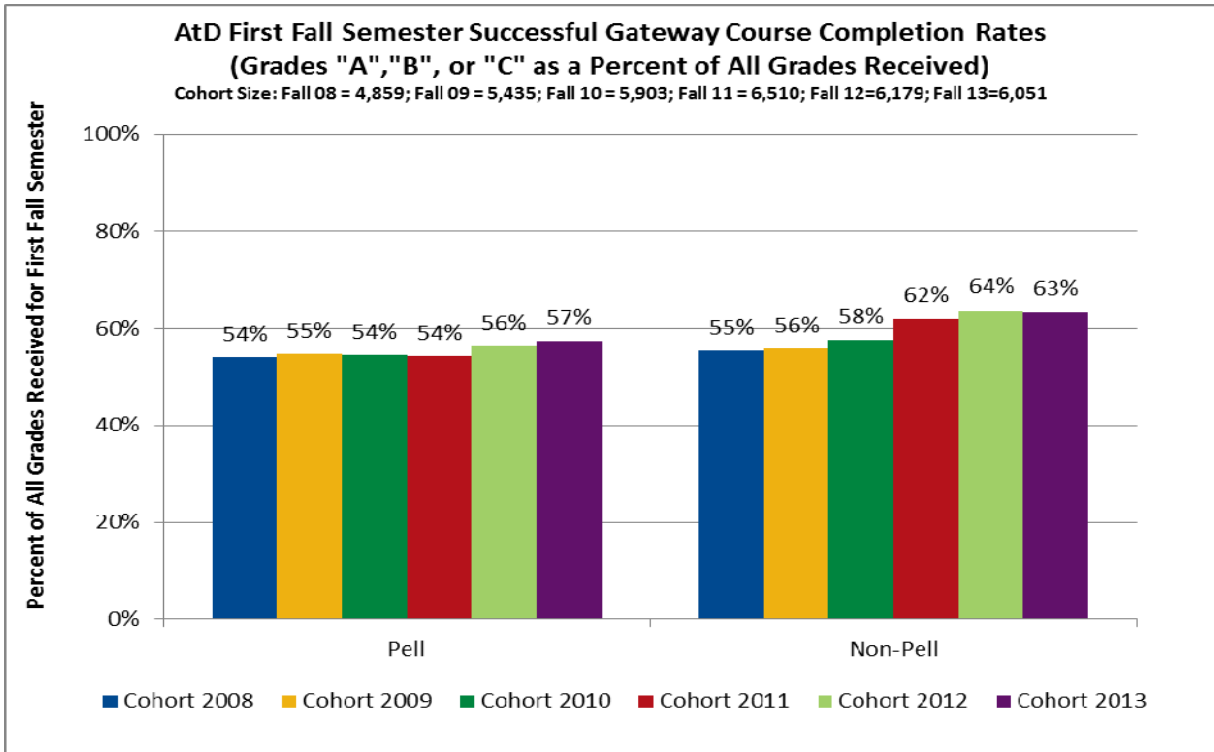
Gateway Courses	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C
<b>Total</b>	9,613	5,290	10,584	5,869	11,211	6,316	12,030	7,059	11,885	7,288	11,815	7,288

- The percentage of gateway courses successfully completed by White students increased from 57% in fall 2008 to 66% in fall 2012, and remained at that level in fall 2013.
- The percent of successful grades earned has increased the past three years for Asian students (74% to 78%), Hispanic students (55% to 58%) and Black students (44% to 47%).



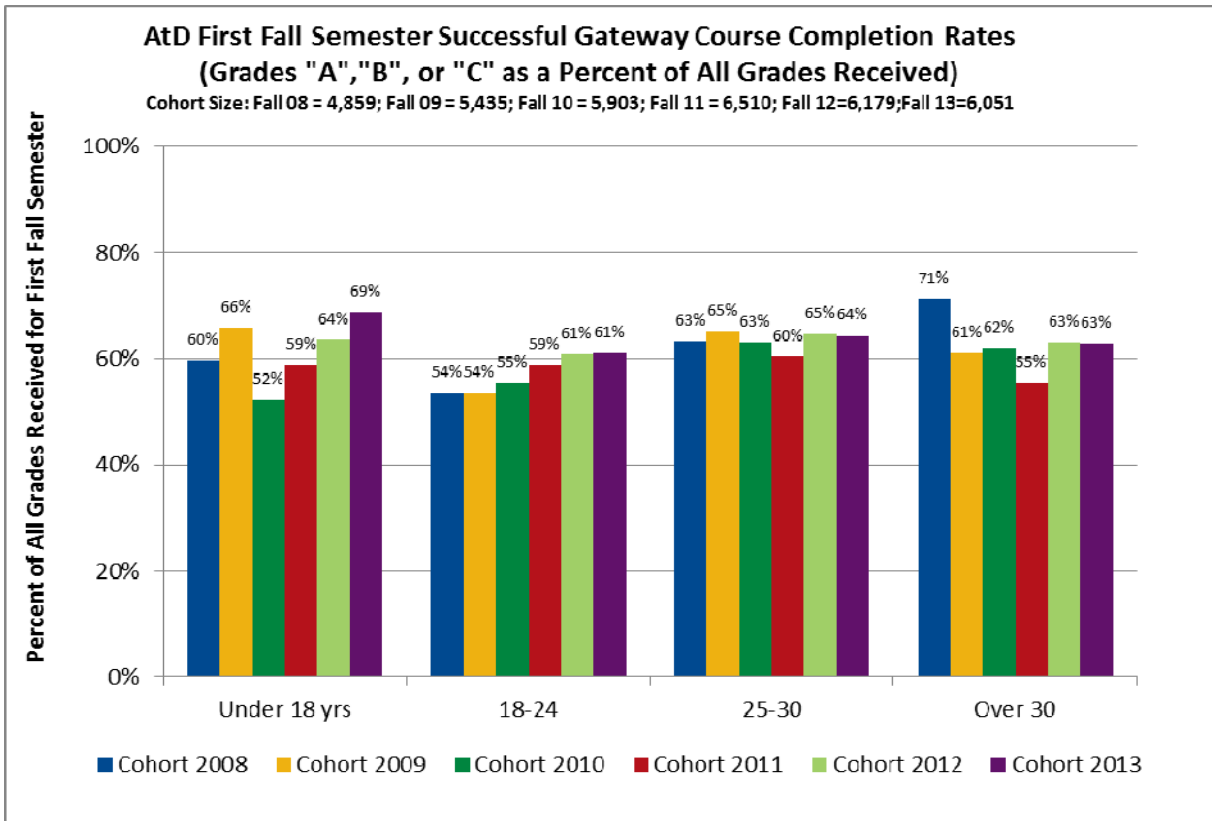
Gateway Courses	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C	Total Grades	Total Grades A,B,C
White	5,657	3,214	5,878	3,395	5,535	3,334	5,031	3,182	4,638	3,075	4,586	3,021
Black	625	281	980	430	973	415	775	337	806	372	764	356
Hispanic	2,683	1,396	3,000	1,593	3,101	1,634	4,020	2,199	3,840	2,166	4,174	2,414
Asian	410	288	366	251	298	194	391	288	412	315	343	269
Other	238	111	360	200	1,304	739	1,813	1,053	2,189	1,360	1,948	1,217
<b>Total</b>	<b>9,613</b>	<b>5,290</b>	<b>10,584</b>	<b>5,869</b>	<b>11,211</b>	<b>6,316</b>	<b>12,030</b>	<b>7,059</b>	<b>11,885</b>	<b>7,288</b>	<b>11,815</b>	<b>7,277</b>

- For non-Pell awardees, the rate of successful completion of gateway courses increased steadily from fall 2008 (55%) to fall 2012 (64%). The fall 2013 cohort decreased slightly to (63%). The percentage of Pell awardees successfully completing gateway courses has increased from 54% in fall 2008 to 57% in fall 2013.



Gateway Courses	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	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	2,524	1,361	3,776	2,061	4,560	2,480	5,070	2,750	3,811	2,147	3,532	2,028
Non-Pell	7,089	3,929	6,808	3,808	6,651	3,836	6,960	4,309	8,074	5,141	8,283	5,249
<b>Total</b>	<b>9,613</b>	<b>5,290</b>	<b>10,584</b>	<b>5,869</b>	<b>11,211</b>	<b>6,316</b>	<b>12,030</b>	<b>7,059</b>	<b>11,885</b>	<b>7,288</b>	<b>11,815</b>	<b>7,277</b>

- The percentage of gateway courses successfully completed by students under 18 years increased to 69% in fall 2013. For students in the 18-to-24 year old age bracket the percentage increased across all cohorts to 61% in fall 2012 and has remained at that level in fall 2013. For students 25-to-30 years old the percentage has varied slightly above and below 63% across cohorts, while for students over 30, the percentage decreased from 71% in fall 2008 to a low of 55% in fall 2011 and increased up to 63% in fall 2012 and fall 2013.



Gateway Courses	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	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	312	186	412	271	411	215	531	312	518	329	499	343
18-24	8,363	4,479	8,735	4,687	9,160	5,076	10,066	5,912	10,228	6,231	10,385	6,341
25-30	552	350	859	559	871	549	813	491	570	369	499	321
Over 30	386	275	577	352	769	476	620	344	569	359	432	272
<b>Total</b>	<b>9,613</b>	<b>5,290</b>	<b>10,584</b>	<b>5,869</b>	<b>11,211</b>	<b>6,316</b>	<b>12,030</b>	<b>7,059</b>	<b>11,885</b>	<b>7,288</b>	<b>11,815</b>	<b>7,277</b>

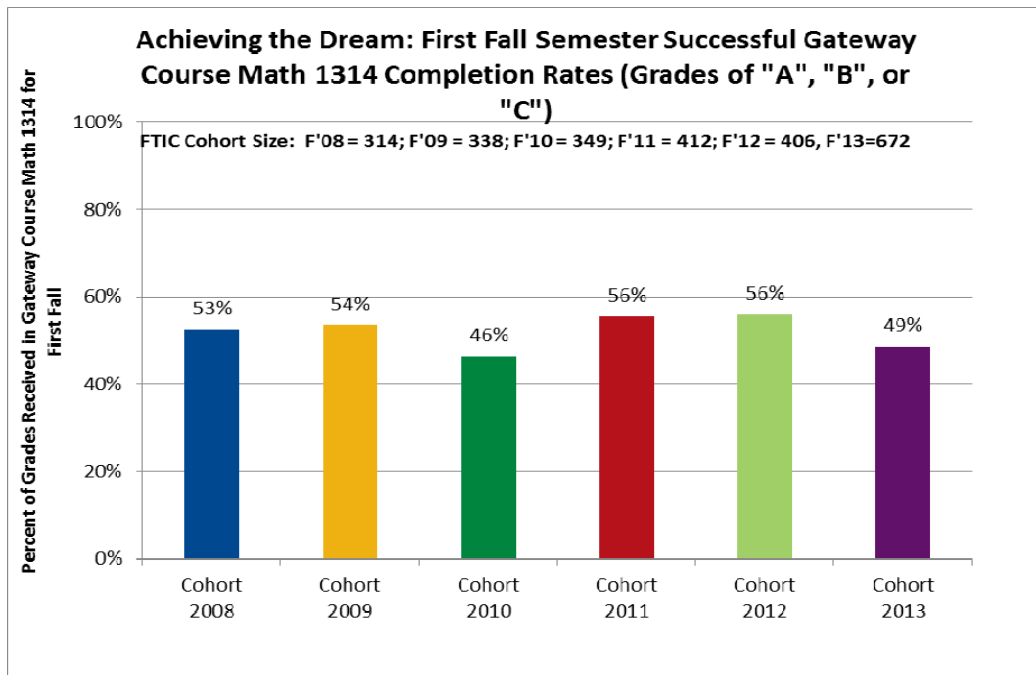


### Metric #3.

#### Gateway Course Math 1314 Completion: Results Varied by Cohort

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 2008, fall 2009, fall 2010, fall 2011, fall 2012, and fall 2013. 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:

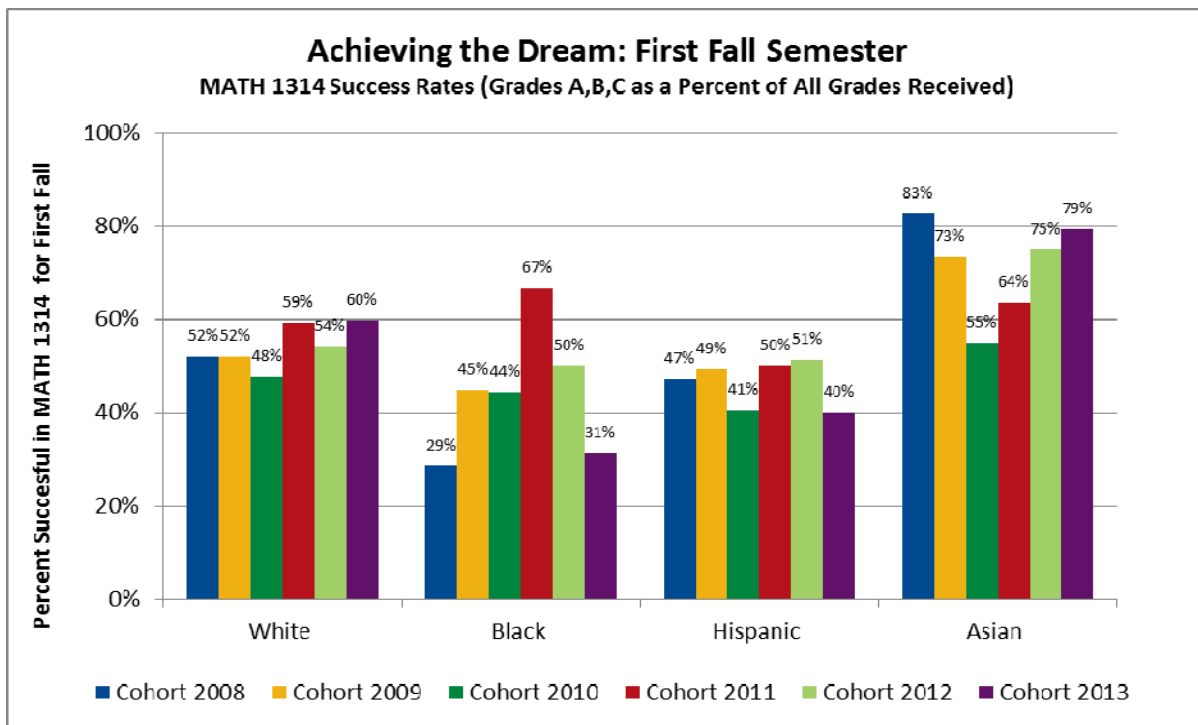
- Gateway Math 1314 (College Algebra)
  - The percentage of the MATH 1314 gateway courses successfully completed during the initial fall semester by FTIC students increased from 53% in fall 2008 to a high of 56% in fall 2011 and fall 2012, but the percentage decreased in fall 2013 to 49%.



Math 1314	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	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
<b>Total</b>	314	165	338	181	349	162	412	229	406	227	672	327

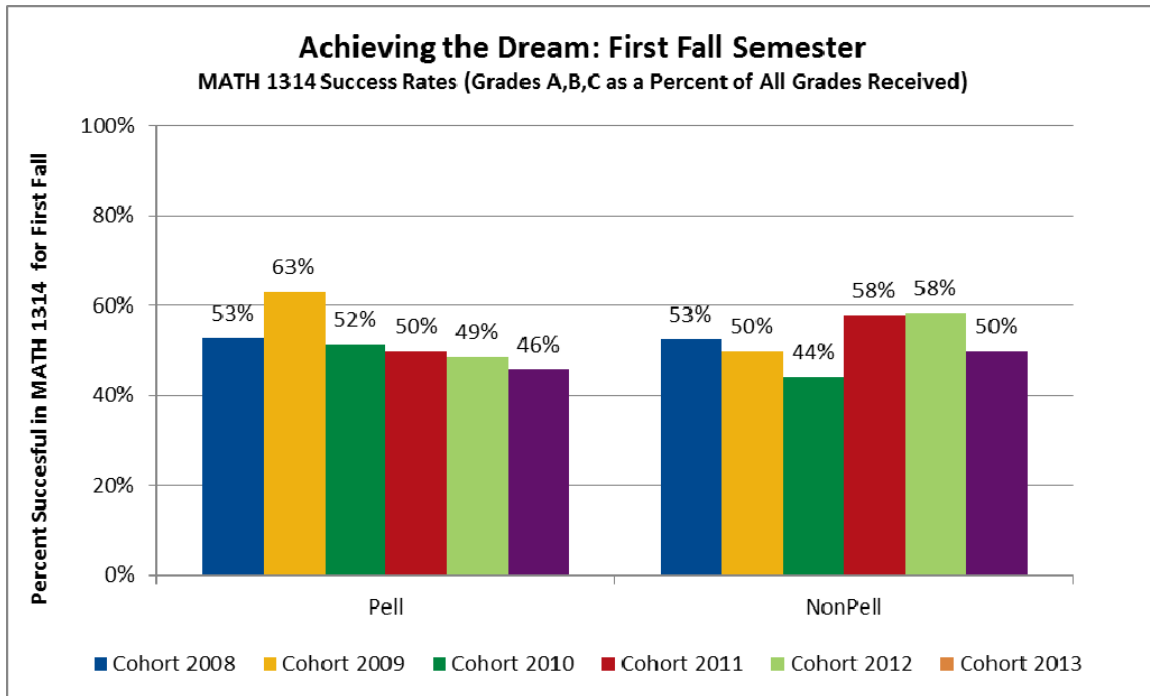
**Course Description:** MATH 1314 (College Algebra) A course designed for students majoring in business, mathematics, science, engineering, or certain engineering-related technical fields. Content includes the rational, real, and complex number systems; the study of functions including polynomial, rational,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

- The percentage of successful grades in MATH 1314 increased overall from fall 2008 to fall 2013 for White students (52% to 60%).
- For Black students, there was a large increase in fall 2011 to 67%, but due to small enrollments the success rates have varied across cohorts.
- For Hispanic students, the success rates have varied across cohorts reaching a high of 51% in fall 2012, but decreased recently to 40% in fall 2013.
- The percentage of successful grades for Asian students has also varied across the cohorts due to small enrolments. Overall the percentage has decreased from fall 2008 to fall 2013 (83% to 79%).



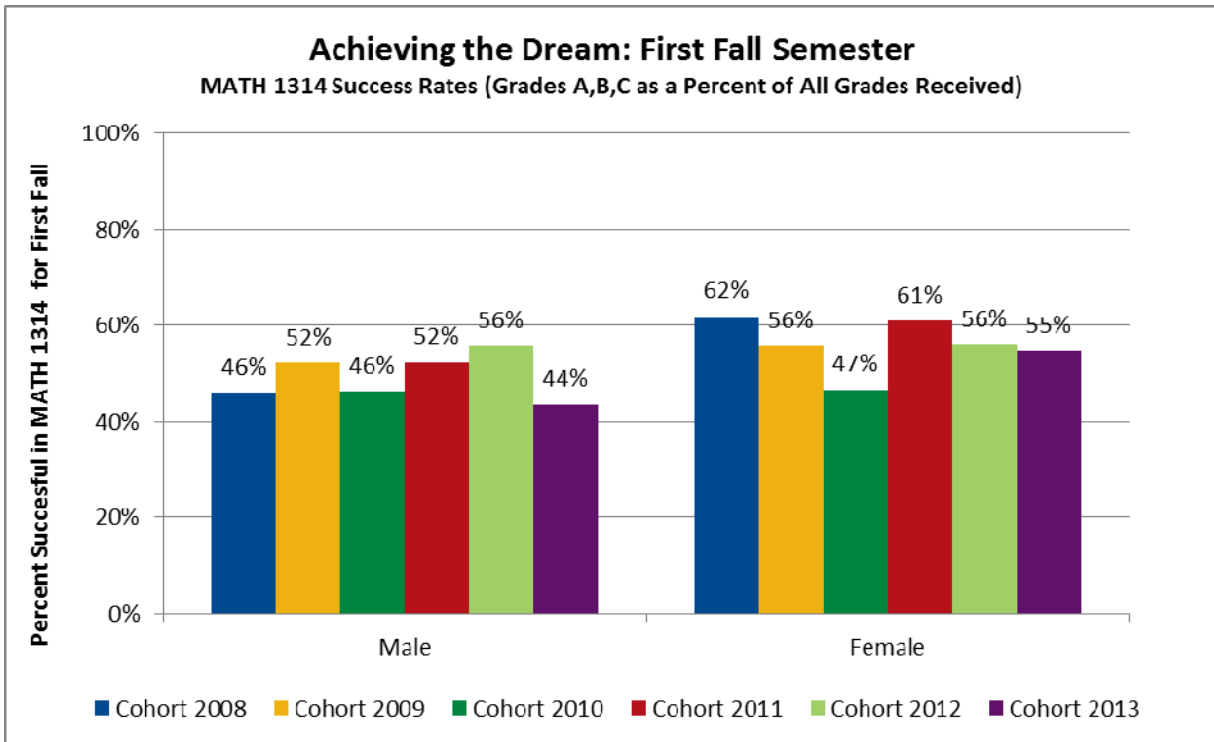
Math 1314	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2012		Cohort 2013	
	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C
White	203	106	201	105	189	90	221	131	181	98	236	141	239	143
Black	14	4	20	9	18	8	12	8	16	8	32	10	32	10
Hispanic	68	32	71	35	74	30	102	51	107	55	254	103	257	103
Asian	23	19	30	22	20	11	22	14	20	15	22	17	24	19
Other	6	4	16	10	48	23	55	25	82	51	117	51	120	52
<b>Total</b>	<b>314</b>	<b>165</b>	<b>338</b>	<b>181</b>	<b>349</b>	<b>162</b>	<b>412</b>	<b>229</b>	<b>406</b>	<b>227</b>	<b>661</b>	<b>322</b>	<b>672</b>	<b>327</b>

- For Pell awardee students, the percentage of successful grades earned in MATH 1314 decreased from 53% in fall 2008 to 46% in fall 2013. For non-Pell awardees, the percentage of successful grades decreased from 58% in fall 2012 to 50% in fall 2013. There has been variability across the cohorts for both Pell awardees and non-Pell students.



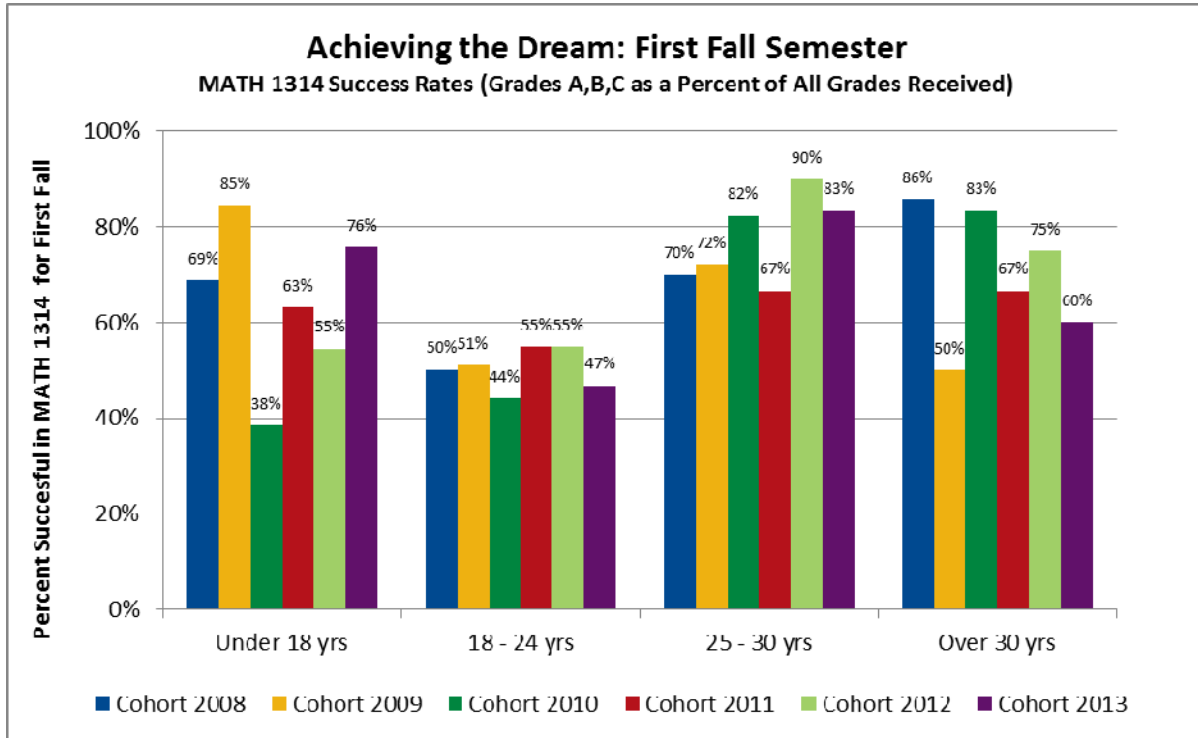
Math 1314	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C
<b>Pell</b>	53	28	92	58	103	53	118	59	101	49	186	85
<b>Non-Pell</b>	261	137	246	123	246	109	294	170	305	178	486	242
<b>Total</b>	<b>314</b>	<b>165</b>	<b>338</b>	<b>181</b>	<b>349</b>	<b>162</b>	<b>412</b>	<b>229</b>	<b>406</b>	<b>227</b>	<b>672</b>	<b>327</b>

- The percentages of successful grades earned by females in MATH 1314 have typically been higher than males. In fall 2012 both females and males earned the same percentage of successful grades (56%). In fall 2013, however, females earned a higher percentage of successful grades (55%) compared to males (44%).



Math 1314	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	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
<b>Male</b>	183	84	209	109	218	101	256	134	219	122	363	158
<b>Female</b>	131	81	129	72	131	61	156	95	187	105	309	169
<b>Total</b>	<b>314</b>	<b>165</b>	<b>338</b>	<b>181</b>	<b>349</b>	<b>162</b>	<b>412</b>	<b>229</b>	<b>406</b>	<b>227</b>	<b>672</b>	<b>327</b>

- 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. The percentages of successful grades for the other age groups have fluctuated since fall 2008 but for the under-18 and 25-30 years age groups appear to be on an upward trend while the over 30 years appears to be on a downward trend.



Math 1314	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	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	16	11	13	11	13	5	19	12	22	12	33	25
18-24	281	141	305	156	313	138	381	209	370	203	628	294
25-30	10	7	18	13	17	14	9	6	10	9	6	5
Over 30 yrs	7	6	2	1	6	5	3	2	4	3	5	3
<b>Total</b>	<b>314</b>	<b>165</b>	<b>338</b>	<b>181</b>	<b>349</b>	<b>162</b>	<b>412</b>	<b>229</b>	<b>406</b>	<b>227</b>	<b>672</b>	<b>327</b>

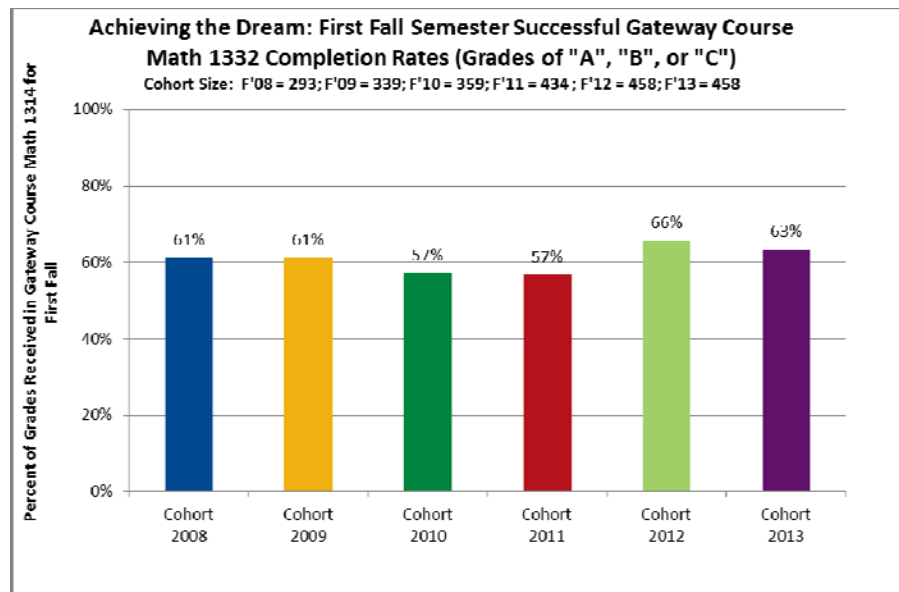
**Metric #3.**

## Gateway Course Math 1332 Completion: Slight Upward Trend

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 2008, fall 2009, fall 2010, fall 2011, fall 2012, and fall 2013. 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%. The success rate decreased in fall 2013 to 63%.

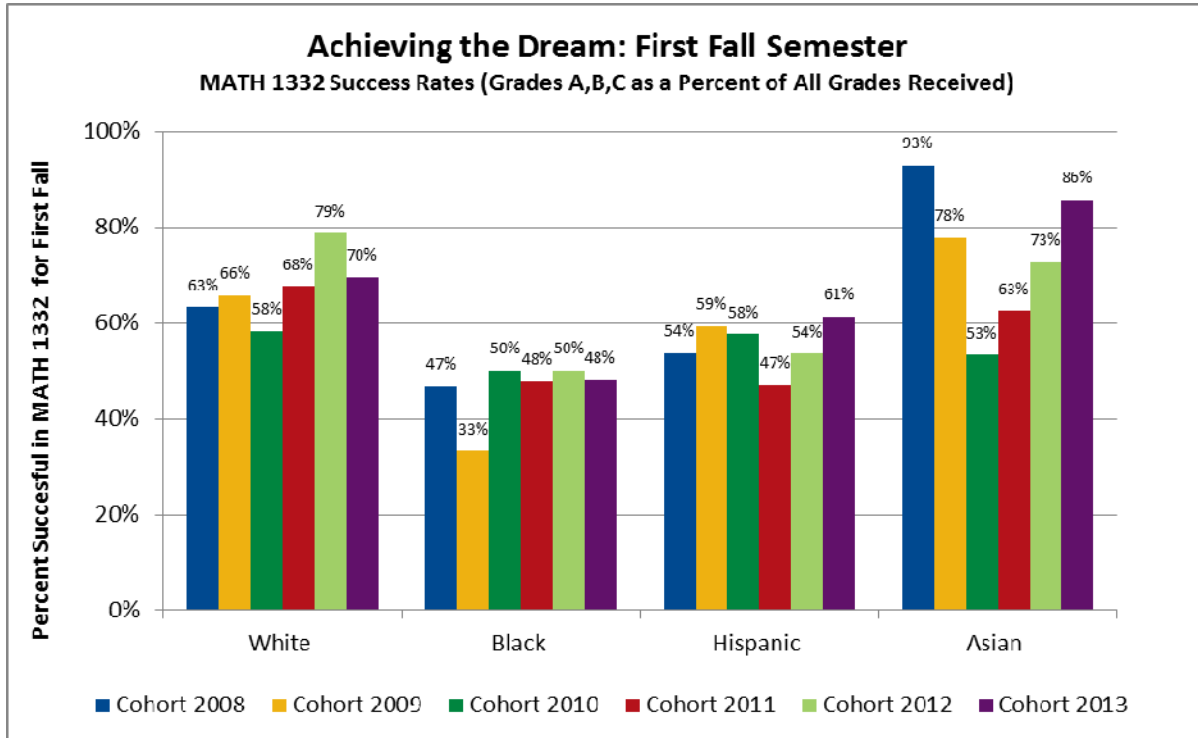


Math 1332	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C
<b>Total</b>	268	158	293	179	339	207	359	205	434	246	458	300	461	292

### Course Description:

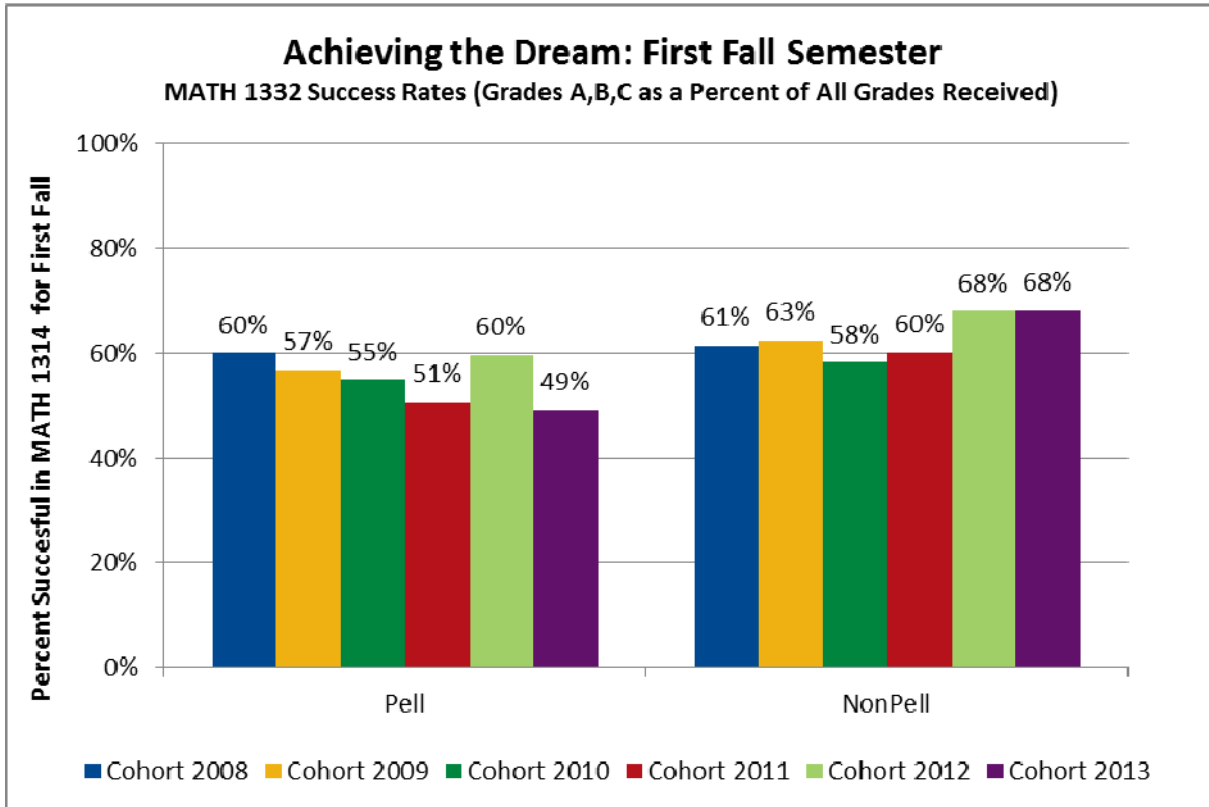
MATH 1332 (College Mathematics): A topics-based course, with a variety of possible topics chosen by individual instructors. The selected topics may include: sets, logic, number theory, geometry, probability and statistics, and the mathematics of finance and social choice. This course is not algebra-intensive,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

- The percentage of successful grades has fluctuated overall from fall 2008 to fall 2013 for White students (63% to 70%), Black students (47% to 48%) and Hispanic students (54% to 61%).
- The percentage of successful grades decreased from fall 2008 to fall 2010 for Asian students from 93% to 53%. However, the percentage has steadily increased from fall 2011 to fall 2013, (63% to 86%) for this group.



Math 1332	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	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	177	112	204	134	182	106	170	115	178	140	184	128
Black	15	7	30	10	22	11	23	11	26	13	27	13
Hispanic	82	44	86	51	92	53	164	77	155	83	173	106
Asian	14	13	9	7	15	8	8	5	11	8	7	6
Other	5	3	10	5	48	27	69	38	88	56	70	39
<b>Total</b>	<b>293</b>	<b>179</b>	<b>339</b>	<b>207</b>	<b>359</b>	<b>205</b>	<b>434</b>	<b>246</b>	<b>458</b>	<b>300</b>	<b>461</b>	<b>292</b>

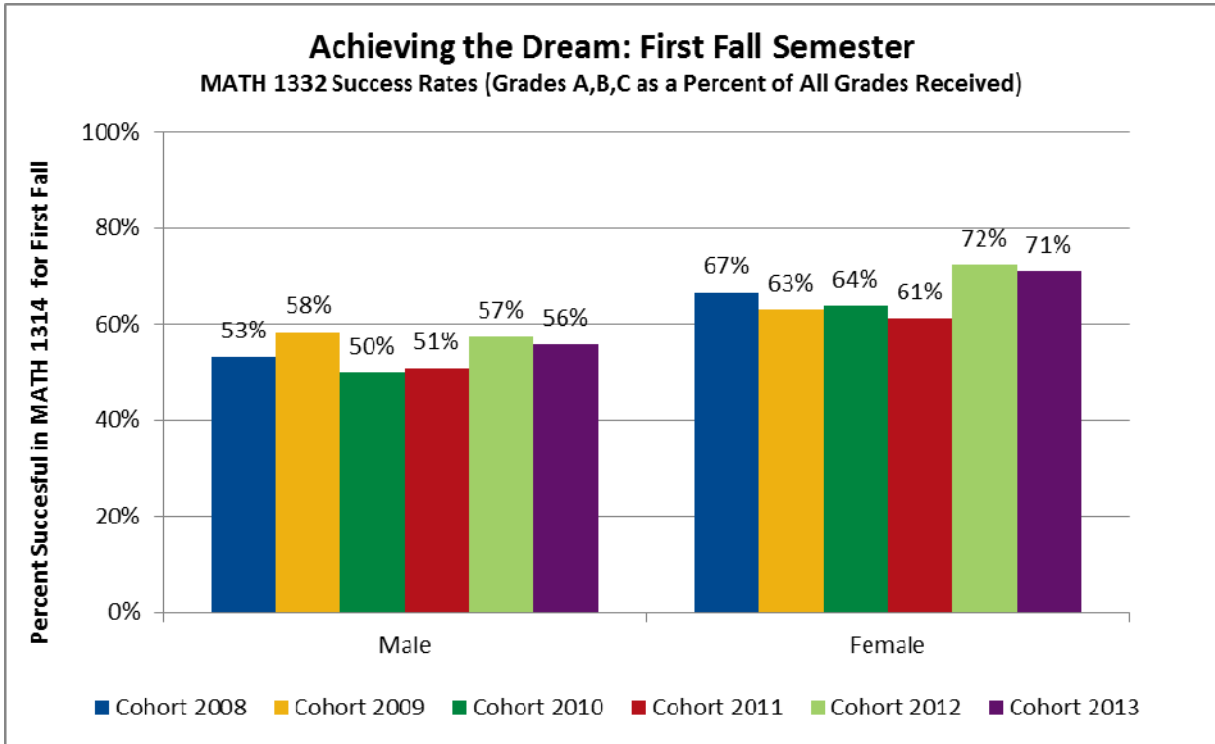
- The percentage of successful grades earned in MATH 1332 increased from fall 2008 to fall 2013 for non-Pell awardees (61% to 68%) and decreased for Pell awardees (60% to 49%).



Math 1332	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	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
sPell	65	39	88	50	122	67	160	81	136	81	116	57
Non-Pell	228	140	251	157	237	138	274	165	322	219	345	235
<b>Total</b>	<b>293</b>	<b>179</b>	<b>339</b>	<b>207</b>	<b>359</b>	<b>205</b>	<b>434</b>	<b>246</b>	<b>458</b>	<b>300</b>	<b>461</b>	<b>292</b>

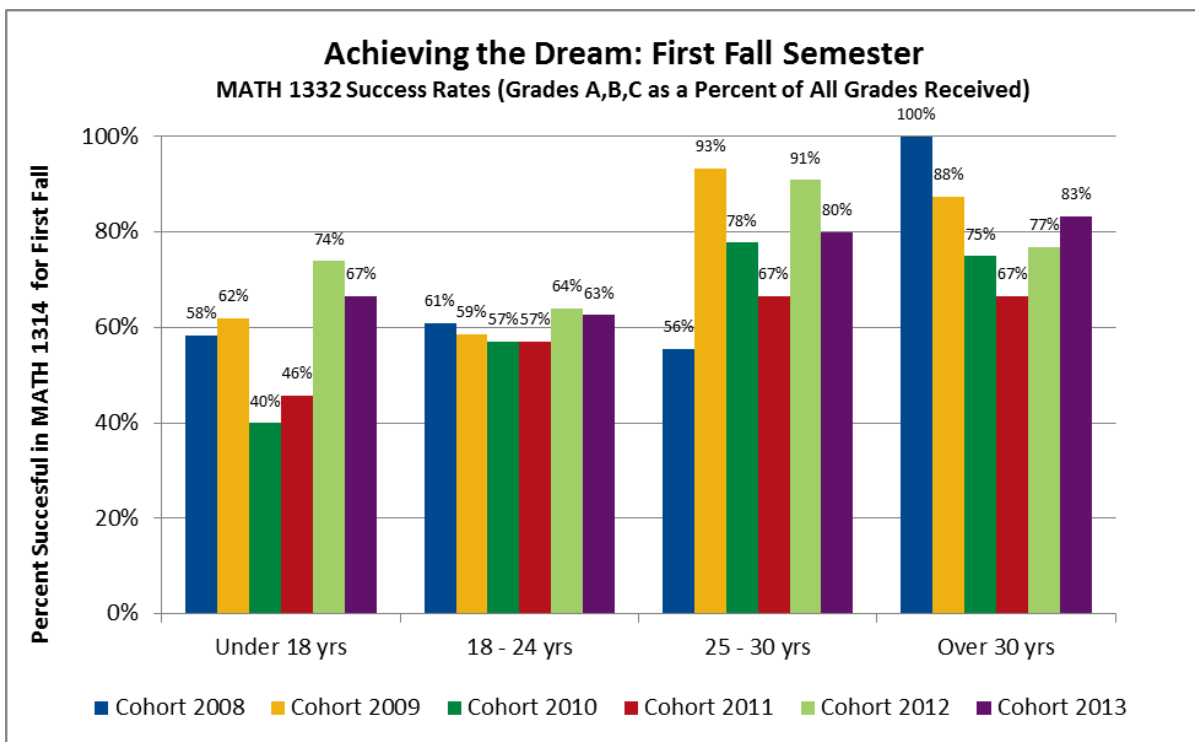


- Overall, the percentage of successful grades earned in MATH 1332 was higher for female students (averaging about 67%) compared to male students (averaging about 54%).



Math 1332	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	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	122	65	144	84	176	88	189	96	206	118	236	132
Female	171	114	195	123	183	117	245	150	252	182	225	160
<b>Total</b>	<b>293</b>	<b>179</b>	<b>339</b>	<b>207</b>	<b>359</b>	<b>205</b>	<b>434</b>	<b>246</b>	<b>458</b>	<b>300</b>	<b>461</b>	<b>292</b>

- 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 61% to 63%).
- 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 and remained well above the previous levels in fall 2013.
- The percentage of successful grades earned in MATH 1332 varied widely across cohorts for students 25 to 30 years of age.



Math 1332	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	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	12	7	21	13	20	8	24	11	23	17	15	10
18-24	269	164	295	173	322	184	401	229	411	263	430	269
25-30	9	5	15	14	9	7	6	4	11	10	10	8
Over 30	3	3	8	7	8	6	3	2	13	10	6	5
<b>Total</b>	<b>293</b>	<b>179</b>	<b>339</b>	<b>207</b>	<b>359</b>	<b>205</b>	<b>434</b>	<b>246</b>	<b>458</b>	<b>300</b>	<b>461</b>	<b>292</b>

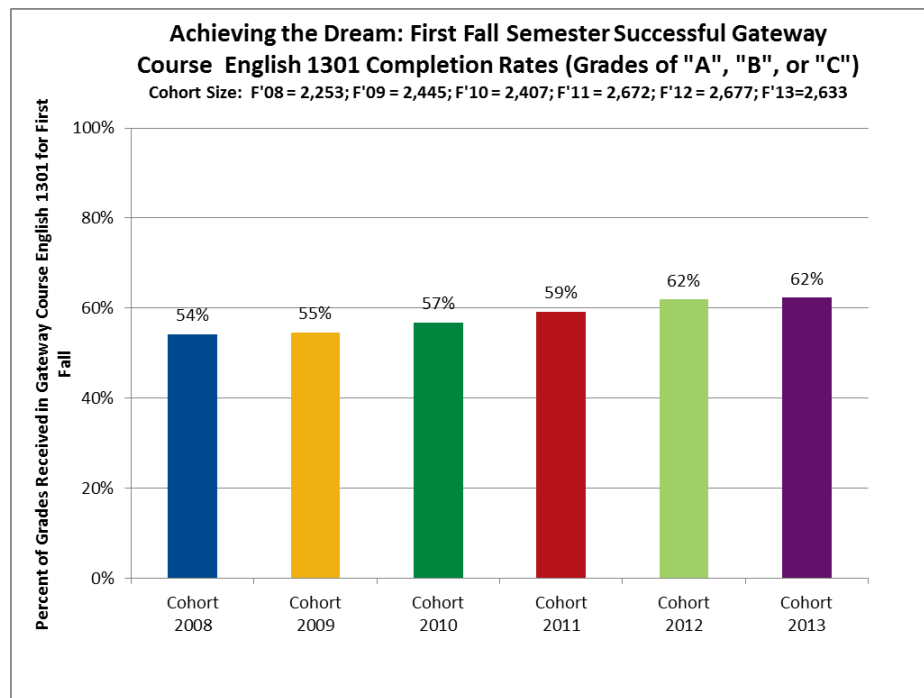
### Metric #3.

## Gateway Course English 1301 Completion: Rates Have 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 2008, fall 2009, fall 2010, fall 2011, fall 2012, and fall 2013. 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 54% to 62%.

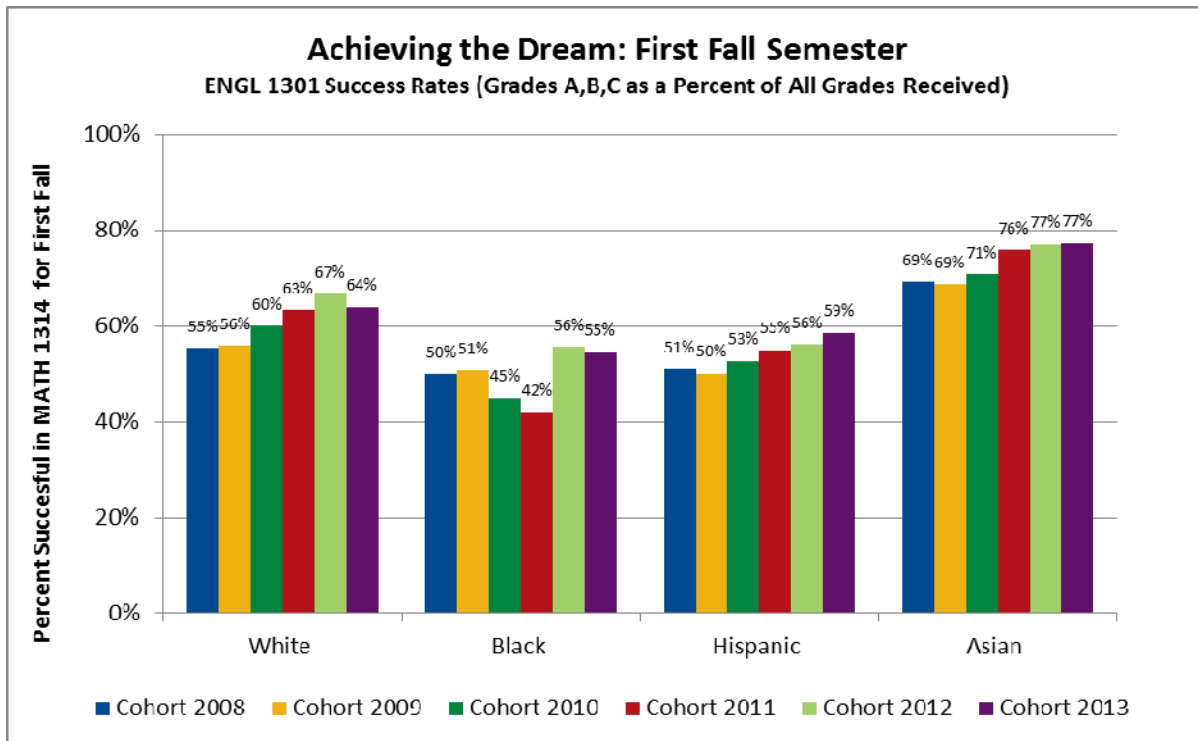


Engl 1301	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C
<b>Total</b>	2,125	1,127	2,253	1,220	2,445	1,334	2,407	1,367	2,672	1,582	2,633	1,641

#### Course Description:

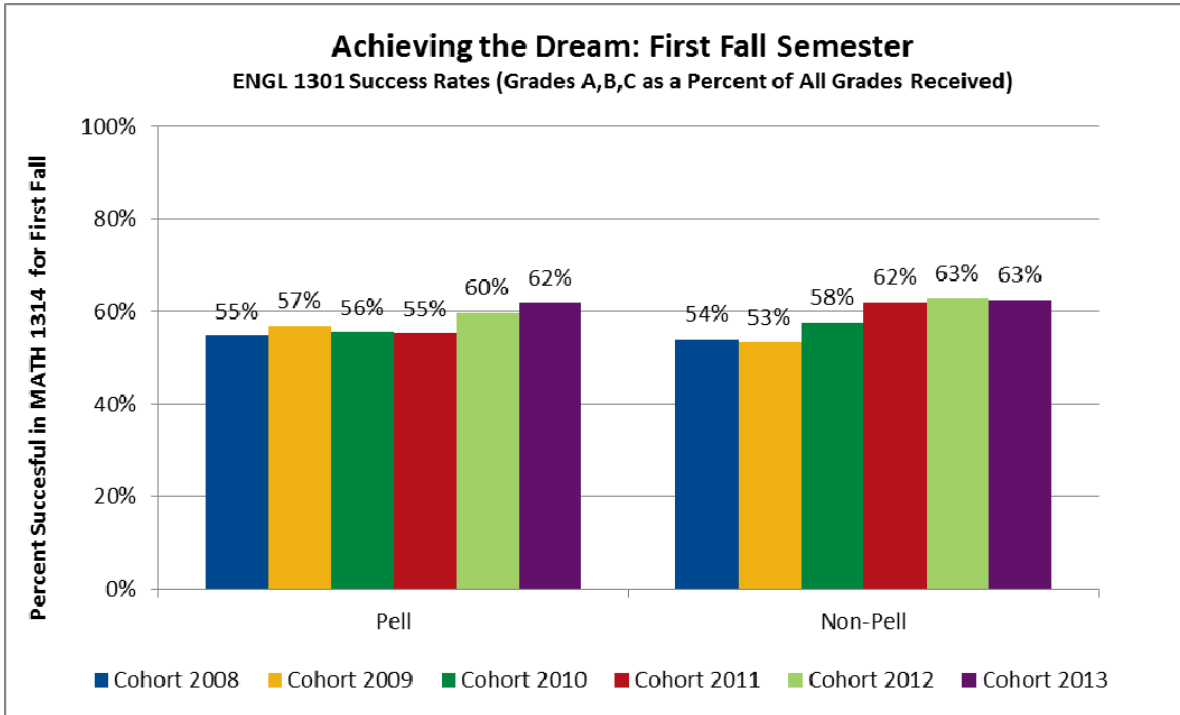
ENGL 1301 (English Composition I): A study of the principals of composition with emphasis on language, the mechanics of writing, the types of discourse, and research and documentation.

- The percentage of ENGL 1301 gateway courses successfully completed increased from fall 2008 to fall 2013 for Black students (50% to 55%), Hispanic students (51% to 59%) and Asian students (69% to 77%).
- The percentage of ENGL 1301 gateway courses successfully completed increased from fall 2008 to fall 2012 for White students (55% to 67%) but decreased in fall 2013 to 64%.



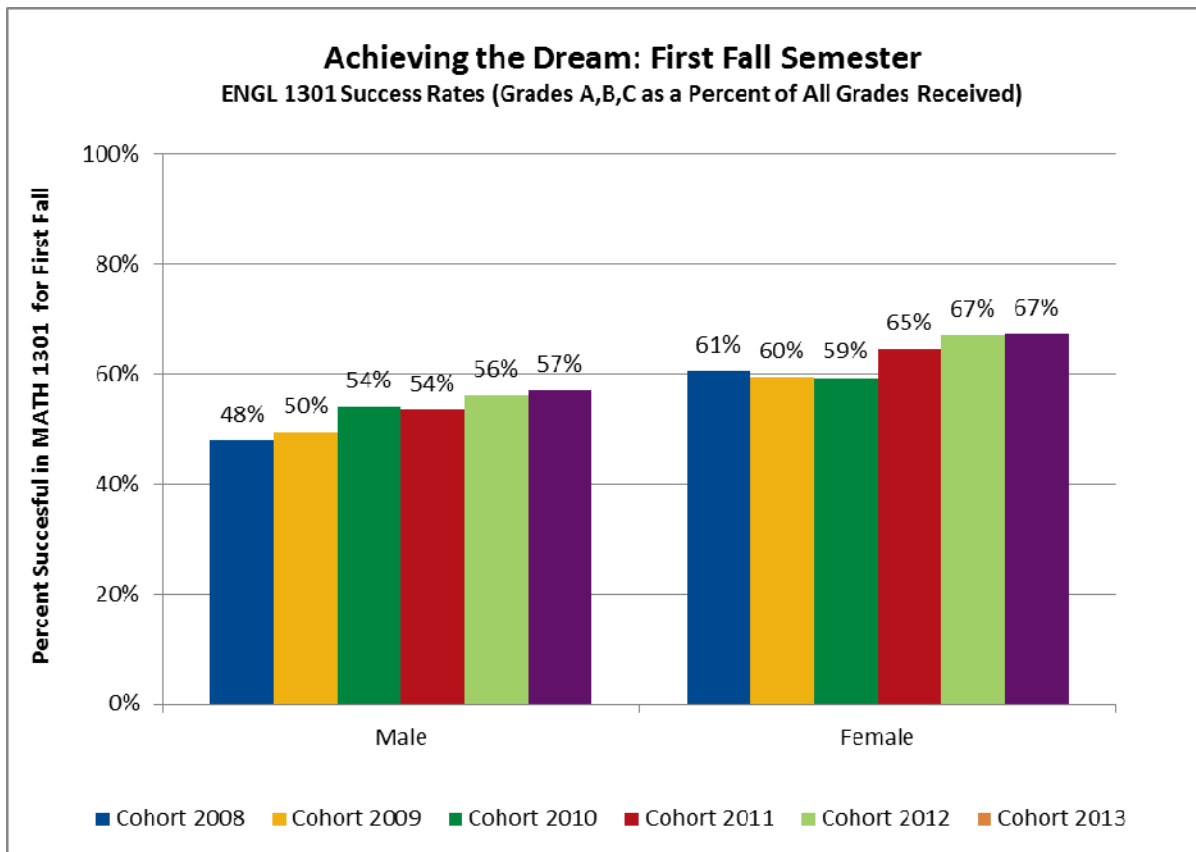
Engl 1301	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C
White	1,383	765	1,420	794	1,193	716	1,111	703	1,075	716	1,037	663
Black	124	62	187	95	196	88	155	65	153	85	156	85
Hispanic	598	305	671	336	667	351	891	490	849	476	928	544
Asian	91	63	83	57	58	41	87	66	87	67	75	58
Other	57	25	84	52	293	171	428	258	513	314	437	291
<b>Total</b>	<b>2,253</b>	<b>1,220</b>	<b>2,445</b>	<b>1,334</b>	<b>2,407</b>	<b>1,367</b>	<b>2,672</b>	<b>1,582</b>	<b>2,677</b>	<b>1,658</b>	<b>2,633</b>	<b>1,641</b>

- The percentage of ENGL 1301 gateway courses successfully completed by Pell awardees increased to its highest level of 62% in fall 2013.
- For non-Pell awardees students, the percentage of ENGL 1301 courses increased across cohorts from 54% to 63%.



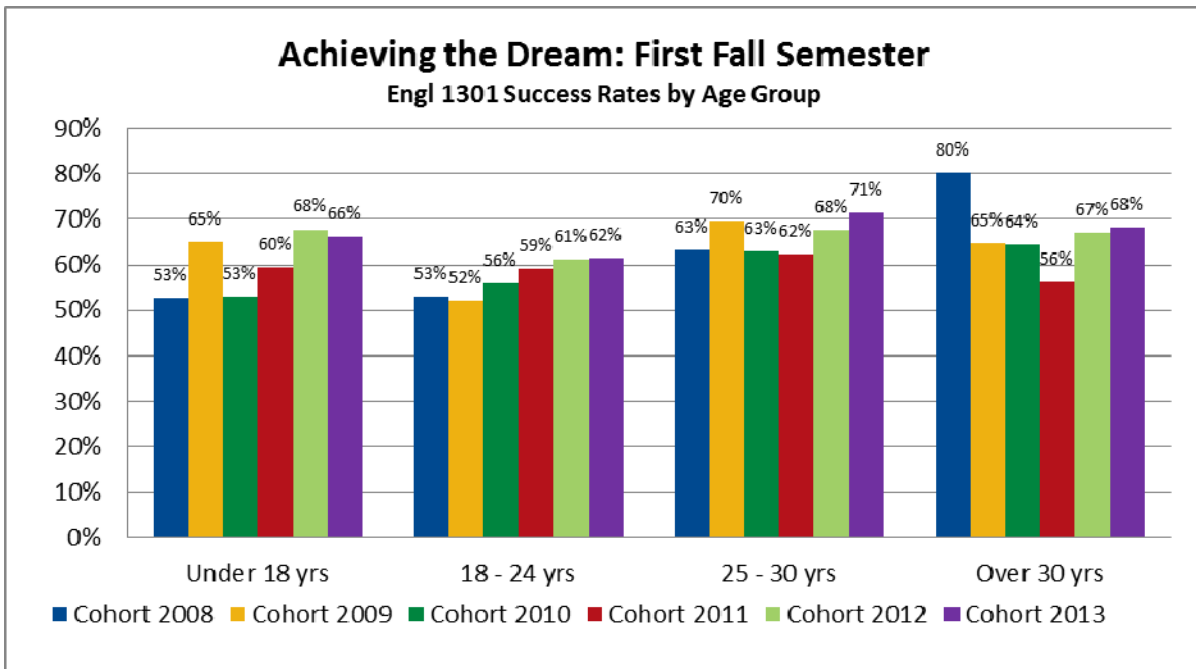
Engl 1301	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C
<b>Pell</b>	567	310	821	466	971	539	1,089	601	826	493	772	478
<b>Non-Pell</b>	1,686	910	1,624	868	1,436	828	1,583	981	1,851	1,165	1,861	1,163
<b>Total</b>	<b>2,253</b>	<b>1,220</b>	<b>2,445</b>	<b>1,334</b>	<b>2,407</b>	<b>1,367</b>	<b>2,672</b>	<b>1,582</b>	<b>2,677</b>	<b>1,658</b>	<b>2,633</b>	<b>1,641</b>

- Overall, the percentage of successful grades earned in ENGL 1301 was higher for female students (averaged about 63%) compared to male students (averaged about 53%).
- The percentage of successful grades earned in ENGL 1301 for males increased from fall 2008 to fall 2013 (48% to 57%).
- The percentage of successful grades earned in ENGL 1301 for females increased from fall 2008 to fall 2012 (61% to 67%). In fall 2013 the percentage remained at 67%.



Engl 1301	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	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	1,161	557	1,220	605	1,205	653	1,301	697	1,260	707	1,269	724
Female	1,092	663	1,225	729	1,202	714	1,371	885	1,417	951	1,364	917
<b>Total</b>	<b>2,253</b>	<b>1,220</b>	<b>2,445</b>	<b>1,334</b>	<b>2,407</b>	<b>1,367</b>	<b>2,672</b>	<b>1,582</b>	<b>2,677</b>	<b>1,658</b>	<b>2,633</b>	<b>1,641</b>

- The percentage of successful grades earned in ENGL 1301 increased across cohorts for students 18-to-24 years of age from 53% in fall 2008 to 62% in fall 2013.
- The percentage of successful grades earned in ENGL 1301 decreased from fall 2008 to fall 2011 (80% to 56%) for students over 30 years of age but has increased from fall 2012 to fall 2013 (67% to 68%)



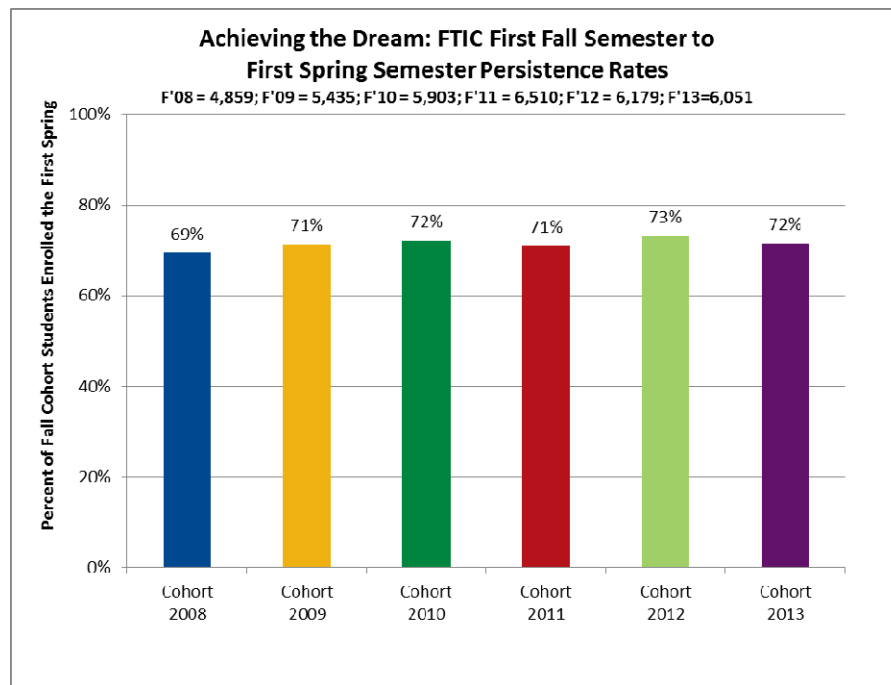
Engl 1301	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C	Total	Total w/ A,B,C
<b>Under 18</b>	72	38	103	67	85	45	126	75	121	82	103	68
<b>18-24</b>	2,000	1,057	2,042	1,063	1,997	1,115	2,274	1,344	2,341	1,431	2340	1440
<b>25-30</b>	120	76	198	138	176	111	167	104	124	84	108	77
<b>Over 30</b>	61	49	102	66	149	96	105	59	91	61	82	56
<b>Total</b>	<b>2,253</b>	<b>1,220</b>	<b>2,445</b>	<b>1,334</b>	<b>2,407</b>	<b>1,367</b>	<b>2,672</b>	<b>1,582</b>	<b>2,677</b>	<b>1,658</b>	<b>2633</b>	<b>1641</b>

## Metric #4 Persistence

### Persistence (Initial Fall to First Spring): Rates Increased Slightly

This report compares the persistence rates of students from their initial fall semester to their first spring semester in the six Achieving the Dream (AtD) cohorts: fall 2008, fall 2009, fall 2010, fall 2011, fall 2012, and fall 2013. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. Results of the analysis indicate that:

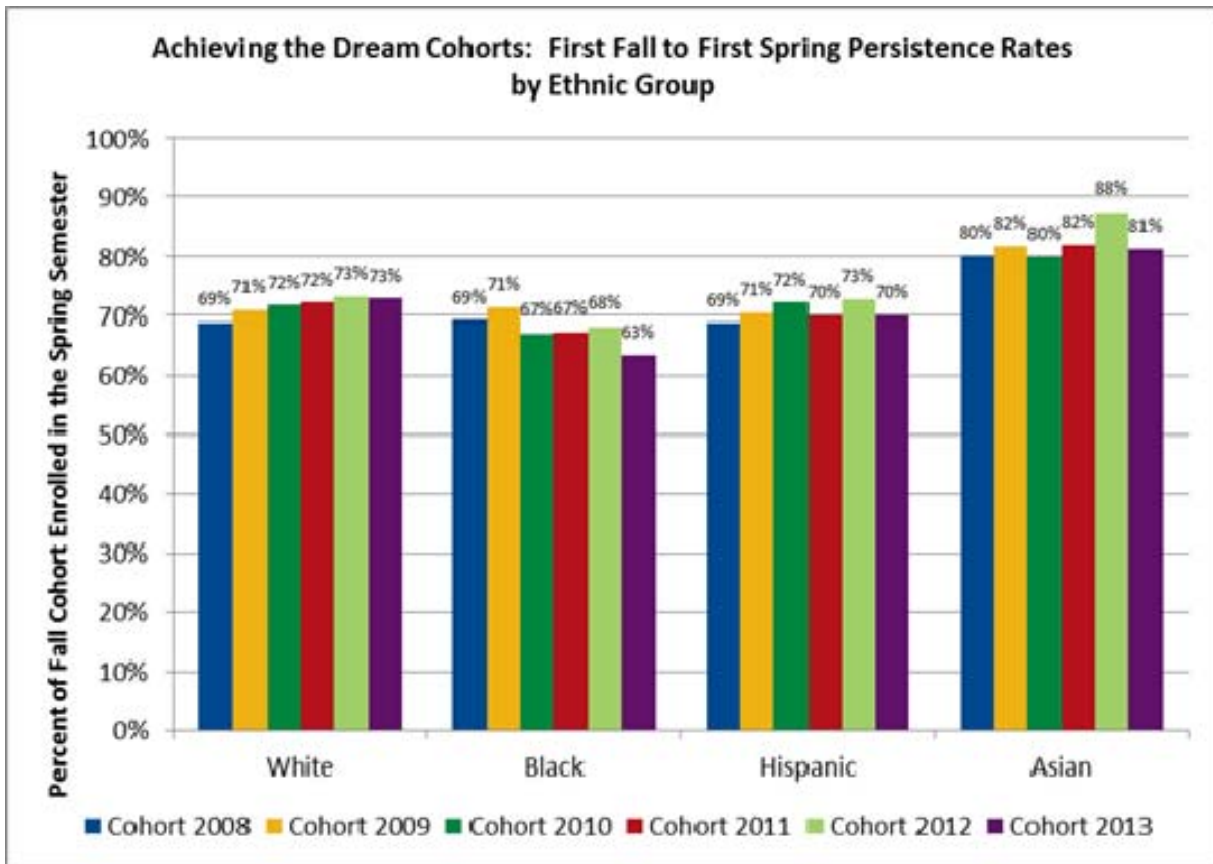
- Initial fall to spring persistence rates averaged 71% across the last six FTIC cohorts, reaching a high of 73% for the fall 2012 cohort.



FTIC Cohorts	Total Students in Cohort	Cohort Students Enrolled First Spring
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
Cohort 2013	6,051	4,327

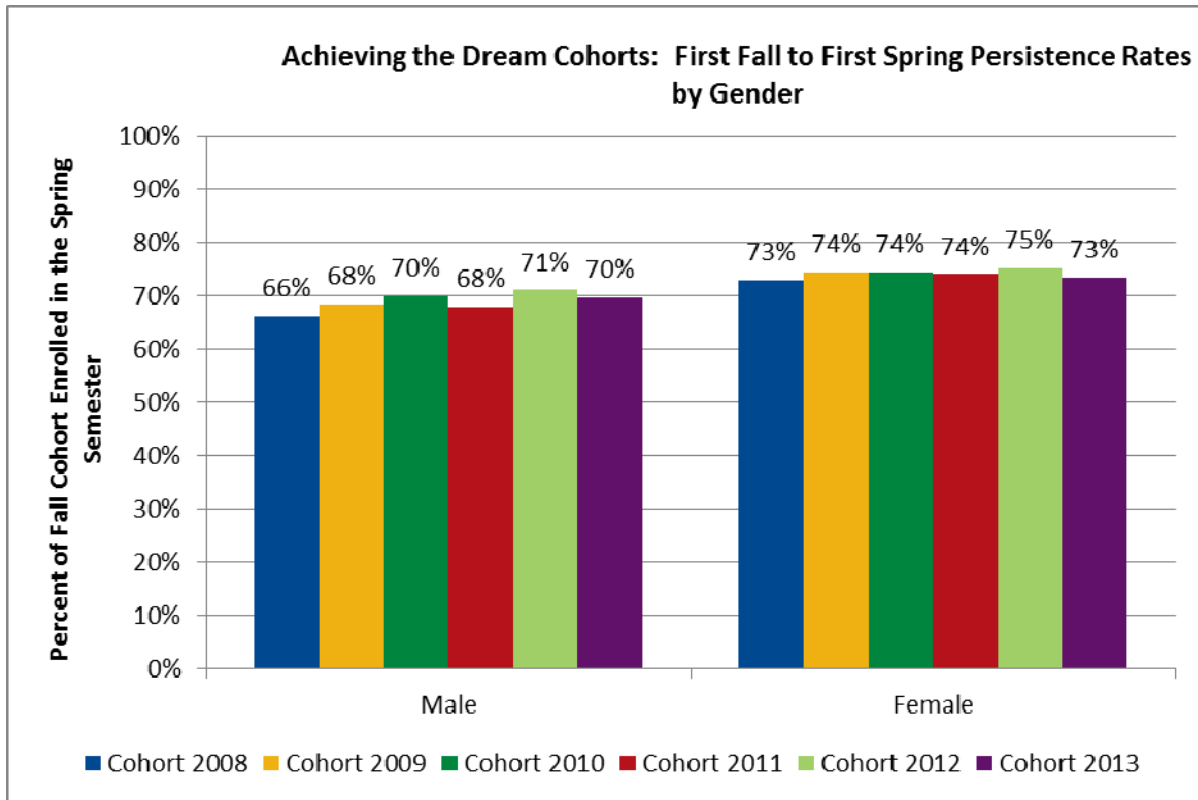


- The percentage of FTIC students persisting from the initial fall to the following spring semester increased slightly across cohorts for White students, reaching a high in fall 2012 and fall 2013 of 73%.
- Fall to spring persistence rates fluctuated for Hispanic and Asian students across the cohorts, averaging 71% for Hispanics, and 82% for Asians.
- Overall fall to spring persistence rates for Black students declined from fall 2008 to fall 2013 (69% to 63%).



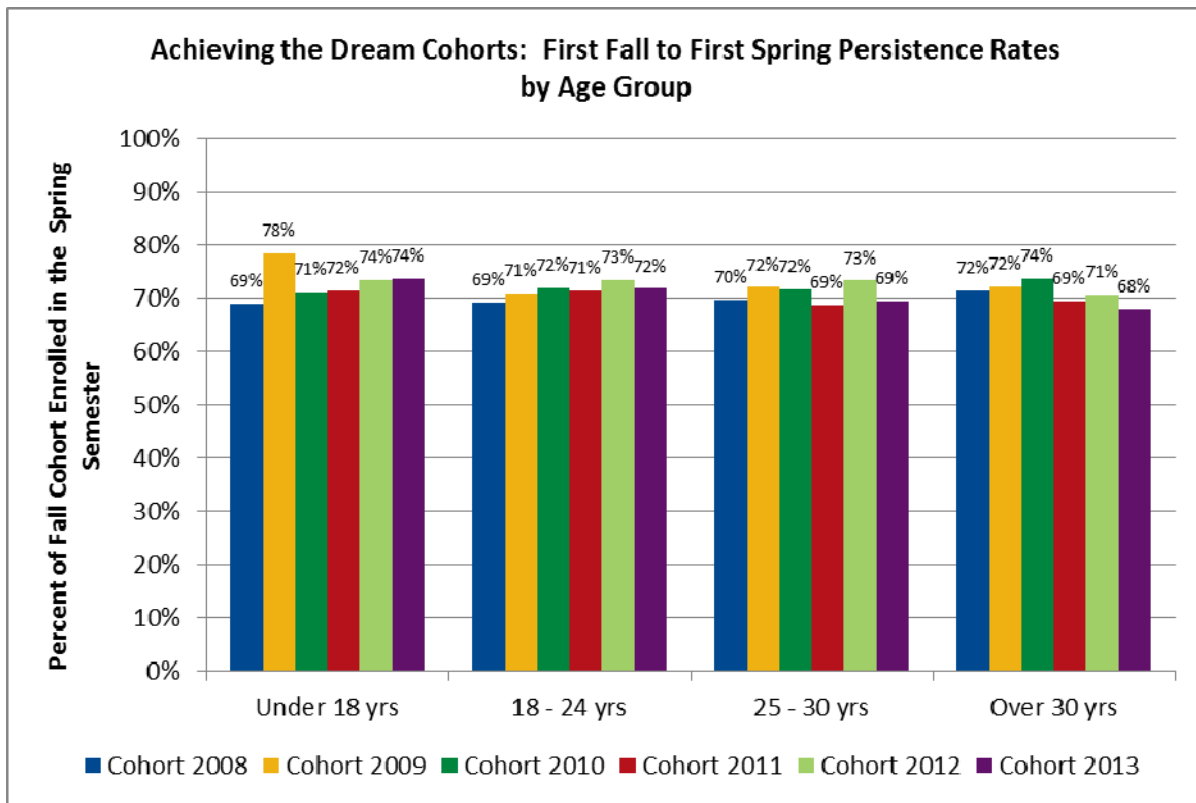
Persistence	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring
White	2,581	1,780	2,738	1,942	2,403	1,724	2,473	1,785	2,261	1,656	2,219	1,617
Black	416	288	616	440	553	371	566	381	519	354	465	295
Hispanic	1,504	1,035	1,686	1,189	1,543	1,114	2,230	1,561	2,016	1,468	2,141	1,498
Asian	243	195	198	162	155	124	213	175	201	176	198	161
Other	115	77	197	147	1,249	926	1,028	722	1,182	867	1,028	756
<b>Total</b>	<b>4,859</b>	<b>3,375</b>	<b>5,435</b>	<b>3,880</b>	<b>5,903</b>	<b>4,259</b>	<b>6,510</b>	<b>4,624</b>	<b>6,179</b>	<b>4,521</b>	<b>6,051</b>	<b>4,327</b>

- Fall to first spring persistence rates for male students increased slightly across the cohorts, from 66% in the fall 2008 cohort to 70% for the fall 2013 cohort.
- Fall to first spring persistence rates were higher for women than men in the FTIC cohorts, averaging 74% for the six cohort years.



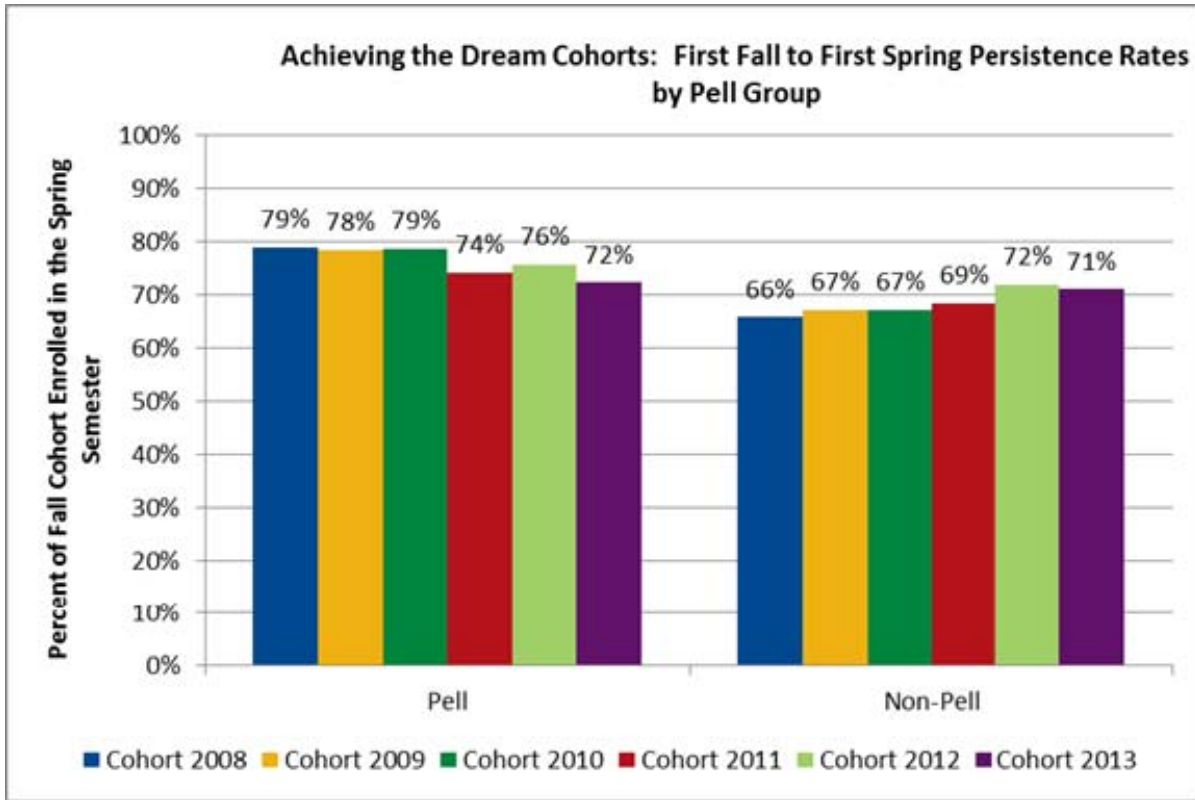
Persistence	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring
<b>Male</b>	2,463	1,628	2,753	1,882	2,989	2,090	3,192	2,166	2,959	2,103	2,956	2,057
<b>Female</b>	2,396	1,747	2,682	1,998	2,914	2,169	3,318	2,458	3,220	2,418	3,095	2,270
<b>Total</b>	<b>4,859</b>	<b>3,375</b>	<b>5,435</b>	<b>3,880</b>	<b>5,903</b>	<b>4,259</b>	<b>6,510</b>	<b>4,624</b>	<b>6,179</b>	<b>4,521</b>	<b>6,051</b>	<b>4,327</b>

- The percentage of FTIC students persisting from fall to the first spring semester increased slightly for traditional college age students (18-to-24), for fall 2008 cohort to the fall 2013 cohort (69% to 72%)
- The percentage of FTIC students persisting from fall to the first spring semester increased slightly for the under 18 year old group, for fall 2008 cohort to the fall 2013 cohort (69% to 74%).



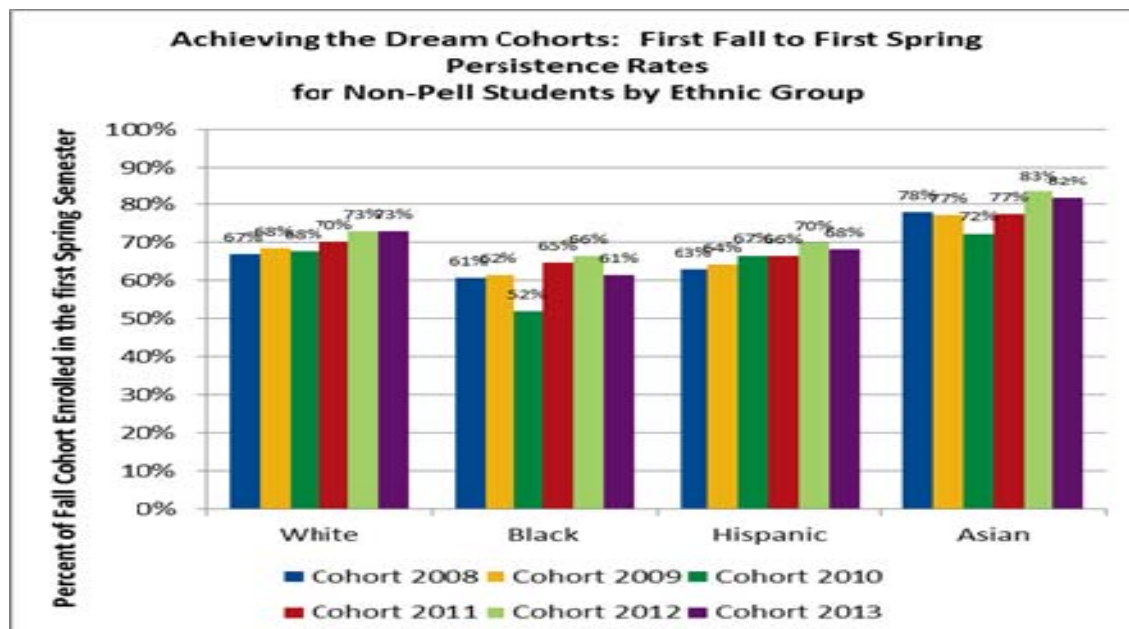
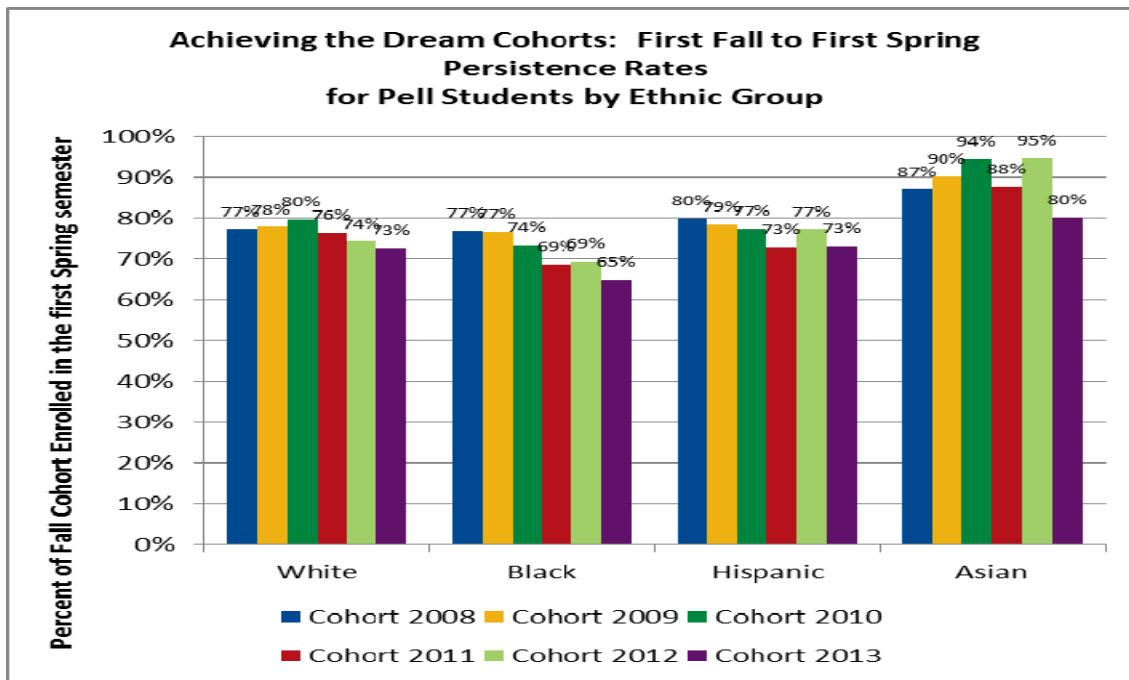
Persistence	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring
Under 18 yrs	167	115	186	146	212	151	253	181	242	178	243	179
18 - 24 yrs	3,951	2,737	4,257	3,018	4,503	3,244	5,176	3,696	5,080	3,727	5,066	3,639
25 - 30 yrs	372	259	502	362	580	416	499	343	364	267	334	232
Over 30 yrs	369	264	489	353	607	447	582	404	493	349	408	277
<b>Total</b>	<b>4,859</b>	<b>3,375</b>	<b>5,435</b>	<b>3,880</b>	<b>5,903</b>	<b>4,259</b>	<b>6,510</b>	<b>4,624</b>	<b>6,179</b>	<b>4,521</b>	<b>6,051</b>	<b>4,327</b>

- The fall to spring persistence rates for Pell awardees declined across the AtD FTIC cohorts from 79% for the fall 2008 cohort to 72% for the fall 2013 cohort.
- For non-Pell awardees, the fall to spring persistence rates increased from 66% for the fall 2008 cohort to 71% for the fall 2013 cohort.



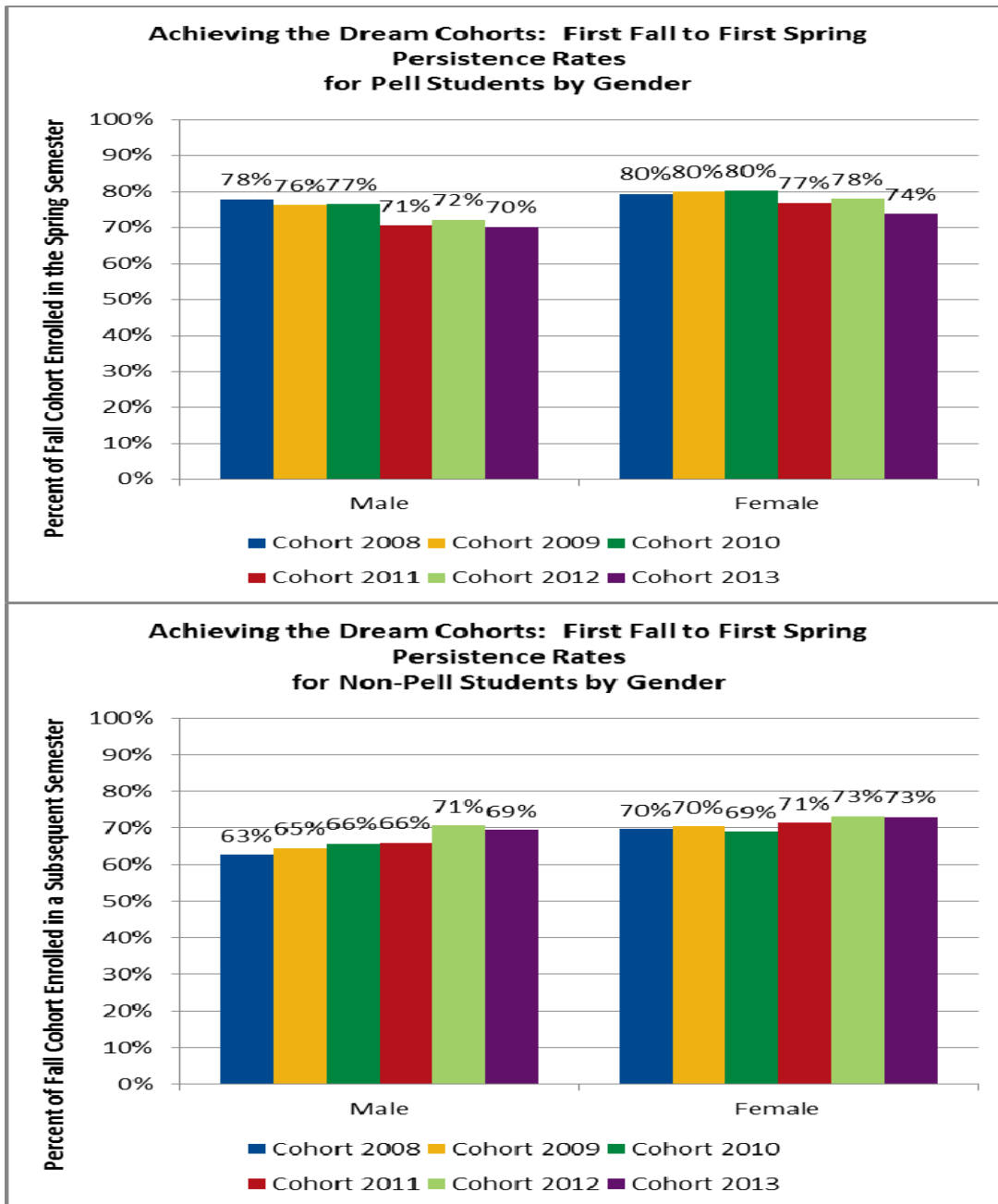
Persistence	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring
<b>Pell</b>	1,347	1,063	2,035	1,597	2,532	1,993	2,852	2,116	2,051	1,553	1,871	1,354
<b>Non-Pell</b>	3,512	2,312	3,400	2,283	3,371	2,266	3,658	2,508	4,128	2,968	4,180	2,973
<b>Total</b>	<b>4,859</b>	<b>3,375</b>	<b>5,435</b>	<b>3,880</b>	<b>5,903</b>	<b>4,259</b>	<b>6,510</b>	<b>4,624</b>	<b>6,179</b>	<b>4,521</b>	<b>6,051</b>	<b>4,327</b>

- Among Pell awardees, fall to spring persistence decreased across the FTIC cohorts for White, Hispanic, and Black students.
- Fall to spring persistence rates increased across the cohorts for non-Pell awardees in White, Hispanic and Asian ethnic groups. The rate varied considerably for Black students, from a low of 52% in the fall 2010 cohort to a high of 66% for the fall 2012 cohort.



Persistence	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring
<b>Pell</b>	<b>1,347</b>	<b>1,063</b>	<b>2,035</b>	<b>1,597</b>	<b>2,532</b>	<b>1,993</b>	<b>2,852</b>	<b>2,116</b>	<b>2,051</b>	<b>1,553</b>	<b>1,871</b>	<b>1,354</b>
White	516	399	749	583	803	640	839	641	526	391	508	369
Black	218	168	403	309	389	286	405	278	320	222	260	169
Hispanic	521	417	740	581	805	623	1,160	845	785	607	772	565
Asian	62	54	71	64	54	51	89	78	75	71	66	53
Other	30	25	72	60	481	393	359	274	345	262	265	198
<b>Non-Pell</b>	<b>3,512</b>	<b>2,312</b>	<b>3,400</b>	<b>2,283</b>	<b>3,371</b>	<b>2,266</b>	<b>3,658</b>	<b>2,508</b>	<b>4,128</b>	<b>2,968</b>	<b>4,180</b>	<b>2,973</b>
White	2,065	1,381	1,989	1,359	1,600	1,084	1,634	1,145	1,735	1,265	1,711	1,248
Black	198	120	213	131	164	85	161	104	199	132	205	126
Hispanic	983	618	946	608	738	491	1,070	711	1,231	861	1,369	933
Asian	181	141	127	98	101	73	124	96	126	105	132	108
Other	85	52	125	87	768	533	669	452	837	605	763	558
<b>Total</b>	<b>4,859</b>	<b>3,375</b>	<b>5,435</b>	<b>3,880</b>	<b>5,903</b>	<b>4,259</b>	<b>6,510</b>	<b>4,624</b>	<b>6,179</b>	<b>4,521</b>	<b>6,051</b>	<b>4,327</b>

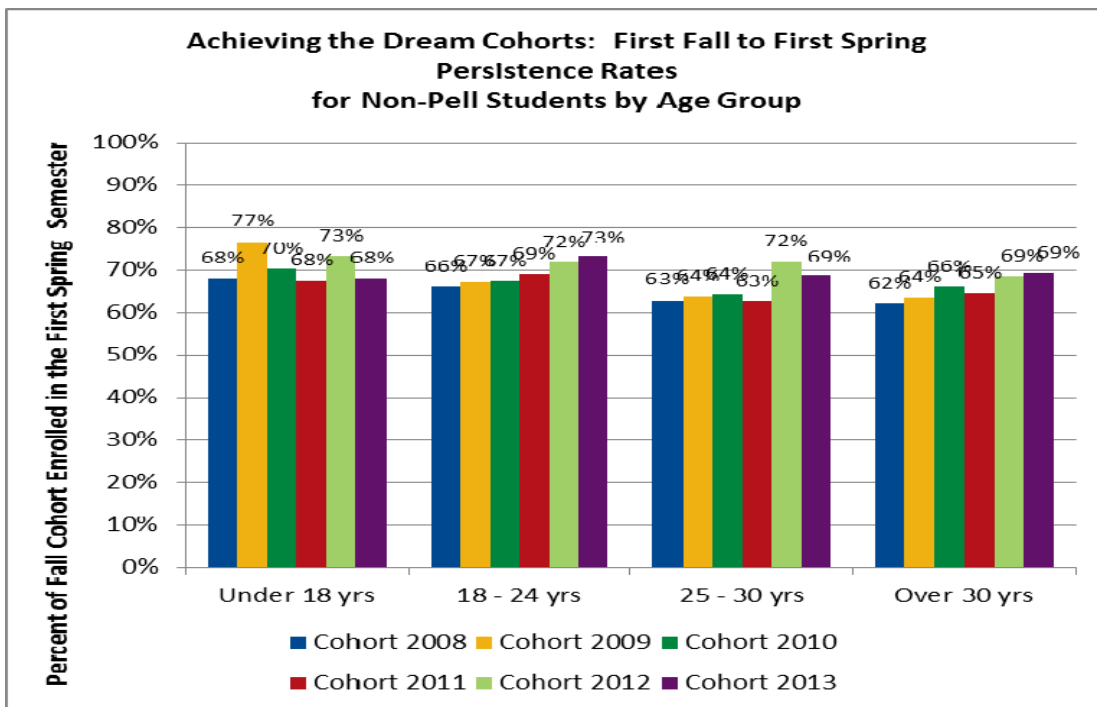
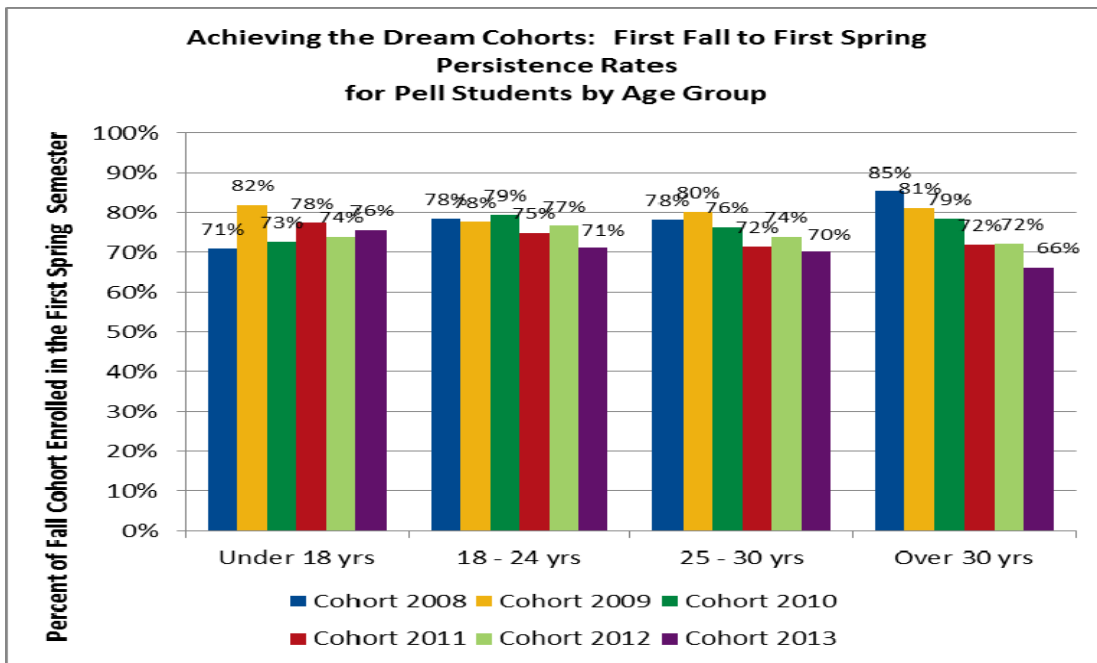
- For Pell awardees, fall to spring persistence rates declined for both female and male students across the FTIC cohorts.
- For non-Pell awardees, fall to spring persistence rates for FTIC male students increased across the cohorts from 63% in fall 2008 to 69% in fall 2013. The rates for FTIC female students increased as well but to a lesser degree (3 percentage points).



Persistence	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring
<b>Pell</b>	<b>1,347</b>	<b>1,063</b>	<b>2,035</b>	<b>1,597</b>	<b>2,532</b>	<b>1,993</b>	<b>2,852</b>	<b>2,116</b>	<b>2,051</b>	<b>1,553</b>	<b>1,871</b>	<b>1,354</b>
Male	556	434	890	680	1,149	881	1,266	894	841	608	800	562
Female	791	629	1,145	917	1,383	1,112	1,586	1,222	1,210	945	1,071	792
<b>Non-Pell</b>	<b>3,512</b>	<b>2,312</b>	<b>3,400</b>	<b>2,283</b>	<b>3,371</b>	<b>2,266</b>	<b>3,658</b>	<b>2,508</b>	<b>4,128</b>	<b>2,968</b>	<b>4,180</b>	<b>2,973</b>
Male	1,907	1,194	1,863	1,202	1,839	1,208	1,925	1,271	2,118	1,495	2,156	1,495
Female	1,605	1,118	1,537	1,081	1,532	1,058	1,733	1,237	2,010	1,473	2,024	1,478
<b>Total</b>	<b>4,859</b>	<b>3,375</b>	<b>5,435</b>	<b>3,880</b>	<b>5,903</b>	<b>4,259</b>	<b>6,510</b>	<b>4,624</b>	<b>6,179</b>	<b>4,521</b>	<b>6,051</b>	<b>4,327</b>



- For Pell awardees, fall to spring persistence rates declined across FTIC cohorts for 18 to 24 year olds.
- For non-Pell awardees, fall to spring persistence increased across the FTIC cohorts for the 18 to 24 year olds.



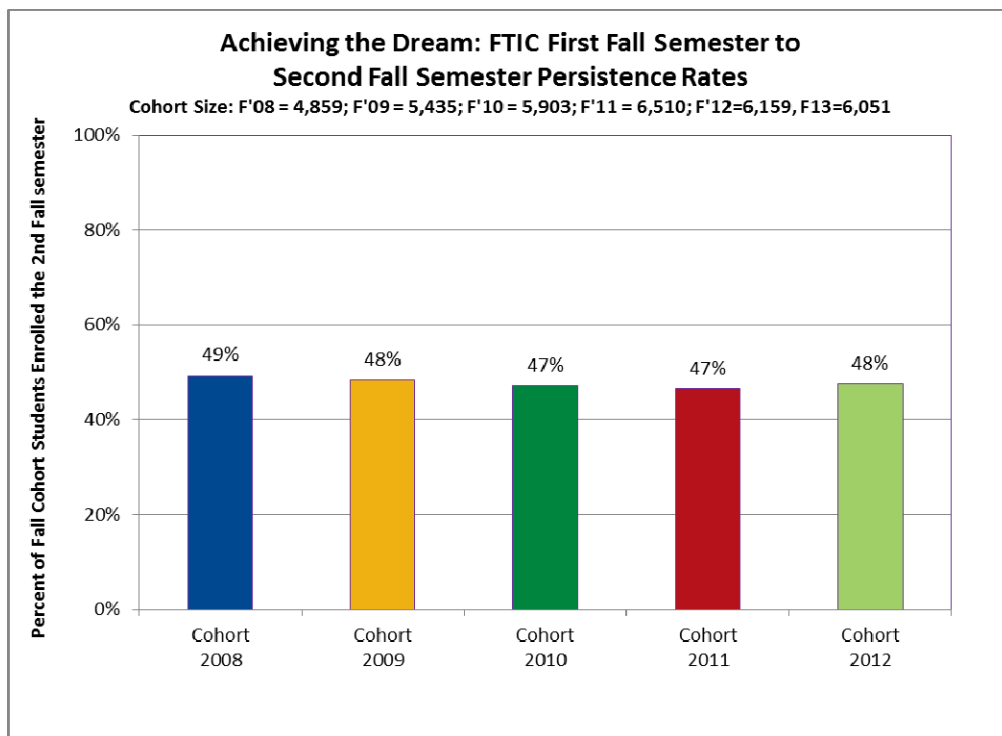
Persistence	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring	Initial Fall	First Spring
<b>Pell</b>	<b>1,347</b>	<b>1,063</b>	<b>2,035</b>	<b>1,597</b>	<b>2,532</b>	<b>1,993</b>	<b>2,852</b>	<b>2,116</b>	<b>2,051</b>	<b>1,553</b>	<b>4,180</b>	<b>2,973</b>
Under 18 yrs	48	34	61	50	77	56	98	76	73	54	177	134
18 - 24 yrs	988	775	1,483	1,151	1,734	1,378	2,038	1,526	1,462	1,122	3,660	2,606
25 - 30 yrs	161	126	252	202	353	270	341	244	231	171	148	104
Over 30 yrs	150	128	239	194	368	289	375	270	285	206	195	129
<b>Non-Pell</b>	<b>3,512</b>	<b>2,312</b>	<b>3,400</b>	<b>2,283</b>	<b>3,371</b>	<b>2,266</b>	<b>3,658</b>	<b>2,508</b>	<b>4,128</b>	<b>2,968</b>	<b>1,871</b>	<b>1,354</b>
Under 18 yrs	119	81	125	96	135	95	155	105	169	124	66	45
18 - 24 yrs	2,963	1,962	2,774	1,867	2,769	1,866	3,138	2,170	3,618	2,605	1,406	1,033
25 - 30 yrs	211	133	250	160	227	146	158	99	133	96	186	128
Over 30 yrs	219	136	251	160	240	159	207	134	208	143	213	148
<b>Total</b>	<b>4,859</b>	<b>3,375</b>	<b>5,435</b>	<b>3,880</b>	<b>5,903</b>	<b>4,259</b>	<b>6,510</b>	<b>4,624</b>	<b>6,179</b>	<b>4,521</b>	<b>6,051</b>	<b>4,327</b>

### Metric #4.

## Persistence (Initial Fall to Second Fall): Stable Rates Across Cohorts

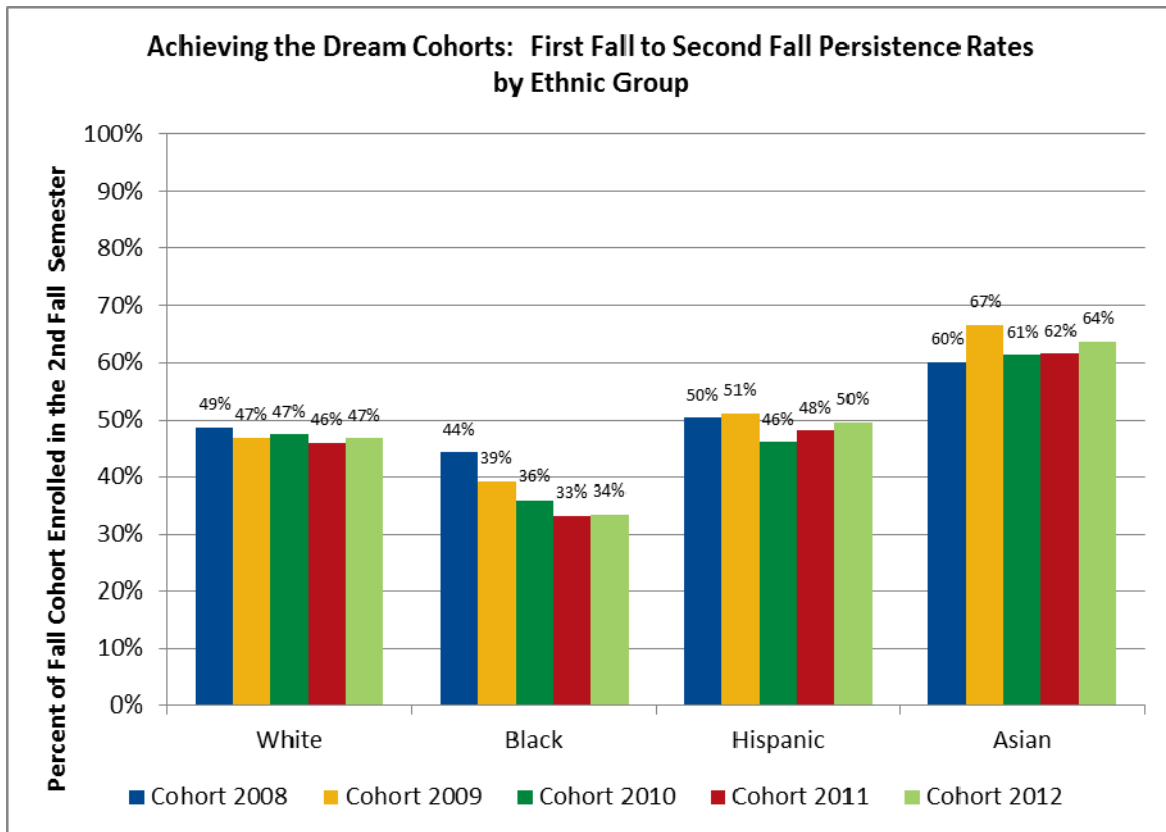
This report compares the persistence rates of students from their initial fall to their second fall semester at ACC for five Achieving the Dream (AtD) cohorts: fall 2008, fall 2009, fall 2010, fall 2011, and fall 2012. These cohorts include all First Time in College (FTIC) students enrolled in the fall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

- Initial fall semester to second fall semester persistence rates have remained stable across the cohorts, averaging 48%.



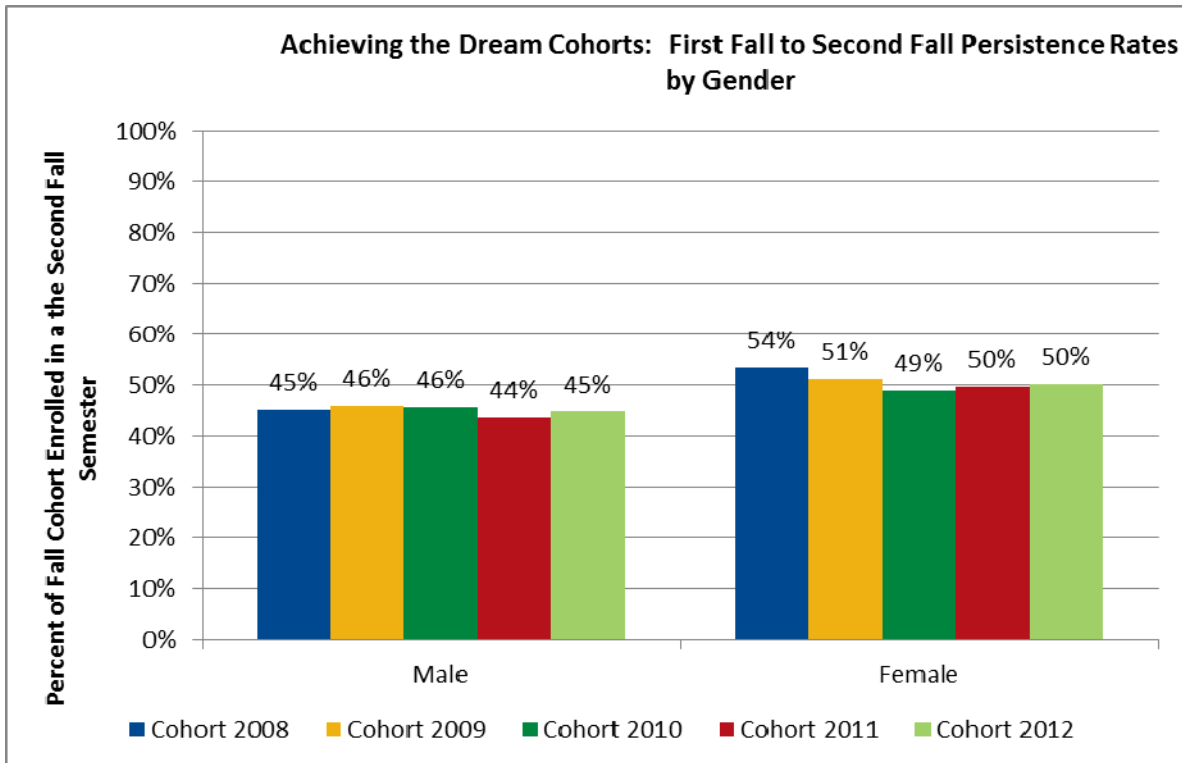
FTIC Cohorts	Total Students in Cohort	Cohort Students Enrolled Second Fall
Cohort 2007	4,283	2,104
Cohort 2008	4,859	2,398
Cohort 2009	5,435	2,634
Cohort 2010	5,903	2,790
Cohort 2011	6,510	3,037
Cohort 2012	6,179	2,940

- On average, across the FTIC cohorts, Hispanic students have had a slightly higher persistence rate than white students.
- Initial fall to second fall semester persistence rates for FTIC Black students have declined across the cohorts, from a high of 44% for the fall 2008 cohort, to 34% for the fall 2012 cohort.



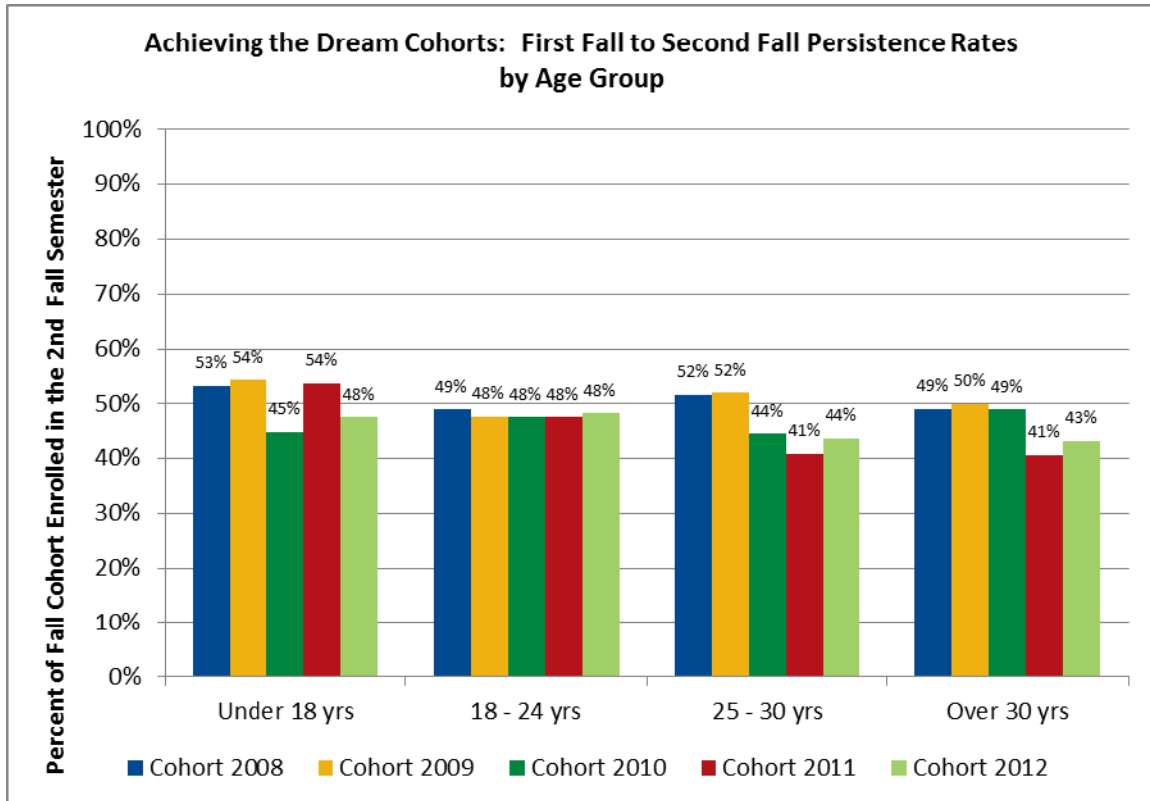
Persistence	FTIC Cohort 2008		FTIC Cohort 2009		FTIC Cohort 2010		FTIC Cohort 2011		FTIC Cohort 2012	
	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall
White	2,581	1,257	2,738	1,284	2,403	1,140	2,473	1,137	2,261	1,057
Black	416	184	616	241	553	199	566	188	519	174
Hispanic	1,504	758	1,686	863	1,543	711	2,230	1,073	2,016	999
Asian	243	146	198	132	155	95	213	131	201	128
Other	115	53	197	114	1,249	645	1,028	508	1,182	582
<b>Total</b>	<b>4,859</b>	<b>2,398</b>	<b>5,435</b>	<b>2,634</b>	<b>5,903</b>	<b>2,790</b>	<b>6,510</b>	<b>3,037</b>	<b>6,179</b>	<b>2,940</b>

- The initial fall to second fall semester persistence for FTIC male students has remained stable across the cohorts, averaging 45%.
- Initial fall to second fall semester persistence for FTIC female students decreased slightly across the cohorts, from 54% for the fall 2008 cohort to 50% for the fall 2012 cohort.



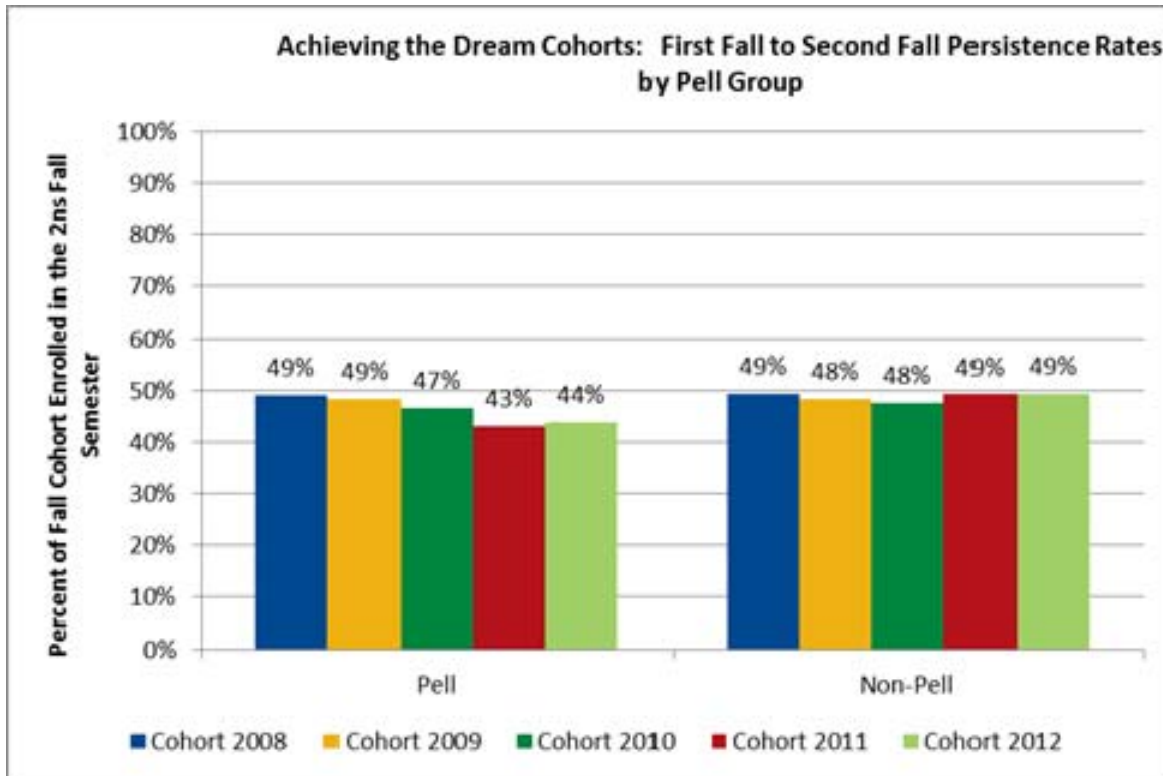
Persistence	FTIC Cohort 2008		FTIC Cohort 2009		FTIC Cohort 2010		FTIC Cohort 2011		FTIC Cohort 2012	
	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall
<b>Male</b>	2,463	1,115	2,753	1,264	2,989	1,363	3,192	1,392	2,959	1,326
<b>Female</b>	2,396	1,283	2,682	1,370	2,914	1,427	3,318	1,645	3,220	1,614
<b>Total</b>	<b>4,859</b>	<b>2,398</b>	<b>5,435</b>	<b>2,634</b>	<b>5,903</b>	<b>2,790</b>	<b>6,510</b>	<b>3,037</b>	<b>6,179</b>	<b>2,940</b>

- The initial fall to second fall semester persistence rates for FTIC students 18 to 24 years of age remained stable across the cohorts, averaging 48%.
- The initial fall to second fall semester persistence rates for FTIC students the other age groups have declined from fall 2008 to fall 2012 cohorts.



Persistence	FTIC Cohort 2008		FTIC Cohort 2009		FTIC Cohort 2010		FTIC Cohort 2011		FTIC Cohort 2012	
	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall
Under 18 yrs	167	89	186	101	212	95	253	136	242	115
18 - 24 yrs	3,951	1,936	4,257	2,027	4,503	2,139	5,176	2,461	5,080	2,453
25 - 30 yrs	372	192	502	261	580	258	499	204	364	159
Over 30 yrs	369	181	489	245	607	298	582	237	493	213
<b>Total</b>	<b>4,859</b>	<b>2,398</b>	<b>5,435</b>	<b>2,634</b>	<b>5,903</b>	<b>2,790</b>	<b>6,510</b>	<b>3,037</b>	<b>6,179</b>	<b>2,940</b>

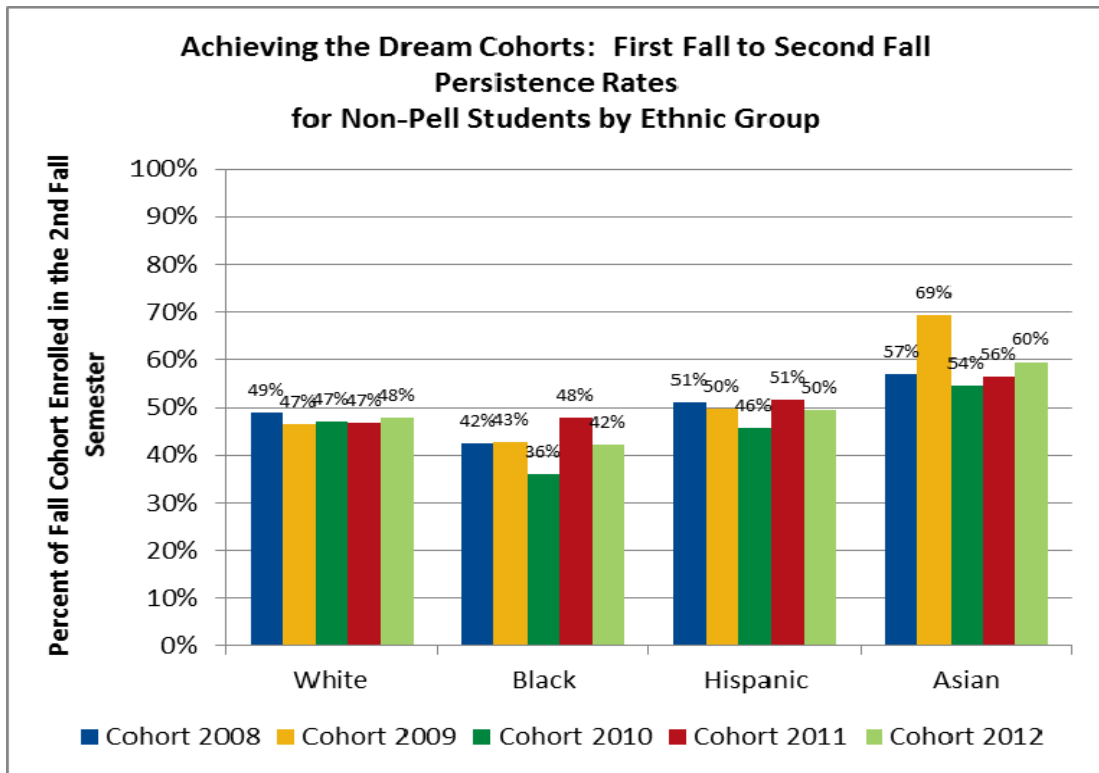
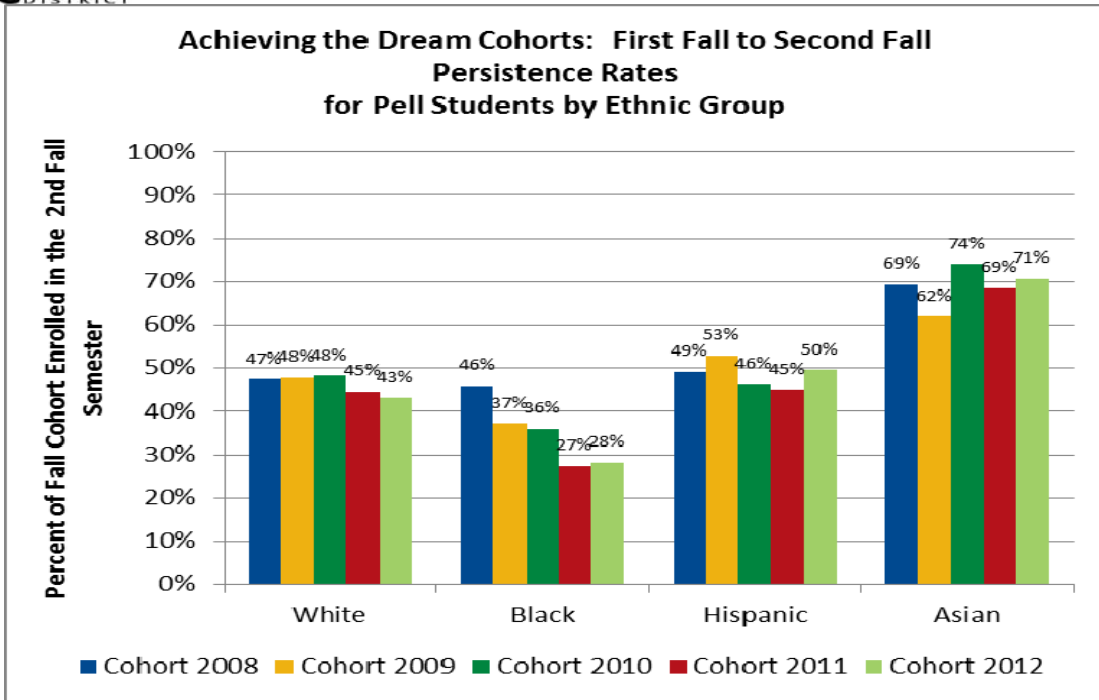
- The initial fall to second fall semester persistence rates for FTIC Pell awardees decreased across the cohorts from 49% for the fall 2008 to 44% for the fall 2012 cohort.
- The initial fall to second fall semester persistence rates for FTIC non-Pell awardees remained stable across the cohorts, averaging 49%.



Persistence	FTIC Cohort 2008		FTIC Cohort 2009		FTIC Cohort 2010		FTIC Cohort 2011		FTIC Cohort 2012	
	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall
<b>Pell</b>	1,347	662	2,035	987	2,532	1,182	2,852	1,232	2,051	901
<b>Non-Pell</b>	3,512	1,736	3,400	1,647	3,371	1,608	3,658	1,805	4,128	2,039
<b>Total</b>	<b>4,859</b>	<b>2,398</b>	<b>5,435</b>	<b>2,634</b>	<b>5,903</b>	<b>2,790</b>	<b>6,510</b>	<b>3,037</b>	<b>6,179</b>	<b>2,940</b>

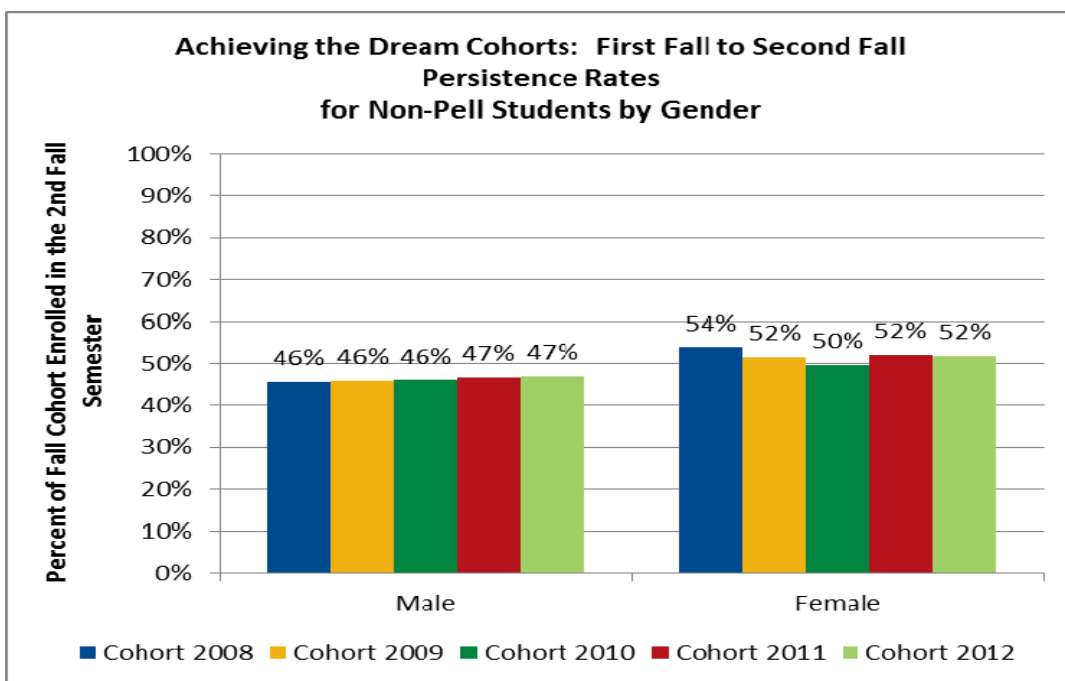
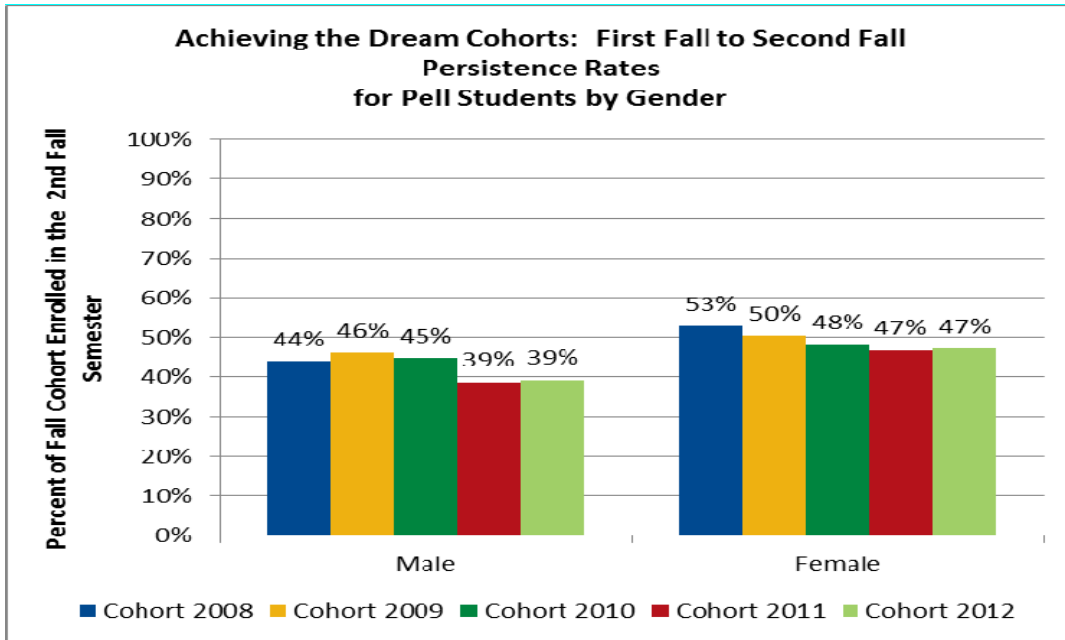
- The initial fall to second fall semester persistence rates for FTIC Pell awardees decreased overall across the cohorts, however, Black students experienced a noticeable decline from 46% for the fall 2008 cohort to 28% for the fall 2012 cohort.
- Initial fall to second fall semester persistence rates declined slightly for FTIC Pell-awardee White students, and varied across the cohorts for Hispanic and Asian students who were awarded Pell grants.
- Initial fall to second fall semester persistence rates were stable for FTIC non-Pell awardee White students, averaging 47% across the cohorts.
- For FTIC non-awardee Hispanic, Black, and Asian students, the fall to second fall persistence rates varied considerably across cohorts.





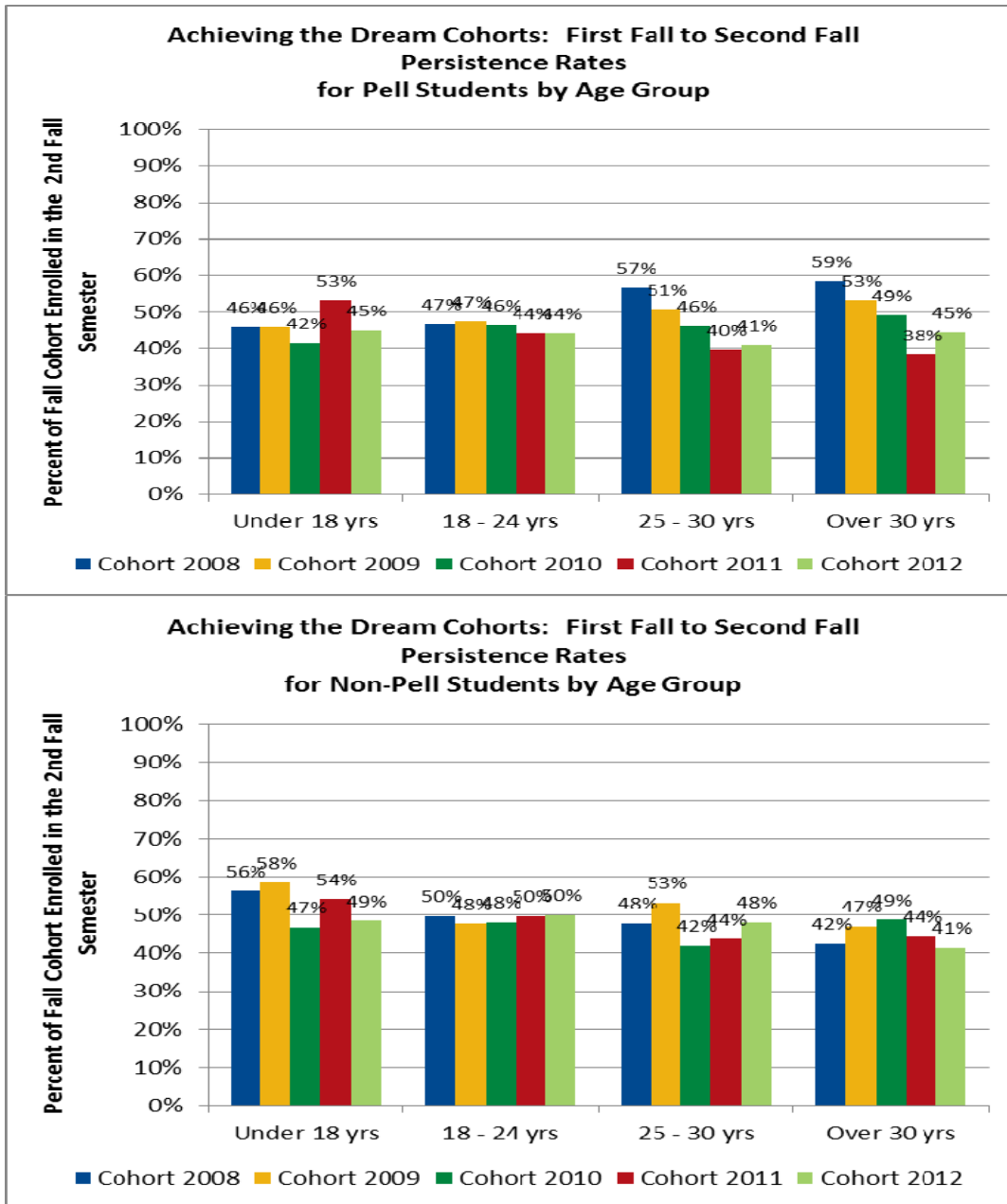
Persistence	FTIC Cohort 2008		FTIC Cohort 2009		FTIC Cohort 2010		FTIC Cohort 2011		FTIC Cohort 2012	
	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall
<b>Pell</b>	<b>1,347</b>	<b>662</b>	<b>2,035</b>	<b>987</b>	<b>2,532</b>	<b>1,182</b>	<b>2,852</b>	<b>1,232</b>	<b>2,051</b>	<b>901</b>
White	516	245	749	358	803	387	839	374	526	227
Black	218	100	403	150	389	140	405	111	320	90
Hispanic	521	256	740	392	805	373	1,160	522	785	389
Asian	62	43	71	44	54	40	89	61	75	53
Other	30	18	72	43	481	242	359	164	345	142
<b>Non-Pell</b>	<b>3,512</b>	<b>1,736</b>	<b>3,400</b>	<b>1,647</b>	<b>3,371</b>	<b>1,608</b>	<b>3,658</b>	<b>1,805</b>	<b>4,128</b>	<b>2,039</b>
White	2,065	1,012	1,989	926	1,600	753	1,634	763	1,735	830
Black	198	84	213	91	164	59	161	77	199	84
Hispanic	983	502	946	471	738	338	1,070	551	1,231	610
Asian	181	103	127	88	101	55	124	70	126	75
Other	85	35	125	71	768	403	669	344	837	440
<b>Total</b>	<b>4,859</b>	<b>2,398</b>	<b>5,435</b>	<b>2,634</b>	<b>5,903</b>	<b>2,790</b>	<b>6,510</b>	<b>3,037</b>	<b>6,179</b>	<b>2,940</b>

- Initial fall to second fall persistence rates declined across the FTIC cohorts for Pell awardees, with male and female students experiencing similar percentage declines.
- For FTIC non-Pell awardees, initial fall to second fall persistence rates remained stable across the cohorts, averaging 46% for males and 52% for females.



Persistence	FTIC Cohort 2008		FTIC Cohort 2009		FTIC Cohort 2010		FTIC Cohort 2011		FTIC Cohort 2012	
	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall
<b>Pell</b>	<b>1,347</b>	<b>662</b>	<b>2,035</b>	<b>987</b>	<b>2,532</b>	<b>1,182</b>	<b>2,852</b>	<b>1,232</b>	<b>2,051</b>	<b>901</b>
Male	556	244	890	410	1,149	515	1,266	490	841	330
Female	791	418	1,145	577	1,383	667	1,586	742	1,210	571
<b>Non-Pell</b>	<b>3,512</b>	<b>1,736</b>	<b>3,400</b>	<b>1,647</b>	<b>3,371</b>	<b>1,608</b>	<b>3,658</b>	<b>1,805</b>	<b>4,128</b>	<b>2,039</b>
Male	1,907	871	1,863	854	1,839	847	1,925	901	2,118	996
Female	1,605	865	1,537	793	1,532	761	1,733	904	2,010	1,043
<b>Total</b>	<b>4,859</b>	<b>2,461</b>	<b>5,435</b>	<b>2,801</b>	<b>5,903</b>	<b>3,113</b>	<b>6,510</b>	<b>3,473</b>	<b>6,179</b>	<b>2,940</b>

- For FTIC students 18 to 24 years of age, initial fall to second fall persistence rates remained stable across the cohorts, averaging 46% for Pell-awardees and 49% for non-Pell awardees.
- For other FTIC age groups, initial fall to second fall persistence rates declined across the cohorts, but the decline was smaller for non-Pell awardees compared to Pell awardees.



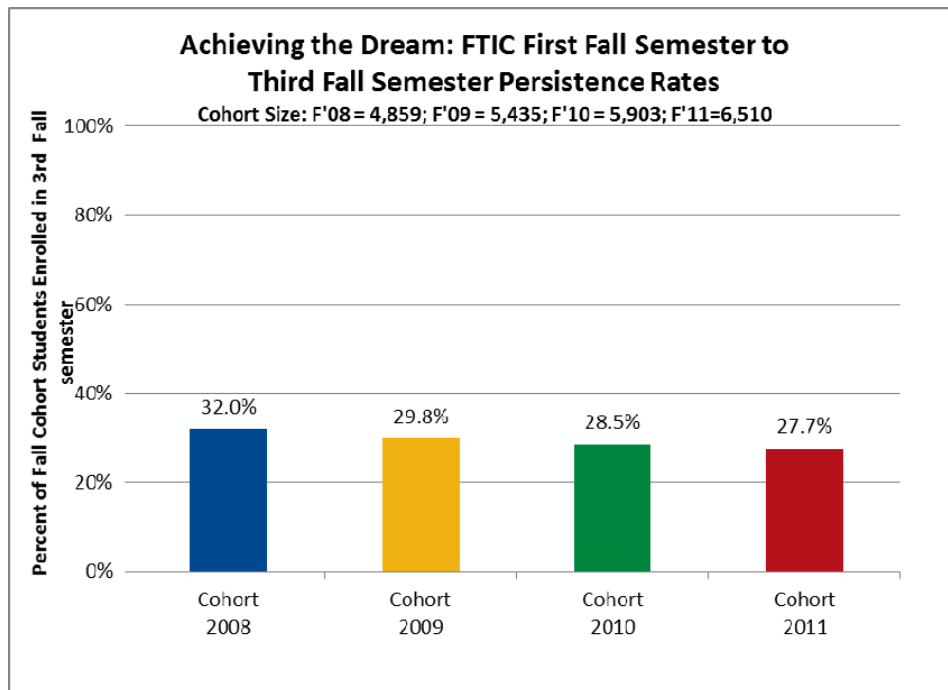
Persistence	FTIC Cohort 2008		FTIC Cohort 2009		FTIC Cohort 2010		FTIC Cohort 2011		FTIC Cohort 2012	
	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall	Initial Fall	Second Fall
<b>Pell</b>	<b>1,347</b>	<b>662</b>	<b>2,035</b>	<b>987</b>	<b>2,532</b>	<b>1,182</b>	<b>2,852</b>	<b>1,232</b>	<b>2,051</b>	<b>901</b>
Under 18 yrs	48	22	61	28	77	32	98	52	73	33
18 - 24 yrs	988	461	1,483	704	1,734	806	2,038	901	1,462	646
25 - 30 yrs	161	91	252	128	353	163	341	135	231	95
Over 30 yrs	150	88	239	127	368	181	375	144	285	127
<b>Non-Pell</b>	<b>3,512</b>	<b>1,736</b>	<b>3,400</b>	<b>1,647</b>	<b>3,371</b>	<b>1,608</b>	<b>3,658</b>	<b>1,805</b>	<b>4,128</b>	<b>2,039</b>
Under 18 yrs	119	67	125	73	135	63	155	84	169	82
18 - 24 yrs	2,963	1,475	2,774	1,323	2,769	1,333	3,138	1,560	3,618	1,807
25 - 30 yrs	211	101	250	133	227	95	158	69	133	64
Over 30 yrs	219	93	251	118	240	117	207	92	208	86
<b>Total</b>	<b>4,859</b>	<b>2,461</b>	<b>5,435</b>	<b>2,801</b>	<b>5,903</b>	<b>3,113</b>	<b>6,510</b>	<b>3,473</b>	<b>6,179</b>	<b>2,940</b>

### Metric #4.

### Persistence (Initial Fall to Third Fall): Rates Decreased Across Cohorts

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

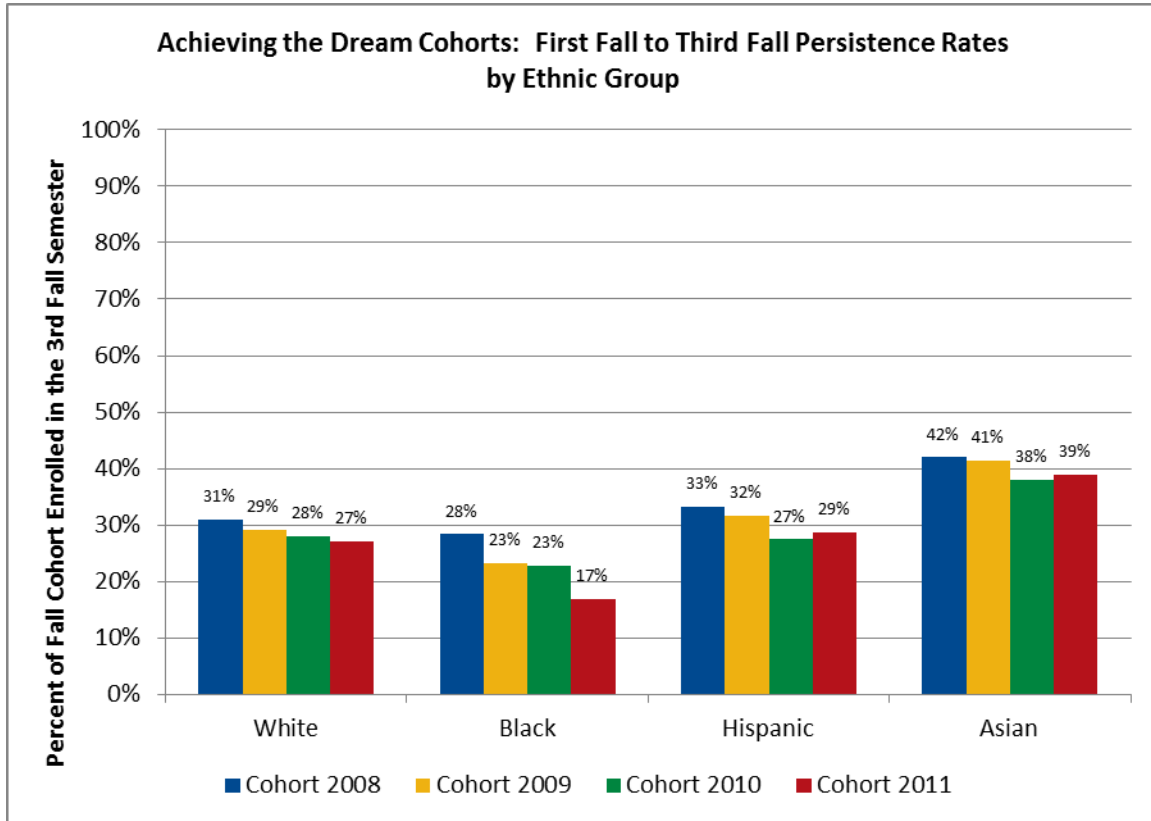
- The percentages of students enrolled in the fall FTIC cohorts, and continuing their studies at ACC the third fall semester, decreased from 32% in the fall 2008 cohort to 28% for the fall 2011 cohort.



FTIC Cohorts	Total Students in Cohort	Cohort Students Enrolled Third Fall
Cohort 2008	4,859	1,554
Cohort 2009	5,435	1,622
Cohort 2010	5,903	1,684
Cohort 2011	6,510	1,803

The first fall to third fall semester persistence rates for FTIC cohorts declined across all ethnic groups.

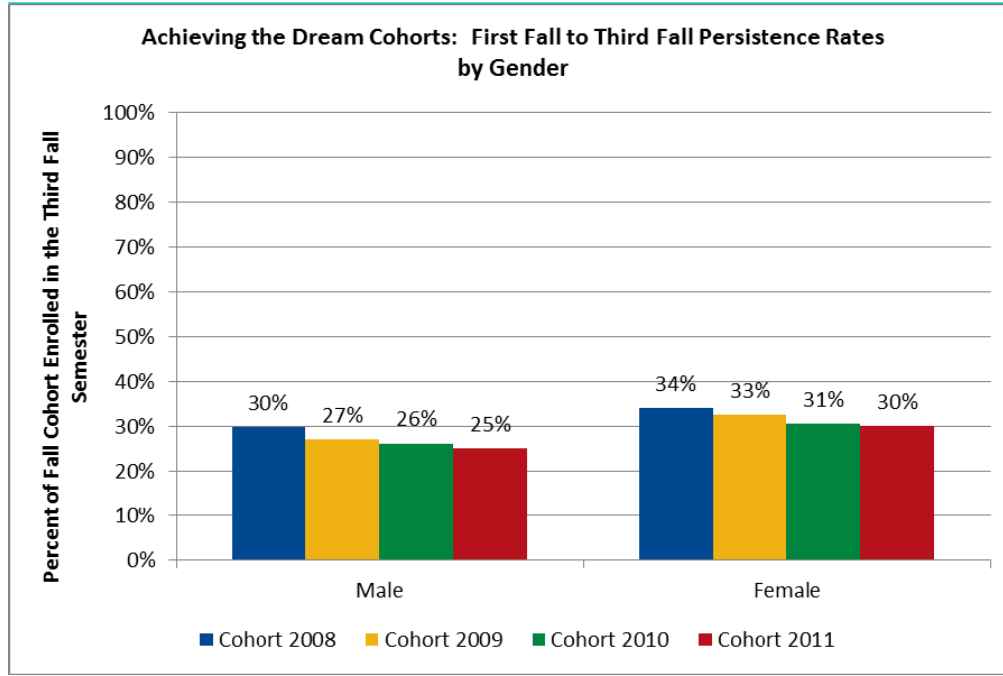
- The largest decline in first fall to third fall persistence was for FTIC Black students, from a persistence rate of 28% in the fall 2008 cohort to 17% in the fall 2011 cohort.



Persistence	FTIC Cohort 2008		FTIC Cohort 2009		FTIC Cohort 2010		FTIC Cohort 2011	
	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall
White	2,581	799	2,738	798	2,403	672	2,473	670
Black	416	118	616	143	553	126	566	96
Hispanic	1,504	499	1,686	535	1,543	424	2,230	639
Asian	243	102	198	82	155	59	213	83
Other	115	36	197	64	1,249	403	1,028	315
<b>Total</b>	<b>4,859</b>	<b>1,554</b>	<b>5,435</b>	<b>1,622</b>	<b>5,903</b>	<b>1,684</b>	<b>6,510</b>	<b>1,803</b>

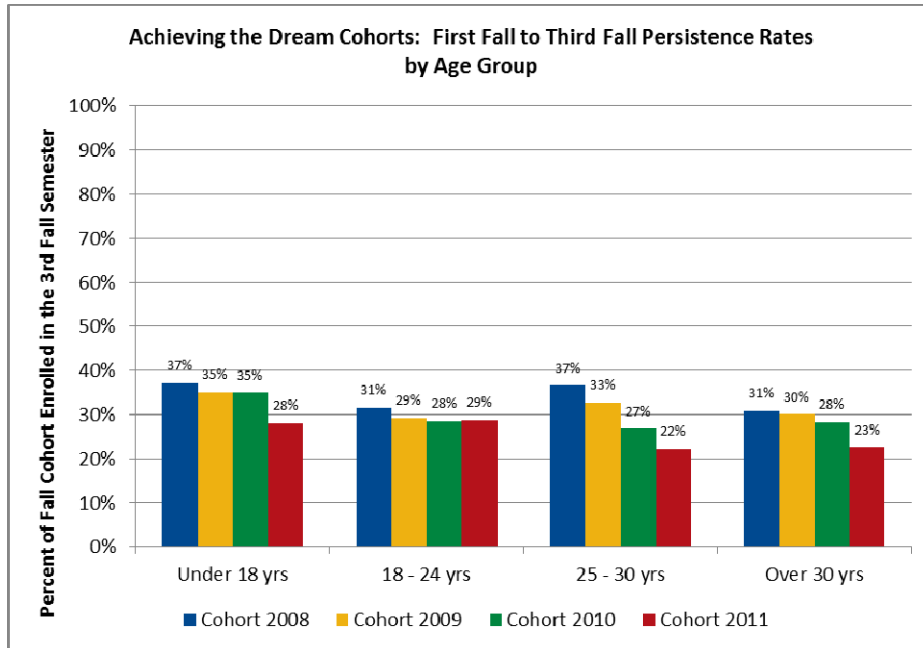


- Initial fall to third fall persistence rates declined slightly for both female and male students.



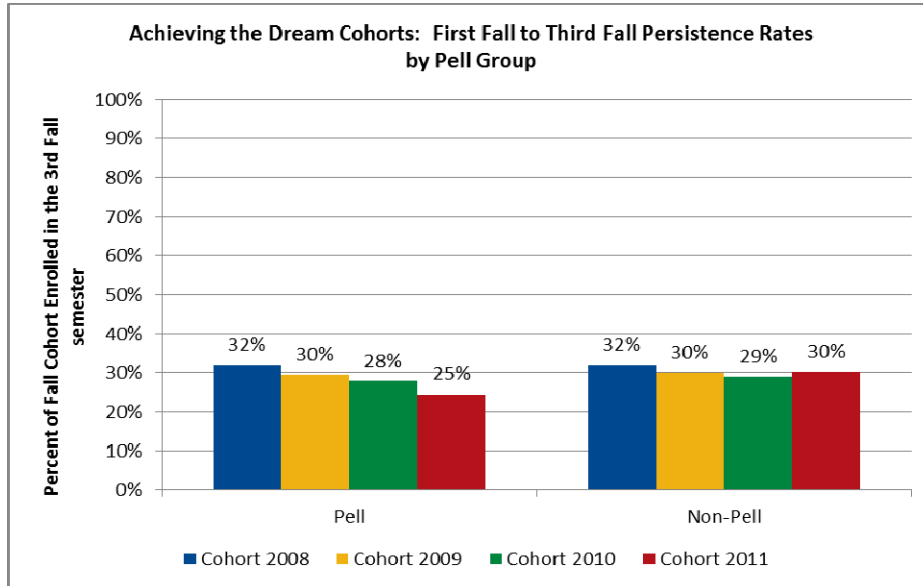
Persistence	FTIC Cohort 2008		FTIC Cohort 2009		FTIC Cohort 2010		FTIC Cohort 2011	
	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall
<b>Male</b>	2,463	734	2,753	746	2,989	786	3,192	805
<b>Female</b>	2,396	820	2,682	876	2,914	896	3,318	998
<b>Total</b>	<b>4,859</b>	<b>1,554</b>	<b>5,435</b>	<b>1,622</b>	<b>5,903</b>	<b>1,684</b>	<b>6,510</b>	<b>1,803</b>

- The initial fall to third fall persistence rates declined across all FTIC cohorts for all age groups.
- The initial fall to third fall persistence rates for FTIC students 18 to 24 years of age declined least of all age groups, averaging 29% across the cohorts.



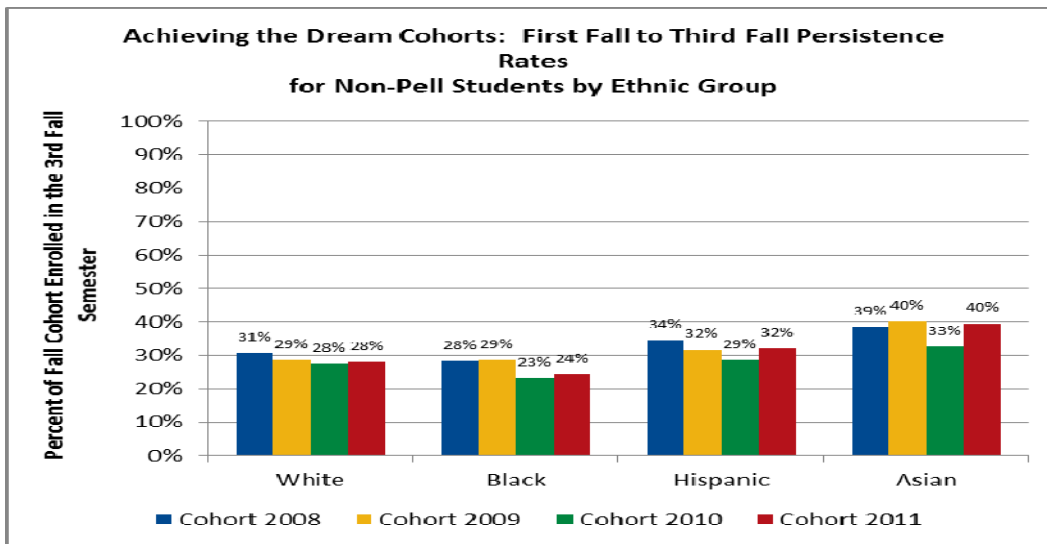
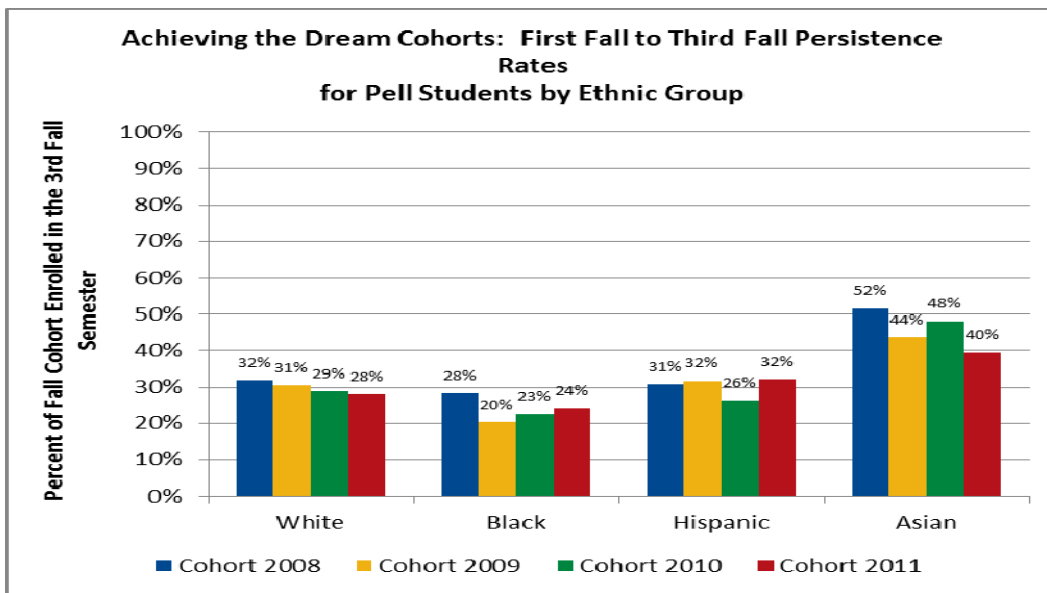
Persistence	FTIC Cohort 2008		FTIC Cohort 2009		FTIC Cohort 2010		FTIC Cohort 2011	
	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall
Under 18 yrs	167	62	186	65	212	74	253	71
18 - 24 yrs	3,951	1,242	4,257	1,246	4,503	1,281	5,176	1,490
25 - 30 yrs	372	136	502	164	580	155	499	111
Over 30 yrs	369	114	489	147	607	172	582	131
<b>Total</b>	<b>4,859</b>	<b>1,554</b>	<b>5,435</b>	<b>1,622</b>	<b>5,903</b>	<b>1,684</b>	<b>6,510</b>	<b>1,803</b>

- The initial fall to third fall persistence rates for Pell awardee FTIC students declined across the cohorts from 31% in the fall 2008 cohort to 25% in the fall 2011 cohort.
- The first to third fall persistence rates for non-Pell awardee FTIC students was stable across the cohorts averaging 30%.



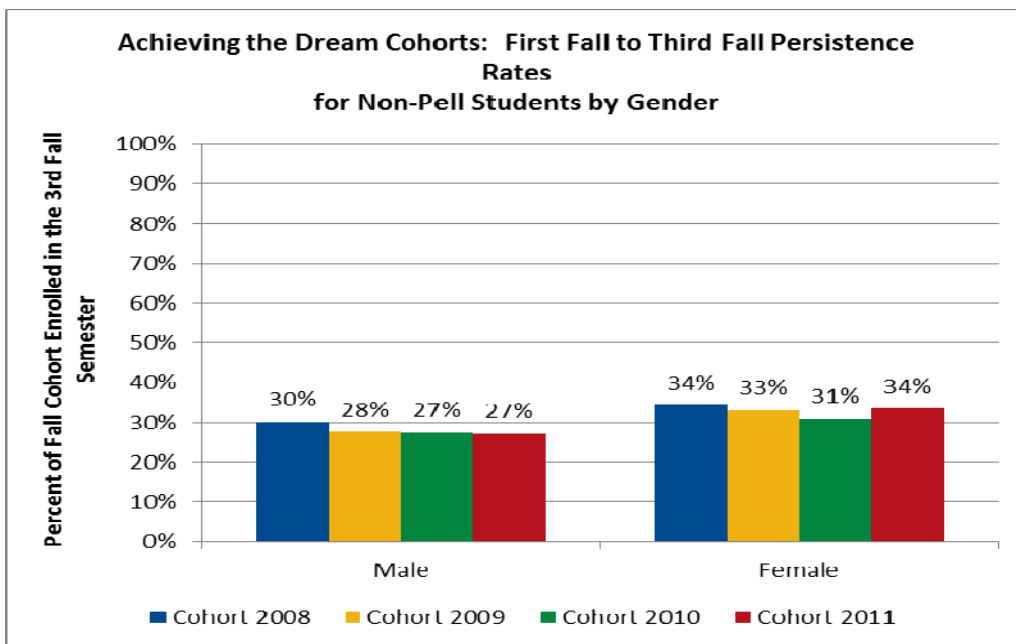
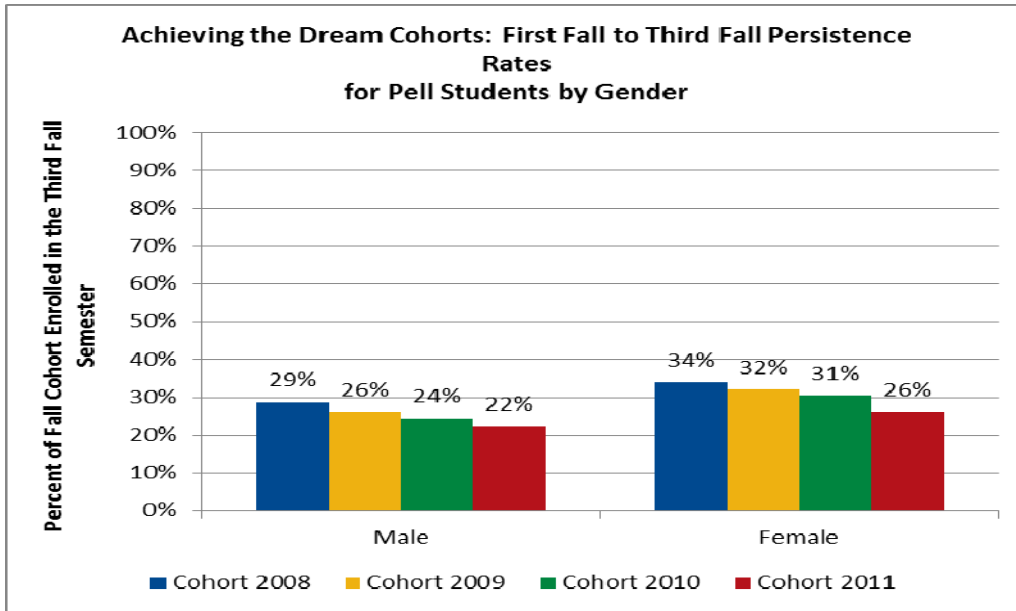
Persistence	FTIC Cohort 2008		FTIC Cohort 2009		FTIC Cohort 2010		FTIC Cohort 2011	
	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall
<b>Pell</b>	1,347	429	2,035	601	2,532	704	2,852	700
<b>Non-Pell</b>	3,512	1,125	3,400	1,021	3,371	978	3,658	1,103
<b>Total</b>	<b>4,859</b>	<b>1,554</b>	<b>5,435</b>	<b>1,622</b>	<b>5,903</b>	<b>1,684</b>	<b>6,510</b>	<b>1,803</b>

- Initial fall to third fall semester persistence rates in the FTIC cohorts declined slightly for Whites and Blacks in both the Pell and non-Pell awardee groups.
- Initial fall to third fall persistence rates varied somewhat for FTIC Hispanic students in both the Pell-awardee and non-Pell groups, averaging 30% for Pell-awardees and 32% for non-Pell awardees.
- Initial fall to third fall persistence rates declined considerably for FTIC Asians in the Pell-awardee group, from 52% in the fall 2008 cohort to 40% for the fall 2011 cohort.



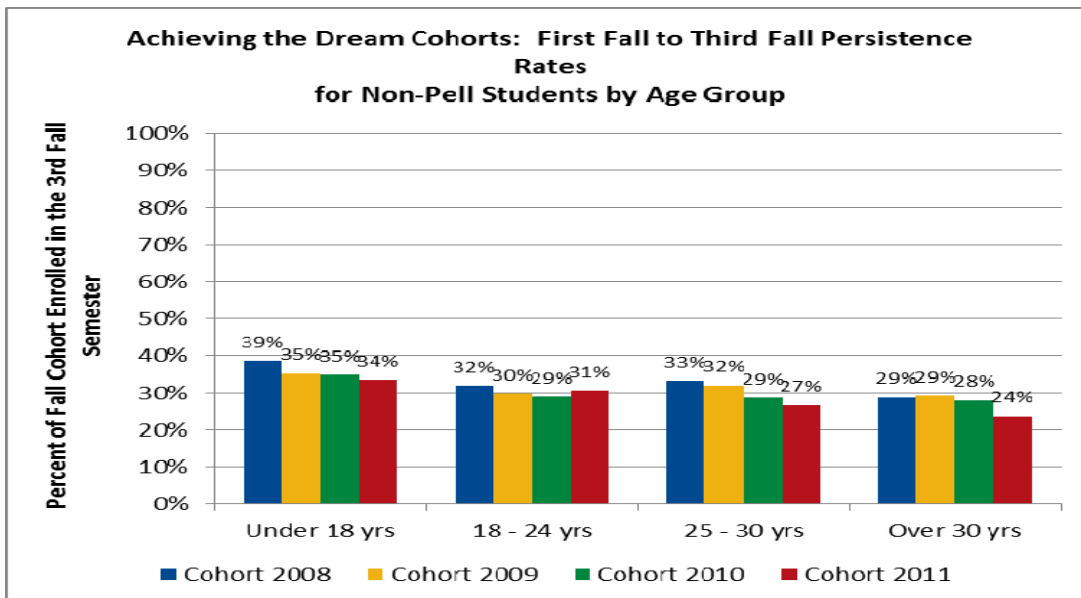
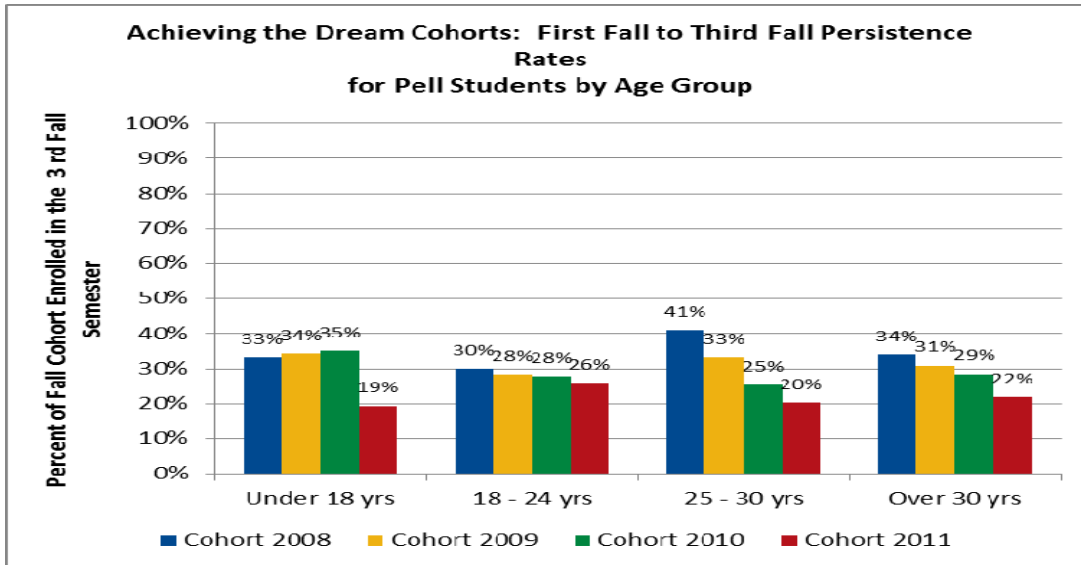
Persistence	FTIC Cohort 2008		FTIC Cohort 2009		FTIC Cohort 2010		FTIC Cohort 2011	
	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall
<b>Pell</b>	<b>1,347</b>	<b>429</b>	<b>2,035</b>	<b>601</b>	<b>2,532</b>	<b>704</b>	<b>2,852</b>	<b>700</b>
White	516	164	749	229	803	232	839	210
Black	218	62	403	82	389	88	405	57
Hispanic	521	160	740	235	805	212	1,160	296
Asian	62	32	71	31	54	26	89	34
Other	30	11	72	24	481	146	359	103
<b>Non-Pell</b>	<b>3,512</b>	<b>1,125</b>	<b>3,400</b>	<b>1,021</b>	<b>3,371</b>	<b>978</b>	<b>3,658</b>	<b>1,103</b>
White	2,065	635	1,989	569	1,600	440	1,634	460
Black	198	56	213	61	164	38	161	39
Hispanic	983	339	946	300	738	212	1,070	343
Asian	181	70	127	51	101	33	124	49
Other	85	25	125	40	768	255	669	212
<b>Total</b>	<b>4,859</b>	<b>1,554</b>	<b>5,435</b>	<b>1,622</b>	<b>5,903</b>	<b>1,682</b>	<b>6,510</b>	<b>1,803</b>

- Initial fall to third fall persistence rates for FTIC Pell- awardees decreased across the cohorts for both males and females, with 7 percentage point decrease for males and an 8 percentage point decrease for females.
- Initial fall to third fall persistence rates for FTIC non-Pell awardees decreased slightly for males but remained stable for females across the cohorts.



Persistence	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011	
	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall
<b>Pell</b>	<b>1,347</b>	<b>429</b>	<b>2,035</b>	<b>601</b>	<b>2,532</b>	<b>704</b>	<b>2,852</b>	<b>700</b>
Male	556	160	890	234	1,149	281	1,266	283
Female	791	269	1,145	367	1,383	423	1,586	417
<b>Non-Pell</b>	<b>3,512</b>	<b>1,125</b>	<b>3,400</b>	<b>1,021</b>	<b>3,371</b>	<b>978</b>	<b>3,658</b>	<b>1,103</b>
Male	1,907	574	1,863	513	1,839	505	1,925	522
Female	1,605	551	1,537	508	1,532	473	1,733	581
<b>Total</b>	<b>4,859</b>	<b>1,554</b>	<b>5,435</b>	<b>1,622</b>	<b>5,903</b>	<b>1,682</b>	<b>6,510</b>	<b>1,803</b>

- The initial fall to third fall persistence rates for Pell awardees and non-Pell awardees in the FTIC cohorts declined slightly for the 18 to 24 year olds, averaging 28% for Pell awardees, and 31% for non-Pell awardees.
- For other age groups, first to third fall persistence rates in the FTIC cohorts declined, with larger declines in the Pell-awardee group.





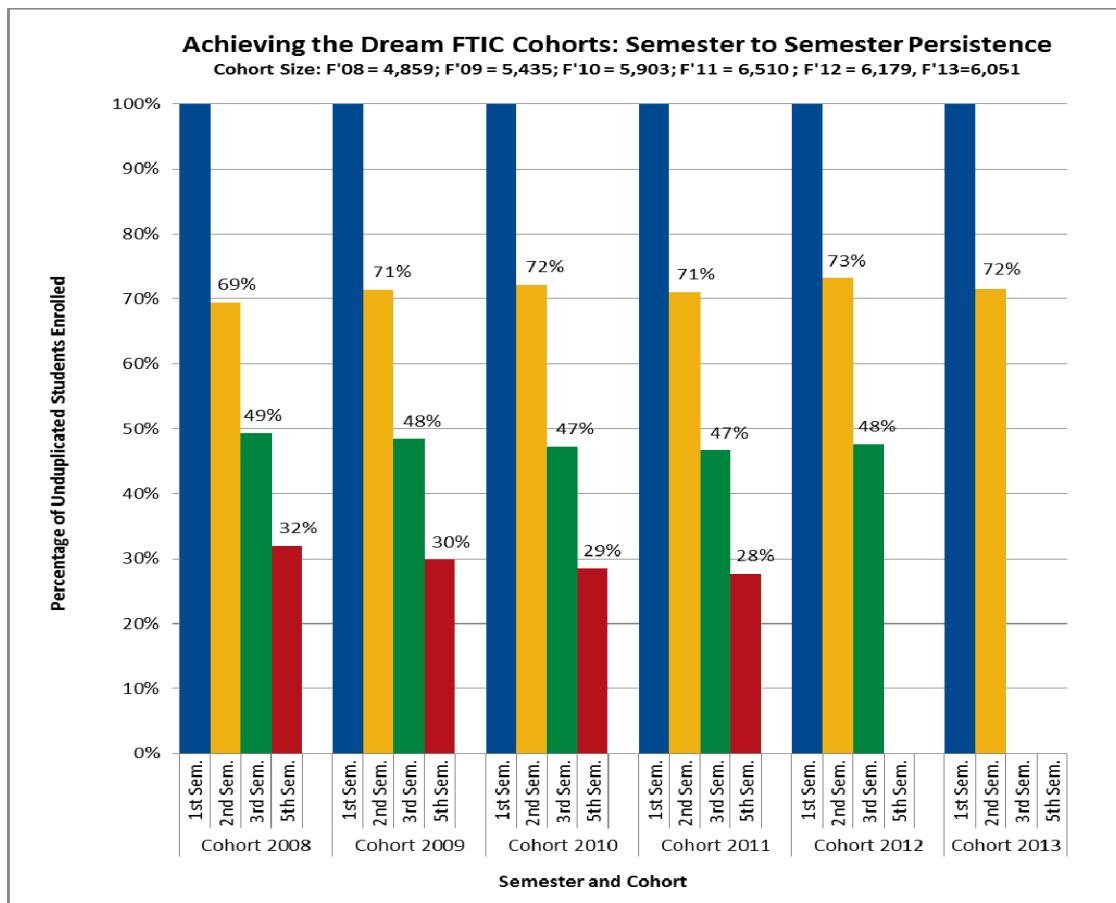
Persistence	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011	
	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall	Initial Fall	Third Fall
<b>Pell</b>	<b>1,347</b>	<b>429</b>	<b>2,035</b>	<b>601</b>	<b>2,532</b>	<b>704</b>	<b>2,852</b>	<b>700</b>
Under 18 yrs	48	16	61	21	77	27	98	19
18 - 24 yrs	988	296	1,483	422	1,734	482	2,038	530
25 - 30 yrs	161	66	252	84	353	90	341	69
Over 30 yrs	150	51	239	74	368	105	375	82
<b>Non-Pell</b>	<b>3,512</b>	<b>1,125</b>	<b>3,400</b>	<b>1,021</b>	<b>3,371</b>	<b>978</b>	<b>3,658</b>	<b>1,103</b>
Under 18 yrs	119	46	125	44	135	47	155	52
18 - 24 yrs	2,963	946	2,774	824	2,769	799	3,138	960
25 - 30 yrs	211	70	250	80	227	65	158	42
Over 30 yrs	219	63	251	73	240	67	207	49
<b>Total</b>	<b>4,859</b>	<b>1,554</b>	<b>5,435</b>	<b>1,622</b>	<b>5,903</b>	<b>1,682</b>	<b>6,510</b>	<b>1,803</b>

### Metric #4.

## Semester to Semester Persistence Rates: Summary

This report compares the persistence rates of students from their initial fall to first spring and then initial fall to second fall and initial fall to third fall for six Achieving the Dream (AtD) cohorts: fall 2008, fall 2009, fall 2010, fall 2011, fall 2012, and fall 2013. 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 across semesters remained stable, with about three-fourths of students in each cohort returning for the first spring semester, and about half returning for the second fall semester.
- The percentage of FTIC students returning for the third fall semester declined across the cohorts from 32% for the fall 2008 cohort to 28% for the fall 2011 cohort.



Persistence	Total Students in Cohort	Cohort Students Enrolled First Spring	Cohort Students Enrolled Second Fall	Cohort Students Enrolled Second Spring	Cohort Students Enrolled Third Fall
<b>Cohort 2008</b>	4,859	3,375	2,398	1,984	1,554
<b>Cohort 2009</b>	5,435	3,880	2,634	2,297	1,622
<b>Cohort 2010</b>	5,903	4,259	2,790	2,352	1,684
<b>Cohort 2011</b>	6,510	4,624	3,037	2,484	1,803
<b>Cohort 2012</b>	6,179	4,521	2,940	2,421	N/A
<b>Cohort 2013</b>	6,051	4,327	N/A	N/A	N/A

## Metric #5 Graduation

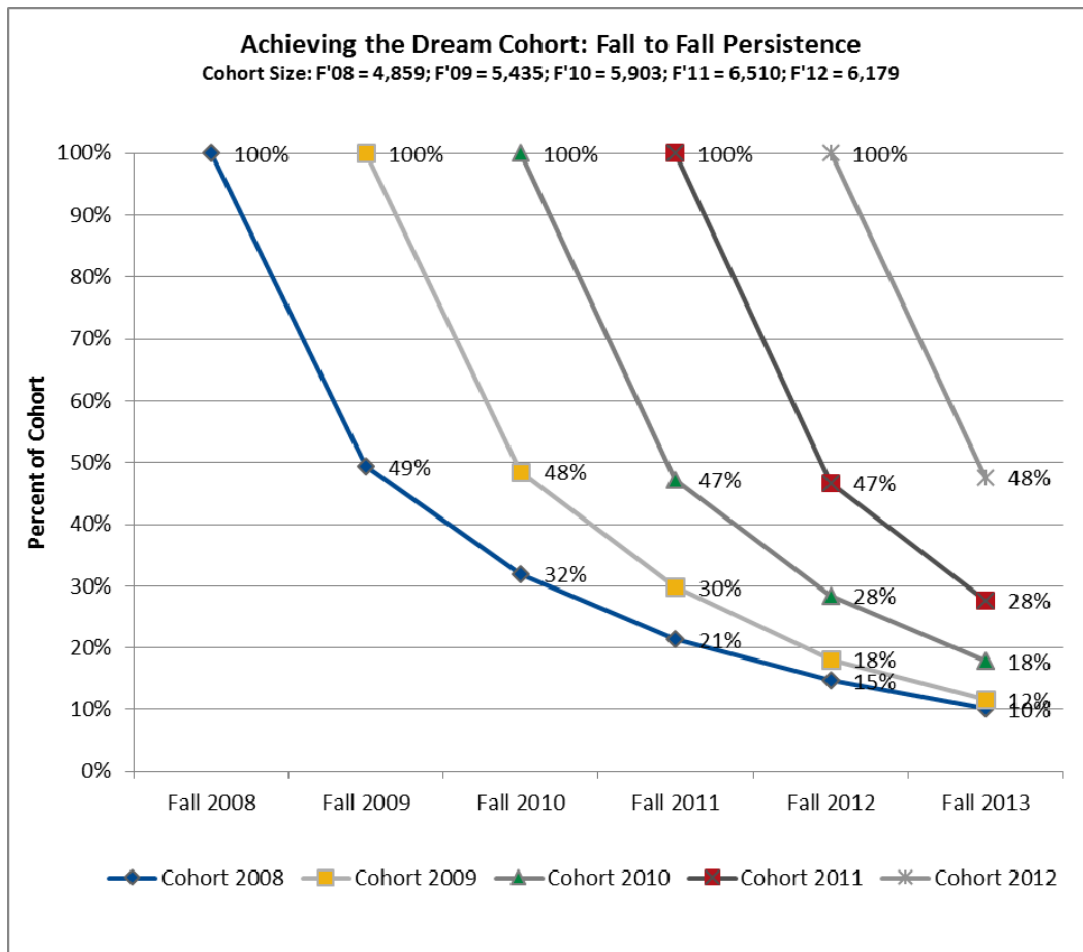
### Graduation: Awards Increased Across Cohorts

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, and fall 2010. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. Results indicate that:

### Persistence

Fall Persistence Rates:

- 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.
- On average, slightly less than one-third of FTIC students enrolled in the fall are enrolled the third fall semester.



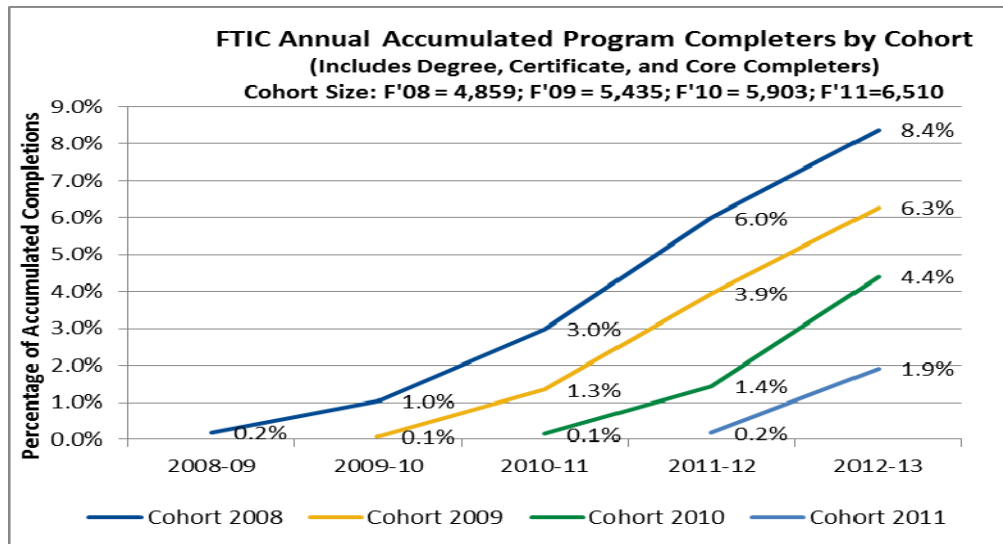
Persistence	Total Students in Cohort	Cohort Students Enrolled Second Fall	Cohort Students Enrolled Third Fall	Cohort Students Enrolled Fourth Fall	Cohort Students Enrolled Fifth Fall	Cohort Students Enrolled Sixth Fall
Cohort 2008	4,859	2398	1554	1038	716	491
Cohort 2009	5,435	2634	1622	985	631	N/A
Cohort 2010	5,903	2790	1682	1053	N/A	N/A
Cohort 2011	6,510	3037	1803	N/A	N/A	N/A
Cohort 2012	6,179	2940	N/A	N/A	N/A	N/A

## Graduation/ Completion

Graduation and completion data reported below includes FTIC students who complete a degree, complete a 6-month certificate or a 12-month certificate, or complete the core curriculum. Students are counted only once as a completer, in the year in which they receive their highest award.

Total Program Completions (degrees, certificates, and core completions):

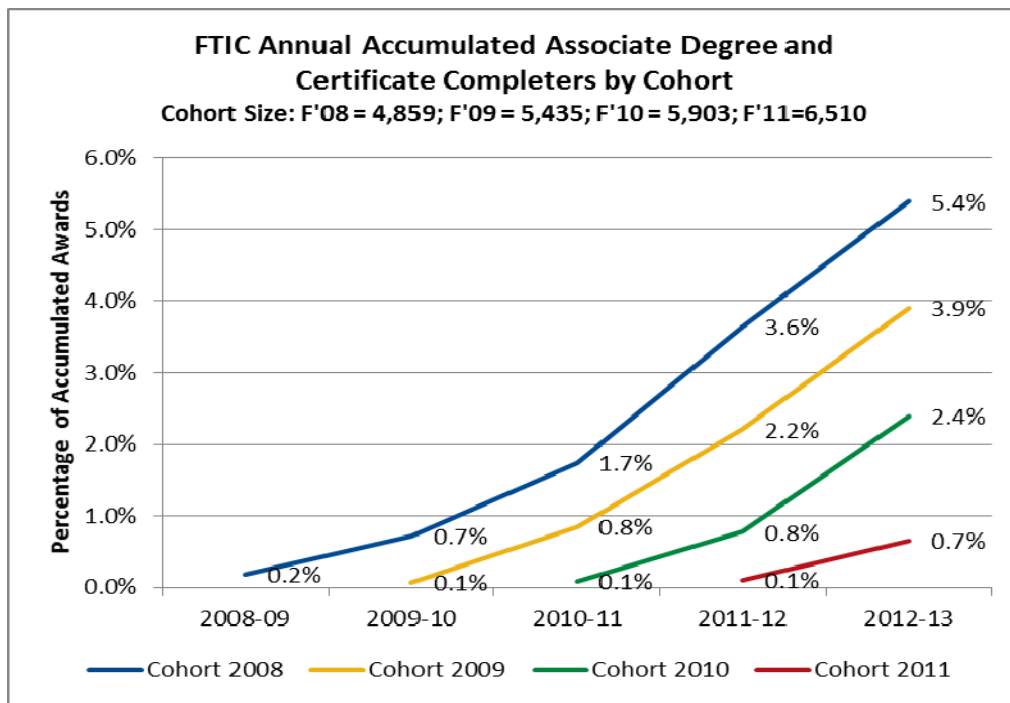
- Accumulated program completions, including students completing associate degrees and certificates, and students completing the core curriculum, increased across the FTIC cohorts. Students who complete the core curriculum are included in the count of total student completions since completing this milestone indicates the student is transfer-ready.
- In the fall 2010 FTIC cohort 4.4% of students (260 completers of 5,903 students) successfully completed a program within three years, up from 3.0% of students (145 completers of 4,869 students) in the fall 2008 cohort.
- The completion rate after five years was 8.4% for the fall 2008 FTIC cohort (407 completers of 4,859 students). After five years, the 2008 cohort had received 200 associate degrees, 62 certificates, and 145 core completions.



FTIC Cohort	Total Students in Cohort	Cumulative Program Completers 2008-09	Cumulative Program Completers 2009-10	Cumulative Program Completers 2010-11	Cumulative Program Completers 2011-12	Cumulative Program Completers 2012-13
Cohort 2008	4,859	9	50	145	291	407
Cohort 2009	5,435	N/A	4	73	214	341
Cohort 2010	5,903	N/A	N/A	8	85	260
Cohort 2011	6,510	N/A	N/A	N/A	11	125

Total Associate Degree and Certificate Completions:

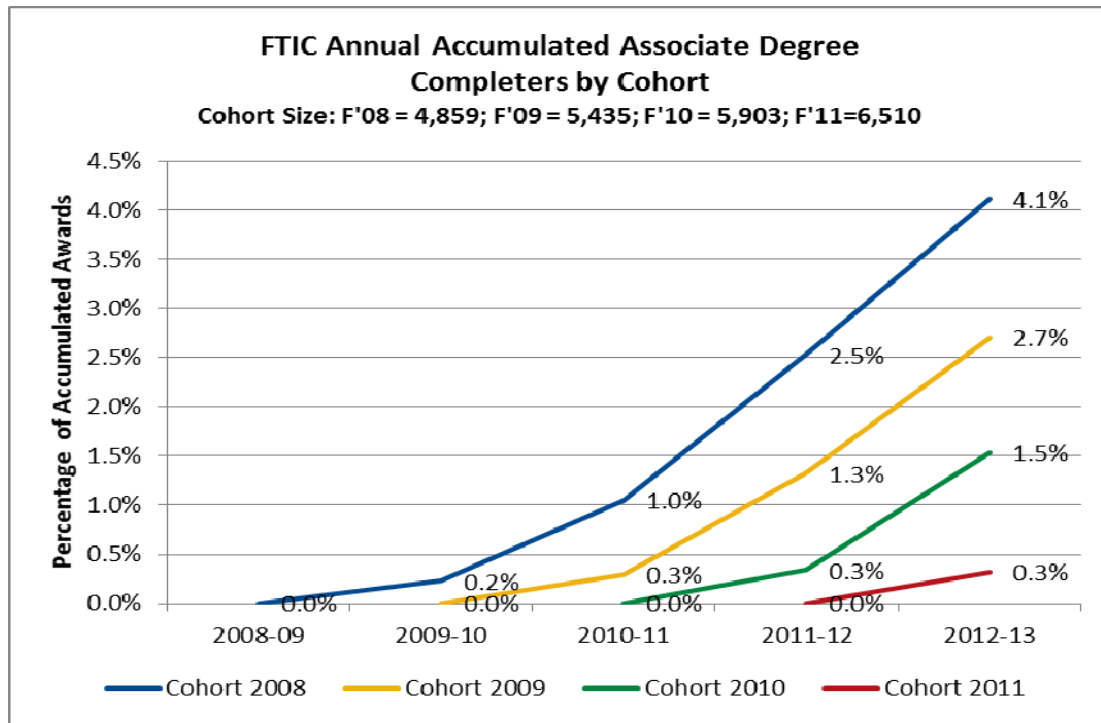
- The percentage of FTIC students who earned an associate degree or certificate increased across the cohorts.
- In the fall 2010 FTIC cohort 2.4% of students successfully completed an associate degree or certificate program within three years, up from 1.7% of students in the fall 2008 cohort. The number of FTIC students' accumulated degrees and certificates over the first three years increased from 85 in the fall 2008 cohort to 141 in the fall 2010 cohort.
- The degree and certificate completion rate after five years was 5.4% for the fall 2008 FTIC cohort (262 completers of 4,859 students). After five years, there were 200 students from the fall 2008 cohort who earned associate degrees, and 62 students who earned certificates.



FTIC Cohort	Total Students in Cohort	Cumulative Degree and Certificate Completers 2008-09	Cumulative Degree and Certificate Completers 2009-10	Cumulative Degree and Certificate Completers 2010-11	Cumulative Degree and Certificate Completers 2011-12	Cumulative Degree and Certificate Completers 2012-13
Cohort 2008	4,859	9	35	85	177	262
Cohort 2009	5,435	N/A	4	46	120	212
Cohort 2010	5,903	N/A	N/A	5	46	141
Cohort 2011	6,510	N/A	N/A	N/A	7	43

Associate Degrees:

- The percentage of accumulated associate degrees earned by FTIC students increased across the cohorts.
- In the fall 2010 FTIC cohort 1.5% of students successfully completed an associate degree within three years, up from 1.0% of students in the fall 2008 cohort. The number of FTIC students' accumulated degrees over the first three years increased from 51 in the fall 2008 cohort to 91 in the fall 2010 cohort.
- The associate degree completion rate after five years was 1.4% for the fall 2008 FTIC cohort. After five years, there were 200 students from this cohort who earned associate degrees.

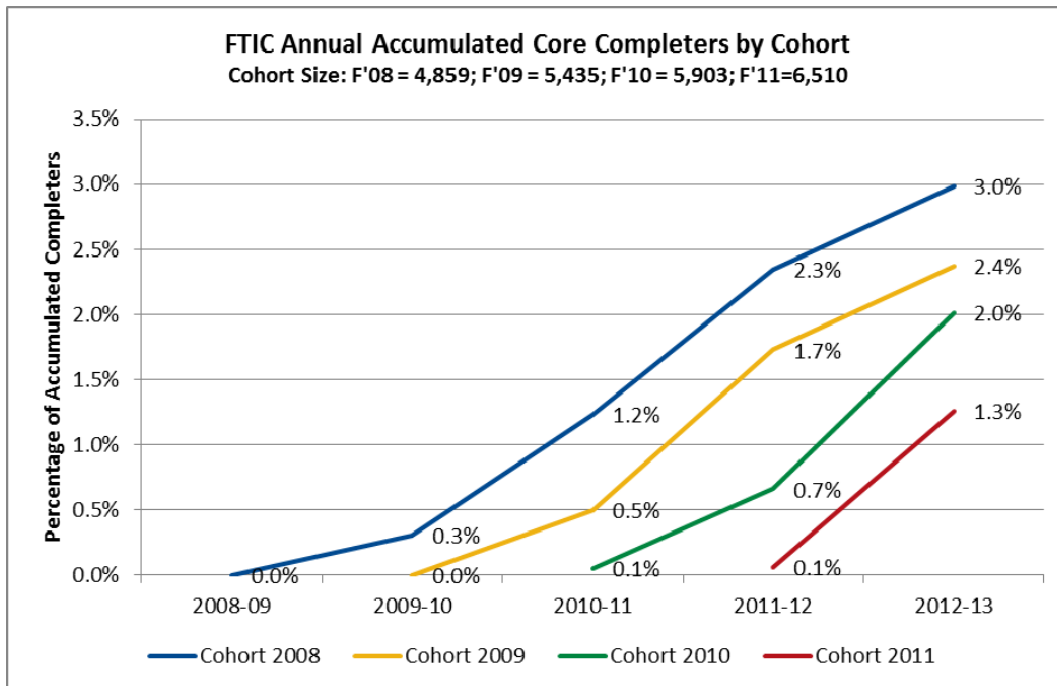


FTIC Cohort	Total Students in Cohort	Cumulative Associate Degrees 2008-09	Cumulative Associate Degrees 2009-10	Cumulative Associate Degrees 2010-11	Cumulative Associate Degrees 2011-12	Cumulative Associate Degrees 2012-13
Cohort 2008	4,859	0	11	51	123	200
Cohort 2009	5,435	N/A	0	16	72	147
Cohort 2010	5,903	N/A	N/A	0	20	91
Cohort 2011	6,510	N/A	N/A	N/A	0	21



Core Completions:

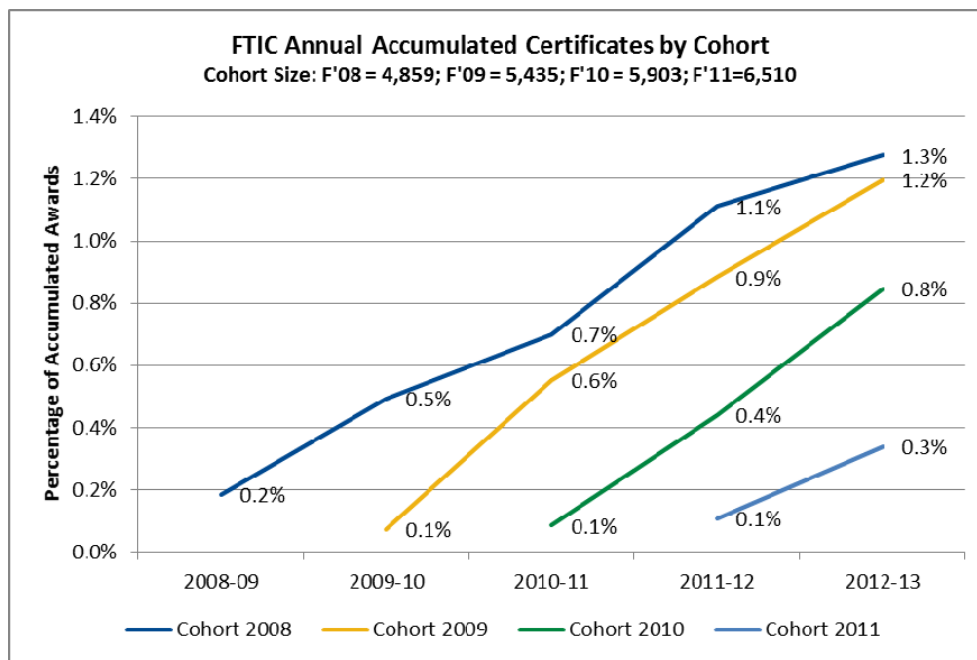
- The percentage of accumulated core curriculum completions increased with each FTIC cohort. (This does not include students who also completed a degree or certificate.)
- In the fall 2010 FTIC cohort 2.0% of students successfully completed the core curriculum within three years, up from 1.2% of students in the fall 2008 cohort. The number of FTIC students' accumulated core completions over the first three years increased from 60 in the fall 2008 cohort to 119 in the fall 2010 cohort.
- The core curriculum completion rate after five years was 3.0% for the fall 2008 FTIC cohort. After five years, there were 145 students from this cohort who completed the core curriculum.



FTIC Cohort	Total Students in Cohort	Cumulative Core Completions 2008-09	Cumulative Core Completions 2009-10	Cumulative Core Completions 2010-11	Cumulative Core Completions 2011-12	Cumulative Core Completions 2012-13
Cohort 2008	4,859	0	15	60	114	145
Cohort 2009	5,435	N/A	0	27	94	129
Cohort 2010	5,903	N/A	N/A	3	39	119
Cohort 2011	6,510	N/A	N/A	N/A	4	82

Certificates:

- The percentage of accumulated certificates remained stable across the FTIC cohorts.
- The percentage of FTIC students successfully completed a certificate program within three years averaged 0.8% across the 2008, 2009, and 2010 cohorts. The number of students earning a certificate increased from 34 in the fall 2008 cohort to 50 in the fall 2010 cohort.
- The certificate completion rate after five years was 1.3% for the fall 2008 FTIC cohort. After five years, there were 62 students from this cohort who completed a certificate program.

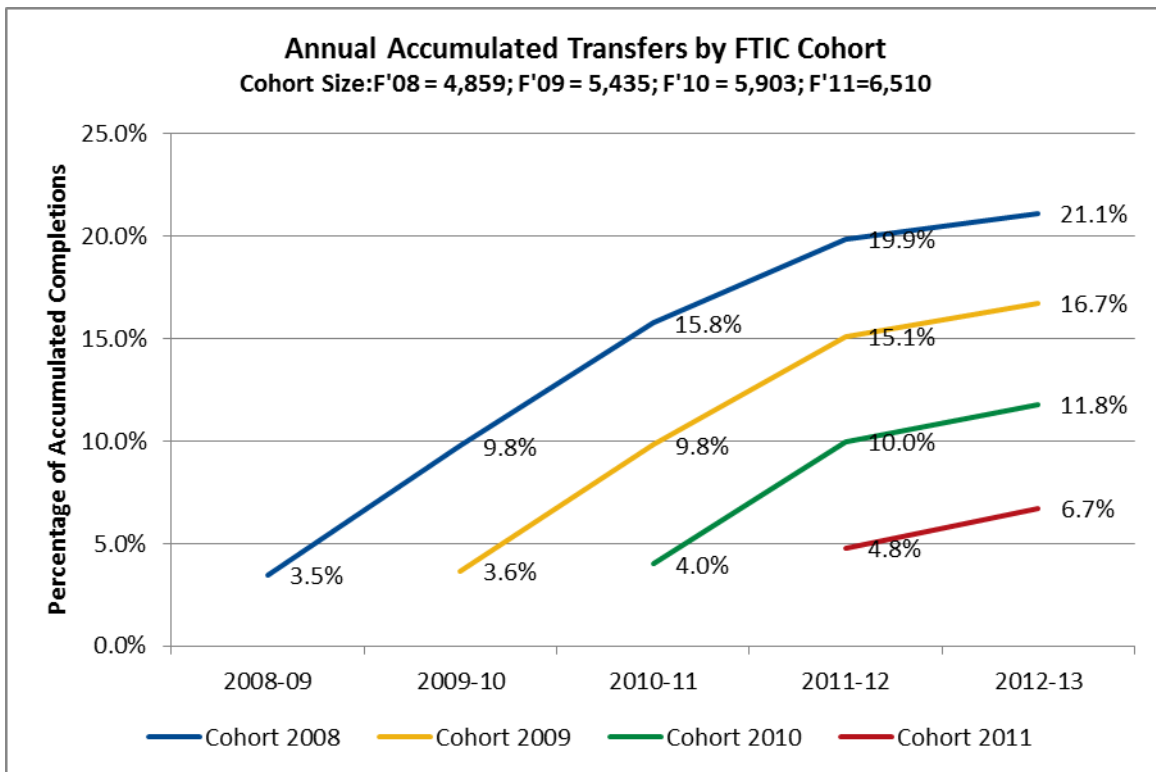


FTIC Cohort	Total Students in Cohort	Cumulative Certificates 2008-09	Cumulative Certificates 2009-10	Cumulative Certificates 2010-11	Cumulative Certificates 2011-12	Cumulative Certificates 2012-13
Cohort 2008	4,859	9	24	34	54	62
Cohort 2009	5,435	N/A	4	30	48	65
Cohort 2010	5,903	N/A	N/A	5	26	50
Cohort 2011	6,510	N/A	N/A	N/A	7	22

### Transfers: Transfer Rate Decreased

This report compares the transfer rates from fall to fall semester at ACC in the Achieving the Dream (AtD) cohorts: fall 2008, fall 2008, fall 2009, fall 2010, and fall 2011. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. Transfers include students who transfer to a four-year institution before completing an ACC associate degree, as well as students who transfer after completing an associate degree at ACC. Results indicate that:

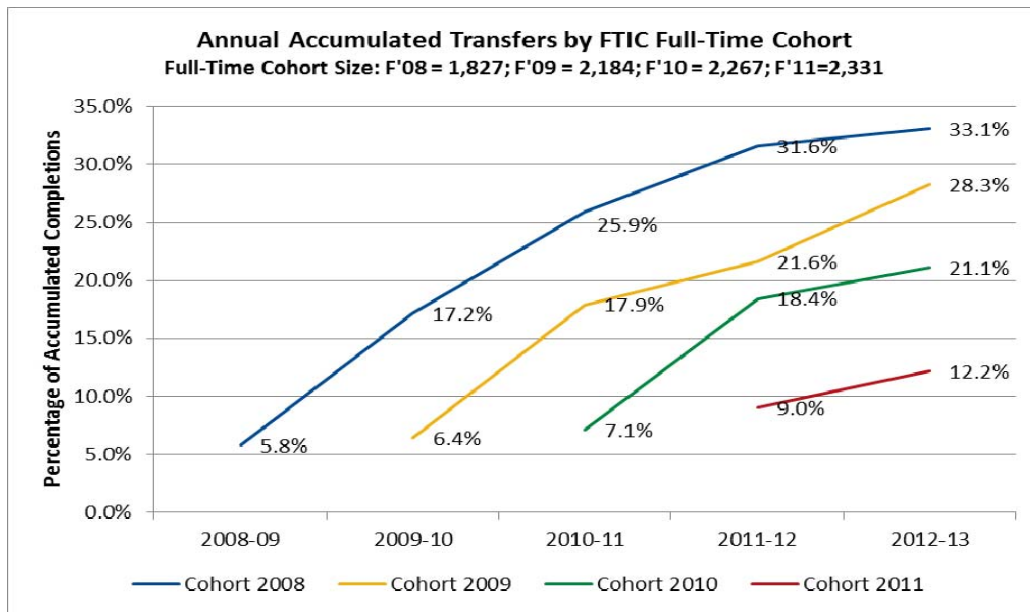
- The three-year cumulative transfer rate for FTIC cohorts has decreased across cohorts, from 15.8% for the fall 2008 cohort, to 11.8% for the fall 2010 cohort.
- After five years, 21.1% of the 2008 FTIC cohort had transferred to a four-year institution (1,026 transfers of 4,869 students).



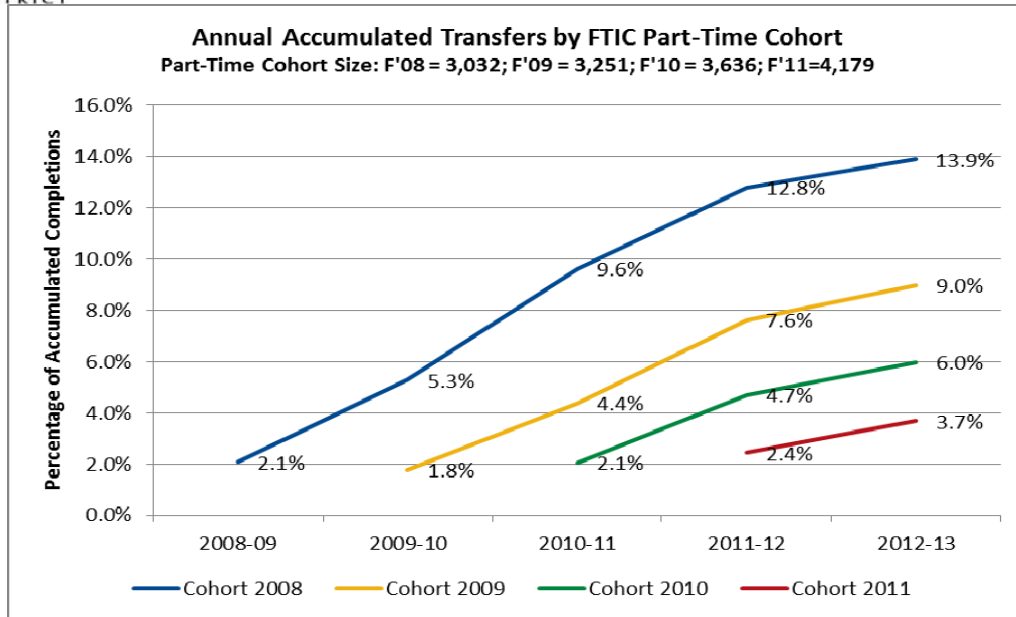
FTIC Cohort	Total Students in Cohort	Cumulative Transfers 2009	Cumulative Transfers 2010	Cumulative Transfers 2011	Cumulative Transfers 2012	Cumulative Transfers 2013
Cohort 2008	4,859	169	474	766	965	1026
Cohort 2009	5,435	N/A	198	533	820	909
Cohort 2010	5,903	N/A	N/A	236	589	696
Cohort 2011	6,510	N/A	N/A	N/A	312	438

Transfers by Full-Time & Part-Time Status:

- The three-year transfer rates for FTIC full-time students are considerably lower for part-time students compared to full-time students.
- Overall transfer rates are about three times higher for FTIC full-time students than part-time students.



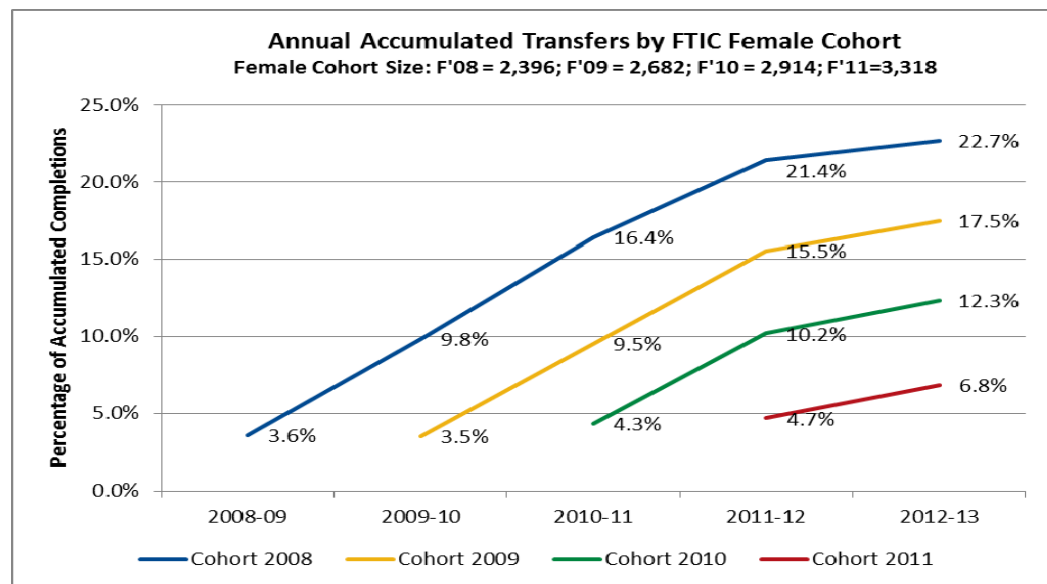
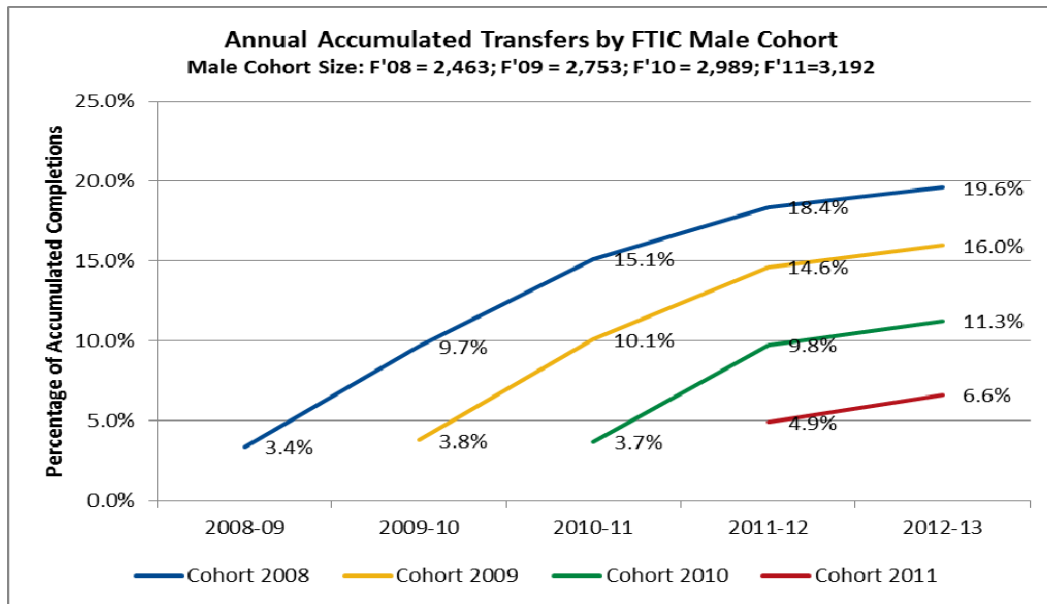
FTIC Cohort	Full-Time Students	Cumulative Transfers 2009	Cumulative Transfers 2010	Cumulative Transfers 2011	Cumulative Transfers 2012	Cumulative Transfers 2013
Cohort 2008	1827	106	314	474	577	605
Cohort 2009	2184	N/A	140	391	472	617
Cohort 2010	2267	N/A	N/A	161	418	478
Cohort 2011	2331	N/A	N/A	N/A	210	284



FTIC Cohort	Part-Time Students	Cumulative Transfers 2009	Cumulative Transfers 2010	Cumulative Transfers 2011	Cumulative Transfers 2012	Cumulative Transfers 2013
Cohort 2008	3032	63	160	292	388	421
Cohort 2009	3251	N/A	58	142	248	292
Cohort 2010	3636	N/A	N/A	75	171	218
Cohort 2011	4179	N/A	N/A	N/A	102	154

Transfers by Gender:

- The three-year transfer rate is slightly lower for FTIC male students compared to female students, averaging 14% for males and 15% for females.
- The three-year transfer rate has declined for both males and females from the fall 2008 cohort to the fall 2010 cohort.

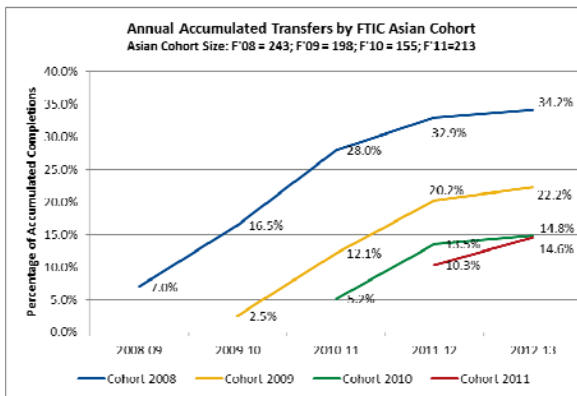
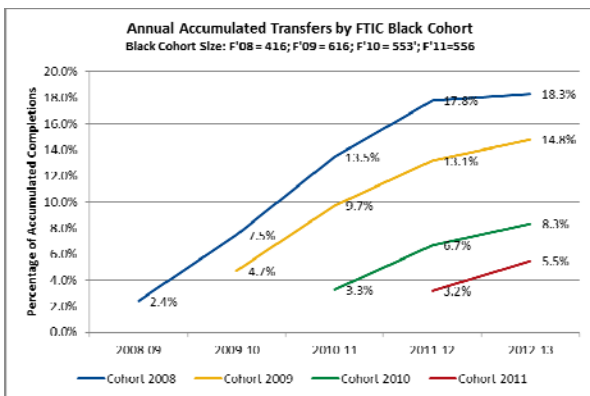
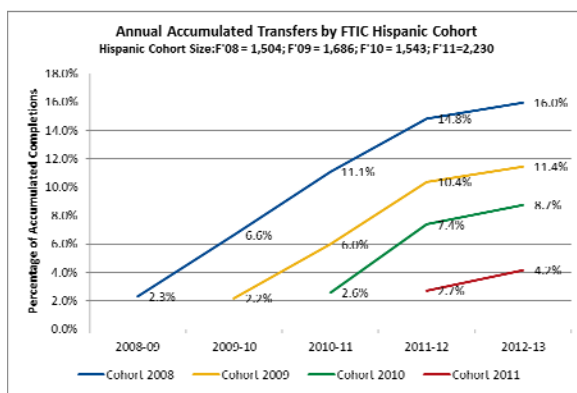
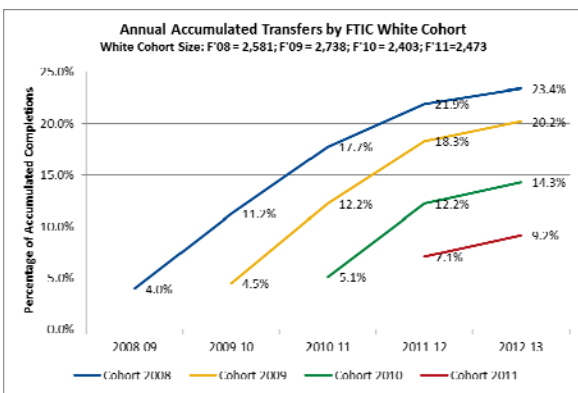


FTIC Cohort	Male Students	Cumulative Transfers 2009	Cumulative Transfers 2010	Cumulative Transfers 2011	Cumulative Transfers 2012	Cumulative Transfers 2013
Cohort 2008	2463	83	238	373	453	483
Cohort 2009	2753	N/A	104	278	403	440
Cohort 2010	2989	N/A	N/A	110	292	337
Cohort 2011	3192	N/A	N/A	N/A	157	211

FTIC Cohort	Female Students	Cumulative Transfers 2009	Cumulative Transfers 2010	Cumulative Transfers 2011	Cumulative Transfers 2012	Cumulative Transfers 2013
Cohort 2008	2396	89	236	393	512	543
Cohort 2009	2682	N/A	94	255	417	469
Cohort 2010	2914	N/A	N/A	126	297	359
Cohort 2011	3318	N/A	N/A	N/A	155	227

Transfers by Ethnicity:

- The five-year transfer rate for the fall 2008 FTIC cohort was highest for Asian students (34%), and lowest for FTIC Hispanic students (16%) and Black students (18%). The five-year transfer rate for White students was 23%.
- The transfer rate within three years for FTIC students declined from the 2008 and the 2009 cohorts to the 2010 cohort across all ethnic groups.
- On average the three-year transfer rates for the FTIC cohorts by ethnic group were 21% for Asian students, 17% for White students, 12% for Black students, and 10% for Hispanic students.





FTIC Cohort	White Students	Cumulative Transfers 2009	Cumulative Transfers 2010	Cumulative Transfers 2011	Cumulative Transfers 2012	Cumulative Transfers 2013
Cohort 2008	2581	102	290	458	566	604
Cohort 2009	2738	N/A	123	334	501	553
Cohort 2010	2403	N/A	N/A	123	293	343
Cohort 2011	2473	N/A	N/A	N/A	175	227

FTIC Cohort	Hispanic Students	Cumulative Transfers 2009	Cumulative Transfers 2010	Cumulative Transfers 2011	Cumulative Transfers 2012	Cumulative Transfers 2013
Cohort 2008	1504	35	100	167	223	240
Cohort 2009	1686	N/A	37	101	175	193
Cohort 2010	1543	N/A	N/A	40	114	135
Cohort 2011	2230	N/A	N/A	N/A	61	93

FTIC Cohort	Black Students	Cumulative Transfers 2009	Cumulative Transfers 2010	Cumulative Transfers 2011	Cumulative Transfers 2012	Cumulative Transfers 2013
Cohort 2008	416	10	31	56	74	76
Cohort 2009	616	N/A	29	60	81	91
Cohort 2010	553	N/A	N/A	18	37	46
Cohort 2011	566	N/A	N/A	N/A	18	31

FTIC Cohort	Asian Students	Cumulative Transfers 2009	Cumulative Transfers 2010	Cumulative Transfers 2011	Cumulative Transfers 2012	Cumulative Transfers 2013
Cohort 2008	243	17	40	68	80	83
Cohort 2009	198	N/A	5	24	40	44
Cohort 2010	155	N/A	N/A	8	21	23
Cohort 2011	213	N/A	N/A	N/A	22	31