



Achieving the Dream
Longitudinal Tracking Report

Austin Community College
May 2015

Report Prepared: May 19, 2015

Table of Contents

Table of Contents	2
Executive Summary.....	1
First Time in College Student Cohorts Summary	8
Ethnicity and Gender Characteristics	9
Age Group of FTIC Students	13
Socio-Economic and Demographic Barriers to Success	14
Beginning Educational Characteristics	18
Students Referred to Developmental Education in First Semester	19
Students Referred to Developmental Math.....	20
Students Referred to Developmental Writing	24
Students Referred to Developmental Reading	28
Metric #1. Successful Course Completion:	32
Rates Increased Across Cohorts	32
Metric #2. Developmental Education	36
Developmental Math	37
Developmental Writing	38
Developmental Reading	39
Metric #3 Gateway Course Completions	40
Gateway Course Completion: Completions Increased Across Cohorts	40
Gateway Course MATH-1314 Completion: Results Varied by Cohort	44
Gateway Course Math 1332 Completion: Slight Upward Trend.....	49
Gateway Course English 1301 Completion: Rates Have Increased	54
Metric #4 - Persistence	59
First Fall to First Spring: Rates Increased	59
First Fall to Second Fall: Stable Rates Across Cohorts.....	64
First Fall to Third Fall: Rates Decreased Across Cohorts	69
Summary Semester to Semester Persistence Rates	74
Persistence Rates Varied for Subsequent Semesters.....	76
Metric #5. Graduation/ Completion:	78
Completions Increased Across Cohorts.....	78
Total Associate Degree and Certificate Completions.....	80
Associate Degrees.....	82
Associate Degrees by Ethnicity.....	83
Certificates.....	86
Certificates by Ethnicity.....	87
Core Completions	90

Transfer Rates..... 91
 Transfers by Full-Time & Part-Time Status..... 92
 Transfers by Gender 94
 Transfers by Ethnicity 96

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, noted below.

This report provides an analysis of student outcomes on these five key metrics for First-Time In College (FTIC) students beginning at ACC in the fall semester for the most recent six years. The goal is to illuminate areas for improvement, encourage courageous conversations, and improve outcomes for all students.

Metric #1. Successful Course Completion

The percentage of students' successful grades (C or better) in the first fall semester increased from 59% for the 2009 cohort to 69% for the 2014 cohort.

Metric #2. Completion of a Developmental Education Sequence and Progression into First-Level Credit Bearing Courses

The percentage of students who progressed into first-level "gateway" credit courses within two years varied by discipline but did not increase across the six years, averaging 23% for developmental math, 34% for developmental writing, and 52% for developmental reading.

Metric #3. Gateway Course Completion in First-Level Math and English Courses

MATH-1314 (College Algebra) completion rates declined slightly from 54% in 2009 to 52% in 2014. MATH-1332 (College Math) completion rates increased from 61% to 69% for the same period. ENGL-1301 (English Composition I) completion rates increased from 55% to 66% for this period.

Gateway Course Completion Rates Increased Across Cohorts

- Overall successful gateway course completion rates increased from 55% for the 2009 cohort to 67% for the 2014 cohort.

Gateway Course MATH-1314 completion rates declined slightly

- The percentage of FTIC students who successfully completed the MATH-1314 gateway course during the first fall semester decreased from 54% in 2009 to 52% in 2014.

Gateway Course MATH-1332 Completion Rates Increased

- The percentage of FTIC students who successfully completed the MATH-1332 gateway course during the first fall semester increased from 61% in 2009 to 69% in 2014.
- Success rates increased more and were higher for females compared to males.

- MATH-1332 successful completion rates for females increased from 63% in 2009 to 77% in 2014. Completion rates for the same course for males increased from 58% in 2009 to 61% in 2014.

Gateway Course ENGL-1301 Completion Rates Increased

- The percentage of FTIC students who successfully completed the ENGL-1301 gateway course during the first fall semester increased from 55% for the 2009 cohort to 66% for the 2014 cohort.
- Success rates were higher for female students compared to male students.

Metric #4. Persistence across Semesters

First fall to first spring persistence rates remained around 72% for five years, and then to 77% in 2014. First fall semester to second fall semester persistence rates dipped slightly after 2008, returning to the 2008 level of 49% in 2014. The percentage of students returning for the third fall semester declined from 32% in 2007 to 29% for the 2012 cohort. The persistence rates for students enrolled the fourth fall semester declined from 22% in 2007 to 17% in 2011 cohort.

First Fall to First Spring Persistence Rates Increased

- About three-fourths of FTIC students returned their first spring semester. First fall to first spring persistence rates remained around 72% for five years, and increased five percentage points to 77% in 2014.
 - The percentage of FTIC students persisting from the first fall to the following spring semester increased for White, Hispanic, and Asian students.
 - For Black students, first to first spring persistence rates decreased between 2009 and 2013, returning to the 2009 level in 2014 (71% rounded).

First Fall to Second Persistence Rates Were Stable

- About half of FTIC students returned their second fall semester. First fall semester to second fall semester persistence rates dipped slightly after 2008, however, persistence for the 2008 and 2013 cohorts remained at 49% (rounded).
 - The first fall to second fall persistence rates for FTIC Pell awardees decreased across the cohorts from 49% for the 2008 to 45% for the 2013 cohort.

First Fall to Third and Subsequent Persistence Rates Declined

- The percentage of FTIC students returning for the third fall semester declined somewhat across the six year period, from 32% for the 2007 cohort to 29% for the 2012 cohort. Decreasing persistence rates for third and subsequent fall semesters may be associated with the increase in transfer rates and completions for a cohort.
 - The first fall to third fall persistence rates declined during the six years for White, Hispanic, and Black students, but increased for Asian students.
 - The largest decline in first fall to third fall persistence was for Black students, from a persistence rate of 26% in the 2007 cohort to 19% in the 2012 cohort.

- The persistence rates for FTIC students enrolled the fourth fall semester declined from 22% in for the 2007 cohort to 17% for the 2011 cohort.
- The persistence rates for FTIC students enrolled the fifth fall semester declined from 16% in 2007 to 12% in 2010.
- The persistence rates for FTIC students enrolled the sixth fall semester declined from 11% in 2007 to 9% in 2009.

Metric #5. Graduation

The percentage of students completing a program after three years increased from 2.6% for the 2008 cohort to 4.3% for the 2011 cohort. The three-year cumulative transfer rate increased across cohorts, from 15.7% for 2008, to 17.0% for the 2011 cohort.

Program Completions Increased

- Accumulated program completions, including students completing associate degrees and certificates, and students completing the core curriculum with 60 or more credit hours 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.
- The percentage of students completing a program after three years increased from 2.6% (127 completions) for the 2008 cohort to 4.3% (279 completions) for the 2011 cohort.
- The percentage of students completing an associate degree or certificate after three years increased from 1.7% (84 completions) for the 2008 cohort to 2.2% (143 completions) for the 2011 cohort. This was largely the result of an increase in the rate of associate degree completions, as certificate completion rates remained stable.
 - After six years, the percentage of 2008 cohort students earning an associate degree was slightly above 5% for Whites, Hispanic, and Asian students, but was near 3% for Black students.
 - After six years, the percentage of 2008 cohort students earning a certificate was higher for Black (1.7%) and Hispanic (1.6%) students, than for White students (1.2%)
- The percentage of students completing the core curriculum with 60 or more credit hours after three years increased from 0.9% (43 completions) for the 2008 cohort to 2.1% (136 completions) for the 2011 cohort.

Cumulative Transfers after Three Years Increased

- The three-year cumulative transfer rate for FTIC cohorts increased across cohorts, from 15.7% for the 2008 cohort to 17.0% for the 2011 cohort.
- After six years, 25.0% of the 2008 FTIC cohort had transferred to a four-year institution (1,215 transfers of 4,869 students).
- Overall, transfer rates are higher for Asian and White students, and lower for Hispanic and Black students.

- The three-year cumulative transfer rates for White, Hispanic, and Asian students increased from 2008 to 2011: from 17.8% to 21.9% for Whites, from 10.8% to 12.3% for Hispanic students, and from 28.0% to 32.4% for Asians.
- The three-year cumulative transfer rate for Black students decreased slightly from 13.5% in 2008 to 12.7% in 2011.
- After six years, 38.3% of Asians, 21.9% of Whites, 21.2% of Blacks, and 19.5% of Hispanic students had transferred to a four-year institution (93 of 243 Asians; 711 of 2,581 Whites; 88 of 416 Blacks, 294 of 1,504 Hispanics).
- Transfer rates after six years are slightly higher for female students (26.8%) compared to males (23.2%) for the 2008 cohort.
- Overall transfer rates are about three times higher for FTIC full-time students than part-time students.
 - The three-year cumulative transfer rate for full-time students increased across cohorts, from 25.9% for the 2008 cohort, to 30.3% for the 2012 cohort.
 - The three-year cumulative transfer rate for part-time students declined after 2008 but returned to the 2008 rate of 9.6% in 2011.

General Cohort Characteristics and Trends

Demographic Characteristics

- Compared to 2009, the cohort in 2014 was 12% larger (5,435 students in 2009 compared to 6,065 students in 2014).
 - The FTIC cohort size peaked in 2011. The smaller cohort size for cohorts following 2011 is consistent with decreased student enrollments across the college in recent years.
- The percentage of Hispanic students increased somewhat across the six years, from 31% in 2009 to 36% in 2014. The proportion of Black students in the cohorts declined, from 11% to 7% over the six years.
- Students 18 to 24 years of age represented an increasingly larger proportion of the FTIC cohorts across the six years. In the 2014 cohort, 88% of students were 18 to 24 years of age, compared to 78% in the 2009 cohort.
- A majority of FTIC students were enrolled part-time across the six years, typically about 60%. By comparison, about 75% of all credit students at ACC are enrolled part-time.
- The percentage of Pell awardees in each cohort increased and then decreased across the cohorts, peaking in 2011. In the most recent cohort, 23% of students were Pell awardees. This pattern corresponds with the increases in enrollment through 2011, and increased student access to federal financial aid at that time.
- The percentage of First Generation in college students decreased steadily between 2009 and 2014, from 42% to 25%. This statistic may reflect the changes in financial aid regulations, or the changing demographics of the Austin area where the population is increasingly more educated.

College Readiness Characteristics and Developmental Education

- The percentage of FTIC students mandated into developmental education courses decreased steadily across the cohorts from 47% in 2009 to 31% in 2014. Decreases in developmental education referrals during the most recent two years may be a result of changing Texas Success Initiative (TSI) state-mandated requirements for testing and placement.
- *Developmental math.* Overall, the percentage of FTIC students referred to developmental math declined across the six years, from 43% in 2009 to 27% in 2014.
 - The percentages of students referred to developmental math decreased across all ethnic groups over the six years. However the decrease was largest for Hispanic students (50% in 2009 to 32% in 2014).
 - The percentage of females referred to developmental math remains larger than that for males (in 2014, 32% of females, 22% of males).
 - The percentage of students 18 to 24 years of age who were referred to developmental math decreased considerably over the six years, from 40% in 2009 to 24% in 2014. In addition, students in this age group were less likely than those in older age groups to be referred to developmental math.
- *Developmental writing.* The number of FTIC students referred to developmental writing decreased across the cohorts from 11% in 2009 to 7% in 2014.
 - The percentages of students referred to developmental writing varied widely over the six years for all ethnic groups. However, the percentages varied most widely across the years for Black students, who had the highest percentage of referrals to developmental writing in 2014 (14%) followed by Hispanic students (8%).
- *Developmental reading.* The number of FTIC students referred to developmental reading decreased across the cohorts decreased from 17% in 2009 to 12% in 2014.
 - The percentage of Black students referred to developmental reading in 2014 (26%) was five times that for White students (5%).

NOTE: Percentages and changes in percentage points have been rounded.

ADDENDUM

In an effort to continuously improve the metrics used to evaluate the performance of the college's student success initiatives, work will begin in the coming months to review and revise the Achieving the Dream Longitudinal Report and to integrate it with existing ACC student success reports. Working with the Provost's Office, key metrics, demonstrating progress toward the college's Achieving the Dream and other student success goals, will be identified and aligned with the Strategic Plan. The following revisions have already been identified and will be incorporated into the next report:

- Definition of Gateway Courses: Gateway Courses are currently defined as high enrollment, high attrition courses and include developmental courses. The new definition of Gateway Courses will exclude developmental courses and include MATH-1342, Elementary Statistics.
- Definition of Core Completions: Core completions will be reported differently. Currently, Core completions are not included as completions. In fall 2015, however, ACC will offer the General Studies Certificate for the first time. These completions will be reported with other certificate completions.
- Definition of Transfer Students: The definitions used in identifying students who transfer to a 4-year institution will be reviewed. If changes are made to the current definition, the new definition will be used to report data for several years so trend analyses can be conducted.
- Success Points: Some Student Success Points metrics will be incorporated into the report. These metrics will be calculated using methodology consistent with that used by THECB. Examples of metrics that will be included in future student success reports include: students completing 15 semester credit hours, students completing 30 credit hours, students who transfer after completing 30 credit hours.
- Disaggregation of Completions Data: Metrics included in the next student success reports for Achieving the Dream will include data reported by ethnic/ racial group (i.e., White, Black, Hispanic, Asian).

Achieving the Dream
Longitudinal Tracking Report

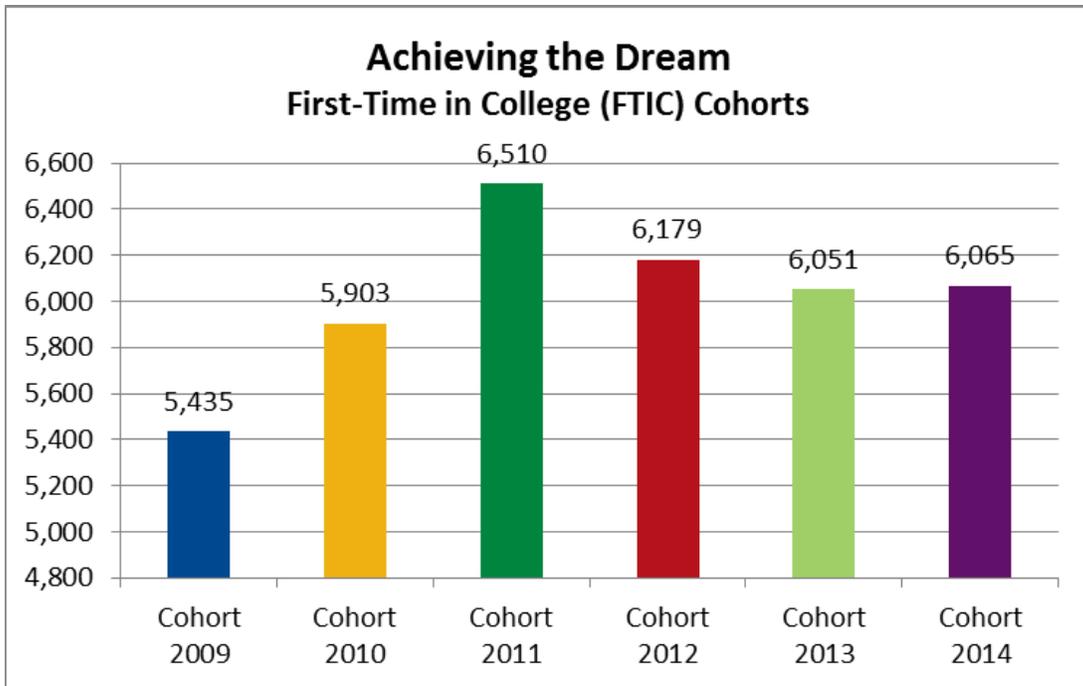
Austin Community College

May 2015

First Time in College Student Cohorts Summary

This report compares the characteristics of the six Achieving the Dream cohorts: 2009 through 2014. These cohorts include First Time in College (FTIC) students. The 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 2009, the cohort in 2014 is 12% larger (5,435 students in 2009 compared to 6,065 students in 2014).
- The First Time in College cohort size increased during the past six years, peaking in 2011. The smaller cohort size for cohorts following 2011 is consistent with decreased student enrollments across the college in recent years.



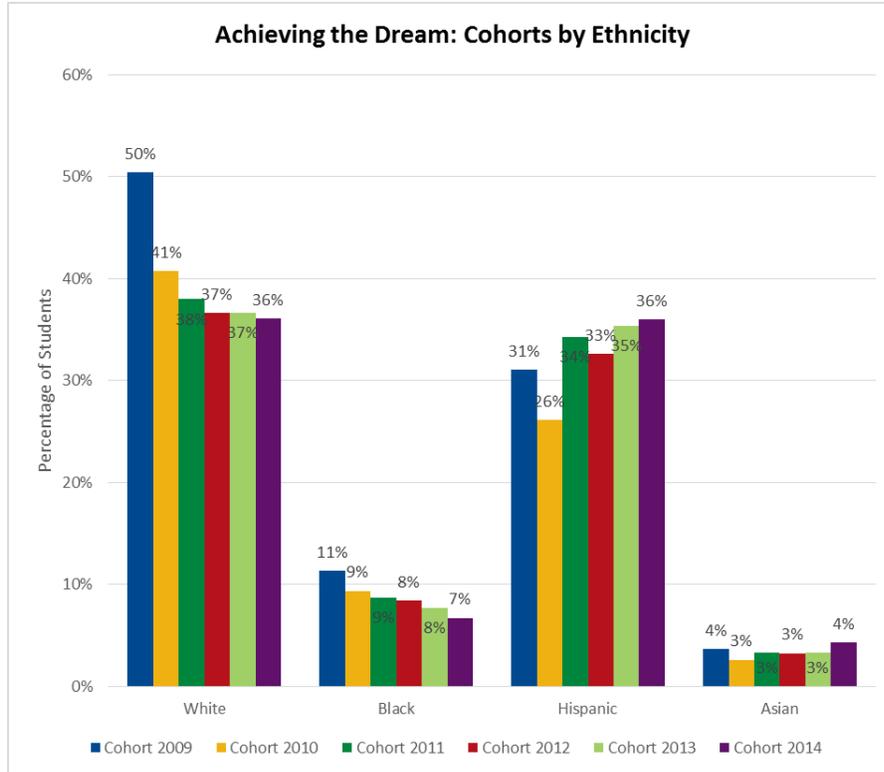
FTIC Cohort	2006	2007	2008	2009	2010	2011	2012	2013	2014	Chg.
FTIC Students	4565	4283	4859	5,435	5,903	6,510	6,179	6,051	6,065	12%

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 semester at ACC.

Ethnicity results indicate that:

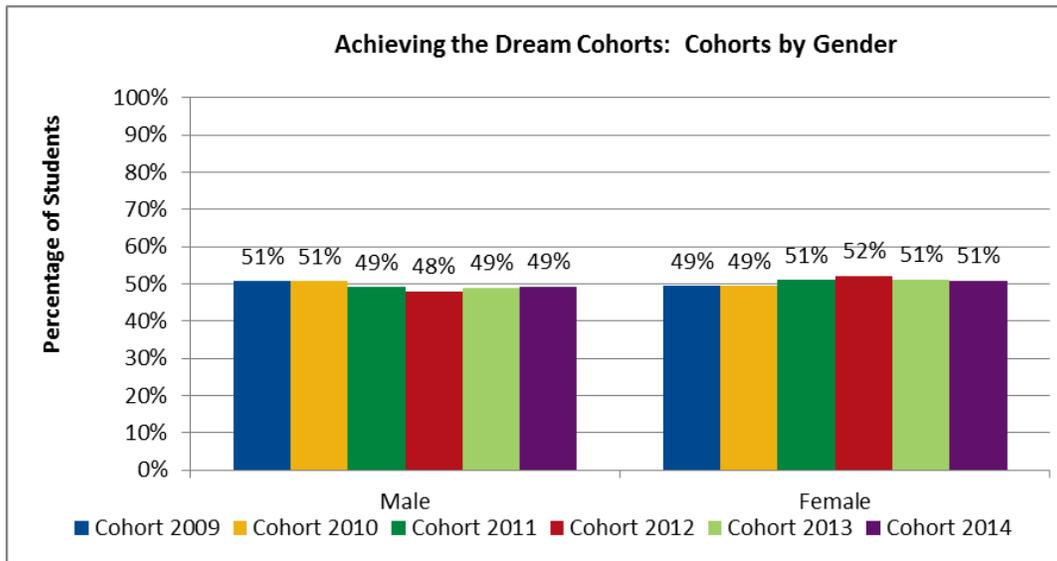
- The percentage of Hispanic students increased somewhat across the six years, from 31% in 2009 to 36% in 2014.
- The proportion of Black students in the cohorts declined, from 11% to 7% over the six years.



FTIC Cohorts	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Cohort 2014	Chg.
Ethnicity/ Race	N	N	N	N	N	N	%
White	2,738	2,403	2,473	2,261	2,219	2,190	-20%
Black	616	553	566	519	465	408	-34%
Hispanic	1,686	1,543	2,230	2,016	2,141	2,184	30%
Asian	198	155	213	201	198	261	32%
Other	197	1,249	1,028	1,182	1,028	1,022	419%
Total	5,435	5,903	6,510	6,179	6,051	6,065	12%

Gender results indicated:

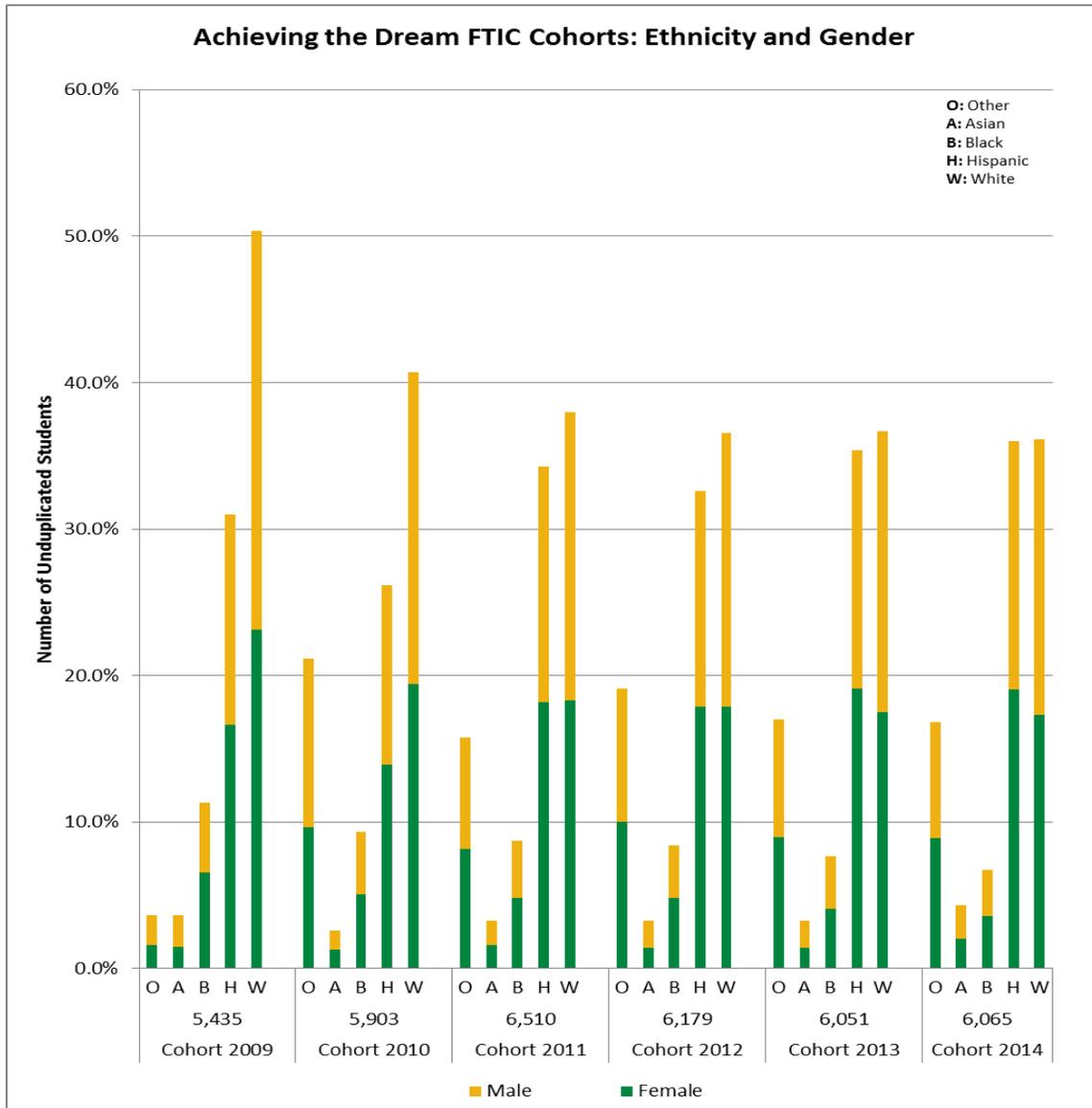
- Males and females were represented equally across the six cohorts.



FTIC Cohort	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Cohort 2014	Chg. %
Male	2753	2989	3192	2959	2956	2978	8%
Female	2682	2914	3318	3220	3095	3087	15%
Total	5435	5903	6510	6179	6051	6065	12%

Analysis of gender and ethnicity results indicated:

- The percentages of Hispanic males and females increased over the six years (Hispanic males: 14% in 2009 to 17% in 2014; Hispanic females: 17% in 2009 to 19% in 2014).
- The percentage of Asian females increased from 1% in 2009 to 2% in 2014.
- The percentages of White males and Black males decreased over the six years (White males: 27% in 2009 to 19% in 2014; Black males: 5% in 2009 to 3% in 2014).
- Similarly the percentages of White females and Black females decreased over the six years (White females: 23% in 2009 to 17% in 2014; Black females: 7% in 2009 to 4% in 2014).



FTIC Cohorts		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Chg.
Gender	Ethnicity/ Race	N	%	N	%	N	%	N	%	N	%	N	%	%
Male	White	1,482	27%	1,255	21%	1,283	20%	1,155	19%	1,159	19%	1,140	19%	-23%
	Black	261	5%	253	4%	253	4%	221	4%	217	4%	192	3%	-26%
	Hispanic	782	14%	723	12%	1,048	16%	910	15%	983	16%	1,027	17%	31%
	Asian	118	2%	80	1%	110	2%	112	2%	113	2%	136	2%	15%
	Other	110	2%	678	11%	498	8%	561	9%	484	8%	483	8%	339%
	Total Males		2,753	51%	2,989	51%	3,192	49%	2,959	48%	2,956	49%	2,978	49%
Female	White	1,256	23%	1,148	19%	1,190	18%	1,106	18%	1,060	18%	1,050	17%	-16%
	Black	355	7%	300	5%	313	5%	298	5%	248	4%	216	4%	-39%
	Hispanic	904	17%	820	14%	1,182	18%	1,106	18%	1,158	19%	1,157	19%	28%
	Asian	80	1%	75	1%	103	2%	89	1%	85	1%	125	2%	56%
	Other	87	2%	571	10%	530	8%	621	10%	544	9%	539	9%	520%
	Total Females		2,682	49%	2,914	49%	3,318	51%	3,220	52%	3,095	51%	3,087	51%
All Students		5,435	100%	5,903	100%	6,510	100%	6,179	100%	6,051	100%	6,065	100%	12%

NOTES:

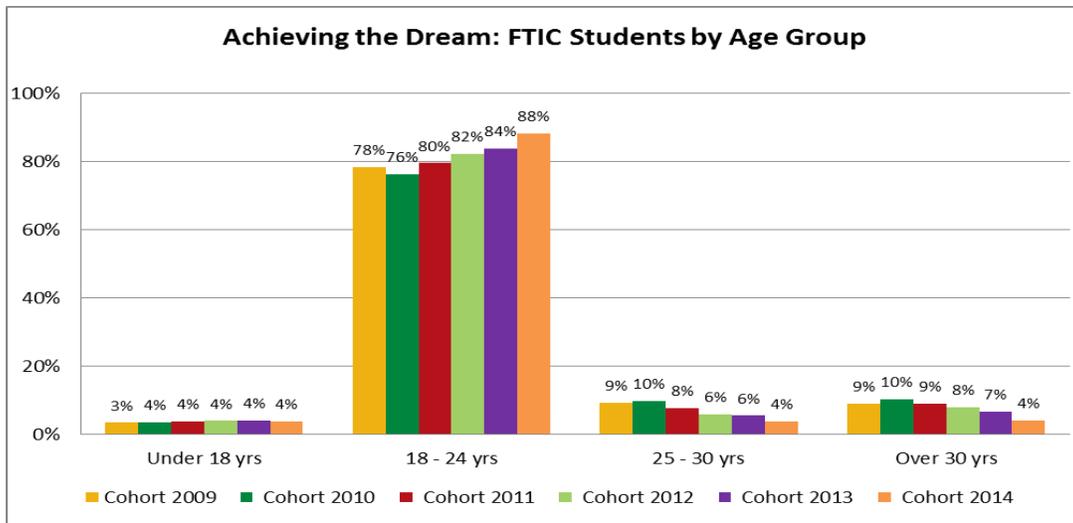
The ethnicity “other” category includes students indicating they are Pacific Islander, American Indian/ Alaskan Native, or represent two or more ethnic groups. Data on persons of two or more ethnicities were collected beginning in 2010 due to changes in federal reporting requirements. Direct comparability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

Age Group of FTIC Students

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

- Students 18 to 24 years of age represented an increasingly larger proportion of the FTIC cohorts across the six years.
- In the 2014 cohort, 88% of students were 18 to 24 years of age, compared to 78% in the 2009 cohort.
- While the percentage of students under 18 years of age remained constant across the six years, the proportions of students in older age groups decreased.

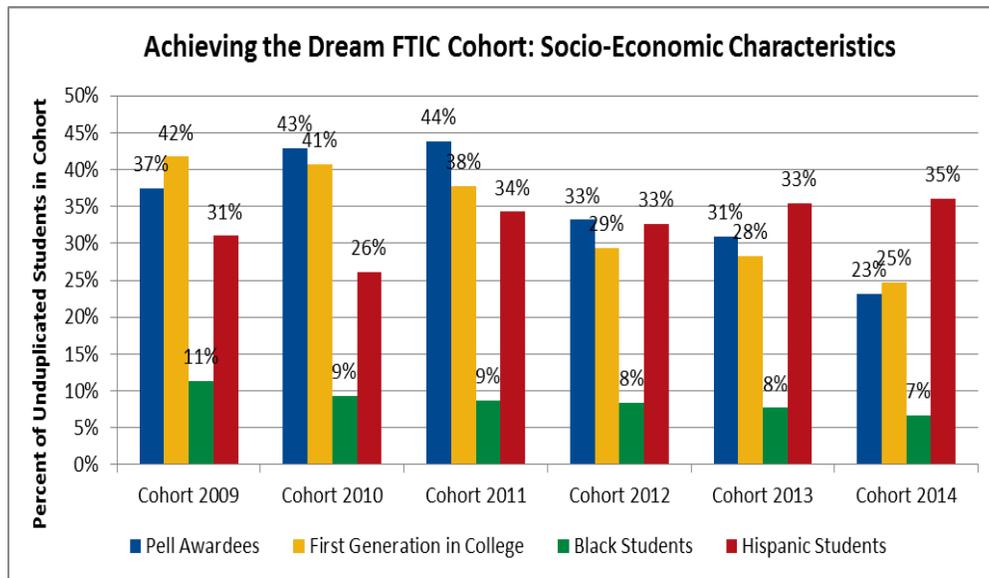


FTIC by Age Group	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Cohort 2014	Chg.
	N	N	N	N	N	N	%
Under 18 yrs	186	212	253	242	243	226	22%
18 - 24 yrs	4,257	4,503	5,176	5,080	5,066	5,355	26%
25 - 30 yrs	502	580	499	364	334	234	-53%
Over 30 yrs	489	607	582	493	408	250	-49%
Total	5,435	5,903	6,510	6,179	6,051	6,065	12%

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 and then decreased across the cohorts, peaking in 2011. In the most recent cohort, 23% of students were Pell awardees. This pattern corresponds with the increases in enrollment through 2011, and increased student access to federal financial aid at that time.
- The percentage of First Generation in college students decreased steadily between 2009 and 2014, from 42% to 25%.
- The percentage of Hispanic students dipped in 2010, but since then has been about 33%.
- The percentage of Black students has declined across the six years, from 11% in 2009 to 7% in 2014.

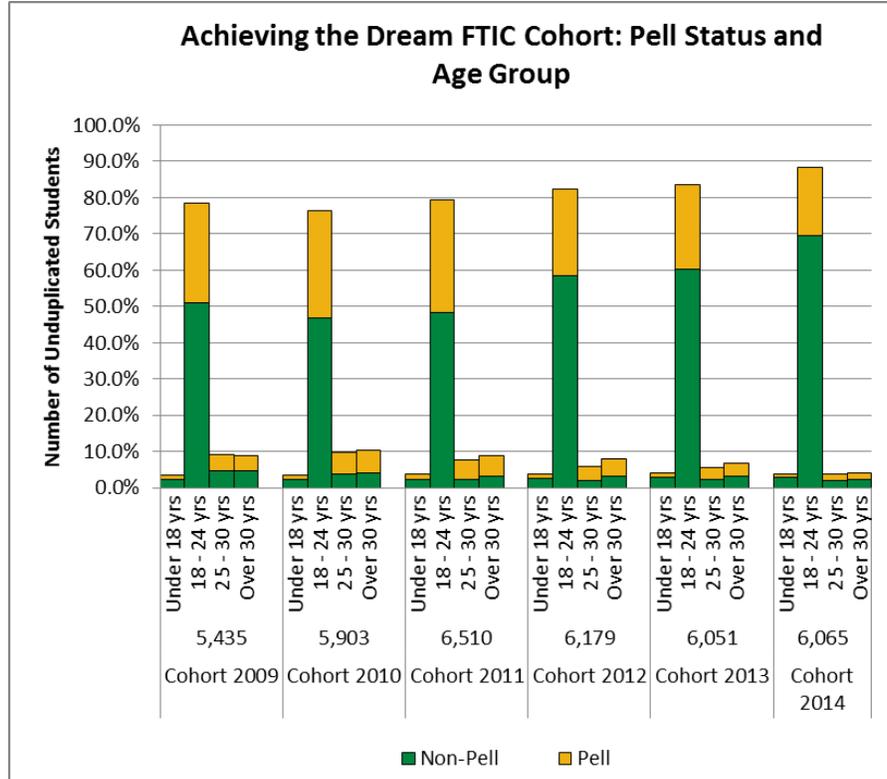


FTIC Socio-Economic Characteristics	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Cohort 2014	Chg. (%)
Pell Awardees	2,035	2,532	2,852	2,051	1,871	1,405	-31%
First Generation in College	2,268	2,402	2,456	1,816	1,708	1,501	-34%
Black Students	616	553	566	519	465	408	-34%
Hispanic Students	1,686	1,543	2,230	2,016	2,141	2,184	30%

Pell Status and Other Demographic Characteristics

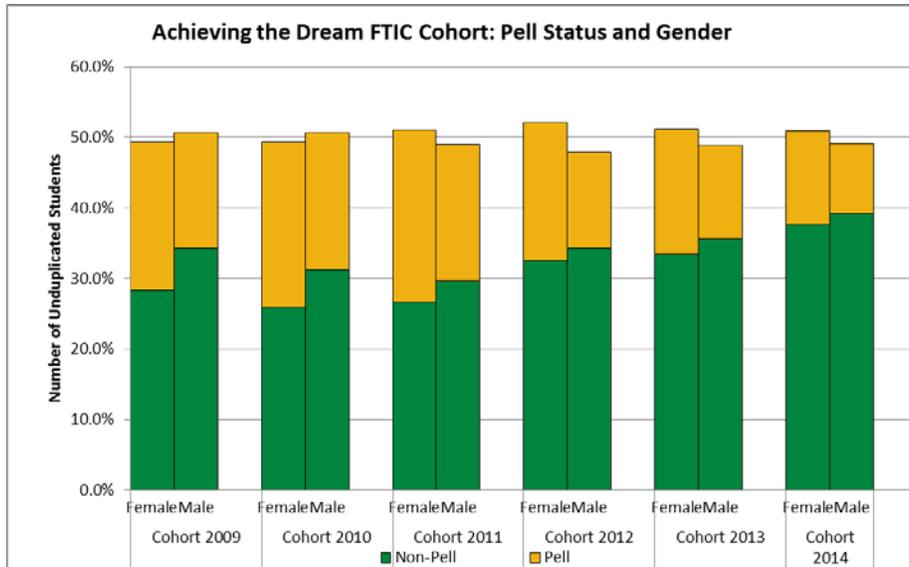
This report compares Pell grant awardees by age group for the six most recent Achieving the Dream (AtD) cohorts. These cohorts include all First Time in College (FTIC) students enrolled in the semester at ACC. Results of the analysis indicate that:

- The percentage of Pell awardees in each cohort increased and then decreased across the cohorts, peaking in 2011. In the most recent cohort, 23% of students were Pell awardees.
- Age - Most Pell awardees were 18 to 24 years of age across the years, consistent with this age group being the largest in the cohort.
- Ethnicity/ Race
 - The percentages of White Pell awardees has decreased over the six years. The percentage of Hispanic students awarded Pell grants increased to 2011 and then decreased, but to a lesser degree compared to Whites (White: 14% in 2009 to 6% in 2014; Hispanic: 14% in 2009 to 10% in 2014).
 - The percentage of Black students awarded Pell grants decreased steadily from 7% in 2009 to 3% in 2014.
- Gender – While the percentages of males and females awarded Pell grants decreased across the six years, more females typically received Pell grants than males.



FTIC Cohorts		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Chg.
Pell Awardee	Age Group	N	%	N	%	N	%	N	%	N	%	N	%	%
Non-Pell	Under 18 yrs	125	2%	135	2%	155	2%	169	3%	177	3%	181	3%	45%
	18 - 24 yrs	2774	51%	2769	47%	3138	48%	3618	59%	3660	60%	4217	70%	52%
	25 - 30 yrs	250	5%	227	4%	158	2%	133	2%	148	2%	128	2%	-49%
	Over 30 yrs	251	5%	240	4%	207	3%	208	3%	195	3%	134	2%	-47%
	Total Non-Pell	3,400	63%	3,371	57%	3,658	56%	4,128	67%	4,180	69%	4,660	77%	37%
Pell	Under 18 yrs	61	1%	77	1%	98	2%	73	1%	66	1%	45	1%	-26%
	18 - 24 yrs	1483	27%	1734	29%	2038	31%	1462	24%	1406	23%	1138	19%	-23%
	25 - 30 yrs	252	5%	353	6%	341	5%	231	4%	186	3%	106	2%	-58%
	Over 30 yrs	239	4%	368	6%	375	6%	285	5%	213	4%	116	2%	-51%
	Total Pell	2,035	37%	2,532	43%	2,852	44%	2,051	33%	1,871	31%	1,405	23%	-31%
All Students		5,435	100%	5,903	100%	6,510	100%	6,179	100%	6,051	100%	6,065	100%	12%

FTIC Cohorts		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Chg.
Pell Awardee	Age Group	N	%	N	%	N	%	N	%	N	%	N	%	%
Non-Pell	White	1989	37%	1600	27%	1634	25%	1735	28%	1711	28%	1828	30%	-8%
	Black	213	4%	164	3%	161	2%	199	3%	205	3%	232	4%	9%
	Hispanic	946	17%	738	13%	1070	16%	1231	20%	1369	23%	1569	26%	66%
	Asian	127	2%	101	2%	124	2%	126	2%	132	2%	198	3%	56%
	Other	125	2%	768	13%	669	10%	837	14%	763	13%	833	14%	566%
	Total Non-Pell	3,400	63%	3,371	57%	3,658	56%	4,128	67%	4,180	69%	4,660	77%	37%
Pell	White	749	14%	803	14%	839	13%	526	9%	508	8%	362	6%	-52%
	Black	403	7%	389	7%	405	6%	320	5%	260	4%	176	3%	-56%
	Hispanic	740	14%	805	14%	1160	18%	785	13%	772	13%	615	10%	-17%
	Asian	71	1%	54	1%	89	1%	75	1%	66	1%	63	1%	-11%
	Other	72	1%	481	8%	359	6%	345	6%	265	4%	189	3%	163%
	Total Pell	2,035	37%	2,532	43%	2,852	44%	2,051	33%	1,871	31%	1,405	23%	-31%
All Students		5,435	100%	5,903	100%	6,510	100%	6,179	100%	6,051	100%	6,065	100%	12%

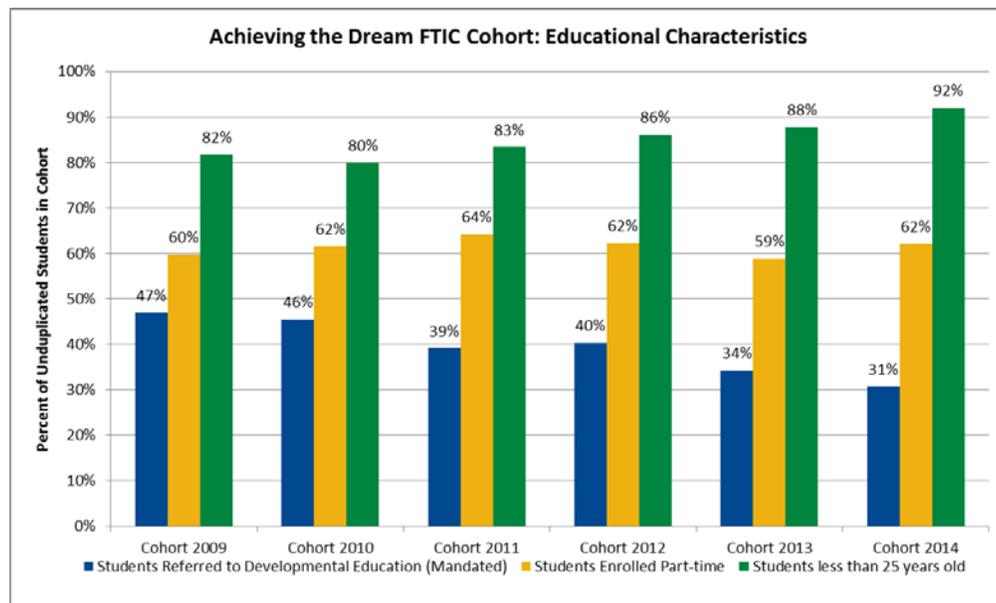


FTIC Cohorts		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Chg.
Pell Awardee	Gender	N	%	N	%	N	%	N	%	N	%	N	%	%
Non-Pell	Female	1537	28%	1532	26%	1732	27%	2010	33%	2024	33%	2286	38%	49%
	Male	1863	34%	1839	31%	1926	30%	2118	34%	2156	36%	2374	39%	27%
	Total Non-Pell	3,400	63%	3,371	57%	3,658	56%	4,128	67%	4,180	69%	4,660	77%	37%
Pell	Female	1145	21%	1382	23%	1586	24%	1210	20%	1071	18%	801	13%	-30%
	Male	890	16%	1150	19%	1266	19%	841	14%	800	13%	604	10%	-32%
	Total Pell	2,035	37%	2,532	43%	2,852	44%	2,051	33%	1,871	31%	1,405	23%	-31%
All Students		5,435	100%	5,903	100%	6,510	100%	6,179	100%	6,051	100%	6,065	100%	12%

Beginning Educational Characteristics

This report compares the beginning educational characteristics of the six Achieving the Dream (AtD) cohorts: 2008, 2009, 2010, 2011, 2012, and 2013. These cohorts include all First Time in College (FTIC) students enrolled in the 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 across the six years, typically about 60%.
- A majority of the FTIC cohorts were under 25 years of age, and the percentage has increased from 82% in 2009 to 92% in 2014.
- The percentage of FTIC students mandated into developmental education courses decreased steadily across the cohorts from 47% in 2009 to 31% in 2014.



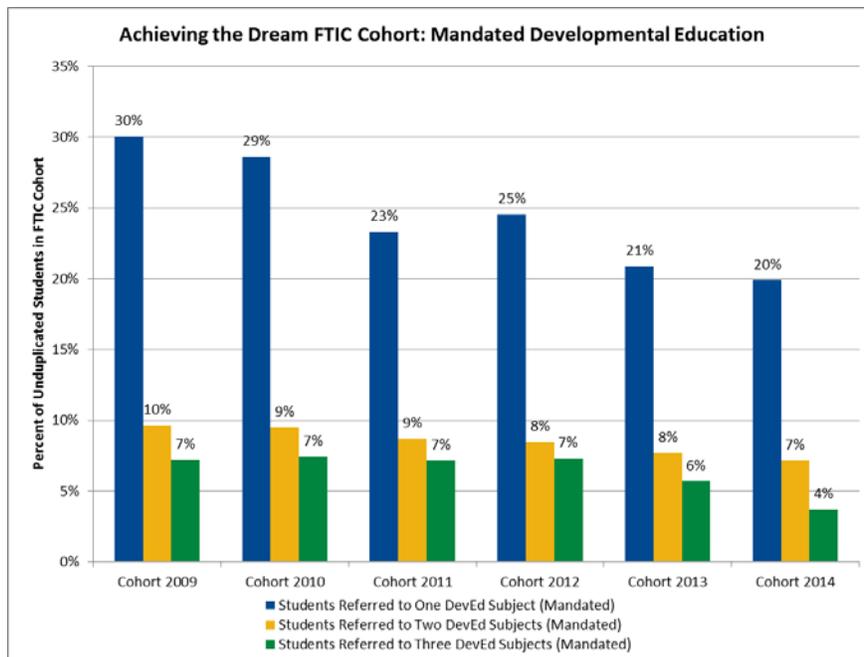
FTIC Fall Cohort	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Cohort 2014	Chg. %
Students Mandated to Developmental Education	2,550	2,688	2,550	2,495	2,073	1,866	-27%
Students Enrolled Part-time	3,251	3,636	4,179	3,850	3,565	3,767	16%
Students less than 25 years old	4,443	4,715	5,429	5,322	5,309	5,581	26%

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 recent Achieving the Dream (AtD) cohorts. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. Results indicate that:

- The percentage of FTIC students mandated into one developmental education subject (reading, writing, or math) their first semester decreased steadily across the six years, from 30% in 2009 to 20% in 2014.
- The percentage of FTIC students referred to two developmental education subjects decreased across the six years, from 10% in 2009 to 7% in 2014.
- The percentage of FTIC students referred to three developmental education subjects decreased from 7% the 2009 cohort to 4% in the 2013 cohort.



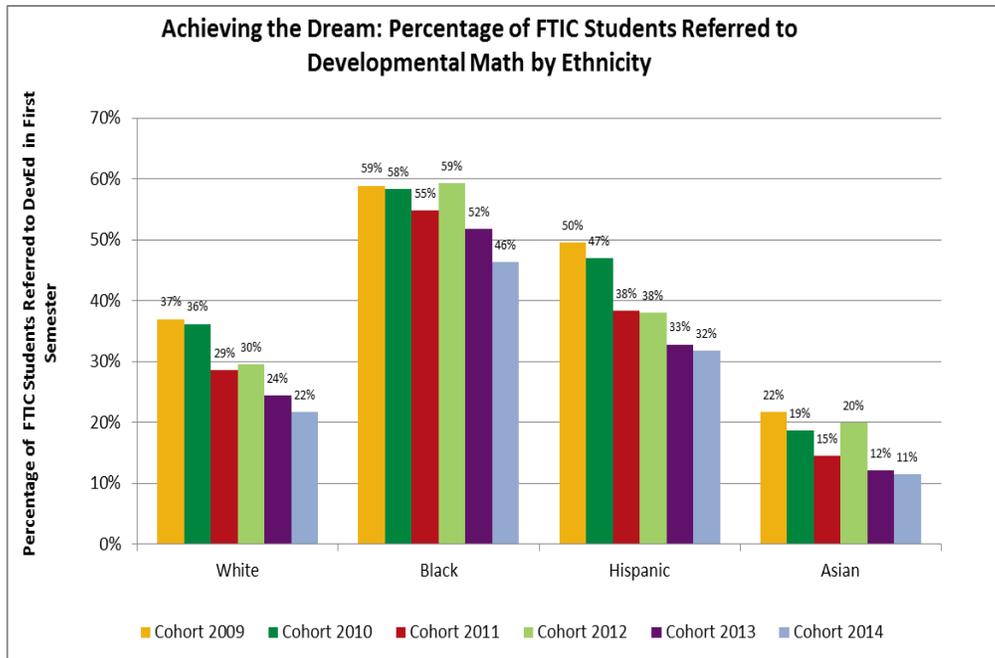
FTIC Fall Cohort	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Cohort 2014	Chg.
Students Mandated to One DevEd Subject	1,634	1,690	1,518	1,517	1,264	1207	-26%
Students Mandated to Two DevEd Subjects	525	559	566	525	464	435	-17%
Students Mandated to Three DevEd Subjects	391	439	466	453	345	224	-43%

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.

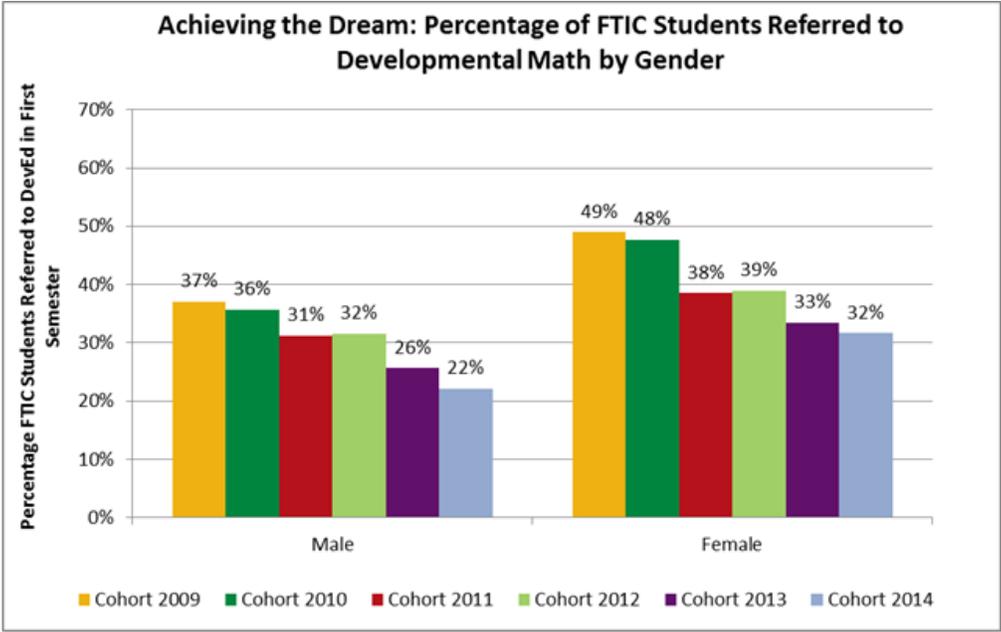
Students Referred to Developmental Math

This report compares the percentage of students referred to developmental mathematics in six Achieving the Dream (AtD) cohorts. These cohorts include all First Time in College (FTIC) students enrolled in the semester at ACC. Results indicate that:

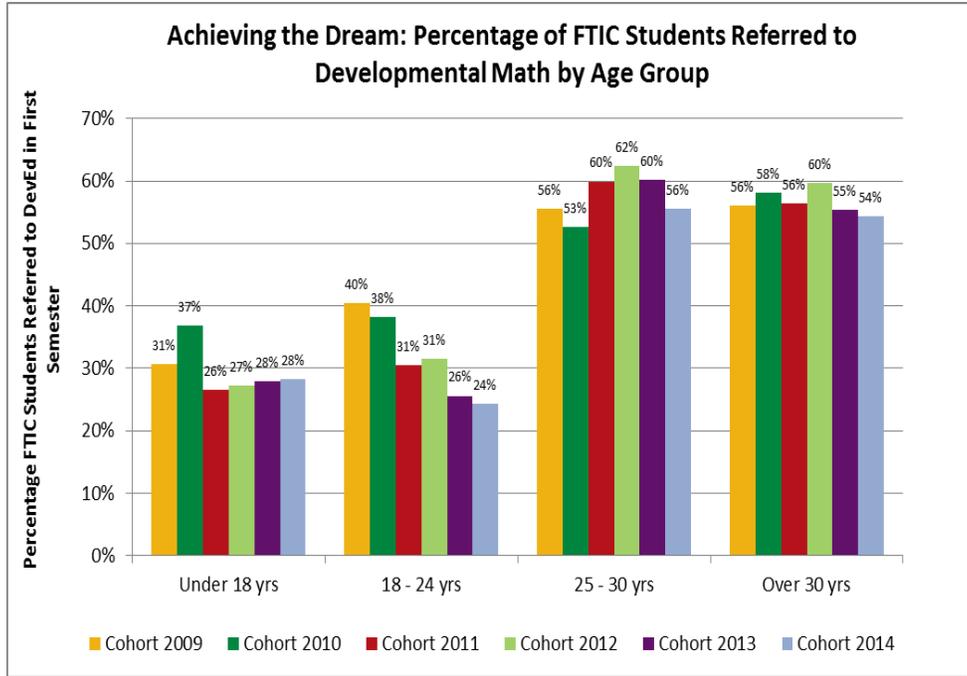
- Overall, the percentage of FTIC students referred to developmental math declined across the six years, from 43% in 2009 to 27% in 2014.
- Ethnicity/ Race - The percentages of students referred to developmental math decreased across all ethnic groups over the six years. However the decrease was largest for Hispanic students (50% in 2009 to 32% in 2014).
- Gender
 - The percentage of female students referred to developmental math was larger than the percentage for male students for all six years.
 - The percentage of students referred to developmental math decreased across the six years for both males and females. However, the percentage of females referred to developmental math remains larger than that for males (in 2014, 32% of females, 22% of males).
- Age group
 - The percentage of students 18 to 24 years of age who were referred to developmental math has decreased considerably over the six years, from 40% in 2009 to 24% in 2014.
 - The percentage of students in older and younger age groups fluctuated over the last six years compared to the 18 to 24 year old age group.
 - In 2014, the percentage of students under age 18 who were referred to developmental math was slightly higher than that for students 18 to 24 years of age (28% for under 18, 24% for 18 to 24 year olds).
 - In 2014, the percentage of students in the 25 to 30 years and over 30 years age groups who were referred to developmental math were considerably higher than that for the 18 to 24 year old group, and have remained so in 2014 (56% for 25 to 30 year olds, 54% for over 30 years of age, compared to 24% for 18 to 24 year olds).



MATH	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	Total	Mand										
White	2,738	1,013	2,403	870	2,473	708	2,261	667	2,219	541	2,190	474
Black	616	363	553	323	566	310	519	308	465	241	408	189
Hispanic	1,686	835	1,543	726	2,230	855	2,016	766	2,141	703	2,184	693
Asian	198	43	155	29	213	31	201	40	198	24	261	30
Other	197	78	1,249	508	1,028	370	1,182	405	1,028	283	1,022	249
Total	5,435	2,332	5,903	2,456	6,510	2,274	6,179	2,186	6,051	1,792	6,065	1,635
Total %		43%		42%		35%		35%		30%		27%



MATH	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	Total	Mand										
Male	2,753	1,019	2,989	1,066	3,192	997	2,959	933	2,956	758	2,978	659
Female	2,682	1,313	2,914	1,390	3,318	1,277	3,220	1,253	3,095	1,034	3,087	976
Total	5,435	2,332	5,903	2,456	6,510	2,274	6,179	2,186	6,051	1,792	6,065	1,635

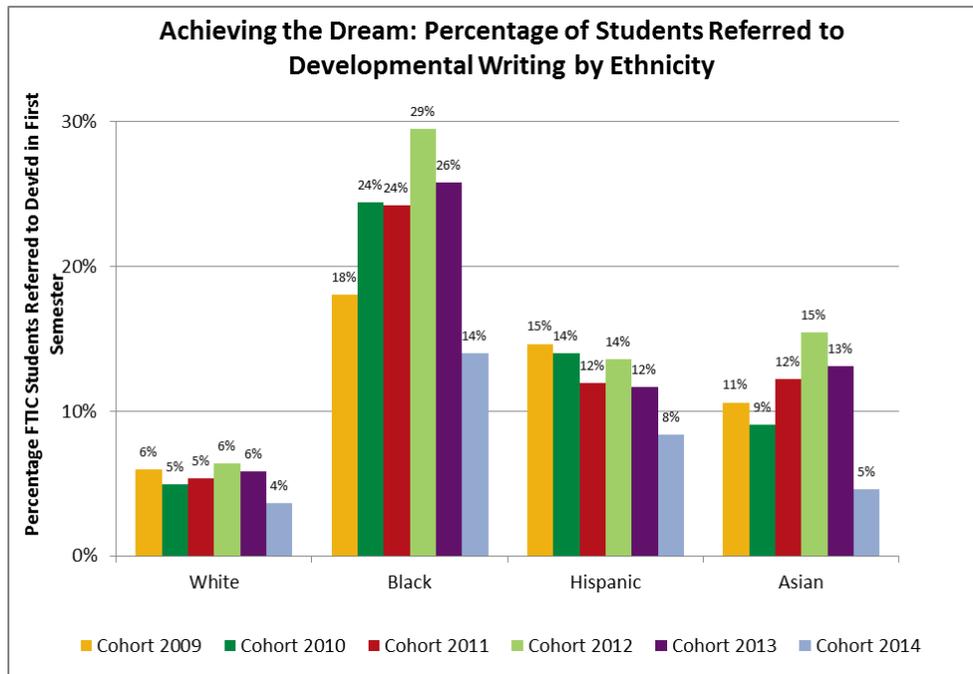


MATH	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	Total	Mand										
Under 18 yrs	186	57	212	78	253	67	242	66	243	68	226	64
18 - 24 yrs	4,257	1,722	4,503	1,719	5,176	1,580	5,080	1,599	5,066	1,297	5,355	1,305
25 - 30 yrs	502	279	580	305	499	299	364	227	334	201	234	130
Over 30 yrs	489	274	607	353	582	328	493	294	408	226	250	136
Total	5,435	2,332	5,903	2,456	6,510	2,274	6,179	2,186	6,051	1,792	6,065	1,635

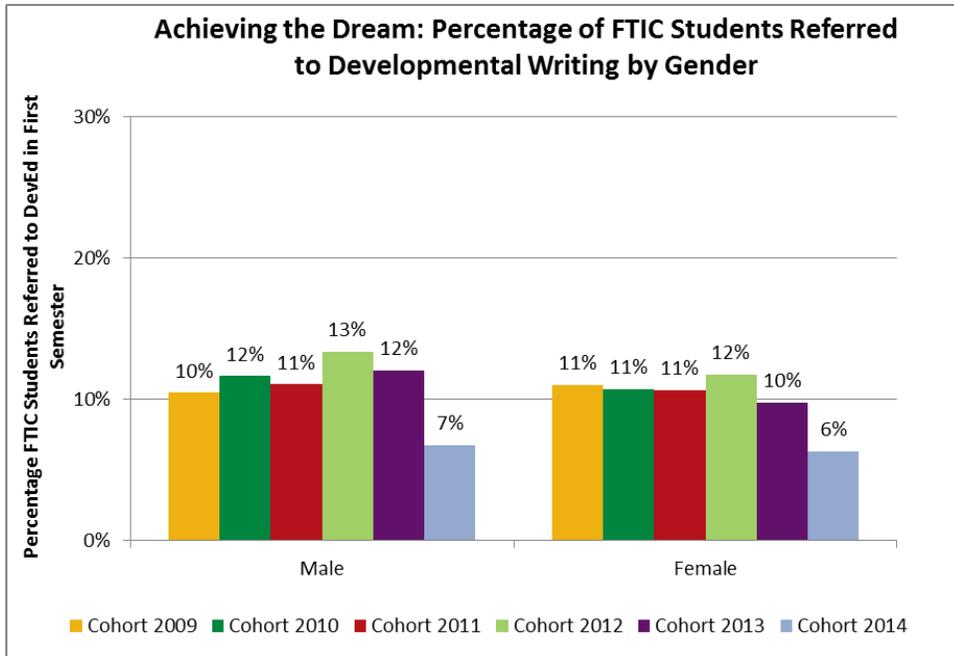
Students Referred to Developmental Writing

This report compares the percentage of students referred to developmental writing in the most recent six Achieving the Dream (AtD) cohorts. These cohorts include all First Time in College (FTIC) students enrolled in the semester at ACC. Results indicate that:

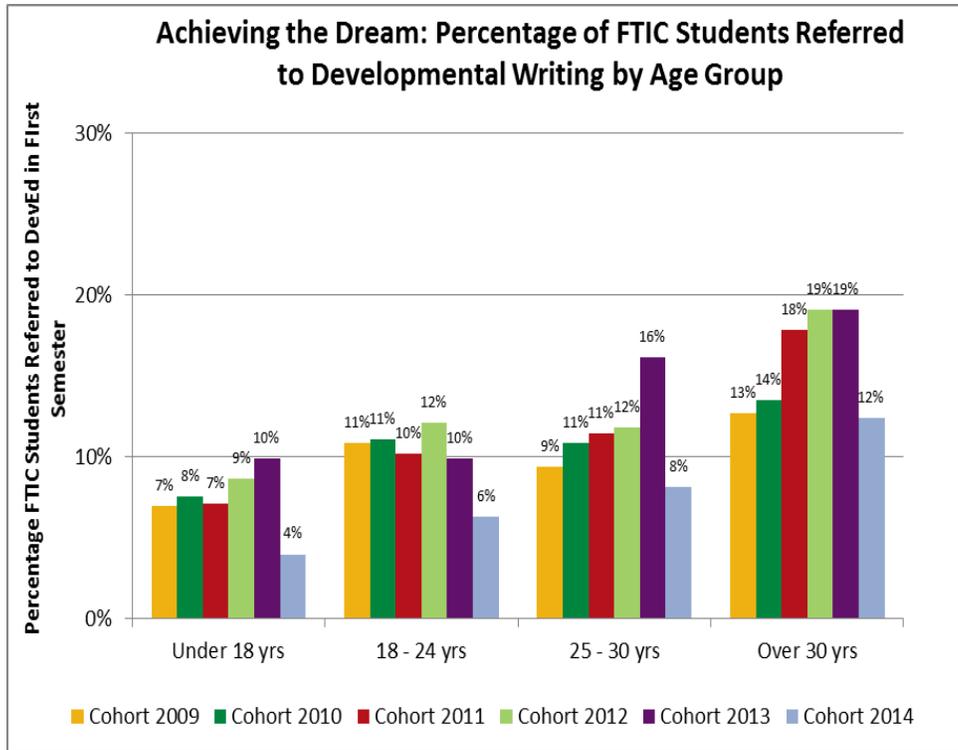
- The percentage of FTIC students referred to developmental writing varied somewhat over the six years. The percentage referred was 11% for four of the six years, and was highest in 2012 (13%) and lowest in 2013 (7%).
- Ethnicity/ Race
 - For all ethnic groups, the percentage of students referred to developmental writing decreased when comparing data for 2009 to data for 2014.
 - The percentages of students referred to developmental writing varied widely over the six years for all ethnic groups. However, the percentages varied most widely across the years for Black students.
 - Black students had the highest percentage of referrals to developmental writing in 2014 (14%) followed by Hispanic students (8%).
- Gender
 - The percentages of male and female students referred to developmental writing math were very similar across the six years.
 - For both male and female students, the percentage of students referred to developmental math decreased across the six years to 7% for males and 6% for females.
- Age group
 - The percentage of students 18 to 24 years of age who were referred to developmental writing varied across the six years, but decreased from 2009 to 2014, from 11% to 6%.
 - For the younger and older age groups, the percentage of students referred to developmental writing varied across the six years, typically reaching a high point in 2013, and then decreasing to the lowest point in 2014.



WRITING	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	Total	Mand										
White	2,738	164	2,403	119	2,473	133	2,261	144	2,219	130	2,190	80
Black	616	111	553	135	566	137	519	153	465	120	408	57
Hispanic	1,686	247	1,543	216	2,230	266	2,016	274	2,141	250	2,184	183
Asian	198	21	155	14	213	26	201	31	198	26	261	12
Other	197	41	1,249	177	1,028	144	1,182	171	1,028	132	1,022	65
Total	5,435	584	5,903	661	6,510	706	6,179	773	6,051	658	6,065	397
Total %		11%		11%		11%		13%		11%		7%



WRITING	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	Total	Mand										
Male	2,753	288	2,989	348	3,192	353	2,959	395	2,956	356	2,978	202
Female	2,682	296	2,914	313	3,318	353	3,220	378	3,095	302	3,087	195
Total	5,435	584	5,903	661	6,510	706	6,179	773	6,051	658	6,065	397

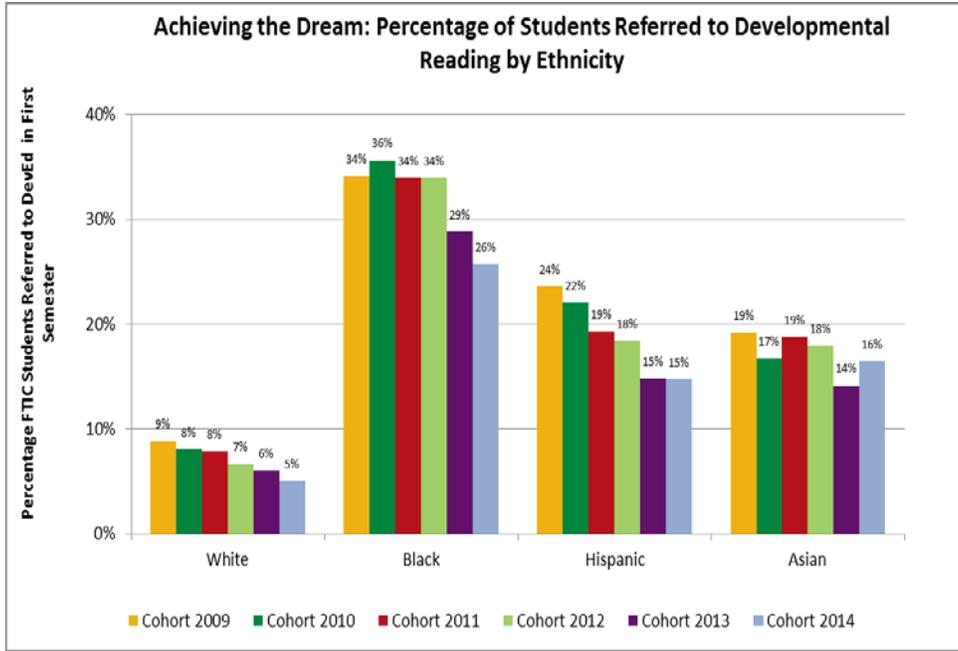


WRITING	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	Total	Mand										
Under 18 yrs	186	13	212	16	253	18	242	21	243	24	226	9
18 - 24 yrs	4,257	462	4,503	499	5,176	527	5,080	615	5,066	502	5,355	338
25 - 30 yrs	502	47	580	63	499	57	364	43	334	54	234	19
Over 30 yrs	489	62	607	82	582	104	493	94	408	78	250	31
Total	5,435	584	5,903	661	6,510	706	6,179	773	6,051	658	6,065	397

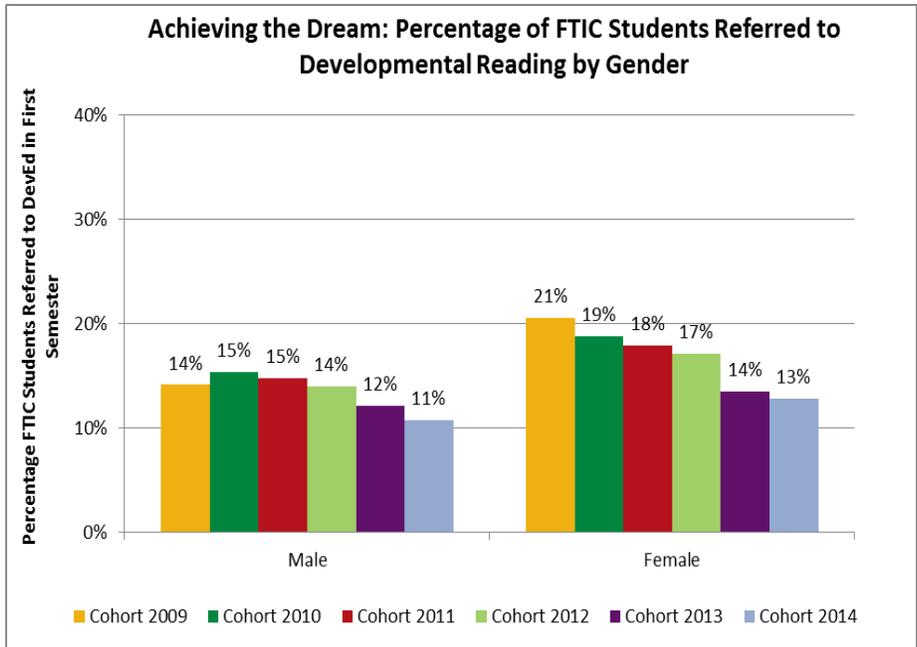
Students Referred to Developmental Reading

This report compares the percentage of students referred to developmental reading in the six Achieving the Dream (AtD) cohorts. These cohorts include all First Time in College (FTIC) students enrolled in the semester at ACC. Results indicate that:

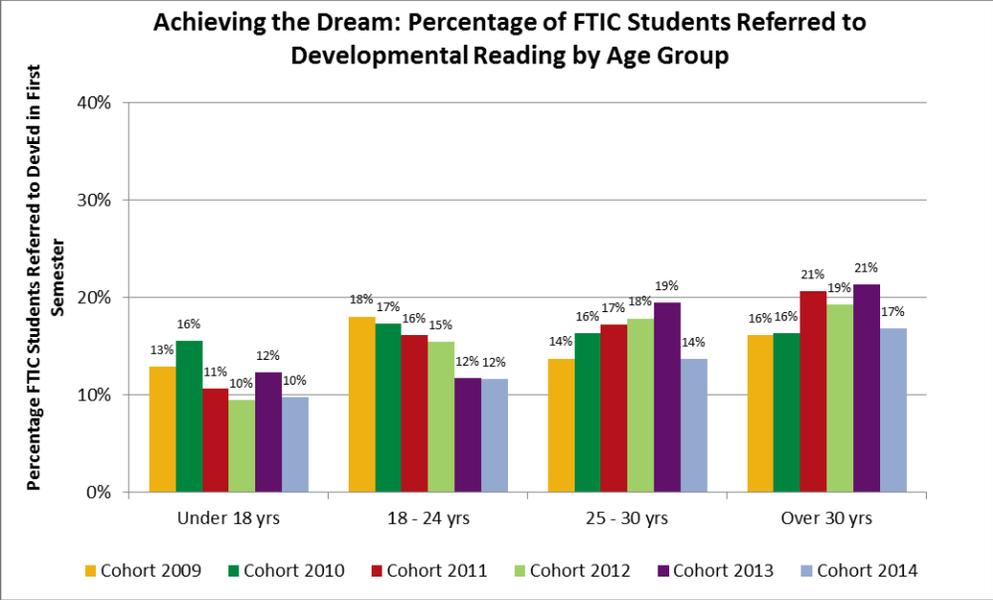
- The number of FTIC students referred to developmental reading decreased across the cohorts from 17% in 2009 to 12% in 2014.
- Ethnicity/ Race
 - Considerably larger percentages of Black, Hispanic, and Asian students were mandated into developmental reading their first semester compared to White students for all six years.
 - The percentages of Black students referred to developmental reading were higher than the percentages for Hispanic and Asian FTIC students. Furthermore, the percentage of Black students referred to developmental reading in 2014 (26%) was five times that for White students (5%).
- Gender
 - Over the six years, female students were slightly more likely to be referred to developmental reading than males.
 - The percentages of female and male students who were referred to developmental reading decreased over the six years.
 - In 2014, the percentages of females (13%) and males (11%) referred to developmental reading were similar.
- Age group - The percentage of 18 to 24 year old students referred to developmental reading decreased across the six years, from 18% in 2009 to 12% in 2014.
- The percentage of students in the older age groups tended to increase between 2009 and 2013, but the percentages of students referred to developmental reading in 2009 and 2014 were substantially the same.
- For the group under 18 years of age, the percentage of students referred to developmental reading varied but decreased when comparing 2009 to 2014.



READING	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand
White	2,738	242	2,403	193	2,473	195	2,261	150	2,219	134	2,190	111
Black	616	210	553	197	566	192	519	176	465	134	408	105
Hispanic	1,686	398	1,543	340	2,230	431	2,016	371	2,141	318	2,184	321
Asian	198	38	155	26	213	40	201	36	198	28	261	43
Other	197	53	1,249	252	1,028	210	1,182	234	1,028	163	1,022	137
Total	5,435	941	5,903	1,008	6,510	1,068	6,179	967	6,051	777	6,065	717
Total %		17%		17%		16%		16%		13%		12%



READING	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand
Male	2,753	390	2,989	460	3,192	472	2,959	415	2,956	358	2,978	321
Female	2,682	551	2,914	548	3,318	596	3,220	552	3,095	419	3,087	396
Total	5,435	941	5,903	1,008	6,510	1,068	6,179	967	6,051	777	6,065	717



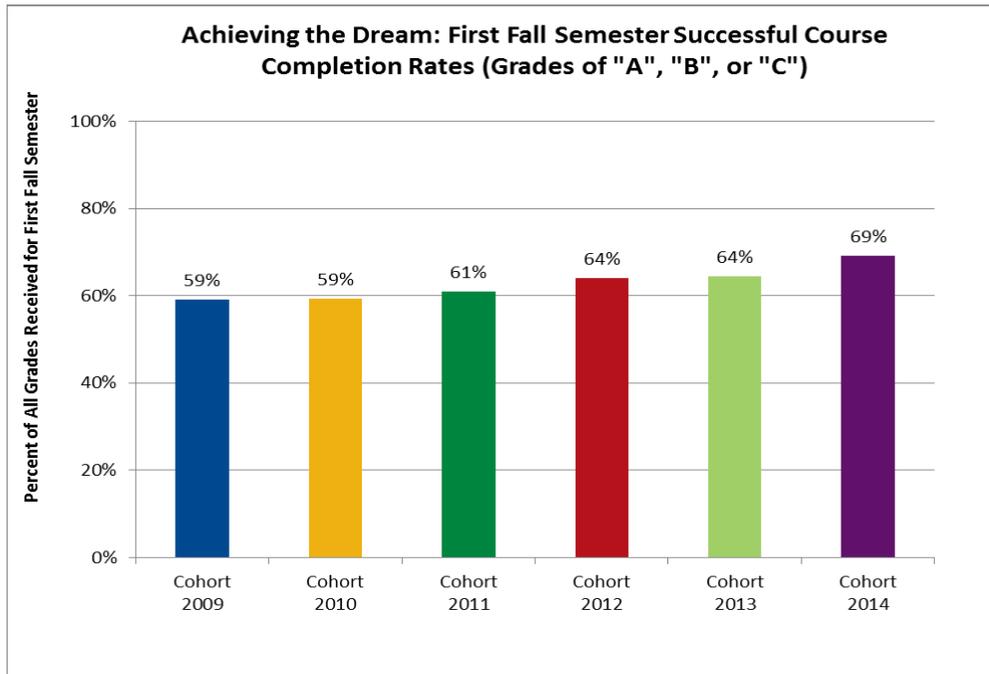
READING	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand	Total	Mand
Under 18 yrs	186	24	212	33	253	27	242	23	243	30	226	22
18 - 24 yrs	4,257	769	4,503	781	5,176	835	5,080	784	5,066	595	5,355	621
25 - 30 yrs	502	69	580	95	499	86	364	65	334	65	234	32
Over 30 yrs	489	79	607	99	582	120	493	95	408	87	250	42
Total	5,435	941	5,903	1,008	6,510	1,068	6,179	967	6,051	777	6,065	717

Metric #1. Successful Course Completion:

Rates Increased Across Cohorts

This report compares the percentage of successful course completion rates of students in the most recent six Achieving the Dream (AtD) cohorts. These cohorts include all First Time in College (FTIC) students enrolled in the semester at ACC. Results of the analysis indicate that:

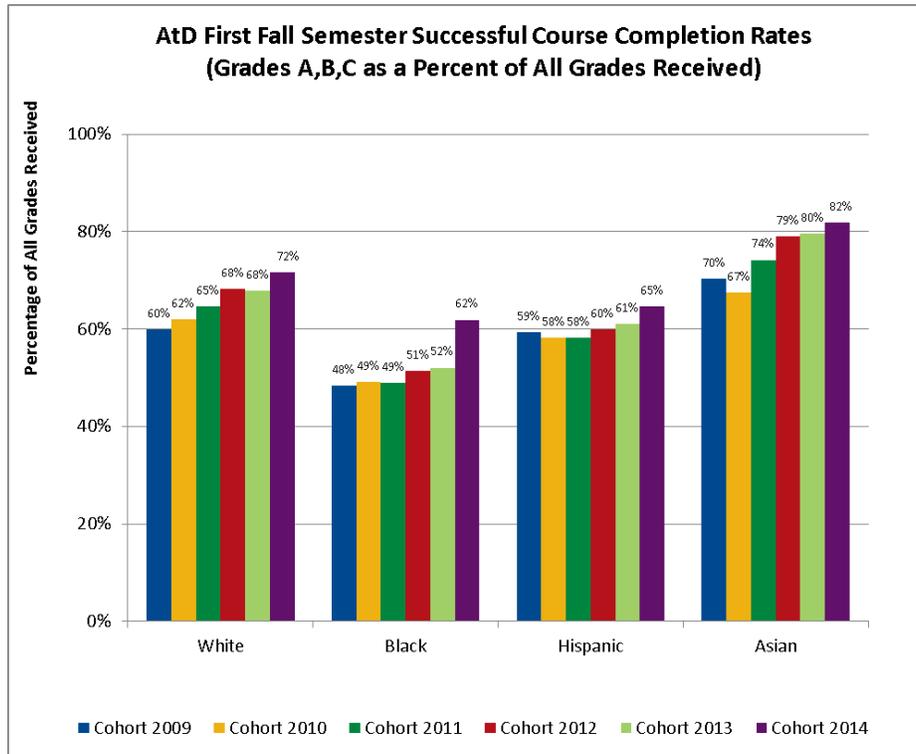
- The percentage of students' successful grades (C or above) in the first semester increased from 59% in 2009 to 69% in 2014.



FTIC Cohort	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
All Courses	Total Grades	Grades A,B,C										
Total	16,808	9,926	18,142	10,770	19,495	11,901	18,832	12,063	18,826	12,129	18,715	12,934

FTIC Cohort	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Cohort 2014	Percentage Point Difference 09-14
Percent of Grades A,B,C	59%	59%	61%	64%	64%	69%	10

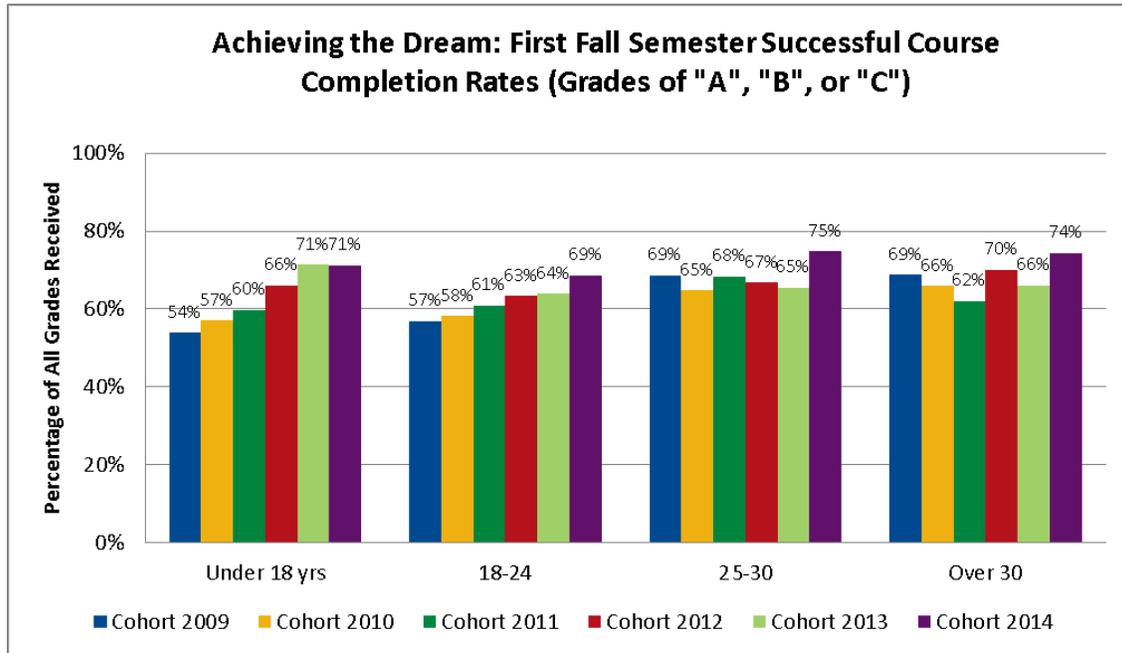
- Successful course completion rates increased for all ethnic groups from 2013 to 2014.
- The largest percentage point increase in successful grades was for Black students; the percent of successful grades increased from 48% to 62%, from 2009 to 2014.



FTIC Cohort	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	Total Grades	Grades A,B,C	Total Grades	Grades A,B,C	Total Grades	Grades A,B,C	Total Grades	Grades A,B,C	Total Grades	Grades A,B,C	Total Grades	Grades A,B,C
All Courses												
White	8,812	5,282	8,344	5,170	7,745	5,005	7,056	4,813	7,140	4,840	6,993	5,013
Black	1,788	863	1,899	933	1,557	761	1,472	757	1,354	705	1,135	702
Hispanic	4,905	2,909	5,233	3,048	6,429	3,741	6,062	3,628	6,431	3,929	6,452	4,170
Asian	664	467	525	354	708	525	708	560	664	529	874	715
Other	639	405	2,141	1,265	3,056	1,869	3,534	2,305	3,237	2,126	3,261	2,334
Total	16,808	9,926	18,142	10,770	19,495	11,901	18,832	12,063	18,826	12,129	18,715	12,934

FTIC Cohort	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Cohort 2014	Percentage Point Difference 09-14
	Grades, A, B, C						
White	60%	62%	65%	68%	68%	72%	12
Black	48%	49%	49%	51%	52%	62%	14
Hispanic	59%	58%	58%	60%	61%	65%	5
Asian	70%	67%	74%	79%	80%	82%	12
Other	63%	59%	61%	65%	66%	72%	8

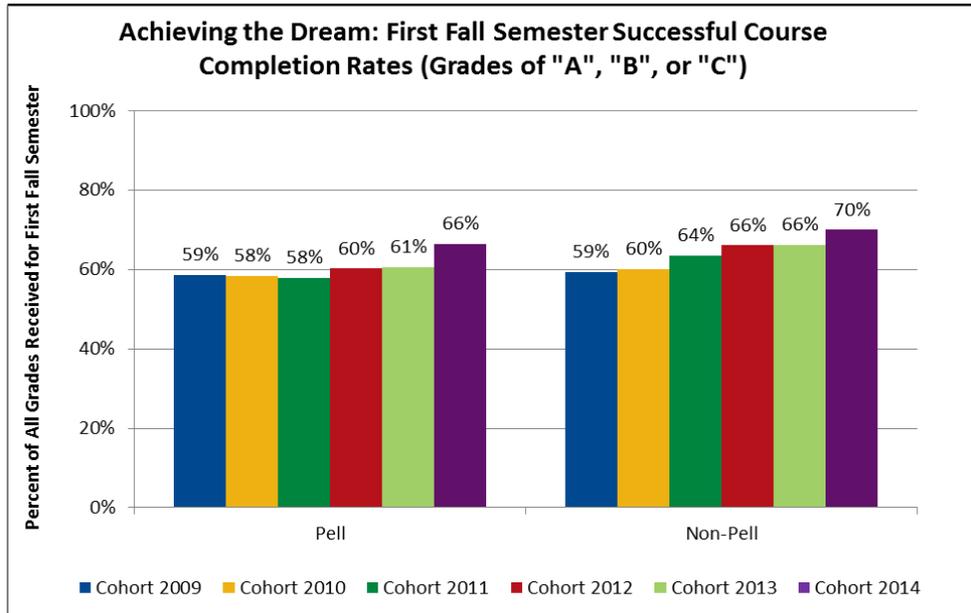
- The percentage of courses in which successful grades were earned by students in the traditional college age group increased steadily across the cohorts from 57% in 2009 to 69% in 2014.
- The under 18 years old age group had the largest percentage point increase, 17 points, from 2009 to 2014.



FTIC Cohort	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	Total Grades	Grades A,B,C										
All Courses												
Under 18 yrs	620	414	654	373	794	475	779	515	796	568	563	419
18-24	13,588	7,727	14,356	8,351	16,029	9,755	15,910	10,078	16,156	10,329	607	454
25-30	1,378	947	1,576	1,021	1,341	845	960	641	893	584	16,779	11,515
Over 30	1,218	838	1,556	1,025	1,331	826	1,183	829	981	648	766	546
Total	16,808	9,926	18,142	10,770	19,495	11,901	18,832	12,063	981	648	18,715	12,934

FTIC Cohort	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Cohort 2014	Percentage Point Difference 09-14
	Grades, A, B, C						
Under 18 yrs	54%	57%	60%	66%	71%	71%	17
18-24	57%	58%	61%	63%	64%	69%	12
25-30	69%	65%	68%	67%	65%	75%	6
Over 30	69%	66%	62%	70%	66%	74%	6

- Over the last five years, non-Pell awardees were slightly more likely than Pell-awardees to receive a successful grade in their first semester courses.
- The largest percentage point increase in successful grades was for Non-Pell students, the percent of successful grades increased from 59% to 70%, between 2009 and 2014.



FTIC Cohort	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	Total Grades	Grades A,B,C	Total Grades	Grades A,B,C	Total Grades	Grades A,B,C	Total Grades	Grades A,B,C	Total Grades	Grades A,B,C	Total Grades	Grades A,B,C
Pell	6,316	3,705	7,854	4,581	8,591	4,972	6,438	3,877	5,772	3,570	4,399	2,920
Non-Pell	10,492	6,221	10,288	6,189	10,904	6,929	12,394	8,186	12,513	8,559	14,316	10,014
Total	16,808	9,926	18,142	10,770	19,495	11,901	18,832	12,063	18,285	12,129	18,715	12,934

FTIC Cohort	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Cohort 2014	Percentage Point Difference 09-14
	Grades, A, B, C						
Pell	59%	58%	58%	60%	61%	66%	8
Non-Pell	59%	60%	64%	66%	66%	70%	11

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 most recent six Achieving the Dream (AtD) cohorts. These cohorts include all First Time in College (FTIC) students enrolled in the 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 23%.

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 23%.
- For math, the percentage of mandated FTIC students completing any developmental education math course within one year decreased from the 2008 cohort (54.2%) to the 2009 cohort (51.4%), and has remained at the same level since then.
- The percentage of students completing the developmental math sequence within two years varied slightly across cohorts, from 23.4% in the 2008 cohort to 23.9% in the 2012 cohort.
- The percentage of students completing a gateway math course (MATH 1314 or MATH 1332) within three years decreased slightly from the 2011 cohort (16.0%) to the 2012 cohort (12.8%).

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	1 Year	2 Years	3 Years
		(% = C / B)	(% = D / B)	(% = E / B)	(% = F / B)
Fall 2008 4,859	40.2% (1,955)	88.3% (1,726)	54.2% (1,059)	23.4% (458)	14.6% (286)
Fall 2009 5,435	42.9% (2,332)	86.2% (2,010)	51.4% (1,198)	24.1% (563)	15.2% (354)
Fall 2010 5,903	41.6% (2,456)	86.2% (2,118)	50.4% (1,239)	23.5% (577)	16.0% (392)
Fall 2011 6,510	34.9% (2,274)	87.8% (1,997)	51.1% (1,161)	21.0% (478)	12.8% (290)
Fall 2012 6,179	35.4% (2,186)	85.5% (1,870)	51.2% (1,119)	23.9% (523)	
F'08 - F'12 28,886	38.8% (11,203)	86.8% (9,721)	51.5% (5,776)	23.2% (2,599)	

Developmental Writing

- Student Progress in Developmental Writing
 - Within one year, completed a developmental writing course: five year average 33.3%.
 - Within two years, completed developmental writing sequence: five year average 34.4%.
- 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 2010 cohort. The percentage has recently increased for the 2012 cohort, 34.7%.
- The percentage of students mandated into developmental writing completing a gateway English course (ENGL 1301) within three years decreased from the 2008 cohort (23.8%) to 2011 (17.3%).
 - Within one year, completed a developmental writing course: five year average, 54.3%.
 - Within two years, completed developmental writing sequence: five year average 51.7%.

A	B	C	D	E	F
AtD FTIC Cohort Year & Cohort Size	Referred to Writing DevEd	Attempted any Writing DevEd Course within 1 year	Completed any Writing DevEd Course within 1 year	Completed Writing DevEd Sequence within 2 years	Completed Writing Gateway Course (ENGL 1301) within 3 Years
		$(\% = C / B)$	$(\% = D / B)$	$(\% = E / B)$	$(\% = F / B)$
Fall 2008 4,859	10.7% (520)	67.3% (350)	35.8% (186)	41.2% (214)	23.8% (124)
Fall 2009 5,435	10.7% (584)	67.0% (391)	34.4% (201)	34.8% (203)	20.0% (117)
Fall 2010 5,903	11.2% (661)	63.7% (421)	35.2% (233)	31.3% (207)	20.3% (134)
Fall 2011 6,510	10.8% (706)	60.5% (427)	31.0% (219)	31.7% (224)	17.3% (122)
Fall 2012 6,179	12.5% (773)	55.9% (432)	31.3% (242)	34.7% (268)	
F'08 - F'12 28,886	11.2% (3,244)	62.2% (2,021)	33.3% (1,081)	34.4% (1,116)	

Developmental Reading

- For reading, the percentage of mandated AtD students attempting any developmental education reading course within one year recently decreased from the 2011 to the 2012 cohorts, 80.9% to 49.6%.
- For reading, the percentage of mandated AtD students completing any developmental education reading course within one year recently decreased from the 2011 to the 2012 cohorts, 56.4% to 49.6%.

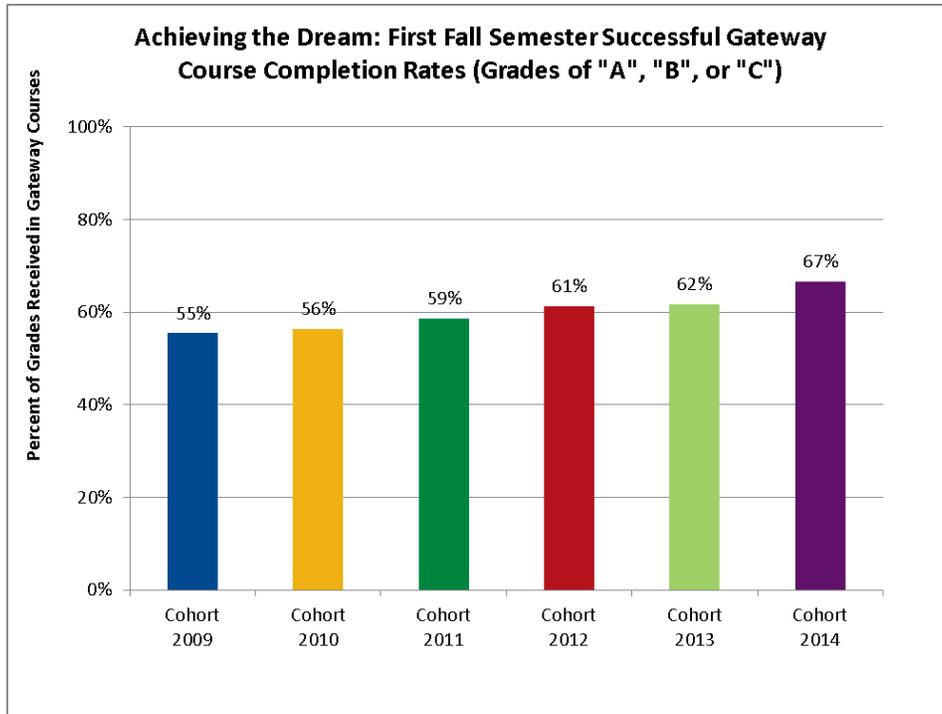
A	B	C	D	E	F
AtD FTIC Cohort Year & Cohort Size	Referred to Reading DevEd	Attempted any Reading DevEd Course within 1 year <i>(% = C / B)</i>	Completed any Reading DevEd Course within 1 year <i>(% = D / B)</i>	Completed Reading DevEd Sequence within 2 years <i>(% = E / B)</i>	Completed Reading Gateway Course (ENGL 1301) within 3 Years <i>(% = F / B)</i>
Fall 2008 4,859	18.1% (879)	76.7% (674)	55.3% (486)	57.3% (504)	29.4% (258)
Fall 2009 5,435	17.3% (941)	76.4% (719)	55.4% (521)	53.1% (500)	23.9% (225)
Fall 2010 5,903	17.1% (1,008)	78.1% (787)	54.9% (553)	48.8% (492)	23.4% (236)
Fall 2011 6,510	16.4% (1,068)	80.9% (864)	56.4% (602)	49.9% (533)	23.9% (255)
Fall 2012 6,179	15.6% (967)	71.1% (688)	49.6% (480)	50.4% (487)	
F'08 - F'12 28,886	16.8% (4,863)	76.7% (3,732)	54.3% (2,642)	51.7% (2,516)	

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 most recent six Achieving the Dream (AtD) cohorts. These cohorts include all First Time in College (FTIC) students enrolled in the semester at ACC. At ACC, gateway courses are those with the highest enrollments and also the highest attrition and failure rates (ECON-2301, ENGL-2301, ENGL-2302, GOVT-2305, GOVT-2306, HIST-1301, HIST-1302, MATD-0330, MATD-0370, MATD-0390, MATH-1314, MATH-1332, PHIL-1301, PSYC-2301, SOCI-1301, SPAN-1511, SPCH-1311). Successful course completion includes receiving grades of "A", "B", or "C" in the course. Results of the analysis indicate that:

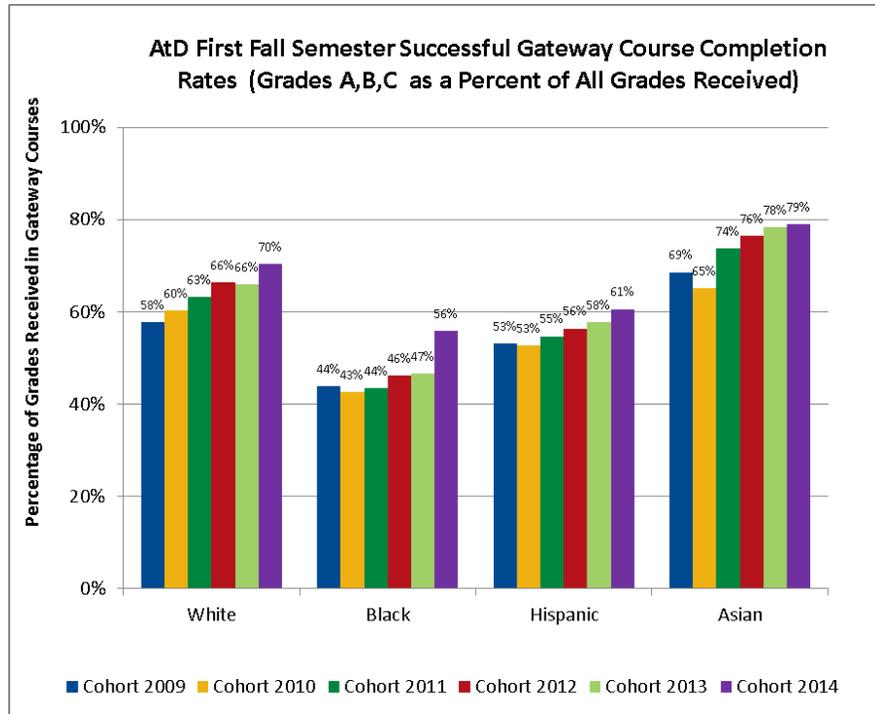
- Successful gateway course completion rates increased from 55% to 67% over the six years.



Gateway Courses FTIC	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	Total Grades	Grades A,B,C										
Total	10,584	5,869	11,211	6,316	12,030	7,059	11,885	7,288	11,815	7,288	11,048	7,356

FTIC Cohort	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Cohort 2014	Percentage Point Difference 09-14
Percent of Grades A,B,C	55%	56%	59%	61%	62%	67%	11

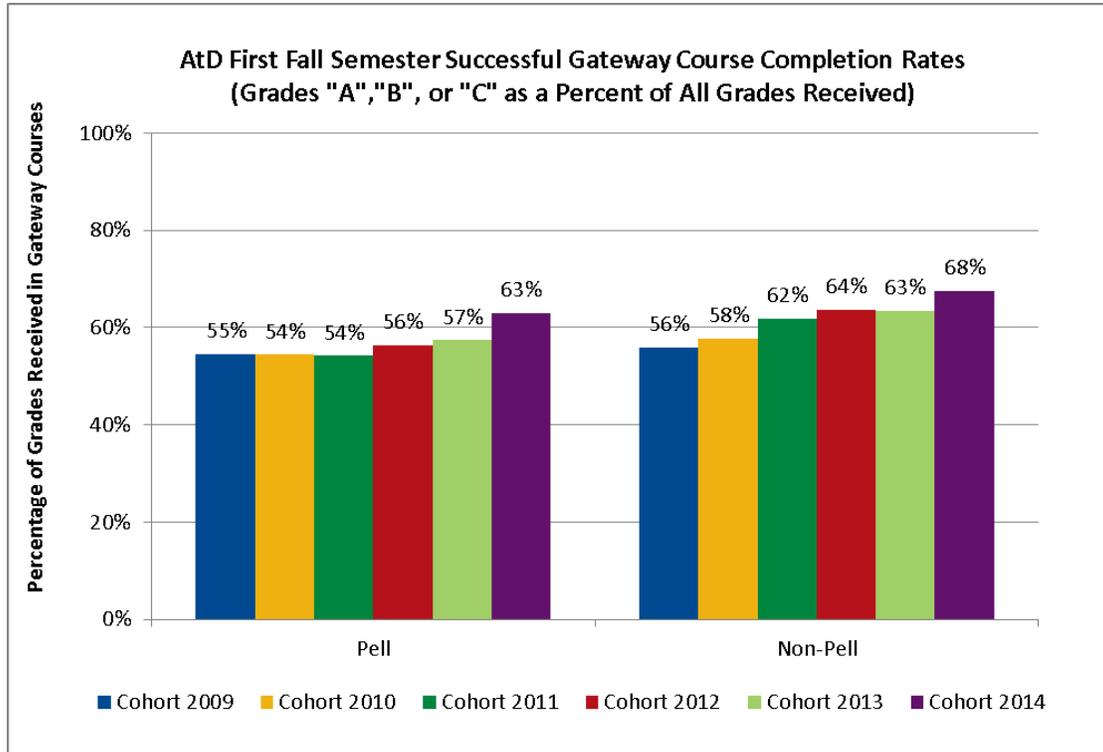
- The percentage of gateway courses successfully completed by White students increased from 58% in 2009 to 70% in 2014.
- The percent of successful grades earned between 2013 and 2014 increased for the four ethnic groups displayed, the largest increase occurred for Black students, 47% to 56%.



Gateway Courses FTIC Cohort	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	Total Grades	Grades A,B,C										
White	5,878	3,395	5,535	3,334	5,031	3,182	4,638	3,075	4,586	3,021	4,308	3,034
Black	980	430	973	415	775	337	806	372	764	356	577	322
Hispanic	3,000	1,593	3,101	1,634	4,020	2,199	3,840	2,166	4,174	2,414	3,807	2,308
Asian	366	251	298	194	391	288	412	315	343	269	476	376
Other	360	200	1,304	739	1,813	1,053	2,189	1,360	1,948	1,217	1,880	1,316
Total	10,584	5,869	11,211	6,316	12,030	7,059	11,885	7,288	11,815	7,277	11,048	7,356

Gateway Courses FTIC Cohort	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Cohort 2014	Percentage Point Difference 09-14
	Grades, A, B, C						
White	58%	60%	63%	66%	66%	70%	13
Black	44%	43%	43%	46%	47%	56%	12
Hispanic	53%	53%	55%	56%	58%	61%	8
Asian	69%	65%	74%	76%	78%	79%	10
Other	56%	57%	58%	62%	62%	70%	14
Total	55%	56%	59%	61%	62%	67%	11

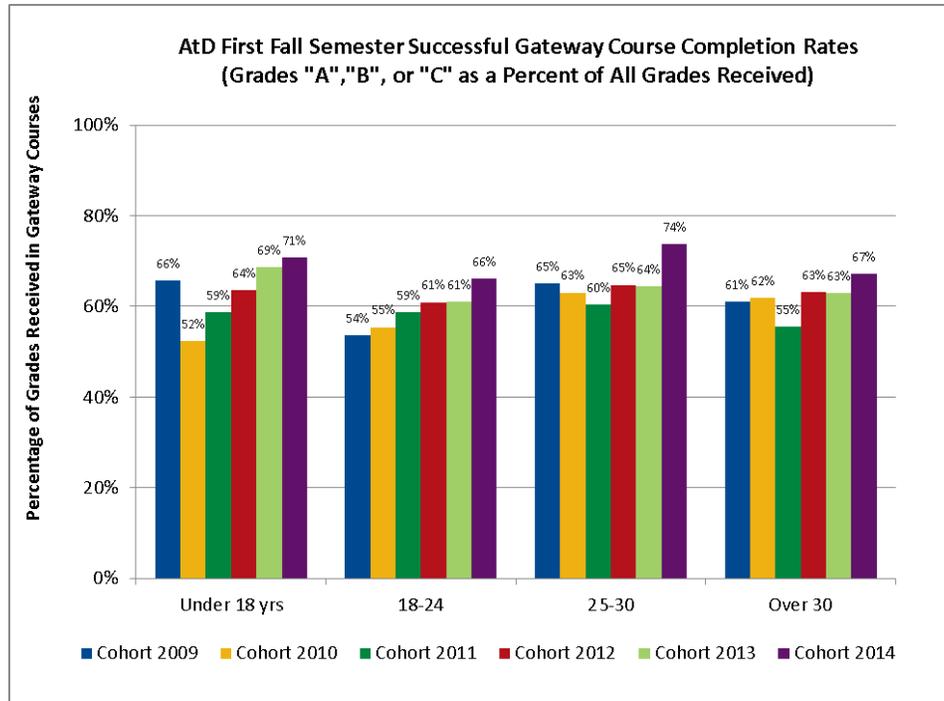
- For non-Pell awardees, the rate of successful completion of gateway courses increased from 2009 (56%) to 2014 (68%). The percentage of Pell awardees successfully completing gateway courses has increased from 55% in 2009 to 63% in 2014.



Gateway Courses	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	Total Grades	Grades A,B,C										
Pell	3,776	2,061	4,560	2,480	5,070	2,750	3,811	2,147	3,532	2,028	2,402	1,512
Non-Pell	6,808	3,808	6,651	3,836	6,960	4,309	8,074	5,141	8,283	5,249	8,646	5,844
Total	10,584	5,869	11,211	6,316	12,030	7,059	11,885	7,288	11,815	7,277	11,048	7,356

Gateway Courses FTIC Cohort	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Cohort 2014	Percentage Point Difference 09-14
	Grades, A, B, C						
Pell	55%	54%	54%	56%	57%	63%	8
Non-Pell	56%	58%	62%	64%	63%	68%	12

- The percentage of gateway courses successfully completed by students in all age categories increased from the 2013 to 2014 cohorts.
- The largest increase was for students 25-to-30 years old, the percentage increased from 64% in 2013 to 74% in 2014.



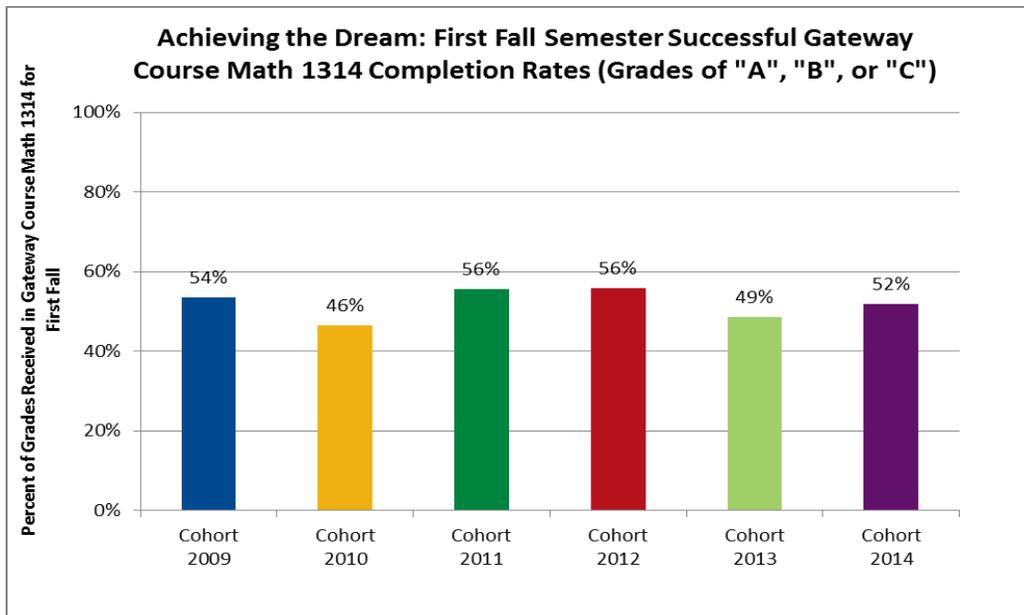
Gateway Course FTIC Cohort	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	Total Grades	Grades A,B,C										
Under 18	412	271	411	215	531	312	518	329	499	343	482	341
18-24	8,735	4,687	9,160	5,076	10,066	5,912	10,228	6,231	10,385	6,341	10,074	6,665
25-30	859	559	871	549	813	491	570	369	499	321	300	221
Over 30	577	352	769	476	620	344	569	359	432	272	192	129
Total	10,584	5,869	11,211	6,316	12,030	7,059	11,885	7,288	11,815	7,277	11,048	7,356

Gateway Courses FTIC	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Cohort 2014	Percentage Point Difference 09-14
	Grades, A, B, C						
Under 18	66%	52%	59%	64%	69%	71%	5
18-24	54%	55%	59%	61%	61%	66%	13
25-30	65%	63%	60%	65%	64%	74%	9
Over 30	61%	62%	55%	63%	63%	67%	6
Total	55%	56%	59%	61%	62%	67%	11

Gateway Course MATH-1314 Completion: Results Varied by Cohort

This report compares the successful course completion rates of students in the six most recent Achieving the Dream (AtD) cohorts for the MATH 1314 gateway course. These cohorts include all First Time in College (FTIC) students enrolled in the 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:

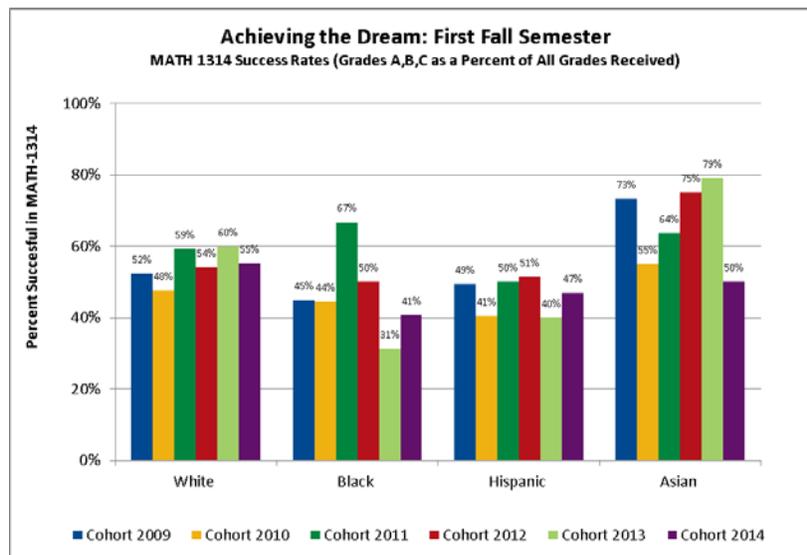
- Gateway MATH-1314 (College Algebra) - A course designed for students majoring in business, mathematics, science, engineering, or certain engineering-related technical fields.
 - The percentage of the MATH-1314 gateway courses successfully completed during the first semester by FTIC students decreased from 54% in 2009 to 52% in 2014.



Gateway MATH- 1314	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	Total Grades	Grades A,B,C										
Total	338	181	349	162	412	229	406	227	672	327	682	354

FTIC Cohort	2009	2010	2011	2012	2013	2014	Point Difference
Percent of Grades A,B,C	54%	46%	56%	56%	49%	52%	-2

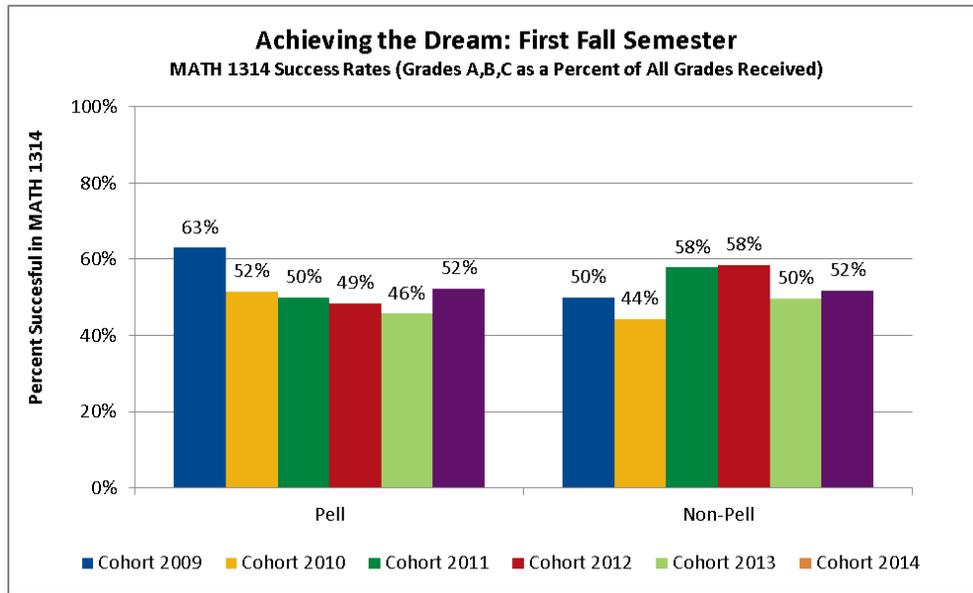
- The percentage of successful grades in MATH-1314 increased overall from 2009 to 2014 for White students (52% to 55%).
- For Black students, there was a large increase in 2011 to 67%, but due to small enrollments the success rates have varied across cohorts.
- For Hispanic students, the success rates have varied across cohorts reaching a high of 51% in 2012, decreased to 40% in 2013 and then increased to 47% in 2014.
- The percentage of successful grades for Asian students has also varied across the cohorts due to small enrolments. Overall the percentage has decreased from 2009 to 2014 (73% to 50%).



Gateway MATH-1314 FTIC	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	Total Grades	Grades A,B,C										
White	201	105	189	90	221	131	181	98	239	143	250	138
Black	20	9	18	8	12	8	16	8	32	10	32	13
Hispanic	71	35	74	30	102	51	107	55	257	103	247	116
Asian	30	22	20	11	22	14	20	15	24	19	36	18
Other	16	10	48	23	55	25	82	51	120	52	117	69
Total	338	181	349	162	412	229	406	227	672	327	682	354

Gateway MATH-1314 FTIC	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Cohort 2014	Percentage Point Difference 09-14
	Grades, A, B, C						
White	52%	48%	59%	54%	60%	55%	3
Black	45%	44%	67%	50%	31%	41%	-4
Hispanic	49%	41%	50%	51%	40%	47%	-2
Asian	73%	55%	64%	75%	79%	50%	-23
Other	63%	48%	45%	62%	43%	59%	-4
Total	54%	46%	56%	56%	49%	52%	-2

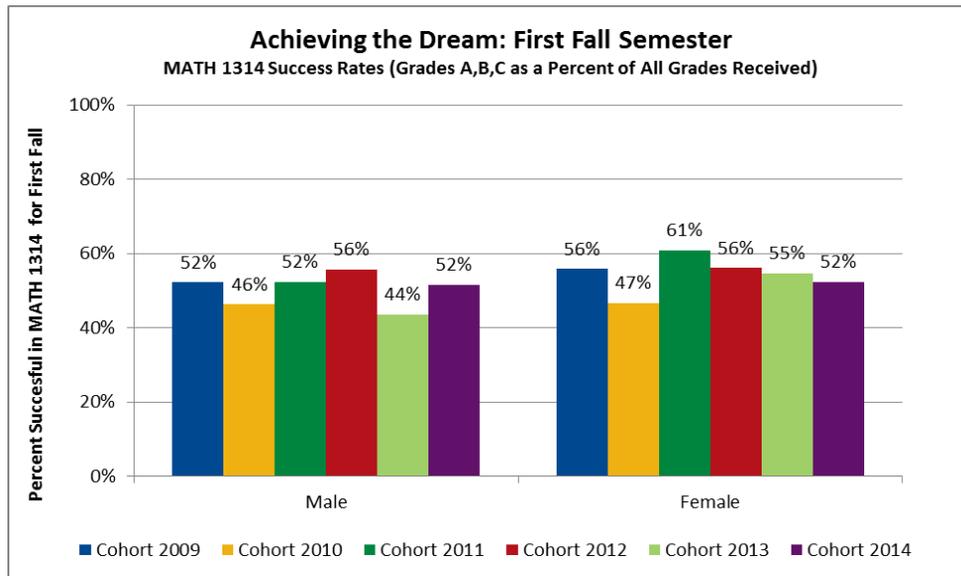
- For Pell awardee students, the percentage of successful grades earned in MATH 1314 decreased from 63% in 2009 to 46% in 2013 and then increased to 52% in 2014. For non-Pell awardees, the percentage of successful grades decreased from 58% in 2012 to 50% in 2013 and then increased to 52% in 2014. There has been variability across the cohorts for the non-Pell students.



Gateway MATH-1314 FTIC	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	Total Grades	Grades A,B,C										
Pell	92	58	103	53	118	59	101	49	186	85	159	83
Non-Pell	246	123	246	109	294	170	305	178	486	242	523	271
Total	338	181	349	162	412	229	406	227	672	327	682	354

Gateway Math 1314 FTIC	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Cohort 2014	Percentage Point Difference 09-14
	Grades, A, B, C						
Pell	63%	51%	50%	49%	46%	52%	-11
Non-Pell	50%	44%	58%	58%	50%	52%	2

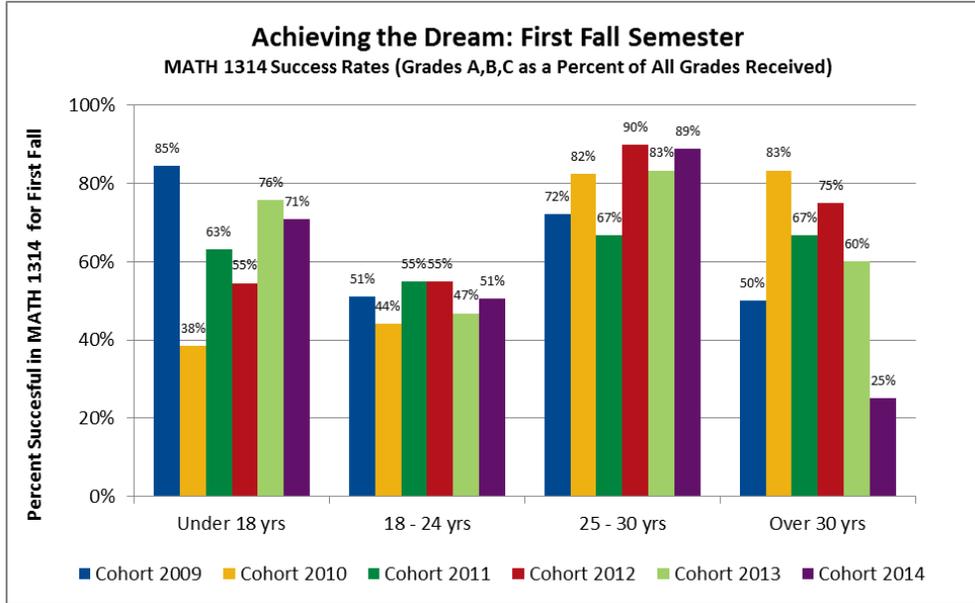
- The percentages of successful grades earned by females in MATH 1314 have typically been higher than males. In 2014 both females and males earned the same percentage of successful grades (52%).



Gateway Math 1314 FTIC	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	Total Grades	Grades A,B,C										
Male	209	109	218	101	256	134	219	122	363	158	355	183
Female	129	72	131	61	156	95	187	105	309	169	327	171
Total	338	181	349	162	412	229	406	227	672	327	682	354

Gateway Math 1314 FTIC	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Cohort 2014	Percentage Point Difference 09-14
	Grades, A, B, C						
Male	52%	46%	52%	56%	44%	52%	-1%
Female	56%	47%	61%	56%	55%	52%	-4%

- 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 2009 but for the under 18 and 25 to 30 years age groups appear to be on an upward trend while the over 30 years appears to be on a downward trend.



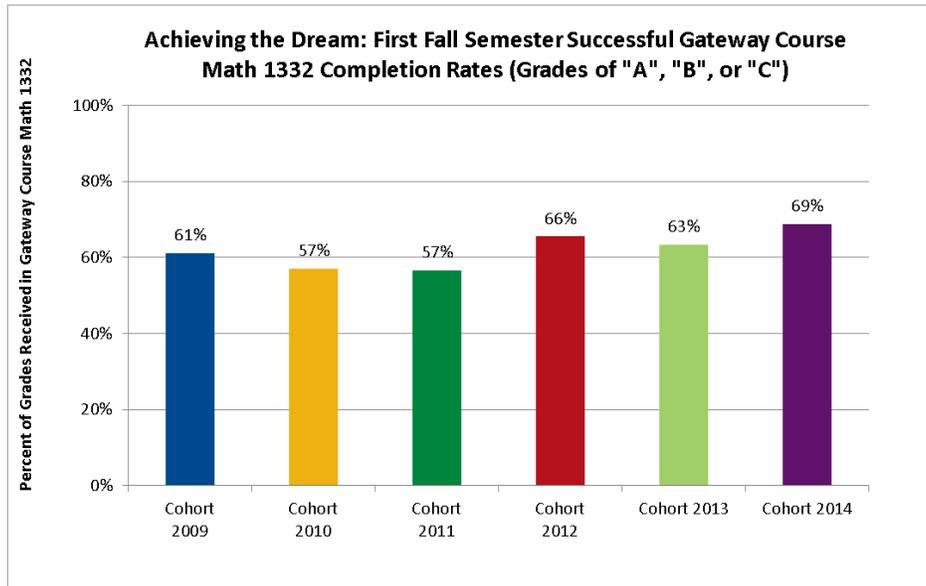
Gateway Math 1314 FTIC	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	Total Grades	Grades A,B,C										
Under 18	13	11	13	5	19	12	22	12	33	25	31	22
18-24	305	156	313	138	381	209	370	203	628	294	638	323
25-30	18	13	17	14	9	6	10	9	6	5	9	8
Over 30 yrs	2	1	6	5	3	2	4	3	5	3	4	1
Total	338	181	349	162	412	229	406	227	672	327	682	354

Gateway Math 1314 FTIC	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Cohort 2014	Percentage Point Difference 09-14
	Grades, A, B, C						
Under 18	85%	38%	63%	55%	76%	71%	-14
18-24	51%	44%	55%	55%	47%	51%	-1
25-30	72%	82%	67%	90%	83%	89%	17
Over 30	50%	83%	67%	75%	60%	25%	-25
Total	54%	46%	56%	56%	49%	52%	-2

Gateway Course Math 1332 Completion: Slight Upward Trend

This report compares the successful course completion rates of students in the six most recent Achieving the Dream (AtD) cohorts for the MATH 1332 gateway course. These cohorts include all First Time in College (FTIC) students enrolled in the 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:

- MATH 1332 success rate across cohorts varied and was on a downward slope from 2009 to 2011, but began to increase in 2012 and reached its highest level in 2014 at 69%.



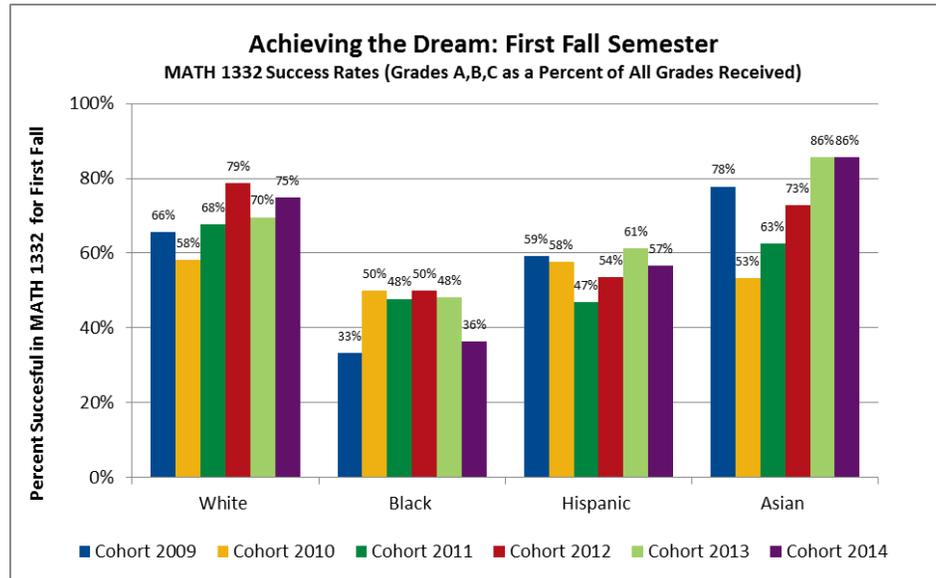
Gateway MATH-1332 FTIC	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	Total Grades	Grades A,B,C										
Total	339	207	359	205	434	246	458	300	461	292	363	250

Gateway MATH-1332 FTIC	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Cohort 2014	Percentage Point Difference 09-14
Percent of Grades A,B,C	61%	57%	57%	66%	63%	69%	8

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.

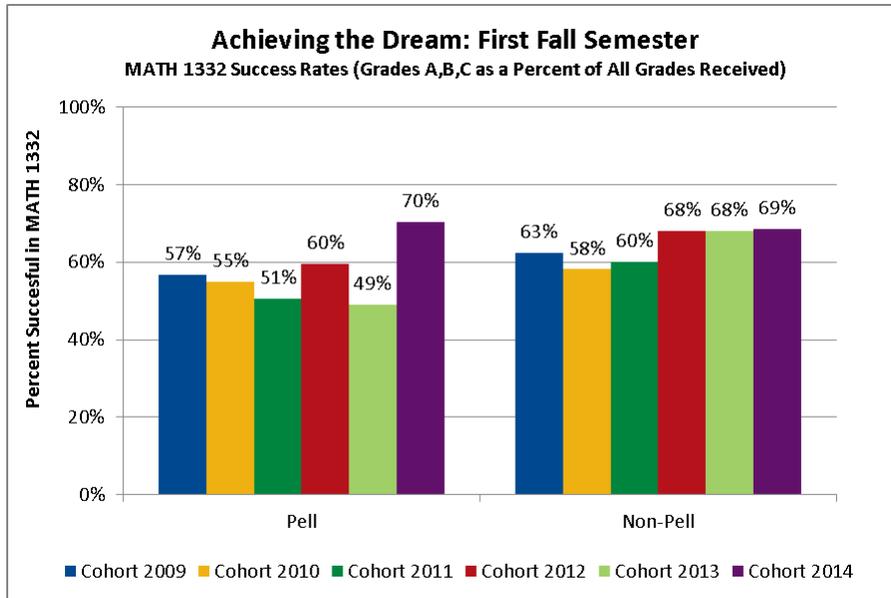
- The percentage of successful grades has fluctuated overall from 2009 to 2014 for White students (66% to 75%), Black students (33% to 36%), and Hispanic students (59% to 57%).
- The percentage of successful grades decreased from 2009 to 2010 for Asian students from 78% to 53%. However, the percentage has steadily increased from 2011 to 2014, (63% to 86%) for this group.



Gateway Math 1332 FTIC	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	Total Grades	Grades A,B,C										
White	204	134	182	106	170	115	178	140	184	128	159	119
Black	30	10	22	11	23	11	26	13	27	13	11	4
Hispanic	86	51	92	53	164	77	155	83	173	106	127	72
Asian	9	7	15	8	8	5	11	8	7	6	14	12
Other	10	5	48	27	69	38	88	56	70	39	52	43
Total	339	207	359	205	434	246	458	300	461	292	363	250

Gateway Math 1332 FTIC	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Cohort 2014	Percentage Point Difference 09-14
	Grades, A, B, C						
White	66%	58%	68%	79%	70%	75%	9
Black	33%	50%	48%	50%	48%	36%	3
Hispanic	59%	58%	47%	54%	61%	57%	-3
Asian	78%	53%	63%	73%	86%	86%	8
Other	50%	56%	55%	64%	56%	83%	33
Total	61%	57%	57%	66%	63%	69%	8

- The percentage of successful grades earned in MATH 1332 increased from 2009 to 2014 for non-Pell awardees (63% to 69%) and for Pell awardees after reaching a low of 49% in 2013 recently increased in 2014 to 70%

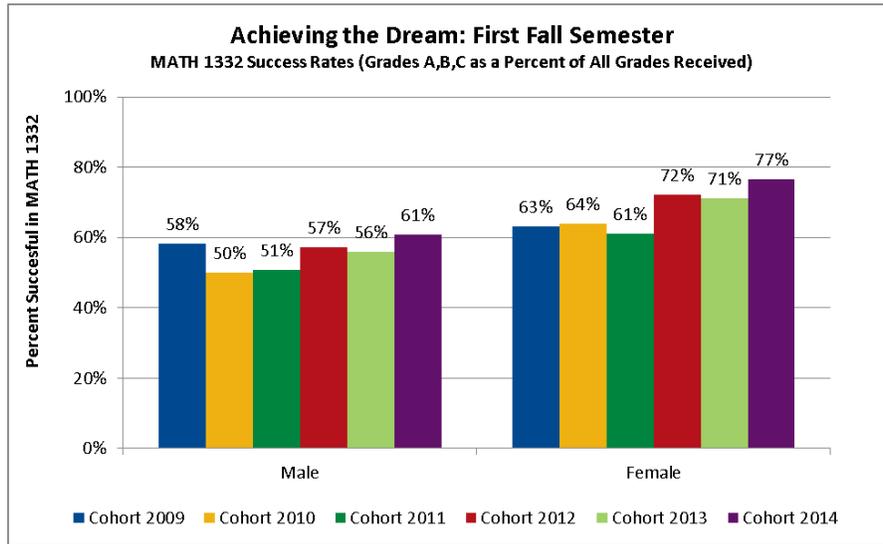


Gateway Math 1332 FTIC	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	Total Grades	Grades A,B,C										
Pell	88	50	122	67	160	81	136	81	116	57	74	52
Non-Pell	251	157	237	138	274	165	322	219	345	235	289	198
Total	339	207	359	205	434	246	458	300	461	292	363	250

Gateway Math 1332 FTIC	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Cohort 2014	Percentage Point Difference 09-14
	Grades, A, B, C						
Pell	57%	55%	51%	60%	49%	70%	13
Non-Pell	63%	58%	60%	68%	68%	69%	6

Overall, the percentage of successful grades earned in MATH 1332 was higher for female students compared to male students.

- The percentage of successful grades earned in MATH 1332 increased from 2009 to 2014 for males students (58% to 61%) and for female students (63% to 77%).

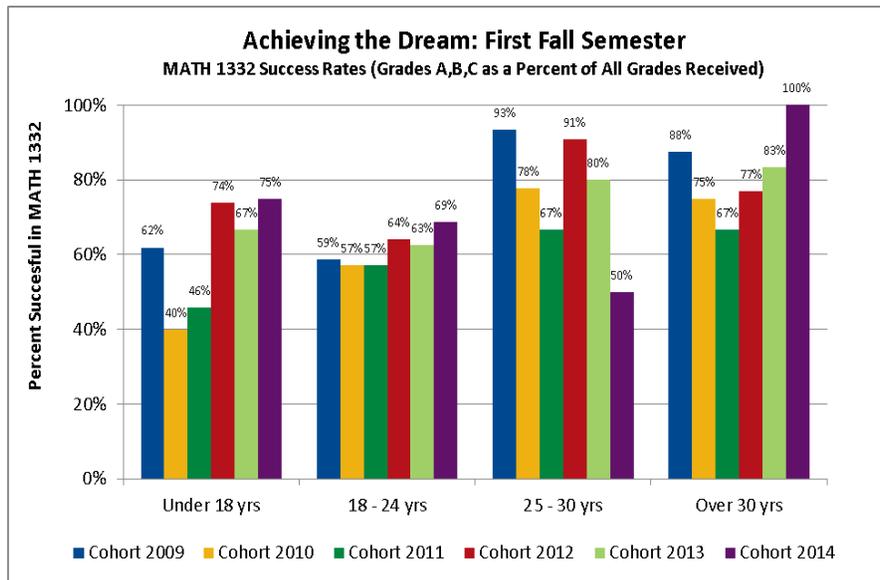


Gateway Math 1332 FTIC	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	Total Grades	Grades A,B,C										
Male	144	84	176	88	189	96	206	118	236	132	179	109
Female	195	123	183	117	245	150	252	182	225	160	184	141
Total	339	207	359	205	434	246	458	300	461	292	363	250

Gateway Math 1332 FTIC	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Cohort 2014	Percentage Point Difference 09-14
	Grades, A, B, C						
Male	58%	50%	51%	57%	56%	61%	3
Female	63%	64%	61%	72%	71%	77%	14

The percentage of successful grades earned in MATH 1332 for students 18-to-24 years of age tended to be lower than that of older age groups. However, the percentage of successful grades earned for the 18-to-24 year old group increased across cohorts (from 59% to 69%).

- For students under 18 years old there were two years (2010 and 2011) with success rates below 50%, but significant improvement occurred in 2012 and remained well above the previous levels in 2014.
- The percentage of successful grades earned in MATH 1332 varied widely across cohorts for students 25 to 30 years of age and recently declined in 2014. Please note the small sizes of the grades earned in this age group.



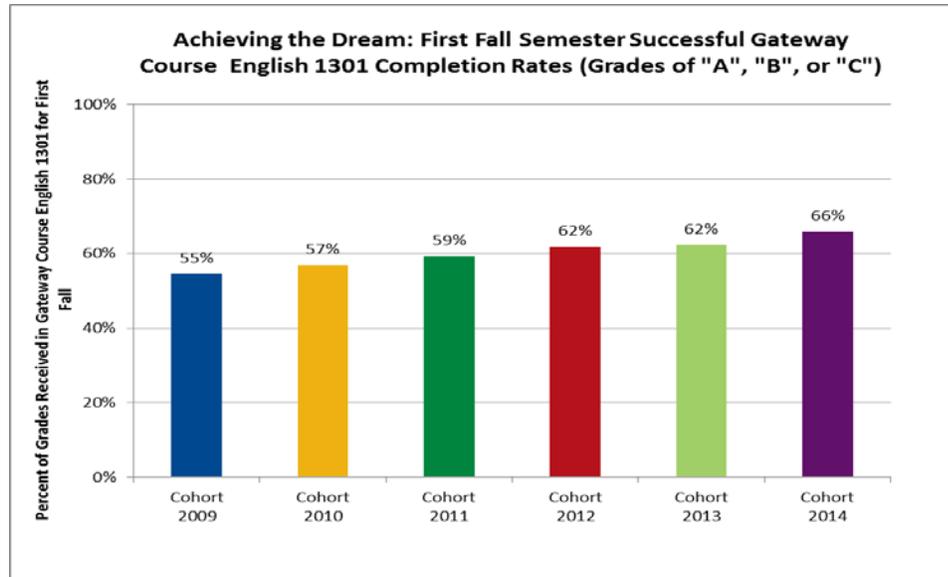
Gateway MATH-1332 FTIC	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	Total Grades	Grades A,B,C										
Under 18	21	13	20	8	24	11	23	17	15	10	16	12
18-24	295	173	322	184	401	229	411	263	430	269	339	233
25-30	15	14	9	7	6	4	11	10	10	8	6	3
Over 30	8	7	8	6	3	2	13	10	6	5	2	2
Total	339	207	359	205	434	246	458	300	461	292	363	250

Gateway Math 1332 FTIC	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Cohort 2014	Percentage Point Difference 09-14
	Grades, A, B, C						
Under 18	62%	40%	46%	74%	67%	75%	13
18-24	59%	57%	57%	64%	63%	69%	10
25-30	93%	78%	67%	91%	80%	50%	-43
Over 30	88%	75%	67%	77%	83%	100%	13
Total	61%	57%	57%	66%	63%	69%	8

Gateway Course English 1301 Completion: Rates Have Increased

This report compares the successful course completion rates of students in the six most recent Achieving the Dream (AtD) cohorts for the English 1301 gateway course. These cohorts include all First Time in College (FTIC) students enrolled in the 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:

- Overall, successful course completion for ENGL 1301 increased from 55% to 66%.



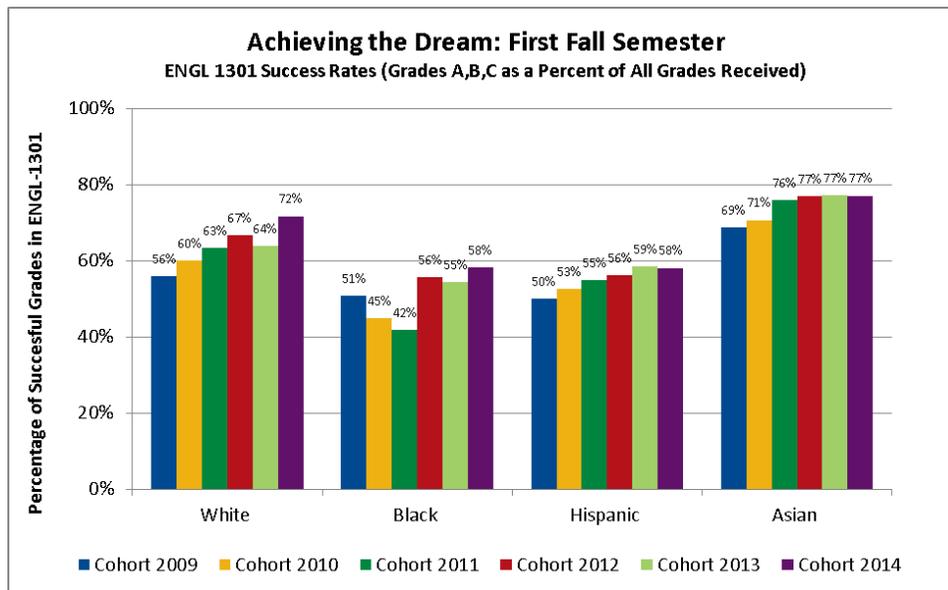
Gateway ENGL-1301	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	Total Grades	Grades A,B,C										
Total	2,445	1,334	2,407	1,367	2,672	1,582	2,633	1,641	2,633	1,641	2,633	1,733

Gateway ENGL-1301 FTIC	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Cohort 2014	Percentage Point Difference 09-14
Percent of Grades A,B,C	55%	57%	59%	62%	62%	66%	11

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.

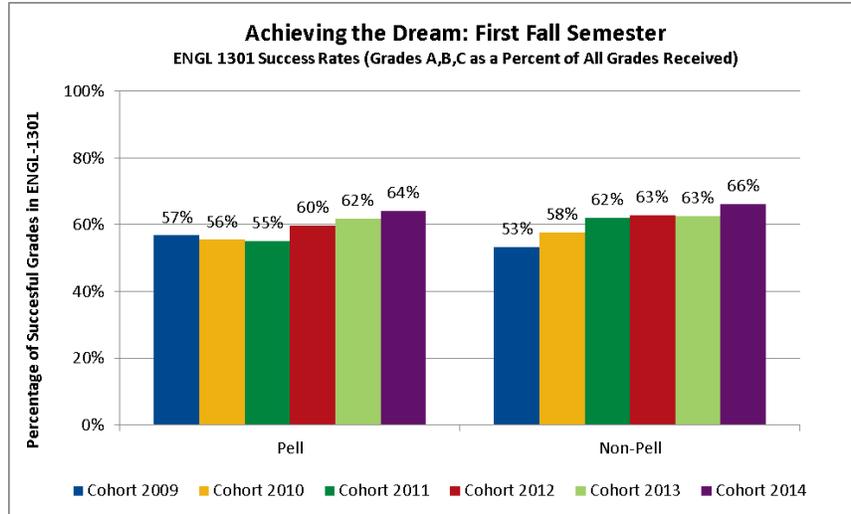
- The percentage of ENGL 1301 gateway courses successfully completed increased from 2009 to 2014 for Black students (51% to 58%), Hispanic students (50% to 58%), and Asian students (69% to 77%). The percentage of ENGL 1301 gateway courses successfully completed increased from 2008 to 2012 for White students (54% to 72%) but decreased in 2013 to 64%.



Gateway ENGL-1301 FTIC	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	Total Grades	Grades A,B,C										
White	1,420	794	1,193	716	1,111	703	1,075	716	1,037	663	1,029	738
Black	187	95	196	88	155	65	153	85	156	85	120	70
Hispanic	671	336	667	351	891	490	849	476	928	544	946	550
Asian	83	57	58	41	87	66	87	67	75	58	105	81
Other	84	52	293	171	428	258	513	314	437	291	433	294
Total	2,445	1,334	2,407	1,367	2,672	1,582	2,677	1,658	2,633	1,641	2,633	1,733

Gateway ENGL-1301 FTIC	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Cohort 2014	Percentage Point Difference 09-14
	Grades, A, B, C						
White	56%	60%	63%	67%	64%	72%	16
Black	51%	45%	42%	56%	54%	58%	8
Hispanic	50%	53%	55%	56%	59%	58%	8
Asian	69%	71%	76%	77%	77%	77%	8
Other	62%	58%	60%	61%	67%	68%	6
Total	55%	57%	59%	62%	62%	66%	11

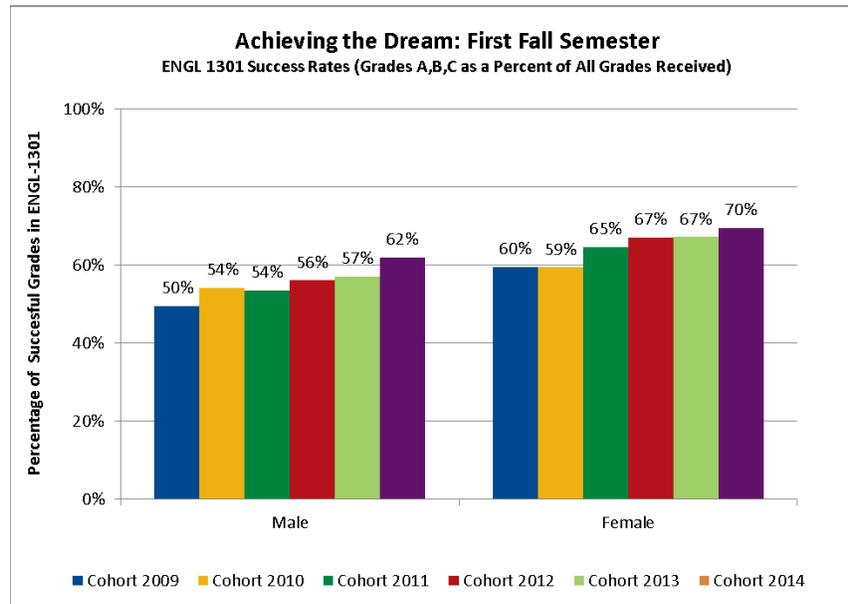
- The percentage of ENGL 1301 gateway courses successfully completed by Pell awardees increased to its highest level of 64% in 2014.
- For non-Pell awardees students, the percentage of ENGL 1301 courses increased across cohorts from 53% to 66%.



Gateway ENGL-1301 FTIC	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	Total Grades	Grades A,B,C										
Pell	821	466	971	539	1,089	601	826	493	772	478	610	391
Non-Pell	1,624	868	1,436	828	1,583	981	1,851	1,165	1,861	1,163	2,023	1,342
Total	2,445	1,334	2,407	1,367	2,672	1,582	2,677	1,658	2,633	1,641	2,633	1,733

Gateway ENGL-1301 FTIC	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Cohort 2014	Percentage Point Difference 09-14
	Grades, A, B, C						
Pell	57%	56%	55%	60%	62%	64%	7
Non-Pell	53%	58%	62%	63%	62%	66%	13

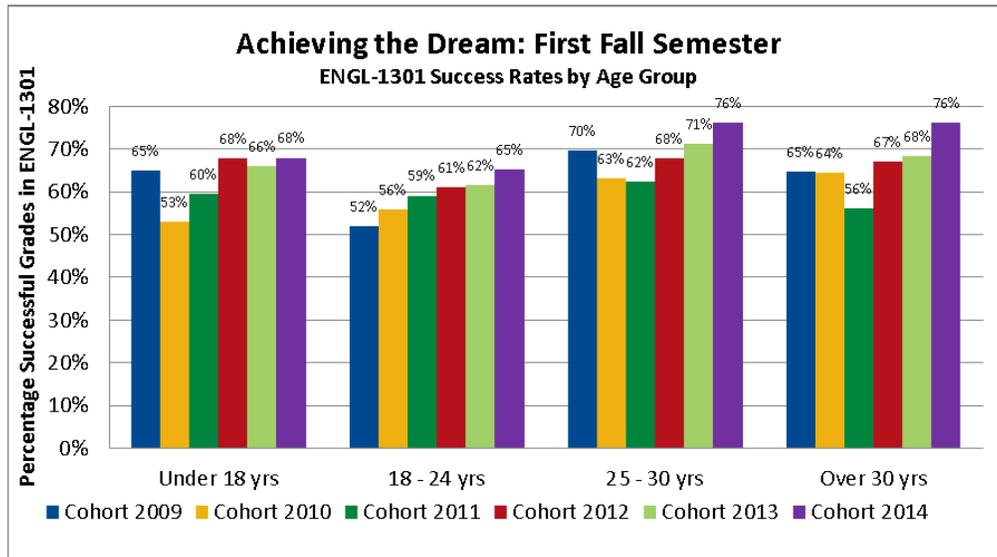
- Overall, the percentage of successful grades earned in ENGL -1301 was higher for female students compared to male students.
- The percentage of successful grades earned in ENGL 1301 for males increased from 2009 to 2014 (50% to 62%).
- The percentage of successful grades earned in ENGL 1301 for females increased from 2009 to 2014 (60% to 70%). In 2013 the percentage remained at 67%.



Gateway ENGL-1301 FTIC	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	Total Grades	Grades A,B,C										
Male	1,220	605	1,205	653	1,301	697	1,260	707	1,269	724	1,305	809
Female	1,225	729	1,202	714	1,371	885	1,417	951	1,364	917	1,328	924
Total	2,445	1,334	2,407	1,367	2,672	1,582	2,677	1,658	2,633	1,641	2,633	1,733

Gateway ENGL-1301 FTIC	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Cohort 2014	Percentage Point Difference 09-14
	Grades, A, B, C						
Male	50%	54%	54%	56%	57%	62%	12
Female	60%	59%	65%	67%	67%	70%	10

- The percentage of successful grades earned in ENGL 1301 increased across cohorts for students 18-to-24 years of age from 52% in 2009 to 65% in 2014.
- The percentage of successful grades earned in ENGL 1301 decreased from 2009 to 2011 (65% to 56%) for students over 30 years of age but has increased from 2012 to 2014 (67% to 76%)



Gateway ENGL-1301 FTIC	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	Total Grades	Grades A,B,C										
Under 18	103	67	85	45	126	75	121	82	103	68	103	70
18-24	2,042	1,063	1,997	1,115	2,274	1,344	2,341	1,431	2340	1440	2400	1564
25-30	198	138	176	111	167	104	124	84	108	77	84	64
Over 30	102	66	149	96	105	59	91	61	82	56	46	35
Total	2,445	1,334	2,407	1,367	2,672	1,582	2,677	1,658	2,633	1,641	2,633	1,733

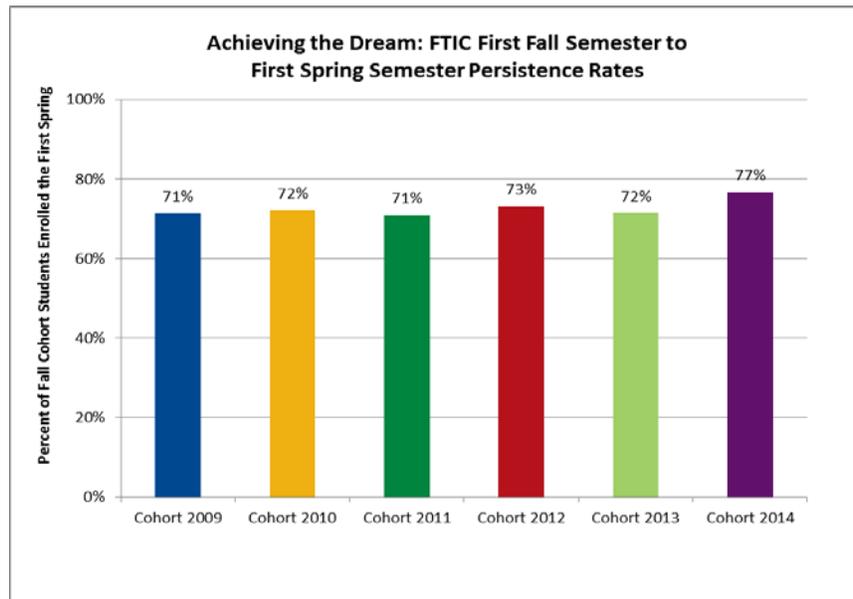
Gateway ENGL-1301 FTIC	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Cohort 2014	Percentage Point Difference 09-14
	Grades, A, B, C						
Under 18	65%	53%	60%	68%	66%	68%	3
18-24	52%	56%	59%	61%	62%	65%	13
25-30	70%	63%	62%	68%	71%	76%	6
Over 30	65%	64%	56%	67%	68%	76%	11
Total	55%	57%	59%	62%	62%	66%	11

Metric #4 - Persistence

First Fall to First Spring: Rates Increased

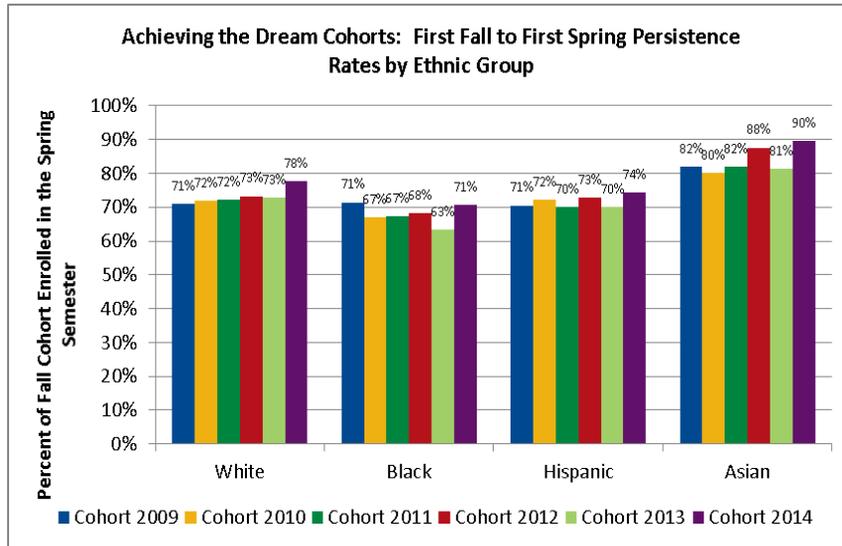
This report compares the persistence rates of students from their first semester to their first spring semester in the most recent six Achieving the Dream (AtD) cohorts. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. Results of the analysis indicate that:

- First fall to spring persistence rates remained around 72% for five years, and increased five percentage points to 77% in 2014.



FTIC Cohort	Total Students in Cohort	Cohort Students Enrolled First Spring (N)	Cohort Students Enrolled First Spring (%)
Cohort 2009	5,435	3,880	71%
Cohort 2010	5,903	4,259	72%
Cohort 2011	6,510	4,624	71%
Cohort 2012	6,179	4,521	73%
Cohort 2013	6,051	4,327	72%
Cohort 2014	6,065	4,645	77%
Change in Percentage Points			5

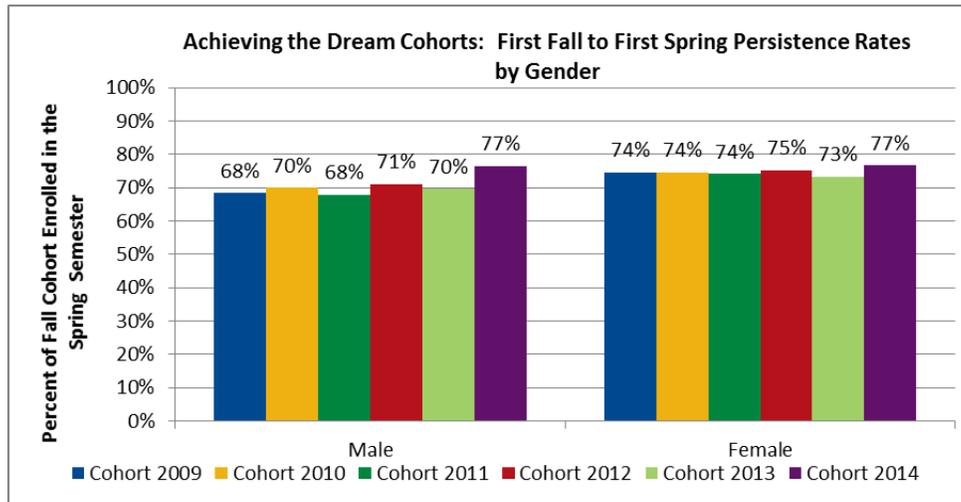
- The percentage of FTIC students persisting from the first to the following spring semester increased across all ethnic and racial groups from 2009 to 2014, except for Black students.
- First to first spring persistence for Black students decreased between 2009 and 2013, returning to the 2009 level in 2014 (71% rounded).



Persistence	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	First Fall	First Spring										
White	2,738	1,942	2,403	1,724	2,473	1,785	2,261	1,656	2,219	1,617	2,190	1,703
Black	616	440	553	371	566	381	519	354	465	295	408	288
Hispanic	1,686	1,189	1,543	1,114	2,230	1,561	2,016	1,468	2,141	1,498	2,184	1,625
Asian	198	162	155	124	213	175	201	176	198	161	261	234
Other	197	147	1,249	926	1,028	722	1,182	867	1,028	756	1,022	795
Total	5,435	3,880	5,903	4,259	6,510	4,624	6,179	4,521	6,051	4,327	6,065	4,645

Persistence	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Cohort 2014	Change in Percentage Points
White	71%	72%	72%	73%	73%	78%	7
Black	71%	67%	67%	68%	63%	71%	-1
Hispanic	71%	72%	70%	73%	70%	74%	4
Asian	82%	80%	82%	88%	81%	90%	8

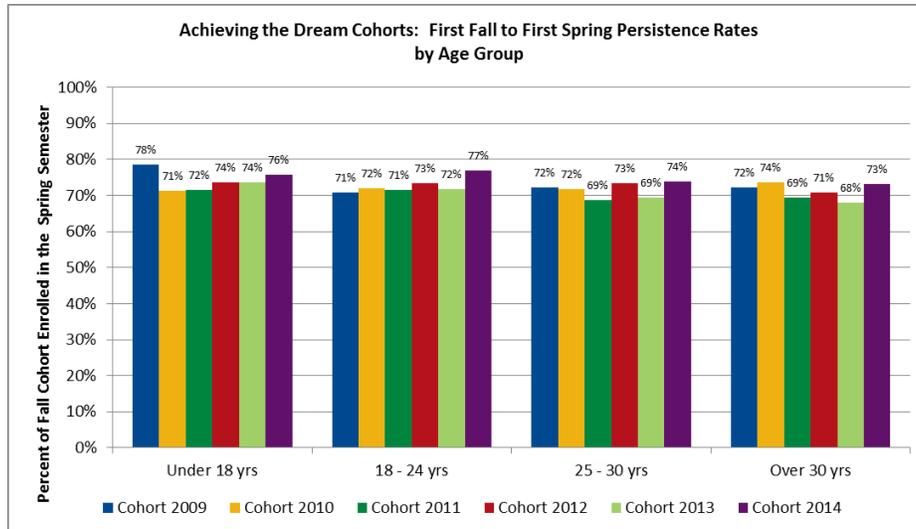
- First fall to first spring persistence rates for male students were slightly lower than for female students from 2009 to 2013. Persistence rates varied from 68% to 71% for males, and 73% to 75% for females.
- First fall to spring persistence rates jumped to 77% for both males and females in 2014.



Persistence	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	First Fall	First Spring										
Male	2,753	1,882	2,989	2,090	3,192	2,166	2,959	2,103	2,956	2,057	2,978	2,279
Female	2,682	1,998	2,914	2,169	3,318	2,458	3,220	2,418	3,095	2,270	3,087	2,366
Total	5,435	3,880	5,903	4,259	6,510	4,624	6,179	4,521	6,051	4,327	6,065	4,645

Persistence	Cohort 2008	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Change in Percentage Points
Male	45%	46%	46%	44%	45%	47%	2
Female	54%	51%	49%	50%	50%	50%	-3

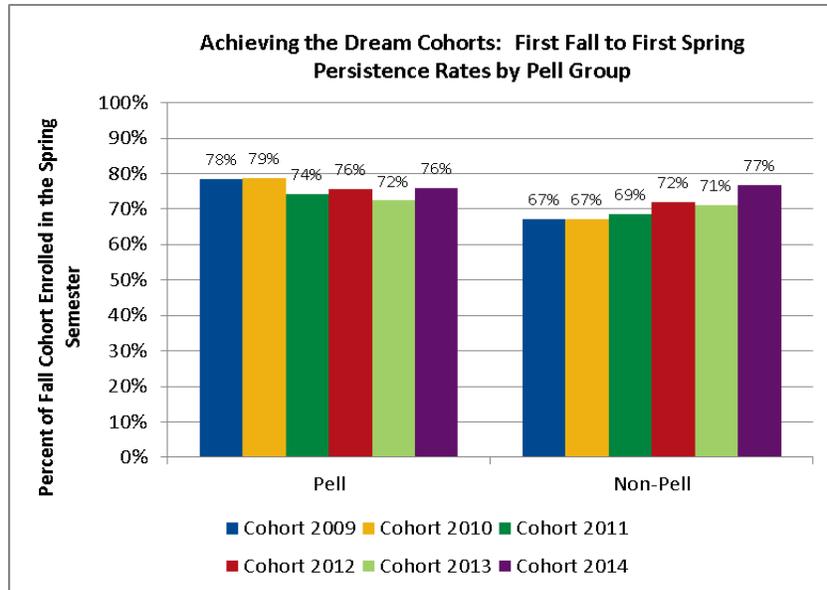
- The percentage of 18 to 24 year old FTIC students persisting from the first fall to the first spring semester varied between 71% and 73% for the first five years, and then increased to 77% in 2014.
- Students in the older age groups persisted from fall to spring at about the same levels in 2009 and 2014.
- Students in the under 18 years of age group persisted from fall to spring at a slightly lower rate in 2014 (76%) compared to 2009 (78%).



Persistence	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	First Fall	First Spring										
Under 18 yrs	186	146	212	151	253	181	242	178	243	179	226	171
18 - 24 yrs	4,257	3,018	4,503	3,244	5,176	3,696	5,080	3,727	5,066	3,639	5,355	4,118
25 - 30 yrs	502	362	580	416	499	343	364	267	334	232	234	173
Over 30 yrs	489	353	607	447	582	404	493	349	408	277	250	183
Total	5,435	3,880	5,903	4,259	6,510	4,624	6,179	4,521	6,051	4,327	6,065	4,645

Persistence	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Cohort 2014	Change in Percentage Points
Under 18 yrs	78%	71%	72%	74%	74%	76%	-3
18 - 24 yrs	71%	72%	71%	73%	72%	77%	6
25 - 30 yrs	72%	72%	69%	73%	69%	74%	2
Over 30 yrs	72%	74%	69%	71%	68%	73%	1

- The first fall to first spring persistence rates for Pell awardees declined across the FTIC cohorts from 78% in 2009 to 76% in 2014.
- For non-Pell awardees, the fall to spring persistence rates increased from 67% in 2009 to 77% in 2014.



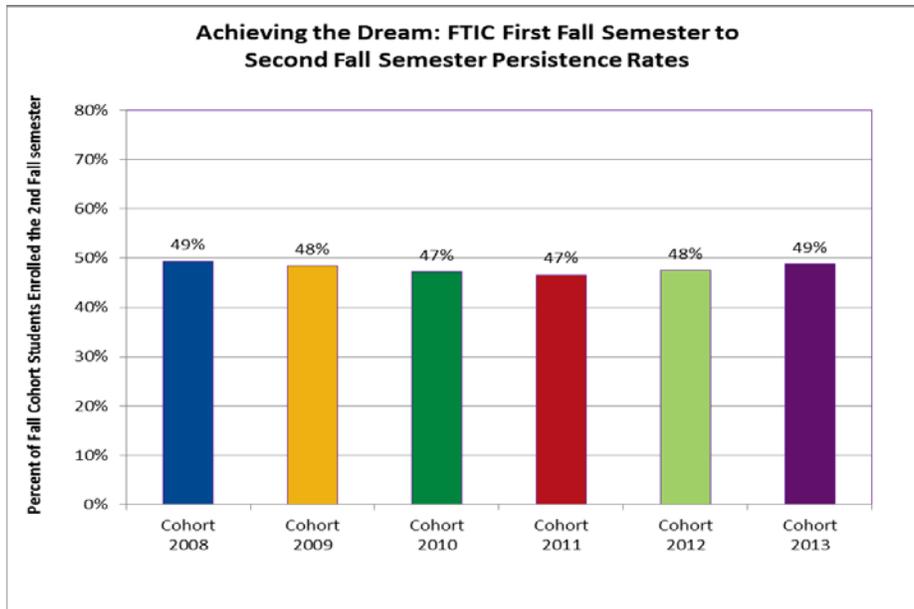
Persistence	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014	
	First Fall	First Spring										
Pell	2,035	1,597	2,532	1,993	2,852	2,116	2,051	1,553	1,871	1,354	1,405	1,067
Non-Pell	3,400	2,283	3,371	2,266	3,658	2,508	4,128	2,968	4,180	2,973	4,660	3,578
Total	5,435	3,880	5,903	4,259	6,510	4,624	6,179	4,521	6,051	4,327	6,065	4,645

Persistence	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Cohort 2014	Change in Percentage Points
Pell	78%	79%	74%	76%	72%	76%	-3
Non-Pell	67%	67%	69%	72%	71%	77%	10

First Fall to Second Fall: Stable Rates Across Cohorts

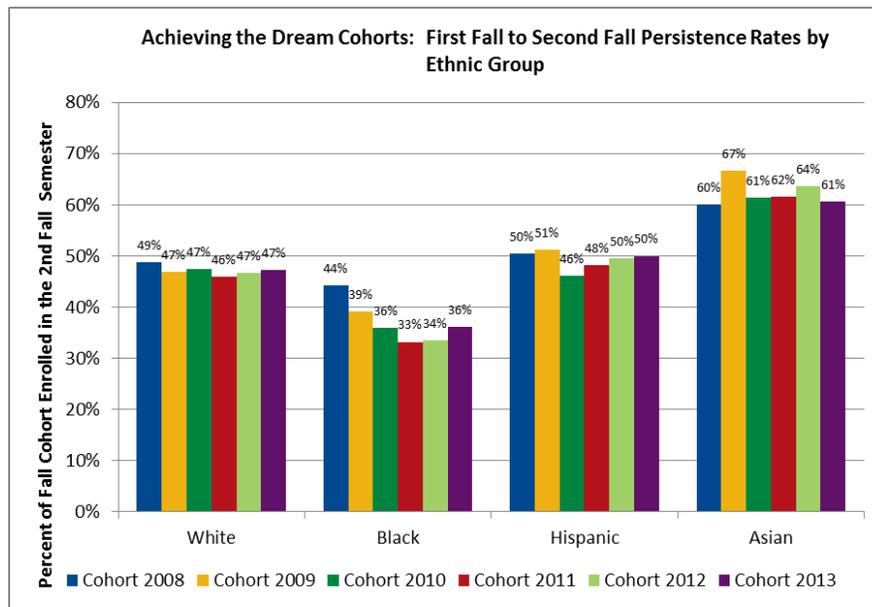
This report compares the persistence rates of students from their first fall to their second fall semester at ACC for six Achieving the Dream (AtD) cohorts. These cohorts include all First Time in College (FTIC) students enrolled in the semester at ACC. Results of the analysis indicate that:

- First fall semester to second fall semester persistence rates dipped slightly in the middle years, however, persistence for the 2008 and 2013 cohorts remained at 49% (rounded).



FTIC Cohorts	Total Students in Cohort (N)	Cohort Students Enrolled Second Fall (N)	Cohort Students Enrolled Second Fall (%)
Cohort 2008	4,859	2,398	49%
Cohort 2009	5,435	2,634	48%
Cohort 2010	5,903	2,790	47%
Cohort 2011	6,510	3,037	47%
Cohort 2012	6,179	2,940	48%
Cohort 2013	6,051	2,953	49%
Change in Percentage Points			-1

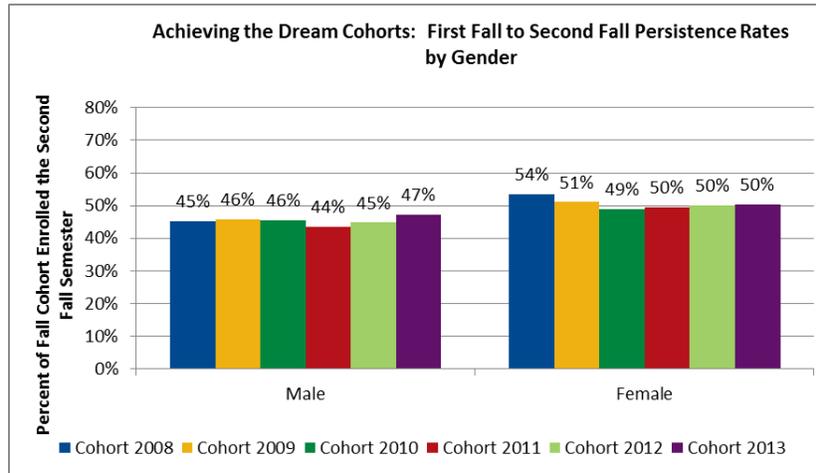
- Overall, Asian students had the highest first fall to second fall persistence rates, followed by Hispanic students, White students, and Black students.
- First fall to second fall persistence rates were stable for White students ending with a rate of 47% for the 2013 cohort.
- First fall to second fall persistence rates decreased somewhat in the middle years for Hispanic students but returned to the 2008 rate of 50% in 2013.
- First fall to second fall persistence rates for Black students decreased steadily from 2008 to 2011, then began increasing again in 2012 and 2013, ending with a rate of 36%.



Persistence	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	First Fall	Second Fall										
White	2,581	1,257	2,738	1,284	2,403	1,140	2,473	1,137	2,261	1,057	2,219	1,048
Black	416	184	616	241	553	199	566	188	519	174	465	168
Hispanic	1,504	758	1,686	863	1,543	711	2,230	1,073	2,016	999	2,141	1,070
Asian	243	146	198	132	155	95	213	131	201	128	198	120
Other	115	53	197	114	1,249	645	1,028	508	1,182	582	1,028	547
Total	4,859	2,398	5,435	2,634	5,903	2,790	6,510	3,037	6,179	2,940	6,051	2,953

Persistence	Cohort 2006	Cohort 2007	Cohort 2008	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Change in Percentage Points
White	48%	49%	49%	47%	47%	46%	47%	47%	-1
Black	38%	39%	44%	39%	36%	33%	34%	36%	-8
Hispanic	48%	51%	50%	51%	46%	48%	50%	50%	0
Asian	66%	63%	60%	67%	61%	62%	64%	61%	5

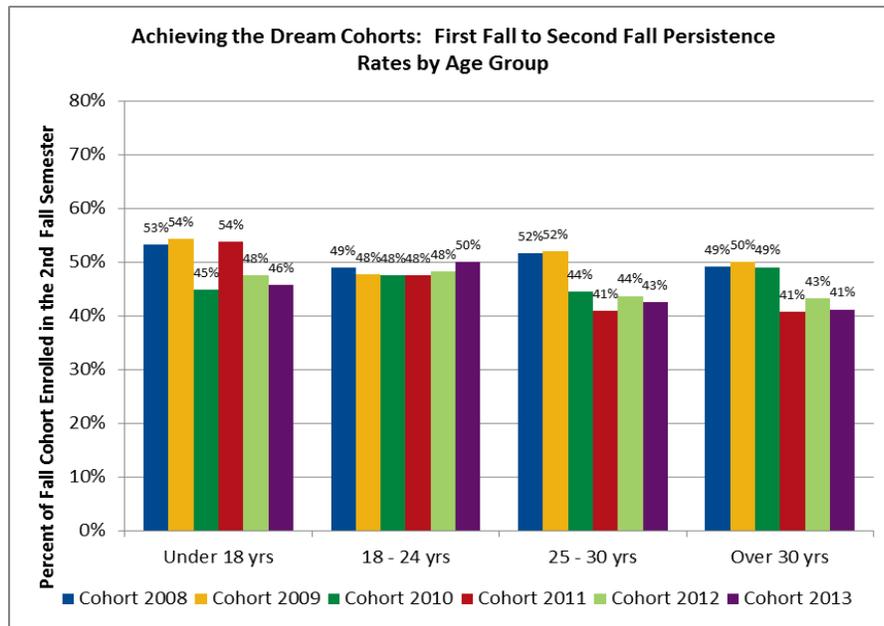
- The first fall to second fall persistence rates for male students has remained stable across the cohorts, ending at 47% in 2013.
- First fall to second fall semester persistence for FTIC female students decreased slightly across the cohorts, from 54% for the 2008 cohort to 50% for the 2013 cohort.



Persistence	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	First Fall	Second Fall										
Male	2,463	1,115	2,753	1,264	2,989	1,363	3,192	1,392	2,959	1,326	2,956	1,393
Female	2,396	1,283	2,682	1,370	2,914	1,427	3,318	1,645	3,220	1,614	3,095	1,560
Total	4,859	2,398	5,435	2,634	5,903	2,790	6,510	3,037	6,179	2,940	6,051	2,953

Persistence	Cohort 2008	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Change in Percentage Points
Male	45%	46%	46%	44%	45%	47%	2
Female	54%	51%	49%	50%	50%	50%	-3

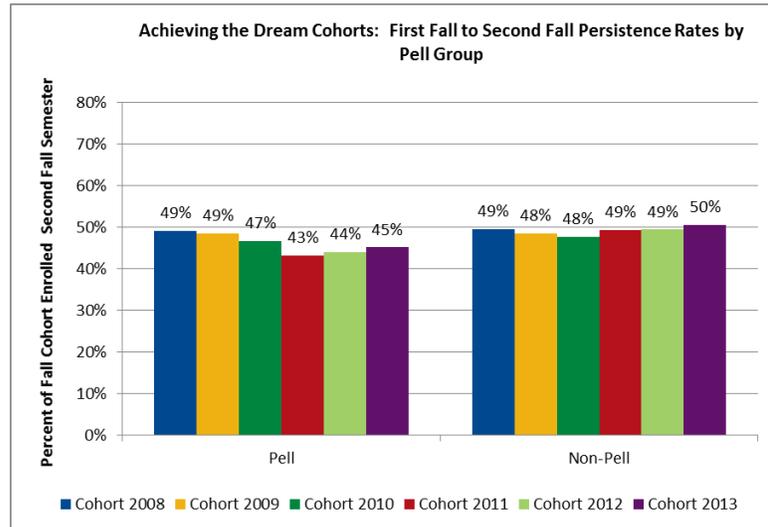
- The first fall to second fall semester persistence rates for FTIC students 18 to 24 years of age remained stable across the cohorts, ending with a rate of 50% in 2013.
- For all other age groups, persistence from first fall to second fall varied across the years, typically ending with a lower rate in 2013 compared to 2008.



Persistence	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	First Fall	Second Fall										
Under 18 yrs	167	89	186	101	212	95	253	136	242	115	243	111
18 - 24 yrs	3,951	1,936	4,257	2,027	4,503	2,139	5,176	2,461	5,080	2,453	5,066	2,532
25 - 30 yrs	372	192	502	261	580	258	499	204	364	159	334	142
Over 30 yrs	369	181	489	245	607	298	582	237	493	213	408	168
Total	4,859	2,398	5,435	2,634	5,903	2,790	6,510	3,037	6,179	2,940	6,051	2,953

Persistence	Cohort 2006	Cohort 2007	Cohort 2008	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Change in Percentage Points
Under 18 yrs	54%	53%	53%	54%	45%	54%	48%	46%	-8
18 - 24 yrs	48%	49%	49%	48%	48%	48%	48%	50%	1
25 - 30 yrs	46%	49%	52%	52%	44%	41%	44%	43%	-9
Over 30 yrs	47%	50%	49%	50%	49%	41%	43%	41%	-8

- The first fall to second fall persistence rates for FTIC Pell awardees decreased across the cohorts from 49% for the 2008 to 45% for the 2013 cohort.
- The first fall to second fall persistence rates for FTIC non-Pell awardees remained stable across the cohorts, ranging from 48% to 50%.



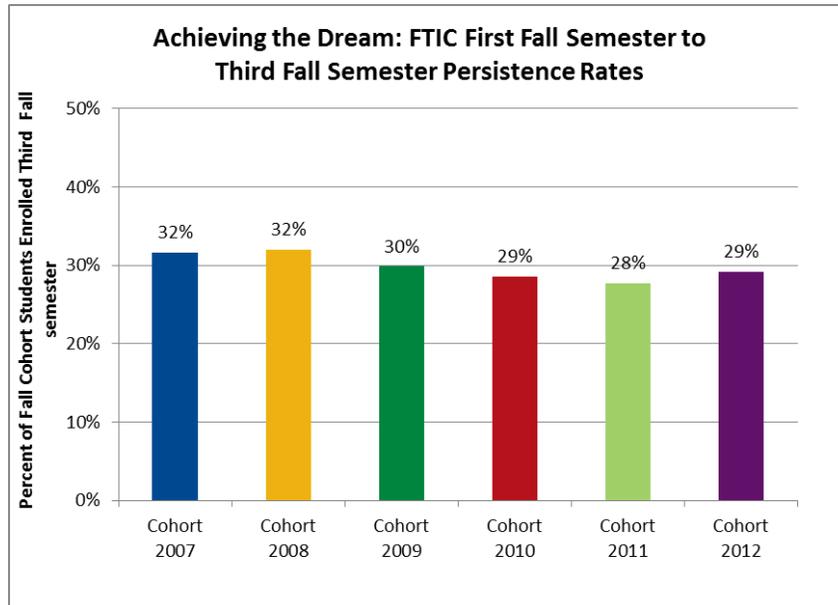
Persistence	Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	First Fall	Second Fall										
Pell	1,347	662	2,035	987	2,532	1,182	2,852	1,232	2,051	901	1,871	844
Non-Pell	3,512	1,736	3,400	1,647	3,371	1,608	3,658	1,805	4,128	2,039	4,180	2,109
Total	4,859	2,398	5,435	2,634	5,903	2,790	6,510	3,037	6,179	2,940	6,051	2,953

Persistence	Cohort 2006	Cohort 2007	Cohort 2008	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013	Change in Percentage Points
Pell	49%	50%	49%	49%	47%	43%	44%	45%	-4
Non-Pell	48%	49%	49%	48%	48%	49%	49%	50%	1

First Fall to Third Fall: Rates Decreased Across Cohorts

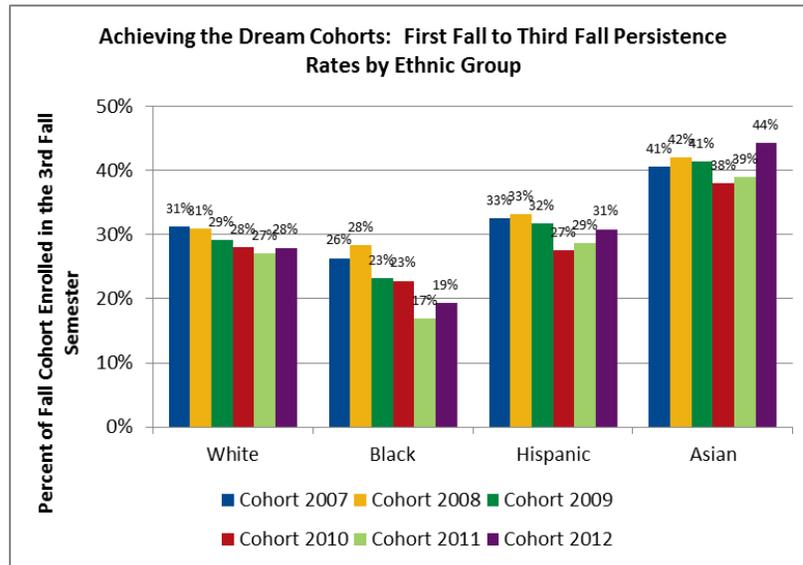
This report compares the persistence rates of students from their first fall to their third fall semester at ACC in the most recent six Achieving the Dream (AtD) cohorts. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. Results of the analysis indicate that:

- The percentages of students enrolled in the FTIC cohorts, and continuing their studies at ACC the third semester, decreased from 32% in the 2008 cohort to 29% for the 2012 cohort.



FTIC Cohorts	Total Students in Cohort (N)	Cohort Students Enrolled Third Fall (N)	Cohort Students Enrolled Third Fall (%)
Cohort 2006	4,565	1,388	30%
Cohort 2007	4,283	1,353	32%
Cohort 2008	4,859	1,554	32%
Cohort 2009	5,435	1,622	30%
Cohort 2010	5,903	1,684	29%
Cohort 2011	6,510	1,803	28%
Cohort 2012	6,179	1,804	29%
Change in Percentage Points			-2

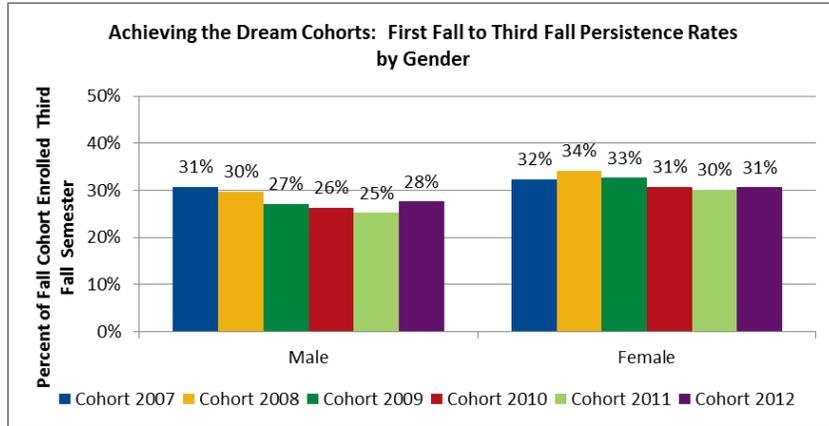
- The first fall to third fall persistence rates for FTIC cohorts declined during the six years for White, Hispanic, and Black students, but increased for Asian students.
- The largest decline in first fall to third fall persistence was for Black students, from a persistence rate of 26% in the 2007 cohort to 19% in the fall 2012 cohort.



Persistence	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	First Fall	Third Fall										
White	2,335	729	2,581	799	2,738	798	2,403	672	2,473	670	2,261	632
Black	410	108	416	118	616	143	553	126	566	96	519	100
Hispanic	1,219	397	1,504	499	1,686	535	1,543	424	2,230	639	2,016	622
Asian	185	75	243	102	198	82	155	59	213	83	201	89
Other	134	44	115	36	197	64	1,249	403	1,028	315	1,182	361
Total	4,283	1,353	4,859	1,554	5,435	1,622	5,903	1,684	6,510	1,803	6,179	1,804

Persistence	Cohort 2006	Cohort 2007	Cohort 2008	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Change in Percentage Points
White	29%	31%	31%	29%	28%	27%	28%	-3
Black	26%	26%	28%	23%	23%	17%	19%	-7
Hispanic	31%	33%	33%	32%	27%	29%	31%	-2
Asian	42%	41%	42%	41%	38%	39%	44%	4

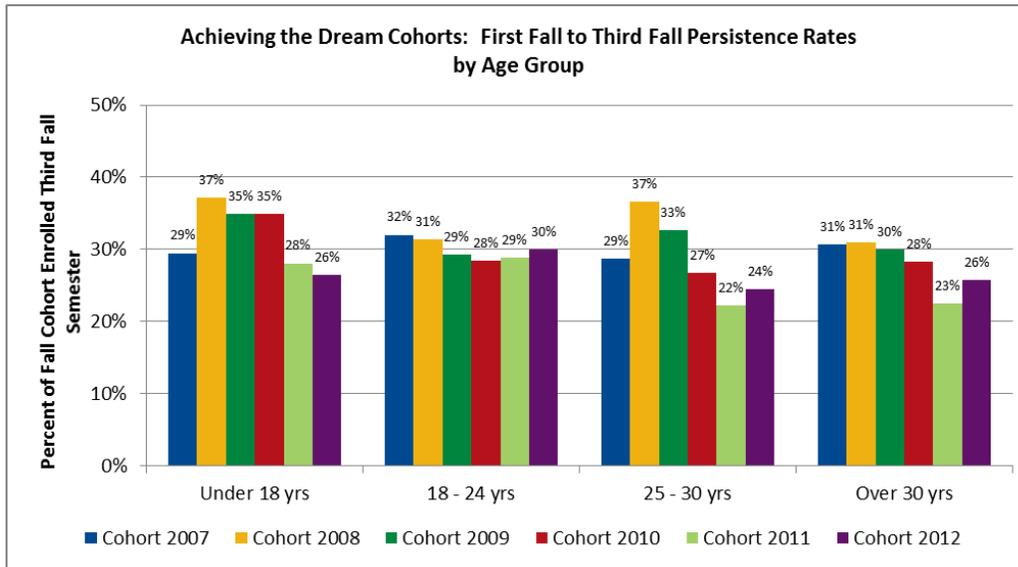
- First fall to third fall persistence rates declined slightly for both female and male students.



Persistence	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	First Fall	Third Fall										
Male	2,088	642	2,463	734	2,753	746	2,989	786	3,192	805	2,959	817
Female	2,195	711	2,396	820	2,682	876	2,914	896	3,318	998	3,220	987
Total	4,283	1,353	4,859	1,554	5,435	1,622	5,903	1,684	6,510	1,803	6,179	1,804

Persistence	Cohort 2007	Cohort 2008	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Change in Percentage Points
Male	31%	30%	27%	26%	25%	28%	-3
Female	32%	34%	33%	31%	30%	31%	-2

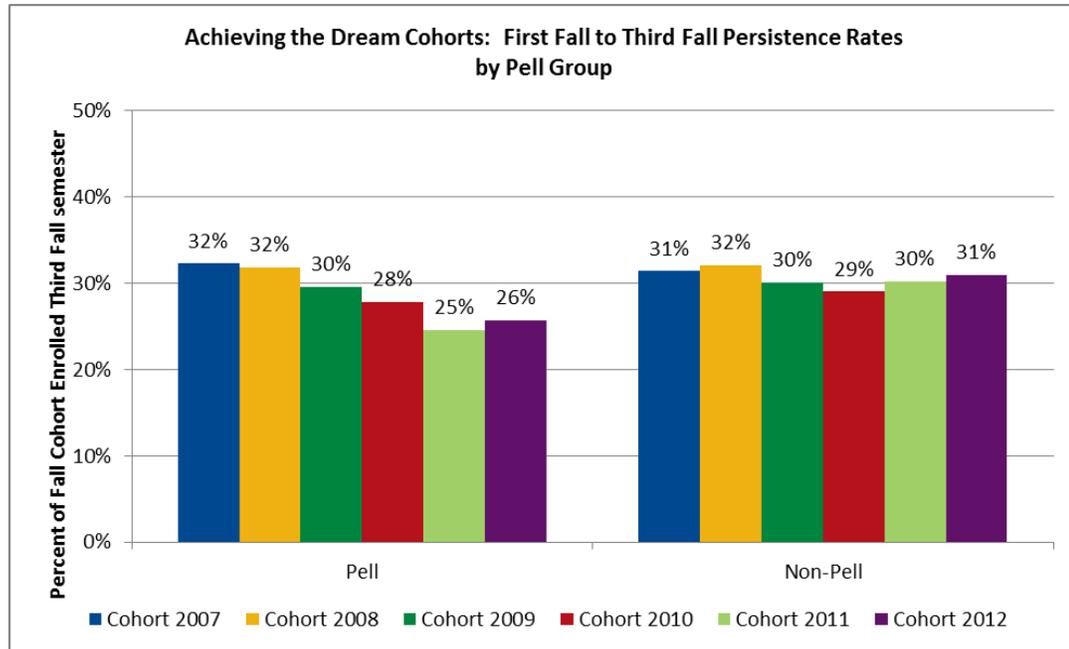
- The first fall to third fall persistence rates declined from 2007 to 2010, and then increased from 2010 to 2012, for FTIC students 18 to 24 years of age. However, comparing 2007 and 2012, the rate declined 2 percentage points, from 32% to 30%.
- For the older and younger age groups, the first fall to third fall persistence rates increased dramatically, and then decreased. However, the 2012 persistence rates were lower than the 2007 rates.



Persistence First Fall to Third Fall	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	First Fall	Third Fall										
Under 18 yrs	207	61	167	62	186	65	212	74	253	71	242	64
18 - 24 yrs	3,523	1,128	3,951	1,242	4,257	1,246	4,503	1,281	5,176	1,490	5,080	1,524
25 - 30 yrs	289	83	372	136	502	164	580	155	499	111	364	89
Over 30 yrs	264	81	369	114	489	147	607	172	582	131	493	127
Total	4,283	1,353	4,859	1,554	5,435	1,622	5,903	1,684	6,510	1,803	6,179	1,804

Persistence First Fall to Third Fall	Cohort 2006	Cohort 2007	Cohort 2008	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Change in Percentage Points
Under 18 yrs	36%	29%	37%	35%	35%	28%	26%	-3
18 - 24 yrs	30%	32%	31%	29%	28%	29%	30%	-2
25 - 30 yrs	29%	29%	37%	33%	27%	22%	24%	-4
Over 30 yrs	34%	31%	31%	30%	28%	23%	26%	-5

- The first fall to third fall persistence rates for Pell awardee students declined across the cohorts from 32% in the 2007 cohort to 26% in the 2012 cohort.
- The first fall to third fall persistence rates for non-Pell awardees varied slightly across the years, with rates the same for 2007 and 2012 at 31%.



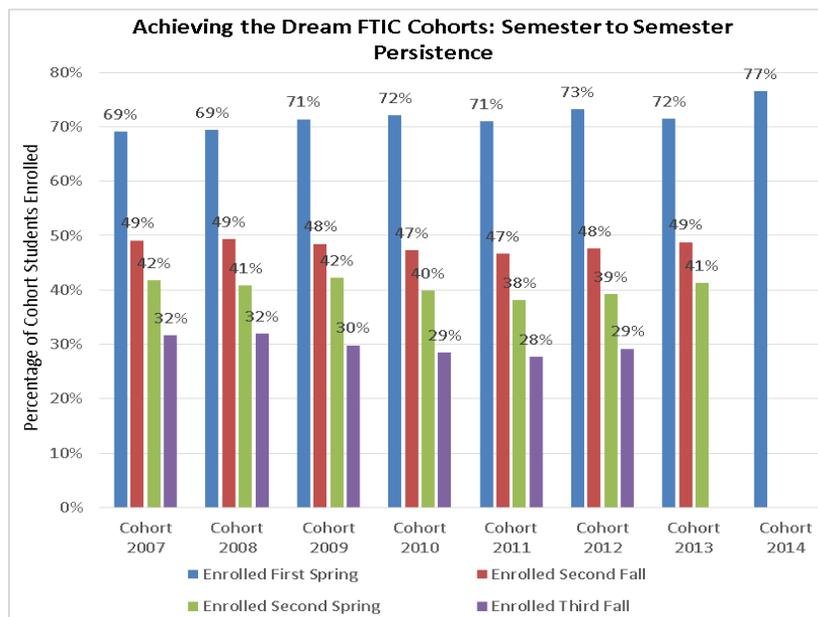
Persistence First Fall to Third Fall	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012	
	First Fall	Third Fall										
Pell	1,023	330	1,347	429	2,035	601	2,532	704	2,852	700	2,051	527
Non-Pell	3,260	1,023	3,512	1,125	3,400	1,021	3,371	978	3,658	1,103	4,128	1,277
Total	4,283	1,353	4,859	1,554	5,435	1,622	5,903	1,684	6,510	1,803	6,179	1,804

Persistence First Fall to Third Fall	Cohort 2006	Cohort 2007	Cohort 2008	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012	Change in Percentage Points
Pell	31%	32%	32%	30%	28%	25%	26%	-7
Non-Pell	30%	31%	32%	30%	29%	30%	31%	0

Summary Semester to Semester Persistence Rates

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

- About three-fourths of FTIC students return their first spring semester, and about one half return for their second fall semester.
- The percentage of FTIC students persisting from first fall to first spring increased 5 percentage points (rounded) for the six-year period 2009 to 2014.
- The percentage of FTIC students returning for the third fall semester declined across the six year period, from 32% for the 2007 cohort to 29% for the 2012 cohort.

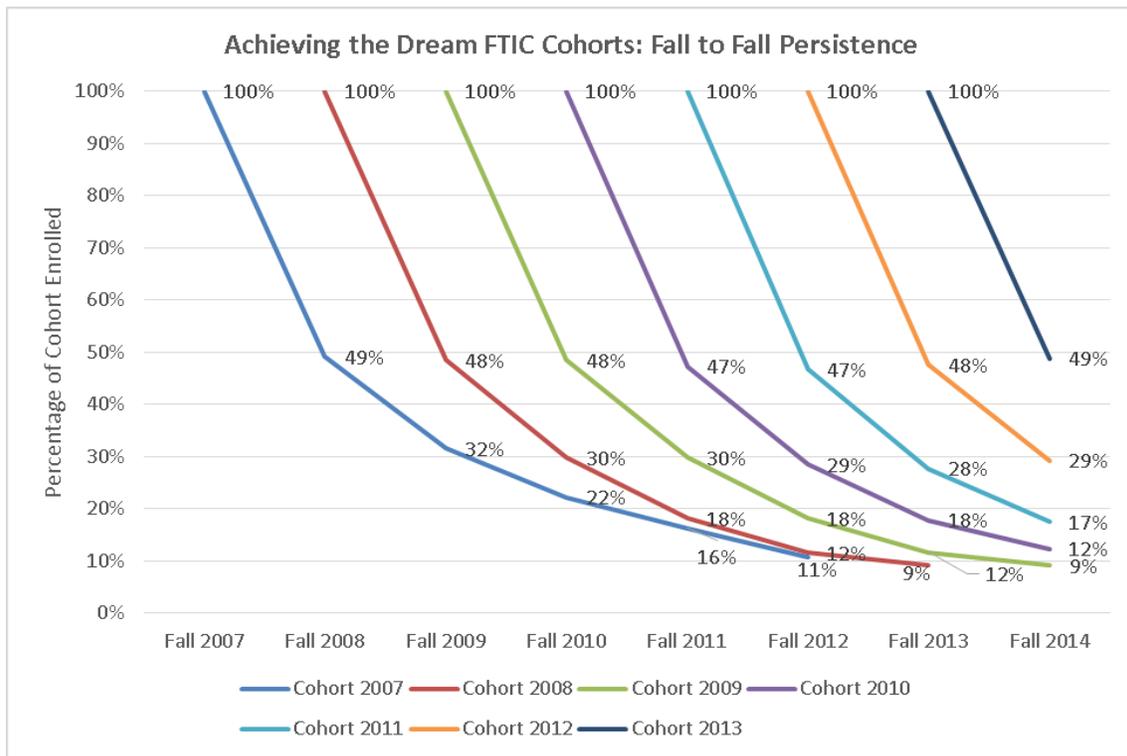


Persistence	Total Students in Cohort (1st Semester)	Cohort Students Enrolled First Spring (2nd Semester)	Cohort Students Enrolled Second Fall (3rd Semester)	Cohort Students Enrolled Second Spring (4th Semester)	Cohort Students Enrolled Third Fall (5th Semester)
Cohort 2007	4,283	2,962	2,104	1,790	1,353
Cohort 2008	4,859	3,375	2,398	1,984	1,554
Cohort 2009	5,435	3,880	2,634	2,297	1,622
Cohort 2010	5,903	4,259	2,790	2,352	1,684
Cohort 2011	6,510	4,624	3,037	2,484	1,803
Cohort 2012	6,179	4,521	2,940	2,421	1,804
Cohort 2013	6,051	4,327	2,953	2,498	
Cohort 2014	6,065	4,645			

Persistence	Total Students in Cohort (First Fall)	Enrolled Second Fall	Enrolled Third Fall	Enrolled Fourth Fall	Enrolled Fifth Fall	Enrolled Sixth Fall
Cohort 2007	4,283	49%	32%	22%	16%	11%
Cohort 2008	4,859	49%	32%	22%	15%	10%
Cohort 2009	5,435	48%	30%	18%	12%	9%
Cohort 2010	5,903	47%	29%	18%	12%	
Cohort 2011	6,510	47%	28%	17%		
Cohort 2012	6,179	48%	29%			
Cohort 2013	6,051	49%				
Change in Percentage Points		0	-2	-5	-4	-1

Persistence Rates Varied for Subsequent Semesters

- The percentage of FTIC students returning for subsequent fall semesters was similar across the cohorts.
- Almost half of FTIC students enrolled in the fall returned for the second fall semester.
- On average, slightly less than one-third of FTIC students were enrolled the third fall semester.
- The persistence rates for FTIC students enrolled the fourth fall semester declined from 22% in 2007 to 17% for the 2011 cohort.
- The persistence rates for FTIC students enrolled the fifth fall semester declined from 16% in 2007 to 12% in 2010.
- The persistence rates for FTIC students enrolled the sixth fall semester declined from 11% in 2007 to 9% in 2009.



Persistence	Total Students in Cohort (First Fall)	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 2007	4,283	2,104	1,353	951	696	455
Cohort 2008	4,859	2,398	1,554	1,083	716	491
Cohort 2009	5,435	2,634	1,622	985	631	500
Cohort 2010	5,903	2,790	1,683	1,053	725	
Cohort 2011	6,510	3,037	1,803	1,138		
Cohort 2012	6,179	2,940	1,804			
Cohort 2013	6,051	2,953				

Persistence	Total Students in Cohort (First Fall)	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 2007	4,283	49%	32%	22%	16%	11%
Cohort 2008	4,859	49%	32%	22%	15%	10%
Cohort 2009	5,435	48%	30%	18%	12%	9%
Cohort 2010	5,903	47%	29%	18%	12%	
Cohort 2011	6,510	47%	28%	17%		
Cohort 2012	6,179	48%	29%			
Cohort 2013	6,051	49%				
Change in Percentage Points		0	-2	-5	-4	-1

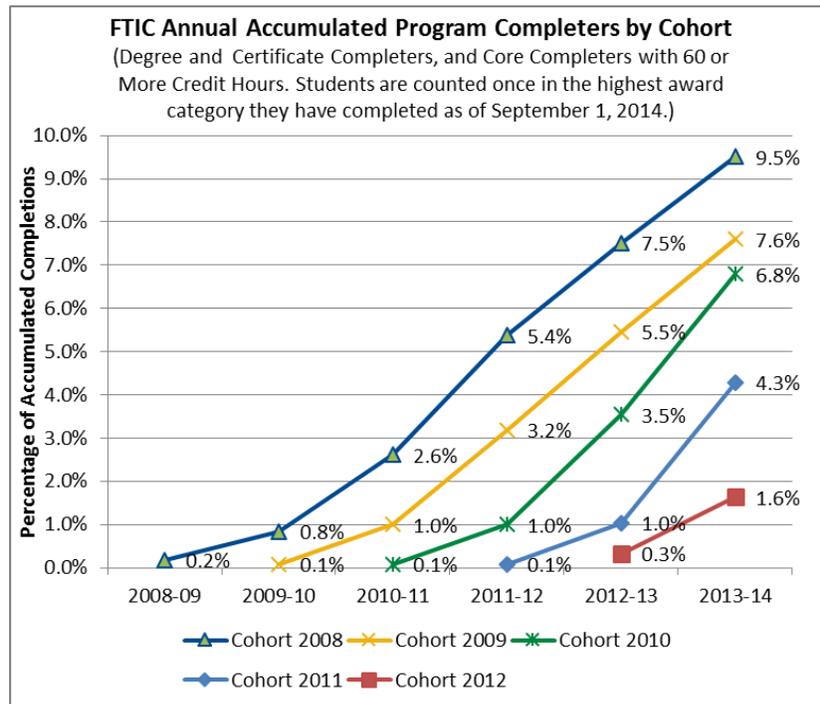
Metric #5. Graduation/ Completion: Completions Increased Across Cohorts

This report compares completions from fall to fall semester at ACC in the most recent Achieving the Dream (AtD) cohorts. These cohorts include all First Time in College (FTIC) students enrolled in the fall semester at ACC. 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 with 60 or more credit hours. Students are counted only once as a completer, in the year in which they receive their highest award. Results indicate that:

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

- Accumulated program completions, including students completing associate degrees and certificates, and students completing the core curriculum with 60 or more credit hours 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.
- The percentage of students completing a program after three years increased from 2.6% (127 completions) for the 2008 cohort to 4.3% (279 completions) for the 2011 cohort.

Note: Students are counted once in the highest award category they have completed. Data for the graduation and completions analyses were obtained from ACC Student Data (ODS) as of September 1, 2014, OIEA Official Reporting Date (ORD) data, and the OIEA TIPS Time to Completion Report.

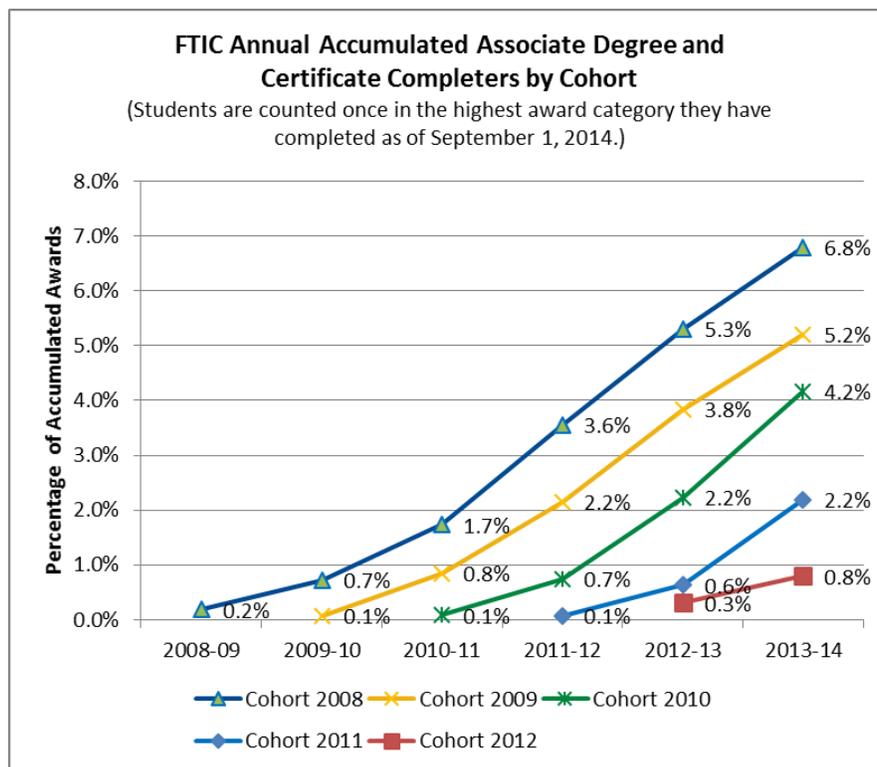


FTIC Cohort	Total Students in Cohort	Cumulative Program Completers (Degree and Certificate Completers and Core Completers with 60 or More Credit Hours) by Year (N)					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	4,859	9	41	127	261	365	462
Cohort 2009	5,435	4	54	173	297	413	
Cohort 2010	5,903	5	59	209	401		
Cohort 2011	6,510	5	67	279			
Cohort 2012	6,179	20	101				

FTIC Cohort	Total Students in Cohort	Cumulative Program Completers (Degree and Certificate Completers and Core Completers with 60 or More Credit Hours) by Year (%)					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	4,859	0.2%	0.8%	2.6%	5.4%	7.5%	9.5%
Cohort 2009	5,435	0.1%	1.0%	3.2%	5.5%	7.6%	N/A
Cohort 2010	5,903	0.1%	1.0%	3.5%	6.8%		
Cohort 2011	6,510	0.1%	1.0%	4.3%			
Cohort 2012	6,179	0.3%	1.6%				

Total Associate Degree and Certificate Completions

- The percentage of FTIC students who earned an associate degree or certificate increased across the cohorts.
- The percentage of students completing an associate degree or certificate after three years increased from 1.7% (84 completions) for the 2008 cohort to 2.2% (143 completions) for the 2011 cohort.

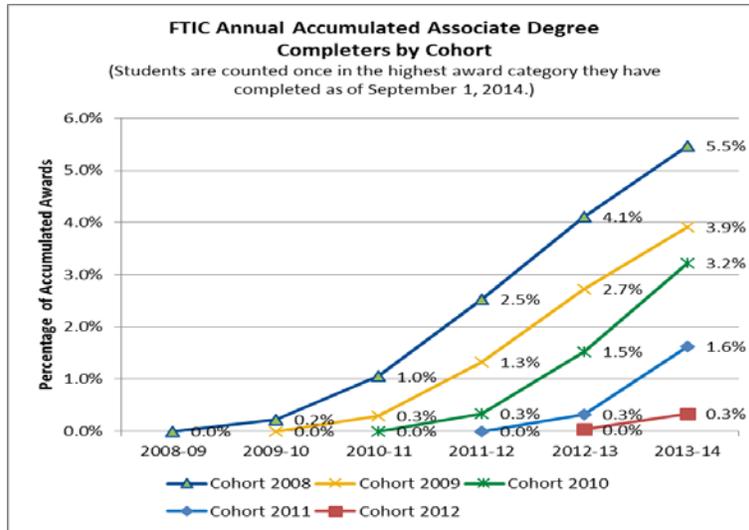


FTIC Cohort	Total Students in Cohort	Cumulative Program Completers (Degree and Certificate Completers) by Year (N)					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	4,859	9	35	84	173	258	330
Cohort 2009	5,435	4	46	117	209	283	
Cohort 2010	5,903	5	44	132	246		
Cohort 2011	6,510	5	41	143			
Cohort 2012	6,179	19	49				

FTIC Cohort	Total Students in Cohort	Cumulative Program Completers (Degree and Certificate Completers) by Year (%)					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	4,859	0.2%	0.7%	1.7%	3.6%	5.3%	6.8%
Cohort 2009	5,435	0.1%	0.8%	2.2%	3.8%	5.2%	
Cohort 2010	5,903	0.1%	0.7%	2.2%	4.2%		
Cohort 2011	6,510	0.1%	0.6%	2.2%			
Cohort 2012	6,179	0.3%	0.8%				

Associate Degrees

- The percentage of FTIC students who earned an associate degree increased across the cohorts.
- The percentage of students completing an associate degree or certificate after three years increased from 1.0% (51 students) for the 2008 cohort to 1.6% (106 students) for the 2011 cohort.

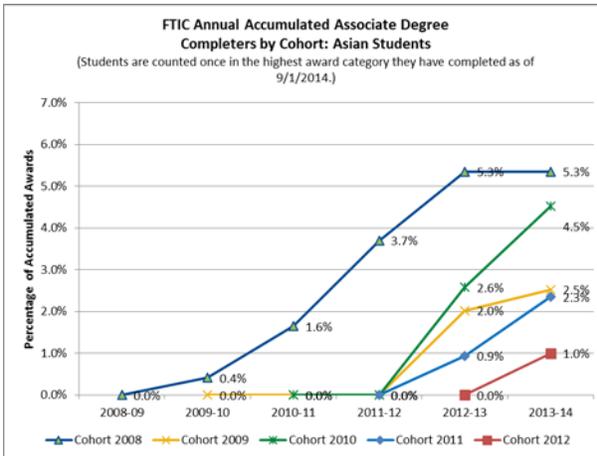
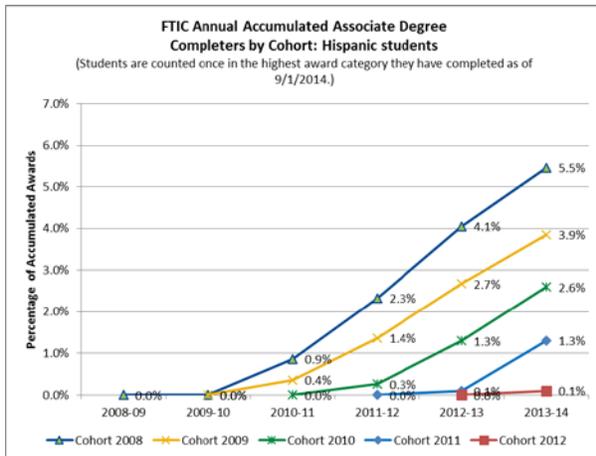
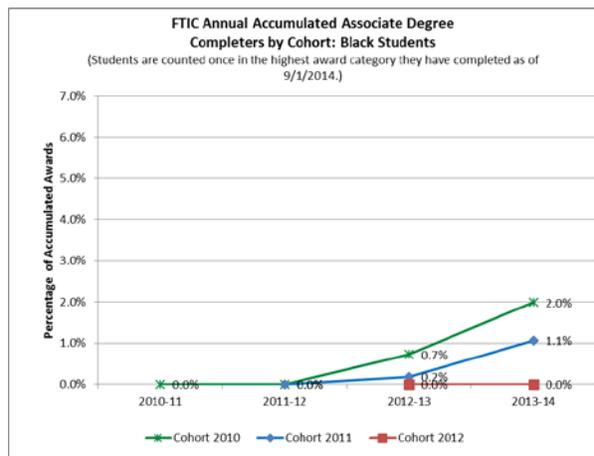
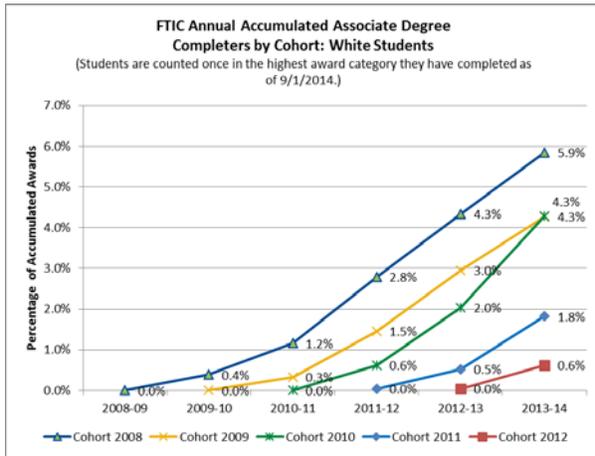


FTIC Cohort	Total Students in Cohort	Cumulative Associate Degree Completers by Year (N)					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	4,859	0	11	51	123	200	266
Cohort 2009	5,435	0	16	72	148	213	
Cohort 2010	5,903	0	20	90	190		
Cohort 2011	6,510	0	21	106			
Cohort 2012	6,179	2	21				

FTIC Cohort	Total Students in Cohort	Cumulative Associate Degree Completers by Year (%)					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	4,859	0.0%	0.2%	1.0%	2.5%	4.1%	5.5%
Cohort 2009	5,435	0.0%	0.3%	1.3%	2.7%	3.9%	
Cohort 2010	5,903	0.0%	0.3%	1.5%	3.2%		
Cohort 2011	6,510	0.0%	0.3%	1.6%			
Cohort 2012	6,179	0.0%	0.3%				

Associate Degrees by Ethnicity

- The percentage of accumulated associate degrees earned varied across the cohorts for each of the ethnic and racial groups – Whites, Blacks, Hispanics, and Asians.
- However, after three years, the percentage of students earning an associate degree increased slightly for each of the ethnic and racial groups.
- After six years, the percentage of 2008 cohort students earning an associate degree was slightly above 5% for Whites, Hispanic, and Asian students, but was near 3% for Black students.



FTIC Cohort	Total Students in Cohort	Cumulative Associate Degree Completers by Year (N): White Students					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	2,581	0	10	30	72	112	151
Cohort 2009	2,738	0	9	40	81	117	
Cohort 2010	2,403	0	15	49	103		
Cohort 2011	2,473	1	13	45			
Cohort 2012	2,261	1	14				

FTIC Cohort	Total Students in Cohort	Cumulative Associate Degree Completers by Year (N): Black Students					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	416	0	0	1	3	9	13
Cohort 2009	616	0	1	7	13	19	
Cohort 2010	553	0	0	4	11		
Cohort 2011	566	0	1	6			
Cohort 2012	519	0	0				

FTIC Cohort	Total Students in Cohort	Cumulative Associate Degree Completers by Year (N): Hispanic Students					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	1,504	0	0	13	35	61	82
Cohort 2009	1,686	0	6	23	45	65	
Cohort 2010	1,543	0	4	20	40		
Cohort 2011	2,230	0	2	29			
Cohort 2012	2,016	0	2				

FTIC Cohort	Total Students in Cohort	Cumulative Associate Degree Completers by Year (N): Asian Students					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	243	0	1	4	9	13	13
Cohort 2009	198	0	0	0	4	5	
Cohort 2010	155	0	0	4	7		
Cohort 2011	213	0	2	5			
Cohort 2012	201	0	2				

FTIC Cohort	Total Students in Cohort	Cumulative Associate Degree Completers by Year (%): White Students					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	2,581	0.0%	0.4%	1.2%	2.8%	4.3%	5.9%
Cohort 2009	2,738	0.0%	0.3%	1.5%	3.0%	4.3%	
Cohort 2010	2,403	0.0%	0.6%	2.0%	4.3%		
Cohort 2011	2,473	0.0%	0.5%	1.8%			
Cohort 2012	2,261	0.0%	0.6%				

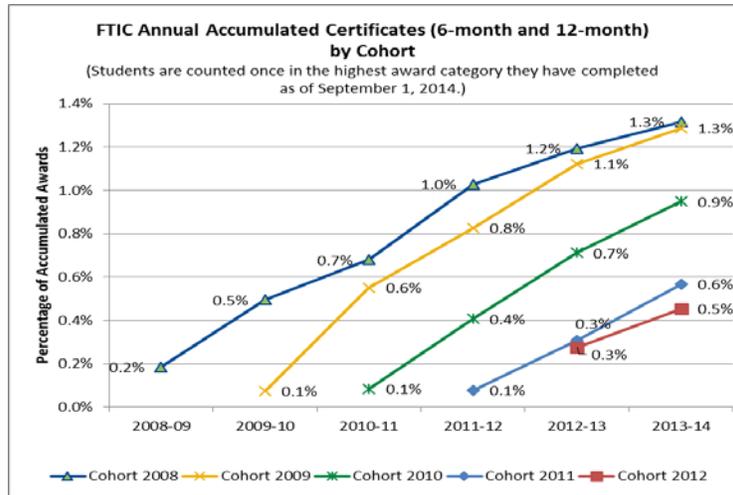
FTIC Cohort	Total Students in Cohort	Cumulative Associate Degree Completers by Year (%): Black Students					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	416	0.0%	0.0%	0.2%	0.7%	2.2%	3.1%
Cohort 2009	616	0.0%	0.2%	1.1%	2.1%	3.1%	
Cohort 2010	553	0.0%	0.0%	0.7%	2.0%		
Cohort 2011	566	0.0%	0.2%	1.1%			
Cohort 2012	519	0.0%	0.0%				

FTIC Cohort	Total Students in Cohort	Cumulative Associate Degree Completers by Year (%): Hispanic Students					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	1,504	0.0%	0.0%	0.9%	2.3%	4.1%	5.5%
Cohort 2009	1,686	0.0%	0.4%	1.4%	2.7%	3.9%	
Cohort 2010	1,543	0.0%	0.3%	1.3%	2.6%		
Cohort 2011	2,230	0.0%	0.1%	1.3%			
Cohort 2012	2,016	0.0%	0.1%				

FTIC Cohort	Total Students in Cohort	Cumulative Associate Degree Completers by Year (%): Asian Students					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	243	0.0%	0.4%	1.6%	3.7%	5.3%	5.3%
Cohort 2009	198	0.0%	0.0%	0.0%	2.0%	2.5%	
Cohort 2010	155	0.0%	0.0%	2.6%	4.5%		
Cohort 2011	213	0.0%	0.9%	2.3%			
Cohort 2012	201	0.0%	1.0%				

Certificates

- The percentage of accumulated certificates earned remained low across the cohorts. After six years, only 1.3% of the 2008 cohort had completed a certificate (64 students).
- The percentage of students completing a certificate after three years decreased slightly from 0.7% (33 students) for the 2008 cohort to 0.6% (37 students) for the 2011 cohort.

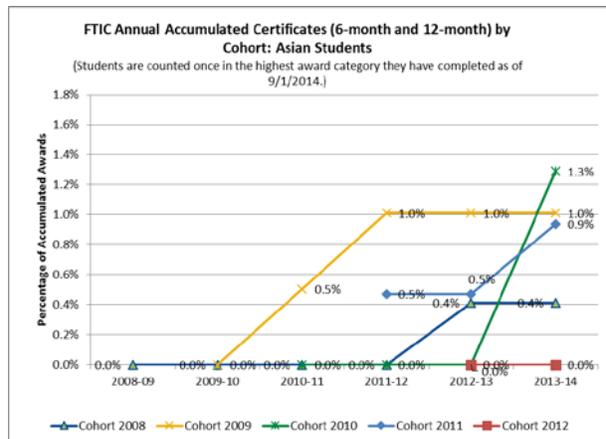
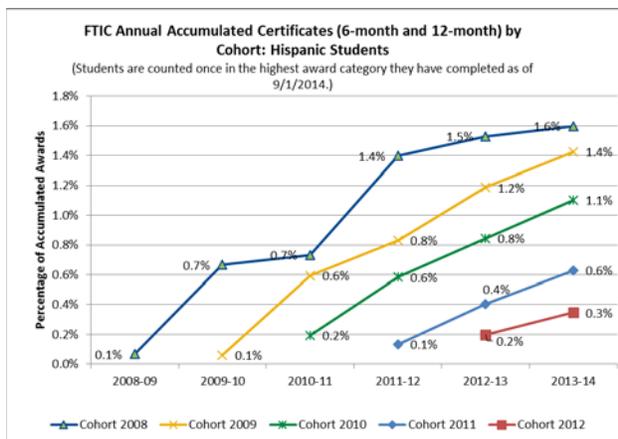
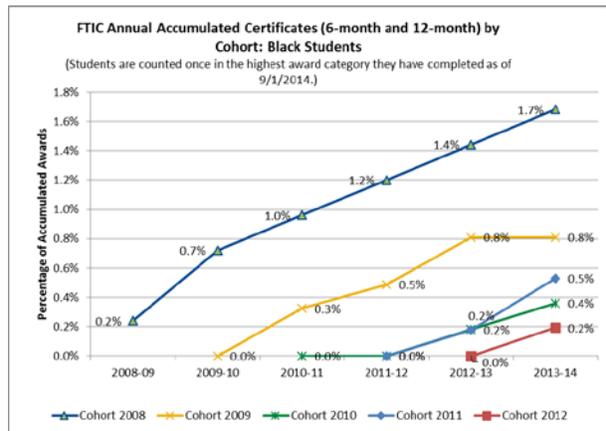
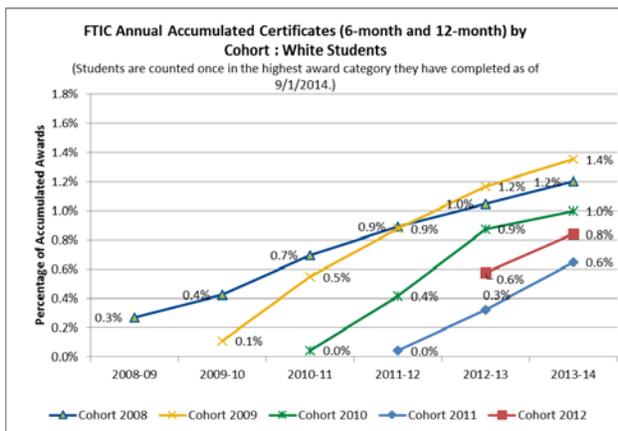


FTIC Cohort	Total Students in Cohort	Cumulative Certificate Completers (6-month and 12-month Certificates) by Year (N)					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	4,859	9	24	33	50	58	64
Cohort 2009	5,435	4	30	45	61	70	
Cohort 2010	5,903	5	24	42	56		
Cohort 2011	6,510	5	20	37			
Cohort 2012	6,179	17	28				

FTIC Cohort	Total Students in Cohort	Cumulative Certificate Completers (6-month and 12-month Certificates) by Year (%)					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	4,859	0.2%	0.5%	0.7%	1.0%	1.2%	1.3%
Cohort 2009	5,435	0.1%	0.6%	0.8%	1.1%	1.3%	
Cohort 2010	5,903	0.1%	0.4%	0.7%	0.9%		
Cohort 2011	6,510	0.1%	0.3%	0.6%			
Cohort 2012	6,179	0.3%	0.5%				

Certificates by Ethnicity

- The percentage of accumulated certificates earned varied across the cohorts for each of the ethnic and racial groups – Whites, Blacks, Hispanics, and Asians.
- After three years,
 - a slightly smaller proportion of the 2011 cohort completed a certificate compared to the 2008 cohort for White students and Hispanic students.
 - For Black students, the percentage of students earning certificates decreased from 1.0% in the 2008 cohort to 0.5% in the 2011 cohort.
- After six years, the percentage of 2008 cohort students earning a certificate was higher for Black (1.7%) and Hispanic (1.6%) students, than for White students (1.2%)



FTIC Cohort	Total Students in Cohort	Cumulative Certificate Completers (6-month and 12-month Certificates) by Year (N): White Students					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	2,581	7	11	18	23	27	31
Cohort 2009	2,738	3	15	24	32	37	
Cohort 2010	2,403	1	10	21	24		
Cohort 2011	2,473	1	8	16			
Cohort 2012	2,261	13	19				

FTIC Cohort	Total Students in Cohort	Cumulative Certificate Completers (6-month and 12-month Certificates) by Year (N): Black Students					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	416	1	3	4	5	6	7
Cohort 2009	616	0	2	3	5	5	
Cohort 2010	553	0	0	1	2		
Cohort 2011	566	0	1	3			
Cohort 2012	519	0	1				

FTIC Cohort	Total Students in Cohort	Cumulative Certificate Completers (6-month and 12-month Certificates) by Year (N): Hispanic Students					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	1,504	1	10	11	21	23	24
Cohort 2009	1,686	1	10	14	20	24	
Cohort 2010	1,543	3	9	13	17		
Cohort 2011	2,230	3	9	14			
Cohort 2012	2,016	4	7				

FTIC Cohort	Total Students in Cohort	Cumulative Certificate Completers (6-month and 12-month Certificates) by Year (N): Asian Students					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	243	0	0	0	0	1	1
Cohort 2009	198	0	1	2	2	2	
Cohort 2010	155	0	0	0	2		
Cohort 2011	213	1	1	2			
Cohort 2012	201	0	0				

FTIC Cohort	Total Students in Cohort	Cumulative Certificate Completers (6-month and 12-month Certificates) by Year (%): White Students					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	2,581	0.3%	0.4%	0.7%	0.9%	1.0%	1.2%
Cohort 2009	2,738	0.1%	0.5%	0.9%	1.2%	1.4%	
Cohort 2010	2,403	0.0%	0.4%	0.9%	1.0%		
Cohort 2011	2,473	0.0%	0.3%	0.6%			
Cohort 2012	2,261	0.6%	0.8%				

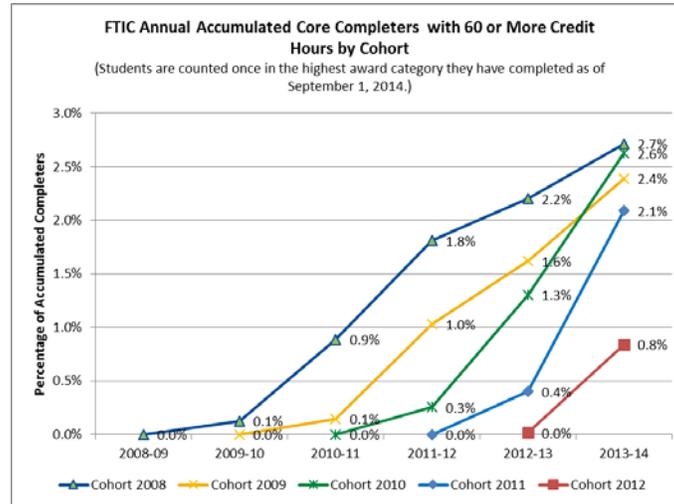
FTIC Cohort	Total Students in Cohort	Cumulative Certificate Completers (6-month and 12-month Certificates) by Year (%): Black Students					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	416	0.2%	0.7%	1.0%	1.2%	1.4%	1.7%
Cohort 2009	616	0.0%	0.3%	0.5%	0.8%	0.8%	
Cohort 2010	553	0.0%	0.0%	0.2%	0.4%		
Cohort 2011	566	0.0%	0.2%	0.5%			
Cohort 2012	519	0.0%	0.2%				

FTIC Cohort	Total Students in Cohort	Cumulative Certificate Completers (6-month and 12-month Certificates) by Year (%): Hispanic Students					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	1,504	0.1%	0.7%	0.7%	1.4%	1.5%	1.6%
Cohort 2009	1,686	0.1%	0.6%	0.8%	1.2%	1.4%	
Cohort 2010	1,543	0.2%	0.6%	0.8%	1.1%		
Cohort 2011	2,230	0.1%	0.4%	0.6%			
Cohort 2012	2,016	0.2%	0.3%				

FTIC Cohort	Total Students in Cohort	Cumulative Certificate Completers (6-month and 12-month Certificates) by Year (%): Asian Students					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	243	0.0%	0.0%	0.0%	0.0%	0.4%	0.4%
Cohort 2009	198	0.0%	0.5%	1.0%	1.0%	1.0%	
Cohort 2010	155	0.0%	0.0%	0.0%	1.3%		
Cohort 2011	213	0.5%	0.5%	0.9%			
Cohort 2012	201	0.0%	0.0%				

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.)
- The percentage of students completing the core curriculum with 60 or more credit hours after three years increased from 0.9% (43 completions) for the 2008 cohort to 2.1% (136 completions) for the 2011 cohort.



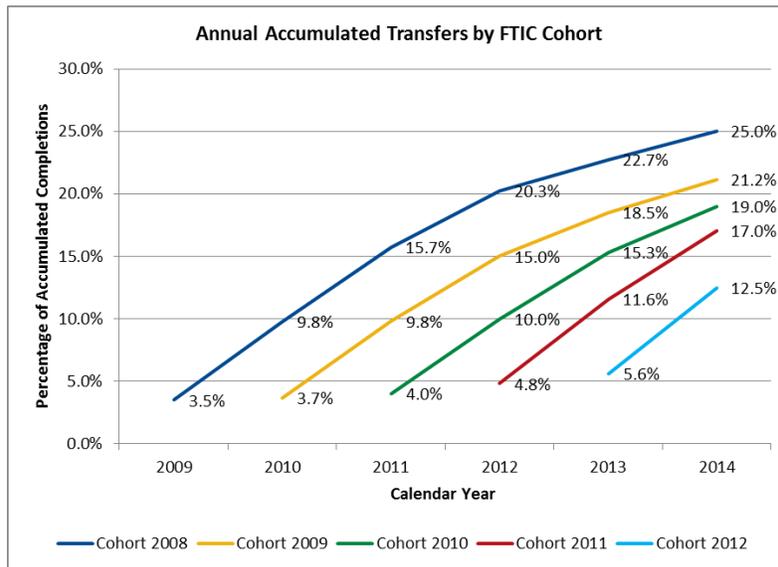
FTIC Cohort	Total Students in Cohort	Core Completers with 60 or More Credit Hours by Year (N)					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	4,859	0	6	43	88	107	132
Cohort 2009	5,435	0	8	56	88	130	
Cohort 2010	5,903	0	15	77	155		
Cohort 2011	6,510	0	26	136			
Cohort 2012	6,179	1	52				

FTIC Cohort	Total Students in Cohort	Core Completers with 60 or More Credit Hours by Year (%)					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	4,859	0.0%	0.1%	0.9%	1.8%	2.2%	2.7%
Cohort 2009	5,435	0.0%	0.1%	1.0%	1.6%	2.4%	
Cohort 2010	5,903	0.0%	0.3%	1.3%	2.6%		
Cohort 2011	6,510	0.0%	0.4%	2.1%			
Cohort 2012	6,179	0.0%	0.8%				

Transfer Rates

This report compares the transfer rates by calendar year after the first fall semester at ACC in the Achieving the Dream (AtD) cohorts, for the 2008 through 2012 cohorts. 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:

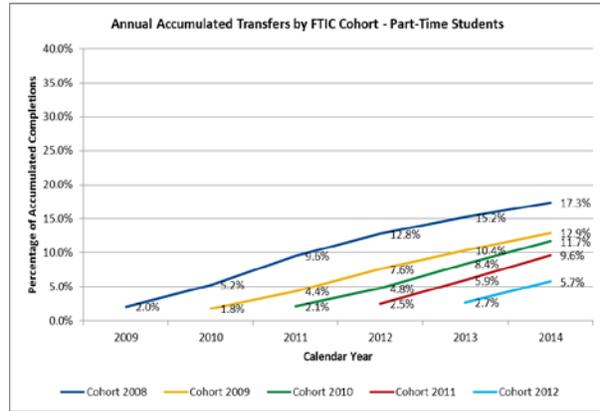
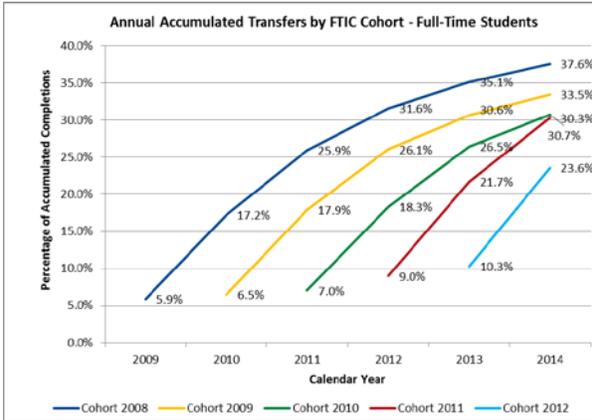
- The three-year cumulative transfer rate for FTIC cohorts increased across cohorts, from 15.7% for the 2008 cohort, to 17.0% for the 2011 cohort.
- After six years, 25.0% of the 2008 FTIC cohort had transferred to a four-year institution (1,215 transfers of 4,859 students).
- *NOTE: Data for the transfer analyses were obtained from National Student Clearinghouse data as of January 31, 2015, OIEA Official Reporting Date (ORD) data, and the OIEA TIPS Transfer Report.*



FTIC Cohort	Total Students in Cohort	Annual Accumulated Transfers by FTIC Cohort					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	4,859	169	474	764	984	1,104	1,215
Cohort 2009	5,435	199	533	815	1,006	1,150	
Cohort 2010	5,903	236	588	904	1,121		
Cohort 2011	6,510	313	754	1,109			
Cohort 2012	6,179	345					

Transfers by Full-Time & Part-Time Status

- Overall transfer rates are about three times higher for FTIC full-time students than part-time students.
- The three-year cumulative transfer rate for full-time students increased across cohorts, from 25.9% for the 2008 cohort, to 30.3% for the 2012 cohort.
- The three-year cumulative transfer rate for part-time students declined after 2008 but returned to the 2008 rate of 9.6% in 2011.
- After six years, 37.6% of the 2008 full-time students had transferred to a four-year institution (687 transfers of 1,827 students).
- After six years, 17.3% of the 2008 part-time students had transferred to a four-year institution (526 transfers of 3,032 students).

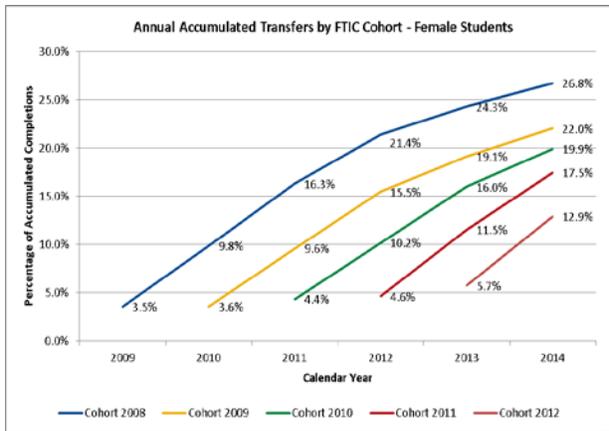
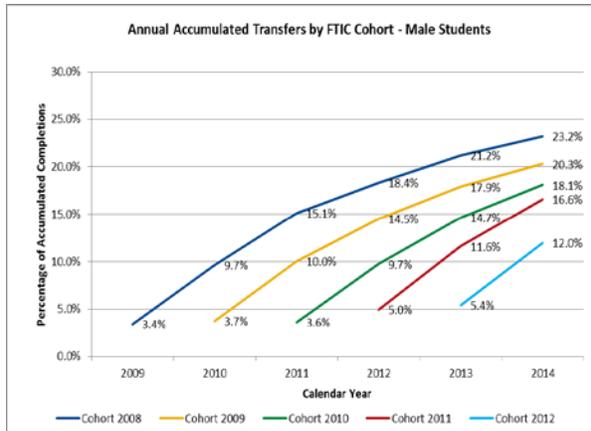


FTIC Cohort	Total Students in Cohort	Annual Accumulated Transfers by FTIC Cohort - Full-time Students					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	1,827	107	315	474	577	642	687
Cohort 2009	2,184	141	391	569	669	731	
Cohort 2010	2,267	159	415	600	696		
Cohort 2011	2,331	209	506	706			
Cohort 2012	2,329	240	549				

FTIC Cohort	Total Students in Cohort	Annual Accumulated Transfers by FTIC Cohort - Part-time Students					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	3,032	62	159	290	387	462	526
Cohort 2009	3,251	58	142	246	337	419	
Cohort 2010	3,636	77	173	304	425		
Cohort 2011	4,179	104	248	403			
Cohort 2012	3,850	105	221				

Transfers by Gender

- Overall, transfer rates are slightly lower for males compared to females.
- The three-year cumulative transfer rate for males increased slightly across cohorts, from 15.1% for the 2008 cohort, to 16.6% for the 2011 cohort.
- The three-year cumulative transfer rate for females increased slightly, from 16.3% for the 2008 cohort, to 17.5% for the 2011 cohort.
- After six years, 23.2% of the 2008 male students had transferred to a four-year institution (572 transfers of 2,463 students).
- After six years, 26.8% of the 2008 female students had transferred to a four-year institution (641 transfers of 2,396 students).

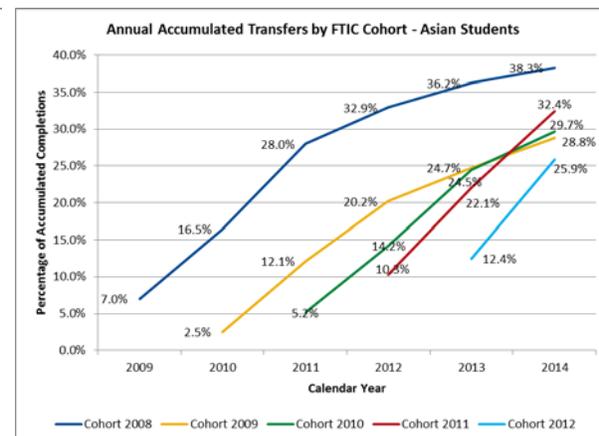
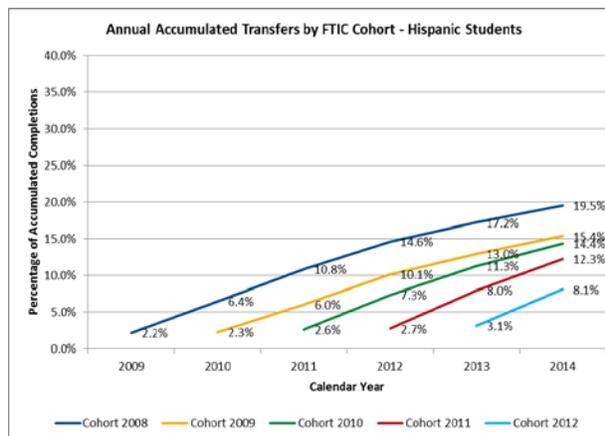
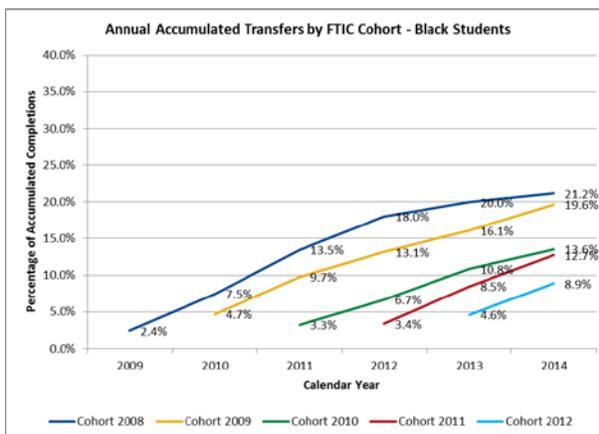
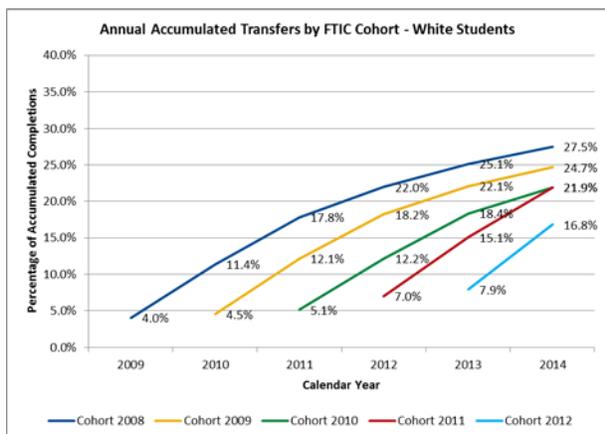


FTIC Cohort	Total Students in Cohort	Annual Accumulated Transfers by FTIC Cohort - Male Students					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	2,463	84	238	373	452	522	572
Cohort 2009	2,753	103	276	400	493	559	
Cohort 2010	2,989	109	291	438	541		
Cohort 2011	3,192	159	371	530			
Cohort 2012	2,959	160	355				

FTIC Cohort	Total Students in Cohort	Annual Accumulated Transfers by FTIC Cohort - Female Students					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	2,396	85	236	391	512	582	641
Cohort 2009	2,682	96	257	415	513	591	
Cohort 2010	2,914	127	297	466	580		
Cohort 2011	3,318	154	383	579			
Cohort 2012	3,220	185	415				

Transfers by Ethnicity

- Overall, transfer rates are higher for Asian and White FTIC students, and lower for Hispanic and Black students.
- The three-year cumulative transfer rates for White, Hispanic, and Asian students increased from 2008 to 2011: from 17.8% to 21.9% for Whites, from 10.8% to 12.3% for Hispanics, and from 28.0% to 32.4% for Asians.
- The three-year cumulative transfer rate for Black students decreased slightly from 13.5% in 2008 to 12.7% in 2011.
- After six years, 38.3% of Asians, 21.9% of Whites, 21.2% of Blacks, and 19.5% of Hispanic students had transferred to a four-year institution (93 of 243 Asians; 711 of 2,581 Whites; 88 of 416 Blacks, 294 of 1,504 Hispanics).



FTIC Cohort	Total Students in Cohort	Annual Accumulated Transfers by FTIC Cohort - White Students					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	2,581	104	293	460	567	649	711
Cohort 2009	2,738	123	332	499	606	676	
Cohort 2010	2,403	123	292	441	527		
Cohort 2011	2,473	173	373	542			
Cohort 2012	2,261	179	380				

FTIC Cohort	Total Students in Cohort	Annual Accumulated Transfers by FTIC Cohort - Hispanic Students					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	1,504	33	97	163	220	259	294
Cohort 2009	1,686	38	102	171	219	259	
Cohort 2010	1,543	40	113	174	222		
Cohort 2011	2,230	61	178	274			
Cohort 2012	2,016	63	163				

FTIC Cohort	Total Students in Cohort	Annual Accumulated Transfers by FTIC Cohort - Black Students					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	416	10	31	56	75	83	88
Cohort 2009	616	29	60	81	99	121	
Cohort 2010	553	18	37	60	75		
Cohort 2011	566	19	48	72			
Cohort 2012	519	24	46				

FTIC Cohort	Total Students in Cohort	Annual Accumulated Transfers by FTIC Cohort - Asian Students					
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Cohort 2008	243	17	40	68	80	88	93
Cohort 2009	198	5	24	40	49	57	
Cohort 2010	155	8	22	38	46		
Cohort 2011	213	22	47	69			
Cohort 2012	201	25	52				