



Student Success Factors Report

~ AY 2014 ~

A Joint Report

**Vice President,
Student Services**

~ and ~

6.27.2014



Report Summary

ACC's Student Success Initiative (SSI) is a comprehensive effort to use evidence-based information to support and scale strategies that improve student achievement. SSI includes the Texas *Closing the Gaps* effort, the national Achieving the Dream Initiative, and other success and completion initiatives. In 2013, ACC reached 93% of the unduplicated fall headcount *Closing the Gaps* target for 2015, 89% of the target for Blacks, and 93% of the target for Hispanic students.

Access and success initiatives contributed to ACC's improvement in recruiting and retaining students: College Connection, Youth, and Bridge program for high school and middle school students.

- Early College Start and Early College High School dual credit enrollment.
- More flexible payment plans.
- Required advising for all students in developmental education courses.
- Expanded supplemental instruction sections.
- Implementation of developmental education faculty advisors.
- Continued use of Faculty Coaches to create evidence-based curriculum reform efforts.
- College-wide task force studying distance learning in order to make recommendations for improving successful course completion rates.

ACC will meet and exceed future access and success goals through continuing to support the comprehensive Student Support Initiative:

- Expanding by adding the Highland Campus in 2014-15.
- Aggressive recruitment of traditionally underserved populations.
- Use of data analysis to guide implementation and evaluation of the five SSI goals.
- Implementation of "reverse transfer" and other initiatives to emphasize degree completion.
- Implementation of a College Transitions program to aid non-traditional adult students in college readiness.
- Scaling up the successful developmental math course MATD-0385; adding a math emporium allowing students to complete their developmental math sequence quickly.
- Pilot testing and Implementation of a First Year Seminar for first time in college (FTIC) students.
- Elimination of late registration to improve successful course completion.
- Improved communication with students through a streamlined, targeted, email system.
- Required online orientation for all new students.

Overall enrollment increased slightly: 3% fall 2009 to fall 2013.

- Black student enrollments decreased: -11.3%
- Hispanic student enrollments increased: +20.5%

High school programs grew.

- Early College Start & Early College High School enrollments: +55%
- College Connection students enrolled at ACC: +21%

GED graduates enrolling at ACC increased.

- In FY2008, 99 of 235 graduates enrolled at ACC: 42%
- In FY 2011, 173 of 347 graduates enrolled at ACC: 50%

Academic performance remained stable.

| Course Type | Number of Successful Grades - F'12 | Percent of Grades – F'12 | Number of Successful Grades – F'13 | Percent of Grades – F'13 |
|-------------------------|---|---------------------------------|---|---------------------------------|
| All Courses | 77,056 | 71% | 74,401 | 71% |
| Developmental Education | 7,565 | 59% | 6,003 | 58% |
| College-Level | 69,491 | 72% | 69,398 | 72% |
| Distance Learning | 8,889 | 61% | 8,927 | 61% |
| Non-Distance Learning | 68,167 | 72% | 65,474 | 72% |

Attrition rates are stable: 9% in fall 2011 and fall 2013.

Financial aid 3-year loan default ratio declined: 22.5% in 2010 to 20.8% in 2011.

Certificate and Degree Completions Increased: +40% AY 2009 to AY 2013

- Associate degree graduates: AY 2009 (1,263) to AY 2013 (1,771).
- Certificate graduates: AY 2009 (479) to AY 2013 (668).

Transfer/ Completions

- About 85% of ACC students who transferred to Texas universities in fall 2013 earned a successful GPA (2.0 or greater on a 4.0 scale).
- Full-time, degree and certificate seeking, first time in college (FTIC) students graduating or transferring within 3 years declined: 42% (fall 2007 cohort) to 38% (fall 2010 cohort).

Report Highlights

Unduplicated student headcount increased overall, but decreased in some populations.

- Total student headcount increased by 1,379 students (3.4%) from Fall 2009 to Fall 2013.
 - The proportion of Hispanic students increased (from 25.0% to 29.1%); the proportion of Black students decreased (from 8.8% to 7.5%).
 - The number of previous year College Connection students enrolled in the fall semester increased 21.1% from Fall 2009 to Fall 2013; these students were more likely to enroll in developmental courses than other students.
 - The number of ACC students in Early College Start and Early College High School programs increased 54.8% from Fall 2009 to Fall 2013.

Developmental education enrollments decreased fall 2009 to fall 2013.

- From fall 2009 to fall 2013, the number of students enrolled in *Developmental Reading* decreased (by 26.6%), and in *Developmental Math* decreased (by 18.3%). The number of students enrolled in *Developmental Writing* increased 22.4%.
- On average, a greater proportion of Hispanic, Black, and Asian students were enrolled in Developmental courses compared to White students.
 - There was improvement for Hispanics: the percentage enrolled in *Developmental Math* decreased, from 25% in fall 2009 to 19% in fall 2013.

The transition to college-level coursework improved in Developmental Math but not in other areas.

- For full-time, First Time In College (FTIC) students, the Fall 2011 cohort rate for successfully completing college level coursework within one year was higher for Developmental Math students compared to the previous year's cohort (75% compared to 64%).
- The transition rate from successfully completed exit level Developmental courses, to enrollment in college level courses within one year, was considerably lower in both Math and Writing.
- For the Fall 2010 FTIC Cohort, the percentage of ACC students meeting their Math TSI obligation within two years was lower than the average for peer colleges (27% at ACC, 36% at peer colleges). The same pattern was observed for Reading (49% at ACC, 56% at peer colleges).

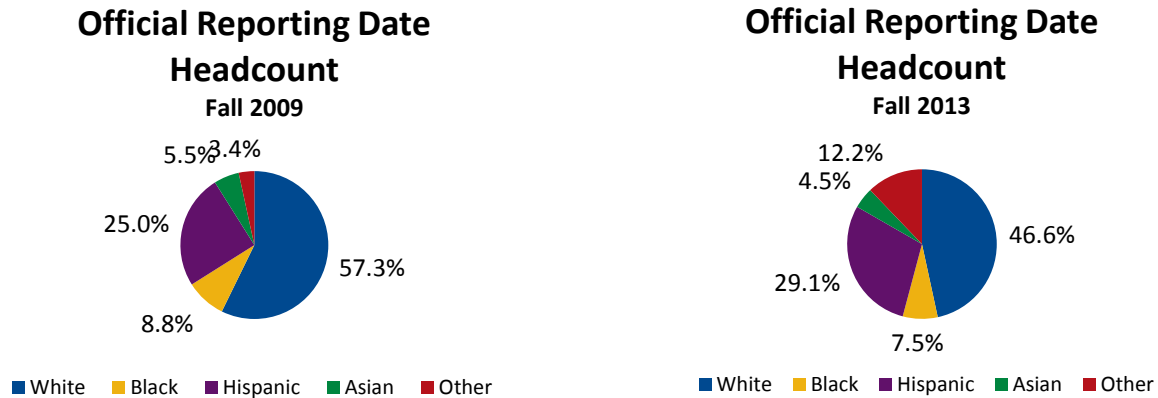
Almost three-fourths of grades were successful course completions in fall 2012 and fall 2013.

- The percentage of successful grades was lower for distance learning and developmental courses.
- Average attrition from Official Reporting Date (ORD) to the end of the term remained stable at 9% for fall 2011 and fall 2013.
 - Black students had the highest attrition rates overall in fall 2013 (13%).
- Over the past three years, the percentage of students retaining 67% or more of all credit hours for which they enrolled increased from 67% to 70%.

Completions increased and transfers decreased from fall 2007 to fall 2010.

- The number of students earning an associate degree or a certificate increased 40% from AY 2009 to AY 2013.
 - The number of Hispanic students earning an associate degree increased most among the ethnic groups (65%).
 - The percentage increase in certificate completions was greatest for Hispanic students (47%), and white students (45%).
- The largest numbers of ACC students transferred to Texas State University and The University of Texas at Austin, followed by the University of Texas - San Antonio (UTSA).
- For full-time, First Time In College (FTIC), degree and certificate seeking students, associate degree and certificate completion rates have increased, while university transfers have decreased during the past four years.
 - The combined completion and transfer rate declined from 42% for the fall 2007 cohort, to 38% for the fall 2010 cohort.

Official Reporting Date (ORD) Headcount by Ethnicity



Total student headcount increased by 1,379 students (3.4%) from Fall 2009 to Fall 2013. The proportion of Hispanic students increased (from 25.0% to 29.1%) during the five-year period. The proportions of Black students and Asian students decreased slightly during the same period (from 8.8% to 7.5% for Blacks; from 5.5% to 4.5% for Asians).

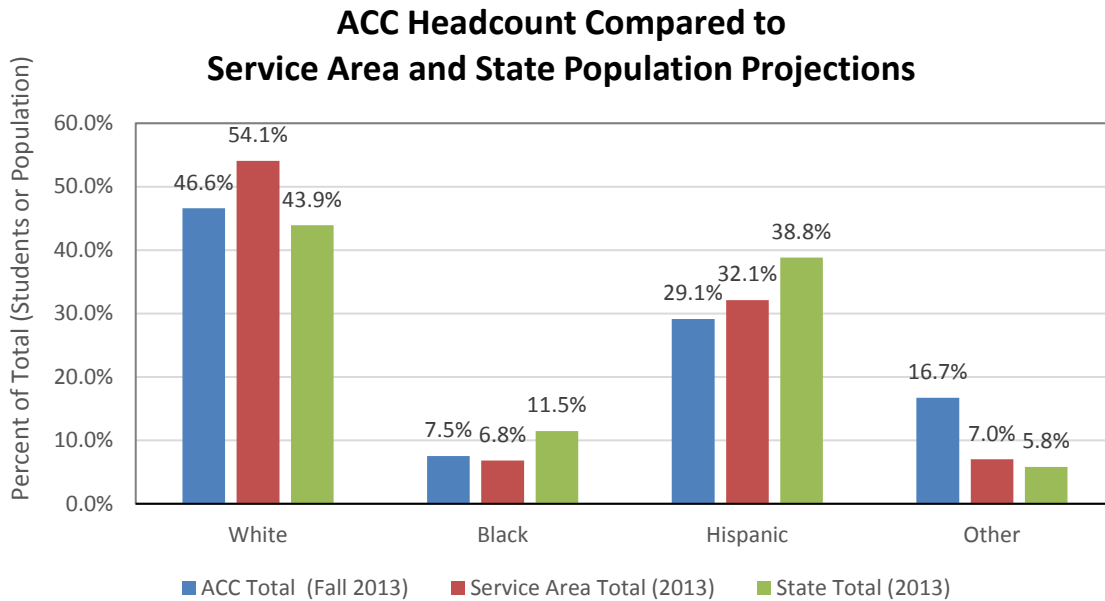
12th Class Day Headcount by Ethnicity: Five Year Comparison

| Ethnicity | Fall 2009 | | Fall 2013 | | F'09 to F'13 Change | |
|-----------|-----------|--------|-----------|--------|---------------------|--------|
| | N | % | N | % | N | % |
| White | 23,043 | 57.3% | 19,402 | 46.6% | -3,641 | -15.8% |
| Black | 3,543 | 8.8% | 3,141 | 7.5% | -402 | -11.3% |
| Hispanic | 10,065 | 25.0% | 12,131 | 29.1% | 2,066 | 20.5% |
| Asian | 2,222 | 5.5% | 1,889 | 4.5% | -333 | -15.0% |
| Other | 1,375 | 3.4% | 5,064 | 12.2% | 3,689 | 268.3% |
| Total | 40,248 | 100.0% | 41,627 | 100.0% | 1,379 | 3.4% |

Source: ACC OIEA Official Reporting Date (ORD) data

NOTE: In Fall 2010 there was a change in race/ ethnicity reporting format that resulted in an increase in the Other group.

Official Reporting Date (ORD) Headcount Compared to Population Projections



The percentage of Black students at ACC in Fall 2013 was slightly higher than the percentage of Blacks in the ACC service area projections. The percentage of Hispanic students at ACC was slightly lower than the percentage represented in the college service area.

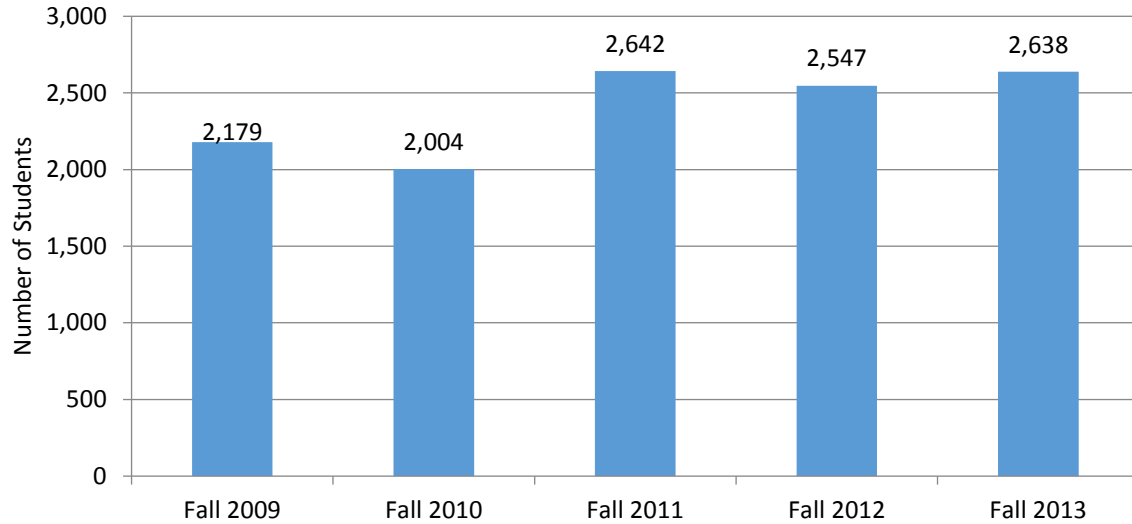
Official Reporting Date (ORD) Headcount by Ethnicity: Five Year Comparison

| Ethnicity | Fall 2013 - ORD Headcount | | 2013 Population Projections | | 2013 Population Projections | |
|-----------|---------------------------|--------|-----------------------------|--------|-----------------------------|--------|
| | ACC Total (Fall 2013) | | Service Area Total (2013) | | State Total (2013) | |
| White | 19,402 | 46.6% | 1,014,999 | 54.1% | 11,523,986 | 43.9% |
| Black | 3,141 | 7.5% | 127,623 | 6.8% | 3,011,710 | 11.5% |
| Hispanic | 12,131 | 29.1% | 603,318 | 32.1% | 10,191,382 | 38.8% |
| Other | 6,953 | 16.7% | 131,580 | 7.0% | 1,522,621 | 5.8% |
| Total | 41,627 | 100.0% | 1,877,520 | 100.0% | 26,249,699 | 100.0% |

Source: Texas State Data Center and Office of the State Demographer - Texas Population Estimates Program (online);

College Connection Program

Previous Year College Connection Students Enrolled at ACC



The number of College Connection students who enrolled the following fall semester increased 21.1% between Fall 2009 to Fall 2013.

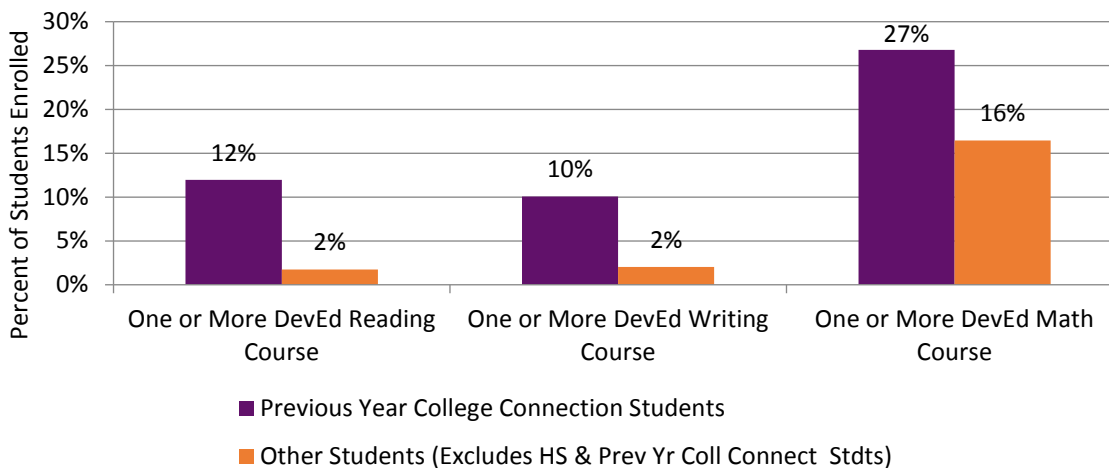
Previous Year College Connection Students Enrolled at ACC

| | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | 09-13 |
|--------------------|-----------|-----------|-----------|-----------|-----------|-------|
| Number of Students | 2,179 | 2,004 | 2,642 | 2,547 | 2,638 | 21.1% |

Source: ACC Fact Book Preview - ACC OIEA Official Reporting Date (ORD) data

College Connection Program

Students in DevEd Courses: Previous Year College Connection Compared to Other Students - Fall 2013



Students who participated in the College Connection program in high school during 2012-13 were more likely to enroll in developmental courses in Fall 2013, compared to other students.

| | Number | % of Total |
|---|--------------|------------|
| Total AY2012-13 College Connection Students Enrolled at ACC in Fall 2013 | 2,368 | |
| Number of Students in College-Level Coursework | 2,322 | 98% |
| Number of Students Taking One or More Developmental Reading Course ¹ | 283 | 12% |
| Number of Students Taking One or More Developmental Writing Course ¹ | 238 | 10% |
| Number of Students Taking One or More Developmental Math Course ¹ | 634 | 27% |
| Number of Students in Other College Support Courses ² | 277 | 12% |

Source: ACC OIEA Official Reporting Date (ORD) data

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

² Transition to College and Study Skills courses (EDUC-1300; HUDE-0111; POFT-1300; PSYC-1300).

Students Enrolled in One or More Developmental Courses by Area - Excluding Previous Year College

| | Number | % of Total |
|--|---------------|------------|
| Total Fall 2013 Students (excluding 2012-13 College Connection Participants and Current High School Students) | 26,250 | |
| Number of Students in College-Level Coursework | 25,189 | 96% |
| Number of Students Taking One or More Developmental Reading Course ¹ | 458 | 2% |
| Number of Students Taking One or More Developmental Writing Course ¹ | 538 | 2% |
| Number of Students Taking One or More Developmental Math Course ¹ | 4,317 | 16% |
| Number of Students in Other College Support Courses ² | 632 | 2% |

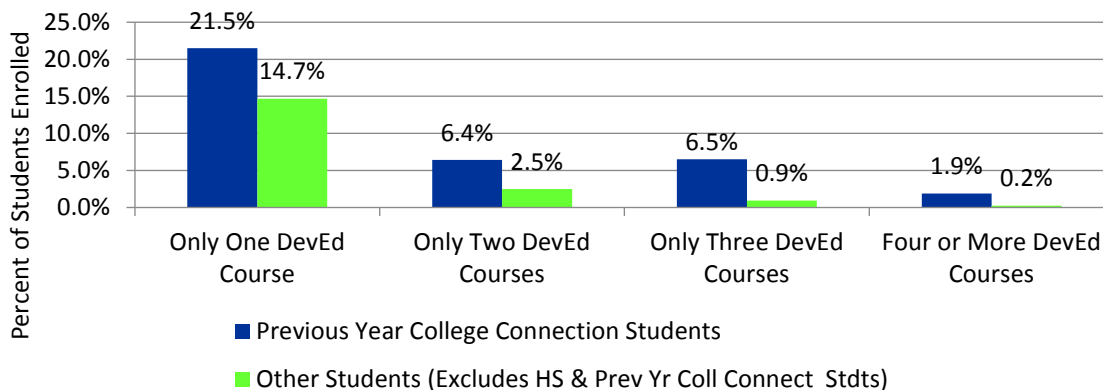
Source: ACC OIEA Official Reporting Date (ORD) data

¹ Students can be enrolled in more than one Developmental course but are only counted

² Transition to College and Study Skills courses (EDUC-1300; HUDE-0111; POFT-1300; PSYC-1300).

College Connection Program

Students in DevEd Courses: Previous Year College Connection Compared to Other Students - Fall 2013



In Fall 2013, a slightly larger proportion of previous year College Connection students were enrolled in at least one college-level course (98%), compared to other students (96%). On the other hand, previous year College Connection students were more likely to be taking one or more developmental courses than other students.

2012-13 College Connection Students Enrolled in One or More Developmental Courses

| Total AY 2012-13 College Connection Students Enrolled at ACC in Fall 2013 | Number | % of Total |
|---|--------|------------|
| | 2,368 | |
| Number of Students in College-Level Coursework | 2,322 | 98.1% |
| Number of Students Taking Only One Developmental Course | 509 | 21.5% |
| Number of Students Taking Only Two Developmental Courses | 152 | 6.4% |
| Number of Students Taking Only Three Developmental Courses | 154 | 6.5% |
| Number of Students Taking Four or More Developmental Courses | 45 | 1.9% |

Source: ACC OIEA Official Reporting Date (ORD) data

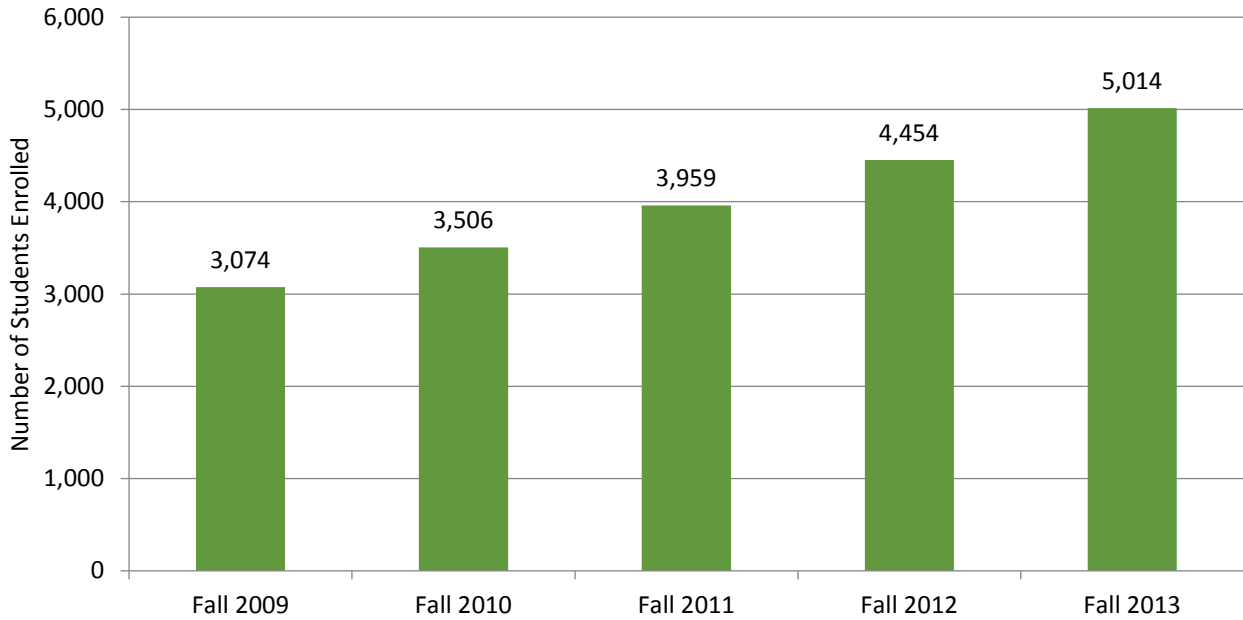
Students Enrolled in One or More Developmental Courses - Excluding Previous Year College

| Total Fall 2013 Students (excluding 2012-13 College Connection Participants and Current High School Students) | Number | % of Total |
|---|--------|------------|
| | 26,250 | |
| Number of Students in College-Level Coursework | 25,189 | 96.0% |
| Number of Students Taking Only One Developmental Course | 3,855 | 14.7% |
| Number of Students Taking Only Two Developmental Courses | 656 | 2.5% |
| Number of Students Taking Only Three Developmental Courses | 248 | 0.9% |
| Number of Students Taking Four or More Developmental Courses | 63 | 0.2% |

Source: ACC OIEA Official Reporting Date (ORD) data

Early College Start and Early College High School Programs (Dual Credit/ Concurrent High School Students)

Early College Start & Early College High School Students at ACC



The number of ACC students in Early College Start and Early College High School programs increased 63% from Fall 2009 to Fall 2013.

Students Enrolled in Early College Start or Early College High School

| | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | 09-13 % Chg |
|--------------------|-----------|-----------|-----------|-----------|-----------|----------------|
| Number of Students | 3,074 | 3,506 | 3,959 | 4,454 | 5,014 | 63.1% |

Source: ACC OIEA Official Reporting Date (ORD) data

GED Graduates Enrolling at ACC

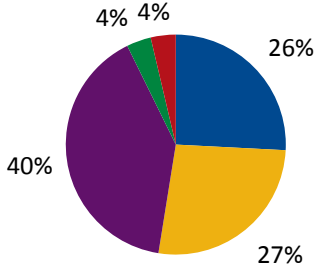
GED Graduates Enrolling at ACC the Following Year

| GED Graduates Cohort | GED Graduates | Enrolled at ACC the Following Year | |
|----------------------|---------------|------------------------------------|-------|
| | Total | N | % |
| FY2008 | 235 | 99 | 42.1% |
| FY2011 | 347 | 173 | 49.9% |

Source: ACC Adult Education Division

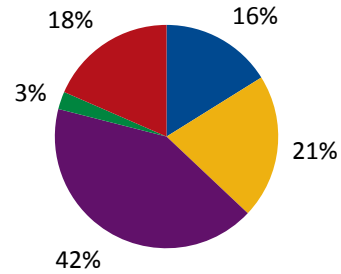
Developmental Reading Official Reporting Date (ORD) Enrollment

**Developmental Reading
by Ethnicity - Fall 2009**



■ White ■ Black ■ Hispanic ■ Asian ■ Other

**Developmental Reading
by Ethnicity - Fall 2013**



■ White ■ Black ■ Hispanic ■ Asian ■ Other

The number of students enrolled in Developmental Reading decreased 26.6% from Fall 2009 to Fall 2013. The percentage of Developmental Reading students who were Hispanic remained about the same from 2009 to 2013.

12th Class Day Developmental Reading Enrollment: Five Year Comparison

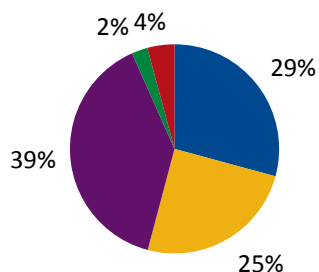
| Ethnicity | Developmental Reading | | | | | |
|--------------|-----------------------|---------------|------------|---------------|-------------------|---------------|
| | Fall 2009 | | Fall 2013 | | F09 to F13 Change | |
| | N | % | N | % | N | % |
| White | 316 | 25.8% | 145 | 16.1% | -171 | -54.1% |
| Black | 327 | 26.7% | 188 | 20.9% | -139 | -42.5% |
| Hispanic | 492 | 40.2% | 377 | 41.9% | -115 | -23.4% |
| Asian | 44 | 3.6% | 23 | 2.6% | -21 | -47.7% |
| Other | 45 | 3.7% | 166 | 18.5% | 121 | 268.9% |
| Total | 1,224 | 100.0% | 899 | 100.0% | -325 | -26.6% |

Source: ACC Fact Book Preview - ACC OIEA Official Reporting Date (ORD) data

NOTE: In Fall 2010 there was a change in race/ ethnicity reporting format that resulted in an increase in the Other group.

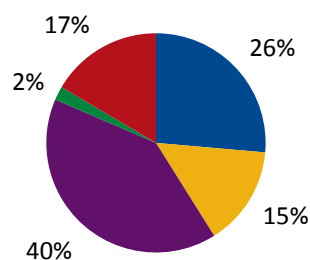
Developmental Writing Official Reporting Date (ORD) Enrollment

**Developmental Writing
by Ethnicity - Fall 2009**



■ White ■ Black ■ Hispanic ■ Asian ■ Other

**Developmental Writing
by Ethnicity - Fall 2012**



■ White ■ Black ■ Hispanic ■ Asian ■ Other

The number of students enrolled in Developmental Writing increased 22.4% from Fall 2009 to Fall 2013. The percentage of Developmental Writing students who were Hispanic remained about the same from 2009 to 2013.

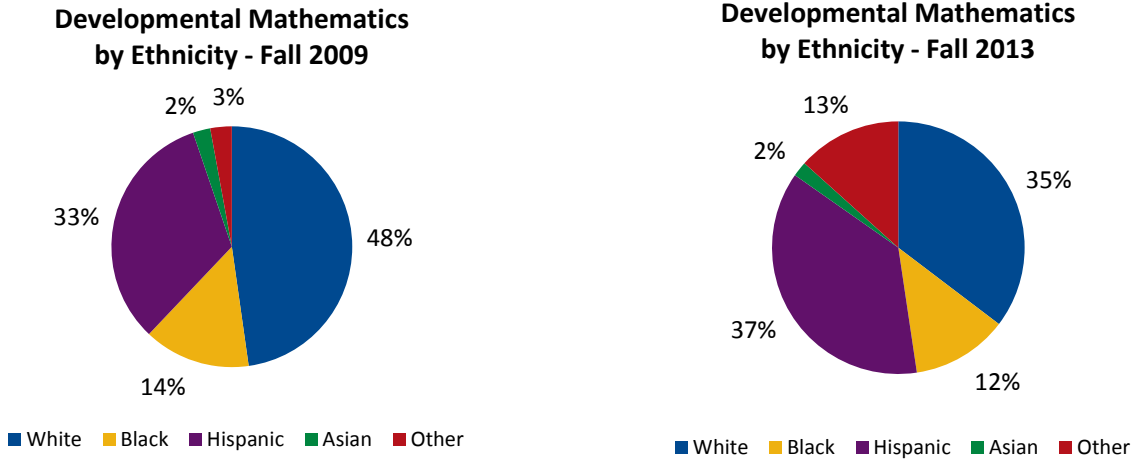
12th Class Day Developmental Writing Enrollment: Five Year Comparison

| Ethnicity | Developmental Writing | | | | | |
|--------------|-----------------------|---------------|------------|---------------|-------------------|--------------|
| | Fall 2009 | | Fall 2013 | | F09 to F13 Change | |
| | N | % | N | % | N | % |
| White | 237 | 29.2% | 262 | 26.4% | 25 | 10.5% |
| Black | 202 | 24.9% | 146 | 14.7% | -56 | -27.7% |
| Hispanic | 318 | 39.2% | 401 | 40.4% | 83 | 26.1% |
| Asian | 20 | 2.5% | 20 | 2.0% | 0 | 0.0% |
| Other | 34 | 4.2% | 164 | 16.5% | 130 | 382.4% |
| Total | 811 | 100.0% | 993 | 100.0% | 182 | 22.4% |

Source: ACC Fact Book Preview - ACC OIEA Official Reporting Date (ORD) data

NOTE: In Fall 2010 there was a change in race/ ethnicity reporting format that resulted in an increase in the Other group.

Developmental Math Official Reporting Date (ORD) Enrollment



The number of students enrolled in Developmental Math decreased 18.3% from Fall 2009 to Fall 2013. The percentage of Developmental Math students who were Hispanic increased somewhat from 32.7% in 2009 to 37.1% in 2013.

12th Class Day Developmental Mathematics Enrollment: Five Year Comparison

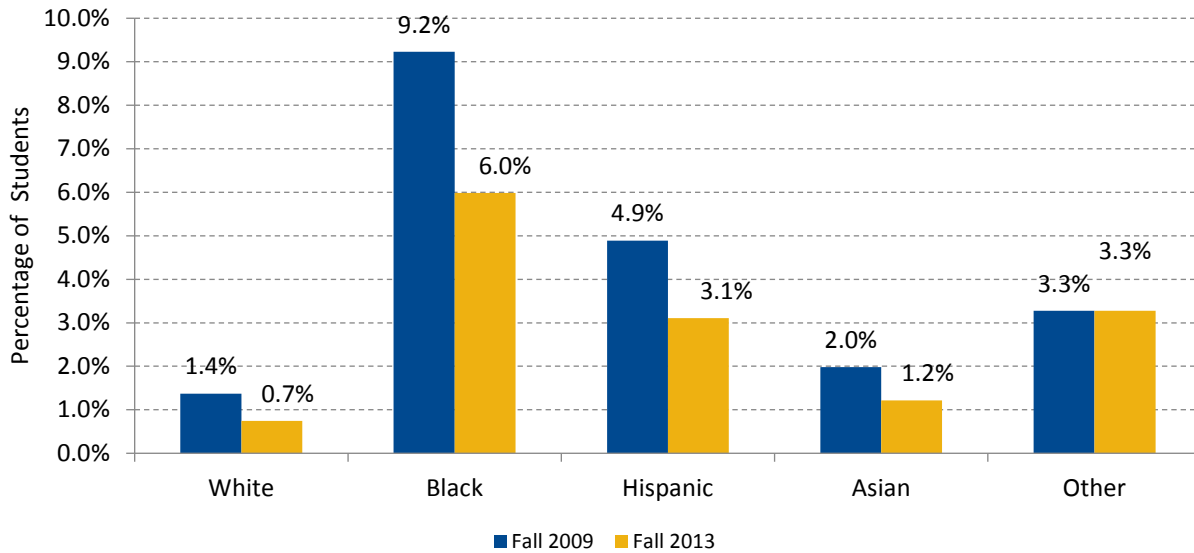
| | Developmental Mathematics | | | | | |
|------------------|---------------------------|---------------|--------------|---------------|-------------------|---------------|
| | Fall 2009 | | Fall 2013 | | F09 to F13 Change | |
| Ethnicity | <i>N</i> | % | <i>N</i> | % | <i>N</i> | % |
| White | 3,713 | 47.8% | 2,243 | 35.3% | -1,470 | -39.6% |
| Black | 1,113 | 14.3% | 782 | 12.3% | -331 | -29.7% |
| Hispanic | 2,542 | 32.7% | 2,354 | 37.1% | -188 | -7.4% |
| Asian | 182 | 2.3% | 122 | 1.9% | -60 | -33.0% |
| Other | 224 | 2.9% | 847 | 13.3% | 623 | 278.1% |
| Total | 7,774 | 100.0% | 6,348 | 100.0% | -1,426 | -18.3% |

Source: ACC Fact Book Preview - ACC OIEA Official Reporting Date (ORD) data

NOTE: In Fall 2010 there was a change in race/ ethnicity reporting format

Developmental Reading

Percentage of Total Ethnic Group Enrolled in Developmental Reading



Developmental Reading students represented 3% of all enrolled students in Fall 2009, compared to 2% in 2013. The percentage of Hispanic students who were enrolled in Developmental Reading also decreased, from 4.9% in fall 2009 to 3.1% in fall 2013.

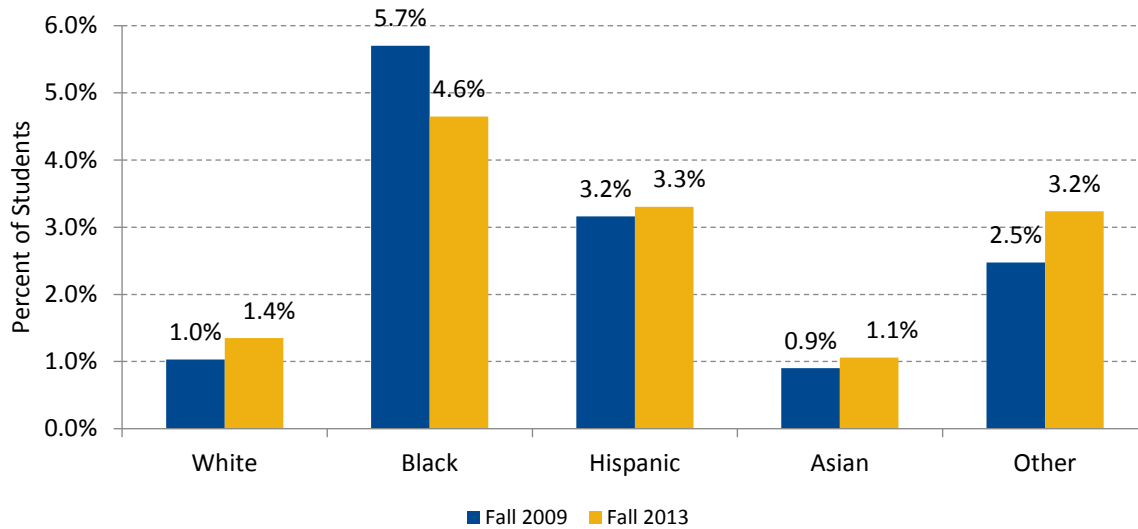
Students Enrolled in Developmental Reading: Percentage of Total Ethnic Group

| Ethnicity | All Students | | DevEd Reading Students | | All Students | | DevEd Reading Students | | DevEd Reading Stdts |
|--------------|---------------|-------------|------------------------|-------------|---------------|-------------|------------------------|-------------|--------------------------------|
| | Fall 2009 | | Fall 2009 | | Fall 2013 | | Fall 2013 | | Percentage Point Diff. '09-'13 |
| | N | % | N | % | N | % | N | % | % |
| White | 23,043 | 1.4% | 316 | 1.4% | 19,402 | 0.7% | 145 | 0.7% | -0.6% |
| Black | 3,543 | 9.2% | 327 | 9.2% | 3,141 | 6.0% | 188 | 6.0% | -3.2% |
| Hispanic | 10,065 | 4.9% | 492 | 4.9% | 12,131 | 3.1% | 377 | 3.1% | -1.8% |
| Asian | 2,222 | 2.0% | 44 | 2.0% | 1,889 | 1.2% | 23 | 1.2% | -0.8% |
| Other | 1,375 | 3.3% | 45 | 3.3% | 5,064 | 3.3% | 166 | 3.3% | 0.0% |
| Total | 40,248 | 3.0% | 1,224 | 3.0% | 41,627 | 2.2% | 899 | 2.2% | -0.9% |

Source: ACC Fact Book Preview - ACC OIEA Official Reporting Date (ORD) data

Developmental Writing

Percentage of Total Students Enrolled in Developmental Writing by Ethnicity



Developmental Writing students represented about the same percentage of all enrolled students in Fall 2013, compared to 2009 (about 2%).

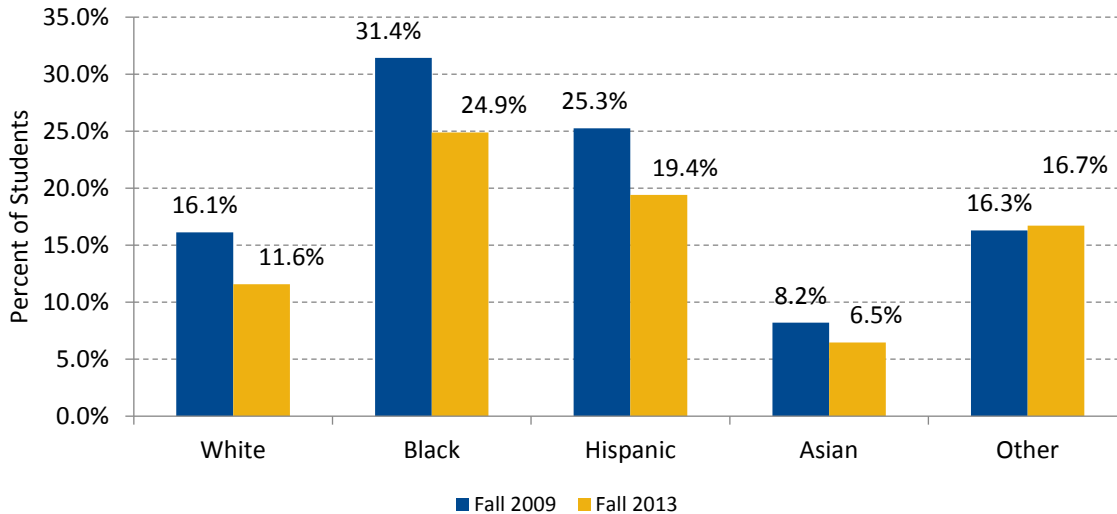
Students Enrolled in Developmental Writing: Percentage of Total Ethnic Group

| Ethnicity | All Students | | DevEd Writing Stdts | | All Students | | DevEd Writing Stdts | | DevEd Writing Stdts |
|--------------|---------------|-------------|---------------------|-------------|---------------|-------------|---------------------|-------------|--------------------------------|
| | Fall 2009 | | Fall 2009 | | Fall 2013 | | Fall 2013 | | Percentage Point Diff. '09-'13 |
| | N | % | N | % | N | % | N | % | % |
| White | 23,043 | 1.0% | 237 | 1.0% | 19,402 | 1.4% | 262 | 1.4% | 0.3% |
| Black | 3,543 | 5.7% | 202 | 5.7% | 3,141 | 4.6% | 146 | 4.6% | -1.1% |
| Hispanic | 10,065 | 3.2% | 318 | 3.2% | 12,131 | 3.3% | 401 | 3.3% | 0.1% |
| Asian | 2,222 | 0.9% | 20 | 0.9% | 1,889 | 1.1% | 20 | 1.1% | 0.2% |
| Other | 1,375 | 2.5% | 34 | 2.5% | 5,064 | 3.2% | 164 | 3.2% | 0.8% |
| Total | 40,248 | 2.0% | 811 | 2.0% | 41,627 | 2.4% | 993 | 2.4% | 0.4% |

Source: ACC Fact Book Preview - ACC OIEA Official Reporting Date (ORD) data

Developmental Mathematics

Percentage of Total Students Enrolled in Developmental Mathematics by Ethnicity



Developmental math students represented 19% of all students in fall 2009 compared to 15% of all students in 2013. The percentage of all Hispanic students who were enrolled in Developmental Math also decreased, from 25% in fall 2009 to 19% in fall 2013.

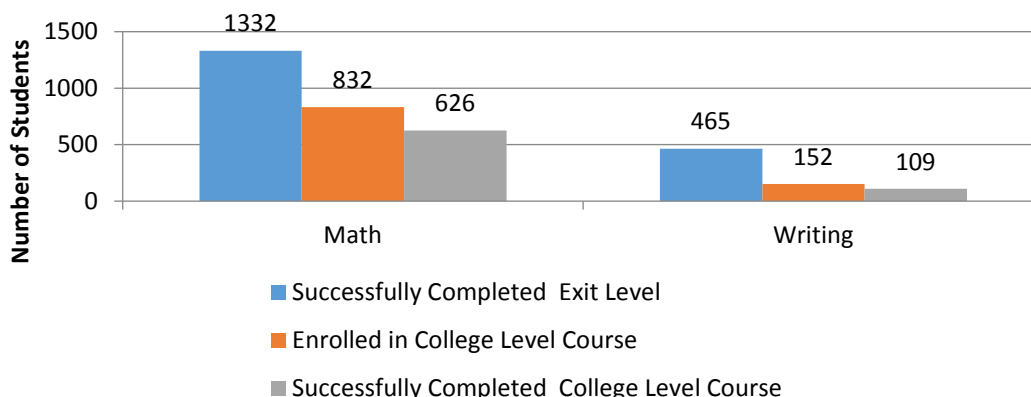
Students Enrolled in Developmental Math: Percentage of Total Ethnic Group

| Ethnicity | All Students | | DevEd Math Stdts | | All Students | | DevEd Math Stdts | | DevEd Math Stdts |
|--------------|---------------|--------------|------------------|--------------|---------------|--------------|------------------|--------------|--------------------------------|
| | Fall 2009 | | Fall 2009 | | Fall 2013 | | Fall 2013 | | Percentage Point Diff. '09-'13 |
| | N | % | N | % | N | % | N | % | % |
| White | 23,043 | 16.1% | 3,713 | 16.1% | 19,402 | 11.6% | 2,243 | 11.6% | -4.6% |
| Black | 3,543 | 31.4% | 1,113 | 31.4% | 3,141 | 24.9% | 782 | 24.9% | -6.5% |
| Hispanic | 10,065 | 25.3% | 2,542 | 25.3% | 12,131 | 19.4% | 2,354 | 19.4% | -5.9% |
| Asian | 2,222 | 8.2% | 182 | 8.2% | 1,889 | 6.5% | 122 | 6.5% | -1.7% |
| Other | 1,375 | 16.3% | 224 | 16.3% | 5,064 | 16.7% | 847 | 16.7% | 0.4% |
| Total | 40,248 | 19.3% | 7,774 | 19.3% | 41,627 | 15.2% | 6,348 | 15.2% | -4.1% |

Source: ACC Fact Book Preview - ACC OIEA Official Reporting Date (ORD) data

Developmental Education Successful Transition to College Level Courses

Dev Ed Successful Transition to College Level Courses: Fall 2011 Student Cohort and Progress by Fall 2012



For math, students in the Fall 2011 cohort experienced a lower transition rate (62.5%) than students in the Fall 2010 cohort (74.3%). However, the success rate for the Fall 2011 cohort (75.2%) was higher than for the Fall 2010 cohort (63.5%).

For writing, students in the Fall 2011 cohort experienced a lower transition rate (32.7%) compared to students in the Fall 2010 cohort (49.5%). The success rates for the 2011 cohort was slightly higher (71.7%) than for the 2010 cohort (70.8%).

Students Successfully Completing Exit Level Dev Ed Course by Fall 2012 - Fall 2011 FTIC Full-Time Cohort

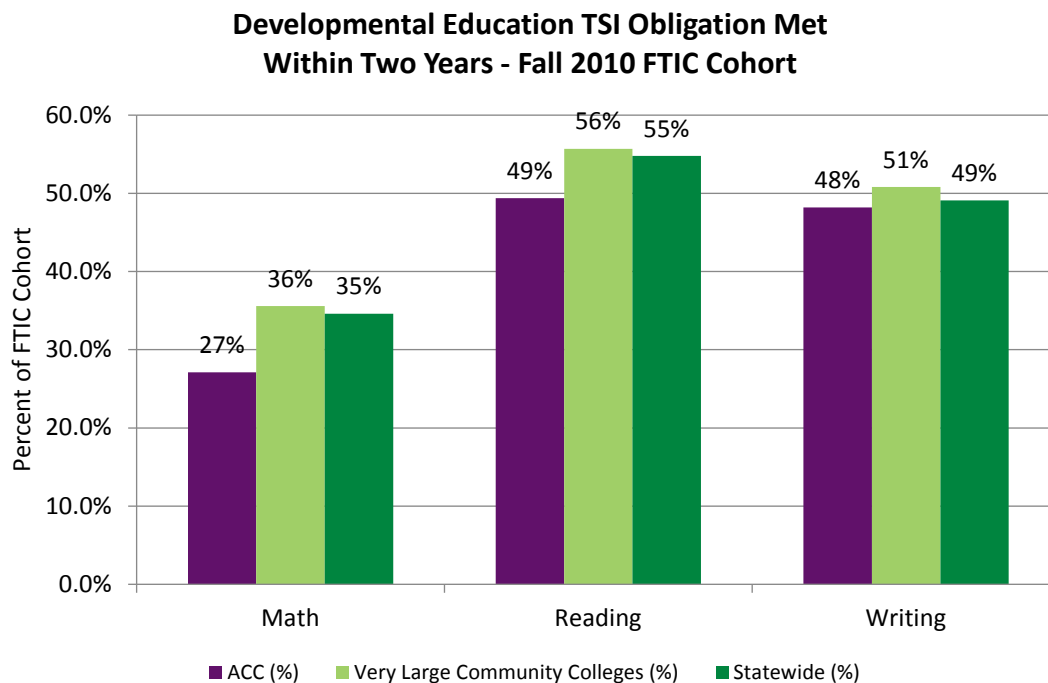
| Fall 2011 Cohort - Skill Area | Successfully Completed Exit Level | Enrolled in College Level Course | Transition Rate | Successfully Completed College Level Course | Success Rate |
|-------------------------------|-----------------------------------|----------------------------------|-----------------|---|--------------|
| Math | 1332 | 832 | 62.5% | 626 | 75.2% |
| Writing | 465 | 152 | 32.7% | 109 | 71.7% |

| Fall 2010 Cohort - Skill Area | Success-fully Completed Exit Level | Enrolled in College Level Course | Transition Rate | Success-fully Completed College Level Course | Success Rate |
|-------------------------------|------------------------------------|----------------------------------|-----------------|--|--------------|
| Math | 1044 | 776 | 74.3% | 493 | 63.5% |
| Writing | 194 | 96 | 49.5% | 68 | 70.8% |

Source: The National Community College Benchmark Project (NCCBP)

Note: Reading is not tracked by NCCBP for this measure. The first time in college (FTIC) cohort

Developmental Education TSI (Texas Success Initiative) Obligation Met within 2 Years: Degree and Certificate Seeking, First Time in College (FTIC) Students



For the Fall 2010 FTIC Cohort, the percentage of ACC students meeting their Math TSI obligation within two years was lower than the average for peer colleges (27% at ACC, 36% at peer colleges). The same pattern was observed for Reading (49% at ACC, 56% at peer colleges). For Writing, the percentage of ACC students meeting their TSI obligation was slightly lower than the peer average (48% at ACC, 51% at peer colleges).

Underprepared Students Who Met TSI Obligations within 2 years (based on TSI

| Skill Area | ACC (Number of Students) | ACC (%) | Very Large Community Colleges (%) | Statewide (%) |
|------------|--------------------------|---------|-----------------------------------|---------------|
| Math | 2,435 | 27.1% | 35.6% | 34.6% |
| Reading | 1,054 | 49.4% | 55.7% | 54.8% |
| Writing | 961 | 48.2% | 50.8% | 49.1% |

Source: Texas Higher Education Data

NOTE: The first time in college (FTIC) cohort includes degree and certificate

Grade Distribution Comparisons: All Courses, Distance Learning and Non-Distance Learning Courses, Developmental Courses, and College-Level Courses

Grade Distribution for ACC Courses

| Grade | All Courses College Wide | | | |
|--------------|--------------------------|---------------|----------------|---------------|
| | Fall 2012 | | Fall 2013 | |
| | N | % | N | % |
| A | 33,355 | 30.4% | 32,099 | 30.6% |
| B | 25,821 | 23.5% | 24,699 | 23.5% |
| C | 16,973 | 15.5% | 16,719 | 15.9% |
| S | 907 | 0.8% | 884 | 0.8% |
| D | 4,500 | 4.1% | 4,579 | 4.4% |
| F | 8,821 | 8.0% | 8,409 | 8.0% |
| IP | 1,111 | 1.0% | 982 | 0.9% |
| U | 9 | 0.0% | 24 | 0.0% |
| W | 18,206 | 16.6% | 16,593 | 15.8% |
| Total | 109,703 | 100.0% | 104,988 | 100.0% |

Grade Distributions for Non-Distance Learning and Distance Learning Courses

| Grade | Non-Distance Learning | | | | Distance Learning | | | |
|--------------|-----------------------|---------------|---------------|---------------|-------------------|---------------|---------------|---------------|
| | Fall 2012 | | Fall 2013 | | Fall 2012 | | Fall 2013 | |
| | N | % | N | % | N | % | N | % |
| A | 29,623 | 31.2% | 28,283 | 31.3% | 3,732 | 25.5% | 3,816 | 26.2% |
| B | 22,968 | 24.2% | 21,813 | 24.1% | 2,853 | 19.5% | 2,886 | 19.8% |
| C | 14,936 | 15.7% | 14,592 | 16.1% | 2,037 | 13.9% | 2,127 | 14.6% |
| S | 640 | 0.7% | 786 | 0.9% | 267 | 1.8% | 98 | 0.7% |
| D | 3,954 | 4.2% | 4,040 | 4.5% | 546 | 3.7% | 539 | 3.7% |
| F | 7,056 | 7.4% | 6,581 | 7.3% | 1,765 | 12.1% | 1,828 | 12.6% |
| IP | 1,028 | 1.1% | 893 | 1.0% | 83 | 0.6% | 89 | 0.6% |
| U | 9 | 0.0% | 20 | 0.0% | 0 | 0.0% | 4 | 0.0% |
| W | 14,852 | 15.6% | 13,426 | 14.8% | 3,354 | 22.9% | 3,167 | 21.8% |
| Total | 95,066 | 100.0% | 90,434 | 100.0% | 14,637 | 100.0% | 14,554 | 100.0% |

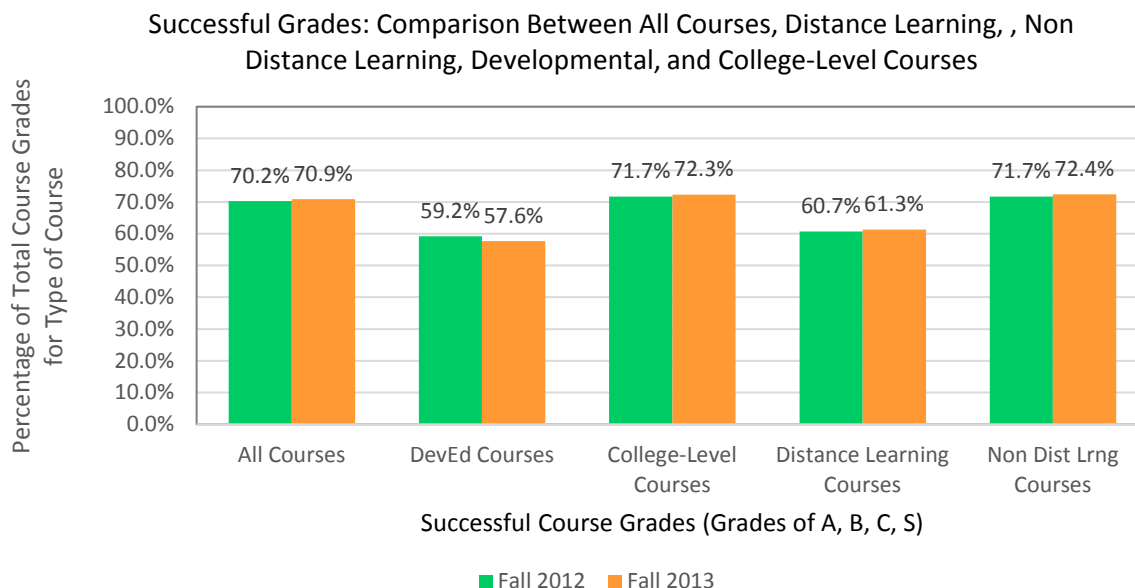
Grade Distributions for Developmental Education and College-Level Courses

| Grade | Developmental Education* | | | | College Level | | | |
|--------------|--------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | Fall 2012 | | Fall 2013 | | Fall 2012 | | Fall 2013 | |
| | N | % | N | % | N | % | N | % |
| A | 2,652 | 20.8% | 2,095 | 20.1% | 30,703 | 31.7% | 30,004 | 31.7% |
| B | 2,679 | 21.0% | 2,063 | 19.8% | 23,142 | 23.9% | 22,636 | 23.9% |
| C | 2,234 | 17.5% | 1,845 | 17.7% | 14,739 | 15.2% | 14,874 | 15.7% |
| S | 0 | 0.0% | 0 | 0.0% | 907 | 0.9% | 884 | 0.9% |
| D | 475 | 3.7% | 471 | 4.5% | 4,025 | 4.2% | 4,108 | 4.3% |
| F | 1,112 | 8.7% | 944 | 9.1% | 7,709 | 8.0% | 7,465 | 7.9% |
| IP | 1,100 | 8.6% | 976 | 9.4% | 11 | 0.0% | 6 | 0.0% |
| U | 4 | 0.0% | 0 | 0.0% | 5 | 0.0% | 24 | 0.0% |
| W | 2,522 | 19.7% | 2,020 | 19.4% | 15,684 | 16.2% | 14,573 | 15.4% |
| Total | 12,778 | 100.0% | 10,414 | 100.0% | 96,925 | 100.0% | 94,574 | 100.0% |

SOURCE: Data for these tables were obtained from ACC grade distribution data reported in OIEA - The Information Portal System (TIPS).

NOTE: Grades A, B, C, S, D, F, IP, U, and W are reported. Audits and missing grades are not included.

Successful Grades: All Courses, Distance Learning and Non-Distance Learning Courses, Developmental Courses, and College-Level Courses



In Fall 2013, 71% of all course grades were successful grades (grades of A, B, C, S). Comparing fall 2012 and fall 2013, the percentage of total grades representing successful completions increased slightly for all courses, college-level courses, distance learning courses, and non-distance learning (face-to-face) courses. The percentage of successful grades declined slightly for developmental courses. On average, there were fewer successful grades in the distance learning and developmental courses, compared to other types of courses.

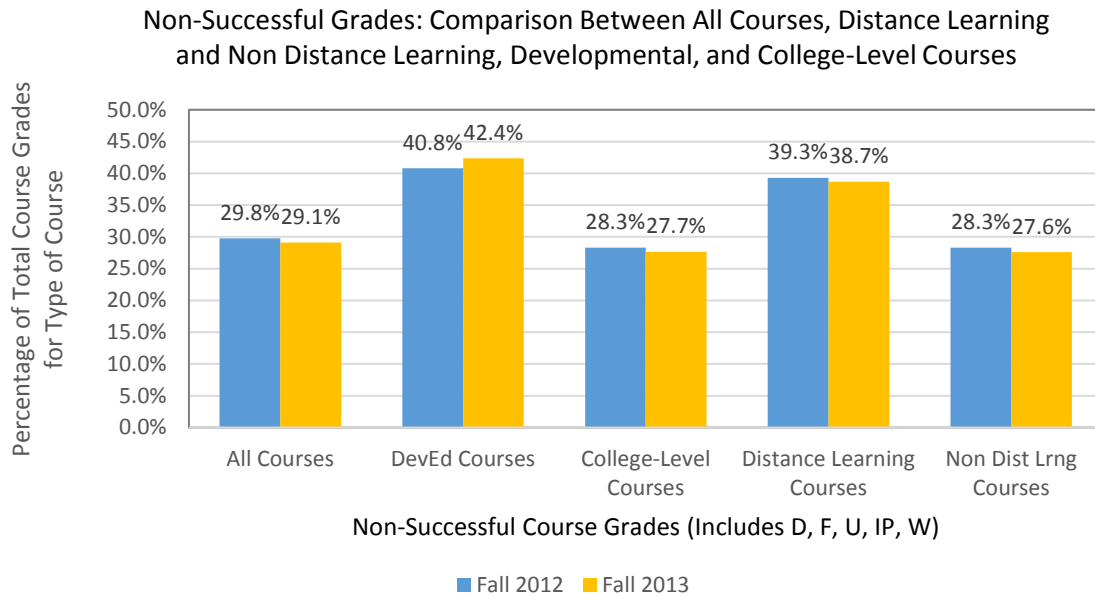
Successful Grades

| Course Type | Fall 2012 | | | Fall 2013 | | |
|---------------------------|--------------|------------|------------|-----------|------------|------------|
| | Total Grades | Successful | Successful | Total | Successful | Successful |
| All Courses | 109,703 | 77,056 | 70.2% | 104,988 | 74,401 | 70.9% |
| DevEd Courses | 12,778 | 7,565 | 59.2% | 10,414 | 6,003 | 57.6% |
| College-Level Courses | 96,925 | 69,491 | 71.7% | 94,574 | 68,398 | 72.3% |
| Distance Learning Courses | 14,637 | 8,889 | 60.7% | 14,554 | 8,927 | 61.3% |
| Non Dist Lrng Courses | 95,066 | 68,167 | 71.7% | 90,434 | 65,474 | 72.4% |

SOURCE: Data for these tables were obtained from ACC grade distribution data reported in OIEA - The

NOTE: Successful grades include A, B, C, and S grades.

Non-Successful Grades: All Courses, Distance Learning Courses, Developmental Courses, and College-Level Courses



In Fall 2013, 29% of all course grades were unsuccessful grades (grades of D, F, U, I, IP, and W). Comparing fall 2012 and fall 2013, the percentage of total grades representing unsuccessful completions increased slightly for developmental courses, and remained about the same for other types of courses. On average, there were more unsuccessful grades in developmental and distance learning courses compared to non-distance learning and college level courses.

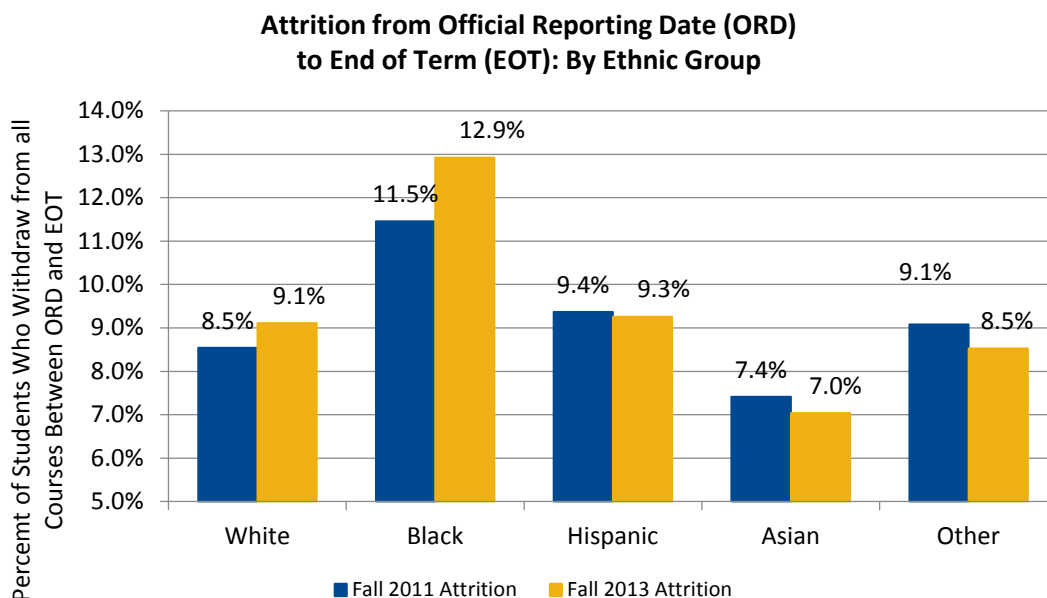
Non-Successful Grades

| Course Type | Fall 2012 | | | Fall 2013 | | |
|---------------------------|------------------|---------------------------|---------------------------|------------------|---------------------------|---------------------------|
| | Total Grades (N) | Non-Successful Grades (N) | Non-Successful Grades (%) | Total Grades (N) | Non-Successful Grades (N) | Non-Successful Grades (%) |
| All Courses | 109,703 | 32,647 | 29.8% | 104,988 | 30,587 | 29.1% |
| DevEd Courses | 12,778 | 5,213 | 40.8% | 10,414 | 4,411 | 42.4% |
| College-Level Courses | 96,925 | 27,434 | 28.3% | 94,574 | 26,176 | 27.7% |
| Distance Learning Courses | 14,637 | 5,748 | 39.3% | 14,554 | 5,627 | 38.7% |
| Non Dist Lrng Courses | 95,066 | 26,899 | 28.3% | 90,434 | 24,960 | 27.6% |

SOURCE: Data for these tables were obtained from ACC grade distribution data reported in OIEA -

NOTE: Non-successful grades include D, F, U, IP, and W (course withdrawal).

Comparison of Headcount by Ethnicity from Official Reporting Date (ORD) to End of Term (EOT)



Average attrition from Official Reporting Date (ORD) to the end of the semester was about 9% in fall 2012 and fall 2013. Attrition rates increased slightly for Black students and White students, and decreased slightly for Hispanic and Asian students. Black students had the highest attrition rates overall at about 13%.

Students Enrolled on Official Reporting Date (ORD) and at End of Term (EOT)

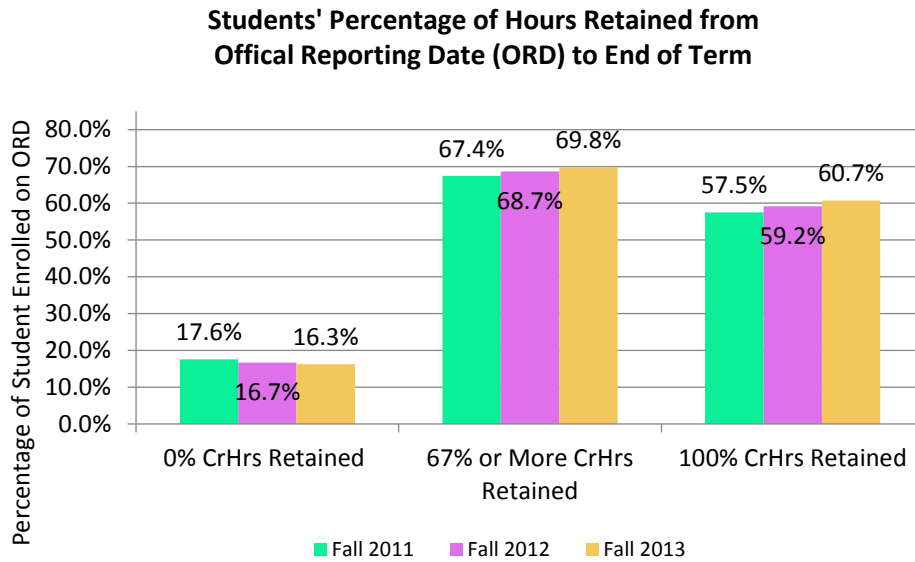
| Ethnicity | Fall 2011 | | | | | |
|--------------|-------------------------|---------------|---------------|---------------|---------------|--------------|
| | Official Reporting Date | | End of Term | | Change | |
| | N | % | N | % | N | % |
| White | 22,552 | 50.0% | 20,626 | 50.3% | -1,926 | -8.5% |
| Black | 3,675 | 8.1% | 3,254 | 7.9% | -421 | -11.5% |
| Hispanic | 12,327 | 27.3% | 11,172 | 27.2% | -1,155 | -9.4% |
| Asian | 2,118 | 4.7% | 1,961 | 4.8% | -157 | -7.4% |
| Other | 4,428 | 9.8% | 4,026 | 9.8% | -402 | -9.1% |
| Total | 45,100 | 100.0% | 41,039 | 100.0% | -4,061 | -9.0% |

| Ethnicity | Fall 2013 | | | | | |
|--------------|-------------------------|---------------|---------------|---------------|---------------|--------------|
| | Official Reporting Date | | End of Term | | Change | |
| | N | % | N | % | N | % |
| White | 19,402 | 46.6% | 17,635 | 46.7% | -1,767 | -9.1% |
| Black | 3,141 | 7.5% | 2,735 | 7.2% | -406 | -12.9% |
| Hispanic | 12,131 | 29.1% | 11,008 | 29.1% | -1,123 | -9.3% |
| Asian | 1,889 | 4.5% | 1,756 | 4.6% | -133 | -7.0% |
| Other | 5,064 | 12.2% | 4,632 | 12.3% | -432 | -8.5% |
| Total | 41,627 | 100.0% | 37,766 | 100.0% | -3,861 | -9.3% |

Source: ACC OIEA Official Reporting Date (ORD) Data, End of Term Data

NOTE: End of Term Attrition is the rate at which students who were enrolled on the Official Reporting

Student Credit Hours Retained at End of Semester



Over the past three years, the percentage of students retaining all credit hours for which they enrolled increased from 58% in Fall 2011 to 61% in Fall 2013. The percentage of students retaining 67% or more of their courses increased three percentage points, and the percentage

Percent of Student Credit Hours (SCH) Retained: Credit Hours Earned at End of Term Compared to Credit Hours in Which Enrolled on Official Reporting Date (ORD)

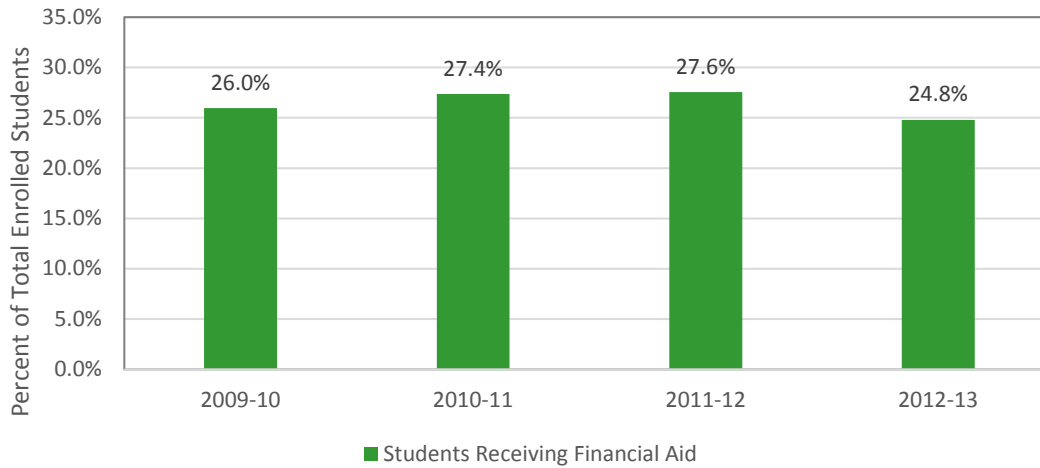
| Percent of Enrolled SCH Retained | Fall 2011 | | Fall 2012 | | Fall 2013 | |
|---|--------------|--------------|--------------|--------------|--------------|--------------|
| | Students (N) | Students (%) | Students (N) | Students (%) | Students (N) | Students (%) |
| 0% due to withdrawal | 4,061 | 9.0% | 4,185 | 9.7% | 3,861 | 9.3% |
| 0% due to combination of courses with W, F, U, I, IP, AU, or no grade | 3,862 | 8.6% | 3,035 | 7.0% | 2,916 | 7.0% |
| 0% | 7,923 | 17.6% | 7,220 | 16.7% | 6,777 | 16.3% |
| More than 0% | 37,177 | 82.4% | 36,095 | 83.3% | 34,850 | 83.7% |
| 25% or more | 36,705 | 81.4% | 35,723 | 82.5% | 34,537 | 83.0% |
| 50% or more | 34,488 | 76.5% | 33,649 | 77.7% | 32,656 | 78.4% |
| 67% or more | 30,408 | 67.4% | 29,738 | 68.7% | 29,053 | 69.8% |
| 75% or more | 28,234 | 62.6% | 27,779 | 64.1% | 27,245 | 65.5% |
| 100% | 25,944 | 57.5% | 25,632 | 59.2% | 25,276 | 60.7% |
| Total # of Students | 45,100 | 100.0% | 43,315 | 100.0% | 41,627 | 100.0% |

Source: ACC Official Reporting Date (ORD) data, End of Term/ Grade data

NOTE: Students retain the credit hours in which they are enrolled when they receive an A, B, C, D, or S in the course. Students who receive F, U, I, IP, W, AU, or no grade in a course receive no credit hours for that course.

Student Financial Aid Information

ACC Students Receiving Financial Aid



The percentage of students receiving financial aid during an academic year varied between 25% and 28% over the past four years, averaging about 26%.

Financial Aid - Awards and Students

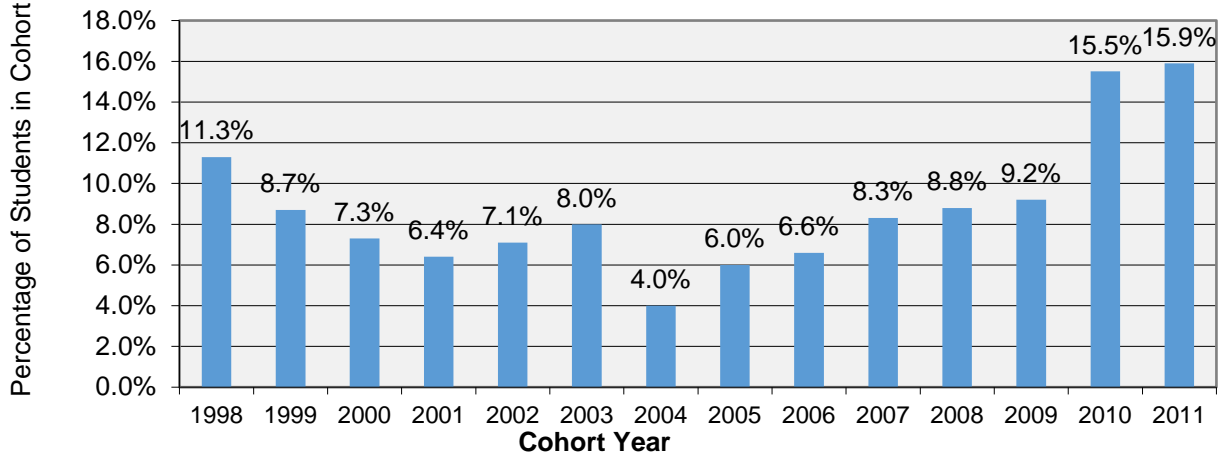
| Description | 2009-10 Total | 2010-11 Total | 2011-12 Total | 2012-13 Total |
|--|---------------|---------------|---------------|---------------|
| Pell Awards (\$) | \$39,070,289 | \$47,358,474 | \$44,192,004 | \$38,382,292 |
| Pell Students (N) | 13,794 | 16,530 | 16,294 | 13,772 |
| Total Awards (\$) | \$94,195,835 | \$103,496,575 | \$102,596,194 | \$75,231,765 |
| Total Financial Aid Students (N) | 18,260 | 20,299 | 20,164 | 17,015 |
| Total Enrolled Students - unduplicated headcount (N) | 70,354 | 74,212 | 73,184 | 68,672 |

Source: ACC Fact Book -Budget & Finance Section; ACC OIEA End-of-Term data

Student Financial Aid Loan Default Rates

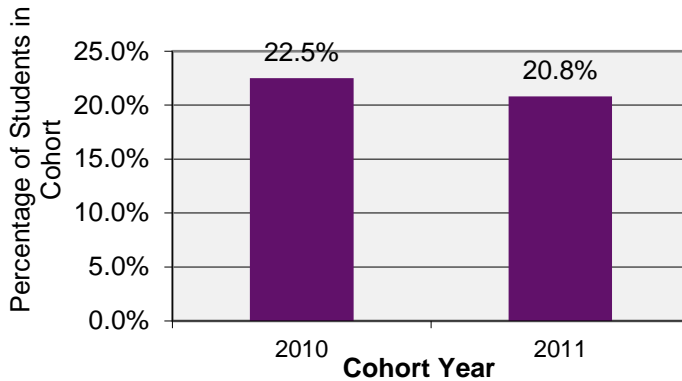
2-Year Loan Default Ratio by Cohort Year

(The last year for 2-year ratio reporting is 2011.)



NOTE: Most recent year is preliminary.
SOURCE: ACC Student Financial Aid Office.

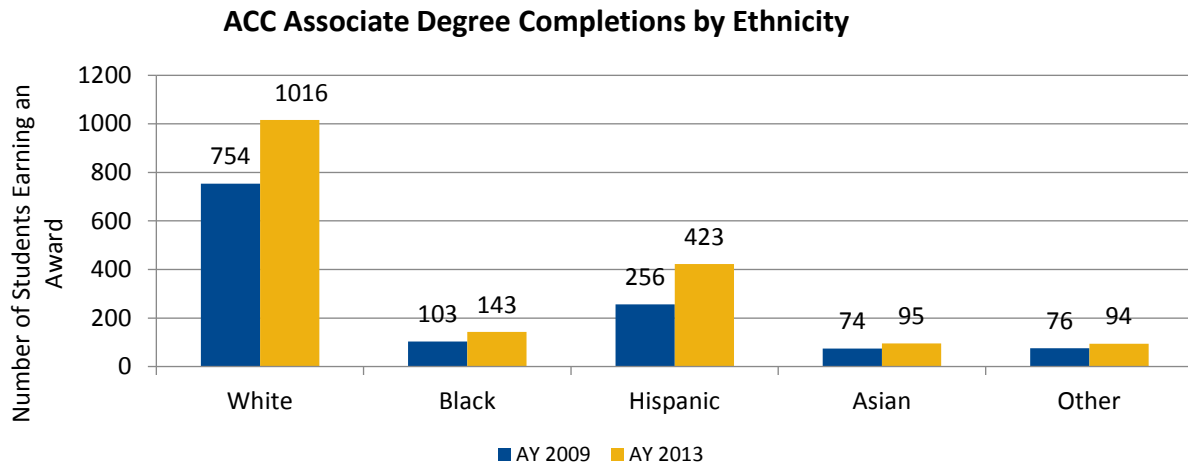
3-Year Loan Default Ratio by Cohort Year



NOTE: Most recent year data is preliminary.
SOURCE: ACC Student Financial Aid Office.

The federal government has moved from using a two-year default ratio to using a three-year default ratio to assess student repayment activity. Based on this new default metric, slightly fewer financial aid recipients appear to be defaulting on their student loans.

Associate Degree Completions



The number of students earning an associate degree increased 40% from AY 2009 to AY 2013. The number of Hispanic students earning an associate degree increased most among the ethnic groups (65%).

Associate Degree Completions by Ethnic Group

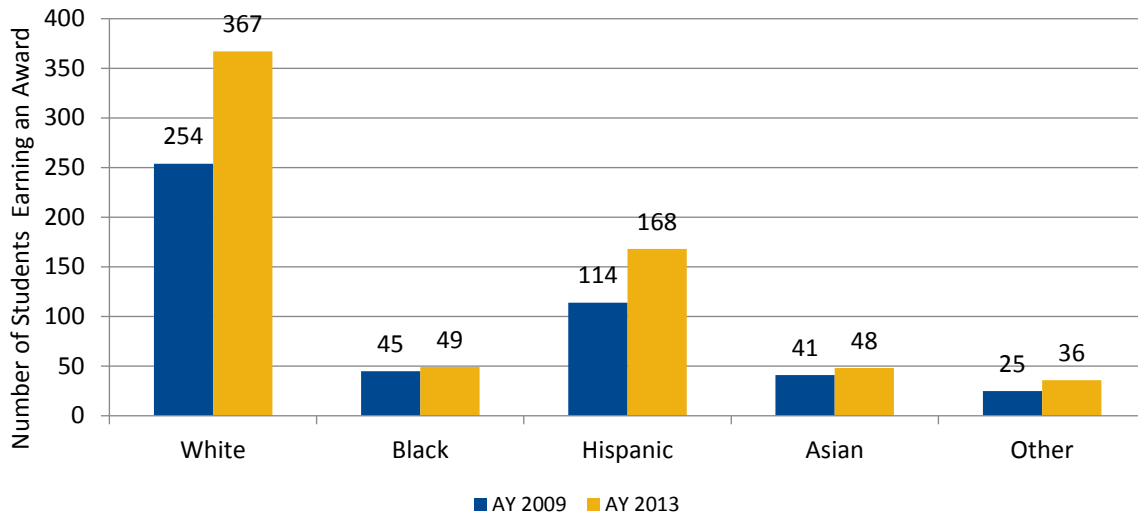
| Ethnicity | Associate Degrees | | | | |
|--------------|-------------------|---------------|--------------|---------------|--------------|
| | AY 2009 | % of Total | AY 2013 | % of Total | % Change |
| White | 754 | 59.7% | 1016 | 57.4% | 34.7% |
| Black | 103 | 8.2% | 143 | 8.1% | 38.8% |
| Hispanic | 256 | 20.3% | 423 | 23.9% | 65.2% |
| Asian | 74 | 5.9% | 95 | 5.4% | 28.4% |
| Other | 76 | 6.0% | 94 | 5.3% | 23.7% |
| Total | 1,263 | 100.0% | 1,771 | 100.0% | 40.2% |

Source: The Integrated Postsecondary Education Data System (IPEDS) Completions report

NOTE: Students are counted once for each level of degree or certificate received: less than 1-year certificate, at least one year but less than 4-year certificate, associate degree.

Certificate Completions

ACC Certificate Completions by Ethnicity



The number of students earning a certificate increased 40% from AY 2009 to AY2013. The percentage increase in certificate completions was greatest for Hispanic students (47%), and white students (45%).

Certificate Completions by Ethnic Group

| Ethnicity | Certificates | | | | |
|--------------|--------------|---------------|------------|---------------|--------------|
| | AY 2009 | % of Total | AY 2013 | % of Total | % Change |
| White | 254 | 53.0% | 367 | 54.9% | 44.5% |
| Black | 45 | 9.4% | 49 | 7.3% | 8.9% |
| Hispanic | 114 | 23.8% | 168 | 25.1% | 47.4% |
| Asian | 41 | 8.6% | 48 | 7.2% | 17.1% |
| Other | 25 | 5.2% | 36 | 5.4% | 44.0% |
| Total | 479 | 100.0% | 668 | 100.0% | 39.5% |

Source: Integrated Post-secondary Educational Data System (IPEDS) Completions report

NOTE: Students are counted once for each level of degree or certificate received: less than 1-year certificate, at least one year but less than 4-year certificate, associate degree.

Graduation and Transfer Rates for First-Time Full-Time Degree and Certificate Seeking Student Cohorts (IPEDS Report)

Graduation and Transfer Rates for First-Time, Full-Time, Degree and Certificate Seeking Students by Cohort

| Educational Outcome | Fall 2007 | | Fall 2008 | | Fall 2009 | | Fall 2010 | |
|--------------------------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|
| | N | % | N | % | N | % | N | % |
| Completers | 42 | 2.8% | 67 | 4.2% | 108 | 5.5% | 121 | 5.9% |
| Transfer-Out Students | 598 | 39.4% | 615 | 38.5% | 667 | 34.3% | 661 | 32.5% |
| Completers & Transfers | 640 | 42.2% | 682 | 42.7% | 775 | 39.8% | 782 | 38.4% |
| Total Students in Cohort | 1516 | 100.0% | 1598 | 100.0% | 1946 | 100.0% | 2034 | 100.0% |

Source: *Integrated Post-secondary Educational Data System (IPEDS)*

NOTES: Completers reported here are students who have completed their degree or certificate within 150% of the normal time it would take a full-time student. Transfer-out students are ACC students who have transferred to another higher education institution within the same time frame.

For full-time, First Time In College (FTIC), degree and certificate seeking students, the associate degree and certificate completion rates have increased, while university transfers have decreased during the past four years. Overall, the combined completion and transfer rate declined from 42% for the fall 2007 cohort, to 38% for the fall 2010 cohort.

ACC Students and Academic Performance at Top Texas Transfer Institutions (THECB Report)

Academic Performance of ACC Students at Texas Public Universities

| Institution | Fall 2010 | | | Fall 2011 | | | Fall 2012 | | | Change | |
|------------------------|-----------------|-----------|-----------|-----------------|-----------|-----------|-----------------|-----------|-----------|-----------------|-------------|
| | Total Transfers | ≥ 2.0 GPA | % Passing | Total Transfers | ≥ 2.0 GPA | % Passing | Total Transfers | ≥ 2.0 GPA | % Passing | Total Transfers | Pct Passing |
| Texas State University | 874 | 769 | 88.0% | 938 | 788 | 84.0% | 906 | 773 | 85.3% | 3.7% | -2.7% |
| UT - Austin | 224 | 195 | 87.1% | 312 | 295 | 94.6% | 283 | 263 | 92.9% | 26.3% | 5.9% |
| UT - San Antonio | 77 | 62 | 80.5% | 54 | 47 | 87.0% | 65 | 52 | 80.0% | -15.6% | -0.5% |
| U. of Houston | 38 | 28 | 73.7% | 39 | 31 | 79.5% | 52 | 40 | 76.9% | 36.8% | 3.2% |
| Texas Tech University | 50 | 40 | 80.0% | 63 | 53 | 84.1% | 50 | 42 | 84.0% | 0.0% | 4.0% |
| U. of North Texas | 42 | 31 | 73.8% | 57 | 47 | 82.5% | 41 | 32 | 78.0% | -2.4% | 4.2% |
| UT - Arlington | 34 | 28 | 82.4% | 36 | 33 | 91.7% | 40 | 38 | 95.0% | 17.6% | 12.6% |
| Texas A & M Univ. | 30 | 28 | 93.3% | 34 | 29 | 85.3% | 34 | 29 | 85.3% | 13.3% | -8.0% |
| Total Texas Transfers | 1548 | 1319 | 85.2% | 1723 | 1442 | 83.7% | 1674 | 1422 | 84.9% | 8.1% | -0.3% |

Source: *The Higher Education Coordinating Board (THECB) Report - Academic Performance of 2-Year College*

NOTE: ACC students reported here were first time transfer in the fall semester indicated, and tracked back 6 years to see if they earned at least 30 student credit hours prior to transfer.

The number of ACC students, who earned at least 30 credit hours prior to transfer, and transferred to a Texas public university varied across the last three years, averaging 1,648 students per year. During the past three years, the largest numbers of ACC students transferred to Texas State University and The University of Texas at Austin, followed by the University of Texas - San Antonio (UTSA). Transfers to the first two universities increased, while transfers to UTSA decreased from fall 2010 to fall 2012.

The percentage of ACC transfer students earning a successful GPA (2.0 or higher on a 4.0 scale), increased at The University of Texas at Austin and many other universities to which ACC students transferred. However, the percentage of ACC transfers who earned a successful GPA at Texas State University decreased slightly from 2010 to 2012.

Top Transfer Institutions for ACC Students

Four-Year Institutions in Fall Semester with the Largest Number of Previous Spring ACC Students (National Student Clearinghouse)

| Institution | ACC Spring 2012 Stdts Enrolled in Fall 2012 at 4yr Institutions | | ACC Spring 2013 Stdts Enrolled in Fall 2013 at 4yr Institutions | |
|--|---|----------|---|----------|
| | N | % | N | % |
| Texas State University - San Marcos | 1,783 | 33.9% | 1,694 | 33.0% |
| University of Texas at Austin | 1,121 | 21.3% | 1,052 | 20.5% |
| Texas A&M University | 180 | 3.4% | 235 | 4.6% |
| St Edwards University | 176 | 3.4% | 163 | 3.2% |
| University of Texas - San Antonio (UTSA) | 175 | 3.3% | 154 | 3.0% |
| Concordia University | 119 | 2.3% | 115 | 2.2% |
| University of North Texas | 114 | 2.2% | 100 | 1.9% |
| Texas Tech University, Lubbock | 98 | 1.9% | 70 | 1.4% |
| University of Texas - Arlington | 90 | 1.7% | 67 | 1.3% |
| Texas A&M University - Corpus Christi | 70 | 1.3% | 65 | 1.3% |
| Other 4-yr Institutions | 1,326 | 25.2% | 1,420 | 27.7% |
| ACC Spring Students at 4-year Institutions | 5,252 | 100.0% | 5,135 | 100.0% |
| Total ACC Spring Students | 44,425 | . | 40,954 | . |

Source: National Student Clearinghouse data

NOTES: ACC spring semester students attending a 4-year institution that is not a member of the National Student Clearinghouse are not reported here. Total ACC Spring Students includes students enrolled on the Official Reporting Date (ORD) for the previous spring semester. Some students enrolled in 4-year institutions in the fall semester also may be co-enrolled at ACC.

The four-year educational institutions that are the most popular transfer institutions for ACC students are: Texas State University (about one-third of ACC transfer students chose this institution) and The University of Texas at Austin (about one-fifth of ACC transfer students chose this institution). Also popular are Texas A&M, St Edwards, UTSA, Concordia, and the University of North Texas.

ACC Spring Semester Students at Selected Institutions during the Following Fall Semester (National Student Clearinghouse)

ACC Students Enrolled at Top 25 US Higher Education Institutions

| Institution | US News & World Report | Students from Spring 2013 Enrolled in Fall 2013 |
|---------------------------------------|------------------------|---|
| | Ranking | N |
| HARVARD UNIVERSITY | 2 | 1 |
| STANFORD UNIVERSITY | 5 | 2 |
| UNIVERSITY OF CHICAGO | 5 | 1 |
| MASSACHUSETTS INSTITUTE OF TECHNOLOGY | 7 | 1 |
| JOHNS HOPKINS UNIVERSITY - SAIS | 12 | 1 |
| WASHINGTON UNIVERSITY | 14 | 1 |
| CORNELL UNIVERSITY | 16 | 2 |
| VANDERBILT UNIVERSITY | 17 | 2 |
| RICE UNIVERSITY | 18 | 4 |
| EMORY UNIVERSITY | 20 | 1 |
| GEORGETOWN UNIVERSITY | 20 | 1 |
| UNIVERSITY OF CALIFORNIA - BERKELEY | 20 | 1 |
| CARNEGIE MELLON UNIVERSITY | 23 | 1 |
| UNIVERSITY OF CALIFORNIA-LOS ANGELES | 23 | 3 |
| UNIVERSITY OF SOUTHERN CALIFORNIA | 23 | 2 |
| UNIVERSITY OF VIRGINIA | 23 | 1 |
| WAKE FOREST UNIVERSITY | 23 | 1 |
| TUFTS UNIVERSITY | 28 | 2 |

Source: National Student Clearinghouse data

NOTES: List of top 25 universities was obtained from US News and World Report annual rankings of national universities. ACC spring semester students attending a 4-year institution that is not a member of the National Student Clearinghouse are not reported here. Some students enrolled in 4-year institutions in the fall semester also may be co-enrolled at ACC.

There were 28 ACC students from spring 2013 who were enrolled at the top 25 US higher education institutions in fall 2013, as documented in the National Student Clearinghouse database.