



Student Success Metrics – Graphs & Tables

2023-24

May 30, 2024

Office of Institutional Research & Analytics

Student Success Metrics 2023-24 Summary Table

CONNECT: MAP PATHWAYS TO END GOALS	AY2019	AY2020	AY2021	AY2022	AY2023	5yr chg.	5yr Trend
Annual Enrollment Summary (UG, CE, AE) - Headcount (unduplicated)	76,850	75,787	72,331	69,161	70,436	-8%	
Credit Enrollment - Annual Headcount	61,749	62,884	59,796	55,598	55,465	-10%	
Continuing Education Enrollment - Annual Headcount	12,356	9,925	10,022	10,666	11,785	-5%	
Adult Education Enrollment – Annual Headcount	4,744	4,649	3,764	4,379	4,834	2%	
Dual Credit Enrollments in Fall	6,329	6,268	5,202	5,170	5,427	-14%	
Early College High School Enrollments in Fall	1,856	2,249	1,932	2,057	2,221	20%	
ENTER: HELP STUDENTS CHOOSE AND ENTER PATHWAYS	AY2019	AY2020	AY2021	AY2022	AY2023	5yr chg.	5yr Trend
FTIC Course Completions – First College Level English within 1 year	55%	55%	56%	51%	53%	-3	
FTIC Course Completions – First College Level Math within 1 year	37%	39%	37%	36%	37%	0	
FTIC Earned 15 College-Level Credit Hours within 1 year	43%	44%	43%	40%	41%	-1	
FTIC Referred to DevEd Math & Met TSI in 1 Year	45%	44%	48%	43%	48%	3	
FTIC Referred to DevEd Writing & Met TSI in 1 Year	58%	50%	53%	60%	58%	0	
FTIC Referred to DevEd Reading & Met TSI in 1 Year	59%	58%	64%	63%	60%	0	
PROGRESS: HELP STUDENTS STAY ON A PATH	AY2019	AY2020	AY2021	AY2022	AY2023	5yr chg.	5yr Trend
Credit Students Persisted or Graduated - Fall to Fall	53%	53%	52%	53%	55%	2	
Course Completions – All Courses	76%	74%	73%	74%	76%	1	
Course Completions – Traditional (Face-to-Face)	78%	89%	81%	78%	80%	2	
Course Completions – Distance Education	68%	73%	70%	70%	72%	5	
Percent of Credit Students Enrolled in at Least One Distance Education Course	30%	99%	77%	62%	61%	30	
Percent of Eligible Credit Students Who Received Financial Aid	27%	28%	30%	31%	31%	4	
SUCCEED: ENSURE STUDENTS ARE LEARNING							
	AY2019	AY2020	AY2021	AY2022	AY2023	5yr chg.	5yr Trend
Awards Earned (excludes Field of Study)	11,033	11,318	11,967	12,297	11,837	7%	
Co-Enrollment with 4-Year Institutions	295	367	303	236	294	0%	
Full-Time FTIC 3-Year Graduation Rates (THECB)*	15%	19%	23%	23%	22%	7	
FTIC 3-Year Completion Rates (North Star Completion Rate)	33%	38%	39%	39%	46%	13	
Full-Time FTIC 3-Year Transfer Rates (OIRA)	41%	43%	40%	38%	39%	-1	
	AY2018	AY2019	AY2020	AY2021	AY2022	5yr chg.	5yr Trend
Licensure Exam Passing Rates	98%	99%	98%	97%	96%	-2	
Average Time (Years) to Associate Degree (THECB)	4.9	4.7	4.5	4.1	4.1	-16%	
Transfer Student Success - Completing a Bachelor's in 4 Years (THECB)	69%	72%	71%	73%	73%	4	

*These are ACC internal estimates, approximating the official THECB graduation rates.

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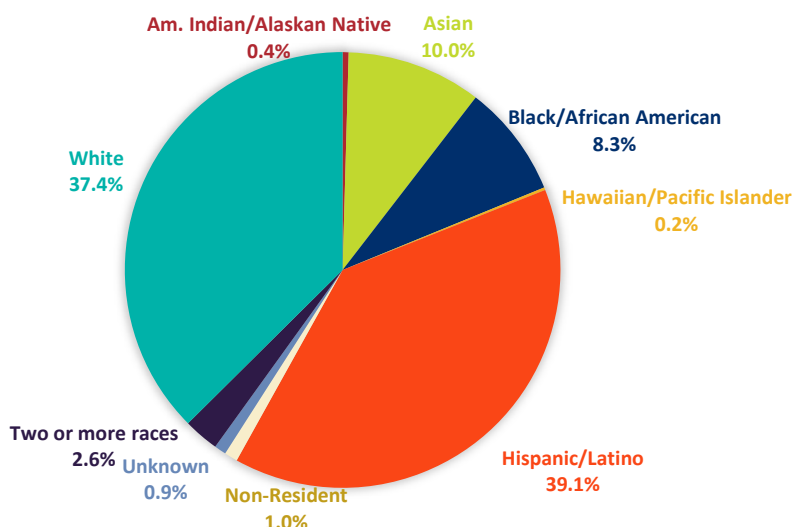
Notes:

1. The [Family Educational Rights and Privacy Act \(FERPA\)](#) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. In accordance with FERPA, researchers need to be extremely cautious about releasing data that could lead to the identification of individual students, particularly when related to financial or performance data. Per OIRA guidelines, small counts of 1-4 students and a complementary/next-least cell (as needed) have been masked to protect student privacy (denoted by “*”) in this report.
2. Throughout this report, we compare gaps in metrics between student race/ethnicity groups and students overall. The overall metric value is heavily influenced by the values of larger student groups. Keep in mind that an observation of a narrowing gap may reflect the growing population of a given student group (i.e., as a student group grows to represent a larger proportion of the student body, its rate will become closer to the overall rate).

CONNECT:
MAP PATHWAYS TO END GOALS

Annual Student Headcount (Unduplicated) - Credit, Continuing Education, & Adult Education

Annual Student Headcount (Unduplicated) AY2022-23



Annual Student Headcount (Unduplicated) - Credit, Continuing Education, and Adult Education, AY2019 - AY2023

Data Source: OIRA Snapshot Data on 09/30/2023

Annual Student Headcount (Unduplicated)	AY2018-19		AY2019-20		AY2020-21		AY2021-22		AY2022-23	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Race/Ethnicity										
Am. Indian/Alaskan Native	409	0.5%	350	0.5%	277	0.4%	294	0.4%	306	0.4%
Asian	5,776	7.5%	6,222	8.2%	5,948	8.2%	6,241	9.0%	7,061	10.0%
Black/African American	5,734	7.5%	5,753	7.6%	5,479	7.6%	5,688	8.2%	5,880	8.3%
Hawaiian/Pacific Islander	132	0.2%	131	0.2%	111	0.2%	118	0.2%	141	0.2%
Hispanic/Latino	28,140	36.6%	28,039	37.0%	26,900	37.2%	26,369	38.1%	27,517	39.1%
Non-Resident	731	1.0%	724	1.0%	559	0.8%	578	0.8%	691	1.0%
Unknown	853	1.1%	952	1.3%	1,575	2.2%	1,002	1.4%	635	0.9%
Two or more races	2,484	3.2%	2,540	3.4%	2,403	3.3%	2,081	3.0%	1,841	2.6%
White	32,591	42.4%	31,076	41.0%	29,079	40.2%	26,790	38.7%	26,364	37.4%
Adult Learner (Age 25 and over)/Non-Adult Learner (Less than age 25)										
Adult Learner	32,175	41.9%	29,641	39.1%	29,515	40.8%	28,403	41.1%	28,317	40.2%
Non-Adult Learner	44,636	58.1%	46,144	60.9%	42,816	59.2%	40,758	58.9%	42,115	59.8%
Age Data Missing	39	0.1%	2	0.0%	0	0.0%	0	0.0%	4	0.0%
Overall	76,850	100.0%	75,787	100.0%	72,331	100.0%	69,161	100.0%	70,436	100.0%

In AY2022-23, 70,436 students (unduplicated) attended ACC. Most enrolled in credit courses (55,465, 79%), with the rest in continuing education (10,539, 15%) and adult education courses (4,432, 6%).

The enrolled student population was 39.1% Hispanic/Latino, 37.4% White, 10% Asian, 8.3% Black/African American, 2.6% two or more races, 1% international (non-resident), 0.4% American Indian or Native Alaskan, 0.2% Hawaiian or Pacific Islander, and 0.9% unknown. The race/ethnicity distribution has remained stable over the past five years, except the percentage of Hispanic students and Asian students increased 2.4 and 2.5 percentage points respectively between AY 2018-19 and AY2022-23, while the White student percentage decreased 5 percentage points from AY2018-19 to AY2022-23.

Overall, student enrollment in undergraduate courses has decreased almost 10% over the past five years. Enrollment in continuing education is also lower (5%) in AY2022-23 compared to AY2018-19; however, it has been increasing over the past four years (since AY2019-20). Student enrollment in Adult Education increased 2% from AY2018-19 to AY2022-23.

For additional years of annual student headcount data, see the ACC Strategic Plan Dashboards:

<https://oira.austincc.edu/data-and-reports/tips-the-information-portal-system/interactive-data-dashboards/>.

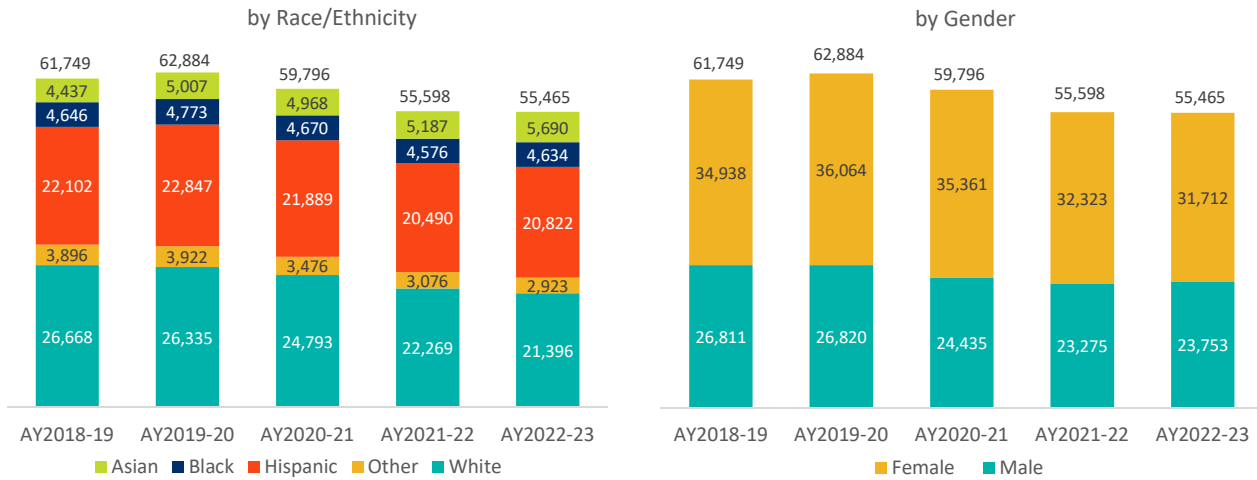
For more detailed information for Continuing Education or Adult Education, see the ACC Fact Book:

<https://oira.austincc.edu/data-and-reports/factbook/>.

Annual Student Headcount - Credit, Continuing Education, & Adult Education

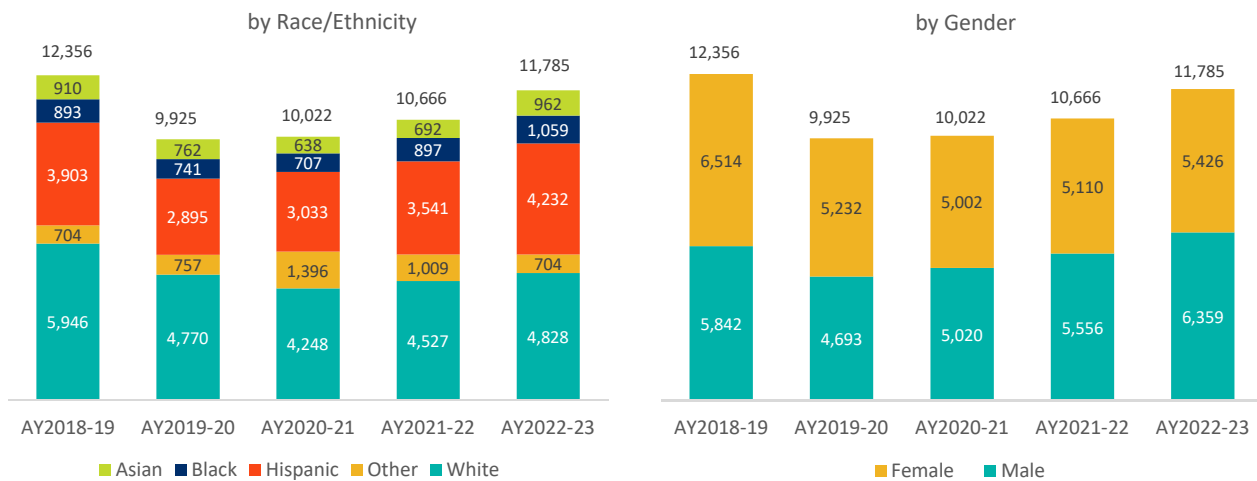
Unduplicated Headcount in Credit Courses

(Data Source: OIRA Snapshot Data on 09/30/2023)



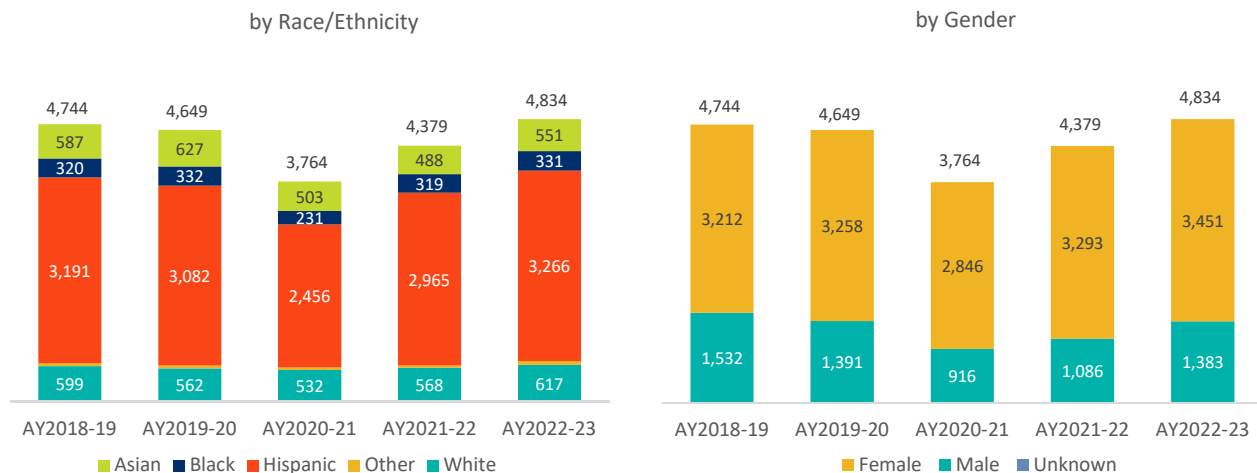
Unduplicated Headcount in Continuing Education

(Data Source: ACC Student Database)



Unduplicated Headcount in Adult Education

(Data Source: Office of Adult Education)



Fall Enrollment in Credit Courses (Unduplicated Headcount)

Fall Enrollment in Credit Courses (Unduplicated Headcount)

Data source: OIRA Official Reporting Date data

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		5-yr. chg.
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	
Race/Ethnicity											
Asian	2,353	6%	2,425	6%	2,353	7%	2,371	7%	2,519	7%	7%
Black/African American	3,148	8%	3,043	8%	2,873	8%	2,918	9%	3,006	8%	-5%
Hispanic/Latino	15,714	38%	15,318	38%	13,898	39%	13,936	40%	14,607	41%	-7%
Other	2,646	6%	2,449	6%	2,054	6%	1,852	5%	1,998	6%	-24%
White	17,195	42%	16,661	42%	14,431	41%	13,450	39%	13,470	38%	-22%
Gender											
Female	23,455	57%	23,778	60%	20,893	59%	19,750	57%	20,160	57%	-14%
Male	17,601	43%	16,118	40%	14,716	41%	14,777	43%	15,440	43%	-12%
Adult Learner (Age 25 and over)/ Non-Adult Learner (Less than age 25)											
Adult Learner	13,001	32%	13,005	33%	11,937	34%	11,036	32%	11,088	31%	-15%
Non-Adult Learner	28,055	68%	26,891	67%	23,672	67%	23,491	68%	24,512	69%	-13%
Enrollment Intensity											
Full-Time	8,939	22%	8,973	23%	7,722	22%	7,843	23%	8,698	24%	-3%
Part-Time	32,117	78%	30,923	78%	27,887	78%	26,684	77%	26,902	76%	-16%
Overall	41,056	100%	39,896	100%	35,609	100%	34,527	100%	35,600	100%	-13%

The overall student enrollment in credit courses had decreased from fall 2019 (41,056) to fall 2022 (34,527) and increased slightly in fall 2023 (35,600).

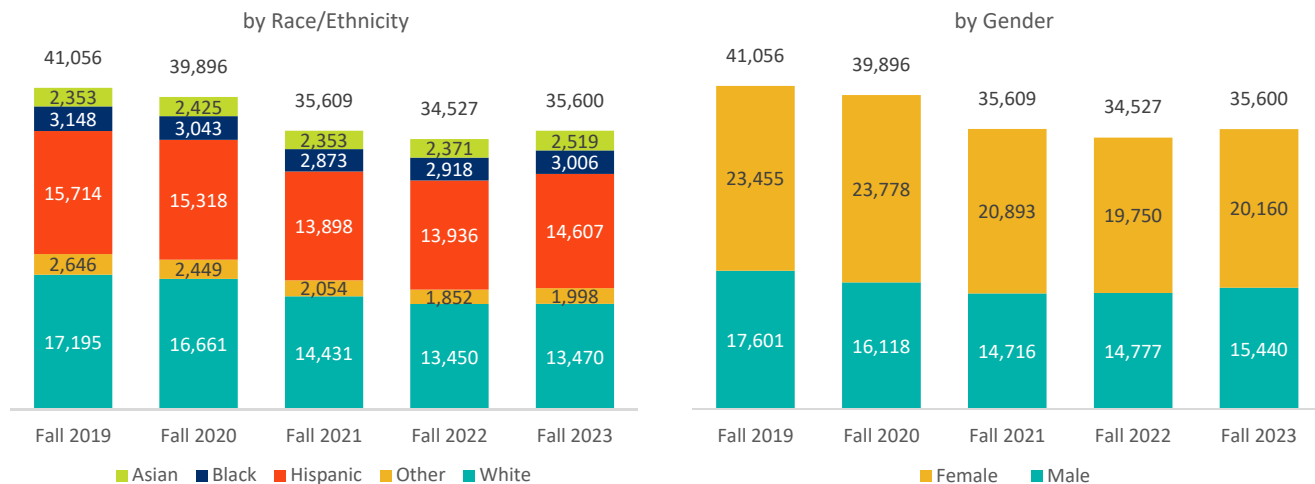
Key Takeaways by Student Characteristic Groups

The percentage of Hispanic/Latino students steadily increased from fall 2019 (38%) to fall 2023 (41%), while that of White students decreased gradually during the same period (42% to 38%).

The percentage of full-time students slightly increased from fall 2019 (22%) to fall 2023 (24%).

Fall Enrollment in Credit Courses (Unduplicated Headcount)

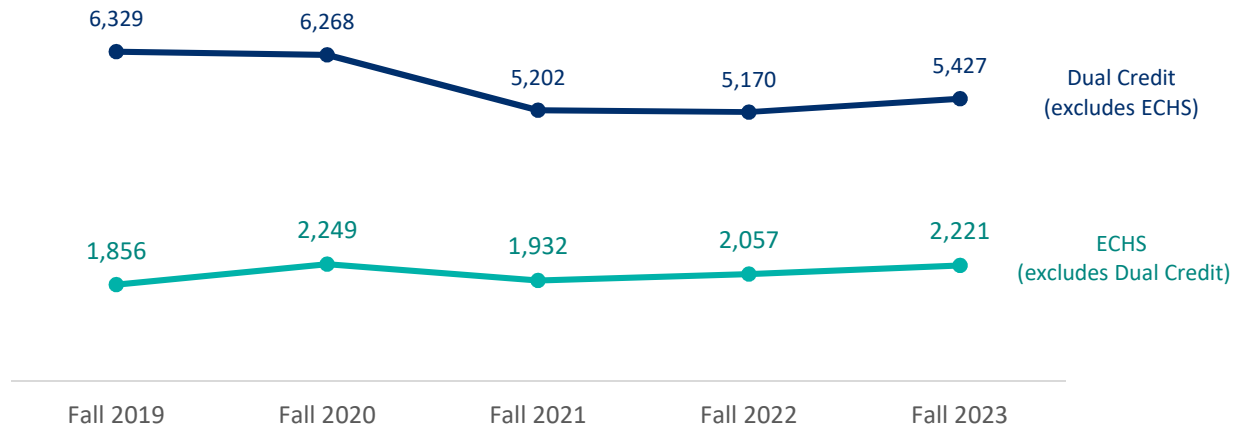
(Data Source: OIRA Official Reporting Date Data)



High School Programs - Fall Enrollment

Unduplicated Headcount in Credit Courses - ECHS and Dual Credit Students

(Data Source: OIRA Official Reporting Date Data)



ACC Total Fall Enrollment in Credit Courses: High School Students (Unduplicated Headcount)

Data Source: OIRA Official Reporting Date data

Group	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	1-yr. chg.	5-yr. chg.
Overall Credit Students	41,056	39,896	35,609	34,527	35,600	3%	-13%
High School Students	8,185	8,517	7,134	7,227	7,648	6%	-7%
ECHS Students	1,856	2,249	1,932	2,057	2,221	8%	20%
Dual Credit Students	6,329	6,268	5,202	5,170	5,427	5%	-14%
High School Students (% of Overall)	20%	21%	20%	21%	21%	1	2

Like overall credit students, the number of high school students enrolled in ACC courses decreased over the past five years. However, while overall enrollment decreased by 13% from fall 2019 to fall 2023, high school enrollment dropped by 7% from 8,185 (fall 2019) to 7,648 (fall 2023). While dual credit enrollment decreased over the past five years (14%), Early College High School enrollment increased (20%) from 1,856 to 2,221 students. High school students steadily represented 20-21% of all credit students over this period.

Key Takeaways by Race/Ethnicity and Gender

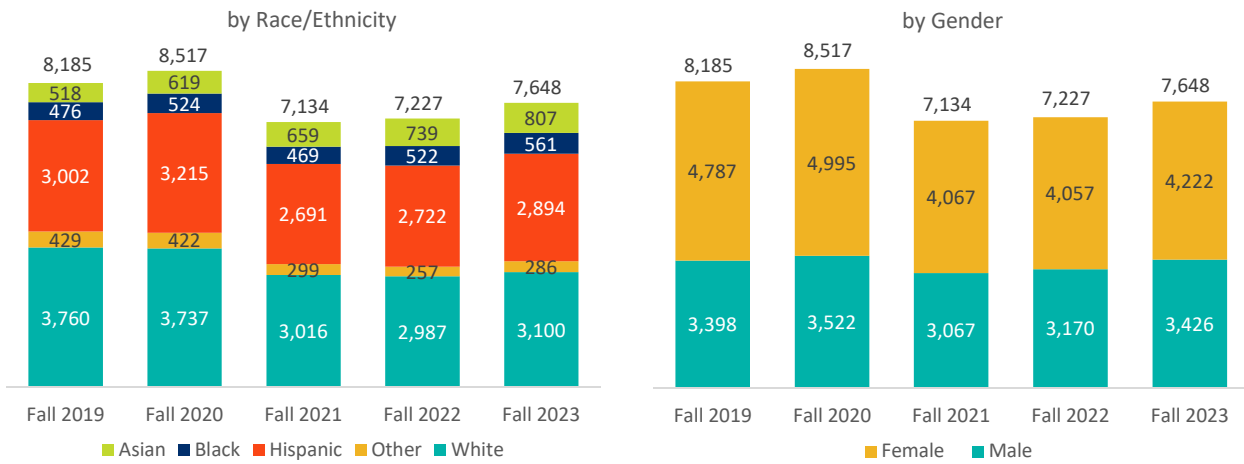
Notable changes in enrollment by student demographic characteristics occurred over the past five years. While enrollment of Asian, Black, and male high school students increased over the past five years, it declined for female, White, and Hispanic high school students and those from smaller race/ethnicity groups (e.g., American Indian/Alaskan Native, Hawaiian/Pacific Islander, International, two or more races, and unknown). Understanding these shifts is vital for addressing the needs of our diverse student population.

High School Programs - Fall Enrollment

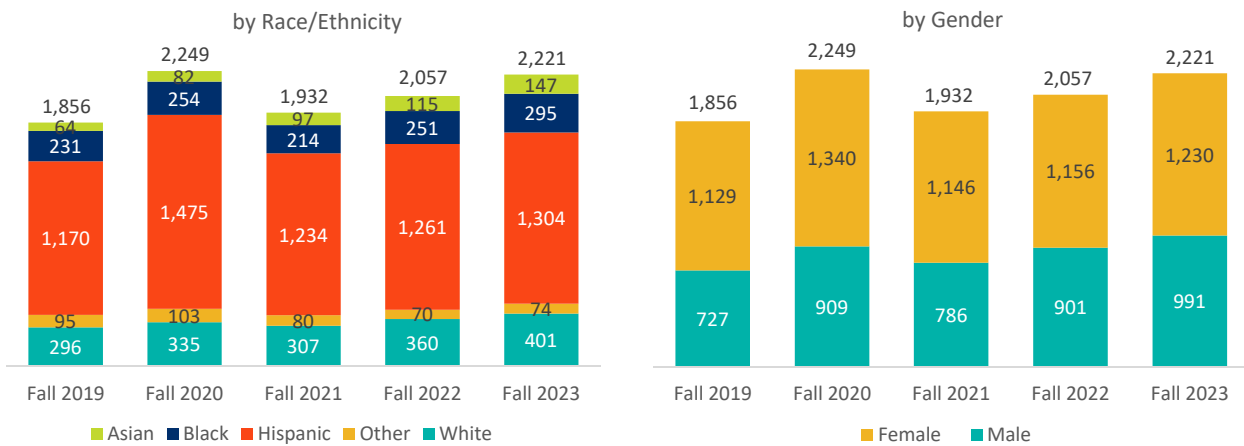
Unduplicated Headcount in Credit Courses

(Data Source: OIRA Official Reporting Date Data)

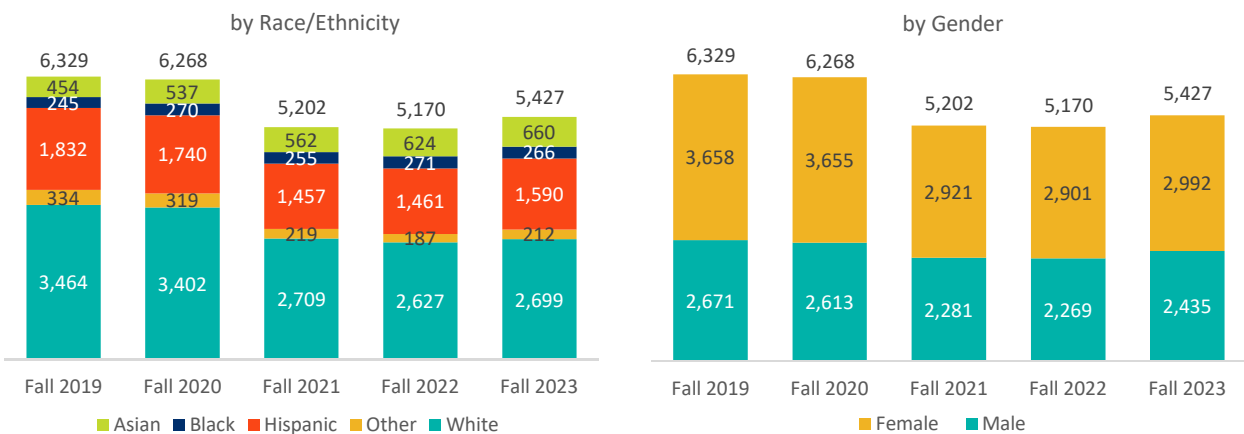
ECHS & DUAL Credit Students



ECHS Students (Excluding Dual Credit Students)



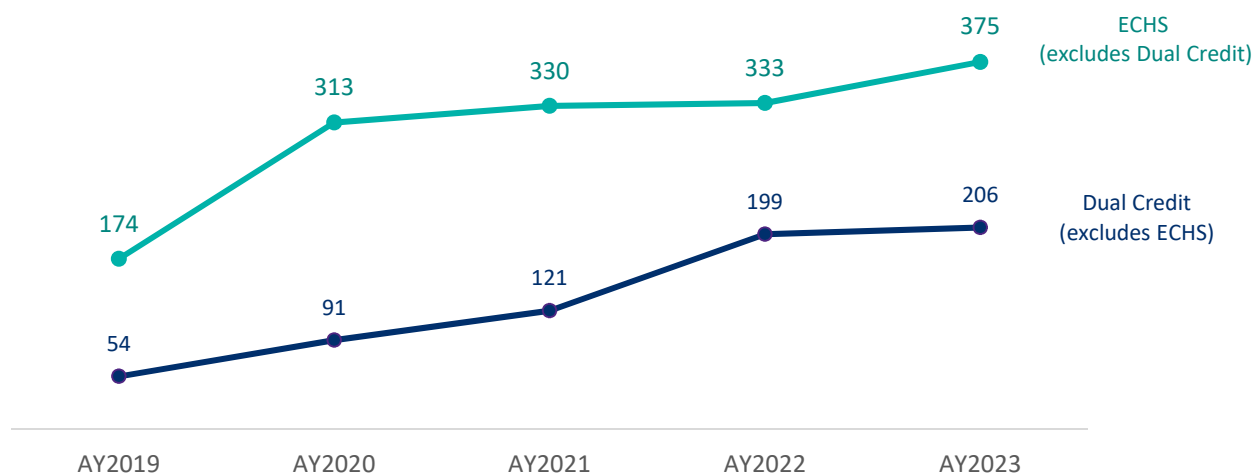
Dual Credit Students (Excluding ECHS Students)



High School Programs - Completions

Unduplicated Completions - ECHS and Dual Credit Students

(Data Source: OIRA Official Reporting Date Data)



High School Programs - Completions

Data source: ACC Student Data (Live ODS) as of Dec 5, 2023

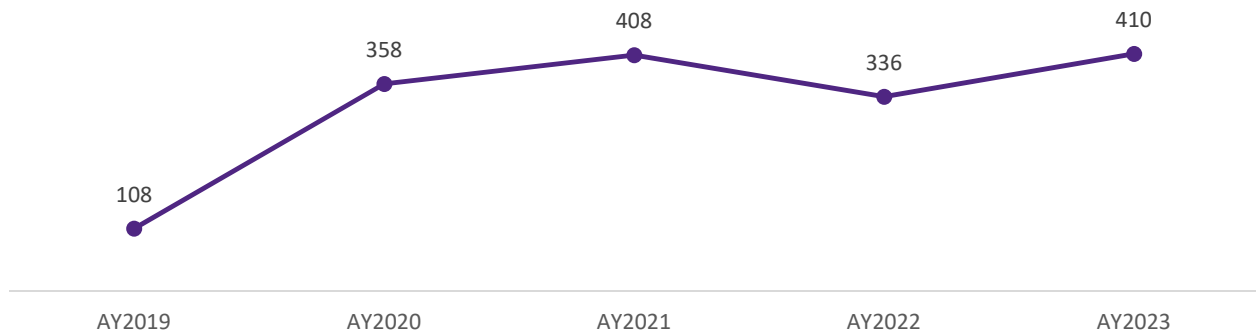
	AY2019	AY2020	AY2021	AY2022	AY2023
ECHS Student Completions (Unduplicated)	174	313	330	333	375
Associate Degree or Above	164	264	271	282	286
Certificate, MSA/OSA, or Field of Study	5	108	84	119	162
Core Curriculum Completion	169	258	259	289	302
DUAL Credit Student Completions (Unduplicated)	54	91	121	199	206
Associate Degree or Above	20	32	20	13	24
Certificate, MSA/OSA, or Field of Study	21	59	95	180	179
Core Curriculum Completion	31	30	24	20	31
High School Student Completions (Unduplicated)	228	404	451	532	581

Note:

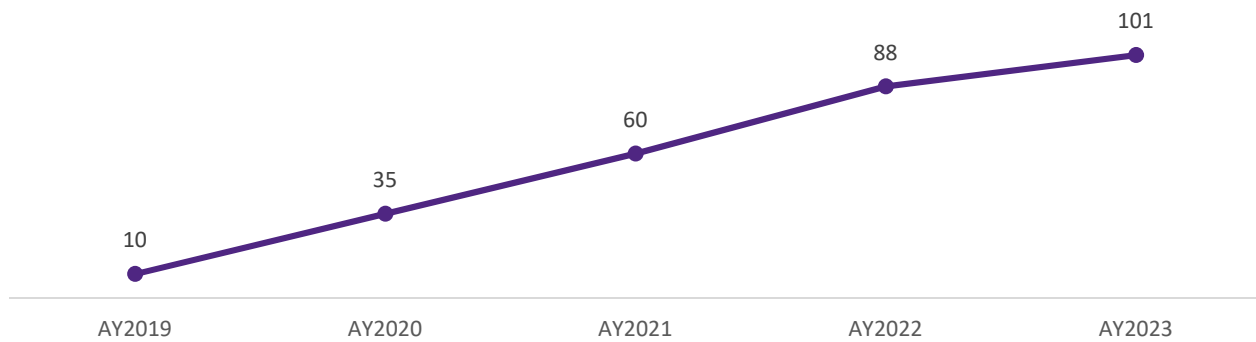
1. Associate Degree or Above includes those who completed an associate degree or bachelor degree within the academic year (Sep 1st through Aug 31st); a student is counted once if the student received multiple awards in this category during the academic year.
2. Certificates, MSA (Marketable Skills Awards)/OSA (Occupational Skills Awards), or Field of Study awards include credit and continuing education Occupational Skills Awards (formerly Marketable Skills Awards) within the academic year (Sep 1st through Aug 31st); A student is counted once if the student received multiple awards in this category during the academic year.
3. Core Curriculum Completion includes students who completed the core curriculum within the academic year (fall, spring, or summer).
4. A student is counted once for unduplicated headcount if the student received multiple awards from 1, 2, and 3.
5. A student is counted once for each academic year if the student was enrolled in multiple years.

High School Programs - Career Academy

Career Academy Enrollment



Career Academy Completions



CAREER ACADEMY ENROLLMENT

	AY2019	AY2020	AY2021	AY2022	AY2023
Automotive		10	15	40	72
Biotechnology		143	123	69	152
Building Carpentry	14	1			
Building Electrical		57	88	75	54
Electrical Construction	30				
Electronics Technology	15	15	14		
Engineering Technology		27	29	7	14
Health Science - Emergency Medical Technician	8	9	10	3	6
Health Science - Pharmacy Technician	21	44	48	21	20
Health Science - Phlebotomy Technician	16	7	16	11	14
Information Technology	4				
IT Applications Development		39	42	35	33
IT User Support			5	1	2
Manufacturing Technology		6	18	61	43
Welding				13	
Overall	108	358	408	336	410

Data source: ACC Student Data (Live ODS) as of Dec 5, 2023; College & High School Relations

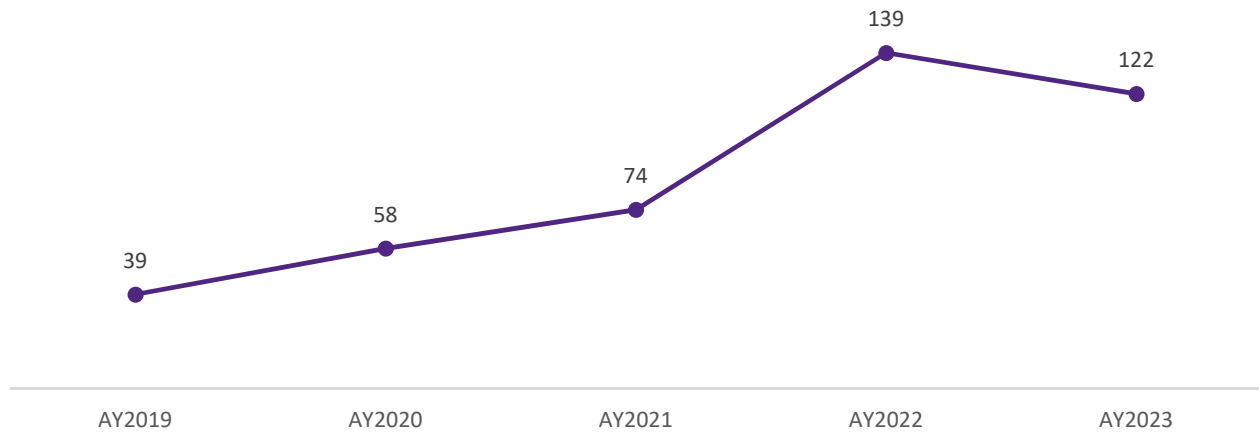
High School Programs - Career Academy

Data source: ACC Student Data (Live ODS) as of Dec 5, 2023; College & High School Relations

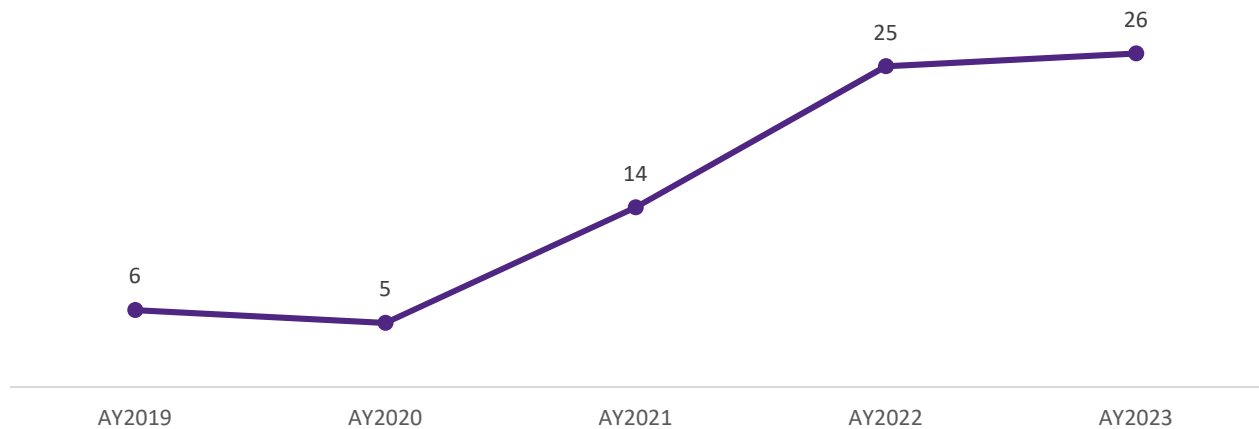
CAREER ACADEMY COMPLETIONS					
	AY2019	AY2020	AY2021	AY2022	AY2023
Automotive (Unduplicated)				13	12
Certificate, MSA/OSA, or Field of Study				13	12
Biotechnology (Unduplicated)		5	10	20	45
Associate Degree or Above			3	2	
Certificate, MSA/OSA, or Field of Study		5	7	18	45
Core Curriculum Completion			3	2	
Building Carpentry (Unduplicated)	4				
Certificate, MSA/OSA, or Field of Study	4				
Building Electrical (Unduplicated)		24	14	29	14
Certificate, MSA/OSA, or Field of Study		24	14	29	14
Electronics Technology (Unduplicated)			13		
Associate Degree or Above			11		
Certificate, MSA/OSA, or Field of Study			13		
Core Curriculum Completion			10		
Engineering Technology (Unduplicated)			1	2	3
Certificate, MSA/OSA, or Field of Study			1	2	3
Health Science - Pharmacy Technician (Unduplicated)	6	6	21	6	2
Associate Degree or Above	1				
Certificate, MSA/OSA, or Field of Study	5	6	21	6	2
Core Curriculum Completion	1				
Health Science - Phlebotomy Technician (Unduplicated)	6	6	21	6	3
Associate Degree or Above	1				2
Certificate, MSA/OSA, or Field of Study	5	6	21	6	2
Core Curriculum Completion	1				3
IT Applications Development (Unduplicated)			1	5	10
Associate Degree or Above				1	7
Certificate, MSA/OSA, or Field of Study			1	5	10
Core Curriculum Completion				1	7
Manufacturing Technology (Unduplicated)				12	12
Associate Degree or Above				6	1
Certificate, MSA/OSA, or Field of Study				6	12
Core Curriculum Completion				6	1
Welding (Unduplicated)				1	
Certificate, MSA/OSA, or Field of Study				1	
Overall (Unduplicated)	10	35	60	88	101
Associate Degree or Above	1		14	9	10
Certificate, MSA/OSA, or Field of Study	9	35	57	80	100
Core Curriculum Completion	1		13	9	11

High School Programs - Pathways to Technology (P-TECH)

P-TECH Enrollment



P-TECH Completions



P-TECH ENROLLMENT					
	AY2019	AY2020	AY2021	AY2022	AY2023
Building Construction				19	14
Carpentry	14	20	16		
Computer Programming or Information Tech			23	55	36
Cybersecurity	8		2	13	8
Education Instruction				5	24
Health Sciences	12	22	15	8	8
Hospitality/Tourism					5
Manufacturing Technology					2
Real Estate				8	
Welding	5	16	18	31	25
Overall	39	58	74	139	122

Data source: ACC Student Data (Live ODS) as of Dec 5, 2023; College & High School Relations

High School Programs - Pathways to Technology (P-TECH)

Data source: ACC Student Data (Live ODS) as of Dec 5, 2023; College & High School Relations

P-TECH COMPLETIONS					
	AY2019	AY2020	AY2021	AY2022	AY2023
Building Construction (Unduplicated)				4	7
Associate Degree or Above				2	1
Certificate, MSA/OSA, or Field of Study				4	7
Core Curriculum Completion				2	1
Carpentry (Unduplicated)	4	5	5		
Certificate, MSA/OSA, or Field of Study	4	5	5		
Computer Programming or Information Tech (Unduplicated)				3	1
Associate Degree or Above				2	1
Certificate, MSA/OSA, or Field of Study				3	
Cybersecurity (Unduplicated)	2				
Associate Degree or Above	2				
Certificate, MSA/OSA, or Field of Study	1				
Core Curriculum Completion	1				
Health Sciences (Unduplicated)			2	2	
Associate Degree or Above			1	1	
Core Curriculum Completion			2	2	
Manufacturing Technology (Unduplicated)					2
Certificate, MSA/OSA, or Field of Study					2
Welding (Unduplicated)			7	16	16
Certificate, MSA/OSA, or Field of Study			7	16	16
Overall (Unduplicated)	6	5	14	25	26
Associate Degree or Above	2		1	3	2
Certificate, MSA/OSA, or Field of Study	5	5	12	23	25
Core Curriculum Completion	1		2	4	1

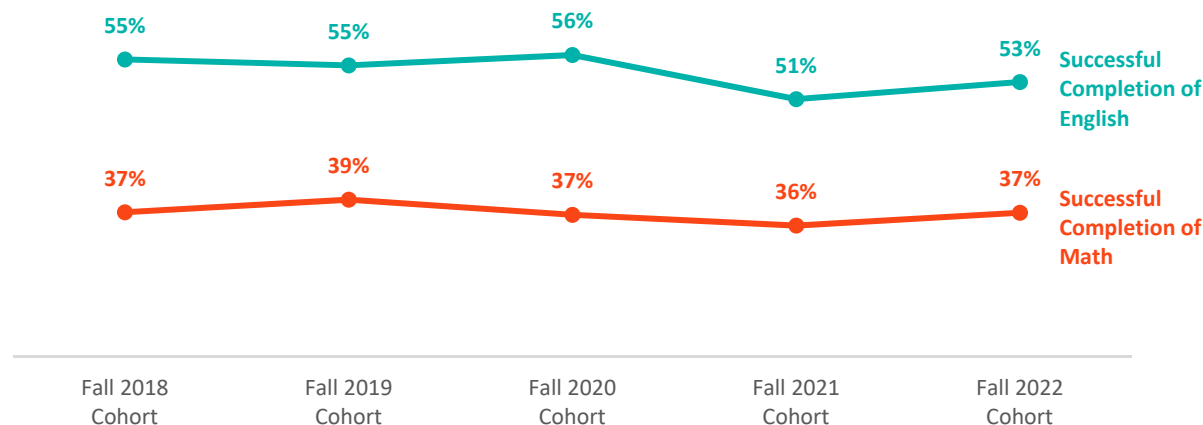
Note:

1. Associate Degree or Above includes those who completed an associate degree or bachelor degree within the academic year (Sep 1st through Aug 31st); a student is counted once if the student received multiple awards in this category during the academic year.
2. Certificates, MSA (Marketable Skills Awards)/OSA (Occupational Skills Awards), or Field of Study awards include credit and continuing education Occupational Skills Awards (formerly Marketable Skills Awards) within the academic year (Sep 1st through Aug 31st); A student is counted once if the student received multiple awards in this category during the academic year.
3. Core Curriculum Completion includes students who completed the core curriculum within the academic year (fall, spring, or summer).
4. A student is counted once for unduplicated headcount if the student received multiple awards from 1, 2, and 3.
5. A student is counted once for each academic year if the student was enrolled in multiple years.

***ENTER:
HELP STUDENTS CHOOSE AND
ENTER PATHWAYS***

FTIC Students - Completion of 1st College-Level English or Math by End of First Year

FTIC Students - Successful Completion of First College-Level English or Math by End of First Year
(ENGL 1301 or 1302; MATH 1314,1324,1332,1342, 1333 or 1414)



The percentage of FTIC students who successfully completed the first college-level English course (1301 or 1302) by the end of their first year decreased 2 percentage points over the past five years, from 55% (fall 2018 cohort) to 53% (fall 2022 cohort).

The percentage of students who successfully completed the first college-level Math course (1314, 1324, 1332, 1333, 1342, or 1414) by the end of their first year did not change significantly (37% for both fall 2018 cohort to fall 2022 cohort).

Key Takeaways by Student Characteristic Groups

The percentage of FTIC students who completed the first college-level English course by the end of their first year decreased from fall 2018 to fall 2022 for four of five race/ethnicity groups, but fluctuated across the five years. The percentage of FTIC students who completed the first college-level Math course by the end of their first year decreased from fall 2018 to fall 2022 for two of five race/ethnicity groups, but fluctuated across the five years as well.

Compared with the overall completion rate, Black/African American students completed the first college-level English course and Math course at lower rates over the past five years. The gap between the overall rate and the rate for Black/African American students narrowed from 14 percentage points (fall 2018 cohort) to 6 percentage points (fall 2022 cohort) in English and from 12 percentage points (fall 2018 cohort) to 5 percentage points (fall 2022 cohort) in Math. Female, non-adult learner, and full-time students had higher successful completion rates over the past five years.

Note: Percentage point change is rounded.

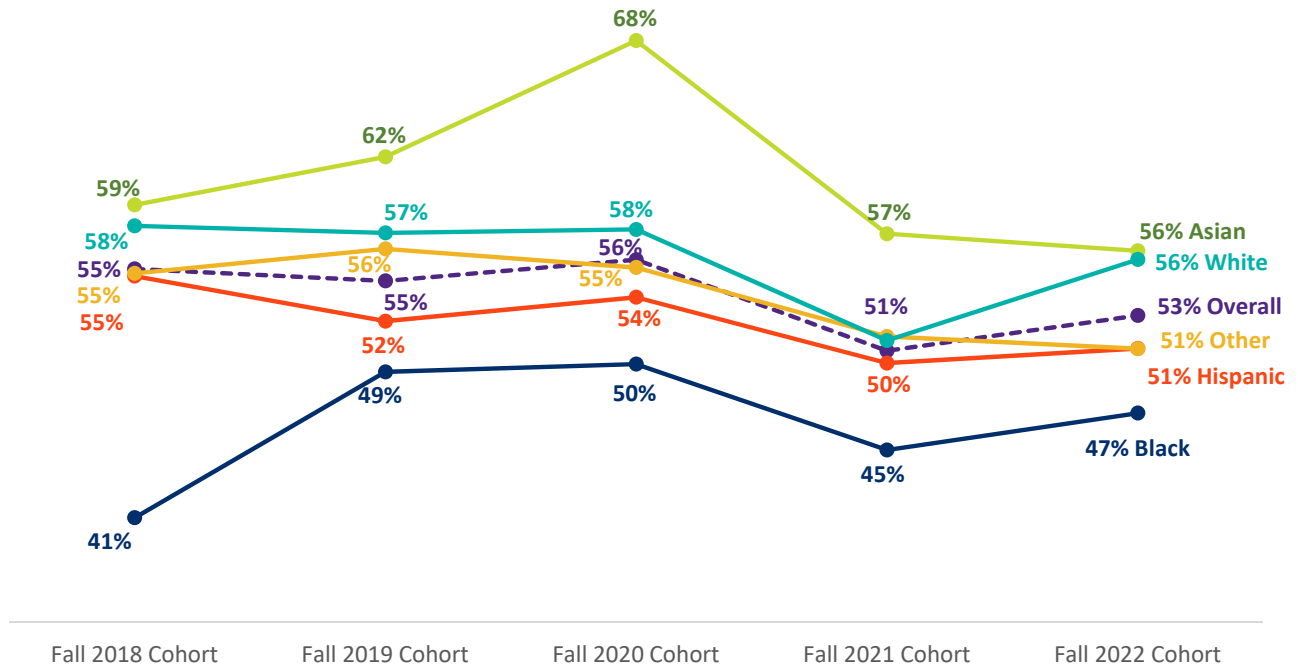
FTIC Students - Successful Completion of 1st College-Level English or Math by End of First Year

Data Sources: OIRA Official Reporting Date data; OIRA End of Term grade data; ACC Student data (ODS)

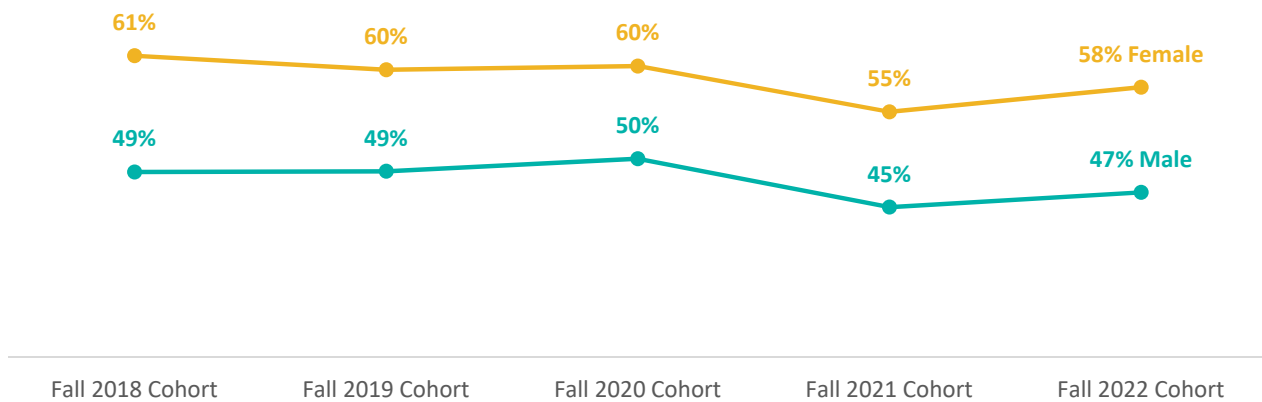
	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	5-yr. ppt chg.
Overall in FTIC Cohort	5,559	5,662	4,881	4,325	4,635	
Successful Completion of English	55%	55%	56%	51%	53%	-3
Successful Completion of Math	37%	39%	37%	36%	37%	0

FTIC Students - Successful Completion of First College-Level **English** by End of First Year (ENGL 1301 or 1302)

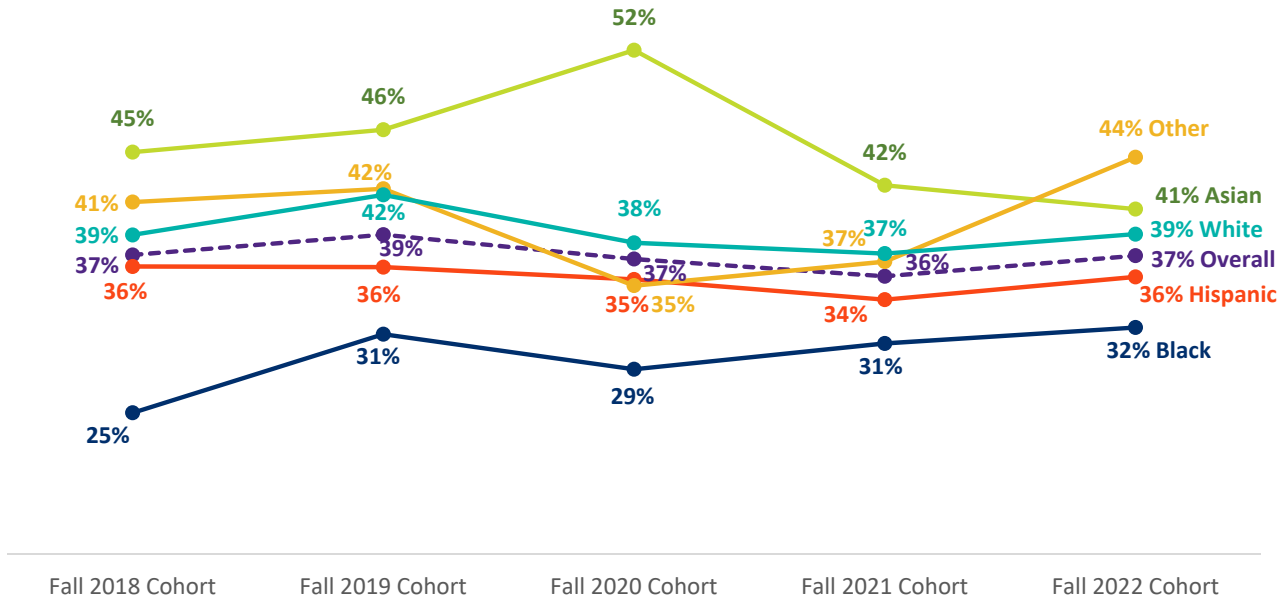
by Race/Ethnicity



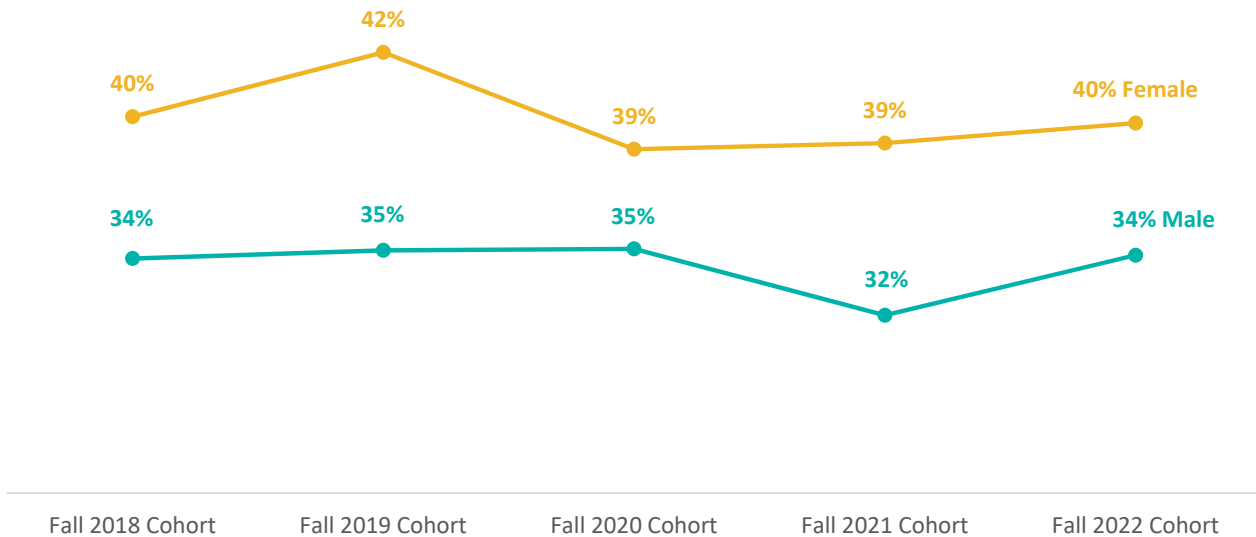
by Gender



FTIC Students - Successful Completion of First College-Level **Math** by End of First Year
(MATH 1314, 1324, 1332, 1333, 1342, or 1414)
by Race/Ethnicity



by Gender



FTIC Students - Successful Completion of 1st College-Level English by End of First Year

Data Sources: OIRA Official Reporting Date data; OIRA End of Term grade data; ACC Student data (ODS)

	Fall 2018 Cohort		Fall 2019 Cohort		Fall 2020 Cohort		Fall 2021 Cohort		Fall 2022 Cohort		5-yr. ppt chg.
	Stdts	Completed	Stdts	Completed	Stdts	Completed	Stdts	Completed	Stdts	Completed	
Race/Ethnicity											
Asian	239	59%	293	62%	260	68%	293	57%	291	56%	-3
Black/African American	361	41%	409	49%	317	50%	294	45%	302	47%	6
Hispanic/Latino	2,462	55%	2,623	52%	2,116	54%	1,950	50%	2,217	51%	-4
Other	336	55%	340	56%	278	55%	210	51%	205	51%	-4
White	2,161	58%	1,997	57%	1,910	58%	1,578	51%	1,620	56%	-2
Gender											
Female	2,888	61%	2,958	60%	2,756	60%	2,270	55%	2,419	58%	-3
Male	2,671	49%	2,704	49%	2,125	50%	2,055	45%	2,216	47%	-2
Adult Learner (Age 25 and Over)/Non-adult Learner (Less than age 25)											
Adult learner	398	35%	336	34%	274	43%	262	37%	257	46%	10
Non-adult learner	5,161	57%	5,326	56%	4,607	57%	4,063	52%	4,378	53%	-4
Enrollment Intensity											
Full-time	2,519	69%	2,529	66%	2,436	64%	2,048	60%	2,177	61%	-7
Part-time	3,040	44%	3,133	45%	2,445	47%	2,277	42%	2,458	45%	1
Overall	5,559	55%	5,662	55%	4,881	56%	4,325	51%	4,635	53%	-5

FTIC Students - Successful Completion of 1st College-Level Math by End of First Year

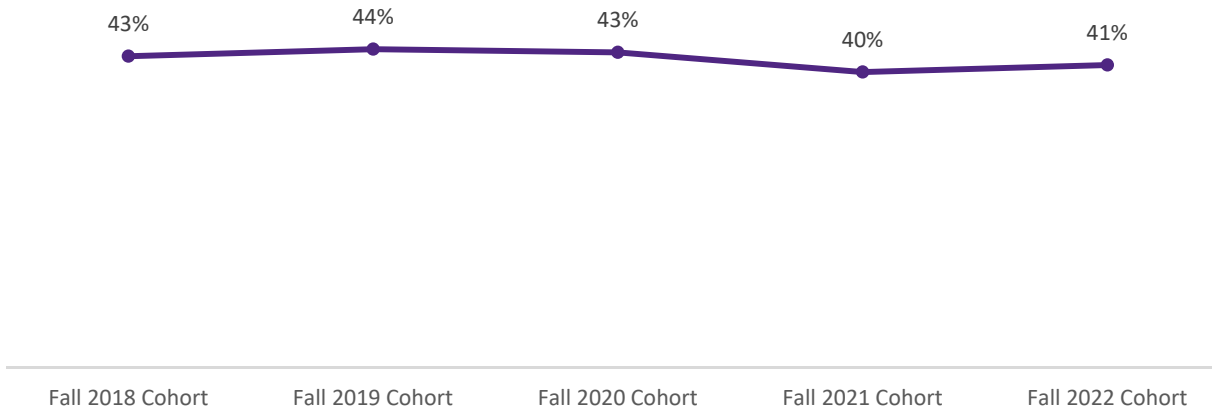
Data Sources: OIRA Official Reporting Date data; OIRA End of Term grade data; ACC Student data (ODS)

	Fall 2018 Cohort		Fall 2019 Cohort		Fall 2020 Cohort		Fall 2021 Cohort		Fall 2022 Cohort		5-yr. ppt chg.
	Stdts	Completed	Stdts	Completed	Stdts	Completed	Stdts	Completed	Stdts	Completed	
Race/Ethnicity											
Asian	239	45%	293	46%	260	52%	293	42%	291	41%	-4
Black/African American	361	25%	409	31%	317	29%	294	31%	302	32%	6
Hispanic/Latino	2,462	36%	2,623	36%	2,116	35%	1,950	34%	2,217	36%	-1
Other	336	41%	340	42%	278	35%	210	37%	205	44%	3
White	2,161	39%	1,997	42%	1,910	38%	1,578	37%	1,620	39%	0
Gender											
Female	2,888	40%	2,958	42%	2,756	39%	2,270	39%	2,419	40%	0
Male	2,671	34%	2,704	35%	2,125	35%	2,055	32%	2,216	34%	0
Adult Learner (Age 25 and Over)/Non-adult Learner (Less than age 25)											
Adult learner	398	23%	336	32%	274	31%	262	21%	257	29%	6
Non-adult learner	5,161	38%	5,326	39%	4,607	37%	4,063	37%	4,378	38%	-1
Enrollment Intensity											
Full-time	2,519	47%	2,529	48%	2,436	46%	2,048	45%	2,177	47%	0
Part-time	3,040	29%	3,133	31%	2,445	28%	2,277	27%	2,458	28%	0
Overall	5,559	37%	5,662	39%	4,881	37%	4,325	36%	4,635	37%	0

Note: Percentage point change is rounded.

FTIC Students - Completion of 15 or More College-Level Credit Hours within One Year

FTIC Students - Completion of 15 or More
College-Level Credit Hours within One Year
(Data Sources: OIRA Official Reporting Date data; OIRA End of Term data)



The percentage of FTIC students completing 15 or more college-level credit hours within their first year decreased from the fall 2018 cohort (43%) to the fall 2022 cohort (41%) by 1 percentage points (rounded).

Key Takeaways by Student Characteristic Group

Over the past five years, the percentage of Black/African American FTIC students earning 15 or more credit hours in the first year increased (4 percentage points) and decreased for White students (3 percentage points). Though the 15-hour completion rate remains lower for Black/African American FTIC students than the overall rate, the gap narrowed by 5 percentage points over the past five years, from 17 to 12 percentage points (fall 2018 to fall 2022 cohorts).

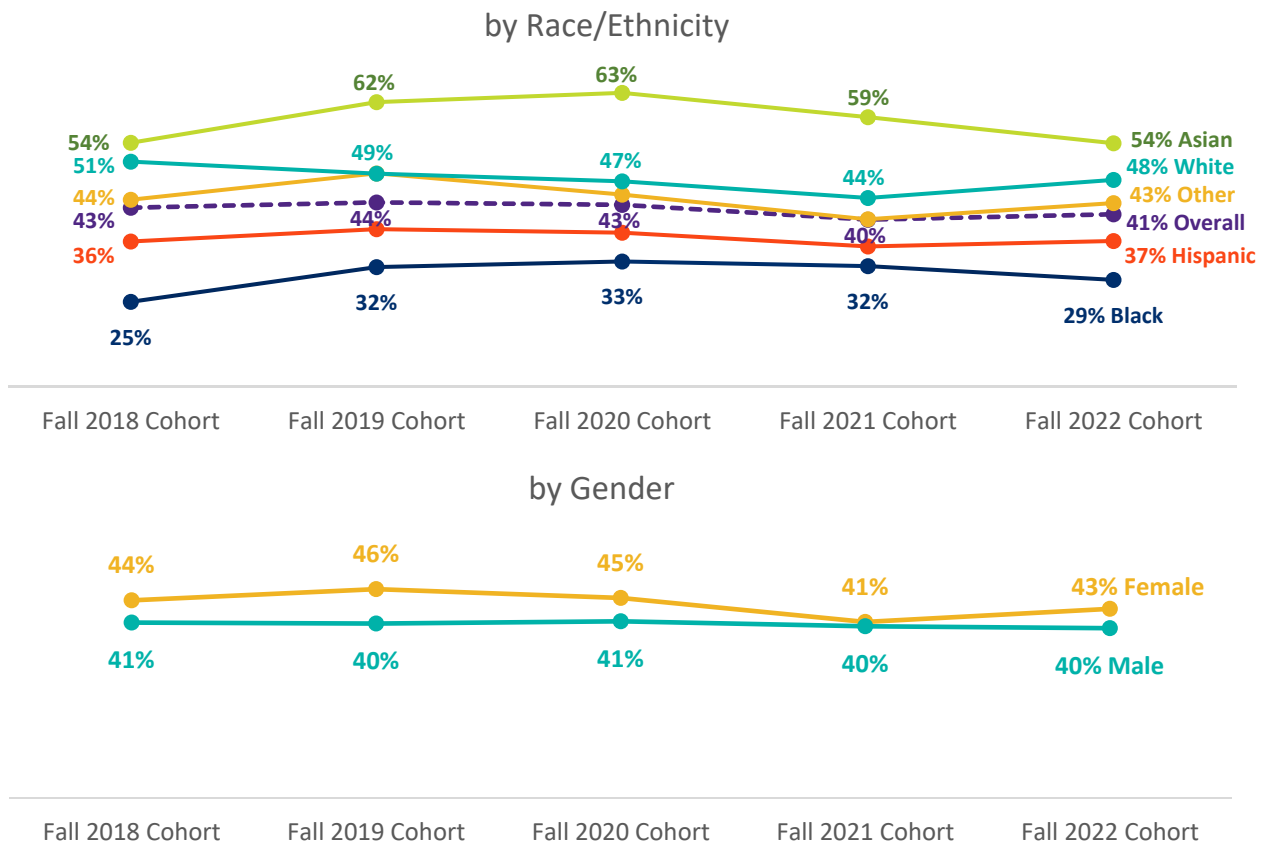
While a higher percentage of female students have earned 15 credit hours in the first year for each of the past five cohorts, the gap between male and female students has varied over time.

Full-time FTIC students are much more likely to earn 15 credit hours in the first year than part-time students, and FTIC students under 25 are more likely to earn 15 credit hours in the first year than adult learners.

Note:

1. College-level credit hours are earned upon completion of a course with an A, B, C, S, or P grade (D grades are not counted as successfully completing a course in this analysis).
2. Percentage point change were rounded.
3. For additional information, including credit hour completion within the first term, two years, and three years, see report #6 under ACC Monitor What Matters on TIPS:
<https://oira.austincc.edu/data-and-reports/tips-the-information-portal-system/monitor/>.

**FTIC Students - Completion of 15 or More
College-Level Credit Hours within One Year**
(Sources: OIRA Official Reporting Date data; OIRA End of Term data)



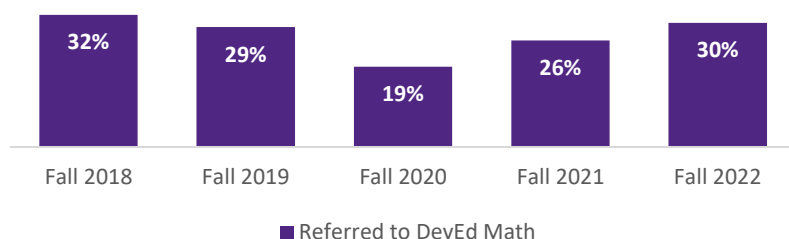
FTIC Students - Completion of 15 College-Level Semester Credit Hours within One Year

Data Sources: OIRA Official Reporting Date data; OIRA End of Term data

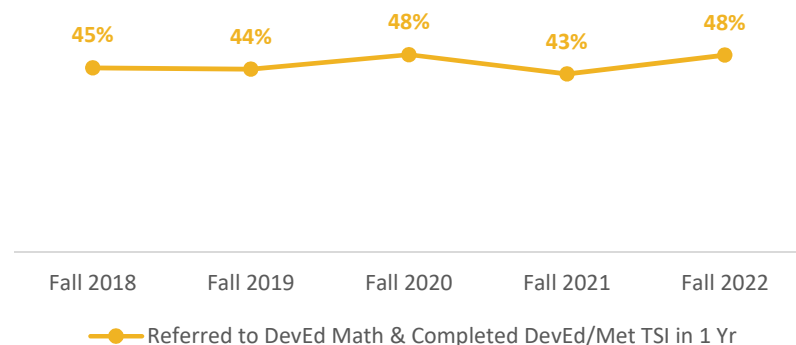
	Fall 2018 Cohort		Fall 2019 Cohort		Fall 2020 Cohort		Fall 2021 Cohort		Fall 2022 Cohort		5-yr.
	Stdts	Completed	Stdts	Completed	Stdts	Completed	Stdts	Completed	Stdts	Completed	ppt chg.
Race/Ethnicity											
Asian	239	54%	293	62%	260	63%	293	59%	291	54%	0
Black/African American	361	25%	409	32%	317	33%	294	32%	302	29%	4
Hispanic/Latino	2,462	36%	2,623	39%	2,116	38%	1,950	36%	2,217	37%	0
Other	336	44%	340	49%	278	45%	210	40%	205	43%	-1
White	2,161	51%	1,997	49%	1,910	47%	1,578	44%	1,620	48%	-3
Gender											
Female	2,888	44%	2,958	46%	2,756	45%	2,270	41%	2,419	43%	-1
Male	2,671	41%	2,704	40%	2,125	41%	2,055	40%	2,216	40%	-1
Adult Learner (Age 25 and over)/ Non-Adult Learner (Less than age 25)											
Adult Learner	398	26%	336	34%	274	35%	262	27%	257	30%	4
Non-Adult Learner	5,161	44%	5,326	44%	4,607	44%	4,063	41%	4,378	42%	-2
Enrollment Intensity											
Full-Time	2,519	65%	2,529	64%	2,436	59%	2,048	60%	2,177	62%	-3
Part-Time	3,040	24%	3,133	27%	2,445	27%	2,277	23%	2,458	23%	-1
Overall	5,559	43%	5,662	44%	4,881	43%	4,325	40%	4,635	41%	-1

Becoming College-Ready - Math

FTIC Students - Not College-Ready in **Math**



FTIC Students - Not College-Ready in **Math**:
Completed DevEd or Met TSI Obligation in 1 Year



The percentage of FTIC students referred to Developmental Math decreased two percentage points over the past five years from 32% (1,766 students, fall 2018 cohort) to 30% (1,384 students, fall 2022 cohort). The percentage of these students who completed their developmental course sequence or met their TSI obligation within one year increased three percentage points, from 45% (fall 2018 cohort) to 48% (fall 2022 cohort).

Key Takeaways by Student Characteristic Groups

The percentage of FTIC students referred to Developmental Math decreased for all race/ethnicity and gender groups over the past five years (fall 2018 cohort to fall 2022 cohort) with one exception. The largest decrease was for Black students (10 percentage points). There was an increase in the percentage of Asian students referred to Developmental Math (7 percentage points).

Students in all race/ethnicity groups experienced increases or stability in the percentage completing developmental course sequence or meeting their TSI obligation within one year. The largest increases were for Black students (16 percentage points) and students from smaller race/ethnicity groups (e.g., American Indian/Alaskan Native, Hawaiian/Pacific Islander, International, two or more races, and unknown) (25 percentage points). Both female and male students experienced increases in the percentage completing developmental course sequence or meeting their TSI obligation within one year (4 and 2 percentage points, respectively).

Note: There was a sharp decline in the percentage of students referred to Developmental Math from fall 2019 to fall 2020 followed by a increases in fall 2021 and fall 2022. This is due to several students coded as WZ (waived) in the fall 2020 cohort. Waived students are not tested for college readiness and can either directly take a college-level class or be placed in a co-requisite program.

Developmental Education Progression - Math

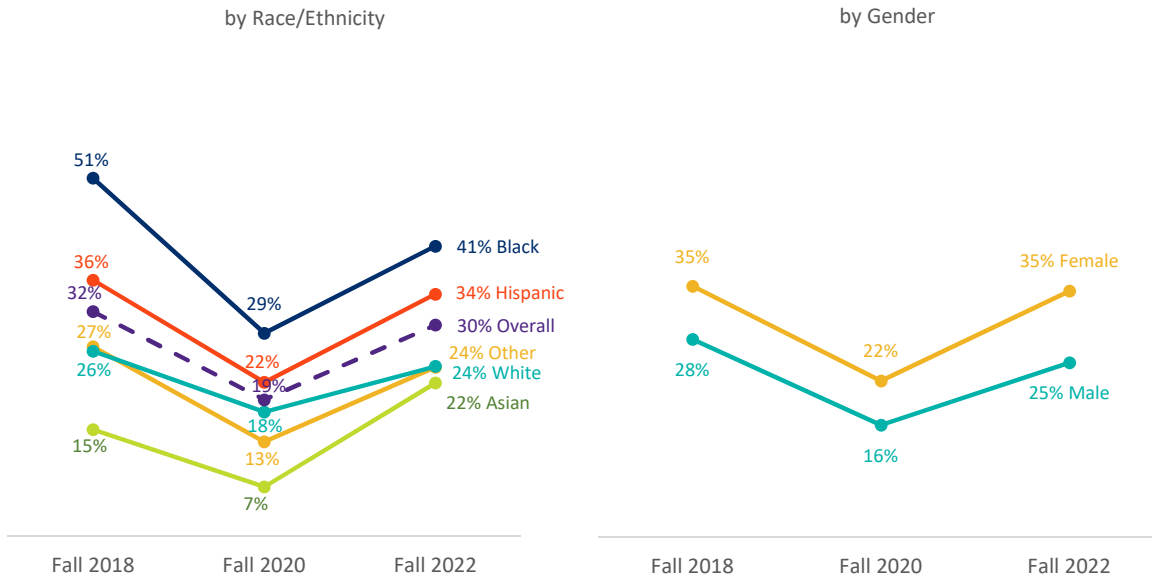
Data Sources: OIRA Official Reporting Date data, End of Term data, AODS_70_TASP_History data as of January 25th, 2024

	A	B	C	D	E	F	G	H	I	J	k
FTIC Cohort	Students (N)	Referred to Math DevEd	Attempted any Math DevEd Course within	Completed any Math DevEd Course within	Completed Math DevEd Sequence or Met TSI within		Completed Math First College Level Course* within		Not Referred to Math DevEd	Completed Math First College Level Course* within	
			1 Year	1 Year	1 Year	2 Years	1 Years	3 Years		1 Year	3 Years
			(% = C / B)	(% = D / B)	(% = E / B)	(% = F / B)	(% = G / B)	(% = H / B)		(% = J / I)	(% = K / I)
Fall 2018	5,559	32%	77%	46%	45%	54%	26%	40%	68%	42%	54%
		1,766	1,366	811	788	961	454	700	3,793	1,612	2,031
Fall 2019	5,662	29%	78%	50%	44%	52%	30%	40%	71%	42%	51%
		1,633	1,266	822	723	852	494	656	4,029	1,695	2,055
Fall 2020	4,881	19%	82%	52%	48%	55%	33%	44%	81%	38%	48%
		941	768	491	450	522	307	413	3,940	1,492	1,899
Fall 2021	4,325	26%	74%	48%	43%	53%	28%	N/A	74%	38%	N/A
		1,106	816	535	477	587	311	N/A	3,219	1,228	N/A
Fall 2022	4,635	30%	73%	52%	48%	N/A	31%	N/A	70%	40%	N/A
		1,384	1,006	715	660	N/A	433	N/A	3,251	1,287	N/A

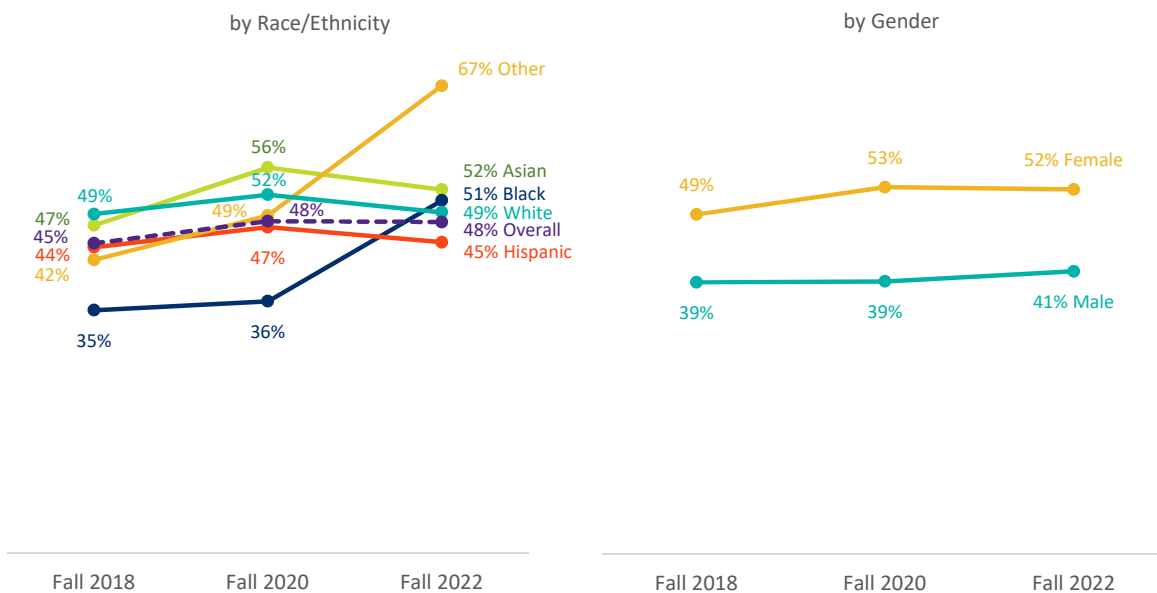
*Math first college-level courses include: MATH-1314, MATH-1324, MATH-1332, MATH-1333, MATH-1342, MATH-1414.

Becoming College-Ready - Math by Race/Ethnicity and Gender

FTIC Students - Not College-Ready in Math

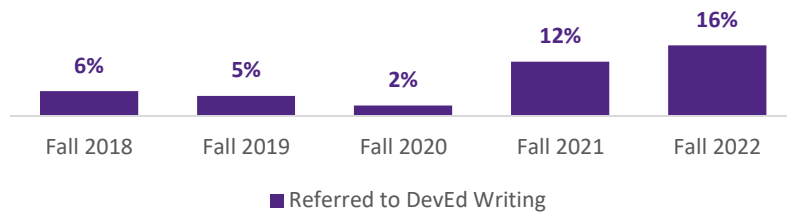


FTIC Students - Not College-Ready in Math: Completed DevEd or Met TSI Obligation in 1 Year

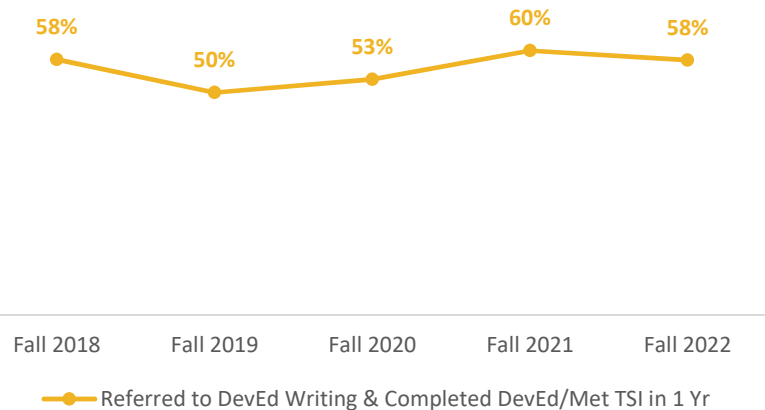


Becoming College-Ready - Writing

FTIC Students - Not College-Ready in **Writing**



FTIC Students - Not College-Ready in **Writing**:
Completed DevEd or Met TSI Obligation in 1 Year



The percentage of FTIC students referred to Developmental Writing increased 10 percentage points over the past five years from 6% (311 students, fall 2018 cohort) to 16% (733 students, fall 2022 cohort). The percentage of students who completed their developmental course sequence or met their TSI obligation within one year was the same for the fall 2018 and the fall 2022 cohort (58%). However, the percentage decreased by 8 points from the fall 2018 cohort to the fall 2019 cohort before trending upward.

Key Takeaways by Student Characteristic Group

The percentage of FTIC students referred to Developmental Writing increased for all race/ethnicity and gender groups over the past five years (fall 2018 cohort to fall 2022 cohort). Among the students referred to Developmental Writing, the percentage of Asian and White students who completed their developmental course sequence or met their TSI obligation within one year increased (20 percentage points and 4 percentage points respectively), while the percentage of Hispanic students and students from smaller race/ethnicity groups (e.g., American Indian/Alaskan Native, Hawaiian/Pacific Islander, International, two or more races, and unknown) decreased (3 and 12 percentage points, respectively). The percentage of female students who completed this milestone within one year increased (3 percentage points), while the percentage of male students decreased (3 percentage points).

Note: There was a sharp decline in the percentage of students referred to Developmental Writing from fall 2019 to fall 2020, followed by an increase in fall 2021. The decline occurred because a higher percentage of students were coded WZ (waived) in the fall 2020 cohort. Waived students are not tested for college readiness and can either directly take a college-level class or be placed in a co-requisite program. The increase in fall 2021 occurred for two reasons: (1) a new TSI assessment was approved in January 2021, which increased the benchmark for essay criteria from four to five, and (2) the fall 2021 cohort did not have the same high rate of waived students.

Developmental Education Progression - Writing

Data Sources: OIRA Official Reporting Date data, End of Term data, AODS_70_TASP_History data as of January 25th, 2024

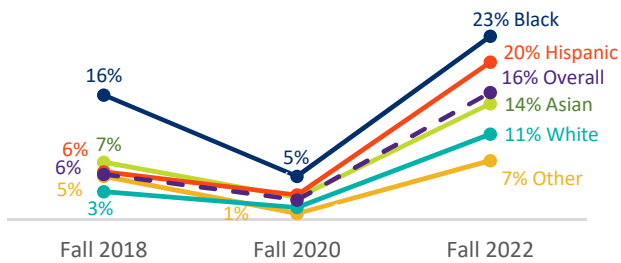
	A	B	C	D	E	F	G	H	I	J	k
FTIC Cohort	Students (N)	Referred to Writing DevEd	Attempted any Writing DevEd Course within	Completed any Writing DevEd Course within	Completed Writing DevEd Sequence or Met TSI within		Completed Writing First College Level Course* within		Not Referred to Writing DevEd	Completed Writing First College Level Course* within	
			1 Year	1 Year	1 Year	2 Years	1 Years	3 Years		1 Year	3 Years
			(% = C / B)	(% = D / B)	(% = E / B)	(% = F / B)	(% = G / B)	(% = H / B)		(% = J / I)	(% = K / I)
Fall 2018	5,559	6%	61%	44%	58%	62%	33%	44%	94%	70%	76%
		311	190	138	180	192	103	138	5,248	3,696	3,992
Fall 2019	5,662	5%	70%	51%	50%	57%	31%	44%	95%	70%	75%
		256	180	131	129	146	80	113	5,406	3,774	4,031
Fall 2020	4,881	2%	72%	55%	53%	58%	37%	47%	98%	69%	75%
		118	85	65	63	68	44	56	4,763	3,302	3,555
Fall 2021	4,325	12%	71%	53%	60%	66%	46%	N/A	88%	66%	N/A
		526	374	278	315	346	242	N/A	3,799	2,515	N/A
Fall 2022	4,635	16%	67%	46%	58%	N/A	47%	N/A	84%	69%	N/A
		733	489	340	423	N/A	341	N/A	3,902	2,711	N/A

*Read/Write Gateway includes the following courses: ENGL-1301, ENGL-1302, HIST-1301, HIST-1302, PHIL-1301, PSYC-2301, SOCI-1301, and SPCH-1311.

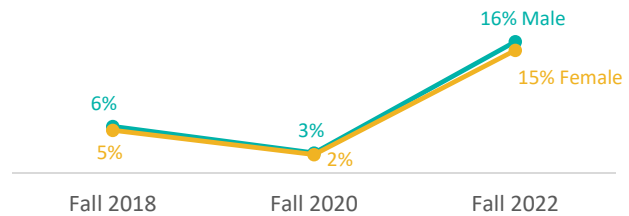
Becoming College-Ready - Writing by Race/Ethnicity and Gender

FTIC Students - Not College-Ready in **Writing**

by Race/Ethnicity

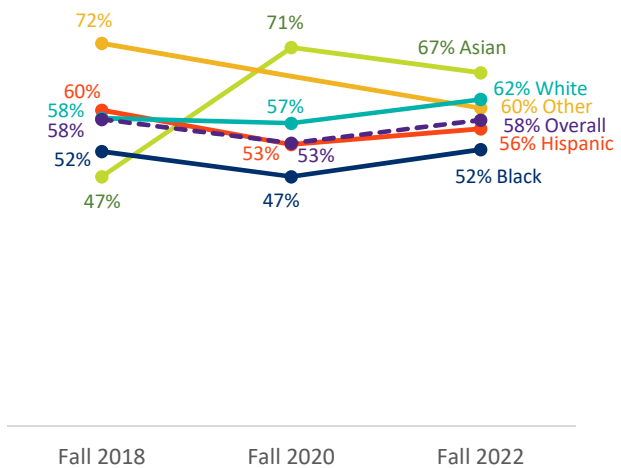


by Gender

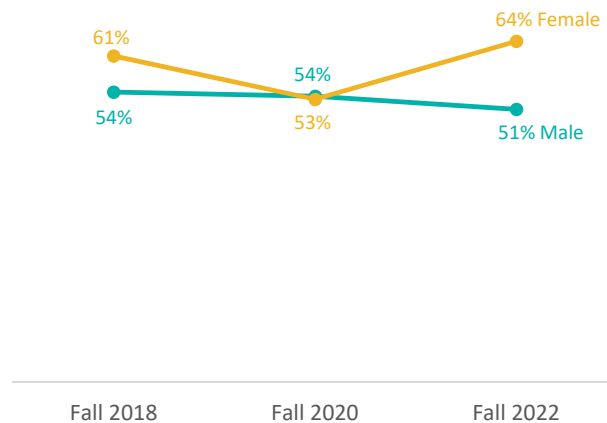


FTIC Students - Not College-Ready in **Writing**: Completed DevEd or Met TSI Obligation in 1 Year

by Race/Ethnicity

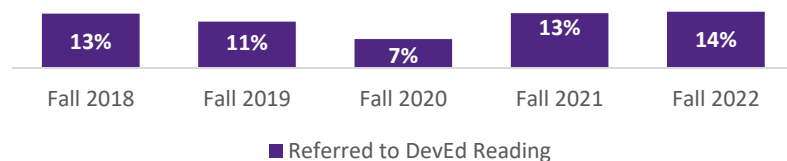


by Gender

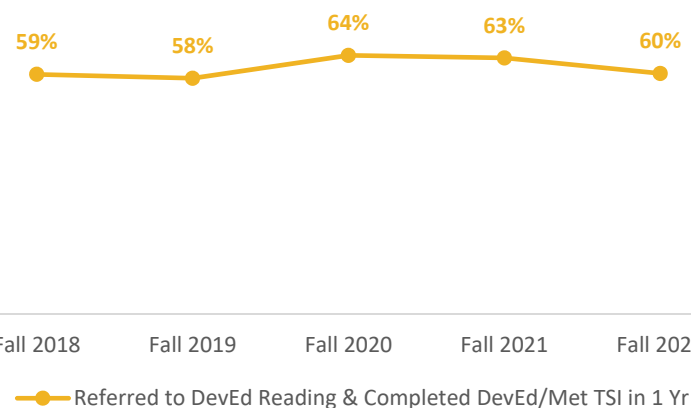


Becoming College-Ready - Reading

FTIC Students - Not College-Ready in **Reading**



FTIC Students - Not College-Ready in **Reading**:
Completed DevEd or Met TSI Obligation in 1 Year



The percentage of FTIC students referred to Developmental Reading remained relatively stable over the past five years, from 13% (728 students, fall 2018 cohort) to 14% (628 students, fall 2022 cohort). The percentage of these students who completed their developmental course sequence or met their TSI obligation within one year also remained steady over the past five years, from 59% (fall 2018 cohort) to 60% (fall 2022 cohort).

Key Takeaways by Student Characteristic Group

Between the fall 2018 and fall 2022 cohorts, the percentage of FTIC students referred to Developmental Reading decreased for Asian and Black students and students from smaller race/ethnicity groups (e.g., American Indian/Alaskan Native, Hawaiian/Pacific Islander, International, two or more races, and unknown) (by 10, 5, and 4 percentage points, respectively) and remained relatively stable for Hispanic and White students and male and female students.

The percentage of Black students and students from smaller race/ethnicity groups completing a developmental course sequence or meeting their TSI obligation in Reading within one year increased (by 14 and 15 percentage points, respectively), while the percentage of Asian and White students completing this milestone decreased (by 6 and 3 percentage points, respectively). The percentages for Hispanic students and male and female students remained relatively stable.

Note: There was a sharp decline in the percentage of students referred to Developmental Reading from fall 2019 to fall 2020, followed by an increase in fall 2021. The decline occurred because a higher percentage of students were coded WZ (waived) in the fall 2020 cohort. Waived students are not tested for college readiness and can either directly take a college-level class or be placed in a co-requisite program. The increase in fall 2021 occurred for two reasons: (1) a new TSI assessment was approved in January 2021, which increased the benchmark for essay criteria from four to five, and (2) the fall 2021 cohort did not have the same high rate of waived students.

Developmental Education Progression - Reading

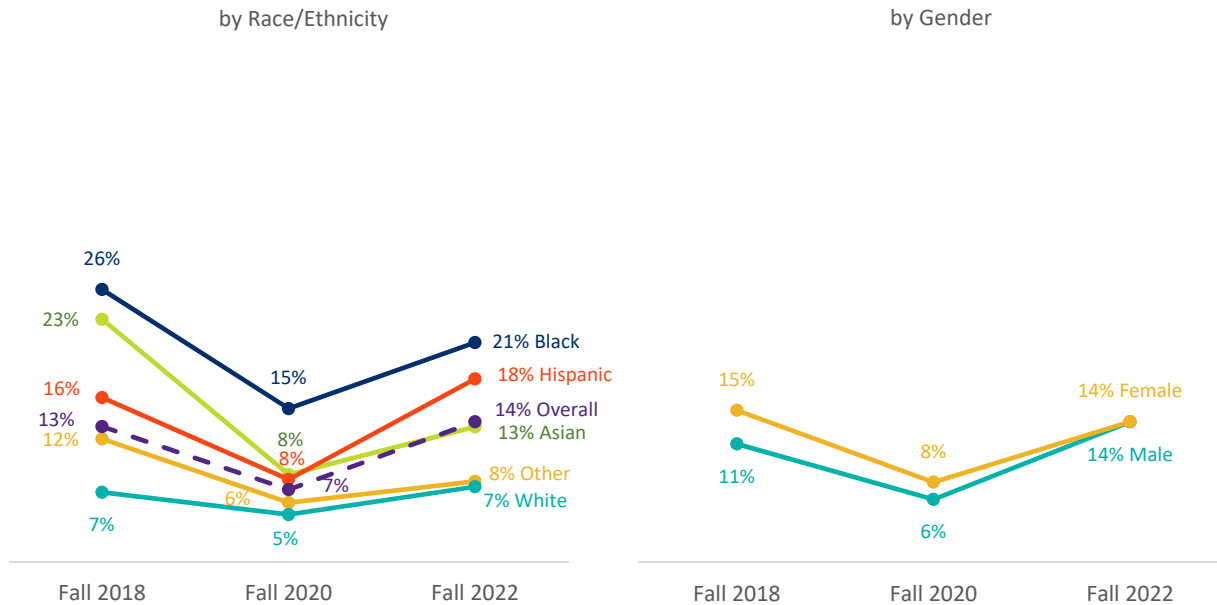
Data Sources: OIRA Official Reporting Date data, End of Term data, AODS_70_TASP_History data as of January 25th, 2024

	A	B	C	D	E	F	G	H	I	J	k
FTIC Cohort	Students (N)	Referred to Reading DevEd	Attempted any Reading DevEd Course within	Completed any Reading DevEd Course within	Completed Reading DevEd Sequence or Met TSI within		Completed Reading First College Level Course* within		Not Referred to Reading DevEd	Completed Reading First College Level Course* within	
			1 Year	1 Year	1 Year	2 Years	1 Years	3 Years		1 Year	3 Years
			(% = C / B)	(% = D / B)	(% = E / B)	(% = F / B)	(% = G / B)	(% = H / B)		(% = J / I)	(% = K / I)
Fall 2018	5,559	13%	74%	60%	59%	65%	41%	54%	87%	72%	77%
		728	542	435	432	472	302	392	4,831	3,497	3,738
Fall 2019	5,662	11%	76%	59%	58%	63%	42%	53%	89%	71%	76%
		634	485	376	370	399	265	336	5,028	3,589	3,808
Fall 2020	4,881	7%	71%	51%	64%	69%	50%	57%	93%	70%	75%
		342	243	175	219	236	170	196	4,539	3,176	3,415
Fall 2021	4,325	13%	74%	54%	63%	69%	46%	N/A	87%	66%	N/A
		571	424	310	362	395	265	N/A	3,754	2,492	N/A
Fall 2022	4,635	14%	70%	49%	60%	N/A	44%	N/A	86%	69%	N/A
		628	442	308	374	N/A	276	N/A	4,007	2,776	N/A

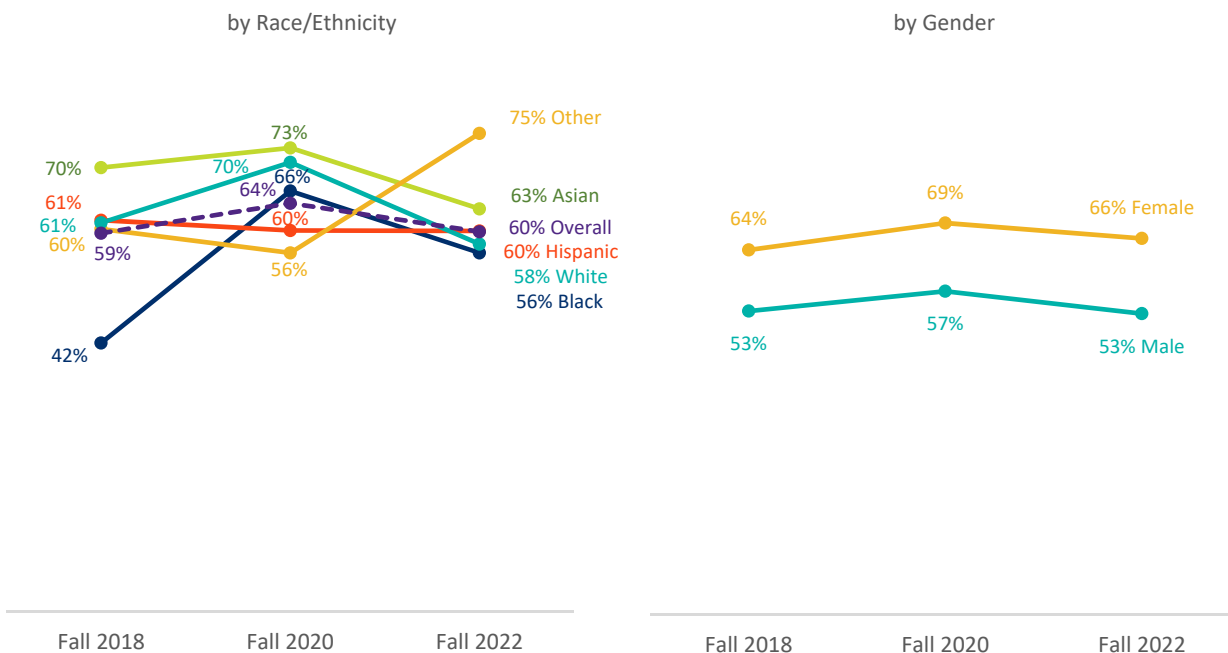
*Reading first college-level courses include: ENGL-1301, ENGL-1302, HIST-1301, HIST-1302, PHIL-1301, PSYC-2301, SOCI-1301, and SPCH-1311.

Becoming College-Ready - Reading by Race/Ethnicity and Gender

FTIC Students - Not College-Ready in Reading



FTIC Students - Not College-Ready in Reading: Completed DevEd or Met TSI Obligation in 1 Year

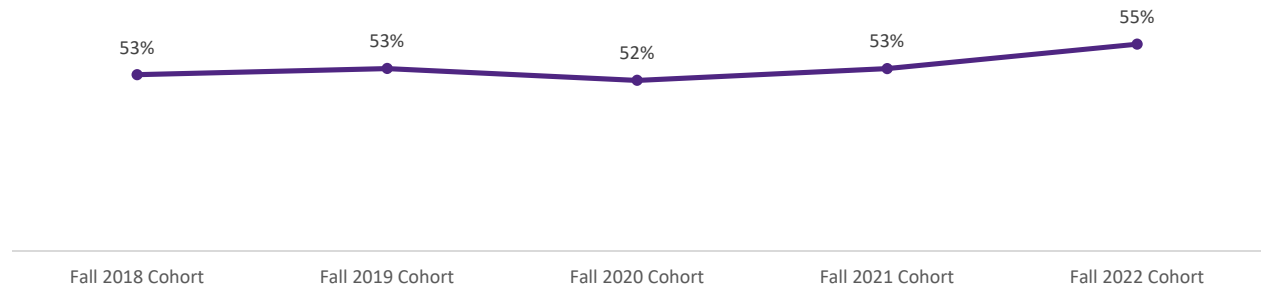


PROGRESS:
HELP STUDENTS STAY ON A PATH

Credit Student Fall-to-Fall Persistence

Credit Student Fall-to-Fall Persistence Rates

Data sources: OIRA Official Reporting Date data; ACC Student data (LiveODS)



Credit student fall-to-fall persistence rates increased 2 percentage points from 53% in 2018 to 55% in 2022.

Key Takeaways by Student Characteristic Groups

Over the past five years, Hispanic/Latino students generally had higher persistence rates while Black/African American and White students had lower persistence rates compared to overall. White student persistence rates improved the most from 50% in fall 2018 to 53% in fall 2022.

Over the past five years, female student persistence has remained higher than male student persistence, but the gap narrowed by 3 percentage points. Adult learner persistence has remained higher than non-adult learner persistence and full-time student persistence has remained higher than part-time student persistence.

Note:

1. Persistence includes students who returned as of the 12th class day of the following fall and graduates who did not return.
2. Percentage point change is rounded.
3. For additional years of persistence data for all credit students, see the ACC Strategic Plan Dashboards: <https://oira.austincc.edu/data-and-reports/tips-the-information-portal-system/interactive-data-dashboards/>.
4. For the persistence for First-Time-In-College (FTIC) students, see report #7 under ACC Monitor What Matters on TIPS: <https://oira.austincc.edu/data-and-reports/tips-the-information-portal-system/monitor/>.

Credit Student Fall-to-Fall Persistence Rates, Fall 2018 Cohort - Fall 2022 Cohort

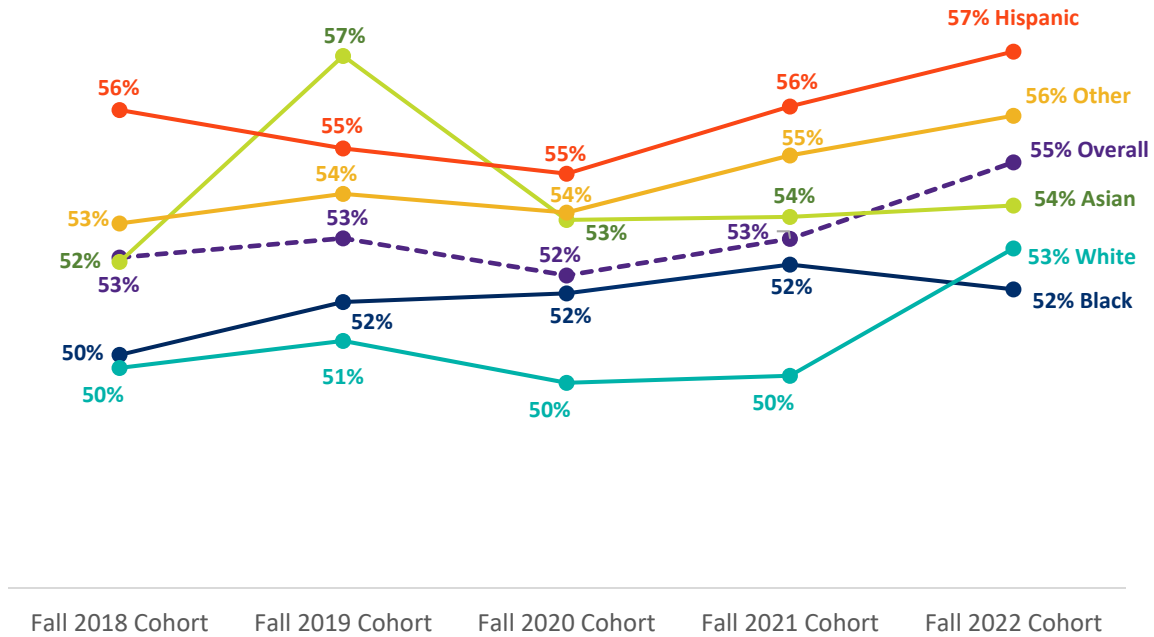
Data sources: OIRA Official Reporting Date data; ACC Student data (LiveODS)

	Fall 2018 Cohort		Fall 2019 Cohort		Fall 2020 Cohort		Fall 2021 Cohort		Fall 2022 Cohort		5-yr. ppt chg.
	Students	Persisted	Students	Persisted	Students	Persisted	Students	Persisted	Students	Persisted	
Race/Ethnicity											
Asian	2,222	52%	2,353	57%	2,425	53%	2,353	54%	2,371	54%	1
Black/African American	2,973	50%	3,148	52%	3,043	52%	2,873	52%	2,918	52%	2
Hispanic/Latino	14,916	56%	15,714	55%	15,318	55%	13,898	56%	13,936	57%	1
Other	2,725	53%	2,646	54%	2,449	54%	2,054	55%	1,852	56%	2
White	17,963	50%	17,195	51%	16,661	50%	14,431	50%	13,450	53%	3
Gender											
Female	22,925	54%	23,455	55%	23,778	53%	20,893	54%	19,750	55%	1
Male	17,874	51%	17,601	50%	16,118	50%	14,716	52%	14,777	54%	3
Adult Learner (Age 25 and over)/ Non-Adult Learner (Less than age 25)											
Adult Learner	13,667	54%	13,001	56%	13,005	55%	11,937	56%	11,036	56%	2
Non-Adult Learner	27,132	52%	28,055	51%	26,891	51%	23,672	52%	23,491	54%	2
Enrollment Intensity											
Full-Time	8,983	58%	8,939	59%	8,973	58%	7,722	59%	7,843	61%	3
Part-Time	31,816	51%	32,117	51%	30,923	50%	27,887	51%	26,684	53%	2
Overall	40,799	53%	41,056	53%	39,896	52%	35,609	53%	34,527	55%	2

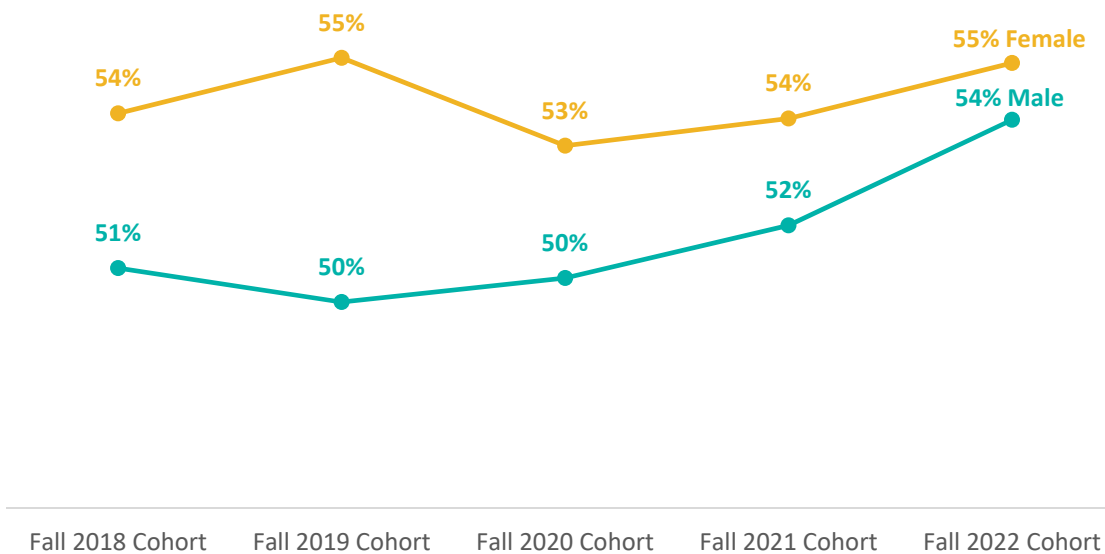
Credit Student Fall-to-Fall Persistence Rates

Data sources: OIRA Official Reporting Date data; ACC Student data (LiveODS)

by Race/Ethnicity

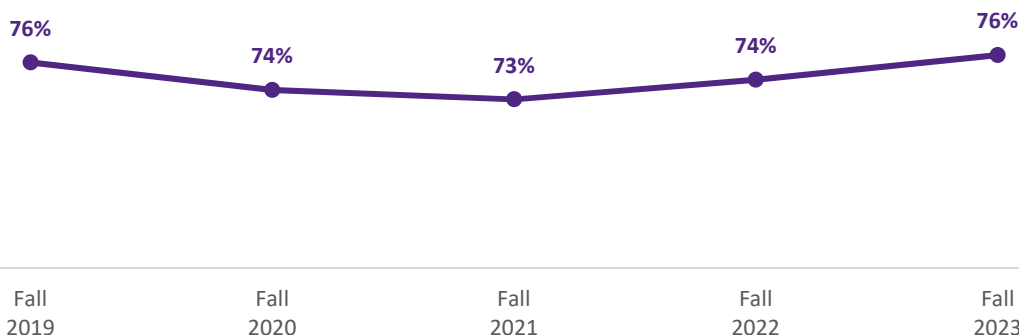


by Gender



Course Completions - All Courses

Successful Course Completions:
All College-Level and Developmental Education Courses
(Percentage of Grades of A, B, C, P, & S)



The overall percentage of successful grades in all credit courses (including college-level and developmental education courses) in fall 2023 was 76%, an increase of about two percentage points from fall 2022. The percentage decreased by two percentage points from fall 2019 to fall 2020, likely due to the large proportion of course sections that ACC moved online in response to the COVID-19 pandemic. (Historically, success rates in face-to-face courses have been higher than online.) By fall 2022, more courses had moved back to face-to-face.

Key Takeaways by Student Characteristic Groups

Success rates increased by one or two percentage points between fall 2022 and fall 2023 for each race/ethnicity group, except the other category increased by four percentage points. The success rates for both male and female students increased by two percentage points between fall 2022 and fall 2023.

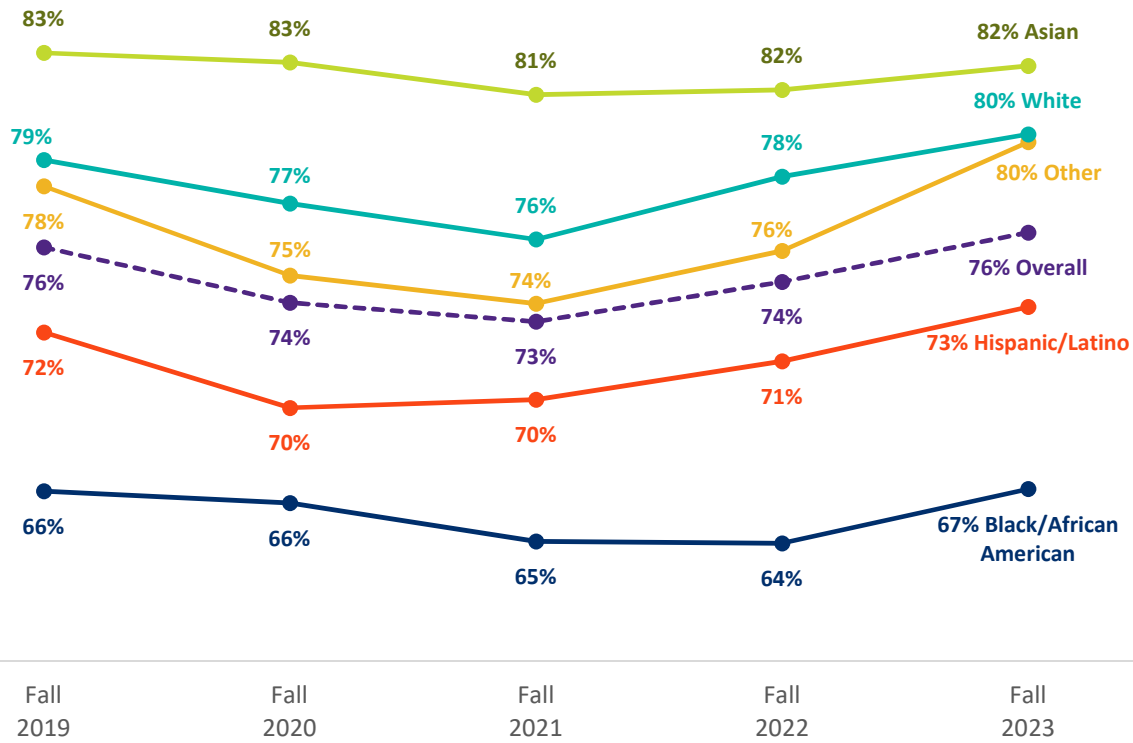
Successful Course Completions: All College-Level and Developmental Education Courses

Data Source: OIRA End of Term data

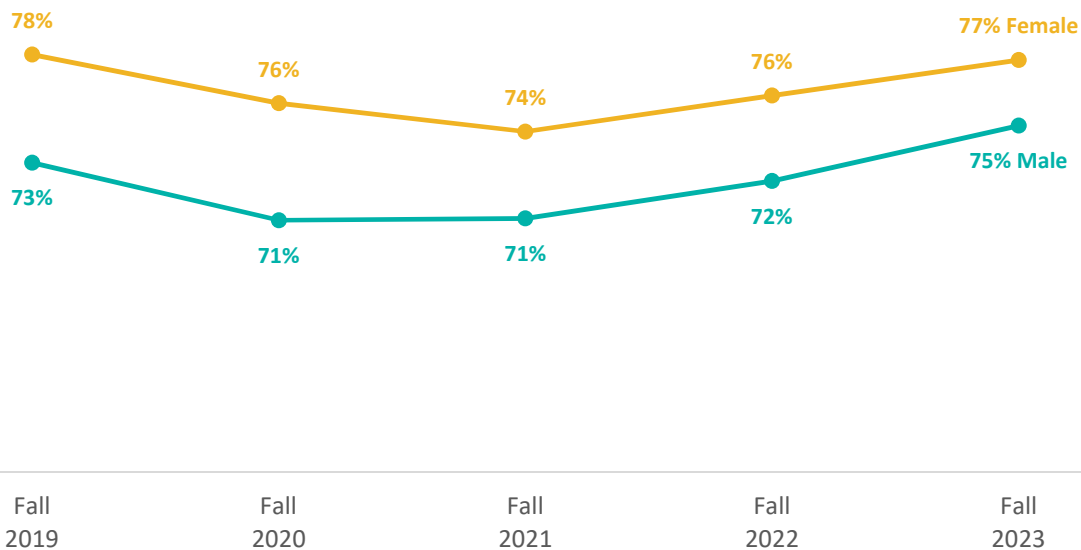
Grades - All College-Level & Developmental Education Courses	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	1-yr. ppt chg.	5-yr. ppt chg.
Overall (N)	102,578	102,057	90,593	88,206	92,969		
Overall Successful Grades (%)	76%	74%	73%	74%	76%	2	1
Race/Ethnicity							
Asian	83%	83%	81%	82%	82%	1	0
Black/African American	66%	66%	65%	64%	67%	2	0
Hispanic/Latino	72%	70%	70%	71%	73%	2	1
Other	78%	75%	74%	76%	80%	4	2
White	79%	77%	76%	78%	80%	2	1
Gender							
Female	78%	76%	74%	76%	77%	2	0
Male	73%	71%	71%	72%	75%	2	2
Adult Learner (Age 25 and over)/ Non-Adult Learner (Less than age 25)							
Adult Learner	78%	77%	76%	75%	77%	2	-1
Non-Adult Learner	75%	72%	72%	74%	76%	2	1
Enrollment Intensity							
Full-Time	76%	73%	73%	74%	76%	2	0
Part-Time	75%	74%	73%	74%	76%	2	1

Successful Course Completions: All College-Level and Developmental Education Courses (Percentage of Grades of A, B, C, P, & S)

by Race/Ethnicity



by Gender



ACC Grade Distribution Summary Report - Fall 2023

(College-Level & Developmental Education Courses - Traditional Classroom & Distance Learning)

Race/Ethnicity (Unduplicated)	Gender	A, B, C, P, & S Grades		D, F, IP, NP, & U Grades		W Grades		Total	
		N	%	N	%	N	%	N	%
Am. Indian/ Alaskan Native	Female	157	75%	33	16%	19	9%	209	100%
	Male	160	79%	23	11%	20	10%	203	100%
	Gender Total:	317	77%	56	14%	39	9%	412	100%
Asian	Female	2,777	84%	229	7%	285	9%	3,291	100%
	Male	2,291	80%	311	11%	251	9%	2,853	100%
	Gender Total:	5,068	82%	540	9%	536	9%	6,144	100%
Black/African American	Female	3,464	69%	812	16%	727	15%	5,003	100%
	Male	1,879	62%	659	22%	493	16%	3,031	100%
	Gender Total:	5,343	67%	1,471	18%	1,220	15%	8,034	100%
Hawaiian/ Pacific Islander	Female	81	73%	19	17%	11	10%	111	100%
	Male	69	73%	14	15%	12	13%	95	100%
	Gender Total:	150	73%	33	16%	23	11%	206	100%
Hispanic/Latino	Female	16,749	74%	2,987	13%	2,815	12%	22,551	100%
	Male	11,539	72%	2,436	15%	2,024	13%	15,999	100%
	Gender Total:	28,288	73%	5,423	14%	4,839	13%	38,550	100%
Non-Resident Alien	Female	854	90%	62	7%	33	3%	949	100%
	Male	577	85%	72	11%	29	4%	678	100%
	Gender Total:	1,431	88%	134	8%	62	4%	1,627	100%
Two or more races	Female	1,270	76%	188	11%	212	13%	1,670	100%
	Male	1,036	75%	181	13%	158	11%	1,375	100%
	Gender Total:	2,306	76%	369	12%	370	12%	3,045	100%
Unknown	Female	199	82%	29	12%	14	6%	242	100%
	Male	137	80%	19	11%	15	9%	171	100%
	Gender Total:	336	81%	48	12%	29	7%	413	100%
White	Female	14,630	82%	1,365	8%	1,879	11%	17,874	100%
	Male	12,967	78%	1,820	11%	1,877	11%	16,664	100%
	Gender Total:	27,597	80%	3,185	9%	3,756	11%	34,538	100%
Overall	Female	40,181	77%	5,724	11%	5,995	12%	51,900	100%
	Male	30,655	75%	5,535	13%	4,879	12%	41,069	100%
	Gender Total:	70,836	76%	11,259	12%	10,874	12%	92,969	100%

Source: OIRA End of Term Data

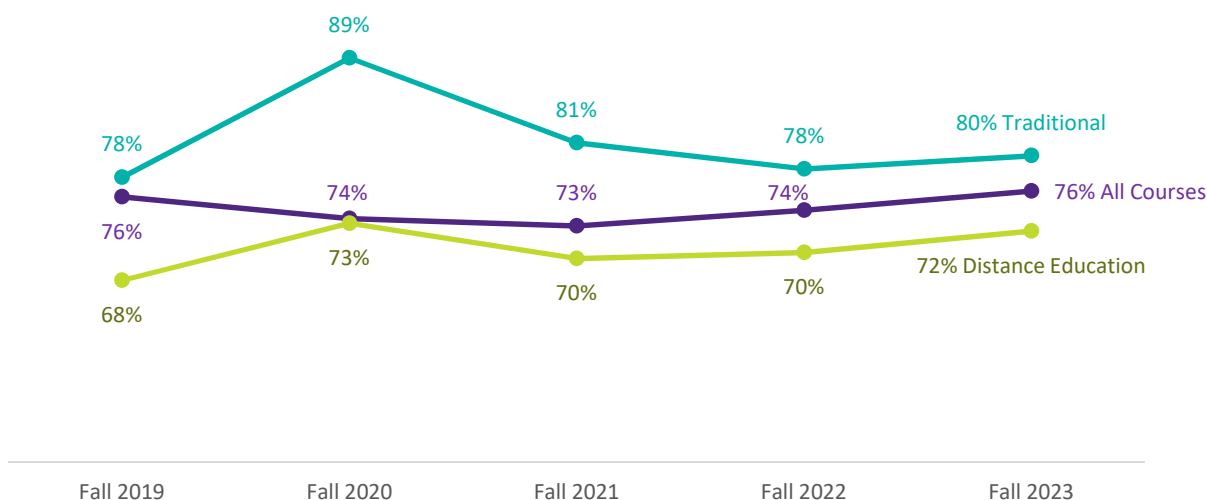
--Grade A, B, C, P, S, D, F, IP, NP, U, and W are included in the total.

--Report includes only those with grade posted in the respective semester.

--Race/Ethnicity (Unduplicated): Student is categorized to one race/ethnicity only. A student who chose more than one race will be grouped into the two or more races group.

Course Completions - Traditional vs Distance Education

Successful Course Completions: Traditional vs Distance Education
(Percentage Grades of A, B, C, P, & S)



The percentage of successful grades in traditional courses increased by two percentage points (78% to 80%) from fall 2022 to fall 2023. The significant increase between fall 2019 and fall 2020 in the percentage of successful grades in distance education (with a dip the following fall) is likely due to the large proportion of course sections that ACC moved online in response to the COVID-19 pandemic in fall 2020, with many moving back to traditional face-to-face courses in fall 2021. Historically, success rates in face-to-face courses have been higher than online.

Key Takeaways by Student Characteristic Groups

The percentage of successful grades in traditional courses was higher than in distance education for all race/ethnicity groups and male and female students.

Black/African American students and the students from smaller race/ethnicity groups (e.g., American Indian/Alaskan Native, Hawaiian/Pacific Islander, International, two or more races, and unknown) had the largest gap in successful course completion between traditional and distance education courses (10 percentage points in fall 2023).

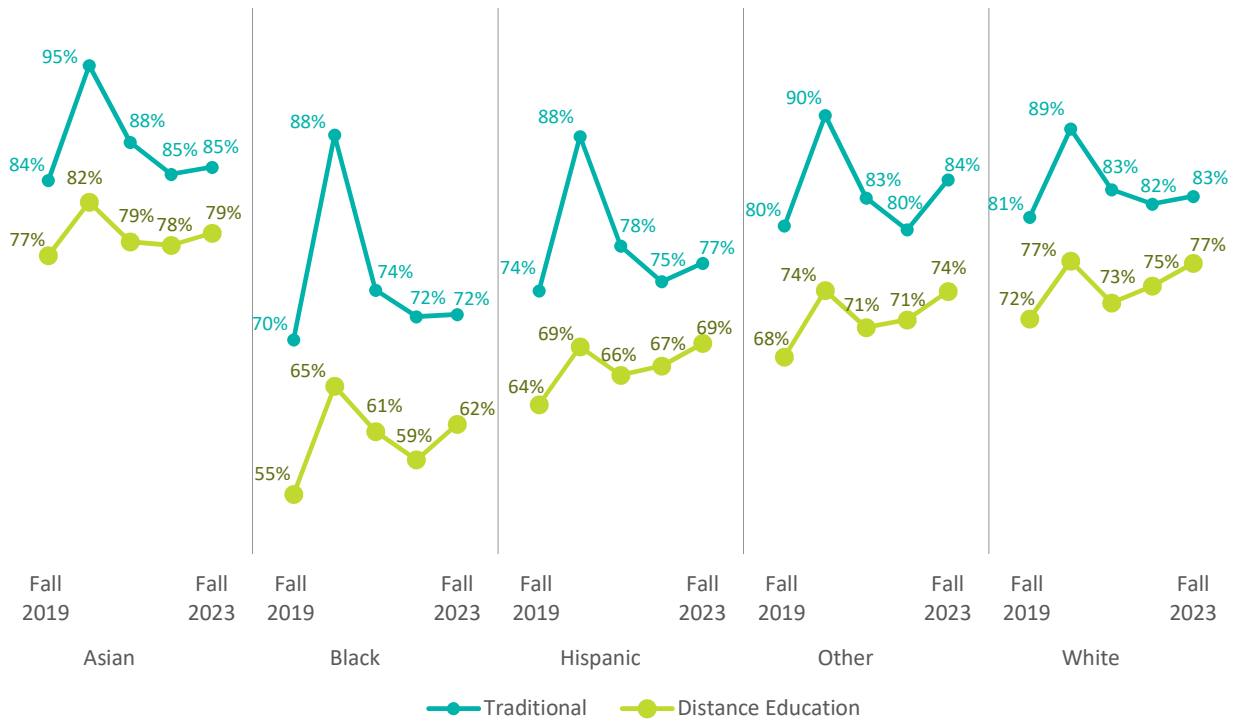
Course Completions - Traditional vs Distance Education

Data Source: OIRA End of Term data

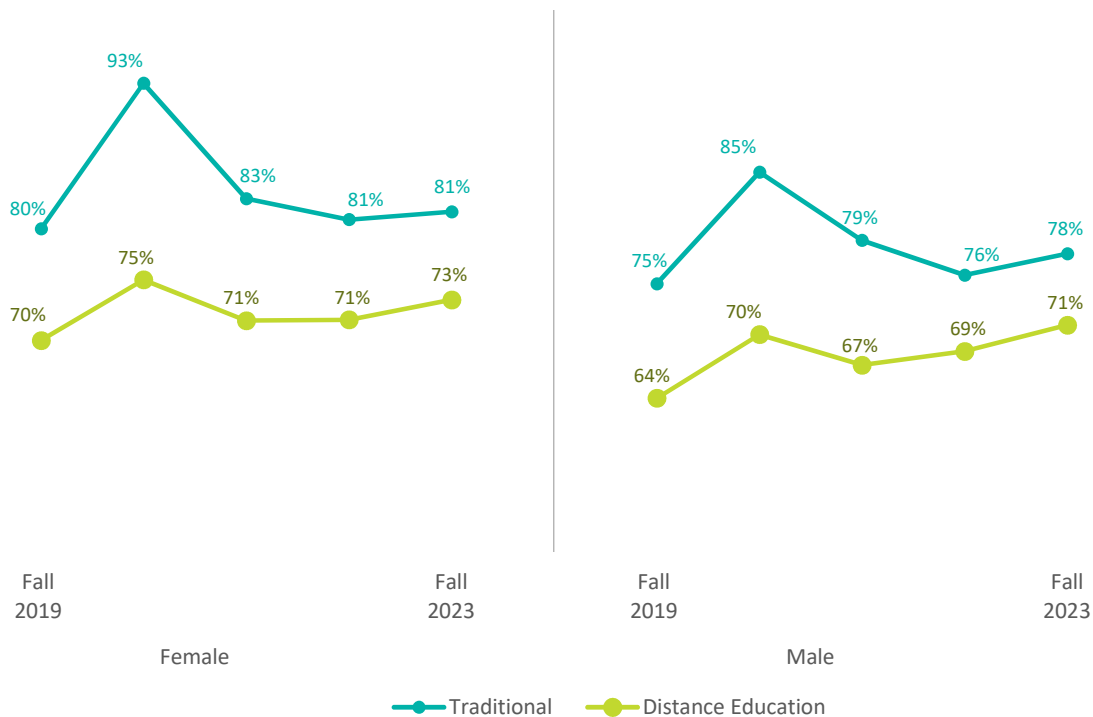
Semester	All Courses			Traditional (Face-to-Face)			Distance Education		
	Grades N	Successful N	%	Grades N	Successful N	%	Grades N	Successful N	%
Fall 2019	102,578	77,577	76%	83,013	64,360	78%	19,565	13,217	68%
Fall 2020	102,057	75,060	74%	3,022	2,692	89%	99,035	72,368	73%
Fall 2021	90,593	65,973	73%	25,509	20,632	81%	65,084	45,341	70%
Fall 2022	88,206	65,562	74%	44,495	34,854	78%	43,711	30,708	70%
Fall 2023	92,969	70,836	76%	49,285	39,241	80%	43,684	31,595	72%

Successful Course Completions: Traditional vs Distance Education (Percentage Grades of A, B, C, P, & S)

by Race/Ethnicity



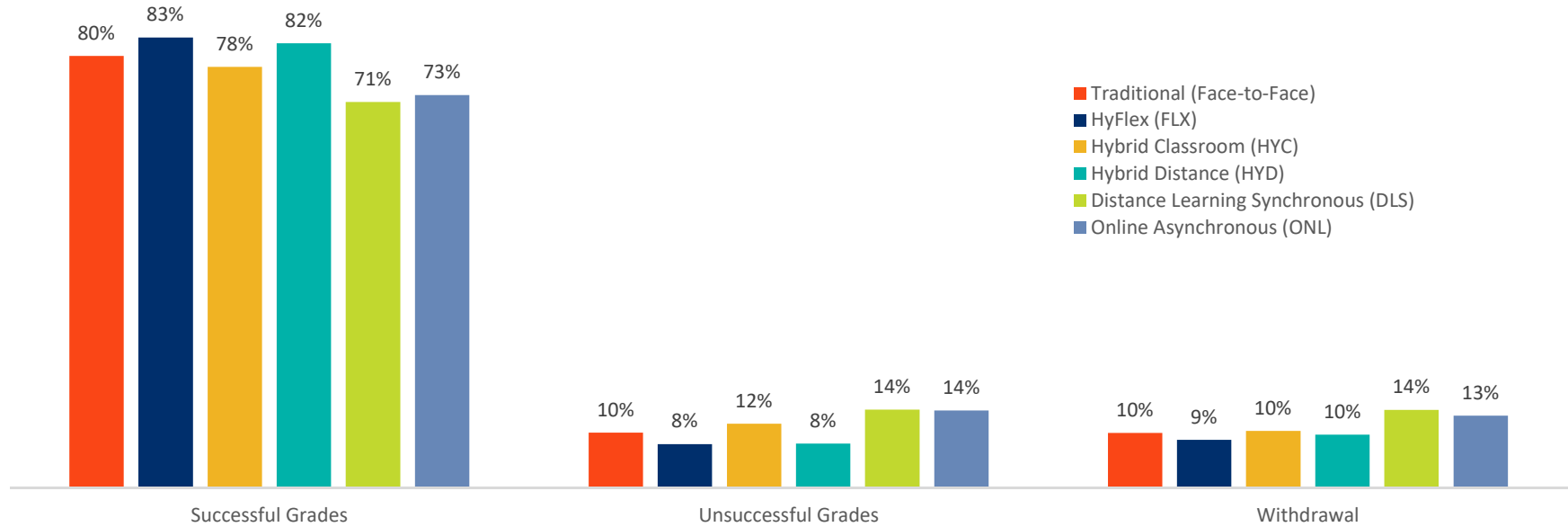
by Gender



Course Completion by Delivery Modality

Course Completion by Delivery Modality - Fall 2023

(Successful Grades include A, B, C, P, & S)



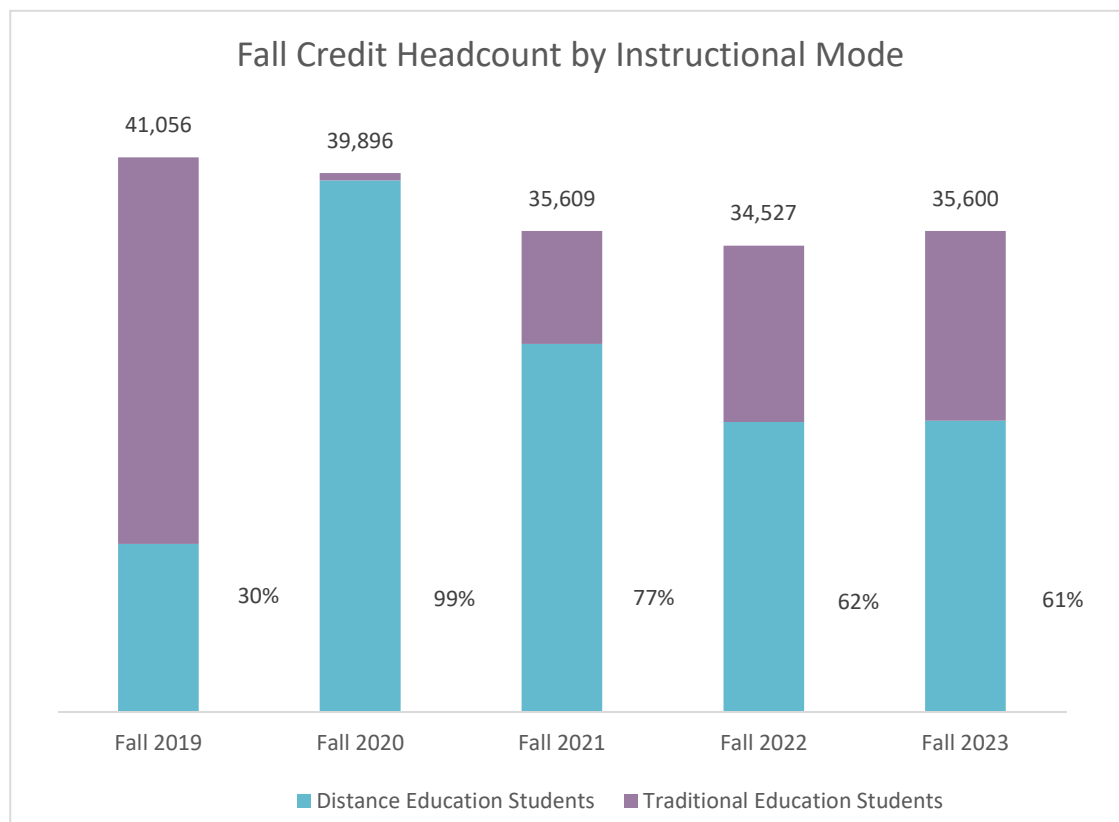
In fall 2023, fully online courses, both synchronous (DLS) and asynchronous (ONL), had lower course completion rates and higher withdrawal rates than the courses taught via hybrid and face-to-face modalities. HyFlex and Hybrid Distance had higher successful course completion rates than the courses taught via other modalities.

Course Completion by Delivery Modality - Fall 2023

Data Source: OIRA End of Term data

	Face-to-Face		FLX		HYC		HYD		DLS		ONL		Total	
	Grades	Pct	Grades	Pct	Grades	Pct	Grades	Pct	Grades	Pct	Grades	Pct	Grades	Pct
Successful Grades	35,073	80%	406	83%	3,762	78%	556	82%	9,108	71%	21,931	73%	70,836	76%
Unsuccessful Grades	4,458	10%	39	8%	570	12%	55	8%	1,840	14%	4,297	14%	11,259	12%
Withdrawal	4,429	10%	43	9%	505	10%	66	10%	1,829	14%	4,002	13%	10,874	12%
Total	43,960	100%	488	100%	4,837	100%	677	100%	12,777	100%	30,230	100%	92,969	100%

Distance Education Enrollments - Unduplicated Headcount



The percentage of ACC students enrolling in at least one distance education course (i.e., distance education students) increased from 30% in fall 2019 to 61% in fall 2023.

In fall 2020, nearly all ACC students enrolled in at least one distance education course (99%) as the onset of the COVID-19 pandemic in spring 2020 resulted in a large portion of course sections moving from face-to-face to online. Since then, many course sections have been moved back to face-to-face.

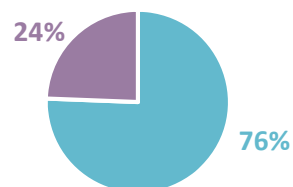
There were 14,051 students (39%) who enrolled only in face-to-face courses (i.e., traditional education students) in fall 2023.

A higher percentage of full-time students were enrolled in distance education (76%) compared to part-time students (56%).

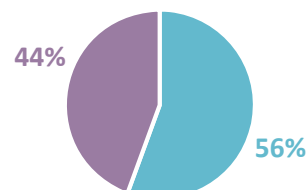
Full-Time and Part-Time Students by Instructional Mode - Fall 2023

Data Source: OIRA Official Reporting Date data.

Full-Time Students

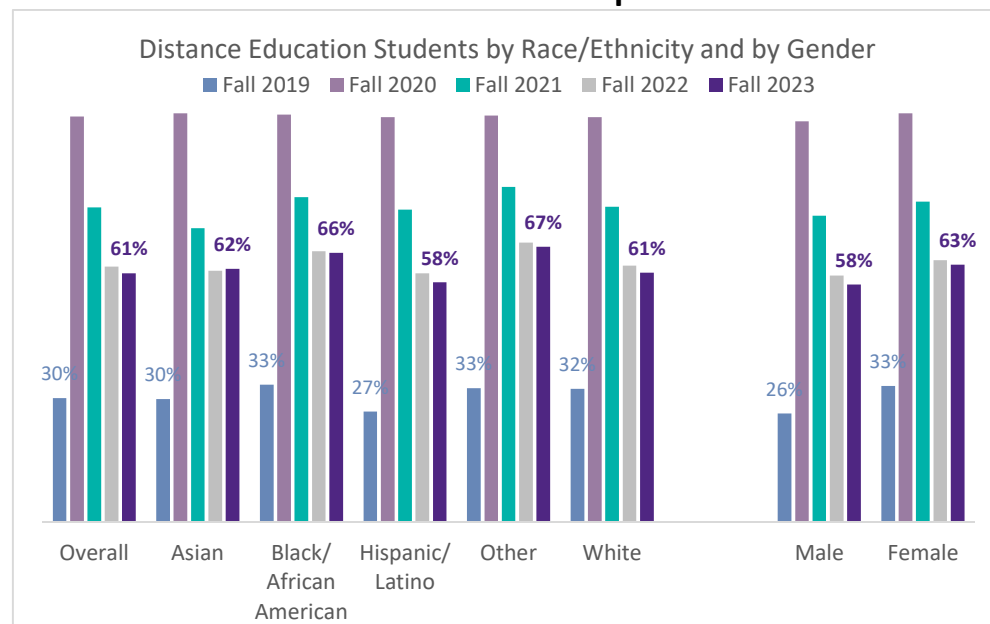


Part-Time Students



■ Distance Education Students
■ Traditional Education Students

Distance Education Enrollments - Unduplicated Headcount



Around 61% of ACC students across all race/ethnicity groups, gender groups, and enrollment intensity groups enrolled in at least one distance education course (i.e., were distance education students) in fall 2023.

In fall 2020, nearly all ACC students enrolled in at least one distance education course as the onset of the COVID-19 pandemic in spring 2020 resulted in a large portion of course sections moving from face-to-face to online. Since then, many course sections moved back to face-to-face. From fall 2022 to fall 2023, there was a notable decrease in the percentage of distance education students who were enrolled full-time (from 80% to 76%).

Note: An adult learner is defined as age 25 or older.

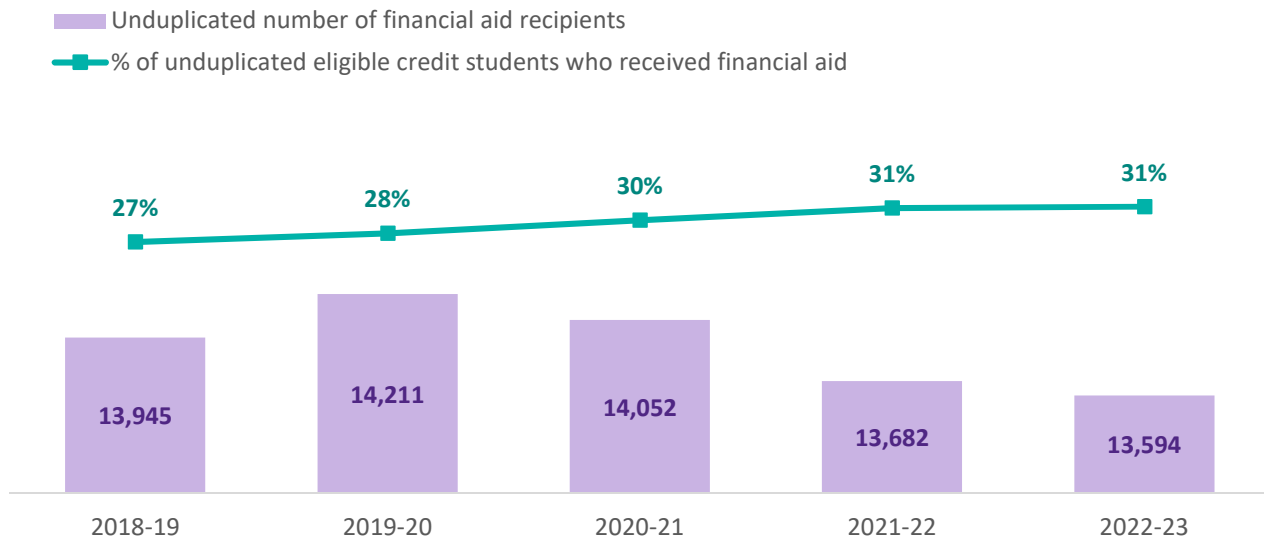
Headcount by Distance Education, Fall 2019 - Fall 2023

Data Source: OIRA Official Reporting Date data

	Fall 2019			Fall 2020			Fall 2021			Fall 2022			Fall 2023		
	Total Stdts	Trad Stdts	Dist Stdts	Total Stdts	Trad Stdts	Dist Stdts	Total Stdts	Trad Stdts	Dist Stdts	Total Stdts	Trad Stdts	Dist Stdts	Total Stdts	Trad Stdts	Dist Stdts
Asian	2,353	70%	30%	2,425	1%	99%	2,353	29%	71%	2,371	39%	61%	2,519	38%	62%
Black	3,148	67%	33%	3,043	1%	99%	2,873	21%	79%	2,918	34%	66%	3,006	35%	66%
Hispanic	15,714	73%	27%	15,318	2%	99%	13,898	24%	76%	13,936	40%	60%	14,607	42%	58%
Other	2,646	67%	33%	2,449	1%	99%	2,054	19%	82%	1,852	32%	68%	1,998	33%	67%
White	17,195	68%	32%	16,661	2%	99%	14,431	23%	77%	13,450	38%	62%	13,470	39%	61%
Female	23,455	67%	33%	23,778	1%	99%	20,893	22%	78%	19,750	36%	64%	20,160	37%	63%
Male	17,601	74%	26%	16,118	3%	98%	14,716	26%	74%	14,777	40%	60%	15,440	42%	58%
Adult	13,001	59%	41%	13,005	2%	98%	11,937	11%	89%	11,036	28%	72%	11,088	27%	73%
Non-adult	28,055	75%	25%	26,891	1%	99%	23,672	30%	70%	23,491	43%	57%	24,512	45%	55%
Full-Time	8,939	61%	40%	8,973	1%	99%	7,722	8%	92%	7,843	21%	80%	8,698	24%	76%
Part-Time	32,117	72%	28%	30,923	1%	99%	27,887	28%	72%	26,684	43%	57%	26,902	44%	56%
Overall	41,056	70%	30%	39,896	1%	99%	35,609	24%	77%	34,527	38%	62%	35,600	40%	61%

Financial Aid Awards and Recipients

Financial Aid Activity



The percentage of eligible students receiving financial aid increased 4 percentage points over the past five years. The number of financial aid recipients increased from AY2018-19 to AY2019-20 and trended downward from AY2019-20 to AY2022-23. The decline in the number of recipients since 2020 is primarily attributed to a reduction in the overall student enrollment. Total financial aid dollars disbursed to students also increased by 3% from AY2018-19 and AY2022-23 and by 4% from AY2021-22 to AY2022-23.

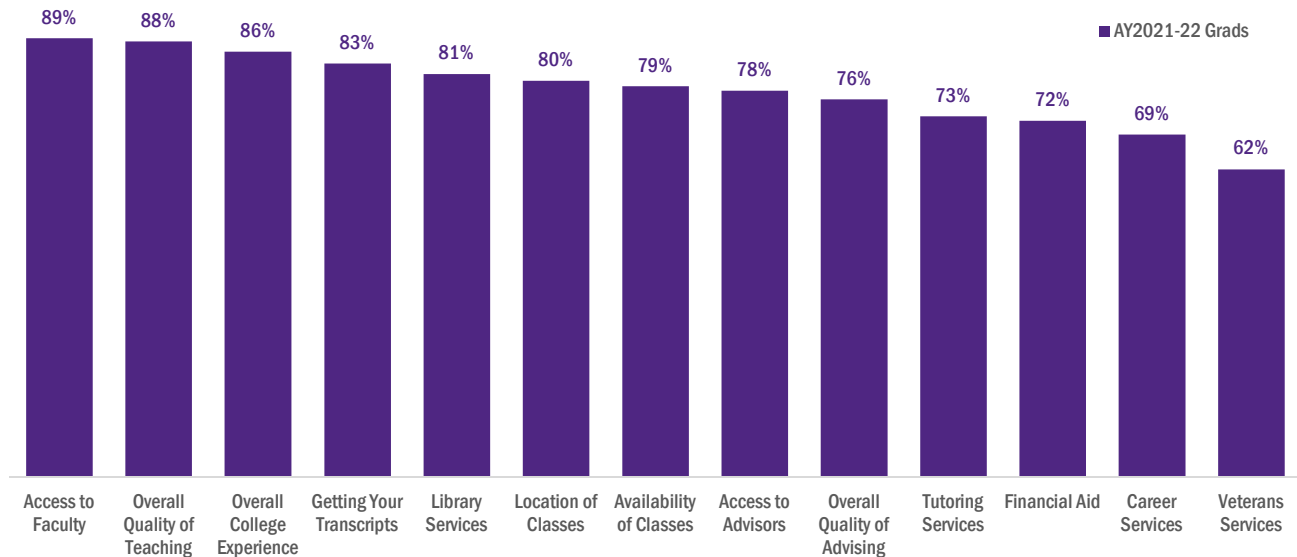
Financial Aid Activity

Data Source: ACC Office of Student Assistance

Description	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr. chg.
Total dollars financial aid disbursed (in millions)	\$74	\$75	\$77	\$73	\$76	3%
Average award per recipient	\$5,275	\$5,298	\$5,493	\$5,316	\$5,568	6%
Unduplicated number of financial aid recipients	13,945	14,211	14,052	13,682	13,594	-3%
Unduplicated credit students	61,669	62,785	59,398	55,226	55,140	-11%
% of unduplicated credit students who received financial aid	23%	23%	24%	25%	25%	2
Unduplicated credit students eligible financial aid (excluding DUAL/DCIL/ECHS)	50,760	49,974	47,027	43,852	43,362	-15%
% of unduplicated eligible credit students who received financial aid	27%	28%	30%	31%	31%	4

ACC Completer First-year Follow-up Survey: Satisfaction with ACC Student Experience

ACC Completer First-year Follow-up Survey
Percentage satisfied or very satisfied with each aspect of the ACC student experience



This annual survey asks completers about their experiences at ACC and career progression in their first year after completion.

For the most recent cohort of completers (AY2021-22), more than 60% of respondents were satisfied or very satisfied with each surveyed aspect, and more than 80% were satisfied or very satisfied with access to faculty, overall quality of teaching, overall college experience, getting transcripts, library services, and location of classes. Satisfaction was similar to the previous cohort of completers (AY2020-21).

ACC Completer First-year Follow-up Survey: Percentage satisfied or very satisfied with each aspect of the ACC student experience

Survey Item	AY2020-21 Grads	AY2021-22 Grads	ACC %-pt Change in Rating
Access to Faculty	87%	89%	2
Overall Quality of Teaching	87%	88%	1
Overall College Experience	86%	86%	0
Getting Your Transcripts	84%	83%	0
Library Services	84%	81%	-2
Location of Classes	79%	80%	1
Availability of Classes	79%	79%	0
Access to Advisors	79%	78%	-1
Overall Quality of Advising	74%	76%	2
Tutoring Services	72%	73%	0
Financial Aid	73%	72%	-1
Career Services	67%	69%	2
Veterans Services	61%	62%	1
Total Students Surveyed	7,394	9,657	
Survey Respondents	1,302	1,347	
Response Rate	18%	14%	

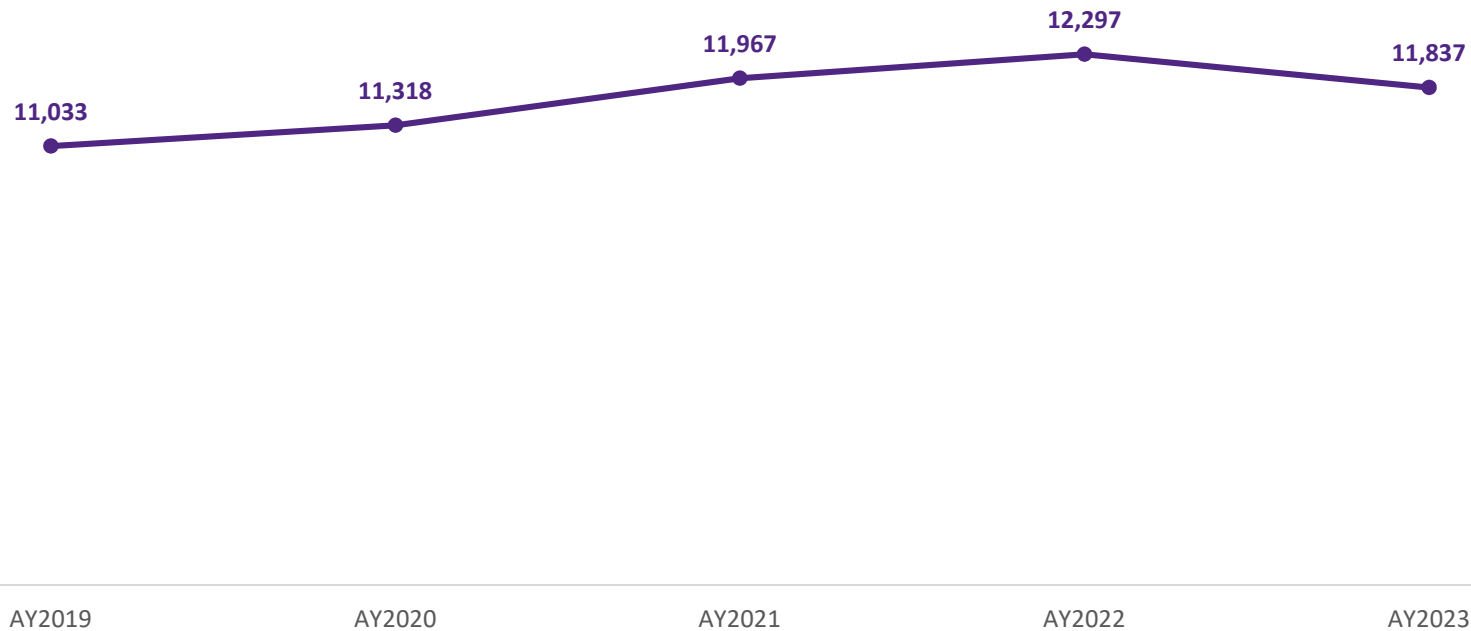
Note: Respondents could select one of the following: Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied, N/A (Not Applicable). Responses of "N/A" are excluded from the percentage calculations.

SUCCEED:
ENSURE STUDENTS ARE LEARNING

Awards Earned

Austin Community College - Awards Earned

(Data source: OIRA Snapshot Data on Sep 30th, 2023)



Note:

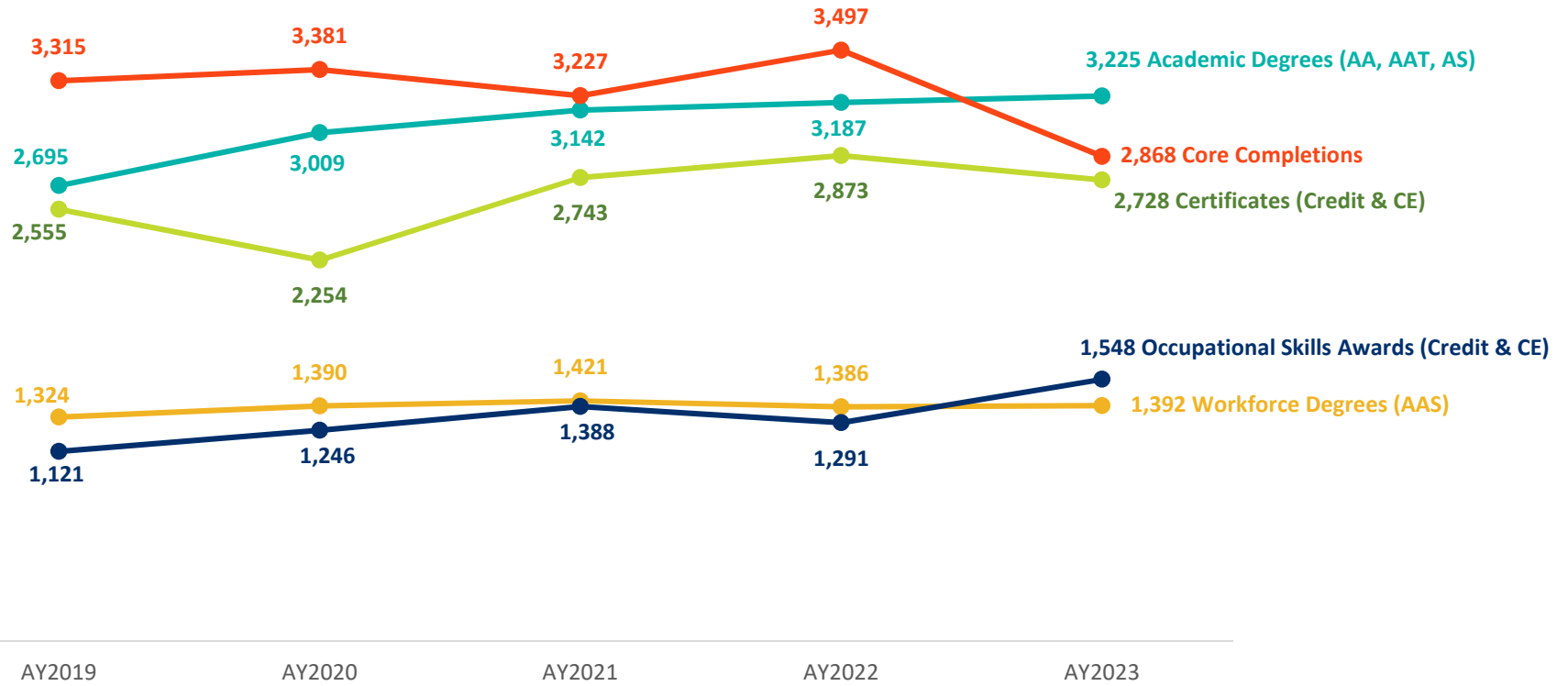
(1) Awards include Bachelor of Applied Science in Software Development (BAS); Bachelor of Science in Nursing (BSN); Associate of Applied Science (AAS); Associate of Arts (AA); Associate of Arts in Teaching (AAT); Associate of Science (AS); Certificate - Level 1-4 (CT1-CT4); Certificate - Continuing Education (Approved by THECB); Core Completion; Occupational Skills Achievement (MSA/OSA - Credit & Continuing Education); Certificate - Continuing Education (Approved by Institution). This report excludes Field of Study (FOS) awards.

(2) This analysis reports the number of awards earned during a given academic year even if the award was conferred in a later term.

Awards Earned

Austin Community College - Awards Earned

(Data source: OIRA Snapshot Data on Sep 30th, 2023)



Austin Community College - Awards Earned (as of Sep 30th, 2023)

Data sources: OIRA Snapshot Data on Sep 30th, 2023

Award	AY2019	AY2020	AY2021	AY2022	AY2023	1-yr. % chg.	5-yr. % chg.
Bachelor's Degrees (BAS, BSN)	23	38	46	63	76	21%	230%
Academic Degrees (AA, AAT, AS)	2,695	3,009	3,142	3,187	3,225	1%	20%
Workforce Degrees (AAS)	1,324	1,390	1,421	1,386	1,392	0%	5%
Certificates (Credit and Continuing Education)	2,555	2,254	2,743	2,873	2,728	-5%	7%
Core Completions	3,315	3,381	3,227	3,497	2,868	-18%	-13%
Occupational Skills Awards (Credit and Continuing Education)	1,121	1,246	1,388	1,291	1,548	20%	38%
Overall	11,033	11,318	11,967	12,297	11,837	-4%	7%

AY2023 Update

Over the past five years, the number of academic degrees (i.e., AA, AAT, AS) increased 20%, from 2,695 (AY2019) to 3,225 (AY2023). The increase is attributable to several factors that began in 2016, including the processing of more reverse transfer degrees, more flexible course requirements for general studies degrees, and new processes that make it easier for ACC to identify and assist students who meet graduation requirements complete to their awards.

Over the same time period:

- Workforce degrees (AAS) increased 5%, from 1,324 (AY2019) to 1,392 (AY2023);
- Credit and Continuing Education Certificates increased 7%, from 2,555 (AY2019) to 2,728 (AY2023);
- Credit and Continuing Education Occupational Skills Awards increased 38%, from 1,121 (AY2019) to 1,548 (AY2023).

Over last year, the number of bachelor's degrees increased 21%, from 63 (AY2022) to 76 (AY2023). Occupational Skills Awards increased 20%, from 1,291 (AY2022) to 1,548 (AY2023). The large decline (18%) in core completions from 3,497 (AY2022) to 2,868 (AY2023) is mainly due to a delay in data reporting which causes an undercount in core completions for the most recent academic year.

Note:

(1) This report reflects data as of the date indicated and may differ slightly from previously reported totals in the Fact Book and elsewhere due to updates from Admissions and Records. The report counts all awards received by a student in the academic year of receipt. Awards reported here include the following associate degrees awarded to Early College High School students: 164 in AY2019, 264 in AY2020, 271 in AY2021, 282 in AY2022, and 286 in AY2023.

(2) This report excludes Field of Study awards.

Austin Community College - Awards Earned (as of Sep 30th, 2023)

Data sources: OIRA Snapshot Data on Sep 30th, 2023

Award	AY2019	AY2020	AY2021	AY2022	AY2023	1-yr. % chg.	5-yr. % chg.
Bachelor of Applied Science in Software Development (BAS)	-	-	-	4	13	225%	N/A
Bachelor of Science in Nursing (BSN)	23	38	46	59	63	7%	174%
Associate of Arts (AA)	1,551	1,694	1,892	2,010	2,058	2%	33%
Associate of Science (AS)	1,050	1,210	1,104	1,092	1,086	-1%	3%
Associate of Arts in Teaching (AAT)	94	105	146	85	81	-5%	-14%
Associate of Applied Arts (AAS)	1,324	1,390	1,421	1,386	1,392	0%	5%
Core Completions	3,315	3,381	3,227	3,497	2,868	-18%	-13%
Certificate Level-1	909	978	1,095	1,206	1,037	-14%	14%
Certificate Level-2	94	87	100	170	220	29%	134%
Certificate Level-3	2	2	3	4	5	25%	150%
Certificate Level-4	135	157	123	127	103	-19%	-24%
Continuing Education Certificate (Approved by THECB)	102	90	114	150	149	-1%	46%
Continuing Education Institutional Awards	1,313	940	1,308	1,216	1,214	0%	-8%
Occupational Skills Achievement - Credit	889	977	994	841	1,096	30%	23%
Occupational Skills Achievement - Continuing Education	232	269	394	450	452	0%	95%
Overall	11,033	11,318	11,967	12,297	11,837	-4%	7%

Certificate Level-1: CT1, 15-42 semester credit hours.

Certificate Level-2: CT2, 30-51 semester credit hours.

Certificate Level-3: CT3, Enhanced Certificate, typically requiring an associate's degree; 6-12 semester credit hours.

Certificate Level-4: CT4, Advanced Technical Certificate: typically requiring a bachelor's degree; 16-45 credit hours.

Continuing Education Certificate (Approved by THECB): CT1-CE; typically fewer than 780 contact hours.

Continuing Education Institutional Awards: typically fewer than 360 contact hours.

Occupational Skills Achievement - Credit: MSA/OSA-Credit; 9-14 semester credit hours.

Occupational Skills Achievement - Continuing Education: MSA/OSA-CE; 144-359 contact hours.

Note:

(1) This report reflects data as of the date indicated and may differ slightly from previously reported totals in the Fact Book and elsewhere due to updates from Admissions and Records. The report counts all awards received by a student in the academic year of receipt. Awards reported here include the following associate degrees awarded to Early College High School students: 164 in AY2019, 264 in AY2020, 271 in AY2021, 282 in AY2022, and 286 in AY2023.

(2) This report excludes Field of Study awards.

Awards Earned by Student Characteristic Groups

Data sources: OIRA Snapshot Data on Sep 30th, 2023

All Awards (Excluding Field of Study)	AY 2019		AY 2020		AY 2021		AY 2022		AY 2023		1-yr.	5-yr.
	Awards	Pct	Awards	Pct	Awards	Pct	Awards	Pct	Awards	Pct	% chg.	% chg.
Race/Ethnicity												
Asian	706	6%	799	7%	855	7%	996	8%	964	8%	-3%	37%
Black/African American	815	7%	821	7%	874	7%	980	8%	999	8%	2%	23%
Hispanic/Latino	4,007	36%	4,149	37%	4,379	37%	4,529	37%	4,626	39%	2%	15%
Other	764	7%	769	7%	750	6%	784	6%	723	6%	-8%	-5%
White	4,741	43%	4,780	42%	5,109	43%	5,008	41%	4,525	38%	-10%	-5%
Gender												
Female	6,295	57%	6,502	57%	7,121	60%	7,108	58%	6,800	57%	-4%	8%
Male	4,738	43%	4,816	43%	4,846	40%	5,189	42%	5,037	43%	-3%	6%
Adult Learner (Age 25 and over)/ Non-Adult Learner (Less than age 25)												
Adult Learner	6,556	59%	6,313	56%	6,745	56%	6,721	55%	6,447	54%	-4%	-2%
Non-Adult Learner	4,477	41%	5,005	44%	5,222	44%	5,576	45%	5,390	46%	-3%	20%
Overall	11,033	100%	11,318	100%	11,967	100%	12,297	100%	11,837	100%	-4%	7%
BAS & BSN	AY 2019		AY 2020		AY 2021		AY 2022		AY 2023		1-yr.	5-yr.
	Awards	Pct	Awards	Pct	Awards	Pct	Awards	Pct	Awards	Pct	% chg.	% chg.
Race/Ethnicity												
Asian	*	*	*	*	*	*	*	*	6	8%	*	*
Black/African American	*	*	*	*	*	*	8	13%	7	9%	-13%	*
Hispanic/Latino	*	*	15	39%	13	28%	21	33%	21	28%	0%	*
Other	*	*	*	*	*	*	*	*	7	9%	*	*
White	14	61%	17	45%	24	52%	25	40%	35	46%	40%	150%
Gender												
Female	*	*	*	*	38	83%	55	87%	60	79%	9%	*
Male	*	*	*	*	8	17%	8	13%	16	21%	100%	*
Adult Learner (Age 25 and over)/ Non-Adult Learner (Less than age 25)												
Adult Learner	*	*	*	*	*	*	63	100%	71	93%	13%	*
Non-Adult Learner	*	*	*	*	*	*	0	0%	5	7%	N/A	*
Overall	23	100%	38	100%	46	100%	63	100%	76	100%	21%	230%

Note: Small counts of 1-4 students and a complementary/next-least cell (as needed) have been masked to protect student privacy.

Awards Earned by Student Characteristic Groups

Data sources: OIRA Snapshot Data on Sep 30th, 2023

AA, AAT, AS	AY 2019		AY 2020		AY 2021		AY 2022		AY 2023		1-yr.	5-yr.
	Awards	Pct	Awards	Pct	Awards	Pct	Awards	Pct	Awards	Pct	% chg.	% chg.
Race/Ethnicity												
Asian	161	6%	194	6%	231	7%	275	9%	299	9%	9%	86%
Black/African American	172	6%	176	6%	202	6%	207	6%	244	8%	18%	42%
Hispanic/Latino	1,023	38%	1,201	40%	1,194	38%	1,165	37%	1,264	39%	8%	24%
Other	207	8%	224	7%	216	7%	212	7%	201	6%	-5%	-3%
White	1,132	42%	1,214	40%	1,299	41%	1,328	42%	1,217	38%	-8%	8%
Gender												
Female	1,563	58%	1,789	59%	1,961	62%	1,976	62%	1,906	59%	-4%	22%
Male	1,132	42%	1,220	41%	1,181	38%	1,211	38%	1,319	41%	9%	17%
Adult Learner (Age 25 and over)/ Non-Adult Learner (Less than age 25)												
Adult Learner	1,252	46%	1,211	40%	1,210	39%	1,326	42%	1,372	43%	3%	10%
Non-Adult Learner	1,443	54%	1,798	60%	1,932	61%	1,861	58%	1,853	57%	0%	28%
Overall	2,695	100%	3,009	100%	3,142	100%	3,187	100%	3,225	100%	1%	20%
AAS	AY 2019		AY 2020		AY 2021		AY 2022		AY 2023		1-yr.	5-yr.
	Awards	Pct	Awards	Pct	Awards	Pct	Awards	Pct	Awards	Pct	% chg.	% chg.
Race/Ethnicity												
Asian	73	6%	82	6%	79	6%	93	7%	84	6%	-10%	15%
Black/African American	93	7%	120	9%	102	7%	105	8%	120	9%	14%	29%
Hispanic/Latino	419	32%	422	30%	472	33%	484	35%	509	37%	5%	21%
Other	78	6%	102	7%	84	6%	87	6%	92	7%	6%	18%
White	661	50%	664	48%	684	48%	617	45%	587	42%	-5%	-11%
Gender												
Female	740	56%	783	56%	818	58%	847	61%	859	62%	1%	16%
Male	584	44%	607	44%	603	42%	539	39%	533	38%	-1%	-9%
Adult Learner (Age 25 and over)/ Non-Adult Learner (Less than age 25)												
Adult Learner	975	74%	1,035	74%	1,048	74%	998	72%	996	72%	0%	2%
Non-Adult Learner	349	26%	355	26%	373	26%	388	28%	396	28%	2%	13%
Overall	1,324	100%	1,390	100%	1,421	100%	1,386	100%	1,392	100%	0%	5%

Awards Earned by Student Characteristic Groups

Data sources: OIRA Snapshot Data on Sep 30th, 2023

Certificates (Credit & CE)	AY 2019		AY 2020		AY 2021		AY 2022		AY 2023		1-yr.	5-yr.
	Awards	Pct	Awards	Pct	Awards	Pct	Awards	Pct	Awards	Pct	% chg.	% chg.
Race/Ethnicity												
Asian	188	7%	183	8%	211	8%	224	8%	209	8%	-7%	11%
Black/African American	216	8%	204	9%	218	8%	258	9%	228	8%	-12%	6%
Hispanic/Latino	901	35%	784	35%	1,017	37%	1,074	37%	1,105	41%	3%	23%
Other	160	6%	119	5%	158	6%	198	7%	141	5%	-29%	-12%
White	1,090	43%	964	43%	1,139	42%	1,119	39%	1,045	38%	-7%	-4%
Gender												
Female	1,600	63%	1,325	59%	1,744	64%	1,708	59%	1,612	59%	-6%	1%
Male	955	37%	929	41%	999	36%	1,165	41%	1,116	41%	-4%	17%
Adult Learner (Age 25 and over)/ Non-Adult Learner (Less than age 25)												
Adult Learner	2,028	79%	1,710	76%	2,082	76%	2,098	73%	1,902	70%	-9%	-6%
Non-Adult Learner	527	21%	544	24%	661	24%	775	27%	826	30%	7%	57%
Overall	2,555	100%	2,254	100%	2,743	100%	2,873	100%	2,728	100%	-5%	7%
OSA (Credit & CE)	AY 2019		AY 2020		AY 2021		AY 2022		AY 2023		1-yr.	5-yr.
	Awards	Pct	Awards	Pct	Awards	Pct	Awards	Pct	Awards	Pct	% chg.	% chg.
Race/Ethnicity												
Asian	80	7%	115	9%	101	7%	80	6%	106	7%	33%	33%
Black/African American	82	7%	109	9%	116	8%	139	11%	168	11%	21%	105%
Hispanic/Latino	395	35%	409	33%	469	34%	476	37%	596	39%	25%	51%
Other	72	6%	84	7%	103	7%	67	5%	109	7%	63%	51%
White	492	44%	529	42%	599	43%	529	41%	569	37%	8%	16%
Gender												
Female	404	36%	452	36%	481	35%	390	30%	579	37%	48%	43%
Male	717	64%	794	64%	907	65%	901	70%	969	63%	8%	35%
Adult Learner (Age 25 and over)/ Non-Adult Learner (Less than age 25)												
Adult Learner	792	71%	891	72%	1,000	72%	833	65%	1,010	65%	21%	28%
Non-Adult Learner	329	29%	355	28%	388	28%	458	35%	538	35%	17%	64%
Overall	1,121	100%	1,246	100%	1,388	100%	1,291	100%	1,548	100%	20%	38%

Awards Earned by Student Characteristic Groups

Data sources: OIRA Snapshot Data on Sep 30th, 2023

Core Completions	AY 2019		AY 2020		AY 2021		AY 2022		AY 2023		1-yr.	5-yr.
	Awards	Pct	Awards	Pct	Awards	Pct	Awards	Pct	Awards	Pct	% chg.	% chg.
Race/Ethnicity												
Asian	203	6%	224	7%	232	7%	318	9%	260	9%	-18%	28%
Black/African American	249	8%	208	6%	229	7%	263	8%	232	8%	-12%	-7%
Hispanic/Latino	1,266	38%	1,318	39%	1,214	38%	1,309	37%	1,131	39%	-14%	-11%
Other	245	7%	239	7%	188	6%	217	6%	173	6%	-20%	-29%
White	1,352	41%	1,392	41%	1,364	42%	1,390	40%	1,072	37%	-23%	-21%
Gender												
Female	1,967	59%	2,118	63%	2,079	64%	2,132	61%	1,784	62%	-16%	-9%
Male	1,348	41%	1,263	37%	1,148	36%	1,365	39%	1,084	38%	-21%	-20%
Adult Learner (Age 25 and over)/ Non-Adult Learner (Less than age 25)												
Adult Learner	1,488	45%	1,429	42%	1,361	42%	1,403	40%	1,096	38%	-22%	-26%
Non-Adult Learner	1,827	55%	1,952	58%	1,866	58%	2,094	60%	1,772	62%	-15%	-3%
Overall	3,315	100%	3,381	100%	3,227	100%	3,497	100%	2,868	100%	-18%	-13%

Note: Students are counted once for each award earned during the academic year. This analysis reflects the number of awards earned during a given term. The award may have been conferred in the term it was earned, or in a later term.

Awards Earned by Student Characteristic Groups

Data sources: OIRA Snapshot Data on Sep 30th, 2023

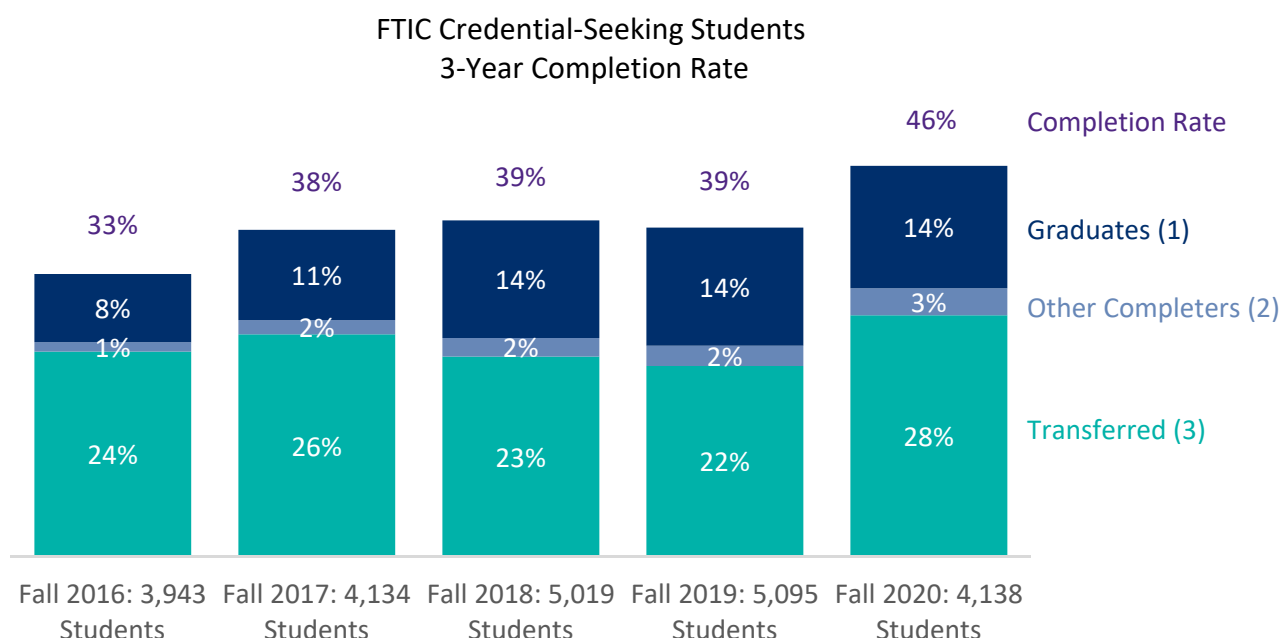
Field of Study	AY 2019		AY 2020		AY 2021		AY 2022		AY 2023		1-yr.	5-yr.
	Awards	Pct	Awards	Pct	Awards	Pct	Awards	Pct	Awards	Pct	% chg.	% chg.
Race/Ethnicity												
Asian	28	8%	104	7%	146	4%	84	8%	107	8%	27%	282%
Black/African American	34	9%	103	6%	201	6%	114	10%	99	7%	-13%	191%
Hispanic/Latino	134	37%	599	38%	941	28%	407	37%	548	39%	35%	309%
Other	24	7%	117	7%	203	6%	73	7%	92	7%	26%	283%
White	146	40%	673	42%	1,882	56%	424	38%	547	39%	29%	275%
Gender												
Female	217	59%	1,019	64%	2,101	62%	756	69%	922	66%	22%	325%
Male	149	41%	577	36%	1,272	38%	346	31%	471	34%	36%	216%
Adult Learner (Age 25 and over)/ Non-Adult Learner (Less than age 25)												
Adult Learner	187	51%	661	41%	2,288	68%	324	29%	548	39%	69%	193%
Non-Adult Learner	179	49%	935	59%	1,085	32%	778	71%	845	61%	9%	372%
Overall	366	100%	1,596	100%	3,373	100%	1,102	100%	1,393	100%	26%	281%

Note:

(1) Students are counted once for each award earned during the academic year. This analysis reflects the number of awards earned during a given term. The award may have been conferred in the term it was earned, or in a later term.

(2) There has been a significant increase in field of study awards since AY2020 because THECB approved more FOS, and students had more opportunities to earn one.

FTIC Credential-Seeking Students - 3-Year Completion Rate



The percentage of first-time-in-college (FTIC) credential-seeking students who completed within three years of entry to ACC increased by 13 percentage points from 33% (2016 cohort) to 46% (2020 cohort). Completion includes those who earned an Associate Degree, Bachelor Degree, or Certificate at ACC or at another Texas institution, or who completed another award at ACC or transferred to a 2-year or 4-year institution. This metric is **ACC's North Star Completion Rate**.

Key Takeaways by Student Characteristic Group

The completion rate for all race/ethnicity and gender groups increased over the last five years (fall 2016 cohort to fall 2020 cohort). However, the completion rates for Black/African American and Hispanic/Latino students have remained below the overall rate.

Adult learner (age 25 and over) students have had lower completion rates over the last five years than students younger than 25. However, while their transfer rates are lower than those of students younger than 25, their graduation rates are higher.

FTIC students who enroll full-time have had higher completion rates over the last five years than part-time students. For each cohort, the graduation rate for full-time students was more than double that of part-time students.

Methodology: Groups are mutually exclusive and students are counted in each group in the following priority order:

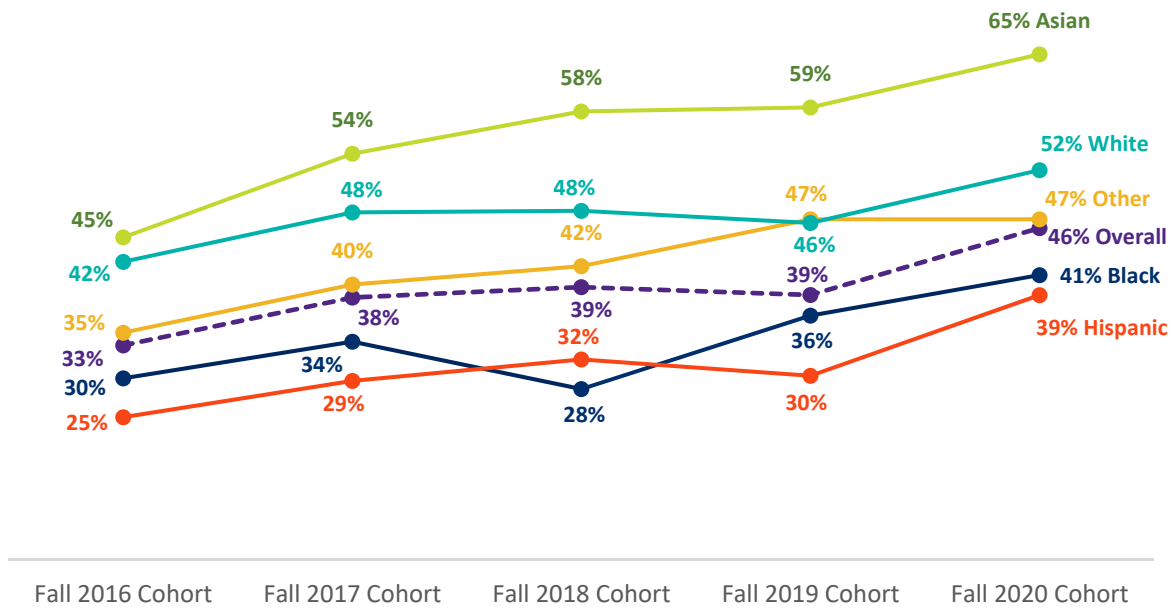
- (1) Graduates: Graduated from ACC or another Texas institution of higher education within 3 years with an Associate Degree, Bachelor Degree, or Certificate.
- (2) Other Completers: Completed another award at ACC (e.g., Continuing Education Certificate, Institutional Award, or Marketable Skills Award) or graduated from an institution of higher education outside of Texas. Field of study awards and core completions are excluded from this group.
- (3) Transferred: Transferred to a 2-year or 4-year institution.

Data sources: National Student Clearinghouse data; OIRA Official Reporting Date data; ACC Student data (LiveODS)

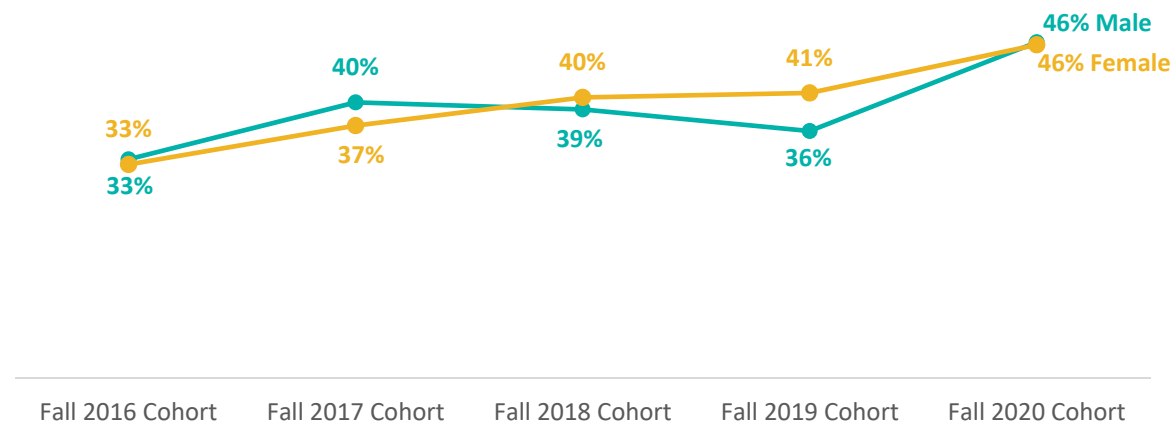
FTIC Credential-Seeking Students 3-Year Completion Rate

Data sources: National Student Clearinghouse data; OIRA Official Reporting Date data; ACC Student data (LiveODS)

by Race/Ethnicity



by Gender



FTIC Credential-Seeking Students 3-Year Completion Rate: Fall 2016 Cohort - Fall 2020 Cohort

Data sources: National Student Clearinghouse data; OIRA Official Reporting Date data; ACC Student data (LiveODS)

FTIC Credential Seeking Cohort	Total # of Students	Graduates (1)		Other Completers (2)		Transferred (3)		Total	
		N	Pct	N	Pct	N	Pct	N	Pct
Overall									
Fall 2016	3,943	315	8%	44	1%	948	24%	1,307	33%
Fall 2017	4,134	437	11%	69	2%	1,078	26%	1,584	38%
Fall 2018	5,019	692	14%	109	2%	1,178	23%	1,979	39%
Fall 2019	5,095	706	14%	121	2%	1,139	22%	1,966	39%
Fall 2020	4,138	594	14%	131	3%	1,171	28%	1,896	46%
Race/Ethnicity - Asian									
Fall 2016	154	*	*	*	*	47	31%	69	45%
Fall 2017	169	21	12%	5	3%	65	38%	91	54%
Fall 2018	214	45	21%	8	4%	72	34%	125	58%
Fall 2019	260	69	27%	9	3%	75	29%	153	59%
Fall 2020	223	54	24%	9	4%	81	36%	144	65%
Race/Ethnicity - Black/African American									
Fall 2016	294	*	*	*	*	72	24%	87	30%
Fall 2017	304	*	*	*	*	75	25%	102	34%
Fall 2018	306	27	9%	5	2%	55	18%	87	28%
Fall 2019	363	41	11%	11	3%	80	22%	132	36%
Fall 2020	270	28	10%	8	3%	74	27%	110	41%
Race/Ethnicity - Hispanic/Latino									
Fall 2016	1,796	133	7%	19	1%	304	17%	456	25%
Fall 2017	1,791	153	9%	31	2%	341	19%	525	29%
Fall 2018	2,251	269	12%	50	2%	393	17%	712	32%
Fall 2019	2,387	260	11%	51	2%	402	17%	713	30%
Fall 2020	1,811	241	13%	62	3%	396	22%	699	39%
Race/Ethnicity - Other									
Fall 2016	281	29	10%	0	0%	68	24%	97	35%
Fall 2017	287	35	12%	8	3%	71	25%	114	40%
Fall 2018	283	35	12%	5	2%	78	28%	118	42%
Fall 2019	295	48	16%	5	2%	86	29%	137	47%
Fall 2020	216	30	14%	6	3%	65	30%	101	47%
Race/Ethnicity - White									
Fall 2016	1,418	123	9%	18	1%	457	32%	598	42%
Fall 2017	1,583	205	13%	21	1%	526	33%	752	48%
Fall 2018	1,965	316	16%	41	2%	580	30%	937	48%
Fall 2019	1,790	288	16%	45	3%	496	28%	831	46%
Fall 2020	1,618	241	15%	46	3%	555	34%	842	52%

* Small counts of 1-4 students and a complementary/next-least cell (as needed) have been masked to protect student privacy.

FTIC Credential-Seeking Students 3-Year Completion Rate: Fall 2016 Cohort - Fall 2020 Cohort

Data sources: National Student Clearinghouse data; OIRA Official Reporting Date data; ACC Student data (LiveODS)

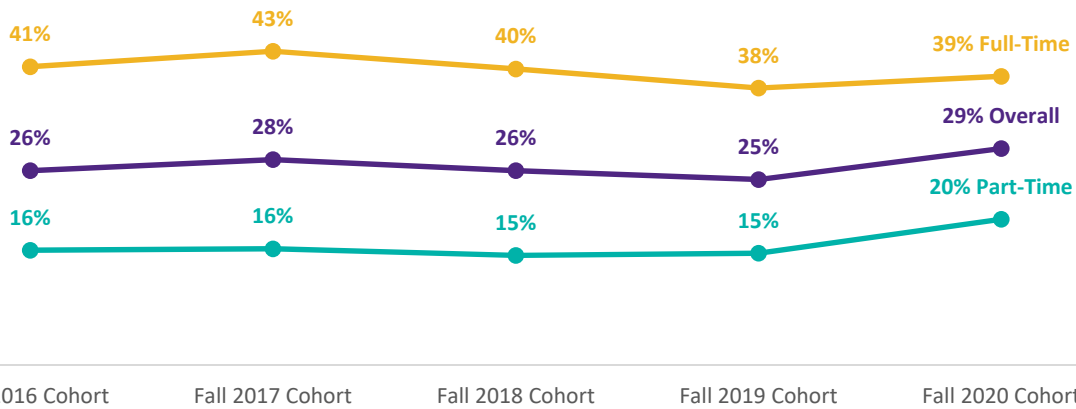
FTIC Credential Seeking Cohort	Total # of Students	Graduates (1)		Other Completers (2)		Transferred (3)		Total	
		N	Pct	N	Pct	N	Pct	N	Pct
Gender - Female									
Fall 2016	1,863	132	7%	14	1%	466	25%	612	33%
Fall 2017	1,998	195	10%	32	2%	513	26%	740	37%
Fall 2018	2,612	383	15%	49	2%	614	24%	1,046	40%
Fall 2019	2,669	423	16%	47	2%	612	23%	1,082	41%
Fall 2020	2,315	350	15%	69	3%	639	28%	1,058	46%
Gender - Male									
Fall 2016	2,080	183	9%	30	1%	482	23%	695	33%
Fall 2017	2,136	242	11%	37	2%	565	26%	844	40%
Fall 2018	2,407	309	13%	60	2%	564	23%	933	39%
Fall 2019	2,426	283	12%	74	3%	527	22%	884	36%
Fall 2020	1,823	244	13%	62	3%	532	29%	838	46%
Adult Learner (Age 25 and over)									
Fall 2016	319	46	14%	10	3%	31	10%	87	27%
Fall 2017	297	46	15%	14	5%	40	13%	100	34%
Fall 2018	351	48	14%	17	5%	25	7%	90	26%
Fall 2019	281	59	21%	13	5%	17	6%	89	32%
Fall 2020	209	38	18%	14	7%	19	9%	71	34%
Non-Adult Learner (Less than age 25)									
Fall 2016	3,624	269	7%	34	1%	917	25%	1,220	34%
Fall 2017	3,837	391	10%	55	1%	1,038	27%	1,484	39%
Fall 2018	4,668	644	14%	92	2%	1,153	25%	1,889	40%
Fall 2019	4,814	647	13%	108	2%	1,122	23%	1,877	39%
Fall 2020	3,929	556	14%	117	3%	1,152	29%	1,825	46%
Enrollment Intensity - Full-Time									
Fall 2016	1,313	199	15%	16	1%	418	32%	633	48%
Fall 2017	1,431	269	19%	18	1%	509	36%	796	56%
Fall 2018	1,802	412	23%	36	2%	544	30%	992	55%
Fall 2019	1,758	405	23%	39	2%	510	29%	954	54%
Fall 2020	1,477	329	22%	41	3%	463	31%	833	56%
Enrollment Intensity - Part-Time									
Fall 2016	2,630	116	4%	28	1%	530	20%	674	26%
Fall 2017	2,703	168	6%	51	2%	569	21%	788	29%
Fall 2018	3,217	280	9%	73	2%	634	20%	987	31%
Fall 2019	3,337	301	9%	82	2%	629	19%	1,012	30%
Fall 2020	2,661	265	10%	90	3%	708	27%	1,063	40%

* Small counts of 1-4 students and a complementary/next-least cell (as needed) have been masked to protect student privacy.

FTIC Students - 3-Year Transfer Rates

FTIC Students - 3-Year Transfer Rates

Data sources: National Student Clearinghouse data; OIRA Official Reporting Date data; ACC Student data (LiveODS)



The percentage of First Time in College (FTIC) students who transferred to a four-year institution within three years of entry to ACC increased by three percentage points from 26% (2016 cohort) to 29% (2020 cohort). The COVID-19 pandemic likely contributed to the three percentage point decrease from 28% (2017 cohort) to 25% (2019 cohort). FTIC students who enroll full-time in their first semester have higher transfer rates within three years than those who begin as part-time. Full-time students had a larger decrease between the 2017 and 2019 cohorts (5 percentage points) compared to part-time students (1 percentage point). In this analysis, transfer rates include all students who transferred regardless of whether they graduated from ACC or another institution of higher education.

Key Takeaways by Student Characteristic Group

Transfer rates significantly decreased over the five years for full-time Asian students and decreased slightly for White students (by 16 and 4 percentage points, respectively). Full-time student transfer rates among all other groups increased by 2 to 5 percentage points each.

Full-time student transfer rates have consistently been lower for male students than for female students over the past five years; the gap was largest for the fall 2019 cohort (11 percentage points).

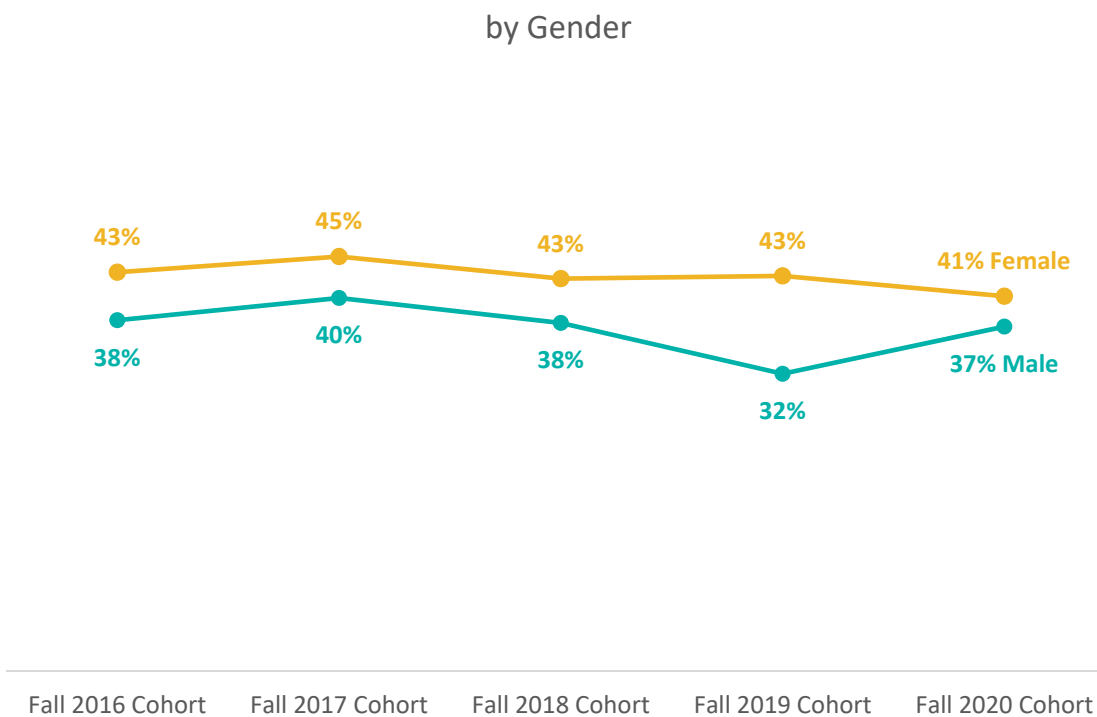
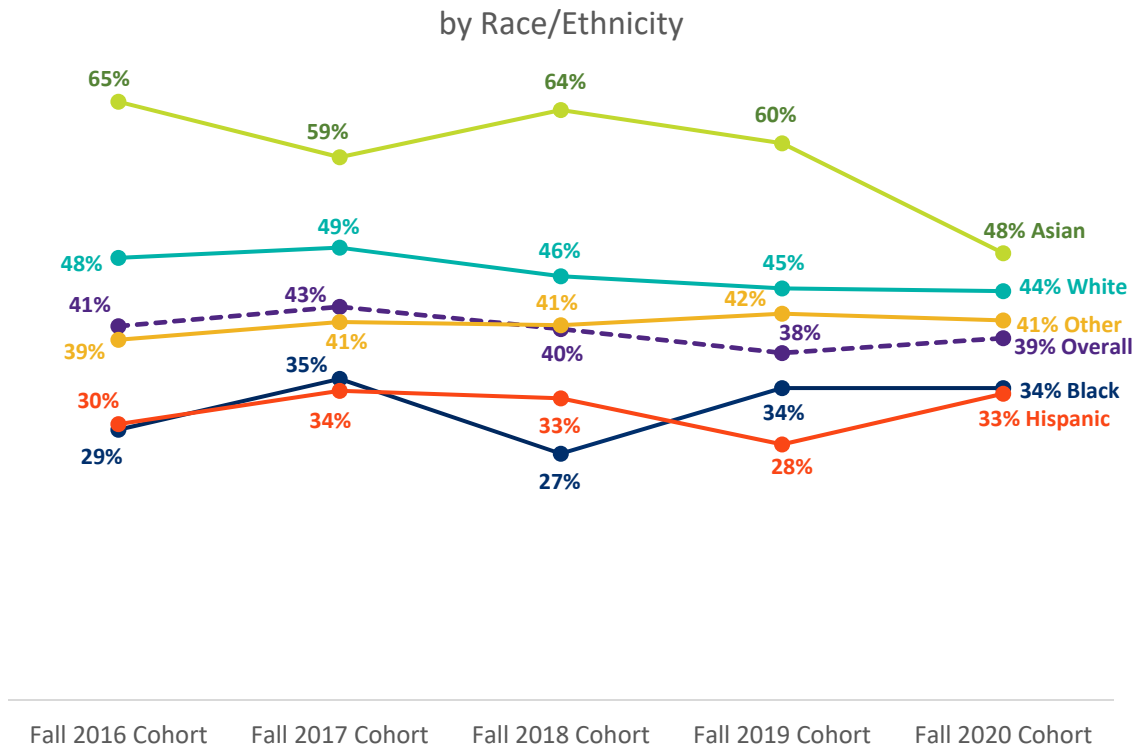
FTIC Students - 3-Year Transfer Rates, Fall 2016 Cohort - Fall 2020 Cohort

Data sources: National Student Clearinghouse data; OIRA Official Reporting Date data; ACC Student data (LiveODS)

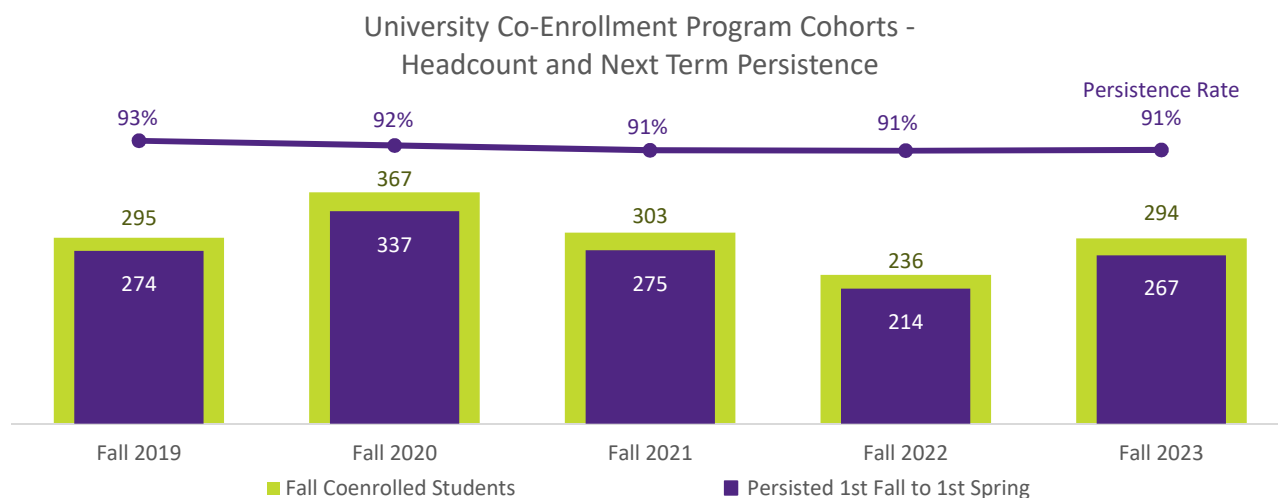
	Fall 2016 Cohort		Fall 2017 Cohort		Fall 2018 Cohort		Fall 2019 Cohort		Fall 2020 Cohort		5-yr.
	Students	Transferred	Students	Transferred	Students	Transferred	Students	Transferred	Students	Transferred	ppt chg.
Enrollment Intensity at FTIC Term											
Overall	5,910	26%	5,432	28%	5,559	26%	5,662	25%	4,881	29%	3
Full-Time	2,562	41%	2,452	43%	2,519	40%	2,529	38%	2,436	39%	-1
Part-Time	3,348	16%	2,980	16%	3,040	15%	3,133	15%	2,445	20%	4
Race/Ethnicity (Full-Time Only)											
Asian	145	65%	136	59%	119	64%	136	60%	159	48%	-16
Black/African American	133	29%	112	35%	131	27%	145	34%	145	34%	5
Hispanic/Latino	940	30%	889	34%	995	33%	1,052	28%	1,012	33%	3
Other	228	39%	210	41%	165	41%	184	42%	141	41%	2
White	1,116	48%	1,105	49%	1,109	46%	1,012	45%	979	44%	-4
Gender (Full-Time Only)											
Female	1,240	43%	1,176	45%	1,302	43%	1,278	43%	1,374	41%	-3
Male	1,322	38%	1,276	40%	1,217	38%	1,251	32%	1,062	37%	-1
Adult Learner (Age 25 and over)/ Non-Adult Learner (Less than age 25) (Full-Time Only)											
Adult Learner	91	19%	97	20%	95	22%	80	13%	80	19%	0
Non-Adult Learner	2,471	41%	2,355	44%	2,424	41%	2,449	38%	2,356	40%	-1

FTIC Full-Time Students - 3-Year Transfer Rates

Data sources: National Student Clearinghouse data; OIRA Official Reporting Date data; ACC Student data (LiveODS)



Co-Enrollment with 4-Year Institutions



University Co-Enrollment Programs - Beginning Cohorts (Fall Semester)

Data sources: OIRA Official Reporting Date data; ACC Student data (LiveODS)

Student Headcount	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	5-yr. %chg.
UT-Austin PACE & U-Teach	127	102	95	76	118	-7%
Texas State Univ - Pathways	93	160	116	76	62	-33%
TAMU-Chevron Engineering Academy	75	105	92	84	114	52%
<i>Overall in Cohort</i>	295	367	303	236	294	0%

University Co-Enrollment Programs Cohorts - 1st Fall to 1st Spring Persistence Rates

Data sources: OIRA Official Reporting Date data; ACC Student data (LiveODS)

1st Fall to 1st Spring Persistence	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	5-yr. ppt chg.
UT-Austin PACE & U-Teach	100%	98%	99%	93%	94%	-6
Texas State Univ - Pathways	81%	88%	84%	80%	84%	3
TAMU-Chevron Engineering Academy	96%	91%	90%	98%	91%	-5
<i>Persistence for All Cohorts</i>	93%	92%	91%	91%	91%	-2

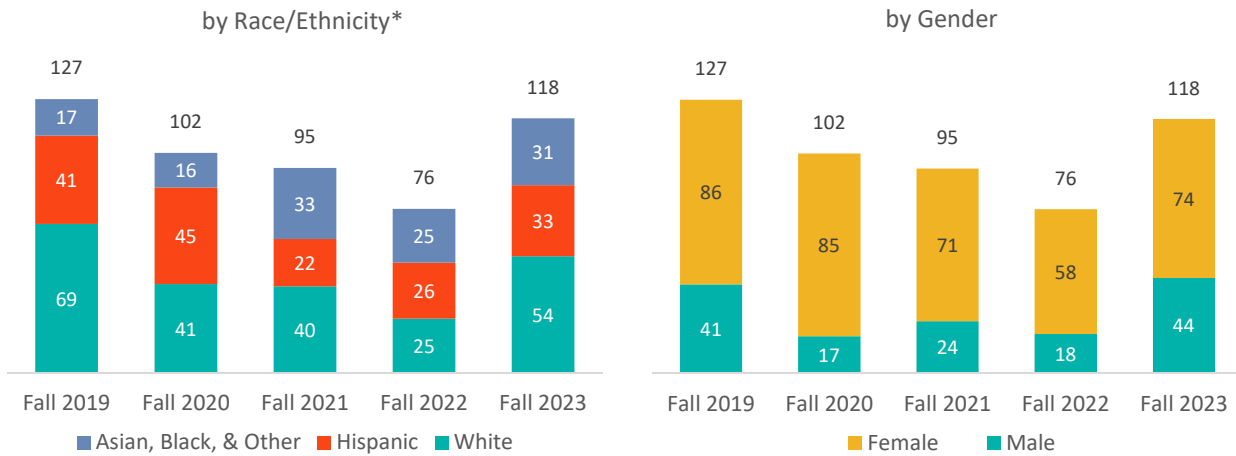
Over the past five years, nearly 1,500 ACC students have participated in one of four co-enrollment programs. Compared to 5 years ago, co-enrollment has increased in the TAMU-Chevron Engineering Academy (52%), but has decreased in the UT-Austin PACE program (127 to 106 students) and the Texas State Univ - Pathways (93 to 62 students). A new co-enrollment program (U-Teach) with UT-Austin launched in fall 2022. There were 10 students in fall 2022 and 12 students in fall 2023 co-enrolled in this program.

First fall to first spring persistence rates are high for co-enrolled students overall, exceeding 80% for all cohorts since fall 2019, although overall persistence has generally declined each year. However, the TAMU-Chevron program saw a large persistence increase in fall 22 followed by a large decrease in fall 2023. (Note that gender and race/ethnicity group trends do fluctuate significantly each year due to relatively small program sizes.)

Note: Students in co-enrolled programs are admitted to the four-year institution, typically take their first two years of coursework at ACC or jointly at ACC and the four-year institution, and then transfer. **Definition of a structured co-enrollment program:** A recognized program by the Texas Higher Education Coordinating Board, structured through a binding written agreement between a general academic institution and a community college. Under such a program, students will be admitted to both institutions and recognized as having matriculated to both institutions concurrently.

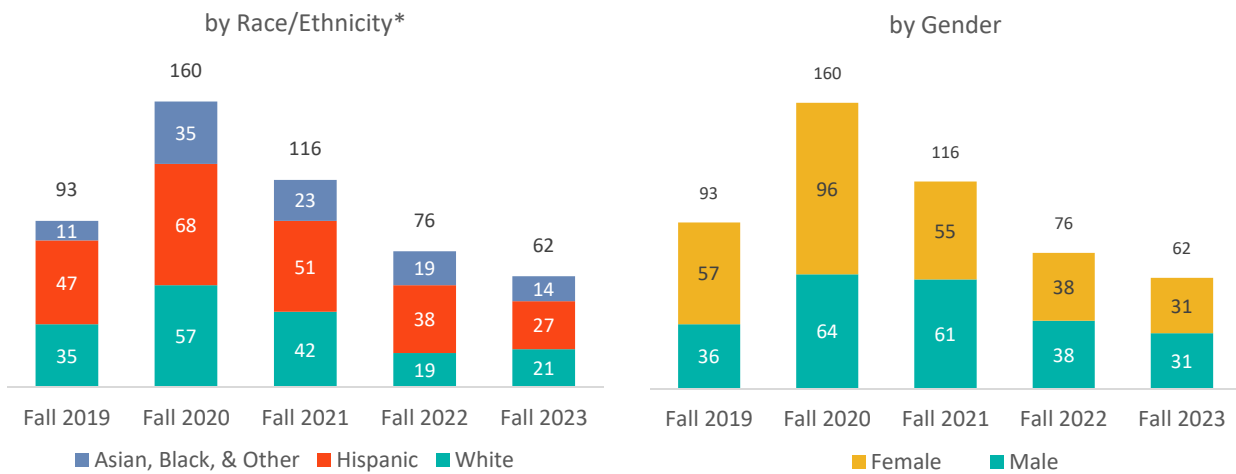
Students CoEnrolled - UT - Austin PACE & U-Teach

Data sources: OIRA Official Reporting Date data; ACC Student data (LiveODS)



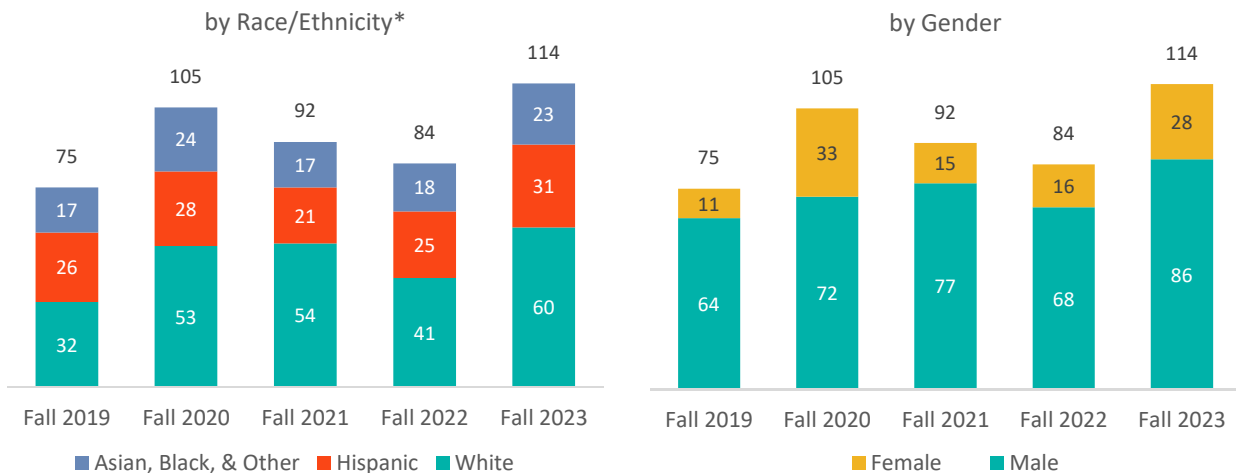
Students CoEnrolled - Texas State Univ Pathways

Data sources: OIRA Official Reporting Date data; ACC Student data (LiveODS)



Students CoEnrolled - TAMU-Chevron Engineering Academy

Data sources: OIRA Official Reporting Date data; ACC Student data (LiveODS)



*To comply with FERPA, three groups of students (Asian, Black, & Other) have been combined due to small counts.

Licensure Exam Passing Rates

Data Source: OIRA Reports to THECB

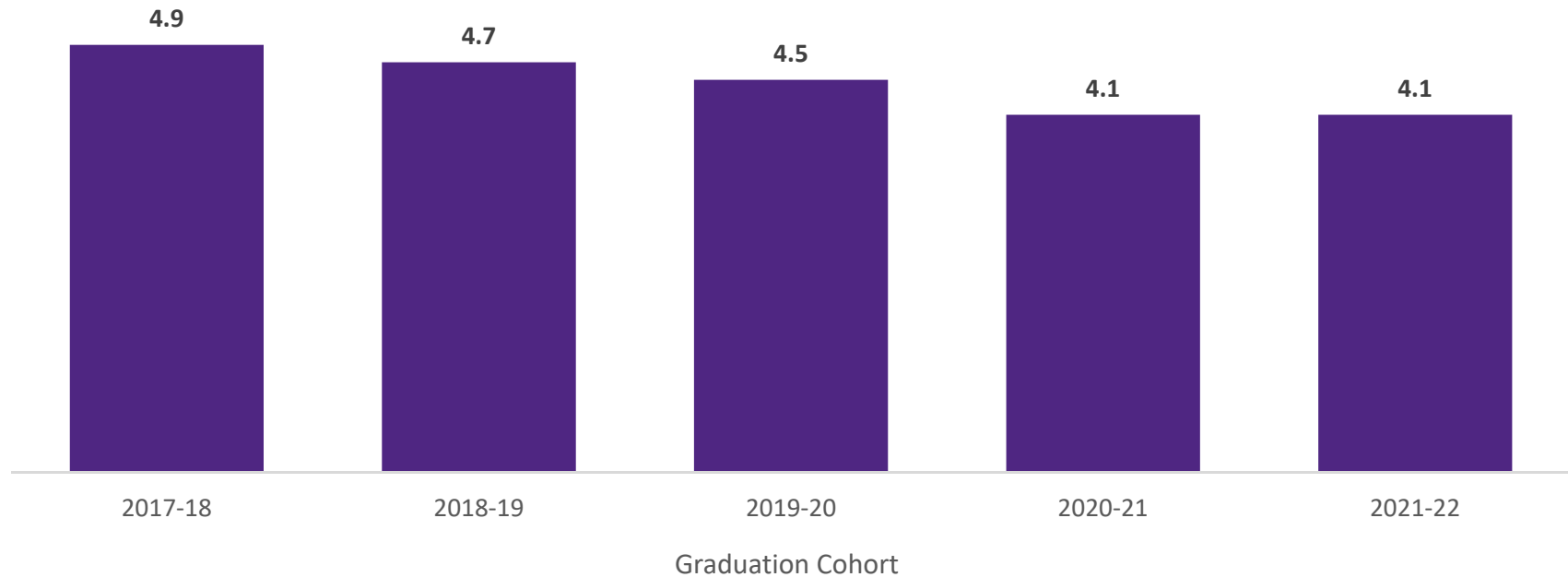
Program	AY2017-18		AY2018-19		AY2019-20		AY2020-21		AY2021-22	
	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed
Criminal Justice - Texas Peace Officer Sequence	29	100%	18	95%	29	93%	31	94%	31	87%
Dental Hygiene	16	100%	16	100%	17	100%	17	100%	14	100%
Emergency Medical Services	67	100%	57	100%	36	100%	40	100%	35	97%
Firefighter	49	82%	39	95%	36	86%	35	80%	38	74%
Heating, Air Conditioning, & Refrigeration Technology	*	100%	*	100%	*	100%	*	100%	*	100%
Massage Therapy	17	100%	*	86%	0	-	*	100%	19	100%
Medical Laboratory Technology	13	100%	13	100%	18	94%	12	100%	12	100%
Nursing (Professional)	231	98%	267	98%	279	100%	304	99%	323	97%
Nursing (Vocational)	54	100%	52	100%	46	91%	54	100%	60	100%
Occupational Therapy Assistant	20	100%	17	100%	*	100%	26	100%	9	100%
Pharmacy Technician	*	100%	36	100%	27	100%	41	88%	24	100%
Physical Therapy Assistant	16	100%	16	100%	15	100%	18	100%	13	100%
Professional Accountant	-	-	-	-	*	100%	*	100%	*	100%
Radiology	55	100%	53	98%	54	100%	45	100%	53	100%
Real Estate	12	100%	19	100%	19	100%	21	100%	32	100%
Sonography	17	100%	19	100%	12	100%	16	94%	13	100%
Surgical Technology	27	100%	23	100%	31	94%	23	100%	16	94%
Total	636	98%	653	99%	628	98%	693	97%	696	96%

Note: Emergency Medical Technician - Intermediate, Emergency Medical Technician - Basic, and Paramedic were merged together as Emergency Medical Services after 2007.

* Small counts of 1-4 students and a complementary/next-least cell (as needed) have been masked to protect student privacy.

Average Time to Associate Degree (THECB)

Average Number of Years to Complete An Associate Degree
(Data Source: THECB Accountability System)

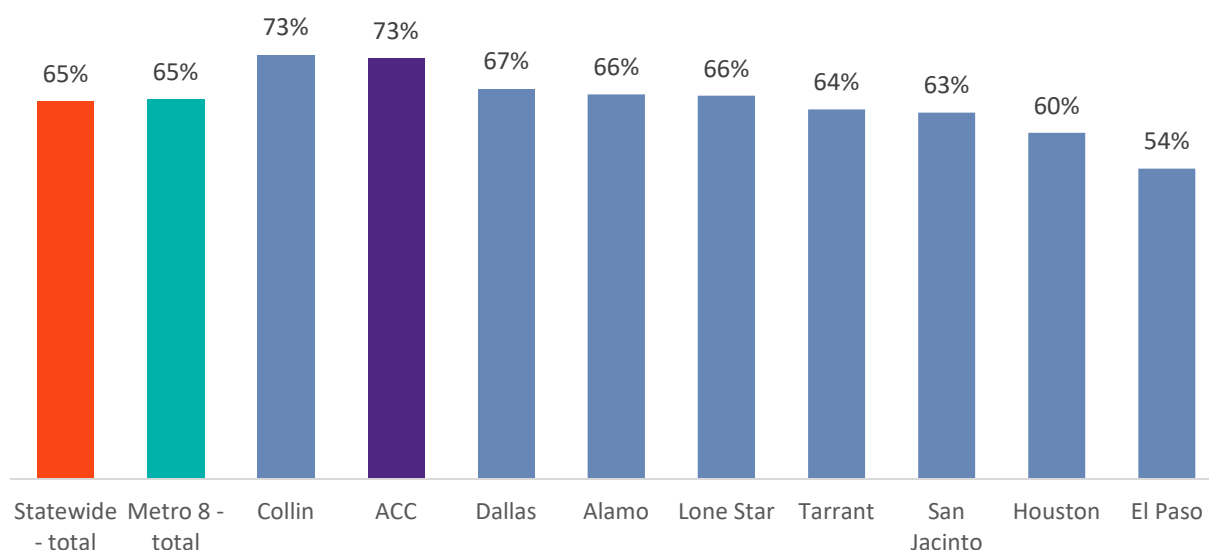


The average number of years to complete an Associate Degree has decreased (i.e., improved) over the past five cohort years from 4.9 years on average for the 2017-18 graduation cohort to 4.1 years on average for the 2021-22 graduation cohort.

Note: Time to Associate Degree is calculated in years from the first day of the first course taken during the FTIC term through the graduation date.

Transfer Student Success: Completing a Bachelor's Degree in 4 Years (THECB)

Transfer Student Success: Percentage of Fall 2018 Transfer Students Completing a Bachelor's Degree in 4 Years (Data Source: THECB)



The four-year graduation rate of ACC fall 2018 transfer students exceeded the statewide community college rate (73% for ACC vs. 65% for statewide). In addition, four-year graduation rates for ACC and Collin College transfer students ranked highest among the Metro-8 community colleges in Texas at approximately 73% each.

Note: Metro 8 represents the business sectors of Texas' eight largest metropolitan areas: Arlington, Austin, Corpus Christi, Dallas, El Paso, Fort Worth, Houston, and San Antonio.

Transfer Student Success: Fall 2018 Transfer Students Completing a Bachelor's Degree in 4 Years

<http://www.txhighereddata.org/reports/performance/ctctransfer/>

ACC & Metro Peers			Graduated FY2019-FY2022	
Rank		Total Transfers Fall 2018	Total	Percent
	Statewide - total	37,439	24,410	65%
	Metro 8 - total	22,672	14,839	65%
1	Collin	2,003	1,467	73%
2	ACC	1,801	1,307	73%
3	Dallas	3,295	2,218	67%
4	Alamo	3,182	2,109	66%
5	Lone Star	3,733	2,467	66%
6	Tarrant	3,076	1,960	64%
7	San Jacinto	1,697	1,072	63%
8	Houston	2,608	1,556	60%
9	El Paso	1,277	683	54%