Performance Measures Summary Report | 2022-23

AUSTIN COMMUNITY COLLEGE - PERFORMANCE MEASURES SUMMARY

	College Baseline 2015-16[a]	College Level for Year 1 (2016-17)	College Excellence Level for Year 1	College Level for Year 2 (2017-18)	College Excellence Level for Year 2	College Level for Year 3 (2018-19)	College Excellence Level for Year 3	College Level for Year 4 (2019-20)	College Excellence Level for Year 4	College Level for Year 5 (2020-21)	College Excellence Level for Year 5	College Level for Year 6 (2021-22)	College Excellence Level for Year 6	Target Status for Year1 of Strategic Plan	Target Status for Year2 of Strategic Plan	Target Status for Year3 of Strategic Plan	Target Status for Year4 of Strategic Plan	Target Status for Year5 of Strategic Plan	Target Status for Year6 of Strategic Plan
EQUITY & ACCESS																			
Dual Credit Enrollments [F15, F16, F17, F18, F19, F20, F21]	4,967	5,553	N/A	5,654	N/A	5,867	N/A	6,329	N/A	6,268	N/A	5,202	N/A	No Target	No Target	No Target	No Target	No Target	No Target
Early College High School Enrollments [F15, F16, F17, F18, F19, F20, F21]	437	697	N/A	1,077	N/A	1,465	N/A	1,856	N/A	2,249	N/A	1,932	N/A	No Target	No Target	No Target	No Target	No Target	No Target
Annual Enrollment Summary (UG, CE, AE) - Headcount (unduplicated) [b] [AY16, AY17, AY18, AY19, AY20, AY21, AY22]	78,885	77,717	80,463	76,615	82,040	76,850	83,618	75,790	85,196	72,331	86,774	69,169	88,351	Below Baseline	Below Baseline	Below Baseline	Below Baseline	Below Baseline	Below Baseline
Credit Enrollment - Annual Headcount [AY16, AY17, AY18, AY19, AY20, AY21, AY22]	64,988	63,167	66,288	61,789	67,588	61,751	68,887	62,887	70,187	59,805	71,487	55,605	72,787	Below Baseline	Below Baseline	Below Baseline	Below Baseline	Below Baseline	Below Baseline
Continuing Education Enrollment - Annual Headcount [AY16, AY17, AY18, AY19, AY20, AY21, AY22]	11,742	12,602	11,977	12,377	12,212	12,474	12,447	9,937	12,681	10,018	12,916	10,666	13,151	GOAL Met	GOAL Met	GOAL Met	Below Baseline	Below Baseline	Below Baseline
Adult Education Enrollment – Annual Headcount [AY16, AY17, AY18, AY19, AY20, AY21, AY22]	3,529	3,635	3,600	4,177	3,670	4,605	3,741	4,699	3,811	4,104	3,882	4,379	3,952	GOAL Met	GOAL Met	GOAL Met	GOAL Met	GOAL Met	GOAL Met
PERSISTENCE & ENGAGEMENT																			
FTIC[c] Referred to DevEd Writing & Met TSI in 1 Year [d] [F15, F16, F17,F18, F19, F20, F21]	46.0%	70.6%	50.0%	45.4%	54.0%	54.0%	58.0%	49.2%	62.0%	53.4%	66.0%	59.3%	70.0%	GOAL Met	Below Baseline	Target Missed	Target Missed	Target Missed	Target Missed
FTIC[c] Referred to DevEd Reading & Met TSI in 1 Year [d] [F15, F16, F17, F18, F19, F20, F21]***	54.4%	58.7%	58.4%	58.5%	62.4%	58.0%	66.4%	57.1%	70.4%	64.0%	74.4%	62.5%	78.4%	GOAL Met	Target Missed	Target Missed	Target Missed	Target Missed	Target Missed
FTIC[c] Referred to DevEd Math & Met TSI in 1 Year [e] [F15, F16, F17, F18, F19, F20, F21]*	29.3%	34.6%	33.3%	41.9%	37.3%	44.2%	41.3%	44.2%	45.3%	47.7%	49.3%	42.9%	53.3%	GOAL Met	GOAL Met	GOAL Met	Target Missed	Target Missed	Target Missed
Course Completions – All Courses [F15, F16, F17, F18, F19, F20, F21]	72.8%	73.6%	73.4%	74.5%	74.0%	74.4%	74.6%	75.6%	75.2%	73.5%	75.8%	72.8%	76.4%	GOAL Met	GOAL Met	Target Missed	GOAL Met	Target Missed	Target Missed
FTIC[c] Course Completions – First College Level Math within 1 year [F15, F16, F17, F18, F19, F20, F21]	21.8%	25.7%	25.8%	30.7%	29.8%	37.2%	33.8%	38.7%	37.8%	36.9%	41.8%	35.6%	45.8%	Target Missed	GOAL Met	GOAL Met	GOAL Met	Target Missed	Target Missed
FTIC[c] Course Completions – First College Level English within 1 year [F15, F16, F17, F18, F19, F20, F21]	47.8%	51.3%	51.8%	54.6%	55.8%	55.3%	59.8%	54.6%	63.8%	55.8%	67.8%	50.6%	71.8%	Target Missed	Target Missed	Target Missed	Target Missed	Target Missed	Target Missed
FTIC[c] Earned 15 College-Level Credit Hours within 1 year [f] [F15, F16, F17, F18, F19, F20, F21]	33.5%	38.8%	35.5%	41.7%	37.5%	42.6%	39.5%	43.6%	41.5%	43.1%	43.5%	40.4%	45.5%	GOAL Met	GOAL Met	GOAL Met	GOAL Met	Target Missed	Target Missed
FTIC[c] Persisted or Graduated - 1st Fall to 1st Spring [F15, F16, F17, F18, F19, F20, F21]	74.9%	78.1%	75.9%	79.3%	76.9%	79.1%	77.9%	77.0%	78.9%	73.7%	79.9%	73.3%	80.9%	GOAL Met	GOAL Met	GOAL Met	Target Missed	Below Baseline	Below Baseline
FTIC[c] Persisted or Graduated - 1st Fall to 2nd Fall [F15, F16, F17, F18, F19, F20, F21]	50.8%	53.5%	52.8%	55.5%	54.8%	56.2%	56.8%	52.2%	58.8%	51.1%	60.8%	52.4%	62.8%	GOAL Met	GOAL Met	Target Missed	Target Missed	Target Missed	Target Missed
Student Satisfaction: Noel-Levitz – Instructional Effectiveness [S14, S17, S20]	5.82	5.91	5.76	---	---	---	---	6.01	5.85	---	---	---	---	GOAL Met	-	-	GOAL Met	-	-
COMPLETION & TRANSITION TO EMPLOYMENT/TRANSFER																			
Awards (excludes Field of Study) [AY16, AY17, AY18 ,AY19, AY20, AY21, AY22]	7,760	7,896	7,993	8,589	8,226	9,928	8,458	11,759	8,691	11,190	8,924	13,759	9,157	Target Missed	GOAL Met	GOAL Met	GOAL Met	GOAL Met	GOAL Met
Licensure Exam Passing Rates [AY15, AY16, AY17, AY18, AY19, AY20, AY21]	98.9%	98.0%	90.0%	99.0%	90.0%	97.8%	90.0%	98.5%	90.0%	97.8%	90.0%	97.4%	90.0%	GOAL Met	GOAL Met	GOAL Met	GOAL Met	GOAL Met	GOAL Met
Transfer Rate within 3 Years (IPEDS)[g] [FTIC Cohorts: F12, F13, F14, F15, F16, F17, F18]	35.3%	38.9%	36.0%	41.9%	36.8%	39.2%	37.5%	36.6%	38.3%	36.4%	39.0%	30.1%	39.7%	GOAL Met	GOAL Met	GOAL Met	Target Missed	Target Missed	Below Baseline
Graduation Rate within 3 Years (IPEDS)[g] [FTIC Cohorts: F12, F13, F14, F15, F16, F17, F18]	8.2%	9.2%	9.8%	11.0%	11.4%	9.6%	13.0%	14.4%	14.6%	17.5%	16.2%	20.2%	17.8%	Target Missed	Target Missed	Target Missed	Target Missed	GOAL Met	GOAL Met
Graduate Success – Employed or Enrolled within 2 Years After Graduation (THECB)[h] [Graduates: AY15, AY16, AY17, AY18, AY19, AY20, AY21]	86%	86%	85%	86%	85%	85%	85%	87%	85%	84%	85%	86%	85%	GOAL Met	GOAL Met	GOAL Met	GOAL Met	Below Baseline	GOAL Met
FTIC[c] Successful Completion and Progression – FTIC Full-Time Credential-Seeking Students 3-Year Analysis [i] [FTIC Cohorts: F12, F13, F14, F15, F16, F17, F18]	78.1%	79.5%	79.1%	83.5%	80.1%	82.8%	81.1%	83.4%	82.1%	85.3%	83.1%	83.1%	84.1%	GOAL Met	GOAL Met	GOAL Met	GOAL Met	GOAL Met	Target Missed

NOTES 2023:

(a) The *College Baseline* is the value of the measure in academic year 2015-2016. The *College Excellence Level* is the established target value for the measure in an academic year and is 20% or more of the 5-year target identified in the ACC Strategic Plan (2017-2021). The *College Level* is the value of the measure in the academic year.

(b) Annual Enrollment Summary reflects the unduplicated count of students enrolled in credit, continuing education, or adult education courses at ACC. Students enrolled in multiple divisions are counted only once.

(c) FTIC is First Time in College as defined in the ACC Student Success Reports; i.e., high school graduates attending an undergraduate institution for the first time.

(d) Course completion rates in developmental reading and writing were reported in the Year 1 Performance Measure Summary. However, while completion rates in these courses have increased over time, the measure was changed in subsequent reports to "meeting college readiness within one year of enrollment."
In 2017, the percentage of fall semester FTIC students referred to developmental writing who met their TSI obligation within one year spiked to 70.6%. This spike was partially due to an issue in the student information system: some students were incorrectly identified as mandated to developmental writing. To correct this issue, the students were marked as having met TSI obligations at the end of the academic year. The issue and subsequent correction appear to have affected the 2017 measure and possibly influenced the 2016 measure as well. In fall 2020, some students received a waiver and were not tested for college readiness - they were able to take a college-level class or enroll in a co-requisite program.

(e) Course completion rates in developmental math were reported in the Year 1 Performance Measure Summary. However, while completion rates in these courses have increased over time, the measure was changed in subsequent reports to "meeting college readiness within one year of enrollment." In fall 2020, some students received a waiver and were not tested for college readiness - they were able to take a college-level class or enroll in a co-requisite program.

(f) The percentage of FTIC students who completed 15 SCH within three years was reported in the Year 1 Performance Measure Summary. However, this measure was changed to reflect the percentage of students completing 15 SCH within one year to be consistent with the goals of Guided Pathways initiated in fall 2016. While the Strategic Plan references an increase in the number of students, the metric selected for this report uses *percentages* to standardize across the FTIC cohorts, which vary in total number of students year to year.

(g) IPEDS changed the transfer and graduation rate calculations beginning with the fall 2017 cohort.

(h) This is the historical standard the Texas Higher Education Coordinating Board defines.

(i) The Completion and Progress metric target reflects a level that incorporates targets established in the ACC Strategic Plan (2017-2021) for graduation rate, transfer rate, successful course completion rate, and fall-to-fall persistence rate for FTIC student cohorts.

1.1 Equity and Access – Dual Credit Enrollments

Purpose
To provide qualified high school students the opportunity to earn college credit while in high school, accelerating their path to college-level certificates and degrees and workforce training.

Description/Calculation
The unduplicated headcount enrollment of students in ACC service area high schools or home schools enrolled in dual credit courses in the fall semester of each year.

Data Sources
OIRA 12th Class Day data for fall semester.

College Excellence Level N/A*

College Baseline and College Level: N/A*

***There is currently no target level for dual credit enrollments. Thus, there is no annual College Excellence Level. Austin Community College does not fully determine dual credit enrollments; these enrollments depend largely on the agreements in place with partner high school districts.

Dual credit is rapidly expanding at ACC and across Texas. The State has promoted expansion through funding and policy decisions. The State defines courses eligible for dual credit, and the College and service area school districts negotiate offerings.

There are two 2018 research studies on dual credit in Texas, one commissioned by the Texas Higher Education Coordinating Board and one commissioned by the University of Texas-Austin. Although both find that dual credit has a generally positive impact on student participation and completion rates in higher education, they question the equity of these impacts among varied student groups and the equity of costs among constituents. To combat this concern, in the 2018-2019 academic year, ACC created a Dual Credit Sustainability Task Force with its service area's 26 school districts to collectively determine goals, costs, and equity for ACC's future dual credit programs. The Task Force's specific recommendations focused on recruitment strategies to enhance equitable enrollment, increased instructional support for dual credit learners, and improved scheduling and college readiness.

1.2 Equity and Access – Early College High School Enrollments

Purpose
To provide qualified high school students the opportunity to earn college credit while in high school, accelerating their path to college-level certificates and degrees and workforce training.

Description/Calculation
The unduplicated headcount enrollment of students in ACC Early College High Schools (ECHS) in the fall semester of each year. ECHS must meet criteria, be approved by the State of Texas, and are generally limited to annual cohorts of 125 students. Depending on the ECHS and their designed pathway, students take high school credit and at least one dual credit course in 9th grade on their high school campus. For the majority of the ECHS programs, students in their 10th, 11th and 12th year, travel to a designated ACC campus to take dual credit courses. However, depending on the ECHS and their designed pathway, 9th graders can also travel to a designated ACC campus to take dual credit courses. ECHSs allow students the possibility to complete an associate degree and high school degree simultaneously.

Data Sources
OIRA 12th Class Day data for fall semester.

College Excellence Level N/A*

College Baseline and College Level: N/A*

***There is currently no target level for ECHS enrollments. Thus, there is no annual College Excellence Level. ECHS is rapidly expanding in ACC as well as across Texas. The State has promoted expansion through funding and policy decisions. The State defines courses eligible for dual credit, and the College and service area school districts negotiate offerings.

Though 2018 research studies on dual credit in Texas commissioned by the Texas Higher Education Coordinating Board University of Texas-Austin did not include ECHS students, there have been some national causal studies of the impacts of ECHS. Song and Zeiser (2021)[1] found that ECHS students were more likely to enroll in college and to complete a postsecondary degree than non-ECHS students.

[1] Song, M., Zeiser, K., Atchison, D., & Brodziak de los Reyes, I. (2021). Early college, continued success: Longer-term impact of early college high schools. Journal of Research on Educational Effectiveness, 14(1), 116-142.

1.3 Equity and Access - Annual Enrollment Summary, Headcount (Unduplicated)

Purpose
To increase annual enrollment of all students, including undergraduate credit students and non-credit students in adult and continuing education.

Description/Calculation
Data are obtained for students enrolled in undergraduate credit, continuing education, or adult education courses at ACC. Enrollments are unduplicated, meaning that students enrolled in courses in more than one division – credit, continuing education, adult education – are counted only once.

Data Sources
Annual Enrollment Summary – Headcount is the unduplicated headcount for the academic year, which includes fall, spring, and summer semesters. Data reported are from the ACC OIRA Snapshot data dated 09/30/2022.

College Excellence Level
The college excellence level is to attain a 10% enrollment growth over 5 years, indicating an increase of 2% in the total number of students per year. Given a baseline enrollment of 78,885, a 2% increase would add 1,578 students each year or 86,774 students by 2020-2021. In 6 years, the target would be 88,351 students. This increase corresponds with the collegewide strategic goal of 85,000 students (rounded) by 2029-2030.

College Baseline and College Level
As of 2021-2022, the college level enrollment headcount was 69,169, below the baseline (78,885 in 2015-2016) and the college excellence level (88,351) for this year.

The decline in annual enrollment (4%) from 2020-2021 to 2021-2022 is due to a decrease in undergraduate credit enrollment. The decline mirrors the enrollment trends nationwide and in Texas for two-year public institutions. Recent data from the National Student Clearinghouse indicate that nationally, two-year public institution enrollments declined 6% from fall 2020 to fall 2021 and 4% from spring 2021 to spring 2022. In Texas, 2-year public institution enrollments declined 3% from fall 2020 to fall 2021 and 4% from spring 2021 to spring 2022.

Some evidence indicates that enrollment declines when employment increases. Longer-term enrollment trends at ACC are characterized by the national and local economic recovery from the Great Recession in 2008-12. The Austin-Round Rock Metro Area's seasonally adjusted annual average unemployment rate was 2.7% in 2019. However, COVID-19 abruptly changed employment levels beginning in Spring 2020. Although unemployment rates averaged 2.9% in 2022, uncertainty in service area residents' health, safety, and employment opportunities has further dampened enrollment.

ACC's efforts to increase overall annual headcount are focused predominantly on increasing undergraduate credit enrollment through student access and success initiatives. There is also continued support for continuing education enrollments, including half-priced tuition for high-value programs, workforce partnerships, and paired courses with undergraduate credit programs.

1.4 Equity and Access - Credit Enrollment, Annual Headcount

Purpose
To increase annual enrollment of undergraduate credit students.

Description/Calculation
Data are obtained for students enrolled in undergraduate credit courses at ACC. Enrollments are unduplicated, meaning that students enrolled in multiple undergraduate credit courses are counted only once. However, students enrolled in undergraduate credit courses may also be reported in the annual headcounts for the continuing education or adult education divisions.

Data Sources
Headcount is the unduplicated headcount for the academic year, which includes fall, spring, and summer semesters. Data reported are from the ACC OIRA Snapshot data dated 09/30/2022.

College Excellence Level
The college excellence level is to attain a 10% undergraduate credit enrollment growth over 5 years from 64,988 in 2015-2016 to 71,487 in 2020-2021, indicating an increase of 2% or about 1,300 students per year. In 6 years, the target would be 72,787 students.

College Baseline and College Level
As of 2021-2022, the college level undergraduate credit enrollment was 55,605, below the baseline (64,988 in 2015-2016) and the college excellence level (72,787) for this year.

College efforts to improve undergraduate credit enrollment include those that (a) increase the enrollment of new students while (b) increasing the likelihood of persistence for currently enrolled students. Implementing Guided Pathways has led to an increased connection of new and returning students to their goals. New student enrollment is improved by CRM (Custom Relationship Management) technology that streamlines the delivery of supports and outreach to students as they progress through their pathway. Projects such as holistic advising, a restructuring of counseling, and financial aid and financial wellness outreach are efforts designed to improve both student enrollment and persistence.

In 2020, the college convened a Strategic Enrollment Management Committee comprised of faculty, administrators, and staff to review enrollment data and develop a plan to increase enrollment. This committee has submitted several progress reports to the college administration and Board of Trustees. The first phase of the process (June 2020 and Jun 2021) focused on identifying ways to enroll new students. The college is working on phase 2 of the Strategic Plan, focusing on retention and returning student enrollment.

1.5 Equity and Access – Continuing Education Enrollment, Annual Headcount

Purpose
To provide short courses and programs to business, industry, and individual students for economic and workforce development of the region as well as professional and personal enrichment for students.

Description/Calculation
Data are obtained for students enrolled in continuing education courses at ACC. Enrollments are unduplicated, meaning that students enrolled in multiple continuing education courses are counted only once. However, students enrolled in continuing education courses may also be reported in the annual headcounts for the credit or adult education divisions.

Data Sources
Headcount is the unduplicated headcount for the academic year, which includes fall, spring, and summer semesters. Data reported are from the ACC OIRA Snapshot data dated 09/30/2022, including students enrolled in continuing education courses.

College Excellence Level
The college excellence level is to attain a 10% growth in continuing education enrollment over 5 years, from 11,742 in 2015-2016 to 12,916 in 2020-2021. This reflects an increase of 2% or about 235 students per year. In 6 years, the target would be 13,151.

College Baseline Level and College Level
As of 2021-2022, continuing education enrollment was 10,666, below the baseline (11,742 students in 2015-2016) and the college excellence level (13,151) for the year.

In 2020, ACC launched the Fast Track Career Program, aimed at getting Central Texans back to work after the onset of the COVID-19 pandemic. The College identified a need for an increase in the number of students earning a short-term credential that leads to an in-demand career in one year or less. The College began transitioning to fully or partially online courses and offering a 50% tuition discount for 26 programs in high-demand sectors in the region. The College set a goal to double enrollment in these programs. In spring 2021 and 2022, enrollments in these programs exceeded 1,000 students, compared to 584 in spring 2020. ACC is also expanding partnerships with area workforce boards, business and industry, ISDs, churches, and other organizations to provide short-term jobs training.

1.6 Equity and Access – Adult Education Enrollment, Annual Headcount

Purpose
To provide adult education and literacy services to the Central Texas area, including preparation for high school equivalency exams, basic English language skills, college and career preparation, and job training.

Description/Calculation
Data are obtained for students enrolled in adult education courses at ACC. Enrollments are unduplicated, meaning that students enrolled in multiple adult education courses are counted only once. However, students enrolled in adult education courses may also be reported in the annual headcounts for the credit or continuing education divisions.

NOTE: ACC's Adult Education Division is the lead organization of the Travis County Adult Education Consortium, which reflects partnerships with six Adult Education service providers. In addition, ACC's AE division partners with a wide variety of community groups to deliver program offerings. Students enrolled at partner organizations are reported in an external database associated with the program's funding agency, and are not included in the Performance Measures analysis. Since 2016, there has been considerable growth in enrollment in the AE's College Prep and Career Pathways programs. The first prepares students for success in college, and the second provides avenues for students to earn workforce credentials.

Data Sources
Headcount is the unduplicated headcount for the academic year, which includes fall, spring, and summer semesters. Data reported are from the ACC OIRA Snapshot data dated 09/30/2022, including students enrolled in AE courses.

College Excellence Level
The college excellence level is to attain a 10% growth in AE enrollment over 5 years, from 3,529 in 2015-2016 to 3,882 in 2020-2021. This reflects an increase of 2% or about 71 students per year. In 6 years, the target would be 3,952 students.

College Baseline and College Level
As of 2022, AE enrollment was 4,379, above the baseline (3,529 in 2015-2016) and exceeding the college excellence level of 3,952 for the year.

AE has surpassed enrollment goals set by the Texas Workforce Commission as the primary funding agent. In addition, AE is a sub-recipient of Community Action and is expanding its ESL and HSE-preparation classes to Williamson County. AE is also serving more students referred to AE by ACC's credit developmental programs in Math, Integrated Reading & Writing, and English for Speakers of Other Languages. AE transitioned 59% (87 out of 147) of its College Prep completers into ACC college credit programs in the following academic year for AY2020-2021 cohort.

AE at ACC is supported with both institutional funds and grant funds. In the 2018-2019 academic year, the Adult Education program began aligning its courses with ACC's Areas of Study and continued to develop its partnerships with Developmental Math, Integrated Reading and Writing, and Student Services to improve student transitions from AE to credit and vice versa. The program will put additional emphasis on workforce training through its co-requisite instructional models and on its college prep programs that support student transition to and success in credit programs.

2.1 Persistence and Engagement – FTIC Referred to Developmental Writing & Met TSI in One Year

Purpose
To ensure First Time in College (FTIC) students in contextualized, accelerated, and integrated developmental reading and writing courses achieve college readiness within their first year of college.

Description/Calculation
The measure represents the percentage of students referred to developmental education in writing who met the Texas Success Initiative Assessment (TSIA) guidelines for being college-ready within their first year of college. This measure is computed for FTIC students as follows: the denominator is the total number of FTIC students from the fall cohort, referred to developmental writing, and the numerator is the number of these students who met their TSI obligation within one year. The FTIC fall semester cohort is tracked through the end of the first summer, which is one full academic year.

Students' successful completion of exit-level developmental reading, developmental writing, or integrated reading and writing courses means that students are deemed college-ready in reading and/or writing under the TSIA guidelines. Students can become college-ready by successfully completing a first college-level English course or by retaking the TSI test and obtaining a passing score.

Course completion rates in developmental reading, developmental writing, and developmental math were reported in the Year 1 Performance Measure Summary. However, while course completion rates in these courses have increased over time, the measure was changed in subsequent reports to "meeting college readiness within one year of enrollment." This measure represents the percentage of FTIC students needing remediation in reading/writing who obtained TSI college readiness in reading/writing within their first year of enrollment.

Since ACC has been reducing the number of developmental reading/writing courses offered and increasing integrated and co-requisite courses, a measure of "course completions" was no longer suitable. Instead, meeting college readiness within one year of enrollment was selected as a measure of persistence and engagement as it is linked more closely to progress toward award completion.

Data Sources
Data reported reflect grades obtained from OIRA End-of-Term data, OIRA 12th Class Day data, ACC Student data (liveODS), and National Student Clearinghouse data.

College Excellence Level
The college excellence level is based on the 5-year goal to increase the percentage of FTIC students referred to developmental writing who become college ready within one year: to increase the percentage by 20 percentage points, from 46.0% in 2015-2016 to 66.0% in 2020-2021. Annual goals reflect an increase of 4 percentage points per year, which is one-fifth of the five-year goal. In 6 years, the target percentage would be 70%.

College Baseline and College Level
The percentage of fall semester FTIC students referred to developmental writing who met their TSI obligation within one year was 59.3% in 2021-2022, below the college excellence level of 70.0%.

The percentage of fall semester FTIC students referred to developmental writing who met their TSI obligation within one year increased 13 percentage points from 46.0% in 2015-2016 to 59.3% in 2021-

2022. In 2017, there was a spike (to 70.6%). However, this was partially due to an issue in the student information system: some students were incorrectly identified as mandated to developmental writing. To correct this issue, the students were marked as having met TSI obligations at the end of the academic year. The issue and subsequent correction appear to have affected the 2017 measure and possibly influenced the 2016 measure as well.

Students who are not college-ready have two options for achieving this status. First, they can take a stand-alone, exit-level integrated reading and writing class. Second, they can take an integrated reading and writing class paired with a college-level writing class (ENGL 1301, Composition I). In each case, they attain a TSI-complete status in both reading and writing if they earn a C or higher. Course pairings show great promise in supporting the successful completion of the developmental course and the college credit course in the same semester. The college is expanding the co-requisite model to 100% of students referred to developmental education in the hope that it will accelerate progress toward the target goal.

2.2 Persistence and Engagement – FTIC Referred to Developmental Reading & Met TSI in One Year

Purpose
To ensure First Time in College (FTIC) students in contextualized, accelerated, and integrated developmental reading and writing courses achieve college readiness within their first year of college.

Description/Calculation
The measure represents the percentage of students referred to developmental education in reading who met the Texas Success Initiative Assessment (TSIA) guidelines for being college-ready within their first year of college. This measure is computed for FTIC students as follows: the denominator is the total number of FTIC students from the fall cohort, referred to developmental reading, and the numerator is the number of these students who meet their TSI obligation within one year. The FTIC fall semester cohort is tracked through the end of the first summer, which is one full academic year.

Students' successful completion of exit-level developmental reading, developmental writing, or integrated reading and writing courses means that students are deemed college-ready in reading and/or writing under the TSIA guidelines. Students can become college-ready by successfully completing a first college-level English course or by retaking the TSI test and obtaining a passing score.

Course completion rates in developmental reading, developmental writing, and developmental math were reported in the Year 1 Performance Measure Summary. However, while course completion rates in these courses have increased over time, the measure was changed in subsequent reports to "meeting college readiness within one year of enrollment." This measure represents the percentage of FTIC students needing remediation in reading/writing who obtained TSI college readiness in reading/writing within their first year of enrollment.

Since ACC has been reducing the number of developmental reading/writing courses offered and increasing integrated and co-requisite courses, a measure of "course completions" was no longer suitable. Instead, meeting college readiness within one year of enrollment was selected as a measure of persistence and engagement as it is linked more closely to progress toward award completion.

Data Sources
Data reported reflect grades obtained from OIRA End-of-Term data, OIRA 12th Class Day data, ACC Student data (liveODS), and National Student Clearinghouse data.

College Excellence Level
The college excellence level is based on the 5-year goal to increase the percentage of FTIC students referred to developmental reading who become college-ready within one year by 20 percentage points, from 54.4% in 2015-2016 to 74.4% in 2020-2021. Annual goals reflect an increase of 4 percentage points per year, which is one-fifth of the five-year goal. In 6 years, the target percentage would be 78.4%.

College Baseline and College Level
The percentage of FTIC students referred to developmental reading who became TSI-complete within one year was 62.5% in 2021-2022, below the college excellence level of 78.4%. However, the metric increased 8 percentage points, from 54.4% in 2015-2016 to 62.5% in 2021-2022.

Students who are not college-ready have two options for achieving this status. First, they can take a stand-alone exit-level integrated reading and writing class. Second, they can take an integrated reading

and writing class paired with a college level writing class (ENGL 1301, Composition I). In each case, they attain a TSI-complete status in both reading and writing if they earn a C or higher. Course pairings show great promise in supporting the successful completion of the developmental course and the college credit course in the same semester. The college is expanding the corequisite model to 100% of students referred to developmental education in the hope that it will accelerate progress toward the target goal.

2.3 Persistence and Engagement – FTIC Referred to Developmental Math & Met TSI in One Year

Purpose
To ensure First Time in College (FTIC) students in contextualized, accelerated math courses achieve college readiness within their first year of college.

Description/Calculation
The measure represents the percentage of students referred to developmental education in math who met the Texas Success Initiative Assessment (TSIA) guidelines for being college-ready within their first year of college. This measure is computed for FTIC students as follows: the denominator is the total number of FTIC students from the fall cohort, referred to developmental math, and the numerator is the number of these students who meet their TSI obligation within one year. The FTIC Fall semester cohort is tracked through the end of the first summer, which is one full academic year.

Students' successful completion of exit-level math means that students are deemed college-ready in math under the TSIA guidelines. Students can become college-ready by successfully completing a first college-level math course or by retaking the TSI test and obtaining a passing score.

Course completion rates in developmental reading, developmental writing, and developmental math were reported in the Year 1 Performance Measure Summary. However, while course completion rates in these courses have increased over time, the measure was changed in subsequent reports to "meeting college readiness within one year of enrollment." This measure represents the percentage of FTIC students needing remediation in math who obtained TSI college readiness in math within their first year of enrollment.

Since ACC has been reducing the number of developmental math courses offered and increasing integrated and co-requisite courses, a measure of "course completions" was no longer suitable. Instead, meeting college readiness within one year of enrollment was selected as a measure of persistence and engagement as it is linked more closely to progress toward award completion.

Data Sources
Data reported reflect grades obtained from OIRA End-of-Term data, OIRA 12th Class Day data, ACC Student data (liveODS), and National Student Clearinghouse data.

College Excellence Level
The college excellence level is based on the 5-year goal to increase the percentage of FTIC students referred to developmental math who become college ready within one year by 20 percentage points, from 29.3% in 205-2016 to 49.3% in 2020-2021. Annual goals reflect an increase of 4 percentage points per year, which is one-fifth of the five-year goal. In 6 years, the target percentage would be 53.3%.

College Baseline Level and College Level
The percentage of FTIC students referred to developmental math who became TSI-complete within one year was 42.9% in 2021-2022. This improvement is below the college excellence level of 53.3%. However, the measure increased 14 percentage points from 29.3% in 2015-2016 to 42.9% in 2021-2022.

Innovative developmental education courses, the use of adaptive courseware, supports offered through the ACCelerator computer lab, and the introduction and recent expansion corequisite courses where developmental math is paired with a college-level math course have contributed to the steady upward

trend. The college is expanding the corequisite model to 100% of students referred to developmental education in hopes that it will accelerate progress toward the target goal.

2.4 Persistence and Engagement – Course Completions

Purpose
To assess how credit students are progressing through classes and towards their degrees.

Description/Calculation
The successful course completion rate reflects the percentage of students in all credit courses (including college-level and developmental education courses) who complete with a grade of A, B, C, P, or S and is based on end-of-term grade data for fall semesters. Successful course completion means that students will progress through their degree plan.

Data Sources
Data reported reflect grades obtained from OIRA End-of-Term data.

College Excellence level
The college excellence level is based on the 5-year goal to increase successful course completions by 3 percentage points from the fall 2015 baseline rate of 72.8% to 75.8% in fall 2020. The annual goal reflects one-fifth of the five-year goal. In 6 years, the target would be 76.4%.

College Baseline and College Level
The successful course completion rate for fall 2021 is 72.8%, below the annual goal of 76.4%. This measure decreased 1 percentage point from fall 2020 to fall 2021. While this measure reflects the overall course completion rate for credit courses, course completion rates vary depending on student discipline, level, modality, and preparation. ACC has several initiatives planned to ensure that the College remains on track with this indicator.

ACC is looking at ways to increase the number of credits students take each year, including developing Institutes to block classes in popular majors and support a cohort-based or learning community approach for FTIC students. In 2018, each instructional dean designated an assistant dean for data and program assessment. This position supports a greater focus on data-informed decision-making at the program level and across the dean area. In addition, using the results of the Community College Survey of Student Engagement results as a barometer, the faculty development office has created teaching and learning academies and workshops to focus on student-centered and active learning techniques that predict more student completion. In 2020, improving course success rates was one of six Chancellor's priorities. Related strategies focused on experiential learning, faculty training and professional development, and piloting an early alert system.

2.5 Persistence and Engagement – FTIC Course Completions – First College-Level Math within One Year

Purpose
To ensure First Time in College (FTIC) students successfully complete a college-level Math course within one year.

Description/Calculation
The successful course completion rate reflects the percentage of FTIC students who complete the first college-level Math course within one year with a grade of A, B, C, P, or S. First college-level math courses at ACC include MATH 1314, 1324, 1332, 1333, 1342, and 1414.

Data Sources
Data reported reflect grades obtained from OIRA End-of-Term data, OIRA 12th Class Day data, ACC Student data (liveODS), and National Student Clearinghouse data.

College Excellence Level
The college excellence level is based on the 5-year goal to increase the percentage of FTIC students who successfully complete a first college-level math course by 20 percentage points from the 2015-2016 baseline rate of 21.8% to 41.8% in 2020-2021. The annual goal to increase by 4 percentage points reflects one-fifth of the five-year goal. In 6 years, the target percentage would be 45.8%.

College Baseline Level and College Level
The successful completion rate for FTIC students completing a first college-level Math course during their first year was 35.6%, below the annual goal of 45.8% in 2021-2022. The measure increased 13.8 percentage points from 21.8% in 2015-2016 to 35.6% in 2021-2022, but decreased 1.3 percentage points from 2020-2021 to 2021-2022.

ACC's Math Department continues to develop, pilot, and refine innovative approaches to support successful course completions, including co-requisite developmental math and college credit math courses, non-course, competency-based developmental options, and innovative, competency-based, computer-mediated learning. The Math Department pilots, assesses, and adapts each new initiative based on disaggregated data. An example of innovation is MATH 1414, College Algebra for Precalculus, which will combine into one semester the traditional two-course sequence designed to prepare students for Precalculus and Calculus.

2.6 Persistence and Engagement – FTIC Course Completions – First College-Level English within One Year

Purpose
To ensure First Time in College (FTIC) students successfully complete a college-level English course within one year.

Description/Calculation
The successful course completion rate reflects the percentage of FTIC students who complete the first college-level English course (ENGL 1301 or ENGL 1302) within one year with a grade of A, B, C, P, or S.

Data Sources
Data reported reflect grades obtained from OIRA End-of-Term data, OIRA 12th Class Day data, ACC Student data (liveODS), and National Student Clearinghouse data.

College Excellence level
The college excellence level is based on the 5-year goal to increase the percentage of FTIC students who successfully complete the first college-level English course by 20 percentage points from the 2015-2016 baseline rate of 47.8% to 67.8% in 2020-2021. The annual goal to increase by 4 percentage points reflects one-fifth of the five-year goal. In 6 years, the target would be 71.8%.

College Baseline level:
The successful completion rate for FTIC students completing English 1301 or 1302 in 2021-2022 was 50.6%, below the annual goal of 71.8% for 2021-2022. This measure increased 2.8 percentage points, from 47.8% in 2015-2016 to 50.6% in 2021-2022.

ACC's English Department partners with the Integrated Reading & Writing (INRW) Department to co-require an exit-level INRW course with ENGL 1301, Composition I. This partnership is central to supporting the goal of successful course completion for FTIC students who are not college ready in reading and writing. In addition, several INRW faculty moved to full-time status in the English Department to bring their expertise to the Composition I classroom. Further, the English Department will work to intentionally examine its disaggregated data on course completions to develop a plan for additional support for all students in Composition I.

2.7 Persistence and Engagement – FTIC College-Level Credit Hours Earned – 15 SCH within 1 Year

Purpose
To ensure First Time in College (FTIC) students successfully complete at least 15 semester credit hours (SCH) within one Year.

Description/Calculation
The successful course completion rate reflects the percentage of FTIC students who complete 15 College-Level Credit Hours within one year with a grade of A, B, C, P, or S.

The percentage of FTIC students who completed 15 SCH within three years was reported in the Year 1 Performance Measure Summary. However, this measure was changed to reflect the percentage of students completing 15 SCH within one year to be consistent with the goals of Guided Pathways initiated in fall 2016. While the Strategic Plan references an increase in the *number* of students, the metric selected for this report uses *percentages* to standardize across the FTIC cohorts, which vary in total number of students year to year.

Data Sources
Data reported reflect grades obtained from OIRA End-of-Term data, OIRA 12th Class Day data, ACC Student data (liveODS), and National Student Clearinghouse data.

College Excellence Level
The ACC Strategic Plan calls for the College to increase the percentage of students who complete 15 college-level SCH within one year by 10% over a five-year period, from 33.5% in 2015-2016 to 43.5% in 2020-2021. This increase would equate to an annual increase of 2% in each of these measures. In 6 years, the target would be 45.5%.

College Baseline Level and College Level
The percentage of FTIC students who completed 15 SCH within one year was 40.4% in 2021-2022, below the college excellence level of 45.5%. The percentage of FTIC students who completed 15 SCH increased nearly 7 percentage points, from 33.5% in 2015-2016 to 40.4% in 2021-2022. The development of program maps and case management advising were two strategies implemented to help students increase early credit accumulation.

2.8 Persistence and Engagement – FTIC Persisted or Graduated – First Fall to First Spring

Purpose
To ensure First Time in College (FTIC) students successfully persist from their first fall enrollment to their first spring enrollment.

Description/Calculation
Percentage of FTIC students enrolled in first fall who enrolled again in the first spring semester.

Data Sources
Data reported reflect OIRA 12th Class Day data and ACC Student data (liveODS).

College Excellence Level
The ACC Strategic Plan calls for the College to increase the percentage of students who persist from their first fall to their first spring (i.e., enroll in each term) by 5 percentage points over five years, from 74.9% in 2015-2016 to 79.9% in 2020-2021. This increase would equate to an annual increase of 1 percentage point. In 6 years, the target percentage would be 80.9%.

College Baseline Level and College Level
The percentage of fall 2021 FTIC students who persisted from their first fall semester to enrollment in their first spring semester was 73.3%, below the college excellence level of 80.9% for 2021-2022.

FTIC student persistence from first fall to first spring was higher between 2015-2016 and 2020-2021 than 2021-2022. The onset of the global COVID-19 pandemic may explain the unexpected decline in the persistence rate after many years of steady improvements.

2.9 Persistence and Engagement – FTIC Persisted or Graduated – First Fall to Second Fall

Purpose
To ensure First Time in College (FTIC) students successfully persist from their first fall enrollment to their second fall enrollment.

Description/Calculation
Percentage of FTIC students who enrolled in first fall and again in the second fall semester.

Data Sources
Data reported reflect OIRA 12th Class Day data and ACC Student data (liveODS).

College Excellence Level
The ACC Strategic Plan calls for the College to increase the percentage of students who persist from their first fall to their second fall (i.e., enroll in each term) by 10 percentage points over five years, from 50.8% in 2015-2016 to 60.8% in 2020-2021. This increase would equate to an annual increase of 2 percentage points. In 6 years, the target percentage would be 62.8%.

College Baseline Level and College Level
The percentage of fall 2021 FTIC students who persisted from their first fall semester to their second fall semester was 52.4%, below the college excellence level of 62.8% in 2021-2022.

FTIC student persistence from the first fall semester to the second fall semester was on a strong upward trend during the prior three years, reaching over 56% for fall 2018 cohort. The onset of the global COVID-19 pandemic may explain the unexpected decline in the persistence rate.

To combat the negative impact of the pandemic, ACC moved student and academic support services online and expanded these resources. In addition, ACC extended intensive advising, which has proven to help students stay on track and complete their awards more quickly, to a larger group of FTIC students in fall 2021.

2.10 Persistence and Engagement – Student Satisfaction: Noel-Levitz Survey

Purpose
To measure ACC student satisfaction with College safety and security and the effectiveness of various student services (e.g., financial aid, academic advising and registration, campus climate, and instructional effectiveness).

Description/Calculation
The college administers an online version of the Ruffalo Noel-Levitz (RNL) Student Satisfaction Survey every three years in the spring semester.

Data Sources
RNL provides aggregate survey results for ACC compared to national normed benchmarks.

College Excellence Level
The college excellence level is to exceed the nationally normed satisfaction rating benchmark, which was 5.85 on a 7-point scale in spring 2020 for the Instructional Effectiveness dimension.

College Baseline Level and College Level
The ACC satisfaction rating for Instructional Effectiveness was 6.01 in spring 2020, exceeding the benchmark of 5.85 on the 7-point rating scale. ACC administered the survey again in spring 2023 and the satisfaction rating for Instructional Effectiveness was 6.12, exceeding the benchmark of 5.99 on the 7-point rating scale.

3.1 Completion and Transition to Employment/Transfer - Awards

Purpose
To increase the number of degrees, certificates, and other completions conferred by ACC.

Description/Calculation
The total number of awards conferred by ACC, including Bachelor of Applied Science in Software Development (BAS), Bachelor of Science in Nursing (BSN), Associate of Arts (AA), Associate of Science (AS), Associate of Applied Science (AAS), and Associate of Arts in Teaching (AAT) Degrees; Core Curriculum Completers; Certificates – Level 1 (15-42 SCH), Level 2 (30-51 SCH), Level 3 (Enhanced certificate 6-12 SCH beyond an associate's degree), Level 4 (16-45 SCH beyond a baccalaureate degree); Continuing Education Certificates (360-779 contact hours); Occupational Skills Awards (9-14 SCH or 144-359 contact hours). The total excluded Field of Study awards.

Data Sources
Data reported were obtained from ACC OIRA Snapshot data dated 09/30/2022.

College Excellence Level
The ACC Strategic Plan calls for ACC to increase award completions by 15% over 5 years, or 3% annually. The College awarded 7,760 awards in 2015-2016. A 3% increase would represent an additional 232 awards each year, to 8,924 in 2020-2021. In 6 years, the target would be 9,157.

College Baseline Level and College Level
ACC conferred 13,759 awards in 2021-2022, exceeding the college excellence level of 9,157 awards. The measure increased 77% from 7,760 in 2015-2016 to 13,759 in 2021-2022.

Several factors contributed to the rapid growth of awards, including the processing of reverse transfer degrees, more flexible course requirements for general studies degrees, and new processes making it easier to identify and assist students in meeting graduation requirements. An upsurge in Continuing Education Certificates approved by ACC is the primary contributing factor to the overall increase in awards during the 2021-22 period. The increase in Continuing Education awards primarily stems from conferring previously qualified students who had not been awarded in prior years.

The College has several strategies to increase ACC awards conferred, including expanding emergency aid, introducing two "Z degrees" (zero costs for textbooks) in Fall 2018, and lowering textbook costs via an inclusive access option called First Day. First Day allows students to purchase online textbooks at a substantial discount during registration. ACC is also expanding other student-friendly options such as block schedules and 8-week course offerings. Further, ACC is expanding certificate programs in workforce credit and continuing education formats.

3.2   Completion and Transition to Employment/Transfer – Licensure Exam Pass Rates

Purpose
To assess the degree to which our programs prepare students for licensure exams they need to pass to work in their chosen field.

Description/Calculation
The number of students who pass licensure exams divided by the number of students who took the exam. NOTE: Licensure rates are measured by program, and we do not report an aggregate number.

Data Sources
ACC Student Data (Colleague) are used to obtain the graduates for the academic year for those programs where graduates are required to pass a licensing exam to practice in the field. Each student is researched on the licensing website for the field. If data are unavailable, the ACC department chair is contacted to see if they have information on the student's licensing. The data obtained from this procedure is reported to THECB annually.

College Excellence Level
The college excellence level for licensing pass rates is 90% based on a prior THECB Accountability System measure requiring an exam pass rate of 90% or higher for each of the past 3 years, and 15 or more graduates over this period, for vocational education programs at community and technical colleges.
http://www.thecb.state.tx.us/Reports/PDF/2284.PDF?CFID=8803972&CFTOKEN=78365360

College Baseline Level and College Level: Measured by program.
Scores ranged from 80% (Firefighter) to 100% for numerous programs in the most recent year (2020-21) with an average pass rate of 97.4%.

Not all technical programs lead to licensure. For those that do, faculty review the content and cognitive level on those exams regularly to ensure the best possible outcomes for our students. Many of these programs also have mock exams for students; some provide preparation assistance post-graduation and prior to the student taking the exam. Further, most programs have programmatic accreditation and/or state licensure bodies that dictate baseline targets for licensure exams. For example, in nursing, the Texas Board of Nursing requires that all programs maintain a pass rate of at least 80%. For 2020-21, the pass rate was 99.0% for the ACC Professional Nursing program and 100% for the Vocational Nursing program. The targets vary by discipline.

3.3 Completion and Transition to Employment/Transfer – Transfer Rate within 3 Years

Purpose
To increase the percentage of ACC First Time in College (FTIC), fulltime, credential seeking students who transfer to a four-year institution within 3 years.

Description/Calculation
The percentage of Full-Time FTIC Credential-Seeking Students who transferred to a four-year institution within 3 years. This is based on the IPEDS measure for two-year institutions. NOTE: IPEDS counts students in the cohort who graduate from ACC and also transfer to a four-year institution as graduates only; IPEDS defines transfer students as those who do not graduate from ACC and transfer to a four-year institution. This differs from ACC's institutional definition of transfer students.

Data Sources
OIRA 12th Class Day data, ACC Student data (liveODS), National Student Clearinghouse data, data reported to IPEDS.

College Excellence Level
The ACC Strategic Plan calls for an increase in the IPEDS transfer rate of 10% over five years. An annual target would thus be 2%, representing 0.8 percentage points. This represents an increase from the baseline level of 35.3% in 2015-2016 to 39.0% in 2020-2021. In 6 years, the target rate would be 39.7%.

College Baseline Level and College Level
The percentage of fall 2018 FTIC fulltime credential seeking students who transferred within three years was 30.1%, below the baseline level of 35.3% for 2015-2016 and college excellence level of 39.7% for 2021-2022.

From 2016-17 to 2018-19, ACC exceeded the College Excellence Level, but has not exceeded it since. The global COVID-19 pandemic may have contributed to the decline in transfer rate after an upward trend. At the same time, the transfer rate declined, there was a steep increase in the graduation rate for FTIC fulltime credential seeking students. Since the transfer measure includes those students in the cohort who have not graduated, increased numbers of graduates who also transfer will attenuate the transfer rate.

3.4   Completion and Transition to Employment/Transfer – Graduation within 3 Years

Purpose
To increase the percentage of ACC First Time in College (FTIC), fulltime, credential seeking students who complete a certificate or associate degree (or the core curriculum with 60 SCH) within 3 years of enrollment.

Description/Calculation
FTIC full-time, credential seeking students who complete their program of study within 150% of the time to complete. For students in associate degree programs, 150% of the time to degree is 3 years. For students in certificate programs, the 150% of time to award may be less than 3 years. Students who complete the core curriculum and have earned 60 or more semester credit hours are counted as graduates in this metric.

NOTE:
- Students in the cohort who graduate and transfer are counted as graduates only; students who do not graduate and transfer are counted as transfer students.
- A new methodology was implemented according to IPEDS' revised definition for graduation. Since the cohort (Fall 2017) graduates are defined as: students with degrees and certificates from ACC; Core Completers with 60 Sch in AA, AS, or AAT degree programs and Field of Study completion; students with MSA/OSA completion; and additional potential completers identified by the graduation office.

Data Sources
OIRA 12th Class Day data, ACC Student data (liveODS), National Student Clearinghouse data, award program data in the ACC Catalog; data reported to IPEDS.

College Excellence Level
The ACC Strategic Plan calls for the College to increase the percentage of ACC FTIC students who complete a certificate or associate degree (or the core curriculum with 60 SCH) within 150% of the time to complete by 100%. The baseline graduation rate in 2015-2016 was 8.2% and the five-year goal is to achieve a graduation rate of 16.2% in 2021. This goal equates to an annual increase of 1.6%. In 6 years, the target rate would be 17.8%.

College Baseline Level and College Level
The percentage of FTIC fulltime credential seeking students who completed within three years was 20.2% in 2022, exceeding the college excellence level (17.8%). The measure increased 12 percentage points, from 8.2% in 2015-2016 to 20.2% in 2021-2022.

ACC is taking several steps to continue increasing its graduation rate, including introduction of more student friendly options as "Z degrees" (zero cost for textbooks), block schedules, more online options, and more focused advising and student support services with the adoption of Guided Pathways.

ACC also implemented a new program of Faculty Mentors for students in spring 2019. These mentors are assigned to Areas of Study and assume caseloads of students who have already successfully completed at least 30 SCH.

One key factor that has improved award completion rates for FTIC students is the intensive advising implemented in fall 2019. Initial results of this advising program indicate that it has been effective in keeping students on track to complete within three years.

3.5 Completion and Transition to Employment/Transfer – Graduate Success, Academic and Technical Programs

Purpose
To ensure that completers of Academic and Technical programs are properly prepared and gain or retain employment, placement within the military, an apprenticeship program, or additional higher education.

Description/Calculation
The THECB Graduate Success for Academic and Technical Programs Report provides the following rates: employed and/or enrolled within 2 years of graduation, employed within 2 years of graduation, enrolled in a two-year or four-year institution within 2 years of graduation.

The Graduate Success metric reported in the Performance Measures table reflects the combined average of employed and/or graduated within 2 years for academic and technical programs.

Data Sources
This measure is reported in the THECB Higher Education Almanac annually: Graduate Success - Academic and Technical Programs. Reports are available through the Automated Student and Adult Learner Follow-Up System. Data are based on graduates reported to THECB by the college, Texas Workforce Commission Unemployment Insurance wage data, and THECB enrollment data for all Texas public institutions.

http://www.txhighereddata.org/index.cfm?objectid=4EB38340-E218-11E8-BB650050560100A9

College Excellence Level
The historical program completer placement rate for career and technical education, as calculated by the Texas Higher Education Coordinating Board, is 85%.

College Baseline Level and College Level
The percentage of graduates employed or enrolled within two years after graduation was 86% in 2021-2022 (2020-2021 completers), exceeding the college excellence rate of 85%.

3.6 Completion and Transition to Employment/Transfer - FTIC Completion and Progression, FTIC Full-time Credential-Seeking Students 3-Year Analysis

Purpose
To increase the percentage of full-time first-time in college (FTIC) credential-seeking students who complete a certificate or degree, the core curriculum with 60 SCH, transfer to another institution, remain enrolled at ACC, or leave ACC in "good standing" (defined as a 2.0 GPA or better) within three years.

Description/Calculation
The total of the following mutually exclusive percentages comprise the three-year measure for full-time FTIC credential-seeking students by cohort:
- Percentage of students in cohort who completed a certificate or degree or the core curriculum with 60 SCH, and students who (a) completed a one-year certificate program within the three years[1], or (b) graduated from another college during the three-year period;
- Percentage of students in cohort who are not completers, and have transferred to a four-year institution within three years;
- Percentage of students in cohort who are not completers, did not transfer, and are still enrolled at ACC three years later;
- Percentage of students in cohort who are not completers, did not transfer, are not enrolled three years later, and left ACC in good academic standing (defined as a 2.0 GPA or better).

To offer a more complete picture of what happens to these students, ACC produces a "thermometer" type chart showing, in addition to the completers, the percentage of students who transfer, remain enrolled at ACC, or leave ACC in "good standing".

Data Sources
OIRA 12th Class Day data, ACC Student data (liveODS), National Student Clearinghouse data, data reported to IPEDS.

College Excellence Level
The college excellence level for Completion and Progress metric was set to incorporate targets established in the Strategic Plan 2017-2021 for graduation rate, transfer rate, successful course completion rate, and fall-to-fall persistence rate for FTIC student cohorts. The five-year goal is to increase the percentage of students who complete and progress by 5 percentage points, from 78.1% in 2015-2016 to 83.1% in 2020-2021. This represents an increase of one percentage point per year. In 6 years, the target rate would be 84.1%.

College Baseline Level and College Level
The College baseline level for this measure in 2016 was 78.1% for students who began in fall 2012. The measure increased to 83.1% in 2022 for students who began in fall 2018. This represents an increase of 5 percentage points from 2015-2016 to 2021-2022, but the rate did not exceed the college excellence level of 84.1% for 2022.

ACC plans to stay in touch with former students who stop out for various reasons to ensure they are kept current with new plans for financial aid, student supports, and opportunities that range from

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[1] IPEDS requires one-year certificate program students to complete within two years.

shorter semesters, to "Z degree" options (zero cost for textbooks), new online options, block schedules, transfer options, and other means to complete a college certificate and/or degree.