



SACSCOC

Measures of Student Achievement

Consistent with its mission to “improve the lives of its constituents by providing affordable, accessible, high quality and innovative academic, technical and cultural educational opportunities for the diverse communities it serves,” Alvin Community College (ACC) has identified 10 measures of student achievement:

- College Readiness
 - Math
 - English
- Successful Completion
 - First College Level Math Course
 - First College Level English Course
 - 15 Credit Hours within 1 year
 - 30 Credit Hours within 1 year
- Degrees/Certificate Awarded
- Graduates in Critical Fields
- Transfers
- Licensure and Certification Pass Rate

Key Performance Indicators

The table below contains the selected Key Performance Indicators (KPI) for ACC for 2018-2019. KPIs are updated each year and modeled after the Texas Higher Education Coordinating Board (THECB) Success Point system.

A threshold is set in ACC’s Strategic Plan with an expected growth compared to the prior year. The 3-year rolling average is provided for further comparison. Notes are provided where relevant. Additionally, ACC tracks the IPEDS 8-year award rate, which can be seen on page 4. ACC’s action plans can be seen from page 5 on.

Color Coding:		Exceeds the Threshold	Below the Threshold	Meets the Threshold				
KPI Measure	Definition	Expected Threshold Growth over Prior Year	Prior Year	Threshold	Current Year	Year of Data	3 Year Rolling Average	Additional Notes
College Readiness Math	Fall students enrolled in MATH 0311/0312 that successfully complete the course within 1 year.	1.5%	352	357	304	2017-2018	284	2016 was a big year and had almost double the enrollment of 2015 and more than double 2014. 2017 is lower than 2016 but is still 56% higher than 2015.
College Readiness English (Reading/Writing)	Fall students enrolled in DIRW/INRW 0310 that successfully complete the course within 1 year.	1.5%	204	207	171	2017-2018	167	2016 had almost double the enrollment of 2015. 2017 is lower than 2016 but is still 36% higher than 2015.

Successfully Completed First College-Level Math Course	Fall students enrolled in MATH 1314/1332 /1342/1324 that successfully complete the course within 1 year.	1.5%	716	727	661	2017-2018	653	2017 added 1324/1342 as a gateway pathway for students. 2017 is lower than 2016 but still 13% higher than 2015.
Successfully Completed First College-Level English (Reading/Writing) Course	Fall students enrolled in ENGL 1301 that successfully complete the course within 1 year.	1.5%	1,035	1,051	996	2017-2018	971	While 2017 did not meet the threshold due to 2016's high numbers, 2017 was still 13% above the 2015 numbers.
Successfully Completed 15 Credits	Fall students that complete 15 or more credits within 1 year.	2%	2,120	2,162	2,268	2017-2018	2,113	
Successfully Completed 30 Credits	Fall students that complete 30 or more credits within 1 year.	2%	287	293	315	2017-2018	282	
Degrees/Certificates Awarded	Fall students (unduplicated) that complete a degree or certificate within 3 years (Non-STEM/Allied Health).	2%	1,204	1,228	1,227	2015-2016	1,168	The current year was 1 student below the threshold.
Graduates in Critical Fields	Fall students (unduplicated) that complete a Science, Technology, Engineering, Math, or Allied Health degree or certificate within 3 years.	2%	796	812	797	2015-2016	769	
Transfers	Fall students enrolled for the first time at a 4 year institution after completing 15 or more credits within 1 year at ACC.	2%	468	477	590	2016-2017	506	Transfers determined with NSC data

Licensure and Certification Examination Pass Rates

Below are the most current, available rates reported to the THECB. The table provides licensure and certification examination results for approved ACC technical associate degree and certificate programs leading to professions requiring licensure or certification.

Color Coding:	Exceeds the Threshold	Below the Threshold	Meets the Threshold
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Major	Expected Threshold Growth over Prior Year	Prior Year	Threshold	Current Year	Year of Data	Rolling Average	Additional Notes
Criminal Justice/Police Science	2%	100%	100%	100%	2017-18	100%	
Diagnostic Medical Sonography/Sonographer and Ultrasound Technician	2%	100%	100%	100%	2017-18	97%	
Electroneurodiagnostic/Electroencephalographic Technology/Technologist	2%	36%	37%	100%	2017-18	58%	
Emergency Medical Technology/Technician (EMT Paramedic)	2%	63%	64%	73%	2017-18	68%	
Licensed Practical/Vocational Nurse Training	2%	100%	100%	100%	2017-18	100%	
Pharmacy Technician/Assistant	2%	67%	68%	80%	2017-18	67%	
Registered Nursing/Registered Nurse	2%	99%	100%	98%	2017-18	99%	
Respiratory Care Therapy/Therapist	2%	100%	100%	91%	2017-18	97%	
Substance Abuse/Addiction Counseling	2%	100%	100%	100%	2017-18	100%	

Source: THECB

Notes: Only current year licensure/certifications are listed. If a licensure or certification is not listed in the current year, it is not included in the table.

Disaggregated Data

College Readiness Math - Completion of MATH 0311/0312 within 1 year

	American/Alaska Native	Asian	Black or African American	Hawaiian/Pacific Islander	Hispanic	International	Unknown	White
Female	0%	1%	8%	0%	27%	n/a	1%	30%
Male	1%	1%	5%	0%	14%	1%	0%	11%

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College Readiness English (Reading/Writing) - Completion of DIRW/INRW 0310 within 1 year

	American/Alaska Native	Asian	Black or African American	Hawaiian/Pacific Islander	Hispanic	International	Unknown	White
Female	1%	2%	4%	0%	30%	1%	1%	22%
Male	1%	1%	8%	0%	20%	1%	1%	9%

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Successfully Completed First College-Level Math Course - Completion of MATH 1314/1332/1342/1324 within 1 year

	American/Alaska Native	Asian	Black or African American	Hawaiian/Pacific Islander	Hispanic	International	Unknown	White
Female	0%	7%	9%	0%	19%	1%	0%	26%
Male	0%	4%	5%	n/a	14%	1%	1%	15%

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Successfully Completed First College-Level English (Reading/Writing) Course - Completion of ENGL 1301 within 1 year

	American/Alaska Native	Asian	Black or African American	Hawaiian/Pacific Islander	Hispanic	International	Unknown	White
Female	0%	6%	9%	0%	18%	1%	0%	23%
Male	0%	3%	6%	n/a	14%	0%	1%	16%

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Successfully Completed 15 Credits - Completion of 15 credits or more within 1 year

	American/Alaska Native	Asian	Black or African American	Hawaiian/Pacific Islander	Hispanic	International	Unknown	White
Female	0%	5%	6%	0%	20%	1%	1%	26%
Male	0%	3%	5%	0%	14%	0%	1%	18%

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Successfully Completed 30 Credits - Completion of 30 credits or more within 1 year

	American/Alaska Native	Asian	Black or African American	Hawaiian/Pacific Islander	Hispanic	International	Unknown	White
Female	0%	5%	6%	0%	17%	2%	1%	26%
Male	0%	3%	5%	1%	10%	0%	1%	22%

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Degrees/Certificates Awarded - Complete a degree or certificate within 3 years (non-STEM/Allied Health)

	American/Alaska Native	Asian	Black or African American	Hawaiian/Pacific Islander	Hispanic	International	Unknown	White
Female	0%	4%	5%	n/a	20%	1%	0%	30%

Male	0%	2%	6%	0%	13%	0%	0%	19%
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Graduates in Critical Fields - Complete a degree or certificate within 3 years (STEM/Allied Health)

	American/Alaska Native	Asian	Black or African American	Hawaiian/Pacific Islander	Hispanic	International	Unknown	White
Female	1%	4%	6%	0%	13%	1%	0%	31%
Male	1%	2%	4%	0%	13%	0%	0%	23%

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IPEDS Outcome Measure (8-year award rate)

8-year Award Rate					
Cohort	2018 ACC	2019 ACC	Diff	2019 Texas Colleges with 5,000-9,999 enrollment (Avg)	Diff from 2019 ACC
First-time entering					
Full-time	34%	32%	-2%	26%	-6%
Pell Grant recipients	28%	25%	-3%	26%	1%
NonPell Grant recipients	35%	36%	1%	26%	-10%
Part-time	24%	19%	-5%	15%	-4%
Pell Grant recipients	23%	19%	-4%	14%	-5%
NonPell Grant recipients	24%	19%	-5%	15%	-4%
Non-First-time entering					
Full-time	41%	41%	0%	31%	-10%
Pell Grant recipients	53%	42%	-11%	29%	-12%
NonPell Grant recipients	37%	41%	4%	33%	-8%
Part-time	28%	26%	-2%	18%	-8%
Pell Grant recipients	31%	25%	-6%	21%	-4%
NonPell Grant recipients	27%	26%	-1%	18%	-7%
Total Entering	30%	28%	-2%	22%	-6%
Pell Grant recipients	32%	27%	-5%	22%	-5%
NonPell Grant recipients	30%	29%	-1%	21%	-8%

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For further information on available resources, please contact the the **Institutional Effectiveness and Research** Department directly.



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Action Plans for Thresholds Not Met

At Risk Students

KPI Measure	Definition	Expected Threshold Growth over Prior Year	Prior Year	Threshold	Current Year	Year of Data	3 Year Rolling Average
College Readiness Math	Fall students enrolled in MATH 0311/0312 that successfully complete the course within 1 year.	1.5%	352	357	304	2017-2018	284
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Successfully Completed First College-Level English (Reading/Writing) Course	Fall students enrolled in ENGL 1301 that successfully complete the course within 1 year.	1.5%	1,035	1,051	996	2017-2018	971

While each of these measures exceeded the three-year rolling average, they fell below the threshold expected for the year. In an effort to increase the success rates, the College has implemented a co-requisite model for developmental (readiness) courses and first credit level courses. The co-requisite model is supporting these efforts through a Wagner-Peyser grant that focuses on enhancing English and Math co-requisite courses through wrap-around student support and faculty professional development. This grant developed the curriculum towards a contextualized, co-requisite model. This model has students co-enroll in a remedial English course as well as an English college credit level course and/or remedial Math course with a Math college credit level course.

The use of these co-requisite classes has shown that students in these co-requisite courses are out performing their non-co-requisite peers. For example, remedial Math students in co-requisite classes had an average developmental success rate of 73.68% versus their non-co-requisite peers' 64.16% success rate.

The other three measures that were below the identified thresholds are Degrees/Certificates Awards, Graduates in Critical Fields, and Licensure and Certification Pass Rates.

Degrees/Certificates Awarded

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KPI Measure	Definition	Expected Threshold Growth over Prior Year	Prior Year	Threshold	Current Year	Year of Data	3 Year Rolling Average
Degrees/Certificates Awarded	Fall students (unduplicated) that complete a degree or certificate within 3 years (Non-STEM/Allied Health).	2%	1,204	1,228	1,227	2015-2016	1,168

The expected 2% growth from the prior year set the threshold to 1,228. ACC awarded 1,227 in the current year, which made the College miss the threshold by one award. The degrees awarded are reviewed each year in multiple ways. The College documents its attempts at improvement in this measure through the [Annual Report – College Data](#), the Performance and Cost Analysis of Credit Programs (PCAC), and the annual program review process. The annual program review process involves the departments collecting and reviewing their annual quality indicators (AQI), which includes awarded degrees, and making decisions based upon the data which are then reviewed by Instructional Leadership. The Annual Report is provided to the departments and the Board annually for review and discussion. The PCAC is generated and provided to the departments and the Board annually for review and decision making.

The College continues to monitor the number of degrees and certificates awarded and in 2018-2019 awarded 1,240 degrees which exceeds the threshold.

Additionally, ACC is a member of two initiatives that focus on streamlining and increasing the number of graduates. These initiatives are the Houston Guided Pathways to Success (GPS) and the Texas Pathways to Success and Retention (Texas Pathways).

[Houston Guided Pathways to Success](#) (GPS) is a consortium of two- and four-year colleges in the Gulf Coast region of Texas focusing on post-secondary attainment and success for students. As part of this collaborative partnership, ACC now participates in annual planning and assessment activities focused on increasing completion and transfer rates for students in the region. Houston GPS has allowed the College to focus on strategies to help students succeed, including time to degree completion.

[Texas Pathways to Success and Retention](#) (Texas Pathways) is an initiative, sponsored by the Texas Association of Community Colleges (TACC) that focuses on “a comprehensive, statewide five-year strategy to build capacity for Texas community colleges to implement structured academic and career pathways at scale.” A focus of this initiative impacted the College in the following ways; meta-major and key course identification and degree and certificate pathway alignment.

Graduates in Critical Fields

The data are published online and were provided in the Compliance Report for this measure:

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KPI Measure	Definition	Expected Threshold Growth over Prior Year	Prior Year	Threshold	Current Year	Year of Data	3 Year Rolling Average
Graduates in Critical Fields	Fall students (unduplicated) that complete a Science, Technology, Engineering, Math, or Allied Health degree or certificate within 3 years.	2%	796	812	797	2015-2016	769

The current year's 797 graduates is one graduate higher than the prior year, but this fell short of the expected threshold growth of 2%. ACC identifies potential graduates in critical fields by tracking the number (unduplicated) of students majoring in the programs and the number of degrees awarded. The College documents improvement in this measure through the College's Performance and Cost Analysis of Credit Programs (PCAC) and the annual program review process. The annual program review process involves the departments collecting and reviewing their annual quality data, which includes active majors and awarded degrees, and allows them to make decisions based upon the data. These decisions are reviewed by Instructional Leadership. The Annual Report is provided to the departments and the Board annually for review and discussion. The PCAC is generated and provided to the departments and the Board annually for review and decision making. In 2018-2019 ACC reached 896 graduates in critical fields which exceeds the threshold.

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ACC also has an Hispanic Serving Institution (HSI) STEM grant. Through this grant, the College seeks to increase STEM degree completions, particularly among Hispanic/low-income students, by strengthening a key STEM program, Process Technology, to include new active learning strategies and supporting technology.

Licensure and Certification Pass Rates

Color Coding:		Exceeds the Threshold	Below the Threshold	Meets the Threshold			
Major	Expected Threshold Growth over Prior Year	Prior Year	Threshold	Current Year	Year of Data	Rolling Average	
Criminal Justice/Police Science	2%	100%	100%	100%	2017-18	100%	
Diagnostic Medical Sonography/Sonographer and Ultrasound Technician	2%	100%	100%	100%	2017-18	97%	
Electroencephalogram/Electroencephalographic Technology/Technologist	2%	36%	37%	100%	2017-18	58%	
Emergency Medical Technology/Technician (EMT Paramedic)	2%	63%	64%	73%	2017-18	68%	
Licensed Practical/Vocational Nurse Training	2%	100%	100%	100%	2017-18	100%	
Pharmacy Technician/Assistant	2%	67%	68%	80%	2017-18	67%	
Registered Nursing/Registered Nurse	2%	99%	100%	98%	2017-18	99%	
Respiratory Care Therapy/Therapist	2%	100%	100%	91%	2017-18	97%	
Substance Abuse/Addiction Counseling	2%	100%	100%	100%	2017-18	100%	

Two majors were below the threshold based on a 2% growth over the prior year. The majors were Registered Nursing/Registered Nurse and Respiratory Care Therapy/Therapist. Each of these majors, due to the prior year pass rates, had a threshold of 100%. Registered Nursing/Registered Nurse has a current pass rate of 98%, which was 1% lower than the prior year and the rolling average. The pass rate is monitored by the Nursing Department.

The Respiratory Care Therapy/Therapist has a current pass rate of 91%, compared to the 100% prior year and the 97% rolling average. The pass rate is monitored by the Respiratory Care Department with an average of 12 students graduating each year. Because of the cohort size, the pass rate can be impacted by a small number of students.

The College documents improvement in this measure through the annual program review process. The annual program review process involves the departments collecting and reviewing their annual quality data, which includes licensure and certification rates for the appropriate departments. This allows them to make decisions based upon the data. These decisions are reviewed by Instructional Leadership. Additionally, it has been recommended to modify the maximum possible threshold for any licensure or certification major to

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For further information on available resources, please contact the **Institutional Effectiveness and Research** Department directly.