

**INSTITUTIONAL EFFECTIVENESS REPORT**  
**FOR THE YEAR 2003 – 2004**  
*RESEARCHED, ANALYZED, AND COMPILED IN 2005*

**ALVIN COMMUNITY COLLEGE**  
**INSTITUTIONAL EFFECTIVENESS REPORT**  
**FOR THE YEAR 2003 – 2004**

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**Office of Institutional Effectiveness and Research**  
**Alvin Community College**  
**3110 Mustang Road**  
**Alvin, TX 77511**

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# Introduction

## Explanation of the Time Period Reviewed

This report is a look back at how Alvin Community College met its institutional goals in the 2003 – 2004 school year. This report is always released a year after the school year in question as the data from each semester is not normally certified by the Coordinating Board until almost the end of the following semester. This delay causes a ripple effect that means that data from the 2003-2004 school year is not complete until late in the Fall of 2004.

## Background

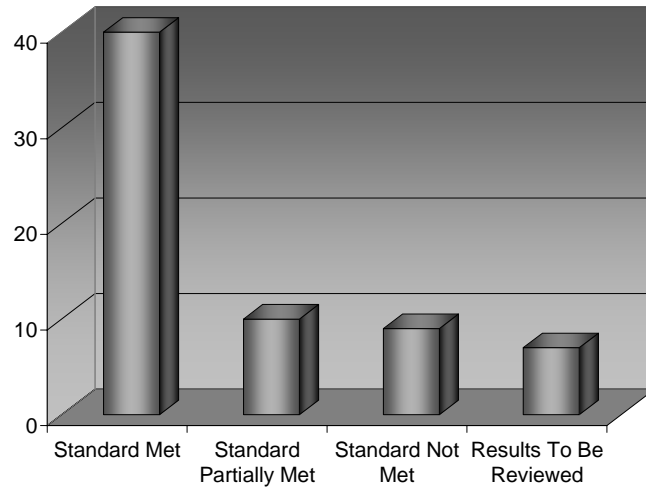
Within the past decade institutional effectiveness has taken on an increasing level of importance at institutions of higher education as a mechanism for producing continuous quality improvement. This *Institutional Effectiveness Report* is the sixth such document to be produced by this college. It provides an annual review of all aspects of the college and the degree to which we are attaining our institutional goals.

The intent of the *Institutional Effectiveness Report* is that it be a "working document" and not a book that "sits on the shelf". This report yields an annual snapshot of how well the college is attaining its stated goals. For each institutional goal, a variety of indicators are specified and standards have been set for determining whether or not that aspect of the goal has been achieved. If a standard for a given indicator is not met, then an action must be taken that is designed to generate improvement in the coming year. In this way, a cycle of continuous review and advancement is set into place.

One of the positive benefits of this report is the manner in which it highlights those areas that need to be examined on an annual basis. As a result of this emphasis, problems are often identified, discussed, and dealt with long before the final compilation of this report. Consequently, the compilers of the *Institutional Effectiveness Report* often find themselves in the position of merely having to report what has been done rather than having to be the instigators of the actions taken. Moreover, the *Institutional Effectiveness Report* itself undergoes annual scrutiny in order that it too may be steadily improved and of greater service to the betterment of Alvin Community College and its students.

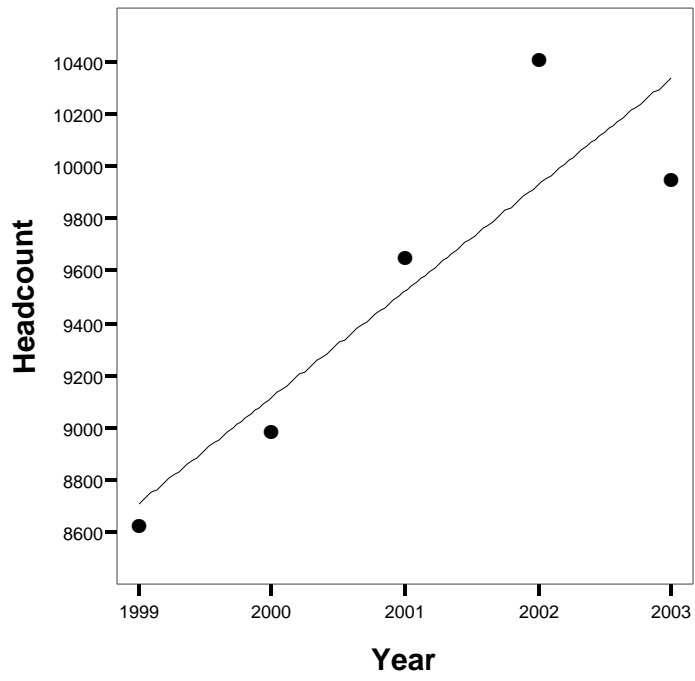
## Executive Summary

This summary contains highlights from the *Institutional Effectiveness Report*. In this year's report, 66 indicators were used to assess the degree to which the college is meeting its eleven institutional goals. For each particular indicator either the set standard was met, partially met, not met, or the results were simply reviewed with regard to further actions needed, or the data was unavailable. In 40 out of the 66 cases the standard was met, in 10 instances the standard was partially met, in 9 instances the set standard was not met, and in 7 cases the results were reviewed by the college's Planning Team. These results are summarized in the graph below.

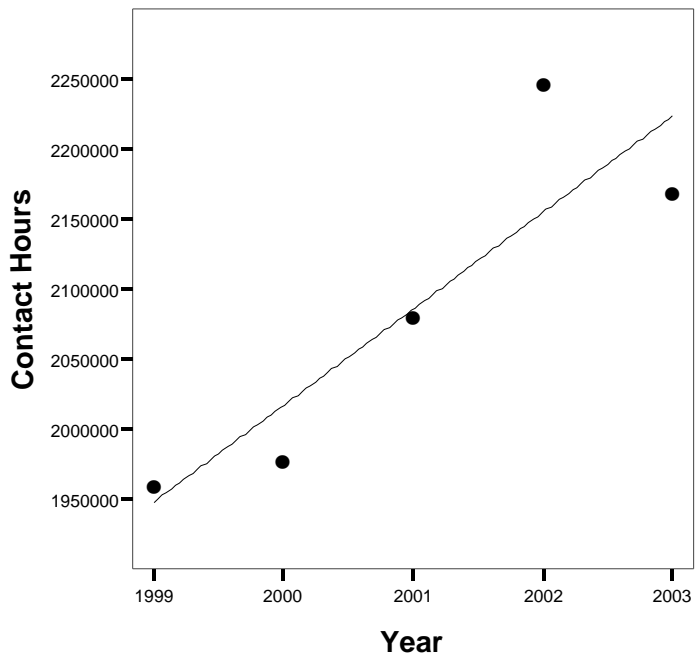


Important among the results observed are that headcount and contact hours are on the rise. The five-year trend line for headcount has come back into a positive slope due to the increasing headcount over the past three years. The five-year trend line for contact hours has positive slope, and annual contact hours have increased each year for the past four years. It should also be noted, though, that the headcount data from the Texas Higher Education Coordinating Board excludes flexible entry while the contact hour data includes it.

### Total Headcount



### Total Contact Hours



In spite of the healthy increase in enrollment, the *Institutional Effectiveness* Report also highlights areas every year where there are problems that have to be addressed. Among those areas where problems were observed this past year are the following:

- Student evaluation via Student Survey of quality of education at ACC
- Student dissatisfaction via Student Survey of availability of advisor
- Percentage of contact hours taught by full-time faculty

For the second time since the Student Survey has been administered at ACC, the rating for quality of education (good or excellent) fell below our standard of 80%. However there has been an improvement over last year and there have been infrastructure upgrades since this survey was completed. Additionally, the availability of advisor was the top item that students were dissatisfied with based upon the Student Survey. Last years top item, condition/appearance of buildings/grounds, has dropped to number 3. Finally, we did not meet our standard of having at least 60% of fall contact hours taught by full-time faculty, however this is hoped to be improved upon with the addition of new full-time faculty in 2004/2005 pending funding.

All of the areas of concern above are quite possibly related to current financial restraints at the college. A lack of funds for new personnel results in an increased dependence on adjunct faculty and possibly an overload on advisors. While ACC does have many excellent adjunct faculty members and advisors, it is nevertheless also true that adjunct faculty are more likely than full-time faculty to receive low evaluations from students and lines for advisors can cause complaints.

To improve customer satisfaction, the Gulf Coast Consortium Student Survey is examined each year to determine what students are most dissatisfied with so that efforts can be made to improve those areas. Below are those ten items that students expressed the most dissatisfaction with.

**What Students Are Dissatisfied With (All Students)**

**Dissatisfied or very dissatisfied**

– Q42. Availability of advisor	8.38%
– Q43. Availability of courses at times when needed	8.10%
– Q82. Condition/appearance of buildings/grounds	7.74%
– Q37. Assistance provided by staff during admission/registration	6.84%
– Q63. Student center	6.81%
– Q67. Financial aid services	6.81%
– Q74. Availability of gymnasium, tennis courts, fitness room, etc.	6.74%
– Q72. Parking facilities and services	6.70%
– Q40. Personal counseling	6.46%
– Q41. Vocational guidance/career planning	6.46%

## **Philosophy Statement**

We believe in the dignity and worth of all individuals. Learning is a lifelong process, and all individuals should have opportunities for lifelong education. Education should help people develop, to their maximum capacity, technical excellence, occupational proficiency, and academic ability. Education should also provide for personal enrichment. To prosper in a complex and changing society, each individual must learn to think independently, value logical and tested conclusions, develop problem-solving abilities, and function effectively with other people. Competent performance contributes significantly to individual health and happiness and benefits the organizations and communities in which individuals work and live. Alvin Community College is an integral part of the community it serves, and it must respond to identified needs and interests. In delivering educational services, we believe that there is no substitute for the pursuit of excellence.

## **Mission**

Alvin Community College is a public, two-year comprehensive community college with a strong educational heritage and a continuing emphasis on providing quality educational experiences for all of its students.

The College seeks to implement its philosophy by providing quality postsecondary educational services (including occupational/technical, college transfer, and adult programs) for all those who can benefit from them, as well as quality occupational/technical program opportunities for area secondary students.

The College also seeks to provide accessible educational services, through varied formats and schedules and full- and part-time programs, which address a wide spectrum of individual needs and abilities, along with educational programming related to the economic and employment realities of the area served, and to offer expanded career options through cooperation with industry, business, professions, government, and other educational institutions.

In addition, the College seeks to offer comprehensive programs that integrate communications, math, science, humanities, interpersonal skills, and reasoning.

Further, the College seeks to provide students the opportunity to develop skills needed to enter and succeed in College programs through continuing opportunities to extend and upgrade skills, knowledge, and interests; through testing, evaluation, and counseling to allow students to make informed decisions regarding their abilities achievements, and behavior; and through experiences to develop personal, social, and cultural dimensions. The College is accountable for its mission within the limitations of its physical and financial resources.

## **Institutional Goals**

1. To provide appropriate academic courses in the arts and sciences for those pursuing associate degrees or planning to transfer to a senior institution.
2. To provide one- and two-year technical programs that prepare graduates to enter business or industry with marketable skills.
3. To provide programs that assist students to master skills that are fundamental to academic and career achievement.
4. To provide continuing education programs that incorporate current and new technical courses, training partnerships with business and industry, and other opportunities for individuals to acquire and upgrade skills or seek personal enrichment.
5. To provide an environment that supports and encourages students in their academic advancement and assists them in their personal and social development.
6. To provide for the systematic measurement of academic excellence and institutional effectiveness and evaluate the progress of the institution's achievement of its strategic objectives.
7. To provide opportunities for collaboration, cooperation, and/or articulation with area schools, community colleges, universities, industries, and local government.
8. To maintain a commitment to educational excellence through intensive efforts to recruit, retain, develop, and support an outstanding faculty and staff.
9. To provide a cost-effective use of human, physical, and fiscal resources.
10. To maintain a safe and inviting campus environment.
11. To recruit, retain, and educate students to their selected level of educational success.

*(Institutional Goals: revised 4/3/98, adopted 7-23-98)*

## Indicators and Standards

**GOAL #1** *To provide appropriate academic courses in the arts and sciences for those pursuing associate degrees or planning to transfer to a senior institution.*

- Indicator 1.1 Student course completion rate (academic)  
*Percentage of contact hours completed is not more than five percentage points below the state average*
- Indicator 1.2 Degree completion rates  
*The percentage of students who complete a degree or certificate will exceed the median for the Gulf Coast Consortium*
- Indicator 1.3 Average GPA of UHCL students who have transferred from ACC (fall semesters)  
*The average GPA of ACC transfer students in departments with at least 15 transfers will be no more than 0.1 grade points below the UHCL average for that department*

**GOAL #2** *To provide one- and two-year technical programs that prepare graduates to enter business or industry with marketable skills.*

- Indicator 2.1 Number of approved Tech Prep programs  
*At least two programs with each of the major high schools within the service area*
- Indicator 2.2 Student course completion rate (technical)  
*Percentage of contact hours completed is not more than five percentage points below the state average*
- Indicator 2.3 Licensure examination pass rates  
*90% of students tested on a specific licensure exam pass, or the percentage of students who take licensure exams and pass is not more than five percentage points below the state average for the last 3 years for the specific licensure exam*
- Indicator 2.4 15 Graduates over three year period  
*100% of all active workforce education programs produce 15 graduates over 3 years*
- Indicator 2.5 85% Placement (employment or additional education) of Workforce Education Program Graduates within one year of graduation  
*100% compliance for all workforce education programs producing graduates (3 year average)*

**GOAL #3** *To provide programs that assist students to master skills that are fundamental to academic and career achievement.*

- Indicator 3.1 ACC TASP pass rates in comparison to other Gulf Coast Consortium community colleges  
*Pass rates will meet or exceed the regional average*

- Indicator 3.2 Successful completion rates (A, B, or C) for developmental courses (course by course basis)  
*Successful completion rate will not be less than 45% for each course*
- Indicator 3.3 Next course performance success rates for developmental students  
*Remediated students from the prior course will perform as well or better than non-remediated students in the course that follows their remediation*
- Indicator 3.4 Completion rates for full-time students receiving remediation  
*30% of full-time first-time-in-college students receiving remediation receive a degree or certificate or transfer within 4 years*
- Indicator 3.4 Completion rates for part-time students receiving remediation  
*15% of part-time first-time-in-college students receiving remediation receive a degree or certificate or transfer within 7 years*

**GOAL #4** *To provide continuing education programs that incorporate current and new technical courses, training partnerships with business and industry, and other opportunities for individuals to acquire and upgrade skills or seek personal enrichment.*

- Indicator 4.1 Continuing Education contact hours  
*Increase the number of contact hours each year (5 year trend line maintains positive slope)*
- Indicator 4.2 Number of training partnerships between the Center for Professional and Workforce Development and business and industry  
*Active involvement of at least two such affiliations*
- Indicator 4.3 Evaluation of training programs by employees  
*Average rating of programs will be positive with favorable evaluations*

**GOAL #5** *To provide an environment that supports and encourages students in their academic advancement and assists them in their personal and social development.*

- Indicator 5.1 Analysis of Student Survey with respect to why students chose Alvin Community College  
*Planning Team and Division Chairs will review the survey results and determine if changes are warranted and feasible*
- Indicator 5.2 Analysis of Student Survey with respect to participation in extra-curricular activities  
*Planning team and Division Chairs will review the survey results and determine if changes are warranted and feasible*
- Indicator 5.3 Analysis of Student Survey with respect to evaluation of college services  
*Planning Team and Division Chairs will review the survey results and determine if changes are warranted and feasible*
- Indicator 5.4 Analysis of the gap between mean importance and mean satisfaction on the Student Survey  
*No gap will equal or exceed 1*

- Indicator 5.5 Analysis of Student Survey with respect to why students chose Pearland Center  
*Planning Team members will review the survey results and determine if changes are warranted and feasible*
- Indicator 5.6 Analysis of Student Survey with respect to Pearland Center participation in extra-curricular activities  
*Planning Team members will review the survey results and determine if changes are warranted and feasible*
- Indicator 5.7 Analysis of Student Survey with respect to evaluation of college services at Pearland Center  
*Planning Team members will review the survey results and determine if changes are warranted and feasible*
- Indicator 5.8 Analysis for Pearland Center of the gap between mean importance and mean satisfaction on the Student Survey  
*No gap will equal or exceed 1*
- GOAL #6** *To provide for the systematic measurement of academic excellence and institutional effectiveness and evaluate the progress of the institution's achievement of its strategic objectives.*
- Indicator 6.1 Licensure examination pass rates  
*90% of students tested on a specific licensure exam pass, or the percentage of students who take licensure exams and pass is not more than five percentage points below the state average for the last 3 years for the specific licensure exam*
- Indicator 6.2 Retention rate (Fall to Fall)  
*Retention rates are not more than five percentage points below the state average*
- Indicator 6.3 Student course completion rate for academic, technical and workforce education courses  
*Percentage of contact hours completed is not more than five percentage points below the state average*
- Indicator 6.4 Average GPA of UHCL students who have transferred from ACC (fall semesters)  
*The average GPA of ACC transfer students in departments with at least 15 transfers will be no more than 0.1 grade points below the UHCL average for that department*
- Indicator 6.5 Student evaluation via Student Survey of quality of education at ACC  
*At least 80% of ACC students responding will answer either "Good" or "Excellent" to the question: "What is your overall impression of the quality of education at this 2-year college?"*
- Indicator 6.6 Retention rates from Fall to Spring of full-time first-time-in-college students (taking  $\geq 12$  semester credit hours [SCH])  
*Retention from Fall to Spring of students who did and did not receive remediation is not more than five percentage points below the state average*
- Indicator 6.7 Analysis of disagreement level on the institutional effectiveness section of the Faculty-Staff Survey  
*No rating for disagree or strongly disagree will equal or exceed 20%*

- Indicator 6.8 Analysis of the gap between mean quality and mean importance for institutional research on the Faculty-Staff Survey  
*No gap will equal or be less than -1*
- Indicator 6.9 Student evaluation of instructors  
*At least 95% of instructors will receive an average rating that is less than 2 (1=best ... 5=worst)*

**GOAL #7** *To provide opportunities for collaboration, cooperation, and/or articulation with area schools, community colleges, universities, industries, and local government.*

- Indicator 7.1 Number of articulation agreements between ACC and area high schools  
*At least two agreements with each of the major high schools in the service area*
- Indicator 7.2 GED success rates  
*At least 45% of students enrolled in GED classes will attain passing state exam scores*
- Indicator 7.3 Alvin High School to ACC migration rate  
*The percentage of AHS graduates who attend ACC in the first fall semester after graduation will increase each year (5 year trend line maintains positive slope)*
- Indicator 7.4 Number of training partnerships between the Center for Professional and Workforce Development and business and industry  
*Active involvement of at least two such affiliations*
- Indicator 7.5 Number of collaboration initiatives with area colleges  
*To be reviewed annually*

**GOAL #8** *To maintain a commitment to educational excellence through intensive efforts to recruit, retain, develop, and support an outstanding faculty and staff.*

- Indicator 8.1 Percentage of contact hours taught by full-time faculty  
*60% or more of all contact hours will be taught by full-time faculty*
- Indicator 8.2 Salary comparison: full-time staff (all position categories)  
*Bench mark positions salaries will be at or above regional average salary*
- Indicator 8.3 Full-time employee retention rate  
*Average tenure for all employees will be five years or longer*
- Indicator 8.4 Analysis of disagreement level on the Faculty-Staff Survey  
*No rating for disagree or strongly disagree will equal or exceed 20%*
- Indicator 8.5 Analysis of needs improvement level on the Faculty-Staff Survey  
*No rating for needs improvement will equal or exceed 20%*
- Indicator 8.6 Analysis of the gap between mean quality and mean importance on the Faculty-Staff Survey  
*No gap will equal or be less than -1*

**GOAL #9**      ***To provide a cost-effective use of human, physical, and fiscal resources.***

- Indicator 9.1    Cost per contact hour  
*Cost will be within one standard deviation of the regional average*
- Indicator 9.2    Contact hours per student  
*Average number of contact hours per student will increase annually (5 year trend line maintains positive slope)*
- Indicator 9.3    Percent of annual budget allotted instruction  
*Percentage will be 50% or greater*

**GOAL #10**     ***To maintain a safe and inviting campus environment.***

- Indicator 10.1   Number of reportable incidents  
*ACC annual crime statistics will compare favorably with those of area colleges*
- Indicator 10.2   Number of infrastructure upgrade projects completed  
*Continuous progress will be made on the infrastructure upgrade project*
- Indicator 10.3   Analysis of Student Survey with respect to evaluation of physical environment  
*Student response (level of satisfaction) will equal or exceed Gulf Coast Consortium average results*
- Indicator 10.4   Number of accidents reported  
*Five-year trend line maintains a negative slope*

**GOAL #11**     ***To recruit, retain, and educate students to their selected level of educational success.***

- Indicator 11.1   Percentage of students attaining degrees or certificates  
*The percentage of students who complete a degree or certificate will exceed the median for the Gulf Coast Consortium*
- Indicator 11.2   Retention rate (Fall to Fall)  
*Maintain a Fall to Fall retention rate at least equal to the state average*
- Indicator 11.3   Retention rates from Fall to Spring of full-time first-time-in-college students (taking  $\geq 12$  semester credit hours [SCH])  
*Retention from Fall to Spring of students who did and did not receive remediation is not more than five percentage points below the state average*
- Indicator 11.4   Headcount  
*Headcount in credit programs will show steady growth (5-year trend line maintains positive slope)*
- Indicator 11.5   Contact hours  
*Overall contact hours earned on an annual basis will show steady growth (5-year trend line maintains positive slope)*
- Indicator 11.6   Percentage of students receiving financial assistance  
*Number of students receiving financial assistance will show steady growth (5-year trend line maintains positive slope)*
- Indicator 11.7   Percentage of students transferring to senior colleges  
*Percentage will equal or exceed percentage for Gulf Coast Consortium*

- Indicator 11.8 **Cohort Graduation Rate**  
*The graduation rate for Alvin Community College will be at or above the regional average*
- Indicator 11.9 **Completion rates for full-time students not receiving remediation**  
*30% of full-time first-time-in-college students not receiving remediation receive a degree or certificate or transfer within 3 years*
- Indicator 11.10 **Completion rates for full-time students receiving remediation**  
*30% of full-time first-time-in-college students receiving remediation receive a degree or certificate or transfer within 4 years*
- Indicator 11.11 **Withdrawal rates for Internet and TV courses**  
*The withdrawal rate for each course will be 50% or less*
- Indicator 11.12 **Incompletion rates for Internet and TV courses**  
*The incompletion rate for each course will be 50% or less*
- Indicator 11.13 **Failure rates for Internet and TV courses**  
*The failure rate for each course will be 50% or less*
- Indicator 11.14 **Minority Access to College**  
*The percentage of any ethnic group at Alvin Community College is not more than five percentage points below the corresponding percentage of the combined graduating classes of high schools in the service area*
- Indicator 11.15 **Completion rates for part-time students not receiving remediation**  
*15% of part-time first-time-in-college students not receiving remediation receive a degree or certificate or transfer within 5 years*
- Indicator 11.16 **Completion rates for part-time students receiving remediation**  
*15% of part-time first-time-in-college students receiving remediation receive a degree or certificate or transfer within 7 years*
- Indicator 11.17 **Retention rates from Fall to Spring of first-time-in-college students (6-11 semester credit hours [SCH])**  
*Retention from Fall to Spring of students who did and did not receive remediation is not more than five percentage points below the state average*
- Indicator 11.18 **Retention rates from Fall to Spring of first-time-in-college students (split by ethnicity)**  
*Retention from Fall to Spring of students (split by ethnicity) is not more than five percentage points below the state average*
- Indicator 11.19 **Retention rates from Fall to Spring of first-time-in-college students (split by gender)**  
*Retention from Fall to Spring of students (split by gender) is not more than five percentage points below the state average*
- Indicator 11.20 **Retention rate (Fall to Fall for non-graduates split by program, gender, and ethnicity)**  
*Fall to Fall retention rate for all categories is not more than five percentage points below the state average*

### Summary of Results

Indicator	Standard Met	Standard Partially Met	Standard Not Met	Results To Be Reviewed	Data Unavailable
1.1	X				
1.2	X				
1.3		X			
2.1	X				
2.2	X				
2.3		X			
2.4		X			
2.5		X			
3.1	X				
3.2		X			
3.3	X				
3.4	X				
3.5	X				
4.1	X				
4.2	X				
4.3	X				
5.1				X	
5.2				X	
5.3				X	
5.4	X				
5.5				X	
5.6				X	
5.7				X	
5.8	X				
6.1		X			
6.2	X				
6.3	X				
6.4		X			
6.5			X		
6.6	X				
6.7	X				
6.8	X				
6.9			X		
7.1	X				
7.2	X				
7.3	X				
7.4	X				
7.5				X	
8.1			X		
8.2			X		
8.3	X				
8.4			X		
8.5			X		
8.6			X		
9.1			X		
9.2	X				
9.3	X				
10.1	X				
10.2	X				
10.3		X			
10.4			X		
11.1	X				
11.2	X				
11.3	X				
11.4	X				
11.5	X				
11.6	X				
11.7	X				
11.8	X				
11.9	X				
11.10	X				
11.11		X			
11.12	X				
11.13		X			
11.14	X				
11.15	X				
11.16	X				
11.17	X				
11.18	X				
11.19	X				
11.20	X				

## Indicators for Goal 1

GOAL #1 To provide appropriate academic courses in the arts and sciences for those pursuing associate degrees or planning to transfer to a senior institution.

Indicator 1.1 Student course completion rate (academic)

Indicator 1.2 Degree completion rates

Indicator 1.3 Average GPA of UHCL students who have transferred from ACC (fall semesters)

### Summary:

Indicator	Standard Met	Standard Partially Met	Standard Not Met	Results To Be Reviewed	Data Unavailable
1.1	X				
1.2	X				
1.3		X			

***Indicator 1.1 - Student Course Completion Rate (Academic)***

**TABLE 1**

<b>Institution</b>	<b>Completion Rate</b>
ACC	82%
Brazosport	81%
COM	74%
Galveston	96%
HCC	78%
Lee	87%
NHMCCD Kingwood	81%
NHMCCD Montgomery	79%
NHMCCD North Harris	76%
NHMCCD Tomball	80%
SJ Central	74%
SJ North	75%
SJ South	75%
Wharton	84%
State Avg	81%

**TABLE 2**

<b>Institution</b>	<b>Completion Rate</b>
Galveston	96%
Lee	87%
Wharton	84%
ACC	82%
Brazosport	81%
NHMCCD Kingwood	81%
State Avg	81%
NHMCCD Tomball	80%
NHMCCD Montgomery	79%
HCC	78%
NHMCCD North Harris	76%
SJ North	75%
SJ South	75%
COM	74%
SJ Central	74%

**STANDARD:** *Percentage of contact hours completed is not more than five percentage points below the state average.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Data Sources for Institutional Effectiveness Measures and Standards 2003-2004 (THECB)

***Indicator 1.2 - Degree Completion Rates***

**FY 2001-2002 (Based on Enrollment)**

<b>Institution</b>	<b>Percentage of Degrees and Certificates</b>
Lee College	18.44%
Alvin Community College	18.13%
College of the Mainland	12.19%
San Jacinto - North (Gulf Coast Median)	11.60%
NHMCCD - North Harris	10.32%
Brazosport College	9.87%
San Jacinto - Central (Gulf Coast Median)	9.86%
All Texas Community & Technical Colleges	9.40%
San Jacinto - South	9.00%
Galveston College	8.52%
Wharton Junior College	8.50%
Houston Community College	7.19%
NHMCCD - Kingwood	5.79%
NHMCCD - Tomball	5.07%
NHMCCD - Montgomery	3.46%

**STANDARD:** *The percentage of students who complete a degree or certificate will exceed the median for the Gulf Coast Consortium.  
(percentage = [degrees for FY 2002] / [Fall 2001 enrollment])*

**RESULT:** Standard greatly exceeded. Alvin Community College's percentage of degrees and certificates awarded exceeds both regional and state averages.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** 2002 College Profiles and 2003 LBB Performance Measures

***Indicator 1.3 - Average GPA of UHCL Students Who Have Transferred from ACC (Fall Semesters)***

**TABLE 1**

Major	Alvin Community College		UHCL		Standard Met?
	No. of Students	Avg. GPA	No. of Students	Avg. GPA	
Accounting	25	2.879	311	2.949	YES
Behavioral Science	36	3.343	183	3.206	YES
Finance	16	2.907	155	2.807	YES
General Business	17	2.569	172	2.710	NO
History	16	2.814	122	3.199	NO
Interdisciplinary Studies	84	3.526	697	3.421	YES
Management	22	2.548	194	2.868	NO

**STANDARD:** *The average GPA of ACC transfer students in departments with at least 15 transfers will be no more than 0.1 grade points below the UHCL average for that department.*

**RESULT:** Standard not met for General Business, History, or Management.

**ACTION TAKEN:** Historically, History has not been a problem, and the GPA of History students improved in the spring. More difficult to analyze, however, are the frequent low GPAs of General Business and Management. Since students in those courses at UHCL need not have taken courses in those areas at Alvin Community College before transferring, the cause of the problem is uncertain. However, the Gulf Coast Consortium for Institutional Research is attempting to arrange a meeting between community college and senior college institutional researchers so that information issues such as this can be addressed.

**DATA SOURCE:** UHCL Fall 2003 Community College GPA Report

## Indicators for Goal 2

GOAL #2 To provide one- and two-year technical programs that prepare graduates to enter business or industry with marketable skills.

- Indicator 2.1 Number of approved Tech Prep programs
- Indicator 2.2 Student course completion rate (technical)
- Indicator 2.3 Licensure examination pass rates
- Indicator 2.4 15 Graduates over three year period
- Indicator 2.5 90% Placement (employment or additional education) of Workforce Education Program Graduates within one year of graduation

**Summary:**

Indicator	Standard Met	Standard Partially Met	Standard Not Met	Results To Be Reviewed	Data Unavailable
2.1	X				
2.2	X				
2.3		X			
2.4		X			
2.5		X			

***Indicator 2.1 - Number of Approved Tech Prep Programs***

<b>High School</b>	<b>Programs</b>
Alvin High School (MAJOR)	Child Dev./Early Childhood
	Criminal Justice - Corr. Science
	Drafting
	EMT
	Diagnostic Cardio. Sonography
In Progress	Office Admin. - Office Prof.
In Progress	Respiratory Care
	Management Development
Pearland High School (MAJOR)	Office Admin. - Office Prof.
	Drafting
	EMT
	Criminal Justice - Corr. Science
	Legal Assistant
	Management Development
	Marine Robotics Technology
Friendswood High School <sup>1</sup>	Drafting
	EMT
	TV Broadcasting
Hitchcock High School <sup>1</sup>	Radio Broadcasting
Huffman High School <sup>1</sup>	TV Broadcasting
	Radio Broadcasting
Santa Fe High School <sup>1</sup>	Drafting
Ft. Bend Tech. Ed. Center (Ft. Bend) <sup>1</sup>	Licensed Voc. Nursing
	Nursing Transition
	Assoc. Degree Nursing
Oak Ridge High School (Conroe) <sup>1</sup>	Drafting

<sup>1</sup> Not in service area

**STANDARD:** *At least two programs with each of the major high schools within the service area.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Dean of Technical Programs

***Indicator 2.2 - Student Course Completion Rate (Technical)***

**TABLE 1**

<b>Institution</b>	<b>Completion Rate</b>
ACC	87%
Brazosport	84%
COM	81%
Galveston	99%
HCC	85%
Lee	92%
NHMCCD Kingwood	87%
NHMCCD Montgomery	84%
NHMCCD North Harris	86%
NHMCCD Tomball	83%
SJ Central	86%
SJ North	85%
SJ South	84%
Wharton	91%
State Avg	88%

**TABLE 2**

<b>Institution</b>	<b>Completion Rate</b>
Galveston	99%
Lee	92%
Wharton	91%
State Avg	88%
ACC	87%
NHMCCD Kingwood	87%
SJ Central	86%
NHMCCD North Harris	86%
SJ North	85%
HCC	85%
SJ South	84%
NHMCCD Montgomery	84%
Brazosport	84%
NHMCCD Tomball	83%
COM	81%

**STANDARD:** *Percentage of contact hours completed is not more than five percentage points below the state average.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Data Sources for Institutional Effectiveness Measures and Standards 2003-2004 (THECB)

**Indicator 2.3 - Licensure Examination Pass Rates**

**TABLE 1**

<b>Program</b>	<b>ACC Avg</b>	<b>State Avg</b>
Massage Therapy	73%	72%
Law Enforcement - Academic Peaceofficer	51%	73%
Law Enforcement - Academy	59%	68%
Emergency Medical/Paramedic	91%	86%
Nurse, Registered	93%	87%
Nurse, LVN	96%	88%
Court Reporting	36%	26%

**Three-year Average: 2000, 2001, and 2002**

**STANDARD:** *90% of students tested on a specific licensure exam pass, or the percentage of students who take licensure exams and pass is not more than five percentage points below the state average for the last 3 years for the specific licensure exam.*

**RESULT:** Standard met for all programs except Law Enforcement – Academic Peaceofficer and Law Enforcement - Academy.

**ACTION TAKEN:** While initial passing rates for Law Enforcement have been low, the passing rate upon retake is generally high. Consequently, monitoring will continue, but not additional action is needed at this time.

**DATA SOURCE:** 2003 THECB Statewide Annual Licensure Report

**Indicator 2.4 - 15 Graduates Over Three Year Period**

CIP Code	Program	1999-00	2000-01	2001-02	TOTAL
1.06	Horticulture Services Operations & Management	21	19	41	81
9.07	Radio & Television Broadcasting	5	18	6	29
11.02	Computer Programming	68	125	193	386
15.03	Electrical & Electronic Engineering-Related Technology	27	27	40	94
20.02	Child Care & Guidance Workers & Managers	3	4	8	15
22.01	Law & Legal Studies	14	13	15	42
41.03	Physical Science Technologies	17	25	20	62
43.01	Criminal Justice & Corrections	18	4	15	37
47.0604	Auto/Automotive Mechanic/Technician	20	19	19	58
48.01	Drafting	9	6	6	21
48.0508	Welder/Welding Technologist	19	12	21	52
51.09	Imaging Technology	0	0	0	0
51.0904	Emergency Medical Technology/Technician	2	6	0	8
51.0908	Respiratory Therapy Technician	16	8	5	29
51.15	Mental Health Services	14	17	11	42
51.1601	Nursing, General	31	41	27	99
51.1613	Practical Nurse (LPN Training)	15	22	23	60
52.02	Business Administration & Management	19	5	22	46
52.04	Administrative & Secretarial Services	25	18	20	63
52.0405	Court Reporter	7	6	3	16

**STANDARD:** 100% of all active workforce education programs produce 15 graduates over 3 years.

**RESULT:** Standard not met for Imaging Technology, and Emergency Medical Technician.

**ACTION TAKEN:** Imaging Technology is a recent program and did not have sufficient time to produce the required number of graduates over the time period indicated above. For Emergency Medical Technician, however, the following plan is being implemented:

1. The department chair has been given the ability to view student transcripts online.
2. A list of program completers for the last two years has been generated.
3. Transcripts of all students are being monitored to determine their status in the program.
4. All incoming Paramedic II students will fill out an application for graduation form the first day of class.
5. Part-time EMT faculty will be used to find the EMS TOP TEN MISSING graduates list.
6. The Alvin High School EMT Basic program will be expanded due to the high rate of completion by high school students.
7. Regional surveys regarding the EMT curriculum will help improve the graduation process and rate.

**DATA SOURCE:** Data Sources for Institutional Effectiveness Measures and Standards 2003-2004 (THECB)

***Indicator 2.5 - 90% Placement (Employment or Additional Education) of Workforce Education Program Graduates Within One Year of Graduation***

<b>Program</b>	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>3 Year Avg</b>	<b>Compliance</b>
Horticulture Services Operations and Management	N/A	100%	100%	100%	YES
Radio & Television Broadcasting	100%	100%	100%	100%	YES
Computer Programming	100%	97%	98%	98%	YES
Electrical & Electronic Engineering-Related Technology	83%	83%	100%	87%	<b>NO</b>
Child Care & Guidance Workers & Managers	100%	100%	100%	100%	YES
Law & Legal Studies	100%	92%	100%	97%	YES
Physical Science Technologies	100%	100%	100%	100%	YES
Criminal Justice & Corrections	100%	100%	100%	100%	YES
Auto/Automotive Mechanic/Technician	N/A	100%	100%	100%	YES
Drafting	100%	100%	100%	100%	YES
Welder/Welding Technologist	100%	100%	100%	100%	YES
Imaging Technology	N/A	N/A	N/A	N/A	-----
Emergency Medical Technology/Technician	N/A	100%	100%	100%	YES
Respiratory Therapy Technician	100%	82%	100%	92%	YES
Mental Health Services	100%	100%	100%	100%	YES
Nursing, General	100%	100%	98%	99%	YES
Practical Nurse (LPN Training)	100%	87%	86%	90%	YES
Business Administration & Management	100%	100%	100%	100%	YES
Administrative & Secretarial Services	94%	88%	86%	89.58%	<b>NO</b>
Court Reporter	100%	100%	100%	100%	YES

**STANDARD:** *100% compliance for all workforce education programs producing graduates (3 year average).*

**RESULT:** All programs are in compliance except for Electronics and Office Administration.

**ACTION TAKEN:** To achieve compliance, the following plan is being implemented by Electronics:

1. Assess local industry needs to determine if program objectives meet workforce needs.
  - a. Determine appropriate program content
  - b. Make changes as necessary
2. Follow up with students to determine reason associated with non-performance of standard.
  - a. Assess educational adequacy for job placement
  - b. Assist program graduate with job seeking skills
    - i. Resume writing
    - ii. Interview skills
    - iii. Appearance

Alvin Community College has recently created a career services department to assist students and employees in meeting their workforce needs. The Electronics Department will work closely with the career services department to identify companies that hire departmental graduates and work together to match employer and employee needs. The department will encourage students to register for job placement services which include career workshops, individual counseling, resume writing workshops, and job fairs.

For Office Administration the following plan is being implemented in order to improve placement rates:

1. The Office Administration Department will link with the college's career services. Career services consist of a career library, individual counseling, career workshops, job placement, and job fairs. Career services is linked to the college's website.
2. Career Library Resources contains career books listing major employers, vocational biographies, job search information and videos. Student workstations consists of computer planning software, resume writing software and easy access to labor market information.
3. Individual Counseling will assist students by critiquing resumes and job search strategies.
4. Career Workshops offer workshops on job-search topics such as resume and cover letter writing, interview preparation and tapping the hidden job-market.
5. Job Placement Services receives weekly from local and national employers job vacancies. These job vacancies are posted on job boards on campus, on the college's website, and Office Administration's bulletin board.

**DATA SOURCE:** Data Sources for Institutional Effectiveness Measures and Standards 2003-2004 (THECB)

### Indicators for Goal 3

GOAL #3 To provide programs that assist students to master skills that are fundamental to academic and career achievement.

- Indicator 3.1 ACC TASP pass rates in comparison to other Gulf Coast Consortium community colleges
- Indicator 3.2 Successful completion rates (A, B, or C) for developmental courses (course by course basis)
- Indicator 3.3 Next course performance success rates for developmental students
- Indicator 3.4 Completion rates for full-time students receiving remediation
- Indicator 3.5 Completion rates for part-time students receiving remediation

**Summary:**

Indicator	Standard Met	Standard Partially Met	Standard Not Met	Results To Be Reviewed	Data Unavailable
3.1	X				
3.2		X			
3.3	X				
3.4	X				
3.5	X				

**Indicator 3.1 - ACC TASP Passing Rates in Comparison to other Gulf Coast Consortium Community Colleges**

**TABLE 1**

Institution	1996	1997	1998	1999	2000	2001	2002
ACC	22.65%	19.52%	21.89%	22.90%	11.50%	10.30%	10.10%
Brazosport	19.32%	16.17%	30.05%	8.40%	17.50%	15.90%	16.90%
COM	14.01%	16.99%	12.62%	12.70%	6.10%	4.70%	3.00%
Galveston	4.87%	11.00%	7.03%	18.10%	14.20%	42.90%	11.20%
HCC	12.00%	12.87%	11.05%	6.50%	5.40%	5.40%	5.00%
Lee	19.74%	21.80%	19.79%	10.10%	4.70%	3.40%	5.30%
NHMCCD	17.04%	19.53%	16.08%	13.30%	7.90%	7.90%	7.20%
SJCD	19.57%	20.95%	11.66%	28.50%	6.50%	5.30%	3.90%
Wharton	23.88%	24.96%	15.20%	26.30%	16.80%	17.50%	19.10%
Regional Avg	15.02%	16.29%	16.15%	16.31%	7.18%	7.12%	6.35%
State Avg	14.11%	15.57%	13.69%	12.44%	9.47%	8.43%	8.20%

**TABLE 2**

Institution	1996	1997	1998	1999	2000	2001	2002
Wharton	23.88%	24.96%	15.20%	26.30%	16.80%	17.50%	19.10%
Brazosport	19.32%	16.17%	30.05%	8.40%	17.50%	15.90%	16.90%
Galveston	4.87%	11.00%	7.03%	18.10%	14.20%	42.90%	11.20%
ACC	22.65%	19.52%	21.89%	22.90%	11.50%	10.30%	10.10%
State Avg	14.11%	15.57%	13.69%	12.44%	9.47%	8.43%	8.20%
NHMCCD	17.04%	19.53%	16.08%	13.30%	7.90%	7.90%	7.20%
Regional Avg	15.02%	16.29%	16.15%	16.31%	7.18%	7.12%	6.35%
Lee	19.74%	21.80%	19.79%	10.10%	4.70%	3.40%	5.30%
HCC	12.00%	12.87%	11.05%	6.50%	5.40%	5.40%	5.00%
SJCD	19.57%	20.95%	11.66%	28.50%	6.50%	5.30%	3.90%
COM	14.01%	16.99%	12.62%	12.70%	6.10%	4.70%	3.00%

**STANDARD:** *Pass rates will meet or exceed the regional average.*

**RESULT:** Standard met for fiscal year 2002.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** 2003 LBB Performance Measures

***Indicator 3.2 – Successful Completion Rates (A, B, or C) for Developmental Courses (Course by Course Basis)***

Course	Success Rate	A	B	C	D	S	F	W	I	R	AU	U	Other
ENGL 0309	68%	19%	31%	18%	1%	0%	3%	14%	1%	12%	0%	0%	0%
ENGL 0310	60%	18%	33%	9%	0%	0%	5%	18%	0%	16%	0%	0%	0%
MATH 0309	54%	22%	20%	12%	0%	0%	7%	17%	2%	21%	0%	0%	0%
MATH 0310	41%	11%	13%	17%	2%	0%	9%	21%	2%	25%	0%	0%	0%
MATH 0312	48%	11%	18%	19%	2%	0%	8%	25%	1%	16%	0%	0%	0%
READ 0309	59%	3%	23%	33%	3%	0%	6%	13%	0%	19%	0%	0%	0%
READ 0310	49%	6%	25%	18%	14%	0%	12%	14%	0%	11%	0%	0%	0%

**STANDARD:** *Successful completion rate will not be less than 45% for each course.*

**RESULT:** Standard met for all developmental courses except MATH 0310.

**ACTION TAKEN:** An ad hoc committee has been assembled within the Mathematics Department to study MATH 0310 completion rates and develop options to be presented to the rest of the department. The committee’s work will be finished in spring 2005.

**DATA SOURCE:** Colleague Fall 2003 Grade Report.

**Indicator 3.3 – Next Course Performance Success Rates for Developmental Students**

**MATH 1314**

Unpaired t-test for GRADE POINTS  
 Grouping Variable: REMEDIATION  
 Hypothesized Difference = 0

	Mean Diff.	DF	t-Value	P-Value
non-remediated, remediated	.017	294	.098	.9222

**MATH 1314  
 Mathematics Remediation  
 Spring 2004**

Group Info for GRADE POINTS  
 Grouping Variable: REMEDIATION

	Count	Mean	Variance	Std. Dev.	Std. Err
non-remediated	191	1.455	2.218	1.489	.108
remediated	105	1.438	2.018	1.420	.139

Frequency Distribution for GRADE  
 Split By: REMEDIATION

	Total Percent	non-remediated Percent	remediated Percent
A	11.486	12.565	9.524
B	16.554	16.230	17.143
C	20.608	19.372	22.857
D	8.108	7.853	8.571
F	10.473	9.424	12.381
I	1.014	.524	1.905
W	31.757	34.031	27.619
Total	100.000	100.000	100.000

## MATH 0312

Unpaired t-test for GRADE POINTS  
 Grouping Variable: REMEDIATION  
 Hypothesized Difference = 0

	Mean Diff.	DF	t-Value	P-Value
non-remediated, remediated	.307	264	1.541	.1245

## MATH 0312 Mathematics Remediation Spring 2004

Group Info for GRADE POINTS  
 Grouping Variable: REMEDIATION

	Count	Mean	Variance	Std. Dev.	Std. Err
non-remediated	184	1.429	2.432	1.560	.115
remediated	82	1.122	1.861	1.364	.151

Frequency Distribution for GRADE  
 Split By: REMEDIATION

	Total Percent	non-remediated Percent	remediated Percent
A	11.278	13.587	6.098
B	16.165	17.935	12.195
C	19.173	16.304	25.610
D	1.504	2.174	0.000
F	9.398	9.783	8.537
I	1.504	1.087	2.439
R	19.173	14.130	30.488
W	21.805	25.000	14.634
Total	100.000	100.000	100.000

## MATH 0310

Unpaired t-test for GRADE POINTS  
 Grouping Variable: REMEDIATION  
 Hypothesized Difference = 0

	Mean Diff.	DF	t-Value	P-Value
non-remediated, remediated	-0.479	303	-2.785	.0057

## MATH 0310 Mathematics Remediation Spring 2004

Group Info for GRADE POINTS  
 Grouping Variable: REMEDIATION

	Count	Mean	Variance	Std. Dev.	Std. Err
non-remediated	204	.887	1.884	1.373	.096
remediated	101	1.366	2.234	1.495	.149

Frequency Distribution for GRADE  
 Split By: REMEDIATION

	Total Percent	non-remediated Percent	remediated Percent
A	8.852	7.843	10.891
B	11.803	9.314	16.832
C	15.738	13.725	19.802
D	2.295	1.961	2.970
F	14.426	14.216	14.851
I	3.934	5.392	.990
R	22.951	25.000	18.812
W	20.000	22.549	14.851
Total	100.000	100.000	100.000

## ENGL 1301 (English Remediation)

### Unpaired t-test for GRADE POINTS

Grouping Variable: REMEDIATION

Hypothesized Difference = 0

	Mean Diff.	DF	t-Value	P-Value
non-remediated, remediated	.207	369	.517	.6056

## ENGL 1301 English Remediation Spring 2004

### Group Info for GRADE POINTS

Grouping Variable: REMEDIATION

	Count	Mean	Variance	Std. Dev.	Std. Err
non-remediated	356	1.674	2.327	1.526	.081
remediated	15	1.467	2.124	1.457	.376

### Frequency Distribution for GRADE

Split By: REMEDIATION

	Total Percent	non-remediated Percent	remediated Percent
A	14.555	14.888	6.667
B	21.563	21.348	26.667
C	18.868	19.101	13.333
D	5.930	5.618	13.333
F	12.399	12.360	13.333
I	1.617	1.685	0.000
W	25.067	25.000	26.667
Total	100.000	100.000	100.000

## ENGL 0310

### Unpaired t-test for GRADE POINTS

Grouping Variable: REMEDIATION

Hypothesized Difference = 0

	Mean Diff.	DF	t-Value	P-Value
non-remediated, remediated	-1.031	71	-3.042	.0033

## ENGL 0310 English Remediation Spring 2004

### Group Info for GRADE POINTS

Grouping Variable: REMEDIATION

	Count	Mean	Variance	Std. Dev.	Std. Err
non-remediated	25	1.240	2.107	1.451	.290
remediated	48	2.271	1.776	1.333	.192

### Frequency Distribution for GRADE

Split By: REMEDIATION

	Total Percent	non-remediated Percent	remediated Percent
A	8.219	8.000	8.333
B	42.466	16.000	56.250
C	15.068	20.000	12.500
D	1.370	4.000	0.000
F	12.329	16.000	10.417
I	1.370	0.000	2.083
R	9.589	16.000	6.250
W	9.589	20.000	4.167
Total	100.000	100.000	100.000

## ENGL 1301 (READ 0310 Remediation)

### Unpaired t-test for GRADE POINTS

Grouping Variable: REMEDIATION

Hypothesized Difference = 0

	Mean Diff.	DF	t-Value	P-Value
non-remediated, remediated	.102	369	.341	.7334

## ENGL 1301 READ 0310 Remediation Spring 2004

### Group Info for GRADE POINTS

Grouping Variable: REMEDIATION

	Count	Mean	Variance	Std. Dev.	Std. Err
non-remediated	343	1.673	2.390	1.546	.083
remediated	28	1.571	1.439	1.200	.227

### Frequency Distribution for GRADE

Split By: REMEDIATION

	Total Percent	non-remediated Percent	remediated Percent
A	14.555	15.452	3.571
B	21.563	21.866	17.857
C	18.868	17.201	39.286
D	5.930	5.539	10.714
F	12.399	13.120	3.571
I	1.617	1.749	0.000
W	25.067	25.073	25.000
Total	100.000	100.000	100.000

## **READ 0310**

### **Unpaired t-test for GRADE POINTS**

**Grouping Variable: REMEDIATION**

**Hypothesized Difference = 0**

	Mean Diff.	DF	t-Value	P-Value
non-remediated, remediated	-.690	90	-2.427	.0172

## **READ 0310 Reading Remediation Spring 2004**

### **Group Info for GRADE POINTS**

**Grouping Variable: REMEDIATION**

	Count	Mean	Variance	Std. Dev.	Std. Err
non-remediated	59	1.068	1.616	1.271	.165
remediated	33	1.758	1.877	1.370	.238

### **Frequency Distribution for GRADE**

**Split By: REMEDIATION**

	Total Percent	non-remediated Percent	remediated Percent
A	6.522	3.390	12.121
B	14.130	11.864	18.182
C	28.261	27.119	30.303
D	6.522	3.390	12.121
F	9.783	13.559	3.030
R	10.870	11.864	9.091
W	23.913	28.814	15.152
Total	100.000	100.000	100.000

**STANDARD:** *Remediated students from the prior course will perform as well or better than non-remediated students in the course that follows their remediation.*

**RESULT:** Students from particular courses in spring 2004 were split into two groups based upon whether they had participated in remediation during the prior fall semester or not. Statistical tests were then applied to see if the remediated students were performing as well as non-remediated students in the next course following remediation. In each instance the remediated groups performed as well or better than the non-remediated groups. Additionally, students who remediated in MATH 0309 performed significantly better in MATH 0310 than the non-remediated students. Furthermore, students in ENGL 0310 who had remediated in ENGL 0309 had a GPA that was significantly higher than that of students without remediation in ENGL 0309, and students in READ 0310 who had remediated in READ 0309 outperformed students with no READ 0309 remediation.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Colleague database.

**Indicator 3.4 - Completion Rates for Full-Time Students Receiving Remediation**

**TABLE 1**

<b>Institution</b>	<b>Completion Rate</b>
ACC	51%
Brazosport	63%
COM	43%
Galveston	47%
HCC	35%
Lee	43%
NHMCCD Kingwood	55%
NHMCCD Montgomery	59%
NHMCCD North Harris	45%
NHMCCD Tomball	58%
SJ Central	50%
SJ North	51%
SJ South	68%
Wharton	50%
State Avg	42%

**TABLE 2**

<b>Institution</b>	<b>Completion Rate</b>
SJ South	68%
Brazosport	63%
NHMCCD Montgomery	59%
NHMCCD Tomball	58%
NHMCCD Kingwood	55%
ACC	51%
SJ North	51%
SJ Central	50%
Wharton	50%
Galveston	47%
NHMCCD North Harris	45%
COM	43%
Lee	43%
State Avg	42%
HCC	35%

**STANDARD:** *30% of full-time first-time-in-college students receiving remediation receive a degree or certificate or transfer within 4 years*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Data Sources for Institutional Effectiveness Measures and Standards 2002-2003 (THECB)

**Indicator 3.5 - Completion Rates for Part-Time Students Receiving Remediation**

**TABLE 1**

<b>Institution</b>	<b>Completion Rate</b>
ACC	48%
Brazosport	45%
COM	33%
Galveston	34%
HCC	26%
Lee	35%
NHMCCD Kingwood	N/A
NHMCCD Montgomery	N/A
NHMCCD North Harris	N/A
NHMCCD Tomball	N/A
SJ Central	42%
SJ North	42%
SJ South	54%
Wharton	39%
State Avg	32%

**TABLE 2**

<b>Institution</b>	<b>Completion Rate</b>
SJ South	54%
ACC	48%
Brazosport	45%
SJ Central	42%
SJ North	42%
Wharton	39%
Lee	35%
Galveston	34%
COM	33%
State Avg	32%
HCC	26%
NHMCCD Kingwood	N/A
NHMCCD Montgomery	N/A
NHMCCD North Harris	N/A
NHMCCD Tomball	N/A

**STANDARD:** *15% of part-time first-time-in-college students receiving remediation receive a degree or certificate or transfer within 7 years*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Data Sources for Institutional Effectiveness Measures and Standards 2002-2003 (THECB)

## Indicators for Goal 4

**GOAL #4** *To provide continuing education programs that incorporate current and new technical courses, training partnerships with business and industry, and other opportunities for individuals to acquire and upgrade skills or seek personal enrichment.*

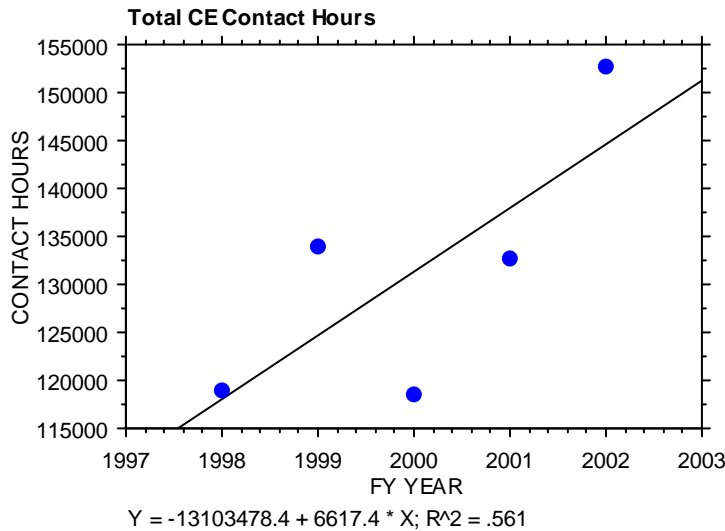
- Indicator 4.1 Continuing Education contact hours
- Indicator 4.2 Number of training partnerships between the Center for Professional and Workforce Development and business and industry
- Indicator 4.3 Evaluation of training programs by employees

**Summary:**

Indicator	Standard Met	Standard Partially Met	Standard Not Met	Results To Be Reviewed	Data Unavailable
4.1	X				
4.2	X				
4.3	X				

**Indicator 4.1 - Continuing Education Contact Hours**

Semester	FY 1999-0	FY 2000-0	FY 2001-0	FY 2002-0	FY 2003-04
FALL	42,782	35,108	37,315	52,971	44,695
SPRING	27,780	32,327	28,478	51,266	31,876
SUMMER	36,573	24,859	32,504	16,169	28,896
SUMMER	26,747	26,231	34,309	32,254	25,552
<b>TOTAL</b>	<b>133,882</b>	<b>118,525</b>	<b>132,606</b>	<b>152,660</b>	<b>131,019</b>



**STANDARD:** Increase the number of contact hours each year (5 year trend line maintains positive slope)

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** THECB PREP

***Indicator 4.2 - Number of Training Partnerships Between the Center for Professional and Workforce Development and Business and Industry***

**Businesses and Industries involved in training partnerships:**

1. TurboCare
2. TDCJ (Texas Department of Criminal Justice)
3. Rollac Shutters
4. Solutia, Inc.
5. Dow Chemical
6. Brazoria County
7. Equistar Chemical
8. City of Alvin
9. BP
10. Tele-flow
11. Team, Inc.
12. Rice Tec
13. Pearland Independent School District
14. Alvin Independent School District
15. Ron Carter Autoland
16. City of Pearland
17. United Way of Brazoria County
18. Chocolate Bayou Community Federal Credit Union
19. The Adult Reading Center
20. Groom Elite, Inc.
21. Baker Hughes

**STANDARD:** *Active involvement of at least two such affiliations.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Center for Professional and Workforce Development

***Indicator 4.3 - Evaluation of Training Programs by Employees***

**Evaluation of Training Programs by Employees**

<b><u>PROGRAM</u></b>	<b><i>EVALUATION</i></b>
TurboCare	Evaluations indicate the employees are pleased with the classes and hope that management will follow through on the work that is being done. There is interest in further training opportunities with the College.
Rollac Shutters	Training received as part of the Business Computer course offerings has been well received as reflected in course evaluations.
TDCJ (Texas Department of Criminal Justice)	TDCJ indicates the program is well received and the inmate recidivism rate has dropped an additional percentage point. The program's participants show a recidivism rate 72% lower than the general TDCJ population. Youthful offenders in the program indicated that they are gaining valuable skills from the series of courses they are taking through this program. The first complete program completers were honored this year in a graduation ceremony held on the unit.
Solutia, Inc.	Evaluations indicated that information was very well presented and students found the training beneficial in helping their organization comply with federal regulations.
Dow Chemical	Evaluations indicated that the information was well presented and the participants felt the training would add to their meeting management skills.
Brazoria County	Course evaluation indicates the seminar was worthwhile and helpful to commissioners in completing their CEU requirements.
Equistar Chemical	Skill assessment program was noted as helpful in identifying training needs for specific individuals.
City of Alvin	Written evaluations and verbal comments indicate the training to be very beneficial to the city staff in dealing with their co-workers. Additional training is planned for the future.
BP	Soft skills & accountability training was

<b><u>PROGRAM</u></b>	<b><i>EVALUATION</i></b>
	indicated to be very beneficial for the Working Team Leaders. Industrial Spanish classes are being offered to another group within the plant.
Team, Inc.	Training is being planned in several areas of the company for implementation in 2005.
Teleflow	Computer classes were very well received. The company has asked for additional training which staff is currently developing.
Rice Tec	Customized computer training & consulting has been very well received.
Pearland Independent School District	ESL training have been very well received. Comments include an improvement in communication among staff. Additional training is planned.
Alvin Independent School District	Team training was well received. Additional training is planned before the end of the fiscal year.
Ron Carter Autoland	Training is being planned in several areas of the dealership's organization, including Command Spanish and Red Cross CPR & First Aid.
City of Pearland	Computer training was well received with additional classes planned for the future.
United Way of Brazoria County	UWBC's attendance at several ACC:Lunch & Learn Programs has been well received.
The Adult Reading Center	Partnership on an SBC Grant has gotten positive review from ARC clients as they learn computer basics.
The Groom Elite, Inc.	Efforts are underway to partner with this organization to provide Career Training in the Equine Industry.
Baker Hughes	Participants in Business Computer classes has been well received as reflected in course evaluations.

**STANDARD:** *Average rating of programs will be positive with favorable evaluations*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Center for Professional and Workforce Development

## Indicators for Goal 5

**GOAL #5** *To provide an environment that supports and encourages students in their academic advancement and assists them in their personal and social development.*

- Indicator 5.1 Analysis of Student Survey with respect to why students chose ACC
- Indicator 5.2 Analysis of Student Survey with respect to participation in extra-curricular activities
- Indicator 5.3 Analysis of Student Survey with respect to evaluation of college services
- Indicator 5.4 Analysis of the gap between mean importance and mean satisfaction on the Student Survey
- Indicator 5.5 Analysis of Student Survey with respect to why students chose Pearland Center
- Indicator 5.6 Analysis of Student Survey with respect to Pearland Center participation in extra-curricular activities
- Indicator 5.7 Analysis of Student Survey with respect to evaluation of college services at Pearland Center
- Indicator 5.8 Analysis for Pearland Center of the gap between mean importance and mean satisfaction on the Student Survey

### Summary:

Indicator	Standard Met	Standard Partially Met	Standard Not Met	Results To Be Reviewed	Data Unavailable
5.1				X	
5.2				X	
5.3				X	
5.4	X				
5.5				X	
5.6				X	
5.7				X	
5.8	X				

***Indicator 5.1 - Analysis of Student Survey with Respect to Why Students Chose ACC***

**1. Why students attend ACC (All Students)**

– Q2.	Offered the courses I wanted	65.62%
– Q18.	Offered courses I wanted at times I wanted	58.01%
– Q10.	Good chance of personal success	56.46%
– Q1.	Convenient location	55.15%
– Q19.	In preparation for transfer to a 4-year senior institution	51.85%
– Q3.	Low cost of tuition and fees	51.44%
– Q6.	Reputation for good academic programs	45.36%
– Q7.	Reputation for quality instruction	42.44%
– Q4.	Could work while attending	39.84%
– Q5.	Reputation for good vocational programs	38.68%

**STANDARD:** *Planning Team members will review the survey results and determine if changes are warranted and feasible.*

**ACTION TAKEN:** In recent years, “Could live with parents or relatives” had begun to appear as a top ten reason for choosing ACC, but in the 2004 Student Survey that reason dropped in rank to eleven. Also, there has been a slight dropping in rank of “Convenient Location” as a primary reason. Otherwise, the results are similar to those seen in previous years. Monitoring via student surveys will continue.

**DATA SOURCE:** GCAIR 2004 Student Survey

***Indicator 5.2 - Analysis of Student Survey with Respect to Participation in Extra-Curricular Activities***

<b><u>Top Extra-Curricular Activities (All Students)</u></b>	<b><u>Yes, frequently</u></b>
– Q31. Fitness Center	22.96%
– Q32. Tennis courts, running track, etc	16.36%
– Q30. Art gallery	9.24%

**STANDARD:** *Planning team members will review the survey results and determine if changes are warranted and feasible.*

**ACTION TAKEN:** Interestingly, more students are now visiting the art gallery, and the “use of game room facilities,” which is generally ranked third, has fallen in popularity. The increase in visits to the art gallery may be related to the increase of the number of students that are taking art courses now that they are part of the college’s core curriculum. Meanwhile, monitoring of student activities via student surveys will continue.

**DATA SOURCE:** GCAIR 2004 Student Survey

***Indicator 5.3 - Analysis of Student Survey with Respect to Evaluation of College Services***

**1. What's Important (All Students) Important or very important**

– Q36. Academic advising/course planning	88.09%
– Q43. Availability of courses at times when needed	85.60%
– Q44. Variety of course offered	80.16%
– Q46. Information provided in course schedule	80.16%
– Q73. Access to computers and/or computer lab	80.00%
– Q65. The college bookstore	79.20%
– Q45. Information provided in college catalog	78.78%
– Q77. Library/learning resource center facilities	78.67%
– Q72. Parking facilities and services	78.31%
– Q51. Personal security/safety at the college	77.45%

**2. What Students Are Dissatisfied With (All Students) Dissatisfied or very dissatisfied**

– Q42. Availability of advisor	8.38%
– Q43. Availability of courses at times when needed	8.10%
– Q82. Condition/appearance of buildings/grounds	7.74%
– Q37. Assistance provided by staff during admission/registration	6.84%
– Q63. Student center	6.81%
– Q67. Financial aid services	6.81%

- Q74. Availability of gymnasium, tennis courts, fitness room, etc. 6.74%
- Q72. Parking facilities and services 6.70%
- Q40. Personal counseling 6.46%
- Q41. Vocational guidance/career planning 6.46%

3. **What Students Are Satisfied With (All Students)**      **Satisfied or very satisfied**

- Q73. Access to computers and/or computer labs 76.12%
- Q45. Information provided in course catalog 75.98%
- Q37. Assistance provided by staff during admission/registration 74.07%
- Q46. Information provided in course schedule 73.46%
- Q38. Admission procedure 73.18%
- Q65. The college bookstore 72.96%
- Q77. Library/learning resource center facilities 71.55%
- Q43. Availability of courses at times when needed 70.39%
- Q51. Personal security/safety at the college 70.28%
- Q72. Parking facilities and services 70.11%

**STANDARD:** *Planning Team members will review the survey results and determine if changes are warranted and feasible.*

**ACTION TAKEN:** Availability of courses at times when needed and academic advising were the top 2 items that students desired. Other amenities such as the computer labs, safety, and the schedule were also highly rated by the students. Monitoring of student preferences will continue through these surveys.

**DATA SOURCE:** GCAIR 2004 Student Survey

***Indicator 5.4 - Analysis of the Gap between Mean Importance and Mean Satisfaction on the Student Survey***

**TOP GAPS (IMPORTANCE MINUS SATISFACTION)**  
**(GCAIR 2004 Student Survey)**

Q43. *Availability of courses at times when needed*  
Importance minus Satisfaction = 0.610

Q67. *Financial aid services*  
Importance minus Satisfaction = 0.485

Q44. *Variety of courses offered*  
Importance minus Satisfaction = 0.480

Q72. *Parking facilities and services*  
Importance minus Satisfaction = 0.392

Q39. *Availability of 4-year institution transfer plans*  
Importance minus Satisfaction = 0.384

**STANDARD:** *No gap will equal or exceed 1.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** GCAIR 2004 Student Survey

***Indicator 5.5 - Analysis of Student Survey with Respect to Why Students Chose Pearland Center***

<b><u>Why students attend PC</u></b>	<b><u>Major reason for attending</u></b>
– Q18. Offered courses I wanted at times I wanted	70.83%
– Q2. Offered the courses I wanted	66.67%
– Q1. Convenient location	58.33%
– Q10. Good chance of personal success	45.83%
– Q4. Could work while attending	41.67%
– Q6. Reputation for good academic programs	37.50%
– Q7. Reputation for quality instruction	37.50%
– Q9. Liked the size of the college	37.50%
– Q19. In preparation for transfer to a 4-year senior institution	37.50%

**STANDARD:** *Planning Team members will review the survey results and determine if changes are warranted and feasible.*

**ACTION TAKEN:** Convenience of course schedule and campus location continue to be of major importance to Pearland students. Students are less likely to value high quality of instruction or other amenities. Student preferences will continue to be monitored through the survey.

**DATA SOURCE:** GCAIR 2004 Student Survey

***Indicator 5.6 - Analysis of Student Survey with Respect to Pearland Center Participation in Extra-Curricular Activities***

<b><u>Top Extra-Curricular Activities (PC Students).</u></b>	<b><u>Yes, frequently</u></b>
- Q32. Use tennis courts, running track, etc.	12.50%
- Q31. Fitness center	8.33%
- Q25. Athletic events	4.17%

**STANDARD:** *Planning team members will review the survey results and determine if changes are warranted and feasible.*

**ACTION TAKEN:** The tennis courts and running track are more popular than ever with frequent use almost doubling in the last year. The fitness center continues to bring in a significant number of students.

**DATA SOURCE:** GCAIR 2004 Student Survey

***Indicator 5.7 - Analysis of Student Survey with Respect to Evaluation of College Services at Pearland Center***

<b><u>1. What's Important (PC Students)</u></b>	<b><u>Important or very important</u></b>
– Q64. Study areas	70.83%
– Q73. Access to computers and/or computer labs	70.83%
– Q72. Parking facilities and services	66.67%
– Q43. Availability of courses at times needed	62.50%
– Q46. Information provided in course schedule	62.50%
– Q65. The college bookstore	62.50%
– Q48. On-campus registration	58.33%
– Q77. Library/learning resource center facilities	58.33%
– Q82. Condition/appearance of buildings/grounds	58.33%
– Q44. Variety of courses offered	58.33%
<b><u>2. What Students Are Dissatisfied With (PC Students)</u></b>	<b><u>Dissatisfied or very dissatisfied</u></b>
– Q58. Attitude of faculty/staff toward students with disabilities	13.64%
– Q61. Student government	10.00%
– Q36. Academic advising/course planning	9.52%
– Q59. Attitude of faculty/staff toward students of your gender	9.52%
– Q60. Opportunities for on-campus student employment	9.52%
– Q67. Financial aid services	9.52%
– Q68. Child care services	9.52%

- Q70. Services for veterans 9.52%
- Q65. The college bookstore 9.09%
- Q63. The student center 9.09%
- Q72. Parking facilities and services 9.09%

**3. What Students Are Satisfied With (PC Students)      Satisfied or very satisfied**

- Q64. Study areas 68.18%
- Q47. Telephone registration 63.64%
- Q50. Rules concerning student conduct 63.64%
- Q65. The college bookstore 63.64%
- Q72. Parking facilities and services 63.64%
- Q38. Admission procedures 63.64%
- Q43. Availability of courses at times needed 63.64%
- Q44. Variety of courses offered 63.64%
- Q45. Information provided in college catalog 63.64%
- Q36. Academic advising/course planning 61.91%

**STANDARD:** *Planning Team members will review the survey results and determine if changes are warranted and feasible.*

**ACTION TAKEN:** Dissatisfaction levels are down considerably from last year. Attitudes toward treatment of students with disabilities will be reviewed next year with expectations for improvement.

**DATA SOURCE:** GCAIR 2004 Student Survey

***Indicator 5.8 - Analysis for Pearland Center of the Gap between Mean Importance and Mean Satisfaction on the Student Survey***

**TOP GAPS (IMPORTANCE MINUS SATISFACTION)**  
**(GCAIR 2004 Student Survey)**

- Q70. *Services for veterans*  
Importance minus Satisfaction = 0.732
- Q73. *Access to computers and/or computer labs*  
Importance minus Satisfaction = 0.455
- Q69. *Services for student with disabilities*  
Importance minus Satisfaction = 0.438
- Q67. *Financial aid services*  
Importance minus Satisfaction = 0.424
- Q60. *Opportunities for on-campus student employment*  
Importance minus Satisfaction = 0.348

**STANDARD:** *No gap will equal or exceed 1.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** GCAIR 2004 Student Survey

## Indicators for Goal 6

**GOAL #6** *To provide for the systematic measurement of academic excellence and institutional effectiveness and evaluate the progress of the institution’s achievement of its strategic objectives.*

- Indicator 6.1 Licensure examination pass rates
- Indicator 6.2 Retention rate (Fall to Fall)
- Indicator 6.3 Student course completion rate for academic, technical and workforce education courses
- Indicator 6.4 Average GPA of UHCL students who have transferred from ACC (fall semesters)
- Indicator 6.5 Student evaluation via Student Survey of quality of education at ACC
- Indicator 6.6 Retention rates from Fall to Spring of full-time first-time-in-college students (taking  $\geq 12$  semester credit hours [SCH])
- Indicator 6.7 Analysis of disagreement level on the institutional effectiveness section of the Faculty-Staff Survey
- Indicator 6.8 Analysis of the gap between mean quality and mean importance for institutional research on the Faculty-Staff Survey
- Indicator 6.9 Student evaluation of instructors

**Summary:**

Indicator	Standard Met	Standard Partially Met	Standard Not Met	Results To Be Reviewed	Data Unavailable
6.1		X			
6.2	X				
6.3	X				
6.4		X			
6.5			X		
6.6	X				
6.7	X				
6.8	X				
6.9			X		

***Indicator 6.1 - Licensure Examination Pass Rates***

**TABLE 1**

<b>Program</b>	<b>ACC Avg</b>	<b>State Avg</b>
Massage Therapy	73%	63%
Law Enforcement - Academic Peace Officer	51%	73%
Law Enforcement - Academy	59%	68%
Emergency Medical/Paramedic	91%	86%
Nurse, Registered	93%	87%
Nurse, LVN	96%	88%
Court Reporting	36%	26%

**Three-year Average: 2000, 2001, and 2002**

**STANDARD:** *90% of students tested on a specific licensure exam pass, or the percentage of students who take licensure exams and pass is not more than five percentage points below the state average for the last 3 years for the specific licensure exam.*

**RESULT:** Standard met for all programs except Law Enforcement Criminal Justice.

**ACTION TAKEN:** While initial passing rates for Law Enforcement have been low, the passing rate upon retake is generally high. Consequently, monitoring will continue, but not additional action is needed at this time.

**DATA SOURCE:** 2003 THECB Statewide Annual Licensure Report

**Indicator 6.2 - Retention Rate (Fall to Fall)**

**TABLE 1**

<b>Institution</b>	<b>Total Percentage</b>	<b>Academic</b>	<b>Technical</b>	<b>Tech-Prep</b>
ACC	42%	41%	43%	41%
Brazosport	41%	43%	39%	36%
COM	39%	40%	37%	40%
Galveston	39%	35%	47%	43%
HCC	37%	37%	37%	40%
Lee	44%	47%	40%	45%
Kingwood	31%	32%	19%	25%
Montgomery	32%	32%	31%	27%
North Harris	32%	31%	27%	34%
Tomball	26%	27%	25%	24%
SJ Central	38%	37%	36%	NA
SJ North	37%	40%	35%	NA
SJ South	35%	36%	33%	NA
Wharton	40%	40%	37%	47%
State Avg	38%	38%	39%	42%

**TABLE 2**

	<b><u>SORT KEY</u></b>			
<b>Institution</b>	<b>Total Percentage</b>	<b>Academic</b>	<b>Technical</b>	<b>Tech-Prep</b>
Lee	44%	47%	40%	45%
ACC	42%	41%	43%	41%
Brazosport	41%	43%	39%	36%
Wharton	40%	40%	37%	47%
COM	39%	40%	37%	40%
Galveston	39%	35%	47%	43%
SJ Central	38%	37%	36%	NA
State Avg	38%	38%	39%	42%
HCC	37%	37%	37%	40%
SJ North	37%	40%	35%	NA
SJ South	35%	36%	33%	NA
Montgomery	32%	32%	31%	27%
North Harris	32%	31%	27%	34%
Kingwood	31%	32%	19%	25%
Tomball	26%	27%	25%	24%

**TABLE 3**

		<b>SORT KEY</b>		
<b>Institution</b>	<b>Total Percentage</b>	<b>Academic</b>	<b>Technical</b>	<b>Tech-Prep</b>
Lee	44%	47%	40%	45%
Brazosport	41%	43%	39%	36%
ACC	42%	41%	43%	41%
COM	39%	40%	37%	40%
SJ North	37%	40%	35%	NA
Wharton	40%	40%	37%	47%
State Avg	38%	38%	39%	42%
HCC	37%	37%	37%	40%
SJ Central	38%	37%	36%	NA
SJ South	35%	36%	33%	NA
Galveston	39%	35%	47%	43%
Kingwood	31%	32%	19%	25%
Montgomery	32%	32%	31%	27%
North Harris	32%	31%	27%	34%
Tomball	26%	27%	25%	24%

**TABLE 4**

			<b>SORT KEY</b>	
<b>Institution</b>	<b>Total Percentage</b>	<b>Academic</b>	<b>Technical</b>	<b>Tech-Prep</b>
Galveston	39%	35%	47%	43%
ACC	42%	41%	43%	41%
Lee	44%	47%	40%	45%
Brazosport	41%	43%	39%	36%
State Avg	38%	38%	39%	42%
COM	39%	40%	37%	40%
HCC	37%	37%	37%	40%
Wharton	40%	40%	37%	47%
SJ Central	38%	37%	36%	NA
SJ North	37%	40%	35%	NA
SJ South	35%	36%	33%	NA
Montgomery	32%	32%	31%	27%
North Harris	32%	31%	27%	34%
Tomball	26%	27%	25%	24%
Kingwood	31%	32%	19%	25%

**TABLE 5**

				<b>SORT KEY</b>
<b>Institution</b>	<b>Total Percentage</b>	<b>Academic</b>	<b>Technical</b>	<b>Tech-Prep</b>
SJ Central	38%	37%	36%	NA
SJ North	37%	40%	35%	NA
SJ South	35%	36%	33%	NA
Wharton	40%	40%	37%	47%
Lee	44%	47%	40%	45%
Galveston	39%	35%	47%	43%
State Avg	38%	38%	39%	42%
ACC	42%	41%	43%	41%
COM	39%	40%	37%	40%
HCC	37%	37%	37%	40%
Brazosport	41%	43%	39%	36%
North Harris	32%	31%	27%	34%
Montgomery	32%	32%	31%	27%
Kingwood	31%	32%	19%	25%
Tomball	26%	27%	25%	24%

**STANDARD:** *Retention rates are not more than five percentage points below the state average.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** THECB 2001-2002 Student Retention Report

***Indicator 6.3 - Student Course Completion Rate for Academic, Technical, and Workforce Education Courses***

**TABLE 1**

<b>Institution</b>	<b>Completion Rate (Academic)</b>
Galveston	96%
Lee	87%
Wharton	84%
ACC	82%
Brazosport	81%
NHMCCD Kingwood	81%
State Avg	81%
NHMCCD Tomball	80%
NHMCCD Montgomery	79%
HCC	78%
NHMCCD North Harris	76%
SJ North	75%
SJ South	75%
COM	74%
SJ Central	74%

**TABLE 2**

<b>Institution</b>	<b>Completion Rate (Technical)</b>
Galveston	99%
Lee	92%
Wharton	91%
State Avg	88%
ACC	87%
NHMCCD Kingwood	87%
NHMCCD North Harris	86%
SJ Central	86%
HCC	85%
SJ North	85%
Brazosport	84%
NHMCCD Montgomery	84%
SJ South	84%
NHMCCD Tomball	83%
COM	80%

**TABLE 3**

<b>Institution</b>	<b>Completion Rate (Workforce)</b>
Lee	135%
ACC	103%
Brazosport	100%
COM	100%
Galveston	100%
HCC	100%
SJ North	100%
SJ South	100%
Wharton	100%
NHMCCD Kingwood	99%
NHMCCD North Harris	99%
SJ Central	99%
State Avg	99%
NHMCCD Tomball	98%
NHMCCD Montgomery	96%

**STANDARD:** *Percentage of contact hours completed is not more than five percentage points below the state average.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Data Sources for Institutional Effectiveness Measures and Standards 2003-2004 (THECB)

***Indicator 6.4 - Average GPA of UHCL Students Who Have Transferred from ACC (Fall Semesters)***

**TABLE 1**

Major	Alvin Community College		UHCL		Standard Met?
	No. of Students	Avg. GPA	No. of Students	Avg. GPA	
Accounting	25	2.879	311	2.949	YES
Behavioral Science	36	3.343	183	3.206	YES
Finance	16	2.907	155	2.807	YES
General Business	17	2.569	172	2.710	NO
History	16	2.814	122	3.199	NO
Interdisciplinary Studies	84	3.526	697	3.421	YES
Management	22	2.548	194	2.868	NO

**STANDARD:** *The average GPA of ACC transfer students in departments with at least 15 transfers will be no more than 0.1 grade points below the UHCL average for that department.*

**RESULT:** Standard not met for General Business, History, or Management.

**ACTION TAKEN:** Historically, History has not been a problem, and the GPA of History students improved in the spring. More difficult to analyze, however, are the frequent low GPAs of General Business and Management. Since students in those courses at UHCL need not have taken courses in those areas at Alvin Community College before transferring, the cause of the problem is uncertain. However, the Gulf Coast Consortium for Institutional Research is attempting to arrange a meeting between community college and senior college institutional researchers so that information issues such as this can be addressed.

**DATA SOURCE:** UHCL Fall 2003 Community College GPA Report

***Indicator 6.5 - Student Evaluation via Student Survey of Quality of Education at ACC***

All ACC Students	Good - Excellent	77.07%
Alvin Students	Good - Excellent	77.21%
PCC Students	Good - Excellent	75.00%
Hispanic Students	Good - Excellent	84.38%
GCCCC (minus ACC)	Good - Excellent	72.73%
GCCCC, Amarillo, Austin (minus ACC)	Good - Excellent	75.45%

**STANDARD:** *At least 80% of ACC students responding will answer either "Good" or "Excellent" to the question: "What is your overall impression of the quality of education at this 2-year college?"*

**RESULT:** Standard not met.

**ACTION TAKEN:** While the standard was not met it came very close to standard and there was an improvement over last year. Faculty personnel adjustments were made and plans are being made to make considerable infrastructure upgrades. We will continue to monitor this through the survey.

**DATA SOURCE:** GCAIR 2004 Student Survey

**Indicator 6.6 - Retention Rates from Fall to Spring of Full-time First-Time-in-College Students (Taking  $\geq 12$  Semester Credit Hours [SCH])**

**TABLE 1 Fall 01 - Spring 02**

Institution	Retention Rate
ACC	77%
Brazosport	81%
COM	78%
Galveston	68%
HCC	74%
Lee	74%
NHMCCD Kingwood	77%
NHMCCD Montgomery	78%
NHMCCD North Harris	76%
NHMCCD Tomball	79%
SJ Central	78%
SJ North	76%
SJ South	79%
Wharton	79%
State Avg	78%

**TABLE 2 Fall 01 - Spring 02**

Institution	Retention Rate
Brazosport	81%
NHMCCD Tomball	79%
SJ South	79%
Wharton	79%
COM	78%
NHMCCD Montgomery	78%
SJ Central	78%
State Avg	78%
ACC	77%
NHMCCD Kingwood	77%
NHMCCD North Harris	76%
SJ North	76%
HCC	74%
Lee	74%
Galveston	68%

**STANDARD:** *Retention from Fall to Spring of students who did and did not receive remediation is not more than five percentage points below the state average.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Data Sources for Institutional Effectiveness Measures and Standards 2003-2004 (THECB)

***Indicator 6.7 - Analysis of Disagreement Level on the Institutional Effectiveness Sections of the Faculty-Staff Survey***

**DISAGREEMENT LEVELS**

**(GCAIR 2003-2004 Faculty-Staff Survey)**

- IE1. *The college uses a well-defined process to establish, review, and revise its goals.*  
5% disagree or strongly disagree
- IE2. *The methods used to measure the degree to which the college achieves its goals are well described.*  
4% disagree or strongly disagree
- IE3. *Student success is evaluated in relation to the college/department's purpose.*  
8% disagree or strongly disagree
- IE4. *My department uses the results of evaluation to improve its programs and services.*  
6% disagree or strongly disagree
- IE5. *The reports distributed by the Institutional Research Office are useful for measuring the progress towards my department's goals.*  
6% disagree or strongly disagree
- IE6. *My department obtains information from the Institutional Research Office upon request.*  
8% disagree or strongly disagree

**STANDARD:** *No rating for disagree or strongly disagree will equal or exceed 20%.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** GCAIR 2003-2004 Faculty-Staff Survey

***Indicator 6.8 - Analysis of the Gap between Mean Quality and Mean Importance for Institutional Research on the Faculty-Staff Survey***

**QUALITY MINUS IMPORTANCE**  
**(GCAIR 2003-2004 Faculty-Staff Survey)**

CS44. *Institutional Research Office Services*  
Quality minus Importance = -0.154

**STANDARD:** *No gap will equal or be less than -1.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** GCAIR 2003-2004 Faculty-Staff Survey

### ***Indicator 6.9 – Student Evaluation of Instructors***

**STANDARD:** *At least 95% of instructors will receive an average rating that is less than 2 (1=best ... 5=worst).*

**RESULT:** Approximately 8.33% of instructors received an average rating of 2 or more. Standard not met.

**ACTION TAKEN:** Student evaluations of instructors were forwarded to department chairs. Department chairs reviewed results and determined appropriate action. Some adjunct instructors were not rehired.

**DATA SOURCE:** Fall 2003 Student Evaluations of Instructors

## Indicators for Goal 7

***GOAL #7 To provide opportunities for collaboration, cooperation, and/or articulation with area schools, community colleges, universities, industries, and local government.***

- Indicator 7.1 Number of articulation agreements between ACC and area high schools
- Indicator 7.2 GED success rates
- Indicator 7.3 Alvin High School to ACC migration rate
- Indicator 7.4 Number of training partnerships between the Center for Professional and Workforce Development and business and industry
- Indicator 7.5 Number of collaboration initiatives with area colleges

**Summary:**

Indicator	Standard Met	Standard Partially Met	Standard Not Met	Results To Be Reviewed	Data Unavailable
7.1	X				
7.2	X				
7.3	X				
7.4	X				
7.5				X	

***Indicator 7.1 - Number of Articulation Agreements Between ACC and Area High Schools***

<b>Area High Schools</b>	<b>Articulation Agreements</b>	<b>Tech Prep Programs</b>
Alvin High School (MAJOR)	Concurrent Credit, Tech Prep	Child Dev./Early Childhood, Criminal Justice - Corr. Science, Drafting, EMT, Diagnostic Cardio. Sonography, Office Admin. - Office Prof., Respiratory Care, Management Development
Pearland High School (MAJOR)	Concurrent Credit, Tech Prep	Office Admin. - Office Prof., Drafting, EMT, Criminal Justice - Corr. Science, Legal Assistant, Management Development, Marine Robotics Technology
Living Stones High School	Concurrent Credit	
Friendswood High School	Tech Prep	Drafting, EMT, TV Broadcasting
Hitchcock High School	Tech Prep	Radio Broadcasting
Huffman High School	Tech Prep	TV Broadcasting, Radio Broadcasting
Santa Fe High School	Tech Prep	Drafting
Ft. Bend Tech. Ed. Center (Ft. Bend)	Tech Prep	Licensed Voc. Nursing, Nursing Transition, Assoc. Degree Nursing
Oak Ridge High School (Conroe)	Tech Prep	Drafting

**STANDARD:** *At least two agreements with each of the major high schools in the service area.*

**RESULT:** The standard has been met.

**ACTION TAKEN:** No further action required.

**DATA SOURCE:** Dean of Instruction and Dean of Technical Programs.

***Indicator 7.2 - GED Success Rates***

<b>FY 1996-97 Total</b>	<b>78</b>	<b>Percent</b>
Pass	42	54%
Fail	33	42%
Incomplete	3	4%
<b>FY 1997-98 Total</b>	<b>94</b>	<b>Percent</b>
Pass	38	40%
Fail	47	50%
Incomplete	9	10%
<b>FY 1998-99 Total</b>	<b>119</b>	<b>Percent</b>
Pass	46	39%
Fail	57	48%
Incomplete	16	13%
<b>FY 1999-00 Total</b>	<b>86</b>	<b>Percent</b>
Pass	52	60%
Fail	30	35%
Incomplete	4	5%
<b>FY 2000-01 Total</b>	<b>92</b>	<b>Percent</b>
Pass	48	52%
Fail	32	35%
Incomplete	12	13%
<b>FY 2001-02 Total</b>	<b>142</b>	<b>Percent</b>
Pass	75	53%
Fail	54	38%
Incomplete	13	9%
<b>FY 2002-03 Total</b>	<b>142</b>	<b>Percent</b>
Pass	110	52%
Fail	62	29%
Incomplete	41	19%

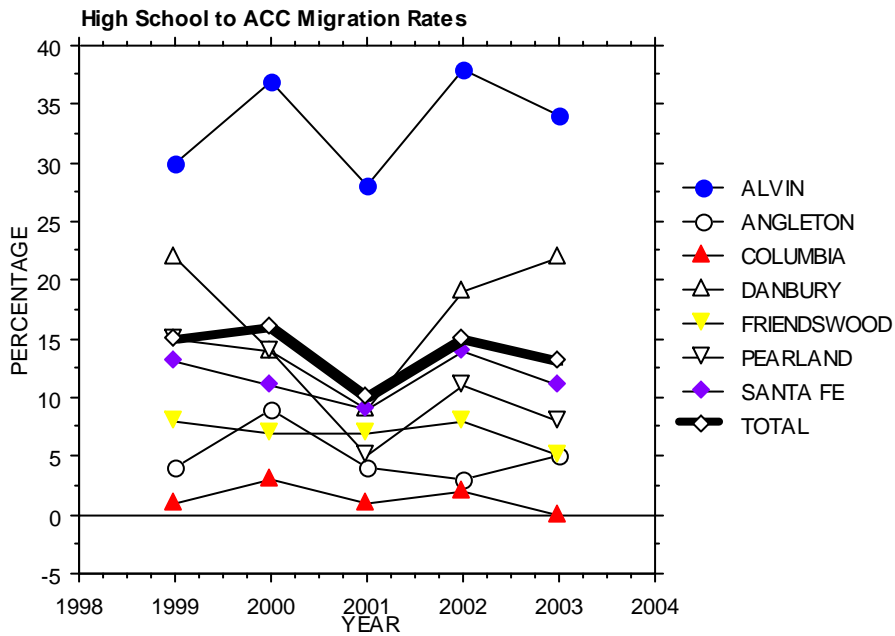
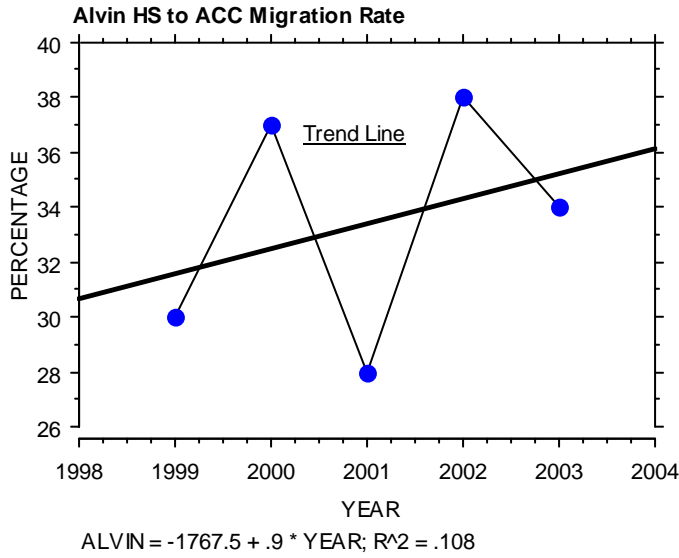
**STANDARD:** *At least 45% of students enrolled in GED classes will attain passing state exam scores.*

**RESULT:** Standard met for FY 2002-03.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** TEA and GED Alternate Chief Examiner

**Indicator 7.3 – Alvin High School to ACC Migration Rate**



<b>Graduating Class</b>								
YEAR	ALVIN	ANGLETON	COLUMBIA	DANBURY	FRIENDSWOOD	PEARLAND	SANTA FE	TOTAL
1995	436	263	165	32	289	404	226	1815
1996	477	268	182	39	245	409	226	1846
1997	450	306	189	43	263	425	235	1911
1998	506	321	173	56	342	430	284	2112
1999	542	290	165	55	305	460	237	2054
2000	463	337	198	58	350	598	279	2283
2001	474	306	191	53	372	562	290	2248
2002	509	311	185	58	381	628	241	2313
2003	536	394	201	68	396	651	288	2534
<b>HS to ACC Migration</b>								
YEAR	ALVIN	ANGLETON	COLUMBIA	DANBURY	FRIENDSWOOD	PEARLAND	SANTA FE	TOTAL
1995	169	32	5	5	41	51	36	339
1996	169	24	6	14	21	54	37	325
1997	166	27	11	14	data not available	68	23	309
1998	138	37	8	15	20	61	20	299
1999	161	13	1	12	23	70	30	310
2000	171	30	5	8	24	85	32	355
2001	135	12	2	5	25	29	25	233
2002	191	8	3	11	30	66	33	342
2003	184	21	0	15	20	49	33	322
<b>Migration Rate</b>								
YEAR	ALVIN	ANGLETON	COLUMBIA	DANBURY	FRIENDSWOOD	PEARLAND	SANTA FE	TOTAL
1995	39%	12%	3%	16%	14%	13%	16%	19%
1996	35%	9%	3%	36%	9%	13%	16%	18%
1997	37%	9%	6%	33%	0%	16%	10%	16%
1998	27%	12%	5%	27%	6%	14%	7%	14%
1999	30%	4%	1%	22%	8%	15%	13%	15%
2000	37%	9%	3%	14%	7%	14%	11%	16%
2001	28%	4%	1%	9%	7%	5%	9%	10%
2002	38%	3%	2%	19%	8%	11%	14%	15%
2003	34%	5%	0%	22%	5%	8%	11%	13%

**STANDARD:** *The percentage of AHS graduates who attend ACC in the first fall semester after graduation will increase each year (5 year trend line maintains positive slope).*

**COMMENT:** Data includes all students from the above high schools who through enrollment generated contact hours for the college in the fall semester following their spring graduation date.

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Colleague Database, THECB, and TEA records

***Indicator 7.4 - Number of Training Partnerships Between the Center for Professional and Workforce Development and Business and Industry***

**Businesses and Industries involved in training partnerships:**

1. TurboCare
2. TDCJ (Texas Department of Criminal Justice)
3. Rollac Shutters
4. Solutia, Inc.
5. Dow Chemical
6. Brazoria County
7. Equistar Chemical
8. City of Alvin
9. BP
10. Tele-flow
11. Team, Inc.
12. Rice Tec
13. Pearland Independent School District
14. Alvin Independent School District
15. Ron Carter Autoland
16. City of Pearland
17. United Way of Brazoria County
18. Chocolate Bayou Community Federal Credit Union
19. The Adult Reading Center
20. Groom Elite, Inc.
21. Baker Hughes

**STANDARD:** *Active involvement of at least two such affiliations.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Center for Professional and Workforce Development

***Indicator 7.5 - Number of Collaboration Initiatives with Area Colleges***

<b>INSTITUTION</b>	<b>COLLABORATION INITIATIVE</b>
Brazosport College	Process Technology Alliance
College of the Mainland	Process Technology Alliance
Houston Community College	Professional Truck Driving Program, Process Technology Alliance
Lee College	Process Technology Alliance
San Jacinto - Central	Process Technology Alliance, Radio/TV Broadcasting

**STANDARD:** *To be reviewed annually.*

**ACTION TAKEN:** Results have been reviewed. No additional actions needed at this time.

**DATA SOURCE:** Dean of Technical Programs

## Indicators for Goal 8

GOAL #8 To maintain a commitment to educational excellence through intensive efforts to recruit, retain, develop, and support an outstanding faculty and staff.

- Indicator 8.1 Percentage of contact hours taught by full-time faculty
- Indicator 8.2 Salary comparison: full-time staff (all position categories)
- Indicator 8.3 Full-time employee retention rate
- Indicator 8.4 Analysis of disagreement level on the Faculty-Staff Survey
- Indicator 8.5 Analysis of needs improvement level on the Faculty-Staff Survey
- Indicator 8.6 Analysis of the gap between mean quality and mean importance on the Faculty-Staff Survey

**Summary:**

Indicator	Standard Met	Standard Partially Met	Standard Not Met	Results To Be Reviewed	Data Unavailable
8.1			X		
8.2			X		
8.3	X				
8.4			X		
8.5			X		
8.6			X		

*Indicator 8.1 - Percentage of Contact Hours Taught by Full-Time Faculty*

Percentage of contact hours taught by full-time faculty	58.3%
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**STANDARD:** *60% or more of all contact hours will be taught by full-time faculty.*

**RESULT:** Standard not met.

**ACTION TAKEN:** More full time faculty will be hired if funding is available.

**DATA SOURCE:** 2003 LBB Performance Measures

***Indicator 8.2 – Salary Comparison: Full-Time Staff (All Position Categories)***

**STANDARD:** *Bench mark positions salaries will be at or above regional average salary.*

**RESULT:** Salary results have been reviewed by Planning Team members. Faculty salaries and adjunct salaries were determined to be in need of adjustment.

**ACTION TAKEN:** Maximum faculty and staff salaries are below those of most other area community colleges. Additional steps will be added pending availability of funding.

**DATA SOURCE:** 2003-2004 Salary Survey (Human Resources Office)

***Indicator 8.3 - Full-Time Employee Retention Rate***

<b>Average tenure of full-time employees, September 1, 2003</b>	<b>13.0 years</b>
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**STANDARD:** *Average tenure for all employees will be five years or longer.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Human Resources Office/Longevity Report

***Indicator 8.4 - Analysis of Disagreement Level on the Faculty-Staff Survey***

**TOP DISAGREEMENT LEVELS**  
**(GCAIR 2003-2004 Faculty-Staff Survey)**

- AP3. *My department has an adequate budget to meet its goals.*  
31% disagree or strongly disagree
- EP15. *My department has an appropriate ratio of full-time to part-time faculty to achieve its institutional obligations.*  
30% disagree or strongly disagree
- AP6. *The space provided to my department is adequate to meet its goals.*  
27% disagree or strongly disagree
- EP14. *My department has a faculty of adequate size to support its purpose.*  
24% disagree or strongly disagree

**STANDARD:** *No rating for disagree or strongly disagree will equal or exceed 20%*

**RESULT:** Standard not met.

**ACTION TAKEN:** Space, budget, and staffing considerations will only be able to be addressed to the extent that current finances allow.

**DATA SOURCE:** GCAIR 2003-2004 Faculty-Staff Survey

***Indicator 8.5 - Analysis of Needs Improvement Level on the Faculty-Staff Survey***

**TOP NEEDS IMPROVEMENT LEVELS**  
**(GCAIR 2003-2004 Faculty-Staff Survey)**

- CSQ34. *Professional Development*  
21% needs improvement
  
- CSQ32. *College Orientation Program for Employees*  
21% needs improvement
  
- CSQ14. *Institution Publicity-Advertisement Efforts*  
21% needs improvement
  
- CSQ35. *Condition-Appearance of Buildings-Grounds*  
20% needs improvement

**STANDARD:** *No rating for needs improvement will equal or exceed 20%.*

**RESULT:** Standard not met.

**ACTION TAKEN:** The standard is very close to being met and there is considerable improvement from the previous year. Results from next year will be reviewed to see if further action is needed.

**DATA SOURCE:** GCAIR 2003-2004 Faculty-Staff Survey

***Indicator 8.6 - Analysis of the Gap between Mean Quality and Mean Importance on the Faculty-Staff Survey***

**TOP GAPS (QUALITY MINUS IMPORTANCE)**  
**(GCAIR 2003-2004 Faculty-Staff Survey)**

- CS20. *Financial Aid Services*  
Quality minus Importance = -1.087
  
- CS14. *Institution Publicity-Advertisement Efforts*  
Quality minus Importance = -1.078
  
- CS45. *Computer Hardware-Software Support*  
Quality minus Importance = -1.008

**STANDARD:** *No gap will equal or be less than -1.*

**RESULT:** Standard not met.

**ACTION TAKEN:** In recent years, Financial Aid has seen an increase in the number of students served. Consequently, increasing the staff in the Office of Financial Aid has become a priority. The budget available for advertising in the Office of Marketing and Enrollment Management is relatively small (\$40,800) and will tend to remain so unless the college sees an increase in revenue.

**DATA SOURCE:** GCAIR 2003-2004 Faculty-Staff Survey

## Indicators for Goal 9

**GOAL #9**     *To provide a cost-effective use of human, physical, and fiscal resources.*

Indicator 9.1    Cost per full-time equivalent student

Indicator 9.2    Contact hours per student

Indicator 9.3    Percent of annual budget allotted instruction

**Summary:**

Indicator	Standard Met	Standard Partially Met	Standard Not Met	Results To Be Reviewed	Data Unavailable
9.1			X		
9.2	X				
9.3	X				

***Indicator 9.1 - Cost Per Contact Hour***

**FY 2003**

<b>INSTITUTION</b>	<b>COST PER CONTACT HOUR</b>	
WHARTON COUNTY JUNIOR COLLEGE	\$	10.58
ALVIN COMMUNITY COLLEGE	\$	10.85
SAN JACINTO COLLEGE DISTRICT	\$	11.96
NORTH HARRIS MONTGOMERY COMMUNITY COLLEGE DISTRICT	\$	13.20
HOUSTON COMMUNITY COLLEGE SYSTEM	\$	13.28
BRAZOSPORT COLLEGE	\$	13.85
LEE COLLEGE	\$	14.46
GALVESTON COLLEGE	\$	14.60
COLLEGE OF THE MAINLAND	\$	18.59
<b>Regional Average</b>	<b>\$</b>	<b>13.48</b>
<b>Standard Deviation</b>	<b>\$</b>	<b>2.40</b>

**STANDARD:** *Cost will be within one standard deviation of the regional average.*

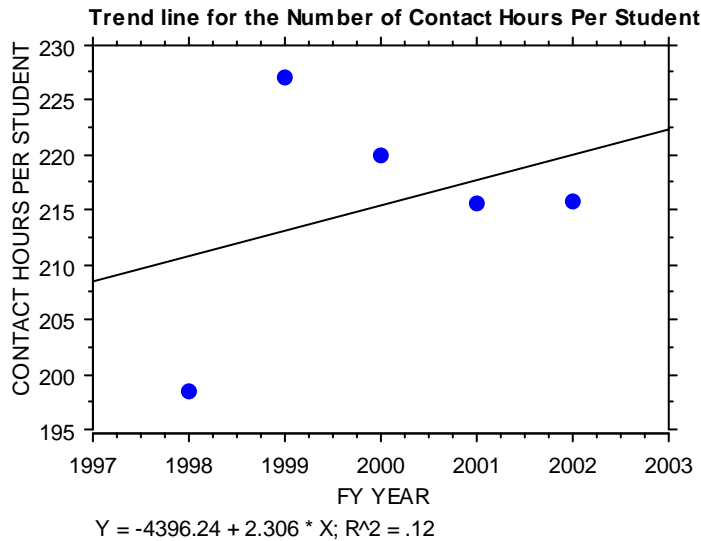
**RESULT:** Standard not met. Alvin Community College's "Cost Per Contact Hour" is below one standard deviation of the regional average.

**ACTION TAKEN:** Severe cost-cutting measures were taken in FY 2003 as a result of retroactive cuts in funding by the state. This measure will continue to be monitored.

**DATA SOURCE:** IPEDS Peer Analysis System and THECB PREP

**Indicator 9.2 - Contact Hours per Student**

	FY 1998-99	FY 1999-00	FY 2000-01	FY 2001-02	FY 2002-03
Total Headcount	9,666	8,627	8,985	9,649	10,407
Total Contact Hours	1,919,216	1,959,072	1,976,832	2,079,760	2,246,400
<b>Chrs per Student</b>	<b>198.55</b>	<b>227.09</b>	<b>220.01</b>	<b>215.54</b>	<b>215.85</b>



**STANDARD:** Average number of contact hours per student will increase annually (5 year trend line maintains positive slope).

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** THECB PREP

***Indicator 9.3 - Percent of Annual Budget Allotted Instruction***

<b>YEAR</b>	<b>PERCENT</b>
1994-95	55.90%
1995-96	55.70%
1996-97	55.60%
1997-98	55.20%
1998-99	55.79%
1999-00	56.20%
2000-01	56.10%
2001-02	52.12%
2002-03	52.53%
2003-04	54.00%
2004-05	53.20%

**STANDARD:** *Percentage will be 50% or greater.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** 2004-05 Fiscal Analysis & Budget Book

## Indicators for Goal 10

**GOAL #10**    *To maintain a safe and inviting campus environment.*

Indicator 10.1 Number of reportable incidents

Indicator 10.2 Number of infrastructure upgrade projects completed

Indicator 10.3 Analysis of Student Survey with respect to evaluation of physical environment

Indicator 10.4 Number of accidents reported

**Summary:**

Indicator	Standard Met	Standard Partially Met	Standard Not Met	Results To Be Reviewed	Data Unavailable
10.1	X				
10.2	X				
10.3		X			
10.4			X		

***Indicator 10.1 - Number of Reportable Incidents***

**Crime Statistics for Calendar Year 2002**

<b>On-Campus Crimes</b>	<b>ACC</b>	<b>BC</b>	<b>COM</b>	<b>GC</b>	<b>HCC</b>	<b>LC</b>	<b>NHMCCD</b>	<b>SJCC</b>	<b>SJCN</b>	<b>SJCS</b>	<b>WCJC</b>
Murder/Non-Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0
Forcible Sex Offenses	0	0	0	0	0	0	2	0	0	0	0
Nonforcible Sex Offenses	0	0	0	0	1	0	0	0	0	0	0
Robbery	0	0	0	0	1	1	0	1	0	0	0
Aggravated Assault	0	0	0	0	1	0	0	0	0	0	0
Burglary	1	3	16	4	7	0	3	13	8	5	0
Motor Vehicle Theft	0	0	3	1	16	4	6	2	2	1	1
Arson	0	0	0	0	0	0	0	1	0	1	0
Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0
Liquor Law Violations	0	0	0	0	2	0	0	0	0	1	0
Drug Law Violations	0	0	0	0	2	0	2	0	0	1	0
Illegal Weapons Possession	0	0	0	0	0	0	0	0	0	0	0

**STANDARD:** ACC annual crime statistics will compare favorably with those of area colleges.

**RESULT:** Standard met. ACC had only one reported crime.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** US Department of Education Office of Postsecondary Education Campus Security Statistics Website (<http://ope.ed.gov/Security/index.asp>).

## ***Indicator 10.2 - Number of Infrastructure Upgrade Projects Completed***

### **PROJECTS COMPLETED (FY 2002-03)**

1. Built a baseball batting cage
2. Built a security fence for the campus cogeneration plant
3. Relocated the motorcycle storage building to “Bldg. T” for storage
4. Upgraded the “Darkroom” for the Art Department
5. Installed benches around campus

### **PROJECTS COMPLETED (FY 2003-04)**

1. 400-Ton central plant chiller purchased and installed
2. Remodeled, upgraded HVAC & electrical in Building K, Room K121
3. New carpet installed in Buildings B, C, & D
4. New 32 passenger bus purchased
5. Theater stage floor replaced
6. Remodeled Nursing Lab, Science Lab, Underwater Robotics Lab, EMT Lab
7. Renovation of HVAC, electrical and roof at Pearland Center Buildings 5 & 6

**STANDARD:** *Continuous progress will be made on the infrastructure upgrade project.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Director of Physical Plant

***Indicator 10.3 - Analysis of Student Survey with Respect to Evaluation of Physical Environment***

**1=very dissatisfied 2=dissatisfied 3=neutral 4=satisfied 5=very satisfied**

Q51. Personal security/safety at the college

	average response
<b>Alvin Community College</b>	<b>3.98</b>
<b>GCCCC (minus ACC)</b>	<b>3.89</b>
<b>GCCCC, Amarillo, Austin (minus ACC)</b>	<b>3.90</b>

<b>All Alvin Students</b>	<b>Count</b>	<b>Percent</b>
Very Dissatisfied	6	2%
Dissatisfied	5	2%
Neutral	113	36%
Satisfied	126	40%
Very Satisfied	62	20%
<b>Total</b>	<b>312</b>	<b>100%</b>

Q63. Student Center

	average response
<b>Alvin Community College</b>	<b>3.78</b>
<b>GCCCC (minus ACC)</b>	<b>3.70</b>
<b>GCCCC, Amarillo, Austin (minus ACC)</b>	<b>3.68</b>

<b>All Alvin Students</b>	<b>Count</b>	<b>Percent</b>
Very Dissatisfied	7	2%
Dissatisfied	9	3%
Neutral	104	33%
Satisfied	125	39%
Very Satisfied	72	23%
<b>Total</b>	<b>317</b>	<b>100%</b>

Q64. Study Areas

	<b>average response</b>
<b>Alvin Community College</b>	<b>3.93</b>
<b>GCCCC (minus ACC)</b>	<b>3.80</b>
<b>GCCCC, Amarillo, Austin (minus ACC)</b>	<b>3.75</b>

<b>All Alvin Students</b>	<b>Count</b>	<b>Percent</b>
Very Dissatisfied	9	3%
Dissatisfied	10	3%
Neutral	81	24%
Satisfied	134	40%
Very Satisfied	104	31%
<b>Total</b>	<b>338</b>	<b>100%</b>

Q72. Parking facilities and services

	<b>average response</b>
<b>Alvin Community College</b>	<b>3.88</b>
<b>GCCCC (minus ACC)</b>	<b>3.61</b>
<b>GCCCC, Amarillo, Austin (minus ACC)</b>	<b>3.30</b>

<b>All Alvin Students</b>	<b>Count</b>	<b>Percent</b>
Very Dissatisfied	10	3%
Dissatisfied	14	4%
Neutral	75	21%
Satisfied	159	45%
Very Satisfied	92	26%
<b>Total</b>	<b>350</b>	<b>100%</b>

Q73. Access to computers and/or student labs

	<b>average response</b>
<b>Alvin Community College</b>	<b>4.07</b>
<b>GCCCC (minus ACC)</b>	<b>3.93</b>
<b>GCCCC, Amarillo, Austin (minus ACC)</b>	<b>3.90</b>

<b>All Alvin Students</b>	<b>Count</b>	<b>Percent</b>
Very Dissatisfied	7	2%
Dissatisfied	8	2%
Neutral	63	18%
Satisfied	146	42%
Very Satisfied	125	36%
<b>Total</b>	<b>349</b>	<b>100%</b>

Q74. Availability of gymnasium, tennis courts, fitness room, etc.

	average response
<b>Alvin Community College</b>	<b>3.72</b>
<b>GCCCC (minus ACC)</b>	<b>3.59</b>
<b>GCCCC, Amarillo, Austin (minus ACC)</b>	<b>3.49</b>

All Alvin Students	Count	Percent
Very Dissatisfied	6	2%
Dissatisfied	18	6%
Neutral	97	31%
Satisfied	124	40%
Very Satisfied	65	21%
<b>Total</b>	<b>310</b>	<b>100%</b>

Q77. Library/learning resource center facilities

	average response
<b>Alvin Community College</b>	<b>4.04</b>
<b>GCCCC (minus ACC)</b>	<b>3.97</b>
<b>GCCCC, Amarillo, Austin (minus ACC)</b>	<b>3.97</b>

All Alvin Students	Count	Percent
Very Dissatisfied	8	2%
Dissatisfied	8	2%
Neutral	69	20%
Satisfied	137	40%
Very Satisfied	122	35%
<b>Total</b>	<b>344</b>	<b>100%</b>

Q82. Condition/appearance of buildings/grounds

	average response
<b>Alvin Community College</b>	<b>3.81</b>
<b>GCCCC (minus ACC)</b>	<b>3.90</b>
<b>GCCCC, Amarillo, Austin (minus ACC)</b>	<b>3.89</b>

All Alvin Students	Count	Percent
Very Dissatisfied	11	3%
Dissatisfied	17	5%
Neutral	84	24%
Satisfied	144	42%
Very Satisfied	87	25%
<b>Total</b>	<b>343</b>	<b>100%</b>

**STANDARD:** *Student response (level of satisfaction) will equal or exceed Gulf Coast Consortium average results.*

**RESULT:** Standard met for all physical environments except condition/appearance of buildings/grounds.

**ACTION TAKEN:** The following improvements were made to the physical environment in fiscal year 2003-04:

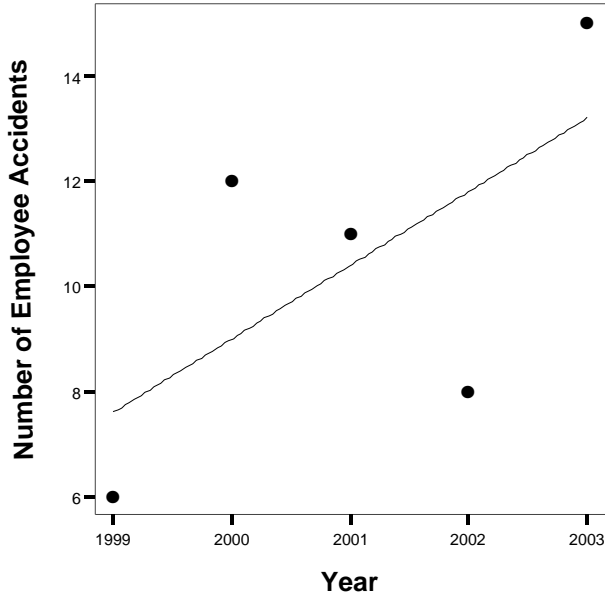
- New desks and white boards were installed in Building G.
- The Nursing Lab, Science Lab, Underwater Robotics Lab, and EMT Lab were remodeled.
- Remodeled and upgraded HVAC & electrical in Building K, Room K121.
- New carpet was installed in Buildings B, C, & D.
- Theater stage floor was replaced.
- A 400-Ton central plant chiller was purchased and installed.

**DATA SOURCE:** GCAIR 2004 Student Survey

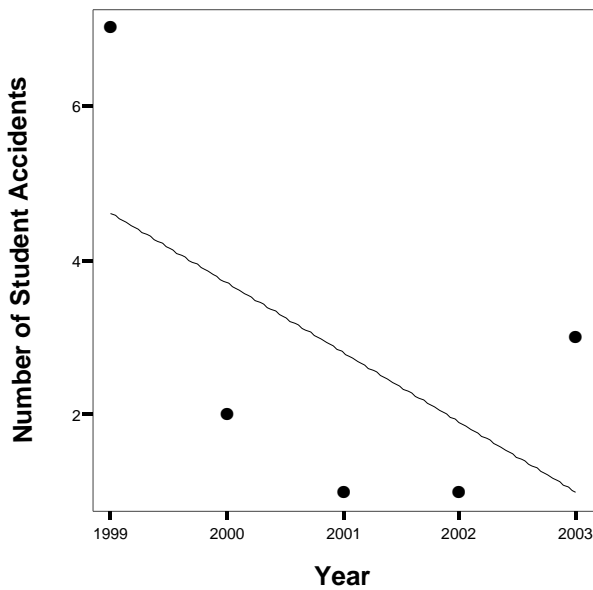
**Indicator 10.4 - Number of Accidents Reported**

	FY 1998-99	FY 1999-00	FY 2000-01	FY 2001-02	FY2002-03
<b>Employee</b>	6	12	11	8	15
<b>Student</b>	7	2	1	1	3
<b>Total</b>	13	14	12	9	18

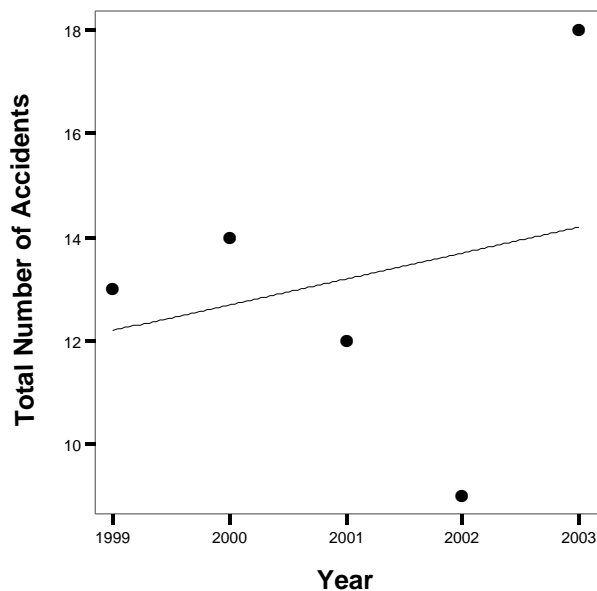
**Employee Accidents**



**Student Accidents**



### Total Accidents



**STANDARD:** *Five-year trend line maintains a negative slope.*

**RESULT:** Standard not met for the number of employee accidents or the total number of accidents reported.

**ACTION TAKEN:** There is no rational reason for the increase in the number of accidents. Since there was a decrease in accidents the previous four years, the number of accidents will continue to be monitored. If accidents continue to increase next year, safety measures will be taken.

**DATA SOURCE:** Human Resources Office

## Indicators for Goal 11

***GOAL #11 To recruit, retain, and educate students to their selected level of educational success.***

- Indicator 11.1 Percentage of students attaining degrees or certificates
- Indicator 11.2 Retention rate (Fall to Fall)
- Indicator 11.3 Retention rates from Fall to Spring of full-time first-time-in-college students (taking  $\geq$  12 semester credit hours [SCH])
- Indicator 11.4 Headcount
- Indicator 11.5 Contact hours
- Indicator 11.6 Percentage of students receiving financial assistance
- Indicator 11.7 Percentage of students transferring to senior colleges
- Indicator 11.8 Cohort graduation rate
- Indicator 11.9 Completion rates for full-time students not receiving remediation
- Indicator 11.10 Completion rates for full-time students receiving remediation
- Indicator 11.11 Withdrawal rates for Internet and TV courses
- Indicator 11.12 Incompletion rates for Internet and TV courses
- Indicator 11.13 Failure rates for Internet and TV courses
- Indicator 11.14 Minority access to college
- Indicator 11.15 Completion rates for part-time students not receiving remediation
- Indicator 11.16 Completion rates for part-time students receiving remediation
- Indicator 11.17 Retention rates from Fall to Spring of part-time first-time-in-college students (6-11 semester credit hours [SCH])
- Indicator 11.18 Retention rates from Fall to Spring of first-time-in college students (split by ethnicity)
- Indicator 11.19 Retention rates from Fall to Spring of first-time-in-college students (split by gender)
- Indicator 11.20 Retention rate (Fall to Fall for non-graduates split by program, gender, and ethnicity)

**Summary:**

Indicator	Standard Met	Standard Partially Met	Standard Not Met	Results To Be Reviewed	Data Unavailable
11.1	X				
11.2	X				
11.3	X				
11.4	X				
11.5	X				
11.6	X				
11.7	X				
11.8	X				
11.9	X				
11.10	X				
11.11		X			
11.12	X				
11.13		X			
11.14	X				
11.15	X				
11.16	X				
11.17	X				
11.18	X				
11.19	X				
11.20	X				

**Indicator 11.1 – Percentage of Students Attaining Degrees or Certificates**

**FY 2001-2002 (Based on Enrollment)**

<b>Institution</b>	<b>Percentage of Degrees and Certificates</b>
Lee College	18.44%
Alvin Community College	18.13%
College of the Mainland	12.19%
San Jacinto - North	11.60%
NHMCCD - North Harris	10.32%
Brazosport College	9.87%
San Jacinto - Central (Gulf Coast median)	9.86%
All Texas Community & Technical Colleges	9.40%
San Jacinto - South	8.70%
Galveston College	8.52%
Wharton Junior College	8.50%
Houston Community College	7.19%
NHMCCD - Kingwood	5.79%
NHMCCD - Tomball	5.07%
NHMCCD - Montgomery	3.46%

**STANDARD:** *The percentage of students who complete a degree or certificate will exceed the median for the Gulf Coast Consortium.  
(percentage = [degrees for FY 2002] / [Fall 2001 enrollment])*

**RESULT:** Standard greatly exceeded. Alvin Community College's percentage of degrees and certificates awarded exceeds both regional and state averages.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** 2002 College Profiles and 2003 LBB Performance Measures

**Indicator 11.2 - Retention Rate (Fall to Fall)**

**TABLE 1**

<b>Institution</b>	<b>Total Percentage</b>	<b>Academic</b>	<b>Technical</b>	<b>Tech-Prep</b>
ACC	42%	41%	43%	41%
Brazosport	41%	43%	39%	36%
COM	39%	40%	37%	40%
Galveston	39%	35%	47%	43%
HCC	37%	37%	37%	40%
Lee	44%	47%	40%	45%
Kingwood	31%	32%	19%	25%
Montgomery	32%	32%	31%	27%
North Harris	32%	31%	27%	34%
Tomball	26%	27%	25%	24%
SJ Central	38%	37%	36%	NA
SJ North	37%	40%	35%	NA
SJ South	35%	36%	33%	NA
Wharton	40%	40%	37%	47%
State Avg	38%	38%	39%	42%

**TABLE 2**

	<b><u>SORT KEY</u></b>			
<b>Institution</b>	<b>Total Percentage</b>	<b>Academic</b>	<b>Technical</b>	<b>Tech-Prep</b>
Lee	44%	47%	40%	45%
ACC	42%	41%	43%	41%
Brazosport	41%	43%	39%	36%
Wharton	40%	40%	37%	47%
COM	39%	40%	37%	40%
Galveston	39%	35%	47%	43%
SJ Central	38%	37%	36%	NA
State Avg	38%	38%	39%	42%
HCC	37%	37%	37%	40%
SJ North	37%	40%	35%	NA
SJ South	35%	36%	33%	NA
Montgomery	32%	32%	31%	27%
North Harris	32%	31%	27%	34%
Kingwood	31%	32%	19%	25%
Tomball	26%	27%	25%	24%

**TABLE 3**

		<u>SORT KEY</u>		
<b>Institution</b>	<b>Total Percentage</b>	<b>Academic</b>	<b>Technical</b>	<b>Tech-Prep</b>
Lee	44%	47%	40%	45%
Brazosport	41%	43%	39%	36%
ACC	42%	41%	43%	41%
Wharton	40%	40%	37%	47%
COM	39%	40%	37%	40%
SJ North	37%	40%	35%	NA
State Avg	38%	38%	39%	42%
SJ Central	38%	37%	36%	NA
HCC	37%	37%	37%	40%
SJ South	35%	36%	33%	NA
Galveston	39%	35%	47%	43%
Montgomery	32%	32%	31%	27%
Kingwood	31%	32%	19%	25%
North Harris	32%	31%	27%	34%
Tomball	26%	27%	25%	24%

**TABLE 4**

			<u>SORT KEY</u>	
<b>Institution</b>	<b>Total Percentage</b>	<b>Academic</b>	<b>Technical</b>	<b>Tech-Prep</b>
Galveston	39%	35%	47%	43%
ACC	42%	41%	43%	41%
Lee	44%	47%	40%	45%
Brazosport	41%	43%	39%	36%
State Avg	38%	38%	39%	42%
Wharton	40%	40%	37%	47%
COM	39%	40%	37%	40%
HCC	37%	37%	37%	40%
SJ Central	38%	37%	36%	NA
SJ North	37%	40%	35%	NA
SJ South	35%	36%	33%	NA
Montgomery	32%	32%	31%	27%
North Harris	32%	31%	27%	34%
Tomball	26%	27%	25%	24%
Kingwood	31%	32%	19%	25%

**TABLE 5**

				<b>SORT KEY</b>
<b>Institution</b>	<b>Total Percentage</b>	<b>Academic</b>	<b>Technical</b>	<b>Tech-Prep</b>
SJ Central	38%	37%	36%	NA
SJ North	37%	40%	35%	NA
SJ South	35%	36%	33%	NA
Wharton	40%	40%	37%	47%
Lee	44%	47%	40%	45%
Galveston	39%	35%	47%	43%
State Avg	38%	38%	39%	42%
ACC	42%	41%	43%	41%
COM	39%	40%	37%	40%
HCC	37%	37%	37%	40%
Brazosport	41%	43%	39%	36%
North Harris	32%	31%	27%	34%
Montgomery	32%	32%	31%	27%
Kingwood	31%	32%	19%	25%
Tomball	26%	27%	25%	24%

**STANDARD:** *Maintain a Fall to Fall retention rate that is not more than five percentage points below the state average.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** THECB Fall 2001-2002 Student Retention Report

**Indicator 11.3 - Retention Rates from Fall to Spring of Full-time First-Time-in-College Students (Taking  $\geq 12$  Semester Credit Hours [SCH])**

**TABLE 1 Fall 01 - Spring 02**

<b>Institution</b>	<b>Retention Rate</b>
ACC	77%
Brazosport	81%
COM	78%
Galveston	68%
HCC	74%
Lee	74%
NHMCCD Kingwood	77%
NHMCCD Montgomery	78%
NHMCCD North Harris	76%
NHMCCD Tomball	79%
SJ Central	78%
SJ North	76%
SJ South	79%
Wharton	79%
State Avg	78%

**TABLE 2 Fall 01 - Spring 02**

<b>Institution</b>	<b>Retention Rate</b>
Brazosport	81%
NHMCCD Tomball	79%
SJ South	79%
Wharton	79%
COM	78%
NHMCCD Montgomery	78%
SJ Central	78%
State Avg	78%
ACC	77%
NHMCCD Kingwood	77%
NHMCCD North Harris	76%
SJ North	76%
HCC	74%
Lee	74%
Galveston	68%

**STANDARD:** *Retention from Fall to Spring of students who did and did not receive remediation is not more than five percentage points below the state average.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Data Sources for Institutional Effectiveness Measures and Standards 2003-2004 (THECB)

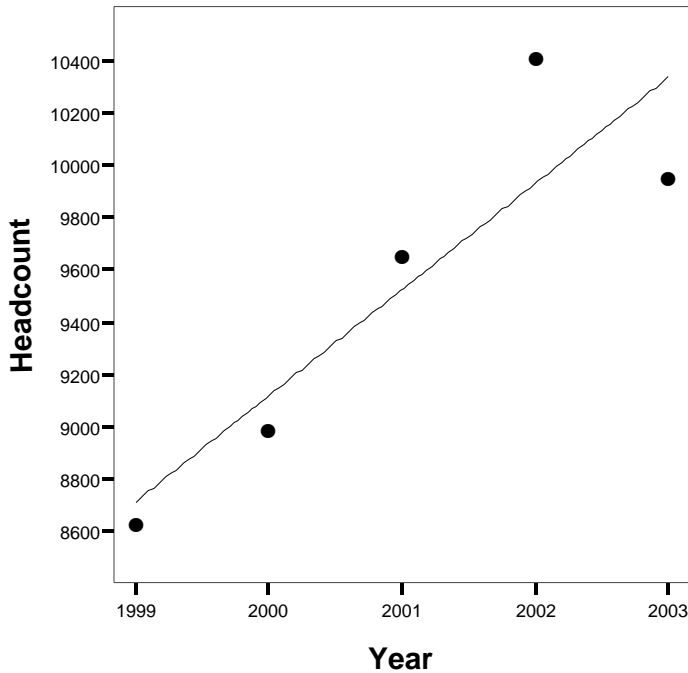
**Indicator 11.4 – Headcount**

Semester	FY 1999-00	FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04
FALL	3,680	3,531	3,667	4,161	4,049
SPRING	3,497	3,430	3,639	3,988	3,592
SUMMER I	981	1,589	1,828	1,762	2,303**
SUMMER II	469	435	515	496	
<b>TOTAL</b>	<b>8,627</b>	<b>8,985</b>	<b>9,649</b>	<b>10,407</b>	<b>9,944</b>

\* Headcount data from the Coordinating Board excludes flexible entry

\*\* Beginning Summer 2004, all Summer headcounts included in Summer I

**Total Headcount**



**STANDARD:** *Headcount in credit programs will show steady growth (5-year trend line maintains positive slope).*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

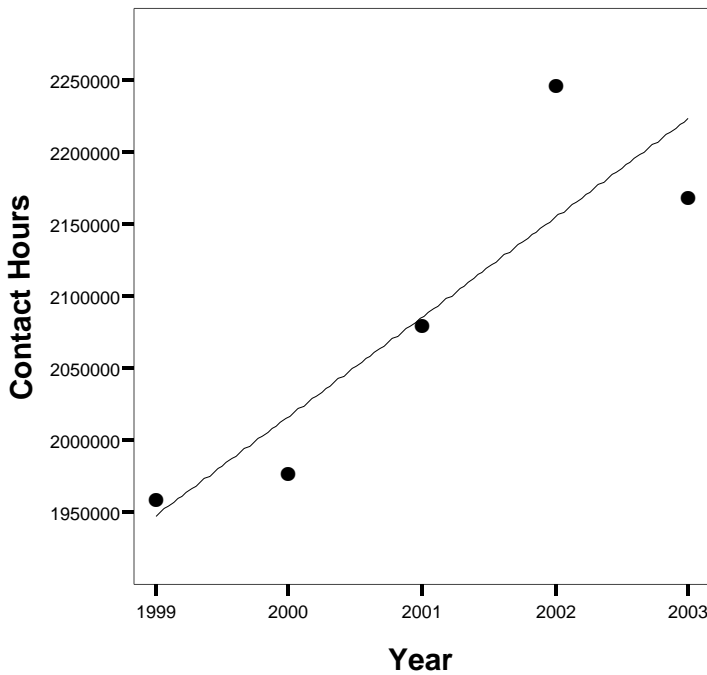
**DATA SOURCE:** THECB PREP

**Indicator 11.5 - Contact Hours**

Semester	FY 1999-00	FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04
FALL	713,376	710,832	716,048	827,024	877,472
SPRING	822,800	820,320	861,008	954,800	899,040
SUMMER I	318,272	333,312	383,728	353,856	392,720*
SUMMER II	104,624	112,368	118,976	110,720	
<b>TOTAL</b>	<b>1,959,072</b>	<b>1,976,832</b>	<b>2,079,760</b>	<b>2,246,400</b>	<b>2,169,232</b>

\* Beginning Summer 2004, all Summer headcounts included in Summer I

**Total Contact Hours**



**STANDARD:** Overall contact hours earned on an annual basis will show steady growth (5-year trend line maintains positive slope).

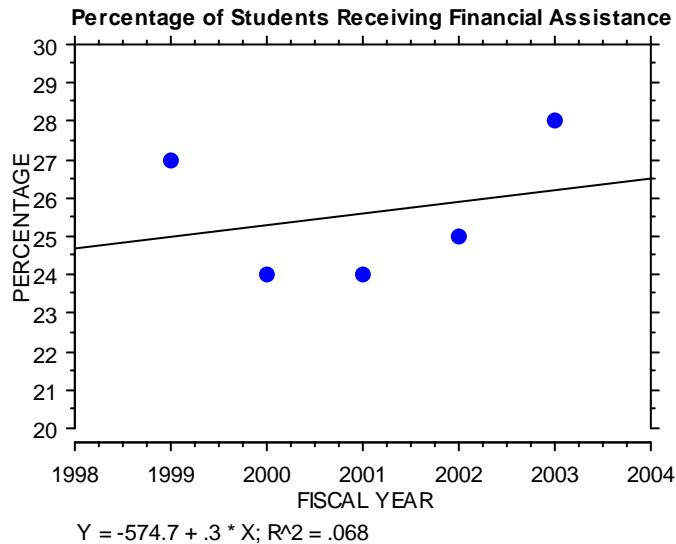
**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** THECB PREP

**Indicator 11.6 - Percentage of Students Receiving Financial Assistance**

	FALL 1999	FALL 2000	FALL 2001	FALL 2002	FALL 2003
Number Aided	985	842	894	1042	1127
Total Headcount	3680	3531	3667	4161	4049
<b>Percentage</b>	<b>27%</b>	<b>24%</b>	<b>24%</b>	<b>25%</b>	<b>28%</b>



**STANDARD:** *Percentage of students receiving financial assistance will show steady growth (5-year trend line maintains positive slope)*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Colleague Database and Texas Higher Education Coordinating Board

**Indicator 11.7 - Percentage of Students Transferring to Senior Colleges**

**TABLE 1**

<b>Institution</b>	<b>Enrollment</b>	<b>Transfers</b>	<b>Percentage</b>
ACC	3667	357	10%
Brazosport	4017	400	10%
COM	3335	319	10%
Galveston	2200	250	11%
HCC	33160	3777	11%
Lee	6226	283	5%
NHMCCD Kingwood	5302	693	13%
NHMCCD Montgomery	5776	800	14%
NHMCCD North Harris	9972	859	9%
NHMCCD Tomball	8336	1221	15%
SJ Central	11139	1066	10%
SJ North	4976	339	7%
SJ South	6632	707	11%
Wharton	5281	751	14%
State Avg	467238	50748	11%
Regional Avg	110019	11822	11%

**TABLE 2**

<b>Institution</b>	<b>Enrollment</b>	<b>Transfers</b>	<b>Percentage</b>
NHMCCD Tomball	8336	1221	15%
NHMCCD Montgomery	5776	800	14%
Wharton	5281	751	14%
NHMCCD Kingwood	5302	693	13%
Galveston	2200	250	11%
HCC	33160	3777	11%
SJ South	6632	707	11%
State Avg	467238	50748	11%
Regional Avg	655857	72227	11%
ACC	3667	357	10%
Brazosport	4017	400	10%
COM	3335	319	10%
SJ Central	11139	1066	10%
NHMCCD North Harris	9972	859	9%
SJ North	4976	339	7%
Lee	6226	283	5%

**STANDARD:** *Percentage is not more than five percentage points below the state average.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required

**DATA SOURCE:** THECB Fall 2001-2002 Student Retention Report

**Indicator 11.8 – Cohort Graduation Rate**

**Cohort Year 2000**

<b>Institution Name</b>	<b>Cohort graduation rate(GR2003S)</b>
ALVIN COMMUNITY COLLEGE	14.2%
BRAZOSPORT COLLEGE	10.3%
COLLEGE OF THE MAINLAND	9.5%
GALVESTON COLLEGE	7.5%
HOUSTON COMMUNITY COLLEGE SYSTEM	9.5%
LEE COLLEGE	12.1%
NORTH HARRIS MONTGOMERY COMMUNITY COLLEGE DISTRICT	5.3%
SAN JACINTO COLLEGE-CENTRAL CAMPUS	13.6%
SAN JACINTO COLLEGE-NORTH CAMPUS	N/A
SAN JACINTO COLLEGE-SOUTH CAMPUS	N/A
WHARTON COUNTY JUNIOR COLLEGE	20.5%
MEAN:	11.4%
MEDIAN:	10.3%

**STANDARD:** *The graduation rate for Alvin Community College will be at or above the regional average.*

**RESULT:** Standard met. The graduation rate exceeds both the mean and the median for the Gulf Coast Consortium.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** IPEDS graduation rate data (<http://nces.ed.gov/ipeds/pas>).

***Indicator 11.9 - Completion Rates for Full-Time Students Not Receiving Remediation***

**TABLE 1**

<b>Institution</b>	<b>Completion Rate</b>
ACC	56%
Brazosport	58%
COM	53%
Galveston	56%
HCC	41%
Lee	46%
NHMCCD Kingwood	64%
NHMCCD Montgomery	61%
NHMCCD North Harris	60%
NHMCCD Tomball	70%
SJ Central	56%
SJ North	46%
SJ South	62%
Wharton	64%

**TABLE 2**

<b>Institution</b>	<b>Completion Rate</b>
NHMCCD Tomball	70%
NHMCCD Kingwood	64%
Wharton	64%
SJ South	62%
NHMCCD Montgomery	61%
NHMCCD North Harris	60%
Brazosport	58%
ACC	56%
Galveston	56%
SJ Central	56%
COM	53%
Lee	46%
SJ North	46%
HCC	41%

**STANDARD:** *30% of full-time first-time-in-college students not receiving remediation receive a degree or certificate or transfer within 3 years*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Data Sources for Institutional Effectiveness Measures and Standards 2003-2004 (THECB)

***Indicator 11.10 - Completion Rates for Full-Time Students Receiving Remediation***

**TABLE 1**

<b>Institution</b>	<b>Completion Rate</b>
ACC	51%
Brazosport	63%
COM	43%
Galveston	47%
HCC	35%
Lee	44%
NHMCCD Kingwood	55%
NHMCCD Montgomery	59%
NHMCCD North Harris	45%
NHMCCD Tomball	58%
SJ Central	50%
SJ North	51%
SJ South	68%
Wharton	50%

**TABLE 2**

<b>Institution</b>	<b>Completion Rate</b>
SJ South	68%
Brazosport	63%
NHMCCD Montgomery	59%
NHMCCD Tomball	58%
NHMCCD Kingwood	55%
ACC	51%
SJ North	51%
SJ Central	50%
Wharton	50%
Galveston	47%
NHMCCD North Harris	45%
Lee	44%
COM	43%
HCC	35%

**STANDARD:** *30% of full-time first-time-in-college students receiving remediation receive a degree or certificate or transfer within 4 years*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Data Sources for Institutional Effectiveness Measures and Standards 2003-2004 (THECB)

***Indicator 11.11 – Withdrawal Rates for Internet and TV courses***

<b>COURSE</b>	<b>WITHDRAWAL RATE</b>
ANTH-2346-IN	40%
ARTS-1301-INx	17%
ARTS-1303-IN	11%
ARTS-1304-IN	20%
BMGT-1301-IN	33%
BMGT-2303-IN	33%
BUSG-2309-IN	0%
COSC-1401-INx	36%
COSC-1418-IN	80%
COSC-1420-IN	14%
DFTG-2481-IN	100%
ECON-2301-IN	53%
ECON-2302-IN	0%
EMSP-1501-IN	0%
ENGL-0310-IN	0%
ENGL-1301-INx	43%
ENGL-1302-IN	47%
ENGL-2332-IN	33%
ENGL-2333-IN	50%
GEOL-1403-TV	5%
GOVT-2301-IN	52%
GOVT-2301-TV	75%
GOVT-2302-IN	42%
GOVT-2302-TV	14%
HECO-1322-IN	33%
HIST-1301-IN	21%
HIST-1302-IN	15%
HITT-1305-IN	0%
HRPO-1391-IN	25%
HRPO-2301-IN	0%
HUMA-1301-IN	15%
ITSE-2409-IN	0%
MATH-0309-IN	17%
MATH-0312-IN	50%
MATH-1314-IN	50%
MATH-1314-TV	75%
MRKG-1311-IN	25%
MRKG-2333-IN	0%
POFI-1401-IN	22%
POFI-1441-IN	33%
POFT-1329-IN	25%
POFT-1419-IN	20%
POFT-1429-IN	29%
POFT-2433-IN	0%
PSYC-2301-IN	40%
PSYC-2314-IN	31%

<b>COURSE</b>	<b>WITHDRAWAL RATE</b>
PTAC-1352-IN	0%
PTAC-2314-IN	22%
RNSG-2121-INx	0%
SOCI-1301-IN	31%
SOCI-1301-TV	9%
SPAN-1411-TV	50%
SPAN-1412-TV	29%
TECA-1354-INx	17%

**STANDARD:** *The withdrawal rate for each course will be 50% or less.*

**RESULT:** Standard not met for COSC-1418-IN, DFTG-2481-IN, ECON-2301-IN, GOVT-2301-IN, GOVT-2301-TV, and MATH-1314-TV.

**ACTION TAKEN:** The courses COSC-1418-IN, DFTG-2481-IN and MATH-1314-TV each had less than ten people in them, and thus, a valid trend cannot be established from such a small sample size. Consequently, monitoring will continue. Regarding ECON-2301-IN, GOVT-2301-IN, and GOVT-2301-TV, these courses are currently scheduled for review and revision by the Director of Distance Education in order to improve attrition rates and other aspects of the courses.

**DATA SOURCE:** Colleague Grade Report, Fall of 2003

***Indicator 11.12 – Incompletion Rates for Internet and TV courses***

<b>COURSE</b>	<b>PERCENTAGE OF INCOMPLETES</b>
ANTH-2346-IN	0%
ARTS-1301-INx	3%
ARTS-1303-IN	0%
ARTS-1304-IN	0%
BMGT-1301-IN	0%
BMGT-2303-IN	0%
BUSG-2309-IN	0%
COSC-1401-INx	3%
COSC-1418-IN	20%
COSC-1420-IN	0%
DFTG-2481-IN	0%
ECON-2301-IN	0%
ECON-2302-IN	0%
EMSP-1501-IN	0%
ENGL-0310-IN	0%
ENGL-1301-INx	0%
ENGL-1302-IN	0%
ENGL-2332-IN	7%
ENGL-2333-IN	0%
GEOL-1403-TV	11%
GOVT-2301-IN	10%
GOVT-2301-TV	0%
GOVT-2302-IN	5%
GOVT-2302-TV	0%
HECO-1322-IN	0%
HIST-1301-IN	5%
HIST-1302-IN	5%
HITT-1305-IN	43%
HRPO-1391-IN	0%
HRPO-2301-IN	0%
HUMA-1301-IN	0%
ITSE-2409-IN	0%
MATH-0309-IN	8%
MATH-0312-IN	0%
MATH-1314-IN	0%
MATH-1314-TV	0%
MRKG-1311-IN	0%
MRKG-2333-IN	0%
POFI-1401-IN	0%
POFI-1441-IN	0%
POFT-1329-IN	0%
POFT-1419-IN	0%
POFT-1429-IN	0%
POFT-2433-IN	0%

<b>COURSE</b>	<b>PERCENTAGE OF INCOMPLETES</b>
PSYC-2301-IN	7%
PSYC-2314-IN	6%
PTAC-1352-IN	20%
PTAC-2314-IN	22%
RNSG-2121-INx	0%
SOCI-1301-IN	6%
SOCI-1301-TV	0%
SPAN-1411-TV	0%
SPAN-1412-TV	0%
TECA-1354-INx	0%

**STANDARD:** *The incompleteness rate for each course will be 50% or less.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Colleague Grade Report, Fall of 2003

***Indicator 11.13 – Failure Rates for Internet and TV courses***

<b>COURSE</b>	<b>PERCENTAGE OF Fs</b>
ANTH-2346-IN	10%
ARTS-1301-INx	14%
ARTS-1303-IN	21%
ARTS-1304-IN	0%
BMGT-1301-IN	0%
BMGT-2303-IN	0%
BUSG-2309-IN	0%
COSC-1401-INx	8%
COSC-1418-IN	0%
COSC-1420-IN	43%
DFTG-2481-IN	0%
ECON-2301-IN	13%
ECON-2302-IN	11%
EMSP-1501-IN	0%
ENGL-0310-IN	100%
ENGL-1301-INx	7%
ENGL-1302-IN	5%
ENGL-2332-IN	7%
ENGL-2333-IN	17%
GEOL-1403-TV	0%
GOVT-2301-IN	19%
GOVT-2301-TV	5%
GOVT-2302-IN	11%
GOVT-2302-TV	29%
HECO-1322-IN	6%
HIST-1301-IN	5%
HIST-1302-IN	5%
HITT-1305-IN	0%
HRPO-1391-IN	0%
HRPO-2301-IN	25%
HUMA-1301-IN	10%
ITSE-2409-IN	0%
MATH-0309-IN	0%
MATH-0312-IN	13%
MATH-1314-IN	31%
MATH-1314-TV	25%
MRKG-1311-IN	0%
MRKG-2333-IN	20%
POFI-1401-IN	0%
POFI-1441-IN	0%
POFT-1329-IN	17%
POFT-1419-IN	0%
POFT-1429-IN	29%
POFT-2433-IN	0%

<b>COURSE</b>	<b>PERCENTAGE OF Fs</b>
PSYC-2301-IN	13%
PSYC-2314-IN	6%
PTAC-1352-IN	0%
PTAC-2314-IN	0%
RNSG-2121-INx	0%
SOCI-1301-IN	25%
SOCI-1301-TV	9%
SPAN-1411-TV	0%
SPAN-1412-TV	14%
TECA-1354-INx	10%

**STANDARD:** *The failure rate for each course will be 50% or less.*

**RESULT:** Standard not met for ENGL-0310-IN.

**ACTION TAKEN:** The course ENGL-0310-IN had less than ten people enrolled, and thus, a valid trend cannot be established from such a small sample size. Consequently, monitoring will continue.

**DATA SOURCE:** Colleague Grade Report, Fall of 2003

***Indicator 11.14 - Minority Access to College***

<b>ETHNICITY</b>	<b>ACC PERCENTAGE (Fall 2002)</b>	<b>ALVIN HS PERCENTAGE (2002 Graduation Class)</b>	<b>SERVICE AREA PERCENTAGE (Alvin, Danbury, Pearland)</b>
White (non-Hispanic)	70%	70%	70%
African American	8%	4%	6%
Hispanic	18%	25%	21%
Asian	2%	2%	3%
Native American	1%	0%	0%

**STANDARD:** *The percentage of any ethnic group at Alvin Community College is not more than five percentage points below the corresponding percentage of the combined graduating classes of high schools in the service area.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** THECB PREP and TEA AEIS Reports for 2002 Graduation Class

***Indicator 11.15 - Completion Rates for Part-Time Students Not Receiving Remediation***

**TABLE 1**

<b>Institution</b>	<b>Completion Rate</b>
ACC	38%
Brazosport	34%
COM	44%
Galveston	56%
HCC	44%
Lee	16%
NHMCCD Kingwood	60%
NHMCCD Montgomery	65%
NHMCCD North Harris	41%
NHMCCD Tomball	74%
SJ Central	40%
SJ North	45%
SJ South	53%
Wharton	70%

**TABLE 2**

<b>Institution</b>	<b>Completion Rate</b>
NHMCCD Tomball	74%
Wharton	70%
NHMCCD Montgomery	65%
NHMCCD Kingwood	60%
Galveston	56%
SJ South	53%
SJ North	45%
COM	44%
HCC	44%
NHMCCD North Harris	41%
SJ Central	40%
ACC	38%
Brazosport	34%
Lee	16%

**STANDARD:** *15% of part-time first-time-in-college students not receiving remediation receive a degree or certificate or transfer within 5 years*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Data Sources for Institutional Effectiveness Measures and Standards 2003-2004 (THECB)

**Indicator 11.16 - Completion Rates for Part-Time Students Receiving Remediation**

**TABLE 1**

<b>Institution</b>	<b>Completion Rate</b>
ACC	48%
Brazosport	45%
COM	33%
Galveston	34%
HCC	44%
Lee	35%
NHMCCD Kingwood	N/A
NHMCCD Montgomery	N/A
NHMCCD North Harris	N/A
NHMCCD Tomball	N/A
SJ Central	42%
SJ North	42%
SJ South	54%
Wharton	39%

**TABLE 2**

<b>Institution</b>	<b>Completion Rate</b>
SJ South	54%
ACC	48%
Brazosport	45%
HCC	44%
SJ Central	42%
SJ North	42%
Wharton	39%
Lee	35%
Galveston	34%
COM	33%
NHMCCD Kingwood	N/A
NHMCCD Montgomery	N/A
NHMCCD North Harris	N/A
NHMCCD Tomball	N/A

**STANDARD:** *15% of part-time first-time-in-college students receiving remediation receive a degree or certificate or transfer within 7 years*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Data Sources for Institutional Effectiveness Measures and Standards 2003-2004 (THECB)

***Indicator 11.17 - Retention Rates from Fall to Spring of Part-time First-Time-in-College Students (6-11 Semester Credit Hours [SCH])***

**TABLE 1 Fall 01 - Spring 02**

<b>Institution</b>	<b>Retention Rate</b>
ACC	67%
Brazosport	63%
COM	61%
Galveston	60%
HCC	64%
Lee	74%
NHMCCD Kingwood	72%
NHMCCD Montgomery	59%
NHMCCD North Harris	57%
NHMCCD Tomball	64%
SJ Central	60%
SJ North	59%
SJ South	59%
State Avg	65%
Wharton	75%

**TABLE 2 Fall 01 - Spring 02**

<b>Institution</b>	<b>Retention Rate</b>
Wharton	75%
Lee	74%
NHMCCD Kingwood	72%
ACC	67%
State Avg	65%
HCC	64%
NHMCCD Tomball	64%
Brazosport	63%
COM	61%
Galveston	60%
SJ Central	60%
NHMCCD Montgomery	59%
SJ North	59%
SJ South	59%
NHMCCD North Harris	57%

**STANDARD:** *Retention from Fall to Spring of students who did and did not receive remediation is not more than five percentage points below the state average.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Data Sources for Institutional Effectiveness Measures and Standards 2003-2004 (THECB)

***Indicator 11.18 - Retention Rates from Fall to Spring of First-Time-in-College Students (Split by Ethnicity)***

	<b>Fall 2001</b>	<b>Spring 2002</b>	<b>ACC % Returned</b>	<b>State %</b>
<b>White</b>	718	506	70%	70%
<b>Black</b>	37	23	62%	64%
<b>Hispanic</b>	163	121	74%	72%
<b>Asian</b>	18	14	78%	72%
<b>Native American</b>	2	2	100%	64%
<b>International</b>	5	5	100%	69%
<b>Unknown</b>	21	18	86%	65%

**STANDARD:** *Retention from Fall to Spring of students (split by ethnicity) is not more than five percentage points below the state average.*

**RESULT:** Standard met for all primary ethnic groups (white, black, Hispanic).

**ACTION TAKEN:** No action required.

**DATA SOURCE:** 2003 Annual Data Profile (THECB)

***Indicator 11.19 - Retention Rates from Fall to Spring of First-Time-in-College Students (Split by Gender)***

	<b>Fall 2001</b>	<b>Spring 2002</b>	<b>ACC % Returned</b>	<b>State %</b>
<b>Male</b>	427	285	67%	68%
<b>Female</b>	537	404	75%	72%

**STANDARD:** *Retention from Fall to Spring of students (split by gender) is not more than five percentage points below the state average.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** 2003 Annual Data Profile (THECB)

***Indicator 11.20 - Retention Rate (Fall to Fall for Non-Graduates Split by Program, Gender, and Ethnicity)***

	<b># Returned (Fall 2002)</b>	<b>ACC % Returned</b>	<b>State %</b>
<b>White</b>	1081	42%	36%
<b>Black</b>	109	37%	35%
<b>Hispanic</b>	288	44%	43%
<b>Asian</b>	25	42%	37%
<b>Native American</b>	5	36%	35%
<b>International</b>	4	44%	40%
<b>Unknown</b>	14	32%	38%
<b>Male</b>	665	40%	37%
<b>Female</b>	861	43%	39%
<b>Academic</b>	1113	41%	38%
<b>Technical</b>	296	43%	39%
<b>Tech-Prep</b>	117	41%	42%

**STANDARD:** *Fall to Fall retention rate for all categories is not more than five percentage points below the state average.*

**RESULT:** Standard met for primary categories (White, Hispanic, Male, Female, Academic, Technical).

**ACTION TAKEN:** No action required.

**DATA SOURCE:** 2001-2002 Student Retention Report (THECB)