

**INSTITUTIONAL EFFECTIVENESS REPORT**  
**FOR THE YEAR 2004 – 2005**  
*RESEARCHED, ANALYZED, AND COMPILED IN 2006*

**ALVIN COMMUNITY COLLEGE**  
**INSTITUTIONAL EFFECTIVENESS REPORT**  
**FOR THE YEAR 2004 – 2005**

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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 2004 – 2005 college year. This report is always released a year after the college 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 2004-2005 college year is not complete until late in the Fall of 2005.

## Background

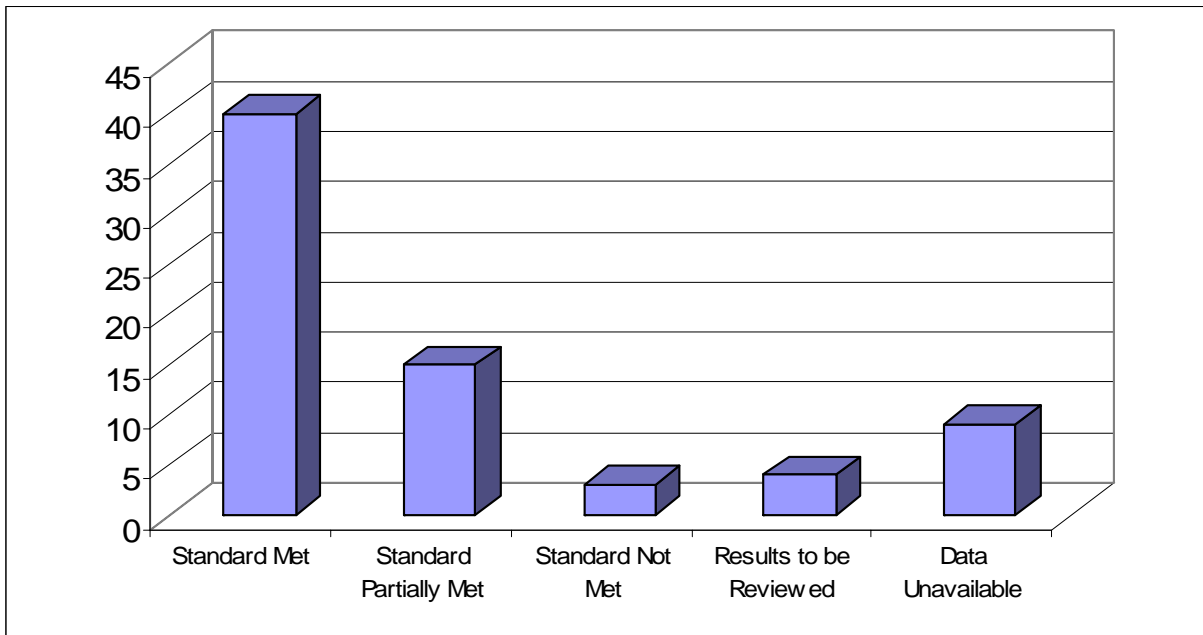
Within the past decade institutional effectiveness has taken on an increasing level of importance at institutions of higher education as a mechanism for producing continuous quality improvement. This *Institutional Effectiveness Report* is the seventh such document to be produced by this college. It 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.

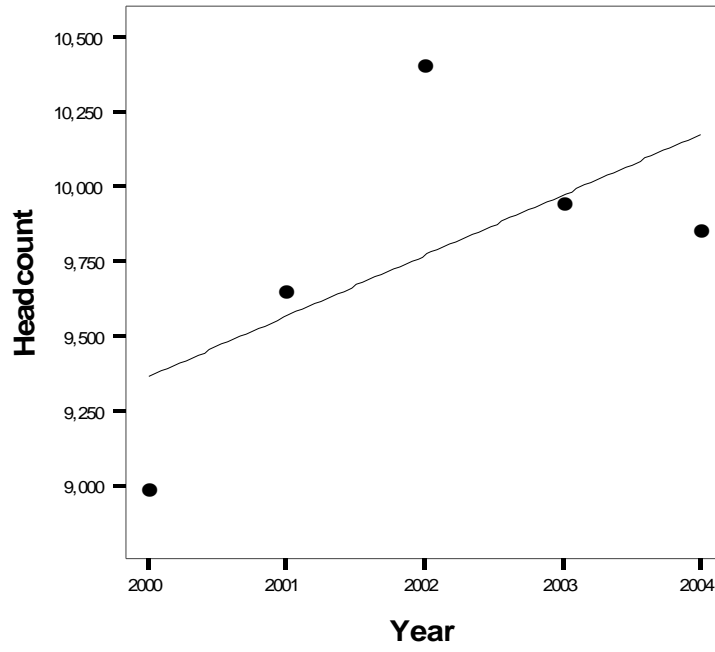
## Executive Summary

This summary contains highlights from the *Institutional Effectiveness Report*. In this year's report, 71 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, the results were simply reviewed with regard to further actions needed, or the data was unavailable. In 39 out of the 71 cases the standard was met, in 15 instances the standard was partially met, in 4 instances the set standard was not met, in 4 cases the results were reviewed by the college's Planning Team and in 9 cases data were not available. These results are summarized in the graph below.

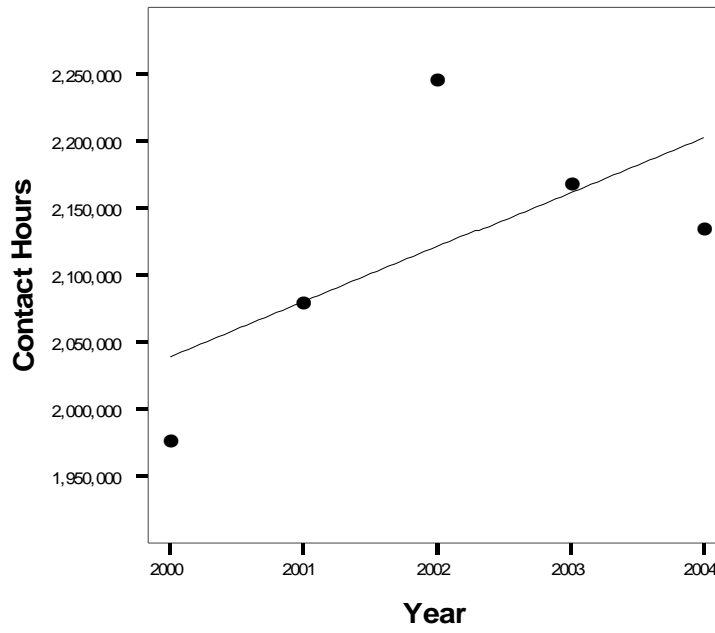


Important among the results observed are that the five-year trend line for both headcount and contact hours maintained a positive slope even though there has been slight decreases in both headcount and contact hours the past two years. It should also be noted, though, that the headcount data from the Texas Higher Education Coordinating Board excludes flexible entry while the contact hour data includes it. Also, worth mentioning is that the college continues to rank above the state average and Gulf Coast median with regards to the number of students who complete a degree or certificate as shown in the latest THECB report.

### Total Headcount



### Total Contact Hours



**Percentage of Students attaining degrees or certificates in FY 2002-2003**

<b>Institution</b>	<b>Percentage of Degrees and Certificates</b>
Lee College	20.03%
Alvin Community College	16.51%
San Jacinto - North	13.11%
College of the Mainland	13.02%
Houston Community College	11.59%
Brazosport College	11.18%
Galveston College (Gulf Coast Median)	11.16%
Wharton Junior College	10.74%
San Jacinto - Central	10.56%
All Texas Community & Technical Colleges	10.46%
NHMCCD - North Harris	10.15%
San Jacinto - South	8.26%
NHMCCD - Kingwood	6.60%
NHMCCD - Tomball	6.54%
NHMCCD - Montgomery	6.15%

\*See Indicators 1.2 and 11.1

Besides highlighting the numerous goals the college achieved during the 2004-2005 academic year, the *Institutional Effectiveness Report* also brings to light problem areas that need 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
- Next course performance success rates for developmental students
- Percentage of contact hours taught by full-time faculty

For the third time since the Student Survey has been administered at ACC, the rating for quality of education (good or excellent) fell below the standard of 80%. However, it is important to note that the percentage who felt that the quality of education is either good or excellent increased since last year even though the 80% standard was not met. Furthermore, the students responding to the survey may not accurately represent the demographics of the college. See indicator 6.5 for details.

With regards to remediation classes, previous editions of the *Institutional Effectiveness Manual* only looked at students who took remediation the semester prior to taking the successive course, whereas, the current manual compared students who took remediation any time prior to taking the successive course. This change in analysis is due to the fact that many students do not take developmental courses in the semester just prior to taking the next course in the sequence. By making this change, analyses show the achievement of *all* students who

took remediation prior to taking the successive class as compared to just a small sample of students who took remediation in the semester prior to taking the successive class. While it is felt that this change improves our understanding of the college's remediation process, it is difficult to compare the data with previous years.

Finally, the percentage of contact hours taught by full-time faculty is below 60% for the second year in a row. The college is currently dealing with financial restraints, meaning that there is a lack of funds to hire new personnel, resulting in an increased dependence on adjunct faculty. While these are some areas where the college needs improvement, the majority of the institution's standards are being met.

## **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)*

## 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 <sup>1</sup>				
3.1	X				
3.2		X			
3.3		X <sup>1</sup>			
3.4	X				
3.5	X				
4.1			X <sup>1</sup>		
4.2	X				
4.3	X				
5.1				X	
5.2				X	
5.3				X	
5.4				X <sup>1</sup>	
5.5					X <sup>1</sup>
5.6					X <sup>1</sup>
5.7					X <sup>1</sup>
5.8					X <sup>1</sup>
6.1		X			
6.2		X <sup>1</sup>			
6.3	X				
6.4		X			
6.5			X		
6.6	X				
6.7					X <sup>1</sup>
6.8					X <sup>1</sup>
6.9	X <sup>1</sup>				
7.1	X				
7.2	X				
7.3	X				
7.4	X				
7.5	X <sup>1</sup>				
8.1			X		
8.2			X		
8.3	X				
8.4					X <sup>1</sup>
8.5					X <sup>1</sup>
8.6					X <sup>1</sup>
9.1	X <sup>1</sup>				
9.2	X				
9.3	X				
10.1	X				
10.2	X				
10.3		X			
10.4		X <sup>1</sup>			
11.1	X				
11.2		X <sup>1</sup>			
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 <sup>1</sup>			
11.13		X			
11.14	X				
11.15	X				
11.16	X				
11.17	X				
11.18	X				
11.19	X				
11.20		X <sup>1</sup>			

<sup>1</sup>Results are different from previous year

## 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	81%
Brazosport	81%
COM	74%
Galveston	87%
HCC	81%
Lee	85%
NHMCCD Kingwood	82%
NHMCCD Montgomery	80%
NHMCCD North Harris	78%
NHMCCD Tomball	80%
SJ Central	76%
SJ North	75%
SJ South	76%
Wharton	85%
State Avg	82%

**TABLE 2**

**SORT KEY**

<b>Institution</b>	<b>Completion Rate</b>
Galveston	87%
Lee	85%
Wharton	85%
NHMCCD Kingwood	82%
State Avg	82%
ACC	81%
Brazosport	81%
HCC	81%
NHMCCD Montgomery	80%
NHMCCD Tomball	80%
NHMCCD North Harris	78%
SJ Central	76%
SJ South	76%
SJ North	75%

**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 2004-2005 (THECB)

**Indicator 1.2 - Degree Completion Rates**

**FY 2002-2003 (Based on Enrollment)**

<b>Institution</b>	<b>Percentage of Degrees and Certificates</b>
Lee College	20.03%
Alvin Community College	16.51%
San Jacinto - North	13.11%
College of the Mainland	13.02%
Houston Community College	11.59%
Brazosport College	11.18%
Galveston College (Gulf Coast Median)	11.16%
Wharton Junior College	10.74%
San Jacinto - Central	10.56%
All Texas Community & Technical Colleges	10.46%
NHMCCD - North Harris	10.15%
San Jacinto - South	8.26%
NHMCCD - Kingwood	6.60%
NHMCCD - Tomball	6.54%
NHMCCD - Montgomery	6.15%

**STANDARD:** *The percentage of students who complete a degree or certificate will exceed the median for the Gulf Coast Consortium.*

*(percentage = [degrees for FY 2003] / [Fall 2002 enrollment])*

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

**ACTION TAKEN:** No action required

**DATA SOURCE:** 2005 LBB Performance Measures and 2003 College Profiles

**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	28	2.883	338	2.959	YES
Behavioral Science - General	39	3.415	181	3.155	YES
General Business	15	2.748	172	2.778	YES
History	25	3.295	136	3.165	YES
Interdisciplinary Studies	95	3.454	751	3.389	YES
Psychology	15	2.993	268	3.126	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 Psychology.

**ACTION TAKEN:** Typically, there have been less than 15 ACC transfer students in Psychology, yet this is the first time that the average GPA has been more than 0.1 grade points below the UHCL average. Furthermore, data show that the ACC GPA did improve in Spring 2005. We will continue to monitor this program over the next year.

**DATA SOURCE:** UHCL Fall 2004 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 <sup>1</sup>				

<sup>1</sup>Results are different from previous year

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

School District	Program Area
Alvin ISD (Major)	Child Development & Early Childhood Computer Repair Technology Computer Science-Computer Programming Correctional Science Diagnostic Cardiovascular Sonography Drafting Technology Emergency Medical Technology Management Development Nursing Office Professional Respiratory Care
Angleton ISD <sup>1</sup>	Drafting Technology
Conroe ISD <sup>1</sup>	Drafting Technology
Fort Bend ISD <sup>1</sup>	Nursing
Friendswood ISD <sup>1</sup>	Drafting Technology Emergency Medical Technology Television Broadcasting
Hitchcock ISD <sup>1</sup>	Radio Broadcasting
Houston ISD <sup>1</sup>	Radio Broadcasting
Huffman ISD <sup>1</sup>	Radio Broadcasting Television Broadcasting
Pearland ISD (Major)	Child Development & Early Childhood Correctional Science Diagnostic Cardiovascular Sonography Drafting Technology Emergency Medical Technology Legal Assistant-Paralegal Management Development Marine Robotics Technology Office Professional
Santa Fe ISD <sup>1</sup>	Correctional Science Diagnostic Cardiovascular Sonography Drafting Technology Emergency Medical Technology Legal Assistant-Paralegal Nursing Office Professional

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

**STANDARD:** *At least two programs with each of the major high schools (Pearland and Alvin) within the service area.*

**RESULT:** Standard met. Although Danbury ISD is included in the service area, Danbury High School is not considered a major high school due to such a small number of graduates (i.e. 52 in Spring 2004).

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Tech Prep Coordinator (Information received 1/11/2006)

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

**TABLE 1**

<b>Institution</b>	<b>Completion Rate</b>
ACC	88%
Brazosport	86%
COM	84%
Galveston	95%
HCC	87%
Lee	90%
NHMCCD Kingwood	85%
NHMCCD Montgomery	82%
NHMCCD North Harris	89%
NHMCCD Tomball	86%
SJ Central	86%
SJ North	86%
SJ South	81%
Wharton	91%
State Avg	89%

**TABLE 2**

**SORT KEY**

<b>Institution</b>	<b>Completion Rate</b>
Galveston	95%
Wharton	91%
Lee	90%
NHMCCD North Harris	89%
State Avg	89%
ACC	88%
HCC	87%
Brazosport	86%
NHMCCD Tomball	86%
SJ Central	86%
SJ North	86%
NHMCCD Kingwood	85%
COM	84%
NHMCCD Montgomery	82%
SJ South	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 2004-2005 (THECB)

***Indicator 2.3 - Licensure Examination Pass Rates***

**TABLE 1**

<b>Program</b>	<b>ACC Avg</b>	<b>State Avg</b>
Court Reporting	32%	29%
Emergency Medical Technician-Intermediate	75%	66%
Emergency Medical Technician-Basic	53%	55%
Law Enforcement Peace Officer - Academic	20%	53%
Law Enforcement Peace Officer - Academy	62%	70%
Massage Therapy	74%	71%
Nurse, LVN	95%	87%
Nurse - Registered	96%	89%
Paramedic	94%	85%

**Three-year Average: 2001, 2002, and 2003**

**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 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. No additional action is needed at this time.

**DATA SOURCE:** 2004 THECB Statewide Annual Licensure Report

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

CIP Code	Program	2000-01	2001-02	2002-03	TOTAL
1.06	Horticulture Services Operations & Management	19	41	25	85
9.07	Radio & Television Broadcasting	18	6	12	36
11.02	Computer Programming	125	193	182	500
15.03	Electrical & Electronic Engineering-Related Technology	27	40	0	67
15.04	Electromechanical Instrumentation & Maintenance Technology	0	0	0	0
15.12	Computer Engineering Technologies/Technician	0	0	34	34
15.13	Drafting/Design Engineering Technologies/Technician	0	0	14	14
19.07	Individual & Family Development Studies	0	0	7	7
22.03	Legal Support Services	0	0	15	15
41.03	Physical Science Technologies	25	20	20	65
43.01	Criminal Justice & Corrections	4	15	22	41
47.0604	Auto/Automotive Mechanic/Technician	19	19	5	43
48.0508	Welder/Welding Technologist	12	21	13	46
51.07	Health & Medical Administrative Services	0	0	6	6
51.0805	Pharmacy Technician/Assistant	0	0	0	0
51.09	Imaging Technology	0	0	10	10
51.0904	Emergency Medical Technology/Technician	6	0	2	8
51.0908	Respiratory Therapy Technician	8	5	8	21
51.15	Mental Health Services	17	11	8	36
51.16	Nursing	41	27	40	108
51.1613	Practical Nurse (LPN Training)	22	23	28	73
52.02	Business Administration & Management	5	22	13	40
52.04	Administrative & Secretarial Services	13	17	14	44

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

**RESULT:** Standard not met for the following workforce education programs: Electromechanical Instrumentation and Maintenance Technology, Drafting/Design Engineering Technologies/Technician, Individual and Family Development Studies, Health and Medical Administrative Services, Pharmacy Technician/Assistant, Imaging Technology, and Emergency Medical Technology.

**ACTION TAKEN:** Except for Emergency Medical Technology, all programs that did not meet the standard are recent programs and did not have sufficient time to produce the required number of graduates over the time period indicated above. For Emergency Medical Technology, the program is implementing a plan to increase the number of graduates. This program should see an increase in the number of graduates over the next year and will continue to be monitored.

**DATA SOURCE:** Data Sources for Institutional Effectiveness Measures and Standards 2004-2005 (THECB)

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

CIP Code	Program	1999-00	2000-01	2001-02	3 Year Avg	Compliance
9.07	Radio & Television Broadcasting	100%	100%	75%	92%	YES
11.02	Computer Programming	97%	97%	100%	98%	YES
15.03	Electrical & Electronic Engineering-Related Technology	83%	100%	100%	94%	YES <sup>1</sup>
41.03	Physical Science Technologies	100%	100%	100%	100%	YES
43.01	Criminal Justice & Corrections	100%	100%	100%	100%	YES
47.0604	Auto/Automotive Mechanic/Technician	100%	100%	100%	100%	YES
48.0508	Welder/Welding Technologist	100%	100%	100%	100%	YES
51.0904	Emergency Medical Technology/Technician	100%	100%	n/a	100%	YES
51.0908	Respiratory Therapy Technician	82%	100%	100%	94%	YES
51.15	Mental Health Services	100%	100%	100%	100%	YES
51.16	Nursing	100%	98%	93%	97%	YES
51.1613	Practical Nurse (LPN Training)	87%	87%	96%	90%	YES
52.02	Business Administration & Management	100%	100%	93%	98%	YES
52.04	Administrative & Secretarial Services	82%	90%	100%	91%	YES <sup>1</sup>

<sup>1</sup>Results are different from previous year

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

**RESULT:** Standard met

**ACTION TAKEN:** No action required

**DATA SOURCE:** Data Sources for Institutional Effectiveness Measures and Standards 2004-2005 (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 <sup>1</sup>			
3.4	X				
3.5	X				

<sup>1</sup>Results are different from previous year

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

**TABLE 1**

<b>Institution</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
ACC	22.90%	11.50%	10.30%	10.10%	7.70%
Brazosport	8.40%	17.50%	15.90%	16.90%	7.40%
COM	12.70%	6.10%	4.70%	3.00%	2.70%
Galveston	18.10%	14.20%	42.90%	11.20%	17.50%
HCC	6.50%	5.40%	5.40%	5.00%	3.90%
Lee	10.10%	4.70%	3.40%	5.30%	3.00%
NHMCCD	13.30%	7.90%	7.90%	7.20%	6.20%
Regional Avg	16.31%	7.18%	7.12%	6.35%	5.89%
SJCD	28.50%	6.50%	5.30%	3.90%	4.00%
State Avg	12.44%	9.47%	8.43%	8.20%	7.40%
Wharton	26.30%	16.80%	17.50%	19.10%	17.40%

**TABLE 2**

					<b>SORT KEY</b>
<b>Institution</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
Galveston	18.10%	14.20%	42.90%	11.20%	17.50%
Wharton	26.30%	16.80%	17.50%	19.10%	17.40%
ACC	22.90%	11.50%	10.30%	10.10%	7.70%
Brazosport	8.40%	17.50%	15.90%	16.90%	7.40%
State Avg	12.44%	9.47%	8.43%	8.20%	7.40%
NHMCCD	13.30%	7.90%	7.90%	7.20%	6.20%
Regional Avg	16.31%	7.18%	7.12%	6.35%	5.89%
SJCD	28.50%	6.50%	5.30%	3.90%	4.00%
HCC	6.50%	5.40%	5.40%	5.00%	3.90%
Lee	10.10%	4.70%	3.40%	5.30%	3.00%
COM	12.70%	6.10%	4.70%	3.00%	2.70%

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

**RESULT:** Standard met for fiscal year 2003. This is the last data on TASP because it has been discontinued.

**ACTION TAKEN:** No action required

**DATA SOURCE:** 2004 LBB Performance Measures

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

<b>Course</b>	<b>Success Rate</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>I</b>	<b>R</b>	<b>W</b>
<b>ENGL 0309</b>	60%	11%	31%	19%	0%	11%	1%	19%	9%
<b>ENGL 0310</b>	56%	20%	25%	11%	0%	13%	0%	22%	9%
<b>MATH 0309</b>	57%	19%	21%	17%	0%	8%	0%	18%	15%
<b>MATH 0310</b>	39%	9%	12%	18%	2%	9%	3%	30%	17%
<b>MATH 0312</b>	47%	11%	18%	18%	1%	13%	2%	15%	22%
<b>READ 0309</b>	48%	1%	22%	25%	3%	17%	0%	23%	9%
<b>READ 0310</b>	44%	3%	16%	25%	11%	10%	0%	17%	18%
<b>READ 0312</b>	80%	60%	20%	0%	0%	0%	0%	0%	20%

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

**RESULT:** Standard not met for MATH 0310 or READ 0310.

**ACTION TAKEN:** An ad hoc committee within the Mathematics Department was formed to study MATH 0310 completion rates and suggested raising the placement score. The placement score has been raised and an increase in successful completion rates should occur in Fall 2005. For READ 0310, the success rate is just below the standard, so this course will be monitored over the next year.

**DATA SOURCE:** Colleague Fall 2004 Grade Report (retrieved 9/28/2005)

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

**Math 1314 vs. Math 0312**

Students who took MATH 0312 prior to taking MATH 1314 earned lower grades than students who did not take MATH 0312 prior to taking MATH 1314.

Unpaired t-test for Grade Points  
 Grouping Variable: Remediation  
 Hypothesized Difference = 0

Mean Difference	Degrees of Freedom	t-Value	P-Value
-.501	701	-4.354	.001

Receive Remediation?	Count	Mean	Standard Deviation	Standard Error
No	398	2.03	1.558	.078
Yes	305	1.52	1.446	.083

Grade Earned	Total Percent	Non-remediated Percent	Remediated Percent
A	18.2%	23.1%	11.8%
B	21.1%	23.6%	17.7%
C	17.5%	15.3%	20.3%
D	9.8%	8.5%	11.5%
F	8.4%	8.0%	8.9%
W	25.0%	21.4%	29.8%

**MATH 0312 vs. MATH 0310**

No differences were found in the grades students earned in MATH 0312 regardless of whether or not they took MATH 0310 prior to taking MATH 0312.

Unpaired t-test for Grade Points  
Grouping Variable: Remediation  
Hypothesized Difference = 0

Mean Difference	Degrees of Freedom	t-Value	P-Value
-.197	505	-1.487	.138

Receive Remediation?	Count	Mean	Standard Deviation	Standard Error
No	268	1.89	1.499	.092
Yes	239	1.69	1.482	.096

Grade Earned	Total Percent	Non-remediated Percent	Remediated Percent
A	14.0%	15.7%	12.1%
B	25.0%	26.5%	23.4%
C	23.9%	22.8%	25.1%
D	1.0%	1.5%	0.4%
F	12.6%	12.3%	13.0%
W	23.5%	21.3%	25.9%

**MATH 0310 vs. MATH 0309**

No differences were found in the grades of students taking MATH 0310 regardless of whether or not they took MATH 0309 prior to taking MATH 0310.

Unpaired t-test for Grade Points  
Grouping Variable: Remediation  
Hypothesized Difference = 0

Mean Difference	Degrees of Freedom	t-Value	P-Value
-.114	496	-.834	.405

Receive Remediation?	Count	Mean	Standard Deviation	Standard Error
No	293	1.72	1.533	.090
Yes	205	1.61	1.446	.101

Grade Earned	Total Percent	Non-remediated Percent	Remediated Percent
A	14.1%	16.4%	10.7%
B	19.5%	19.1%	20.0%
C	25.9%	23.9%	28.8%
D	1.2%	1.7%	0.5%
F	14.3%	16.0%	11.7%
W	25.1%	22.9%	28.3%

**ENGL 1301 vs. ENGL 0310**

Students who took ENGL 0310 prior to taking ENGL 1301 earned lower grades than students who did not take ENGL 0310 prior to taking ENGL 1301.

Unpaired t-test for Grade Points  
Grouping Variable: Remediation  
Hypothesized Difference = 0

Mean Difference	Degrees of Freedom	t-Value	P-Value
-.818	1072	-4.517	.001

Receive Remediation?	Count	Mean	Standard Deviation	Standard Error
No	997	2.286	1.438	.164
Yes	77	1.4675	1.539	.049

Grade Earned	Total Percent	Non-remediated Percent	Remediated Percent
A	27.5%	28.8%	10.4%
B	24.3%	25.0%	15.6%
C	18.2%	17.6%	27.3%
D	3.4%	3.4%	3.9%
F	10.5%	10.7%	7.8%
W	16.0%	14.5%	35.1%

**ENGL 0310 vs. ENGL 0309**

No differences were found in the grades of students taking ENGL 0310 regardless of whether or not they took ENGL 0309 prior to taking ENGL 0310.

Unpaired t-test for Grade Points  
Grouping Variable: Remediation  
Hypothesized Difference = 0

Mean Difference	Degrees of Freedom	t-Value	P-Value
-.481	97	-1.445	.152

Receive Remediation?	Count	Mean	Standard Deviation	Standard Error
No	41	2.17	1.687	.263
Yes	58	1.69	1.592	.209

Grade Earned	Total Percent	Non-remediated Percent	Remediated Percent
A	21.2%	29.3%	15.5%
B	25.3%	26.8%	24.1%
C	14.1%	9.8%	17.2%
D	0.0%	0.0%	0.0%
F	16.2%	12.2%	19.0%
W	23.2%	22.0%	24.1%

**ENGL 1301 vs. READ 0310**

Students who took READ 0310 prior to taking ENGL 1301 earned lower grades than students who did not take READ 0310 prior to taking ENGL 1301.

Unpaired t-test for Grade Points  
Grouping Variable: Remediation  
Hypothesized Difference = 0

Mean Difference	Degrees of Freedom	t-Value	P-Value
-.783	84.15	-4.737	.001

Receive Remediation?	Count	Mean	Standard Deviation	Standard Error
No	990	2.290	1.544	.049
Yes	71	1.507	1.330	.158

Grade Earned	Total Percent	Non-remediated Percent	Remediated Percent
A	27.6%	29.1%	7.0%
B	24.5%	25.2%	15.5%
C	18.2%	16.9%	36.6%
D	3.4%	3.4%	2.8%
F	10.6%	10.3%	14.1%
W	15.7%	15.2%	23.9%

**READ 0310 vs. READ 0309**

No differences were found in the grades of students taking READ 0310 regardless of whether or not they took READ 0309 prior to taking READ 0310.

Unpaired t-test for Grade Points  
Grouping Variable: Remediation  
Hypothesized Difference = 0

Mean Difference	Degrees of Freedom	t-Value	P-Value
-.171	147	-.760	.449

Receive Remediation?	Count	Mean	Standard Deviation	Standard Error
No	102	1.49	1.311	.130
Yes	47	1.32	1.200	.175

Grade Earned	Total Percent	Non-remediated Percent	Remediated Percent
A	4.0%	3.9%	4.3%
B	20.8%	24.5%	12.8%
C	25.5%	24.5%	27.7%
D	14.1%	10.8%	21.3%
F	13.4%	14.7%	10.6%
W	22.1%	21.6%	23.4%

**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 taking particular classes in Fall 2004 or Spring 2005 were split into two groups based upon whether they had participated in remediation prior to taking those classes. Previous versions of this manual only looked at students who took remediation the semester prior to taking the non-developmental course. However, these analyses looked at whether students had ever taken a remediation course before taking the next course. Analyses show that students taking remediation courses earned lower grades in non-developmental classes than those students who did not take remediation. However, no differences were found in grades earned by students in remediation courses regardless of whether or not they took the prior remediation course.

**ACTION TAKEN:** The Math Department increased the cut-off score for students entering MATH 0310 in Fall 2005. The impact of this should be seen during the 2005-2006 academic

year. The Math Department is also proposing a math lab in G-building. After this lab is established, developmental students will be required to spend at least one hour a week in lab. The English Department has implemented a mandatory attendance policy for developmental classes and is reviewing the exit test. Furthermore, the college has received a grant to study developmental students beginning Fall 2006.

**DATA SOURCE:** Colleague database (retrieved 11/10/2005)

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

**TABLE 1**

<b>Institution</b>	<b>Completion Rate</b>
ACC	44%
Brazosport	49%
COM	47%
Galveston	42%
HCC	39%
Lee	42%
NHMCCD Kingwood	52%
NHMCCD Montgomery	48%
NHMCCD North Harris	49%
NHMCCD Tomball	59%
SJ Central	46%
SJ North	52%
SJ South	63%
Wharton	49%
State Avg	43%

**TABLE 2**

**SORT KEY**

<b>Institution</b>	<b>Completion Rate</b>
SJ South	63%
NHMCCD Tomball	59%
NHMCCD Kingwood	52%
SJ North	52%
Brazosport	49%
NHMCCD North Harris	49%
Wharton	49%
NHMCCD Montgomery	48%
COM	47%
SJ Central	46%
ACC	44%
State Avg	43%
Galveston	42%
Lee	42%
HCC	39%

**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 2004-2005 (THECB)

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

**TABLE 1**

<b>Institution</b>	<b>Completion Rate</b>
ACC	39%
Brazosport	70%
COM	34%
Galveston	39%
HCC	27%
Lee	34%
NHMCCD Kingwood	50%
NHMCCD Montgomery	43%
NHMCCD North Harris	43%
NHMCCD Tomball	49%
SJ Central	47%
SJ North	43%
SJ South	55%
Wharton	40%
State Avg	35%

**TABLE 2**

**SORT KEY**

<b>Institution</b>	<b>Completion Rate</b>
Brazosport	70%
SJ South	55%
NHMCCD Kingwood	50%
NHMCCD Tomball	49%
SJ Central	47%
NHMCCD Montgomery	43%
NHMCCD North Harris	43%
SJ North	43%
Wharton	40%
ACC	39%
Galveston	39%
State Avg	35%
COM	34%
Lee	34%
HCC	27%

**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 2004-2005 (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:

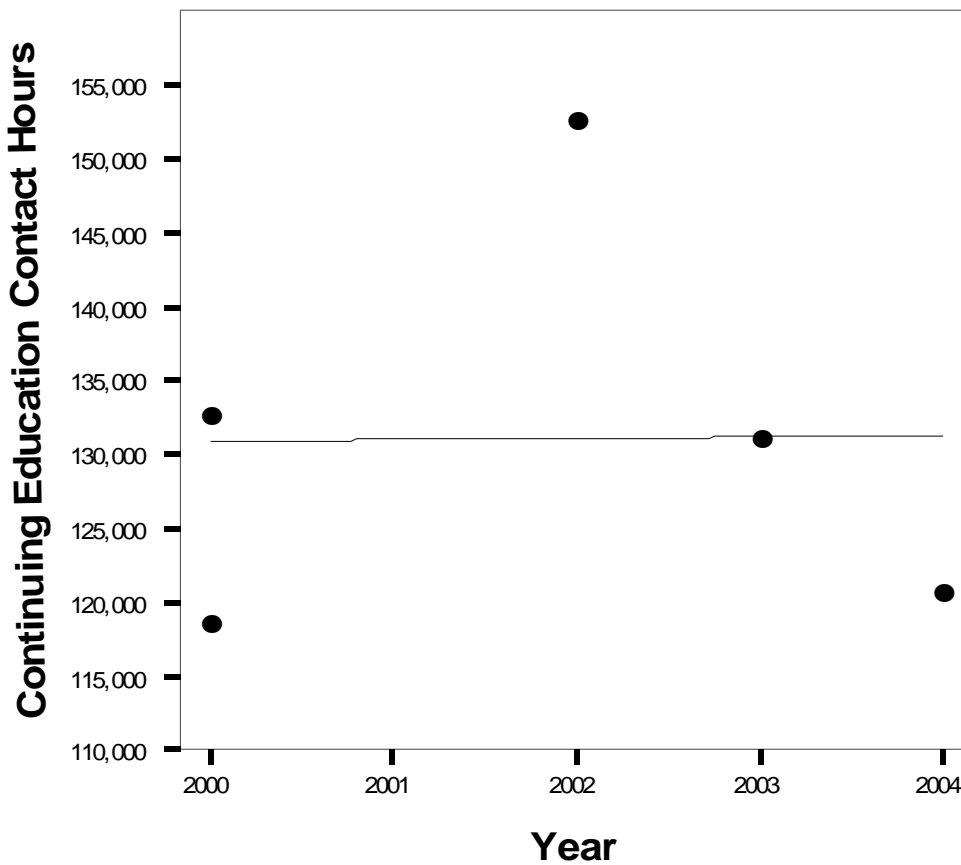
Indicator	Standard Met	Standard Partially Met	Standard Not Met	Results To Be Reviewed	Data Unavailable
4.1			X <sup>1</sup>		
4.2	X				
4.3	X				

<sup>1</sup>Results are different from previous year

**Indicator 4.1 - Continuing Education Contact Hours**

Semester	FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05
FALL	35,108	37,315	52,971	44,695	41,919
SPRING	32,327	28,478	51,266	31,876	35,085
SUMMER I	24,859	32,504	16,169	28,896	18,354
SUMMER II	26,231	34,309	32,254	25,552	25,287
<b>TOTAL</b>	<b>118,525</b>	<b>132,606</b>	<b>152,660</b>	<b>131,019</b>	<b>120,645</b>

**Continuing Education Contact Hours**



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

**RESULT:** Standard not met

**ACTION TAKEN:** During the investigation into the decrease of Continuing Education Contact Hours, it was discovered that the Youthful Offender Program, typically one of the largest Continuing Education programs, experienced a major decline in enrollment during the 2004-2005 academic year. The principal at one of the units decided to limit the number of ACC classes an inmate can take at one time to three, which caused a marked decrease in contact hours and will continue to affect the number of Continuing Education Contact Hours. Also, a large number of students from both units were either paroled or transferred to other units, making less number of students available to take classes. We will continue to monitor this program through the next year.

**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. 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***

PROGRAM	EVALUATION
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 evaluations indicate 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.
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

PROGRAM	EVALUATION
	has been very well received.
Pearland Independent School District	ESL training has 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.
Baker Hughes	Participation 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 Areas Needing Improvement on Student Survey
- Indicator 5.5 Analysis of Student Survey with respect to why students chose Pearland College Center
- Indicator 5.6 Analysis of Student Survey with respect to Pearland College Center participation in extra-curricular activities
- Indicator 5.7 Analysis of Student Survey with respect to evaluation of college services at Pearland College Center
- Indicator 5.8 Analysis for Pearland College 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 <sup>1</sup>	
5.5					X <sup>1</sup>
5.6					X <sup>1</sup>
5.7					X <sup>1</sup>
5.8					X <sup>1</sup>

<sup>1</sup>Results are different from previous year

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

<b>Why students attend ACC (Questions 66-74)</b>	<b>Major Reason for Attending ACC (All ACC Students)</b>
Convenient Location	67.1%
Offered the courses I wanted	65.2%
Low cost of tuition and fees	62.7%
Could work while attending	50.6%
Flexible class scheduling	46.2%
Reputation for good academic programs	40.8%
Reputation for quality instruction	38.6%
Reputation for good vocational programs	35.1%
Liked the social atmosphere	16.7%

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

**ACTION TAKEN:** A new version of the GCAIR Student Survey was introduced in Spring 2005. Several changes to the survey were incorporated into this new version including the questions regarding why students chose to attend ACC. The previous version listed 23 items; however, the new version only listed the nine items located in the chart above. Items not included on the new survey that were in the top ten reasons for attending last year included: “Good chance of personal success” and “Preparation for transfer to a 4-year senior institution.”

**DATA SOURCE:** GCAIR 2005 Student Survey

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

Extracurricular Activities (Questions 75-85)	% Who Use Frequently (All ACC Students)
Use Fitness Center/indoor facilities	19.8%
Use outdoor sports/exercise facilities	17.0%
Visit art gallery	7.7%
Lecture series	5.7%
Use game room	5.7%
Participate in clubs/Student Organizations	5.7%
Attend music or drama productions	3.6%
College sponsored entertainment or social events	3.6%
Other college sponsored events	3.2%
Attend athletic events	2.4%
Intramural activities	0.8%

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

**ACTION TAKEN:** Although changes were made to the GCAIR 2005 Student Survey, the question asking frequency of participation in extra-curricular activities remained the same. The top three extra-curricular activities in 2005 were the same as the top three answers the previous year.

**DATA SOURCE:** GCAIR 2005 Student Survey

***Indicator 5.3a - Analysis of Student Survey with Respect to Evaluation of College Services (Importance)***

<b>What's <u>important</u> or <u>very important</u></b>	<b>All ACC Students</b>
Access to computers and/or computer labs	90.0%
Variety of courses offered	89.4%
Availability of courses at times when needed	88.4%
The college bookstore	85.7%
Academic Advising/ course planning	85.3%
Personal security/safety at the college	84.4%
Assistance provided by staff during admission/registration	84.2%
Online Registration	82.5%
Library services and facilities	82.3%
Availability of an advisor	82.2%
Parking facilities/services	81.9%
Information provided in course schedule	81.7%

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

**ACTION TAKEN:** Although previous editions of this manual have listed the ten items most important to students taking the GCAIR Survey, the results listed in the table above include all items that were perceived as important or very important by 80% or more of the students responding to the survey. This change provides a consistent way to examine what students feel is important from year to year. Of the items listed in the top ten last year, all of them received an importance rating of 80% or more except for “Information provided in the college catalog.” Items that 80% or more of the students felt were important this year, but did not make the top ten last year included: “Assistance provided during admission and registration,” “Availability of an advisor,” and “Online Registration,” which was a new item to this version of the GCAIR survey.

**DATA SOURCE:** GCAIR 2005 Student Survey

***Indicator 5.3b - Analysis of Student Survey with Respect to Evaluation of College Services (Satisfaction)***

What students are <u>satisfied</u> or <u>very satisfied</u> with (80% or more)	All ACC Students
Access to computers and/or computer labs	83.1%
Assistance provided by staff during admission/registration	80.4%

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

**ACTION TAKEN:** Although previous editions of this manual have listed the ten items students taking the GCAIR Survey are most satisfied with, the results listed in the table above include only items that 80% or more of the students responding to the survey were either satisfied with or very satisfied. This change provides a consistent way to examine what students are satisfied with from year to year. Since none of the items received an 80% or more satisfaction rating last year, this is an improvement for the college. “Access to computers and/or computer labs” was also the item students were most satisfied with last year, which received a satisfaction rating of 76.1%. “Assistance provided by staff during admission/registration” was number three on last year’s list with a satisfaction percentage of 74.1%.

**DATA SOURCE:** GCAIR 2005 Student Survey

Because only two items received a satisfaction rating of 80% or more, the top ten items are listed below in order to compare with last year’s information.

What students are <u>satisfied</u> or <u>very satisfied</u> with	All ACC Students	Previous Year (All ACC Students)
Access to computers and/or computer labs	83.1%	76.1%
Assistance provided by staff during admission/registration	80.4%	74.1%
On-campus Registration	79.1%	No data
Personal security/safety at the college	76.1%	70.3%
Admission procedures	76.0%	73.2%
Information provided in course schedule	76.0%	73.5%
Online Registration	75.7%	No data
Information provided in college catalog	74.7%	76.0%
The college bookstore	74.7%	73.0%
Variety of courses offered	73.8%	No data

***Indicator 5.3c - Analysis of Student Survey with Respect to Evaluation of College Services (Dissatisfaction)***

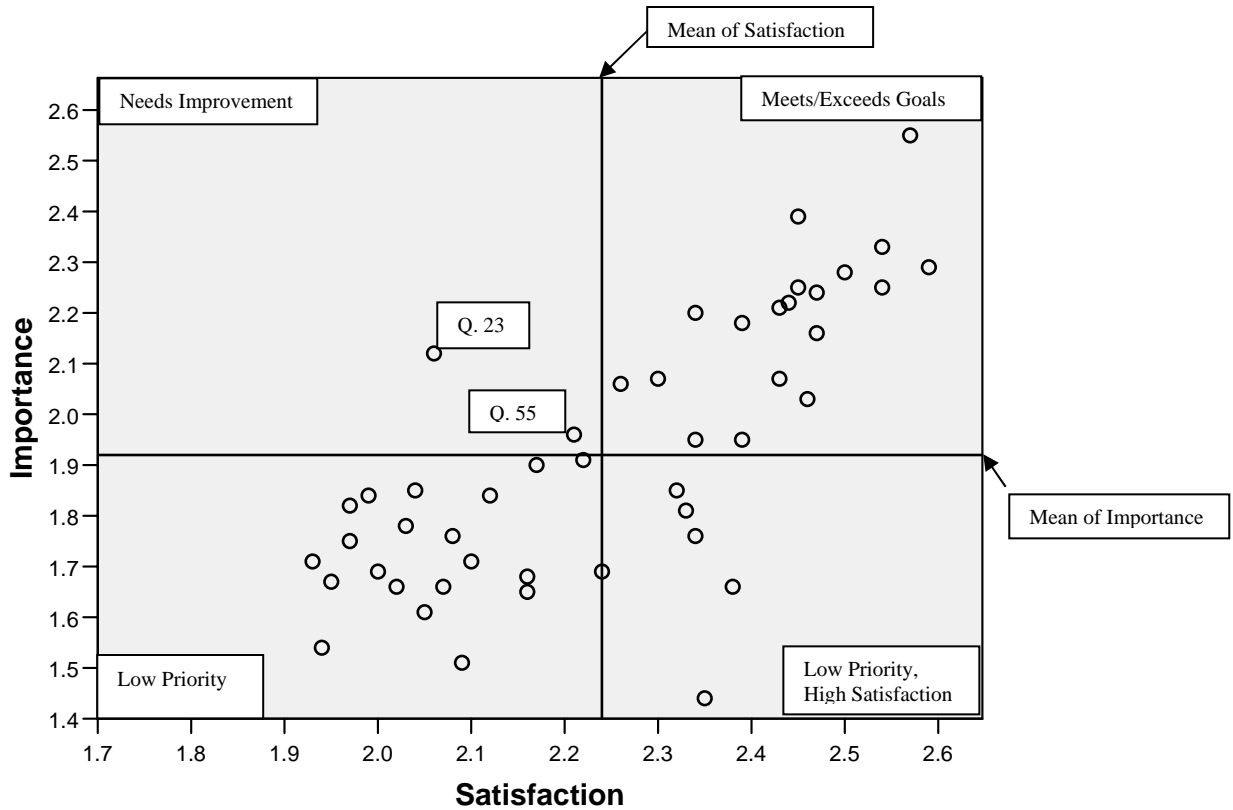
<b>What students are <u>dissatisfied</u> or <u>very dissatisfied</u> with (more than 10%)</b>	<b>All ACC Students</b>
Availability of courses at times when needed	14.6%
Financial aid services	13.7%
Condition/appearance of classrooms and labs	12.2%

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

**ACTION TAKEN:** While there was an increase in satisfaction rates for some of the items, there was also an increase in dissatisfaction. Previous editions of this manual listed the ten items receiving the highest dissatisfaction rating; however, the information listed above only includes items receiving a dissatisfied or very dissatisfied rating from 10% or more of the students responding to the survey. For last year’s results, none of the items received a dissatisfaction rating greater than 9%. Therefore, the items listed above show areas needing improvement for the college over the next year.

**DATA SOURCE:** GCAIR 2005 Student Survey

**Indicator 5.4 – Analysis of Areas Needing Improvement on Student Survey**



**Areas Needing Improvement**

- Q23. Telephone Registration
- Q55. Attitude of non-teaching staff towards students

**STANDARD:** *No survey item will be greater than the mean of Importance and less than the mean of Satisfaction.*

Previous editions of this manual have used a standard that “No gap will equal or exceed 1.” It was felt that this did not completely reflect student responses and a new standard was utilized. This new standard utilizes a four quadrant summary of results that allow for easier interpretation. Items in the upper left-hand quadrant are rated high in importance, but low on satisfaction, meaning those are areas that need improvement. The scores in the upper right-hand quadrant are high in both importance and satisfaction, thus, they meet/exceed goals. Items located in the bottom left-hand quadrant are considered low priority because importance and satisfaction are both rated low. In the bottom right-hand quadrant are items that are rated low on importance, but high in satisfaction, making them low priority, high satisfaction items.

**RESULT:** Standard not met.

**ACTION TAKEN:** These areas will be monitored through additional surveys and/or peer focus groups to determine what is lowering the student satisfaction level.

**DATA SOURCE:** GCAIR 2005 Student Survey

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

Due to a change in the survey format, the 2005 GCAIR survey did not differentiate between campuses. As a result of this, there is no way to break out the Pearland Center data. Measures have been taken to ensure data on Pearland Center will be available next year.

## 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 <sup>1</sup>			
6.3	X				
6.4		X			
6.5			X		
6.6	X				
6.7					X <sup>1</sup>
6.8					X <sup>1</sup>
6.9	X <sup>1</sup>				

<sup>1</sup>Results are different from previous year

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

**TABLE 1**

<b>Program</b>	<b>ACC Avg</b>	<b>State Avg</b>
Court Reporting	32%	29%
Emergency Medical Technician-Intermediate	75%	66%
Emergency Medical Technician-Basic	53%	55%
Law Enforcement Peace Officer - Academic	20%	53%
Law Enforcement Peace Officer - Academy	62%	70%
Massage Therapy	74%	71%
Nurse, LVN	95%	87%
Nurse - Registered	96%	89%
Paramedic	94%	85%

**Three-year Average: 2001, 2002, and 2003**

**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 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. No additional action is needed at this time.

**DATA SOURCE:** 2004 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	39%	39%	42%	30%
Brazosport	38%	40%	34%	38%
COM	40%	41%	39%	42%
Galveston	38%	35%	42%	35%
HCC	37%	37%	36%	38%
Lee	41%	44%	38%	42%
Kingwood	28%	28%	33%	20%
Montgomery	31%	32%	24%	25%
North Harris	30%	30%	27%	31%
Tomball	26%	26%	26%	21%
SJ Central	37%	37%	38%	NA
SJ North	35%	37%	34%	NA
SJ South	34%	35%	32%	NA
Wharton	38%	38%	35%	42%
State Avg	38%	38%	37%	41%

**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	41%	44%	38%	42%
COM	40%	41%	39%	42%
ACC	39%	39%	42%	30%
Brazosport	38%	40%	34%	38%
Galveston	38%	35%	42%	35%
Wharton	38%	38%	35%	42%
State Avg	38%	38%	37%	41%
HCC	37%	37%	36%	38%
SJ Central	37%	37%	38%	NA
SJ North	35%	37%	34%	NA
SJ South	34%	35%	32%	NA
Montgomery	31%	32%	24%	25%
North Harris	30%	30%	27%	31%
Kingwood	28%	28%	33%	20%
Tomball	26%	26%	26%	21%

**TABLE 3**

Institution	Total Percentage	SORT KEY		
		Academic	Technical	Tech-Prep
Lee	41%	44%	38%	42%
COM	40%	41%	39%	42%
Brazosport	38%	40%	34%	38%
ACC	39%	39%	42%	30%
Wharton	38%	38%	35%	42%
State Avg	38%	38%	37%	41%
HCC	37%	37%	36%	38%
SJ Central	37%	37%	38%	NA
SJ North	35%	37%	34%	NA
Galveston	38%	35%	42%	35%
SJ South	34%	35%	32%	NA
Montgomery	31%	32%	24%	25%
North Harris	30%	30%	27%	31%
Kingwood	28%	28%	33%	20%
Tomball	26%	26%	26%	21%

**TABLE 4**

Institution	Total Percentage	Academic	SORT KEY	
			Technical	Tech-Prep
ACC	39%	39%	42%	30%
Galveston	38%	35%	42%	35%
COM	40%	41%	39%	42%
Lee	41%	44%	38%	42%
SJ Central	37%	37%	38%	NA
State Avg	38%	38%	37%	41%
HCC	37%	37%	36%	38%
Wharton	38%	38%	35%	42%
Brazosport	38%	40%	34%	38%
SJ North	35%	37%	34%	NA
Kingwood	28%	28%	33%	20%
SJ South	34%	35%	32%	NA
North Harris	30%	30%	27%	31%
Tomball	26%	26%	26%	21%
Montgomery	31%	32%	24%	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	37%	37%	38%	NA
SJ North	35%	37%	34%	NA
SJ South	34%	35%	32%	NA
COM	40%	41%	39%	42%
Lee	41%	44%	38%	42%
Wharton	38%	38%	35%	42%
State Avg	38%	38%	37%	41%
Brazosport	38%	40%	34%	38%
HCC	37%	37%	36%	38%
Galveston	38%	35%	42%	35%
North Harris	30%	30%	27%	31%
ACC	39%	39%	42%	30%
Montgomery	31%	32%	24%	25%
Tomball	26%	26%	26%	21%
Kingwood	28%	28%	33%	20%

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

**RESULT:** Standard not met for Tech-Prep programs.

**ACTION TAKEN:** During the investigation into the retention rate for the Tech-Prep program, it was discovered that this is the first time that the standard has not been met for the Tech-Prep program. The program now has over 40 6-year plans with area high schools. This program will continue to be monitored.

**DATA SOURCE:** THECB 2002-2003 Student Retention Report

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

**TABLE 1 – Academic Completion Rate**

<b>Institution</b>	<b>Completion Rate (Academic)</b>
Galveston	87%
Lee	85%
Wharton	85%
NHMCCD Kingwood	82%
State Avg	82%
ACC	81%
Brazosport	81%
HCC	81%
NHMCCD Montgomery	80%
NHMCCD Tomball	80%
NHMCCD North Harris	78%
SJ Central	76%
SJ South	76%
SJ North	75%
COM	74%

**TABLE 2 – Technical Completion Rate**

<b>Institution</b>	<b>Completion Rate (Technical)</b>
Galveston	95%
Wharton	91%
Lee	90%
NHMCCD North Harris	89%
State Avg	89%
ACC	88%
HCC	87%
Brazosport	86%
NHMCCD Tomball	86%
SJ Central	86%
SJ North	86%
NHMCCD Kingwood	85%
COM	84%
NHMCCD Montgomery	82%
SJ South	81%

**TABLE 3 – Workforce Completion Rate**

<b>Institution</b>	<b>Completion Rate (Workforce)</b>
Wharton	101%
ACC	100%
Brazosport	100%
COM	100%
Galveston	100%
Lee	100%
NHMCCD North Harris	100%
NHMCCD Tomball	100%
SJ North	100%
NHMCCD Kingwood	99%
NHMCCD Montgomery	99%
SJ Central	99%
SJ South	99%
State Avg	98%
HCC	89%

**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 2004-2005 (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	28	2.883	338	2.959	YES
Behavioral Science - General	39	3.415	181	3.155	YES
General Business	15	2.748	172	2.778	YES <sup>1</sup>
History	25	3.295	136	3.165	YES <sup>1</sup>
Interdisciplinary Studies	95	3.454	751	3.389	YES
Psychology	15	2.993	268	3.126	NO

<sup>1</sup>Results are different from previous year

**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 Psychology.

**ACTION TAKEN:** Typically, there have been less than 15 ACC transfer students in Psychology, yet this is the first time that the average GPA has been more than 0.1 grade points below the UHCL average. Furthermore, data show that the ACC GPA did improve in Spring 2005. We will continue to monitor this program over the next year.

**DATA SOURCE:** UHCL Fall 2004 Community College GPA Report

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

All ACC Students	Good - Excellent	74.80%
Hispanic Students	Good - Excellent	76.79%
Gulf Coast Consortium (minus ACC)	Good - Excellent	77.10%

**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:** This is the third year in a row that the standard has not been met. No reason has been identified as to why less than 80% of the students perceive the quality of education at ACC to be either Good or Excellent. We will continue to monitor this through the survey.

**DATA SOURCE:** GCAIR 2005 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 02 - Spring 03**

Institution	Retention Rate
ACC	78%
Brazosport	83%
COM	78%
Galveston	80%
HCC	76%
Lee	85%
NHMCCD Kingwood	79%
NHMCCD Montgomery	77%
NHMCCD North Harris	77%
NHMCCD Tomball	77%
SJ Central	80%
SJ North	77%
SJ South	80%
Wharton	78%
State Avg	79%

**TABLE 2 Fall 02 - Spring 03**

**SORT KEY**

Institution	Retention Rate
Lee	85%
Brazosport	83%
Galveston	80%
SJ Central	80%
SJ South	80%
NHMCCD Kingwood	79%
State Avg	79%
ACC	78%
COM	78%
Wharton	78%
NHMCCD Montgomery	77%
NHMCCD North Harris	77%
NHMCCD Tomball	77%
SJ North	77%
HCC	76%

**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 2004-2005 (THECB)

***Indicator 6.7 – Analysis of Disagreement Level on the Institutional Effectiveness Sections 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.***

In 2005, the previous Director of Institutional Effectiveness and Research made the decision to discontinue the use of the GCAIR faculty/staff survey and begin research for an internal survey. The current Director is continuing this research and is developing a new survey to be administered in the Fall of 2006.

## ***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 3.75% of instructors received an average rating of 2 or more. Therefore, 96.25% of instructors received an average rating less than 2 on the Student Evaluation of Instructor. Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Fall 2004 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**

School District	Program Area
Alvin ISD (Major)	Child Development & Early Childhood Correctional Science Diagnostic Cardiovascular Sonography Drafting Technology Emergency Medical Technology Management Development Office Professional Respiratory Care
Conroe ISD <sup>1</sup>	Drafting Technology
Fort Bend ISD <sup>1</sup>	Nursing
Friendswood ISD <sup>1</sup>	Drafting Technology Emergency Medical Technology Television Broadcasting
Hitchcock ISD <sup>1</sup>	Radio Broadcasting
Huffman ISD <sup>1</sup>	Radio Broadcasting Television Broadcasting
Pearland ISD (Major)	Correctional Science Emergency Medical Technology Legal Assistant-Paralegal Management Development Marine Robotics Technology Office Professional
Santa Fe ISD <sup>1</sup>	Drafting Technology

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

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

**RESULT:** Standard met

**ACTION TAKEN:** No action required. Although Danbury ISD is included in the service area, Danbury High School is not considered a major high school due to such a small number of graduates (i.e. 52 in Spring 2004).

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

*Indicator 7.2 - GED Success Rates*

Year	Pass		Fail		Incomplete		Total	
	Number	%	Number	%	Number	%	Number	%
2000-2001	48	52%	32	35%	12	13%	92	100%
2001-2002	75	53%	54	38%	13	9%	142	100%
2002-2003	110	52%	62	29%	41	19%	213	100%
2003-2004	97	52%	59	32%	31	17%	187	101%
2004-2005	78	51%	51	33%	25	16%	154	100%

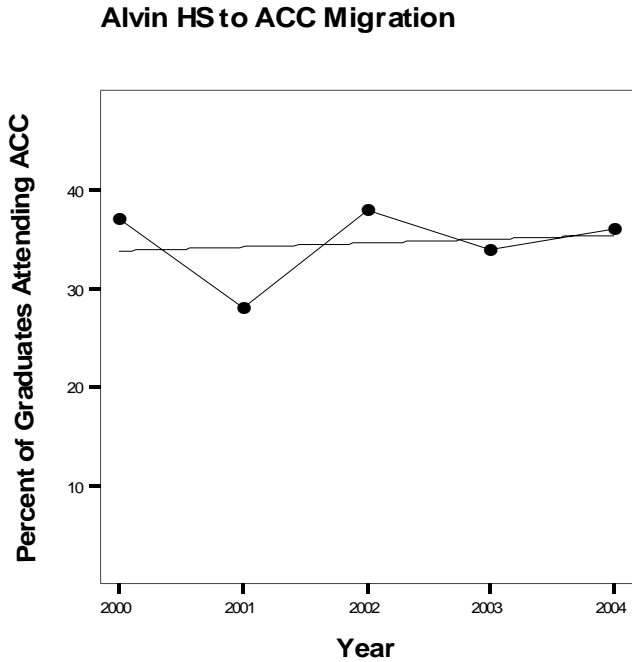
**STANDARD:** *At least 45% of students enrolled in GED classes will attain passing state exam scores.*

**RESULT:** Standard met for 2004-2005

**ACTION TAKEN:** No action required

**DATA SOURCE:** ACC Testing Center (Information received 1/23/2006)

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



**Alvin High School to Alvin Community College Migration**

<u>Graduation Year</u>	<u># in Graduating Class</u>	<u># Attending ACC in Fall</u>	<u>% Attending ACC in Fall</u>
2000	463	171	37%
2001	474	135	28%
2002	509	191	38%
2003	536	184	34%
2004	612	218	36%

**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 Alvin High School 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 (retrieved 1/26/2006), 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. 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***

Institution	Collaboration Initiative
Brazosport College	Process Technology Alliance
College of the Mainland	Process Technology Alliance
Houston Community College	Process Technology Alliance; Professional Truck Driving Program
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 <sup>1</sup>				
8.3	X				
8.4					X <sup>1</sup>
8.5					X <sup>1</sup>
8.6					X <sup>1</sup>

<sup>1</sup>Results are different from previous year

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

<b>Percentage of contact hours taught by full-time faculty</b>	<b>56.00%</b>
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**STANDARD:** *60% or more of all contact hours will be taught by full-time faculty.*

**RESULT:** Standard not met for second year in a row.

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

**DATA SOURCE:** 2005 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 and salaries were determined to be in need of adjustment.

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

**DATA SOURCE:** 2004-2005 Salary Survey (Human Resources Office)

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

<b>Average tenure of full-time employees, September 1, 2004</b>	<b>12.9 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***

***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***

In 2005, the previous Director of Institutional Effectiveness and Research made the decision to discontinue the use of the GCAIR faculty/staff survey and begin research for an internal survey. The current Director is continuing this research and is developing a new survey to be administered in the Fall of 2006.

## Indicators for Goal 9

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

Indicator 9.1 Cost per contact hour

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 <sup>1</sup>				
9.2	X				
9.3	X				

<sup>1</sup>Results are different from previous year

**Indicator 9.1 - Cost Per Contact Hour**

**FY 2004\***

<b>Institution</b>	<b>Cost Per Contact Hour (Operational Expenses divided by Total Contact Hours**)</b>
Wharton County Junior College	\$11.03
Alvin Community College	\$11.56
North Harris Community College District	\$12.54
San Jacinto College District	\$13.13
Houston Community College District	\$13.50
Lee College	\$14.48
Brazosport College	\$14.87
Galveston College	\$15.57
College of the Mainland	\$20.66
<b>Regional Average</b>	<b>\$14.15</b>
<b>Standard Deviation</b>	<b>2.86</b>

\*Most recent certified data

\*\*Contact Hour data includes both unfunded Contact Hours and flexible entry

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

**RESULT:** Standard met. ACC efficiently utilizes financial resources.

**ACTION TAKEN:** No action required

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

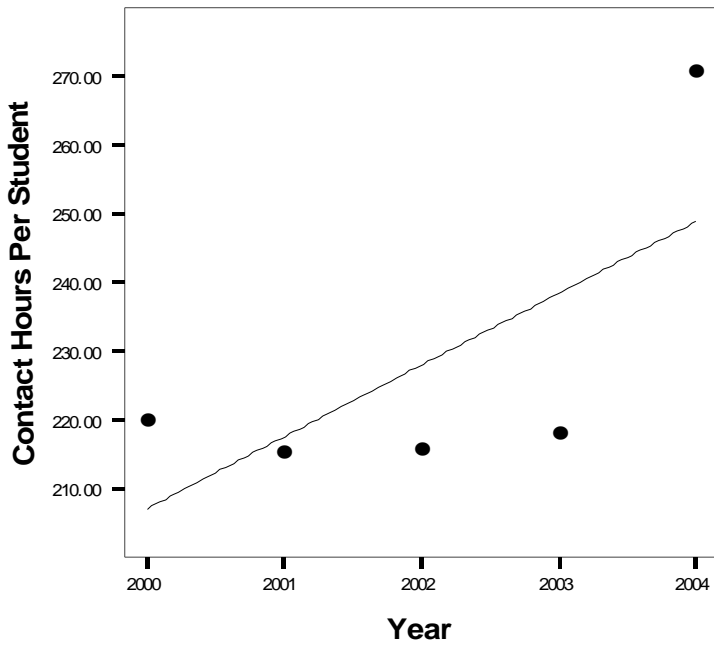
**Indicator 9.2 - Contact Hours per Student**

	FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05
Total Headcount*	8,985	9,649	10,407	9,944	9,854
Total Contact Hours**	1,976,832	2,079,760	2,246,400	2,169,232	2,670,416
<b>CH per Student</b>	<b>220.01</b>	<b>215.54</b>	<b>215.85</b>	<b>218.14</b>	<b>271.00</b>

\*Total Headcount does not include flexible entry

\*\* Contact Hour data includes both unfunded Contact Hours and flex entry

**Contact Hours per Student**



**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%
2005-06	54.50%

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

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** 2005-06 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 <sup>1</sup>			

<sup>1</sup>Results are different from previous year

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

**Crime Statistics for Calendar Year 2004**

<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	0	1	0	0	0
Nonforcible Sex Offenses	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	1	0	0	0	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0	0	0	0	0	0
Burglary	1	2	0	0	2	0	0	12	16	12	0
Motor Vehicle Theft	3	0	2	0	3	3	0	1	2	0	0
Arson	0	0	0	0	0	0	0	0	0	0	0
Negligent Manslaughter	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.

**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 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 College Center Buildings 5 & 6

### **PROJECTS COMPLETED (FY 2004-05)**

1. Replaced Building N 100-ton chiller and air handler system
2. Rebuilt the baseball concession stand exterior and restrooms
3. Replaced Building G roof
4. Installed Building T security fence
5. Replaced Building K gutters
6. Repaired Building K parking lot
7. Purchased new Dixie Chopper mower
8. Investigated the brick spandrel integrity
9. Continued retrofitting T-8 lights campus-wide

**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**

Q39. Personal security/safety at the college

	<b>average response</b>
<b>Alvin Community College</b>	<b>4.06</b>
<b>GCCCC (minus ACC)</b>	<b>3.80</b>

<b>All Alvin Students</b>	<b>Count</b>	<b>Percent</b>
Very Dissatisfied	1	1%
Dissatisfied	1	1%
Neutral	51	23%
Satisfied	99	45%
Very Satisfied	70	32%
<b>Total</b>	<b>222</b>	<b>100%</b>

Q40. Student Center

	<b>average response</b>
<b>Alvin Community College</b>	<b>3.70</b>
<b>GCCCC (minus ACC)</b>	<b>3.85</b>

<b>All Alvin Students</b>	<b>Count</b>	<b>Percent</b>
Very Dissatisfied	3	2%
Dissatisfied	5	3%
Neutral	65	37%
Satisfied	73	41%
Very Satisfied	31	18%
<b>Total</b>	<b>177</b>	<b>100%</b>

Q41. Student Areas

	<b>average response</b>
<b>Alvin Community College</b>	<b>3.74</b>
<b>GCCCC (minus ACC)</b>	<b>3.78</b>

<b>All Alvin Students</b>	<b>Count</b>	<b>Percent</b>
Very Dissatisfied	2	1%
Dissatisfied	5	3%
Neutral	67	35%
Satisfied	87	45%
Very Satisfied	33	17%
<b>Total</b>	<b>194</b>	<b>100%</b>

Q47. Parking facilities and services

	average response
<b>Alvin Community College</b>	<b>3.84</b>
<b>GCCCC (minus ACC)</b>	<b>3.29</b>

All Alvin Students	Count	Percent
Very Dissatisfied	4	2%
Dissatisfied	12	5%
Neutral	49	21%
Satisfied	119	51%
Very Satisfied	48	21%
<b>Total</b>	<b>232</b>	<b>100%</b>

Q48. Access to computers and/or computer labs

	average response
<b>Alvin Community College</b>	<b>4.21</b>
<b>GCCCC (minus ACC)</b>	<b>4.11</b>

All Alvin Students	Count	Percent
Very Dissatisfied	1	1%
Dissatisfied	3	1%
Neutral	32	15%
Satisfied	91	43%
Very Satisfied	86	40%
<b>Total</b>	<b>213</b>	<b>100%</b>

Q49. Availability of gymnasium, tennis courts, fitness room, etc.

	average response
<b>Alvin Community College</b>	<b>3.78</b>
<b>GCCCC (minus ACC)</b>	<b>3.72</b>

All Alvin Students	Count	Percent
Very Dissatisfied	2	1%
Dissatisfied	6	4%
Neutral	53	32%
Satisfied	70	42%
Very Satisfied	34	21%
<b>Total</b>	<b>165</b>	<b>100%</b>

Q50. Library services and facilities

	average response
Alvin Community College	3.93
GCCCC (minus ACC)	3.98

All Alvin Students	Count	Percent
Very Dissatisfied	2	1%
Dissatisfied	4	2%
Neutral	55	27%
Satisfied	89	44%
Very Satisfied	54	27%
<b>Total</b>	<b>204</b>	<b>100%</b>

Q64. Condition/appearance of classrooms/labs

	average response
Alvin Community College	3.66
GCCCC (minus ACC)	3.84

All Alvin Students	Count	Percent
Very Dissatisfied	6	3%
Dissatisfied	22	10%
Neutral	60	26%
Satisfied	97	42%
Very Satisfied	44	19%
<b>Total</b>	<b>229</b>	<b>100%</b>

Q65. External condition and appearance of buildings and grounds

	average response
Alvin Community College	3.83
GCCCC (minus ACC)	4.05

All Alvin Students	Count	Percent
Very Dissatisfied	4	2%
Dissatisfied	9	4%
Neutral	64	28%
Satisfied	94	42%
Very Satisfied	55	24%
<b>Total</b>	<b>226</b>	<b>99%</b>

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

**RESULT:** Standard not met for the following: Student center, Student areas, Library services and facilities, Condition/appearance of classroom/lab, and External condition and appearance of buildings and grounds.

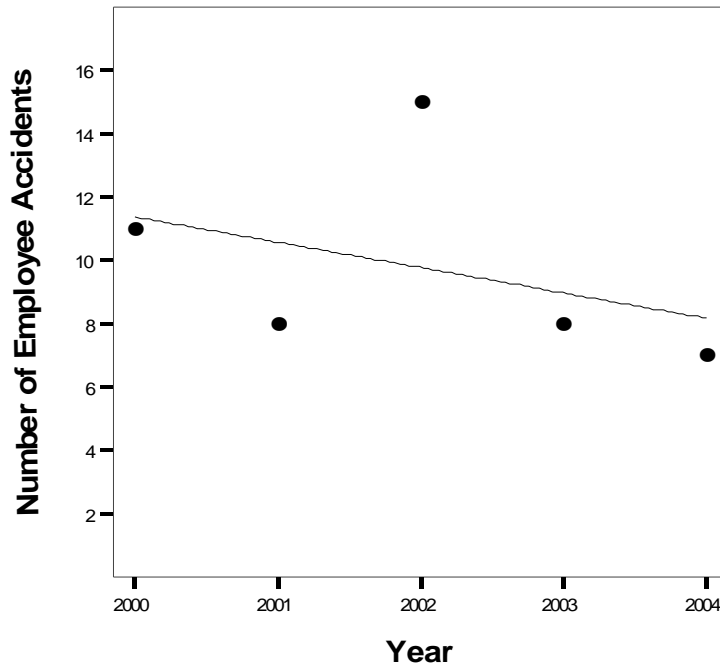
**ACTION TAKEN:** Note that the findings still show that students are satisfied with all areas; however, there are minor differences in the level of satisfaction. This will continue to be monitored and the Planning Team will be notified of these findings.

**DATA SOURCE:** GCAIR 2005 Student Survey

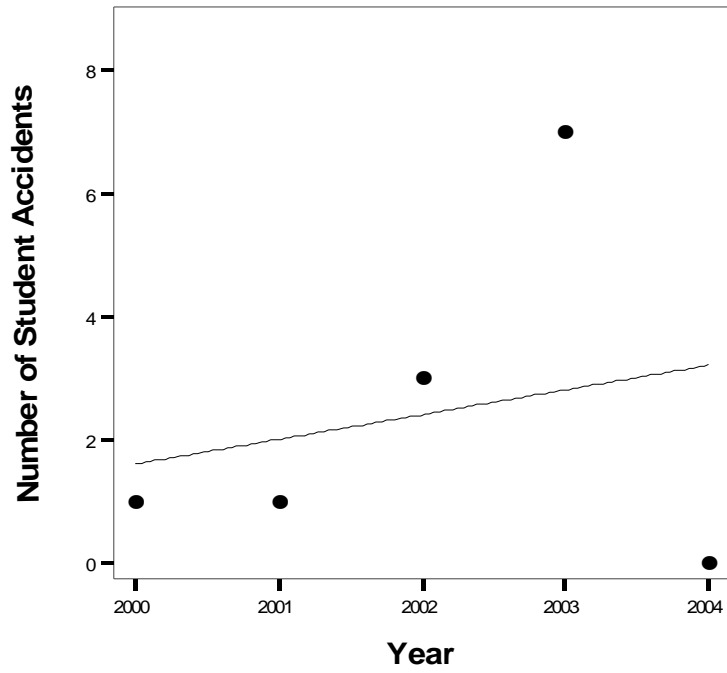
*Indicator 10.4 - Number of Accidents Reported*

Fiscal Year	Employee Accidents	Student Accidents	Total
2000-01	11	1	12
2001-02	8	1	9
2002-03	15	3	18
2003-04	8	7	15
2004-05	7	0	7

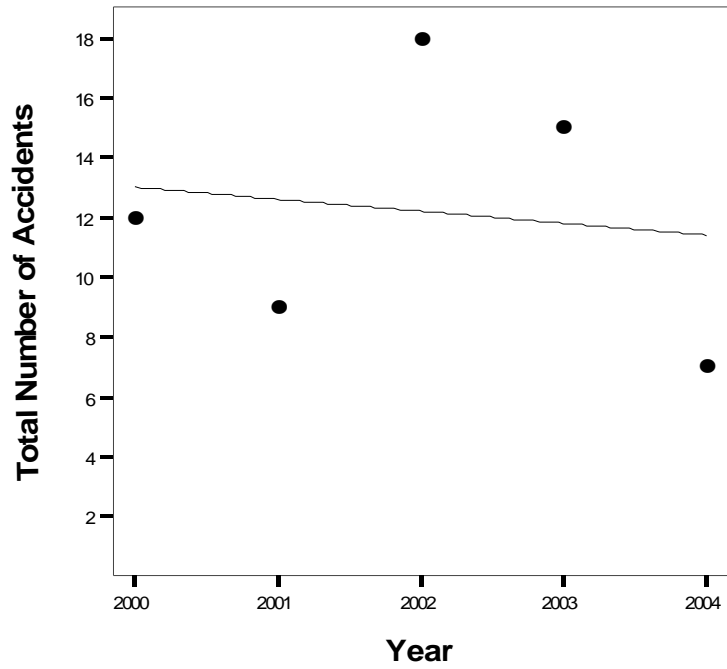
**Employee Accidents**



### Student Accidents



### Total Accidents



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

**RESULT:** Standard not met for the number of student accidents.

**ACTION TAKEN:** Even though no student accidents were reported for 2004-2005, the standard was not met due to the high incidence of student accidents during the previous year. No action needs to be taken at this time.

**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:**

<b>Indicator</b>	<b>Standard Met</b>	<b>Standard Partially Met</b>	<b>Standard Not Met</b>	<b>Results To Be Reviewed</b>	<b>Data Unavailable</b>
11.1	X				
11.2		X <sup>1</sup>			
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 <sup>1</sup>			
11.13		X			
11.14	X				
11.15	X				
11.16	X				
11.17	X				
11.18	X				
11.19	X				
11.20		X <sup>1</sup>			

<sup>1</sup>Results are different from previous year

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

**FY 2002-2003 (Based on Enrollment)**

<b>Institution</b>	<b>Percentage of Degrees and Certificates</b>
Lee College	20.03%
Alvin Community College	16.51%
San Jacinto - North	13.11%
College of the Mainland	13.02%
Houston Community College	11.59%
Brazosport College	11.18%
Galveston College (Gulf Coast Median)	11.16%
Wharton Junior College	10.74%
San Jacinto - Central	10.56%
All Texas Community & Technical Colleges	10.46%
NHMCCD - North Harris	10.15%
San Jacinto - South	8.26%
NHMCCD - Kingwood	6.60%
NHMCCD - Tomball	6.54%
NHMCCD - Montgomery	6.15%

**STANDARD:** *The percentage of students who complete a degree or certificate will exceed the median for the Gulf Coast Consortium.  
(percentage = [degrees for FY 2003] / [Fall 2002 enrollment])*

**RESULT:** Standard exceeded

**ACTION TAKEN:** No action required

**DATA SOURCE:** 2003 College Profiles and 2005 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	39%	39%	42%	30%
Brazosport	38%	40%	34%	38%
COM	40%	41%	39%	42%
Galveston	38%	35%	42%	35%
HCC	37%	37%	36%	38%
Lee	41%	44%	38%	42%
Kingwood	28%	28%	33%	20%
Montgomery	31%	32%	24%	25%
North Harris	30%	30%	27%	31%
Tomball	26%	26%	26%	21%
SJ Central	37%	37%	38%	NA
SJ North	35%	37%	34%	NA
SJ South	34%	35%	32%	NA
Wharton	38%	38%	35%	42%
State Avg	38%	38%	37%	41%

**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	41%	44%	38%	42%
COM	40%	41%	39%	42%
ACC	39%	39%	42%	30%
Brazosport	38%	40%	34%	38%
Galveston	38%	35%	42%	35%
Wharton	38%	38%	35%	42%
State Avg	38%	38%	37%	41%
HCC	37%	37%	36%	38%
SJ Central	37%	37%	38%	NA
SJ North	35%	37%	34%	NA
SJ South	34%	35%	32%	NA
Montgomery	31%	32%	24%	25%
North Harris	30%	30%	27%	31%
Kingwood	28%	28%	33%	20%
Tomball	26%	26%	26%	21%

**TABLE 3**

		<b>SORT KEY</b>		
<b>Institution</b>	<b>Total Percentage</b>	<b>Academic</b>	<b>Technical</b>	<b>Tech-Prep</b>
Lee	41%	44%	38%	42%
COM	40%	41%	39%	42%
Brazosport	38%	40%	34%	38%
ACC	39%	39%	42%	30%
Wharton	38%	38%	35%	42%
State Avg	38%	38%	37%	41%
HCC	37%	37%	36%	38%
SJ Central	37%	37%	38%	NA
SJ North	35%	37%	34%	NA
Galveston	38%	35%	42%	35%
SJ South	34%	35%	32%	NA
Montgomery	31%	32%	24%	25%
North Harris	30%	30%	27%	31%
Kingwood	28%	28%	33%	20%
Tomball	26%	26%	26%	21%

**TABLE 4**

			<b>SORT KEY</b>	
<b>Institution</b>	<b>Total Percentage</b>	<b>Academic</b>	<b>Technical</b>	<b>Tech-Prep</b>
ACC	39%	39%	42%	30%
Galveston	38%	35%	42%	35%
COM	40%	41%	39%	42%
Lee	41%	44%	38%	42%
SJ Central	37%	37%	38%	NA
State Avg	38%	38%	37%	41%
HCC	37%	37%	36%	38%
Wharton	38%	38%	35%	42%
Brazosport	38%	40%	34%	38%
SJ North	35%	37%	34%	NA
Kingwood	28%	28%	33%	20%
SJ South	34%	35%	32%	NA
North Harris	30%	30%	27%	31%
Tomball	26%	26%	26%	21%
Montgomery	31%	32%	24%	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	37%	37%	38%	NA
SJ North	35%	37%	34%	NA
SJ South	34%	35%	32%	NA
COM	40%	41%	39%	42%
Lee	41%	44%	38%	42%
Wharton	38%	38%	35%	42%
State Avg	38%	38%	37%	41%
Brazosport	38%	40%	34%	38%
HCC	37%	37%	36%	38%
Galveston	38%	35%	42%	35%
North Harris	30%	30%	27%	31%
ACC	39%	39%	42%	30%
Montgomery	31%	32%	24%	25%
Tomball	26%	26%	26%	21%
Kingwood	28%	28%	33%	20%

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

**RESULT:** Standard not met for Tech-Prep Programs.

**ACTION TAKEN:** This is the first time that the standard has not been met for the Tech-Prep program. The program now has over 40 6-year plans with area high schools. This program will continue to be monitored.

**DATA SOURCE:** THECB Fall 2002-2003 Student Retention Report

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

**TABLE 1 Fall 02 - Spring 03**

<b>Institution</b>	<b>Retention Rate</b>
ACC	78%
Brazosport	83%
COM	78%
Galveston	80%
HCC	76%
Lee	85%
NHMCCD Kingwood	79%
NHMCCD Montgomery	77%
NHMCCD North Harris	77%
NHMCCD Tomball	77%
SJ Central	80%
SJ North	77%
SJ South	80%
Wharton	78%
State Avg	79%

**TABLE 2 Fall 02 - Spring 03**

**SORT KEY**

<b>Institution</b>	<b>Retention Rate</b>
Lee	85%
Brazosport	83%
Galveston	80%
SJ Central	80%
SJ South	80%
NHMCCD Kingwood	79%
State Avg	79%
ACC	78%
COM	78%
Wharton	78%
NHMCCD Montgomery	77%
NHMCCD North Harris	77%
NHMCCD Tomball	77%
SJ North	77%
HCC	76%

**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 2004-2005 (THECB)

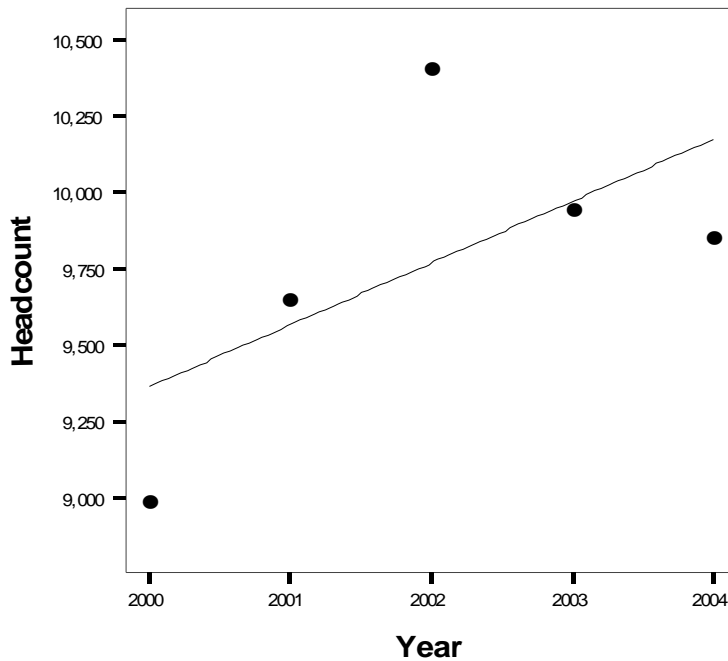
**Indicator 11.4 – Headcount**

Semester	FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05
FALL	3531	3667	4161	4049	3933
SPRING	3430	3639	3988	3592	3696
SUMMER I	1589	1828	1762	2303	2225
SUMMER II	435	515	496		
<b>TOTAL</b>	<b>8985</b>	<b>9649</b>	<b>10407</b>	<b>9944</b>	<b>9854</b>

\* Headcount data from the Coordinating Board excludes flexible entry

\*\*Beginning Summer 2004, all Summer data is included under 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

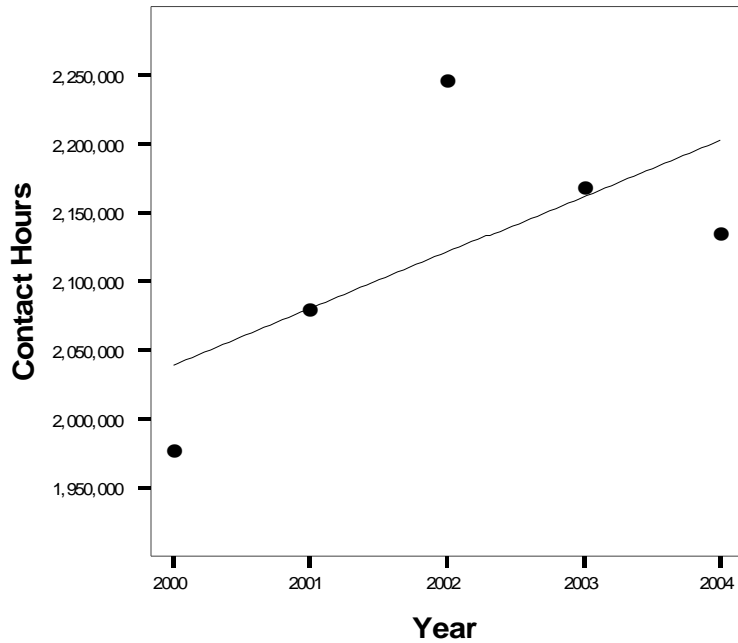
**Indicator 11.5 - Contact Hours**

Semester	FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05
FALL	710,832	716,048	827,024	877,472	884,432
SPRING	820,320	861,008	954,800	899,040	892,992
SUMMER I	333,312	383,728	353,856	392,720	358,624
SUMMER II	112,368	118,976	110,720		
<b>TOTAL**</b>	<b>1,976,832</b>	<b>2,079,760</b>	<b>2,246,400</b>	<b>2,169,232</b>	<b>2,136,048</b>

\*Beginning Summer 2004, all Summer data is included in Summer I.

\*\*Total Contact Hours include both unfunded Contact Hours and flexible entry

**Total Contact Hours**



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

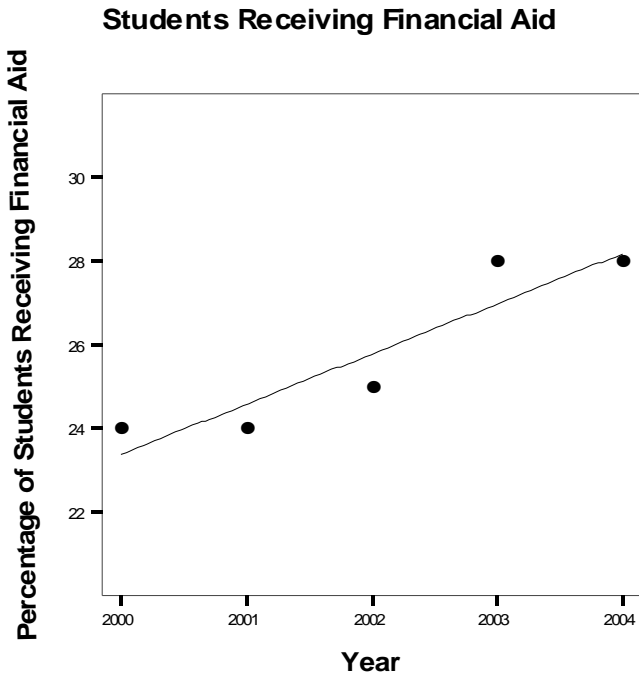
**RESULT:** Standard met

**ACTION TAKEN:** No action required

**DATA SOURCE:** THECB PREP

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

	FALL 2000	FALL 2001	FALL 2002	FALL 2003	Fall 2004
Number Aided	842	894	1042	1127	1118
Total Headcount	3531	3667	4161	4049	3933
<b>Percentage</b>	<b>24%</b>	<b>24%</b>	<b>25%</b>	<b>28%</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 (retrieved 1/26/2006) 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	4,161	393	9%
Brazosport	4,097	405	10%
COM	3,588	336	9%
Galveston	2,293	245	11%
HCC	34,928	4,176	12%
Lee	6,329	320	5%
NHMCCD Kingwood	5,970	772	13%
NHMCCD Montgomery	6,258	806	13%
NHMCCD North Harris	10,698	945	9%
NHMCCD Tomball	7,891	942	12%
SJ Central	11,283	1,038	9%
SJ North	5,036	342	7%
SJ South	7,225	717	10%
Wharton	5,771	844	15%
State Avg	505,000	54,164	11%
Regional Avg	8252	877	11%

**TABLE 2**

<b>Institution</b>	<b>Enrollment</b>	<b>Transfers</b>	<b>Percentage</b>	<b>SORT KEY</b>
Wharton	5,771	844	15%	
NHMCCD Kingwood	5,970	772	13%	
NHMCCD Montgomery	6,258	806	13%	
HCC	34,928	4,176	12%	
NHMCCD Tomball	7,891	942	12%	
Galveston	2,293	245	11%	
State Avg	505,000	54,164	11%	
Regional Avg	42097	4599	11%	
Brazosport	4,097	405	10%	
SJ South	7,225	717	10%	
ACC	4,161	393	9%	
COM	3,588	336	9%	
NHMCCD North Harris	10,698	945	9%	
SJ Central	11,283	1,038	9%	
SJ North	5,036	342	7%	
Lee	6,329	320	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 2002-2003 Student Retention Report

**Indicator 11.8 – Cohort Graduation Rate**

**Cohort Year 2000**

<b>Institution Name</b>	<b>Cohort graduation rate(GR2003S)</b>
SAN JACINTO COLLEGE-NORTH CAMPUS	N/A
SAN JACINTO COLLEGE-SOUTH CAMPUS	N/A
WHARTON COUNTY JUNIOR COLLEGE	20.0%
ALVIN COMMUNITY COLLEGE	16.0%
SAN JACINTO COLLEGE-CENTRAL CAMPUS	15.0%
COLLEGE OF THE MAINLAND	13.0%
HOUSTON COMMUNITY COLLEGE SYSTEM	12.0%
BRAZOSPORT COLLEGE	10.0%
LEE COLLEGE	10.0%
GALVESTON COLLEGE	8.0%
NORTH HARRIS MONTGOMERY COMMUNITY COLLEGE I	6.0%
MEAN:	12.2%
MEDIAN:	12.0%

**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	61%
Brazosport	54%
COM	51%
Galveston	55%
HCC	36%
Lee	48%
NHMCCD Kingwood	65%
NHMCCD Montgomery	66%
NHMCCD North Harris	58%
NHMCCD Tomball	72%
SJ Central	53%
SJ North	49%
SJ South	65%
Wharton	60%

**TABLE 2**

<b>SORT KEY</b>	
<b>Institution</b>	<b>Completion Rate</b>
NHMCCD Tomball	72%
NHMCCD Montgomery	66%
NHMCCD Kingwood	65%
SJ South	65%
ACC	61%
Wharton	60%
NHMCCD North Harris	58%
Galveston	55%
Brazosport	54%
SJ Central	53%
COM	51%
SJ North	49%
Lee	48%
HCC	36%

**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 2004-2005 (THECB)

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

**TABLE 1**

<b>Institution</b>	<b>Completion Rate</b>
ACC	44%
Brazosport	49%
COM	47%
Galveston	42%
HCC	39%
Lee	42%
NHMCCD Kingwood	52%
NHMCCD Montgomery	48%
NHMCCD North Harris	49%
NHMCCD Tomball	59%
SJ Central	46%
SJ North	52%
SJ South	63%
Wharton	49%
State Avg	43%

**TABLE 2**

**SORT KEY**

<b>Institution</b>	<b>Completion Rate</b>
SJ South	63%
NHMCCD Tomball	59%
NHMCCD Kingwood	52%
SJ North	52%
Brazosport	49%
NHMCCD North Harris	49%
Wharton	49%
NHMCCD Montgomery	48%
COM	47%
SJ Central	46%
ACC	44%
State Avg	43%
Galveston	42%
Lee	42%
HCC	39%

**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 2004-2005 (THECB)

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

<b>COURSE</b>	<b>Internet or TV?</b>	<b>PERCENTAGE OF WITHDRAWALS</b>
ANTH-2346	IN	20%
ARTS-1301	IN	8%
ARTS-1303	IN	7%
ARTS-1304	IN	0%
BMGT-1303	IN	7%
BMGT-2303	IN	14%
BUSG-2309	IN	0%
COSC-1401	IN	32%
COSC-1418	IN	67%
COSC-1420	IN	33%
DAAC-1304	IN	44%
DAAC-1343	IN	0%
DAAC-1391	IN	67%
ECON-2301	IN	63%
ECON-2302	IN	33%
EMSP-2345	IN	0%
ENGL-0309	IN	17%
ENGL-0310	IN	25%
ENGL-1301	IN	59%
ENGL-1302	IN	33%
ENGL-2332	IN	55%
GEOL-1403	TV	19%
GOVT-2301	IN	38%
GOVT-2301	TV	29%
GOVT-2302	IN	34%
GOVT-2302	TV	75%
HECO-1322	IN	5%
HITT-1305	IN	13%
HRPO-1391	IN	20%
HRPO-2301	IN	33%
HUMA-1301	IN	37%
ITSE-2413	IN	50%
MATH-0309	IN	46%
MATH-0310	IN	41%
MATH-0312	IN	35%
MATH-1314	IN	46%
MRKG-1311	IN	20%
MRKG-2333	IN	0%
MUSI-1310	IN	17%
POFI-1401	IN	29%
POFI-1441	IN	0%
POFI-2401	IN	0%
POFM-1313	IN	13%
POFM-2323	IN	17%

<b>COURSE</b>	<b>Internet or TV?</b>	<b>PERCENTAGE OF WITHDRAWALS</b>
POFT-1301	IN	0%
POFT-1329	IN	0%
POFT-1419	IN	40%
POFT-1425	IN	0%
POFT-1429	IN	0%
POFT-2401	IN	57%
POFT-2433	IN	0%
PSYC-2301	IN	35%
PSYC-2314	IN	15%
PTAC-1352	IN	20%
PTAC-2314	IN	20%
RNSG-2121	IN	0%
SOCI-1301	IN	15%
SOCI-1306	IN	9%
SOCI-2301	IN	9%
SPAN-1411	TV	50%
TECA-1354	IN	12%

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

**RESULT:** Standard not met for COSC-1418-IN, DAAC-1391-IN, ECON-2301-IN, ENGL-1301-IN, ENGL-2332-IN, GOVT-2302-TV, and POFT-2401-IN.

**ACTION TAKEN:** The courses COSC-1418-IN, DAAC-1391-IN, ENGL-2332-IN, GOVT-2302-TV, and POFT-2401-IN each had less than twelve people enrolled, and thus, a valid trend cannot be established from such a small sample size. Consequently, monitoring will continue. This is the first time that ECON 2301 IN and ENGL 1301 IN have had withdrawal rates that exceed 50%. Monitoring of these classes will continue.

**DATA SOURCE:** Colleague Grade Report (retrieved 11/1/2005), Fall of 2004

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

<b>COURSE</b>	<b>Internet or TV?</b>	<b>Percentage of Incompletes</b>
ANTH-2346	IN	0%
ARTS-1301	IN	0%
ARTS-1303	IN	0%
ARTS-1304	IN	0%
BMGT-1303	IN	7%
BMGT-2303	IN	0%
BUSG-2309	IN	0%
COSC-1401	IN	2%
COSC-1418	IN	0%
COSC-1420	IN	0%
DAAC-1304	IN	0%
DAAC-1343	IN	0%
DAAC-1391	IN	33%
ECON-2301	IN	0%
ECON-2302	IN	17%
EMSP-2345	IN	100%
ENGL-0309	IN	0%
ENGL-0310	IN	0%
ENGL-1301	IN	0%
ENGL-1302	IN	0%
ENGL-2332	IN	0%
GEOL-1403	TV	0%
GOVT-2301	IN	0%
GOVT-2301	TV	14%
GOVT-2302	IN	3%
GOVT-2302	TV	0%
HECO-1322	IN	0%
HITT-1305	IN	25%
HRPO-1391	IN	0%
HRPO-2301	IN	0%
HUMA-1301	IN	0%
ITSE-2413	IN	0%
MATH-0309	IN	0%
MATH-0310	IN	0%
MATH-0312	IN	0%
MATH-1314	IN	0%
MRKG-1311	IN	0%
MRKG-2333	IN	0%
MUSI-1310	IN	0%
POFI-1401	IN	14%
POFI-1441	IN	0%
POFI-2401	IN	0%
POFM-1313	IN	0%
POFM-2323	IN	0%

<b>COURSE</b>	<b>Internet or TV?</b>	<b>Percentage of Incompletes</b>
POFT-1301	IN	0%
POFT-1329	IN	0%
POFT-1419	IN	0%
POFT-1425	IN	0%
POFT-1429	IN	20%
POFT-2401	IN	0%
POFT-2433	IN	0%
PSYC-2301	IN	0%
PSYC-2314	IN	0%
PTAC-1352	IN	80%
PTAC-2314	IN	20%
RNSG-2121	IN	0%
SOCI-1301	IN	0%
SOCI-1306	IN	9%
SOCI-2301	IN	0%
SPAN-1411	TV	0%
TECA-1354	IN	0%

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

**RESULT:** Standard not met for EMSP-2345-IN and PTAC-1352-IN.

**ACTION TAKEN:** Less than five students were registered for EMSP-2345-IN and less than 10 students were registered for PTAC-1352-IN, making it difficult to establish a valid trend from such small sample sizes. Monitoring of these courses will continue.

**DATA SOURCE:** Colleague Grade Report (retrieved 11/1/2005), Fall of 2004

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

<b>COURSE</b>	<b>Internet or TV?</b>	<b>Percentage of F's</b>
ANTH-2346	IN	20%
ARTS-1301	IN	8%
ARTS-1303	IN	7%
ARTS-1304	IN	0%
BMGT-1303	IN	20%
BMGT-2303	IN	7%
BUSG-2309	IN	17%
COSC-1401	IN	15%
COSC-1418	IN	0%
COSC-1420	IN	33%
DAAC-1304	IN	11%
DAAC-1343	IN	50%
DAAC-1391	IN	0%
ECON-2301	IN	11%
ECON-2302	IN	0%
EMSP-2345	IN	0%
ENGL-0309	IN	17%
ENGL-0310	IN	25%
ENGL-1301	IN	14%
ENGL-1302	IN	25%
ENGL-2332	IN	0%
GEOL-1403	TV	0%
GOVT-2301	IN	10%
GOVT-2301	TV	43%
GOVT-2302	IN	10%
GOVT-2302	TV	13%
HECO-1322	IN	0%
HITT-1305	IN	0%
HRPO-1391	IN	0%
HRPO-2301	IN	0%
HUMA-1301	IN	5%
ITSE-2413	IN	0%
MATH-0309	IN	0%
MATH-0310	IN	6%
MATH-0312	IN	20%
MATH-1314	IN	21%
MRKG-1311	IN	0%
MRKG-2333	IN	0%
MUSI-1310	IN	8%
POFI-1401	IN	14%
POFI-1441	IN	33%
POFI-2401	IN	0%
POFM-1313	IN	0%
POFM-2323	IN	0%

<b>COURSE</b>	<b>Internet or TV?</b>	<b>Percentage of F's</b>
POFT-1301	IN	50%
POFT-1329	IN	0%
POFT-1419	IN	20%
POFT-1425	IN	67%
POFT-1429	IN	0%
POFT-2401	IN	0%
POFT-2433	IN	0%
PSYC-2301	IN	15%
PSYC-2314	IN	20%
PTAC-1352	IN	0%
PTAC-2314	IN	0%
RNSG-2121	IN	0%
SOCI-1301	IN	25%
SOCI-1306	IN	9%
SOCI-2301	IN	9%
SPAN-1411	TV	0%
TECA-1354	IN	4%

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

**RESULT:** Standard not met for POFT 1425-IN.

**ACTION TAKEN:** Less than five students were enrolled in this class, making it difficult to establish a valid trend. This class will continue to be monitored

**DATA SOURCE:** Colleague Grade Report (retrieved 11/1/2005), Fall of 2004

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

<b>ETHNICITY</b>	<b>ACC PERCENTAGE (Fall 2003)</b>	<b>ALVIN HS PERCENTAGE (2003 Graduation Class)</b>	<b>SERVICE AREA HS PERCENTAGE (Alvin, Danbury, Pearland)</b>
White (non-Hispanic)	71%	69%	67%
African American	7%	2%	6%
Hispanic	19%	27%	22%
Asian	2%	2%	1%
Native American	0%	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 2003 Graduation Class

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

**TABLE 1**

<b>Institution</b>	<b>Completion Rate</b>
ACC	48%
Brazosport	19%
COM	42%
Galveston	63%
HCC	42%
Lee	22%
NHMCCD Kingwood	39%
NHMCCD Montgomery	32%
NHMCCD North Harris	36%
NHMCCD Tomball	55%
SJ Central	49%
SJ North	51%
SJ South	45%
Wharton	69%

**TABLE 2**

**SORT KEY**

<b>Institution</b>	<b>Completion Rate</b>
Wharton	69%
Galveston	63%
NHMCCD Tomball	55%
SJ North	51%
SJ Central	49%
ACC	48%
SJ South	45%
COM	42%
HCC	42%
NHMCCD Kingwood	39%
NHMCCD North Harris	36%
NHMCCD Montgomery	32%
Lee	22%
Brazosport	19%

**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 2004-2005 (THECB)

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

**TABLE 1**

<b>Institution</b>	<b>Completion Rate</b>
ACC	39%
Brazosport	70%
COM	34%
Galveston	39%
HCC	27%
Lee	34%
NHMCCD Kingwood	50%
NHMCCD Montgomery	43%
NHMCCD North Harris	43%
NHMCCD Tomball	49%
SJ Central	47%
SJ North	43%
SJ South	55%
Wharton	40%
State Avg	35%

**TABLE 2**

SORT KEY

<b>Institution</b>	<b>Completion Rate</b>
Brazosport	70%
SJ South	55%
NHMCCD Kingwood	50%
NHMCCD Tomball	49%
SJ Central	47%
NHMCCD Montgomery	43%
NHMCCD North Harris	43%
SJ North	43%
Wharton	40%
ACC	39%
Galveston	39%
State Avg	35%
COM	34%
Lee	34%
HCC	27%

**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 2004-2005 (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 02 - Spring 03**

<b>Institution</b>	<b>Retention Rate</b>
ACC	65%
Brazosport	67%
COM	67%
Galveston	68%
HCC	70%
Lee	72%
NHMCCD Kingwood	68%
NHMCCD Montgomery	61%
NHMCCD North Harris	64%
NHMCCD Tomball	55%
SJ Central	60%
SJ North	62%
SJ South	66%
State Avg	67%
Wharton	75%

**TABLE 2 Fall 02 - Spring 03**

**SORT KEY**

<b>Institution</b>	<b>Retention Rate</b>
Wharton	75%
Lee	72%
HCC	70%
Galveston	68%
NHMCCD Kingwood	68%
Brazosport	67%
COM	67%
State Avg	67%
SJ South	66%
ACC	65%
NHMCCD North Harris	64%
SJ North	62%
NHMCCD Montgomery	61%
SJ Central	60%
NHMCCD Tomball	55%

**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 2004-2005 (THECB)

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

	<b>Fall 2002</b>	<b>Spring 2003</b>	<b>ACC % Returned</b>	<b>State % Returned</b>
<b>White</b>	530	363	68%	71%
<b>Black</b>	33	22	67%	66%
<b>Hispanic</b>	152	116	76%	73%
<b>Unknown</b>	10	9	90%	69%

**STANDARD:** *Retention from Fall to Spring of students (split by ethnicity) is not more than five percentage points below the state average. Due to privacy issues, categories with 5 or less individuals are not included.*

**RESULT:** Standard met

**ACTION TAKEN:** No action required

**DATA SOURCE:** 2004 Annual Data Profile (THECB)

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

	<b>Fall 2002</b>	<b>Spring 2003</b>	<b>ACC % Returned</b>	<b>State % Returned</b>
<b>Male</b>	326	214	66%	69%
<b>Female</b>	413	307	74%	73%

**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:** 2004 Annual Data Profile (THECB)

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

	# Returned (Fall 2002)	ACC % Returned	State % Returned
<b>White</b>	1,148	39%	36%
<b>Black</b>	97	30%	34%
<b>Hispanic</b>	324	43%	43%
<b>Asian</b>	20	32%	36%
<b>International</b>	9	47%	39%
<b>Unknown</b>	17	37%	38%
<b>Male</b>	661	36%	36%
<b>Female</b>	957	41%	39%
<b>Academic</b>	1,250	39%	38%
<b>Technical</b>	271	42%	37%
<b>Tech-Prep</b>	97	30%	41%

**STANDARD:** *Fall to Fall retention rate for all categories is not more than five percentage points below the state average. Due to privacy issues, categories with 5 or less individuals are not included.*

**RESULT:** Standard not met for Tech-Prep.

**ACTION TAKEN:** During the investigation into the retention rate for the Tech-Prep program, it was discovered that this is the first time that the standard has not been met for the Tech-Prep program. The program now has over 40 6-year plans with area high schools. This program will continue to be monitored.

**DATA SOURCE:** 2002-2003 Student Retention Report (THECB)