

ALVIN COMMUNITY COLLEGE
INSTITUTIONAL EFFECTIVENESS REPORT
FOR THE YEAR 2006 – 2007
RESEARCHED, ANALYZED, AND COMPILED IN 2008

Office of Institutional Effectiveness and Research
Alvin Community College
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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 2006 – 2007 college year. This report is always released a year after the end of 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 2006-2007 college year is not complete until late in the Fall of 2008.

Background

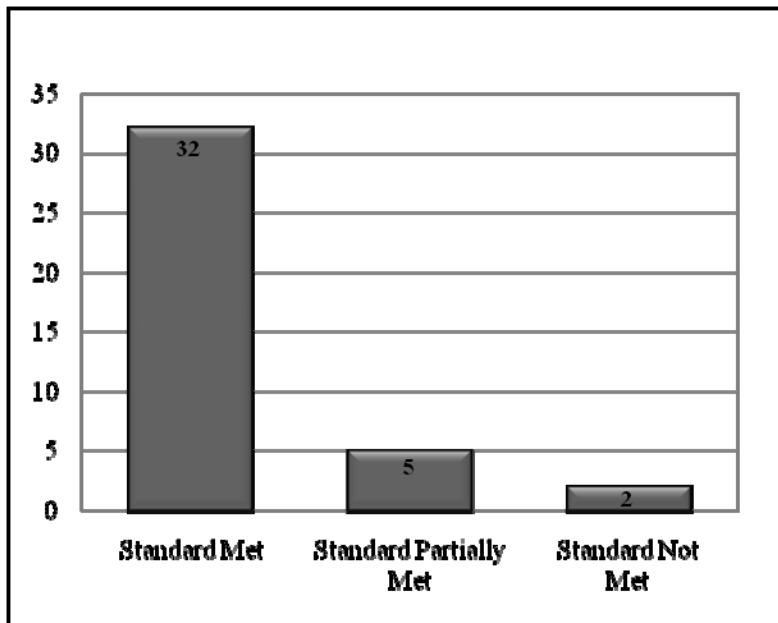
Within the past decade institutional effectiveness has taken on an increasing level of importance at institutions of higher education as a mechanism for producing continuous quality improvement. This *Institutional Effectiveness Report* is the eighth such document to be produced by this college. It provides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

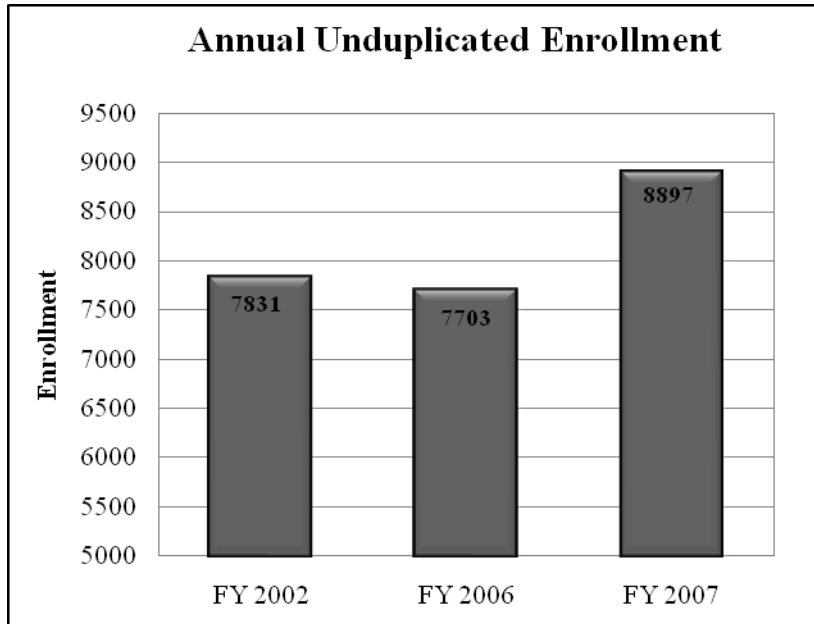
Executive Summary

This summary contains highlights from the *Institutional Effectiveness Report*. In this year's report, 39 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 or not met. In 32 out of the 39 cases the standard was met, in 5 instances the standard was partially met and in 2 instances the set standard was not met. All results with standards that were partially met or not met were reviewed by the college's Planning Team. These results are summarized in the graph below.



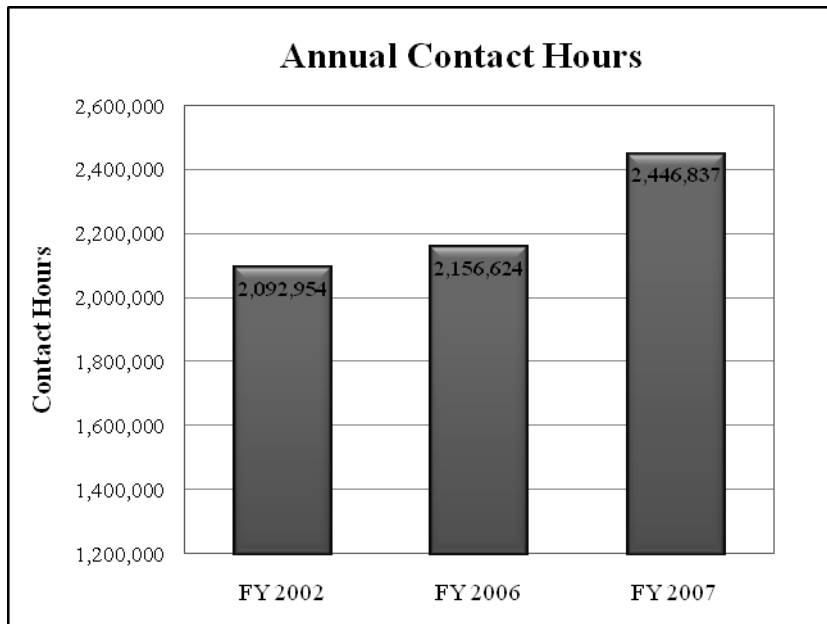
Important among the results observed is that annual unduplicated enrollment and annual contact hours have increased over the past year (over page). Also, worth mentioning is that the college continues to rank above the Gulf Coast Consortium with regards to the number of students who complete a degree or certificate and continue to rank above the state average with regards to student course completion rates for academic, technical and workforce education courses (see page 4 for tables) as shown in the latest THECB report.

Table 1



(Annual unduplicated enrollment including credit and non-credit students as reported in the Texas Higher Education Coordinating Board's Accountability System)

Table 2



(Total Annual Contact Hours as reported in the Texas Higher Education Coordinating Board's Accountability System)

Percentage of Students Attaining Degrees or Certificates in FY 2006-2007

Institution	Percentage of Degrees and Certificates
Lee College	23.65%
Alvin Community College	21.22%
Galveston College	15.71%
San Jacinto - Central	11.58%
Gulf Coast Consortium	10.88%
San Jacinto - North	10.09%
Houston Community College	9.18%
Brazosport College	9.06%
NHMCCD - North Harris	9.02%
Wharton Junior College	8.87%
San Jacinto - South	8.22%
NHMCCD - Tomball	7.00%
College of the Mainland	6.78%
NHMCCD - Kingwood	6.17%
NHMCCD - Montgomery	5.78%

Student Course Completion Rate for Academic, Technical, and Workforce Education Courses

Institution	Completion Rate
Brazosport	87.43%
Galveston	87.31%
Wharton	85.41%
ACC	84.85%
State Average	84.76%
NHMCCD Kingwood	84.32%
HCC	84.16%
NHMCCD Tomball	84.13%
SJ North	83.19%
SJ Central	82.97%
NHMCCD North Harris	82.70%
SJ South	81.67%
Lee	81.36%
NHMCCD Montgomery	81.24%
COM	80.29%

Besides highlighting the numerous goals the college achieved during the 2006-2007 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:

- GED success rates
- Migration rates from Alvin High School to ACC

In each of these two cases, we have identified a path to further investigate why these goals were not achieved and provided a possible plan of action to address each problem. 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			
2.1	X				
2.2		X			
3.1	X				
3.2	X				
3.3	X				
4.1	X				
4.2	X				
5.1	X				
5.2	X				
5.3		X			
5.4	X				
5.5	X				
5.6	X				
5.7	X				
5.8	X				
5.9	X				
6.1	X				
6.2	X				
7.1			X		
7.2			X		
7.3	X				
8.1	X				
8.2	X				
8.3	X				
8.4	X				
8.5	X				
9.1	X				
9.2	X				
10.1	X				
10.2	X				
10.3		X			
11.1	X				
11.2	X				
11.3	X				
11.4	X				
11.5	X				
11.6		X			

Indicators for Goal 1

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

Indicator 1.1 Degree completion rates

Indicator 1.2 Average GPA of UHCL students who have transferred from ACC (fall semester)

Summary:

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

Indicator 1.1 - Degree Completion Rates

FY 2006-2007

Institution	Percentage of Degrees and Certificates
Lee College	23.65%
Alvin Community College	21.22%
Galveston College	15.71%
San Jacinto - Central	11.58%
Gulf Coast Consortium	10.88%
San Jacinto - North	10.09%
Houston Community College	9.18%
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Wharton Junior College	8.87%
San Jacinto - South	8.22%
NHMCCD - Tomball	7.00%
College of the Mainland	6.78%
NHMCCD - Kingwood	6.17%
NHMCCD - Montgomery	5.78%

STANDARD: *The percentage of students who complete a degree or certificate will exceed the average for the Gulf Coast Consortium.
(Percentage = [degrees for FY 2007] / [Fall 2006 enrollment])*

RESULT: Standard met

ACTION TAKEN: No action required

DATA SOURCE: THECB Accountability System 2006-2007

Indicator 1.2 - Average GPA of UHCL Students Who Have Transferred from ACC (Fall Semesters)

Major	ACC		UHCL		Standard Met
	No. of Students	Avg. GPA	No. of Students	Avg. GPA	
Accounting	24	3.000	387	2.897	YES
Behavioral Science - General	25	3.343	188	3.216	YES
General Business	19	2.774	168	2.813	YES
History	17	3.309	159	3.077	YES
Interdisciplinary Studies	78	3.298	834	3.354	NO

STANDARD: *The average GPA of ACC transfer students in departments with at least 15 transfers will meet or exceed the UHCL average for that department.*

RESULT: Standard not met for Interdisciplinary Studies

ACTION TAKEN: Interdisciplinary studies will be monitored and a review of the makeup of Interdisciplinary studies will be done to determine possible future assistance. The difference of .056 indicates that our students are just below their peers at UHCL.

DATA SOURCE: UHCL Fall 2007 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 Licensure examination pass rate

Summary:

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

Indicator 2.1 - Number of Approved Tech Prep Programs

School District	Program Area
Alvin ISD (Major)	Business Technology - Office Professional
	Child Development & Early Childhood
	Computer Science Technology - Computer Programming
	Computer Science - Networking
	Correctional Science
	Culinary Arts
	Diagnostic Cardiovascular Sonography
	Drafting Technology
	Emergency Medical Technology
	Management Development
	Nursing
Angleton ISD¹	Computer Science Technology - Computer Programming
	Culinary Arts
Friendswood ISD¹	Communications - TV
	Drafting Technology
	Emergency Medical Technology
Hitchcock ISD¹	Computer Science - Networking
Lamar ISD¹	Business Technology - Office Professional
	Child Development & Early Childhood
	Correctional Science
	Culinary Arts
	Drafting Technology
Pearland ISD (Major)	Business Technology - Office Professional
	Child Development & Early Childhood
	Communications - TV
	Computer Science - Networking
	Culinary Arts
	Diagnostic Cardiovascular Sonography
	Drafting Technology
	Emergency Medical Technology
	Management Development
Paralegal	
Santa Fe ISD¹	Child Development & Early Childhood
	Correctional Science
	Diagnostic Cardiovascular Sonography
	Drafting Technology
	Emergency Medical Technology
Nursing	

¹ 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

ACTION TAKEN: No action required

DATA SOURCE: Tech Prep Coordinator (Information received 1/15/2008)

Indicator 2.2 - Licensure Examination Pass Rates

Program	ACC Avg 2005	ACC Avg 2006	Combined Avg 05-06	ACC Avg 2007
Court Reporting	44%	29%	36.5%	55%
Emergency Medical Technician-Intermediate	100%	100%	100%	100%
Emergency Medical Technician-Basic	66%	97%	81.5%	68%
Nurse-LVN	96%	100%	98.0%	100%
Nurse-Registered	97%	100%	98.5%	98%

STANDARD: *Licensure exam pass rates will meet or exceed the average pass rates for the prior 2 years.*

RESULT: Standard not met for EMT-Basic and Nurse-Registered

ACTION TAKEN: 2006 was an exceptional year for EMT-Basic and Nurse-Registered. For the Nurse-Registered, a 98% pass rate is excellent, but it does fall below the combined standard due to the perfect score in 2006. EMT-Basic had a large jump in their pass rate in 2006 which, in turn is raising their combined average. Both programs will be reviewed to determine possible problems/reasons for the lower pass rate.

DATA SOURCE: THECB Accountability System 2006-2007

COMMENT: Law enforcement academic, law enforcement academy, paramedic, and massage therapy pass rates were not reported as part of THECB Accountability System this year.

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 Successful completion rates (A, B, or C) for developmental courses (course by course basis)

Indicator 3.2 Next course performance success rates for developmental students

Indicator 3.3 Completion rates for 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				

Indicator 3.1 – Successful Completion Rates (A, B, or C) for Developmental Courses (Course by Course Basis)

Course	Success Rate	A	B	C	D	F	I	R
ENGL 0309	65.60%	19	26	37	2	22	1	18
ENGL 0310	52.80%	14	24	27	0	12	0	46
MATH 0309	63.20%	46	52	36	0	18	2	58
MATH 0310	55.80%	36	53	68	0	18	8	98
MATH 0312	61.00%	24	61	104	4	44	1	72
READ 0309	65.00%	6	36	29	0	14	0	24
READ 0310	68.00%	10	52	39	23	18	0	7
READ 0312	98.00%	0	21	43	0	0	0	1

STANDARD: *Successful completion rates will meet or exceed 50% for each course.*

RESULT: Standard met

ACTION TAKEN: No action required

DATA SOURCE: Colleague Fall 2007 and Spring 2008 Grade Report (retrieved 9/04/2008)

Indicator 3.2 – Next Course Performance Success Rates for Developmental Students

Standard: Remediated students from the prior course will perform as well or better than non remediated students in the course that follows their remediation. This standard is repeated on pages 20-25.

Math 1314 vs. Math 0312

No differences were found in the grades students earned in MATH 1314 regardless of whether or not they took 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
.22472	260	.999	.319

Remediation	Count	Mean	Standard Deviation	Standard Error
Yes	106	.9811	1.74564	.16955
No	156	.7564	1.81525	.14534

Grade Earned	Remediated Percent	Non-Remediated Percent
A	9.6%	9.4%
B	14.7%	12.3%
C	13.5%	22.6%
D	5.1%	12.3%
F	17.9%	9.4%
W	39.1%	34.0%

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
.39101	226	1.527	.128

Remediation	Count	Mean	Standard Deviation	Standard Error
Yes	50	1.70	1.52864	.21618
No	178	1.3090	1.61010	.12136

Grade Earned	Remediated Percent	Non-Remediated Percent
A	8.0%	6.5%
B	20.0%	16.3%
C	48.0%	35.9%
D	0%	1.6%
F	6.0%	14.7%
W	18.0%	5.0%

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
.56511	167	1.849	.066

Remediation	Count	Mean	Standard Deviation	Standard Error
Yes	56	1.8571	1.86283	.24893
No	113	1.2920	1.87408	.17630

Grade Earned	Remediated Percent	Non-Remediated Percent
A	23.2%	11.5%
B	19.6%	19.6%
C	28.6%	28.6%
D	0%	0%
F	5.4%	5.4%
W	23.2%	23.2%

ENGL 1301 vs. ENGL 0310

No differences were found in the grades of students taking ENGL 1301 regardless of whether or not they took 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
-.713	301	-1.772	.077

Remediation	Count	Mean	Standard Deviation	Standard Error
Yes	23	.87	1.766	3.68
No	280	1.58	1.861	.111

Grade Earned	Remediated Percent	Non-Remediated Percent
A	4.3%	18.3%
B	21.7%	22.1%
C	17.4%	14.2%
D	4.3%	6.2%
F	17.4%	18.0%
W	34.8%	21.1%

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
.371	51	.757	.453

Remediation	Count	Mean	Standard Deviation	Standard Error
Yes	26	1.3333	1.71	.365
No	27	.9615	1.87	.329

Grade Earned	Remediated Percent	Non-Remediated Percent
A	7.4%	7.7%
B	22.2%	15.4%
C	29.6%	30.8%
D	0%	0.0%
F	18.5%	3.8%
W	22.2%	42.0%

ENGL 1301 vs. READ 0310

No differences were found in the grades of students taking ENGL 1301 regardless of whether or not they took 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
-.11806	310	-.300	.765

Remediation	Count	Mean	Standard Deviation	Standard Error
Yes	24	1.3750	1.58286	.32310
No	288	1.4931	1.87407	.11043

Grade Earned	Remediated Percent	Non-Remediated Percent
A	0%	18.7%
B	37.5%	20.8%
C	16.7%	14.2%
D	8.3%	5.9%
F	20.8%	17.7%
W	16.7%	22.6%

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
.37692	78	1.006	.317

Remediation	Count	Mean	Standard Deviation	Standard Error
Yes	30	1.80	1.21485	.22180
No	50	1.4231	1.82946	.25370

Grade Earned	Remediated Percent	Non-Remediated Percent
A	0%	8.0%
B	36.7%	34.0%
C	26.7%	20.0%
D	23.3%	6.0%
F	6.7%	4.0%
W	6.7%	32.0%

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: Standard met

ACTION TAKEN: No action required

DATA SOURCE: Colleague database (retrieved 07/31/2008)

Indicator 3.3 - Completion Rates for Students Receiving Remediation

Institution	Completion Rate Math
ACC	82%
NHMCCD Tomball	72%
Brazosport	71%
COM	67%
HCC	67%
NHMCCD Montgomery	66%
SJ North	66%
NHMCCD Kingwood	65%
NHMCCD North Harris	65%
SJ Central	65%
State Average	65%
Gulf Coast Consortium	64%
SJ South	62%
Wharton	62%
Galveston	56%
Lee	30%

Institution	Completion Rate Reading
HCC	81%
Brazosport	79%
Galveston	78%
Wharton	75%
ACC	74%
NHMCCD Kingwood	74%
NHMCCD Tomball	74%
SJ North	72%
NHMCCD Montgomery	71%
State Average	71%
SJ Central	69%
SJ South	68%
Gulf Coast Consortium	67%
NHMCCD North Harris	63%
Lee	42%
COM	20%

Institution	Completion Rate Writing
HCC	80%
Lee	80%
ACC	77%
NHMCCD Kingwood	76%
NHMCCD Tomball	72%
State Average	72%
NHMCCD Montgomery	71%
SJ Central	70%
NHMCCD North Harris	61%
Brazosport	60%
Gulf Coast Consortium	57%
SJ South	57%
Galveston	50%
Wharton	50%
COM	0%
SJ North	0%

STANDARD: *The percent of underprepared students who successfully complete a related college-level course within 4 years will meet or exceed the Gulf Coast Consortium by subject area.*

RESULT: Standard met

ACTION TAKEN: No action required

DATA SOURCE: THECB Accountability System 2006-2007

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

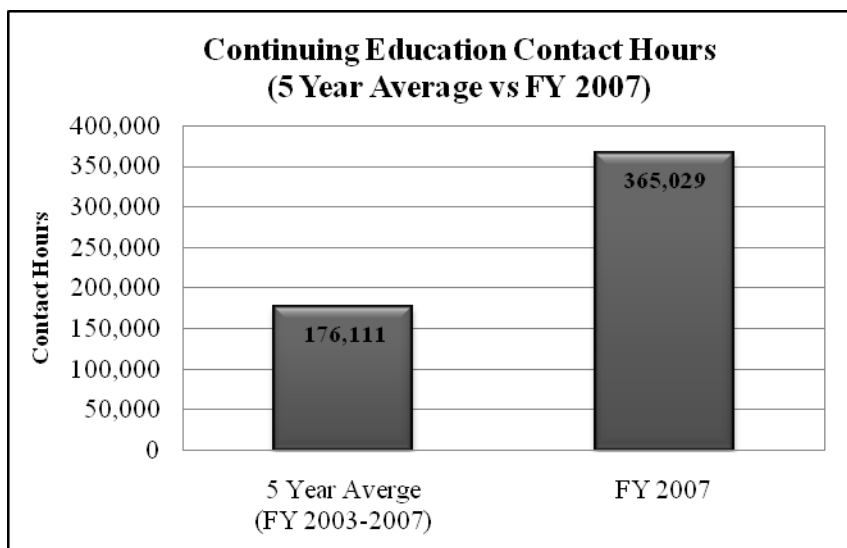
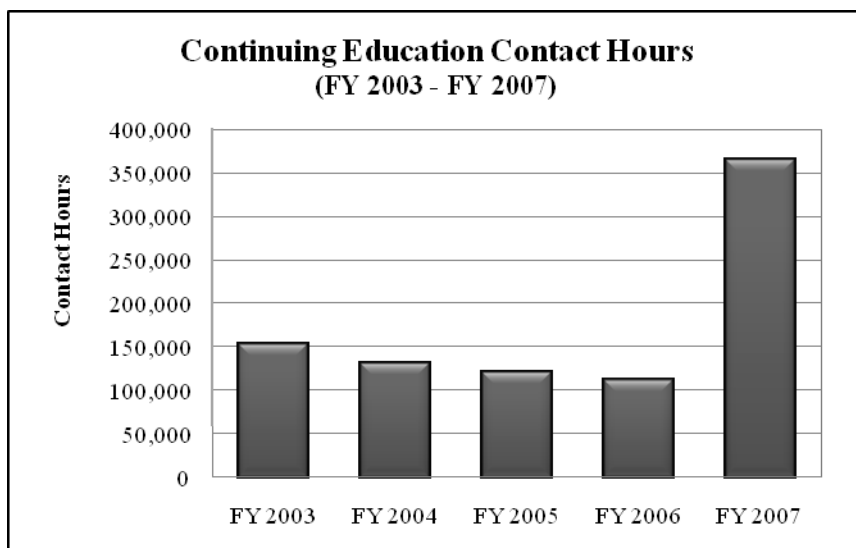
Indicator 4.2 Number of training partnerships between the Center for Professional and Workforce Development and business and industry

Summary:

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

Indicator 4.1 - Continuing Education Contact Hours

	Fall Contact Hours	Spring Contact Hours	Summer I Contact Hours	Summer II Contact Hours	FY Total Contact Hours
Fiscal Year					
2003	52,971	51,266	16,169	32,254	152,660
2004	44,695	31,876	28,896	25,552	131,019
2005	41,919	35,085	18,354	25,287	120,645
2006	35,055	32,104	20,583	23,458	111,200
2007	134,011	95,666	61,770	73,582	365,029



STANDARD: *Increase the number of contact hours each year (current year shows positive growth over 5 year average).*

RESULT: Standard met

ACTION TAKEN: No action required

DATA SOURCE: THECB (received from Kathy Cox 7/21/08)

Indicator 4.2 - Number of Training Partnerships between the Continuing Education/ Workforce Development and Business and Industry

Businesses and Industries involved in training partnerships:

1. The WorkSource
2. TDCJ (Texas Department of Criminal Justice)
3. Rollac Shutters
4. Solutia, Inc.
5. Dow Chemical
6. Brazoria County
7. Lyondell
8. City of Alvin
9. City of Pearland
10. Dish Network
11. Ineos
12. Tele-flow
13. Team, Inc.
14. Pearland Independent School District
15. Alvin Independent School District
16. City of Pearland
17. The Adult Reading Center
18. Baker Atlas

STANDARD: *Active involvement of at least 2 such affiliations.*

RESULT: Standard met

ACTION TAKEN: No action required

DATA SOURCE: Continuing Education/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 Completion rates for full-time students
- Indicator 5.2 First-time undergraduate persistence rates after one year
- Indicator 5.3 Student persistence in gatekeeper courses
- Indicator 5.4 FTE student to faculty ratio
- Indicator 5.5 Analysis of CCSSE in relation to instructor-student feedback
- Indicator 5.6 Analysis of CCSSE in relation to ACC emphasis on social support
- Indicator 5.7 Analysis of CCSSE in relation to students' relationships with other students and instructors
- Indicator 5.8 Analysis of CCSSE in relation to educational and personal growth
- Indicator 5.9 Analysis of CCSSE in relation to student's evaluations of ACC educational experience

Summary:

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

Indicator 5.1 – Completion Rates for Full-Time Students

Institution	Completion Rate
Brazosport	52%
Wharton	51%
SJ Central	49%
Galveston	48%
NHMCCD Kingwood	48%
SJ South	48%
ACC	46%
Lee	46%
NHMCCD Montgomery	46%
NHMCCD Tomball	46%
NHMCCD North Harris	44%
State Average	44%
SJ North	41%
COM	40%
HCC	39%

STANDARD: *30% of full-time first-time at Alvin Community College Students receive a degree or certificate or are still enrolled in a Texas public or private education after 6 years.*

RESULT: Standard met

ACTION TAKEN: No action required

DATA SOURCE: THECB Accountability System 2006-2007

COMMENTS: Due to THECB Accountability System Reporting changes, 3 year completion rates have been changed to 6 year completion rates.

Indicator 5.2 – First-time Undergraduate Persistence Rates after One Year

Institution	Entering Cohort (Fall 2006)
ACC	66.8%
State	65.5%
Medium B Colleges	65.0%
Medium A Colleges	60.5%

STANDARD: *Student persistence rates will meet or exceed the state average.*

RESULT: Standard met

ACTION TAKEN: No action required

DATA SOURCE: THECB Accountability System 2006-2007

COMMENT: The Texas Higher Education Coordinating Board (THECB) has grouped community colleges together according to institutions of similar types and missions, peers and benchmarks. Below is a list of all Medium A and Medium B colleges. Alvin Community College is a Medium A college.

Medium A Colleges	Medium B Colleges
ALVIN COMMUNITY COLLEGE	ANGELINA COLLEGE
BRAZOSPORT COLLEGE	KILGORE COLLEGE
CISCO JUNIOR COLLEGE	LEE COLLEGE
COASTAL BEND COLLEGE	MCLENNAN COMMUNITY COLLEGE
COLLEGE OF THE MAINLAND	MIDLAND COLLEGE
GRAYSON COUNTY COLLEGE	NAVARRO COLLEGE
HILL COLLEGE	NORTH CENTRAL TEXAS COLLEGE
PARIS JUNIOR COLLEGE	ODESSA COLLEGE
TEMPLE COLLEGE	SOUTHWEST TEXAS JUNIOR COLLEGE
TEXARKANA COLLEGE	TRINITY VALLEY COMMUNITY COLLEGE
VICTORIA COLLEGE	WHARTON COUNTY JUNIOR COLLEGE
WEATHERFORD COLLEGE	

Indicator 5.3 – Student Persistence in Gatekeeper Courses

Percent of Students Returning the Following Spring Semester					
	FY 05	FY 06	FY 07	FY 05-07Avg	FY 08
Biology 2401	70%	71%	68%	70%	72%
English 1301	73%	71%	72%	72%	72%
History 1301	76%	73%	72%	74%	70%
Math 1314	69%	70%	68%	69%	69%

STANDARD: *Student persistence will meet or exceed the average of the prior 3 years.*

RESULT: Standard not met in History 1301

ACTION TAKEN: History 1301 was identified as a gatekeeper course for the college in Fall 2007 and is a part of the Achieving the Dream initiative. In the Spring of 2007, additional resources and Learning Lab sessions were implemented to assist History 1301 learners and help them complete their class. This additional intervention may show positive benefits in the next school year.

DATA SOURCE: THECB Accountability System 2006-2007

Indicator 5.4 – FTE Student to Faculty Ratio

Institution	Student to Faculty Ratio
SJ South	24
Lee	23
SJ Central	23
SJ North	21
Wharton	21
State Average	20
Brazosport	19
ACC	18
NHMCCD Montgomery	18
NHMCCD Tomball	18
HCC	17
NHMCCD Kingwood	17
COM	16
Galveston	15
NHMCCD North Harris	15

STANDARD: *The FTE Student to Faculty Ratio will be lower than the state average.*

RESULT: Standard met

ACTION TAKEN: No action required

DATA SOURCE: THECB Accountability System 2006-2007

Indicator 5.5 – Analysis of CCSSE in Relation to Instructor-Student Feedback

CCSSE Question 4 o. 1=Never, 2=Sometimes, 3=Often, 4=Very often	AVERAGE SCORE
Received prompt feedback (written or oral) from instructors on your performance	2.58

STANDARD: *The average score given by ACC students on the CCSSE will meet or exceed 2.0 on a scale of 1 to 4.*

RESULT: Standard met

ACTION TAKEN: No action required

DATA SOURCE: CCSSE Frequency Report 2007

Indicator 5.6 – Analysis of CCSSE in Relation to ACC Emphasis on Social Support

CCSSE Questions 15 &16 1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely	AVERAGE SCORE
How supportive are your friends of your attending this college?	3.15
How supportive is your immediate family of your attending this college?	3.49

STANDARD: *The average score given by ACC students on the CCSSE will meet or exceed 2.0 on a scale of 1 to 4.*

RESULT: Standard met

ACTION TAKEN: No action required

DATA SOURCE: CCSSE Frequency Report 2007

Indicator 5.7 – Analysis of CCSSE in Relation to Student’s Relationships with Other Students and Instructors

CCSSE Questions 11a. & 11b. 1=Unavailable..... 7=Available, helpful, sympathetic	AVERAGE SCORE
Relationships with other students	5.43
Relationships with instructors	5.69

STANDARD: *The average score given by ACC students on the CCSSE will meet or exceed 3.5 on a scale of 1 to 7.*

RESULT: Standard met

ACTION TAKEN: No action required

DATA SOURCE: CCSSE Frequency Report 2007

Indicator 5.8 – Analysis of CCSSE in Relation to Educational and Personal Growth

CCSSE Questions 12a.-o. 1=Very little, 2=Some, 3=Quite a bit, 4=Very much	AVERAGE SCORE
Acquiring a broad general education	3.05
Acquiring job or work-related knowledge and skills	2.61
Writing clearly and effectively	2.67
Speaking clearly and effectively	2.61
Thinking critically and analytically	2.87
Solving numerical problems	2.52
Using computing and information technology	2.64
Working effectively with others	2.61
Learning effectively on your own	2.94
Understanding yourself	2.61
Understanding people of other racial and ethnic backgrounds	2.29
Developing a personal code of values and ethics	2.26
Contributing to the welfare of your community	1.97
Developing clearer career goals	2.70
Gaining information about career opportunities	2.63
Average Score	2.78

STANDARD: *The average score given by ACC students on the CCSSE will meet or exceed 2.0 on a scale of 1 to 4.*

RESULT: Standard met

ACTION TAKEN: No action required

DATA SOURCE: CCSSE Frequency Report 2007

Indicator 5.9 – Analysis of CCSSE in Relation to Student’s Evaluations of ACC Educational Experience

CCSSE Question 27. 1=Poor, 2=Fair, 3=Good, 4=Excellent	AVERAGE SCORE
How would you evaluate your entire educational experience at this college?	3.16

STANDARD: *The average score given by ACC students on the CCSSE will meet or exceed 2.5 on a scale of 1 to 4.*

RESULT: Standard met

ACTION TAKEN: No action required

DATA SOURCE: CCSSE Frequency Report 2007

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 Retention rate (Fall 2006 to Fall 2007)

Indicator 6.2 Student course completion rates for academic, technical, and workforce education courses

Summary:

Indicator	Standard Met	Standard Partially Met	Standard Not Met	Results To Be Reviewed	Data Unavailable
6.1	X				
6.2	X				

Indicator 6.1 - Retention Rate (Fall 2006 to Fall 2007)

Institution	Retention Rate
Brazosport	73%
SJ South	73%
NHMCCD Tomball	72%
Wharton	71%
HCC	70%
SJ Central	70%
NHMCCD Montgomery	69%
Lee	68%
ACC	67%
NHMCCD North Harris	67%
NHMCCD Kingwood	66%
State Average	66%
SJ North	64%
COM	62%
Galveston	62%

STANDARD: *Retention rates meet or exceed the state average.*

RESULT: Standard met

ACTION TAKEN: No action required

DATA SOURCE: THECB Accountability System 2006-2007

Indicator 6.2 - Student Course Completion Rates for Academic, Technical, and Workforce Education Courses

Institution	Completion Rate
Brazosport	87.43%
Galveston	87.31%
Wharton	85.41%
ACC	84.85%
State Average	84.76%
NHMCCD Kingwood	84.32%
HCC	84.16%
NHMCCD Tomball	84.13%
SJ North	83.19%
SJ Central	82.97%
NHMCCD North Harris	82.70%
SJ South	81.67%
Lee	81.36%
NHMCCD Montgomery	81.24%
COM	80.29%

STANDARD: *Student course completion rates meet or exceed the state average.*

RESULT: Standard met

ACTION TAKEN: No action required

DATA SOURCE: THECB Accountability System 2006-2007

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 GED success rates
- Indicator 7.2 Alvin High School to ACC migration rate
- Indicator 7.3 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				

Indicator 7.1 - GED Success Rates

Year	Pass		Fail		Incomplete		Total	
	Number	%	Number	%	Number	%	Number	%
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%
2005-2006	78	57%	46	34%	13	10%	137	101%
2006-2007	53	43%	41	33%	29	24%	123	100%

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

RESULT: Standard not met for 2006-2007

ACTION TAKEN: A higher percentage of incompletes lowered the percentage of passing students this year. The GED program will review their records to determine if a pattern can be found to explain why the percentage of Incomplete students was so high and if there is anything the department can do to prevent this in the future.

DATA SOURCE: ACC Testing Center (Information received 1/18/2008)

Indicator 7.2 – Alvin High School to ACC Migration Rate

Graduation Year	# in Graduating Class	# Attending College in the Fall	# Attending ACC in Fall	% of Students Attending College Enrolled at ACC in Fall
2003	536	294	184	63%
2004	612	319	199	62%
2005	552	282	178	63%
2006	600	292	195	67%
2007	668	295	176	60%

STANDARD: *The percentage of AHS graduates who attend ACC in the first fall semester after graduation will increase each year (current year shows positive growth over a five year average).*

RESULT: Standard not met

ACTION TAKEN: The graduating class of 2006-2007 has a similar number of students that attended college in the fall as the prior year, however in this case 14% more went to senior institutions than the prior year. As our dual credit program increases we may see an increase in students that go directly to senior institutions from high school as they have gotten their required classes completed at Alvin Community College before graduation. Alvin Community College has expanded its dual credit offerings to the point that a student taking prior dual credit classes graduated high school in 2008 with an Associate’s degree from Alvin Community College. We will continue to monitor this migration rate and investigate if dual credit students are going directly to senior institutions upon graduation.

DATA SOURCE: THECB High School to College Linkages

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.

Indicator 7.3 - Number of Collaboration Initiatives with Area Colleges

Institution	Collaboration Initiative
Brazosport College	Leadership Development Process Technology Alliance
College of the Mainland	Process Technology Alliance
Del Mar College	Process Technology Alliance
Houston Community College	Process Technology Alliance; Professional Truck Driving Program Work Keys
Lamar Institute of Technology	Process Technology Alliance
Lamar State College	Process Technology Alliance
Lee College	Process Technology Alliance
San Jacinto	Process Technology Alliance; Radio/TV Broadcasting Small Business Development Center
Victoria College	Process Technology Alliance
Wharton County Jr. College	Process Technology Alliance

STANDARD: *To be reviewed annually*

RESULT: Standard met

ACTION TAKEN: 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 Professional development
- Indicator 8.3 Full-time employee retention rate
- Indicator 8.4 Part-time to full-time ratio
- Indicator 8.5 Analysis of Alvin Community College Faculty and Staff Satisfaction Survey

Summary:

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

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

Percentage of contact hours taught by full-time faculty	65.1%
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STANDARD: *65% or more of all contact hours will be taught by full-time faculty.*

RESULT: Standard met

ACTION TAKEN: No action required

DATA SOURCE: THECB Accountability System 2006-2007

Indicator 8.2 – Professional Development

Department	Type of Training	
Informational Technology	Cisco Microsoft Access Microsoft Excel Microsoft Outlook Microsoft Power Point	Microsoft Word 2007 MyACC WebAccess Webmail
Distance Education and Instructional Design	Advanced Gradebook Dreamweaver Instructional Design MS Producer Multimedia Library Online Testing Podcasting	Respondus Rubric Turnitin Voice Threads WebCT Wikis
Human Resources	Appreciating Differences Building Resilience Motivating Your Employees Social Security Time Management	
Financial Aid	FERPA Financial Aid	

STANDARD: *At least 5 opportunities for professional Development will be offered each year.*

RESULT: Standard met

ACTION TAKEN: No action required

DATA SOURCE: Human Resources, Distance Education, Information Technology

Indicator 8.3 - Full-Time Employee Retention Rate

Average Number of Years at ACC for Full-Time <i>Technical</i> Faculty	12 years
Average Number of Years at ACC for Full-Time <i>Academic</i> Faculty	17 years

STANDARD: *Average for all full-time 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 – Part-Time to Full-Time Ratio

Faculty	Number of Classes:
Number of Full-Time Faculty	95
Number of Part-Time Faculty	166
Number of Part-Time to Full-Time Faculty	1.75

STANDARD: *The number of part-time faculty will not exceed 2 times the number of full-time faculty.*

RESULT: Standard met

ACTION TAKEN: No action required

DATA SOURCE: THECB Accountability System 2006-2007

Indicator 8.5 – Analysis of Alvin Community College Faculty and Staff Satisfaction Survey

Alvin Community College Faculty and Staff Satisfaction Survey	Percent Strongly Agree or Agree
1. Courses are held to the same standards regardless of format or location.	86.2%
2. Faculty have a well-defined role in curriculum development.	92.5%
3. The faculty has academic freedom.	100.0%
4. Departmental evaluative processes contribute to better teaching techniques and principles.	77.4%
5. ACC's actions reflect its mission.	88.0%
6. ACC has a reputation for quality.	89.5%
7. I feel that ACC is successful in preparing students.	92.3%
8. Administration supports my department in performing its duties.	86.6%
9. The institutional budget is developed with input from my department.	79.0%
10. I feel appreciated by the college.	77.7%
11. Overall, I am satisfied with my job.	94.6%

STANDARD: *The percent of ACC faculty and staff that respond positively (Strongly Agree or Agree) will meet or exceed 70%.*

RESULT: Standard met

ACTION TAKEN: No action required

DATA SOURCE: Alvin Community College Faculty and Staff Satisfaction Survey Summary Data, Spring 2008

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 Percent of annual budget allotted instruction

Summary:

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

Indicator 9.1 - Cost Per Contact Hour

	Cost Per Contact Hour (FY 2006)
College of the Mainland	\$21.21
Lee College	\$16.54
Brazosport College	\$16.23
Galveston College	\$15.97
Gulf Coast Consortium Average	\$14.98
Alvin Community College	\$13.03
Houston Community College System	\$12.98
Lonestar College System District*	\$12.46
Wharton County Junior College	\$11.47
San Jacinto College District**	**

*Formerly North Harris Community College District

**San Jacinto College District was not reported

STANDARD: *Cost per contact hour will be below the Gulf Coast Consortium average.
(Formula= [Total Operating Expenses/Total Contact Hours]).*

RESULT: Standard met

ACTION TAKEN: No action required

DATA SOURCE: IPEDS Peer Analysis System (Total Operating Expenses) and THECB Accountability System 2006-2007 (Contact Hour Data)

Indicator 9.2 - Percent of Annual Budget Allotted Instruction

YEAR	PERCENT
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%
2006-07	54.90%
2007-08	52.59%

STANDARD: *Percentage will meet or exceed 50%.*

RESULT: Standard met

ACTION TAKEN: No action required

DATA SOURCE: 2006-07 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 Faculty and Staff Satisfaction with Campus Environment

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				

Indicator 10.1 - Number of Reportable Incidents

Crime Statistics for Calendar Year 2006

Institution	Forcible Sex Offenses	Burglary	Motor Vehicle Theft
ACC	0	3	0
COM	0	0	0
Galveston	1	0	1
HCC	0	2	1
Lee	0	0	1
NHMCCD	0	0	4
SJ Central	0	6	1
SJ North	0	8	5
SJ South	0	8	3
Wharton	0	0	0

There were no reports of any of the following incidents at any of the community colleges listed in the above table: Murder/Non-Negligent Manslaughter, Nonforcible Sex Offenses, Robbery, Aggravated Assault, Arson, and Negligent Manslaughter

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 2005-06)	PROJECTS COMPLETED (FY 2006-07)
Constructed a concrete foundation for baseball bleachers	Building S construction
Replaced brick spandrels for buildings A, B, C, and D	Installed bat proof roof flashing
Replaced café freezer	Installed ADA door openers for buildings E and F
Installed new emergency generator for buildings A, B, C, and D	Replaced air handler in building N
Upgraded the electrical service for building A (Learning Lab)	Resealed windows in buildings A and D
Repaired main water line in building E	Replaced 20-ton A/C at the Nolan Ryan Center
Installed 3 new cooling towers	Repaired trip hazards on courtyard walkways

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

RESULT: Standard met

ACTION TAKEN: No action required

DATA SOURCE: Director of Physical Plant

Indicator 10.3 – Faculty and Staff Satisfaction with Campus Environment

Alvin Community College Faculty and Staff Satisfaction Survey <i>Please rate the quality of the following:</i>	Percent of Positive Responses
Personal Security/Safety at the college	96.8%
Condition/Appearance of Buildings/Grounds	79.8%
Condition/Appearance of Classrooms/Office Space	74.3%
Janitorial Services	88.8%
Parking Facilities	90.4%
ACC has a well-organized system of purchasing and inventory control.	75.0%
Safety and emergency evacuation procedures are clearly understood.	86.6%
The workplace provides a welcoming environment.	90.1%

STANDARD: *The percent of ACC faculty and staff that respond positively (Strongly Agree, Agree, Good, or Fair) will meet or exceed 70%.*

RESULT: Standard met

ACTION TAKEN: No action required

DATA SOURCE: Alvin Community College Faculty and Staff Satisfaction Survey Summary Data, Spring 2008

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 in 3, 4 and 6 years

Indicator 11.2 Annual unduplicated enrollment

Indicator 11.3 Annual contact hours

Indicator 11.4 Withdrawal, incompleteness, and failure rates for on campus students

Indicator 11.5 Withdrawal, incompleteness, and failure rates for online students

Indicator 11.6 Minority access to college

Summary:

Indicator	Standard Met	Standard Partially Met	Standard Not Met	Results To Be Reviewed	Data Unavailable
11.1	X				
11.2	X				
11.3	X				
11.4	X				
11.5	X				
11.6		X			

Indicator 11.1 – Percentage of Students Attaining Degrees or Certificates in 3, 4, or 6 Years

Institution	3 Years
NHMCCD Montgomery	6%
NHMCCD North Harris	8%
NHMCCD Kingwood	6%
SJ North	16%
COM	9%
NHMCCD Tomball	6%
ACC	19%
Brazosport	13%
Wharton	17%
State Average	12%
Galveston	11%
SJ South	12%
Gulf Coast Consortium	11%
Lee	14%
SJ Central	11%
HCC	10%

Institution	4 Years
Wharton	24%
SJ North	23%
SJ South	22%
COM	20%
SJ Central	19%
State Average	18%
ACC	17%
Gulf Coast Consortium	17%
Brazosport	16%
Lee	16%
NHMCCD Kingwood	16%
HCC	15%
NHMCCD Montgomery	13%
Galveston	11%
NHMCCD North Harris	11%
NHMCCD Tomball	11%

Institution	6 Years
Wharton	37%
Brazosport	36%
ACC	35%
Lee	34%
NHMCCD Montgomery	34%
NHMCCD Kingwood	33%
Galveston	31%
Gulf Coast Consortium	31%
SJ Central	31%
State Average	31%
SJ South	30%
NHMCCD Tomball	29%
SJ North	29%
NHMCCD North Harris	26%
HCC	25%
COM	23%

STANDARD: *The percentage of students who complete a degree or certificate in 3, 4, or 6 years will meet or exceed the average for the Gulf Coast Consortium.*

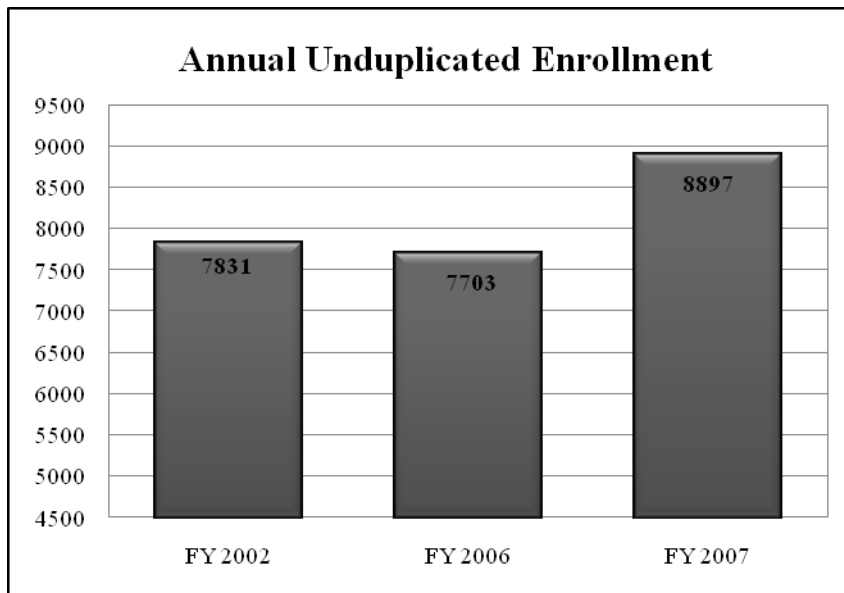
RESULT: Standard met

ACTION TAKEN: No action required

DATA SOURCE: THECB Accountability System 2006-2007

Indicator 11.2 – Annual Unduplicated Enrollment

Semester	FY 2002	FY 2006	FY 2007	% Change FY 2002 to 2007
Total	7,831	7,703	8,897	13.60%



STANDARD: *Annual Unduplicated Enrollment will show a positive change over the prior 5 years.*

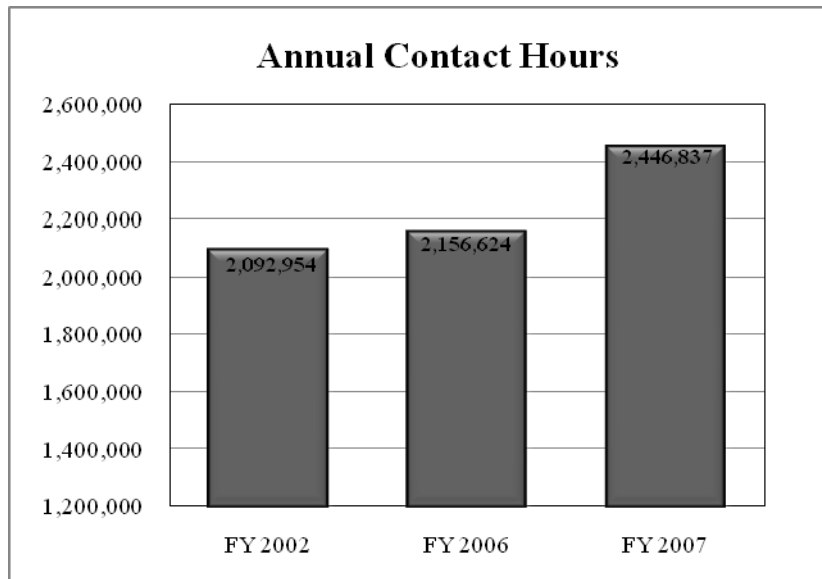
RESULT: Standard met

ACTION TAKEN: No action required

DATA SOURCE: THECB Accountability System 2006-2007

Indicator 11.3 – Annual Contact Hours

Semester	FY 2002	FY 2006	FY 2007	% Change FY 2002 to 2007
Total	2,092,954	2,156,624	2,446,837	16.9%



STANDARD: Annual contact hours will show a positive change over the prior 5 years.

RESULT: Standard met

ACTION TAKEN: No action required

DATA SOURCE: THECB Accountability System 2006-2007

Indicator 11.4 – Withdrawal, Incompletion, and Failure Rates for On Campus Students

Withdrawal Rates	Incompletion Rates	Failure Rates
14.37%	2.40%	14.77%

STANDARD: *Withdrawal, incompletion, and failure rates will not exceed 30%.*

RESULT: Standard met

ACTION TAKEN: No action required

DATA SOURCE: Colleague Grade Reports (7-29-08)

Indicator 11.5 – Withdrawal, Incompletion, and Failure Rates for Online Students

Withdrawal Rates	Incompletion Rates	Failure Rates
23.17%	2.20%	21.81%

STANDARD: *Withdrawal, incompletion, and failure rates will not exceed 30%.*

RESULT: Standard met

ACTION TAKEN: No action required

DATA SOURCE: Colleague Grade Reports (7-29-08)

Indicator 11.6 - Minority Access to College

ETHNICITY	ACC % (Fall 2007)	ALVIN HS % (2006 Graduation Class)	DANBURY HS % (2006 Graduation Class)	PEARLAND HS % (2006 Graduation Class)	SERVICE AREA HS % (Alvin, Danbury, Pearland) (2006 Graduation Class)
White (non-Hispanic)	64.8%	57.5%	78.8%	56.8%	57.8%
African American	8.4%	3.2%	0.0%	15.2%	10.1%
Hispanic	22.7%	36.6%	21.1%	19.4%	26.1%
Asian	2.8%	2.4%	0.0%	8.3%	5.7%
Native American	0.2%	0.3%	0.0%	0.3%	0.3%

STANDARD: *The percentage of any ethnic group at Alvin Community College meets or exceeds the corresponding percentage of the combined graduating classes of high schools in the service area.*

RESULT: Standard not met for African American, Hispanic, Asian, and Native American Ethnicity

ACTION TAKEN: Alvin Community College has been expanding our service at three sites: Pearland College Center, Manvel High School and Nolan Ryan Junior High School. The college is continuing its outreach towards minority students in the service and tax district through the addition of advisors in some high schools and will investigate the possibility of a new outreach campaign.

DATA SOURCE: TEA AEIS Reports for 2006 Graduation Class and THECB Accountability System 2006-2007

Changes to the 2006-2007 Institutional Effectiveness Report

For the Institutional Goals of 2006-2007 the Institutional Effectiveness and Research Office was asked to review the Institutional Effectiveness Report (IER) and look at the indicators and measures as they were written and to modify any standards that allowed for performance below the state average. During the subsequent review of this book it was determined that many of the indicators and standards were no longer viable as the state reports they were based on fell further and further behind. The information within these reports has become too old for adequate responses to be adopted by the college.

In an effort to modernize this information, the Board of Trustees was presented with a conceptual list of updated Indicators and Standards to be applied to the current Institutional Effectiveness Report. However, after this conceptual list had been reviewed it was determined that there were a few minor adjustments that needed to be made in order to ensure that only the most recent and reliable data have been included in the 2007 Report. As updates and changes are continually being made, we will continue to monitor the Texas Higher Education Coordinating Board Accountability System and other current reports for data that will be useful in providing viable information to Alvin Community College in a timely and relevant manner.

The following table shows each goal that had an indicator modified and/or removed, and an explanation for each of these changes.

Goal	Indicator Removed	Explanation
1	Student course completion rate (academic)	Academic, Technical, and Workforce Education Student Course Completion Rates are no longer reported as separate completion rates by the Texas Higher Education Coordinating Board. They are reported together as part of Indicator 6.2
2	Student course completion rate (technical)	Academic, Technical, and Workforce Education Student Course Completion Rates are no longer reported as separate completion rates by the Texas Higher Education Coordinating Board. They are reported together as part of Indicator 6.2.
5	Retention rates from Fall to Spring of full time first-time-at-Alvin-Community-College students (taking \geq 12 semester credit hours)	The latest retention rates reported by the Texas Higher Education Coordinating Board are from Fall 04 Spring 05.
5	Retention rates from Fall to Spring of first-time-in-college students (\leq 11 semester credit hours)	The latest retention rates reported by the Texas Higher Education Coordinating Board are from Fall 04 Spring 05.
11	Percentage of students receiving financial assistance	Data is no longer reported by the Texas Higher Education Coordinating Board.
11	Percent of students either employed and/or enrolled in a Texas senior institution within one year of graduation	Data is no longer reported by the Texas Higher Education Coordinating Board.
11	First-time undergraduate persistence rate after one and two years	Data is presented in a different format under Goal #5.