The Austin Chamber of Commerce Progress Report Task Force

The Chamber’s Austin Community College Progress Report Task Force is comprised of Central Texas business leaders focused on ensuring ACC can be the leading community college in the country and prepare the talent to help our companies grow.

Tony Budet, President/CEO,
University Federal Credit Union,
Chair

Gary Allison, Vice President,
Engineering, Convio

Lisa Doyle, Senior Vice President,
Human Resources, St. David’s HealthCare

Hunter Ellinger, Friends of ACC

John Hernandez, President,
Friends of ACC,
Commercial Real Estate Broker

Ken Lauber, Vice President,
Texas Mutual

Amelia Lopez, Principal,
MWM Design Group

Cynthia Pedigo, Program Manager,
Organizational Capability Group, Intel

Mike Perrine, Commercial Banking President,
Capital One Bank

Gaye Rothman, Partner,
Brown McCarroll, LLP

Anna Sanchez, Vice President,
Business Banking, Wells Fargo

Joel Stone, President,
SpawGlass

Jeff Thomas, Regional President,
HEB Grocery Co., Inc.

Richard Froeschle, Director,
Labor Market & Career Information,
Texas Workforce Commission,
Ex-Officio

Byron McLenney,
Community College Leadership Program,
University of Texas at Austin,
Ex-Officio

Austin Community College District Board of Trustees

The Austin Community College District Board of Trustees represents residents of the ACC District. Trustees provide high-level guidance and leadership to ensure the college meets community needs. For more information, visit austincc.edu/board.

Jeffrey Richard, Chair

Dr. Victor H. P. Villarreal, Vice Chair

Guadalupe Q. Sosa, Secretary

John–Michael V. Cortez

Dr. Betty Hwang

Allen H. Kaplan

Tim Mahoney

Nan McRaven

Dr. Barbara P. Mink

ACC’s Master Plan can be reviewed at austincc.edu/masterplan.

Austin Community College is an affirmative action, equal opportunity educational institution.
A MESSAGE FROM THE AUSTIN CHAMBER AND ACC

Partners for Economic Prosperity

The vitality of the Central Texas region depends on a healthy economy, and a robust economy demands a skilled workforce. No one knows that better than local employers.

The Austin area has traditionally benefited from a strong talent pool. For our community to thrive in a changing economy, however, we need to provide thousands of workers the skills that will lead to well-paying, high-demand jobs, particularly in growth industries such as health care, technology, and renewable energy.

According to the U.S. Department of Labor, 62 percent of the nation’s jobs now require at least a two-year degree or a certificate, a figure that is expected to climb to 75 percent by 2020. Community colleges clearly play a crucial role in fulfilling this requirement.

The Austin Chamber of Commerce and Austin Community College have partnered to help meet the evolving needs of local businesses and promote economic development in the region. Through our efforts, we can provide employers the workforce they need to remain competitive and also improve the lives of those in our community.

Supported by data to guide decisions, we will work to increase college enrollments, provide accelerated pathways to help more students become college-ready, implement innovative learning strategies, create “earn while you learn” opportunities through public-private partnerships, and improve overall student success. The result will be individuals entering the workforce ready to hit the ground running.

The challenge of meeting these goals is a joint responsibility. It takes a community.
INTRODUCTION

WORKING TOGETHER TO ACHIEVE COMMON GOALS
Executive Summary

Austin Community College District (ACC) has a diverse, unique mission: provide programs for academic transfer, workforce education, college-readiness, professional development and personal enrichment.

Despite such a diverse mission, ACC is taking steps to ensure student success outcomes will be met.

- President Rhodes and Trustees remain committed they will graduate 90% of relevant local workforce openings in health care and applied technology by 2015.
- President Rhodes and Trustees have been fearless in pursuing key learning and performance metrics with which to improve student outcomes, remove student barriers and benchmark performance with the nation’s best.
- After a decade of extraordinary enrollment growth, President Rhodes restructured his leadership team to create a forward-leaning operational structure for the next decade, with stronger external relationships.
- The college has been developing an Academic Master Plan, designed to ensure ACC will have the strategies and operational structure to meet the above targets. This plan is expected to be completed by fall 2013.
- ACC is building out facilities in its newly annexed properties.
- ACC has completed the purchase of the Highland Mall in Central Austin, to create a center for innovative learning and community renovations in spring 2013.

These steps will require energy and focus from ACC. They also deserve energetic business leadership engagement and broad community support.

A few key ACC trends:

- After more than 30% growth in ACC student enrollment from 2007 to 2010, ACC’s enrollment—as well as that of community colleges across the country—stabilized and was relatively flat in 2010–2012, including a slight decline in fall 2012.
- ACC supports the local labor force with students who complete degree, certificate and non-credit Continuing Education programs. For 2011–2012, ACC awarded 2,960 degrees, certificates and certifications—representing approximately 88 percent of the projected annual local need through 2020.
- In 2011–2012, ACC had 905 health sciences completions, representing approximately 65 percent of the projected annual local need through 2020.
- In 2011–2012, ACC had 452 applied technology completions, which is 61 percent of the projected annual local need through 2020.
- ACC’s three-year student success rate for the 2008 cohort is 43%. The college is undertaking a variety of initiatives to continue to grow that rate.
- The college provides a number of ways for business and industry to become involved and partner with the college to grow the workforce pipeline.

To continue growing career and technical training programs to meet the needs of Central Texas, we must change policies to reduce hurdles and accelerate education pathways, increase public-private partnerships, and improve student completion rates.
ACC SNAPSHOT
SERVING RESIDENTS AND BUILDING THE WORKFORCE

Two ACC students practice in the Emergency Medical Technology classroom at Eastview Campus
About ACC

A Primary Pathway to Higher Education

ACC provides affordable career and technical training and general education to the rapidly growing population of Central Texas. More than half of all area high school graduates choose ACC for their college education. Students come to ACC for a variety of reasons: workforce training for high-demand careers, university transfer, college readiness, and attainment of new skills for personal enrichment or professional advancement.

ACC and its community partners must continue to provide the training students need to succeed and the workers businesses need to prosper. It won’t be an easy task, with challenges including decreased funding of higher education, state policies that fail to promote seamless transfers between institutions, and the number of students unprepared for college-level courses.

The college is working to increase student retention, graduation, and transfer rates—with efforts such as innovative programs, support for those at high risk of not meeting their goals, and ongoing advocacy for policy change.

ACC Facts

Since opening its doors in 1973, ACC has been a significant educational and economic asset to Central Texas.

• ACC is the only area college accredited to award the associate degree, which the U.S. Department of Labor identifies as the fastest-growing workplace credential.
• The college offers more than 100 areas of study and other educational options.
• ACC offers developmental education classes to get students college-ready.
• ACC is the lowest-cost provider of higher education in the area. In-district students can complete two years (60 credit hours) for less than $5,000, compared to an average rate of $17,540 for Texas State University-San Marcos, and $19,588 for the University of Texas at Austin. (Source: CollegeForAllTexans.com, 2012–2013 tuition & fees)
• ACC offers the convenience of eight full-service campuses and 11 centers. Additional campuses opening in 2013 (Elgin) and 2014 (Kyle/Buda and Highland) will further expand accessibility.
• With approximately 5,000 full-time and part-time employees, ACC is among the area’s largest employers.
Enrollment Trends and Goals

The Central Texas region served by ACC includes some of the fastest growing counties in the state. The college has managed enrollment growth within the framework of a strategic Master Plan that aligns with the college’s mission as well as the statewide Closing the Gaps by 2015 initiative. Adopted in 2000 by the Texas Higher Education Coordinating Board, Closing the Gaps is intended to foster a college-going culture and close educational gaps within Texas and between Texas and other states.

- ACC has already surpassed its initial Closing the Gaps enrollment goals for 2015.
- The number of students taking credit classes has increased 26 percent since fall 2007, up to 40,198 in fall 2012.
- Continuing Education enrollment has decreased 7 percent to 11,213 in 2011-2012, down from 12,032 in 2007-2008.

Enrollment figures for 2007 through 2012 are certified enrollment headcounts submitted to THECB by ACC’s Office of Institutional Effectiveness and Accountability.

The college produces an annual Fact Book that contains additional enrollment information. For more data, visit go.austincc.edu/factbook.
Outlook for Future Enrollment

Because the college has exceeded the initial Closing the Gaps goals it established, ACC set a revised credit enrollment goal of 43,925 in 2015. This is based on a goal of 3 percent annual growth. Economic fluctuations and a variety of other factors impact enrollment estimates.

Overall ACC Credit Enrollment & Goals

Economic Factors

Unemployment Rates Impact Enrollment

The economic recession has impacted both enrollments and the budget. Although unemployment in Central Texas has remained lower than national averages, the state lost about 431,300 jobs from summer 2008 through fall 2009. Unemployment rates within ACC’s service area have increased by three percentage points since 2007, nearly doubling.

ACC Enrollment vs. Unemployment Rate

Community colleges typically see higher student enrollments during economic slowdowns, with higher unemployment rates fueling an influx of people returning to school for skills training and education.

ACC enrollment data for 2008 through 2012 are actual certified enrollment headcounts submitted to THECB by OIEA. Enrollment data for 2013 through 2015 are based on a goal of 3% annual growth.

ACC enrollment data for 2008 through 2012 are actual certified enrollment headcounts submitted to THECB by OIEA. Enrollment data for 2013 through 2015 are based on a goal of 3% annual growth.

Source: OIEA for THECB Higher Education Accountability System; ACC projections

Annual Budget: Maximizing Resources

ACC’s Board of Trustees sets an operating budget that maximizes financial resources while allowing the college to achieve objectives for growth and student success. The annual operating budget has increased nearly 37 percent since fiscal year 2009.

Annual Operating Budget (Fiscal Years 2009–2013)

The board adopted a $272,128,217 million budget for 2012–2013, a 2.6 percent increase over the 2011–2012 budget. The budget reflects an increase in ACC’s tax base resulting from the 2010 annexation of the Elgin and Hays school districts. An increased budget is necessary for the college to meet community demand for critical programs and support services.

Financial Aid Supports Student Achievement

The college administers approximately $100 million in federal, state, and private student aid annually. Of this amount, approximately $30 million covers tuition and fee costs while the remaining $70 million is disbursed directly to students for other educational and living expenses—which supports the local economy.

Students Receiving Financial Aid, Fall 2012

Students may receive more than one type of aid.
State Funding Support for Students Declining

ACC’s operating budget is drawn from three primary sources: local property taxes, student tuition, and state funding. The remainder comes from grants and other sources.

The percentages of the budget coming from those sources have shifted significantly in the past several years.

FY01 Budgeted Revenues  FY13 Budgeted Revenues

As state funding support for community college students has declined, local taxpayers’ responsibility has increased. ACC remains committed to a low tax rate with generous exemptions for senior citizens and homeowners with disabilities.

ACC’s property tax rate is among the lowest in the state—significantly below the 16 cent average for Texas community colleges.

Tax revenues are expected to increase approximately 5 percent in the coming year. The college’s property tax rate for 2012–2013 is approximately 9½ cents per $100 valuation, essentially unchanged from the previous year’s rate. The average residential tax bill will slightly decrease.

ACC Property Tax Rate

In FY2012, federal, state, local, and private entities awarded ACC nearly $12 million in grants.
ENROLLMENT OVERVIEW

STUDENTS WHO ATTEND ACC, AND WHY THEY’RE HERE
ACC Student Snapshot

An Open Door to Higher Education

ACC’s “open door” policy ensures admission to all who meet eligibility criteria. ACC students represent diverse backgrounds, ethnicities, and ages, and most pursue their education while working, caring for their family, or fulfilling military commitments. Many are the first in their family to attend college.

Student Enrollment by Race/Ethnicity, Fall 2012

Source: OIEA for THECB Higher Education Accountability System

*Note: The category “other” includes multi-racial and international students.

Student Enrollment by Gender, Fall 2012

Source: OIEA for THECB Higher Education Accountability System
Student Intent

Students come to ACC for a variety of reasons; however, a substantial majority (82 percent) are taking credit courses with the intent of earning a degree or certificate, or transferring to a four-year university. Others already have a degree and are seeking additional career-related skills.

Student Intent, Fall 2011

![Student Intent Chart]

Source: OIEA for THECB Higher Education Accountability System

STUDENTS WITH PREVIOUS EDUCATION

In fall 2011, the number of students considered first-time students at ACC was 11,967. Of these students, 775 (6 percent) had a bachelor’s degree or higher.

Student Enrollment Categories, Fall 2011

![Student Enrollment Categories Chart]

Sources: OIEA for THECB Higher Education Accountability System; ACC 2011-2012 Fact Book

Percentages reflect enrollment in core curriculum versus workforce-specific courses, not a student’s classification. Workforce students also enroll in core curriculum courses.
ACC offers more than 100 fields of study. A complete list can be viewed on the college website at austincc.edu/choices.

Top 10 Intended Majors for ACC Students

<table>
<thead>
<tr>
<th>Rank</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Nursing (professional)</td>
</tr>
<tr>
<td>#2</td>
<td>General Studies</td>
</tr>
<tr>
<td>#3</td>
<td>Business Administration</td>
</tr>
<tr>
<td>#4</td>
<td>Psychology</td>
</tr>
<tr>
<td>#5</td>
<td>Engineering (general)</td>
</tr>
<tr>
<td>#6</td>
<td>Pre-Medical</td>
</tr>
<tr>
<td>#7</td>
<td>Criminal Justice Law Enforcement</td>
</tr>
<tr>
<td>#8</td>
<td>Teaching: Early Childhood—6 Grade Levels</td>
</tr>
<tr>
<td>#9</td>
<td>Biology</td>
</tr>
<tr>
<td>#10</td>
<td>Art</td>
</tr>
</tbody>
</table>

Source: OIEA, data based on fall 2011 12th class day data (intended majors)

In addition to students in credit courses, ACC enrolls approximately 15,000 students each year in non-credit Continuing Education and Adult Education classes.

Flexible Distance Learning Options

As an alternative to attending classes at an ACC campus, students may take advantage of flexible Distance Learning options. These include online and online/classroom hybrid classes, instructional television, and directed studies. Available credit, course content, and transferability is identical to classes offered on campus.

Distance Learning provides methods of learning convenient for many students. It also allows the college to increase the number of students it serves without incurring overhead costs associated with accommodating those individuals at a physical campus.

ACC’s Distance Learning enrollment has increased 40 percent since fall 2007. Distance Learning represents ACC’s second largest “location,” with a total student enrollment surpassed only by that at Northridge Campus.

Distance Learning Enrollment

Source: ACC 2011-2012 Fact Book
STUDENT SUCCESS

ACC’S COMMITMENT TO STUDENT ACHIEVEMENT
Improving Learning Through Innovation

Achieving the Dream

Student Success Initiative
The Student Success Initiative (SSI) is a collegewide commitment to enhance learning and success for all students. SSI uses innovative curriculum, a range of support services, and analysis of student performance data to increase success in a variety of areas.

Core goals include:
- Increase **persistence**
- Increase **progression** from Developmental and Adult Education to credit courses
- Increase successful **completion** of all attempted courses
- Increase **graduation** and **transfer** rates
- Increase **success equity** across all student demographics

SSI benefits all students while providing extra support for those who are at risk for dropping out or not meeting their goals. These often include first-time-in-college students, minority students, students who are not yet college-ready, and those who are economically disadvantaged.

A key component of SSI is the use of data to drive decisions. To help faculty and staff better understand achievement gaps, ACC disaggregates student data by race, economic status, gender, and other factors such as teaching delivery methods. Through this “culture of evidence,” the college identifies best practices and develops improved learning techniques.

SSI goals parallel those of Achieving the Dream, a nationwide, multiyear initiative to help community college students who have traditionally faced barriers to success. ACC joined Achieving the Dream in 2009.

For more information on ACC’s commitment to student success, visit austincc.edu/success.

ACADEMIC MASTER PLAN
ACC is developing an Academic Master Plan that will guide the college’s programs into the future and serve as a basis for the continued development of innovative curriculum.

The goals of this process are to:
- Support student success
- Align budget, staffing, and support services with academic goals
- Integrate planning, budget, and assessment
- Evaluate progress toward achieving institutional goals
- Inform stakeholders of progress

The plan is expected to be finalized in fall 2013.
Addressing College Readiness Gaps

While an increasing number of individuals are pursuing higher education, many arrive at ACC unprepared for college-level work. Among first-time college students entering ACC in fall 2011, nearly 40 percent were mandated to take at least one developmental education course in reading, writing, and/or math.

The college has adopted new learning strategies to facilitate students’ transition from developmental education to credit programs. All are designed to address a student’s individual needs while maintaining the standards and expectations required of higher education.

Ongoing partnerships between secondary and post-secondary schools are essential to closing college readiness gaps. ACC programs such as Early College High School promote a college-going culture while preparing high school students for the rigor of college work and allowing them to earn college credit.

EARLY COLLEGE HIGH SCHOOL

A partnership between ACC and Austin ISD, Early College High School enables students at Reagan and LBJ high schools to earn up to two years of tuition-free college credit. With hard work, incoming freshmen in the program can achieve an associate degree by their high school graduation.

HIGH SCHOOL TO COLLEGE

Other programs in which ACC provides accelerated pathways for high school students include:

Early College Start. Area high school juniors and seniors can enroll in up to two college courses per semester while still in high school.

College Connection. This award-winning program provides high school students across the region assistance with college applications, placement testing, financial aid applications, and advising.

ACCTech. Students take technical classes that give them high school credit immediately and college credit upon registration at ACC.

For more information on these efforts, visit austincc.edu/highschool.

“It made college more real to me. You hear about college, but now I see it for myself.”

Dimitri Turnipseed, LBJ graduate
Expanding Student Data Analysis

Data-driven decision making is a priority for ACC. The college has engaged in several initiatives to expand and focus ACC’s ability to collect and analyze student data.

ACC’s recently developed longitudinal data set grows the college’s analytical capabilities by providing student historical data in an accessible format. Outcomes for cohorts, or groups, of students—such as those entering college for the first time during a particular fall semester—can be analyzed. Cohort analyses provide a more comprehensive understanding of students’ educational experiences and performances, and such information is often more revealing than reports based on total student activity during fixed time periods.

These analyses will aid in assessing the effectiveness of programs and services designed to improve student achievement. Additionally, these analyses will help the college better understand the diverse groups of students it serves, and provide answers to fundamental questions related to student success, such as:

- What percentage of ACC students successfully reach their declared educational goals?
- How do student assessment scores and demographics correlate with success?

The results of these analyses will help both ACC and its students make decisions that promote successful completions.

Understanding Students and Their Behaviors

This effort has already yielded interesting insights into the patterns of student engagement and achievement. As data collection continues, the information it produces should lead ACC and its students to make decisions that promote more successful completions as well as help the community better assess the college’s progress toward excellence.
Why Students Enroll: A Closer Look

Examining Student Intent

Each year an estimated 25,000 new students enroll at ACC to earn college credit. Of those, 19 percent are students who attend other universities or attend area high schools with the intention of going to a four-year university. They attend only in the summer, taking 5 percent of total ACC courses. Another 23 percent of new students enroll in three courses (9 credit hours) or less, and thus are not likely seeking a degree or certificate. This group also takes 5 percent of total ACC courses. Fifty-eight percent are credential-seeking students, defined as those who have attended during a non-summer semester and have taken at least 12 credit hours. Credential-seeking students take 89 percent of ACC’s credit classes.

Forty percent of credential-seeking students attend part-time and average 3 courses (9 credit hours) or fewer per semester. Eighteen percent are full-time students and have a course load pattern that mirrors a typical four-year college student.

Additional student intent data can be found on page 14.

Types of New Students

Credit Hours by Student Type

Source: Data developed by Hunter Ellinger, former ACC trustee and member of the Greater Austin Chamber of Commerce Progress Report Task Force

Credential-seeking students are those who have attended a non-summer semester and taken at least four classes or 12 credit hours.
ACC Spends More on High-Achieving Students

Successful Students Require More Investment

Since the college’s expenses are primarily due to number of classes rather than the number of students, the lion’s share of college resources are spent on successful students. Successful students take more classes.

Eighty-one percent of ACC funds are spent on students who earn at least 15 credit hours. Almost 65 percent of expenses are on students who earn 30 credit hours or more.

Funding Concentrated on Students Who Persist

Potential for Increasing Program Completions

Retention Counts

Student-history analysis tells how far ACC students who do not complete programs progress before stopping out. This can be used to identify those who make a good start (earning 15 credit hours or more) but who under current conditions don’t persist to near completion (45 credit hours or more). Approximately 40 percent of ACC students earn between 15 and 44 credit hours. Twenty-two percent earn 45 or more.

These figures imply that better retention, not additional recruitment, may be the most promising path to immediately increase ACC program completions (except for programs that already operate at full capacity, for which expansion and additional partnerships with business/industry are needed). Among other retention initiatives, ACC is investigating which of the methods of the high-retention Capital IDEA program might be feasible to extend to other students.
MEASURING SUCCESS

AREA WORKFORCE NEEDS AND ACC COMPLETIONS
Progress Metrics

Degree Completion

Increasing degree and certificate completions and university transfers is a primary focus of the college’s Student Success Initiative. It is also a key factor in meeting the needs of Central Texas business and industry. ACC supports the local labor force with students who complete degree, certificate, and non-credit Continuing Education programs.

Labor Needs and Total Degree Completion

According to projections from the Texas Workforce Commission, the Capital Area and Rural Capital Area workforce development areas (a region that closely aligns with ACC’s 7,000-square-mile service area) will need approximately 33,800 workers in the ten-year period from 2010–2020 to fill jobs that require an associate degree, certificate, or other post-secondary training. That’s an annual average of 3,380 new and replacement workers.

Local Labor Force Need and ACC Completions

For 2011–2012, ACC awarded 2,960 degrees, certificates, and certifications—representing approximately 88 percent of the projected annual local need through 2020.

Source: Occupational Projections for the Capital Area workforce development area (WDA) and Rural Capital Area WDA, which includes Austin and the surrounding area (a region that closely aligns with the ACC service area). Occupational and Industry Projections is a cooperative program between the U.S. Department of Labor, Employment and Training Administration, and the Texas Workforce Commission-Labor Market and Career Information Department. Capital Area and Rural Capital Area projections produced by the Texas Workforce Commission for 2010–2020 in October 2012.

*Note: Completions through 2012 are actual for ACC. ACC completion data are from the ACC Fact Book and the Continuing Education division. Projections for 2013–2020 are based on a goal of 3 percent annual increase.
Health Sciences Labor Needs and Targeted Degree Completion

ACC is the area’s top provider of training for healthcare jobs. The college’s health sciences programs combine classroom instruction with hands-on clinical experience in hospital and community settings. ACC offers degrees and certificates in a variety of health science areas, including nursing, emergency medical services professions, sonography, medical coding, and more.

Twenty-four health sciences job titles were matched for this analysis.

Local Health Sciences Labor Need and ACC Completions

In 2011–2012, ACC had 905 health sciences completions, representing approximately 65 percent of the total projected annual local need through 2020.

Source: Occupational Projections for the Capital Area workforce development area (WDA) and Rural Capital Area WDA, which includes Austin and the surrounding area (a region that closely aligns with the ACC service area). Occupational and Industry Projections is a cooperative program between the U.S. Department of Labor, Employment and Training Administration, and the Texas Workforce Commission-Labor Market and Career Information Department. Capital Area and Rural Capital Area projections produced by the Texas Workforce Commission for 2010–2020 in October 2012.

*Note: Completions through 2012 are actual for ACC. ACC completion data are from the ACC Fact Book and the Continuing Education division. Projections for 2013-2020 are based on a goal of 3 percent annual increase.
Growing the Healthcare Workforce

Between 2010 and 2020, the Capital Area and Rural Capital Area workforce development areas will have an estimated 14,000 job openings for health sciences positions with a preferred education of an associate degree or postsecondary vocational training, according to Texas Workforce Commission projections. That’s an annual average need of 1,400 new and replacement workers.

Applications for ACC’s health sciences programs consistently outnumber available spots, and ensuring that program capacity meets demand is an ongoing challenge. Healthcare providers understand that investing in academic opportunities is an investment in the economic future of the area.

Local healthcare providers count on ACC graduates to fill jobs and meet the community’s needs. Those providers partner with the college to ensure a robust pipeline of skilled workers.

In 2010, St. David’s Foundation donated more than $2 million to the ACC Foundation for a scholarship endowment benefiting students enrolled in health sciences programs. The Seton Family of Hospitals partnered with ACC to open the Clinical Education Center at Brackenridge, which enabled ACC to increase nursing program capacity and, in turn, program completions.

HEALTHCARE PROVIDERS PARTNER WITH ACC TO SUPPORT COMPLETIONS

Local healthcare providers count on ACC graduates to fill jobs and meet the community’s needs. Those providers partner with the college to ensure a robust pipeline of skilled workers.

In 2010, St. David’s Foundation donated more than $2 million to the ACC Foundation for a scholarship endowment benefiting students enrolled in health sciences programs. The Seton Family of Hospitals partnered with ACC to open the Clinical Education Center at Brackenridge, which enabled ACC to increase nursing program capacity and, in turn, program completions.
Applied Technology Labor Needs and Targeted Degree Completion

At ACC, applied technology career training encompasses a vast array of fields such as technology, engineering, computer-based visual communications, and renewable energy.

According to Texas Workforce Commission projections, between 2010–2020, the Capital Area and Rural Capital Area workforce development areas will have approximately 7,350 openings for applied technology jobs with a preferred education level of an associate degree or postsecondary vocational training. That’s an annual average need of 735 new and replacement workers.

Twenty-seven applied technology job titles were matched for this analysis.

Local Applied Technology Labor Need and ACC Completions

In 2011–2012, ACC had 452 applied technology completions, representing approximately 61 percent of the total projected annual local need through 2020.

Source: Occupational Projections for the Capital Area workforce development area (WDA) and Rural Capital Area WDA, which includes Austin and the surrounding area (a region that closely aligns with the ACC service area).


*Note: Completions through 2012 are actual for ACC. ACC completion data are from the ACC Fact Book and the Continuing Education division. Projections for 2013-2020 are based on a goal of 3 percent annual increase.
Degree Completion and Transfer Rates for Full-Time Students

College completion metrics encompass credential achievement as well as transfer status. ACC is surrounded by a number of universities, and almost half of the college’s credit students intend to transfer, making those transfers a critical element to track.

<table>
<thead>
<tr>
<th>Year</th>
<th>Overall Success Rate</th>
<th>2003 cohort</th>
<th>2004 cohort</th>
<th>2005 cohort</th>
<th>2006 cohort</th>
<th>2007 cohort</th>
<th>2008 cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td></td>
<td>43%</td>
<td>42%</td>
<td>43%</td>
<td>43%</td>
<td>42%</td>
<td>43%</td>
</tr>
</tbody>
</table>

Source: OIEA Report to IPEDS

Note: Data represents full-time students’ three-year success rates.
Graduate Outcomes

ACC recognizes that the measure of its students’ success extends beyond earning a degree or certificate. The college is committed to helping students meet their professional goals and monitors metrics such as licensure exam pass rates to assess students’ progress.

Licensure pass rates

Students in many ACC career training programs must take state and/or national licensure exams at the conclusion of their education. The following chart reflects the most recent available pass rates of students in ACC’s health sciences programs, with hundreds of students testing annually throughout the division.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Hygiene</td>
<td>93%</td>
<td>95%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Emergency Medical Services*</td>
<td>95%</td>
<td>97%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Massage Therapy</td>
<td>95%</td>
<td>92%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Medical Laboratory Technology**</td>
<td>100%</td>
<td></td>
<td>88%</td>
<td>100%</td>
<td>64%</td>
<td>75%</td>
</tr>
<tr>
<td>Nursing (Professional)</td>
<td>97%</td>
<td>96%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Nursing (Vocational)</td>
<td>100%</td>
<td>85%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>Occupational Therapy Assistant</td>
<td>86%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>94%</td>
<td>100%</td>
</tr>
<tr>
<td>Pharmacy Technician</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Physical Therapist Assistant</td>
<td>94%</td>
<td>94%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Radiology**</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Sonography**</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>Surgical Technology**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>69%</td>
<td>72%</td>
</tr>
<tr>
<td>Totals for Health Sciences</td>
<td>96%</td>
<td>95%</td>
<td>99%</td>
<td>99%</td>
<td>99%</td>
<td>98%</td>
</tr>
</tbody>
</table>

* NOTE: Emergency Medical Technician–Intermediate, Emergency Medical Technician–Basic, and Paramedic were merged together as Emergency Medical Services after 2007.
** NOTE: Medical Laboratory Technology was not offered in 2005–2006; 2006–2007 data not available for Radiology, Sonography, and Surgical Technology programs.

Source: OIEA for THECB Higher Education Accountability System

2010–2011 Health Sciences Licensure Exams

<table>
<thead>
<tr>
<th>Program</th>
<th>Graduates</th>
<th>Total Tested</th>
<th>Total Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing (Professional)</td>
<td>250</td>
<td>247</td>
<td>246</td>
</tr>
<tr>
<td>Totals for Health Sciences</td>
<td>539</td>
<td>516</td>
<td>507</td>
</tr>
</tbody>
</table>


Graduate Satisfaction

Analysis of graduate follow-up surveys from 2008 through 2010 shows a high level of satisfaction with ACC. Ninety-four percent of graduates say they were satisfied or very satisfied with their overall experience at ACC and the overall quality of their classes.

Ninety-six percent of the 539 health sciences graduates sat for licensure exams in 2010–2011. Among those students, the pass rate was 98 percent.
MEASURING SUCCESS
MOVING FORWARD

PARTNERING TO ENHANCE SUCCESS AND OVERCOME CHALLENGES
Progress Toward Excellence Report

Austin Chamber Recommendations

Recommendation 1
Central Texas deserves the best community college system in the United States. ACC has defined its peer community colleges. The Board of Trustees and President should now define benchmarks and annual targets on its progress toward excellence.

Recommendation 2
ACC can and should provide the overwhelming supply of Central Texas’ entry-level health care and IT completers. We commend ACC for adopting student enrollment, success rate, tech and health program completion targets sufficient to meet 90 percent of Austin’s projected new and replacement job opportunities. We strongly support ACC’s development of an Academic Master Plan which will flesh out how these targets will be met and how the ACC budget will resource its accomplishment.

Recommendation 3
Programmers, network and database talent is in the greatest demand in Central Texas. The Chamber requests that ACC partner with it in creation of an intense focus on programmatic efforts to dramatically increase IT completers.

Recommendation 4
In 2010, ACC set a goal of increasing graduation rates by 50% by 2020, based on the American Graduation Initiative. This is part of the college’s Student Success Initiative, which has shown initial success. Dr. Rhodes had deepened this effort by focusing resources on key “Momentum Points,” or accountability measures, which further student success rates. In addition, ACC has explored different ways to define student success. The Chamber encourages ACC to develop a defensible definition of a successful student, set targeted levels of successful students, and position the college and its resources to achieve its objectives. Further, the Chamber encourages ACC to follow its president in the difficult organizational prioritization required to accomplish this important goal.
Recommendation 5
After years of dramatic student enrollment growth, the last two years have remained largely flat. The Chamber recommends ACC boost its enrollment projections to almost 50,000 by 2015 by growing enrollments and increasing retention, recognizing this may require different strategies and additional resources to accomplish, including the support of local business and industry.

Recommendation 6
The Chamber recommends that it assist ACC in collecting a variety of data:

- Cost to expand high-demand programs limited by capacity
- Hiring requirements—exploring reported needs for associate degrees or certificates—for jobs supported by programs for which ACC has high capacity, strong enrollment, but lower completion rates
- Work with the Department of Labor to make available to higher education institutions information on whether graduates find work in their course of study and whether post-secondary education impacted their earnings

Recommendation 7
The Chamber recommends the ACC Board of Trustees develop and adopt a Community Accountability Policy that addresses capacity and performance relative to community interests.

Recommendation 8
The Chamber continues to recommend the Austin business community strongly support efforts by ACC to expand its taxing district.
Critical Issues Ahead

Challenges Facing Texas Community Colleges

ACC is committed to breaking down barriers to higher education and helping Central Texans prepare for the jobs of today and tomorrow. To do that, the Chamber believes the Texas Legislature, the community, and the college must address certain issues:

- **State funding.** One of ACC’s three primary funding sources, state funding has steadily declined, increasing the burden on taxpayers. The consequences of cutting funding are at odds with the state’s goal of closing education gaps. ACC will continue to advocate for restored state funding while pursuing new revenue sources.

- **Accountability measures.** Tracking only graduation rates as a measure of an institution’s success is outdated and not well-suited to a community college like ACC. These numbers account only for first-time, full-time students who graduate within three years—about 5 percent of ACC’s student body.

  ACC supports using a broader set of metrics, known as “accountability measures” or “momentum points,” to assess student outcomes in all areas covered by its mission. The Texas Higher Education Coordinating Board has begun tracking these kinds of student milestones, including:

  - Achievement of college-level skills
  - Attainment of first 15 and 30 credit hours
  - College-level credits in math and writing-intensive courses
  - Certificate, associate degree, and transfer completions

  Community colleges offer multiple, diverse paths for students to accomplish their goals. Success rate measurements should reflect this diversity.

- **Public policy.** Public policy should promote the efficient and cost-effective completion of higher education. Credit transfer is a key area where policy changes would benefit students. Completing coursework at a community college with the intent to transfer is the only way some students can afford to earn a bachelor’s degree. In addition, research shows that students who complete an associate degree have greater success after transferring. Unfortunately, the current path from community colleges to four-year institutions is a complex web of individual articulation agreements that dictate which courses will transfer.

  ACC supports a 60+60 model that would ensure that 60 credit hours completed at a Texas community college would transfer to any other public Texas college or university, where the student would complete the remaining 60 hours for a bachelor’s degree.

**POLICY THAT SUPPORTS STUDENT SUCCESS**

ACC is a member of the Texas Association of Community Colleges (TACC), a non-profit association that includes all 50 public community college districts in the state. TACC’s legislative priorities for the 83rd legislative session reflect a core principle: that student success is the highest priority of every Texas community college. To learn more about TACC’s priorities for the 2013 legislative session, visit the Texas Success website at txsuccess.com.
The Role of Business and Industry

As ACC advocates for change at the state and national levels, local business and industry can help build a pipeline of skilled workers in a variety of ways:

- **“Earn while you learn.”** Internships and apprenticeships provide companies with motivated workers and produce graduates who start jobs with the skills employers need. Paid internships and apprenticeships are especially helpful for students, enabling them to focus on their studies and enter the workforce faster.

- **Value associate degrees and certificates.** Associate degrees and certificates give students both academic knowledge and the hands-on skills they need to succeed. Community colleges also teach soft skills, including communication, teamwork, and decision-making. By understanding and reflecting the value of associate degrees and certificates, companies can encourage more completions of these credentials.

- **Program development.** Area professionals serve on ACC program advisory committees to ensure career training programs reflect business and industry needs. To learn about getting involved with a program advisory committee, contact workforce@austincc.edu.

- **Scholarships.** Local employers can contribute to the ACC Foundation to create scholarships for students interested in their field. Companies including Grainger, Kinnser Software, and the Austin Hotel & Lodging Association have helped students complete their education through generous donations. For more information, visit austincc.edu/foundation.

### INDUSTRY PARTNERS

ACC maintains strategic partnerships with employers and economic development groups, building a foundation for a strong economic future. Partners include:

- AMD
- Applied Materials
- Applied Biosystems
- Austin Apartment Association
- Austin Energy
- Austin Hotel & Lodging Association
- Austin Independent School District
- Austin Technology Council
- Autodesk Corporation
- BAE Systems
- Capital Metro
- Cisco Systems
- City of Austin
- City of Fredericksburg
- Concordia University
- Dell
- Environmental Systems Research Institute
- E3 Alliance
- First American Flood Data Services
- Good Company Associates
- Greater Austin Chamber of Commerce
- Harden Healthcare
- H-E-B
- IBM
- Longhorn Dental
- Meridian Solar
- Microsoft Corporation
- Motorola/Freescale
- National Instruments
- Oracle Corporation
- Round Rock Chamber of Commerce
- Samsung
- Sandia National Laboratories
- Sematech
- Seton Family of Hospitals
- St. David’s HealthCare
- St. Edward’s University
- Texas Disposal Systems
- Texas e-Health Alliance
- Texas Restaurant Association
- Texas Solar
- Texas State University
- Time Warner Cable
- Tokyo Electron
- University Federal Credit Union
- U.S. Department of Labor
- University of Texas at Austin
- Walmart
- Whole Foods
- Workforce Solutions–Capital Area
- Workforce Solutions–Rural Capital Area
100+ AREAS OF STUDY
ACC has hundreds of degree and certificate options in more than 100 areas of study, including:

**BUSINESS & MANAGEMENT**
- Accounting
- Administrative Assistant
- Business Administration
- Commercial Music Management
- Fashion Marketing
- Hospitality Management
- International Business
- Legal Administrative Assistant
- Management
- Marketing
- Meeting & Events Planning
- Office Administration
- Paralegal
- Real Estate Licensing
- Small Business Management
- Technical Communications
- Travel & Tourism

**TRADE & INDUSTRY**
- Art Metals
- Auto Body Collision Repair & Refinishing
- Automation, Robotics, & Controls
- Automotive Technology
- Architectural & Engineering CAD
- Bioinstrumentation
- Building Construction
- Construction Management
- Culinary Arts
- Electronics Technician
- Heating, Air Conditioning, & Refrigeration
- Jewelry
- Land Surveying/Geomatics
- Motorcycle Repair
- Nanoelectronics
- Networking/Computer Electronics
- Renewable Energy
- Small Engine Repair
- Utility Lineworker
- Welding
- Woodworking

**LIBERAL ARTS & SCIENCES**
- Anthropology
- Arabic
- Archaeology
- Art
- Biotechnology
- Biology
- Chemistry
- Chinese
- Communication
- Creative Writing
- Dance
- Drama
- Economics
- Engineering
- English
- Environmental Science
- Foreign Language
- French
- General Studies
- Geography
- Geology
- German
- Government
- Health & Kinesiology
- History
- Japanese
- Journalism
- Latin
- Mathematics
- Mexican-American Studies
- Music
- Philosophy
- Physics
- Psychology
- Russian
- Sociology
- Spanish
- Speech

**EDUCATION & HUMAN SERVICES**
- American Sign Language Interpreter
- Child Development
- Deaf Services
- Education/Teaching
- Personal Fitness Trainer
- Social Work
- Therapeutic Recreation

**INFORMATION & MEDIA TECHNOLOGIES**
- 2D/3D Animation
- Computer Information Systems
- Computer Programming
- Computer Science
- Film/Video Production
- Game Development & Design
- Geographic Information Systems
- Graphic Design
- Motion Graphics
- Network Security/Administration
- Photography
- Radio-Television-Film
- Visual Communication
- Web & Interactive Design
- Web Developer

**HEALTH & PUBLIC SAFETY**
- Addictions Counseling
- Criminal Justice
- Dental Hygiene
- Emergency Medical Services
- EMT Paramedic
- Firefighter
- Health Information Technology
- Human Services
- Medical Administrative Assistant
- Medical Coding
- Medical Laboratory Technology
- Molecular Diagnostics
- Nursing
- Occupational Therapy Assistant
- Pharmacy Technician
- Phlebotomy Technician
- Physical Therapist Assistant
- Pre-Med/Pre-Dental/Pre-
Pharmacy/Pre-Vet
- Radiology
- Sonography
- Surgical Technology
- Vocational Nursing