

Accountability System Reports for Selected Success Measures Medium Community College Districts

Membership in Group: 23 Districts

Alvin Community College—Alvin*
Angelina College—Lufkin
Brazosport College—Lake Jackson*
Cisco Junior College—Cisco
Coastal Bend College—Beeville*
College of the Mainland—Texas City*
Grayson County College—Denison
Hill College—Hillsboro
Kilgore College—Kilgore
Lee College—Baytown*
McLennan Community College—Waco
Midland College—Midland

Navarro College—Corsicana
North Central Texas College—Gainesville
Odessa College—Odessa
Paris Junior College—Paris*
Southwest Texas Junior College—Uvalde*
Temple Junior College—Temple
Texarkana College—Texarkana
Trinity Valley Community College—Athens
Victoria College—Victoria*
Weatherford College—Weatherford
Wharton County Junior College—Wharton*

**Achieving the Dream Participant.*

Characteristics of Group

Medium districts are located in the smaller cities and medium-sized towns of Texas. Their combined enrollment in fiscal year (FY) 2005-06 was 214,789 students, an increase of 11% since FY 2000-01. This enrollment includes credit and non-credit students. The fall 2006 credit enrollment for these institutions was 110,462, a 23% increase over fall 2000's 89,665 students.

These colleges offer a wide array of educational opportunities including academic transfer courses, associate degrees for students intending to transfer to a university, certificate and Applied Associate degree workforce programs, Continuing Education workforce programs, Adult Basic Education for GED attainment, and English as a Second Language courses. All community colleges are open enrollment, by State law. In the report of success measures, these colleges generally show similar results. Differences in measures are most often based on local and regional differences such as rural versus urban, financial resources, proximity to universities, and local workforce needs.

Selected Success Measures for Group Focus

The measures chosen by this group were:

- No. 10 Graduation and Persistence: Percent of first-time, full-time, credential-seeking undergraduates
- No. 12 Number of Associate degrees, Certificates by type, core completers and field of study completers by gender and ethnicity
- No. 15 Persistence Rate: First-Time credential-seeking undergraduates who remain enrolled at your institution or another Texas institution after one and two academic years
- No. 19 Graduates status one year after graduation (employed, enrolled, both)

- No. 22 The percent of underprepared students who satisfied TSI obligation within 2 years if they tested above deviation or 3 years if they tested under deviation by subject areas
- No. 23 The percent of underprepared and prepared students who return the following fall.

This set includes both ‘progress’ measures, such as student persistence and performance of underprepared students, and ‘final’ outcome measures, such as graduation rates. The group felt it was important to include both types of measures since graduation is dependent upon performance on these early progress measures.

Uses of Data

In addition to posting reports and presenting the Accountability data to groups such as an institution’s Board of Trustees, member colleges utilize the system in a variety of ways to educate their campuses and inform the decision-making process. Many colleges use these data in conjunction with other sources as a part of their strategic planning process to identify areas for improvement and assess the outcomes of intervention strategies. These data are often incorporated into individual colleges’ Institutional Effectiveness reports and Quality Enhancement Plans. Colleges participating in the *Achieving the Dream* initiative incorporate accountability data into the development of their priorities and strategies focused on student success. Some colleges also use these data to evaluate progress towards their *Closing the Gaps* targets.

Success Measures Data Analysis

- Between FY 2000 and 2006, the percentage of medium community college students who transferred to a senior institution rose slightly from 17.3% to 18.5%.
- During the same time period, the six-year graduation and persistence rate of first-time, full-time students rose by 3.5 points from 40.3% to 43.8%, in part reflecting the 36% increase in the number of associate’s degrees awarded.
- One year after graduation, 86% of FY 2006 technical graduates were employed and not enrolled in higher education, compared with only 40% of academic graduates. About 54% of academic graduates were still enrolled in higher education or enrolled and employed, while only 7% of technical graduates were in this category.
- Of credential-seeking students entering medium community colleges, 50.5% enrolled again at the same institution the following fall for the fall 2005 cohort compared with 52.6% for the fall 2000 cohort.
- Looking at the persistence rate the second fall shows that 25.9% of students in the fall 2004 cohort were still enrolled at the same institution compared with 26.3% of the fall 2000 cohort. Students in these cohorts who transferred to other institutions in Texas dropped from 24% for the fall 2000 cohort to 19% for the fall 2004 cohort.
- Students in the fall 2003 cohort who took developmental reading education met their state obligation by fall 2005 at a rate of 46%; compared with 32% for those in math DE and 39% for writing DE.
- Fall 2003 students who were underprepared in math, reading, and/or writing returned in fall 2005 at 52% to 55%, compared with 65% of prepared students.

With few exceptions, member colleges identified two areas where efforts are currently being directed to improve student success:

- Student retention and persistence, and
- Student performance in developmental education, particularly Mathematics.

Best Practices

Each of the twenty-three institutions within the Medium classification have shown different strengths which are highlighted through 'best practices.' Some of the institutions have developed these as a result of self investigation while others are beginning a process through the focus of initiatives like the *Achieving the Dream*. Below are some of the current best practices as shared by colleges in the Medium classification. In many instances best practices are being used independently by multiple colleges in the classification.

- Supplemental Instruction in the Developmental Sequence
- Student Success Courses
- K-16 cooperation and sharing of issues and data
- Integrated marketing plans
- Open learning labs
- Learning initiative council

Sharing Information

Member colleges regularly participate in a number of forums where data and information regarding best practices are exchanged. These include the *Texas Association of Institutional Research*, *Lone Star*, *South Texas Association for Institutional Research*, *North Texas Community College Consortium Institutional Research Committee* and the *Gulf Coast Association for Institutional Research*, as well as other regional and national organizations. *Achieving the Dream* colleges also have an opportunity to attend the annual Strategy Institute, specifically intended for the sharing of best practices with other member institutions. Participation in these types of forums promotes the continued use of the Accountability System and other data sources by member colleges in their individual efforts to improve student success.

Summary Remarks

Though similar in size, it is important to note that medium college districts are diverse in terms of the population they serve and their available resources, including research personnel. As such, each institution faces unique challenges that must be taken into consideration when deciding how to best promote student success. Although we may all struggle with student persistence and preparedness, the strategies we select to improve these success factors must often be modified to best fit the needs of students at our individual institutions. Continued collaboration helps us to better understand how different strategies have been employed and how they might be utilized at our own institutions to improve student success.

Appendix

Statistical Profile - Medium Colleges

Enrollment	Fall 2000	Fall 2006	Change
Fall	89,665	110,462	23.2%
Enrollment	FY 2000-01	FY 2005-06	Change
Annual	193,429	214,789	11.0%
Degrees Awarded	FY 2000	FY 2006	Change
Total	11,932	14,685	23.1%
Associates	6,073	8,258	36.0%
Certificates	5,859	6,427	9.7%
6-Year Graduation and Persistence Rate	FY 2000	FY 2005	Change
Total	40.3%	43.8%	3.5
Students Who Transfer to a Senior Institution	FY 2000	FY 2006	Change
Total	17.3%	18.5%	1.2
1-Year Persistence Rate	Enter Fall 2000	Enter Fall 2005	Change
Total	64.4%	61.1%	-3.3
Same	52.6%	50.5%	-2.1
Other	11.8%	10.7%	-1.1
2-Year Persistence Rate	Enter Fall 2000	Enter Fall 2004	Change
Total	51.8%	46.0%	-5.8
Same	27.1%	26.6%	-0.5
Other	24.7%	19.5%	-5.2
Graduation Status After One Year - Technical	FY2004	FY2006	Change
Employed Only	82.7%	85.8%	3.1
Employed and Enrolled	2.7%	2.8%	0.1
Enrolled University	0.8%	0.6%	-0.2
Enrolled CTC	4.8%	4.1%	-0.7
Not Found	9.0%	6.7%	-2.3
Graduation Status After One Year - Academic	FY2004	FY2006	Change
Employed Only	38.0%	40.0%	2.0
Employed and Enrolled	38.5%	37.1%	-1.4
Enrolled University	12.5%	12.8%	0.3
Enrolled CTC	4.0%	4.5%	0.5
Not Found	7.1%	5.6%	-1.5

Statistical Profile - Medium Colleges (cont.)

Developmental Education Measures	Total	Met TSI Obligation by Fall 2006	Percent
Number of FTIC students, fall 2003	24,129		
Met state standard in all areas Students in Developmental Education*	10,758	10,758	100.0%
Math	8,123	2,586	31.8%
Reading	5,014	2,521	50.3%
Writing	3,991	1,868	46.8%
Prepared and Underprepared Students Returning Fall 2005	Total	Number Returning Fall 04	Percent Returning
Met state standard in all areas Students Requiring Developmental Education	7,820	4,967	63.5%
Math	8,123	4,254	52.4%
Reading	5,014	2,565	51.2%
Writing	3,991	1,957	49.0%

* Not all students who need developmental education take DE courses. Some students who meet state standards also take DE. Student intent not considered.