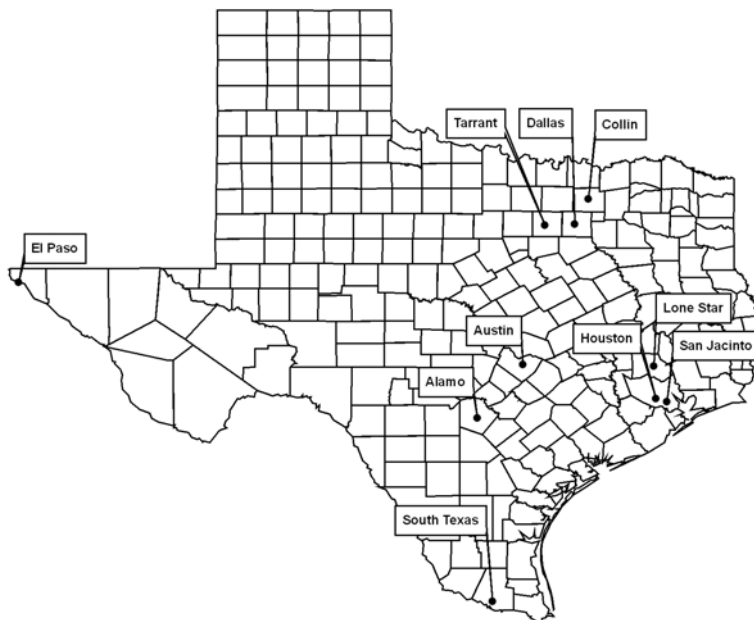


Accountability System Reports for Selected Success Measures Very Large Community College Districts Spring 2008

Membership in Group:

The group of very large community colleges in Texas includes the following 10 districts:

Alamo Community College District
 Austin Community College District
 Collin County Community College District
 Dallas County Community College District
 El Paso Community College District
 Houston Community College District
 Lone Star College System District
 San Jacinto Community College District
 South Texas College
 Tarrant County College District



Characteristics of Group

As a group, the very large colleges serve 62% of all students in Texas community colleges and 33% of all students enrolled in Texas public higher education.

- In Fiscal Year (FY) 2006, annual unduplicated enrollment was 680,374 students, an increase of 17% since FY 2001.
- Fall 2006 credit enrollment was 347,627, a 33% increase over fall 2000's 261,128 students.
- Over 39% of all Hispanic and African American students in Texas public higher education attend one of the very large community colleges.

The very large community college districts are located in major metropolitan areas of Texas and have enrollments ranging from approximately 20,000 to 60,000. They offer a wide range of educational opportunities, including the following:

- Workforce education culminating in certificates and applied degrees,
- Academic courses and associate degrees for those students intending to transfer to a university,
- Continuing education workforce programs, and
- Courses in developmental education and English as a Second Language,
- Programs in Adult Basic Education for attainment of a GED

In response to community needs, the very large colleges play significant roles in economic development; partner with area school districts through dual credit, early college, college readiness, and P-16 initiatives; and provide cultural enrichment.

Success Measures Selected by Very Large Community College Group

The following THECB Success Measures were selected by the group of very large community colleges for progress review at this time:

- Measure 11: Graduation Rate
- Measure 12: Number of Associate's Degrees and Certificates
- Measure 13: Transfers from Community Colleges to Universities
- Measure 14: Percent of Under-Prepared Students Who Complete College-Level Work
- Measure 15: One- and Two-Year Student Persistence
- Measure 19: Subsequent Employment and/or Education of Graduates

Summary Analysis of Measures

The six measures selected by the very large college group reflect a "snapshot" of numerous outcomes that result from the efforts being undertaken to help meet state needs. The information presented here is based on data from all of the colleges in the group; the rates for each district will vary.

Success Measure 11: Graduation Rates

Community college students receive certificates of completion and associate's degrees and often continue at the four-year colleges to receive a bachelor's degree. Community college students are tracked for three, four, and six years to determine their success in attaining a certificate or degree. Graduation rates including all three types of awards are shown below. Graduation rate data for this institutional peer group also reflects positively on the statewide *Closing the Gaps* initiative.

- Graduation rate increases from 2000 to 2005 were 2.3 percentage points for the three year rate; 3.7 percentage points for the four year rate; and 5.4 percentage points for the six year rate.
- In 2005, the graduation rate of Hispanics (6.5%) surpassed that of white students (6.3%).
- In 2005, African Americans lagged behind in the three and four year graduation rates, but achieved comparable rates to that of whites in the six year graduation rate.

Success Measure 11: Graduation Rates*
Texas Very Large Community Colleges Group
FY2000 and FY2005

Fiscal Year	Three-Year Rate	Four-Year Rate	Six-Year Rate
2000	6.5%	10.1%	20.0%
2005	8.8%	13.8%	25.4%
Percentage Point Change	2.3	3.7	5.4

*Includes Certificates and Associate's and Bachelor's degrees

Success Measure 12: Number of Associate's Degrees and Certificates

As the table below indicates, the very large community colleges have made significant progress toward closing the gaps in Hispanic success.

- The number of associate degrees and certificates awarded in FY 2006 increased by 64% over the number awarded in FY 2000
- The total degrees awarded represent 51% of the degrees awarded to all students at Texas community colleges.
- The number of awards granted to Hispanic students in FY 2006 was almost double the number awarded in FY 2000, a percentage increase greater than that of the total number of awards granted overall.
- The number of awards granted to African American students in FY 2006 increased by 55% over FY 2000.

Success Measure 12: Associate's Degrees and Certificates Awarded
Texas Very Large Community Colleges Group
FY2000 and FY2006

Fiscal Year	African American	Hispanic	All Others
2000	2,229	4,781	10,836
2006	3,445	9,478	14,065
Percent Change	55%	98%	36%

Success Measure 13: Percent of Students Who Transfer to a Senior Institution

One of the main missions of the community college is to prepare students for transfer to a senior institution. For the purposes of this measure, students would have entered the community college in a specific year and completed at least 30 semester hours of college-level credit at their initial community college prior to transferring to the senior institution. Students who attended more than one community college were excluded from the measure.

The very large community colleges had a 3 percentage point increase in students transferring to senior institution from 2000 to 2006.

Success Measure 13: Percent of Students Who Transfer to a Senior Institution
Texas Very Large Community Colleges Group
FY2000 and FY2006

Fiscal Year	Students' Entering Year	Transfer Percent
2000	1994	15%
2006	2000	18%
Percent Point Change		3

Success Measure 14: Percent of Under-Prepared Students Who Complete College-Level Work

If students are to proceed to successful educational outcomes, they must be prepared to complete college-level work. Community colleges, and their developmental education programs, have become the primary gateway to higher education and economic self-improvement for citizens who, for whatever reason, may not be adequately prepared to perform at the collegiate level. Developmental education focuses on three areas: mathematics, writing, and reading. Based on test scores, roughly two-thirds of students who enter the very large community colleges in Texas require some degree of preparatory work in one or more of these three disciplines.

Data for this measure are being processed by the THECB staff and will be available at a later date.

Success Measure 15: Persistence Rate

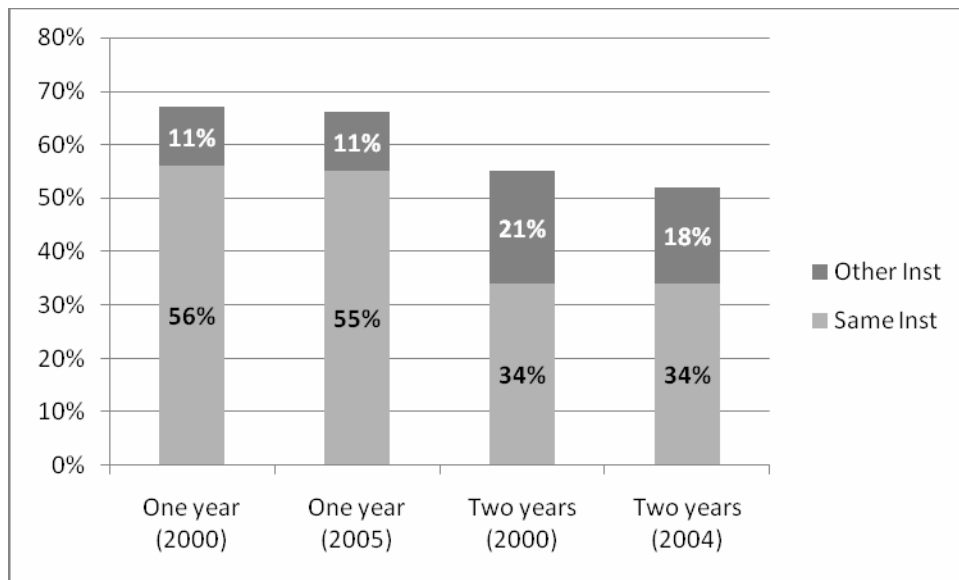
The persistence of students can be measured in a number of ways. For the purposes of this success measure, students enrolled in a fall semester as first-time full-time students were tracked to the following fall to determine whether they were still enrolled at the same community college or at another public institution of higher education in Texas.

Further, these students were tracked to a second fall semester. The one-year and two-year persistence rates are displayed in the following chart for ‘same institution’ and ‘other institution.’

Two-thirds of all first-time full-time students enrolled in very large community colleges during fall 2005 were still enrolled one year later. Of these, 55% persisted in the same institution and 11% in another Texas college or university. There has been no meaningful change in this rate since fall 2000.

Just over half of the fall 2004 first-time full-time students (52%) were still enrolled two years after their first semester. Of these, 34% persisted in the same institution and 18% in another Texas public institution. This rate has decreased slightly (2%) since fall 2000.

Success Measure 15: Percent of First-Time, Full-Time, Credential-seeking Undergraduates Who Remain Enrolled at the Original or Another Texas Institution after One and Two Academic Years
Texas Very Large Community Colleges Group
FY2000, FY2004 and FY2005



Success Measure 19: Graduates' Status

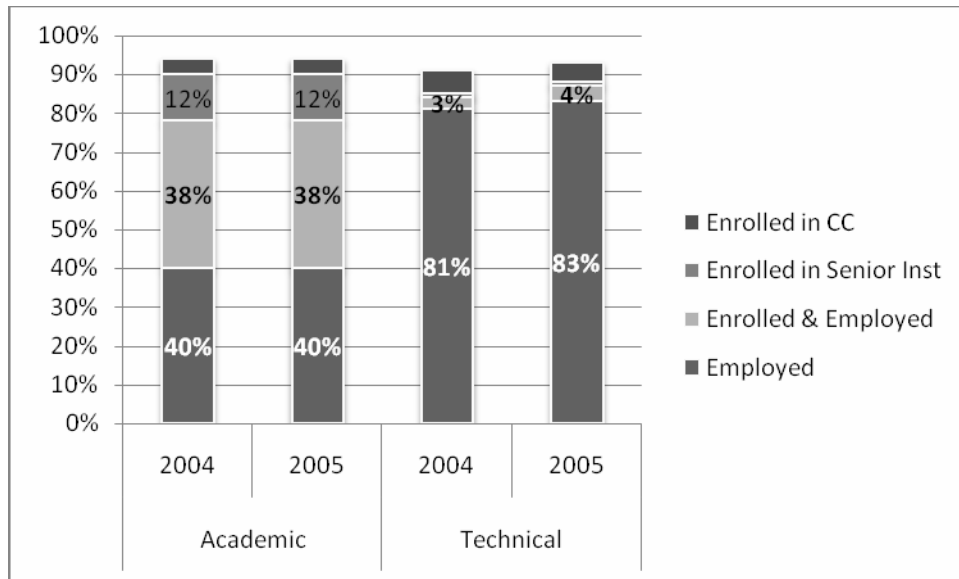
One year following graduation, over 90% of FY 2005 graduates were employed and/or continuing their education.

- 93% of workforce and 95% of transfer graduates were employed and/or continuing their education.

There is a substantial differentiation between employment and continued education for workforce and transfer graduates reflecting their distinctive goals.

- 83% of workforce and 40% of transfer graduates were employed but not continuing their education.
- Conversely, 10% of workforce graduates were continuing their education compared with 54% of transfer graduates.

Success Measure 19: The Percent of Students Employed and/or Enrolled in a Texas Institution within One Year of Graduation by Type of Institution
Texas Very Large Community Colleges Group
FY2004 and FY2005



High demand for workers in specific occupations for which these colleges prepare graduates, combined with an overall strong economy in the metropolitan areas served by these institutions has contributed to these high employment rates. Transfer students are encouraged by transfer articulation agreements and other pathways. Economic development will increasingly depend upon an educated workforce, and Texas' very large community colleges are playing active roles in urging continuation of education.

Best Practices

Achieving the Dream is a national initiative sponsored by the Lumina Foundation that focuses on assisting colleges and universities improve student success, especially those who have faced significant barriers to success, including low-income students and students of color. Seven of the 10 colleges in the Very Large Community College group are participating. Participation involves implementing strategies designed to help these students as well as developing cultures of evidence by collecting and analyzing relevant data. It is hoped that these initiatives will improve success rates in developmental courses, student retention, and persistence to graduation—all of which are related to the selected success measures.

The Very Large Community Colleges participate in P-16 initiatives designed to improve curriculum alignment, course redesign, college readiness, and graduation rates as part of the state's focus on closing the gaps in educational attainment. P-16 initiatives include Senior Summer Programs, Bill Gates Gateway to College, and P-16 Plus local and regional councils, to name a few. In the P-16 Plus Councils, secondary, post-secondary, community, and business leaders work together to establish systems that coordinate the regions multiple educational sectors. Dual Credit is another P-16 pathway. In fall 2006, there were 26,636 Dual Credit students at very large community colleges. This number of students alone represents more than half of the total student headcount at a large state university. In addition to this, efforts are underway to work with the Texas Higher Education Coordinating Board staff to collect, analyze, and share student data in order to track performance and improve success from high school through the community college and the university. While these initiatives are designed to improve college success, they are also expected to increase workforce placement as employers often cite preparation skills as lacking for entry into the workforce.