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**SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES**

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February 17, 2009

Dr. Stephen Kinslow
President
Austin Community College
5930 Middle Fiskville Road
Austin, TX 78752-4390

Received
FEB 14 2009
Effectiveness & Accountability

Dear Dr. Kinslow:

The following actions regarding your institution were taken at the December 2008 meeting of the Commission on Colleges:

The Commission on Colleges continued accreditation following review of an off-campus site, the South Austin Center, reviewed as part of the Fifth-Year Interim Report. No additional report was requested.

The Commission on Colleges reviewed an additional report on governance and faculty submitted as part of the Fifth-Year Interim Report. No additional report was requested.

The Committee on Fifth-Year Interim Reports reviewed the institution's compliance with the 14 select standards of the *Principles of Accreditation* outlined in the Commission's Fifth-Year Interim Report. No additional report was requested.

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

Sincerely,

A handwritten signature in cursive script that reads "Belle S. Wheelan".

Belle S. Wheelan, Ph.D.
President
Commission on Colleges

BSW:sr

cc: Dr. G. Jack Allen



Austin Community College

SACS Fifth-Year Interim Report With Review of Off-Campus Sites

September 29, 2008

**THE FIFTH-YEAR INTERIM REPORT
WITH REVIEW OF OFF-CAMPUS SITES
(INCLUDING INFORMATION REQUESTED ON ADDITIONAL OFF-CAMPUS SITES
ESTABLISHED SINCE LAST DECENNIAL REVIEW)**

Name of Institution: Austin Community College

Address of the Institution: 5930 Middle Fiskville Rd.

Name, title, contact numbers of person(s) preparing the report:

Soon Merz, Associate Vice President, Effectiveness and Accountability, 512-223-7035

Rich Griffiths, Ph.D., Coordinator Research Initiatives, 512-223-7606

Roslyn Wallace, Coordinator Institutional Planning and Assessment, 512-223-7585

The Fifth-Year Interim Report is divided into five parts:

- **Part I: Signatures Attesting to Integrity (*applicable to all institutions*).** Requests that the chief executive officer and accreditation liaison attest to the accuracy of institutional assessment and documentation supporting that assessment.
- **Part II: Abbreviated Institutional Summary Form Prepared for Commission Reviews (*applicable to all institutions*).** Requests that the institution complete the abbreviated "Institutional Summary Form Prepared for Commission Reviews."
- **Part III: Abbreviated Compliance Certification (*applicable to all institutions*).** Monitors continued compliance with identified Core Requirements and Comprehensive Standards at the decennial interval.
- **Part IV: Additional requested information (*applicable to select institutions*).** Addresses issues identified in an action letter following a recent review of the institution. If applicable, issues are identified in an attached letter.
- **Part V: Impact Report of the Quality Enhancement Plan (*applicable to all institutions reaffirmed since 2004 using the Principles of Accreditation*).**

General Directions: Please follow the directions specific for each part and submit ***four copies*** to your assigned Commission staff member by __October 1, 2008_____.

- *Materials may be submitted in print form, on DVD/CD, or both. If an audit has been requested, it must be submitted in print form only.*
- *If print documents are submitted, copy all documents front and back, double space the copy, and use no less than a 10 point font. Staple or soft bind the document. Do not submit in a three-ring binder. Staple or soft bind the document.*
- *If electronic documents are submitted, documents must be included on the DVD/CD; web page references should be transferred to the DVD/CD. Be sure to check the electronic device before mailing to the Commission office to ensure that all intended documents are included.*
- *Provide a **brief**, clear, complete, and concise report. Ensure that documentation is appropriate to demonstrating fulfillment of the requirement. Specify actions that have been taken and, when possible, document their completion.*
- *When possible, excerpt passages from text and incorporate the narrative into the report instead of sending an entire document. Provide definitive evidence, not documents that only address the process.*
- *Specify actions that have been taken and provide documentation that such actions have been completed.*
- *When possible and appropriate, provide samples of evidence of compliance rather than all documents pertaining to all activities associated with compliance.*
- *Reread the report before submission and eliminate all narrative that is not relevant to the focus of the report.*

Part I: Signatures Attesting to Integrity
(Applicable to all institutions)

By signing below, we attest to the following:

That __Austin Community College__ (*name of institution*) has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the identified Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.
Date of Submission: __September 29, 2008_____

Accreditation Liaison

Name of Accreditation Liaison: Soon O. Merz

Signature _____

Chief Executive Officer

Name of Chief Executive Officer: Stephen B. Kinslow, Ph.D.

Signature _____

Part II: The Abbreviated "Institutional Summary Form Prepared for Commission Reviews" *(Applicable to all institutions)*

Directions: Please provide the following information *on a separate document* and attach it to the completed Fifth-Year Interim Report.

History and Characteristics

Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.).

List of Degrees

List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas.

Locations and Distance Education

1. List all ***new off-campus*** sites established ***since your previous reaffirmation*** where a student can be awarded a degree, certificate, or diploma at the site ***or*** where a student can obtain 50 percent or more of credits toward the educational program.
2. List ***all locations*** (country, state, and city) where coursework toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. For each site, indicate the partial or complete degree offered and, for each degree, certificate, or diploma, whether a student can obtain 50 percent of credits toward any of the educational programs.
3. Provide a brief description of ***distance education credit offerings*** that can be obtained primarily through electronic means and indicate where the students are located. Indicate any degree or certificate programs that can be completed primarily through electronic means. Please limit this brief description to one-half page.

Part III: The Abbreviated Compliance Certification

(Applicable to all institutions)

Directions: For each of the Core Requirements, Comprehensive Standards, and Federal Requirements listed below, the institution should make a determination regarding compliance, place an “X” in the appropriate box, and explain the reason for the institution’s findings. ***Where noted, please provide additional information/analysis and documentation regarding your institution’s ongoing compliance with standards directly related to new off-campus sites established since your last reaffirmation.. If your institution contracts for some services for off-site programs, please include copies of such contracts/agreements.***

Compliance

The institution found that it meets the requirement and provides a convincing argument in support of its determination and a list of documents (or electronic access to the documents) demonstrating compliance.

Non-Compliance

The institution found that it does not meet the requirement and provides the reason for checking non-compliance, a description of plans to comply, and a list of documents that will be used to demonstrate future compliance.

General Note: (1) Unless an institution is required to submit financial documents requested in Part IV, no additional financial information is required due to the annual submission of Financial Institutional Profiles by all institutions. (2) The standards identified in this part of the report reflect the criteria of the U.S. Department of Education but do not necessarily include all the Federal Requirements listed in Section 4 of the *Principles of Accreditation*.

1. The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs. (Core Requirement 2.8) Please also include information specific to the institution's new off-campus sites along with a list of faculty teaching at the site(s) and their qualifications for teaching designated courses. Complete the Faculty Form for your off-campus sites.

Compliance Non-Compliance

Narrative:

The number of Austin Community College's (ACC) full-time faculty is adequate to support its teaching mission and to ensure the quality and integrity of its academic programs.

Table 1 (below) shows that in FY 2007,

- The college employed 429 full-time teaching faculty members—sixty more than were teaching in 2003—a 16% change.
- Full-time faculty taught 42% of all credit sections.
- Full-time faculty taught 43% of all credit hours and 45% of all credit contact hours.
- The full-time faculty average credit class size, a figure derived from dividing enrollments by total primary sections, was 21.3 students.

Table 2 (below) shows that in FY08, 111 faculty taught courses at the Round Rock Higher Education Center.

- Eleven percent of these were full time faculty.
- The number of full time faculty teaching at the Round Rock Higher Education Center in FY 2008 (12) has increased by 9 percent since the first year (11 in FY 2006).
- The number of enrollments taught by full time faculty in FY 2008 (484) has increased by 49 percent in the same time period.
- Full time faculty teach 11.6 percent of all credit hours taught at the Round Rock Higher Education Center.

Table 1
Budget Planning Data for FY 2009: Comparison of Full-time to Total
Faculty, Sections, Enrollments, Average Section Size, Credit and Contact Hours
For 5-Year Period FY2003-FY2007

		Faculty	Sections	Enrollments	Avg. Section Size	Credit Hrs.	Contact Hrs.
FY 2003	Total	1,742	8,781	186,928	21.3	579,695	11,163,072
	Full-Time N	369	3,676	77,718	21.1	244,057	4,810,952
	Full-Time %	21%	42%	42%		42%	43%
FY 2004	Total	1,743	8,845	189,169	21.4	587,187	11,301,144
	Full-Time N	402	3,873	81,596	21.1	255,840	5,053,288
	Full-Time %	23%	44%	43%		44%	45%
FY 2005	Total	1,656	8,953	189,410	21.2	585,853	11,228,456
	Full-Time N	391	3,845	81,041	21.1	254,709	5,036,800
	Full-Time %	24%	43%	43%		43%	45%
FY 2006	Total	1,718	9,335	198,558	21.3	610,297	11,652,072
	Full-Time N	403	3,914	84,464	21.6	262,385	5,166,680
	Full-Time %	23%	42%	43%		43%	44%
FY 2007	Total	1,790	9,822	206,215	21.0	633,255	12,131,256
	Full-Time N	429	4,152	88,478	21.3	274,703	5,450,440
	Full-Time %	24%	42%	43%		43%	45%
% Change from 2003		16%	13%	14%	1%	13%	13%

Source: Austin Community College Budget Planning Book, FY 2009

Notes to Budget Planning Data – FY 2009

- Each fiscal year includes the academic terms for Fall, Spring, and Summer.
- Only active sections for each fiscal year were included in this analysis.
- Enrollment counts are duplicated.
- The determination of faculty status was made on a fiscal year basis.
- Percentages are full-time faculty/total faculty.

Table 2 - ACC Round Rock Higher Education Center Data
Faculty, Sections, Enrollments, Avg. Section Size, Credit and Contact Hrs.
FY 2006, FY 2007, FY 2008

		Faculty	Sections	Enrollments	Avg. Section Size	Credit Hrs.	Contact Hrs.
FY 2006	Total	90	154	2,845	18.5	8,618	146,488
	Full-Time N	11	25	324	13.0	996	18,064
	Full-Time %	12.2%	16.2%	11.4%		11.6%	12.3%
FY 2007	Total	97	168	3,400	20.2	10,192	173,352
	Full-Time N	15	30	502	16.7	1,550	26,480
	Full-Time %	15.5%	17.9%	14.8%		15.2%	15.3%
FY 2008	Total	111	200	4,197	21.0	12,556	214,656
	Full-Time N	12	30	484	16.1	1,460	25,088
	Full-Time %	10.8%	15.0%	11.5%		11.6%	11.7%
Percent Change from FY2006 (FT Faculty Activities)		9%	20%	49%	24%	47%	39%

ACC is committed to balancing the number of sections taught by full-time and part-time faculty to offer optimum learning opportunities to all our students. In 2005, the college President directed the development of a five-year Full-Time Faculty Hiring Plan to enable ACC to reach a 50%-50% balance in the number of sections taught by full-time and part-time faculty. The number of full-time faculty has increased over the last five years, but because the number of enrollments has also increased, the percentage of sections taught by full-time faculty has hovered around 42-43% for this same time period, a percentage commensurate with that of other urban community colleges in Texas.

Additionally, based on information from the 2006 publication, [AAUP Contingent Faculty Index 2006\[1\]](#), 30.1 percent of faculty at Austin Community College are full-time. This ratio is almost one percent higher than the median for large urban community colleges in Texas.

Table 3
Comparison of Full-time and Part-time Faculty
at Large Urban Community Colleges in Texas

Comparison of Full-time and Part-time Faculty at Large Urban Community Colleges in Texas					
Institution	All Full-time Faculty	All Part-time Faculty	Total	% Full-time Faculty	
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT	736	2852	3588	20.5%	
COLLIN COUNTY COMMUNITY COLLEGE DISTRICT	252	822	1074	23.5%	
HOUSTON COMMUNITY COLLEGE SYSTEM	814	2391	3205	25.4%	
NORTH HARRIS MONTGOMERY COMMUNITY COLLEGE DISTRICT	651	1581	2232	29.2%	MEDIAN
AUSTIN COMMUNITY COLLEGE	445	1033	1478	30.1%	
SAN JACINTO COLLEGE DISTRICT	366	677	1043	35.1%	
ALAMO COMMUNITY COLLEGE DISTRICT	806	245	1051	76.7%	
Source: AAUP Contingency Faculty Index 2006					

Since Austin Community College is a one college multi-campus institution, all faculty, regardless of their teaching location, are required to meet the College's credentials requirements.

A Faculty Roster for fall 2007 and spring 2008 is included with this report in the section, “Additional Information.” This roster contains the credentials for all ACC faculty teaching at any of our locations, including the Round Rock Higher Education Center (RRHEC). The names of faculty who taught at least one class at the Round Rock Higher Education Center during FY 2008 are identified by an asterisk [*].

Reference Documents Located on the CD:

- [1] AAUP Contingent Faculty Index 2006
D:\ref_docs\ContingentAppendix4.pdf

2. The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution. *(Comprehensive Standard 3.2.8) Please also include information specific to the institution’s new off-campus sites and the organizational chart that shows administrative responsibility for the off-campus programs.*

Compliance Non-Compliance

Narrative:

Austin Community College has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution. Austin Community College is a single college with multiple campuses and teaching locations. The administrative and academic officers have oversight for all campuses and teaching locations, including the Round Rock Higher Education Center (RRHEC).

Administrative officers include the president, the executive vice presidents, vice presidents, and the associate vice presidents; academic officers include all academic deans. The President structures the organization of the administration of the College. As the President’s [Organization Chart\[1\]](#) shows, three executive vice presidents, three vice presidents, six associate vice presidents administer the major functions of the institution. All staff hold earned degrees that meet, or exceed, the educational requirements of their positions, as shown in Table 4 below.

Table 4
Administrator Credentials

Colleges Attended/Degrees	Experience
Kinslow, Stephen-President/CEO	
PhD in Educational Administration (1984) - University of Texas at Austin	Executive Vice President of Academic, Student and Campus Affairs (2001-2005) - ACC
Master of Liberal Arts (1974) - Southern Methodist University	Executive Vice President of Campus Operations, Student Affairs, School Relations, HR (1999-2001) - ACC
Bachelor of Arts in English (1972) - University of Texas at Arlington	Provost (1986-1998) - ACC Acting Dean (1984-1985) - ACC Associate Dean (1977-1983) - ACC

Director of Financial Aid (1976-1977) - Dallas
 County Community College District
 College Business Assistant and Affirmative Action
 Officer (1973-1976) - Dallas County Community
 College District
 Teacher (1972-1973) - Big Spring ISD

Midgley, Michael-Vice President, Workforce Education and Business Development and Interim Executive Vice President and Provost

Pursuing PhD in Curriculum and Instruction - University of Texas Master of Accountancy (1984) - University of Oklahoma Bachelor of Arts in Letters (1981) - University of Oklahoma	Associate Vice President, Workforce Education (2003-2005) - ACC Dean, Computer Studies & Advanced Technology (2000-2003) - ACC Associate Professor, Accounting (1989-2000) - ACC Senior Accountant (1987-1989) - Richison & Richison CPAs Senior Accountant (1986) - KPMG Main Hurdman Senior Accountant (1984-1986) - Touche Ross & Co.
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Hensley, Mary-Executive Vice President, College Operations

Ed.D in Education Administration (1989) - Baylor University Master of Arts in Counseling & Guidance (1970) - University of Texas at El Paso Bachelor of Science in Elementary Education (1968) - University of Texas	Associate Vice President, Instructional Support (2001-2005) - ACC Deputy Superintendent, Assistant Superintendent, Assistant Principal (1995-2001) - Round Rock ISD Grant Development Coordinator (1991-1993) - ACC Director, Institutional Research, Planning & Program Development (1988-1991) - McLennan Community College Educational Consultant and Teacher Appraiser (1987-1988) - Lorena ISD Director of Secondary Education (1985-1986) - Socorro ISD High School Principal, Middle School Principal, Elementary School Principal, Counselor, Elementary School Teacher (1968-1985) - Ysleta ISD
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Ferrell, Ben-Executive Vice President, Finance and Administration

Pursuing PhD in Higher Education Administration Bachelor of Business Administration in Accounting (1983) - University of Texas at Tyler Associate of Applied Science in Gunsmithing (1974) - Trinidad State Junior College, CO	Chief Financial Officer (1994-2002) - Tyler Junior College District Director of Financial Services (1993-1994) - Tyler Junior College District Controller (1989-1993) - Tyler Junior College District Staff Accountant - D.K. Caldwell Foundation, Tyler Staff Accountant - Henry & Peters. CPAs, Tyler Media Services Technician - University of Texas at
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Tyler
Management Trainee - United Inns of Dallas

Tucker, Geraldine- Vice President, Human Resources

Doctor of Jurisprudence (1986) - University of Texas School of Law	Consultant and Attorney (1991-1998) - NuScope Consultants
Master of Arts in Student Personnel Administration (1972) - Howard University	Director of Human Resources (1986-1991) - Lower Colorado River Authority
Bachelor of Arts in English (1970) - Fisk University	Employee Relations Coordinator (1983) - City of Austin
	Civil Rights Specialist (1979-1980) - Texas Rehabilitation Commission
	Training Manager/Internal Consultant (1978) - ARA Food Services
	Senior Personnel Representative (1975-1978) - Hughes Aircraft Company
	Dean for Student Affairs (1972-1975) - California School for Professional Psychology

Christensen, Kathleen-Vice President, Student Support and Success Systems

PhD in Educational Administration (1991) - University of Wisconsin	Associate Vice President, Retention/Student Services (2003-2005) - ACC
Master of Arts in Counselor Education (1975) - University of New Orleans	Assistant to the President (2001-2002) - Milwaukee Area Technical College
Bachelor of Arts in Elementary Education (1967) - University of Northern Colorado	Vice President of Student Services (1995-2001) - Milwaukee Area Technical College
	Director of Student Services (1986-1995) - Milwaukee Area Technical College
	Manager of Student Development (1985-1986) - Waukesha County Technical College
	Student Activities Officer (1983-1985) - Waukesha County Technical College
	Business Occupations Counselor (1980-1983) - Waukesha County Technical College
	Corporate Employment Director (1979-1980) - Milwaukee Boston Store
	Corporate Employment Relations Director (1978- 1979) - Maison Blanche Department Store
	Corporate Personnel Administrative Director (1976- 1978) - Maison Blanche Department Store
	Training Coordinator (1975-1976) - Maison Blanche Department Store
	Elementary Teacher (1971-1975) - Orleans Parish School System
	Elementary Teacher (1968-1971) - Poudre R-1School

District

Armenta, Richard-Associate Vice President, Student Success

PhD in Higher Education Policy/Administration (1984) - Arizona State University	Campus Dean of Student Services (2004-2005) - ACC Articulation Officer (2003-2004) - ACC
Master of Arts in Student Services (1972) - University of Connecticut	University Systems/Community College Liaison (2002-2003) - Tarrant County College/UT-A&M University Systems
Bachelor of Science in Math/Spanish (1970) - University of Arizona	Vice President for Instruction & Interim President (1997-2002) - Del Mar College Associate Vice President, Student Affairs/Enrollment Management (1994-1997) - ACC Campus Dean, (1985 - 1994) - ACC Dean of Community Education (1974-1985) - Central Arizona College Middle School/High School Teacher (1971-1974) - Mesa Public Schools

Gunn, Stanley-Associate Vice President, Information Technology

MS in Information Science (1997) - University of Texas at Austin	Senior Project Manager (2007 - 2008) - IBM Corporation
BS in Journalism (1990) - University of Texas at Tyler	Chief Information Officer/IT Director (2002-2007) - Texas Youth Commission Director of Network Systems (1999-2002) - Texas Youth Commission Network Manager (1995-1999) - Texas Youth Commission

Merz, Soon-Associate Vice President, Effectiveness and Accountability

Master of Public Administration (1992) - University of Kansas	Director of Institutional Research (2001-2004) - Kansas Board of Regents
Bachelor of Science in General Business (1977) - University of Central Texas	Director of Institutional Research (2000) - Massachusetts Board of Higher Education
Associate of Applied Science in General Studies (1975) - Central Texas College	Director of Faculty Affairs/Institutional Research (1993-2000) - University of Kansas Medical Center Research Analyst (1992-1993) - Oakland Community College Research Associate (1988-1992) - Kansas Board of Regents Data Statistician (1987-1988) - Stormont-Vail Regional Medical Center Director of Operations (1985-1986) - The Women's Referral Center Sales Agent (1984-1985) - Allstate Insurance Company

Data Analyst (1980-1984) - Texas Higher Education
Coordinating Board

Smith, Richard-Associate Vice President, Instructional Resources/Technology

PhD in Instructional Technology (1984) - University of Texas	Dean, Instructional Technology and Development (2000-2004) - ACC
Master of Arts in Instructional Technology (1975) - University of Texas	Director of LRS Operations (1999-2000) - ACC
Master of Divinity (1974) - Austin Presbyterian Theological Seminary	Instructional Technology and Development Manager (1987-1999) - ACC
Bachelor of Arts in History (1970) - St. Mary's University	Instructional Designer/Courseware Developer (1987) - Douglas Aircraft Company
	Instructor (1983-2000) - ACC
	Assistant Instructor (1980-1984) - University of Texas
	Director of Learning Resource Center (1978-1979) - St. Edward's University
	Coordinator of Instructional Media (1976-1979) - St. Edward's University
	Instructor (1977-1979) - St. Edward's University

Vickers, Neil-Associate Vice President, Finance & Budget

Master of Accountancy (2002) - Southwest Texas State University	Director, Finance & Budget (2003-2007) - ACC
Bachelor of Arts in Mathematics (1999) - University of Texas	Interim Budget Director/Budget Coordinator (2000-2003) - ACC
	Accounts Payable Specialist/Interim AP Supervisor (1997-2000) - ACC
	Customer Service/Operations Manager (1994-1997) - Circuit City Stores

Klein, Eileen-Executive Dean, Health Sciences

Ed D in Curriculum and Instruction (1990) - University of Cincinnati	Assistant Dean, Health Sciences (1992-2006) - ACC
Master of Science in Nursing (1982) - University of Cincinnati	Associate Professor, Health Sciences (1991-1992) - Thomas More College, Crestview Hills, KY
Bachelor of Science in Nursing (1970) - St. Louis University	Level Coordinator, Medical/Surgical (1982-1991) - Good Samaritan Hospital School of Nursing, Cincinnati, OH
	Staff Nurse, ER (1979-1981) - Mercy South Hospital, Fairfield, OH
	Clinical Supervisor (1977-1979) - Memorial Hospital, Houston, TX
	Nursing Supervisor (1975-1977) - Torbett-Hutchings Smith memorial Hospital, Marlin, TX

Fonken, David-Dean, Math and Sciences

PhD in Mathematics (1983) - University of Texas at Austin

Bachelor of Science in Mathematics (1975) - University of Texas at Austin

Assistant Dean, Mathematics (1985-1998) - ACC
Instructor (1984-1985) - University of Texas at Austin

Systems Engineer (1983-1984) - AT&T Bell Laboratories, Holmdel, NJ

Actuarial Analyst (1976-1977) - Metropolitan Life Insurance, San Francisco, CA

Grant, Lyman-Dean, Arts & Humanities

ABD in English (2006) - Texas A & M University

Master of Arts in English (1979) - Texas A & M University

Bachelor of Science in Secondary Education (1975) - University of Texas at Austin

Interim Dean, Arts & Humanities (2005-2006) - ACC

Chair, Creative Writing (2003-2006) - ACC
Faculty, English/Developmental Writing (1991-2003) - ACC

Division Chair, Developmental Studies (1988-1991) - ACC

Chair Developmental Writing (1980-1988) - ACC

Teaching Assistant (2000-2002) - Texas A & M University (while working on PhD)

Publisher and Editor (1989-1992) - Mandala Publications, Austin, TX

Hampton, Gary-Dean, Applied Technologies, Multimedia & Public Services

Ed D in Educational Measurement and Evaluation (1976) - University of Houston

Master of Science in Physiology (1969) - University of North Texas

Bachelor of Science in Biology/Kinesiology (1967) - University of North Texas

Division Chair, Business Human and Protective Services (1993-1996) - ACC

Division Chair, Human and Protective Services (1992-1993) - ACC

Division Chair, Human Services (1991-1992) - ACC

Department Head, Kinesiology (1981-1991) - ACC

Assistant Professor, Physical Education (1970-1981) - Rice University

Lecturer, Physical Education (1968-1970) - University of North Texas

Teacher/Coach, Science/Physical Education (1966-1967) - Hurst-Bedford School District

Quinn, Charles-Dean, Business Studies

Master of Business Administration (1992) - University of Texas at Austin

Bachelor of Arts, Business Administration (1984) - Austin College

Faculty, Management (1993-1998) - ACC

Department Head, Management and Quality Assurance (1995-1997) - ACC

Adjunct Faculty, Finance (1998) - St. Edwards University

Technical Writer (1992-1993) - Self Employed
Financial Analyst/International Business
Coordinator (1984-1990) - Texas Instruments,
Austin, TX

Scott, Gaye Lynn-Dean, Social & Behavioral Science

Master of Arts in Political Science (1988) - Oklahoma State University
Faculty/Department Head, Government (1992-Present) - ACC
Bachelor of Arts in Political Science (1983) - Oklahoma State University
Adjunct Faculty, Government (1987-1992) - ACC
Adjunct Faculty, Government (1991-1992) - St. Edwards University
Editorial Assistant (1986-1988) - University of Texas, Department of Government

Smarzik, Linda-Dean, Computer Studies & Advanced Technology

Bachelor of Science in Commercial Art (1979) - Southwest Texas State University
Department Chair/Professor (2002-2003) - ACC
Assistant Program Coordinator/Associate Professor (2001-2002) - ACC
Adjunct Faculty (1991-1999) - ACC
Principal, Print/Web Design/Development Firm (1992-2002) - Design Thirty, Austin, TX
Membership Director (1985-1986) - Texas Classroom Teachers Association
Principal, Print/Radio/Television Firm (1984-1985) - Courtney & Smarzik, Austin, TX
Art Director (1982-1984) - The Fraser Group, Austin, TX
Designer/Illustrator (1979-1982) - Texas Automobile Dealers Association, Austin, TX

Ward, Hazel-Dean, Communications

PhD in English (1975) - University of Texas at Austin
Professor (1987-2004) - ACC
Dean of Communications (1999-2001) - ACC
Master of Arts in English (1965) - Atlanta University
Assistant Dean of Arts, Humanities & Communication (1997-1999) - ACC
Bachelor of Arts in E English (1963) - Southern University
Division Chair of Arts & Humanities (1988-1996) - ACC
Adjunct Faculty 1984-86) - ACC
Instructor/Lecturer, Department of English (1981-1985) - University of Texas at Austin
Instructor, Department of English (1979-1980) - University of Texas at Austin
Assistant to Associate Professor of English (1977-1979 and 1973-1975) - Texas Southern University

Adjunct Faculty (1977) - St. Edwards University
Summer Lecturer (1977) - Huston-Tillotson
College
Instructor to Assistant Professor (1964-1969) -
Prairie View A & M College
Upward Board/Communications Specialist
(1967) - Prairie View A & M College
Staff Development Specialist/Program Specialist
I (1980-1981) - Texas Department of Human
Resources, Austin, TX
Education and Research Specialist (1977) - Texas
Department of Community Affairs, Austin, TX

Gaskin, Sandy-Executive Dean, Workforce Continuing Education

Master of Science in Nursing (1975) -
University of Texas at Austin
Bachelor of Science in Nursing (1970) -
Texas Woman's University
Assistant Dean, Health Professions Institute for
Continuing Education (2000-2001) - ACC
Interim Dean, Workforce Continuing Education
and Life Long Learning (1999) - ACC
Director, Workforce Training and Continuing
Education (1998-2000) - ACC
Coordinator of Public Programs, Healthcare
(1994-1998) - ACC
Staff Nurse Relief (1997-2000) - Girling
Healthcare, Austin, TX
Starr Nurse (1996-1997) - Infusion Management
Specialist, Austin, TX
Staff Nurse (1993-1997) - Nurses House Call,
Austin, TX
Faculty, Associate Degree Nursing Program
(1989-1994) - ACC
Faculty, Associate Degree Nursing Program
(1986-1989) - DeAnza College, Cupertino, CA
Faculty, Associate Degree Nursing Program
(1974-1986) - ACC
Instructor (1973-1974) - Brackenridge Hospital
School of Nursing, Austin, TX
Staff Nurse/Head Nurse (1972-1973) -
Brackenridge Hospital, Austin, TX

Todaro, Julie-Dean, Library Services

PhD in Library Service (1984) -
Columbia University
Master of Library & Information Science
(1971) - University of Texas at Austin
Head Librarian (1985-2001) - ACC
Assistant Professor, Library Science (1980-1985)
- University of Michigan
Teaching Assistant, Library Service (1979-1980)

Bachelor of Science in Education (1970) - Columbia University
- University of Texas at Austin Librarian III (1975-1979) - Houston Public
Library, Houston, TX
Librarian II (1972-1975) - Houston Public
Library, Houston, TX

Reference Documents Located on CD

- [1] President's Organization Chart
D:\ref_docs\President%20100108.pdf

3. The institution publishes admissions policies that are consistent with its mission. *(Comprehensive Standard 3.4.3)*
Please also include information specific to the institution's new off-campus sites and a description of any policies customized for off-campus programs, if any.

Compliance Non-Compliance

Narrative:

Austin Community College publishes admissions policies that are consistent with its mission. Admissions policies are published in the *ACC Catalog* and on the [college website\[1\]](#). Austin Community College uses various methods to publish its admissions policies. For example, the “[open door\[2\]](#)” admissions policy is published in the *ACC Catalog* and on the [Admissions page\[3\]](#) of the official ACC web site. All of the individual citations are monitored by the Admissions and Registration Task Force for uniformity, consistency and accuracy on a semi-annual basis.

The College operates as an open-door admissions institution, providing access to basic skills education, certificates, and associate degrees. Applicants for college credit programs must produce evidence of high school completion and, as appropriate, transcripts from any previously attended institutions of higher education.

Admission to the college does not ensure admission to any individual program or course or continued enrollment in the college. Limited enrollment program applicants must meet specific admissions criteria to be considered for admission to these programs. Some programs with student demand significantly in excess of enrollment capacity have additional admission requirements. These programs are primarily in the Health Science areas. [Selective admission requirements\[4\]](#) for these programs are published in the college catalog and on program websites. Admission standards, established by the faculty and administered by the instructional departments, are objective and consistent. Additional program admission details are found on

the ACC web site and in the *ACC Catalog*. The admissions policies are a direct reflection of the mission of Austin Community College, as stated in [Board policy\[5\]](#) and [Administrative rule\[6\]](#).

The Campus Deans of Students work collaboratively with the appropriate instructional faculty to jointly administer the [Ability to Benefit\[7\]](#) provision and make the determination for admitting students who do not meet the college's standards for admissions. Austin Community College has additional policies for the admission of high school students, non-high school graduates having the background, ability, and maturity to profit from instruction, and those with a high school equivalency (GED). The college's admission policies are in compliance with guidelines regarding individuals with disabilities as mandated by the Rehabilitation Act and Americans with Disabilities Act. These policies and requirements are found in the [ACC Catalog\[8\]](#), [ACC Student Handbook\[9\]](#) and [ACC Website\[10\]](#).

Round Rock Higher Education Center (RRHEC)

As a single college with multiple campuses and teaching locations, the admissions policies are college-wide and cover all campuses and teaching locations, including the RRHEC.

Reference Documents Located on CD:

- [1] College Website
[D:\ref_docs\Admissions.mht](#)
- [2] "Open Door" Policy
[D:\ref_docs\Admissions.mht](#)
- [3] Admissions Page
[D:\ref_docs\Eligibility.mht](#)
- [4] Selective Admissions Requirements
[D:\ref_docs\Applying for Admission.mht](#)

- [5] Board Policy on Admissions
D:\ref_docs\A-3 Equal Educational Opportunity.mht
- [6] Administrative rule on Admissions
D:\ref_docs\Admission.mht
- [7] Ability to Benefit
D:\ref_docs\Admissions.mht
- [8] ACC Catalog – Students with Disabilities
D:\ref_docs\Services for Students.mht
- [9] Student Handbook – Students with Disabilities
D:\ref_docs\handbk09.pdf
- [10] ACC Website – Office for Students with Disabilities
D:\ref_docs\Office for Students with Disabilities.mht

4. For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. *(Comprehensive Standard 3.4.11) Please also include information specific to the institution's new off-campus sites. As part of the institution's documentation, include the names of the program coordinators responsible for each off-campus program offered at the new sites and include the coordinator's qualifications on the Faculty Roster referred to in item 1 above.*

Compliance Non-Compliance

Narrative:

For each major or concentration, Austin Community College assigns responsibility for program coordination, as well as for curriculum development and review, to academically qualified faculty in the field, as stated in ACC's guide for the [Responsibilities of Instructional Leaders\[1\]](#), Board Policy [D-3 Faculty Workloads\[2\]](#), and in the [Department Chair job description\[3\]](#),

“Essential duties and responsibilities include the following:

Provides leadership in developing, evaluating, and maintaining a curriculum that responds to community needs, prepares students for success and meets the stated requirements of THECB, SACS, and, where appropriate, other accrediting bodies.... REQUIRED EDUCATION: As required for faculty. REQUIRED WORK EXPERIENCE: As required for faculty”

As stated previously in the narrative for item 1, Austin Community College is a one college multi-campus institution, and all faculty, regardless of their work assignment, are required to meet ACC's credentials requirements. Below is the list of courses offered at the Round Rock Higher Education Center and the faculty member responsible for program coordination and curriculum development and review at all teaching locations, including at the Round Rock Higher Education Center. Faculty credentials for these faculty are included in the Faculty Roster in the Additional Information section of this report.

Table 5
 Department Chairs Responsible for Courses Taught at Round Rock Higher Education Center
 Fall 2007 or Spring 2008

Department Chair First Name	Department Chair Last Name	Course Title
Cathy	Angell	Spanish I
Cathy	Angell	Spanish II
Fred	Baird	Business Stat
Fred	Baird	Bus Law I
Shelby	Brammer	Intro Theatre
Matthew	Daude	Intro Phil
Matthew	Daude	Ethics
Matthew	Daude	Ethics
Constance	Elko	Basic Math Skl
Constance	Elko	Basic Math Skl
Constance	Elko	Elem Algebra
Constance	Elko	Elem Algebra
Constance	Elko	Inter Algebra
Constance	Elko	Inter Algebra
Constance	Elko	Inter Algebra
Constance	Elko	Coll Algebra
Constance	Elko	Coll Algebra
Constance	Elko	College Math
Constance	Elko	College Math
G. W.	Hildebrand	Criminal Law
G. W.	Hildebrand	Police Sys/Pra
Glen	Hunt	US Government
Glen	Hunt	US Government
Glen	Hunt	US Government
Glen	Hunt	US Government
Glen	Hunt	Tx & Local Gov
Glen	Hunt	Tx & Local Gov
Glen	Hunt	Tx & Local Gov
Glen	Hunt	Tx & Local Gov
David	Jones	Music Apprec
Shirin	Khosropour	Intro to Psych
Shirin	Khosropour	Intro to Psych
Shirin	Khosropour	Intro to Psych
Shirin	Khosropour	Intro to Psych
Shirin	Khosropour	Intro to Soc
Shirin	Khosropour	Intro to Soc
Mary	Kohls	Bus Comp Appl
Mary	Kohls	Intro Computing

Department Chair First Name	Department Chair Last Name	Course Title
Mary	Kohls	Personal Comp
Mary	Kohls	Fund of Prog
Mary	Kohls	C++ Prog
Mary	Kohls	IntroVBProg.NET
Paul	Menches	Fire Arson Inv I
Norma	Mercado	Med Term
Norma	Mercado	Med Term
Norma	Mercado	Pharm Hlt Pro
Reed	Peoples	Prin Fin Acct
Reed	Peoples	Prin Fin Acct
Reed	Peoples	Prin Mgrl Accn
Giao	Phan	Intro Teaching
Al	Purcell	U S History I
Al	Purcell	U S History II
Al	Purcell	U S History II
Tobin	Quereau	Transitn Coll
Judy	Sanders	Composition I
Judy	Sanders	Composition I
Judy	Sanders	Composition I
Judy	Sanders	Composition I
Judy	Sanders	Composition I
Judy	Sanders	Composition I
Judy	Sanders	Composition I
Judy	Sanders	Composition II
Judy	Sanders	Composition II
Judy	Sanders	Composition II
Judy	Sanders	Composition II
Judy	Sanders	Composition II
Judy	Sanders	Amer Lit II
Dolores	Segura	Reading Skls II
Dolores	Segura	Writ Skills I
Dolores	Segura	Writ Skills I
Alice	Sessions	Life on Earth
Alice	Sessions	Life on Earth
Jim	Sondgeroth	Prin Macro Eco
Jim	Sondgeroth	Prin Micro Eco
Jim	Sondgeroth	World/Regional
Jim	Sondgeroth	World/Regional
Gale	Spear	Fam School Comm
Gale	Spear	Ch Grow & Dev
George	Staff	Intro Env Sci

Department Chair First Name	Department Chair Last Name	Course Title
George	Staff	Intro Env Sci
Jeff	Stringer	Intro Sp Comm
Jeff	Stringer	Intro Sp Comm
Jeff	Stringer	Intro Sp Comm
Jeff	Stringer	Intro Sp Comm
Jeff	Stringer	Fund Pub Speak
Jeff	Stringer	Fund Pub Speak
Gary	Webernick	Intro Vis Arts
Gary	Webernick	Intro Vis Arts
Paul	Williams	Environ Geol
Paul	Williams	Environ Geol

Reference Documents Located on CD:

- [1] Responsibilities of Instructional Leaders Guide
D:\ref_docs\responsibilities.pdf
- [2] Board Policy D-3 Faculty Workloads
D:\ref_docs\D-3.mht
- [3] Department Chair Job Description
D:\ref_docs\Dept Chair Job Desc.mht

5. **The institution provides student support programs, services, and activities consistent with its mission. (Core Requirement 2.10) Please also include information specific to the institution's new off-campus sites. Include a description of services necessary for the support of the off-site programs and the individual(s) responsible for the adequate delivery of those services.**

Compliance Non-Compliance

Narrative:

Austin Community College provides [student support\[1\]](#) programs, services, and activities consistent with its mission at each of the comprehensive campuses. These include [recruitment\[2\]](#), [admissions\[3\]](#), [financial aid\[4\]](#), [veterans benefits\[5\]](#), [course placement assessment\[6\]](#), [a student activities program\[7\]](#), [disability services\[8\]](#), [advising and counseling\[9\]](#), [learning labs and tutoring\[10\]](#), and [instructional testing centers\[11\]](#). In addition, advising and counseling staff provide assistance with academic progress, student conduct issues, Texas Success Initiative compliance, selecting a major, transfer planning, career planning, progress toward graduation, and crisis counseling.

Round Rock Higher Education Center

ACC student services offered at the [Round Rock Higher Education Center\[12\]](#) include, library services, access to the Learning Lab (including access to computers), One-Stop services for admissions, advising, and financial aid, and testing center services.

Austin Community College employees at the RRHEC include the following:

Jan King, M. Ed. - Williamson County Center Operations Manager

Alice Farmer, Admin III

Karl Meyer – Advising Specialist

Kelly Calcote – Sr. Admissions Assistant (part time)

Marissa Burrill – Student Financial Aid Supervisor (part time)

Sandy Clabaugh – Testing Assistant

Vivienne Nuen – Sr. Testing Assistant

John Reese – Academic Tutor (part time)

Lynn Crecelius– Academic Tutor (part time)

Gary Folsom – Evening Supervisor (part time)

Debbie Sanford – Hourly Administrative Assistant

Cindy Roberts – Hourly Administrative Assistant

Reference Documents Located on CD:

- [1] Student Support & Success Systems Website
D:\ref_docs\Student Support & Success Systems.mht
- [2] Student Recruitment Office Website
D:\ref_docs\Student Recruitment Office.mht
- [3] Admissions and Records Website
D:\ref_docs\Admissions & Records.mht
- [4] Financial Aid Website
D:\ref_docs\Financial Aid.mht
- [5] Veteran’s Affairs Website
D:\ref_docs\Veterans Affairs.mht
- [6] Assessment Website
D:\ref_docs\Assessment.mht
- [7] Student Life Website
D:\ref_docs>Welcome to ACC Student Life.mht
- [8] Office for Students with Disabilities Website
D:\ref_docs\Office for Students with Disabilities.mht
- [9] Advising and Counseling Website
D:\ref_docs>Welcome to Advising & Counseling.mht

- [10] Learning Labs Website
D:\ref_docs\ACC Learning Labs - Home.mht
- [11] Academic Testing Centers Website
D:\ref_docs\Academic Testing Centers.mht
- [12] Round Rock Higher Education Center Website
D:\ref_docs\Round Rock Higher Education Center.mht

6. **The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. (Comprehensive Standard 3.11.3) Please also include information specific to the institution's new off-campus sites and any contracts for the use of facilities.**

Compliance Non-Compliance

Narrative:

Austin Community College operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services and other mission related activities.

ACC currently operates seven comprehensive campuses in its service area, offering day, evening, and weekend classes. In addition, it operates nine centers in the Service Area (at high schools in Bastrop, Fredericksburg, Buda, Georgetown, Leander, Lockhart, Round Rock Higher Education Center, and at two locations in San Marcos). Classes are also offered at the Highland Business Center. The college's administrative functions are located at the Highland Business Center and the Service Center.

In spring 2007, a new building opened at the Cypress Creek Campus; the original building at Cypress Creek was then renovated, opening in the fall semester. ACC has also begun a project to construct a new parking garage at Rio Grande Campus and another project to renovate the old Gymnasium Building to provide faculty offices and classrooms at that campus. The conversion of the Gymnasium Building is intended to provide space to allow faculty to relocate from leased offices, and to allow some existing campus operations to relocate from existing space as renovations occur at the Rio Grande Campus.

Austin Community College considers routine, preventive, and deferred maintenance a priority, and doubled the district-wide maintenance budget for FY08 and FY09. The

maintenance department strives to complete routine and preventative maintenance work orders within two working days and tracks its achievement of this goal on an on-going basis.

The College established its deferred maintenance program to address building systems that have exceeded their life expectancy. ACC conducted a facilities audit in 2003, with the assistance of [3D/I Consulting\[1\]](#). The audit resulted in a list of maintenance deficiencies that formed the basis for the College's Deferred Maintenance (DM) plan. Maintenance staff remove deficiencies from the list as they are repaired and add deficiencies as systems reach the end of their useful life or are judged to require significant repair. Current DM list categories include mechanical systems, electrical systems, flooring, exterior restorations, parking lots and roadways, detention ponds, and roofing systems. The Director of Buildings and Grounds apportions monies for deferred maintenance projects each year as part of the college's budget process. Of the six million dollars in the Facilities Improvement Budget, approximately \$2 million goes to fund deferred maintenance. The remaining monies are divided among capital renewal; building code compliance; life, safety, and security; accessibility; and several other smaller dollar categories.

ACC's benchmark data, comparing it to other Texas and national community colleges, continues to highlight the facts that the college has higher utilization rates of instructional spaces, but less space to support college operations, and lower tax support than other comparable institutions. The College is aware of the challenges this high rate of space utilization presents to future growth, college support operations, parking and proper maintenance. To help the College address these challenges, ACC engaged [Sasaki Associates\[2\]](#) to develop a [Facilities Master Plan\[3\]](#) that was completed in January 2007. Staff recommendations based on this report are incorporated into the ACC Master Plan. In addition, for new construction activities, such as the

planning for the new Round Rock Campus, ACC is employing the space per student guidelines recommended in the Facilities Master Plan.

To assess student satisfaction with various college services, in the spring of 2008, ACC administered a web-based version of the [Noel-Levitz Student Satisfaction Inventory\[4\]](#). The survey asks several facilities-related questions. ACC student satisfaction was significantly higher than a national comparison group on the following questions: “Parking lots are well lighted and secure;” “Computer labs are adequate and accessible;” “The equipment in the lab facilities is kept up to date;” and “On the whole, the campus is well-maintained.” The college, however, scored significantly lower in student satisfaction on the question: “The amount of student parking space on campus is adequate.”

Round Rock Higher Education Center

Since fall 2005, ACC has operated under a partnership with Texas State University, San Marcos (TSU) to offer classes at the [Round Rock Higher Education Center\[5\]](#) (RRHEC). ACC leases space in the building, which is owned by TSU. According to the Memorandum of Understanding, Texas State is responsible for provision of all facilities maintenance services at the RRHEC, such as building maintenance, custodial services, grounds maintenance, safety, security, and utilities. The MOU clearly spells out the space and services that ACC is entitled to based on the agreement with Texas State University.

Reference Documents Located on CD:

- [1] 3DI Consulting Website
D:\ref_docs\3DI Educational Facilities.mht
- [2] Sasaki Associates Website
D:\ref_docs\Sasaki Associates, Inc - Architects, Landscape Architects, .mht

- [3] Facilities Master Plan
D:\ref_docs\SasakiFinalReport_2-28-07.pdf
- [4] Noel-Levitz Student Satisfaction Inventory Survey – Form B
D:\ref_docs\Noel-Levitz Survey.mht
- [5] Round Rock Higher Education Center Website
D:\ref_docs\Round Rock Higher Education Center.mht

7. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in the following area: 3.3.1.1 educational programs, to include student learning outcomes. (Comprehensive Standard 3.3.1) Please also include information specific to the institution's new off-campus sites.

Compliance Non-Compliance

Narrative:

Austin Community College identifies expected outcomes, assesses the extent to which these outcomes are achieved, and provides evidence of improvement based on analysis of the results in the area of educational programs, including student learning outcomes.

As a one college multi-campus institution, the Round Rock Higher Education Center is included in any evaluation process related to student achievement.

Austin Community College requires that all courses have a [‘Master Syllabus’\[1\]](#) posted online that includes the [common objectives or learning outcomes\[2\]](#) that students are expected to demonstrate. These form the basis for the assessment of learning outcomes for all educational programs college-wide, regardless of teaching location.

Faculty teaching educational programs document their assessment and improvement activities related to learning outcomes using the unit-level effectiveness assessment process as stated in the [Assessment Manual for Instructional Units\[3\]](#). Faculty enter their documentation into a database. In each educational program, faculty: (a) review or define the program’s purpose, (b) state intended educational results (learning outcomes) and the criteria used to determine whether those outcomes have been achieved, (c) define and implement assessment methods, (d) analyze and report results, and (e) develop plans for improvement. At the end of the academic year, program faculty complete an Annual Assessment Summary in which they examine their findings from all learning outcomes assessments. Through this examination,

faculty identify the program's strengths and weaknesses, improvements that were made and their impact on the quality of the program, and challenges that the program must still address.

Examples:

[Chemistry Assessment Plan\[4\]](#)

[Chemistry Annual Summary\[5\]](#)

[Philosophy Assessment Plan\[6\]](#)

[Philosophy Annual Summary\[7\]](#)

[Medical Coding Assessment Plan\[8\]](#)

[Medical Coding Annual Summary\[9\]](#)

[Occupational Therapy Assistant Assessment Plan\[10\]](#)

[Occupational Therapy Assistant Annual Summary\[11\]](#)

In addition to assessment of learning outcomes, as part of academic stewardship, faculty members conduct an intensive review of their program's performance. Each program's faculty members use the [Instructional Program Review\[12\]](#) (IPR) framework to conduct a reflective evaluation of the content, quality, effectiveness and efficiency of the program.

Each program is [scheduled\[13\]](#) to be reviewed every five years. [Board policy E-5 Review of Instructional Programs\[14\]](#) requires faculty to “systematically and regularly gather and analyze both qualitative and quantitative data in order to facilitate the continuous improvement of each program, to guide resource allocation, and to assist the administration and Board in making decisions about programs.”

The [purpose\[15\]](#) of the intensive review is to provide an opportunity for faculty to critically reflect on their program's effectiveness and create an improvement plan to enhance the program's quality. The [outcomes\[16\]](#) of the Instructional Program Review process ensure every educational program is engaged in continuous, authentic evaluation that is integrated into the planning and budgeting processes of the College.

The [structure\[17\]](#) of the review process requires a self-study team composed of program faculty and faculty from other programs, as well as students and advisory committee members, to examine standard information about the program's students, enrollments, completions, faculty, budgets, etc., and then to conduct a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis, summarize their findings, and propose recommendations for program improvement.

The self-study team completes the Instructional Program Review Summary (IPRS), reporting their program's performance relative to eight criteria defined in [Board Policy E-5\[18\]](#), and proposes a plan for improvement, the Quality Improvement Plan (QIP). The QIP is used to guide improvements for the next four years, including such things as proposals to update curriculum, equipment, space, increase faculty, faculty development, etc. The QIP also forms the basis for the program's initiative that may be submitted into the college-wide Master Plan and budget development processes.

The Instructional Program Review Committee, composed of faculty from each of the dean areas, reviews the IPRS and QIP and completes a [Program Status form\[19\]](#) for each program. Based on this review, IPR Committee members provide an evaluation of each program's strength and continued viability.

In the final step of the intensive review process, the self-study team chair presents the findings of the team, including planned improvements, to the Executive Vice President/Provost

and the Vice President for Workforce Education. The Executive Vice President/Provost and the Vice President for Workforce Education consider the information from the presentations in their preparation for Master Planning. In addition, upon approval from the Executive Vice President/Provost and the Vice President for Workforce Education, each program completing an intensive program review has the opportunity to submit one initiative from their QIP for inclusion in the Master Planning process through the IPR Cluster Group.

In years 2-5 of the program review cycle, the department chair of the program reports the status of implementation of the QIP. Examples: [Government\[20\]](#), [Philosophy\[21\]](#), [Interpreter Preparation\[22\]](#), [Environmental Studies\[23\]](#).

In addition to ACC's IPR process, some specialized programs, such as the nursing and other health sciences programs, the child development program, and others are accredited by [national organizations\[24\]](#) and are required to meet the accreditation requirements of their discipline or profession.

As stated previously, Austin Community College is a one college multi-campus institution, and the processes for program effectiveness, as described above, apply at all teaching locations, including the Round Rock Higher Education Center.

Reference Documents Located on CD:

- [1] Master Syllabus Introduction
[D:\ref_docs\Master Syllabus Introduction.mht](#)
- [2] Master Syllabus Common Course Objectives/Outcomes
[D:\ref_docs\Master Syllabus Components.mht](#)
- [3] Assessment Manual for Instructional Units
[D:\ref_docs\iumanual.pdf](#)
- [4] Chemistry Assessment Plan

- D:\ref_docs\chem.pdf
- [5] Chemistry Annual Summary
D:\ref_docs\chem ann sum.pdf
- [6] Philosophy Assessment Plan
D:\ref_docs\philo.pdf
- [7] Philosophy Annual Summary
D:\ref_docs\philo ann sum.pdf
- [8] Medical Coding Assessment Plan
D:\ref_docs\med code.pdf
- [9] Medical Coding Annual Summary
D:\ref_docs\med cod ann sum.pdf
- [10] Occupational Therapy Assistant Assessment Plan
D:\ref_docs\ota.pdf
- [11] Occupational Therapy Assistant Annual Summary
D:\ref_docs\ota ann sum.pdf
- [12] Instructional Program Review
[D:\ref_docs\Instructional Program Review \(IPR\).mht](D:\ref_docs\Instructional Program Review (IPR).mht)
- [13] Instructional Program Review Schedule
D:\ref_docs\Instructional Program Review Schedule.mht
- [14] Board Policy E-5 Review of Instructional Programs
D:\ref_docs\E-5.mht
- [15] Instructional Program Review Purpose
D:\ref_docs\Instructional Program Review Purpose.mht
- [16] Instructional Program Review Outcomes
D:\ref_docs\Instructional Program Review Outcomes.mht
- [17] Instructional Program Review Structure
D:\ref_docs\IPR Guidelines.pdf
- [18] Board Policy E-5 Review of Instructional Programs
D:\ref_docs\E-5.mht
- [19] Program Status Form
D:\ref_docs\prog_stat_form.doc

- [20] Quality Improvement Plan – Government
D:\ref_docs\government.pdf
- [21] Quality Improvement Plan – Philosophy
D:\ref_docs\philosophy.pdf
- [22] Quality Improvement Plan – Interpreter Preparation
D:\ref_docs\interpreter_prep.pdf
- [23] Quality Improvement Plan – Environmental Studies
D:\ref_docs\environmental_science.pdf
- [24] IPEDS List of National Accreditors
D:\ref_docs\College Navigator - Austin Community College District.mht

8. The institution evaluates success with respect to student achievement including, as appropriate, consideration of course completion, State licensing examination, and job placement rates. *(Federal Requirement 4.1) Please also include information specific to the institution's new off-campus sites.*

Compliance Non-Compliance

Narrative:

Austin Community College evaluates success with respect to student achievement including, as appropriate, consideration of course completion, state licensing examination results, and job placement rates. ACC documents student achievement, as its primary mission function, in its college-wide, [Core Indicators\[1\]](#) (effectiveness measures) process. Function owners review the measures annually and make revisions, as needed. As a one college multi-campus institution, the Round Rock Higher Education Center is included in any evaluation process related to student achievement. The Office of Institutional Effectiveness and Accountability publishes the results for each of the measures in the [Core Indicators Dashboard\[2\]](#) for the Fall Institutional Planning Retreat. The Institutional Planning Council reviews the results as one component of the Master Plan development process. Function owners use the Core Indicators to monitor and guide improvements to the operations of the functional area.

In addition, the college tracks [course completion data\[3\]](#) that are used in the instructional program review process, as well as at the Institutional Planning Retreat, and job placement and licensure pass rates for workforce education programs. Besides using these data in the workforce instructional program review process, Austin Community College submits the data to the Texas Higher Education Coordinating Board and the Texas Legislative Budget Board for statewide measures.

References Documents Located on CD:

- [1] Core Indicators
D:\ref_docs\Core Indicators.mht
- [2] Core Indicators Dashboard, IPC Retreat Notebook, Page 20
D:\ref_docs\Core Indicators Dashboard.pdf#page=20
- [3] Grade Analysis – Fall 2007, IPC Retreat Notebook, Page 29
D:\ref_docs\Core Indicators Dashboard.pdf

9. **The institution's curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded. (Federal Requirement 4.2) Please also include information specific to the institution's new off-campus sites.**

Compliance Non-Compliance

Narrative:

Austin Community College's curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded. Austin Community College curriculum adheres to the mandated purpose and goals for all Texas community colleges.

By law ([Education Code Subtitle G. Non-Baccalaureate System Chapter 130. Junior College Districts Subchapter A. General Provisions §130.001. Public Junior Colleges](#))[1],

Austin Community College provides the following curricula:

- A Core Curriculum that serves as the backbone of the College's transfer associate degree.
- Curricula for associate degrees that comprise coursework for the first two years of a baccalaureate degree.
- Workforce program curricula ending in a certificate or associate degree and that prepare students for employment in the community.
- Developmental education curricula that remediate students' skills in reading, writing, or mathematics to increase the likelihood that these students will succeed in college-level coursework.

All curricula adhere to standards of the Texas Higher Education Coordinating Board as outlined in the [Lower Division Academic Course Guide Manual](#)[2] and the [Guidelines for Instructional Programs in Workforce Education \(GIPWE\)](#)[3]. ACC students attending the

Round Rock Higher Education Center may complete the [Core Curriculum\[4\]](#) , as well as pursue coursework from the developmental, workforce, and transfer curricula.

Reference Documents Located on CD:

- [1] Education Code Subtitle G. Non-Baccalaureate System Chapter 130. Junior College Districts Subchapter A. General Provisions §130.001. Public Junior Colleges
D:\ref_docs\EDUCATION CODE CHAPTER 130_ JUNIOR COLLEGE DISTRICTS.mht

- [2] Lower Division Academic Course Guide Manual (ACGM)
D:\ref_docs\AGCM.pdf

- [3] Guidelines for Instructional Programs in Workforce Education (GIPWE)
D:\ref_docs\GIPWE Guidelines for Instructional Programs in Workforce Edu.mht

- [4] ACC Core Curriculum
D:\ref_docs\Core Curriculum.mht

10. The institution makes available to students and the public current academic calendars, grading policies, and refund policies. (Federal Requirement 4.3) Please also include information specific to the institution's new off-campus sites.

Compliance Non-Compliance

Narrative:

Austin Community College makes available to students and the public current academic calendars, grading policies, and refund policies. ACC publishes its [academic calendar\[1\]](#), [grading policies\[2\]](#) and [refund policies\[3\]](#) annually in the *ACC Catalog*. The College also publishes the [academic calendar\[4\]](#) and [refund policies\[5\]](#) each semester in the *ACC Course Schedule*. ACC publishes [academic calendar\[6\]](#) and [grading policies\[7\]](#) in the *ACC Student Handbook* that is distributed to all new students upon admissions to the college and that is available to all current and former students on all campuses.

In addition to the hard copy versions of these publications, Austin Community also provides the information on the *Current Students* web site.

As stated previously, ACC operates as a single college with multiple campuses. Publications are not location specific, and are applicable to all teaching locations, including the Round Rock Higher Education Center.

Reference Documents Located on CD:

- [1] Academic Calendar – ACC Catalog
D:\ref_docs\Academic Calendar.mht
- [2] Grading Policies – ACC Catalog
D:\ref_docs\Academic Policies Grades.mht
- [3] Refund Policy – ACC Catalog
D:\ref_docs\Tuition and Fees Refunds.mht
- [4] Academic Calendar – ACC Schedule, Page 1
D:\ref_docs\ACC Academic Calendar 2008-2009.mht

- [5] Refund Policy – ACC Schedule, Page 7
D:\ref_docs\fall08reg Schedule.pdf
- [6] Academic Calendar – ACC Student Handbook, Page 1
D:\ref_docs\handbk09.pdf
- [7] Grading Policy – ACC Student Handbook, Page 24
D:\ref_docs\handbk09.pdf

11. **Program length is appropriate for each of the institution’s educational programs. (Federal Requirement 4.4) Please also include information specific to the institution’s new off-campus sites.**

Compliance Non-Compliance

Narrative:

Program length is appropriate for each of the institution’s educational programs. The length of each of Austin Community College’s academic transfer programs (Associate of Arts degrees) as specified by the *Texas Administrative Code, Title 19: Education, Part One: Texas Higher Education Coordinating Board, Chapter 9: Program Development in Public Community/Junior College Districts and Technical Colleges, Subchapter J: Academic Associate Degree Programs, [RULE §9.183\[1\]](#): Degree Titles, Program Length, and Program Content, Part (B)* “must consist of a minimum of 60 SCH and a maximum of 66 SCH.”

The length of each of Austin Community College’s workforce/technical programs (Associate of Applied Science degrees), as specified in the *Texas Higher Education Coordinating Board’s [Guidelines for Instructional Programs in Workforce Education\[2\]](#)* “must be limited to a total of 60-72 semester credit hours.” ACC complies fully with the specified length and content for degrees. The faculty-driven [curriculum and programs development process\[3\]](#) determines appropriate program length within these guidelines.

As was stated previously, ACC is a one college multi-campus institution and all educational programs meet or exceed the requirements for academic transfer or workforce education programs, regardless of the teaching location, including the Round Rock Higher Education Center.

Reference Documents Located on CD:

- [1] Texas Education Code, Chapter 9: Program Development in Public Community/Junior College Districts and Technical Colleges, Subchapter J: Academic Associate Degree Programs, RULE §9.183
D:\ref_docs\THECB_Rules and Regulations Current Rules.mht
- [2] Guidelines for Instructional Programs in Workforce Education, Chapter 3
D:\ref_docs\GIPWE_Guidelines for Instructional Programs in Workforce Edu.mht
- [3] Curriculum and Programs Procedures Manual
D:\ref_docs\CPMver0905.pdf

12. The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. *(Federal Requirement 4.5)*
Please also include information specific to the institution's new off-campus sites.

Compliance Non-Compliance

Narrative:

Austin Community College has adequate procedures for addressing written student complaints and can demonstrate that the College follows those procedures when resolving student complaints. The College's procedures for resolving student complaints apply to all students, regardless of campus or teaching location. This includes the Round Rock Higher Education Center.

Student complaints may include (but are not limited to) issues regarding classroom instruction, college services and offices, as well as discrimination based on race, color, gender, religion, age national origin, disability, or sexual orientation. ACC has published policies that address both academic and non-academic complaints. The policy for academic complaints is outlined in the [Student Handbook\[1\]](#), [ACC Catalog\[2\]](#), and the applicable [Administrative Rule\[3\]](#). The policy for non-academic complaints is found in the [Student Handbook\[4\]](#), [ACC Catalog\[5\]](#), and applicable [Administrative Rule\[6\]](#).

For both academic and non-academic complaints, the appropriate college office maintains records of the original written complaint and its resolution. Documentation that these procedures have been followed may be accessed on site.

Reference Documents Located on CD:

- [1] Student Handbook – Academic Complaints, Page 28
D:\ref_docs\handbk09.pdf
- [2] ACC Catalog – Procedures to Resolve Grade Disputes
D:\ref_docs\Academic Policies Grades.mht

- [3] Administrative Rule 4.01.010, Grade Changes
D:\ref_docs\Grade Changes.mht
- [4] Student Handbook – Non-Academic Complaints, Page 29
D:\ref_docs\handbk09.pdf
- [5] ACC Catalog – Student Complaint Procedures
D:\ref_docs\Academic Policies Grades.mht
- [6] Administrative Rule 6.02.001, Harassment Prevention
D:\ref_docs\Harassment Prevention, 6_02_001.mht

13. **Recruitment materials and presentations accurately represent the institution's practices and policies. (Federal Requirement 4.6) Please also include information specific to the institution's new off-campus sites.**

Compliance Non-Compliance

Narrative:

Austin Community College's recruitment materials and presentations accurately represent the institution's practices and policies. ACC's recruitment materials, such as the [ACC Catalog\[1\]](#) and the [ACC Viewbook\[2\]](#), provide accurate representations of the college's practices and policies.

Recruitment efforts are carried out by the ACC's [Student Recruitment Office \(SRO\)\[3\]](#) where recruiters are cross-trained in admissions, financial aid, assessment and advising procedures. Recruiters collaborate with all student services and student success staff, Public Information and College Marketing representatives, faculty and administrators at the College to provide a seamless web of services for prospective students.

[SRO staff\[4\]](#) lead or assist at all College Connection events, visits high schools, participates in college fairs, parent nights and community events, arranges campus tours, coordinates open house visits, and ACC college days and advises credit-seeking, ABE/GED/ESL, and Continuing Education prospects and students. In addition to these outreach activities, SRO staff also responds to requests for information from prospective students, families, and community members via the web, email, mail and telephone.

The Student Recruitment Office holds regular staff meetings and in-service updates to ensure accuracy and timeliness of information. [Recruiters\[5\]](#), who are required to hold at least a bachelor's degree, present information to prospective students based on the official catalog and brochures/pamphlets produced and verified by Public Information and College Marketing staff.

As stated earlier, since ACC is a single college with multiple teaching locations, all recruitment activities are applicable to any of the college's teaching locations, including the Round Rock Higher Education Center.

Reference Documents Located on CD:

- [1] ACC Catalog
D:\ref_docs\fy09catalog.pdf
- [2] ACC Viewbook
D:\ref_docs\accviewbook.pdf
- [3] Student Recruitment Office (SRO) Website
D:\ref_docs\Student Recruitment Office.mht
- [4] SRO Staff Responsibilities
D:\ref_docs\SRO Staff.mht
- [5] Job Description for Recruitment/Advising Specialists
D:\ref_docs\Recruitment Advising Specialist.mht

14. **The institution is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments. (Federal Requirement 4.7) The institution audits financial aid programs as required by federal and state regulations. (Comprehensive Standard 3.10.3) Please also include information specific to the institution's new off-campus sites.**

Compliance Non-Compliance

Narrative:

Austin Community College is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments and audits financial aid programs as required by federal and state regulations. As a one college multi-campus institution, all financial aid programs are administered centrally across all campuses and teaching locations, including the Round Rock Higher Education Center.

ACC audits financial aid programs each year as part of the annual audit required by federal and state regulations. The audit is conducted in accordance with government auditing standards, the [Single Audit Act\[1\]](#) (Public Law 104-106) and OMB Circular 133. These annual audits include tests of compliance with applicable federal laws and regulations and review of internal controls used in administering federal financial assistance programs. For the last five years, audit reports have indicated that there were no instances of non-compliance or material weaknesses in internal controls.

[Comprehensive Annual Financial Report for the Fiscal Year Ended August 31, 2007\[2\]](#)

[Comprehensive Annual Financial Report for the Fiscal Year Ended August 31, 2006\[3\]](#)

[Comprehensive Annual Financial Report for the Fiscal Year Ended August 31, 2005\[4\]](#)

[Comprehensive Annual Financial Report for the Fiscal Year Ended August 31, 2004\[5\]](#)

[Comprehensive Annual Financial Report for the Fiscal Year Ended August 31, 2003\[6\]](#)

Austin Community College received the Program Participation Agreement from the U.S. Department of Education that enables the college to receive and award Title IV Financial Aid program funds. ACC completed the recertification process in 2007, and was re-approved to participate in the Title IV programs through March 31, 2013. Title IV Financial Aid Programs consist of the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work-Study Program (FWS), Academic Competitive Grant (ACG), Federal Parent Loan for Undergraduate Students (PLUS), Federal Subsidized Stafford Loan, and the Federal Unsubsidized Stafford Loan. The Eligibility and Certification Approval Report confirms Austin Community College's ability to award Title IV financial aid to students enrolled in all associate degree programs and approved college credit certificate programs. ACC does not have any issues affecting the status of its Title IV programs.

The Austin Community College Student Financial Aid Office files the Fiscal Operations Report and Application to Participate (FISAP). In addition, Austin Community College complies with the responsibility for disseminating financial aid and consumer information to students. Examples of the sources for providing this information to students are as follows:

[ACC Catalog\[7\]](#)

[Academic Calendar\[8\]](#)

[ACC Course Schedule Booklet\[9\]](#)

[ACC Financial Aid Website\[10\]](#)

[ACC Student Handbook\[11\]](#)

Austin Community College continuously monitors the quality of the administration and delivery of student aid. We have been successful in reducing our default rates and we attribute

our success to the outsourcing of default prevention services and the Student Financial Aid Office's continued efforts to encourage students to borrow wisely. The Student Financial Aid Office will only package a loan if the student has requested the loan on the Free Application for Federal Student Aid (FAFSA). Students must participate in an entrance loan counseling session every year before their loan is disbursed.

Reference Documents Located on CD:

- [1] Single Audit Act, OMB Circular 133
D:\ref_docs\Single audit Act OMB Circ 133.mht
- [2] Comprehensive Annual Financial Report for the Fiscal Year Ended August 31, 2007, Page 102
D:\ref_docs\CAFR_FY07.pdf
- [3] Comprehensive Annual Financial Report for the Fiscal Year Ended August 31, 2006, Page 99
D:\ref_docs\FY2006%20CAFR%20-%20Final.pdf
- [4] Comprehensive Annual Financial Report for the Fiscal Year Ended August 31, 2005, Page 113
D:\ref_docs\FY2005%20CAFR%20-%20Final.pdf
- [5] Comprehensive Annual Financial Report for the Fiscal Year Ended August 31, 2004, Page 102
D:\ref_docs\2004CAFR.pdf
- [6] Comprehensive Annual Financial Report for the Fiscal Year Ended August 31, 2003, Page 77
D:\ref_docs\2003CAFR.pdf
- [7] ACC Catalog – Financial Aid
D:\ref_docs\Financial Aid.mht
- [8] ACC Academic Calendar
D:\ref_docs\ACC Academic Calendar 2008-2009.mht
- [9] ACC Course Schedule, Page 7
D:\ref_docs\fall08reg Schedule.pdf

[10] ACC Financial Aid Website
D:\ref_docs\Financial Aid.mht

[11] ACC Student Handbook, Page 5
D:\ref_docs\handbk09.pdf

15. *(Response applicable to new off-campus programs only.)*The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs. *(Core Requirement 2.9)*

Compliance Non-Compliance

Narrative:

Austin Community College provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered at the college, through both ownership and formal arrangements/agreements. These collections and resources of the library are sufficient to support the college's educational programs, as mandated by [administrative rule\[1\]](#).

At the [Round Rock Higher Education Center \(RRHEC\)\[2\]](#), ACC Library Services [partners\[3\]](#) with Texas State University libraries to provide ACC students reference services, to locate print resources for delivery from ACC campuses to the RRHEC, and to offer information literacy to ACC classes at the RRHEC. ACC Library Service hours align with class hours at the RRHEC, Monday-Thursday, 8:30 a.m.-9:00 p.m.; Friday, 8:30 a.m.-4:00 p.m.

The Head Librarian at the Pinnacle Campus serves as the library extension services manager and serves as liaison and planner for extension library services. In this role, she coordinates the planning meetings between ACC and Texas State library services, works with RRHEC to hire TexShare library employees, trains RRHEC library employees to identify resources and services needed by RRHEC ACC faculty and staff, and coordinates ACC's delivery services to RRHEC.

ACC students at the RRHEC have access to ACC Library Services materials at the Center and also to the full range of services provided by ACC's Library Services at any of ACC's campuses and teaching locations. Most materials at other ACC locations can be

delivered to the RRHEC within two working days. Materials unavailable at ACC can be requested on [interlibrary loan\[4\]](#).

ACC's Library Services provides general collections of materials and print reference collections at the major campuses. The web-based [catalog\[5\]](#) lists more than 120,000 volumes of print, media, and computer software material available at ACC campuses for faculty, staff, and student use. More than 1,000 periodicals are available in print in ACC libraries (with two to three years of back issues retained) and are supplemented by the many online resources that include the full text of thousands of periodicals. Along with print materials, media materials available include videotapes, audiocassettes, records, CDs, DVDs and computer software; all of which provide alternatives to the printed page. In addition to the links on the Library Services web site, and from departmental sites, almost 800 websites are cataloged and accessible through the ACC online library catalog. Off-campus/remote users must go through an authentication process in order to access these resources.

Library Services works in partnership with classroom faculty and other professional staff to ensure collections and resources are adequate to support the college's educational programs. Faculty members are encouraged to make recommendations for the development of the collections. Library Services solicits recommendations from ACC teaching faculty and professional staff each fall for the development of collections through a formal collection development letter and, throughout the year, through visits to faculty department meetings and e-mails posted to faculty electronic lists. Each new faculty member is given an additional invitation to assist (no matter when hired).

ACC participates in the following arrangements/agreements to broaden access to adequate collections and other learning/information resources:

[TexShare\[6\]](#): TexShare is a statewide consortium that community college, college, university, and public libraries participate in to access electronic resources at a greatly reduced cost to individual libraries. ACC LS provides access to TexShare resources and an additional 28 to 30 online institutional subscriptions. These institutional subscriptions as well as online e-books are chosen by the ACC librarians (coordinated by the LS e-Resource Coordinator) in conjunction with ACC classroom faculty.

[TexShare Cards\[7\]](#) (Loan Star Library Cards): This card program, part of TexShare, is a reciprocal borrowing program designed to allow the registered users to borrow materials directly from the libraries of other participating institutions. Registered users obtain a card from ACC first, and then they are able to check out materials from other participating Texas institutions.

In addition, LS has a membership with Amigos, a regional nonprofit organization that provides a library resource-sharing network and information technology to libraries. Through Amigos, LS has access to online content and support for interlibrary loan and resource sharing and cataloging.

All library partnerships/agreements are reviewed annually. This review process includes assessing the use of the resources provided for faculty and students, past and future classes scheduled, and budget availability (for all agreements).

Reference Documents Located on CD:

- [1] Administrative Rule 4.02.003 Library Services Material Selection
[D:\ref_docs\Library Services Materials Selection.mht](#)
- [2] RRHEC Website
[D:\ref_docs\Round Rock Higher Education Center.mht](#)

- [3] Library Services at ACC Centers – RRHEC Partnership with Texas State University
D:\ref_docs\Distance Learning - Library Services at ACC Centers.mht
- [4] Interlibrary Loan and Document Delivery
D:\ref_docs\Interlibrary Loan at ACC.mht
- [5] ACC On-Line Catalog
D:\ref_docs\ACC Library Catalog.mht
- [6] TexShare
D:\ref_docs\TexShare Programs and Participants.mht
- [7] TexShare Cards
D:\ref_docs\Texshare Cards for ACC Students, Faculty and Staff.mht

16. *(Response applicable to new off-campus programs only.)* The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. *(Comprehensive Standard 3.4.6)*

Compliance Non-Compliance

Narrative:

Austin Community College employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. As a one college multi-campus institution, ACC administers all programs centrally across all campuses and teaching locations, including the Round Rock Higher Education Center.

All programs are approved by the Texas Higher Education Coordinating Board and comply with its standards and guidelines. Workforce programs comply with the *Workforce Education Course Manual* ([WECM\[1\]](#)) standards and *Guidelines for Instructional Programs in Workforce Education* ([GIPWE\[2\]](#)).

The WECM is a web-based inventory of current workforce education courses available for use by Texas public two-year colleges. In Section D, Part 1, the WECM states,

“1. Guidelines for All Course Types

WECM courses are created and maintained by teams of instructional specialists with expertise in the relevant subject areas. The specialists are selected from colleges around the state. The allotted range of contact hours and/or credit hours represents the instructional specialist teams’ professional judgment about the appropriate amount of time needed to cover the minimum course outcomes.

When a WECM course is already available to cover specific content, the college must use the range of credit and contact hours as well as the minimum

learning outcomes specified in the WECM course listing.”

Academic programs comply with the *Lower Division Academic Course Guide Manual* ([ACGM\[3\]](#)). The ACGM is the official list of general academic transfer courses that have been approved for state funding, and may be offered by public community and technical colleges in Texas.

In the ACGM, “*beneath the course list appears a line listing the 10-digit approval number for the course, the matching content descriptor, and information about maximum semester credit hours (SCH) per student, maximum SCH per course, and maximum contact hours per course.*”

Additionally, the college’s [Curriculum and Programs Committee\[4\]](#) approves all course and program offerings, including those offered at the Round Rock Higher Education Center. The approval process includes an assessment of the appropriateness of program and course credit.

Reference Documents Located on CD:

- [1] Workforce Education Course Manual (WECM)
[D:\ref_docs\Chapter\(4\)Four-The Workforce Education Course Manual\(WECM\).doc](#)
- [2] Guidelines for Instructional Programs in Workforce Education (GIPWE)
[D:\ref_docs\GIPWE Guidelines for Instructional Programs in Workforce Edu.mht](#)
- [3] Lower Division Academic Course Guide Manual (ACGM)
[D:\ref_docs\AGCM.pdf](#)
- [4] Curriculum and Programs Committee
[D:\ref_docs\CPC Committee-Program Minutes.mht](#)

17. *(Response applicable to new off-campus programs only.)* The institution ensures the quality of programs/courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the comprehensive requirements, and evaluates the consortial relationship and/or agreement against the purpose of the institution. *(Comprehensive Standard 3.4.7)*

Compliance Non-Compliance

Narrative:

Austin Community College ensures the quality of programs/courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the comprehensive requirements, and evaluates the consortial relationship and/or agreement against the purpose of the institution.

ACC signed a Shared Services Agreement with Texas State University to be able to offer classes at the [Round Rock Higher Education Center\[1\]](#) (RRHEC). The Shared Services Agreement identifies each institution's rights and responsibilities regarding facilities and technology use, and provision of student support services and educational programs. Austin Community College's administrators oversee the ACC programs and services provided at the Round Rock Higher Education Center to ensure they meet the standards of the on-campus programs and services. The President of ACC reviews and signs the Shared Services Agreement each year.

The Round Rock Higher Education Center provides easier access to ACC programs in Round Rock and Williamson County. A key feature of the center is the provision of coursework to enhance transfer of credits from the associate to the bachelor's degree, making it easier for students to complete degree programs. ACC courses offered at the RRHEC are part of the college's regular course inventory and must meet the same standards as those offered at any ACC campus.

Prior to its participation in the RRHEC, ACC had been teaching classes in Round Rock and Williamson County at the Round Rock High School and therefore, no new programs were initiated by ACC when the RRHEC was established.

Reference Documents Located on CD:

- [1] RRHEC Website
D:\ref_docs\Round Rock Higher Education Center.mht

Part IV: Additional Requested Information

(Not applicable to all institutions)

Directions: Please provide the following information *on a separate document entitled "Additional Requested Information."* Submit it with your completed Fifth-Year Interim Report.

Definition: An Additional Requested Report addresses an institution's continued compliance with standards and requirements specified in a letter by the President of the Commission normally at the time of an institution's last review. *(Letter to institution is enclosed.)*

Audience: The Additional Requested Report is reviewed by the Commission on Colleges and is subject to the review procedures of the Commission's standing committees, including the continuation of a monitoring period, the imposition of a sanction, or a change of accreditation status.

Elements: Structure the response so that it addresses the standards in the order that they appeared in the report. Tabs should separate each response to a recommendation.

For each accreditation standard noted in the letter, (1) restate the number of the Core Requirement, Comprehensive Standard, or Federal Requirement of the *Principles of Accreditation* (or in the case of the *Criteria for Accreditation*, the Condition of Eligibility or Criterion) and the recommendation exactly as it appeared in the visiting committee report; (2) provide a brief history of previous responses to the standard, if more than a first response (to include an accurate summary of the original concerns of the visiting committee); (3) cite verbatim the current request of the Commission (reference notification letter from the President of the Commission); and (4) prepare a response to the recommendation to include documentation supporting ongoing compliance.

Part V: The Impact Report of the Quality Enhancement Plan *(Not applicable to all institutions)*

Directions: Please provide the following information *on a separate document entitled "Impact Report on the Quality Enhancement Plan."* Submit it with your completed Fifth-Year Interim Report.

Definition: The Impact Report, submitted five years prior to the institution's next decennial review, is a report demonstrating the extent to which the QEP has affected outcomes related to student learning. It is part of the institution's Fifth-Year Interim Report. *(Note: The Impact Report will be required of all institutions reaffirmed beginning in 2004 under the Principles of Accreditation. Institutions reaffirmed in 2002 and 2003 under the Criteria for Accreditation with reaffirmations scheduled next for 2012 and 2013 respectively will not be required to submit an Impact Report.)*

Audience: The Impact Report is reviewed by the Commission on Colleges as part of the Fifth-Year Interim Report.

Elements: The following elements should be addressed in the narrative:

- (1) a brief description of the institution, including a description of its current mission and its geographic service area, a description of the composition of the student population and enrollment, governance structure, and a description of any unusual or distinctive features of the institution;
- (2) the title and a brief description of the institution's Quality Enhancement Plan as initially presented;
- (3) a succinct list of the initial goals and intended outcomes of the QEP;
- (4) a discussion of significant changes made to the QEP and the reasons for making those changes; and
- (5) a description of the QEP's direct impact on student learning including the achievement of goals and outcomes as outlined in item three above, and unanticipated outcomes of the QEP, if any.

The report should not exceed ten pages, including narrative and appendices.