



**Substantive Change Prospectus
South Austin Campus
Austin Community College**

**Submitted to the Commission on Colleges
Of the Southern Association of Colleges and
Schools**

**by
Austin Community College**

May 9, 2006

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Cover Sheet for Substantive Change Prospectus

Include name, phone number, and e-mail address of person to be contacted with questions regarding the prospectus

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Associate Vice President Effectiveness and Accountability
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List all off-campus sites at which 50 percent or more of a program's credits are available

Round Rock Higher Education Center
Fredericksburg Center
San Marcos Centers

List all off-campus sites at which 25-49 percent of a program's credits are available

Bastrop Center
Georgetown Center

List programs for which 50 percent or more of the program's credits are approved for electronic delivery

Program	Degree/Certificate	% Available by Distance Learning
Addictions Counseling	Certificate	51%
Addictions Counseling	AAS	55%
Administrative Management	Certificate	100%
Anthropology	AA	100%
Art	AA	89%
Biology	AS	63%
Business Administration	AS	95%
Business and Gov. Comm. Specialist	Certificate	62%
Business and Technical Communications	AAS	66%
Chemistry	AS	54%
Child Dev. Early Childhood Education	AA	80%
Child Development	Certificate	54%
Child Development	AAS	52%
Child Development	Enhanced Skills	
Child Development	Certificate	50%
Child Development - Tech Prep	AAS	59%
Commercial Music Management	AAS	56%

Program	Degree/Certificate	% Available by Distance Learning
Computer Info. Tech.-Microcomputer App.	AAS	57%
Computer Programming	AAS	67%
Computer Programming - C++ Track	Certificate	55%
Computer Programming - Java Track	Certificate	53%
Computer Programming, Tech Prep	AAS	68%
Computer Science	AS	74%
Corrections	AAS	95%
Creative Writing	AA	81%
Creative Writing	AA	80%
Criminal Justice	AAS	80%
Dance	AA	72%
Drama	AA	72%
Economics	AA	83%
Engineering	AS	51%
English	AA	100%
Environmental Technology	AAS	53%
Environmental Science and Technology	AS	92%
Fashion Merchandising	Certificate	67%
Fashion Merchandising	AAS	90%
Financial Management & Mortgage Banking	AAS	60%
Foreign Language	AA	97%
General Human Services	AAS	55%
General Studies - Early Childhood Education	AA	95%
General Studies - Liberal Arts	AA	98%
General Studies - Science	AS	81%
General Studies Grade 4-8 Certification	AA	80%
Geographic Information Systems	AA	89%
Geography	AA	89%
Geology	AS	50%
Government	AA	100%
Health and Kinesiology	AS	83%
History	AA	100%
Hospitality Management	AAS	73%
Hospitality Management Baccalaureate Prep. Spec.	AAS	65%
Human Services, Therapeutic Recreation	AAS	50%
International Business	Certificate	75%
Journalism	AA	95%
Kinesiology	AS	78%
Law Enforcement	AAS	100%
Liberal Arts	AA	95%
Licensed Vocational Nursing	Certificate	53%
Local Area Network Systems Mgmt.	AAS	57%
Management	AAS	100%
Management Specialties Leadership	Certificate	100%
Management Specialties Small Business	Certificate	82%
Marketing	Certificate	75%

Program	Degree/Certificate	% Available by Distance Learning
Marketing	AAS	100%
Marketing - Enhanced Skills	Certificate	50%
Marketing Basic Skills	Certificate	83%
Marketing, Fashion Merchandising	AAS	76%
Marketing, Small Business Management	Certificate	100%
Mathematics	AS	80%
Mortgage Banking	AAS	61%
Music	AA	52%
Nursing Mobility Track	AAS	65%
Nursing Traditional Track	AAS	100%
Pharmacy Technician	Certificate	91%
Philosophy	AA	94%
Physical Science	AS	84%
Physics	AS	52%
Pre-Med/Pre-Dental/Pre-Pharmacy/Pre-Vet	AS	61%
Printing Management	AAS	60%
Printing Prepress and Production	Certificate	55%
Professional Accountant	AAS	55%
Psychology	AA	95%
Quality Management and Technology	AAS	52%
Radio-Television-Film	AA	83%
Real Estate	Certificate	100%
Real Estate - Brokers' Licensing	Certificate	81%
Real Estate - Brokers' Licensing	AAS	75%
Small Business Management	Certificate	100%
Social Work	AA	94%
Sociology	AA	94%
Speech	AA	95%
Teaching, 8-12 Grade Levels	AA	90%
Teaching, EC-4 and 4-8 Grade Levels	AA	81%
Teaching, EC-4 Grade Level-Early Childhood	AA	80%
Technical Communications	Certificate	62%
Technical Communications	AAS	80%
Texas Peace Officer Sequence	Certificate	62%
Web Developer Specialist	Certificate	82%
Welding, Technology, Prepress	Certificate	57%

As of March 31, 2006

List degrees which institution is authorized to grant. As a subset of each degree, list majors available.

Austin Community College is authorized to grant the Associate of Arts degree, the Associate of Science Degree, the Associate of Applied Science degree, and the Associate of Arts in Teaching.

Austin community College is authorized to grant the Associate of Arts degree in the following programs:

- Anthropology
- Art
- Creative Writing
- Dance
- Drama
- Economics
- English
- Foreign Language
- General Studies in Liberal Arts
- Geography
 - Geographic Information Systems
 - Geography
- Government
- History
- Journalism
- Music
- Philosophy
- Psychology
- Radio-Television-Film
- Social Work
- Sociology
- Speech

Austin community College is authorized to grant the Associate of Arts in Teaching degree in the following programs:

- Teaching
 - 8-12 Grade Levels
 - EC-4 + 4-8 Grade Levels
 - EC-4 Grade Levels – Early College Start

Austin Community College is authorized to grant the Associate of Science degree in the following programs:

- Biology
- Business Administration
- Chemistry
- Computer Science
- Engineering
- Environmental Science & Technology
- General Studies in Science
- Geology
- Health and Kinesiology

Health
Kinesiology
Mathematics
Physics/Astronomy
Pre-Dental/Pre-Medical/Pre-Pharmacy/Pre-Veterinary

Austin community College is authorized to grant the Associate of Applied Sciences degree in the following programs:

Accounting
 Accounting Technician
 Accounting Specialist
Automotive Technology
Biotechnology
Building Construction Technology
Business and Technical Communications
 Business and Government Communications
 Technical Communications
Child Development
Commercial Music Management
Computer Information Technology
 Computer Programming
 Local Area Network Systems-Network Administration
 Local Area Network Systems-Security Administration
 Microcomputer Applications-User and Desktop Support
 Microcomputer Applications-Applications
Criminal Justice
 Corrections
 Law Enforcement
Culinary Arts
Dental Hygiene
Digital Publishing and Graphics Technology
Electronics
 Automation, Robotics and Controls Technology
 Computer Electronics/Telecommunications
 Engineering Technology
 Semiconductor Manufacturing Technology Technician
Emergency Medical Services Professions
Engineering Design Graphics
 Architectural Specialization
 Electronic Graphics Specialization
 Interdisciplinary Specialization
 Mechanical Specialization
Environmental Science and Technology

Financial Management & Mortgage Banking
Fire Protection
Heating, Air Conditioning and Refrigeration Technology
Hospitality Management
 Baccalaureate Prep Specialization
 Food and Lodging Specialization
 Hotel and Lodging Specialization
Human Services
 Addictions Counseling
 General Human Services
 Interpreter Preparation Program
 Therapeutic Recreation
International Business
Jewelry
Land Surveying Technology
Legal Assistant
Management
Marketing
 Fashion Merchandising
 Marketing
Medical Laboratory Technology
Meeting and Events Planning
Nursing (Professional)
 Nursing Mobility Track
 Nursing Traditional Track
Occupational Therapy Assistant
Office Administration
 Administrative Assistant
 Legal Administrative Assistant
 Medical Administrative Assistant
Personal Fitness Trainer
Photographic Technology
 Advertising-Fashion Focus
 People-Portrait Focus
Physical Therapist Assistant
Radiology
Real Estate
Sonography
 Diagnostic Cardiac Sonography
 Diagnostic Medical Sonography
Surgical Technology
Travel and Tourism
Visual Communication Design
 2D Animation Specialization
 3D Animation Specialization
 Graphic Design Specialization

Interactive Design Specialization
Welding Technology
Art Metals

List certificate and/or degree programs which are related to the proposed program(s)

The South Austin Campus will offer a variety of academic transfer and workforce education courses, including the general education core and the core curriculum. Other offerings include ESL, GED, developmental mathematics, developmental reading, developmental writing, office administration, visual communication design, business studies, computer science, music and art theory, and other courses which support Associate of Arts, Associate of Science, and Associate of Applied Science degree and certificate completions. The Associate of Arts in Teaching will serve as the anchor program at SAC. Limited continuing education classes will round out the schedule of offerings to address the community's needs for skills upgrade or acquisition, especially for those who are already in the workforce.

List institutional strengths which facilitate the offering of the proposed program(s)

- Enrollments to support the new campus: 25% of students live in the vicinity of the South Austin Campus
- Financial resources to support the new campus: Funding for this campus was approved by the ACC taxpayers as part of a successful G.O. (General Obligation) Tax Bond election in May 2003.

Section 1: ABSTRACT (limit to one page or less)

Describe the proposed change; its location; initial date of implementation; projected number of students, if applicable; description of primary target audience; projected life of the program (single cohort or ongoing); and instructional delivery methods.

Austin Community College is seeking approval to open its newest comprehensive, full-service campus, South Austin Campus (SAC), for the fall 2006 semester. The SAC will be ACC's seventh full-service campus and will be ACC's only campus located across the street from a high school. It is projected that this campus will accommodate 4,000 students when it reaches maximum capacity.

The SAC is located on a five acre site at the intersection of two major arterial streets and adjacent to both Crockett High School, operated by Austin Independent School District, and the Manchaca Public Library, operated by the City of Austin.

There are several target audiences for the SAC, including over one fourth of the existing ACC student population who reside in the general area of the campus, Hispanic and black students from the ethnically diverse community around the SAC, and students enrolled in the adjacent high school who wish to participate in dual enrollment classes.

The SAC will offer instruction consistent with all of ACC's six major campuses, including a range of general education courses that fulfill associate degree and transfer requirements and developmental education courses to support the needs of under-prepared students. A new instructional degree program in teacher certification has been developed for the SAC. Instructional delivery methods to be utilized at the SAC include

lecture and laboratory instruction. In addition, students will have access to distance learning activities, including instructional television and on-line instruction.

The SAC will also offer a full range of student support and success services as at all of ACC's six major campuses, including library services, admissions & records, advising, counseling, assessment, financial aid, transfer services, student life, services to students with disabilities, tutoring, learning labs, and mentoring.

Section 2: BACKGROUND INFORMATION

Provide a clear statement of the nature and purpose of the change in the context of the institution's mission and goals; evidence of the legal authority for the change (if authorization is required by the governing board or the state); and whether the proposed degree program or similar program is offered on the main campus or at other off-campus sites.

Austin Community College (ACC) seeks approval from the Southern Association of Colleges and Schools Commission on Colleges to open ACC's seventh full-service campus within our taxing district. There are three goals related to the opening of the new South Austin Campus:

1. **Serving Our Taxing District:** The primary purpose for building the South Austin Campus is to honor our commitment to serve our local taxing district and the southern portion of our in-district service area. This fulfills our mission of providing programs, services, and instruction to a fast growing segment of our existing student population. Over 25% of our current student population resides in the vicinity of the new South Austin Campus. Locating a campus in South Austin makes ACC programs, services, and instruction more accessible for these students [\[1\]](#).
2. **Fulfilling ACC's Master Plan Initiative:** The 2000-2001 Comprehensive Master Plan [\[2\]](#) recommended pursuing the opening of a campus in South Austin to better serve our service area and to expand our instructional space in order to meet the enrollment targets established as part of the statewide Closing the Gaps initiative.

3. Closing the Gaps Initiative: The Closing the Gaps initiative [\[3\]](#) is intended to dramatically increase the number of individuals from traditionally underserved populations who participate (i.e., enroll and are retained) and who succeed in higher education. Creating a campus in South Austin, an area with a highly diverse population, provides greater access to and more opportunities for success in higher education to underrepresented residents of South Austin and honors ACC's commitment to the statewide Closing the Gaps initiative.

The legal authority for opening a new in-district campus is granted to the institution's Board of Trustees by the Texas Education Code [\[4\]](#).

Consistent with all Austin Community College comprehensive campuses, course offerings at the South Austin Campus will include a variety of academic transfer and workforce education courses. Both the general education core [\[5\]](#) and the core curriculum [\[6\]](#) can be completed at SAC. Other offerings include:

- Educational Instruction (Associate of Arts Degree In Teaching [\[7\]](#) will be based at SAC)
- Office Administration [\[8\]](#)
- Visual Communication Design [\[9\]](#)
- Business Studies [\[10\]](#)
- Computer Science [\[11\]](#)
- Music and art theory courses

- Other courses which support Associate of Arts, Associate of Science, and Associate of Applied Science degree completions
- Developmental Mathematics [\[12\]](#)
- Developmental Reading [\[13\]](#)
- Developmental Writing
- English as a Second Language [\[14\]](#)
- GED preparation [\[15\]](#)

Limited continuing education [\[16\]](#) classes will round out the schedule of offerings to address the community's needs for skills upgrade or acquisition, especially for those who are already in the workforce.

Reference Documents Located on the CD:

- 1 - South Austin - Fall 2001 Enrollment (Map)
[ref_docs\saustin_enroll.gif](#)
- 2 - ACC Master Plan 2000-01, p. 104
[ref_docs/MasterPlan2000-2001-Final.pdf](#)
- 3 - Texas Higher Education Coordinating Board – Closing the Gaps
[ref_docs\THECB Closing the Gaps.pdf](#)
- 4 - Texas Education Code - Extent of state & local control
[ref_docs\tx_ed_code130002.pdf](#)
- 5 – General Education Requirements, p. 37
[ref_docs/academic_programs.pdf#page=37](#)

Note: Numbered hyperlinks in the narrative go to a live website and require an internet connection. Links in the Reference Documents section go to documents on the CD and do not require an internet connection.

- 6 - ACC Core Curriculum, p. 38
[ref_docs/academic_programs.pdf#page=38](#)
- 7 - Associate of Arts Degree In Teaching, p. 36
[ref_docs/academic_programs.pdf#page=36](#)
- 8 - Office Administration Department Website
[ref_docs\ofad_degree.htm](#)
- 9 - Visual Communications Website
[ref_docs\VisCom_Programs.htm](#)
- 10 - Business Studies Website
[ref_docs\business.htm](#)
- 11 - Computer Science Website
[ref_docs\cis.htm](#)
- 12 - Mathematics Department Website
[ref_docs\math.htm](#)
- 13 –Reading Department Website
[ref_docs\reading.htm](#)
- 14 - English as a Second Language Website
[ref_docs\esl.htm](#)
- 15 – Adult Basic Education - GED Preparation Website
[ref_docs\abeged.htm](#)
- 16 - Continuing Education Website
[ref_docs\ce.htm](#)

Core Requirement 2.1

The institution has degree-granting authority from the appropriate government agency or agencies.

Compliant

Austin Community College, a public community (junior) college has degree-granting authority from the State of Texas as provided in the Texas Education Code, Subtitle G. Non-Baccalaureate System, Chapter 130, Junior College Districts, Subchapter A. General Provisions, § 130.0011. Public Junior Colleges; Role and Mission [\[1\]](#):

Texas public junior colleges shall be two-year institutions primarily serving their local taxing districts and service areas in Texas and offering vocational, technical, and academic courses for certification or associate degrees.

Reference Documents Located on the CD:

- 1 - Texas Education Code Sec. 130.011(Public Junior Colleges; Role & Mission)
[ref_docs\tx_ed_code1300011.pdf](#)

Comprehensive Standard 3.1.1

The institution has a clear and comprehensive mission statement that guides it; is approved by the governing board; and is communicated to the institution's constituencies.

Compliant

Austin Community College is guided by a clear and comprehensive mission statement [\[1\]](#) which conforms to state law [\[2\]](#), is approved by the Board of Trustees for the College [\[3\]](#), and is communicated to the constituencies of the college.

Austin Community College's mission statement is clear and comprehensive in that it specifically lists the programs and services that ACC provides:

Mission of the College (Statement of Purpose)

Austin Community College offers the following types of programs, services, and instruction to fulfill its mission and to satisfy state law for public junior and community colleges:

[a] Vocational and technical programs of varying lengths leading to certificates or degrees.

[b] Freshman- and sophomore-level academic courses leading to an associate degree or serving as the base of a baccalaureate degree program at a four-year institution.

[c] Continuing adult education for academic, occupational, professional, and cultural enhancement.

[d] Special instructional programs and tutorial service to assist under-prepared students and others who wish special assistance to achieve their educational goals.

[e] A continuing program of counseling and advising designed to assist students in achieving their individual educational and occupational goals.

[f] A program of technology, library, media, and testing services to support instruction.

[g] Contracted instructional programs and services for area employers that promote economic development.

The mission statement, in conjunction with Board Policy A-2, Intended Outcomes [4], guides ACC planning and budgeting processes [5]. It is reviewed by a constituency-based review group (including faculty, staff, administrators, students, and members of the community) and formally reviewed and approved by the Board of Trustees periodically [6]. The current statement of ACC's vision, mission, and values was approved by the Board of Trustees on October 7, 2002 [7]. ACC's mission statement is published in the ACC Catalog [8], on the official ACC web site on the *About ACC* page [9], in the ACC Fact Book [10], and in the ACC Employee Handbook [11].

Reference Documents Located on the CD:

- 1 – Board of Trustees Policy A-1, ACC Mission Statement
[ref_docs\A-1.htm](#)
- 2 - Texas Education Code Sec. 103.011(Public junior college, role & mission)
[ref_docs\tx_ed_code1300011.pdf](#)
- 3 – Board of Trustees Minutes, Item 7599, October 7, 2002
[ref_docs\bot_min100702.htm](#)
- 4 – Board of Trustees Policy A-2, Intended Outcomes
[ref_docs\A-2.htm](#)

- 5 – Board of Trustees Policy E-1, Master Planning
[ref_docs\bot_E1.htm](#)
- 6 – Board of Trustees – Policy History
[ref_docs\policyhistory.htm](#)
- 7 – Board of Trustees minutes, Item 7599, October 7, 2002
[ref_docs\bot_min100702.htm](#)
- 8 – About the College, ACC Catalog
[ref_docs\catalogPage4.pdf](#)
- 9 – Vision Statement and Mission of the College, ACC Website
[ref_docs\aboutacc_mission.htm](#)
- 10 – Vision, Mission, Values Statement, ACC Fact Book, p. 4
[ref_docs\fb04-05_sec01.pdf](#)
- 11 –Mission of the College, Employee Handbook
[ref_docs\2004-2005_Employee_Handbook.pdf](#)

Section 3: ASSESSMENT OF NEED AND PROGRAM PLANNING/APPROVAL

Discuss the rationale for the change, including an assessment of need; evidence of inclusion of the change in the institution's ongoing planning and evaluation processes; and documentation that faculty and other groups were involved in the review and approval of the new site or program.

ACC built the new South Austin Campus (SAC) to better serve the residents of South Austin and to enhance achievement of its mission to provide programs, services, and instruction to its service area. The location of a campus in the South Austin area also helps to realize the heart of ACC's vision as a gateway to higher education for under-served populations. ACC's decision to locate a new campus in South Austin, with foundation courses, degree earning opportunities, and a state-of-the-art facility, not only addresses the needs of the current student population, but also the emerging educational needs of the people of South Austin. ACC intends for the SAC to serve as a major educational resource for both the community and the entire ACC service area as well as to be a catalyst for change.

Staff reviewed enrollment and demographic data and determined that:

- over 25% of the students currently enrolled live in the zip codes surrounding the SAC
- the demographic diversity of the South Austin area includes a high percentage of populations typically under-represented in higher education.

The Board also heard presentations from citizens requesting an ACC location in the South Austin area [\[1\]](#).

Additionally, in January 2002, the Board appointed a community advisory committee [2] to gather information about the need for a South Austin location [3]. The South Austin Community Advisory Committee (SACAC) convened two major public meetings. The first was in May, 2002 [4], for the purpose of learning more from the community about their particular educational needs and preferences regarding the aesthetics and functionality of a new campus. The second was in March, 2003 [5], and was intended to again touch base with the community on needs as well as to generate voter interest in the May 2003 referendum to generate funding for building the campus [6, item 7664]. The SACAC also fielded a paper survey [7] throughout the South Austin community soliciting the community's educational needs. Several major educational/training needs surfaced during this process. Among them:

- need for the ACC core curriculum of academic courses that would meet both transfer and degree requirements
- workforce and job-training courses, specifically partnering with other South Austin businesses or AISD
- focus on developmental and foundation courses to support the transition of South Austin youth into higher education
- computer training courses
- strong, diverse adult education curriculum including ESL

Several major community desires about the campus itself also emerged. Among them:

1. an environment that encourages learning
2. state-of-the-art technology

3. variety of times of operation, both to accommodate non-traditional students and to avoid traffic conflicts with Crockett High School
4. meeting space that could also be used by community

This input provided key qualitative information for the subsequent planning of the physical structure of the SAC.

Staff included planning, building, opening, and operating the SAC in several iterations of the Master Plan process.

- The Board of Trustees decided to locate ACC's newest campus in south Austin in response to a staff recommendation in the Comprehensive Master Plan for 2000-2001 [\[8\]](#).
- Functional area cluster groups included initiatives related to building and opening the SAC in the Master Planning process for 2004-2006 [\[9\]](#).
- Functional area cluster groups included initiatives for operating the SAC in the Master Plan Update development process for 2005-2007 (page 50) [\[10\]](#).

The ACC Board of Trustees also conducted planning activities for the SAC.

- In 2001, citizens presented the opportunity to redevelop a site in the heart of South Austin to the ACC Board. The Board discussed the opportunity at length before deciding to move forward with the purchase of that land and incorporation of design and construction costs in a major public referendum.

- In November, 2001, the Board resolved to approve the purchase of the proposed site [\[11\]](#).
- In January 2002, the Board created the SACAC [\[12\]](#) consisting of residents of South Austin representing various stakeholder groups.
- The Board estimated and included design and construction funds of \$21 million for the SAC as part of a \$99million public referendum that was scheduled for May, 2003.

ACC staff provided support to the SACAC and made numerous presentations on academic and workforce programs, facility parameters, and support services, as well as on the demographics and student characteristics of South Austin [\[13\]](#).

Reference Documents Located on the CD:

- 1 - Board of Trustees Minutes, Citizens Communications, August 6, 2001
[ref_docs\bot_min080601.htm](#)
- 2 - Board of Trustees Minutes, Item 7463, January 14, 2002
[ref_docs\BOT_min_1_14_2002.htm](#)
- 3 - Board of Trustees Minutes, Items 7446 & 7447, November 19, 2001
[ref_docs\bot_min111901.htm](#)
- 4 – South Austin Community Advisory Committee Minutes, May 15, 2002
[ref_docs\sacac_min051502.pdf](#)
- 5 - South Austin Community Advisory Committee Minutes, March 19, 2003
[ref_docs\sacac_min031903.pdf](#)

- 6 - Board of Trustees Minutes, February 3, 2003
[ref_docs\bot_min020303.htm](#)
- 7 - South Austin Community Advisory Committee Survey
[ref_docs\sacac_forum_survey.pdf](#)
- 8 - Board of Trustees Minutes, Item 7274, September 5, 2000
[ref_docs\bot_min090500.htm](#)
- 9 – ACC Master Plan 2004-06, pp.47-53
[ref_docs\mp_47-53.pdf](#)
- 10 – ACC Master Plan 2005-07, p. 50
[ref_docs\mp2005-07_50.pdf](#)
- 11 - Board of Trustees Minutes, Item 7435, November 5, 2001
[ref_docs\bot_min110501.htm](#)
- 12 - Board of Trustees Minutes, Item 7463, January 14, 2002
[ref_docs\bot_min011402.htm](#)
- 13 - South Austin Community Advisory Committee Minutes, Citizen's Communication, November 19, 2003
[ref_docs\sacac_min_2003-11-19.pdf](#)

Core Requirement 2.4

The institution has a clearly defined and published mission statement specific to the institution and appropriate to an institution of higher education, addressing teaching and learning and, where applicable, research and public service.

Compliant

Note: Numbered hyperlinks in the narrative go to a live website and require an internet connection. Links in the Reference Documents section go to documents on the CD and do not require an internet connection.

Austin Community College’s mission statement [\[1\]](#) as required by the Texas Higher Education Coordinating Board and the Texas Education Code [\[2\]](#) clearly defines the programs and services we provide: vocational, technical, and academic courses for certification or associate degrees; continuing education, remedial and compensatory education consistent with open-admission policies, and programs of counseling and guidance.

The mission statement is complimented by Board Policy A-2 Intended Outcomes [\[3\]](#), which serves as the College’s operational restatement of the mission defined in Board Policy A-1. It states,

“In meeting its State-mandated mission, the College will establish outcomes designed to achieve:

- 1) A teaching and learning environment which provides balanced instructional program offerings among the core missions of the community college, and which encourages students to be active, life-long learners;
- 2) Accessible and affordable post-secondary and higher education programs and services for all who qualify and have the ability to benefit;
- 3) Enrollments reflecting diverse and traditionally underserved populations in numbers which at least mirror the local populations of our Service Area;
- 4) Effective institutional support services which promote achievement of students’ educational goals, student retention, and program completion;
- 5) Student performance which meets or exceeds State and national benchmarks in the following areas:

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- Transfer to universities,
 - Job placement from career workforce programs into family-wage careers,
 - College retention and program completion of students, including developmental students,
 - Basic skills acquisition including GED achievement,
 - Literacy-level increases including ESL students,
 - Successful transition from developmental to college-level courses
- 6) Improved personal lives by advancing students toward further education, and/or contributing to their ability to succeed in the workplace and to be productive citizens; and
- 7) Efficiently administered programs and services that avoid procedures that waste the money or time of students and staff and which create an institution that is a good place to work, learn, and otherwise experience the higher-education process.

On April 21, 2006, the Institutional Planning Committee (IPC) [\[4\]](#) composed of college supervisors represented on the Administrative Leadership Team, Presidents and President-Elects of Employee Associations, President and President-Elect of Student Government Association, and the President or group-selected representative of recognized Affiliate Organizations, began drafting a revised policy to merge Board Policies A-1 and A-2. The revised mission statement will be reviewed through the shared governance structure and approved by the Board of Trustees in July 2006. The

revised mission statement will be published on the college's main website and web versions of the Catalog, the Fact Book, the Faculty Handbook, and the Student Handbook. It will be included in the next publication of printed versions of those documents.

Reference Documents Located on the CD:

- 1 – Board of Trustees Policy A-1, Mission, Vision, Values
[ref_docs\A-1.htm](#)
- 2 - Texas Education Code Sec. 130.011(Public Junior Colleges; Role & Mission, programs provided)
[ref_docs\tx_ed_code1300011.pdf](#)
- 3 – Board of Trustees Policy A2, Intended Outcomes
[ref_docs\A-2.htm](#)
- 4 - Institutional Planning Committee Agenda, April 21, 2006
[ref_docs\ipc_agenda_042106.pdf](#)

Core Requirement 2.5

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement and (b) demonstrates that the institution is effectively accomplishing its mission.

Compliant

Austin Community College engages in continuous improvement to achieve its mission through its Master Plan development process. The Master Plan process [\[1\]](#):

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- Involves college-wide participation through the shared governance structure which is a system of councils and committees with representation from all employee groups, full-time and part-time faculty associations, affiliate organizations, and administration
- Integrates the college's various evaluation processes with planning and budget processes
- Provides for a 10-year view of planning, including the SACS Strategic Focus and the Facilities Master Plan
- Is a three-year "rolling" cycle with annual updates
- Provides for an intensive review of benchmark data every five years
- Ensures ongoing, integrated, and institution-wide research-based planning and evaluation of programs and services as required in Board Policy E-1 Master Planning [\[2\]](#), which states in part,

"The President shall develop, for annual review and approval by the Board of Trustees, a comprehensive Master Plan that... leads the College toward achievement of its mission/vision." and,

"Institutional research must be an integral part of the College's planning and evaluation processes, and there must be a clear linkage between planning, budgeting, evaluation, and assessment. The Master Plan must incorporate performance measures for, and provide evidence of, program and institutional improvement based on the results of assessment."

Several evaluation/assessment processes inform the college's Master Plan development process:

- The College's mission functions are assessed through the use of college-wide Core Indicators (effectiveness measures)
- Instructional program performance is assessed through the Instructional Program Review process
- The performance of administrative and support units is assessed through the Internal College Survey process
- External effectiveness activities provide comparisons to state and national standards:
 - Texas Higher Education Coordinating Board Institutional Effectiveness Measures
 - Community College Survey of Student Engagement
 - National Community College Benchmarking Project
 - Kansas Study

The Office of Institutional Effectiveness and Accountability publishes the results of these assessments. College units, committees, and councils use the results to make recommendations for improvements. Functional area cluster groups (cross organizational groups based on function) [\[3\]](#) create Master Plan initiatives (goals) that include quantitative performance indicators (wherever possible), targets, and initiative objectives (action steps) to address the recommendations. The performance indicators and targets are the measures for evaluating the impact of Master Plan initiative

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implementation on the college's mission. The Institutional Planning Committee (IPC) [\[4\]](#) prioritizes all initiatives submitted in the Master Plan development process. Initiatives that receive the highest priority rating by the IPC are the focus for the planning cycle and are "moved" to the budget development process for units to reference in their unit-level budget requests (page 3) [\[5\]](#).

ACC uses the Core Indicators (effectiveness measures) process [\[6\]](#) to assess achievement of college-wide, state-mandated mission functions. Function owners review the measures annually and make revisions, as needed. The Office of Institutional Effectiveness and Accountability publishes the results for each of the measures annually (*Effectiveness Updates* [\[7\]](#)). The Institutional Planning Committee reviews the *Effectiveness Updates* as one component of the Master Plan development process. Function owners use the Effectiveness Updates to monitor and guide improvements to the operations of the functional area.

The Instructional Program Review process [\[8\]](#), as stated in Board policy E-5 Review of Instructional Programs [\[9\]](#), 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." Faculty lead an intensive instructional program review on a four year cycle using a broad range of data to determine the effectiveness of their program. These data include standard information about the program's students, enrollments, completions, faculty, and

budgets, but also include data from the program's SWOT (Strengths, Weakness, Opportunities, and Threats) analysis and other environmental impacts that may affect the program.

The review process requires faculty to report their program's performance relative to eight criteria defined in Board Policy E-5 and to propose a plan for improvement. The Quality Improvement Plan is used to update curriculum as needed or to provide input to the Master Plan and budget development processes. Master Plan initiatives are coordinated through the Credit Instruction functional area cluster group. Budgetary items identified during the program review and included in the departmental budget are forwarded to the Instructional Dean, then to the Vice President over the particular area. This information, if approved at all levels, becomes a part of the budget process. Additionally, some specialized programs are required to meet the accreditation requirements of their discipline/profession [\[10\]](#).

The Internal College Survey (ICS) process [\[11\]](#), as stated in Board Policy E-4, Organizational Performance Evaluation/Auditing [\[12\]](#), "...ensure[s] that all units of the college are evaluated annually by faculty, staff, and students for effectiveness, efficiency, and policy compliance." Administrative and educational support services use the results of the ICS in planning their quality improvement activities. This survey collects information about the quality of college services. Those units not meeting a minimum standard must develop an improvement plan. The improvement plan process [\[13\]](#) includes four steps:

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1. Identify specific areas of dissatisfaction – why are ACC internal customers dissatisfied with your overall service, attitude, or promptness?
2. Determine approach to address the issues identified – how will you address the concerns of ACC internal customers?
3. Prepare and implement an action plan – what will you do to address the concerns of ACC internal customers?
4. Evaluate the effectiveness of the action plan – how well did you address the concerns of ACC internal customers?

These four steps require that additional data be collected to identify and make improvements to services. Unit plans document this four step process [\[14\]](#).

ACC's continuous improvement processes enlist the participation of diverse constituents as required by Board policy E-1 Master Planning, "The Planning process shall include recommendations from the organizational units, faculty, and staff." The planning and assessment processes utilize input from a broad base of constituents and stakeholders, both internal and external. Internal constituents, staff, faculty, and students, are involved at the unit, departmental, functional area cluster group (a cross-organizational group based on function), and/or at the college levels. Involvement at the college level generally means participating on college-wide committees.

Committees, such as the Institutional Planning Committee that is directly involved in the planning and assessment process, have representation from faculty, staff, students, and affiliate groups such as AAUP (American Association of University Professors), TCCTA (Texas Community College Teachers Association), TACHE (Texas Association of

Chicanos in Higher Education), and Texas Association of Black Personnel in Higher Education (TABPHE).

In addition, external constituents and stakeholders, including area independent school districts, chambers of commerce, community-based organizations, and elected officials, have participated in forums with the Board of Trustees and President to elicit input on the role and performance of Austin Community College in meeting their needs and identifying areas for improvement. ACC has conducted forums with the Austin Independent School District (November 1, 2005) [\[15\]](#), area Chambers of Commerce (November 21, 2005) [\[16\]](#), and community based organizations (February 27, 2006) [\[17\]](#) Two additional forums with legislators (July 2006) and area universities (to be determined) are included in the Board's annual work plan [\[18\]](#).

For the South Austin Campus planning process, the South Austin Community Advisory Committee (SACAC), comprised of representatives from the South Austin area, provided input throughout the planning and implementation of the South Austin Campus project [\[19\]](#).

Austin Community College demonstrates a sustained and documented history of planning evaluation cycles and improvement in accomplishing our mission through planning documents, reports, work plans, schedule calendars, meeting minutes, and websites, to name a few.

Documentation includes the following examples:

- Master Plan [\[20\]](#) – This college-wide planning document is used in conjunction with quantitative reports such as the annual report of Core Indicators (effectiveness measures) and qualitative reports such as reports from meeting discussions to identify planning priorities, and initiatives for improvement.
- Reports to the Board of Trustees – As part of the Board’s Annual Work Plan, the Board receives and discusses reports on the progress of improvement initiatives, as well as the general progress toward achievement of the college’s mission. Some of the reports include the following:
 - Effectiveness Updates [\[21\]](#) – the results of core indicators of institutional effectiveness covering seven functional areas of the college’s mission. These effectiveness measures are aligned both with the college mission and the American Association of Community College’s Core Indicators.
 - Master Plan Updates [\[22\]](#) – multiple updates on the planning process, as well as the progress of initiatives funded through the previous year’s Master Plan as part of the budget development process.
 - Program Priorities and Program Costs Updates [\[23\]](#) – updates on the priorities and costs of instructional programs.
 - Student Success Updates [\[24\]](#) – updates on a set of student success-related measures, including access, retention, goal achievement, and comparisons of developmental education and distance learning student success patterns.

- Closing the Gaps Updates [\[25\]](#) – an update on the progress toward student participation and success targets set as part of the state-wide “Closing the Gaps” initiative.
- Policy Compliance Reports [\[26\]](#) – reports based on Board policies that are part of institutional effectiveness activities to review performance and identify areas for improvement.
- Committee Meeting Minutes – ACC’s President has mandated that minutes of all college-wide meetings be posted on the committee’s website [\[27\]](#). Austin Community College uses the shared governance process to coordinate the planning, budget development, evaluation, and improvement activities. The shared governance council structure includes broad representation from faculty, staff, and students, as well as external constituent groups, as appropriate [\[28\]](#).
- Planning Calendar [\[29\]](#) – The President’s Office maintains a master calendar of all activities related to the effectiveness of the college and distributes electronic reminders to the responsible parties. The calendar and reminder system includes scheduled internal studies/reports and externally mandated reports to state, federal, and accrediting entities.
- Websites – The Office of Institutional Effectiveness and Accountability maintains a website [\[30\]](#) documenting institutional effectiveness information including the following:
 - Master Plan
 - Core Indicators (Effectiveness Updates)

- Instructional Program Review
- Assessment Reports (ULEAD – Unit Level Effectiveness Assessment Documentation)
- Results of nationally or regionally normed surveys such as CCSSE, NCCBP, Gulf Coast Consortium Student Satisfaction Survey

Other college websites contain data, reports and/or agendas and minutes that document discussions, reports, presentations, and actions:

- Board of Trustees website [\[31\]](#)
- College-wide Committees/Councils website [\[32\]](#)

Reference Documents Located on the CD:

- 1 – ACC Master Plan Process Schematic
[ref_docs\mstr_pln_md13-1.xls](#)
- 2 – Board of Trustees Policy E-1, Master Planning
[ref_docs\bot_E1.htm](#)
- 3 – Cluster Groups, Master Plan Development Website
[ref_docs\mp_site.htm](#)
- 4 - Institutional Planning Committee
[ref_docs\ipc.htm](#)
- 5 – Board of Trustees Agenda, April 3, 2006, p. 106
[ref_docs\bot_agenda8209.pdf](#)

- 6 - Core Indicators Website
[ref_docs\core_indicators.htm](#)
- 7 – Core Indicators Results (Effectiveness Updates)
[ref_docs\effectiveness_updates.htm](#)
- 8 – ACC Instructional Program Review Website
[ref_docs\ipr.htm](#)
- 9 – Board of Trustees Policy E-5, Review of Instructional programs
[ref_docs\bot_E5.htm](#)
- 10 - ACC Accreditation
[ref_docs\acc_accred_ipeds.htm](#)
- 11 - Internal College Survey Website
[ref_docs\internal_survey.htm](#)
- 12 – Board of Trustees Policy E-4, Organizational Performance Evaluation/Auditing
[ref_docs\bot_E4.htm](#)
- 13 – 2004 ICS Improvement Process
[ref_docs\improv_plns_process.htm](#)
- 14 – 2004 Improvement Plans: Faculty and Staff Evaluation Office
[ref_docs\ics_ip_facstaff_eval.pdf](#)
- 15 – Board of Trustees Minutes, November 1, 2005
[ref_docs\bot_min110105.htm](#)
- 16 - Board of Trustees Minutes, November 21, 2005
[ref_docs\bot_min112105_forum.htm](#)

- 17- Board of Trustees Agenda, Item 8188, February 27, 2006
[ref_docs/8188.pdf](#)
- 18 - Board of Trustees Work Plan, August 2005-August 2006 (FY06)
[ref_docs\bot_workplan.htm](#)
- 19 - South Austin Community Advisory Committee Website
[ref_docs\sacac_homepage.htm](#)
- 20 – ACC Master Plan 2006-2008
[ref_docs\MasterPlan2006-2008-Final.pdf](#)
- 21- Core Indicators Results (Effectiveness Updates)
[ref_docs\effectiveness_updates.htm](#)
- 22- Board of Trustees Work Plan, August 2005-August 2006 (FY06)
[ref_docs\bot_workplan.htm](#)
- 23 – Board of Trustees Agendas, February 13, 2006
[ref_docs\bot_agenda8182.pdf](#)
- 24 – Board of Trustees Agenda, March 6, 2006
[ref_docs\8199.pdf](#)
- 25 - Closing the Gaps Website
[ref_docs\ctg_update.htm](#)
- 26 – Board of Trustees Work Plan August 2005 – August 2006 (FY06)
[ref_docs\bot_workplan.htm](#)
- 27 – ACC Committee/Program Minutes
[ref_docs\ACC Committee-Program Minutes.htm](#)

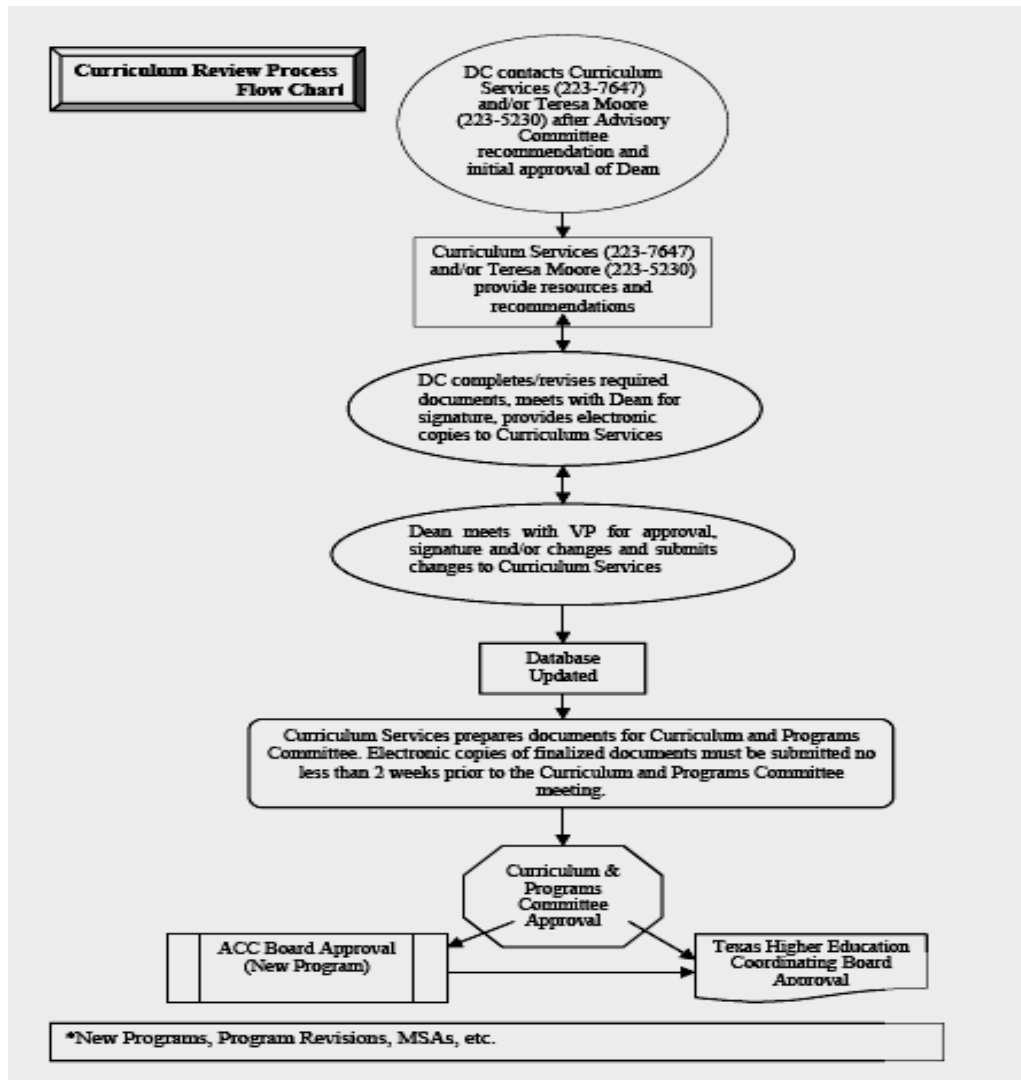
- 28 - Shared Governance Structure
[ref_docs\fac_sharedgov.htm](#)
- 29 - President's Planning Calendar
[ref_docs\planca06.pdf](#)
- 30 – Office of Institutional Effectiveness and Accountability Website
[ref_docs\Office of Institutional Effectiveness, Austin Community College.htm](#)
- 31 – Board of Trustees Website
[ref_docs\bot.htm](#)
- 32 - ACC Committees and Task Forces Website
[ref_docs\councils.htm](#)

Comprehensive Standard 3.4.1

The institution demonstrates that each educational program for which academic credit is awarded (a) is approved by the faculty and the administration, and (b) establishes and evaluates program and learning outcomes.

Compliant

Faculty members are responsible for the content, quality, and effectiveness of curriculum at Austin Community College. ACC uses a well-defined process for developing and approving educational programs, as outlined in the college's *Curriculum & Programs Procedures Manual* [\[1\]](#).



Note: DC refers to Department Chair; VP refers to Instructional Vice President

The roles of faculty, administration, and the Board of Trustees are delineated in the *Curriculum & Programs Procedures Manual*, and comply fully with the requirements of the Texas Higher Education Coordinating Board (THECB) and reflect SACS *Principles of Accreditation* regarding the pivotal role of faculty in shaping the curricula. New or revised curriculum developed by discipline experts (faculty) follow an established review

and approval process. The process includes review/approval by the Department Chair, appropriate instructional area Deans, appropriate Vice Presidents, the Curriculum and Programs Committee [\[2\]](#), President, Board of Trustees, and the THECB.

Faculty members are responsible for identifying learning outcomes for their courses and including them in the syllabus for every course they teach [\[3\]](#). They document assessment of learning outcomes in the Unit-Level Effectiveness Assessment Documentation (ULEAD) database [\[4\]](#), annually. Faculty also document assessment of program outcomes into the U-LEAD database. Additionally, the THECB requires faculty to assess “exemplary learning objectives” for each of the courses that comprise an institution’s core curriculum [\[5\]](#) and to provide a report of the results of those assessment every five years.

The following are examples of program and student learning outcomes from the Unit-Level Effectiveness Assessment Documentation (U-LEAD) database:

Program outcomes:

- Art –Students achieve proficiency comparable to university level to ensure transferability of course work and sufficient preparation for success in a university bachelor of art program.
- Associate Degree Nursing—The demographic diversity of students admitted to the ADN Program will reflect the diversity of the service area.

- Human Development—FTIC students who successfully complete the HUDE 0111 course will withdraw from fewer courses during the semester than similar students who did not take the course.

Student learning outcomes:

- English—Students completing Composition II, English 1302, will demonstrate mastery of content by clearly and effectively establishing the relationship between central idea and character.
- Spanish—At the end of Spanish 2312 students will exhibit writing ability at the Intermediate-High level as defined by the ACTFL Guidelines. Students are expected to demonstrate grammatical correctness and fluency at a 70% accuracy rate.

The following are examples of how outcomes are evaluated.

Program outcomes:

- Art—All sections of Design I will submit student work for grading by university art faculty from the University of Texas at Austin and Texas State University, San Marcos, TX. Assessors will grade the work as if they were grading similar exercises of freshman design at their respective institutions. A standard grade sheet using three criteria the assessors agreed to will be completed to grade each work of student design.
- Associate Degree Nursing—Obtain demographic information about the in-district service area, ADN Program applicant pool and currently enrolled ADN students

from HBC. 2. Compare the ethnic diversity of the in-district service area with that of the applicant pool and that of students admitted to the ADN program.

- Human Development—Using data from the Office of Institutional Effectiveness and Accountability, calculate the mean rate of withdrawal of those FTIC students who completed the HUDE 0111 course with a grade of "C" or better and compare that to similar students who did not take the course. The results will be analyzed and a report generated during the Spring semester outlining the results and recommended actions.

Student learning outcomes:

- English—After evaluation by the students' instructors, the accepted C tests will be forwarded to the Curriculum and Assessment Committee. Members will choose a random sampling of one hundred papers for collaborative evaluation based on established criteria. Results will be reported to the English Department.
- Spanish—Students of Spanish 2312 will be able to successfully demonstrate their writing skills ability at an accuracy rate of 70% or better when asked to write a guided composition in class for a period of 1 hour during the last week of the semester. The topic was selected by 5 members of the Assessment Committee, and it was considered appropriate to evaluate writing ability at an Intermediate-High level. The instructors forwarded the compositions to the Assessment Committee for grading.

Reference Documents Located on the CD:

- 1 - Curriculum & Procedures Manual
[ref_docs\CPMver0905.pdf](#)
- 2 - Curriculum & Procedures Committee
[ref_docs\curr_proc_committee.htm](#)
- 3 - Master Syllabus includes outcomes
[ref_docs\master_syllabus.htm](#)
- 4 - U-LEAD Manual (Assessing the Effectiveness of Instructional Units)
[ref_docs\iumanual.pdf](#)
- 5 – Exemplary Educational Objectives, ACC Catalog, p. 38
[ref_docs\core curriculum pages - catalog.pdf](#)

Section 4: DESCRIPTION OF THE CHANGE

Provide a description of the proposed change, including the specific outcomes and learning objectives of the program, a schedule of proposed course offerings for the first year, and a copy of course syllabi. In the case of a change involving the initiation of a branch campus or of an off-site program, indicate the educational program to be offered. Describe any differences in admission, curriculum, or graduation requirements for students enrolled at the new site(s), or any special arrangements for grading, transcripts, or transfer policies. Describe administrative oversight to ensure the quality of the program or services to be offered.

As at the six other Austin Community College (ACC) comprehensive campuses, course offerings at the South Austin Campus (SAC) will include a variety of academic transfer and workforce education courses. Both the general education core [\[1\]](#) and the core curriculum [\[2\]](#) can be completed at SAC. Other offerings include ESL [\[3\]](#), GED [\[4\]](#), Developmental Mathematics [\[5\]](#), Developmental Reading [\[6\]](#), Developmental Writing, Office Administration [\[7\]](#), Visual Communication Design [\[8\]](#), Business Studies [\[9\]](#), Computer Science [\[10\]](#), Music and Art Theory, and other courses which support Associate of Arts, Associate of Science, and Associate of Applied Science degree and certificate completions. The Associate of Arts Degree in Teaching will serve as the anchor program at SAC. Limited continuing education [\[11\]](#) classes will round out the schedule of offerings to address the community's needs for skills upgrade or acquisition, especially for those who are already in the workforce.

Austin Community College is organized as One College with multiple campuses [\[12\]](#), [\[13\]](#). ACC's organizational structure is college-wide in scope. Administrators have college-wide oversight responsibilities for their functional areas to ensure the quality of programs and services. Thus, the quality of programs and services at the SAC,

including a full range of student services and academic support services will be consistent with those at the other six comprehensive campuses. Admissions procedures, curriculum, and graduation requirements for students who take classes at the South Austin Campus are the same as at the six other ACC comprehensive campuses. These procedures and processes are not specific to a campus, but rather to Austin Community College as a whole.

Reference Documents Located on the CD:

- 1 - Academic Programs, General Education Requirements, ACC Catalog
[ref_docs\academic_programs.pdf](#)
- 2 - ACC Core Curriculum
[ref_docs\core1.htm](#)
- 3 - English as a Second Language
[ref_docs\esl.htm](#)
- 4 - Adult Basic EducationGED Preparation
[ref_docs\abeged.htm](#)
- 5 - Mathematics Department Website
[ref_docs\math.htm](#)
- 6 - Reading Department Website
[ref_docs\reading.htm](#)
- 7 - Office Administration Department Website
[ref_docs\ofadmin.htm](#)

- 8 - Visual Communications Website
[ref_docs/VisCom_Programs.htm](#)
- 9 - Business Studies Website
[ref_docs\business.htm](#)
- 10 - Computer Science Website
[ref_docs\cis.htm](#)
- 11 - Continuing Education Website
[ref_docs\ce.htm](#)
- 12 – Board of Trustees Policy C2 - College Organizational Principles
[ref_docs\bot_C2_principles.htm](#)
- 13 - Administrative Rule 3.02.002 – Single College Concept
[ref_docs\admin_c2_organization.htm](#)

Core Requirement 2.7.2

The institution offers degree programs that embody a coherent course of study that is compatible with its stated purpose and is based upon fields of study appropriate to higher education.

Compliant

Austin Community College programs adhere to standards of the Texas Higher Education Coordinating Board as outlined in the *Lower Division Academic Course Guide Manual*, pp.193-195 [\[1\]](#), [\[2\]](#) and the Guidelines for Instructional Programs in Workforce Education (GIPWE) [\[3\]](#). The college's adherence to these standards ensures programs embody coherent courses of study that are based on fields of study

appropriate to higher education. ACC's approved programs lead to the associate degree, which is in line with the college's purpose as mandated by state law [4].

According to the Academic Programs section of the *ACC Catalog, 2005-2006*, ACC currently offers more than 75 programs, with numerous degree, certificate, concentration, core curriculum, and field of study options [5]. All degree programs include a core curriculum that is standardized at the state level and fully transferable, by state law, to any Texas public institution of higher education [6].

Reference Documents Located on the CD:

- 1 - Lower Division Academic Course Guide Manual, pp. 193-195, Texas Higher Education Coordinating Board Website
[ref_docs\the_cb_course_manual.pdf](#)
- 2 - Transfer of Credit, Core Curriculum and Field of Study Curricula, Texas Higher Education Coordinating Board Website
[ref_docs\0912.pdf](#)
- 3 - Guidelines for Instructional Programs in Workforce Education, Texas Higher Education Coordinating Board Website
[ref_docs\gipwe.htm](#)
- 4 - Texas Education Code Sec. 130.011(Public Junior Colleges; Role & Mission)
[ref_docs\tx_ed_code1300011.pdf](#)
- 5 - Program Offerings, ACC Catalog
[ref_docs\acc_programs.htm](#)

- 6- Texas Administrative Code, Requirements and Limitations

[ref_docs\theccb_ruleschpt4.pdf](#)

Comprehensive Standard 3.3.1

The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.

Compliant

Austin Community College makes improvements based on the identification, assessment, and analysis of expected outcomes for its educational programs and administrative and educational support services. ACC's assessment and evaluation process is made up of three components: the Core Indicators/Effectiveness Measures, Instructional Program Review, Unit-Level Effectiveness Assessment Documentation, and Internal College Survey processes.

The process begins with Board Policy A-2, Intended Outcomes, which outlines a series of goals and objectives [1]. The Core Indicators/Effectiveness Measures identify quantitative goals and targets for the Intended Outcomes [2]. The Office of Institutional Effectiveness and Accountability collects, evaluates, and reports the results to the college [3]. Functional areas use the Core Indicators results to monitor and guide improvements to programs and services. Working with the function area cluster groups, the Institutional Planning Committee reviews the results of the Core Indicators [4] and incorporates initiatives for improvements into the Master Plan development process [5].

The Instructional Program Review process [\[6\]](#), as stated in Board policy E-5 Review of Instructional Programs [\[7\]](#), 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.” Faculty members participate in an intensive instructional program review on a four year cycle using a broad range of data to determine the effectiveness of their program. Data reviewed include standard information about the program’s students, enrollments, completions, faculty, budgets, and data from the program’s SWOT (Strengths, Weakness, Opportunities, and Threats) analysis and other environmental impacts that may affect the program. (Example: [\[8\]](#))

The review process requires faculty to report their program’s performance relative to eight criteria defined in Board Policy E-5 and to propose a plan for improvement. The Quality Improvement Plan [\[9\]](#) is used to update curriculum as needed or to provide input to the Master Plan and budget development processes. Master Plan initiatives are coordinated through the Credit Instruction functional area cluster group. Budgetary items identified during the program review and included in the departmental budget are forwarded to the Instructional Dean, then to the Vice President over the particular area. This information, if approved at all levels, becomes a part of the budget process. Additionally, some specialized programs are required to meet the accreditation requirements of their discipline/profession [\[10\]](#).

Annually, educational programs establish learning outcomes assessment plans for their departments using the unit-level effectiveness assessment process and document those in the Unit-Level Effectiveness Assessment Database (U-LEAD). Through this process, each instructional area must: (a) define the unit purpose; (b) state intended educational results and criteria it will use to determine whether those outcomes have been achieved; (c) define and implement the assessment methods, analyze and report results. The process further requires development of plans for improvement and analysis of how improvement plans have impacted the intended outcome.

Examples:

- Art: Assessment Plan [\[11\]](#), Annual Summary [\[12\]](#)
- Emergency Medical Services: Assessment Plan [\[13\]](#), Annual Summary [\[14\]](#)
- Foreign Language: Assessment Plan [\[15\]](#), Annual Summary [\[16\]](#)
- Visual Communications: Assessment Plan [\[17\]](#), Annual Summary [\[18\]](#)

The Internal College Survey (ICS) process [\[19\]](#), as stated in Board Policy E-4, Organizational Performance Evaluation/Auditing [\[20\]](#), “...ensure[s] that all units of the College are evaluated annually by faculty, staff, and students for effectiveness, efficiency, and policy compliance.” The Office of Institutional Effectiveness and Accountability collect, evaluate, and report the results of the ICS annually. Staff members in administrative and educational support services use the results of the ICS in planning their quality improvement activities. The Quality Initiative Committee, a committee composed of faculty, staff, and students, sets the threshold for the expected performance outcomes for administrative and educational support services [\[21\]](#). Those

units not meeting a minimum standard must develop an improvement plan. The improvement plan process [22] includes four steps:

1. Identify specific areas of dissatisfaction – why are ACC internal customers dissatisfied with your overall service, attitude, or promptness?
2. Determine approach to address the issues identified – how will you address the concerns of ACC internal customers?
3. Prepare and implement an action plan – what will you do to address the concerns of ACC internal customers?
4. Evaluate the effectiveness of the action plan – how well did you address the concerns of ACC internal customers?

These four steps require that additional data be collected to identify and make improvements to services. An example of an ICS unit improvement plan is located at [23].

Reference Documents Located on the CD:

- 1 – Board of Trustees Policy A-2, Intended Outcomes
[ref_docs\A-2.htm](#)
- 2 - Core Indicators
[ref_docs\core_indicators.htm](#)
- 3 – Core Indicators Results (*Effectiveness Updates*)
[ref_docs\effectiveness_updates.htm](#)
- 4 - Institutional Planning Committee Minutes, April 21, 2006
[ref_docs\ipc_minutes_042106.pdf](#)

- 5 – ACC Proposed FY2007 Master Planning Process Description and Timeline
[ref_docs\mp_time_proc.pdf](#)
- 6 - Instructional Program Review Website
[ref_docs\ipr.htm](#)
- 7 – Board of Trustees Policy E5 - Review of Instructional Programs
[ref_docs\bot_E5.htm](#)
- 8 - Instructional Program Review Summary Example (Art)
[ref_docs\art_iprs.pdf](#)
- 9 - Quality Improvement Plan Example (Child Development)
[ref_docs\chcd_qip.pdf](#)
- 10 - ACC Accreditation
[ref_docs\acc_accred_ipeds.htm](#)
- 11 – Unit-Level Effectiveness Assessment Documentation Example (Art)
[ref_docs\art_asmt_imprv_plan.pdf](#)
- 12 – Annual Assessment Summary Example (Art)
http://www.austincc.edu/sacs/2006/docs/art_summary.pdf
- 13 - Unit-Level Effectiveness Assessment Documentation Example (Emergency Medical Services)
[ref_docs\lems_asmt_imprv.pdf](#)
- 14 - Annual Assessment Summary Example (Emergency Medical Services)
[ref_docs\lems_summary.pdf](#)

- 15 - Unit-Level Effectiveness Assessment Documentation Example (Foreign Language)
[foia_asmt_imprv.pdf](#)
- 16 - Annual Assessment Summary Example (Foreign Language)
[ref_docs\foia_summary.pdf](#)
- 17 - Unit-Level Effectiveness Assessment Documentation Example (Visual Communications)
[ref_docs\vis_com_asmt_imprv.pdf](#)
- 18 - Unit-Level Effectiveness Assessment Documentation Example (Visual Communications)
[ref_docs\vis_com_summary.pdf](#)
- 19 - ACC Internal College Survey
[ref_docs\internal_survey.htm](#)
- 20 – Board of Trustees Policy E4 - Organizational Performance Evaluation/Auditing
[ref_docs\bot_E4.htm](#)
- 21 - Quality Initiatives Committee Minutes, August 17, 2004
[ref_docs\qic_minutes_2004-8-17.pdf](#)
- 22 – Internal College Survey- Improvement Process
[ref_docs\improv_plns_process.htm](#)
- 23 - ICS Improvement Plan Example: Faculty & Staff Evaluation Office
[ref_docs\ics_ip_facstaff_eval.pdf](#)

Comprehensive Standard 3.4.1

The institution demonstrates that each educational program for which academic credit is awarded (a) is approved by the faculty and the administration, and (b) establishes and evaluates program and learning outcomes.

Compliant

See previous response to [Comprehensive Standard 3.4.1](#)

Comprehensive Standard 3.4.2

The institution's continuing education, outreach, and service programs are consistent with the institution's mission.

Compliant

The State of Texas mandates that continuing education be included as a part of the mission of community colleges within the state [1].

§ 130.0011. PUBLIC JUNIOR COLLEGE, ROLE AND MISSION. Texas public junior colleges shall be two-year institutions primarily serving their local taxing districts and service areas in Texas and offering vocational, technical, and academic courses for certification or associate degrees. Continuing education, remedial and compensatory education consistent with open-admission policies, and programs of counseling and guidance shall be provided. Each institution shall insist on excellence in all academic areas--instruction, research, and public service. Faculty research, using the facilities provided for and consistent with the primary function of each institution, is encouraged. Funding for research should

be from private sources, competitively acquired sources, local taxes, and other local revenue.

Added by Acts 1987, 70th Leg., ch. 823, § 2.01, eff. June 20, 1987.

The continuing education unit goals are aligned with the college's mission as mandated by state law.

Documentation of these goals is found within the Program Review document.

Continuing Education (CE) instructors at Austin Community College provide evaluation opportunities at the conclusion of each class. Those evaluations are compiled into a report that is reviewed by the leadership team in staff meetings. In addition each department within CE reviews the data related to their courses and when a problem is indicated, the coordinator will meet with the instructor and develop plans for improvement. Program review is conducted every three years. The current review document can be found on-line [2].

The Process Review Committee meets at least quarterly to ensure that policies and procedures are in place and up to date for the continuing education operation. The policy and procedures manual can be found on-line [3].

The website for ACC's Continuing Education department is: www.austincc.edu/ce [4].

At this location one will find program and course offerings to meet a variety of needs

and interests within the community that ACC, CE serves. Each of the departments within Continuing Education offers classes specific to an identified area.

The Health Professions Institute offers continuing education for health care professionals as well as basic skills training for entry level health care workers. The area local hospitals look to ACC CE for training for their entry level employees in the Clinical Technician skills [\[5\]](#).

The High Technology Institute recently had a Video Gaming Program approved by the Texas Higher Education Coordinating Board. This new program has four tracks that a student can choose in the video gaming industry. This new program meets the need for skilled video game developers and artists to work in a specific industry in Austin [\[6\]](#).

Community Programs offers personal enrichment classes for adults and some selected children's programs. Some of the most popular personal enrichment classes include art glass and pottery [\[7\]](#).

The Teacher Certification program area offers alternative certification to teach in Texas schools for those who currently have a degree in an academic subject. The focus for this program is Math, Science, Bilingual, and ESL Certification [\[8\]](#).

Customized Training offers tailor-made training for business and industry. The staff in customized training also works with area businesses to develop partnerships that

support grant development especially through the Workforce Skills Development Fund [\[9\]](#).

Continuing Education reports activities to the Board of Trustees yearly. This report informs the Board of Trustees about the activities and students served in the prior year. In addition, Continuing Education staff review each of the departments thoroughly on a yearly basis. A comprehensive program review for all of Continuing Education is completed every three years with a three year plan included. This review is updated quarterly and is shared with the entire CE staff and with administration. This program review report may be found on the Dean's webpage [\[10\]](#).

Reference Documents Located on the CD:

- 1 - Texas Education Code Sec. 130.011(Public Junior Colleges; Role & Mission)
[ref_docs\tx_ed_code1300011.pdf](#)
- 2 - Continuing Education - Program Review Goals
[ref_docs\prog_review_dean.htm](#)
- 3 - Continuing Education - Procedure Manual
[ref_docs\ce_procedures.htm](#)
- 4 - Continuing Education Web Site
[ref_docs\ce.htm](#)
- 5 - Health Professions Institute
[ref_docs\Health Professions Institute.htm](#)

- 6 - High Technology Institute
[ref_docs\hitech_instit.htm](#)
- 7 - Continuing Education - Community Programs
[ref_docs\ce-comm_progs.htm](#)
- 8 - Continuing Education - Teacher Certification
[ref_docs\teach_cert.htm](#)
- 9 - Continuing Education - Customized Training
[ref_docs\ce_custom.htm](#)
- 10 - Continuing Education- Current Program Review Documents
[ref_docs\prog_review_dean.htm](#)

Comprehensive Standard 3.4.3

The institution publishes admissions policies consistent with its mission.

Compliant

Austin Community College operates as an open-door admissions institution, providing access to basic skills education, certificates, and associate degrees. Admissions policies are published in the *ACC Catalog* and on the college website [1]. 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.

Note: Numbered hyperlinks in the narrative go to a live website and require an internet connection. Links in the Reference Documents section go to documents on the CD and do not require an internet connection.

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 for these programs are published in the college catalog and on program websites [2]. 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 and Administrative rule [3, 4].

The Campus Deans of Students administer the Ability to Benefit provision [5] 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*, *ACC Student Handbook* and ACC Web site [6, 7, 8].

Austin Community College uses various methods to publish its admissions policies. For example, the "open door" admissions policy is published in the *ACC Catalog* [9], on the

Admissions page [\[10\]](#) of the official ACC web site, and in the Faculty Handbook [\[11\]](#), 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 *Admissions and Records Procedures Manual* describes the criteria for making decisions regarding admissibility and for evaluating the data on an admissions application.

Reference Documents Located on the CD:

- 1 - New Student Admissions to Semester Credit Hour Programs, ACC Catalog
[ref_docs\admissions.pdf](#)
- 2 - Associate Degree in Nursing
[ref_docs\assoc_nurse.htm](#)
- 3 - Board Policy A-3 - Equal Educational Opportunity
[ref_docs\A-3.htm](#)
- 4 - Administrative Rule 1.03.003 Admission
[ref_docs\admin_a3_eeo.htm](#)
- 5 - Admission of New Students
[ref_docs\admit_new.htm](#)
- 6 - Services for Students (catalog)
[ref_docs\stu_srvs.htm](#)
- 7 - Services for Students (handbook)
[ref_docs\stu_disabled.htm](#)
- 8 - Services for Students (OSD Office)
[ref_docs\osd.htm](#)

- 9 - New Student Admissions to Semester Credit Hour Programs, ACC Catalog
[ref_docs\admissions.pdf](#)
- 10 - Admission – Eligibility
[ref_docs\admission-eligibility.htm](#)
- 11 - Faculty Handbook – Admissions
[ref_docs\fac hb admissions.htm](#)

Comprehensive Standard 3.4.4

The institution has a defined and published policy for evaluating, awarding, and accepting credit for transfer, experiential learning, advanced placement, and professional certificates that is consistent with its mission and ensures that coursework and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any coursework or credit recorded on the institution's transcript.

Compliant

Austin Community College publishes relevant policies on accepting course work in transfer from other institutions or for awarding credit for the College Level Examination Program (CLEP), Advanced Placement (AP), or International Baccalaureate Diploma (IBD) course work. Policies and procedures for accepting coursework in transfer can be found on pages 15-16 of the *ACC Catalog* for 2005-2006 [1].

The Austin Community College transfer credit policy adheres to the following conditions:

- Credits may be transferred from colleges and universities which are regionally accredited.

- Official transcripts from these institutions will be evaluated only after students have been admitted to the college and have completed at least one course in residence at ACC.
- Credit will be awarded provided the course content parallels that taught at ACC.
- Credit is awarded only for courses with a grade of "C" or better.

Advanced standing may be granted to students who have successfully completed examinations through the College Level Examination Program (CLEP) and/or through the Advanced Placement Program of the College Entrance Examination Board. Official test scores must be presented for evaluation.

Credits will be granted, where applicable, for military experience in accordance with the recommendations of the American Council on Education's *Guide to the Evaluation of Educational Experiences in the Armed Services* [\[2\]](#).

Students currently enrolled at Austin Community College may apply for credit by examination for courses in which they can demonstrate the required level of proficiency based upon course objectives. Credit by examination is unavailable to students who have previously enrolled in the course. Some courses are excluded from credit by examination. A maximum of 25% of the program requirements may be met through non-course based credit.

ACC participates in the Texas Common Course Numbering System (TCCNS) which has assigned common numbers for courses at the freshman and sophomore levels. The

TCCNS ensures consistency of content and a common identifier for courses taken at the freshman and sophomore levels in publicly supported Texas institutions. All courses assigned a common number appear in the *Lower Division Academic Course Guide Manual* [3], thus any course appearing on a transcript which has a common course number must be accepted in transfer by a publicly supported institution. In instances where a dispute exists, the Texas Higher Education Coordinating Board's Rule (Chapter 4, Subchapter B, Sections 4.25 and 4.27) [4] outlines a process for resolution. A common course number matrix is maintained at the state level as a resource for students and educational institutions [5].

The procedure for awarding AP, CLEP or IBD credit is published in the College Catalog 2005-2006 (pp. 25-26) [6]. Information provided covers the subject areas, the conditions under which credit is awarded and the minimum acceptable score for receiving college credit. Awarding credit for the International Baccalaureate Diploma, promulgated by the recent legislative mandate in SB 111, has recently been added as an option for students entering Austin Community College. Because this mandate went into effect on 31 December 2005, the current college catalog will not reflect language addressing the IBD; the 2006-2007 Catalog will present information addressing the IBD. Austin Community College does not award credit for experiential learning.

For credits earned at private or out-of-state institutions, transcript evaluators rely on the descriptions found in the sending institutions' course catalogs and the guidance of the ACC faculty in the relevant discipline for determining transfer credit awards.

On an annual basis, prior to update of the college catalog, the policies, subject areas, and scores for awarding credit for externally completed course work is reviewed and updated as appropriate.

Reference Documents Located on the CD:

- 1 - Admissions, ACC Catalog, pp. 15-16
[ref_docs\admissions.pdf](#)
- 2 - American Council on Education Guide to the Evaluation of Educational Experiences in the Armed Services
[ref_docs\armed_svc.htm](#)
- 3 - Lower Division Academic Course Guide Manual, Texas Higher Education Coordinating Board Website
[ref_docs\thecb_course_manual.pdf](#)
- 4 - Transfer of Credit, Core Curriculum and Field of Study Curricula, Texas Higher Education Coordinating Board Website
[ref_docs\thecb_ruleschpt4.pdf](#)
- 5 - Common Course Number Matrix,
[ref_docs/Matrix_2004-2005.pdf](#)
- 6 – Assessment and Testing, ACC Catalog
[ref_docs\assesment_testing.pdf](#)

Comprehensive Standard 3.4.5

The institution publishes academic policies that adhere to principles of good educational practice. These are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.

Compliant

Academic policies [1] and practices are published and made available to the public in the college catalog and the Student Handbook [2]. Additionally, academic policies are included in the course master syllabus [3].

Decisions about the development and review of academic and instructional policies go through various levels of review, from the department to the instructional Dean, the appropriate Vice President, and the Academic and Campus Affairs Council (ACAC) [4]. The ACAC has both faculty and administrative representation. Significant changes in academic policies are distributed to the employee associations, including the Adjunct Faculty Association and the Full-time Faculty Senate, for comment before approval.

Reference Documents Located on the CD:

- 1 - Academic Policies, ACC Catalog
[ref_docs\academ_policy.htm](#)
- 2 - Academic Guidelines, Student Handbook
[ref_docs\acad_guidelines.htm](#)

- 3 - ACC Course Master Syllabus Checklist

[ref_docs\checklist.pdf](#)

- 4 - Academic & Campus Affairs Council

[ref_docs\academ_council.htm](#)

Comprehensive Standard 3.4.6

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.

Compliant

Programs at ACC 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]. Academic programs comply with the *Lower Division Academic Course Guide Manual* (ACGM) [3]. These manuals stipulate the requirements regarding maximum and minimum program lengths for different kinds of degrees and certificates. Additionally, the college's Curriculum and Programs Committee [4] approves all course and program offerings, which includes an assessment of the appropriateness of program and course credit.

Reference Documents Located on the CD:

- 1 - Workforce Education Course Manual, Texas Higher Education Coordinating

Board Website

[ref_docs\thecb_wf_site.htm](#)

- 2 - Guidelines for Instructional Programs in Workforce Education, Texas Higher Education Coordinating Board Website
[ref_docs/gipwe.htm](#)
- 3 - Lower Division Academic Course Guide Manual, Texas Higher Education Coordinating Board Website
[ref_docs\thecb_course_manual.pdf](#)
- 4 - ACC Curriculum & Programs Committee
[ref_docs\curr_proc_committee.htm](#)

Comprehensive Standard 3.4.7

The institution ensures the quality of educational programs/courses offered through consortial 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.

Compliant

Austin Community College participates in two consortia, the Virtual College of Texas [1] and the Round Rock Higher Education Center [2]. In both cases, ACC ensures the quality of programs/courses offered through the consortia. Regarding the Virtual College of Texas, a signed Memorandum of Understanding (MOU) [3] delineates the requirements for participating in the Virtual College of Texas. The MOU states that the provider and host colleges agree to abide by the requirements specified in the Virtual College of Texas Operations Manual [4] that covers course evaluation and verification of the credentials of faculty. Participating colleges maintain control as they may choose the courses they will offer, either as a provider or a host.

ACC also participates in the Round Rock Higher Education Center (RRHEC), a multi-institution teaching center. The RRHEC is comprised of Texas State University, Austin Community College, and Temple College at Taylor to offer educational opportunities in North Austin and Williamson County. A key feature of the center is to provide enhanced transfer of credits from the associate to the bachelor's degree, making it easier for students to complete degree programs.

ACC courses offered as part of the RRHEC are part of the college's regular scheduling and hiring process and must meet the same standards as those offered on-campus. Prior to its participation in the RRHEC, ACC had been teaching classes in North Austin and Williamson County and therefore, no new programs were initiated by ACC when the RRHEC was established.

ACC regularly evaluates its contracts with these consortia.

Reference Documents Located on the CD:

- 1 - Virtual College of Texas Information for Students
[ref_docs\vct.htm](#)
- 2 - Texas State Round Rock Higher Education Center Website
[ref_docs\tex_state.htm](#)
- 3 - Virtual College of Texas Memorandum of Understanding
[ref_docs\mou_06_vct.pdf](#)

- 4 - Virtual College of Texas Operations Manual
[ref_docs\vct_operationsmanual2004.pdf](#)

Comprehensive Standard 3.4.8

The institution awards academic credit for coursework taken on a noncredit basis only when there is documentation that the noncredit coursework is equivalent to a designated credit experience.

Compliant

Students who have earned credit in certain alternative credit courses may request that those hours be converted to college credit hours [1]. At Austin Community College, alternative credit courses are offered as “integrated” classes through Continuing Education. A student must meet the same objectives, pass the same exams, and demonstrate the same skills achievement as in the normal credit class. Faculty who teach these integrated classes must meet the academic qualifications for credit instruction. The college has an administrative rule [2] and guidelines [3] for converting continuing education coursework to credit coursework, provided the student has met all the requirements. This process requires concurrence of the credit program Department Chair and Dean, and the Continuing Education Executive Dean to ensure equivalency.

All procedures for posting the non-semester based credits are located in the Admissions and Records procedures manual. All procedures follow the ACC Administrative Rule.

Reference Documents Located on the CD:

- 1 - Student Request for Conversion of Alternative Credit Hours to College Credit Hours
[ref_docs/0148studreqconver.pdf](#)
- 2 – Administrative Rule 4.01.008, Conversion of ACC Alternative Credit Contact Hours
[ref_docs\admin 4.01 altcredit.htm](#)
- 3- Guideline 4.01.008 - Conversion of ACC Alternative Credit Contact Hours
[ref_docs\guideline401008 altcredit.htm](#)

Comprehensive Standard 3.4.9

The institution provides appropriate academic support services.

Compliant

Austin Community College provides appropriate academic support services through its Learning Labs/Tutoring and Testing Centers. Information about academic support services are distributed to students through the *ACC Catalog* [1], the Student Handbook [2], and the college website [3, 4].

A wealth of information about lab operations and services is available on the learning lab website. Designed to offer up-to-date and relevant information to all college constituencies, the learning lab website includes information about all the labs as well

as information specific to each lab, including tutoring schedules. Of special note is the *Handbook for Faculty* [\[5\]](#), an invaluable tool for learning about lab services.

At the beginning of each semester, the lab managers send a letter to each faculty member at their campus informing them of the services the labs provide and asking them to tell their students about tutoring services. In addition, tutors visit classes to establish rapport and encourage students to make the labs an integral part of their study habits.

To access services, students need only drop in. They may self refer to any learning lab. Schedules showing tutor availability by content area are widely available. Each lab posts its own schedule as well as those of the other labs, so students can be aware of college-wide tutoring services and hours of operation. These schedules are also posted on the Learning Lab website in printer-friendly formats [\[6\]](#).

Learning Labs

The purpose of the ACC Learning Labs is to help ACC retain students and improve their academic success. Furthermore, the Learning Labs help students become independent and active learners. The Learning Labs work in partnership with the faculty, staff, and administration in upholding the mission, standards, and requirements of the college.

The Learning Labs periodically evaluate their function and operation to support current priorities and initiatives at the college.

The Learning Labs provide free tutorial services and tailored individual instruction to a diverse student population in an open-access lab setting. Tutorial services are available for many ACC courses. The labs provide subject area tutors for all mathematics courses, English, developmental writing, reading, accounting, foreign language, and ESL. Most labs supply content tutoring support for chemistry, physics, biology, and statistics. Learning labs may also support programs specific to their campus, such as offering pharmacology tutoring at the EVC Learning Lab. Tutoring support is available for many courses that include writing and research components.

Modes of delivery include traditional one-on-one tutoring and small group tutoring, skills review workshops, guided study groups, self-paced independent study, and computer-based tutorials.

Learning Lab Referral Process: Faculty have several means of referral for at risk students:

- They can walk in and meet with an instructional associate (IA) or the lab manager to consult about options.
- They can give written instructions to the tutor.
- They can request feedback in a variety of forms – from a tutor signature and date of session to a detailed report documenting the tutoring session(s).
- They can use the tutoring referral form, which is available on line and sent to them at least once a semester by the lab managers.

Collaboration with departments is paramount in addressing the retention needs of students. The Learning Labs promote an active relationship with faculty. Faculty members are encouraged to contact the labs about any concerns with or ideas for tutoring support for their students. They can also refer their individual students for targeted assistance by completing the learning lab tutoring referral form. Additionally, faculty can use the writing referral form to pinpoint the exact areas tutors need to address with a particular student. Faculty are welcome, whenever feasible, to spend one of their office hours in the labs in order to familiarize themselves and their students with Learning Lab services.

The college ensures that its Learning Lab services are adequate and appropriate within the resource limitations of the college through a series of consultations with faculty and staff, through interaction with other student success and retention committees, and through data collected about its services.

Learning Labs at all campuses provide:

- *Content-Based and How-to Handouts*. These handouts, written by lab staff, are designed to address common questions and troublesome topics that frequently surface in tutoring sessions.
- *Online Study Skills Instructional Modules*. Instructors may require their students to complete these modules, which include note-taking, time-management, textbook reading and test-taking.

- *Review Sessions for Mid-Terms and Finals.* These sessions are advertised and led by Learning Lab Instructional Associates in coordination with other instructors.
- *Computer Support for Students Using Assistive Technology/Equipment.* In collaboration with the Office for Students with Disabilities (OSD), and the Accommodations Assistant, the learning labs maintain an inventory of assistive technology and equipment. Assistive technology available in the labs includes JAWS, ZoomText, large monitors, trackball mice, scanners, and a Braille printer.
- *Assessment Preparation.* The Learning Labs provide various means of assistance to students wanting to review for the ACC assessment or Texas Higher Education Assessment (THEA). This assistance is provided on a limited basis.
 - The PLATO software supplies a comprehensive array of instructional modules including a THEA alignment for review in many subjects. This program can be tailored to meet individual needs.
 - Print resources, such as THEA guidebooks, outdated texts and workbooks can be loaned for review outside the labs. Assessment packets with answer keys for reading, writing, and math preparation are available at the learning labs and may be copied by students.
 - Tutoring assistance for assessment review is available on a limited basis. Students must come prepared with specific questions.

Learning Labs may also provide Specialized Services that are targeted to assist specific groups of students and faculty particular to different campuses.

- *Workshops targeting Health Science programs.* The Learning Labs coordinate tutoring services for various health sciences courses, such as anatomy and physiology, pharmacology, medical terminology and ALHS faculty-led pharmacology workshops at the Eastview Campus, which houses all of ACC's Health Sciences programs. Some of these services are available on a limited basis at other campuses.
- *ABE/GED/ESL tutoring.* The Eastview Learning Lab makes its facility available ten extra hours weekly for this program to provide ABE/GED/ESL students with access to tutoring, instructional software, and other lab resources. All other labs see these students on a drop-in or referral basis.
- *Tutoring for deaf and hard-of-hearing students.* The Riverside Learning Lab provides tutors with content expertise who are fluent in American Sign Language (ASL) to tutor students who are deaf or hard-of-hearing.
- *Supplemental Instruction.* At the request of chemistry, mathematics and history instructors at Pinnacle and Cypress Creek campuses, supplemental instruction sessions are set up to improve student retention. Guided study groups, led by students and supervised by tutors, are offered at all campuses.

- *Additional hours of operation.* At the end of the semester, most Learning Labs extend their hours of operation to accommodate increased demand for services.
- *In-lab lending library.* Depending on space availability and funds, learning labs may provide current texts for students to use in the lab. These texts are only available for certain courses.
- *Graphing calculator workshops.* Students needing to learn how to better use their graphing calculators are invited to sign up for a hands-on workshop at a time that is convenient to their schedule.

Additionally, Learning Labs provide facilities and computer access for community outreach programs such as the Summer Youth Academy held at the Riverside campus.

Learning Labs – Evaluation of Services: The Learning Labs also ensure that its services are adequate and appropriate to the needs of faculty and students through a comprehensive tracking system of users and evaluation system.

Computerized Sign-In and Tracking Program

As early as 1988, the Learning Labs designed in-house computerized intake programs to facilitate and automate the tracking of student activity in the labs.

These early intake programs were replaced by college-wide centralized systems.

Developed in collaboration with ACC programmers, these intake programs

became more and more sophisticated over the years. The current system, created in Datatel, allows for extensive data generation. Twelve standard traffic reports can be generated instantly and customized data on specific subjects or classes can be queried for reports. As the labs grow and evolve, the program is updated and modified to meet reporting needs of the labs.

The Learning Labs provide extensive annual reports on the lab usage of various types of students to college wide committees to ensure that the services are meeting the mission of the college and student retention and success goals

[\[7\]](#).

Testing Centers

Austin Community College also provides academic testing services for students and faculty on each of the six main campuses, the Round Rock Higher Education Center, and the new South Austin Campus through its Academic Testing Centers [\[8\]](#). Using established guidelines, faculty members develop and submit tests for test administration and Testing Center staff members administer and proctor the tests. Upon faculty request, the Testing Centers also provide opportunities for students in all disciplines to take re-tests or make-up exams. Additionally, the Testing Centers provide testing for challenge exams, testing to complete “Incomplete” grades, and basic skills assessment. Students enrolled in distance learning courses (OPC) can take course tests at any campus testing center.

Testing Centers provide information about their services, policies and procedures, and hours of operation on their website. Also, individual campuses send regular e-mails to faculty and circulate flyers about expanded hours of operation during peak testing periods.

The Testing Centers compile monthly reports on student usage, the number of tests administered by discipline, and the number of distance learning students using its services. Based upon these reports, the managers are able to determine if the centers are meeting the needs of faculty and students and the need for expanded services during peak times of usage. Furthermore, the Testing Centers conduct semester satisfaction surveys to determine what aspects of their services need modification.

Help Desk

Austin Community College has a centralized Help Desk to assist students, faculty and staff with issues and questions related to administrative systems, hardware, desktop software and networking [9]. Microcomputer support technicians are available on each campus to provide individual assistance to more complex issues.

Reference Documents Located on the CD:

- 1 - Services for Students, ACC Catalog
[ref_docs\stu_srvs.htm](#)
- 2 - Campus Resources to Help you Succeed, ACC Student Handbook
[ref_docs\hb_succeed.htm](#)

- 3 - ACC Learning Labs Website
[ref_docs\lrn_lab.htm](#)
- 4 - Academic Testing Center
[ref_docs\test_cntr.htm](#)
- 5 - Learning Lab Services: A Handbook for Faculty
[ref_docs\lrn_lab_handbook.htm](#)
- 6 – ACC Learning Labs
[ref_docs\alllabs.pdf](#)
- 7 - Learning Lab Visits by ethnicity—Spring 2005 (Excel spreadsheet)
[ref_docs\learninglab_visits_eth_05.xls](#)
- 8 - Academic Testing Center Website
<http://www.austincc.edu/testctr/>
- 9 - Administrative Rule 3.05.002 –Use of College Information systems
[ref_docs\admin_305002_comm.htm](#)

Comprehensive Standard 3.4.10

The institution defines and publishes general education requirements for its undergraduate programs and major program requirements for all its programs. These requirements conform to commonly accepted standards and practices for degree programs.

Compliant

Austin Community College defines and publishes general education and major program requirements for all programs in its college catalog under the Academic Programs section [1]. These requirements comply with standards and practices mandated by the

Texas Higher Education Coordinating Board as detailed in the *Lower Division Academic Course Guide Manual* [2], the *Guidelines for Instructional Programs in Workforce Education* [3], and the *Workforce Education Course Manual* [4].

Reference Documents Located on the CD:

- 1 – Academic Programs, ACC Catalog
[ref_docs\academic_programs.pdf](#)
- 2 – Lower Division Academic Course Guide Manual, Texas Higher Education Coordinating Board
[ref_docs\theccb_course_manual.pdf](#)
- 3 – Guidelines for Instructional Programs in Workforce Education, Texas Higher Education Coordinating Board
[ref_docs\gipwe.htm](#)
- 4 – Workforce Education Course Manual, Texas Higher Education Coordinating Board
[ref_docs\theccb_wf_site.htm](#)

Comprehensive Standard 3.4.11

The institution protects the security, confidentiality, and integrity of its student academic records and maintains special security measures to protect and back up data.

Compliant

Austin Community College policy requires that all student records be held in confidence subject to state and federal regulations governing the safety and confidentiality of such

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records [1]. Confidentiality of student academic records is protected by Austin Community College's adherence to the Family Education Rights and Privacy Act (FERPA) [2]. Privacy statements are published in the *About the College* section of the ACC Catalog [3], in the Academic Guidelines section of the Student Handbook [4], and on the ACC website under Legal Notices [5].

Austin Community College protects the security, confidentiality, and integrity of its student academic records. Records are stored in closed and locked facilities and unauthorized access is prohibited. Each office has designated and trained personnel responsible for securing and releasing student records. Ongoing FERPA awareness and compliance training is provided by the Admissions and Records department for staff and faculty. All ACC personnel who are given access to student records are required to read and understand the ACC student records privacy policy [6] and sign a confidentiality agreement [7] before access to student records is given.

Austin Community College adheres to the guidelines and recommendations for student records management set forth by the American Association of Collegiate Registrars and Admissions Officers. The integrity of student records is protected by authenticating the identity of all students requesting changes to records and by authenticating the validity and integrity of all documents that are submitted for inclusion in a student's permanent records.

Facilities Security

All of ACC's student records are secured via physical and software means. All campus Information Technology (IT) areas are secured by a pass card. The main computer

room at the Service Center is secured behind a second pass card system that is monitored by IT staff. The walls surrounding the main room have a two-hour fire retardant rating and have a layer of steel mesh between two layers of sheetrock for added security. All systems are connected to an uninterruptible power supply which is connected to a diesel generator. The room has redundant primary and secondary AC units for climate control. The secondary computer room at the Highland Business Center acts as ACC's disaster recovery hot site. The room has an uninterruptible power supply as well as a back-up tape library and back-up servers. Dry pipe fire systems are installed at each location to prevent electrocution in the event of a fire. Servers are setup to notify Systems staff in the event of a problem.

The most current credit student records are maintained in paper format (with many parts also available electronically) for one year at the Highland Business Center. This portion of the Admissions and Records work and records storage area has fireproof cabinets and fire retardant walls and meets required fire safety standards. The walls surrounding the room have a two-hour fire retardant rating and have a layer of steel mesh between two layers of sheetrock on each surrounding wall for added security. Authorized keys control access to the area.

After one year, the oldest semester's student records are sent to Records Management Services at the Service Center where they are stored and converted to an electronic format. The Service center storage area and imaging work stations have fire retardant walls and meet required fire safety standards. The walls surrounding the room have a

two-hour fire retardant rating and have a layer of steel mesh between two layers of sheetrock on each surrounding wall for added security. Access to the area is controlled by pass card.

Records prior to 1992 are stored on microfilm with copies both on and off site for security. Older non-credit student records that existed before the Datatel System was implemented are stored on CD.

Network Security

ACC is a partner and Board member in the Greater Austin Area Telecommunication Network (GAATN) [\[8\]](#). GAATN is a fully redundant high-speed fiber optic metropolitan area network that connects seven of ACC's eight campuses and centers. Each entity has dedicated fiber and owns their equipment. The Cypress Creek campus is not on GAATN but is connected to ACC' network via a Southwestern Bell leased line. When completed, the South Austin Campus will be connected directly to GAATN. All equipment is on maintenance contract and managed by ACC network (ACCNet) staff. To secure access, ACCNet maintains an intrusion detection system and centralized network monitoring systems to track activity and deter hacking. The network monitoring systems automatically page ACCNet staff if a problem occurs. Access to internal systems from outside the college is handled through ACC's virtual private network (VPN) that is controlled and monitored by ACCNet. Anti-virus and spy-ware software is available to all ACC users through college wide licenses.

Access to Student Information

All electronic student records accessed online, onsite, and via telephone registration are secured by login and password authentication processes. ACC's Online Services system handles all faculty and student access to information via the Internet. All data transfers are encrypted when sent and received over the Internet. Onsite access to data is available based on each staff member's position. Information Technology does not assign access rights to users until the ACC department that owns the process has approved the request for access. Supervisors review and approve access rights annually. Termination and changes to access rights occur when IT is notified by Human Resources. Online and onsite passwords expire every 90 days.

ACC's is imaging all paper inactive student records. The system is secured with login and password. The data are stored centrally and not connected to the college's administrative system. Access to the system is authorized based on each person's position at ACC. Student records that are waiting to be imaged are stored in the Records Center. The area is secured via pass card and monitored by Campus Police.

Backup Procedures

IT has a comprehensive Disaster Recovery plan that is updated annually. The plan outlines a communication tree and assigns responsibility to each IT area. To supplement the plan, the tape library produces a detailed server recovery procedure. The procedure is emailed to Systems staff each night.

All electronic student data are backed-up each night, seven days a week, to the Information Technology tape library system, picked up Monday through Saturday by Iron Mountain (a company that specializes in secure off-site data storage) and taken to a location 13 miles away. In addition, a full copy of the student data is sent nightly to a server at the Highland Business Center. Identical tape library systems are located at the Service Center and the Highland Business Center for continuity in ACC's disaster recovery and back-up processes.

Faculty and staff are reminded of the regulations and rules governing the information that they will be accessing every time that they log into the administrative system through the following:

Professional Use Expectations for College Information Systems

Users are expected to comply with ACC's Administrative Rule on the Use of College Information Systems, and to be familiar with the Family Education Rights and Privacy Act (FERPA).

Proceeding to use college information systems indicates your awareness of and commitment to comply with the above-referenced guidelines. If you are unsure of these guidelines or disagree with them, you are expected to exit now and consult with your supervisor or advisor.

When you change your password upon login, you agree to the above terms.

You will be required to change your password every 120 days.

In addition, the IT department does annual security audits of each user's administrative access to ACC's ERP system.

Reference Documents Located on the CD:

- 1 - Administrative Rule 3.05.002, Use of College Information Systems
[ref_docs\admin_305002_comm.htm](#)
- 2 - Family Educational Rights and Privacy Act (FERPA), U. S. Department of Education
[ref_docs\FERPA.htm](#)
- 3 – About the College, ACC Catalog
[ref_docs\cat_ferpa.htm](#)
- 4 – Academic Guidelines, ACC Student Handbook
[ref_docs\hb_privacy.htm](#)
- 5 – Legal Notices, ACC Website
[ref_docs\legal.htm](#)
- 6 – Administrative Rule 3.05.002, Use of College Information Systems
[ref_docs\admin_305002_comm.htm](#)

- 7 – Confidentiality Agreement, ACC Student Services Department
[ref_docs\0097confidagree.pdf](#)
- 8 – Greater Austin Area Telecommunications Network
[ref_docs\GAATN.htm](#)

Comprehensive Standard 3.4.12

The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty.

Compliant

The college places primary responsibility for the content, quality, and effectiveness of its curriculum with the faculty [1]. The process for developing or revising programs is outlined in the college's Curriculum & Programs Procedures Manual [2]. The roles of faculty, administration, and the Board of Trustees are delineated in this manual, and comply fully with the requirements of the Texas Higher Education Coordinating Board (THECB) and SACS *Principles of Accreditation* regarding the pivotal role of faculty in shaping the curricula. New or revised curriculum developed by discipline experts (faculty) follow an established review and approval process. The process includes review/approval by the Department Chair, appropriate instructional area Deans, appropriate Vice Presidents, the Curriculum and Programs Committee [3], the Academic and Campus Affairs Council, President, Board of Trustees, and the THECB.

For existing programs, the Instructional Program Review process, which is a faculty-led process, reviews the content, quality, and effectiveness of the program.

Reference Documents Located on the CD:

- 1 - Instructional Program Review Website
[ref_docs\ipr.htm](#)
- 2 - Curriculum & Programs Procedures Manual
[ref_docs\CPMver0905.pdf](#)
- 3 - Curriculum & Programs Committee
[ref_docs\curr_proc_committee.htm](#)

Comprehensive Standard 3.4.13

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.

Compliant

Responsibility for program coordination, as well as for curriculum development and review, is clearly stated to be the responsibility of academically qualified faculty in the field in the Faculty Handbook [1], Board Policy D-3 Faculty Workloads [2] and in the Department Chair job description [3, 4].

Each degree program at Austin Community College is assigned to a Department Chair who is qualified in the field. Some departments include more than one subject or degree program, but full-time faculty academically qualified in the field are responsible for the program coordination of each field and report to the Department Chair.

Curriculum development and review is the responsibility of all faculty members in that

subject area. Program review is initiated every four years by the faculty in the discipline [5].

Reference Documents Located on the CD:

- 1 - Instructional Information for Full-Time Faculty, ACC Faculty Handbook
[ref_docs\instructional_info.htm](#)
- 2 - Board of Trustees Policy D-3 Faculty Workloads
[ref_docs\fac_wkload.pdf](#)
- 3 - Department Chair Job Description, ACC Organizational Reference FY06
[ref_docs\depchair.pdf](#)
- 4 - Department Chair Job Description (Workforce Education), ACC Organizational Reference FY06
[ref_docs\depchairwe.pdf](#)
- 5 - Instructional Program Review Website
[ref_docs\ipr.htm](#)

Comprehensive Standard 3.4.14

The institution's use of technology enhances student learning, is appropriate for meeting the objectives of its programs, and ensures that students have access to and training in the use of technology.

Compliant

Austin Community College's use of technology enhances student learning, is appropriate for meeting the objectives of its programs, and ensures that students have access to and training in the use of technology. ACC's Instructional Resources

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Technology and Library Services staff their public services desks 95% of the hours the college is open in order to:

- Provide point-of-use instruction for ACC students, faculty, and staff in finding, evaluating and using resources
- Provide basic assistance and one-on-one training in using technology (including use of the public access workstations, use of laptops for checkout and use in the library, use of media equipment, and use of computers in the open access computer centers).

In addition, technology-driven library integrated instruction was designed to support general education learning outcomes in collaboration with classroom faculty for many general education courses and workforce courses. This instruction includes a required online tutorial to be completed by students in all English Comp I, all basic business courses, and all Chemistry I labs as well as many other classes including Health Sciences and developmental classes.

Austin Community College provides access to *STUDENTS* [1], an online services system for students, through ACC's Online Services system. An online tutorial and Frequently Asked Questions (FAQs) are available on this menu. Students with issues relating to registration, admissions, financial aid, and cashiering call ACC's Help Line at 512-223-INFO or submit a Student Contact Form [2] online for individual attention. The Distance Learning Help Line is also available to assist students with any questions by

phone at 512.223.8026 (toll-free at 888.223.8026) or via an email to the DL Help Line (dl@austincc.edu).

Reference Documents Located on the CD:

- 1 - ACC Student Online Services
[ref_docs\stmenu.pdf](#)
- 2 – ACC Student Contact Us Form
[ref_docs\stcontact.pdf](#)

Comprehensive Standard 3.5.1

The institution identifies college-level competencies within the general education core and provides evidence that graduates have attained those competencies.

Compliant

Austin Community College identifies college-level competencies within the general education core [1] and provides evidence that graduates have attained these competencies.

As stated in the Austin Community College Catalog, the Texas Legislature has mandated all Texas public institutions of higher education identify a core curriculum that undergraduates must complete before being awarded an associate degree [2]. Through the general education core curriculum, faculty are required to provide learning experiences that support student achievement of core intellectual competencies essential to the learning process in any discipline and that develop multiple perspectives

on the individual in relationship to other people and societies. Additionally, faculty members identify the exemplary educational objectives/outcomes that students must achieve in each general education core curriculum course. Institutions must evaluate and report their compliance with the core curriculum requirements to the Texas Higher Education Coordinating Board every five years [3].

As part of Austin Community College's fall 2004 core curriculum compliance and evaluation report, discipline faculty conducted an audit of core curriculum course master syllabi to verify that instruction addressed the required perspectives and intellectual competencies. Additionally, faculty completed a matrix identifying the methods they used to assess achievement of the exemplary learning objectives embedded in those courses [4]. The 2009 report to the THECB will present the results of these assessments.

In addition to the required assessment of general education/core curriculum college-level competencies, Austin Community College will pilot the Measure of Academic Proficiency and Progress (MAPP) in spring 2007 [5]. Results from this commercially prepared test will be compared to the results from the FY 1997 administration of the Academic Profile (the MAPP predecessor).

Reference Documents Located on the CD:

- 1 - General Education Requirements, ACC Catalog
[ref_docs\academic_programs.pdf](#)

- 2 - Chapter 4. Rules Applying to All Public Institutions of Higher Education in Texas, Subchapter B. Transfer of Credit, Core Curriculum and Field of Study Curricula, Texas Higher Education Coordinating Board
[ref_docs\theccb_ruleschpt4.pdf](#)
- 3 - Instructions for Submission of Institutional Core Curriculum Evaluation Reports, Texas Higher Education Coordinating Board
[ref_docs\0912.pdf](#)
- 4 – Evaluation and Assessment Matrices, Core Curriculum Evaluation
[ref_docs\matrices.html](#)
- 5 - Email re: Using a Standardized Test for Measuring General Education/Core Curriculum Outcomes
[ref_docs\gen_ed_asmt.doc](#)

Comprehensive Standard 3.5.2

The institution awards degrees only to those students who have earned at least 25 percent of the credit hours required for the degree through instruction offered by that institution. (See the Commission’s policy “The Transfer or Transcribing of Academic Credit.”)

Compliant

Austin Community College requires students to satisfy 10 requirements to graduate, one of which is to complete at least 25 percent of the semester credit hours in the degree plan in residence at ACC, This information is contained in the *ACC Catalog* [1] under the Academic Policies section, on the college website [2], and in the Student Handbook [3], under the graduation section.

Reference Documents Located on the CD:

- 1 - Academic Policies, ACC Catalog
[ref_docs\academ_policy.htm](#)
- 2 - Graduation Requirements
[ref_docs\grad_req.htm](#)
- 3 - Academic Guidelines: Graduation, ACC Student Handbook
[ref_docs\grad_shb.htm](#)

Section 5: FACULTY

Provide a complete roster (using the “Roster of Instructional Staff” form) of those faculty employed to teach in the program(s), including a description of those faculty member’s academic qualifications and course load in the new program as well as course work taught in other programs currently offered; evidence that adequate faculty members are assigned to support the program; and the impact of the new initiative on faculty workload.

The Austin Community College “Roster of Instructional Staff” for spring 2006, the most recent semester available, is included as Attachment F [\[1\]](#). Faculty who will be teaching at the South Austin Campus will be selected from the faculty included on this roster or will be new-hires.

Resource Documents Located on the CD:

- 1 - Spring 2006 Faculty Roster

[AppendixF.xls](#)

Core Requirement 2.8

The number of full-time faculty members is adequate to support the mission of the institution. The institution has adequate faculty resources to ensure the quality and integrity of its academic programs. In addition, upon application for candidacy, an applicant institution demonstrates that it meets Comprehensive Standard 3.7.1 for faculty qualifications.

Compliant

The number of full-time faculty at Austin Community College is adequate to support its mission. A comparison of full-time/part-time ratios published by the Texas Community College Teacher’s Association (TCCTA) was reviewed for the Texas urban community colleges for the past five years [\[1\]](#). According to the TCCTA data, ACC’s percentage of

sections taught by full-time faculty is comparable to most other urban community colleges in Texas.

At ACC, full-time faculty are those faculty whose normal, annual, teaching load is 36 Lecture Equivalent Hours (LEH) [AR 4.03.004] [\[2\]](#), usually taught over 10.5 months.

Faculty duties are outlined in Board Policy D-3 [\[3\]](#), which states that standard duties include “... *direct instruction, including needed preparation and grading and the associated section-specific student consultation.*” The policy states that full-time faculty members have additional duties such as:

- Subject-area advising,
- Instructional planning,
- Curriculum innovation,
- Program and personnel evaluation,
- Supervision of adjunct faculty, and
- Shared-governance responsibilities

ACC expects full-time faculty to be the drivers of the curriculum and ensure its quality.

ACC is committed to ensuring the quality of its curriculum by providing the appropriate balance in the full-time to part-time faculty ratio. To honor this commitment, the college President directed the development of a five-year Full-Time Faculty Hiring Plan to enable ACC to reach an appropriate balance. This process included research into how ACC departments employ full-time and part-time faculty, including:

- Survey of each discipline within ACC’s academic departments to:

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- Identify the current number and ratio of full-time to part-time faculty
- Recommended ratio, with rationale
- Demographic information on faculty to ensure diversity
- Ratios Projection template [\[4\]](#) examining:
 - Number of sections taught by full-time and part-time faculty
 - Number of new full-time faculty needed at various ratios.
- Discussions with instructional deans and appropriate Vice Presidents to establish priorities in hiring full-time faculty
- Other faculty data from college publications:
 - ACC Fact Book [\[5\]](#)
 - ACC Budget Planning Data [\[6\]](#)

Based on this information, ACC established a goal of an average ratio of 50% full-time faculty to 50% adjunct faculty. This goal has been incorporated into the Full-Time Faculty Hiring Plan and is designed to meet ACC's anticipated enrollment growth.

Reference Documents Located on the CD:

- 1 – Board of Trustees Agenda, Item 8218, May 1, 2006, p. 62
[ref_docs\bot_agenda8218.pdf](#)
- 2 - Administrative Rule 4.03.004, Full-time Faculty Workload
[ref_docs\admin_facworkloads.htm](#)
- 3 - Board of Trustees Policy D-3, Faculty Workloads
[ref_docs\fac_wkload.pdf](#)

- 4 - Faculty Ratios Projection Template
[ref_docs/fac_ratio_proj2005_all.xls](#)
- 5 - Section 11, Faculty and Staff, ACC Fact Book 2005-06
[ref_docs/fb05-06_sec11.pdf](#)
- 6 - Budget Planning Data for FY 2007
[ref_docs/bpb_fy07.pdf](#)

Comprehensive Standard 3.7.1

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline in accordance with the guidelines listed below. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.

Compliant

ACC employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, ACC gives primary consideration to the highest earned degree in the discipline in accordance with the applicable SACS guidelines. This process is governed by Administrative Rule 4.03.005 for faculty credentials [\[1\]](#) which states, in part, “Faculty must be qualified to teach in the discipline. Faculty members must meet the college’s requirements to teach in their discipline and the requirements of the Southern Association of Colleges and Schools (SACS) and other applicable accrediting and approval agencies. The college is committed to adhering to the SACS credential guidelines as found in Comprehensive

Standard 3.7 of The Principles of Accreditation [2].” The college has established the appropriate minimum qualification for all courses taught at the college. These are published on the college’s website as the Faculty Qualifications Table [3].

Recommendations for divergence from these standards require review by a committee of faculty and administrators, and approval of the college President. In addition, the committee reviews the credentials of all new faculty members employed each semester, as an additional review of Department Chairs’ initial assessment of new faculty credentials.

Reference Documents Located on the CD:

- 1 - Administrative Rule 4.03.005, Faculty Credentials
[ref_docs\admin_404005.htm](#)
- 2 - SACS Principles of Accreditation, page 24
[ref_docs\PrinciplesOfAccreditation p24.pdf](#)
- 3 - ACC Faculty Qualifications Table
[ref_docs\fac_cred_acc.htm](#)

Comprehensive Standard 3.7.2

The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.

Compliant

The effectiveness of each faculty member at ACC is evaluated annually in accordance with published criteria included in the Faculty Evaluation Procedures manual [1], and

the Portfolio procedures [\[2\]](#). This process is delineated in Board Policy [\[3\]](#) and Administrative Rule 6.07.001 [\[4\]](#), and is described in detail on the Faculty Evaluation departmental web site [\[5\]](#). Instruction is evaluated for every course in the fall semester through student evaluations. Student evaluations also are conducted during spring or summer semesters upon request of the instructor or the supervisor, or when it is the first semester a faculty member has taught at ACC. Instruction also is evaluated through the faculty evaluation process. Faculty members are required to submit a portfolio, annually for the first three years of employment and every three years thereafter, to their Department Chair and Dean. The portfolio includes course materials and a statement of teaching philosophy. The course materials and student evaluations are aspects of the evaluation of the instructional performance of faculty.

The policies and procedures are publicized each fall semester through several regular email reminders and updates from the Faculty and Staff Evaluation office to faculty members, Department Chairs, and Deans. These reminders detail the requirements and provide timelines for the process. In addition, information concerning faculty evaluation is relayed to the Faculty Senate through the Faculty Senate representation on the Faculty & Staff Evaluation Committee [\[6\]](#).

Full-time faculty members are evaluated by their departments based on student evaluations, instructional performance, professional development, and professional service. Adjunct faculty members are evaluated by their departments based upon student evaluations, instructional performance, and administrative performance.

The faculty evaluation process examines the instructional performance of the faculty member and is based upon both the student evaluation results, the portfolio content, the grade distribution report, the faculty member's Faculty Input Form, the departmental Instructional Input form, and classroom observations. Each of these elements gives a different, yet valuable, perspective on the effectiveness of the faculty member in achieving student learning.

Sample evaluation forms and procedures

- Lecture & Lab Evaluation Form [\[7\]](#)
- Clinical Evaluation Form [\[8\]](#)
- Open Campus Form [\[9\]](#)
- Evaluation Summary Form, Full-time [\[10\]](#)
- Evaluation Summary Form, Adjunct faculty [\[11\]](#)
- Faculty Input Form [\[12\]](#)
- Instructional Input form [\[13\]](#)

Upon completion of the evaluation process, evaluation materials are retained as follows:

- Department Chair maintains a copy of the Evaluation Summary form for all active faculty members and maintains all other faculty evaluation materials, except portfolio items, for one academic year prior to the current year.
- Individual faculty members retain all portfolio materials, unless they have been placed on probation. In that case, the department chair retains the portfolio along with all other evaluation materials.

- The Dean maintains a file copy of the Evaluation Summary form for all active faculty members and maintains prior year evaluation materials on Department Chairs, who report to the Dean.
- The Faculty and Staff Evaluation office maintains a copy of the course instructor survey report and in the instructor survey summary report for all active faculty members.
- The Human Resources office maintains a copy of the Evaluation Summary form for all faculty members, active and inactive, with a retention length of termination plus five years.

Reference Documents Located on the CD:

- 1 – Austin Community College Faculty Evaluation Procedures
[ref_docs\ProceduresManual.pdf](#)
- 2 - Faculty - Portfolio Process
[ref_docs\PortfolioProcess.pdf](#)
- 3 – Board of Trustees Policy F-7, Personnel Performance Evaluation
[ref_docs\botf7_pers_eval.pdf](#)
- 4 - Administrative Rule 6.07.001, Faculty Evaluation
[ref_docs\admin-fac_evaluation.htm](#)
- 5 - Faculty and Staff Evaluation Website
[ref_docs\f&E_web.htm](#)
- 6 – Faculty and Staff Evaluation Committee
[ref_docs\facstf_eval.htm](#)

- 7 - Faculty Evaluation Form (labs)
[ref_docs\FormA.pdf](#)
- 8 - Faculty Evaluation Form (clinical)
[ref_docs/Formb.pdf](#)
- 9 - Faculty Evaluation Form (open campus)
[ref_docs\FormC.pdf](#)
- 10 - Faculty Evaluation Summary (Full time fac)
[ref_docs\FAEV001evalsumfulltime.pdf](#)
- 11 - Faculty Evaluation Summary (Adjunct fac)
[ref_docs\FAEV002evalsumAdjunct.pdf](#)
- 12 - Faculty Input Form
[ref_docs\FacInputForm.doc](#)
- 13 - Instructional Input Form
[ref_docs/InstructionalInput.pdf](#)

Comprehensive Standard 3.7.3

The institution provides evidence of ongoing professional development of faculty as teachers, scholars, and practitioners.

Compliant

Austin Community College supports and encourages its faculty to participate in professional development activities [1]. ACC has a well established formal professional development program [2]. The objective is to enhance faculty teaching skills and the quality of the college's educational programs. The college encourages and provides

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support to instructors to participate in advanced study, professional associations, sabbaticals, community involvement, and workshops and conferences.

Full-time faculty members are required to complete twelve hours of professional development annually. Part-time faculty members are required to document four hours of professional development annually. These records are maintained by the Office of Professional Development. The ACC Office of Professional Development provides opportunities to faculty for professional development. Professional development activities are posted on the Professional Development Database, and verification of faculty completion of activities offered is automatic.

Reference Documents Located on the CD:

- 1 - Administrative Rule 6.07.002, Faculty Development
[ref_docs\admin_fac_dev.htm](#)
- 2 – Faculty Workshop Registration
[ref_docs\fac_workshop_reg.htm](#)

Comprehensive Standard 3.7.4

The institution ensures adequate procedures for safeguarding and protecting academic freedom.

Compliant

ACC is committed to ensuring academic freedom for both faculty and students. The college has a clearly-stated Academic Freedom Policy [\[1\]](#) that is included in Board of Trustees Policy and in both the Faculty [\[2\]](#) and Student [\[3\]](#) handbooks.

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Reference Documents Located on the CD:

- 1 – Board of Trustees Policy D-2, Academic Freedom & Responsibility
[ref_docs\bot_ac_freedom.htm](#)
- 2 - Academic Freedom, ACC Faculty Handbook
[ref_docs\fac_hb_freedom.htm](#)
- 3 - Rights & Responsibilities, Student Handbook
[ref_docs\stu_hb_responsibilities.htm](#)

Comprehensive Standard 3.7.5

The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.

Compliant

Austin Community College is committed to the concepts of Shared Governance, as described in Board Policy C5 [\[1\]](#) and Administrative Rule 3.05.005 [\[2\]](#). See Appendix B. The Faculty Handbook [\[3\]](#) describes the college's expectations for its faculty in terms of academic matters. These expectations include serving on committees, selecting textbooks, preparing curriculum and making syllabi available to students, selecting instructional materials, revising courses and programs, advising students, participating in professional development activities, assisting with development of the budget, and scheduling course offerings. Both full-time and part-time faculty members serve on college-wide committees such as the Academic and Campus Affairs Council [\[4\]](#) and the Curriculum and Programs Committee [\[5\]](#). ACC has a Full-Time Faculty Senate [\[6\]](#) and an Adjunct Faculty Association [\[7\]](#) in which faculty may participate, providing an

additional voice in academic affairs through their respective faculty employee organizations. Presidents of the faculty associations are scheduled to address Board of Trustees at regular board meetings [8]. Faculty members are requested to serve on a variety of ad hoc committees to provide faculty input on college-wide academic affairs issues. These expectations reflect the overall philosophy of shared governance supported by the Board of Trustees [9].

Reference Documents Located on the CD:

- 1 – Board of Trustees Policy C5 - Open Communication
[ref_docs\bot_C5_communications.htm](#)
- 2 - Administrative Rule 3.05.005 - Shared Government Processes
[ref_docs\bot_communications.htm](#)
- 3 - Instructional Information for Full-Time Faculty
[ref_docs\instructional_info.htm](#)
- 4 - Academic & Campus Affairs Council
[ref_docs\academ_council.htm](#)
- 5 - Curriculum & Programs Committee
[ref_docs\curr_proc_committee.htm](#)
- 6 - Faculty Senate Purpose
[ref_docs\fac_sen_purpose.htm](#)
- 7 - Adjunct Faculty Association
[ref_docs\adjunct_assoc.htm](#)

- 8 – Board of Trustees Agenda, Report from Associations, May 1, 2006
[ref_docs\botagenda_050106.htm](#)
- 9 - Shared Governance Structure
[ref_docs\fac_sharedgov.htm](#)

Section 6: LIBRARY AND LEARNING RESOURCES

Describe library and information resources—general as well as specific to the program—and staffing and services that are in place to support the initiative. If reliant upon other libraries, describe those collections and their relevance to the proposed program(s) and include a copy of formal agreements in the appendix. Relative to electronic resources, describe how students and faculty will access information, training for faculty and students in the use of online resources, and staffing and services available to students and faculty.

The South Austin Campus full service library, scheduled to open in August 2006, will be the seventh Austin Community College library. The South Austin Campus will provide over 8,000 square feet of space for Instructional Resources Technology/Library Services. Over \$500,000 has been allocated to Library Services to provide an opening day print reference and circulating collection. These materials will include print, online, and media materials targeted to support general education and workforce classes offered at South Austin Campus; all current online materials available throughout the ACC libraries will be available at South Austin Campus, as well.

The web-based catalog [\[1\]](#), accessible on all networked computers on campuses as well as from off-campus computers, 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,

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almost 800 websites are cataloged and accessible through the ACC online library catalog.

Approved and funded personnel positions include two full time librarian positions for the South Austin Campus. These positions, Head Librarian and Reference Librarian, will be filled at the American Library Association-accredited master's level during the summer of 2006. In addition, Austin Community College Library Services has two Library Assistant positions, one Principal Library Assistant and one Library Assistant, funded and to be filled in summer 2006. One half-time Administrative Assistant position will serve South Austin Campus Library Services. These positions will fill 65% of the scheduled hours the South Austin Campus library will be open. Adjunct librarians, hourly library assistants, and student workers will staff the additional 35% of the hours the library is open, as is the practice at other full service campuses [\[2\]](#).

The new librarians at South Austin Campus will receive extensive training in the policies and procedures of the Austin Community College Library Services instruction and information literacy program. The South Austin Campus reference librarian will serve on the Austin Community College Library Services Teaching Team for the 2007 academic year and will shadow a reference librarian/teaching team member during the fall 2006 semester. Library Services Teaching Team members are currently working with department chairs, and will work closely with South Austin Campus faculty during the 2007 academic year, to determine information literacy support needs and to integrate new South Austin Campus librarians into the information literacy instruction program.

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The Instructional Resources Technology department is funded for the following full time positions for the South Austin Campus: one Instructional Design Specialist, two Instructional Resources Technology Technicians, and one Senior Computer Support Technician. These positions will be filled in summer 2006, and will staff the media center, open access computer center, and the faculty resource center.

Reference Documents Located on the CD:

- 1 - ACC Library Web Based Catalog
[ref_docs\Millennium Web Catalog.htm](#)
- 2 - Library Hours
[ref_docs\lib_hours.htm](#)

Core Requirement 2.9

The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections as well as to other learning/information resources consistent with the degrees offered. These collections and resources are sufficient to support all its educational, research, and public service programs.

Compliant

Austin Community College's Library Services (LS) provides and supports student and faculty access and user privileges to adequate library collections as well as to other learning/information resources that are consistent with the degrees offered at the college, through both ownership and formal arrangements/agreements. These

collections and resources are sufficient to support the college's educational programs, as mandated by administrative rule [\[1\]](#).

ACC's Library Services provides general collections of materials at Northridge, Rio Grande, Riverside and Eastview campuses. Library Services has received \$500,000 to start a general print and media collection for the South Austin Campus. Print reference collections are available at all six ACC campus libraries, and the print reference collection is currently being built for the South Austin Campus. The web-based catalog [\[2\]](#), accessible on all networked computers on campuses as well as from off-campus computers, 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.

Students have access to LS materials in the campus library where they are taking courses. Most materials at other ACC locations can be retrieved within two working days [\[3\]](#). Materials for ACC students are delivered to the Round Rock Higher

Education Center as well. Materials unavailable at ACC can be requested on interlibrary loan [4].

A variety of opportunities for access are available including extended hours to match classroom schedules [5], external access to e-resources [6]; and, to offer the widest possible access, Library Services staff work with the Office for Students with Disabilities (OSD) to provide Braille Library Services brochures and to schedule research appointments for students and their OSD assistants to maximize access and use of Library Services resources for all students [7].

In addition to providing and maintaining physical facilities and print collections, Library Services provides a major web presence for all ACC patrons, faculty, staff and students [8]. These ACC patrons include faculty, students and staff teaching and taking on-campus and distance learning ACC classes, all remote users, ACC faculty teaching Virtual College of Texas (VCT) courses, and distance learners enrolled in ACC or VCT classes. Access to these library resources and services is through the library's extensive website along with the Library's Online Public Access Catalog (OPAC) [9]. The OPAC offers access to more than 120,000 volumes of print, media, and computer software materials that support curriculum and instruction and that can be accessed both on and off campus. Print library materials are made accessible through intercampus/center delivery of items, faxing, e-mail and regular mail, and by telephone, as appropriate [10]. A broad range of electronic resources including full-text e-book titles in fiction, non-fiction, reference and circulating and reference materials, are also

available through the website [\[11\]](#). Off-campus/remote users must go through an authentication process in order to access these resources that include subscriptions to more than over 5,000 full-text periodicals.

Library Services works in partnership with classroom faculty and other professional staff such as instructional technologists and developers to ensure collections and resources are adequate to support the college's educational programs, i.e., "put the appropriate materials in the hands" of all ACC students, faculty and staff. As stated in Administrative Rule, *Library Services Materials Selection* [\[12\]](#), 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 distribution 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). Campus librarians work extensively with faculty in specific disciplines to build campus collections to reflect concentrations of courses and, thus, needs of faculty, staff and students. For example, a more extensive photography collection will be housed where most photography courses are taught; the Eastview Library collection focuses on materials for the Health Sciences curriculum; and our two smaller campuses, Cypress and Pinnacle, have smaller general collections. Librarians are assigned subject areas and work closely with the faculty in their subject disciplines on developing the collection. Additionally, a librarian faculty member serves

on the college-wide Curriculum and Programs Committee [\[13\]](#) so that LS can be proactive in assessing need for new curriculum materials to support new curriculum.

To further ensure materials are both adequate and relevant, bibliographers (librarians who select and order print and e-materials) conduct an annual collection assessment using a formula and participate in group and individual work with discipline-specific faculty. In addition, bibliographers review and assess the print and online collections based on discipline-related accreditation guides such as Health Sciences programs and Culinary program standards. Bibliographers with subject expertise are available to assess curriculum needs for materials acquisitions and locations against discipline-specific standards. Example: The Fredericksburg (FBG) nursing program needed a combination of print and online resources to support health sciences courses. Extension services and health sciences librarians visited FBG, assessed curriculum offerings and added print materials to be located for reference at FBG.

Additional ways in which Library Services strives to create collections that support curriculum include the following approval processes. Librarians are involved in these approval processes through:

- The Distance Learning course approval form includes a checklist of design and process elements that include questions on the presence of adequate library print and/or online support materials.

- A librarian sits on the college's Distance Learning Advisory Committee to support the discussions, design and approval of online course processes.
- ACC Library Services bibliographers are assigned to specific selection print and online collection areas and work with discipline-specific course content through department and task force meetings and work with individual faculty discipline-specific course experts.
- ACC library bibliographers involve, when possible, faculty and students in the evaluation/review of demos of discipline-specific e-resources.
 - Librarians review (typically once every 1.5 to 2 years or when the standards are finalized) relevant standards and publications to assess adequacy of materials and services [\[14\]](#).
- Bibliographers use national resources for selecting materials that include discipline specific subject guides.
- Bibliographers work in teams with discipline-specific faculty to assess/match curriculum against LS collections/accreditation visits. Example: The Culinary bibliographer works with the culinary arts faculty to ensure print and online resources match workforce/accreditation standards and needs.

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

TexShare [\[15\]](#): 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 [\[16, 17\]](#).

TexShare Cards (Loan Star Library Cards) [\[18\]](#): 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.

High School Sites [\[19\]](#): Library Services is included in college-wide contracts with the five area high schools where ACC classes are taught. These contracts offer services for evening ACC students at those locations, including the use of the high school libraries and access to the ACC library web portal. ACC LS staff members are located in the high school libraries during evening ACC hours and work with ACC students, faculty and staff and the library's web gateway on library/research assignments, general reference and obtaining print book and periodical resources. ACC LS evening library staff, offer assistance, as needed, to high school students.

Round Rock Higher Education Center (RRHEC) [\[20\]](#): ACC Library Services partners with Texas State University libraries to provide library services for ACC students,

faculty and staff that are teaching and learning at the RRHEC. This partnership includes ACC LS staff working with RRHEC Texas State library staff to offer ACC students reference, locate print resources for delivery from ACC campuses to the RRHEC, and offer information literacy to ACC classes. The Pinnacle Head Librarian also serves as the library extension services manager. In this role, she serves as liaison and planner for extension library services and, as such, coordinates the planning meetings between ACC and Texas State library services, works with RRHEC on the hiring of the TexShare library employees, trains RRHEC library employees on resources and services needed by RRHEC ACC faculty and staff and coordinates ACC's delivery services to RRHEC.

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 the CD:

- 1- Administrative Rule 4.02.003 Library Services Materials Selection
[ref_docs\lib_adminrule_402003.htm](#)

- 2 - ACC Library Web Based Catalog
[ref_docs\Millennium Web Catalog.htm](#)
- 3 - Library Frequently Asked Questions (FAQ) Page
[ref_docs\lib_request_extension.htm](#)
- 4 - Interlibrary Loan and Document Delivery
[ref_docs\ill_about.htm](#)
- 5 - Library Hours
[ref_docs\lib_hours.htm](#)
- 6 – e-books for ACC Students and Employees
[ref_docs\lib_ebooks.htm](#)
- 7 - Library Services for Students with Disabilities
[ref_docs\lib_disability.htm](#)
- 8 - Off Campus/Online Users/Distance Learning Students, Using Library Resources
[ref_docs\lib_dist_ed.htm](#)
- 9 - ACC Library Web Based Catalog
[ref_docs\Millennium Web Catalog.htm](#)
- 10 - Interlibrary Loan and Document Delivery
[ref_docs\ill_about.htm](#)
- 11 - e-books for ACC Students and Employees
[ref_docs\lib_ebooks.htm](#)
- 12 - Administrative Rule 4.02.003 Library Services Materials Selection
[ref_docs\lib_adminrule_402003.htm](#)

- 13 - Curriculum & Programs Committee
[ref_docs\curr_proc_committee.htm](#)
- 14 - Guidelines for Distance Learning Library Services, Association of College and Research Libraries
[ref_docs\ALA ACRL Standards & Guidelines.htm](#)
- 15 - Tex-Share Library Information
[ref_docs\texshare.pdf](#)
- 16 - A to Z List of Resources, ACC Library
[ref_docs/AtoZ.htm](#)
- 17 - e-books for ACC Students and Employees
[ref_docs\lib_ebooks.htm](#)
- 18 - TexShare Cards for ACC Students and Faculty
[ref_docs\texshare_about.htm](#)
- 19 - ACC High School Extension Site Libraries
[ref_docs\lib_extensions.htm](#)
- 20 - Round Rock Higher Education Center Library Services
[ref_docs\rrhec_lib.htm](#)

Comprehensive Standard 3.4.14

The institution's use of technology enhances student learning, is appropriate for meeting the objectives of its programs, and ensures that students have access to and training in the use of technology.

Compliant

Please see previous response to [Comprehensive Standard 3.4.14](#)

Comprehensive Standard 3.8.1

The institution provides facilities, services, and learning/information resources that are appropriate to support its teaching, research, and service mission.

Compliant

Austin Community College's Library Services (LS) is a college-wide library system that exists as a department within ACC's Instructional Resources Technology (IRT) division. ACC operates six campus libraries, five library centers located in area high schools, and works cooperatively with Texas State University to provide library service to ACC students in the Round Rock Higher Education Center. A seventh campus library opens at the South Austin Campus in the fall semester of 2006.

ACC Library Services is committed to providing consistent, quality services to all campus and remote user students and faculty. To deliver this model, ACC LS has chosen a centralized, highly technology-driven approach and infrastructure for all library services and organization. Campus libraries are managed by Head Librarians and all Had Librarians report to the Dean of Library Services.

All faculty librarians, full time and adjunct/part time, are trained in, and responsible for, delivering ACC LS services to both on campus and remote users. This is accomplished by:

- All librarians provide reference support through both real-time and e-mail e-support [\[1\]](#).
- All full-time librarians support the information literacy program with classroom/student presentations, in-library point-of-use reference and designing information literacy curriculum including integrated research assignments, study guides and tutorials [\[2\]](#).
- All librarians are familiar with and support integrated information instruction in ACC curriculum in such classes as English Comp I, Chemistry I, Business classes, Health Sciences classes, and developmental studies at reference desks.
- Full time librarians work in partnership with all ACC classroom faculty to design information literacy that matches/meets curriculum and student needs [\[3\]](#).
- All librarians participate in the Info Coach Service (e-coaching for classroom assignments information and research assistance) [\[4\]](#).
- One librarian (with two back up librarians) is responsible for answering e-mail reference requests within 48 hours [\[5\]](#), usually much less and, as needed, sorting out e-mails to be answered by librarians who are more expert in reference areas.
- Six librarians from across the college comprise the coordinating effort for information literacy each year. These librarians work as a team to offer information literacy instruction inside the college, to feeder high schools, and to co-enrolled students.
- All librarians encourage access to non-ACC library resources through interlibrary loan, and by providing TexShare borrower cards, which faculty and on campus and all distance learning students can use to check out materials at most academic and many public libraries across the state.

- All fulltime librarians provide workshops for ACC faculty to support instruction.

Reference Documents Located on the CD:

- 1 - Additional Faculty Services – More Information
[ref_docs\lib_librarianhelp.htm](#)
- 2 - Study Guides, Documentation, Online Tutorials
[ref_docs\lib_studyguides.htm](#)
- 3 - Additional Faculty Services in ACC Libraries
[ref_docs\lib_facservices.htm](#)
- 4 - Information Literacy @ Austin Community College, Services for Faculty
[ref_docs/lib_infoliteracy_fac.htm](#)
- 5 - Off Campus/Online Users/Distance Learning Students, Using Library Resources
[ref_docs\lib_dist_ed.htm](#)

Comprehensive Standard 3.8.2

The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.

Compliant

Austin Community College ensures that Library Services (LS) users have access to regular and timely instruction in the use of the library and other learning/information resources [1]. ACC LS provides faculty and students an extensive program of

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information literacy, study guides, research coaching, videos, e-mail, real-time reference, point-of-need assistance, and workshops [2].

ACC LS information literacy (IL) instruction, designed in partnership with classroom faculty, has been integrated into English Composition I [3], including all on-campus and distance learning classes. Additionally, LS has integrated information literacy projects into Introduction to Chemistry [4], Introduction to Business, Developmental Reading, Developmental Writing, and Introduction to Biotechnology. There also are integrated assignments in several other individual instructors' courses throughout the curriculum, including Psychology, Government and many Health Sciences courses.

To support the maintenance of the existing program and the continued design of supporting information literacy, LS also offers an active IL training program for faculty in face-to-face workshops and online training, including interactive web tutorials [5].

Library Services also offers all faculty members individualized assistance in designing research assignments. In addition, LS assists faculty in both on-campus and distance learning courses through the Info Coach Program. This program provides an Info Coach to work one-on-one with the student to provide support with classroom research assignments [6].

Reference Documents Located on the CD:

- 1 - Library Services and Programs

[ref_docs\lib_servs_progs.htm](#)

- 2 - Study Guides, Documentation, Tutorials
[ref_docs\lib_studyguides.htm](#)
- 3 - Info Game (this link is best viewed on the web – due to the heavy concentration of graphics, the link below may not work well)
[ref_docs/Info%20Game.htm](#)
- 4 – Chemistry 1411 Lab Library Research Tutorial
[ref_docs/Chemistry%201411%20Tutorial.htm](#)
- 5 - Information Literacy @ Austin Community College Services for Faculty
[ref_docs\lib_infoliteracy_fac.htm](#)
- 6 - “Info Coach” for Students”
[ref_docs\lib_infoliteracy_fac.htm](#)

Comprehensive Standard 3.8.3

The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and other learning/information resources—to accomplish the mission of the institution.

Compliant

All of Austin Community College’s full-time and part-time librarians have, at a minimum, a Master of Library Science (MLS) degree from a library science program accredited by the American Library Association. (1) In addition to the Master of Library Science degree, many of the librarians have additional coursework in various fields as well as second Masters Degrees and/or doctorates. (Graduate transcripts reflect that all librarians have graduate degrees in library science or in related fields. Transcripts for all librarians are on file in Human resources.)

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ACC assigns full-time librarians to each campus and all locations to serve face-to-face and remote users. There are additional part-time or adjunct librarian hours at each campus. Staffing needs are addressed through the Library Leadership Team meetings. When staffing needs are identified, requests are made to appropriate hiring authorities, and library staff members participate in the hiring process.

Library staff members are strongly encouraged to be active in professional organizations that include general higher education groups, library groups and technology and discipline-specific groups.

Reference Documents Located on the CD:

- 1 - The Roster of Library/Learning Resource Staff, Appendix D
[appendicesA-E.doc](#)

7. PHYSICAL RESOURCES

Provide a description of physical facilities and equipment to support this initiative. Assess the impact that the proposed change will have on existing programs and services.

Austin Community College (ACC) operates and maintains physical facilities that are adequate to serve the needs of the institution's education programs, support services, and mission related activities. Each of its six major campuses is a comprehensive campus providing a general education core curriculum, developmental education, and specialized workforce programs. Approximately 25% of ACC students live in South Austin and attend classes at campuses throughout the ACC district [\[1\]](#). To better serve the educational needs of the taxpayers in the southern part of the city and to alleviate section level overcrowding at the other campuses, ACC decided to build a small comprehensive campus in South Austin. The South Austin Campus (SAC) is scheduled to open for classes in fall 2006.

The campus sits on 5.44 acres and will initially contain 86,382 gross square feet in a three story building; the site offers the potential for constructing another building in the future. There will be 104 parking spaces at grade and a parking structure providing 363 spaces for students, staff, and faculty. The campus will use landscaping to soften the impact of these buildings on the adjacent neighbors as well as to provide outdoor gathering areas for faculty and students. As with all of our newer and expanding campuses, this campus will have a large multi-purpose room that will be used for a variety of campus and community events. The building design approach is to make this campus a welcoming and permanent part of the community [\[2\]](#).

As one of ACC's comprehensive campuses, South Austin Campus will have the following physical resources:

- Fifteen general purpose classrooms: Each classroom will have state-of-the art media teaching stations including a computer with video input and internet connections, a DVD/VHS player, a monitor and screen projector, amplifiers with speakers, and wireless connectivity that will meet current and future technology needs.
- Two general purpose classrooms with 30 computers around the perimeter of the classrooms. These classrooms will be used by faculty who wish to have computers as part of their regular instructional strategies.
- Two science labs for biology, including anatomy and physiology; microbiology; and chemistry courses with adjacent prep, storage, and lab tech offices.
- Three computer labs for computer studies courses, business, office administration, and accounting courses, and student open access.
- Three visual communications computer labs
- One Interactive Video Classroom
- An 8,200 sq. ft. state-of-the art library (see section on Learning resources)
- A 2,000 sq. foot Learning lab that will provide free small group and one-on-one tutoring services; 56 computers with supplementary instructional software; and study skills workshops; and an adjacent 950 sq. foot computer lab for student supplementary instruction and small class instruction.
- A 1,300 sq foot academic testing center that will accommodate student testing for approved on-campus courses, distance learning and on-line courses.

- A 1,400 sq foot multi-purpose room for campus and community activities and events.
- A 1,900 sq foot student commons area adjacent to outdoor student areas and a small café.
- Approximately 4,600 sq ft. devoted to comprehensive student support services including admission, cashier office, financial aid, student assessment, counseling and advising, career support center, university transfer support services, support services for students with disabilities, and student life functions.
- Approximately 2,400 sq ft. designated for adjunct faculty office space and support services
- Approximately 4,400 sq ft. designated for full-time faculty office space and support services.
- A campus bookstore
- Campus administrative offices, campus mail room, and campus duplication services
- A campus police office with security services available days, evenings, and weekends.

The operational needs of the SAC have been anticipated and adequate resources have been approved through the Master Plan and Budget processes such that there will be no negative effect on the other campuses. Adequate resources have been allocated to the South Austin Campus for new faculty and staff to provide a full range of services to

students. The South Austin Campus will have a positive impact on college-wide enrollments.

Reference Documents Located on the CD:

- 1 - 12th Class Day Data Headcount by Zip Code, ACC Fact Book, p. 43
[ref_docs\fb05-06_sec03_16-21pdf.pdf](#)
- 2 - Project Status, South Austin Campus
[ref_docs\sac_status.htm](#)

Core Requirement 2.11

The institution has a sound financial base, demonstrated financial stability, and adequate physical resources to support the mission of the institution and the scope of its programs and services. The member institution provides the following financial statements: (a) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a system wide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide; (b) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (c) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board. Audit requirements for applicant institutions may be found in the Commission policy "Accreditation Procedures for Applicant Institutions."

Compliant

Austin Community College has a sound financial base, demonstrated financial stability, and adequate physical resources to support the mission of the institution and the scope of its programs and services.

ACC's financial base and financial stability are built on:

- State appropriations provided biennially by the Texas legislature
- Tuition and fees from students
- The college's authority to levy ad valorem property taxes in its taxing district.

Each source provides approximately one-third of the colleges revenues. The diversity of the college's funding sources allows the ACC Board of Trustees to increase funding from taxes and tuition/fees in the event that downturns in the state economy reduce state appropriations. The diversity of funding also provides financial stability for the district. The college provides adequate physical resources through its authority to call tax referendums issuing general obligation debt and its authority to issue revenue debt that is supported by pledged revenues of the college. ACC's ability to respond to difficult times through its multiple funding options demonstrates a strong and stable financial base for supporting the college's mission and programs.

ACC is also expanding its financial resources through the ACC Foundation [\[1\]](#), a separate non-profit organization. In addition to raising funds for scholarships, the Foundation is currently working with a noted consultant to formulate and plan a capital campaign to provide funding to enhance excellence in its mission and programs.

ACC provides an institutional audit and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to

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operations for the most recent year [\[2\]](#). The audited financial statements both document and demonstrate ACC's annual financial condition and stability, and are prepared in accordance with Governmental Accounting Standards promulgated by the Governmental Accounting Standards Board (GASB) and the Annual Financial Reporting requirements required by the Texas Higher Education Coordinating Board [\[3\]](#).

In 2003, ACC began preparing its audited financial statements to comply with the Government Finance Officers Association (GFOA) criteria for comprehensive annual financial reports. In addition to the required annual GASB financial statements showing the college's annual operating revenues, expenses, and net assets available for future operations, the GFOA requirements call for a statistical data section showing ten year histories of ACC's revenues, tax collections, debt levels, and other financial statistics designed to provide the public with historical evidence of the College's financial base and stability and a pattern for determining prospects for the future. The college will continue to submit its annual financial report to the GFOA to ensure continued excellence in documenting its financial base, stability, and condition to the public and others interested in the college's finances.

ACC also regularly reports its financial results to the public on a monthly basis through financial statements prepared by college staff and presented to the Board of Trustees [\[4\]](#).

ACC's physical resources are adequate. Currently, ACC is expanding its physical resources, pursuant to a master plan through a \$99.5 million general obligation bond issue approved by voters in 2003. The college is using the funds to construct the South Austin Campus in the southern part of its taxing district, to add three new buildings to expand existing campuses, and to renovate existing facilities [5].

Through a consultant firm, the college is currently expanding its facilities master plan to ensure it will meet regional educational needs for the future. The facilities master plan update will review demographic trends, growth patterns, and transportation corridors in order to identify efficient strategies for expanding existing facilities and locating new campuses. The facilities master plan update is expected to be completed in fall 2006 [6, 7]. After completion, the college will develop or update individual campus facilities master plans to inform subsequent bond issues for physical resource expansion. ACC also operates educational centers around its service area in conjunction with area high schools to provide classroom facilities in geographic areas where commuting may not be practical for the students. ACC is collaborating with Texas State University San Marcos in sharing a new Round Rock Higher Education Center [8] in Round Rock, Texas. This location is in the northern part of the ACC service area, providing additional physical capacity in that area for both ACC and Texas State students.

ACC prepares an annual budget [9] that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the Board of Trustees. The college's annual budgeting process follows a prescribed schedule developed by the

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administration and published in the Board of Trustees meeting calendar. The annual budget process begins with an update of the district wide Master Plan to ensure linkage between master planning and the budget process. The budget process is subject to continual analyses and comparison with both actual operating results from the previous and current year, and incorporates estimates for the coming fiscal period from objective external sources including tax appraisal information and state appropriations from legislative documents. As the budget process progresses, the budget is presented to the Board of Trustees on multiple occasions. These presentations contain the information to date, ensure public oversight, and ensure that sound fiscal procedures are being followed. The ACC Board of Trustees has final approval of the budget [10].

Reference Documents Located on the CD:

- 1 - About the Foundation, Austin Community College Foundation
[ref_docs\acc_foundation.htm](#)
- 2 - Comprehensive Annual Financial Report for the Fiscal Year Ended August 31, 2005
[ref_docs\comp_finrpt05.pdf](#)
- 3 - FY 2005 Budget Requirements and Annual Financial Reporting Requirements for Texas Public Community and Junior Colleges, Texas Higher Education Coordinating Board
[ref_docs\0854.pdf](#)
- 4 - Board of Trustees Agenda, Financial Report, April 3, 2006
[ref_docs\FinRpt040306.pdf](#)

- 5 - Facilities, ACC Master Plan 2004-2006
[ref_docs\mp_47-53.pdf](#)
- 6 - Board of Trustees Agenda, Item 8114, September 6, 2005
[ref_docs\8114.pdf](#)
- 7- Board of Trustees Agenda, Report to the Board, April 3, 2006
[ref_docs\FacMPRpt.pdf](#)
- 8 - Round Rock Higher Education Center Website
[ref_docs\tex_state.htm](#)
- 9 - ACC Budget Office Web Site
[ref_docs\bud_office.htm](#)
- 10 - Board of Trustees Agenda, Item 8209, April 3, 2006
[ref_docs\bot_agenda8209.pdf](#)

Comprehensive Standard 3.10.7

The institution operates and maintains physical facilities, both on and off campus, that are adequate to serve the needs of the institution's educational programs, support services, and other mission-related activities.

Compliant

Austin Community College operates and maintains physical facilities that are adequate to serve the needs of the institution's educational programs, support services, and mission-related activities. ACC operates six full time campuses and a business center to provide instruction. The college recently expanded the Eastview Campus; it is currently constructing a seventh full time campus, the South Austin Campus; and is

expanding the existing Cypress Creek campus significantly. The South Austin Campus will be completed in 2006; and the expansion of the Cypress Creek Campus will be completed in 2007. The new construction was enabled by ACC's successful general obligation bond election in 2003.

All full time campuses, as will the South Austin Campus, provide resources for supporting ACC students. These facilities include interactive video classrooms, open access computer labs, libraries/learning resource centers, testing centers, learning labs and other educational support services facilities.

8. FINANCIAL SUPPORT

Provide a business plan that includes the following: (a) a description of financial resources to support the change, including a budget for the first year (a three-year budget is requested for new branch campuses); (b) projected revenues and expenditures and cash flow; (c) the amount of resources going to institutions or organizations for contractual or support services; and (d) the operational, management, and physical resources available for the change. Provide contingency plans if required resources do not materialize. For consolidations/mergers, and for institutions currently on sanction with the Commission for financial reasons, provide a copy of the most recent audit (audits from all institutions involved in consolidations/mergers).

Austin Community College (ACC) is constructing the new South Austin Campus (SAC), which will be its seventh campus location. The SAC will be approximately 86,382 square feet with a project budget of \$21.5 million. Funding for this campus was approved by the voters as part of a successful \$99.5 million General Obligation Bond election in May, 2003. The use and source of funds for the SAC is as follows:

South Austin Campus Construction Budget

<u>Use of Funds</u>	<u>Sources of Funds</u>	<u>Amount</u>
Building	2003 G.O Tax Bonds	\$14.7 million
Furn. & Equip.	2003 G.O Tax Bonds	\$ 2.7 million
Design Fees	2003 G.O Tax Bonds	\$ 1.9 million
Other Costs	2003 G.O Tax Bonds	\$ 1.3 million
<u>Contingency</u>	<u>2003 G.O Tax Bonds</u>	<u>\$ 0.9 million</u>
Total Projected Budget		\$21.5 million

The three year projected operating budget allocations as approved in the Master Plan 2006-08 for the South Austin Campus are as follows:

South Austin Campus Operating Budget

<u>Item</u>	<u>FY2006*</u>	<u>FY2007</u>	<u>FY2008</u>	<u>Funding Source</u>
Faculty Salaries		\$3,000,000	\$3,120,000	Operating Budget
Other Salaries	\$218,140	\$2,016,493	\$2,200,623	Operating Budget
Operational Cost	\$212,318	\$1,013,113	\$1,013,113	Operating Budget
LS Materials	\$559,715			Operating Budget
Total Allocation	\$990,173	\$6,029,606	\$6,333,736	

* FY2006 only includes 2 months of operating costs and some start up costs. Classes begin fall 2006; FY2007 will be the first full year of operations at the South Austin Campus.

There are no resources going to institutions or organizations for contractual or support services.

Core Requirement 2.11

The institution has a sound financial base, demonstrated financial stability, and adequate physical resources to support the mission of the institution and the scope of its programs and services. The member institution provides the following financial statements: (a) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a system wide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide; (b) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (c) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board. Audit requirements for applicant institutions may be found in the Commission policy "Accreditation Procedures for Applicant Institutions."

Compliant

Please see previous response to [Core Requirement 2.11](#)

Comprehensive Standard 3.10.1

The institution's recent financial history demonstrates financial stability.

Compliant

Financial statements indicate that Austin Community College is solvent and that the college experienced no significant fluctuations in revenue or expenses since FY 2003 [\[1, 2, 3\]](#). During the past three years, revenues have increased, on average, by 11.4%, while expenses have increased, on average by 8% per year since FY 2003.

Unrestricted assets have been relatively stable and have averaged \$4 million or 7% of total net assets over the past three years. The year to year change in unrestricted assets has ranged from a high of 16% to 11%, the change experienced in 2005 over the 2004 amount.

ACC receives its funds from three primary sources: state funding, property taxes, and student tuition and fees. Federal grants account for a small percentage of revenue, and those funds can be used for specific purposes only, as defined in the grant guidelines.

Revenues from property taxes have increased over the past few years due to a graduated increase in both the ad valorem tax rate (assessed by ACC's Board of Trustees) and an increase in the assessed value of properties in the district (set independently of the ACC Board), while state appropriations have been reduced due to decreased state funding of employee benefits. Tuition rates, which are also set by the college's Board of Trustees, have increased since FY 2003. In FY 2006, in-district rates

remained at the FY 2005 level, while out-of-district and out-of-state rates increased by 5.2% and 2.7%, respectively. State appropriations have been declining since 2002 as a percent of total revenue. Property tax and tuition rate increases have partially absorbed the impact made by state reductions.

Finally, the college has been, and continues to be, in compliance with Board Policy G-6 as revised May 3, 2004 [4]. The policy requires maintenance throughout the fiscal year of unallocated cash levels of at least 8% of budgeted total annual expenses, plus the amount of accounts payable. The college's cash flows have consistently been sufficient relative to meeting its financial obligations when they come due.

Reference Documents Located on the CD:

- 1 - Comprehensive Annual Financial Report for the Fiscal Year Ended August 31, 2005
[ref_docs\comp_finrpt05.pdf](#)
- 2 - Comprehensive Annual Financial Report for the Fiscal Year Ended August 31, 2004
[ref_docs\comp_finrpt04.pdf](#)
- 3 - Annual Financial and Compliance Report for the Years Ended August 31, 2003 and 2002
[ref_docs\comp_finrpt03.pdf](#)
- 4 - Board of Trustees Policy G-6 - Cash Reserves
[ref_docs\G6.pdf](#)

Comprehensive Standard 3.10.2

The institution provides financial statements and related documents, including multiple measures for determining financial health as requested by the Commission, which accurately and appropriately represent the total operation of the institution.

Compliant

Austin Community College complies with all Commission requests for information.

Each year the college submits its *Institutional Enrollment Profile* in the fall and the *Institutional Financial Profile* in the summer.

At ACC, financial statements that comply with Governmental Accounting Standards (GASB) 34/35 are specifically designed to not only provide a current picture of a college's financial condition, but also to provide an assessment of future ability to continue operations and meet future obligations. In addition, the financial information in the audited financial statements [\[1\]](#) is the only information subjected to examination by independent professionals certified to perform financial audits. ACC provides its annual financial report as the official source of reliable financial information to the public [\[2\]](#).

As stated in the response to Comprehensive Standard 3.10.1, the college has been financially stable during the past three years and continues to monitor its financial position on a monthly basis during each fiscal year. Budgets are established in the accounting system and are monitored via system budget statements. Monthly budget reports reflecting original vs. actual amounts as well as projected revenue and expense data for the remaining months of the fiscal year are prepared and presented to the college's Board of Trustees on a monthly basis. In addition, monthly reports

Note: Numbered hyperlinks in the narrative go to a live website and require an internet connection. Links in the Reference Documents section go to documents on the CD and do not require an internet connection.

summarizing plant fund projects and indirect costs and administrative allowances for restricted accounts are also reported.

Reference Documents Located on the CD:

- 1 - FY 2006 Financial Statements, Financial Statements Website
[ref_docs\fy06_fin_stments.htm](#)
- 2 - Comprehensive Annual Financial Report for the Year Ended August 31, 2005
[ref_docs\comp_finrpt05.pdf](#)

Comprehensive Standard 3.10.3

The institution audits financial aid programs as required by federal and state regulations.

Compliant

The financial aid programs are audited each year as part of the annual audit. The audit is conducted in accordance with government auditing standards, the Single Audit Act (Public Law 104-106) and OMB Circular 133 [\[1, 2, 3\]](#).

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.

Reference Documents Located on the CD:

- 1 - Comprehensive Annual Financial Report for the Fiscal Year Ended August 31, 2005
[ref_docs\comp_finrpt05.pdf](#)
- 2 - Comprehensive Annual Financial Report for the Fiscal Year Ended August 31, 2004
[ref_docs\comp_finrpt04.pdf](#)
- 3 - Annual Financial and Compliance Report for the Years Ended August 31, 2003 and 2002
[ref_docs\comp_finrpt03.pdf](#)

Comprehensive Standard 3.10.4

The institution exercises appropriate control over all its financial and physical resources.

Compliant

Austin Community College's Board of Trustees, the President, and the Vice President for Business Services are the primary agents of control over the college financial resources.

As expanded upon in 3.10.2, the budget results are prepared and reported on a monthly basis by the office of the Vice President for Business Services. That office also monitors the budget for any variances during the fiscal year [\[1\]](#).

Additionally, the Vice President's office oversees investment of ACC funds in accordance with appropriate provisions of the Texas Government Code governing the investment of public funds [\[2\]](#). The college has contracted with an external investment advisor to ensure professional management of college investments and compliance with the Texas Public Funds Investment Act.

Within this act are conditions granting investment discretion as well as a list of authorized and prohibited investments. Investment priorities and strategies are included in the information given to the Board of Trustees as part of the quarterly investment reports from the Vice President for Business Services [\[3\]](#). Independent auditors report annually on compliance with governing regulations in the college's annual audited financial statements [\[4\]](#).

As noted above, many financial policies are governed by specific regulations. ACC's procedures are maintained within the Administrative Rules [\[5\]](#) in support of the Board of Trustee policies [\[6\]](#). ACC has in place adequate procedures for the management of cashing processes and maintains its internal control procedures for safeguarding cash and other assets pursuant to Board policies, under the direction of the Vice President for Business Services [\[7\]](#).

The college has established the necessary controls and procedures to ensure proper management of its purchasing and inventory functions under the direction of the Vice President of Business Services. ACC maintains a centralized purchasing and inventory

control system supported by online and manual controls. Purchasing operations are performed in accordance with policies and procedures set by the Texas Building and Procurement Commission (TBPC) [8], the Board of Trustees Policies [9], and Administrative Rules [10,11,12,13]. ACC purchases a large portion of supplies and equipment from the TBPC and other cooperative purchasing networks.

In FY 2004, the college contracted with an inventory consulting firm to conduct a district-wide inventory of its equipment that resulted in an accurate listing of all fixed assets which the college used to adjust its records accordingly. The college utilized this firm again in February 2006, to conduct another inventory, the results of which have not been received as yet. The college is developing written procedures for internal inventory control and maintenance and anticipates completion of these procedures in FY 2006.

Reference Documents Located on the CD:

- 1 - Board of Trustees Policy G-1 - College Budget
[ref_docs\bot_g1.htm](#)
- 2 - Texas Public Funds Investment Act
[ref_docs\investment_code.htm](#)
- 3 - Investment Disclosure
[ref_docs\investmentdisclosure.htm](#)
- 4 - Comprehensive Annual Financial Report for the Fiscal Year Ended August 31, 2005
[ref_docs\comp_finrpt05.pdf](#)

- 5 - Administrative Rule 7.01.001 - Controllership Function: Collection, Deposit and Disbursement of College and Grant Funds

[ref_docs\college_bdgt.htm](#)

- 6 - Board of Trustees Policy E-6 – Investments

[ref_docs\E6.pdf](#)

- 7 - Miscellaneous College Income, ACC Procedures

[ref_docs\NO2_miscellaneous_college_income_9_30_05.pdf](#)

- 8 - Texas Building and Procurement Commission

[ref_docs\tbpc_state_tx.htm](#)

- 9 - Board of Trustees Policy G-2 – Purchasing

[ref_docs\G2.pdf](#)

- 10 - Administrative Rule 7.02.001 – Purchasing

[ref_docs\AR_Purchasing.htm](#)

- 11 - Administrative Rule 7.02.002 – Contractors: Consultant Services, Professional Services & Honoraria

[ref_docs\adminrule_purchasing.htm](#)

- 12 - Administrative Rule 7.02.003 – Contracts

[ref_docs\ar-g2.pdf](#)

- 13 - Administrative Rule 3.03.001 – Equipment Inventory

[ref_docs\3.03.001.pdf](#)

Comprehensive Standard 3.10.5

The institution maintains financial control over externally funded or sponsored research and programs.

Compliant

Austin Community College uses the same internal human resource, financial management and internal control policies for both internally and externally funded activities [\[1\]](#). This ensures that external funds are subject to all the same applicable laws, regulations, and policies required of internally funded activities.

In addition, externally funded programs are also subject to the specific requirements of the funding source [\[2\]](#). These requirements are reviewed and approved during the application for funding stage to ensure that requirements do not exist that might compromise controls and standards of the institution.

The college uses external source documents for applicable financial policies and publications such as those from the Governmental Accounting Standards Board (GASB), National Association of College and University Business Officers (NACUBO), Federal Office of Management and Budget (OMB) [\[3, 4, 5\]](#), American Institute of Certified Public Accountants (AICPA), and the Texas Higher Education Coordinating Board (THECB), to ensure that policies and procedures are compliant and current.

In addition, the college's annual financial audit includes a section required by the Federal Single Audit Act to ensure that externally sponsored funds are accounted for in

a manner consistent with applicable generally accepted accounting principles, and institutional policies and procedures [6].

The college maintains accounting and management staff within the business area reporting to the Vice President of Business Services that specializes in external funds administration and financial controls. The staff ensures that the reporting requirements of each funding source are complied with in a timely manner. Job requirements for staff include accounting and financial educational requirements. The staffs work closely with executive business administration who hold business degrees and Texas CPA certifications.

In addition, college management staffs in the area for which external funds are acquired, maintain budget authority and supervision over external funds. These staffs hold degrees and the educational requirements pertinent to their areas. The combination of program expertise and specialized business services department staff support for programs ensures the appropriate level of management control over external funds.

Reference Documents Located on the CD:

- 1 - Overview of the Grant Cycle, ACC Business Procedures
[ref_docs\grantoverview_11_29_05.pdf](#)
- 2 - College and Universities Rate Agreement
[ref_docs/AA_RateAgreement.pdf](#)

- 3 - Audits of States, Local Governments, & Non-Profit Organizations, U.S. Office of Management and Budget Circular No. A-133
[ref_docs\us_bud.htm](#)
- 4 - Uniform Administrative Requirements for Grants and Agreements With Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations, U.S. Office of Management and Budget Circular No. A-110
[ref_docs\us_bud2.htm](#)
- 5 - Cost Principles for Educational Institutions, U.S. Office of Management and Budget Circular No. A-21
[ref_docs\us_bud3.htm](#)
- 6 - Comprehensive Annual Financial Report for the Fiscal Year Ended August 31, 2005
[ref_docs\comp_finrpt05.pdf](#)

9. EVALUATION AND ASSESSMENT

Describe how the institution assesses overall institutional effectiveness as well as the means used to monitor and ensure the quality of the degree program(s), off-campus site(s), or other changes. Summarize procedures for systematic evaluation of instructional results, including the process for monitoring and evaluating programs at the new site, as well as using the results of evaluation to improve institutional programs, services, and operations. For distance learning instruction or compressed time frames, describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

The South Austin Campus is the seventh campus location of Austin Community College, which operates as one college [1]. ACC assesses overall institutional effectiveness and monitors and ensures the quality of degree programs at all its campus locations through a comprehensive, integrated institutional effectiveness process that leads to improvement [2]. This process includes the college's Assessment/Evaluation processes, Reporting processes, Planning processes, and Change processes [3]. All instructional programs and administrative and educational support services, regardless of their campus location, participate in these college-wide processes focused on continuous improvement and achievement of Austin Community College's mission. Each of these processes is discussed in detail below, under our response to Core Requirement 2.5.

The Instructional Program Review process and the Unit-Level Effectiveness Assessment Documentation process are the vehicles by which ACC monitors and ensures the quality of degree programs at all Austin Community College campus locations.

Instructional Program Review [\[4\]](#), as required by Board Policy E-5 [\[5\]](#), is a comprehensive process that examines the effectiveness and efficiency of instructional programs for the purpose of systematically and regularly gathering and analyzing both qualitative and quantitative data to facilitate continuous improvement, guide resource allocation, and assist the administration and Board in making decisions about programs. Instructional Program Review is conducted on a four-year cycle. Each year, approximately 20 (or ¼ of all) programs are selected from the Program Review Schedule to participate in an intensive review of their program and complete a "self-study" report that is presented to the Deans and instructional Vice Presidents, as well as the Board of Trustees and interested community members [\[6\]](#). Additionally, programs must submit a program status report [\[7\]](#), summarizing their analysis of the program's performance relative to eight criteria listed in Board policy, and a quality improvement plan [\[8\]](#), identifying the goals the program has set for the improvement of delivery and outcomes of the program. For each year in which an intensive review is not required, the department chair for the program updates the quality improvement plan [\[9\]](#), reporting the progress the program has made in implementing its improvement goals and revising goals based on current conditions.

Austin Community College's Unit-Level Effectiveness Assessment Documentation (U-LEAD) process focuses on the assessment and improvement of program and student learning outcomes. Each year, instructional programs and functional area cluster groups provide or update documentation of their effectiveness assessment activities, including their purpose statement, an assessment plan, an improvement plan, and an

assessment summary report. The assessment summary is an analysis of the unit's assessment activities for the year. It summarizes the strengths and weaknesses identified through the unit's assessments, improvements that were implemented, the accomplishments achieved as a result, and the challenges the program or functional area cluster group still needs to address. Information from U-LEAD documentation is used to inform planning for instructional programs via the credit instruction functional area cluster group and for administrative and educational support services via the other functional area cluster groups. Examples of instructional program U-LEAD documentation are linked here: [\[10\]](#) [\[11\]](#) [\[12\]](#) [\[13\]](#) [\[14\]](#) [\[15\]](#) [\[16\]](#) [\[17\]](#)

Reference Documents Located on the CD:

- 1 - Board of Trustees Policy C-2 – College Organizational Principles
[ref_docs\bot_C2_priciples.htm](#)
- 2 - Institutional Effectiveness Web Site
[ref_docs\oie_ie.htm](#)
- 3 - Institutional Effectiveness Overview Chart
[ref_docs\ieover.pdf](#)
- 4 - Instructional Program Review Web Site
[ref_docs\ipr.htm](#)
- 5 - Board of Trustees Policy E-5 - Review of Instructional Programs
[ref_docs\bot_E5.htm](#)
- 6 - Instructional Program Review Summary Report - Child Development
[ref_docs\chcd_ips.pdf](#)

- 7 - Instructional Program Review Status Report – Child Development
[ref_docs\chcd_psf.pdf](#)
- 8 - Instructional Program Review Quality Improvement Plan – Child Development
[ref_docs\chcd_qip.pdf](#)
- 9 - Instructional Program Review Quality Improvement Plan Update -
Anthropology
[ref_docs\anth_qip1.pdf](#)
- 10 - Art Assessment Plan for 2005
[ref_docs\art_asmt_imprv_plan.pdf](#)
- 11 - Annual Assessment Summary Report – Art
[ref_docs\art_summary.pdf](#)
- 12 - Emergency Medical Services Assessment Plan for 2005
[ref_docs\lems_asmt_imprv.pdf](#)
- 13 - Annual Assessment Summary Report - Emergency Medical Services
[ref_docs\lems_summary.pdf](#)
- 14 - Foreign Language Assessment Plan for 2005
[ref_docs\fofa_asmt_imprv.pdf](#)
- 15 - Assessment Summary Report - Foreign Language
[ref_docs\fofa_summary.pdf](#)
- 16 - Visual Communication Design Assessment Plan for 2005
[ref_docs\vis_com_asmt_imprv.pdf](#)
- 17 - Annual Assessment Summary Report – Visual Communication Design
[ref_docs\vis_com_summary.pdf](#)

Core Requirement 2.5

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement and (b) demonstrates that the institution is effectively accomplishing its mission.

Compliant

Please see previous response to [Core Requirement 2.5](#).

Comprehensive Standard 3.3.1

The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.

Compliant

Please see previous response to [Comprehensive Standard 3.3.1](#).

APPENDICES

Appendix A: At A Glance

<http://www.austincc.edu/sacs/2006/AppendicesA.doc>

Appendix B: Organizational Chart

<http://www.austincc.edu/sacs/2006/AppendicesB.doc>

Appendix C: Shared Governance

<http://www.austincc.edu/sacs/2006/AppendicesC.doc>

Appendix D: Library Staff

<http://www.austincc.edu/sacs/2006/AppendicesD.doc>

Appendix E: Faculty Qualifications

<http://www.austincc.edu/sacs/2006/AppendicesE.doc>

Appendix F: Faculty Roster

<http://www.austincc.edu/sacs/2006/AppendixF.xls>