

INSTITUTIONAL EFFECTIVENESS REPORT 2016

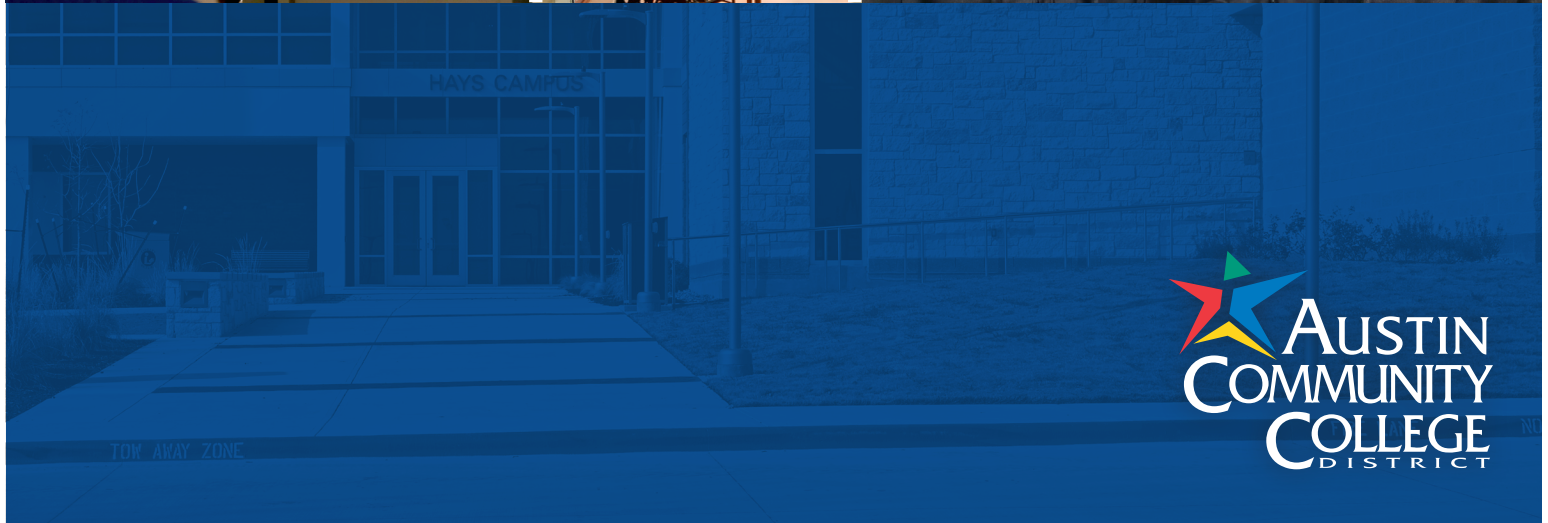


TABLE OF CONTENTS

Goal 1

Increase student success and equity 7

Goal 2

Prepare a world-class workforce and expand regional economic growth 21

Goal 3

Recruit and maintain outstanding faculty, staff, and administration..... 41

Goal 4

Support sustainable improvement of college operations..... 53

Goal 5

Increase relationships with community, state, national, and international partners..... 63



GOAL 1

Goal 1

Increase student success and equity.

Overview

To increase student success, ACC must make institutional improvements to smooth and improve processes for student entry, progress, and completion. To increase student equity, the college must close any achievement gaps among student groups.

Strategies

1. Expand partner programs with high schools.
2. Improve students' college readiness.
3. Develop strategic recruitment and enrollment management plans.
4. Set benchmarks and measure results to improve student services.
5. Improve students' first-year experience.
6. Expand partner programs with universities.
7. Strengthen communication with both internal and external audiences.

MEASURES

1. Increase successful course completions by 2 percent.
2. Increase persistence from fall to spring by 3 percent.
3. Increase persistence from fall to fall by 3 percent.
4. Increase development education sequence completions by 10 percent.
5. Increase completions of 15 credits by 10 percent.
6. Increase completions of 30 credits by 10 percent.
7. Increase certificate and/or degree completions by 20 percent.
8. Increase placement rates (transfer, military, and employment) by 5 percent.

Goal 1 activities and results are addressed in the following 2015 Student Success Outcomes Report.



Evaluating 4 Key Areas

Connection | Entry | Progress | Completion

For more than 40 years, Austin Community College District has provided affordable, open access to higher education and training for Central Texans. Today, more than 41,000 credit students and 15,000 noncredit students attend ACC to further their education, learn new job skills, or advance their career.

In recent years, the college has redoubled its efforts to ensure that this access to higher education is accompanied by student achievement. The college has sought to improve student outcomes through a multi-pronged approach addressing topics including college-readiness, student persistence, success and equity, and degree/certificate completion. The efforts are paying off: Degree, certificate, and other award completions have risen 71 percent since AY 2010. ACC has become a top choice for area high school graduates and a valued partner to local employers.

Meanwhile, studies continue to point to the necessity for a postsecondary education in today's workforce. Increasing the number of students earning a postsecondary certificate or degree is not only good for individuals, but also for communities.

ACC has launched several interconnected initiatives designed to help more students earn a credential that will lead to gainful employment or university transfer. These initiatives align with four critical areas of the student's college experience:

- Connection, a time when students gain an interest in college and qualify for enrollment;
- Entry, when students enroll, choose an academic goal, remediate if necessary, and successfully complete their gateway college-level courses;
- Progress, when students persist from semester to semester and receive support as needed; and
- Completion, when students successfully complete their academic goals and obtain a credential that is valued in the labor market, or transfer for further study toward a bachelor's degree at a university.

This report highlights a few of ACC's recent accomplishments in these four areas and provides a baseline for measuring our progress.

Connection

High School Transition

Research indicates students are more likely to complete a degree if they enroll in postsecondary education directly after high school. While about 90 percent of area graduates intend to do that, about 62 percent actually do.

Moreover, while the number of students graduating from service-area high schools has increased slightly over the past four years, the number of graduates who enroll at ACC in fall after high school remains about the same, averaging 2,741 each year.

DTC70

To provide a clear pathway for high school students, ACC is expanding dual-credit opportunities, providing college-going data to high schools so

they can target their efforts, and offering resources to help students prepare for college-readiness assessments and complete admissions and financial aid applications.

ACC also is participating in the Direct-to-College Achievement Plan, or DTC70, a first-of-its-kind endeavor involving the Austin Chamber of Commerce, the University of Texas Ray Marshall Center, several Central Texas businesses, and nine school districts. The group wants 70 percent (the national average) of area seniors to enroll in college right after high school by the Class of 2016 — about 1,400 more than enrolled in 2014.

Recruiting Support

Several ACC initiatives support the DTC70 goal. The College Destination Center, which opened

in June at the Highland Business Center, offers in-person help with college application and enrollment steps.

ACC recruitment advisors also provide one-on-one assistance through office hours at more than 60 area high schools, and recruiters are regularly available to answer questions via text, email, and phone.

A customer relationship management (CRM) system will strengthen these efforts by enabling the college to track prospective students from their initial inquiry through enrollment and correspond with them through automated, personalized communications. The system will collect real-time data to help ACC understand and respond to enrollment trends.



Students are more likely to complete a degree if they enroll in postsecondary education directly after high school. While about 90 percent of area graduates intend to do that, only about 62 percent actually do.

High School Programs

ACC offers several options that enable high school students to earn credits toward a college degree.

Dual Credit

Dual-credit enrollment increased 36 percent over five years. ACC currently is working with school district partners to transition more workforce courses to dual credit.

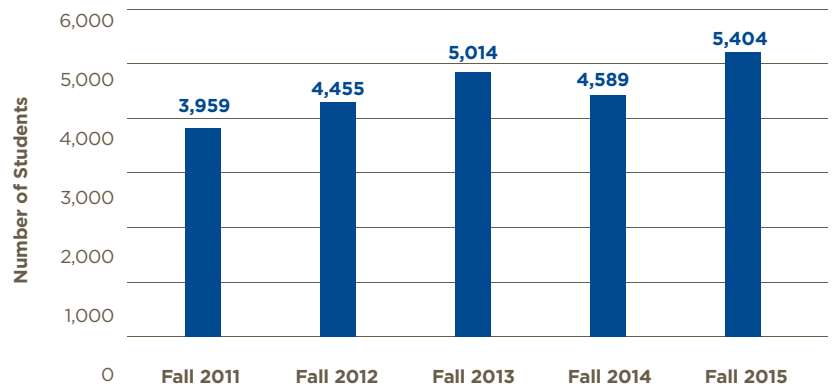
Early College High Schools

Early college high schools provide opportunities for students to earn an associate degree by the time they graduate from high school. The college began with two ECHS partnerships and 287 students in 2011 and expanded to eight partnerships with 437 students in 2015, an increase of 52 percent. Additional partnerships are planned.

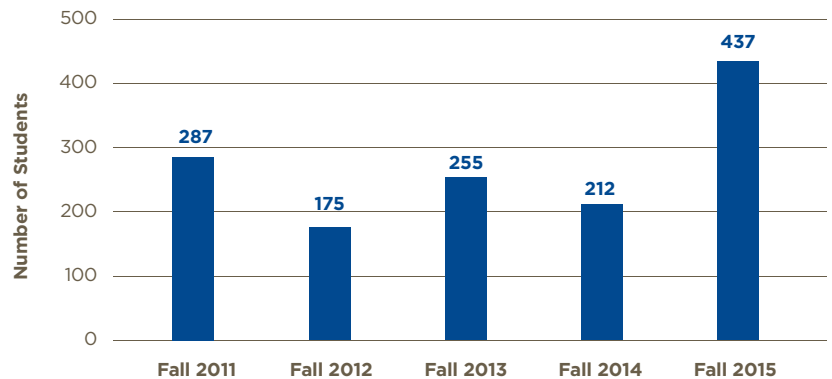
Career Academies

Dual-credit career academies allow high school students to earn career-technical certificates in high-demand careers. The ACC IT Academy opened fall 2015 for Austin and Del Valle ISD students. An ACC Health Sciences Academy will launch in fall 2016, and plans continue for additional career academies.

ACC Dual Credit Enrollment



ACC Early College High School Enrollment



Adult Basic Education

ACC provides Adult Basic Education (ABE) programs for area residents with less than a high school education. Two primary ABE programs are GED Preparation and English as a Second Language (ESL). The Adult Education Division also offers the Career Pathways and Transitions programs to expand students' access to career training and college transition support respectively.

GED Preparation and ESL

The number of students earning their GED each year has increased 40 percent, from 349 students in FY 2011 to 488 in FY 2014. Students in the ESL program place at varying levels of proficiency in English. Over the past five years, an average of 64 percent of ESL students have improved their proficiency by one or more levels each year.

Career Pathways

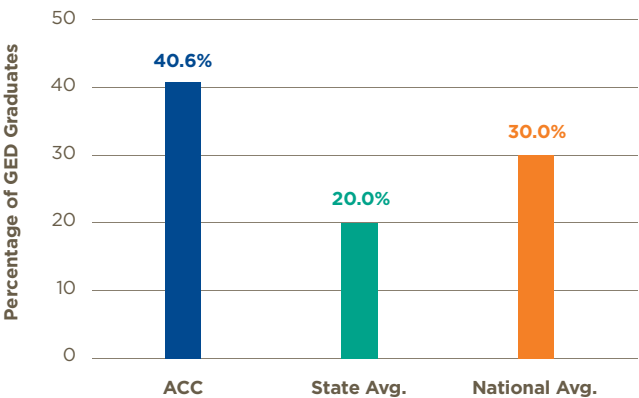
In AY15, more than 146 Career Pathways students enrolled in seven career areas, including computer information technology and food service. A partnership with Hyatt Hotels Corp. in Austin provided students with ESL

instruction and hospitality training in order to qualify for supervisory opportunities within the Hyatt organization.

Support for College Entry

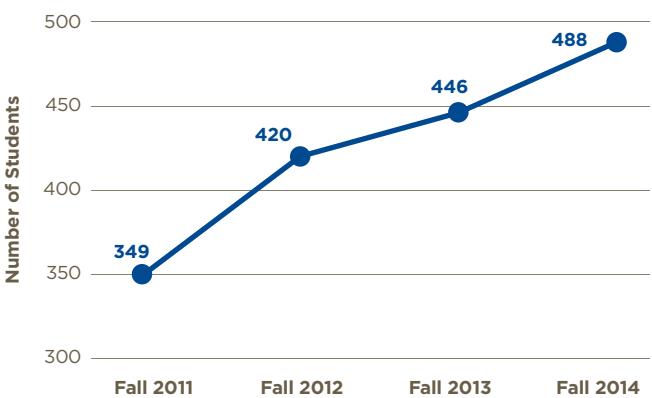
ACC's Transitions Program provides high-touch support for adults needing significant guidance and preparation before entering college. Over the past three years, 75 percent of Transitions students have enrolled in subsequent credit or continuing education courses. To open this program to more students, ACC has joined the Austin Opportunity Youth Collaborative, a consortium of non profit, business, philanthropic, and government members.

GED Graduates Enrolling in College



Source: Adult Education Division

Adult Education: GED Graduates



Entry

Overall Enrollment

Community college enrollments are significantly impacted by economic trends: The number of students enrolling in ACC credit classes reached record levels in 2011 at the height of the economic recession, then declined as the economy recovered. Preliminary fall 2015 enrollment data suggest enrollments again are increasing, indicating a return to enrollment growth, even at a time of high employment.

Required Remediation

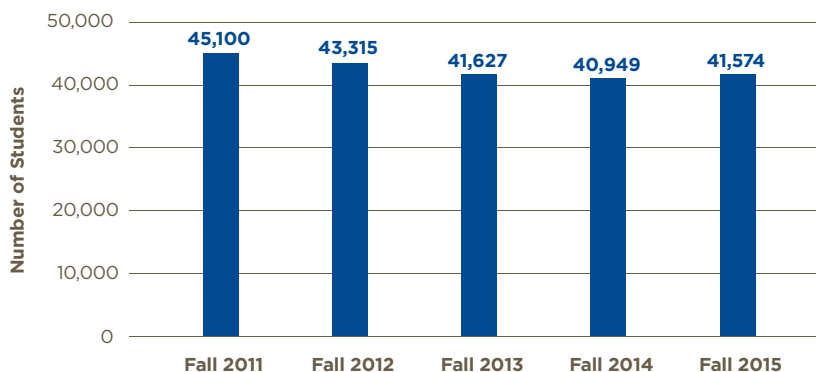
The percentage of first-time-in-college (FTIC) students* requiring developmental courses in reading, writing, or mathematics decreased between fall 2010 and fall 2014. Developmental math, typically the largest segment, saw a 14 percentage-point decrease in the number of FTIC students — indicating more students were better prepared for college math courses.

*The Integrated Postsecondary Education Data System defines FTIC as a student with no prior postsecondary experience attending any institution for the first time at the undergraduate level.

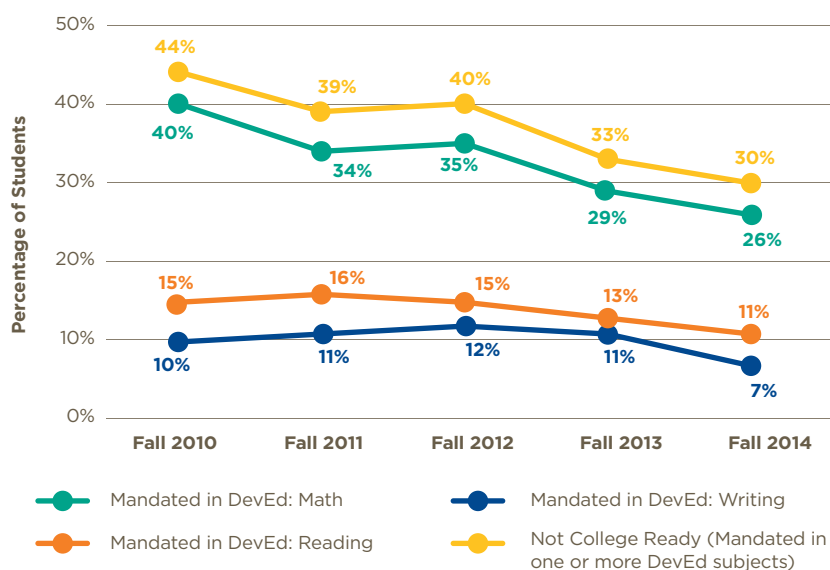
Developmental Education

Successful grades earned in developmental reading, writing, and math showed an average increase of about 3 percent from fall 2010 to fall 2014. The largest increase was in developmental writing, which increased 29 percent. Developmental math successful completions increased almost 8 percent over five years. Developmental reading increased about 7 percent.

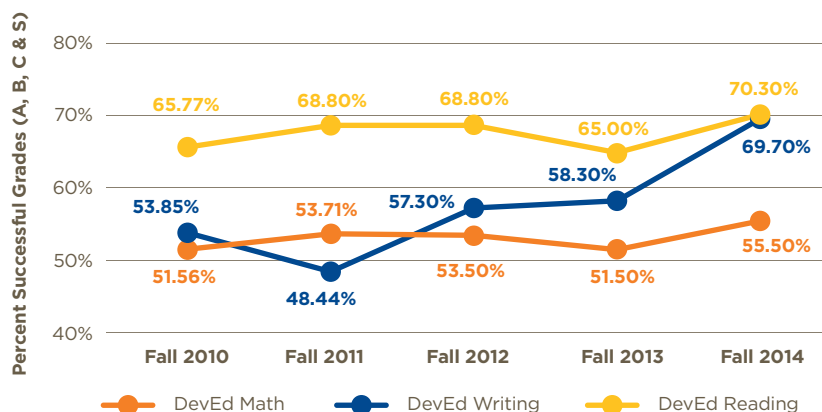
Fall Enrollment in Credit Courses (official reporting date)



Students Requiring DevEd - FTIC Credential-Seeking Students (IPEDS Definition) Mandated to Dev Ed Subjects



Successful Developmental Course Completions



Developmental Mathematics

ACC has introduced courses to improve achievement in developmental math, a common barrier to student success. These include Developing Mathematical Thinking (MATD 0385), Basic Math with Study Skills (MATD 0332), and Developmental Mathematics (MATD 0421).

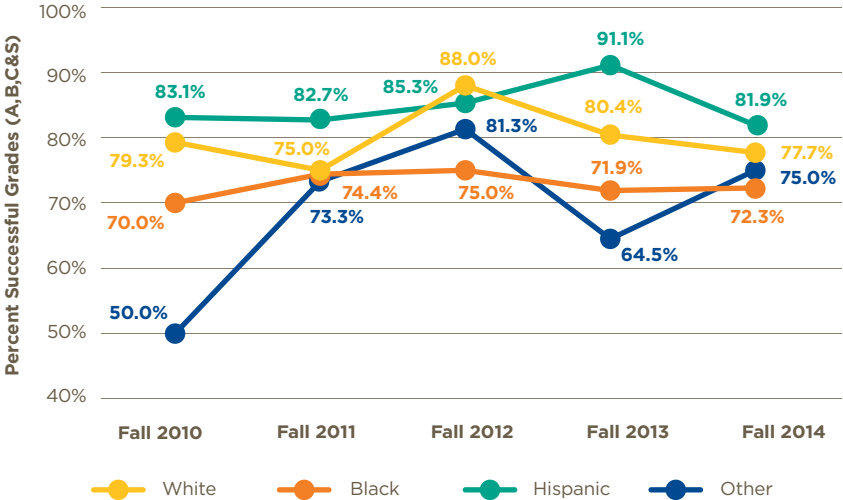
MATD 0385/0332

Since 2011, about 80 percent of students in MATD 0385 (introduced in 2009) earned an A, B, or C. About 54 percent of students in MATD 0332 have earned passing grades since the course was introduced in 2013. These compare to pass rates of 47 percent for traditional developmental math courses. Preliminary data also suggest the gap in success rates between students of different ethnicities/races is narrowing.

MATD 0421

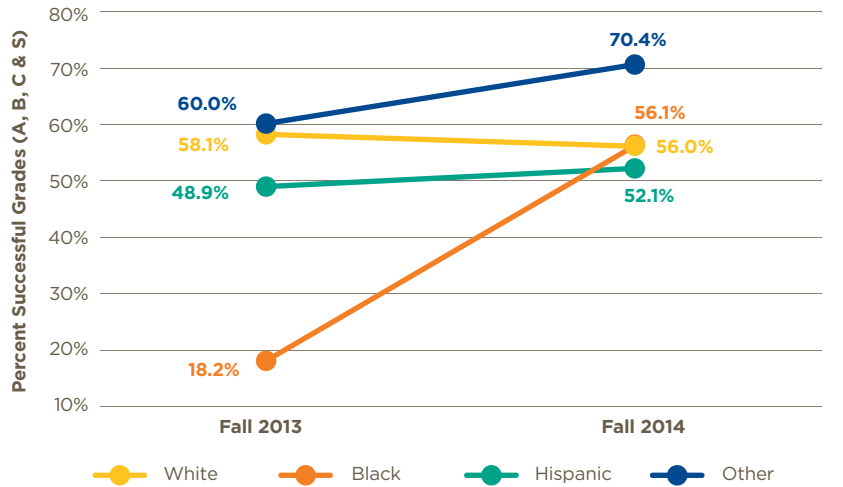
MATD 0421, introduced in fall 2014, uses a modular approach that lets students progress through coursework at a faster pace. It is taught in the ACC Highland Campus ACCelerator, a 604-station computer lab in which students have access to instructors, tutors, and academic coaches. In fall 2014, about 80 percent of MATD 0421 students received a passing grade of A, B, or C, compared with 47 percent of students in traditional developmental math courses. Further, preliminary data indicate that MATD 0421 students are less likely to withdraw from the course than those in traditional developmental math courses (10 percent versus 22 percent).

MATD 0385 Successful Course Completions

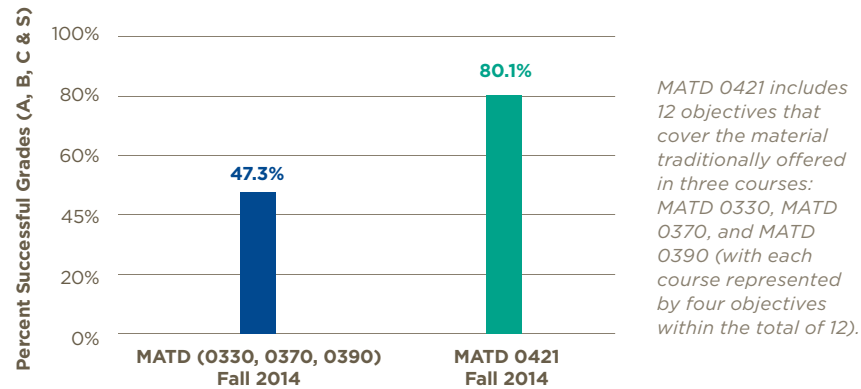


Because Asian students are a small segment of students in these courses, they are included in the category "Other."

MATD 0332 Successful Course Completions



MATD 0421 Successful Completions vs. Other MATD Courses



Progress

Persistence and Graduation Rate

The full-time, credential-seeking FTIC student persistence and graduation rates increased across five cohorts. The number of students persisting through or graduating in their first spring increased 7 percent from fall 2010 to fall 2014, while the number of students persisting through or graduating in their second fall increased by 6 percent.

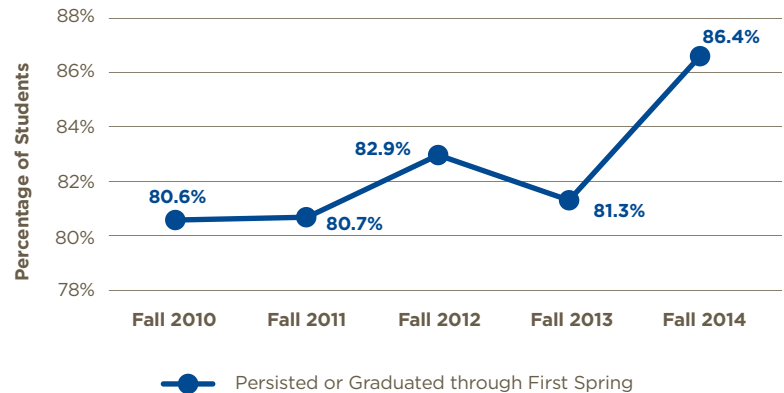
15- and 30-Credit Completion

Students successfully completing their first 15 credits increased 7 percent from FY 2013 to FY 2015. For the same period, the number of students who successfully completed their first 30 credits remained steady. (NOTE: These calculations were obtained using methodology of the Texas Higher Education Coordinating Board. Final success points are determined by THECB).

‘We intend to dedicate more attention to helping students achieve significant milestones, such as completion of 15 and 30 semester credit hours.’

— Dr. Richard M. Rhodes

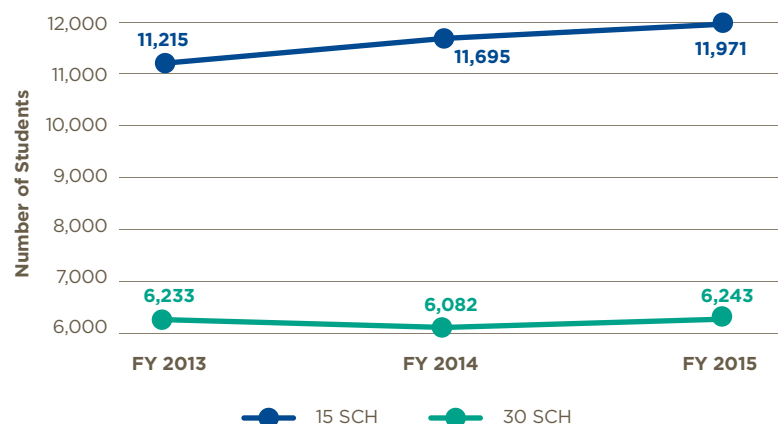
**Persisted or Graduated through First Spring:
FTIC Credential-Seeking Full-Time Students (IPEDS Definition)**



**Persisted or Graduated through Second Fall:
FTIC Credential-Seeking Full-Time Students (IPEDS Definition)**



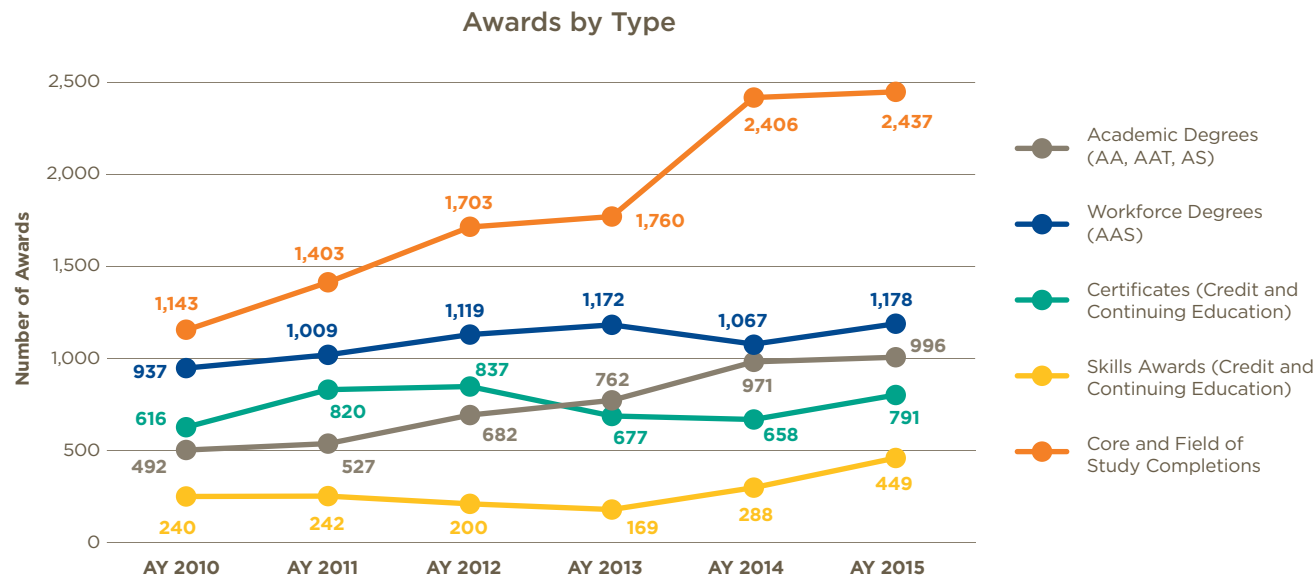
**Successful Completion of 15 or 30 Semester Credit Hours (SCH)
(Estimated THECB Success Points)**



Completion

Awards

Degree, certificate, and other completions increased 71 percent overall from AY10 to AY15 (3,428 completions versus 5,851 completions). Of those, academic degrees increased by 102 percent, core curriculum and field of study completions increased 113 percent, and skills awards increased 87 percent. In addition to credit certificates and skills awards, the college also offers these completions via continuing education. From AY10 to AY15, the credit and continuing education certificates increased 28 percent and the skills awards increased 87 percent.



Award	AY2010	AY2011	AY2012	AY2013	AY2014	AY2015	% Change
Academic Degrees (AA, AAT, AS)	492	527	682	762	971	996	102.44%
Workforce Degrees (AAS)	937	1,009	1,119	1,172	1,067	1,178	25.72%
Certificates (Credit and Continuing Education)	616	820	837	677	658	791	28.41%
Core and Field of Study Completions	1,143	1,403	1,703	1,760	2,406	2,437	113.21%
Skills Awards (Credit and Continuing Education)	240	242	200	169	288	449	87.08%
Total Awards	3,428	4,001	4,541	4,540	5,390	5,851	70.68%

(AY 2013 included 12 CEUC Awards to floral design. Blanks were not included in the totals.)

Transfer to a 4-Year Institution

The number of ACC students transferring to four-year institutions remained constant — approximately 3,300 students each year — as did the proportion of credits they earned from fall 2011 to fall 2013. On average, 36 percent of students earned fewer than 30 ACC credits before transferring; 21 percent earned 31-45 ACC credits, and 44 percent earned more than 45 ACC credits.

University Co-enrollment

ACC launched co-enrollment programs with the University of Texas at Austin and Texas State University. Participating students take most of their courses at ACC

and one course each semester at the co-enrollment university until they complete their first year. Students can then continue their education at the co-enrollment university without applying for admission. The first co-enrollment program began in fall 2013.

To date 825 students have participated in one of the two programs. Persistence rates are promising: In fall 2013, 84 percent of co-enrolled students persisted from fall to spring, compared with 72 percent of FTIC students overall. While persistence rates for both groups increased in 2014, the co-enrolled students have persisted at a higher rate — 92 percent for co-enrolled FTIC students compared with 77 percent for FTIC students overall.

Licensure Rates

ACC graduates traditionally excel on professional licensure tests. Revisions to Allied Health curricula contributed to increased licensure rates across the board for graduates of ACC's Vocational and Associate Degree Nursing, Medical Laboratory Technology, Occupational Therapy Assistant, and Surgical Technology programs.

'Without ACC, I may not have advanced my education past high school.'

— Jeremy Dertien, graduate student, Colorado State University

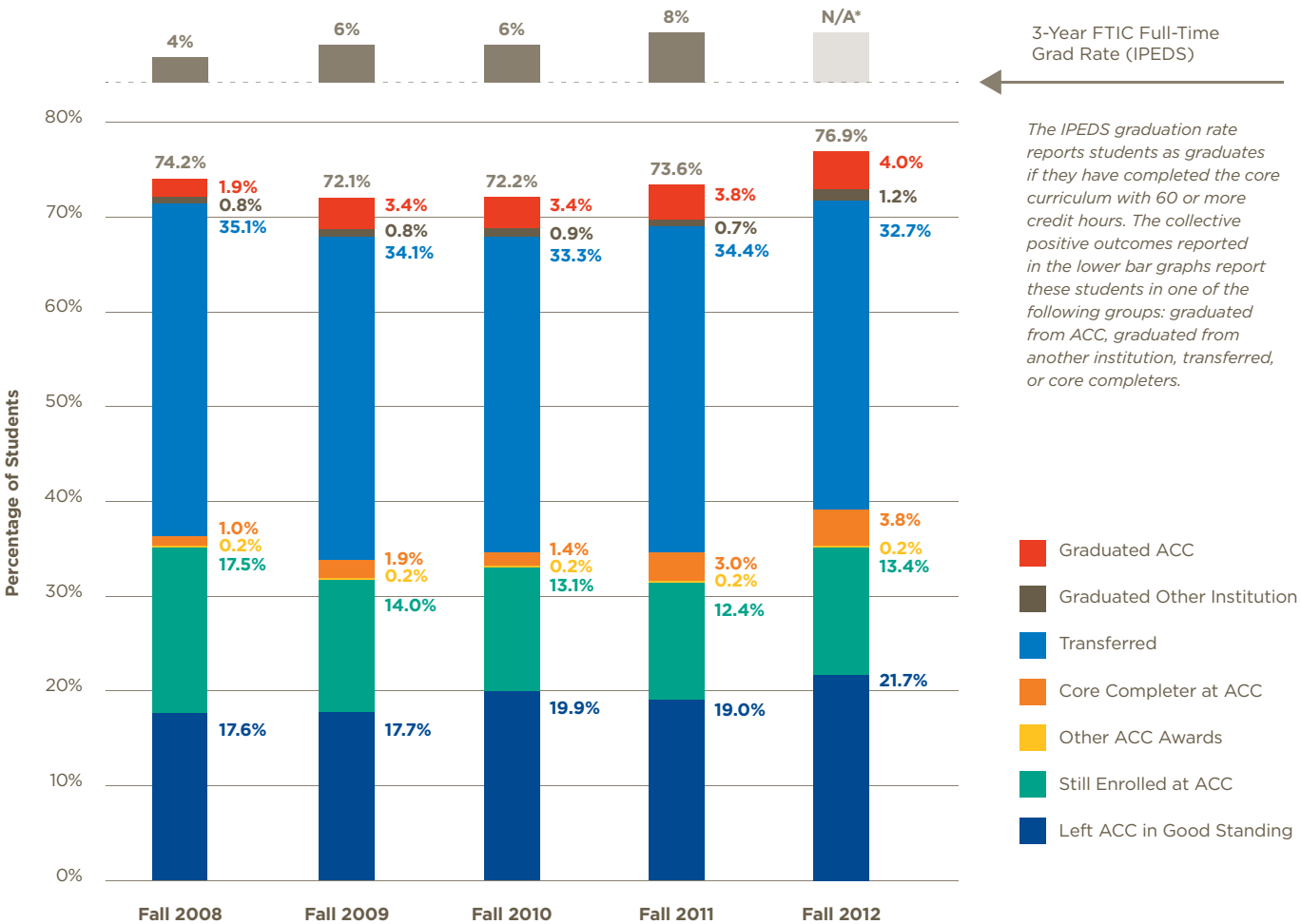
Licensure Exam Passing Rates	2011-12		2012-13		2013-14	
Program	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed
Criminal Justice	22	100%	24	100%	24	100%
Dental Hygiene	17	100%	14	100%	17	100%
Emergency Medical Services	63	100%	47	100%	37	100%
Firefighter	56	100%	29	100%	43	100%
Massage Therapy	8	100%	11	91%	8	100%
Medical Laboratory Technology	13	92%	19	95%	12	100%
Nursing (Professional)	280	99%	254	98%	207	100%
Nursing (Vocational)	84	94%	53	100%	56	100%
Occupational Therapy Assistant	20	95%	16	100%	16	100%
Pharmacy Technician	36	100%	31	100%	35	100%
Physical Therapy Assistant	16	100%	18	100%	19	100%
Professional Accountant	4	100%	3	100%	3	100%
Radiology	35	100%	46	100%	32	100%
Real Estate	34	100%	14	100%	27	100%
Sonography	20	100%	22	100%	20	100%
Surgical Technology	31	90%	30	90%	31	94%

Nursing licensing data may differ from State Board of Nursing reports to ACC. The Board of Nursing reports only those students who passed the licensing exam on their first attempt, while ACC reports all students who passed the exam. In addition, ACC reports licensing data for students who graduate between September 1 and the following August 31. The Board of Nursing may use a graduation cohort from a slightly different time period.

Completion and Progression

ACC's graduation rate for full-time, credential-seeking FTIC students increased from 4 percent to 8 percent in the three-year graduation rate as reported by the Integrated Postsecondary Education Data System. For FTIC students as a whole, collective positive outcomes increased from 74.2 percent for the fall 2008 cohort to 76.9 percent for the fall 2012 cohort. Positive outcomes are one of the following: graduation from ACC, graduation from another institution, transferred to another institution, completion of the core curriculum, completion of other ACC awards (certificates), still enrolled at ACC, or left ACC in good standing (GPA of 2.0 or higher).

ACC Three-Year Completion and Progression
First-Time-In-College (FTIC) Credential-Seeking Students Enrolled Full-Time



*Fall 2012 data not yet available. Due to slight differences in the methodology for computing graduation rates, the IPEDS and ACC rates will differ.



The Futures Institute is exploring options for grouping ACC programs into ‘guided pathways’ that are supported by services and activities designed to keep students on track to graduate.

What’s Next

ACC’s degree/certificate completion rate remains below state and national averages, a disconcerting data point that does not reflect the college’s commitment to institutional excellence and one that demands a bold response. Below are two initiatives that address the concern.

Guided Pathways

The Futures Institute, composed of 24 faculty, staff, and students selected from more than 100 internal applicants, is developing a proposal to restructure college programs and services into guided pathways that support on-time degree and certificate completion. In fall 2015 Futures Institute members are researching pathway models at leading colleges. In spring 2016 they will work with the college community to convert their recommendations into a strategic, measurable plan that will begin implementation in fall 2016.

Required Student Success Course

Starting in fall 2015, the college began phasing in a new student success course requirement for credit students who entered ACC with fewer than 12 transferable college level credits. By fall 2016, the requirement will extend to all new students with fewer than 12 transferable credits. Most students will take Effective Learning: Strategies for College Success (EDUC 1300 or EDUC 1100), a course designed to teach students the latest theories and strategies for effective learning and introduce them to tools and services for career exploration and college success.

Read an update about Futures Institute activities and ACC’s guided pathways implementation on pages 69-71.



GOAL 2

Goal 2

Prepare a world-class workforce and expand regional economic growth.

Overview

Central Texas enjoys a relatively strong economy and low unemployment rate, a trend that is expected to continue. Maintaining a pipeline of skilled workers to meet the region's workforce needs and anticipated job growth is an ongoing challenge. The following strategies address this issue.

Strategies

1. Develop and implement clear and accelerated career pathways.
2. Implement the ACC Career Expressway.
3. Implement Career Academies.
4. Expand the Pathways to Promise program.
5. Establish Workforce and STEM Centers of Excellence.
6. Expand contract and continuing education for business/industry.

Strategy 1: Develop and implement clear and accelerated career pathways.

MEASURES

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Increase enrollment in Career-Technical Education dual-credit programs 10 percent. 2. Increase continuing education workforce courses/ programs and enrollment 10 percent. 3. Increase enrollment in Transitions and I-BEST (Integrated Basic Education and Skills Training) programs for adult students 10 percent. | <ol style="list-style-type: none"> 4. Increase the number of competency-based education courses 10 percent. 5. Increase work-based experiences for ACC students 10 percent. 6. Increase the number of students prepared for industry certifications by 10 percent. |
|---|---|

MEASURE 1: INCREASE ENROLLMENT IN CAREER-TECHNICAL EDUCATION DUAL-CREDIT PROGRAMS 10 PERCENT.

Background

Austin Community College historically has offered articulated credit for career and technical education (CTE) courses instead of dual credit. Through ACCTech (introduced in the 1990s as Tech Prep), high

school students earn credit that is held in escrow until they graduate from high school, enroll at ACC, and successfully complete one course.

ACC and high school administrators and staff have not actively pursued transitioning the CTE courses to dual credit because 1) the high schools have wanted their faculty to teach the courses and ACC believed many high school faculty would not meet the criteria for teaching college-level courses; 2) the high schools feared that students' future financial aid opportunities would be at risk if they failed or withdrew from courses; and 3) high schools positioned CTE courses as a means for students to explore possible careers, and not necessarily as choices students would later pursue.

Activities/Results

The Provost and the VP of Instruction are reorganizing ACC high school-to-college programs. In addition to ACCTech, these include Career Academies, Dual Credit, Early College High Schools, and P-16 Initiatives.

The previous Office of School Relations has been eliminated (the executive director of School Relations retired in December 2015), and the P-16 Initiatives Office will be eliminated (the director is scheduled to retire in August 2016). A new Office of College-High School Relations (CHSR) is led by Executive Director Shasta Buchanan, who was hired in December 2015.

Dr. Buchanan is charged with increasing dual-credit enrollment, particularly CTE dual-credit enrollment. While the college met its goal of increasing CTE dual-credit enrollment by 10 percent, enrollment remains low: 93 students in fall 2015, compared with 47 in fall 2014, and 60 students in fall 2013.

Dr. Buchanan is working with the Office of the Provost to develop additional Career Academies (detailed on page 30) that offer high school students a chance to take courses, pursue internships, and earn certifications for high-demand occupations in health sciences, IT, and construction trades.

AISSD's CTE department and ACC also are collaborating to offer workforce dual-credit courses for specific careers. In spring 2016, 10 students enrolled in a dual credit welding course. Additionally, AISSD's Anderson High School and Liberal Arts and Sciences Academy continue to offer several dual credit biotechnology courses taught by CTE teachers who also are ACC adjunct faculty.

Next Steps

AISSD's CTE department has identified the following career fields as candidates for dual credit courses: construction, hospitality, culinary, automotive, auto collision repair, and engineering. ISD teacher groups and ACC department chairs plan to identify potential courses for fall 2016 and high school faculty who may qualify as instructors.

The CHSR Office has developed an online Survey and Intent form to gather input each February. The college also will discuss additional dual-credit possibilities for Anderson High School's T-STEM courses.

MEASURE 2: INCREASE CONTINUING EDUCATION WORKFORCE COURSES/PROGRAMS AND ENROLLMENT 10 PERCENT.

Activities/Results

ACC's Continuing Education (CE) Division courses, course enrollments, and duplicated headcount all have increased in recent years:

- CE enrollments have increased 12.7 percent to 24,527 in 2015-16 from 21,756 students in 2014-15.
- CE unduplicated headcount has increased 18.4 percent to 10,770 students in 2015-16 from 9,098 students in 2014-15.
- For 2015-16, the number of CE courses increased to 566 from 536 in 2014-15, a gain of 5.6 percent.

The CE Division has introduced several new courses and expanded other programs and offerings. These include:

- **New courses and/or programs:** mechatronics, clinical aromatherapy, reflexology, logistics and supply chain management, transportation and trucking, medical billing and coding, electronic health records, RN/LVN review, veterinary assistant, Java programming, teacher education, and alternative-fuel vehicles training.
- **Expanded offerings:** welding, IT programming and networking, certified nurse aide, I-BEST building maintenance.
- **New/expanded community programs:** acting and singing, interior design, sustainable agriculture entrepreneurship, dance, sewing, arts and crafts, floral design, photography, horticulture and landscape design, and music.
- **New training partnerships:** Austin CAN Academy, the Austin Housing Authority, the National Hispanic Trucking Alliance, the Texas Trucking Association, Gardner-Betts Juvenile Justice Center, and the Austin Fire Department.

Other accomplishments:

In 2015-16, ACC CE Division and Manor ISD partnered to offer students courses for certified nurse aide, medical assistant, electrical pre-apprenticeship, PC technician, mechatronics, and heating, air conditioning and refrigeration technology. Funded in part by a Texas Workforce Commission (TWC) grant, the program offers students a chance to earn industry certifications and gain college credit.

- The college has expanded its cohort-style workforce program offerings for several regional clients including Goodwill Industries, Travis County Juvenile Center, Workforce Solutions Capital Area, Workforce Solutions Rural Area, American Youth Works, and Capital IDEA.
- ACC received recognition from the Texas Legislature for its Skills Training and Education for Personal Success (STEPS) Program and expanded programs to Elgin, Hays, Pinnacle, and Round Rock campuses.

- The college upgraded labs supporting instruction for Cisco, VMware, and Microsoft certifications.
- The division established Industry Councils for its IT, automotive, and fire protection programs to ensure the programs remain aligned with employer needs.

Next Steps

ACC will continue to expand CE offerings. Tasks and plans include:

- Explore duplicating the Manor ISD model to offer dual-credit workforce courses with San Marcos ISD.
- Expand at least six of the existing workforce industry certification programs to include a for-credit Marketable Skills Award (MSA).
- Establish a Fashion Merchandising Program, including a Fashion Incubator for aspiring designers.
- Identify additional space to support new and existing programs.
- Continue to expand partnerships with regional organizations.
- Expand firefighter CE training to multiple regional fire departments.
- Develop, prepare, and offer new courses/programs in mechatronics, plumbing and pipefitting, instrumentation, facilities, construction, electricity, logistics, fleet operations, alternative-fuel vehicles, clinical aromatherapy, hemodialysis, reflexology, cosmetic laser tech, welding, automotive, event planning, floral and landscape design, and culinary arts.
- Improve data collection and reporting of CE workforce results.
- Expand block scheduling from the current 12 programs to include additional job training programs.
- Continue to pursue grants and funding that support financial aid, services, internships, and job placement for students.

MEASURE 3: INCREASE ENROLLMENT IN THE TRANSITIONS/COLLEGE PREP AND I-BEST PROGRAMS FOR ADULT STUDENTS BY 10 PERCENT.

Transitions/College Prep Program

Background

ACC's Transitions Program helps high school graduates and GED earners develop and reinforce skills in reading, writing, and math so they can successfully complete freshman-level college courses. Highly motivated students who complete the intensive 12-week program can potentially bypass or reduce their need for developmental courses.

In 2013-14, the Transitions Program was funded by a Texas Higher Education Coordinating Board grant (Intensive Programs for Adult Education Students, or IPAES) and served 43 students. For 2014-15, the program moved to the Highland Campus, where it doubled its class offerings and the number of students served (99).

In summer of 2015, ACC partnered with Workforce Solutions of Capital Area's Austin Opportunity Youth Collaborative (AOYC) to offer youth ages 16-24 who are not sufficiently engaged in school or jobs a semester of free, intensive college preparation classes. In addition to helping the students prepare for the TSI Assessment and potentially skip developmental coursework, the classes help build the students' confidence in their academic and professional abilities.

Activities/Results

The Transitions Program, now known as the College Prep Program, has again almost doubled the number of students served — 172 students so far for 2015-16. ACC has expanded the program to include GED "Fast Pass" classes to provide targeted instruction for students who are close to passing their GED tests. GED completions have doubled so far in 2015-16.

Next Steps

ACC plans to expand the College Prep Program to align with a guided pathways model, which generally supports realigning development education and offering co-requisite options. The college plans to add College Prep options for non-native English speakers and student pursuing STEM careers, and will strengthen links between College Prep and ACC's Areas of Study, and initiatives such as Career Expressway (see page 29).

A permanent location for the program at Highland Campus is planned to further support its visibility.

I-BEST Programs

Background

In 2013-14, ACC's Adult Education Division offered Integrated Basic Education and Skills Training (I-BEST) courses through the support of two grants, ACE (Accelerating Connections to Employment) and Accelerate Texas. The program served 296 students.

The Accelerate Texas grant supported several student cohorts who enrolled in CE courses paired with adult education courses contextualized for particular career training.

Instruction offered through the ACE grant was fully integrated, and the college was able to compare the quality and outcomes of I-BEST integrated training to non-integrated industry training. The fully integrated instruction led to improved student outcomes, specifically as measured by their ability to find employment, remain employed, and complete a certificate.

The Accelerate Texas and ACE grants concluded in 2014-15. As result of the reduced funding, the number of students served in I-BEST courses dropped to 170.

ACC sought additional funding and initiated new Career Pathways classes in March 2015 with the support of the college's primary TWC Adult Education grant.

Activities/Results

ACC Adult Education Career Pathways/I-BEST classes have been funded by Workforce Solutions Capital Area (WSCA) and the TWC Adult Education grant. The WSCA collaboration focuses on clients in their "Choices" Program and those supported by the Workforce Investment and Opportunity Act.

So far in 2015-16, five cohorts of students are pursuing an office clerk certificate through the fully integrated I-BEST model developed through the ACE grant. Two more student cohorts pursuing training for administrative assistant and heating, ventilation and air conditioning (HVAC) are planned for this year.

Using the primary TWC Adult Education grant and additional reallocated funds, (\$297,000 for achieving and surpassing all grant measures), ACC funded several types of Career Pathways classes. These include I-BEST cohorts for HVAC and patient care technician, workplace literacy classes at three hotels and the City of Austin, and about 40 ACC-developed Career Pathways sections. To date, 228 students have been served, a 34 percent increase over 2014-15 enrollment.

Next Steps

In addition to sustaining previous efforts, the college will grow I-BEST offerings through a Workplace Literacy Grant from TWC. If approved, an additional TWC grant also would provide Ability to Benefit funding for I-BEST students seeking eligible Level 1 certificates.

Key elements to success will depend on Adult Education advisors and Career Pathways staff selecting the appropriate students for the program, providing intensive support, and coordinating/collaborating with instructional areas (Auto Collision Repair, Hospitality, IT, and Culinary), financial aid, admissions, and student services. We plan to initiate Ability to Benefit even if we are not awarded the grant.

MEASURE 4: INCREASE THE NUMBER OF COMPETENCY-BASED (CBE) COURSES BY 10 PERCENT.

Background

In 2012 ACC received a \$2.05 million grant through the U.S. Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) Program to join a consortium of colleges to create competency-based education (CBE) courses/programs for high-demand IT fields. Partner colleges in the grant are developing CBE programs for technical support (Broward Community College) and networking fields (Sinclair Community College) and sharing results so that ultimately each institution may offer all three programs.

Through this grant, the college developed its Accelerated Programmer Training (APT) to speed entry into the computer programming field. The competency-based nature of instruction is well-suited to students

who have skills gained in the workforce or military, and those eligible for Trade Adjustment Assistance (TAA) Program benefits.

Activities/Results

CBE courses offered through ACC's Computer Information Technology Program have increased more than 100 percent since fall 2013, and 758 students have enrolled in the APT program since its inception.

From fall 2014 to spring 2016, the APT program increased CBE courses from 16 to 35 and increased the number of sections offered from 83 to 202. This represents a growth of 118.8 percent in courses and a growth of 143.4 percent in sections. Additionally:

- The APT fall 2015 Grades Analysis indicated a 71 percent success rate, (students earning an A, B, or C), compared with comparable (control) courses in distance learning, which had a 56 percent success rate.
- During fall 2015, traditional (classroom) comparable courses had a 69 percent success rate. APT females (77 percent earning an A, B, or C) performed much better than APT males (67 percent A-B-C).
- Both females and males did better than their control counterparts. Across race-ethnicity, all groups except Hispanic males (48 percent A,B,C) performed well in fall 2015, including Black students at 69 percent A,B,C.
- APT Black students (69 percent A, B, C) performed 17 percentage points higher than the comparable Control Black students (52 percent A, B, C).
- Completion rates (degrees and certificates) increased 34 percent since 2014.
- 89 percent of APT graduates have been placed in jobs.

Next Steps

Competency-based education has proven to be a worthwhile model for improving student success and graduation rates. The following steps will ensure its continued success.

- Sustain the APT team upon completion of the TACCCT grant on March 31, 2016. (Several members of the APT team will continue to support CBE and will assume full-time positions with ACC.);
- Work with other workforce programs such as Visual Communication, Electronics and Advanced Technologies, etc. to convert coursework for CBE;
- Continue to refine back-end systems such as registration, faculty loading, and technology; and
- Increase the success rate of Hispanic males taking CBE courses.

At the conclusion of the TACCCT grant, ACC plans to sustain CBE programs through tuition and fees while building upon the model to develop competency-based options for other disciplines.

MEASURE 5: INCREASE WORK-BASED EXPERIENCES FOR ACC STUDENTS BY 10 PERCENT.

Background

For this report, work-based experiences are defined as enrollment in courses with instructional methodologies of clinical, cooperative education, internship, and practicum.

Activities/Results

Student enrollment in work-based course experiences has fluctuated in recent years, increasing from 1,304 in fall 2013 to 1,415 in fall 2014, and then declining to 1,326 in fall 2015.

Most of this decline (69 of the 89 students) is directly correlated with the decline in nursing program enrollments for the same period. The decrease in nursing enrollments is largely based on limited clinical slots, as well as other changes in the field, and is being addressed by both the Health Sciences Division and by ACC's administration.

Next steps

Developing work-based learning experiences for students remains a priority for ACC. The college plans to hire a Coordinator for External Learning Experiences to focus on increasing these opportunities. Additionally, internships have been added for both Career Expressway and IT Career Academy students for summer 2016. (See pages 29-31.) Finally, the college will work to increase enrollment of health sciences students.

MEASURE 6: INCREASE THE NUMBER OF STUDENTS PREPARED FOR INDUSTRY CERTIFICATIONS BY 10 PERCENT.

Activities/Results

ACC remains committed to helping students pass necessary certification exams. The number of students who successfully completed capstone courses or other preparation courses for industry certification examinations has increased 29.6 percent since fall 2013. In fall 2015, there were 1,258 completions, compared with 1,139 in fall 2014 and 971 in fall 2013.

Next Steps

ACC is developing an improved process for collecting and managing this data. The Continuing Education Division and Office of Instruction will collaborate to ensure students have access to preparation courses for industry certifications.

Strategy 2: Implement the ACC Career Expressway.

MEASURE: CREATE THREE CAREER EXPRESSWAY PROGRAMS (INFORMATION TECHNOLOGY, HEALTH SCIENCES, AND MANUFACTURING/CONSTRUCTION TRADES.)

Background

Austin's economy is considered one of the strongest in the country — largely driven by the information technology industry — yet not everyone shares in that prosperity. The city also is recognized as one of the most economically-segregated metro areas in the United States. Locally, an estimated 230,000 individuals enrolled at some point in an institution of higher education but never completed a certificate or degree. Of these, 144,000 live 200 percent below the federal poverty level.

For many in this group, entry into the IT industry is extremely difficult. Even with appropriate training, IT companies often require experience in the field. The populations referenced above do not have this experience or easy access to avenues to obtain it.

Meanwhile, ACC regularly replaces several thousand college computers according to a scheduled replacement plan. In 2014, the college entered an agreement with the City of Austin to place many of these computers in economically disadvantaged households. The computers must be refurbished and equipped with appropriate software and Internet connectivity, another challenge for this population.

Activities/Results

In fall 2015 ACC launched Career Expressway to help bridge the gap between unemployed or underemployed populations and the high-wage job opportunities. The program combines accelerated instruction with financial assistance, support services, and internship opportunities.

In fall 2015 an initial cohort of 40 students began taking a full semester (16 credits) of courses in computer technology, primarily in programming, user support and networks. Curriculum is primarily competency-based and courses are taught in the Highland Campus ACCelerator lab where students receive instructor support.

Career Expressway wrap-around support services are provided through Capital IDEA. Service provided by the nonprofit organization have been shown to significantly increase disadvantaged students' ability to succeed in college programs.

Upon completing spring 2016 coursework, students will participate in a bridge internship program, where, guided by college and industry partners, they install, support, and maintain the computers refurbished for disadvantaged households. During this internship, students continue their technical training as half-time students, completing about 8 additional credits per semester. This internship provides the hands-on training in a technical business environment employers value along with employability skills.

At the conclusion the internship/training program, students are placed in entry-level positions at partner companies with appropriate mentoring. If necessary, students continue their technical education during this period.

By the end of this placement, students accumulate significant hours in both technical training and hands-on experience in an IT environment. Students complete or are close to completing an associate degree and are excellent candidates for entry into the market for IT and other technical jobs.

Next Steps

ACC plans to significantly increase enrollment in Career Expressway Program (targeting 250-500 students), while adding training opportunities for additional IT fields and expanding the program for other in-demand careers, such as those in health sciences.

Strategy 3: Implement Career Academies.

MEASURE: CREATE THREE CAREER ACADEMY PROGRAMS (INFORMATION TECHNOLOGY, HEALTH SCIENCES, AND MANUFACTURING/CONSTRUCTION TRADES).

Background

During the 2014-15 year, ACC began implementing dual-credit Career Academies in key occupational areas aligned with HB 5 Endorsements and regional workforce needs. High school students accepted into an academy can earn 24-32 college credits as well as industry certifications and hands-on experience. Upon graduation, students can enter the workforce or continue their education.

Activities/Results

ACC has implemented or developed plans to implement the four Career Academies described below.

IT Academy

ACC launched its IT Academy in fall 2015 with an initial cohort of 40 students from Austin and Del Valle ISDs. Students' school day is divided between their home school and the Highland Campus. Coursework includes computer user support, networking, and web development, with options to continue studies in a variety of programming areas. The goal is for students to earn a technical certificate upon high school graduation and be eligible for immediate employment. Summer internships have been arranged with Travis County, the City of Austin, and several local industry partners.

Health Sciences

During fall 2015 and spring 2016, ACC worked with Del Valle ISD to offer dual credit medical lab technology and allied health courses for 36 students at ACC's Eastview Campus. This has provided the

nucleus for a Health Sciences Academy. In 2016 the college will acquire additional lab space, allowing it to expand the program to other schools and to include training for more health careers.

Construction Trades and Advanced Manufacturing Academy

ACC's initial Construction Trades and Advanced Manufacturing Academy began in fall 2015 at Manor ISD with 137 students. The academy offers courses in electrical pre-apprenticeship, mechatronics, PC technician, and heating, air conditioning and refrigeration technology. The CE courses can be converted to college credit upon completion of the appropriate certification. A second construction trades academy will open in fall 2016 at the Riverside Campus. Additional pre-apprenticeship specializations are being developed in partnership with local electrical and plumbers unions.

Teacher Education Academy

ACC's Education Instruction and Child Care and Development Departments have developed a proposal for a Teacher Education Academy. This academy is being developed in collaboration with key university partners (Texas State, St. Edward's, and Huston-Tillotson).

Next Steps

ACC will significantly expand its Health Sciences Academy in fall 2017 when the college plans to admit a student cohort from multiple districts (Austin ISD, Del Valle ISD, and Manor ISD) into a Licensed Vocational Nursing Program. Upon completion of this program, students will be eligible to apply for LVN licensure. They can enter employment directly or continue into ACC's Associate Degree Nursing Program via the Mobility Track Program option. Additional health career training will be added in subsequent semesters.

The college will continue to expand its IT Academy and Construction Trades and Advanced Manufacturing Academy, and plans to enroll 60 new IT Academy students in fall 2016.

ACC will further develop the Teacher Education Academy during the 2015-2016 academic year, with an initial implementation planned for fall 2016.

Strategy 4: Expand the Pathways to Promise Program.

Background

The Pathways of Promise Research Implementation Grant is a project managed by the E³ Alliance to study mathematics course-taking patterns of area secondary-school students and analyze the relationship between math access and college readiness. The study shows that a wide gap exists between low-income and non-low-income students who have access to 8th-grade Algebra (43 percent of non-low income 8th graders take Algebra I — one year ahead of the state recommendation — with only 17 percent of low-income students taking it).

Because Algebra I is a gateway to STEM pathways in high school, low-income students are at a disadvantage when accessing advanced math and science courses. The project also revealed that only one out of two 9th graders who complete Algebra I are college- and career-ready at graduation. Again, a gap exists between low-income and non-low-income students: 62 percent non-low-income students completing Algebra 1 in the 9th grade are college and career ready compared with 40 percent low-income students.

The project also linked students taking pre-calculus and Advanced Placement math with higher persistence and completion rates.

Activities/Results

ACC is one of several partners in a collaborative TG-funded grant, "Fortifying the College Success Pipeline" designed to increase community collaboration and support for low-income and first-generation college students. The Austin College Access Network (ACAN), the Austin Opportunity Youth Collaborative (AOYC, facilitated by Workforce Solutions), E³ Alliance, and ACC received \$250,117 to use over two years, forming a partnership that comprises 12 community-based organizations and three regional higher education institutions. The collaborative goals include:

- Create shared data systems to optimize student intervention and monitor student progress.
- Leverage partner expertise to improve student access, persistence, transfer, and completion rates.
- Research on critical success indicators.

Next Steps

The Fortifying the College Success Pipeline grant continues and expands work that began in 2013 with the TG-awarded grant between E³, ACAN, and ACC. It currently supports 241 students, a number that is expected to double by fall 2016.

Strategy 5: Establish Workforce and STEM centers of excellence.

MEASURE: PROGRESS TOWARD OPENING WORKFORCE TRAINING CENTERS (E.G. CREATIVE AND DIGITAL ARTS, CULINARY ARTS, HOSPITALITY, WORKFORCE INNOVATION AT HIGHLAND CAMPUS, REGIONAL FIRST RESPONDERS' TRAINING CENTER AT HAYS CAMPUS, ETC.).

Background

In November 2014, ACC District voters authorized the college to issue \$386 million in bonds to support several capital improvement projects including workforce and STEM centers described below:

Digital/Creative Media Center

Digital and creative media are increasingly important segments of the Central Texas economy. Current ACC facilities cannot accommodate the program expansion needed to support this critical sector. The Highland Phase II project will provide significantly more space to meet workforce needs. Additionally, the technologies and teaching methods used in these programs are increasingly aligned; locating them together will create synergies that promote stronger, more vibrant programs. Programs in Highland Phase II include Art; Dance; Drama; Games Development, Animation and Motion Graphics; Visual Communications; Radio-Television-Film; Photography; Music; and Music Business Performance & Technology.

Hospitality/Culinary Center

Hospitality Management/Culinary Arts also is a growing component of the regional economy. Space in Highland Phase II will feature kitchens equipped to support specializations such as Pastry Arts, a fully functional, student-operated restaurant, and a micro-brewery. This space will be adjacent to the Digital/Creative Media Center to support activities occurring in campus performance and meeting spaces.

Regional STEM/Health Sciences Simulation Lab

ACC supplies Central Texas with critically needed healthcare workers and is the region's primary provider of registered nurses. Unfortunately, the demand for clinical training space exceeds supply. A regional STEM Simulation Center will provide students with essential hands-on experience with state-of-the-art equipment for simulated healthcare scenarios.

First Responder Center

An expanded first responder training center at ACC's Hays Campus will create economies of scale and enhance collaboration and synchronization of training for the region's first responders (law enforcement, fire, emergency medical, and Homeland Security). The site will feature a firing range, a simunitions building, a driving track, and swift-water rescue facilities to support quality training and provide ACC with an additional source of revenue.

Project-based incubators

Employers increasingly emphasize the need for job candidates to have experience. This is particularly true for the IT industry. Developing sufficient external work-based opportunities for students is challenging. An incubator program within the Digital and Creative Media Center in Highland Phase II will allow companies to use ACC facilities in exchange for employing students in real-world work environments.

Bioscience Incubator

In February 2016 ACC broke ground on the ACC Bioscience Incubator, an 8,400-square-foot facility at ACC Highland that will provide companies with the specialized equipment, wet-lab space, and conference areas they need to transform their research and concepts to marketable products.

The lab will be the first cGMP- certified space built by a community college and the only one in Central Texas. The facility will have capabilities in cell culture, bio-manufacturing, quality assurance/regulatory affairs, equipment installation and validation, microbiology, molecular biology, instrumental analysis, and protein chemistry and analysis.

The project is supported by a five-year (January 2015-December 2019) \$4.9 million grant from the Texas Emerging Technology Fund. ACC's partners in the project are the Texas Life-Sciences Collaboration Center, the Austin Technology Incubator at the University of Texas, and the city of Georgetown.

ACC students will have the opportunity to work alongside professional researchers through internships, providing work experience needed to enter the marketplace and growing the number of skilled biological technicians in the region.

Expanded CE facilities

ACC's CE programs play a critical role in meeting regional education and training needs. The CE Division offers technical courses for entry-level workers, and high-level professional development for incumbent professionals in areas ranging from healthcare to IT to business and to the trades. Additional space has been earmarked at the Highland and Northridge Campuses to expand CE programming.

Expanded facilities for Veterinary Technology and Sustainable Agricultural Entrepreneurship Programs

ACC's Veterinary Technology and Sustainable Agricultural Entrepreneurship programs will be significantly expanded and enhanced through new Elgin Campus facilities. The shared facilities will provide hands-on and theoretical training for students interested in the burgeoning farm-to-table industry as well as much-needed lab/clinical space for the Vet Tech Program.

Regional Workforce Development Center

A Regional Workforce Development Center in Highland Phase II will address training and skills gaps in the area by providing a dynamic space that can rapidly accommodate changes in the local job market, provide just-in-time training, and incubate companies in emerging fields.

The center will be outfitted with equipment such as Computer Aided Drafting (CAD) stations, 3D printers, Computer Numerically Controlled (CNC) machining tools, laser cutters, and robots, and will be designed so that it can be quickly reconfigured based on companies' training needs — for example, from a large computer lab to a simulated advanced manufacturing environment. This will be particularly valuable as an economic development resource to recruit companies that may need to train large numbers of employees in a specific timeframe.

The new space, combined with ACC's partnerships with the Workforce Development Board, Chambers of Commerce, local governments, and other community partners, will help the college to integrate non-credit, GED, and developmental education with workforce options to address local employer needs for certificate level, middle-skilled, and high-skilled workers.

Next Steps

The projects to provide the centers described above are currently in design and programming phases with construction targeted for completion in 2018 and 2019.

Additionally, the college plans to continue to support the nursing pipeline by requesting legislative approval to implement an RN-to-BSN (Bachelor of Science in Nursing). Clinical agencies and hospitals increasingly require nurse applicants to have a bachelor's degree. ACC seeks to join community colleges in Florida and other states that offer students this pathway.

Strategy 6: Expand contract and continuing education for business/industry.

MEASURE: INCREASE GRANTS AND CONTRACTS FOR WORKFORCE TRAINING AND EDUCATION BY 10 PERCENT.

Background

As the primary trainer of the local workforce, ACC's workforce education programs are a critical resource for regional economic development. The programs provide workforce development and training and support to bring new business and industry to ACC's service area. ACC's workforce education programs not only supply the local workforce with trained, skilled workers, they also help unemployed and underemployed individuals make important changes in their lives. Many working adults already possessing a college degree come to ACC for specialized workforce training, to acquire certifications in specialized areas, or to secure a certificate or degree in a workforce program that offers improved career opportunities.

The CE Division comprises three primary areas: Workforce (job training and industry certifications), Corporate Training Solutions, and Community Programs. The Workforce area offers preparation for more than 100 industry certifications, of which more than 50 are externally certified. CE has developed and improved curricula, acquired equipment for implementation, and trained more than 400 adjunct faculty who deliver instruction. The division offers more than 1,200 courses in various trades, engineering & emerging technology, business, computer/IT, healthcare, teacher education, and more.

Activities/Results

CE has well exceeded the 10 percent growth metric. Over the past two years, the division has grown its Corporate Training Department from approximately \$1 million in to more than \$7 million in customized

training projects. This was accomplished in large part through securing Texas Workforce Commission Skills Development Fund grants in advanced manufacturing, healthcare, IT, trades, and business training areas.

CE has six Skills Development Fund grant projects currently underway, delivering 235,000 hours of skills training to nearly 2,500 individuals. These projects have provided funding for almost \$1 million in equipment and supplies and over \$775,000 in administrative funding.

CE Training Projects

Project	Total Award	Trainees to Date	Training Hours to Date	Timeframe
Advanced Technologies & Manufacturing Consortium <i>Samsung</i> <i>Austin Semiconductor</i> <i>TNT System Solutions</i> <i>Voltabox of Texas</i>	\$2.75 million (Phase I & II)	952	25,000	August 2014 - July 2017
Epic Piping	\$1.7 million	147	34,000	August 2015 - February 2017
St. David's Hospital Consortium	\$1.0 million	960	13,000	December 2014-June 2016
Veterans & Industry Partnership	\$1.1 million	503	42,000	August 2014 - May 2016
VISA	\$324,000	81	2,000	June 2015 - November 2016
Manor ISD Dual-Credit Project	\$224,000	*	*	*

*Funding supports equipment purchases for CE courses leading to high school and college credit and industry certifications in electrical pre-apprenticeship, mechatronics, PC technician, and heating, air conditioning and refrigeration technology.

Next Steps

CE Business Operations

- Review & update the CE chart of accounts and Colleague course-coding structure to support better data-driven decision making at the program level.
- Research and integrate new financial aid options for continuing education students.
- Develop and implement new process for collecting & disseminating marketing data.
- Review and update CE branding.

- Review and update the CE course schedule.
- Develop and implement a mobile-optimized website.

CE Corporate Training

- Secure \$4 million in new Skills Development Fund grant projects.
- Expand internal training capacity through curriculum development, instructor training, and equipment purchases.
- Develop for-credit Marketable Skills Achievement (MSA) awards around core training courses delivered through CE's Corporate Training Department.
- Expand current Skills Development Fund projects through the integration of new training courses for current corporate partners.
- Expand the division's customized international programs area to include corporate partners and student groups from vocational schools, building upon the success of ACC partnerships with Denmark.



GOAL 3

Goal 3

Recruit and maintain outstanding faculty, staff, and administration.

Overview

For ACC students to acquire the knowledge, skills, and attitudes they need to succeed, the college must recruit and maintain, through continuous professional development, an outstanding faculty, staff and administration.

Strategies:

1. Establish an ACC Center for Teaching and Learning Excellence.
2. Provide outstanding professional development activities and programs.
3. Enhance faculty skills with instructional technology.
4. Strengthen the quality of distance education.
5. Plan for a diverse faculty, staff, and administration.

Strategy 1: Establish an ACC Center for Teaching and Learning Excellence.

MEASURE: CREATE A “VIRTUAL” CENTER FOR TEACHING AND LEARNING EXCELLENCE.

Background

In fall 2013 an ad hoc committee worked with administrators to create and post the position of Assistant Dean of Faculty Development. The position was to be filled by a full-time faculty member who would be given release time to help establish the Center for Teaching and Learning (FCTL). Dr. Missi Patterson, professor of psychology, assumed the role in summer 2014.

Dr. Patterson worked with a Faculty Center Advisory Group composed of adjunct and full-time faculty to launch the FCTL.

Activities/Results

Following is a list of FCTL activities and programs. All are supported by a robust website (austincc.edu/fctl) that connects faculty with FCTL resources and information.

- **Collegewide workshops:** The New Faculty Seminar, Faculty Connection Series, Assignment Charrettes, and other programs focus on pedagogy and student success. (See workshop evaluations at <http://sites.austincc.edu/fctl/event-evaluations/>.)
- **Faculty Stammtisch:** Monthly gatherings for faculty to discuss pedagogy and other topics important to teaching.

- **Individual consultations:** Opportunities for faculty to discuss teaching in a non-evaluative, peer-directed environment.
- **Visiting scholar:** Dr. James Rhem, a nationally recognized expert on teaching and learning, spent April 2015 engaging with faculty at several events.
- **Departmental collaborations:** The FCTL created department-specific workshops for Early College High School, Adult Basic Education, Sociology, and Foreign Language faculty.
- **Student Graffiti Project:** Students wrote comments and suggestions about teaching at ACC that were shared online (austincc.edu/studentgraffiti) and in faculty workshops. The project was featured in a Texas Community College Teachers Association newsletter article and at its 2015 convention.
- **Faculty-initiated activities:** Activities such as a book clubs (“Faculty Intellectual Feasts”) provide additional opportunities for faculty engagement.
- **Conference scholarships:** FCTL provided scholarships for 10 faculty members to attend the Lilly Conference on College Teaching and Learning. Instructors will share what they learned with colleagues in spring 2016.
- **Teaching and Learning collection at the ACC Library:** The FCTL has helped build ACC Library Services’ collection of books on teaching and learning (<http://alicat.austincc.edu/search~S1?ftlist percent5Ebib28 percent2C1 percent2C0 percent2C18/mode=2>).
- **FCTL “Fabulous Four” newsletter:** Highlights of FCTL activities are emailed monthly (<http://sites.austincc.edu/fctl/archived-monthly-reports>).
- **Social media:** @FCTLatACC on Twitter shares news about FCTL events and articles of interest to faculty.
- **FCTL Faculty Forum:** Blog for and by faculty lets instructors post thoughts and suggestions (austincc.edu/facultyblog).
- **Computerside Chats:** Interactive WebEx sessions address teaching strategies and college initiatives.
- **Faculty Learning Communities (FLC):** Faculty-facilitated, project-based groups for instructors to share and advance their knowledge. Groups meet for a semester or academic year and work toward an agreed-upon goal. Hemispheres, an outreach consortium at the University of Texas at Austin, is interested in developing an FLC with ACC faculty to address incorporating global content into courses.
- **“Taking College Teaching Seriously” Method:** FCTL promotes a culture of sharing and high-impact teaching practices by encouraging faculty to post lessons for colleagues to review.

Next Steps

Faculty interest and involvement in FCTL activities and resources has grown since its inception. In addition to collaborating on faculty-led activities and programs, the FCTL will focus on offering faculty certification programs and developing workshops on promising and research-based teaching practices.

Building program offerings for faculty development will require expanding existing Faculty Resource Centers on all ACC campuses. In addition, the FCTL Advisory Committee recommends creating a centralized faculty commons area to house FCTL staff and provide a place for faculty to meet, collaborate, and participate in activities focused on improved teaching methods, strategies and practices.

Strategy 2: Provide outstanding professional development activities and programs.

MEASURES

1. Create three professional certifications for faculty.
2. Create five professional certifications for staff.
3. Obtain at least two external awards and/or accreditations for program excellence.

MEASURE 1: CREATE THREE PROFESSIONAL CERTIFICATIONS FOR FACULTY.

Activities/Results

ACC's faculty support areas have addressed the college's strategic goals by designing, developing, and delivering training and professional development opportunities that promote improved teaching and learning. These include the following:

- **Culturally Responsive Teaching Certificate:** Faculty Institutes in July 2014 and July 2015 had 12 and 50 participants, respectively.
- **Blackboard Exemplary Course Certificate:** Faculty Institutes in summer 2015 and winter 2015 had 28 and 26 participants, respectively.
- **Master Teacher Certificate:** In fall 2015 the college gathered input from award-winning ACC faculty that is being used to develop content for a future course.

Next Steps

- **Culturally Responsive Teaching:** The college plans to disseminate information on culturally responsive teaching across all Areas of Study. The college hopes to include the training in new faculty on-boarding and recommend the training for all existing faculty.
- **Blackboard Exemplary Course:** Additional institutes are planned. While previous institutes were for seasoned online faculty, future sessions will be designed for faculty who teach hybrid

(online/classroom) courses and those who are new to teaching online. The goal is to provide Blackboard Exemplary Course certificates to 100 faculty members each year.

- **Master Teacher Certificate:** The college hopes to launch this program in spring 2016. Faculty representatives from ACC Areas of Study, Faculty Senate, and Faculty Development will be recruited to ensure this certification focuses on student success and is supported by a comprehensive implementation and recognition plan.

MEASURE 2: CREATE FIVE PROFESSIONAL CERTIFICATIONS FOR STAFF.

Activities/Results

- **Leadership Academy:** Almost 150 individuals (30 faculty and 118 staff, 16 of whom also are adjunct professors) have graduated from this program, now in its eighth year. The 18-25 Academy “Fellows” selected each year complete a rigorous application process. The 10-month program fosters soft skills in areas such as communication and leadership. Participants develop personal and professional relationships and gain hands-on leadership experience. This furthers ACC’s mission by promoting a culture of servant leadership and collaboration.
- **Cultural Competence training:** As part of the Cultural Competence Workgroup Three-Year Plan, the college has offered Cultural Competence workshops for faculty and staff. The workshops did not lead to a certificate but served as a pilot for the curriculum. The college plans to develop the training into a full certification program.
- **Certificate in Conflict Resolution and Mediation:** ACC’s Center for Peace and Global Studies has developed workshops and training to help faculty and staff become proficient in the principles and strategies of mediation and conflict resolution. Faculty who opt to incorporate a “Peace and Global Studies” component to their curriculum will be required to complete this training.
- **Guided Pathways Generalist certification:** As part of its guided pathways implementation, ACC is developing training for Guided Pathways Generalists who support students throughout onboarding or enrollment processes. The college has conducted Austin Competency Analysis Profiles (ACAPs) with advisors, counselors, recruiters, and Welcome Center staff to help define basic skill competencies for generalists.
- **Student Mentoring certification:** A number of ACC programs have strong mentorship components but offer varying degrees of mentor training. The college is working to better align, promote, and expand opportunities for faculty and staff to mentor to students. An ACAP was conducted to define the competencies needed by mentors.

Next Steps

The workshops listed above were not specifically designed to provide certifications. The college will redefine the curriculum and assessment within these programs to provide basic level credentials. In addition to the training and development, the college is establishing a process to track these certifications and award badges to faculty and staff who successfully complete the training.

- **Leadership Academy:** The college will review academy curriculum to determine a process to award certification.
- **Certificate in Cultural Competence:** Workshop curriculum will be revised and enhanced to provide certificates beginning September 2016.
- **Guided Pathways Generalist certification:** The college plans to begin offering training for this certification by August 2016.
- **Certificate in Conflict Resolution:** The curriculum and content for this program exists; the college plans to develop a process for certification for offering in fall 2016.
- **Student Mentoring certification:** Training will be offered beginning summer 2016. Faculty and staff who successfully complete the training will receive a Student Mentoring certification. The college is finalizing a process to track completers.

MEASURE 3: OBTAIN AT LEAST TWO EXTERNAL AWARDS AND/OR ACCREDITATIONS FOR PROGRAMS.

Activities/Results:

Program accreditations from industry or discipline-focused organizations affirm that ACC courses and programs meet the standards of the field. Preparing and submitting program information to obtain accreditation serves as a faculty and professional development activity.

The number of program accreditations received by the college has increased since 2012-13. ACC currently has 21 reported accredited programs.

Next Steps

ACC will conduct an inventory of credit and Continuing Education courses and programs to determine the number of additional program accreditations it can pursue. The college will prioritize programs for consideration and develop a timeline for submitting application documents.

Strategy 3: Enhance faculty skills with instructional technology.

MEASURE: PROVIDE WORKSHOPS AND TRAINING PROGRAMS TO HELP FACULTY GAIN SKILLS IN THE APPLICATION OF TECHNOLOGIES THAT SUPPORT AND ENHANCE TEACHING AND LEARNING.

Background

ACC's Instructional Development Services and Instructional Computing and Technology offices partner to provide faculty a broad range of teaching, learning, and technology support services, including computing facilities, instructional design, technology training, distance learning course development, and effective instructional technology integration.

Each campus houses a Faculty Resource Center (FRC) where faculty and staff can access up-to-date computer technology and instructional equipment. Trained staff is available for hands-on assistance. FRC services and resources include:

- PCs and Macs, including printers and scanners.
- Internet connectivity for accessing email, Blackboard, ACC Online Services, etc.
- Software such as Microsoft Office Suite, Photoshop, and applications for capturing and encoding media files.

Activities/Results

As referenced in Strategy 2, ACC offered a Blackboard Exemplary Course training program twice in 2015, serving more than 50 faculty members. The training focused on improving the design and delivery of online and hybrid distance learning courses at ACC. The college offered additional group workshops and individual training on use of the following instructional technologies:

- Learning Management System (LMS): Blackboard
- Student response systems: CPS (Classroom Performance Systems), iClickers, and Turning Point
- Secure online testing: Respondus
- Lesson builder: SoftChalk
- Screen capture: Camtasia Studio
- Web conferencing: Adobe Connect, WebEx, and Google Hangouts

Next Steps

Expanded instructional technology training will be integrated with the planned enhancements to faculty orientation programs, the Master Teacher Certificate program, and Blackboard workshops.

IDS also has been working on a collegewide process to explore new and emerging technologies more effectively. This process will include research, review, and testing of instructional technologies to assess their potential to support teaching, learning, and student success. The department will create a webpage to promote faculty collaboration and support their access to technology research and resources.

Strategy 4: Strengthen the quality of distance education.

MEASURE: REVIEW ACC’S DISTANCE LEARNING (DL) PROGRAM OR CONDUCT A SELF-AUDIT USING GUIDELINES FROM THE SLOAN C CONSORTIUM AND IMPLEMENT A PLAN FOR IMPROVEMENT.

Background

ACC’s DL enrollment is outpacing traditional enrollment. From fall 2006 to fall 2014, traditional enrollment increased 23 percent while distance learning increased 49 percent. In October 2012 the college formed a Distance Learning Task Force composed of faculty and staff from around the college to identify achievement gaps and opportunities to improve student outcomes in DL courses.

Activities/Results

The task force collected data from the following sources to assess ACC’s DL program and identify areas for improvement:

- ACC’s data warehouse system (The Information Portal System, or TIPS).
- Two online student support and technology surveys.
- Literature review.
- Interview with ACC Health Sciences Division.
- Three student focus groups and three faculty focus groups.
- Online Learning Consortium Quality Scorecard self-assessment survey.

A report with several recommendations was submitted to administration in November 2015 and shared with the college’s shared-governance DL Advisory Committee.

Next Steps

A Distance Learning plan based on research and recommendations by the DL Advisory Committee and DL Task Force includes the following tasks:

- Continue “Exemplary Online Course” training and certifications for at least 100 faculty per year; track success metrics for DL courses to determine the impact of training.
- Develop at least 10 fully online program credentials (certificates and degrees) by 2020 with a focus on transfer.
- Further develop and acquire digital assets; provide all e-Learning course assets in digital format including digital textbooks.
- Seamlessly integrate academic and student support services throughout the online student experience in guided pathways starting fall 2016.
- Enhance training mandated by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for DL faculty to include exemplary course design and evaluation.

- Expand the availability of fully online courses to meet student demands.
- Expand “2+2” articulation agreements (students complete two years toward a bachelor’s degree at a community college and two years at a university) with local area colleges and universities that offer fully online programs.
- Develop a process to review DL outcomes reported in departmental Program Review reports to align with and address program-level needs.
- Collaborate with faculty governance to develop DL policies and standards that address SACSCOC and state reauthorization requirements.
- Establish an e-Learning quality assurance task force or committee to develop standards, policies, and procedures to advance effective online teaching.
- Establish a process to review on an ongoing basis the college’s compliance with internal and external policies through program and course audits (i.e. Quality Matters, BB Exemplary Course Rubric, etc.).
- Promote the use of new and innovative technologies in the learning experience, particularly those that enhance and improve teaching and learning and support student success.
- Implement new, evidence-based e-Learning teaching strategies on a global scale to impact successful DL course completions.
- Develop a marketing and recruitment plan to promote online programs and increase enrollments.

Strategy 5: Plan for a diverse faculty, staff, and administration.

MEASURES

1. Develop and implement a plan to increase full-time faculty ratios in all instructional departments and programs.
2. Develop and implement a plan for increased diversity of ACC faculty, staff, and administration to mirror the demographics of the service area (e.g., faculty and staff intern program).

MEASURE 1: DEVELOP AND IMPLEMENT A PLAN TO INCREASE FULL-TIME FACULTY RATIOS IN ALL INSTRUCTIONAL DEPARTMENTS AND PROGRAMS.

Activities/Results

ACC seeks to have at least 50 percent of all course sections taught by full-time faculty. Currently 46.9 percent of sections are taught by full-time faculty, compared with 42.7 percent in 2012-13.

Next Steps

In summer 2016 ACC's Faculty Development Office will work with the Human Resources Office and representatives from the Faculty Senate and the Adjunct Faculty Association to develop a comprehensive hiring plan to recruit qualified and diverse faculty to increase full-time faculty ratios and meet the 50 percent goal.

MEASURE 2: DEVELOP AND IMPLEMENT A PLAN FOR INCREASED DIVERSITY OF ACC FACULTY, STAFF, AND ADMINISTRATION TO MIRROR THE DEMOGRAPHICS OF THE SERVICE AREA (E.G., FACULTY AND STAFF INTERN PROGRAM.)

Activities/Results

ACC's Human Resources Office will implement a Diversity and Inclusion Plan comprising five components:

- **Workforce Analysis:** A list of ACC job titles classified into organizational units.
- **Job Group Analysis:** Titles within job groups are listed with the number of female and minority incumbents identified for each group.
- **Availability Analysis:** This analysis determines the availability of women and minorities for employment, including determining whether promotions are possible within the college. This helps identify areas that are under-represented.
- **Adverse Impact Analysis:** Analysis of employment processes in all aspects of employee selection, promotions, and terminations with statistical tests to assess any adverse impact against a protected class.
- **Establish placement objectives:** Identify placement objectives if the percentage of minorities or women in a job group is less than reasonably expected relative to their availability. Objectives will equal the availability percentage and serve as targets for the college to meet.

Next Steps

The proposed Diversity and Inclusion Plan will be forwarded to administration and faculty and staff representatives for review and approval by August 2016 for implementation beginning in 2016-17. The Human Resources Office will hire an employee recruiter and develop a monitoring and evaluation system to ensure it achieves desired classification levels.



GOAL 4

Goal 4

Support sustainable improvement of college operations.

Overview

ACC must continuously assess and apply new principles, systems, and tools to support the sustainable improvement of college operations.

Strategies

1. Coordinate processes for planning and budgeting.
2. Engage in robust collection and analysis of data to evaluate and improve operations.
3. Create an Intranet for posting internal plans, agendas, minutes, etc.
4. Ensure compliance with all state, regional, and national partner organizations.
5. Ensure ACC facilities support effective instruction, reflect community needs, and maximize long-term economic value.

Strategy 1: Coordinate processes for planning and budgeting.

MEASURE: DEVELOP A FINANCIAL PLAN THAT ADEQUATELY FUNDS IDENTIFIED COLLEGE PRIORITIES.

Background

While ACC Board Policy requires the college to present a three-year forecast for its operating budget (Policy G-1 - College Budget), the college typically prepares a 10-year forecast. Although this forecast has served the college well in terms of managing current operations and maintaining fiscal stability, it largely assumes the status-quo in terms of future operations. While it references the college's strategic plan, it is not specifically modeled to support that plan. As a result, current operations often take precedence over the strategic plan during the budget process. Therefore, the strategic plan does not drive the annual budget.

For the college to direct fiscal resources to activities identified as priorities in the strategic plan, planning and budgeting processes should align. This alignment would produce a multi-year financial plan that directly supports the multi-year strategic plan. The multi-year financial plan would in turn drive the annual budget.

Activities/Results

- During 2014-15, the Provost developed a strategic plan to align the college's existing plans. This new strategic plan was presented to and approved by ACC's Board of Trustees in spring 2015.
- The Provost subsequently created an Office of Institutional Planning charged with developing a process by which all college departments would create unit plans that directly support the strategic plan.
- The college acquired new software (TracDat) to collect and track unit plans.
- The board approved revisions to the "E Group" policies to reflect the new planning process.
- The college's budget system has been modified to link to the unit plans and therefore to the strategic plan. As such, the college will be able to identify resource requests that tie directly to strategic goals.

Next Steps

While the college has made significant progress aligning its planning and budgeting processes, opportunities for better alignment remain. The current strategic plan expires in 2016 and the college will develop a new strategic plan in spring/summer. This will create an excellent opportunity to ensure that the strategic plan, unit plans, and the budget are aligned.

Strategy 2: Engage in robust collection and analysis of data to evaluate and improve operations.

MEASURE: IMPROVEMENTS AS MEASURED BY EMPLOYEE SURVEYS, SUPPORT SERVICE REVIEWS, AND EXTERNAL BENCHMARKS.

Background

Historically ACC has actively collected data and participated in numerous regional and national studies and initiatives aimed at using data to improve student success and college operations. Much of the data and resulting analyses from these initiatives were used internally by relatively few ACC employees.

Activities/Results

- During 2014-15, ACC created the new position of Data Analytics Manager reporting directly to the Provost. The role is to provide leadership in data analytics including descriptive, predictive, and prescriptive statistics for identifying strategic priorities and determining the effectiveness of strategic and operational plans.
- During 2014-15, the college also created its first Financial Analyst position, reporting directly to the EVP of Finance & Administration. The purpose of this role is to support administration in

developing detailed presentations and financial reports that may include forecasting, cost-benefit analysis, and trending and results analysis.

- The college is discussing plans to create other analyst-related positions and evaluating several technology products that focus on analytics.

Next Steps

To truly impact operations, collected data and resulting analyses should permeate all levels of the college. To apply data to improve operations, the college must:

- Increase its data analytics capacity with the specific intent of evaluating operational activities extending to the departmental level. Currently, much of the data analysis is collegewide and aggregated. The analysis needs to extend to the operational level, and even the process level. The college also must continue to expand its capacity for data analytics through both personnel and technologies.
- Increase its capacity to produce and distribute real-time (or near real-time) data/reports to all management levels. Currently, most formal reporting is at the collegewide level. The small amount of departmental reporting that occurs relies on the initiative of the individual department.
- Develop a formal set of operational reports/dashboards that can be distributed to the appropriate levels of the college, rather than relying on individual departments to determine how or if they will use data.
- Develop and communicate clear expectations to departments for how they should use data to manage their operations.
- Expand training in the use of data, reporting, and analytics at departmental levels.
- Require each department to identify benchmarks and/or set targets to evaluate performance of each major function of the department.

Strategy 3: Create an Intranet for posting internal plans, agendas, minutes, etc.

Background

Several years ago ACC undertook several initiatives to expand its external website. It has moved away from its internal-only website, and posts materials, reports, and announcements — regardless of the intended audience — on its external website. While this was well-intended and increased transparency and access to information, it has had unintended consequences. The amount of content now on the external site can create information overload for the users, especially students. The site has become

increasingly difficult to navigate, and search functions are less effective because of the large number of results they yield.

Much of the content on ACC's website is needed by a small or focused group of users or relates to internal uses only, with little application to students or the public. This is why most large institutions maintain an Intranet. An Intranet serves several purposes. It keeps the external website free of volumes of internal-only content. It also can improve communication by allowing more focused and individualized content. A clean, crisp external website is a key component to the success of ACC and its students. This will be increasingly true with the implementation of the guided pathways model.

Activities/Results

"MyACC"

During 2014-15, ACC acquired the Ellucian Portal system, an add-on application to the college's existing enterprise resource planning system. Branded as "MyACC," the portal will provide an enhanced web interface for students, faculty, and staff, providing them with personalized, role-based information when they log in to ACC systems. The portal will become the primary gateway for the college's planned Intranet. Portal implementation is ongoing.

ACC Web Administration and Standards

Establishing and maintaining web standards has been a challenge at ACC that is compounded by the ever-growing amount of content on its website. During fall 2015 several ACC staff and administrators formed a working group to examine these challenges and offer possible solutions for improvement. Recommendations include:

- Develop standards for all ACC webpages, especially external pages.
- Evaluate ACC's web architecture, which includes an Intranet.
- Establish a more formal process of administrative oversight.

Next Steps:

- The portal is scheduled to go "live" in fall 2016.
- New web standards will be in place by fall 2016.
- Once the portal is active and web standards are in place, the college will begin updating webpages to comply with the new standards and transition appropriate pages to the portal.

Strategy 4: Ensure compliance with all state, regional, and national partner organizations.

MEASURES

1. Receive at least two external awards from relevant organizations.
2. Receive clean audits and no external notices of non-compliance from state, federal or accrediting agencies.

MEASURE 1: RECEIVE AT LEAST TWO EXTERNAL AWARDS FROM RELEVANT ORGANIZATIONS.

Background

ACC strives for excellence in its programs and services. Recognitions from external organizations affirm the college's commitment to upholding high standards.

Activities/Results

ACC received numerous awards and recognitions during 2014-15:

- Sustainability Award from the Association for the Advancement of Sustainability in Higher Education.
- 2015 Captain Louie White Award to ACC District Police Sgt. Clayton Harris from the Austin NAACP.
- Bill G. Daniels Outstanding Administrator Award to ACC District Police Chief C. Lynn Dixon from the Texas Association of College and University Police Administrators.
- 2015 Citation of Excellence for the Highland Campus from Learning by Design.
- PRIMO Database selection for ACC Library Services from the American Library Association.
- LEED (Leadership in Energy and Environmental Design) Gold certification for the Highland Campus from the U.S. Green Building Council.
- 2015 Impact Award for Innovation for the Highland Campus from the Urban Land Institute of Austin.
- 2015 Innovator Award for Highland Campus from Campus Technology magazine.
- Design Award for Highland Campus from the Austin chapter of the American Institute of Architects.
- Project of the Year Award for Highland Campus; Austin Business Journal Commercial Real Estate Awards.
- Excellence in Construction Award for Highland Campus from Associated Builders and Contractors - Central Texas chapter.

- Exemplar College Award from the Texas Association of Community Colleges/Texas Success Center.
- 2015 WAN Adaptive Reuse Award Commendation – Highland Campus from World Architecture News.
- Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association.

Next Steps

The college will pursue a system and/or process for collecting and managing awards information electronically.

MEASURE 2: RECEIVE CLEAN AUDITS AND NO EXTERNAL NOTICES OF NON-COMPLIANCE FROM STATE, FEDERAL, OR ACCREDITING AGENCIES.

Background

To support and sustain efforts to improve college operations, ACC must review and monitor its policies, processes, and services to ensure relevance and compliance with state, federal, and accreditation standards. As part of these efforts, ACC engages in internal and external audits and ensures the college complies with regulatory reporting requirements from state, federal, and accrediting entities.

Activities/Results

- State and regional reporting: ACC has met all deadlines relating to Texas Higher Education Coordinating Board and Southern Association of Schools Commission on Colleges, (SACSCOC) reporting requirements. In addition, all reporting requirements have been met for the Legislative Budget Board.
- Federal reporting: ACC has met all deadlines for reporting to the IPEDS data collection system for the U.S. Department of Education.
- Federal audits: ACC was audited by the U.S. Department of Education in 2015 for compliance with federal student financial aid regulations. ACC is currently waiting for a final report on the findings.
- Financial audits: The college received a clean/unmodified opinion for its FY 2015 Comprehensive Annual Financial Report.

Next Steps

ACC will remain vigilant in meeting reporting requirements and reviewing and monitoring compliance with relevant standards. If audits do yield findings, the college will address those immediately. Similar to Measure 1 under this Strategy, the college needs to develop a system for centralized collection and management of this data.

Strategy 5: Ensure ACC facilities support effective instruction, reflect community needs, and maximize long-term economic value.

Background

In 2006 the college began a multi-year process of developing a long-term facilities master plan. This planning process yielded a regional facilities master plan (The Sasaki Report) in 2007 followed by campus master plans in 2011. These plans included several recommendations for facility expansions and renovations needed to support the future growth of the college.

Activities/Results

- In 2013 ACC's Board of Trustees appointed a Bond Citizens Advisory Committee that was charged with prioritizing the projects identified in the plan and recommending a tax-supported bond package for the board to consider.
- In 2013, a bond awareness campaign was implemented.
- In June 2014, the board called a bond election for two propositions totaling \$386 million.
- In November 2014, 57 percent of ACC District voters approved the \$386 million bond election.
- In May 2015 ACC issued the first \$175 million of the \$386 million in authorized bonds.
- In December 2015, ACC completed the acquisition of 124 acres in Southeast Travis County for a future Regional Workforce Training Center.

Throughout 2015-16, the board selected architectural/engineering and construction manager firms for all six bond projects (see more on pages 32-35):

Highland Phase II will expand campus capacity by approximately 5,000 students and support a variety of programs.

- Planned opening: fall 2019
- Budget: \$152.8 million
- Architect: Barnes Gromatzky Kosarek Architects and Perkins + Will
- Contractor Manager at Risk: Flintco
- Project Manager: Pamela Collier

Elgin Phase II will expand campus capacity by approximately 1,500 students and provide facilities for the Sustainable Agriculture Entrepreneurship and Veterinary Technician programs.

- Planned opening: spring 2018
- Budget: \$13.2 million
- Architect: O'Connell Robertson

- Contractor Manager at Risk: DPR Construction
- Project Manager: Robert Ryland

Hays Phase II will expand facilities supporting first responder (public service) programs.

- Planned opening: spring 2018
- Budget: \$22.4 million
- Architect: Brinkley Sargent Wiginton
- Contractor Manager at Risk: Vaughn Construction
- Project Manager: Deborah Ford Femat

Round Rock Phase II will expand campus capacity by approximately 1,500 students and focus on general education classrooms and facilities for Health Sciences programs.

- Planned opening: fall 2018
- Budget: \$33.4 million
- Architect: Page
- Contractor Manager at Risk: SpawGlass
- Project Manager: Jamie Hand

A new **Leander** campus will accommodate approximately 2,000 students and focus on general education classrooms and include an ACCelerator computer learning lab.

- Planned opening: fall 2018
- Budget: \$60 million
- Architect: Pfluger Associates
- Contractor Manager at Risk: American Constructors
- Project Manager: Brian Morrow

Rio Grande Campus renovations are set to begin August 2017. The project will restore the nearly 100-year old main campus building and provide state-of-the art classrooms and labs.

- Planned opening: spring 2019
- Budget: \$49 million
- Architect: Studio 8 Architects
- Contractor Manager at Risk: Bartlett Cocke
- Project Manager: Paul Mason

Next Steps

The college will conduct marketing activities to support community awareness and student recruitment goals. These include a leadership speaker series, groundbreaking celebrations, grand opening events, and recruitment activities.



GOAL 5

Goal 5

Increase relationships with community, state, national, and international partners.

Overview

ACC must increase relationships with community, state, national, and international partners to identify mutual objectives, leverage existing strengths, and tap additional resources.

Strategies

1. Ensure ACC involvement and interaction with all appropriate community partners.
2. Coordinate ACC grant writing with student, college, and community needs.
3. Partner with ACC Foundation to raise funds for student scholarships and program improvements.
4. Involve and inform ACC programs and services with the latest research and best practices.
5. Increase international student enrollments and promote a global focus throughout the curriculum.

Strategy 1: Ensure ACC involvement and interaction with all appropriate community partners.

MEASURES

1. Increase relationships with community state, national, and international partners.
2. Increase enrollment 5 percent due to partnerships with K12 schools/districts.
3. Increase enrollment as a result of partnerships with universities by 5 percent.

MEASURE 1: INCREASE RELATIONSHIPS WITH COMMUNITY STATE, NATIONAL, AND INTERNATIONAL PARTNERS.

Background

ACC works with area employers, chambers of commerce, economic development organizations, and elected officials to promote student success and quickly respond to the community's educational needs. Collaborations across six counties, seven congressional districts, and more than 20 political subdivisions allow the college to keep its finger on the pulse of the local economy as it develops programs that teach critical and practical skills in high-demand fields.

Activities/Results

Over the past three years, ACC has become a stronger and more effective regional advocate for workforce training, innovative economic development, and policies that ensure students of all levels and abilities have access to quality higher education. ACC enjoys a solid reputation in the community and is considered to be the most trusted institution in the region, according to 2015 polling by the Austin Chamber of Commerce.

The college has strengthened its ability to bring together groups and employment sectors that traditionally have not been cultivated by large educational institutions. Key to this effort are the Center for Nonprofit Studies, which collaborates with a network of at least 40 nonprofits; the Center for Public Policy and Political Studies, which fosters community-wide civic literacy; and the growing ACC Alumni Network, which gives the college's vast population of former students a place to connect.

Next Steps

Despite its strong standing in the community, ACC must continue to forge strategic relationships with external groups by adopting a more systematic process for gathering information from and communicating with community groups and opinion leaders. The college's External Affairs Office proposes acquiring a software system to help college leadership and internal stakeholders view and understand its various constituencies and better connect the dots between these contacts and strategic opportunities for the college. Hiring a data manager to oversee and manage these systems and processes will further help the college make the most of the relationships it builds.

These steps will assist college leadership, the External Affairs Office, ACC Foundation, Academic Planning, Development, and Evaluation Office, and Public Information and College Marketing Office as they reach deeper into the community.

MEASURE 2: INCREASE ENROLLMENT 5 PERCENT DUE TO PARTNERSHIPS WITH K12 SCHOOLS/DISTRICTS.

Background

ACC maintains relationships with area school districts to promote a college-going culture. The college's dual credit and Early College High School (ECHS) programs allow high school students to earn college credit before graduation and make a successful transition to higher education. Dual credit students take college courses at ACC campuses, centers, online, or at their high school campus. The college has expanded its ECHS partnerships to seven schools. ECHS students who begin college classes in the ninth grade can earn both a high school diploma and up to 60 college credits or an associate degree in four years.

Activities/Results

From fall 2013 to fall 2014, total enrollment in the two programs declined 8.5 percent. Dual credit enrollment declined 8.6 percent while ECHS enrollment decreased 16.8 percent. The declines are attributable to changes in Texas Success Initiative requirements that impacted the number of high school students who qualified for dual credit courses, as well as policies that limited the number of courses students can take that do not apply to a degree.

From fall 2014 to fall 2015, total enrollment in dual credit and ECHS programs increased 17.8 percent. Dual credit enrollment increased by 13 percent from fall 2014 to fall 2015, while ECHS enrollment increased 106 percent. Several factors contributed to the increase, including revised ACC websites, a free TSI preparation site with videos, tutorials, and practice exams; new Early College High Schools for the Manor, Elgin, and Bastrop ISDs; new ACC Career Academies; and the reorganization of the ACC College-High School Relations Office.

Next Steps

The College-High School Relations Office will continue to promote enrollment growth in dual credit and ECHS programs and new Career Academies (page 30). The office will develop a strategic plan to define a direction for enrollment growth and metrics to measure progress. It plans to track students who successfully enroll at ACC (or other colleges/universities) after high school, develop a marketing and communication structure and web presence, and build a functional organizational structure to better serve students while supporting the growth and development of the office's staff. Plans for individual programs include:

Dual Credit: ACC is working with ISD partners to offer a three- and four-year course sequence leading to completion of the ACC core curriculum and/or an associate of arts degree. A fall 2017 implementation is planned.

ECHS: ACC will add three ECHS partners in fall 2016 – Austin ISD's Lanier and Eastside Memorial high schools and a Round Rock ISD Early College High School to be located at ACC's Round Rock Campus. The Round Rock ECHS is expected to begin with about 125 ninth-grade students. Enrollment also is expected to be strong at Eastside, which currently has no dual credit students.

Of the seven existing Early College High Schools, four have ninth- and 10th-grade students and one has ninth grade students only. Enrollment in these programs is expected to grow as new student cohorts begin and TSI readiness improves. The number of students taking ACC courses through ECHS programs has significantly exceeded the 5 percent targeted growth.

Career Academies: Twenty-nine students enrolled in ACC's IT Academy in fall 2015; the college plans to enroll 60 students in the program in fall 2016. A Construction Trades Academy launching in fall 2016 at ACC's Riverside Campus is expected to enroll 20-24 students. (See more on page 30.)

MEASURE 3: INCREASE ENROLLMENT AS A RESULT OF PARTNERSHIPS WITH UNIVERSITIES BY 5 PERCENT.

Background

ACC co-enrollment programs with the University of Texas at Austin (PACE) and Texas State University (Pathways) enable students to experience student life and academic expectations of the universities while benefiting from ACC's smaller class sizes. Students accepted into the programs take most of their courses at ACC and one course each semester at their respective university until they complete their first year. Students can continue at the university without applying for admission.

Activities/Results

ACC launched the PACE program with 93 students in fall 2013. Enrollment in the two programs jumped to 439 in fall 2014 with the addition of Pathways. In fall 2015 the PACE program was modified from a two-year, 60-credit program to one-year, 30-credit program. The PACE change resulted in lower overall co-enrollment (293 students) in fall 2015.

Next Steps

ACC will continue to work with partner institutions to increase the number of students in co-enrollment programs.

Strategy 2: Coordinate ACC grant writing with student, college, and community needs.

MEASURE: INCREASE GRANT FUNDING FROM PUBLIC AND PRIVATE SOURCES BY 5 PERCENT.

Background

ACC's Grant Development & Compliance Office researches, coordinates, and writes grant applications to support college departments and programs.

Activities/Results

Grant funding from federal, local, private, and other sources has increased since 2014 following a slight decline in award dollars from 2012 to 2013.

To date, total grant awards in FY 2016 have increased by 41 percent. This reflects a 10 percent increase in federal grants, a 97 percent increase in state awards, a 23 percent increase in local government awards, and a 10 percent decline in private foundation grants.

From FY 2014 to 2015, federal awards increased 9 percent, state awards increased 155 percent, and private awards increased 11 percent. Although local government grants decreased by 3 percent in FY

2015, total grant dollars increased 38 percent. The large increase in state grants is attributed to a renewed focus by ACC's Continuing Education Division in seeking Texas Workforce Commission Skills Development Fund dollars.

Total grant dollars from federal, local, private, and other sources were \$10,541,436 in FY 2015, compared with \$7,649,708 in FY 2014 and \$7,216, 843 in FY 2013, an increase of 46 percent for the three-year period.

Next Steps

The Grant Development & Compliance Office will continue to increase grant funds by applying for federal, state, local, and private funding opportunities that align with ACC's mission. The office will:

- Collaborate with the ACC Foundation to increase the number of private foundation/corporate grants submitted and awarded.
- Continue to build relationships in the region to increase shared grant opportunities with business, industry, and educational partners.
- Ensure grantees obtain maximum administrative allowances and funding for indirect costs.
- Continue to conduct needs analyses with ACC staff and faculty to determine program needs or innovative ideas and assist in seeking grant opportunities for support.
- Help departments establish systems for managing award funds, evaluating programs, and reporting results.

Strategy 3: Partner with ACC Foundation to raise funds for student scholarships and program improvements.

MEASURES

1. Increase student scholarship funds (in partnership with the ACC Foundation) by 5 percent.
2. Increase the value of resources contributed to ACC (equipment, staffing, facilities, etc.) by 5 percent.

MEASURE 1: INCREASE STUDENT SCHOLARSHIP FUNDS (IN PARTNERSHIP WITH THE ACC FOUNDATION) BY 5 PERCENT.

Background

The ACC Foundation develops community support for the college and raises funds to support student needs. By providing scholarships, purchasing equipment to train students, and funding program infrastructure, the Foundation plays a key role in ACC's ability to educate. Members of the Foundation's

Board of Directors use their leadership within their industries and the philanthropic community to communicate the vision of ACC and the Foundation. Directors value higher education and leverage community resources by identifying and cultivating donors to create life-changing opportunities for students. Through a strong stewardship program, the Foundation's donor base grows each year, resulting in annual growth in scholarships.

Activities/Results

During each of the past three years, the Foundation has increased both the number of scholarships awarded and the total dollar amount awarded. The total value of scholarships awarded in fall 2015 was \$657,985, compared with \$601,750 the previous year, and \$559,820 in fall 2013, an increase of 17.5 percent over the period.

From fall 2013 to fall 2014, the number of awards increased 10.9 percent and the amount awarded grew 9.3 percent. From fall 2012 to fall 2013, awards increased 5.2 percent while the dollar amount awarded increased 7.5 percent. The Foundation has maintained a large base of returning donors and added new donors to the annual and endowed scholarship programs.

In the two years tracked, 810 scholarships were awarded totaling \$1.26 million. Of these award recipients, 307 students have received a certificate or associate degree.

Since FY 2014 ACC also has received scholarship funds from the Texas Higher Education Coordinating Board's Texas Science Technology, Engineering and Mathematics (T-STEM) Challenge Scholarship Program. Through this program ACC awards \$2,500 scholarships to students enrolled in STEM programs. The Foundation received \$460,500 in T-STEM dollars for FY 2016, compared with \$368,420 in FY 2015 and \$328,900 in FY 2014, an increase of 1.1 percent.

Next Steps

The Foundation will continue to expand its donor base through board member involvement and increase scholarship dollars through annual events such as the Golf Scramble and the Fairway 5K.

The Foundation will add new members to expand its reach in the community and provide ongoing training to existing directors to familiarize them with ACC and its programs and expand their knowledge of the fund-raising process. It also will provide new opportunities to recognize donors and connect them with student scholarship recipients.

MEASURE 2: INCREASE THE VALUE OF RESOURCES CONTRIBUTED TO ACC (EQUIPMENT, STAFFING, FACILITIES, ETC.) BY 5 PERCENT.

Background

The ACC Foundation accepts gifts in a variety of forms, including in-kind gifts, gifts of equipment, software, electronics, instruments, furniture, and other items. Potential donors can contact the Foundation to determine whether the in-kind contribution can benefit the college.

Activities/Results:

The Foundation does not actively pursue in-kind gift donations. It does, however, serve as the pass-through entity to accept donations of this type for the college. These assets are included in the college's inventory and have declined over the past three years to \$36,662 in FY 2015, from \$70,651 in FY 2014 and \$131,964 in FY 2013.

Next Steps

The Foundation will continue to incorporate in-kind giving opportunities in solicitation discussions. It also will inform ACC departments about the process for in-kind donations and provide a link for donations that departments can add to their websites.

Strategy 4: Involve and inform ACC programs and services with the latest research and best practices.

Background

A 2015 study by the Community College Research Center (CCRC) at Columbia University, "Redesigning America's Community Colleges: a Clearer Path to Student Success," captured the attention of the nation's colleges for tackling a pervasive trend of low completion rates.

The book criticized the structure and operations of most community colleges, citing factors such as a focus on courses rather than programs, limited advising and poor tracking of students' progress, a failure to help students clarify clear goals, instructional techniques that focused on knowledge transmission instead of facilitating learning, and poorly designed developmental education.

Authors urged community colleges to replace their "cafeteria-style" model of offering students a multitude of classes and options with "guided pathways" that would provide more personalized, accelerated, and contextualized paths for students to follow, ultimately ending in transfer or employment in their chosen field.

The study and related book sparked the creation of ACC's "Futures Institute," a group charged with examining the principles of guided pathways and how other community colleges were benefiting from them. In spring 2015, the college solicited applications for the Institute from faculty and staff. From more than 100 applications, a team of 22 faculty and staff and 2 student members were selected to participate in the group during the 2015-16 academic year.

Activities/Results

Futures Institute members spent the fall 2015 semester in intensive research and discussion. They engaged in conversations with various ACC departments, programs, and campus constituencies. They hosted one of the study's authors, Dr. Davis Jenkins, in a forum with instructional and student service

leaders. They visited three of the colleges cited in the CCRC study (Miami-Dade College, City Colleges of Chicago, and Sinclair College in Dayton, Ohio) and presented results of the visits to faculty and staff and Campus Advisory Committees.

The Futures Institute also worked with Fielding University graduate students of Dr. Barbara Mink to conduct student and faculty focus groups to gather more information and feedback. Finally, members engaged with college deans and department chairs to consider how ACC might implement guided pathways. Details about these activities and the resulting recommendations are in Futures Institute's final report posted online on the Provost Office website at austincc.edu/offices/provost/programs-and-initiatives/futures-institute/recommendations.

In spring 2016, Futures Institute members again worked with instructional and student service leaders to identify 10 Areas of Study for ACC:

1. Arts, Digital Media, and Communications
2. Business
3. Computer and Information Sciences
4. Culinary, Hospitality, and Tourism
5. Education
6. Health Sciences
7. Liberal Arts (Humanities and Social Sciences)
8. Design, Manufacturing, Construction and Applied Technologies
9. Public and Social Services
10. Science, Engineering, and Math

The Provost created a Guided Pathways Implementation Team that meets weekly and includes representatives as needed from all college constituencies. Members of the team are meeting with faculty and advisors from each of the study areas above to “map” clear and accelerated pathways for each program (major). These comprehensive pathways also will feature “on-ramps” from high schools, continuing education, adult education, and developmental education.

Next Steps

The goals of the program mapping sessions are to:

- Identify a course sequence that effectively introduces and offers students opportunities to master program student learning outcomes (SLOs) and clearly demonstrate progression toward an award.
- Determine common “default” electives that best align with program SLOs across an Area of Study and meet transfer and/or career requirements.
- Develop common semester course plans across programs within each Area of Study, incorporating, as appropriate, opportunities for experiential learning (co-ops, internships, service learning, etc.).
- Ensure program SLOs effectively prepare students for job entry/career opportunities and/or transfer into a baccalaureate program.

- Outline a viable set of continuing education and/or college-credit stackable credentials, as appropriate, in the form of marketable skills awards (MSA), certificates, and degree awards.
- Incorporate industry certifications as appropriate.

Goals and tasks related to Student Services include the:

- Update of ACC's application to include questions that will identify an applicant's Area of Study and pathway/major (if known), as well as student intent (certificate, degree from ACC or a transfer institution, post-baccalaureate degree, continuing education, job skills, or personal enrichment).
- Revision of ACC's existing online orientation as the "First Step" to introduce and explain the Areas of Study and provide information about ACC student services, including financial aid and test preparation.
- Design and development of Area of Study information sessions that will 1) advise students about pathways (majors) and course selection; 2) provide career and transfer information specific to the Area of Study; 3) introduce assigned advisors and counselors; and 4) begin engagement with students and build community.

In addition, the Student Services Office will oversee modified student "onboarding" processes. New credential-seeking students in fall 2016 (new to college or to ACC with fewer than 12 college credit hours) will:

- Complete TSI testing if necessary.
- Complete online orientation.
- Attend an Area of Study information session conducted by assigned advisors and/or faculty.
- Take a student success course as required in their pathway (major) in the first semester.
- Take developmental courses as needed in the first semester paired with a college credit course.

For returning students:

- Advisors will provide *general* assistance as needed to students within assigned Area of Study.
- Counselors will provide *specialized* assistance for students in need, such as those on academic suspension and probation, or with mental health, wellness, or financial issues.

Strategy 5: Increase international student enrollment and promote a global focus throughout program curriculum.

MEASURE: INCREASE INTERNATIONAL STUDENT ENROLLMENTS BY 10 PERCENT.

Background

ACC believes in being part of the global community and serving all students. The college recognizes the importance of increasing international student enrollment. In today's global environment, international students add richness to the college experience. They help globalize perspectives by introducing the college community to diverse cultures. They, in turn, gain an experiential view of American culture.

Activities/Results

International student enrollment (unduplicated headcount) has increased steadily over the past three years, from 1,255 in fall 2013, to 1,303 in fall 2014, and 1,397 in fall 2015.

The International Programs and Enrollment Management Offices are together working to recruit more international students. To date, they have conducted recruitment missions to Colombia and Mexico in collaboration with Study Texas.

ACC also has introduced a new Intensive English Program (IEP) to prepare international students for college-level courses. In addition to accelerated English language instruction, IEP students take an elective course to prepare for the TOEFL language exam or to enhance their understanding of English or American culture.

In addition, the International Programs Office is expanding its efforts to globalize ACC instructional programs. For the 2015 academic year, the office awarded two grants to faculty to internationalize curricula, courses, and instruction. The office has developed internship and apprenticeship programs to provide international experience to students in several programs of study, including American Sign Language Interpreter (Caribbean) and Office Administration (Denmark). Study abroad programs were developed to include an international focus for the Government (France) and Biology (Greece) programs of study.

Next Steps

ACC will continue to recruit international students through its collaboration with Study Texas and with universities in France, Greece, Canada, and the United Kingdom. International recruitment efforts will be expanded, and recruitment missions to Brazil and two additional countries are planned with Study Texas.

The college will continue to build instructional programs and enhance services for international students. Once the IEP is approved by the U.S. Department of Homeland Security, ACC will be able to issue the I-20 form - Certificate of Eligibility for Non-immigrant Student Status to students who wish to

enroll in the program. The International Programs and Enrollment Management offices will work with IEP staff to recruit international students for the program and develop partnerships with international students.

The International Programs Office also will cultivate new international relationships with Archipelagos Institute of Marine Science (Greece); Ecole Normale Supérieure de Pâtisserie (France); George Brown College (Toronto, Canada); Rose Bruford College of the Dramatic Arts (England); and the University of Strasbourg (France).