

**ALVIN COMMUNITY COLLEGE**  
**INSTITUTIONAL EFFECTIVENESS REPORT**  
**1999**



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# Introduction

Within the past decade institutional effectiveness has taken on an increasing level of importance at institutions of higher education as a mechanism for producing continuous quality improvement. Buzzwords and phrases such as "accountability" and "closing the loop" have become commonplace. This current document is the culmination of efforts that began in the spring of 1996 with the formation of the Special Institutional Effectiveness Research (SIER) team in order to examine Alvin Community College's current institutional goals and propose indicators for determining whether or not we are meeting them. After an extensive period of review, an updated set of institutional goals was proposed and adopted by the College's Board of Trustees in the summer of 1998. In the fall of that year, Dr. Danny Potter (Dean of Instruction) and Dr. Christopher P. Benton (Instructor of Mathematics) finished the task of developing indicators for the new goals. Subsequently, work began on the collection and compilation of the data that would be needed for the construction of Alvin Community College's first *Institutional Effectiveness Report*.

The intent of the *Institutional Effectiveness Report* is that it be a "working document" and not a book that "sits on the shelf". The report provides us with a snapshot of how well the College is doing in attaining its stated goals. For each institutional goal, a variety of indicators are specified and standards have been set for determining whether or not that aspect of the goal has been achieved. If a standard for a given indicator is not met, then an action must be taken that is designed to generate improvement in the coming year. In this way, a cycle of continuous review and advancement is set into place. Furthermore, the *Institutional Effectiveness Report* will itself undergo annual scrutiny in order that it too may be persistently improved and of greater service to the betterment of Alvin Community College and its students.



# Institutional Goals, Indicators, and Standards

**GOAL #1** *To provide appropriate academic courses in the arts and sciences for those pursuing associate degrees or planning to transfer to a senior institution.*

- Indicator 1.1 Transferability of courses  
*100% of University Parallel courses will transfer to all Texas public colleges and universities*
- Indicator 1.2 Student course completion rate (academic)  
*Percentage of contact hours completed is not less than five percentage points below the state average*
- Indicator 1.3 Articulation agreement with universities  
*At least one agreement in place with top five universities as determined by number of transfers*
- Indicator 1.4 Degree completion rates  
*The percentage of students who complete a degree or certificate will exceed the median for the Gulf Coast Consortium*
- Indicator 1.5 Average GPA of UHCL students who have transferred from ACC (fall semesters)  
*Transfers will have a GPA average that equals or exceeds the regional average*

**GOAL #2** *To provide one- and two-year technical programs that prepare graduates to enter business or industry with marketable skills.*

- Indicator 2.1 Number of approved Tech Prep programs  
*At least two programs with each of the major high schools within the service area*
- Indicator 2.2 Student course completion rate (technical)  
*Percentage of contact hours completed is not less than five percentage points below the state average*
- Indicator 2.3 Licensure examination pass rates  
*90% of students tested on a specific licensure exam pass, or the percentage of students who take licensure exams and pass is not less than five percentage points below the state average for the last 3 years for the specific licensure exam*
- Indicator 2.4 15 Graduates over three year period  
*100% of all active workforce education programs produce 15 graduates over 3 years*
- Indicator 2.5 85% Placement of Workforce Education Program Graduates within one year of graduation  
*100% compliance for all workforce education programs producing graduates ( 3 year average)*

**GOAL #3** *To provide programs that assist students to master skills that are fundamental to academic and career achievement.*

- Indicator 3.1 ACC TASP pass rates in comparison to other Gulf Coast Consortium community colleges  
*Pass rates will meet or exceed the regional average*
- Indicator 3.2 Pass rates for developmental courses (course by course basis)  
*Pass rate will not be less than 50% for each course*
- Indicator 3.3 College level course success rates (performance in MATH 1314 and ENGL 1301 students with developmental courses vs. non-remediated students)  
*There will be no statistically significant difference between the performance of remediated vs. non-remediated students taking MATH 1314 and ENGL 1301*
- Indicator 3.4 Completion rates for full-time students receiving remediation  
*30% of full-time first-time-in-college students receiving remediation receive a degree or certificate or transfer within 4 years*

**GOAL #4** *To provide continuing education programs that incorporate current and new technical courses, training partnerships with business and industry, and other opportunities for individuals to acquire and upgrade skills or seek personal enrichment.*

- Indicator 4.1 Continuing Education contact hours  
*Increase the number of contact hours each year (5 year trend line maintains positive slope)*
- Indicator 4.2 Number of training partnerships between the Center for Professional and Workforce Development and business and industry  
*Active involvement of at least two such affiliations*
- Indicator 4.3 Evaluation of training programs by employees  
*Average rating of programs will be positive with favorable evaluations*

**GOAL #5** *To provide an environment that supports and encourages students in their academic advancement and assists them in their personal and social development.*

- Indicator 5.1 Analysis of Student Survey with respect to why students chose ACC  
*Planning Team and Division Chairs will review the survey results and determine if changes are warranted and feasible*
- Indicator 5.2 Analysis of Student Survey with respect to participation in extra-curricular activities  
*Planning team and Division Chairs will review the survey results and determine if changes are warranted and feasible*
- Indicator 5.3 Analysis of Student Survey with respect to evaluation of college services  
*Planning Team and Division Chairs will review the survey results and determine if changes are warranted and feasible*

**GOAL #6** *To provide for the systematic measurement of academic excellence and institutional effectiveness and evaluate the progress of the institution's achievement of its strategic objectives.*

- Indicator 6.1 Licensure examination pass rates  
*90% of students tested on a specific licensure exam pass, or the percentage of students who take licensure exams and pass is not less than five percentage points below the state average for the last 3 years for the specific licensure exam*
- Indicator 6.2 Retention rate (Fall to Fall)  
*Maintain a Fall to Fall retention rate at least equal to the state average*
- Indicator 6.3 Student course completion rate for academic, technical and workforce education courses  
*Percentage of contact hours completed is not less than five percentage points below the state average*
- Indicator 6.4 Average GPA of UHCL students who have transferred from ACC (fall semesters)  
*Transfers will have a GPA average that equals or exceeds the regional average*
- Indicator 6.5 Student evaluation via Student Survey of quality of education at ACC  
*At least 80% of ACC students responding will answer either "Good" or "Excellent" to the question: "What is your overall impression of the quality of education at this 2-year college?"*
- Indicator 6.6 Retention rates from Fall to Spring of full-time first-time-in-college students (taking  $\geq$  12 semester credit hours [SCH])  
*Retention from Fall to Spring of students who did and did not receive remediation is not less than five percentage points below the state average*

**GOAL #7** *To provide opportunities for collaboration, cooperation, and/or articulation with area schools, community colleges, universities, industries, and local government.*

- Indicator 7.1 Number of articulation agreements between ACC and area high schools  
*At least two agreements with each of the major high schools in the service area*
- Indicator 7.2 GED success rates  
*At least 50% of students enrolled in GED classes will attain passing state exam scores*
- Indicator 7.3 Number of high school students in Tech Prep programs  
*Increase the number of students each year (5 year trend line maintains positive slope)*
- Indicator 7.4 Alvin High School to ACC migration rate  
*The percentage of AHS graduates who attend ACC will increase each year (5 year trend line maintains positive slope)*
- Indicator 7.5 Number of training partnerships between the Center for Professional and Workforce Development and business and industry  
*Active involvement of at least two such affiliations*
- Indicator 7.6 Number of collaboration initiatives with area colleges  
*To be reviewed annually*

**GOAL #8** *To maintain a commitment to educational excellence through intensive efforts to recruit, retain, develop, and support an outstanding faculty and staff.*

- Indicator 8.1 Percentage of credit classes taught by full-time faculty  
*70% or more of all contact hours will be taught by full-time faculty*
- Indicator 8.2 Salary comparison: full-time staff (all position categories)  
*Bench mark positions salaries will be at or above regional average salary*
- Indicator 8.3 Full-time employee retention rate  
*Average tenure for all employees will be five years or longer*
- Indicator 8.4 Analysis of Faculty/Administrative/Professional Survey  
*Planning Team and Division Chairs will review the survey results and determine if changes are warranted and feasible*
- Indicator 8.5 Analysis of TSCM Survey  
*Planning Team and Division Chairs will review the survey results and determine if changes are warranted and feasible*

**GOAL #9** *To provide a cost-effective use of human, physical, and fiscal resources.*

- Indicator 9.1 Cost per full-time equivalent student  
*Cost will be compared to the regional average. Adjustments will be made as needed*
- Indicator 9.2 Contact hours vs. head count  
*Average number of contact hours per student will increase annually (5 year trend line maintains positive slope)*
- Indicator 9.3 Percent of annual budget allotted instruction  
*Percentage will be 50% or greater*

**GOAL #10** *To maintain a safe and inviting campus environment.*

- Indicator 10.1 Number of reportable incidents  
*ACC will have fewer incidents in each category as set by the Federal Campus Security Act in comparison to state and regional averages*
- Indicator 10.2 Number of infrastructure upgrade projects completed  
*Continuous progress will be made on the infrastructure upgrade project*
- Indicator 10.3 Analysis of Student Survey with respect to evaluation of physical environment  
*Student response (level of satisfaction) will equal or exceed Gulf Coast Consortium average results*
- Indicator 10.4 Number of accidents reported  
*Five year trend line maintains a negative slope*

**GOAL #11** *To recruit, retain, and educate students to their selected level of educational success.*

- Indicator 11.1 Percentage of students attaining degrees or certificates  
*The percentage of students who complete a degree or certificate will exceed the median for the Gulf Coast Consortium*
- Indicator 11.2 Retention rate (Fall to Fall)  
*Maintain a Fall to Fall retention rate at least equal to the state average*
- Indicator 11.3 Retention rates from Fall to Spring of full-time first-time-in-college students (taking  $\geq 12$  semester credit hours [SCH])  
*Retention from Fall to Spring of students who did and did not receive remediation is not less than five percentage points below the state average*
- Indicator 11.4 Headcount  
*Headcount in credit programs will show steady growth (5 year trend line maintains positive slope)*
- Indicator 11.5 Contact hours  
*Overall contact hours earned on an annual basis will show steady growth (5 year trend line maintains positive slope)*
- Indicator 11.6 Percentage of students receiving financial assistance  
*Number of students receiving financial assistance will show steady growth (5 year trend line maintains positive slope)*
- Indicator 11.7 Percentage of students transferring to senior colleges  
*Percentage will equal or exceed percentage for Gulf Coast Consortium*
- Indicator 11.8 Student goal vs. achievement
- *20% of students who declare as a goal, earning a degree, will achieve that goal*
  - *40% of students who declare as a goal, obtaining a certificate, will achieve that goal*
  - *30% of students who declare transfer to a senior institution as a goal, will achieve that goal*
- Indicator 11.9 Completion rates for full-time students not receiving remediation  
*30% of full-time first-time-in-college students not receiving remediation receive a degree or certificate or transfer within 3 years*
- Indicator 11.10 Completion rates for full-time students receiving remediation  
*30% of full-time first-time-in-college students receiving remediation receive a degree or certificate or transfer within 4 years*

## Summary of Results

Indicator	Standard Met	Standard Partially Met	Standard Not Met	Results To Be Reviewed	Data Unavailable
1.1	X				
1.2	X				
1.3		X			
1.4	X				
1.5	X				
2.1	X				
2.2	X				
2.3		X			
2.4		X			
2.5	X				
3.1	X				
3.2	X				
3.3	X				
3.4	X				
4.1	X				
4.2	X				
4.3	X				
5.1				X	
5.2				X	
5.3				X	
6.1		X			
6.2	X				
6.3	X				
6.4	X				
6.5			X		
6.6	X				
7.1	X				
7.2			X		
7.3	X				
7.4			X		
7.5	X				
7.6				X	
8.1			X		
8.2		X			
8.3	X				
8.4				X	
8.5				X	
9.1	X				
9.2			X		
9.3	X				
10.1	X				
10.2	X				
10.3		X			
10.4		X			
11.1	X				
11.2	X				
11.3	X				
11.4			X		
11.5			X		
11.6	X				
11.7	X				
11.8					X
11.9	X				
11.10	X				

## Indicators for Goal 1

**GOAL #1**     *To provide appropriate academic courses in the arts and sciences for those pursuing associate degrees or planning to transfer to a senior institution.*

- Indicator 1.1    Transferability of courses
- Indicator 1.2    Student course completion rate (academic)
- Indicator 1.3    Articulation agreement with universities
- Indicator 1.4    Degree completion rates
- Indicator 1.5    Average GPA of UHCL students who have transferred from ACC (fall semesters)

**Summary:**

Indicator	Standard Met	Standard Partially Met	Standard Not Met	Results To Be Reviewed	Data Unavailable
1.1	X				
1.2	X				
1.3		X			
1.4	X				
1.5	X				

***Indicator 1.1 - Transferability of Courses***

**STANDARD:** *100% of University Parallel courses will transfer to all Texas public colleges and universities.*

**RESULT:** Standard met. No reports of transfer problems with University Parallel courses were received from any students during FY 1997-98.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Counseling Center

***Indicator 1.2 - Student Course Completion Rate (Academic)*****TABLE 1**

<b>Institution</b>	<b>Completion Rate</b>
ACC	80%
Brazosport	81%
COM	74%
Galveston	85%
HCC	75%
Lee	80%
NHMCCD	not reported
SJ Central	75%
SJ North	74%
SJ South	74%
Wharton	82%
State Avg	79%

**TABLE 2**

<b>Institution</b>	<b>Completion Rate</b>
Galveston	85%
Wharton	82%
Brazosport	81%
ACC	80%
Lee	80%
State Avg	79%
HCC	75%
SJ Central	75%
COM	74%
SJ North	74%
SJ South	74%
NHMCCD	not reported

**STANDARD:** *Percentage of contact hours completed is not less than five percentage points below the state average.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** THECB 1998 Annual Data Profile

***Indicator 1.3 - Articulation Agreement with Universities*****Transfers from ACC to Top 5 Senior Institutions, 1997-98**

<b>INSTITUTION</b>	<b>TRANSFERS</b>	<b>ARTICULATION AGREEMENTS</b>
UHCL	135	Child Care
University of Houston	50	UH Direct
Sam Houston State University	17	(none)
Texas A&M University	27	(none)
Southwest Texas State University	17	Radio & TV Communications

**STANDARD:** *At least one agreement in place with top five universities as determined by number of transfers.*

**RESULT:** Standard partially met.

**ACTION TAKEN:** The college is currently working with Sam Houston State University on an articulation agreement for Criminal Justice majors. The Dean of Technical Programs and the Department Chairman for Criminal Justice are directing this effort. The Director of Counseling & Testing will be directed to explore various transfer programs with Texas A & M University. This effort will be primarily a "fact finding" endeavor. The results of this inquiry will determine what future action is appropriate. Furthermore, due to the use of 2+2 plans, the common course numbering system, and the core curriculum mandated by the Texas Higher Education Coordinating Board, this indicator will be reviewed in the coming year.

**DATA SOURCE:** 1998 ACC Fact Book

***Indicator 1.4 - Degree Completion Rates*****FY 1996-1997 (Based on Enrollment)**

<b>Institution</b>	<b>Percentage of Degrees or Certificates</b>
Alvin Community College	21.51%
Lee College	20.71%
San Jacinto Central	11.71%
San Jacinto North	10.03%
Brazosport College	9.92%
Galveston College	9.68%
College of the Mainland	9.54%
Wharton Junior College (Gulf Coast median)	9.08%
All Community & Technical Colleges	8.62%
NHMCCD - North Harris	7.99%
NHMCCD - Kingwood	7.91%
San Jacinto - South	7.57%
Houston Community College	5.87%
NHMCCD - Tomball	3.36%
NHMCCD - Montgomery	2.06%

**STANDARD:** *The percentage of students who complete a degree or certificate will exceed the median for the Gulf Coast Consortium.*

**RESULT:** Standard greatly exceeded. Alvin Community College's percentage of degrees and certificates awarded exceeds both regional and state averages.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** 1998 Texas gulf Coast Consortium College Profiles (prepared by Lee College)

***Indicator 1.5 - Average GPA of UHCL Students Who Have Transferred from ACC (Fall Semesters)***

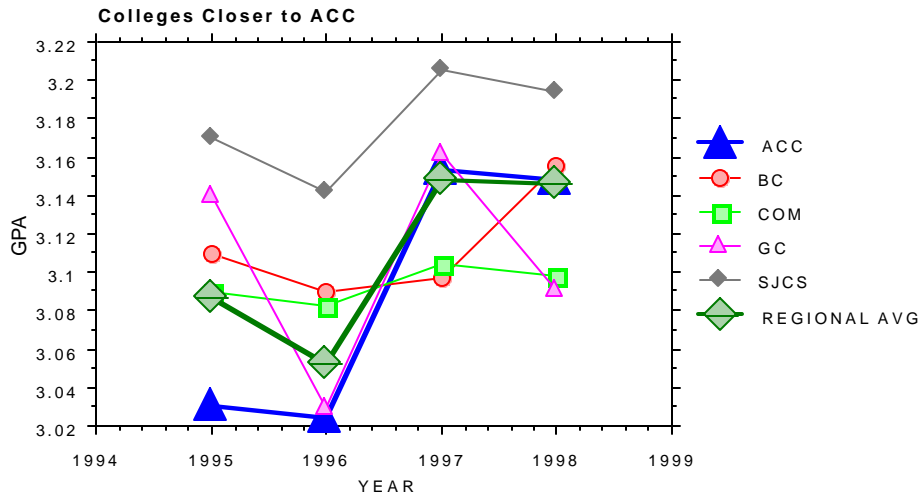
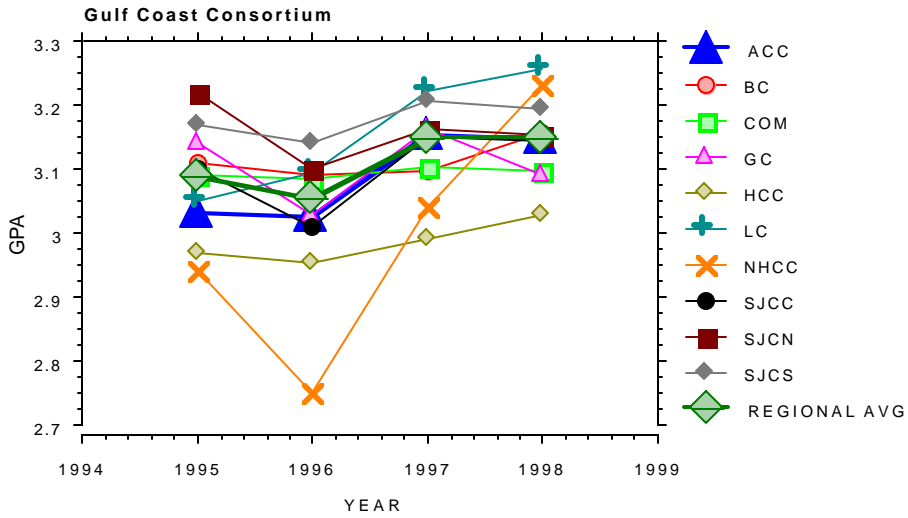
**TABLE 1**

<b>INSTITUTION</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>
ACC	3.030	3.024	3.153	3.148
BRAZOSPORT	3.110	3.090	3.097	3.155
COM	3.090	3.083	3.104	3.098
GALVESTON	3.140	3.029	3.162	3.091
HCC	2.970	2.954	2.991	3.027
LEE	3.050	3.094	3.221	3.256
NHMCCD	2.940	2.749	3.042	3.232
SJ CENTRAL	3.100	3.009	3.150	3.145
SJ NORTH	3.220	3.100	3.162	3.153
SJ SOUTH	3.170	3.142	3.205	3.194
REGIONAL AVG	3.087	3.052	3.148	3.146

**TABLE 2**

<b>INSTITUTION</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>
LEE	3.050	3.094	3.221	3.256
NHMCCD	2.940	2.749	3.042	3.232
SJ SOUTH	3.170	3.142	3.205	3.194
BRAZOSPORT	3.110	3.090	3.097	3.155
SJ NORTH	3.220	3.100	3.162	3.153
ACC	3.030	3.024	3.153	3.148
REGIONAL AVG	3.087	3.052	3.148	3.146
SJ CENTRAL	3.100	3.009	3.150	3.145
COM	3.090	3.083	3.104	3.098
GALVESTON	3.140	3.029	3.162	3.091
HCC	2.970	2.954	2.991	3.027

INDC 1.5



**STANDARD:** *Transfers will have a GPA average that equals or exceeds the regional average*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required

**DATA SOURCE:** UHCL Fall 1998 Semester Community College GPA Report

## Indicators for Goal 2

**GOAL #2**     *To provide one- and two-year technical programs that prepare graduates to enter business or industry with marketable skills.*

- Indicator 2.1    Number of approved Tech Prep programs
- Indicator 2.2    Student course completion rate (technical)
- Indicator 2.3    Licensure examination pass rates
- Indicator 2.4    15 Graduates over three year period
- Indicator 2.5    85% Placement (employment or additional education) of Workforce Education Program Graduates within one year of graduation

**Summary:**

Indicator	Standard Met	Standard Partially Met	Standard Not Met	Results To Be Reviewed	Data Unavailable
2.1	X				
2.2	X				
2.3		X			
2.4		X			
2.5	X				

***Indicator 2.1 - Number of Approved Tech Prep Programs***

<b>High School</b>	<b>Programs</b>
Alvin High School (MAJOR)	Child Care
	Law Enforcement
	Corrections
	Drafting
	EMT
Pearland High School (MAJOR)	Criminal Justice
	EMT
Friendswood High School <sup>1</sup>	Drafting
	EMT
Danbury High School (minor)	Marketing

**STANDARD:** *At least two programs with each of the major high schools within the service area.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Dean of Technical Programs

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<sup>1</sup> Not in service area.

**Indicator 2.2 - Student Course Completion Rate (Technical)****TABLE 1**

<b>Institution</b>	<b>Completion Rate</b>
ACC	86%
Brazosport	88%
COM	84%
Galveston	97%
HCC	83%
Lee	86%
NHMCCD	not reported
SJ Central	86%
SJ North	81%
SJ South	84%
Wharton	86%
State Avg	88%

**TABLE 2**

<b>Institution</b>	<b>Completion Rate</b>
Galveston	97%
Brazosport	88%
State Avg	88%
ACC	86%
Lee	86%
SJ Central	86%
Wharton	86%
COM	84%
SJ South	84%
HCC	83%
SJ North	81%
NHMCCD	not reported

**STANDARD:** *Percentage of contact hours completed is not less than five percentage points below the state average.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**COMMENT:** Most of the members of the Gulf Coast Consortium are below the state average.

**DATA SOURCE:** THECB 1998 Annual Data Profile

*Indicator 2.3 - Licensure Examination Pass Rates*

**TABLE 1**

MASSAGE THERAPY	1995 Rate	1996 Rate	1997 Rate	3 Year Avg
A C C	60 %	68 %	89 %	75 %
S T A T E	79 %	66 %	80 %	75 %

**\*\*\*STANDARD MET\*\*\***

**TABLE 2**

LAW ENFORCEMENT	1995 Rate	1996 Rate	1997 Rate	3 Year Avg
A C C			33 %	33 %
S T A T E		76 %	55 %	65 %

**\*\*\*STANDARD NOT MET\*\*\***

**TABLE 3**

LAW ENFORCEMENT (ACADEMY)	1995 Rate	1996 Rate	1997 Rate	3 Year Avg
A C C	62 %	63 %	27 %	54 %
S T A T E	65 %	71 %	58 %	65 %

**\*\*\*STANDARD NOT MET\*\*\***

**TABLE 4**

NURSE, REGISTERED	1995 Rate	1996 Rate	1997 Rate	3 Year Avg
A C C	96 %	97 %	87 %	93 %

**\*\*\*STANDARD MET\*\*\***

**TABLE 5**

NURSE, LICENSED VOCATIONAL	1995 Rate	1996 Rate	1997 Rate	3 Year Avg
A C C	100 %	95 %	93 %	96 %

**\*\*\*STANDARD MET\*\*\***

**TABLE 6**

NURSE AIDE	1995 Rate	1996 Rate	1997 Rate	3 Year Avg
A C C	100 %	100 %	91 %	98 %

**\*\*\*STANDARD MET\*\*\***

**TABLE 7**

COURT REPORTING	1995 Rate	1996 Rate	1997 Rate	3 Year Avg
A C C	43 %	45 %	35 %	42 %
S T A T E	38 %	30 %	21 %	30 %

**\*\*\*STANDARD MET\*\*\***

**STANDARD:** *90% of students tested on a specific licensure exam pass, or the percentage of students who take licensure exams and pass is not less than five percentage points below the state average for the last 3 years for the specific licensure exam.*

**RESULT:** Standard met for all programs except Law Enforcement and Law Enforcement Academy.

**ACTION TAKEN:** Licensure data indicates that in 1997 only three students took the Law Enforcement exam. This was the first year for completers of this certificate program to sit for the exam. One student passed, indicating a 33% pass rate. More students will have to take the test to get an accurate account of pass/fail rates.

For the Law Enforcement Academy, the following changes are being made:

- Some of the Academy instructors have been replaced. It is likely that additional instructors will be replaced as the instructor evaluation process continues.
- A strict make-up policy has been implemented for those cadets who are late or absent. Cadets are now required to make up any tardiness or absence by attending criminal justice classes during the night sessions. This was done with the approval of the Criminal Justice Department Head.
- The Academy has incorporated into orientation a review of all rules and regulations. Cadets have been advised that there will be strict compliance of each policy.
- The Academy has restructured orientation for the class as a group rather than individually as previously done; this allows for more consistency.
- The Academy has begun a process that requires instructors to review all tests and teaching materials to ensure that all TCLEOSE objectives are being taught and are being tested.
- The number of tests given in the Academy has increased. We attempt to test after each 40-hour block of instruction; this allows more immediate feedback to the cadets and affords them an opportunity to better measure their progress.
- We have ended night academies in favor of three daytime academy classes. This allows greater control over the Academy operations and allows us to concentrate on building a strong, solid day Academy.
- A special advisory committee composed of area police department chiefs has been established to review all Law Enforcement Academy objectives, outcomes, and teaching procedures.

**DATA SOURCE:** 1998 LBB Performance Measures

***Indicator 2.4 - 15 Graduates Over Three Year Period***

<b>CIP Code Program</b>	<b>1994-95</b>	<b>1995-96</b>	<b>1996-97</b>	<b>TOTAL &lt;15</b>
1.06 Horticulture Services Operations	18	33	25	76
8.01 Apparel & Accessories Marketing	2	1	1	4 *****
9.07 Radio & Television Broadcasting	17	10	8	35
11.01 Computer & Information Sciences, General	57	231	0	288
11.02 Computer Programming	9	6	188	203
15.03 Electrical & Electronic Engineering	8	12	13	33
20.02 Child Care & Guidance Workers & Managers	8	1	13	22
22.01 Law & Legal Studies	20	16	28	64
41.03 Physical Science Technologies	0	0	51	51
43.01 Criminal Justice & Corrections	17	16	25	58
47.06 Automotive Technology	24	46	58	128
48.01 Drafting	13	7	7	27
48.0508 Welder/Welding Technologist	15	37	24	76
51.0904 Emergency Medical Technology/Technician	0	0	0	0 (new program)
51.0908 Respiratory Therapy Technician	24	27	19	70
51.15 Mental Health Services	24	27	37	88
51.1601 Nursing, General	69	61	53	183
51.1613 Practical Nurse (LPN Training)	18	21	15	54
52.02 Business Administration & Management	18	28	37	83
52.04 Administrative & Secretarial Services	36	43	34	113
52.0405 Court Reporter	27	21	18	66

**STANDARD:** *100% of all active workforce education programs produce 15 graduates over 3 years.*

**RESULT:** Standard met for all programs except Apparel & Accessories Marketing.

**ACTION TAKEN:** Apparel & Accessories Marketing was Fashion Merchandising. This was changed to Retail Management and Marketing thus changing the title of the program and the title of the award. The program was also converted to a Tech Prep program. With the change in title there is hope that more students will complete this program.

**DATA SOURCE:** 1998 Annual Data Profile

***Indicator 2.5 - 85% Placement (Employment or Additional Education) of Workforce Education Program Graduates Within One Year of Graduation***

<b>CIP Code</b>	<b>Program</b>	<b>1993-1994</b>	<b>1994-1995</b>	<b>1995-1996</b>	<b>3 Year Avg</b>	<b>Compliance</b>
1.06	Horticulture Services Operations	100%	100%	100%	100%	Y
8.01	Apparel & Accessories Marketing	N/A	100%	100%	100%	Y
9.07	Radio & Television Broadcasting	89%	100%	100%	97%	Y
11.01	Computer & Information Sciences, General	100%	100%	100%	100%	Y
11.02	Computer Programming	N/A	100%	100%	100%	Y
15.03	Electrical & Electronic Engineering	100%	100%	89%	95%	Y
20.02	Child Care & Guidance Workers & Managers	100%	100%	100%	100%	Y
22.01	Law & Legal Studies	94%	85%	100%	92%	Y
41.03	Physical Science Technologies	N/A	N/A	N/A	N/A	(new program)
43.01	Criminal Justice & Corrections	100%	94%	83%	93%	Y
47.0604	Automotive Technology	100%	100%	100%	100%	Y
48.01	Drafting	89%	92%	100%	93%	Y
48.0508	Welder/Welding Technologist	77%	100%	100%	86%	Y
51.0904	Emergency Medical Technology/Technician	N/A	N/A	N/A	N/A	(new program)
51.0908	Respiratory Therapy Technician	100%	87%	100%	95%	Y
51.15	Mental Health Services	94%	86%	84%	87%	Y
51.1601	Nursing, General	92%	96%	98%	95%	Y
51.1613	Practical Nurse (LPN Training)	100%	100%	100%	100%	Y
52.02	Business Administration & Management	100%	93%	100%	97%	Y
52.04	Administrative & Secretarial Services	87%	87%	88%	87%	Y
52.0405	Court Reporter	97%	100%	100%	99%	Y

**STANDARD:** 100% compliance for all workforce education programs producing graduates (3 year average).

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** 1998 Annual Data Profile

### Indicators for Goal 3

**GOAL #3**    *To provide programs that assist students to master skills that are fundamental to academic and career achievement.*

- Indicator 3.1    ACC TASP pass rates in comparison to other Gulf Coast Consortium community colleges
- Indicator 3.2    Pass rates for developmental courses (course by course basis)
- Indicator 3.3    College level course success rates (performance in MATH 1314 and ENGL 1301 students with developmental courses vs. non-remediated students)
- Indicator 3.4    Completion rates for full-time students receiving remediation

**Summary:**

Indicator	Standard Met	Standard Partially Met	Standard Not Met	Results To Be Reviewed	Data Unavailable
3.1	X				
3.2	X				
3.3	X				
3.4	X				

***Indicator 3.1 - ACC TASP Passing Rates in Comparison to other Gulf Coast Consortium Community Colleges***

**TABLE 1**

<b>Institution</b>	<b>FY 1995</b>	<b>FY 1996</b>	<b>FY 1997</b>
ACC	26.21%	22.65%	19.52%
Brazosport	18.99%	19.32%	16.17%
COM	12.14%	14.01%	16.99%
Galveston	5.86%	4.87%	11.00%
HCC	14.04%	12.00%	12.87%
Lee	19.82%	19.74%	21.80%
NHMCD	21.40%	17.04%	19.53%
SJCD	21.19%	19.57%	20.95%
Wharton	27.78%	23.88%	24.96%
Regional Avg	17.32%	15.02%	16.29%
State Avg	17.31%	14.11%	15.57%

**TABLE 2**

	<b><u>SORT KEY</u></b>		
<b>Institution</b>	<b>FY 1995</b>	<b>FY 1996</b>	<b>FY 1997</b>
Wharton	27.78%	23.88%	24.96%
ACC	26.21%	22.65%	19.52%
NHMCD	21.40%	17.04%	19.53%
SJCD	21.19%	19.57%	20.95%
Lee	19.82%	19.74%	21.80%
Brazosport	18.99%	19.32%	16.17%
Regional Avg	17.32%	15.02%	16.29%
State Avg	17.31%	14.11%	15.57%
HCC	14.04%	12.00%	12.87%
COM	12.14%	14.01%	16.99%
Galveston	5.86%	4.87%	11.00%

**TABLE 3**

		<u><b>SORT KEY</b></u>	
<b>Institution</b>	<b>FY 1995</b>	<b>FY 1996</b>	<b>FY 1997</b>
Wharton	27.78%	23.88%	24.96%
ACC	26.21%	22.65%	19.52%
Lee	19.82%	19.74%	21.80%
SJCD	21.19%	19.57%	20.95%
Brazosport	18.99%	19.32%	16.17%
NHMCD	21.40%	17.04%	19.53%
Regional Avg	17.32%	15.02%	16.29%
State Avg	17.31%	14.11%	15.57%
COM	12.14%	14.01%	16.99%
HCC	14.04%	12.00%	12.87%
Galveston	5.86%	4.87%	11.00%

**TABLE 4**

			<u><b>SORT KEY</b></u>
<b>Institution</b>	<b>FY 1995</b>	<b>FY 1996</b>	<b>FY 1997</b>
Wharton	27.78%	23.88%	24.96%
Lee	19.82%	19.74%	21.80%
SJCD	21.19%	19.57%	20.95%
NHMCD	21.40%	17.04%	19.53%
ACC	26.21%	22.65%	19.52%
COM	12.14%	14.01%	16.99%
Regional Avg	17.32%	15.02%	16.29%
Brazosport	18.99%	19.32%	16.17%
State Avg	17.31%	14.11%	15.57%
HCC	14.04%	12.00%	12.87%
Galveston	5.86%	4.87%	11.00%

**STANDARD:** *Pass rates will meet or exceed the regional average.*

**RESULT:** Standard met for fiscal year 1997.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** 1998 LBB Performance Measures

***Indicator 3.2 - Pass Rates for Developmental Courses (Course by Course Basis)***

**ENGLISH**

<b>ENGL 0309</b>	<b>SPRING 1998</b>					
	<b>COMPLETE</b>	79%		<b>PASS</b>	59%	<b>AVG GPA</b> 1.85

<b>ENGL 0310</b>	<b>SPRING 1998</b>					
	<b>COMPLETE</b>	66%		<b>PASS</b>	60%	<b>AVG GPA</b> 2.31

**MATHEMATICS**

<b>MATH 0309</b>	<b>SPRING 1998</b>					
	<b>COMPLETE</b>	83%		<b>PASS</b>	66%	<b>AVG GPA</b> 2.31

<b>MATH 0310</b>	<b>SPRING 1998</b>					
	<b>COMPLETE</b>	71%		<b>PASS</b>	58%	<b>AVG GPA</b> 1.98

<b>MATH 0312</b>	<b>SPRING 1998</b>					
	<b>COMPLETE</b>	66%		<b>PASS</b>	57%	<b>AVG GPA</b> 2.24

**READING**

<b>READ 0309</b>	<b>SPRING 1998</b>					
	<b>COMPLETE</b>	80%		<b>PASS</b>	60%	<b>AVG GPA</b> 1.89

<b>READ 0310</b>	<b>SPRING 1998</b>					
	<b>COMPLETE</b>	72%		<b>PASS</b>	51%	<b>AVG GPA</b> 1.90

**STANDARD:** *Pass rate will not be less than 50% for each course.*

**RESULT:** Standard met for all developmental courses.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Spring 1998 Grade Report.



***Indicator 3.3 – College Level Course Success Rates (Performance in MATH 1314 and ENGL 1301 Students with Developmental Courses Vs. Non-Remediated Students)***

**MATH 1314**

**Unpaired t-test for Grade Points**  
**Grouping Variable: Remediation**  
**Hypothesized Difference = 0**

	Mean Diff.	DF	t-Value	P-Value
non-remediated, remediated	.091	251	.477	.6340

**\*no significant difference\***

**Group Info for Grade Points**  
**Grouping Variable: Remediation**

	Count	Mean	Variance	Std. Dev.	Std. Err
non-remediated	152	1.467	2.224	1.491	.121
remediated	101	1.376	2.177	1.475	.147

**Frequency Distribution for Grade**  
**Split By: Remediation**

	Total Percent	non-remediated Percent	remediated Percent
A	11.858	11.842	11.881
B	16.996	19.079	13.861
C	18.182	16.447	20.792
D	8.300	9.211	6.931
F	11.462	11.184	11.881
I	.791	0.000	1.980
W	32.411	32.237	32.673
Total	100.000	100.000	100.000

**ENGL 1301**

**Unpaired t-test for Grade Points**  
**Grouping Variable: Remediation**  
**Hypothesized Difference = 0**

	Mean Diff.	DF	t-Value	P-Value
non-remediated, remediated	-.166	214	-.455	.6499

**\*no significant difference\***

**Group Info for Grade Points**  
**Grouping Variable: Remediation**

	Count	Mean	Variance	Std. Dev.	Std. Err
non-remediated	197	1.518	2.241	1.497	.107
remediated	19	1.684	3.228	1.797	.412

**Frequency Distribution for Grade**  
**Split By: Remediation**

	Total Percent	non-remediated Percent	remediated Percent
A	15.278	14.213	26.316
B	14.352	14.213	15.789
C	21.296	22.843	5.263
D	6.481	6.599	5.263
F	7.870	7.614	10.526
W	34.722	34.518	36.842
Total	100.000	100.000	100.000

**STANDARD:** *There will be no statistically significant difference between the performance of remediated vs. non-remediated students taking MATH 1314 and ENGL 1301.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Spring 1999 grade reports and Fall 1998 rosters of students in MATH 0312 and of students in ENGL 0310.

***Indicator 3.4 - Completion Rates for Full-Time Students Receiving Remediation***

**TABLE 1**

<b>Institution</b>	<b>Completion Rate</b>
A C C	52 %
Brazosport	41 %
C O M	42 %
Galveston	33 %
H C C	34 %
Lee	44 %
N H M C C D	40 %
SJ Central	50 %
SJ North	38 %
SJ South	59 %
Wharton	42 %

**TABLE 2**

<b>Institution</b>	<b>Completion Rate</b>
SJ South	59 %
A C C	52 %
SJ Central	50 %
Lee	44 %
C O M	42 %
Wharton	42 %
Brazosport	41 %
N H M C C D	40 %
SJ North	38 %
H C C	34 %
Galveston	33 %

**STANDARD:** *30% of full-time first-time-in-college students receiving remediation receive a degree or certificate or transfer within 4 years*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** THECB 1998 Annual Data Profile

## Indicators for Goal 4

**GOAL #4**     *To provide continuing education programs that incorporate current and new technical courses, training partnerships with business and industry, and other opportunities for individuals to acquire and upgrade skills or seek personal enrichment.*

- Indicator 4.1    Continuing Education contact hours
- Indicator 4.2    Number of training partnerships between the Center for Professional and Workforce Development and business and industry
- Indicator 4.3    Evaluation of training programs by employees

**Summary:**

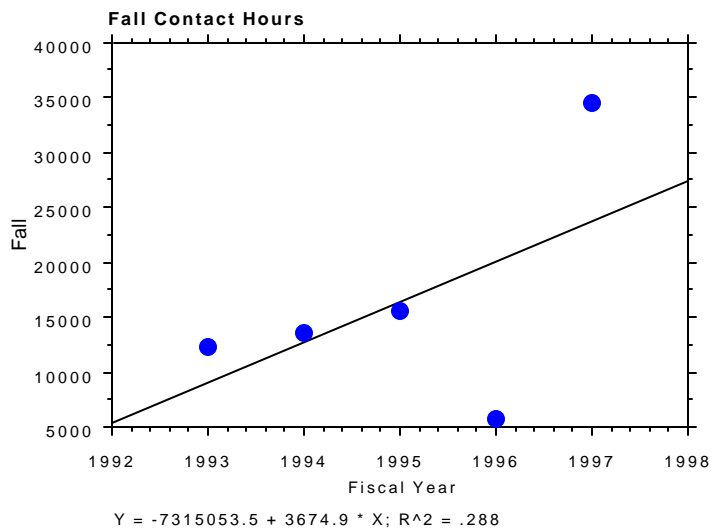
Indicator	Standard Met	Standard Partially Met	Standard Not Met	Results To Be Reviewed	Data Unavailable
4.1	X				
4.2	X				
4.3	X				

*Indicator 4.1 - Continuing Education Contact Hours*

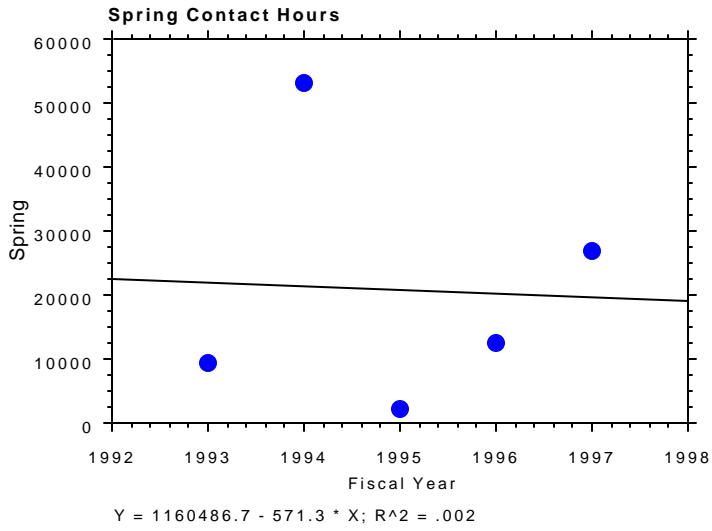
**TABLE 1**

<b>FISCAL YEAR</b>	<b>FALL</b>	<b>SPRING</b>	<b>SUMMER (I &amp; II)</b>	<b>TOTAL</b>
1993-1994	12349	9263	16253	37865
1994-1995	13579	53178	10650	77407
1995-1996	15511	2053	9713	27277
1996-1997	5816	12453	2182	20451
1997-1998	34605	26769	17442	78816

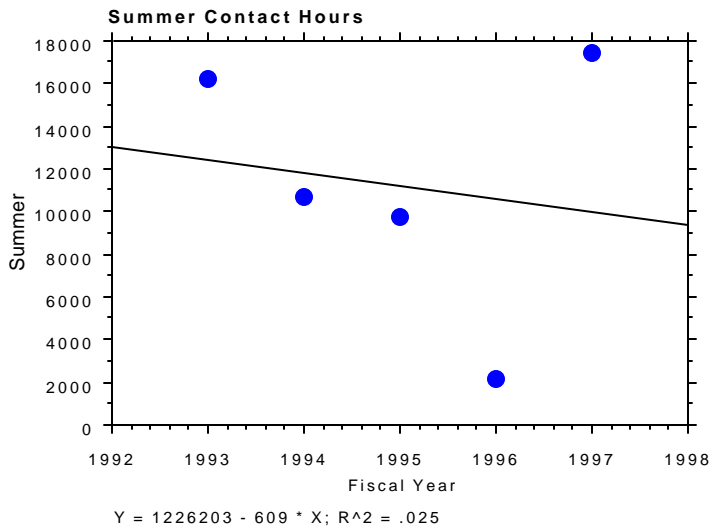
**TABLE 2**



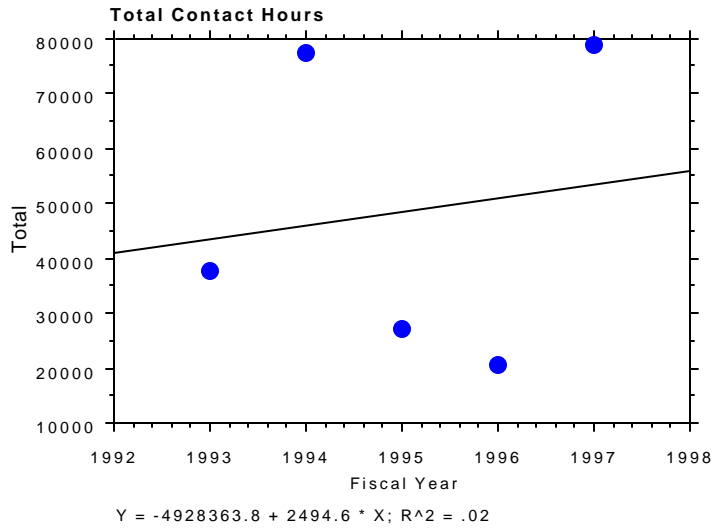
**TABLE 3**



**TABLE 4**



**TABLE 5**



**STANDARD:** *Increase the number of contact hours each year (5 year trend line maintains positive slope)*

**RESULT:** Standard met. Five year trend line for Table 5 has a positive slope.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Continuing Education (Adult Vocational). Based on quarterly reports for funded programs.

***Indicator 4.2 - Number of Training Partnerships Between the Center for Professional and Workforce Development and Business and Industry***

**Businesses and Industries involved in training partnerships:**

1. Specialty Directory Publishers
2. Layt Manufacturing
3. Boilermakers Union
4. IWL Communications
5. Choctaw Refueling Services, Inc.
6. Greif Brothers Corporation
7. Solutia, Inc.

**STANDARD:** *Active involvement of at least two such affiliations.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Center for Professional and Workforce Development

***Indicator 4.3 - Evaluation of Training Programs by Employees***

<b>PROGRAM</b>	<b>EVALUATION</b>
Specialty Directory Publishers	Completion of this training allowed the company to increase their savings and profits and to formulate a company/employee handbook. Evidence of this is documented in a letter to the college.
Layt Manufacturing	Companies that responded to requests for evaluation documentation indicated that course completers gained entry-level welding skills.
Boilermakers Union	Students entered the program with no welding experience and completed with entry-level boilermaker and/or welder skills.
IWL Communications	Evaluations indicated that the information was very well presented and extremely beneficial to their organization.
Choctaw Refueling Services, Inc.	Evaluations indicated that information was very well presented and that the students found the training beneficial to their organization.
Greif Brothers Corporation	Evaluations indicate that information was very well presented and that the students found the training beneficial to their organization.
Solutia, Inc	Evaluations indicated that information was very well presented and that the students found the training beneficial to their organization

**AMOCO CONTINUING EMS EDUCATION**  
**Emergency Medical Technician-Basic 1997**

<b>DATE</b>	<b>TOPIC</b>	<b>EVALUATION</b>
February 20	Respiratory Emergencies, SAD, State Skills Verification	10 out of 12 met criteria, 1- some questions not well written
March 4	Respiratory Emergencies, SAD, State Skills Verification	13 out of 13 met criteria
May 2	Medical Emergencies, Pharmacology, SAD, State Skills Verification	11 out of 11 met criteria

May 15	Medical Emergencies,	7 out of 7 met criteria, good
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	Pharmacology, SAD, State Skills Verification	scenarios
August 7	Mast, Trauma, Head, Neck & Spine Injuries, SAD	15 out of 15 met criteria
August 19	Mast, Trauma, Head, Neck & Spine Injuries, SAD	10 out of 10 met criteria
October 9	Ambulance Operation, Shock, Musculo-Skeletal, SAD	10 out of 10 met criteria, good teachers
October 14	Ambulance Operation, Shock, Musculo-Skeletal, SAD	11 out of 11 met criteria, good class, very good course

**AMOCO CONTINUING EMS EDUCATION  
Emergency Medical Technician-Advanced 1997**

<b>DATE</b>	<b>TOPIC</b>	<b>EVALUATION</b>
February 11	Advanced Airway Ventilation, EKG, Cardiovascular Emergencies	3 out of 3 met criteria
March 28	Advanced Airway Ventilation, EKG, Cardiovascular Emergencies	3 out of 3 met criteria, 2-hands on was helpful, 1-scenarios were excellent
April 25	Pathophysiology, IV Piggy Back, Shock/Trauma, Drug Calculations	4 out of 4 met criteria, excellent/good presentation, encouraged participation
May 23	Pathophysiology, IV Piggy Back, Shock/Trauma, Drug Calculations	3 out of 3 met criteria, 1-need more handouts
July 14	Stress Mgmt., Major Incidence Response	Not Available
September 11	Stress Mgmt., Major Incidence Response	3 out of 3 met criteria
October 21	Advanced Life Support, Mega Code	4 out of 4 met criteria, good class
November 10	Advanced Life Support, Mega Code	1 out of 1 met criteria, good job

**AMOCO CONTINUING EMS EDUCATION  
Emergency Medical Technician-Basic 1998**

<b>DATE</b>	<b>TOPIC</b>	<b>EVALUATION</b>
February 27	Trauma, SAD, Skills Practice	11 out of 11 met criteria, 2-good instructor
March 27	Trauma, SAD, Skills Practice	10 out of 10 met criteria, good class overall
May 21	Medical Emergencies, Special patients, Skills Practice	8 out of 8 met criteria, overall good course, do more scenarios
June 3	Medical Emergencies, Special patients, Skills Practice	12 out of 12 met criteria, good instructors
August 6	Medical emergencies, SAD, Skills Practice	8 out of 8 met criteria, 2-good instructor, 2-good class
August 26	Medical emergencies, SAD, Skills Practice	Not Available
October 1	Respiratory and Cardiac Emergencies, SAD, Skills Practice	Not Available
October 21	Respiratory and Cardiac Emergencies, SAD, Skills Practice	11 out of 11 met criteria

**AMOCO CONTINUING EMS EDUCATION  
Emergency Medical Technician-Advanced 1998**

<b>DATE</b>	<b>TOPIC</b>	<b>EVALUATION</b>
February 26	Pediatric & Neonate Emergencies, Shock, Trauma, Skills Practice	3 out of 3 met criteria, 3-good instructor
March 26	Pediatric & Neonate Emergencies, Shock, Trauma, Skills Practice	4 out of 4 met criteria, 3-excellent/good class
April 27	Medical Emergencies, Skills Practice	3 out of 3 met criteria, 2-good class
June 2	Medical emergencies, Skills Practice	2 out of 4 met criteria, 2 evaluations incomplete
August 5	Pharmacology, Patient Assessment, Legal, Skills Practice	3 out of 3 met criteria
August 25	Pharmacology, Patient Assessment, Legal, Skills Practice	4 out of 4 met criteria, good job, very descriptive

September 30	Body Cavity Trauma, Shock, Skills Practice	Not Available
October 20	Body Cavity, Trauma, Shock, Skills Practice	3 out of 3 met criteria, good class

**STANDARD:** *Average rating of programs will be positive with favorable evaluations*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Continuing Education and the Center for Professional and Workforce Development

## Indicators for Goal 5

**GOAL #5**     *To provide an environment that supports and encourages students in their academic advancement and assists them in their personal and social development.*

- Indicator 5.1     Analysis of Student Survey with respect to why students chose ACC
- Indicator 5.2     Analysis of Student Survey with respect to participation in extra-curricular activities
- Indicator 5.3     Analysis of Student Survey with respect to evaluation of college services

**Summary:**

Indicator	Standard Met	Standard Partially Met	Standard Not Met	Results To Be Reviewed	Data Unavailable
5.1				X	
5.2				X	
5.3				X	

***Indicator 5.1 - Analysis of Student Survey with Respect to Why Students Chose ACC***

**Why students attend ACC (All Students).**

- Q2. Offered the courses I wanted.  
59.96%
- Q1. Convenient location.  
58.21%
- Q10. Good chance of personal success  
55.64%
- Q19. In preparation for transfer to a senior institution                   55.26%
- Q18. Offered courses I wanted at times I wanted  
55.15%
- Q3. Low cost of tuition and fees  
54.70%
- Q4. Could work while attending  
48.66%
- Q7. Reputation for quality instruction  
45.58%
- Q6. Reputation for good academic programs  
39.66%
- Q9. Liked the size of the college  
37.67%

**STANDARD:** *Planning Team and Division Chairs will review the survey results and determine if changes are warranted and feasible.*

**ACTION TAKEN:** Follow-up analysis shows that similar results were obtained for the other colleges in the Gulf Coast Consortium taken as a whole. Furthermore, ACC students were significantly more likely to list questions Q6, Q7, Q9, and Q10 as reasons for choosing ACC,

and significantly less likely to pick questions Q2 and Q4 as reasons. Survey results will continue to be monitored on an annual basis. No action required at this time.

**DATA SOURCE:** GCAIR 1998 Student Survey

***Indicator 5.2 - Analysis of Student Survey with Respect to Participation in Extra-Curricular Activities***

**Top Extra-Curricular Activities (All Students).**

- Q31. Fitness center  
26.64%
- Q32. Tennis courts, running track, etc.  
23.81%
- Q26. Use game room facilities  
9.36%

**STANDARD:** *Planning team and Division Chairs will review the survey results and determine if changes are warranted and feasible.*

**ACTION TAKEN:** It is observed that facility use is in direct relation to the amount of money appropriated for each facility. Furthermore, while game room use is lower than that of the Fitness Center or tennis courts and running track, the game room produces income which is used for replacement or enhancement of its facilities. No action planned at this time.

**DATA SOURCE:** GCAIR 1998 Student Survey

***Indicator 5.3 - Analysis of Student Survey with Respect to Evaluation of College Services***

**1. What's Important (All Students).**

- Q43. Availability of courses at times when needed  
89.54%
- Q44. Variety of courses offered  
85.38%
- Q46. Information provided in course schedule  
84.66%
- Q45. Information provided in college catalog  
84.11%
- Q51. Personal security/safety at the college  
83.07%
- Q36. Academic advising/course planning  
81.12%
- Q52. Concern for you as an individual  
81.06%
- Q72. Parking facilities and services  
80.80%
- Q65. The college bookstore  
80.68%
- Q37. Assistance provided by staff during admission/registration  
79.96%

**2. What Student's Are Dissatisfied With (All Students).**

- Q47. Telephone registration  
12.07%
- Q65. The college bookstore  
11.92%

- Q41. Vocational guidance/career planning  
10.99%
- Q40. Personal counseling  
10.87%
- Q36. Academic advising/course planning  
10.82%
- Q43. Availability of courses at times when needed  
10.49%
- Q67. Financial aid services  
9.93%
- Q44. Variety of courses offered  
9.26%
- Q60. Opportunities for on-campus student employment  
8.90%
- Q42. Availability of your advisor  
8.10%

### 3. **What Students Are Satisfied With (All Students).**

- Q51. Personal security/safety at the college  
74.74%
- Q37. Assistance provided by staff during admission/registration  
74.54%
- Q46. Information provided in course schedule  
73.81%
- Q73. Access to computers and/or computer labs  
73.40%
- Q45. Information provided in college catalog  
73.20%
- Q72. Parking facilities and services  
70.33%

- Q64. Study areas  
69.83%
- Q44. Variety of courses offered  
69.75%
- Q65. The college bookstore  
69.67%
- Q52. Concern for you as an individual  
69.34%

**STANDARD:** *Planning Team and Division Chairs will review the survey results and determine if changes are warranted and feasible.*

**ACTION TAKEN:** Telephone registration is scheduled for implementation by the Fall 2000 semester. The Associate Dean for Student & Instructional Services, the Director of Counseling & Testing, the Registrar and the Director of Computer Services will be responsible for this project.

Additional analysis of the services that students are most dissatisfied with shows that ACC students are significantly more satisfied than students at other colleges in the Gulf Coast Consortium with questions Q36 and Q42, and significantly less satisfied with question Q47. Results of the 1998 Student Survey will be made available to all personnel.

**DATA SOURCE:** GCAIR 1998 Student Survey

## Indicators for Goal 6

**GOAL #6** *To provide for the systematic measurement of academic excellence and institutional effectiveness and evaluate the progress of the institution's achievement of its strategic objectives.*

- Indicator 6.1 Licensure examination pass rates
- Indicator 6.2 Retention rate (Fall to Fall)
- Indicator 6.3 Student course completion rate for academic, technical and workforce education courses
- Indicator 6.4 Average GPA of UHCL students who have transferred from ACC (fall semesters)
- Indicator 6.5 Student evaluation via Student Survey of quality of education at ACC
- Indicator 6.6 Retention rates from Fall to Spring of full-time first-time-in-college students (taking  $\geq 12$  semester credit hours [SCH])

**Summary:**

Indicator	Standard Met	Standard Partially Met	Standard Not Met	Results To Be Reviewed	Data Unavailable
6.1		X			
6.2	X				
6.3	X				
6.4	X				
6.5			X		
6.6	X				

*Indicator 6.1 - Licensure Examination Pass Rates*

**TABLE 1**

MASSAGE THERAPY	1995 Rate	1996 Rate	1997 Rate	3 Year Avg
A C C	60%	68%	89%	75%
S T A T E	79%	66%	80%	75%

**\*\*\*STANDARD MET\*\*\***

**TABLE 2**

LAW ENFORCEMENT	1995 Rate	1996 Rate	1997 Rate	3 Year Avg
A C C			33%	33%
S T A T E		76%	55%	65%

**\*\*\*STANDARD NOT MET\*\*\***

**TABLE 3**

LAW ENFORCEMENT (ACADEMY)	1995 Rate	1996 Rate	1997 Rate	3 Year Avg
A C C	62%	63%	27%	54%
S T A T E	65%	71%	58%	65%

**\*\*\*STANDARD NOT MET\*\*\***

**TABLE 4**

NURSE, REGISTERED	1995 Rate	1996 Rate	1997 Rate	3 Year Avg
A C C	96%	97%	87%	93%

**\*\*\*STANDARD MET\*\*\***

**TABLE 5**

NURSE, LICENSED VOCATIONAL	1995 Rate	1996 Rate	1997 Rate	3 Year Avg
A C C	100%	95%	93%	96%

**\*\*\*STANDARD MET\*\*\***

**TABLE 6**

NURSE AIDE	1995 Rate	1996 Rate	1997 Rate	3 Year Avg
A C C	100%	100%	91%	98%

**\*\*\*STANDARD MET\*\*\***

**TABLE 7**

<b>COURT REPORTING</b>	<b>1995 Rate</b>	<b>1996 Rate</b>	<b>1997 Rate</b>	<b>3 Year Avg</b>
A C C	4 3 %	4 5 %	3 5 %	4 2 %
S T A T E	3 8 %	3 0 %	2 1 %	3 0 %

**\*\*\*STANDARD MET\*\*\***

**STANDARD:** *90% of students tested on a specific licensure exam pass, or the percentage of students who take licensure exams and pass is not less than five percentage points below the state average for the last 3 years for the specific licensure exam.*

**RESULT:** Standard met for all programs except Law Enforcement and Law Enforcement Academy.

**ACTION TAKEN:** Licensure data indicates that in 1997 only three students took the Law Enforcement exam. This was the first year for completers of this certificate program to sit for the exam. One student passed, indicating a 33% pass rate. More students will have to take the test to get an accurate account of pass/fail rates.

For the Law Enforcement Academy, the following changes are being made:

- Some of the Academy instructors have been replaced. It is likely that additional instructors will be replaced as the instructor evaluation process continues.
- A strict make-up policy has been implemented for those cadets who are late or absent. Cadets are now required to make up any tardiness or absence by attending criminal justice classes during the night sessions. This was done with the approval of the Criminal Justice Department Head.
- The Academy has incorporated into orientation a review of all rules and regulations. Cadets have been advised that there will be strict compliance of each policy.
- The Academy has restructured orientation for the class as a group rather than individually as previously done; this allows for more consistency.
- The Academy has begun a process that requires instructors to review all tests and teaching materials to ensure that all TCLEOSE objectives are being taught and are being tested.
- The number of tests given in the Academy has increased. We attempt to test after each 40-hour block of instruction; this allows more immediate feedback to the cadets and affords them an opportunity to better measure their progress.
- We have ended night academies in favor of three daytime academy classes. This allows greater control over the Academy operations and allows us to concentrate on building a strong, solid day Academy.
- A special advisory committee composed of area police department chiefs has been established to review all Law Enforcement Academy objectives, outcomes, and teaching procedures.

**DATA SOURCE:** 1998 LBB Performance Measures

**Indicator 6.2 - Retention Rate (Fall to Fall)****TABLE 1**

<b>Institution</b>	<b>Total Percentage</b>	<b>Academic</b>	<b>Voc Tech</b>
ACC	39.1%	36.6%	43.3%
Brazosport	37.2%	40.5%	34.1%
COM	38.7%	39.0%	38.4%
Galveston	39.0%	39.1%	36.0%
HCC	38.6%	40.8%	39.6%
Lee	41.4%	44.8%	38.3%
Kingwood	31.1%	30.9%	30.5%
Montgomery	35.6%	38.3%	32.8%
North Harris	37.0%	37.9%	37.3%
Tomball	36.9%	36.6%	37.4%
SJ Central	39.9%	39.7%	39.6%
SJ North	37.6%	41.1%	34.7%
SJ South	34.9%	36.2%	32.5%
Wharton	37.2%	38.2%	35.4%
State Avg	38.8%	39.3%	39.6%

**TABLE 2**

	<b><u>SORT KEY</u></b>		
<b>Institution</b>	<b>Total Percentage</b>	<b>Academic</b>	<b>Voc Tech</b>
Lee	41.4%	44.8%	38.3%
SJ Central	39.9%	39.7%	39.6%
ACC	39.1%	36.6%	43.3%
Galveston	39.0%	39.1%	36.0%
State Avg	38.8%	39.3%	39.6%
COM	38.7%	39.0%	38.4%
HCC	38.6%	40.8%	39.6%
SJ North	37.6%	41.1%	34.7%
Brazosport	37.2%	40.5%	34.1%
Wharton	37.2%	38.2%	35.4%
North Harris	37.0%	37.9%	37.3%
Tomball	36.9%	36.6%	37.4%
Montgomery	35.6%	38.3%	32.8%
SJ South	34.9%	36.2%	32.5%
Kingwood	31.1%	30.9%	30.5%

**TABLE 3**

Institution	Total Percentage	SORT KEY	
		Academic	Voc Tech
Lee	41.4%	44.8%	38.3%
SJ North	37.6%	41.1%	34.7%
HCC	38.6%	40.8%	39.6%
Brazosport	37.2%	40.5%	34.1%
SJ Central	39.9%	39.7%	39.6%
State Avg	38.8%	39.3%	39.6%
Galveston	39.0%	39.1%	36.0%
COM	38.7%	39.0%	38.4%
Montgomery	35.6%	38.3%	32.8%
Wharton	37.2%	38.2%	35.4%
North Harris	37.0%	37.9%	37.3%
ACC	39.1%	36.6%	43.3%
Tomball	36.9%	36.6%	37.4%
SJ South	34.9%	36.2%	32.5%
Kingwood	31.1%	30.9%	30.5%

**TABLE 4**

Institution	Total Percentage	Academic	SORT KEY
			Voc Tech
ACC	39.1%	36.6%	43.3%
HCC	38.6%	40.8%	39.6%
SJ Central	39.9%	39.7%	39.6%
State Avg	38.8%	39.3%	39.6%
COM	38.7%	39.0%	38.4%
Lee	41.4%	44.8%	38.3%
Tomball	36.9%	36.6%	37.4%
North Harris	37.0%	37.9%	37.3%
Galveston	39.0%	39.1%	36.0%
Wharton	37.2%	38.2%	35.4%
SJ North	37.6%	41.1%	34.7%
Brazosport	37.2%	40.5%	34.1%
Montgomery	35.6%	38.3%	32.8%
SJ South	34.9%	36.2%	32.5%
Kingwood	31.1%	30.9%	30.5%

**STANDARD:** *Maintain a Fall to Fall retention rate at least equal to the state average.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**COMMENT:** Even though the overall standard is met, the retention rate for academic programs is below the state average.

**DATA SOURCE:** THECB 1996-1997 Student Migration Report

***Indicator 6.3 - Student Course Completion Rate for Academic, Technical, and Workforce Education Courses***

<b>Institution</b>	<b>Completion Rate (Academic)</b>
Galveston	85 %
Wharton	82 %
Brazosport	81 %
ACC	80 %
Lee	80 %
State Average	79 %
HCC	75 %
SJ Central	75 %
COM	74 %
SJ North	74 %
SJ South	74 %
NHMCCD	not reported

**TABLE 1**

<b>Institution</b>	<b>Completion Rate (Technical)</b>
Galveston	97 %
Brazosport	88 %
State Average	88 %
ACC	86 %
Lee	86 %
SJ Central	86 %
Wharton	86 %
COM	84 %
SJ South	84 %
HCC	83 %
SJ North	81 %
NHMCCD	not reported

**TABLE 2**

Institution	Completion Rate (Workforce)
HCC	101%
Wharton	101%
ACC	100%
Brazosport	100%
COM	100%
Galveston	100%
Lee	100%
SJ North	100%
SJ South	100%
SJ Central	99%
State Average	99%
NHMCCD	not reported

**TABLE 3**

**STANDARD:** *Percentage of contact hours completed is not less than five percentage points below the state average.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** THECB 1998 Annual Data Profile

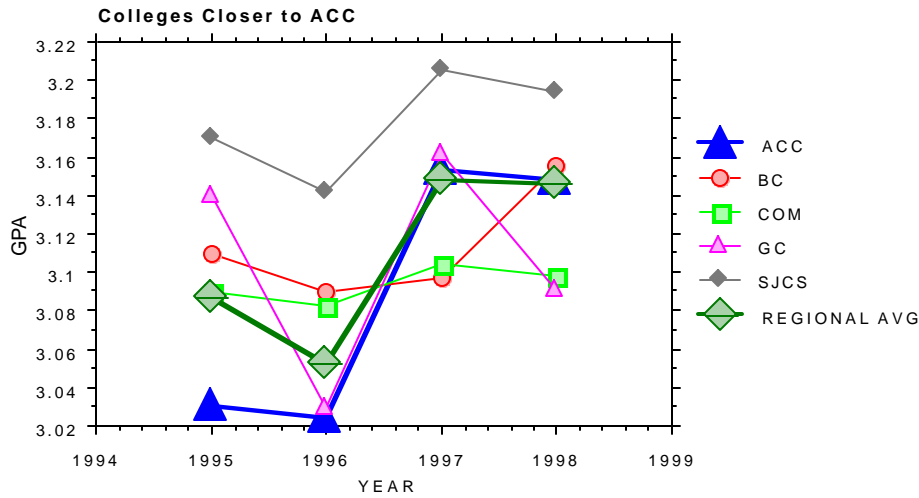
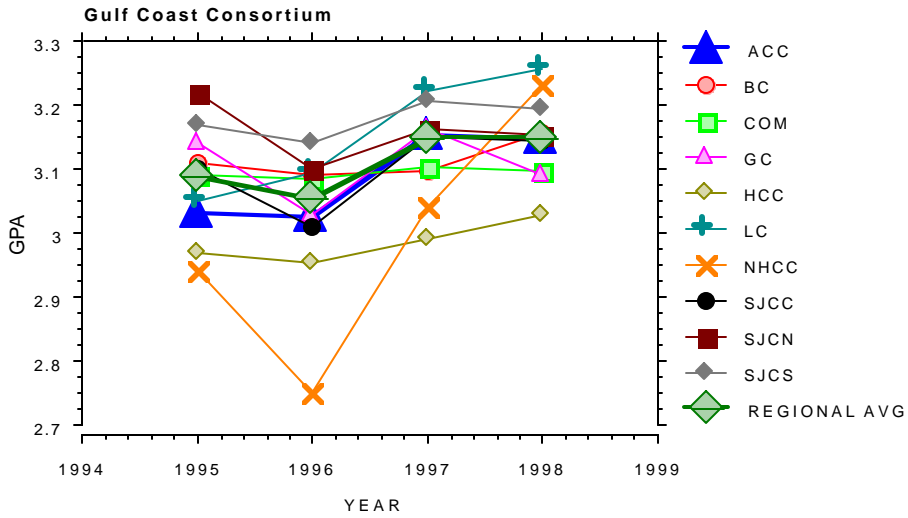
***Indicator 6.4 - Average GPA of UHCL Students Who Have Transferred from ACC (Fall Semesters)***

**TABLE 1**

<b>INSTITUTION</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>
ACC	3.030	3.024	3.153	3.148
BRAZOSPORT	3.110	3.090	3.097	3.155
COM	3.090	3.083	3.104	3.098
GALVESTON	3.140	3.029	3.162	3.091
HCC	2.970	2.954	2.991	3.027
LEE	3.050	3.094	3.221	3.256
NHMCCD	2.940	2.749	3.042	3.232
SJ CENTRAL	3.100	3.009	3.150	3.145
SJ NORTH	3.220	3.100	3.162	3.153
SJ SOUTH	3.170	3.142	3.205	3.194
REGIONAL AVG	3.087	3.052	3.148	3.146

**TABLE 2**

<b>INSTITUTION</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>
LEE	3.050	3.094	3.221	3.256
NHMCCD	2.940	2.749	3.042	3.232
SJ SOUTH	3.170	3.142	3.205	3.194
BRAZOSPORT	3.110	3.090	3.097	3.155
SJ NORTH	3.220	3.100	3.162	3.153
ACC	3.030	3.024	3.153	3.148
REGIONAL AVG	3.087	3.052	3.148	3.146
SJ CENTRAL	3.100	3.009	3.150	3.145
COM	3.090	3.083	3.104	3.098
GALVESTON	3.140	3.029	3.162	3.091
HCC	2.970	2.954	2.991	3.027



**STANDARD:** *Transfers will have a GPA average that equals or exceeds the regional average*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required

**DATA SOURCE:** UHCL Fall 1998 Semester Community College GPA Report

***Indicator 6.5 - Student Evaluation via Student Survey of Quality of Education at ACC***

<b>All Students</b>	Good - Excellent	78.6%
<b>Day Students</b>	Good - Excellent	79.3%
<b>Night Students</b>	Good - Excellent	77.5%

	<b>MALE (good-excellent)</b>	<b>FEMALE (good-excellent)</b>
<b>Alvin Community College</b>	73.1%	83.3%
<b>GCCCC</b>	70.7%	73.5%

**STANDARD:** *At least 80% of ACC students responding will answer either "Good" or "Excellent" to the question: "What is your overall impression of the quality of education at this 2-year college?"*

**RESULT:** Standard not met.

**COMMENT:** Even though the general standard was not met for all students, we do note that it was met by female students and that the ratings by both male and female students at ACC well exceed regional averages.

**ACTION TAKEN:** To help more effectively monitor student perceptions of problems a comment section will be added to the 2000 Student Survey and the analysis of student evaluations of instructors has been shifted from Computer Services to the Office of Institutional Effectiveness and Research.

**DATA SOURCE:** GCAIR 1998 Student Survey

***Indicator 6.6 - Retention Rates from Fall to Spring of Full-time First-Time-in-College Students (Taking <sup>≥</sup> 12 Semester Credit Hours [SCH])***

**TABLE 1**

<b>Institution</b>	<b>Retention Rate</b>
ACC	80%
Brazosport	82%
COM	71%
Galveston	76%
HCC	65%
Lee	74%
Kingwood	76%
Montgomery	71%
North Harris	76%
SJ Central	76%
SJ North	71%
SJ South	75%
Tomball	78%
Wharton	78%
State Avg	76%

**TABLE 2**

<b>Institution</b>	<b>Retention Rate</b>
Brazosport	82%
ACC	80%
Tomball	78%
Wharton	78%
Galveston	76%
Kingwood	76%
North Harris	76%
SJ Central	76%
State Avg	76%
SJ South	75%
Lee	74%
COM	71%
Montgomery	71%
SJ North	71%
HCC	65%

**STANDARD:** *Retention from Fall to Spring of students who did and did not receive remediation is not less than five percentage points below the state average.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** THECB 1998 Annual Data Profile

## Indicators for Goal 7

**GOAL #7** *To provide opportunities for collaboration, cooperation, and/or articulation with area schools, community colleges, universities, industries, and local government.*

- Indicator 7.1 Number of articulation agreements between ACC and area high schools
- Indicator 7.2 GED success rates
- Indicator 7.3 Number of high school students in Tech Prep programs
- Indicator 7.4 Alvin High School to ACC migration rate
- Indicator 7.5 Number of training partnerships between the Center for Professional and Workforce Development and business and industry
- Indicator 7.6 Number of collaboration initiatives with area colleges

**Summary:**

Indicator	Standard Met	Standard Partially Met	Standard Not Met	Results To Be Reviewed	Data Unavailable
7.1	X				
7.2			X		
7.3	X				
7.4			X		
7.5	X				
7.6				X	

***Indicator 7.1 - Number of Articulation Agreements Between ACC and Area High Schools***

<b>Area High Schools</b>	<b>Articulation Agreements</b>
Alvin High School	Concurrent Credit, Tech Prep
Pearland High School	Concurrent Credit, Tech Prep

**STANDARD:** *At least two agreements with each of the major high schools in the service area.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Dean of Instruction.

**Indicator 7.2 - GED Success Rates**

<b>FY 1993-94 Total</b>	<b>95</b>	<b>Percent</b>
Pass	70	74%
Fail	23	24%
Incomplete	2	2%
<b>FY 1994-95 Total</b>	<b>74</b>	<b>Percent</b>
Pass	46	62%
Fail	12	16%
Incomplete	16	22%
<b>FY 1995-96 Total</b>	<b>99</b>	<b>Percent</b>
Pass	65	66%
Fail	19	19%
Incomplete	15	15%
<b>FY 1996-97 Total</b>	<b>78</b>	<b>Percent</b>
Pass	42	54%
Fail	33	42%
Incomplete	3	4%
<b>FY 1997-98 Total</b>	<b>94</b>	<b>Percent</b>
Pass	38	40%
Fail	47	50%
Incomplete	9	10%

**STANDARD:** *At least 50% of students enrolled in GED classes will attain passing state exam scores.*

**RESULT:** Standard not met for FY 1997-98

**ACTION TAKEN:** Prior to 1998 students were required to take 5 tests and score at least 40 per test or average 45 on all. Since 1998, students are required to take 5 tests, score at least 40 on each test and average 45 on all tests combined. Because of the changes in the requirements, GED pass rates will be solicited from other colleges in the Gulf Coast Consortium. If other institutions have similar results, then the above standard may be revised. On the other hand, if other institutions have significantly better passing rates, then a comparison will be done of their programs and ours. Additionally, the following measures have also been taken:

- New materials have been ordered that are more up-to-date.
- A new computer and software have been purchased in order to allow students to practice GED lessons on their own.

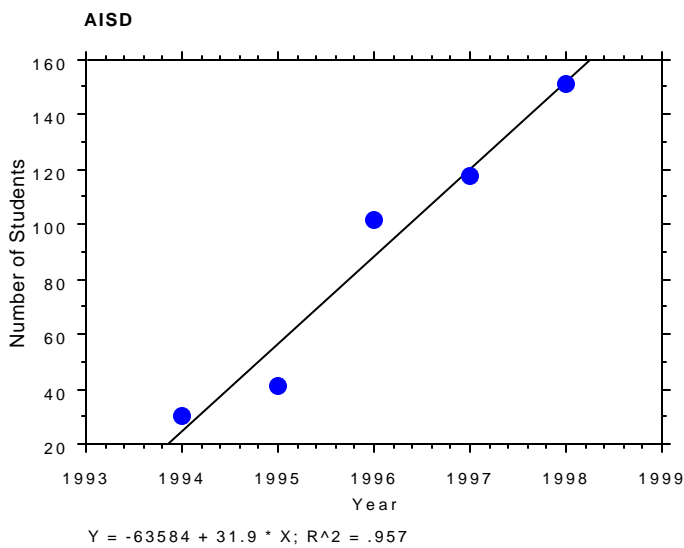
- The testing schedule has been modified to allow students to take the test when they feel ready and to allow them to retest if they don't pass.
- Special instructional materials have been ordered that specifically target students with low skill levels.

**DATA SOURCE:** TEA and GED Alternate Chief Examiner

**Indicator 7.3 – Number of High School Students in Tech Prep Programs**

Alvin Independent School District

Year	Number of Students
1994-95	30
1995-96	41
1996-97	102
1997-98	118
1998-99	151



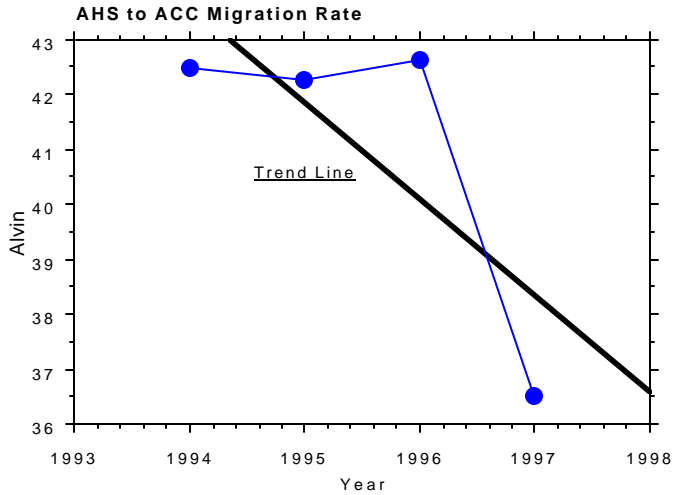
**STANDARD:** *Increase the number of students each year (5 year trend line maintains positive slope).*

**RESULT:** Standard met for AISD (PISD data not available).

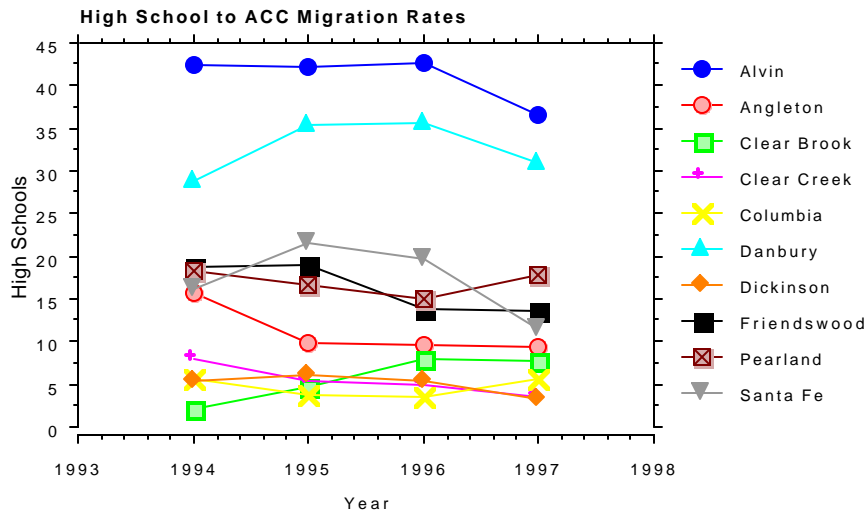
**ACTION TAKEN:** No action required.

**DATA SOURCE:** Associate Dean of Technical Programs

**Indicator 7.4 – Alvin High School to ACC Migration Rate**



Alvin = 3557.051 - 1.762 \* Year; R<sup>2</sup> = .578



High School	Class 94	At ACC	% at ACC	Class 95	At ACC	% at ACC	Class 96	At ACC	% at ACC	Class 97	At ACC	% at ACC
Alvin	513	218	42.50	566	235	42.27	483	206	42.65	526	192	36.50
Angleton	292	46	15.75	425	42	9.88	279	27	9.68	313	29	9.27
Clear Brook	284	6	2.11	319	15	4.70	324	26	8.02	322	25	7.76
Clear Creek	486	39	8.02	541	29	5.36	466	23	4.94	477	17	3.56
Columbia	176	10	5.68	190	7	3.68	176	6	3.41	177	10	5.65
Danbury	45	13	28.89	34	12	35.29	42	15	35.71	42	13	30.95
Dickinson	238	13	5.46	231	14	6.06	265	14	5.28	241	8	3.32
Friendswood	268	50	18.66	301	57	18.94	268	37	13.81	279	38	13.62
Pearland	400	73	18.25	425	71	16.71	450	67	14.89	450	80	17.78
Santa Fe	199	32	16.08	219	47	21.46	243	48	19.75	243	28	11.52

**STANDARD:** *The percentage of AHS graduates who attend ACC will increase each year (5 year trend line maintains positive slope).*

**NOTE:** Data unavailable for 1998

**RESULT:** Standard not met.

**ACTION TAKEN:** A variety of efforts will be planned and conducted during the academic year 1999-2000:

- All instructional departments will assign one faculty member to serve as liaison to Alvin High School (whether with the same discipline, the high school counseling staff or the high school vocational director). The liaisons are to visit Alvin High School as often as possible and will invite their counterparts from AHS to visit the Alvin Community College campus.
- University Parallel Division Chairs will work to increase concurrent credit programs at AHS.
- The Summer 2000 instructional schedule will be adjusted so that AHS graduates can enroll without losing days of college instruction.
- Several financial aid workshops will be planned for Spring 2000.
- Letters will be sent to the parents of all AHS graduates in April/May to inform them of the costs of a community college education as well as the high quality of programs available.
- ACC will continue to work with HOPE (Hispanic Outreach: Pathways to Education, a program which strives to motivate students from 6<sup>th</sup> grade through high school to attend college) in order to increase Hispanic representation.

**DATA SOURCE:** Student Records

***Indicator 7.5 - Number of Training Partnerships Between the Center for Professional and Workforce Development and Business and Industry***

**Businesses and Industries involved in training partnerships:**

1. Specialty Directory Publishers
2. Layt Manufacturing
3. Boilermakers Union
4. IWL Communications
5. Choctaw Refueling Services, Inc.
6. Greif Brothers Corporation
7. Solutia, Inc.

**STANDARD:** *Active involvement of at least two such affiliations.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Center for Professional and Workforce Development

***Indicator 7.6 - Number of Collaboration Initiatives with Area Colleges***

<b>INSTITUTION</b>	<b>COLLABORATION INITIATIVE</b>
Brazosport College	Chemical Technology, Professional Truck Driving Program, EMT
College of the Mainland	Process Technology Alliance
San Jacinto - Central	Process Technology Alliance
Lee College	Aerospace

**STANDARD:** *To be reviewed annually.*

**ACTION TAKEN:** The results were reviewed by members of the Planning Team. Currently, a possible distance learning cooperative is being explored with Brazosport College, College of the Mainland, and Galveston College.

**DATA SOURCE:** 1998 ACC Fact Book

## Indicators for Goal 8

**GOAL #8**     *To maintain a commitment to educational excellence through intensive efforts to recruit, retain, develop, and support an outstanding faculty and staff.*

- Indicator 8.1    Percentage of credit classes taught by full-time faculty
- Indicator 8.2    Salary comparison: full-time staff (all position categories)
- Indicator 8.3    Full-time employee retention rate
- Indicator 8.4    Analysis of Faculty/Administrative/Professional Survey
- Indicator 8.5    Analysis of TSCM Survey

**Summary:**

Indicator	Standard Met	Standard Partially Met	Standard Not Met	Results To Be Reviewed	Data Unavailable
8.1			X		
8.2		X			
8.3	X				
8.4				X	
8.5				X	

***Indicator 8.1 - Percentage of Contact Hours Taught by Full-Time Faculty***

<b>Percentage of contact hours taught by full-time faculty</b>	<b>63.31%</b>
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**STANDARD:** *70% or more of all contact hours will be taught by full-time faculty.*

**RESULT:** Standard not met.

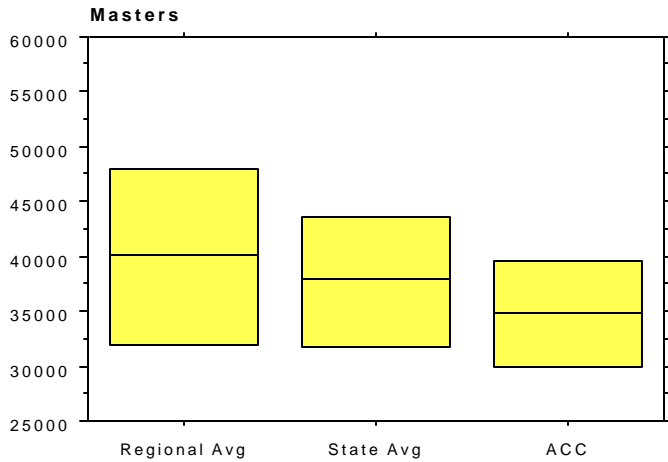
**ACTION TAKEN:** Given the current financial condition of the College, full-time employment requests cannot be adequately addressed. Therefore, efforts will continue for the improvement of orientation and support services for part-time faculty. Currently, part-time faculty have their own workshop in the fall, they have easy access to the Faculty Handbook and other materials, and they undergo peer evaluations during the course of the semester. In addition to providing training and support to part-time faculty, selected departments will also be studied with regard to their percentage of contact hours taught by full-time faculty in order to determine where the greatest discrepancies exist.

**DATA SOURCE:** 1998 LBB Performance Measures

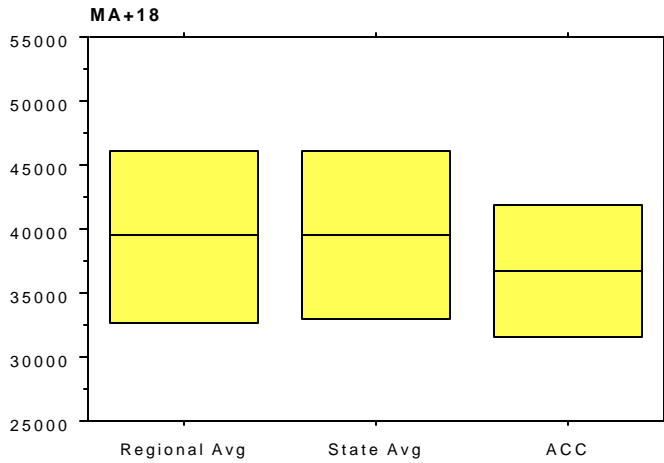
**Indicator 8.2 - Salary Comparison: Full-Time Staff (All Position Categories)**

**Comment:** Due to the problems involved with obtaining accurate salary data from other institutions, the following tables can only suggest that there might be some differences between ACC, regional, and state salaries. They do not verify it conclusively.

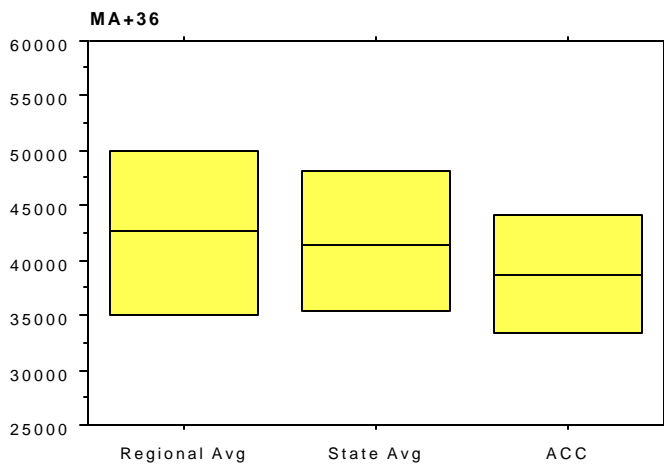
<b>MASTERS</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	29,308	50,493	40,083
State Average	29,750	45,425	37,888
<b>ACC</b>	<b>28,360</b>	<b>41,256</b>	<b>34,808</b>



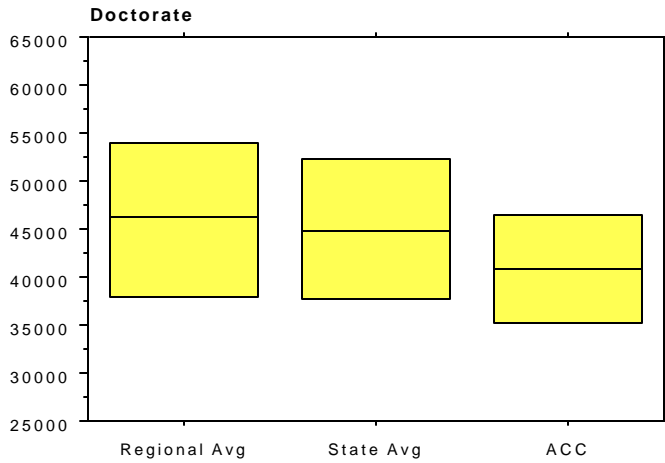
<b>MA + 18 HRS</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	30.311	48.351	39.567
State Average	30.700	48.247	39.504
<b>ACC</b>	<b>29.922</b>	<b>43.527</b>	<b>36.725</b>



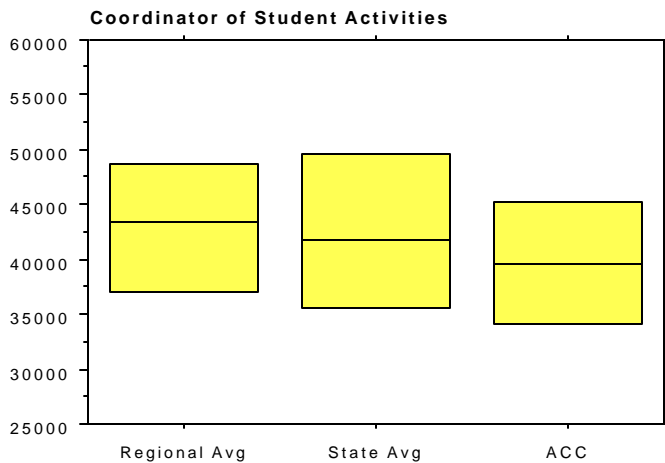
<b>MA + 36 HRS</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	32.363	52.342	42.662
State Average	33.402	50.254	41.490
<b>ACC</b>	<b>31.569</b>	<b>45.926</b>	<b>38.748</b>



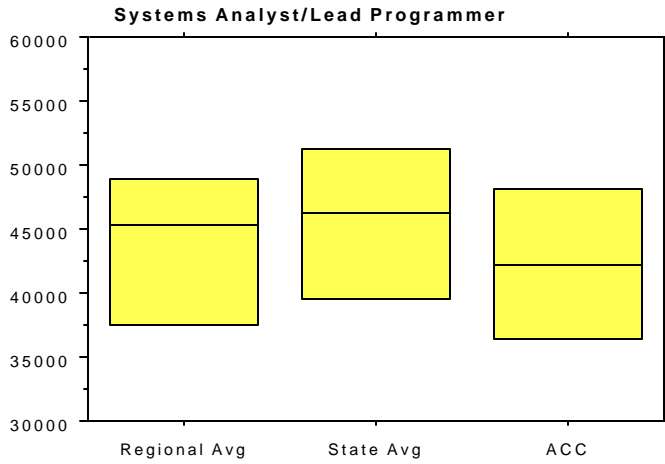
<b>DOCTORATE</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	35.182	56.401	46.304
State Average	35.300	54.816	44.758
<b>ACC</b>	<b>33.304</b>	<b>48.448</b>	<b>40.876</b>



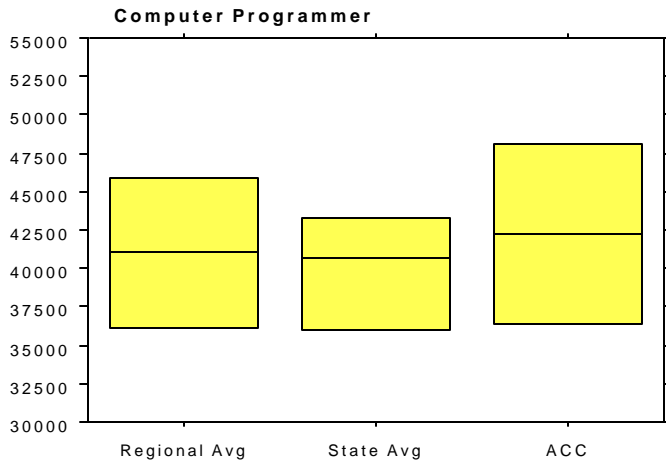
<b>Coordinator of Student Activities</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	34.884	50.459	43.338
State Average	33.593	52.244	41.852
<b>ACC</b>	<b>32.302</b>	<b>46.989</b>	<b>39.646</b>



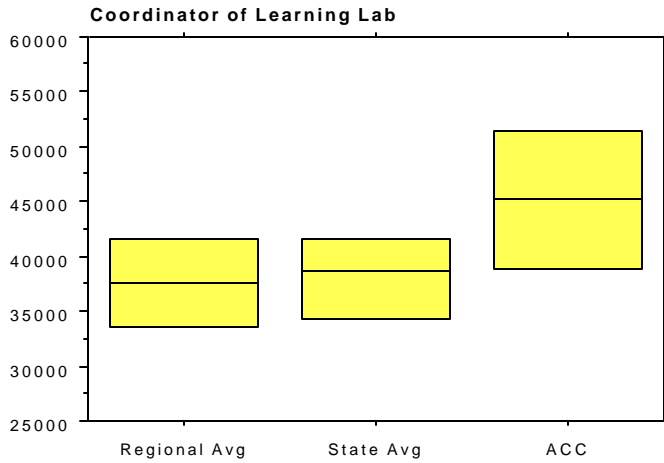
<b>Systems Analyst/Lead Programmer</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	34,884	50,060	45,339
State Average	37,218	52,927	46,208
<b>ACC</b>	<b>34,413</b>	<b>50,060</b>	<b>42,237</b>



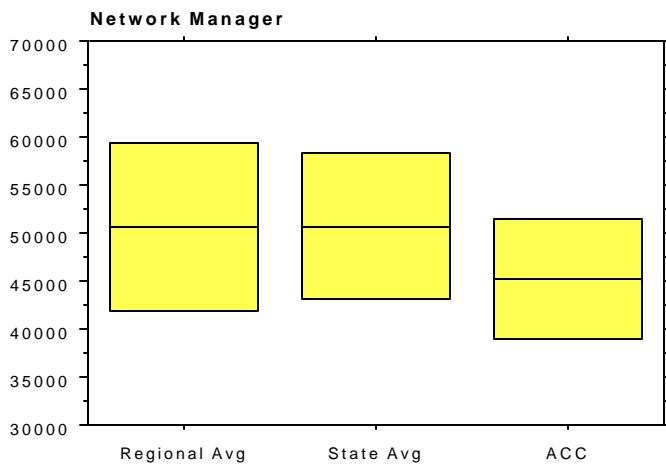
<b>Computer Programmer</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	34,413	47,567	41,067
State Average	34,413	44,220	40,640
<b>ACC</b>	<b>34,413</b>	<b>50,060</b>	<b>42,237</b>



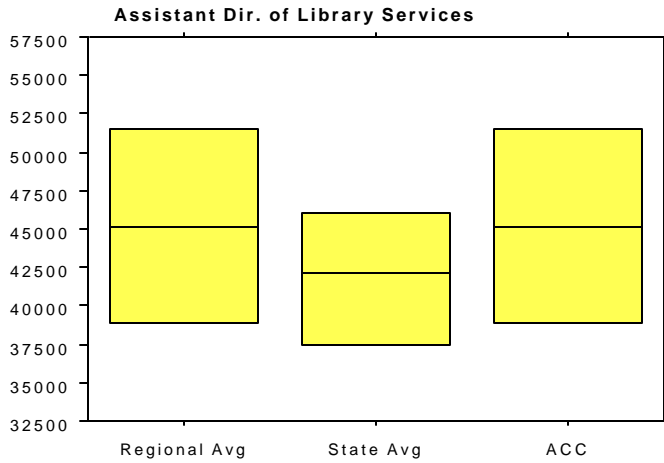
<b>Coordinator of Learning Lab</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	32,211	43,006	37,608
State Average	32,810	42,499	38,749
<b>ACC</b>	<b>36,814</b>	<b>53,553</b>	<b>45,184</b>



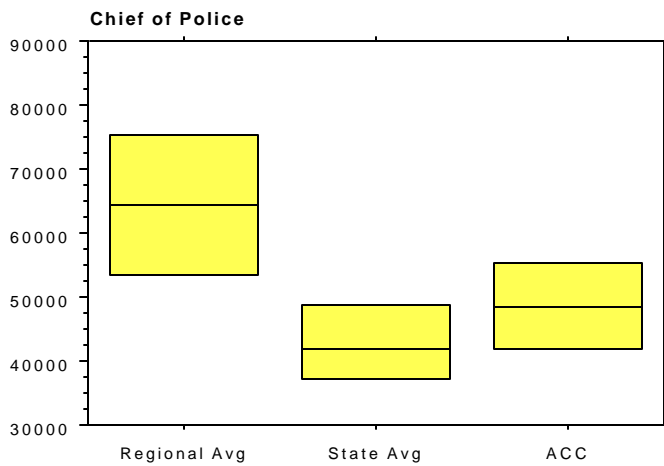
<b>Network Manager</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	38,954	62,325	50,640
State Average	40,585	60,877	50,640
<b>ACC</b>	<b>36,814</b>	<b>53,553</b>	<b>45,184</b>



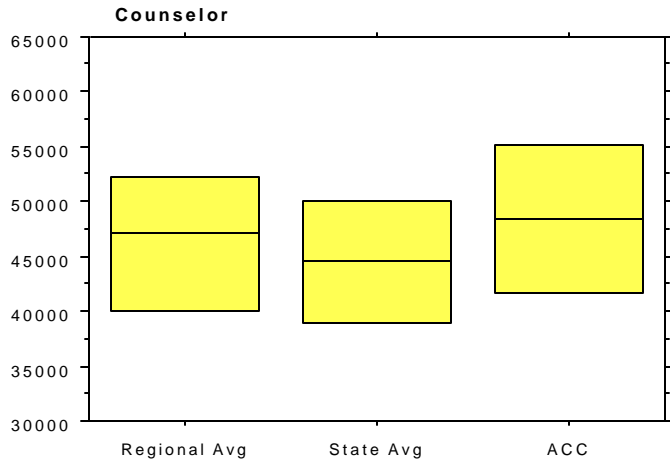
<b>Assistant Dir. of Library Services</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	36,814	53,553	45,184
State Average	35,896	47,319	42,076
<b>ACC</b>	<b>36,814</b>	<b>53,553</b>	<b>45,184</b>



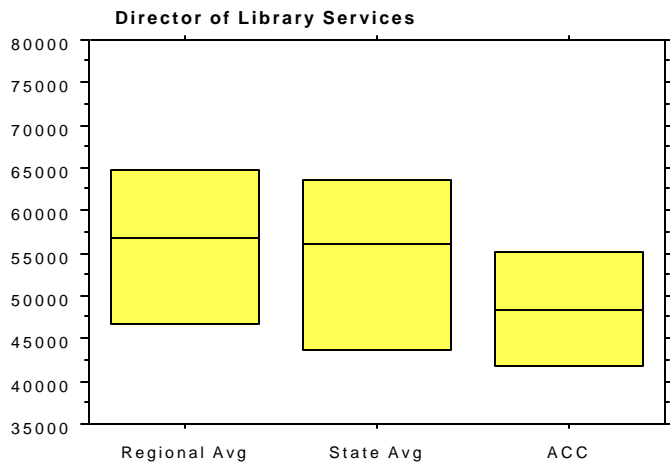
<b>Chief of Police</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	49,952	79,065	64,509
State Average	35,641	50,862	42,022
<b>ACC</b>	<b>39,484</b>	<b>57,438</b>	<b>48,461</b>



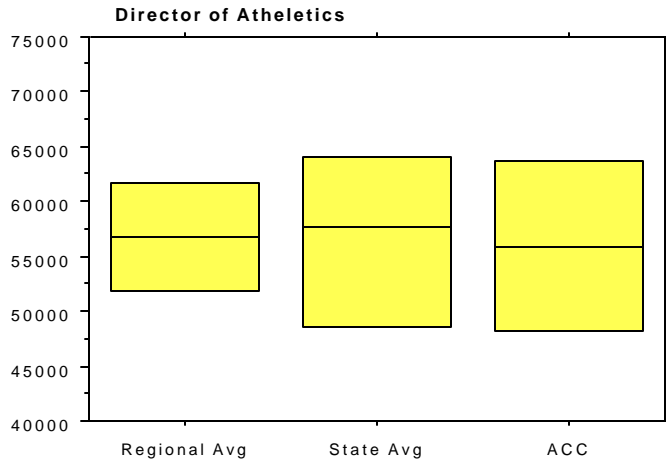
<b>Counselor</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	37,585	53,949	47,172
State Average	36,929	51,798	44,610
<b>ACC</b>	<b>39,484</b>	<b>57,438</b>	<b>48,461</b>



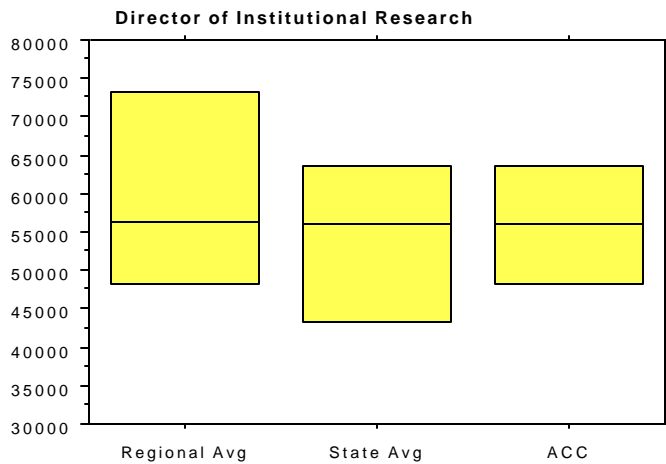
<b>Director, Library Services</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	43,495	67,518	56,709
State Average	39,484	66,070	56,183
<b>ACC</b>	<b>39,484</b>	<b>57,438</b>	<b>48,461</b>



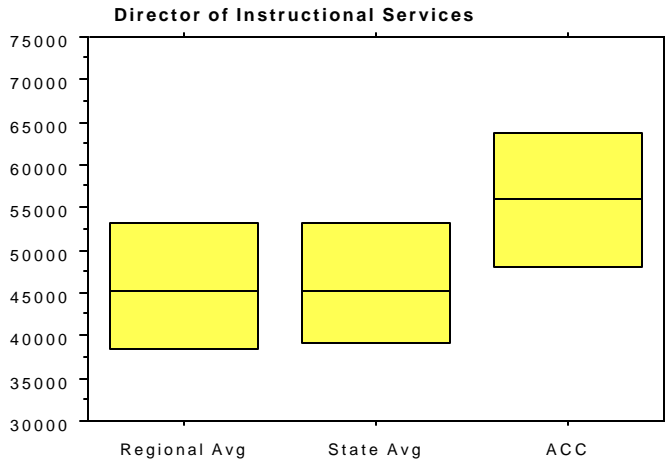
<b>Director of Athletics</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	50.279	63.387	56.833
State Average	45.558	66.272	57.751
<b>ACC</b>	<b>45.558</b>	<b>66.272</b>	<b>55.915</b>



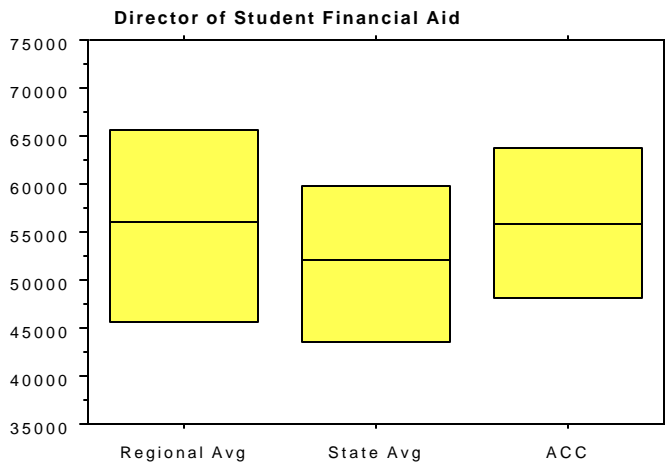
<b>Director of Institutional Research</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	45.558	78.950	56.183
State Average	38.954	66.272	55.915
<b>ACC</b>	<b>45.558</b>	<b>66.272</b>	<b>55.915</b>



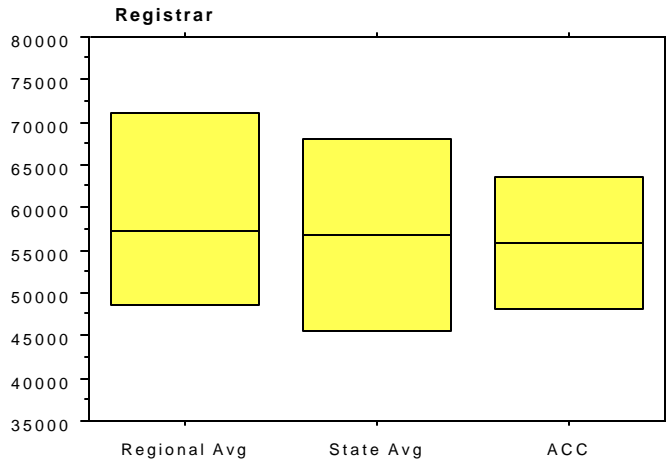
Director of Instructional Services	MIN	MAX	MEDIAN
Regional Average	36.216	55.794	45.339
State Average	37.812	55.794	45.339
<b>ACC</b>	<b>45.558</b>	<b>66.272</b>	<b>55.915</b>



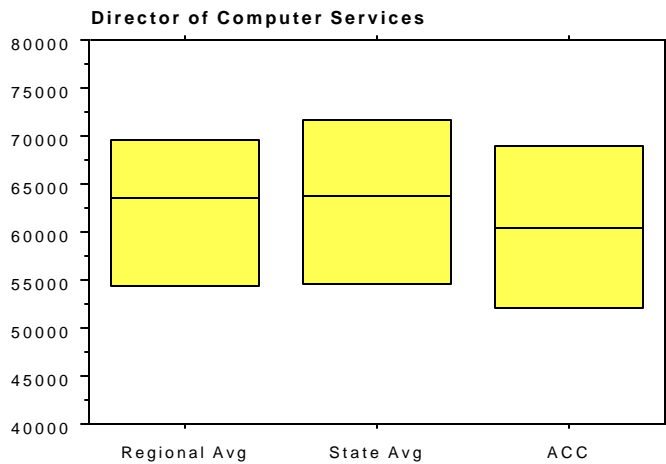
Director of Student Financial Aid	MIN	MAX	MEDIAN
Regional Average	42.256	68.727	56.049
State Average	40.585	62.325	52.007
<b>ACC</b>	<b>45.558</b>	<b>66.272</b>	<b>55.915</b>



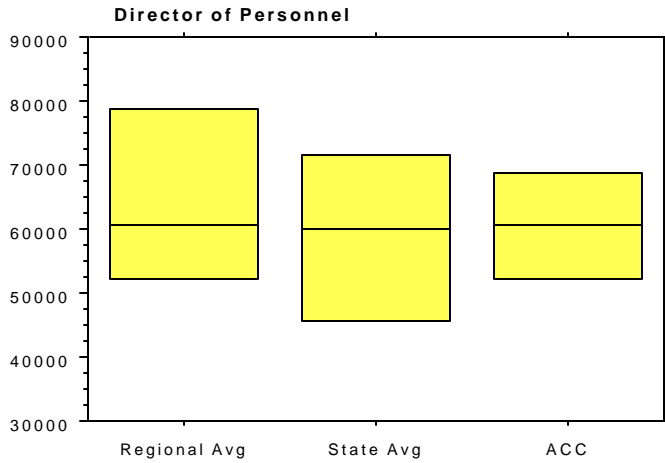
<b>Registrar</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	45.558	75.592	57.273
State Average	41.878	71.817	56.728
<b>ACC</b>	<b>45.558</b>	<b>66.272</b>	<b>55.915</b>



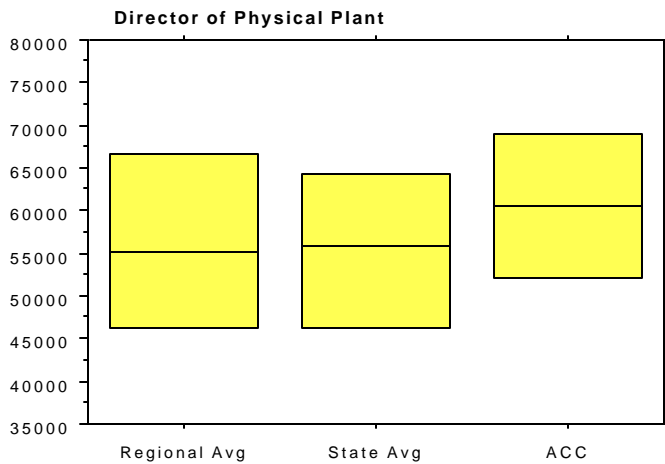
<b>Director of Computer Services</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	51.229	71.694	63.475
State Average	51.514	74.228	63.735
<b>ACC</b>	<b>49.284</b>	<b>71.694</b>	<b>60.489</b>



<b>Director of Personnel</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	49,284	84,900	60,489
State Average	40,998	75,592	59,850
<b>ACC</b>	<b>49,284</b>	<b>71,694</b>	<b>60,489</b>

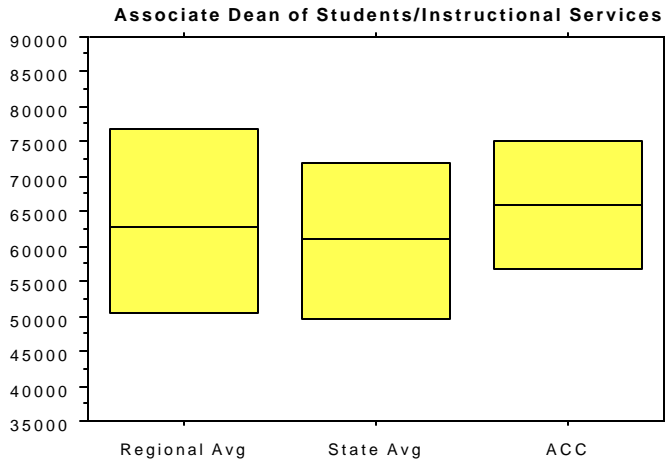


<b>Director of Physical Plant</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	43,230	70,591	55,089
State Average	43,116	67,116	55,930
<b>ACC</b>	<b>49,284</b>	<b>71,694</b>	<b>60,489</b>

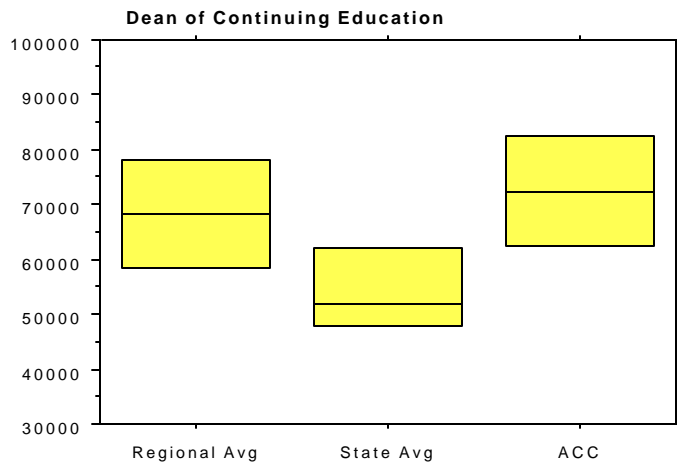


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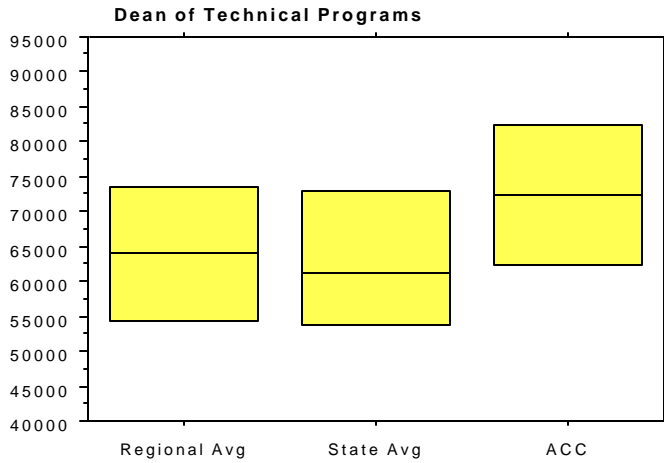
Asso.Dean, Student/Instruct. Services	MIN	MAX	MEDIAN
Regional Average	46.314	81.491	62.864
State Average	45.848	75.733	61.160
<b>ACC</b>	<b>53.674</b>	<b>78.081</b>	<b>65.878</b>



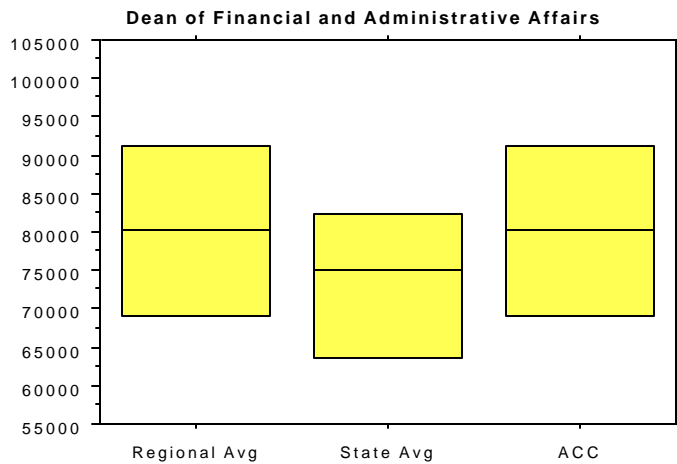
Dean of Continuing Ed.	MIN	MAX	MEDIAN
Regional Average	55.075	81.238	68.156
State Average	46.343	65.661	52.007
<b>ACC</b>	<b>58.921</b>	<b>85.714</b>	<b>72.318</b>



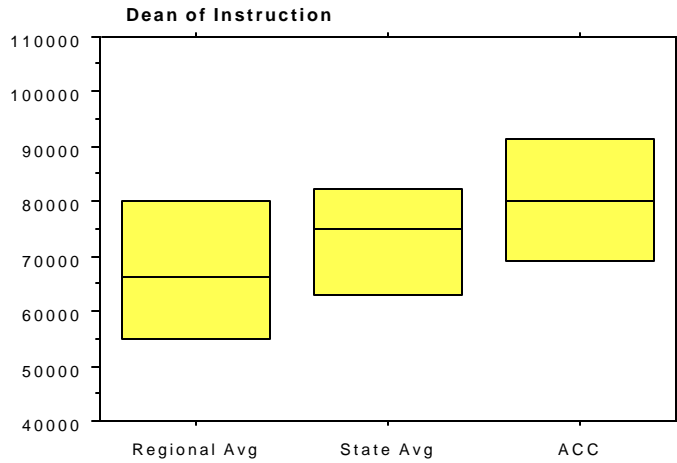
Dean of Technical Programs	MIN	MAX	MEDIAN
Gulf Coast Average	51,229	76,761	63,995
State Average	51,229	76,761	61,160
<b>ACC Average</b>	<b>58,921</b>	<b>85,714</b>	<b>72,318</b>



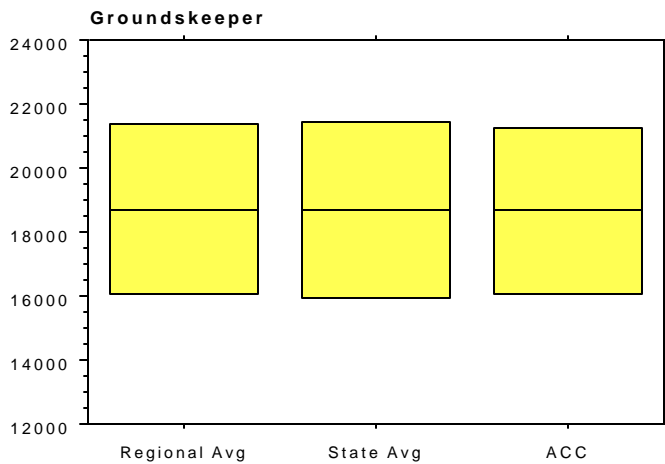
Dean of Fin. & Admin Serv.	MIN	MAX	MEDIAN
Regional Average	65,299	94,991	80,145
State Average	59,965	84,900	74,956
<b>ACC</b>	<b>65,299</b>	<b>94,991</b>	<b>80,145</b>



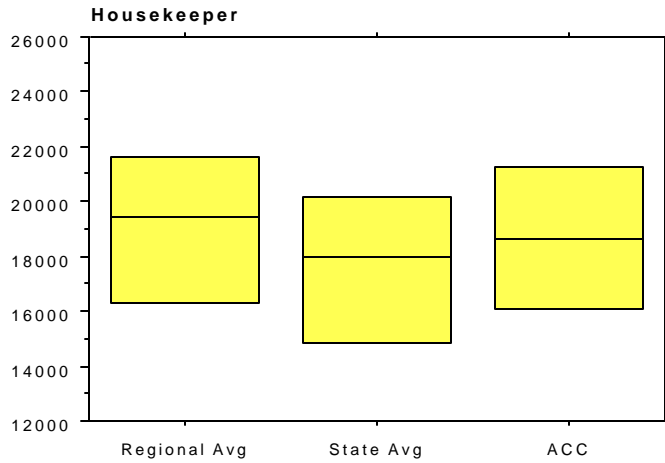
<b>Dean of Instruction</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	51,229	84,900	66,300
State Average	59,067	84,550	74,855
<b>ACC</b>	<b>65,299</b>	<b>94,991</b>	<b>80,145</b>



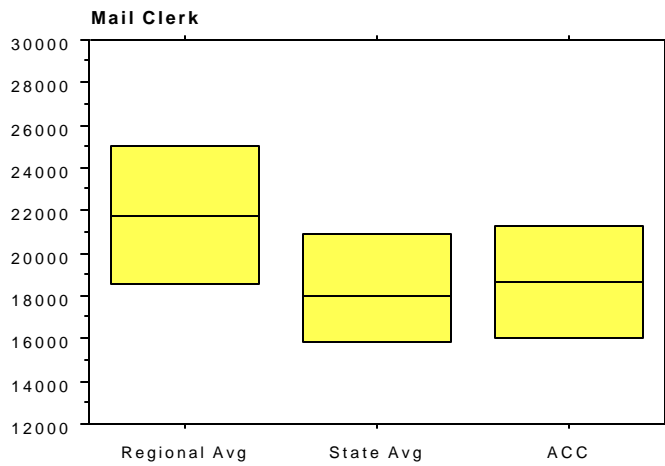
<b>Groundskeeper</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	15,210	22,248	18,668
State Average	15,000	22,363	18,668
<b>ACC</b>	<b>15,210</b>	<b>22,126</b>	<b>18,668</b>



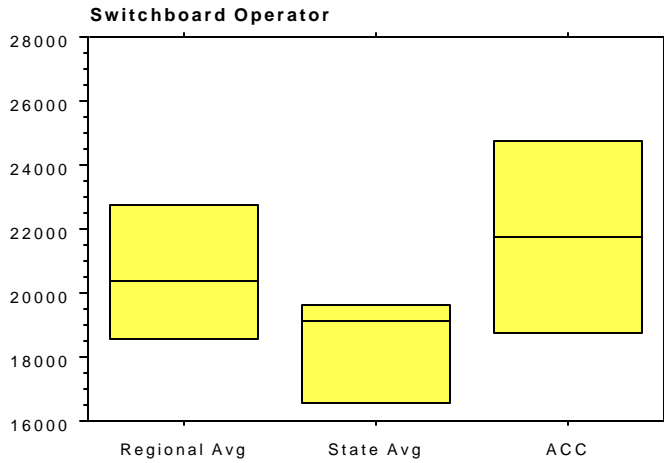
Housekeeper	MIN	MAX	MEDIAN
Regional Average	15.210	22.363	19.469
State Average	13.801	20.904	17.971
<b>ACC</b>	<b>15.210</b>	<b>22.126</b>	<b>18.668</b>



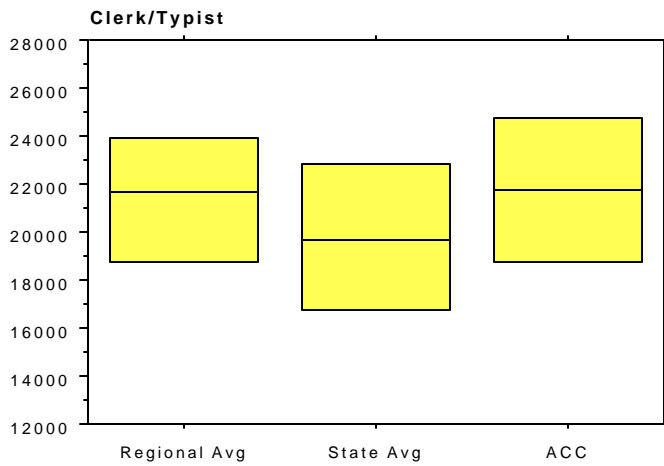
Mail Clerk	MIN	MAX	MEDIAN
Regional Average	17.436	26.148	21.792
State Average	15.105	21.827	17.999
<b>ACC</b>	<b>15.210</b>	<b>22.126</b>	<b>18.668</b>



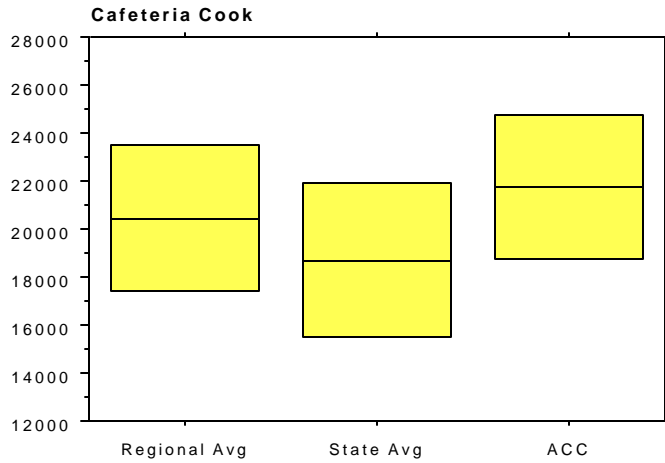
Switchboard Operator	MIN	MAX	MEDIAN
Regional Average	18.000	23,544	20,366
State Average	15.696	19,790	19,126
<b>ACC</b>	<b>17,719</b>	<b>25,777</b>	<b>21,748</b>



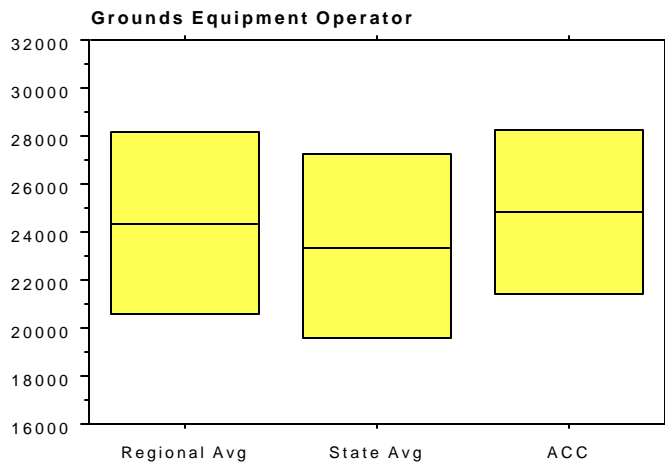
Clerk/Typist	MIN	MAX	MEDIAN
Regional Average	17.719	24,600	21,708
State Average	15.825	23,836	19,677
<b>ACC</b>	<b>17,719</b>	<b>25,777</b>	<b>21,748</b>



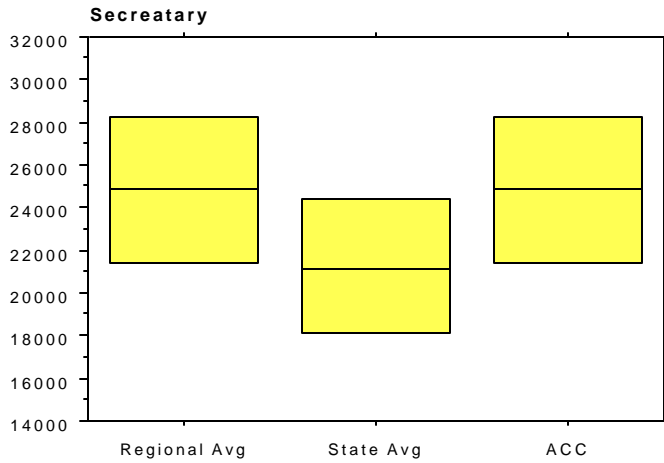
<b>Cafeteria Cook</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	16.358	24.537	20.447
State Average	14.399	22.955	18.677
<b>ACC</b>	<b>17.719</b>	<b>25.777</b>	<b>21.748</b>



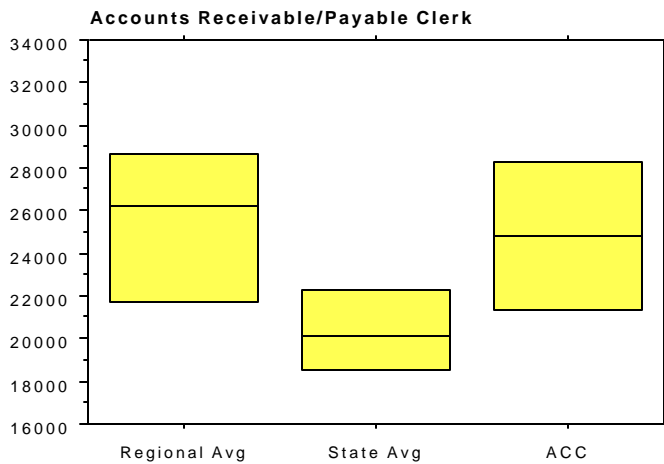
<b>Grounds Equipment Operator</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	19.296	29.404	24.350
State Average	18.396	28.608	23.310
<b>ACC</b>	<b>20.232</b>	<b>29.432</b>	<b>24.832</b>



<b>Secretary</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	20,232	29,432	24,832
State Average	17,197	25,465	21,088
<b>ACC</b>	<b>20,232</b>	<b>29,432</b>	<b>24,832</b>

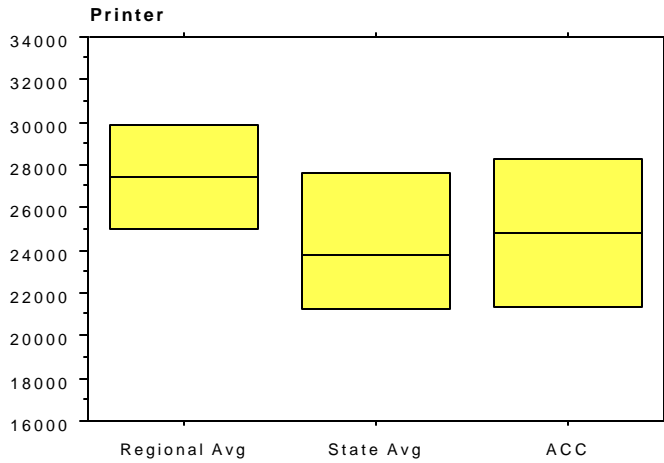


<b>Accounts Receivable/Payable Clerk</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	20,232	29,432	26,223
State Average	17,990	23,056	20,107
<b>ACC</b>	<b>20,232</b>	<b>29,432</b>	<b>24,832</b>

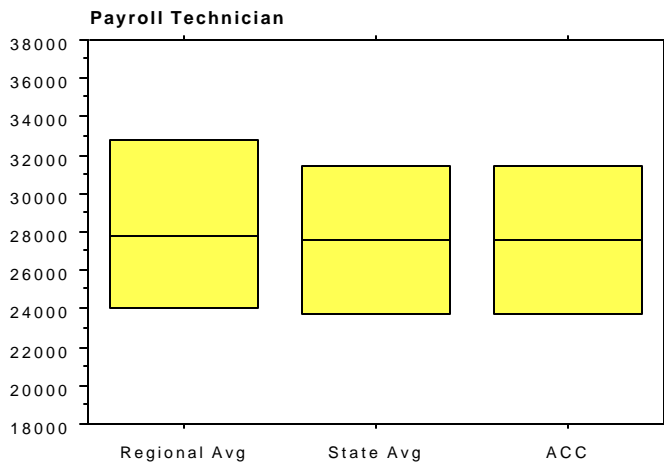


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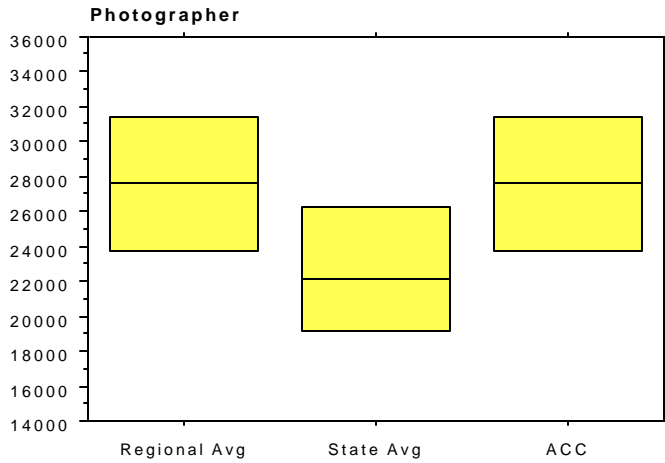
Printer	MIN	MAX	MEDIAN
Regional Average	24,141	30,742	27,442
State Average	20,394	28,938	23,774
<b>ACC</b>	<b>20,232</b>	<b>29,432</b>	<b>24,832</b>



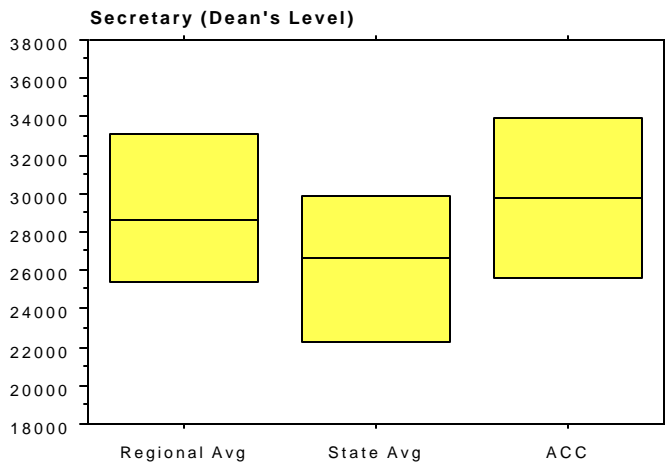
Payroll Technician	MIN	MAX	MEDIAN
Regional Average	22,779	34,472	27,808
State Average	22,489	32,715	27,602
<b>ACC</b>	<b>22,489</b>	<b>32,715</b>	<b>27,602</b>



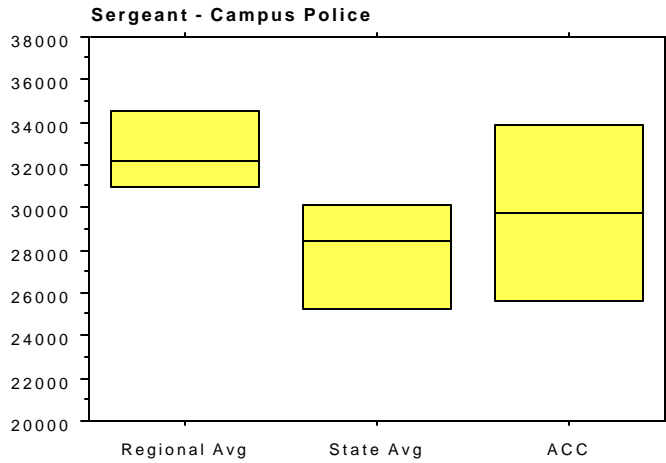
<b>Photographer</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	22,489	32,715	27,602
State Average	18,164	27,561	22,185
<b>ACC</b>	<b>22,489</b>	<b>32,715</b>	<b>27,602</b>



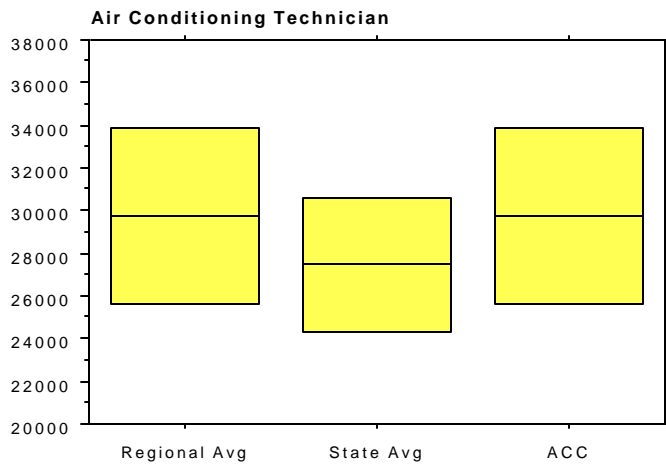
<b>Secretary (Dean's Level)</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	24,283	34,564	28,614
State Average	20,785	30,920	26,594
<b>ACC</b>	<b>24,241</b>	<b>35,264</b>	<b>29,753</b>



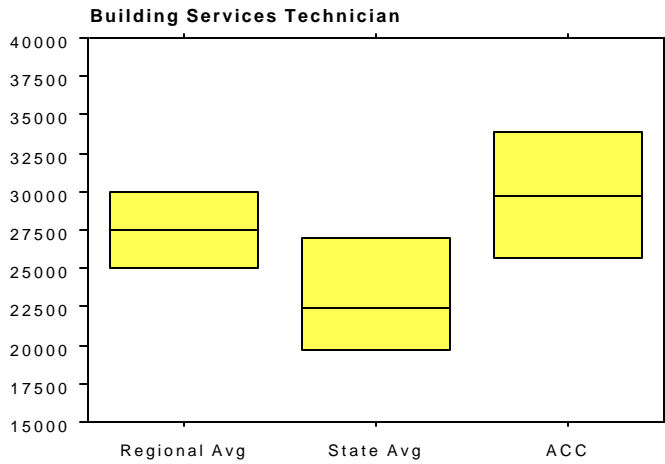
<b>Sergeant - Campus Police</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	30.534	35.264	32.182
State Average	24.241	30.738	28.397
<b>ACC</b>	<b>24.241</b>	<b>35.264</b>	<b>29.753</b>



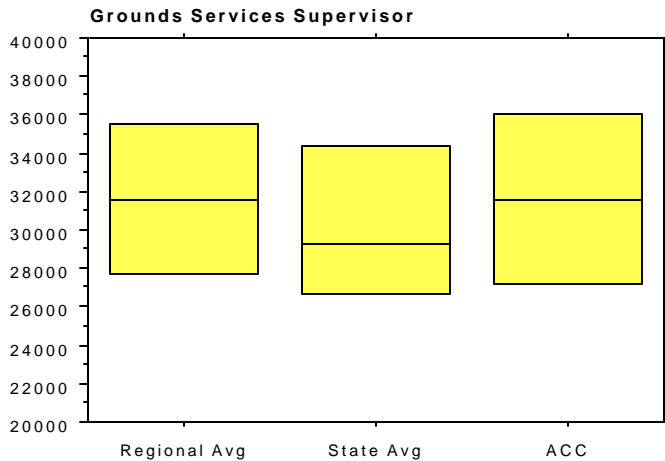
<b>Air Conditioning Technician</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	24.241	35.264	29.753
State Average	23.213	31.573	27.545
<b>ACC</b>	<b>24.241</b>	<b>35.264</b>	<b>29.753</b>



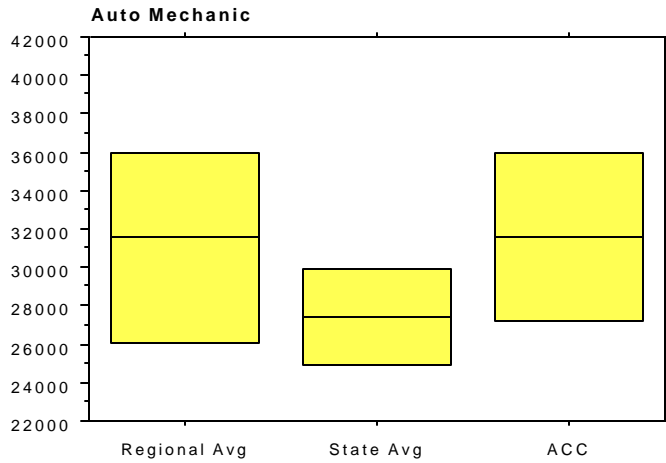
<b>Building Services Technician (Carpenter/Painter)</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	24,141	30,742	27,442
State Average	18,699	28,444	22,437
<b>ACC</b>	<b>24,241</b>	<b>35,264</b>	<b>29,753</b>



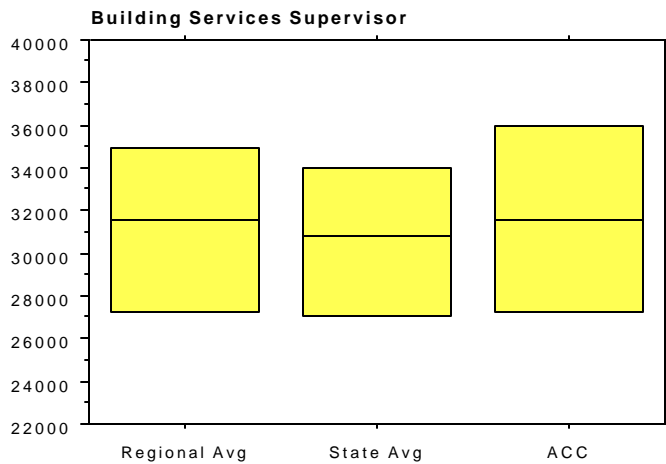
<b>Grounds Services Supervisor</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	26,416	36,767	31,591
State Average	25,753	36,050	29,235
<b>ACC</b>	<b>25,753</b>	<b>37,465</b>	<b>31,609</b>



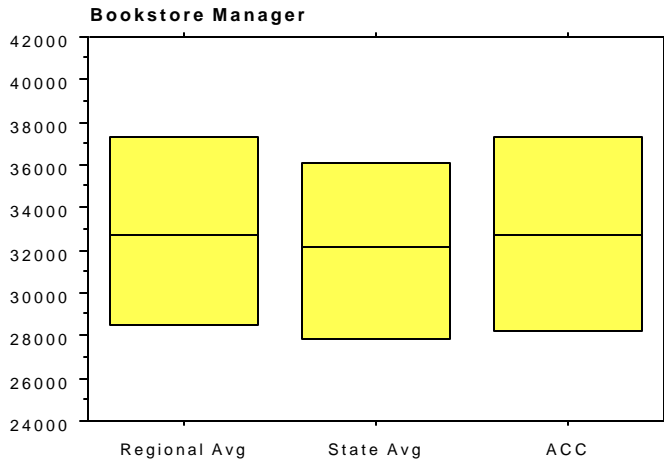
<b>Auto Mechanic</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	24,276	37,465	31,559
State Average	24,141	30,742	27,442
<b>ACC</b>	<b>25,753</b>	<b>37,465</b>	<b>31,609</b>



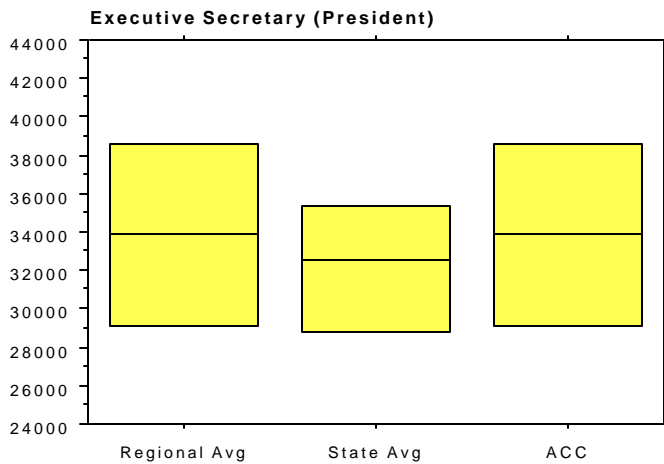
<b>Building Services Supervisor</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	25,753	36,069	31,574
State Average	25,877	35,035	30,787
<b>ACC</b>	<b>25,753</b>	<b>37,465</b>	<b>31,609</b>



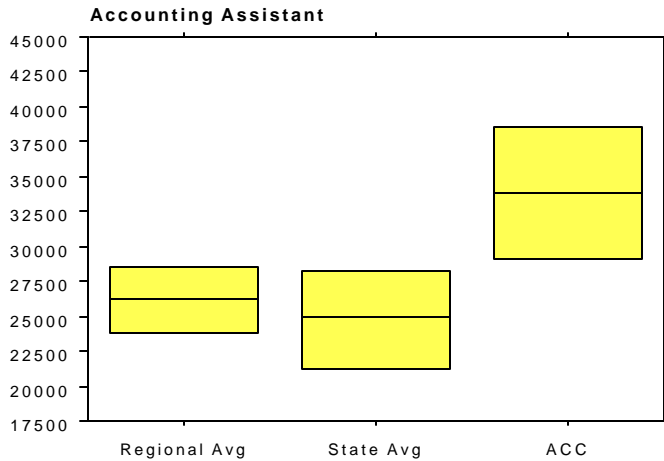
<b>Bookstore Manager</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	27,078	38,790	32,728
State Average	26,445	37,430	32,151
<b>ACC</b>	<b>26,665</b>	<b>38,790</b>	<b>32,728</b>



<b>Executive Secretary (President)</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Region Average	27,577	40,115	33,846
State Average	27,561	36,241	32,558
<b>ACC</b>	<b>27,577</b>	<b>40,115</b>	<b>33,846</b>



<b>Accounting Assistant</b>	<b>MIN</b>	<b>MAX</b>	<b>MEDIAN</b>
Regional Average	23,069	29,377	26,223
State Average	20,036	29,437	24,877
<b>ACC</b>	<b>27,577</b>	<b>40,115</b>	<b>33,846</b>



**STANDARD:** *Bench mark positions salaries will be at or above regional average salary.*

**RESULT:** Standard partially met.

**ACTION TAKEN:** Difficulties were experienced this year in the process of collecting data from various institutions. Consequently, the results are sometimes questionable. To alleviate this problem, more time and effort will be expended this year in obtaining clear and accurate data from those institutions that are members of the Gulf Coast Consortium.

**DATA SOURCE:** 1999 Faculty Survey (Personnel Office).

***Indicator 8.3 - Full-Time Employee Retention Rate***

<b>Average tenure of full-time employees, September 1, 1998</b>	<b>12.4 years</b>
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**STANDARD:** *Average tenure for all employees will be five years or longer.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Personnel Office/Longevity Report

***Indicator 8.4 - Analysis of Faculty/Administrative/Professional Survey*****TOP TEN "DISAGREE"****(1998 Faculty/Administrative/Professional Survey)**

- Q74. *The college possesses sufficient financial resources to support all programs.*  
37.36%
- Q65. *Faculty have adequate input into policy-making and implementation at the college.*  
36.67%
- Q10. *The college is effective in collecting and analyzing data related to my department/work unit and in disseminating the results.*  
35.17%
- Q54. *The Computer Center staff projects a service-oriented attitude.*  
31.87%
- Q27. *The college provides adequate opportunities and funds for professional development.*  
28.89%
- Q11. *The data analysis provided to my department/work unit is adequate for planning and evaluation.*  
28.57%
- Q53. *The Computer Center staff supports my computing needs.*  
28.57%
- Q59. *Scholarship information is adequately publicized.*  
27.78%
- Q70. *The duties of the president and of other administrative officials defined are made known to me.*  
26.37%
- Q43. *Copying services at the college are adequate.*  
26.09%

**TOP TEN "DON'T KNOW/DOES NOT APPLY/NO OPINION"**  
**(1998 Faculty/Administrative/Professional Survey)**

- Q63. *The college provides adequate intramural activities for students.*  
40.00%
- Q32. *My department adequately evaluates part-time faculty.*  
36.96%
- Q72. *The effectiveness of administrators is evaluated periodically.*  
34.07%
- Q29. *The college has established and published comprehensive policies concerning the employment of part-time faculty members.*  
32.61%
- Q34. *Administrative salaries and benefits are adequate and appropriate.*  
31.52%
- Q30. *My department provides appropriate orientation for part-time faculty.*  
30.44%
- Q66. *A strong faculty senate would be beneficial for the college.*  
27.78%
- Q37. *The college has adequate policies to protect faculty members from assuming or being assigned internal or external responsibilities which might encroach upon the quality or the quantity of the work they are employed to perform for the institution.*  
27.17%
- Q24. *My department periodically evaluates new techniques and methods that have been incorporated into class presentations to determine their value.*  
26.67%
- Q31. *My department adequately supervises part-time faculty.*  
26.09%

**TOP TEN "AGREE"**  
**(1998 Faculty/Administrative/Professional Survey)**

- Q14. *The college's environment is conducive to learning.*

- 97.80%
- Q67. *Administrative policies are in writing and published.*  
97.78%
- Q68. *Institutional documents on policy and procedure are readily available.*  
96.67%
- Q4. *The college's mission statement is appropriate to collegiate education and the specific educational role of the college.*  
94.57%
- Q36. *The insurance coverage available to me is adequate and appropriate.*  
94.57%
- Q15. *The college's faculty are competent and effective.*  
93.41%
- Q3. *The college's mission statement is clearly defined.*  
92.39%
- Q13. *The college is supportive of the faculty.*  
89.01%
- Q42. *The library staff projects a service-oriented attitude.*  
88.04%
- Q60. *I am familiar with the student behavior guidelines in the ACC Student Handbook.*  
86.67%

**STANDARD:** *Planning Team and Division Chairs will review the survey results and determine if changes are warranted and feasible.*

**ACTION TAKEN:** The following actions will be taken in response to the survey results:

- The Administrative Coordinator will review the role of the faculty in the college committee structure (disagree, Item Q65) and encourage more active involvement.
- A new copy machine will be purchased in Fall 1999 for the Liberal Arts Building (Item Q43). Also, the College is changing service providers for the copy machines.
- Each department will be required to discuss items Q29, Q30, Q31, and Q32 with all their faculty to increase understanding on the selection, orientation and evaluation of part-time faculty.

- The Office of Research, Planning and Development is being restructured in order to provide more data analysis to departments (Q10 and Q11). The Director of Research, Planning and Development position is being replaced by a new position, Director of Institutional Effectiveness and Research.
- An Information Technology User Survey was administered in Spring 1999. Results of the survey have been forwarded to Computer Services in order to give them additional data on employee perceptions of their area.
- The Policy Manual will be made available online in order to give people greater access to job descriptions (Q70) and other information.

**DATA SOURCE:** GCAIR 1998 Student Survey

## *Indicator 8.5 - Analysis of TSCM Survey*

### **TOP TEN "DISAGREE"**

**(1998 TSCM Survey)**

- Q25. *The work load assigned to me is adequate and appropriate.*  
48.08%
- Q19. *The college has an adequate number of TSCM personnel to support its purpose.*  
37.26%
- Q8. *The college is effective in collecting and analyzing data related to my department/  
work unit and in disseminating the results.*  
30.00%
- Q23. *TSCM salaries and benefits are adequate and appropriate.*  
28.85%
- Q13. *The college provides adequate computer hardware for my work unit.*  
25.49%
- Q6. *My work unit regularly measures in an effective manner the degree to which it  
attains its goals.*  
23.53%
- Q34. *The Computer Center staff supports my computing needs.*  
23.08%
- Q40. *Scholarship information is adequately publicized.*  
21.15%
- Q35. *The Computer Center staff projects a service-oriented attitude.*  
19.23%
- Q7. *My work unit regularly uses the results of effectiveness measures to improve its  
services.*  
18.00%

**TOP TEN "DON'T KNOW/DOES NOT APPLY/NO OPINION"**  
**(1998 TSCM Survey)**

- Q9. *The data analysis provided to my department/work unit is adequate for planning and evaluation.*  
19.15%
- Q8. *The college is effective in collecting and analyzing data related to my department/work unit and in disseminating the results.*  
18.00%
- Q20. *The college has established and published comprehensive policies concerning the employment of TSCM personnel.*  
16.00%
- Q29. *Allocation of information technology resources is consistent with the college's mission and goals.*  
15.39%
- Q30. *The college provides a reliable data network for accessing national and global information services (Internet).*  
11.54%
- Q39. *The college's student activities program is appropriate to the institution's purpose and encompasses student interests.*  
11.54%
- Q40. *Scholarship information is adequately publicized.*  
11.54%
- Q3. *The college has developed and implemented procedures to evaluate the extent to which its institutional goals as listed in the College Catalog are being achieved.*  
10.20%
- Q1. *The college is committed to regularly attaining an honest and forthright peer assessment of its strengths and weaknesses.*  
10.00%
- Q7. *My work unit regularly uses the results of effectiveness measures to improve its services.*  
10.00%

Q16. *The college provides adequate computer software for student needs.*  
10.00%

**TOP TEN "AGREE"**  
**(1998 TSCM Survey)**

Q11. *The college's environment is conducive to learning.*  
98.04%

Q36. *The Media Center staff projects a service-oriented attitude.*  
94.23%

Q10. *The college is supportive of TSCM personnel.*  
94.12%

Q2. *The college's mission statement is clearly defined.*  
92.31%

Q12. *The college's faculty are competent and effective.*  
91.84%

Q24. *The insurance coverage available to me is adequate and appropriate.*  
90.20%

Q45. *Institutional documents on policy and procedure are readily available.*  
88.46%

Q42. *I am familiar with the policies and procedures to follow in case of an accident or serious illness on campus.*  
88.24%

Q16. *The college provides adequate computer software for student needs.*  
88.00%

Q3. *The college has developed and implemented procedures to evaluate the extent to which its institutional goals as listed in the College Catalog are being achieved.*  
87.76%

**STANDARD:** *Planning Team and Division Chairs will review the survey results and determine if changes are warranted and feasible.*

**ACTION TAKEN:** Group discussions will be conducted with various TSCM employees to gain additional insight into these responses. These discussions will be coordinated by the Director of Institutional Effectiveness & Research, and the results will be forwarded to the Dean of Instruction.

**DATA SOURCE:** 1998 TSCM Survey

## Indicators for Goal 9

**GOAL #9**     *To provide a cost-effective use of human, physical, and fiscal resources.*

Indicator 9.1    Cost per full-time equivalent student

Indicator 9.2    Contact hours vs. head count

Indicator 9.3    Percent of annual budget allotted instruction

**Summary:**

Indicator	Standard Met	Standard Partially Met	Standard Not Met	Results To Be Reviewed	Data Unavailable
9.1	X				
9.2			X		
9.3	X				

***Indicator 9.1 - Cost Per Full-Time Equivalent Student***

<b>Insitution</b>	<b>Cost Per FTSE</b>
Alvin Community College	\$ 2,356.30
Brazosport College	\$ 2,557.36
College of the Mainland	\$ 3,525.52
Galveston College	\$ 2,489.00
<b>Regional Average</b>	<b>\$ 2,732.05</b>
<b>Standard Deviation</b>	<b>\$ 535.53</b>

**STANDARD:** *Cost will be compared to the regional average. Adjustments will be made as needed.*

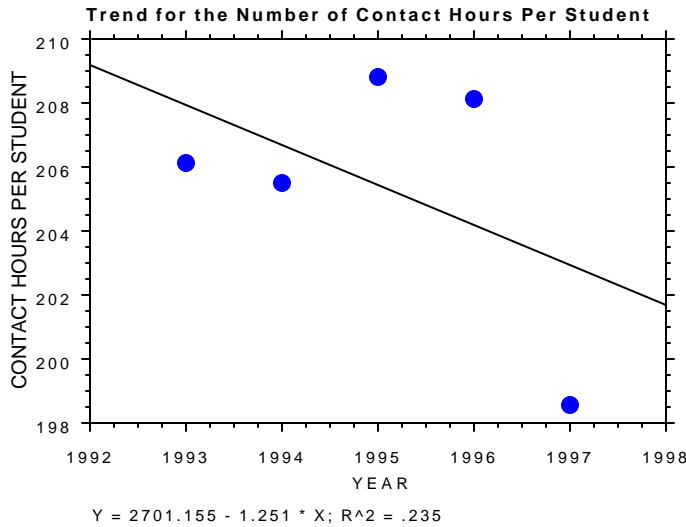
**RESULT:** Standard met. Alvin Community College's "Cost Per FTSE" is within one standard deviation of the regional average.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Taxpayers Research Council report, March 1998

**Indicator 9.2 - Contact Hours per Student**

Year	1993	1994	1995	1996	1997
Contact Hours per Student	206.11	205.48	208.81	208.11	198.54



**STANDARD:** Average number of contact hours per student will increase annually (5 year trend line maintains positive slope).

**RESULT:** Standard not met.

**ACTION TAKEN:** The value of this indicator will be reviewed during the coming year. At this point, it is unclear whether a high ratio is desirable or undesirable. For example, a high contact hour per student ration could mean either that the institution is doing a good job of providing courses for students at times that they need them, or that there is a potential pool of part-time students that we are not attracting. The 4.6% decline in this ratio that occurred from 1996 to 1997 may be attributed to more high school students participating in concurrent enrollment and more students participating in mini-semesters.

**DATA SOURCE:** THECB PREP

***Indicator 9.3 - Percent of Annual Budget Allotted Instruction***

<b>YEAR</b>	<b>PERCENT</b>
1994-95	55.90%
1995-96	55.70%
1996-97	55.60%
1997-98	55.20%
1998-99	55.79%

**STANDARD:** *Percentage will be 50% or greater.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** 1998 Fiscal Analysis & Budget Book

## Indicators for Goal 10

**GOAL #10**    *To maintain a safe and inviting campus environment.*

Indicator 10.1 Number of reportable incidents

Indicator 10.2 Number of infrastructure upgrade projects completed

Indicator 10.3 Analysis of Student Survey with respect to evaluation of physical environment

Indicator 10.4 Number of accidents reported

**Summary:**

Indicator	Standard Met	Standard Partially Met	Standard Not Met	Results To Be Reviewed	Data Unavailable
10.1	X				
10.2	X				
10.3		X			
10.4		X			

***Indicator 10.1 - Number of Reportable Incidents***

Reportable Incidents	ACC Average per year 1994-1998	Regional Average 1994-98 (per year per instituion)	State Average 1994-97 (per year per instituion)
Murder	0	0	0.03
Sex Offenses	0	0.06	0.54
Robbery	0	0.09	0.71
Aggravated Assault	0	0.5	1.78
Burglary	2.2	6.8	14.11
Motor Vehicle Theft	0.6	4.3	4.37
Liquor Violations	0.8	0.96	N/A
Drug Violations	0.4	0.84	N/A
Weapons Violations	0	0.46	N/A

**STANDARD:** ACC will have fewer incidents in each category as set by the Federal Campus Security Act in comparison to state and regional averages.

**RESULT:** Standard met for all categories. (Regional data includes Alvin Community College, College of the Mainland, Wharton Community College, San Jacinto Community College, Galveston College, and Houston Community College.)

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Campus Chief of Police

***Indicator 10.2 - Number of Infrastructure Upgrade Projects Completed***

<b>PROJECTS COMPLETED (FY 1997-98)</b>
1 electronic door installed
1 intercollegiate softball field
1 renovation of Pearland College Center

**STANDARD:** *Continuous progress will be made on the infrastructure upgrade project.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Dean of Instruction

***Indicator 10.3 - Analysis of Student Survey with Respect to Evaluation of Physical Environment***

**1=very dissatisfied 2=dissatisfied 3=neutral 4=satisfied 5=very satisfied**

Q51. Personal security/safety at the college

	<b>MALE (average response)</b>	<b>FEMALE (average response)</b>
<b>Alvin Community College</b>	3.84	4.05
<b>GCCCC</b>	3.86	3.96

<b>All Alvin Students</b>	<b>Count</b>	<b>Percent</b>
Very Dissatisfied	10	2%
Dissatisfied	9	2%
Neutral	213	50%
Satisfied	132	31%
Very Satisfied	58	14%
<b>Total</b>	<b>469</b>	<b>100%</b>

Q63. Student Center

	<b>MALE (average response)</b>	<b>FEMALE (average response)</b>
<b>Alvin Community College</b>	3.73	3.79
<b>GCCCC</b>	3.52	3.64

<b>All Alvin Students</b>	<b>Count</b>	<b>Percent</b>
Very Dissatisfied	4	1%
Dissatisfied	15	3%
Neutral	147	32%
Satisfied	209	46%
Very Satisfied	82	18%
<b>Total</b>	<b>457</b>	<b>100%</b>

Q64. Study Areas

	<b>MALE (average response)</b>	<b>FEMALE (average response)</b>
<b>Alvin Community College</b>	3.75	3.89
<b>GCCCC</b>	3.63	3.74

<b>All Alvin Students</b>	<b>Count</b>	<b>Percent</b>
Very Dissatisfied	8	2%
Dissatisfied	16	3%
Neutral	116	25%
Satisfied	228	49%
Very Satisfied	96	21%
<b>Total</b>	<b>464</b>	<b>100%</b>

Q72. Parking facilities and services

	<b>MALE (average response)</b>	<b>FEMALE (average response)</b>
<b>Alvin Community College</b>	3.77	3.85
<b>GCCCC</b>	3.50	3.48

<b>All Alvin Students</b>	<b>Count</b>	<b>Percent</b>
Very Dissatisfied	15	3%
Dissatisfied	23	5%
Neutral	105	22%
Satisfied	233	48%
Very Satisfied	106	22%
<b>Total</b>	<b>482</b>	<b>100%</b>

Q73. Access to computers and/or student labs

	<b>MALE (average response)</b>	<b>FEMALE (average response)</b>
<b>Alvin Community College</b>	3.93	4.00
<b>GCCCC</b>	3.75	3.81

<b>All Alvin Students</b>	<b>Count</b>	<b>Percent</b>
Very Dissatisfied	5	1%
Dissatisfied	21	4%
Neutral	99	21%
Satisfied	205	44%
Very Satisfied	140	30%
<b>Total</b>	<b>470</b>	<b>100%</b>

Q74. Availability of gymnasium, tennis courts, fitness room, etc.

	<b>MALE (average response)</b>	<b>FEMALE (average response)</b>
<b>Alvin Community College</b>	3.78	3.82
<b>GCCCC</b>	3.48	3.54

<b>All Alvin Students</b>	<b>Count</b>	<b>Percent</b>
Very Dissatisfied	6	1%
Dissatisfied	9	2%
Neutral	152	34%
Satisfied	175	40%
Very Satisfied	101	23%
<b>Total</b>	<b>443</b>	<b>100%</b>

Q77. Library/learning resource center facilities

	<b>MALE (average response)</b>	<b>FEMALE (average response)</b>
<b>Alvin Community College</b>	3.86	3.84
<b>GCCCC</b>	3.76	3.83

<b>All Alvin Students</b>	<b>Count</b>	<b>Percent</b>
Very Dissatisfied	8	2%
Dissatisfied	15	3%
Neutral	126	27%
Satisfied	212	45%
Very Satisfied	108	23%
<b>Total</b>	<b>469</b>	<b>100%</b>

Q82. Condition/appearance of buildings/grounds

	<b>MALE (average response)</b>	<b>FEMALE (average response)</b>
<b>Alvin Community College</b>	3.83	3.97
<b>GCCCC</b>	3.77	3.82

<b>All Alvin Students</b>	<b>Count</b>	<b>Percent</b>
Very Dissatisfied	6	1%
Dissatisfied	10	2%
Neutral	131	28%
Satisfied	200	42%
Very Satisfied	126	27%
<b>Total</b>	<b>473</b>	<b>100%</b>

**STANDARD:** *Student response (level of satisfaction) will equal or exceed Gulf Coast Consortium average results.*

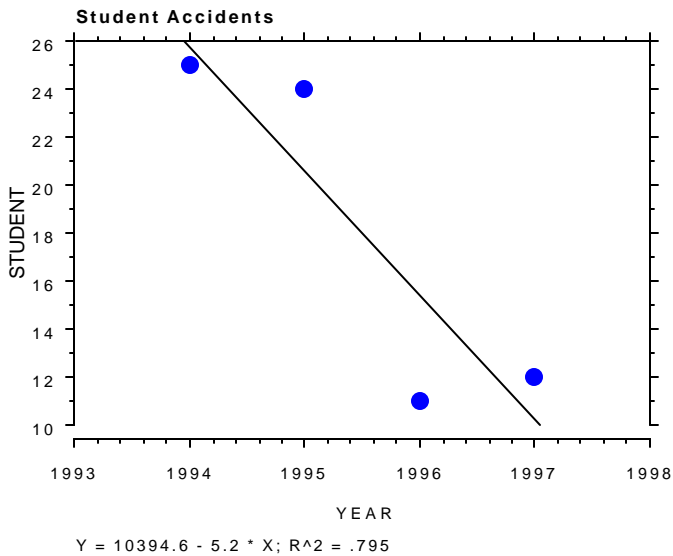
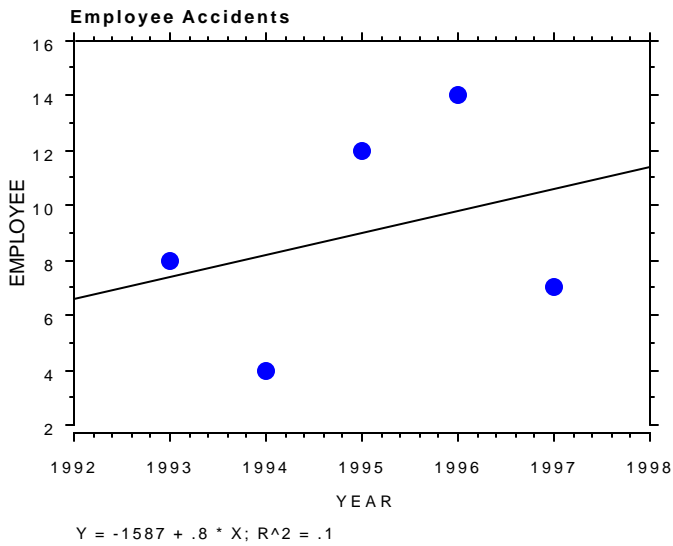
**RESULT:** Standard exceeded in all instances except one. The rating of personal security/safety at the college by male students was two hundredths of a point below the consortium average.

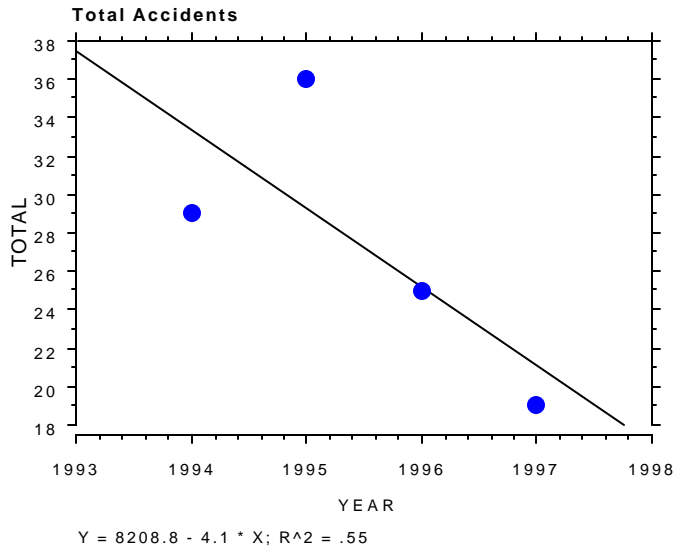
**ACTION TAKEN:** The Police Department is planning to implement several programs this year that deal with personal safety. They will include self-defense as well as several educational awareness programs.

**DATA SOURCE:** GCAIR 1998 Student Survey

**Indicator 10.4 - Number of Accidents Reported**

YEAR	1993-94	1994-95	1995-96	1996-97	1997-98
Employee Accidents	8	4	12	14	7
Student Accidents	N/A	25	24	11	12
TOTAL	N/A	29	36	25	19





**STANDARD:** *Five year trend line maintains a negative slope.*

**RESULT:** Standard partially met. All regression lines have negative slopes except for *employee accidents*.

**ACTION TAKEN:** The Accident Review Committee (ARC) will continue to review every reportable accident and make recommendations to prevent similar accidents. The ARC will semiannually review procedures in employee areas that have the highest frequency rate and make recommendations to supervisors for procedural changes that will attempt to prevent further accidents.

**DATA SOURCE:** Personnel Office/Campus Police

## Indicators for Goal 11

**GOAL #11** *To recruit, retain, and educate students to their selected level of educational success.*

Indicator 11.1 Percentage of students attaining degrees or certificates

Indicator 11.2 Retention rate (Fall to Fall)

Indicator 11.3 Retention rates from Fall to Spring of full-time first-time-in-college students (taking  $\geq 12$  semester credit hours [SCH])

Indicator 11.4 Headcount

Indicator 11.5 Contact hours

Indicator 11.6 Percentage of students receiving financial assistance

Indicator 11.7 Percentage of students transferring to senior colleges

Indicator 11.8 Student goal vs. achievement

Indicator 11.9 Completion rates for full-time students not receiving remediation

Indicator 11.10 Completion rates for full-time students receiving remediation

### Summary:

Indicator	Standard Met	Standard Partially Met	Standard Not Met	Results To Be Reviewed	Data Unavailable
11.1	X				
11.2	X				
11.3	X				
11.4			X		
11.5			X		
11.6	X				
11.7	X				
11.8					X
11.9	X				
11.10	X				

***Indicator 11.1 - Percentage of Students Attaining Degrees or Certificates*****FY 1996-1997 (Based on Enrollment)**

<b>Institution</b>	<b>Percentage of Degrees or Certificates</b>
Alvin Community College	21.51%
Lee College	20.71%
San Jacinto Central	11.71%
San Jacinto North	10.03%
Brazosport College	9.92%
Galveston College	9.68%
College of the Mainland	9.54%
Wharton Junior College (Gulf Coast median)	9.08%
All Community & Technical Colleges	8.62%
NHMCCD - North Harris	7.99%
NHMCCD - Kingwood	7.91%
San Jacinto - South	7.57%
Houston Community College	5.87%
NHMCCD - Tomball	3.36%
NHMCCD - Montgomery	2.06%

**STANDARD:** *The percentage of students who complete a degree or certificate will exceed the median for the Gulf Coast Consortium.*

**RESULT:** Standard greatly exceeded. Alvin Community College's percentage of degrees and certificates awarded exceeds both regional and state averages.

**ACTION TAKEN:** No action necessary.

**DATA SOURCE:** 1998 Texas Gulf Coast Consortium College Profiles (prepared by Lee College)

*Indicator 11.2 - Retention Rate (Fall to Fall)***TABLE 1**

<b>Institution</b>	<b>Total Percentage</b>	<b>Academic</b>	<b>Voc Tech</b>
ACC	39.1%	36.6%	43.3%
Brazosport	37.2%	40.5%	34.1%
COM	38.7%	39.0%	38.4%
Galveston	39.0%	39.1%	36.0%
HCC	38.6%	40.8%	39.6%
Lee	41.4%	44.8%	38.3%
Kingwood	31.1%	30.9%	30.5%
Montgomery	35.6%	38.3%	32.8%
North Harris	37.0%	37.9%	37.3%
Tomball	36.9%	36.6%	37.4%
SJ Central	39.9%	39.7%	39.6%
SJ North	37.6%	41.1%	34.7%
SJ South	34.9%	36.2%	32.5%
Wharton	37.2%	38.2%	35.4%
State Avg	38.8%	39.3%	39.6%

**TABLE 2**

	<b><u>SORT KEY</u></b>		
<b>Institution</b>	<b>Total Percentage</b>	<b>Academic</b>	<b>Voc Tech</b>
Lee	41.4%	44.8%	38.3%
SJ Central	39.9%	39.7%	39.6%
ACC	39.1%	36.6%	43.3%
Galveston	39.0%	39.1%	36.0%
State Avg	38.8%	39.3%	39.6%
COM	38.7%	39.0%	38.4%
HCC	38.6%	40.8%	39.6%
SJ North	37.6%	41.1%	34.7%
Brazosport	37.2%	40.5%	34.1%
Wharton	37.2%	38.2%	35.4%
North Harris	37.0%	37.9%	37.3%
Tomball	36.9%	36.6%	37.4%
Montgomery	35.6%	38.3%	32.8%
SJ South	34.9%	36.2%	32.5%
Kingwood	31.1%	30.9%	30.5%

**TABLE 3**

Institution	Total Percentage	SORT KEY	
		Academic	Voc Tech
Lee	41.4%	44.8%	38.3%
SJ North	37.6%	41.1%	34.7%
HCC	38.6%	40.8%	39.6%
Brazosport	37.2%	40.5%	34.1%
SJ Central	39.9%	39.7%	39.6%
State Avg	38.8%	39.3%	39.6%
Galveston	39.0%	39.1%	36.0%
COM	38.7%	39.0%	38.4%
Montgomery	35.6%	38.3%	32.8%
Wharton	37.2%	38.2%	35.4%
North Harris	37.0%	37.9%	37.3%
ACC	39.1%	36.6%	43.3%
Tomball	36.9%	36.6%	37.4%
SJ South	34.9%	36.2%	32.5%
Kingwood	31.1%	30.9%	30.5%

**TABLE 4**

Institution	Total Percentage	Academic	SORT KEY
			Voc Tech
ACC	39.1%	36.6%	43.3%
HCC	38.6%	40.8%	39.6%
SJ Central	39.9%	39.7%	39.6%
State Avg	38.8%	39.3%	39.6%
COM	38.7%	39.0%	38.4%
Lee	41.4%	44.8%	38.3%
Tomball	36.9%	36.6%	37.4%
North Harris	37.0%	37.9%	37.3%
Galveston	39.0%	39.1%	36.0%
Wharton	37.2%	38.2%	35.4%
SJ North	37.6%	41.1%	34.7%
Brazosport	37.2%	40.5%	34.1%
Montgomery	35.6%	38.3%	32.8%
SJ South	34.9%	36.2%	32.5%
Kingwood	31.1%	30.9%	30.5%

**STANDARD:** *Maintain a Fall to Fall retention rate at least equal to the state average.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**COMMENT:** Even though the overall standard is met, the retention rate for academic programs is below the state average.

**DATA SOURCE:** THECB 1996-1997 Student Migration Report

***Indicator 11.3 - Retention Rates from Fall to Spring of Full-time First-Time-in-College Students (taking  $\geq$  12 Semester Credit Hours [SCH])***

**TABLE 1**

<b>Institution</b>	<b>Completion Rate</b>
ACC	80%
Brazosport	82%
COM	71%
Galveston	76%
HCC	65%
Lee	74%
Kingwood	76%
Montgomery	71%
North Harris	76%
SJ Central	76%
SJ North	71%
SJ South	75%
Tomball	78%
Wharton	78%
State Avg	76%

**TABLE 2**

<b>Institution</b>	<b>Completion Rate</b>
Brazosport	82%
ACC	80%
Tomball	78%
Wharton	78%
Galveston	76%
Kingwood	76%
North Harris	76%
SJ Central	76%
State Avg	76%
SJ South	75%
Lee	74%
COM	71%
Montgomery	71%
SJ North	71%
HCC	65%

**STANDARD:** *Retention from Fall to Spring of students who did and did not receive remediation is not less than five percentage points below the state average.*

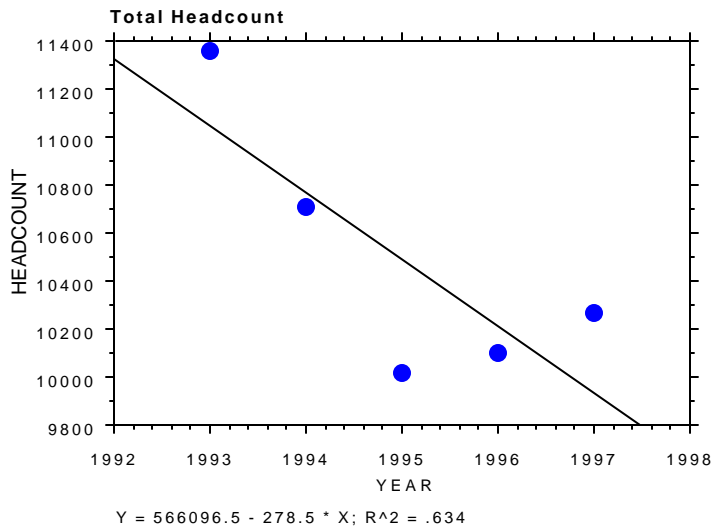
**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** THECB 1998 Annual Data Profile

**Indicator 11.4 – Headcount**

Semester	FY 1993-94	FY 1994-95	FY 1995-96	FY 1996-97	FY 1997-98
FALL	4034	3844	3681	3873	3719
SPRING	4214	4016	3866	3585	3847
SUMMER I	2367	2149	1908	2063	1984
SUMMER II	742	696	560	581	716
<b>TOTAL</b>	<b>11357</b>	<b>10705</b>	<b>10015</b>	<b>10102</b>	<b>10266</b>



**STANDARD:** *Headcount in credit programs will show steady growth (5 year trend line maintains positive slope).*

**RESULT:** Standard not met.

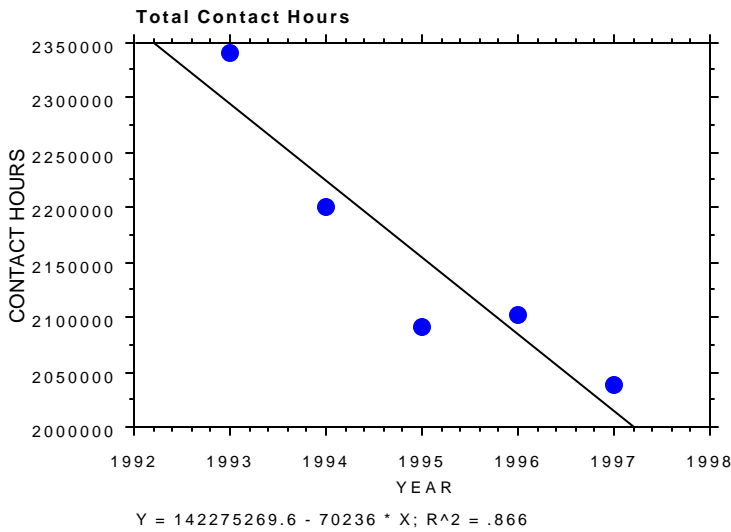
**ACTION TAKEN:** To help increase headcount a position for Director of Marketing & Enrollment Management has been created. Additionally, a new Presidential Committee for Student Recruitment & Retention has been formed.

**COMMENT:** Even though the standard is not met, the most recent three years show positive growth in headcount.

**DATA SOURCE:** THECB PREP

**Indicator 11.5 - Contact Hours**

Semester	FY 1993-94	FY 1994-95	FY 1995-96	FY 1996-97	FY 1997-98
FALL	831,184	795,544	753,208	797,576	738,752
SPRING	1,000,376	920,840	899,768	850,632	891,328
SUMMER I	347,264	346,440	313,096	327,440	291,968
SUMMER II	161,920	136,848	125,200	126,672	116,192
<b>TOTAL</b>	<b>2,340,744</b>	<b>2,199,672</b>	<b>2,091,272</b>	<b>2,102,320</b>	<b>2,038,240</b>



**STANDARD:** Overall contact hours earned on an annual basis will show steady growth (5 year trend line maintains positive slope).

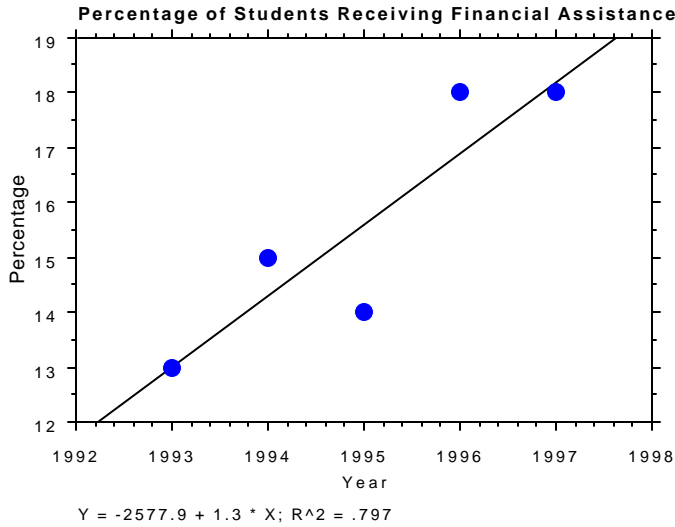
**RESULT:** Standard not met.

**ACTION TAKEN:** To help increase contact hours a position for Director of Marketing & Enrollment Management has been created. Additionally, a new Presidential Committee for Student Recruitment & Retention has been formed.

**DATA SOURCE:** THECB PREP

**Indicator 11.6 - Percentage of Students Receiving Financial Assistance**

	FY 1993-94	FY 1994-95	FY 1995-96	FY 1996-97	FY 1997-98
Number Aided	1430	1553	1432	1834	1870
Total Headcount	11357	10705	10015	10102	10266
Percentage	13%	15%	14%	18%	18%



**STANDARD:** *Number of students receiving financial assistance will show steady growth (5 year trend line maintains positive slope)*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** Director of Student Financial Aid and Placement

*Indicator 11.7 - Percentage of Students Transferring to Senior Colleges***TABLE 1**

<b>Institution</b>	<b>Enrollment</b>	<b>Transfers</b>	<b>Percentage</b>
ACC	3,873	378	9.8%
Brazosport	3,368	263	7.8%
COM	3,716	309	8.3%
Galveston	2,328	214	9.2%
HCC	33,197	3,414	10.3%
Lee	5,933	270	4.6%
Kingwood	3,550	372	10.5%
Montgomery	3,883	394	10.1%
North Harris	9,407	841	8.9%
SJ Central	9,878	906	9.2%
SJ North	4,079	225	5.5%
SJ South	5,339	532	10.0%
Tomball	3,810	495	13.0%
Wharton	3,958	484	12.2%
State Avg	415,184	38,621	9.3%
Regional Avg	96,319	9,097	9.4%

**TABLE 2**

<b>Institution</b>	<b>Enrollment</b>	<b>Transfers</b>	<b>Percentage</b>
Tomball	3,810	495	13.0%
Wharton	3,958	484	12.2%
Kingwood	3,550	372	10.5%
HCC	33,197	3,414	10.3%
Montgomery	3,883	394	10.1%
SJ South	5,339	532	10.0%
ACC	3,873	378	9.8%
Regional Avg	96,319	9,097	9.4%
State Avg	415,184	38,621	9.3%
Galveston	2,328	214	9.2%
SJ Central	9,878	906	9.2%
North Harris	9,407	841	8.9%
COM	3,716	309	8.3%
Brazosport	3,368	263	7.8%
SJ North	4,079	225	5.5%
Lee	5,933	270	4.6%

**STANDARD:** *Percentage will equal or exceed percentage for Gulf Coast Consortium.*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** THECB 1996-1997 Student Migration Report

***Indicator 11.8 – Student Goal vs. Achievement***

**STANDARD:**

- *20% of students who declare as a goal, earning a degree, will achieve that goal*
- *40% of students who declare as a goal, obtaining a certificate, will achieve that goal*
- *30% of students who declare transfer to a senior institution as a goal, will achieve that goal*

**RESULT:** Data currently unavailable due to changes in the college's computer system.

**ACTION TAKEN:** No action taken.

**DATA SOURCE:** (unavailable)

***Indicator 11.9 - Completion Rates for Full-Time Students Not Receiving Remediation***

**TABLE 1**

Institution	Completion Rate
A C C	67 %
Brazosport	51 %
C O M	44 %
Galveston	46 %
H C C	32 %
Lee	55 %
N H M C C D	51 %
SJ Central	55 %
SJ North	48 %
SJ South	65 %
Wharton	66 %

**TABLE 2**

Institution	Completion Rate
A C C	67 %
Wharton	66 %
SJ South	65 %
Lee	55 %
SJ Central	55 %
Brazosport	51 %
N H M C C D	51 %
SJ North	48 %
Galveston	46 %
C O M	44 %
H C C	32 %

**STANDARD:** *30% of full-time first-time-in-college students not receiving remediation receive a degree or certificate or transfer within 3 years*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** THECB 1998 Annual Data Profile

***Indicator 11.10 - Completion Rates for Full-Time Students Receiving Remediation***

**TABLE 1**

Institution	Completion Rate
A C C	5 2 %
Brazosport	4 1 %
C O M	4 2 %
Galveston	3 3 %
H C C	3 4 %
Lee	4 4 %
N H M C C D	4 0 %
SJ Central	5 0 %
SJ North	3 8 %
SJ South	5 9 %
Wharton	4 2 %

**TABLE 2**

Institution	Completion Rate
SJ South	5 9 %
A C C	5 2 %
SJ Central	5 0 %
Lee	4 4 %
C O M	4 2 %
Wharton	4 2 %
Brazosport	4 1 %
N H M C C D	4 0 %
SJ North	3 8 %
H C C	3 4 %
Galveston	3 3 %

**STANDARD:** *30% of full-time first-time-in-college students receiving remediation receive a degree or certificate or transfer within 4 years*

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** THECB 1998 Annual Data Profile