BOARD OF REGENTS
ALVIN COMMUNITY COLLEGE
3110 Mustang Road
Alvin, Texas 77511

OFFICIAL AGENDA OF REGULAR MEETING
February 25, 2021 at 6:00 PM
ALVIN COMMUNITY COLLEGE
3110 MUSTANG ROAD
ALVIN, TX 77511

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CERTIFICATION OF POSTING OF NOTICE TO THE
REGULAR MEETING OF THE
ALVIN COMMUNITY COLLEGE DISTRICT
BOARD OF REGENTS
<u>FEBRUARY 25, 2021</u>

It is hereby certified that a notice of this meeting was posted on the 19th day of February 2021, in a place convenient to the public on the Alvin Community College campus as required by Section 551.002, *Texas Government Code*.

Signed this 19th day of February, 2021.

Christal M. Albrecht

_____

Dr. Christal M. Albrecht
President

2. **Executive Session**
   A. **Call to Order**
   B. **Pledge**
   C. **Invocation**
   D. **Citizen Inquiries**
3. **Board Chairman Report/Comments**
4. **Minutes**   **4**

The Board of Regents of Alvin Community College met virtually in a regular session on the 14th day of January at 6:00 p.m., with the following members, administrative personnel, and guests present:

'Bel Sanchez	Chairman
Jody Droege	Vice-Chair
Patty Hertenberger	Secretary
Jim Crumm	Regent
Kam Marvel	Regent
Darren Shelton	Regent
Jake Starkey	Regent
Roger Stuksa	Regent
Andy Tacquard	Regent
Christal M. Albrecht	President, Alvin Community College
Jade Borne	Alvin Community College
Wendy Del Bello	Alvin Community College
Karen Edwards	Alvin Community College
Cindy Griffith	Alvin Community College
Karl Stager	Alvin Community College

Tammy Giffrow	Scott Bolton	Jason Schreiber
Kelly Klimpt	Amos Byington	Gayland Capps
Debbie Kraft	Robert Belt	
Jonathan Brush	Shirley Brothers	

1. Call to Order

The meeting was called to order by Chair Sanchez at 6:04 p.m.

Chair Sanchez went on to state that on March 16, 2020, Governor Gregg Abbott granted a request by Attorney General Ken Paxton to temporarily suspend a limited number of open meetings laws to the extent necessary to allow telephonic or videoconference meetings in response to the Coronavirus (COVID-19). In accordance with those suspended rules, the board certifies the following:

a) Although members of the Board are not gathered in a central, physical location, we do have a quorum in attendance at this meeting by video conference.

b) This meeting is being held by video conference because the convening at one location of a quorum of the governmental body is not appropriate during the COVID-19 Public Health Emergency.

c) Based on current guidance from federal, state, and county authorities concerning large gatherings and social distancing during the COVID-19 public health emergency, there is no established location for an audience to observe the meeting, however, the live meeting is accessible through a web link that was timely and appropriately provided to the public and media as part of the meeting posting and via the district's website.

d) As we would at any in-person meeting, members of the public who have followed the standard instructions for registering to speak during the public comment portion will be allowed 5 minutes to speak.

e) All other meeting procedures will adhere to board-adopted procedures to the extent practicable.

f) A video recording of this meeting is being made and will be available to the public on the College's website.

Tammy Giffrow took a roll call for attendance.

2. Certification of Posting of Notice
Certification of the posting of the notice as listed in the agenda was acknowledged. Dr. Albrecht certified that a notice of the meeting was posted in accordance with Title 5, Chapter 551, *Texas Government Code*.

Executive Session
- *Private consultation with its attorney, when seeking the advice of its attorney in accordance with Section 551.071; To deliberate the timeline of the Presidential selection process, as in accordance with Tex. Gov't Code Section 551.074; To deliberate the dismissal of an ACC Advisor, in accordance with Tex. Gov't Code Section 551.074.*

Executive Session ended at 6:45 p.m.

The meeting was called back into session by Chair Sanchez at 6:53 p.m.

- **Pledge**
- **Invocation**
  Invocation by Mr. Shelton.

Citizen Inquiries
There were no citizen inquires.

Board Comments
The Regents hoped that all had a nice break, recognized and congratulated Debbie Kraft on her retirement and for all the good work she has done in supporting the Board, Vice Chair Droege stated that she appreciated the Board presence in The Year in Review video, she also noted that ACC's Process Technology program received a compliment regarding the high quality of Instructors and employees that come out of the program, Chair Sanchez thanked the team at the college for all they do to help the Regents and also noted appreciation for Debbie' Kraft's volunteer time for the United Way and that she will be greatly missed.

Approval of Minutes
Chair Sanchez said that if there were no corrections or additions to the minutes of the Regular Board meeting of November 19, 2020 she would entertain a motion to approve. A motion to approve the minutes was made by Dr. Crumm. Seconded by Vice Chair Droege. Motion passed by a vote of 8-0.

President's Report

Dr. Albrecht gave a summary that included the following:

Challenges of providing the education and training for students while in the COVID 19 Pandemic, the TACC 87th Legislative Session Policy Priorities that included the recommendation of an increase in appropriations of core operations to support stabilization of colleges operations during the pandemic, TACC also recommended supporting the Texas Reskilling and Upskilling through Education initiative to achieve the duals goals of workforce and economic recovery and revealed the SACSCOC new seal that will be posted on our documents and the website. This report was for information only.

President's Goal #5 – Associate of Science in Engineering

Dr. Albrecht talked about the opportunity to offer an AS in Engineering and partner with the UHCL Engineering program to provide the first two years of their 4-year program. After all approvals from the THECB and SACSCOC are received, the program is estimated to begin the Fall of 2022. The motion to approve the Associates of Science in Engineering Program as presented was made by Mr. Marvel. Seconded by Mr. Shelton. Motion passed by a vote of 8-0.

Annual Foundation Report and Audit Results

Ms. Shirley Brothers, ACC Foundation President, updated the Board of Regents on the following 2019-2020 information: over $100,000 of scholarships were awarded to Alvin, Manvel, Assets and Shadow Creek high schools and ACC students, $12,000 of Innovative grants were awarded, $14,000 raised through Adopt a Grant, $56,000 was raised at the 20th annual Gala, new scholarships were created, approximately $40,000 in grants were received, six recipients received the Excellence Awards, employee giving was approximately $17,000. Ms. Brothers gave a big thank you to the all the employees and Regents for their generous donations to help students. Mr. Scott Bolton presented the financial report and stated that the Foundation had a good audit with no issues and that the current balance in the Foundation account is $3,935,000. This report was for information only.

Consider Acceptance of the 2019-2020 Annual Audit Report (Annual Financial Report – AFR)

Mr. Robert Belt, Partner with Belt, Harris and Pechacek, LLP, informed the Board of Regents that ACC had no significant deficiencies, no non-compliance issues and received the highest level of assurance of an unmodified opinion. The motion to accept the 2019-2020 Annual Audit Report as presented was made by Mr. Shelton. Seconded by Mr. Starkey. Motion passed unanimously.

Consider Approval of of Audited Unrestricted Fund Balance Available to Transfer to Institutional Reserve

The motion to authorize the College to make the transfer of $1,299,208.51 from the Unrestricted Fund Balance for the fiscal year ending August 31, 2021 to the Institutional Reserve was made by Mr. Marvel. Seconded by Secretary Hertenberger. Motion passed unanimously.

Consider Approval of Increase in Number of Athletic Scholarships and Redistribution of Stipend Funds

The motion to approve the redistribution of funds as provided was made by Mr. Stuksa. Seconded by Mr. Tacquard. Vote Against: Mr. Stuksa. Motion passed by a vote of 8-1.

Strategic Plan Report – Goal #4
Dr. Cindy Griffith presented the update on Strategic Plan Goal #4 that states ACC will develop programs and partnerships to meet employment needs of the Community. She reported that the Logistics and Supply Change AAS program was approved by THECB and submitted to the SACSCOC and currently awaiting their approval, with Board approval the Engineering AS program will be submitted to THECB for approval and subsequently on to SACSCOC, developed an ESOL program to serve English language learners including a mentorship, implementation of a three-year Comprehensive Program Review cycle, revised ACC Advisory Committee Handbook, held an Advisory Committee Workshop and training, developed agendas for outcomes for the committee, Dual Enrollment program evaluations of College and Career pathways, and increased workforce training grant dollar awards. This report was for information only.

Consider Approval of Revisions to Local Board Policies in TASB Update 40
Dr. Crumm made the motion to approve and adopt the revisions to the TASB Local Policies (BBE, BE, DHC, EFB) as provided in TASB Update 40. Seconded by Secretary Hertenberger. Motion passed unanimously.

Consider Approval of Jobs and Education for Texans Grant
Vice Chair Droege made the motion to approve the college's submittal of the Jobs and Education for Texans Grant for Process Technology. Seconded by Mr. Marvel. Motion passed unanimously.

AGCM Report
Mr. Amos Byington provided the following update on the construction projects currently taking place on campus. The updates include: air handlers installed and other construction in Building A, new central plant chillers were installed, Building E asbestos abatement, painting of classrooms and door frames in Building G, mechanical equipment installed in Building N, Culinary Lab equipment installation, Nolan Ryan Center meeting room carpet installation, emergency generators properly relocated, Building parking lots were completed, and an additional projects update was provided. This report was for information only.

Consider Approval of Personnel Action (Replacement): Nursing Faculty/Simulation Coordinator
The motion to approve Justin Morgan as the Faculty/Simulation Coordinator, Associate Degree Nursing was made by Mr. Shelton. Seconded by Mr. Tacquard. Motion passed unanimously.

Consider Approval of Personnel Action (Reallocated from Court Reporting Faculty Position): Logistics Materials and Supply Chain Management Faculty
The motion to approve Michael Fernandez as the Logistics Materials and Supply Chain Management Faculty was made by Mr. Starkey. Seconded by Mr. Stuksa. Motion passed unanimously.

Consider Approval of Tuition Discount for Dual-Enrolled In-District Home-Schooled Students
The motion to approve the tuition discount for dual-enrolled, in-district students, effective for the Spring, 2021 semester as presented. All other fees for dual-enrolled, in-district, home-schooled students remain the same was made by Mr. Tacquard. Seconded by Secretary Hertenberger. Abstained: Mr. Shelton Motion passed with a vote of 8-0-1.

Consider Action Relating to the Dismissal of an ACC Advisor
Vice Chair Droege moved that the Board approve giving notice of the proposed termination of an Advisor's contract. Seconded by Mr. Starkey. Motion passed unanimously.

Financial Report Ending November 2020
Mr. Marvel made the motion to approve the financial and investment report for November 2020. Seconded by Mr. Starkey. Motion passed unanimously.

Adjournment
There being no further business before the Board, Vice Chair Droege adjourned the meeting at 8:38 p.m.

Dr. Patty Hertenberger, Secretary	**'Bel Sanchez, Chair**

ALVIN COMMUNITY COLLEGE
BOARD WORKSHOP OF JANUARY 25, 2021
OFFICIAL MINUTES

The Board of Regents of Alvin Community College met virtually in a Board Workshop on the 25th day of January, 2020 at 12:00 p.m., with the following members, administrative personnel, and guests present:

'Bel Sanchez	Chairman
Jody Droege	Vice-Chair
Darren Shelton	Regent
Jake Starkey	Regent
Roger Stuksa	Regent
Andy Tacquard	Regent
Christal M. Albrecht	President, Alvin Community College
Jade Borne	Alvin Community College
Wendy Del Bello	Alvin Community College
Karen Edwards	Alvin Community College
Cindy Griffith	Alvin Community College
Karl Stager	Alvin Community College
Tammy Giffrow	
Kelly Klimpt	

Call to Order
The meeting was called to order by Chair Sanchez at 12:04 p.m.

Certification of Posting of Notice
Certification of the posting of the notice as listed in the agenda was acknowledged. Dr. Albrecht certified that a notice of the meeting was posted in accordance with Title 5, Chapter 551, *Texas Government Code*. After certification of the agenda, the Executive Leadership Team exited the meeting.

Bachelor's Degree Discussion
Dr. Albrecht talked to the Board of Regents about the development of Bachelor's degrees in various technical areas for Alvin Community College and that it would most likely be a part of the upcoming Strategic Plan that will begin in August 2022. She also recommended that it would be time effective to begin the research as soon as possible in order to best implement in the Strategic Plan if so desired. The Board agreed that the research begin that would include the labor market demand, trends, and issues and successes other community colleges that are now offering Bachelors programs have had. The findings will be brought back to the Regents at a later date.

Consent Agenda Discussion
Mr. Jonathan Brush, Legal Counsel, gave an overview of how a consent agenda functions and that it provides the opportunity to conduct business more efficiently. The Regents asked that the TASB Policy BD LOCAL, regarding consent agenda, be placed on the February agenda for vote. The Regents also requested that all speakers present reports more briefly.

Finance Lease-Back Presentation
Mr. Gregg Hill and Mr. Kevin Motocha of Stonebridge presented an option for Alvin Community College to use a Lease-Back plan that would be highly cost effective to the college and allow the college to expand its facilities without a bond election. The Regents stated that they would share this information with the missing Board members and have further discussion in the future.

Executive Session
- *Pursuant to Texas Government Code Sections 551.071, for the purpose of private consultation with its attorneys; To deliberate the timeline of the Presidential selection process, as in accordance with Tex. Gov't Code Section 551.074; To deliberate the dismissal of a public officer or employee, in accordance with Tex. Gov't Code Section 551.074.*

Executive Session ended at 1:25 p.m.

The meeting was called back into session by Chair Sanchez at 1:27 p.m.

Presidential Search Update
Chair Sanchez provided a brief update on the Presidential search stating that the committee is beginning the process of reviewing applicants and will meet with Greenwood/Asher on February 4, 2021.

Adjournment
The meeting was adjourned at 1:27 p.m. by Chair Sanchez.

Dr. Patty Hertenberger, Secretary	**'Bel Sanchez, Chairman**

ACC

ALVIN COMMUNITY COLLEGE   3110 Mustang Road   Alvin, Texas 77511-4898

Dr. Christal M. Albrecht
President
Office   281 756 3598
Fax   281 756 3858

MEMORANDUM NO: 31-2021

TO: Board of Regents

FROM: Dr. Christal M. Albrecht

DATE: February 19, 2021

SUBJECT: Personnel Action (Replacement): Upward Bound Advisor

The individual listed below has been recommended to fill the full-time position for the Advisor, Upward Bound.

Candidate
Recommended: **Maribel Beasley**

Education: **University of Houston**
                 Bachelor of Arts, Interpersonal Communications/Sociology

                 Alvin Community College
                 Associate of Arts, General Studies

Experience:
          <u>**Communities in Schools of Brazoria County**</u>   August 2017 – Present
          Site Coordinator

          <u>**Alvin Community College**</u>   June 2015 – June 2020
          Part-time Teacher, Upward Bound

          <u>**Alvin High School**</u>   August 2014 – July 2017
          Teacher

Salary: $55,057
                 Grade 204 - 2020-21 Professional/Admin Salary Schedule

CMA:tg

ACC ALVIN COMMUNITY COLLEGE

JOB DESCRIPTION

Job Title:	**Advisor, Upward Bound**		
Department:	Upward Bound	**FLSA Status:**	Exempt
Reports to:	Director, Upward Bound	**Grade Level:**	204
Safety Sensitive:	Yes	**Job Category:**	Professional
HR approved:		Date:	
Last updated by:	Human Resources/LH	Date:	01/06/2021

SUMMARY

The Advisor/Recruiter assists the Director in identifying, recruiting, selecting, and retaining participants for the Upward Bound Program. This position assists high school students with course selection, career goals, and high school and college success. The Advisor/Recruiter will be responsible for documentation, the tracking of participants, planning and organization of field trips and cultural events. The position is responsible for dealing with a special student population that requires adherence to governmental guidelines and maintaining appropriate documentation. They may also maintain contact with faculty and staff and provide consultation as needed.

ESSENTIAL DUTIES AND RESPONSIBILITIES include, but are not limited to the following.

- Assists project director in implementing, supervising, and evaluating project activities such as Saturday academies, six-week summer program, field trips, awards night and cultural events.
- Provides counseling and advisement to project participants for the academic year and summer components, meeting with each participant quarterly and making necessary referrals.
- Selection of participants at target middle and high schools; coordination of outreach activities, summer programs, and academic support services provided year-round; development of promotional materials; and conducting program assessments and evaluations.
- Provides counseling and advisement to project participants for the academic year and summer components, meeting with each participant quarterly and making necessary referrals.
- Provides academic support services to Upward Bound students as it relates to high school and postsecondary success, including: ACT/SAT test application and preparation, career planning, college selection, financial aid and application, scholarship applications, and college admission applications.
- Effectively manages a caseload of Upward Bound students at Alvin High School, and maintains student and program records in a database.
- Assesses participants for academic skills and education needs using appropriate assessment instruments.
- Provides advisement on course selection and selection of colleges that match participants' needs as well as assistance with college application.
- Tracks participant progress and complete monthly reports as well as other evaluation reports as required.
- Responsible for initiating contact with AHS personnel in order to recruit potential Upward Bound participants.

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- Participate in professional development and perform all duties required for successful implementation and operation of project.
- Assures that all guidelines regarding Upward Bound student eligibilities are met.
- Assists with writing and developing program communications intended for the Upward Bound website, newsletter, press releases, and social media accounts.
- Develops and maintains effective working relationships with staff, parents, and key stakeholders within the Alvin High School community.
- Collaborates with the Alvin High School staff and community organizations to identify barriers to learning and provide solutions and support systems that will enable Upward Bound students' success.
- Other duties as assigned.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform the essential duties and responsibilities listed above. The qualifications listed below are representative of the education, experience, knowledge, skills, and/or abilities required.

EDUCATION

- Bachelor's degree or higher in Education, Counseling, Psychology, Social Work, or a related field.

EXPERIENCE

- Three (3) years of experience in the successful use and application of documentation instruments and use of technology to track students.
- Experience and knowledge of career planning and financial aid.
- Life experience with barriers similar to those from TRIO target populations, including, but not limited to, being a member of an underrepresented group in higher education, being a first-generation student, being from a low-income family or having a disability.
- Experience providing individualized counseling to high school or college students, including assisting students with course selection, financial aid, and college enrollment.
- Demonstrated commitment to supporting the academic needs of students facing barriers to educational success through academic coaching/advising, counseling, instruction, advocacy, and/or education.
- Experience in an educational setting teaching, advising, and/or tutoring low income, first-generation college students.
- Community college experience preferred.

KNOWLEDGE, SKILLS, AND ABILITIES

- Knowledge of financial aid terminology; Free Application for Federal Student Aid (FAFSA) filing requirements; types of federal student loans, and loan rehabilitation.
- Knowledge of college access and educational advising issues for underrepresented populations in higher education (i.e., admissions, securing scholarships, major and course selection, and experience working with individuals to promote financial and economic literacy).
- Knowledge of and ability to develop Individualized Education Program (IEP), evaluate transcripts, and interpret exam scores.
- Knowledge of and ability to advise for high school and college coursework.
- Maintain an established work schedule, to include some evenings and weekends.
- Maintain confidentiality of student and other work-related information.
- Ability to recruit students, and to review, analyze, and evaluate program applications.
- Ability to effectively manage a caseload of students.

- Ability to communicate effectively in both oral and written form.
- Collaborative and effective team member and team builder.
- Ability to establish rapport with high school students from diverse ethnic/racial backgrounds.
- Ability to establish rapport with school, college, and community stakeholders.
- Exceptional interpersonal, counseling, communication, organization, and facilitation skills.

WORK ENVIRONMENT

The incumbent typically works in an office environment and uses a computer, telephone and other office equipment as needed to perform duties. The noise level in the work environment is typical of that of an office. Incumbent may encounter frequent interruptions throughout the work day.

PHYSICAL DEMANDS

The employee is regularly required to sit, talk, or hear; frequently required to use repetitive hand motion, handle or feel, and to stand, walk, reach, bend or lift up to twenty (20) pounds.

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by their supervisor.

This job description may be revised upon development of other duties and changes in responsibilities.

X_____
EMPLOYEE PRINTED NAME

X_____
SUPERVISORS PRINTED NAME

X_____
EMPLOYEE SIGNATURE AND DATE

X_____
SUPERVISOR SIGNATURE AND DATE

Sign and return to HR for placement into employee personnel file.

	Budgeted 2020-21	FEBRUARY 2021	Funded Vacancies
Administrative	11	11	0
Professional	74	67	7
Faculty	113	109	4
Technical Support, Clerical & Maintenance (TSCM)	116	109	7
Total Full-Time (FT) Employees	**314**	**296**	**18**

Resignation/Termination Report

	Name	Department	Last Day Worked	Reason
1	Daniel Gonzalez Jr.	Instruction -General Education and Academic Support	1/29/2021	Resignation

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ACC

ALVIN COMMUNITY COLLEGE   3110 Mustang Road   Alvin, Texas 77511-4898

Dr. Christal M. Albrecht
President
Office   281 756 3598
Fax   281 756 3858

MEMORANDUM NO: 22-2021

TO: Board of Regents

FROM: Dr. Christal M. Albrecht

DATE: February 1, 2021

SUBJECT: Consider Action Relating to the Dismissal of an ACC Advisor

On January 14, 2021, the Alvin Community College Board of Regents approved a motion to propose termination of an Advisor's employment contract with ACC and directed Dr. Albrecht to deliver written notice of proposed termination to the Advisor and apprise the Advisor of her opportunity for a hearing before the Board of Regents to contest the proposed action. Dr. Albrecht sent a letter by email and by hand delivery to the Advisor on January 20, 2021 to inform her of the opportunity for a hearing with a 4:00 p.m. Friday, January 29, 2021 deadline. The Advisor acknowledged receipt of the notice on January 20, 2021. She did not request a hearing before the Board.

It is recommended that the Board of Regents take action to terminate Ms. Yoroba Russell's employment contract with ACC effective February 25, 2021 and direct Dr. Albrecht to deliver written notice of termination to her.

CMA:tg

ACC

ALVIN COMMUNITY COLLEGE   3110 Mustang Road   Alvin, Texas 77511-4898

Dr. Christal M. Albrecht
President
Office   281 756 3598
Fax   281 756 3858

MEMORANDUM NO: 26-2021

TO: Board of Regents

FROM: Dr. Christal M. Albrecht

DATE: February 1, 2021

SUBJECT: Revisions to Board Policy BD (LOCAL)

In June 2016, the Board of Regents adopted new Board Policies created with the assistance and guidance of Texas Association of School Board's (TASB) Policy Service. Recently, several Board members inquired about the use of consent agendas for Alvin Community College Board meetings.

The following policy, BD (LOCAL) contains new language with reference to the use of consent agendas.

It is recommended that the Board of Regents approve the revisions to policy BD (LOCAL).

CMA:tg

—DRAFT—

Meeting Place and Time	The notice for a Board meeting shall reflect the date, time, and location of the meeting.
Regular Meetings	Regular meetings of the Board shall typically be held on the fourth Thursday of each month at 6:00 p.m. When determined necessary and for the convenience of Board members, the Board Chairperson may change the date, time, or location of a regular meeting with proper notice.
Special or Emergency Meetings	The Board Chairperson shall call a special meeting at the Board Chairperson's discretion or on request by three members of the Board.
	The Board Chairperson shall call an emergency meeting when it is determined by the Board Chairperson or three members of the Board that an emergency or urgent public necessity, as defined by law, warrants the meeting.
Agenda	
Submission of Topics	The Board Chairperson may place an item on the agenda if requested in writing or by email by a Board member and the Board Chairperson concurs or if requested in writing or by email by at least three Board members. The deadline for submitting items for inclusion on the agenda is the tenth working day before regular meetings and the tenth working day before special meetings.
Preparation	The College President shall compile for review by the Board Chairperson all topics timely submitted by Board members, topics requested by the Board, and topics suggested by the College President.
	The Board Chairperson and the College President shall confer regarding the proposed topics, and the Board Chairperson shall determine the topics for the official meeting agenda. The Board Chairperson shall ensure that any topic Board members have properly requested be addressed are either on the meeting agenda or scheduled for deliberation at an appropriate time in the near future. The Board Chairperson shall not refuse to assign a topic properly requested by at least three Board members to an agenda and, once assigned, shall not have the authority to remove the topic from the agenda without the requesting Board members' specific authorization.
Consent Agenda	When the agenda is prepared, the Board Chairperson shall determine items, if any, that qualify to be placed on the consent agenda. A consent agenda shall include items of a routine and/or recurring nature grouped together under one action item. For each item listed as part of a consent agenda, the Board shall be furnished with background material. All such items shall be acted upon by one vote without separate discussion, unless a Board

member re-quests that an item be withdrawn for individual consideration. The remaining items shall be adopted under a single motion and vote.

Notice to Members

Members of the Board shall be given notice of regular and special meetings at least 72 hours prior to the scheduled time of the meeting and at least one hour prior to the time of an emergency meeting.

Closed Meeting

Notice of all meetings shall provide for the possibility of a closed meeting during an open meeting, as provided by law. The Board may conduct a closed meeting when the agenda subject is one that may properly be discussed in closed meeting. [See BDA]

Order of Business

The order of business for regular Board meetings shall be as set out in the agenda accompanying the notice of the meeting. At the meeting, the order in which posted agenda items are taken may be changed by consensus of Board members present.

Rules of Order

The Board shall observe the parliamentary procedures as found in *Robert's Rules of Order, Newly Revised*, except as otherwise provided in Board procedural rules or by law. Procedural rules may be suspended at any Board meeting by majority vote of the members present.

Voting

Voting shall be by voice vote or show of hands, as directed by the Board Chairperson. Any member may abstain from voting, and a member's vote or failure to vote shall be recorded upon that member's request.

Minutes

Board action shall be carefully recorded by the Board Secretary or clerk; when approved, these minutes shall serve as the legal record of official Board actions. The written minutes of all meetings shall be approved by vote of the Board and signed by the Board Chairperson and the Board Secretary.

The official minutes of the Board shall be retained on file in the office of the College President and shall be available for examination during regular office hours.

Discussions and Limitation

Discussions shall be addressed to the Board Chairperson and then the entire membership. Discussion shall be directed solely to the business currently under deliberation, and the Board Chairperson shall halt discussion that does not apply to the business before the Board.

The Board Chairperson shall also halt discussion if the Board has agreed to a time limitation for discussion of an item, and that time limit has expired. Aside from these limitations, the Board Chairperson shall not interfere with debate so long as members wish to address themselves to an item under consideration.

MEMORANDUM NO: 28-2021

TO: Board of Regents

FROM: Dr. Christal M. Albrecht

DATE: February 19, 2021

SUBJECT: Resolution of Payment for Personnel during Closure due to a Winter Storm

Alvin Community College Board Policy DEA (LOCAL) states:

"If the Board chooses to pay employees during an emergency closure for which the workdays are not scheduled to be made up at a later date, then that authorization shall be by resolution or other Board action and shall reflect the purpose served by the expenditure;"

Due to the Winter Storm, the college administration closed the campus on Monday February 15, 2021 and all classes and services were cancelled through Saturday February 20, 2021 at 6:00 a.m. The resolution that follows authorizes the payment of employees for this period. Additionally, the resolution calls for premium pay for police and other TSCM employees who worked during the period of college closure.

It is recommended that the Board of Regents approve the following resolution.

CMA:tg

RESOLUTION OF THE BOARD OF REGENTS
OF ALVIN COMMUNITY COLLEGE RELATED TO EMERGENCY CLOSURE

WHEREAS, Alvin Community College (ACC) has a substantial public interest in protecting the health and safety of its students and staff;

WHEREAS, on Sunday February 14, 2021, as the winter storm threatened the Texas Gulf Coast, Governor Greg Abbott announced that the White House issued a Federal Emergency Declaration for Texas in response to the severe winter weather throughout the state, including Brazoria County;

WHEREAS, the Winter Storm struck the Texas Gulf Coast Sunday night February 14, 2021 causing wide-spread power outages and dangerous travel conditions to coastal and inland communities;

WHEREAS, ACC closed its facilities on the morning of Monday February 15, 2021 and remained closed through Saturday February 20, at 6:00 a.m.;

WHEREAS, ACC's Childcare Services remained closed from Monday February 15, 2021 through Friday, February 19, 2021;

WHEREAS, ACC police officers worked throughout the closure to safeguard ACC facilities;

WHEREAS, ACC environmental and custodial staff and other TSCM employees worked periodically throughout the closure to maintain and clean ACC facilities;

WHEREAS, all College operations resumed on Monday February 22, 2021;

WHEREAS, ACC Board Policy DEA (Local) provides, "If the Board chooses to pay employees during an emergency closure for which the workdays are not scheduled to be made up at a later date, then that authorization shall be by resolution or other Board action and shall reflect the purpose served by the expenditure;"

WHEREAS, ACC's Board of Regents is committed to (1) ensuring the safety of staff, (2) retaining staff, (3) facilitating efficient educational activities, and (4) assisting with emergency and shelter operations;

WHEREAS, ACC's Board of Regents finds that compensating staff for workdays that they were unable to work because of closures to ACC facilities necessitated by the threat of inclement weather serves an important public purpose in the morale and retention of staff and ensuring efficient operations and community activities;

NOW, THEREFORE, BE IT RESOLVED that

1. The Board delegates authority to President Albrecht to

   a. compensate all full-time and part-time staff (excluding substitutes and independent contractors) for workdays and hours they were unable to work due to the above-described emergency closure at their regular hourly or daily rate of pay, according to regular duty schedules they would have otherwise worked if not for the closure on Monday February 15 through Saturday February 20, 2021, or other schedule(s) as determined by the College President; and

   b. administer additional compensation for non-exempt employees as she deems appropriate beginning Monday February 15, 2021 at 6:00 a.m., the first day of emergency closure, through Saturday February 20, 2021 at 6:00 a.m., provided, however, that under no circumstance shall a non-exempt employee's total hourly rate of pay exceed 1.5 times their normal hourly rate.

   ADOPTED THIS 25th DAY OF FEBRUARY 2021.

   ALVIN COMMUNITY COLLEGE

   By: _____
        'Bel Sanchez, Board Chair
        Board of Regents

Attest: _____
     Dr. Patty Hertenberger, Secretary
     Board of Trustees

ACC

ALVIN COMMUNITY COLLEGE   3110 Mustang Road   Alvin, Texas 77511-4898

Dr. Christal M. Albrecht
President
Office   281 756 3598
Fax   281 756 3858

MEMORANDUM NO: 25-2021

TO: Board of Regents

FROM: Dr. Christal M. Albrecht

DATE: February 9, 2021

SUBJECT: Spring 2021 Census Day Report and Internal Enrollment by Location Report

The Spring 2021 Census Day Internal Enrollment by Location Report will be presented by Dr. Pam Shefman, Executive Director of Institutional Effectiveness and Research. This report represents our Spring 2021 Census Day enrollment which will be reviewed and certified by the Texas Higher Education Coordinating Board. The Certified Report numbers may be slightly different from the numbers reported today.

This report is for information only.

CMA:tg

tel: 281 756 3500   www. alvincollege.edu

2021 Spring Enrollment Comparison

Spring census data is provided as unduplicated headcount and contact hours with the percent change from 2019 and 2020. The Spring 2021 estimate includes the enrollment for the Spring 16 week and M1 terms.

Spring	2019 Certified	2020 Certified	2021 Estimate	% Change Over 2020	% Change Over 2019
Enrollment (Unduplicated)	5,233	5,365	4,742	-11.6%	-9.4%
Contact Hours	895,040	886,176	755,448	-14.8%	-16%

Location data is a comparison, on census date, based on class location and does contain duplicate students (i.e. dual enrollment students take classes at ACC & other locations and their campus and are counted at least twice). The percent change from 2019 and 2020 is included.

Location (Census Day)		2019 Spring	2020 Spring	2021 Spring	% Change Over 2020	% Change Over 2019
Dual Enrollment	Alvin High School	285	286	222	-22.4%	-22%
	Danbury High School	48	41	31	-24.4%	-35%
	Glenda Dawson High School	164	266	232	-12.8%	41%
	JB Hensler DC Career Tech	192	243	188	-22.6%	-2%
	Manvel High School	218	255	296	16.1%	36%
	Pearland High School	185	235	199	-15.3%	8%
	Shadow Creek High School	251	334	377	12.9%	50%
	Turner High School	630	627	583	-7.0%	-7%
	TOTAL	1,973	2,287	2,128	-7.0%	8%
TDCJ	Clemens Unit	41	49	40	-18.4%	-2%
	Jester 3 Unit	98	71	56	-21.1%	-43%
	Jester 4 Unit	6	9		-100.0%	-100%
	Ramsey Unit	121	119	82	-31.1%	-32%
	Stringfellow Unit	68	64	32	-50.0%	-53%
	TOTAL	334	312	210	-32.7%	-37%
ACC & Other Locations	Main Campus/Remote	2,551	2,427	1,541	-36.5%	-40%
	Hybrid Course	387	269	389	44.6%	1%
	Internet Course	1,108	1,157	1,943	67.9%	75%
	Shadow Creek Evening	82	59		-100.0%	-100%
	UHCL - Pearland Campus	64	81		-100.0%	-100%
	TOTAL	4,192	3,993	3,873	-3.0%	-8%

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MEMORANDUM NO: 24-2021

TO: Board of Regents

FROM: Dr. Christal M. Albrecht

DATE: February 1, 2021

SUBJECT: President's Goal #6 Relating to College Strategic Plan Goal 4.2 Develop and Implement a Data-Driven Program Evaluation Model to Assess the Effectiveness of College Programs

On August 13, 2020, Alvin Community College Board of Regents approved eight goals for the President for the 2020-21 year. Goal # 6 states:

"Provide a report to the Board on three Continuing Education and Workforce Development programs of the Board's choice from those that were reviewed in the previous academic year. [by February, 2021]

- *Commercial Truck Driving (CDL) and Testing Program*
- *GED Program*
- *Pipefitting*

The following presentation provides a report on the three programs.

This report is for information only.

CMA:tg

Review

CEWD Commercial Truck Driving (CDL) Program

Fall 2020

Comprehensive Program Review

Alvin Community College

Date: 2/19/2021

Director / Department Leadership
Provide your signature in the narrative section by typing your name. Then, change the "Status" to "Publish" and request that the next signatory provide their electronic signature.

"By typing my name, I am providing an electronic signature attesting to my confirmation that I have read this report and have provided my comments as needed below."

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative

Signature: Sarah Currie Harrell

Date: 12/01/20

Comments:

Dean (if applies)
Provide your signature in the narrative section by typing your name. Then, change the "Status" to "Publish" and request that the next signatory provide their electronic signature.

"By typing my name, I am providing an electronic signature attesting to my confirmation that I have read this report and have provided my comments as needed below."

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative
Signature: Dr. Karen M. White-Goyzueta

Date: 12/01/20

Comments: I have reviewed the contents and find that the action plan is well-written, providing an appropriate assessment of the data, realistic tasks, expected outcomes, and timeframes.

Vice President /ELT member
Provide your signature in the narrative section by typing your name. Then, change the "Status" to "Publish" and request that the next signatory provide their electronic signature.

"By typing my name, I am providing an electronic signature attesting to my confirmation that I have read this report and have provided my comments as needed below."

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative
Signature: Cynthia Griffith, Ed.D.

Date: January 29, 2021

Comments:

President
Provide your signature in the narrative section by typing your name. Then, change the "Status" to "Publish" and request that the next signatory provide their electronic signature.

"By typing my name, I am providing an electronic signature attesting to my confirmation that I have read this report and have provided my comments as needed below."

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative
Signature: Christal M. Albrecht

Date: 02/19/2021

Comments:

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Executive Summary

Summarize the major findings of the program review as it relates to both the strengths of the program and areas in need of improvement. Discuss any details or make clarifications about the Annual Quality Indicators (AQI) data, as well as meeting or not meeting any of the standards. Support your explanation of meeting or not meeting any measures by including/referencing the data. Include in the discussion any "intangibles" or assessments that you wish to discuss that were not requested in the Program Review Report. Make sure your conclusions are based on evidence. Include a summary of any changes and implementation plan findings/actions. Include any other discussion that supports the story of your program. Always use evidence for support.

- **Major findings of the program review -** Discuss strengths of the program and areas in need of improvement.

- **Quality Indicators Met -** Discuss any data points where you met state, college, or department goals.

- **Quality Indicators Not Met -** Discuss any data points where you did not reach state, college, or department goals. Give possible reasons.

- **Strengths -** Discuss any data points referring to your strengths or where you exceeded state, college, or department goals.

- **Areas Noted for Improvement -** Discuss areas that need improvement to meet state, college, or department goals.

- **Additional Comments** Discuss any "intangibles" or assessments that you wish to discuss that were not requested in the Program Review Report.

Status
□ 'Under Development   □ 'In Review   ☒ 'Published

Evaluation
□ Needs Improvement   ☒ Satisfactory   □ Excellent

Narrative

Major findings of the	Significant findings of the comprehensive program review of the commercial truck driving program found multiple areas that can be improved, additional offering opportunities, and capacity expansion. The addition of the Third-Party Skills Testing (TPST) program to the department increased revenue and partnerships.
Quality Indicators Met	A review of the Annual Quality Indicators (AQI) found that success measures were met. Students have a high passing rate, with 99% of students completing the 160-hour course without remediation. The AQI also found that over 70% of students who completed the 160-hour course passed the TPST on the first attempt. An additional success measure of tracking the number of students employed in the field will be tracked beginning in the summer of 2020.
Quality Indicators Not Met	Operational measures were not met, with the number of students served decreasing over the review period. It should be noted that the reduction in students served was the result of program closure and capacity reduction resulting from the impact of the COVID-19 pandemic. To better serve students, the number of students served who receive financial aid will be tracked beginning in the summer of 2020. While TPST developed an increase in the revenue streams, the program failed to profit over the three-year review period. It should be noted that between the fiscal year 2017-2018 and 2018-2019, net income improved from ($35,859.90) to ($4,591.93) and was on track to improve before COVID-19 occurred. Between the fiscal year 2018-2019 and 2019-2020, TPST revenue increased by 64% even with the impact of COVID-19 closures.
Strengths	The comprehensive program review identified the expansion of financial aid opportunities for students with commercial truck driving being added to Texas Workforce Commission's (TWC) high demand occupation list and is now eligible for the Workforce Investment Opportunity Act (WIOA) funding for students. In addition to WIOA funding, the CDL program received a prestigious award from the Metalica Scholar's Initiative of $100,000 and was selected as one of five recipients nationally. The quality of instruction provided by the department was identified as a significant strength. In addition to the quality of instruction, being one of three colleges in the Gulf Coast Region to offer TPST is notable.

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Areas Noted for Improvement	The comprehensive review process has helped the department identify several areas of program improvement to better serve students and the community. A review of increased demand for training and labor market information obtained through EMSI has assisted the program in identifying the need to expand training offerings. While Third Party Skills Training (TPST) has helped the department generate additional revenue, the program must increase section offerings to sustain expenses. To address the issues mentioned above, the department will expand section offerings by utilizing other equipment and work with the ACC Maintenance Department to ensure that the second truck is operational. Additionally, the program will hire two to three part-time instructors to work 19-hours per week to provide instruction for added sections. All instructors will complete the required TPST certification through the Department of Public Service (DPS) to ensure that testing services remain operational and can meet growing demand. Through implementing the above strategies, section capacity will increase from four to eight. The department expects the second truck to be operational by Spring 2021 and additional section offerings will be included in the CEWD schedule by Summer 2021. As program offerings grow, the department will need to improve and expand scheduling and communication procedures for Third-Party Skills Testing services. To assist in this improvement effort, program staff will collaborate with the Dean of Division Five to develop new scheduling and communication procedures. Additionally, the program will conduct planning meetings with key department stakeholders to communicate scheduling needs until new procedures are successfully implemented. Once the new process and procedures are operational, all program stakeholders will meet regularly to modify the process and procedures as needed. The department expects scheduling and procedures to be implemented by Summer 2021. The program SWOT analysis identified that the program should purchase an automatic transmission truck to stay current with the industry trends. To assist in this purchase, the department will collaborate with the Dean of Division Five and the Grant's Department to explore the possibility of a TWC Jet Grant or identify other funding sources. The department will also explore the option of utilizing CEWD equipment fees or another internal source to purchase the equipment. Through this purchase, the department expects to increase the number of students served by 30% and increase revenue by approximately $55,000.00 to $94,000.00. To accomplish these goals, the department will need to purchase an automatic transmission truck costing roughly $35,000.00 to $70,000.00 (used) by Spring 2022. By Fall 2022, an automatic truck could be fully deployed for training. Due to the limited student and stakeholder survey participation, the department has developed several engagement strategies to improve future participation. Student participation will be facilitated through department engagement efforts to include regular town hall meetings for students and program job fairs. To enhance business partner engagement in the program, the department will develop engagement strategies and host at minimum two advisory council and networking events. Additionally, the department director will identify and act upon all collaboration opportunities with current and new business partners. Through the above-mentioned measures, the department expects to increase new business partner collaboration by ten stakeholders by Fall 2021. Student and stakeholder survey participation will increase by 50%, and graduate placement will increase by 30% of the total graduate population by Fall 2021.
Additional Comments	

Mission Statement
Include your mission statement. Your Unit Plan should contain your most recent mission statement and you can copy it from there.

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative

The mission of the the Commercial Truck Driving and Third Party Skills Testing Program is to provide state of the art Commercial Truck Driving Licensing instruction and testing services to both students and local business partners by providing affordable, accessible, high quality and innovative instruction, where each student's unique learning needs are met.

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Purpose
Describe the department and purpose of the program beyond the mission. Describe how you serve ACC using key functions and responsibilities that other functional areas do not address. Briefly describe important program characteristics. Be sure to emphasize specific populations of students that your program serves. Discuss regional or national engagement (if applicable). If your program or service overlaps with, has significant collaborations, or dependencies with another program mention those, as well.

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative
The Commercial Truck Driving (CDL) and Third-Party Skills Testing Program (TPST) is a fast-paced workforce development program, allowing students to obtain a Class A license in four weeks consisting of 160 instructional hours. The program consists of three sections, Online Lecture Instruction (30 Hours); Lab Instruction (15 Hours); and Behind-The-Wheel Observation (115 Hours). After successfully completing the full 160 hours of instruction, the student can complete the 2-hour TPST to obtain their class A license. For individuals looking for customized training, a 40 Hour Driver Refresher Class is available upon demand. The department also offers Commercial Learners Permit (CLP) Test Preparation training for local business partners and custom test preparation and TPST.

The department is of composed of three staff: Sarah Currie-Harrell, Director of Business, Technical and Community Programs; Jimmie Munk, Program Coordinator and Instructor; and Junior L. Hill, Adjunct Instructor.

During the timeframe in review, 87% of students were male and the average student age was 43 years old. Many students of these students enrolled in the program due to a career or life change. Since reopening the CDL program due to COVID-19 closure in June 2020, 50% of program students are female. The CDL and TPST program also serves those that have been incarcerated as these individuals can obtain a Class A or B license and find work.

The CDL and TPST program is dependent upon a successful partnership with the Department of Public Safety (DPS). ACC works very closely with the DPS TPST program and their auditors to provide testing services for both ACC students, local business partners, and even other colleges in the area. Becoming a TPST entity in 2019 required a great deal of documentation in addition to instructor testing and certification through DPS. Currently, both ACC instructors are DPS certified testers. The department also relies on a strong partnership with the Federal Motor Carrier Safety Administration (FMCSA). FMCSA is working on the development of a minimum standard for entry-level driver training baseline requirements, with implementation scheduled in February 2022. These changes include those applying to obtain a Class A or Class B CDL for the first time; upgrade an existing Class B CDL to a Class A CDL; or obtain a school bus (S), passenger (P), or hazardous materials (H) endorsement for the first time. In light of the upcoming changes from FMCSA beginning February 7, 2022, the ACC CDL Department has been working to stay current with changes and complete all necessary documentation to become a registered training provider.

Of the nine community colleges in the Texas Gulf Coast Region, including ACC, five colleges offer Commercial Truck Driving or Professional Truck Driving Programs. Of the five community colleges that offer a CDL or Professional Truck Driving Program, Alvin Community College, Houston Community College, and Lone Star College are the only colleges offering TPST services and collaborate on providing these services to the community.

Sources

📄 THECB Program Inventory- CIP code 49.0205

41

Changes
Describe important changes (organizational, processes, staffing, field, etc.) and how they affected department performance over the past 3 years.

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative
In February 2019, Alvin Community College became a Third Party Skills Testing (TPST) provider through the Department of Public Safety (DPS). The application and approval process took over six months. Since becoming a testing provider, the ACC CDL TPST service has completed over 130 tests. A large majority of the testing was for local business partners, including; Connect Transit, Gulf Coast Water Authority, The City of Alvin, The City of Lake Jackson, and Texas New Mexico Power Company. The addition of the new these new partnerships as created an additional revenue stream for the program.

An effort has been made to increase the number of sections offered each quarter, with a new student starting training every three weeks rather than every four weeks. This change was due to COVID-19, with lecture instruction moving online. During the fourth week of instruction behind-the-wheel training for an active student, a new student begins training via online instruction. This schedule change has added one additional section offering per quarter. For Spring 2021, three more offerings will be available.

The department has one full-time instructor and one adjunct instructor who can work up to 19 hours a week. Both instructors are certified DPS approved TPST examiners. If an instructor provides any behind-the-wheel instruction, they are not allowed to test that student. In addition to testing constraints, the standard class capacity is four students (before COVID 19). Since COVID-19, the CDL Program has only been able to train one student at a time safely. The break-even point for the program is four students. The reduction of capacity is significantly affecting the current profitability of this program.

The CDL program has two training vehicles. Both are conventional tractors, with 10-speed and 13-speed transmissions, setback axles, dual tandem rear axles with Jiff lock. The trailer is a 53-foot dry van. The program also includes use of a tank for those seeking a tanker endorsement. Other colleges are transitioning to automatic transmission vehicles to attracts more students, including additional female students. With the college having access to a second truck, the department is in the process of hiring another adjunct instructor. The new instructor will be required to complete the DPS TPST certification process and work in tandem with the current adjunct instructor. The full-time instructor will be responsible for testing students who are trained by adjunct instructors. Subsequently, students taught by the full-time instructor would be tested by adjunct instructors. With the hourly rate being significantly less for adjunct instructors, the break-even point to make a second class is two students.

Three years ago, financial aid for this program was only available for those who were eligible for the Texas Public Education Grant (TPEG) and those approved for Chapter 33, Chapter 30, Chapter 1606, Chapter 1607, Chapter 35, and Chapter 31 VA funds, and individuals from the foster care system. In early 2020, the Houston Galveston Area Council (HGAG) identified Heavy Tractor-Trailer Truck Drivers as a high-demand occupation. In doing so, eligible students can receive Workforce Innovation and Opportunity Act (WIOA) funding through the Texas Workforce Commission. If eligible, funding includes the full cost of tuition, fees, textbook, and testing. In addition to WIOA funding in April 2020, the CDL program received a grant from the Metallica Scholar's Initiative, which will provide a $3,800 scholarship for twenty-two students. This grant is the first of its kind for the Professional Truck Driving Program.

According to occupational data obtained from EMSI for Heavy Tractor-Trailer Truck Drivers in the Houston, MSA region identified that this area is a hotspot for the occupation, with 14% more job postings compared to the nation. This report also found that the number of open positions in this area increased by 8.2% since 2015. The mean occupational salary for this area is $44,634, just slightly below the national average of $45,045. With the continued increase in area jobs and additional access to financial aid, the department plans continue its work to increase program visibility and program offerings as initiated in the last three years. See attachment titled, "EMSI Overview Heavy and Tractor-Trailer Truck Drivers in Houston-The Woodlands-Sugar Land, TX."

Sources

📄 Occupation_Overview_Heavy_and_Tractor_Trailer_Truck_Drivers_in_Houston_The_Woodlands_Sugar_Land_TX_2174

42

Unit Planning

Summarize the past years of unit planning for your area in the narrative. Attach your annual reports below.

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative

Unit planning for the CEWD division for the fiscal year 2019-2020 focused on improving fee revenue, student success, access to financial aid, course and program scheduling and planning, and overall goal performance. Unit planning and goal setting are explicitly applied to the CDL Comprehensive Preparation program throughout this narrative.

 Goal Description: Maintain and exceed CEWD revenue goals. 2016-2021

Institutional Objective Alignment:

1.1 Establish a data-driven assessment process to measure, analyze, and improve organizational efficiency.

5.1 Allocate college funds during the budget development phase based on departmental and program initiatives

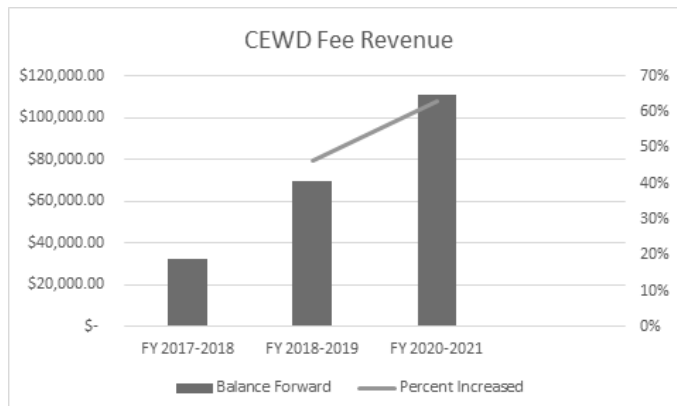Progress: On Schedule - near 50% complete and on target for this year.

Application to Commercial Truck Driving Licensing Program (CDL):

The CDL program fees are generated using the Board of Regents Approved CEWD Course Pricing Tool. Every student who registers for the program is charged the same fees. The fees are then transferred into the appropriate fee revenue accounts for the division. Based on budget allocations, the fees are then distributed appropriately throughout the division.

A review of fee revenue generated for the CEWD Division from the fiscal year 2018-2019 found that the department generated $58,450.83 in fee revenue and had a balance forward of $32,390.61 from the previous fiscal year, providing a balance of $90,841.44. The total fees expended were $11,890.04 (13.1%), leaving the department with a balance of $78,951.40 (86.1%).

A review of fee revenue generated from the fiscal year 2019-2020 found that the division collected $53,096.10 in fees and had a balance forward of $79.006.16 from the previous fiscal year, providing a total balance of $132,102.26. During the year, fees expended were $21,086.06 (16%) of the total revenue generated; the department had a remaining balance of $111,016.20 (84%).

The division's efficiency in allocating college fee revenue through budget development and tracking allowed the department to increase the fee revenue balance forward from $32,390.61 to $111,016.20, a total increase of $78,625.59 during the three years in review. The graph below titled CEWD Fee Revenue demonstrates the improvement in the division's efficiency in allocating college fee revenue.

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Unit Planning Goal Two:

Improve CEWD Student Success

Goal Description: Improve CEWD student success. 2016-2021

Institutional Objective Alignment:

1.2 Implement a data-driven, comprehensive review process to measure student achievement, progression, success, and completion and use improvement results.

5.3 Expand the Foundation's efforts for fund development and financial support for students Progress: Ongoing - continuing to collect data in another cycle/year

Application to Commercial Truck Driving Licensing Program (CDL):

The CDL Program is going through its first comprehensive program review. In the past, the CDL program did not have a data-driven assessment process. It was not provided with, nor developed specific program learning outcomes or expectations, outside of Coordinating Board and Federal Motor Carrier Association requirements. The CDL program has created student tracking procedures to include course success rates, completion rates, licensure passing rates, and graduate employment rates. The department will also measure the program's efficiency by completing an annual learning assessment report, curriculum review with instructors, and bi-annual advisory council meetings. Based on the data obtained through the AQI process, 92% (35 out of 38) of students successfully completed the program during the review period. The CDL program has a 74% (38 out of 51) licensure passing rate.

Unit Planning Goal Three:

Access to Financial Aid.

Goal Description: Improve student access to financial aid for CEWD students. 2016-2021

Institutional Objective Alignment:

5.3 Expand the Foundation's efforts for fund development and financial support for students.

Progress: Ongoing:

Continuing to collect data in another cycle/year

Application to Commercial Truck Driving Licensing Program (CDL):

During the period in review, students in the CDL program did not access financial support from the foundation. It should be noted that this population of students is able to access financial support through the Texas Public Education Grant (TPEG), Workforce Investment and Opportunity Act (WIOA) funding, and the Metallica Scholar's Initiative scholarships.

Unit Planning Goal Four:

Process for CEWD schedule planning and development.

Goal Description: CEWD schedule efficiency improves and will reflect student demand. (Division Goal 3.3.B) 2016-2021

Institutional Objective Alignment:

1.1 Establish a data-driven assessment process to measure, analyze, and improve organizational efficiency

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5.4 Expand facilities' utilization for external stakeholders and maximize internal users Progress: Ongoing - continuing to collect data in another cycle/year.

Application to Commercial Truck Driving Licensing Program (CDL):

All CDL program scheduling planning and development will go through the newly developed process. Course planning and scheduling will consider unique needs of the population being served. The development of additional program offerings will consider the need for multiple sections being offered simultaneously and a possible need for evening and weekend classes. The scheduling will be determined by employer need and student demand identified through Labor Market Information such as EMSI. Currently, the process of determining scheduling planning and development was through prospect program interest emails, phone calls generated from the CEWD webpage located on ACC's homepage, and marketing campaigns. Employer need was based on the Texas Workforce Commission Targeted Occupation List for the region and employer contact via emails as well as networking opportunities at local Chamber of Commerce meetings, the Brazoria County Economic Development Alliance, and other association events.

Unit Planning Goal Five:

Overall performance.

Goal Description: Improve the overall performance of the CEWD operations. 2016-2021

Institutional Objective Alignment:

1.1 Establish a data-driven assessment process to measure, analyze, and improve organizational efficiency.

 5.4 Expand facilities' utilization for external stakeholders and maximize

for internal users

Progress: Canceled - no longer relevant and not continuing in another cycle/year.

Application to Commercial Truck Driving Licensing Program (CDL):

As this goal has been canceled and deemed no longer relevant and not continuing into another cycle/year, application to the CDL program will not be discussed.

Sources

CEWD Unit Planning 2019-2020 Final

CEWD Unit Planning Report 2018-19

CEWD.Fee.Revenue.Expense_FY2018-2019

CEWD.Fee.Revenue.Expense_FY2019_2020

Staff
In the table within the narrative box below, list the current program staff members and their status (full-time, part-time, or student). Attach the resumes for your full-time professional staff. Attach a department organizational chart if your area has one (optional).

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative

Name of Staff Member	Title	Full-Time/Part-Time/Student
Sarah Currie Harrell	Director of Business, Technical, and Community Programs	Full-Time
Jimmie Munk	Coordinator and Instructor for the Professional Truck Driving Program	Full-Time
Junior L. Hill	Adjunct Instructor	Part-Time

Sources

📄 Jimmie Munk Resume

📄 S.Currie.Harrell.RESUME

46

Program-specific Trainings

Include any program-specific trainings, such as new software or processes, staff have led or participated and how these benefit or enhance the department. **Note: add how the training benefits the delivery of the program (i.e. meeting state, local, industry requirements).**

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative

On February 21, 2019, both CDL program instructors Jimmie Munk and Junior L. Hill completed DPS CDL Third Party Skills Testing (TPST) Provider 40-hour Examiner training course. After completing the training, both passed the written and check ride examinations and successfully completed the certification process. Both instructors' training and certification have significantly benefited program delivery by providing students, local government organizations, and business partners with quick access to testing services outside of DPS. The program coordinator, Jimmie Munk, identified test scheduling with DPS caused lengthy waiting times for students who have completed the program and are ready to test and join the workforce. Once ACC became a DPS approved TPST location, the following organizations and business partners have chosen to utilize ACC testing services; Connect Transit, Gulf Coast Water Authority, San Jacinto College CDL Program, Texas New Mexico Power Company, The City of Alvin, The City of Lake Jackson, and The City of Sugar Land. In addition to testing services, most business partners and organizations, as mentioned above, have also elected to purchase customized CDL training for employees. The development of these partnerships has only been possible due to ACC's ability to provide TPST services.

Sources

📄 J.L.Hill.TPST.CERT

📄 Jimmie Munk CDL 0078 Company Certificate

Annual Quality Indicators (AQI)
Provide a discussion of the trends from each of the section headings (i.e. Success Measures, Operational Measures, etc.) using the past years of data from the AQI sheets. Attach your past three years of AQI data collections.

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative

Annual Quality Indicators of success focused on open enrollment student success in the CECVOP 1013 160 hour Commercial Truck Driving Program. The first criterion examined was the number of open enrollment students who successfully completed the program. The standard was identified as 80% of students; data from fiscal year 2018-2019 found that 87.5% of students passed and in 2019-2020 100% of the students passed. In reviewing the data and discussion with the program coordinator, the department was pleased to see that most students pass the 160-hour course without remediation.

The second criterion under review was the number of open enrollment students who successfully passed Third-Party Skills Testing on their first attempt. The standard was identified as 70%. Data from 2018-2019 found that 72% of students passed TPST on their first attempt, and data from 2019-2020 found that 78% of students passed TPST on their first attempt. Moving forward, the department will increase the passing standard to 80%.

Finally, in reviewing student success, the department determined student employment in the field upon graduation should be tracked. In summer 2020, the department began collecting this data and will report in subsequent years.

Annual Quality Indicators for Operation Measures reviewed the number of open enrollment students served each year. The data review found the following; in 2018-2019, twenty-four students completed the program, and in 2019-2020 fourteen students completed the program. The standard was identified as not meeting a minimum of a 2% increase each year and was unsuccessfully met. The decrease in the number of students served can be attributed to program closures and limited training capacity caused by COVID-19. Low enrollment was identified as a challenge for this program by the current director in 2016-2017. Issues impacting low enrollment were identified as follows; lack of financial aid available compared to the high cost of tuition and fees, payment plan options are not available, program competition in the area, and limited visibility compared to the competition.

For this reason, a focus was placed on Third Party Skills Testing, which is open to business partners and provides an additional revenue stream. Starting in Summer 2020, the department has begun tracking the number of students who received financial aid. The department also identified the need to increase student access to program offerings by simultaneously offering multiple sections and evening and weekend classes. Scheduling additional offerings will be determined by employer need and student demand found through Labor Market Information such as EMSI.

Sources

ACC AQI Annual Program Review for CDL - 2019 - 2020

CDL AQI Supporting Data

CDL.TPST.AQI Data Collection

All Survey Results

Discuss any analysis or specifics that you notice about the survey data collected. How can the results influence the success of your area? What can it mean when there are very few responses? What are some actionable items you can gather from the data to include in your action plans? Be sure to attach the appropriate data for each category. Attach survey results.

Survey data to summarize:

- Summary of Employees and/or Stakeholder Results
- Summary of Current Student and/or Past Student Survey Results

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative

Summary of Employees and/or Stakeholder Results

The Commercial Truck Driving Program identified ten stakeholders to participate in the stakeholder survey for the department. The identified individuals are as follows:

1. American Association of Community Colleges - Katya Nekrasova, Senior Manager, Grants and Programs
2. Alvin Community College - Charlene Weaver, CEWD Customer Service Representative
3. San Jacinto College - Monica Cahill, SJC Instructor (Coordinator for TPST with ACC)
4. City of Lake Jackson - Brandon Moody, Personnel Director
5. Texas-New Mexico Power Co. - Robert Walker, Utility Construction and Maintenance SR Project Leader
6. Gulf Coast Water Authority - Hortencia Barragan, Human Resources Generalist
7. Gulf Coast Center/Connect Transit, Ted Ross, Operations Manager
8. Service Transport - Steve Stutz, Hiring Manager
9. Averitt Express - Jaymie Hughes, Hiring Manager
10. Paschall Truck Lines, Inc. - Mike Rojas - Hiring Manager

All of the above stakeholders were sent an email from the department director informing them that their participation was requested. Of the ten recipients, four (40%) were opened, six (60%) remained unopened. One (10%) of the ten recipients responded to the survey. The minimal response does not provide enough data to infer the validity of the data obtained.

The following is a review of the question and answers from the survey.

Q1 Please identify how you partner with the Alvin Community College Commercial Truck Driving Program?

Response: The Testing Program

In regards to rating the program, all responses were indicated as 100% or very satisfied.

Q2 Please rate your partnership with this program.

Response: Very professional and always in a timely manner.

Q3 Please rate the quality of students graduating from this course and/or testing program.

Response: Always willing to help where and when they can.

Q4 Based on pricing from other organizations, do you feel that the Commercial Truck Driving and or Testing Program is reasonably priced?

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Response: none.

Q5 What areas of this program and testing service do you think are being done well?

Response: Everything from start to finish.

Q6 What are some ideas you have that can help the Commercial Truck Driving and Testing Program provide better service?

Response: Mr. Munk and Mr. Hill are great at what they do.

While the results from the survey are very positive, the limited participation does not provide an extensive enough response, thus limiting the total reliability of the data. More efforts will have to be placed to engage stakeholders in subsequent years.

Summary of Current Student and or Past Student Survey Results

As with past efforts to engage former students, a minimal response was obtained from past student surveys. The department chose to survey both open enrollment students, those who had completed the 160-hour CECVOP 1013 program, and those who completed any form of the Third Party Skills Testing Program. Sixty invitations were sent out; of the sixty survey invitations, fifteen were opened (25%), forty remained unopened (66.7%), four bounced back (6.7%), four clicked through (6.7%), and one opted out (1.7%) A total of two students (3.33%) completed the survey. With one student opting out, the total population being surveyed was reduced to fifty-nine. The minimal response does not provide enough data to infer the validity of the data obtained.

Q1 Consider each item below separately and rate each independently of all others. Select the rating that indicates your satisfaction level with each statement:

a. The registration process for CDL and or Testing Program.

b. Online Instruction.

c. The appearance and accessibility of the truck and other instruction equipment.

d. The course textbook.

e. The quality of behind-the-wheel driving instruction.

f. The quality of behind-the-wheel skill instruction.

In response to the above satisfaction, questions were asked; both responders stated they were "very satisfied, or answered 100% to all questions.

Q2 Do you feel that the curriculum and instructional methods assisted you in meeting all learning outcomes?

One of the responders commented on this section stating, "This was the best decision I have made. Thanks to Mr. Jimmie Munk, I have a great career in truck driving and making a good income. He taught me something I can take with for the rest of my life."

In regard to additional questions, "Please include any comments about the curriculum or instruction." One of the students responded, "The curriculum was a learning experience. And the instructional methods were very inspiring."

Q3 Please select the rating that indicates your extent of agreement with each statement:

a. The Commercial Truck Driving and or Testing Program is well aligned with the college mission statement as follows, "Alvin Community College exists to improve the lives of its constituents by providing affordable, accessible, high quality and innovative academic, technical and cultural education opportunities for the diverse communities it serves.

b. I would encourage a friend or loved one to complete the ACC Commercial Truck Driving and or Testing Program.

In response to the above satisfaction, questions were asked; both responders stated they were "very satisfied, or answered 100% to all questions.

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Q4 Are you currently working in the commercial truck driving field?

In response to the above question, both students answered yes.

Q5 What areas of this program and testing service that you think are being done well?

One individual responded, providing an answer stating, "all of it."

Q6 What are some ideas you have that can help the Commercial Truck Driving and Testing Program provide better service?

One individual responded, providing an answer stating, "More instructors to help Mr.Munk put more drivers on the road to a successful career."

Of the two individuals who responded to the survey, both identified as male. Regarding race, one identified as Caucasian, and the second identified as other. Both responders stated that their age range was between 51-64.

The final question, number Q10 asked the following: Please include any additional comments about the Commercial Truck Driving and or Testing Program at ACC. Only one former student responded, stating, "I think it's a great program; it's helped me out a lot after completing the course, I started working on my career in truck driving. And it's worked out well for me. You get out of it what you put into it.

The limited survey responses provided by stakeholders and students have caused the program to evaluate current engagement practices. The department will now offer bi-yearly advisory committee meetings and job fairs to engage stakeholders. Students will be informed of their need to participate in the surveys and program data collection during the student admission process. In addition to the information provided, any student receiving scholarship funds will be informed of engagement requirements to include participation in program activities such as town halls and job fairs if offered while enrolled.

Sources

📄 CDL Past Student

📄 CDL Stakeholder

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SWOT Results and Analysis
Discuss significant strengths, weaknesses, opportunities, and threats formulated during your program SWOT. Discuss the how the SWOT will inform your action planning using the information gathered and the developed strategies for improvement (i.e. reordered or highlighted strategies that will become action plans). Attach the transcribed information.

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative

The Commercial Truck Driving Program SWOT Analysis was conducted on October 1, 2020. In attendance were the following individuals:

- Tamela M Braswell (ACC/OIER Facilitator)
- Dr. Pamelyn Shefman (ACC/OIER Facilitator)
- Ted Ross (Connect Transit)
- Sarah Currie (ACC/Program Director)
- Jamie Ward (ACC/CEWD Senior Admin Assist to the Dean)
- Charlene Weaver (ACC/CEWD Customer Service Specialist)
- Tricia Groth (ACC/CEWD Assistant Grant Coordinator/ Office Staff)
- Jimmie Munk (ACC/CDL Program Coordinator and Instructor)

Unfortunately, Ted Ross had connectivity issues and was not able to participate.

Significant Strengths of the Program

The participants frequently mentioned the quality of instruction and experience of the instructors. Most noted was that Jimmie Munk is an expert in the field and his experience and knowledge bring a great deal to the program. Jimmie Munk trained the program adjunct instructor Junior L. Hill who has proven to be an excellent instructor.

Participants also identified the ability to customize training and provide Third Party Skills Testing Services (TPST). Another strength of the program is that students who are not doing well at other college programs come to ACC after failing and do well with our instruction and pass the program and TPST. Based on multiple feedback forms, students have a high passing rate and a high level of satisfaction with the program.

All involved agreed that the program's location, access to an extensive skills training pad, and access to local roads and highways were assets for training. The program's length was also identified as a strength, as students can complete in four weeks and obtain employment. Participants also noted that recent access to WIOA and Metallica Scholar's Initiative Funding is a substantial strength for this program.

Weaknesses of the Program

All participants agreed that the current capacity of a maximum of four students at any time and that four students are needed to break even is a significant weakness. This issue is of even more concern in light of the pandemic since only one student can train behind-the-wheel at a time, thus reducing capacity to one.

Being limited to one full-time employee in the department is a challenge, and a second full-time employee would assist in providing instruction for a second cohort of students at all times.

The participants identified issues with scheduling and coordinating in regards to communication for Third-Party Skills Testing. All participants agreed that a new process is needed.

With other colleges in the area having access to larger budgets and resources, the current resources and funding were addressed as a weakness.

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Opportunities for the Program

The group identified recent access to funding sources as an incredible opportunity to grow the program. In the past, most students could only access the Texas Public Education Grant (TPEG), which only covered up to half of the tuition for those that are eligible. With WIOA funding and the Metallica Grant Scholarship covering tuition, more individuals will have access to the program.

The CEWD office staff noted that there had been increased requests to enroll in the program since COVID-19. This increase is likely due to additional funding, expansion in the market for drivers, and COVID-19 highlighting the need for drivers.

Threats to the Program

The current capacity of the program was mentioned multiple times. Other colleges have a full fleet of training vehicles and more staff, allowing them to train more than one student at a time safely during the ongoing pandemic.

The proximity of the larger colleges offering CDL programs in the area threatens the program's ability to compete for students and partnerships with employers. Competition in the area, ACC program visibility and public awareness of the program have been an issue and were identified as a threat.

With both ACC trucks being manual transmission systems, and that industry has moved to an automatic vehicle transmission, our equipment is quickly becoming outdated. In addition to potentially obsolete equipment, the high cost of running equipment and the potential risk to property or people is a significant threat for this program.

Strategies

In a review of the SWOT, the group developed strategies for improving the program. OIER staff assisted the group in ranking the potential program strategies. The strategies were weighted as follows:

More Important = 3

Important = 2

Less Important = 1

Least Important = 0

The first identified strategy identified as "More Important" by the group was the need to streamline the Third-Party Skills Testing (TPST) process from start to end. This process requires multiple individuals to communicate, transfer records, and to complete documentation. Under the umbrella of this strategy, one potential solution was to have the cost of testing included in the program's tuition. Starting Spring 2021, testing costs will be included in the cost of tuition.

The second strategy, identified as "More Important" by the group, was to identify potential funding sources to assist in purchasing new equipment, specifically an automatic transmission truck.

The third strategy, identified as "Important," was developing a communication template for procedures after streamlining the TPST process.

The fourth strategy, identified as "Less Important," was to increase overall marketing for the truck driving program, not only focused on the Alvin area. This strategy would be employed once program capacity can be increased.

The fifth strategy, identified as "Least Important," was to increase staffing to utilize all equipment to increase capacity. The department is currently in the process of hiring additional adjunct instructors to assist in increasing offering capacity.

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The final strategy recommended was to prepare for upcoming changes from the Federal Motor Carrier Safety Administration (FMCSA) regarding Entry-Level Driver Training (ELDT) requirements for CDL. Individuals looking to obtain a Class A or B CDL for the first time starting February 7, 2022, will be required to obtain training from an FMCSA approved provider. At this time, the FMCSA has yet to publish the method of becoming an FMCSA registered training provider. The department will continue to stay in contact with FMCSA regarding this matter.

Sources

📄 CDL SWOT Oct 1

📄 CDL program SWOT Attendance Oct 1

Financial Performance (cost/analysis)
Include a summary of your financial performance and any budgetary challenges. Include any tables, charts, or graphs.

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative

The Commercial Truck Driving Program is a high-cost program with a significant instructor and equipment overhead. The 160-hour CECVOP 1013 program's tuition and fees have stayed just under $4,000.00 for the last three years with tuition being set at $3,800.00 and fees of $148.00. Per the attached document, Four Students Course Pricing Tool, the CDL program requires 3.27 students to breakeven. Unfortunately, there had been a continued trend of classes not making or having one to two students enrolled in each section. Since this program has a full-time instructor, classes have been offered below the breakeven point. Before 2020, student financial aid was limited to Texas Public Education Grant funding which covered up to half of the tuition for those eligible, funding for veterans, and foster-care exempt students. Due to limited financial-aid and competition from other colleges, enrollment has been low.

According to the graph below, Three Year Financial Performance, the Professional Truck Driving Department has had a negative net income for the last three fiscal year cycles. Once TPST was operational in the fiscal year 2018-2019, the department could actualize additional revenue, attract more students, save costs on salary, and went from losing ($35,859,90) the previous year to ($4,591.93). Unfortunately, the negative impact of COVID-19 in the fiscal year 2019-2020 caused the program to lose ($41,358.14). This information can be found in the attached report titled, CDL Three Year Fiscal Reports.
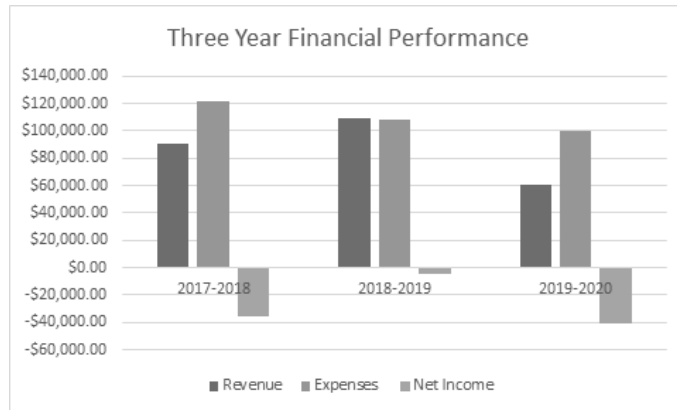
Even with the negative impact, COVID-19 TPST revenue has increased each year outlined in the graph below, titled TPST Revenue.
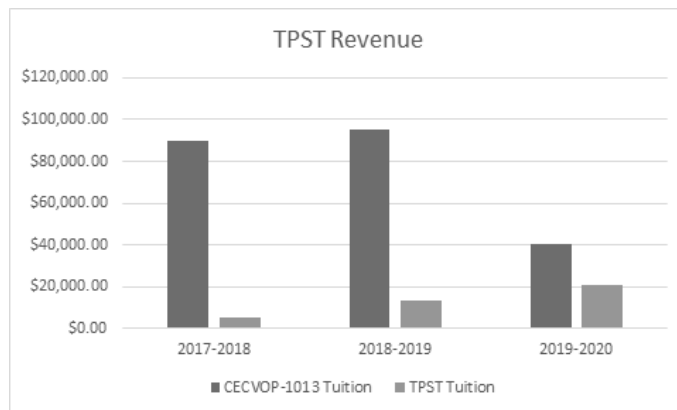
Students who complete the 160-hour CECVOP 1013 course are charged $130.00 in non-funded tuition for TPST. Individuals who have not completed the 160-hour CECVOP course must complete the non-funded 2-hour CECVOP 1091 Skills Evaluation which costs $190.00. After completing the Skills Evaluation, students can complete TPST at a cost of $220.00 for two attempts. The overhead and pricing structure for the TPST can be reviewed in the attached document titled TPST Cost Structure.

In January 2020, Texas Workforce Commission approved the program for WIOA funding. In March 2020, ACC received a grant from the Metallica Scholar's Initiative, covering tuition costs for twenty-two students. Unfortunately, due to COVID-19, the program could not run through March, April, and May, significantly impacting revenue. Once operational in June, capacity was limited to one student per section. By limiting the program's capacity to one student per section, each class has been operating a (-210.4%) planned profit margin, as seen in the attached document CDL Course Pricing Tool - Fall 2020 2021.

Sources

- CDL Course Pricing Tool-Fall 2020 2021

- CDL Three Year Fiscal Reports

- Four Students Course Pricing Tool-Fall 2020 2021

- TPST Cost Structure

Analysis of the Supporting Data

In this summative overview of the supporting data, include that the program underwent a comprehensive review, which included a SWOT meeting, surveying, data collection, analysis, and a strategic program planning meeting (if the program met and discussed this information). Discuss program trends using the program data. Be sure to reference the following:

- Specific AQIs
- Survey data
- Additional data specific to your program

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative

A review of data collected and reported throughout the comprehensive review process determined that the current data obtained was not sufficient. Additional AQI criteria and standards have been added, and action items to engage students and stakeholders in program surveys will be developed.

Annual Quality Indicators (AQI) found that current success measures have met standards. The number of open enrollment students who completed the 160-hour CECVOP 1013 course was impressive, with 87.5% of students succeeding in 2018-2019 and 100% of students succeeding in 2019-2020. Students completing the program and passing the TPST on the first attempt were 72% in 2018-2019 and 78% in 2019-2020. Moving forward, the passing standard will increase to 80% by Fall 2021. The number of students employed in the field upon graduation is being tracked, with data collection starting in Summer 2020.

Due to COVID-19 operational measures were not met. The number of students served each year decreased from 24 in 2018-2019 to 14 in 2019-2020. An additional operational measure was added to the AQI, as student access to financial aid is being tracked and reported starting Summer 2020. Efforts to increase training capacity and program revenue will include utilizing the second truck to increase the number of sections offered and students served. Through the utilization of the second truck and additional part-time staff, the department capacity will increase from four students per section to eight. Additionally, efforts will be leveraged to increase section offerings through schedule modifications to include weekend and evening offerings. These efforts should generate a minimum of 30% increase in students served and revenue generated by Fall 2021.

Survey results of employees and/or stakeholders demonstrated limited participation. The identified stakeholder participation was minimal. Ten partners were sent program stakeholder surveys. Of the ten, four (40%) of surveys were opened, six (60%) remained unopened. One (10%) of the ten recipients responded to the survey. The minimal response does not provide enough data to infer the validity of the data obtained. To ensure that sufficient data and program engagement is provided in the future, the department will improve stakeholder engagement in program activities. By fall 2021, stakeholder engagement in program activities will include additional networking efforts; and the department will host at minimum two advisory council meetings.

Current and student survey responses were similar to those of stakeholders. Sixty invitations were sent out; of the sixty survey invitations, fifteen were opened (25%), forty remained unopened (66.7%), four bounced back (6.7%), four clicked through (6.7%), and one opted out (1.7%) A total of two students (3.33%) completed the survey. With one student opting out, the total population being surveyed was reduced to fifty-nine. The minimal response does not provide enough data to infer the validity of the results obtained. To ensure that sufficient student engagement occurs in future program activities, the CEWD department will begin offering Town Hall meetings for students and staff to address issues, additional professional development opportunities, and access to program staff outside of regular business hours. Through these measures, student engagement will increase to 30% by Fall 2021.

It should be noted of the limited responses provided, results from both program stakeholders and students proved to be very positive. In the future, additional efforts will be leveraged to ensure sufficient program stakeholder and student participation are provided, as further explored in strategic action planning.

Action Plan A

Considering the totality of the program review report, discuss goals that, if met, would result in improved student outcomes, increased enrollment, retention, revenue, communications, or other program indicators of success. Set reasonable, measurable, and achievable goals and identify clear action steps needed to obtain the goal. This may include the strategies/actions developed during the program SWOT. You may also include anything actionable that was indicated by any of the survey data. Use your data for creating these goals.

Include your first area of focus under Action Plan A. For each of your other areas of focus, include in the appropriate subsequent section. Include as many areas of focus as you have developed. Each of your areas of focus contains the following sections:

- **Issue/Concern -** Describe the concern or area of focus that needs to be addressed by the area.

- **Specific Actions -** Discuss in detail, the specific actions that the area will take to deal with the area of concern. What strategies will be used to create the expected outcome?

- **Expected Outcomes -** Discuss the expected outcomes from the actions that will take place. What is the expected improvement that will occur after taking action? How will this improve student outcomes?

- **Timeframe -** What will be the timeframe for the actions and outcomes? How long should the action take to give the expected outcome? When will the action occur? When will the data be gathered? When will the analysis occur?

- **Person(s) Responsible -** Who will be responsible for carrying out the strategies put in place? Who will gather and analyze any data associated with the strategies?

- **Resources Needed -** What are the resources necessary to produce the expected outcomes? Funding? Personnel? Technology? Training?

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

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Narrative

Issue/Concern	Increase Training Capacity and Program Revenue
Specific Actions	• Work with ACC Maintenance Department to ensure that the second truck is operational. • Hire two to three adjunct instructors to work 19-hours per week and staff additional sections. • Require adjunct instructors to complete required TPST certification through the Department of Public Service. • Increase training capacity through the utilization of simulated driving technology. • Explore offering classes on weekends and possibly evenings. • Increase the number of sections offerings. • Utilize simulated driving instruction technology rather than behind-the-wheel instruction for a minimum of 30% (48 contact hours) of instruction.
Expected Outcomes	• Increase the number of students from four per section to eight. • Increase the number of students that pass TPST on the first attempt by 10%. • Increase program revenue by a minimum of 10% through utilization of simulated driving technology, which will allow program to offer hands-on instruction at a lower cost to the college. Once purchased the operational cost of driving simulation technology compared to traditional behind the wheel instruction will occur at a significantly lower cost.
Timeframe	• By Fall 2020, second truck will be operational. • By Summer 2021, additional sections and offerings will be included in the schedule. • By Spring 2021, progress will be analyzed monthly and reported to the Dean of Division Five. • By Spring 2022, investigation of simulated driving systems, budget requirements, and potential grant funding will have begun. • By Summer 2022, implementation of simulated driving systems will have commenced.
Person(s) Responsible	Sarah Currie Harrell, and Jimmie Munk
Resources Needed	• Continued support from ACC Maintenance Department to ensure all equipment can be utilized. • Two to three adjunct instructors hired. • Hourly wages to pay new adjunct instructors for ACC training and TPST certification. • Support from grants department and purchasing department for the purchase of simulated driving technology. • Wages to pay for the training of full-time and adjunct instructors in simulated driving instruction. • Classroom location identified for simulated driving technology.

Action Plan B

Considering the totality of the program review report, discuss goals that, if met, would result in improved student outcomes, increased enrollment, retention, revenue, communications, or other program indicators of success. Set reasonable, measurable, and achievable goals and identify clear action steps needed to obtain the goal. This may include the strategies/actions developed during the program SWOT. You may also include anything actionable that was indicated by any of the survey data. Use your data for creating these goals.

Include your first area of focus under Action Plan B. For each of your other areas of focus, include in the appropriate subsequent section. Include as many areas of focus as you have developed. Each of your areas of focus contains the following sections:

- **Issue/Concern -** Describe the concern or area of focus that needs to be addressed by the area.

- **Specific Actions -** Discuss in detail, the specific actions that the area will take to deal with the area of concern. What strategies will be used to create the expected outcome?

- **Expected Outcomes -** Discuss the expected outcomes from the actions that will take place. What is the expected improvement that will occur after taking action? How will this improve student outcomes?

- **Timeframe -** What will be the timeframe for the actions and outcomes? How long should the action take to give the expected outcome? When will the action occur? When will the data be gathered? When will the analysis occur?

- **Person(s) Responsible -** Who will be responsible for carrying out the strategies put in place? Who will gather and analyze any data associated with the strategies?

- **Resources Needed -** What are the resources necessary to produce the expected outcomes? Funding? Personnel? Technology? Training?

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative

Issue/Concern	Develop Scheduling and Communication Procedures for TPST
Specific Actions	• Work with Dean of Division Five to develop scheduling and communication procedures. • Conduct planning meetings with key department stakeholders to communicate scheduling until new procedures are successfully implemented. • Once implemented meet with key stakeholders regularly to modify processes and procedures as needed.
Expected Outcomes	• Improve the ease of registration for TPST. • Increase testing opportunities by 10%. • Improve effectiveness of communication regarding scheduling among key department stakeholders.
Timeframe	By May 2021, scheduling and communication procedures will be developed and implemented using several training sessions, as necessary.
Person(s) Responsible	Sarah Currie Harrell, Jimmie Munk
Resources Needed	CEWD office, IT and Marketing personnel

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Action Plan C

Considering the totality of the program review report, discuss goals that, if met, would result in improved student outcomes, increased enrollment, retention, revenue, communications, or other program indicators of success. Set reasonable, measurable, and achievable goals and identify clear action steps needed to obtain the goal. This may include the strategies/actions developed during the program SWOT. You may also include anything actionable that was indicated by any of the survey data. Use your data for creating these goals.

Include your first area of focus under Action Plan C. For each of your other areas of focus, include in the appropriate subsequent section. Include as many areas of focus as you have developed. Each of your areas of focus contains the following sections:

- **Issue/Concern -** Describe the concern or area of focus that needs to be addressed by the area.

- **Specific Actions -** Discuss in detail, the specific actions that the area will take to deal with the area of concern. What strategies will be used to create the expected outcome?

- **Expected Outcomes -** Discuss the expected outcomes from the actions that will take place. What is the expected improvement that will occur after taking action? How will this improve student outcomes?

- **Timeframe -** What will be the timeframe for the actions and outcomes? How long should the action take to give the expected outcome? When will the action occur? When will the data be gathered? When will the analysis occur?

- **Person(s) Responsible -** Who will be responsible for carrying out the strategies put in place? Who will gather and analyze any data associated with the strategies?

- **Resources Needed -** What are the resources necessary to produce the expected outcomes? Funding? Personnel? Technology? Training?

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative

Issue/Concern	Locate funding resources to assist in the purchase of an automatic transmission truck.
Specific Actions	• Collaborate with Dean of Division Five and Grants Department to explore possibility of TWC Jet Grant or other funding sources. • Explore the possibility of using departmental equipment fees or other internal funding to purchase equipment. • Identify cost to purchase automatic transmission truck.
Expected Outcomes	• Increase number of trucks used for behind-the-wheel training by one. • Increase number of enrolled students served by 30%. • Increase revenue of approximately $55,000.00 to $94,000.00. • Increase number of students who can operate an automatic transmission truck by 24.
Timeframe	By Spring 2022, budgetary investigation of an automatic transmission truck will have began. By Fall 2023, automatic transmission truck will be deployed for training.
Person(s) Responsible	Sarah Currie Harrell
Resources Needed	Grant and Purchasing Department personnel. Approximately $35,000 - $70,000 (used)

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Action Plan D

Considering the totality of the program review report, discuss goals that, if met, would result in improved student outcomes, increased enrollment, retention, revenue, communications, or other program indicators of success. Set reasonable, measurable, and achievable goals and identify clear action steps needed to obtain the goal. This may include the strategies/actions developed during the program SWOT. You may also include anything actionable that was indicated by any of the survey data. Use your data for creating these goals.

Include your first area of focus under Action Plan D. For each of your other areas of focus, include in the appropriate subsequent section. Include as many areas of focus as you have developed. Each of your areas of focus contains the following sections:

- **Issue/Concern -** Describe the concern or area of focus that needs to be addressed by the area.

- **Specific Actions -** Discuss in detail, the specific actions that the area will take to deal with the area of concern. What strategies will be used to create the expected outcome?

- **Expected Outcomes -** Discuss the expected outcomes from the actions that will take place. What is the expected improvement that will occur after taking action? How will this improve student outcomes?

- **Timeframe -** What will be the timeframe for the actions and outcomes? How long should the action take to give the expected outcome? When will the action occur? When will the data be gathered? When will the analysis occur?

- **Person(s) Responsible -** Who will be responsible for carrying out the strategies put in place? Who will gather and analyze any data associated with the strategies?

- **Resources Needed -** What are the resources necessary to produce the expected outcomes? Funding? Personnel? Technology? Training?

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative

Issue/Concern	Improve Business Partner Engagement in Program Activities
Specific Actions	• Develop an engagement strategy with departmental stakeholders. • Department Director will identify opportunities to collaborate with new business partners. • Host at least two advisory council and networking events (virtual and in-person) per academic year.
Expected Outcomes	• Increase new business partner collaboration by 10 stakeholders. • Increase survey participation rate by 50%. • Increase graduate placement rate by 30% of total graduate population.
Timeframe	By Fall 2021, host two advisory council meetings and/or networking events.
Person(s) Responsible	Sarah Currie Harrell
Resources Needed	• CEWD and Marketing personnel • Funding for in-person advisory council and networking events.

Review

CEWD GED Preparation Program

Fall 2020

Comprehensive Program Review

Alvin Community College

Date: 2/19/2021

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Director / Department Leadership
Provide your signature in the narrative section by typing your name. Then, change the "Status" to "Publish" and request that the next signatory provide their electronic signature.

"By typing my name, I am providing an electronic signature attesting to my confirmation that I have read this report and have provided my comments as needed below."

Status
☑ 'Under Development   ☐ 'In Review   ☐ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative
Signature: Sarah Currie Harrell

Date: 12/01/20

Comments:

64

Dean
Provide your signature in the narrative section by typing your name. Then, change the "Status" to "Publish" and request that the next signatory provide their electronic signature.

"By typing my name, I am providing an electronic signature attesting to my confirmation that I have read this report and have provided my comments as needed below."

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative
Signature: Karen M. White-Goyzueta

Date: 12/01/2020

Comments: I have reviewed the contents and find that the action plan is well-written, providing an appropriate assessment of the data, realistic tasks, expected outcomes, and timeframes.

65

Vice President /ELT member
Provide your signature in the narrative section by typing your name. Then, change the "Status" to "Publish" and request that the next signatory provide their electronic signature.

"By typing my name, I am providing an electronic signature attesting to my confirmation that I have read this report and have provided my comments as needed below."

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative
Signature: Cynthia F. Griffith, Ed.D.

Date: 02/19/2021

Comments:

66

President
Provide your signature in the narrative section by typing your name. Then, change the "Status" to "Publish" and request that the next signatory provide their electronic signature.

"By typing my name, I am providing an electronic signature attesting to my confirmation that I have read this report and have provided my comments as needed below."

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative
Signature: Christal M. Albrecht

Date: 02/19/2021

Comments:

67

Executive Summary

Summarize the major findings of the program review as it relates to both the strengths of the program and areas in need of improvement. Discuss any details or make clarifications about the Annual Quality Indicators (AQI) data, as well as meeting or not meeting any of the standards. Support your explanation of meeting or not meeting any measures by including/referencing the data. Include in the discussion any "intangibles" or assessments that you wish to discuss that were not requested in the Program Review Report. Make sure your conclusions are based on evidence. Include a summary of any changes and implementation plan findings/actions. Include any other discussion that supports the story of your program. Always use evidence for support.

- **Major findings of the program review -** Discuss strengths of the program and areas in need of improvement.

- **Quality Indicators Met -** Discuss any data points where you met state, college, or department goals.

- **Quality Indicators Not Met -** Discuss any data points where you did not reach state, college, or department goals. Give possible reasons.

- **Strengths -** Discuss any data points referring to your strengths or where you exceeded state, college, or department goals.

- **Areas Noted for Improvement -** Discuss areas that need improvement to meet state, college, or department goals.

- **Additional Comments** Discuss any "intangibles" or assessments that you wish to discuss that were not requested in the Program Review Report.

Status
☐ 'Under Development   ☐ 'In Review   ☒ 'Published

Evaluation
☐ Needs Improvement   ☒ Satisfactory   ☐ Excellent

68

Narrative

Major findings of the program review	Through the comprehensive program review process, multiple areas for program improvement were found. The loss of the GED® Comprehensive Preparation Program Coordinator has impacted the program negatively, with fewer services being available to students. Alternatively, significant program strengths were also identified, including the program instructors' ability to transition curriculum and instruction based on the changes made to the test in 2014. The program instructors were both identified as a strength as they are seasoned instructors with a passion for serving this student population. With additional resources, this program has the potential to be great.
Quality Indicators Met	Through the collection of Annual Quality Indicator (AQI), data one success measure was met. The criteria for this success measure was the number of students who complete the course will increase each year with a standard of 40%. Data from 2018-2019 found that 41% of students completed, and data from 2019-2020 found that 40% of students completed. While the measure did not increase, the standard was met.
Quality Indicators Not Met	A review of quality indicators not met found that two success measures were not met, and one operational criterion was not met. The number of students who successfully register to take the test will increase each year. In 2018-2019, 20% of students registered and in 2019-2020, 40% of the students registered. While the set standard was not met each year, the measure increased over the period in review. The final success measure reviewed during this cycle was the number of students who obtain their GED® credentials would increase by 5% each year. The final success measure that did not meet the determined goal was the number of students who obtain a GED® credential will increase each year by 5%. Data from 2018-2019 found that nineteen students received their GED® credential, and data from 2019-2020 found that eight students obtained their GED credential. The operational measure not met was the number of students served each year will increase by 5%. Data from 2018-2019 found that 51 students were enrolled, and in 2019-2020 29 students were enrolled. The reduction in enrollment can be partially attributed to the COVID-19 pandemic.
Strengths	The major strengths identified through the SWOT analysis were the quality of program instructors who both share a passion for working with this student population. Both instructors are subject matter experts in their area of adult basic education instruction.
Areas Noted for Improvement	The comprehensive review process has helped the department identify several areas of program improvement to serve students better and increase the number of students who take the GED® tests upon completing the course. The Alvin Community College GED® Comprehensive Preparation course is high in cost compared to the many free services and classes available in the area. For this reason, the department will increase student and program access to funding services such as grants and foundations' scholarships by 40% as of Spring 2021. Additionally, the department will increase student access to free CEWD professional development services by 100% as of Fall 2021. Since eliminating the full-time program coordinator position, course services, organization, and student support have decreased. At a minimum, the department will employ a part-time program coordinator by Fall 2021. The department will explore the possibility of utilizing grant funding to cover the cost of employing a program coordinator and review the budget to determine if funds can be leveraged internally to cover these costs and fill the position by Fall 2021. Due to the limited responses provided by both students and stakeholders in CPR surveys, the department has identified several strategies to improve engagement. The department will begin offering regular Town Hall meetings for students beginning Spring 2021; students will be provided additional access to resources and supports during this time. In addition to Town Hall meetings, students will have access to free professional development training opportunities within the department. To improve stakeholder engagement, the department will develop an advisory committee that will meet at minimum twice a year beginning Fall 2021. With access to a part-time GED® Comprehensive Preparation program coordinator, continued work will be conducted after students complete the program to make sure they can complete the tests and stay connected with the program.
Additional Comments	

69

Mission Statement
Include your mission statement. Your Unit Plan should contain your most recent mission statement and you can copy it from there.

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative

The mission of the GED® Comprehensive Preparation Program is to help students gain the knowledge, understanding, and skills need to earn a high school equivalency diploma by providing instruction in Mathematical Reasoning, Reasoning through Language Arts, Social Studies and Science, in addition to providing support services to a diverse student population.

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Purpose
Describe the department and purpose of the program beyond the mission. Describe how you serve ACC using key functions and responsibilities that other functional areas do not address. Briefly describe important program characteristics. Be sure to emphasize specific populations of students that your program serves. Discuss regional or national engagement (if applicable). If your program or service overlaps with, has significant collaborations, or dependencies with another program mention those, as well.

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative
The GED® Comprehensive Preparation Program is a 75 hour instructional program with the primary goal of assisting students in obtaining a high school equivalency diploma. Students attend class four days a week for three hours over seven weeks. In-depth instruction of Mathematical Reasoning, Reasoning through Language Arts, Social Studies, and Science is taught by two different instructors. One instructor is responsible for providing Mathematical Reasoning and Science instruction on Tuesday's and Thursday's. The second instructor provides Reasoning through Language Arts and Social Studies instruction on Monday's and Wednesday's.

In an analysis of the student population served over the period in review, 47 students were female, 32 were male, and one student identified as unreported. The average student age was 27. In terms of ethnicity, 3 students did not report, 25 reported as Hispanic/Latino, and 52 reported non-Hispanic/Latino.

Students looking to register for the GED® Comprehensive Preparation Program must be eligible to take the high school equivalency exam in Texas. Therefore, an individual must be a Texas resident with a government-issued photo ID and 18 years of age or older. The Texas Education Agency (TEA) allows some age exemptions. Test takers who are 17 years of age must have: a government (national or foreign) issued photo ID; proof of Texas residency; verification that they are not currently enrolled in school (unless enrolled in an approved in-school High School Equivalency Program); not have an accredited high school diploma; and have parent or guardian permission. A 16 year old test taker must meet the same criteria mentioned for 17 year old test takers and also be in the care of a state agency, under a court order issued under Family Code 65.103 (a) (3), and enrolled in a Job Corps training program or registered in the Texas Challenge Academy.

71

Changes
Describe important changes (organizational, processes, staffing, field, etc.) and how they affected department performance over the past 3 years.

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative

Significant changes, organizationally and externally, have been occurring since 2014. In the last three years, the impact of those changes has resulted in a less robust program. The changes made to the GED® test outlined below have made it more challenging than ever for students to pass. Students who now pass the GED® test have the same knowledge, skills, and understanding of a graduating high school senior.

In 2014, the fifth test series was released and is reported on a score scale of 100 to 200. The test was initially released with two passing levels: High School Equivalency, with a minimum passing score set at a scaled score of 150 for each of the four content area modules; and GED® with Honors (a measure of college and career readiness), with a minimum score set to scaled score of 170 for each of the four modules. The compensatory model for determining the battery passing that was present in the fourth test series was eliminated. Instead, the current GED® test uses a simpler system in which obtaining the passing score on any individual content area module is sufficient to count towards passing the overall test battery.

In 2016, the performance levels and cut scores on the GED® test were revised, as follows:

  • Pass/High School Equivalency: Minimum score of 145 on each of the four content area modules

  • (U.S. Only) GED® College Ready: Scores of 165 – 174 on any given GED® test content module

  • (U.S. Only) GED® College Ready+ Credit: Scores of 175 and above on any given GED® test content module

  • GED Testing Service made a recommendation to jurisdictions to retroactively apply these new test performance levels to test-takers from the inception of the test in January 2014. The majority of jurisdictions implemented the retroactive changes." (Score Scale and Content Descriptions for the GED test" (n.d.). Retrieved November 12, 2020, from https://ged.com/score_scale/).

Before 2017, the GED® Comprehensive Preparation Program was managed by a full-time ACC employee. This individual was extremely knowledgeable in high school equivalency diplomas and provided full-time coordination services and student support. During the 2016-2017 CEWD reorganization, this position was eliminated. In lieu of the eliminated position, a stipend was paid to one of the program instructors. Unfortunately, the part-time coordinator duties were not well-executed, and the stipend was discontinued in 2018-2019. The instructor now receives hourly pay for coordinating tasks.

In March 2020, the GED® Comprehensive Preparation Program went online for the first time due to the COVID-19 pandemic.

72

Unit Planning

Summarize the past years of unit planning for your area in the narrative. Attach your annual reports below.

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative

Unit planning for the CEWD division for the fiscal year 2019-2020 focused on improving fee revenue, student success, access to financial aid, course and program scheduling and planning, and overall goal performance. Unit planning and goal setting are explicitly applied to the GED® Comprehensive Preparation program throughout this narrative.

Unit Planning Goal One:

Maintain and exceed CEWD fee revenue goals.

Goal Description: Maintain and exceed CEWD revenue goals. 2016-2021.

Institutional Objective Alignment:

1.1 Establish a data-driven assessment process to measure, analyze, and improve organizational efficiency.

5.1 Allocate college funds during the budget development phase based on departmental and program initiatives.

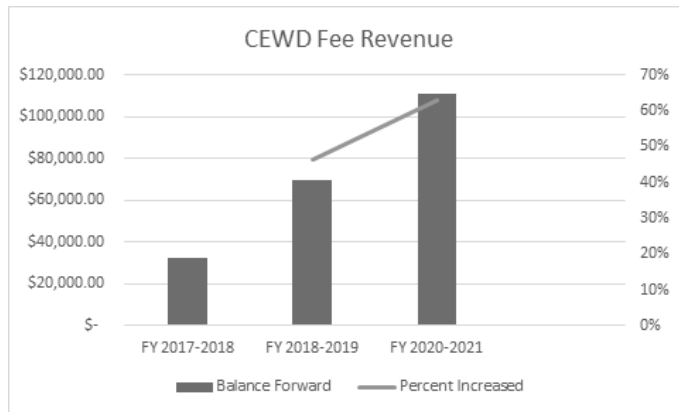Progress: On Schedule - near 50% complete and on target for this year.

Application to GED® Comprehensive Preparation Course:

GED® Comprehensive Preparation course fees are determined using the Board Approved CEWD Course Pricing Tool. Every student who registers for the course is charged the same fees. The fees are then transferred into the appropriate fee revenue accounts. Course fees have remained the same over the last two fiscal years. Based on budget allocations, the fees are then distributed appropriately throughout the division.

A review of fee revenue generated for the CEWD Division from the fiscal year 2018-2019 found that the department generated $58,450.83 in fee revenue and had a balance forward of $32,390.61 from the previous fiscal year, providing a balance of $90,841.44. The total fees expended were $11,890.04 (13.1%), leaving the department with a balance of $78,951.40 (86.1%).

A review of fee revenue generated from the fiscal year 2019-2020 found that the division collected $53,096.10 in fees and had a balance forward of $79.006.16 from the previous fiscal year, providing a total balance of $132,102.26. During the year, fees expended were $21,086.06 (16%) of the total revenue generated; the department had a remaining balance of $111,016.20 (84%).

The division's efficiency in allocating college fee revenue through budget development and tracking allowed the department to increase the fee revenue balance forward from $32,390.61 to $111,016.20. This resulted in a total increase of $78,625.59 during the three year review period. The graph below, CEWD Fee Revenue, demonstrates the improvement in the division's efficiency in allocating college fee revenue.

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CEWD Fee Revenue

Unit Planning Goal Two:

Improve CEWD Student Success.

Goal Description: Improve CEWD student success. 2016-2021

Institutional Objective Alignment:

1.2 Implement a data-driven, comprehensive review process to measure student achievement, progression, success, and completion and use improvement results.

5.3 Expand the Foundation's efforts for fund development and financial support for students Progress: Ongoing - continuing to collect data in another cycle/year.

Application to GED® Comprehensive Preparation Course:

The GED® Comprehensive Preparation course is going through its first comprehensive program review. This process is much needed as it will help move the program where it needs to be for maximum student success. The program was not provided with, nor developed, specific program learning outcomes or expectations. The program has created student tracking procedures to include course success rates, completion rates, and tester passing rates. The department will also measure the program's efficiency by completing an annual learning assessment report, curriculum review with instructors, and bi-annual advisory council meetings. Based on data obtained through the AQI process, 52% (42 out of 80) of students successfully completed the program during the review period. Many students do not go on to take the GED® tests immediately after completing the program. A review of the passing reports obtained from the GED® educator and administrators portal found that students from sections outside the review years were taking their tests. An increase of 5% of students obtaining a GED® credential was identified as the success measure. In 2018-2019, 19 students who completed the course went on to obtain their GED® credential and in 2019-2020 8 students received their GED® credential.

Unit Planning Goal Three:

Access to Financial Aid.

Goal Description: Improve student access to financial aid for CEWD students. 2016-2021

Institutional Objective Alignment:

5.3 Expand the Foundation's efforts for fund development and financial support for students.

Progress: Ongoing

Beginning 2021-2022, CEWD will collect data on the number of GED students who were provided support from the Foundation and other non-Title IV funding. Students in need of ACC Foundation scholarships may receive funding for the program tuition's full cost.

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Application to GED® Comprehensive Preparation Course:

During the review period, students in the program had consistent access to financial support from the Foundation. Any student in need of financial assistance is instructed to apply for an ACC Foundation scholarship that, with a demonstration of financial hardship, may fund the full cost of tuition.

Unit Planning Goal Four:

Process for CEWD schedule planning and development.

Goal Description: CEWD schedule efficiency improves and will reflect student demand. (Division Goal 3.3.B) 2016-2021

Institutional Objective Alignment:

1.1 Establish a data-driven assessment process to measure, analyze, and improve organizational efficiency

5.4 Expand facilities' utilization for external stakeholders and maximize internal users Progress: Ongoing - continuing to collect data in another cycle/year.

Application to GED® Comprehensive Preparation Course:

All GED® Comprehensive Preparation course scheduling planning and development will be developed through a new process. Course planning and scheduling will take into account the unique needs of the population being served. At present, all classes are offered online through BlackBoard due to COVID-19. Once classes can return to face-to-face instruction, offerings will be built for both day and night classes. This will allow students greater opportunity to access the course. Currently, the process of determining scheduling planning and development is through prospect program interest emails, phone calls generated from the CEWD webpage located on ACC's homepage, and marketing campaigns.

Unit Planning Goal Five:

Overall performance.

Goal Description: Improve the overall performance of the CEWD operations. 2016-2021

Institutional Objective Alignment:

1.1 Establish a data-driven assessment process to measure, analyze, and improve organizational efficiency.

 5.4 Expand facilities' utilization for external stakeholders and maximize

for internal users.

Progress: Canceled - no longer relevant and not continuing in another cycle/year.

Application to GED® Comprehensive Preparation Course:

Since this goal has been canceled due to lack of relevance and will not continue into another cycle/year, application to the GED® Comprehensive Preparation Course will not be discussed.

Sources

> 📄 CEWD Unit Planning 2019-2020 Final
>
> 📄 CEWD Unit Planning Report 2018-19

75

Staff
In the table within the narrative box below, list the current program staff members and their status (full-time, part-time, or student). Attach the resumes for your full-time professional staff. Attach a department organizational chart if your area has one (optional).

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative

Name of Staff Member	Title	Full-Time/Part-Time/Student
Sarah Currie Harrell	Director of Business, Technical and Community Programs	Full-Time
Eileen Y'Barbo	GED® Instructor Mathematical Reasoning and Science	Part-Time
Kim Ford	GED® Instructor Reasoning Through Language Arts, and Social Studies	Part-Time

Sources

📄 S.Currie.Harrell.RESUME

76

Program-specific Trainings
Include any program-specific trainings, such as new software or processes, staff have led or participated and how these benefit or enhance the department.

Status
□ 'Under Development   □ 'In Review   ☑ 'Published

Evaluation
□ Needs Improvement   ☑ Satisfactory   □ Excellent

Narrative
In March and April 2020, Sarah Currie Harrell, Director of the GED® Comprehensive Preparation Program, and Eileen Y'Barbo, Adjunct Adult Basic Education Instructor, completed the Alvin Community College Blackboard Basic Training. Kim Ford, Adjunct Adult Basic Education Instructor, was already proficient in Blackboard. With all program staff trained in Blackboard, the program was able to move online. Through shifting the GED® Comprehensive Preparation Program online, students have received uninterrupted instruction during the COVID-19 pandemic. In addition to serving students during the pandemic, students who typically could not travel to campus for classes due to work and family constraints had access to the program.

On August 3-5, 2020, Eileen Y'Barbo attended the Texas Literacy Conference. By attending this free conference, she expressed better understanding of open-education resources and a desire to add interactive software and programs to lectures.

Moving forward, the GED® Comprehensive Preparation Program team will work together to find and share free professional development resources.

77

Annual Quality Indicators (AQI)
Provide a discussion of the trends from each of the section headings (i.e. Success Measures, Operational Measures, etc.) using the past years of data from the AQI sheets. Attach your past three years of AQI data collections.

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative

A review of annual quality indicators for the GED® Comprehensive Preparation program found one of three success measures were met. The first standard reviewed was the number of students who successfully complete the program. The minimum standard was identified as 40% completion. A review of the data in 2018-2019 found 41% of students completed the program and 40% completed in 2019-2020. While the number of students did not increase, the standard of 40% was met. With this student population, continued engagement throughout the 75 hours of instruction is a challenge, as is engagement in classroom assignments and homework. Successful completion is calculated by students attending 50% of classes, engagement in activities, and lessons.

The second success measures the number of current students who successfully register to take the test, with expected improvement each year at a standard of 50%. In 2018-2019, 20% of the students registered to take the test, and 40% of the students registered in 2019-2018. While the standard of 50% was not met, the percentage doubled during the two years.

Many students do not take the GED® tests immediately following program completion. A review of the passer reports obtained from the GED® educator and administrators portal found that students from sections outside the review years were taking their tests. An increase of 5% of students obtaining a GED® credential was identified as the success measure. In 2018-2019, 19 students who completed the course went on to obtain their GED® credential, and eight students obtained their GED® credential in 2019-2020. This success measure was not met, but can be partially explained in the subsequent operational measure.

The identified operational measure for this program is an annual increase in the number of students served. The expected increase is a 5% increase annually. This success measure was not met with 51 students served in 2018-2019 and 29 students served in 2019-2020. As with all programs in the department, enrollment for the fiscal year 2019-2020 is down due to COVID-19.

In an effort to improve student success measures, the department has created student tracking procedures to include course success rates, completion rates, and student pass rates on the test. The department will also measure the program's efficiency by completing an annual learning assessment report and curriculum review with instructors and staff.

Sources

ACC AQI Annual Program Review for GED 2019-2020

GED.AQI.Data

PassersReport-09.01.2018-08.31.2019

PassersReport-09.01.2019-08.31.2020

78

All Survey Results

Discuss any analysis or specifics that you notice about the survey data collected. How can the results influence the success of your area? What can it mean when there are very few responses? What are some actionable items you can gather from the data to include in your action plans? Be sure to attach the appropriate data for each category. Attach survey results.

Survey data to summarize:

- Summary of Employees and/or Stakeholder Results
- Summary of Current Student and/or Past Student Survey Results

Status
☐ 'Under Development ☐ 'In Review ☑ 'Published

Evaluation
☐ Needs Improvement ☑ Satisfactory ☐ Excellent

Narrative

The GED® Comprehensive Preparation Course identified eight stakeholders to participate in the stakeholder survey for the department. The identified individuals included:

1. Alvin Community College Testing Services
2. Alvin Community College - Charlene Weaver, CEWD Customer Service Specialist
3. Alvin Independent School District - Randy Guikema, Options Counselor
4. Assets Learning Center CIS - Maribel Beasley, CIS Site Coordinator
5. Communities in Schools Alvin High School - Regina Stedic, CIS Site Coordinator
6. Pearland Neighborhood Center - Deborah Rubestello, Executive Director
7. SER Jobs - Iris Chavez, Community Officer
8. Texas Workforce Commission - Helen Chiang, Texas Workforce Solutions, Training Vendor Support Services

All of the identified stakeholders were sent an email from the department director informing them that their participation was requested. Of the eight recipients, five (62.5%) were opened and three (37.5%) remained unopened. One (10%) of the ten recipients responded to the survey. The minimal response does not provide enough data to infer the validity of the data obtained.

The following is a review of the question and answers from the survey.

Q1 Select the rating that indicates your agreement level with each statement:

I am very familiar with the Alvin Community College GED® Comprehensive Preparation Program.

Answer: Disagree

Based on the pricing from other organizations, the ACC GED® Comprehensive Preparation Program price is reasonable.

Answer: Undecided

The GED® test is the best suited high school equivalency placement test for individuals in our area.

Answer: Undecided

Q2 What instructional or support services does the GED® program do best?

Answer: "Not familiar enough with the program."

Q3 What are some ideas you have that can help the GED® program improve?

Answer: "Not familiar enough with the program."

Q4 Please include any additional comments about the GED® Comprehensive Preparation Program at ACC.

Answer: No response provided

The limited participation does not provide an extensive response, thus limiting the total reliability of the data. Greater efforts will have to be placed into the engagement of stakeholders in subsequent years.

Similar to past communication efforts with this student population, a minimal survey response was obtained. A review of the results from the survey sent to past students found that of the forty-seven invitations, nineteen (40%) were opened, twenty-five (53.2%) were unopened, three (6.4) bounced, and one (2.1%) clicked through only partially completing. The minimal response obtained does not provide enough data to infer the validity of the data obtained.

Q1 Consider each item below separately and reach each independently of all others. Select the rating that indicates your satisfaction level with each statement:

- The registration process for the GED® program
- The appearance, accessibility, and comfort of the classroom
- The quality of Mathematics instruction
- The quality of Science instruction
- The quality of English Language Arts instruction
- The quality of Social Studies instruction
- The course textbook
- The information provided to you regarding the GED® testing process

The one individual who answered stated NA to all of the above questions commenting, "Wouldn't recommend."

Q2 Were you successful in completing your program? The one response provided was "No."

Q3 Please identify any course or instruction barriers that impacted your success. An answer was not provided, as the one who responded skipped the question.

Q4 Please identify any external barriers or issues that may have impacted your success. An answer was not provided, as the one who responded skipped the question.

Q5 Did you pass the GED® test? An answer was not provided, as the one who responded skipped the question.

Q6 What is our current employment status? Choose one from the dropdown menu.

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- Full-time
- Part-time, not seeking full-time employment
- Part-time, seeking full-time employment
- Employed in a paid apprenticeship program
- Military service
- Unemployed, seeking employment
- Unemployed, not seeking work.

An answer was not provided, as the one who responded skipped the question.

Q7 Do you plan to continue your education? (select only one)

- Yes, I have transferred to another college or university.
- Yes, I am enrolled at Alvin Community College.
- Yes, I am planning to continue at a later time.
- No, I have no further education planned at this time.

An answer was not provided, as the one who responded skipped the question.

Q8 Please select the rating that indicates your extent of agreement with each statement:

- I feel that the GED® Comprehensive Preparation Program is well aligned with the college mission statement as follows, "Alvin Community College exists to improve the lives of its constituents by providing affordable, accessible, high quality and innovative academic, technical and cultural education opportunities for the diverse communities it serves."
- I would encourage a friend or loved one to take the GED® Comprehensive Preparation Program at ACC.

An answer was not provided, as the one who responded skipped the question.

Q9 What are some improvements that you think could be made by the GED® program to better serve students?

An answer was not provided, as the one who responded skipped the question.

Q10 What are some areas within the GED® program that you think are being well done?

An answer was not provided, as the one who responded skipped the question.

Q11 With what ethnicity do you identify?

An answer was not provided, as the one who responded skipped the question.

Q12 What is your gender?

An answer was not provided, as the one who responded skipped the question.

Q13 What is your age?

An answer was not provided, as the one who responded skipped the question.

Q14 Please include any additional comments about the GED® Comprehensive Preparation Program at ACC.

An answer was not provided, as the one who responded skipped the question.

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The limited survey responses provided by stakeholders and students have caused the program to evaluate current engagement practices. The department will now schedule bi-annual advisory committee meetings and job fairs to engage stakeholders. Students will be informed of their need to participate in the surveys and program data collection during the student admission process. In addition to the information provided, any student receiving scholarship funds will be informed of engagement requirements to include participation in program activities such as town halls and job fairs if offered while enrolled.

Sources

GED Past Student

GED Stakeholder

82

SWOT Results and Analysis
Discuss significant strengths, weaknesses, opportunities, and threats formulated during your program
SWOT. Discuss the how the SWOT will inform your action planning using the information gathered and the
developed strategies for improvement (i.e. reordered or highlighted strategies that will become action plans).
Attach the transcribed information.

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative

The GED® Comprehensive Preparation Program SWOT Analysis was conducted on September 28, 2020. In
attendance were the following individuals:

- Tamela M Braswell (ACC/OIER Facilitator)

- Dr. Pamelyn Shefman (ACC/OIER Facilitator)

- Sarah Currie (ACC/Program Director)

- Jamie Ward (ACC/CEWD Senior Admin Assist to the Dean)

- Charlene Weaver (ACC/CEWD Customer Service Specialist)

- Tricia Groth (ACC/CEWD Assistant Grant Coordinator/ Office Staff)

- Eileen Y'Barbo (ACC/Adult Basic Education Instructor)

Significant Strengths of the Program

Strengths identified by SWOT participants centered around a unified goal of providing services to students
looking to obtain a GED® and improve their lives. Participants agreed that instructors are involved in student
success, go the extra mile, have longevity in the field, and can engage hard to serve non-traditional students.
The co-teaching model provides students with access to subject matter experts. The registration process was
acknowledged as a strength as it allows easy access to the program providing individuals are eighteen and
older. Open-educational resources and other virtual resources for students continue to improve. The flexibility
and ability to move online have increased student access and smaller class sizes providing more one-on-one
instructional opportunities.

Weaknesses of the Program

Participants shared that losing the position of a full-time coordinator dedicated to the program has been a
significant loss. Losing the coordinator position has also impacted communication within the program across
staff and instructors. Lack of funding opportunities was presented as the most significant weakness as other
colleges and GED® programs are often free and have access to additional resources for students. Lack of
resources in Spanish, including lessons, in addition to exploration into other High-School Equivalency options,
were also identified as programmatic weaknesses.

Opportunities for the Program

The group found that exploration into additional High-School Equivalency opportunities could benefit students.
The college's ability to apply for grants and smaller foundation grants is a significant opportunity with great
potential to improve the program and positively impact students. The exploration into providing students with
access to one, some, or all of the subjects covered in the course is a potential opportunity, as not all students
struggle in the same areas. The program should also explore providing additional resources and assistance to
students struggling outside of the classroom. The college should also focus on students' needs once they
obtain a GED® credential as they have great potential to further their education and contribute to the
workforce.

Threats to the Program

Potential threats to the program include the lack of resources that students have coming into the program
and the systemic issues that have prevented them from successfully pursuing education in the past. In
addition to the past problems that have made pursuing education difficult for this student population are the
present issues of work, family, and financial demands. The ACC GED® Comprehensive Preparation program
also competes with more extensive programs funded by grants with more significant resources and the ability
to assist students.

Strategies

In a review of the SWOT, the group developed strategies for improving the program. OIER staff assisted the
group in ranking the potential program strategies. The strategies were weighted as follows:

83

More Important = 3

Important = 2

Less Important = 1

Least Important = 0

The first identified strategy identified as "More Important" by the group was to research self-paced and additional resources that can be made available to students.

The following strategies were all identified as "Important" by the group. First, exploring grant funding opportunities and researching other High-School Equvilecy credentials that other colleges in the area offer shared in importance. In addition to the above strategies, the program should reevaluate the GED® Coordinator position to include recruitment, engagement, entry testing, student contact, structure, and other organizational duties.

 In reviewing the SWOT strategy information provided, none of the strategies were classified as "Less Important."

The fifth classification of strategies identified as "Least Important" and received no votes were: partnering with instructional credit program resources to use more thoroughly in the program, exploring virtual resources for synchronous and asynchronous course options, and additional resources and communication across the program.

Sources

📄 GED SWOT Sept 28

84

Financial Performance (cost/analysis)
Include a summary of your financial performance and any budgetary challenges. Include any tables, charts, or graphs.

Status
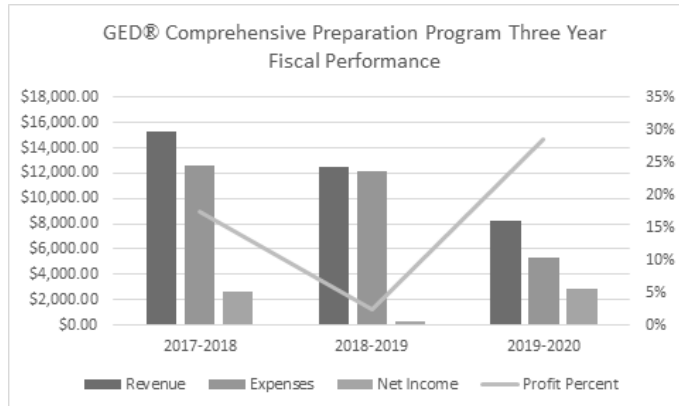□ 'Under Development   □ 'In Review   ☑ 'Published

Evaluation
□ Needs Improvement   ☑ Satisfactory   □ Excellent

Narrative

The GED® Comprehensive Preparation Program is considered a high-cost program compared to other colleges and services that can provide the program for free. The program's tuition is $256.00, with fees of $64.00; out-of-district students are charged the standard $35.00 fee. Per the attached document, GED Course Pricing Tool, the program requires 14 students to breakeven. However, classes are often able to make fewer than 14 students as serving students is the priority. Student financial aid is limited to Texas Workforce Commission/Workforce Solutions funding and the ACC Foundation funding.

According to the graph below, GED® Comprehensive Preparation Program Three Year Financial Performance, the program has had a positive net income for the last three fiscal year cycles. During this timeframe, revenue, expenses, and net income have fluctuated. In fiscal year 2017-2018, program revenue was $15,290.00, with expenses of $12,612.64 and a net income of $2,677.36, profiting 18%. In the fiscal year 2018-2019, the program revenue was $12,495.00, with expenses of $12,202.64 and a net income of $292.36, profit 2%. In 2019-2020 revenue was $8,181.00, expenses were $5,345.13, and net income was $2,835.13, profit 29%. While making sure that the program can financially sustain itself serving students is the priority.

Sources

📄 GED 3 Year Fiscal Analysis.xlsx

📄 GED 3 yrs fiscal reports

📄 GED Course Pricing Tool 2019 2020

85

Analysis of the Supporting Data

In this summative overview of the supporting data, include that the program underwent a comprehensive review, which included a SWOT meeting, surveying, data collection, analysis, and a strategic program planning meeting (if the program met and discussed this information). Discuss program trends using the program data. Be sure to reference the following:

- Specific AQIs

- Survey data

- Additional data specific to your program

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative

A review of the data and information compiled through the ACC Comprehensive Review Process indicates that serving students and assisting them in obtaining their GED® credential is the shared goal of all participants. With that being said, AQI's and survey data analysis all indicated that work should be done to improve the program.

Annual quality indicator review for the GED® Comprehensive Preparation program found one of three success measures were met. The first standard reviewed was the number of students who complete the program. A minimum standard of 40% was identified, and a review of data across the two years found that this standard was met but did not increase. The second success measured was determined as the number of current students who successfully register to take the test should improve each year with a standard of 50%. In 2018-2019 20% of students registered, and in 2019-2020, 40% of the students registered. While the standard per year of 50% per year was not met, the percentage increased during the two years. The final success measure reviewed during this cycle was the number of students who obtain their GED® credentials would increase by 5% each year. Through access to additional program services, including access to a GED® Program Coordinator outside of the classroom, 60% of students will register to take the GED® test by Fall of 2021; and a total of 10% of students will obtain a GED® credential by Spring of 2021.

It should be noted that many students do not go on to take the GED® tests immediately after completing the program. A review of the passer's report found that students from sections outside the review years were taking their tests. These results indicate that many students do not feel ready to take the test after completing the 75 hours of instruction. Through utilization of a program coordinator, and student tracking procedures to include course success rates, completion rates, tester passing rates in addition to curricuclum review the department will work to assist students in testing sooner after completing the program.

The operational measure identified for this program is that the number of students served each year will increase, and the standard was identified as a 5% increase. This success measure was not met with 51 students in 2018-2019, and 29 students served in 2019-2020. As with all department programs, enrollment for the fiscal year 2019-2020 is down due to COVID-19. The department recognizes the program is a high-cost program compared to the many free services in the area. To improve student access to ACC GED® classes, the department will seek out grant and additional financial aid opportunities for students. These efforts should increase student access to financial aid by 40% by the Spring of 2021.

A review of survey data from both stakeholders and former students identified that more work needs to be done to engage both populations. Of the eight stakeholders who were sent surveys, one individual participated. The participant who gave responses indicated that they did not feel familiar enough with the program to comment. Similar to the stakeholder survey's forty-seven students were selected and sent emails. Of the forty-seven, only one student partially participated, providing one comment stating "they would not recommend." It should be noted of the limited responses provided, results from both program stakeholders and students proved to inconclusive. In the future, additional efforts will be leveraged to ensure that sufficient program stakeholder and student participation are provided. At a minimum, these efforts include two networking and or advisory council meet meetings hosted by the department by Fall 2021. Efforts to improve student engagement will include CEWD Town Hall meetings, free professional development opportunities for students, and access to a GED® Program Coordinator by Fall of 2021.

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Action Plan A

Considering the totality of the program review report, discuss goals that, if met, would result in improved student outcomes, increased enrollment, retention, revenue, communications, or other program indicators of success. Set reasonable, measurable, and achievable goals and identify clear action steps needed to obtain the goal. This may include the strategies/actions developed during the program SWOT. You may also include anything actionable that was indicated by any of the survey data. Use your data for creating these goals.

Include your first area of focus under Action Plan A. For each of your other areas of focus, include in the appropriate subsequent section. Include as many areas of focus as you have developed. Each of your areas of focus contains the following sections:

- **Issue/Concern -** Describe the concern or area of focus that needs to be addressed by the area.

- **Specific Actions -** Discuss in detail, the specific actions that the area will take to deal with the area of concern. What strategies will be used to create the expected outcome?

- **Expected Outcomes -** Discuss the expected outcomes from the actions that will take place. What is the expected improvement that will occur after taking action? How will this improve student outcomes?

- **Timeframe -** What will be the timeframe for the actions and outcomes? How long should the action take to give the expected outcome? When will the action occur? When will the data be gathered? When will the analysis occur?

- **Person(s) Responsible -** Who will be responsible for carrying out the strategies put in place? Who will gather and analyze any data associated with the strategies?

- **Resources Needed -** What are the resources necessary to produce the expected outcomes? Funding? Personnel? Technology? Training?

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative

Issue/Concern	The GED® Comprehensive Preparation Program is a high-cost program compared to the free training and services provided by other colleges and providers.
Specific Actions	• Increase student and program access to funding sources such as grants and foundations that can assist in funding tuition and services by 40% by Spring 2021. • Increase student access to free CEWD services by 100% through department Town Hall meetings, and Professional Development activities by Fall 2021.
Expected Outcomes	• Increase financial aid provided to GED students by 40%. • All GED students that choose to utilize Town hall will be positively impacted through access to Town Hall meetings by having a consistent opportunity to address concerns and access resources. • All GED students that choose to utilize Professional Development training will improve their ability to persist in furthering career or educational goals.
Timeframe	• By Spring 2021, additional funding will be obtained through grants and partnerships. • By Fall 2021, students will have access to free CEWD services developed to increase their marketable skills. • By Fall 2022, the feasibility of ACC partnership in HGAG AEL consortium with regards to budgeting, and staffing requirements will have began.
Person(s) Responsible	Sarah Currie-Harrell
Resources Needed	• Assistance from Grant's Department and ACC Foundation.

87

Action Plan B

Considering the totality of the program review report, discuss goals that, if met, would result in improved student outcomes, increased enrollment, retention, revenue, communications, or other program indicators of success. Set reasonable, measurable, and achievable goals and identify clear action steps needed to obtain the goal. This may include the strategies/actions developed during the program SWOT. You may also include anything actionable that was indicated by any of the survey data. Use your data for creating these goals.

Include your first area of focus under Action Plan B. For each of your other areas of focus, include in the appropriate subsequent section. Include as many areas of focus as you have developed. Each of your areas of focus contains the following sections:

- **Issue/Concern -** Describe the concern or area of focus that needs to be addressed by the area.

- **Specific Actions -** Discuss in detail, the specific actions that the area will take to deal with the area of concern. What strategies will be used to create the expected outcome?

- **Expected Outcomes -** Discuss the expected outcomes from the actions that will take place. What is the expected improvement that will occur after taking action? How will this improve student outcomes?

- **Timeframe -** What will be the timeframe for the actions and outcomes? How long should the action take to give the expected outcome? When will the action occur? When will the data be gathered? When will the analysis occur?

- **Person(s) Responsible -** Who will be responsible for carrying out the strategies put in place? Who will gather and analyze any data associated with the strategies?

- **Resources Needed -** What are the resources necessary to produce the expected outcomes? Funding? Personnel? Technology? Training?

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative

Issue/Concern	The GED® Comprehensive Preparation program services, organization, and student support services have decreased since the full-time coordinator position was eliminated.
Specific Actions	• Explore the possibilities of having a grant funded GED® Coordinator position and funded tuition for students through feasibility investigation of ACC partnership in HGAG AEL consortium. • Review budget to determine if funds can be leveraged to cover a part-time position should grant funding not be available.
Expected Outcomes	• Increase the number of students who receive services outside of the classroom, such as locating additional resources, consistent pre-testing, and placement services. • Increase the number of students who receive receive assistance registering for the program. • Increase the number of students who receive grant funding through investigation of the feasibility of ACC partnering on the HGAG AEL consortium.
Timeframe	• By Fall 2021, CEWD will improve delivery of the GED® Comprehensive Preparation program. • By Fall 2022, feasibility of ACC partnership in HGAG AEL consortium with regards to budgeting, and staffing requirements will have began.
Person(s) Responsible	Sarah Currie-Harrell
Resources Needed	• Assistance from Grant's Department to determine the feasibility of HGAG AEL consortium participation. • Budget approval for the addition of a Part-Time GED® Comprehensive Preparation Coordinator Position.

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Action Plan C

Considering the totality of the program review report, discuss goals that, if met, would result in improved student outcomes, increased enrollment, retention, revenue, communications, or other program indicators of success. Set reasonable, measurable, and achievable goals and identify clear action steps needed to obtain the goal. This may include the strategies/actions developed during the program SWOT. You may also include anything actionable that was indicated by any of the survey data. Use your data for creating these goals.

Include your first area of focus under Action Plan C. For each of your other areas of focus, include in the appropriate subsequent section. Include as many areas of focus as you have developed. Each of your areas of focus contains the following sections:

- **Issue/Concern -** Describe the concern or area of focus that needs to be addressed by the area.

- **Specific Actions -** Discuss in detail, the specific actions that the area will take to deal with the area of concern. What strategies will be used to create the expected outcome?

- **Expected Outcomes -** Discuss the expected outcomes from the actions that will take place. What is the expected improvement that will occur after taking action? How will this improve student outcomes?

- **Timeframe -** What will be the timeframe for the actions and outcomes? How long should the action take to give the expected outcome? When will the action occur? When will the data be gathered? When will the analysis occur?

- **Person(s) Responsible -** Who will be responsible for carrying out the strategies put in place? Who will gather and analyze any data associated with the strategies?

- **Resources Needed -** What are the resources necessary to produce the expected outcomes? Funding? Personnel? Technology? Training?

Status
□ 'Under Development   □ 'In Review   ☑ 'Published

Evaluation
□ Needs Improvement   ☑ Satisfactory   □ Excellent

Narrative

Issue/Concern	The GED® Comprehensive Preparation program is lacking student and stakeholder engagement.
Specific Actions	• Develop an advisory committee to assist the program in connecting with stakeholders. This committee will meet at a minimum once every six months. • With access to a part-time GED® Comprehensive Preparation Program Coordinator, continued work will be conducted after students complete the program to make sure they can complete the tests and stay connected with the program.
Expected Outcomes	• Increase stakeholder engagement by 50% over the next year through biyearly advisory committee meetings. • Increase the number of students who receive assistance transitioning from completing the course to taking the GED® tests by 100% through utilization of a Program Coordinator.
Timeframe	• By Fall 2021 will host two advisory council meetings and/or networking events. • By Fall 2021, a GED® Comprehensive Preparation Coordinator will be in place and help students transition from the class to taking the tests.
Person(s) Responsible	Sarah Currie-Harrell
Resources Needed	• CEWD and Marketing personnel • Funding for in-person advisory council and networking events

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Review

CEWD Pipefitting Program

Fall 2020

Comprehensive Program Review

Alvin Community College

Date: 2/19/2021

90

Director / Department Leadership
Provide your signature in the narrative section by typing your name. Then, change the "Status" to "Publish" and request that the next signatory provide their electronic signature.

"By typing my name, I am providing an electronic signature attesting to my confirmation that I have read this report and have provided my comments as needed below."

Status
☑ 'Under Development   ☐ 'In Review   ☐ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative
Signature: Charles "Chase" Burgin

Date: 12/01/2020

Comments:

91

Dean
Provide your signature in the narrative section by typing your name. Then, change the "Status" to "Publish" and request that the next signatory provide their electronic signature.

"By typing my name, I am providing an electronic signature attesting to my confirmation that I have read this report and have provided my comments as needed below."

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative
Signature: Karen M. White-Goyzueta

Date: 12/01/2020

Comments: I have reviewed the contents and find that the action plan is well-written, providing an appropriate assessment of the data, realistic tasks, expected outcomes, and timeframes.

92

Vice President /ELT member
Provide your signature in the narrative section by typing your name. Then, change the "Status" to "Publish" and request that the next signatory provide their electronic signature.

"By typing my name, I am providing an electronic signature attesting to my confirmation that I have read this report and have provided my comments as needed below."

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative
Signature: Cynthia Griffith, Ed.D.

Date: 02/10/2021

Comments:

93

President
Provide your signature in the narrative section by typing your name. Then, change the "Status" to "Publish" and request that the next signatory provide their electronic signature.

"By typing my name, I am providing an electronic signature attesting to my confirmation that I have read this report and have provided my comments as needed below."

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative
Signature: Christal M. Albrecht

Date: 2/19/2021

Comments:

94

Executive Summary

Summarize the major findings of the program review as it relates to both the strengths of the program and areas in need of improvement. Discuss any details or make clarifications about the Annual Quality Indicators (AQI) data, as well as meeting or not meeting any of the standards. Support your explanation of meeting or not meeting any measures by including/referencing the data. Include in the discussion any "intangibles" or assessments that you wish to discuss that were not requested in the Program Review Report. Make sure your conclusions are based on evidence. Include a summary of any changes and implementation plan findings/actions. Include any other discussion that supports the story of your program. Always use evidence for support.

- **Major findings of the program review -** Discuss strengths of the program and areas in need of improvement.
- **Quality Indicators Met -** Discuss any data points where you met state, college, or department goals.
- **Quality Indicators Not Met -** Discuss any data points where you did not reach state, college, or department goals. Give possible reasons.
- **Strengths -** Discuss any data points referring to your strengths or where you exceeded state, college, or department goals.
- **Areas Noted for Improvement -** Discuss areas that need improvement to meet state, college, or department goals.
- **Additional Comments** Discuss any "intangibles" or assessments that you wish to discuss that were not requested in the Program Review Report.

Status
☐ 'Under Development   ☐ 'In Review   ☒ 'Published

Evaluation
☐ Needs Improvement   ☒ Satisfactory   ☐ Excellent

Narrative

Major findings of the program review	Major findings include: 1) The Pipefitting Program is designed in a manner that provides individuals with the required skill-set to enter the workforce in a quick manner; 2) Industry approves of not only the curriculum, but also the additional information the program provides; 3) Financially, the program appears to have not covered expenses each of the last 3 years, however, additional funds generated by the program are not counted toward the program budget; 4) Outreach and recruitment is needed in order to educate the community about the course and opportunities the craft can offer them; 5) Customer service during admissions and financial aid process needs to improve. Reviewing the survey data shows the following: 1) graduates were able to find employment even during the Covid lockdown; 2) Students believed the instructors were very knowledgeable in the craft material; 3) Additional financial aid sources are needed. Reviewing the SWOT data shows: 1) Industry is satisfied with the curriculum and outline of the program, especially the program's attendance policy and how the schedule is structured to mirror a work day; 2) Recruitment efforts need to be increased; 3) Tuition costs need to be reviewed and adjusted to compete with other colleges. This is the main reason more of our partner's employees are attending classes at other colleges instead of ACC.
Quality Indicators Met	Student Course Success Rate (C and above); Number of students that received NCCER credentials upon completion; Number of students served;
Quality Indicators Not Met	FT instructors meet professional development requirement; Employment Rate of graduates - unknown
Strengths	Students earn NCCER training credentials that are stackable and portable throughout their career; Strong, good quality industrial partnerships; Instructors provide students with the skills they need for employment (go beyond the NCCER curriculum); Industrial partners promote ACC; Strong relationships with local ISDs and access to high school students; Real life scenarios in class application; Students often become employed before they can finish the program.
Areas Noted for Improvement	Difficult to keep students engaged to get to all 4 levels; Lack of financial aid options; No "end of class test"; Use of paper testing - Does not use on-line NCCCER testing.

95

Additional Comments	The heart of the Pipefitting Program is focused on a "student first" mentality. While the program combats all of the issues found in a small business, industrial site and educational facility, the goal of empowering the individual doesn't change. This program is truly unique in that individuals can change their family's socioeconomic status with roughly 3 months of training. The education they receive is recorded in a manner that mirrors a college transcript and will remain with the individual for the rest of their lives. This means that regardless what the individual decides to do in the future, they'll always be able to return to this high-demand field and provide for themselves and their families. ACC is one of the only educational facilities with a Pipefitting Program designed completely by the industrial companies that hire Fitters. ACC is also unique in that the program is offered in a manner that mimics an industrial work week by having students attend classes Monday through Thursday for 8 hours a day. Therefore, students not only receive the education required to enter the workforce, but are also prepared for a craft that can be physically demanding. This is one of the many reason local industry describes ACC as "specialist" in Pipefitting education. Pipefitting does not have the notoriety of Welding and because of this recruitment is difficult. This can be seen in the number of Pipefitting enrollments versus the number of Welding students. However, the program's curriculum makes it one of the broadest fields to study. Most Pipefitting students at ACC originally had planned on enrolling in the Welding Program, but heard about the employment offers of Pipefitting and decided to change. The program is fairly short and has more employment opportunities in this area than any other craft. ACC's Pipefitting program has continued to evolve to better serve the students and industrial community, but it has always remained a self-sustaining program. In addition, more workforce trainings grants have focused on Pipefitting than any other industrial program ACC has offered. Therefore, the funds earned by the Pipefitting program exceed what the program's budget displays. In continuing the practice of regularly upgrading the program, this report has presented a number of issues to focus on. It has also highlighted some of the program's strengths that separate ACC from other training facilities. Regardless, the changes made will come from a "student-first" philosophy and with the guidance of local industrial partners.

96

Mission Statement
Include your mission statement. Your Unit Plan should contain your most recent mission statement and you can copy it from there.

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative
Alvin Community College's Pipefitting Program falls under the Continuing Education Workforce Development Department's mission statement, which is: To provide 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.

97

Purpose

Describe the department and purpose of the program beyond the mission. Describe how you serve ACC using key functions and responsibilities that other functional areas do not address. Briefly describe important program characteristics. Be sure to emphasize specific populations of students that your program serves. Discuss regional or national engagement (if applicable). If your program or service overlaps with, has significant collaborations, or dependencies with another program mention those, as well.

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative

The purpose of the Pipefitting Program is to provide Alvin, and the surrounding communities, the opportunity to obtain an industrial education by earning nationally recognized credentials and certifications in the "high-demand" field of Pipefitting. In addition, the goal is for these individuals to be afforded the opportunity to enter the workforce in their chosen field upon completion of the program.

The Pipefitting Program is an independent program that does not overlap other industrial programs offered at ACC.

98

Changes
Describe important changes (organizational, processes, staffing, field, etc.) and how they affected department performance over the past 3 years.

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative

Over the past three years Alvin Community College's (ACC) Pipefitting Program has undergone major changes. Much like other industrial programs at ACC, Pipefitting was first developed at ACC in 2015 by way of a Texas Workforce Commission (TWC) grant and therefore was confined by the grant's mandates. Unfortunately, the grant parameters were not focused so much on "Marketable Skills" and learning outcomes, but rather on the number of hours a student would be in a class and the funds generated.

Announcing this new program was one of the first steps in attempting to expand the industrial course catalog and combat the negative reputation of ACC's industrial programs held by industrial employers, community members and even ACC graduates. Since then, Pipefitting has continued to develop and change to better serve our students and the industrial employers that hire them.

Originally, the Pipefitting Program consisted of a 128-hour course that included a curriculum of basic fabrication designed to give students rudimentary skills for entry-level employment. Students would spend at total of 32-hours in a classroom or lab for four weeks to earn a completion certificate from Alvin Community College (ACC). Classes were held Monday through Thursday from 8AM-4:30PM and started every five weeks, which made recruitment extremely time consuming. The program's overhead consisted of one full-time instructor and three adjuncts. No syllabus was ever created and the curriculum was not always consistent from class to class.

In 2017, ACC was approved as a certified National Center for Construction Education & Research (NCCER) Instruction Facility. Instructors became certified to administer NCCER curriculum and access the national database to document student's achievements.

This provided the program with the validation and credibility necessary to meet industry standards. Two instructors were employed to offer both day and night classes for NCCER Pipefitting Level 1. The course was also expanded to 160-hours to include NCCER's Core Curriculum.

In the fall of 2018, ACC expanded the program to include NCCER Pipefitting Level 2 and NCCER Pipefitting Level 3.

Since then, the program has created an Advisory Board, established new partnerships with industrial companies, regularly have industrial representatives on campus, regularly schedule field-trips to tour different industrial sites to speak directly with hiring personnel, and updated the curriculum as advised by subject matter experts, which include advisory board members and other industry professionals.

99

Unit Planning

Summarize the past years of unit planning for your area in the narrative. Attach your annual reports below.

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative

In the past, Alvin Community College's Pipefitting Program has been a part of the Continuing Education Workforce Development Department's Unit Planning. Over the last four years, the CEWD Unit Plans focused more on the budget aspects of the department as a whole and not on individual programs. The goals under the CEWD Unit Planning that are aligned with the Pipefitting are as follows:

Goal #1: Maintain and exceed CEWD fee revenue goals.

2016-2021 Institutional Objective Alignment:

1.1 Establish a data-driven assessment process to measure, analyze, and improve organizational efficiency

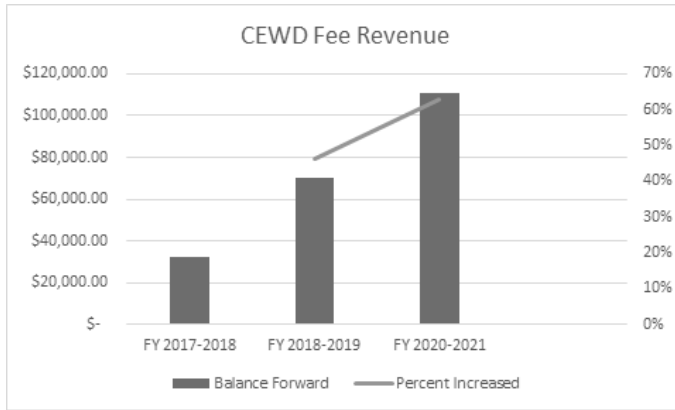5.1 Allocate college funds during budget development based on departmental and program initiatives

Progress: On Schedule - near 50% complete and on target for this year

Course fees for the Pipefitting Program are determined by the 2019-2020 CEWD Course Pricing Tool, which is approved by the Board. Fees are set on a per person basis and charged regardless of the student's funding source. Fees are collected by CEWD Administrators and distributed to the appropriate accounts. Since fees are collected from every program within the department and then combined into the appropriate account, the fees collected specifically from the Pipefitting Program are not singled out.

While the Pipefitting Program Budget does not list the fees collected by the program, it does follow the CEWD model mentioned above and therefore is a part of meeting the goal set by CEWD. A review of fee revenue generated for the CEWD Division from the fiscal year 2018-2019 found that the department generated $58,450.83 in fee revenue and had a balance forward of $32,390.61 from the previous fiscal year, providing the department with a total balance of $90,841.44. The total fees expended were $11,890.04 (13.1%), leaving the department with a balance of $78,951.40 (86.1%).

A review of fee revenue generated from the fiscal year 2019-2020 found that the department's collected $53,096.10 in fees and had a balance forward of $79.006.16 from the previous fiscal year, providing the department with a total balance of $132,102.26. During the year, fees expended were $ 21,086.06 (16%) of the total revenue generated; the department had a remaining balance of $111,016.20 (84%).

The division's efficiency in allocating college fee revenue through budget development and tracking allowed the department to increase the fee revenue balance forward from $32,390.61 to 111,016.20, a total increase of $78,625.59 during the three years in review. The graph below titled "CEWD Fee Revenue" demonstrates the improvement in the division's efficiency in allocating college fee revenue.

100

CEWD Fee Revenue

Goal #2: Improve CEWD student success.

2016-2021 Institutional Objective Alignment:

1.2 Implement a data-driven, comprehensive review process to measure student achievement, progression, success, and
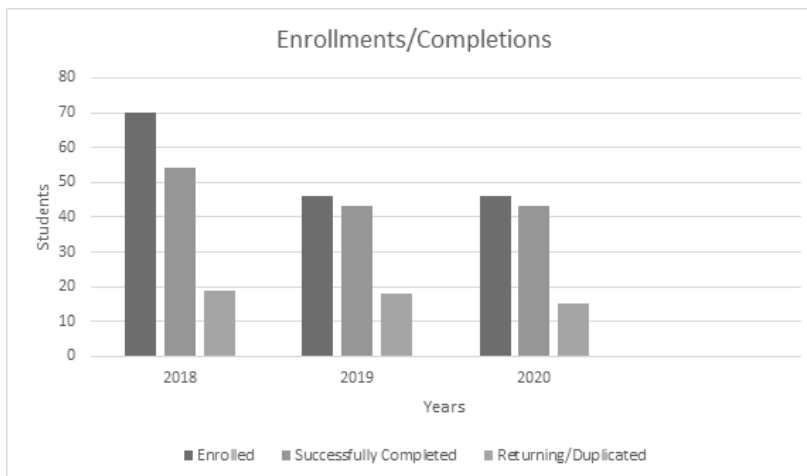
completion and use results for improvement

5.3 Expand the Foundation's efforts for fund development and financial support for students

Progress: Ongoing - continuing to collect data in another cycle/year

Student success has been measured by the Pipefitting Program separately from the CEWD Department's Unit Planning goal. The Annual Quality Indicators (AQI), included in Section 6.1, show that based on student completion, the program has met this goal in 2019–2020 and will continue to collect data to track student success.

The graph below shows the success rate of students completing the course they registered for with a "C" or better. It also compares the success rate to the number of students that enrolled on an annual basis. These numbers are based of the records held by the industrial programs to track competitions sent to the National Center for Construction Education and Research (NCCER) database.

Enrollments/Completions

Goal #3: Improve student access to financial aid for CEWD students; and

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2016-2021 Institutional Objective Alignment:

5.3 Expand the Foundation's efforts for fund development and financial support for students

Progress: Ongoing - continuing to collect data in another cycle/year

Originally, this goal was set for the entire CEWD Department and data was not collected to track each program's individual achievements. However, the industrial programs, as a whole, has increased the number of students receiving Foundation scholarships. The Pipefitting Program had several of these scholarship recipients' complete courses within the program. Furthermore, the number of Foundation scholarships designated for industrial programs has also increased.

Please find the attached Unit Plans for CEWD titled, "4. Attachment - CEWD Unit Planning 2019-2020" and 4. Attachment - CEWD Unit Planning 2018-2019".

Sources

> 4. Attachment - CEWD Unit Planning 2018-2019
>
> 4. Attachment - CEWD Unit Planning 2019-2020

102

Staff
In the table within the narrative box below, list the current program staff members and their status (full-time, part-time, or student). Attach the resumes for your full-time professional staff. Attach a department organizational chart if your area has one (optional).

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative

Name of Staff Member	Title	Full-Time/Part-Time/Student
Charles "Chase" Burgin	Director of Industrial Programs CEWD	Full-Time
Phillip Cotharn	Lead Pipefitting Instructor	Full-Time
James O'Steen	Adjunct Instructor	Part-Time, Nights
Neisha Pander	Adjunct NCCER Core Instructor	Part-Time, Nights

In addition to those working directly with Pipefitting students, here are the others that assist with the program and their general roles:

- Jamie Ward – Sr. Administrative Assistant CEWD: downloads the course outline and class schedules created by the Director into the college database, assists with financial aid, assists with purchases and billing.

- Charlene Weaver -CEWD Registration Specialist

It should also be noted that Kenneth Brigman and Neisha Pander are also certified to teach NCCER Pipefitting at ACC. In addition, Chase Burgin, is certified to teach NCCER Core, Pipefitting Level 1 and Millwright.

103

Program-specific Trainings
Include any program-specific trainings, such as new software or processes, staff have led or participated and how these benefit or enhance the department.

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative

All Pipefitting Instructors must become a certified "Craft Instructor" through NCCER. A Craft Instructor is defined by NCCER as an individual who has successfully completed the Instructor Certification Training Program (ICTP) conducted by an NCCER Master Trainer with current credentials and is authorized to teach the NCCER curriculum.

Craft Instructors must meet the following qualifications:

- Experience at a minimum journey or technician level in their area of expertise OR

- A minimum of three years' experience as a certified teacher in a vocational/technical construction or maintenance-related training program

- A Master Trainer may also serve as an instructor if they meet the above criteria and submit Form 101 and the ICTP information sheet

The NCCER requires each Accredited Training Sponsor (ATS) and/or Accredited Assessment Center (ACC) to verify Craft Instructor and Performance Evaluator qualifications prior to attending Instructor Certification

Please see attachments titled "5.2 Attachment 1 – Phillip Cotharn Instructor Certifications" and "5.2 Attachment 1 –James O'Steen Instructor Certifications"

Sources

> 📄 5.2 Attachment 1 - Philip Cotharn Instructor Certifications
>
> 📄 5.2 Attachment 2 - James L O'Steen Instructor Certifications

104

Annual Quality Indicators (AQI)
Provide a discussion of the trends from each of the section headings (i.e. Success Measures, Operational Measures, etc.) using the past years of data from the AQI sheets. Attach your past three years of AQI data collections.

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative

From the Annual Quality Indicators (AQI):

‒

Employment Rates: All students are given the opportunity to take advantage of the employment services provided by the Industrial Programs and ACC's Career Services. In addition, each student was afforded the opportunity to have direct contact with HR Directors, Supervisors and Industrial Employment Recruiters on multiple occasions. New tracking measures will be installed inline with CEWD's new leadership.

While tracking this variable can be difficult, the tracking that has been done showed positive results. The data collected from a sample size of sixty-three (63) students graduating in 2018 and 2019 showed eighty-five (85) percent of the students we were able to contact did find employment.

Student Course Success Rate (C and above): This review uncovered discrepancies in both enrollment numbers and student success rate between the data held in Colleague and the data held by the Pipefitting Program. Data from Colleague showed the Pipefitting program has enrolled only 58 students between 2018 and 2020 with 41 of completing a course. Therefore, the completion, or success rate, would be roughly 71% over three years. However, data kept by the Director of Industrial Programs for the purpose of tracking NCCER credentials revealed a total of 162 enrollments with 131 being unduplicated successful completions, which would be an 81% success rate over the last three years. The following were discovered to be the main reasons for such a large discrepancy in the enrollment and completion numbers:

- Instructors were not regularly entering grades into Colleague until 2019.
- Courses created for students who receive grant funding mirror open enrollment courses, but are separated in Colleague and therefore hard to track.

In reviewing retention rates, it was also discovered that completion rates from the night-time courses are significantly lower than completion rates of the day-time courses. This seems to be a pattern with all 16-week night-time industrial courses and shared throughout multiple training facilities.

Number of students served: While the AQI report is focused on unduplicated student headcount, many of our students return to complete the next class in the program's sequence. Roughly 50% of Pipefitting Level 1 students moved on to Level 2. Roughly 30% of the Level 1 students moved on to complete the program through the Level 3 class. Therefore, the numbers on the report only count the student one time regardless if they went through the entire program.

The program's duplicated, or overall, headcount was as follows:

| 2018 | 70 Duplicated Enrollments (51 Unduplicated) |
| 2019 - 2020 | 92 Duplicated Enrollments (59 unduplicated) |

Please find the AQI Document attached.

105

Sources

ACC Annual Program Review for Pipefitting CEWD 2019 - 2020

106

All Survey Results

Discuss any analysis or specifics that you notice about the survey data collected. How can the results influence the success of your area? What can it mean when there are very few responses? What are some actionable items you can gather from the data to include in your action plans? Be sure to attach the appropriate data for each category. Attach survey results.

Survey data to summarize:

- Summary of Employees and/or Stakeholder Results
- Summary of Current Student and/or Past Student Survey Results

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative

A total of 17 surveys were sent out to former students who had successfully completed the entire Pipefitting Program between 2018-2019. Unfortunately, only three surveys were returned, which left us with an 18% return rate. Of the three, they all agreed on the following:

- Instructors were knowledgeable of the material and craft
- The program provided the skill set required to enter the industrial workforce
- The instructors were knowledgeable of the craft
- The industrial staff were helpful
- They would recommend the programs to others

The changes requested were also fairly consistent:

- The need for additional financial aid sources
- Additional time in the lab, or "hands-on", work

While the turnout for the survey was lower than expected, the findings were similar to those gathered through the SWOT meeting. Please find, "Pipefitting Survey Results 2020" attached.

Sources

> 📄 Pipefitting Survey Results 2020

107

SWOT Results and Analysis
Discuss significant strengths, weaknesses, opportunities, and threats formulated during your program SWOT. Discuss the how the SWOT will inform your action planning using the information gathered and the developed strategies for improvement (i.e. reordered or highlighted strategies that will become action plans). Attach the transcribed information.

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative

The SWOT meeting had broad participation that included industry, instructors, representatives from NCCER, recent graduates and current students.

Significant strengths:

- Students earn NCCER training credentials that are stackable and portable throughout their career.
- Strong, good quality partnerships with local industry (e.g. Turner) and partners promote ACC in the community.
- Real workforce simulations and industrial scenarios are included in the class.

Significant weaknesses:

- Program has not grown to be able to offer Pipefitting Level 4 yet.
- Not as many financial aid options as credit-side.
- Program does not yet utilize the on-line NCCER testing because of limitations for in-person proctoring, on-line proctoring, and technology concerns (plans to implement beginning Spring 2021).
- Class curriculum beyond the NCCER content varies from class to class (dependent on the students in the class). Note that NCCER curriculum is consistent in each class.

Please find the following attachments regarding the SWOT meeting:

- "6.4 Attachment 1 - Pipefitting SWOT Results 2020"
- "6.4 Attachment 2 - Pipefitting SWOT External Contribution"
- "6.4 Attachment 3 - Pipefitting SWOT Attendance"

Sources

   📄 6.4 Attachment 1 - Pipefitting SWOT Results 2020

   📄 6.4 Attachment 2 - Pipefitting SWOT External Contribution

   📄 6.4 Attachment 3 - Pipefitting SWOT Attendance

108

Financial Performance (cost/analysis)
Include a summary of your financial performance and any budgetary challenges. Include any tables, charts, or graphs.

Status
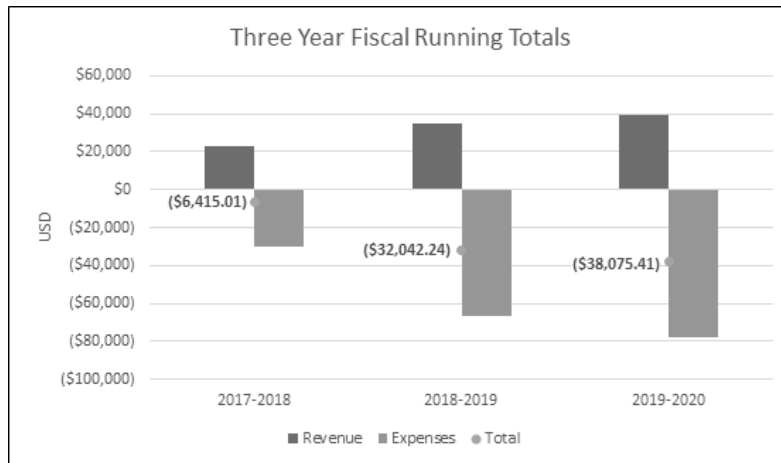☐ 'Under Development ☐ 'In Review ☑ 'Published

Evaluation
☐ Needs Improvement ☑ Satisfactory ☐ Excellent

Narrative

Financials:

The attached documents titled, "Attachment 6.4 Pipefitting - 3 years Fiscal Reports" shows the program running in the negative each year between 2018 through current 2020. The graph below illustrates each year's loss:

The following provides details for the program's fiscal shortfalls:

1. Program Overhead: The Pipefitting Program has the highest overhead of all the industrial programs due to the full-time instructor's salary and the part-time adjuncts hourly pay. For the program to cover the full-time instructor's salary alone, a minimum of 51 students must enroll each year at the current tuition rate ($1,500).

2. Lack of Contact Hour Funding: Currently, the program's contact hour funding is not allocated to the pipefitting program. Those funds are attributed to the CEWD Office Budget and therefore is not a part of the fiscal report as it is not considered revenue for the program.

3. Lack of Grant Funding on Budget: The budget also doesn't show the revenue earned from grants by way of student tuition. Grant funded tuition is separated out into its own account and not included as revenue earned by the Pipefitting Program. While instructors can charge instruction time to the account, the funds will not show up in the regular fiscal reports.

Regardless, in order to combat this issue, without adjusting the overhead, the program will need to increase the number of open-enrollment students. Please see "Action Plan A: Low Enrollment Numbers" under Section 8 of this report on the action items put in place to combat this issue.

Sources

📄 6.5 Attachment - Pipefitting Fiscal Report - 3 Years

109

Analysis of the Supporting Data

In this summative overview of the supporting data, include that the program underwent a comprehensive review, which included a SWOT meeting, surveying, data collection, analysis, and a strategic program planning meeting (if the program met and discussed this information). Discuss program trends using the program data. Be sure to reference the following:

- Specific AQIs

- Survey data

- Additional data specific to your program

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative

The 2020 Comprehensive Program Review of the Pipefitting Program included a SWOT meeting, surveying, data collection and data analysis. Overall, the Pipefitting Program was in line to meet many of the goals set in the CEWD Unit Plan. Some of the strengths highlighted in the SWOT are aspects that were designed to make us unique and more attractive to potential students. However, the data collected showed areas needing improvement.

As stated in 3.2, in order to combat the past reputation of the industrial programs and compete with other well-established programs from other local colleges, our program has to be different. The program should turn weaknesses, such as low enrollment numbers, into strengths: low teacher/student ratio. This is especially important, since our competition's programs were well entrenched throughout the industrial community.

In addition, the Annual Program Quality Indicators showed that over 80% of the program's students leave the program with nationally recognized workforce credentials through the National Center of Construction Education and Research (NCCER). This education will remain with them throughout their careers and was listed as a major strength of the program according to the SWOT meeting and surveys. It seems the program's design plan was effective, but there are certainly areas we can still improve.

The most notable issue, the data shows, was the fiscal shortfalls, which ties directly to the low enrollment numbers. Throughout the creation of the program, recruitment has always been an issue. Survey results indicated that students heard about the program first from an ACC employee, which means recruitment efforts are working to a degree. However, without stronger recruitment efforts the program will continue to see low enrollment numbers, which lead to revenue losses.

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Action Plan A

Considering the totality of the program review report, discuss goals that, if met, would result in improved student outcomes, increased enrollment, retention, revenue, communications, or other program indicators of success. Set reasonable, measurable, and achievable goals and identify clear action steps needed to obtain the goal. This may include the strategies/actions developed during the program SWOT. You may also include anything actionable that was indicated by any of the survey data. Use your data for creating these goals.

Include your first area of focus under Action Plan A. For each of your other areas of focus, include in the appropriate subsequent section. Include as many areas of focus as you have developed. Each of your areas of focus contains the following sections:

- **Issue/Concern -** Describe the concern or area of focus that needs to be addressed by the area.

- **Specific Actions -** Discuss in detail, the specific actions that the area will take to deal with the area of concern. What strategies will be used to create the expected outcome?

- **Expected Outcomes -** Discuss the expected outcomes from the actions that will take place. What is the expected improvement that will occur after taking action? How will this improve student outcomes?

- **Timeframe -** What will be the timeframe for the actions and outcomes? How long should the action take to give the expected outcome? When will the action occur? When will the data be gathered? When will the analysis occur?

- **Person(s) Responsible -** Who will be responsible for carrying out the strategies put in place? Who will gather and analyze any data associated with the strategies?

- **Resources Needed -** What are the resources necessary to produce the expected outcomes? Funding? Personnel? Technology? Training?

Status
□ 'Under Development   □ 'In Review   ☑ 'Published

Evaluation
□ Needs Improvement   ☑ Satisfactory   □ Excellent

Narrative

Issue/Concern	Low enrollment numbers
Specific Actions	• Request ACC's Advising, Marketing, Veteran Resource and Recruitment Departments to assist in recruitment for the Pipefitting Program. • Schedule and market additional "informational tours" for the community held on campus for the industrial programs • Partner with dual enrollment programs to add courses during "off-time". • Continue communication with the veteran community. • Develop plan to review current action items and adjust as needed. • Develop plan for supporting an "Industrial Recruiter".
Expected Outcomes	• Increase enrollment by a minimum of 5% annually. • Increase the number of recruiting events by 3 annually. • Increase the number of veteran's events by 3 annually. . • Increase the number of "informational tours" held on campus by 6 annually. • Increase program revenue by 60%.
Timeframe	By Fall 2022 program will have increased it's student population.
Person(s) Responsible	Director of Industrial Programs CEWD, CEWD Admissions, CEWD Marketing, and CEWD Registrar
Resources Needed	The Director will need to be afforded the opportunity to increase the amount of time dedicated to recruitment, outreach and case-management of potential students. Other time-consuming responsibilities of the Director will need to be distributed out amongst CEWD instructors and staff in order for this to occur. In addition, the Director will need to assist full-time instructors with their outreach efforts while during the times they are not in class. Currently, there are no classes scheduled for Fridays. This schedule is set up in a way to satisfy the required amount of instructor "office hours", but also needs to be utilized for recruitment efforts.

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Action Plan B

Considering the totality of the program review report, discuss goals that, if met, would result in improved student outcomes, increased enrollment, retention, revenue, communications, or other program indicators of success. Set reasonable, measurable, and achievable goals and identify clear action steps needed to obtain the goal. This may include the strategies/actions developed during the program SWOT. You may also include anything actionable that was indicated by any of the survey data. Use your data for creating these goals.

Include your first area of focus under Action Plan B. For each of your other areas of focus, include in the appropriate subsequent section. Include as many areas of focus as you have developed. Each of your areas of focus contains the following sections:

- **Issue/Concern -** Describe the concern or area of focus that needs to be addressed by the area.

- **Specific Actions -** Discuss in detail, the specific actions that the area will take to deal with the area of concern. What strategies will be used to create the expected outcome?

- **Expected Outcomes -** Discuss the expected outcomes from the actions that will take place. What is the expected improvement that will occur after taking action? How will this improve student outcomes?

- **Timeframe -** What will be the timeframe for the actions and outcomes? How long should the action take to give the expected outcome? When will the action occur? When will the data be gathered? When will the analysis occur?

- **Person(s) Responsible -** Who will be responsible for carrying out the strategies put in place? Who will gather and analyze any data associated with the strategies?

- **Resources Needed -** What are the resources necessary to produce the expected outcomes? Funding? Personnel? Technology? Training?

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative

Issue/Concern	Low number of industrial partners.
Specific Actions	• Full-time instructors have been charged with participating in at least one industrial related organization off campus. • Join the marketing and recruitment efforts of ACC's Foundation and work with them to build an industrial "mailout list". • Allow time for full-time instructors and the Director to visit with local industry on a monthly basis. • Develop plan to review current action items and adjust as needed.
Expected Outcomes	• Increase ACC instructor's involvement in professional industrial organizations by 3 annually. • Increase the current outreach efforts to industrial partners by 3 annually. • Increase the number of scheduled visits with potential industrial partners by 12 annually.
Timeframe	By sping 2021 the program will have increased it's number of industrial partners.
Person(s) Responsible	Director of Industrial Programs CEWD, CEWD FT Industrial instructors, and CEWD Marketing.
Resources Needed	The only resource needed for these action items will be additional time allotted for the Director and instructors to participate in the outreach efforts.

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Action Plan C

Considering the totality of the program review report, discuss goals that, if met, would result in improved student outcomes, increased enrollment, retention, revenue, communications, or other program indicators of success. Set reasonable, measurable, and achievable goals and identify clear action steps needed to obtain the goal. This may include the strategies/actions developed during the program SWOT. You may also include anything actionable that was indicated by any of the survey data. Use your data for creating these goals.

Include your first area of focus under Action Plan C. For each of your other areas of focus, include in the appropriate subsequent section. Include as many areas of focus as you have developed. Each of your areas of focus contains the following sections:

- **Issue/Concern -** Describe the concern or area of focus that needs to be addressed by the area.

- **Specific Actions -** Discuss in detail, the specific actions that the area will take to deal with the area of concern. What strategies will be used to create the expected outcome?

- **Expected Outcomes -** Discuss the expected outcomes from the actions that will take place. What is the expected improvement that will occur after taking action? How will this improve student outcomes?

- **Timeframe -** What will be the timeframe for the actions and outcomes? How long should the action take to give the expected outcome? When will the action occur? When will the data be gathered? When will the analysis occur?

- **Person(s) Responsible -** Who will be responsible for carrying out the strategies put in place? Who will gather and analyze any data associated with the strategies?

- **Resources Needed -** What are the resources necessary to produce the expected outcomes? Funding? Personnel? Technology? Training?

Status
☐ 'Under Development   ☐ 'In Review   ☑ 'Published

Evaluation
☐ Needs Improvement   ☑ Satisfactory   ☐ Excellent

Narrative

Issue/Concern	The lack of consistent online capabilities and hybrid schedule for the Pipefitting Program.
Specific Actions	- Instructors will complete the trainings necessary to deliver the curriculum through online formats. - Instructors will transition from in-person paper tests to online testing through NCCER - The Director and instructors will work with the CEWD Dean to develop a hybrid schedule that ensures students are capable of learning and retaining the required curriculum. - Develop plan to review current action items and adjust as needed.
Expected Outcomes	Some of the expected outcomes form the efforts above are as follows: - Reduce the amount of time students must wait to access their credentials from 3 months to less than a week after completing a course. - Increase the number of entry-level course start dates by 1 annually.
Timeframe	By fall 2021 the Pipefitting Program will have online course and hybrid schedules established.
Person(s) Responsible	Director of Industrial Programs CEWD, CEWD FT Industrial Instructors, CEWD Admissions, CEWD Marketing, and CEWD Registrar
Resources Needed	Resources needed include: - Access to trainings necessary to deliver the curriculum through an online format. - Funding for trainings (if needed). - Time allotted and access to NCCER's online trainings. - Funding for specific NCCER online curriculum (books, testing, workbooks, etc.).

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ACC

ALVIN COMMUNITY COLLEGE   3110 Mustang Road   Alvin, Texas 77511-4898

Dr. Christal M. Albrecht
President
Office   281 756 3598
Fax   281 756 3858

MEMORANDUM NO: 23-2021

TO: Board of Regents

FROM: Dr. Christal M. Albrecht

DATE: February 4, 2021

SUBJECT: Strategic Plan Update

In November 2015, the Board of Regents approved the five year (2016-2021) Strategic Plan for Alvin Community College. Mr. Karl Stager, Vice President of Administrative Services, will present an update on components of Strategic Plan Goal #5. This goal states that:

> *"Alvin Community College will maximize the acquisition of revenue, taking into consideration the interest and values of all stakeholders, and allocate them efficiently to the highest and #5 best value for the institution."*

This report is for information only.

CMA:tg

ACC

ALVIN COMMUNITY COLLEGE   3110 Mustang Road   Alvin, Texas 77511-4898

Dr. Christal M. Albrecht
President
Office   281 756 3598
Fax   281 756 3858

MEMORANDUM NO: 30-2021

TO: Board of Regents

FROM: Dr. Christal M. Albrecht

DATE: February 19, 2021

SUBJECT: Personnel Action (Replacement): Associate Degree Nursing Faculty

The individual listed below has been recommended to fill the full-time position for the FT Faculty, Associate Degree Nursing.

Candidate
Recommended: Loretta Kauffman

Education: *Texas Woman's University*
                   Master of Science, Nursing Education

                   Texas Woman's University
                   Bachelor of Science, Nursing

Experience:

          UTMB Angleton/Danbury Campus   April 2019 - Present
          Registered Nurse, PRN

          Texas Woman's University   August 2018-Present
          Adjunct Clinical Faculty

          Memorial Hermann-Pearland   December 2016 – April 2019
          Registered Nurse IV

          Memorial Hermann-Pearland   February 2016 – December 2016
          Clinical Manager, Women's Services

ACC

ALVIN COMMUNITY COLLEGE   3110 Mustang Road   Alvin, Texas 77511-4898

Dr. Christal M. Albrecht
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Office   281 756 3598
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Memorial Hermann-TMC   September 2012 – February 2016
Registered Nurse III

Memorial Hermann-TMC   May 2011 – September 2012
Clinical Manager, Labor & Delivery

Memorial Hermann-TMC   July 1993 – May 2011
Registered Nurse III

Salary: $67,557.00 / $25,736.00 (Prorated)
Grade TECH / Step 10
2020-21 10.5-Month Faculty Salary Schedule

CMA:tg

ACC ALVIN COMMUNITY COLLEGE

JOB DESCRIPTION

Job Title:	**FT Faculty, Associate Degree Nursing**		
Department:	Nursing Programs	**FLSA Status:**	Exempt
Reports to:	Director, Nursing Programs	**Salary Step:**	Based on Contract Length / Degree
Safety Sensitive:	No	**Job Category:**	Full-Time Faculty
HR approved:		Date:	
Last updated by:	Human Resources/LH	Date:	12/07/2020

SUMMARY

The instructor is responsible for working as a member of a teaching team which develops, implements, and evaluates nursing courses and student learning in accordance with the philosophy and objectives of the Associate Degree Nursing program and Alvin Community College. Instructional settings include classroom, online, skills laboratory, simulation and clinical. Clinical times and days may vary each semester and possibly include weekend and evening hours.

ESSENTIAL DUTIES AND RESPONSIBILITIES include, but are not limited to the following.

- Instruct and supervise a diverse population of students in the classroom at various times and locations.
- Possess a commitment to student engagement, student success, and instructional excellence.
- Demonstrate effective communication skills, both written and oral.
- Prepare and utilize a course syllabus and assessments for each course using guidelines established by the institution.
- Maintain current knowledge of effective teaching methodologies and utilizes a variety of instructional delivery methods, classroom media, and educational resources.
- Assist in the recruitment and retention of students.
- Advise students in academic matters or refers students to appropriate resources.
- Assess students' performance through a range of measurement activities and keeps them informed of their progress in a timely manner.
- Engage students through posted office hours and electronic communication.
- Utilize technology to facilitate learning and to access data, maintain records, generate reports, and communicate with others.
- Assist in the development, distribution and collection of assessments for courses and program objectives.
- Build positive and professional relationship with students, colleagues, college administration, and the community.
- Submit timely college reports and forms to the appropriate divisions and departments.
- Provide recommendations to the Instructional Dean, Department Chair, and appropriate college committees regarding curriculum, instruction and division operations.
- Exhibit a commitment to lifelong learning through participation in professional development activities.
- Adhere to Alvin Community College's policies and procedures.
- Attend institutional meetings as required.
- Assist in the maintenance of the nursing skills and computer laboratories.

- Coordinate clinical experiences in assigned clinical agency and maintain good relationships with the agency.
- Provide an evaluation of the assigned clinical agency at the completion of the semester.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform the essential duties and responsibilities listed above. The qualifications listed below are representative of the education, experience, knowledge, skills, and/or abilities required.

EDUCATION
- Bachelor's degree in Nursing with a Master's degree in another field with six (6) graduate hours in nursing required.
- Master's degree in Nursing preferred.

EXPERIENCE
- At least three (3) years non-teaching work experience in the field required.
- The instructor should have two (2) years of recent clinical experience in the area of teaching responsibility and the ability to function effectively and safely in those settings preferred.
- Prior teaching in an associate degree nursing program is preferred.

KNOWLEDGE, SKILLS, AND ABILITIES
- The ADN instructor must hold a current license to practice as a registered nurse in the state of Texas.
- Instructors teaching in clinical settings must have a clear background check, clear drug screen, up-to-date immunizations, annual TB screening and hold a current American Heart Association CPR Health Care Provider certification.
- Must have a working knowledge of Microsoft Office programs, as well as intermediate computer skills.
- Must be familiar with interactive teaching methods and instruction via the Internet.
- Working knowledge of Blackboard course management system preferred.

WORK ENVIRONMENT

The incumbent typically works in a classroom environment and uses a computer, telephone and other office equipment as needed to perform duties. The noise level in the work environment is typical of that of a classroom. Incumbent may encounter frequent interruptions throughout the work day.

PHYSICAL DEMANDS

The employee is regularly required to sit, talk, or hear; frequently required to use repetitive hand motion, handle or feel, and to stand, walk, reach, bend or lift up to twenty (20) pounds.

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by their supervisor.

This job description may be revised upon development of other duties and changes in responsibilities.

X_____

EMPLOYEE PRINTED NAME

X_____

SUPERVISORS PRINTED NAME

X_____

EMPLOYEE SIGNATURE AND DATE

X_____

SUPERVISOR SIGNATURE AND DATE

Sign and return to HR for placement into employee personnel file.

ACC

ALVIN COMMUNITY COLLEGE   3110 Mustang Road   Alvin, Texas 77511-4898

Dr. Christal M. Albrecht
President
Office   281 756 3598
Fax   281 756 3858

MEMORANDUM NO: 27-2021

TO: Board of Regents

FROM: Dr. Christal M. Albrecht

DATE: February 19, 2021

SUBJECT: Consider Approval of a Change Order for $625,000 to O'Donnell Snider
Construction Contingency Fund

The original construction contingency established with O'Donnell Snider Construction was
$375,000. This amount is insufficient to cover the unexpected costs construction costs and an
additional $625,000 is being requested.

A construction contingency is an amount of money set aside to cover any unexpected costs that
can arise throughout a construction project. This money is on reserve and is not allocated to any
specific area of work. The contingency acts as insurance against other unforeseen costs.
Developing a construction contingency, and expecting to use a large portion of it, is a standard
construction process.

Most construction projects use 5% of the total budget for new ground-up projects and 10% for
renovation projects to determine the construction contingency. As this is a renovation bond
program, 10% was used in determining the construction contingency ($450,000 pure
construction contingency, and $2,000,000 furniture allowance). $375,000 of the pure
construction contingency was allocated to O'Donnell Snider's project with the remaining
$75,000 for other projects not under O'Donnell Snider's scope.

The money budgeted for the original O'Donnell Snider's contract was $14,787,086, and the
current O'Donnell Snider's contract is $13,945,930. This is a $841,156 difference that can be
used to cover the additional $625,000 construction contingency change order to O'Donnell
Snider Construction's contract, upon Board approval. As the additional requested contingency
funds are under the $841,156 difference for the budget, the Bond Program will not be accessing
the $2,000,000 contingency/furniture allowance.

It is recommended that the Board of Regents approve the $625,000 change order to the
O'Donnell Snider Construction contingency fund as presented in this memo. This money will
only be used if needed, and upon college approval, any unused portion will be credited back to
the ACC bond program.

CMA:tg

![ACC - ALVIN COMMUNITY COLLEGE]   3110 Mustang Road   Alvin, Texas 77511-4898

MEMORANDUM NO: 32-2021

TO: Board of Regents

FROM: Dr. Christal M. Albrecht

DATE: February 22, 2021

SUBJECT: Consider Approval of a Change Order for $736,030 to O'Donnell Snider Construction's Contract to Fund Projects Outside of Bond Program

At the February 2020 Board of Regents meeting, the Board approved $2,141,684 in additional funds to supplement the Bond Program to cover additional construction projects using a variety of College funds.

Since that time, the total estimated cost for all the work after design and procurement is $2,887,191. This is over the $2,141,684 original budget by $745,507. The difference between the budget and the cost of work ($745,507) is due to several reasons:

•   Design process revealed that the projects were more than what was budgeted
•   Scope creep during the design process
•   Change order pricing versus competitive bidding
•   Unforeseen market conditions

It is proposed to use $745,507 of the currently untouched $2,000,000 contingency / furniture allowance to fund this work. It is possible that other bond budgeted funds could recharge the $2,000,000 contingency / furniture allowance at the end of the Bond Program. If not, the remaining $1,254,493 furniture allowance would cover premium furniture for 73 classrooms ($1,254,493/ $17,000 per classroom).

In order to expedite the procurement process, the Board preapproved $862,653 of the $2,141,684 budget at the March 2020 Board of Regents Meeting should we contract with O'Donnell Snider Construction for the following identified projects.

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ALVIN COMMUNITY COLLEGE 3110 Mustang Road Alvin, Texas 77511-4898

The recommended list of projects to be contracted to O'Donnell Snider Construction and the corresponding actual cost proposal values are:

- A building – Admissions, Advising, Records & Financial Aid Renovation - $341,290
- C building – Marketing Suite Renovation - $185,496
- D building – Art Classroom and Lab Renovation - $63,453
- H building – Police Station Locker Room Renovation - $60,949
- N building – Crime Lab, Office and Hallway Niche Renovation - $44,588
- R building – New Lobby & Hallway Flooring and Restroom Renovation - $167,032
- H building – Restroom Renovations - $291,549
- E building – Dumpsters and Mechanical Yard - $25,931 (estimated)
- R building – Fire Sprinklers - $213,295 (work complete)
- G building – 2 additional restrooms - $113,600 (work complete)
- E building – Acoustical Treatment - $91,500 (work complete)

The total of the identified projects above is $1,598,683. An additional $736,030 on top of the preapproved $862,653 is needed to fund the $1,598,683 worth of projects.

It is recommended that the Board approve a $736,030 change order to O'Donnell Snider Construction's contract to supplement the $862,653 of funding already approved by the Board for the above additional projects that are outside of the Bond Program.

CMA:tg

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17. **Adjournment**