2020-21

AUSTIN COMMUNITY COLLEGE

STUDENT SUCCESS REPORT

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EXECUTIVE SUMMARY

The landscape of higher education changed in 2020, and Austin Community College District navigated through the changes thanks to its previous work with Guided Pathways.

The College was able to quickly transition to fully online instruction and support services when the COVID-19 pandemic began due to recent progress in its distance education program, faculty training, and information technology infrastructure. The percentage of ACC students enrolling in at least one distance education course jumped from 30.2 percent in fall 2019 to 98.6 percent in fall 2020. Rather than negatively impacting student success, however, overall student success rates (A, B, or C grades) improved in distance education courses by 5 percent. Black students achieved a 10% gain, Hispanic students achieved a 5.3% gain, and other students achieved a 6% gain.

The 2020-21 Student Success Report explores academic progress toward ACC's first three Strategic Plan goals.

Goal 1: Increase Access and Entry
ACC was not immune from the national trend of enrollment declines in colleges and universities due to the pandemic; however, overall fall credit headcount declined only 2.8 percent compared to the 11.4 percent national average. Black and Hispanic students, as a percentage of overall headcount, increased.

Innovative programs continue to increase access and close equity gaps. ACC launched the Career Scholars program in fall 2020 which yielded a 97 and 94 percent persistence rate from fall to spring among its adult and direct-to-college cohorts respectively.

The COVID-19 pandemic resulted in many unemployed Central Texans. To help get them back to work, ACC expanded the Fast Track Training Program, which grew from 377 students in 12 programs in spring 2020 to 893 students in 26 programs in spring 2021.

To ensure that equity and access remain at the forefront of the College's plans for the future, a Strategic Enrollment Management (SEM) Committee was formed in May 2020 with the charge of writing a plan with goals, strategies, and actions to grow a diverse enrollment over the next three years.

Goal 2: Improve Persistence and Engagement
After a number of years of steady improvement in persistence, the College saw a dip due to the COVID-19 pandemic. However, programs such as student success courses and Open Educational Resources (OER) have improved success rates.

Students who successfully completed EDUC 1300 compared to those not enrolled in a college success course persisted at a significantly higher rate across all races and ethnicities. For example, the persistence rate (fall 2019 to spring 2020) for African-American males who successfully completed EDUC 1300 was 91.3 percent, while the same rate for African-American males who did not enroll in a college success course was 60.6 percent.

OER has consistently resulted in higher course success rates and higher persistence rates, and these trends continue as the courses grow in popularity among students. In fall 2020, for the first time, more ACC students were enrolled in OER course sections than in non-OER sections of the same courses.

Goal 3: Increase Completion & Transfer/Employment
To meet workforce needs, the Guided Pathways model follows students all the way to completion. Data show the number of ACC completion awards has increased 49.1 percent over the last five academic years, from 7,734 in 2016 to 11,534 in 2020. This total surpasses the goal established in the ACC Strategic Plan to reach an intended award of 10,124 credentials in academic year 2021. Graduation rates have also improved over the last five years.

In the sections that follow, we will examine these academic initiatives, successes, challenges, and more as ACC works to build strategies and programs that fuel continued growth in 2021 and beyond.

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Contents

ABOUT
ACC

FAST FACTS & STRATEGIC PLAN

ABOUT ACC

Austin Community College District (ACC) is a nationally recognized public institution of higher education serving more than 70,000 diverse students annually. The college is among the largest colleges in the nation with 11 campuses located across Central Texas, offering more than 100 programs in 10 areas of study. ACC's identity as a community college is reflected in its work to ensure student success, a skilled workforce, and equitable access to higher education to all who seek it. The college's academic and career programs are offered through traditional and distance learning modes and lead to meaningful credentials, including applied baccalaureate degrees. ACC strives to be a catalyst for building trusted relationships and partnerships within the college, community, and across the nation.

ACC is working to move low and middle-income residents into more stable and high-paying jobs by aligning education and training programs with employers' needs. ACC believes that college is for everyone.

ACC FAST FACTS

- No. 1 College Choice Among Central Texans

- League For Innovation Board Member

- Seal Of Excelencia | Excelencia In Education

- MSI |Minority Serving Institution

- HSI | Hispanic Serving Institution

- Best Of Austin 2018 + 2019 + 2020 | Nursing Program

- Leader College Of Distinction | Achieving The Dream

- Texas Higher Education Coordinating Board | Star Award Winner 2017 + 2019

- Equity Focused | Truth, Racial Healing & Transformation Campus Center

- Best Of The Best | Adult Online Program

- Texas Workforce | Best in Class

- Innovation of the Year | Public Safety Training Center

- 2021 Top 150 | Aspen Prize for Community College Excellence

ACC STRATEGIC PLAN

Austin Community College District's Strategic Plan is a comprehensive plan that sets the agenda for the next three to five years as the college builds upon its work to achieve equity in higher education. Developed in collaboration with the community, ACC's Strategic Plan includes four overarching goals that align with the college's focus on student success. The Strategic Plan provides clear targets to measure ACC's ability to serve its students and help all areas of the college remain focused on developing strategies to reach common goals and improve student success. When ACC students succeed, lives improve, the workforce is stronger, and the community thrives.

GOAL 1 — Equity & Access: Increase annual unduplicated enrollment at ACC through equity-focused connection and entry processes.

GOAL 2 — Persistence & Engagement: Develop an equitable and inclusive learning and student support environment that increases fall-to-fall persistence rates for all students.

GOAL 3 — Completion and Transition to Employment/Transfer: Achieve equitable results in students' completion of awards and improved transfer and employment outcomes.

GOAL 4 — Effective and Efficient Operations and Infrastructure: Ensure an organizational environment that promotes equitable student and employee success through effective and efficient operations and infrastructure.

GOAL 1

EQUITY
& ACCESS

WORKING TOWARD EQUITY

Austin Community College hired new Chief Diversity, Equity, and Inclusion Officer (CEDIO) Larry Davis in July 2020 and he has partnered with Dr. Khayree Williams, Director of the ACC Truth Racial Healing & Transformation Campus Center (TRHT) to continue ACC's work in building a community where race, ethnicity, and other human differences are no longer predictors of success in any sector, including and especially in education. Engaging in conversations with faculty, staff, administrators, students, and community partners to support equity work, TRHT and the Office of Diversity, Equity and Inclusion (DEI) worked to increase collaborations, connections, caring, and engagement across the entire District to sustain and increase equity.

EQUITY HIGHLIGHTS

- Established a permanent collegewide Equity Council in fall 2020. Comprised of a lead group and five subcommittees, the Equity Council is broadly represented by faculty, staff, employees, administrators, and students, to serve as an advisory group to the Chancellor's Cabinet and Provost Council and work collaboratively with ACC Employee Associations.

- Partnered with the ACC's Faculty Development team to create and/or continuously improve equity-focused professional development opportunities for faculty, including workshops such as Sustain the Conversation: Keeping the Spotlight on Race and Using Your Strengths to Overcome Implicit Bias.

- Partnered with ACC's Human Resources team to develop and initiate diversity, equity, and inclusion training for staff managers and hiring supervisors.

- Engaged in 71 collaborative interactions with other ACC offices or programs to increase and maintain teams functioning across the District to scale and sustain equity progress.

- Launched ACC's first-ever Truth, Racial Healing & Transformation Week consisting of 12 virtual DEI learning and engagement opportunities that were free and open to ACC students, faculty, staff, and community members.

- Selected by the American Association of Colleges and Universities (AACU) as a Trellis Grant mentor institution for three new Texas colleges and universities that will be launching Truth, Racial Healing & Transformation campus centers.

DEI is currently part of an ACC leadership team named to participate in an inaugural national cohort of 10 colleges and universities in the Racial Equity Leadership Academy (RELA) sponsored by the Achieving the Dream (ATD) organization and the University of Southern California's Center for Urban Studies. This training will aid ACC in strengthening its strategies, practices, and structures in yielding greater equity in student achievement outcomes for all students.

ACC's TRHT Campus Center will officially open its doors in the Fall of 2021 as an intentional physical space that serves the College and community. Along with the official launch of the center, a website

revamp will include the capability for students, faculty, and staff to request DEI learning and training opportunities for student groups, employee groups, and faculty classrooms.
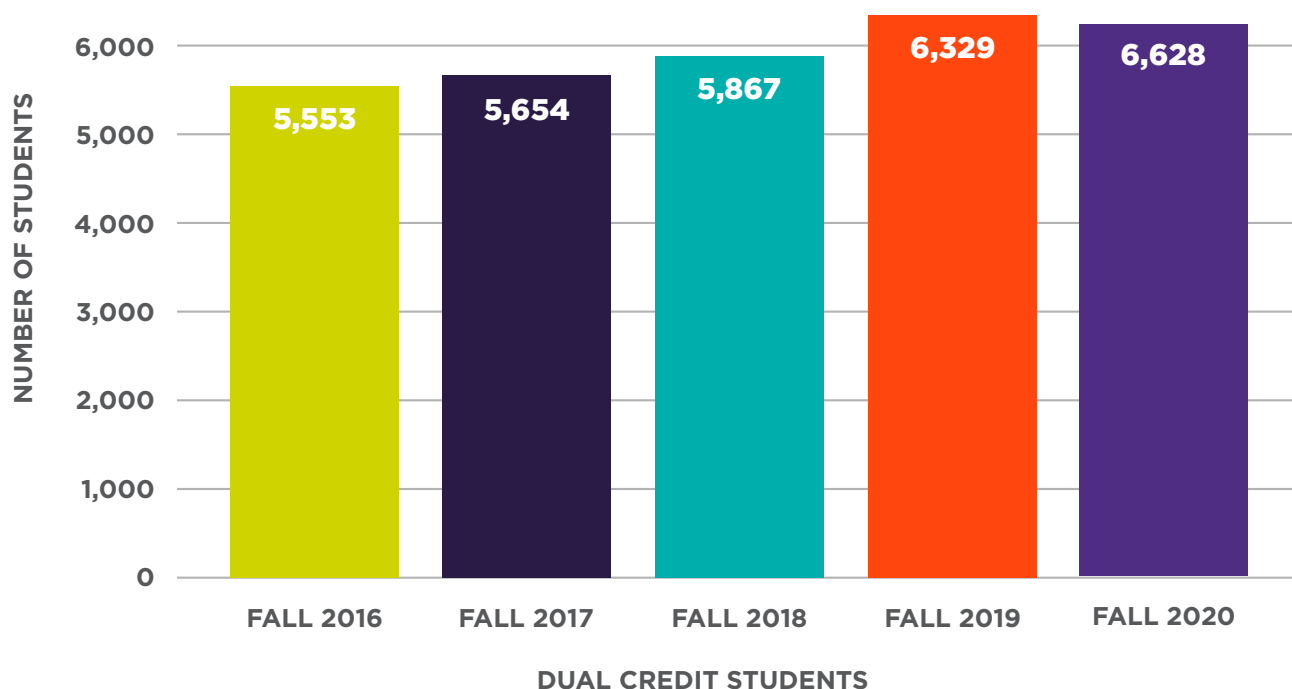
HIGH SCHOOL PARTNERSHIPS

The Office of College and High School Partnerships works collaboratively with internal and external partners to increase the number of high school students participating, persisting, and completing dual credit coursework. Students participating in ACC's high school programs are able to obtain college credit toward a degree or certificate in an academic or workforce pathway.

Overall, the total number of students in all high school programs enrolled in ACC courses (including Dual Credit, ECHS, and Career Academy/P-Tech students) increased 36.3% over the past five fall semesters, from 6,250 in fall 2016 to 8,517 in fall 2019.

DUAL CREDIT STUDENTS

The Dual Credit program enables eligible 9th– 12th graders to enroll in college classes that provide students with both high school as well as college credit that counts toward a postsecondary certificate and/or associate degree. The Dual Credit program works with all public, private, charter, and home-school high schools in the ACC service area to assist with recruitment, enrollment, and advising services for both academic and workforce courses. Excluding Early College High School (ECHS) students, the number of other dual credit students declined slightly from Fall 2019 to Fall 2020. Partly due to complications related to COVID-19 pandemic, the decline is also a result of more students enrolling in the Early College High Schools (ECHS).

**DUAL CREDIT STUDENTS ATTENDING ACC -
UNDUPLICATED HEADCOUNT** (Excludes ECHS Students)

NUMBER OF STUDENTS

5,553	5,654	5,867	6,329	6,628
FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020

DUAL CREDIT STUDENTS

ENROLLMENT – RACE & ETHNICITY (DUAL CREDIT ONLY)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
White	3,045	3,223	3,334	3,464	3,402
Black/African American	216	218	202	245	270
Hispanic/Latino	1,553	1,527	1,595	1,832	1,740
Asian	274	275	378	454	537
Other	465	411	358	334	319
TOTAL	**5,553**	**5,654**	**5,867**	**6,329**	**6,329**

Percentage of population in fall 2020: 4% African American
Percentage of population in fall 2020: 28% Hispanic

DUAL CREDIT HIGHLIGHTS

- ACC delivered 653 dual credit sections in fall 2020. The top three instructional areas were English (263 sections), History (113 sections), and Government (81 sections).

- Despite the upheavals caused by the COVID-19 pandemic in spring 2020, high school program students maintained the same course success rates of 86% passing with a C or better in spring 2020 as in spring 2019, higher than for traditional students at ACC of 74%.

  - More than 3,000 seniors who graduated in 2020 received purple Riverbat cords for having earned at least 12 hours of college credit (but less than a full degree or certificate) from ACC while in high school. This represents an increase of more than 75% from the 1,700 students recognized as having earned 12+ hours in 2019. ACC is on track to award purple cords to more than 2,800 students graduating in 2021 with 12+ hours (but with less than core complete, a full degree or certificate).

  - In fall 2020, success rates for high school students dropped from 86% to 82% compared to fall 2019. However, the rate of failing grades actually decreased, as withdrawals rose from 6% to 12%. Reports of why students dropped courses during fall 2020 indicated that students felt increasingly overwhelmed by the cumulative effects of the COVID-19 pandemic. As a result, rates of referrals for mental health and social system support for high school students by ACC staff and Counseling Services significantly increased to support high school program students.

  - Looking forward to 2021, ACC will recognize all seniors who graduate with any ACC credit, as well as those (mostly ECHS students) who graduate "core complete" with both a purple and a white cord. In all, more than 6,500 seniors in the service area will be graduating with some form of ACC credit or credential in 2021.

- Dual credit high school students from historically underserved populations succeed at much higher rates than their traditional student counterparts. For example, African American male dual credit students succeeded in spring 2020 at a rate 12 percentage points higher than traditional African American male students. Hispanic male dual credit students perform 13 percentage points higher than traditional Hispanic male students.

- Partnered with the ACC Foundation in fall 2020 to launch a Dual Credit Textbook Scholarship.

- Launched the High School Programs Family Newsletter to provide timely information to the parents and families of dual credit students. The online bi-monthly newsletter currently has over 21,000 subscribers.

- The number of awards (certificate and degree) earned by dual credit students (excluding ECHS students) increased from 2 in AY2012 to 91 in AY2020.

- The percentage of dual credit students who have earned 15 or more semester credit hours by the end of the academic year increased 9 percentage points, from 12.2% in AY2012 to 21.2% in AY2020.

- The application and registration process for dual credit students was moved to CRM Salesforce in October 2020, providing more automated and customer-friendly services.

- 288 ACC faculty (full-time and adjunct) completed updated training for faculty teaching in dual credit programs.

- ACC worked with 11 partnering school districts to provide teacher training to deliver instruction for HB 5 College Preparatory Courses. These are courses for students who have not demonstrated college readiness by their senior year in high school. Students may enroll in these courses during their 12th grade to become "college-ready" and avoid developmental education in college.

- Partnering school districts enrolled 1,641 students in English/Language Arts prep courses and 839 students in Math prep courses. Of these totals, 1523 English/Language Arts students or 92% (up from 72.3% in 2018-2019) and 734 Math students or 87% (up from 52.4% in 2018-2019) completed the requirements to be awarded a TSI waiver. 313 of these students subsequently enrolled at ACC and avoided developmental education.

- ACC held its annual High School Partnerships Summit on two consecutive Fridays in October 2020 to provide updates regarding dual credit programs, professional development, and engagement with counselors, principals, and administrators from school districts within the ACC service area. Approximately 200 school district personnel attended the Summit which featured tracks for new counselors, returning counselors, administrators, CTE directors, dual credit faculty, and ACC Student Services employees.

- ACC has aligned its Guided Pathways programs with the high school Endorsement Areas. The database has been updated to contain 2019-20 data for public schools.

- ACC held a College Summer program for underserved and underrepresented high school students to attend college-readiness workshops throughout the service area. The Office of College-High School Partnerships identifies historically underserved/underrepresented students to provide them special support for preparation, enrollment, and participation in dual credit programs.
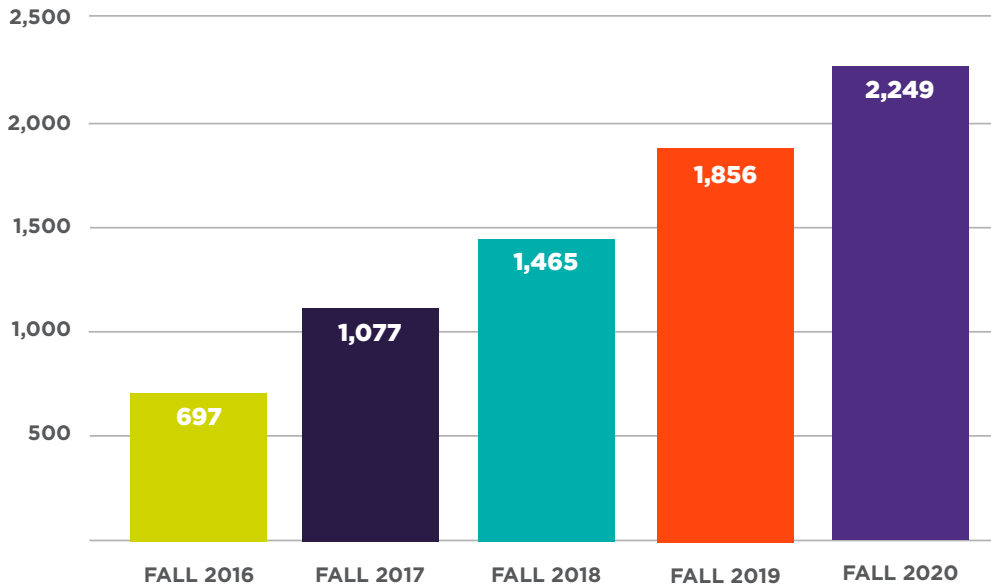
EARLY COLLEGE HIGH SCHOOLS

Early College High Schools (ECHS) enables qualified high school students to earn an associate degree concurrently with high school graduation by maximizing utilization of dual credit. ECHS targets students who are typically underrepresented among college graduates and offers access to College services and supports that would otherwise not be available to them at their high schools. As of spring 2021, ECHS has an enrollment of 2,384 students. ACC had 13 ECHS in 2020 and 14 in 2021.

ACC EARLY COLLEGE HIGH SCHOOLS

High School	District	ACC Campus	First Year with Students	Planning Year No Cohort	Programs - AOS
Northeast	AISD	Highland	2011		Academic
LBJ	AISD	Highland	2011		Academic
Travis	AISD	Riverside	2015		Academic
Navarro	AISD	Northridge	2017		Academic
Crockett	AISD	South Austin	2017		Academic
Elgin	Elgin	Elgin	2014		Academic
Bastrop	Bastrop	Elgin	2014		Academic
Manor	Manor	Elgin	2014		Academic
Round Rock	Round Rock	Round Rock	2016		Academic
Del Valle	Del Valle	Riverside	2015		Academic
Eastside Memorial	AISD	Eastview	2017		Academic
Akins	AISD	South Austin	2019		Academic
Harmony Science Academy	Charter	Northridge	2020	2019	Academic
Leander	Leander	San Gabriel	2021	2020	Academic

FALL ENROLLMENT 2020 - EARLY COLLEGE HIGH SCHOOL

FALL 2016	697
FALL 2017	1,077
FALL 2018	1,465
FALL 2019	1,856
FALL 2020	2,249

1-year change: 121% increase (Fall 2019 to Fall 2020)
5-year change: 323% increase (Fall 2016 to Fall 2020)

SPRING ENROLLMENT 2020 - EARLY COLLEGE HIGH SCHOOL
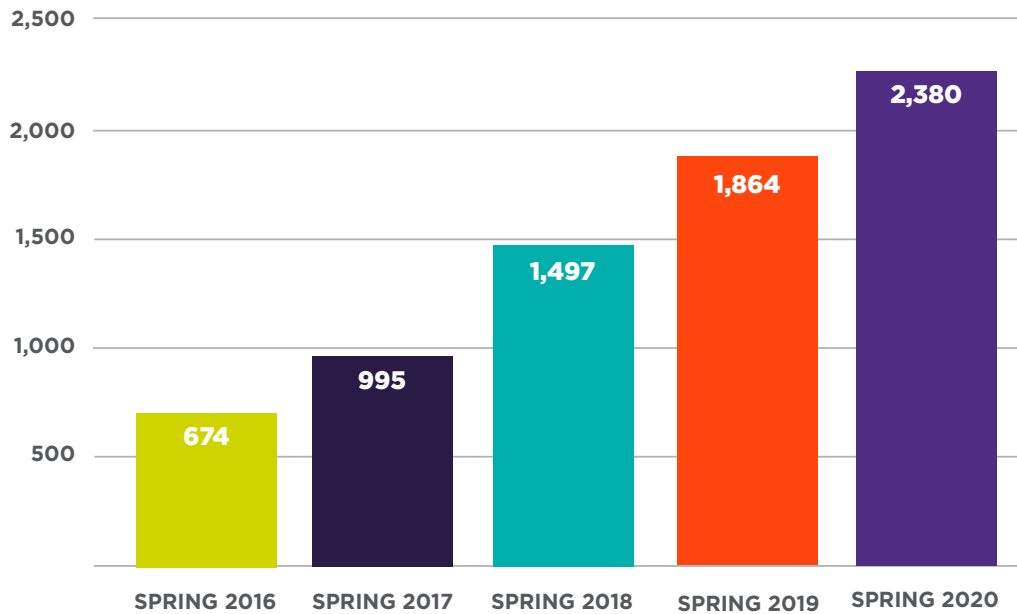
SPRING 2016	674
SPRING 2017	995
SPRING 2018	1,497
SPRING 2019	1,864
SPRING 2020	2,380

1-year change: 121% increase (Fall 2019 to Fall 2020)
5-year change: 323% increase (Fall 2016 to Fall 2020)

Race/Ethnicity	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	5yr Change	1yr Change
White	70	169	264	296	335	378.6%	13.2%
Black	103	143	191	231	254	146.6%	10.0%
Hispanic	487	695	914	1,170	1,475	202.9%	26.1%
Asian	5	18	30	64	82	1540.0%	28.1%
Other	32	52	66	95	103	221.9%	8.4%
Total	697	1,077	1,465	1,856	2,249	222.7%	21.2%

Fall 2019: African American population - 12% of ECHS population (21% increase from previous Fall); Hispanic population - 63% of ECHS population (28% increase from previous Fall)

ECHS STUDENT COMPLETIONS

The number of Early College High School (ECHS) students completing an associate degree has increased from eight in 2015 to 264 in AY2020. Early College High School is a four-year program with some attrition. 80% of ECHS students persist to obtain an associate degree.

Academic Year		Completed an Associate Degree
Early College High School Students (ECHS)		
AY 2015	ECHS	8
AY 2016	ECHS	14
AY 2017	ECHS	16
AY 2018	ECHS	106
AY 2019	ECHS	164
AY 2020	ECHS	264

ECHS HIGHLIGHTS

For the third year in a row, ACC hosted a College and Career Symposium for ECHS juniors in January. Despite having to be held virtually, nearly 200 ECHS juniors participated in the event that focused on the university transfer process and social media presence/branding and its impact on college acceptance and future employment.

264 ECHS students graduated with an associate degree in 2020 and, currently, there are 314 high school students on track to graduate with an associate degree by spring 2021. There are an additional 75 who will be recognized as graduating with the required 42 hours of credit to be "core complete."

Despite the upheavals caused by the COVID-19 pandemic in spring 2020, Early College High School students maintained a course success rate of 84% passing with a C or better in spring 2020, higher than for traditional students at ACC of 74%.

ACC ECHS continued to surpass the national average for ECHS students completing an associate degree. Nationally, only 30% of all ECHS students obtain an associate's degree by high school graduation. All ECHS in the ACC service area far surpass this rate. When examining ACC ECHS cohorts (the actual number of ECHS students who began the program as freshmen and started taking college courses early enough to complete an associate's degree while in high school), the degree completion rate for all ACC ECHS seniors combined in spring 2020 was 80%.

CAREER PROGRAMS

ACC dual credit Career Programs are aligned with Texas school district endorsement areas and regional workforce needs. Students accepted into an ACC Career Academy or Pathways in Technology (P-TECH) Early College High Schools commit to completion of dual credit courses in a comprehensive program of study while in high school, including hands-on industry experience, primarily through internships and/or clinical rotations. Upon graduation, students are able to enter the workforce directly in an occupational area supported by the academy, as well as continue their education at ACC or through a partner university, as appropriate. ACC Career Academy students have the opportunity to earn a Level 1 or Level 2 Certification whereas P-TECH students have the opportunity to also earn an applied associate degree.

During 2019-2020, there were 287 total students in Career Academy Programs in Health Sciences, Construction Trades, Electronics, Engineering Technology, Automotive Technology, and Biotechnology and another 43 students enrolled in P-TECHs.

ACC CAREER ACADEMIES

High School	District	ACC Campus	Year Started	Program - AOS	Partners
ACC Health Sciences Academy	Del Valle, AISD	ACC Health Sciences Academy	2017	Phlebotomy EMT Pharmacy Tech	Clinical Rotations/ Ride-a-longs as defined by instructional department
Navarro	AISD	On-site	2018	Electrician	Trio Electric
Travis	AISD	On-site	2020	Electrician	Trio Electric
Anderson	AISD	On-site	2019	Engineering/ Engineering Tech	
IT Application Development	AISD, Elgin, Manor, Leander	Highland, Elgin, San Gabriel	2019	Applications Development - Swift	Apple
Automotive Technology	Bastrop	On-site	2019	Automotive Tech - OSA	
Manor HS	Manor	On-site	2017	Robotics, Automation, Control Systems	Samsung
Advanced Manufacturing	AISD, DVISD, Texas Empowerment Academy (charter)	Highland	2020	Engineering/ Engineering Technology	Austin Regional Manufacturers Association (ARMA)
Biotechnology	AISD	On-site	2020	Biotechnology	

PATHWAYS IN TECHNOLOGY (P-TECH) EARLY COLLEGE HIGH SCHOOLS

High School	District	ACC Campus	Year Started	Program - AOS	Partners
Northeast (Innovative)	AISD	Highland	2020	IT-Cybersecurity	Dell
LBJ (Innovative)	AISD	HS Academy	2017	Health Sciences	Ascension Seton
Navarro (P-TECH)	AISD	On-site/ Northridge	2019	Information Technology & Visual Communication	IBM
Crockett (P-TECH)	AISD	Crockett/South Austin	2018	Construction Trades	Consortium from Governor's Industry Cluster of Architecture and Construction
Elgin (P-TECH)	Elgin	On-site	2018	Welding	Athena Manufacturing
Priority Charter Schools	Charter	Cypress Creek/ San Gabriel	2019	Information Technologies	Athena Manufacturing
Akins (P-TECH)	AISD	South Austin	2020	Teacher Education	Austin ISD
Akins (P-TECH)	AISD	South Austin	2020	Real Estate	Austin Board of Realtors

Career Academy Enrollments	
	2020
Automotive	6
Biotechnology Level 1 - Certificate	115
Building Electrical Level 1 - Certificate	56
CIT - Applications Development - Swift Level 1 - Certificate	15
Electronics Technician Level 1 - Certificate	15
Engineering Technology Level 2 - Certificate	23
Health Science - EMT - Institutional Certificate	5
Health Science - Pharm Tech Level 1 - Certificate	43
Health Science - Phlebotomy Tech - Institutional Certificate	5
Manufacturing Technology Level 1 - Certificate	4
Grand Total	**287**

Career Academy Completions		
	2019	**2020**
Biotechnology Level 1 - Certificate		14
Building Carpentry Level 1 - Certificate	4	
Building Electrical Level 1 - Certificate		24
Health Science - Pharm Tech Level 1 - Certificate	6	11
Health Science - EMT - Institutional Certificate	3	5
Health Science - Phlebotomy Tech - Institutional Certificate	11	5
Grand Total	**24**	**59**

UPWARD BOUND (UB)

Upward Bound (UB) is an academic and college preparatory program funded by the U.S. Department of Education for students who are potential first-generation college students from low-income families. The purpose of the program is to help students obtain the skills and motivation necessary to successfully complete a program of secondary education and to enter and succeed in a postsecondary education program.

ACC's UB program serves 120 students from Northeast and Travis ECHS in Austin. Students who have successfully completed the eighth grade or are currently ninth or tenth graders may be selected to participate in the program, and they continue to participate until they graduate from high school.

During the school year, UB provides a variety of services and activities to students and their families. School meetings, Saturday meetings, tutoring, and field trips are just a part of the academic year. During

the summer, UB conducts a six-week program on the ACC Eastview Campus. Upward Bound students attend courses developed to improve their skills in the areas of composition, foreign language, science, mathematics, and STEM research. Students participate in a variety of social, cultural, and educational activities including field trips, counseling, and mentoring.

UPWARD BOUND (UB) HIGHLIGHTS

- The UB Program supported 20 high school seniors. 60% of the UB class of 2020 enrolled in postsecondary education in higher education institutions at Austin Community College, the University of Texas at Austin, Texas State University, Texas A&M University, and Mesabi Range College.

- During the school year, the seniors were provided with wrap-around services including membership in other college prep programs and UB advisor collaboration with ACC Student Affairs. In addition, the senior class received assistance with college and financial aid applications.

- In-person university tours were unavailable during the past year, but UB assisted students in thorough research on the following colleges and universities: Austin Community College, Texas Southern University, the University of Texas at Austin, Texas State University, the University of Texas at San Antonio, and Pepperdine University.

- 2020 UB graduates received over $100,000 in scholarships towards their postsecondary education.

- UB Scholars produced a public service announcement (PSA) about Upward Bound Programs for use as a recruitment and marketing tool.

- ACC UB Program partnered with Texas State University, Wichita State University, and Texas Southern University to provide presentations on leadership, etiquette, and transitioning to college after high school.

- ACC UB Program provided workshops and mentorship for UB male students on leadership and social skills for successful entry into the workplace. The program also partnered with Sigma Lambda Gamma Inc., Xi Alpha Chapter at Texas State University which adopted the Upward Bound program and provided a $1,000 scholarship to an outstanding senior.

ENROLLMENT MANAGEMENT

The Enrollment Management division provides onboarding support to high school students who are choosing ACC after high school graduation, to adult students who have spent time out of education or who are looking to change their careers, and to current college students who are transferring into ACC from another college or university. The division also includes financial aid, veterans' affairs, support for continuing students, and completion and graduation.For students interested in traditional credit pathways for certificates, associate degrees, and transfer course work, enrolling in ACC involves

the following steps: (1) expressing interest in ACC or learning about the College through recruiting, marketing, and community partnerships; (2) applying to the College in the Customer Relationship Management (CRM) system; (3) submitting documents needed to become a student such as transcript(s) and College readiness test scores; (4) orientation and advising; and (5) registration and payment.

In 2019-2020, the Enrollment Management division focused on customer service and improving the new student experience. More than 150 staff received customer service training, and a new customer satisfaction survey was developed to be used across all departments. In addition, more than 80% of staff participated in equity, access, inclusion, and cultural awareness professional development, embracing and operationalizing our commitment to equity in action.

To ensure that equity and access are at the forefront of the College's plans for the future, a Strategic Enrollment Management (SEM) Committee was formed in May 2020 with the charge of writing a plan with goals, strategies, and actions to grow a diverse enrollment over the next three years. The committee, led by Enrollment Management, Instruction, and College Marketing, included membership from all areas of the College. The COVID-19 pandemic reinforced the awareness that enrollment is everyone's concern. A major component of the SEM plan included the hiring of an outside enrollment consultant, SWIM Digital, for a five-month engagement to provide ideas and recommendations for improved enrollment processes.

A major part of the year was dedicated to serving incoming and current students during the COVID-19 pandemic. In March 2020, the College shifted to virtual support for all future and incoming students.

RECRUITMENT SERVICES

In 2019-2020, the College created a dedicated team of full-time recruiters under the leadership of a Recruitment Director. The team focused on several goals, including the:

- Recruitment of high school students and adult populations, with special emphasis on students from low-income and historically underserved populations.

- Provision of services in terms of application assistance, college fairs, and campus tours.

- Partnership with ACC Continuing Education and Adult Education Divisions as well as community-based organizations to provide information on ACC programs and services.

- Partnership with ACC Instruction to maximize enrollments in College programs.

Prior to the closure of face-to-face activities due to COVID-19 pandemic in March 2020, the ACC Recruitment team made more than 150 visits to schools, churches, community centers, and agencies and conducted more than 70 tours of ACC campuses for prospective students.

Following the College closures in March 2020, the Recruitment team hosted more than 125 virtual chats and information sessions; held a Call-a-Thon to connect to 10,000+ recently graduated area seniors; and mailed postcards in English and Spanish to more than 14,000 households of recently graduated seniors. By the end of June 2020, more than 84% of interested students had started ACC's Admissions

Application. The result was higher than average enrollment for the summer 2020 semester.

The College Destination Center (CDC) is a comprehensive one-stop enrollment center to support prospects and applicants with entry into ACC. Located on the first floor of the Highland Business Center, the CDC provided students with support on Area of Study information and advising, completion of applications, information about adult and continuing education programs, English Language learning options, and completion of the registration process.

In addition, every campus includes an Admissions & Records office that provides support for applicants and continuing students. Before the College closed face-to-face services, the College Destination Center served 1079 future students on a walk-in basis and the Admissions & Records offices provided more than 115,000 point of service activities.

"ONE FRONT DOOR" AND NEW STUDENT ASSISTANCE DURING THE COVID-19 PANDEMIC

When the College closed physically and moved support services online, the Student Affairs Help Desk, assisted by ACCelerator staff, became a central lifeline for students, responding to 267,236 calls, emails, and live chat contacts in both English and Spanish. In addition, ACC partnered with Blackboard to provide students as well as faculty with 7-day/24- hour support for technical assistance in online courses.

In 2019-2020, the College took a huge step toward a One Front Door philosophy by unifying adult education, continuing education, and high school programs into a new Salesforce CRM alongside traditional credit. The system launched in phases beginning in summer 2020 with adult education transitioning first. With the Salesforce CRM, ACC is revolutionizing the new student onboarding system with state-of-the-art technology tools. The Enrollment Management division will actively use the CRM technology to review and improve student access throughout the enrollment process by race, ethnicity, age, and student type, examining any potential inequities at key steps for interventions as necessary.

During the COVID-19 pandemic, the Texas Higher Education Coordinating Board (THECB) implemented guidelines allowing for alternative reviews of an incoming student's academic record in lieu of requiring student testing on the Texas Success Initiative (TSI) Assessment. Also during this year, the Admissions & Records division launched a new transfer evaluation option for staff and students through the national Transfer Evaluation Service (TES). This web-based, interactive resource allows ACC to streamline evaluations and reduce the time to award incoming transfer credit. This site was launched as student-facing in August 2020, allowing students to look up in advance what courses will transfer into ACC. The tool will minimize unnecessary courses taken by students and reduce their time to goal completion.

Help Desk support - In an effort to expand student support, the ACCelerator started providing assistance to the Help Desk. In this collaborative role, the ACCelerator staff have assisted over 47,000 students by chat, email, and phone with questions related to admissions, financial aid, registration, testing, student accounts and much more.

Registration Stations - In the 2020-2021 academic year, the Registration Station transitioned completely to online support. Virtual Registration Stations (VRS) provide accessible, personable, and knowledgeable

registration guidance. Students have the opportunity to meet with a VRS staff one-on-one in Google Meet sessions. The ACCelerator staff have assisted over 5,000 students with registration support by helping them navigate the online registration and tuition payment systems.

FINANCIAL AID AND STUDENT ASSISTANCE

The Student Assistance division supports students with applications for federal and state financial aid including grants, loans, and work-study opportunities. The Financial Aid office implemented career pathway work-study positions to provide students with meaningful and engaging employment connected to their programs of study and initiated intentional outreach and targeted awarding of state grants.

FINANCIAL AID HIGHLIGHTS:

- Increased the percentage of ACC students receiving financial aid from 34% to 37%.

- Increased the total amount of financial aid awarded to ACC students from $67,051,912 in 2014 to $73,533,450 in 2019.

- Increased the percentage of ACC students receiving worK-study awards by 29% and work-study expenditures by 71%. Additionally, the fall-to-spring retention rate for work-study students increased from 74% in 2018-2019 to 77% in 2019-2020.

- Embarked on a texting campaign in partnership with the Student Money Management Office to increase FAFSA completion. Text recipients had a 5-10% higher FAFSA/TASFA completion rate and persistence than both the general ACC population and other financial aid students who did not participate in the texting campaign.

- Participated in 155 in-person outreach events prior to the COVID-19 pandemic, focusing efforts at high schools with over 50% of students on free or reduced lunch.

- Moved swiftly following the COVID-19 pandemic to enable Campus Logic technology for financial aid, a tool that promises to simplify financial aid processes and reduce stress on students and staff.

- Reorganized Support Services and redesigned operation processes to respond to student inquiries by phone, email, and chat in order to support students remotely.

VETERANS RESOURCE CENTER AND SERVICES

In 2019, the Veterans Outreach team joined the Veterans Affairs (VA) department. Outreach was coordinated with an emphasis on academic, personal, and financial support. Veterans Affairs Staff and Financial Aid Staff cross trained in order to increase the number of VA students who file for financial aid.

The Veterans Outreach team held a number of events before the COVID-19 pandemic including a

mental health summit, cookouts, Veterans Arts Festival, Veterans Day Celebrations, hikes, and Veteran Information Sessions. After the COVID-19 pandemic, they created a Virtual Veterans Resource Center for students to sign in and ask questions. Transition Guides were assigned to each new student veteran. The Transition Guides personally reach out to students by phone to discuss important college topics and keep the students engaged. ACC helped 2,889 students receive veterans' benefits in 2019-2020.

HIGHER EDUCATION EMERGENCY RELIEF FUNDS

As a result of the COVID-19 pandemic, the U.S. Department of Education (ED) has provided several formula grants as the Higher Education Emergency Relief Fund (HEERF). The Financial Aid Office, including the Scholarship Office, partnered with Business Services and other College stakeholders to distribute the HEERF funds according to ED guidelines.

In April 2020, ACC applied for the Coronavirus Aid, Relief, and Economic Security Act (CARES) HEERF. ACC was awarded $13,907,000 in May 2020. By the end of the calendar year, of that amount, 50% ($6,953,900) was awarded to more than 6,000 students who experienced or were faced with disruptions of education due to COVID-19 pandemic. The funds empowered students to use them for their greatest priorities, such as food, housing, health care, child care, learning materials, and more.

In fall 2020, ACC received additional CARES funds due to the College's status as a Minority Serving Institution/Hispanic Serving Institution (MSI/HSI). These funds were earmarked for the Career Scholars program. In fall 2020, 285 students from both the High School and Adult cohorts of the Career Scholars program were awarded $117,144.47. Finally, ACC also received and distributed to students $387,032 in Governor's Emergency Education Relief (GEER) funds in fall 2020.

CAREER SCHOLARS PROGRAM - HIGH SCHOOL STUDENTS

In fall 2020, ACC awarded an initial cohort of 109 graduating high school seniors $5,000 scholarships from funding provided by The Michael and Susan Dell Foundation. The students were selected from 11 Early College High Schools within the ACC taxing district based on their economic status, academic persistence, and their drive to complete an approved workforce degree and/or certificate. Of the original 109 scholars enrolled in fall 2020, 102 registered for spring 21 courses; yielding a 94% persistence rate from fall to spring, surpassing the goal of 90%.

The charts below highlight the demographics, economic status, and persistence rates of the students recruited from schools that have low populations of students that traditionally attend college or complete a credential at an institution of higher education. They are then broken down by Area of Study.

The High School Career Scholars are 59% female and 8% White, 5% Black, 5% Asian, 78% Hispanic/Latinx, and 5% other. After applications for financial aid, 40% of the High School Career Scholars had an expected family contribution (EFC) of zero dollars and 66% of them fell into the lowest EFC category. The High School Career Scholars by Area of Study and their fall-spring persistence rates are indicated in the chart below.

Career Scholars AoS	Enrolled Fall 2020	Enrolled Spring 2021	Fall '20 - Spring '21 Persistence	% Persisting Fall-Spring
Arts, Digital Media, and Comm	4	4	4	100%
Business	19	18	18	95%
Computer and Info Sciences	19	19	19	100%
Design, Manuf, Const, App Tech	10	9	9	90%
Education	12	10	10	83%
Health Sciences	32	31	30	94%
Liberal Arts	4	4	4	100%
Science, Engineering, and Math	9	8	8	89%
Total	**109**	**103**	**102**	**93%**

CAREER SCHOLARS PROGRAM - ADULT STUDENTS

The mission of the Career Scholars Program for Adult Students is to serve low-income adult students seeking high-paying occupations/careers. In May 2018, ACC's Career ACCelerator received a $25,000 grant from the Sooch Foundation to test an Adult Scholarship as a" proof of concept" for the following question: Can we target scholarship funds at low-income adult students, enrolled in Career ACCelerator paths part-time, incentivize them to take 9 credits instead of 6, deliver "just-in-time" interventions, and increase completions with minimal staff by leveraging existing systems at the College? Through an intensive case management method, the pilot was so successful that Sooch added more funds in 2019 to fund the remaining students through graduation.

Of the 146 Adult Career Scholars enrolled in fall 2020, 138 registered for spring 2021 courses. After accounting for university transfers and graduations, the persistence rate was 97% from fall to spring, surpassing the program goal of 85% (College average FTIC = 77%).

The adult students represented a diverse population with an average age of 31 years who enrolled in an average of 9 credits. After application for financial aid, 60% of the students had an expected family contribution (EFC) of zero dollars, and 80% of the students were in the lowest EFC category. Black and Hispanic students in the cohort exceeded their counterparts in the total ACC student population. Further, recruitment pipelines for the cohort were established from ACC Adult Education and area community-based organizations.

Enrollment by Race Ethnicity: ACC v. Adult Career Scholars, Fall 2020

Race/Ethnicity	Overall ACC	Adult Career Scholars
Black	7.6%	9%
Hispanic	38.4%	40%
White	41.4%	39%

The Earn and Learn Steering Committee conscientiously aligned our target majors with OIRA Labor Market research, the Workforce Solutions Target Occupations list, and the Community Workforce Master Plan. The Adult Career Scholars have performed well academically, earning an overall 3.47 grade point average (GPA) in the spring 2021 semester.

ACC FOUNDATION

The ACC Foundation's vision is to expand access to higher education throughout the Austin Community College District. The Foundation supports student success through Scholarships and the Student Emergency Fund. These programs make education affordable, attainable, and boost student morale and confidence in their ability to work toward a better future.

ACC students with Foundation scholarships are four times more likely to graduate than the general ACC student population. In addition, they take one extra course and have exceedingly higher GPA's and fall-to-spring persistence rates. Students who receive emergency aid assistance are highly more likely to continue their education in the same semester that aid was awarded and more likely to persist to the next semester.

FOUNDATION HIGHLIGHTS

Foundation Scholarships – The Foundation reached a milestone in the amount of scholarship funds and the number of scholarships awarded in 2020-2021.

- Over $1.5 million in scholarships were awarded in the 2020-2021 academic year.
- Over 750 students received scholarships with an average award ranging between $1000-$2000.
- In the last three years, $3.9 million has been awarded by the Foundation to ACC students.
- The Foundation began a successful collaboration with the ACC ACCelerator staff to assist students in completing their scholarship application. This resulted in an 87% increase in the number of scholarship applications received this year.

Student Emergency Fund (SEF) – for 2020-2021, student emergency aid awards continued assisting ACC students impacted by an unforeseen financial emergency. By mid-semester of spring 2021:

- The SEF awarded over $78,000.

- The SEF helped over 100 students.

- Overall, the students who have received assistance have a 46% graduation rate since the program started in 2000.

The Foundation held the ACC Foundation Open at Plum Creek in 2020-21, raising over $40,000 for scholarships. Other events were cancelled this year due to COVID-19 pandemic, but are planned for return in 2021-2022.

Further accomplishments in 2020-2021 included:

- Foundation assets increased by 9% to $12.4 million.

- Foundation's endowment increased by 8% to $10.2 million.

ACC AREAS OF STUDY

ARTS, DIGITAL MEDIA, AND COMMUNICATIONS

The Arts, Digital Media, and Communications (ADMC) Division at Austin Community College is committed to a culture of innovation and inclusive excellence, offering programs in Art, Studio Art, and Art History; Creative Writing; Dance; Drama and Technical Theater; Game Development, Animation, and Motion Graphics; Jewelry; Music; Music Business, Performance, and Technology; Professional Photography; Radio, Television, and Film; Visual Communications. ADMC has established a new ACC Creative Collaborator Lab model (ACC Creative Co-Labs) for students to work together on creative projects. This innovative model connects students across programs for in and out-of-class interdisciplinary collaborations.

The Art Department supported several student exhibitions and events including participation in (In) visibility: There's More To Me Than What You See - a juried student exhibition in conjunction with the National Day of Racial Healing (NDORH), and the 44th Annual Student Art Exhibition at the Dougherty Arts Center. Studio Art and Art History majors enrolled in a new Academic Cooperative capstone while completing internships in art galleries, studios, and museums across the service area, including Big Medium, Flatbed Press, ICOSA, Imagine Art Studios, J Muzacz, and the Travis County Folk Art of Central Texas. ACC Art and Art History students transfer to four-year programs across the nation.

The Creative Writing Department helped students gain acceptance to prestigious writing programs and publish works of fiction, drama, essays, and poetry. ACC's Creative Writing Academic Cooperative students helped produce the Spring 2020 Rio Review, Volume 22, featuring the work of 33 ACC student writers, poets, playwrights, artists, and photographers. The department established an articulation agreement with Stephen F. Austin, the only university in Texas to offer a Bachelor of Fine Arts in Creative Writing. An articulation agreement is in progress with Lamar University and Creative Writing courses will now be offered via the Digitex Consortium.

The Dance Department students and instructors created new works and performed at Texas State University and various high schools. 10 ACC Dance students were selected by audition to perform ACC faculty member Darla Johnson's dance piece Raven(ous) and Danielle Bogle's Disquieted, at the American College Dance Association's South-Central Conference at the University of Texas-El Paso in March 2020. ACC Dance partnered with Continuing Education to launch a new certificate in Somatic Movement Education, the first of its kind in any community college. After graduation, students will be eligible to apply for Registered Somatic Movement Educator status with the International Somatic Movement Education and Therapy Association (ISMETA). Dance also partnered with Leap of Joy to launch a new paid internship program for dance majors providing opportunities to gain hands-on experience teaching dance to at-risk youth, in after-school programs. ACC Dance is currently applying for accreditation by the National Association of Schools of Dance (NASD).

The Drama & Technical Theater Department awarded several student scholarships and placed students in internships with local, professional performing arts organizations. ACC Drama's production of Playhouse Creatures by April De Angelis, directed by Marcus Speed, was nominated for multiple Regional Broadway World Regional Awards. ECHS student Enrique Castaneda's play L'ultimo Grade Ricordo, written in his Introduction to Theatre class, was published in the ACC Rio Review. The AAS Degree in Technical Theater was launched with an initial cohort of 45 enrollees in Spring 2020. Digital Departmental Showcases featured design and production conceptualization projects from AAS students. Students of Acting I partnered with the ACC Nursing Department to provide simulation actors for the nursing students. Students in Voice and Diction partnered with Music Business, Performance, & Technology students to produce voice reels for their professional portfolios. The Department expanded its work with Interdisciplinary Studies by adding Global Studies designations for Introduction to Theater.

The Game Development, Animation, and Motion Graphics Department had 3D Animation students work on a pilot project with ACCTV to create short promotional video introductions using the Riverbat character. The Game Design area worked with its advisory board and RTF to develop an XR (extended reality, a merging of the physical and virtual worlds) advanced certificate and 2D Animation implemented new software DragonFrame and Adobe Animate.

Jewelry Department student Hamaila Qureshi and alum Hannah Parks raised over $11,000 for organizations fighting for justice and change, including Austin Justice Coalition and Campaign Zero through their community-focused business, Ladysmiths of ATX. The Jewelry Department added an Enhanced Skills Certificate that includes courses in advanced casting, stone-setting, and repair techniques used in the jewelry industry.

Music Department students had many performance opportunities this year, including the ACC Jazz ensemble at the Texas Jazz Festival, Corpus Christi and the ACC Choirs and Chamber Vocal Ensemble at Covenant United Methodist Church. The ACC Choir recorded Bridge Over Troubled Waters as singers recording themselves individually, with a student sound engineer editing the project and including faculty on piano, bass, and drums. The Music Business, Performance, & Technology Department experienced a record number of 65 degree completions. It also launched seven new level one certifications including Audio Engineering and Live Sound and State Production.

The Professional Photography Department exceeded departmental goals with 35 students graduating and earning 40 total credentials. The student-led photography studio, ACCMe, worked with ACC departments to capture events and provide promotional content. Students had photographs published in newspapers and shown in various professional exhibits.

The Radio-Television-Film Department students participated in various film festivals and community events such as Rooster Teeth's live Broadcast Charity Event, which yearly raises about $1 million for Dell Children's Hospital. The RTF Department also completed the third year of the Samsung ACC RTF Video Production Internship Program, which allows six students each semester to be hired and trained to create educational and PR films onsite at Samsung's local production facility. With the news that Austin PBS would be relocating to ACC Highland Campus, the RTF team quickly developed a unique partnership with Austin PBS and ACCTV to create a new model for collaboration. Two new certificates were created to support these partnerships: Creative Podcasting and Event Videography, which lead to a new Streaming TV and Broadcast Production AAS. This new AAS Includes an embedded community media track integrated pathway leading to apprenticeship-style internships and industry co-creation opportunities with Austin PBS and ACCTV.

The Visual Communication Department students developed apps and worked on projects for such clients as the City of Austin, National Alliance of Mental Illness (NAMI) of Central Texas, and Dress for Success Austin. Students interned with businesses such as the Texas Association of Community Colleges (TACC), The National Alliance for Insurance Education & Research, Bureau of Economic Geology at UT Austin, Brave Communities, Miller Printing and Digital, Heard Presents, CDK Global, WP Engine, frog. Design, and Tenant Cloud.

ACC UX (User Experience) Design student, Jessica Murray, was accepted into the Master of Arts in Design focused on Design in Health at the University of Texas, a collaboration between the UT College of Fine Arts School of Design and Creative Technologies and Dell Medical School Design Institute for Health. The department launched a dual credit program at the Texas School for the Deaf in fall 2019 and partnered with the Navarro High School P-TECH program to offer the in-demand User Experience, User Interface (UX/UI) AAS Degree.

BUSINESS

The Business Area of Study (AOS) consists of programs in Accounting, Business Administration, Fashion Design, Management, Marketing, Fashion Marketing, and Real Estate. The Business faculty have worked tirelessly to ensure the success of students during the COVID-19 pandemic. In one example, the Accounting Department purchased 500 Quickbook tests for Accounting Technician students to take the Quickbooks Certification National Exam, completion of which will increase employment opportunities for students.

The Accounting department also worked with the Computer Science and Information Technology AOS to launch an Information Systems Auditor certificate to prepare students to take the Certified Information Systems Auditor exam. With the previous additions of certificates for Accounting Technician and Tax

Specialist, certificate awards and enrollments have substantially increased. Currently, the department is developing a competency-based education format for the Accounting Technician certificate.

The Business Administration Department negotiated an articulation agreement with Stephen F. Austin University for accepting all 60 hours of its associate degree in transfer for a bachelor's degree in Sports Management. The department also completed new articulation agreements with Texas A&M University-Central Texas. The Business Administration program, along with Marketing, Fashion Marketing, and Real Estate programs, are accredited by the prestigious Accreditation Council for Business Schools and Programs (ACBSP).

The Fashion Design Department implemented heightened safety protocols in the Fashion Design Lab to ensure that students received the valuable hands-on instruction the program requires. This has allowed students to stay on track and the program will graduate its first degree students next year. Meanwhile, the program has created an ACC Fashion Club and opened its Fashion Closet doors, and donated fabric and training to create over 1000 masks for ACC essential employees to be safe at work. Finally, the program is working with the Fashion Incubator and the Fashion Marketing and Photography programs to create more collaborative projects for students.

The Management Department offers degree tracks in Management, International Business, and Logistics and Supply Chain Management. The department has created a new course in Entrepreneurship and Economic Development and also offers courses in support of Business Administration and Real Estate. The Department also launched a Fast-Track career option for Logistics and Supply Chain students resulting in a level one certificate that can be completed in one semester.

The Marketing Department launched a new Social Media/Digital Marketing certificate in fall 2020. The Department also provides students several opportunities for growth, including Disney internships, International Study Abroad, and Collegiate DECA, a national program that prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality, and management.

The Real Estate Department has partnered with Akins High School in AISD to form the first P-TECH Real Estate program in Texas beginning 2020-2021. The department also hosts a Real Estate Monthly Meet and Greet to connect students with Austin realtors and industry leaders. The department received approval from the Texas Real Estate Commission for five Sales Apprenticeship courses. Finally, the department offers a free Exam Prep for all Real Estate declared majors to prepare for the state exam.

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY

In March 2020 ACC was approved for a Bachelor of Applied Science (BAS) degree through the Texas Higher Education Coordinating Board (THECB) in the high-demand career of Software Development. According to a monthly report from the Austin Chamber of Commerce listing the top twenty jobs (May 14-June 13, 2019), the number one job in demand is a Software Developer—with an average salary of $106,760. According to O*Net, of the respondents who were Software Application Developers, 80% reported that a bachelor's degree is the educational requirement needed to be qualified in the field.

The BAS program launched with 31 students in fall 2020. The degree will prepare students for a successful career as a Software Developer through a focus on professional practice combined with principles of technological systems to design, implement, and evaluate a computer-based system and its processes. Coursework is balanced between theoretical and technical competencies associated with the profession to prepare students for a highly competitive field. Developing essential skills in technical communication, ethics, and teamwork will be an integral part of the coursework.

ACC is unique in that it offers the BAS as a competency-based education model delivered in online and hybrid formats. In this manner, the program aims to increase student flexibility and accessibility while also offering a cost-effective pathway. With the approval of the BAS, the following steps were taken to recruit students:

- *Information Sessions:* CSIT developed a highly successful outreach campaign to attract and recruit potential BAS candidates. Over 400 interested candidates registered through the Computer Science and Information Technology's (CSIT) website and over 250 potential candidates attended the virtual sessions to receive information and ask questions.

- *Admissions process:* All potential candidates who registered on Eventbrite were sent an application for entrance into the fall session. An admissions process was built to review 90 applications of which 38 were offered admittance in fall 2020. 31 students accepted.

- *Curriculum Development:* Two workshops were provided to train faculty in competency-based education best practices. The course and the degree learning outcomes were reviewed and approved by an industry leadership committee composed of members from Apple, Cisco, Dell, HomeAway, IBM, National Instruments, Merck, Travis County, and others.

In addition to the BAS degree, the Computer Science and Information Technology AOS created an Occupational Skills Award (OSA) entitled Digital Fluency for Today's Jobs (DFTJ). Designed to be a short-term yet stackable four-course (14 credit hours) Occupational Skills Award (OSA), the DFTJ initiative will provide students with an elastic and economical means to acquire essential digital skills. It offers a synchronous or asynchronous hybrid, Competency-Based Education (CBE), and Active Learning modality that is not only adaptive but embraces Open Educational Resources (OER). It also includes gamification, providing micro-badges linkable to LinkedIn. The initiative simultaneously strengthens both college and career readiness and aligns with the institution's commitment to the development of an equitable and inclusive learning and student support environment.

In July 2019, the Department of Labor awarded ACC, in a consortium with three Texas colleges (Alamo Community College, Dallas Community College, and San Jacinto Community College) a $2.5 million grant to create apprenticeships in Information Technology. ACC will align with employer partners to build Registered and Non-Registered Apprenticeship pathways to middle- and higher-skills jobs. The grant focuses on training and employing the unemployed, underemployed, and incumbent IT workers; veterans and military families; and underserved populations including women and persons of color.

In January 2020, ACC partnered with the Apple Consultants Network (ACN) to coordinate and offer a

free 5-day workshop to develop IT networking skills in Apple, Cisco, and Jamf. During the final day, a job fair was held at the Apple campus in which the attendees could meet with potential employers from across the nation. In August 2020, ACC and ACN offered a similar worship online to additional students.

CULINARY ARTS, HOSPITALITY AND TOURISM

Perhaps no set of industries was harder hit by the COVID-19 pandemic than those served by the Culinary Arts, Hospitality, and Tourism Area of Study. Most students working in these fields either lost their job or had their work hours seriously curtailed. Further, the instructional content of the programs, overwhelmingly hands-on and visual, proved difficult to offer in a totally online format. Nonetheless, the Culinary Arts instructors and staff succeeded in converting lecture material to an online format and held weekly online meetings to support students. Additionally, the department chair worked with local food bank agencies to find resources of food and care to help students sustain their studies.

The Culinary Arts programs were scheduled to move into Highland Campus, Building 2000 in spring 2020 semester, but the COVID-19 pandemic contributed to the move being delayed. The department restarted face-to-face offerings at the Eastview Campus in fall 2020. Safety plans and social distancing allowed a limited number of students to return. The American Regional class served to-go meals via curbside pick-up at the Eastview Campus.

Planning for the move to the Highland Campus continued and virtual previews of the new state-of-the-art spaces and equipment have greatly impressed both student and community members. With the help of the ACC media department, the department chair has given interviews and tours that have attracted the support of local businesses looking for interns and new employees. One well-known local restaurant group, in partnership with the Black Chamber of Commerce, created a scholarship fund for the Culinary & Pastry students of $12,000.

In the Hospitality Department, students have forged ahead through online classes and are well-positioned to be a part of the return of hotels, restaurants, events and travel planning that has been sorely missed for the past year. Hospitality is the third-highest employer in Austin, with 42,000 hotel rooms and numerous tourism offerings across the city, making Austin a highly desired city to visit.

While very people-focused, the Hospitality Department is committed to preparing our students for the new normal, fully equipped to utilize the latest technology and software related to reservations, scheduling, financial management, and customer service. Additionally, the department continues to connect our students to industry professionals through guest speakers and on-site visits to major hotels and restaurants throughout the year. It has joined forces with Visit Austin and the Austin Hotel and Lodging Association (AHLA) to elevate an annual Hospitality Career Fair, held virtually for 2020 and planned in-person for fall 2021. The AHLA also supports ACC students with mentorships and scholarships

The department benefits from many adjunct instructors that work each day in the hospitality industry and can bring real-time and up-to-date course content to our classes. The department provides full articulation with the University of Houston Hilton School for a bachelor's degree in Hospitality Management. Planning has also begun to create a P-TECH program for Travis High School in Hospitality

Management.

Similar to Culinary Arts, the Hospitality department will move to the Highland Campus in fall 2021 with purpose-built facilities that will accommodate several unique facets of the industry. The Special Events Design room will feature many design options for creating events - audio visual equipment, linens, tableware, floral supplies, and flexible table set ups. The mock hotel room will be furnished to help hotel students understand the 'heart of the hotel' - room design and usage. There will be a travel planning office that will be available to the public, allowing our travel specialty students to work directly with customers.

DESIGN, MANUFACTURING, CONSTRUCTION AND APPLIED TECHNOLOGY

The Design, Manufacturing, Construction and Applied Technology (DMCAT) Area of Study (AOS) includes programs in Agricultural Sciences, Architectural and Engineering Computer-Aided Design (CAD), Advanced Manufacturing, Automotive Collision Repair and Refinishing Technology, Automotive Technology and Outdoor Powered Equipment, Building Construction Technology, Engineering Technology, Geographic Information Systems, Geospatial Engineering, Heating, Air Conditioning, and Refrigeration Technology, and Welding Technology.

While the COVID-19 pandemic had a significant impact on all ACC programs; the DMCAT division was profoundly disrupted over the past year due to the nature of the programs' content. Nonetheless, faculty and staff successfully migrated lecture material online and developed safe opportunities for students to get the needed hands-on practice and skills necessary to complete their programs on time.

ACC inaugurated a new Advanced Manufacturing program, and in collaboration with Austin Regional Manufacturers Association (ARMA), launched the IMPACT Academy with area high schools. IMPACT stands for Innovative Manufacturing Partnerships Accelerating Central Texas and shares the name and branding as the new ACC Manufacturing Incubator located in the Highland Campus, Building 2000. For more information on the Manufacturing Incubator, see Section C in Goal 3: Completion and Transition to Transfer/Employment.

The Agricultural Sciences department has already doubled their enrollment from their first credit classes in fall 2019 and are currently awarding scholarships from their National Food and Agriculture (NIFA) grant supporting students in Hispanic Serving Institutions (HSI). The program is excited to have its first AAS and AS graduates in May 2021.

The Geographic Information Systems (GIS) program continues to increase student enrollments and completions through its Quality Matters (QM) certified online program. In addition to utilizing a competency-based education (CBE) format, the program is piloting credit for prior learning as well as the new hyflex model for course delivery, allowing students to attend either in person or online as they choose.

GIS continues to offer high-value student internships by partnering with state and local agencies to conduct data analysis and mapping for critical infrastructure. Some examples include professional

partnerships with the Commission on State Emergency Communications (CSEC), the Texas Natural Resources Information System (TNRIS), and the Texas General Land Office (GLO). The internship program known as ACC Inc. and partner organizations have funded 35 paid GIS internships valued at over $340,000. Almost all of these interns have progressed to full-time employment as GIS Professionals.

The Architectural & Engineering Computer-Aided Design Department launched a new Associate of Science degree in Architecture to provide a transfer pathway for students into a university architecture program. The model allows all who wish to enroll in architectural design to acquire an education in the discipline without prerequisites, preconceptions, or institutional barriers. This approach is the inverse of the university model wherein architecture students are preselected for admission based on prior scholarly achievement, assessments of aptitude, and the likelihood of success in the discipline.

Welding Technology hired new faculty to teach and assist with facility and program development in its new P-TECH program at Elgin High School. The first cohort launched in fall 2019 and will have its first graduates in May 2021. The program continues to demonstrate significant success with Navarro High School (AISD) dual credit students. To assure timely completion and continued advancement after high school graduation, the program has begun to offer courses with ACC instructors at the high school and on our campuses. Both projects are helping underserved student populations find successful high-skill technical career opportunities.

The Building Construction Department graduated its first P-TECH cohort at Crockett High School (AISD) and began its second cohort of Academy students in construction management. Academy graduates are continuing at ACC after high school graduation, with some taking summer internships at general contracting companies such as SpawGlass or transferring into university programs, include Texas A&M University College of Architecture. The program also started a third cohort of the Trio Electric pre-apprenticeship program with Navarro High School and began a first cohort of students at Travis High school. The program is on pace to place an average of 60 pre-apprentices into the electrical profession annually.

The Automotive Department enrolled a third cohort into the Honda Professional Automotive Career Training (PACT) Program. The Honda PACT Program gives students a clear path to become an industry-certified technician while completing an AAS degree in Automotive Technology. Students take prescribed coursework in a cohort-based model and begin an internship experience in the second semester of the program, allowing them to work and earn at the same time. A similar program has existed with Toyota Motor North American and Hiring our Heroes called Toyota M-TEN (Toyota-Technician Education Network) in which active duty military members in their last 180 days of service enroll in a pre-apprenticeship program. ACC is currently working with Toyota to transition the program to include all students and not just military candidates.

EDUCATION

The Child Care and Development Program partnered with United Way to offer training for students by Teachstone to obtain a Classroom Assessment Scoring System (CLASS) Observer certification. This

training will allow students who complete the training and pass the CLASS Observer test to observe Child Care Centers and measure compliance with prescribed curriculum and standards. Once students are certified, they can become contract observers to visit child care centers and be compensated for their time. This industry certification will be a resume highlight for students alongside their educational credentials.

The Education Department's highly successful partnership with Texas Tech University, Tech Teach across Texas, continues to grow. This program allows students to complete an Associate of Arts in Teaching degree at ACC and then complete one additional year of coursework and student teaching in the Austin area to earn a baccalaureate in education from Texas Tech University.

In the third year of the Tech Teach/ACC program, nine students graduated with their degree and began teaching in August 2020 for the Austin Independent School District. This cohort was one of only three that had a 100% passing rate for the entire state program of Tech Teach. The 2019-2020 cohort of students completed their year in a virtual setting as all instruction for Tech Teach and AISD went virtual. Three of the students were named Teacher of Promise for their AISD campus. This honor is similar to Teacher of the Year and recognizes new teachers who exhibit a deep commitment to student learning and contribute to the profession of teaching. The Education Department also completed the first year in development of the Teacher Academy in Del Valle ISD.

HEALTH SCIENCES

The ACC Nursing Program was selected 2020 Best of the Best among area nursing programs by community voters in an online poll through the Austin American-Statesman for the third straight year. For more on the RN-to-BSN Program, see Section C in Goal 3: Completion and Transition to Transfer/ Employment.

The ACC Veterinary Technology program received accreditation from the American Veterinary Medical Association (AVMA). It is also continuing the first-of-its kind partnership with Bastrop County Animal Shelter and Austin Pets Alive (APA). Through the partnership, Bastrop Animal Shelter identifies stray animals in need and best suited for the ACC Veterinary Technology Program. Students foster the dogs and cats at the ACC state-of-the-art animal facilities in Elgin and provide care such as vaccinations, dental work, and basic training and socialization. Pets not adopted throughout the semester are placed in foster care or a forever home through APA.

COVID-19 pandemic delayed the opening of the Regional Simulation Center in Highland Campus Phase 2. It is currently on track to open in summer 2021. The facility includes nine state-of-the-art simulation rooms, including debriefing rooms, and two 10-bed nursing skills labs. These facilities will allow the nursing program to increase the use of simulation to replace direct patient clinical experiences. The center will also offer opportunities for interprofessional education among all health sciences programs and possible collaboration with the community and other educational institutions.

The Health Sciences AOS at ACC works closely with Central Texas hospital networks. The College is a founding member of the Healthcare Workforce Alliance of Central Texas, where efforts are underway to

develop a new nursing clinical scheduling software to provide better data on true utilization and increase clinical capacity for one of the region's highest-demand occupations. ACC also has several healthcare workforce partnerships, including an apprenticeship program with Baylor Scott & White to train individuals to become Medical Assistants and an Ascension-Seton upskilling effort that identifies current employees who wish to train as Surgical Technologists.

LIBERAL ARTS

The Liberal Arts AOS supports the development of skills that foster critical and creative thinking to help our students lead in a changing world. Students earn transferable credit in a variety of programs while expanding their knowledge base and their potential for success. The Liberal Arts AOS includes programs in Archaeology, Anthropology, Economics, English, Foreign Languages, General Studies, Geography, Government, History, Humanities, Interdisciplinary Studies, Philosophy, Psychology, Religion, and Sociology.

Across Liberal Arts programs the number of declared majors varies greatly, and these programs primarily serve students seeking to transfer to complete baccalaureate degrees. One of the most popular majors in the Liberal Arts is Psychology, with 1181 declared majors in fall 2020. In total, the ACC Fact Book Preview Fall 2020 shows 10,820 declared Liberal Arts majors. Articulation agreements exist with a variety of universities in the region and state as well as outside Texas. Recent agreements include Austin Graduate School of Theology, Lamar University, and Texas A&M Central Texas. This Area of Study also includes significant support for students seeking to attain college-level reading and writing skills (Integrated Reading and Writing [INRW] and English for Speakers of Other Languages). In 2020-2021 the separate departments of INRW and English combined to become the Department of Composition and Literary Studies to further enhance the mission of helping students build their critical thinking, reading, and writing skills to succeed in college.

Liberal Arts programs serve all students across the College, whether they are pursuing a workforce credential or seeking to transfer. As part of the academic master planning process, the faculty in the Liberal Arts proposed a redesign of Liberal Arts gateway courses that will increase equity and inclusion and close success gaps through inclusive curricula and additional support; enhancement of the Honors Program to improve equity and inclusion through community partnerships and to provide opportunities for students to learn and practice community-building and leadership skills in a variety of service-learning opportunities; and support for the new Asian-American Cultural Center.

The Government Department offers an internship course each semester with various local and state government placements. Both service-learning and internship opportunities were closely monitored in 2020 to ensure students' safety and health. The Liberal Arts programs provide students opportunities to hear from scholars (e.g., the History Department's Emeritus Professor Lectures), learn about our founding documents (Constitution Day) or learn about other cultures (International Festival). In a year that included COVID-19 pandemic restrictions, the Liberal Arts programs had to turn to virtual offerings. The Cinema of Conflict and Transformation was a series of virtual screenings and discussions offered by the Peace and Conflict Studies Center. Fall semester films included "The Murder of Fred Hampton"

and "Call Her Ganda". Also offered was a virtual Conflict Transformation Academy and a Peace In Relationships webinar series. Students not only build their creative and critical thinking skills through these opportunities, they also engage in applied learning and they learn to be successful both at ACC and their transfer institutions.

Students in Liberal Arts can participate each fall in COMMS Week, sponsored by the Communication Studies Department. In the age of COVID, this virtual event was themed "Together While A-Part" and included a student speech contest and a Communication in Careers forum. Programs in the Liberal Arts also support the creativity of ACC students. For instance, the Liberal Arts annually solicit entries from ACC's dual credit students, who can participate in a 200-word flash fiction competition known as Cacciatore. In addition, there is annual competition to determine ACC's submission to the League for Innovation Literary Competition. The selected poem this year is "The Boxes" by Makayla Latham.

PUBLIC AND SOCIAL SERVICES

The Public and Social Services AOS is focused on education for careers that make a difference in people's lives. From first responders to counseling and social work, the Public and Social Services AOS is focused on protecting and helping others. The AOS includes American Sign Language (ASL) Interpreter Training, Criminal Justice, Emergency Management, Fire Protection Technology, Human Services, Paralegal, and Social Work.

The Emergency Management program course, Introduction to Homeland Security, achieved national Quality Matters (QM) recognition for online course design. The Social Work Program developed a new course in Social Welfare: Legislation, Programs, and Services for the Global Studies curriculum. Plans are in place to offer the course with a co-instructor from the University of Costa Rica in fall 2021.

The Fire Protection Program converted the Firefighter Health and Safety course to meet the Texas Commission on Fire Protection (TCFP) certification requirements for Incident Safety Officer (ISO). This course has already produced twelve TCFP certified Incident Safety Officers. The ISO ensures a safer environment for firefighters on the fire ground, prevents accidents and injuries, and assists in firefighter cancer prevention, thus making fire departments better equipped to mitigate all hazards and emergencies. The Fire Protection Department will also offer a TCFP certified Driver-Operator/Pumper course in summer 2021, allowing students to learn to drive and operate fire apparatus used in emergency response. This credentialing is imperative for fire departments to meet emergency response needs.

The Criminal Justice Department worked successfully with both College administration and the Texas Commission on Law Enforcement (TCOLE) to allow students in the spring 2020 cohort to substitute online course work for typically required face-to-face attendance in training courses. This negotiation allowed twenty students to qualify for the Texas Peace Officer Exam and proceed into confirmed job opportunities in a timely manner.

SCIENCE, ENGINEERING AND MATH

Programs in the Science, Engineering and Math (SEM) AOS include Biology, Biotechnology, Chemistry,

Engineering, Environmental Science and Technology, Geology, Mathematics, Physics, and General Studies in Science. In fall 2020 there were 4365 declared majors in SEM programs.

The Biology Department serves students who want to enter a Health Sciences pathway, a pathway which requires successful completion of BIOL 2401 Anatomy and Physiology. To enroll in this course, students must first pass an assessment test, and about half of the students who attempt the assessment test are able to pass it and be successful in BIOL 2401. Students who don't pass the test are encouraged to take BIOL 1308 for additional preparation, however, relatively few of these students manage to complete 1308, pass the assessment test and then earn credit for 2401 in the following semester – completion rates for students who follow this path are typically 15-20%.

Inspired by the success Mathematics had with the co-requisite model, the Biology Department adopted the model by offering special paired class sections of BIOL 1308 and 2401 with an integrated curriculum. Initial results have been promising: students in the fall 2019 pilot succeeded in BIOL 2401 at about the same rate as their peers who passed the assessment test and took stand-alone BIOL 2401. In addition, pairing 1308 with 2401 and integrating the curriculum decreased race/ethnicity achievement gaps.

While the majority of SEM programs provide transfer pathways for students, the SEM Area of Study provides certificates and an Associate of Applied Science in Environmental Technology. These awards prepare students to address environmental and public health issues in a number of job fields such as Environmental Science and Protection Technician. SEM also offers certificates and an Associate of Applied Science in Biotechnology. These awards help students gain valuable lab skills working alongside experienced researchers. This program is home to the Bioscience Incubator, which provides students with valuable exposure to emerging research.

The Biotechnology Department has created the InnovATEBIO National Biotechnology Education Center, funded by the National Science Foundation (NSF), to address the need for highly skilled technicians for the nation's biotechnology workforce. Toward this goal, InnovATEBIO provides leadership in biotechnology technician education, including support for development and sharing of best practices in biotechnology workforce development. In addition, the center promotes local and national economic development of the biotechnology industry and helps accelerate innovation in biotechnology and associated fields. The center focuses on biotechnology technician education across the country, with a specific focus on strengthening the connections between high school and community college biotechnology programs. To serve the national biotechnology community, InnovATEBIO will build a diverse network of educators, students, alumni, and industry partners, including incubators, trade organizations, and professional societies.

Traditional transfer pathways are at the heart of the Science, Engineering and Math Area of Study. ACC's partnership in the Texas A&M-Chevron Engineering Academy is thriving, and supports smooth transition pathways for students interested in chemical, civil, electrical, mechanical or other engineering tracks. In addition, fields of study in engineering have been approved by the Texas Higher Education Coordinating Board in electrical, chemical, mechanical, and civil engineering. These fields of study are offered to approximately 1400 Engineering majors to support seamless transfer to university engineering programs.

The ACC Physics Department sponsors a chapter of the Society of Physics Students, research opportunities for students, and, prior to COVID-19 pandemic, periodic star parties and a community outreach program known as Austin Community College Hands-on Science (ACCHaoS). In this COVID-19 pandemic year, ACCHaoS provided instructions for anyone who wanted to build their own exhibits, designed around the aesthetic of "low cost/high impact." Physics is also creating a series of modules to support competency-based education. These modules guide the student through the lecture, demonstrations, and interactive exercises followed by a quiz that tests their understanding. If they miss part of the quiz, they are directed to more lecture material and given a chance to try again until they successfully complete the module. They must complete each module before continuing to the next. Each module contains guided tasks that reinforce learning, along with videos and interactive activities.

CONTINUING EDUCATION

ENROLLMENTS

During the 2019-2020 school year, the ACC Continuing Education (CE) Division taught 9,938 students who accounted for 25,048 course enrollments. CE serves individuals by providing courses and programs that help individuals reach their personal and professional goals, whether securing a job, changing careers, participating in customized skill training through their employer; learning English or another language, or taking a short personal enrichment course. The vast majority of CE courses and programs are offered in the evening, on the weekend, and at locations throughout the region to increase access for students.

CE provides a realistic on-ramp to credit certificate and degree programs for people who cannot start with a traditional program. Guided Pathways link CE courses to credit programs and increasingly, provide students with access to credit for prior learning. A student can also start with a CE workforce certification program, begin a needed job quickly, and then continue into a credit program at a later time. Further, individuals are able to continue learning and growing through CE certificate and certification courses both during and after they complete a credit certificate or degree program.

CE works closely with key partners such as the Workforce Solutions Rural Capital Area, Workforce Solutions Capital Area, ACC Adult Education, Community Action, the Literacy Council of Williamson County, the Texas Workforce Commission, the Austin Area Urban League, the Central Texas Regional Mobility Authority (CTRMA), the City of Austin Public Library system, and many other local and state agencies to sponsor individuals that are unemployed or underemployed.

Since many CE students are nontraditional and much of CE programming requires hands-on skills, CE enrollments dropped significantly as a result of the COVID-19 pandemic. Even though CE moved most of its courses online, many students were unable to make the transition. Further, for those courses that required face-to-face instruction, class sections had reduced capacities to allow for safety and social distancing.

CE 5-YEAR UNDUPLICATED ENROLLMENT

11,747	12,568	12,021	12,356	9,938
2015–16	2016–17	2017–18	2018–19	2019–20

*Impacted by COVID-19
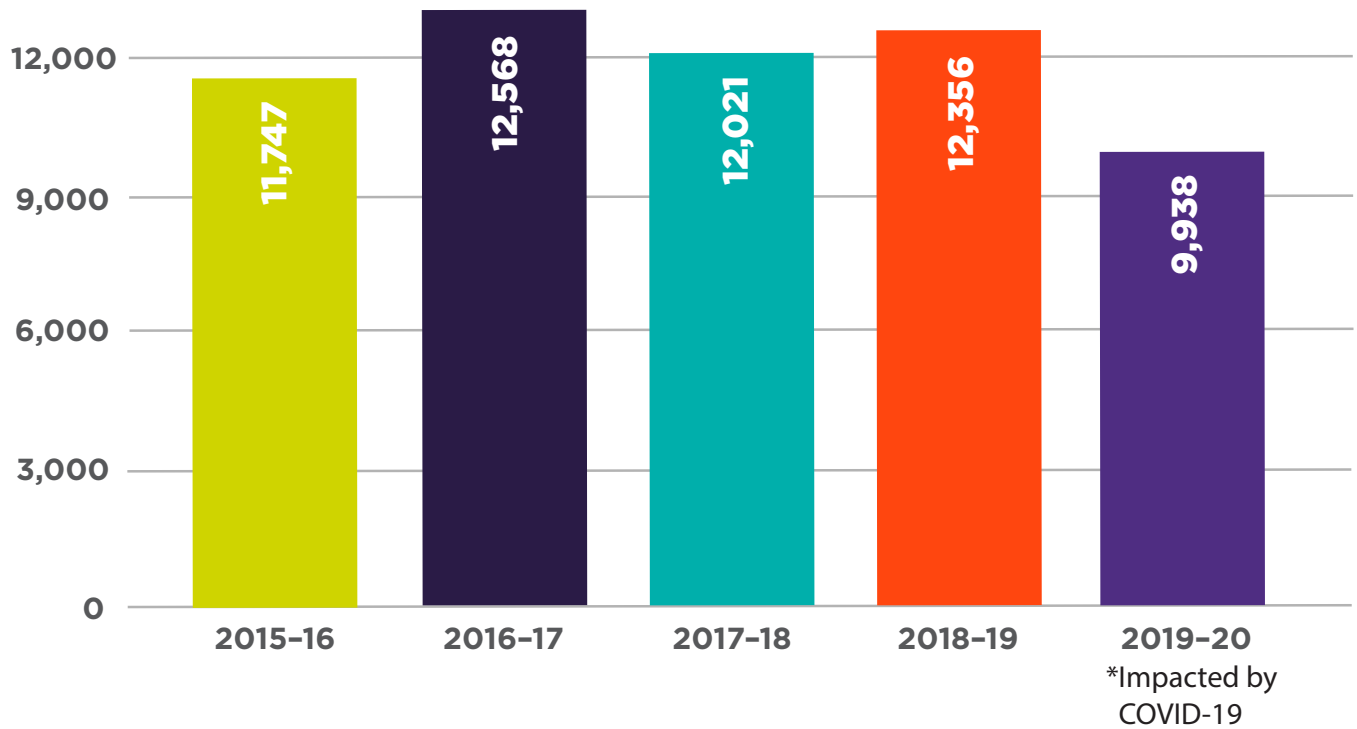
The College's campaign, "ACC is for everyone," is being realized through the race- and age-diverse student populations that are served by CE and Credit programs across the Central Texas region.

STUDENT AGE COMPARISON, CREDIT (FALL 2020) AND CONTINUING EDUCATION (2019-20) UNDUPLICATED HEADCOUNT

Age	CREDIT FALL 2020	CE 2019-2020
16 & UNDER	12.50%	0.47%
17	8.60%	0.40%
18	9.50%	0.82%
19–21	23.9%	5.91%
22–24	12.90%	7.19%
25–30	15.00%	17.85%
31–35	7.00%	14.76%
36–50	8.60%	34.95%
51–64	1.80%	14.80%
65 & OVER	0.20%	2.82%
UN-KNOWN	0.00%	0.03%
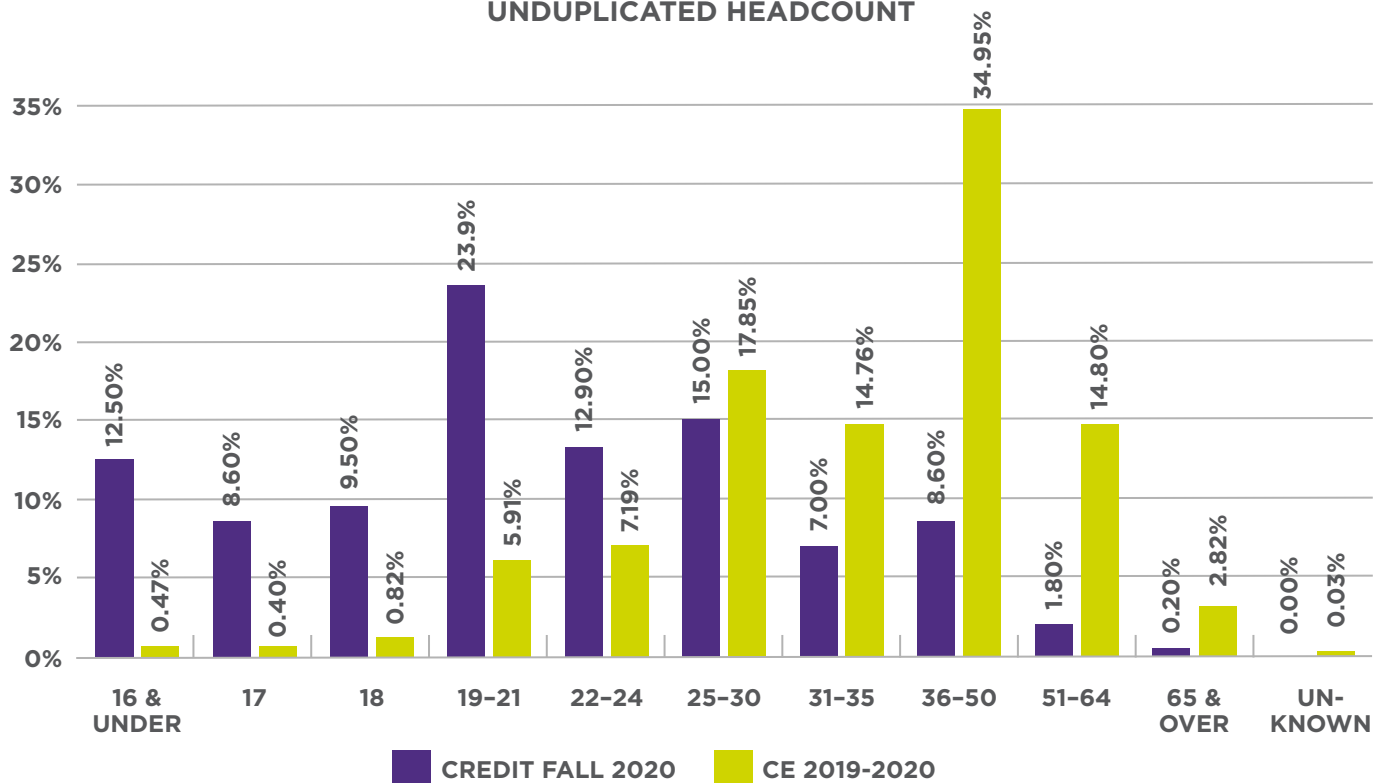
The racial breakdown of students that CE serves is similar to the demographic profile of the region that the College serves, as shown in the graph below. Increasing the participation of minority students continues to be a priority.

CONTINUING EDUCATION STUDENTS COMPARED TO TOTAL POPULATION OF ACC 5-COUNTY SERVICE AREA

	WHITE	BLACK	HISPANIC	ASIAN	OTHER
ACC Continuing Education AY20	48%	8%	29%	8%	7%
Total Population 2020	51%	7%	33%	7%	2%

ACC CONTINUING EDUCATION AY20

TOTAL POPULATION (BASTROP, CALDWELL, HAYS, TRAVIS & WILLIAMSON COUNTIES) 2020
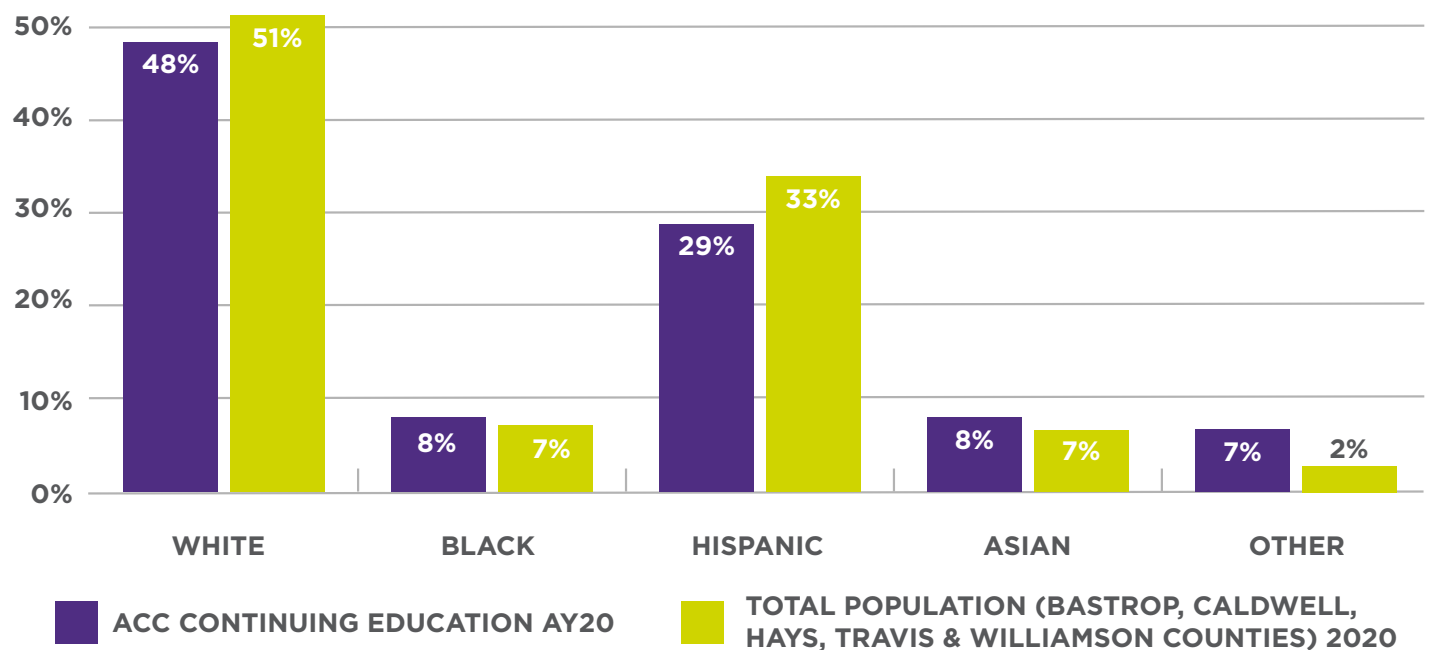
FAST TRACK PROGRAM

The COVID-19 pandemic created a severe blow to the regional economy, resulting in the unemployment and displacement of thousands of Central Texans. To assist in such a destabilizing period, ACC created the Fast Track Program. The program was initiated by identifying twelve high-demand, good-paying job areas that would involve short-term training (six months or less) and that would assist with getting a job or better job at a significantly reduced cost. As a result, the following 12 Continuing Education (CE) programs were offered at a 50% price reduction to students beginning in fall 2020.

In addition to selecting these 12 programs to help people get a job, course substitution documents were created to help students transition their credits and coursework from other institutions to ACC CE programs and then to ACC credit programs, if desired. For example, a student would be able to convert medical assisting courses from another institution to ACC's Continuing Education Medical Assisting program for certification completion. This student would then be able to go to work and continue on into one of ACC's credit programs as more articulations are created between CE and Credit. CE is working with the credit side and Admissions to achieve the internal articulations.

In the Spring 2021 semester, 14 additional CE programs were added to the Fast Track Program. Enrollments in the 26 Fast Track Programs have increased from a total of 377 students in Spring 2020 to 893 students in Spring 2021.

FAST TRACK PROGRAMS - FALL 2020	ADDITIONAL FAST TRACK PROGRAMS - SPRING 2021
Accounting and Bookkeeping	CAD Drafter
Business Office Technology	Certified Cisco Network Associate (CCNA)
Certified Nurse Aide	Certified Information Systems Security Professional (CISSP)
Certified Production Technician	CompTIA Security+
Dental Assistant	Heavy Equipment Operator
HVAC	Ophthalmic Assistant
Medical Assistant	ParaEducator
Medical Billing and Coding	Patient Care Technician
Medical Office Support	Plumbing
PC Technician	Project Management
Phlebotomy Technician	Teacher Certification
Welding	Translating and Interpreting
	Veterinary Assistant
	Web Development

CONTINUING EDUCATION (CE) PROGRAMS

In addition to the Fast Track programs, CE continued to offer courses and programs in the traditional Areas of Study, partner with community programs, and provide customized instruction for corporate clients.

BUSINESS

- Expanded the Facebook Digital Marketing Program. Students who complete three courses earn a Facebook/ACC digital marketing badge.

- Increased the quality, marketing, and enrollment in Project Management courses.

COMPUTER SCIENCE & INFORMATION TECHNOLOGY

- Successfully converted all courses and programs to an online format.

- Selected by Google as the only college in Texas to serve in the inaugural Google IT Support Professional Certificate, part of the Grow with Google initiative. Online instruction and hands-on experience prepare students for entry-level IT positions as help desk support personnel in small as well as large companies. Students are also prepared for the internationally recognized CompTIA A+ certification. Out of 50 students, 9 were pre-selected by Google as apprentices to participate in a year-long Department of Labor-registered apprenticeship program serving as IT Support Specialists at Google's Austin office.

- Created a new Certified Wireless Technician program which includes all training materials, study guides, and a certification exam.

DESIGN, MANUFACTURING, CONSTRUCTION, AND APPLIED TECHNOLOGY

- Offered multiple 5-week programs designed for students to obtain a Commercial Driver's License (CDL Class A license) for high-paying jobs across the nation. A significant shortage of commercial truck drivers continues to exist.

- Expanded skilled trades programming to include an HVAC program for adults in partnership with Lockhart ISD at its Cisneros Campus. Further, despite the challenges of the COVID-19 pandemic, CE continued delivering skilled trades training through in-person courses during summer 2020 at Premier High School and the Hays County Juvenile Justice Center.

EDUCATION

- Awarded 19 students an alternative Texas Teacher Certification.

- Commendations received by the State Board for Educator Certification recognizing the teacher certification program as a high-performing educator preparation program in the following categories:

- Rigorous and Robust Preparation

- Preparing the Educators Texas Needs

- Preparing Educators for Long-Term Success

- Innovative Educator Preparation

HEALTH SCIENCES

- Temporarily moved CE programs into the ACC Health Science Academy and to the Riverside Campus during the summer of 2020 due to COVID-19 pandemic restrictions. Reduced class sizes were implemented and clinical labs and student externships were revised to follow College and employer partner safety protocols.

- Continued partnership in Medical Assisting with Baylor, Scott & White and Workforce Solutions with all 20 student employees completing the program and earning national certification.

- Created a virtual externship in Medical Billing and Coding to provide students with a workplace simulation.

- Created an additional section in Dental Assisting to meet student and employer demand. The spring class had a 90% graduation rate.

- Achieved a 90% graduation rate in the Phlebotomy program.

- Maintained enrollment numbers with increased retention rates in the Veterinary Assistant program.

- Successfully transitioned the Massage Therapy program for students to complete their internships, with the majority of students securing jobs at local medical practices and massage establishments.

- Modified clinical experiences according to state guidelines, utilizing simulators in the skills lab for the Certified Nurse Aide (CNA) program. For the third year, a class was provided at Luling High School. 58 students completed the CNA program in AY2020.

- Upskilled 10 CNA students in the Medication Aide program which increased their hourly wages. All clinical experiences were performed at the students' places of employment.

- Developed new programs for the 2020-2021 academic year, including Somatic Movement, Sterile Processing, and Patient Care Technician.

PUBLIC AND SOCIAL SERVICES

- Collaborated with staff of the Hays Public Safety Training Facility to create continuing education courses for drone training in fall 2020.

- Offered a range of vocational training programs at Central Texas correctional centers, including the Bastrop Federal Prison, Gardner Betts Juvenile Justice Center (Travis County), and the Hays County Juvenile Justice Center, serving over 200 incarcerated individuals in areas such as construction trades, culinary arts, GED, logistics, additive manufacturing, production technology, and welding.

- Partnered with the Lockhart Correctional Facility to provide inmates customized training and certification in some of the most in-demand careers in Central Texas from manufacturing to logistics and welding. The first cohort of 14 students graduated in August 2019. Each student received a nationally-recognized Certified Production Technician certification through the Manufacturing Skill Standards Council.

CORPORATE AND CUSTOMIZED TRAINING

- Delivered customized workforce training on-site at many company and agency partner locations, including Samsung, Applied Materials, NXP, IBM, the City of Austin, St. David's Healthcare, the Texas Department of Transportation, Flextronics, Airborne, and others in areas such as advanced electronics and electro-mechanical systems, advanced cloud computing and cyber security, skilled trades, and a range of nursing and pharmacological courses.

- Launched a large-scale, $1.6 million grant from the Texas Workforce Commission Skills Development Fund with IBM Austin to train 690 employees in advanced cloud computing, data science, and cyber security topics.

- Expanded corporate training program under a $3.1 million contract with the Texas Department of Transportation to include skilled trades and other courses being delivered statewide via both online and in-person formats.

COMMUNITY PARTNERSHIPS

Many community-based organizations partner with ACC to support the enrollment of non-traditional adult populations. Workforce Solutions, the Austin Opportunity Youth Collaborative, Foundation Communities, and the Tom Joyner Foundation are examples of organizations sponsoring students in CE programs.

To ensure student success, it is imperative that students have a strong support system—both at ACC and also within the community. Over the years, Student Affairs has forged a durable safety net with numerous community partners by sharing enrollment and persistence data with appropriate FERPA protections.

In these arrangements, ACC students benefit from academic expertise, a holistic culture of care, and critical services such as assistance with tuition, textbook costs, child care, housing, food, emergency assistance, healthcare, employment, matched savings accounts, and more.

STEPS PROGRAM FOR STUDENTS WITH INTELLECTUAL OR DEVELOPMENTAL DISABILITIES (IDD)

- Provided adults with documented disabilities an option for higher education with the Skills, Training, Education, and Personal Success (STEPS) Program. This unique program is one of 10 in the state of Texas and teaches academic, workplace, and social skills. The program averages about 60 students every semester at four different ACC campuses. Currently, students earn an Occupational Skills Awards and will soon have the opportunity to receive Level One Certificates in targeted educational pathways.

- The STEPS program expanded collaboration with Austinclusive to implement an Employment Series and Symposium to expand job opportunities for students.

- Expanded outreach for student employment after graduation. Current employers include Walgreens, The Thinkery, ACC Student Accessibility Services, ACC Continuing Education, Personal Care Takers, H-E-B, Walmart, Randalls, Hilton, Embassy Suites, Whataburger, Goodwill, Kalahari Resort, Walgreens, and Home Depot.

- Participated in fundraising for student scholarships with AMPLIFY ACC.

- Served on the Advisory Council on Postsecondary Education for Persons with Individual or Developmental Disability (IDD) through the Texas Higher Education Coordinating Board (THECB).

- Continued partnerships and collaboration with multiple agencies/schools/companies, including Austinclusive, TWC-VR, Partners Resource Network, Consolidated Planning Group, Arcil, Go Project, 18+ Programs at area ISDs, HCC VAST program, and Bloom Consulting.

YOUTH AND COMMUNITY PROGRAMS

- Received grant funding from the Texas Education Agency for two 21st Century Community Learning Center programs, providing academic enrichment opportunities for students from 20 high-need, high-poverty, low-performing schools in Central Texas.

- Program activities help students meet state and local student standards in core academic subjects and promote parental engagement. Provided classes and events to improve family functioning, family health and wellness, and workforce proficiency through the Strengthening Families series, community health fairs, virtual exercise classes, collaborations with Workforce Solutions, and Literacy Council of Williamson County.

- Partnered with Families as Partners to offer digital literacy training to parents at 14 Title One elementary schools.

- Offered the Para Educator program for parents at Padron Elementary.

- Partnered with Austin Voices for Education and Youth, offered GED in Spanish Prep and digital literacy at two Family Resource Centers, Burnet Middle School and Navarro High School.

- Partnered with Mano de Cristo to offer GED Prep in Spanish.

- Partnered with Adult Education and Burnet Middle School to offer a Women's Entrepreneurship course in Spanish.

- Partnered with the Housing Authority of the City of Austin at the Meadow Brook location to offer Digital Literacy, ParaEducator Certificate and CPR.

- Partnered with the Housing Authority of the City of Austin at the Booker T Washington residence location to offer the ParaEducator Certificate.

- Continued partnership with American YouthWorks to offer Welding.

- Partnered with Austin Public Library to offer a Women's Entrepreneurship course in Spanish at the Walnut Creek Library Branch.

- Partnered with Lennar Corporation to offer Workplace Spanish for its staff.

- Partnered with Premier HS and Adult Education to offer HVAC training onsite.

- Partnered with Adult Education to offer the Para Educator certificate, Entrepreneurship in Spanish and English, Accounting and Bookkeeping programs.

- Converted Survival English to Online training and offered six classes to 75 students.

A REPRESENTATIVE LIST OF ACC COMMUNITY PARTNERS:

American YouthWorks	Georgetown Housing Authority
Austin Housing Authority	Goodwill Central Texas
Austin ISD	Hays ISD
Austin Partners in Education	Jeremiah Program
Austin Police Department	LifeWorks
Austin Public Library	Shelters to Shutters
Austin Urban League	The Arc of the Capital Area
Austin Voices for Education and Youth	Travis County Housing Authority
Austinclusive	TWC Vocational Rehabilitation Services
Autism Society Barbara Jordan	United Way for Greater Austin
Bastrop ISD	Walnut Creek Elementary
Woolridge Elementary	

Capital IDEA

Down Syndrome Association of Central Texas

Foundation Communities

Wooten Elementary

Workforce Solutions Capital Area

Workforce Solutions Rural Capital Area

IMPROVED CE SERVICES TO STUDENTS

During 2019-2020, the operations, processes, and overall marketing initiatives within CE underwent major improvements to improve services to students.

- Built a prospect audience using high-unemployment ZIP codes geographic fencing, career/ industry demographic targeting, and prospect targeting based on student data.

- Delivered strategic marketing campaign featuring online advertising, direct-mail postcards, and flyers to community-based organizations.

- Featured Fast Track spotlights on the ACC homepage and on the student page to drive traffic to the campaign page.

- Identified program graduates for testimonials to be used in marketing and with media.

- Implemented a request information form and developed a prospect journey to better nurture, track, and convert prospects to become applicants.

- Improved CE call center, registration, and data collection processes.

- Worked with IT to adopt a customer relationship management (CRM) application.

ADULT EDUCATION

The ACC Division of Adult Education (AE) helps adult students become college and career ready by providing:

- Instruction for High School Equivalency (HSE) exams (GED and HiSet)

- Preparation for the Texas Success Initiative (TSI) assessment

- Funding for training and basic skills instruction for in-demand jobs through a co-requisite instructional model

- Basic English as a Second Language (ESL) instruction

- Intensive college advising and case management

AE classes and services are free, funded largely by federal funds on a formula basis and awarded via the Texas Workforce Commission (TWC). ACC AE is the lead organization of the Travis County Adult Education Consortium (TCAEC), and a direct arm into the community connecting adult students to ACC.

Along with ACC AE, there are seven adult education service providers that make up the consortium, including Advocacy Outreach, American Youthworks, Austin ISD, Austin Learning Academy, Central Texas Communities in Schools, Literacy Coalition of Central Texas, and Lifeworks. AE sub-grants about 32% of its $2.7 million in grant funds to these organizations.

In addition, AE works with a wide variety of additional community partners consisting of independent school districts (ISDs), faith-based organizations, correctional facilities, community-based organizations (CBOs), and government entities, many of which host AE classes at their sites.

In 2020, AE served 4425 students (approximately 69% Latino, 11% Asian, 11% White, 7% Black, and 1% Other). ACC AE ranked second out of 35 AE service providers in the state for total enrollments, fourth for skills gains, and was one of only two AE service providers who achieved all TWC performance measures. AE participated in a College-Adult Education Texas Peer Mentoring Network (TX-PMN) with Amarillo College for a fourth year. In response to COVID-19 pandemic, on March 13, 2020 all AE classes were converted to synchronous distance learning. Eighty-two percent of students were retained after the conversion.

For the 2019-2020 program year, the ACC Adult Education Division received several statewide awards including: Best in Class from TWC, Administrator of the Year, two ESL persistence student awards, and one HSE student award from Texas Association for Literacy and Adult Education (TALAE). Adult Education's Assessment team was chosen by CASAS as an outstanding model for remote assessment for the CASAS assessment.

AE was awarded several grants during 2019-2020:

- The AE Service Provider Grant for the next two years for the Capital Area Workforce Board Area

- Workforce Integration Initiative Grant

- A continuation of the Ability to Benefit Grant, which allows AE students to take college credit courses prior to high school completion.

- University Federal Credit Union provided funds that are dedicated to HSE testing fees, college tuition (one to two classes) for HSE graduates, and completion rewards. Due to the success of the UFCU initiative, UFCU awarded Adult Education with additional funds.

AE College Prep serves Math Developmental Educational Students who score Adult Basic Education Levels 1 and 2 (TSI) and English Speakers of Other Languages (ESOL) students who score at Level 1 on the ESOL exam. AE courses, including those offered by consortium partners, are aligned with ACC's Areas of Study. In July 2020, Adult Education launched its enrollment application within Salesforce as part of the College's "one front door" initiative.

ENROLLMENT DATA

STUDENT DEMOGRAPHICS AND DIVERSITY

In AY2020, 75,780 students attended ACC. While the majority were pursuing credit courses, many students were enrolled in Continuing Education or Adult Education courses.

About 41% of all students enrolled were white. Hispanic/Latino students represented 37% of all students and this group has been increasing steadily over the past few years. About 8% of students were Black/African-American, and 8% were Asian. Students reporting as two or more races represented 3% of all students. International students (non-residents) have remained about 1% of all students.

HEADCOUNT 2019–20 - STUDENTS IN CREDIT, CONTINUING EDUCATION, AND ADULT EDUCATION COURSES

- WHITE
- HISPANIC
- BLACK
- ASIAN
- AM. INDIAN/ALASKAN NATIVE
- NON-RESIDENT
- TWO OR MORE RACES
- UNKNOWN
- HAWAIIAN/PACIFIC ISLANDER
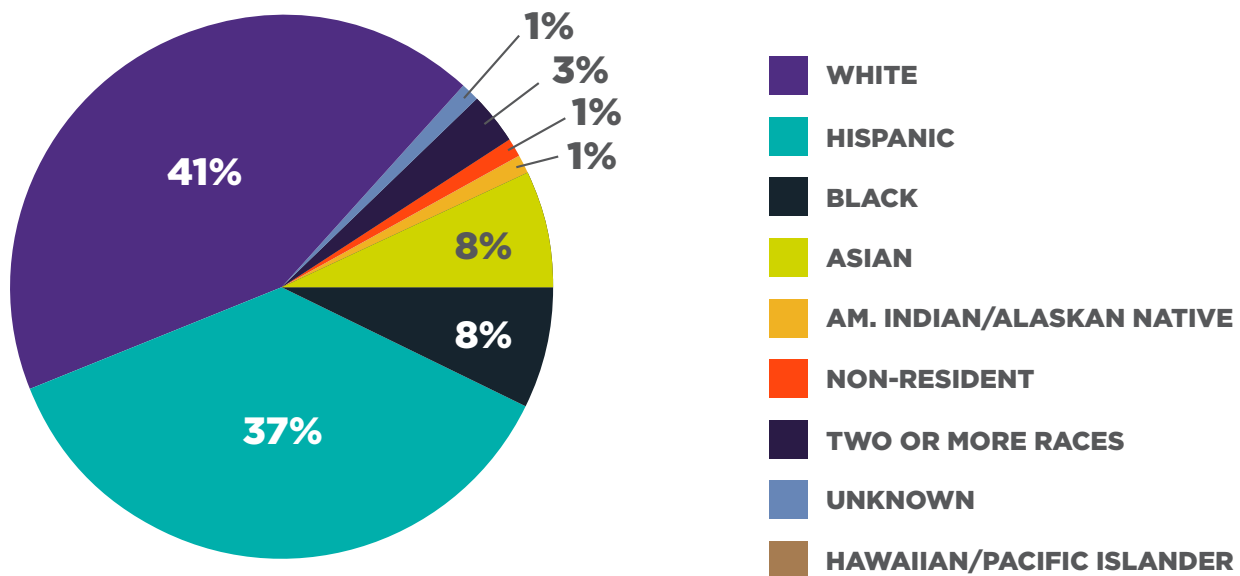
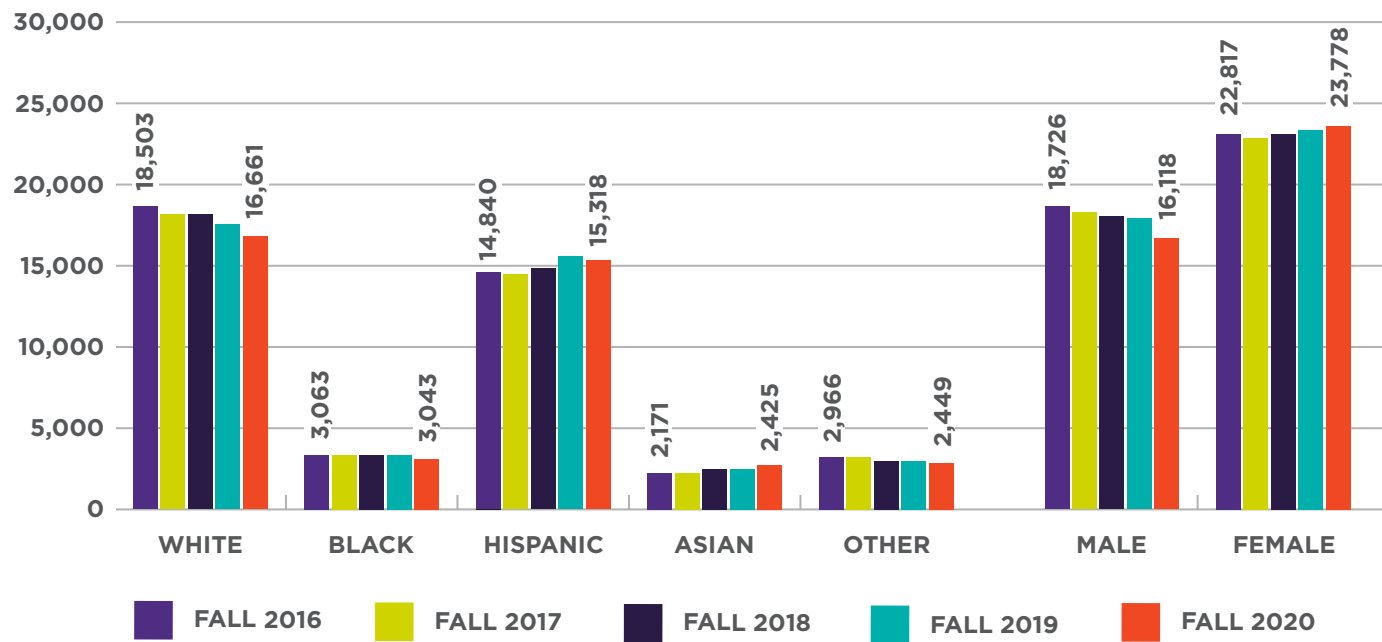| Collegewide Unduplicated Headcount – Including Students in Credit, Continuing Education, and Adult Education						
	AY18	AY19	AY20	AY18	AY19	AY20
Asian	5,549	5,757	6,221	7%	8%	8%
Black	5,789	5,728	5,751	8%	7%	8%
Hispanic	27,071	27,950	27,977	35%	36%	37%
White	33,412	32,638	31,103	44%	43%	41%
Am. Indian/Alaskan Native	476	423	352	1%	1%	0%
Hawaiian/Pacific Islander	154	139	133	0%	0%	0%
Tow or more races	2,488	2,439	2,515	3%	3%	3%
Non-Resident	839	771	751	1%	1%	1%
Unknown	841	910	977	1%	1%	1%
Total	76,619	75,755	75,780	100%	100%	100%

FALL HEADCOUNT IN CREDIT COURSES

Overall fall credit headcount declined 2.8% to 39,896 in 2020 from 41,056 in 2019. According to the National Student Clearinghouse (October 2020), the overall decline of students in community colleges due to the COVID-19 pandemic was 11.4%.

The number of Asian students increased 3.1% to 2,425 in fall 2020 from 2,353 in fall 2019. The number of students in the other large race/ethnicity groups declined following the overall decrease in enrollment.

The number of males decreased by 8.4% (to 16,118 in 2020 from 17,601 in 2019); females increased by 1.4% (to 23,778 in 2020 from 23,455 in 2019). This trend has remained consistent for the past few years and in 2020, 59.6% of fall credit students were female, compared to 40.4% who were male.

The percentage of students who indicated they were "two or more races" has remained about the same across the last five fall semesters, averaging about 3.7%. Hawaiian/Pacific Islanders have remained just below 100 students during the past 5 fall semesters.

FALL UNDUPLICATED HEADCOUNT IN CREDIT COURSES

Bar chart legend: FALL 2016, FALL 2017, FALL 2018, FALL 2019, FALL 2020

Category	Value (selected)
WHITE	18,503 ... 16,661
BLACK	3,063 ... 3,043
HISPANIC	14,840 ... 15,318
ASIAN	2,171 ... 2,425
OTHER	2,966 ... 2,449
MALE	18,726 ... 16,118
FEMALE	22,817 ... 23,778

PERSISTENCE & ENGAGEMENT

THE FIRST YEAR EXPERIENCE

During the AY2021 academic year, ACC Student Life prioritized assisting students with transitioning to a virtual learning environment. Despite the challenges of remote work-study, three returning students served as Riverbat Ambassadors (RBA). These students produced six student-led programs. Additionally, they attended RBA training sessions, leadership development workshops, provided content for Student Affairs Communications social media accounts, and provided peer-to-peer guidance and mentoring.

The Riverbat Success Programming Team produced Leadership Development Workshops for student leaders, including:

- Navigating Conflict in the Workplace

- Building your Personal Brand

- Dismantling Biases

- At the Core of Career Readiness (in partnership with ACC Career Services)

- What's Your Mission?

- Mental Health & Wellness in a Virtual World (in partnership with ACC District Clinical Counseling Services)

Providing equitable services to all ACC students is at the forefront of Student Life initiatives. Beginning in fall 2020, Student Life worked with various stakeholders at the College to identify strategies and produce programming to support affinity groups (first generation, student-parents, and international students) with activities as:

- Imposter Syndrome workshop (virtual sessions and on social media)

- Coffee Chat Hours for students that identify as first-generation college students

- What's a Mentor and How to Find One workshop

- Come Network with Us workshop with ACC Alumni

- Creation of a listserv of currently enrolled students that identify with one or more affinity group

WELCOME WEEK

Onboarding new and returning students for the fall and spring semesters took on new significance in Student Life during 2020 - 2021. The first two weeks of each semester were dedicated to various programs and events that introduced students to resources, personnel, and remote services needed to be successful throughout the semester. The objectives of Welcome Week are to:

- Help students navigate the virtual environment and the virtual resources available to them.

- Introduce students to the various engagement opportunities available through Student Life.

- Facilitate students building peer-to-peer and professional-to-peer relationships during the first two weeks of school to encourage academic success and social growth.

- Collaborate with ACC departments to connect students to resources that will guide them toward success (e.g., Academic Advising, Financial Aid, Academic Coaching, Learning Lab, ACCelerator, Career & Transfer Services, etc.).

- Include programs targeting nontraditional students (collaborating with International Student Office, Early College High School, Special Populations Advocates, Continuing Education, Distance Learning, etc.).

RIVERBAT BASH

The Riverbat Bash is a fall semester kickoff event to introduce new and returning students to Student Life. Students learn about ACC resources, programs, and organizations and connect with other ACC students, faculty, and staff who play a critical role in their college experience. During the 2020-2021 academic year, Riverbat Bash transitioned online and became a two-day virtual event where students were able to visit breakout rooms and meet with various faculty and staff at ACC. The objectives of the Riverbat Bash are to:

- Develop a sense of community and institutional pride

- Connect students to Student Life programming areas

- Connect students to resources through ACC departmental virtual tabling

- Illustrate to students the advantages of student involvement and leadership

- Provide students the opportunity to get involved

- Introduce students to Student Organizations and other student-led groups

SOCIAL JUSTICE ROUNDTABLE (SUMMER 2020)

In response to the murder of George Floyd, Student Life in collaboration with ACC's Truth, Racial Healing & Transformation Center hosted the Virtual Social Justice Roundtable: A Student Focused Discussion. 115 participants reflected on the social injustices faced by communities of color and shared how ACC is supporting its students and surrounding communities. Following the roundtable discussion, Student Life staff hosted several programs/events that centered student voices and social justice initiatives.

- How To Be An Effective Part of Social Change During/Post Pandemic (Fall 2020)

- Juneteenth Celebration

- The Urgency of Intersectionality

- Success Series: The Power of Diversity

- Know Your Rights

- Indigenous People's Day

- The Art of Equity

- My "I"dentity Matters Series

- Kick Back Black

- The Future of Black America

STUDENT ORGANIZATIONS & LEADERSHIP

During the 2020-2021 academic year, Student Life recognized 32 Student Organizations. All student organization officers are required to participate in Nut & Bolts Orientation, which provides them with the tools necessary to successfully lead their organizations. Nuts & Bolts transitioned to be a virtual orientation hosted on Blackboard and 97 students successfully completed the training.

During the spring 2021 semester, the SOL team produced a Leadership Conference for all ACC students, faculty, and staff. The themes of the conference were Confidence, Resilience, and Civic Engagement. There were 144 unique participants during the two-day conference.
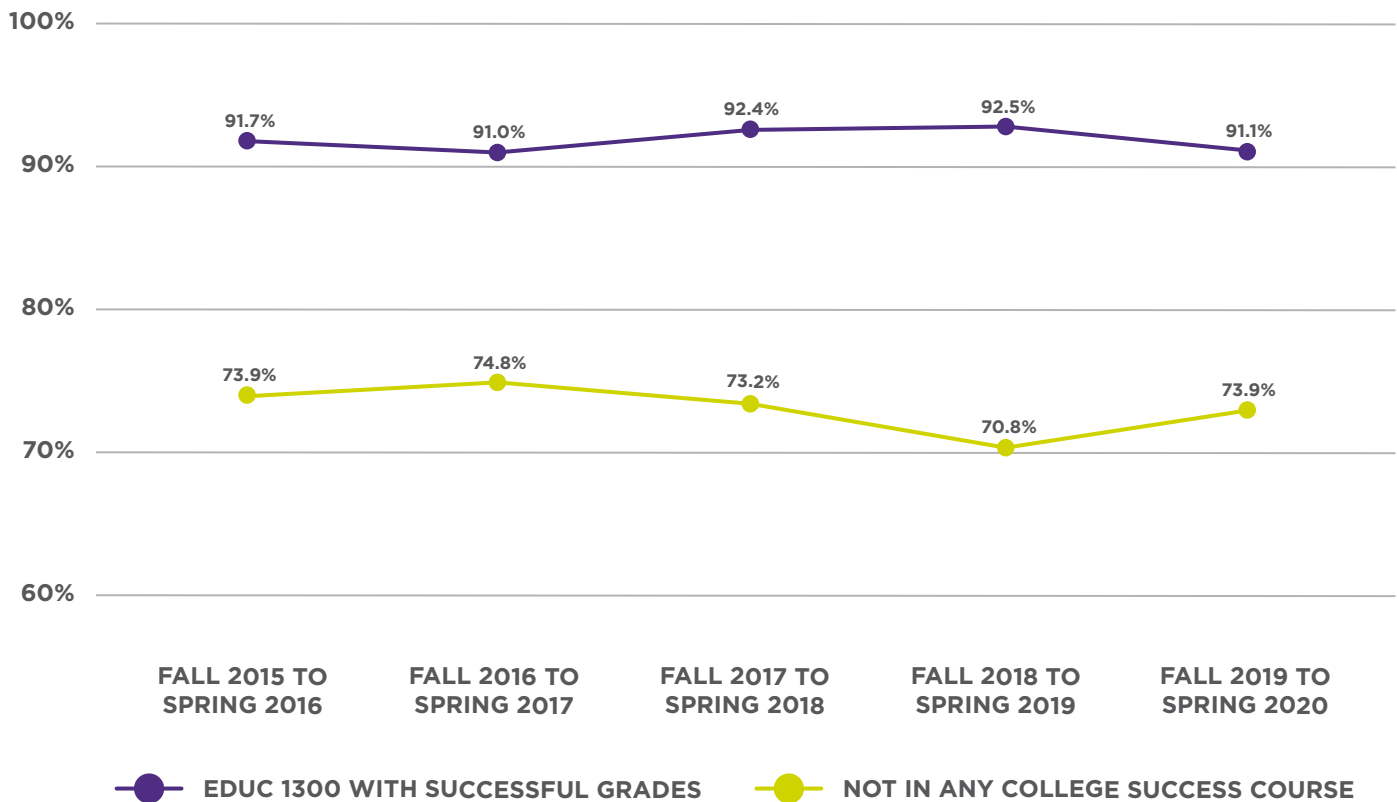
STUDENT SUCCESS COURSES

Beginning in fall 2015, all students new to ACC with 12 or fewer semester credit hours (SCH) have been required to take a student success course. Options include EDUC 1300 Learning Frameworks (the 2-SCH or 1-SCH version), POFT 1171 College to Career Success, and HPRS 1171 Student Success for Health Professionals. In 2019, ACC added HUMA 1301 Humanities: Prehistory to Renaissance Great Questions Seminar as another success course option. Students take the course that is required in their degree plan. All success course options include a focus on developing skills and practices that support effective learning, critical thinking, and clear reasoning as well as time management, study skills, and career exploration.

FALL-TO-SPRING PERSISTENCE

Students who enrolled in and successfully completed EDUC 1300 persisted to the following spring semester at higher rates than students who did not enroll in a college success course. Five years of data show that the average fall-to-spring persistence rate for students who successfully completed EDUC 1300 was 92%, while the average fall-to-spring persistence rate for students not enrolled in a success course was 73%.

PERSISTENCE FOR FIRST TIME AT ACC STUDENTS WITH LESS THAN 12 SCH ENROLLED VS. NOT ENROLLED IN A COLLEGE SUCCESS COURSE, FALL TO SPRING

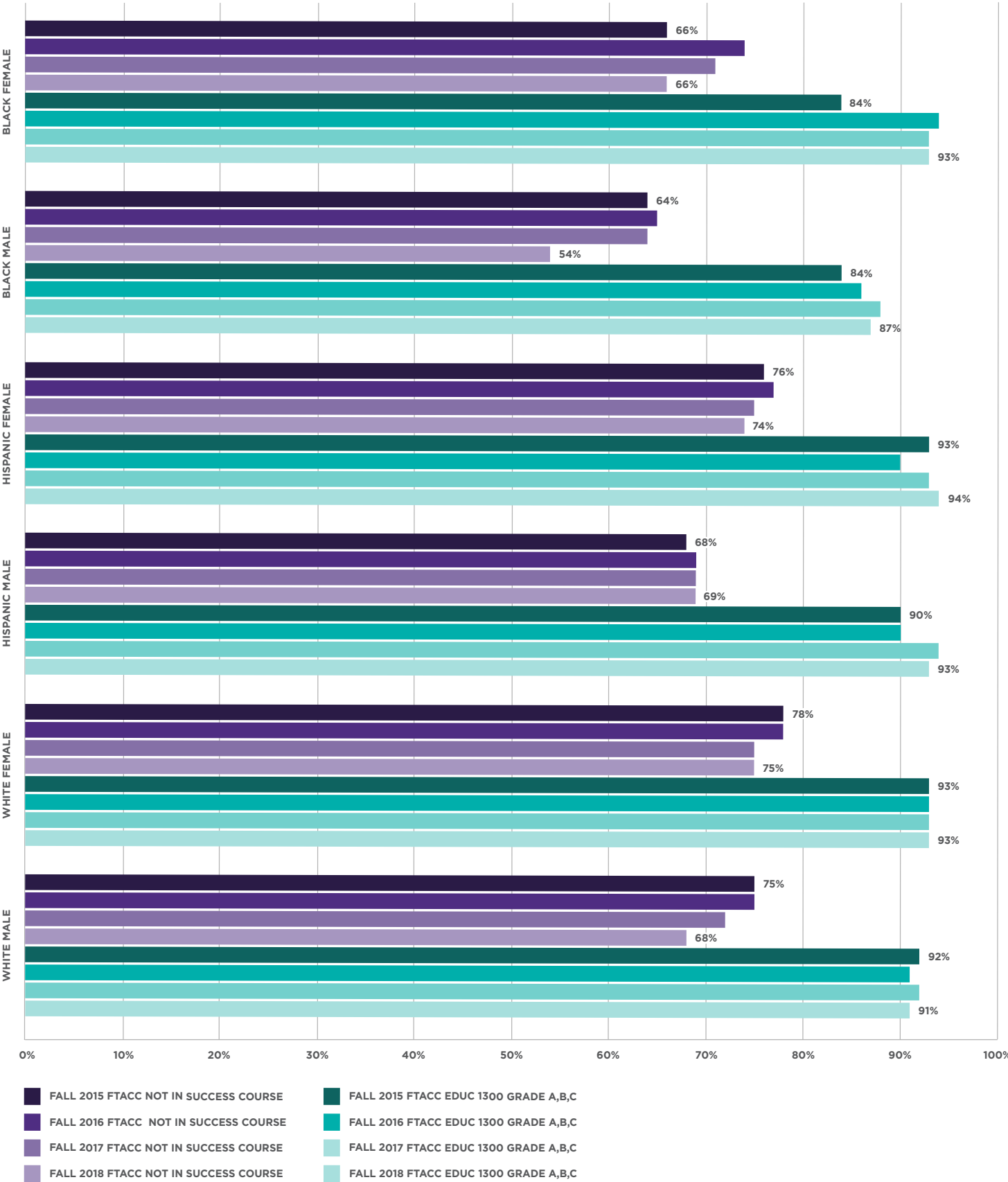|	FALL 2015 TO SPRING 2016	FALL 2016 TO SPRING 2017	FALL 2017 TO SPRING 2018	FALL 2018 TO SPRING 2019	FALL 2019 TO SPRING 2020
EDUC 1300 WITH SUCCESSFUL GRADES	91.7%	91.0%	92.4%	92.5%	91.1%
NOT IN ANY COLLEGE SUCCESS COURSE	73.9%	74.8%	73.2%	70.8%	73.9%

Students who successfully completed EDUC 1300 had somewhat higher persistence rates than students who enrolled in EDUC 1200, EDUC 1100, POFT 1171, or HPRS 1171.

RACE/ETHNICITY AND GENDER

Four years of data show average fall-to-spring persistence rates were higher for all groups of students who successfully completed EDUC 1300 compared to groups not enrolled in a college success course. Four-year average fall-to-spring persistence rates were uniformly high for all EDUC 1300 successful grade groups: white (91%), Black/African American (88.7%), and Hispanic/Latinx (91%). Students not enrolled in any college success course over the same four-year period persisted at significantly lower rates: white (76.4%), Black/African American (62.4 %), and Hispanic/Latinx (72.3%).

Disaggregating the data by gender along with race and ethnicity shows a similar positive impact on persistence, with gains for every category of students who successfully completed EDUC 1300 versus their counterparts who did not. For example, the persistence rate (fall 2019 to spring 2020) for African-American males who successfully completed EDUC 1300 was 91.3%, while the same rate for African-American males who did not enroll in a college success course was 60.6%. For Hispanic/Latina females, the persistence rate (fall 2019 to spring 2020) was 93% for those who successfully completed EDUC 1300 versus only 73.5% for their counterparts not enrolled in a college success course.

**POSITIVE IMPACT OF STUDENT SUCCESS COURSE ON PERSISTENCE FOR FTACC STUDENTS
WITH 12 OR FEWER CREDIT HOURS (FALL TO SPRING)**

BLACK FEMALE
- 66%
- 66%
- 84%
- 93%

BLACK MALE
- 64%
- 54%
- 84%
- 87%

HISPANIC FEMALE
- 76%
- 74%
- 93%
- 94%

HISPANIC MALE
- 68%
- 69%
- 90%
- 93%

WHITE FEMALE
- 78%
- 75%
- 93%
- 93%

WHITE MALE
- 75%
- 68%
- 92%
- 91%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

- FALL 2015 FTACC NOT IN SUCCESS COURSE
- FALL 2016 FTACC NOT IN SUCCESS COURSE
- FALL 2017 FTACC NOT IN SUCCESS COURSE
- FALL 2018 FTACC NOT IN SUCCESS COURSE
- FALL 2015 FTACC EDUC 1300 GRADE A,B,C
- FALL 2016 FTACC EDUC 1300 GRADE A,B,C
- FALL 2017 FTACC EDUC 1300 GRADE A,B,C
- FALL 2018 FTACC EDUC 1300 GRADE A,B,C
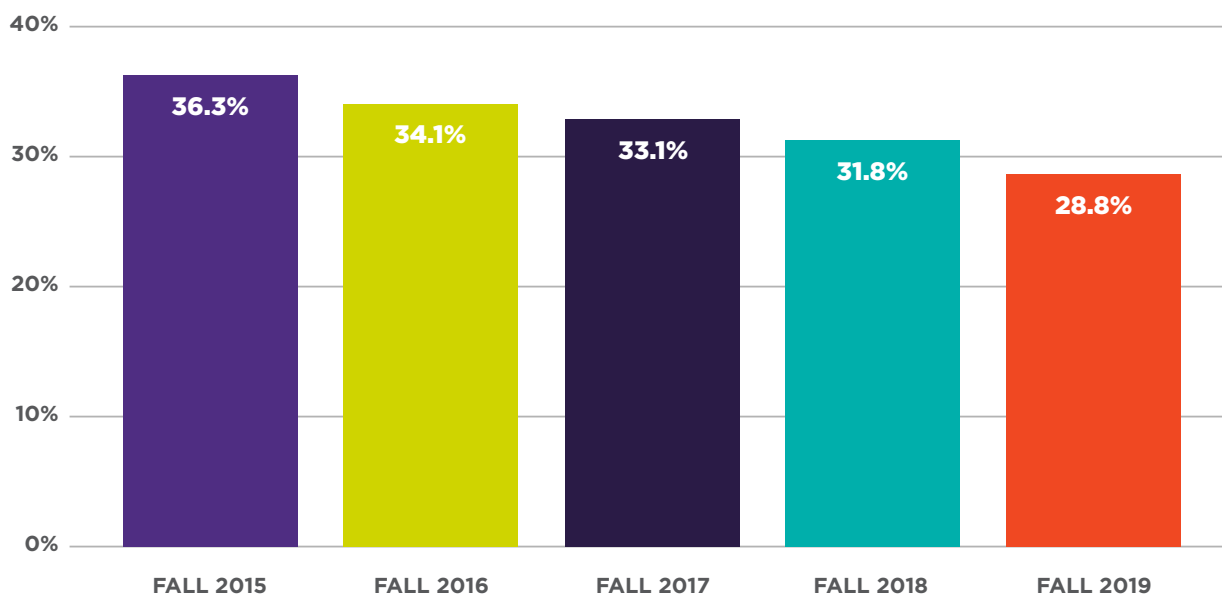
DEVELOPMENTAL EDUCATION

DEVELOPMENTAL MATH

Over the past four years, the Math Department has focused on significant structural, curricular, and policy changes in developmental and college-level math pathways. Continued collaboration with Student Affairs, Adult Education, and Continuing Education, and extensive work in developing new corequisite courses offered in traditional and distance learning formats, has resulted in dramatic results in both persistence and completion of developmental math requirements.
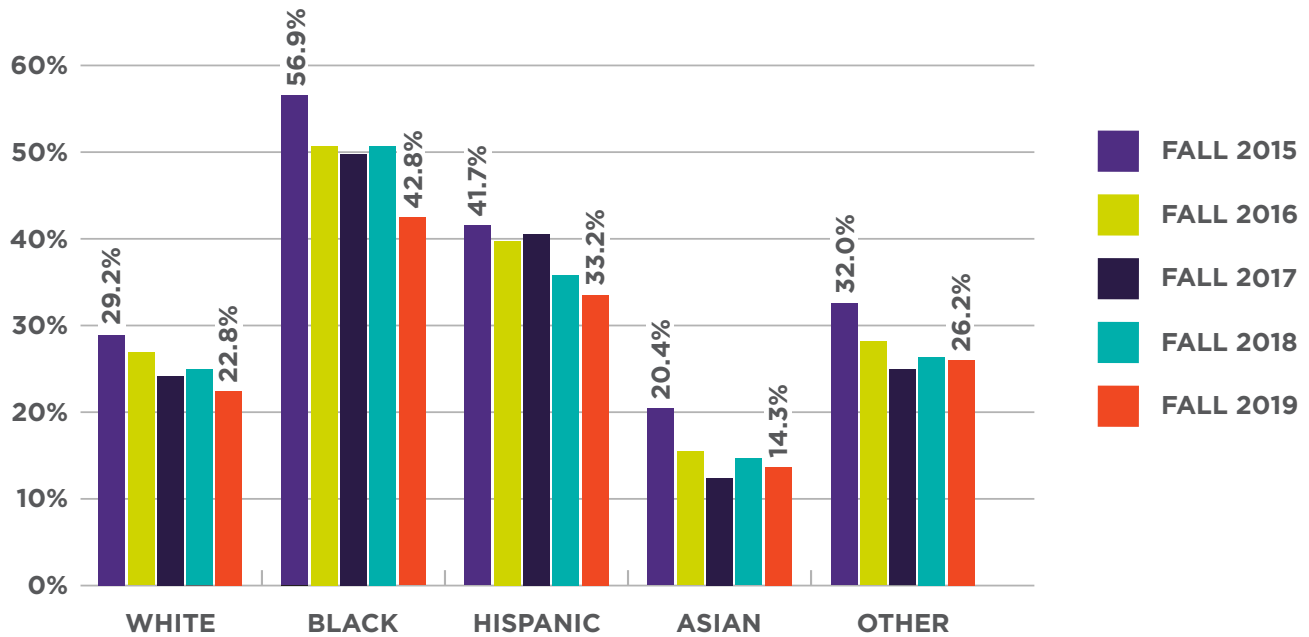
NOT-COLLEGE-READY IN MATH

From fall 2015 to fall 2019, the percentage of FTIC students referred to Developmental Math declined 7.5 percentage points: from 36.3% in fall 2015 (2,085 students) to 28.8% in fall 2019 (1,633 students). This can be partially attributed to departmental work in the use of multiple measures for placement, Math Launch (a course offered by the Math Department through CE focused on refreshing math skills before beginning coursework), and support provided to area high schools on the College Prep Math Course offered during the senior year.

FTIC STUDENTS — MATH: NOT COLLEGE-READY

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019
	36.3%	34.1%	33.1%	31.8%	28.8%

FTIC STUDENTS — MATH: NOT COLLEGE-READY

FALL 2015
FALL 2016
FALL 2017
FALL 2018
FALL 2019

NOT-COLLEGE-READY IN MATH – BY RACE/ETHNICITY

The percentage of FTIC students referred to Developmental Math decreased from 2015 to 2019 for all race/ethnicity groups. While Black/African American students were more likely to not be college-ready than students from other race/ethnicity groups, the percentage decrease of not-college-ready in math for this group of students was the greatest among all groups, thus reducing equity gaps.
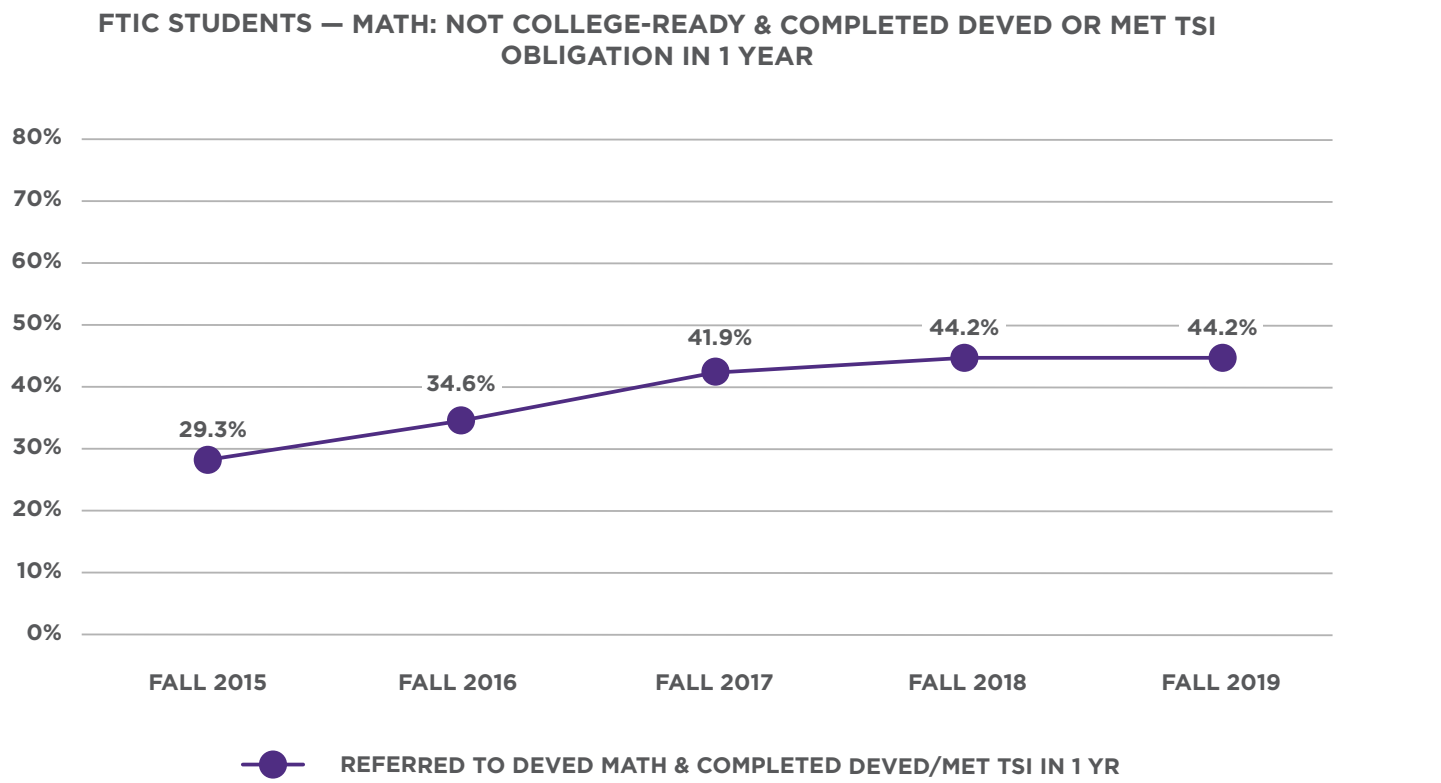
TRANSITION TO COREQUISITE MATH COURSES

In 2017, the Math Department began developing and piloting corequisite math courses, a model where the developmental math support is paired with the college-level math course and provides support specific to the content of the college-level course. The corequisite model replaced the sequential stand-alone development course model. Based on dramatic results from pilots in fall 2017 and spring 2018, the department accelerated the transition to corequisite models, reaching close to 75% of developmental math students enrolled in corequisite courses by fall 2019.

By fall 2021, 100% of ACC developmental math students will be enrolled in corequisite courses. Corequisite models for all five gateway math courses (MATH 1314, MATH 1324, MATH 1332, MATH 1342, MATH 1414) will be offered, with two different options for each gateway course: one for lower preparation-level students and one for higher-preparation level students. Some are offered in asynchronous (ONL) formats. Collaborative learning strategies and adaptive software are used in various models. The department continues to use data to refine corequisite course models for increased student success and to increase equity and access in response to disparate student outcomes.

COMPLETED DEVELOPMENTAL MATH REQUIREMENTS OR MET TSI

The percentage of FTIC students referred to Developmental Math who completed their developmental math requirements or met their TSI obligation in one year increased 15 percentage points across the past five cohorts, from 29.3% in 2015 to 44.2% in 2019. The use of adaptive courseware, incorporation of supports offered through the ACCelerator computer lab, and transition to corequisite courses have contributed to the steady upward trend.

FTIC STUDENTS — MATH: NOT COLLEGE-READY & COMPLETED DEVED OR MET TSI OBLIGATION IN 1 YEAR

Chart data:
- FALL 2015: 29.3%
- FALL 2016: 34.6%
- FALL 2017: 41.9%
- FALL 2018: 44.2%
- FALL 2019: 44.2%

●── REFERRED TO DEVED MATH & COMPLETED DEVED/MET TSI IN 1 YR

COMPLETED DEVELOPMENTAL MATH REQUIREMENTS OR MET TSI – BY RACE/ETHNICITY

The percentage of FTIC students referred to Developmental Math who completed their developmental math requirements or met their TSI obligation within one year increased from 2015 to 2019 for all race/ethnicity groups. Black/African American students improved 17 percentage points from 19.8% in 2015 to 37.1% in 2019. The gap between this group and White students narrowed from 14 percentage points in 2015 to 12 percentage points in 2019. Hispanic/Latino students improved 14 percentage points, from 28.9% in 2015 to 42.6% in 2019. The gap between white and Hispanic/Latino students widened somewhat from 5 percentage points in 2015 to 6 percentage points in 2019.

FTIC STUDENTS — NOT COLLEGE-READY IN MATH: COMPLETED DEVED OR MET TSI OBLIGATION IN 1 YEAR
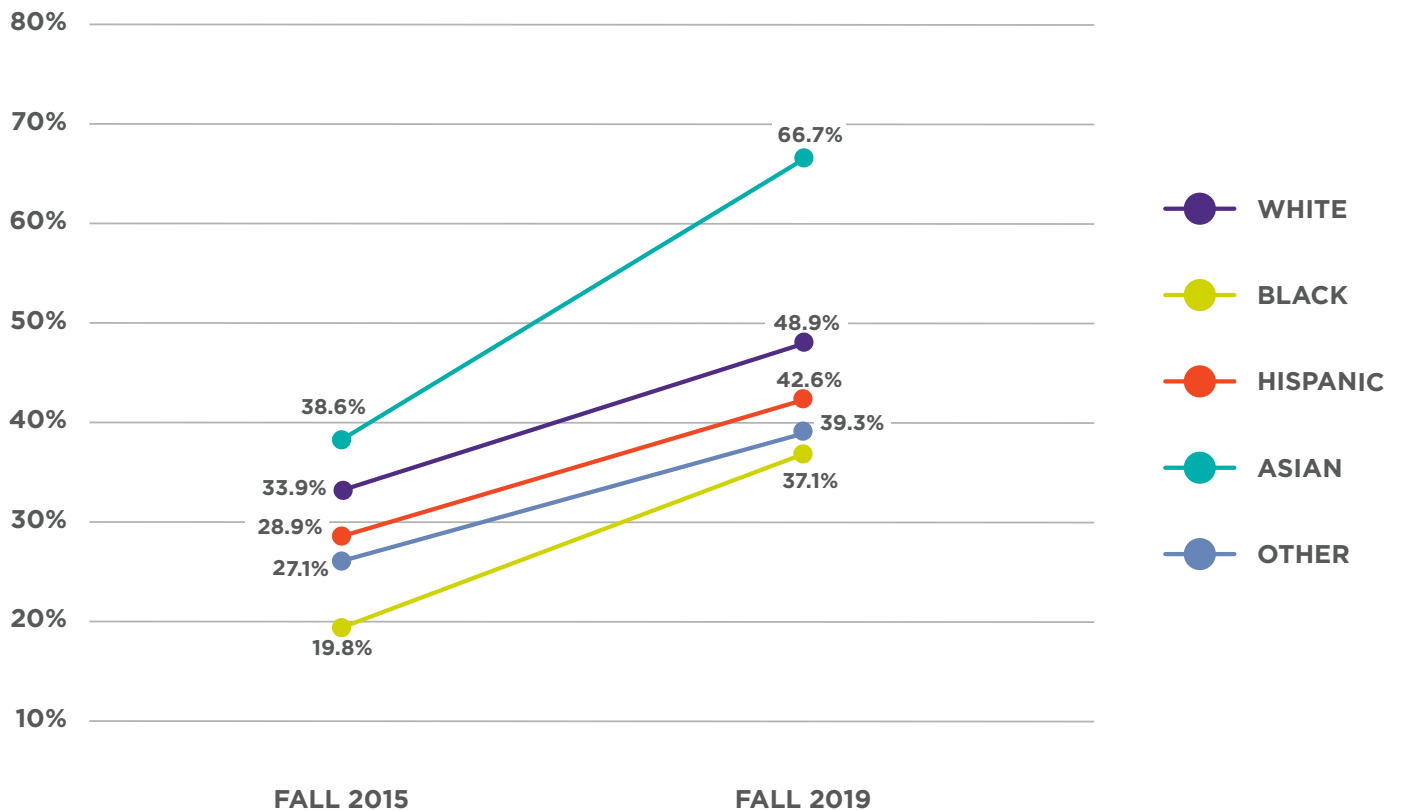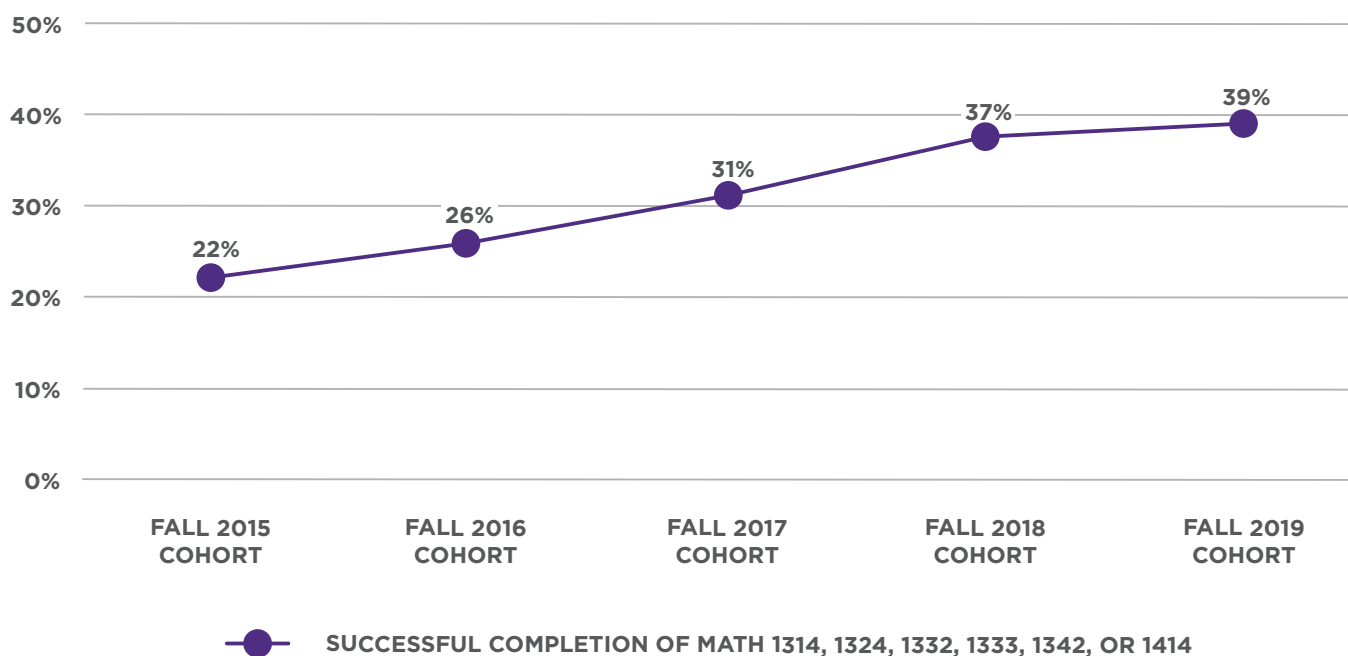
DEVELOPMENTAL MATH STUDENTS COMPLETING THE FIRST COLLEGE-LEVEL MATH COURSE

From fall 2015 to fall 2019, the percentage of FTIC students referred to Developmental Math who completed a college-level math course in one year increased 23 percentage points, from 5.1% in 2015 to 28.7% in 2019. The effects of the first corequisite pilot in fall 2017 were dramatic, where the percentage of FTIC students referred to Developmental Math who completed a college-level math course in one year increased 9.5 percentage points from 2015 to 2017. From there, the accelerated transition to corequisite course models resulted in a 14.1 percentage point increase from 2017 to 2019. We expect this rapid increase to continue as we move to 100% corequisites in fall 2021.

The percentage of all FTIC students who successfully completed the first college-level Math course by the end of their first year increased 17 percentage points, from 22% in 2015 to 39% in 2019.

FTIC STUDENTS — SUCCESSFUL COMPLETION OF FIRST COLLEGE-LEVEL MATH BY END OF FIRST YEAR
(MATH 1314, 1324, 1332, 1342, 1333, OR 1414)

Legend: ● SUCCESSFUL COMPLETION OF MATH 1314, 1324, 1332, 1333, 1342, OR 1414

Data points: FALL 2015 COHORT: 22%, FALL 2016 COHORT: 26%, FALL 2017 COHORT: 31%, FALL 2018 COHORT: 37%, FALL 2019 COHORT: 39%

FTIC COMPLETION OF FIRST COLLEGE-LEVEL MATH – BY RACE/ETHNICITY

The percentage of all FTIC students who successfully completed the first college-level Math course by the end of their first year increased from fall 2015 to fall 2019 for all race/ethnicity groups. The gap between White and Black/African American students decreased from 15 percentage points in fall 2015 to 10 percentage points in fall 2019. The gap between White and Hispanic/Latino students decreased from 8 percentage points in fall 2015 to 5 percentage points in fall 2019. Asian students completed the first college-level Math course at higher rates than all other race/ethnicity groups in each of the last five FTIC cohort years.

FTIC — COMPLETED FIRST COLLEGE-LEVEL MATH BY END OF FIRST YEAR BY RACE/ETHNICITY
(MATH 1314, 1324, 1332, 1333, 1342, OR 1414)
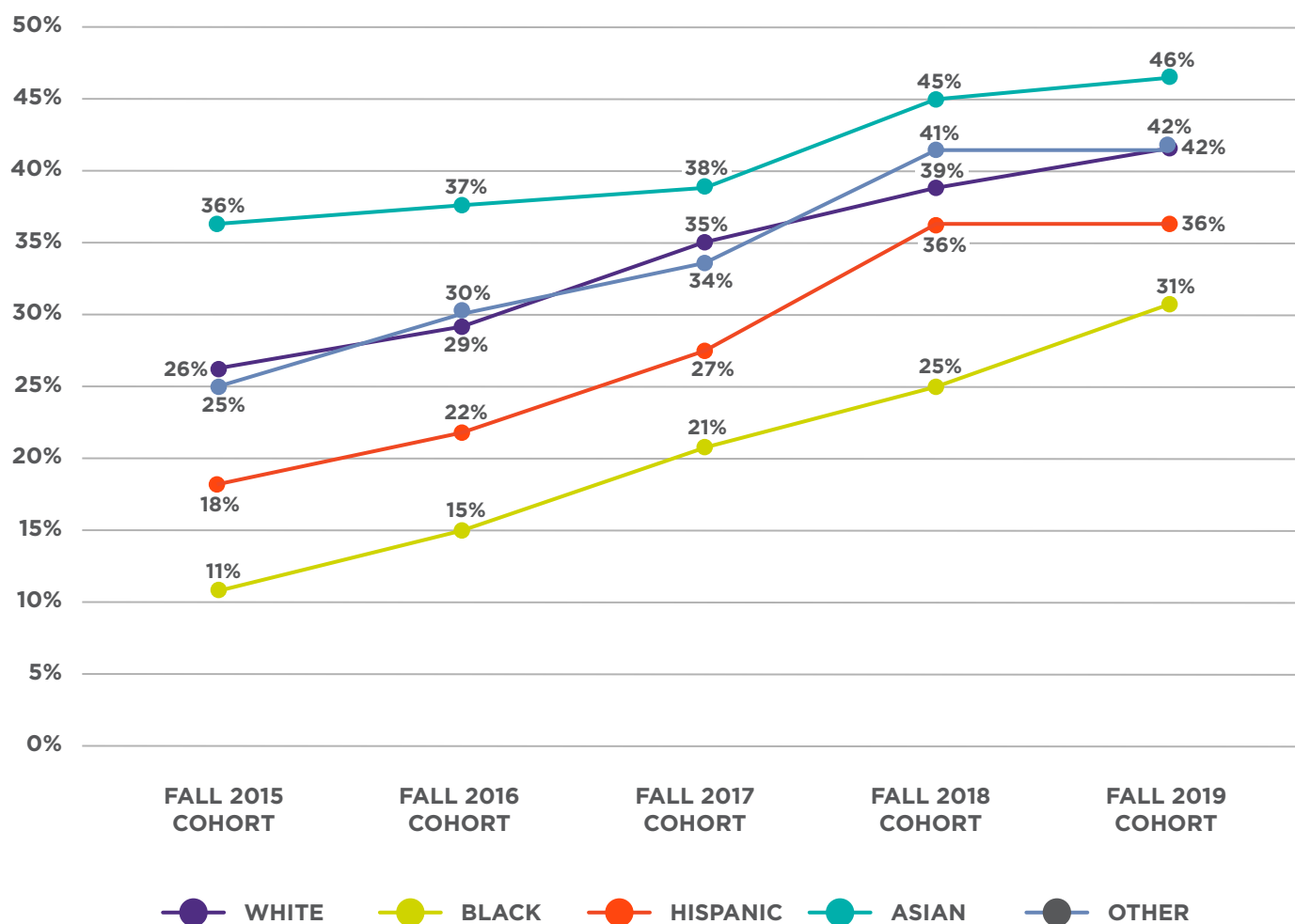
FIRST TIME IN COLLEGE (FTIC) – COMPLETED 1ST COLLEGE LEVEL MATH BY END OF FIRST YEAR - BY RACE/ETHNICITY

Race/ Ethnicity	Fall 2015 Cohort			Fall 2016 Cohort			Fall 2017 Cohort			Fall 2018 Cohort			Fall 2019 Cohort			5yr % Chg.
	Stdts in Cohort	Complete Math		Stdts in Cohort	Complete Math		Stdts in Cohort	Complete Math		Stdts in Cohort	Complete Math		Stdts in Cohort	Complete Math		
White	2020	524	25.9%	2153	629	29.2%	2062	717	34.8%	2161	835	38.6%	1997	831	41.6%	16
Black	425	46	10.8%	431	66	15.3%	374	78	20.9%	361	92	25.5%	409	128	31.3%	20
Hispanic	2309	413	17.9%	2587	580	22.4%	2347	644	27.4%	2462	894	36.3%	2623	951	36.3%	18
Asian	216	77	35.6%	296	109	36.8%	250	94	37.6%	239	107	44.8%	293	136	46.4%	11
Other	771	191	24.8%	443	134	30.2%	399	135	33.8%	336	138	41.1%	340	143	42.1%	17
Total	5741	1251	21.8%	5910	1518	25.7%	5432	1668	30.7%	5559	2066	37.2%	5662	2189	38.7%	17

Data Sources: OIRA 12th Class Day data; OIEA End of Term grade data; ACC Student data (ODS)
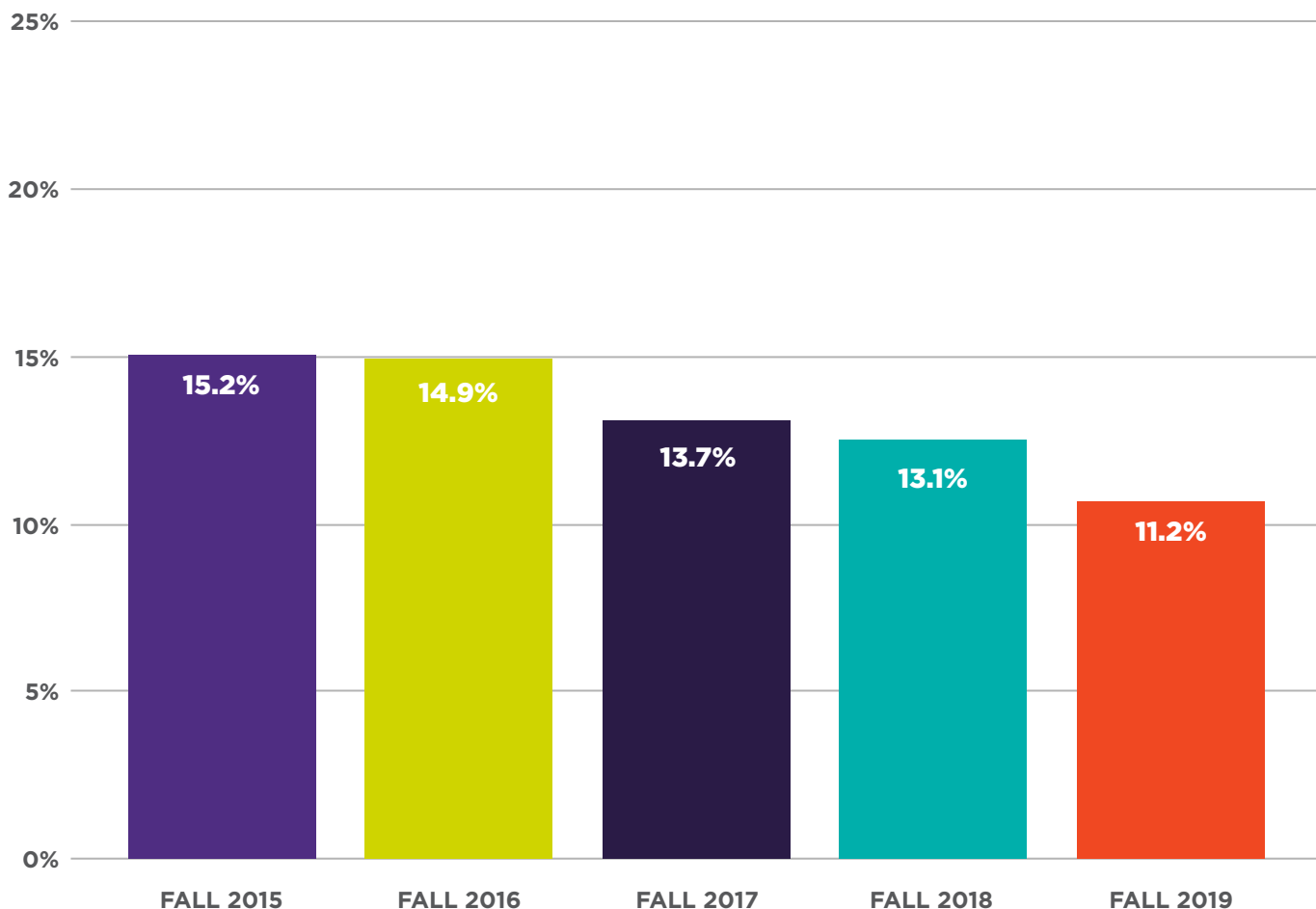
DEVELOPMENTAL READING AND WRITING

### NOT-COLLEGE-READY IN READING OR WRITING

Over the past five years, the percentage of FTIC students referred to developmental reading decreased 4 percentage points from 15.2% in 2015 (872 students) to 11.2% in 2019 (634 students). During the same period, the percentage of FTIC students referred to developmental writing declined 12 percentage points, from 16.3% in 2015 (934 students) to 4.5% in 2019 (256 students).

Similar to developmental math, these improvements are due to multiple factors, including the use of holistic advising and measures for placement, lowering of TSI scores in writing, and work with area high schools on the College Language Arts Prep Course offered during the senior year. The percentage of FTIC students referred to Developmental Writing decreased from 2015 to 2019 for all race/ethnicity groups, with Black/African American students having the largest decline, from 29.6% in 2015 to 9.5% in 2019.

FTIC STUDENTS: READING NOT COLLEGE-READY

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019
	15.2%	14.9%	13.7%	13.1%	11.2%

FTIC STUDENTS — WRITING: NOT COLLEGE-READY
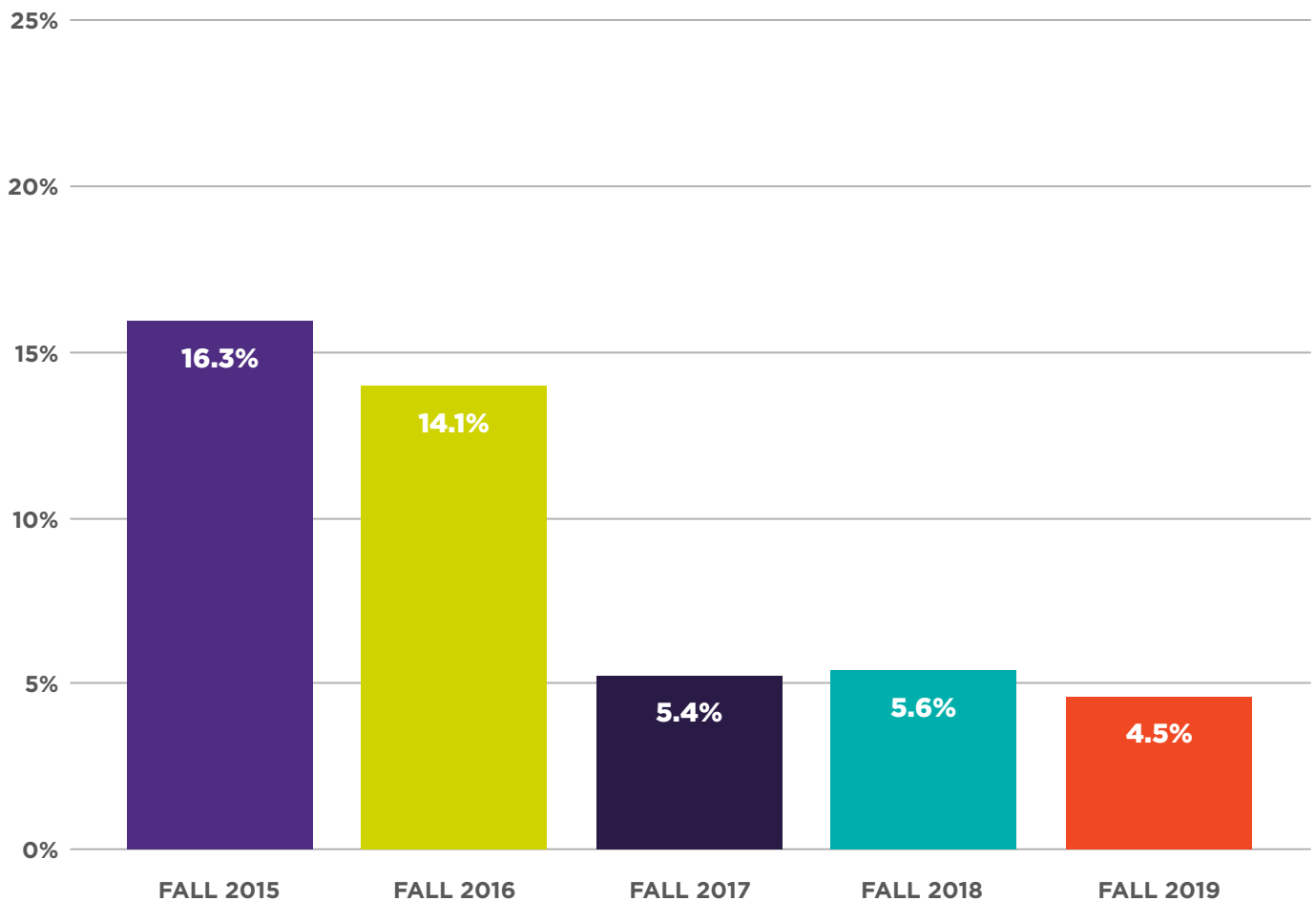
COMPLETED DEVELOPMENTAL SEQUENCE OR MET TSI

The percentage of FTIC students referred to Developmental Reading who completed their developmental course sequence or met their TSI obligation within one year increased 3 percentage points across the past five cohorts, from 54.4% in 2015 to 57.1% in 2019. Black/African-American students made the greatest gains, progressing from 39.3% in 2015 to 52.3% in 2019. This resulted in a narrowing of the equity gap between White and Black/African-American students from 20 percentage points in 2015 to 9 points in 2019.

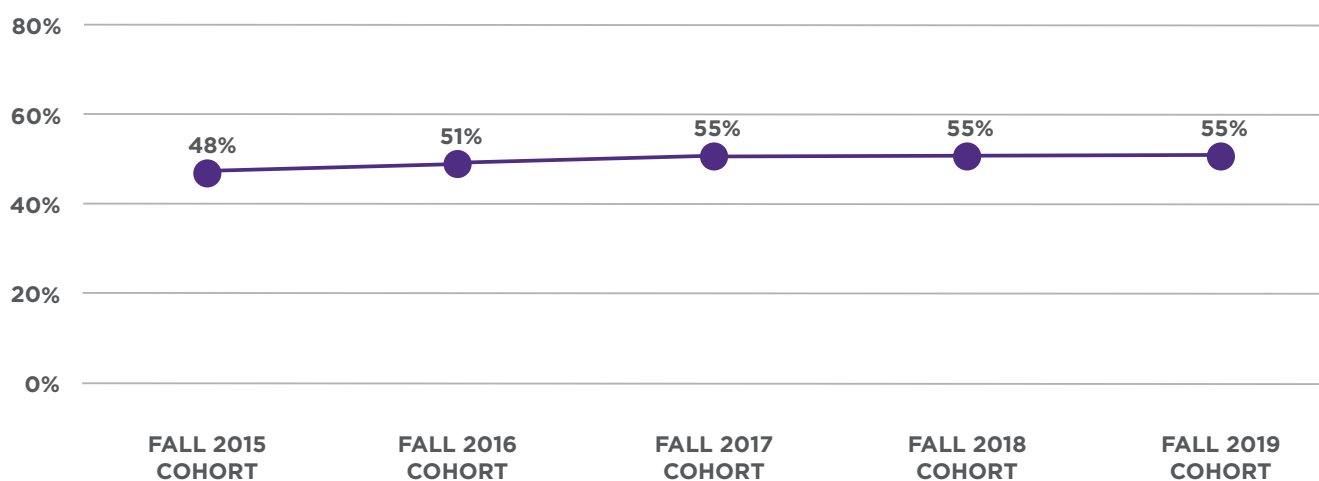Similarly, the percentage of FTIC students referred to Developmental Writing who completed their developmental course sequence or met the TSI score criteria within one year also increased 3 percentage points from 46.0% in 2015 to 49.2% in 2019. The percentage of Hispanic/Latino FTIC not-college-ready students who progressed in writing improved by 3 percentage points, from 48.7% in 2015 to 52.0% in 2019.

Again, Black/African-American students made the largest gain, improving from 34.1% in 2015 to 51.3% in 2019, narrowing an equity gap with White students from 15.4% in 2015 to only 0.7% in 2019. The equity gap in completion of Developmental Reading between White and Hispanic/Latino students, however, increased slightly over the five years, from 3 percentage points in 2015 to 5 points in 2019.

COMPLETION OF FIRST COLLEGE-LEVEL ENGLISH COURSE

The percentage of all FTIC students who successfully completed the first college-level English course by the end of their first year increased 7 percentage points over the past five years from 48% in 2015 to 55% in 2019.
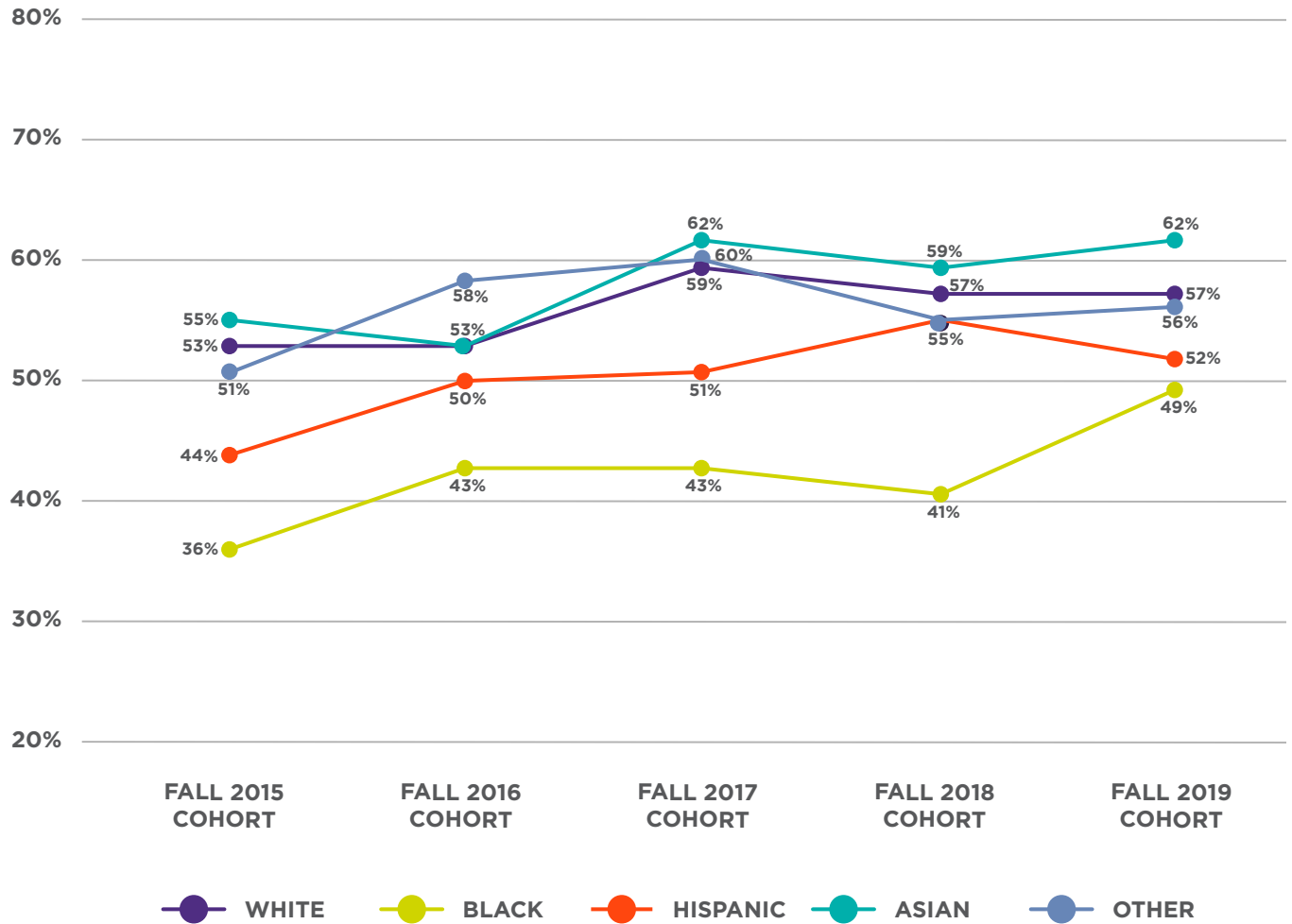
FTIC STUDENTS — SUCCESSFUL COMPLETION OF FIRST COLLEGE-LEVEL ENGLIS OR MATH BY END OF FIRST YEAR
(ENGL 1301 OR 1302; MATH 1314, 1324, 1332, 1342, 1333, OR 1414)

	FALL 2015 COHORT	FALL 2016 COHORT	FALL 2017 COHORT	FALL 2018 COHORT	FALL 2019 COHORT
	48%	51%	55%	55%	55%

COMPLETION OF FIRST COLLEGE-LEVEL ENGLISH – BY RACE/ETHNICITY

The percentage of FTIC students who successfully completed the first college-level English course by the end of their first year increased from fall 2015 to fall 2019 for all race/ethnicity groups, but it fluctuated somewhat across the five years. The gap between White and Black/African-American students narrowed from 17 percentage points in fall 2015 to 8 percentage points in fall 2019. The gap between White and Hispanic/Latino students narrowed from 9 percentage points in fall 2015 to 5 percentage points in fall 2019.

FTIC — COMPLETED FIRST COLLEGE-LEVEL ENGLISH BY END OF FIRST YEAR BY RACE/ETHNICITY
### (ENGL 1301 OR 1302)

Race/ Ethnicity	Fall 2015 Cohort			Fall 2016 Cohort			Fall 2017 Cohort			Fall 2018 Cohort			Fall 2019 Cohort			5yr% Chg.
	Stdts in Cohort	Complete English		Stdts in Cohort	Complete English		Stdts in Cohort	Complete English		Stdts in Cohort	Complete English		Stdts in Cohort	Complete English		
White	2020	1067	52.8%	2153	1144	53.1%	2062	1210	58.7%	2161	1249	57.8%	1997	1146	57.4%	5
Black	425	152	35.8%	431	185	42.9%	374	162	43.3%	361	148	41.0%	409	202	49.4%	14
Hispanic	2309	1016	44.0%	2587	1286	49.7%	2347	1196	51.0%	2462	1352	54.9%	2623	1372	52.3%	8
Asian	216	118	54.6%	296	157	53.0%	250	155	62.0%	239	141	59.0%	293	181	61.8%	7
Other	771	394	51.1%	443	257	58.0%	399	241	60.4%	336	185	55.1%	340	192	56.5%	5
Total	5741	2747	47.8%	5910	3029	51.3%	5432	2964	54.6%	5559	3075	55.3%	5662	3093	54.6%	7

GAINING MOMENTUM: STUDENTS EARNING 15 COLLEGE-LEVEL CREDIT HOURS IN FIRST YEAR

The percentage of FTIC students completing 15 or more college-level credit hours within their first year increased 9 percentage points over the last five years, from 37% in 2015 to 46% in 2019.

FTIC STUDENTS – COMPLETION OF COLLEGE-LEVEL CREDIT HOURS WITHIN ONE YEAR
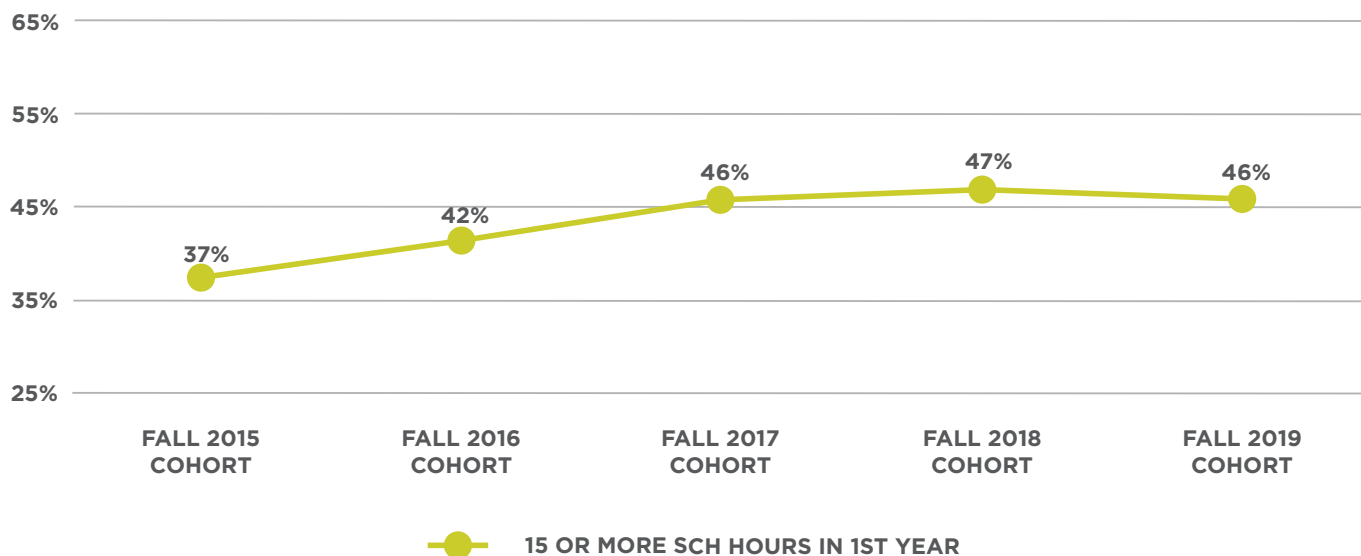
During the past five years, the percentage of FTIC white students earning 15 or more credit hours in the first year improved 7 percentage points (from 45% in 2015 to 51% in 2019). The percentage of Black/African American students earning 15 or more credits increased 10 points (from 25% in 2015 to 35% in 2019). The percentage of Hispanic/Latino students earning 15 or more credits increased 11 points (from 31% in 2015 to 42% in 2019). The equity gap between white students and Black/African American students narrowed across the past five years from 20 points in 2015 to 16 points in 2019. The gap between white students and Hispanic/Latino students narrowed from 14 points in 2015 to 9 points in 2019.

**FTIC STUDENTS: EARNED 15 OR MORE CREDIT HOURS IN FIRST YEAR
BY RACE/ETHNICITY**
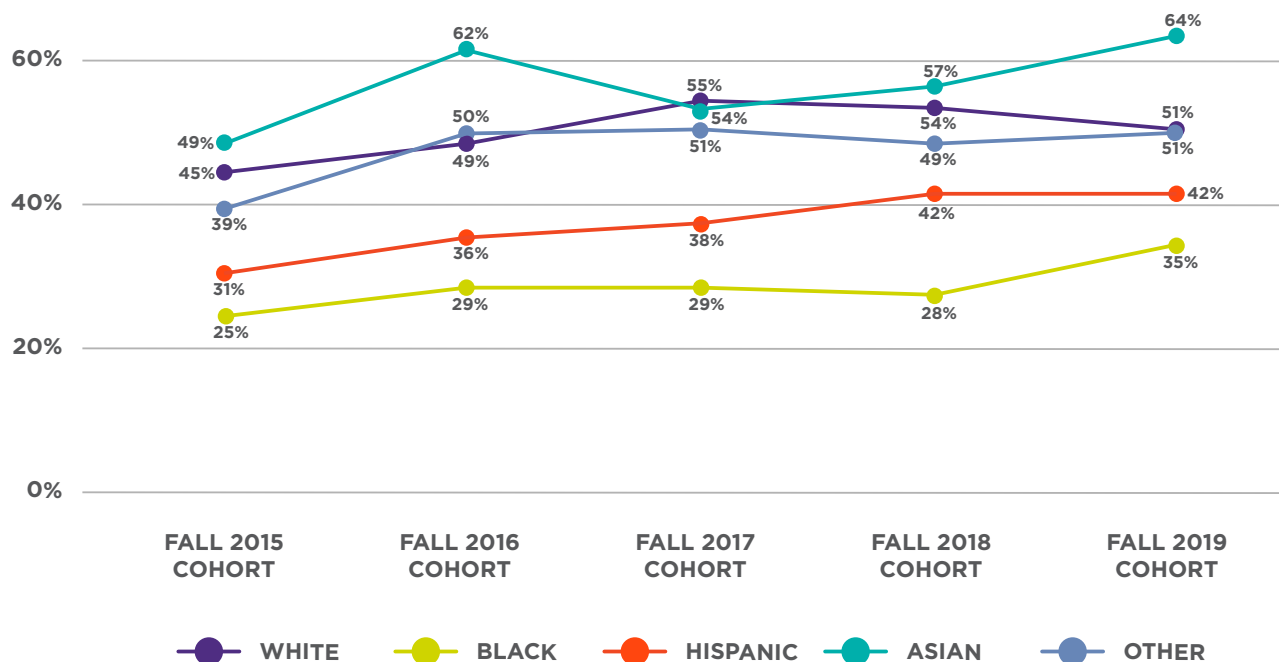
LIBRARY SERVICES

Library Services receives very high marks on student and alumni satisfaction surveys, and also on ACC's internal customer service surveys. More importantly, the Library contributes significantly to student support, engagement, and excellence in teaching and learning services including:

- General and discipline-specific classroom instruction in research & information literacy.

- 24/7 access to curated information and live, synchronous research support.

- Extensive opportunities for assignment completion through research and information assistance and research consultations tracked with student learning outcomes.

Specifically, ACC's students, faculty, and staff visited library web resources 1,113,000 times in Academic Year 2020 - with approximately 110,000 monthly views and over 5,000 views daily. During Academic Year 2020:

- Faculty librarians provided direct assistance and instruction in over 550 classes to more than 24,000 students.

- 54,000+ students used the library's award-winning online tutorials designed by ACC faculty librarians.

- More than 3,100 students used the libraries' 24/7 live online chat.

- ACC faculty librarians designed 81 online curriculum support research guides for a total of 641 guides now located on the Library's website. These guides had over 325,669 total views, representing an overall total increase of 36%. These research guides support ACC Areas of Study student pathways to content in curriculum areas.

Specific instructional content designed by ACC librarians is also integrated into the College curriculum in EDUC 1300 (212 classes), CHEM 1111 (81 classes), and ENGL 1301 (105 classes).

A DAY IN THE LIFE OF A (REMOTE) FACULTY LIBRARIAN

You can't see us, but we're here to help!

- Assist Users with Research and information: Virtual instructive research & information services are staffed 80 hours a week with ACC Faculty Librarians providing academic support to students, faculty, and staff. Users engage with Librarians through classroom instruction, 24/7 chat, Zoom, email, and phone.

- Teach Library Instruction Classes: ACC Faculty Librarians provide classroom instruction to support classroom faculty.

- Work with Classroom Faculty: Faculty Librarians work with classroom faculty to identify materials for their classes, including OER materials, streaming media, and e-resource substitutions for

content. In addition, Faculty Librarians assess collections, recommend ebook and database purchases and subscriptions, and create online information and Research Guides to provide content for AoS curriculum support.

LOWERING COSTS AND REMOVING OBSTACLES

When students at Austin Community College were asked what they could do with the money they spent on textbooks, they responded with such answers as:

- "Spend it on bills"

- "Pay rent"

- "Buy groceries"

- "Pay off a credit card"

- "Pay for repairs to my car"

Community college students across the country face multiple financial challenges, but they nonetheless persevere in juggling bills and work, family, and school. The pandemic has only made this juggling act more precarious for many of our students. Austin Community College is intentionally focused on helping students succeed in their higher education goals while lowering their financial obligations both during and after the completion of an award.

In fall 2020, ACC partnered with the Hope Center to conduct the #RealCollege survey on Basic Needs Insecurity During the Ongoing Pandemic. Ten percent of ACC's students responded, telling us that:

59% experienced at least one form of basic needs insecurity, including

- 36% who experienced food insecurity in the previous 30 days;

- 51% who experienced housing insecurity in the previous year; and

- 15% who experienced homelessness in the previous year.

18% who experienced needs insecurity used emergency aid, but

- 30% had not heard of emergency programs on campus, and

- 48% experiencing basic needs insecurity did not apply for campus supports because they did not know how to.

In recognition of the financial struggles ACC students face, the College continues to engage in widespread efforts to lower the costs of course materials for students. These efforts are largely faculty-driven strategies to remove financial obstacles to success as part of ACC's strategic focus on increasing equity and access, equity-minded persistence and engagement, and equitable outcomes in completion and employment/transfer rates.

OER & FIRST DAY ACCESS

Lowering the costs of course materials for ACC students requires intentional and broad-based attention from many areas of the College: instructional leaders, faculty, business services, the College bookstore, instructional support services, libraries, and communications and marketing. ACC is supporting two large-scale efforts to save students money: Zero Textbook Costs (ZTC) and First Day Access.

OER

In summer 2016, a Texas consortium of community colleges led by ACC received a grant from Achieving the Dream (ATD) to support the development of at least one OER Degree, what ACC calls a "Z-Degree," that could be completed by students with Open Educational Resources (OER). OER are materials that are openly licensed and freely available to faculty and students. Under various Creative Commons licenses, OER can be adopted, adapted, reused, redistributed, remixed, and reconfigured – as long as attribution is provided to the author(s) or source material. OER supports student success in two significant ways. First, they are available on the first day of class so no student starts the semester without access to required course materials. Second, they are available at no cost to the student.

ACC was the lead college in the Texas OER Degree Initiative Consortium that included Alamo Colleges, El Paso Community College, and San Jacinto College. The goal for ACC was to develop two Z-Degrees — degrees that could be completed by taking Zero Textbook Cost (ZTC) classes from start to finish. For ACC, the first two Z-Degrees were the Associate of Arts and the Associate of Science in General Studies. A Z-Degree saves ACC students on average $2,000 to $2,500 in textbook costs.

In this early OER work, all ATD grant recipients benefited from a partnership with Lumen Learning that off-loaded the licensing and accessibility responsibility to Lumen Learning. While there are numerous resources and tools for finding openly licensed materials suitable for instruction, the sustainability of this effort requires an understanding of the institutional obligations to ensure that all OER course materials are accessible to all students and appropriately licensed under a Creative Commons license. ACC's ongoing work also benefits from the College's membership in the Community College Consortium for Open Educational Resources (CCCOER).

Although not every ZTC course section is an OER course section, the vast majority of ACC's ZTC sections are taught with OER. (The rest are typically taught with library database resources that are not openly licensed.) The open education community is a nationwide community of practice that shares and supports this work to increase student success through the expansion of OER content and professional development for practitioners around the ever-evolving practice of open education.

ACC has witnessed a sustained pattern of the positive impact of OER on student success. From spring 2017 through fall 2020, students in course sections using OER materials have achieved the same or greater success (course grade of A, B, or C) than students in course sections using non-OER materials. Over eight semesters, the students in the OER course sections achieved a 75.4% success rate versus an average of 72.3% success rate for students in the non-OER sections. Similarly, students in the OER course sections had a higher rate of term-to-term persistence, averaging 68.8% versus those students in the non-OER course sections who persisted at an average of 66.4%.

Both trends, high course success rates and higher persistence rates, have continued as ever greater numbers of students have been involved. In fall 2020, for the first time, more ACC students were enrolled in OER course sections than in non-OER sections of the same courses.

PERSISTENCE TO NEXT LONG SEMESTER AND SUCCESS, OER VS NON-OER
DATA SOURCES: OIRA END OF TERM AND GRADE DATA; ACC STUDENT DATA (ODS); OER COURSE LIST FROM ACADEMIC TRANSFER PROGRAMS OFFICE.

	Headcounts	Persistence	Enrollments	Success
Spring 2017				
OER	723	63%	832	71%
Non-OER	8,590	62%	11,196	71%
Fall 2017				
OER	3,019	76%	3,170	74%
Non-OER	17,875	72%	32,574	70%
Spring 2018				
OER	4,825	61%	5,158	74%
Non-OER	14,741	60%	25,949	70%
Fall 2018				
OER	7,706	75%	8,420	77%
Non-OER	20,254	74%	42,959	71%
Spring 2019				
OER	8,303	63%	9,477	76%
Non-OER	15,452	60%	29,908	74%
Fall 2019				
OER	12,231	75%	14,615	79%
Non-OER	16,478	74%	39,617	74%
Spring 2020				
OER	11,902	63%	14,105	76%
Non-OER	15,497	59%	35,528	76%
Fall 2020				
OER	15,893	74%	20,309	76%
Non-OER	13,420	70%	33,867	72%

These trends also hold once the data is disaggregated by gender and by race/ethnicity of the students.

8-semester average: Spring 2017-Fall 2020	Persistence OER	Persistence Non-OER	Success OER	Success Non-OER
Male	67.1%	65.0%	71.6%	69.6%
Female	70.3%	67.3%	78.5%	74.5%
White	67.1%	64.9%	78.1%	75.6%
African-American	66.4%	63.8%	67.6%	64.1%
Latinx	70.4%	68.0%	73.0%	68.6%
Asian	71.6%	68.3%	81.2%	79.3%

Using $100 as an average cost for a new textbook, ACC estimates that students have saved $9.7 million in textbook costs since ZTC classes were first offered in spring 2017. Faculty who teach with OER appreciate the authority that they have over their course materials, remixing and reusing as they like to fit their learning outcomes and teaching styles. They also actively seek out ways to lower textbook costs for their students, and thus are invested in the continuing development of openly licensed materials, whether for a chapter, a unit, or an entire course.

ACC regularly surveys students in ZTC sections. Results from the most recent survey (fall 2019) show that:

- Approximately 40% of students in ACC's ZTC course sections said that the quality of teaching in the ZTC class compared to a typical class is slightly or much higher, as is the quality of instructional materials and the level of student engagement in the class.

- 25% of respondents estimated they spent $101-$150 on average for each textbook.

- 56% of respondents said there have been times when they did not purchase or rent a required textbook. Of those, 22% said it was because they could not afford the textbook.

ACC "tags" every ZTC course section so that students can sort available classes to look for those that have zero textbook costs. What the College has learned in three years of administering the ZTC student survey is that a majority of students did not know that a class was a ZTC class when they registered for it, nor are they aware of other ZTC classes that ACC offers. It is clear that ACC still has much work to do to help students understand the benefits — to their pocketbooks and their success — of looking for ZTC classes when they are registering.

In the College's most recent ZTC student survey, 42% of respondents said that a Z-class would have a significant impact on their ability to afford college, and another 32% said such a class would have a moderate impact. ACC believes in the power of innovation and collaboration. The College also believes in the student voice. For ACC, helping lower the financial barriers to educational opportunity is imperative, and Z-degrees, ZTC classes, and First Day classes are making a difference for students.

COST SAVINGS FOR STUDENTS

Semester	ZTC Course Sections	Number of Students	Cost Savings	First Day Course Sections	Number of Students	Cost Savings	Total Cost Savings
Spring 2017	29	707	$70,070				
Fall 2017	112	3,142	$314,200				
Spring 2018	192	4,709	$470,090				
Summer 2018	118	3,049	$304,900	98	1,113	$36,783	
Fall 2018	410	9,600	$960,000	266	6,684	$658,553	
Spring 2019	426	9,559	$955,900	338	7,160	$723,593	
Summer 2019	117	2,818	$81,800	178	3,743	$374,547	
Fall 2019	640	15,206	$1,520,600	781	16,546	$1,846,550	
Spring 2020	626	12,681	$1,268,100	692	14,668	$1,704,010,	
Summer 2020	226	5,367	$536,700	370	10,237	$1,246,771	
Fall 2020	1,081	20,340	$2,034,000	837	19,500	$1,892,788	
TOTAL COST SAVINGS			$8,516,360			$8,488,011	$17,004,371

STUDENT AFFAIRS

IMPACT ON PERSISTENCE

Students who participated in the following Student Affairs services enjoyed a bump in persistence from spring 2020 to fall 2020. The following chart shows the type of student service and the percentage increase in persistence rates for different kinds of students: first time at ACC, full-time, part-time, and those least likely to persist. Students categorized as "least likely to persist" are identified by the Illume software using a combination of multiple factors, including race/ethnicity, gender, financial status, past performance of similar students, etc.

ILLUME IMPACT ANALYSIS

Type of Student Support Service	All Students	First Time at ACC Students	Full-Time Students	Part-Time Students	Least likely to persist Students
ACCelerator (7+ visits)	5.5% +	4.6% +	4.0% +	5.5% +	7.6% +
Learning Lab (3+ visits)	4.5% +	5.5% +	3.8% +	4.9% +	9.6% +
Advising (2+ sessions)	14.9% +	14.9% +	12.7% +	16.0% +	20.0% +
Child Care Support Services	7.3% +	8.7% +	N/A	7.8% +	16.5% +
Support Center	5.1% +	N/A	N/A	4.9% +	N/A
Academic Coaching	5.6% +	5.7% +	N/A	6.4% +	10.7% +

These Illume Impact Reports were last run on Spring 2020 students persisting to Fall 2020

ACADEMIC GUIDANCE TEAM

The Academic Guidance Team is comprised of Area of Study (AoS) advisors, success coaches, and completion counselors. This team provides wrap-around support to enhance student retention and persistence toward graduation. All students are assigned to an academic guidance team member throughout their educational journey at ACC. AoS advisors are assigned THECB first-time full-time students during their first academic year of enrollment to manage academic progress and average approximately 101 students on their caseloads. In addition, AoS advisors are also responsible for supporting non FTIC students on their caseloads, for a total of about 258 students.

Success Coaches provide case management for first-time, full-time students from year one to year three of enrollment. This includes multiple email touchpoints, phone calls, and appointments that cover topics beyond course selection -- highlighting themes such as motivation, expectation, belonging, empowerment, and more. In collaboration with the Office of Institutional Research and Analytics (OIRA), the Success Coaches facilitate and advise THECB cohort students to graduation and completion, helping increase the ACC 2017 graduation rate to 18.59%. The Success Coach team provides intensive case management to assigned students inclusive of the High School and Adult Career Scholars.

Completion counselors provide comprehensive services to those students with 45 or more credit hours. They employ proactive interventions to address barriers that may impede students' abilities to complete their certificate or degree and work with academically at-risk students to customize individualized action plans, including appropriate referral to ACC and community resources. Additionally, they support students who are on academic warning or probation to develop strategies for students to get back on track academically.

Members of the Clinical Counseling Services team achieved board certification for telemental health counseling and supported students remotely over the past year, averaging between 190-200 appointments per week. The team is also responsible for compliance and prevention training for state and federal compliance/regulatory programs.

CATCH THE NEXT/ASCENDER

Ascender is an academic transfer-mentor program that focuses on support for Latinx students but opens its doors to all underserved student populations. Through intensive counseling, accelerated customized classes, one-on-one mentoring, and community events, Ascender's mission is to make sure that students earn their associate's degree, transfer to a four-year university and become a thriving community leader.

In the fall of 2019, Ascender had 8 cohorts with a total of 120 students. Students and their families participated in over 24 student functions, including Family Nights, leadership conferences, and volunteer events. Utilizing trained faculty in the use of engagement strategies and corequisite courses, assigned advisors, mentors, and access to counseling services, students achieved outcomes exceeding those of non-Ascender students in similar classes:

FALL 2019:

- Ascender ENGL 1301 Success Rate: 81%

- Non-Ascender ENGL 1301 Success Rate: 78%

- Ascender EDUC 1300 Success Rate: 81%

- Non-Ascender EDUC 1300 Success Rate: 71%

SPRING 2020:

- Ascender ENGL 1302 Success Rate: 74.24%

- Non-Ascender ENGL 1302 Success Rate: 73.24%

- Ascender GOVT 2305 Success Rate: 74%

- Non-Ascender GOVT 2305 Success Rate: 70.33%

- Ascender HUMA 1305 Success Rate: 56%

- Non-Ascender HUMA 1305 Success Rate: 52%

BLACK REPRESENTATION OF ACHIEVEMENT THROUGH STUDENT SUPPORT (BRASS)

Graduation and success rates for Black students attending Austin Community College (ACC) remain among the lowest of all ethnic groups. Many of the country's institutions of higher education have had major challenges in retaining and graduating Black students. As a result of these challenges, members of ACC's faculty, staff, and administration assembled a Black Student Success Committee to research and develop strategies to address these concerns. Through the extensive research of the committee, the development of the BRASS Program was born (Black Representation of Achievement through Student Support).

The BRASS Program was implemented in summer 2020 and the inaugural cohort, named after Roland Hayes, was enrolled in fall 2020. The BRASS Roland Hayes Cohort supported approximately 250 students in its first year. New BRASS cohorts will be named after a phenomenal ACC student support advocate, past and present, each year. The retention rate for the BRASS Roland Hayes Cohort from fall 2020 to spring 2021 was 90%.

BRASS students have the opportunity to participate in a variety of academic and personal workshop topics ranging from mental health, financial literacy, studying abroad/international learning, environmental studies, and many other topics. Students are also made aware of ACC resources through presentations from Student Accessibility Services, Academic Coaching, Financial Aid, and Student Life.

BRASS students also receive an ACC staff or faculty mentor. BRASS (in collaboration with Ascender) is currently developing a partnership with Dell where BRASS students will have an opportunity to be

matched with a career mentor through the Excel with Dell Mentorship Program. Also in partnership with Ascender, BRASS will send a team to participate in the HBCU/HSI Battle of the Brains competition where students can "pitch" an idea to Fortune 500 companies with a first-place prize of $25,000. This opportunity also comes with career development, a career fair, and opportunities for BRASS students to network with corporate executives. Selected teams compete in fall 2021.

EXCELENCIA IN EDUCATION

Austin Community College was recognized in June 2019 by Excelencia in Education, a non-profit education advocacy organization in Washington DC, with the inaugural Seal of Excelencia. ACC was one of nine institutions of higher education nationally to receive this recognition, which says ACC is committed to Latinx students and has demonstrated an ability to serve them.

ACC continued engagement with Excelencia in Education via the following activities:

- An ACC team participated in Creating Hispanic Serving Identity through Faculty Hiring Institute and another team attended The Accelerating Latino Student Success (ALASS) Institute.

- At the Leadership Excelencia Institute:

    - Dr. Guillermo Martinez presented on Effective Models of Alignment with a Latino Lens

    - Dr. Ruth Reinhart presented on Alignment Strategies: Rethinking, Refocusing and Restructuring to SERVE Latinx Students

STUDENT ENGAGEMENT AND ANALYTICS (SE&A) TEAM

In fall 2019, the SE&A team implemented a weekly Student Affairs Routine Report (SARR) to:

- Consider how currently enrolled students are engaging in various Student Affairs services, such as advising or tutoring, compared to the same point in time the previous year.

- Compare withdrawal rates to the same point in time of the previous year.

- Allow for targeting of certain student populations, such as first-year students or Support Center students, to assess in real-time the effectiveness of services.

Together with other Student Affairs personnel, the team also:

- Launched the MyACC Phone App which allows students to easily access their course schedule, assigned advisor, College resources, and a news feed tailored to the specific student population and Area of Study.

- Integrated ACC Testing Centers within Accudemia, an intake and services tracking software.

In spring 2020 when the COVID-19 pandemic pushed ACC to remote services, the SE&A Team ensured the Inspire for Advisor case management system and Accudemia service tracking system were available

for use by all staff in a new remote environment. To assist students who did not have the technology to learn from home, the SE&A team developed reports to track students' usage of Blackboard as well as student need for iPads and laptops.

In summer 2020, the SE&A team conducted an analysis of CARES and Student Emergency Fund recipients, held a virtual Data Retreat for Student Affairs leadership, and helped launch the Early Alert function found within the Blackboard Retention Center. This function allows faculty to send an alert to the assigned Advisor to better help students who may be struggling in class for non-academic reasons. In fall 2020, the SE&A team was officially merged into the Office of Institutional Research and Analytics to provide better services to staff overall.

LEARNING LABS, TUTORING, SUPPLEMENTAL INSTRUCTION & ACADEMIC COACHING

During the fall 2019 semester, the ACC Learning Labs had over 91,000 visits by students for tutoring, over 6,400 visits for supplemental instruction, and over 6,000 visits for academic coaching. With the onset of the pandemic in spring 2020, all of these services were quickly transitioned to online delivery.

Beginning in the fall 2020 semester, ACC began allowing students to return to select Learning Labs by appointment. Live group tutoring sessions were recorded and uploaded to the ACC Learning Labs YouTube channel so that students had continuous access. ACC also began a more proactive approach to tutoring by embedding tutors in 91 online sections of high enrollment gateway courses. Embedded tutors were assigned to 149 course sections during the spring 2021 semester.

In addition to virtual workshops, academic coaches also worked with faculty to embed coaching sessions in various courses on topics related to testing anxiety, setting up a study space, note taking, online study skills, communicating with professors, and more. Supplemental Instruction leaders held 100 virtual sessions for students during the fall 2020 semester which resulted in positive results for students in terms of both persistence and grade improvement.

THE STUDENT MONEY MANAGEMENT OFFICE

The Student Money Management Office transitioned into the Student Assistance organization to impact outreach for new and existing students and build upon their successful impact on advising. During 2019-2020, the Student Money Management office:

- Engaged 10,236 students in text message campaigns. Messages contained information such as financial aid deadlines and requirements, nudges to apply for ACC scholarships, and connections to ACC resources, and tips on managing personal finances. An analysis conducted by the University of Texas Ray Marshall Center documented a 13%-15% increase in fall-to-fall persistence among our first two cohorts of text recipients.

- Collaborated with the General Studies and Student Development Department to deliver 136 in-class financial literacy workshops to 2,525 students.

- Grew the Rainy Day Savings Program, expanding from 188 accounts at University Federal Credit

Union with a collective balance of $85,655, and receiving a two-year $250,000 grant from the Trellis Foundation to expand the program to 600 students in fall 2020.

- Presented to students and faculty on "Managing your Finances during COVID-19," providing timely information on unemployment benefits, the Economic Impact Payment, and crisis budgeting.

STUDENT ADVOCACY CENTER

The Student Support Center has been renamed the Student Advocacy and Resource Center. Effective March 2020, all services offered by the Center were converted from in-person to remote. Processes and protocols were adapted to the remote environment. Two of the chief challenges were 1) how to maintain an intensive case management presence with students and 2) how to support the many students who lost their employment and/or reduced hours at work to maintain enrollment and course completion. Staff and students reported an increase in contacts using phone, video, email, and chat functions. Also, students in financial distress were directed to apply for CARES or the Student Emergency Fund. Requests increased over 230% from fall 2019 to spring 2020.

There were 1,764 students on the Center caseload, along with 204 former foster youth students. 968 students (54.9%) were Latinx and 282 (16%) were Black. 491 students (27.8%) were male. 74.5% of participants persisted from fall to spring as compared to 69.7% for all students. 61.6% of foster care/adopted students persisted which continues an increase from previous years.

Proposals for the Student Advocacy and Resource Center were put forward in three separate Area of Study proposals in the College's recently completed 2020-2025 Academic Master Plan (AMP). While differing in specific details, each of the three proposals called for visible, on-campus spaces at each of the College Destination Campuses where under-resourced students will be able to access a menu of College and community resources, including, but not limited to, access to essential needs (food, clothing, and housing), emergency financial assistance, sexual and reproductive health information and support, mental health services and referrals, legal services, transportation support, and social workers for support and student advocacy.

Examples of currently provided services include:

- Partnership with Texas Department of Health and Human Services provides students assistance in applying for state benefits (Supplemental Nutrition Assistance Program [SNAP], Women Infants and Children [WIC], Temporary Aid for Needy Families [TANF], and Medicaid).

- Monthly mobile food distributions in partnership with the Central Texas Food Bank and Hill Country Community Ministries at Hays, Riverside, Cypress Creek, and San Gabriel campuses (starting fall 2020). From August 2019 through September 2020, food was distributed to 3,601 families and 13,249 individuals at the Riverside Campus.

- Partnership with College Houses to support student housing requests.

- Partnership with the Texas Rio Grande Legal Services (TRLA) for free legal services for students with issues such as landlord and housing disputes, child custody and support, family separations, and immigration challenges.

- Planning for a partnership with Healthy Futures/St. David's Foundation for an on-campus program, called Bae-B-Safe, to support sexual and reproductive health among young women.

- Maintenance of a robust and searchable community resource web page.

- Awarding of childcare scholarships to 284 students with 510 children for care with licensed or registered childcare providers. An average of 18.9 students with 43.8 children per week used the Child Watch Drop-in Center during the fall 2019 semester. The center opened briefly during the spring 2020 semester and then closed due to the COVID-19 pandemic for the rest of 2020.

The Student Emergency Fund (SEF) saw a massive uptick in requests in March 2020 just as shutdowns due to the COVID-19 pandemic were put in place. Students working in service and customer-facing businesses were most likely to need emergency assistance due to loss of job or reduction of hours. The number of students who received SEF awards increased by over 350%, from 29 students in March 2019 to 110 students in March 2020. During the same period, disbursements increased three-fold, from $15,745 to $46,614. Overall, 535 students were awarded SEF from fall 2019 to summer 2020. Awards increased by a factor of 2.3%, from 147 in fall 2019 to 340 in spring 2020. Student Support and Resource Development staff collaborated with Grants Development and OIRA staff to prepare four emergency aid grant applications and three were awarded to ACC for a total of $80,000.

TEACHING AND LEARNING DIVISION (TLED)

The onset of the COVID-19 pandemic involved the rapid and dedicated mobilization of TLED staff resources, technology, digital resources, and extensive support systems. Principles of equity and inclusion were embedded in all professional development and faculty-facing services.

TLED incorporated equity-minded design in each of its programs:

- New Faculty Onboarding: Served 374 new adjunct and full-time faculty since its implementation in fall 2019.

- Teaching and Learning Academy (TLA): Over 150 participants since launch in 2019. Preliminary data shows that courses taught by TLA faculty have a lower withdrawal rate by students than those taught by other faculty.

- Quality Matters Training: Completed by 837 faculty.

- Spring Development Day: 262 participants attended equity-focused sessions.

- Summer Software Day: Offered in July 2020.

TLED collaborated with the Office of Institutional Research and Assessment (OIRA) to provide TLA faculty their student success rates disaggregated by race, ethnicity, and gender for up to five years of courses. Using the results of the data and surveys, as well as the teaching practices learned in the TLA, faculty have the tools to transform or add to their teaching practices.

TLED also created a comprehensive program that enables faculty to gain and improve skill in Culturally Responsive Teaching (CRT), including the following courses:

- Becoming an Equity-Minded Instructor: This six-week, 30-hour course was developed in collaboration with the University of Texas and Texas A&M University through the Texas Education Consortium for Male Students of Color. It is currently offered in a hybrid online format with synchronous meetings dedicated to faculty sharing, learning, reflecting, and collaborating about course material and the collective application of equity-minded teaching principles.

- Discover Your Blind Spots: Teach for All Students

- Sustain the Conversation: Keep the Spotlight on Race

- Culturally Responsive Teaching Faculty Interest Group (CRT FIG)

In addition to the programs above, TLED sponsors the following activities in promotion of student success:

- Department Chair Academy: Developed with input from department chairs, department administrative assistants, and instructional deans, the Department Chair Academy contributes to student success by supporting new department chairs in understanding and fulfilling their role as academic leaders. Guided by ACC Faculty Values, Austin Competency Analysis Profiles for Workforce and Transfer Department Chairs, and the American Association of Community College's (AAAC) Competencies for Community College Leaders, the Department Chair Academy is designed to create a cohort of department chairs who will learn from each other, enhance their leadership and communication skills, and develop fluency with tools and processes necessary to be successful department chairs at ACC.

- Department Chair Administrative Assistant Program: TLED created a program to engage Instructional and Academic Administrative Assistants by offering ongoing targeted meetings, training, and events that support the integration of new technologies, processes, systems, and equity-focused practices.

- Service Academy: The Service Academy endeavors to permeate a culture of service at ACC in addition to providing a systemic, organized manner in which to identify opportunities for participation, learning, partnership, and action in service-based pursuits to benefit the institution and its members while simultaneously aiding and assisting the community.

- Course Redesign Fellowships: TLED supports faculty who have completed preliminary training in course redesign strategies and would like to research the impact of applying evidence-based redesign techniques to related student/course outcomes. Currently, faculty fellows are

researching the impacts of:

- Adobe Creative Classroom

- Development and use of Internships

- iPads in the Classroom

- Gateway Course Redesign

- Great Questions Pedagogy

- Service-Learning

FACULTY COMMUNICATION AND ENGAGEMENT

TLED's Office of Faculty Communications connects ACC faculty to opportunities and information that boost student success at every level of the College. This team's goal is for every ACC educator to be informed, motivated, and engaged "from hire to retire" because when faculty are more engaged in their classroom, department, and institution, students are more successful on their educational journey. Faculty Communications collaborates with College Marketing and Student Affairs and over a dozen other partners across the College to boost relevant messaging with faculty.

The TLED faculty newsletter reaches over 3,000 employees each week. Faculty and staff from across the College are invited to submit information to be shared through this channel. In fall 2020 TLED created a web archive of all emails sent to faculty to provide a space where faculty can locate the latest news.

Every other month TLED shares an Executive Report to update stakeholders on "behind the scenes" work in progress to improve internal communication. These reports are shared with over 200 leaders across the College.

TLED utilizes social media platforms including Facebook, Instagram, and Twitter. TLED created a Facebook page entitled Keep Teaching ACC for faculty to find community during the online learning transition, and beyond. To date, there are over 500 active members in this group who share insights, best practices, advice, successes and challenges, and research about teaching and learning.

TLED manages a series entitled ACC Teaching & Learning Champions, faculty and staff who contribute to student learning and student success. Their stories about teaching excellence are featured in a series of blog posts, podcast episodes, and videos that have high engagement on TLED social media platforms.

The TLED Website is a one-stop-shop for ACC faculty to access teaching and learning resources and a faculty events calendar. The site has received over 400,000 visitors since its launch in 2019.

Each year, TLED creates a calendar with monthly topics designed to inspire faculty. The current calendar is based on the theme of Mobile Teaching & Learning. Each month explores important elements to successful remote teaching and learning, such as cybersecurity, technology tools, the embedding of equitable practices, and open educational resources.

OFFICE OF ACADEMIC TECHNOLOGY (OAT)

At the onset of the COVID-19 pandemic in spring 2020, an immediate need arose to provide both faculty and students the necessary technology to support online teaching & learning. The Office of Academic Technology (OAT) was created and, in partnership with Student Affairs, secured 1,000 iPads for students to check out for use in their online courses. These kits included iPads, keyboards, and the necessary accessories. At the start of the fall 2020 semester, OAT secured an additional 500 iPad kits to continue supporting student success. Additionally, other forms of technology were purchased for students to request, including calculators, webcams, headsets, and microphones.

As well as the direct support for student success, OAT also distributed iPad kits to faculty, including the same technology and peripherals as students, and other tools such as Logitech Crayons, which allow faculty to write and mark-up student work for immediate feedback. Instructional Designers and Faculty Instructional Support Specialists also held training sessions to ensure effective faculty use.

OAT also created a team to provide technical advice and assistant to students in September 2020. Through this team, students can receive technology assistance by phone or live chat, 6 days a week.

OFFICE OF EXPERIENTAL LEARNING (OEL)

After the cancellation of most internships during the summer of 2020 due to the COVID-19 pandemic, 816 students from 35 departments were placed in internships during the 2020-2021 academic year. These students are approved by their departments to register for their departmental internship classes and are typically in the last semester of their studies at the College. Roughly 50% of the positions are paid at an average pay rate of $15.24/hour. ACC currently maintains relationships with over 1,000 area employers who have expressed interest in hiring ACC interns.

To assure the safety of our students during the pandemic, OEL and ACC's Office of Safety and Operations developed a COVID-19 protocol for all employers and students wanting to have in-person internship placements. The protocol involved surveys and interviews of all employers hosting in-person interns and resulted in no reported cases of COVID-19 among our interns during the 2020-2021 academic year.

The Office of Experiential Learning also supports ACC's Service-Learning program, working with faculty and external partners to have classes work on projects during a semester. Service-learning is a method of instruction in which an entire class integrates a project with a non-profit or government agency into the course curriculum. Studies indicate that service-learning projects increase student engagement and retention.

Although the pandemic eliminated all in-person service-learning projects during the 2020-2021 academic year, OEL developed numerous virtual service-learning projects for classes in several departments. Faculty training shifted to virtual learning and almost 50 faculty certified in service-learning techniques, and as many as 30 more scheduled to receive training in the Service-Learning Summer Institute in June 2021.

OEL is also exploring ways to support the growth of apprenticeship programs as they are developed

across the College. OEL is working closely with the Texas Workforce Commission to anticipate possible support for ACC departments offering apprenticeship programs with local employers.
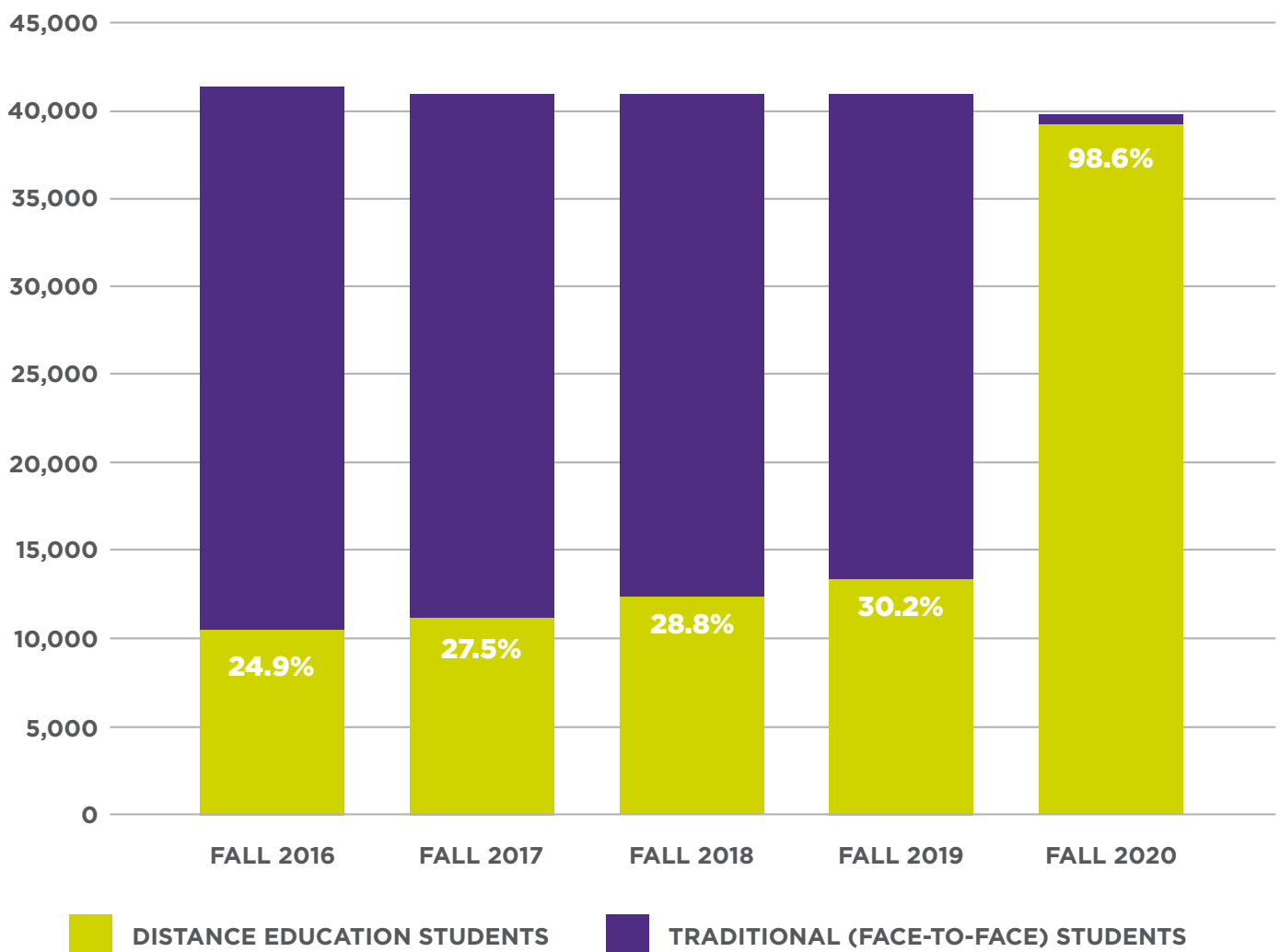
DISTANCE EDUCATION

Distance education was pivotal in maintaining academic continuity during the pandemic. In fall 2020, most course sections were moved from face-to-face to online as a result of the continuing COVID-19 pandemic. The percentage of ACC students enrolling in at least one distance education course increased from 24.9% in fall 2016 to 98.6% in fall 2020.

STUDENT SUCCESS IN DISTANCE EDUCATION COURSES

Distance education student success saw significant improvement in fall 2020. Rates of online course success reached 73% overall, 65% among Black students, 69% among Hispanic students, and 74% among all other students. This represented percentage point gains of 9.9% among Black students, 5% among Hispanic students, and 6% among all other students.

CREDIT HEADCOUNT BY INSTRUCTIONAL MODE

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
Distance Education Students	24.9%	27.5%	28.8%	30.2%	98.6%

DISTANCE EDUCATION STUDENTS   TRADITIONAL (FACE-TO-FACE) STUDENTS

DISTANCE EDUCATION SUCCESS RATE BY ETHNICITY

Ethnicity (Unduplicated)	Passing Grades Fall 2019					Passing Grades Fall 2020			Change over time
	N	%	N	%	N	%	N	%	2019 - 2020
White	6,348	71.60%	8,872	100.00%	31,124	76.90%	40,478	100.00%	5.3%
Black	984	55.50%	1,774	100.00%	5,098	65.40%	7,795	100.00%	9.9%
Hispanic	4,160	63.70%	6,533	100.00%	26,468	69.00%	38,351	100.00%	5.3%
Asian	841	77.40%	1,087	100.00%	4,787	82.30%	5,817	100.00%	4.9%
Other	884	68.05%	1299	100.00%	4891	74.17%	6594	100.00%	6.1%
Ethnicity Total:	13,217	67.60%	19,565	100.00%	72,368	73.10%	99,035	100.00%	5.5%

*Source: End of Term Data

Current Activities/Strategies for Success:

Large-scale professional development was increased significantly to support faculty transition to online teaching and learning during the pandemic. Faculty participated in seven technical tools and course design workshops developed to support them in rapidly deploying on-campus courses to the virtual environment.

Faculty participated in thirty-two weekly topics on best practices in online learning pedagogy and assessments. Over 3047 duplicated attendees participated in these workshops to upgrade their skills in online teaching and learning.

The Online Course Redesign Academy (OCRA) continues to provide support to faculty for the re/design of online/hybrid courses and to implement strategies for improved quality. The Quality Matters rubric provides the foundation for the Academy. Eight hundred and fifty-one (851) faculty have thus far completed the Academy, and many more will be participating in the training during the summer.

The Distance Education InFocus Project (Title V Grant) is ongoing. It is a five-year project designed to improve academic support in 71 high-risk gateway online courses, enrich learning, and provide targeted, intensive advising support to at-risk online students.

DIGITEX (FORMERLY THE VIRTUAL COLLEGE OF TEXAS)

The Digital Higher Education Consortium of Texas (DigiTex), based at ACC, assists Texas community colleges in providing learners an education without barriers through high-quality digital educational opportunities, resources, and services that help students succeed.

Since its founding as the Virtual College of Texas in 1998, DigiTex has facilitated inter-institutional course sharing across the state. In 2020 DigiTex launched a partnership with the company Acadeum for more effective and efficient course sharing in Texas and beyond. In April, the DigiTex partnership with Acadeum was featured in an article in Forbes.

DigiTex leads the statewide consortium of Quality Matters, a national nonprofit that provides research-based tools for the implementation of quality assurance in course design, helping to facilitate the success

of online learners. During 2020, two thousand Texas Quality Matters Consortium-affiliated faculty participated in online course design training, including 503 ACC faculty.

DigiTex supports the adaptation, development, and implementation of Open Educational Resources (OER) at colleges and universities in Texas. In July, Associate Director Ursula Pike participated in an Open Education Leadership Program, a prestigious two-semester professional development program leading to a capstone project (for which Pike will focus on equity in OER). In August, DigiTex launched Texas Learn OER, a set of ten, peer-reviewed, openly licensed modules for faculty, staff, and administrators.

DigiTex contracted with Carrie Gits, ACC Library Services OER Team Leader to adapt ACC Learn OER. Over 65 individuals across the state (and nationally) have earned certificates of completion for the training. DigiTex also began organizing, with the THECB and Texas Digital Library, the next annual statewide OER conference and was selected as a Co-Design partner in a grant-funded National Digital Infrastructure project, Building OER Curriculum-Alignment Networks across States and Higher Education Libraries.

Finally, DigiTex furthered its research agenda by releasing Digital Higher Education in Texas: A Meta-Analysis of Data and Research; continued a bi-monthly webinar series Hot Topics in Texas Digital Higher Education with webinars on OER course marking, state initiatives to support OER, building quality online courses, and serving underserved students with online learning; and began publishing a monthly newsletter, DigiTex Connections.

COMPETENCY-BASED EDUCATION

Competency-based education (CBE) attempts to disrupt traditional learning by allowing students to advance based on their ability to master a skill or competency at their own pace regardless of time, place, or pace of learning. Further, student learning is measured through authentic assessments that are aligned with the course and program-level competencies and outcomes.

SOME HIGHLIGHTS INCLUDE:

- ACC completed a two-year Texas Affordable Baccalaureate grant in March 2019 from the Texas Higher Education Coordinating Board (THECB) that funded the development of seven core courses into CBE distance-learning delivery. As a result, ACC now offers its first two-year, distance learning CBE degree in computer programming.

- ACC received approval in March 2020 from the Texas Higher Education Coordinating Board for a Bachelor of Applied Science (BAS) degree in the high-demand career of Software Development. The program offers 11 upper-division IT courses in a distance learning and hybrid competency-based education format.

- ACC Geographic Information Systems (GIS) Program began offering CBE as an online Level One certificate in January 2018. The program has grown from 12 students to 181 (with 71% of the students enrolled in CBE courses) and produced 27 graduates in 2020.

- ACC held a fourth annual conference on CBE, Fast Track to Success, with funding from a Perkins State Leadership grant. The conference was converted to an online format and attracted 425 attendees.

- ACC Computer Science and Information Technologies is continuing its collaboration with Student Affairs and Adult Ed to build Digital Fluency for Today's Jobs. This Occupational Skills Award includes four courses (or 14 CBE credits) and can be adapted to a distance learning or hybrid format. The certificate will stack into the certificates and degrees of App Development: Coding and Design and Computer User Support.

COURSE COMPLETIONS

Overall, the percentage of successful grades in all college credit and developmental courses was about 74% in fall 2020, matching that of fall 2016. The slightly downward trend from fall 2019 to fall 2020 was likely due to the disruptions of the COVID-19 pandemic and the large proportion of course sections that were moved online. In prior years, success rates in online courses were lower than rates in face-to-face courses.

FTIC STUDENTS — MATH: NOT COLLEGE-READY
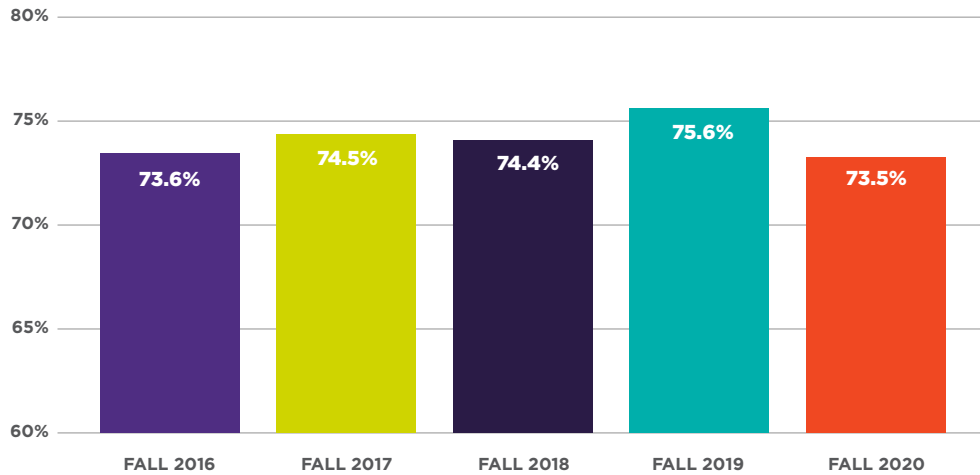
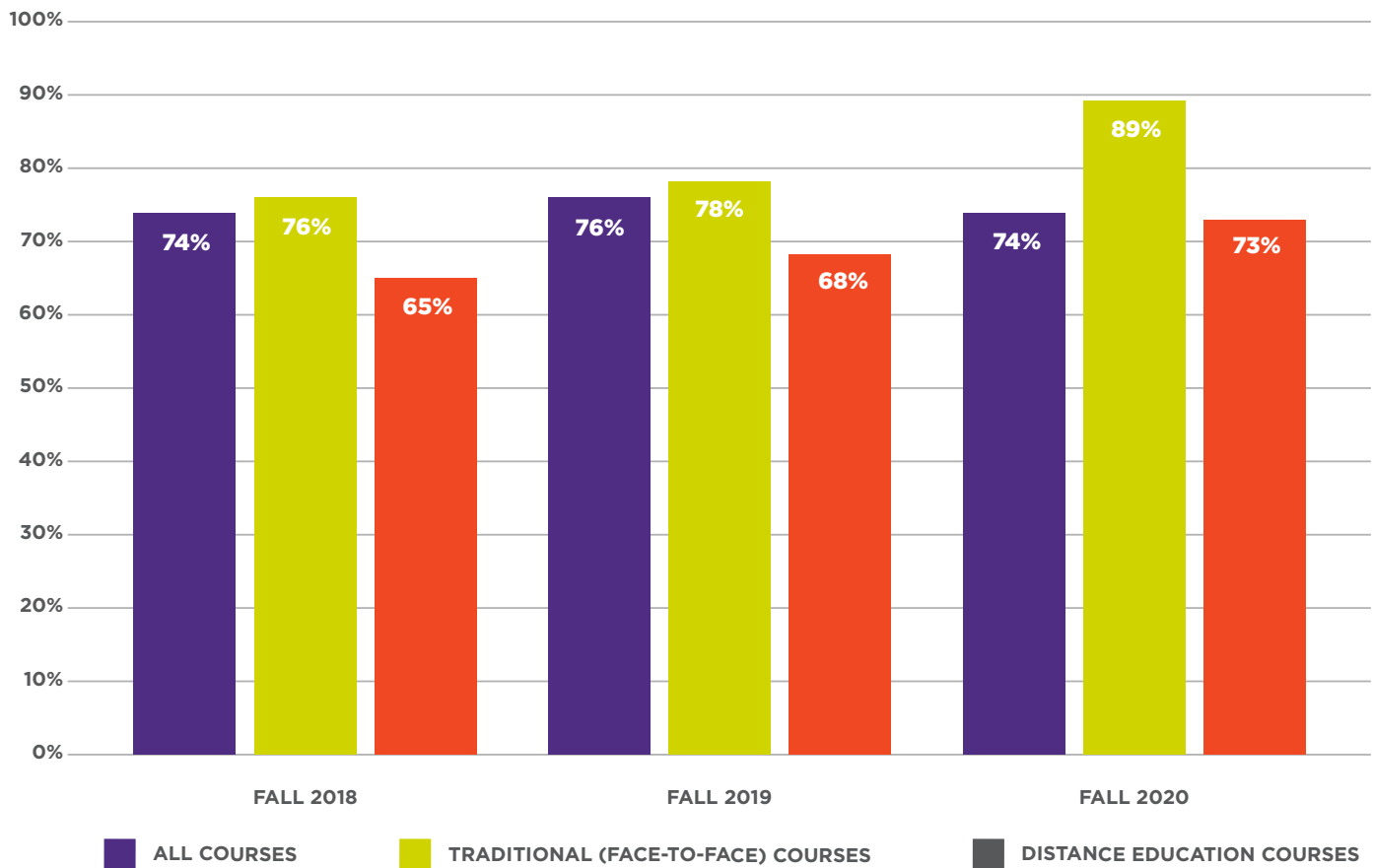Success rates for white, Hispanic/Latino, and other students declined slightly in fall 2020 compared to fall 2019. Success rates for Black/African-American students and Asian students remained about the same in fall 2020 compared to fall 2019. Equity gaps in fall 2020 successful course completion remained similar to those in fall 2016.

SUCCESSFUL COURSE COMPLETIONS:
ALL COLLEGE LEVEL AND DEVED COURSES (GRADES OF A, B OR C)
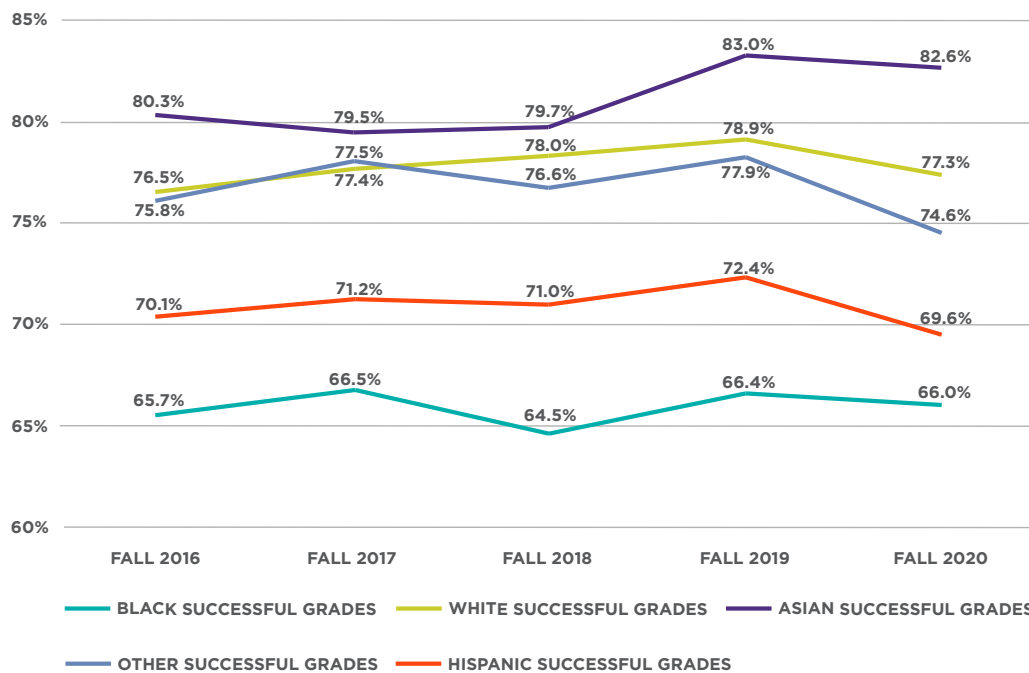
When one separates the data on successful grades between traditional face-to-face courses and distance education (online) courses, some interesting patterns emerge. Whereas overall successful course grades remained relatively flat from fall 2018 (74%) to fall 2019 (76%) to fall 2020 (74%), there was a steady improvement in successful course grades in distance education online courses from 65% in fall 2018 to 68% in fall 2019 to 73% in fall 2020. Several factors may account for this improvement, including the increased use of Quality Matters standards in online course design and teaching, increases in faculty professional development, and no doubt, additional faculty empathy for students during the COVID-19 pandemic.

SUCCESSFUL COURSE COMPLETIONS (A,B,C,S,P) — COLLEGEWIDE
(OIRA END-OF-TERM DATA)

	FALL 2018	FALL 2019	FALL 2020
ALL COURSES	74%	76%	74%
TRADITIONAL (FACE-TO-FACE) COURSES	76%	78%	89%
DISTANCE EDUCATION COURSES	65%	68%	73%

While the gap between successful course grades in traditional courses versus distance education courses seemed to greatly increase in fall 2020, it should be noted that only 3% of the total grades in fall 2020 resulted from traditional courses.

PERSISTENCE RATES

The persistence rates of ACC FTIC students from the first fall to the first spring rose from 75% in fall 2015 to 79% in fall 2018 but declined to 77% in fall 2019. This rate was probably impacted by the onset of the COVID-19 pandemic in spring 2020.

FTIC STUDENTS — PERSISTED OR GRADUATED

1st Fall to 1st Spring
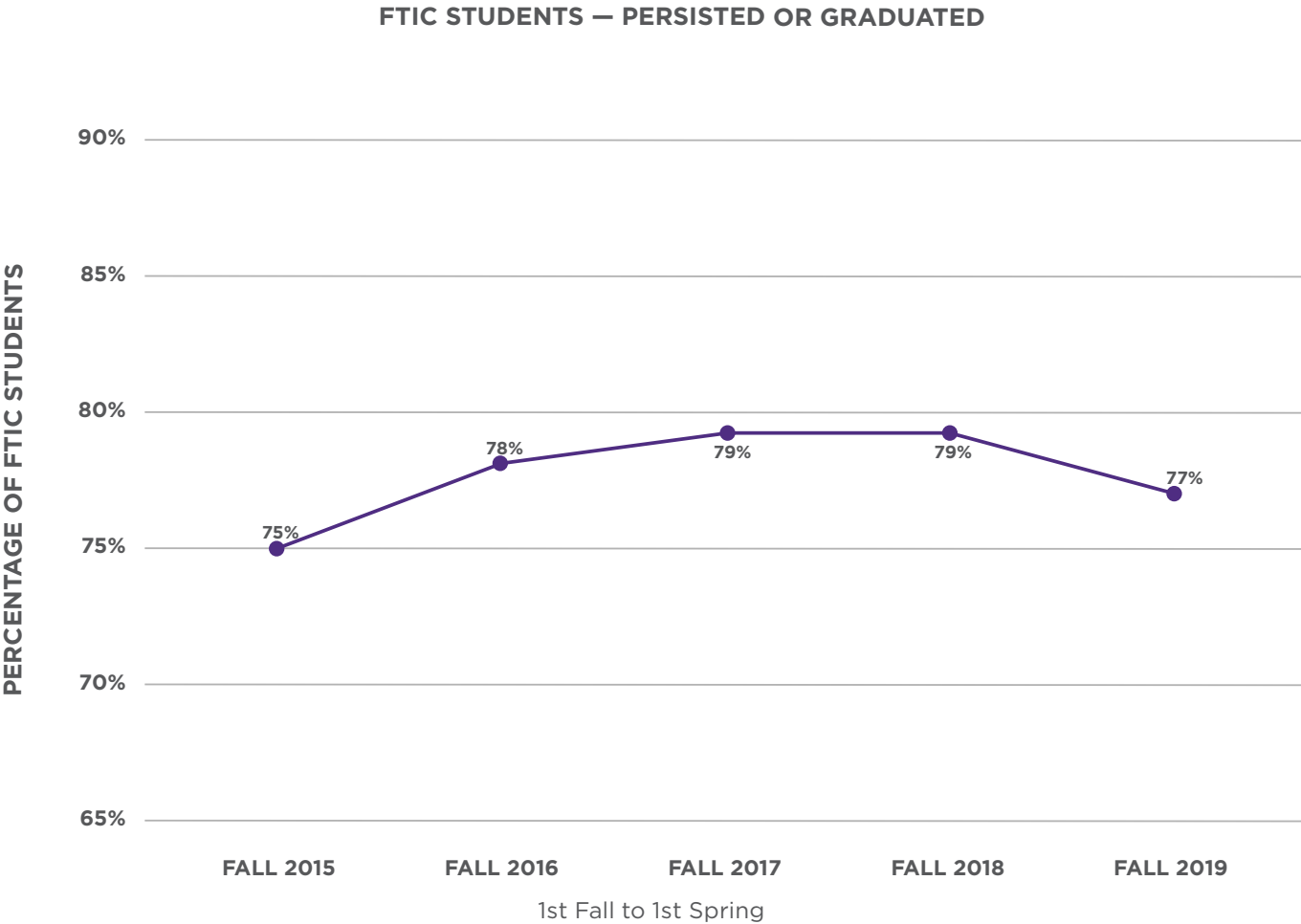
When the data is disaggregated by race/ethnicity, we see a similar impact on all student groups over the five-year period, except for Asians. While Black, Hispanic, and white students all increased persistence rates overall by 2% for each group, Asian student persistence initially declined but returned to the same rate in 2019.

FTIC FIRST FALL TO SPRING PERSISTENCE

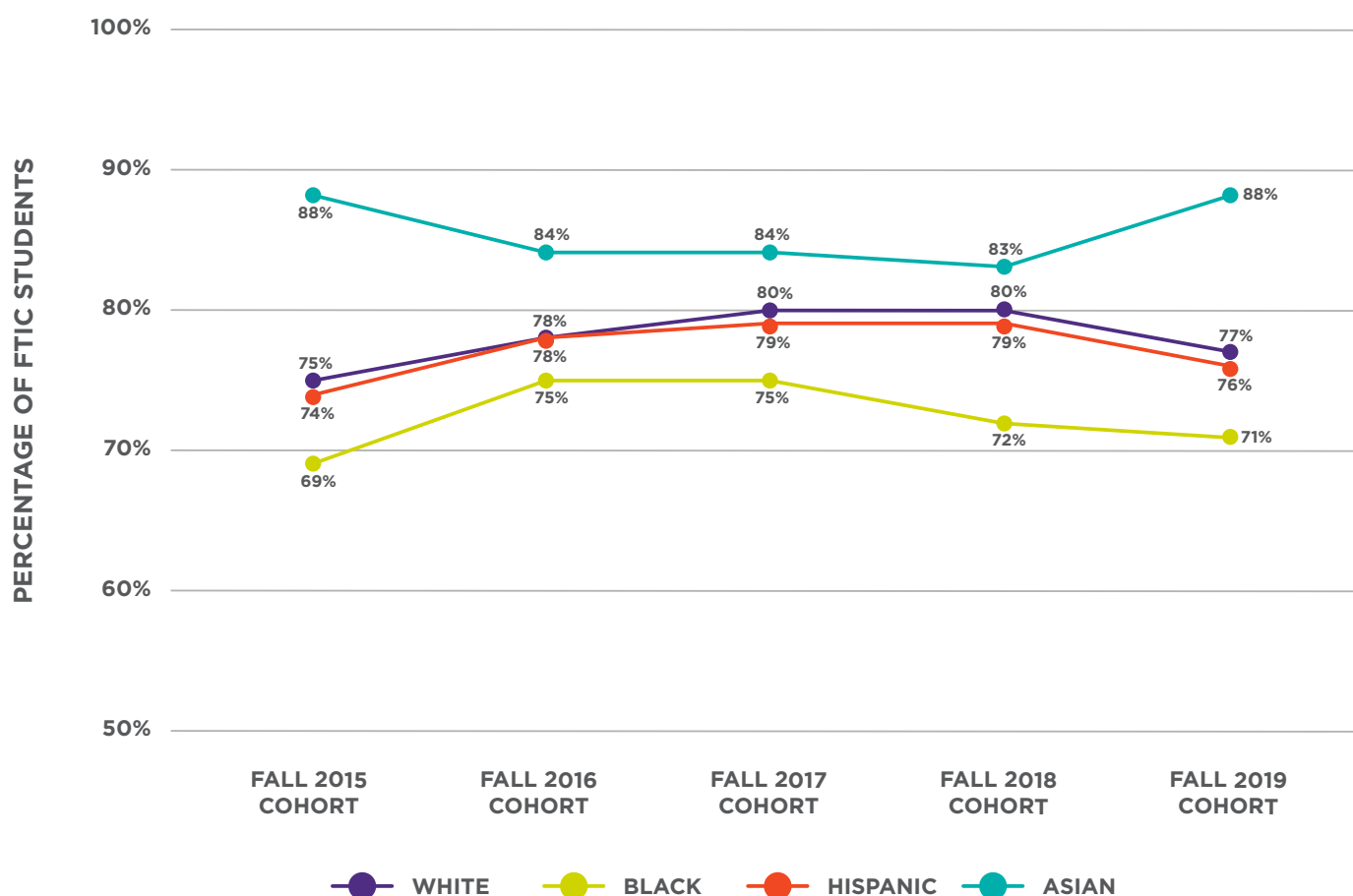| Race/ Ethnicity	Cohort 2015		Cohort 2016		Cohort 2017		Cohort 2018		Cohort 2019	
	First Fall	First Spring	First Fall	First Spring	First Fall	First Spring	First Fall	First Spring	First Fall	First Spring
White	2020	1524	2153	1678	2062	1646	2161	1729	1997	1547
Black	425	295	431	323	374	280	361	259	409	291
Hispanic	2309	1718	2587	2014	2347	1847	2462	1946	2623	2003
Asian	216	189	296	249	250	210	239	199	293	257
Other	771	573	443	352	399	323	336	265	340	259
Total	5741	4299	5910	4616	5432	4306	5559	4398	5662	4357

## FTIC STUDENTS FROM THE FIRST FALL TO SPRING BY RACE/ETHNICITY

The persistence rates for ACC FTIC students from the first fall to the second fall increased from 51% in fall 2015 to 56% in fall 2018 but declined to 52% in fall 2019.

FTIC FIRST FALL TO SECOND FALL PERSISTENCE

Race/ Ethnicity	Cohort 2015		Cohort 2016		Cohort 2017		Cohort 2018		Cohort 2019	
	First Fall	Second Fall	First Fall	Second Fall	First Fall	Second Fall	First Fall	Second Fall	First Fall	Second Fall
White	2020	1012	2153	1054	2062	1119	2161	1142	1997	997
Black	425	183	431	202	374	175	361	173	409	211
Hispanic	2309	1195	2587	1475	2347	1336	2462	1484	2623	1358
Asian	216	121	296	173	250	161	239	150	293	210
Other	771	407	443	259	399	221	336	177	340	179
Total	5741	2918	5910	3163	5432	3012	5559	3126	5662	2955

Despite the overall minimal changes in fall-fall persistence rates over the past five years, there were major increases for both Asian students (from 56% to 72%) and Black/African-American students (from 43% to 52%).

FTIC STUDENTS WHO PERSISTED OR GRADUATED FROM FIRST FALL TO SECOND FALL
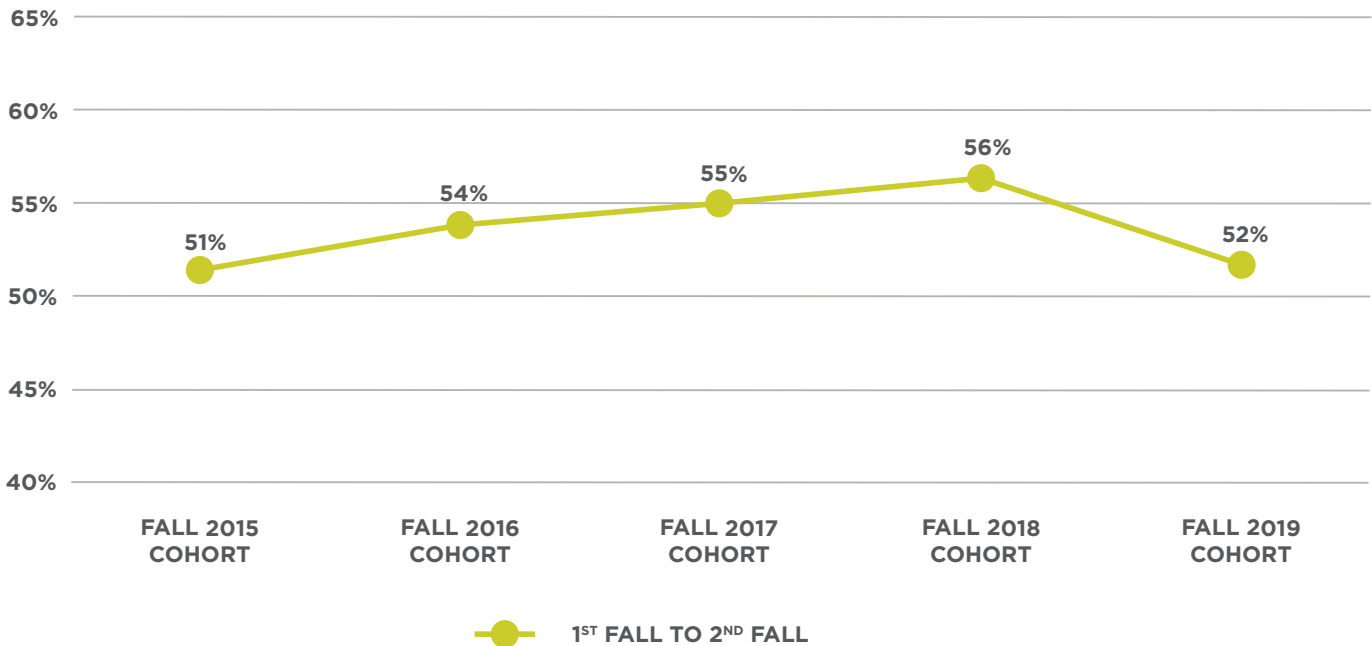
DEPARTMENTAL SNAPSHOTS

Reviewing the data and interventions related to persistence reveals long-term improvements in student success at ACC. While the COVID-19 pandemic has presented new challenges in the last year, improvements in distance education outcomes, Guided Pathways strategies, and large impacts associated with increased support services are important evidence of the College's nimble responses in the face of unprecedented challenges.

While the data provided here focus on college-wide summary statistics, the College provides annual snapshot reports that disaggregate the data on student success by department/program so that department chairs and deans can act upon it. Department snapshots present an opportunity to examine variation across the College, and for instructional leaders to understand how their actions can make a difference.

Following advice from the American Association of Community Colleges (AACC) and the Texas Success Center to "monitor what matters," ACC created the Departmental Snapshots to provide data for each program on the following metrics:

- Fall course enrollments

- Successful course completions by type of instruction

- Unsuccessful course completions by race/ethnicity of students

- Credit hour attainment by program majors

- Successful program completion/awards

- Excess attempted credit hours by program completers

- Average time to degree by program completers

- Percentage of credit hours taught by faculty type

- Program faculty demographics

- Program budgets

- Average course section size

- Estimated departmental expenditure per full-time student equivalent

The Departmental Snapshots are arranged by Area of Study (AOS) and may be found online at: https://www.austincc.edu/tips/department/

Two sample departmental snapshots, one for a workforce program (accounting) and one for an academic program (history) departments, are included in the Student Success Outcomes Report Supplemental Tables.

GOAL 3

COMPLETION & TRANSITION TO EMPLOYMENT/ TRANSFER

UNIVERSITY TRANSFER: HELPING STUDENTS TRANSITION TO UNIVERSITY

CAREER AND TRANSFER SUCCESS

Over the past two years, ACC has placed additional emphasis on one of the basic premises of Guided Pathways, and that is to connect students to end goals from their very first experiences at ACC. This is evidenced in such actions as creation and implementation of the:

- Fast Track Program - helping Central Texans get back to work quickly with short-term, affordable continuing education programs that provide a first step toward career progression. The continuing education programs are being designed to provide credit for prior learning and help students "stack" credentials leading to a college certificate and degree.

- Information Sessions and Orientation - renewed emphasis is being placed on helping students learn about program choices and career opportunities prior to enrollment, so they may make informed decisions about their academic goals.

- Student Success Courses - ongoing efforts by the College to help students confirm their academic goals in terms of program majors, intended transfer options and destinations, and work opportunities while they are in college or upon completion.

- Transfer 101 - a Blackboard module for any ACC students to access through the Learning Management System with "just in time" information on transfer opportunities, requirements, scholarships, and University-specific updates.

- Hosting of multiple virtual sessions to prepare students for the processes entailed in transfer, job preparation, and job search.

- Career Readiness 101 - another Blackboard module for ACC students to gain knowledge about "marketable skills" that they might practice in part-time jobs to refine career preparation and advancement.

- Digital Fluency for Today's Jobs - a competency-based program initiated by the Computer Science & Information Technology Area of Study, now partnering with Student Affairs to provide all students a platform to advance their digital skills.

- Transfer Success grants, including the Transfer Alliance Network and the Equity in Transfer Initiative.

- Creation of an Office of Experiential Learning - to help ACC programs build and tie work-related experiences (internships, apprenticeships, service-learning, etc.) to academic program outcomes.

Further, significant planning efforts are underway for:

- Electronic Portfolios - a team of ACC faculty and staff have attended professional conferences to learn about best practices, software products, digital badging, and other processes by which students can connect their ACC academic experiences more intentionally to career preparation and advancement.

- Improved tracking of success by programs in terms of graduates' employment and wage outcomes.

- A "Make-it Center" at the Highland Campus - a destination where students can go for hands-on discovery in different career fields, presentations by industry leaders, and further opportunities to learn about and tour ACC programs.

- Comprehensive, regional Career and Transfer Centers - Approved as part of the ACC Academic Master Plan, 2020-2025, these Centers are intended to provide students convenient and visible "one-stop" locations to get current advising and support in achieving transfer and career success.

ARTICULATION AND UNIVERSITY RELATIONS

ACC has a long history of creating successful transfer partnerships to provide accessible and affordable pathways to bachelor degree completion. In the past, articulation agreements between ACC and universities tended to be "generic" agreements without specifying exact courses that students would need to take for individual baccalaureate programs at the intended transfer university. As a result, students often lost credit for courses that didn't apply to specific majors or earned credit that was only counted as electives.

ACC is now collaborating with numerous university partners to create degree-specific transfer pathways as part of new or revised articulation agreements. These pathways make clear exactly how ACC courses will be applied to bachelor degree requirements, reducing time to degree completion and cost for students. A few examples of new transfer pathways include agreements with:

- Texas State University (in progress) for the top 12 transfer majors and for 13 areas of applied baccalaureates.

- Stephen F. Austin University (SFA) for online bachelor degree pathways leading to BA/BS and BAAS degrees in the Liberal and Applied Arts. The Liberal Arts degrees include Criminal Justice, Sociology, Social Work, Psychology, Government, History, and Communication Studies. SFA also provides thirteen Business degree alignments for AS and AAS to BBA and BAAS degrees.

- Texas Woman's University (TWU) for pathways in Culinary Arts, Education, and Child Care. Students earning an AAS in Culinary Arts & Baking/Pastry can transfer all coursework into the TWU Bachelor of Applied Science in Culinary Science/Food Management degree. TWU also offers students completing their AAT and AAS in Child Development degrees to transfer full coursework to TWU's BS in Education or BS in Child Development.

- Texas Tech University Health Science Center for an alignment between the ACC AAS in Emergency Management Services to a Bachelor of Science in Healthcare Management.

- University of Texas Medical Branch (UTMB) for an alignment of the ACC AAS in Physical Therapy Assistant to UTMB's Doctor of Physical Therapy Bridge Program.

- Texas A&M University-Central Texas (TAMU-CT) (in progress) for degree-specific alignments for Business and Computer Information Systems, including a pathway for students completing ACC's BAS in Software Development to the TAMU-CT Master of Science (MS) in Information Systems Degree program.

- Lamar University - (in progress) degree completion pathways in multiple areas.

- Western Governors University (in progress) Onward with Learning (OWL) Transfer Program providing ACC students with bachelor's degrees in Business, Information Technology, and Education.

- Independent Colleges and Universities of Texas - providing an online portal called Texas Pathways of over 50 online baccalaureate degrees from six private/independent colleges in the state, including 12 super-transfer friendly degrees that accept up to 90 credit hours. The portal recommends a bachelor's degree pathway from select universities based on career interests, credits completed, and cost.

REGIONAL AND STATE-WIDE COLLABORATIONS

Texas Transfer Alliance

The Texas Transfer Alliance (Alliance) is a grant funded by the Trellis Foundation to create a collaboration of Texas universities and community colleges focused on improving transfer student outcomes. The Alliance is led by the Charles A. Dana Center at The University of Texas at Austin, and is guided by representatives from: Texas A&M University System, Texas Association of Community Colleges, Texas State University System, University of North Texas System, and University of Texas System.

The Alliance is working intensively with 26 universities and community colleges across the state, including ACC and partner Texas State University. The Alliance's work is designed to help Texas institutions meet the following goals of:

- Increasing the transfer mobility rate from two-year to four-year institutions;

- Increasing the bachelor's degree completion rate within four years of transfer;

- Reducing the average number of semester credit hours attempted by transfer students;

- Reducing the average time to bachelor's degree completion for transfer students; and

- Increasing the percentage of Texas community college students completing college-level math and writing in the first year.

In completion of the first year of the partnership, ACC and Texas State have identified the top twelve majors by students transferring from ACC to Texas State and have committed to a series of steps designed to improve transfer, including the creation of degree-specific pathways (four-year program maps) for each of the majors.

Map My Path

The Map My Path (MMP) project is the design of an electronic tool of the Texas Higher Education Coordinating Board that students, faculty, and advisers may use to provide transparent and streamlined transfer pathways across Texas institutions, reducing excess credit accumulation and reducing the time and cost to bachelor degree completion. The MMP tool will be a web-based platform that students may use to determine the best university program for them, based on how their courses or degree will apply to a bachelor's degree requirements. ACC has been part of the development team and the pilot phase to populate the MMP database with ACC courses in designated degree programs.

UNIVERSITY CO-ENROLLMENT PROGRAMS

UT-AUSTIN: PATH TO ADMISSIONS THROUGH CO-ENROLLMENT (PACE) PROGRAM

Currently, hosting its eighth cohort, the Path to Admissions through Co-Enrollment (PACE) program offers students a guaranteed path to over 50 majors in four colleges at the University of Texas at Austin: College of Liberal Arts, College of Education, the Moody College of Communication and the Steve Hicks School of Social Work. Participants benefit from world-class instruction and resources, special programming, and NACADA award-winning advising provided by faculty and staff at both ACC and UT-Austin.

PACE students take four classes at ACC and one at the University of Texas at Austin (UT-Austin) in the fall and spring semesters of their freshman year. Those meeting the minimum credit hour and GPA requirements during their PACE year are able to transition to UT-Austin full-time in the fall of their sophomore year. With the incoming 2021-2022 cohort, PACE will have had over 1,000 participants since its inception in 2013. Historically, over 85% of these students successfully complete the program and transition to UT. In addition, the ACC graduation rate for every PACE cohort has either exceeded or is projected to exceed 50%. As of May 2021, ACC has awarded over 400 associate degrees to former PACE students.

The PACE Program, housed at the ACC Rio Grande Campus, has had limited opportunity for growth due to campus renovations. As those renovations are completed this year, ACC and UT-Austin will enter discussions to grow the program in the future.

TEXAS STATE UNIVERSITY: PATHWAYS PROGRAM

Students admitted and enrolled in the Pathways program take coursework at both Texas State University and at the ACC Hays Campus during their first year in college. While co-enrolled at both academic

institutions, students are able to reside on campus at Texas State University in a residence hall. Students take advantage of all academic guidance services offered at ACC in addition to services provided by Texas State. Those students who fulfill program requirements after the fall and spring semesters become eligible to transition to Texas State University full time the following fall semester. Students are required to take between 9 and 12 credit hours at ACC and three credit hours at Texas State during the fall and spring term; attend a new student orientation; and earn a 2.25 overall GPA at ACC in order to pursue a bachelor's degree at Texas State. Any credits earned at ACC can be applied toward an associate's degree at ACC and students may become eligible later for reverse transfer.

For 2020-2021, there are 169 active students enrolled in Pathways. Discussions about growing the Pathways program as well as increasing transfer success in general between ACC and Texas State are the topics of two current grants involving the two institutions, the Transfer Alliance Network as well as the Equity in Transfer Initiative.

TEXAS A&M-CHEVRON ENGINEERING ACADEMY

The Texas A&M University-Chevron Engineering Academy (Academy) at ACC welcomed 68 students in its first cohort in fall 2017. This was the largest first-year cohort of the existing five Texas A&M Chevron Engineering Academies. The second cohort in this co-enrollment program had 71 students in fall 2018, the third cohort had 75 new students in the fall 2019 cohort, and the 2020 cohort again took top honors with the largest new cohort enrollment of all the Chevron Academies with 106 new students.

Texas A&M University (TAMU) provides a resident professor of practice to teach the engineering courses at the ACC Highland Campus and to advise students. Students take field trips to the TAMU campus in College Station three or four times a semester, participating in learning and networking activities there such as career fairs or football tailgating. Students transition to the campus in College Station and may select from 22 engineering majors (a 3.75 GPA guarantees students their first choice of major).

Students across the ACC cohorts are 34% Latinx, 10% Asian, 2% African American, and 52% white, and 36% are Pell-eligible. In the fall of 2020 ACC had the highest percentage of new Female students at 30%, winning an award from Chevron in the process. The retention rate for ACC transfers after one year is approximately 79%, also placing among the highest of the Academy partners. Further, ACC transfers earn a grade point average 0.5 higher than the students who began at TAMU-College Station.

CONCORDIA CONNECT 3+1

The Concordia Connect 3+1 program between Concordia University Texas (CTX) and ACC is currently under revision to ensure that the correct courses for ACC students to complete in a third year at ACC are properly identified and shared with students. In the meantime, Concordia has announced a new Achieve Your Degree Grant to all students who transfer to CTX and start courses this summer. This is a $1,000/year scholarship that is renewable each year until graduation and is awarded $500 each fall term and $500 each spring term. Students must be enrolled in an on-campus program full-time during the fall and spring terms to be eligible. As a transfer-friendly, Hispanic-Serving Institution, CTX is committed to serving transfer students and wants to help them achieve their bachelor's degree.

- CTX accepts up to 90 transfer credits towards a student's degree.

- 100% of traditional transfer students receive merit aid, with a minimum of $7,000/year and up to $18,000/year.

- 50% of CTX traditional undergraduates are transfer students.

- CTX offers a one-stop shop model for incoming students where transcript evaluation, academic advising, financial planning, and registration happen all with a student's admissions counselor.

Students may apply for free at www.concordia.edu/apply using achieve as the promo code to waive the application fee. If students have any questions or would like to speak with the CTX Transfer Admissions Team, they should contact Vince Henderson, Assistant Director of Admissions, at vincent.henderson@ concordia.edu

TEXAS TECH UNIVERSITY: TECH TEACH 3+1

ACC has had three cohorts of students in this 3+1 partnership with Texas Tech University whereby students complete both an Associate of Arts in Teaching (AAT) degree and a third year of coursework at ACC and then enter an internship at the Austin Independent School District (AISD) while completing the fourth year of coursework online with Texas Tech.

Nine students graduated with their degrees and began teaching in August 2020 for AISD. Three of the students focused on bilingual education, two on special education, and six on English language learners. All the students passed their certification exams and this cohort was one of only three with a 100% passing rate for the entire state program of Tech Teach. Further, three members of the 2019-2020 cohort were named Teacher of Promise for their AISD campus. This honor is similar to Teacher of the Year and recognizes new teachers who exhibit a deep commitment to student learning and their contributions to the profession of teaching. The current 2020-2021 cohort of Tech Teach students are currently completing their student teaching in AISD classrooms across south Austin. Although AISD has a general hiring freeze, the ACC/Tech Teach students will not be impacted and will be considered for positions in the fall.

TEXAS WOMAN'S UNIVERSITY (TWU): DENTAL HYGIENE 3+1

ACC has recently entered into a new dual enrollment program with Texas Woman's University (TWU) whereby students can complete the AAS in Dental Hygiene at ACC and concurrently begin coursework leading to the Bachelor of Science in Dental Hygiene at TWU. Students can complete 90 SCH of the required course work for the baccalaureate degree at ACC with the remaining 30 SCH of course work online with TWU, effectively making this program another 3+1 option for students.

The median annual wage for registered dental hygienists nationally was $77,090 in May 2020.

Employment of dental hygienists is projected to grow 6% from 2019 to 2029, faster than the average for all occupations. The demand for dental services will increase as the population ages and as research continues to link oral health to overall health.

TRANSFER SUCCESS

The four-year graduation rate of ACC transfer students exceeded the statewide community college rate in 2019 (71.5% for ACC vs 63.8% statewide). Further, ACC transfer students in 2016 ranked first among the Metro-8 community colleges in Texas in graduation within four years of transferring.

Transfer Success of Community College Students

Data Source: THECB http://www.txhighereddata.org/reports/performnce/ctc

ACC & Metro Peers			Graduated FY2016-FY2019	
Rank		Total Transfers Fall 2015	Total	Percent
	Statewide - total	36,690	23,400	63.8%
	Metro 8 - total	22,186	14,037	63.3%
1	ACC	1,930	1,379	71.5%
2	Collin	1,930	1,332	69.0%
3	Alamo	2,954	1.996	67.6%
4	Lone Star	3,539	2,239	63.3%
5	San Jacinto	1,575	995	63.2%
6	Dallas	3,204	1,997	62.3%
7	Tarrant	3,029	1,884	62.2%
8	Houston	2,688	1,518	56.5%
9	El Paso	1,337	697	52.1%

EMPLOYMENT: HELPING STUDENTS TRANSITION TO EMPLOYMENT

LICENSURE RATES

ACC graduates traditionally excel on professional licensure exams. The pass rates for ACC students on the Certified Public Accountant exam repeatedly rank among the top 10 of all Texas colleges and universities. In May 2021, ACC student Sonya Tao became the third graduate of the ACC Professional Accounting Advanced Technical Certificate to win the prestigious Elijah Watt Sells Award. Over 75,000 individuals sat for the CPA Exam during 2020 and Sonya was one of only eighty-nine recipients of the award.

LICENSURE EXAM PASSING RATES

Program	2014-15 Number Tested	2014-15 Percent Passed	2015-16 Number Tested	2015-16 Percent Passed	2016-17 Number Tested	2016-17 Percent Passed	2017-18 Number Tested	2017-18 Percent Passed	2017-18 Number Tested	2018-19 Percent Passed
Criminal Justice - Texas Peace Officer Sequence	30	100%	25	100%	30	100%	29	100%	18	94.74%
Dental Hygiene	10	100%	14	100%	14	100%	16	100%	16	100%
Emergency Medical Services	39	100%	22	100%	36	100%	67	100%	57	100%
Firefighter	47	97.92%	32	84.38%	43	100%	49	81.63%	39	95.12%
Heating, Air Conditioning, & Refrigeration Technology			21	100%	15	100%	2	100%	2	100%
Massage Therapy	10	100%	1	100%	1	100%	17	100%	6	85.71%
Medical Laboratory Technology	16	100%	12	83.33%	14	92.86%	13	100%	13	100%
Nursing (Professional)	246	98.4%	234	98.72%	237	98.31%	231	97.84%	267	98.16%
Nursing (Vocational)	45	100%	69	98.55%	51		54	100%	52	100%
Occupational Therapy Assistant	14	100%	19	100%	18	100%	20	100%	17	100%
Pharmacy Technician	36	100%	22	100%	7	100%	11	100%	36	100%
Physical Therapy Assistant	19	100%	19	100%	21	100%	16	100%	16	100%
Radiology	35	100%	45	97.78%	41	100%	55	100%	53	98.15%
Real Estate	14	100%	25	100%	16	100%	12	100%	19	100%
Sonography	24	100%	20	100%	18	100%	17	100%	19	100%
Surgical Technology	28	93.33%	25	100%	28	100%	27	100%	23	100%

RN-TO-BSN DEGREE

In its third year, the RN-to-BSN program has continued to grow and increase access for students, including the addition of a spring part-time hybrid admission opportunity. This new start is in addition to the previously established fall entry options of full-time hybrid, part-time hybrid, and full-time face-to-face. With a current enrollment of 81 students and program completion rates of 85% and above, the program is exceeding established expectations and remains focused on its primary goal of providing a high quality and affordable baccalaureate education to ACC, graduates, and other nurses living or working in the ACC service area.

During the past year, we have increased outreach activities to prospective students through increased frequency of Information Sessions and have implemented a RN-to-BSN admission readiness initiative. This initiative includes a collaborative one-on-one session to map out a plan for a student's prerequisite completion. This approach will help to ensure ADN graduating students, as well as veteran nurses, can complete prerequisites in a timely manner.

One of the many value-added features of the RN-to-BSN program is the high-impact learning experiences afforded through clinical courses in which students participate in activities with various community and healthcare organizations including Community First Village, Community Care, Ascension Seton, St. David's Healthcare, Austin Public Health, Austin State Supported Living Center, Austin Fire Department Red Angels program, and "Stop the Bleed."

INCUBATORS

BIOSCIENCE INCUBATOR

When the ACC Bioscience Incubator (ABI) opened four years ago, there were only a handful of local companies in the life sciences sector. Jobs were mostly limited and the competition for trained workers was intense. The number of local players has since more than doubled and there are now a significant number of startups seeking wet lab space and trained technicians.

An October 2020 report in the Austin Business Journal notes that Austin ranks number three (trailing only Pittsburgh and Houston) on the list of top ten emerging life sciences clusters in the United States. For the 2018-2019 year, Austin had the nation's fastest growth in total life sciences employment (16.1% versus 4.2% for the nation). There are currently over 200 biopharma companies in the Austin region and a workforce of some 15,000.

ABI is a founding partner in the newly formed Texas Global Health Security Innovation Consortium, formed in response to the COVID-19 pandemic as a clearing house for innovators working on solving the problems caused by the pandemic and the resources available to them.

With the growth of the life sciences industry comes quality jobs for science-trained students of all levels. Currently, in the local life sciences sector, the number of jobs available to ACC students surpasses

the number of student graduates. The hands-on component of the education at ACC is critical and companies are enthusiastically hiring ACC students because of it.

FASHION INCUBATOR

In partnership with the City of Austin Economic Development Department and Gerber Technology, the ACC Fashion Incubator provides an affordable opportunity for students to learn about fashion design and manufacturing while also actively supporting fashion start-ups and entrepreneurs throughout the region. The Fashion Incubator works hand-in-hand with local economic development agencies, Chambers of Commerce, and municipal leaders to connect local designers and small businesses to resources in manufacturing, sourcing, design, and technology in the Central Texas region.

In October 2020 the Fashion Incubator launched its first virtual series with Macy's, The Future of Fashion. This seven-week course was carefully developed in partnership with Macy's media relations for the Southwest region based out of Chicago. Also in October 2020, the Fashion Incubator launched the Designer-in-Residence Program, supporting a first cohort of 6 brands virtually. In a commitment to diversity, equity, and inclusion, this cohort of small business-brands represent 50% female-owned and 30% minority-owned businesses. These brands will be moving into studios before the end of the academic year into Phase 2 of the department ACC Fashion Incubator Studios.

In December 2020, the Fashion Incubator launched the ATX+EGYPT Fashion Entrepreneurship Program under a $231,000 grant from the U.S. Embassy in Cairo and City of Austin Economic Development Department, Global Business Expansion team to promote educational and business exchanges.

MANUFACTURING INCUBATOR

ACC's Innovative Manufacturing Partnerships Accelerating Central Texas (Manufacturing IMPACT) Lab is ACC's third incubator supporting workforce development for advanced manufacturing. This hub is where Central Texas entrepreneurs will bring ideas to fruition and students will learn innovative manufacturing technologies and processes alongside developing business partners. Although the COVID-19 pandemic continues to delay the Lab's launch, progress continues. The Lab structures itself around its core mission to nurture business and grow the talent pipeline in Austin's $18.5 billion manufacturing industry.

In collaboration with partners as the City of Austin, Austin Technology Incubator, Austin Regional Manufacturing Association, Autodesk, and Haas Automation, ACC is building the equipment, information, and process infrastructure. A lab coordinator has been hired, and processes for lab governance, management, and operations are being developed in parallel with a business plan that will provide long-term viability, optimize community impact, and accelerate student success. One example of how the Lab is already nurturing student success, despite COVID-19 restrictions, is its sponsorship of an ACC student team in this year's Community College Innovation Challenge. The Innovation Challenge is a competition sponsored by the National Science Foundation and the American Association of Community Colleges that invites students to apply innovative STEM solutions to real-world problems. The ACC team has been selected as one of ten finalists nationally to compete in the June challenge. The ACC team project is

OASIS–the Officer Aptitude & Stress Information System–a service that uses machine learning to analyze data from smart wearables like body cameras and watches to assist in the training and deployment of police officers in emergency situations.
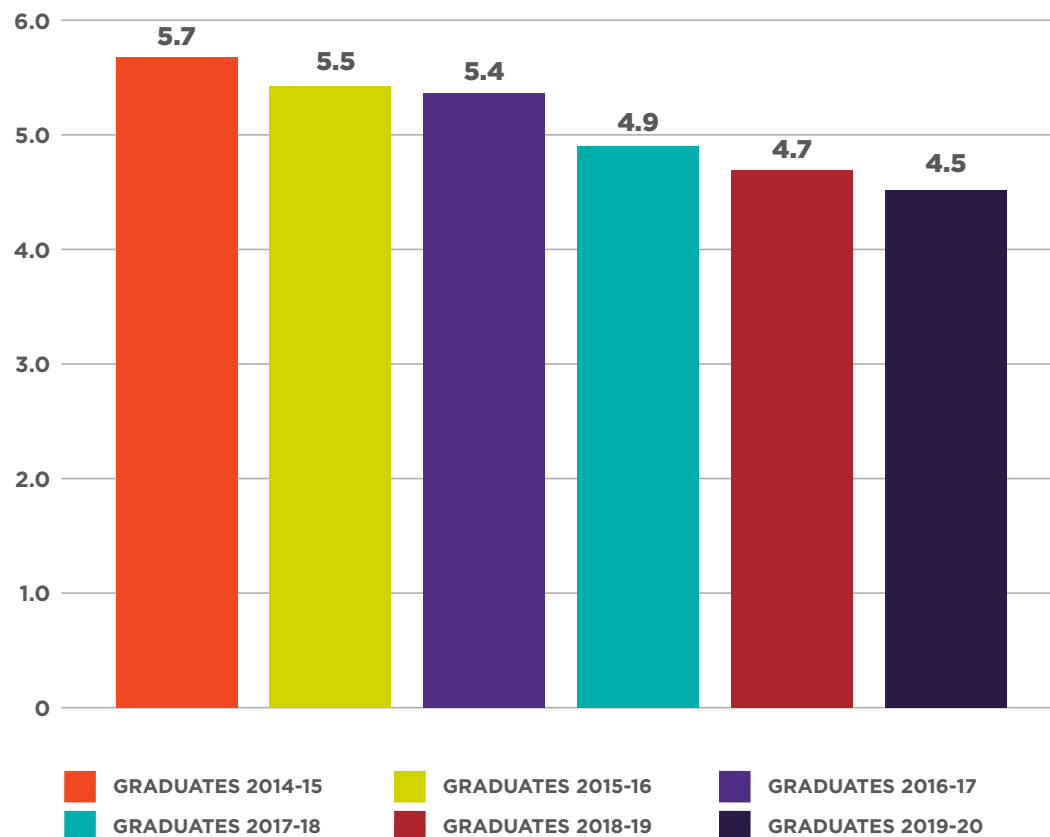
COMPLETION

The number of ACC completion awards has increased 49.1% over the five academic years from 2016 to 2020, from a total of 7,734 to 11,534.* This total surpasses the goal established in the ACC Strategic Plan to reach an intended award of 10,124 credentials in academic year 2021.

*944 of the awards reported in 2020 consisted of credit Occupational Skills Awards actually completed by students in years preceding 2020.

REDUCING TIME TO AWARD

This chart reports declared majors who have graduated with an associate degree during the academic year, and who were found to have been a First Time in College (FTIC) student (post high school graduation) at any time during the prior 10 years. Time to degree is calculated in years from the first day of the first course taken during the FTIC term through the graduation date.

AVERAGE TIME TO ASSOCIATE DEGREE FOR GRADUATES

	Value
GRADUATES 2014-15	5.7
GRADUATES 2015-16	5.5
GRADUATES 2016-17	5.4
GRADUATES 2017-18	4.9
GRADUATES 2018-19	4.7
GRADUATES 2019-20	4.5

ACC AWARDS

A complete listing of awards conferred for the 2020 academic year is included in the table below. This report excludes Fields of Study awards as that designation is currently under discussion and revision by the Texas Higher Education Coordinating Board.

AUSTIN COMMUNITY COLLEGE - AWARDS CONFERRED (AS OF DECEMBER 7, 2020)

Award	AY2016	AY2017	AY2018	AY2019	AY2020	5yr % Chg	1yr % Chg
Bachelor of Science in Nursing (BSN)				23	38	N/A	65.2%
Associate of Arts (AA)	1,152	1,286	1,276	1,551	1,694	47.0%	9.2%
Associate of Science (AS)	648	831	841	1,049	1,210	86.7%	15.3%
Associate of Arts in Teaching (AAT)	88	85	57	94	105	19.3%	11.7%
Associate of Applied Arts (AAS)	1,189	1,270	1,238	1,324	1,390	16.9%	5%
Core Completions	2,879	2,552	2,639	3,098	3,031	5,3%	-2.2%
Certificate Level-1	663	618	739	909	979	47.7%	7.7%
Certificate Level-2	100	80	78	94	87	-13%	-7.4%
Certificate Level-3	19	18	1	2	2	-89.5%	0%
Certificate Level-4	48	57	76	135	157	227.1%	16.3%
Continuing Education Certificate (Approved by THECB)	26	63	103	97	53	103.8%	-45.4%
Continuing Education Certificate (Awarded by Institution)	135	224	378	458	662	390.4%	44.5%
Occupational Skills Achievement - Credit	446	564	908	790	1,917	329.8%	142.7%
Occupational Skills Achievement - Continuing Education	341	199	204	196	209	-38.7%	6.6%
Total Awards	**7,734**	**7,847**	**8,538**	**9,820**	**11,534**	**49.1%**	**17.5%**
Note:							

* Report reflects data as of the date indicated and may differ slightly from previous reported totals in the Fact Book and elsewhere due to updates from Admissions and Records. All awards received by a student are counted in the academic year received.

| |
|---|
| Certificate Level-1: CT1, 15-42 semester credit hours. |
| Certificate Level-2: CT2, 30-51 semester credit hours. |
| Certificate Level-3: CT3, Enhanced Certificate, typically requiring an associate's degree; 6-12 semester credit hours. |
| Certificate Level-4: CT4, Advanced Technical Certificate: typically requiring a bachelor's degree; 16-45 credit hours. |
| Continuing Education Certificate (Approved by THECB): CT1-CE; typically fewer than 780 contact hours. |
| Occupational Skills Achievement - Credit: MSA/OSA-Credit; 9-14 semester credit hrs. |
| Occupational Skills Achievement - Continuing Education: MSA/OSA-CE; 144-359 contact hrs. |

Data sources: ACC Student Data (LiveODS)

STUDENT SUCCESS THERMOMETER

ACC utilizes the parameters of the Integrated Postsecondary Education Data System (IPEDS) for determination of its transfer and graduation rates. Since the national definitions for these rates are based on the cohorts of entering first-time-in-college, full-time students who transfer and/or graduate within three years, ACC created the Student Success "Thermometer" to account for all of the students in each entering cohort.

The most recent results for a three-year period stem from the achievements of the entering cohort fall 2017 by fall 2020. The three-year IPEDS graduation rate has doubled from 9% in 2013 to 18% in 2017. The percentage of completers has risen from 11.2% for the 2013 cohort to a current high of 21.2% for the 2017 cohort. The completers include students who graduated from ACC with an associate degree or certificate; graduated from another institution during the three-year period; completed the core curriculum at ACC; or completed another award at ACC as a Continuing Education Certificate, a Field of Study, or an Occupational Skills Award.

THREE-YEAR COMPLETION AND PROGRESSION
FULL-TIME FIRST-TIME-IN-COLLEGE (FTIC) CREDENTIAL-SEEKING STUDENTS

| 9% | 11% | 10% | 14% | 18% | ← | **3-YR FULL-TIME FTIC GRAD RATE (IPEDS)*** |

← **COMPLETIONS & PROGRESSION TOTAL**

80%
84%
83%
84%
85%

	COMPLETERS
	TRANSFERRED
	STILL ENROLLED AT ACC
	LEFT ACC IN GOOD STANDING

FALL 2013 — 11.2% · 39.1% · 12.2% · 17.5% — 2,396 STUDENTS
FALL 2014 — 12.7% · 42.7% · 11.4% · 17.2% — 2,225 STUDENTS
FALL 2015 — 11.6% · 40.0% · 11.6% · 20.0% — 2,099 STUDENTS
FALL 2016 — 17.2% · 36.8% · 12.2% · 17.5% — 2,398 STUDENTS
FALL 2017 — 21.2% · 36.6% · 10.7% · 16.9% — 2,344 STUDENTS

FTIC — PERSISTED OR GRADUATED FIRST FALL TO SECOND FALL BY RACE/ETHNICITY
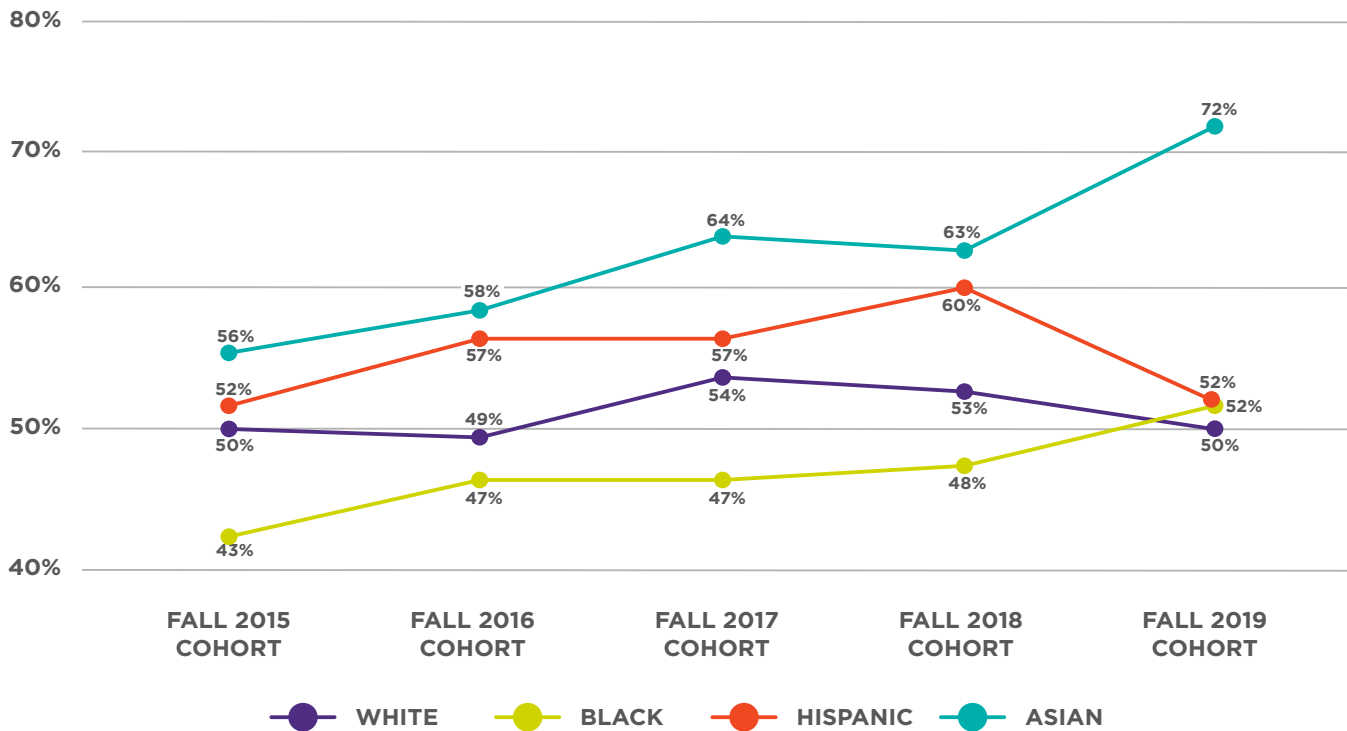
* The substantial increase in the number of credit Occupational Skills Awards awarded in 2020 includes 944 additional OSAs that were actually completed by students in years prior to 2020 according to the box below. The identification and reporting of these awards this year was made possible by technical and process improvements in the awards audit system.

Year OSA completed	Awards (N)	Awards (%)
AY2010	123	6.4%
AY2011	35	1.8%
AY2012	43	2.2%
AY2013	70	3.7%
AY2014	98	5.1%
AY2015	150	7.8%
AY2016	147	7.7%
AY2017	92	4.8%
AY2018	85	4.4%
AY2019	101	5.3%
AY2020	969	50.7%
Total	**1913**	**100%**

ACC AWARDS CONFERRED OVER THE PAST 10 YEARS

Looking back over the past 10 years, ACC has made dramatic progress in improving student completions and awards conferred in every major category:

- The number of Academic Degrees (AA, AAT, AS) increased from 920 to 3,009, a 226% increase.

- The number of Workforce Degrees (AAS) increased from 1,119 to 1,390, a 24% increase.

- The number of Certificates (Credit and CE) increased from 920 to 1,940, a 111% increase.

- The number of Core Completions increased from 1,458 to 3,031, a 108% increase.

- The number of Occupational Skills Awards (Credit and CE) increased from 242 to 2,126,* a 779% increase. (*944 of the Credit OSA awarded in 2020 were completed by students in preceding years. See additional note below).

This progress is testimony to the exceptional work performed daily by the thousands of dedicated ACC faculty and staff and the outstanding support and guidance that the College receives from the ACC Board of Trustees and our community.

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