HOWARD COLLEGE
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June 27, 2022

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Howard College

BIG SPRING, LAMESA, SAN ANGELO, SWCD

COVID-19 RESPONSE STATUS #26

JUNE 27, 2022

COVID-19 RESPONSE STATUS

01

STAGE 1

- No confirmed cases in the college service area.

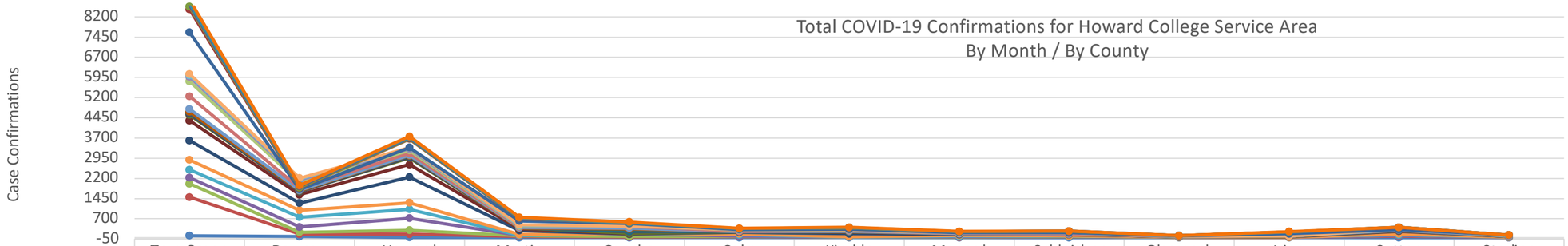
02

STAGE 2

- Moved to Stage 2 March 24th.
- First report of confirmed case in service area.
- Now five cases
  - Last one confirmed as community spread
- As of April 30th
  - Tom Green County - 44 cases
  - Dawson County - 21 cases
  - Howard County - 4 cases
  - Martin County - 2 cases
  - Concho County - 1 case

COVID-19 RESPONSE STATUS #26

02 STAGE 2: COVID-19 Confirmations (2020-2022)



	Tom Green	Dawson	Howard	Martin	Concho	Coke	Kimble	Menard	Schleicher	Glasscock	Irion	Sutton	Sterling
3-Jun-20	70	43	9	3	1	1	1	0	0	1	1	0	0
29-Jul-20	1505	128	132	44	23	35	13	16	34	6	7	58	0
27-Aug-20	2004	200	276	71	48	48	16	20	38	6	10	76	2
24-Sep-20	2229	395	722	77	129	52	16	26	53	9	10	81	4
22-Oct-20	2526	762	1053	86	141	105	21	50	55	12	13	102	12
11-Nov-20	2887	1014	1298	119	147	137	34	85	65	16	14	138	23
10-Dec-20	3609	1283	2249	266	131	200	139	119	135	29	31	239	44
21-Jan-21	4348	1596	2716	321	145	234	198	135	109	41	39	253	44
23-Feb-21	4561	1706	2966	360	153	215	203	139	118	36	46	264	47
24-Mar-21	4608	1716	2997	362	227	219	207	144	121	39	50	279	48
22-Apr-21	4644	1730	3021	354	232	223	207	142	123	41	52	284	49
16-Jun-21	4675	1740	3046	355	318	225	227	142	125	42	52	276	51
28-Jul-21	4779	1757	3064	369	351	225	237	143	131	41	52	279	53
25-Aug-21	5252	1838	3135	401	413	240	260	160	149	45	56	302	68
22-Sep-21	5806	2038	3244	435	424	283	278	175	178	48	60	314	74
21-Oct-21	5973	2143	3303	451	425	297	284	177	181	50	61	316	77
11-Nov-21	6029	2189	3335	454	427	297	289	178	184	50	61	316	85
8-Dec-21	6078	2209	3346	479	431	304	291	183	188	52	62	322	85
20-Jan-22	7630	1790	3344	621	524	304	309	188	181	65	139	298	92
24-Feb-22	8482	1848	3661	706	549	333	362	218	239	74	207	379	95
24-Mar-22	8590	1863	3676	723	551	335	368	218	240	74	208	384	95
20-Apr-22	8641	1907	3695	729	553	336	369	218	242	74	209	385	95
18-May-22	8696	1929	3728	737	553	336	379	218	242	74	211	385	95
22-Jun-22	8836	1939	3760	751	580	343	386	229	243	76	224	386	95

COVID-19 RESPONSE STATUS #26

ONGOING INFORMATION INFLOWS, PARTICIPATION & PLANNING

- Beginning in January, the Communicable Diseases Co-chairs officed on the Big Spring and San Angelo campuses began monitoring the growing COVID-19 concern, sharing information with district employees about recommended guidelines.
- The Emergency Management leaders officed on the Big Spring and San Angelo campuses, as well as Cabinet, were monitoring the situation at the local, state, national and global levels and participating in local meetings as convened.
- Beginning Monday, March 9th, of Spring Break, the Communicable Diseases Co-chairs and Emergency Management leaders interchangeably participated in daily calls with the Texas Department of Health Services, providing summaries of the calls.
- As the week wore on, efforts to remain vigilant on the growing situation and actions being taken across the country and state were taken. It became apparent by Thursday, March 12th, additional action needed to be taken as confirmed cases were growing across the country and state.
- For emergency operations planning, a COVID-19 Response Team was activated which included the Communicable Diseases Co-chairs, the Emergency Management leaders, Cabinet, Big Spring Instructional Deans, Student Services leaders for Big Spring and SWCD due to residence halls and food service, Athletic Director, Lamesa Campus Director, Human Resources, Chief Information officer, Distance Learning leader plus president's office staff. On the evening of March 12th, the group had its first meeting.
- Staying in close contact, by the end of the weekend, it became apparent another meeting was needed. Sunday night, March 15th, a telephonic call was held to prepare for the week and assess changes that had occurred since the Thursday, March 12th call.

COVID-19 RESPONSE STATUS #26

ONGOING INFORMATION INFLOWS, PARTICIPATION & PLANNING

- Daily state-wide calls with Texas Department of State Health Services, as available, continued through the week of March 16th.
- Frequent contact with area city and county authorities and weekly meetings were attended.
- Hosting the Howard County Emergency Management meeting, first in person and following ones telephonic. Representative Darby participating by phone.
- Weekly meeting of San Angelo public entities with Howard College San Angelo campus representation.
- Daily, twice-weekly, weekly, twice monthly and now as needed, state-wide call with Texas Association of Community Colleges (TACC) that have included representatives from the Governor's office, Lieutenant Governor's office, Legislators and staff, Texas Higher Education Coordinating Board (THECB) representatives and other state leaders started on Tuesday, March 17th.
- Contacts were made as needed with peers, ISD contacts, TACC, Legislative Budget Board (LBB), and others.
- Meetings weeks of March 15-20 and March 23-27 and continuing:
  - Meetings of COVID-19 Response team once or twice per day on implementation and as needed
    - Subgroup meetings focused on Open Howard College as needed
  - Cabinet meetings held as needed
  - Using Microsoft Teams for meetings
  - Multiple webinars at federal and state level concerning various initiatives
  - Multiple teleconference/virtual meetings with our colleagues across the state
  - Viewing of White House Briefings and Governor Abbott's Press Conferences

COVID-19 RESPONSE STATUS #26

ONGOING INFORMATION INFLOWS, PARTICIPATION & PLANNING

- Meetings weeks of March 15-20, March 23-27 and continuing:
  - Telephone Board of Trustee meetings / March 27, April 6, May 4, June 8, August 3, 20, 27, 31, September 28, October 26, November 16, December 14, December 21, and January 25
  - District-wide telephonic meeting April 30 - 432 participating / May 21 - 230 participating / June 9 - 180 participating / August 6 - 208 participating
  - Annual Town Hall meetings held virtually for all campuses: Big Spring/August 11 (number attended unknown), San Angelo/August 11 (73 attended), SWCD/August 14 (36 attended)
  - Success Summit 2020 held on September 18 (312+ attended)
  - 2021 District meeting held on January 29th with 230+ attending; 2021 District meeting held on February 26th with 225 attending; 2021 District meeting held on March 26th with 215+ attending; 2021 District meeting held on April 23rd with 292 attending; 2021 District meeting held on August 5th with 203 attending and August 18th with 205 attending.
  - 2021 Success Summit held virtually on September 17th with 230 attending.
  - President's Council held on June 3rd with 67 attending
  - Visioning meetings held virtually during spring and summer
- Legislative outreach being done by mail, phone, electronically, virtually and socially distanced
- Community College Day for students will become a virtual week-long event (March 1-5, 2021)

COVID-19 RESPONSE STATUS #26

CARES ACT FUNDS SUMMARY AS OF January 31, 2021; February 28, 2021; April 25, 2021; June 23, 2021; August 2, 2021; August 30, 2021; September 27, 2021; October 25, 2021; November 15, 2021; December 13, 2021; January 24, 2022; February 28, 2022; March 28, 2022; April 25, 2022; May 23, 2022; **June 27, 2022**

- Institution Funds
  - CARES Act Funds: COVID-19 Institution Emergency Solutions Project, Grant Dated May 5, 2020, Received $727,303, Expenditures to date: $451,848; $467,511; $467,784; $727,303.
  - Additional funds in the amount of $258,000 will be awarded to 88 students for $1,500, for a total $132,000. There are 336 students with zero Expected Family Contribution (EFC) who will also be awarded an additional $375, for a total of $126,000 in student aid to be awarded by April 30, 2021. All funds were expended by April 2021 of which $258,000 was awarded to students for emergency aid.
  - CARES Act Funds Second Award (CRRSAA - Coronavirus Response and Relief Supplemental Appropriations): COVID-19 Institution Emergency Solutions Project, Grant Dated January 17, 2021, Received $2,758,234. Expenditures to date: $7,605; $220,781; $227,195; $1,218,450; $1,721,824; $1,961,562; $1,969,894; ~~$2,471,071;~~ $2,458,234; **$2,758,234** of which $999,578 was for 19/20 Lost Revenue and $700,011 was for 20/21 Lost Revenue and ~~$501,819;~~ $488,982; **$788,982** for 21/22 Lost Revenue. We continue to research eligible uses of the funds. **All funds were expended by June 1, 2022.**
  - CARES Act Funds Third Award (ARPA – American Rescue Plan Act): COVID-19 Institution Emergency Solution Project, Grant Dated May 13, 2021, Received $2,889,583. Expenditures to date: $1,020, $47,769; $48,180; $52,009; $54,544; $55,235; $68,072; **$100,674 of which $45,439 was for 21/22 Lost Revenue**. We continue to research eligible uses of the funds.
  - *Total CARES Institution Funds (excluding HSI funds): $3,485,537; $6,375,120*

Student Funds

- CARES Act Funds: COVID-19 Student Emergency Solutions Project, Grant Dated April 24, 2020, Received $727,304, All funds were awarded by October 8, 2020.
- CARES Act Funds Second Award: COVID-19 Student Emergency Solutions Project, Grant Dated January 17, 2021, Received $727,304, A committee met February 5, 2021 to discuss the criteria and plan to disburse the funds. Application opened February 23, 2021. 825 applications received. Awards of $1,500 can be given to 485 students. Awards have not been made as of March 24, 2021. Financial aid office is checking eligibility and prioritizing applications, distribution is imminent. All funds were awarded to students on March 31, 2021.
- CARES Act Funds Third Award (ARPA – American Rescue Plan Act): COVID-19 Institution Emergency Solution Project, Grant Dated May 13, 2021, Received $3,101,198. A committee met June 17, 2021 to discuss the criteria and the plan to disburse the funds. Awarded $1,138,000 to 569 students by July 26, 2021. Awarded $2,452,000; $2,714,000 to 1,226; 1,357 students as of October 24, 2021; November 15, 2021; December 13, 2021; January 24, 2022; All funds were awarded by February 17, 2022.
- *Total CARES Student Funds: $1,454,608; $4,555,806*

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- Additional Funds
  - CARES Act Funds : COVID-19 HSI Institution Emergency Solutions Project, Grant Dated September 23, 2020, Received $94,505, No funds have been spent to date; however, plans are to use the funds for Student Emergency Aid. Awards of $1,500 can be awarded to 63 students. All funds were awarded to students for emergency aid on March 25, 2021.
  - CARES Act Funds Second Award **(CRRSAA – Coronavirus Response and Relief Supplemental Appropriations)**: COVID-19 HSI Institution Emergency Solutions Project, Grant Dated March 3, 2021, Received $193,468. Expenditures to date: $2,489. We continue to research eligible uses of the funds.
  - CARES Act Funds Third Award **(ARPA – American Rescue Plan Act)**: COVID-19 HSI Institution Emergency Relief Project, Grant Dated August 10, 2021, Received $323,291, No funds have been spent to date. Expenditures to date: $312.76; $313; $3,614. We continue to research eligible uses of the funds.
  - CARES Act Funds: Governor's Emergency Education Relief (GEER) Fund: Emergency Educational Grant (EEG), Grant Dated September 1, 2020, Received $23,052. All funds were awarded to students by September 28, 2020.
  - CARES Act Funds: Governor's Emergency Education Relief (GEER) Fund: Texas Educational Opportunity Grant (TEOG), Grant Dated September 1, 2020, Received $23,856. All funds were awarded to students by January 27, 2021.
  - CARES Act Fund: Governor's Emergency Education Relief (GEER) Funds: THECB Reporting Modernization Grant, grant dated October 13, 2021; Received $50,000. No funds have been spent to date. The college plans to use the funds for updates or improvements to the reporting systems.

Grand Total CARES Act Funds received directly by the college: $5,034,650; $5,081,558; $5,275,026; $11,265,807; $11,542,190

- TSLAC CARES grant
  - Howard College Libraries received $11,000 from the Institute of Museum and Library Services and the Texas State Library and Archives Commission
    - Funds will be used to purchase touchless self-checkout stations, webcams, document cameras, and headsets for all locations.
    - Also used to purchase tables for cleaning stations throughout the Big Spring library, powerbanks to allow students to spread out in the library and materials to complete a Zoom Room.

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CARES ACT FUNDS SUMMARY AS OF January 31, 2021; February 28, 2021; April 25, 2021; June 23, 2021; August 2, 2021; August 30, 2021; September 27, 2021; October 25, 2021; November 15, 2021; December 13, 2021; January 24, 2022; February 28, 2022; March 28, 2022; April 25, 2022; May 23, 2022; June 27, 2022

- Child Care Relief Fund
  - The Howard Cottage daycare received $44,088 in Coronavirus Response and Relief Supplemental Appropriations (CRRSA) funds from the Texas Workforce Commission (TWC) for operating costs. Funds were used to help cover payroll and the associated benefits. All funds were spent by August 31, 2021.
  - **The Howard Cottage daycare was awarded $188,990 in 2022 Child Care Relief Funds from the Texas Workforce Commission (TWC) for operating costs. The original funding source is CARES funds. The funds will be used to help cover payroll and associated benefits for September 1, 2021 through May 31, 2023.**

COVID-19 RESPONSE STATUS #26

INSTRUCTIONAL PLANNING, PREPARATION, AND DEPLOYMENT

March 16-20, March 23-27, May 1-31, June 1-July 27, July 28-August 27, August 28-September 25, September 26-October 23, October 24-November 13, November 14-December 11, December 12-January 22, January 23-February 23, February 24-March 28, March 29-April 25; April 26-June22; June 23-July 30; July 31-August 27; August 28-September 24; September 25-October 25; October 26–November 15; November 16-December 13; December 14-January 23; January 24-February 27; February 28-March 27; March 28-April 24; April 25-May 22; May 23-June 26

- On Monday, March 16th, faculty began the transition of all courses to the online, digital format, in order to go live by March 20th.
- Health Professions programs immediately moved forward so that clinicals could be done according to the guidelines. Hospitals began to restrict entrance...except for Scenic Mountain Medical Center and the VA in Big Spring and Shannon Medical Center and San Angelo Community Medical Center in San Angelo. Nursing homes restricted access. Other health entities did the same. Health Professions faculty designed clinical rotations around the clock to get as many clinical hours for students as possible, not knowing what the future would hold. The weekend of March 20th, the Governor issued directions to relax some guidelines so that health professions students could be prepared to enter the workforce quickly. NCLEX testing sites for nurses will be expanded across the nation to provide increased opportunities for students to test upon graduation.
- Dental Hygiene continued with online, using Zoom for classroom. Clinicals will not be held until April 21st following signed mandates from the Governor. It could possibly be summer before clinical hours can be completed for this program. Dental Hygiene Clinical Boards have been postponed.
- Faculty participated in professional development provided by the eTrainers and collaborated on ways to enhance the online format. The biggest challenge was how to approach those courses with hands-on training such as welding, etc. The plan was to begin delivering those opportunities in small groups by March 30th. As time has advanced, extensions of some courses for a few weeks may be the better solution.

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INSTRUCTIONAL PLANNING, PREPARATION, AND DEPLOYMENT

March 16-20, March 23-27, May 1-31, June 1-July 27, July 28-August 27, August 28-September 25, September 26-October 23, October 24-November 13, November 14-December 11, December 12-January 22, January 23-February 23, February 24-March 28, March 29-April 25; April 26-June22; June 23-July 30; July 31-August 27; August 28-September 24; September 25-October 25; October 26–November 15; November 16-December 13; December 14-January 23; January 24-February 27; February 28-March 27; March 28-April 24; April 25-May 22; May 23-June 26

- On March 20th, the plan for each course was posted and an alert was sent to each student to check the online format for their schedule beginning on March 23rd.
- Links to resources were added to Blackboard.
- Working with Correctional Facilities relative to instructional delivery.
- Creation of faculty resources page for faculty transitioning to online instruction.
- Libraries sharing national research guide with COVID-19 resources and also developing interactive databases for faculty to use with various courses.
- Social distancing is being implemented in all Fall 21 in-person classes.
- Implemented altered class schedule from September 7-20 on San Angelo campus to reduce numbers of students on campus due to rise in COVID-19 cases in the San Angelo community.
- Implemented altered class schedule from January 18-30 for the district to reduce numbers of students on campus due to rise in COVID-19 cases across the district. Decisions regarding any further altered status will be considered the week of January 24th.
- Returned to regular class schedule and course delivery methods on January 31, 2022 for Amber status.

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INSTRUCTIONAL PLANNING, PREPARATION, AND DEPLOYMENT

March 16-20, March 23-27, May 1-31, June 1-July 27, July 28-August 27, August 28-September 25, September 26-October 23, October 24-November 13, November 14-December 11, December 12-January 22, January 23-February 23, February 24-March 28, March 29-April 25; April 26-June22; June 23-July 30; July 31-August 27; August 28-September 24; September 25-October 25; October 26–November 15; November 16-December 13; December 14-January 23; January 24-February 27; February 28-March 27; March 28-April 24; April 25-May 22; May 23-June 26

- General Instruction:
  - Arts and Sciences: Continuing to implement the changes from the Status #1 report.
  - Arts and Sciences: Moved all summer courses to an online format.
  - Spring 2020 probation/suspension status for students will not change.
  - Spring 2020 No Credit grade policy implemented.
  - Fall 2020 - all syllabi will include a section that includes an instructional plan for altered operations.
  - Fall 2020 - all courses will have a Blackboard shell with minimum required content as determined by eTrainers and instructional deans.
  - Consideration of multiple mini semesters within academic calendar as well as fall end date.
  - Expectations for Zoom attendance in class were developed and shared with students, posted on website.
  - Classes began August 17th.
  - LEADS Orientation held on San Angelo campus August 12-14 - 81 students; LEADS Orientation held on Big Spring campus August 27-29 - 106 students attended.
  - Spring and summer course schedules being built with COVID-19 guidelines still in place for all campuses (50% room capacity). Increased face-to-face instruction will be added back for the Big Spring campus in addition to virtual/online options as well. San Angelo, Lamesa, and SWCD will continue with current strategies offering all instruction options.
  - Planning to open classroom capacity at 100% for the Fall semester dependent upon federal, state and local guidelines.

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INSTRUCTIONAL PLANNING, PREPARATION, AND DEPLOYMENT

March 16-20, March 23-27, May 1-31, June 1-July 27, July 28-August 27, August 28-September 25, September 26-October 23, October 24-November 13, November 14-December 11, December 12-January 22, January 23-February 23, February 24-March 28, March 29-April 25; April 26-June22; June 23-July 30; July 31-August 27; August 28-September 24; September 25-October 25; October 26–November 15; November 16-December 13; December 14-January 23; January 24-February 27; February 28-March 27; March 28-April 24; April 25-May 22; May 23-June 26

- San Angelo:
  - Cosmetology: Every course will change the end date to August 21st to complete their 500 contact hours. Students are currently still completing assignments to continue in the class.
  - Construction Trades: CONST 1342 and CONST 1350 students have been given an Incomplete and we will bring the students back for lab as soon as we are able. We can determine the time and structure as we near that time.
  - EMS: EMSO 1166 changed its end date to 6/5/20 so that seven of the seventeen students can finish their practicum. The other ten students have completed their practicum requirements.
  - HVAC: HART1441 students have been given an Incomplete and we will bring the students back for lab as soon as we are able. We can determine the time and structure as we near that time.
  - Certain CTE/CE and Health Profession classes continue to complete the spring terms through online and some onsite clinicals.
  - Classes being taught virtually via Zoom or BlackBoard and face-to-face at reduced capacity in the classrooms. Applied CTE and Health Profession and LEADS classes are meeting face-to-face. AEL classes are meeting virtually. All safety protocols being followed. Some classes moved to WTTC industry rooms to accommodate reduced capacity for large classes.
  - New GAME 1303 course being offered in December Mini session.
  - Some CE trainings being scheduled in the WTTC.
  - Two long term customers have returned to rent rooms in January and are booking into the spring.

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- San Angelo continued:
  - Kevin J. Barry North and South will not be available to rent for the near future as they are being used for Biology labs.
  - The Rapid Response Room will not be available for rent during the day as it is being used for classroom space to accommodate social distancing. The room will be available in the afternoon/evening and weekend.
- Big Spring:
  - Nursing: Continuing the same process from Status #1 report.
  - Dental Hygiene: Continuing online lecture and are planning began clinicals on July 6th.
  - CNA: Continuing to implement the changes from the Status #1 report. Continuing online teaching and awaiting clinicals until able to return to clinicals in a nursing home environment.
  - Summer I classes started June 1st in an online format except for health professions programs and select courses from the Spring semester that are continuing to meet face-to-face.
  - Summer II classes started July 1 in an online format except for health professions programs and select courses from the Spring semester that are continuing to meet face-to-face.
  - Decision made to begin Fall20 face-to-face courses in virtual mode. Exceptions include health professions courses, CTE courses with hands on skill development, and LEADS Orientation and LEADS courses.
  - Summer II classes started July 1 in an online format except for health professions programs and select courses from the Spring semester that are continuing to meet face-to-face.

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INSTRUCTIONAL PLANNING, PREPARATION, AND DEPLOYMENT

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- Big Spring continued:
  - Summer II classes started July 1 in an online format except for health professions programs and select courses from the Spring semester that are continuing to meet face-to-face.
  - Decision made to begin Fall20 face-to-face courses in virtual mode. Exceptions include health professions courses, CTE courses with hands on skill development, and LEADS Orientation and LEADS courses.
  - Classes being taught virtually via Zoom or BlackBoard or in online format. Applied CTE, Health Profession and LEADS classes are meeting face-to-face. All safety protocols being followed.
  - Limited amount of classes (history, agriculture, music and physical education) transitioned to face-to-face or hybrid of face-to-face and Zoom modality for the remainder of the semester.
  - Working with Financial Aid to plan a second mini term in December. Five core courses added to Fall Flex schedule, classes will run December 21st – January 15th.
  - Spring class schedule primarily face-to-face with some classes still available on Zoom and/or in an online format.
  - Kids College offered as a take-home virtual opportunity for the community.
  - All Howard College Big Spring nursing students are either COVID vaccinated or have had exemptions filed and approved by clinical facilities per the facilities' request due to federal mandates. COVID vaccines/exemptions are not required by the HC nursing programs – only by the clinical sites.

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- SWCD:
  - Classes are meeting face-to-face. All safety protocols being followed.
- FCI and GEO:
  - Prison programs begin to re-open. FCI delayed; possibly begin November 1st. Started classes.
  - Changes being made to delivery approach.
- Dual Credit:
  - Hosting dual credit nights for interested high schools via webinar to answer questions for students and parents.
  - Dual credit enrollment paperwork is being submitted and processed. The program continues to offer informational sessions online.
  - Conferring with ISDs on potential changes in academic calendar affecting dual credit delivery.
  - Offering TSIA testing for dual credit students as requested by the high schools.

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INSTRUCTIONAL PLANNING, PREPARATION, AND DEPLOYMENT

March 16-20, March 23-27, May 1-31, June 1-July 27, July 28-August 27, August 28-September 25, September 26-October 23, October 24-November 13, November 14-December 11, December 12-January 22, January 23-February 23, February 24-March 28, March 29-April 25; April 26-June22; June 23-July 30; July 31-August 27; August 28-September 24; September 25-October 25; October 26–November 15; November 16-December 13; December 14-January 23; January 24-February 27; February 28-March 27; March 28-April 24; April 25-May 22; May 23-June 26

- Facebook Live sessions multiple times each week to provide assistance, encouragement, support, etc. for students.
- Added communications@howardcollege.edu email address to field questions, needs, etc.
- Created COVID-19 webpage with resources for students and employees.
- Assessing student technology needs through online form; providing laptops and other equipment; helping with internet service.
- Monitoring student engagement in courses: faculty and advisors are calling them to encourage the need to begin working.
- HC Alerts are being utilized to inform students and employees of important information.
- Implementing chatbot texting system to communicate with students in real time.
- Dorms: Takeout meals being provided to those still on campus.
- Mailing items to students at their homes.
- Assisting students with travel arrangements and needs.
- Food and toiletry pantries remain available to students by appointment.

COVID-19 RESPONSE STATUS #26

COLLEGE SERVICE DEPARTMENT PLANNING, PREPARATION AND DEPLOYMENT:

March 16-20, March 23-27, May 1-31, June 1-July 27, July 28-August 27, August 28-September 25, September 26-October 23, October 24-November 13, November 14-December 11, December 12-January 22, January 23-February 23, February 24-March 28, March 29-April 25; April 26-June22; June 23-July 30; July 31-August 27; August 28-September 24; September 25-October 25; October 26–November 15; November 16-December 13; December 14-January 23; January 24-February 27; February 28-March 27; March 28-April 24; April 25-May 22; May 23-June 26

- Drive-thru graduation celebrations were held on the Big Spring (included Big Spring, Lamesa and SWCD graduates) and San Angelo campuses on May 7th and 8th. Both celebrations were live-streamed and available on radio broadcast. Recordings of the celebrations were posted on the college YouTube channel and shared across social media as well as the website.
  - Total graduates 682 / 235 participated in person, 70 participated virtually (305) / 45% participation for district
  - Big Spring: 256 graduates / 69 participated in person, 49 participated virtually (118) / 46% participation
  - Lamesa: 14 graduates / 5 participated in person, 1 participated virtually (6) / 43% participation
  - San Angelo: 383 graduates / 156 participated in person, 17 participated virtually (173) / 45% participation
  - SWCD: 29 graduates / 5 participated in person, 3 participated virtually (8) / 28% participation
- Health profession programs held various pinning activities across the district. Videos and photos were placed on the website and shared across social media.
- Held Dental Hygiene pinning ceremony in the East Room on July 29th with limited attendance; broadcast on Facebook Live for those who could not attend.
- RN pinning ceremony held on October 22nd on Big Spring campus with limited attendees; broadcast on Facebook live for those who could not attend.
- LVN to RN pinning ceremony planned for October 30th for San Angelo campus.

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- Reaching out to dual credit schools to ensure connection with students and counselors, plus instructional formats as needed.
- Reached out to student leaders to assist with communicating with the student body to address questions, concerns and needs.
- Offering virtual tutoring using Upswing, Zoom, Skype and video phones.
- Forwarding phone lines in order to respond to student calls.
- Planning underway for updates/encouragement for students from the president in different formats.
- Accommodation needs for students changing to online format being analyzed and addressed.
- Using jump-drives between faculty and students to share information.
- Providing options for students to access food and personal hygiene pantries through appointment.
- Remote WiFi access points in areas such as Ackerly, Garden City, Coahoma and Sand Springs being offered by WesTex.
- Online mental health counseling being provided to students.
- Determination of residence hall rules in relation to social distancing and visitors.
- Libraries sharing tips for students in social media formats.
- Community College Survey of Student Engagement (CCSSE) being administered to all students electronically via email. Traditionally a randomized in-person survey that was canceled due to COVID.

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- 2021 Graduation Ceremonies held with COVID-19 Protocols in place
  - San Angelo – May 13th @ 6:30pm; Foster Communications Coliseum
  - SWCD – May 14th @ 10:00am; Maddux Student Center
  - Big Spring/Lamesa – May 14th @ 7:00pm; Dorothy Garrett Coliseum
  - Events held in-person and live-streamed.
  - Students allowed 4 tickets/each; unused tickets will be re-distributed as requested.
  - Graduation Celebration Experience purchased. Will be utilized to include virtual celebration opportunities for students.
  - Temporary COVID protocols required for the use of the Dorothy Garrett Coliseum being established following guidance of local health authorities.
- 2021 Pinning Ceremonies held with COVID-19 Protocols in place
  - San Angelo: HP – 10:00am; LVN – 11:30am; RN – 1:00pm; All held at Sierra Vista Methodist Church limiting 180 attendants at each ceremony; all events live streamed
  - Big Spring: LVN – 1:00pm in the Fireplace Room; RN – 2:30pm in the DGC East Room; Dental Hygiene – 4:30 pm in the DGC East Room; All will be live streamed

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- 2022 Graduation Ceremonies ~~scheduled to be~~ held in person following Alert Status Yellow guidelines:
  - San Angelo – May 12th @ 6:30pm; Foster Communications Coliseum
  - SWCD – May 13th @ 10:00am; Maddux Student Center Auditorium
  - Big Spring/Lamesa – May 13th @ 7:00pm; Dorothy Garrett Coliseum
  - Events held in-person and livestreamed.
  - Students ~~will be~~ allowed to participate in-person or virtually based upon personal choice.
- 2022 Pinning Ceremonies ~~scheduled to be~~ held in person following Alert Status Yellow guidelines:
  - San Angelo: May 12th: Immanuel Baptist Church: LVN – 9:00am; Allied Health – 11:00am; ADN-RN – 1:00pm; All events ~~will be~~ livestreamed via Facebook Live.
  - Big Spring: May 13th: Hall Center for the Arts: ADN-RN – 1:30pm in the Granville T. Hall Auditorium; LVN – 3:00pm in the Granville T. Hall Auditorium; Dental Hygiene – 4:30 pm in the Cactus Room; All events ~~will be~~ livestreamed via Facebook Live.
  - SWCD: May 13th: Maddux Student Center Auditorium: Interpreter Training – 8:00am; Event ~~will be~~ livestreamed via Facebook Live.

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- eLearning:
  - Continuing Ana virtual assistant efforts with great response from students.
  - Increased district's GoToMeeting subscription to include GoToWebinar.
  - Purchased Respondus Lockdown Browser for increased online security of online assessments.
  - eTrainers developing training program for faculty focused on Blackboard Collaborate, Zoom, virtual group engagement, and Respondus Lockdown.
  - Purchased license for Verbit Transcription & Caption Services - integrates with Collaborate.
  - Purchased Zoom institutional license.
  - Recommended to all faculty teaching online courses to create a Zoom room for their course as a backup option for video conferencing.
  - High-end web cameras were purchased for each of the video conferencing rooms throughout the district to facilitate online learning.
  - Purchased extra Blackboard LMS cloud storage to support all courses through pandemic and beyond.
- Registrar and Admissions:
  - Application and SPEEDE transcripts are processed daily from home.
  - Acceptance letters are processed twice a week from home and sent to recruiting to be added to applications packets mailed to students.

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- Registrar and Admissions:
  - Application and SPEEDE transcripts are processed daily from home.
  - Acceptance letters are processed twice a week from home and sent to recruiting to be added to applications packets mailed to students.
  - Some staff are going to the office sparingly to process things that have to be done on campus, which includes gathering mail, working transcripts that are mailed, as well as test scores, etc.
  - Working through all (Summer and Fall 20) registration processes from home.
  - We have been working through Spring graduation processes from home, as well. Some process, such as printing of degree audits, is done more efficiently from the office so there is limited time spent in the office for these processes.
  - Many audits are being done to keep us on track with registration and graduation.
  - Phone calls are being answered when staff is in the office. Phone lines are transferred to cell phones when we are not in the office.
  - Deadline to submit grades has been moved to Wednesday, May 13.
  - Registrar and admissions personnel are working on site at all campuses. San Angelo staff have adopted a rotating work schedule on site to follow social distancing guidelines.
  - Appointments are being made for in-person meetings with students as needed. Primary assistance remains by phone and email.

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- Registrar and Admissions continued:
  - Appointments are no longer required to meet with admissions.
  - Registrars will not be required to do Fall Eligibility submission due to NJCAA ruling and will push all team eligibility to Spring 2021.
  - Spring/Summer 2021 registration began November 10th. Schedule was available November 2nd.
  - Drop date for fall courses extended to November 18th.
  - Some staff are going to the office sparingly to process things that have to be done on campus, which includes gathering mail, working transcripts that are mailed, as well as test scores, etc.
  - Working through all (Summer and Fall 20) registration processes from home.
  - We have been working through Spring graduation processes from home, as well. Some process, such as printing of degree audits, is done more efficiently from the office so there is limited time spent in the office for these processes.
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- Registrar and Admissions continued:
  - Appointments are no longer required to meet with admissions.
  - Registrars will not be required to do Fall Eligibility submission due to NJCAA ruling and will push all team eligibility to Spring 2021.
  - Spring/Summer 2021 registration began November 10th. Schedule was available November 2nd.
  - Drop date for fall courses extended to November 18th.
- Financial Aid:
  - Excluding from financial aid satisfactory academic progress any attempted credits that were not completed by such students without requiring an appeal by such student. Financial aid does not have to collect a suspension appeal for Federal aid, state exemptions, waivers, and state grants.
  - Currently waiting on additional guidance for Return of Title IV Funds (R2T4) and Reporting Requirements. The Department of Education is currently reviewing the implications of the Act and will provide appropriate guidance as soon as possible.
  - Verification requirements - the Department of Education suspended the in-person submission and notary requirements for V4 and V5 verification. The institution may allow an applicant or student to submit copies of the required verification documents electronically to the institution. This may occur by uploading a photo of the documents (including from a smartphone), PDF, or other similar electronic document through a secure school portal, by email, etc.

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- Financial Aid continued:
  - We also recognize that forms of identification (such as a driver's license) may expire with no real and reasonable opportunity for renewal due to social distancing requirements. Institutions may accept a copy of an expired document if it expired after March 1, 2020.
  - Further, the Department waives the requirements under 668.57(b) and (c) that a dependent student submit a statement signed by one of the student's parents when no responsible parent can provide the required signature.
  - Work Study - we have been sent guidance from the federal and state government that we can continue to pay work study students if they were currently hired when the COVID-19 outbreak started, regardless if they are working. Under the guidelines, colleges can still pay students through the Federal or state work study program as long as the college is paying other faculty and staff.
  - Will be transferring all unexpended Federal work study funds to SEOG (Supplemental Education Opportunity Grant). The department of education has released there are no percentage limits for what can be transferred.
  - Created online live FAFSA presentations with FAFSA demo, general financial aid information, and question and answer sessions.
  - Continue to monitor exceptions to regulations and update processes/forms to make financial aid easier for students and staff.
  - CARES Higher Education Emergency Relief fund for students: policy and procedure developed, committee assigned, student grant application developed. Opened application process on April 29th.

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- Financial Aid continued:
  - As of April 30th, 587 students have applied. Awards of $1000 can be given to 727 students.
  - As of June 2nd, 927 applications have been submitted. Awards of $1000 have been given to 647 students.
  - CARES grant report posted on website on May 29th.
  - As of July 29th, 1,029 applications have been submitted. Awards of $1000 have been given to 701 students with 68 applications pending.
  - As of August 27th, 1,092 applications have been processed. Awards of $1000 have been given to 728 students. 61 applications had no FAFSA. 303 were ineligible. The final student grant has been awarded.
  - CARES grant report was updated for the student grants on July 1, 2020, August 18, 2020 and October 8, 2020 and for the institutional grant on July 20, 2020, September 3, 2020, and October 30 utilizing the new format.
  - Staff working in office on campus and rotating schedules where needed to accommodate social distancing guidelines.
  - A Microsoft Teams student account was created for students to utilize and meet with financial aid staff through a video session, so they don't need to come to campus.
  - Financial Aid has awarded all grant allocations for the 19-20 aid year, including Supplemental Educational Opportunity Grant (SEOG), Texas Public Educational Grant (TPEG) and Texas Educational Opportunity Grant (TEOG). These grants were used in addition to the emergency aid grant awarding aid to students who qualified.

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- Financial aid continued:
  - The Financial Aid department is seeing an increase in professional judgment requests to lower student Expected Family Contribution (EFC) due to a rise in unemployment.
  - Texas Higher Education Coordinating Board (THECB) recently received 57 million through the Governor's Emergency Education Relief (GEER) Fund to support the TEXAS grant, Texas Educational Opportunity Grant (TEOG), and Tuition Equalization Grant and $46 million to GEER for Emergency Educational Grants. The contracts for Howard College were sent to THECB on September 9th and we have received confirmation the funds will be sent as soon as possible. The allocation will be $23,053 GEER-Emergency Aid and $23,856 for GEER-TEOG.
    - Award recipients for GEER-TEOG will be awarded based on current TEOG eligibility requirements. Award recipients for GEER Emergency Aid have already been selected for those students who are eligible for GEER that were not eligible previously for the CARES Emergency Aid Relief Grant.
  - Awarded and distributed $16,965 of $23,856 allocation received for GEER TEOG. Remaining funds will be spent in January to eligible students who enroll in Spring courses.
  - All of the $23,053 allocation received for the GEER Emergency Aid has been awarded and disbursed to students.
  - See increased requests for professional judgement to lower student Expected Family Contribution due to rise in unemployment.

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- Financial aid continued:
  - On August 6, 2021, the U.S. Department of Education announced a final extension of the pause on student loan repayment, interest, and collections until January 31, 2022. They believe this additional time and a definitive date will allow borrowers to plan for resumption of payments and reduce the risk of delinquency and defaults.
  - On December 22, 2021, the US Department of Education announced another extension of the pause on student loan repayment, interest, and collections until May 1, 2022.
  - On April 6, 2022, the US Department of Education announced another extension of the pause on student loan repayment, interest, and collections until August 31, 2022.
- Recruitment/Outreach/Marketing:
  - Weekly President video messages shared in social media and on website; ongoing communications and messaging through social media and website.
  - Employee photo challenge engaging staff and faculty to share work from home experiences.
  - Introduction of #hawksovercome and #rattlersovercome slogan.
  - Developed virtual modified New Student Orientation for new students attending summer school online.
  - Developed virtual walking tours of the Big Spring campus; posted online and shared in social media Weekly President video messages shared in social media and on website; ongoing communications and messaging through social media and website.
  - Employee photo challenge engaging staff and faculty to share work from home experiences.

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- Recruitment/Outreach/Marketing continued:
  - Continued Facebook live sessions.
  - San Angelo campus continued KLST and KSAN live spots two times per week - held virtually.
  - Worked with financial aid to get honor scholarship awards out to the school districts that turned in their honors form.
  - Continue to develop campaign for summer and fall registration. Had new videos made to promote "It's Time to Fly" and "We're Ready" concepts. Posted on social media as well as website and YouTube channel.
  - Developed and shared 2019-2020 Student Awards video.
  - New 75th Anniversary Logo launched on billboards on I-20 and in Lamesa. San Angelo billboards now in place.
  - New Student Orientation scheduled for August 4th and 6th; social distancing and masks required.
  - Masks purchased to give to all students.
  - TACRAO Virtual College Fair scheduled for Big Spring campus for October 7. We will participate in other virtual college fairs hosted during West Texas week October 5-8. Utilizing GoToCollegeFair system. Virtual booth is live and will remain up through November 20, 2020. As of October 15th, we have had approximately 271 students visit the booth. As of November 4th, 337 students have visited the booth. Contact information is collected and follow-up will occur. Booth closed on November 20th, we had 366 leads from visits to the booth. Contact will begin with email and phone calls.

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- Recruitment/Outreach/Marketing continued:
  - Making contact with ISDs to plan virtual and in-person visits based on school guidelines for visitors on campus. In-person visits and presentations have begun. Some in-person campus tours have begun.
  - Scheduling FAFSA nights – both in person and virtual – with area school districts. 14 FAFSA nights completed. One scheduled for BSISD for December 10th.
  - Messaging being sent to students via HC Alert and Ana reminding them about health/safety protocols and self-assessment.
  - FAQ section added to COVID-19 Information page on website.
  - COVID-19 Dashboard added to the COVID-19 Information page on website.
  - Spring New Student Orientation held week of January 11-15 with 15 attending in person and 10 attending a virtual session.
  - Acquiring new live agent chat system on website to answer questions from current and/or potential students and visitors.
  - DREAMS Week was held in Big Spring/Lamesa, San Angelo and SWCD for all new students with 388 students enrolled.
  - In-person presentations and FAFSA nights scheduled during fall semester throughout the district.
  - In-person TACRAO college fair held on October 12th at the Dorothy Garrett Coliseum with approximately 40 colleges and universities as well as 5 high schools in attendance. Pertinent COVID-19 precautions were followed.
  - Recruiting staff participating in-person at TACRAO college fairs held at other campuses.

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- Student and Financial Accounting:
  - Implemented a way for students to pay on-line for classes or charges including continuing education classes, outstanding student balances, and day care fees. Assisted with implementation of new on-line billing and payment for Kids College.
  - Submitted second, third, fourth, fifth, sixth (utilizing new, revised template), seventh, eighth, ninth, tenth, eleventh and twelfth (utilizing new revised template) COVID-19 report to the LBB.
  - Working on refunds and payment logistics of staggered dorm move-in schedule for Fall20.
  - New, revised COVID-19 report due to the LBB by September 10th; submitted September 24, 2021
  - Department of Education Quarterly Budget and Expenditure Report for CARES Act Institutional Funds submitted and posted on the college website on October 30, 2020; January 8, 2021; April 8, 2021; July 9, 2021; October 8, 2021; January 7, 2022; and **April 7, 2022**.
  - Submitted the first HEERF CARES Act Annual Report on January 27, 2021.
  - Considering and researching the use of the HEERF II Funds (CRRSAA - Coronavirus Response and Relief Supplemental Appropriations Act, 2021) received in March 2021.
  - Considering and researching the use of the HEERF III Funds (ARPA – American Rescue Plan Act, 2021) received in May 2021.
  - Submitted the new report of Federal Funds related to the coronavirus pandemic to the THECB November 12, 2021; **submitted second report on June 15, 2022**.
  - Total COVID federal and state grants awarded to students is $4,955,219. All eligible students who submitted an application were awarded. The current COVID grant (ARP) application has been closed.
  - Submitted the first, second, third, and **fourth** COVID-19 quarterly reports in the LBB's ABEST portal.
  - Currently working on the second HEERF CARES Act Annual Report; submitted May 5, 2022.

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- Testing/Tutoring:
  - Virtual tutoring continues for all campuses. TEAS testing continues onsite in San Angelo and the TSI is still being taken remotely.
  - San Angelo campus resumed TSI, Pearson, TCEQ, and PAN testing. Available for HC proctored exams as needed. TEAS face-to-face testing begins in September on a regular schedule. Weekend and evening testing begins September 21st. San Angelo campus tutoring – both in person and via Zoom – have started. Added a volunteer tutor for Science.
  - Big Spring Student Development Center now approved as a Pearson Testing site.
- Libraries:
  - Libraries remain closed but select library personnel started working on site. Other personnel remain working from home for all campuses.
  - Exploring options to create appointments for students, faculty and staff to use the facilities as needed.
  - Libraries are open and have face-to-face options for students as well as virtual options. Social distancing and safety protocols are being followed at all locations. New hours have been posted and shared.
  - Libraries have created training videos for both students and faculty that cover how to access and use library resources.
  - Libraries created research guides containing online education tools for both students and faculty.
  - Libraries are promoting their webcams and interactive devices available for Zoom classes.
  - Libraries are in the early stages of plans to convert a small study room to a Zoom Room on the Big Spring campus.
  - Libraries are in the early stages of moving games night for students to online platforms on the Big Spring campus.

COVID-19 RESPONSE STATUS #26

COLLEGE SERVICE DEPARTMENT PLANNING, PREPARATION AND DEPLOYMENT:

March 16-20, March 23-27, May 1-31, June 1-July 27, July 28-August 27, August 28-September 25, September 26-October 23, October 24-November 13, November 14-December 11, December 12-January 22, January 23-February 23, February 24-March 28, March 29-April 25; April 26-June22; June 23-July 30; July 31-August 27; August 28-September 24; September 25-October 25; October 26–November 15; November 16-December 13; December 14-January 23; January 24-February 27; February 28-March 27; March 28-April 24; April 25-May 22; May 23-June 26

- Libraries Continued:
  - Expanded virtual events for student activities (PolitiTaco Tuesday, Hispanic Heritage Month, Banned Book Week, etc.)
  - Librarians are hosting research informational sessions with classes using Zoom.
  - Library is updating online research guides for each subject/course to include quick access to subject-specific ebooks, ebook collections, and other online resources.
  - Library has set up a ’Zoom Room’ for instructor and student use.
  - Library was awarded a CARES grant from the Texas State Libraries and Archives Commission to implement services and technology made more necessary by COVID-19.
  - Continuing to plan virtual game nights for spring semester.
  - Hosting virtual professional development sessions to kickstart the semester
  - Developing virtual library orientation
- Athletics:
  - Adjusting seasons based on NJCAA guidelines.
  - Game schedules have been condensed to the spring except for rodeo.
  - Post-season format determined.

COVID-19 RESPONSE STATUS #26

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March 16-20, March 23-27, May 1-31, June 1-July 27, July 28-August 27, August 28-September 25, September 26-October 23, October 24-November 13, November 14-December 11, December 12-January 22, January 23-February 23, February 24-March 28, March 29-April 25; April 26-June22; June 23-July 30; July 31-August 27; August 28-September 24; September 25-October 25; October 26–November 15; November 16-December 13; December 14-January 23; January 24-February 27; February 28-March 27; March 28-April 24; April 25-May 22; May 23-June 26

- Athletics Continued:
  - Based on NJCAA guidelines, blanket waivers for all student-athletes this year for any competition they complete during the 2020-21 academic year; Returning students are considered “non-counters” for Letter of Intent purposes.
  - Hired Head Women’s Basketball Coach.
- Advising:
  - Advisors are working on campus and rotating schedules as needed to accommodate social distancing guidelines. Making appointments for students to come to campus if issues cannot be handled virtually.
  - Continue to advise students face-to-face, via email, telephone and virtual modes. Processing schedule changes, adds/drops, etc. as needed. All safety protocols are being followed; protective shields placed in advisor offices.
- Human Resources:
  - COVID-19 work accommodation plans in process.
  - As of August 24th, 11 requests have been received and approved. As of September 15th, 12 requests have been received and approved. As of November 12th, 8 requests for Spring 2021 accommodation have been received and approved.
  - Virtual New Employee Orientation was held on October 30, 2020 with 23 employees in attendance.
  - As of August 20, 2021, 3 faculty accommodation requests have been received for Fall 2021.
  - New Employee Orientation was held in person on October 1, 2021 with 27 employees in attendance following social distancing guidelines.

COVID-19 RESPONSE STATUS #26

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March 16-20, March 23-27, May 1-31, June 1-July 27, July 28-August 27, August 28-September 25, September 26-October 23, October 24-November 13, November 14-December 11, December 12-January 22, January 23-February 23, February 24-March 28, March 29-April 25; April 26-June22; June 23-July 30; July 31-August 27; August 28-September 24; September 25-October 25; October 26–November 15; November 16-December 13; December 14-January 23; January 24-February 27; February 28-March 27; March 28-April 24; April 25-May 22; May 23-June 26

- Human Resources Continued:
  - As of January 18th, 1 request has been received and approved for Spring 2022 faculty accommodation.
  - 2nd request for Spring 2022 faculty accommodation received and approved 1/28/22.
  - new CDC guidelines regarding 5-day isolation and quarantine with mask wearing; giving employees choice on 5-day or 10-day based on Governor order.
  - Will follow Supreme Court decisions regarding vaccine mandates as applies to Howard College.
- Safety/Security:
  - Drive-through secondary assessments implemented across the district.
  - In concert with IT, thermal stations installed.
  - Sanitary stations included with thermal check-ins.
  - Triage system designed for notifications.
- Student Life/Services:
  - Hosted virtual games, mobile blood drive and special events
  - Provided outside activities as appropriate
  - FFA Camp is scheduled for June 22-25. Event will be in-person and students will be staying in the residence halls during camp. Great Western Dining will be providing their food.
  - Lamb Camp and Goat Camp are both scheduled as in-person events. Lamb: July 30-August 1; Goat: August 5-7

COVID-19 RESPONSE STATUS #26

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- Residence Halls:
  - Turner Hall all students and items are out; Partee Hall some student items remain, sending out the last few items soon.
  - Summer dorm cleaning and sanitation has begun.
  - Staggered dorm move-in schedule developed for Big Spring campus; online registration process created and posted on website; students will begin moving in August 14 - September 13. Online paperwork completed prior to move in, 2 students/per hour/per dorm, only 2 individuals allowed with each student, all individuals screened prior to entering the dorm.
  - Move-in scheduled for August 14-16 for SWCD campus.
  - Quarantine plan developed for all dorms.
  - Arrangements made with Great Western Dining to manage health/safety guidelines in cafeteria.
  - Students are continuing to move into the residence halls. As of August 27th, 107 students are living on the Big Spring campus.
  - As of September 18th, staged move-in is complete and 174 students (79 in Turner, 86 in Partee) are living on the Big Spring campus, 29 students are living on the SWCD campus in single rooms.
  - 1 Assistant CRE and 1 CRE living in Turner Hall; 1 volunteer, 2 staff/faculty, and 4 coaches living in Partee Hall.
  - Great Western Dining is open for meals for those on campus.
  - Isolation rooms have been set up for students in residence halls, if needed.
  - Based on trial run of quarantine/isolation of students in SWCD cottages, instructional sheets regarding food delivery, trash disposal, contact information, etc. are being prepared for students in isolation.

COVID-19 RESPONSE STATUS #26

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- Residence Halls continued:
  - Isolation rooms are stocked with sheets, pillows, blankets, toiletries, microwaves, and televisions.
  - Purchased and will utilize new software to conduct check-in process for residence halls in the Spring semester. Move-in will begin January 5th-14th for athletes and all other students January 15th-17th.
  - Residence halls will be closed during Winter Break to all students beginning November 25th and will re-open January 5th.
  - 98 students have checked out early on the Big Spring campus; 67 students remaining in the dorms.
  - All students have moved out of the residence halls and the cafeteria is now closed until January 10th.
  - Students have checked into the dorms utilizing the Acuity scheduling app and are following protocols from the fall semester.
  - Cafeteria opened January 10th.
  - Preparation for baseline testing of dorm students underway. Baseline testing completed for Big Spring and SWCD dorm students. All students who tested were negative.
  - Investigating app for dorm students to use for daily check-in/screening for COVID-19 symptoms. App has been purchased and will be implemented within the next two weeks. LiveSafe mobile health screening app is being used with dorm students to provide two-way communication regarding COVID-19. It allows Howard College to detect potential infections and prevent outbreaks while maintaining the privacy and security of dorm student health information.
  - Visitation has been limited in dorms and no off-campus visitors are allowed.
  - Registration for dorm check-in on the Big Spring campus has been opened. Dorm check-in will be held August 19-21.

COVID-19 RESPONSE STATUS #26

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- Residence Halls continued:
  - Residence hall check-in is complete for Fall 2021.
  - Visitation in the residence halls is limited to dorm students only with no outside visitors allowed. This rule is in place until after Labor Day but could be extended depending upon COVID-19 cases in the area. No overnight guests are allowed.
  - Cafeteria is open for service and Great Western Dining staff are wearing masks while serving meals.
  - Student Services purchased 220 at-home COVID-19 tests from Abbott Lab Binax Now for use in the residence halls as needed. Thirty students who live in the residence halls have been tested and all came back negative. Twenty of those students were international students who were required to be tested within 5 days of entering the country.
  - No students who live in the residence halls have tested positive for COVID-19. Five students have been quarantined but were able to do so at their home.
  - Student activities continue to be hosted following social distancing guidelines as necessary.
  - Positive case and exposures in residence halls has resulted in several students being quarantined mainly at home due to proximity of the holiday.
  - Residence halls open for spring semester with limited visitation and previous COVID-19 protocols in place.
  - Students are able to request their food to go or dine in the dining hall; no outside visitors allowed in the dorms.
  - Returned to normal visitation.
  - Students allowed to get food to go, or they can eat in the cafeteria.

COVID-19 RESPONSE STATUS #26

IDENTIFICATION OF SPECIALIZED PURCHASES

- Laptops, cellular WiFi, other mobile computing devices, headsets, and other peripherals to support remote working and student access needs.
- Additional software licensing to support increased demand for remote working and online instruction or best proctoring of tests.
- Expanding conferencing capability by increasing number of call-in ports as well as contracting for toll-free number for public meetings.
- Zoom meetings.
- Expanded GoToMeetings capacity for participants.
- Online virtual simulation for some programs.
- Neck gaiters/masks
- Food pantry purchases
- Disinfectant supplies
- Printer cartridges for remote workers
- Office supplies and postage for increased mail-outs
- IT consulting support
- Portable wall partitions

COVID-19 RESPONSE STATUS #26

IDENTIFICATION OF SPECIALIZED PURCHASES CONTINUED

- Infrared thermometers
- Additional masks
- PPE for Health Professions Programs
- Screening identification items
- Additional hand sanitation stations
- Thermal cameras to create screening stations
- COVID-19 sanitation/screening/social distance reminder signage for all campuses. Updated signage has been received and is being installed.
- Air Purifier System
- Zoom institutional license for virtual classes
- Additional isolation room materials
- Testing for residence halls
- Requested proposals from Howard County testing providers for residence hall testing; received two responses from Affordacare and Big Spring Urgent Care – using both / CARES funding can cover the cost.
- Light boards for each campus to facilitate distance learning.

COVID-19 RESPONSE STATUS #26

DECLARATION OF EMERGENCY BY PRESIDENT AND GOVERNOR HAVE RESULTED IN:

- College's ability to use Emergency Meetings provisions for Board meetings, as needed.
- Temporary lifting of restrictive guidelines for virtual meetings and participation as required in the Open Meetings Act.
- State's waiver of normal state bidding/procurement rules.
- Other rules may be waived with permission from Office of the Governor.
- Possibility of some reimbursement of extra costs via state or federal resources.
- Relaxing of some requirements from various accreditation and oversight bodies.
- Postponing Trustee Election (May 2, 2020) to November 3, 2020.
- Governor's Executive Order on masks / July 2, 2020.
- Tax hearings required to be offered in person.
- Legislative Process protocols have been determined by Legislature for upcoming session.
- Reviewing new administration’s pandemic requirements and guidelines in relation to state and local guidelines.
- Governor’s Executive Order / March 2, 2021, on masks and 100% capacity / Board action on March 11th to keep Open Howard College protocols in place for the spring semester.
- Governor’s Executive Order/May 18, 2021, relating to prohibition of governmental entities and officials from mandating face coverings or restricting activities in response to the COVID-19 disaster/put into effect on May 20, using altered operations status authority.
- Tom Green County Public Health Authority implementation of Control Measures on Property related to the COVID-19 Virus on August 26th in relation to the school district.

COVID-19 RESPONSE STATUS #26

STAGE 1 ACTIONS

- Prior to Spring Break, district maintenance staff began increased efforts to clean and disinfect spaces, leaving the buildings ready for return. Purchasing efforts were made by maintenance staff to increase disinfectant supplies, etc. for all locations.
- March 12th, decisions were made regarding extending Spring Break for the students until March 23rd due to out-of-state students returning and area students having traveled. An online survey for students and employees to report travel or exposure concerns was prepared and posted on the website. Faculty and staff were asked to return on the 16th as planned to begin preparation for transition to a totally online, digital format by March 23rd and to prepare the campuses for student return when appropriate. The decision was made at that time to keep the Harold Davis Fitness Center open as well as Howard Cottage for childcare services, both located on the Big Spring campus. Campuses would remain open to the public. Athletic seasons would continue as planned.
- March 16th, President Trump initiated the 15-day effort. Action was taken to close the campuses, moving into an altered operations status until March 30th. Prior to leaving, employees were told to take what they needed to work from home. the Harold Davis Fitness Center was closed beginning on Tuesday, March 17th. Howard Cottage was kept open until Wednesday, March 18th to give parents time to make other arrangements.
- Wednesday, March 18th, began to formulate a strategic plan of action based on information shared by Chancellor Brenda Hellyer, San Jacinto Community College District, that they were implementing in the Houston area. Also conferred with Johnette McKown, President, McLennan College, concerning actions they were taking relative to telephonic meetings for the Board of Trustees.

COVID-19 RESPONSE STATUS #26

STAGE 1 ACTIONS CONTINUED

- On Thursday, March 19th, Governor Abbott took action to close schools, later clarified that included colleges, until April 3rd. He also moved Texas into a more restricted status. At that point extended the closure of campuses until April 3rd, transitioning to an altered operations status until that time.
- National Junior College Athletic Association (NJCAA) and National Intercollegiate Rodeo Association (NIRA) ended seasons for all sports. Worked with athletes as decisions were made relative to staying on campus or returning home. Monitoring national decisions relative to eligibility. Following face-to-face restrictions imposed by NJCAA until April 15th for all types of recruiting although virtual is allowed.
- Canceled activities going forward.
- Local, state and national meetings and conferences began to be canceled for the weeks ahead.
- Limited college travel to service area only.
- Have adjusted guidance to students regarding residence halls as the situation has evolved.
- Changed the drop date to April 24th.
- Expanded the four conference call lines to host 44 callers to be used for college and community meetings, classes, etc.
- Secured toll-free number to be used for public meetings with 500 caller capability.
- Cancelled March 23rd Regular Board of Trustees meeting and items will be considered by Board at later date.
- Expanded Go-To-Meeting capability to 250 participants.

COVID-19 RESPONSE STATUS #26

STAGE 1 ACTIONS CONTINUED

- FCI lock-down for 30 days resulting in no workforce training.
- GEO facilities making decisions relative to instructional operations.
- Due to self-report of employee exposed to a confirmed case of COVID-19, followed guidelines as if a confirmed case relative to impacted employees, closed San Angelo campus on March 26th for disinfecting processes on Monday, March 30th. Reported status to employees and media.
- On March 27th, seek Major Resolution Delegation for COVID-19 delegating additional authorities to President beyond existing authority to act in place of Board but to notify Board.

COVID-19 RESPONSE STATUS #26

COMPLETED/UPCOMING DECISIONS

- **Responding to national, state and local actions taken.**
- Transitional decisions needed as moving into Stage 2 - reported cases in service area.
- Items to be included on the Legislative Budget Board request for related expenditures to COVID-19 and estimated lost revenue for FY2020. First report April 9; next in May.
- Health Professions Pinnings and Commencement:
  - Pinnings week of May 4th
  - San Angelo Drive-Thru Graduation Celebration May 7
  - Big Spring/Lamesa/SWCD Drive-Thru Graduation Celebration May 8
  - Howard Cottage Graduation
- All campus events postponed and to be determined for final cancellation.
- Howard Cottage: consideration of re-opening for student parents and faculty serving in first responder roles /reopened.
- Time-frame to resume normal operations - as information is available /Semester end based on Governor's order
- Extension of registration for summer and fall. Fall registration opened April 28

COVID-19 RESPONSE STATUS #26

COMPLETED/UPCOMING DECISIONS

- Periodic needs to return to campus (for some employees).
- Registration schedules.
- Responses to students.
- Contractors delivering services, construction.
- Federal work-study students.
- Finalizing compensation plans /Altered operations working plan implemented.
- Purchasing of resources to support students or operations during altered operations status.
- Approach to 2021 budget and ongoing projects.
- 2022-2023 LAR submitted September 18th.
- Trustee election - May 2nd or move to general election on November 3rd, as allowed by Governor. Cancellation due to candidate withdrawal. Ben Zeichick appointed to the vacancy and sworn in on August 3, 2020.
- Instructional mode for Mini and Summer sessions.
- Tuition and fees refund or credit requests.
- Refund or credits request related to room and board.
- Consideration of Incompletes and/or Pass/Fail options being discussed at the state level.
- Consideration of additional infrared thermal screening stations and air purifiers for campuses as needed. CARES funding will cover this cost.

COVID-19 RESPONSE STATUS #26

COMPLETED/UPCOMING DECISIONS

- Responding to needs of students located in remote areas without robust internet.
- Completion of CTE course requirements deemed difficult to accomplish virtually.
- Completion of Health Professions program requirements in some fields if COVID-19 spreads in the service area.
- Focusing on cybersecurity as advancement of virtual, remote altered operations continues.
- Potential actions being taken at state level impacting budgets as economy being strained.
- Increasing simulation as needed.
- Working with donors interested in providing support for students/employees struggling. Received $250,000 from G.C. Broughton Foundation to cover tuition, fees, and books for 52 nursing students on the Big Spring campus. Received additional funds in the amount of $2,500 from HEB for the food pantry.
- Determination of essential services positions required to be on-campus in the event "stay-at-home" measures are mandated /Select groups have been working on campus from the beginning of the stay-at-home actions. (LBB report requirement)
- Updating of Continuity Plan.
- Inventory of potential items that could be used for medical community if needed.
- Completion of state reports within extended deadlines following "stay-at-home" mandates.
- Adjusting budget due to reduced revenue if necessary. Community colleges were not affected by 5% reduction for FY21.
- Athletic seasons adjusted as needed based on NJCAA guidelines.
- Post-season format determined for Region V.
- Transition from Zoom classes to Face-to-Face for some courses on Big Spring campus.

COVID-19 RESPONSE STATUS #26

COMPLETED/UPCOMING DECISIONS

- Spring Break decision.
- Devising Open Howard College plan to align with Opening Up America Again and Open Texas efforts.
  - Howard College/SWCD masks designed and given to employees.
  - Slow, methodical, structured phasing of employees returning to sites with sensitivity to vulnerable populations and childcare/home-schooling impact.
  - May 11 target date.
  - Monitoring impact of Open Texas in area as we Open Howard College.
  - Incorporating best practices, following state guidelines for higher education.
  - Health Profession Faculty providing guidance.
  - August 9th target date for Phase IV.
  - **Updating Open Howard College plan as federal, state and local guidelines change, and adjustments are needed.**
- **Consideration of Prison education programs and delivery are under discussion with prison leadership. Class delivery fluctuates based on exposure.**
- In discussion with prison leadership regarding federal funding based on state funding actions.
- **Daily decisions being made in regard to actions necessary for reported or determined exposures or confirmed cases.**
- Re-opening of rentable spaces under consideration and implementation in some cases.
- Testing for residence hall students being finalized utilizing CARES funding.
- Phasing approach for spring dorm move-in.

COVID-19 RESPONSE STATUS #26

COMPLETED/UPCOMING DECISIONS

- Planning events for pandemic format until Fall 2021 while awaiting final guidance on Fall 2021.
  - Graduation and awards convocations are being planned accordingly.
- WJCAC in discussion regarding proposals for spring season. Final decision will be made in January 2021. At this time, New Mexico colleges are not sure of their participation. WJCAC institutions have submitted game protocols for the upcoming basketball season that must be followed for visiting teams. New Mexico Junior College will not be participating in basketball. NMMI will travel first half of the season for games.
- Due to the fact that accounting guidelines have not been released at this time on the CARES Act, the auditors cannot complete the audit until a month after receipt. THECB has been contacted due to the deadline required for submission. We will submit drafts without that information so THECB can proceed with required reporting. Reports are being submitted.
- Seeking information on expected release of federal reporting guidelines for audit completion. Information received and audit in process of completion. Audit completed with federal reporting guidelines adherence assessed and future guidance provided.
- Additional federal funding has been released. Seeking guidance on usage of funds.
- Implementing method to gather names of employees interested in taking vaccinations in case of calls from local health authorities with surplus vaccines.
- Implementation of leave benefits application upon release from COVID isolation in the event of continuing health issues effective February 1st.
- Due to pandemic impact, Fall 2021 an employee is permitted to carry over 135 hours of vacation time. All accumulated and earned vacation must be used in the fiscal year following its accrual unless approved by the president.

COVID-19 RESPONSE STATUS #26

COMPLETED/UPCOMING DECISIONS

- Conducted voluntary survey of employees (214 responses) relative to vaccine prior to on-site vaccine clinic March 9th. Updated survey sent out 4-12-21; 207 responses with updated results below:
- Results:
  - 28.97%, 61.35% fully vaccinated (By April 6th; April 30th fully vaccinated will increase to 47.66%, 64.25%)
  - 18.69%, 2.90% 1st vaccine
  - 9.81%, 2.90% plan to get vaccinated
  - 22.9%, 15.94% still trying to determine if they will take it
  - 14.49%, 12.08% will not take it
  - 5.14%, 4.83% preferred not to respond
  - Pfizer vaccine clinic held on March 9th on Big Spring campus. There were 23 staff members, 25 community members and 56 students participating.
  - Second shot clinic will be held Tuesday, March 30, 2021; 1-4pm.
- Planning on-campus clinics for campuses going forward as well as disseminating information about vaccines.
- Pfizer vaccine clinic held on April 15th on San Angelo campus. There were 63 individuals participating.
  - Second shot clinic held May 6th from 1pm-3pm
  - Vaccine clinic held on the San Angelo campus on September 2nd.
- Pfizer/Moderna vaccine clinic held on the Big Spring campus on August 26th.

COVID-19 RESPONSE STATUS #26

COMPLETED/UPCOMING DECISIONS

- Flu and additional vaccines clinics held on campuses; included availability of the COVID-19 vaccine
  - San Angelo: September 9th
  - Big Spring: September 15th and September 23rd
  - Follow-up clinics for second doses are scheduled at each site
  - Lamesa: November 17th and December 15th
  - Clinics will be scheduled this spring
- Decisions and plans relative to Awards Convocations and Graduations are underway.
  - Award Convocation and PTK Induction ceremony held on the San Angelo campus on March 8, 2022. Event was in-person following Alert Status Amber guidelines.
  - Hawks Evening of Excellence award ceremony and PTK/SDK Induction ceremony held on the Big Spring campus (including Lamesa campus) on April 19, 2022. Event was in-person following Alert Status Yellow guidelines.
- **Usage of remaining federal funds is being researched in alignment with the June 2023 deadline and guidelines.**
- **Planning for in-person District-wide Success Summit in coliseum on September 16, 2022.**

Tough Times Don't Last...

Tough Community Colleges Do!

#hawksflytogether

Program and Student Learning Outcomes Updates

Howard College Board of Trustees

June 27, 2022

What is a student outcome?

- An expected outcome.
- Assessed to determine the extent students achieve the outcome.
- Provide evidence of seeking improvement.
- SACSCOC
  - Student Learning Outcomes are course-based outcomes.
  - Program Learning Outcomes are skills expected for a program.
  - General Education Outcomes are skills expected when receiving an Associates Degree.

60×30TX

Texas Higher Education Coordinating Board

Oversees all public post-secondary education in Texas

Lower-Division Academic Course Guide Manual (ACGM)

SACS COC

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

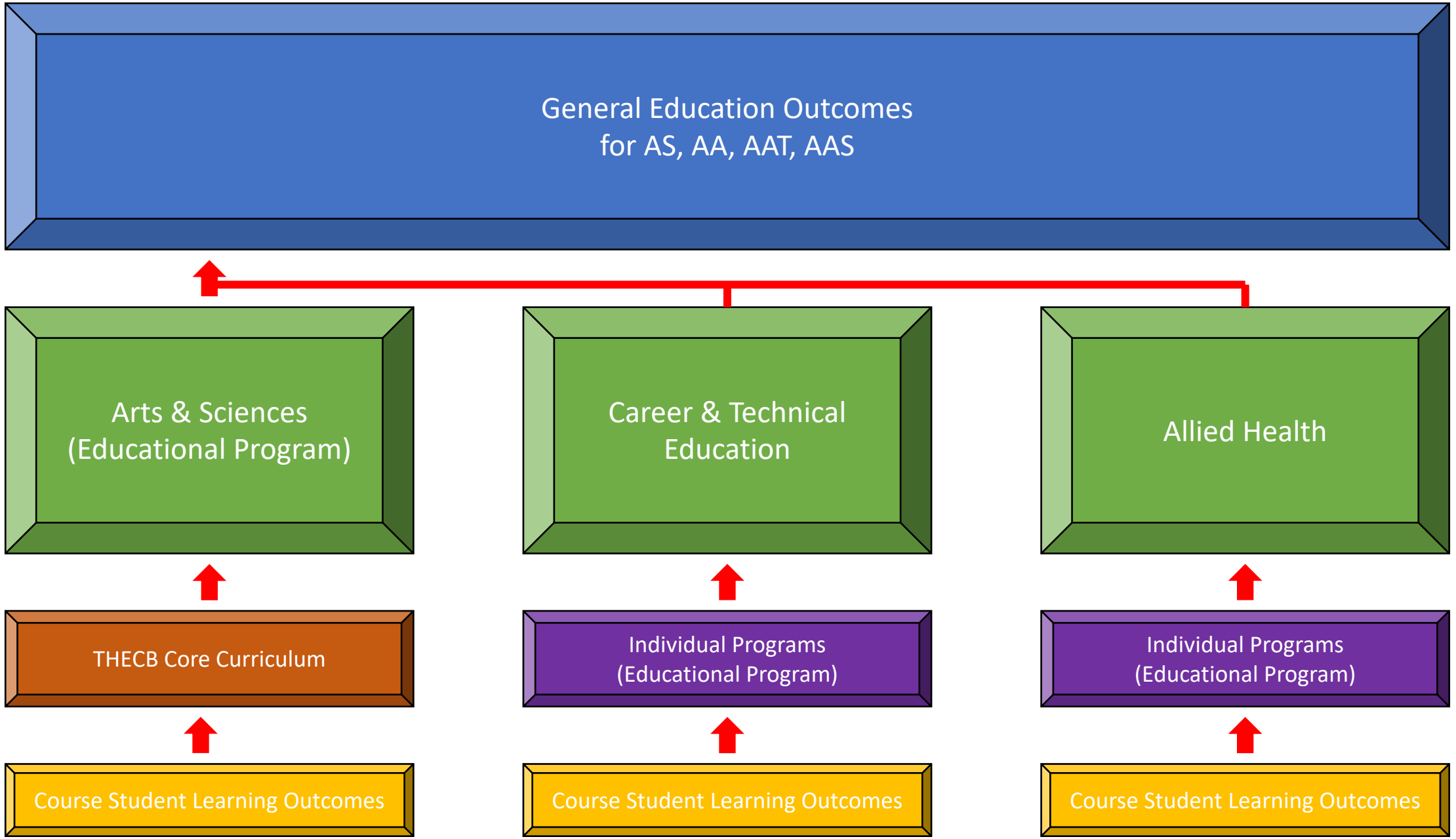
COMMISSION ON COLLEGES

Regional body for the accreditation of degree-granting higher education institutions for the Southern States.

Student Learning Outcomes ⟷ Student Learning Outcomes

Core Curriculum Objectives → Program Learning Outcomes

Workforce Education Course Manual (WECM) → General Education Outcomes


General Education Outcomes
for AS, AA, AAT, AAS
Arts & Sciences
(Educational Program)
Career & Technical
Education
Allied Health
THECB Core Curriculum
Individual Programs
(Educational Program)
Individual Programs
(Educational Program)
Course Student Learning Outcomes
Course Student Learning Outcomes
Course Student Learning Outcomes

Standard 8.2

- Standard 8.2 - The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

a) Student learning outcomes for each of its educational programs. (Student outcomes: educational programs)

b) Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (Student outcomes: general education)

c) Academic and student services that support student success. (Student outcomes: academic and student services)

- Arts & Sciences
- Allied Health
- Career & Technical Education

Arts & Sciences
General Education/Program Outcomes

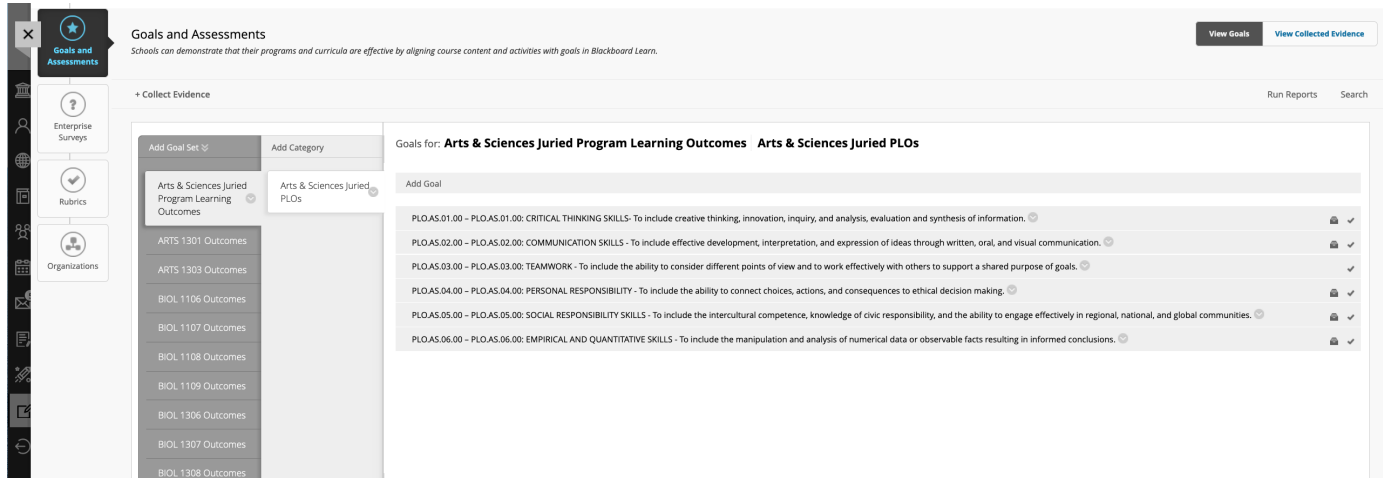
- Critical Thinking Skills (CT) - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills (COM) - effective development, interpretation and expression of ideas through written, oral and visual communication
- Empirical and Quantitative Skills (EQS) - manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork (TW) - ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Social Responsibility (SR) - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- Personal Responsibility (PR) - ability to connect choices, actions and consequences to ethical decision-making

THECB Core Curriculum Objectives

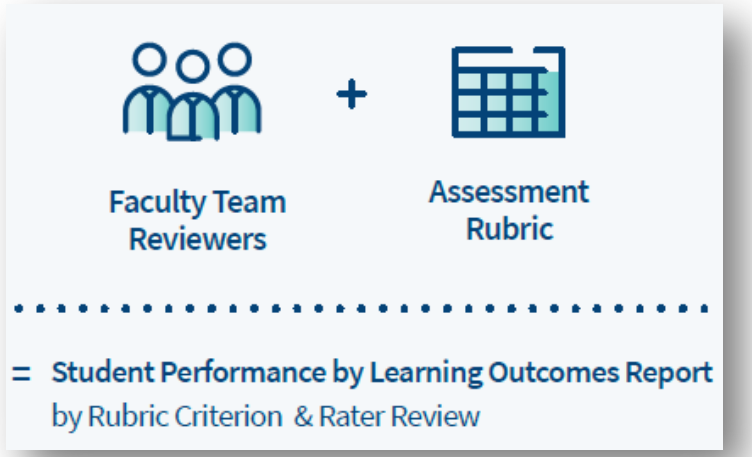
		● Required Core Objectives			○ Optional Core Objectives		
Foundational Component Area	**SCH**	**CT**	**COM**	**EQS**	**TW**	**SR**	**PR**
Communication	6	●	●	○	●	○	●
Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.							
Mathematics	3	●	●	●	○	○	○
Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.							
Life and Physical Sciences	6	●	●	●	●	○	○
Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.							
Language, Philosophy & Culture	3	●	●	○	○	●	●
Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.							
Creative Arts	3	●	●	○	●	●	○
Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.							
American History	6	●	●	○	○	●	●
Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.							
Government/Political Science	6	●	●	○	○	●	●
Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.							
Social and Behavioral Sciences	3	●	●	●	○	●	○
Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.							
Component Area Option	6	●	●	○	○	○	○
a. A minimum of 3 SCH must meet the definition and corresponding Core Objectives specified in one of the foundational component areas b. As an option for up to 3 semester credit hours of the Component Area Option, an institution may select course(s) that: (i) Meet(s) the definition specified for one or more of the foundational component areas; and (ii) Include(s) a minimum of three Core Objectives, including Critical Thinking Skills, Communication Skills, and one of the remaining Core Objectives of the institution's choice.							

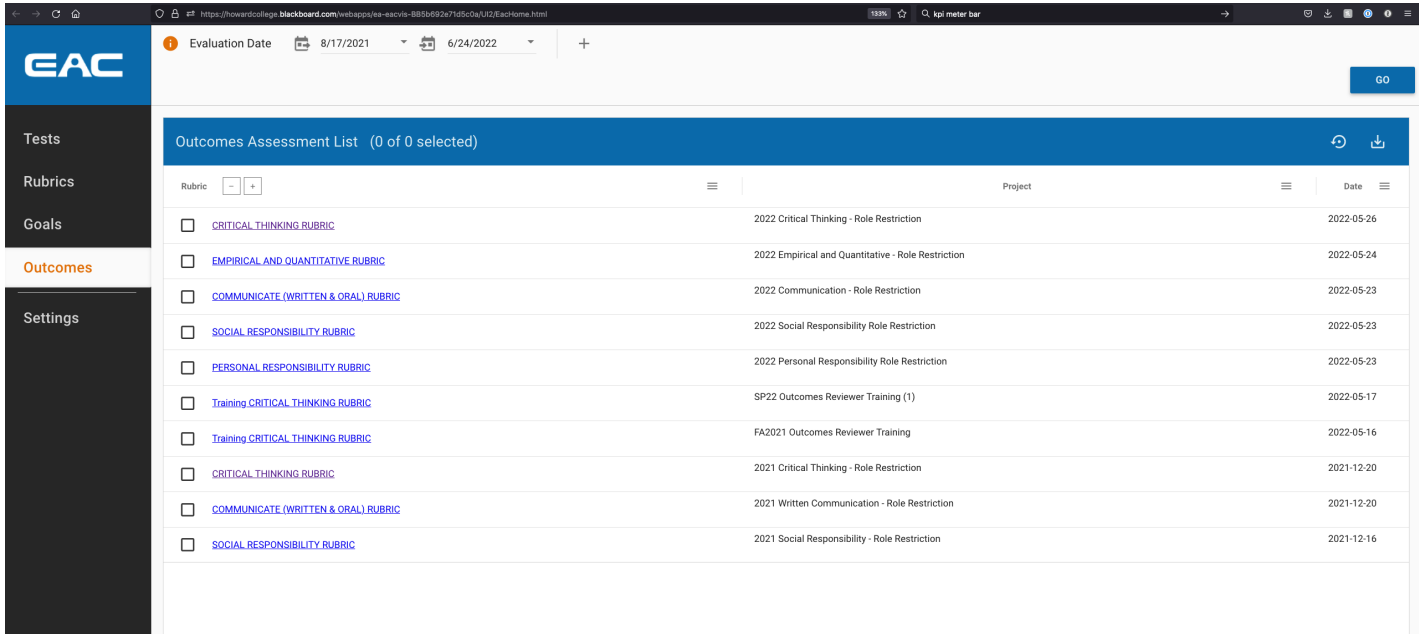
Program Learning Outcomes - Pilot Program

Blackboard



Juried Assessment

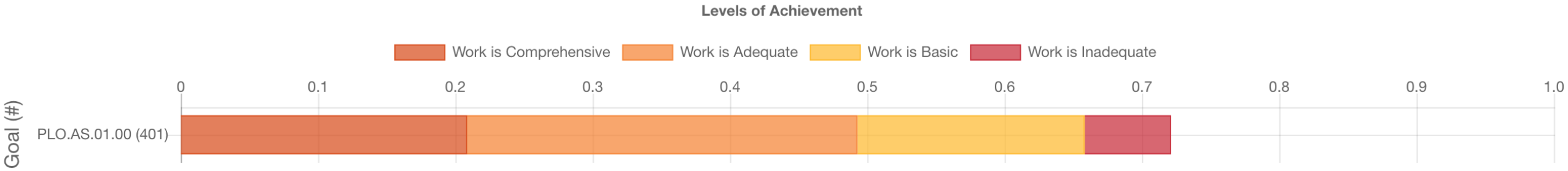




Pilot Parameters

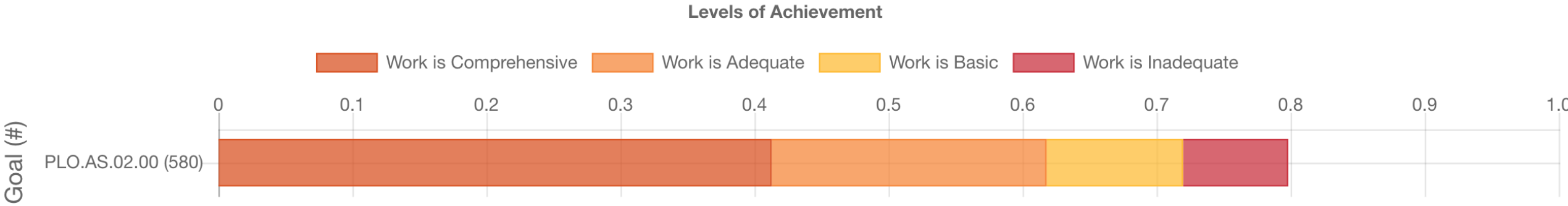
- Faculty who volunteered to pilot and who have an assignment that aligns with Program Learning Outcome Rubrics.
- Students who are halfway through Core Curriculum.
- Student samples collected within Blackboard.
- Faculty in pilot evaluate 20 samples of a Program Learning Outcome.
- Fall semester pilot consisted of Critical Thinking, Written Communication, and Social Responsibility.
- Spring semester pilot added Empirical & Quantitative Skills, Personal Responsibility, and Teamwork (Primary Assessment).

Critical Thinking – Fall/Spring



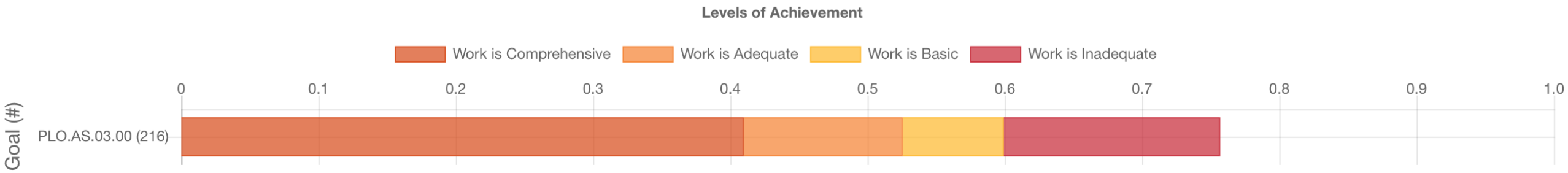
No	Row	Average	Levels Of Achievement
1	Articulation of issue or problem	0.763	45 (33.6%) Work is Comprehensive
			60 (44.8%) Work is Adequate
			20 (14.9%) Work is Basic
			9 (6.7%) Work is Inadequate
2	Analyses of the issue	0.696	36 (26.9%) Work is Comprehensive
			47 (35.1%) Work is Adequate
			37 (27.6%) Work is Basic
			14 (10.4%) Work is Inadequate
3	Conclusion	0.705	35 (26.3%) Work is Comprehensive
			51 (38.3%) Work is Adequate
			35 (26.3%) Work is Basic
			12 (9.0%) Work is Inadequate

Communication – Fall/Spring



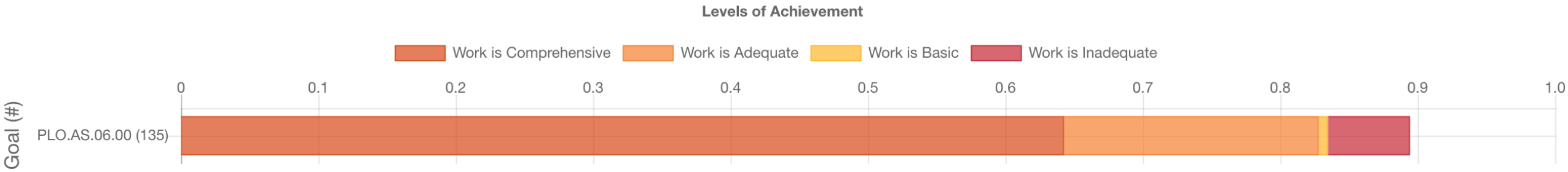
No	Row	Average	Levels Of Achievement
1	Context/Purpose	0.84	66 (56.4%) Work is Comprehensive
			34 (29.1%) Work is Adequate
			10 (8.5%) Work is Basic
			7 (6.0%) Work is Inadequate
2	Content	0.84	65 (55.6%) Work is Comprehensive
			36 (30.8%) Work is Adequate
			9 (7.7%) Work is Basic
			7 (6.0%) Work is Inadequate
3	Organization	0.823	67 (57.8%) Work is Comprehensive
			25 (21.6%) Work is Adequate
			15 (12.9%) Work is Basic
			9 (7.8%) Work is Inadequate
4	Sources	0.677	44 (37.6%) Work is Comprehensive
			22 (18.8%) Work is Adequate
			24 (20.5%) Work is Basic
			27 (23.1%) Work is Inadequate
5	Expression/Grammar	0.812	58 (51.3%) Work is Comprehensive
			32 (28.3%) Work is Adequate
			16 (14.2%) Work is Basic
			7 (6.2%) Work is Inadequate

Teamwork – Spring



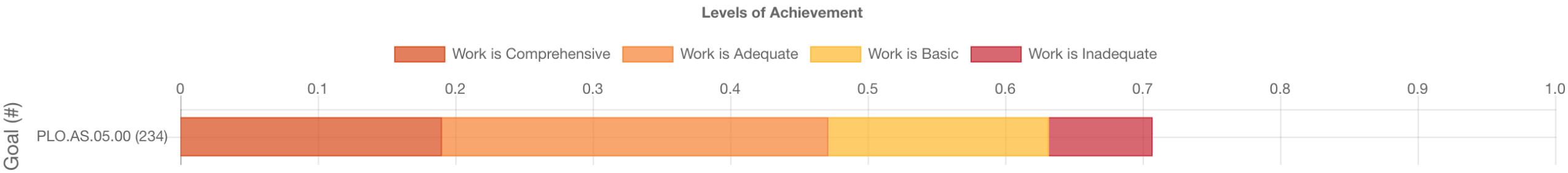
No	Row	Average	Levels Of Achievement
1	Contributes to Team	0.781	44 (61.1%) Work is Comprehensive
			7 (9.7%) Work is Adequate
			7 (9.7%) Work is Basic
			14 (19.4%) Work is Inadequate
2	Collaborates with Team	0.747	36 (50.0%) Work is Comprehensive
			13 (18.1%) Work is Adequate
			9 (12.5%) Work is Basic
			14 (19.4%) Work is Inadequate
3	Fosters Constructive Team Climate	0.743	37 (51.4%) Work is Comprehensive
			13 (18.1%) Work is Adequate
			5 (6.9%) Work is Basic
			17 (23.6%) Work is Inadequate

Empirical & Quantitative - Spring



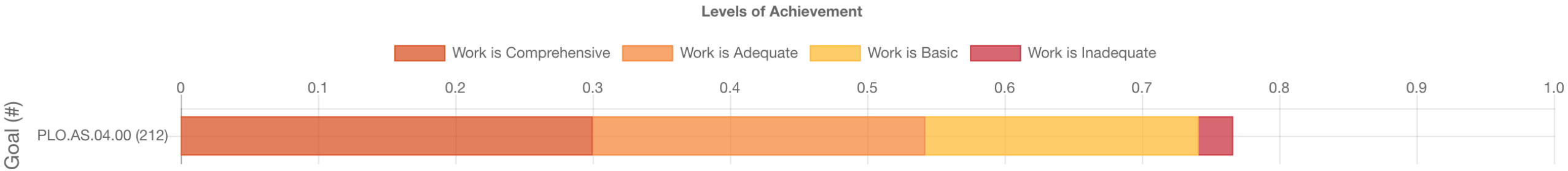
No	Row	Average	Levels Of Achievement
1	Identify problem or question	0.911	35 (77.8%) Work is Comprehensive
			7 (15.6%) Work is Adequate
			0 (0.0%) Work is Basic
			3 (6.7%) Work is Inadequate
2	Computational / Empirical Analysis	0.872	29 (64.4%) Work is Comprehensive
			12 (26.7%) Work is Adequate
			1 (2.2%) Work is Basic
			3 (6.7%) Work is Inadequate
3	Reaching Conclusions	0.9	33 (73.3%) Work is Comprehensive
			9 (20.0%) Work is Adequate
			0 (0.0%) Work is Basic
			3 (6.7%) Work is Inadequate

Social Responsibility – Fall/Spring



No	Row	Average	Levels Of Achievement
1	Cultural and intercultural awareness	0.697	30 (25.6%) Work is Comprehensive
			45 (38.5%) Work is Adequate
			29 (24.8%) Work is Basic
			13 (11.1%) Work is Inadequate
2	Engagement	0.718	33 (28.2%) Work is Comprehensive
			48 (41.0%) Work is Adequate
			24 (20.5%) Work is Basic
			12 (10.3%) Work is Inadequate

Personal Responsibility - Spring



No	Row	Average	Levels Of Achievement
1	Ethical Awareness	0.764	21 (39.6%) Work is Comprehensive
			16 (30.2%) Work is Adequate
			14 (26.4%) Work is Basic
			2 (3.8%) Work is Inadequate
2	Ethical Issue Recognition	0.764	21 (39.6%) Work is Comprehensive
			15 (28.3%) Work is Adequate
			16 (30.2%) Work is Basic
			1 (1.9%) Work is Inadequate
3	Application of Ethical Reasoning	0.783	22 (41.5%) Work is Comprehensive
			18 (34.0%) Work is Adequate
			11 (20.8%) Work is Basic
			2 (3.8%) Work is Inadequate
4	Consequences of Ethical Decisions	0.755	19 (35.8%) Work is Comprehensive
			18 (34.0%) Work is Adequate
			14 (26.4%) Work is Basic
			2 (3.8%) Work is Inadequate

Next Steps

- Results will be shared with faculty for analysis and a plan for improvement will be developed.
- Add primary assessment.
- Include Student Learning Outcomes.
- Professional development of teaching Program Learning Outcomes.
- Work towards adding Allied Health and Career & Technical Education juried assessment.

HOWARD COLLEGE
MAKING DREAMS REAL

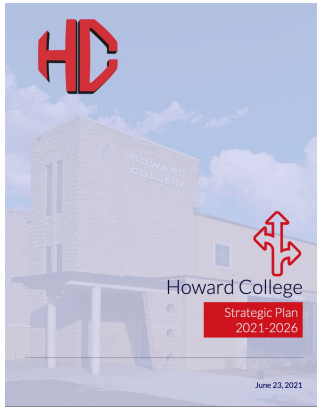
Office of Institutional Effectiveness

Student Achievement Data

Howard College Board of Trustees

June 27, 2022

Howard College Mission



The Howard County Junior College District provides oversight for its two-year institution Howard College Big Spring campus and extension campuses in Lamesa and San Angelo as well as the Southwest College for the Deaf. The district primarily serves the communities of its local taxing district of Howard County and the twelve other Texas counties in its state-legislated service area (Dawson, Martin, Glasscock, Sterling, Coke, Tom Green, Concho, Irion, Schleicher, Sutton, Menard and Kimble) as well as the deaf and hard-of-hearing community at-large in its state-legislated responsibility for the Southwest College for the Deaf. (Texas Education Code 130.084, 130.183 and 131). Students who choose to attend the college district from places outside of its designated responsibility are integrated into the college community. Based on Texas Education Code 130.0011 and 130.003, the role, mission and purpose of the campuses are to provide preparation for a career or for transfer to a senior college or university as follows:

- Career technical programs up to two years in length leading to associate degrees or certificates;
- Vocational programs leading directly to employment in semi-skilled and skilled occupations;
- Freshman and sophomore courses in arts and sciences;
- Continuing adult education programs for occupational or cultural upgrading with certifications as appropriate;
- Compensatory education programs designed to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students consistent with open-admission;
- Workforce development programs designed to meet local and statewide needs;
- Adult literacy and other basic skills programs for adults; and
- Such other purposes prescribed by the Texas Higher Education Coordinating Board or local governing boards in the best interest of postsecondary education in Texas.

Appropriate student services to include counseling and guidance are also provided. The campuses strive to enhance economic, community, cultural and personal development across the service area and to the deaf community through appropriate partnerships and services in meeting its public service mission. Although research is not a primary function as a community college, research in innovative teaching and student development practices to enhance learning, including best practices in deaf education, is encouraged and supported using appropriate resources. Excellence in all academic areas-instruction, research and public service as well as student success with a specialization in deaf education is expected.

SACSCOC Core Requirement 8.1

- The institution identifies, evaluates, and publishes Goals and Outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.

Student Achievement Indicators

- Each indicator will have an achievement goal and a threshold:
  - College readiness completion in:
    - Math
    - Reading
    - Writing
  - College level course completion in:
    - Math
    - Reading
    - Writing
  - Student Success in Coursework
  - Student Graduation
  - Student transfer to four-year institutions
  - Pass rate in State Licensing Examinations

Achievement Goals and Thresholds

- Achievement Goals and Thresholds are target levels of performance/achievement that Howard College aims to reach. Evaluation of previous performance and comparison to our peer group and statewide data.

	Green indicates that Howard College has achieved its goal in that it is at or below both the peer group and statewide average for the indicator.
	Yellow indicates that Howard College is at or below one average, has partially achieved the goal and is within the college's threshold of acceptability.
	Red indicates that Howard College is below both the peer group and statewide average for the indicator and needs improvement.

- Small College Group– Clarendon College, Frank Phillips College, Galveston College, Howard County Junior College District, Northeast TX Community College, Panola College, Ranger College, Vernon College, Western TX College.

Data Source: [1]Texas Higher Education Coordinating Board (THECB) Accountability System website. Data for the report was taken from Texas State Data Reports CBM001, CBM002 and CBM00S. [2]Howard College institutional data. [3]Integrated Postsecondary Education Data System (IPEDS).

College Readiness Completion

Data Source: Texas Higher Education Coordinating Board (THECB) Accountability System website. Data for the report was taken from Texas State Data Reports CBM001, CBM002 and CBM00S.

- All three areas of TSI reached Achievement Goal last year compared to Small College comparison group.

KPI Measure	Definition	Goal	2017	2018	2019	2020	2021
Satisfy TSI Math in Two Years	Of the first-time summer/fall entering (non-flex entry) degree-seeking undergraduates who did not meet the college readiness standard in math and were not TSI exempted, the percent of students who satisfied TSI requirements in 2 years.	**Goal:** To be at or above 3% of State Average of Small Colleges. **Threshold:** To be no lower than 3% of State Average of Small Colleges.	Howard College (District): 44.8% State Small College Average: 47.6%	Howard College (District): 52.8% State Small College Average: 54.9%	Howard College (District): 51.8% State Small College Average: 56.2%	Howard College (District): 55.3% State Small College Average: 55.5%	Howard College (District): 48.3% State Small College Average: 4 5.0%
Satisfy TSI Reading in Two Years	Of the first-time summer/fall entering (non-flex entry) degree-seeking undergraduates who did not meet the college readiness standard in reading and were not TSI exempted, the percent of students who satisfied TSI requirements in 2 years.	**Goal:** To be at or above 3% of State Average of Small Colleges. **Threshold:** To be no lower than 3% of State Average of Small Colleges.	Howard College (District): 48.3% State Small College Average: 64.7%	Howard College (District): 67.4% State Small College Average: 64.7%	Howard College (District): 67.7% State Small College Average: 66.9%	Howard College (District): 73.3% State Small College Average: 65.0%	Howard College (District): 70.2% State Small College Average: 59.1%
Satisfy TSI Writing in Two Years	Of the first-time summer/fall entering (non-flex entry) degree-seeking undergraduates who did not meet the college readiness standard in writing and were not TSI exempted, the percent of students who satisfied TSI requirements in 2 years.	**Goal:** To be at or above 3% of State Average of Small Colleges. **Threshold:** To be no lower than 3% of State Average of Small Colleges.	Howard College (District): 47.8% State Small College Average: 58.4%	Howard College (District): 62.6% State Small College Average: 62.1%	Howard College (District): 64.8% State Small College Average: 64.9%	Howard College (District): 49.0% State Small College Average: 52.2%	Howard College (District): 46.4% State Small College Average: 36.7%

College Level Course Course Completion

Data Source: Texas Higher Education Coordinating Board (THECB) Accountability System website. Data for the report was taken from Texas State Data Reports CBM001, CBM002 and CBM00S.

- Highest math completion in the past five years.
- College level reading completion is consistently high.

KPI Measure	Definition	Goal	2017	2018	2019	2020	2021
College Level Math Completion in Two Years	Of the first-time summer/fall entering (non-flex entry) degree-seeking undergraduates successfully completing a college-level Math course within 2 years.	**Goal:** To be at or above 3% of State Average of Small Colleges. **Threshold:** To be no lower than 3% of State Average of Small Colleges.	Howard College (District): 47.2% State Small College Average: 47.3%	Howard College (District): 42.6% State Small College Average: 44.6%	Howard College (District): 43.5% State Small College Average: 47.3%	Howard College (District): 44.3% State Small College Average: 49.0%	Howard College (District): 52.9% State Small College Average: 51.2%
College Level Reading Completion in Two Years	Of the first-time summer/fall entering (non-flex entry) degree-seeking undergraduates successfully completing a college-level Reading course within 2 years.	**Goal:** To be at or above 3% of State Average of Small Colleges. **Threshold:** To be no lower than 3% of State Average of Small Colleges.	Howard College (District): 70.1% State Small College Average: 67.7%	Howard College (District): 74.7% State Small College Average: 67.2%	Howard College (District): 70.6% State Small College Average: 68.0%	Howard College (District): 76.8% State Small College Average: 70.8%	Howard College (District): 74.8% State Small College Average: 72.1%
College Level Writing Completion in Two Years	Of the first-time summer/fall entering (non-flex entry) degree-seeking undergraduates successfully completing a college-level Writing course within 2 years.	**Goal:** To be at or above 3% of State Average of Small Colleges. **Threshold:** To be no lower than 3% of State Average of Small Colleges.	Howard College (District): 50.7% State Small College Average: 61.4%	Howard College (District): 56.5% State Small College Average: 60.9%	Howard College (District): 53.2% State Small College Average: 61.6%	Howard College (District): 59.5% State Small College Average: 64.5%	Howard College (District): 55.4% State Small College Average: 60.7%

Student Success in Course Work

Data Source: Howard College institutional data.

- Approx. 13% success rate difference between regular enrolled students and dual credit.
- Overall, Approx. 3.5% difference between White to Hispanic, 6% this past year difference (excludes dual credit).
- Approx. 4% average difference between White to Hispanic in Allied Health courses, 3% difference this past year (excludes dual credit).
- Approx. 3% difference in White to Hispanic in Arts & Science courses, 6% difference this past year (excludes dual credit).

KPI	Definition		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Course Success[2]	Percentage of A, B, C grades that were earned during the designated year.	**Goal:** To be at or above 2% from the previous year. **Threshold:** To be no lower than 2% from the previous year.	Howard College (District): 80%	Howard College (District): 80%	Howard College (District): 80%	Howard College (District): 80%	Howard College (District): 79%

Student Graduation

Data Source: Integrated Postsecondary Education Data System (IPEDS).

KPI	Definition		2016	2017	2018	2019	2020
Graduation	Degree/certification seeking students (2-yr institution) Completers within 150% of normal time total	**Goal:** To be at or above 3% of State Average of Small Colleges. **Threshold:** To be no lower than 3% of State Average of Small Colleges.	Howard College: 25.0%	Howard College: 23.0%	Howard College: 29.0%	Howard College: 24.0%	Howard College: 25.0%
			SWCD: 30.0%	SWCD: 23.0%	SWCD: 14.0%	SWCD: 15.0%	SWCD: 24.0%
			State Small College Average: 25.0%	State Small College Average: 26.0%	State Small College Average: 29.0%	State Small College Average: 28.0%	State Small College Average: 28.0%

Howard College Graduation Rate[3] (Gender & Ethnicity)

Data Source: Integrated Postsecondary Education Data System (IPEDS).

- Men are lower in graduation rate for all years except in 2017.
- Hispanic graduation rate is lower or equal to overall graduation rate for each year.

	2016	2017	2018	2019	2020
Overall Rates	**25%**	**23%**	**29%**	**24%**	**25%**
Men	23%	28%	26%	16%	22%
Women	26%	19%	31%	30%	26%
Nonresident Alien	33%	33%	0%	20%	0%
Hispanic/Latino	23%	21%	29%	20%	23%
American Indian or Alaska Native		50%	0%	0%	
Asian		50%	0%	0%	67%
Black or African American	10%	9%	12%	19%	18%
Native Hawaiian or Other Pacific Islander	0%	0%	100%	100%	
White	28%	26%	31%	30%	26%
Two or more races	17%	44%	30%	9%	40%
Race and ethnicity unknown	75%	0%	33%	33%	

SWCD Graduation Rate[3] (Gender & Ethnicity)

Data Source: Integrated Postsecondary Education Data System (IPEDS).

- Men are lower or equal to in graduation rate for all years.
- SWCD enrollment is small which leads to inconsistent graduation rates.

	2016	2017	2018	2019	2020
Overall Rates	**30%**	**23%**	**14%**	**15%**	**24%**
Men	26%	27%	8%	15%	20%
Women	35%	18%	22%	15%	18%
Nonresident Alien	57%	0%	50%		0%
Hispanic/Latino	27%	20%	13%	27%	30%
American Indian or Alaska Native		0%		0%	
Asian		50%		0%	0%
Black or African American	11%	40%	0%	0%	20%
Native Hawaiian or Other Pacific Islander				0%	
White	13%	33%	0%	25%	50%
Two or more races	0%	0%	50%		0%
Race and ethnicity unknown			0%		

Student transfer to four-year institutions

Data Source: Texas Higher Education Coordinating Board (THECB) Accountability System website. Data for the report was taken from Texas State Data Reports CBM001, CBM002 and CBM00S.

- 4% increase in transfer the past four years.

KPI	Definition		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Transfer	Students who entered college for the first time at a two-year institution and were not concurrently enrolled at a four-year institution, and then transferred for the first time to a four-year institution within 6 years.	**Goal:** To be at or above 3% of State Average of Small Colleges. **Threshold:** To be no lower than 3% of State Average of Small Colleges.	Howard College (District): 18.0%	Howard College (District): 18.2%	Howard College (District): 19.3%	Howard College (District): 22.9%	Howard College (District): 22.8%
			State Small College Average: 19.0%	State Small College Average: 20.2%	State Small College Average: 23.0%	State Small College Average: 23.3%	State Small College Average: 23.1%

Pass Rate in State Licensing Examinations

Data Source: Texas Higher Education Coordinating Board (THECB) Accountability System website. Data for the report was taken from Texas State Data Reports CBM001, CBM002 and CBM00S.

- Consistently successful in state licensure exams.
- 100% success rates in Dental Hygiene, Radiology Tech, Vocational Nursing, Medical Assistant, and Registered Nursing.

KPI	Definition		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
State Licensing Examinations	Pass rate for students who take a certification or licensure exam in their discipline.	**Goal:** To be at or above 3% of State Average of Small Colleges. **Threshold:** To be no lower than 3% of State Average of Small Colleges.	Howard College (District): 95.5%	Howard College (District): 96.3%	Howard College (District): 94.4%	Howard College (District): 95.2%	Howard College (District): 95.8%
			State Small College Average: 89.8%	State Small College Average: 90.3%	State Small College Average: 90.5%	State Small College Average: 90.4%	State Small College Average: 87.8%

Student Achievement Indicators

- Each indicator will have an achievement goal and a threshold:
  - College readiness in:
    - Math
    - Reading
    - Writing
  - College level course completion in:
    - Math
    - Reading
    - Writing
  - Student Success in Coursework
  - Student Graduation
  - Student transfer to four-year institutions
  - Pass rate in State Licensing Examinations