



HOWARD COLLEGE

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October 17, 2022

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HOWARD COLLEGE
— MAKING DREAMS REAL —

Office of Institutional Effectiveness

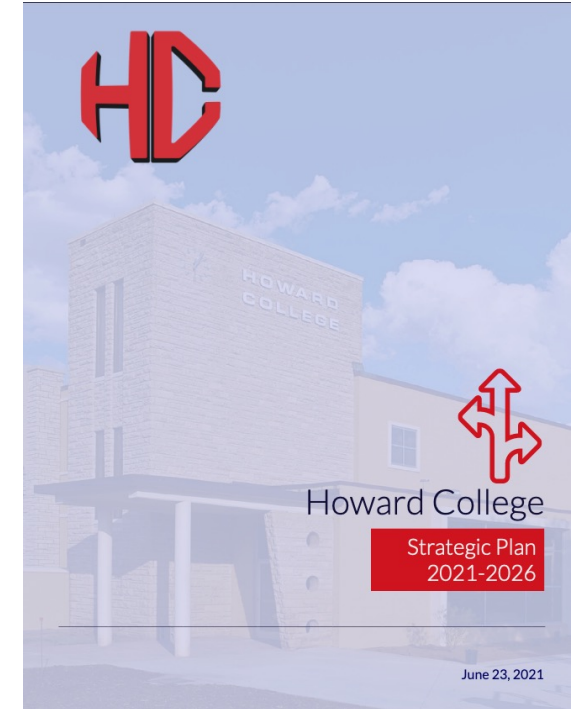
Access Indicators

Board of Trustees Meeting
October 17, 2022

Access

Increase opportunities and participation in programs to enhance the social and economic mobility of students in the communities we serve.

- Goal 1.1: Remove barriers that prevent students from entering and successfully completing their educational goals.
 - Objective 1.1.1 – Create an educational pipeline.
 - Objective 1.1.2 – Improve student onboarding processes.
 - Objective 1.1.3 – Strengthen services to students with need.



Access Indicators

- *Enrollment*
- 8th Grade Cohorts Tracked through Higher Education
- High School to College Rate
- Application to Enrollment Rate
- Dual Credit Conversion Rate

8th Grade Cohorts Tracked through Higher Education – Howard County

		8th Grade (FY 2009)	HS Graduate by 2014	Enrolled TX 4-year	Enrolled TX 2-year	Enrolled in Higher Education	Higher Ed Degree or Certificate Texas
Statewide	Overall	343,471	79%	21%	32%	53%	23%
Howard	Overall	419	76%	12%	35%	47%	20%
Statewide	Not Economically Disadvantaged	157,807	85%	30%	35%	65%	34%
Howard	Not Economically Disadvantaged	200	88%	22%	39%	61%	32%
Statewide	Economically Disadvantaged	185,664	74%	13%	30%	43%	14%
Howard	Economically Disadvantaged	219	66%	3%	31%	34%	9%
Statewide	Female	167,251	81%	23%	35%	58%	28%
Howard	Female	195	79%	13%	45%	58%	25%
Statewide	Male	176,220	77%	18%	30%	48%	19%
Howard	Male	224	74%	11%	26%	37%	16%
Howard	Hispanic	204	72%	6%	33%	39%	14%
Howard	White	182	79%	20%	36%	55%	27%
Howard	Other Ethnicities	33	88%	6%	39%	45%	15%

8th Grade Cohorts Tracked through Higher Education – Tom Green County

		8th Grade (FY 2009)	HS Graduate by 2014	Enrolled TX 4-year	Enrolled TX 2-year	Enrolled in Higher Education	Higher Ed Degree or Certificate Texas
Statewide	Overall	343,471	79%	21%	32%	53%	23%
Tom Green	Overall	1190	81%	29%	21%	50%	23%
Statewide	Not Economically Disadvantaged	157,807	85%	30%	35%	65%	34%
Tom Green	Not Economically Disadvantaged	594	86%	42%	20%	62%	34%
Statewide	Economically Disadvantaged	185,664	74%	13%	30%	43%	14%
Tom Green	Economically Disadvantaged	596	77%	16%	21%	37%	11%
Statewide	Female	167,251	81%	23%	35%	58%	28%
Tom Green	Female	599	84%	32%	26%	58%	27%
Statewide	Male	176,220	77%	18%	30%	48%	19%
Tom Green	Male	591	78%	26%	16%	42%	18%
Tom Green	African American	52	90%	23%	23%	46%	10%
Tom Green	Hispanic	561	79%	20%	25%	45%	16%
Tom Green	White	560	83%	39%	17%	56%	30%
Tom Green	Other Ethnicities	17	71%	41%	0%	41%	12%

8th Grade Cohorts Tracked through Higher Education – Dawson County

		8th Grade (FY 2009)	HS Graduate by 2014	Enrolled TX 4-year	Enrolled TX 2-year	Enrolled in Higher Education	Higher Ed Degree or Certificate Texas
Statewide	Overall	343,471	79%	21%	32%	53%	23%
Dawson	Overall	165	73%	16%	39%	55%	22%
Statewide	Not Economically Disadvantaged	157,807	85%	30%	35%	65%	34%
Dawson	Not Economically Disadvantaged	51	86%	31%	33%	65%	35%
Statewide	Economically Disadvantaged	185,664	74%	13%	30%	43%	14%
Dawson	Economically Disadvantaged	114	67%	10%	41%	51%	17%
Statewide	Female	167,251	81%	23%	35%	58%	28%
Dawson	Female	73	67%	16%	36%	52%	23%
Statewide	Male	176,220	77%	18%	30%	48%	19%
Dawson	Male	92	77%	16%	41%	58%	22%
Dawson	Hispanic	124	68%	9%	40%	48%	15%
Dawson	Other Ethnicities	41	88%	39%	37%	76%	44%

Percent of High School Graduates Enrolled in Texas Public or Independent Higher Education

County & ISD	2017-2018	2018-2019	2019-2020	2020-2021
DAWSON County				
<u>LAMESA ISD</u>				
College	49.65%	48.80%	40.87%	51.94%
<i>HOWARD COLLEGE %</i>	13.99%	11.20%	8.70%	11.63%
Not Found	50.35%	51.20%	59.13%	48.06%
HOWARD County				
<u>BIG SPRING ISD</u>				
College	35.22%	30.52%	22.85%	24.12%
<i>HOWARD COLLEGE %</i>	21.74%	11.74%	12.36%	14.79%
Not Found	64.78%	69.48%	77.15%	75.88%
<u>COAHOMA ISD</u>				
College	45.45%	51.92%	52.54%	46.48%
<i>HOWARD COLLEGE %</i>	29.09%	23.08%	15.25%	18.31%
Not Found	54.55%	48.08%	47.46%	53.52%
<u>FORSAN ISD</u>				
College	60.00%	69.57%	47.73%	60.98%
<i>HOWARD COLLEGE %</i>	25.00%	23.91%	22.73%	39.02%
Not Found	40.00%	30.43%	52.27%	39.02%
KIMBLE County				
<u>JUNCTION ISD</u>				
College	37.78%	54.90%	60.00%	48.48%
Not Found	62.22%	45.10%	40.00%	51.52%
MARTIN County				
<u>STANTON ISD</u>				
College	42.42%	48.53%	42.86%	59.57%
<i>HOWARD COLLEGE %</i>				10.64%
Not Found	57.58%	51.47%	57.14%	40.43%

Percent of High School Graduates Enrolled in Texas Public or Independent Higher Education

County & ISD	2017-2018	2018-2019	2019-2020	2020-2021
SCHLEICHER County				
<u>SCHLEICHER ISD</u>				
College	51.61%	66.67%	48.65%	56.41%
HOWARD COLLEGE %		23.33%	16.22%	
Not Found	48.39%	33.33%	51.35%	43.59%
SUTTON County				
<u>SONORA ISD</u>				
College	53.70%	53.85%	37.33%	57.41%
HOWARD COLLEGE %		12.31%		12.96%
Not Found	46.30%	46.15%	62.66%	42.59%
TOM GREEN County				
<u>CHRISTOVAL ISD</u>				
College	57.50%	50.00%	58.14%	48.72%
HOWARD COLLEGE %		13.89%		
Not Found	42.50%	50.00%	41.86%	51.28%
<u>GRAPE CREEK ISD County</u>				
College	40.30%	39.76%	25.42%	37.50%
HOWARD COLLEGE %	8.96%	9.64%	13.56%	8.33%
Not Found	59.70%	60.24%	74.58%	62.50%
<u>SAN ANGELO ISD County</u>				
College	44.50%	42.82%	38.22%	40.79%
HOWARD COLLEGE %	8.49%	8.82%	7.64%	8.44%
Not Found	55.50%	57.08%	60.78%	59.21%
<u>TEXAS LEADERSHIP County</u>				
College	41.18%	49.18%	49.30%	42.25%
HOWARD COLLEGE %	16.18%	13.11%	12.68%	8.45%
Not Found	58.82%	50.82%	50.70%	57.75%
<u>WALL ISD County</u>				
College	85.19%	76.83%	77.38%	79.05%
HOWARD COLLEGE %			5.95%	
Not Found	14.81%	23.17%	22.62%	20.95%

Application to Enrollment – Fall 2020

	Total Applications	Enrolled		Found Elsewhere		Not Found	
Big Spring	588	220	37%	168	29%	200	34%
Lamesa	34	11	32%	9	26%	14	41%
San Angelo	819	298	36%	154	19%	367	45%
SWCD	24	9	38%	5	21%	10	42%
Fall 2020	1465	535	37%	336	23%	594	41%

Application to Enrollment – Fall 2021

	Total Applications	Enrolled		Found Elsewhere		Not Found	
Big Spring	715	277	39%	174	24%	264	37%
Lamesa	39	15	38%	3	8%	21	54%
San Angelo	789	301	38%	117	15%	371	47%
SWCD	36	15	42%	4	11%	17	47%
Fall 2021	1579	608	39%	298	19%	673	43%

Application to Enrollment – Fall 2022

	Total Applications	Enrolled		Found Elsewhere		Not Found	
Big Spring	771	239	31%	129	17%	403	52%
Lamesa	51	13	25%	0	0%	38	75%
San Angelo	896	306	34%	96	11%	494	55%
SWCD	47	21	45%	2	4%	24	51%
Fall 2022	1765	579	33%	231	13%	955	54%

Dual Credit Conversion Rate Fall 2020

Dual Credit Seniors	Students	Percent
625	116	18.6%

High School	# of Students
Big Spring High School	24
Central High School	20
Lamesa High School	9
Forsan High School	8
San Angelo Lake View High School	7
Coahoma High School	7
Ballinger High School	6
Texas Leadership Charter Academy	5
Stanton High School	3
Bronte High School	3
Veribest High School	3
Grape Creek High School	3
Cornerstone Christian School	2
Sonora High School	2
Sterling City High School	2
Paint Rock High School	2
Wall High School	1
Grady High School	1
Sands High School	1
Irion County High School	1
Garden City High School	1
(Blank)	1
Water Valley High School	1
Westbrook High School	1
Texas Home School	1
Robert Lee High School	1
Grand Total	116

Dual Credit Conversion Rate Fall 2021

Dual Credit Seniors	Students	Percent
591	124	21.0%

High Schools	# of Students
Central High School	29
Big Spring High School	22
San Angelo Lake View High School	14
Forsan High School	11
Coahoma High School	8
Lamesa High School	6
Stanton High School	5
Garden City High School	4
Texas Leadership Charter Academy	4
Grape Creek High School	3
Sands High School	2
Sterling City High School	2
Klondike High School	2
Ballinger High School	2
Eldorado High School	1
Eden High School	1
Bronte High School	1
Paint Rock High School	1
Texas GED	1
Dawson High School	1
Water Valley High School	1
George County High School	1
Westbrook Senior High School	1
Grady High School	1
Grand Total	124

Dual Credit Conversion Rate Fall 2022

Dual Credit Seniors	Students	Percent
623	97	15.6%

High School	# of Students
Central High School	26
Big Spring High School	19
Forsan High School	8
San Angelo Lake View High School	7
Sands High School	5
Stanton High School	5
Coahoma High School	5
Texas Leadership Charter Academy	5
Robert Lee High School	3
Eden High School	3
Grape Creek High School	2
Miles High School	2
Garden City High School	1
Christoval High School	1
Sterling City High School	1
Lamesa High School	1
Paint Rock High School	1
Junction High School	1
Klondike High School	1
Grand Total	97

— HOWARD COLLEGE —

LEADS

Learn. Experience. Achieve Defined Success.

HOWARD COLLEGE LEADS

Final Report
October 2022



HOWARD COLLEGE
— MAKING DREAMS REAL —

WE DID IT!!!!

*In Spring 2022, the **Howard College LEADS Program** completed the FIFTH and final year of QEP implementation. This report includes significant data that was reported in our SACSCOC Fifth Year Report in addition to annual data comparisons of Year 1 to 5.*

SIGNIFICANT CHANGES

In the fifth year of implementation, we combined LEADS with the DREAMS Week zero week orientation and required all LEADS students to attend. We had 323 students attend for the district.

Curriculum changes were made during summer 2021 based upon recommendations from students, LEADS coaches and mentors as well as information obtained from the First Year Experience Annual Conference.

#Livinthedream

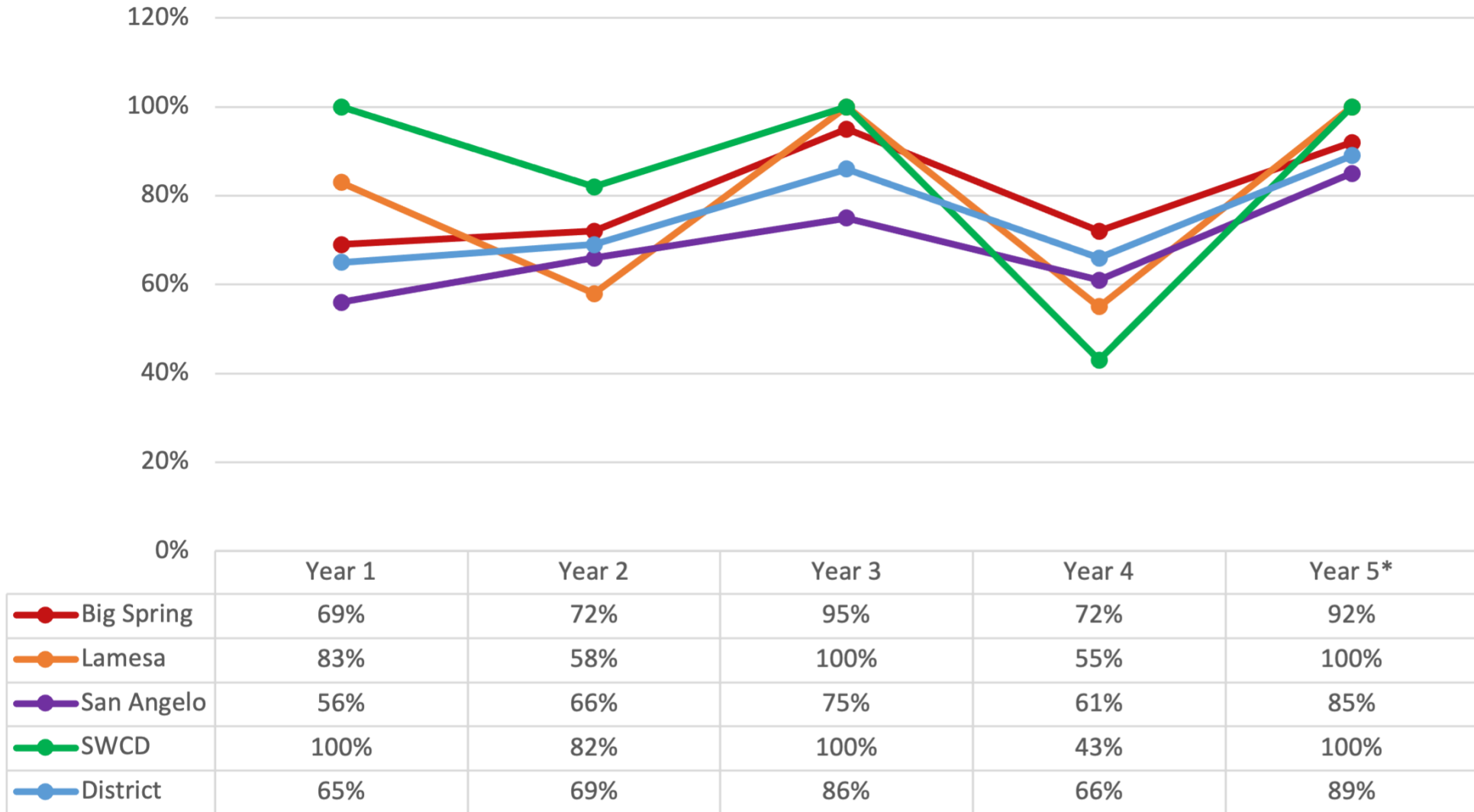


Livin' the Dream



Program Completion Rate Trend

LEADS Completion Rate Trends

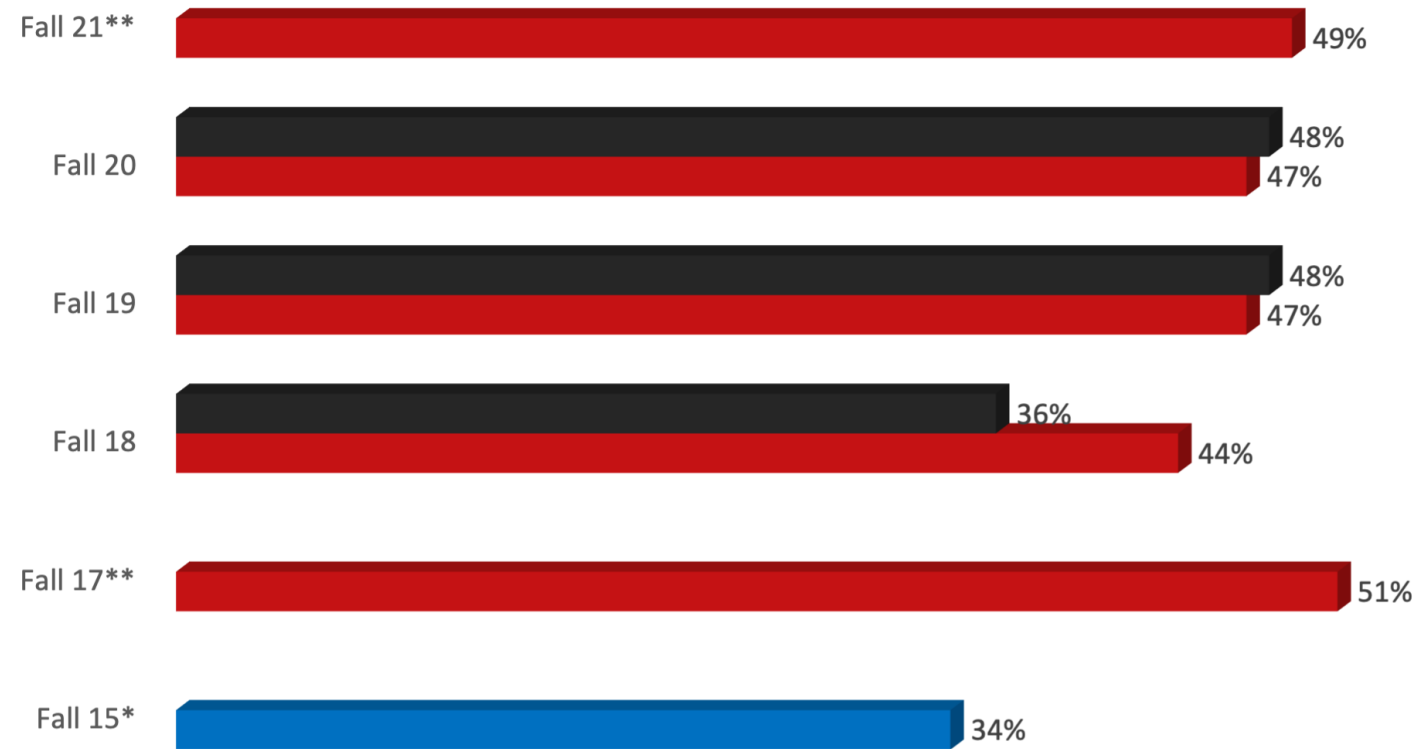


*Included Fall only data

Grade Reports Goal #1

Goal #1 Course Completion - C or Higher/No Withdrawals

■ Spring Semester ■ Fall Semester

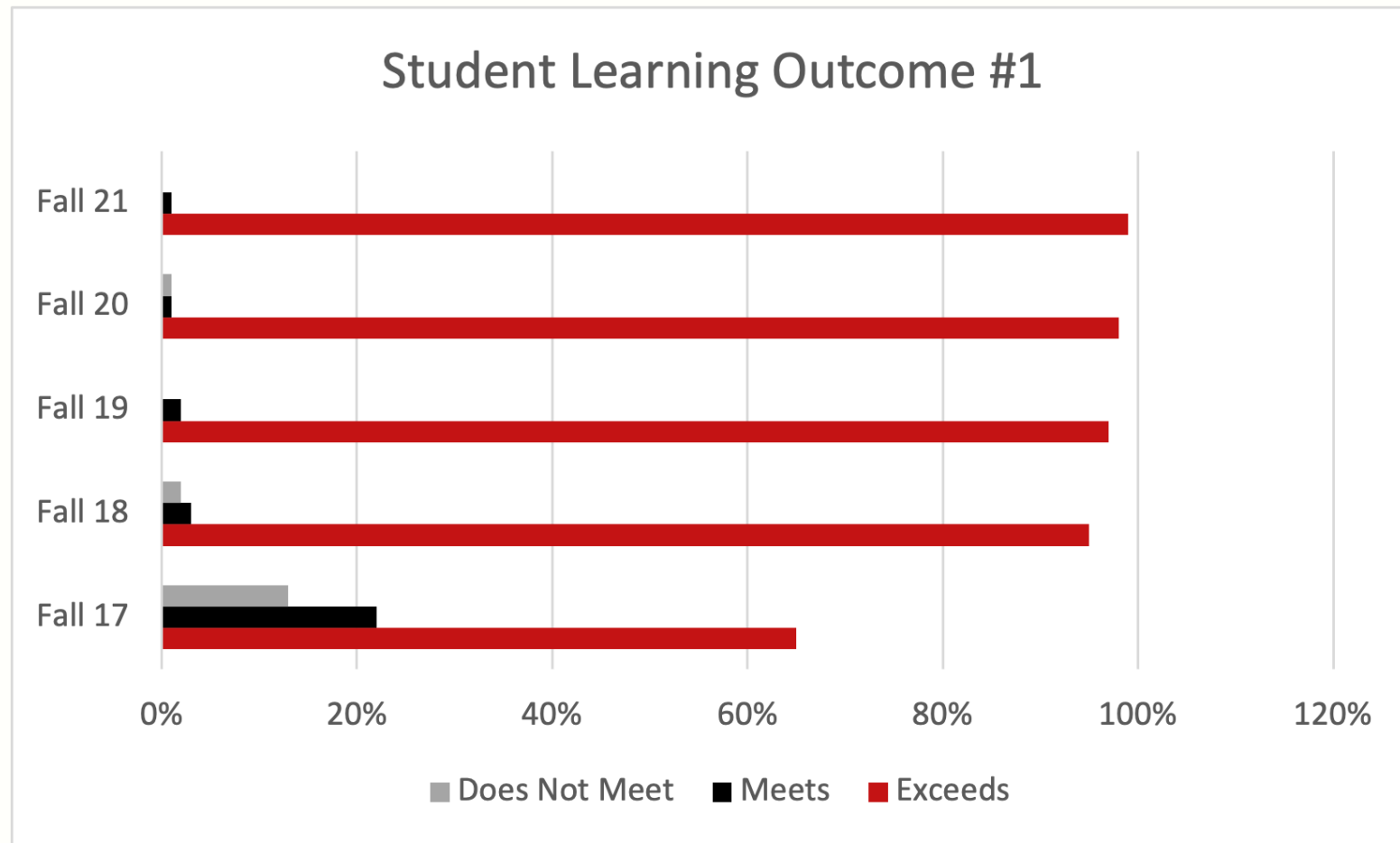


*Baseline

**Included Fall only data

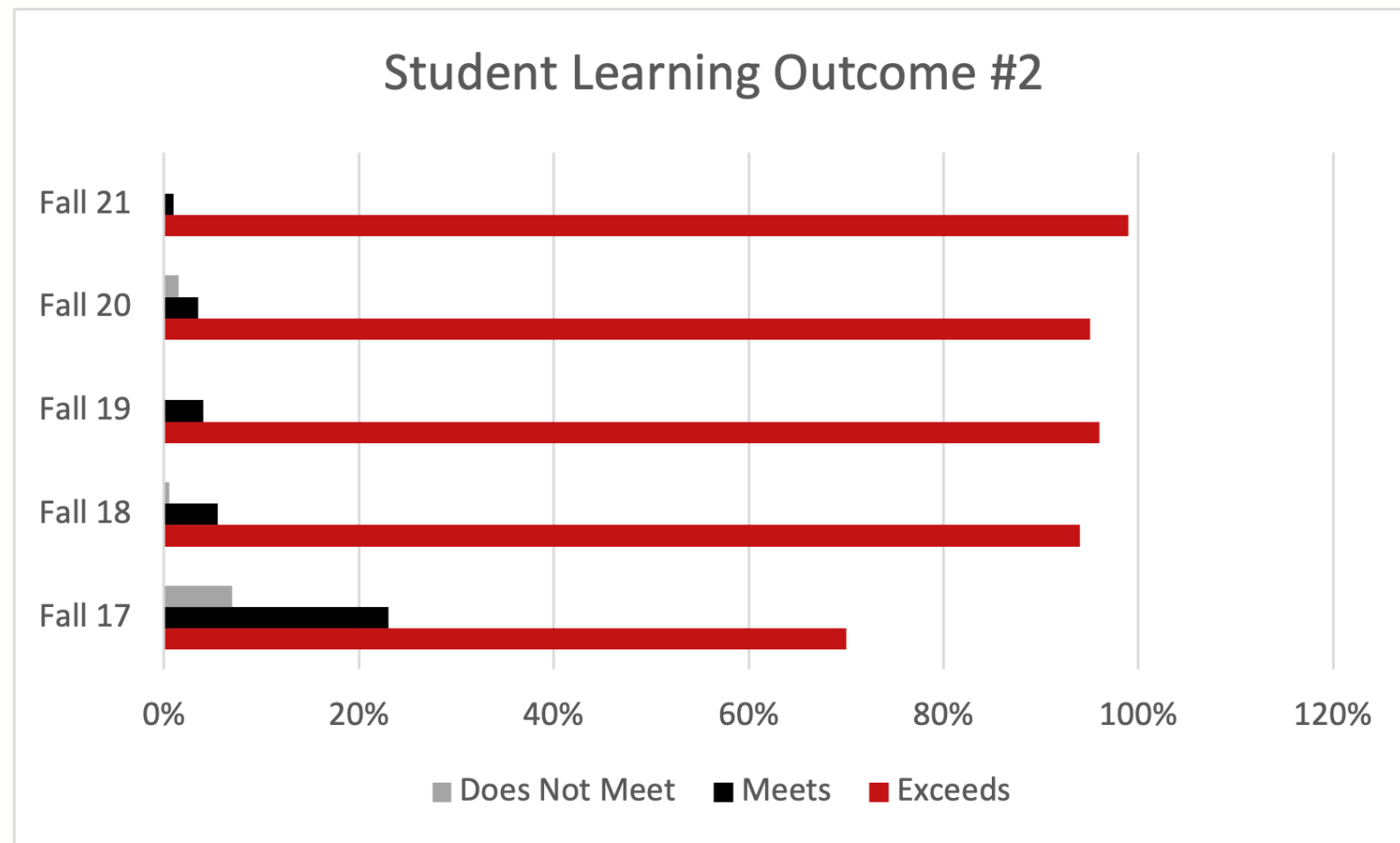
Student Learning Outcome #1

Locate, identify, and access key student support service offices and institutional resources



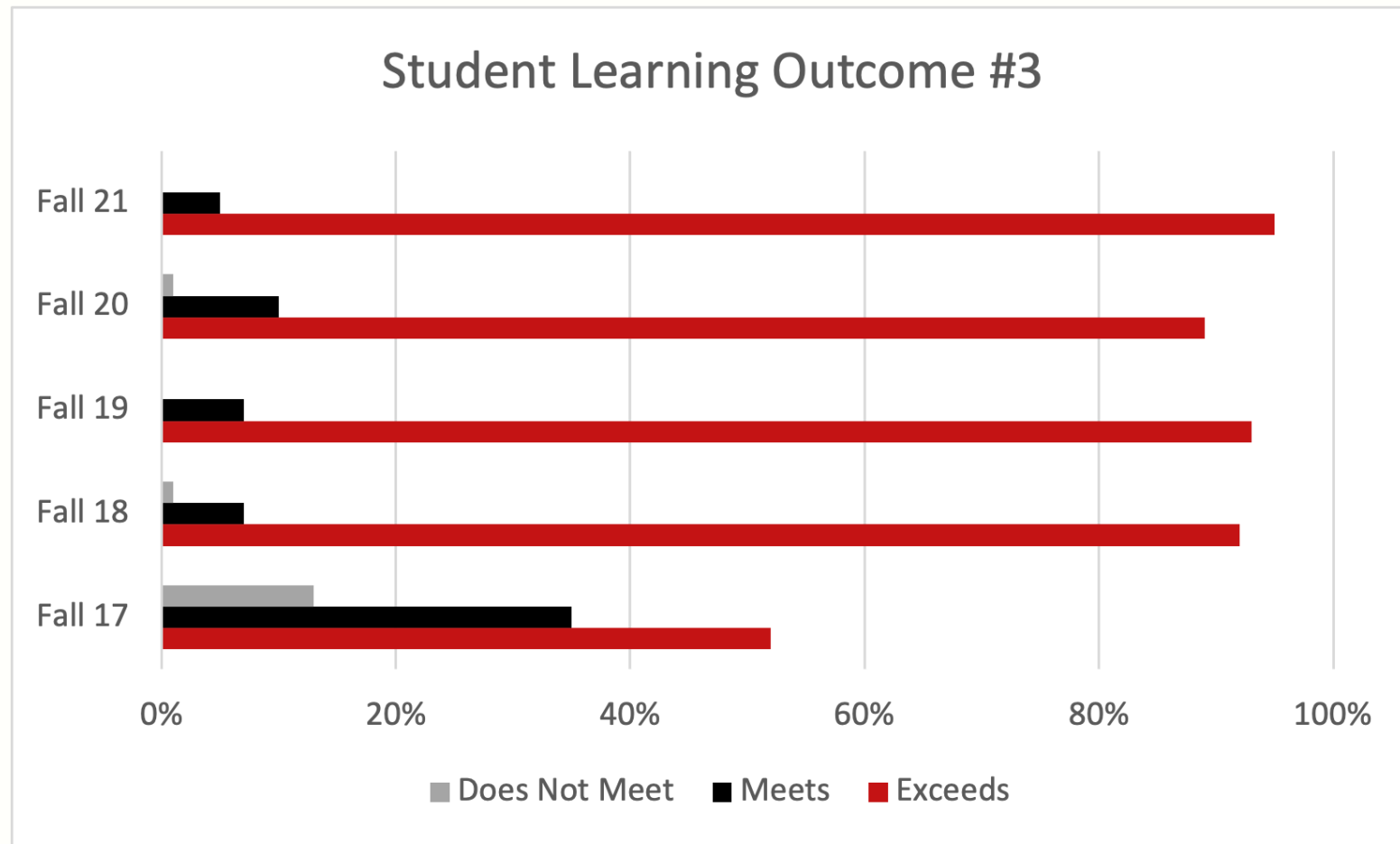
Student Learning Outcome #2

Utilize relevant campus internet and communication technologies.



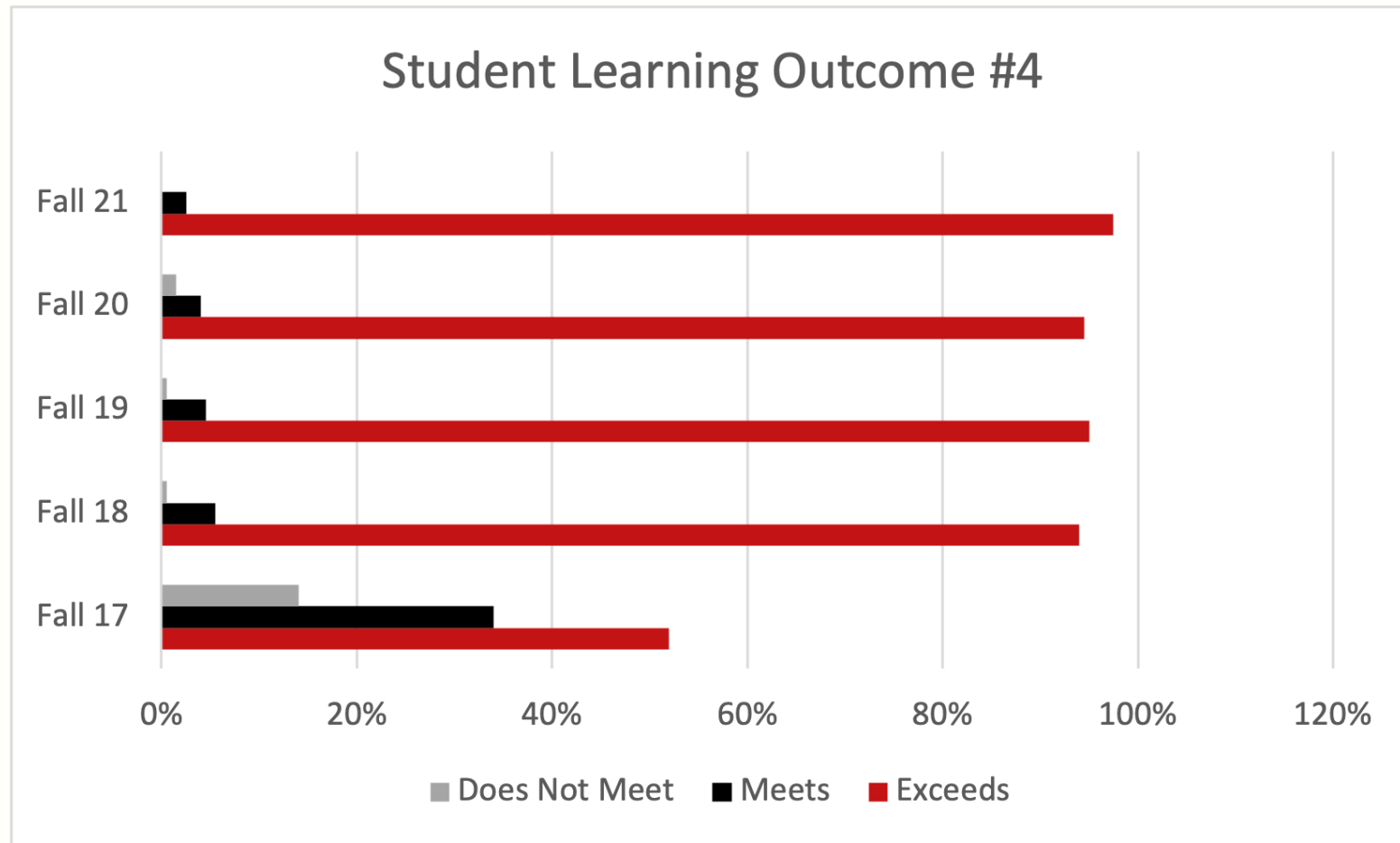
Student Learning Outcome #3

Discover and implement personal learning strategies.



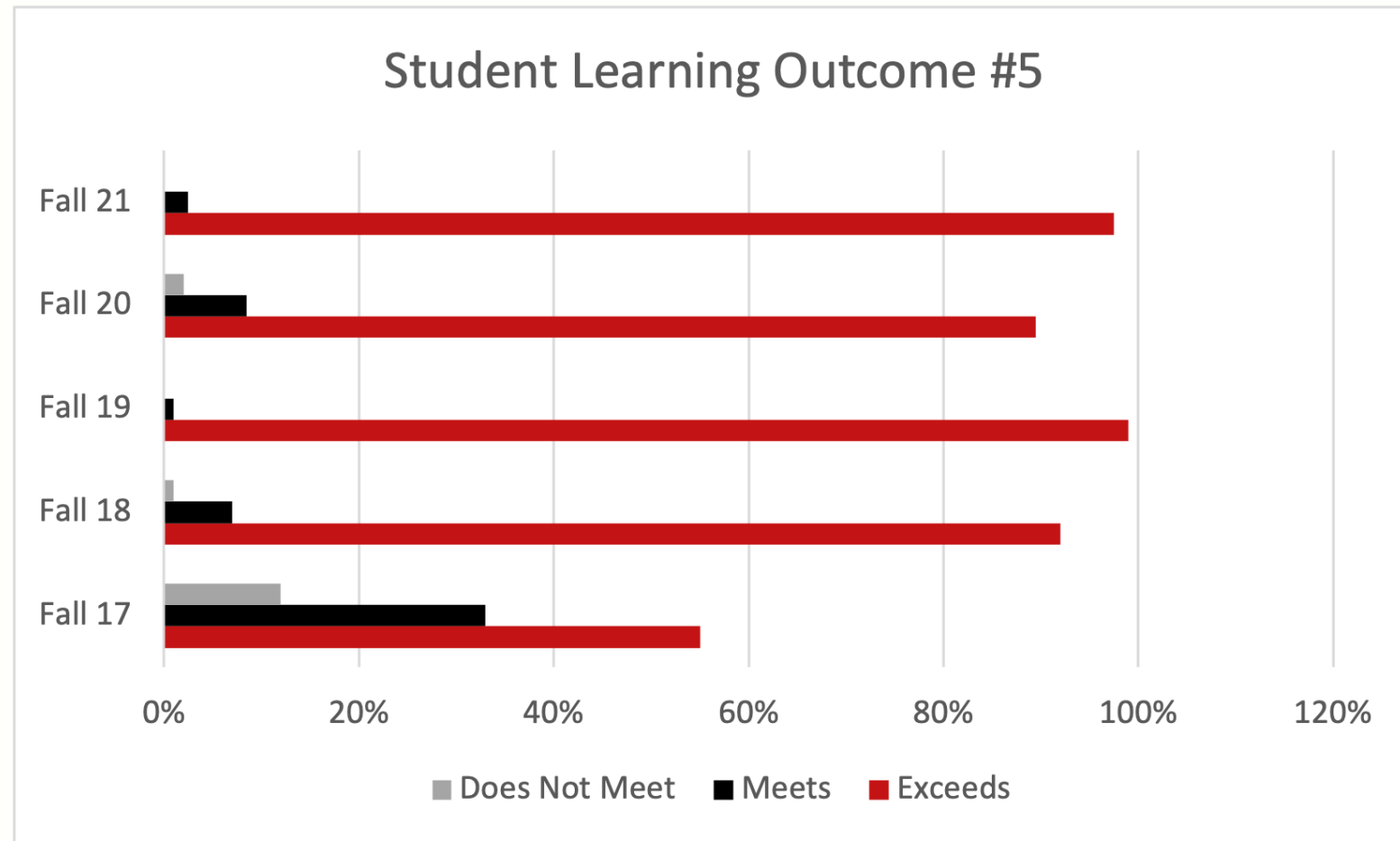
Student Learning Outcome #4

Demonstrate use of an effective time management system.



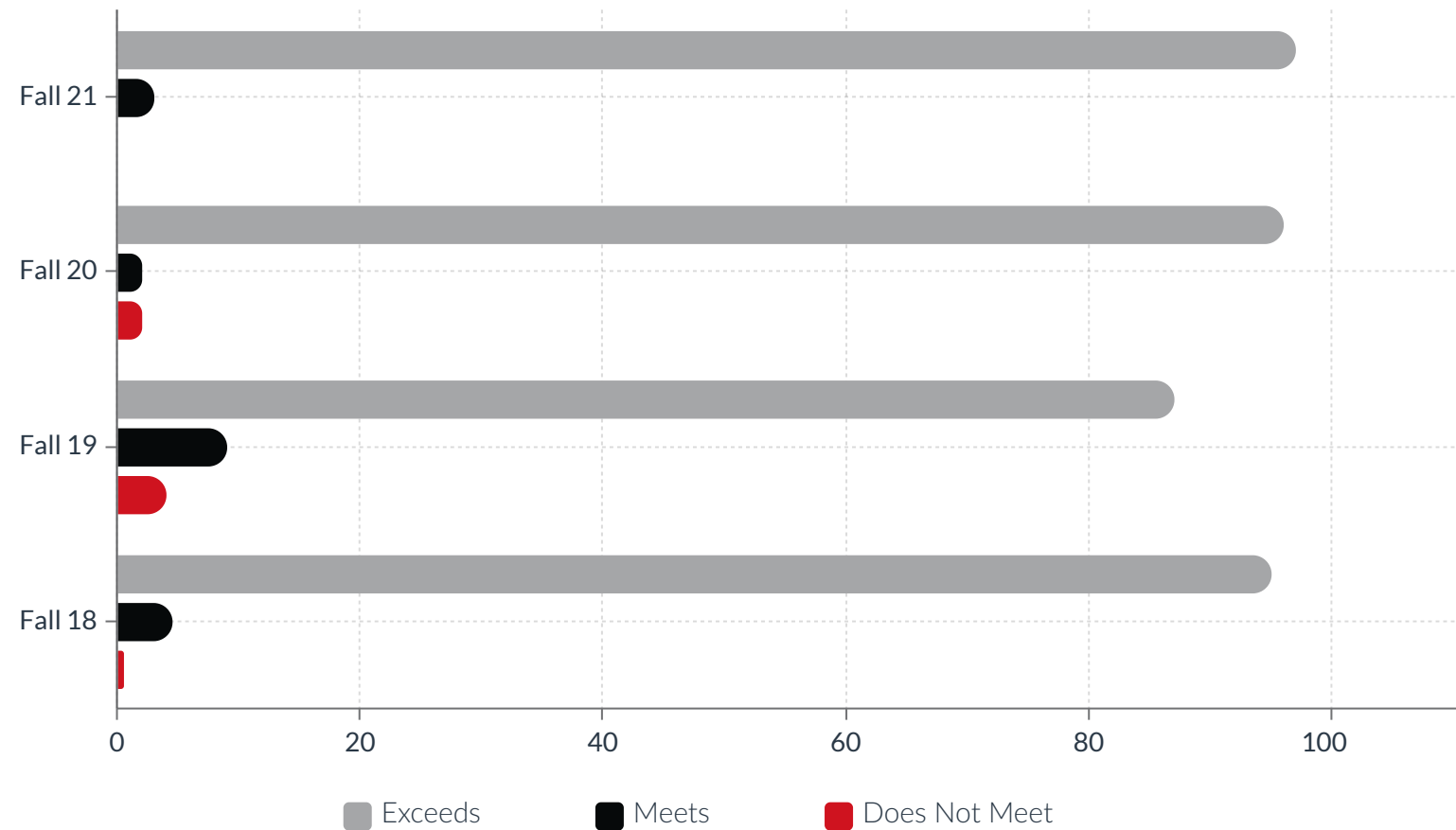
Student Learning Outcome #5

Student will adopt systems of academic organization suited to their major / course load.



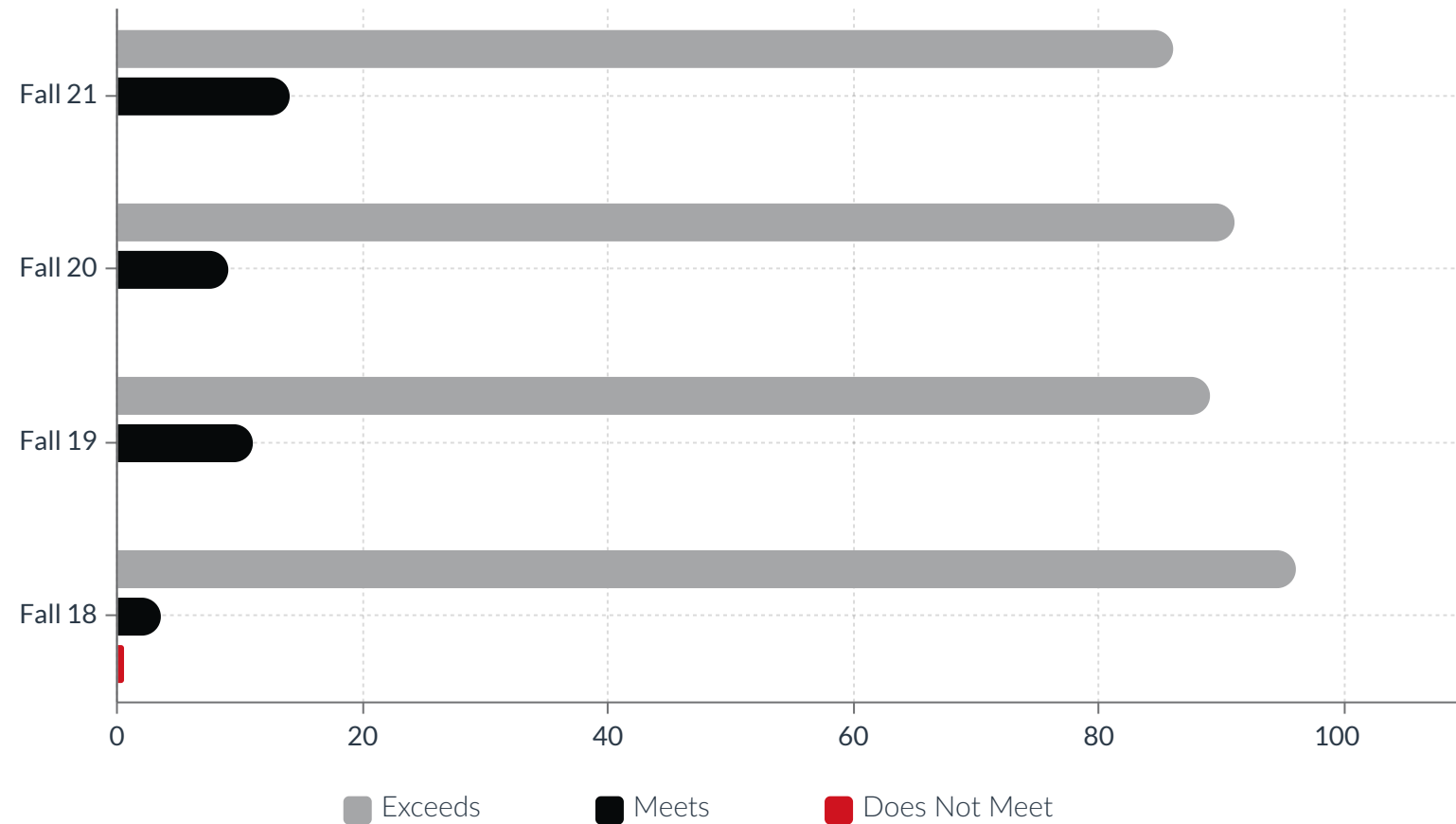
Goal #2: Students Engage in Career & Academic Planning

Career Research / Self Assessment



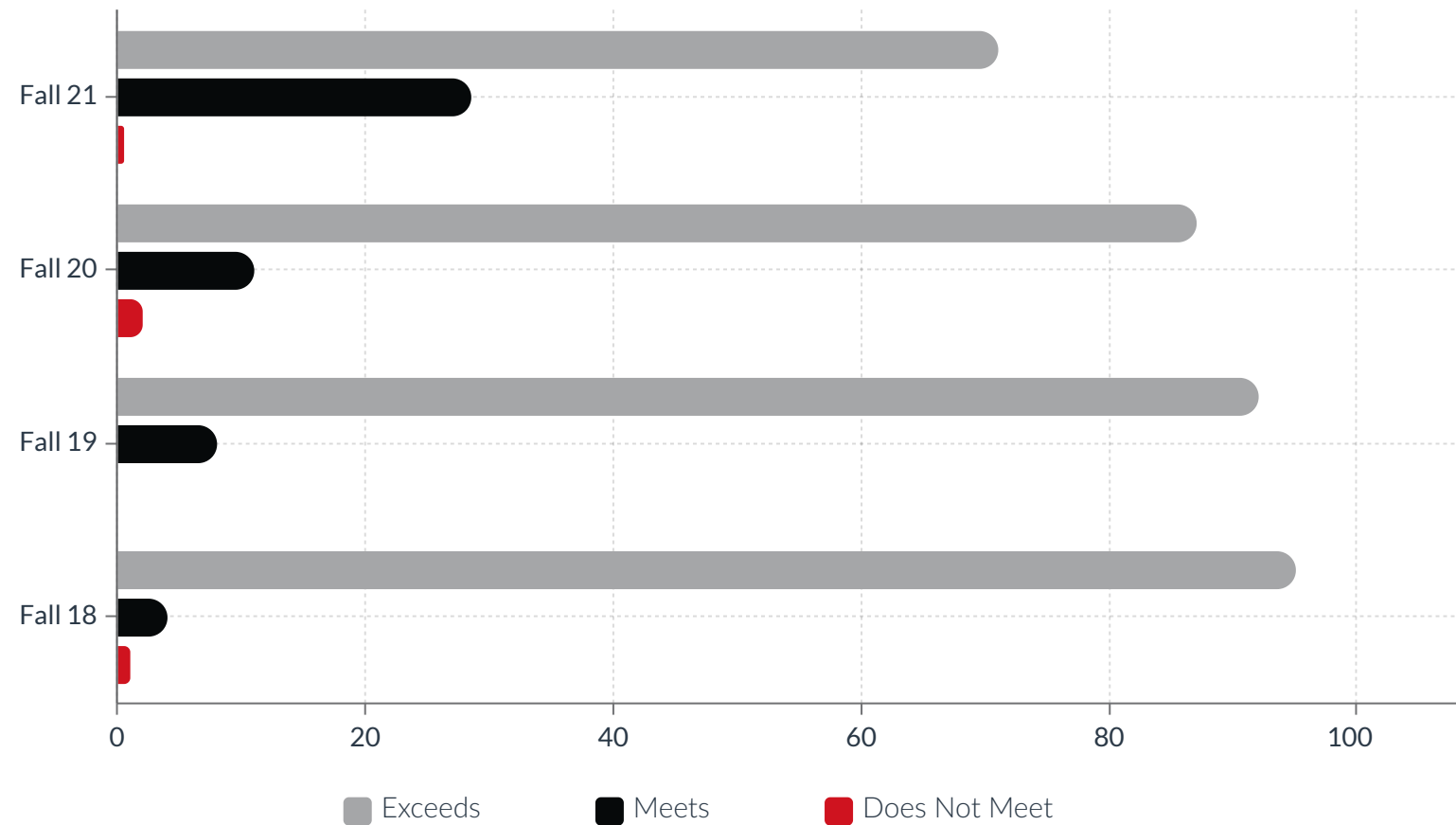
Goal #2: Students Engage in Career & Academic Planning

Development of Educational Plan



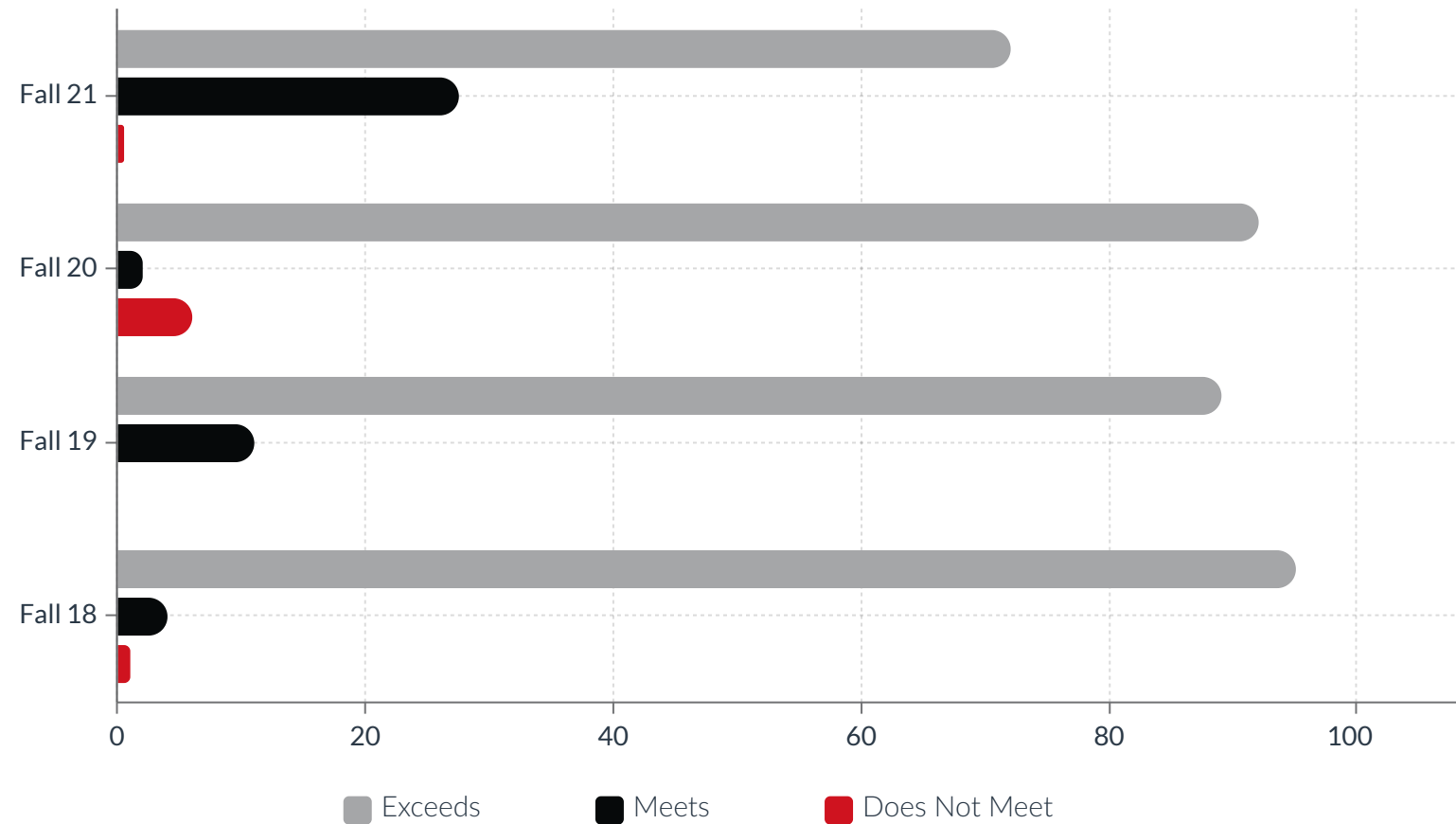
Goal #2: Students Engage in Career & Academic Planning

Completes Preparatory Steps



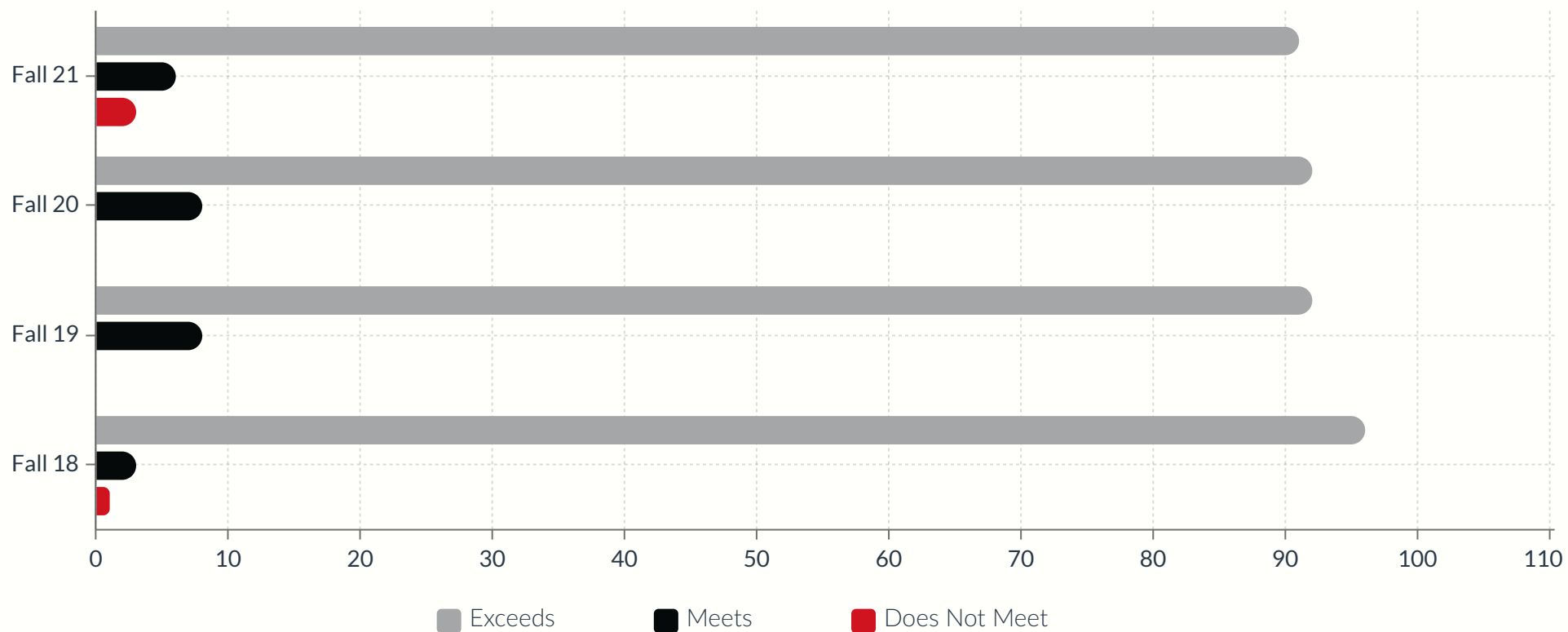
Goal #2: Students Engage in Career & Academic Planning

ACPP Contains Required Content



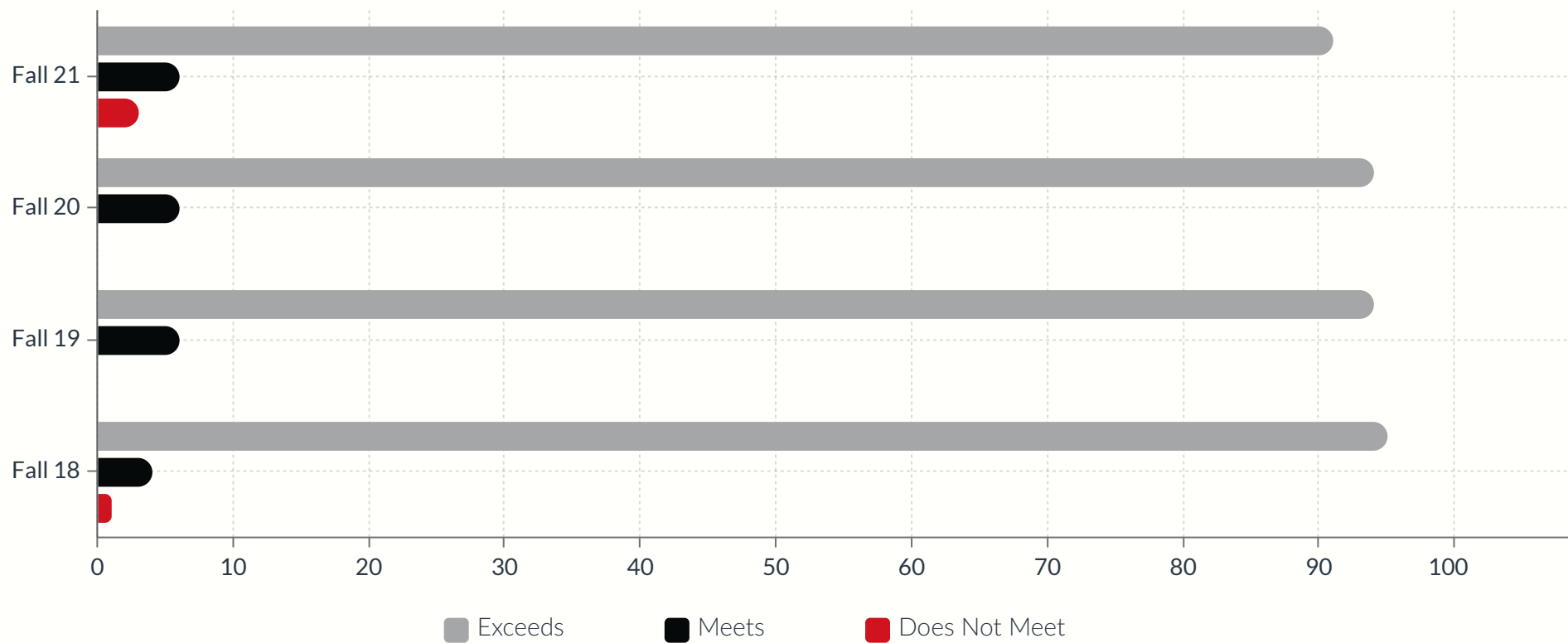
Goal #3: Students Engage in Campus and Community Activities & Service Work

Students Adequately Describe Service Work Activity



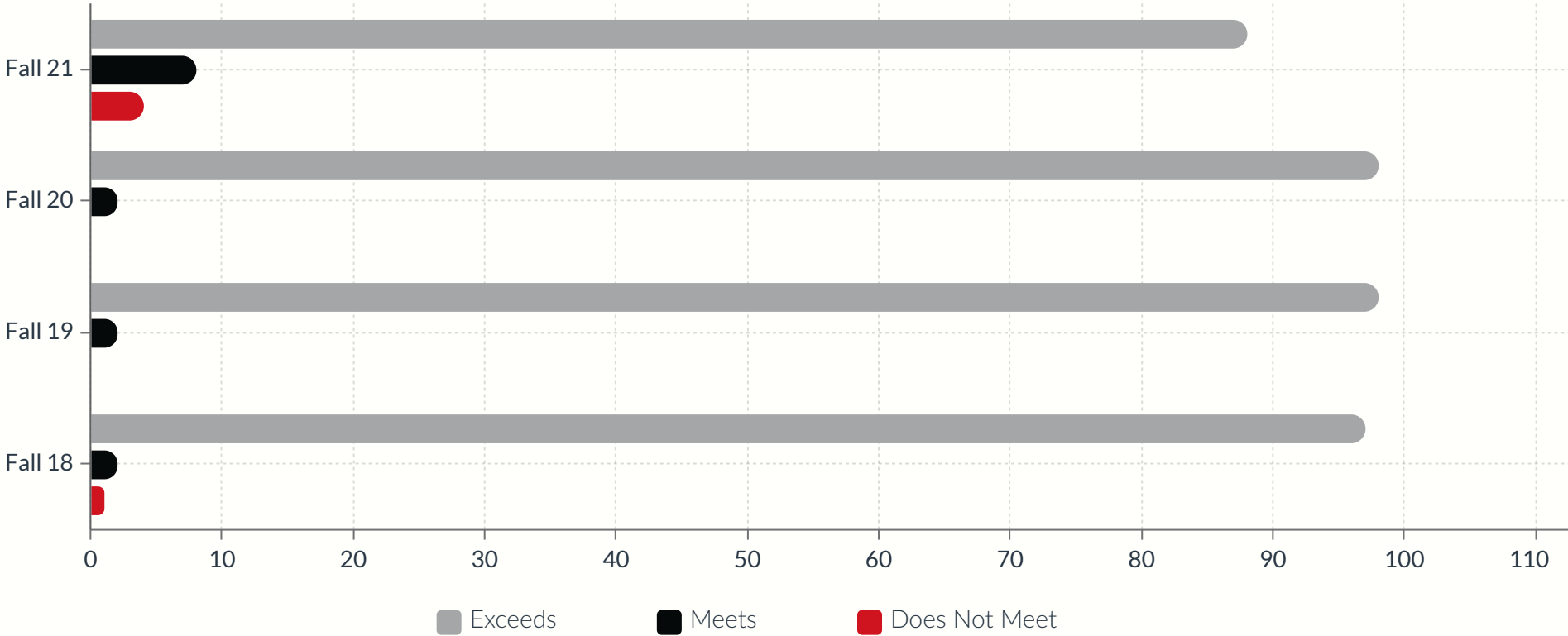
Goal #3: Students Engage in Campus and Community Activities & Service Work

Students Connect the Service Work Activity to Life

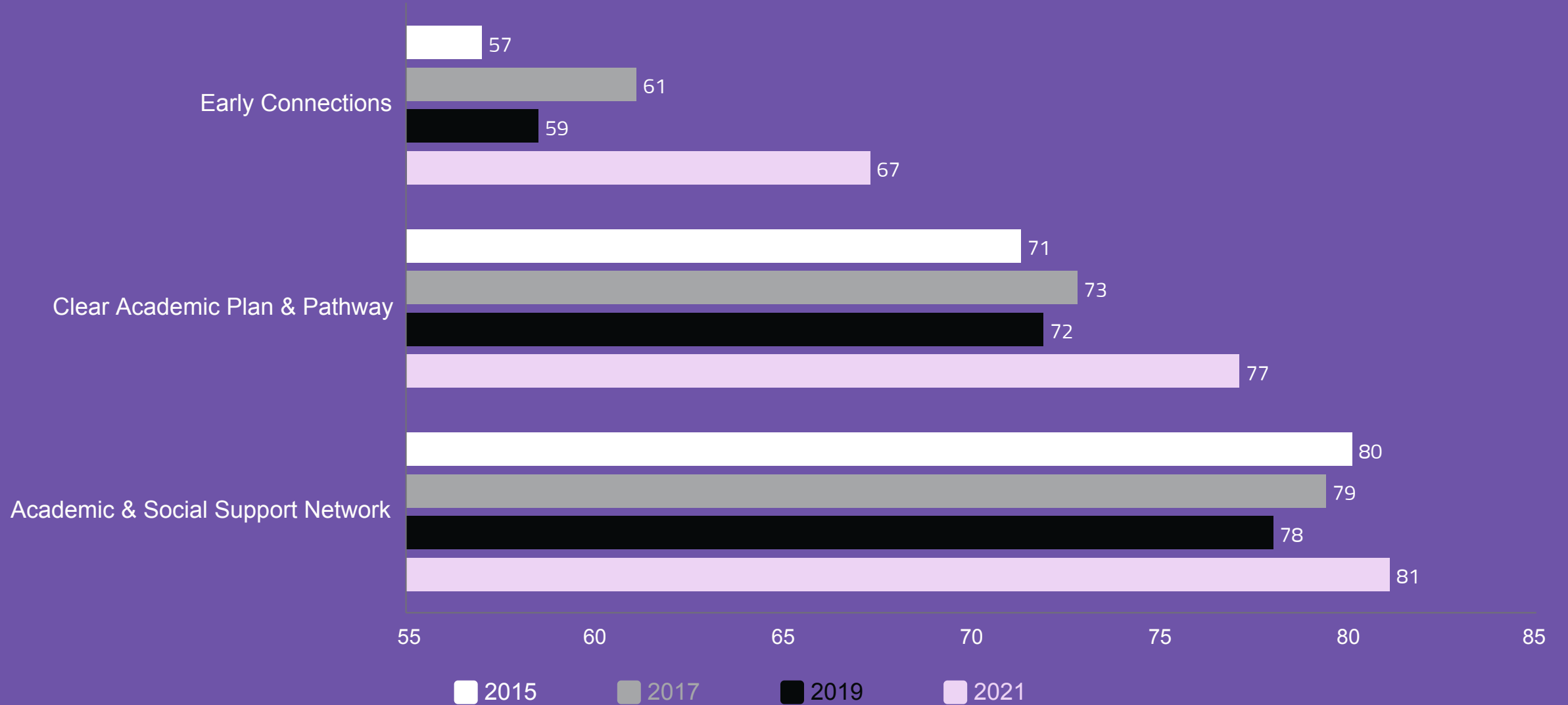


Goal #3: Students Engage in Campus and Community Activities & Service Work

Students Reflect on Their Role in the Activity



Survey of Entering Student Engagement Indicators



Shown in percent value

Texas Pathways Indicator Results



Completed College-Level Math, Reading, & Writing in Year 1

Institution
Multiple values

Size
All

Region
All

Location
All

Round 1 Cadre
All

Metric
Percentage of FTIC Students
Enrolled (%)

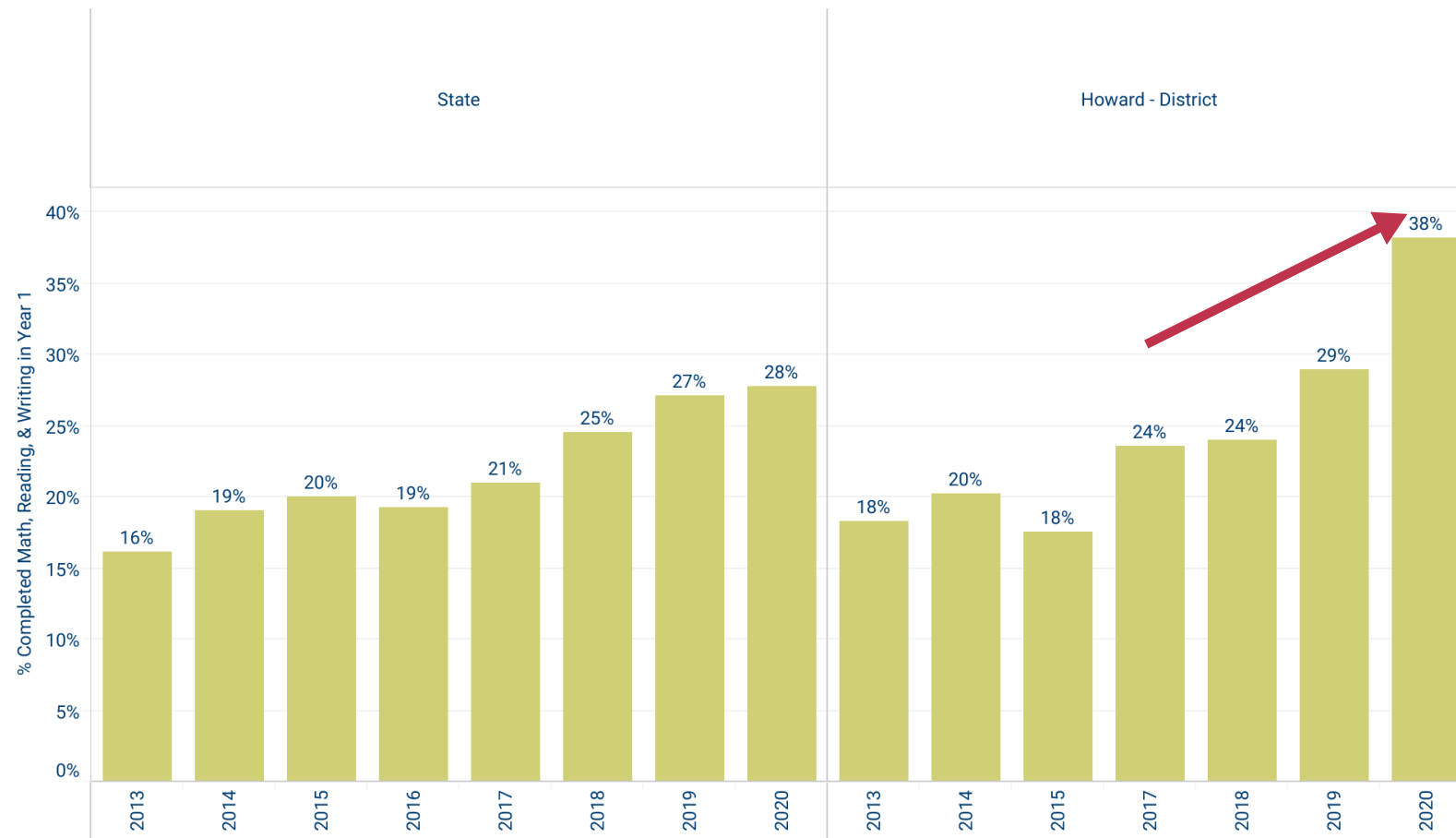
Student Characteristic
Total

Type of Graph
Stacked

Legend

- Underprepared
- Prepared
- African American
- Hispanic
- White
- Other
- Female
- Male
- Part-Time
- Full-time
- Did not Receive Pell
- Received Pell
- With Dual Credit
- Without Dual Credit
- Total

Data Source: Texas Higher Education Coordinating Board with definitions by the Texas Success Center



Texas Pathways Indicator Results



Earned 15 College-Level Credits in Year 1

Institution
Multiple values

Size
All

Region
All

Location
All

Round 1 Cadre
All

Metric
Percentage of FTIC Students
Enrolled (%)

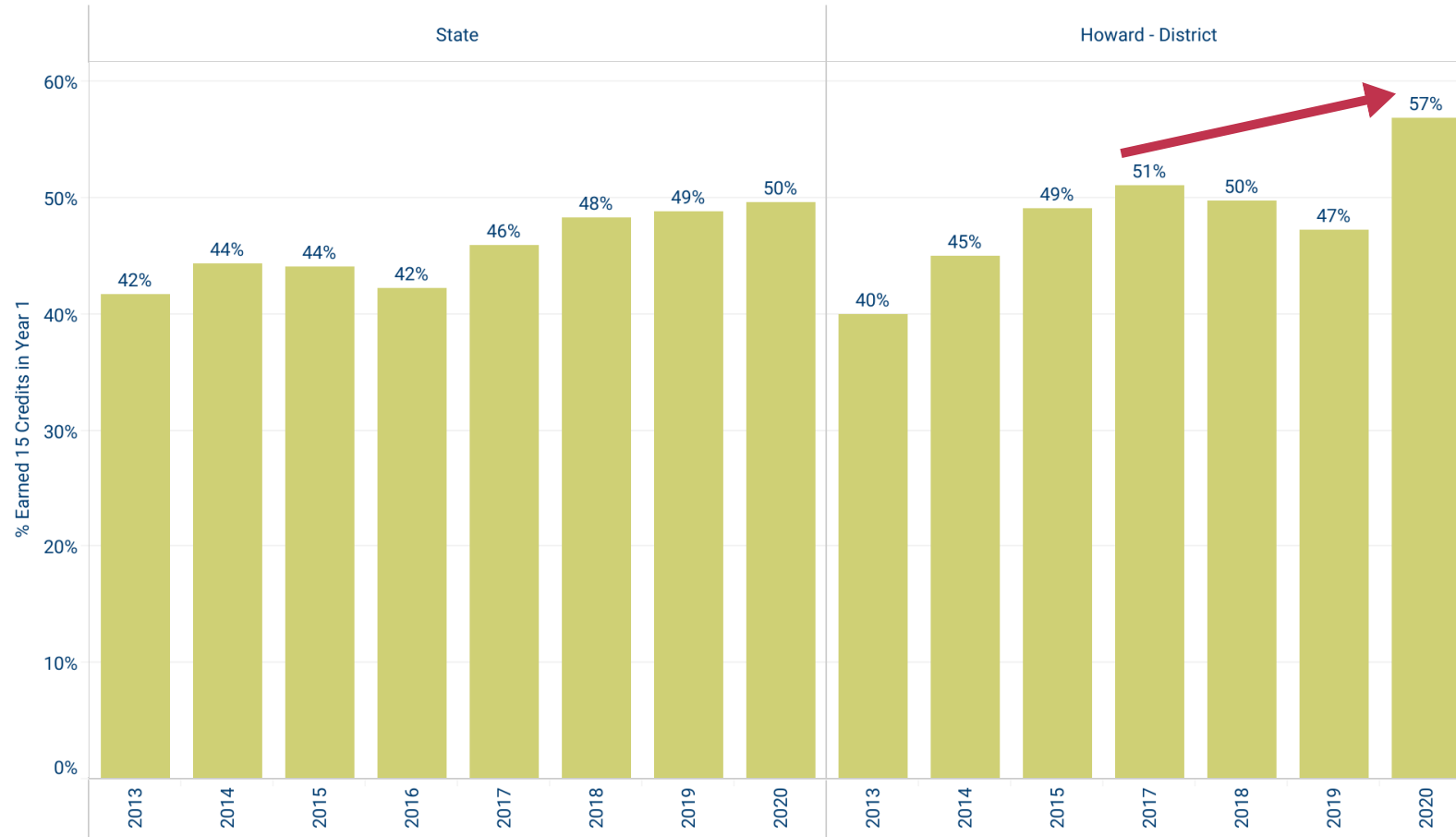
Student Characteristic
Total

Type of Graph
Stacked

Legend

- Underprepared
- Prepared
- African American
- Hispanic
- White
- Other
- Female
- Male
- Part-Time
- Full-time
- Did not Receive Pell
- Received Pell
- With Dual Credit
- Without Dual Credit
- Total

Data Source: Texas Higher Education Coordinating Board, based on definitions provided by the Texas Success Center



Texas Pathways Indicator Results



Earned 30 College-Level Credits in Year 1

Institution
Multiple values

Size
All

Region
All

Location
All

Round 1 Cadre
All

Metric
Percentage of FTIC Students Enrolled (%)

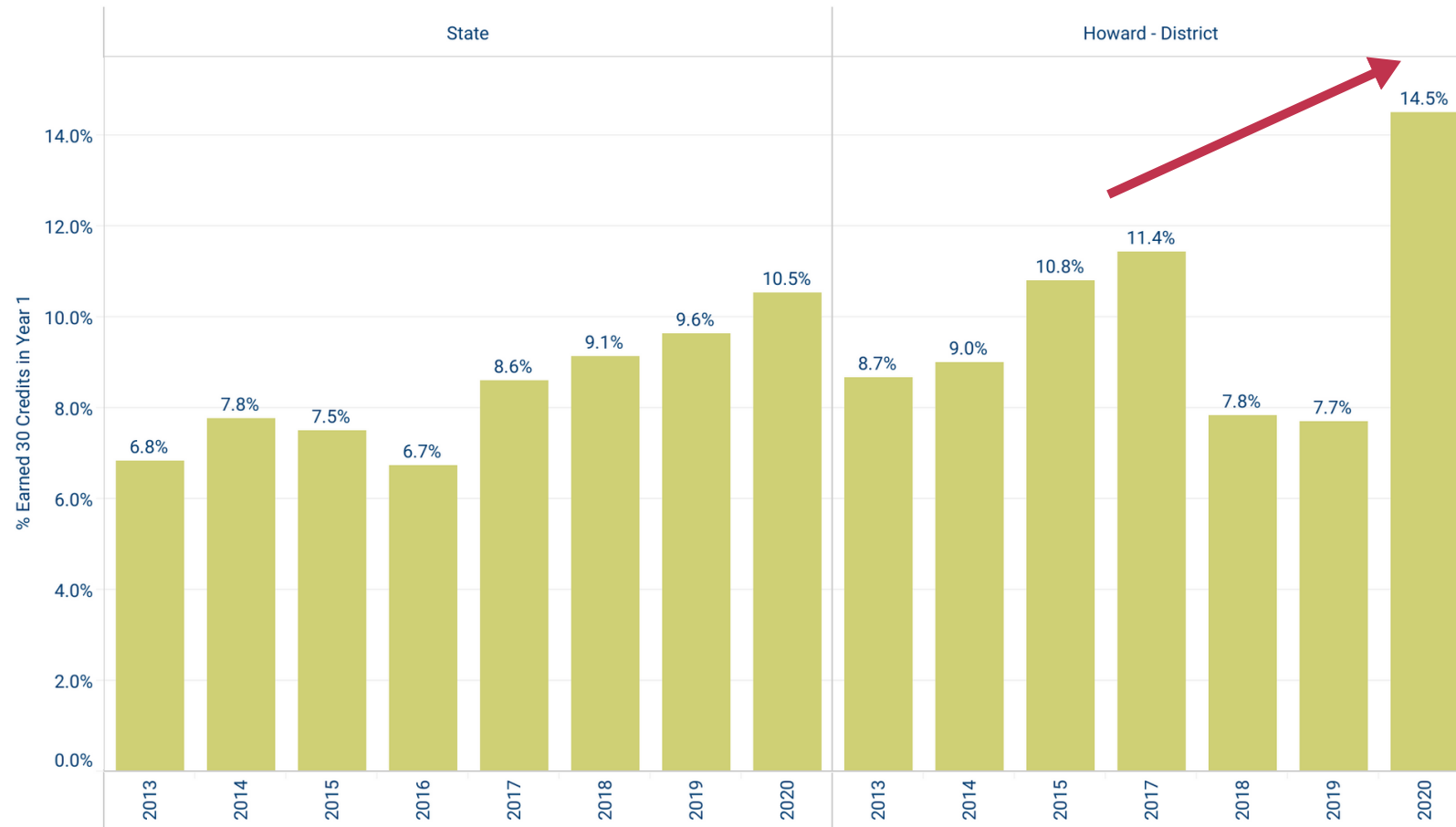
Student Characteristic
Total

Type of Graph
Stacked

Legend

- Underprepared
- Prepared
- African American
- Hispanic
- White
- Other
- Female
- Male
- Part-Time
- Full-time
- Did not Receive Pell
- Received Pell
- With Dual Credit
- Without Dual Credit
- Total

Data Source: Texas Higher Education Coordinating Board with definitions by the Texas Success Center



Name one thing you especially liked about the LEADS program:

“I loved that we talked about managing money and saving time.”

“It introduced me to new people who I would have never approached if it wasn't for the program.”

“I've never been good at making friends so getting the opportunity to make friends was amazing.”

“This class is one of the classes where I actually know the names of the students and talk to them outside of class, it made me feel like I actually have support and am not by myself.”

“One thing I liked about the LEADS program was that they help you see how time management actually works and they have you start thinking about your plan A and plan B in real life.”

“The way it was teaching me things that I will constantly use throughout my future.”

“I liked how we had to create a career path plan presentation and then present it to the class to share about our future career plan while practicing our speech skills.”

“I loved how well the professors kept in touch with us, and were there to mainly help us out, and we had the opportunity to go to them for anything.”

What Did We Learn?

- Significant impact on the environment supporting student learning
- Culture shift
 - Changed the approach we take with our students from the moment they apply to Howard College
- Building relationships with students early on is important
- Career services are needed and are now at our highest level in many years
- Inclusion with DREAMS Week is valuable and effective

Where Do We Go From Here?

- Continue evaluating and improving the program
- Begin to look at how we can better support our second year students who face transition to university or workforce
- Continue development of Pathways to help students with career planning from the beginning
- Continue to increase career and transition services so that students are adequately prepared for the next level
- Begin thinking about the next QEP!!



From: Tammy Alexander <TALEXANDER@howardcollege.edu>

Date: September 29, 2022 at 3:48:15 PM CDT

To: "Bauer, Paula K" <pkbauer@tamu.edu>

Subject: Re: Award Certificate from TRAIN PD @ TCALL

Howard College
Adult Education and Literacy
Tammy Alexander
1001 Birdwell Lane
Big Spring, Tx 79720

Wow! Thanks so much.

On Sep 29, 2022, at 2:28 PM, Bauer, Paula K <pkbauer@tamu.edu> wrote:

Subject: RE: Award Certificate from TRAIN PD @ TCALL

Howdy, Tammy!

I work with TRAIN PD @ TCALL and we would like to mail your award certificate. Howard College Permian Basin – Big Spring was the AEL program with the most completed live (F2F) training AND Virtual training in 2021-2022.

CONGRATULATIONS to you and your staff!

Will you please share the best physical address for us to FedEx the certificate to you?

Thank you!

CHECK OUT [TCALL.TAMU.EDU](https://tcall.tamu.edu) FOR UPDATED PANDEMIC RESOURCES

Paula K. Bauer

TRAIN PD Center Specialist | **TRAIN PD TCALL**

Texas Center for the Advancement of Literacy & Learning | Texas A&M University

4477-TAMU | College Station, TX 78443-4477 | 800.441.7323 (READ)

tcall.tamu.edu

TRAIN – the Texas research-based Adult Instruction Network

TCALL – The State Library Resource Center for Texas since 1989

From: Judy Tereletsky <JTereletsky@howardcollege.edu>

Sent: Tuesday, October 4, 2022 1:24 PM

To: Cynthia Weeks <CWEEKS@howardcollege.edu>

Subject: Congratulations

Please join me in congratulating one of our Howard College students, Kandis Wilkinson. Kandis received 1st Place in Acrylics in the Big Spring Area Art Association Membership Show this week.

Please come by the Hall Center and take a look.