COLLIN COUNTY COMMUNITY COLLEGE DISTRICT

2003-2004

<Technical Program Name Here>

2003-2004 Technical Program Assessment Instrument
Collin County Community College

Program Assessed: <mark><Program Name Here></mark>

Date: 2003-2004

Internal Review Task Force: <mark><List Names Here></mark>

External Review Task Force: <mark><List Names Here></mark>

Table of Contents

Executive Summary

<Type Executive Summary here: To be completed by the **External Review Task Force Chair** after BOTH the internal and external review have been completed. Should focus on the specific results of survey>.

Evaluation Sections

A. Strategic Plan

1. State the mission of the program.

CCCCD Mission Statement: "Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging intellect."

CCCCD Core Values: We have a passion for Learning, Service and Involvement, Creativity and Innovation, Academic Excellence, Dignity and Respect, and Integrity.

CCCCD Purpose Statement: Through its campuses, centers, and programs Collin County Community College District fulfills is statutory charge to provide:
- Academic courses in the arts and sciences to transfer to senior institutions.
- Technical programs, leading to associate degrees or certificates, designed to develop marketable skills and promote economic success.
- Continuing adult education programs for academic, professional, occupational, and cultural enhancement.
- Developmental education and literacy programs designed to improve the basic skills of students.
- A program of student support services, including counseling and learning resources, designed to assist individuals in achieving their educational and career goals.
- Workforce, economic, and community development initiatives designed to meet local and statewide needs.
- Other purposes as may be directed by the CCCCD Board of Trustees and/or the laws of the State of Texas.

2. Does the mission of the <u>program</u> support the overall mission, core values and purpose of the college?

☉ YES ☐ NO ☐ Partially

List and demonstrate ways the mission of this service/ administrative unit supports the overall mission, core values and purpose of the college.

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3. Are the program goals appropriate for the student population?

    ◉ YES   ☐ NO   ☐ Partially

    State the program goals and link each one, specifically, to the student population that CCCCD serves:

The 2002-2004 strategic goals for CCCCD are:
(A) Elevate CCCCD to the echelon of world-class education.
(B) Develop a model teaching and learning environment.
(C) Expand, enhance and promote mutually beneficial relationships with business, industry, government and education.
(D) Improve student achievement.
(E) Develop an exemplary information technology infrastructure that is responsive to the instructional and administrative needs of the District.

4. Do the program goals support the strategic goals of the college?

    ☐ YES   ☐ NO   ☐ Partially

    List ways this college service/ administrative unit supports the CCCCD strategic goals. There should be evidence that the college service/ administrative unit has derived its goals from its strategic plan and that the goals are appropriate for the student population, the community, and the goals of CCCCD.

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5. Are the program goals measurable?

    ☐ YES   ☐ NO   ☐ Partially

    Describe how each goal is measured:

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6. Do program goals include measurable student outcomes?

    ☐ YES   ☐ NO

    List which program goals are based on measurable student outcomes:
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7. How often are the goals, mission statement, and objectives of the unit revised? How are revisions decided upon?

Analysis of Program Mission, Goals and Objectives

Analyze and discuss the above responses in relation to the mission, goals, core values and purpose of CCCCD. Examples of topics to cover include, *but are not limited to*, the following:

- Are there ways the goals and objectives can be improved?
- Are the goals, objectives, and mission consistent with resource limits?
- Are the goals, objectives, and mission appropriate for the students being served?
- Given the new (2004-2006) strategic goals of the college, do revisions to the program's mission, goals, and objectives need to be made?

B.   Enrollment

Unduplicated Number of Students Enrolled in Program Courses

Academic Year	Unduplicated Students
1998-1999	
1999-2000	
2000-2001	
2001-2002	
2002-2003	

Source: CCCCD Student Information System based on Brio query (H:\   ) run on XX/XX/XX.

1. Is the number of students taking classes in the program adequate?

☐ YES   ☐ NO

Analyze and discuss any spikes or dips in enrollment and the overall trend.

Gender & Ethnicity of Students in Program Courses

Year	Gender		Ethnicity						Total
	Female	**Male**	**White**	**Black**	**Hispanic**	**Asian**	**Nat.A.**	**Unknown**	
1998-99									
1999-00									
2000-01									
2001-02									
2002-03									

Source: CCCCD Student Information System based on Brio query (H:\   ) run on XX/XX/XX.

County and CCCCD Demographics

	Female	Male	White	Black	Hispanic	Asian	Nat.A.	Other
Collin County	50%	50%	76.1%	4.8%	10.3%	6.9%	0.0%	1.4%
CCCCD	56%	44%	72.9%	7.7%	8.7%	10.0%	.7%	

Source: Fall 2002 Headcount Statistics and U.S. Census Bureau 2000 Census of Population and Housing

2. Taking into consideration CCCCD and county demographics, are the students in the program diversified by gender and ethnicity?

☐ YES   ☐ NO

Supporting Statement:

Enrollment By Course By Academic Year

Course	98-99	99-00	00-01	01-02	02-03

Source: CCCCD Student Information System based on Brio query (H:\   ) run on XX/XX/XX.

3. Is enrollment in each course sufficient to warrant offering of the course and listing of the course in the catalog?

☐ YES   ☐ NO

4. Are there any courses with consistently low enrollment? If so, discuss possible reasons why and how to address this problem.

C.   Curriculum

1. Is the process by which the course content is reviewed well defined?

☐ YES   ☐ NO

Describe the process by which course content is reviewed.

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2. Are the catalog descriptions of the program and its courses current?

☐ YES   ☐ NO

Describe the process by which catalog information is reviewed.

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3. Are course prerequisites reasonable?

☐ YES   ☐ NO   ☐ Partially

Supporting Statement:

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4. Are syllabi regularly evaluated?

☐ YES   ☐ NO

Describe the process used to evaluate course syllabi.

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5. Are program course offerings similar to those at other institutions?

☐ YES   ☐ NO

Compare and contrast CCCCD's offerings to those of other institutions.

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6. Is the curriculum designed to consider the institutions to which program students transfer?

☐ YES   ☐ NO   ☐ Not Applicable

Supporting Statement:

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7. Have articulation agreements for upper division study at other institutions been developed?

☐ YES   ☐ NO

Supporting Statement:

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8. Does the program offer courses in several formats (lecture, telecourse, short semester) to accommodate a variety of student needs?

☐ YES   ☐ NO

Supporting Statement:

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9. Are students who complete courses in non-traditional formats (e.g., Maymester, Distance Learning, and Learning Communities) required to acquire comparable levels of knowledge and competencies as in traditional course formats?

☐ YES   ☐ NO

Provide/document evidence of comparability.

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10. Does the program meet national or state licensing, certification, registration and accreditation requirements?

☐ YES   ☐ NO   ☐ Not Applicable

Supporting Statement:

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11. Does the program advisory committee determine the currency and adequacy of the curriculum and establish skill standards for the program occupation(s).

☐ YES   ☐ NO

Describe the involvement level and activities of the advisory committee. Attach advisory committee meeting minutes of the last two meetings.

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12. Has the program developed a competencies profile (basic skills, industry skills, SCANS), including a matrix of competencies to courses where the competencies are achieved?

☐ YES   ☐ NO

Append a copy of an existing competency profile/matrix.

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13. Does the program curriculum include a capstone experience (external learning experience, licensure exam, etc.) that certifies mastery of entry-level workplace competencies?

☐ YES   ☐ NO

Supporting Statement:

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14. Does the program provide external learning experiences (Cooperative Education Course, Practicum, Internship, Clinical Education, Apprenticeship Program)?

☐ YES   ☐ NO

Supporting Statement:

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15. Are college-level courses that are required course prerequisites included in the total hours for the program and to what extent are they identified in the degree plan?

☐ YES   ☐ NO

Supporting Statement:

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16. Is the program linked with other public secondary or postsecondary institutions (articulation agreements, tech-prep programs, inverted degree plan, advanced placement, 1+1 programs, 2+2(+2) programs)?

☐ YES   ☐ NO   ☐ Partially

Describe any and all links to other institutions.

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17. Does the program keep current with national trends in the program area?

☐ YES   ☐ NO

Describe activities/processes engaged in that keep the program current.

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18. Does the program offer similar or preferable degree options compared to other North Texas area colleges?

☐ YES   ☐ NO

Compare and contrast CCCCD's degree options to those of other institutions.

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19. Does the program utilize appropriate technology to facilitate student learning?

☐ YES   ☐ NO

List types of technology and ways in which it is used.

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20. Does the program sponsor extracurricular activities as a service to the community?

☐ YES   ☐ NO

List all extracurricular activities sponsored during last five years.

D. Faculty

1. Is the number of full-time faculty members adequate to provide effective teaching, advising, and participation in curriculum development and governance?

☐ YES ☐ NO

Supporting Statement:

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2. Do full-time faculty members participate in task forces, councils and senates for the improvement of educational programs at CCCCD?

☐ YES ☐ NO ☐ Partially

Insert or append a listing of activities for full-time faculty.

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3. Describe the involvement of associate faculty in discussions about curriculum, textbook selection and other issues that affect student learning and program quality.

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4. How do faculty members exhibit engagement in the community or services to the community?

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5. Are assignments of faculty loads equitable and reasonable, taking into account factors such as number of preparations, number of students taught, the nature of the subject, faculty responsibilities other than teaching, and availability of support staff?

☐ YES ☐ NO

Supporting Statement:

Gender, Age, and Ethnicity of Full- and Part-Time Faculty Members

Demographic Info		# Full-Time Faculty	# Part-Time Faculty
Gender	**Female**		
	Male		
Ethnicity	**Asian/Pacific Islander**		
	Black		
	Hispanic/Latino		
	Native American		
	White		

Median Age: _____   Minimum Age: _____   Maximum Age: _____

6. Is faculty diversified by age, gender AND ethnicity?

⬚ YES   ⬚ NO

Supporting Statement:

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7. Does documented evidence show that full-time faculty members continue their professional development throughout their careers?

⬚ YES   ⬚ NO   ⬚ Partially

Insert of append of listing of professional development activities for full-time faculty members.

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8. Do student evaluations of faculty show that faculty members receive overall positive ratings and that no significant differences exist between the ratings of full-time and part-time faculty?

⬚ YES   ⬚ NO

Supporting Statement:

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9. Do faculty members of the program meet SACS minimum qualifications?

⬚ YES   ⬚ NO   ⬚ Partially

Supporting Statement:

E.   Resources

Space Allotted to Program

Type of Space	Room Location(s)	Total Square Feet
Faculty Office		
Classroom		
Lab		
Storage		

This information is provided on evaluation diskette – See file "Space Util_All Campuses.xls"

1. Is faculty office space sufficient for full-time and part-time faculty?

◻ YES   ◻ NO

Supporting Statement:

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2. Is classroom space sufficient for program needs?

◻ YES   ◻ NO

Supporting Statement:

----

3. Are laboratories sufficient for program needs?

◻ YES   ◻ NO

Supporting Statement:
----

4. Is storage space sufficient for program needs?

◻ YES   ◻ NO

Supporting Statement:

----

5. Is equipment sufficient for program needs?

           ☐ YES   ☐ NO

Supporting Statement:

----

6. Is the program budget sufficient to meet program needs?

           ☐ YES   ☐ NO

Supporting Statement:

----

7. Are the program goals consistent with resource limits?

        ☐ YES   ☐ NO   ☐ Partially

Supporting Statement:
----

8. Do the number and qualifications of support personnel meet the program needs?

           ☐ YES   ☐ NO

Supporting Statement:

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9. Does the program receive sufficient means to provide for faculty and staff development?

           ☐ YES   ☐ NO

Supporting Statement:

F.   Student Outcomes

The number of program students enrolled academic year 1997 through academic year 2001 that left CCCCD and transferred to another institution or are employed is shown below.

CIP Code	97-98		98-99		99-00		Total Over 3 Years	
	#	%	#	%	#	%	#	%
Program Totals								
Statewide Totals								

Program students are those who have taken three or more courses offered by your program and received grades other than W or AU by spring of 2003. The employment numbers only reflect those students employed in companies that participate in the Texas Unemployment Insurance Program.

1. Taking program goals into consideration, is the number of <u>former program students</u> who are employed or transferred adequate?

<p style="text-align:center">◖ YES   ◖ NO</p>

Supporting Statement:

The number of <u>unduplicated program students</u> who graduated from CCCCD in the last four reported years is:

CIP Code	Academic Year				Total Degrees Granted		Total Graduates
	99-00	00-01	01-02	02-03	AAS	CER	
Program Totals							

Source: CCCCD Student Information System based on Brio query (I:\IRO\2003-2004 Evaluation\Internal Information\CCCCD Degrees_as of 08-04-03.bqy) run on 08/04/03.

2. Does the program meet the minimum requirements of 15 graduates during the last <u>three</u> years?

<div align="center">☐ YES   ☐ NO</div>

Supporting Statement:

The number of <u>unduplicated program graduates</u> for the last three reported years that are either employed or transferred to another institution is:

CIP Code	97-98		98-99		99-00		Total Over 3 Years	
	#	%	#	%	#	%	#	%
Program Totals								
State-wide Program Totals								

Source: THECB Annual Data Profile, Table ADP10A. Note: More current data will be available in November 2003 – Please contact Julie for an update at that time.

3. Taking program goals into consideration, is the number of graduates employed or pursuing further education adequate?

<div align="center">☐ YES   ☐ NO</div>

Supporting Statement:

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4. Analyze and discuss the State-wide program totals in relation to the CCCCD program totals.

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5. Does the program meet the requirements that 85 percent of the <u>graduates</u> are either employed or pursuing further education?

<div align="center">☐ YES   ☐ NO</div>

Supporting Statement:

Course Completion

The Course Completion rate is the number of students retained in the course divided by the enrollment on the 12th day of class.

Course	Fall 2001 Completion Rate (%)	Spring 2002 Completion Rate (%)	Fall 2002 Completion Rate (%)	Spring 2003 Completion Rate (%)

Source: CCCCD Student Information System based on Brio query (H:\   ) run on XX/XX/XX.

6. Are the course completion rates adequate for the level of difficulty of the courses?

◐ YES   ◐ NO

Are there any courses with consistently low completion rates? If so, discuss possible reasons why and how to address the problem. Are there any courses with consistently high completion rates? If so, discuss possible reasons why and if there are successful strategies that could be shared with other instructors/courses.

The table below shows a comparison of previous fall semester course completion rates between CCCCD and the State within the CIP codes that define your program.

CIP Code	Fall 2000 Completion Rates (%)		Fall 2001 Completion Rates (%)		Fall 2002 Completion Rates (%)	
	Statewide	CCCCD	Statewide	CCCCD	Statewide	CCCCD

Source: THECB report based on certified CBM004 and CBM006 data.

8. Analyze and discuss the completion rates for each CIP code.

Course Success

Course Success rate is defined as the number of students who received a letter grade of A, B, or C divided by the enrollment on the 12th day of class.

Course	Fall 2001 Success Rate (%)	Spring 2002 Success Rate (%)	Fall 2002 Success Rate (%)	Spring 2003 Success Rate (%)

Source: CCCCD Student Information System based on Brio query (H:\   ) run on XX/XX/XX.

9. Discuss the course success rates in relation to the mission and goals of the program and the mission, core values, goals, and purpose of the college.

		FY2000 Pass Rate (%)	FY2001 Pass Rate (%)	FY2002 Pass Rate (%)
Licensure Exam Pass Rate	Program			
	Texas Avg.			

10. IF APPLICABLE, does the program meet the state requirement of its licensure pass rate meeting or exceeding 90% OR is the percentage of students who take license/credential exams and pass no more than five (5) percentage points below state average for last three (3) years for the specific license/credential exam

☐ YES   ☐ NO

Comments/Justification:

Inventory of Assessment Methods

11. Provide a list of assessment methods used by faculty within the department to assess student outcomes. For each assessment method listed, provide a description of how the results are used to enhance the program or student outcomes.

Assessment Method	Use of Results
1.	
2.	
3.	
4.	
5.	

Analyze and discuss the list of assessment methods shown above. What other methods could be used to assess student outcomes in the program more efficiently or effectively?

G.   Assessment Activity

For the Assessment Activity, the <u>Internal-Review Task Force</u> should engage in an assessment of an issue, problem, or opportunity that is relevant to the program as previously identified in Sections A-F of this document that might require more in-depth analysis. The assessment can be qualitative (e.g., interviews, focus groups, etc) or quantitative (e.g., surveys, analysis of existing data, etc). **The emphasis of the assessment activity should be on program improvement.**

Please provide a summary of the assessment activity below. The summary should include (1) a clear research question that is to be answered by the assessment, (2) what assessment methods were used, (3) the steps involved in conducting the assessment, (4) the results of the assessment as they relate to program improvement, and (5) how the results will be used to enhance the quality of the program.

Research Question:

Assessment Method Used:

Description of Assessment:

Results of the Assessment:

How the Results Will Be Used:

Strengths and Weaknesses

After reviewing the findings of the Internal-Review presented in the sections B through H and conducting their own evaluation, the <u>External-Review Task Force</u> offers their assessment of the strengths and weaknesses of the program being evaluated.

    A. **Describe and document the <u>strengths</u> of this unit.**

       a.
       b.
       c.

       <mark><Add additional rows if needed></mark>.

    B. **Describe and document the <u>weaknesses</u> of this unit.**

       a.
       b.
       c.

       <mark><Add additional rows if needed></mark>.

Recommendations and Suggestions

Based on the strengths and weaknesses presented in the previous section and their own evaluation results, the External Review Task Force offers their recommendations and suggestions as to how to address the weaknesses of the program being evaluated.

Note: the recommendations must be based on the weaknesses described in the previous section. There should be *at least one* recommendation for each weakness.

Recommendations

 a.
 b.
 c.
 <Add additional rows if needed>.

Suggestions

 a.
 b.
 c.
 <Add additional rows if needed>.

Open Meeting

The open meeting provides an opportunity for each program to reach out to all of its constituents in order to gain a wide range of perspectives, ideas, and judgments. Persons who might be invited to attend the meeting include faculty, students, administrators, alumni, employers, community members with an interest in the program, and any other interested party.

In the open meeting, the <u>External Review Task Force</u> should review the findings of the Internal Review Task Force and summarize its findings relevant to the improvement of the program and student outcomes.

Provide a summary of the open meeting discussion below.

<mark><Insert summary here></mark>

Following the open meeting, the **External-Review Task Force** should discuss any feedback given and agree on and make any necessary modifications to the <u>strengths/weaknesses</u>, <u>recommendations/suggestions</u>, and <u>executive summary</u> sections of the final evaluation report.

The Internal-Review Task Force is responsible for all other modifications