Institutional Core Curriculum Report

Fall 2012

Submitted to
The Texas Higher Education Coordinating Board

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Rule §4.30 Criteria for Evaluation of Core Curricula—Part (A)

B-1 Each public institution of higher education shall review and evaluate its core curriculum every ten years on the schedule that accords with the institution’s accreditation reaffirmation self-study report to the Southern Association of Colleges and Schools or its successor, and report the results of that evaluation to the Board. The evaluation should include:

(1) the extent to which the core curriculum is consistent with the elements of the core curriculum recommended by the Board;
(2) the extent to which the core curriculum is consistent with the Texas Common Course Numbering System (TCCNS);
(3) the extent to which the core curriculum is consistent with the elements of the core curriculum component areas, intellectual competencies, and perspectives as expressed in Core Curriculum: Assumptions and Defining Characteristics adopted by the Board; and
(4) the extent to which the institution’s educational goals and the exemplary educational objectives of the core curriculum recommended by the Board are being achieved.

Narrative

(a)(1) Core is consistent with Board-recommended elements. As shown in Table 1, Collin College core curriculum is consistent with the elements of the core curriculum recommended by the Board. Collin College requires a forty-two (42) hour core, which includes courses from all the component areas identified in the Coordinating Board’s “Core Curriculum: Assumptions and Defining Characteristics.” College faculty have embraced the program competencies identified by the Board, selecting core courses which support the college mission and provide students the opportunity to develop the Board-recommended intellectual competencies and perspectives. Course options are displayed by area and discipline in Table 1.

(a)(2) Core is consistent with Texas Common Course Numbering System. The collection of courses which makes up the Collin College core curriculum consists of courses drawn entirely from the Lower Division Academic Course Guide manual. As a result, all courses in the Collin College core curriculum are consistent with the Texas Common Numbering System (TCCNS). The courses in the Collin College Core Curriculum, listed by their TCCNS numbers, can be found in Table 1.

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1 Source Note: The provisions of this §4.30, adopted to be effective May 27, 2003, 28 TexReg 4109; amended to be effective February 18, 2008, 33 TexReg 1324
### Table 1: Collin College AA/AS/AAT Core Curriculum

<table>
<thead>
<tr>
<th>Area</th>
<th>Courses</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communications</strong></td>
<td></td>
<td>3 Courses (9 Credit Hours)</td>
</tr>
<tr>
<td>English (both required)</td>
<td>ENGL 1301 and 1302</td>
<td></td>
</tr>
<tr>
<td>Speech (select one)</td>
<td>SPCH 1311, 1315, 1321</td>
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<tr>
<td><strong>Humanities</strong></td>
<td></td>
<td>1 Course (3 Credit Hours)</td>
</tr>
<tr>
<td>English</td>
<td>ENGL 2322, 2323, 2327, 2328, 2332, 2333, 2342, 2343, 2351</td>
<td>Satisfy the AA sophomore literature requirement</td>
</tr>
<tr>
<td>French</td>
<td>FREN 2303, 2304</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>HIST 2311, 2312, 2321, 2322</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>HUMA 1301, 1305, 2319, 2323*</td>
<td>*May not take both ANTH 2346 and HUMA 2323.</td>
</tr>
<tr>
<td>Spanish</td>
<td>SPAN 2321, 2322</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>PHIL 1301, 1304, 2303, 2306, 2307, 2321</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td>1 Course (3 Credit Hours)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH 1314, 1316, 1342, 1414, 2305, 2312, 2318, 2320, 2413, 2414, 2415, 2417, 2419</td>
<td>Satisfy the AS math requirement</td>
</tr>
<tr>
<td></td>
<td>MATH 1324, 1325, 1332, 1350, 1351</td>
<td>Apply only to the AA or AAT</td>
</tr>
<tr>
<td><strong>Natural Sciences</strong></td>
<td></td>
<td>2 Courses (8 Credit Hours)</td>
</tr>
<tr>
<td>Biology</td>
<td>BIOL 1406, 1407, 1411, 1414, 1415, 2401, 2402, 2406, 2416, 2421</td>
<td>A two-course sequence is recommended</td>
</tr>
<tr>
<td>Chemistry</td>
<td>CHEM 1411, 1412, 2401, 2423, 2425</td>
<td></td>
</tr>
<tr>
<td>Environmental Sciences</td>
<td>ENVR 1401, 1402</td>
<td></td>
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<tr>
<td>Geology</td>
<td>GEOL 1403, 1404</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>PHYS 1401, 1402, 2425, 2426</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>BIOL 1408, 1409, 2404</td>
<td>Only satisfy the AA or AAT Requirement</td>
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<tr>
<td>Chemistry</td>
<td>CHEM 1405</td>
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<tr>
<td>Geology</td>
<td>GEOL 1401, 1402, 1405, 1445, 1447</td>
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<tr>
<td>Physics</td>
<td>PHYS 1403, 1404, 1405, 1410, 1415</td>
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</tr>
<tr>
<td><strong>Social/Behavioral Sciences</strong></td>
<td></td>
<td>1 Course (3 Credit Hours)</td>
</tr>
<tr>
<td>Anthropology</td>
<td>ANTH 2346*, 2351</td>
<td>*May not take both ANTH 2346 and HUMA 2323.</td>
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<tr>
<td>Economics</td>
<td>ECON 2301, 2302</td>
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<tr>
<td>Psychology</td>
<td>PSYC 2301</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>SOCI 1301</td>
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</tr>
<tr>
<td><strong>Political Sciences</strong></td>
<td></td>
<td>4 Courses (12 Credit Hours)</td>
</tr>
<tr>
<td>Government (both required)</td>
<td>GOVT 2301 and 2302</td>
<td></td>
</tr>
<tr>
<td>History (select two)</td>
<td>HIST 1301, 1302, or 2301</td>
<td></td>
</tr>
<tr>
<td><strong>Visual/Performing Arts</strong></td>
<td></td>
<td>1 Course (3 Credit Hours)</td>
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<tr>
<td>Dance</td>
<td>DANC 2303</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>HUMA 1311</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>MUSIC 1306, 1307</td>
<td></td>
</tr>
<tr>
<td>Theatre</td>
<td>DRAM 1310, 2361, 2362</td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>ARTS 1301, 1303, 1304, 1313</td>
<td></td>
</tr>
<tr>
<td><strong>Institutional Option</strong></td>
<td></td>
<td>1 Course (1 Credit Hour)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>PHED 1100, 1102, 1104, 1106, 1111, 1112, 1113, 1114, 1115, 1116, 1117, 1118, 1120, 1121, 1122, 1124, 1125, 1126, 1127, 1129, 1130, 1131, 1133, 1136, 1137, 1140, 1147, 1148, 1253, 1338</td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td>DANC 1101, 1110, 1111, 1141, 1142, 1145, 1146, 1147, 1148, 1151, 1152, 1222, 1223, 2141, 2142, 2145, 2146, 2147, 2148, 2151, 2152, 2301, 2325</td>
<td></td>
</tr>
</tbody>
</table>
(a)(3) Core is consistent with the elements of the core curriculum component areas, including hours, intellectual competencies, and perspectives.

Core semester credit hours (SCH) are distributed by component area as required. As shown in Table 1, the Collin College Core Curriculum includes the number of hours in each component area specified by Board regulation and approved by the Board. The Collin College Core Curriculum includes 9 SCH of Communication (which includes 6 SCH required by THECB for the component area). The 9 SCH of Communication are comprised of 6 SCH of English composition and 3 SCH of speech; 3 SCH of Mathematics; 3 SCH of Humanities; 8 SCH of Natural Sciences (includes 6 SCH required by THECB for the component area); 3 SCH of Social and Behavioral Sciences; the 6 SCH of statutorily required Government; the 6 SCH of statutorily required History; 3 SCH of Fine Arts; and 1 SCH of Physical Education or Dance activity to complete Collin College’s Institutional Option.

Alignment with Board competencies and objectives. For the Associate of Arts, the Associate of Science, and the Associate of Arts in Teaching, Collin College has adopted as its core outcomes the six (6) Basic Intellectual Competencies, the Exemplary Educational Objectives associated with the core components, and the eight (8) Perspectives defined in the “Core Curriculum: Assumptions and Defining Characteristics” outlined by the Board in 1999. Each area of the core curriculum contributes to the attainment of the core student learning outcomes. As shown in Appendix 1, the core outcomes are mapped to Collin’s high enrollment core courses to demonstrate where students have specific opportunities to attain the outcomes.

(a)(4) Assessment of the extent to which outcomes are achieved. Collin College developed a process to assess general education student learning outcomes through embedded assessment at the course level in 2004-05. Core discipline faculty annually meet in the fall to review student performance on targeted core student learning outcomes, ascertain whether the performance met the standard set the previous fall, and select a core learning outcome for improvement in the coming year. In addition, discipline faculty review and if appropriate, adjust the current standards and determine whether the measure(s) will be adequate to inform instructional action for the newly selected learning outcome.

Core Assessment Results

Core discipline faculty create annual plans documenting actions that provide evidence of Collin College’s use of results focused on improving student outcomes. Summary analysis of student performance results for each of the basic intellectual competencies follows.

Competency 1: Reading

Reading at the college level means the ability to analyze and interpret a variety of printed materials—books, articles, and other documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.
Measures used include the Collegiate Learning Assessment (CLA) and core course-embedded assessments. Assessments related to Reading competency were reviewed from ENGL 1301, 1302, 2327, HUMA 1301; PHIL 1301; BIOL 1406, 1408; GEOL 1401, 1403; PHYS 1401; ANTH 2351; and ECON 2301.

The target was defined as:

"75% of students demonstrating college-level ability to extract, analyze and interpret information from a variety of printed materials, including the subject matter of individual disciplines, as reflected in the integration of this information in assignments, quizzes, and final exams."

Outcomes

The achievement target of 75% of students mastering the objective was met. Overall, eighty percent or more of Collin students exhibited the ability to extract, analyze and interpret qualitative information from a variety of printed materials, including subject matter of individual disciplines. However, the more technical and quantitative the subject matter, the less mastery was demonstrated. Specific areas of weakness were the sciences (Biology, Geology and Physics), which involve understanding and applying quantitative information. Similarly, students also had lower mastery of the ability to extract, analyze and interpret information from a variety of printed materials in Economics, an area of social science with an emphasis on quantitative analytical skills.

Achievement Levels

In qualitative subject matter, student achievement ranged from 71%-89%. Specifically, in ENGL 1301 – 88% of the students wrote essays with appropriate evidence and discussion; in ENGL 1302 – 87% applied appropriate conventions for documenting resources; in ENGL 2327 – 89% demonstrated understanding of the scope and variety of works from each literary period; and in PHIL 1301 – 71% of students demonstrated the ability to extract information and analyze philosophical issues and problems as presented in primary sources.

Concerning quantitative subject matter, student achievement ranged from 15%-72%. In BIOL 1406 – 32% demonstrated proficiency in quantitative analysis which involved extracting, understanding, and applying quantitative information from written materials; in GEOL 1401 – 32% demonstrated understanding strike and dip symbolic interpretation on geologic maps; in PHYS 1401 – 15% of students were able to extract appropriate information and solve word problems involving frictional forces; in ANTH 2351 – 71% of the students demonstrated an understanding of basic anthropological concepts that were presented via written material; in ECON 2301 – 72% of the students applied appropriate fiscal or monetary policy about which they had read to reduce certain macroeconomic problems; and in ECON 2302 – 66% of students extracted information from a variety of
printed resources and demonstrated the importance of trade to a country and adequately explained why free trade is beneficial to all trading countries.

**Competency 2: Listening**

Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

Core course-embedded assessments were used from SPCH 1311 and 1315. Additional evidence was gathered from ENGL 1301, 1302, 2327, HUMA 1301, PHIL 1301, BIOL 1406; 1408; GEOL 1401, 1403; PHYS 1401, ANTH 2351, and ECON 2321.

A target was set as:

75% students able to analyze and interpret various forms of spoken communication as evidenced by achieving a 75% or higher on their assignments, quizzes and/or exams since instructions were presented orally and information is introduced and emphasized through listening in class. Faculty realize this is an indirect inference, but listening was not directly assessed in core courses with the exception of MUSI 1306. In the core Music course, the listening exercises and tests focused on identification of various styles of music, sometimes including spoken communication.

**Outcomes**

Collin students met the Achievement Target. More than 75% of Collin students demonstrated the ability to analyze and interpret various forms of oral communication as evidenced by having met the passing standard for their assignments, quizzes and/or exams in core courses, which all involve some form of lecture. Although all core courses rely heavily on students’ listening skills to analyze and interpret various forms of spoken communication, only one of the core courses assesses listening directly. In MUSI 1306, the data shows that students who listen to musical pieces representing various styles need more practice identifying the style characteristics of the Classical and Romantic periods.

**Achievement Level**

Current assessment measures used in SPCH courses do not focus on listening skills. Related assessment results follow: In SPCH 1311 ~ 84% were able to determine the relevance of cultural influences in communication situations. SPCH 1315 ~ 84% were able to employ theories and principles pertaining to Public Speaking.

**Competency 3: Writing**

Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Knowledge of the writing process includes grammar, spelling, and punctuation as well as topic discovery, development and organization with style phrased effectively for the audience.
Evidence was gathered from the Collegiate Learning Assessment (CLA) and embedded measures in select core courses including ENGL 1301, 1302, and 2327; HUMA 1301; PHIL 1301; BIOL 1406 and 1408; GEOL 1401 and 1403; PHYS 1401; ANTH 2351; and ECON 2301.

The standard was set as:

75% of Collin students will produce clear (readily understood) mechanically correct, and coherent prose adapted to purpose, occasion and audience with a topic that is identified and developed.

Outcomes

The writing achievement target was met. Across disciplines and core components, students exhibited a mastery that met or exceeded the standard; more than 75% of students achieved basic college-level competency by producing clear, mechanically correct, and coherent prose adapted to purpose, occasion and audience with an identified, developed topic.

Achievement Level:

In ENGL 1301 – 88% achieved basic college-level competency; in ENGL 1302 87% achieved college-level competency; in PHIL 1301 – 71% of students demonstrated the ability write coherently about philosophical issues and problems extracted and analyzed from primary sources; in HUMA 1301 – 79% of the students met the criteria for writing competently. In ENGL 2327 – 88% demonstrated writing mastery; and, in ANTH 2351 – 76.6% met college-level writing proficiency.

Competency 4: Speaking

Competence in speaking is the ability to communicate orally in a clear, coherent, and persuasive language appropriate to purpose, occasion, and audience ranging from small groups to large groups, and through the media.

The measure was a department-wide or common Presentation Rubric used to judge in-class oral communication. Assessments occurred in SPCH 1311 and 1315.

The standard was set as:

75% of Collin students communicate orally in easily understood (clear), coherent, and persuasive language appropriate to purpose, occasion, and audience through presentations to small groups, large groups, and through media.
Outcomes

In coursework specifically targeting speaking techniques and opportunities, Collin students exceeded the standard of 75% mastery of speaking skills.

Achievement Level

In SPCH 1311 – 84% of Collin students demonstrated competency and in SPCH 1315 – 84% demonstrated competency.

Competency 5: Critical Thinking

Competence in Critical Thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments, solve problems, and construct alternative strategies.

Three kinds of measures were used to assess critical thinking among Collin core completers.

1. A critical thinking rubric was applied by core faculty outside of class to a variety of student artifacts generated in core classes college-wide. The rubric had five categories: analysis of data, ideas, principles and perspectives; application of facts, formulas and procedures correctly; presentation of multiple points of view or multiple sources; conclusion: drawing well supported conclusions or solutions; and, creativity: offering a fresh perspective or integrating personal opinion, ideas, data, views or solutions from more than one discipline. The rubric also had four levels of competency: Beginning; Developing; Competent at AA/AS level, and Accomplished at BA/BS level.

   The rated student artifacts represented a wide variety of formats, including exam essays, reflective papers, research papers, MS Power Point presentations with and without additional written explanatory essays, arts’ collages, and team projects. Nine faculty rated the artifacts, with each artifact rated twice. Disparate ratings were averaged if the values were contiguous. A third rating was used if the point spread was greater than one. Faculty chose “Not Applicable” if an artifact prompt did not provide a student with an opportunity to demonstrate competency in a behavioral category.

2. The Collegiate Learning Assessment (CLA) gave a college-wide sample of entering and core-complete students an opportunity to complete a problem-solving task using information drawn from approximately 10-12 on-line resources. The task required the student to read a variety of printed sources; interpret, analyze, and apply the information to a problem solving scenario, demonstrate critical thinking, writing and empirical and quantitative skills by formulating a solution or critiquing a decision or action taken by a body of others, such as a City Council.
3. Course embedded critical thinking assessments occurred in the following core courses: ENGL 1301, 1302, 2327; HUMA 1301, MATH 1342, 2351; ECON 2301, 2302, PSYC 2301; SOCI 1301; GOVT 2301, 2302; HIST 1301, 1302; and ARTS 1301.

Each measure and its outcomes and achievement level are described in the narrative which follows.

The Critical Thinking Rubric.

The college-wide rubric was applied to 112 student artifacts produced in response to class assignments, papers, presentations, projects, and written exams from five of seven component areas: Communication, Humanities, Social Sciences, Political Sciences and Fine Arts. The rating scale was 4 points with the standard of associate level proficiency set at 3.

Outcomes

Collin students did not meet the internally set standard of 3 on the four-point scale. Category ratings ranged from a low of 2.2 to a high of 2.8.

Achievement Level

The Overall Critical Thinking mean rating was 2.6.

The five rubric categories and their mean rating results are as follows: Analyzing data and perspectives – mean rating of 2.8; Applying facts, formulas, and procedures – mean rating of 2.7; Presenting multiple viewpoints – mean rating of 2.5; Drawing well supported conclusions – mean rating of 2.5; Integrating personal view; fresh perspective – mean rating of 2.2. These ratings were used to establish a benchmark for progress toward the preset standard of 3.0. The Core Assessment Team (COAT), a committee of faculty members, has oversight for the continued development and use of a common set of rubrics to be used college-wide to assess the 2014 Texas core, including Critical Thinking.

The Collegiate Learning Assessment (CLA).

The CLA required students to complete a problem solving task based on reading a variety of printed sources, interpreting, analyzing and applying the information extracted from the sources to a problem scenario, and demonstrating critical thinking skills. One hundred first-time, entering students are tested at the beginning of the fall term and one hundred core-complete (exiting) students are tested in spring term each year. The rubrics for Analytic Reasoning & Evaluation as well as Problem Solving are rated on a 6-point scale. The standard was set as a Collin mean score at or above the average for the two-year institutions participating in CLA.
Outcomes

Collin students did not meet the standard of being at or above the mean of all two-year CLA schools. The total mean score for the 2011 exiting students was 1036, below the 1062 mean of the 694 students tested across other participating two-year schools.

Achievement Level

The Analytic Reasoning and Evaluation and the Problem Solving mean subscores for Collin compared with the mean subscores for students from all two-year institutions participating in the CLA are shown below.

Table 2: 2011 CLA Exiting Student Critical Thinking Performance

<table>
<thead>
<tr>
<th>Performance Task</th>
<th>Analytic Reasoning and Evaluation</th>
<th>Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Collin</td>
<td>All 2-year</td>
</tr>
<tr>
<td>Make-An-Argument</td>
<td>Mean</td>
<td>2.7</td>
</tr>
<tr>
<td></td>
<td>Standard Deviation</td>
<td>1.0</td>
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<tr>
<td>Entering Academic Ability</td>
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<td>988</td>
</tr>
<tr>
<td>Critique-An-Argument</td>
<td>Mean</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Standard Deviation</td>
<td>0.8</td>
</tr>
</tbody>
</table>

Embedded Course Assessments.

For the embedded-course measures, the college-level standard was set at:

75% mastery of the embedded-course critical thinking outcome.

Outcomes

Overall, Collin students partially met this standard of critical thinking. In the core component areas relying most heavily on qualitative information, such as Communication, Humanities, and Political Science, more than 75% of students demonstrated competency in critical thinking. However, in core component areas of Mathematics, Natural Sciences, and Social Sciences, which rely on analysis of quantitative information and application of procedures and formulas, fewer Collin students met the standard.

Achievement Level

The standard of 75% was met in ENGL 1301 – 88%; ENGL 1303 – 87%; ENGL 2327 – 88%; HIST 1301 – 75%; HIST 1302 – 75%; and HUMA 1301 – 79%. However, in the following disciplines, the standard of 75% was not met: ARTS 1301 -60.3% of students achieved critical thinking mastery in varied media; MATH 1342 – fewer than 66% achieved mastery in the application of statistical concepts; BIOL 1406 – 32% demonstrated mastery of the application of molecular to cellular level of organization; CHEM 1405 60% achieved
mastery of the application of thermodynamic concepts as shown in the ACS exams. GEOL 1401 and 1403 – 32% achieved mastery of interpreting mapped geologic features and connecting the events that led to them; PHYS 1401 – 15% of the students were able to solve force problems; ENVR 1401 – 20% of the students demonstrated understanding of basic questions concerning urban environmental issues and their effects. ANTH 2351 – 70.8% achieved mastery for application of basic anthropological concepts; ECON 2301 – 72% of the students applied appropriate fiscal or monetary policy to reduce certain macroeconomic problems; ECON 2302 – 66% of students extracted information from printed sources; applied the information to demonstrate the importance of trade to a country; and, adequately explained why free trade is beneficial to all trading countries.

**Competency 6: Computer Literacy**

Computer Literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.

Measures include the Collegiate Learning Assessment which is a commercial, computerized test that provides an external referent point with the performance of college students from participating institutions in Texas and other states. Students are given one of two types of problem solving tasks: they are asked to extract, interpret and apply relevant information from 10-12 online resource documents in critiquing a decision previously made by an entity such as a school board or in making a persuasive argument in favor of a specific decision or solution to a dilemma.

All core courses in the Natural Sciences component also provide an opportunity to reinforce and assess computer literacy because these courses require the student to collect data based on observed natural phenomena, establish a data base to manage and analyze the collected data using appropriate software, prepare graphs and charts as appropriate to illustrate the findings and report the data. Computer Literacy assessments from representative natural science core classes occurred in BIOL 1406, CHEM 1405, ENVR 1401, and GEOL 1401. In addition, Computer Literacy assessment was embedded in MATH 1342.

The standard set as:

75% of Collin students demonstrated the ability to use computer-based technology in communicating, solving problems and acquiring information as evidenced through computer-based registration, Collin’s CougarMail use, computer-based data collection, analysis and reporting in natural science core courses, use of Blackboard for distance education courses, and specific functions like assignment or test submission in traditional face to face classes.
Outcomes

Through 2008-09, Collin’s core curriculum required 3 hours of computer science. An ad hoc faculty committee reviewed the Collin core in academic year 2008-09 and determined that the computer literacy of incoming students was sufficient to justify the core requirement of 3 credit hours of computer course work being eliminated, beginning academic year 2009-10. Although computer-based technologies are no longer a required element of Collin College courses, computer literacy skills have been integrated in nearly all courses. Students acquire information and integrate qualitative or quantitative information into their assigned work, using computer technology.

Although the majority of students come in knowing the basics of communicating and acquiring information through computer-based technology, faculty observed during the 2008-09 Core Review that the proficiency of entering students’ use of specific software was spotty. For instance, students might be able to open a spreadsheet, but might not have much experience in using the chart or formula features. The faculty embedded an opportunity for all students successfully completing the Natural Sciences core requirement to gain at least an associate level familiarity and skill with using computer-based technology to assist with data collection, hypothesis testing, data display and reporting.

Additionally, student computer literacy was demonstrated in the following ways at Collin College:

- Communicating – CougarWeb, a computer-based system for sending and receiving email was phased in as the official communication modality for Collin College students in 2009-10.
- Registration – By 2011-12, ninety-five percent of Collin students registered on-line.
- Distance Education – By 2011, one hundred percent of distance education students who comprise over 15% of total enrollment used Blackboard to communicate with their instructor and fellow students concerning course work.
- Acquisition of information – All students in core-required ENGL 1301 and 1302 used computer-based technology to acquire information and integrate appropriate information into compositions.

Achievement Level

Through 2008-09, computer literacy was assessed in the following core computer science course: COSC 1300 -91% of Collin students demonstrated competency. MATH 1342 (Statistics) has also been used to assess computer literacy with 66% of students demonstrating mastery of hypothesis testing, using software applications.

For spring term 2012, the mean success rate in Natural Sciences course work (which includes knowledge and abilities such as computer literacy) was 71%. Also in spring 2012,
the mean success rate in ENGL 1301 and 1302 course work (which includes knowledge and abilities such as the acquisition of relevant and credible information through computer literacy) was 70%.

**Rule §4.30 Criteria for Evaluation of Core Curricula—Part (B)**

B-2-Each institution’s evaluation report must contain at least the following:

1. A table that compares the institution’s core curriculum with the core component areas and exemplary educational objectives of the core curriculum recommended by the Board;
2. A brief description of the purpose and substance of the institution’s core curriculum;
3. A description of the processes and procedures used to evaluate the institution’s core curriculum; and
4. A description of the ways in which the evaluation results are being or will be utilized to improve the core curriculum at the institution.

**Narrative**

**(b)(1) a table that compares the institution’s core curriculum with the core component areas and exemplary educational objectives of the core curriculum recommended by the Board;**

See Appendix 1 for a table that maps Collin’s high enrollment core courses and their association with the Texas Core Intellectual Competencies, Exemplary Educational Objectives, and Perspectives.

**(b)(2) a brief description of the purpose and substance of the institution’s core curriculum;**

The Collin College core curriculum contributes to the college mission to be a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect. In fulfillment of one of Collin’s statutory purposes as a community college, its core courses in the arts and sciences prepare students to transfer to baccalaureate institutions and provide foundational knowledge and skills for everyday use as educated citizenry.

Students who complete the Collin College core curriculum should be able to engage in the multiple, complex discourses that surround them as they pursue their educational and life goals. They should have the skills necessary to critically acquire information, transform it into practical knowledge through disciplined creative synthesis and apply it to serve their communities and society as a whole. Collin College’s rationale for its faculty-selected core curriculum recognizes the plurality of Collin County’s population and economy by providing a transferable program of study with diverse options that emphasize the empathetic and ethical application of knowledge.
Collin’s core offers course options distributed across all required components; the liberal arts of communication, natural sciences, mathematics, humanities, fine arts, and political, social, and cultural history, as required of all undergraduate academic degrees in Texas (Texas Education Code section 61.821-31 Appendix 2). By design, the Collin College core curriculum contains courses that provide multiple perspectives about the individual and the world in which he or she lives; stimulate a capacity to discuss and reflect upon individual, political, and social aspects of life so students understand ways in which to exercise responsible citizenship; enable students to integrate knowledge and understand the interrelationships of the disciplines. Each area of the core curriculum contributes to student learning outcomes identified as Texas Core’s basic intellectual competencies, exemplary learning objectives, and perspectives (Appendix 3). The core course options are shown mapped with their associations to these competencies, objectives and perspectives in Appendix 1.

(b)(3) a description of the processes and procedures used to evaluate the institution’s core curriculum;

The Core Assessment Process

Collin College identifies expected student learning outcomes, assesses the extent to which it achieves these outcomes and provides evidence of improvement based on analysis of results in its educational programs. In response to revisions of SACSCOC institutional effectiveness expectations, Collin College developed a process in 2004-05 that assesses general education student learning outcomes at the course level and rolls the data up to the institutional level. Using course-level student learning outcomes (SLOs) as a foundation, this program review process evaluates program-level student learning outcomes and establishes continuous improvement plans for academic and workforce education programs.

Course-Embedded Measures

Assessment of the general education core curriculum begins at the course level. Each core course has faculty-developed common student learning outcomes (SLOs). SLOs are reviewed by the faculty-led Curriculum Advisory Board (CAB) (Appendix 4) to determine their appropriateness for, and contributions to, the intended program outcomes. Syllabi include CAB-approved SLOs that are required in common for every section of an academic course taught at Collin College, regardless of location or teaching modality. Such course level information, including these SLOs, is found on the first page of each syllabus. Information specific to an individual section and its faculty is found on the second and subsequent pages of each syllabus. Syllabi for core courses are available to the public on the Collin College Web site (Appendix 5). The following list of courses provides a sample of syllabi for courses across the core curriculum:

- ARTS1301 - Art Appreciation (Appendix 6)
Annually, faculty in each discipline of the core curriculum assess course-embedded measures of SLOs and create continuous improvement plans (CIP) based on this data. Each CIP targets a student learning outcome and includes an instructional plan to improve the targeted outcome with a description of how the learning outcome will be assessed in all course sections. Throughout the academic year, discipline faculty implement the improvement strategies, assess students, and measure the extent to which students demonstrate competency in the targeted learning outcome.

A designated faculty member in each discipline collects and analyzes a sample of course-level assessment data that includes representative sections from time of day, modality (face-to-face, online, blended and hybrid), on-site and off-site. This assessment data provides evidence of the implementation strategies’ effectiveness and the extent to which students met the expected SLOs. Faculty discuss the data at their fall discipline meeting (BIOL, MATH, PHED (Appendices 12-14)) and use the analysis for developing the next annual CIP.

Examples of continuous improvement plans include:

- Art (Appendix 15)
- Economics (Appendix 16)
- English (Appendix 17)
- Geology (Appendix 18)
- Philosophy (Appendix 19)
- Psychology (Appendix 20)

**College-wide Core Analysis**

Beginning in 2004-05, Collin College conducted a three-year, staggered cycle of comprehensive program review of the general education core curriculum with the purpose of improving student learning. The most recent reviews of the general education core program were in 2008-2009 and 2011-12; the process is described below.

The triennial process to assess general education as a program most recently occurred in 2010-11. For each cycle, a Core Curriculum Assessment Group (CCAG), comprised of faculty
from each core discipline, is established. CCAG assesses Collin’s student learning outcomes, performance on the Collegiate Learning Assessment (CLA), and success indicators within the general education core curriculum (e.g. ECON, GEOL MUSI (Appendices 21-23)). The data are then used to evaluate continuous improvement plans and student learning outcomes among courses within a core component area (Appendix 24). CCAG then reviews success of core completers, (Appendix 25) including performance at transfer universities (Appendix 26) and performance on the Collegiate Learning Assessment (Appendix 27). Finally, CCAG responds to the extent to which the general education outcomes align with SACSCOC and THECB (Appendix 28) expectations and concludes with a plan to strengthen the core curriculum (Appendix 29) over the next three years.

In addition to planning for improved student learning outcomes, CCAG members also recommend improvements to the general education assessment process. These recommendations are received by an institutional team, comprised of administrators and faculty, who review the college-wide data, facilitate, monitor responses and disseminate recommendations at the institutional level.

\textit{(b)(4) a description of the ways in which the evaluation results are being or will be utilized to improve the core curriculum at the institution.}

College-wide Improvements Based on Results

Based on the overall analysis of assessment data and continuous improvement plans, both broad institutional actions and discipline-based actions are taken.

As a result of ongoing assessment, Collin College has developed campus libraries that function as vibrant and supportive Learning Centers for our non-residential student body. Student feedback about library-based support services and rising retention rates show the libraries are a successful strategy for helping the majority of our students attain their goal of preparing for academic transfer to complete a baccalaureate. Another institutional action was the development of college-wide core objective rubrics to provide common criteria for instructors and students to measure progress in the attainment of core objectives.

In addition to institutional actions, disciplines devise annual continuous improvement plans, as described above, focusing on a specific student learning outcome.

\textbf{Competency 1: Reading}

\textbf{Discipline-based Action Improvements}

Representative Reading improvement plans follow:

- \textbf{HUMA 1301}: Instructors used a variety of techniques to address performance on the SLO, including targeted quizzes, in-class activities such as games, and electronic resources designed to aid mastery.
• ENGL 1301 – Activities focused on improving the targeted SLO by discussing with students sample essays where evidence in body paragraphs is, or is not, relevant, concrete, clear, and substantial for the intended audience. Instructors provided sample topic sentences and asked students to list the evidence and find resources that were appropriate to develop the paragraph.

• ANTH2351 – Three related actions were developed: First, weekly writing assignments were used to assess the SLO. Second, key anthropological concepts were provided for the students to use in their reading assignments. Third, in-class quizzes were used to demonstrate the students’ ability to extract, analyze and interpret information from a variety of printed materials.

• GEOL 1401 & 1403 – Faculty identified models to provide additional practice for students learning to read a topographical map.

• PHYS 1401- Instructors increased class-time spent to address recognition and extraction of concepts used in solving word problems involving forces.

• ECON 2301 – Economics faculty reviewed the section results and discussed the approaches that seemed to meet with the greatest success. This approach developed “best practice” suggestions to share with all Economics faculty.

Competency 2: Listening

Discipline-based Action Improvements

Representative improvement plans follow:

• MUSI 1306 – Students were given bi-monthly listening quizzes to keep them on track for achieving the targeted SLO. Faculty members were encouraged to give assessments following weekly in-class listening exercises.

• SPCH 1311 and 1315 - Instructors concentrated on improvement via repetition and reward initiatives. Specifically, activities were designed to reinforce previous content or to create high interest and high engagement in specific content areas to see if this reinforcement improved listening performance.

Competency 3: Writing

Discipline-based Action Improvements

The following actions were taken to improve student performance to a standard of 80%:

• ENGL 1301- Instructors provided feedback on finished paragraphs and feedback on all assigned essays specific to the evidence, discussion, and organization of body paragraphs for the intended audience and purpose. Students appended a self-
assessment to each essay using the same writing rubric that the instructor used to evaluate the essay.

- **ENGL 1302**- Students improved their targeted SLO performance by using worksheets, models, resources, quizzes, and other instructional methods to practice applying appropriate conventions for documenting student work using the MLA format. Instructors held students accountable for all MLA formatting and documentation measures on all writing assignments. Instructors informed students of college policy regarding plagiarism and other forms of scholastic dishonesty.

- **HUMA 1301**- Instructors used a variety of techniques to address performance on the SLO, including targeted quizzes, in-class activities such as reflective writing, and writing-based activities designed to have the student self-assess knowledge of the pertinent principles.

- **ANTH 2351**- Weekly writing assignments were introduced and feedback given.

- **ARTS 1301** – Instructors adjusted the curriculum to increase student exposure to the topic of media and process through the semester. This increased exposure was attained through the following instructional intervention: Sustained coverage of the material in Chapters 2-4 (“The Elements and Principles of Art”), written project papers, unit tests, and the end of the semester assignment/term paper based on integrating first hand museum experience with the classroom material.

- **PHIL 1301** - The department engaged in ongoing discussions with both full and associate faculty regarding the type of essay assignments used to elicit the kinds of results that demonstrate competency in critical thinking when deriving a philosophical argument from a primary source. Further, the department shared well-structured model essay assignments with associate faculty and reviewed with new associate faculty members the importance of the SLOs in organizing their syllabi.

**Competency 4: Speaking**

**Discipline-based Action Improvements**

The following activities are representative of actions undertaken to improve student oral communication skills, based on the student learning outcome results:

- **SPCH 1311 & 1315**– Instructors concentrated on improvement via repetition and or reward initiatives. Specifically, activities were designed to reinforce previous content and to create high-interest, high-engagement activities in specified content areas to improve performance.
Competency 5: Critical Thinking

The following activities are representative of actions undertaken to improve student critical thinking skills, based on analysis of the student learning outcome results:

College-wide Improvements Based on Results

- In 2009-10, a college-wide faculty development workshop was presented by the faculty who rated the student artifacts. The Critical Thinking rubric was shared along with the findings, and tips on how to integrate the critical thinking rubric into classroom activities to increase students awareness of their thinking. The rubric was posted on the intranet and faculty were encouraged to share it with students, have students use it for peer assessments and self-assessments, provide feedback on assignments with the rubric to build a common vocabulary, and increase student awareness of the desired critical thinking behaviors.

In 2011-12, the faculty-based Core Objectives Assessment Team continued development of the critical thinking rubric, along with common rubrics for the other core objectives. The 2011-12 Critical Thinking rubric was used to rate approximately 250 student artifacts. Faculty scheduled a second workshop in August 2012 to share the findings and encourage use of the Critical Thinking rubric in the classroom for the purposes stated above.

- The Center for Scholarly and Civic Engagement was established to bring together faculty, students and community partners involved in academic initiatives that focus on scholarship, leadership and community involvement to serve as a catalyst for deeper learning for students. Over the past decade, the Center has sponsored annual activities like A Book In Common and the Auteur Film Series with structured analysis integrated with core coursework.

Discipline-based Action Improvements

- **MATH 1342** – Instructors provided a summary of the Mathematics subcommittee’s findings to all faculty teaching MATH 1342. An example Lab was given to faculty to illustrate how to develop the depth of understanding necessary for a student to have mastered testing hypotheses and stating conclusions.

- **CHEM 1405** – Instructors increased the lecture time dedicated to thermodynamic concepts and spent two weeks of lab time on thermodynamics data collections and analysis. Instructors were encouraged to increase the time spent in recitation of thermodynamic concepts as well.

- **ENGL 1301** – Instructors focused on improving the targeted Critical Thinking learning outcome by discussing with students sample essays where evidence in body
paragraph is, or is not, relevant, concrete, clear, and substantive for development of the persuasive argument. Students were given sample topic sentences and asked to list the evidence that would be appropriate to develop the paragraph. Instructors provided feedback on finished paragraphs and on all assigned essays about the evidence, discussion, and organization of body paragraphs for the intended audience. Students appended a self-assessment to each essay using the same rubric that the instructor used to evaluate the critical thinking demonstrated in the essay.

- GEOL 1401 & 1403 – Instructors used models, such as the examples provided in the Geology Models Study Guide, to create opportunities for students to make appropriate measurements of strike and dip with protractors and connect the sequence of events that led to the present geographic characteristics.

- PHYS 1401 – Instructors used more class time to address the concepts involved in solving force problems, especially frictional forces. The Critical Thinking student learning outcome was assessed after the 6th lab week to reinforce the classroom discussion, rather than waiting until the end of the semester.

- ENVR 1401- To address student deficiencies shown in the learning outcome results, instructors developed, implemented and required study question exercises to provide more practice in identifying and characterizing urban environmental issues and their effects.

- ANTH 2351 – Students were required to turn in weekly writing assignments. Three related actions were taken: Critical Thinking opportunities were identified for the students; key anthropological concepts were provided for the students to use in their writing assignments; writing assignments and in-class quizzes were used to give students feedback about the logic and clarity of their thinking.

- ECON 2302 – Instructors provided an additional 120 minutes of applied fiscal or monetary policy to address specific macroeconomic problems (a critical thinking application).

- PSYC 2301 – A common measure was used immediately after completing each section topic, such as the logic and interpretation of correlations or naturalistic observation vs. formal experiment. Faculty participated in electronic discussions of how they presented the topics, sharing ideas, materials, and methods that worked to improve student learning outcome results.

**Competency 6: Computer Literacy**

The following activities are representative of actions taken to improve student computer literacy based on faculty analysis of student learning outcome results.
College-wide Improvements Based on Results

- The College reinforces computer literacy skills through a number of policies and procedures. Official communication is through CougarWeb, Collin College’s web portal. Ninety-five percent of student registration is completed through the web only. All Distance Learning is conducted through Blackboard. Nearly all coursework integrates computer acquisition of information, information management, and word processing. The Natural Science core courses require students to manage information, analyze it, and present findings using basic spreadsheets, formulas, and charting software. And finally, the College has created a learning environment conducive to connectivity by enabling WIFI on all campuses.

Discipline-based Action Improvements

- COSC 1300 – To improve the students’ basic understanding of Excel, instructors adopted a new text with a workbook and illustrated examples; added three discrete in-class tasks or assignments that provided practice in the application of Excel concepts covered in lecture; developed an assigned project in Excel requiring creation of a database, retrieval of data, and applications of formulas to generate repeating reports.

- BCIS 1305 – In online sections, instructors identified students who did not have the necessary software and made certain they obtained the software before the assignments began. In all sections, instructors reviewed instructions and instructional materials and revised any areas that were unclear or ambiguous. Introduction or pre-activities were developed to introduce concepts.
Appendix 1: Core Curriculum Mapping for High Enrollment Core Options

This core map shows the association between high enrollment core courses and the competencies, perspectives and exemplary educational objectives for which it has student learning outcomes.

| Basic Intellectual Competencies | ENGL 1301 | ENGL 1302 | SPCH 1311 | SPCH 1315 | HUMA 1301 | MATH 1314 | MATH 1342 | BIOL 1408 | BIOL 1415 | CHEM 1405 | CHEM 1411 | GEOL 1401 | GEOL 1403 | GEOL 1405 | ENVR 1401 | ANTHT 2301 | ENGN 2301 | ENGR 2301 | SOC 1301 | GOVT 2301 | GOVT 2302 | GOVT 2303 | HIST 1301 | HIST 2301 | ARTS 1301 | MUSI 1306 | PHED 1338 | COSC 1300 | ABCIS 1305 | BCIS 1300 |
|--------------------------------|------------|------------|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| B1 Reading                     | X X        | X          | X           | X           | X X X       | X X X X X X | X X X       | X X X X X X | X X X X     | X X X       | X X X X X X | X X X       | X X X X X X | X X X X X X | X X X X X X | X X X X X X | X X X X X X | X X X X X X | X X X X X  | X X X X X  | X X X X X | X X X X X | X X X X X | X X X X X | X X X X X | X X X X X | X X X X X | X X X X X | X X X X X |
| B2 Writing                     | X X        | X          | X           | X           | X           | X           | X X X       | X X X X     | X X X       | X           | X X X X     | X X X       | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X        |
| B3 Speaking                    | X X        | X          | X           | X           | X           | X           | X X X       | X X X X     | X X X       | X           | X X X X     | X X X       | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X        |
| B4 Listening                   | X X        | X          | X           | X           | X           | X           | X X X       | X X X X     | X X X       | X           | X X X X     | X X X       | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X        |
| B5 Critical Thinking           | X X        | X          | X           | X           | X           | X           | X X X       | X X X X     | X X X       | X           | X X X X     | X X X       | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X        |
| B6 Computer Literacy           | X X        | X          | X           | X           | X           | X           | X          | X          | X          | X           | X X X X     | X X X       | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X           | X        |

**Perspectives**

| P1 Ind/society/diversity       | X X        | X          | X           | X           | X X X       | X X X X     | X           | X X        | X X X X     | X           | X X X X     | X X X       | X           | X           | X           | X           | X           | X           | X X X X     | X X X       | X           | X           | X           | X           | X           | X           | X           | X           | X        |
| P2 Life facets/responsible citizenry | X X | X          | X           | X           | X X X X     | X           | X X        | X X X      | X           | X X X X     | X X X       | X           | X           | X           | X           | X           | X           | X X X X     | X X X       | X           | X           | X           | X           | X           | X           | X           | X           | X        |
| P3 Health/wellness             | X          | X          | X           | X           | X X X X     | X X X X     | X           | X X        | X X X X     | X           | X X X X     | X X X       | X           | X           | X           | X           | X           | X           | X X X X     | X X X       | X           | X           | X           | X           | X           | X           | X           | X        |
| P4 Impact of sci & tech        | X          | X          | X           | X           | X X X X     | X X X X     | X           | X X        | X X X X     | X           | X X X X     | X X X       | X           | X           | X           | X           | X           | X           | X X X X     | X X X       | X           | X           | X           | X           | X           | X           | X           | X        |
| P5 Personal values/ethics      | X          | X          | X           | X           | X X X X     | X X X X     | X           | X X        | X X X X     | X           | X X X X     | X X X       | X           | X           | X           | X           | X           | X           | X X X X     | X X X       | X           | X           | X           | X           | X           | X           | X           | X        |
| P6 Aesthetic judgments         | X          | X          | X           | X           | X X X X     | X X X X     | X           | X X        | X X X X     | X           | X X X X     | X X X       | X           | X           | X           | X           | X           | X           | X X X X     | X X X       | X           | X           | X           | X           | X           | X           | X           | X        |
| P7 Logic/problem solving       | X X        | X          | X           | X           | X X X X     | X X X X     | X           | X X        | X X X X     | X           | X X X X     | X X X       | X           | X           | X           | X           | X           | X           | X X X X     | X X X       | X           | X           | X           | X           | X           | X           | X           | X        |
| P8 Integrated knowledge        | X X        | X          | X           | X           | X           | X X X X     | X X X       | X X        | X X X X     | X           | X X X X     | X X X       | X           | X           | X           | X           | X           | X           | X X X X     | X X X       | X           | X           | X           | X           | X           | X           | X           | X        |

**Exemplary Educational Objectives**

**Communications**

| C1 Demo writing/speaking       | X X        | X          | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        |
| C2 Audience & Purpose          | X X        | X          | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        |
| C3 Appropriate modes of expression | X X | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        | X        |

**Collin College Core Curriculum Report**

* CDSC 1300 was removed from the core in Fall 2010
* BCIS 1305 was removed from the core in Fall 2010
| ENGL 1301 | ENGL 1302 | SPCH 1311 | HUMA 1301 | PHI 1301 | ENGL 2307 | MATH 1314 | MATH 1342 | BIOL 1406 | BIOL 1408 | CHEM 1411 | CHEM 1401 | ENVR 1401 | ENVR 2001 | ECON 2001 | ECON 2002 | GOVT 2301 | GOVT 2302 | HIST 1301 | HIST 2301 | HIST 2302 | HIST 2305 | HIST 2306 | MATH 1306 | MATH 1342 | BIO 1304 |
|----------|----------|-----------|-----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|
| **Mathematics** | | | | | | | | | | | | | | | | | | | | | | | | | |
| M1 Mathematical thinking & stats for modeling & problem-solving | X | X | X | X | X | | | | | | | | | | | | | | | | | | |
| M2 Evaluate math information verbally, numerically, graphically & symbolically | X | X | X | X | X | | | | | | | | | | | | | | | | | | |
| M3 Expand reasoning skills to develop math arguments | | | | | | | | | | | | | | | | | | | | | | | | |
| M4 Use technology to enhance math thinking & to solve problems & judge reasonableness of results | X | X | X | X | X | | | | | | | | | | | | | | | | | | |
| M5 Infer from math models (formulas, graphs, tables & schematics) | X | X | X | | | | | | | | | | | | | | | | | | | |
| M6 Recognize limits of math/statistical models | X | | | | | | | | | | | | | | | | | | | | | | |
| M7 Math as evolving discipline connected to other disciplines | X | X | X | | | | | | | | | | | | | | | | | | | |
| **Natural Sciences** | | | | | | | | | | | | | | | | | | | | | | | | |
| N1 Apply method & tech to science study | X | X | X | X | X | | | | | | | | | | | | | | | | | | |
| N2 Differentiate scientific method from other inquiry methods; report analyses, findings & meaning orally & in writing | X | X | X | X | | | | | | | | | | | | | | | | | | |
| N3 Differentiate among competing scientific theories | | | | | | | | | | | | | | | | | | | | | | | |
| N4 Know major science issues /problems, including ethics, values & public policy issues. | | | | | | | | | | | | | | | | | | | | | | | |
| N5 Know interdependence of science and Technology & their impact on modern culture | X | X | X | | | | | | | | | | | | | | | | | | | |
| **Humanities & Visual/Performing Arts** | | | | | | | | | | | | | | | | | | | | | | | |
| H1 Know scope & variety of works in humanities & arts | X | | | | | | | | | | | | | | | | | | | | | |
| H2 Understand human artifacts as expressions of ind & human values in historical & social context. | X | X | | | | | | | | | | | | | | | | | | | | |
| H3 Respond critically to works in arts & humanities | X | | | | | | | | | | | | | | | | | | | | | |
| H4 Engage in creative process or interpretative performance to understand the demands on authors or visual & performing artists | X | X | X | X | | | | | | | | | | | | | | | | | | |
| H5 Articulate an informed personal reaction to works in arts and Humanities | X | | | | | | | | | | | | | | | | | | | | | |
| H6 Understand aesthetic principles that govern humanities & arts. | X | | | | | | | | | | | | | | | | | | | | | |
| H7 Know influence of literature, philosophy, &/or arts on intercultural experiences. | X | | | | | | | | | | | | | | | | | | | | | |
| **Social and Behavioral Sciences** | | | | | | | | | | | | | | | | | | | | | | | |
| S1 Employ methods, tech, & data that social & behavioral scientists use to study human condition. | X | X | X | X | X | | | | | | | | | | | | | | | | | | |
| S2 Examine social institutions & processes across historical periods, social structures & cultures. | X | X | X | X | X | | | | | | | | | | | | | | | | | | |
| S3 Use & critique alternative explanatory systems or theories. | X | X | X | X | X | | | | | | | | | | | | | | | | | | |
| S4 Devise alternative explanations or solutions for contemporary social issues | X | X | X | | | | | | | | | | | | | | | | | | | |
| S5 Analyze impact of historical, social, political, economic, cultural, & global forces on area of study | X | X | X | X | X | | | | | | | | | | | | | | | | | | |
| S6 Comprehend origins & evolution of US & TX political systems, emphasizing institutions, constitutions, federalism, civil liberties and civil & human rights. | X | X | X | | | | | | | | | | | | | | | | | | | |
| S7 Understand evolution & current role of the US in the world | X | X | | | | | | | | | | | | | | | | | | | | |
| S8 Differentiate & analyze historical evidence | X | | | | | | | | | | | | | | | | | | | | | |
| S9 Apply reasonable criteria for evidence | X | | | | | | | | | | | | | | | | | | | | | |
| S10 Analyze & develop creative solutions to public policy problems | X | | | | | | | | | | | | | | | | | | | | | |
| S11 Assume civic responsibilities | X | | | | | | | | | | | | | | | | | | | | | |
| S12 Identify & understand similarities & differences of diverse cultures | X | X | X | X | | | | | | | | | | | | | | | | | | |

Collin College Core Curriculum Report
Sec. 61.821. DEFINITIONS. In this subchapter:

(1) "Core curriculum" means the curriculum in liberal arts, humanities, and sciences and political, social, and cultural history that all undergraduate students of an institution of higher education are required to complete before receiving an academic undergraduate degree.

(2) "Field of study curriculum" means a set of courses that will satisfy the lower division requirements for a bachelor's degree in a specific academic area at a general academic teaching institution.

(3) "Faculty member" means a person who is employed full-time by an institution of higher education as a member of the faculty whose primary duties include teaching, research, academic service, or administration. However, the term does not include a person holding faculty rank who spends a majority of the person's time for the institution engaged in managerial or supervisory activities, including a chancellor, vice chancellor, president, vice president, provost, associate or assistant provost, or dean.


Sec. 61.822. CORE CURRICULUM. (a) The board, with the assistance of advisory committees composed of representatives of institutions of higher education, shall develop a recommended
core curriculum of at least 42 semester credit hours, including a statement of the content, component areas, and objectives of the core curriculum. At least a majority of the members of any advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(b) Each institution of higher education shall adopt a core curriculum of no less than 42 semester credit hours, including specific courses comprising the curriculum. The core curriculum shall be consistent with the common course numbering system approved by the board and with the statement, recommendations, and rules issued by the board. An institution may have a core curriculum of other than 42 semester credit hours only if approved by the board.

(c) If a student successfully completes the 42-hour core curriculum at an institution of higher education, that block of courses may be transferred to any other institution of higher education and must be substituted for the receiving institution's core curriculum. A student shall receive academic credit for each of the courses transferred and may not be required to take additional core curriculum courses at the receiving institution unless the board has approved a larger core curriculum at the institution.

(d) A student who transfers from one institution of higher education to another without completing the core curriculum of the sending institution shall receive academic credit from the receiving institution for each of the courses that the student has successfully completed in the core curriculum of the sending institution. Following receipt of credit for these courses, the student may be required to satisfy further course requirements in the core curriculum of the receiving institution.

(e) The governing board of a general academic teaching institution that offers a joint baccalaureate degree program under a contract with a foreign college or university may, in
consultation with the foreign college or university, identify and approve courses offered by the foreign college or university that are equivalent to, and may substitute for, courses in the core curriculum of a student enrolled in the joint degree program who is considered to be primarily a student of the general academic teaching institution.


Sec. 61.823. FIELD OF STUDY CURRICULUM. (a) The board, with the assistance of advisory committees composed of representatives of institutions of higher education, shall develop field of study curricula. Each advisory committee shall be equitably composed of representatives of institutions of higher education. Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee for that particular field of study. At least a majority of the members of any advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(b) If a student successfully completes a field of study curriculum developed by the board, that block of courses may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the degree program for the field of study into which the student transfers, and the student shall receive full
academic credit toward the degree program for the block of courses transferred.

(c) A student who transfers from one institution of higher education to another without completing the field of study curriculum of the sending institution shall receive academic credit from the receiving institution for each of the courses that the student has successfully completed in the field of study curriculum of the sending institution. Following receipt of credit for these courses, the student may be required to satisfy further course requirements in the field of study curriculum of the receiving institution.

(d) In developing field of study curricula, the board shall pursue a management strategy that maximizes efficiency, including a management strategy that provides for the decentralization of advisory committees to enable concurrent development of curricula for different fields of study.

(e) Not later than January 1, 2003, the board shall develop the field of study curriculum for not fewer than 10 degree programs designated by the board not later than January 1, 2002, that are high-demand degree programs for transfer students and that are common to more than one general academic teaching institution. Not later than January 1, 2003, the board shall report to the legislature regarding the board's progress in developing the field of study curricula required by this subsection.

(f) Not later than January 1, 2004, the board shall develop, in addition to the degree programs designated by the board under Subsection (e), the field of study curriculum for not fewer than five degree programs designated by the board not later than January 1, 2003, that are high-demand degree programs for transfer students and that are common to more than one general academic teaching institution. Not later than January 1, 2004, the board shall report to the legislature regarding the board's progress in developing the field of study curricula required by this subsection.
Sec. 61.824. INSTITUTIONAL EVALUATIONS. Each institution shall review and evaluate the institution's core curriculum and applicable field of study curricula at intervals specified by the board and shall report the results of that review to the board.

Added by Acts 1997, 75th Leg., ch. 1016, Sec. 1, eff. June 19, 1997.

Sec. 61.825. BOARD EVALUATIONS. The board shall develop criteria to evaluate the transfer practices of each institution of higher education and shall evaluate the transfer practices of each institution based on those criteria.

Added by Acts 1997, 75th Leg., ch. 1016, Sec. 1, eff. June 19, 1997.

Sec. 61.826. DISPUTE RESOLUTION. (a) The board by rule shall adopt procedures to be followed by:

(1) institutions of higher education in resolving disputes concerning the transfer of lower division course credit; and

(2) the commissioner of higher education or the commissioner's designee in making a final determination concerning transfer of the course credit if the transfer is in dispute.

(b) Each institution of higher education shall publish in its course catalogs the procedures adopted by the board under Subsection (a).
(c) If an institution of higher education does not accept course credit earned by a student at another institution of higher education, that institution shall give written notice to the student and the other institution that the transfer of the course credit is denied. The two institutions and the student shall attempt to resolve the transfer of the course credit in accordance with board rules. If the transfer dispute is not resolved to the satisfaction of the student or the institution at which the credit was earned within 45 days after the date the student received written notice of the denial, the institution that denies the transfer of the course credit shall notify the commissioner of higher education of its denial and the reasons for the denial.

(d) The commissioner of higher education or the commissioner's designee shall make the final determination about a dispute concerning the transfer of course credit and give written notice of the determination to the involved student and institutions.

(e) The board shall collect data on the types of transfer disputes that are reported and the disposition of each case that is considered by the commissioner of higher education or the commissioner's designee.

Added by Acts 1997, 75th Leg., ch. 1016, Sec. 1, eff. June 19, 1997.

Sec. 61.827. RULES. The board is authorized to adopt rules implementing the provisions of this subchapter.

Added by Acts 1997, 75th Leg., ch. 1016, Sec. 1, eff. June 19, 1997.

Sec. 61.828. CONCURRENTLY ENROLLED STUDENTS. A student concurrently enrolled at more than one institution of higher education shall follow the core curriculum or the field of study
curriculum of the institution in which the student is classified as a degree-seeking student.

Added by Acts 1997, 75th Leg., ch. 1016, Sec. 1, eff. June 19, 1997.

Sec. 61.829. EFFECT ON OTHER POLICIES. This subchapter does not affect the authority of an institution of higher education to adopt its own admission standards in compliance with this title or its own grading policies.

Added by Acts 1997, 75th Leg., ch. 1016, Sec. 1, eff. June 19, 1997.

Sec. 61.830. PUBLICATION OF GUIDELINES ADDRESSING TRANSFER PRACTICES. In its course catalogs and on its website, each institution of higher education shall publish guidelines addressing the practices of the institution regarding the transfer of course credit. In the guidelines, the institution must identify a course by using the common course numbering system approved by the board.


Sec. 61.831. PURPOSE OF SUBCHAPTER. The purpose of this subchapter is to develop a seamless system of higher education with respect to student transfers between institutions of higher education, including student transfers from public junior colleges to general academic teaching institutions.

Recommendations of the GEO Forum:
General Education Core Curriculum,
Basic Intellectual Competencies in the Core Curriculum,
Core Area Exemplary Educational Objectives, and
Additional Recommendations

Prepared by the
General Education Outcomes (GEO) Forum
Collin County Community College District

May 13, 2003
GEO Forum Members

Veronica Chavez, M.P.A.  Business & Computer Science Division
Chip Galloway, M.S.  Mathematics & Natural Sciences Division
Jean Helgeson, M.A.  Mathematics & Natural Sciences Division
Joan Jenkins, Ph.D.  Social Sciences, Health & Public Services Division
Joan Kennedy, Ph.D.  Communications & Humanities Division
Ralph Long, M.S.  Communications & Humanities Division
Sherry Schumann, M.Ed.  Mathematics & Natural Sciences Division
Betty Siber, M.A.  Fine Arts Division
Bill Slater, M.S.  Business & Computer Science Division
Debra St. John, Ph.D.  Social Sciences, Health & Public Services Division

Pam Gaiter, M.A.  (Co-Chair)  Social Sciences, Health & Public Services Division
Tom Martin, Ph.D.  (Co-Chair)  Instructional Administration

Deans with Core Curriculum Oversight Responsibility

Tom Chesney, Ph.D.  Communications & Humanities Division
Gaye Cooksey, B.F.A.  Fine Arts Division
Gary Hodge, M.A.  Social Sciences, Health & Public Services Division
Cameron Neal, Ph.D.  Mathematics & Natural Sciences Division
Bill Blitt, M.S.  Business & Computer Science Division

Note: The signatures below each of the core area sections represent GEO Forum faculty members' and deans' attestations that all courses included in the recommendations address the indicated basic intellectual competencies in the core curriculum and the indicated core area exemplary educational objectives. The deans' signatures represent no endorsement of this report.
Recommended Purpose Statement for CCCCDD General Education Core Curriculum

The role of general education at Collin County Community College District is to cultivate within students
1. a common core of knowledge in the liberal arts tradition,
2. high-level cognitive skills, and
3. an educational foundation that facilitates and encourages life-long learning.

Introduction to the GEO Forum’s Recommendations

In formulating its recommendations, the GEO Forum focused on five things: (1) embodying the statement of purpose for CCCCDD’s general education core curriculum (see above), (2) providing students with as much flexibility as possible in meeting their general education requirements while maintaining rigor and quality within the core, (3) giving faculty members the dominant voice in determining which courses are most appropriate in the core, (4) including deans in the discussions with faculty members, and (5) complying with external criteria mandated by SACS and the THECB. Faculty representatives on the GEO Forum took all proposals back to faculty within the appropriate divisions for discussion before GEO Forum members made their decisions. Once the faculty members had discussed the proposals, GEO Forum members discussed them with the appropriate deans to ensure that deans understood and concurred with their faculty members. The input from faculty members and deans was carefully considered before any final recommendations were made.

The GEO Forum based its recommendations on the premise that not every core course can or should address every competency and educational objective. Rather, students should have addressed all competencies and educational objectives by the time they complete the entire CCCCDD core. These competencies and learning objectives will, in turn, form the basis for assessing general education learning outcomes.

Note: On the following pages, red text identifies instances where the GEO Forum is recommending (1) additions to CCCCDD current core curriculum, (2) adoption of core area exemplary educational objectives in addition to those prescribed by the Texas Higher Education Coordinating Board or (3) alternatives to wording in prescribed core area exemplary learning objectives that raise the expectations placed on CCCCDD students beyond those prescribed. Blue text identifies core options specific to the AA degree. Green text identifies core options specific to the AS degree. Orange text identifies core options specific to the AAS degree. Courses in the listings that are followed by no blue, green, or orange text identify core options available to any degree-seeking student.
Basic Intellectual Competencies in the Core Curriculum

The competencies defined below are predicated on the judgment that a series of basic intellectual competencies—reading, writing, speaking, listening, critical thinking, and computer literacy—are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to the college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen careers or professions.

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<th>COURSES RECOMMENDED FOR CORE CURRICULUM WITH ASSOCIATED BASIC INTELLECTUAL COMPETENCIES</th>
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Basic Intellectual Competencies in the Core Curriculum

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| COURSES RECOMMENDED FOR CORE CURRICULUM WITH ASSOCIATED BASIC INTELLECTUAL COMPETENCIES |
|---|---|---|---|---|---|---|
| Competencies | Course ID | Course Title |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| x | x | x | x | CHEM 2423 | Organic Chemistry I (AA/AS) |
| x | x | x | x | CHEM 2425 | Organic Chemistry II (AA/AS) |
| x | x | x | x | COSC 1320 | C++ for Programmers (AA/AS) |
| x | x | x | x | COSC 1420 | Introduction to Programming with C++ (AA/AS) |
| x | x | x | x | COSC 1437 | Object-Oriented Programming - Java (AA/AS) |
| x | x | x | x | COSC 2315 | Object-Oriented Data Structures - C++ (AA/AS) |
| x | x | x | x | COSC 2320 | Object-Oriented Programming (AA/AS) |
| x | x | x | x | COSC 2325 | Assembly Language (AA/AS) |
| x | x | x | x | COSC 2420 | Introduction to Object-Oriented Programming with C++ (AA/AS) |
| x | x | x | x | COSC 2436 | Object Oriented Programming - Java (AA/AS) |
| x | x | x | x | DANC 1101 | Improvisation |
| x | x | x | x | DANC 1110 | Tap Technique I |
| x | x | x | x | DANC 1111 | Tap Technique II |
| x | x | x | x | DANC 1122 | Folk Dance |
| x | x | x | x | DANC 1141 | Ballet Technique I |
| x | x | x | x | DANC 1142 | Ballet Technique II |
| x | x | x | x | DANC 1145 | Modern Dance Technique I |
| x | x | x | x | DANC 1146 | Modern Dance Technique II |
| x | x | x | x | DANC 1147 | Jazz Dance Technique I |
| x | x | x | x | DANC 1148 | Jazz Dance Technique II |
| x | x | x | x | DANC 1151 | Dance Performance I |
| x | x | x | x | DANC 1152 | Dance Performance II |
| x | x | x | x | DANC 2141 | Ballet Technique III |
| x | x | x | x | DANC 2142 | Ballet Technique IV |
| x | x | x | x | DANC 2145 | Modern Dance Technique III |
| x | x | x | x | DANC 2146 | Modern Dance Technique IV |
| x | x | x | x | DANC 2147 | Jazz Dance Technique III |
| x | x | x | x | DANC 2148 | Jazz Dance Technique IV |
Basic Intellectual Competencies in the Core Curriculum

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<th>Course ID</th>
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<tr>
<td>GEOL 1447</td>
<td>Introduction to Meteorology (AA/AS)</td>
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<tr>
<td>GEOL 2409</td>
<td>Rocks, Minerals, and Geosystems (AA)</td>
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Basic Intellectual Competencies in the Core Curriculum

The competencies defined below are predicated on the judgment that a series of basic intellectual competencies—reading, writing, speaking, listening, critical thinking, and computer literacy—are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to the college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen careers or professions.

<p>| COURSES RECOMMENDED FOR CORE CURRICULUM WITH ASSOCIATED BASIC INTELLECTUAL COMPETENCIES |
|---|---|---|</p>
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<th>Competencies</th>
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Basic Intellectual Competencies in the Core Curriculum

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<td>Introduction to Racquet Sports</td>
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<td>Popular Social Dance</td>
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<td><strong>PHED 1147</strong></td>
<td>Beginning Aerobic Kickboxing/Karate</td>
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<td><strong>PHED 1251</strong></td>
<td>Beginning Scuba</td>
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<td>Advanced Open Water Scuba</td>
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<td><strong>PHED 1338</strong></td>
<td>Concepts of Physical Fitness and Wellness</td>
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<td>Introduction to Ethics</td>
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<td><strong>PHIL 2307</strong></td>
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<td><strong>PHYS 2425</strong></td>
<td>University Physics I (AA/AS)</td>
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## COMPETENCY DEFINITIONS

1. **READING**: The ability to analyze and interpret a variety of printed materials—books, documents, and articles [above 12th grade level].

2. **WRITING**: The ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience [above 12th grade level].

3. **SPEAKING**: The ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience [above 12th grade].

4. **LISTENING**: The ability to analyze and interpret various forms of spoken communication [above 12th grade].

5. **CRITICAL THINKING**: The ability to apply both qualitative and quantitative skills analytically and creatively to subject matter in order to solve problems, evaluate arguments, and construct alternate strategies.

6. **COMPUTER LITERACY**: The ability to use computer based technology in communicating, solving problems, acquiring information; an understanding of the relationships between technology and society; and the tools to evaluate and learn new technologies as they become available.

## COURSES RECOMMENDED FOR CORE CURRICULUM WITH ASSOCIATED BASIC INTELLECTUAL COMPETENCIES

<table>
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<tr>
<th>Course ID</th>
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<th>COURSES RECOMMENDED FOR CORE CURRICULUM WITH ASSOCIATED BASIC INTELLECTUAL COMPETENCIES</th>
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<td>GEO Forum: Joan Jenkins</td>
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<td>GEO Forum: Joan Kennedy</td>
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<td>GEO Forum: Ralph Long</td>
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<td>GEO Forum: Betty Siber</td>
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<td>GEO Forum: Bill Slater</td>
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<tr>
<td>GEO Forum: Debra St. John</td>
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### Core Area Exemplary Educational Objectives

**CORE AREA:** Communication, Composition, Speech, and Modern Language

The objective of the communication, composition, speech, and modern language component of CCCCD's core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

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**COURSES RECOMMENDED FOR CORE AREA WITH ASSOCIATED EXEMPLARY LEARNING OBJECTIVES**

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Course ID</th>
<th>Course Title</th>
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</table>

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**EXEMPLARY EDUCATIONAL OBJECTIVES:** STUDENTS WILL...

1. **UNDERSTAND** and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
2. **UNDERSTAND** the importance of specifying audience and purpose and to select appropriate communication choices.
3. **UNDERSTAND** and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication.
4. **PARTICIPATE** effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
5. **UNDERSTAND** and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.
6. **DEVELOP** the ability to research and write a documented paper and/or to give an oral presentation.
7. **DEVELOP** an awareness and understanding of cultural diversity.

---

GEO Forum: Joan Kennedy

Dean: Tom Chesney

GEO Forum: Ralph Long
# Core Area Exemplary Educational Objectives

**CORE AREA: Computer Science**

The objective of the computer science component of CCCCD's core curriculum is to give students an understanding of how computers, and information technology in general, affect our society. Students will engage in learning how to use computers to perform various tasks and will learn the advantages and limitations of information technology in various activities.

## COURSES RECOMMENDED FOR CORE AREA WITH ASSOCIATED EXEMPLARY LEARNING OBJECTIVES

<table>
<thead>
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<th>Competencies</th>
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<th>Course Title</th>
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<td>X X X X X X X X</td>
<td>BCIS 1332</td>
<td><strong>2</strong> - DEMONSTRATE general knowledge of computer hardware and how computers function (including capabilities and limitations).</td>
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<tr>
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<td>X X X X X X X X</td>
<td>BCIS 2332</td>
<td><strong>3</strong> - DEMONSTRATE general knowledge of operating systems/utility software and usage.</td>
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<td>X X X X X X X X</td>
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<td><strong>5</strong> - DEMONSTRATE the formal logic and problem solving processes that are used in the development of computer software.</td>
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<td>X X X X X X X X</td>
<td>COSC 1320</td>
<td><strong>6</strong> - DEMONSTRATE knowledge of computer communications including using local networks and the Internet.</td>
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<td>X X X X X X X X</td>
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<td><strong>7</strong> - IDENTIFY and UNDERSTAND issues related to information technology and society.</td>
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<td>COSC 2437</td>
<td><strong>7</strong> - IDENTIFY and UNDERSTAND issues related to information technology and society.</td>
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</table>
### Core Area Exemplary Educational Objectives

#### CORE AREA: Humanities and Visual and Performing Arts

The objective of the humanities and visual and performing arts component of CCCCD’s core curriculum is to expand students’ knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

#### COURSES RECOMMENDED FOR CORE AREA WITH ASSOCIATED EXEMPLARY LEARNING OBJECTIVES

<table>
<thead>
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<th>Competencies</th>
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<td>PHIL 2371</td>
<td>Philosophy of Art/Aesthetics (AAS)</td>
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</table>
Core Area Exemplary Educational Objectives

**CORE AREA: Humanities and Visual and Performing Arts**

The objective of the humanities and visual and performing arts component of CCCCD's core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

### COURSES RECOMMENDED FOR CORE AREA WITH ASSOCIATED EXEMPLARY LEARNING OBJECTIVES

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Course ID</th>
<th>Course Title</th>
<th>Core ID</th>
<th>Course Title</th>
</tr>
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<tr>
<td>C</td>
<td>SPAN 2321</td>
<td>Spanish Literature I (AA/AS)</td>
<td></td>
<td>SPAN 2322</td>
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</table>

**EXEMPLARY EDUCATIONAL OBJECTIVES: STUDENTS WILL**

1. **DEMONSTRATE** awareness of the scope and variety of works in the arts and humanities.
2. **UNDERSTAND** those works as expressions of individual and human values within an historical and social context.
3. **RESPOND** critically to works in the arts and humanities.
4. **ENGAGE** in the creative process of interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.
5. **ARTICULATE** an informed personal reaction to works in the arts and humanities.
6. **DEVELOP** an appreciation for the aesthetic principles that guide or govern the humanities and arts.
7. **DEMONSTRATE** knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

GEO Forum: Joan Kennedy

Dean: Tom Chesney

GEO Forum: Betty Siber

Interim Dean: Gaye Cooksey

Dean: Gary Hodge

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### Core Area Exemplary Educational Objectives

**CORE AREA: Mathematics**

The objective of the mathematics component of CCCCD's core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

#### COURSES RECOMMENDED FOR CORE AREA WITH ASSOCIATED EXEMPLARY LEARNING OBJECTIVES

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Course ID</th>
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<td>2</td>
<td>MATH 1316</td>
<td>Trigonometry</td>
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<td>MATH 2419</td>
<td>Accelerated Calculus II (AAS)</td>
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</table>

**EXEMPLARY EDUCATIONAL OBJECTIVES: STUDENTS WILL** . . .

1. **APPLY** arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.

2. **REPRESENT** mathematical information verbally, numerically, graphically, and symbolically.

3. **EXPAND** mathematical reasoning skills and formal logic to develop convincing mathematical arguments.

4. **USE** appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.

5. **INTERPRET** mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.

6. **RECOGNIZE** the limitations of mathematical and statistical models.

7. **DEVELOP** the view that mathematics is an evolving discipline interrelated with human culture and will understand its connections to other disciplines.
Core Area Exemplary Educational Objectives

**CORE AREA: Mathematics**
The objective of the mathematics component of CCCCD’s core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Course ID</th>
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<tbody>
<tr>
<td>1&lt;sup&gt;a&lt;/sup&gt;</td>
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</table>

The seven core area exemplary educational objectives for mathematics are mandated by the Texas Higher Education Coordinating Board (THECB). Consequently, CCCCD is not at liberty to alter them. All CCCCD mathematics courses address objectives 2, 3, 4, 5, and 7 in their entireties. All CCCCD mathematics courses address parts of objectives 1 and 6. Only MATH 1342 (Statistics) addresses objectives 1 and 6 in their entirety, because only this course specifically addresses statistical methods and models. However, it became clear from discussions with THECB officials that the phrase "and statistical methods" in objective 1 and the phrase "and statistical models" in objective 6 must be construed as "or statistical methods" and "or statistical models" respectively since nonstatistical mathematics courses cannot be expected to address statistical methods and models.

<sup>a</sup>The seven core area exemplary educational objectives for mathematics are mandated by the Texas Higher Education Coordinating Board (THECB). Consequently, CCCCD is not at liberty to alter them. All CCCCD mathematics courses address objectives 2, 3, 4, 5, and 7 in their entireties. All CCCCD mathematics courses address parts of objectives 1 and 6. Only MATH 1342 (Statistics) addresses objectives 1 and 6 in their entirety, because only this course specifically addresses statistical methods and models. However, it became clear from discussions with THECB officials that the phrase "and statistical methods" in objective 1 and the phrase "and statistical models" in objective 6 must be construed as "or statistical methods" and "or statistical models" respectively since nonstatistical mathematics courses cannot be expected to address statistical methods and models.
### Core Area Exemplary Educational Objectives

**CORE AREA: Natural Sciences**

The objective of the natural sciences component of CCCCD's core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

#### COURSES RECOMMENDED FOR CORE AREA WITH ASSOCIATED EXEMPLARY LEARNING OBJECTIVES

<table>
<thead>
<tr>
<th>Competencies</th>
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<td>Introduction to Biology II (AA)</td>
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<td>General Botany (AA/AS)</td>
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<td>Earth Habitat (AA)</td>
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**Core Area Exemplary Educational Objectives**

**CORE AREA: Natural Sciences**

The objective of the natural sciences component of CCCCD's core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

<table>
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<th>Competencies</th>
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<td>PHYS 2426</td>
<td>University Physics II (AA/AS)</td>
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</tbody>
</table>

**EXEMPLARY EDUCATIONAL OBJECTIVES: STUDENTS WILL**

1. **UNDERSTAND** and apply methods and appropriate technologies to the study of the natural sciences.

2. **RECOGNIZE** scientific and quantitative methods and the differences between these approaches and the other methods of inquiry and to communicate findings, analysis, and interpretation both orally and in writing.

3. **IDENTIFY** and recognize the differences among competing scientific theories.

4. **DEMONSTRATE** knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.

5. **DEMONSTRATE** proficiency in laboratory procedures involving the collection, analysis and interpretation of data.

6. **DEMONSTRATE** knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

**Dean: Cameron Neal**

---

GEO Forum: Jean Helgeson

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# Core Area Exemplary Educational Objectives

**CORE AREA: Physical Education**

The objective of the physical education component of CCCCD's core curriculum is to create a foundation of skill and knowledge essential for lifetime health and wellness. The curriculum provides opportunities for students to engage in a variety of movement experiences that contribute to the motor and fitness development of the individual and provide an understanding of the scientific basis for movement, health, fitness, and wellness.

## COURSES RECOMMENDED FOR CORE AREA WITH ASSOCIATED EXEMPLARY LEARNING OBJECTIVES

<table>
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<th>Competencies</th>
<th>Course ID</th>
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<tr>
<td>X</td>
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</table>
CORE AREA: Physical Education

The objective of the physical education component of CCCCD's core curriculum is to create a foundation of skill and knowledge essential for lifetime health and wellness. The curriculum provides opportunities for students to engage in a variety of movement experiences that contribute to the motor and fitness development of the individual and provide an understanding of the scientific basis for movement, health, fitness, and wellness.

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<thead>
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<th>Competencies</th>
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<td>x x x x x</td>
<td>PHED 1120</td>
<td>Beginning Racquetball</td>
</tr>
<tr>
<td>x x x x x</td>
<td>PHED 1121</td>
<td>Intermediate Racquetball</td>
</tr>
<tr>
<td>x x x x x</td>
<td>PHED 1122</td>
<td>Advanced Racquetball</td>
</tr>
<tr>
<td>x x x x x</td>
<td>PHED 1123</td>
<td>Beginning Golf</td>
</tr>
<tr>
<td>x x x x x</td>
<td>PHED 1124</td>
<td>Intermediate Golf</td>
</tr>
<tr>
<td>x x x x x</td>
<td>PHED 1125</td>
<td>Bowling</td>
</tr>
<tr>
<td>x x x x x</td>
<td>PHED 1126</td>
<td>Self-Defense</td>
</tr>
<tr>
<td>x x x x x</td>
<td>PHED 1127</td>
<td>Beginning Karate</td>
</tr>
<tr>
<td>x x x x x</td>
<td>PHED 1128</td>
<td>Intermediate Karate</td>
</tr>
<tr>
<td>x x x x x</td>
<td>PHED 1129</td>
<td>Intro to Hatha Yoga</td>
</tr>
<tr>
<td>x x x x x</td>
<td>PHED 1130</td>
<td>Intermediate Hatha Yoga</td>
</tr>
<tr>
<td>x x x x x</td>
<td>PHED 1131</td>
<td>Beginning Swimming</td>
</tr>
<tr>
<td>x x x x x</td>
<td>PHED 1132</td>
<td>Intermediate Swimming</td>
</tr>
<tr>
<td>x x x x x</td>
<td>PHED 1133</td>
<td>Intro to Racquet Sports</td>
</tr>
<tr>
<td>x x x x x</td>
<td>PHED 1136</td>
<td>Water Aerobics</td>
</tr>
<tr>
<td>x x x x x</td>
<td>PHED 1137</td>
<td>Swimming Conditioning</td>
</tr>
<tr>
<td>x x x x x</td>
<td>PHED 1138</td>
<td>Synchronized Swimming</td>
</tr>
<tr>
<td>x x x x x</td>
<td>PHED 1140</td>
<td>Beginning Aerobic Dance</td>
</tr>
<tr>
<td>x x x x x</td>
<td>PHED 1141</td>
<td>Intermediate Aerobic Dance</td>
</tr>
<tr>
<td>x x x x x</td>
<td>PHED 1146</td>
<td>Popular Social Dance</td>
</tr>
</tbody>
</table>
Core Area Exemplary Educational Objectives

**CORE AREA: Physical Education**
The objective of the physical education component of CCCCD's core curriculum is to create a foundation of skill and knowledge essential for lifetime health and wellness. The curriculum provides opportunities for students to engage in a variety of movement experiences that contribute to the motor and fitness development of the individual and provide an understanding of the scientific basis for movement, health, fitness, and wellness.

**COURSES RECOMMENDED FOR CORE AREA WITH ASSOCIATED EXEMPLARY LEARNING OBJECTIVES**

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Course ID</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>PHED 1147</td>
<td>Beginning Aerobic Kickboxing/Karate</td>
</tr>
<tr>
<td>X</td>
<td>PHED 1251</td>
<td>Beginning Scuba</td>
</tr>
<tr>
<td>X</td>
<td>PHED 1252</td>
<td>Advanced Open Water Scuba</td>
</tr>
<tr>
<td>X</td>
<td>PHED 1338</td>
<td>Concepts of Physical Fitness and Wellness</td>
</tr>
<tr>
<td>X</td>
<td>PHED 2140</td>
<td>Advanced Aerobic Dance</td>
</tr>
<tr>
<td>X</td>
<td>PHED 2147</td>
<td>Intermediate Aerobic Kickboxing</td>
</tr>
</tbody>
</table>

**EXEMPLARY EDUCATIONAL OBJECTIVES: STUDENTS WILL . . .**

1. **DEMONSTRATE** sport and fitness-related skills and apply the use of these skills in lifetime activity in the promotion of health and wellness.
2. **DEMONSTRATE** knowledge of nutrition and its implications for sport performance, physical fitness, and wellness.
3. **RECOGNIZE** the importance of the relationship between lifetime activity and the quality of life.
4. **DEMONSTRATE** the biomechanics of fundamental movements and skills.
5. **DEVELOP** the kinesthetic sense in the process of acquiring movement skills.

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GEO Forum: Betty Siber
Interim Dean: Gaye Cooksey

GEO Forum: Jean Helgeson
Dean: Cameron Neal
### Core Area Exemplary Educational Objectives

**CORE AREA: Social and Behavioral Sciences**
The objective of the social and behavioral sciences component of CCCCD's core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

**Courses Recommended for Core Area with Associated Exemplary Learning Objectives**

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Course ID</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ECON 1301</strong></td>
<td>Introduction to Economics (AAS)</td>
<td></td>
</tr>
<tr>
<td><strong>ECON 2301</strong></td>
<td>Principles of Macroeconomics</td>
<td></td>
</tr>
<tr>
<td><strong>ECON 2302</strong></td>
<td>Principles of Microeconomics</td>
<td></td>
</tr>
<tr>
<td><strong>GOVT 2301</strong></td>
<td>American Government I (AA/AS)</td>
<td></td>
</tr>
<tr>
<td><strong>GOVT 2302</strong></td>
<td>American Government II (AA/AS)</td>
<td></td>
</tr>
<tr>
<td><strong>HIST 1301</strong></td>
<td>US History I (AA/AS)</td>
<td></td>
</tr>
<tr>
<td><strong>HIST 1302</strong></td>
<td>US History II (AA/AS)</td>
<td></td>
</tr>
<tr>
<td><strong>HIST 2301</strong></td>
<td>History of Texas (AA/AS)</td>
<td></td>
</tr>
<tr>
<td><strong>PSYC 2301</strong></td>
<td>General Psychology (AA/AS)</td>
<td></td>
</tr>
<tr>
<td><strong>PSYC 2302</strong></td>
<td>Applied Psychology (AA/AS)</td>
<td></td>
</tr>
<tr>
<td><strong>SOCI 1301</strong></td>
<td>Introduction to Sociology (AA/AS)</td>
<td></td>
</tr>
</tbody>
</table>

**Exemplary Educational Objectives: Students will . . .**

1. **TO EMPLOY** the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.

2. **TO EXAMINE** social institutions and processes across a range of historical periods, social structures, and cultures.

3. **TO USE** and critique alternative explanatory systems or theories.

4. **TO DEVELOP** and communicate alternative explanations or solutions for contemporary social issues.

5. **TO ANALYZE** critically assess, and develop creative solutions to public policy problems.

6. **TO COMPREHEND** the evolution and current role of the U.S. in the world.

7. **TO UNDERSTAND** the evolution and current role of the world's major political systems.

8. **TO DIFFERENTIATE** and analyze historical evidence (documentary and statistical) and differing points of view.

9. **TO RECOGNIZE** and apply reasonable criteria for the acceptability of historical evidence and social research.

10. **TO EMPLOY** the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.

11. **TO RECOGNIZE** and assume one’s responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.

12. **TO IDENTIFY** and understand differences and commonalities within diverse cultures.

**GEO Forum:** Veronica Chavez, Pam Gaiter, Joan Jenkins, Debra St. John

Dean: Gary Hodge, Bill Blitt

CCCD IRO tkm; 5/13/2003; Page 23 of 27
h:\Projects\GEO Forum\Final Recommendations for Core Curriculum.xls
Additional Recommendations

Additional Recommendation 1: The GEO Forum recommends that degree-specific requirements outside the major that are not specifically identified as core requirements in the A.A.S. core curriculum not be referred to in the CCCCD Catalog as "core curriculum requirements." Rather they should be referred to by some other designation such as "extra-major requirements."

Rationale: The A.A.S. core curriculum (pp. 68-69 in CCCCD’s 2002-2003 Catalog) specifies 22 semester credit hours for graduation. The A.A.S. section of the Catalog (pp. 68-116) makes frequent italicized references to degree-specific "core" requirements. Several of those italicized references specify courses not identified among those in the A.A.S. core curriculum as listed on pp. 68-69. For example, in numerous instances, courses in the natural sciences are identified as core when the definition of the A.A.S. core (pp. 68-69) specifies no natural sciences component. Referring to these extra-major requirements as core courses implies that CCCCD’s A.A.S. core curriculum is greater than the 22 semester credit hours specified on pp. 68-69 and also implies that the core, as outlined on those two pages, is not really the core. This has created confusion in the minds of students, academic advisors, and faculty.

Additional Recommendation 2: The GEO Forum recommends that CCCCD’s Catalog clearly list all courses that meet the general education core requirements.

Rationale: Currently, the CCCCD Catalog identifies PHED and DANC courses that are part of the core curriculum by simply saying, "Any PHED/DANC Activity Course (1 credit hour)." Since there are PHED and DANC courses that are not part of the core, and since there are a few courses greater than 1 credit hour that are part of the core, the current Catalog statement has created confusion in the minds of students, academic advisors, and faculty. Also, there are numerous courses that meet the A.A.S. mathematics core requirement (any nonremedial mathematics course). The catalog identifies these courses (p. 68) as "MATH1 xxx" and "MATH2 xxx." For the sake of clarity, it would be better either to list the courses completely or, at the very least, to indicate that any 1000-level or higher mathematics course meets the A.A.S. core requirement.

Additional Recommendation 3: The GEO Forum recommends that the curriculum in COSC 1300 (Computer Essentials) be redesigned to elevate the level of instruction sufficiently to justify its inclusion in a collegiate core curriculum or that it be dropped from the core curriculum and be made a remedial computing course.

Rationale: COSC 1300 covers some knowledge and skills that students should have acquired in high school. The course is designed the way it is because some students did not learn what they should have learned in high school and some students either never had the opportunity to learn the material in high school or left high school long enough ago to have forgotten it. The GEO Forum applauds the Computer Science faculty for designing a course that clearly meets important needs for these students while still addressing some college-level knowledge and skills. However, the overall level of instruction should be elevated sufficiently to justify its inclusion in the collegiate core curriculum or the course should be redesigned as a remedial course specifically addressing needs of students who come to CCCCD without appropriate computer knowledge and skills. If the faculty decide to raise the level of this course, some provision should be made to address the needs of under-prepared students through a new credit course below the 1000-level or through the Continuing Education Division.
Additional Recommendation 4: Eliminate the distinct economics requirement from the A.A.S. general education core curriculum; add ECON 1301 (Introduction to Economics), ECON 2301 (Principles of Macroeconomics), and ECON 2302 (Principles of Microeconomics) as options in the social/behavioral sciences core for the A.A.S.; and add ECON 2301 and ECON 2302 as options in the social/behavioral sciences core for the A.A./A.S. (Note: ECON 1301 is not being recommended for addition to the A.A./A.S. core because it was designed to support workforce education programs and students sometimes have trouble transferring the course.)

**Rationale:** GEO Forum members found no justification for a distinct economics requirement in the current A.A.S. general education core curriculum. The A.A.S. core currently consists of 22 semester hours while the less restrictive 45 semester hour A.A./A.S. core has no economics requirement. The THECB limits A.A.S. programs to 72 semester hours and some A.A.S. programs struggle to balance effective workforce preparation with general education requirements within the 72 hour limit. Elimination of a distinct economics requirement while making economics an option under social/behavioral sciences frees up three semester hours giving those programs increased flexibility in meeting the demands of effective workforce preparation. Furthermore, investigation of general education requirements at universities suggests that economics is commonly included in the general education curriculum as an option for meeting social/behavioral sciences requirements. CCCCD students currently are limited to selecting from only two courses to meet their social/behavioral sciences obligation. Thus, adding the recommended courses to the social/behavioral sciences core significantly expands students' flexibility.

Additional Recommendation 5: Eliminate the computer science requirement from the A.A.S. general education core curriculum, but hold A.A.S. students to the same standards required of A.A./A.S. students with regards to demonstrating attainment of basic intellectual competencies and core area exemplary learning objectives related to computer literacy.

**Rationale:** As mentioned in Additional Recommendation 4, above, some programs struggle to comply with the dual demands of workforce preparation and general education within the THECB's 72 semester hour limit. Anything that can be done should be done to allow those programs greater flexibility in preparing CCCCD students for the workplace while maintaining the integrity of CCCCD's core and while complying with all SACS and THECB expectations. Since CCCCD's workforce education programs include significant information technology components specifically geared toward the careers in which students are interested, faculty members contend that A.A.S. students obtain the computer skills and knowledge they need to function in today's information society without completing a separate computer course. To ensure that A.A.S. students are receiving a comparable computer education to other degree-seeking students, workforce education faculty should integrate the same computer-related competencies and learning objectives into their syllabi and courses that are taught the computer science core and A.A.S. students should be required to demonstrate the same level of learning outcomes as other degree-seeking students. In some cases, faculty members in an A.A.S. program may be unable to effectively integrate all computer science learning objectives into the program's curriculum. In other cases, students in an A.A.S. program may fail to demonstrate the same level of computer science learning as degree-seeking students in other majors who complete the computer science requirement. In such cases, the GEO Forum recommends that A.A.S. programs add the computer science core requirement back into the core curriculum.
Additional Recommendation 6: Any A.A.S. programs (e.g., Dental Assisting) that are missing components of the A.A.S. general education core in their curricula must add the missing components in order to comply with the SACS principles and THECB guidelines and to ensure the integrity of a CCCCD degree.

Rationale: Any associate’s degree program within SACS and THECB jurisdiction must require at least 15 semester hours of general education consisting of at least one course in each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. In addition, the THECB requires that all degree programs include mathematics, computer, and communication competencies. Any CCCCD associate degree program failing to comply with these expectations places at risk the integrity of CCCCD's degrees and invites the imposition of serious SACS and THECB sanctions on the District as a whole. If the Additional Recommendations 3 and 4 are adopted, the A.A.S. core will be reduced from 22 to 16 semester hours while still complying with all SACS and THECB expectations. This will allow all A.A.S. programs increased flexibility in providing effective workforce education while complying with all SACS and THECB criteria.
Minority Reports

This section of the report summarizes proposals that stimulated extensive and earnest discussion, and were conceptually supported by most, if not all, GEO Forum members. However, the group also had sufficient reservations about the proposals that neither was formally adopted. They are summarized here as a means to stimulate further discussion at higher levels of the institution.

Minority Recommendation 1: Add a requirement to the core curriculum that students complete a three-hour literature course in addition to the 45 semester credit hours already required.

Rationale: CCCCĐ students currently have an option to take a literature course to complete the humanities core, but few do so because they perceive other options to be less demanding. GEO Forum faculty members have little doubt that our students woefully lack (1) exposure to the great ideas and literatures of world cultures and (2) ability to write clear well-reasoned prose and to rationally substantiate and defend assertions. The addition of a mandatory literature course on top of current core requirements, particularly a world literature course, could effectively address both deficiencies without diminishing students' exposure to other equally important courses in the humanities. However, adding this requirement to the current core curriculum would increase the total hours in the core from 45 to 48 semester credit hours, the maximum allowable by the THECB. Such an expansion of the core curriculum could adversely affect (1) development of fields of study, (2) numbers of core curriculum completers, and (3) numbers of degree recipients.

Minority Recommendation 2: Require all students to complete at least one learning community experience as part of the core curriculum.

Rationale: If the institution is truly committed to the concept of learning communities and if we truly believe that they positively affect the learning experiences of our students (e.g., teaching them to integrate knowledge from disparate disciplines), such a requirement would dramatically increase participation in learning communities. This requirement would require no increase in credit hours included in the core. It would simply mean that, in the process of completing the core curriculum, students would need to complete at least two of their core courses in a learning community. Implementation of such a requirement would set CCCCĐ apart from other community colleges and demonstrate that the awards we have received translate into more than platitudes. While universally supporting this concept, the group decided not to include it among its recommendations because of concerns about the logistics and costs of adding such a requirement to the core curriculum.
I. The Charge

The Curriculum Advisory Board (CAB) is charged with reviewing all changes in curricula or catalog listings, including the addition of new courses and programs, and making recommendations to the designated Academic Officer (AO) in accordance with the policies of the Collin College Board of Trustees, the Texas Higher Education Coordinating Board (THECB) and the Southern Association of Colleges and Schools (SACS). Further, the CAB is charged with providing a faculty-driven forum to address college-wide issues through a curricular perspective.

II. Membership

A. The CAB is comprised of representatives from the faculty who are appointed by their deans to serve three-year rotating terms. An academic dean will serve as Deans’ Liaison (DL) for a three-year term as an ex officio member.

B. Selection

Appointment of members is made by academic deans from the disciplinary areas in consultation with the designated AO.

The academic dean serving as the DL in an ex officio capacity shall be appointed by the designated AO.

Annually, the Chair and a temporary replacement from among second- and third-year members shall be selected by the membership body with a nomination from the floor, followed by a vote.

C. Succession

If the Chair is unable to attend a CAB function or otherwise serve as Chair, the designated second- or third-year member shall replace the Chair until the return of the elected Chair or the next Chair election.

In recognition of the vital communication role of the Deans’ Liaison, if the DL is unable to attend a CAB meeting or report the proceedings to the Vice President/Provosts or inform CAB as to the status of pending CAB recommendations, the function of the DL shall temporarily transfer to the CAB Chair.
D. Representation

There shall be one voting representative for every fifteen academic programs within a disciplinary area.

There will be one representative from each of the following disciplinary areas:
- Communications and Humanities
- Developmental Education
- Fine Arts
- Health Sciences and Emergency Services
- Mathematics and Natural Sciences
- Physical Education
- Social and Behavioral Sciences

Because of the number of programs, the following disciplinary area will have two representatives:
- Business, Information, and Engineering Technologies

E. Length of Term

Any full-time faculty member is eligible to serve a three-year term on the committee. One year served equates to one academic year. It shall be the committee’s goal to maintain a rotation that best limits turnover.

III. Duties

All members of the CAB shall review each course / program proposal to verify the following:
- The course / program is consistent with the mission and strategic plan of Collin County Community College District (Collin).
- The course / program is relevant to its degree / certificate plan.
- The course / program is not a duplication of other courses / programs offered at Collin.
- The course / program title seems appropriate.
- The course description is appropriate and includes all necessary information (prerequisites, lab hours, etc.).
- The course / program includes measurable student learning outcomes.
- Compliance with common course numbering, accuracy of approval numbers, and other administrative details consistent with the THECB guidelines.
- The program includes the necessary courses to satisfy the core curriculum requirements.
- The course / program has sufficient resources and commitment to support the proposal.
- The percentage of a degree / certificate available online after the addition of the proposed course / program.
Proposals with an impact beyond specific courses or programs such as decisions about Core or college-wide issues such as retention or Dual Credit will be reviewed in light of the college mission and values as the primary criteria. Any other criteria relevant to a particular proposal decision may be defined and recognized by the membership at the time the proposal is submitted to a CAB vote.

The CAB will table, deny or recommend proposals requesting curricular actions. Proposals denied by the CAB will be remanded to the sending dean by the CAB Chair. Recommended CAB proposals will be presented to the VP/Ps by the DL for action. The DL will in turn report the status of the CAB recommendations with the accompanying reasons for endorsement or rejection of the CAB proposal(s) to the CAB at each CAB meeting until the CAB recommendation has been approved or denied by the designated AO. The designated AO has the authority to forward the recommendation to the President for final approval or to decline the recommendation, with notification sent to the proposing dean.

Only voting members will be eligible to participate in recommendation voting. The dean, committee chair or VP responsible for a proposal will be notified of its CAB status within ten days of the meeting at which it was an agenda item.

Members will collaborate with faculty/administration to develop policy recommendations regarding curricular matters such as retention, dual credit, partnerships, etc.

CAB members will serve as liaisons to their academic area dean(s) and faculty to facilitate increased communications to and from the CAB.

VI. Meetings

The meeting schedule will be decided at the start of each semester.

For voting matters to take place, a quorum of six members must be present.

Votes shall be decided by a two-thirds vote. If a two-thirds vote is not reached, the CAB chair will meet with the academic dean(s) and academic chair to discuss and possibly revise the proposal.

Each member is expected to attend all meetings. A member who misses two meetings in an academic year is subject to removal.

Minutes will be posted on the Curriculum website.
Collin College is committed to your success as a student. With this in mind, we have created the Collin College Syllabus Depot, posting both course-specific and generic syllabi for each academic course we offer. This will permit you to review the course with greater detail than that which we can provide in our catalog descriptions. You will find listed student learning outcomes and more.

**PROFESSORS' SYLLABI**

The faculty member teaching each course may provide further details to you via the Faculty Syllabus available here.

**GENERIC SYLLABI**

The syllabi are organized by course rubric and number.

- ACCT - BUSI
- CDEC - CRIJ
- DANC - DSAE
- ECON - ESLW
- FIRS - HUMA
- IBUS - ITSY
- JAPN - NURA
- PHED - PSYC
- RBTC - TRVM

Note: There is no printed schedule; therefore, refer to the current registration guide for withdrawal dates.
COLLIN COLLEGE
DIVISION OF FINE ARTS

FACULTY SYLLABUS
Fall 2011

COURSE NUMBER: ARTS 1301.SO2

COURSE TITLE: Art Appreciation

COURSE DESCRIPTION:
Introduction to the visual arts, emphasizing the understanding and appreciation of art. Reviews two and three-dimensional art forms, methods, and media; examines the visual elements and principles of design; and briefly surveys art styles from the prehistoric to the 20th century.

CREDIT HOURS: 3 LECTURE HOURS: 3 LAB HOURS: 0

College Repeat Policy: A student may repeat this course only once after receiving a grade, including “W”.

COURSE DELIVERY METHOD:
The professor may use lectures, slides, video, PowerPoint presentations, internet exercises, and classroom discussions and exercises.

INSTRUCTOR’S INFORMATION:
INSTRUCTOR’S NAME: Cristie Adams
OFFICE LOCATION: A264 – SSC
OFFICE HOURS: 30 minutes before and after class
CONTACT INFORMATION:
Phone: (972) 516-5090, or 5091
Email: COAdams@collin.edu

CLASS INFORMATION:
CLASS MEETING TIMES: MW 11:30-12:45
CLASS MEETING LOCATION: SCC-A264

TEXTBOOK:
The textbook for this class is Understanding Art 9th Edition by Lois Fichner-Rathus. There is also a copy on reserve in the library.

SUPPLIES:
Notebook, pen, and supplies on Supply List for Sketchpad Journal (list distributed 1st day of class).
STUDENT LEARNING OUTCOMES:
1. Demonstrate awareness of the scope and variety of works in the arts and humanities.
2. Understand those works as expressions of individual and human values within an historical and social context.
3. Respond critically to works in the arts and humanities.
4. Engage in the creative process of interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.
5. Articulate an informed personal reaction to works in the arts and humanities.
6. Develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.
7. Demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

COURSE REQUIREMENTS:
1. Reading the textbook as assigned
2. Completion of four unit tests
3. Completion of assigned projects (Sketchpad Journal)
4. Course participation in Discussion/Exercises
5. Completion of the Museum Assignment (Course Final Exam)

METHODS OF EVALUATION:
Student’s performance will be measured by tests which require the visual identification of artworks, artists, time periods, vocabulary, the identification of visual elements and principles of design, art techniques and forms, and historical styles; a written report analyzing works of art viewed; participation in discussion of style characteristics and community art offerings.

Grading Scale: A = 90 – 100, B = 80 – 89, C = 70 – 79, D = 60 – 69, F = below 60

| First Three Unit Tests | = 300 |
| Sketchpad/Journal     | = 100 |
| Museum Paper          | = 100 |
| Final Exam (incl. Unit IV) | = 100 |
| Total possible points |       |

ATTENDANCE POLICY:
See the current Collin Registration Guide for the last day to withdraw.
Sign in immediately when you come to class. Sign-in sheet on desk.

-10 points off final average for more than 3 absences.
If you need to leave early, tell me at the beginning of class.
RELIGIOUS HOLY DAYS: please refer to the current Collin Student Handbook.

ADA STATEMENT: It is the policy of Collin County Community College to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student’s responsibility to contact the ACCESS office, SCC-G200 or 972.881.5898 (V/TTD: 972.881.5950) in a timely manner to arrange for appropriate accommodations.

Academic Ethics: Every member of the Collin College community is expected to maintain the highest standards of academic integrity. Collin College may initiate disciplinary proceedings against a student accused of scholastic dishonesty. Scholastic dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment or the award of a degree, and/or the submission of one’s own work material that is not one’s own. Scholastic dishonesty may involve, but is not limited to, one or more of the following acts: cheating, plagiarism, collusion, use of annotated texts or teacher’s editions, use of information about exams posted on the Internet or electronic medium, and/or falsifying academic records. While specific examples are listed below, this is not an exhaustive list and scholastic dishonesty may encompass other conduct, including any conduct through electronic or computerized means:

Plagiarism is the use of an author’s words or ideas as if they were one’s own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation.

Cheating is the willful giving or receiving of information in an unauthorized manner during an examination; collaborating with another student during an examination without authority; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance, copying computer or Internet files, using someone else’s work for assignments as if it were one’s own; or any other dishonest means of attempting to fulfill the requirements of a course.

Collusion is intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance; communicating answers to a classmate about an examination or any other course assignment; removing tests or answer sheets from a test site, and allowing a classmate to copy answers.

See the current Collin Student Handbook for additional information

TENTATIVE COURSE CALENDAR
The detailed course calendar for this class is below. Any changes to the calendar will be announced. It is the students’ responsibility to keep up with changes to the calendar.
Aug. 22 – INTRODUCTION
Aug. 24 – WHAT IS ART? (Ch. 1)
Aug. 29 – VISUAL ELEMENTS OF ART (Ch. 2)
Aug. 31 – PRINCIPLES OF DESIGN (Ch. 3)
Sept. 5 – Labor Day, No Class
Sept. 7 – STYLE, FORM AND CONTENT (Ch. 4)
Sept. 12 – DRAWING (Ch. 5)
Sept. 14 – PAINTING (Ch. 6)
Sept. 19 – Exam
Sept. 21 - PRINTMAKING (Ch. 7)
Sept. 26 – IMAGING: PHOTOGRAPHY, FILM, VIDEO AND DIGITAL ARTS (Ch. 8)
Sept. 28 – SCULPTURE (Ch. 9)
Oct. 3 – SITE SPECIFIC ART (Ch. 10)
Oct. 5 – ARCHITECTURE (Ch. 11)
Oct. 10 – CRAFT AND DESIGN (Ch. 12)
Oct. 12 – Exam
Oct. 17 – THE ART OF THE ANCIENTS (Ch. 13)
Oct. 19 – CLASSICAL ART: GREECE AND ROME (Ch. 14)
Oct. 24 – CLASSICAL ART: GREECE AND ROME (Ch. 14)
Oct. 26 – CHRISTIAN ART: FROM CATACOMBS TO CATHEDRALS (Ch. 15)
Oct. 31 – THE RENAISSANCE (Ch. 16)
Nov. 2 – THE AGE OF BAROQUE (Ch. 17)
Nov. 7 – Exam
Nov. 9 - ART BEYOND THE WEST (Ch. 18)
Nov. 14 – MODERN ART (Ch. 19)
Nov. 16 – Field Trip - DMA
Nov. 21 – Museum Paper Due, MODERN ART (Ch. 19)
Nov. 23 – Thanksgiving Holiday
Nov. 28 – TWENTIETH CENTURY: THE EARLY YEARS (Ch. 20)
Nov. 30 - THE TWENTIETH CENTURY: POST-WAR TO POSTMODERN (Ch. 21)
Dec. 5 – Sketchbook Journal due, Final Exam

Additional Assignments may be added at the instructor’s discretion. The Sketchbook Journal and Final Exam will not be accepted late.

Important to know for student success at Collin College.

Cell phones, pagers, and laptop computers are a distraction to others. They must be turned off and put away during class. The use of any electronic device in the classroom on Test days results in no grade for that Test.

College policies for repeating courses and withdrawing from courses have changed recently. See Student Handbook for complete information.
See the current Collin Registration Guide for the last day to withdraw. Also see page 6 of the guide to see Collin's current withdrawal policy.
Collin College Faculty Syllabus Fall 2011 – 1406 T/R Lecture Miller

Course Number: BIOL 1406 C06

Course Title: General Biology I

Instructor’s Information:
  Instructor’s Name: Gwen Miller
  Office Number: CPC A308
  Office Hours: by appointment M,W,F 9:00-11:00am
  Contact Information:
    email: gcmiller@collin.edu
    office phone: 972.548.6834
    home phone: 972.984.1869 – if urgent, please call
    Mailbox/Associate Faculty Office: CPC B342
    Associate Faculty Office phone: 972.548.6830
    website: http://iws.collin.edu/gmiller/

Class Information:
  Class Meeting Times: TR 10:00am-11:15am
  Class Meeting Location: CPC B315

Course Description: For science majors. Current knowledge in the fundamentals of biology from the molecular to cellular level of organization. General topics covered include basic biochemistry, metabolism, energetics, cell structure, DNA, genetics, viruses, and bacteria.

Course Credit Hours: 4
  Lecture Hours: 3
  Lab Hours: 3

Assessment(s): Prior to enrolling in this course, the student must demonstrate eligibility to enroll in the following:
  ENGL- 1301
  MATH -0310
  College Level Reading

Corequisite: BIOL 1406 Laboratory

College Repeat Policy: A student may repeat this course only once after receiving a grade, including “W”.

Course Delivery Method: Lecture.

Textbook: Required – Campbell Biology, 9th edition, Reece et.al., with the accompanying Mastering Biology student access kit. The textbook is available at the CPC library, but you will need your own Mastering Biology student access kit. If you obtain your textbook from another
source, or a student, you will still be required to purchase access to the Mastering Biology website at http://www.masteringbiology.com

**Required or Recommended Readings:**
- *Campbell Biology*, 9th edition, Reece et. al., Chapters 1-20, 27
- 5 magazine articles from a preapproved list found at http://iws.collin.edu/gmiller - read one article for each of the 5 units covered in class.
- The instructor may assign additional readings as needed.

**Supplies:**
- Required – 5 scantrons (100 answer format -not the essay forms - 882-E)
- Recommended – notebook paper and writing implement for taking notes

**Student Learning Outcomes:**
1. Describe the metabolic processes that occur within the cells.
2. Compare eukaryotic and prokaryotic structure.
3. Describe the processes of cell replication.
4. Explain how diversity is genetically based.
5. Discuss natural selection.
6. Demonstrate the collection, analysis, and reporting of data using the scientific method.

**Course Requirements:** Lecture exams will be scheduled covering the text and lecture topics. The laboratory grade will be integrated with the lecture grade to produce the overall course grade at the end of the semester.

**General Description of the subject matter of each lecture or discussion:** Please see the tentative course calendar below.

**Brief Description of Major Course Requirements:** - detailed instructions found in the “Assignment Details” section at the end of the syllabus
- 1 Welcome assignment - 15 points
- 20 Online quizzes - 160 points
- 5 Online unit work assignments - 75 points
- 5 Response papers - 50 points
- 5 Unit exams - 700 points

**Method of Evaluation:** Overall course grade: Lecture 75%, lab 25%
- A = 100% - 90%
- B = 89% - 80%
- C = 79% -70%
- D = 69% - 60%
- F = 59% -0%

**Lecture Grade Determination:** Total points earned / Total number of points possible (1000)x 100
**Attendance Policy:** Lecture attendance is mandatory for all students. The possibility of extra credit is only available to students who have less than 3 absences. See the current *Collin Registration Guide* for the last day to withdraw.

**Course Drop Limit Provisions: Texas Education Code 51:907**
Students who enroll as an entering freshman or a first-time college student in undergraduate courses at any Texas public community college, technical institute, health sciences institution, or any public university offering undergraduate courses must comply with the legislation of TEC51.907.

TEC51.907 states that students who enroll for the first time during the fall 2007 semester, or any subsequent semester, are subject to the course drop limit of six course drops. This includes any course a transfer student has dropped at another institution. Collin College will not begin to count dropped course until the fall 2009 semester. For more information, please contact Academic Advising or the Admissions and Records Office on any campus.

**Religious Holy Days:** please refer to the current *Collin Student Handbook*

**ADA Statement:** It is the policy of Collin County Community College to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student’s responsibility to contact the ACCESS office, SCC-G200 or 972.881.5898 (V/TTD: 972.881.5950) in a timely manner to arrange for appropriate accommodations.

**Scholastic Dishonesty:**
Every member of the Collin College community is expected to maintain the highest standards of academic integrity. Collin College may initiate disciplinary proceedings against a student accused of scholastic dishonesty. Scholastic dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment or the award of a degree, and/or the submission as one’s own work material that is not one’s own. Scholastic dishonesty may involve, but is not limited to, one or more of the following acts: cheating, plagiarism, collusion, use of annotated texts or teacher’s editions, use of information about exams posted on the Internet or electronic medium, and/or falsifying academic records. While specific examples are listed below, this is not an exhaustive list and scholastic dishonesty may encompass other conduct, including any conduct through electronic or computerized means:

- **Plagiarism** is the use of an author’s words or ideas as if they were one’s own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation.

- **Cheating** is the willful giving or receiving of information in an unauthorized manner during an examination; collaborating with another student during an examination without authority; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; copying computer or Internet files; using someone else’s work for assignments as if it were one’s own; or any other dishonest means of attempting to fulfill the requirements of a course.
Collusion is intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance; communicating answers to a classmate about an examination or any other course assignment; removing tests or answer sheets from a test site; and allowing a classmate to copy answers.

In cases where an incident report has been filed for alleged violation of scholastic dishonesty, faculty are requested to delay posting a grade, for the academic work in question, until the Dean of Student’s Office renders an administrative decision of the case. Students found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty from the Dean of Students Office. The student may also receive an academic penalty in the course where the scholastic dishonesty took place. The professor will determine the appropriate academic penalty.

**Tentative Course Calendar:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Material</th>
<th>Assignments</th>
<th>Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/23</td>
<td>Ch1-Introduction: Themes in the Study of Life</td>
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<tr>
<td>8/25</td>
<td>Ch2-The Chemical Context of Life</td>
<td>Quiz 2 Welcome</td>
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<tr>
<td>8/30</td>
<td>Ch3-Water and Life</td>
<td>Quiz 3</td>
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<tr>
<td>9/1</td>
<td>Ch4-Carbon and the Molecular Diversity of Life</td>
<td>Quiz 4 Response 1</td>
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<tr>
<td>9/6</td>
<td>Ch4-Carbon and the Molecular Diversity of Life</td>
<td>Unit Work (9/7) Scantron</td>
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<tr>
<td>9/8</td>
<td>EXAM</td>
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<td>Exam 1 Ch 1-4</td>
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<tr>
<td>9/13</td>
<td>Ch5-The Structure and Function of Large Biological Molecules</td>
<td>Quiz 5</td>
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<td>9/15</td>
<td>Ch6-A Tour of the Cell</td>
<td>Quiz 6</td>
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<tr>
<td>9/20</td>
<td>Ch7-Membrane Structure and Function</td>
<td>Quiz 7</td>
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<tr>
<td>9/22</td>
<td>Ch8-An Introduction to Metabolism</td>
<td>Quiz 8 Response 2</td>
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<tr>
<td>9/28</td>
<td>Ch8-An Introduction to Metabolism</td>
<td>Unit Work (9/28)</td>
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<tr>
<td>9/29</td>
<td>EXAM</td>
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<td>Exam 2 Ch 5-8</td>
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<tr>
<td>10/4</td>
<td>Ch9-Cellular Respiration and Fermentation</td>
<td>Quiz 9</td>
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<tr>
<td>10/6</td>
<td>Ch10-Photosynthesis</td>
<td>Quiz 10</td>
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<td>10/11</td>
<td>Ch11-Cell Communication</td>
<td>Quiz 11</td>
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<tr>
<td>10/13</td>
<td>Ch12-The Cell Cycle</td>
<td>Quiz 12</td>
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<tr>
<td>10/18</td>
<td>Ch13-Meiosis and Sexual Life Cycles</td>
<td>Quiz 13 Response 3 Unit Work (10/19)</td>
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<tr>
<td>10/20</td>
<td>EXAM</td>
<td></td>
<td>Exam 3 Ch 9-13</td>
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<tr>
<td>10/25</td>
<td>Ch14-Mendel and the Gene Idea</td>
<td>Quiz 14</td>
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<td>10/27</td>
<td>Ch15-The Chromosomal Basis of Inheritance</td>
<td>Quiz 15</td>
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<tr>
<td>11/1</td>
<td>Ch15-The Chromosomal Basis of Inheritance</td>
<td>Response 4</td>
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<tr>
<td>11/3</td>
<td>Ch16-The Molecular Basis of Inheritance</td>
<td>Quiz 16</td>
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<tr>
<td>11/8</td>
<td>Ch17-From Gene to Protein</td>
<td>Quiz 17</td>
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</tbody>
</table>
Assignment Details

Welcome Assignment: This assignment contains two parts and is due **before 9am on August 25th**.

Part A – 7 points. Log onto www.masteringbiology.com using the code found in the front of your student access kit. Register using the course ID **MILLER1406C06**. Complete the assignment “Welcome Assignment.”

Part B - 8 points. Send me an email from your cougarmail account to my account gcmarshall@collin.edu. Include in the body of the email a paragraph explaining why you are taking the course, and a paragraph describing your academic goals.

Online Quizzes

Quizzes are offered online at http://www.masteringbiology.com through the online resources that came with your book. The code for this class is **MILLER1406C06**. There are no make-ups for missed quizzes. The due date/times for the quizzes can be found at the mastering biology website, and in the above tentative course calendar. You may use your book and lecture notes to answer the quiz questions. These should be completed on an individual basis and are worth a total of 160 points.

Unit Work:

Each Unit (test) has assigned tutorials and online study material. You can access these unit assignments from the Mastering Biology website. You must complete each unit work before taking the corresponding test. Each is worth 15 points.

Response Paper:

Detailed instructions are found on my website at [http://iws.collin.edu/gmiller](http://iws.collin.edu/gmiller) Papers are due at the beginning of class on the dates indicated. They must be typed. I will not accept any late work. Each is worth 10 points.

Unit Exams

Exams 1-4 are offered in class on the days indicated. They are composed of 40 multiple questions and short answer questions. You have 50 min of class time for each exam. If you arrive late on an exam day, you do not receive extra time. There will be NO make-up exams. The comprehensive final is offered for 2 hours on May 7th. Each student will purchase and bring 5 blank scantrons (type 882-E) with them to class by the date indicated in the above calendar. I will collect all the scantrons and then redistribute them for exams.

Comprehensive Questions: - Extra Credit opportunity
Instructions are found on my website [http://iws.collin.edu/gmiller](http://iws.collin.edu/gmiller). This assignment is optional, is due on or before the date located in the above calendar, and is worth (17-27) points.

**Success in Class/Expected Behaviors**
As a 4 credit hour class, this course (lab and lecture) requires at least 12 hours a week studying during a normal semester. You are expected to have read the chapter before coming to lecture. I will not cover every item during lecture, but will guide you through the highlights of the chapters. You must master the material. A good preparation tool is the online access that came with your book.

**Tutoring Help Available**
Free online tutoring and group tutoring is available for this course. Students must submit a tutor request form in order to receive more information. The form is available on Collin's website* and in the following offices: CPC room D117, PRC room F109, SCC room G121. *To find the tutor request form on the college's website: www.collin.edu 1)click on "student resources" 2)click on "academic support" 3)click on "tutoring services" 4)click on "tutor request form" 5) directions and fax number are on the form

**Electronic Devices**
No cell phones, ipods, MP3 players, texting, or use of any other electronic device including laptops is allowed during class. People using these or similar items during class hours without prior permission will be docked 1% of their final grade for each use.
COLLIN COUNTY COMMUNITY COLLEGE DISTRICT
COURSE SYLLABUS  Fall 2011

Course Number:  ENGL 1301   AL2  10078   9:20-10:10 am MWF C103
Course Title:  Composition/Rhetoric I

Course Description: A beginning freshman course in writing with emphasis on expository writing, development of paragraphs and the whole composition, study of model essays, extensive essay writing, and individual conferences. Final essay exam to be given during final exams week.

Credit Hours:  3  Lab Required

Prerequisite: Assessment Required

College Repeat Policy: A student may repeat this course only once after receiving a grade, including W.

Course Delivery Method: Lectures, class discussion, small group discussions, computer-assisted instruction, audio/visual materials, personal conferences, lab assignments, in-class writings/responses.

Instructor Information:

Instructor’s Name: Solana DeLamant
Office Number: It is best to contact me via email.
Office Hours: immediately after each class and by appointment, B103 SC

Campus
Contact Information: SDeLamant@collin.edu
Class Information:
Class Meeting Times: 9:20-10:10 am MWF C103
Class Meeting Location: Allen Center

Textbooks: Supplies:

The Norton Field Guide to Writing
Book-In-Common: Clint Van Winkle,

Soft Spot: A Marine’s Memoir

NOTE: The Last Day to Withdraw for regular Fall 2011 sections is Friday, October 14, 2011 (at the end of the 8th Week).
Student Learning Outcomes – Upon successful completion of this course, students should be able to do the following:

1. **Students should be able to demonstrate rhetorical knowledge in the following ways:**
   a. Read and interpret a prompt for a writing assignment.
   b. Write essays that take a position and successfully defend that position.
   c. Write essays with appropriate evidence, discussion, and organization for a specific audience.
   d. Write essays with strong, sophisticated introductions and conclusions.
   e. Write essays that use appropriate format, structure, tone, diction, and syntax.

2. **Students should be able to demonstrate critical reading, thinking, and writing in the following ways:**
   a. Use reading and writing for inquiry, learning, thinking, and communicating.
   b. Integrate their own ideas with those of others with clear distinction between the two.

3. **Students should be able to demonstrate knowledge of the writing process in the following ways:**
   a. Be aware that it usually takes multiple drafts to create and complete a successful text.
   b. Develop and demonstrate flexible strategies for generating ideas, revising, editing, and proofreading.
   c. Understand and utilize the collaborative and social aspects of writing processes by learning to critique their own and others’ work.

4. **Students should be able to demonstrate knowledge of conventions in the following ways:**
   a. Apply knowledge of writing conventions ranging from structure and paragraphing to tone and mechanics.
   b. Control such surface features as grammar, punctuation, and spelling.

**Course Requirements:**
1. Two major essays, 4-6 pages in length (papers shorter than four full page lengths according to standard MLA format will not be accepted). The essays will use
primary and secondary sources and MLA documentation style and format. A third major research paper, 6-8 pages in length, MLA format and style. Two essays will be in-class, one hour timed essays.

2. Lab assignments/writing exercises – writing/lab exercises will begin each class. The lab component, designed to support writing as a process and writing improvement, is an integral part of the course. To earn a passing grade, a student must complete the assigned lab component.

3. Writer’s notebook (Portfolio)– Organized collection of all your writing including drafts and lab assignments to be turned in at the end of the semester

4. Participation – Includes peer reviews, attendance, group work, and participation in class discussion.

THE STUDENT WILL TURN OFF AND STORE ALL CELL PHONES AND PERSONAL MEDIA EQUIPMENT BEFORE THE BEGINNING OF CLASS.

Method Of Evaluation:

Students prevented from completing the course because of extenuating circumstances may qualify for a grade of Incomplete if the student has attended regularly, completed 80% of the course work, and is present to sign the Incomplete Contract. (See the College Catalog about Incomplete Grades and Contracts.)

Grades:
Since a student's grade should reflect his/her writing ability, the writing assignments (both in-class and out-of-class) should weigh heavily enough so that the grade will be a true measurement of the student’s thinking/writing performance in the class.

Attendance Policy: All classes are to meet as scheduled.

Students not on an instructor’s class roll (available on CougarWeb) will be sent to the Registrar’s Office. Students will not be enrolled after Census Day even if they have been attending class.

Make-Up Or Late Work:

Last Day To Withdraw: Please see the Collin Registration Guide for the last day to withdraw. The last day to withdraw is Friday, October 14 for the Fall 2011 semester. The procedure must be initiated by the student in the Registrar's Office. Students who do not formally withdraw will receive a performance grade.
Religious Holy Days: Please refer to the current Collin Student Handbook.

Americans With Disabilities Act Compliance:
It is the policy of Collin County Community College to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable Federal, State and local laws, regulations and guidelines with respect to providing reasonable accommodation as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-G200 or 972. 881.5898 (V/TTD: 972.881.5950) in a timely manner to arrange for appropriate accommodations.

Academic Ethics: Every member of the Collin College community is expected to maintain the highest standards of academic integrity. Collin College may initiate disciplinary proceedings against a student accused of scholastic dishonesty. Scholastic dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment or the award of a degree, and/or the submission of one’s own work material that is not one’s own. Scholastic dishonesty may involve, but is not limited to, one or more of the following acts: cheating, plagiarism, collusion, use of annotated texts or teacher’s editions, use of information about exams posted on the Internet or electronic medium, and/or falsifying academic records. While specific examples are listed below, this is not an exhaustive list and scholastic dishonesty may encompass other conduct, including any conduct through electronic or computerized means:

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- **Cheating** is the willful giving or receiving of information in an unauthorized manner during an examination; collaborating with another student during an examination without authority; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance, copying computer or Internet files, using someone else’s work for assignments as if it were one’s own; or any other dishonest means of attempting to fulfill the requirements of a course.
- **Collusion** is intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance; communicating answers to a classmate about an examination or any other course assignment; removing tests or answer sheets from a test site, and allowing a classmate to copy answers.

See the current Collin Student Handbook for additional information.

Before assigning a grade penalty, Instructors are asked to report suspected cases of plagiarism, collusion, and/or any scholastic dishonesty along with documentation to the Dean of Students. The instructor will be notified of the Dean’s ruling in the case.
WRITING CENTER HELP FOR STUDENTS: Check the hours, etc., at www.collin.edu/writingcenter.

WRITING WORKSHOPS FOR STUDENTS: Several Writing Workshops will be held each semester to address specific areas of the writing and research process. Information is available online at www.collin.edu/writingcenter.

These workshops address topics such as sentence structure, MLA documentation, writing a literary analysis, essay organization, writing arguments, invention strategies, ESL issues, how to spot and correct common writing errors, etc.

COURSE CALENDAR:
Course Calendar
Course readings are from The Norton Field Guide to Writing. You should read the assigned pages BEFORE coming to class on the day the assignment is listed.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 22</td>
<td>August 24</td>
<td>August 26</td>
</tr>
<tr>
<td>Introduction to course, syllabus, and first essay</td>
<td>Diagnostic essay</td>
<td>Part 1: Rhetorical Situations: Purpose, Audience, Genre, Stance, Media/Design pp. 1-17</td>
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<tr>
<td>August 29</td>
<td>August 31</td>
<td>September 2</td>
</tr>
<tr>
<td>Ch. 21 Writing as Inquiry pp. 211-14</td>
<td>Thesis statements pp. 273-75</td>
<td>Ch. 35 Defining 314-323</td>
</tr>
<tr>
<td>Ch. 22 Collaborating pp.215-18</td>
<td>Ch. 24 Drafting pp. 226-28</td>
<td>Topic development workshop</td>
</tr>
<tr>
<td>Ch. 23 Generating Ideas and Text pp. 219-25</td>
<td>Ch. 33 Classifying and Dividing pp. 300-05</td>
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<tr>
<td>Amy Goldwasser, “What’s the Matter with Kids Today?” pp. 57-70</td>
<td>Ch. 34 Comparing and Contrasting pp. 306-13</td>
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<tr>
<td>September 5</td>
<td>September 7</td>
<td>September 9</td>
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<tr>
<td>Labor Day—no class</td>
<td>Ch. 29 Beginning and Ending pp. 261-271</td>
<td>Ch. Guiding Your Reader pp. 272-77</td>
</tr>
<tr>
<td></td>
<td>Designing a paper in MLA format (sample MLA paper can be found on pp. 468-76—practice by using MLA format on the draft you bring for tomorrow’s</td>
<td>Draft workshop</td>
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</tbody>
</table>

Revised 8/23/2011 11:33:36 AM KRL
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Notes</th>
</tr>
</thead>
</table>
| September 12 | Ch. 25 Assessing your Own Writing pp. 229-34  
Ch. 26 Getting Response and Revising pp. 235-41 | Bring three copies of complete draft of essay 1 for peer review |
| September 14 | Ch. 27 Editing and Proofreading pp. 242-46  
Ch. 28 Compiling a Portfolio p. 28-56 | Editing workshop                           |
| September 16 | Essay 1 due  
Introduction to Essay 2 |                                           |
| September 19 | Ch. 6 Writing a Literacy Narrative pp. 21-37 |                                           |
| September 21 | Ch. 39 Narrating pp. 343-51  
Ch. 37 Dialogue pp. 333-37  
Ch. 36 Describing pp. 324-32 |                                           |
| September 23 | Topic development workshop |                                           |
| September 26 | Reading Literacy Narratives  
Tanya Barrientos, “Se Hable Español” pp. 560-63  
Amy Tan, “Mother Tongue” pp.564-570 |                                           |
| September 28 | Marina Nemant, “The Secondhand Bookseller” pp. 571-76  
Malcolm X, “Literacy Behind Bars” pp. 577-81 |                                           |
| September 30 | Draft workshop |                                           |
| October 3    | Alison Bechdel, “The Canary-Colored Caravan of Death” pp. 583-96 |                                           |
| October 5    | Bring three copies of complete draft of essay 2 for peer review | Essay 2 due  
Introduction to Essay 3 |
| October 10   | Ch. 40 Reading Strategies pp. 352-366  
Grant Penrod, “Anti-Intellectualism: Why We Hate the Smart Kids” pp. 691-95 |                                           |
| October 12   | Ch. 7 Analyzing a Text” pp. 38-58  
Ch. 44 Evaluating Sources pp. 400-03  
Ch. 45 Synthesizing Ideas pp. 404-07 |                                           |
| October 14   | Topic development workshop  
Last day to withdraw from class |                                           |
<p>| October 17   | Ch. 32 Arguing pp. 283-99 |                                           |
| October 19   | Logical Fallacies pp. 296-98 |                                           |
| October 21   | Draft workshop |                                           |
| October 24   | Ch. 46 Quoting, Paraphrasing, and |                                           |
| October 26   | Ch. 47 Acknowledging Sources, Avoiding |                                           |
| October 28   | Draft workshop |                                           |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 31</td>
<td>Nicholas G. Carr, “Is Google Making Us Stupid?” pp. 961-73</td>
<td>November 2 Bring three copies of complete draft of Essay 3 for peer review November 4 Essay 3 due Introduction to Essay 4</td>
</tr>
<tr>
<td>November 7</td>
<td>Ch. 42 Developing a Research Plan pp. 375-83 Ch. 43 Finding Sources pp. 384-99</td>
<td>November 9 Ch. 8 Reporting Information pp. 59-82 November 11 Topic development workshop</td>
</tr>
<tr>
<td>November 21</td>
<td>Draft workshop. Bring three copies of complete draft of Essay 4 for peer review</td>
<td>November 23 Thanksgiving Break November 25 Thanksgiving Break</td>
</tr>
<tr>
<td>November 28</td>
<td>Essay 4 due Ch. 41 Taking Essay Exams pp. 367-72</td>
<td>November 30 December 2 Ch. 19 Resumes and Job Letters pp. 188-200 Workshop student resumes</td>
</tr>
<tr>
<td>December 5-9</td>
<td>Final Exam Week—check final exam schedule for times and also check with your high school campus to confirm that they are following Collin’s exam schedule</td>
<td></td>
</tr>
</tbody>
</table>
Government 2302 - C07: American Government II
Mon/Wed: 2:30p - 3:45p CPC-LA217

PROFESSOR: William Knisley

EMAIL: WKnisley@collin.edu
OFFICE HOURS: Before and After Class or by Appointment
PREREQUISITE: Reading assignments at College Level, Writing Assignments Engl-1301.

ISBN: 1-256-283568
Access to MS Word, Powerpoint, and 4 Scanton Examination Forms.

COURSE DESCRIPTION: Examines the institutional structures of government at both national and state levels, including the legislative process, executive and bureaucratic structures, and the judicial process. Explores civil rights and civil liberties, domestic policy, foreign relations, and national defense.

STUDENT LEARNING OUTCOMES:
Upon successful completion of this course, students should be able to do the following:
1. Identify members of Congress/State Legislature and their constituencies
2. Describe the nature of legislative campaigns
3. Describe the organization and leadership in Congress
4. Describe the growth of the modern Presidency
5. Describe the nature of Presidential/Gubernatorial Power and the roles of the Chief Executive
6. Describe the nature, growth, and functions of the bureaucracy
7. Outline the structure of the federal and Texas judicial systems
8. Describe and identify differences between the judicial selection processes at the federal and Texas level
9. Outline the judicial decision-making process
10. Describe the Civil Rights Movement and its public policy implications.
11. Outline the incorporation of the Bill of Rights, including First Amendment Freedoms, Rights of the Accused, Freedom of Religion
12. Describe public policy formation in the United States and Texas, particularly social welfare, economic, national security policy

Course Repeat Policy: A student may repeat this course only once after receiving a grade, including "W." Please also note that Texas law now restricts students from withdrawing from more than six classes during their college career from any Texas college or university.

Course Requirements:
1. Reading the assigned Text and any Supplemental material assigned.
2. Class Participation, be prepared to be called on each day in class even if you are not called on.
3. Be prepared each day that had course material assigned to read for that day of class, these are days with a very high likelihood of a "pop quiz."
Method of Evaluation

<table>
<thead>
<tr>
<th>GRADE EVALUATION</th>
<th>GRADE SCALE</th>
</tr>
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<tbody>
<tr>
<td>Tests: 1, 2, 3 and 4:</td>
<td>70%</td>
</tr>
<tr>
<td>Research Projects (4):</td>
<td>20%</td>
</tr>
<tr>
<td>&quot;Pop&quot; Quizzes:</td>
<td>10%</td>
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<tr>
<td>Total:</td>
<td>100%</td>
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</tbody>
</table>

Note: There is no Final examination in the classic understanding, test three (3) will be at the end of the semester covering all the material after test two (2). Each test will be on the standard 882-e scantron, however their composition will be determined closer to the test so be prepared to have a bluebook. The Research Projects will be assigned at the start of the semester and after each test. The "Pop" Quizzes will be random throughout the course of the semester and will serve as the incentive to read the material and attend class, and because absents do happen the lowest grade in this category will be dropped at the end of the semester. Make-ups: Students must inform the professor prior to missing a class in order to make up a test that was not missed in light of a family emergency or personal crisis, please be prepared to provide documentation if requested by the instructor. No "pop" quizzes will be made up, this grade category will be re-weighted based on pts received by total pts possible.

CLASS CALENDAR:

Week 1: (Aug 22): Review the Course Syllabus, and Begin Ch-10: Congress. Read Chapter 10 by Wed.

Week2: (Aug 29): Continue Congress. Read Chapter 11 by Wed.

Week3: (Sept 5): No Class. (Sept 7): Continue Presidency. Read Chapter 12 by Mon.


Week5: Test Week - (Sept 19): Review. (Sept 21): TEST DAY - Read Chapter 13 by Mon.


Week8: Test Week - (Oct 10) Continue Civil Rights/Review (Oct 12): TEST DAY - Read Chapter 16 by Mon.


Week 11: Test Week- (Oct 31) Finish Foreign Policy/Review. (Nov 2): TEST DAY - Read Chapter 22 by Mon.

Week 12: (Nov 7): Begin Texas Legislature. Read Chapter 23 by Mon.

Week 13: (Nov 14): Begin Texas Executive. Read Chapter 24 by Mon.

Week 14: (Nov 21): Begin Texas Judiciary.


Week 16: Final Exam Week

* Note: These dates and material are tentative. Subject to the pace that the class gets through the material, I reserve the right to alter or change Test Days and Chapter orders. At the start of class certain items will be addressed that may change this subject to opinions of the students.
ATTENDANCE AND WITHDRAWAL POLICY:
Students are expected to attend each class session. Students are responsible for officially withdrawing themselves from the course should it be necessary; failure to do so result in a course performance grade consistent with the quality of the work that they have completed.

The final day to drop this course for fall 2011 is October 14th, and if you are considering dropping I encourage you to come see me if you like.

ACADEMIC ETHICS:
Every member of the Collin College community is expected to maintain the highest standards of academic integrity. Collin College may initiate disciplinary proceedings against a student accused of scholastic dishonesty. Scholastic dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment or the award of a degree, and/or the submission of one’s own work material that is not one’s own. Scholastic dishonesty may involve, but is not limited to, one or more of the following acts: cheating, plagiarism, collusion, use of annotated texts or teacher’s editions, use of information about exams posted on the Internet or electronic medium, and/or falsifying academic records. While specific examples are listed below, this is not an exhaustive list and scholastic dishonesty may encompass other conduct, including any conduct through electronic or computerized means:

Plagiarism is the use of an author’s words or ideas as if they were one’s own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation.

Cheating is the willful giving or receiving of information in an unauthorized manner during an examination; collaborating with another student during an examination without authority; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; copying computer or Internet files; using someone else’s work for assignments as if it were one’s own; or any other dishonest means of attempting to fulfill the requirements of a course.

Collusion is intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance; communicating answers to a classmate about an examination or any other course assignment; removing tests or answer sheets from a test site; and allowing a classmate to copy answers.

DISABILITIES:
It is the policy of Collin College to provide reasonable and appropriate accommodations for individuals with documented disabilities. This college will adhere to all applicable Federal and State laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student’s responsibility to contact the ACCESS Office (SCC G-200) or 972 881-5898, (TDD 972 881-5950) in a timely manner if he/she desires to arrange for accommodations.

Student Conduct:
Please refer to your Student Handbook for the complete student code of conduct. Each student is expected to prepare for, attend and contribute to each class session. Disruptions such as cell phones, texting, or anything that distracts other students abilities to learn are not permitted. All students should respect that class environment, other students and their OPINIONS. The classroom is a forum of ideas and diverse ideas will be heard with respect and tolerance. Audio/video recordings of the lectures must be approved by the instructor.
This receipt represents a student's understanding of the course policies and grading. Please remove this section and return it to the professor by the second class period attended to receive 1 bonus pt toward your final class average.

NAME: _________________________________ DATE: ________________

SIGNATURE: ______________________________________________________________________
Faculty Schedule

Course Number: Math 1314   Section: P06

Course Title: College Algebra

Credit Hours: 3 Lecture Hours: 3 Lab Hours: 1 Cln/Rec Hours: 0

Prerequisite: TSI placement

Corequisite: None


Supplies: MyMathLab Access Code for online assignments
Graphing Calculator (TI 83 or TI 84 recommended)
The following calculators are NOT ALLOWED for this class: TI89 OR TI92
paper; pencil

Course Description:
Relations and functions: linear, polynomial, rational, exponential, logarithmic and inverse
functions, composition of functions, absolute value, theory and systems of equations,
complex numbers, matrices, and sequences. Lab required.

College Algebra Learning Outcomes:
1. Analyze relations between variables
2. Classify and manipulate functions and their graphs
3. Find the zeros and factors of polynomials with real coefficients
4. Solve exponential and logarithmic equations with applications to growth and decay
5. Use matrices to solve systems of linear equations
6. Analyze sequences, including arithmetic and geometric sequences

Course Requirements:
Attend class
Complete homework assignments
Complete labs
Complete required exams

Course Format:

Lecture, lab, and guided practice

Tentative Course Calendar: Class Start Date: August 22, 2011
Class Schedule: See attached
Method of Evaluation:

10% **Weekly Online Homework**

There will be online homework assigned through MyMathLab. You will receive an access code along with your textbook purchase or you can buy the access code separately. You will be responsible for registering online using this access code. The course ID is turnbow93794. You may choose to do homework out of the book or to use both MyMathLab and the book.

10% **Lab Assignments**

Lab assignments will also be from MyMathLab. Late labs will receive 50% credit.

60% **Test Average from 4 Tests (15% each)**

No retests will be given. The grade you earn on the test is your test grade. YOUR COMPREHENSIVE FINAL WILL SUBSTITUTE ONCE FOR A MISSED EXAM. Cheating on an exam will result in a zero.

20% **Comprehensive Final Exam**

The final exam is mandatory. If you do not take it, you will receive a zero. If all the regular exams are taken throughout the semester, your final exam grade will additionally replace the lowest of your 4 regular exam grades, assuming the final exam grade is better. This replacement will not take place if a student is found guilty of cheating on an exam.

Final grade is based on the following:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>89.5 – 100</td>
<td>A</td>
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<tr>
<td>79.5 - 89.4</td>
<td>B</td>
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<tr>
<td>69.5 - 79.4</td>
<td>C</td>
</tr>
<tr>
<td>59.5 - 69.4</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59.4</td>
<td>F</td>
</tr>
</tbody>
</table>

I do not drop any test grades. The lowest grade given is a zero. You have paid for the opportunity to learn the material, not for a passing grade.

**Attendance Policy:**

I will take attendance each day. On-time attendance is expected and necessary for success in this class. If you are unable to attend class, it is your responsibility to obtain missed material/notes. You are expected to come to class with your book, calculator, and completed homework assignments. Courtesy and respect for your fellow students and for any teachers, student instructors, or staff you come in contact with is expected. That includes being on time for class and not talking in class. If you cannot participate positively in class, you will be asked to leave.

**Religious Holy Days:** In accordance with section 51.911 of the Texas Education Code, the college will allow a student who is absent from class for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time. A copy of the state rules and procedures regarding holy days and the form for notification of absence from each class under this provision are available from the Admissions and Records Office.
COURSE REPEAT POLICY: All students may repeat this course only once after receiving a grade, including W. For example students who have taken this course twice have to choose a different course to take after two trials.

Course Withdrawal: To drop this class, you need to do the following:
1. Attain a Drop/Add sheet from the registrar’s office.
2. Turn in the completed form to the office of Admission and Records on or prior to the drop deadline date.
3. All students will receive an F if they do not finish this class and do not withdraw on or before October 14, 2011.
4. Withdrawal policy: Under section 51.907 of the Texas Education Code, students may not withdraw from more than six courses including any course a transfer student has withdrawn from at another Texas institute of higher education.

ADA STATEMENT: It is the policy of Collin County Community College to provide reasonable and appropriate accommodations for individuals with documented disabilities. This College will adhere to all applicable Federal and State laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS Office (G-200) or 972.881.5898, (TDD 972.881.5950) in a timely manner if he/she desires to arrange for accommodations.

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See the current *Collin Student Handbook* for additional information.

Note: (1) the instructor reserves the right to make changes to this syllabus during the semester. Changes will be announced during class.

(2) With the exception of the graphing calculator, all electronic devices are to be switched off during class, unless an exception is obtained by the instructor in advance.

Census Day is September 6, 2011

Last Day to Withdraw is October 14, 2011

Student technical support is now provided 24/7 for students at (972) 377-1777 or [sts@collin.edu](mailto:sts@collin.edu).

The Course Id for MyMathLab is **turnbow93794**
Instructor’s Information:
  Instructor’s Name: JULIE TURNBOW
  Office Number: D-118 Preston Ridge Campus
  Office Hours: Mon and Wed: 11 am to 12 pm (D118 or H124), 4 to 5 pm (D141),
               Mon and Wed 8:15 to 9 pm (D177)
               Tues and Thurs: 8:45 to 9:45 am (D118)

  Contact Information: Office Phone: 972-377-1719
                      email = jturnbow@collin.edu
                      Website: http://iws.collin.edu/jturnbow

Class Information:
  Class meeting times: Mon & Wed 2:30 – 3:45 pm
  Class meeting location: Preston Ridge Campus D237

Hints for success:
1. Be on time for class.
2. Read the sections BEFORE we discuss them in class.
3. Do all your homework as soon as you can after class.
4. Plan to spend at least 9–12 hours per week outside of class studying, completing
   Labs and homework, and preparing for tests.
5. Always SHOW YOUR WORK on Labs, homework, quizzes and tests.
6. If you don’t understand a topic, get help ASAP.

Getting Help:
1. Math Lab (D141, phone # 972-377-1639): free tutoring and computer access
2. ACCESS Office (F118, phone # 972-377-1785): free group tutoring
3. Instructor (D118, phone # 972-377-1719): I am available during my office hours or
   other times by appointment.
4. Chapter R: The Review Chapter in the textbook offers a review of basic algebra.
5. Graphing Calculator assistance:
   ⊗ TI-83, 84 & TI-86 Study Skills Seminars
   ⊗ “Calculator Functions” Study Sheet
   ⊗ Useful websites: http://www.coursecompass.com
                  http://www.prenhall.com/divisions/esm/app/calc_v2/
                  http://mathbits.com/MathBits/TISection/Openpage.htm

Please check your COUGARMAIL daily. This is how the college and your professors communicate
with you.
<table>
<thead>
<tr>
<th>Date</th>
<th>Section</th>
<th>LAB Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>08-22</td>
<td>PASS Exam, Intro</td>
<td></td>
</tr>
<tr>
<td>08-24</td>
<td>2.1 (Basic Functions and Their Graphs)</td>
<td></td>
</tr>
<tr>
<td>08-29</td>
<td>2.2 (More on Functions and Their Graphs)</td>
<td></td>
</tr>
<tr>
<td>08-31</td>
<td>2.5 (Transformations of Functions)</td>
<td></td>
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<tr>
<td>09-05</td>
<td>No Class – Labor Day</td>
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<tr>
<td>09-07</td>
<td>2.6 (Composite Functions)</td>
<td>Lab 0 Due (Under Homework)</td>
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<tr>
<td>09-12</td>
<td>2.7 (Inverse Functions)</td>
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<tr>
<td>09-14</td>
<td>3.1 (Quadratic Function); Test 1 Review</td>
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<tr>
<td>09-19</td>
<td>Test 1</td>
<td>Quiz 1 Due</td>
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<tr>
<td>09-21</td>
<td>3.2 (Polynomial Functions and Their Graphs)</td>
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<tr>
<td>09-26</td>
<td>3.3 (Dividing Polynomials: Remainder and Factor Theorems)</td>
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<tr>
<td>09-28</td>
<td>3.4 (Zeros of Polynomial Functions)</td>
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<tr>
<td>10-03</td>
<td>3.5 (Rational Functions and Their Graphs)</td>
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<td>10-05</td>
<td>3.6 (Polynomial and Rational Inequalities), Test 2 Review</td>
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<td>10-10</td>
<td>Test 2 In Class</td>
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<tr>
<td>10-12</td>
<td>4.1 (Exponential Functions); 4.2(Logarithmic Functions)</td>
<td>Quiz 2 Due</td>
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<tr>
<td>03-11</td>
<td>LAST DAY TO WITHDRAW</td>
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<tr>
<td>10-17</td>
<td>4.3 (Properties of Logarithms)</td>
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</tr>
<tr>
<td>10-19</td>
<td>4.4 (Exponential and Logarithmic Equations)</td>
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<tr>
<td>10-24</td>
<td>4.5 (Exponential Growth and Decay; Modeling Data)</td>
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<tr>
<td>10-26</td>
<td>Test 3 Review</td>
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<td>10-31</td>
<td>Test 3 in Class</td>
<td>Quiz 3 Due</td>
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<tr>
<td>11-02</td>
<td>6.5 (Determinants and Cramer's Rule)</td>
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<tr>
<td>11-07</td>
<td>6.1 (Matrix Solutions to Linear Systems) &amp; 6.2 (Inconsistent and Dependent Systems and Their Applications)</td>
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<tr>
<td>11-09</td>
<td>8.1 (Sequences and Summation Notation)</td>
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<td>11-14</td>
<td>8.2 (Arithmetic Sequences and Series)</td>
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<td>11-16</td>
<td>8.3 (Geometric Sequences and Series)</td>
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<td>11-21</td>
<td>Test 4 Review</td>
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<td>11-23</td>
<td>NO CLASS – THANKSGIVING HOLIDAY</td>
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<td>11-28</td>
<td>Test 4 In Class</td>
<td>Quiz 4 Due</td>
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<tr>
<td>11-30</td>
<td>Final Exam Review</td>
<td>Quiz 5 Due</td>
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<tr>
<td>12-05</td>
<td>Final Exam in Class (2:30 to 4:30)</td>
<td></td>
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</table>
**Math 1314 Suggested Practice Problems**

*Text: College Algebra, 5th Edition, Blitzer*

Practice problems are automatically assigned after the respective sections are covered in class and should be completed by the next class meeting.

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<thead>
<tr>
<th>Section</th>
<th>Page</th>
<th>Exercises</th>
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<td>2.2</td>
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<td>2.5</td>
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<td>2.7</td>
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<td>3.2</td>
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<td>3.4</td>
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<td>380</td>
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<td>4.3</td>
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<td>1, 3, 5, 7</td>
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</tr>
</tbody>
</table>

The course ID is turnbow93794. You must have a MyMathLab Code for the course.
COLLIN COLLEGE
FALL 2011
COURSE SYLLABUS

Course Number:  PSYC 2301 C03

Course Title:  General Psychology

Instructor’s Information:
Instructor’s Name:  Martha Francis, Ph.D.
Office Number:  E-203
Office Hours:  Mondays, 12-1pm
Tuesdays & Thursdays, 10:30am - 11:30am; 1:00 - 2:30pm
Contact Information:  972.548.6557; mefrancis@collin.edu
In case of emergency:  Office of Academic Affairs, B-122 F | 214.491.6270

Class Information:
Class Meeting Times:  MWF 10:00am – 10:50am
Class Meeting Location:  E-201

Course Description:  Introduction to scientific psychology as applied to human behavior, including research methods, physiological factors, learning, motivation, emotions, personality, adjustment, stress, psychological disorders and therapies. These principles will be applied to the human experience.

Course Credit Hours:  3
Lecture Hours:  3

Assessments:  Placement in ENGL 1301; College-Level Reading

College Repeat Policy:  A student may repeat this course only once after receiving a grade, including “W”.

Course Delivery Method:  Lecture


Required or Recommended Readings:  None

Supplies:  Required:  Scantrons

Student Learning Outcomes:  Upon successful completion of this course, students should be able to do the following:
1. Demonstrate an understanding of the history of psychology and its development.
2. Demonstrate an understanding of the scientific methods used to study behavior and mental processes.
3. Demonstrate knowledge of the basic vocabulary of psychology.
4. Describe the basic theories of psychology, how they are used, and their current status in the discipline.
5. Demonstrate an understanding of basic processes such as motivation, learning, emotions, group processes, personality, and human development.
6. Demonstrate an appreciation for the uniqueness of the individual.
7. Demonstrate a respect for cultural differences in the human experience.
8. Demonstrate an understanding of how to apply the above to everyday life.
Course Requirements:
1. Class attendance and participation.
2. Reading of all assigned materials.
3. Completion of exams, assignments, and current event presentation.

Method of Evaluation: Course evaluation includes 4 exams, 4 assignments, 1 current event presentation, and class participation.

Exams:
Four exams will be given valued at 100 points each. Exams may consist of multiple-choice questions, short answer questions, and/or essay questions. Make-up exams are at the discretion of the instructor.

Assignments:
Four assignments will be given valued at 25 points each. The purpose of this work is to enhance critical thinking skills. Assignments are due at the beginning of class. Work that is turned in late will be penalized 5 points per day.

Current Event:
Students will find a current event concerning a topic from the discipline of psychology and present it informally to the class. The current event is valued at 20 points.

Participation:
Student participation in class discussions typically enhances learning. Your comments, questions, insights are important to a successful learning experience for you and the other members of this class. Please know that “active participation” is certainly not limited to simply talking in class—clearly some students are not comfortable speaking their minds in public and can still be very actively engaged in the class. Active participation in class is valued at 20 points.

Grading:

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<tbody>
<tr>
<td>Exam #1</td>
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<td>Exam #2</td>
<td>100</td>
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<tr>
<td>Exam #3</td>
<td>100</td>
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<tr>
<td>Exam #4 ~ Final Exam</td>
<td>100</td>
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<tr>
<td>Assignments (4 @ 25 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Current Event Presentation</td>
<td>20</td>
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<tr>
<td>Participation</td>
<td>20</td>
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<tr>
<td>Total Points Possible</td>
<td>540</td>
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A = 490 - 540
B = 440 - 489
C = 390 - 439
D = 340 - 389
F = 339 and below
Class Attendance:
Attendance will be taken at the beginning of class each day.

Attendance Policy: Students are expected to attend each class session. Students are responsible for officially withdrawing themselves from the course; failure to do so will result in a performance grade of "F".

Class attendance is mandatory to your success in this course. Much of my lectures and our class discussions will go beyond the required readings. Taking good class notes and participating in these discussions will help you learn and remember this material.

It is your responsibility to get any material that is missed.

Excessive unexcused absences (8 hours or more) will likely cost you a letter grade.

Arriving late to class:
I will allow students--with good reasons--to arrive late or depart early. Attending for only one-half of a class on a given day is better than not attending at all. If you need to either arrive late or depart early, please do so unobtrusively with a minimum of disruption.

Be aware that if you arrive late or leave early, you risk missing important announcements. If arriving late, it is your responsibility to place your name on the Sign-In Sheet for Late Arrival in order to be counted present in class that day. In addition, it is your responsibility to get any material that is missed.

Last day to withdraw:
October 14, 2011 is the last date to withdraw. Students are responsible for officially withdrawing themselves from the course; failure to do so will result in a performance grade of "F".

Course Drop Limit Provisions: Texas Education Code 51:907
Students who enroll as an entering freshman or a first-time college student in undergraduate courses at any Texas public community college, technical institute, health sciences institution, or any public university offering undergraduate courses must comply with the legislation of TEC51.907.

TEC51.907 states that students who enroll for the first time during the fall 2007 semester, or any subsequent semester, are subject to the course drop limit of six course drops. This includes any course a transfer student has dropped at another institution. Collin College will not begin to count dropped course until the fall 2009 semester. For more information, please contact Academic Advising or the Admissions and Records Office on any campus.

In accordance with Section 51.911 of the Texas Education Code, Collin College will allow a student who is absent from class for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time. Students are required to file a written request with each professor within the first 15 days of the semester to qualify for an excused absence. A copy of the state rules and procedures regarding holy days, and the form of notification of absence from each class under this provision, are available from the Admissions and Records Office.

ADA Statement: It is the policy of Collin County Community College to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student’s responsibility to contact the ACCESS office, SCC-G200 or 972.881.5898 (V/TTD: 972.881.5950) in a timely manner to arrange for appropriate accommodations.
7-2.3 Scholastic Dishonesty (from the 2011 – 2012 Student Handbook, p. 192)

Every member of the Collin College community is expected to maintain the highest standards of academic integrity. Collin College may initiate disciplinary proceedings against a student accused of scholastic dishonesty. Scholastic dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment or the award of a degree, and/or the submission of one’s own work of material that is not one’s own. Scholastic dishonesty shall involve, but is not limited to, one or more of the following acts: cheating, plagiarism, collusion, use of annotated texts or teacher’s editions, use of information about exams posted on the Internet or electronic medium, and/or falsifying academic records. While specific examples are listed below, this is not an exhaustive list and scholastic dishonesty may encompass other conduct, including any conduct through electronic or computerized means:

Plagiarism is the use of an author’s words or ideas as if they were one’s own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation.

Cheating is the willful giving or receiving of information in an unauthorized manner during an examination; collaborating with another student during an examination without authority; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; copying computer or Internet files; using someone else’s work for assignments as if it were one’s own; or any other dishonest means of attempting to fulfill the requirements of a course.

Collusion is intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance; communicating answers to a classmate about an examination or any other course assignment; removing tests or answer sheets from a test site; and allowing a classmate to copy answers.

In cases where an incident report has been filed for an alleged violation of scholastic dishonesty, faculty are requested to delay posting a grade, for the academic work in question, until the Dean of Students Office renders an administrative decision in the case. Students found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty from the Dean of Students Office. The student may also receive an academic penalty in the course where the scholastic dishonesty took place. The professor will determine the appropriate academic penalty.

Behavior in Class (“House Rules”):
The classroom is a scholarly environment and students are expected to behave accordingly. Civil expression of ideas, thoughts, opinions, is encouraged. Students who express willful disrespect towards their classmates or the instructor may be asked to leave the classroom.

Electronic devices may be used in the classroom to enhance learning. Playing games, text messaging, listening to music, using cell phones, etc. would not be considered an appropriate use of an electronic device in a learning environment. Please turn off the audio features of these devices before entering class.

Additional Course Policies:
• Students are not permitted to tape class lectures without my permission.
• Students who wish to use a laptop during class must get permission from me first.
• When contacting me by email, be sure to use your Collin College email account. And, be sure to check your Collin College email account regularly.
• Although rare, weather-related campus closings do occasionally occur. You can check the Collin College Website for information regarding school closings and/or delays. If possible, sign up for CougarAlert.

Tentative Course Calendar: The following course calendar outlines proposed due dates of major assignments, exams, and current events as well as proposed topics for each class meeting.
<table>
<thead>
<tr>
<th>Week:</th>
<th>Date:</th>
<th>Class Topics:</th>
<th>Assignments:</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>AUG 22</td>
<td>Course Introduction</td>
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<td></td>
<td>24</td>
<td>Prologue - The Story of Psychology</td>
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<td></td>
<td>26</td>
<td>Ch. 1 Psychological Science</td>
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<tr>
<td>2</td>
<td>SEP 2</td>
<td>Ch. 1 Psychological Science</td>
<td>Assignment 1 due</td>
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<td></td>
<td>29</td>
<td>Ch. 1 The Biology of Mind</td>
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<td></td>
<td>31</td>
<td>Ch. 2 The Biology of Mind</td>
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<td>3</td>
<td>5</td>
<td>Labor Day Holiday</td>
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<td></td>
<td>7</td>
<td>Ch. 3 Consciousness</td>
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<td></td>
<td>9</td>
<td>Ch. 3 Consciousness</td>
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<tr>
<td>4</td>
<td>12</td>
<td>Ch. 3 Consciousness</td>
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<td></td>
<td>14</td>
<td>Ch. 4 Nature, Nurture, &amp; Human Diversity</td>
<td>EXAM 1 (Chapters 0, 1, 2, 3, 4)</td>
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<td>5</td>
<td>19</td>
<td>Ch. 5 Developing Through the Life Span</td>
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<td></td>
<td>21</td>
<td>Ch. 5 Developing Through the Life Span</td>
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<td></td>
<td>23</td>
<td>Ch. 6 Sensation &amp; Perception</td>
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<td>6</td>
<td>26</td>
<td>In Class ~ CURRENT EVENTS</td>
<td>* CURRENT EVENT</td>
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<tr>
<td></td>
<td>28</td>
<td>Ch. 7 Learning</td>
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<td>30</td>
<td>Ch. 7 Learning</td>
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<td>7</td>
<td>OCT 3</td>
<td>Ch. 7 Learning</td>
<td>Assignment 2 due</td>
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<td>5</td>
<td>Ch. 8 Memory</td>
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<td>7</td>
<td>Ch. 8 Memory</td>
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<td>8</td>
<td>10</td>
<td>Ch. 10 Intelligence</td>
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<td>12</td>
<td>Ch. 10 Intelligence</td>
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<td>14</td>
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<td>Exam 2 (Chapters 5, 6, 7, 8, 10)</td>
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<td>9</td>
<td>17</td>
<td>Ch. 12 Emotion, Stress, &amp; Health</td>
<td>Assignment 3 due</td>
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<td>19</td>
<td>Ch. 12 Emotion, Stress, &amp; Health</td>
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<td>21</td>
<td>Ch. 12 Emotion, Stress, &amp; Health</td>
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<tr>
<td>10</td>
<td>24</td>
<td>Ch. 11 Motivation &amp; Work</td>
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<td></td>
<td>26</td>
<td>Ch. 11 Motivation &amp; Work</td>
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<td>28</td>
<td>Ch. 13 Personality</td>
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<td>11</td>
<td>31</td>
<td>Ch. 13 Personality</td>
<td>Assignment 4 due</td>
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<td>NOV 2</td>
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<td>4</td>
<td>Ch. 13 Personality</td>
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<td>Ch. 14 Disorders</td>
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<td>Ch. 14 Disorders</td>
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<td>Ch. 15 Therapy</td>
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<td>Ch. 14 Disorders</td>
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<td>Ch. 15 Therapy</td>
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<td>18</td>
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<td>Exam 3 (Chapters 11, 12, 13, 14, 15)</td>
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<td>14</td>
<td>21</td>
<td>In Class ~ remaining CURRENT EVENTS</td>
<td>* CURRENT EVENT</td>
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<td></td>
<td>23</td>
<td>Thanksgiving Holiday</td>
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<td>25</td>
<td>Thanksgiving Holiday</td>
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<td>15</td>
<td>28</td>
<td>Ch. 16 Social Psychology</td>
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<td>30</td>
<td>Ch. 16 Social Psychology</td>
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<td>DEC 2</td>
<td>Ch. 16 Social Psychology</td>
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<td>16</td>
<td>MON, DEC 5</td>
<td>FINAL EXAM (Comprehensive)</td>
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<td>10am-NOON</td>
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* Note: Each student will present a Current Event on only one of the scheduled dates above.
Please review your Fall 2008 Departmental Action Plan on the attached chart.

1. Were expectations from the Fall 2008-Spring 2009 Action Plan met?
   
   ____ Met  ____ Partially Met  ____ Not Met

2A. Based on consideration of the attached data, the faculty conclude the following:

   Sufficient improvement in the targeted SLO, quantitative analysis of data, has not been achieved. Further emphasis needs to be placed upon it before changing the targeted SLO.

2B. As a consequence, the faculty target the following SLO for the coming academic year.

   Demonstrate proficiency in the quantitative analysis of scientific data.

2C. The following action has been identified as a logical step toward improving the targeted student learning outcome: A Blackboard shell will be created containing an online tutorial and quiz. This shell will be available to all BIOL 1406 students. Students will be asked to complete the online tutorial and quiz to assess their quantitative math skills and knowledge of the metric system. Based upon their online results and their first quiz in lab on the metric system, students can be directed to the math lab for further mentoring.

2D. The common measure has been examined and ____ will or ____ will not, provide sufficient evidence about the students’ competency related to the targeted SLO statement.

2E. If not, additional evidence will be obtained using the following measure(s):

   Note: All faculty do not have to use the same assessment methods but all faculty will assess and a) report the number of students who master the targeted SLO and b) the number who attempt to demonstrate competency.

Audit Trail: Data Coordinators will randomly select an instructor and archive a) the assessment method (assignment, test, project or performance) and b) the assessment criteria, i.e. answer key or rubric along with c) at least two examples of student work (a high and low scoring example) in order to establish an Audit Trail.
MINUTES OF THE 2009 FALL DEPARTMENTAL MEETING

Data Coordinator: Raja Khoury  Course Rubric & No. Math 1342

Department Name: Mathematics

In Attendance: Shellene Foster, Charlie Johnson, Lisa Juliano, Jamie Von Holstein

1. Were expectations from the Fall 2008_Spring 2009 Action Plan met?
   - X Met  ____ Partially Met  ____ Not Met

2A. Based on consideration of the attached data, the faculty conclude the following:

   In hypothesis testing, students have the most difficulty in finding the P-value and interpreting their findings back to real world conclusions.

2B. As a consequence, the faculty target the following SLO for the coming academic year:

As instructed, we are continuing to target SLO #5: perform hypothesis tests for 1 and 2 populations and state conclusions.

2C. The following action has been identified as a logical step toward improving the targeted student learning outcome:

Since every professor teaches their own class according to their own best judgment, there are many ways in which different professors will aid their students in mastering hypothesis testing. One professor reported that they will give students a template to follow so that the students do not get lost in the long process required to run the hypothesis test. One professor stated that they will emphasize the choice of technological aids necessary to correctly run the hypothesis test. One professor reported that they are introducing hypothesis testing earlier in the semester. In order for every professor to adjust their teaching methods appropriately, the information from the fall 2008 exam question has been distributed to the statistics instructors. Please see the report attached to the end of these minutes.

2D. The common measure has been examined and X will or will not provide sufficient evidence about the students’ competency related to the targeted SLO statement.

2E. If not, additional evidence will be obtained using the following measure(s):

Introduction:

As everyone knows, Collin College is engaged in a program to try and improve student learning at our college. A committee is formed each year to assess how well students are mastering the core competencies for each core course. Last year, the statistics committee decided to focus on the core competency “#5: perform hypothesis tests for 1 and 2 populations and state conclusions.” The question included on departmental final exams prior to 2008 was found lacking in that it could not provide us with information on where in a hypothesis test the student’s understanding was breaking down. A new series of questions was introduced on the Fall 2008 departmental final exam in order that such information might be gathered. The results of these questions set our benchmark for improvement in 2009.

Results from 2008:
The results from 2008 have been gathered and are reported below. The results are from a sample of sections ranging over all campuses, including day and evening classes taught by both full time and associate faculty.

81% of included students could correctly write the null hypothesis

85% of included students could correctly determine the direction of the test

64% could correctly report the test statistic

50% could correctly report the P-value

68% could correctly decide to reject or fail to reject the null hypothesis

49% could correctly interpret the results of the hypothesis test into real world meaning

Overall, the professors involved judged that 60% of included students have mastered hypothesis testing.

**Going forward:**
This semester, every faculty and associate faculty should have received a sample lab covering hypothesis testing. This lab can be used as a guide for what types of questions will be asked of students on the Fall 2009 departmental final exam. This lab only addresses core competency “**#5: perform hypothesis tests for 1 and 2 populations and state conclusions**” even though all core competencies will be tested on the departmental final exam in 2009 just as in previous years. Please note that we are changing the format on the hypothesis test questions so that they will be multiple choice questions.

Please use the results from last year to guide your emphasis in teaching Hypothesis tests, and please find the sample lab on the next page.
Example Question:

When operating correctly, a machine for manufacturing tennis balls produces balls with a mean weight of 57.6 grams. The last eight balls manufactured had weights

57.3  57.4  57.2  57.5  57.4  57.1  57.3  57.0

Your job in quality control requires you to test if this machine is operating correctly. Test the claim that the mean now differs from 57.6 grams, and draw a conclusion about whether the machine is operating correctly. Show all necessary work for each of the following:

Step 1: State the null and alternative hypotheses

\[ H_0: \mu = 57.6, \quad H_1: \mu \neq 57.6 \]

Step 2: Calculate the test statistic

\[ t = -5.508 \]

Step 3: Calculate the P-value

\[ P = .000899 \]

Step 4: Should you reject or fail to reject the null hypothesis?

Reject the null hypothesis.

Step 5: Is this machine operating correctly? Justify your answer.

The machine is not operating correctly since we rejected that the mean is 57.6 grams. The machine is operating with a mean that is significantly different from 57.6g.

Final Exam Question: Answer Key highlighted in Yellow

When operating correctly, a machine for manufacturing tennis balls produces balls with a mean weight of 57.6 grams. The last eight balls manufactured had weights

57.3  57.4  57.2  57.5  57.4  57.1  57.3  57.0

Your job in quality control requires you to test if this machine is operating correctly. Test the claim that the mean now differs from 57.6 grams, and draw a conclusion about whether the machine is operating correctly. Show all necessary work for each of the following:

Step 1: State the null and alternative hypotheses

\[ H_0: \mu = 57.6, \quad H_1: \mu \neq 57.6 \]

Step 2: Calculate the test statistic

\[ t = -5.508 \]

Step 3: Calculate the P-value

\[ P = .000899 \]

Step 4: Should you reject or fail to reject the null hypothesis?

Reject the null hypothesis.

Step 5: Is this machine operating correctly? Justify your answer.

The machine is not operating correctly since we rejected that the mean is 57.6 grams. The machine is operating with a mean that is significantly different from 57.6g.
Statistics Core Competencies

Results from 2008:
The results from 2008 have been gathered and are reported below. The results are from a sample of sections ranging over all campuses, including day and evening classes taught by both full time and associate faculty.

- 81% of included students could correctly write the null hypothesis
- 85% of included students could correctly determine the direction of the test
- 64% could correctly report the test statistic
- 50% could correctly report the P-value
- 68% could correctly decide to reject or fail to reject the null hypothesis
- 49% could correctly interpret the results of the hypothesis test into real world meaning

Overall, the professors involved judged that 60% of included students have mastered hypothesis testing.
High performing example

10. When operating correctly, a machine for manufacturing tennis balls produces balls with a mean weight of 57.6 grams. The last eight balls manufactured had weights \[ \mu = 57.6 \]

\[ 57.3 \quad 57.4 \quad 57.2 \quad 57.5 \quad 57.4 \quad 57.1 \quad 57.3 \quad 57.0 \]
\[ \bar{x} = 57.3 \]

Your job in quality control requires you to test if this machine is operating correctly. Test the claim that the mean now differs from 57.6 grams, and draw a conclusion about whether the machine is operating correctly. Assume that the population of weights is normally distributed. Show all necessary work for each of the following:

Step 1: State the null and the alternative hypotheses

\[ H_0: \mu = 57.6 \text{ grams} \]
\[ H_1: \mu \neq 57.6 \text{ grams (claim)} \]

Step 2: Calculate the test statistic

\[ T_S = -5.51 \sqrt{ } \]

Step 3: Calculate the P-value

\[ p = 0.0009 \sqrt{ } \]

Step 4: Should you reject or fail to reject the null hypothesis? YES

\[ \text{Reject } H_0 \sqrt{ } \]

Step 5: Is this machine operating correctly? Justify your answer.

No, the mean weight for the last 8 balls is 57.3, therefore we reject \( H_0 \) and support the claim that the mean now differs from 57.6 grams.
10. When operating correctly, a machine for manufacturing tennis balls produces balls with a mean weight of 57.6 grams. The last eight balls manufactured had weights:

\[ 57.3 \quad 57.4 \quad 57.2 \quad 57.5 \quad 57.4 \quad 57.1 \quad 57.3 \quad 57.0 \]

Your job in quality control requires you to test if this machine is operating correctly. Test the claim that the mean now differs from 57.6 grams, and draw a conclusion about whether the machine is operating correctly. Assume that the population of weights is normally distributed. Show all necessary work for each of the following:

Step 1: State the null and the alternative hypotheses

\[
H_0: \mu = 57.6 \text{ grams} \\
H_1: \mu \neq 57.6 \text{ grams}
\]

\[ \bar{x} = 57.725 \]
\[ s = 0.166 \]
\[ \bar{x} = 57.7 \]
\[ s = 0.164 \]

Step 2: Calculate the test statistic

\[ t = \frac{\bar{x} - \mu}{s/\sqrt{n}} \]

Step 3: Calculate the P-value

\[ P = 2 \times 10^{-4} \]

Step 4: Should you reject or fail to reject the null hypothesis?

\[ t_{calc} \neq t_{crit} \]

Step 5: Is this machine operating correctly? Justify your answer.

\[ H_0 \text{ is rejected} \]

\[ \boxed{2} \]
Student Learning Outcomes  
PHED Department  
2009 Fall Department Meeting


1. Were expectations from the Fall 2008, Spring 2009 Action Plan met?

   X Met

2. a. Student Learning Outcomes for the Physical Education component in the core curriculum classes is to create a standard base of skill and knowledge that is essential for lifetime health and wellness. The students were engaged in a variety of movement experiences which contributed to the intellectual, motor and fitness development of the individual. The PHED faculty reviewed the data results and concluded that 90% of the students demonstrated the knowledge of nutrition and physical activity, as it relates to the quality of life and personal wellness. The results were based on two exam questions that were developed by the faculty to measure student knowledge and included in the core classes, spring semester 09 final exams. In the motor skills area, a new balance test was implemented to measure kinesthetic sense. Students were tested at the beginning of the semester and again at the end of the semester. To improve balance, the faculty incorporated exercises and skills designed to improve one’s kinesthetic sense into class warm-up and activities. These included weight training exercises to strengthen the legs, flexibility stretching exercises and agility activities. Pretest for kinesthetic sense had 84% of the students able to perform average or above average on the balance test. Post-test for kinesthetic sense had 97% of the students performed average or above average on the balance test after participating in stretching and weight training exercises in their fitness class. The faculty concluded that the new balance test along with the added activities improved the student’s kinesthetic sense pretest score from 84% to posttest score of 97%.

2 b. PHED faculty decided to continue to use the same questions from spring semester 2009 for spring semester 2010 to measure student’s knowledge of nutrition and wellness. Physical Education core classes would continue to use the same standard test for measuring body composition, muscular endurance, kinesthetic sense, flexibility and muscular strength. PHED faculty decided to research student’s outcomes and focus on improvement in the area of flexibility. Faculty will use the standardized Sit and Reach test on a pre and post basis to measure improvement in student flexibility.
2c. The following action was identified by PHED faculty as steps toward improving the targeted SLO for flexibility:

1. Use the standardized Sit and Reach test to collect data on student’s trunk flexibility.
2. Pre & Post test on flexibility in all core classes.
3. Identify stretching activities to improve range of motion in the trunk and hamstring region.
4. Include flexibility activities in warm-up and cool down exercises.
5. To strengthen trunk region have students doing sit-ups and reverse extensions.

2d. The common measure has been examined and will provide sufficient evidence about the student’s competency in flexibility related to the targeted SLO statement.
RESULTS FROM DEPARTMENT QUESTIONS

Instructor: TOTALS               Semester: SPRING 2009

1. According to the National Center for Health Statistics, the number one leading cause of death in the United States is:
   a. cancer
   b. heart Disease
   c. unintentional accidents
   d. diabetes

   Course/Section PHED   Number Tested/Answered Correctly: 647 / 619

   Course/Section   Number Tested/Answered Correctly: ______ / ______
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   Course/Section   Number Tested/Answered Correctly: ______ / ______

   Total: 647 / 619   Passing (%) 95%

2. The macro nutrient that contains the highest calorie per gram is
   a. protein
   b. fat
   c. carbohydrates
   d. sodium

   Course/Section PHED   Number Tested/Answered Correctly: 647 / 556

   Course/Section   Number Tested/Answered Correctly: ______ / ______
   Course/Section   Number Tested/Answered Correctly: ______ / ______
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   Course/Section   Number Tested/Answered Correctly: ______ / ______
   Course/Section   Number Tested/Answered Correctly: ______ / ______

   Total: 647 / 556   Passing (%) 85%
# KINE SENSE TEST RESULTS

Instructor: _______________  TOTALS _______________  Semester: ____________ SPRING 2009 ____________

Results:
**Course/Section:** PHED  
**# of Students Tested:**

<table>
<thead>
<tr>
<th>Kine Sense</th>
<th>Pre</th>
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<td>595</td>
<td>563</td>
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</tbody>
</table>
1. The three fuel nutrients include:
   a. Vitamins, minerals, and water
   b. Carbohydrates, fats and protein
   c. Vitamin, carbohydrates, fats
   d. Protein

2. Vitamins and minerals are:
   a. Micronutrient.
   b. Macro nutrients.
   c. High density food.
   d. Low density food

3. Carbohydrates:
   a. Provide very little nutrients to the body.
   b. Have limited value.
   c. Are minor sources of calories used by the body to provide energy.
   d. Are major sources of calories used by the body to provide energy.

4. The main substance used to build and repair tissue in the body is:
   a. Fiber.
   b. Carbohydrates.
   c. Fats.
   d. Proteins.

5. Four calories are provided to the body for each gram of _______
   a. Fiber
   b. Carbohydrates
   c. Fats
   d. A and B above

6. Nine calories are provided to the body for each gram of _______
   a. Protein
   b. Carbohydrates
   c. Fats
   d. Fiber

7. B complex and C are:
   a. Water-soluble vitamins
   b. Fat-soluble vitamins
   c. Minerals
   d. Fibers
8. Carbohydrates are stored in the liver and:
   a. Bones
   b. Kidneys
   c. Muscles
   d. Spleen

9. The risk of coronary heart disease, diverticulitis, and cancer are decrease with adequate intake of:
   a. Protein
   b. Water
   c. Minerals
   d. Fiber

10. Seventy percent of total body weight is accounted for by
    a. Water.
    b. Bone.
    c. Fat.
    d. None of the above.

11. How many ounces of water are recommended per day?
    a. 8
    b. 24
    c. 48
    d. 64

12. A source of energy, heat preservation and transport of vitamin A, D, E and K is:
    a. Fat
    b. Fiber
    c. Carbohydrates
    d. Water

13. The two main fuels that supply energy for physical activity are fat and
    a. Water.
    b. Protein.
    c. Carbohydrates
    d. Vitamins.

14. Saturated fatty acids tend to ________________ cholesterol.
    a. Slightly decrease
    b. Decrease
    c. Increase
    d. Not effect
15. The major source of calories used by the body to provide energy for work and cell maintenance is:
   a. Vitamins
   b. Fats
   c. Carbohydrates
   d. Proteins

16. Plant materials that cannot be digested by the human body is known as:
   a. Vegetables
   b. Amino acids
   c. Fiber
   d. Protein

17. Fat is used in the human body
   a. As a source of energy.
   b. As a source of protection.
   c. To carry the vitamins A, D, E and K.
   d. All of the above.

18. Each gram of carbohydrate provides the human body with _________ calories.
   a. 1
   b. 4
   c. 7
   d. 9

19. Each gram of fat provides the human body with ______ calories.
   a. 4
   b. 9
   c. 12
   d. 18

20. The amount of total body weight accounted for by water is about _________ percent.
   a. 45 to 50
   b. 60 to 70
   c. 10 to 20
   d. 25 to 30

21. In a balanced diet, total carbohydrate intake should be approximately:
   a. The same as protein
   b. The same as fat
   c. 53% of your total daily caloric intake
   d. 45-60% of your total daily caloric intake
22. One of the most detrimental health habits in the American diet is:
   a. Low sodium intake
   b. Lack of vitamins and minerals
   c. Excessive protein intake
   d. Low fat intake.

23. The first step in evaluating your diet is to:
   a. Stop eating foods that are high in fat
   b. Conduct a nutritional analysis
   c. Admit that you are overweight
   d. Just begin it!

24. Indicate the percent fat calories in a frankfurter that has 176 calories distributed in 16 grams of fat, 7 grams of protein, and 1 gram of carbohydrates.
   a. 67%
   b. 9%
   c. 82%
   d. 11%

25. Distorted self-image, stress and social pressures can lead to:
   a. Euphoria.
   b. Eating disorders.
   c. Eustress.
   d. None of the above.

26. The most successful treatment of anorexia nervosa:
   a. Is dependent upon being able to "force feed" the person.
   b. Is primarily accomplished by the individual.
   c. Is usually accomplished by the help of roommates.
   d. Requires professional help.

27. Which of the following is a disorder characterized by binge and purge eating cycles?
   a. Fear of obesity
   b. Anorexia nervosa
   c. Bulimia nervosa
   d. Eata-phobia

28. The majority of weight loss is in the form of water when:
   a. The human body uses protein as a source of energy
   b. Muscle is turned into fat
   c. Fat is turned into muscle
   d. You drink a lot of water
29. During an extended low-caloric diet (near fasting), the body increases the utilization of ________ as a source of energy.

a. Lean body mass  
  b. Body fat  
  c. Carbohydrates  
  d. Vitamins

30. Research indicates that the most effective way to maintain weight loss is to:

a. Stay on a very low calorie diet.  
  b. Remain on a moderate exercise program with good nutritional habits.  
  c. Decrease the amount of physical exertion.  
  d. Adopt a diet high in simple carbohydrates.

31. Basal metabolic rate (BMR) is

a. Amount of energy the body needs to maintain life at complete rest.  
  b. Amount of energy the body needs to maintain life while exercising.  
  c. The amount of heat generated while your body is exercising.  
  d. No answers are correct.

32. When designing a weight loss program, people need to realize that:

a. Weight should come off at a very gradual rate.  
  b. Weight should come off relatively fast throughout the program.  
  c. The faster the rate of weight loss, the better the program.  
  d. A slow rate of weight loss indicates the program is not working.

33. If your goals is to lose one pound of body fat per week, it will be necessary to create a total caloric deficit of ________ calories each week.

a. 350  
  b. 1500  
  c. 2000  
  d. 3500
34. Females should not go below ________ calories per day without medical supervision.
   a. 800
   b. 1000
   c. 1200
   d. 1500

35. Males should not go below ________ calories per day without medical supervision.
   a. 1200
   b. 1500
   c. 1800
   d. 2000

36. The duration of an exercise program to lose weight should be:
   a. 10 minutes
   b. 30 minutes
   c. 60 minutes
   d. 120 minutes

37. The key to successful weight management is:
   a. A lifetime exercise program and balanced diet.
   b. Using a variety of diets so your body doesn’t build resistance.
   c. Very low-calorie diets.
   d. Consuming the majority of daily calories after 1:00 pm.

38. Which exercise is most effective to help reduce the fat around the midsection of the body?
   a. Sit-ups
   b. Abdominal crunches
   c. Twisting sit-ups
   d. No exercise is effective in spot reducing

39. According to the national Center for health Statistics, the number one leading cause of death in the United States is:
   a. cancer
   b. heart disease
   c. unintentional accidents
   d. diabetes

40. The macro nutrient that contains the highest calorie per gram is:
   a. protein
   b. fat
   c. carbohydrates
   d. sodium
Lab 6.1 Calculating the Target Zone

Name: __________________________ Date: __________________________

Instructor: ________________________ Section Day/Time: __________________________

Lab equipment: None Required

Objective: To determine your cardiorespiratory training intensity using the Karvonen method. This is also called the Heart Rate Reserve method.

\[
220 \text{ minus } \frac{\text{Age}}{\text{Maximum Heart Rate}} \text{ minus } \frac{\text{Resting Heart Rate}}{\text{Heart Rate Reserve}} =
\]

Resting Heart Rate (RHR) indicates how fast your heart has to beat to get you through a day’s normal activity. Maximum Heart Rate (MHR) indicates how fast your heart can beat. To exercise the cardio-vascular system safely, you will want to work only a percentage of that rate. The percentage rate depends on many factors, particularly your physical condition and age. The following percentages are only suggestions (your doctor’s advice, plus how you feel, should be the overriding guidelines):

- 60%–70% beginners
- 70%–80% intermediates
- 70%–85% advanced (or 90%)

\[
\frac{\text{HRR}}{\times} \frac{\text{Lower Rate}}{\text{RHR}} + \frac{\text{Resting HR}}{\text{Lower end of Target Zone}} =
\]

\[
\frac{\text{HRR}}{\times} \frac{\text{Higher Rate}}{\text{RHR}} + \frac{\text{Resting HR}}{\text{Higher end of Target Zone}} =
\]

(Heart rate in most aerobic classes is checked with a 10 second count. Therefore, divide 6 into both target zone scores to find target zone beats per minute for a 10 second count.)

<table>
<thead>
<tr>
<th>Target Zone for 10 Second Count</th>
</tr>
</thead>
</table>
| \[
\frac{\text{Lower end of Target Zone}}{\div} 6 = \text{Low} \to \frac{\text{Higher end of Target Zone}}{\div} 6 = \text{High}
\] |

Sample done for woman 33 years old, intermediate level, Resting HR 60.

\[
220 - 33 = 187 - 60 = 127 \times 70\% = (88.90) \quad 89 + 60 = 149 \div 6 = 25
\]

\[
80\% = (101.60) 102 + 60 = 162 \div 6 = 27
\]
<table>
<thead>
<tr>
<th>MUSCLE</th>
<th>LOCATED</th>
<th>EXERCISE</th>
</tr>
</thead>
</table>
| Anterior/Middle Deltoids | Shoulder- top front & middle | military press
bench press
behind the neck press
dumb bell raises |
| Pectorals            | Chest                       | push ups
chest & bench presses
incline & decline presses
dumb bell flyes
bent arm pull over |
| Posterior Deltoids   | Shoulders - back or rear    | bent over pulls
dumb bell raises |
| Trapezius            | Neck - back or rear         | upright rowing
shoulder shrug
power clean |
| Biceps               | Arms - upper front          | preacher curls
dumb/bar bell curls
concentration curl |
| Triceps              | Arms - upper back or rear   | triceps pushdowns
lying triceps extension
bench press
bar dips
one arm French press |
| Flexors/Extensors    | Forearm - lower interior arm| wrist curls
reverse curls |
| Lattissimus Dorsi    | Back - large muscles        | regular/wide-grip pull downs
bent over row
seated row pull-up |
| Abdominals           | Stomach                     | sit ups (bent knee & partial)
leg raises (bent knee)
V-ups |
| Erectors             | Lower back                  | back extensions
roman chair
straight leg deadlift
regular deadlift
back hyperextension
good morning exercises |
| Obliques             | Front sides                 | side bends
standing/seated twists |
<table>
<thead>
<tr>
<th>Muscles</th>
<th>Body Part</th>
<th>Exercises</th>
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</thead>
<tbody>
<tr>
<td>Gluteals</td>
<td>Buttocks</td>
<td>squats</td>
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<tr>
<td></td>
<td></td>
<td>lunges</td>
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<td></td>
<td></td>
<td>power clean</td>
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<tr>
<td>Quadriceps</td>
<td>Thighs - front</td>
<td>squats</td>
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<tr>
<td></td>
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<td>leg extensions</td>
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<tr>
<td>Hamstrings</td>
<td>Legs - back or rear</td>
<td>rotary hip</td>
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<td></td>
<td></td>
<td>leg curls</td>
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<tr>
<td></td>
<td></td>
<td>lunges</td>
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<td>Gastrocnemius</td>
<td>Calf</td>
<td>standing/seated toe</td>
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<td>raise</td>
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<tr>
<td>Tribialis Anterior</td>
<td>Shin</td>
<td>walking</td>
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EXERCISE AND MUSCLE GUIDE

FRONT VIEW

SIDE VIEW

BACK VIEW
# FITNESS SKILLS TEST RESULTS

Instructor: _______________________________  Semester: ________________

Results:
Course/Section: __________________________  # of Students Tested:_______

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<tr>
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</table>
# Student Pre and Post Fitness Testing

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of Birth</th>
<th>Age</th>
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<tbody>
<tr>
<td>Instructor's Name</td>
<td>Course</td>
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## Pre-test (Date: ____________)

<table>
<thead>
<tr>
<th>Weight (lb)</th>
<th>Height (in)</th>
<th>Resting Heart Rate (bpm)</th>
<th>Blood Pressure (mm/hg)</th>
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</thead>
</table>

### Body Composition

#### Men
- Chest
- Abdomen
- Thigh

#### Women
- Tricep
- Suprailium
- Thigh

### % Body Fat

#### Men
- Chest
- Abdomen
- Thigh

#### Women
- Tricep
- Suprailium
- Thigh

### Anthropic Measurements

<table>
<thead>
<tr>
<th>Arms (Right and Left)</th>
<th>R</th>
<th>L</th>
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<tbody>
<tr>
<td>Legs (Right and Left)</td>
<td>R</td>
<td>L</td>
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### Muscular Endurance

- Situps (consecutive)
- Pushups (consecutive)

### Muscular Strength

<table>
<thead>
<tr>
<th>Leg Press (1 RM) (lb)</th>
<th>Bench Press (1 RM) (lb)</th>
</tr>
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## Post-test (Date: ____________)

<table>
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<th>Weight (lb)</th>
<th>Resting Heart Rate (bpm)</th>
<th>Blood Pressure (mm/hg)</th>
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### Body Composition

#### Men
- Chest
- Abdomen
- Thigh

#### Women
- Tricep
- Suprailium
- Thigh

### % Body Fat

#### Men
- Chest
- Abdomen
- Thigh

#### Women
- Tricep
- Suprailium
- Thigh

### Anthropic Measurements

<table>
<thead>
<tr>
<th>Arms (Right and Left)</th>
<th>R</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legs (Right and Left)</td>
<td>R</td>
<td>L</td>
</tr>
</tbody>
</table>

### Muscular Endurance

- Situps (consecutive)
- Pushups (consecutive)

### Muscular Strength

<table>
<thead>
<tr>
<th>Leg Press (1 RM) (lb)</th>
<th>Bench Press (1 RM) (lb)</th>
</tr>
</thead>
</table>

### Flexibility

<table>
<thead>
<tr>
<th>Sit and Reach</th>
<th>Trial 1</th>
<th>inches</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Trial 2</td>
<td>inches</td>
</tr>
<tr>
<td></td>
<td>Trial 3</td>
<td>inches</td>
</tr>
<tr>
<td>Highest Measurement</td>
<td>inches</td>
<td></td>
</tr>
</tbody>
</table>

### Cardiovascular Endurance

<table>
<thead>
<tr>
<th>1.5 mile Run</th>
<th>min.</th>
<th>sec.</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-minute Run/Walk</td>
<td>distance</td>
<td></td>
</tr>
</tbody>
</table>

Harvard Step Test: HR
- HR at 1 minute

Other
The charts below are norm charts for your physical assessments. Please remember that your results are an estimate of your fitness level. Use improvement of results over time as an indication of your increased fitness level.

### Percent Body Fat Chart

<table>
<thead>
<tr>
<th>Classification</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential fat</td>
<td>no less than 5%</td>
<td>no less than 8%</td>
</tr>
<tr>
<td>Desirable fitness for</td>
<td>10% - 25%</td>
<td>18% - 30%</td>
</tr>
<tr>
<td>good health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desirable fitness for</td>
<td>5% - 13%</td>
<td>12% - 22%</td>
</tr>
<tr>
<td>good performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overfatness</td>
<td>more than 25%</td>
<td>more than 30%</td>
</tr>
</tbody>
</table>

### Systolic Blood Pressure Chart

<table>
<thead>
<tr>
<th>Classification</th>
<th>145 - over</th>
<th>135-145</th>
<th>105-135</th>
<th>100-105</th>
<th>less than 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypertension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Borderline Hypertension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Normal Range</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Borderline Hypotension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hypotension</td>
<td></td>
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### Diastolic Blood Pressure Chart

<table>
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<tr>
<th>Classification</th>
<th>90 - 90</th>
<th>85 - 90</th>
<th>60 - 85</th>
<th>less than 60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypertension</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Borderline Hypertension</td>
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<td></td>
</tr>
<tr>
<td>Normal Range</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Borderline Hypotension</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Standard Values for Situp Endurance (Age in Years)

<table>
<thead>
<tr>
<th>Rating</th>
<th>20-29</th>
<th>30-39</th>
<th>40-49</th>
<th>50-59</th>
<th>60+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>&gt; .48</td>
<td>&gt; .40</td>
<td>&gt; .35</td>
<td>&gt; .30</td>
<td>&gt; .25</td>
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<tr>
<td>Good</td>
<td>35-43</td>
<td>31-35</td>
<td>26-30</td>
<td>21-25</td>
<td>16-20</td>
</tr>
<tr>
<td>Average</td>
<td>29-32</td>
<td>25-30</td>
<td>21-24</td>
<td>16-20</td>
<td>11-20</td>
</tr>
<tr>
<td>Fair</td>
<td>&lt; .28</td>
<td>&lt; .20</td>
<td>&lt; .15</td>
<td>&lt; .10</td>
<td>&lt; 0</td>
</tr>
<tr>
<td>Women</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>&gt; .44</td>
<td>&gt; .36</td>
<td>&gt; .31</td>
<td>&gt; .26</td>
<td>&gt; .21</td>
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<tr>
<td>Average</td>
<td>33-38</td>
<td>29-31</td>
<td>24-24</td>
<td>19-20</td>
<td>14-20</td>
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<tr>
<td>Fair</td>
<td>&lt; .28</td>
<td>&lt; .20</td>
<td>&lt; .15</td>
<td>&lt; .10</td>
<td>&lt; 0</td>
</tr>
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</table>

### 12-Minute Walk/Run (Age in Years)

<table>
<thead>
<tr>
<th>Classification</th>
<th>17-26</th>
<th>27-39</th>
<th>40-49</th>
<th>50+</th>
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</thead>
<tbody>
<tr>
<td>Men</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>1.80+</td>
<td>1.60+</td>
<td>1.50+</td>
<td>1.40+</td>
</tr>
<tr>
<td>Good</td>
<td>1.55-1.79</td>
<td>1.45-1.6</td>
<td>1.40-1.49</td>
<td>1.2-1.3</td>
</tr>
<tr>
<td>Marginal</td>
<td>1.35-1.54</td>
<td>1.3-1.44</td>
<td>1.25-1.39</td>
<td>1.1-1.2</td>
</tr>
<tr>
<td>Low</td>
<td>&lt;1.35</td>
<td>&lt;1.30</td>
<td>&lt;1.25</td>
<td>&lt;1.10</td>
</tr>
<tr>
<td>Women</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>1.45+</td>
<td>1.35+</td>
<td>1.25+</td>
<td>1.15+</td>
</tr>
<tr>
<td>Good</td>
<td>1.25-1.44</td>
<td>1.2-1.34</td>
<td>1.15-1.24</td>
<td>1.0-1.15</td>
</tr>
<tr>
<td>Marginal</td>
<td>1.15-1.24</td>
<td>1.05-1.19</td>
<td>1.0-1.14</td>
<td>0.9-1.0</td>
</tr>
<tr>
<td>Low</td>
<td>&lt;1.15</td>
<td>&lt;1.05</td>
<td>&lt;1.00</td>
<td>&lt;0.94</td>
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</table>

### Leg Press Strength in 1RM lb/lb Body Weight (Age in Years)

<table>
<thead>
<tr>
<th>Rating</th>
<th>20-29</th>
<th>30-39</th>
<th>40-49</th>
<th>50-59</th>
<th>60+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exc.</td>
<td>&gt; 2.08</td>
<td>&gt; 1.88</td>
<td>&gt; 1.76</td>
<td>&gt; 1.66</td>
<td>&gt; 1.56</td>
</tr>
<tr>
<td>Good</td>
<td>2.0-2.07</td>
<td>1.8-1.87</td>
<td>1.7-1.75</td>
<td>1.6-1.65</td>
<td>1.5-1.55</td>
</tr>
<tr>
<td>Average</td>
<td>1.83-1.99</td>
<td>1.63-1.79</td>
<td>1.50-1.59</td>
<td>1.37-1.4</td>
<td>1.30-1.2</td>
</tr>
<tr>
<td>Fair</td>
<td>1.05-1.82</td>
<td>1.25-1.62</td>
<td>1.5-1.55</td>
<td>1.4-1.45</td>
<td>1.3-1.36</td>
</tr>
<tr>
<td>Poor</td>
<td>&lt; .64</td>
<td>&lt; .54</td>
<td>&lt; .49</td>
<td>&lt; .39</td>
<td>&lt; .30</td>
</tr>
<tr>
<td>Women</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exc.</td>
<td>&gt; 1.63</td>
<td>&gt; 1.42</td>
<td>&gt; 1.32</td>
<td>&gt; 1.26</td>
<td>&gt; 1.15</td>
</tr>
<tr>
<td>Good</td>
<td>1.54-1.62</td>
<td>1.35-1.41</td>
<td>1.26-1.31</td>
<td>1.13-1.25</td>
<td>1.1-1.14</td>
</tr>
<tr>
<td>Average</td>
<td>1.35-1.53</td>
<td>1.2-1.34</td>
<td>1.12-1.25</td>
<td>.99-1.12</td>
<td>.92-1.07</td>
</tr>
<tr>
<td>Fair</td>
<td>1.26-1.34</td>
<td>1.13-1.19</td>
<td>1.06-1.11</td>
<td>.86-0.98</td>
<td>.85-0.91</td>
</tr>
<tr>
<td>Poor</td>
<td>&lt; .25</td>
<td>&lt; .12</td>
<td>&lt; .05</td>
<td>&lt; .05</td>
<td>&lt; .04</td>
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</table>

### Bench Press Strength in 1RM lb/lb Body Weight (Age in Years)

<table>
<thead>
<tr>
<th>Rating</th>
<th>20-29</th>
<th>30-39</th>
<th>40-49</th>
<th>50-59</th>
<th>60+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exc.</td>
<td>&gt; .26</td>
<td>&gt; .21</td>
<td>&gt; .20</td>
<td>&gt; .19</td>
<td>&gt; .18</td>
</tr>
<tr>
<td>Good</td>
<td>19-21</td>
<td>18-20</td>
<td>17-19</td>
<td>16-18</td>
<td>15-17</td>
</tr>
<tr>
<td>Average</td>
<td>13-18</td>
<td>12-17</td>
<td>11-16</td>
<td>10-15</td>
<td>9-14</td>
</tr>
<tr>
<td>Fair</td>
<td>10-12</td>
<td>9-11</td>
<td>8-10</td>
<td>7-9</td>
<td>6-8</td>
</tr>
<tr>
<td>Poor</td>
<td>&lt; .9</td>
<td>&lt; .8</td>
<td>&lt; .7</td>
<td>&lt; .6</td>
<td>&lt; .5</td>
</tr>
<tr>
<td>Women</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exc.</td>
<td>&gt; .24</td>
<td>&gt; .23</td>
<td>&gt; .22</td>
<td>&gt; .21</td>
<td>&gt; .20</td>
</tr>
<tr>
<td>Good</td>
<td>22-23</td>
<td>21-22</td>
<td>20-21</td>
<td>19-20</td>
<td>18-19</td>
</tr>
<tr>
<td>Average</td>
<td>16-21</td>
<td>15-20</td>
<td>14-19</td>
<td>13-18</td>
<td>12-17</td>
</tr>
<tr>
<td>Fair</td>
<td>13-15</td>
<td>12-14</td>
<td>11-13</td>
<td>10-12</td>
<td>9-11</td>
</tr>
<tr>
<td>Poor</td>
<td>&lt; .12</td>
<td>&lt; .11</td>
<td>&lt; .10</td>
<td>&lt; .9</td>
<td>&lt; .8</td>
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### Standard Values for Flexibility in Inches (Age in Years)

<table>
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<th>Rating</th>
<th>20-29</th>
<th>30-39</th>
<th>40-49</th>
<th>50-59</th>
<th>60+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exc.</td>
<td>&gt; .22</td>
<td>&gt; .21</td>
<td>&gt; .20</td>
<td>&gt; .19</td>
<td>&gt; .18</td>
</tr>
<tr>
<td>Good</td>
<td>19-21</td>
<td>18-20</td>
<td>17-19</td>
<td>16-18</td>
<td>15-17</td>
</tr>
<tr>
<td>Average</td>
<td>13-18</td>
<td>12-17</td>
<td>11-16</td>
<td>10-15</td>
<td>9-14</td>
</tr>
<tr>
<td>Fair</td>
<td>10-12</td>
<td>9-11</td>
<td>8-10</td>
<td>7-9</td>
<td>6-8</td>
</tr>
<tr>
<td>Poor</td>
<td>&lt; .9</td>
<td>&lt; .8</td>
<td>&lt; .7</td>
<td>&lt; .6</td>
<td>&lt; .5</td>
</tr>
<tr>
<td>Women</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exc.</td>
<td>&gt; .24</td>
<td>&gt; .23</td>
<td>&gt; .22</td>
<td>&gt; .21</td>
<td>&gt; .20</td>
</tr>
<tr>
<td>Good</td>
<td>22-23</td>
<td>21-22</td>
<td>20-21</td>
<td>19-20</td>
<td>18-19</td>
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<tr>
<td>Average</td>
<td>16-21</td>
<td>15-20</td>
<td>14-19</td>
<td>13-18</td>
<td>12-17</td>
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<tr>
<td>Fair</td>
<td>13-15</td>
<td>12-14</td>
<td>11-13</td>
<td>10-12</td>
<td>9-11</td>
</tr>
<tr>
<td>Poor</td>
<td>&lt; .12</td>
<td>&lt; .11</td>
<td>&lt; .10</td>
<td>&lt; .9</td>
<td>&lt; .8</td>
</tr>
</tbody>
</table>
Test yourself at home
When it's fine to test on your own, and when to leave it to the pros.

The do-it-yourself movement is thriving at many local pharmacies. In addition to at-home pregnancy tests, you can buy kits to measure your cholesterol level and to diagnose urinary-tract infections and colon cancer. You can purchase devices to keep tabs on your blood pressure, blood-dcoting time, and blood-glucose levels. And thanks to the Internet and walk-in labs, you can now order many of the same tests your doctor does.

In the best of circumstances, such home tests offer convenience, economy, and privacy—and they put the consumer in the driver’s seat. Some can warn you of health dangers or offer reassurance that your vital signs are in order.

But not all home tests are accurate or easy to use. Even when they are, it often takes a medical professional’s help to make sense of the results. “Home tests can help people become better partners in their health care,” says Michele Curtis, M.D., associate professor of obstetrics and gynecology at the University of Texas Medical School in Houston. “But they should augment the healthcare provider’s role, not take its place.”

TRACKING TOOLS
The most useful home tests are those used to monitor chronic conditions that can vary from day to day or may be difficult to measure in the office. They can give you immediate feedback so you can make minor treatment adjustments, if necessary.

People with diabetes, for example, can modify

(Continued on Page 4)
## Results

Name: Vanessa Pauicic  
Instructor: Evans

<table>
<thead>
<tr>
<th>Fitness Category</th>
<th>Pre-Value</th>
<th>Standard</th>
<th>Post-Value</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Example: Age 20, Female</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cardiovascular Endurance</td>
<td>1.23 miles</td>
<td>Marginal</td>
<td>1.26 miles</td>
<td>Good</td>
</tr>
<tr>
<td>Resting Heart Rate</td>
<td>72</td>
<td>Avg</td>
<td>68</td>
<td>AVG</td>
</tr>
<tr>
<td>Blood Pressure</td>
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<td>AVG</td>
<td>106/58</td>
<td>Excel</td>
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<td>Body Composition</td>
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<td>26.0</td>
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<tr>
<td>Muscular Endurance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sit-ups</td>
<td>10</td>
<td>Poor</td>
<td>30</td>
<td>Average</td>
</tr>
<tr>
<td>Push-ups</td>
<td>5</td>
<td>Fair</td>
<td>20</td>
<td>Average</td>
</tr>
<tr>
<td>Chin-ups</td>
<td>0</td>
<td>Low</td>
<td>0</td>
<td>Low</td>
</tr>
<tr>
<td>Muscular Strength</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Bench Press</td>
<td>85</td>
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<td>95</td>
<td>Average</td>
</tr>
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<td>340</td>
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<tr>
<td>Sit and Reach</td>
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<td>Zipper Test</td>
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<tr>
<td>Cardiovascular Endurance</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Kinesthetic Sense</td>
<td>4.0/6</td>
<td>Poor</td>
<td>8.12</td>
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</tr>
</tbody>
</table>

Comments:
# Results

Name: Tyler Lokey  
Instructor: Kuang

<table>
<thead>
<tr>
<th>Fitness Category</th>
<th>Pre-Value</th>
<th>Standard</th>
<th>Post-Value</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Age 20, Female Cardiovascular Endurance</td>
<td>1.23 miles</td>
<td>Marginal</td>
<td>1.26 miles</td>
<td>Good</td>
</tr>
<tr>
<td>Resting Heart Rate</td>
<td>65</td>
<td>Avg</td>
<td>65</td>
<td>Avg</td>
</tr>
<tr>
<td>Blood Pressure</td>
<td>106</td>
<td>Normal</td>
<td>106</td>
<td>Normal</td>
</tr>
<tr>
<td>Body Composition</td>
<td>5-13.2%</td>
<td>Good</td>
<td>5-13.2%</td>
<td>Good</td>
</tr>
<tr>
<td>Muscular Endurance</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td>Avg</td>
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<td>Good</td>
<td>21</td>
<td>Good</td>
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<td>5.4</td>
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<td>High</td>
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<tr>
<td>Kinesthetic Sense</td>
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Comments:
RESULTS FROM DEPARTMENT QUESTIONS

Instructor: Susan Evans  Semester: Spring 09

1. According to the National Center for Health Statistics, the number one leading cause of death in the United States is:
   a. cancer  
   b. heart Disease  
   c. unintentional accidents  
   d. diabetes

   Course/Section PHED 1100.C02 Number Tested/Answered Correctly: 13 / 13

   Course/Section Number Tested/Answered Correctly: / 

   Total: / Passing (%) 

2. The macro nutrient that contains the highest calorie per gram is
   a. protein  
   b. fat  
   c. carbohydrates  
   d. sodium

   Course/Section PHED 1100.C02 Number Tested/Answered Correctly: 13 / 13

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MIDTERM

Multiple Choice
Identify the letter of the choice that best completes the statement or answers the question.

1. Aerobic fitness is also referred to as
   a. flexibility
   b. anaerobic fitness
   c. muscular fitness
   d. cardiopulmonary fitness

2. Resting heart rate____ with exercise.
   a. increases
   b. decreases
   c. remains unchanged
   d. no answers are correct

3. The best method for monitoring an appropriate aerobic workout is
   a. The length of workout
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4. According to the FITT concept, the recommended length of the aerobic phase
   of each exercise session should be at least
   a. 20 to 60 minutes
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5. The ability of a muscle to exert maximum force against resistance is
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6. An increase in muscle size is called
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8. A strength-training program will improve
   a. cardiovascular endurance and lean muscle mass
   b. cardiovascular endurance and flexibility
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9. The ability of a muscle to exert less than maximal force repeatedly over a period of time is defined as
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10. The maximal amount of resistance that an individual is able to lift in one single effort is a method of assessing is defined as
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Matching

b. Principle of Specificity              e. Hypertrophy
  
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44. Muscle Size Gain
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51. Workout in which the variables change with each set

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Essay

1. Define the parameters of the FITT concept.

   Frequency - how often
   Intensity - how hard
   Time - how long
   Type - what type

2. Name the 5 health related concepts and briefly define each.

   1. Cardiorespiratory endurance - ability of the heart to deliver oxygen to working muscles
   2. Muscle Strength - the amount of force a muscle can exert at one time
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   4. Flexibility - range of motion in a joint or group of joints
   5. Body Composition - lean body mass vs fat mass

3. Name 6 skill related fitness concepts.

   1. Agility
   2. Balance
   3. Coordination
   4. Power
   5. Reaction Time
   6. Speed

5. List five benefits of exercise other than the five health components of fitness.

   1. Better sleep
   2. Improved cholesterol
   3. Lower BP
   4. Improvement mental outlook
   5. Reduction risk of diabetes
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   3. Muscular Endurance: The ability of a muscle to contract repeatedly without fatigue.
   4. Flexibility: Range of motion around a joint.
   5. Body Composition: Amount of lean vs. fat.

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   2. Balance
   3. Coordination
   4. Power
   5. Reaction Time
   6. Speed

5. List five benefits of exercise other than the five health components of fitness.
   1. Mental well-being
   2. Prevents onset of some diseases
   3. Improves immune system
   4. Better motivation
   5. Prevents depression and leads to more positive attitudes
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Essay

1. Define the parameters of the FITT concept. 
   - **Basic Philosophy of what is necessary to gain training effect from an exercise program**

2. Name the 5 health related concepts and briefly define each.
   1. **Muscular Strength** = ability of a muscle to exert maximum force
   2. **Muscular Endurance** = capacity of a muscle
   3. **Cardiovascular Endurance** = ability to continue training cardio system
   4. **Flexibility** = ability of a joint to move full range of motion
   5. **Body Composition** = body lean body mass to fat body mass

3. Name 6 skill related fitness concepts.
   1. **12 Min Walk/Jog**
   2. **Leg Press**
   3. **Push-Ups**
   4. **Sit & Reach**
   5. **Skin Fold Test**
   6. **Balance Test**

5. List five benefits of exercise other than the five health components of fitness.
   1. **Reduce Premature Death**
   2. **Reduce Risk of Diabetes**
   3. **Reduce Risk of Heart Disease**
   4. **Maintain Ideal Body Mass**
   5. **Reduce High Blood Pressure**
MIDTERM  

Answer on Scantron

Multiple Choice

Identify the letter of the choice that best completes the statement or answers the question.

1. Aerobic fitness is also referred to as
   a. flexibility
   b. anaerobic fitness
   c. muscular fitness
   d. cardiorespiratory fitness

2. Resting heart rate_____ with exercise.
   a. increases
   b. decreases
   c. remains unchanged
   d. no answers are correct

3. The best method for monitoring an appropriate aerobic workout is
   a. The length of workout
   b. Checking heart rate during workout
   c. using the perceived exertion method
   d. calculating how tired you are after the workout

4. According to the FITT concept, the recommended length of the aerobic phase
   of each exercise session should be at least
   a. 20 to 60 minutes
   b. 30 minutes
   c. 5 to 40 minutes
   d. 40 to 90 minutes

5. The ability of a muscle to exert maximum force against resistance is
   a. Muscular endurance
   b. Muscular strength
   c. Muscular flexibility
   d. Muscular hypertrophy

6. An increase in muscle size is called
   a. hypertrophy
   b. atrophy
   c. elasticity
   d. spastically
7. A decrease in muscle size is called
   a. hypertrophy
   b. atrophy
   c. elasticity
   d. spasticity

8. A strength-training program will improve
   a. cardiovascular endurance and lean muscle mass
   b. cardiovascular endurance and flexibility
   c. lean muscle mass and metabolism
   d. lean muscle mass and flexibility

9. The ability of a muscle to exert less than maximal force repeatedly over a period of time is defined as
   a. muscular strength
   b. muscular endurance
   c. muscular flexibility
   d. no answers are correct

10. The maximal amount of resistance that an individual is able to lift in one single effort is a method of assessing is defined as
    a. muscular strength
    b. muscular endurance
    c. muscular flexibility
    d. no answers are correct

11. An example of an isometric exercise is
    a. push ups
    b. aerobics
    c. muscular flexibility
    d. no answers are correct

12. For health and fitness, you should lift how many days a week?
    a. 1 time per week
    b. 2 times per week
    c. 3 times per week
    d. 5 times per week

13. For health and fitness, how many sets should you perform?
    a. 1
    b. 2
    c. 3
    d. 4
14. Adequate levels of strength help
   a. enhance a person’s health and well being
   b. improve personal appearance and self-image
   c. with the optimal performance of many of life’s daily activities

19. Which of the following does not belong
   a. Bench Press
   b. Dumbbell Flys
   c. Lat Pull Downs
   d. Incline Press

20. Isometric strength training refers to a muscular contraction
   a. that generates a tremendous amount of force
   b. that produces little or no movement
   c. with movement
   d. where the amount of force generated is measured in the metric system

21. Which of the following is NOT an example of an isotonic muscular contraction
   a. pushing against a wall
   b. bench press
   c. push ups
   d. crunches

22. To increase muscular strength, an individual should train with what percentage of maximal capacity or 1 RM?
   a. under 50 %
   b. 50-60 %
   c. 60-70 %
   d. 75-85 %

23. To develop muscular endurance, an individual should train with at least
   a. 12
   b. 2
   c. 5
   d. 8
24. A “set” in strength training refers to
   a. a given quantity of exercises?
   b. a number of repetitions
   c. the starting position prior to lifting the weight
   d. the individual’s frame of mind prior to lifting a heavy weight

25. Which of the following exercises helps develop the pectoralis major muscles?
   a. bench press
   b. squat
   c. arm curl
   d. rotary torso

26. Which of the following exercises helps develop the hamstring muscle group?
   a. leg curl
   b. squat
   c. leg extension
   d. heel raises

27. Which of the following refers to the positive phase of the lift
   a. concentric
   b. ballistic
   c. eccentric
   d. range of motion

28. Which of the following refers to the negative phase of the lift
   a. concentric
   b. ballistic
   c. eccentric
   d. range of motion

29. All of the following are traits of using free weights except:
   a. need a spotter
   b. more convenient than machine weights
   c. more variety
   d. easier to isolate smaller muscles

30. Which of the following is the best exercise for the deltoids
   a. crunches
   b. overhead press
   c. flys
   d. lat pull down
31. The best advice about replacing fluids during the less than one hour exercise is to:
   a. avoid drinking during exercise.
   b. avoid drinking before exercise.
   c. choose fluid that contains glucose.
   d. choose fluid that contains salt.
   e. drink water before, after, and during exercise.

32. Slow sustained stretches which places the muscles in a lengthened position and is held for several seconds are called:
   a. static stretches
   b. stretch reflex
   c. ballistic stretches
   d. PNF stretching
   e. none of the above

33. The deposition of plaque along the inside of artery walls is called:
   a. atherosclerosis
   b. fibrinate
   c. hypercholesteremia
   d. thrombosis

34. Which of the following will lead to a reduction in heart disease risk?
   a. Increased blood pressure
   b. Increased HDL
   c. Increased fibrin
   d. Increased LDL
   e. Increased thrombosis

35. Which of the following is a skill-related aspect of physical fitness?
   a. Agility
   b. Body composition
   c. Cardiovascular fitness
   d. Flexibility
   e. Strength

36. The following muscles need to be stretched, lack of flexibility in which group causes the most injuries?
   a. Chest and abdomen
   b. Shin and Quadriceps
   c. Hamstrings and lower back
   d. Buttocks and outside of thighs
   e. Upper back and top of shoulders (deltoids)
37. Although cholesterol is needed in the body, too high a blood level increases the risk of:
   a. heart disease
   b. artery disease
   c. cancer
   d. a and b
   e. a,b, and c

38. The maintenance of equilibrium while stationary or while moving is termed:
   a. agility
   b. balance
   c. coordination
   d. poise
   e. sobriety

39. A person who is using walking or jogging in an effort to improve muscular strength violates the principle of:
   a. overload
   b. progression
   c. adaptation
   d. specificity
   e. intensity

40. Which of the following attaches bone to bone:
   a. ligament
   b. tendon
   c. muscle
   d. shin splits
   e. blood vessels

41. Which of the following attaches muscle to bone:
   a. ligament
   b. tendon
   c. muscle
   d. Achilles
   e. blood vessels

42. What type of muscle contraction occurs when using a stairmaster machine?
   a. isotonic
   b. isokinetic
   c. isometric
   d. eccentric
   e. concentric
43. Which is the major contribution factor to premature death in our society?
   a. health care system
   b. human biology
   c. environment
   d. lifestyle
   e. heredity

Matching

a. Progressive Resistance Theory
d. Overload Principle
b. Principle of Specificity
e. Hypertrophy
c. Atrophy

44. Muscle Size Gain
45. To increase the strength of a muscle, that muscle must be worked
46. Over time the resistance must be increased to continue strength gains
47. To increase strength in a muscle that muscle must be put through more of a load than it is accustomed
48. Muscle size loss
   a. Supersets
d. Pyramid
   b. Deltoid
e. Circuit
c. Pectorals

49. Multi station muscle endurance workout
50. Bench Press
51. Workout in which the variables change with each set
52. Military Press
Essay

1. Define the parameters of the FITT concept.

   - **Frequency** - how often one exercises: 3-5 days/week for cardio, 2-3 days/week for weight.
   - **Intensity** - how hard one exercises: It should be around 60-85% of your training zone.
   - **Time** - how long: 20-60 min of aerobic type of exercise.

2. Name the 5 health related concepts and briefly define each.

   1. **Cardiorespiratory Endurance** - efficiency of heart and lungs to fuel muscles.
   2. **Muscular Strength** - force exerted by a muscle.
   3. **Muscular Endurance** - ability of a muscle to contract repeatedly without fatigue.
   4. **Flexibility** - range of motion.
   5. **Body Composition** - lean vs. fat/tissue.

3. Name 6 skill related fitness concepts.

   1. **Agility**
   2. **Balance**
   3. **Coordination**
   4. **Power**
   5. **Speed**
   6. **Reaction Time**

5. List five benefits of exercise other than the five health components of fitness.

   1. **Look better**
   2. **Reduced risk of cardio-related diseases**
   3. **Less chance to get injured**
   4. **Quicker recovery**
   5. **Lower heart rate and blood pressure**
1. List the six basic nutrients which the body needs and state or define their function.

   - Protein = building blocks
   - Carbs = energy
   - Water = hydration
   - Minerals = bone & nerve health
   - Vitamins = cell function, metabolism
   - Fat = water

2. List the fat soluble vitamins and describe their role in the body.

   - Vitamin A, D, E, K
     - A = retinol function
     - D = absorbs calcium
     - E = red blood cell formation
     - K = liver health

3. Using the food label at right, calculate the following:
   Number the calories per serving from each nutrient:

   - Fat: 54
   - Protein: 8
   - Carbohydrates: 36
   - Total calories per serving: 98

   Is this a high fat food? **Yes**

4. What is the symbol on Vitamin bottles that assures the consumer that the product has been tested for absorption and disintegration?

   **USP**

5. Name 3 nutritional analysis internet sites?

   - fitday.com
   - caloriecounter.com
   - sparkpeople.com
1. List the six basic nutrients which the body needs and state or define their function.
   - Carbohydrates - main source of energy
   - Water - makes up about 2/3 of our body
   - Proteins - main tissue-building material
   - Vitamins - part of body enzymes
   - Minerals - carriers of pure substance called chemical element
   - Fat - store energy and keep us warm

2. List the fat-soluble vitamins and describe their role in the body.
   - A - Eyes, skin, mucous membrane
   - D - Bones, teeth, absorb calcium
   - E - Antioxidant
   - K - Helps blood to clot

3. Using the food label at right, calculate the following:
   Number the calories per serving from each nutrient:

   - Fat 10 calories
   - Protein 2 calories
   - Carbohydrates 3 calories
   - Total calories per serving 100

   Is this a high fat food?
   - No

4. What is the symbol on Vitamin bottles that assures the consumer that the product has been tested for absorption and disintegration?
   - DSVP

5. Name 3 nutritional analysis internet sites?
   - www.nutritiondata.com
   - www.fitday.com
   - www.eatingwell.com
MUSCLE PROJECT

Goal of this project is to pick a muscle and identify, explain, and demonstrate to the class three exercises to strengthen the muscle. The exercises chosen must include a weight machine, free weights and one’s own body weight. One can use exercise tubing, exercise ball or other training device for the body weight exercise. In addition the student will identify a stretching exercise used to lengthen the muscle and improve the range of motion of the joint where the muscle is attached.

The students will write up a one page report identifying the muscle’s location, the three exercises and the stretch.

Students will be assigned a date to present their muscle project to the class.
Tweak Your Oblique

The oblique is what most of us commonly refer to as the “love-handles.” For most, the oblique seems to be the first target area to show signs of weight gain. The oblique plays an important part in maintaining the proper pressure to the intro-abdominal muscles that are necessary in order to support the spine during most exercises. Increased pressure to the abdominal ensures stability to the vertebrae, while keeping a consistent locale on the targeted muscles that are being worked-out. Failure to keep the abdominal area tight can result in injuries.

For those who would like to lose a few pounds and tone up their waist line, to those who are dedicated to working out hardcore, there are three methods of exercise that can applied, they are: your body’s own weight; equipment; or free weights.

Let’s start at home. A great way to target your obliques at home is to do side crunches with an exercise ball. With the ball, you will position your body on your side over the ball, with your waistline’s side curved over the ball. You will need to hold your body straight from head to toe. The leg atop of the other leg should be straight while the one underneath it should be bent back for balance and support. Once positioned and balanced, place both hands by the temples. Do not interlock the hands behind your head for this will make it difficult to balance, but rather have the thumbs pointing towards the temples with palms facing forward. While holding
abdominals tight, crunch upward, hold for 2-count and slowly back down. Do this 15 times on each side, three times, with 1-2 minute breaks in between reps.

There are two methods that can be used at a gym to work the obliques. One method is free weights. To build extra resistance, use a medicine ball. In a seated position, do twists with a medicine ball. Make sure you sit tall with your back straight and keep holding your stomach muscles tight. Bend your knees with your heels slightly resting on the ground (for a more advanced move, lift your heels off the ground). Hold a weighted medicine ball out in front of you and twist from one side to the other. Make sure you are touching the medicine ball on the ground, on either side of you. Do about two to three sets of 15 to 20 reps.

Last, but not least, is the cable side bends. Gyms usually have universal cable machines that have inter-exchangeable parts for different grips and exercise positions. This machine is equipped with a lower cable pulley. You will need to connect a pull-handle to the lower pulley, adjust desired the weight (it is recommended you consult with a trainer first before using any equipment or weights), and position your body. Stand sideways with the outer side of your leg facing the pulley, spread your feet so they are at shoulder's width apart, and both arms down by your sides. While holding the pull handle, your body should be slightly leaning to one side and towards the pulley. Now, once you are in position, lean away from the pulley, to the other; left, right, left, right, etc.) Do 2-3 sets of 15-20 reps, resting 1-2 minutes between sets.

Most importantly, remember to stretch. Stretching helps with posture and to keep muscles from getting sore after workouts. It is good to do this during your resting periods, in between sets. Here are some good stretches to practice. One way is to stand with your hands on your hips, feet spread to shoulder-width, and bend from one side to the other. Make sure you bend until you feel a good stretch. Another one to do is to cross one foot over the other with feet hip width
apart, and feet facing forward. Now lower your upper body towards your knees, slowly twisting to one side until you feel a good stretch. Then back to center, lifting up to starting position, and repeat for the opposite side.

Maintaining safety always comes first. There are several factors to know and use, but the most important ones are: always make sure you have bottled water, periodically check your heart-rate (every 15 minutes should be good), rest in between sets allowing body to cool down and heart rate to slow down, always keep a good posture, never exceed your maximum weight limit, and last, but not least always make sure you have a spotter or that someone else is present.
TRAPEZIUS

Free weight Exercise: Shrugs

Machine Exercise: Lat Pulls

Home Exercise: Dips

Stretch: Shoulder Rolls
<table>
<thead>
<tr>
<th>Yr</th>
<th>Course No.</th>
<th>SLO</th>
<th>Level of Learning</th>
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<th>Data-Driven Decision Making Benchmark</th>
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</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>ARTS 1301</td>
<td>Develop an appreciation of the aesthetic principles that guide or govern the humanities and arts; specifically, identify the term &quot;Value&quot; and its application in major works of art.</td>
<td>3, 4 &amp; 6 Application, Analysis, &amp; Evaluation</td>
<td>The aesthetic elements and principles, including value, will be first identified in Chapters 2&amp;3, and assessed in the first test (Unit 1). Throughout the remainder of the semester, all ARTS faculty will reinforce the aesthetic principles, including value, as they relate to specific 19th and 20th century artworks, including but not limited to Picasso's Guernica and Warhol's Four Marilyns.</td>
<td>Common</td>
<td>62%</td>
<td>TBD</td>
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<tr>
<td>2007-08</td>
<td>ARTS 1301</td>
<td>Demonstrate awareness of (put concepts to work) in identifying the scope and variety of works in the arts and humanities, with special attention to Renaissance works.</td>
<td>3, 4 &amp; 6 Application, Analysis, &amp; Evaluation</td>
<td>Adjust the curriculum to increase student exposure to the topic of media and process throughout the semester. This increased exposure would be attained through the following: sustained coverage of the material in Chapters 2-4 (&quot;The Elements and Principles of Art&quot;), written project papers, unit tests and the end of the semester assignment/term paper based on integrating first hand museum experience to the classroom material.</td>
<td>Common</td>
<td>Outcome: 93% of students mastered the SLO, compared to 60% in 2008 responding correctly to a question regarding the identification of a specific media. 11% to 30% did better answering questions on concepts more relevant to the latter part of the semester. This is troubling since the ability to identify diverse media is integral in establishing an appreciation of the variety of art works created over the scope of history.</td>
<td>Met</td>
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<td>2008-09</td>
<td>ECON 2301</td>
<td>Apply the appropriate fiscal or monetary policy to reduce certain macroeconomic problems</td>
<td>3, Application</td>
<td>Faculty will use the MyEcon Lab homework and quiz program that is available with our new textbook. Faculty will be encouraged to follow the learning objectives for the focus area and use study guides for exams.</td>
<td>Common (new set)</td>
<td>Standard for Target met, but continuing target another year to ensure gains.</td>
<td>TBD</td>
</tr>
</tbody>
</table>
| 2007-08 | ECON 2301 | Apply the appropriate fiscal or monetary policy to reduce certain macroeconomic problems | 3, Application | When the full-time faculty meets in January, we will review the results and discuss the approaches that seemed to meet with the greatest success. Our plan is to develop “best practices” suggestions to share with all the Economics faculty. | Common | a. Core Pre-Test 43%  
b. Core Post-Test 61%  
c. SLO selected due to core importance. | Improved, but not met |
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<tr>
<td>2008-09 ENGL 1302</td>
<td>Apply appropriate conventions of documenting student work with the MLA format.</td>
<td>3-6 Application through analysis and evaluation</td>
<td>• Use worksheets, models, resources, quizzes, and other instructional methods to teach students to apply appropriate conventions of documenting student work with the MLA format. • Hold students accountable for MLA formatting and documentation measures on writing assignments. • Provide specific feedback so that students understand clearly the MLA system in regard to their writing assignments.</td>
<td>Common</td>
<td>82% achieved / 18% did not achieve [Sampling included a total of 1519 students with 1250 achieved and 269 did not]</td>
<td>TBD</td>
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<tr>
<td>2007-08 ENGL 1302</td>
<td>Apply appropriate conventions of documenting student work with the MLA format.</td>
<td>3 Application</td>
<td>Focus on improving the targeted SLO by: Using worksheets, models, resources, quizzes, and other instructional methods to teach students to apply appropriate conventions of documenting student work with the MLA format. • Holding students accountable for all MLA formatting and documentation measures on all writing assignments. • Informing students of college policy regarding plagiarism and other means of scholastic dishonesty.</td>
<td>Common</td>
<td>87% mastery (78% achieved mastery vs. 90% attempted &amp; 10% nonattendance )</td>
<td>Met</td>
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<td>2008-09</td>
<td>GEOL 1401</td>
<td>Identifying basic structural features on maps, block diagrams and cross sections and infer how they were created.</td>
<td>1 &amp; 2, Knowledge &amp; Comprehension</td>
<td>1) Utilize Figure 4.5 in the lab lecture and with questions in the exercise related to the river features. Specifically reference it in relation to stream gradient and where these features are found. 2) Assign questions 5 &amp; 7 on the Summary Report, which should help students understand the relationship of features to gradient as well as their location, and 3) Use stereoscopes for Figures 4.8 and 4.12 to emphasize the topography and gradient surrounding the rivers pictured.</td>
<td>Common</td>
<td>57-62% of the students did not understand stream development (Q15,14,11)</td>
<td>TBD</td>
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<tr>
<td>2007-08</td>
<td>GEOL 1401</td>
<td>Identifying basic structural features on maps, block diagrams and cross sections and infer how they were created.</td>
<td>1 &amp; 2, Knowledge &amp; Comprehension</td>
<td>We will utilize models, such as the example on page 31 of the Geology Models Study Guide, which accompanied previously purchased models. This example will enable students to make appropriate measurements of strike and dip with protractors</td>
<td>Common</td>
<td>Outcome: 59% in 2008_09 correctly answered Q# 25 re understand strike and dip symbols on geologic maps.</td>
<td>Met</td>
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<td>2008-09</td>
<td>PHIL 1301</td>
<td>Analyze philosophical issues and problems as presented in primary sources.</td>
<td>4 &amp; 6, Analysis &amp; Evaluation</td>
<td>Despite and because our percentage dropped in the category mentioned above, the Department seeks to continue to develop, rewrite, and/or re-construct their written assignments seeking to improve where improvement is possible. Likewise, the faculty continues in its research in order to bring ever more understanding of the materials we teach to the classroom.</td>
<td>Common</td>
<td>Still Met</td>
<td>TBD</td>
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<tr>
<td>2007-08</td>
<td>PHIL 1301</td>
<td>Analyze philosophical issues and problems as presented in primary sources.</td>
<td>4 &amp; 6, Analysis &amp; Evaluation</td>
<td>Develop targeted quizzes, in-class activities such as games, and electronic resources designed to aid mastery.</td>
<td>Common</td>
<td>This decision is based not on last Fall’s evaluations but on the previous Spring 2007 term where students had shown a greater deficiency in accomplishment than in the other areas of evaluation. In addition faculty think this SLO is perhaps the most critical and crucial of all the SLO’s for the Philosophy 1301 course.</td>
<td>Not Met</td>
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<tr>
<td>2008-09</td>
<td>PSYC 2301</td>
<td>SLO # 2:</td>
<td>#3. Application</td>
<td>All Full-Time and Associate Psychology faculty will participate in an email roundtable discussion that focuses upon teaching the history of psychology. They will share ideas, resources, and strategies that they believe have worked well in their classroom settings.</td>
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<td>&quot;Demonstrate an understanding of the history of psychology and its development.&quot;</td>
<td></td>
<td>A new common measure will be created &amp; pretested in Fall 2008. professors selected this SLO because it is so foundational.</td>
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<tr>
<td>2007-08</td>
<td>PSYC 2301</td>
<td>SLO # 2:</td>
<td>#3. Application</td>
<td>A ten-question quiz was created to measure students' competency in this area. The questions cover the various research methods – i.e., case, study, formal experiment, survey, naturalistic observation – the logic and interpretation of correlations, research ethics, operational definitions, and the importance of representative of samples. Each faculty – both full-time and Associate – will administer this quiz immediately following coverage of the materials in each section of their General Psychology (PSYC 2301) classes. Scantrons and item-analysis forms will be sent to Larry Stern, the data coordinator, within one week of the quiz being given. In addition, all faculty will participate in an &quot;email discussion&quot; of how they presented materials on research methods in the classroom, sharing ideas, materials and methods that &quot;work&quot; for them.</td>
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<td>&quot;Demonstrate an understanding of the scientific methods used to study behavior and mental processes.&quot;</td>
<td></td>
<td>Outcome: 77.5% (N=1,422) indicates that students met the standard of 75%, and demonstrated general mastery of the material.</td>
<td></td>
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Status: TBD

Met
Fall 2008 Core Curriculum Assessment (AA & AS)

Phase 1
(compiled discipline results for ECON)

Questions in this phase are to be answered by representatives of each discipline in consultation with colleagues across the district.

Course Completion

1. The state standard for retention is 80%; however the most recent Texas Higher Education Coordinating Board (THECB) state-wide retention rate, including all courses, is 85.65%. Analyze the last class day enrollment compared to Census day enrollment for Collin’s core courses in your discipline (see Attachment 1). Also, compare the course completion rates in your discipline with the state averages (see Attachment 2). Describe the steps Collin might take to meet the state standards without compromising academic integrity.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD</td>
<td>LCD</td>
<td>%</td>
<td>CD</td>
</tr>
<tr>
<td>Econ 2301</td>
<td>677</td>
<td>503</td>
<td>74%</td>
</tr>
<tr>
<td>Econ 2302</td>
<td>626</td>
<td>543</td>
<td>87%</td>
</tr>
</tbody>
</table>

The Econ Program meets the State Standards. The Year 2007 retention rates are above the State Standards in both Econ 2301 and Econ 2302.
2. For many courses there is a large gap between the retention rate for part-time faculty and the retention rate for full-time faculty (see Attachment 3). What might account for these differences? Could there be differences between full-time and part-time faculty in terms of the expectations they have for student performance? Is there evidence that the academic rigor of classes taught by full-time faculty differs from the academic rigor of classes taught by part-time faculty? What types of interventions, such as faculty training, might close the gap in retention rates?

<table>
<thead>
<tr>
<th>Year</th>
<th>CD</th>
<th>LCD</th>
<th>%</th>
<th>CD</th>
<th>LCD</th>
<th>%</th>
<th>CD</th>
<th>LCD</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>250</td>
<td>197</td>
<td>79%</td>
<td>370</td>
<td>309</td>
<td>84%</td>
<td>408</td>
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</tr>
<tr>
<td>2006</td>
<td>424</td>
<td>303</td>
<td>71%</td>
<td>480</td>
<td>375</td>
<td>78%</td>
<td>545</td>
<td>458</td>
<td>84%</td>
</tr>
<tr>
<td>2007</td>
<td>350</td>
<td>314</td>
<td>90%</td>
<td>351</td>
<td>306</td>
<td>87%</td>
<td>225</td>
<td>209</td>
<td>93%</td>
</tr>
</tbody>
</table>

**Econ 2301:**

- Full Time: 250, 197, 79%  
- Part Time: 424, 303, 71%

**Econ 2302:**

- Full Time: 275, 228, 83%  
- Part Time: 350, 314, 90%

*For Econ 2301, the retention rates for part time faculty have been improving substantially over the last three years and now are just below the retention rates for full time faculty. We attribute this to the excellent recruiting, training and supervision of the part time faculty by our Program Chair, Tom Hudgins.*

*The Program may consider other measures such suggesting that the committee that is developing the associate faculty training program stress retention to all part time faculty that participate.*

*For Econ 2302, the retention rates for part time faculty are greater than for full time faculty. We attribute this to the heavy concentration of concurrent enrollment classes in Econ 2302 with area ISDs. Econ 2302 is the chosen class for all ISDs except Plano ISD, which uses Econ 2301. Concurrent enrollment students have an added motivation to complete the course. They must have it to graduate on time.*
Course Success
For the success data, “success” is defined as a grade of A, B, or C. Grades of AU, CR, and P were eliminated from the analyses. All other grades were classified as “non-success.”

1. How do the success rates compare across courses? (see Attachment 1 again)

<table>
<thead>
<tr>
<th></th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CD</td>
<td>LCD</td>
<td>S</td>
<td>CD</td>
</tr>
<tr>
<td><strong>Econ 2301</strong></td>
<td>625</td>
<td>431</td>
<td>331</td>
<td>674</td>
</tr>
<tr>
<td><strong>Econ 2302</strong></td>
<td>637</td>
<td>513</td>
<td>435</td>
<td>625</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Spring 2004</th>
<th>Spring 2005</th>
<th>Spring 2006</th>
<th>Spring 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CD</td>
<td>LCD</td>
<td>S</td>
<td>CD</td>
</tr>
<tr>
<td><strong>Econ 2301</strong></td>
<td>613</td>
<td>483</td>
<td>384</td>
<td>598</td>
</tr>
<tr>
<td><strong>Econ 2302</strong></td>
<td>566</td>
<td>475</td>
<td>407</td>
<td>591</td>
</tr>
</tbody>
</table>

CD = Census Day
LCD = Last Class Day
S = Success

The success rates in the most recent term for which the site had data, Spring 2007, were 84.1% for Econ 2301 and 91.0% for Econ 2302.
2. What explanations are there for the patterns of success in each course?

The more favorable success rate for Econ 2302 could well be attributable to the higher concentration of concurrent enrollment students from the various ISDs in Econ 2302. Econ 2302 is the chosen class for all ISDs except Plano ISD, which uses Econ 2301. Concurrent enrollment students have an added motivation to achieve success in the course. They must have it to graduate on time. Virtually all concurrent enrollment students still live at home with parents, as well.
Course-Level Student Learning Outcomes

Each semester, for select courses in your discipline, learning outcomes are submitted to the college’s QEP director. The following 3 questions refer to those courses.

1. The Basic Competencies in the Core Curriculum are intended to cut across all core courses, while the Exemplary Learning Objectives apply to specific core areas. How are the state Basic Competencies and Exemplary Learning Objectives for your discipline linked to the student learning outcomes of your courses? (see Attachment 4)

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**EXEMPLARY EDUCATIONAL OBJECTIVES: STUDENTS WILL**

12. **TO IDENTIFY** and understand differences and commonalities within diverse cultures.
11. **TO RECOGNIZE** and assume one’s responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
10. **TO ANALYZE**, critically assess, and develop creative solutions to public policy problems.
9. **TO RECOGNIZE** and apply reasonable criteria for the acceptability of historical evidence and social research.
8. **TO DIFFERENTIATE** and analyze historical evidence (documentary and statistical) and differing points of view.
7. **TO UNDERSTAND** the evolution and current role of the U.S. in the world.
6. **TO COMPREHEND** the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
5. **TO ANALYZE** the effects of historical, social, political, economic, cultural, and global forces on the area under study.
4. **TO DEVELOP** and communicate alternative explanations or solutions for contemporary social issues.
3. **TO USE** and critique alternative explanatory systems or theories.
2. **TO EXAMINE** social institutions and processes across a range of historical periods, social structures, and cultures.
1. **TO EMPLOY** the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.

Econ is responsible for all but number six.

They are included in the learning outcomes developed by the Econ Program.

---

2. How do you know students are achieving the student learning outcomes?

See information below.
3. How does this measurement of student learning outcomes affect departmental policy or the pedagogy of individual instructors?

See information below.

From: Tom Hudgins, ECON
Date: 10/31/2008

In response to your two questions:

1. The faculty selected the two SLOs based on their core importance to each subject area. Both full-time and associate faculty will concentrate their efforts on explaining macroeconomic policy options in ECON 2301. Similarly, they will concentrate their efforts on explaining international trade in ECON 2302. The topics are also listed as part of our course SLOs that appear on all syllabi.

2. Faculty have the academic freedom to approach these SLOs in any way that they prefer, whether using lecture, discussion, papers, simulations or critical thinking exercises. When the full-time faculty meets in January, we will review the results and discuss the approaches that seemed to meet with the greatest success. Our plan is to develop “best practices” suggestions to share with all the Economics faculty.

Please see the attached results of the Pre-Test/Post Test for Spring 2008.

Let me know if you have any questions.

Tom Hudgins
Chair of Economics
Thank you for reporting the ECON Fall Departmental minutes. After a review of the minutes, I would like your help in contacting the ECON faculty to solicit their input to hone two facets of their "continuous improvement" action planning. If you will have difficulty meeting together, perhaps you could solicit input from the ECON faculty by email and then put out the suggestions for an email vote.

1. What data from the 2007-08 pre/post assessment or any other faculty observation justifies or points to the two SLOs that were targeted for the 2008_09 academic year?

Also, please append the 2007-08 pre/post test results for ECON 2301 and ECON 2302.

2. What instructional or learning activity might positively improve the targeted SLO?

It is alright initially to focus on the assessment measure, but four years later ECON need to address instructional efforts to improve the targeted student learning outcome. For example, for ECON 2301, perhaps introducing a game simulating the application of fiscal or monetary policy to reduce certain macroeconomic problems would provide an additional 120 minutes of applied fiscal or monetary policy practice and thereby, would increase students' contextual fluency in the application of these policies.

If you need any further discussion for clarity or would like assistance with the process, please feel free to contact me.

Kathleen
MINUTES OF THE 2008 FALL DEPARTMENTAL MEETING

Department Name: Economics, under BI&ET Division

In Attendance: Tom Hudgins, Mike Cohick, James Makokha, James Richards, Clay Randall, Russ Neal

5A. Based on consideration of the attached data, the faculty conclude the following: Please see the attached results of the Pre-Test/Post Test for Spring 2008.

The new proposal for targeted assessment of one SLO was discussed. In our subject area, we were previously using a Pre-Test/Post-Test approach that included both core curriculum questions and broader subject area questions. We were pleased with the results of that approach. However, we agreed to the target assessment of SLOs.

1. The faculty selected the two SLOs listed below based on their core importance to each subject area. Both full-time and associate faculty will concentrate their efforts on explaining macroeconomic policy options in ECON 2301. Similarly, they will concentrate their efforts on explaining international trade in ECON 2302. The topics are also listed as part of our course SLOs that appear on all syllabi.

5B. As a consequence, the faculty target the following SLO for the coming academic year:

The full-time faculty agreed to assess learning in the following areas for each class: We have agreed to focus on the following SLO for each course: (1) ECON 2301: “Apply the appropriate fiscal or monetary policy to reduce certain macroeconomic problems”, and (2) ECON 2302: “Demonstrate the importance of trade to a country and explain why free trade is beneficial to all trading countries”.

5C. The following action has been identified as a logical step toward improving the targeted student learning outcome:

Faculty have the academic freedom to approach these SLOs in any way that they prefer, whether using lecture, discussion, papers, simulations or critical thinking exercises. When the full-time faculty meets in January, we will review the results and discuss the approaches that seemed to meet with the greatest success. Our plan is to develop “best practices” suggestions to share with all the Economics faculty.

All faculty will be using a set of embedded questions to test results in these areas. After the results are in, the full-time faculty will meet and review the questions to see if further modifications are needed.

5D. The common measure has been examined and

___X___ will ______ or will not

provide sufficient evidence about the students’ competency related to the targeted SLO statement.

5E. If not, additional evidence will be obtained using the following measure(s):

________________________

not applicable
Note: All faculty do not have to use the same assessment methods but all faculty will assess and a) report the number of students who master the targeted SLO and b) the number who attempt to demonstrate competency.

Audit Trail: Data Coordinators will randomly select an instructor and archive a) the assessment method (assignment, test, project or performance) and b) the assessment criteria, i.e. answer key or rubric along with c) at least two examples of student work (a high and low scoring example) in order to establish an Audit Trail.

5F. Explanatory Notes: Please explain any unusual circumstances that impact this assessment.
Questions in this phase are to be answered by representatives of each discipline in consultation with colleagues across the district.

Course Completion

1. The state standard for retention is 80%; however the most recent Texas Higher Education Coordinating Board (THECB) state-wide retention rate, including all courses, is 85.65%. Analyze the last class day enrollment compared to Census day enrollment for Collin’s core courses in your discipline (see Attachment 1). Also, compare the course completion rates in your discipline with the state averages (see Attachment 2). Describe the steps Collin might take to meet the state standards without compromising academic integrity.

The average percent change across the eight semesters is -18 % when comparing the last class day enrollment to the census day enrollment. This is above the state’s standard of 80% for retention. We believe that much of the retention loss is due to students not having the adequate math skills. We have been waiting for years to have TSI enforced. With the introduction of the Banner System they can now be enforced. We will reevaluate enrollments and outcomes over the next 3-4 years to appreciate this change.

When considering the full range of core geology classes, we generally meet or exceed the state averages. Some steps we might take to increase retention included the following:

- Rigorously enforce course pre-requisites so unqualified students never get into the class.
- Vary classroom teaching formats (class discussions/activities/videos/student presentations).
- Emphasize practical aspects of course content whenever possible. Tell students why the material they are learning is relevant to them.
- Reduce the number of students per section which would potentially increase the retention rate, as instructors could spend more time individually with students and work with them toward success in the course.
2. For many courses there is a large gap between the retention rate for part-time faculty and the retention rate for full-time faculty (see Attachment 3). What might account for these differences? Could there be differences between full-time and part-time faculty in terms of the expectations they have for student performance? Is there evidence that the academic rigor of classes taught by full-time faculty differs from the academic rigor of classes taught by part-time faculty? What types of interventions, such as faculty training, might close the gap in retention rates?

Although there seems to be differences between full-time and part-time faculty in terms of the expectations they have for student performance it does vary quite a bit. One variable might be that associate faculty have a tendency to teach less desirable hours, many teach on multiple campuses and others even teach between multiple districts or have full-time careers in addition to teaching. Without having data on the cause it is impossible to identify the general causes of the differences in retention rates. Some interventions might be: FT faculty could share their lecture materials; etc with PT faculty and PT faculty could observe FT faculty’s classes for teaching ideas.

There is relatively no major difference in retention rates between FT and PT faculty in geology.

One variable that might cause a difference in retention rates is that associate faculty have a tendency to teach less desirable hours, many teach on multiple campuses and others even teach between multiple districts or have full-time careers in addition to teaching. It is the primary responsibility of full-time faculty to track student performance, and follow up with students who are not performing well who would be candidates for dropping the course. Some part-time faculty have full-time jobs outside of teaching which could potentially affect the amount of time they have to track individual students and prevent drops with interventions with the students.

Full-time faculty are more likely to make use of available resources, and are more likely to communicate with others and be aware of what others are doing; whereas part-time faculty are more likely to be isolated and off schedule, and are less likely to communicate their needs. Some part-time faculty have established their own way of doing things, but are not aware of some existing resources that are available to them. They are also less likely to be aware of or concerned with departmental goals. An increase in communication with other faculty within the same discipline, an increased awareness of available resources, and adherence to schedules might close the gap.

Some interventions might be: FT faculty could share their lecture materials; etc with PT faculty and PT faculty could observe FT faculty’s classes for teaching ideas.
1. **How do the success rates compare across courses?** *(see Attachment 1 again)*

The average success rate across the eight semesters for ENVR 1401 is 82% when comparing the last class day enrollment to the success data. Again, we believe that much of the loss of success is due to students not having the adequate math skills. With the introduction of the Banner System TSI can now be enforced. We will reevaluate success data over the next 3-4 years.

Because of the old system, prerequisites were not enforced. Many of the students taking ENVR 1402 had not taken ENVR 1401. Many of those students that had not taken ENVR 1401 were not as successful as those students that had met the prerequisite. The new system will now enforce the prerequisites; therefore, the success rates should go up.

On the whole, Physical Geology seems to have the lowest success rate. Strangely, all courses have seen an overall increase in failure rates from 2004 to 2008, though the dropout rate has stayed on average about 15%. Where the rates are above 90%, most of the weaker students decided to drop the course instead of getting an unsuccessful grade.

GEOL 1401 success rates are relatively higher, perhaps in part because this course is required for public school Earth Science Teachers. Those students wanting to teach might be slightly more dedicated to achieving success in the course??
2. What explanations are there for the patterns of success in each course?

We have focused on hiring good associates and associate faculty mentoring. Through the process we have attempted to maintain rigor.

Those students who take Physical Geology are often those students who schedule late and cannot get in to Earth Science.

The overall increase in failure rates suggests that either the classes have gotten harder, that student apathy is on the rise, or that incoming crops of students are ill-equipped to handle critical thinking or college-level courses and yet are pushed to “stay in school” and “get that degree.” My belief is that the increase in student failure is due to some combination of the last two.

Based on my experience, these numbers are not absolutely accurate indicators of success. There are several students in every class whose goal is to get only a D grade, thus achieving a D grade is a success for them while not a success in the statistics. In addition to that, there are usually a few students whose goal is not necessarily getting a passing grade, but just being enrolled (“insurance students”), who do not even show up at tests, etc., but do not withdraw either (their D or F grade is a success for them) (I had students who themselves confirmed this verbally to me).
Course-Level Student Learning Outcomes

Each semester, for select courses in your discipline, learning outcomes are submitted to the college's QEP director. The following 3 questions refer to those courses.

1. The Basic Competencies in the Core Curriculum are intended to cut across all core courses, while the Exemplary Learning Objectives apply to specific core areas. How are the state Basic Competencies and Exemplary Learning Objectives for your discipline linked to the student learning outcomes of your courses? (see Attachment 4)

They are linked by the administering of departmental final lab exams. In addition, there are writing, reading, math, and computer components required as part of each lab. The SLOs integrate the BCs and ELOs because we teach information as a synthesis to show how environmental science is interrelated with other sciences and with other disciplines.

We primarily address critical thinking by focusing on the scientific method and explaining “how we know what we know” in science. It is all right to teach them facts and figures, but it is something altogether more important when we relate to the students that science is not something just in books, but is active and constantly evolving.

The student learning outcomes for both lecture and lab in Earth Science incorporate each level of both the Basic Competencies and Exemplary Learning Objectives.

For example:

Basic Competencies: Listening: Students are exposed to the lecture as well as other sources (videos, etc.) that develop their listening and comprehension abilities.

Exemplary Learning Objectives: Demonstrate proficiency with laboratory procedures: each lab includes some form of data (either spatial or numerical) for the students to draw conclusions from.
2. How do you know students are achieving the student learning outcomes?

Examinations in lecture and laboratory, as well as lecture and laboratory exercises/activities can assess whether students understand the material and can synthesize disparate thoughts.

3. How does this measurement of student learning outcomes affect departmental policy or the pedagogy of individual instructors?

We also are highly selective about the texts and laboratory manuals utilized to achieve and reinforce the stated SLOs. As a department, we modify district-standardized syllabi and examinations to more faithfully describe and measure achievement as pertaining to the SLOs. Summarily, it is supportive of the departmental policy and informally encourages collegiality.

All instructors are required to compose their teaching materials to cover the topics listed in the core competencies and tested in the standardized tests. This policy leaves academic freedom for instructors to include extra materials that may help motivating interested students, and at the same time, keeps the study materials in a track where every student will acquire the same basic, core knowledge from every instructor of the same course that enables them to start further university studies or successfully enter the work force after graduating from Collin.

Based on student success rates on a particular exam question in the Spring 2008 semester, a different pedagogy was implemented in the Fall 2008 semester to try to improve the success rate on that particular competency.

It has led to the creation of department-wide lab schedules in Environmental Science, Earth Science and Physical Geology which are consistent throughout the department. This has forced the faculty to focus more heavily on the core competencies which are embodied in the final lab exam questions.
Fall 2008 Core Curriculum Assessment (AA & AS)

Phase 1
(compiled discipline results for MUSI)

Questions in this phase are to be answered by representatives of each discipline in consultation with colleagues across the district.

Course Completion

1. The state standard for retention is 80%; however the most recent Texas Higher Education Coordinating Board (THECB) state-wide retention rate, including all courses, is 85.65%.

   Analyze the last class day enrollment compared to Census day enrollment for Collin’s core courses in your discipline (see Attachment 1). Also, compare the course completion rates in your discipline with the state averages (see Attachment 2). Describe the steps Collin might take to meet the state standards without compromising academic integrity.

   The music appreciation courses had 405 students enrolled at census and 327 by the last day of classes. That is a loss of 78 students leaving 81% of the students enrolled, which is above the state standard of 80%, but below the most recent THECB state-wide retention rate of 85.65%.

   To increase the number of students enrolled by the last day of classes, music core instructors are trying to inform the students earlier of the following:

   - Expectations for the class spelled out early, expelling the thought that this class is an easy A
   - Backloading how the grading is divided percentage-wise so that 50% of their grade is not due until after the current drop date

   We would like to suggest that there be a drop date for non-attendance that happens before the census date and that late registration not be allowed.
2. For many courses there is a large gap between the retention rate for part-time faculty and the retention rate for full-time faculty (see Attachment 3). What might account for these differences? Could there be differences between full-time and part-time faculty in terms of the expectations they have for student performance? Is there evidence that the academic rigor of classes taught by full-time faculty differs from the academic rigor of classes taught by part-time faculty? What types of interventions, such as faculty training, might close the gap in retention rates?

Gap between the retention rate for part-time and full-time faculty is not applicable for this core class because there is only one full-time faculty member teaching it. In addition, the full-time faculty member coordinates the requirements to all of the associates so that they are the same, but still allowing academic freedoms.
Course Success
For the success data, “success” is defined as a grade of A, B, or C. Grades of AU, CR, and P were eliminated from the analyses. All other grades were classified as “non-success.”

1. How do the success rates compare across courses? (see Attachment 1 again)

Course Success rate: Out of the 327 students that completed this core class, 283 passed with an A, B or C. That is 73% of the students. The other 44 students received Ds or Fs.

2. What explanations are there for the patterns of success in each course?

Explanation for the patterns of success in this core are the that there are Listening Assessments throughout the semester for each musical history era which trains them for the last one which is a summary of all six eras. These assessments also involve the students so that they aren’t overwhelmed by the material. Faculty also advise the students to meet with them before they actually drop the class so that they can find a way to get the student back on track.
Course-Level Student Learning Outcomes
Each semester, for select courses in your discipline, learning outcomes are submitted to the college's QEP director. The following 3 questions refer to those courses.

1. The Basic Competencies in the Core Curriculum are intended to cut across all core courses, while the Exemplary Learning Objectives apply to specific core areas. How are the state Basic Competencies and Exemplary Learning Objectives for your discipline linked to the student learning outcomes of your courses? (see Attachment 4)

2. How do you know students are achieving the student learning outcomes?

   See Kimberly Harris' data attached to this document. Essentially this music core has 3 learning outcomes and one of them is being focused on in this report, “listening and identifying the style period.” This SLO is measured against the SLO of reading, writing, speaking, etc.

3. How does this measurement of student learning outcomes affect departmental policy or the pedagogy of individual instructors?
<table>
<thead>
<tr>
<th>SLO 1</th>
<th>SLO 2</th>
<th>SLO 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEARNING OBJECTIVE:</strong> Identify the style period of a piece of Western Art music after hearing it</td>
<td>Articulate and discuss the traits of any of the major eras of Western Art music</td>
<td>Identify particular instruments playing in an orchestral or chamber piece</td>
</tr>
<tr>
<td><strong>Selection of Assignments for Core Assessment</strong></td>
<td>Quizzes, Exams, Class Discussion</td>
<td>Concert Critique, Debate, Class Discussion, Discussion Postings</td>
</tr>
<tr>
<td><strong>4 - Successful Attainment</strong></td>
<td>After instruction, student can identify the time/culture associated with 20 or more pieces of music without assistance.</td>
<td>Accurately describes several dominant elements of music associated with a particular time period or culture and can relate them to other elements in that time or culture...</td>
</tr>
<tr>
<td><strong>3 - Engaged Attainment</strong></td>
<td>After instruction, student can identify the time/culture associated with 15 pieces of music with little or no assistance.</td>
<td>Accurately describes a couple of dominant elements of music associated with a particular time period or culture and can relate them to other elements in that time or culture.</td>
</tr>
<tr>
<td><strong>2 - Foundational Attainment</strong></td>
<td>After instruction, student can identify the time/culture associated with 10 pieces of music with little or no assistance.</td>
<td>Accurately describes 1-2 dominant elements of music associated with a particular time period or culture.</td>
</tr>
<tr>
<td><strong>1 - No Attainment</strong></td>
<td>Cannot identify music by time/culture without significant assistance.</td>
<td>Has difficulty describing any dominant elements of music associated with a particular time period or culture.</td>
</tr>
</tbody>
</table>
MUSIC APPRECIATION SLO DATA SPRING 2008

We chose the targeted SLO “identify the style period of a piece of Western art music after hearing it” for the 2008-2009 academic year because it is the most comprehensive and requires multiple levels of thinking to determine the correct answer. Mastery of this SLO demonstrates a synthesis of knowledge in Music Appreciation. Also, the data demonstrated that mastery of identifying the style characteristics of the Romantic period needs more attention. Based on these factors we concluded to target this particular SLO.

The listening post-test consists of twelve pieces that fall into the following musical style periods: Renaissance (1); Baroque (2); Classical (2); Romantic (5); 20th century (2). The Romantic style period has a higher concentration of questions because the “canon” of Western Classical Art Music comes mostly from the Romantic period. The textbook contains four (4) musical examples from the Renaissance, eleven (11) examples from the Baroque, nine (9) examples from the Classical period, twenty-eight (28) examples from the Romantic period and eleven (11) examples from the 20th century. More than 40% of the textbook examples are from the Romantic period; the post-test has 40% of the questions coming from this style period.

One hundred and ten (110) students were polled; the percentages listed below refer to the percent of students who missed the question. The style period for each question is given in parentheses to the side.

Question 1: 24% (Romantic)
Question 2: 8% (Renaissance)
Question 3: 21% (20th century)
Question 4: 28% (Baroque)
Question 5: 36% (Romantic)
Question 6: 20% (20th century)
Question 7: 47% (Romantic)
Question 8: 20% (Classical)
Question 9: 16% (Romantic)
Question 10: 36% (Classical)
Question 11: 43% (Romantic)
Question 12: 43% (Baroque)

The following table breaks down the data by % missed according to style period and instructor.

<table>
<thead>
<tr>
<th>INSTRUCTOR:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>RENAISSANCE</td>
<td>7%</td>
<td>15%</td>
<td>25%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>BAROQUE</td>
<td>18%</td>
<td>70%</td>
<td>50%</td>
<td>49%</td>
<td>13%</td>
</tr>
<tr>
<td>CLASSICAL</td>
<td>23%</td>
<td>45%</td>
<td>43%</td>
<td>33%</td>
<td>27%</td>
</tr>
<tr>
<td>ROMANTIC</td>
<td>28%</td>
<td>49%</td>
<td>47%</td>
<td>40%</td>
<td>36%</td>
</tr>
<tr>
<td>20th CENTURY</td>
<td>23%</td>
<td>34%</td>
<td>18%</td>
<td>17%</td>
<td>4.50%</td>
</tr>
</tbody>
</table>
Core Area Course Completion

1. How do the course completion rates compare among courses in your core area?

**Natural Sciences:**

Overall, completion rates are lower than State CIP average with a few exceptions (e.g., Geol 1405, Geol 1445, Biol 2416.) The course completion rates are highest for the astronomy courses, currently PHVS 1403 and PHVS 1404, which exactly match the statewide completion rate for Fall Semesters over the years 2005, 2006, and 2007. The course completion rate for astronomy is actually higher than the statewide data for the year 2007.

For the Physical Science course PHYS 1415, Collin College’s completion rate falls a full 20% below the statewide average over the years 2005 and 2006. Examining the data for the other physics courses, PHYS 1401 and PHYS 1402 and PHYS 2425 and PHYS 2426 for the three year time span reveals Collin’s completion rates 10% below the statewide average. Environmental Studies courses (ENVR 1401, 1402 and GEOL 1405) are slightly (4% three-year average) below the statewide average. The completion rates for ENVR/GEOL (83%) are generally higher than those for PHYS 1401 (68%), PHYS 1415 (73%), BIOL 1406 (69%), BIOL 1408 (77%), CHEM 1405 (77%) and CHEM 1411 (67%). General chemistry courses (CHEM 1405, 1411, and 1412) averaged 8% below statewide average from 2005-07 while organic chemistry (CHEM 2423 and 2425) averaged 13% below statewide average in the same time period. When compared to the PHYS 1401 completion rates, the ENVR/GEOL completion rates are generally higher.

For the Biological Science courses, only BIOL 2416 had an above-average completion rate relative to the statewide average in 2005, 2006, and 2007. Medical microbiology and bacteriology (BIOL 2421), animal physiology (BIOL 2401, 2402, and 2404), and environmental studies (BIOL 2406) were slightly under the statewide average, 1%, 2%, and 4%, respectively, for course completion in 2005-07. General biology (BIOL 1406, 1407, 1408, and 1409) was 9% below the statewide completion rate while general botany (BIOL 1411) was 19% below the statewide completion rate average for 2005-07.

**Math/Computer Science:**

Data for only BCIS 1305 and COSC 1300 were given. For these the completion rates have reason for the three year period for which we have data. It is interesting to note that for the last year given in COSC 1300 the classes of full time faculty exceeded the state rate while classes of part time faculty were below. The reverse situation exists for BCIS 1305. Also of note is that when the data is listed by CIP code, our classes fall into 3 CIP codes with the codes used by COSC 1300 and BCIS 1305 showing less of a difference with the state average than the CIP code used by programming classes (our most difficult classes).
### Social Sciences:

<table>
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<th>Course Code</th>
<th>2005 CD</th>
<th>LCD</th>
<th>%</th>
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<th>LCD</th>
<th>%</th>
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<td>69%</td>
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<td>25</td>
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<td>69%</td>
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<td>102</td>
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<td>86</td>
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</tr>
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<td>877</td>
<td>750</td>
<td>86%</td>
</tr>
<tr>
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<td>88%</td>
</tr>
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<td>1,105</td>
<td>85%</td>
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<td>81%</td>
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<td>1,980</td>
<td>81%</td>
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<td>GOVT 2302</td>
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<tr>
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<td>2,696</td>
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<td>77</td>
<td>75%</td>
<td>157</td>
<td>122</td>
<td>78%</td>
</tr>
</tbody>
</table>

The table above compares course completion rates among courses in the social and behavioral science courses. By 2007, substantially all rates met the state standard of 80%.

### Visual, Performing Arts and P.E.

Note: This Phase 2 assessment includes evaluation of ARTS, MUSI, DRAM, DANC & PHED. It is important to note that the Phase 2 comments listed below are collective responses from the above disciplines. If we found a particular discipline had a unique response, it will be noted, otherwise, all comments below are general summarizations for the 5 disciplines.

- ARTS 1301/1303/1304 – DANC 2303 – DRAM 1310/2361/2362 – MUSI 1306/1307 – PHED 1338 are evaluated together due to the similar lecture format and nature of the courses. PHED activity courses and DANC activity courses can be compared similarly due to the nature of those courses as well.

- All of our areas are VERY close to the state’s rates for course completion.
- As a collective unit of ARTS, MUSI, DRAM, DANC & PHED:
  - Completion Rates Range from 66%-88% - with Average=79%
  - Completion Rates compared to State Averages include Collin +3% to -20% - with Average difference from the state = -7%
Communication & Humanities:
The first thing to be noted in regard to completion (i.e., retention) rates is that the available data on retention does not appear meaningful for any but the highest enrollment courses. For most courses, the seemingly random fluctuation in retention percentages from semester to semester, and from year to year, suggests that we’re looking at the vagaries of statistical noise that are unavoidable at the microscopic levels of statistical populations. Put another way: The population samples for most courses in the provided data are too small to provide meaningful information because they are too vulnerable to random statistical blips. [Although it might be possible to extract statistically meaningful information from the data for these small-enrollment courses, doing so would require considerably more sophisticated statistical analysis tools, and skills, than we in this group have.]

The accompanying PDF – titled Retention and Success Rates for High-Enrollment Courses in the Communications & Humanities Core – translates the bar graphs and raw numbers supplied by IRO into percentages for the six highest-enrollment courses in the C&H core. The population samples for these six courses seem to be large enough to produce relatively smooth trend-lines, without an abundance of fluctuation (although it looks as if SPCH 1315 might be very near the lower bound for a sample-population size that produces meaningful data).

If we look at the retention data for these six courses, we find that all six have experienced an increase in retention rates from Fall 2004 to Spring 2008. [The single course-section from the languages area, with ten students, is not included in this analysis.] These increases range from 4 to 10 percentage points. All six courses are very near or above the state aggregate standard of 80%. On the high end, ENGL 1301 and SPCH 1311 currently show 84-85% retention rates. HUMA 1301, PHIL 1301, and SPCH 1315 currently experience 79-80% retention rates. ENGL 1302 appears to fall between these end-posts, with retention rates of approximately 82-83%. Spanish 2321 has been taught once in the past three years and had 80% completion rate which parallel with the rest of the core classes offered in our division.
Retention and Success Rates for High-Enrollment Courses in the Communications & Humanities Core

<table>
<thead>
<tr>
<th>Course</th>
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<th>2006-07</th>
<th>2007-08</th>
<th>Enrolled 07-08</th>
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<tbody>
<tr>
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<td>Success</td>
<td>Ret</td>
<td>Success</td>
<td>Ret</td>
</tr>
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<td>85</td>
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<td>86</td>
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<tr>
<td></td>
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<td>80</td>
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<td>77</td>
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<td></td>
<td>Spr</td>
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<td>86 (71)</td>
<td>81</td>
<td>86 (70)</td>
<td>85</td>
</tr>
<tr>
<td>HUMA 1301</td>
<td>Fall</td>
<td>73</td>
<td>80 (59)</td>
<td>78</td>
<td>80 (62)</td>
<td>80</td>
</tr>
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<td></td>
<td>Spr</td>
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<td></td>
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<td>72</td>
<td>84 (61)</td>
<td>76</td>
<td>83 (63)</td>
<td>73</td>
</tr>
</tbody>
</table>

*Retention and Success figures are percentages. For the Success column, the first figure is the percentage of successful students with respect to the number of students completing the course; the second figure (xx) is the percentage of successful students with respect to the census enrollment number. The final column is the census enrollment figures for the two most recent semesters in the available data.*
2. Describe the steps Collin might take to help all courses in your core area meet the state standards without compromising academic integrity.

**Natural Sciences:**
- Communicating standards and expectations from department chair to part-time faculty and faculty to students
- Know your students
- Enforce prerequisites
- Move drop date earlier in the semester
- Provide faculty with better data to keep them informed
- Part-time faculty shadowing the full-time faculty in order to have more consistency
- Proper student advising
- Online registration should be better monitored
- Enforce course pre-requisites so unqualified students never get into the class.
- Vary classroom teaching formats (class discussions/activities/videos/student presentations).
- Emphasize practical aspects of course content whenever possible. Tell students why the material they are learning is relevant to them.
- Reduce the number of students per section which would potentially increase the retention rate, as instructors could spend more time individually with students and work with them toward success in the course.
- Create and implement departmental exams.
- Interact more with associate faculty.
- The most apparent difference in completion rates as indicated above for the Physical Science course is perhaps an issue of associate faculty as opposed to full-time faculty usually instructing this course. Perhaps some of these students might be better placed in one of our more conceptual physics courses instead. A major issue that we are still experiencing is the improper placement of students in the more traditional and rigorous physics courses. This has been an ongoing problem with advising that has not been resolved. These courses have necessary prerequisites that have often been neglected in the proper placement of students. Assuring that the students are properly prepared for these courses before enrollment is critically important and should be addressed in the registration process.
Math/Computer Science:

We are currently revamping the way that BCIS 1305 and COSC 1300 so that they will have a dedicated lab component and time thereby giving students time to do lab work with the instructor present and not have to rely as much on student tutors. For the programming classes we have now put in place enforced pre-requisites so that students which are not prepared may be more easily redirected into classes that allow them to get up to speed.

Developmental Math---Just to clarify, these are individual comments, which means that not everyone in the department would necessarily agree with every comment.

- Program Banner such that an Excel file containing student-address-fields and phone numbers are available to instructors for each class. This will help with the following:

  1. Instructors will be able to easily program this Excel file to print labels and immediately send letters to enrolled students. This will be especially helpful for online classes because often the student does not use immediately his or her Cougar e-mail and the phone number on record has changed or is not a valid number.

  2. Instructors will be able to use this file to easily construct record books forms and other files that will enhance tracking student-data.

- Consider allowing students the option of re-taking the first test. Frequently, students do poorly on the first test and just give up. By having re-taking the first test as an option, students may have the opportunity to determine the level of rigor and the additional study time needed for successful test completion.

- Establish ways of making the college atmosphere more friendly. Frequently, when you enter a business you may notice that all the employees are anxious to greet you. This same type of atmosphere should exist across the college. We need to increase the ways that students can immediately relate to the college or class.

- I think a better placement test is needed where students cannot guess their way into a class. Other schools use ALEKS for further placement.

- Students need to be advised by a math professor for their classes.

- Student Accountability -- (as mentioned in the Computer Science write-up) must be emphasized as we track retention and success rates.

- The Computer Science write-up needs more retention and success data.

- The emphasis from both papers on professional development is important. I believe this will be emphasized in our own discipline in the coming months.
Social Sciences:
Most of the courses in this core area met all the state standards. However, the following suggestions were made:

a. Required study skills course for all incoming students to complete during the first week of the semester. This course should include a member of the staff and faculty to provide instruction in study skills such as reading textbooks, class attendance, note-taking, outside employment, use of cell phones/text messaging in class and all other concepts that will benefit students through the rigor of college.

b. Reinstate the option for full-time professors to use the testing center to administer exams for classroom courses. This will allow nonnative English speaking students or other students who may have distinct disadvantages to complete extensive exams in an extended period of time (beyond 50 minutes).

c. Create some kind of enrollment standard for the institution.

d. Do not allow students to enroll after the second day of the semester.

e. Do away with the “W” grade except in cases where extreme circumstances can be documented (hospitalization, military service, etc).

f. Move the drop date to earlier in the semester.

g. Track drop students (do they drop one or more classes; did they register later; did they complete any course assignments; was the drop a result of a change in work schedule; did they meet with an advisor, etc), then take whatever action might solve the problem.

h. Better advising or require students to meet with an advisor before they are allowed to register.

i. Consider using a ‘bridge to success’ program for new or returning students. This program involves the student filling out a student profile, meeting with an advisor, being assigned an advisor/mentor and requiring the student to meet their assigned advisor/mentor once a month.

j. Use a student tracking system of the sort being pursued by Gloucestershire College in the UK.

k. Improve access to student support services

l. Improved transportation

m. Access to childcare.

n. If it is impossible to eliminate late registration, waive the late fee and instead require a Study Skills course to anyone who wants to sign up for a class after the initial registration period has ended.

o. Do REAL ‘learning communities.’ i.e. students are put on a ‘track’ with the same 100 or so other students who will be in many of their same classes...like a school within a school.

p. Provide regular progress reports or feedback throughout the semester as to where the student stands.

q. Allow students with real needs to withdraw without penalty. Students would thus have greater incentive to commit to courses before they had done appreciable amounts of work.
Visual, Performing Arts and P.E.

- Earlier drop deadline
- Dropping for non-attendance before the census date
- Orientation Sessions/Informed students tend to be more successful
- Eliminate/Reduce late enrollment

Communication & Humanities:

Suggestions from our Phase 1 responses fell into three categories: structural changes at the institutional level; “incentive” programs requiring institutional support; and modification of classroom practices. This last category (classroom practices) is a function of individual instructor style, and various instructors will probably find some innovations to be effective for them while others are not effective. The key here is perhaps to encourage open-mindedness to changes or innovations in classroom practices – an experimental mindset, essentially – with an eye to slowly increasing student persistence, without mandating specific particular changes.

The other two categories, structural changes and “incentive” programs, operate at the institutional level or would require some level of institutional support, and thus respond directly to the question’s interest in “steps Collin might take.” Suggestions regarding structural changes emphasized an investment in more counseling, guidance, advising, orientation and preparation of students before they ever enter our classrooms. The intended effect of such changes would be to ensure students who are more consciously aware of their own purposes and goals as students, more consciously aware of their own expectations of the college experience and of individual courses, and more consciously aware of the expectations of their instructors and of the college. There were also suggestions regarding the timing of drop dates and withdrawal dates, some of which of been addressed by the decision to move the withdrawal date beginning in Fall 2009.

The last category of suggestions addressed the possibility of college-wide “incentive” initiatives designed to stimulate students’ interest or motivation for staying in courses. These included ideas such as: a college-wide, student–teacher “conference day,” with accompanying college-wide activities; cross-disciplinary, “quiz-bowl-like” competitions between classes; “lotteries” that reward (in some small but meaningful way) the completion of courses. Details on some of these suggestions can be found in the Phase 1 responses from the English discipline.
Core Area Course Success
1. How do the success rates compare among the courses in your core area?

Natural Sciences:
- The relatively high success rate in some courses corresponds to low retention. This indicates that students who are not doing well drop their science course(s)
- Success rate for the second half of a two-semester course tends to be higher than the first half. This could be due to students having to pass the first half to enroll in the second half.
- The success rates for GEOL/ENVR (85%) are higher than those for BIOL 1406 (70%), BIOL 1408 (76%), PHYS 1401 (52%), and PHYS 1415 (79%), slightly higher than those for CHEM 1411 (83%) and about the same for CHEM 1405 (85%).
- For the chemistry courses, organic chemistry courses (CHEM 2423 and 2425) showed the highest success rate (average of 91.44%) for fall 2004 to spring 2008 semesters with organic II (CHEM 2425) having a slightly higher success rate (94.33%) over organic I (CHEM 2423), which was 89.59% over the same time period. This trend is also seen for general chemistry, with 82.60% for CHEM 1411 and 86.13% for CHEM 1412 for the same time period. CHEM 1405 is a one-semester course. Its success rate average from fall 2004 to spring 2008 was 85.42%.
- The highest success rate course for physics is PHYS 1415, which had an average success rate (averaged from Fall 2004 to Spring 2008) of 79.3%. Our lowest success rate course is PHYS 1401 (52.3%). The success rates for our other courses are as follows (in order of descending success rate): PHYS 1402 (77.6%), PHYS 1403/1404/1411 (73.0%), PHYS 2425 (68.1%), and PHYS 2426 (66.5%).

Math/Computer Science:
Success rates for BCIS 1305 and COSC 1300 are comparable. The success rates for the computer programming classes vary greatly between classes and between semesters and years but this may be partially due to the small class sizes which mean a difference of one or two students has a much larger statistical impact.
<table>
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<th>Fall 2006</th>
<th>Fall 2007</th>
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<td>79%</td>
</tr>
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<td>2704</td>
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</tr>
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</table>

CD = Census Day
LCD = Last Class Day
S = Success

The table above compares success rates among the courses and to the total success rates for social and behavioral sciences. The Fall data was chosen as a proxy for the Fall and Spring because of higher enrollment in most cases. There were no material differences were noted between Fall and Spring success rates.
Visual, Performing Arts and P.E.
- All of our areas are very close in success rates.
- As a collective unit of ARTS, MUSI, DRAM, DANC & PHED:
  - Success Rates range from 73%-88% - with average success rates=81%

Communication & Humanities:
Although statistical fluctuations found in the data on success rates in the lower-enrollment courses are slightly less extreme than the fluctuations in retention, they nonetheless seem too strong for us to treat them as statistically reliable. The following comparison, therefore, again looks only at the data for the six highest-enrollment courses in the C&H core.

As with the retention rates, a rough grouping can be found in the success-rate percentages. HUMA 1301 and PHIL 1301 have a 77-78% success rate among course-completers. ENGL 1301, SPCH 1311, and SPCH 1315 show an 81-82% success rate among course-completers. ENGL 1302 is a slight outlier, with approximately an 84% success rate in the same group.

Spanish 2321 has been taught once in the past three years and had 80% success rate which parallel with the rest of the core classes offered in our division.
2. What explanations are there for the patterns of success among courses in your core area?

**Natural Sciences:**
- Quality of part-time faculty is critical to retention and success
- Difficulty of course coupled with high standards (perhaps)
- Unrealistic student load (working too many hours, taking too many classes, etc.)
- First semester of a two-semester course has high initial enrollment and high drop rate

All GEOL/ENVR courses have seen an overall increase in failure rates from 2004 to 2008, although the dropout rate has stayed on average about 15%. The overall increase in failure rates suggests that either the classes have gotten harder, that student apathy is on the rise, or that incoming crops of students are ill-equipped to handle critical thinking or college-level courses and yet are pushed to “stay in school” and “get that degree.” My belief is that the increase in student failure is due to some combination of the last two.

GEOL 1401 success rates are relatively higher, perhaps in part because this course is required for public school Earth Science Teachers. Those students wanting to teach might be slightly more dedicated to achieving success in the course?? Those students who take GEOL 1403 are often those students who schedule late and cannot get in to GEOL 1401.

Based on my experience, these numbers are not absolutely accurate indicators of success. There are several students in every class whose goal is to get only a D grade, thus achieving a D grade is a success for them while not a success in the statistics. In addition to that, there are usually a few students whose goal is not necessarily getting a passing grade, but just being enrolled (“insurance students”), who do not even show up at tests, etc., but do not withdraw either (their D or F grade is a success for them) (I had students who themselves confirmed this verbally to me).

We have focused on hiring good associates and associate faculty mentoring. Through the process we have attempted to maintain rigor.

Our lowest success rate course (PHYS 1401) is a course intended for science majors – high emphasis is placed on mathematical problem solving. However, due to the relatively weak course prerequisite, high numbers of non-science majors take the course to fulfill their general science requirement. Many of these students (once the rigor of the course becomes evident) are not motivated to stay in the class since it is not specifically required for their degree. However, PHYS 1415 is a course intended for non-science majors – conceptual understanding rather than problem solving is emphasized. As a result, success rates are much higher.
**Math/Computer Science:**
For BCIS 1305 and COSC 1300 most students have the same reason for taking the classes (it is required for any transfer degree) and many students do not feel the class is worthwhile since they already feel they know the material. Students taking the programming classes are probably more focused on computing (if they are not interested in the subject, there is no reason for them to take the classes). Given the small number of students in programming classes, fluctuations in the average for a semester or year are more likely. Also, a single instructor has much more impact given the small number of sections offered for each of the programming classes listed.

**MATH responses?**

**Social Sciences:**
Econ - The more favorable success rate for Econ 2302 could well be attributable to the higher concentration of concurrent enrollment students from the various ISDs in Econ 2302. Econ 2302 is the chosen class for all ISDs except Plano ISD, which uses Econ 2301. Concurrent enrollment students have an added motivation to achieve success in the course. They must have it to graduate on time. Virtually all concurrent enrollment students still live at home with parents, as well.

- Student motivation and completion of course assignments seems to be a major factor in whether students succeed in a course they choose to stay in.
- No pattern appears. Even if one did, due to lack of relevant information explanations would be mere speculation and practically worthless.
- Creating a positive learning environment that is both a fun experience as well as a learning experience.
- Anthropology program has been revamped to bring up their standards to second year university standards.

**Visual, Performing Arts and P.E.**
- Many of our areas enforce attendance policies. Attendance of students reinforces attention from the faculty, course content and interest in class.
- Many of our areas require one-to-one interaction between faculty and students & therefore could contribute to student investment in class.

**Communication & Humanities:**
(Is there anything truly interesting that can be said here? About course demographics? About course expectations? About types of assignments? About levels of abstraction? I don’t know... I’m a little skeptical.)
Expected Learning Outcomes

1. Will students meet all Basic Competencies and related Exemplary Learning Objectives upon completing the requirements of your core area?

   **Natural Sciences:**
   - SLO for courses address all competencies
   - Yes; the student learning outcomes for the GEOL/ENVR core courses as well as the PHYS, CHEM and BIOL courses incorporate each level of both the Basic Competencies and Exemplary Learning Objectives.

   **Math/Computer Science:**
   Yes. BCIS 1305 and COSC 1300 take a broader approach and discuss and test each of the objective areas. The programming classes go farther into a few areas and will depend on all areas being met but will not instruct or test in each area.

   **Social Sciences:**
   Yes

   **Visual, Performing Arts and P.E.:**
   Yes. Our unit's learning objectives and basic competencies are built into the course curriculum and content. There is no area or discipline that does not meet these objectives.

   **Communication & Humanities:**
   Yes

2. How do you determine whether students accomplish the Basic Competencies and Exemplary Learning Objectives?

   **Natural Sciences:**
   - Analysis of student performance on nationally standardized exams or departmental final exams
   - Written and oral reports address the BC and ELOs.

   Examinations in lecture and laboratory, as well as lecture and laboratory exercises/activities can assess whether students understand the material and can synthesize disparate thoughts. Instructors do this individually by giving students regular assessments that include material supporting the Basic Competencies and Exemplary Learning Objectives. As a department we access the level of student achievement regarding Basic Competencies and Exemplary Learning Objectives by giving including common questions on all our final exams that assess these outcomes.

   **Math/Computer Science:**
   BCIS 1305 and COSC 1300 test directly for each competency. In the programming classes, the competencies much be met or the student will not succeed in being able to complete the other material.
Social Sciences:
Through testing, written assignments and other assessments as well our professional judgment (observation of class work). Also, through the use of departmental exams at the end of the semester.

Visual, Performing Arts and P.E.:
As a collective unit, our group incorporates pre-testing and post-testing, activity assignments, critiques, examinations, discussions, presentations, and additional assessment tools.

Communication & Humanities:
Basic Competencies (BCs) and Exemplary Learning Objectives (ELOs) are tied to the Student Learning Outcomes (SLOs) in each course. At the end of the semester, faculty complete matrices describing how they evaluate students on each SLO, and documenting how many students successfully achieve each outcome. Faculty members also keep samples of student work that constitutes successful and unsuccessful attempts to achieve each outcome. Departments keep archives of matrices and samples of student work.

By asking our professors to design their classes around and beyond our students learning outcomes, and addressing them in their assessment tools:
- Written compositions
- Oral participation
- Completion of tests and quizzes
- Informal observations

3. Are these Competencies and Learning Objectives linked with student outcomes for courses in your core area?

Natural Sciences:
Yes; they are linked by the administering of district-wide departmental final lab exams for the GEOL/ENVR core courses specifically. The student learning outcomes integrate the BCs and ELOs because we teach information as a synthesis to show how GEOL/ENVR is interrelated with other sciences and with other disciplines. We primarily address critical thinking by focusing on the scientific method and explaining “how we know what we know” in science. It is all right to teach them facts and figures, but it is something altogether more important when we relate to the students that science is not something just in books, but is active and constantly evolving.

Yes, the student learning outcomes of our physics courses directly address and reinforce the Basic Competencies and Exemplary Learning Objectives in the Core Curriculum. For example, our PHYS 1401, 2425, and 2426 student learning outcomes include “Demonstrate the collections, analysis, and reporting of data using the scientific method.” This is typically accomplished via the physics laboratory and touches on most of the Basic Competencies and Exemplary Learning Objectives, in particular reading, writing, computer literacy, understanding and evaluating relationships in the natural sciences, and building and testing theories. Another student learning outcome in PHYS 1402 is “Apply Kirchhoff’s laws to electrical circuits.” This addresses the Basic Competency of critical thinking as well as the Exemplary Learning Objective of understanding relationships in the natural sciences.
Math/Computer Science:
Yes.

Social Sciences:
Yes

Visual, Performing Arts and P.E.
Yes. Many disciplines use them as a guideline to link to their course planning.

Communication & Humanities:
Yes, our Student Learning Outcomes are linked directly to the basic core curriculum competencies and exemplary learning objectives.

4. To what degree are the Competencies and Learning Objectives being achieved in your core area?

Natural Sciences:

Based on end-of-semester exam scores and averages from the nationally standardized American Chemical Society exams administered in Collin’s chemistry courses, we meet, if not exceed, the national average. This shows that our learning objectives are being met at a reasonable level.

Based on the departmental exams administered for the last 4 semesters for ENVR/GEOL, about 83% of the students are successful in achieving the competencies and learning objectives.

As a department we are just beginning to measure student learning outcomes in our core courses.

Math/Computer Science:
For those students achieving a successful outcome as shown by course grade, we believe that the competencies are being achieved. However, the numbers do show that this is below the state average.
**Social Sciences:**
The Social & Behavioral Sciences Core Area includes 9 courses within 5 disciplines. In reviewing the Educational Objectives Assessment document for this core area (provided by Institutional Research), all 12 Competencies and Learning Objectives (CLO) are achieved at some point within the core.

From a course by course perspective, no single course achieves all 12 CLOs. Within the core, degree of achievement of the CLOs varies from 92% (11 of 12) to 58% (7 of 12) competencies. However, seven of the nine courses reveal a high level of achievement (83%-92%).

Notably, 42% of the CLOs were achieved in 100% of the courses. On the other end of the spectrum, the two CLOs that are least represented are #6 & #10. The CLO most unrepresented is #6: TO COMPREHEND the origins and evolution of the U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil human rights. Given the narrow focus of this CLO, it is understandable that the degree of achievement is a relatively low 33%. Additionally, CLO #10: (TO ANALYZE, critically assess, and develop creative solutions to public policy solutions.) reflects a modestly low achievement rate of 44%.

**Visual, Performing Arts and P.E.**
These learning objectives and competencies are directly linked to the courses success rates and therefore are on average for our unit: 81-85%.

**Communication & Humanities:**
We can use success rates to gauge achievement of BCs and SLOs, since students must master the SLOs in order to successfully complete courses. As stated above, HUMA 1301 and PHIL 1301 have a 77-78% success rate. ENGL 1301, SPCH 1311, and SPCH 1315 show an 81-82% success rate among course-completers. ENGL 1302 has a success rate of approximately 84%.

80% of students stayed in the class and demonstrated through the work completed in class that they had achieved the Competencies and Learning Objectives.

5. Describe any ways in which the course curricula may need to be modified to more completely address the Basic Competencies and the Exemplary Learning Objectives.

**Natural Sciences:**
GEOL/ENVR - It has led to the creation of department-wide lab schedules in Environmental Science, Earth Science and Physical Geology which are consistent throughout the department. This has forced the faculty to focus more heavily on the core competencies which are embodied in the final lab exam questions. Based on student success rates on a particular exam question in the Spring 2008 semester, a different pedagogy was implemented in the Fall 2008 semester to try to improve the success rate on that particular competency.
We feel that our course curricula sufficiently address the Basic Competencies and Exemplary Learning Objectives, and that no modifications are needed.

**Math/Computer Science:**
We believe that the curricula currently address the basic competencies. We are currently revamping the BCIS 1305 and COSC 1300 by increasing the amount of lab time spent with the instructor to attempt to increase the success of students in those classes in gaining mastery over the competencies.

**Social Sciences:**
Include student orientation as part of the curricula.

**Visual, Performing Arts and P.E.:**
Due to the nature of our disciplines, we recognize that teaching strategies, improved pedagogy, attendance at conference and seminars improves classroom learning. Many disciplines discussed collaborations and discussions among faculty as a source for improved course assignments and expectations.

**In Summary**
It is worth noting the following:

All of our disciplines: ARTS, MUSI, DRAM, DANC & PHED have reported increased growth in census enrollment over the last three years. Growth has ranged from 0%-44%.

On average within our unit we have had 12% growth over the last three years.

**Communication & Humanities:**
No changes necessary at this time.

Maybe providing more opportunities outside the classroom to experience what students are reading and studying. For example, taking them in field trips to theaters, etc.
Comparison of Core Areas
Questions in this phase should be answered by the entire Core Curriculum Assessment Group working together. Please begin by discussing responses given to the Phase 2 core area questions.

1. How do the responses to Phase 2 questions vary across the core areas? What patterns are evident? Discuss how the unique results from one core area might impact the other core areas.

While some variety manifested itself between the core areas, the CCAG found no consistent pattern to give significant concern. For example, Math faculty answered that varying success rates could be linked in part to placement during advising. Faculty were concerned that lack of a proper Math foundation contributed to failure in other courses utilizing mathematical skills. Visual arts noted that a lack of English fluency requirements for Art students led to variations in success rates.

2. Are there positive aspects in some areas of the core curriculum that might be effectively implemented in other areas of the core to improve student learning?

Some areas so rigorously enforced attendance policies that early non-attendees or sporadic attendees had little choice but to drop before census, thus having a positive impact on retention rates. CCAG recommends an “Administrative Withdrawal” by faculty for students who demonstrate lack of commitment to the course. CCAG endorses the administration’s recent revision of its late registration policy.
Student Awards

Cohort Analysis of Graduation / Core Completion
Each cohort mentioned below contains all First Time in College, Degree-Seeking students for that given Fall semester.

Note:
The document "Phase 4 Coordinating Board and SACS", which lists CCAG answers to Phase IV, was determined to be the heart of the CCAG process--and that Phases II & III were less relevant (or not within the ability of this committee or being done by other committees or departments).

1. How do the cohorts compare in terms of AA/AS graduation rates and core completer rates?

   The patterns are similar when viewed as percentages and not raw numbers.

2. How does the number of graduates and core completers compare to the number of students who started with each cohort?

   Older cohorts, of course, have higher graduation and completion rates. It is important to emphasize that students may be completing the core requirements of their destination university without graduating from Collin College. Many see no need to complete the Collin core, much less graduate, before moving on to the baccalaureate degree. Students find there is little incentive to transfer the Collin core as a bloc when each of the courses is accepted individually.

3. What might be done to increase the proportion of students who graduate or are core complete?

   University-bound community college students have little incentive to complete the core or to graduate from these institutions. Collin has an open admissions policy and many students simply take the number of courses needed to demonstrate their fitness for admission to university. Others complete much, but not all, of the core as dictated by the requirements of their destination university. Others, “reverse transfers,” take courses “a la carte” due to a variety of logistical reasons such convenience during holiday and summer breaks.
Core Curriculum Cohort Analysis of Transfer

Refer to the charts provided and the state transfer reports on the Coordinating Board’s site: http://www.txhighereddata.org/reports/performance/ctctransfer/

The report by 2-year institution compares the academic performance of that institution’s transfer students during their first year at Texas public universities. The report by 4-year institution compares the first year university academic performance of students transferring from Texas public 2-year colleges.

1. How do the transfer rates compare across cohorts?

   As with graduation rates, the transfer rates seem comparable across cohorts when viewed as percentages and not raw numbers.

2. How does the number of transfers compare with the number of students who started with each cohort?

   The data available does not answer this question.

3. What might be done to increase the proportion of students who transfer?

   Faculty should maintain academic standards which rigorously prepare Collin students to succeed when they transfer. There may not be much more that can be done. Students do not transfer for a variety of personal reasons. Most work and have family responsibilities. Our students are often “non-traditional” and may take longer and/or alternative paths.

4. What strengths or areas of concern are suggested by the table summarizing the performance of Collin students after they transfer to universities?

   No areas of concern are suggested in the table mentioned above. Collin fared well in comparison to the Dallas County Community College District as reflected below.

   Collin College:
   1,091 transfers with an 82.5 percent success rate at Texas Public Universities
   DE success rate =80.5
   Non-DE success rate=84.7 percent

   Compared to DCCCD’s seven colleges
   2464 transfers with a 74.5 percent success rate at Texas public universities

   SOURCE: THECB: “Texas Higher Education Data”
   http://www.txhighereddata.org/reports/performance/ctctransfer/
Community College Learning Assessment (CCLA)

⇒ Refer to the reports on the CCLA data located on the CCAG site

1. What does the CCLA data suggest about how effectively Collin’s Core Curriculum teaches critical thinking, analytical reasoning, and written communication?

   Data confirms that faculty at Collin effectively maintain acceptable percentages in the measured outcomes pertaining to critical thinking, analytical reasoning, and written communication in the Core Curriculum.

2. What does the CCLA data suggest about learning gains in the Core Curriculum?

   Departments targeted specific SLOs and have demonstrated improvement.

3. What does the CCLA data show concerning student achievement relative to predicted achievement?

   See #2 above.

4. What changes in the Core Curriculum are suggested by CCLA data?

   There are many flaws in the CCLA and the data isn’t particularly informative. The college is searching for a suitable replacement for the CCLA.

5. Are your conclusions for the 2006-2007 data similar to your conclusions for the 2007-2008 data?

   See #4 above.
## Comparison of Developmental Education vs No Developmental Education Fall 2008

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<th>Developmental Education Prior to Transfer</th>
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<td><strong>INSTITUTION TOTAL</strong></td>
<td>1,212</td>
<td>617</td>
<td>111</td>
<td>89</td>
<td>89</td>
<td>137</td>
<td>150</td>
</tr>
</tbody>
</table>

**A** - Students who were coded as first time transfer in Fall 2008 on CBM001. Tracked back 6 years in CTC to see if they earned at least 30 hours.

**B** - Transfers who took developmental education at some point in the 6 years leading up to the transfer. Used Dev Ed SCH > 0 on the CBM001.

**C** - GPA during the first year at the university. If student had some SCH and no grade points, they are counted in < 2.0. If they did not match to the CBM002, they are unknown.

**D** - Still enrolled at same institution in the following fall.

**E** - Transfers who did not take any developmental education during the 6 years leading up to the transfer.

**F** - GPA during the first year at the university.

**G** - Still enrolled at same institution in the following fall.

**Note** - Other Public 4-Yr Institutions include universities who received less than 5 students from a community, state or technical college.
### Core Curriculum and Field of Study Transfers Fall 2008

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Transfers Fall 2008</th>
<th>Earned Core Curriculum Completer Prior to Transfer</th>
<th>Enroll Fall 2009</th>
</tr>
</thead>
</table>
| LAMAR UNIVERSITY                           | 6                         | CCC
| MIDWESTERN STATE UNIVERSITY                 | 16                        | GPA for 1st Year at University 2.0 - 2.49 2.5 - 2.99 3.0 - 3.49 > 3.5 Unk | Enroll Fall 2009 |
| SAM HOUSTON STATE UNIVERSITY               | 8                         | GPA for 1st Year at University 2.0 - 2.49 2.5 - 2.99 3.0 - 3.49 > 3.5 Unk | Enroll Fall 2009 |
| STEPHEN F. AUSTIN STATE UNIV               | 19                        | GPA for 1st Year at University 2.0 - 2.49 2.5 - 2.99 3.0 - 3.49 > 3.5 Unk | Enroll Fall 2009 |
| TARLETON STATE UNIVERSITY                  | 5                         | GPA for 1st Year at University 2.0 - 2.49 2.5 - 2.99 3.0 - 3.49 > 3.5 Unk | Enroll Fall 2009 |
| TEXAS A&M UNIV-CORPUS CHRISTI              | 5                         | GPA for 1st Year at University 2.0 - 2.49 2.5 - 2.99 3.0 - 3.49 > 3.5 Unk | Enroll Fall 2009 |
| TEXAS A&M UNIVERSITY                       | 21                        | GPA for 1st Year at University 2.0 - 2.49 2.5 - 2.99 3.0 - 3.49 > 3.5 Unk | Enroll Fall 2009 |
| TEXAS A&M UNIVERSITY-COMMERCE              | 56                        | GPA for 1st Year at University 2.0 - 2.49 2.5 - 2.99 3.0 - 3.49 > 3.5 Unk | Enroll Fall 2009 |
| TEXAS STATE UNIV - SAN MARCOS              | 33                        | GPA for 1st Year at University 2.0 - 2.49 2.5 - 2.99 3.0 - 3.49 > 3.5 Unk | Enroll Fall 2009 |
| TEXAS TECH UNIVERSITY                      | 71                        | GPA for 1st Year at University 2.0 - 2.49 2.5 - 2.99 3.0 - 3.49 > 3.5 Unk | Enroll Fall 2009 |
| TEXAS WOMAN'S UNIVERSITY                    | 78                        | GPA for 1st Year at University 2.0 - 2.49 2.5 - 2.99 3.0 - 3.49 > 3.5 Unk | Enroll Fall 2009 |
| U. OF TEXAS AT ARLINGTON                   | 59                        | GPA for 1st Year at University 2.0 - 2.49 2.5 - 2.99 3.0 - 3.49 > 3.5 Unk | Enroll Fall 2009 |
| U. OF TEXAS AT AUSTIN                       | 27                        | GPA for 1st Year at University 2.0 - 2.49 2.5 - 2.99 3.0 - 3.49 > 3.5 Unk | Enroll Fall 2009 |
| U. OF TEXAS AT DALLAS                      | 366                       | GPA for 1st Year at University 2.0 - 2.49 2.5 - 2.99 3.0 - 3.49 > 3.5 Unk | Enroll Fall 2009 |
| UNIVERSITY OF HOUSTON                      | 10                        | GPA for 1st Year at University 2.0 - 2.49 2.5 - 2.99 3.0 - 3.49 > 3.5 Unk | Enroll Fall 2009 |
| UNIVERSITY OF NORTH TEXAS                  | 400                       | GPA for 1st Year at University 2.0 - 2.49 2.5 - 2.99 3.0 - 3.49 > 3.5 Unk | Enroll Fall 2009 |
| OTHER PUBLIC 4YR INSTITUTION                | 32                        | GPA for 1st Year at University 2.0 - 2.49 2.5 - 2.99 3.0 - 3.49 > 3.5 Unk | Enroll Fall 2009 |
| INSTITUTION TOTAL                          | 1,212                     | GPA for 1st Year at University 2.0 - 2.49 2.5 - 2.99 3.0 - 3.49 > 3.5 Unk | Enroll Fall 2009 |

**A** - Students who were coded as first time transfer in Fall 2008 on CBM001. Tracked back 6 years in CTC to see if they earned at least 30 hours.

**B** - Transfers who earned an core curriculum completer before transferring.

**C** - GPA during the first year at the university. If student had some SCH and no grade points, they are counted in < 2.0. If they did not match to the CBM002, they are unknown.

**D** - Still enrolled at same institution in the following fall.

**E** - Transfers who earned field of study completer before transferring.

**F** - GPA during the first year at the university.

**G** - Still enrolled at same institution in the following fall.

**H** - CCC and FOS completers were run separately from other types of awards. They will not add up to the total.

**Note** - Other Public 4-Yr Institutions include universities who received less than 5 students from a community, state or technical college.

Data as of 09/08/2010 12:34 PM
<table>
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<tr>
<th>Institution</th>
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<th>B: Earned Academic Associate Prior to Transfer</th>
<th>C: Earned Technical Associate Prior to Transfer</th>
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<th>Enroll Fall 2009</th>
<th>E: GPA for 1st Year at University</th>
<th>G: Enroll Fall 2009</th>
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<td>0</td>
<td>0 &lt; 2.0</td>
<td>0</td>
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<tr>
<td>SAM HOUSTON STATE UNIVERSITY</td>
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<td>0 &lt; 2.0</td>
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</tbody>
</table>

A - Students who were coded as first time transfer in Fall 2008 on CBM001. Tracked back 6 years in CTC to see if they earned at least 30 hours.
B - Transfers who earned an academic associates degree before transferring.
C - GPA during the first year at the university. If student had some SCH and no grade points, they are counted in < 2.0. If they did not match to the CBM002, they are unknown.
D - Still enrolled at same institution in the following fall.
E - Transfers who earned technical associates degree before transferring.
F - GPA during the first year at the university.
G - Still enrolled at same institution in the following fall.
H - If student received more than one award, academic associate superceded technical associate which superceded certificates.
Note - Other Public 4-Yr Institutions include universities who received less than 5 students from a community, state or technical college.
### Certificates and No Awards Fall 2008

<table>
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<th>Institution</th>
<th>Total Transfers Fall 2008</th>
<th>Earned Certificate Prior to Transfer</th>
<th>GPA for 1st Year at University</th>
<th>No Award Prior to Transfer</th>
<th>GPA for 1st Year at University</th>
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</thead>
<tbody>
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<td></td>
<td>A</td>
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</tr>
<tr>
<td></td>
<td>Total Transfers Fall 2008</td>
<td>Earned Certificate Prior to Transfer</td>
<td>GPA for 1st Year at University</td>
<td>Enroll Fall 2009</td>
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<td>0</td>
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</tbody>
</table>

A - Students who were coded as first time transfer in Fall 2008 on CBM001. Tracked back 6 years in CTC to see if they earned at least 30 hours.  
B - Students who earned certificate prior to transfer.  
C - GPA during the first year at the university. If student had some SCH and no grade points, they are counted in < 2.0. If they did not match to the CBM002, they are unknown.  
D - Still enrolled at same institution in the following fall.  
E - Transfers who did not earn an award prior to transfer.  
F - GPA during the first year at the university.  
G - Still enrolled at same institution in the following fall.  
H - If student received more than one award, academic associate superceded technical associate which superceded certificates.  
Note - Other Public 4-Yr Institutions include universities who received less than 5 students from a community, state or technical college.
Your 2009-2010 Results consist of two components:

- CCLA Institutional Report and Appendices
- CCLA Student Data File

**Report**

The report introduces readers to the CCLA and its methodology, presents your results, and offers guidance on interpretation and next steps.

1. **Introduction to the CCLA** (p. 3)
2. **Methods** (p. 4)
3. **Your Results** (p. 5-8)
4. **Results Across CLA Institutions** (p. 9)
5. **Sample of CLA Institutions** (p. 10-11)
6. **Moving Forward** (p. 12)

**Appendices**

Appendices offer more detail on CCLA tasks, scoring and scaling, value-added equations, and the Student Data File.

A. **Task Overview** (p. 13-16)
B. **Diagnostic Guidance** (p. 17)
C. **Task Development** (p. 18)
D. **Scoring Criteria** (p. 19-21)
E. **Scoring Process** (p. 22-23)
F. **Scaling Procedures** (p. 24-25)
G. **Percentile Lookup Tables** (p. 26-29)
H. **Student Data File** (p. 30)
I. **CAE Board of Trustees and Officers** (p. 31)

**Student Data File**

Your Student Data File was distributed separately as a password-protected Excel file. Your Student Data File may be used to link with other data sources and to generate hypotheses for additional research.
The Community College Learning Assessment (CCLA) offers an authentic approach to assessment and improvement of teaching and learning in higher education. Growing commitment on the part of higher education to assess student learning makes this a good time to review the distinguishing features of the CCLA and how it connects to improving teaching and learning on your campus.

The CCLA is intended primarily to assist faculty, department chairs, school administrators, institutional researchers, and others interested in programmatic change to improve teaching and learning, particularly with respect to strengthening higher order skills.

The CCLA helps campuses follow a continuous improvement model that positions faculty as central actors. CLA Education empowers faculty by focusing on curriculum and pedagogy and the link between assessment and teaching and learning.

The continuous improvement model also requires multiple assessment indicators beyond the CCLA because no single test can serve as the benchmark for all student learning in higher education.

This, however, does not mean certain skills judged to be important by most faculty and administrators across virtually all institutions cannot be measured; indeed, the higher order skills the CCLA focuses on fall into this measurable category.

The CCLA presents realistic problems that require students to analyze complex materials. Several different types of materials are used that vary in relevance to the task, credibility, and other characteristics. Students’ written responses to the task are graded to assess their abilities to think critically, reason analytically, solve problems, and communicate clearly and cogently.

The institution—not the student—is the initial primary unit of analysis. The CCLA is designed to measure an institution’s contribution, or value added, to the development of these competencies, including the effects of changes to curriculum and pedagogy.

The CCLA uses detailed scoring guides to accurately and reliably evaluate student responses. It also encourages institutions to compare their student learning results on the CCLA with learning at other institutions and on other assessments.

The signaling quality of the CCLA is important because institutions need to benchmark (have a frame of reference for) where they stand and how much progress their students have made relative to the progress of students at other colleges. Otherwise, how do institutions know how well they are doing?

Yet, the CCLA is not about ranking institutions. Rather, it is about highlighting differences between them that can lead to improvements in teaching and learning.

While the CCLA is indeed an assessment instrument, it is deliberately designed to contribute directly to the improvement of teaching and learning. In this respect it is in a league of its own.
The Community College Learning Assessment (CCLA) uses constructed-response tasks to measure your students' performance in higher-order skills: critical thinking, analytic reasoning, problem solving, and written communication. Community college students receive the same tasks as students at four-year CLA institutions.

Your CCLA Institutional Report presents your institution's results from multiple perspectives. The sample of students included for all analyses are those with Entering Academic Ability (EAA) scores* and the appropriate class standing.

We provide unadjusted performance information for both entering and exiting students, including sample size, means (averages), standard deviations (a measure of the variation in the sample), and 25th and 75th percentile scores. These are presented for a total CCLA score, Performance Task, Analytic Writing Task, Make-an-Argument, and Critique-an-Argument, and EAA.

We calculate these unadjusted statistics for your school as well as across all participating community colleges at both the school and student levels. For additional context, your institutional report also provides the unadjusted summary statistics across all four-year colleges and universities.

Estimates of growth on the CCLA tasks are presented in the form of school-specific effect sizes. Effect sizes show the standardized differences in CCLA scores between your entering and exiting students, using your school's standard deviation for entering students. An effect size of 0 indicates no difference between entering and exiting students. Positive effect sizes indicate that scores of exiting students are higher than those of entering students, with larger effect sizes corresponding to larger score differences. Effect sizes of greater than 0.50 are generally considered large.

Starting with the 2010-11 CCLA, institutional reports will include additional subscores in the categories of analytic reasoning and evaluation, writing mechanics, writing effectiveness, and problem solving. Moving forward, we will continue to employ methodological advances to maximize the accuracy and reliability of our estimates. We will also continue developing ways to heighten the value of CCLA results for the improvement of teaching and learning.

* SAT Math + Verbal, ACT Composite, or Scholastic Level Exam (SLE) scores on the SAT scale. Hereinafter referred to as Entering Academic Ability (EAA).
Growth Estimates

Table 3.1 shows growth estimates for your institution. In particular, the effect sizes show the differences in CCLA scores between your entering and exiting students, standardized using your school’s standard deviation for entering students. An effect size of 0 indicates no difference between entering and exiting students. Positive effect sizes indicate that scores of exiting students are higher than those of entering students, with larger effect sizes corresponding to larger score differences. In this and other tables in this section, results are shown only for students with EAA scores. Figure 3.2 shows how your institution’s effect sizes compare with those of other CCLA schools.

<table>
<thead>
<tr>
<th>Total CCLA Score</th>
<th>Mean CCLA Score (Entering)</th>
<th>Mean CCLA Score (Exiting)</th>
<th>CCLA Score Difference</th>
<th>Standard Deviation (Entering)</th>
<th>Effect Size</th>
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</table>

Effect Sizes

![Effect Sizes Chart]

- Total CCLA Score
- Performance Task
- Analytic Writing Task
- Make-an-Argument
- Critique-an-Argument

- Your institution
- Other CCLA institutions
Performance by Entering Students

Table 3.3 shows the performance of entering students that you tested in your institution. For comparison, Table 3.4 shows school-level performance of entering students across all participating CCLA schools, and Table 3.5 shows student-level performance of entering students across all participating CCLA schools. Note that the unit of analysis is schools in Table 3.4 and students in Table 3.5.

### 3.3 Entering Students You Tested

<table>
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<th></th>
<th>Number of Students</th>
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<th>25th Percentile Score</th>
<th>75th Percentile Score</th>
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<td>1135</td>
<td>164</td>
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<td>Analytic Writing Task</td>
<td>49</td>
<td>1081</td>
<td>975</td>
<td>1177</td>
<td>158</td>
</tr>
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<td>49</td>
<td>1070</td>
<td>917</td>
<td>1157</td>
<td>175</td>
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<tr>
<td>Critique-an-Argument</td>
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<td>1092</td>
<td>981</td>
<td>1196</td>
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<td>EAA</td>
<td>99</td>
<td>964</td>
<td>913</td>
<td>1032</td>
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</table>

### 3.4 CCLA Schools Testing Entering Students

<table>
<thead>
<tr>
<th></th>
<th>Number of Schools</th>
<th>Mean Score</th>
<th>25th Percentile Score</th>
<th>75th Percentile Score</th>
<th>Standard Deviation</th>
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<tbody>
<tr>
<td>Total CCLA Score</td>
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<td>1113</td>
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<td>Critique-an-Argument</td>
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<td>1053</td>
<td>1001</td>
<td>1107</td>
<td>59</td>
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<td>EAA</td>
<td>7</td>
<td>954</td>
<td>932</td>
<td>983</td>
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</tbody>
</table>

### 3.5 Entering Students Tested at CCLA Schools

<table>
<thead>
<tr>
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<th>75th Percentile Score</th>
<th>Standard Deviation</th>
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</thead>
<tbody>
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<td>962</td>
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<td>924</td>
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<td>934</td>
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<tr>
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<td>642</td>
<td>951</td>
<td>879</td>
<td>1030</td>
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</tbody>
</table>
Performance by Exiting Students

Table 3.6 shows the performance of exiting students that you tested in your institution. For comparison, Table 3.7 shows school-level performance of exiting students across all participating CCLA schools, and Table 3.8 shows student-level performance of exiting students across all participating CCLA schools. Note that the unit of analysis is schools in Table 3.7 and students in Table 3.8.

### Exiting Students You Tested

<table>
<thead>
<tr>
<th></th>
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<th>Mean Score</th>
<th>25th Percentile Score</th>
<th>75th Percentile Score</th>
<th>Standard Deviation</th>
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<tbody>
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<td>1040</td>
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<tr>
<td>EAA</td>
<td>96</td>
<td>973</td>
<td>922</td>
<td>1032</td>
<td>89</td>
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### CCLA Schools Testing Exiting Students

<table>
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<th>25th Percentile Score</th>
<th>75th Percentile Score</th>
<th>Standard Deviation</th>
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<td>1125</td>
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### Exiting Students Tested at CCLA Schools

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<td>1171</td>
<td>1064</td>
<td>1288</td>
<td>161</td>
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<td>225</td>
<td>1159</td>
<td>1029</td>
<td>1292</td>
<td>178</td>
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<tr>
<td>Critique-an-Argument</td>
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<td>1178</td>
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<td>1321</td>
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<tr>
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<td>460</td>
<td>973</td>
<td>896</td>
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### Student Sample Summary

<table>
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<th>Category</th>
<th>Number of Entering Students</th>
<th>Number of Exiting Students</th>
<th>Entering Student Percentage</th>
<th>Exiting Student Percentage</th>
<th>Percentage Difference</th>
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<td><strong>Transfer</strong></td>
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<tr>
<td>Transfer Students</td>
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<td>Non-Transfer Students</td>
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<td>69</td>
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<td>1</td>
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<td>14</td>
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<td>18</td>
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<td><strong>Race / Ethnicity</strong></td>
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<td>0</td>
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<td>1</td>
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</table>
## Performance Distributions

For additional context, Tables 4.1 and 4.2 show the distribution of performance on the CLA four-year colleges and universities. Note that the unit of analysis in both tables is schools, not students.

### 4.1 Seniors

<table>
<thead>
<tr>
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<th>Mean Score</th>
<th>25th Percentile Score</th>
<th>75th Percentile Score</th>
<th>Standard Deviation</th>
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</table>

### 4.2 Freshmen

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<th>25th Percentile Score</th>
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</thead>
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<td>1033</td>
<td>1156</td>
<td>93</td>
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<td>101</td>
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<td>1177</td>
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<td>979</td>
<td>1124</td>
<td>115</td>
</tr>
</tbody>
</table>
School List

The institutions listed here in alphabetical order agreed to be identified as participating schools and may or may not have been included in comparative analyses.

**CCLA Schools**
- Bellevue College
- Collin College
- Colorado Mountain College
- Howard Community College
- Missouri State University West Plains
- Northern Marianas College

**CLA Schools**
- Alaska Pacific University
- Allegheny College
- Amherst College
- Arizona State University
- Ashland University
- Auburn University
- Aurora University
- Averett University
- Barton College
- Beloit College
- Bethel University
- Bluefield State College
- Bradley University
- Cabrini College
- California Baptist University
- California State University, Fresno
- Carlow University
- Cedar Crest College
- Central Connecticut State University
- Champlain College
- Claflin University
- Clarke University
- College of Notre Dame of Maryland
- College of Saint Benedict / St. John’s University
- Colorado State University
- Concord University
- Concordia College
- Coppin State University
- Dillard University
- Dominican University
- Dominican University of California
- Drake University
- Eastern Connecticut State University
- Eastern Illinois University
- Eckerd College
- Emory & Henry College
- Emporia State University
- Eureka College
- Fairmont State University
- Fayetteville State University
- Florida State University
- Fort Hays State University
- Franklin Pierce University
- Frostburg State University
- Glenville State College
- Grand Canyon University
- Greenville College
- Hardin-Simmons University
- Hastings College
- Hilbert College
- Illinois College
- Indiana University Kokomo
- Indiana University of Pennsylvania
- Indiana Wesleyan University
- Jackson State University
- Jacksonville State University
- Jamestown College
- Juniata College
- Keene State College
- Kent State University
- LaGrange College
- Lane College
- Loyola University New Orleans
- Lynchburg College
- Lynn University
- Marian University
- Marshall University
- Marywood University
- Mayville State University
- Minot State University
- Misericordia University
- Mississippi University for Women
- Morgan State University
- Morningside College
- Mount Saint Mary College
- Nebraska Wesleyan University
- North Park University
- Nyack College
- Ouachita Baptist University
- Pacific Lutheran University
- Peace College
- Pittsburg State University
- Presbyterian College
- Randolph Macon College
- Rice University
- Richard Stockton College of New Jersey
- Ripon College
- Robert Morris University
- Saginaw Valley State University
- Saint Anselm College
- Seton Hill University
- Slippery Rock University
- Southern Connecticut State University
- Southern Oregon University
- Southwest Minnesota State University
- Southwestern University
- Springfield College
- St. Olaf College
- Stephens College
- Stonehill College
- Sul Ross State University
- Tarleton State University
- Texas Lutheran University
- Texas Southern University
School List

The institutions listed here in alphabetical order agreed to be identified as participating schools and may or may not have been included in comparative analyses.

CLA Schools (continued)

Texas State University San Marcos
Texas Tech University
The College of St. Scholastica
The Ohio State University
The University of Kansas
The University of Toledo
Towson University
Trinity Christian College
Truman State University
University of Charleston
University of Colorado at Colorado Springs
University of Colorado, Boulder
University of Evansville
University of Findlay
University of Georgia
University of Great Falls
University of Hartford
University of Houston
University of Louisiana at Lafayette
University of Missouri - Kansas City
University of Missouri - St. Louis
University of New Mexico
University of North Dakota
University of Northern Colorado
University of Pittsburgh
University of Texas at Arlington
University of Texas at Austin
University of Texas at Dallas
University of Texas at El Paso
University of Texas at San Antonio
University of Texas at Tyler
University of Texas of the Permian Basin
University of Texas-Pan American
University of Washington Tacoma
University of West Georgia
University of Wisconsin - Milwaukee
University of Wisconsin - Oshkosh
Upper Iowa University
Ursinus College
Ursuline College
Wagner College
Weber State University
Wesley College
West Chester University
West Liberty University
West Virginia University
West Virginia University Institute of Technology
Western Kentucky University
Western Michigan University
Western Oregon University
Western Washington University
Westminster College (MO)
Westminster College (UT)
Wichita State University Fairmount College
Williamette University
William Woods University
Winston-Salem State University
Wofford College
Youngstown State University

CWRA Schools

A&M Consolidated High School
Akins High School
Anson New Tech School
Asheville School
Aynor High School
Bayside High
Brimmer & May School
First Colonial High
Floyd Kellam High
Frank W. Cox High
Gilmour Academy
Green Run High
Heritage Hall
Herricks High School
Hillside New Tech High School
Holland Hall
Ke Kula O Samuel M Kamakau
Kempsville High
Kimball Union Academy
Landstown High
Mason High School
Metaire Park Country Day School
Mid-Pacific Institute
Moses Brown School
Nanakuli High School
Napa New Tech High School
Ocean Lakes High
Princess Anne High
Ramsey High School
Randolph-Henry High School
Riverdale Country School
Sacramento New Tech High School
Salem High School
School of IDEAS
Severn School
Soscaste High School
Sonoma Academy
St. Andrew's School
St. Gregory College Prep
Tallwood High
Tech Valley High School
The Bronxville School
The Hotchkiss School
The Lawrenceville School
The Scholar's Academy
Waianae High School
Warren New Tech High School
Watershed School
Wildwood School
We encourage institutions to examine performance across CLA tasks and communicate results across campus, link student-level CCLA results with other data sources, pursue in-depth sampling, stay informed through the CLA Spotlight series, and participate in CLA Education offerings.

Student-level CCLA results are provided for you to link to other data sources (e.g., course-taking patterns, grades, portfolios, student satisfaction and engagement, major-specific tests, etc.).

These internal analyses can help you generate hypotheses for additional research, which you can pursue through in-depth sampling in experimental areas (e.g., programs or colleges within your campus) in subsequent years or simultaneously.

We welcome and encourage your participation in the CLA Spotlight—a series of free informational web conferences. Each CLA Spotlight features campuses doing promising work using the CLA, guest-speakers from the larger world of assessment, and/or CLA staff members who provide updates or insights to CLA-related programs and projects.

CLA Education focuses on curriculum and pedagogy, and embraces the crucial role that faculty play in the process of assessment.

The flagship program of CLA Education is the Performance Task Academy, which shifts the focus from general assessment to the course-level work of faculty. The Performance Task Academy provides an opportunity for faculty members to learn to diagnose their individual students’ work and to receive guidance in creating their own performance tasks, which are designed to supplement the educational reform movement toward a case and problem approach in learning and teaching.

A CLA Education website also has been created to serve as a library for performance tasks developed by faculty. For more information, visit www.claintheclassroom.org, or contact Director of CLA Education, Dr. Marc Chun at mchun@cae.org.

Through the steps noted above we encourage institutions to move toward a continuous system of improvement in teaching and learning stimulated by the CLA. Without your contributions, the CLA/CCLA would not be on the exciting path that it is today. We look forward to your continued involvement!
Introduction

The CLA/CCLA consists of three types of prompts within two types of task: the Performance Task and the Analytic Writing Task. Most students take one task or the other. The Analytic Writing Task includes a pair of prompts called Make-an-Argument and Critique-an-Argument.

The CLA uses direct measures of skills in which students perform cognitively demanding tasks. All CLA measures are administered online and contain open-ended prompts that require constructed responses. There are no multiple-choice questions.

The CLA tasks require that students integrate critical thinking, analytic reasoning, problem solving, and written communication skills. The holistic integration of these skills on the CLA tasks mirrors the requirements of serious thinking and writing tasks faced in life outside of the classroom.
Performance Task

Each Performance Task requires students to use an integrated set of critical thinking, analytic reasoning, problem solving, and written communication skills to answer several open-ended questions about a hypothetical but realistic situation. In addition to directions and questions, each Performance Task also has its own document library that includes a range of information sources, such as letters, memos, summaries of research reports, newspaper articles, maps, photographs, diagrams, tables, charts, and interview notes or transcripts. Students are instructed to use these materials in preparing their answers to the Performance Task’s questions within the allotted 90 minutes.

The first portion of each Performance Task contains general instructions and introductory material. The student is then presented with a split screen. On the right side of the screen is a list of the materials in the Document Library. The student selects a particular document to view by using a pull-down menu. On the left side of the screen are a question and a response box. There is no limit on how much a student can type. Upon completing a question, students then select the next question in the queue.

No two Performance Tasks assess the exact same combination of skills. Some ask students to identify and then compare and contrast the strengths and limitations of alternative hypotheses, points of view, courses of action, etc. To perform these and other tasks, students may have to weigh different types of evidence, evaluate the credibility of various documents, spot possible bias, and identify questionable or critical assumptions.

Performance Tasks may also ask students to suggest or select a course of action to resolve conflicting or competing strategies and then provide a rationale for that decision, including why it is likely to be better than one or more other approaches. For example, students may be asked to anticipate potential difficulties or hazards that are associated with different ways of dealing with a problem, including the likely short- and long-term consequences and implications of these strategies. Students may then be asked to suggest and defend one or more of these approaches. Alternatively, students may be asked to review a collection of materials or a set of options, analyze and organize them on multiple dimensions, and then defend that organization.

Performance Tasks often require students to marshal evidence from different sources; distinguish rational arguments from emotional ones and fact from opinion; understand data in tables and figures; deal with inadequate, ambiguous, and/or conflicting information; spot deception and holes in the arguments made by others; recognize information that is and is not relevant to the task at hand; identify additional information that would help to resolve issues; and weigh, organize, and synthesize information from several sources.
Analytic Writing Task

Students write answers to two types of essay prompts: a Make-an-Argument question that asks them to support or reject a position on some issue; and a Critique-an-Argument question that asks them to evaluate the validity of an argument made by someone else. Both of these tasks measure a student's skill in articulating complex ideas, examining claims and evidence, supporting ideas with relevant reasons and examples, sustaining a coherent discussion, and using standard written English.

Make-an-Argument

A Make-an-Argument prompt typically presents an opinion on some issue and asks students to write, in 45 minutes, a persuasive analytic essay to support a position on the issue. Key elements include: establishing a thesis or a position on an issue; maintaining the thesis throughout the essay; supporting the thesis with relevant and persuasive examples (e.g., from personal experience, history, art, literature, pop culture, or current events); anticipating and countering opposing arguments to the position, fully developing ideas, examples, and arguments; crafting an overall response that generates interest, provokes thought, and persuades the reader; organizing the structure of the essay (e.g., paragraphing, ordering of ideas and sentences within paragraphs); employing transitions and varied sentence structure to maintain the flow of the argument; and utilizing sophisticated grammar and vocabulary.

Critique-an-Argument

A Critique-an-Argument prompt asks students, in 30 minutes, to critique an argument by discussing how well reasoned they find it to be (rather than simply agreeing or disagreeing with the position presented). Key elements of the essay include: identifying a variety of logical flaws or fallacies in a specific argument; explaining how or why the logical flaws affect the conclusions in that argument; and presenting a critique in a written response that is a grammatically correct, organized, well-developed, logically sound, and neutral in tone.
Example Performance Task

You advise Pat Williams, the president of DynaTech, a company that makes precision electronic instruments and navigational equipment. Sally Evans, a member of DynaTech’s sales force, recommended that DynaTech buy a small private plane (a SwiftAir 235) that she and other members of the sales force could use to visit customers. Pat was about to approve the purchase when there was an accident involving a SwiftAir 235. Your document library contains the following materials:

Example Document Library

- Newspaper article about the accident
- Federal Accident Report on in-flight breakups in single-engine planes
- Internal Correspondence (Pat’s e-mail to you and Sally’s e-mail to Pat)
- Charts relating to SwiftAir’s performance characteristics
- Excerpt from magazine article comparing SwiftAir 235 to similar planes
- Pictures and descriptions of SwiftAir Models 180 and 235

Example Questions

- Do the available data tend to support or refute the claim that the type of wing on the SwiftAir 235 leads to more in-flight breakups?
- What is the basis for your conclusion?
- What other factors might have contributed to the accident and should be taken into account?
- What is your preliminary recommendation about whether or not DynaTech should buy the plane and what is the basis for this recommendation?

Example Make-an-Argument

There is no such thing as “truth” in the media. The one true thing about the information media is that it exists only to entertain.

Example Critique-an-Argument

A well-respected professional journal with a readership that includes elementary school principals recently published the results of a two-year study on childhood obesity. (Obese individuals are usually considered to be those who are 20 percent above their recommended weight for height and age.) This study sampled 50 schoolchildren, ages 5-11, from Smith Elementary School. A fast food restaurant opened near the school just before the study began. After two years, students who remained in the sample group were more likely to be overweight—relative to the national average. Based on this study, the principal of Jones Elementary School decided to confront her school’s obesity problem by opposing any fast food restaurant openings near her school.
CCLA results operate as a signaling tool of overall institutional performance on tasks that measure higher order skills holistically. However, the three types of CLA tasks—Performance, Make-an-Argument and Critique-an-Argument—differ slightly in the combination of skills necessary to perform well.

Indeed, some schools score significantly lower on one type than on another. Examining performance across CLA task types can serve as an initial diagnostic exercise. Specifically, cases of lower performance (e.g., relative to the other task types or to incoming academic ability) on a particular task type indicate that students are not demonstrating the expected level of skill at analyzing complex, realistic scenarios; writing a persuasive, analytic essay to support a position on an issue; and/or critiquing written arguments.

### Performance Task
- **Analyzing complex, realistic scenarios**
  - Synthesizing information from multiple sources; recognizing conflicting evidence, weighing the credibility of different sources of evidence; identifying logical fallacies, interpreting data, tables, and figures correctly; drawing reasonable and logical inferences from the available information; developing sound conclusions based on all available evidence; and utilizing the most relevant and credible evidence available to justify their conclusion.

### Make-an-Argument
- **Writing a persuasive, analytic essay**
  - Establishing a thesis or a position on an issue; maintaining the thesis throughout the essay; supporting the thesis with relevant and persuasive examples (e.g., from personal experience, history, art, literature, pop culture, or current events); anticipating and countering opposing arguments to the position, fully developing ideas, examples, and arguments; crafting an overall response that generates interest, provokes thought, and persuades the reader; organizing the structure of the essay (e.g., paragraphing, ordering of ideas and sentences within paragraphs); employing transitions and varied sentence structure to maintain the flow of the argument; and utilizing sophisticated grammar and vocabulary.

### Critique-an-Argument
- **Critiquing written arguments**
  - Identifying a variety of logical flaws or fallacies in a specific argument; explaining how or why the logical flaws affect the conclusions in that argument; and presenting their critique in a written response that is a grammatically correct, organized, well-developed, logically sound, and neutral in tone.
Iterative Development Process

A team of researchers and writers generate ideas for Make-an-Argument and Critique-an-Argument prompts and Performance Task storylines, and then contribute to the development and revision of the prompts and Performance Task documents.

For Analytic Writing Tasks, multiple prompts are generated, revised and pre-piloted, and those prompts that elicit good critical thinking and writing responses during pre-piloting are further revised and submitted to more extensive piloting.

During the development of Performance Tasks, care is taken to ensure that sufficient information is provided to permit multiple reasonable solutions to the issues present in the Performance Task. Documents are crafted such that information is presented in multiple formats (e.g., tables, figures, news articles, editorials, letters, etc.).

While developing a Performance Task, a list of the intended content from each document is established and revised. This list is used to ensure that each piece of information is clearly reflected in the document and/or across documents, and to ensure that no additional pieces of information are embedded in the document that were not intended. This list serves as a draft starting point for the analytic scoring items used in the Performance Task scoring rubrics.

During revision, information is either added to documents or removed from documents to ensure that students could arrive at approximately three or four different conclusions based on a variety of evidence to back up each conclusion. Typically, some conclusions are designed to be supported better than others.

Questions for the Performance Task are also drafted and revised during the development of the documents. The questions are designed such that the initial questions prompt the student to read and attend to multiple sources of information in the documents, and later questions require the student to evaluate the documents and then use their analysis to draw conclusions and justify those conclusions.

After several rounds of revision, the most promising of the Performance Tasks and the Make-an-Argument and Critique-an-Argument prompts are selected for pre-piloting. Student responses from the pilot test are examined to identify what pieces of information are unintentionally ambiguous, what pieces of information in the documents should be removed, etc. After revision and additional pre-piloting, the best-functioning tasks (i.e., those that elicit the intended types and ranges of student responses) are selected for full piloting.

During piloting, students complete both an operational task and one of the new tasks. At this point, draft scoring rubrics are revised and tested in grading the pilot responses, and final revisions are made to the tasks to ensure that the task is eliciting the types of responses intended.
Introduction

This section summarizes the types of questions addressed by CLA scoring of all task types. Because each CLA task and their scoring rubrics differ, not every item listed is applicable to every task. The tasks cover different aspects of critical thinking, analytic reasoning, problem solving, and writing and in doing so can, in combination, better assess the entire domain of performance.

Assessing Critical Thinking, Analytic Reasoning and Problem Solving

Applied in combination, critical thinking, analytic reasoning and problem solving skills are required to perform well on CLA tasks. We define these skills as how well students can evaluate and analyze source information, and subsequently draw conclusions and present an argument based upon that analysis. In scoring, we specifically consider the following items to be important aspects of these skills.

(See next pages for detail.)

Assessing Writing

Analytic writing skills invariably depend on clarity of thought. Therefore, analytic writing and critical thinking, analytic reasoning, and problem solving are related skills sets. The CLA measures critical thinking performance by asking students to explain in writing their rationale for various conclusions. In doing so, their performance is dependent on both writing and critical thinking as integrated rather than separate skills. We evaluate writing performance using holistic scores that consider several aspects of writing depending on the task. The following are illustrations of the types of questions we address in scoring writing on the various tasks.

(See next pages for detail.)
Assessing Critical Thinking, Analytic Reasoning and Problem Solving

Evaluation of evidence
How well does the student assess the quality and relevance of evidence, including:

- Determining what information is or is not pertinent to the task at hand
- Distinguishing between rational claims and emotional ones, fact from opinion
- Recognizing the ways in which the evidence might be limited or compromised
- Spotting deception and holes in the arguments of others
- Considering all sources of evidence

Analysis and synthesis of evidence
How well does the student analyze and synthesize data and information, including:

- Presenting his/her own analysis of the data or information (rather than “as is”)
- Committing or failing to recognize logical flaws (e.g., distinguishing correlation from causation)
- Breaking down the evidence into its component parts
- Drawing connections between discrete sources of data and information
- Attending to contradictory, inadequate or ambiguous information

Drawing conclusions
How well does the student form a conclusion from his/her analysis, including:

- Constructing cogent arguments rooted in data/information rather than speculation/opinion
- Selecting the strongest set of supporting data
- Prioritizing components of the argument
- Avoiding overstated or understated conclusions
- Identifying holes in the evidence and subsequently suggesting additional information that might resolve the issue

Acknowledging alternative explanations/viewpoints
How well does the student acknowledge additional perspectives and consider other options, including:

- Recognizing that the problem is complex with no clear answer
- Proposing other options and weighing them in the decision
- Considering all stakeholders or affected parties in suggesting a course of action
- Qualifying responses and acknowledging the need for additional information in making an absolute determination
### Assessing Writing

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<th>Presentation</th>
<th>Development</th>
<th>Persuasiveness</th>
<th>Mechanics</th>
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<tbody>
<tr>
<td>How clear and concise is the argument? Does the student...&lt;br&gt;• Clearly articulate the argument and the context for that argument&lt;br&gt;• Correctly and precisely use evidence to defend the argument&lt;br&gt;• Comprehensibly and coherently present evidence</td>
<td>How effective is the structure? Does the student...&lt;br&gt;• Logically and cohesively organize the argument&lt;br&gt;• Avoid extraneous elements in the argument’s development&lt;br&gt;• Present evidence in an order that contributes to a persuasive and coherent argument</td>
<td>How well does the student defend the argument? Does the student...&lt;br&gt;• Effectively present evidence in support of the argument&lt;br&gt;• Draw thoroughly and extensively from the available range of evidence&lt;br&gt;• Analyze the evidence in addition to simply presenting it&lt;br&gt;• Consider counterarguments and address weaknesses in his/her own argument</td>
<td>What is the quality of the student’s writing?&lt;br&gt;• Are vocabulary and punctuation used correctly&lt;br&gt;• Is the student’s understanding of grammar strong&lt;br&gt;• Is the sentence structure basic, or more complex and creative&lt;br&gt;• Does the student use proper transitions&lt;br&gt;• Are the paragraphs structured logically and effectively</td>
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### Interest
How well does the student maintain the reader’s interest?<br>Does the...<br>• Student use creative and engaging examples or descriptions<br>• Structure, syntax and organization add to the interest of their writing<br>• Student use colorful but relevant metaphors, similes, etc.<br>• Writing engage the reader<br>• Writing leave the reader thinking
Score Sheet

There are two types of items that appear on a CLA score sheet: analytic and holistic. Analytic scoring items are particular to each prompt and holistic items refer to general dimensions, such as evaluation of evidence, drawing conclusions, acknowledging alternative explanations and viewpoints, and overall writing. We compute raw scores for each task by adding up all points on all items (i.e., calculating a unit-weighted sum).

Performance Task scoring is tailored to each specific prompt and includes a combination of both holistic and analytic scoring items. Though there are many types of analytic items on the Performance Task score sheets, the most common represent a list of the possible pieces of information a student could or should raise in their response. These cover the information presented in the Performance Task documents as well as information that can be deduced from comparing information across documents. The analytic items are generally given a score of 0 if the student did not use the information in their response, or 1 if they did. The number of analytic items varies by prompt.

Performance Task holistic items are scored on four or seven-point scales (i.e., 1-4 or 1-7). There are multiple holistic items per Performance Task that require graders to provide an evaluation of different aspects of critical thinking and reasoning in the student responses. These holistic items include areas such as the student’s use of the most relevant information in the Performance Task, their recognition of strengths and weaknesses of various pieces of information, overall critical thinking, and overall writing.

Critique-an-Argument score sheets also include a combination of analytic and holistic scores. Critique-an-Argument analytic items are a list of possible critiques of the argument presented in the prompt. In addition, a few holistic items are used to rate the overall quality, critical thinking and writing over the entire response.

Make-an-Argument score sheets contain only holistic items scored on four or seven-point scales (i.e., 1-4 or 1-7). The holistic items include ratings for various aspects of writing (e.g., organization, mechanics, etc.) and critical thinking (e.g., reasoning and logic, sophistication and depth of treatment of the issues raised in the prompt) as well as two overall assessments of writing and critical thinking.

For all task types, blank responses or responses that are entirely unrelated to the task (e.g., writing about what they had for breakfast) are assigned a 0 and are flagged for removal from the school-level results.
Scoring Procedure

All scorer candidates undergo rigorous training in order to become certified CLA scorers. Training includes an orientation to the prompt and score sheet, instruction on how to evaluate the scoring items, repeated practice grading a wide range of student responses, and extensive feedback and discussion after scoring each response.

After participating in training, scorers complete a reliability check where they score the same set of student responses. Scorers with low agreement or reliability (determined by comparisons of raw score means, standard deviations and correlations among the scorers) are either further coached or removed from scoring.

In fall 2009 and spring 2010, a combination of automated and human scoring was used for the Analytic Writing Task.

The CLA utilizes Pearson Knowledge Technology’s Intelligent Essay Assessor program for evaluating responses to the Make-an-Argument and Critique-an-Argument prompts.

The automated scoring engine was developed and tested using scores from a broad range of responses that were previously scored by humans. In some cases the automated scoring engine is unable to score off-topic or abnormally short/long responses. These student responses are scored by certified CLA scorers.
To facilitate reporting results across schools, ACT scores were converted (using the ACT-SAT crosswalk to the right) to the scale of measurement used to report SAT scores.

For institutions where a majority of students do not have ACT or SAT scores (e.g., two-year institutions and open admission schools), we make available the Scholastic Level Exam (SLE), a short-form cognitive ability measure, as part of the CLA. The SLE is produced by Wonderlic, Inc. SLE scores were converted to SAT scores using data from 1,148 students participating in spring 2006 that had both SAT and SLE scores. These converted scores (both ACT to SAT and SLE to SAT) are referred to simply as entering academic ability (EAA) scores.

### Standard ACT to SAT Crosswalk

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Each Performance Task and Analytic Writing Task has a unique scoring rubric, and the maximum number of reader-assigned raw score points differs across tasks. Consequently, a given reader-assigned raw score, such as 15 points, may be a relatively high score on one task but a low score on another task.

To adjust for such differences, reader-assigned raw scores on the different tasks are converted to a common scale of measurement. This process results in scale scores that reflect comparable levels of proficiency across tasks. For example, a given CLA scale score indicates approximately the same percentile rank regardless of the task on which it was earned. This feature of the CLA scale scores allows combining scores from different tasks to compute a school’s mean scale score for each task type as well as a total average scale score across types.

A linear scale transformation is used to convert reader-assigned raw scores to scale scores. This process results in a scale score distribution with the same mean and standard deviation as the Entering Academic Ability (EAA) scores of the freshmen who took that measure. This type of scaling preserves the shape of the raw score distribution and maintains the relative standing of students. For example, the student with the highest raw score on a task will also have the highest scale score on that task, the student with the next highest raw score will be assigned the next highest scale score, and so on.

This type of scaling generally results in the highest raw score earned on a task receiving a scale score of approximately the same value as the maximum EAA score of any freshman who took that task. Similarly, the lowest raw score earned on a task would be assigned a scale score value that is approximately the same as the lowest EAA score of any freshman who took that task. On very rare occasions, a student may achieve an exceptionally high or low raw score (i.e., well above or below the other students taking that task). When this occurs, it results in assigning a student a scale score that is outside of the normal EAA range. Prior to the spring of 2007, scores were capped at 1600. Capping was discontinued starting in fall 2007.

In the past, CAE revised its scaling equations each fall. However, many institutions would like to make year-to-year comparisons (i.e., as opposed to just fall to spring). To facilitate this activity, in fall 2007 CAE began using the same scaling equations it developed for the fall 2006 administration and has done so for new tasks introduced since then. As a result of this policy, a given raw score on a task will receive the same scale score regardless of when the student took the task.
## Freshman CLA Scores, 50th-99th Percentiles (unadjusted percentiles for entering college students)

<table>
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<th>Percentile</th>
<th>Total CLA Score</th>
<th>Performance Task</th>
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In tandem with this report, we provide a CLA/CCLA Student Data File, which includes variables across three categories: self-reported information from students in their CLA on-line profile; CLA scores and identifiers; and information provided/verified by the registrar.

We provide student-level information for linking with other data you collect (e.g., from NSSE, CIRP, portfolios, local assessments, course-taking patterns, participation in specialized programs, etc.) to help you hypothesize about campus-specific factors related to overall institutional performance. Student-level scores are not designed to be diagnostic at the individual level and should be considered as only one piece of evidence about a student’s skills.

### Self-Reported Data
- Date of birth
- Gender
- Race/Ethnicity
- Parent Education
- Primary and Secondary Academic Major (36 categories)
- Field of Study (6 categories; based on primary academic major)
- English as primary language
- Attended school as Freshman, Sophomore, Junior, Senior
- Local survey responses

### CLA Scores and Identifiers
- CLA scores for Performance Task, Analytic Writing Task, Make-an-Argument, and Critique-an-Argument (depending on the tasks taken and completeness of responses):
  - CLA scores
  - Student Performance Level categories (i.e., well below expected, below expected, near expected, above expected, well above expected) if CLA score and entering academic ability (EAA) score are available
  - Percentile Rank across schools (among students in the same class year, based on score)
  - Percentile Rank within your school (among students in the same class year, based on score)
  - SLE score (if applicable)
  - Entering Academic Ability (EAA) score
  - Unique CLA numeric identifiers
  - Name (first, middle initial, last), E-mail address, Student ID
  - Year, Test window (Fall or Spring), Date of test, and Time spent on test

### Registrar Data
- Class Standing
- Transfer Student Status
- Program Code and Name (for classification of students into different colleges, schools, fields of study, majors, programs, etc., if applicable)
- SAT Total (Math + Verbal)
- SAT I - Math
- SAT I - Verbal / Critical Reading
- SAT I - Writing
- ACT - Composite
- GPA
Roger Benjamin  
*President & CEO*

James Hundley  
*Executive Vice President & COO*

Benno Schmidt  
*Chairman, CAE*

Richard Atkinson  
*President Emeritus, University of California System*

Doug Bennett  
*President, Earlham College*

Michael Crow  
*President, Arizona State University*

Russell C. Deyo  
*Vice President & General Counsel, Johnson & Johnson*

Richard Foster  
*Managing Partner, Millbrook Management Group, LLC*

Ronald Gidwitz  
*Chairman, GCG Partners*

Lewis B. Kaden  
*Vice Chairman, Citigroup Inc.*

Michael Lomax  
*President, United Negro College Fund*

Katharine Lyall  
*President Emeritus, University of Wisconsin System*

Eduardo Marti  
*Vice Chancellor for Community Colleges, CUNY*

Ronald Mason  
*President, Jackson State University*

Diana Natalicio  
*President, University of Texas at El Paso*

Charles Reed  
* Chancellor, California State University*

Michael D. Rich  
*Executive Vice President, RAND Corporation*

Farris W. Womack  
*Executive Vice President and Chief Financial Officer, Emeritus Professor Emeritus, The University of Michigan*
THECB Core Curriculum Rules and Guiding Principles

CCAG answers:

1. **To what extent does Collin’s core curriculum comply with the THECB guidelines?**

   Collin’s core complies with the THECB guidelines. Students have multiple choices in most disciplines to meet needed core curriculum, dictated by the THECB as a minimum of 42 hours.

2. **To what extent does Collin’s core curriculum comply with the THECB Basic Intellectual Competencies?**

   The THECB Basic Intellectual Competencies consist of Reading, Writing, Speaking, Listening, Critical Thinking, and Computer Literacy. As originally noted by the faculty in documents stating about how each Core Course met those needs, most faculty felt that their curriculum addressed most, if not all, of those Competencies. However, to best collect data for measurable and applicable evaluation, the CCAG has re-assigned each department to specifically assess two of the five areas; and the CCAG oversaw the distribution of those areas to their most pertinent courses. It is the suggestion of the CCAG that those assigned Basic Intellectual Competencies be tied into the data collection which has been ongoing for Student Learning Outcomes.

3. **To what extent does Collin’s core curriculum comply with the THECB Exemplary Learning Objectives for core component areas?**

   The THECB Exemplary Learning Objectives consist of Communication, Mathematics, Natural Sciences, Humanities/Visual/Performing Arts, and Social & Behavioral Sciences. Collin’s Core Curriculum covers each of those areas.
SACS Core Requirements and Comprehensive Standards Related to the Collin AA and AS Core Curriculum

- Core requirement 2.7.2

*The institution offers degree programs that embody a coherent course of study that is compatible with its stated purpose and is based upon fields of study appropriate to higher education.* (Program Content)

- Compliance
- Partial Compliance
- Non-Compliance

Comments/Justification:

Collin is engaged in offering appropriate courses in higher education including the requirements for Associate Degrees, core curriculum for transfer to four-year institutions, as well as courses appropriate for specialized certification programs. One campus does focus on Continuing Education, largely to teach ESL.

- Core requirement 2.7.3

*The institution requires in each undergraduate degree program the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. The institution provides a written justification and rationale for course equivalency.* (General Education)

- Compliance
- Partial Compliance
- Non-Compliance

Comments/Justification:

All students in an Associate of Arts or Associate of Science degree program must complete successfully an appropriate range of courses towards the General Education component, along with their designated field of study curriculum.
• Core requirement 2.7.4

_The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia, or uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In all cases, the institution demonstrates that it controls all aspects of its educational program._

(Contractual Agreements for Instruction)

[Compliance]  
[Partial Compliance]  
[Non-Compliance]

Comments/Justification:

Collin meets this requirement, as specifically outlined in each of the degree program’s curriculum, who each require with a minimum of 60 hours for the AA or AS degree.

• Core requirement 2.8

_The number of full-time faculty members is adequate to support the mission of the institution. The institution has adequate faculty resources to ensure the quality and integrity of its academic programs._

(Faculty)

[X] Compliance  
[Partial Compliance]  
[Non-Compliance]

Comments/Justification:

Yes. But, students’ outcomes can only be improved with the addition of more full-time faculty as enrollment increases to insure the proper ratio. For example, Fine Arts has just added two new full-time positions as well as filled two departing faculty positions with full-time replacements.
• Core requirement 2.9

The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections as well as to other learning/information resources consistent with the degrees offered. These collections and resources are sufficient to support all its educational, research, and public service programs. (Learning Resources and Services)

____ Compliance  
_____ Partial Compliance  
_____ Non-Compliance

Comments/Justification:

Yes.

• Core requirement 2.10

The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students. (Student Support Services)

____ Compliance  
_____ Partial Compliance  
_____ Non-Compliance

Comments/Justification:

Yes. Collin students have access to district libraries on each campus, extensive computer labs, tutoring services online and in person, writing centers on each campus, extensive counseling services (academic and personal), the ACCESS Office to address disability issues, faculty office hours, scholarly activities too numerous to list (lectures, films, student organizations and sporting events).
• Comprehensive Standard 3.2.14

The institution’s policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. This applies to students, faculty, and staff.

[x] Compliance
[ ] Partial Compliance
[ ] Non-Compliance

Comments/Justification:

Yes.

• Comprehensive Standard 3.3.1

The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.

[x] Compliance
[ ] Partial Compliance
[ ] Non-Compliance

Comments/Justification:

Student learning outcomes are reported after each semester. The results and implications are discussed at the departmental meetings that occur before each semester. In some departments the pre and post test research method is used. Individual departments evaluate the SLO outcomes and make recommendations.
Comprehensive Standard 3.4.1

The institution demonstrates that each educational program for which academic credit is awarded (a) is approved by the faculty and the administration, and (b) establishes and evaluates program and learning outcomes.

Compliance
Partial Compliance
Non-Compliance

Comments/Justification:
Yes.

Comprehensive Standard 3.4.5

The institution publishes academic policies that adhere to principles of good educational practice. These are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.

Compliance
Partial Compliance
Non-Compliance

Comments/Justification:
Yes. Students receive a College Catalog and a Student Handbook and both are available online. The faculty syllabus includes standardized language regarding academic policies such plagiarism, collusion and cheating.
• Comprehensive Standard 3.4.9

_The institution provides appropriate academic support services._

- [x] Compliance
- [ ] Partial Compliance
- [ ] Non-Compliance

Comments/Justification:
Yes. Collin has academic support services such as the Counseling Office, Writing Center, Testing Center, ACCESS office, Math Lab, and the Honors Program.

• Comprehensive Standard 3.4.11

_The institution protects the security, confidentiality, and integrity of its students academic records and maintains special security measures to protect and backup data._

- [x] Compliance
- [ ] Partial Compliance
- [ ] Non-Compliance

Comments/Justification:
Yes. Faculty complete FERPA training.

• Comprehensive Standard 3.4.12

_The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty._

- [x] Compliance
- [ ] Partial Compliance
- [ ] Non-Compliance

Comments/Justification:
Yes.
Comprehensive Standard 3.4.13

For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.

- Compliance
  x Partial Compliance
- Non-Compliance

Comments/Justification:

There is room for improvement. The departments are organized in such a way where some chairs and Deans are administratively qualified but supervising outside their academic field. Part of the issue results from having four campuses with duplicate curriculum but separate leadership.

Comprehensive Standard 3.4.14

The institution's use of technology enhances student learning, is appropriate for meeting the objectives of its programs, and ensures that students have access to and training in the use of technology.

- Compliance
  x Partial Compliance
- Non-Compliance

Comments/Justification:

Yes. Collin offers multiple opportunities in credit and developmental courses for students to learn new technologies.
• Comprehensive Standard 3.5.1

The institution identifies college-level competencies within the general education core and provides evidence that graduates have attained those competencies.

___ x ___ Compliance  
____ Partial Compliance  
____ Non-Compliance

Comments/Justification:

Yes, through the student learning outcomes assessments submitted annually.

• Comprehensive Standard 3.7.1

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline in accordance with the guidelines listed below. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.

• Comprehensive Standard 3.7.1 Credential Guideline a

Faculty teaching general education courses at the undergraduate level: doctor’s or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

___ x ___ Compliance  
____ Partial Compliance  
____ Non-Compliance

Comments/Justification:

Yes. The Collin faculty is committed to seeking highly credentialed and qualified colleagues. Hiring committees follow appropriate procedures – demonstrated in a written evaluation reviewed by Human Resources - - for assuring that job candidates have proper credentials.
Comprehensive Standard 3.7.1 Credential Guideline b

Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctor’s or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

___x___ Compliance  
____ Partial Compliance  
____ Non-Compliance

Comments/Justification:
Yes, this was standardized and reviewed prior to our last SACS visit.

Comprehensive Standard 3.7.1 Credential Guideline c

Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor’s degree in the teaching discipline, or associate’s degree and demonstrated competencies in the teaching discipline.

___x___ Compliance  
____ Partial Compliance  
____ Non-Compliance

Comments/Justification:
Yes, this was standardized and reviewed prior to our last SACS visit.
• Comprehensive Standard 3.7.2

*The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.*

____ Compliance  
___ Partial Compliance  
____ Non-Compliance

**Comments/Justification:**

Full-time faculty are evaluated annually if on one-year contracts and twice during a three year contract cycle. New faculty members are evaluated within the first 90 days and at the end of the first semester and with classroom visits. They also meet with their Dean to discuss student evaluation results. Faculty member submit reports to their dean and the Council on Excellence who make recommendations for contract extension.

• Comprehensive Standard 3.7.3

*The institution provides evidence of ongoing professional development of faculty as teachers, scholars, and practitioners.*

____ Compliance  
___ Partial Compliance  
____ Non-Compliance

**Comments/Justification:**

Yes. Faculty members regularly submit reports to deans and the Council on Excellence summarizing professional development. See Standard 3.7.2
• Comprehensive Standard 3.7.4

*The institution ensures adequate procedures for safeguarding and protecting academic freedom.*

- [x] Compliance
- [ ] Partial Compliance
- [ ] Non-Compliance

**Comments/Justification:**

Yes. Academic freedom is defined and discussed in both the Student and Faculty Handbooks. Furthermore, the Faculty Council’s standing Committee on Academic Freedom acts as a clearinghouse and champion of academic freedom.

• Comprehensive Standard 3.7.5

*The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.*

- [x] Compliance
- [ ] Partial Compliance
- [ ] Non-Compliance

**Comments/Justification:**

Yes. HR documents the parameters for governance by Faculty Council.
Strategic Planning

As a group, please review and discuss your responses to questions in the preceding sections, considering all of the data. Based on those responses, create recommendations and a plan for innovations to strengthen the core curriculum that can be incorporated into strategic goals and objectives for the academic areas. Your group may develop goals and objectives for specific courses, for entire core areas, or for the overall core curriculum. Your group may want to consider questions such as the following:

- How might student learning be improved?
- What changes should be made in course-level expected student learning outcomes or in core area Basic Intellectual Competencies and Exemplary Learning Outcomes?
- What, if any, changes in pedagogy might improve student learning?
- Describe the milestones that will be used to measure and document your accomplishments.
- Who will be responsible for achieving the milestones for each goal and objective?
- How will the results be measured and documented?
- Within what time frame should these milestones be accomplished?

The Academic Deans and the Vice President/Provosts will review your responses to all sections of this Assessment. Specific goals and objectives can be incorporated into departmental or college-wide goals and objectives as appropriate.

After reviewing and discussing the data of the first three phases, it was the consensus of the CCAG that we should focus solely on the distribution and collection of data relevant to Basic Intellectual Competencies (BIC). The CCAG members felt that our continuing data collection on Student Learning Outcomes (SLO) and BICs was necessary for the Coordinating Board and SACS, and to insure that we were not compromising the integrity of our classes for the sake of improving retention. Furthermore, to best comply with the Coordinating Board and SACS, each discipline will select at least two Intellectual Competencies they wish to be responsible for documentation and/or data collection. It was also concluded that for the sake of faculty, we should strive to find a way to merge the data collection and documentation so that the Intellectual Competency data could be part of the SLO data collection.
# Basic Intellectual Competencies per Discipline

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PHED = core perspective #3 "Recognize the importance of maintaining health and wellness"

In the Physical Education Department the PHED course fulfills another important component of the core curriculum. In the Coordinating Board document “Core Curriculum: Assumptions and Defining Characteristics (Rev. 1999)”, http://www.thecb.state.tx.us/AAR/UndergraduateEd/fos_assumpdef.cfm, the section on Perspectives in the Core Curriculum states that "another imperative of the core curriculum is that it contain courses that help students attain the following: (item 3) "Recognize the importance of maintaining health and wellness." The primary focus of the PHED department is teaching Health and Wellness. Therefore, we can measure how the college meets that specific core perspective.

Presently we use specific, norm referenced fitness test and written test questions to measure the student learning outcomes. The fitness tests are administered as pre and post test. The students perform the pretest the first week of the semester and then take the post test the last week of the semester. The standard written questions are included on the final exam in all PHED classes. This information is recorded and submitted to the Director of Physical Education.

DANC = core perspective #6 "Develop the ability to make aesthetic judgments"
and core perspective #3 "Recognize the importance of maintaining health and wellness"

The Dance Department has two variables within the core curriculum: Dance Technique courses such as modern, ballet, jazz, tap, improvisation which fulfill the Activity Core AND Dance Appreciation which fulfills the Fine Arts Core. The dance department can pick two of the Basic Intellectual Competencies, such as Listening and Critical Thinking to measure for both areas of dance courses. In addition, the dance department also covers “another imperative of a core curriculum” in that it helps students attain the following: “develop the ability to make aesthetic judgments” (#6 Perspective) and “recognize the importance of maintaining health and wellness” (#3 Perspective).

The Dance Department currently uses a portfolio assessment for the Dance Appreciation course to measure the student learning outcomes. The faculty record and collect examples of student materials representing each of these outcomes. Throughout the semester and at the conclusion of final’s week, faculty submit the rubric, data and examples of portfolio materials to the Chair of Dance.
We propose that in August 2009 each discipline discusses these Basic Intellectual Competencies at
the division/departmental meetings that will occur before the start of the Fall 2009 semester. The
disciplines need to discuss and decide whether they are already collecting the needed data as part of
their Student Learning Outcomes. For some courses, the BIC is meshed with the design of the entire
course. For example, in a course where success in the course is not possible without “the ability to
analyze and interpret a variety of printed materials – books, documents, and articles [above 12th
grade level]” then an explanation of this could allow for the course grade to count as achieving the
reading BIC. In other courses, the SLO, pre-test/post-test, or standard departmental exams can
provide documentation for whether each student achieves the BIC or not.

We propose that the data be entered into Banner if possible. This will cut down on the extra
reporting streams.

The discipline chair will be responsible for implementing these measures.

The final data will be turned in to Kathleen Fenton in December, along with the usual SLO data.

At the division/departmental meetings in January each discipline will review the data collected in
Fall 2009 and continue the process, possibly with modifications or improvements.