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)[1]

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.

[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

Area	Courses	Notes
Communications - 3 Courses (9 Credit Hours)		
English (both required)	ENGL 1301 and 1302	
Speech (select one)	SPCH 1311, 1315, 1321	
Humanities – 1 Course (3 Credit Hours)		
English	ENGL 2322, 2323, 2327, 2328, 2332, 2333, 2342, 2343, 2351	Satisfy the AA sophomore literature requirement
French	FREN 2303, 2304	*May not take both ANTH 2346 and HUMA 2323.
History	HIST 2311, 2312, 2321, 2322	
Humanities	HUMA 1301, 1305, 2319, 2323*	
Spanish	SPAN 2321, 2322	
Philosophy	PHIL 1301, 1304, 2303, 2306, 2307, 2321	
Mathematics – 1 Course (3 Credit Hours)		
Mathematics	MATH 1314, 1316, 1342, 1414, 2305, 2312, 2318, 2320, 2413, 2414, 2415, 2417, 2419	Satisfy the AS math requirement
	MATH 1324, 1325, 1332, 1350, 1351	Apply only to the AA or AAT
Natural Sciences – 2 Courses (8 Credit Hours)		
Biology	BIOL 1406, 1407, 1411, 1414, 1415, 2401, 2402, 2406, 2416, 2421	A two-course sequence is recommended
Chemistry	CHEM 1411, 1412, 2401, 2423, 2425	
Environmental Sciences	ENVR 1401, 1402	
Geology	GEOL 1403, 1404	
Physics	PHYS 1401, 1402, 2425, 2426	
Biology	BIOL 1408, 1409, 2404	Only satisfy the AA or AAT Requirement
Chemistry	CHEM 1405	
Geology	GEOL 1401, 1402, 1405, 1445, 1447	
Physics	PHYS 1403, 1404, 1405, 1410, 1415	
Social/Behavioral Sciences – 1 Course (3 Credit Hours)		
Anthropology	ANTH 2346*, 2351	*May not take both ANTH 2346 and HUMA 2323.
Economics	ECON 2301, 2302	
Psychology	PSYC 2301	
Sociology	SOCI 1301	
Political Sciences – 4 Courses (12 Credit Hours)		
Government (both required)	GOVT 2301 and 2302	
History (select two)	HIST 1301, 1302, or 2301	
Visual/Performing Arts – 1 Course (3 Credit Hours)		
Dance	DANC 2303	
Humanities	HUMA 1311	
Music	MUSIC 1306, 1307	
Theatre	DRAM 1310, 2361, 2362	
Visual Arts	ARTS 1301, 1303, 1304, 1313	
Institutional Option – 1 Course (1 Credit Hour)		
Physical Education	PHED 1100, 1102, 1104, 1106, 1111, 1112, 1113, 1114, 1115, 1116, 1117, 1118, 1120, 1121, 1123, 1124, 1125, 1126, 1127, 1129, 1130, 1131, 1133, 1136, 1137, 1140, 1147, 1148, 1253, 1338	
Dance	DANC 1101, 1110, 1111, 1141, 1142, 1145, 1146, 1147, 1148, 1151, 1152, 1222, 1223, 2141, 2142, 2145, 2146, 2147, 2148, 2151, 2152, 2301, 2325	

(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 selected 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

		Analytic Reasoning and Evaluation		Problem Solving	
		Collin	All 2-year	Collin	All 2-year
Performance Task	Mean	2.7	3.1	2.8	3.0
	Standard Deviation	1.0	0.9	1.0	0.9
Make-An-Argument	Mean	3.0	3.3		
	Standard Deviation	0.8	0.8		
Critique-An-Argument	Mean	2.8	3.1		
	Standard Deviation	1.1	1.0		
Entering Academic Ability		988	952		

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)

- BIOL1406 - General Biology I (Appendix 7)
- ENGL1301 - Composition/Rhetoric I (Appendix 8)
- GOVT2302 - American Government II (Appendix 9)
- MATH1314 - College Algebra (Appendix 10)
- PSYC2301 – General Psychology (Appendix 11)

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.

(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.

Competency 1: Reading

Discipline-based Action Improvements

Representative Reading improvement plans follow:

- 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.

	ENGL 1301	ENGL 1302	SPCH 1311	SPCH 1315	HUMA 1301	PHIL 1301	ENGL 2327	MATH 1314	MATH 1342	BIOL 1406	BIOL 1408	CHEM 1405	CHEM 1411	GEOL 1401	GEOL 1403	PHYS 1401	ENVR 1401	ANTH 2351	ECON 2301	ECON 2302	PSYC 2301	SOCI 1301	GOVT 2301	GOVT 2302	HIST 1301	HIST 1302	HIST 2301	ARTS 1301	MUSI 1306	PHED 1338	COSC 1300[A]	BCIS 1305[B]
Basic Intellectual Competencies																																
B1 Reading	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				
B3 Speaking			X	X														X			X	X	X	X	X	X	X	X				
B4 Listening			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				
B6 Computer Literacy								X	X	X	X	X	X				X	X													X	X
Perspectives																																
P1 Ind/society/diversity			X			X	X										X	X	X			X			X		X				
P2 Life facets/responsible citizenry						X	X										X		X			X	X	X	X	X		X			
P3 Health/wellness																	X													X		
P4 Impact of sci & tech									X	X				X	X	X	X		X												X	X
P5 Personal values/ethics						X											X															
P6 Aesthetic judgments							X																					X	X			
P7 Logic/problem solving						X	X		X	X		X		X	X	X			X													
P8 Integrated knowledge												X				X	X		X						X	X		X				
Exemplary Educational Objectives																																
Communications																																
C1 Demo writing/speaking	X			X																												
C2 Audience & Purpose	X		X	X																												
C3 Appropriate modes of expression	X	X		X																												
C4 Listening, critical & reflexive thinking & responding in group																																
C5 Apply critical thinking to exposition & argument	X			X																												
C6 Research & Write a documented paper/oral presentation	X	X																														

[A] COSC 1300 was removed from the core in Fall 2010

[B] BCIS 1305 was removed from the core in Fall 2010

	ENGL 1301	ENGL 1302	SPCH 1311	SPCH 1315	HUMA 1301	PHIL 1301	ENGL 2327	MATH 1314	MATH 1342	BIOL 1406	BIOL 1408	CHEM 1405	CHEM 1411	GEOL 1401	GEOL 1403	PHYS 1401	ENVR 1401	ANTH 2351	ECON 2301	ECON 2302	PSYC 2301	SOCI 1301	GOVT 2301	GOVT 2302	HIST 1301	HIST 1302	HIST 2301	ARTS 1301	MUSI 1306	PHED 1338	COSC 1300[A]	BCIS 1305[B]
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												X	X
M3 Expand reasoning skills to develop math arguments												X				X			X													
M4 Use technology to enhance math thinking & to solve problems & judge reasonableness of results									X	X		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	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																	X															
N4 Know major science issues /problems, including ethics, values & public policy issues.																	X															
N5 Know interdependence of science and Technology & their impact on modern culture														X	X		X														X	
Humanities & Visual/Performing Arts																																
H1 Know scope & variety of works in humanities & arts							X																				X	X				
H2 Understand human artifacts as expressions of ind & human values in historical & social context.						X	X																				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																																
H5 Articulate an informed personal reaction to works in arts and humanities						X																										
H6 Understand aesthetic principles that govern humanities & arts.							X																				X	X				
H7 Know influence of literature, philosophy, &/or arts on intercultural experiences.																											X	X				
Social and Behavioral Sciences																																
S1 Employ methods, tech, & data that social & behavioral scientists use to study human condition.																		X	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						
S5 Analyze impact of historical, social, political, economic, cultural, & global forces on area of study																	X		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						X									
S12 identify & understand similarities & differences of diverse cultures																		X		X		X	X		X	X						

EDUCATION CODE

TITLE 3. HIGHER EDUCATION

SUBTITLE B. STATE COORDINATION OF HIGHER EDUCATION

CHAPTER 61. TEXAS HIGHER EDUCATION COORDINATING BOARD

SUBCHAPTER S. TRANSFER OF CREDIT

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.

Added by Acts 1997, 75th Leg., ch. 1016, Sec. 1, eff. June 19, 1997. Amended by Acts 1999, 76th Leg., ch. 1584, Sec. 1, eff. June 19, 1999.

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.

Added by Acts 1997, 75th Leg., ch. 1016, Sec. 1, eff. June 19, 1997. Amended by Acts 1999, 76th Leg., ch. 1584, Sec. 2, eff. June 19, 1999; Acts 2003, 78th Leg., ch. 820, Sec. 25, eff. Sept. 1, 2003.
Amended by:

Acts 2007, 80th Leg., R.S., Ch. 539, Sec. 3, eff. June 16, 2007.

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.

Added by Acts 1997, 75th Leg., ch. 1016, Sec. 1, eff. June 19, 1997. Amended by Acts 1999, 76th Leg., ch. 1584, Sec. 3, eff. June 19, 1999; Acts 2001, 77th Leg., ch. 841, Sec. 1, eff. June 14, 2001.

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.

Added by Acts 2001, 77th Leg., ch. 841, Sec. 2, eff. June 14, 2001. Amended by Acts 2003, 78th Leg., ch. 820, Sec. 26, eff. Sept. 1, 2003.

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.

Added by Acts 2001, 77th Leg., ch. 841, Sec. 2, eff. June 14, 2001.

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

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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 CCCCD 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 CCCCD'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 objective by the time they complete the entire CCCCD 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 CCCCD 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 CCCCD 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.

COURSES RECOMMENDED FOR CORE CURRICULUM WITH ASSOCIATED BASIC INTELLECTUAL COMPETENCIES

Competencies							
1	2	3	4	5	6	*Course ID*	*Course Title*
x	x	x	x	x	x	ANTH 2351	Cultural Anthropology (AA/AS)
x	x	x	x	x	x	ARTS 1301	Art Appreciation
x	x	x	x	x	x	ARTS 1303	Art History I
x	x	x	x	x	x	ARTS 1304	Art History II
x	x		x	x	x	BCIS 1305	Business Computer Applications (AA/AS)
x	x		x	x	x	BCIS 1332	COBOL I (AA/AS)
x	x		x	x	x	BCIS 2332	COBOL II (AA/AS)
x	x		x	x	x	BCIS 2390	Software Engineering (AA/AS)
x	x	x	x	x	x	BIOL 1406	General Biology I (AA/AS)
x	x	x	x	x	x	BIOL 1407	General Biology II (AA/AS)
x	x	x	x	x	x	BIOL 1408	Introduction to Biology I (AA)
x	x	x	x	x	x	BIOL 1409	Introduction to Biology II (AA)
x	x	x	x	x	x	BIOL 1411	General Botany (AA/AS)
x	x	x	x	x	x	BIOL 1470	Marine Biology (AA/AS)
x	x	x	x	x	x	BIOL 1472	Field Biology (AA/AS)
x	x	x	x	x	x	BIOL 2401	Anatomy and Physiology I (AA/AS)
x	x	x	x	x	x	BIOL 2402	Anatomy and Physiology II (AA/AS)
x	x	x	x	x	x	BIOL 2404	Human Anatomy and Physiology Basics (AA)
x	x	x	x	x	x	BIOL 2406	Environmental Biology (AA/AS)
x	x	x	x	x	x	BIOL 2416	Genetics (AA/AS)
x	x	x	x	x	x	BIOL 2420	Microbiology (AA/AS)
x	x	x	x	x	x	BIOL 2428	Comparative Vertebrate Anatomy (AA/AS)
x	x	x	x	x	x	BIOL 2470	Human Genetics (AA/AS)
x	x	x	x	x	x	CHEM 1405	Introduction to Chemistry I (AA)
x	x	x	x	x	x	CHEM 1407	Introduction to Chemistry II (AA)
x	x	x	x	x	x	CHEM 1411	General Chemistry I (AA/AS)
x	x	x	x	x	x	CHEM 1412	General Chemistry II (AA/AS)
x	x	x	x	x	x	CHEM 1419	Introduction to Organic/Biochemistry (AA)
x	x	x	x	x	x	CHEM 2401	Analytical Chemistry (AA/AS)

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.

COURSES RECOMMENDED FOR CORE CURRICULUM WITH ASSOCIATED BASIC INTELLECTUAL COMPETENCIES

Competencies							
1	2	3	4	5	6	*Course ID*	*Course Title*
x	x	x	x	x	x	**CHEM 2423**	Organic Chemistry I (**AA**/**AS**)
x	x	x	x	x	x	**CHEM 2425**	Organic Chemistry II (**AA**/**AS**)
x	x		x	x	x	COSC 1300	Computer Essentials (**AA**/**AS**)
x	x		x	x	x	**COSC 1320**	C++ for Programmers (**AA**/**AS**)
x	x		x	x	x	**COSC 1420**	Introduction to Programming with C++ (**AA**/**AS**)
x	x		x	x	x	**COSC 1437**	Object-Oriented Programming - Java (**AA**/**AS**)
x	x		x	x	x	**COSC 2315**	Object-Oriented Data Structures - C++ (**AA**/**AS**)
x	x		x	x	x	**COSC 2320**	Object-Oriented Programming (**AA**/**AS**)
x	x		x	x	x	**COSC 2325**	Assembly Language (**AA**/**AS**)
x	x		x	x	x	**COSC 2420**	Introduction to Object-Oriented Programming with C++ (**AA**/**AS**)
x	x		x	x	x	**COSC 2436**	Object Oriented Programming - Java (**AA**/**AS**)
x	x	x	x	x		DANC 1101	Improvisation
x	x	x	x	x		DANC 1110	Tap Technique I
x	x	x	x	x		DANC 1111	Tap Technique II
x	x	x	x	x		DANC 1122	Folk Dance
x	x	x	x	x		DANC 1141	Ballet Technique I
x	x	x	x	x		DANC 1142	Ballet Technique II
x	x	x	x	x		DANC 1145	Modern Dance Technique I
x	x	x	x	x		DANC 1146	Modern Dance Technique II
x	x	x	x	x		DANC 1147	Jazz Dance Technique I
x	x	x	x	x		DANC 1148	Jazz Dance Technique II
x	x	x	x	x		DANC 1151	Dance Performance I
x	x	x	x	x		DANC 1152	Dance Performance II
x	x	x	x	x		DANC 2141	Ballet Technique III
x	x	x	x	x		DANC 2142	Ballet Technique IV
x	x	x	x	x		DANC 2145	Modern Dance Technique III
x	x	x	x	x		DANC 2146	Modern Dance Technique IV
x	x	x	x	x		DANC 2147	Jazz Dance Technique III
x	x	x	x	x		DANC 2148	Jazz Dance Technique IV

Basic Intellectual Competencies in the Core Curriculum

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COURSES RECOMMENDED FOR CORE CURRICULUM WITH ASSOCIATED BASIC INTELLECTUAL COMPETENCIES

Competencies							
1	2	3	4	5	6	*Course ID*	*Course Title*
x	x	x	x	x		DANC 2151	Dance Performance III
x	x	x	x	x		DANC 2152	Dance Performance IV
x	x	x	x	x		**DANC 2303**	Dance Appreciation
x	x	x	x	x		DRAM 1310	Introduction to Theatre
x	x	x	x	x		**DRAM 2361**	History of Theater I
x	x	x	x	x		**DRAM 2362**	History of Theater II
x	x	x	x	x		ECON 1301	Introduction to Economics (**AAS**)
x	x	x	x	x		**ECON 2301**	Principles of Macroeconomics
x	x	x	x	x		**ECON 2302**	Principles of Microeconomics
x	x	x	x	x	x	ENGL 1301	Composition/Rhetoric I
x	x	x	x	x	x	ENGL 1302	Composition/Rhetoric II (**AA**/**AS**)
x	x	x	x	x	x	ENGL 2322	British Literature I (**AA**/**AS**)
x	x	x	x	x	x	ENGL 2323	British Literature II (**AA**/**AS**)
x	x	x	x	x	x	ENGL 2327	American Literature I (**AA**/**AS**)
x	x	x	x	x	x	ENGL 2328	American Literature II (**AA**/**AS**)
x	x	x	x	x	x	ENGL 2332	World Literature I (**AA**/**AS**)
x	x	x	x	x	x	ENGL 2333	World Literature II (**AA**/**AS**)
x	x	x	x	x	x	ENGL 2342	Introduction to Literature I (**AA**/**AS**)
x	x	x	x	x	x	ENGL 2343	Introduction to Literature II (**AA**/**AS**)
x	x	x	x	x	x	ENVR 1401	Environmental Science I (**AA**/**AS**)
x	x	x	x	x	x	**ENVR 1402**	Environmental Science II (**AA**/**AS**)
x	x	x	x	x		FREN 2303	French Literature I (**AA**/**AS**)
x	x	x	x	x		FREN 2304	French Literature II (**AA**/**AS**)
x	x	x	x	x	x	GEOL 1401	Earth Science (**AA**)
x	x	x	x	x	x	**GEOL 1402**	Dinosaurs! (**AA**/**AS**)
x	x	x	x	x	x	GEOL 1403	Physical Geology (**AA**/**AS**)
x	x	x	x	x	x	GEOL 1404	Historical Geology (**AA**/**AS**)
x	x	x	x	x	x	**GEOL 1405**	Earth Habitat (**AA**)
x	x	x	x	x	x	**GEOL 1445**	Oceanography (**AA**/**AS**)

Basic Intellectual Competencies in the Core Curriculum

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COURSES RECOMMENDED FOR CORE CURRICULUM WITH ASSOCIATED BASIC INTELLECTUAL COMPETENCIES

Competencies							
1	2	3	4	5	6	*Course ID*	*Course Title*
x	x	x	x	x	x	**GEOL 1447**	Introduction to Meteorology (**AA**/**AS**)
x	x	x	x	x	x	**GEOL 2409**	Rocks, Minerals, and Gem Stones (**AA**)
x	x	x	x	x		GOVT 2301	American Government I (**AA**/**AS**)
x	x	x	x	x		GOVT 2302	American Government II (**AA**/**AS**)
x	x	x	x	x		HIST 1301	US History I (**AA**/**AS**)
x	x	x	x	x		HIST 1302	US History II (**AA**/**AS**)
x	x	x	x	x		HIST 2301	History of Texas (**AA**/**AS**)
x	x	x	x	x	x	HUMA 1301	Introduction to the Humanities
x	x	x	x	x	x	MATH 1314	College Algebra
x	x	x	x	x	x	MATH 1316	Trigonometry
x	x	x	x	x	x	MATH 1324	Pre-Calculus for Business and Economics
x	x	x	x	x	x	MATH 1325	Calculus for Business and Economics I
x	x	x	x	x	x	MATH 1332	Contemporary Mathematics (**AAS**)
x	x	x	x	x	x	MATH 1342	Statistics
x	x	x	x	x	x	MATH 1350	Fundamentals of Mathematics I (**AAS**)
x	x	x	x	x	x	MATH 1351	Fundamentals of Mathematics II (**AAS**)
x	x	x	x	x	x	MATH 1370	Introduction to the History of Mathematics (**AAS**)
x	x	x	x	x	x	MATH 1376	Calculus for Business and Economics II (**AAS**)
x	x	x	x	x	x	**MATH 1414**	College Algebra
x	x	x	x	x	x	MATH 2305	Discrete Mathematics (**AAS**)
x	x	x	x	x	x	MATH 2318	Linear Algebra (**AAS**)
x	x	x	x	x	x	MATH 2320	Differential Equations (**AAS**)
x	x	x	x	x	x	MATH 2412	Pre-Calculus for Mathematics and Science (**AAS**)
x	x	x	x	x	x	MATH 2413	Calculus I (**AAS**)
x	x	x	x	x	x	MATH 2414	Calculus II (**AAS**)
x	x	x	x	x	x	MATH 2415	Calculus III (**AAS**)
x	x	x	x	x	x	MATH 2417	Accelerated Calculus I (**AAS**)
x	x	x	x	x	x	MATH 2419	Accelerated Calculus II (**AAS**)
x	x	x	x	x	x	MUSI 1306	Music Appreciation

Basic Intellectual Competencies in the Core Curriculum

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COURSES RECOMMENDED FOR CORE CURRICULUM WITH ASSOCIATED BASIC INTELLECTUAL COMPETENCIES

Competencies							
1	2	3	4	5	6	*Course ID*	*Course Title*
x	x	x	x	x	x	MUSI 1307	Introduction to Music Literature
x	x	x	x	x	x	PHED 1100	Beginning Weight Training
x	x	x	x	x	x	PHED 1102	Intermediate Weight Training
x	x	x	x	x	x	PHED 1103	Advanced Weight Training
x	x	x	x	x	x	PHED 1104	Beginning Jogging and Fitness
x	x	x	x	x	x	PHED 1105	Intermediate Jogging and Fitness
x	x	x	x	x	x	PHED 1106	Walking and Fitness
x	x	x	x	x	x	PHED 1107	Cycling
x	x	x	x	x	x	PHED 1108	Cross Training I
x	x	x	x	x	x	PHED 1109	Cross Training II
x	x	x	x	x		PHED 1111	Basketball
x	x	x	x	x		PHED 1112	Soccer
x	x	x	x	x		PHED 1113	Softball
x	x	x	x	x		PHED 1114	Volleyball
x	x	x	x	x		PHED 1115	Archery
x	x	x	x	x		PHED 1116	Badminton
x	x	x	x	x		PHED 1117	Beginning Tennis
x	x	x	x	x		PHED 1118	Intermediate Tennis
x	x	x	x	x		PHED 1119	Advanced Tennis
x	x	x	x	x		PHED 1120	Beginning Racquetball
x	x	x	x	x		PHED 1121	Intermediate Racquetball
x	x	x	x	x		PHED 1122	Advanced Racquetball
x	x	x	x	x		PHED 1123	Beginning Golf
x	x	x	x	x		PHED 1124	Intermediate Golf
x	x	x	x	x		PHED 1125	Bowling
x	x	x	x	x		PHED 1126	Self-Defense
x	x	x	x	x		PHED 1127	Beginning Karate
x	x	x	x	x		PHED 1128	Intermediate Karate
x	x	x	x	x		PHED 1129	Intro to Hatha Yoga

Basic Intellectual Competencies in the Core Curriculum

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COURSES RECOMMENDED FOR CORE CURRICULUM WITH ASSOCIATED BASIC INTELLECTUAL COMPETENCIES

Competencies							
1	2	3	4	5	6	*Course ID*	*Course Title*
x	x	x	x	x		PHED 1130	Intermediate Hatha Yoga
x	x	x	x	x		PHED 1131	Beginning Swimming
x	x	x	x	x		PHED 1132	Intermediate Swimming
x	x	x	x	x		PHED 1133	Introduction to Racquet Sports
x	x	x	x	x	x	PHED 1136	Water Aerobics
x	x	x	x	x	x	PHED 1137	Swimming Conditioning
x	x	x	x	x		PHED 1138	Synchronized Swimming
x	x	x	x	x	x	PHED 1140	Beginning Aerobic Dance
x	x	x	x	x	x	PHED 1141	Intermediate Aerobic Dance
x	x	x	x	x		PHED 1146	Popular Social Dance
x	x	x	x	x		PHED 1147	Beginning Aerobic Kickboxing/Karate
x	x	x	x	x		**PHED 1251**	Beginning Scuba
x	x	x	x	x		**PHED 1252**	Advanced Open Water Scuba
x	x	x	x	x	x	**PHED 1338**	Concepts of Physical Fitness and Wellness
x	x	x	x	x	x	PHED 2140	Advanced Aerobic Dance
x	x	x	x	x		PHED 2147	Intermediate Aerobic Kickboxing
x	x	x	x	x		PHIL 1301	Introduction to Philosophy
x	x	x	x	x		PHIL 1304	Comparative Religion
x	x	x	x	x		PHIL 2303	Introduction to Logic
x	x	x	x	x		PHIL 2306	Introduction to Ethics
x	x	x	x	x		PHIL 2307	Introduction to Social and Political Philosophy
x	x	x	x	x		**PHIL 2321**	Philosophy of Religion (**AAS**)
x	x	x	x	x		**PHIL 2371**	Philosophy of Art/Aesthetics (**AAS**)
x	x	x	x	x	x	PHYS 1401	General Physics I (**AA**/**AS**)
x	x	x	x	x	x	PHYS 1402	General Physics I (**AA**/**AS**)
x	x	x	x	x	x	**PHYS 1405**	Conceptual Physics (**AA**)
x	x	x	x	x	x	PHYS 1411	Elementary Astronomy (**AA**)
x	x	x	x	x	x	**PHYS 1415**	Physical Science I (**AA**)
x	x	x	x	x	x	PHYS 2425	University Physics I (**AA**/**AS**)

Basic Intellectual Competencies in the Core Curriculum

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COURSES RECOMMENDED FOR CORE CURRICULUM WITH ASSOCIATED BASIC INTELLECTUAL COMPETENCIES

Competencies							
1	2	3	4	5	6	*Course ID*	*Course Title*
x	x	x	x	x	x	PHYS 2426	University Physics II (**AA**/**AS**)
x	x	x	x	x	x	PSYC 2301	General Psychology (**AA**/**AS**)
x	x	x	x	x	x	SOCI 1301	Introduction to Sociology (**AA**/**AS**)
x	x	x	x	x		SPAN 2321	Spanish Literature I (**AA**/**AS**)
x	x	x	x	x		SPAN 2322	Spanish Literature II (**AA**/**AS**)
x	x	x	x	x	x	SPCH 1311	Fundamentals of Speech Communication
x	x	x	x	x	x	SPCH 1315	Public Speaking I
x	x	x	x	x	x	**SPCH 1321**	Business and Professional Speaking

COMPETENCY DEFINITIONS

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.

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.

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

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

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

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

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.

COURSES RECOMMENDED FOR CORE CURRICULUM WITH ASSOCIATED BASIC INTELLECTUAL COMPETENCIES

Competencies						*Course ID*	*Course Title*
1	2	3	4	5	6		

GEO Forum: Veronica Chavez — Dean: Tom Chesney

GEO Forum: Pam Gaiter — Interim Dean: Gaye Cooksey

GEO Forum: Chip Galloway — Dean: Gary Hodge

GEO Forum: Jean Helgeson — Dean: Cameron Neal

GEO Forum: Joan Jenkins — Dean: Bill Blitt

GEO Forum: Joan Kennedy

GEO Forum: Ralph Long

GEO Forum: Betty Siber

GEO Forum: Bill Slater

GEO Forum: Debra St. John

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.

COURSES RECOMMENDED FOR CORE AREA WITH ASSOCIATED EXEMPLARY LEARNING OBJECTIVES

Competencies								
1	2	3	4	5	6	7	*Course ID*	*Course Title*
x	x	x	x	x			ENGL 1301	Composition/Rhetoric I
x	x	x	x	x	x	x	ENGL 1302	Composition/Rhetoric II (**AA**/**AS**)
x	x	x	x	x	x	x	SPCH 1311	Fundamentals of Speech Communication
x	x	x	x	x	x	x	SPCH 1315	Public Speaking I
x	x	x	x	x	x	x	**SPCH 1321**	Business and Professional Speaking

EXEMPLARY EDUCATIONAL OBJECTIVES: STUDENTS WILL . . .

7 - DEVELOP an awareness and understanding of cultural diversity.

6 - DEVELOP the ability to research and write a documented paper and/or to give an oral presentation.

5 - UNDERSTAND and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.

4 - PARTICIPATE effectively in groups with emphasis on listening, critical and reflective thinking, and responding.

3 - UNDERSTAND and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication.

2 - UNDERSTAND the importance of specifying audience and purpose and to select appropriate communication choices.

1 - UNDERSTAND and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.

GEO Forum: Joan Kennedy

GEO Forum: Ralph Long

Dean: Tom Chesney

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

Competencies								
1	2	3	4	5	6	7	*Course ID*	*Course Title*
x	x	x	x	x	x	x	**BCIS 1305**	Business Computer Applications (**AA**/**AS**)
x	x	x	x	x	x	x	**BCIS 1332**	COBOL I (**AA**/**AS**)
x	x	x	x	x	x	x	**BCIS 2332**	COBOL II (**AA**/**AS**)
x	x	x	x	x	x	x	**BCIS 2390**	Software Engineering (**AA**/**AS**)
x	x	x	x	x	x	x	COSC 1300	Computer Essentials (**AA**/**AS**)
x	x	x	x	x	x	x	**COSC 1320**	C++ for Programmers (**AA**/**AS**)
x	x	x	x	x	x	x	**COSC 1420**	Introduction to Programming with C++ (**AA**/**AS**)
x	x	x	x	x	x	x	**COSC 1437**	Object-Oriented Programming - Java (**AA**/**AS**)
x	x	x	x	x	x	x	**COSC 2315**	Object-Oriented Data Structures - C++ (**AA**/**AS**)
x	x	x	x	x	x	x	**COSC 2320**	Object-Oriented Programming (**AA**/**AS**)
x	x	x	x	x	x	x	**COSC 2325**	Assembly Language (**AA**/**AS**)
x	x	x	x	x	x	x	**COSC 2420**	Introduction to Object-Oriented Programming with C++ (**AA**/**AS**)
x	x	x	x	x	x	x	**COSC 2436**	Object Oriented Programming - Java (**AA**/**AS**)

EXEMPLARY EDUCATIONAL OBJECTIVES: STUDENTS WILL . . .

7 - IDENTIFY and UNDERSTAND issues related to information technology and society.

6 - DEMONSTRATE knowledge of computer communications including using local networks and the Internet.

5 - DEMONSTRATE the formal logic and problem solving processes that are used in the development of computer software.

4 - DEMONSTRATE general knowledge of computer software, data storage and retrieval, and mathematical calculations.

3 - DEMONSTRATE general knowledge of operating systems/utility software and usage.

2 - DEMONSTRATE general knowledge of computer hardware and how computers function (including capabilities and limitations).

1 - DEMONSTRATE competency in general computer concepts.

GEO Forum: Bill Slater

Dean: Bill Blitt

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

Competencies								
1	2	3	4	5	6	7	*Course ID*	*Course Title*
x	x	x	x	x	x	x	ANTH 2351	Cultural Anthropology (**AA**/**AS**)
x	x	x	x	x	x	x	ARTS 1301	Art Appreciation
x	x	x	x	x	x	x	ARTS 1303	Art History I
x	x	x	x	x	x	x	ARTS 1304	Art History II
x	x	x	x	x	x	x	**DANC 2303**	Dance Appreciation
x	x	x	x	x	x	x	DRAM 1310	Introduction to Theatre
x	x	x	x	x	x	x	**DRAM 2361**	History of Theater I
x	x	x	x	x	x	x	**DRAM 2362**	History of Theater II
x	x	x	x	x	x	x	ENGL 2322	British Literature I (**AA**/**AS**)
x	x	x	x	x	x	x	ENGL 2323	British Literature II (**AA**/**AS**)
x	x	x	x	x	x	x	ENGL 2327	American Literature I (**AA**/**AS**)
x	x	x	x	x	x	x	ENGL 2328	American Literature II (**AA**/**AS**)
x	x	x	x	x	x	x	ENGL 2332	World Literature I (**AA**/**AS**)
x	x	x	x	x	x	x	ENGL 2333	World Literature II (**AA**/**AS**)
x	x	x	x	x	x	x	ENGL 2342	Introduction to Literature I (**AA**/**AS**)
x	x	x	x	x	x	x	ENGL 2343	Introduction to Literature II (**AA**/**AS**)
x	x	x	x	x	x	x	FREN 2303	French Literature I (**AA**/**AS**)
x	x	x	x	x	x	x	FREN 2304	French Literature II (**AA**/**AS**)
x	x	x	x	x	x	x	HUMA 1301	Introduction to the Humanities
x	x	x	x	x	x	x	MUSI 1306	Music Appreciation
x	x	x	x	x	x	x	MUSI 1307	Introduction to Music Literature
x	x	x		x	x	x	PHIL 1301	Introduction to Philosophy
x	x	x		x	x	x	PHIL 1304	Comparative Religion
x	x	x		x	x	x	PHIL 2303	Introduction to Logic
x	x	x		x	x	x	PHIL 2306	Introduction to Ethics
x	x	x		x	x	x	PHIL 2307	Introduction to Social and Political Philosophy
x	x	x		x	x	x	**PHIL 2321**	Philosophy of Religion (**AAS**)
x	x	x	x	x	x	x	**PHIL 2371**	Philosophy of Art/Aesthetics (**AAS**)

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

Competencies								
1	2	3	4	5	6	7	*Course ID*	*Course Title*
x	x	x	x	x	x	x	SPAN 2321	Spanish Literature I (**AA**/**AS**)
x	x	x	x	x	x	x	SPAN 2322	Spanish Literature II (**AA**/**AS**)

EXEMPLARY EDUCATIONAL OBJECTIVES: STUDENTS WILL . . .

7. DEMONSTRATE knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

6 - DEVELOP an appreciation for the aesthetic principles that guide or govern the humanities and arts.

5 - ARTICULATE an informed personal reaction 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.

3 - RESPOND critically to works in the arts and humanities.

2 - UNDERSTAND those works as expressions of individual and human values within an historical and social context.

1 - DEMONSTRATE awareness of the scope and variety of works in the arts and humanities.

GEO Forum: Joan Kennedy

GEO Forum: Betty Siber

Dean: Tom Chesney

Interim Dean: Gaye Cooksey

Dean: Gary Hodge

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

Competencies								
1[A]	2	3	4	5	6[A]	7	*Course ID*	*Course Title*
x	x	x	x	x	x	x	MATH 1314	College Algebra
x	x	x	x	x	x	x	MATH 1316	Trigonometry
x	x	x	x	x	x	x	MATH 1324	Pre-Calculus for Business and Economics
x	x	x	x	x	x	x	MATH 1325	Calculus for Business and Economics I
x	x	x	x	x	x	x	MATH 1332	Contemporary Mathematics (AAS)
x	x	x	x	x	x	x	MATH 1342	Statistics
x	x	x	x	x	x	x	MATH 1350	Fundamentals of Mathematics I (AAS)
x	x	x	x	x	x	x	MATH 1351	Fundamentals of Mathematics II (AAS)
x	x	x	x	x	x	x	MATH 1370	Introduction to the History of Mathematics (AAS)
x	x	x	x	x	x	x	MATH 1376	Calculus for Business and Economics II (AAS)
x	x	x	x	x	x	x	**MATH 1414**	College Algebra
x	x	x	x	x	x	x	MATH 2305	Discrete Mathematics (AAS)
x	x	x	x	x	x	x	MATH 2318	Linear Algebra (AAS)
x	x	x	x	x	x	x	MATH 2320	Differential Equations (AAS)
x	x	x	x	x	x	x	MATH 2412	Pre-Calculus for Mathematics and Science (AAS)
x	x	x	x	x	x	x	MATH 2413	Calculus I (AAS)
x	x	x	x	x	x	x	MATH 2414	Calculus II (AAS)
x	x	x	x	x	x	x	MATH 2415	Calculus III (AAS)
x	x	x	x	x	x	x	MATH 2417	Accelerated Calculus I (AAS)
x	x	x	x	x	x	x	MATH 2419	Accelerated Calculus II (AAS)

EXEMPLARY EDUCATIONAL OBJECTIVES: STUDENTS WILL . . .

7. DEVELOP the view that mathematics is an evolving discipline interrelated with human culture and will understand its connections to other disciplines.

6 - RECOGNIZE the limitations of mathematical and statistical models.

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

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

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

2 - REPRESENT and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.

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

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

Competencies								
1[A]	2	3	4	5	6[A]	7	*Course ID*	*Course Title*

GEO Forum: Chip Galloway

Dean: Cameron Neal

[A]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

Competencies							
1	2	3	4	5	6	*Course ID*	*Course Title*
x	x	x	x	x	x	BIOL 1406	General Biology I (**AA**/**AS**)
x	x	x	x	x	x	BIOL 1407	General Biology II (**AA**/**AS**)
x	x	x	x	x	x	BIOL 1408	Introduction to Biology I (**AA**)
x	x	x	x	x	x	BIOL 1409	Introduction to Biology II (**AA**)
x	x	x	x	x	x	BIOL 1411	General Botany (**AA**/**AS**)
x	x	x	x	x	x	**BIOL 1470**	Marine Biology (**AA**/**AS**)
x	x	x	x	x	x	**BIOL 1472**	Field Biology (**AA**/**AS**)
x	x	x	x	x	x	**BIOL 2401**	Anatomy and Physiology I (**AA**/**AS**)
x	x	x	x	x	x	**BIOL 2402**	Anatomy and Physiology II (**AA**/**AS**)
x	x	x	x	x	x	**BIOL 2404**	Human Anatomy and Physiology Basics (**AA**)
x	x	x	x	x	x	**BIOL 2406**	Environmental Biology (**AA**/**AS**)
x	x	x	x	x	x	**BIOL 2416**	Genetics (**AA**/**AS**)
x	x	x	x	x	x	**BIOL 2420**	Microbiology (**AA**/**AS**)
x	x	x	x	x	x	**BIOL 2428**	Comparative Vertebrate Anatomy (**AA**/**AS**)
x	x	x	x	x	x	**BIOL 2470**	Human Genetics (**AA**/**AS**)
x	x	x	x	x	x	CHEM 1405	Introduction to Chemistry I (**AA**)
x	x	x	x	x	x	CHEM 1407	Introduction to Chemistry II (**AA**)
x	x	x	x	x	x	CHEM 1411	General Chemistry I (**AA**/**AS**)
x	x	x	x	x	x	CHEM 1412	General Chemistry II (**AA**/**AS**)
x	x	x	x	x	x	**CHEM 1419**	Introduction to Organic/Biochemistry (**AA**)
x	x	x	x	x	x	**CHEM 2401**	Analytical Chemistry (**AA**/**AS**)
x	x	x	x	x	x	**CHEM 2423**	Organic Chemistry I (**AA**/**AS**)
x	x	x	x	x	x	**CHEM 2425**	Organic Chemistry II (**AA**/**AS**)
x	x	x	x	x	x	ENVR 1401	Environmental Science I (**AA**/**AS**)
x	x	x	x	x	x	**ENVR 1402**	Environmental Science II (**AA**/**AS**)
x	x	x	x	x	x	GEOL 1401	Earth Science (**AA**)
x	x	x	x	x	x	**GEOL 1402**	Dinosaurs! (**AA**/**AS**)
x	x	x	x	x	x	GEOL 1403	Physical Geology (**AA**/**AS**)
x	x	x	x	x	x	GEOL 1404	Historical Geology (**AA**/**AS**)
x	x	x	x	x	x	**GEOL 1405**	Earth Habitat (**AA**)

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

Competencies							
1	2	3	4	5	6	*Course ID*	*Course Title*
x	x	x	x	x	x	**GEOL 1445**	Oceanography (**AA**/**AS**)
x	x	x	x	x	x	**GEOL 1447**	Introduction to Meteorology (**AA**/**AS**)
x	x	x	x	x	x	**GEOL 2409**	Rocks, Minerals, and Gem Stones (**AA**)
x	x	x	x	x	x	PHYS 1401	General Physics I (**AA**/**AS**)
x	x	x	x	x	x	PHYS 1402	General Physics I (**AA**/**AS**)
x	x	x	x	x	x	**PHYS 1405**	Conceptual Physics (**AA**)
x	x	x	x	x	x	PHYS 1411	Elementary Astronomy (**AA**)
x	x	x	x	x	x	**PHYS 1415**	Physical Science I (**AA**)
x	x	x	x	x	x	PHYS 2425	University Physics I (**AA**/**AS**)
x	x	x	x	x	x	PHYS 2426	University Physics II (**AA**/**AS**)

EXEMPLARY EDUCATIONAL OBJECTIVES: STUDENTS WILL . . .

6 - DEMONSTRATE proficiency in laboratory procedures involving the collection, analysis and interpretation of data.

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

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

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

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.

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

GEO Forum: Jean Helgeson

Dean: Cameron Neal

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

Competencies						
1	2	3	4	5	*Course ID*	*Course Title*
x	x	x	x	x	DANC 1101	Improvisation
x	x	x	x	x	DANC 1110	Tap Technique I
x	x	x	x	x	DANC 1111	Tap Technique II
x	x	x	x	x	DANC 1122	Folk Dance
x	x	x	x	x	DANC 1141	Ballet Technique I
x	x	x	x	x	DANC 1142	Ballet Technique II
x	x	x	x	x	DANC 1145	Modern Dance Technique I
x	x	x	x	x	DANC 1146	Modern Dance Technique II
x	x	x	x	x	DANC 1147	Jazz Dance Technique I
x	x	x	x	x	DANC 1148	Jazz Dance Technique II
x	x	x	x	x	DANC 1151	Dance Performance I
x	x	x	x	x	DANC 1152	Dance Performance II
x	x	x	x	x	DANC 2141	Ballet Technique III
x	x	x	x	x	DANC 2142	Ballet Technique IV
x	x	x	x	x	DANC 2145	Modern Dance Technique III
x	x	x	x	x	DANC 2146	Modern Dance Technique IV
x	x	x	x	x	DANC 2147	Jazz Dance Technique III
x	x	x	x	x	DANC 2148	Jazz Dance Technique IV
x	x	x	x	x	DANC 2151	Dance Performance III
x	x	x	x	x	DANC 2152	Dance Performance IV
x	x	x	x	x	PHED 1100	Beginning Weight Training
x	x	x	x	x	PHED 1102	Intermediate Weight Training
x	x	x	x	x	PHED 1103	Advanced Weight Training
x	x	x	x	x	PHED 1104	Beginning Jogging and Fitness
x	x	x	x	x	PHED 1105	Intermediate Jogging and Fitness
x	x	x	x	x	PHED 1106	Walking and Fitness
x	x	x	x	x	PHED 1107	Cycling
x	x	x	x	x	PHED 1108	Cross Training I
x	x	x	x	x	PHED 1109	Cross Training II

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

Competencies						
1	2	3	4	5	*Course ID*	*Course Title*
x	x	x	x	x	PHED 1111	Basketball
x	x	x	x	x	PHED 1112	Soccer
x	x	x	x	x	PHED 1113	Softball
x	x	x	x	x	PHED 1114	Volleyball
x	x	x	x	x	PHED 1115	Archery
x	x	x	x	x	PHED 1116	Badminton
x	x	x	x	x	PHED 1117	Beginning Tennis
x	x	x	x	x	PHED 1118	Intermediate Tennis
x	x	x	x	x	PHED 1119	Advanced Tennis
x	x	x	x	x	PHED 1120	Beginning Racquetball
x	x	x	x	x	PHED 1121	Intermediate Racquetball
x	x	x	x	x	PHED 1122	Advanced Racquetball
x	x	x	x	x	PHED 1123	Beginning Golf
x	x	x	x	x	PHED 1124	Intermediate Golf
x	x	x	x	x	PHED 1125	Bowling
x	x	x	x	x	PHED 1126	Self-Defense
x	x	x	x	x	PHED 1127	Beginning Karate
x	x	x	x	x	PHED 1128	Intermediate Karate
x	x	x	x	x	PHED 1129	Intro to Hatha Yoga
x	x	x	x	x	PHED 1130	Intermediate Hatha Yoga
x	x	x	x	x	PHED 1131	Beginning Swimming
x	x	x	x	x	PHED 1132	Intermediate Swimming
x	x	x	x	x	PHED 1133	Intro to Racquet Sports
x	x	x	x	x	PHED 1136	Water Aerobics
x	x	x	x	x	PHED 1137	Swimming Conditioning
x	x	x	x	x	PHED 1138	Synchronized Swimming
x	x	x	x	x	PHED 1140	Beginning Aerobic Dance
x	x	x	x	x	PHED 1141	Intermediate Aerobic Dance
x	x	x	x	x	PHED 1146	Popular Social Dance

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

Competencies						
1	2	3	4	5	*Course ID*	*Course Title*
x	x	x	x	x	PHED 1147	Beginning Aerobic Kickboxing/Karate
x	x	x	x	x	**PHED 1251**	Beginning Scuba
x	x	x	x	x	**PHED 1252**	Advanced Open Water Scuba
x	x	x	x	x	**PHED 1338**	Concepts of Physical Fitness and Wellness
x	x	x	x	x	PHED 2140	Advanced Aerobic Dance
x	x	x	x	x	PHED 2147	Intermediate Aerobic Kickboxing

EXEMPLARY EDUCATIONAL OBJECTIVES: STUDENTS WILL . . .

5 - DEVELOP the kinesthetic sense in the process of acquiring movement skills.

4 - DEMONSTRATE the biomechanics of fundamental movements and skills.

3 - RECOGNIZE the importance of the relationship between lifetime activity and the quality of life.

2 - DEMONSTRATE knowledge of nutrition and its implications for sport performance, physical fitness, and wellness.

1 - DEMONSTRATE sport and fitness-related skills and apply the use of these skills in lifetime activity in the promotion of health and wellness.

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

Competencies													
1	2	3	4	5	6	7	8	9	10	11	12	*Course ID*	*Course Title*
x	x	x	x	x		x	x	x	x	x	x	ECON 1301	Introduction to Economics (AAS)
x	x	x	x	x		x	x	x	x	x	x	ECON 2301	Principles of Macroeconomics
x	x	x	x	x		x	x	x	x	x	x	ECON 2302	Principles of Microeconomics
x	x	x	x	x	x		x			x		GOVT 2301	American Government I (AA/AS)
x	x	x	x	x	x	x	x		x	x		GOVT 2302	American Government II (AA/AS)
x	x	x	x	x		x	x	x		x	x	HIST 1301	US History I (AA/AS)
x	x	x	x	x		x	x	x		x	x	HIST 1302	US History II (AA/AS)
x	x	x	x	x	x	x	x	x		x	x	HIST 2301	History of Texas (AA/AS)
x		x	x				x	x		x	x	PSYC 2301	General Psychology (AA/AS)
x		x	x				x	x		x	x	PSYC 2302	Applied Psychology (AAS)
x	x	x	x	x		x	x	x	x	x	x	SOCI 1301	Introduction to Sociology (AA/AS)

EXEMPLARY EDUCATIONAL OBJECTIVES: STUDENTS WILL . . .

12. TO IDENTIFY and understand differences and commonalties 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.

GEO Forum: Veronica Chavez

GEO Forum: Pam Gaiter

GEO Forum: Joan Jenkins

GEO Forum: Debra St. John

Dean: Gary Hodge

Dean: Bill Blitt

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: CCCCD 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 CCCCD 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.

CURRICULUM ADVISORY BOARD

OPERATIONAL PROCEDURES AND GUIDELINES

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: 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	**600**

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." place "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:

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

		Unit Work (11/10)	
11/10	EXAM		Exam 4 Ch 14-17
11/15	Ch18-Regulation of Gene Expression	Quiz 18 Extra Credit	
11/17	Ch19-Viruses	Quiz 19	
11/22	Ch20-Biotechnology	Quiz 20	
11/24	NO CLASS THANKSGIVING		
11/29	Ch20-Biotechnology	Response 5	
12/1	Ch27-Bacteria and Archaea	Quiz 27 Unit Work (12/2)	
12/6	FINAL EXAM Noon-1:00pm		Exam 5 Ch 18-20, 27;Comprehensive

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 gcmiller@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** 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**. 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 <u>demonstrate rhetorical knowledge</u> 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 <u>demonstrate critical reading, thinking, and writing</u> 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 <u>demonstrate knowledge of the writing process</u> 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 <u>demonstrate knowledge of conventions</u> 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 BEGINNINH 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:

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.

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.

Monday	Wednesday	Friday
August 22 Introduction to course, syllabus, and first essay	August 24 Diagnostic essay	August 26 Part 1: Rhetorical Situations: Purpose, Audience, Genre, Stance, Media/Design pp. 1-17
August 29 Ch. 21 Writing as Inquiry pp. 211-14 Ch. 22 Collaborating pp.215-18 Ch. 23 Generating Ideas and Text pp. 219-25 Amy Goldwasser, "What's the Matter with Kids Today?" pp. 57-70	August 31 Thesis statements pp. 273-75 Ch. 24 Drafting pp. 226-28 Ch. 33 Classifying and Dividing pp. 300-05 Ch. 34 Comparing and Contrasting pp. 306-13	September 2 Ch. 35 Defining 314-323 Topic development workshop [
September 5 Labor Day—no class	September 7 Ch. 29 Beginning and Ending pp. 261-271 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	September 9 Ch. Guiding Your Reader pp. 272-77 Draft workshop

	workshop)	
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	October 7 **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**
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

Summarizing pp. 408-19 Alina Tugend, "Multitasking Can Make You Lose…Um…Focus" pp. 653-57	Plagiarism Ch. 48 Documentation 425-27 Ch. 49 MLA Style 428-76 (no need to read Ch. 49 word-for-word—this chapter can be used as a handbook to look up citation styles for the sources you will cite in your papers)	
October 31 Nicholas G. Carr, "Is Google Making Us Stupid?" pp. 961-73	November 2 Bring **three copies** of **complete** draft of Essay 3 for peer review	November 4 **Essay 3 due** Introduction to Essay 4
November 7 Ch. 42 Developing a Research Plan pp. 375-83 Ch. 43 Finding Sources pp. 384-99	November 9 Ch. 8 Reporting Information pp. 59-82	November 11 Topic development workshop
November 14 Eleanor J. Bader, "Homeless on Campus" pp. 635-40 Jonathan Kozol, "Fremont High School" pp. 641-48	November 16 MLA Style Workshop Bring sources for essay 4	November 18 Working Bibliography for essay 4 due Draft workshop
November 21 Draft workshop. Bring **three copies** of **complete** draft of Essay 4 for peer review	November 23 Thanksgiving Break	November 25 Thanksgiving Break
November 28 **Essay 4 due** Ch. 41 Taking Essay Exams pp. 367-72	November 30	December 2 Ch. 19 Resumes and Job Letters pp. 188-200 Workshop student resumes
December 5-9 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		

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.

TEXTBOOK & MATERIALS: Dye Politics in America, Texas Edition Vol. 2 By: Dye, Gibson, and Robinson.
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 calsses during thier 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

GRADE EVALUATION		GRADE SCALE	
Tests: 1, 2, 3 and 4:	70%	90-100%	A
Research Projects (4):	20%	80-89%	B
"Pop" Quizzes:	10%	70-79%	C
Total:	**100%**	60-69%	D
		Below 60%	F

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 CALENDER:

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.**

Week4: (Sept 12): Begin Bureaucracy & Bureaucratic Politics. (Sept 14): Continue Bureaucracy/Review.

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

Week6: (Sept 26): Begin Studying Judiciary. (Sept 28): Continue Studying Judiciary. **Read Chapter 14 by Mon.**

Week7: (Oct 3) Begin Studying Personal Liberties. **Read Chapter 15 by Wed.** (Oct 5) Continue Personal Liberty.

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

Week9: (Oct 17): Begin Economic Policy. (Oct 19): Continue Economic Policy. **Read Chapter 17 by Mon.**

Week10: (Oct 24): Begin Social Welfare Policy. **Read Chapter 18 by Wed.** (0ct 26): Begin Foreign Policy.

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 15: (Nov 28): Finish Texas Judiciary. (Nov 30): Review.

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:

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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.

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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

Textbook: *College Algebra,* Robert Blitzer, 5th Edition, Pearson Publishing

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:

Percentage	Grade
89.5 – 100	A
79.5 - 89.4	B
69.5 - 79.4	C
59.5 - 69.4	D
0 - 59.4	F

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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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.

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.

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.

COLLEGE ALGEBRA - MATH 1314.P06
CLASSROOM SCHEDULE

2011	SECTION	LAB Due
08-22	**PASS Exam, Intro**	
08-24	**2.1** (Basic Functions and Their Graphs)	
08-29	**2.2 (**More on Functions and Their Graphs)	
08-31	**2.5** (Transformations of Functions)	
09-05	**No Class – Labor Day**	
09-07	**2.6 (**Composite Functions**)**	**Lab 0 Due (Under Homework)**
09-12	**2.7 (**Inverse Functions)	
09-14	**3.1 (**Quadratic Function); Test 1 Review	
09-19	**Test 1**	**Quiz 1 Due**
09-21	**3.2** (Polynomial Functions and Their Graphs)	
09-26	**3.3 (**Dividing Polynomials: Remainder and Factor Theorems)	
09-28	**3.4 (**Zeros of Polynomial Functions)	
10-03	**3.5 (**Rational Functions and Their Graphs)	
10-05	**3.6 (**Polynomial and Rational Inequalities), Test 2 Review	
10-10	**Test 2 In Class**	
10-12	**4.1 (**Exponential Functions**); 4.2(**Logarithmic Functions)	**Quiz 2 Due**
03-11	**LAST DAY TO WITHDRAW**	
10-17	**4.3 (**Properties of Logarithms)	
10-19	**4.4 (**Exponential and Logarithmic Equations)	
10-24	**4.5 (**Exponential Growth and Decay; Modeling Data)	
10-26	Test 3 Review	
10-31	**Test 3 in Class**	**Quiz 3 Due**
11-02	**6.5 (**Determinants and Cramer's Rule)	
11-07	**6.1 (**Matrix Solutions to Linear Systems) & **6.2** (Inconsistent and Dependent Systems and Their Applications)	
11-09	**8.1 (**Sequences and Summation Notation)	
11-14	**8.2 (**Arithmetic Sequences and Series)	
11-16	**8.3 (**Geometric Sequences and Series)	
11-21	Test 4 Review	
11-23	**NO CLASS – THANKSGIVING HOLIDAY**	
11-28	**Test 4 In Class**	**Quiz 4 Due**
11-30	Final Exam Review	**Quiz 5 Due**
12-05	**Final Exam in Class (2:30 to 4:30)**	

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.

Section	Page	Exercises
2.1	210	27, 29, 31, 35, 71, 75, 77, 81, 85, 91
2.2	224	7, 9, 13, 15, 19, 23, 27, 33, 37,39, 45, 47, 53, 57, 61, 63, 65, 67
2.5	266	17, 19, 21, 23, 27,45, 47, 51, 59, 65, 71, 79, 85, 91, 99, 103, 107, 109
2.6	279	1, 3, 5, 7, 17, 19, 21, 23, 51, 53, 59, 61, 63, 65, 67, 71,73,77, 79,89,91, 99
2.7	290	3, 5, 7, 15, 17, 19, 23, 25, 29, 31, 33, 37, 39, 45
3.1	324	1, 3, 5, 7, 11, 13, 17, 25, 27, 31, 35, 39, 41, 43, 45, 47, 57, 59, 67
3.2	338	1, 5, 7, 9, 11, 13, 19, 21, 23, 25, 27, 29, 31, 53, 59, 61, 63
3.3	350	5, 7, 17, 19, 21, 23, 25, 27, 33, 35, 37, 39, 41, 43, 45
3.4	361	1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 39, 41, 43
3.5	380	1, 3, 5, 7, 21, 23, 27, 29, 31, 35, 37, 39, 41, 49, 50, 55,71, 75
3.6	391	1, 5, 9, 19, 23, 29, 31, 41, 43, 45, 47, 51, 53, 55, 57
4.1	420	11, 15, 19, 21, 23, 25, 27, 29, 31, 37, 39, 41, 43, 53
4.2	434	3,5,7,9, 11, 13, 19, 21, 25, 29, 33, 37, 41, 43, 53, 55, 59, 61, 65, 71, 75, 77, 81, 83, 85, 87, 89, 91, 93, 95
4.3	445	5, 13, 19, 27, 33, 41, 47, 51, 61, 69, 71, 73, 75, 89, 91, 93, 95, 97, 99
4.4	456	1, 5, 11, 13, 19, 21, 23, 27, 29, 31, 35, 41, 49, 53, 59, 67, 69, 75, 79, 83, 85
4.5	469	1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 29, 31
6.1	564	1, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25
6.2	574	1, 3, 5, 7
6.5	616	1, 7, 13, 19, 21, 27, 31, 33, 37, 49
8.1	676	1, 5, 7, 9, 11, 29, 31, 33, 43, 45, 49, 51, 53, 55, 57
8.2	685	1, 5,17, 19, 21, 23, 25, 27, 29, 35, 37, 39, 45, 47, 49
8.3	699	1, 3, 9, 11, 13, 15, 17, 19, 25, 27, 29, 31, 35, 37, 41, 45, 51, 53, 55

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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

Textbook: Required: Myers, D.G. (2010). *Psychology* 9th edition. New York: Worth Publishers. (ISBN 978-1-4292-1597-8) *Please note that a copy of the textbook will be on reserve in the library.

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:

Exam #1	**100**
Exam #2	**100**
Exam #3	**100**
Exam #4 ~ Final Exam	**100**
Assignments (4 @ 25 points each)	**100**
Current Event Presentation	**20**
Participation	**20**
Total Points Possible	**540**

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.

6.23. Religious Holy Days (from the 2011 – 2012 Student Handbook, p. 170)
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.

TENTATIVE COURSE CALENDAR OF READINGS, ASSIGNMENTS, EXAMS

Week:	Date:	Class Topics:	Assignments:
1	AUG 22	Course Introduction	
	24	Prologue - The Story of Psychology	
	26	Ch. 1 Psychological Science	
2	29	Ch. 1 Psychological Science	
	31	Ch. 2 The Biology of Mind	**Assignment 1 due**
	SEP 2	Ch. 2 The Biology of Mind	
3	5	***Labor Day Holiday***	
	7	Ch. 3 Consciousness	
	9	Ch. 3 Consciousness	
4	12	Ch. 3 Consciousness	
	14	Ch. 4 Nature, Nurture, & Human Diversity	
	16	**EXAM 1 (Chapters 0, 1, 2, 3, 4)**	
5	19	Ch. 5 Developing Through the Life Span	
	21	Ch. 5 Developing Through the Life Span	
	23	Ch. 6 Sensation & Perception	
6	26	**In Class ~ CURRENT EVENTS**	*** CURRENT EVENT**
	28	Ch. 7 Learning	
	30	Ch. 7 Learning	
7	OCT 3	Ch. 7 Learning	
	5	Ch. 8 Memory	**Assignment 2 due**
	7	Ch. 8 Memory	
8	10	Ch. 10 Intelligence	
	12	Ch. 10 Intelligence	
	14	**Exam 2 (Chapters 5, 6, 7, 8, 10)**	
9	17	Ch. 12 Emotion, Stress, & Health	
	19	Ch. 12 Emotion, Stress, & Health	**Assignment 3 due**
	21	Ch. 12 Emotion, Stress, & Health	
10	24	Ch. 11 Motivation & Work	
	26	Ch. 11 Motivation & Work	
	28	Ch. 13 Personality	
11	31	Ch. 13 Personality	
	NOV 2	Ch. 13 Personality	
	4	Ch. 14 Disorders	**Assignment 4 due**
12	7	Ch. 14 Disorders	
	9	Ch. 14 Disorders	
	11	Ch. 15 Therapy	
13	14	Ch. 15 Therapy	
	16	Ch. 15 Therapy	
	18	**Exam 3 (Chapters 11, 12, 13, 14, 15)**	
14	21	**In Class ~ remaining CURRENT EVENTS**	*** CURRENT EVENT**
	23	***Thanksgiving Holiday***	
	25	***Thanksgiving Holiday***	
15	28	Ch. 16 Social Psychology	
	30	Ch. 16 Social Psychology	
	DEC 2	Ch. 16 Social Psychology	
16	MON, DEC 5 10am-NOON	**FINAL EXAM (Comprehensive)**	

*** Note: Each student will present a Current Event on only <u>one</u> of the scheduled dates above.**

MINUTES OF THE 2009 FALL DEPARTMENTAL MEETING

Data Coordinator: David McCulloch **Course Rubric & Number:** BIOL 1406

Department Name: Biology

In Attendance: all fulltime faculty

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 __X_ 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 __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):

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.

Statistics Core Competencies

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

Step 2: Calculate the test statistic

Step 3: Calculate the P-value

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

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

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: $\mu = 57.6$, 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 57.4 57.2 57.5 57.4 57.1 57.3 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

$H_0 = \mu = 57.6$ grams ✓

$H_1 = \mu \neq 57.6$ grams (claim)

Step 2: Calculate the test statistic

$TS = -5.51$ ✓

Step 3: Calculate the P-value

$P = 0.0009$ ✓

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

REJECT H_0 ✓

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

NO, THE MEAN WT 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.

Low 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

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. Assume that the population of weights is normally distributed. Show all necessary work for each of the following:

$\bar{x} = 57.275$
$s_x = .1669$
$\sigma_x = .1561$

Step 1: State the null and the alternative hypotheses

$\mu = 57.6$ grams
$\mu \neq 57.6$ grams -1

Step 2: Calculate the test statistic

$t = 9[illegible].6$ -2

Step 3: Calculate the P-value

$P = 3.[illegible]E-19$ -1

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

fa[illegible]ls reject -1

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

[illegible] the p-value is so tiny that we will reject.

-2

Student Learning Outcomes
PHED Department
2009 Fall Department Meeting

In attendance: Rex Parcell, Linda Adams, Tony Airhart, Marty Berryman, Susan Evans, Doug Helton, Craig Leverette, Kelly Putnam, Traci Ramsey, Lorena Meneses, Courtney Phillips, Lynda Powell.

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: _____/_____

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

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

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

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

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: _____/_____

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

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

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:** ________

Kine Sense	Pre	Post		Pre	Post		Pre	Post
Below Avg.	595	563	Avg. or Above	501	548	Passing %	84%	97%

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

Kine Sense	Pre	Post		Pre	Post		Pre	Post
Below Avg.			Avg. or Above			Passing %		

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

Kine Sense	Pre	Post		Pre	Post		Pre	Post
Below Avg.			Avg. or Above			Passing %		

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

Kine Sense	Pre	Post		Pre	Post		Pre	Post
Below Avg.			Avg. or Above			Passing %		

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

Kine Sense	Pre	Post		Pre	Post		Pre	Post
Below Avg.			Avg. or Above			Passing %		

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

Kine Sense	Pre	Post		Pre	Post		Pre	Post
Below Avg.			Avg. or Above			Passing %		

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

Kine Sense	Pre	Post		Pre	Post		Pre	Post
Below Avg.			Avg. or Above			Passing %		

Final Exam Spr 09
key

Susan Evans
Final Exam

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. 33% 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 minus _____ = _____ **minus** _____ = _____

Age | **Maximum Heart Rate** | **Resting Heart Rate** | **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 cardiovascular 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%)

_____ × _____ = _____ + _____ = [ ]
HRR | Lower % Rate | Resting HR | Lower end of Target Zone

_____ × _____ = _____ + _____ = [ ]
HRR | Higher % Rate | Resting HR | 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.)

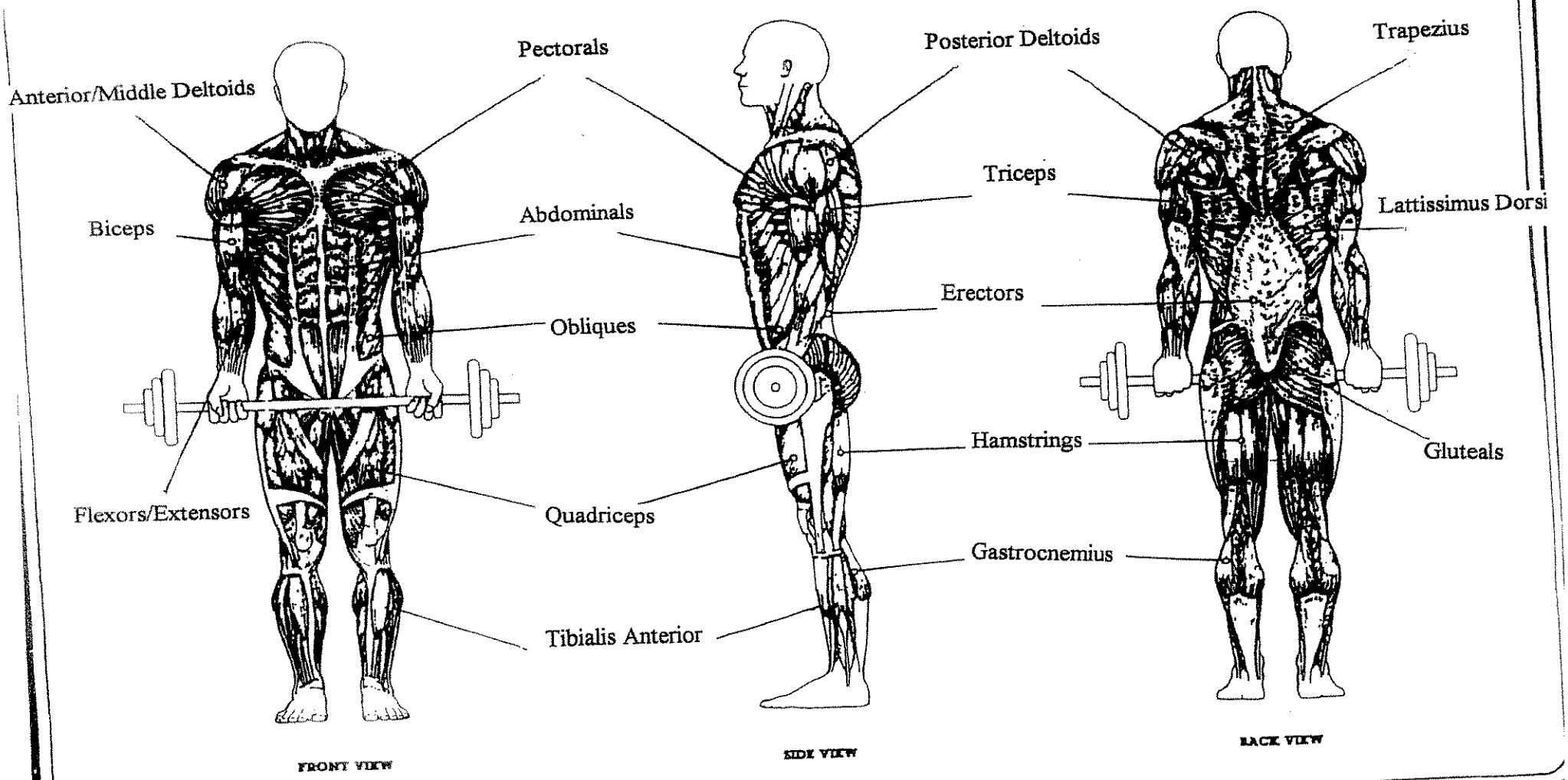
Target Zone for 10 Second Count

_____ ÷ 6 = [ ] to _____ ÷ 6 = [ ]
Lower end of Target Zone | Low | Higher end of Target Zone | High

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

220 − 33 = 187 − 60 = 127 × 70% = (88.90) 89 + 60 = 149 ÷ 6 = 25
80% = (101.60) 102 + 60 = 162 ÷ 6 = 27

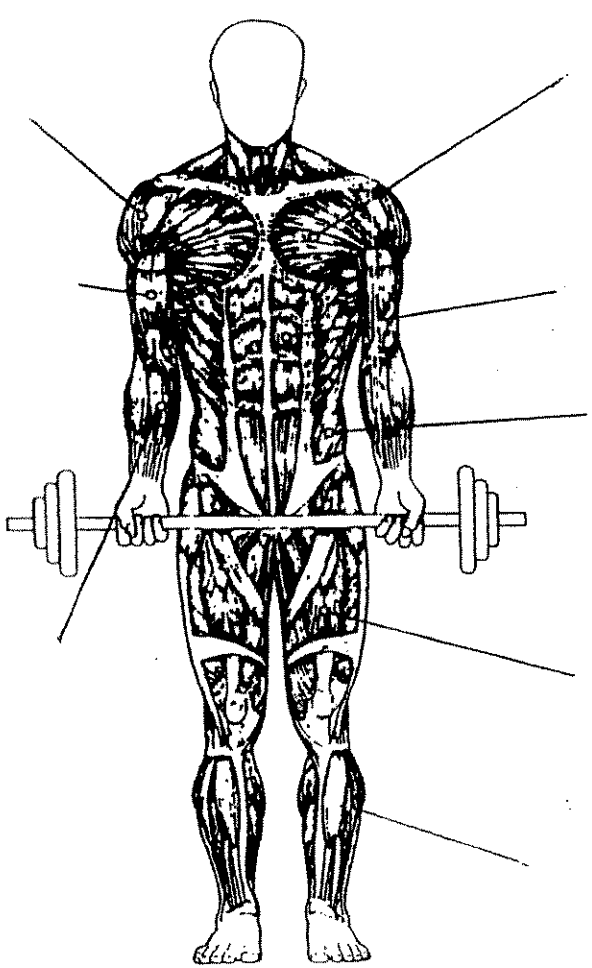
EXERCISE AND MUSCLE GUIDE



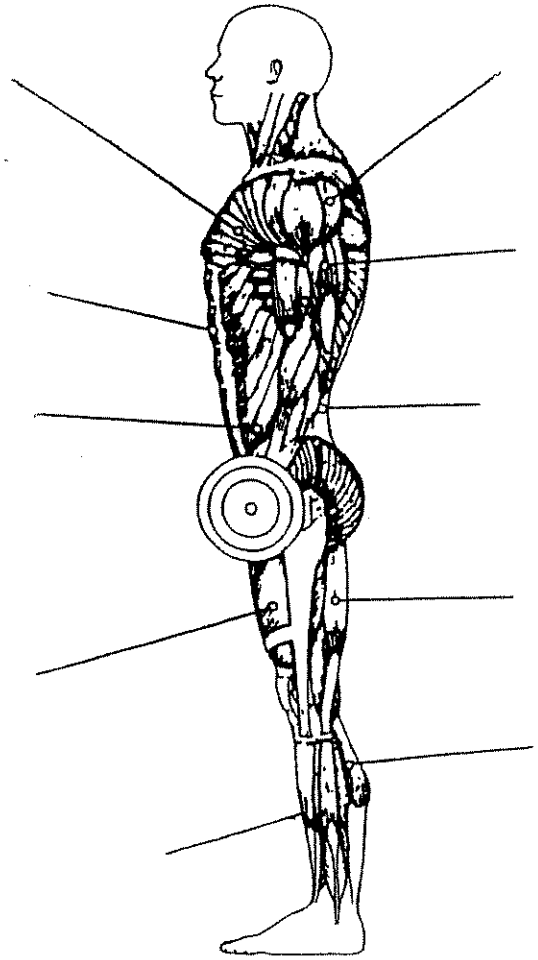
MUSCLE	LOCATED	EXERCISE
Anterior/Middle Deltoids	Shoulder- top front & middle	military press bench press behind the neck press dumb bell raises
Pectorals	Chest	push ups chest & bench presses incline & decline presses dumb bell flyes bent arm pull over
Posterior Deltoids	Shoulders - back or rear	bent 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

Continued:		
Gluteals	Buttocks	squats lunges power clean
Quadriceps	Thighs - front	squats leg extensions
Hamstrings	Legs - back or rear	rotary hip leg curls lunges
Gastrocnemius	Calf	standing/seated toe raise
Tribialis Anterior	Shin	walking

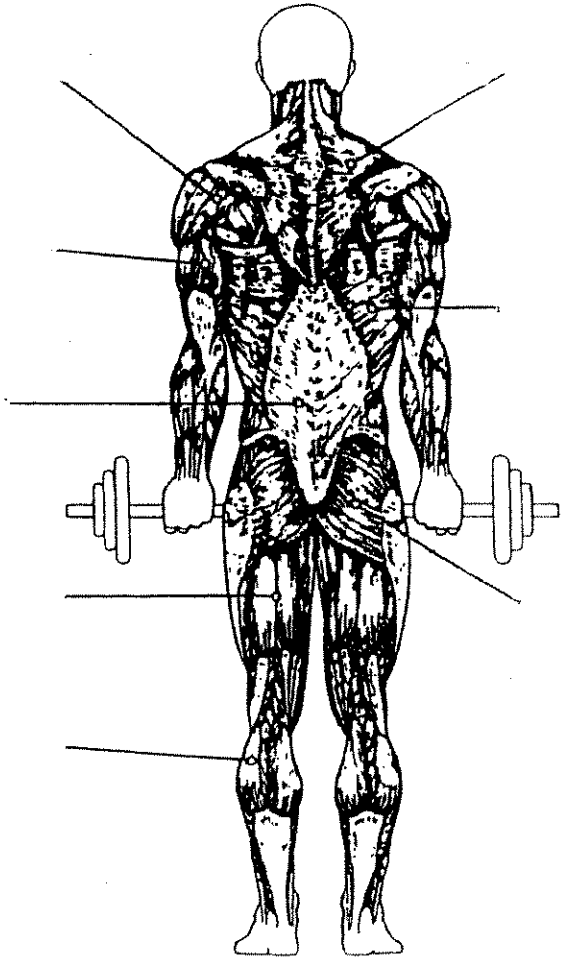
EXERCISE AND MUSCLE GUIDE



FRONT VIEW



SIDE VIEW



BACK VIEW

FITNESS SKILLS TEST RESULTS

Instructor: ______________________________ **Semester:** __________________

Results:
Course/Section: _______________________ **# of Students Tested:**________

Kine Sense	**Pre**	**Post**		**Pre**	**Post**		**Pre**	**Post**
Below Avg.	_____	____	Avg. or Above	____	____	Passing %	____	____

Results:
Course/Section: _______________________ **# of Students Tested:**________

Kine Sense	**Pre**	**Post**		**Pre**	**Post**		**Pre**	**Post**
Below Avg.	_____	____	Avg. or Above	____	____	Passing %	____	____

Results:
Course/Section: _______________________ **# of Students Tested:**________

Kine Sense	**Pre**	**Post**		**Pre**	**Post**		**Pre**	**Post**
Below Avg.	_____	____	Avg. or Above	____	____	Passing %	____	____

Results:
Course/Section: _______________________ **# of Students Tested:**________

Kine Sense	**Pre**	**Post**		**Pre**	**Post**		**Pre**	**Post**
Below Avg.	_____	____	Avg. or Above	____	____	Passing %	____	____

Results:
Course/Section: _______________________ **# of Students Tested:**________

Kine Sense	**Pre**	**Post**		**Pre**	**Post**		**Pre**	**Post**
Below Avg.	_____	____	Avg. or Above	____	____	Passing %	____	____

Results:
Course/Section: _______________________ **# of Students Tested:**________

Kine Sense	**Pre**	**Post**		**Pre**	**Post**		**Pre**	**Post**
Below Avg.	_____	____	Avg. or Above	____	____	Passing %	____	____

Results:
Course/Section: _______________________ **# of Students Tested:**________

Kine Sense	**Pre**	**Post**		**Pre**	**Post**		**Pre**	**Post**
Below Avg.	_____	____	Avg. or Above	____	____	Passing %	____	____

Student Pre and Post Fitness Testing

Name	Date of Birth	Age
Instructor's Name	Course	

Pre-test (Date: _____)	
Weight (lb)	
Height (in)	
Resting Heart Rate (bpm)	
Blood Pressure (mm/hg)	/
Body Composition	
Men	
Chest	
Abdomen	
Thigh	
% Body Fat Sum ____ Total (%) ____	
Women	
Tricep	
Suprailium	
Thigh	
% Body Fat Sum ____ Total (%) ____	
Anthropometric Measurements	
Arms (Right and Left)	R L
Legs (Right and Left)	R L
Waist	
Hips	
Chest	
Muscular Endurance	
Situps (consecutive)	
Pushups (consecutive)	
Muscular Strength	
Leg Press (1 RM) (lb)	
Bench Press (1 RM) (lb)	
Flexibility	
Sit and Reach Trial 1	inches
Trial 2	inches
Trial 3	inches
Highest Measurement	inches
Cardiovascular Endurance	
1.5 mile Run	min. sec.
12-minute Run/Walk	distance
Harvard Step Test: HR	
HR at 1 minute	
Other	

Post-test (Date: _____)	
Weight (lb)	
Resting Heart Rate (bpm)	
Blood Pressure (mm/hg)	/
Body Composition	
Men	
Chest	
Abdomen	
Thigh	
% Body Fat Sum ____ Total (%) ____	
Women	
Tricep	
Suprailium	
Thigh	
% Body Fat Sum ____ Total (%) ____	
Anthropometric Measurements	
Arms (Right and Left)	R L
Legs (Right and Left)	R L
Waist	
Hips	
Chest	
Muscular Endurance	
Situps (consecutive)	
Pushups (consecutive)	
Muscular Strength	
Leg Press (1 RM) (lb)	
Bench Press (1 RM) (lb)	
Flexibility	
Sit and Reach Trial 1	inches
Trial 2	inches
Trial 3	inches
Highest Measurement	inches
Cardiovascular Endurance	
1.5 mile Run	min. sec.
12-minute Run/Walk	distance
Harvard Step Test: HR	
HR at 1 minute	
Other	

NORM CHART

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

Classification	Men	Women
Essential fat	no less than 5%	no less than 8%
Desirable fatness for good health	10% - 25%	18% - 30%
Desirable fatness for good performance	5% - 13%	12% - 22%
Overfatness	more than 25%	more than 30%

Blood Pressure Chart

Systolic	
145 - over	Hypertension
135-145	Borderline Hypertension
105-135	Normal Range
100-105	Borderline Hypotension
less than 100	Hypotension

Diastolic	
90 - over	Hypertension
85 - 90	Borderline Hypertension
60 - 85	Normal Range
less than 60	Borderline Hypotension

Resting Heart Rate (Men)

Excellent	42-54
Good	55-60
Average	62-67
Fair	69-74
Poor	78-99

Resting Heart Rate (Women)

Excellent	47-58
Good	60-65
Average	67-71
Fair	73-79
Poor	81-90

Standard Values for Situp Endurance (Age in Years)

Rating	20-29	30-39	40-49	50-59	60+
Men					
Excellent	>48	>40	>35	>30	>25
Good	43-47	35-39	30-34	25-29	20-24
Average	37-42	29-34	24-29	19-24	14-19
Fair	33-36	25-28	20-23	15-18	10-13
Poor	<32	<24	<19	<14	<9
Women					
Excellent	>44	>36	>31	>26	>21
Good	39-43	31-35	26-30	21-25	16-20
Average	33-38	25-30	19-25	15-20	10-15
Fair	29-32	21-24	16-18	11-14	6-9
Poor	<28	<20	<15	<10	<5

12-Minute Walk/Run (Age in Years)

Classification	17-26	27-39	40-49	50+
Men				
High	1.80+	1.60+	1.50+	1.40+
Good	1.55-1.79	1.45-1.6	1.40-1.49	1.2-1.3
Marginal	1.35-1.54	1.3-1.44	1.25-1.39	1.1-1.2
Low	<1.35	<1.30	<1.25	<1.10
Women				
High	1.45+	1.35+	1.25+	1.15+
Good	1.25-1.44	1.2-1.34	1.15-1.24	1.0-1.15
Marginal	1.15-1.24	1.05-1.19	1.0-1.14	.95-1.0
Low	<1.15	<1.05	<1.00	<.94

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

Rating	20-29	30-39	40-49	50-59	60+
Men					
Exc.	>2.08	>1.88	>1.76	>1.66	>1.56
Good	2.0-2.07	1.8-1.87	1.7-1.75	1.6-1.65	1.5-1.55
Average	1.83-1.99	1.63-1.79	1.56-1.69	1.46-1.59	1.37-1.4
Fair	1.65-1.82	1.55-1.62	1.5-1.55	1.4-1.45	1.3-1.36
Poor	<1.64	<1.54	<1.49	<1.39	<1.30
Women					
Exc.	>1.63	>1.42	>1.32	>1.26	>1.15
Good	1.54-1.62	1.35-1.41	1.26-1.31	1.13-1.25	1.1-1.14
Average	1.35-1.53	1.2-1.34	1.12-1.25	.99-1.12	.92-1.07
Fair	1.26-1.34	1.13-1.19	1.06-1.11	.86-.98	.85-.91
Poor	<1.25	<1.12	<1.05	<.85	<.84

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

Rating	20-29	30-39	40-49	50-59	60+
Men					
Exc.	>1.26	>1.08	>.97	>.86	>.78
Good	1.17-1.25	1.01-1.07	.91-.96	.81-.85	.74-.77
Average	.97-1.16	.86-1.0	.78-.90	.70-.80	.64-.73
Fair	.88-.96	.79-.85	.72-.77	.65-.69	.60-.63
Poor	<.87	<.78	<.71	<.85	<.84
Women					
Exc.	>.78	>.66	>.61	>.54	>.55
Good	.72-.77	.62-.65	.57-.60	.51-.53	.51-.54
Average	.59-.71	.53-.61	.48-.56	.43-.50	.41-.50
Fair	.53-.58	.49-.52	.44-.47	.40-.42	.37-.40
Poor	<.52	<.48	<.43	<.39	<.36

Standard Values for Pushup Endurance (Age in Years)

Rating	20-29	30-39	40-49	50-59	60+
Men					
Excellent	>55	>45	>40	>35	>30
Good	45-54	35-44	30-39	25-34	20-29
Average	35-44	25-34	20-29	15-24	10-19
Fair	20-34	15-24	12-19	8-14	5-9
Poor	<19	<14	<11	<7	<4
Women					
Excellent	>49	>40	>35	>30	>20
Good	34-48	25-39	20-34	15-29	5-19
Average	17-33	12-24	8-19	6-14	3-4
Fair	6-16	4-11	3-7	2-5	1-2
Poor	<5	<3	<2	<1	<0

Standard Values for Flexibility in Inches (Age in Years)

Rating	20-29	30-39	40-49	50-59	60+
Men					
Exc.	>22	>21	>20	>19	>18
Good	19-21	18-20	17-19	16-18	15-17
Average	13-18	12-17	11-16	10-15	9-14
Fair	10-12	9-11	8-10	7-9	6-8
Poor	<9	<8	<7	<6	<5
Women					
Exc.	>24	>23	>22	>21	>20
Good	22-23	21-22	20-21	19-20	18-19
Average	16-21	15-20	14-19	13-18	12-17
Fair	13-15	12-14	11-13	10-12	9-11
Poor	<12	<11	<10	<9	<8

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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-clotting 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.

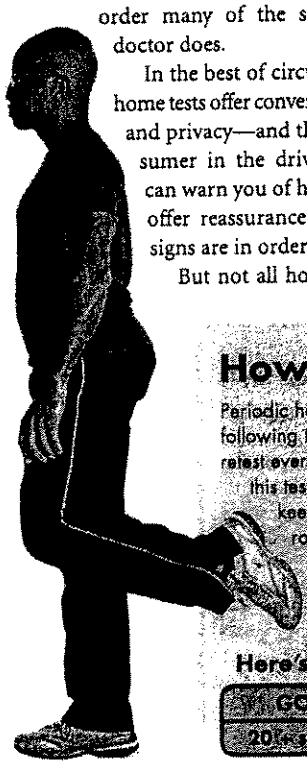
But not all home tests are accurate or easy to use. Even when they are, it often takes a medical professional's help to make sense of the results. "Home tests can help people become better partners in their health care," says Michele Curtis, M.D., associate professor of obstetrics and gynecology at the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



How to test your BALANCE

Periodic home fitness tests can motivate you to stick with a program. Use the following test, as well as those on page 5, to establish a baseline and then retest every six weeks or so to track your progress. Have someone time you for this test and, if you're frail, stand by you in case you start to fall. Begin by keeping your eyes open and your arms hanging limp at your sides, then raise one foot and balance on the other. Time how long you can stay in that position. Compare the best of three tries against the chart below. Any exercise that strengthens your legs and core muscles can improve balance, as can activities such as tai chi and yoga.

Here's how you rate:

GOOD	FAIR	NEEDS WORK	POOR
20+ seconds	12–19 seconds	6–11 seconds	0–5 seconds

Results

Name: Vanessa Pavicic Instructor: Evans

Fitness Category	Pre-Value	Standard	Post-Value	Standard
Example: Age 20, Female *Cardiovascular Endurance*	*1.23 miles*	*Marginal*	*1.26 miles*	*Good*
Resting Heart Rate	72	Avg	68	AVG
Blood Pressure	110/70	AVG	100/68	Excell
Body Composition	28.1 22 32 32		26 20 30 27	↑
Muscular Endurance				
Sit-ups	10	Poor	30	Average
Push-ups	5	Fair	20	Average
Chin-ups	0	Low	0	Low
Muscular Strength				
Bench Press	85	Fair	95	Average
Leg Press	335	excellent	340	Excellent
Flexibility				
Sit and Reach	18	Average	22 1/4	Good
Zipper Test			R-2 L-0	Low
Cardiovascular Endurance				
Kinesthetic Sense	4.06	Poor	8.12	Average

Comments:

Results

Name: Tyler Lokey Instructor: Evans

Fitness Category	Pre-Value	Standard	Post-Value	Standard
Example: Age 20, Female *Cardiovascular Endurance*	*1.23 miles*	*Marginal*	*1.26 miles*	*Good*
Resting Heart Rate	65	avg	65	avg
Blood Pressure	106	normal	106	normal
Body Composition	5-13%	good	5-13%	good
Muscular Endurance				
Sit-ups	37	avg	45	good
Push-ups	< 19	poor	35	avg
Chin-ups	< 6	low	< 6	low
Muscular Strength				
Bench Press	< .87	poor	< .87	poor
Leg Press	1.83	avg	1.9	avg
Flexibility				
Sit and Reach	19	good	21	good
Zipper Test	5+ 4+	high perf	5+ 4+	high perf
Cardiovascular Endurance				
Kinesthetic Sense	12-24 8	good	>24 8	excellent

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 1100.002 Number Tested/Answered Correctly: 13 / 13

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

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

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

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

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

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 1100.002 Number Tested/Answered Correctly: 13 / 13

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

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

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

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

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

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

Total: _____/_____ Passing (%) _____

Key

Lot-Training PHED 1100
Midterm Spr 09

Name: Evans Class:_____ Date:_____

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. 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
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____13. For health and fitness, how many sets should you perform?
a. 1
b. 2
c. 3
d. 4

15, 16, 17, 18

____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
(d) all the above

____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 _____ repetitions
(a.) 12
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c. 5
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____24. A "set" in strength training refers to
a. a given quantity of exercises?
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c. the starting position prior to lifting the weight
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____25. Which of the following exercises helps develop the pectoralis major muscles?
a. bench press
b. squat
c. arm curl
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____27. Which of the following refers to the positive phase of the lift
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____29. All of the following are traits of using free weights except:
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____30. Which of the following is the best exercise for the deltoids
a. crunches
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____31, The best advise about replacing fluids during the less than one hour exercise is to:
a. avoid drinking during exercise.
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c. choose fluid that contains glucose.
d. choose fluid that contain 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
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____33. The deposition of plaque along the inside of artery walls is called:
a. atherosclerosis
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____34. Which of the following will lead to a reduction in heart disease risk?
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____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
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c. Hamstrings and lower back
d. Buttocks and outside of thighs
e. Upper back and top of shoulders (deltoids)

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b. progression
c. adaptation
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c. muscle
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c. muscle
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____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
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e 44. Muscle Size Gain
b 45. To increase the strength of a muscle, that muscle must be worked
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e 49. Multi station muscle endurance workout
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d 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.

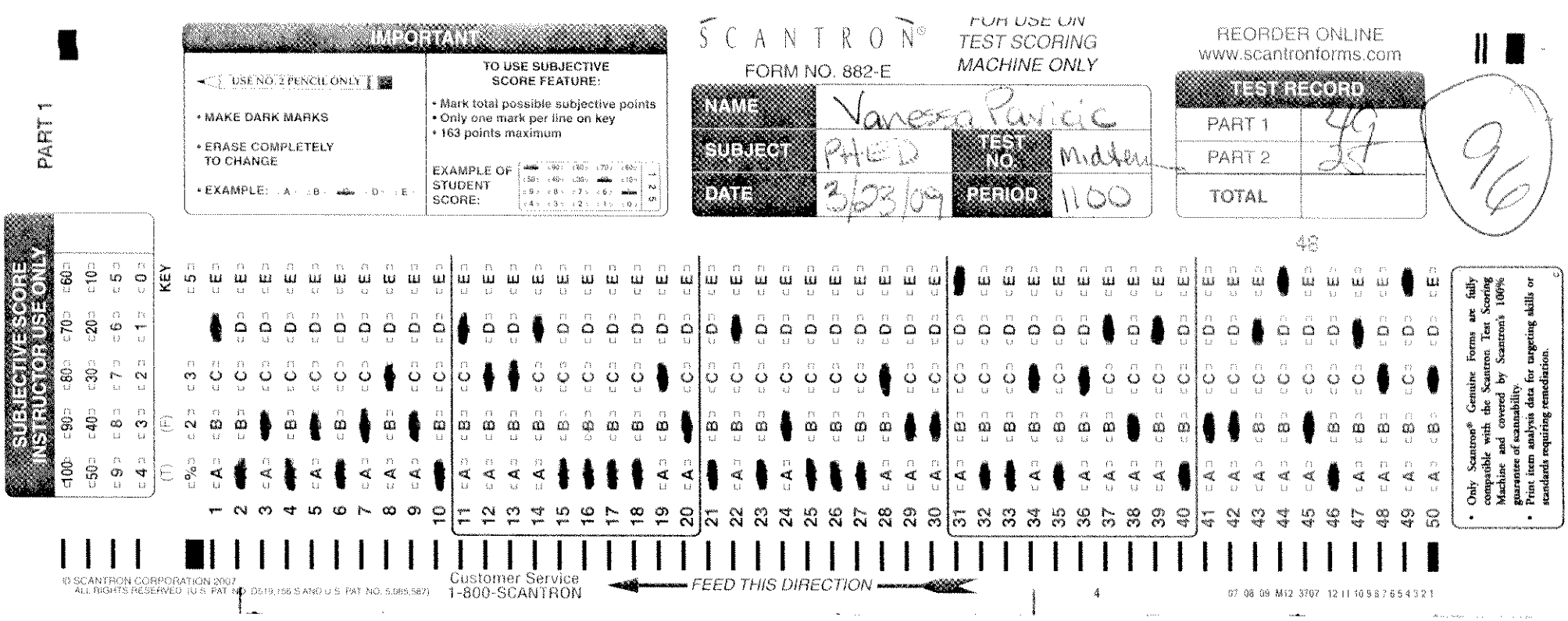
1. Cardiorespiratory endurance - ability of heart lungs to deliver O_2 to working muscles
2. Muscle Strength - the amount of force a muscle can exert at one time
3. muscle endurance - ability of a muscle to contract repeatedly over a period of time
4. flexibility - range of motion in a joint or group 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. ↑ sleep
2. ↓ cholesterol
3. ↓ BP
4. ↑ improve mental outlook
5. ↓ risk of diabetes


PART 1
IMPORTANT
USE NO. 2 PENCIL ONLY
• MAKE DARK MARKS
• ERASE COMPLETELY TO CHANGE
• EXAMPLE: A B D E
TO USE SUBJECTIVE SCORE FEATURE:
• Mark total possible subjective points
• Only one mark per line on key
• 163 points maximum
EXAMPLE OF STUDENT SCORE:
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NAME Vanessa Pavicic
SUBJECT PHED
TEST NO. Midterm
DATE 3/03/09
PERIOD 1100
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PART 1 39
PART 2 37
TOTAL
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Name: Vanessa Pavicic Class: PHED 1100 Date: 3/23/09

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d. lifestyle
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Matching

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d. Pyramid
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/25

Essay

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F= Frequency - how often; I= Intensity - how hard
T= Time - how long; T= Type - the kind of exercise

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2. muscular Strength - amount of force a muscle can exert.
3. Muscular Endurance - the ability of a muscle to contract repeatedly w/out fatigue
4. Flexibility - range of motion around a joint
5. Body composition - amount of lean vs. fat tissue

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. mental wellness
2. prevent or delay many diseases
3. improves immune system
4. better motivation
5. promotes self esteem & leads to more positive interactions

SUBJECTIVE SCORE
INSTRUCTOR USE ONLY

□100□	□90□	□80□	□70□	□60□
□50□	□40□	□30□	□20□	□10□
□9□	□8□	□7□	□6□	□5□
□4□	□3□	□2□	□1□	□0□

PART 1

	(T)	(F)			KEY
	□%□	□2□	□3□		□5□
1	□A□	□B□	□C□	▬	□E□
2	□A□	▬	□C□	□D□	□E□
3	□A□	□B□	▬	□D□	□E□
4	▬	□B□	□C□	□D□	□E□
5	□A□	▬	□C□	□D□	□E□
6	▬	□B□	□C□	□D□	□E□
7	▬	□B□	□C□	□D□	□E□
8	▬	□B□	□C□	□D□	□E□
9	□A□	□B□	□C□	▬	□E□
10	□A□	▬	□C□	□D□	□E□
11	▬	□B□	□C□	□D□	□E□
12	□A□	□B□	▬	□D□	□E□
13	□A□	□B□	▬	□D□	□E□
14	□A□	□B□	□C□	▬	□E□
15	▬	□B□	□C□	□D□	□E□
16	▬	□B□	□C□	□D□	□E□
17	▬	□B□	□C□	□D□	□E□
18	▬	□B□	□C□	□D□	□E□
19	▬	□B□	□C□	□D□	□E□
20	□A□	▬	□C□	□D□	□E□
21	□A□	□B□	□C□	▬	□E□
22	□A□	□B□	▬	□D□	□E□
23	□A□	□B□	▬	□D□	□E□
24	□A□	▬	□C□	□D□	□E□
25	▬	□B□	□C□	□D□	□E□
26	□A□	□B□	▬	□D□	□E□
27	▬	□B□	□C□	□D□	□E□
28	□A□	□B□	▬	□D□	□E□
29	□A□	□B□	□C□	▬	□E□
30	□A□	□B□	▬	□D□	□E□
31	□A□	□B□	□C□	□D□	▬
32	▬	□B□	□C□	□D□	□E□
33	▬	□B□	□C□	□D□	□E□
34	□A□	▬	□C□	□D□	□E□
35	▬	□B□	□C□	□D□	□E□
36	□A□	□B□	▬	□D□	□E□
37	□A□	□B□	□C□	▬	□E□
38	□A□	▬	□C□	□D□	□E□
39	□A□	□B□	□C□	▬	□E□
40	▬	□B□	□C□	□D□	□E□
41	□A□	▬	□C□	□D□	□E□
42	□A□	▬	□C□	□D□	□E□
43	□A□	□B□	□C□	▬	□E□
44	□A□	▬	□C□	□D□	□E□
45	□A□	□B□	□C□	□D□	▬
46	▬	□B□	□C□	□D□	□E□
47	□A□	□B□	□C□	▬	□E□
48	□A□	□B□	▬	□D□	□E□
49	▬	□B□	□C□	□D□	□E□
50	□A□	□B□	▬	□D□	□E□

IMPORTANT

USE NO. 2 PENCIL ONLY

- MAKE DARK MARKS
- ERASE COMPLETELY TO CHANGE
- EXAMPLE: ▬ ▬ ▬ ▬ ▬

TO USE SUBJECTIVE SCORE FEATURE:

- Mark total possible subjective points
- Only one mark per line on key
- 163 points maximum

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PART 1	
PART 2	15
TOTAL	

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SEEN THIS QUESTION

93

Name: JEFFREY FREY Class:_____ Date:_____

MIDTERM

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

D 1. Aerobic fitness is also referred to as
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C 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

C 13. For health and fitness, how many sets should you perform?
   a. 1
   b. 2
   c. 3
   d. 4

D 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

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

B 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

D 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

C 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 %

C 23. To develop muscular endurance, an individual should train with at least _____ repetitions
a. 12
b. 2
c. 5
d. 8

B 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

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

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

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

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

D 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

C 30. Which of the following is the best exercise for the deltoids
a. crunches
b. overhead press
c. flys
d. lat pull down

E 31. The best advise 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 contain salt.
e. drink water before, after, and during exercise.

A 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

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

B 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

A 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

C 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)

D 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

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

D 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

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

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

B 42. What type of muscle contraction occurs when using a stairmaster machine?
a. isotonic
b. isokinetic
c. isometric
d. eccentric
e. concentric

D 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
b. Principle of Specificity
c. Atrophy
d. Overload Principle
e. Hypertrophy

B 44. Muscle Size Gain
E 45. To increase the strength of a muscle, that muscle must be worked
A 46. Over time the resistance must be increased to continue strength gains
D 47. To increase strength in a muscle that muscle must be put through more of a load than it is accustomed
C 48. Muscle size loss

a. Supersets
b. Deltoid
c. Pectorals
d. Pyramid
e. Circuit

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

+15

Essay

1. Define the parameters of the FITT concept.

BASIC PHILOSOPHY OF WHAT IS NECESSARY TO GAIN TRAINING EFFECT FROM AN EXERCISE PROGRAM

0

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 ⇒ RATIO LEAN BODY MASS TO FAT BODY MASS

+10

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

0

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 GOOD BODY MASS
5. REDUCE HIGH BLOOD PRESSURE

+5

SUBJECTIVE SCORE INSTRUCTOR USE ONLY

100	90	80	70	60
50	40	30	20	10
9	8	7	6	5
4	3	2	1	0

PART 1

	(T)	(F)			KEY
	%	2	3		5
1	A	B	C	■	E
2	A	■	C	D	E
3	A	■	C	D	E
4	■	B	C	D	E
5	A	■	C	D	E
6	■	B	C	D	E
7	A	■	C	D	E
8	A	B	■	D	E
9	A	B	C	■	E
10	■	B	C	D	E
11	■	B	C	D	E
12	A	B	■	D	E
13	A	B	■	D	E
14	A	B	C	■	E
15	■	B	C	D	E
16	■	B	C	D	E
17	■	B	C	D	E
18	■	B	C	D	E
19	■	B	C	D	E
20	A	■	C	D	E
21	■	B	C	D	E
22	A	B	C	■	E
23	■	B	C	D	E
24	A	■	C	D	E
25	■	B	C	D	E
26	■	B	C	D	E
27	■	B	C	D	E
28	A	B	■	D	E
29	A	B	C	■	E
30	A	B	■	D	E
31	A	B	C	D	■
32	■	B	C	D	E
33	A	B	■	D	E
34	A	■	C	D	E
35	■	B	C	D	E
36	A	B	■	D	E
37	A	B	C	■	E
38	A	■	C	D	E
39	A	B	C	■	E
40	■	B	C	D	E
41	A	■	C	D	E
42	A	■	C	D	E
43	A	B	C	■	E
44	A	B	C	D	■
45	A	■	C	D	E
46	■	B	C	D	E
47	A	B	C	■	E
48	A	B	■	D	E
49	A	B	C	D	■
50	A	B	■	D	E

Customer Service

FEED THIS DIRECTION

IMPORTANT

- USE NO. 2 PENCIL ONLY
- MAKE DARK MARKS
- ERASE COMPLETELY TO CHANGE
- EXAMPLE: A B ■ D E

TO USE SUBJECTIVE SCORE FEATURE:

- Mark total possible subjective points
- Only one mark per line on key
- 163 points maximum

EXAMPLE OF STUDENT SCORE:

SCANTRON®

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NAME	Taylor Lokey
SUBJECT	[illegible]
DATE	3/21/09
TEST NO.	
PERIOD	

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TEST RECORD

PART 1	
PART 2	25
TOTAL	

44

92

Name: Tyler Lokey Class: WTS Date: _____

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

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c. hypercholesteremia
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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
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c. Cardiovascular fitness
d. Flexibility
e. Strength

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Matching

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d. Overload Principle
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e 44. Muscle Size Gain
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a. Supersets
b. Deltoid
c. Pectorals
d. Pyramid
e. Circuit

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

+25

Essay

1. Define the parameters of the FITT concept.

+4 Frequency – how often one exercises. 3-5 days/week for cardio 2-3 days/week for weights.
Intensity – how hard one exercises. It should be around 60-85% of your training zone.
Time – how long. 20-60 min of aerobics ~~Type~~ – type of exercise. Cardio/aerobic Muscular/anaerobic, etc.

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

+10
1. Cardiorespitory 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.

+6
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.

+5
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

PART 1

SUBJECTIVE SCORE INSTRUCTOR USE ONLY

100	90	80	70	60
50	40	30	20	10
9	8	7	6	5
4	3	2	1	0

(T) (F) KEY

	%	2	3		5
1	A	■	C	D	E
2	A	■	C	D	E
3	A	B	C	■	E
4	A	B	C	■	E
5	A	■	C	D	E
6	A	B	■	D	E
7	■	B	C	D	E
8	A	B	■	D	E
9	A	B	C	■	E
10	■	B	C	D	E
11	A	B	C	■	E
12	■	B	C	D	E
13	A	B	■	D	E
14	A	B	■	D	E
15	A	B	C	D	■
16	A	B	■	D	E
17	A	B	C	■	E
18	A	■	C	D	E
19	A	B	■	D	E
20	A	■	C	D	E
21	A	B	C	■	E
22	A	B	■	D	E
23	A	■	C	D	E
24	A	B	■	D	E
25	A	■	C	D	E
26	A	B	C	■	E
27	A	B	■	D	E
28	■	B	C	D	E
29	■	B	C	D	E
30	A	■	C	D	E
31	■	B	C	D	E
32	■	B	C	D	E
33	A	B	C	■	E
34	A	B	■	D	E
35	A	B	■	D	E
36	A	B	■	D	E
37	■	B	C	D	E
38	A	B	C	■	E
39	A	■	C	D	E
40	A	■	C	D	E
41	A	B	C	D	E
42	A	B	C	D	E
43	A	B	C	D	E
44	A	B	C	D	E
45	A	B	C	D	E
46	A	B	C	D	E
47	A	B	C	D	E
48	A	B	C	D	E
49	A	B	C	D	E
50	A	B	C	D	E

Customer Service

FEED THIS DIRECTION

IMPORTANT

- USE NO. 2 PENCIL ONLY
- MAKE DARK MARKS
- ERASE COMPLETELY TO CHANGE
- EXAMPLE: A B ■ D E

TO USE SUBJECTIVE SCORE FEATURE:

- Mark total possible subjective points
- Only one mark per line on key
- 163 points maximum

EXAMPLE OF STUDENT SCORE:

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NAME	Vanessa Pavicic
SUBJECT	PHED 1100
DATE	5/11/09
TEST NO.	
PERIOD	

Final Exam

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TEST RECORD

PART 1	39
PART 2	30
TOTAL	

39

98 / 73

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Vanessa Pavicic

Nutrition Essay
Susan Evans

+30

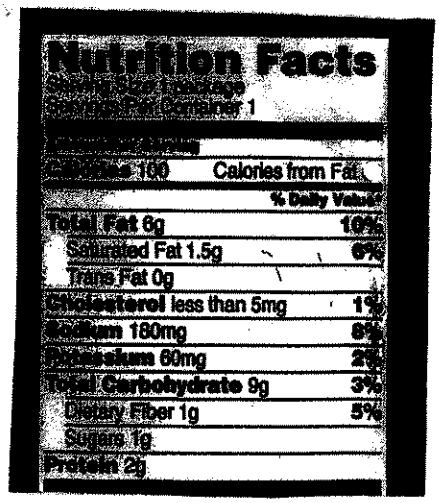
1. List the six basic nutrients which the body needs and state or define their function.

Protien - building blocks
Carbs - energy
water - Hydration
minerals - Bone + nerve health
Vitamins - cell function, metabolism
Fat - warmth protection

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

Vitamins ADEK
A - retna 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

SUBJECTIVE SCORE INSTRUCTOR USE ONLY

PART 1

100	90	80	70	60
50	40	30	20	10
9	8	7	6	5
4	3	2	1	0

	(T)	(F)			KEY
	%	2	3		5
1	A	●	C	D	E
2	●	B	C	D	E
3	A	B	C	●	E
4	A	B	C	●	E
5	A	●	C	D	E
6	A	B	●	D	E
7	●	B	C	D	E
8	A	B	●	D	E
9	A	B	C	●	E
10	●	B	C	D	E
11	A	B	C	●	E
12	A	B	●	D	E
13	A	●	C	D	E
14	A	B	●	D	E
15	A	B	C	D	●
16	A	●	C	D	E
17	A	B	C	●	E
18	A	●	C	D	E
19	A	B	●	D	E
20	A	●	C	D	E
21	A	B	C	●	E
22	A	●	C	D	E
23	A	●	C	D	E
24	A	B	C	●	E
25	A	●	C	D	E
26	A	●	C	D	E
27	A	B	●	D	E
28	●	B	C	D	E
29	●	B	C	D	E
30	A	●	C	D	E
31	●	B	C	D	E
32	●	B	C	D	E
33	A	B	C	●	E
34	A	B	●	D	E
35	A	●	C	D	E
36	A	B	●	D	E
37	A	●	C	D	E
38	●	B	C	D	E
39	A	●	C	D	E
40	A	●	C	D	E
41	A	B	C	D	E
42	A	B	C	D	E
43	A	B	C	D	E
44	A	B	C	D	E
45	A	B	C	D	E
46	A	B	C	D	E
47	A	B	C	D	E
48	A	B	C	D	E
49	A	B	C	D	E
50	A	B	C	D	E

Customer Service

FEED THIS DIRECTION

IMPORTANT

- USE NO. 2 PENCIL ONLY
- MAKE DARK MARKS
- ERASE COMPLETELY TO CHANGE
- EXAMPLE: A B ● D E

TO USE SUBJECTIVE SCORE FEATURE:

- Mark total possible subjective points
- Only one mark per line on key
- 163 points maximum

EXAMPLE OF STUDENT SCORE:

SCANTRON®

FORM NO. 882-E

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NAME: Tyler [illegible]

SUBJECT: [illegible]

DATE: 4/2/09

TEST NO. 8

PERIOD:

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TEST RECORD

PART 1	31
PART 2	30
TOTAL	—

31

27

Tyler Hoke

+20

Nutrition Essay
Susan Evans

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 substances called chemical element
Fats - store energy and keep us warm

+12

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

5

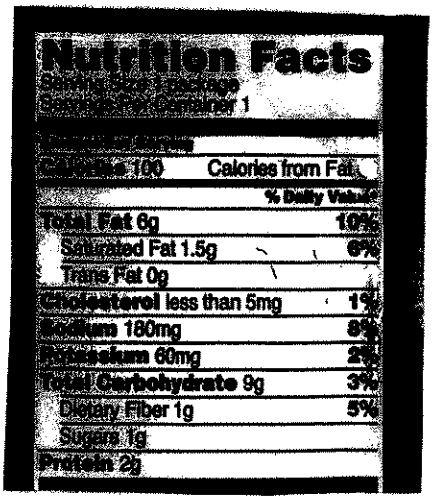
3. **Using the food label at right, calculate the following:**
Number the calories per serving from each nutrient:

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

0

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

0

5. **Name 3 nutritional analysis internet sites?**

www.nutritiondata.com
www.fitday.com
www.eatingwell.com

3

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.

Excellent

Vanessa Pavicic

Coach Evans

PHED 1100 C-02

02/12/09

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.

incomplete

Tyler Lokey
Basic Weight Training
Feb. 18, 2009

TRAPEZIUS

Free weight Exercise: Shrugs

Machine Exercise: Lat Pulls

Home Exercise: Dips

Stretch: Shoulder Rolls

Art Continuous Improvement Plan 2007 - 2009

Yr	Course No.	SLO	Level of Learning	Continuous Improvement Action	Assessment Method	Data-Driven Decision Making Benchmark	Status
2008-09	ARTS 1301	Develop an appreciation of the aesthetic principles that guide or govern the humanities and arts; specifically, identify the term "Value" and its application in major works of art.	3, 4 & 6 Application, Analysis, & Evaluation	The aesthetic elements and principles, including *value* , will be first identified in Chapters 2&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.*	Common	62%	TBD
2007-08	ARTS 1301	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.	3, 4 & 6 Application, Analysis, & Evaluation	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 (“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 to the classroom material.	Common	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.	Met

Economics Continuous Improvement Plan 2007 - 2009

Yr	Course No.	SLO	Level of Learning	Continuous Improvement Action	Assessment Method	Data-Driven Decision Making Benchmark	Status
2008-09	ECON 2301	Apply the appropriate fiscal or monetary policy to reduce certain macro-economic problems	3, Application	Faculty will use the MyEcon Lab homework and quiz program that is available with our new textbook. Faculty will be encourages to follow the learning objectives for the focus area and use study guides for exams.	Common (new set)	Standard for Target met, but continuing target another year to ensure gains.	TBD
2007-08	ECON 2301	Apply the appropriate fiscal or monetary policy to reduce certain macro-economic 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

English Continuous Improvement Plan 2007- 2009

Yr	Course No.	SLO	Level of Learning	Continuous Improvement Action	Assessment Method	Data-Driven Decision Making Benchmark	Status
2008-09	ENGL 1302	Apply appropriate conventions of documenting student work with the MLA format.	3-6 Application through analysis and evaluation	• 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.	Common	82% achieved / 18% did not achieve [Sampling included a total of 1519 students with 1250 achieved and 269 did not]	TBD
2007-08	ENGL 1302	Apply appropriate conventions of documenting student work with the MLA format.	3 Application	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.	Common	87% mastery (78% achieved mastery vs. 90% attempted & 10% nonattendance)	Met

Geology Continuous Improvement Plan 2007 - 2009

Yr	Course No.	SLO	Level of Learning	Continuous Improvement Action	Assessment Method	Data-Driven Decision Making Benchmark	Status
2008-09	GEOL 1401	Identifying basic structural features on maps, block diagrams and cross sections and infer how they were created.	1 & 2, Knowledge & Comprehension	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 & 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.	Common	57-62% of the students did not understand stream development (Q15,14,11)	TBD
2007-08	GEOL 1401	Identifying basic structural features on maps, block diagrams and cross sections and infer how they were created.	1 & 2, Knowledge & Comprehension	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	Common	Outcome: 59% in 2008_09 correctly answered Q# 25 re understand strike and dip symbols on geologic maps.	Met

Philosophy Continuous Improvement Plan 2007- 2009

Yr	Course No.	SLO	Level of Learning	Continuous Improvement Action	Assessment Method	Data-Driven Decision Making Benchmark	Status
2008-09	PHIL 1301	Analyze philosophical issues and problems as presented in primary sources.	4 & 6, Analysis & Evaluation	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.	Common	While our percentage of those who meet or exceeded in this category dropped to 59%, and while given that each year brings a different group of students with different levels of abilities, this SLO is fundamental to being able to be successful in the discipline.	TBD
2007-08	PHIL 1301	Analyze philosophical issues and problems as presented in primary sources.	4 & 6, Analysis & Evaluation	Develop targeted quizzes, in-class activities such as games, and electronic resources designed to aid mastery.	Common	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.	Not Met

Psychology Continuous Improvement Plan 2007 - 2009

Yr	Course No.	SLO	Level of Learning	Continuous Improvement Action	Assessment Method	Data-Driven Decision Making Benchmark	Status
2008-09	PSYC 2301	SLO # 2: "Demonstrate an understanding of the history of psychology and its development."	#3. Application	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.	Common	A new common measure will be created & pretested in Fall 2008. professors selected this SLO because it is so foundational.	TBD
2007-08	PSYC 2301	SLO # 2: "Demonstrate an understanding of the scientific methods used to study behavior and mental processes."	#3. Application	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 "email discussion" of how they presented materials on research methods in the classroom, sharing ideas, materials and methods that "work" for them.	Common	Outcome: 77.5% (N=1,422) indicates that students met the standard of 75%, and demonstrated general mastery of the material.	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.

	2005			2006			2007		
	CD	LCD	%	CD	LCD	%	CD	LCD	%
Econ 2301	677	503	74%	756	610	81%	877	750	86%
Econ 2302	626	543	87%	723	617	85%	634	559	88%

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?

	2005			2006			2007		
	CD	LCD	%	CD	LCD	%	CD	LCD	%
Econ 2301:									
Full Time	250	197	79%	370	309	84%	408	349	86%
Part Time	424	303	71%	480	375	78%	545	458	84%
Econ 2302:									
Full Time	275	228	83%	370	309	84%	408	349	86%
Part Time	350	314	90%	351	306	87%	225	209	93%

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)

	Fall 2004			Fall 2005			Fall 2006			Fall 2007		
	CD	LCD	S	CD	LCD	S	CD	LCD	S	CD	LCD	S
Econ 2301	625	431	331	674	500	368	735	589	478	842	717	603
Econ 2302	637	513	435	625	542	474	722	616	509	633	558	501

	Spring 2004			Spring 2005			Spring 2006			Spring 2007		
	CD	LCD	S	CD	LCD	S	CD	LCD	S	CD	LCD	S
Econ 2301	613	483	384	598	481	400	623	489	391	686	568	465
Econ 2302	566	475	407	591	517	448	592	525	463	667	583	576

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)

EXEMPLARY EDUCATIONAL OBJECTIVES: STUDENTS WILL . . .
12. TO IDENTIFY and understand differences and commonalties 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

>>> Kathleen Fenton 10/27/2008 3:32 PM >>>
HI, Tom

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.*
ment.

Fall 2008 Core Curriculum Assessment (AA & AS)

Phase 1
(compiled discipline results for ENVR_GEOL)

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.

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)

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.

They are linked by the administering of district-wide departmental final lab exams. The SLOs integrate the BCs and ELOs because we teach information as a synthesis to show how geology/earth 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.

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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

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?

	SLO 1	SLO 2	SLO 3
LEARNING OBJECTIVE:	**Identify the style period of a piece of Western Art music after hearing it**	**Articulate and discuss the traits of any of the major eras of Western Art music**	**Identify particular instruments playing in an orchestral or chamber piece**
Selection of Assignments for Core Assessment	Quizzes, Exams, Class Discussion	Concert Critique, Debate, Class Discussion, Discussion Postings	Quizzes, Exams, Concert Critique, Class Discussion
4 - Successful Attainment	After instruction, student can identify the time/culture associated with 20 or more pieces of music without assistance.	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...	When asked to speak or write about musical instruments or styles associated with a particular time period or culture, the student presents several accurate facts, with no inaccurate or questionable facts.
3 - Engaged Attainment	After instruction, student can identify the time/culture associated with 15 pieces of music with little or no assistance.	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.	When asked to speak or write about musical instruments or styles associated with a particular time period or culture, the student presents 1-2 accurate facts, with no inaccurate or questionable facts.
2 - Foundational Attainment	After instruction, student can identify the time/culture associated with 10 pieces of music with little or no assistance	Accurately describes 1-2 dominant elements of music associated with a particular time period or culture.	When asked to speak or write about musical instruments or styles associated with a particular time period or culture, but also includes 1 or more inaccurate or questionable fact.
1- No Attainment	Cannot identify music by time/culture without significant assistance.	Has difficulty describing any dominant elements of music associated with a particular time period or culture.	Student cannot talk or write accurately about the instruments or styles associated with a particular time period or culture.

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.

INSTRUCTOR:	**1**	**2**	**3**	**4**	**5**
RENAISSANCE	7%	15%	25%	2%	0%
BAROQUE	18%	70%	50%	49%	13%
CLASSICAL	23%	45%	43%	33%	27%
ROMANTIC	28%	49%	47%	40%	36%
20th CENTURY	23%	34%	18%	17%	4.50%

Fall 2008 Core Curriculum Assessment (AA & AS)

Compiled Responses to Phase 2 questions

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 PHYS 1403 and PHYS 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 for Collin College 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:

	2005			2006			2007		
	CD	LCD	%	CD	LCD	%	CD	LCD	%
ANTH 2346	32	22	69%	34	25	74%	57	49	86%
ANTH 2351	147	101	69%	128	102	80%	86	66	77%
ECON 2301	677	503	74%	756	610	81%	877	750	86%
ECON 2302	626	543	87%	723	617	85%	634	559	88%
PSYC 2301	1,746	1,398	80%	1,945	1,600	82%	1,994	1,565	78%
SOCI 1301	1,294	1,020	79%	1,270	1,067	84%	1,302	1,105	85%
GOVT 2301	2,009	1,575	78%	2,279	1,848	81%	2,449	1,980	81%
GOVT 2302	1,396	1,114	80%	1,597	1,277	80%	1,730	1,419	82%
HIST 1301	2,460	2,003	81%	2,690	2,151	80%	2,696	2,145	80%
HIST 1302	1,633	1,330	81%	1,614	1,313	81%	1.696	1,400	83%
HIST 2301	91	66	73%	103	77	75%	157	122	78%

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

Course	Term	2004-05		2005-06		2006-07		2007-08		Enrolled 07-08
		Ret	Success	Ret	Success	Ret	Success	Ret	Success	
ENGL 1301	Fall	83	84 (70)	85	83 (70)	86	83 (72)	86	85 (73)	3703
	Spr	75	73 (55)	81	74 (60)	80	75 (60)	82	73 (60)	1715
ENGL 1302	Fall	75	82 (62)	80	83 (66)	77	82 (63)	76	81 (62)	1497
	Spr	82	86 (71)	81	86 (70)	85	89 (75)	86	86 (74)	2756
HUMA 1301	Fall	73	80 (59)	78	80 (62)	80	79 (64)	81	78 (63)	2024
	Spr	77	79 (61)	79	79 (63)	82	77 (64)	80	76 (61)	1684
PHIL 1301	Fall	69	76 (53)	71	75 (53)	77	74 (57)	80	76 (61)	594
	Spr	68	73 (49)	72	67 (48)	76	76 (57)	78	75 (58)	519
SPCH 1311	Fall	81	84 (68)	85	83 (71)	88	81 (71)	85	83 (71)	1619
	Spr	79	85 (67)	85	85 (72)	85	83 (70)	85	82 (70)	1408
SPCH 1315	Fall	77	89 (67)	77	84 (65)	78	85 (67)	79	82 (65)	377
	Spr	72	84 (61)	76	83 (63)	73	78 (57)	79	80 (63)	349

*** 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 on 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 I n 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.

Social Sciences:

	Fall 2004				Fall 2005				Fall 2006				Fall 2007			
	CD	LCD	S	%	CD	LCD	S	%	CD	LCD	S	%	CD	LCD	S	%
ANTH 2345					32	22	14	64%	34	25	17	68%	57	49	28	57%
ANTH 2351	124	98	77	79%	145	99	76	77%	128	102	76	75%	85	65	41	63%
ECON 2301	625	431	331	77%	674	500	368	74%	735	589	478	81%	842	717	603	84%
ECON 2302	637	513	435	85%	625	542	474	87%	722	616	509	83%	633	558	501	90%
PSYC 2301	1745	1346	1045	78%	1738	1390	999	72%	1934	1589	1212	76%	1987	1557	1108	71%
SOCI 1301	1355	1073	816	76%	1294	1018	776	76%	1270	1066	896	84%	1302	1104	872	79%
GOVT 2301	2057	1595	1263	79%	2004	1570	1222	78%	2277	1846	1429	77%	2436	1966	1482	75%
GOVT 2302	1458	1162	969	83%	1390	1107	852	77%	1575	1255	971	77%	1699	1388	1118	81%
HIST 1301	2377	1804	1333	74%	2446	1988	1515	76%	2642	2104	1539	73%	2635	2086	1522	73%
HIST 1302	1554	1245	963	77%	1617	1314	983	75%	1608	1307	976	75%	1683	1387	1048	76%
HIST 2301	23	17	17	100%	91	66	63	95%	103	77	66	86%	157	122	103	84%
TOTAL	4486	3461	2704	78%	4508	3571	2707	76%	4823	3987	3188	80%	4906	4050	3153	78%

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 for 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 fo 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.

Fall 2008 Core Curriculum Assessment (AA & AS)
Phase 3

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.

Texas Higher Education Coordinating Board
Academic Performance of 2-Year College Transfer Students at Texas Public Universities

COLLIN COUNTY COMMUNITY COLLEGE DISTRICT

Comparison of Developmental Education vs No Developmental Education Fall 2008

Institution	A Total Transfers Fall 2008	Developmental Education Prior to Transfer							D	No Developmental Education Prior to Transfer							G
		B	GPA for 1st Year at University					C		E	GPA for 1st Year at University					F	
		DE	< 2.0	2.0 - 2.49	2.5 - 2.99	3.0 - 3.49	> 3.5	Unk	Enroll Fall 2009	No DE	< 2.0	2.0 - 2.49	2.5 - 2.99	3.0 - 3.49	> 3.5	Unk	Enroll Fall 2009
LAMAR UNIVERSITY	6	3	0	1	1	0	1	0	3	3	1	0	0	0	2	0	3
MIDWESTERN STATE UNIVERSITY	16	13	5	2	4	0	2	0	7	3	0	0	0	1	2	0	3
SAM HOUSTON STATE UNIVERSITY	8	5	2	2	0	1	0	0	3	3	0	1	0	2	0	0	3
STEPHEN F. AUSTIN STATE UNIV	19	10	4	2	1	3	0	0	8	9	3	1	1	0	4	0	7
TARLETON STATE UNIVERSITY	5	5	3	0	0	2	0	0	3	0	0	0	0	0	0	0	0
TEXAS A&M UNIV-CORPUS CHRISTI	5	2	0	0	1	0	0	1	1	3	2	1	0	0	0	0	3
TEXAS A&M UNIVERSITY	21	4	1	0	2	0	1	0	4	17	1	2	7	3	4	0	16
TEXAS A&M UNIVERSITY-COMMERCE	56	31	3	2	6	8	12	0	24	25	0	1	3	10	10	1	19
TEXAS STATE UNIV - SAN MARCOS	33	18	3	2	6	4	3	0	17	15	2	3	3	5	2	0	15
TEXAS TECH UNIVERSITY	71	35	7	7	5	8	8	0	31	36	4	3	8	12	9	0	26
TEXAS WOMAN'S UNIVERSITY	78	53	7	2	8	15	21	0	42	25	5	2	3	5	10	0	20
U. OF TEXAS AT ARLINGTON	59	29	5	6	6	7	4	1	22	30	10	1	3	7	8	1	22
U. OF TEXAS AT AUSTIN	27	7	1	1	3	1	1	0	6	20	5	3	4	5	3	0	17
U. OF TEXAS AT DALLAS	366	153	12	21	38	49	31	2	123	213	24	32	43	52	61	1	166
UNIVERSITY OF HOUSTON	10	8	2	2	2	2	0	0	7	2	1	0	0	0	1	0	0
UNIVERSITY OF NORTH TEXAS	400	225	53	38	47	49	33	5	172	175	31	22	38	29	53	2	131
OTHER PUBLIC 4YR INSTITUTION	32	16	3	1	7	1	4	0	9	16	0	1	2	2	11	0	9
INSTITUTION TOTAL	1,212	617	111	89	137	150	121	9	482	595	89	73	115	133	180	5	460

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.

Texas Higher Education Coordinating Board
Academic Performance of 2-Year College Transfer Students at Texas Public Universities

COLLIN COUNTY COMMUNITY COLLEGE DISTRICT

Core Curriculum and Field of Study Transfers Fall 2008

Institution	A Total Transfers Fall 2008	Earned Core Curriculum Completer Prior to Transfer							Earned Field of Study Completer Prior to Transfer							
		B	GPA for 1st Year at University					C	D	E	GPA for 1st Year at University					F	G
		CCC	< 2.0	2.0 - 2.49	2.5 - 2.99	3.0 - 3.49	> 3.5	Unk	Enroll Fall 2009	FOS	< 2.0	2.0 - 2.49	2.5 - 2.99	3.0 - 3.49	> 3.5	Unk	Enroll Fall 2009
LAMAR UNIVERSITY	6	2	0	0	0	0	2	0	2	0	0	0	0	0	0	0	0
MIDWESTERN STATE UNIVERSITY	16	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0
SAM HOUSTON STATE UNIVERSITY	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
STEPHEN F. AUSTIN STATE UNIV	19	4	1	0	2	0	1	0	3	0	0	0	0	0	0	0	0
TARLETON STATE UNIVERSITY	5	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0
TEXAS A&M UNIV-CORPUS CHRISTI	5	2	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0
TEXAS A&M UNIVERSITY	21	6	1	0	1	2	2	0	6	1	1	0	0	0	0	0	1
TEXAS A&M UNIVERSITY-COMMERCE	56	21	2	0	2	7	10	0	15	0	0	0	0	0	0	0	0
TEXAS STATE UNIV - SAN MARCOS	33	3	0	0	2	0	1	0	3	0	0	0	0	0	0	0	0
TEXAS TECH UNIVERSITY	71	14	1	2	3	5	3	0	11	1	1	0	0	0	0	0	0
TEXAS WOMAN'S UNIVERSITY	78	25	1	1	1	11	11	0	20	3	0	1	0	1	1	0	3
U. OF TEXAS AT ARLINGTON	59	16	2	3	1	6	4	0	12	1	0	0	0	1	0	0	1
U. OF TEXAS AT AUSTIN	27	3	1	1	0	1	0	0	2	1	0	0	1	0	0	0	1
U. OF TEXAS AT DALLAS	366	135	10	14	34	34	41	2	109	9	0	0	1	4	3	1	7
UNIVERSITY OF HOUSTON	10	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0
UNIVERSITY OF NORTH TEXAS	400	122	14	14	25	29	37	3	98	7	1	0	4	2	0	0	7
OTHER PUBLIC 4YR INSTITUTION	32	10	0	0	4	1	5	0	6	0	0	0	0	0	0	0	0
INSTITUTION TOTAL	1,212	366	34	35	76	98	117	6	291	23	3	1	6	8	4	1	20

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.

Texas Higher Education Coordinating Board
Academic Performance of 2-Year College Transfer Students at Texas Public Universities

COLLIN COUNTY COMMUNITY COLLEGE DISTRICT

Academic and Technical Associate Degree Transfers Fall 2008

Institution	A Total Transfers Fall 2008	Earned Academic Associate Prior to Transfer								Earned Technical Associate Prior to Transfer							
		B	GPA for 1st Year at University					C	D	E	GPA for 1st Year at University					F	G
		Acad	< 2.0	2.0 - 2.49	2.5 - 2.99	3.0 - 3.49	> 3.5	Unk	Enroll Fall 2009	Tech	< 2.0	2.0 - 2.49	2.5 - 2.99	3.0 - 3.49	> 3.5	Unk	Enroll Fall 2009
LAMAR UNIVERSITY	6	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0
MIDWESTERN STATE UNIVERSITY	16	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0
SAM HOUSTON STATE UNIVERSITY	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
STEPHEN F. AUSTIN STATE UNIV	19	2	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0
TARLETON STATE UNIVERSITY	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TEXAS A&M UNIV-CORPUS CHRISTI	5	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
TEXAS A&M UNIVERSITY	21	3	0	0	1	1	1	0	3	0	0	0	0	0	0	0	0
TEXAS A&M UNIVERSITY-COMMERCE	56	17	1	0	1	6	9	0	12	1	0	0	0	0	1	0	1
TEXAS STATE UNIV - SAN MARCOS	33	3	0	0	2	0	1	0	3	0	0	0	0	0	0	0	0
TEXAS TECH UNIVERSITY	71	12	1	2	2	4	3	0	9	0	0	0	0	0	0	0	0
TEXAS WOMAN'S UNIVERSITY	78	19	1	1	0	9	8	0	14	3	0	1	0	0	2	0	1
U. OF TEXAS AT ARLINGTON	59	13	2	2	0	6	3	0	10	2	0	0	0	0	2	0	2
U. OF TEXAS AT AUSTIN	27	3	1	1	0	1	0	0	2	0	0	0	0	0	0	0	0
U. OF TEXAS AT DALLAS	366	115	8	12	31	29	33	2	92	2	0	1	1	0	0	0	1
UNIVERSITY OF HOUSTON	10	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0
UNIVERSITY OF NORTH TEXAS	400	104	9	11	23	27	31	3	89	5	0	1	0	1	3	0	4
OTHER PUBLIC 4YR INSTITUTION	32	9	0	0	4	1	4	0	5	2	0	0	0	0	2	0	0
INSTITUTION TOTAL	1,212	303	24	29	64	85	95	6	242	16	0	3	1	1	11	0	9

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 certficates.
Note - Other Public 4-Yr Institutions include universities who received less than 5 students from a community, state or technical college.

Texas Higher Education Coordinating Board
Academic Performance of 2-Year College Transfer Students at Texas Public Universities

COLLIN COUNTY COMMUNITY COLLEGE DISTRICT

Certificates and No Awards Fall 2008

Institution	A Total Transfers Fall 2008	Earned Certificate Prior to Transfer								No Award Prior to Transfer							
		B	GPA for 1st Year at University					C	D	E	GPA for 1st Year at University					F	G
		Certs	< 2.0	2.0 - 2.49	2.5 - 2.99	3.0 - 3.49	> 3.5	Unk	Enroll Fall 2009	No Awd	< 2.0	2.0 - 2.49	2.5 - 2.99	3.0 - 3.49	> 3.5	Unk	Enroll Fall 2009
LAMAR UNIVERSITY	6	0	0	0	0	0	0	0	0	5	1	1	1	0	2	0	5
MIDWESTERN STATE UNIVERSITY	16	0	0	0	0	0	0	0	0	15	5	2	4	1	3	0	10
SAM HOUSTON STATE UNIVERSITY	8	0	0	0	0	0	0	0	0	8	2	3	0	3	0	0	6
STEPHEN F. AUSTIN STATE UNIV	19	1	0	0	0	0	1	0	1	16	6	3	2	3	2	0	13
TARLETON STATE UNIVERSITY	5	0	0	0	0	0	0	0	0	5	3	0	0	2	0	0	3
TEXAS A&M UNIV-CORPUS CHRISTI	5	0	0	0	0	0	0	0	0	4	2	1	1	0	0	0	4
TEXAS A&M UNIVERSITY	21	0	0	0	0	0	0	0	0	18	2	2	8	2	4	0	17
TEXAS A&M UNIVERSITY-COMMERCE	56	0	0	0	0	0	0	0	0	38	2	3	8	12	12	1	30
TEXAS STATE UNIV - SAN MARCOS	33	0	0	0	0	0	0	0	0	30	5	5	7	9	4	0	29
TEXAS TECH UNIVERSITY	71	0	0	0	0	0	0	0	0	59	10	8	11	16	14	0	48
TEXAS WOMAN'S UNIVERSITY	78	1	0	0	0	0	1	0	1	55	11	2	11	11	20	0	46
U. OF TEXAS AT ARLINGTON	59	0	0	0	0	0	0	0	0	44	13	5	9	8	7	2	32
U. OF TEXAS AT AUSTIN	27	0	0	0	0	0	0	0	0	24	5	3	7	5	4	0	21
U. OF TEXAS AT DALLAS	366	0	0	0	0	0	0	0	0	249	28	40	49	72	59	1	196
UNIVERSITY OF HOUSTON	10	0	0	0	0	0	0	0	0	9	3	2	2	1	1	0	6
UNIVERSITY OF NORTH TEXAS	400	4	2	0	0	1	1	0	2	287	73	48	62	49	51	4	208
OTHER PUBLIC 4YR INSTITUTION	32	0	0	0	0	0	0	0	0	21	3	2	5	2	9	0	13
INSTITUTION TOTAL	1,212	6	2	0	0	1	3	0	4	887	174	130	187	196	192	8	687

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 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 certficates.
Note - Other Public 4-Yr Institutions include universities who received less than 5 students from a community, state or technical college.

CCLA

Collin College

2009-2010 CCLA INSTITUTIONAL REPORT

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.

Appendices

Appendices offer more detail on CCLA tasks, scoring and scaling, value-added equations, and the Student Data File.

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.

* SAT Math + Verbal, ACT Composite, or Scholastic Level Exam (SLE) scores on the SAT scale. Hereinafter referred to as Entering Academic Ability (EAA).

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.

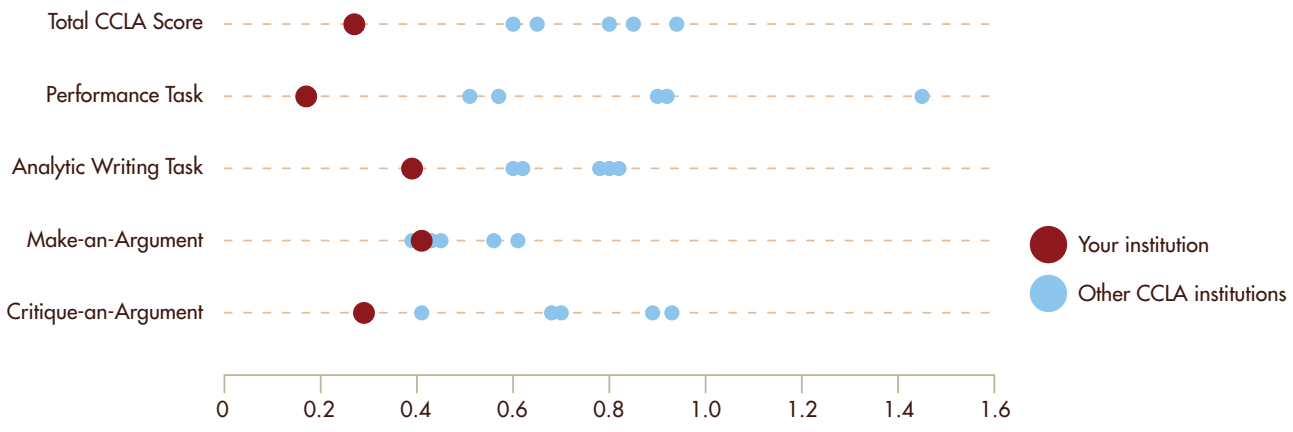
Growth Estimates

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.

3.1 Growth Estimates

	Mean CCLA Score (Entering)	Mean CCLA Score (Exiting)	CCLA Score Difference	Standard Deviation (Entering)	Effect Size
Total CCLA Score	1053	1096	43	162	0.27
Performance Task	1026	1054	28	164	0.17
Analytic Writing Task	1081	1142	61	158	0.39
Make-an-Argument	1070	1142	72	175	0.41
Critique-an-Argument	1092	1143	51	176	0.29

3.2 Effect Sizes



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

	Number of Students	Mean Score	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CCLA Score	99	1053	947	1162	162
Performance Task	50	1026	860	1135	164
Analytic Writing Task	49	1081	975	1177	158
Make-an-Argument	49	1070	917	1157	175
Critique-an-Argument	49	1092	981	1196	176
EAA	99	964	913	1032	103

3.4 CCLA Schools Testing Entering Students

	Number of Schools	Mean Score	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CCLA Score	7	1033	980	1087	54
Performance Task	7	998	947	1045	62
Analytic Writing Task	7	1069	1024	1113	49
Make-an-Argument	7	1080	1017	1154	67
Critique-an-Argument	7	1053	1001	1107	59
EAA	7	954	932	983	47

3.5 Entering Students Tested at CCLA Schools

	Number of Students	Mean Score	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CCLA Score	635	1031	917	1142	161
Performance Task	322	995	885	1105	158
Analytic Writing Task	313	1067	962	1166	156
Make-an-Argument	314	1073	924	1221	196
Critique-an-Argument	319	1058	934	1175	171
EAA	642	951	879	1030	122

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.

3.6 Exiting Students You Tested

	Number of Students	Mean Score	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CCLA Score	95	1096	1011	1196	166
Performance Task	49	1054	917	1155	180
Analytic Writing Task	46	1142	1063	1206	137
Make-an-Argument	46	1142	1040	1250	180
Critique-an-Argument	47	1143	1040	1228	155
EAA	96	973	922	1032	89

3.7 CCLA Schools Testing Exiting Students

	Number of Schools	Mean Score	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CCLA Score	6	1134	1099	1178	52
Performance Task	6	1103	1076	1145	44
Analytic Writing Task	6	1165	1119	1208	61
Make-an-Argument	6	1156	1125	1188	52
Critique-an-Argument	6	1170	1117	1228	77
EAA	6	968	970	993	35

3.8 Exiting Students Tested at CCLA Schools

	Number of Students	Mean Score	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CCLA Score	456	1135	1022	1259	172
Performance Task	231	1100	976	1226	175
Analytic Writing Task	225	1171	1064	1288	161
Make-an-Argument	225	1159	1029	1292	178
Critique-an-Argument	229	1178	1033	1321	197
EAA	460	973	896	1045	117

3.9 Student Sample Summary

	Number of Entering Students	Number of Exiting Students	Entering Student Percentage	Exiting Student Percentage	Percentage Difference
Transfer					
Transfer Students	21	9	21	9	-12
Non-Transfer Students	78	86	79	91	12
Gender					
Male	36	28	36	29	-7
Female	63	66	64	69	5
Decline to State	0	1	0	1	1
Primary Language					
English Primary Language	69	69	70	73	3
Other Primary Language	30	26	30	27	-3
Field of Study					
Sciences and Engineering	23	14	23	15	-8
Social Sciences	2	7	2	7	5
Humanities and Languages	12	10	12	11	-1
Business	11	13	11	14	3
Helping / Services	33	40	33	42	9
Undecided / Other / N/A	18	11	18	12	-6
Race / Ethnicity					
American Indian / Alaska Native	1	0	1	0	-1
Asian / Pacific Islander	16	13	16	14	-2
Black, Non-Hispanic	8	8	8	8	0
Hispanic	24	17	24	18	-6
White, Non-Hispanic	47	50	47	53	6
Other	1	1	1	1	0
Decline to State	2	6	2	6	4
Parent Education					
Less than High School	9	7	9	7	-2
High School	19	11	19	12	-7
Some College	29	40	29	42	13
Bachelor's Degree	20	22	20	23	3
Graduate or Professional Degree	22	15	22	16	-6

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

	Number of Schools	Mean Score	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CLA Score	159	1191	1133	1255	90
Performance Task	159	1156	1113	1204	89
Analytic Writing Task	159	1226	1155	1287	95
Make-an-Argument	159	1215	1155	1280	97
Critique-an-Argument	159	1235	1164	1302	97
EAA	159	1071	994	1130	107

4.2 Freshmen

	Number of Schools	Mean Score	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CLA Score	153	1092	1033	1156	93
Performance Task	153	1070	1010	1128	89
Analytic Writing Task	153	1115	1049	1183	101
Make-an-Argument	153	1118	1056	1194	108
Critique-an-Argument	153	1111	1040	1177	97
EAA	153	1054	979	1124	115

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
Willamette 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
Metairie 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
Socastee 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

Interest

How well does the student maintain the reader's interest? Does the...

- Student use creative and engaging examples or descriptions
- Structure, syntax and organization add to the interest of their writing
- Student use colorful but relevant metaphors, similes, etc.
- Writing engage the reader
- Writing leave the reader thinking

Presentation

How clear and concise is the argument? Does the student...

- Clearly articulate the argument and the context for that argument
- Correctly and precisely use evidence to defend the argument
- Comprehensibly and coherently present evidence

Development

How effective is the structure? Does the student...

- Logically and cohesively organize the argument
- Avoid extraneous elements in the argument's development
- Present evidence in an order that contributes to a persuasive and coherent argument

Persuasiveness

How well does the student defend the argument? Does the student...

- Effectively present evidence in support of the argument
- Draw thoroughly and extensively from the available range of evidence
- Analyze the evidence in addition to simply presenting it
- Consider counterarguments and address weaknesses in his/her own argument

Mechanics

What is the quality of the student's writing?

- Are vocabulary and punctuation used correctly
- Is the student's understanding of grammar strong
- Is the sentence structure basic, or more complex and creative
- Does the student use proper transitions
- Are the paragraphs structured logically and effectively

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

ACT	to	SAT
36		1600
35		1560
34		1510
33		1460
32		1420
31		1380
30		1340
29		1300
28		1260
27		1220
26		1190
25		1150
24		1110
23		1070
22		1030
21		990
20		950
19		910
18		870
17		830
16		790
15		740
14		690
13		640
12		590
11		530

Source:

ACT (2008). *ACT/College Board Joint Statement*. Retrieved from http://www.act.org/aap/concordance/pdf/report.pdf

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.

G.1 Freshman CLA Scores, 50th-99th Percentiles (unadjusted percentiles for entering college students)

Percentile	Total CLA Score	Performance Task	Analytic Writing Task	Make-an-Argument	Critique-an-Argument	EAA
99	1376	1350	1407	1414	1420	1445
98	1295	1273	1332	1343	1334	1298
97	1277	1226	1317	1329	1316	1280
96	1253	1222	1306	1304	1291	1266
95	1251	1219	1289	1279	1276	1248
94	1235	1215	1266	1262	1272	1245
93	1228	1205	1257	1257	1271	1235
92	1219	1203	1249	1256	1247	1220
91	1216	1197	1248	1256	1244	1215
90	1209	1191	1242	1255	1240	1203
89	1205	1183	1237	1252	1232	1201
88	1197	1175	1227	1251	1220	1195
87	1196	1174	1222	1239	1214	1189
86	1185	1170	1218	1233	1203	1177
85	1184	1164	1215	1229	1202	1167
84	1184	1161	1214	1222	1201	1156
83	1183	1155	1212	1215	1200	1153
82	1179	1147	1207	1209	1195	1151
81	1176	1144	1206	1208	1194	1150
80	1173	1141	1204	1207	1191	1148
79	1172	1137	1197	1204	1190	1142
78	1160	1132	1192	1203	1189	1137
77	1158	1131	1191	1202	1184	1135
76	1157	1130	1188	1201	1179	1131
75	1156	1129	1186	1196	1177	1124
74	1155	1126	1182	1194	1175	1123
73	1153	1122	1180	1192	1174	1122
72	1150	1121	1179	1190	1170	1117
71	1149	1120	1178	1185	1168	1114
70	1142	1113	1176	1180	1162	1111
69	1140	1112	1171	1177	1161	1107
68	1137	1111	1168	1174	1160	1099
67	1133	1110	1165	1168	1159	1098
66	1129	1102	1160	1166	1153	1095
65	1128	1101	1157	1163	1152	1093
64	1121	1096	1150	1158	1148	1091
63	1120	1095	1149	1157	1139	1087
62	1115	1094	1148	1153	1138	1084
61	1112	1093	1145	1152	1134	1082
60	1111	1090	1142	1140	1130	1078
59	1109	1087	1140	1139	1128	1077
58	1108	1084	1129	1134	1125	1067
57	1105	1083	1127	1133	1124	1064
56	1102	1078	1120	1130	1122	1057
55	1101	1077	1119	1127	1115	1056
54	1100	1075	1117	1125	1110	1048
53	1098	1072	1116	1124	1109	1046
52	1093	1069	1115	1119	1100	1044
51	1091	1068	1109	1117	1098	1043
50	1089	1067	1108	1115	1096	1041

G.2 Freshman CLA Scores, 1st-49th Percentiles

Percentile	Total CLA Score	Performance Task	Analytic Writing Task	Make-an-Argument	Critique-an-Argument	EAA
49	1087	1064	1103	1112	1092	1038
48	1082	1063	1100	1111	1091	1036
47	1081	1061	1098	1109	1090	1035
46	1080	1060	1097	1108	1089	1034
45	1076	1059	1093	1106	1088	1033
44	1070	1054	1091	1105	1086	1030
43	1068	1053	1090	1101	1083	1029
42	1066	1052	1089	1095	1081	1027
41	1062	1051	1088	1091	1078	1023
40	1061	1050	1086	1088	1075	1021
39	1059	1050	1084	1084	1072	1019
38	1058	1049	1082	1080	1070	1013
37	1058	1048	1071	1077	1069	1010
36	1057	1045	1069	1075	1066	1009
35	1052	1036	1066	1072	1064	1002
34	1051	1035	1065	1071	1062	1001
33	1050	1032	1064	1067	1057	1000
32	1049	1028	1063	1066	1055	999
31	1048	1026	1060	1065	1053	997
30	1045	1025	1059	1064	1052	996
29	1044	1023	1058	1063	1050	990
28	1043	1021	1054	1061	1048	988
27	1041	1019	1053	1060	1047	984
26	1038	1014	1051	1059	1042	981
25	1033	1010	1050	1056	1040	979
24	1032	1009	1049	1049	1039	974
23	1025	1007	1047	1042	1037	968
22	1021	1003	1045	1041	1036	967
21	1019	1000	1043	1040	1035	962
20	1017	999	1042	1039	1034	961
19	1015	997	1041	1035	1033	959
18	1014	996	1039	1032	1032	957
17	1012	993	1034	1030	1031	950
16	1012	992	1030	1027	1030	949
15	1011	989	1026	1026	1022	946
14	1007	988	1021	1023	1021	934
13	1006	987	1014	1003	1021	931
12	1002	983	1009	998	1020	929
11	998	975	995	971	1010	925
10	997	972	987	970	1007	922
9	970	962	976	959	983	916
8	966	960	971	946	981	911
7	952	956	954	934	964	907
6	947	936	948	931	962	903
5	929	925	940	928	956	886
4	924	910	934	916	953	884
3	913	901	923	901	947	862
2	910	894	922	893	944	857
1	884	861	911	877	915	780

G.3 Senior CLA Scores, 50th-99th Percentiles (unadjusted percentiles for fourth-year college students)

Percentile	Total CLA Score	Performance Task	Analytic Writing Task	Make-an-Argument	Critique-an-Argument	EAA
99	1406	1394	1457	1447	1488	1462
98	1375	1355	1395	1403	1406	1310
97	1365	1347	1394	1386	1404	1306
96	1357	1331	1381	1383	1396	1280
95	1340	1316	1379	1363	1388	1259
94	1328	1310	1369	1361	1380	1257
93	1316	1289	1358	1352	1371	1246
92	1313	1281	1353	1348	1366	1222
91	1305	1272	1352	1344	1364	1217
90	1300	1268	1350	1341	1358	1212
89	1299	1261	1348	1340	1356	1210
88	1298	1257	1346	1333	1354	1199
87	1297	1256	1343	1332	1353	1191
86	1295	1249	1337	1322	1348	1188
85	1293	1245	1335	1320	1344	1183
84	1282	1242	1333	1319	1342	1176
83	1280	1236	1321	1312	1337	1171
82	1279	1235	1316	1303	1334	1167
81	1273	1230	1312	1299	1328	1164
80	1270	1222	1310	1293	1321	1152
79	1269	1220	1305	1291	1317	1149
78	1260	1218	1297	1289	1316	1148
77	1259	1212	1293	1286	1313	1145
76	1257	1210	1289	1281	1307	1140
75	1255	1205	1287	1280	1302	1130
74	1254	1204	1286	1278	1298	1129
73	1242	1203	1285	1278	1296	1128
72	1240	1201	1284	1277	1294	1124
71	1238	1199	1283	1276	1289	1120
70	1237	1197	1282	1275	1287	1110
69	1236	1196	1281	1272	1287	1108
68	1231	1195	1279	1271	1286	1102
67	1230	1194	1278	1265	1285	1100
66	1230	1191	1276	1263	1284	1098
65	1229	1187	1273	1262	1283	1097
64	1228	1182	1272	1261	1282	1094
63	1221	1181	1267	1254	1281	1092
62	1214	1180	1263	1253	1280	1091
61	1212	1178	1262	1251	1278	1088
60	1211	1177	1259	1246	1274	1087
59	1210	1174	1258	1245	1270	1086
58	1208	1172	1257	1243	1268	1083
57	1207	1170	1252	1240	1266	1081
56	1206	1169	1251	1234	1263	1080
55	1203	1167	1248	1228	1259	1078
54	1202	1166	1246	1226	1258	1077
53	1200	1164	1241	1225	1257	1071
52	1200	1163	1239	1224	1254	1068
51	1199	1162	1237	1223	1247	1067
50	1196	1159	1233	1218	1241	1066

G.4 Senior CLA Scores, 1st-49th Percentiles

Percentile	Total CLA Score	Performance Task	Analytic Writing Task	Make-an-Argument	Critique-an-Argument	EAA
49	1194	1158	1231	1217	1240	1065
48	1191	1157	1228	1215	1238	1061
47	1186	1155	1226	1212	1233	1058
46	1184	1152	1225	1207	1231	1057
45	1183	1148	1217	1205	1227	1055
44	1182	1146	1214	1205	1224	1053
43	1182	1144	1213	1204	1220	1052
42	1181	1143	1210	1201	1217	1051
41	1176	1142	1206	1197	1214	1045
40	1171	1140	1202	1194	1208	1034
39	1167	1138	1200	1191	1204	1033
38	1165	1137	1194	1189	1199	1030
37	1161	1134	1192	1187	1197	1027
36	1160	1133	1191	1181	1189	1026
35	1159	1129	1190	1178	1186	1024
34	1158	1128	1187	1178	1185	1022
33	1156	1124	1182	1177	1184	1014
32	1155	1123	1180	1176	1183	1013
31	1153	1120	1177	1172	1181	1012
30	1148	1118	1174	1167	1176	1007
29	1147	1117	1173	1164	1173	1007
28	1142	1116	1170	1160	1171	1006
27	1141	1116	1166	1160	1169	1005
26	1134	1115	1163	1159	1166	1003
25	1133	1114	1155	1155	1164	994
24	1132	1113	1151	1154	1160	994
23	1131	1106	1150	1153	1155	993
22	1130	1105	1149	1141	1154	992
21	1123	1103	1148	1135	1152	990
20	1109	1093	1144	1130	1151	986
19	1107	1088	1143	1128	1149	985
18	1106	1083	1133	1125	1144	983
17	1104	1077	1132	1123	1137	983
16	1103	1074	1131	1120	1136	982
15	1097	1065	1127	1117	1134	976
14	1094	1063	1126	1116	1133	975
13	1093	1061	1124	1114	1120	965
12	1093	1059	1121	1111	1118	962
11	1092	1056	1108	1107	1112	957
10	1080	1053	1103	1097	1102	951
9	1079	1052	1101	1080	1101	950
8	1073	1015	1100	1070	1099	943
7	1068	1011	1093	1063	1096	926
6	1055	995	1079	1060	1086	924
5	1021	972	1067	1051	1067	914
4	1011	966	1057	1037	1066	892
3	995	961	1020	1002	1042	886
2	980	957	1011	997	1037	884
1	947	921	974	911	992	786

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

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Fall 2008 Core Curriculum Assessment (AA & AS)

Phase 4 --- Coordinating Board & SACS

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)**

  __x__ 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)

  __x__ 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)

  __x__ 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)

__x__ 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)

__x__ 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.

__x__ 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.

__x__ 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 back up 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.

__x__ Compliance
____ 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.

  __x__ 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.

  __x__ 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 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.

Fall 2008 Core Curriculum Assessment (AA & AS)

Phase 5 --- Synthesis & Strategic Planning

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 by 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

	Reading	Writing	Speaking	Listening	Critical Thinking	Computer Literacy
ANTH	■	■			■	
ARTS	■	■			■	
BCIS/COSC					■	■
BIOL	■				■	
CHEM					■	■
DRAM	■	■			■	
ECON	■				■	
ENGL	■	■				
ENVR					■	■
GEOL	■				■	
GOVT	■	■			■	
HIST		■			■	
HUMA	■	■			■	
MATH					■	■
MUSI	■			■		
PHIL	■	■				
PHYS	■				■	
PSYC	■	■			■	
SOCI	■	■			■	
SPAN/FREN	■			■		
SPCH			■	■		

PHED = core perspective #3 "Recognize the importance of maintaining health and wellness"

In the Physical Education Department the PHED course fulfils 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.