



2004-2005 Academic Program Assessment

Developmental Mathematics Department

February 1, 2006

**2004-2005 Academic Program Assessment Instrument
Collin County Community College**

Program Assessed: **Developmental Mathematics Department**

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EXECUTIVE SUMMARY

Developmental Mathematics at CCCCD is a strong and vital program. It offers a variety of learning formats such as traditional, study skills seminars, on line courses, Passport program, Math Learning Pods, Weekend classes express.

Classes are supported by Math labs, MyMathLab, Testing centers, Learning resource centers, Alternative learning centers and ACCESS program. The faculties use a variety of teaching methods and incorporate technology. As an example, Graphing calculators are a course requirement for Math 0305 and Math 0310. Each instructor is provided with an overhead graphing calculator and view screen for classroom demonstrations. In addition, Smart boards and Starboards are available for use in several of the classrooms. Other rooms have PCs with overhead projectors to allow for video clips and PowerPoint presentations. Computerized labs are required in all developmental mathematics courses using the product "MyMathLab." This software also provides homework problems and tutorials for students to access. The department continually updates its technology. For example it actively participates in the Texas Instruments Volume Purchase Program for College and University Educators. Through this program, graphing calculators, view screens and other technologies are upgraded on a regular basis for faculty members.

In order to encourage community involvement participation the Developmental Mathematics department offered each semester free to the public study skills seminars and tutoring. Instructors participate in the "Orientation to the College for New Students" program to provide additional information about the Developmental Mathematics Program. Departmental faculty regularly offer seminars for both students and the community at large as part of the division's Study Skills Seminars (SSS) program. The Developmental Mathematics faculty is diverse and well qualified. There is appropriate age, gender and ethnicity diversity in the faculty population.

Many strengths and very few weaknesses were assessed by the External Review Task Force. The recommendations made are to have more participation by associate faculty on academic related activities; more participation in task forces, committees and councils; six members appear to have participated beyond the in-service and monthly division meetings, there are forty three on staff. Although, syllabi are evaluated regularly there is no procedure to regulate the addends to the syllabi, thus, addendum need to be evaluated. Additional funds are needed to support the Developmental Mathematics program. The final ERTF recommendation is to achieve certification.

Editor's Note: The original assessment for this program was completed in February 2005, using data from Fall 2004 and Spring 2004. Due to circumstances beyond their control, the ERTF was unable to complete their portion of the assessment until January 2006.

EVALUATION SECTIONS

A. Strategic Plan

1. State the mission of the program.

The mission of the Developmental Mathematics Department is to provide basic and algebraic instruction to make it possible for students to successfully enter and complete college level mathematics.

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

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

CCCCD Purpose Statement: Through its campuses, centers, and programs Collin County Community College District fulfills its statutory charge to provide:

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

2. Does the mission of the program support the overall mission of the college?

YES

NO

Partially

List and explain the ways that the mission of this program supports the overall mission, core values and purpose of the college.

The mission of the program supports the overall mission of the college by embracing these items:

- Encouraging **understanding** of mathematics, rather than just memorization; thereby, improving the basic mathematical skills of CCCCD students.
- Maintaining a passion for dignity, respect and integrity within the department.
- Giving students and faculty the opportunity to engage in service learning activities to broaden their educational experience.
- Offering Study Skills Seminars on selected topics in mathematics (such as graphing calculator skills) to both current students and community residents.

The 2004-2006 strategic goals for CCCCD are:

- (A) Exhibit visionary leadership to provide educational experiences that enable students to excel academically and to be civically engaged.
- (B) Develop a systematic process that integrates academic, student development, technology, facilities, administrative services, and budget planning.
- (C) Meet the State challenge of broadening access to educational opportunities and support services for all student populations.
- (D) Elevate the community's awareness of CCCCD's academic, economic, cultural, and social impact to the community.
- (E) Maximize the development and use of CCCCD's human, technological, and capital resources to sustain and strengthen academic and financial vitality.

<See the following pages for the relevant program achievement indicators for the Developmental Education Division, which includes the Developmental Mathematics Program. >

**FY2005 Division/Department Achievement Indicators
Collin County Community College District
Developmental Education Division**

Goal 1. Exhibit visionary leadership to provide educational experiences that enable students to excel academically and to be civically engaged.

| Achievement Indicator | Responsible Staff (Primary Responsibility in Bold) | Target Completion Date | Anticipated Cost beyond Base Allocation | Evidence of Accomplishment |
|---|---|---------------------------------------|--|--|
| 1.1. Provide service learning training for Developmental Education (DE) faculty. | Karr, Massey | 8/31/2005 | \$3,258 for two stipends | 1.1.1. Sessions offered to DE faculty. 1.1.2. Increase in number of DE faculty members who include service learning components in their courses. |
| 1.2. Develop distance learning options for developmental education. | Foley, Weasenforth, Faculty | 8/31/2005 | \$0 | 1.2.1. The MyMathLab internet site offers opportunities for students to complete homework, labs, and view videos and course materials from remote locations. 1.2.2. Increased number of distance learning sections offered. |
| 1.3. Explore different delivery modalities for writing courses. | Conry, Weasenforth, Faculty | 8/31/2005 | \$0 | 1.3.1. Self-paced writing course offered. 1.3.2. Outcomes of pilot course evaluated and decisions made about modifications and expansion. |
| 1.4. Expand the Passport Program to have Passport classes at SCC, PRC, and CPC during the regular semester. | Foley | 12/20/2004 | \$0 | 1.4.1. Passport program offered. |
| 1.5. Establish Math learning pods at SCC, PRC and CPC. | Foley | 12/20/2004 | \$0 | 1.5.1. Learning Pods established. |
| 1.6. DE English faculty pursue learning pods and a Passport Program. | Foster-Eason, Weasenforth, Faculty | 8/31/2005 | \$0 | 1.6.1. Developed writing learning pods offered. |
| 1.7. Provide Math Type Training for Developmental Mathematics full-time and part-time instructors. | Foley/Faculty | 12/20/06 | | 1.7.1. MS Equation Editor training completed in 8/04 . 1.7.2. “Math Type” disks distributed 11/04. |
| 1.8. Provide graphing calculator viewscreen training for DE Mathematics full-time and part-time instructors. | Foley/Faculty | 12/20/06 | | 1.8.1. All Current Developmental Mathematics faculty have a viewscreen. All new faculty will be issued a viewscreen. |

Goal 3. Meet the State challenge of broadening access to educational opportunities and support services for all student populations.

| Achievement Indicator | Responsible Staff (Primary Responsibility in Bold) | Target Completion Date | Anticipated Cost beyond Base Allocation | Evidence of Accomplishment |
|--|---|---------------------------------------|--|---|
| 3.1. Provide study skills seminars. | Rubino , Faculty | 8/31/2005 | \$440 | 3.1.1. Schedule published. 3.1.2. Study skills sessions offered. |
| 3.2. Offer a one-hour per week grammar study session in a computer classroom. | Conry , Weasenforth Foster-Eason | 5/31/2005 | \$0 | 3.2.1. Study sessions offered. |
| 3.3. Implement a Speaker's Club for ESL students. | Terrell , Weasenforth | 8/31/2005 | \$0 | 3.3.1. ESL Speaker's Club. |
| 3.4. Increase student participation in nontraditional math offerings such as short courses, weekend college, etc. | Foley | 8/31/2005 | \$0 | 3.4.1. Options developed and offered. |
| 3.5. Increase the number of online courses developed and delivered. | Foley | 8/31/2005 | \$0 | 3.5.1. Online courses offered. |
| 3.6. Offer the Passport Program to Developmental Mathematics students on a permanent basis during multiple semesters. | Foley | 8/31/2005 | \$0 | 3.6.1. Permanent Passport Program offered. |
| 3.7. Offer one-day-a-week classes through the English Department to advance the college's Weekend College initiative. | Foster-Eason , Weasenforth | Fall 2004 | \$0 | 3.7.1. One-day-a-week courses offered. |
| 3.8. Increase the number of Developmental Mathematics weekend classes. | Foley | 12/20/06 | | 3.8.1. Number of weekend classes increased in Spring '05. |
| 3.9. Provide training for usage of Test Generator software for all Developmental Mathematics full-time and part-time instructors. | Foley/Faculty | 12/20/06 | | 3.9.1. Test Gen. Software distributed in 8/04. 3.9.2. Test Gen. Software used by Lab instructors and faculty. 3.9.3. Training given in use of creating graphs and equations for test development (8/04). |

Goal 4. Elevate the community’s awareness of CCCCD’s academic, economic, cultural, and social impact to the community.

| Achievement Indicator | Responsible Staff (Primary Responsibility in Bold) | Target Completion Date | Anticipated Cost beyond Base Allocation | Evidence of Accomplishment |
|---|---|---------------------------------------|--|---|
| 4.1. Increase community awareness of how the Developmental Education Division and its programs, particularly ESL, help students succeed in college. | Austin, Foley , Weasenforth | 8/31/2005 | \$1,000 | 4.1.1. Develop print media to promote Developmental Education program and support services. 4.1.2. Division and department brochures and flyers printed; announcements/articles published on the DE Website; announcements published in Kaleidoscope and local newspapers. |
| 4.2. Provide speeches/presentations at area high schools on the subject of “How college English classes are different from high school English classes.” | Foster-Eason , Weasenforth | Fall 2005 | \$0 | 4.2.1. Sessions presented. |
| 4.3. Encourage Developmental Mathematics full-time and part-time Instructors to participate in Orientation Sessions for new students. (Provide certificates of appreciation when completed). | Foley /Faculty | Fall 2006 | | 4.3.1. An invitation will be extended to all faculty (both FT and PT) in the Fall 2005 Associate Faculty meeting to encourage participation in these sessions. |

Goal 5. Maximize the development and use of CCCCD's human, technological, and capital resources to sustain and strengthen academic and financial vitality.

| Achievement Indicator | Responsible Staff (Primary Responsibility in Bold) | Target Completion Date | Anticipated Cost beyond Base Allocation | Evidence of Accomplishment |
|--|---|---------------------------------------|--|---|
| 5.1. Expand faculty and staff development activities. | Austin , Foley, Weasenforth | 8/31/2005 | \$500 | 5.1.1. Sessions offered, faculty and staff attending. |
| 5.2. Promote use of technology in the classroom. | Austin , Foley, Weasenforth | 8/31/2005 | \$25,000 | 5.2.1. Increase in the number of computer-based courses (Learning Pods). 5.2.2. Starboard training attended by many faculty in Spring '05. Also, MyMathLab training sessions held 2 times in 2004. Smartboard training attended in 2003. |
| 5.3. Increase the number of self-paced and Web classes to reduce the number of classrooms required. | Austin , Foley, Weasenforth | 8/31/2005 | \$0 | 5.3.1. Number of self-paced and Web classes will be increased. |
| 5.4. Provide ESL volunteers in the community with seminars. | Terrell , Wilson, Weasenforth | 8/31/2005 | \$0 | 5.4.1. ESL volunteers presenting seminars in the community. |
| 5.5. Promote usage of podiums for Developmental Mathematics full-time and part-time instructors. | Foley | 12/2005 | | 5.5.1. Podium usage frequently mentioned and encouraged in meetings. Its use is demonstrated in division meetings. Starboard training attended by numerous faculty in Spring '05. |

3. Do program achievement indicators support the strategic goals of the college?

YES

NO

Partially

List and explain the ways that this program supports the CCCC strategic goals.

The following is an explanation of the ways the Developmental Mathematics Program supports the 2004-2006 strategic goals for CCCC (CCCC goals are listed in *bold*. Numbered items refer to program achievement indicators listed earlier in this document.):

A) Exhibit visionary leadership to provide educational experiences that enable students to excel academically and to be civically engaged.

- 1.1 Provide service learning training for Developmental Mathematics (DM) faculty.
- 1.2 Develop distance learning options for developmental mathematics.
- 1.4 Expand the Passport Program to have Passport classes at SCC, PRC, and CPC during the regular semester.
- 1.5 Establish Math Learning Pods at SCC, PRC and CPC.
- 1.8 Provide graphing calculator viewscreen training for DE Mathematics full-time and part-time instructors.

B) Develop a systematic process that integrates academic, student development, technology, facilities, administrative services, and budget planning.

- Not applicable to this program

C) Meet the State challenge of broadening access to educational opportunities and support services for all student populations.

- 3.1 Provide mathematics-related Study Skills Seminars.
- 3.5 Increase the number of online courses developed and delivered.
- 3.6 Offer the Passport Program to Developmental Mathematics students on a permanent basis during multiple semesters.
- 3.8 Increase the number of Developmental Mathematics weekend classes.
- Cooperate with and support the following key college programs:
 - “ACCESS” program
 - Alternative Learning Centers
 - Learning Resource Centers
 - Math Labs
 - Testing Centers
- Offer a wide variety of instructional formats.

D) Elevate the community's awareness of CCCCD's academic, economic, cultural, and social impact to the community.

- The Developmental Mathematics faculty serves the community (see question D-9 for specific ways).
- The Developmental Mathematics faculty and students are involved in the Emerging Scholars Program.
- The Study Skills Seminars are available to the general public.
- The Developmental Education brochure highlights the Developmental Mathematics Program.

E) Maximize the development and use of CCCCD's human, technological, and capital resources to sustain and strengthen academic and financial vitality.

- Student retention efforts (such as multiple teaching formats and more effective instruction) strengthen the academic focus.
- Regular Developmental Education Division meetings and Developmental Mathematics Department meetings provide college program information and important policy updates.
- The use of graphing calculators, overhead projectors with PC's and the Internet are available to help improve the effectiveness of classroom instruction.
- The use of the MyMathLab Internet software provides students with the ability to interactively complete homework & lab exercises, view the textbook online, view instructor video lectures for every section in every textbook, interact real-time with instructors for questions, and access all course-related materials on a "24/7" basis.
- The Learning Pod format provides immense flexibility to students who can proceed at their own pace to complete courses, and potentially complete more than one course in a semester.
- The Passport format also provides flexibility to students by allowing them to address individual needs through attendance at mini-lectures. See Section G for further details.
- Online courses provide improved cost effectiveness at delivering instructional material.
- Through the facilities of the ACCESS Office and Math lab, Developmental Mathematics courses are available to a broad range of students. These students can also receive extra tutoring in mathematics through the ACCESS Office and the Math Lab.

4. Are the program achievement indicators appropriate for the CCCC student population served by the program?

YES

NO

Partially

Link each program achievement indicator to the student population served by this program.

Each program achievement indicator listed for the Developmental Mathematics Department serves the entire Developmental Mathematics student population.

Quantitative and Qualitative Measurement

An achievement indicator is quantitatively measurable if a numerical value can be affixed to the achievement indicator that makes it possible to identify the degree of accomplishment. An example is an achievement indicator for increasing course completion rates up to 80%. The degree of accomplishment will be how far the actual course completion rate is above or below 80%.

An achievement indicator is qualitatively measurable if it is possible to distinguish when the achievement indicator has been accomplished or not, due to a change in relevant performance. For example, with an achievement indicator of adopting a more relevant textbook, accomplishment can be determined by whether or not a new textbook has been adopted.

5. Are the program achievement indicators measurable?

YES

NO

Partially

Describe how each achievement indicator is measured.

From Goal 1 – 1.4 Passport program offered.
1.5 Learning Pods established.

From Goal 3 – 3.6 Permanent Passport program offered.

General measurements:

- 1) Developmental Mathematics Departmental Final Exam.
- 2) BRIO data indicating retention rates, success rates, and percentages.
- 3) Instructor's unit test scores for students.

6. Do program achievement indicators include some measurable student outcomes?

YES

NO

Partially

If YES, list those program achievement indicators and the measurable student outcomes.

The following measures determine measurable student outcomes:

- 3.4. Student participation in nontraditional math offerings, such as short courses and Weekend College, increased slightly.

| | Fall 2002 & Spring 2003 | Fall 2003 & Spring 2004 |
|---|-------------------------|-------------------------|
| Web, 8-week, Television and Saturday Totals: | 827 | 829 |

- 3.6 Permanent Passport program offered and students participated. A total of 164 Developmental Mathematics students participated in this new program in the Fall of 2004 and Spring 2005.
-

7. How often are the program's mission statement and achievement indicators revised?
How are revisions decided upon?

The Program's mission statement and achievement indicators are revised annually. The Developmental Mathematics Department Chair coordinates with full-time instructors to review and develop achievement indicators on an annual basis, and makes recommendations to the dean.

The department feels that insufficient time is available to complete a thorough analysis of the college goals and the department's response to them. This is discussed more thoroughly in the "Analysis of Strategic Plan" section below.

Analysis of Strategic Plan

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

- In what ways can the program mission and achievement indicators be improved?
- Are the program mission and achievement indicators appropriate for the students and/or other clients that are being served?

The developmental mathematics department effectively supports the CCCCD mission of: "...a student and community-centered institution committed to developing skills, strengthening character, and challenging intellect." Evidence includes, but is not limited to, the varied learning formats offered, flexible enrollment options, service learning opportunities, and support services. (See Section G for a description of the learning formats and enrollment options.) The department and the college community are fortunate to have the Math Labs to lend academic support and the ACCESS office to offer services for students with special accommodation requests. In partnership with these support services, the Developmental Mathematics Department has been innovative in developing alternatives to the traditional lecture format. This clearly supports the college goal "Meet the State challenge of broadening access to educational opportunities and support services for all student populations."

The faculty is outstanding, dedicated to their profession and to the success of their students. The **Passion for Learning** is exhibited by the faculty, as they use a variety of learning formats, instructional styles, and technology to promote learning. They are actively involved

in professional development activities, including conferences, presentations, workshops, technology training, graduate coursework, leadership positions, and publishing in a clear effort for lifelong contributions to learning. This supports the CCCCD goal to “Exhibit visionary leadership to provide educational experiences that enable students to excel academically and to be civically engaged.”

Service & Involvement, another core value, is exemplified in the level of participation of the faculty. Two faculty members in this department have held the position of Service Learning Coordinator. Both have received the Civic and Scholarly Involvement Pioneer Award, and each published an article on the topic of service learning. Another faculty member had a student featured in the 2004 Plano Profile for their work in the service learning program.

The Passport Program and the Learning Pods are clear evidence for the **Creativity and Innovation** core value shown by the faculty. All learning formats encourage collaborative learning, but there are unique features of the Passport Program and the Learning Pods that allow students to:

- customize the course to student learning needs
- move at their own pace
- complete more than 1 course in a semester
- have flexible entry/exit (subject to availability)- meaning that a student may complete 1, 2, or 3 courses depending on their level of competency and motivation

In addition, the Passport Program exposes students to different instructors and teaching styles. MyMathLab, a product used in the Learning Pods, is an alternative, internet-based, method for lab work, homework, course videos, and tutoring.

The faculty members maintain high academic standards in the classroom and professionally in support of the core value of **Academic Excellence**. Several faculty hold leadership positions in professional associations, give presentations at conferences, publish, and pursue additional academic degrees. One faculty member recently received a scholarship to finish his Ph.D. while another faculty member already possesses the terminal degree.

A key factor for a successful educational program is “respect for the student.” This is consistently reflected in the student evaluations of instruction and critical for the core value of **Dignity and Respect**. Peer faculty relationships are also marked by mutual respect.

The **Integrity** that permeates the department is due, in large part, to the emphasis placed on this trait by the Dean. Her encouragement and support of Academic Ethics is evidenced during meetings and individual conferences.

In what ways can the program mission and achievement indicators be improved?

Although the program mission and achievement indicators are appropriate for the students being served, additional analysis time is needed to initially develop the achievement indicators. Opportunity for input would be increased if the timeline, which is established by

the Institutional Research Office, for the establishment of the college goals and the subsequent achievement indicators would be distributed to the department. The Departmental Chairman needs sufficient time to discuss this with the faculty, prior to establishing the final list of achievement indicators.

B. Enrollment

Unduplicated Number of Students Enrolled in Program Courses and Number of Contact Hours

| Academic Year | Unduplicated Students | Contact Hours |
|------------------|-----------------------|---------------|
| 1999-2000 | 3,990 | 403,184 |
| 2000-2001 | 4,105 | 417,504 |
| 2001-2002 | 5,003 | 453,312 |
| 2002-2003 | 5,768 | 466,304 |
| 2003-2004 | 5,711 | 472,064 |

Source: CCCC Student Information System based on Brio query (I:\IRO\2004-2005 Assessment Documents\Data\academic Programs\Developmental Math\Developmental Math.bqy) run on 09/25/04.

Note: Totals do not include students who received a grade of AU.

1. Is enrollment in the program adequate?

YES

NO

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

The Developmental Mathematics department has experienced steady growth since 1999. The slight reduction in unduplicated students in the academic years 2002-2003 to 2003-2004 may be attributed to the elimination of the state mandated TASP exam. Despite this decrease, the contact hours have continued to increase.

Unduplicated Gender & Ethnicity of Students in Program Courses

| Year | Gender | | Ethnicity | | | | | Total | |
|----------------|--------|-------|-----------|-------|----------|-------|---------|-------|---------|
| | Female | Male | White | Black | Hispanic | Asian | Nat.Am. | | Unknown |
| 1999-00 | 2,263 | 1,727 | 3,082 | 349 | 379 | 138 | 32 | 10 | 3,990 |
| 2000-01 | 2,376 | 1,729 | 3,140 | 353 | 421 | 157 | 29 | 5 | 4,105 |
| 2001-02 | 2,920 | 2,083 | 3,732 | 477 | 543 | 222 | 26 | 3 | 5,003 |
| 2002-03 | 3,286 | 2,482 | 4,163 | 667 | 642 | 259 | 34 | 3 | 5,768 |
| 2003-04 | 3,318 | 2,393 | 4,032 | 680 | 680 | 277 | 39 | 3 | 5,711 |

Source: CCCC Student Information System based on Brio query (I:\IRO\2004-2005 Assessment Documents\Data\Academic Programs\Developmental Math\Developmental Math data.bqy) run on 09/25/04.

Note: Totals do not include students who received a grade of AU.

CCCCD Demographics

| | Female | Male | White | Black | Hispanic | Asian | Nat.Am. |
|--------------|--------|------|-------|-------|----------|-------|---------|
| CCCCD | 57% | 43% | 72.1% | 8.5% | 9.0% | 9.9% | 0.5% |

Source: Spring 2004 Headcount Statistics

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

YES

NO

Supporting Statement:

The Developmental Mathematics department is in almost total alignment with the CCCCCD demographics as illustrated below:

| | Female | Male | White | Black | Hispanic | Asian | Nat.Am. |
|-----------------------|--------|-------|-------|-------|----------|-------|---------|
| CCCCD | 57% | 43% | 72.1% | 8.5% | 9.0% | 9.9% | 0.5% |
| DM 2003-04 | 58.1% | 41.9% | 70.6% | 11.9% | 11.9% | 4.9% | 0.7% |

Duplicated Enrollment By Course By Academic Year

| Course | 1999-2000 | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 |
|-----------|-----------|-----------|-----------|-----------|-----------|
| MATH0000* | 757 | 632 | 952 | 1,175 | 563 |
| MATH0115 | 26 | 22 | 28 | 28 | 18 |
| MATH0300 | 508 | 571 | 606 | 707 | 700 |
| MATH0302 | 667 | 711 | 854 | 1,012 | 1,041 |
| MATH0305 | 1,955 | 2,000 | 2,405 | 2,766 | 2,861 |
| MATH0310 | 1,894 | 1,935 | 2,489 | 2,768 | 2,755 |

Source: CCCCCD Student Information System based on Brio query (I:\IRO\2004-2005 Assessment Documents\Data\Academic Programs\Developmental Math\Developmental Math data.bqy) run on 09/25/04.
Note: Totals do not include students who received a grade of AU.M

- * MATH0000 was the Non-Course Based Remediation (NCBR) Program, which, as of Fall 2004, is no longer part of the curriculum in Developmental Mathematics. It has effectively been replaced by the Learning Pod courses.

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

YES

NO

If NO, then list which courses should not be offered or listed and explain why.

By state regulation the Developmental Mathematics Department is limited to 12 total hours of course offerings. Since the Math 0320 course, Math Study Skills, has consistently had insufficient enrollment, the department has already taken steps to eliminate this course.

4. Are there any courses with consistently low enrollment?

YES

NO

If YES, then discuss possible reasons why and how to address this problem.

Math 0115, Introduction to Geometry, has consistently low enrollment. To address this issue, the department has been offering this course self-paced in the same room as the self-paced Math 0300, both using the same instructor.

Students who did not take a high school geometry course have traditionally taken this course.

Analysis of Enrollment

Analyze and discuss the above responses concerning this program's enrollment. Examples of topics to cover include, *but are not limited to*, the following:

- What steps can be taken to increase enrollment in the program?
- If the gender and ethnic diversity of program students do not reflect the CCCCD population, discuss what might be done to increase enrollment of underrepresented populations?

The Developmental Education program is designed to provide students with the basic skills and self-confidence needed to successfully complete college-level work. Because the Developmental Mathematics program is designed for remediation in mathematics, the department's mission is not growth of the program; but rather, servicing those students who have academic deficiencies.

The Developmental Mathematics Department continues to offer alternative learning formats to decrease the amount of time students spend in remediation. Math 0115 is now offered as a self-paced in the same room as the self-paced Math 0300, both using the same instructor.

The Developmental Mathematics student gender and ethnic diversity data mirror the CCCCD demographic population data.

C. Curriculum

1. Does the program have an advisory committee?

YES

NO

Not Applicable

If YES, what role does the committee play in curriculum development?

There is no official advisory committee; therefore, the entire Developmental Mathematics Department functions as the advisory committee. The department meets monthly to discuss curriculum development and revisions. Faculty report current programs and initiatives discussed in the literature and at conferences, and appropriate changes are made.

2. If the program has an advisory committee, does the committee effectively contribute to ensuring the occupational relevance and adequacy of the curriculum and establishment of skill and knowledge standards for the program's courses?

YES

NO

Not Applicable

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

At the monthly developmental mathematics meetings, the department discusses the cumulative nature of the mathematics courses. The curriculum is evaluated on meeting prerequisite skills and adequacy for developing skills necessary for success in credit level courses. There are ongoing discussions regarding students' success. See Figures C-1, C-2 and C-3 for minutes of recent meetings.

The department has standardized the course syllabi and objectives for all sections of all courses. In addition the department has standardized the final examinations in the Math 0300, 0302, 0305 and 0310 courses.

Figure C-1

Developmental Math Meeting Minutes
September 17, 2004

Those attending the meeting were: Alan Sauter, Eugene Foley, Rosemary Karr, Jim Eiting, Marilyn Massey, Gerald Webb, Julie Turnbow, Bunta Yangchareon, Mary-Margaret Tocquigny, Tony Ayers, Pam Sewell, Omri Crewe and Anita Aikman. Arlene Bakner was in the CAB meeting.

Spring Schedules were done.

Figure C-2

Developmental Math Meeting Minutes
October 29, 2004

In attendance were Eugene Foley, Omri Crewe, Jim Eiting, Gerald Webb, Rosemary Karr, Alan Sauter, Arlene Bakner, Anita Aikman, Asiya Alizai, Bunta Yangehareon, Julie Turnbow, Pam Sewell, Mary-Margaret Tocquigny and Tony Ayers.

Asiya Alizai – Academic Advisor / representative for DE-Math, described her responsibilities to the group. She advised us that should we have questions or concerns, to let her know so she can help. We were told not to sign a drop form for any International students because they cannot drop classes. We were also told to send the student to an International student advisor. We were told not to sign a progress report given to us by an International student unless we knew that the student would pass. She told us to contact her either by phone or by email. She informed us that she was the bridge between the Developmental Math Department and advising. Her role is to assist both the faculty and students. She told us that she would like to teach a math course and that she had taught math in Pakistan.

Arlene pointed out that there would be changes for the Emerging Scholars Program.

Jim announced the Developmental Math Assessment team members. He talked about the meeting last week with Kris Summerfield from Addison-Wesley's support team. Kris answered questions regarding the My Math Lab software. Kris will be working with Jim to set up courses for Spring, 2005. Jim is working on two issues involving My Math Lab: registration of full-time professors as instructors, and correcting mathematical mistakes found in the software. Jim was told that Addison-Wesley would fix as many mistakes as possible.

Eugene handed out spring schedules to the attendees to check their classes. He thanked Julie and the committee for their work on the Math-0305 and 0310 exams. Eugene wanted the professors teaching Math 0302 to meet afterwards to discuss the current Math 0302 Final Exam. Eugene stated that the Math 0300 Final Exam was ready to use.

Figure C-3

November 12, 2004

Developmental Math Meeting Minutes

Attendees:

| | |
|-------------------------|-------------------|
| Asiya Alizai, | Ola Disu |
| Saied Darabadey | Bill Riley |
| Arlene Bakner | Bunta Yangchareon |
| Alan Sauter | Jim Eiting |
| Pam Sewell | Gerald Webb |
| Julie Turnbow | Eugene Foley |
| Mary-Margaret Tocquigny | Omni W. Crewe |

Jim Eiting began the meeting asking instructors to please be prompt in returning data for the Academic Program Assessment. The first pass of the information for the assessment will be on December 15th. The document is to be completed by February 25th. After the Internal Review Committee completes the document, the External Review Committee will review it and make suggestions. If anyone has any other input or thoughts – please send to Jim, Eugene, Arlene, Julie or Rosemary.

Jim is working on the labs for spring 2005 and has gotten help from technical support. He is making some changes for the spring. The Associate Faculty will still be TAs and the Full-time Faculty will be - Instructors. A pilot of the changes will happen in the spring.

There has not been any feedback to date regarding errors in the math labs. Please let Jim know what the errors are and the corrections to be made.

The full time faculty selected their classes for Maymester and summer. The lab assistants discussed changes to be made in the Learning Pods with Eugene.

3. Is the process for reviewing course content well-defined?

YES

NO

Describe the process by which course content is reviewed.

The content is reviewed in monthly meetings within the department. In addition, faculty attend conferences and read professional journals to stay current on requirements/ trends in college mathematics.

The content of the developmental mathematics courses is consistent with courses at other institutions using the Coordinating Board Academic Approval Common numbering system.

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

YES

NO

Describe the process by which catalog information is reviewed.

After receiving input from the full-time faculty, the chair of the Developmental Mathematics Department reviews the catalog descriptions each semester, and performs annual revisions, as needed.

5. Are course prerequisites reasonable?

YES

NO

Partially

Supporting Statement:

The course prerequisites are similar to those at other institutions. They reflect the necessary skill set needed for success in subsequent coursework, as well as the prerequisite skills required by credit mathematics courses at CCCCD.

6. Are syllabi regularly evaluated?

YES

NO

Describe the process used to evaluate course syllabi.

The generic syllabi and objectives are written by the faculty within the department and are reviewed each semester.

Each professor is responsible for an addendum to the syllabus that includes grading and attendance policies. They are required to turn in their course syllabi to the Developmental Education Division Office. Currently, no procedure is in place to review these addendi, although discussions have suggested this be done at the time of the class observation.

7. Have all the Basic Intellectual Competencies and the appropriate Core Area Exemplary Educational Objectives been incorporated into course syllabi and curricula for core courses?

YES

NO

Supporting Statement:

Not applicable—

The Developmental Education program is designed to provide students with the basic skills and self-confidence needed to successfully complete college-level work. Developmental Mathematics courses are prerequisites to, but not part of, the core curriculum mathematics courses.

8. Are program course offerings and content comparable to those at other colleges and universities?

YES

NO

Compare and contrast CCCC'D's offerings to those of other peer institutions.

CCCCD's Developmental Mathematics program parallels the course offerings at Richland College (in Dallas County, Texas). Richland is one seven colleges in the Dallas County Community College District (DCCCD). See Figures C-4 and C-5 for the descriptions of course offerings from both institutions. According to the Transfer and Articulation Department, the CCCC'D Developmental Mathematics program is comparable to those at peer institutions.

Please note that in Figure C-5 there are many more than 12 hours of Developmental Mathematics courses listed. This is because each of the colleges within DCCCD selects a maximum of 12 hours of the courses which are most appropriate to the needs of that particular college.

Figure C-4 (CCCCD Course Descriptions)

MATH 0115 - INTRO GEOMETRY

Study of plane and solid geometry; recommended for students who have not passed the TSI mathematics requirement; required for students who have not passed high school geometry and are planning to take MATH 1314, 1316, or 2312. Lab included. Prerequisite: MATH 0305 or equivalent. 1 credit hour. NOTE: May not be used to satisfy the requirements of an associate degree.

MATH 0300 - BASIC MATHEMATICS

Study of arithmetic operations with whole numbers, fractions, decimals, percents, and basic geometry. Introduction to algebra including signed numbers, expressions, and equations. Lab included. 3 credit hours. NOTE: May not be used to satisfy the requirements of an associate degree.

MATH 0302 - PREALGEBRA

Study of mathematical operations with signed numbers, algebraic expressions, and polynomials; involves solving linear equations and geometric applications. Lab included. Prerequisite: MATH 0300 or equivalent. 3 credit hours. NOTE: May not be used to satisfy the requirements of an associate degree.

MATH 0305 - BEGINNING ALGEBRA

Study of rational numbers, expressions, linear and quadratic equations, absolute value equations, polynomials, factoring, rational expressions, rational equations, exponents and graphing linear equations. Lab included. Prerequisite: MATH 0302 or equivalent. 3 credit hours. NOTE: May not be used to satisfy the requirements of an associate degree.

MATH 0310 - INTERMEDIATE ALGEBRA

Study of exponents, functions, radical expressions and equations, quadratic equations and functions, linear and quadratic inequalities, systems of equations and inequalities, and graphing linear equations and inequalities. Lab included. Prerequisite: MATH 0305 or equivalent. 3 credit hours. NOTE: May not be used to satisfy the requirements of an associate degree.

Figure C-5 (DCCCD—Dallas County Community College--Course Descriptions)

Developmental Mathematics courses offer a review of mathematical skills. Developmental Mathematics 0099 or Developmental Mathematics 0093 satisfies prerequisites for Mathematics 1314, 1324, 1332, 1333 1335, 1414 and 2342. Developmental Mathematics 0097 or Developmental Mathematics 0091 satisfies prerequisites for TECM 1341.

DMAT 0060 Basic Mathematics I (1)

Prerequisite: None.

This course is designed to give an understanding of fundamental operations. Selected topics include whole numbers, decimals, and ratio and proportions. (1 Lec.)

Coordinating Board Academic Approval Number 3201045119

DMAT 0061 Basic Mathematics II (1)

Prerequisite: None.

This course is designed to give an understanding of fractions. Selected topics include primes, factors, least common multiples, percents, and basic operations with fractions. (1 Lec.)

Coordinating Board Academic Approval Number 3201045119

DMAT 0062 Pre Business (1)

Prerequisite: None.

This course is designed to introduce students to business mathematics. Selected topics include discounts and commissions, interest, metric and English measuring systems, areas, and volumes. (1 Lec.)

Coordinating Board Academic Approval Number 3201045119

DMAT 0063 Pre Algebra (1)

Prerequisite: None.

This course is designed to introduce students to the language of algebra with such topics as integers, metrics, equations, and properties of counting numbers. (1 Lec.)

Coordinating Board Academic Approval Number 3201045119

DMAT 0064 Mathematics For Nursing I (1)

Prerequisite: None.

This course is designed to develop an understanding of the measurements and

terminology in medicine and calculations involving conversions of applicable systems of measurement. It is designed primarily for students in all nursing programs. (1 Lec.)
Coordinating Board Academic Approval Number 3201045119

DMAT 0065 Mathematics For Nursing II (1)

Prerequisite: Developmental Mathematics 0064.

This course includes medical calculations used in problems dealing with solutions and dosages. It is designed primarily for students in the nursing programs. (1 Lec.)

Coordinating Board Academic Approval Number 3201045119

DMAT 0066 Concepts in Basic Mathematics (3)

Prerequisite: An appropriate assessment test score.

This course is designed to develop the skills and understanding to perform the fundamental operations on whole numbers, fractions and decimals. Topics include the base ten system, rounding, prime numbers, factors, least common multiples and conversions between decimals and fractions. (3 Lec.)

Coordinating Board Academic Approval Number 3201045137

DMAT 0070 Elementary Algebra I (1)

Prerequisite: Developmental Mathematics 0090, Developmental Mathematics 0063, or equivalent.

This course is an introduction to algebra and includes selected topics such as basic principles and operations of sets, counting numbers, and integers. (1 Lec.)

Coordinating Board Academic Approval Number 3201045119

DMAT 0071 Elementary Algebra II (1)

Prerequisite: Developmental Mathematics 0070 or equivalent.

This course includes selected topics such as rational numbers, algebraic polynomials, factoring, and algebraic fractions. (1 Lec.)

Coordinating Board Academic Approval Number 3201045119

DMAT 0072 Elementary Algebra III (1)

Prerequisite: Developmental Mathematics 0071 or equivalent.

This course includes selected topics such as fractional and quadratic equations, quadratic equations with irrational solutions, and systems of equations involving two variables. (1 Lec.)

Coordinating Board Academic Approval Number 3201045119

DMAT 0073 Introduction To Geometry (1)

Prerequisite: None.

This course introduces principles of geometry. Axioms, theorems, axiom systems, models of such systems, and methods of proof are stressed. (1 Lec.)

Coordinating Board Academic Approval Number 3201045119

DMAT 0080 Intermediate Algebra I (1)

Prerequisite: Developmental Mathematics 0072, Developmental Mathematics 0091 or equivalent.

This course includes selected topics such as systems of rational numbers, real numbers, and complex numbers. (1 Lec.)

Coordinating Board Academic Approval Number 3201045219

DMAT 0081 Intermediate Algebra II (1)

Prerequisite: Developmental Mathematics 0080 or equivalent.

This course includes selected topics such as sets, relations, functions, inequalities, and absolute values. (1 Lec.)

Coordinating Board Academic Approval Number 3201045219

DMAT 0082 Intermediate Algebra III (1)

Prerequisite: Developmental Mathematics 0081 or equivalent.

This course includes selected topics such as graphing, exponents, and factoring. (1 Lec.)

Coordinating Board Academic Approval Number 3201045219

DMAT 0090 Pre Algebra Mathematics (3)

Prerequisite: An appropriate assessment test score.

This course is designed to develop an understanding of fundamental operations using whole numbers, fractions, decimals, and percentages and to strengthen basic skills in mathematics. The course is planned primarily for students who need to review basic mathematical processes. This is the first three-hour course in the developmental mathematics sequence. (3 Lec.)

Coordinating Board Academic Approval Number 3201045119

DMAT 0091 Elementary Algebra (3)

Prerequisite: Developmental Mathematics 0090 or an appropriate assessment test score.

This is a course in introductory algebra which includes operations on real numbers,

polynomials, special products and factoring, rational expressions, and linear equations and inequalities. Also covered are graphs, systems of linear equations, exponents, roots, radicals, and quadratic equations. (3 Lec.)

Coordinating Board Academic Approval Number 3201045119

DMAT 0093 Intermediate Algebra (3)

Prerequisite: One year of high school algebra and an appropriate assessment test score or Developmental Mathematics 0091.

This course includes further development of the terminology of sets, operations on sets, properties of real numbers, polynomials, rational expressions, linear equations and inequalities, the straight line, systems of linear equations, exponents, roots, and radicals. Also covered are products and factoring, quadratic equations and inequalities, absolute value equations and inequalities, relations, functions, and graphs. (3 Lec.)

Coordinating Board Academic Approval Number 3201045219

DMAT 0096 Essential Math (3)

Prerequisite: None.

This course is designed primarily for students who need to review basic mathematical processes. Students will develop an understanding of fundamental operations using fractions, decimals, and percentages to strengthen basic skills in mathematics. This is a first course in the developmental mathematics sequence. (3 Lec.)

Coordinating Board Academic Approval Number 3201045119

DMAT 0097 Algebra Fundamentals I (3)

Prerequisite: Developmental Mathematics 0096 or 0090 or an appropriate assessment test score.

This is a course in introductory algebra which includes operations on real numbers, polynomials, special products and factoring, and linear equations. Also covered are graphs, systems of linear equations and simple exponents. (3 Lec.)

Coordinating Board Academic Approval Number 3201045119

DMAT 0098 Algebra Fundamentals II (3)

Prerequisite: One year of high school algebra and an appropriate assessment test score or Developmental Mathematics 0097 or Developmental Mathematics 0091.

This course is a course in introductory algebra which includes rational expressions, inequalities and quadratic equations. Also included are properties of real numbers, the straight line, absolute value equations and advanced factoring. (3 Lec.)

Coordinating Board Academic Approval Number 3201045119

DMAT 0099 Algebra Fundamentals III (3)

Prerequisite: One year of high school algebra and an appropriate assessment test score or Developmental Mathematics 0098.

This is a course in intermediate algebra which further develops rational expressions, roots, exponents and radicals. Also covered are quadratic inequalities, relations functions and graphs and system of non-linear equations. (3 Lec.)

Coordinating Board Academic Approval Number 3201045119

DMAT 0100 Review of Basic Mathematical Concepts (1)

Prerequisite: Developmental Mathematics 0093 or Developmental Mathematics 0098. This course is for students who have not passed the mathematics section of the Texas Success Initiative (TSI).

Topics covered will include: real numbers; graphs, charts and tables; solving linear and quadratic equations; algebraic expressions; solving problems involving geometric concept and applied reasoning skills. This course cannot be used as a prerequisite for any college-level mathematics course. This course may be repeated for a maximum of 3 credits. (1 Lec.)

Coordinating Board Academic Approval Number 3201045119

DMAT 0200 Review of Fundamental Mathematical Concepts (2)

Prerequisite: Developmental Mathematics 0093 or Developmental Mathematics 0099 or consent of instructor.

This is a review course for students who have completed and passed the recommended developmental mathematics sequence of courses. Emphasis is on individual needs. This course cannot be used as a prerequisite for any college-level mathematics course. This course may be repeated for credit. (2 Lab.)

Coordinating Board Academic Approval Number 3201045119

DMAT 0300 Review of Algebraic and Geometric Concepts (3)

Prerequisite: Developmental Mathematics 0093 or Developmental Mathematics 0099.

This is a review course for students who have completed and passed the recommended developmental mathematics sequence of courses. Topics include test-taking strategies and practice as well as Texas Success Initiative (TSI) related mathematical concepts. This course cannot be used as a prerequisite for any college-level mathematics course. (3 Lec.)

Coordinating Board Academic Approval Number 3201045119

DMAT 0400 Review of Fundamental Algebraic Concepts (4)

Prerequisite: Developmental Mathematics 0093 or Developmental Mathematics 0099.

This is a review course for students who have completed and passed the recommended developmental mathematics sequence of courses. Topics include basic operations of real numbers; analysis and interpretation of graphs and tables; solutions and graphs of linear, absolute value and quadratic equations and inequalities; factoring; exponent; principles of geometry; inductive reasoning; and functions. This course cannot be used as a prerequisite for any college-level mathematics course. (2 Lec., 2 Lab.)

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End of Figure C-5

9. Explain why the peer institutions discussed in #8 were selected. In what ways are those institutions similar to CCCCD and in what ways are they different from CCCCD?

Richland College was chosen because it is a neighboring community college in North Texas. It differs from CCCCD in the location and community it serves. The CCCCD Transfer and Articulation Department approves Richland College as a peer institution.

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

YES

NO

Not Applicable

Supporting Statement:

Developmental mathematics courses are nontransferable. The curriculum is designed to meet necessary prerequisite skills for credit level mathematics courses.

11. Have articulation agreements (both institutional and program-specific) for upper division study at other institutions been developed?

YES

NO

Partially

Not Applicable

Supporting Statement:

Not Applicable

The Developmental Education program is designed to provide students with the basic skills and self-confidence needed to successfully complete college-level work. However, developmental mathematics courses are not part of the core curriculum and are non-transferable to other colleges, except all Dallas County Community Colleges.

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

YES

NO

Supporting Statement:

The Developmental Mathematics department uses several formats including: lecture, telecourse, short semester, passport, distance learning and learning pods. Collaborative learning and the use of technology are encouraged.

The Passport Program and the Learning Pods:

- Customize the course to student learning needs
- Allow students to move at their own pace
- Allow students to complete more than 1 course in a semester
- Allow flexible entry/exit subject to availability- meaning that a student may complete 1, 2, or 3 courses dependent on their level of competency and motivation

In addition, the Passport Program exposes students to different instructors and teaching styles.

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

YES

NO

Provide/document evidence of comparability.

Lab and exam requirements are the same for all formats. Within a given course all learning formats have the same course objectives. All courses use a standardized final examination to gage consistency of knowledge and skills.

14. Does the program stay abreast of and adjust to national trends in the program area?

YES

NO

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

Many faculty in the department attend seminars and professional conferences to stay current with national trends in Developmental Education. These trends include Service Learning, Learning Pods, Collaborative Learning, Technology, and Distance Learning.

Workshops on using the Starboard projector and the Equation Editor software for mathematical symbols and graphics for mathematics have been developed and offered for all Developmental Mathematics faculty. This supports the use of technology in the classroom.

Calculator view screens are provided to all faculty in order to encourage instructor demonstration of the graphing required for Math 0305 and Math 0310.

15. Are there professional associations that accredit programs in this discipline?

YES

NO

Supporting Statement:

The National Association for Developmental Education certifies programs in Developmental Education.

16. If YES to the previous questions, is this program accredited by such a professional association?

YES

NO

Supporting Statement:

The Institutional Research Office is currently collecting data about retention/success rates through 2006. At that time the division will be seeking certification from the National Association for Developmental Education.

17. Does the program provide external learning experiences (Service Learning, Cooperative Education, Practicum, Internship, Clinical Education, Apprenticeship Program)?

YES

NO

Supporting Statement:

Service learning is encouraged within the developmental mathematics curriculum. Several full-time faculty members have served as campus coordinators of Service Learning. They were awarded the Scholastic and Civic Engagement 2004 Pioneer Award for their work in this area. One faculty member received a sabbatical to develop alternative service learning opportunities (beyond tutoring) for mathematics students.

18. Does this program provide collaborative/cooperative learning experiences for program students?

YES

NO

Supporting Statement:

Professors are encouraged to provide collaborative learning experiences within the classroom. Workshops, co-sponsored by Collin and Dallas County Community College Districts, were given to train faculty in the effective use of these techniques. It is intended that collaborative learning experiences become a standard behavior in all Developmental Mathematics classrooms.

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

YES

NO

List all extracurricular activities sponsored during the last five years.

- Instructors participate in the “Orientation to the College for New Students” program to provide additional information about the Developmental Mathematics Program.
- Departmental faculty regularly offer seminars for both students and the community at large as part of the division’s Study Skills Seminars (SSS) program.
- Although not considered extracurricular, the Math Lab offers tutoring to the community as a service. Each full-time faculty member is required to spend 2 hours per week to tutor in the lab.

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

YES

NO

List types of technology and ways in which they are used.

Graphing calculators are a course requirement for Math 0305 and Math 0310. Each instructor is provided an overhead graphing calculator and viewscreen for classroom demonstrations. In addition, Smartboards and Starboards are available for use in several of the classrooms. Other rooms have PCs with overhead projectors to allow for video clips and PowerPoint presentations.

Computerized labs are required in all developmental mathematics courses using the product “MyMathLab.” This software also provides homework problems and tutorials for students to access.

The department continually updates its technology. For example it actively participates in the Texas Instruments Volume Purchase Program for College and University Educators. Through this program, graphing calculators, viewscreens and other technologies are upgraded on a regular basis for faculty members.

Analysis of Curriculum

Analyze and discuss the above responses concerning this program's curriculum. Examples of topics to cover include, *but are not limited to*, the following:

- Discuss ways that the curriculum of the program can be improved.
- How does this program's curriculum compare with other institutions (transfer courses, course offerings, degree options)?
- In what ways could this program improve teaching of the Basic Intellectual Competencies and Core Area Exemplary Educational Objectives?
- Comment on how the program could increase its community involvement as well as keep current with trends in technology and in the program area.

The Developmental Mathematics Department at CCCC is continuously challenging itself to keep current and studying innovative ways to offer courses. To ensure student success, multiple learning formats are offered such as: Passport Program, Learning Pods, Service Learning, Web courses and other alternative course offerings.

According to the Transfer and Articulation Department, the Developmental Mathematics curriculum is comparable to other community colleges. It prepares students to better understand Algebra and be successful in future core mathematics classes. Courses from this curriculum are only transferable to the seven Dallas County Community Colleges at this time.

The Developmental Education program is designed to provide students with the basic skills and self-confidence needed to successfully complete college-level work. However, developmental mathematics courses are not part of the core curriculum.

The program could increase its community involvement by offering more service learning opportunities for the students.

D. Faculty

1. Do the faculty members in the program meet SACS minimum qualifications?

YES

NO

Partially

Supporting Statement:

All faculty credentials were evaluated in 2004 prior to the start of the Fall 2004 semester, and all full-time and associate-faculty for Developmental Mathematics met SACS qualifications.

2. Is it feasible for the program's faculty members to provide effective teaching and student consultation, as well as participate in curriculum development, and institutional governance with the current number of full-time faculty members?

YES

NO

Supporting Statement:

The full-time faculty not only provide effective teaching and student consultation, but also actively participate in curriculum development. A full-time faculty member is a Faculty Senate delegate. Another full-time faculty member is a member of Curriculum Advisory Board (CAB). All full-time faculty in Developmental Mathematics participate in the development of the college's Quality Enhancement Plan (QEP), attend monthly division and department meetings, and are actively engaged in college programs and services.

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

YES

NO

Supporting Statement:

All full-time faculty in the Developmental Mathematics Department teach a full load of five courses each semester. Every attempt is made to make the number of preparations reasonable. In general, class sizes in Developmental Mathematics are capped at 22, in order to allow the instructor to more effectively interact with students in the classroom.

One area that should be reviewed is the requirement for each faculty member to serve two of the six required office hours assisting students in the Math Lab. In other departments within the Developmental Education Division, the six office hours required of the full-time faculty are completed in their office setting. Some Developmental Mathematics faculty members feel that this is an inequity.

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

| Demographic Info | | # Full Time Faculty | # Part Time Faculty |
|-------------------------|-------------------------------|----------------------------|----------------------------|
| Age | Under 30 | 0 | 2 |
| | 30-39 | 0 | 14 |
| | 40-49 | 4 | 8 |
| | 50-59 | 5 | 12 |
| | 60 and above | 4 | 8 |
| Gender | Female | 9 | 23 |
| | Male | 4 | 21 |
| Ethnicity | Asian/Pacific Islander | 1 | 4 |
| | Black | 2 | 1 |
| | Hispanic/Latino | 0 | 2 |
| | Native American | 0 | 0 |
| | White | 10 | 37 |

4. Are the faculty members diversified by age, gender AND ethnicity?

YES

NO

Supporting Statement:

The faculty members range in age from under 30 to 60+. There is reasonable age diversity, particularly in the part-time faculty population.

There is appropriate gender diversity for the part-time faculty, and it is weighted towards female in the full-time population. An additional male full-time faculty member has been hired since these data were tabulated.

The department is diversified ethnically; although, there is room for further improvement in this area.

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

Associate Developmental Mathematics Faculty are encouraged to attend all the Developmental Mathematics meetings, which are held monthly during the academic year. Associate Developmental Mathematics Faculty are also encouraged to participate in the discussions of the textbook selection. Also, there is at least one meeting each year with Associate Faculty to review program plans and status.

Associate Developmental Mathematics faculty are encouraged to attend various workshops related to Developmental Mathematics Program. Examples of these workshops include:

- MyMathLab implementation and utilization
- Using Powerpoint in test development
- Mathematics lectures
- Using “Equation Editor” to create effective mathematics tests

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

YES

NO

Supporting Statement:

Full-time Developmental Mathematics faculty continue professional development throughout their careers.

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

- Computer training workshops
 - GroupWise...2
 - Microsoft Office...4
 - Instructional Technology...1
 - My Math Lab training...1
 - Web CT...1
 - WebPages...1
 - Math Media Symposium (June 2004)...1
 - Equation Editor (Test development software)...1
 - TLC
 - Teaching Assessment and Student profiling...1
 - Digital gaming workshop...1
 - How to build a website...1
- Organizations
 - TADE
 - President...1
 - President-elect...1
 - TCCTA
 - Membership...3
 - Served on various committees...1
- Conferences
 - CASP
 - Attended...6
 - Presented...2
 - NADE
 - Attended...2
 - Retention conference sponsored by North Texas Community College Consortium and Collin County Community College.
- Publications
 - Student Solution Manual ...2
 - Service Learning in Mathematics ...2

- Graduate classes
 - At UT-D...1
 - At Portland State University through Adventures in Education ...1
 - At Texas A & M Commerce ... 1
-

7. Do full-time faculty members participate in task forces, committees, councils, and Faculty Senate for the improvement of educational programs at CCCCD?

- YES
- NO
- Partially

Supporting Statement:

Developmental Mathematics Faculty serve on numerous task forces, committees, councils, as well as Faculty Senate.

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

- Student Orientations...2
- Textbook Selection Committee...13
- Math Lab Software background paper...2
- Faculty Senate involvement...3
- Program Assessments...5
- Faculty Online Group Member ...2
- Academic Technology Roundtable...2
- QEP...13
- CAB ...2
- SACS...2
- Faculty Evaluations...9
- Passport Program...3
- Service Learning...2
- Final Exam Review Committee... 9
- Professor Search Committee...4
- Factoring Contest for Pi Day...2
- Calendar Task Force...2
- Served as Mentor...4

- Welcome Week...2
 - Task Force...2
 - ACE program...1
-

8. Do part-time faculty members participate in task forces, committees, and councils for the improvement of educational programs at CCCCD?

YES

NO

Partially

Supporting Statement:

Developmental Mathematics Associate Faculty serve on numerous task forces, committees and councils focused on educational improvement.

Insert or append a listing of activities for part-time faculty:

- Monthly division and department meetings
 - Fall in-service division and department programs
 - Emerging Scholar Award Presentation...1
 - Worked at “Introducing College Mascot”...1
 - Assisted in arranging seminars...1
 - Chili Cook-Off...1
 - SMART Program...1
 - Program Review...1
-

9. How do faculty members demonstrate engagement in the community or service to the community?

Developmental Mathematics faculty members have participated in numerous community service activities, such as:

- The Habitat for Humanity project.
- The CCCCD Foundation (as donors) so scholarships and educational materials can be made available.

- The home-schooling of children, and the tutoring of mathematics without compensation.
- The CCCC CD “Adopt-a-Highway” program.

Also, one Developmental Mathematics faculty member received the “Community Builders Award” given by the Masonic Lodge.

Faculty Evaluations

CCCCD Policy on Faculty Evaluations:

The primary purpose of the faculty evaluation process at CCCC is to maintain a high quality educational program. The evaluation process focuses on the professional growth and development of each faculty member as an individual in relationship to the position description, institution and divisional goals and priorities.

Evaluation is a continuous process and is to be conducted in an atmosphere of open and honest communication between each faculty member and his/her supervisor. Each faculty member is responsible for providing his/her supervisor with evidence of professional accomplishments during the year and likewise each supervisor is responsible for assessing those accomplishments and for ensuring that personal, divisional and institutional goals and objectives are addressed. If conducted in an atmosphere of mutual trust and respect, the evaluation process should be a growth experience for all college faculty members. Additionally, the evaluation process is one of the tools used in the determination of contractual status, including renewal/non-renewal, termination, and the awarding of multi-year contracts.

10. Is this program following the college’s general policy for faculty evaluations?

YES

NO

Supporting Statement:

Each faculty member receives an annual performance appraisal by the dean. Faculty with multi-year contracts are visited twice during the multi-year contract period. Faculty on one-year contracts have annual classroom visits. Each faculty member completes a self-evaluation as part of the multi-year contract process.

Student evaluations are administered each fall and spring, and are reviewed by the faculty and the dean. When needed, a developmental plan is established to address areas in need of improvement.

11. Is this program following college policy by addressing the full-time faculty evaluation components (Student Surveys of Instruction results, class visit evaluations, self evaluation, and annual evaluation by the dean)?

YES

NO

Supporting Statement:

All the full-time Developmental Mathematics instructors receive a class visitation and evaluation by the dean. All associate instructors receive a class visitation and evaluation by a full-time faculty member.

All students have the opportunity to complete student evaluation forms in the Developmental Mathematics classes during the academic year.

All full-time faculty members in Developmental Mathematics receive an annual performance appraisal by the dean, which includes documentation of the completion rate of the goals established in the previous year.

12. Is this program following college policy by addressing the associate faculty evaluation components (Student Surveys of Instruction results, class visit evaluations, and annual evaluation by the dean)?

YES

NO

Supporting Statement:

Associate faculty are visited in the classroom annually by full-time faculty, the department chair, or the dean. In addition they administer student surveys each semester.

13. Describe how these evaluations are being used to improve the quality of instruction and the unit's effectiveness. Provide examples when possible.

For Associate Developmental Mathematics instructors, when a class visitation is not favorable, the instructor is encouraged to attend the same course taught by other instructors. The instructor then receives a second class visitation by the chair or another full-time instructor. The instructor is provided suggestions regarding the areas needing improvement.

If it is noted during the classroom visitation that a view screen could have been used to enhance the presentation, a suggestion is made on the evaluation and training is recommended.

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

YES

NO

Supporting Statement:

The Dean has requested that the Office of Institutional Research conduct a comparative analysis of the student evaluations for full-time and part-time instructors. To date, such an analysis does not exist; however, the Dean's assessment of student evaluations reveals no significant difference between the two groups of student evaluations. According to Dr. Tom Martin, Associate Vice President for Research and Institutional Effectiveness, the Office of Institution Research will conduct said analysis beginning with the fall 2004 student evaluations.

Analysis of Faculty

Analyze and discuss the above responses concerning this program's faculty. Examples of topics to cover include, *but are not limited to*, the following:

- Discuss any problems related to faculty qualifications, teaching loads, professional development, and faculty evaluations.
- Are there ways to improve faculty community service and CCCCDCD committee participation?
- Are there any issues related to faculty diversity in relationship to the student population the program serves?

All the full-time and part-time faculty members meet the qualifications set by SACS. Teaching loads are within the guidelines set by the college. Full-time faculty members are required to teach five classes per semester. Lab instructors are required to teach six classes and part-time faculty are allowed to teach up to three classes per semester.

Full-time instructors are required to serve 2 hours a week in the Math Lab. There are no stated guidelines set by the college requiring two hours of service in the Math Lab. There is no requirement of other Developmental Education full-time instructors (such as Developmental English, Developmental Writing) to serve two hours in the lab setting; therefore, this practice should be reviewed.

E. Resources

Space Allotted to Program

| Type of Space | Room Location(s) | Total Square Feet |
|---|------------------------------------|-------------------|
| Faculty Office | Various: see Table H-1 | 1271 |
| Classroom | Various: see Table H-1 | 6696 |
| Math Labs (50% of Lab space counted—shared w/Math Dept) | CPC: B336; PRC: U136; SCC: J228 | 2203 |
| Storage | SCC: J239 | 48 |

This information is provided on evaluation diskette – See file “Space Utilization_All Campuses.xls”

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

YES

NO

Supporting Statement:

All full-time professors have a dedicated office; however, several Lab Instructors do not have sufficient private space to accomplish their routine work. The part-time faculty members have access to “Associate Faculty” facilities, including workspace, network connected PC’s, and office supplies.

-
2. Is classroom space sufficient for program needs?

YES

NO

Supporting Statement:

Table H-1 lists the primary classrooms used at the three campuses. Most rooms are acceptable; however, at least one room, SCC J204, is unacceptable for teaching developmental mathematics. The white board is only 50% as big as it needs to be. In addition the white board in this room cannot be used at the same time as the overhead projector.

The Passport Program, to be most effective, requires 2 classrooms to be located next to each other with a connecting door, and this has not been achieved at either Central Park or Preston Ridge.

3. Are laboratories sufficient for program needs?

YES

NO

Supporting Statement:

All three major campuses have a dedicated “Math Lab,” which, although shared with other departments, is adequate for the Developmental Mathematics Program needs.

In addition, each major campus has a dedicated Learning Pod classroom, equipped with a dedicated personal computer for each student. In this classroom, under the guidance of one or more lab instructors, students are able to engage in self-paced, computer-assisted instruction.

4. Is storage space sufficient for program needs?

YES

NO

Supporting Statement:

Given the number of students (approximately 7900 annually), full-time faculty (13), and associate faculty (43), the current storage space (of 48 sq. ft.) is totally inadequate, and has not kept pace with the large growth of this program. A 10' x 10' (100 sq. ft.) lockable storage space is requested at each of the CPC, PRC and SCC campuses to provide for the storage and easy access of critical, high-dollar items, such as:

- Textbooks
- Calculator overhead projectors
- Laboratory materials, such as instructor and student access codes and vendor-supplied laboratory documentation
- Reference materials
- Program documentation spanning multiple years
- Coordination materials for the 50+ faculty teaching in the department

Once this space is made available, the program and division will provide the necessary equipment to make it usable with items such as worktables, filing cabinets and two-door storage cabinets.

5. Is equipment sufficient for program needs?

YES

NO

Supporting Statement:

In general equipment is sufficient for this program. All full-time faculty members have dedicated PC's, graphing calculator(s), and corresponding overhead projection screens. Instructor editions of textbooks, as well as ancillary instructional items, including test-generation software is readily available.

Instructors have access to numerous resources available on vendor-supplied websites. Also, the Math Labs have dedicated computers to allow for students to complete their lab work.

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

YES

NO

Supporting Statement:

The program budget allows for the major program needs to be met; however, additional funds are needed to support training of associate faculty members in areas such as:

- Instructional "best practices"
- Technology use in the classroom
- Service Learning concepts
- Attendance at conferences

Additional funds are needed for full-time faculty to support the following:

- Compensation for classroom observations in excess of 2 per academic year
- Hiring tutors to replace the need for full-time faculty to work in the Math Lab each week.
- Development of training material to support professional development for Developmental Mathematics Associate Faculty members.

7. Are the program mission and achievement indicators consistent with available resources?

YES

NO

Partially

Supporting Statement:

Yes, in general there is sufficient funding to address the most of the achievement indicators. However, additional funds are needed to support training in the area of service learning, instructional “best practices”, and technology. Also, funds are needed to support the requirements listed in Question #6 above.

8. Does the program receive adequate resources to provide for faculty and staff development?

YES

NO

Supporting Statement:

Funding is adequate for full-time faculty professional development. However, additional funds are needed to support development of the large group of part-time faculty members employed in this program. A minimum budget of \$200/year per part-time faculty member, plus a \$2500 stipend for training development, are the recommended additional amounts needed to support this effort.

9. Does the number of support personnel meet the program needs?

YES

NO

Supporting Statement:

For the most part the answer to this is “yes;” however, additional staff is needed at CPC and PRC to keep the Math Lab open more hours during the week. A student assistant has been available to provide part-time administrative support. However, an additional full-time assistant would relieve a lot of the administrative workload on the full-time faculty members. This person could provide support in the areas of typing, copying, filing, and course lab administration (e.g., MyMathLab).

10. Do the qualifications of support personnel meet the program needs?

YES

NO

Supporting Statement:

The support personnel seem to have adequate training to support the Developmental Mathematics Department. In particular there is excellent support to the program from these service organizations:

- ACCESS Office
- Alternative Learning Centers (ALC)
- Learning Resource Centers (LRC)
- Math Labs
- Testing Centers

There are some comments from students about the Spring Creek Testing Center that need to be investigated. Most of these comments involve “rudeness” and unfriendly behavior when students enter the Testing Center to complete a test.

Analysis of Resources

Analyze and discuss the above responses concerning this program's resources. Examples of topics to cover include, *but are not limited to*, the following:

- Discuss any circumstances where the program's mission and achievement indicators are not consistent with available resources.
- Are there critical problems with space or equipment?
- Discuss whether the program's needs are met by the support personnel.

The Developmental Mathematics Department has many excellent resources to support its mission. There is support from the dean and the Vice President of Academic Affairs for hiring additional full-time faculty members.

As indicated above additional funds are needed in these key areas:

1. Training of part-time faculty members.
2. A stipend to support training development activities.
3. Support for a full-time administrative assistant to relieve workload pressures on all full-time faculty members.
4. To support non-teaching based activities performed by full-time faculty.
5. To hire additional Math Lab tutors to replace the full-time faculty who serve in the lab.

In addition the program has these needs:

1. More effective classroom facilities (in some cases) and better-coordinated classroom location for the Passport Program.
2. More storage space!
3. Upgrading of all classrooms to minimum standards needed for Developmental Mathematics courses. These include a personal computer with an overhead projector in each classroom, as well as a "pull-down" projector screen that allows concurrent use of the entire whiteboard. Also, classroom SCC J204 needs improvement, as described earlier in question E-2.

Table H-1 (Developmental Mathematics Department Program Space – Spring 2004)

| Name | Space Type | Campus | Sq. Ft. | TOTALS | Comment |
|-------------------------|------------|--------|---------|-------------|--------------------------------|
| B204 | Classroom | CPC | 520 | | |
| B205 | Classroom | CPC | 500 | | |
| B208 | Classroom | CPC | 550 | | |
| E205 | Classroom | CPC | 644 | | |
| | | | | 1661 | CPC Subtotal (75% used) |
| U139 | Classroom | PRC | 756 | | |
| U141 | Classroom | PRC | 812 | | |
| U142 | Classroom | PRC | 812 | | |
| | | | | 1785 | PRC Subtotal (75% used) |
| G210 | Classroom | SCC | 560 | | |
| J204 | Classroom | SCC | 510 | | Very small room |
| J214 | Classroom | SCC | 812 | | Has PC |
| K212 | Classroom | SCC | 604 | | |
| K234 | Classroom | SCC | 764 | | |
| | | | | 3250 | SCC Subtotal |
| Classroom Total: | | | | 6696 | |
| B336 | Labs | CPC | 1200 | | CPC Math Lab |
| U136 | Labs | PRC | 1160 | | PRC Math Lab |
| J228 | Labs | SCC | 2046 | | SCC Math Lab |
| | | | | 4406 | |
| Labs Total: | | | | 2203 | Shared 50% w/Math Dept |
| B114 | Office | CPC | 100 | | Tocquigny |
| B252 | Office | CPC | 100 | | Massey |
| B325 | Office | CPC | 80 | | Sauter |
| B338 | Office | CPC | 100 | | Crewe |
| | | | | 380 | CPC Subtotal |
| F130 | Office | PRC | 84 | | Tocquigny |
| F217 | Office | PRC | 88 | | Webb |
| U148 | Office | PRC | 92 | | Turnbow |
| | | | | 264 | PRC Subtotal |
| D246 | Office | SCC | 243 | | Sewell/Williamson |
| J237 | Office | SCC | 96 | | Bakner |
| J240 | Office | SCC | 96 | | Foley |
| J241 | Office | SCC | 96 | | Aikman/Yangchareon |
| K218 | Office | SCC | 98 | | Karr |
| | | | | 627 | SCC Subtotal |
| Office Total: | | | | 1271 | |
| J239 | Storage | SCC | 48 | | Beside Bakner office |
| | | | | 48 | |
| Storage Total: | | | | 48 | |

F. Student Outcomes

Course Completion

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

| Course | Fall 2002 | Spring 2003 | Fall 2003 | Spring 2004 |
|-----------|---------------------|---------------------|---------------------|---------------------|
| | Completion Rate (%) | Completion Rate (%) | Completion Rate (%) | Completion Rate (%) |
| MATH0000 | 85% | 78% | 83% | N/A |
| MATH0115 | 80% | 100% | 80% | 100% |
| MATH0300 | 85% | 83% | 82% | 81% |
| MATH0302 | 89% | 89% | 87% | 85% |
| MATH 0305 | 83% | 85% | 85% | 76% |
| MATH0310 | 81% | 83% | 81% | 77% |

Source: CCCCD Student Information System based on Brio credit program Snapshot 09/14/04

1. Do course completion rates meet the State standard of 80%?

YES

NO

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

The average completion rate for data given per course is as follows:

- Math 0000: 82%
- Math 0115: 90%
- Math 0300: 82.75%
- Math 0302: 87.5%
- Math 0305: 82.25%
- Math 0310: 80.5%

The overall average completion rate for each course is over 80%; however, the course scores for each individual course per semester are not over 80%. In Spring 2004 both Math 0305 and Math 0310 had a completion rate that was less than 80%.

There are no courses with consistently low rates. There are no courses with consistently high completion rates.

The table below shows a comparison of Fall 2003 course completion rates between CCCCD and the State within the CIP codes that define your program.

| CIP Code | Fall 2003 Completion Rates (%) | |
|----------|--------------------------------|-------|
| | Statewide | CCCCD |
| 320104 | 81% | 84% |
| 320101 | 88% | 83% |
| | | |

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

2. Are course completion rates comparable to Statewide course completion rates in this discipline?

YES

NO

Supporting Statement:

For CIP Code 320104, CCCCD is above the statewide rate. This CIP represents the vast majority of courses offered in the department, i.e., Math 0115, 0300, 0302, 0305 and 0310.

However, for CIP Code 320101, CCCCD is below the statewide rate. This is a single course, Math 0320, which has been deleted from the curriculum.

Grade Distributions for Program Courses 2003-2004

| Course | Semester | Enrollment | % A | % B | % C | % D | % F | % Withdrawal | % Audit |
|--------------------|--------------|------------|-----|-----|-----|-----|-----|--------------|---------|
| MATH0000 | 20041 | 563 | 0% | 0% | 0% | 0% | 0% | 17% | 0% |
| MATH0000 | Total | 563 | 0% | 0% | 0% | 0% | 0% | 17% | 0% |
| MATH0115 | 20041 | 10 | 50% | 10% | 0% | 0% | 20% | 20% | 0% |
| MATH0115 | 20042 | 5 | 60% | 0% | 0% | 0% | 40% | 0% | 0% |
| MATH0115 | 20043 | 3 | 67% | 0% | 0% | 0% | 0% | 33% | 0% |
| MATH0115 | Total | 18 | 56% | 6% | 0% | 0% | 22% | 17% | 0% |
| MATH0300 | 20041 | 368 | 22% | 16% | 13% | 0% | 31% | 18% | 0% |
| MATH0300 | 20042 | 262 | 25% | 15% | 12% | 0% | 29% | 19% | 0% |
| MATH0300 | 20043 | 46 | 35% | 24% | 4% | 0% | 15% | 22% | 0% |
| MATH0300 | 20044 | 24 | 29% | 13% | 13% | 0% | 33% | 13% | 0% |
| MATH0300 | Total | 700 | 24% | 16% | 12% | 0% | 29% | 19% | 0% |
| MATH0302 | 20041 | 527 | 18% | 26% | 16% | 0% | 27% | 13% | 0% |
| MATH0302 | 20042 | 401 | 20% | 24% | 12% | 0% | 28% | 15% | 0% |
| MATH0302 | 20043 | 58 | 36% | 26% | 21% | 0% | 14% | 3% | 0% |
| MATH0302 | 20044 | 41 | 34% | 34% | 12% | 0% | 15% | 5% | 0% |
| MATH0302 | 20048 | 14 | 69% | 14% | 14% | 0% | 7% | 0% | 0% |
| MATH0302 | Total | 1041 | 21% | 25% | 15% | 0% | 26% | 13% | 0% |
| MATH0305 | 20041 | 1,380 | 14% | 17% | 19% | 0% | 34% | 15% | 0% |
| MATH0305 | 20042 | 1,121 | 13% | 14% | 17% | 0% | 32% | 24% | 0% |
| MATH0305 | 20043 | 226 | 19% | 20% | 21% | 0% | 22% | 17% | 0% |
| MATH0305 | 20044 | 91 | 11% | 27% | 16% | 0% | 26% | 19% | 0% |
| MATH0305 | 20046 | 23 | 39% | 9% | 22% | 0% | 22% | 9% | 0% |
| MATH0305 | 20048 | 23 | 35% | 30% | 22% | 0% | 9% | 4% | 0% |
| MATH0305 | Total | 2864 | 14% | 17% | 19% | 0% | 32% | 19% | 0% |
| MATH0310 | 20041 | 1,232 | 13% | 16% | 21% | 0% | 31% | 19% | 0% |
| MATH0310 | 20042 | 1,090 | 12% | 18% | 21% | 0% | 26% | 23% | 0% |
| MATH0310 | 20043 | 209 | 26% | 22% | 25% | 0% | 16% | 11% | 0% |
| MATH0310 | 20044 | 152 | 28% | 23% | 16% | 0% | 16% | 16% | 0% |
| MATH0310 | 20046 | 40 | 10% | 38% | 28% | 0% | 13% | 13% | 0% |
| MATH0310 | 20048 | 38 | 16% | 16% | 39% | 0% | 18% | 11% | 0% |
| MATH0310 | Total | 2,761 | 14% | 18% | 21% | 0% | 26% | 20% | 0% |
| Dev. Math | Total | 7,947 | 15% | 17% | 17% | 0% | 27% | 18% | 0% |
| DE Division | Total | 11,610 | 17% | 19% | 17% | 0% | 24% | 16% | 0% |
| CCCCD | Total | 124,076 | 28% | 21% | 13% | 3% | 9% | 20% | 0% |

Source: CCCC BRIO Credit Program Snapshot 09/14/04
(rows can be added or deleted as needed)

3. Discuss the grade distributions in relation to the mission and achievement indicators of the program and the mission, core values, goals, and purpose of the college. To what degree do the grade distributions reflect a realistic range of student performance? Is there evidence of grade inflation or deflation?

The grade distribution indicates that the passing rate is 49% for the Department. Since Spring 2004, two new modes of learning are available: Passport Express and Learning Pods. These two modes of learning are discussed as Achievement Indicators 1.4 and 1.5. Grade distributions demonstrate a wide range of results, which is to be expected from the developmental student population. There is no evidence of grade inflation.

4. Discuss how the grade distributions for the program courses compare with the program's totals, the Division's totals and the District's totals.

The grade distributions of "A" and "B" for Developmental Mathematics Courses are less than the grade distributions of "A" and "B" for both the Division and the District. The grade distribution of "C" is the same as the Division and greater than the grade distribution of "C" for the District. The grade distribution of "F" is greater than the Division's and less than the District's. Note that "D's" are not awarded in the Developmental Education Division.

-
5. Is this program labeled by the THECB as having an underrepresented gender?

YES

NO

Supporting Statement:

Not Applicable

6. If YES to #5, is the enrollment of students of the underrepresented gender at 25% or improving at the rate of one percent per year until it reaches 25%?

YES

NO

Supporting Statement:

Not Applicable

7. If YES to #5, is the percentage of graduates of the underrepresented gender at 25% or improving at the rate of one percent per year until it reaches 25%?

YES

NO

Supporting Statement:

Not Applicable

Inventory of Assessment Methods

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

| Assessment Method | Use of Results |
|--|---|
| Class participation, class work and worksheets | Engages students in class, by having them work problems on the board, and complete worksheets. This allows them to demonstrate the ability to show work needed to solve mathematical exercises. |
| Final exam | Measures mastery of course objectives. |
| Group activities & projects | Enhances learning and used as bonus points on tests. |
| Homework | Helps the students understand the mathematical concepts covered in class. |
| Labs | Reinforces mathematical concepts and includes challenging problems that force the student to think and use several mathematical concepts to solve a problem. |
| Learning style assessment | Assesses strengths and weakness to discover individual learning strategies. |
| Quizzes | Measures understanding of current material and can be used to check homework progress. |
| Service learning reflection paper and/or project | Allows students to reflect upon their experience and how it will enhance their life. |
| Student Portfolios | Allows students to keep their mathematics work organized. |
| Tests | Measures mastery of chapter-level objectives. |

9. What other methods could be used to assess student outcomes in the program more efficiently or effectively?
- a. Assigning students practice tests would allow the students to discover concepts which they do not understand, and then give students time to learn the concepts either on their own, from another student, from their professor, or from a person working in the Math Lab.
 - b. Allowing more students to complete homework assignments on-line using MyMathLab would increase instructor efficiency in grading homework.
10. Specifically identify the methods used to determine to what extent program students attain the Basic Intellectual Competencies in the Core Curriculum and achieving the appropriate Core Area Exemplary Educational Objectives.

Not applicable—

The Developmental Education program is designed to provide students with the basic skills and self-confidence needed to successfully complete college-level work. However, Developmental Mathematics courses are not part of the core curriculum.

11. To what extent are program students attaining the Competencies and achieving the Objectives discussed in the previous question?

Not applicable—

The Developmental Education program is designed to provide students with the basic skills and self-confidence needed to successfully complete college-level work. However, Developmental Mathematics courses are not part of the core curriculum.

Analysis of Student Outcomes

Analyze and discuss the above responses concerning this program's student outcomes. Examples of topics to cover include, *but are not limited to*, the following:

- Discuss ideas for improving student outcomes.
- What are other ways that students could be assessed effectively?

The percentages of students who **completed** a course in the Spring 2004 semester are:

- Math 0115: 100%
- Math 0300: 81%
- Math 0302: 85%
- Math 0305: 76%
- Math 0310: 77%
- Math 0320: n/a

The percentages of students who **succeeded** (i.e., received a grade of A, B, or C) in the Spring 2004 semester are:

- Math 0115: 60%
- Math 0300: 52%
- Math 0302: 56%
- Math 0305: 44%
- Math 0310: 51%
- Math 0320: n/a

Suggested improvements include:

- Outcomes could be improved by making sure that the students are placed in the correct class. Both mathematics courses taken in high school and the placement test should be considered for the criteria of class placement.
 - Students need to be placed in the correct learning mode. This could be accomplished by matching preferred student learning modes (determined by surveys, for examples) with the available learning modes available within the department. See Section G for a description of these learning modes.
 - The aggregate results of the Departmental Final Exam could be analyzed to identify improvement opportunities.
-

G. Additional Information

1. List any relevant information that the IRTF and/or ERTF believes should be included in the assessment but was not requested in any of the other sections of the assessment.

Throughout this document a reference is made to the various “learning formats” available for the courses in the curriculum of the Developmental Mathematics Department. The following chart depicts the various formats offered by the department for all classes, except the Math 0115 course.

| Developmental Mathematics Department Course Formats |
|--|
| <p><u>Learning Pod Classes</u> are self-paced and <u>self-taught</u> classes (with instructor assistance). The student views lectures On CD-ROM Videos. Key features of this format include:</p> <ol style="list-style-type: none">1. Customizes the course to student learning needs.2. Allows students to complete more than 1 course in a semester.3. Allows flexible entry & flexible exit. |
| <p><u>Passport Classes</u> are self-paced, but <u>not self-taught</u>. Each day, the instructor offers the student multiple mini-lectures from which to choose. Key features of this format include:</p> <ol style="list-style-type: none">1. Allows students to begin at their competency level.2. Customizes the course to student learning needs.3. Allows students to complete more than 1 course in a semester.4. Allows flexible entry & flexible exit. |
| <p><u>Express Classes</u> are lecture classes paced in such a way as to allow students to complete 2 classes in one semester.</p> |
| <p><u>Web Classes</u> are on-line classes using the Internet.</p> |
| <p><u>On-Site Classes</u> are traditional lecture classes.</p> |

2. Are there any circumstances or concerns that have not been addressed in any of the other sections of the assessment?

There has been a recent request by at least one hearing-impaired student for closed captioned material to be presented as part of the Developmental Mathematics curriculum. The department will need the guidance and support of the division and the college to respond to this request. Several faculty members within the department have initiated efforts to address this request.

H. Research Activity

For the Research Activity, the Internal-Review Task Force should engage in analyzing an issue, problem, or opportunity relevant to the program as previously identified in Sections A-G of this document and that might require more in-depth analysis. The research can be qualitative (e.g., interviews, focus groups, etc.) or quantitative (e.g., surveys, analysis of existing data, etc.). **The emphasis should be on program improvement.**

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

Research Question:

Are there differences in the effectiveness and efficiency of the Developmental Mathematics (DM) “Learning Pods” as compared to the Traditional (Lecture) Courses?

Research Method Used:

Two sets of data will be gathered and manipulated using BRIO queries from the Student Information System (SIS) database. The Institutional Research Office (IRO) will perform the majority of the data gathering and initial analysis. An analysis of variance on the differences between types of data across campuses, as well as overall, will be performed in order to identify if differences exist. Then, as needed, post hoc tests will be completed to identify the actual differences. The two sets of data are described in the two tables below.

- **Effectiveness.** For students enrolled on the “census date”, gather and compare the following information **for each campus**:

Author’s Note: As of Feb. 25, 2005, the Institutional Research Office is gathering the remaining data needed for all the tables in this section.

| Figure H-1a: Effectiveness Data (Fall 2004 Data) | | | | | | |
|--|------------------------|---|-----------------------------------|---|------------------------------------|---|
| Central Park Campus | | | | | | |
| Question | Learning Pods * | | Lecture Courses – 8 Week * | | Lecture Courses – 16 Week * | |
| | Qty | % | Qty | % | Qty | % |
| 1. Fall 2004 Students: | | | | | | |
| a. Enrollment * | | | | | | |
| b. Completion * | | | | | | |
| c. Passing * | | | | | | |
| 2. Subset of #1 who started a second course – same format & same semester | | | | | | |
| a. Enrollment | | | | | | |
| b. Completion | | | | | | |
| c. Passing | | | | | | |
| 3. Subset of #1 above who attended any Developmental or Credit Math class in any format the next semester | | | | | | |
| a. Enrollment | | | | | | |
| b. Completion | | | | | | |
| c. Passing | | | | | | |

*** Notes:**

- a. **Enrollment** is student enrollment on census date
- b. **Completion** is enrollment excluding “W’s” and “I’s”
- c. **Passing** is completion of those with C or better
- d. **Format** is Learning Pod, or Lecture (either 8 week or 16 week)
- e. **Lecture Course (8 week)** is either Express Class or Passport
- f. Information is listed in one of the 3 columns per the following “rules” applied to the “Section Code” for a class:
 - 1) **16 week class:** 1st character a campus code (“C, P, S”) **and** 2nd and 3rd characters a 2-digit section number.
 - 2) **Learning Pod class:** 1st character a campus code (“C, P, S”), 2nd character a “P”, **and** 3rd character a section number.
 - 3) **Express class:** 1st character an “X”, 2nd character a campus code (“C, P, S”) **and** 3rd character a section number.
 - 4) **Passport class:** 1st character a “Z”, 2nd character a campus code (“C, P, S”) **and** 3rd character a section number.

| Figure H-1b: Effectiveness Data (Fall 2004 Data) | | | | | | |
|--|------------------------|---|-----------------------------------|---|------------------------------------|---|
| Preston Ridge Campus | | | | | | |
| Question | Learning Pods * | | Lecture Courses – 8 Week * | | Lecture Courses – 16 Week * | |
| | Qty | % | Qty | % | Qty | % |
| 1. Fall 2004 Students: | | | | | | |
| a. Enrollment * | | | | | | |
| b. Completion * | | | | | | |
| c. Passing * | | | | | | |
| 2. Subset of #1 who started a second course – same format & same semester | | | | | | |
| a. Enrollment | | | | | | |
| b. Completion | | | | | | |
| c. Passing | | | | | | |
| 3. Subset of #1 above who attended any Developmental or Credit Math class in any format the next semester | | | | | | |
| a. Enrollment | | | | | | |
| b. Completion | | | | | | |
| c. Passing | | | | | | |

Figure H-1c: Effectiveness Data (Fall 2004 Data)

Spring Creek Campus

| Question | Learning Pods * | | Lecture Courses – 8 Week * | | Lecture Courses – 16 Week * | |
|--|-----------------|---|----------------------------|---|-----------------------------|---|
| | Qty | % | Qty | % | Qty | % |
| 1. Fall 2004 Students: | | | | | | |
| a. Enrollment * | | | | | | |
| b. Completion * | | | | | | |
| c. Passing * | | | | | | |
| 2. Subset of #1 who started a second course – same format & same semester | | | | | | |
| a. Enrollment | | | | | | |
| b. Completion | | | | | | |
| c. Passing | | | | | | |
| 3. Subset of #1 above who attended any Developmental or Credit Math class in any format the next semester | | | | | | |
| a. Enrollment | | | | | | |
| b. Completion | | | | | | |
| c. Passing | | | | | | |

- **Efficiency.** Gather and compare the following information for each campus:

| Figure H-2a: Efficiency Data (Fall 2004 Data) | | | | | | | | | |
|---|---------------|-----|-------------------|-----------------------------|-----|-------------------|------------------------------|-----|-------------------|
| Central Park Campus | | | | | | | | | |
| Question | Learning Pods | | | Lecture Courses – 8 Week | | | Lecture Courses – 16 Week | | |
| | Qty | % | Cost ⁺ | Qty | % | Cost ⁺ | Qty | % | Cost ⁺ |
| 1. Fall 2004 students enrolled (see Figure H-1a) | | | | | | | | | |
| 2. Number of faculty hours in classroom ⁺ : | 58 | 100 | 41K | 6 | 100 | 9K | 33 | 100 | 25K |
| a. Lab Instructors: | 40 | 69 | 29K | 0 | 0 | 0 | 0 | 0 | 0 |
| b. Associate Faculty: | 16 | 28 | 9K | 0 | 0 | 0 | 27 | 82 | 15K |
| c. Full-Time Faculty: | 2 | 3 | 3K | 6 | 100 | 9K | 6 | 18 | 10K |
| 3. No. of dedicated student PC's | 22 | | 2K | 0 | | 0 | 0 | | 0 |
| 4. No. of dedicated classrooms required for all course sections | 1 | | | 0 | | | 1 | | |
| 5. PC with projector, if installed | 1 | | 1K | 0 | | 0 | 1 | | 1K |

⁺ Notes:

- Cost** is salary cost for 1 semester for number of credit hours listed
- Number of hours in classroom** is number of weekly hours in the Learning Pod classroom by type of instructor—corresponds to number of credit hours
- Salary cost** is average cost for this department for a semester. Cost based upon the following salary cost per semester credit hour:
 Full-time Faculty = \$1578
 Lab Instructor = \$725
 Associate Faculty = \$562
- PC and projector costs** assume a **5-year life span**, and 3 semesters of use annually, using these base costs, per Joe Madden (2/15/05):
 PC = \$1325
 Projector = \$9460

| Figure H-2b: Efficiency Data (Fall 2004 Data) | | | | | | | | | |
|--|----------------------|-----|-------------------|-------------------------------------|-----|-------------------|--------------------------------------|-----|-------------------|
| Preston Ridge Campus | | | | | | | | | |
| Question | Learning Pods | | | Lecture Courses – 8 Week | | | Lecture Courses – 16 Week | | |
| | Qty | % | Cost ⁺ | Qty | % | Cost ⁺ | Qty | % | Cost ⁺ |
| 1. Fall 2004 students enrolled (see Figure H-1c) | | | | | | | | | |
| 2. Number of faculty hours in classroom⁺: | 56 | 100 | 46K | 3 | 100 | 5K | 60 | 100 | 55K |
| a. Lab Instructors: | 40 | 71 | 29K | 0 | 0 | 0 | 0 | 0 | 0 |
| b. Associate Faculty: | 8 | 14 | 4K | 0 | 0 | 0 | 39 | 65 | 21K |
| c. Full-Time Faculty: | 8 | 14 | 13K | 3 | 100 | 5K | 21 | 35 | 33K |
| 3. No. of dedicated student PC's | 28 | | 2K | 0 | | 0 | 0 | | 0 |
| 4. No. of dedicated classrooms required for all course sections | 1 | | | 0 | | | 2 | | |
| 5. PC with projector, if installed | 1 | | 1K | 0 | | 0 | 2 | | 2K |

| Figure H-2c: Efficiency Data (Fall 2004 Data) | | | | | | | | | |
|--|----------------------|-----|-------------------|-------------------------------------|-----|-------------------|--------------------------------------|-----|-------------------|
| Spring Creek Campus | | | | | | | | | |
| Question | Learning Pods | | | Lecture Courses – 8 Week | | | Lecture Courses – 16 Week | | |
| | Qty | % | Cost ⁺ | Qty | % | Cost ⁺ | Qty | % | Cost ⁺ |
| 1. Fall 2004 students enrolled (see Figure H-1c) | | | | | | | | | |
| 2. Number of faculty hours in classroom⁺: | 96 | 100 | 67K | 27 | 100 | 40K | 225 | 100 | 163K |
| a. Lab Instructors: | 80 | 83 | 58K | 0 | 0 | 0 | 36 | 16 | 26K |
| b. Associate Faculty: | 16 | 17 | 9K | 3 | 11 | 2K | 159 | 71 | 90K |
| c. Full-Time Faculty: | 0 | 0 | 0 | 24 | 89 | 38K | 30 | 13 | 47K |
| 3. No. of dedicated student PC's | 24 | | 2K | 0 | | 0 | 0 | | 0 |
| 4. No. of dedicated classrooms required for all course sections | 1 | | | 1 | | | 4 | | |
| 5. PC with projector, if installed | 1 | | 1K | 1 | | 1K | 4 | | 4K |

Results of the Research:

TBD, but includes the following chart:

| Figure H-3: Summary of Efficiency Data (Fall 2004 Data) | | | | | | | | | |
|--|----------------------|-----|-------------------|-------------------------------------|-----|-------------------|--------------------------------------|-----|-------------------|
| Question | Learning Pods | | | Lecture Courses – 8 Week | | | Lecture Courses – 16 Week | | |
| | Qty | % | Cost ⁺ | Qty | % | Cost ⁺ | Qty | % | Cost ⁺ |
| 1. Total number of enrolled students | | | | | | | | | |
| a. Central Park campus: | | | | | | | | | |
| b. Preston Ridge campus: | | | | | | | | | |
| c. Spring Creek campus: | | | | | | | | | |
| 2. Total cost for salaries, PC's and projectors: | | 100 | 163K | | 100 | 55K | | 100 | 250K |
| a. Central Park campus: | | 27 | 44K | | 16 | 9K | | 10 | 26K |
| b. Preston Ridge campus: | | 30 | 49K | | 9 | 5K | | 23 | 57K |
| c. Spring Creek campus: | | 43 | 70K | | 75 | 41K | | 67 | 167K |
| 2. Cost per student per semester (salary and PC/projector cost only): | | | | | | | | | |
| a. Central Park campus: | | | | | | | | | |
| b. Preston Ridge campus: | | | | | | | | | |
| c. Spring Creek campus: | | | | | | | | | |

How the Results Were/Will Be Used:

The research results will be used in the planning of course offerings within the Developmental Mathematics Department at Collin County Community College.

STRENGTHS AND COMMENDATIONS

The External Review Task Force (ERTF) should review and discuss the previous Evaluation Sections of this assessment. The ERTF should analyze the findings of the Internal Review Task Force as well as conduct their own evaluation of whether more information is needed in the assessment. The ERTF then decides on a list of strengths for the program being assessed.

Strengths are positive practices or characteristics of the program. Commendations are based on the strengths of the program and are exemplary or best practices that deserve special recognition and, perhaps, emulation by other programs. A commendation could, for example, be given for exceptional student outcomes or for use of processes and methods that should be adopted by other CCCC programs.

Describe and document the strengths of this program.

- a. The program presents a variety of learning formats such as traditional courses, study skills seminars, on line courses, Passport program, Weekend classes express, and Math Learning Pods. (p. 7)
- b. The faculty uses a variety of teaching methods and incorporates technology. (p. 40)
- c. Community involvement participation. The Developmental Mathematics (pp.16-47) department also offered each semester free to the public study skills seminars
- d. Faculty is diverse and well qualified (p. 44)

Describe and document any commendations for this program.

- a.
- b.
- c.

AREAS FOR IMPROVEMENT AND RECOMMENDATIONS

Based on their analysis of the assessment, the ERTF should identify areas for improvement for the program.

Next, the ERTF decides on recommendations addressing each of the “areas for improvement.” There should be *at least one* recommendation for each weakness and there should be no recommendations that are not based on weaknesses identified within this report.

Describe and document the areas for improvement of this program.

- a. Need of more participation by associate faculty on academic related activities. More participation in task forces, committees and councils; six members appear to have participated beyond the in-service and monthly division meetings, there are forty-three on staff. (pp. 40-47)
- b. Need of generic addendum for the syllabus. (p. 27)
- c. Department is not certified. (p. 38)
- d. Additional funds are needed. (p. 57)

Describe the recommendations for addressing each “area for improvement”.

- a. Consider avenues to invite Associate faculty in participating in task forces, committees and councils.
- b. Consider procedures to insurance addends to the syllabus comply with CAB regulations.
- c. Achieve certification.
- d. Although changes have been taken place in regards to space, there is still a need for support, staff, space and budget.

OPEN MEETING

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

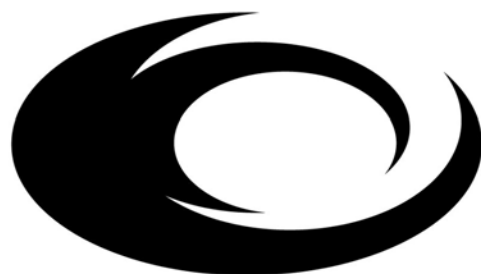
In the open meeting, the External Review Task Force should review the findings of the Internal-Review Task Force and summarize its findings relevant to the improvement of the program and student outcomes.

Provide a summary of the open meeting discussion below.

As of Feb. 25, 2005, the Institutional Research Office is gathering the remaining data needed for this table.

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

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



COLLIN
COUNTY COMMUNITY
COLLEGE

2004-2005 Service Unit Assessment

Math Labs

Administrator Comments Service Unit

| | |
|------------------------|-----------|
| Service Unit Assessed: | Math Lab |
| Year Assessed: | 2004-2005 |

1. The assessment documents effectively identified outcomes for this program support service.

| | |
|-------------------------------------|-----|
| <input checked="" type="checkbox"/> | YES |
| <input type="checkbox"/> | NO |

Comments:

The Math Lab has become three individual labs. The structural challenges are being addressed. The issue of poor pay for workers has been addressed.

2. The assessment documents that this unit has demonstrated achievement of the identifiable outcomes.

| | |
|-------------------------------------|-----|
| <input checked="" type="checkbox"/> | YES |
| <input type="checkbox"/> | NO |

Comments:

Student outcomes are difficult to measure. Anecdotal evidence indicates success; however, Lab staff and mathematics faculty could collaborate on one or more systematic measures to quantify more formally this evidence.

3. This unit meets all appropriate and relevant THECB (Texas Higher Education Coordinating Board) measures and standards.

| | |
|-------------------------------------|-----|
| <input checked="" type="checkbox"/> | YES |
| <input type="checkbox"/> | NO |

Comments:

4. Are there any recommendations listed in the assessment that should be **ignored** by the unit?

YES

NO

If “YES”, please list the recommendations to be IGNORED and state why:

5. Based on your review of the assessment please provide your comments in the areas below.

Concerns you have about the assessment or about the unit:

Pay for math lab instructors has been increased. This may lead to a more stable workforce.

Positive aspects of the unit:

Supplemental instruction is available for all math students and many science students in the district.

Advice for the unit:

Seek more faculty involvement as you divide into three structures.

YOUR NAME: *Cameron Neal*

YOUR TITLE: *Dean of Mathematics and Natural Sciences, Spring Creek Campus*

DATE:8-17-06

**2004-2005 Service Unit Assessment Instrument
Collin County Community College**

Unit Assessed: Math Labs

Internal Review Task Force: Arlene Bakner, Professor / Developmental Math
Rod Dickinson, Chair, Lab Instructor - Math
Dennis Keeton, Director of Math Labs
L. Franklin Kemp, Tutor (Part-Time)
Lynette Kenyon, Professor / Mathematics

External Review Task Force: Sharyn Art, Staff Member Outside the Program
Peter Bice, Part-time Faculty Member Outside Program
Michele Boverie, External Chairperson Outside Division
Istvan Csato, Full-time Faculty Member Outside Program
Chris Freeman, Current Student in Program
Cheryl Urban, Community Member Outside the College
Cameron Neal, Division Dean (ex-officio)

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EXECUTIVE SUMMARY

The Math Lab is a place where individuals can go to get one-on-one tutoring in Math without an appointment. These services are available on each campus. The Math Lab's clients are math and science students taking on-campus courses, distance education students that can come to campus, county residents preparing for math placement and assessment tests, and Math faculty. The External Review Task Force noted the Math Lab does a tremendous job and has many strengths. Some of these strengths include extended hours on all campuses. Also, tutoring is offered in all areas of Math including the broader area of physical sciences where mathematical skills and applications are needed.

Despite these strengths, the Math Lab struggles with the fact that there are only part-time tutors available at PRC and CPC. What's more, there tends to be high turnover for part-time tutors because most are between jobs or are students. Additionally, the low pay scale for part-time tutors may contribute to the high turnover. Limited or no space is also a concern with regard to offices, storage, and more computers for students to use. Moreover, there is no survey or evaluation available to measure whether or not student performance improves by using the Math Lab.

Math Lab usage at PRC has increased dramatically from 850 students per year in 1999-2000 to over 3,800 students per year in 2003-2004. At CPC, the Math Lab usage has also increased, particularly for tutoring in Statistics. Despite the increase in usage, there has been no noteworthy increase in funds within the last three fiscal years for hiring more full-time and part-time Math Lab staff.

EVALUATION SECTIONS

A. Strategic Plan

1. State the mission of the unit.

The mission of the Math Labs is to provide tutoring assistance in mathematics, statistics, and physics, and to provide computer access for students completing online work in mathematics and the natural sciences.

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

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

CCCCD Purpose Statement: Through its campuses, centers, and programs Collin County Community College District fulfills its statutory charge to provide:

- 1 Academic courses in the arts and sciences to transfer to senior institutions.
- 2 Technical programs, leading to associate degrees or certificates, designed to develop marketable skills and promote economic success.
- 3 Continuing adult education programs for academic, professional, occupational, and cultural enhancement.
- 4 Developmental education and literacy programs designed to improve the basic skills of students.
- 5 A program of student support services, including counseling and learning resources, designed to assist individuals in achieving their educational and career goals.
- 6 Workforce, economic, and community development initiatives designed to meet local and statewide needs.
- 7 Other purposes as may be directed by the CCCCCD Board of Trustees and/or the laws of the State of Texas.

2. Does the mission of the unit support the overall mission of the college?

YES

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

Mathematics and physics students receive homework assistance and tutoring to help them develop logical-thinking and problem-solving skills. Besides helping them excel academically, these skills are vital to those who choose careers in fields such as engineering or the health professions.

Developmental math students receive tutoring assistance to help strengthen the basic mathematical skills needed to succeed in college-level courses. The one-on-one tutoring they receive at the Labs can be especially useful to these students since they sometimes feel intimidated or left behind in the classroom setting.

Computers are available at the Math Labs to enable students to complete their online mathematics assignments with tutor assistance as needed. This is particularly useful for economically disadvantaged students and others who do not have access to a home computer.

Math instructors use the computer classroom (J227) of the SCC Math Lab to help students learn visually based material such as 3-dimensional graphing and various calculus concepts.

Math Labs Achievement Indicators:

- a. Increase the percentage of math and developmental math students who utilize the Math Labs.
- b. Increase the number of students who visit the Math Labs two or more times a semester for tutoring assistance.
- c. Increase the number of tutors capable of tutoring statistics or upper-level mathematics.
- d. Hire additional tutors who are CCCC students.

Mathematics & Natural Sciences Division Achievement Indicators supported by the Math Labs:

- 1.8. Add components to courses that create civic engagement opportunities.

Students are given the opportunity to voluntarily tutor at the SCC Math Lab as part of CCCCD's Service Learning program.

- 3.1. Offer more courses online.

The Math Labs provide a convenient way for online students to receive help should they visit campus.

- 3.4. Expand weekend offerings.

The SCC Math Lab is open on Saturdays to accommodate weekend students.

- 3.5 Hire qualified associate faculty to teach increase course offerings.

The Math Labs assist in the recruitment and retention of qualified math associate faculty by giving them the opportunity to earn supplemental income. The Math Labs also offer a convenient location for associate faculty to hold office hours.

The 2004-2006 strategic goals for CCCCD are:

- (A) Exhibit visionary leadership to provide educational experiences that enable students to excel academically and to be civically engaged.
- (B) Develop a systematic process that integrates academic, student development, technology, facilities, administrative services, and budget planning.
- (C) Meet the State challenge of broadening access to educational opportunities and support services for all student populations.
- (D) Elevate the community's awareness of CCCCD's academic, economic, cultural, and social impact to the community.
- (E) Maximize the development and use of CCCCD's human, technological, and capital resources to sustain and strengthen academic and financial vitality.

3. Do unit achievement indicators support the strategic goals of the college?

YES

List ways this unit supports the CCCCD strategic goals.

For many CCCCD students, math is a potential hurdle that can stop them from achieving their academic goals. The one-on-one tutoring offered by the Math Labs helps these students overcome their math difficulties and enables them to move forward in their academic careers.

Each semester, a number of students work at the Math Labs as either Service Learning volunteers or as paid part-time tutors. Tutoring their fellow students allows them to gain useful work experience and strengthen their own mathematical knowledge.

-
4. Are the unit achievement indicators appropriate for the student population served by the program?

YES

If this unit serves the student population then please link each unit achievement indicator to the student population that CCCCD serves:

The unit achievement indicators of the Math Labs are linked to CCCCD students who are taking developmental and college-level mathematics courses.

Quantitative and Qualitative Measurement

An achievement indicator is quantitatively measurable if a numerical value can be affixed to the achievement indicator that makes it possible to identify the degree of accomplishment. An example is an achievement indicator for increasing course completion rates up to 80%. The degree of accomplishment will be how far the actual course completion rate is above or below 80%.

An achievement indicator is qualitatively measurable if it is possible to distinguish when the achievement indicator has been accomplished or not, due to a change in relevant performance. For example, with an achievement indicator of adopting a more relevant textbook, accomplishment can be determined by whether or not a new textbook has been adopted.

5. Are the unit achievement indicators measurable?

YES

Describe how each achievement indicator is measured.

The number of students who utilize each Math Lab is measured by having students sign in when they enter the lab.

The log-in information is stored in a database that is analyzed to determine the total number of visits each semester, the number of individuals who utilize the lab, the number of visits made by each individual, etc.

-
6. Do unit achievement indicators include some measurable student outcomes?

PARTIALLY

List which unit achievement indicators are based on measurable student outcomes:

Two of the unit achievement indicators are based on student usage of the Math Labs. Verbal feedback indicates that students who regularly use the Math Labs consider it a valuable resource in helping them succeed academically. Non-traditional students in particular find the Math Labs a useful resource in helping them regain forgotten mathematical skills.

-
7. How often are the unit's mission statement and achievement indicators revised?
How are revisions decided upon?

The Math Labs' achievement indicators are revised periodically as changing needs arise. For instance, three years ago, a primary goal was to replace existing, out-of-date computers with newer equipment. Now that the Math Labs' computers have been upgraded, emphasis has been placed on increasing the number of tutors in under-staffed areas such as statistics and upper-level mathematics.

Analysis of Strategic Plan

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

- 1 In what ways can the unit mission and achievement indicators be improved?
- 2 Are the unit mission and achievement indicators appropriate for the students and/or other clients that are being served?

The Math Labs are currently used by approximately 40% of all students taking math or developmental math courses each semester. In general, students taking classes taught by part-time faculty use the Labs most frequently, since these instructors tend to have limited office hours.

While students with strong math backgrounds typically do not need the services of the Math Labs, most students would benefit if they took advantage of the tutoring and homework assistance offered. This is especially important now that the college has instituted a policy that students may repeat a course only once to replace a grade.

The Math Labs have set as a goal to have 50% of all math or developmental math students utilize the Labs each semester. In addition, the Labs would like to see its percentage of “repeat business” (i.e. the percentage of students who visit the Labs more than once to study) increase from a current rate of 60% to a rate of 75% or more in the future.

B. Quality Enhancement

1. What ongoing methods does your unit use to demonstrate how well it fulfills its stated mission? For each method, describe how the unit uses the information generated by the method to improve the effectiveness and quality of your unit? Provide concrete examples.

Method: A computer generated activity report is run for each lab on a daily and/or weekly basis.

Use of Information:

To determine the number of students using each lab and the number of hours the students spend in the Labs. Tutor staffing levels may be adjusted to accommodate increased/decreased student activity.

Example: In Fall '03, the report indicated a sustained increase in student usage on Saturdays at the SCC lab resulting in the hiring of additional staff.

2. List any recommendations and suggestions from prior evaluations of this unit. These may be formal recommendations and suggestions from internal evaluations, SACS evaluations, THECB evaluations, or less formal comments such as from surveys. Describe how these concerns have been addressed to improve effectiveness and quality.

Recommendation: Students and faculty had voiced concerns that there were an insufficient number of statistics tutors available

Improvements Made: An additional number of statistics tutors were hired to staff the Labs at all three campuses.

Recommendation: The Math Department's unit assessment document indicated students felt that cell phone activity in the SCC lab created too much of a distraction.

Improvements Made: The SCC lab adopted a policy to prohibit cell phone usage in the room.

Analysis of Quality Enhancement

Analyze and discuss the quality enhancement process in your unit. Examples of topics to cover include, *but are not limited to*, the following:

- 1 Whether or not the evaluation methods used by your unit actually measure the effectiveness of the unit.
- 2 Whether or not the unit's evaluation results are regularly used to improve effectiveness and quality with the ultimate goal of improving educational outcomes.
- 3 What improvements could be made to the unit's evaluation methods or to the use of the evaluation information?

Analysis of the log-in data has shown that there is quite a range in lab usage between course sections, with over 60% of the students from some professors' classes using the Labs, while fewer than 10% of the students from other professors' classes utilize the Labs.

While some of the variation is no doubt affected by factors such as office hours availability and instructor effectiveness, it is believed that some professors may have failed to make their students aware of the free tutoring and homework assistance offered by the Math Labs. Professors whose students utilize the Labs at a rate of 10% or less have been contacted, and it is hoped that in the future, all math and developmental math students will be aware of the resources available to them.

C. Peer Data

1. Identify a CCCC unit that can be used for comparison to your unit. When selecting that unit, consider unit characteristics such as function, size, budget, and organizational structure.

CCCCD Peer Unit: Writing Centers

Contact Person: Shirley McBride

- a. Describe the reasoning for selecting this peer.

Like the Math Labs, the Writing Centers provide one-on-one tutoring assistance to students outside the classroom.

- b. If you were unable to identify a peer or if you did not receive the data that you requested please explain.

2. Identify other community colleges that have units similar to yours. When selecting these units for comparison, consider the same unit characteristics as you did when selecting a CCCC unit but also consider factors such as the other college's institutional structure, number of campuses, and metropolitan location.

Select one Texas college and one Out-of-State college with units similar to your unit.

| | Community College Peer | Location | Contact Information |
|----------|--------------------------------|-----------------|----------------------------|
| 1 | (In Texas) Richland College | Dallas, TX | Martha Vines |
| 2 | (Out-of-State) N/A | N/A | N/A |

- a. Describe the reasoning for selecting these peers.

Richland College was selected because it has a large tutoring center.

- b. If you were unable to identify both peers or if you did not receive the data that you requested please explain.

A visit to the Center for Tutoring and Learning Connections (CTLTC) facility at Richland College located within the DCCCD yielded no relevant information. CTLTC personnel provided the names of the CTLTC Director and the Math Workshop Coordinator as two points-of-contact. Those individuals have not responded to email or phone messages requesting data on their math tutoring operations.

The following link will be helpful in finding institutions with similar characteristics:

<http://nces.ed.gov/ipeds/cool/search.asp>

The sections in the charts below marked “*From Web site*” should be filled in with data gathered from the above Web site. For the sections below marked “**IRTF TO ADD**” the Internal Review Task Force will need to contact the appropriate person at the peer institutions and gather the information needed to fill in those sections.

This peer data will be analyzed in later sections of this assessment. Please contact the Coordinator of Evaluation, Vicky Putman (vputman@ccccd.edu 972-516-5009, SCC G229) if you have questions about the peer data.

| | |
|--|----------------------|
| CCCCD Writing Centers | 2003-2004 |
| Total Institutional Expenditures for Fiscal Year | <i>From Web site</i> |
| Total Unit Expenditures for Fiscal Year | \$157,453 |
| Total Part-Time Personnel in Unit | 25 |
| Total Full-Time Personnel in Unit | 0 |
| Full-Time Faculty at college | <i>From Web site</i> |
| Total Faculty at college | <i>From Web site</i> |
| Total Duplicated Enrollment for Fiscal Year | <i>From Web site</i> |

| | |
|--|----------------------|
| <Insert In-State Peer Name Here> | 2003-2004 |
| Total Institutional Expenditures for Fiscal Year | <i>From Web site</i> |
| Total Unit Expenditures for Fiscal Year | IRTF TO ADD |
| Total Part-Time Personnel in Unit | IRTF TO ADD |
| Total Full-Time Personnel in Unit | IRTF TO ADD |
| Full-Time Faculty at college | <i>From Web site</i> |
| Total Faculty at college | <i>From Web site</i> |
| Total Duplicated Enrollment for Fiscal Year | <i>From Web site</i> |

| | |
|--|---------------------------|
| <Insert Out-of-State Peer Name Here> | 2003-2004 |
| Total Institutional Expenditures for Fiscal Year | <i>From Web site</i> |
| Total Unit Expenditures for Fiscal Year | <i>IRTF TO ADD</i> |
| Total Part-Time Personnel in Unit | <i>IRTF TO ADD</i> |
| Total Full-Time Personnel in Unit | <i>IRTF TO ADD</i> |
| Full-Time Faculty at college | <i>From Web site</i> |
| Total Faculty at college | <i>From Web site</i> |
| Total Duplicated Enrollment for Fiscal Year | <i>From Web site</i> |

Analysis of Peer Data

Analyze and discuss the above responses in relation the peer data that you collected. Examples of topics to cover include, *but are not limited to*, the following:

- 3 Are there any trends evident when comparing your unit with the peer units?
- 4 From this process of determining relevant peers, did the IRTF gain any insight about this unit or about CCCCD?

The CCCCD Writing Centers and CCCCD Math Labs share much in common. Both units have budgets of approximately \$150,000, and staffs of about 25 personnel, almost all of them part-time.

Each campus' Writing Center has a Director who oversees the center's day-to-day operations. Administrative duties such as budgeting, scheduling staff, etc, fall under the direction of the Associate Dean of Communications and Humanities.

Currently, the Writing Center Directors are part-time employees, but the Associate Dean has indicated that in the long-term, they hope each Director will be a full-time employee of the college. The Math Labs plan to implement a similar policy, and anticipate hiring a full-time lab instructor to oversee the PRC Math Lab within the next year.

D. Personnel

1. Utilization

- a. For each of the last five (5) years, how many staff members have been employed in this unit?

| Academic Year | Full Time Employees | Part Time Employees | Student Assistants/ Work Study |
|----------------------|----------------------------|----------------------------|---|
| 1999-2000 | 2 | 19 | 3 |
| 2000-2001 | 2 | 20 | 3 |
| 2001-2002 | 2 | 20 | 3 |
| 2002-2003 | 2 | 22 | 3 |
| 2003-2004 | 2 | 24 | 3 |

- b. Is the number of positions adequate to fulfill the mission and goals of the unit? If there is a high turnover of employees, discuss the reasons for this and what can be done to improve the situation.

Currently, the CPC and PRC Math Labs are staffed exclusively with part-time employees. There is a relatively high turnover rate in part-time staff due to low salary levels and the fact that many of these individuals are actively seeking full-time positions. In addition, we have students serving as tutors that are continually in the process of transferring to other colleges and universities. As a result, it is difficult to set up a consistent schedule for the Math Labs from semester to semester. Our scheduling is further complicated when employees terminate mid-semester. In some instances we have to modify our hours of operation multiple times during the semester as a result of changes in personnel.

A minimum of two additional full-time Lab Instructors would provide much needed coverage within the district, in particular at CPC and PRC, while offering some added stability in our scheduling process. Additional full-time personnel would also afford students a more dependable tutoring service due to fewer staffing changes.

- c. Are there currently any vacant positions? If so, list the vacant positions, how long the positions have been vacant, and the plans for filling the positions.

No positions are currently vacant.

- d. Provide the following ratios* for this unit for the last year:

| | 2003-2004 |
|--|------------------|
| CCCCD Students (duplicated) | 48,053 |
| Students to Unit Staff | 3,430 |
| Full Time Faculty | 226 |
| Full Time Faculty to Unit Staff | 16 |
| All Faculty | 863 |
| All Faculty to Unit Staff | 62 |

Source: CCCC August 2004 Headcount Statistics and CCCC Human Resources Office (09/28/04)

*Use the following formula:

$$\frac{\text{Students OR Full Time Faculty OR All Faculty}}{(\# \text{ unit Full Time } * 1) + (\# \text{ unit Part Time unit } * .5)}$$

- e. Using the same formula, provide the following ratios for your identified peers.

| 2003-2004 | Writing Centers | <In-State Peer> | <Out-of-State Peer> |
|--|------------------------|------------------------------|----------------------------------|
| Student to Unit Staff | 3,840 | N/A | N/A |
| Full-Time Faculty to Unit Staff | 18 | | |
| All Faculty to Unit Staff | 69 | | |

- f. Analyze and discuss the similarities and differences between your unit's and your peers' ratios. Discuss any evident trends.

The CCCCD Math Labs and CCCCD Writing Centers have very similar Student to Unit Staff ratios – 3,430 for the Math Labs and 3,840 for the Writing Centers.

2. Staff Summary

Supply the information requested below for all current full- and part-time employees. In addition to Last Name, Title, and Date Employed (in unit), under Qualifications describe work experience or education that qualifies the employee for that position.

| Last Name | Title | Date Employed | Qualifications |
|-----------|----------------|---------------|--|
| Keeton | Director | Jan 1996 | M.S. Mathematics; 14 years of teaching and tutoring experience |
| Dickinson | Lab Instructor | Jan 2004 | M.S. Engineering; 80+ graduate hours in math; 12 years of teaching and tutoring experience |
| Nichols | Lab Assistant | Oct 2004 | A.A. |
| | | | |

*You may add rows to accommodate additional employees.

3. Staff Development

- a. What professional organizations, seminars, conferences, in-service activities and CCCCD task forces and committees have staff in the unit participated in during the last two years? For each staff member, list the activities and briefly summarize how these have helped the staff achieve the stated goals of this particular unit.

| Last Name | Activities | Summary |
|-----------|--|---|
| Keeton | TCCTA ⁽¹⁾ TexMATYC ⁽²⁾ AMATYC ⁽³⁾ American Mathematical Society Cooperative/Collaborative Learning Task Force | These activities have served as a guide for the implementation of CCCCD programs such as the AMATYC Math League contest, the Emerging Scholar Program, and Service Learning opportunities in the Math Lab |

| | | |
|-----------|--|---|
| Dickinson | MAA ⁽⁴⁾ MS Excel in a Day MS Access in a Day | MS Access and Excel are used to analyze the Labs' log-in data to determine the number of individuals who utilize the Labs, etc. |
| Nichols | Presented seminar on Mad Cow disease to Texas Conference of Biotechnology Educators; attended numerous seminars in the biotechnology field | Students with biology-related questions are now able to receive assistance at the Math Labs. |
| | | |

⁽¹⁾TCCTA – Texas Community College Teachers Association

⁽²⁾TexMATYC – Texas Mathematical Association of Two-Year Colleges

⁽³⁾AMATYC – American Mathematical Association of Two-Year Colleges

⁽⁴⁾MAA – Mathematical Association of America

- b. Based on the information in items 2 and 3a, are all staff members given appropriate opportunities to participate in professional development activities?

YES

- c. What areas of unmet professional development needs are there among staff in this unit? Be specific.

No unmet needs are apparent.

4. Professional Associations

- a. List any professional associations that represent your service area.

Not applicable.

- b. If associations exist, does this unit meet the criteria for exemplary status as established by an association?

If **YES or Partially**, name the association(s):

- 1)
- 2)
- 3)
- 4) Insert rows as needed.

If **YES**, when was the unit recognized as exemplary?

List the criteria for exemplary status below:

5. Staff Evaluations

CCCCD Policy on Staff Evaluations:

The primary purpose of the evaluation process at CCCC is to maintain a high quality educational program. The evaluation process focuses on the professional growth and development of each staff member as an individual in relationship to the position description, institution and divisional goals and priorities.

Evaluation is a continuous process and is to be conducted in an atmosphere of open and honest communication between each staff member and his/her supervisor. Each employee is responsible for providing his/her supervisor with evidence of professional accomplishments during the year and likewise each supervisor is responsible for assessing those accomplishments and for ensuring that personal, divisional and institutional goals and objectives are addressed. If conducted in an atmosphere of mutual trust and respect, the evaluation process should be a growth experience for all college employees. Additionally, the evaluation process is one of the tools used in the determination of contractual status, including renewal/non-renewal, termination, and the awarding of multi-year contracts.

- a. Is this unit following college policy on staff evaluations?

YES

- b. Describe how these evaluations are being used to improve the unit's effectiveness. Provide examples when possible.

As part of each evaluation process, employees are required to set goals for the following year. For example, this year the SCC Lab Instructor has set a goal to increase his knowledge of calculus and the software program Mathematica. Achieving these goals will allow him to more effectively tutor upper-level mathematics students.

Analysis of Personnel Utilization

Analyze and discuss the effectiveness of personnel use in relation to the mission and achievement indicators of the unit. Examples of topics to cover include, *but are not limited to*, the following:

- 1 Meeting the needs of the stated mission and achievement indicators of the unit.
- 2 Staff training and development activities in relation to effectiveness of the unit.
- 3 If staffing levels vary substantially from those of identified peer units, explain the variance.
- 4 Are there any steps that can be taken to meet exemplary status criteria from a professional organization in your area?

At present, a full-time Lab Instructor assists the Lab Director in overseeing the day-to-day operations of the Spring Creek Math Lab. In addition to ensuring the lab runs smoothly, the Lab Instructor serves as a back-up tutor, and assists with the supervision of the student assistants and part-time tutors. The Lab Instructor also has training in the generation of various student activity reports that are used by the Math Lab staff and those in other departments for the purpose of monitoring student usage.

In contrast to the SCC Math Lab, only part-time tutors currently staff the PRC and CPC Math Labs. A request for personnel has been recently approved, however, to hire a full-time Lab Instructor for Preston Ridge beginning in the fall of 2005. Having an additional full-time staff member present will significantly increase the effectiveness of the PRC Math Lab. Currently, only limited hours are available for students at PRC to receive tutoring in statistics and higher-level math courses.

The SCC Math Lab presently has a full-time Lab Assistant responsible for clerical duties that include record keeping, ordering supplies, and filling in during the absence of a student assistant. With our rapid increase in student usage, it may be beneficial in the near future to have the SCC Math Lab Assistant lend support to the CPC and PRC campuses as well.

E. Cost-Effectiveness

1. Budget/Financial Resources and Support

Indicate unit expenditures for each of the last three fiscal years. Unused rows may be deleted to reduce confusion. Additional object codes may be added.

| OBJECT CODE* | 2001-02 | 2002-03 | 2003-04 |
|---|----------------|----------------|----------------|
| 1000 PERSONNEL | 173,448 | 175,110 | 135,504 |
| 2300 CONTRACTUAL SERVICES OR PERSONNEL | | 4,594 | 2,057 |
| 2400 RENTALS | | | |
| 2500 OPERATING SERVICES | | | |
| 2600 SPECIAL EXPENSES | 658 | 613 | 12 |
| 3100 GENERAL SUPPLIES | | | |
| 3200 PRINTED MATERIALS | | | 135 |
| 3300 SPECIAL SUPPLIES | | | |
| 3400 MAINTENANCE | | | |
| 4200 TRAVEL EXPENSES | 3,083 | 3,657 | 3,377 |
| 4300 TRAVEL RELATED EXPENSES | | | |
| 5200 DATA PROCESSING EXPENSES | 60 | 2,066 | |
| 5300 PRINTING EXPENSE | 414 | 370 | 861 |
| 5400 UTILITIES | 4 | 2 | 2 |
| 5500 REPAIRS | | | 268 |
| 5600 INSURANCE | | | |
| 5700 OTHER EXPENSES | 8 | 9 | 12 |
| 6400 MINOR EQUIPMENT | 15,409 | 2,316 | |
| 6500 MINOR FURNITURE | 5,300 | 3,567 | |
| 6600 MINOR MATERIALS | | | |
| 7400 CAPITALIZED EQUIPMENT | | | |
| 7500 CAPITALIZED FURNITURE | | | |
| 7600 CAPITALIZED MATERIALS | | | |
| 7700 LIBRARY ITEMS | | | |
| TOTAL EXPENDITURES: | 198,384 | 192,304 | 142,228 |

* To further break down the object codes please refer to:
<http://intranet.ccccd.edu/quickreference/HomeFrame.htm>

- a. Are there any unusual increases or decreases in departmental expenditure patterns within or across object codes?

YES

If YES, how do you explain those changes?

Object Code 1000: Two full-time staff members retired in the 2003-04 fiscal year.

Object Code 5200: Software license for Mathematica

Object Code 6400: Computer purchase

- b. The measure of the effectiveness of a strategic plan is the degree to which resources are shifted from low to high priorities. To what degree does the allocation of funds within object codes reflect the priorities in the unit's achievement indicators and/or the District's strategic plan?

The allocation of funds reflects the unit's priorities to a high degree. Approximately 90% of the funds are utilized for personnel.

- c. How might the allocation of resources be shifted to better reflect the unit's achievement indicators and/or the District's strategic plan?

No change in resource allocation is necessary.

- d. Are there any special funds or grants used in funding this college service/administrative unit?

YES

If YES, describe:

The Louis Stokes Alliance for Minority Participation (LSAMP) grant is used to fund some student tutors.

- e. Does the unit generate revenue other than state reimbursement and tuition?

YES

If YES, describe:

Lab Fee: \$5 per student per math course

- f. Is the college service/administrative unit budget adequate to meet the unit's needs?

NO

If NO, explain:

The current and recommended pay scales for part-time tutors are:

| Tutor Level* | Current Pay Scale | Recommended Pay Scale |
|---|-------------------|-----------------------|
| Level I, student has completed 1 freshman-level course in the discipline | \$6.22/hr | \$9.00/hr |
| Level II, student has completed 1 sophomore-level course in the discipline | \$6.74 | \$9.00 |
| Level III, 60+ credit hours with credit for 2 sophomore-level courses in the discipline | \$7.46 | \$9.00 |
| Level IV, Bachelor's degree in subject they are tutoring or a related discipline | \$8.46 | \$12.00 |
| Level V, Master's degree including 18 graduate hours in the discipline | \$11.93 | \$15.00 |

*A consolidation of Tutor Levels I, II, and III is recommended.

While we believe all tutor categories merit a pay raise, tutors at the bachelor's degree level appear to be particularly underpaid. Because tutors at the bachelor's degree level receive only \$8.46/ hr, the Math Labs have little success in hiring qualified personnel at this pay scale. This is regrettable since these tutors often come from engineering or computer science backgrounds and can supplement textbook knowledge with their own experience in industry.

- g. What is the unit's expenditure per student* for each of the last three fiscal years?

| | 2001-2002 | 2002-2003 | 2003-2004 |
|-------------------------|-----------|-----------|-----------|
| Per Student Expenditure | \$4.81 | \$4.31 | \$2.96 |
| Number of Students | 41,214 | 44,567 | 48,053 |

Total Expenditures (reported at the beginning of section E)

*Use the following formula: $\frac{\text{Total Expenditures (reported at the beginning of section E)}}{\text{Number of DUPLICATED students in fiscal year}}$

- h. Using the same formula, what is the unit expenditure per student for each of your identified peers?

| 2003-2004 | Writing Centers | <In-State Peer> | <Out-of-State Peer> |
|-------------------------|-----------------|-----------------|---------------------|
| Per Student Expenditure | \$3.28 | N/A | N/A |

- i. Analyze and discuss the similarities and differences in expenditures per student between your unit and your identified peers.

The CCCCD Math Labs and CCCCD Writing Centers have similar per student expenditures. In fiscal year 2003-04, the Math Labs spent \$2.96/student while the Writing Centers spent \$3.28/student.

2. Facilities and Equipment

Space Allotted to Service Area

| Type of Space | Room Location(s) | Total Square Feet |
|-----------------------|---|-------------------|
| Office Space | J229, J230, J231, SCC | 240 |
| Community/Student Use | J227, J228, SCC B336, CPC L212, PRC | 5100 |
| Storage | B339, CPC | 40 |

This information is provided on the evaluation diskette – See file “Space Utilization_All Campuses.xls”

- a. Is the present space allocation on each campus for this unit adequate for the following:

Office Space?

NO

Storage of office supplies/equipment?

NO

Space for students or community use?

NO

Other? Describe:

In cases where you indicated NO, please explain below:

Office Space:

No office space exists in the PRC Math Lab. The CPC lab has an office attached to it, but this office is currently assigned to a developmental math instructor who no longer works in the lab.

Storage of office supplies:

Storage space is limited at the CPC and PRC Labs.

Space for student use:

Usable space is limited during peak hours at all Labs. No space is available for additional computers at PRC. Limited space is available for expanding computer resources at SCC. Adding more computers at CPC will require extensive wiring and some remodeling to the lab.

b. Is space allocation on each campus adequate in terms of the following:

Convenient access to equipment?

YES

Availability of audio visual aids?

YES

Lighting?

YES

Heating?

YES

Air conditioning?

YES

Ventilation?

YES

Other? Describe:

In cases where you indicated NO, please explain below:

- c. Does available equipment meet the unit's needs?

NO

If NO, please describe major inadequacies below:

Additional computers will be needed to handle the increase in computer lab assignments for developmental and credit math courses.

- d. What additional support facilities or equipment are needed to support the unit? How would these additions enhance the unit?

An upgraded ceiling projector is needed for the instructor podium in the SCC Math Lab. Faculty providing computer-aided instruction uses the projector. Updated video monitors are needed for students wishing to view publisher supplied VCR tapes for their courses.

Analysis of Cost Effectiveness

Analyze and discuss the cost effectiveness of this unit within the framework of the District's mission, core values, goals, and purpose. Examples of topics to cover include, *but are not limited to*, the following:

- 1 Discuss any important trends in unit expenditures.
- 2 If the expenditures per student vary substantially from those of identified peer units, explain the variance.
- 3 Are the unit mission and achievement indicators consistent with resource limits?
- 4 What, if any, is the impact of budget or space issues on student-related outcomes.
- 5 Examine the adequacy of the number of square feet allotted per person in offices or number of students served per square foot.

Trends in Unit Expenditures:

Funds allocated for personnel each year are stagnant. The PRC Math Lab has experienced a near 5-fold increase in student usage over the past 5 fiscal years due mainly to the expansion of course offerings at the PRC campus. The student sign-in data at the PRC Math Lab indicates an increase from 850 student visits per year in 1999-2000 to over 3,800 student visits per year during 2003-2004.

The CPC Math Lab has also experienced a substantial increase in activity since statistics has become a pre-requisite for students wishing to enter the Nursing program.

In the past 3 fiscal years no significant increase in funds have been made available for the hiring of full-time or part-time Math Lab staff.

F. Service/Product Delivery

1. What services or products does this unit deliver?
 - a. Tutoring
 - b. Graphing calculator instruction and loan
 - c. Computer access
 - d. Textbook and video loan

2. For each of the services or products listed above, what are the key steps in delivering EACH of your unit's services or products?
 - a. Hiring and scheduling of tutors
 - b. Periodic purchase of replacement calculators
 - c. Academic Computing updates software, virus protection, etc.
 - d. Reference material updated as necessary

3. If this unit maintains or accesses student or personnel records, how does it protect the security, confidentiality, and integrity of those records?

Personnel records are maintained in locked file cabinets. Records of student lab use are maintained in a password-protected database. The student computers used for lab assignments also have the password data field on the screen masked as an added measure of security.

4. Who are the clients served by this unit?
 - a. Math and science students taking on-campus courses. Approximately 40 percent of all math and developmental math students utilize the Math Labs each semester.
 - b. Distance education students able to visit campus for tutoring assistance. About 10 percent of all students enrolled in distance education math courses utilize the Math Labs each semester.
 - c. Collin County residents preparing for math placement and assessment tests.
 - d. Math faculty. The Math Labs offer a convenient location for associate faculty to hold office hours. Additionally, full-time Math and Developmental Math faculty hold two office hours each week in the Labs.

5. What potential clients are not being served? What strategies could be used to serve these potential audiences?

Potential Client: Distance education students unable to make campus visits.

Strategy to Serve: Tutoring via email was considered. However, this was not implemented since book publishers now provide homework assistance and tutoring via telephone and/or the internet.

Potential Client: Math and science students unfamiliar with the Math Lab services.

Strategy to Serve: Analysis of the log-in database has shown that some instructors have a relatively low percentage of their students utilizing the Math Labs. These instructors have been contacted and requested to make their students aware of the free and convenient tutoring available at the Math Labs.

If this is a unit that provides services or products to students, please answer the following question. (If NOT, proceed to question 7).

6. Are the unit's services / products accessible to all the student populations listed below?

Academically disadvantaged?

YES

Economically disadvantaged?

YES

Gender biased students?

YES

Disabled students?

YES

Limited English Proficient?

YES

Ethnic minority students?

YES

Distance Education students?

YES

Displaced homemakers?

YES

Single-parents?

YES

Non-traditional students?

YES

Other? Describe:

If “NO” or “Needs Improvement” was marked for any population, describe improvements needed to make the services/products accessible.

7. Does this unit comply with the following Office of Civil Rights regulations in delivering its services:

Adequate procedures for addressing client complaints?

YES

Facilities / program accessibility for clients with disabilities?

YES

Services / products free from discrimination?

YES

Employment resources of faculty, staff, and students are free from discrimination?

YES

If “NO” was marked for any regulation, describe improvements needed to be in compliance.

Analysis of Service Delivery Methods

Analyze and discuss the delivery methods of the services and products of the unit in relation to its stated goals and mission. Examples of topics to cover include, *but are not limited to*, the following:

- 1 Discuss whether the delivery methods of the college service or administrative unit are appropriate.
- 2 In relation to personnel and cost-effectiveness information, discuss whether all services are effectively delivered.
- 3 Analyze the effectiveness of the key steps in delivering your services or products. Are there improvements that could be made?
- 4 Discuss potential barriers to serving clients and how to overcome them.

Math Lab hours are extended into the evenings and weekends to accommodate students' schedules. Tutors are scheduled so that students receive help on a one-on-one basis without a long wait. Personnel at the front desk are available to loan materials such as calculators, textbooks, and videos as requested. Computers are available in two separate rooms to allow use of the computers by faculty for class purposes and to allow other students to work independently.

An adequate number of tutors are hired and scheduled. Evaluating tutors and providing feedback to increase the quality of tutoring could improve the effectiveness of tutors, however. We could benefit by expanding the advertisement for tutor positions in physics, statistics, and higher-level math courses.

Another service unit is currently updating the computers. Communication could be improved between the two service units.

As hours for Math Lab usage increase, there is a risk that the ratio of students to tutors may become too high. Monitoring usage data and evaluating tutor availability on a continuing basis should help the Labs avoid this potential problem.

Some tutors lack the specialization required for some courses. To obtain qualified tutors in needed areas, the feasibility of creating additional pay scales that reflect specialized knowledge should be investigated. Specialized tutors could be assigned to designated areas within the Math Lab for particular courses.

G. Intended Service Outcomes

1. Besides the expected outcomes defined in the unit's achievement indicators, are there other identifiable intended outcomes for serving students and faculty?

NO

If YES, explain below:

2. Please attach a copy of the unit's organizational chart. How does the organizational structure of the unit support the intended outcomes?

See Appendix A. The organizational structure of the unit supports the intended outcomes by providing a maximum amount of tutoring capability at a minimum cost.

3. What changes in the unit's organizational structure might contribute to more efficient or effective intended outcomes?

Hire two additional full-time Math Lab Instructors to cover the CPC and PRC campuses. The addition of full-time staff would eliminate much of the scheduling difficulties we are now experiencing with an all part-time workforce at CPC and PRC. We would be able to extend the hours of operation for both Labs and provide a more dependable tutoring service for the students.

4. Describe *in detail* how your unit determines that the needs of clients are being met and the level of satisfaction they experience with the services / products provided.

Presently, student satisfaction is primarily gauged via verbal feedback from students and instructors. Overall, students seem to be quite satisfied by the quality and availability of tutoring. Students at the PRC and CPC Labs, however, occasionally comment that they would like more to have more tutors at these campuses capable of tutoring subjects such as statistics and calculus.

The remarks section of the annual campus surveys provides another source of feedback on student satisfaction. On the 2004 survey, eleven comments pertaining to the Math Labs were made. Most of the comments reflected a desire for extended lab hours. Only two of the comments were critical of the lab or its staff.

To increase the amount of feedback the Math Labs receive, the Lab Director has requested that the Institutional Research Office be contacted about creating an internal survey specifically for the Math Labs. There has also been a request for the Math Labs to be included in the quantitative portion of the campus surveys beginning in Spring 2005. This will allow the Labs to compare their satisfaction scores with other service units in the college, and will also allow the Labs to follow any trends in their satisfaction levels from year to year.

Additionally, a Math Lab Web site now under development will provide students the ability to electronically send comments regarding the Math Labs to the Director.

- Based on the methods described in item 4 above, for EACH service/product provided (as listed in Section F, number 1) how would you describe the degree to which needs are being met and the level of satisfaction with the services provided?

Use a scale of 1 (not at all) to 5 (completely).

| Services | Customers | Needs Met | Level of Satisfaction |
|---|--|------------------|------------------------------|
| Tutoring | Math, developmental math & science students | 4 | 5 |
| Graphing calculator instruction and in-lab loan | Math & developmental math students | 5 | 5 |
| Computer access | Math, developmental math, & science students | 5 | 5 |
| In-lab textbook loan | Math & developmental math students | 5 | 5 |

You may add rows to accommodate more services.

- Identify any barriers that might be adversely affecting the unit's products and/or services. What changes can be made to overcome these barriers?

No barriers identified.

Analysis of Intended Service Outcomes

Analyze and discuss this unit's intended outcomes in relation to its stated mission and achievement indicators. Examples of topics to cover include, *but are not limited to*, the following:

- 1 What tools does the unit use to determine whether the intended outcomes occur?
- 2 Discuss the adequacy of the unit's assessment tools.
- 3 Based on those tools how is the unit performing?
- 4 Are there gaps in feedback information from clients that need to be rectified?
- 5 What changes can be made to increase the effective delivery of services/products that do not rely on additional budget or personnel?

Currently, the Math Labs lack quantitative and written feedback on their performance. To rectify this problem, a request has been made that the Math Labs be included on future campus surveys. One possibility is to have a separate Math Lab survey distributed to students at the same time they complete the instructor surveys in their math courses.

STRENGTHS AND COMMENDATIONS

The External Review Task Force (ERTF) should review and discuss the previous Evaluation Sections of this assessment. The ERTF should analyze the findings of the Internal Review Task Force as well as conduct their own evaluation of whether more information is needed in the assessment. The ERTF then decides on a list of strengths for the unit being assessed.

Strengths are positive practices or characteristics of the unit. Commendations are based on the strengths of the unit and are exemplary or best practices that deserve special mention. A commendation could be given for excellent student outcomes or for the use of processes and methods that should be adopted by other CCCCD units.

Describe and document the strengths of this unit.

- a. Extended hours in the evenings and weekends greatly accommodate student's needs.
- b. Tutor all Math students including those enrolled in science courses that use Math.

Describe and document any commendations for this unit.

- a.
- b.
- c.

<Add additional rows if needed>.

AREAS FOR IMPROVEMENT AND RECOMMENDATIONS

Based on their analysis of the assessment, the ERTF should decide on areas for improvement for the unit.

Next, the ERTF decides on a recommendation for addressing each of the “areas for improvement”. There should be *at least one* recommendation for each weakness and there should be no recommendations that are not based on weaknesses identified within this report.

Describe and document the areas for improvement of this unit.

- a. Math Labs understaffed due to
 1. increase in enrollment
 2. change in college duplication/repeat policy
 3. PRC and CPC Math Labs are staffed by part-time tutors only

- b. Math Labs have inadequate space for personnel and equipment
 1. there is no office space at CPC and PRC
 2. limited storage space already filled to capacity
 3. limited or no space is available to add additional computers. Adding more computers at CPC may involve remodeling and rewiring

- c. There is no survey or evaluation that measures how student math performance improves by using the Math Lab.

Describe the recommendations for addressing each “area for improvement”.

- a. Hire a full-time employee to direct both the PRC and CPC Math Labs

- b. Check with campus Provosts to do the following:
 1. find alternate office space
 2. find alternate space for storage
 3. evaluate exactly what would have to be done to add additional computers at all campuses

- c. Work with Academic Computing and/or Institutional Research to come up with an instrument that could track the student’s math performance that use the Math Lab.

OPEN MEETING

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

In the open meeting, the External Review Task Force should review the findings of the Internal-Review Task Force and summarize its findings relevant to the improvement of the unit and student outcomes.

Provide a summary of the open meeting discussion below.

The opening meeting started on time with seven individuals in attendance. After introductions, the process the external committee went through was reviewed and highlights of the Executive Summary were given. Then each section of the document was examined giving each attendee the opportunity to comment or ask questions. The internal committee was asked to make some minor changes in order to strengthen the document. Finally, the Math Lab's strengths and areas for improvement, including recommendations addressing each area of improvement, were covered. One area for improvement was the fact that the Math Labs are understaffed. At the time of the open session, a full-time position to direct the PRC Math Lab was approved! Another part-time position was approved as well.

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

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

Appendix A

Organizational Chart

CCCCD Math Labs

**Service Unit Assessment
Quality Enhancement Plan (QEP)**

The QEP addresses each recommendation and suggestion listed in the final evaluation. Include a plan of action, time line, and person(s) responsible for each recommendation and comment on each suggestion (implementation of suggestions is optional).

| | |
|-----------------------------|--------------------------|
| Program Assessed: Math Labs | Year Assessed: 2004-2005 |
|-----------------------------|--------------------------|

Recommendation 1: Hire a full-time employee to direct both the PRC and CPC Math Labs

PLAN: Due to an increase in course offerings and Math Lab usage, a full-time employee was hired in fall 2005 to oversee the PRC Math Lab.

Hiring a full-time employee for the CPC Math Lab is under consideration. In the near term the plan is to hire a minimum of two 19.5 hr/week tutors for the CPC Lab beginning in fall 2006. This would increase the hours of operation for the Lab and provide some added stability in our tutor scheduling process.

Time line:

| <u>DATE:</u> | <u>ACTION TO BE TAKEN</u> | <u>PERSON(S) RESPONSIBLE</u> |
|--------------|--|------------------------------|
| Fall 06 | Submit an RFP for two part-time lab instructors for the CPC Math Lab. Interview and hire personnel. | Dennis Keeton |

Recommendation 2: Find alternate office and storage space for the PRC and CPC Math Labs. Acquire additional computers for all Math Labs.

PLAN (Office/Storage Space): Discuss the need for additional office and storage space with PRC and CPC Provosts and Academic Deans.

PLAN (Computers): It has been determined that additional computers are not currently needed in the SCC Math Lab.

The CPC Math Lab is scheduled to be relocated in summer 2006. The new location will accommodate an increase in the number of computers from 8 to 16.

The number of computers at the PRC Math Lab will be increased when the Lab is moved to a new facility in fall 2007.

Time line:

| <u>DATE:</u> | <u>ACTION TO BE TAKEN</u> | <u>PERSON(S) RESPONSIBLE</u> |
|--------------|---|---|
| Fall 06 | Discuss need for additional office and storage space with PRC and CPC Provosts and Academic Deans | Dennis Keeton, and PRC: Margaret Woldu CPC: Rod Dickinson |

Recommendation 3: Come up with an instrument to track the math performance of students that use the Math Lab.

PLAN: Work with the Institutional Research Office to identify an effective method to track the academic performance of students that utilize the Math Lab.

One approach under consideration is to track a sample of students that use the Math Lab on a regular basis and compare the results with a control group that rarely or never use the Lab.

Time line:

| <u>DATE:</u> | <u>ACTION TO BE TAKEN</u> | <u>PERSON(S) RESPONSIBLE</u> |
|--------------|---|------------------------------|
| Summer 06 | Discuss the feasibility of implementing a performance tracking system with Institutional Research. Identify potential tools for tracking performance. | Rod Dickinson |
| Spring 07 | Implement tracking system if deemed cost-effective. | Rod Dickinson |

Service Director Signature Rod Dickinson Date 6-26-06

Upon completion please sign and date. Email a copy to Vicky Putman at vputman@ccc cd.edu



2004-2005 Workforce Education Program Assessment
MANAGEMENT DEVELOPMENT AND MARKETING

**2004-2005 Workforce Education Program Assessment Instrument
Collin County Community College**

Program Assessed: **Management Development and Marketing**

Internal Review Task Force: **Gloria Cockerell, Chair; Karen Musa, Member; Mark Dobeck, Member; Debra Henderson, Member; Naomie Rudelson, Member**

External Review Task Force: **Pyeper Wilkins, Chair; David Alexander, Full-Time Faculty Member; Diana Ramsower, Part-Time Faculty Member; Lydia Gober, Staff Member; Robert Alves, Current Student; Tulia Aalaei, Community Member**

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EXECUTIVE SUMMARY

The Internal Review Task Force for the Management and Marketing program assessment has done a thorough job compiling, documenting and analyzing data relevant to the functioning of the department. The External Review Task Force is in agreement that the assessment document provides a clear picture of the department's goals, strengths, and weaknesses.

The Management and Marketing program's achievement indicators fully support CCCCD's strategic goals. Based on information provided by the IRTF, the department is flexible and aware of the constancy of change in our community and our students needs, and is willing to re-evaluate and change to meet those needs. One example of this is the shortening of certificates within the program to 18 hours to make them more desirable and achievable to students.

The program has seen a steady growth in enrollment, growing from 551 (duplicated enrollment) in 1999 – 2000 to 1,229 in 2003 – 2004. It should be noted that there are several courses that appear to have zero enrollment in the report, yet the rubric for these courses was changed by their inclusion in WECM and enrollment for the course is shown in the newer rubric. Concerning course completion rates, the IRTF suggested in their report that two courses, BMGT2310 and BMGT2311, which have completion rates below 80% should be evaluated as to whether they are necessary. The ERTF concurs with this assessment and suggests the same.

The ERTF is of the opinion that the program would benefit greatly from a "marketing plan", possibly using students in marketing classes to develop and implement this plan. A brochure is currently being developed in cooperation with CCCCD's Public Relations department, but a more complete marketing plan would likely result in greater interest and enrollment in the program.

EVALUATION SECTIONS

A. Strategic Plan

1. State the mission of the program.

The mission of the Management/Marketing Program parallels that of the Business & Computer Science Division in that it is to be for students an innovative, educational program of the highest possible quality, striving to

- **Develop requisite skills in students seeking careers.**
- **Promote life-long learning, and enhance student success by instilling critical-thinking and problem-solving skills.**
- **Foster cultural sensitivity and civic engagement.**

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

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

CCCCD Purpose Statement: Through its campuses, centers, and programs, Collin County Community College District fulfills its statutory charge to provide:

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

2. Does the mission of the program support the overall mission of the college?

- YES
- NO
- Partially

List and explain the ways that the mission of this program supports the overall mission, core values and purpose of the college.

The mission of the Management/Marketing Program is to develop each student completely, addressing critical-thinking skills; education of both traditional (younger) and adult students; workforce, economic, and community development initiatives designed specifically for the students of CCCC, and providing advising and counseling for students as they enroll in and complete courses. In addition, in those courses in which such is appropriate, both administrators and instructors within the Program construct and upgrade technical aspects of the Program in order for students to learn marketable skills while earning certificates or associate degrees.

The 2004-2006 strategic goals for CCCC are:

- 1 Exhibit visionary leadership to provide educational experiences that enable students to excel academically and to be civically engaged.
- 2 Develop a systematic process that integrates academic, student development, technology, facilities, administrative services, and budget planning.
- 3 Meet the State challenge of broadening access to educational opportunities and support services for all student populations.
- 4 Elevate the community's awareness of CCCC's academic, economic, cultural, and social impact on the community.
- 5 Maximize the development and use of CCCC's human, technological, and capital resources to sustain and strengthen academic and financial vitality.

Achievement Indicators for the Management Development and Marketing Program are:

For Goal 1 Explore opportunities for adding service learning components to appropriate courses. Explore and foster opportunities for students to participate in leadership and/or professional activities outside the classroom.

For Goal 2 Provide up-to-date information to Student Advising regarding all courses within the Program.

For Goal 3 Explore opportunities for offering existing courses within the Program using a distance-education format. Examine Tech-Prep opportunities with high schools in Collin County.

For Goal 4 Collect success stories of students in the Program.

For Goal 5 Provide opportunity for faculty within the Program to participate in professional development.

3. Do program achievement indicators support the strategic goals of the college?

YES

NO

Partially

List and explain the ways that this program supports the CCCCD strategic goals.

The Management/Marketing Program is working toward accomplishing the strategic goals of the District by

- Exploring opportunities for adding a service-learning component to select courses within the Program.
- Updating Program information to Student Advising.
- Determining if courses within the Program can effectively be offered in a distance education format.
- Exploring opportunities for teaching Management and/or Marketing courses onsite for companies within the community.
- Examining Tech Prep opportunities with high schools in Collin County.
- Collecting student success stories from faculty members and providing them to the Public Relations Department.
- Providing new opportunities for both full-time and associate faculty to participate in industry-sponsored activities within the Metroplex.
- Installing high tech teaching equipment in classrooms, as funding allows.

4. Are the program achievement indicators appropriate for the CCCC student population served by the program?

YES

NO

Partially

Link each program achievement indicator to the student population served by this program.

For Goal 1--While Service Learning will be available to all students in the Program, its greatest advantage will be for those students who have not yet begun their careers. Secondly, those who are changing professions can benefit from Service Learning opportunities in management and marketing. In addition, the Program has submitted students to participate in the Student Leadership Academy, which is also primarily for those students who are beginning their business lives.

For Goal 2--Students in any of the populations served by the Program will benefit from exchanges between Program faculty and Advising.

For Goal 3--On one hand, courses which are developed for Distance Learning will benefit those students who do not want, or are not able, to meet classes on campus, primarily those adult students who are single parents or have jobs the schedules of which preclude their being able to meet classes during the times available. On the other hand, Tech Prep is actually designed for high school students, so it is those students who will most benefit from such opportunities.

For Goal 4--All populations who are potential students of the Program will be affected by how well the community is informed about CCCC in general and the Program in specific.

For Goal 5--All student populations benefit when faculty participate in Professional Development and transfer to the classroom new perspectives, skills, and levels of knowledge.

Quantitative and Qualitative Measurement

An achievement indicator is quantitatively measurable if a numerical value can be affixed to the achievement indicator that makes it possible to identify the degree of accomplishment. An example is an achievement indicator for increasing course completion rates up to 80%. The degree of accomplishment will be how far the actual course completion rate is above or below 80%.

An achievement indicator is qualitatively measurable if it is possible to distinguish when the achievement indicator has been accomplished or not, due to a change in relevant performance. For example, with an achievement indicator of adopting a more relevant textbook, accomplishment can be determined by whether or not a new textbook has been adopted.

5. Are the program achievement indicators measurable?

- YES
- NO
- Partially

Describe how each achievement indicator is measured.

For Goal 1-- Created Service Learning plans for various courses within the Program and compared them with Service Learning projects conducted by other colleges and universities.

For Goal 2-- Chair attended one or more Friday-morning meetings of the Student Advising personnel in order to provide up-to-date Program information to advisors and to receive feedback from advisors.

For Goal 3-- All Program courses were reviewed for possible inclusion in Distance Learning and in Tech Prep. For Distance Learning, an on-line, three-hour Mediation course will begin Fall, 2005, which will be monitored for quality and success. Tech Prep discussions with area high schools are on-going, and as Tech Prep classes are created, they will be evaluated using criteria which are applicable to the school district in which the students attend high school.

For Goal 4--Students in Program courses have been surveyed as to how they learned about CCCCD in general and the Program in particular, but at present there are no effective means to gauge the level of awareness of the Program, or of the College as a whole, on the part of residents within Collin County or of business decision-makers. Neither is there in place a system for promoting Programs in the community. Discussions about promotion methods are

continuing with the VPAA. Compiling a portfolio of success stories about students in the Program will do nothing to inform the community about the Program until the community is made aware of the stories. The Management side of the Program has a brochure, and the Marketing side is constructing one as well, both to be distributed at high school visits and posted in public areas. At this time the only promotion opportunities used are aimed at people who already know about CCCCD and will be involved either with on-campus events or presentations to high schools. There is almost no promotion aimed at either adult learners or traditional (18-23) students who are unaware of the Program. (See more about this goal in the *Recommendations* section of the report.)

For Goal 5--Faculty have attended Professional Development activities and have reported elements from those activities which they have incorporated into their classrooms.

6. Do program achievement indicators include some measurable student outcomes?

YES

NO

Partially

If YES, list those program achievement indicators and the measurable student outcomes.

For Goal 1--The Program has submitted at least one student to participate in the Student Leadership Academy. Transfer curriculum matches the area FOS or is consistent with transfer institutions where FOS is not developed.

For Goal 2--The permanent advisor for the Program, as well as the Dean and the Chair, are officed on the Preston Ridge Campus while the majority of its students attend classes at the Spring Creek Campus. The desire is that, after the attendance of the Chair at meetings of Advising, advisors are better informed about particulars of the Program and will be better able to inform students about their options within the Program. In addition, an advisor assigned to advise only Business students is available at PRC, and, beginning in the fall, 2005, semester, an advisor assigned specifically to advise Management and Marketing students will be at the Spring Creek Campus. Faculty are aware of improvements in advising when fewer complaints, misunderstandings, and errors in choosing classes are occurring for their students.

For Goal 3--A new course, Mediation, will be offered online in fall, 2005. As well, structure for Tech Prep agreements with area high schools is nearing completion.

For Goal 4--Based on surveys, as well as general conversation, the level of awareness about the Program has not risen in several years, despite improvements to the Program itself.

For Goal 5--Students in classes offered by the Program are able to learn in more diverse ways than before because faculty have attended workshops for training on the new technology installed in the classrooms. In addition, faculty have studied learning theory in Professional Development workshops, and are applying their new-found knowledge as they interact with students.

7. How often are the program's mission statement and achievement indicators revised? How are revisions decided upon?

Programs do not have mission statements. Divisions, however, do have mission statements, and they are re-evaluated every academic year by Program Chairs and Deans of the appropriate divisions. As mission statements contain universal concepts, they are only revised if they seem to be no longer appropriate for the Division. Changes appear in the goals which are devised to accomplish the mission.

Analysis of Strategic Plan

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

- In what ways can the program mission and achievement indicators be improved?
- Are the program mission and achievement indicators appropriate for students and/or non-students who are being served?

The Program mission is appropriate for the students and non-students served by the Program, but is re-evaluated as its primary target changes to be sure that it is timely and complete. The achievement indicators are likewise re-evaluated each year, and are the portion of the strategic plan which must reflect details of changes in the student and non-student populations of the community. Because change is constant in the communities both of the potential students and of the subjects taught within the Program, the Achievement Indicators, or the details to achieve them, are adjusted to incorporate those changes.

B. Enrollment

Unduplicated Number of Students Enrolled in Program Courses and Number of Contact Hours

| Academic Year | Unduplicated Students | Contact Hours |
|---------------|-----------------------|---------------|
| 1999-2000 | 390 | 31,232 |
| 2000-2001 | 564 | 49,360 |
| 2001-2002 | 722 | 66,528 |
| 2002-2003 | 747 | 68,128 |
| 2003-2004 | 771 | 66,800 |

Source: CCCC Student Information System based on Brio query (I:\) run on 09/??/04.

Note: Totals do not include students who received a grade of AU.

1. Is enrollment in the program adequate?

YES

NO

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

The enrollment has grown steadily each academic year. The decrease in contact hours from 2002 through 2004, even though more students joined the program, occurred because many students completed their lab courses and were taking only lecture classes, and because the method of calculating contact hours changed.

Gender & Ethnicity of Students in Program Courses

| Year | Gender | | Ethnicity | | | | | Total | |
|---------|--------|------|-----------|-------|----------|-------|---------|-------|---------|
| | Female | Male | White | Black | Hispanic | Asian | Nat.Am. | | Unknown |
| 1999-00 | 208 | 182 | 299 | 29 | 32 | 29 | 0 | 1 | 390 |
| 2000-01 | 291 | 273 | 405 | 57 | 53 | 46 | 1 | 2 | 564 |
| 2001-02 | 375 | 347 | 453 | 96 | 86 | 83 | 3 | 1 | 722 |
| 2002-03 | 358 | 389 | 477 | 85 | 94 | 85 | 6 | 0 | 747 |
| 2003-04 | 345 | 426 | 536 | 84 | 69 | 77 | 5 | 0 | 771 |

Source: CCCC Student Information System based on Brio query (I:\) run on 09/??/04.

Note: Totals do not include students who received a grade of AU.

CCCCD Demographics

| | Female | Male | White | Black | Hispanic | Asian | Nat.Am. |
|--------------|--------|------|-------|-------|----------|-------|---------|
| CCCCD | 57% | 43% | 72.1% | 8.5% | 9.0% | 9.9% | 0.5% |

Source: Spring 2004 Headcount Statistics

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

YES

NO

Supporting Statement:

In 1999, before the courses were combined to be one program, the percentages were almost identical to those of the district as a whole, with the exception that the female and male percentages were reversed: the Program's students were 53% female and 47% male, with 77% White and 7% Black. The latest demographic information shows that in the academic year of 2003-2004, the percentages were 45% female and 55% male, with 69% White and 11% Black. While the percentages of females and males have simply reversed, the percentages of Whites and Blacks have changed because the numbers of Asian and Hispanic students have increased within the Program, thereby changing both the total number of students within the Program and the corresponding percentages.

Duplicated Enrollment By Course By Academic Year

| Course | 1999-2000 | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 |
|-----------|-----------|-----------|-----------|-----------|-----------|
| BMGT 1301 | 25 | 64 | 60 | 59 | 52 |
| BMGT 1302 | 10 | 0 | 9 | 8 | 0 |
| BMGT 1303 | 150 | 255 | 267 | 215 | 256 |
| BMGT 1305 | 12 | 14 | 37 | 12 | 23 |
| BMGT 1307 | 16 | 34 | 67 | 51 | 35 |
| BMGT1333 | 28 | 24 | 48 | 31 | 0 |
| BMGT 1342 | 0 | 0 | 0 | 0 | 23 |
| BMGT 1343 | 0 | 0 | 0 | 0 | 22 |
| BMGT 1344 | 0 | 0 | 0 | 0 | 40 |
| BMGT 1348 | 10 | 15 | 12 | 24 | 0 |
| BMGT 1349 | 38 | 34 | 49 | 64 | 0 |
| BMGT 1370 | 0 | 0 | 25 | 15 | 0 |
| BMGT 1372 | 0 | 0 | 36 | 37 | 0 |
| BMGT 1382 | 7 | 1 | 0 | 2 | 0 |

| | | | | | |
|-----------|-----|-----|-------|-------|-------|
| BMGT 1396 | 11 | 17 | 22 | 13 | 12 |
| BMGT 2309 | 40 | 96 | 93 | 91 | 39 |
| BMGT 2310 | 0 | 0 | 33 | 52 | 63 |
| BMGT 1311 | 0 | 22 | 43 | 37 | 35 |
| BMGT 2331 | 0 | 29 | 11 | 28 | 0 |
| BMGT 2341 | 10 | 0 | 32 | 28 | 38 |
| BMGT 2370 | 0 | 0 | 19 | 0 | 0 |
| BMGT 2374 | 0 | 32 | 0 | 0 | 0 |
| BMGT 2382 | 0 | 4 | 4 | 13 | 5 |
| BUSG 2309 | 71 | 50 | 67 | 117 | 77 |
| HRPO 2301 | 14 | 43 | 55 | 52 | 45 |
| IBUS 1354 | 23 | 31 | 43 | 30 | 14 |
| MRKG 1301 | 0 | 0 | 0 | 0 | 22 |
| MRKG 1302 | 0 | 0 | 0 | 0 | 56 |
| MRKG 1311 | 72 | 81 | 106 | 130 | 156 |
| MRKG 1380 | 2 | 0 | 1 | 1 | 1 |
| MRKG 1391 | 11 | 12 | 42 | 21 | 0 |
| MRKG 2333 | 0 | 0 | 0 | 0 | 69 |
| MRKG 2348 | 0 | 0 | 0 | 0 | 50 |
| MRKG 2349 | 0 | 0 | 0 | 0 | 62 |
| MRKG 2381 | 1 | 2 | 3 | 6 | 4 |
| QCTC 1303 | 0 | 15 | 39 | 48 | 30 |
| TOTAL | 551 | 875 | 1,229 | 1,195 | 1,229 |

Source: CCCCD Student Information System based on Brio query (I:\) run on 09/??/04
Note: Totals do not include students who received a grade of AU.

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

YES

NO

If NO, then list which courses should not be offered or listed, and explain why.

4. Are there any courses with consistently low enrollment?

YES

NO

If YES, then discuss possible reasons why, and how to address this problem.

Several courses appear to have zero enrollment during some years, but either they did not exist until the year in which their enrollment is above zero, or the rubric for the course was changed by their inclusion in WECM. Those courses whose rubrics were changed should, therefore, be shown with the sum of the enrollment numbers from both rubrics. Customer Relations, for example, was called Customer Service and was under the course identification MRKG 1391, Special Topics: Customer Service (showing total enrollment of 86). When the identification was changed to MRKG 1301 (showing total enrollment of 22 for 2003-2004), the two courses were listed separately rather than as one course with a total enrollment of 108. Like situations occurred with BMGT 1343 and 1372, Project Management; BMGT 1344 and 1370, Negotiations and Conflict Management; BMGT 1333 and MRKG 2333, Principles of Selling. Thus, one must consider the history of some courses in order to have a correct idea of their enrollment during the 1999 - 2004 timeframe.

Analysis of Enrollment

Analyze and discuss the above responses concerning this program's enrollment. Examples of topics to cover include, *but are not limited to*, the following:

- What steps can be taken to increase enrollment in the program?
- If the gender and ethnic diversity of program students do not reflect the county and CCCCD populations, discuss what might be done to increase enrollment of underrepresented populations.

A survey was constructed and administered to students in both Management and Marketing classes in the Spring, 2005, semester to ascertain preferences and needs of students which can be met by the Program and to discover how current students first learned of the Management and Marketing Program. In addition, the full-time faculty member in the Marketing area of the Program is creating a brochure to highlight the Marketing degree and certificates and to give to potential students along with the brochure which already exists for the Management offerings. Problems in enrollment will not be lessened, however, until problems with promotion in general are solved. (See *Recommendations* section.)

C. Curriculum

1. Does the program have an advisory committee?

YES

NO

Not Applicable

If YES, what role does the committee play in curriculum development?

Advisory Committee members for the Management Development and Marketing Program receive packets containing information pertinent to what the discussion will be at their meeting, be it new course construction, changes made by state mandate, retention concerns, local needs courses, texts for courses, or any other concerns which must be discussed. At the meetings, committee members discuss openly all matters pertaining to the curriculum of the Program, and, using information from both the members and the chair (information from the college), determine what they believe to be the best solution for the matter at hand. The advisory committee meets twice in each long-term semester, as a general rule, and either comes together or gives information electronically if concerns arise in-between scheduled meeting times.

2. If the program has an advisory committee, does the committee effectively contribute to ensuring the occupational relevance and adequacy of the curriculum and establishment of skill and knowledge standards for the program's courses?

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

Yes. Members of the committee are from various industries within the community which the college serves. In addition, some are academics who understand the inner workings of the college as well as the changing needs of the students. Members of the committee research the topic for the next meeting, and discuss their findings, along with information from the Chair, during the meeting.

3. Indicate whether the program complies with the following Texas Higher Education Coordinating Board (THECB) advisory committee guidelines.

The advisory committee meets at least once per academic year.

(The committee meets twice a year.)

YES

NO

Meeting minutes are kept in required format AND reflect evidence of industry involvement with the program and advisement on curricular matters.

YES

NO

(See Appendix A.)

The advisory committee certifies in writing that it has reviewed the Program's equipment, facilities, and budget and made any recommendations it deems appropriate to help assure that the Program meets current business and industry standards.

YES

NO

The program has evidence of efforts to diversify advisory committee membership.

YES

NO

Advisory committee membership reflects diversity of the occupational field including gender, ethnicity, employers of large and small companies.

YES

NO

The advisory committee is chaired by a representative of business/industry.

YES

NO

Discuss any NO responses.

4. Is the process for reviewing course content well-defined?

YES

NO

Describe the process by which course content is reviewed.

Every course in this Program is defined by the objectives of the Workforce Education Curriculum Manual (WECM), a procedures and guidelines manual of the Texas Higher Education Coordinating Board for state-funded, technical education programs in public community and technical colleges. (See p. 192 of CCCC catalog, 2004 - 2005.)

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

YES

NO

Describe the process by which catalog information is reviewed.

The catalogue descriptions are reviewed by the Program chair and the advisory committee at each meeting, using WECM guidelines. In addition, the chair reviews any changes made at the state level and includes those in any changes sent in to be printed in the catalogue. Some descriptions need to have words added so that they are more reflective of what the courses actually contain.

6. Are course prerequisites reasonable?

YES

NO

NA

Supporting Statement: There are no prerequisites.

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

YES

NO

X NA

8. Are syllabi regularly evaluated?

YES

NO

Describe the process used to evaluate course syllabi.

Generic syllabi are constructed for all courses when they are created, and remain on file. Changes to generic syllabi are made infrequently because when they are originally constructed, they are evaluated for inclusion of elements which will be valuable and accurate for many semesters. At the beginning of each semester, all syllabi particularized for sections of courses, are produced by the instructors of those sections, following the format adopted by the Division. They are sent electronically to both the dean and the program chair, as well as kept on file in the Division office and posted on the Program web site.

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

YES

NO

Append a copy of an existing competency profile/matrix.

See Appendix B.

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

YES

NO

Supporting Statement:

Each degree and certificate within the Program includes a capstone course. (See pp. 107-110. CCCCD 2004-2005, Catalogue.)

11. Do all associate degrees in this discipline contain at least 15 Semester Credit Hours (SCH) of general education, including at least one course in the following areas: Humanities/Fine Arts, Social/Behavioral Science, and Natural Science/Math?

YES

NO

Partially

Supporting Statement: See pp. 107-110, CCCCD 2004 - 2005, Catalogue.

12. Are Program course offerings and content comparable to those at other community colleges?

YES

NO

Compare and contrast CCCC'D's offerings to those of peer institutions.

Almost every community college in Texas has a Management Program or a Management/Marketing Program, and copies of Degree and Certificate plans from the following colleges are attached:

Amarillo College

Dallas County Community College District (seven colleges in the district)

McLennan Community College (Waco)

San Antonio College (Alamo Community College District)

South Plains College (Levelland/Lubbock)

Tarrant County College District (four Campuses)

(See Appendix C for degree and certificate plans.)

13. Does the Program offer similar or preferable degree and certificate options compared to other community colleges?

YES

NO

Compare and contrast CCCC'D's degree and certificate options to those of peer institutions.

The majority of certificate plans in the state still require the old style, 30+ semester-hour certificate that CCCC'D used 10-15 years ago. In the CCCC'D Program, certificates were shortened to 18 hours to make them more desirable to students, as well as more achievable. When the Program offered certificates of 30+ hours, it had no completers, but with the certificates being shorter, students often complete one certificate and go on to earn a second, and often a third. At this point, many of them become degree students.

As well, the degrees offered in this Program have more substance in the designated areas of Management and Marketing than other colleges offer. For example, while many of the other programs offer generic courses in Management and Marketing, the Program courses at CCC are subject specific. The

Management Development and Marketing Program at CCCCD also includes the only Project Management Certificate offered by a two-year college in the state.

14. Explain why the peer institutions discussed in #12 and #13 were selected. In what ways are these institutions similar to CCCCD, and in what ways are they different from CCCCD?

The colleges in the list were selected because they are samples of some major districts in Texas and of some districts geographically close to CCCCD.

San Antonio College has a much larger program than that at CCCCD, and offers many more programs; the other colleges in the list offer fewer programs than CCCCD. In addition, several colleges around the state require a Co-op/Internship/Practicum course every semester.

(Please see Appendix C for details of Degree and Certificate plans.)

15. Is the curriculum designed to consider the institutions to which Program students transfer?

Yes

Supporting Statement: Courses from the Management Development and Marketing Program are welcome in all four-year universities in the geographic area of CCCCD, with the exception of SMU. SMU does, however, participate with CCCCD in a dual-entry program.

16. Have articulation agreements (both institutional- and program-specific) for upper division study at other institutions been developed?

YES

NO

Partially

Supporting Statement: Articulation agreements are on record between CCCCD and:

The University of North Texas
Dallas Baptist University
Amberton
LaTourneau
Northwood
The University of Texas Arlington
Midwestern State

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

YES

NO

Partially

Describe any and all links to other institutions.

Representatives of the Program are currently discussing with Tech-Prep administrators how best to implement tech-prep programs between local area high schools and CCCCD. In addition, CCCCD offers courses on high school campuses, such as Allen and Rockwall, and the chair and full-time faculty in the Program continue to evaluate opportunities for teaching courses to high school students.

18. Does the Program offer courses in several formats (lecture, telecourse, short semester) to accommodate a variety of student needs and learning styles?

YES

NO

Supporting Statement:

Because the District is moving away from offering Telecourses, replacing them with Online courses, the Program is developing its own courses to be offered in an Online format, the first of which is to be Principles of Management. Course content of other Management and Marketing courses is being evaluated for efficient transferability from the classroom to the Internet. In addition, all Marketing courses are offered, not only in the traditional, 16-week format, but also in five-week formats and three-weekend formats. The five-week formats have been re-evaluated and will be changed to eight-week formats in the fall, 2005, semester.

19. Are students who complete courses in non-traditional formats (e.g., Maymester, Distance Learning, and Learning Communities) expected to acquire levels of knowledge and skill comparable to those of students in traditional course formats?

YES

NO

Provide/document evidence of comparability.

No matter what the format, the courses must have the same number of contact hours, and must comply with the same curriculum requirements. In addition, students who enroll in five-week and three-weekend courses participate in hands-on activities to practice the concepts learned in the courses, rather than simply take tests.

20. Does the Program stay abreast of, and adjust to, national trends in the Program area?

YES

NO

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

The most recent changes include offering courses in Conflict Management (on the Management side) and Communications in Management (on the Marketing side), and a new, AAS degree--Marketing/Business Management--which began fall, 2003.

In addition, new courses are to begin fall, 2005: Mediation as an on-campus course in the Management area, Business Ethics as an on-campus course in the Marketing area, and Principles of Management as an Online course.

21. Does the Program meet national, state, or professional licensing, certification, registration and accreditation requirements?

YES

NO

Not Applicable

Supporting Statement:

The program meets standards and guidelines approved by the State Coordinating Board, the Southern Association of Colleges and Schools (SACS), and WECM. Additionally, the Program regularly undergoes internal and external reviews to make certain that the standards are being met and that the guidelines are being followed.

22. Are there professional associations that accredit programs in this discipline?

YES

NO

Supporting Statement:

23. If YES to the previous question, is this Program accredited by such a professional association?

YES

NO

Supporting Statement: Not applicable

24. Does the Program provide external learning experiences (Cooperative Education, Practicum, Internship, Clinical Education, Apprenticeship Program, Service Learning)?

YES

NO

Each semester, faculty within both the Management and the Marketing parts of the Program sponsor co-op students. In addition, students regularly work with businesses and/or organizations in the community to learn about both profit and not-for-profit organizations. Such community organizations as Presbyterian Hospital, City of Frisco Fire Department, Elan Make-Up Studio, Guess, Inc., Westen Hotel Galleria, and Gap Galleria can offer written statements which explain the involvement of students from the Program with their organizations.

25. Does this program provide collaborative/cooperative learning experiences for Program students?

YES

NO

Supporting Statement:

Most courses in both Management and Marketing include working in teams, student group presentations, group field trips, group research and reports.

26. Does the Program sponsor extracurricular activities as a service to the community?

YES

NO

List all extracurricular activities sponsored during the last five years.

Although the Program does not include extracurricular activities as a general rule, on occasion students take as projects concerns of companies or organizations. For example, students in a Principles of Advertising class created an advertising campaign for the sports team, the Rough Riders, of Frisco. Because the five-week and three-weekend classes have so little time to include all the course contents of longer-running classes, they usually do not include working on projects for outside organizations. There is discussion underway to include a promotion campaign for a not-for-profit organization which students would begin in one course and continue through one or two succeeding courses.

27. Does the Program utilize appropriate technology to facilitate student learning?

YES

NO

PARTIALLY

List types of technology and ways in which they are used.

Most classrooms used for class meetings for the Program have podia for using Power Point, Starboard, Authorware, and such, but many do not, so that instructors must reserve media carts from Media Services on the campuses on which their courses are taught. Often instructors reserve time in the Computer Labs, but as students use technology more outside the school, CCCCD will need to keep up with the way students learn to use that technology. Although all courses and the methods used by their instructors do not call for computers to be installed in every classroom, the division is working toward giving all instructors access to technology in order to teach students who are more and more able to learn best from such technology. All classrooms do have overhead projectors and television/VCR equipment. Faculty agree that accepting computers which are donated by sponsoring corporations and can be used by student in the classrooms is a valuable way not only to provide computer access to students but also to create a link with the business community which can benefit the college and the students.

Analysis of Curriculum

Analyze and discuss the above responses concerning this Program's curriculum.

Examples of topics to cover include, *but are not limited to*, the following:

- Discuss ways that the curriculum of the Program can be improved.
 - How does this Program's curriculum compare with curricula at other institutions (transfer courses, course offerings, degree options)?
 - In what ways could this program improve compliance with Workforce Education program standards regarding documentation of skills and competencies?
 - Comment on how the Program could increase its community involvement as well as keep current with trends in technology and in the Program area.
-

D. Faculty

1. Do the faculty members in the program meet SACS minimum qualifications?

YES

NO

Partially

If NO or Partially, then explain further.

Although such evaluation had been completed in the past, the dean of the Division which houses the Program evaluated the qualifications of all instructors within the Division again in preparation for the spring, 2004, visit of SACS to CCCCD, and certified that each faculty member is qualified.

2. Is it feasible for the program's faculty members to provide effective teaching and student consultation, as well as to participate in curriculum development and institutional governance, with the current number of full-time faculty members?

YES

NO

Supporting Statement:

The current number of courses offered each semester can be taught by the full-time instructors and the associate faculty employed, without curtailing the involvement of full-time faculty in college-related activities outside the classroom.

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

YES

NO

Supporting Statement:

Full-time instructors teach five courses per semester, with the possibility of teaching two extra courses, while part-time instructors may teach only two or three classes per semester. Full-time faculty are not required to teach more than five courses, and part-time faculty may teach only one if they so choose.

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

| Demographic Info | | # Full Time Faculty | # Part Time Faculty |
|------------------|-----------------|---------------------|---------------------|
| Age | Under 30 | | 1 |
| | 30-39 | | 4 |
| | 40-49 | | 3 |
| | 50-59 | 2 | 8 |
| | 60 and above | | 3 |
| Gender | Female | 1 | 3 |
| | Male | 1 | 16 |
| Ethnicity | Indian | | 1 |
| | Black | | 1 |
| | Hispanic/Latino | | |
| | Native American | | |
| | White | 3 | 16 |

4. Are faculty members diversified by age, gender AND ethnicity?

YES

NO

Supporting Statement:

Although the faculty is diversified by age, there are only two instructors who are not Caucasian, and only three who are not male. The ethnicity of the faculty actually represents the community from which Marketing and Management students come, but there is no evident reason for the lack of balance between the genders other than perhaps not having many females apply to be instructors.

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

Associate faculty are involved in reviewing and suggesting textbooks for courses and are, as well, invited to attend any advisory committee meetings, during which curriculum and other issues are discussed.

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

YES

NO

Supporting Statement:

Russell Kunz: Attendee of WECM meetings (El Paso, San Antonio, McAllen)
Member of TCCTA Professional Development Committee
Chair of subcommittee of Professional Development Committee
Facilitator/Planner of Great Southwest Teacher Seminar (El Paso Community College)
Member of TCCMES (Texas Community College Management Educators Association)
Member of TEACHM (tourism Educators and Culinary Arts/Hospitality Management)
Participant in "Driving Innovation" with Joel Barker
Participant in "Leadership Series" with Zig Ziglar

Gloria Cockerell: Attendee of WECM workshop
Participant in Link and Learn seminars
Attendee of workshops on Excel, Word, Front Page, and Microsoft Word
Member of International Trade and Business Committee for Dallas County
Member of International Studies Committee
Attendee of luncheon and trade discussion with the economic vice minister of El Salvador

Attendee of workshop "Trade Compliance"
Attendee of workshop "Small Business Advocacy"

7. Do full-time faculty members participate in task forces, committees, councils, and Faculty Senate for the improvement of educational programs at CCCCD?

- YES
 NO
 Partially

Supporting Statement:

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

Russell Kunz: Attendee of WECM meetings
Member of TCCTA Professional Development Committee
Chair of subcommittee for Great Teaching Round-up, 2004
Member of CCCCD Mission/Vision Task Force
Facilitator of two CCCC faculty/staff meetings
Chair of Law Enforcement Internal Review Task Force
Member of Hospitality Internal Review Task Force
Program Recruiter at county high schools
Chair Marketing Tech Prep programs

Gloria Cockerell: Attendee of workshop on Performance Evaluations
Chair of committee to write White Paper on Student Retention
Member of Environmental Scanning Task Force
Participant in International Business and Trade Advisory Committee for Dallas
County
Leader of workshop "Those Who Teach, Do" for Professional Development
Week at CCCCD
Attendee of WECM Workshop
Panel Member for Humanities discussions
Advisor for Entrepreneur Organization (Student Organization)
Presenter of Co-op seminars: "Generations at Work" "Internet Etiquette"
"Diversity in the Workplace" "Business Ethics and Corporate Responsibility"
Judge--National History Day
Panelist--Humanity Panel Discussions
Member of International Studies Committee
Chair of Internal Review Task Force for Career Services

Facilitator for faculty discussion on All School Day
Facilitator for All Campus Day
Attendee of Teaching Collaborative for Teaching Excellence
Attendee of Bioterrorism Forum
Attendee of Youth Violence and Public workshop
Presenter of workshop for Faculty Development
Attendee of Menlo Worldwide Trade Services seminar, World Trade Zones
Sponsor of Entrepreneurial Club
Chair of Faculty Senate committee to study student retention

8. Do part-time faculty members participate in task forces, committees, and councils for the improvement of educational programs at CCCCD?

YES

NO

Partially

Supporting Statement:

Insert or append a listing of activities for part-time faculty:

Part-Time faculty act as members of the Program's advisory committee, as members of Internal Review Task Forces and External Review Task Forces, and as attendees of workshops during Professional Development Week.

9. How do faculty members demonstrate engagement in the community or service to the community?

Russell Kunz: Teach management courses at business sites such as Target (Plano, Frisco) and Kone

Taught Quality Management course to evaluate the turnover problems in the Housekeeping Department at Presbyterian Hospital of Plano

Gloria Cockerell: Attendee at luncheon honoring the Economic Vice Minister of El Salvador and discussing the Central American Free Trade Agreement

Attendee at United Nations Association-Dallas Chapter luncheon and discussion, "Human Rights, Transnational Business and the United Nations Global Compact"

Attendee at Organization of Women in Trade discussion, "Top Three Trading Partners: Mexico, Canada, & China"

Teacher of Adult Sunday School class
Member of and Singer in Musical Theater Ensemble
Editor of fiction novel
Reviewer/editor of Marketing text
Singer and Representative of the United States on CD, "God Bless the World"
Member of Community Chorale
Judge for National History Day for local high schools
Volunteer instructor for teaching English as a Second Language to Mexican residents of Plano
Mentor for students at risk in PISD

Faculty Evaluations

CCCCD Policy on Faculty Evaluations:

The primary purpose of the faculty evaluation process at CCCC is to maintain a high quality educational program. The evaluation process focuses on the professional growth and development of each faculty member as an individual in relationship to the position description, institution and divisional goals and priorities.

Evaluation is a continuous process and is to be conducted in an atmosphere of open and honest communication between each faculty member and his/her supervisor. Each faculty member is responsible for providing his/her supervisor with evidence of professional accomplishments during the year and likewise each supervisor is responsible for assessing those accomplishments and for ensuring that personal, divisional and institutional goals and objectives are addressed. If conducted in an atmosphere of mutual trust and respect, the evaluation process should be a growth experience for all college faculty members. Additionally, the evaluation process is one of the tools used in the determination of contractual status, including renewal/non-renewal, termination, and the awarding of multi-year contracts.

10. Is this program following the college's general policy for faculty evaluations?

- YES
- NO

Supporting Statement:

Each academic year, the dean of the division of Business and Computer Science spends time with each, individual full-time instructor in the Program, discussing the instructor's student evaluations and points in the faculty member's self-evaluation. The dean then makes written comments on the evaluation form, which the faculty member reads, with an option to add comments, and signs. During each year's evaluation, the dean and the faculty member evaluate goals set for the faculty member in the previous year's evaluation session, and set goals for the next academic year.

11. Is this program following college policy by addressing the full-time faculty evaluation components (Student Surveys of Instruction results, class visit evaluations, self-evaluation, and annual evaluation by the dean)?

YES

NO

Supporting Statement:

See previous answer.

12. Is this program following college policy by addressing the associate faculty evaluation components (Student Surveys of Instruction results, class visit evaluations, and annual evaluation by the program chair)?

YES

NO

Supporting Statement:

Each academic year the Program Chair visits classes of the associate faculty and evaluates their performance. Should the Chair not be able to attend a class taught by a part-time instructor, the other full-time instructor in the Program performs the evaluation. Student evaluations are made available to each part-time instructor, as well as to the chair. Associate faculty may elect simply to read the evaluation of their classroom teaching given by the chair or full-time faculty member and to view their student evaluations, or they may request to meet with the chair and discuss the content information of both.

13. Describe how these evaluations are being used to improve the quality of instruction and the program's effectiveness. Provide examples when possible.

Full-time Instructors discuss their evaluations and goals with the dean at the close of each academic year, and determine what positive elements they should continue and what improvements they can make in their teaching. At that time they also review the goals that they set the previous year and set their goals for the next academic year. Part-time instructors have available to them the same evaluative activity as do full-time faculty.

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

YES

NO

Supporting Statement:

According to the dean of the B&CD Division, both the part-time faculty and the full-time faculty receive positive evaluations from students. Although members of the Internal Review Task Force are prohibited by the Privacy Act from reading evaluations of instructors, the evaluations are available in the Office of Institutional Research to review to support the dean's statement.

Analysis of Faculty

Analyze and discuss the above responses concerning this program's faculty. Examples of topics to cover include, *but are not limited to*, the following:

- Discuss any problems related to faculty qualifications, teaching loads, professional development, and faculty evaluations.
- Are there ways to improve faculty community service and CCCCDCD committee participation?
- Are there any issues related to faculty diversity in relationship to the student population the program serves?

Full-time faculty of the Management Development and Marketing Program are fully qualified to teach in their respective fields and have been shown to continue their professional development in a variety of manners. In addition, they are involved in

the community from which CCCCD draws its students and contribute to that community. Both full-time faculty participate in groups who are working to improve the college, and do so as often as they can without lessening their abilities to be available for their students. The college has an efficient method of alerting professors to opportunities for service, and the full-time instructors of this program participate often.

Part-time instructors in the Program are not invited to participate in as many college-related activities as are the full-time faculty, although they are invited to participate in such activities as the Statewide Academe for Part-Time Teachers. Much more should be offered to associates in the area of professional development and in areas in which their contributions for the improvement of educational programs at CCCCD could be heard.

The college should devise a method for including part-time instructors in the planning and development issues of the college, but until the associate faculty are involved more fully in all areas of the life of the college, they will not feel inclined to spend their own time on task forces and committees.

The ethnicity of the instructors does not look balanced on the face of it, but it does represent the population which enrolls in the classes of this program. Gender, balance, however, is a different situation. Although there are more female than male students in this program, there are only three female instructors to the 18 male instructors.

E. Resources

Space Allotted to Program

| Type of Space | Room Location(s) | Total Square Feet |
|----------------|---|------------------------------------|
| Faculty Office | SCC J247, K239 (assoc.); PRC H230, H119 (assoc.) | SCC-329 & PRC 550, Total 879. |
| Classroom | SCC K234, G212; PRC H224 | SCC 1362 & PRC 625, Total 1987. |
| Lab | N/A | N/A |
| Storage | SCC 36, PRC 96 | Total 132 |

This information is provided on evaluation diskette – See file “Space Utilization_All Campuses.xls” (June 2001).

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

YES

NO

Supporting Statement:

The faculty offices are adequate to meet current needs and requirements. There are peak periods in which associate faculty would benefit from additional space.

2. Is classroom space sufficient for program needs?

YES

NO

Supporting Statement:

The classroom space seems adequate to meet current needs and requirements. Additional classroom space would provide more options for scheduling flexibility. This would be especially beneficial during time periods of peak usage such as week days and some week nights.

3. Are laboratories sufficient for program needs?

YES

NO

Supporting Statement:

The only laboratory facilities needed are computer oriented. They are accessible and adequate for current needs. Future needs should be assessed considering growth targets.

4. Is storage space sufficient for program needs?

YES

NO

Supporting Statement:

Storage space has been adequate, but this is likely to change. The secure shredders, as well as growth, will require additional storage space.

5. Is equipment sufficient for program needs?

YES

NO

Supporting Statement:

The equipment has not been adequate for current needs; however, in most cases it is being upgraded to meet growth targets, satisfy student needs, and facilitate the development of online courses. Most classrooms which house Management and Marketing classes contain media podia, and equipment training has been provided for instructors. In addition, full-time faculty have computers in their offices, and part-time faculty have computers available in each of the Associate Faculty offices.

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

YES

NO

Supporting Statement:

The current budget (2003-2004) is marginally acceptable to support and meet Program needs. Growing and continuing to meet student needs will be difficult unless the budget is regularly increased, but lack of funds for the budget is not, however, particularized to this program. The future of budget increases for two-year colleges overall is bleak.

7. Are the program mission and achievement indicators consistent with resources?

YES

NO

Partially

Supporting Statement:

At this time resources are not optimal to achieve the goals of the Program on the scale and in the timeframe desired; growth and continuous improvement will require additional resources. Strategic planning must address growth. If possible, therefore, additional financial resources should be committed for expansion.

8. Does the program receive adequate resources to provide for faculty and staff development?

YES

NO

Supporting Statement:

The resources currently available for faculty and staff development are satisfactory. Development opportunities are diverse, consisting of both on-campus and off-site

opportunities. Both faculty and staff are encouraged to take advantage of these resources, and information about development resources can be found online on the CCCC website. Department administrations send notices to faculty and staff members via e-mail when new development opportunities are available.

9. Does the number of support personnel meet the program needs?

YES

NO

Supporting Statement:

The number of support personnel seems adequate to satisfy current program needs, although student assistants for the division as a whole could help to reduce the load of division secretaries and speed up the completion of tasks. Future growth of the division itself may require additional support staff, and the Program will benefit from such.

10. Do the qualifications of support personnel meet the program needs?

YES

NO

Supporting Statement:

Support staff must meet qualifications listed in job descriptions in order to be hired and maintain their positions. The Human Resources Department is responsible for verifying and documenting compliance and for maintaining records.

Analysis of Resources

Analyze and discuss the above responses concerning this program's resources. Examples of topics to cover include, *but are not limited to*, the following:

- Discuss any circumstances where the program's mission and achievement indicators are not consistent with available resources.
- Are there critical problems with space or equipment?
- Discuss whether the program's needs are met by the support personnel.

More interaction with the local business community would facilitate the achievement of goal four, increase community awareness of CCCC CD programs, and encourage community support for the College. As a result, full-time faculty of the Program are researching funding and developing methods for promoting the Program more fully in the community.

In the area of expansion of course offerings in response to environmental needs and changes (achievement indicators 1.1, 1.2, and 1.4), research is being done by members of the Management Development and Marketing Program to ascertain the possibility of expanding the Project Management Certification offered by CCCC CD.

In addition, classrooms available for the Program are often in short supply. Evaluation is performed each time budgeting activities occur, in an effort to make available classrooms in which students can meet and have enough space to participate in class-time activities, and in which instructors have electronic equipment available for teaching.

F. Student Outcomes

Number of **unduplicated former program students** that left CCCCD and are either employed or transferred to another institution

| CIP Code | 1998-1999 | | 1999-2000 | | 2000-2001 | | Total Over 3 Years | |
|----------------|-----------|------|-----------|-----|-----------|-----|--------------------|-----|
| | # | % | # | % | # | % | # | % |
| | | | | | | | | |
| Program Totals | 11 | 100% | 8 | 88% | 8 | 50% | 27 | 81% |

Former program students are defined as students who took at least 3 program courses and received grades other than W or AU. These former program students did not receive a degree or certificate from CCCCD and they are listed under the last year that they enrolled in any credit courses at CCCCD. The employment numbers only reflect those students employed in companies that participate in the Texas Unemployment Insurance Program. Sources: CCCCD SIS, THECB ASALFS data, and National Student Clearinghouse data.

1. Taking program achievement indicators into consideration, is the number of former program students who are employed or transferred adequate?

YES

NO

Supporting Statement:

Although the data indicate a downward trend, the average from 1998 through 2001 was 81%, which is positive. The 2000-2001 results, which are the most current, suggest that only 50% of the unduplicated former program students are either working or have transferred to other institutions, so it is not clear that Goal Three was met in 2001-2002. Unfortunately, it is difficult to draw conclusions without more detailed tracking and follow-up information concerning the students' particular circumstances.

Number of **unduplicated program graduates** who left CCCCD and are either employed or transferred to other institutions

Management Development & Marketing Program

| CIP Code | 1998-1999 | | 1999-2000 | | 2000-2001 | | Total Over 3 Years | |
|----------------------------------|-----------|------|-----------|------|-----------|------|--------------------|------|
| | # | % | # | % | # | % | # | % |
| 52.201 | 6 | 100% | 2 | 100% | 11 | 100% | 19 | 100% |
| State-wide Program Totals | 588 | 94% | 624 | 93% | 623 | 93% | 1,835 | 94% |
| 08.0708 | 7 | 88% | 5 | 83% | 6 | 100% | 18 | 90% |
| State-wide Program Totals | 13 | 93% | 16 | 94% | 16 | 100% | 45 | 96% |

Source: THECB Annual Data Profile, Table ADP10A.

2. Taking program achievement indicators into consideration, is the number of program graduates employed or pursuing further education adequate?

YES

NO

Supporting Statement:

CCCCD's three-year total for 52.201 exceeds the statewide program totals.
 CCCCD's unduplicated program graduate three-year percentage for 08.0708 is 6%; below the statewide average, but still high.

Duplicated number of degrees and certificates awarded by CCCCD

| Major | Academic Year | | | | Total Degrees Granted | | Total Graduates |
|-----------------------|---------------|-------|-------|-------|-----------------------|-----|-----------------|
| | 00-01 | 01-02 | 02-03 | 03-04 | AAS | CER | |
| BMGT | 0 | 2 | 7 | 8 | 14 | 3 | 17 |
| MRKG | 3 | 2 | 5 | 5 | 14 | 1 | 15 |
| Program Totals | 3 | 4 | 12 | 13 | 28 | 4 | 32 |

Source: CCCCD Student Information System based on Brio query (I:\IRO\2004-2005) run on 09/09/04.

3. Does the program meet the minimum requirements of 15 graduates during the last three years?

YES

NO

Supporting Statement:

The results document that the Business Management and Marketing Program meets the program graduate requirement.

4. Does the program meet the requirements that 85 percent of the graduates are either employed or pursuing further education?

YES

NO

Supporting Statement:

Data from Institutional Research support the affirmative response.

5. Is this program labeled by the THECB as having an underrepresented gender?

YES

NO

Supporting Statement:

See Gender and Ethnicity Table on page 12.

6. If YES to #5, is the enrollment of students of the underrepresented gender at 25% or improving at the rate of one percent per year until it reaches 25%?

YES

NO

Supporting Statement:
NA

7. If YES to #5, is the percentage of graduates of the underrepresented gender at 25% or improving at the rate of one percent per year until it reaches 25%?

YES

NO

Supporting Statement:

NA

Course Completion

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

| Course | Fall 2002 | Spring 2003 | Fall 2003 | Spring 2004 |
|----------|---------------------|---------------------|---------------------|---------------------|
| | Completion Rate (%) | Completion Rate (%) | Completion Rate (%) | Completion Rate (%) |
| BMGT1301 | 92% | 94% | 79% | 92% |
| BMGT1302 | 100% | N/A | N/A | N/A |
| BMGT1303 | 78% | 80% | 82% | 90% |
| BMGT1305 | N/A | 92% | N/A | 87% |
| BMGT1307 | 73% | 90% | N/A | 96% |
| BMGT1333 | 90% | N/A | N/A | N/A |
| BMGT1342 | N/A | N/A | 78% | N/A |
| BMGT1343 | N/A | N/A | N/A | 77% |
| BMGT1344 | N/A | N/A | 86% | 94% |
| BMGT1348 | 92% | N/A | N/A | N/A |
| BMGT1349 | 92% | 94% | N/A | N/A |
| BMGT1370 | 87% | N/A | N/A | N/A |
| BMGT1372 | 100% | 82% | N/A | N/A |
| BMGT1396 | N/A | 92% | N/A | 100% |

| | | | | | |
|----------|-----|------|------|-----|-----|
| BMGT2309 | | 86% | 92% | 89% | N/A |
| BMGT2310 | | 85% | 56% | 69% | 59% |
| BMGT2311 | | 79% | 72% | N/A | 83% |
| BMGT2331 | | 88% | 100% | N/A | N/A |
| BMGT2341 | | 92% | 77% | 79% | 90% |
| BUSG2309 | | 86% | 90% | 93% | 94% |
| HRPO2301 | | 94% | 90% | 78% | 90% |
| QCTC1303 | | 90% | 85% | 74% | 82% |
| IBUS1354 | | 100% | 95% | 93% | N/A |
| MRKG1301 | N/A | | N/A | N/A | 86% |
| MRKG1302 | N/A | | N/A | 88% | 85% |
| MRKG1311 | | 94% | 87% | 73% | 91% |
| MRKG1391 | | 100% | 100% | N/A | N/A |
| MRKG2333 | N/A | | N/A | 91% | 82% |
| MRKG2348 | N/A | | N/A | 84% | N/A |
| MRKG2349 | N/A | | N/A | 88% | 50% |

Source: CCCC Student Information System based on Brio query run on 09/29/04.

8. Do course completion rates meet the State standard of 80%?

YES

NO

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

In general, course completion rates consistently exceed 80%. However, there are two courses with rates below 80%, which are a concern. The courses are BMGT2310 BMGT2311.

These two Management courses should be evaluated as to whether they are necessary. Perhaps students whose major is Management should be surveyed for possible reasons for consistently low enrollment.

The table below shows a comparison of Fall, 2003, course completion rates between CCCC and the State within the CIP codes that define this program.

| CIP Code | Fall 2003 Completion Rates (%) | |
|----------|--------------------------------|-------|
| | Statewide | CCCCD |
| 520201 | 87% | 83% |
| 521401 | 85% | 83% |
| 521001 | 89% | 78% |
| 150702 | 91% | 74% |
| | | |

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

9. Are course completion rates comparable to Statewide course completion rates in this discipline?

YES

NO

Supporting Statement:

The statewide completion rates exceeded the corresponding CCCC completion rates overall. The CCCC rates were very close to the statewide rates, however, in Business Administration & Management, Gen. (520201) and Marketing/Marketing Mgmt. Gen. (521401).

CCCC's course results for Human Resources Management (521001) and Quality Control Tech. (150702) were significantly lower than the statewide completion rates.

Grade Distributions for Program Courses 2003-2004

| Course | Semester | Enrollment | % A | % B | % C | % D | % F | % Withdrawal | % Audit |
|-----------------|--------------|------------|------------|------------|------------|-----------|------------|--------------|-----------|
| Total | Total | 789 | 43% | 20% | 9% | 3% | 10% | 15% | 0% |
| BMGT1301 | 20041 | 39 | 26% | 21% | 28% | 0% | 5% | 21% | 0% |
| BMGT1301 | 20042 | 13 | 38% | 15% | 15% | 0% | 23% | 8% | 0% |
| BMGT1301 | Total | 52 | 29% | 19% | 25% | 0% | 10% | 17% | 0% |
| | | | | | | | | | |
| BMGT1303 | 20041 | 112 | 39% | 18% | 10% | 5% | 10% | 18% | 0% |
| BMGT1303 | 20042 | 111 | 37% | 27% | 12% | 4% | 11% | 10% | 0% |
| BMGT1303 | 20043 | 19 | 53% | 32% | 0% | 0% | 5% | 5% | 0% |

| | | | | | | | | | |
|----------|-------|-----|-----|-----|-----|-----|-----|-----|----|
| BMGT1303 | 20044 | 13 | 69% | 15% | 8% | 0% | 0% | 8% | 0% |
| BMGT1303 | Total | 255 | 41% | 23% | 10% | 4% | 9% | 13% | 0% |
| | | | | | | | | | |
| BMGT1305 | 20042 | 23 | 9% | 26% | 9% | 9% | 35% | 13% | 0% |
| BMGT1305 | Total | 23 | 9% | 26% | 9% | 9% | 35% | 13% | 0% |
| | | | | | | | | | |
| BMGT1307 | 20042 | 23 | 87% | 4% | 0% | 0% | 4% | 4% | 0% |
| BMGT1307 | 20044 | 12 | 75% | 17% | 8% | 0% | 0% | 0% | 0% |
| BMGT1307 | Total | 35 | 83% | 9% | 3% | 0% | 3% | 3% | 0% |
| | | | | | | | | | |
| BMGT1342 | 20041 | 23 | 30% | 35% | 4% | 0% | 9% | 22% | 0% |
| BMGT1342 | Total | 23 | 30% | 35% | 4% | 0% | 9% | 22% | 0% |
| | | | | | | | | | |
| BMGT1343 | 20042 | 22 | 55% | 23% | 0% | 0% | 0% | 23% | 0% |
| BMGT1343 | Total | 22 | 55% | 23% | 0% | 0% | 0% | 23% | 0% |
| | | | | | | | | | |
| BMGT1344 | 20041 | 22 | 45% | 27% | 9% | 0% | 5% | 14% | 0% |
| BMGT1344 | 20042 | 18 | 83% | 0% | 0% | 6% | 6% | 6% | 0% |
| BMGT1344 | Total | 40 | 63% | 15% | 5% | 3% | 5% | 10% | 0% |
| | | | | | | | | | |
| BMGT1396 | 20042 | 12 | 33% | 33% | 0% | 0% | 33% | 0% | 0% |
| BMGT1396 | Total | 12 | 33% | 33% | 0% | 0% | 33% | 0% | 0% |
| | | | | | | | | | |
| BMGT2309 | 20041 | 28 | 61% | 7% | 7% | 4% | 11% | 11% | 0% |
| BMGT2309 | 20043 | 11 | 64% | 27% | 0% | 0% | 0% | 0% | 0% |
| BMGT2309 | Total | 39 | 62% | 13% | 5% | 3% | 8% | 8% | 0% |
| | | | | | | | | | |
| BMGT2310 | 20041 | 36 | 31% | 8% | 11% | 3% | 17% | 31% | 0% |
| BMGT2310 | 20042 | 27 | 19% | 11% | 4% | 4% | 22% | 41% | 0% |
| BMGT2310 | Total | 63 | 25% | 10% | 8% | 3% | 19% | 35% | 0% |
| | | | | | | | | | |
| BMGT2311 | 20042 | 35 | 80% | 3% | 0% | 0% | 0% | 17% | 0% |
| BMGT2311 | Total | 35 | 80% | 3% | 0% | 0% | 0% | 17% | 0% |
| | | | | | | | | | |
| BMGT2341 | 20041 | 28 | 64% | 14% | 0% | 0% | 0% | 21% | 0% |
| BMGT2341 | 20042 | 10 | 80% | 0% | 0% | 0% | 10% | 10% | 0% |
| BMGT2341 | Total | 38 | 68% | 11% | 0% | 0% | 3% | 18% | 0% |
| | | | | | | | | | |
| BUSG2309 | 20041 | 30 | 63% | 3% | 3% | 0% | 23% | 7% | 0% |
| BUSG2309 | 20042 | 47 | 21% | 26% | 21% | 11% | 15% | 6% | 0% |
| BUSG2309 | Total | 77 | 38% | 17% | 14% | 6% | 18% | 6% | 0% |
| | | | | | | | | | |
| HRPO2301 | 20041 | 9 | 44% | 22% | 0% | 0% | 11% | 22% | 0% |
| HRPO2301 | 20042 | 21 | 24% | 38% | 5% | 10% | 14% | 10% | 0% |
| HRPO2301 | 20043 | 15 | 27% | 33% | 20% | 0% | 7% | 7% | 0% |
| HRPO2301 | Total | 45 | 29% | 33% | 9% | 4% | 11% | 11% | 0% |
| | | | | | | | | | |
| QCTC1303 | 20041 | 19 | 5% | 47% | 21% | 0% | 0% | 26% | 0% |

| | | | | | | | | | |
|----------|-------|---------|-----|-----|-----|-----|-----|-----|----|
| QCTC1303 | 20042 | 11 | 45% | 9% | 18% | 0% | 9% | 18% | 0% |
| QCTC1303 | Total | 30 | 20% | 33% | 20% | 0% | 3% | 23% | 0% |
| | | | | | | | | | |
| IBUS1354 | 20041 | 14 | 7% | 57% | 14% | 0% | 14% | 7% | 0% |
| IBUS1354 | Total | 14 | 7% | 57% | 14% | 0% | 14% | 7% | 0% |
| | | | | | | | | | |
| MRKG1301 | 20042 | 22 | 45% | 9% | 5% | 9% | 18% | 14% | 0% |
| MRKG1301 | Total | 22 | 45% | 9% | 5% | 9% | 18% | 14% | 0% |
| | | | | | | | | | |
| MRKG1302 | 20041 | 17 | 65% | 18% | 6% | 0% | 0% | 12% | 0% |
| MRKG1302 | 20042 | 39 | 26% | 31% | 5% | 10% | 13% | 15% | 0% |
| MRKG1302 | Total | 56 | 38% | 27% | 5% | 7% | 9% | 14% | 0% |
| | | | | | | | | | |
| MRKG1311 | 20041 | 89 | 33% | 10% | 12% | 7% | 11% | 27% | 0% |
| MRKG1311 | 20042 | 66 | 20% | 29% | 26% | 11% | 6% | 9% | 0% |
| MRKG1311 | 20043 | 1 | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| MRKG1311 | Total | 156 | 27% | 18% | 18% | 8% | 9% | 19% | 0% |
| | | | | | | | | | |
| MRKG2333 | 20041 | 46 | 46% | 13% | 9% | 13% | 11% | 9% | 0% |
| MRKG2333 | 20042 | 11 | 45% | 27% | 0% | 0% | 9% | 18% | 0% |
| MRKG2333 | 20044 | 12 | 17% | 75% | 0% | 0% | 8% | 0% | 0% |
| MRKG2333 | Total | 69 | 41% | 26% | 6% | 9% | 10% | 9% | 0% |
| | | | | | | | | | |
| MRKG2348 | 20041 | 50 | 20% | 28% | 18% | 4% | 14% | 16% | 0% |
| MRKG2348 | Total | 50 | 20% | 28% | 18% | 4% | 14% | 16% | 0% |
| | | | | | | | | | |
| MRKG2349 | 20041 | 50 | 36% | 20% | 14% | 4% | 14% | 12% | 0% |
| MRKG2349 | 20042 | 12 | 17% | 8% | 0% | 8% | 17% | 50% | 0% |
| MRKG2349 | Total | 62 | 32% | 18% | 11% | 5% | 15% | 19% | 0% |
| | | | | | | | | | |
| Program | Total | 1,218 | 39% | 21% | 10% | 4% | 11% | 15% | 0% |
| | | | | | | | | | |
| BC | Total | 17,381 | 30% | 21% | 13% | 4% | 11% | 20% | 0% |
| | | | | | | | | | |
| CCCCD | Total | 124,076 | 28% | 21% | 13% | 3% | 9% | 20% | 0% |

Source: CCCC BRIO Credit Program Snapshot 09/14/04
(rows can be added or deleted as needed)

10. Discuss the grade distributions in relation to the mission and achievement indicators of the program and the mission, core values, goals, and purpose of the college. To what degree do the grade distributions reflect a realistic range of student performance? Is there evidence of grade inflation or deflation?

The division is committed to providing high quality and innovative educational programs. This objective is being met, but it is one that requires monitoring in order to adapt to changing conditions and needs. It is important to know that students are being adequately prepared for their careers and that the Program is satisfying employers' needs.

The program courses offered are challenging for students and delivered to instill critical thinking and improve skills. Greater interaction with the business community could address the mission element related to civic engagement.

The grade results reflect normal distributions, but are slightly skewed because of higher percentages of As and Bs. The results are realistic and normal considering the division goal of providing educational experiences that enable students to excel. The higher scores can be attributed to the Program’s having a high number of nontraditional, adult students who attend classes in order to enhance their skills for job promotions, to learn about careers other than their own in order to change careers, to gain knowledge as to how to start and operate their own businesses, and to complete degrees or certificates that they left uncompleted in years past. These adults, as well as dedicated younger and international students, work hard in their classes and earn the high marks that they receive.

There is nothing observed that would provide any indication of grade inflation.

11. Discuss how the grade distributions for the program courses compare with the Program’s totals, the Division’s totals and the District’s totals.

The grade distributions for program courses are consistent with those of the division and district. There are no significant variances. The ratio of students receiving A grades was at least 9% higher for Program courses, and Program withdrawal rates were 5% below division and district totals.

| | | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 |
|-------------------------------------|------------|---------------|---------------|---------------|---------------|
| | | Pass Rate (%) | Pass Rate (%) | Pass Rate (%) | Pass Rate (%) |
| Licensure Exam Pass Rate | Program | | | | |
| | Texas Avg. | | | | |

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

YES

NO

Comments/Justification:

Not Applicable

Inventory of Assessment Methods

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

| Assessment Method | Use of Results |
|---------------------|--|
| Examination | Evaluation of information understood |
| Attendance Records | Evaluation of dependability and involvement |
| Case Study | Enhancement of critical thinking |
| Class Participation | Enhancement of knowledge of subject |
| Term Papers | Enhancement of research and organizational skills |
| Quizzes | Evaluation of progressive information accumulation |
| Projects | Enhancement of working in groups, organizing, and presenting to an audience |
| Field Trips | Enhancement of ability to understand course topics in the world outside school |

14. What other methods could be used to assess student outcomes in the Program more efficiently or effectively?

The teaching/learning methods are diverse, encourage students with various learning styles, and help accommodate different skills and performance competencies.

Instructors must be sure to test what has actually been taught in the course and to demonstrate how course materials operate in the world beyond the classroom. Online alternatives using WebCT or file cabinet can be used to accommodate students who miss activities of physical class because of temporary problems (i.e. health).

Analysis of Student Outcomes

Analyze and discuss the above responses concerning this program's student outcomes. Examples of topics to cover include, *but are not limited to*, the following:

- Discuss ideas for improving student outcomes.
 - What are other ways that students could be assessed effectively?
 - Analyze and discuss the State-wide program totals in relation to the CCCCD program totals.
-

Offering classes at optimal times for students may enhance their ability to attend class and to perform better, as well as attract more students into the program. Also, introducing distance learning courses to add flexibility may generate more student participation. Both accessibility and flexibility can help to improve performance and, ultimately, successful outcomes.

Online course offerings can help to standardize performance evaluations in similar classes.

There are no prerequisites for courses in the Program. In order for students to learn as much as possible, however, and to increase their abilities actually to use subjects taught in their classes, they should be required to complete two or three seminars before enrolling in Management or Marketing courses, in which they learn both how business operates in the United States, and how to compose papers and give presentations. Helping students to begin the Program with knowledge about business and about how to study from their texts and to organize their papers and presentations will also help those students to perform better in the classroom and in the community into which they go once they have completed their classes.

Evaluation methods should be listed as an agenda item for discussion at a Program meeting. This can help to promote the exchange of ideas and techniques as well as to insure that instructors of classes on like levels are evaluated to the same depth.

G. Additional Information

1. List any relevant information that the IRTF and/or ERTF believes should be included in the assessment but was not requested in any of the other sections of the assessment.

THECB should recognize the transferability of the Management/Marketing courses into public, state universities. Their recognition will enhance the attraction of students to the Program. The task force suggests that such recognition can be pursued through WECM administrators and that Program members should emphasize at WECM workshops the enrollment problems caused by having AAS degrees and the Program ignored by THECB.

2. Are there any circumstances or concerns that have not been addressed in any of the other sections of the assessment?

A.

Collin County Community College is fortunate to have numerous students who come from countries outside the United States. The number of students from other cultures who enroll in Management and Marketing courses increases each year, including students in a wide range of ages and from countries in almost every spot on the planet. Almost always, these international students are dependable members of classes who attend regularly and complete assignments on time. In addition, many of the older students have already earned degrees in their own or other countries, and bring a perspective to class discussions which would otherwise be missing.

Instructors of Management and Marketing classes do have a concern, however, for international students who come to CCCCD with little or no knowledge about how business operates in the United States. For these students, their lack of understanding renders them not only less likely to do well in business courses, but less likely to do well in the business community as well. Being required to use American English in the classroom may or may not be problematic, but in business courses, some international students often do not understand so many of the concepts that, even though they study diligently and attend class dependably, they cannot receive from the courses the information that they need to succeed in starting their own business or, in some instance, even in completing other business courses. For many international students who have no plans to start businesses, but who will continue to live in the U.S. or to take more business classes, not being able to understand the concepts discussed in classes or to earn grades which reflect their intelligence accurately, is greatly frustrating.

It is the suggestion of the Internal Review Task Force that students who are not from the United States, but who want to enroll in business courses, be required to attend a series of seminars designed to inform them about basic elements of doing business in America: how the taxing system operates, what corporate responsibility means in the

U.S., the role of the government in U.S. businesses, rights and responsibilities of employees and employers, and other fundamental business points that differ from nation to nation.

Because of considerations of discrimination, these seminars, although designed primarily for students who are from cultures outside the United States, will be open to any student to attend. Information in the seminars, learned before they attend any business courses, can help students to understand the information, to earn better grades than they currently do in business courses, and to be able to use the information both in later courses and in the business community outside the college.

B.

Project Management is a subject area in which the business community has had an increased interest over the past, few years. The Program currently offers an eighteen-hour, Certified Associate Project Manager (CAPM) certification, and should cultivate a relationship with the Project Management Institute (PMI) in order to remain current with industry standards and research as well as to become known to that organization and become more visible in the community.

C.

Methods for promoting the AAS degree in general and the Management and Marketing Program in particular should be explored with an eye toward increasing student enrollment and Program involvement in the community.

H. Research Activity

For the Research Activity, the Internal-Review Task Force should engage in analyzing an issue, problem, or opportunity relevant to the program as previously identified in Sections A-G of this document and that might require more in-depth analysis. The research can be qualitative (e.g., interviews, focus groups, etc.) or quantitative (e.g., surveys, analysis of existing data, etc.). **The emphasis should be on program improvement.**

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

Research Question:

PRIMARY

What are the optimal methods for offering classes of Management and/or Marketing: times of day, days of week, length of time for courses, most convenient campus, and such.

SECONDARY

What are the most useful promotion methods for informing the community about the AAS degree in general and the Management and Marketing Program in specific?

Research Method Used: Survey administered to day time, night time, and weekend Marketing and Management classes.

Results of the Research:

QUESTIONNAIRE TO ACCOMPANY

INTERNAL REVIEW OF

MANAGEMENT DEVELOPMENT and MARKETING PROGRAM

I. INFORMATION ABOUT STUDENTS (185 *EN TOTO*)

IN WHICH AGE RANGE DO YOU BELONG?

16-19---62 20-25---84 26-35---25 36-45---8 45-50---4 51-55---1 55+---1

GENDER:

Female---79 Male---105

ETHNICITY:

Asian---17 Black---18 Hispanic---15 White---118 Native American---3 Other---9

COLLEGE HOURS ATTENDED BEFORE THIS SEMESTER:

0-3---19 4-6---10 7-9---11 10-15---28 16-21---19 22-30---28
 31-45---29 46-60---35 60+---1

REASON FOR TAKING CREDIT, COLLEGE COURSES:

Earn a Degree---101 Earn a Certificate---8 Transfer---70
 Personal Enrichment---21 Work Improvement---5

WHAT WILL YOU DO AFTER LEAVING CCCC?

Attend a University---129 Start a Business---31 Apply for a Job---31
 Apply for a Promotion---5 Other---6

WHAT SITE DO YOU PREFER FOR TAKING CLASSES?

On Campus---169 Online---19 Telecourse---1 Work Site---2

WHICH CCCC CAMPUS IS MOST CONVENIENT FOR YOU?

Central---10 PRC---20 SCC---155

PREFERENCES FOR CLASS TIMES: (One is highest priority.)

8:00 a.m.-12:00

| | | | | | |
|-----|---|---|----|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 108 | 5 | 5 | 12 | 4 | 9 |

12:00-2:00 p.m.

| | | | | | |
|----|----|----|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 44 | 48 | 12 | 3 | 8 | 4 |

12:00-3:00 p.m.

| | | | | | |
|---|----|----|----|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 5 | 26 | 50 | 17 | 9 | 2 |

1:00-4:00

| | | | | | |
|---|---|----|----|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 5 | 26 | 57 | 6 | 5 |

5:30-8:00

| | | | | | |
|---|----|---|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 12 | 7 | 11 | 67 | 14 |

6:00-10:10

| | | | | | |
|----|----|---|---|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 17 | 11 | 6 | 3 | 12 | 69 |

Friday

2:00-6:00

| | | | | | |
|----|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 47 | 3 | | 1 | 3 | |

3:00-8:00

| | | | | | |
|---|----|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 4 | 28 | | 1 | | |

4:00-9:00

| | | | | | |
|---|---|----|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| | 2 | 32 | 2 | 1 | |

5:00-9:30

| | | | | | |
|---|---|---|----|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | 1 | 4 | 30 | | |

6:00-10:00

| | | | | | |
|---|---|---|---|----|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | 1 | 1 | 2 | 31 | |

Saturday

9:00-12:00

| | | | | | |
|----|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 30 | 6 | 3 | 5 | | 2 |

12:00-4:00

| | | | | | |
|----|----|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 11 | 18 | 2 | 1 | 3 | |

1:00-6:00

| | | | | | |
|---|----|----|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 2 | 10 | 17 | 2 | | 3 |

1:00-7:00

| | | | | | |
|---|---|---|----|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 2 | | 6 | 22 | | |

Sunday

9:00-12:00

| | | | | | |
|----|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 23 | 3 | 5 | 7 | | |

12:00-4:00

| | | | | | |
|----|----|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 11 | 20 | 4 | | | 2 |

1:00-6:00

| | | | | | |
|---|---|----|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 3 | 8 | 19 | 2 | | |

1:00-7:00

| | | | | | |
|---|---|---|----|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 2 | | 4 | 24 | | |

WHAT PRESENTATION METHODS DO YOU PREFER IN CLASSES?

Lecture

| | | | | | |
|----|----|----|---|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 55 | 24 | 18 | 8 | 23 | 34 |

Power Point

| | | | | | |
|----|----|----|----|----|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 47 | 29 | 26 | 20 | 23 | 8 |

Videos

| | | | | | |
|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 13 | 19 | 25 | 42 | 24 | 16 |

In-class Group Work

| | | | | | |
|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 48 | 32 | 25 | 18 | 13 | 13 |

Field Trips

| | | | | | |
|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 12 | 22 | 18 | 26 | 36 | 25 |

Speakers

| | | | | | |
|---|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 3 | 16 | 32 | 28 | 28 | 36 |

WHAT KINDS OF STUDY MATERIALS DO YOU PREFER?

Traditional, Hard-backed Texts

| | | | | | |
|----|----|----|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 73 | 29 | 24 | 7 | 7 | 8 |

Soft-covered Texts

| | | | | | |
|----|----|----|----|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 43 | 58 | 13 | 10 | 9 | 1 |

Two or more Booklets (usually soft cover)

| | | | | | |
|----|----|----|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 13 | 20 | 68 | 7 | 9 | 9 |

| | | | | | |
|---|----|----|----|---|---|
| Binder into which you put supplements, handouts, and such | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 32 | 19 | 12 | 45 | 5 | 9 |

| | | | | | |
|--|----|----|----|----|----|
| Access to Web Site(s) which you purchase as you would a textbook | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 14 | 17 | 20 | 44 | 17 |

| | | | | | |
|---|----|----|----|----|----|
| Combination of hard-cover texts and access to Web Site(s) | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 16 | 10 | 14 | 12 | 19 | 40 |

WOULD YOU ENROLL IN CLASSES OFFERED AT YOUR WORKPLACE?
 Yes---91 No---61 NA---38

HOW DID YOU LEARN ABOUT CCCCD?
 Friend(s)---58 Internet---8 Live in area/county---48 High School---39
 Television---3 Radio---1 College Night---1 Brochures---1 Newspaper---1
 Plano Magazine---1 Catalogue in Mail---2 UTD Advisor---1

WHAT DO YOU THINK ARE THE BEST WAYS TO PROMOTE CCCCD?
 Radio---46 Television---68 High School Visits---65 Brochures---26
 Newspaper---16 On-Campus Events---12 Advertise at Business Sites---3
 Teach Courses at High Schools---1 Online---4 Billboards---4 Magazines---9

MAJORS STUDENTS ARE PURSUING

| | |
|---------------------------|--------------------------|
| Business Management 5 | Management 1 |
| Business 45 | Psychology 1 |
| Office Technology 1 | Criminal Justice 2 |
| Marketing 17 | Accounting 6 |
| Real Estate 3 | Mortgage Banking 1 |
| Business MIS 1 | Neuroscience 1 |
| Fashion Design 2 | Fashion 1 |
| Biology 2 | Computer Science 1 |
| Pre-Med 2 | Associate of Arts 2 |
| Logistical Management 1 | Education 1 |
| Nursing 1 | Law 1 |
| Business Administration 2 | Architecture 1 |
| Deaf Interpretation 1 | Industrial Engineering 1 |

Undecided 20

CERTIFICATES
 Automotive Repair 1

STUDENT COMMENTS

Good College 6

More Marketing Instructors 1

More classes available 1

More variety in class times 3

Books are too expensive. 4

Make tuition more affordable. 2

Make web site available 24 hours. 1

Make classes available on more campuses. 2

Make classes earlier at Preston Ridge Campus. 1

Improve Web site. 1

Advising line is too long. 1

Create a program all classes of which transfer to local universities. 1

Make clear what classes transfer. 1

Advertise scholarship opportunities more heavily. 1

Provide more parking spaces. 1

This Program is great! 2

Teach more realistically than what is in textbooks. 1

I like that weekend classes are offered here. 2

Express classes keep my attention, and you can focus on one class at a time. 3

More sports activities. 1

I enjoy the diversity. 1

Please end Power Point presentations for teaching; they are boring and extremely impersonal. 1

How the Results Were/Will Be Used:

The goal of Program members is to use information from the students themselves as one tool to improve enrollment figures, to evaluate methods in the continuing discussion of how best to promote the Program, and to devise new promotion methods.

NOTE: Because of time constraints, only ten sections of students were surveyed for the results shown in this report. The survey will be administered to all students within the Program, however, in order to gather information from all ages, genders, cultures, and types of students enrolled in the Program, but also to assure possessing the highest percentage possible of accurate information about Program students who are not traditional, daytime students.

STRENGTHS AND COMMENDATIONS

The External Review Task Force (ERTF) should review and discuss the previous Evaluation Sections of this assessment. The ERTF should analyze the findings of the Internal Review Task Force as well as conduct their own evaluation of whether more information is needed in the assessment. The ERTF then decides on a list of strengths for the program being assessed.

Strengths are positive practices or characteristics of the program. Commendations are based on the strengths of the program and are exemplary or best practices that deserve special recognition and, perhaps, emulation by other programs. A commendation could, for example, be given for exceptional student outcomes or for use of processes and methods that should be adopted by other CCCC programs.

Describe and document the strengths of this program.

- a. The regular participation and interaction with Advising.
- b. The department's flexibility and willingness to change as student needs change.
- c. Providing multiple opportunities for students to participate in external learning experiences.

Describe and document any commendations for this program.

- a. Department should be commended for shortening certificate programs to 18 hours, making them more desirable to and achievable for students.
- b. Department should be commended for using a wide variety of assessment teaching, learning, and assessment methods.

AREAS FOR IMPROVEMENT AND RECOMMENDATIONS

Based on their analysis of the assessment, the ERTF should identify areas for improvement for the program.

Next, the ERTF decides on recommendations addressing each of the “areas for improvement.” There should be *at least one* recommendation for each weakness and there should be no recommendations that are not based on weaknesses identified within this report.

Describe and document the areas for improvement of this program.

- a. The proportion of associate faculty to full time faculty should be addressed.
- b. A more concerted effort to marketing the program should be developed.

Describe the recommendations for addressing each “area for improvement”.

- a. Improve associate-to-full-time faculty ratio by hiring additional full-time faculty.
- b. Develop a comprehensive Marketing Plan for the program, possibly using students currently in the program to develop ideas for the plan.

APPENDIX A

Advisory Committee Meeting Minutes

Attachment 2 *1/7*

| | | |
|----------------------------------|--------------------|-------------------------------|
| CHAIRPERSON: Art Lacy | | |
| MEETING DATE: <u>May 8, 2004</u> | MEETING TIME: 10am | MEETING PLACE: Rm G-212, SCC |
| RECORDER: Cheree Bontrager | | PREVIOUS MEETING: Dec 6, 2003 |

MEMBERS PRESENT:

OTHERS PRESENT:

| Name and Title | Name and Title | Name and Title |
|---|---|---|
| Naomie Rudelson Retired, Corporate VP Abercrombie-Fitch | Cheree Bontrager Human Resources Dept. City of Sachse | Russell Kunz Program Chair Management/Marketing |
| Anna Kittrell Associate Faculty Member | Art Lacy Executive Director Alliance for Higher Educ. | |
| Jim Miller Project Director TransCore | Thomas Shirley Faculty member of Gainesville ISD. | |
| Marie Beard Director of Sales Hampton Inn & Sales | Marvin North Management Consultant Former VP, HR Southwest Savings | |

| Agenda Item | Action/Discussion/ Information | Responsibility |
|------------------------------|---|----------------|
| Old Business: | | |
| Continuing Business: | | |
| Review of Current Situation: | | |
| New Business: | <p>The next meeting will focus on the following agenda items:</p> <ol style="list-style-type: none"> 1. Replacement of two core curriculum courses. 2. Possible replacement of BMGT 1301 Supervision. | Art Lacy |
| Curriculum Decisions: | <p>This meeting will focus on the creation of new <u>certificates for Mediation and Marketing.</u></p> | Art Lacy |

MINUTES

| Key Discussion Points | Discussion |
|-----------------------------|--|
| Old Business: | |
| Continuing Business: | |
| Review of Current Situation | |
| New Business: | |
| | <p>This meeting will focus on the creation of two new certificates. The next meeting will concentrate on what to do with the deletion of two curriculum core courses. Also, we will decide whether to replace BMGT 1301 Supervision or to rewrite the curriculum so that it can be more differentiated from BMGT 1303 Principles of Management.</p> |
| Curriculum Decisions: | <p>All advisory committee members had packets of information that contained all of the courses (BMGT, MRKT, IBUS, BUSG, HRPO) existing in the WECM inventory. Also members had information regarding existing Mediation courses in the WECM and Mediation courses used by DCCCD. Russell told the members that there was a severe lack of Marketing courses from which to draw at the state (WECM) level and that we may need to create some "Local Needs" courses to help us with the creation of more Marketing certificates. However, there are plenty of Management courses. Last year, the committee created three new Marketing certificates, but they contained too many Management courses to be approved. Russell noted that two specific Management certificates already existed, that this certificate would need to be a specialization of an existing certificate.</p> <p>Naomie Rudelson did much research on the topic of Mediation prior to the meeting, and she presented a list of 10 potential courses that could be used for the certificate. After much discussion, the following Mediation Certificate courses were decided by the members in attendance:</p> <ul style="list-style-type: none"> • BMGT 1344 Negotiations and Conflict Management • BMGT 2309 Leadership • LGLA 2337 Mediation • HRPO 1306 Basic Mediator Training • PYSC 2302 Applied Psychology • BUSI 2301 Business Law |

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| | <p>The members also pointed out that HRPO 1306 would need to be able to be substituted onto either Management degree in place of any BMGT or QCTC course.</p> <p>Advisory Committee members followed this decision by discussing courses for a new Marketing Certificate. Russell pointed out that only one Marketing certificate existed, but two were allowed. He also noted that to avoid a previous situation (creation of certificates that could not be used due to a sufficient number of Marketing courses), the certificate would need to have at least three Marketing courses in it.) Art Lacy discussed the possibility of creating a scenario where both an International Business Certificate and a Marketing Certificate could be combined into one. Again, after much discussion, the following Marketing Certificate courses were decided:</p> <ul style="list-style-type: none"> • MRKG 1311 Principles of Marketing • MRKG 2348 Marketing Research and Strategies • IBUS 1354 International Marketing Management • IBUS 2335 International Business Law • IBUS 2341 International Comparative Management • SPCH 1311 Fundamentals of Speech Comm. <p>Members pointed out that IBUS 2335 and IBUS 2341 should be able to substitute for any MRKG or BUSG course on both Marketing degrees.</p> |
| <p>Other: Next Meeting Date/Time</p> | <p>It was decided that the next meeting would be held sometime next September, 2004. The day and time of the meeting would remain on Saturday since that is the most convenient day and time for most members.</p> <p>The meeting was adjourned at 12pm.</p> |

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| CHAIRPERSON SIGNATURE: | DATE: | NEXT MEETING: September, 2004 |
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Advisory Committee Meeting Minutes

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| CHAIRPERSON: Debra Adams | | |
| MEETING DATE: <u>December 6, 2003</u> | MEETING TIME: 10am | MEETING PLACE: Rm J-133, SCC |
| RECORDER: Cheree Bontrager | | PREVIOUS MEETING: May 17, 2003 |

MEMBERS PRESENT:

OTHERS PRESENT:

| Name and Title | Name and Title | Name and Title |
|---|---|---|
| Debra Adams Recruiter/Faculty Our Lady of the Lake Univ | Cheree Bontrager Human Resources Dept. City of Sachse | Russell Kunz Program Chair Management/Marketing |
| Jeff Amell Dallas Semi-Conductor | Art Lacy Executive Director Alliance for Higher Educ. | |
| Jim Miller Project Director TransCore | Thomas Shirley Faculty member of Gainesville ISD. | |
| Marie Beard Director of Sales Hampton Inn & Sales | Marvin North Management Consultant Former VP, HR Southwest Savings | |

| Agenda Item | Action Discussion Information | Responsibility |
|---|--|----------------|
| Old Business: | | |
| Continuing Business: | | Debra Adams |
| Review of Current Situation | Pass out handouts of all degrees and certificates to assist members in preparing for next meeting (Creation of new Marketing Certificates) | Russell Kunz |
| New Business: | | Debra Adams |
| Remodeled Management/Marketing Website | Review of redesigned website | Russell Kunz |
| Presentation of Distance Education Course | Pass out packets of information concerning the creation of a new web course on Human Resources. Complete discussion of the | Debra Adams |

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| | contents of this course. | |
| Curriculum Decisions: | | |
| Other: Next Meeting Date/Time | Discuss approximate date and time of next meeting. | Debra Adams |

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MINUTES

| Key Discussion Points | Discussion |
|--|--|
| Old Business: | |
| Continuing Business: | |
| Review of Current Situation | <p>All advisory committee members had packets of information that contained the requirements for all current Management and Marketing degrees and certificates. Members were asked to review the information in preparation for the next meeting. The next meeting would be devoted to the creation of Marketing certificates. Presently, there is only one Marketing certificate. Russell told the members that there was a severe lack of Marketing courses from which to draw at the state (WECM) level and that we may need to create some "Local Needs" courses to help us with the creation of more Marketing certificates. However, there are plenty of Management courses. Last year, the committee created three new Marketing certificates, but they contained too many Management courses to be approved.</p> |
| Creation of Tech Prep Courses for High Schools - Marketing | <p>Tech Prep courses are being created at local high schools. The courses selected are Principles of Retailing, Principles of Marketing, and Co-op (MRKG 1380). Russell stated that hopefully these courses would begin increased enrollment to the Marketing program.</p> |
| New Business: | |
| Remodeled Management/Marketing Website | <p>Russell reviewed the Management website. The new website also contained information about the Marketing Department as well. Course names, numbers, descriptions, and objectives as well as generic syllabi for all Management and Marketing courses were displayed</p> |
| Presentation of Distance Education Course | <p>It had been decided at a previous advisory committee meeting that the first course to be developed as a web course for distance education would be Human Resources Management.</p> <p>Debra Adams was asked at that last meeting to prepare a syllabus for an on-line class and to present a detailed proposal at this meeting for its inception. Debra teaches on-line classes for the University of Phoenix. She presented a 35-page</p> |

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| | <p>handout to the advisory committee members and went over every step of the course.</p> <p>Her presentation was based on the University of Phoenix's Outlook Express Newsgroups. CCCC uses Web CT at this time although Outlook Express Newsgroups can logistically be used. However, as noted by Russell, CCCC's technical support staff may not technically support OEN. Russell offered to get both the names of the people at CCCC who are in charge of on-line courses and the rules for the creation of on-line courses.</p> <p>Debra presented formats, examples, and information for the creation of on-line lectures, syllabi, use of books, testing, etc., for on-line courses. Marv North commented that her presentation of this topic was the best that he had ever heard.</p> |
| Curriculum Decisions: | |
| Other: Next Meeting Date/Time | <p>It was decided that the next meeting would be held sometime next March-April. The day and time of the meeting would remain on Saturday since that is the most convenient day and time for most members.</p> <p>The meeting was adjourned at 11pm.</p> |

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|------------------------|-------|---------------------------------|
| CHAIRPERSON SIGNATURE: | DATE: | NEXT MEETING: March/April, 2004 |
|------------------------|-------|---------------------------------|

APPENDIX B

MARKETING COURSE COMPETENCIES

MRKG 2333 PRINCIPLES OF SELLING

- A. PLAN, ORGANIZE, ALLOCATE
 1. Develop selling schedule from classroom information.
 2. Understand sales information by discussing in groups.
 3. Apply sales information to researching government agencies' regulation of selling activities.

- B. UNDERSTAND THE IMPORTANCE OF EMPLOYEE INVOLVEMENT
 1. Explain elements pertinent to personal selling, deeper than level in Principles of Marketing.
 2. Explain elements pertinent to customer service, deeper than level in Principles of Marketing.
 3. Apply discussion conclusions to determining community needs.
 4. Apply discussion conclusions to determining national trends.
 5. Apply discussion conclusions to determining international market entities.
 6. Implement elements of buyer behavior, based on information from group members.

- C. DEVELOP INFORMATION SKILLS
 1. Practice, as individuals, delivering sales presentations.
 2. Illustrate knowledge of how to determine personality types of consumers.
 3. Construct and demonstrate, as group members, selling scenes illustrating how to sell to each personality type.
 4. Demonstrate how to practice customer service.
 5. Demonstrate understanding how to learn about company products.
 6. Demonstrate understanding how to learn about competitors.

- D. UNDERSTAND COMPLEX INTER-RELATIONSHIPS
 1. Understand how elements of selling inter-relate with elements of buyer behavior.
 2. Construct appropriate selling techniques based on understanding of inter-relationships.

- E. ORGANIZATIONAL COMMUNICATION
 1. Demonstrate working in groups to integrate internet information about selling and changes in the selling arena.
 2. Practice selling using television, radio, and Internet.

MARKETING COURSES COMPETENCIES

MRKG 2348 MARKETING RESEARCH & STRATEGIES

A. PLAN, ORGANIZE, ALLOCATE

1. Identify information discussed in class as it pertains to scheduling.
2. Organize classroom information to set research budgets.
3. Coordinate research schedule appropriate to classroom information.
4. Demonstrate working in groups to understand research materials.
5. Apply group conclusions to understand how laws regulate research activities.

B. UNDERSTAND IMPORTANCE OF INTERPERSONAL SKILLS

1. Demonstrate working with groups to determine elements pertinent to research in general.
2. Demonstrate working with groups to determine elements pertinent to marketing research in particular.
3. Apply group conclusions to steps in determining needs of specific businesses.
4. Apply group conclusions to steps in determining needs of local communities.
5. Apply group conclusions to steps in determining national trends.
6. Apply group conclusions to steps in determining international market entities.
7. Demonstrate working with groups to evaluate local marketing operations firsthand.
8. Demonstrate working with groups to construct reports based on evaluation data.

C. ACQUIRE AND USE INFORMATION

1. Identify researching the market.
2. Demonstrate researching the market in groups, using texts and handouts in the classroom.
3. Demonstrate researching the market in groups, using the Internet.
4. Apply group conclusions to evaluating relevancy of research materials in determining clients' needs, competitors' abilities, and products'/services' possibilities.

D. UNDERSTAND WORKING WITH TECHNOLOGY

1. Demonstrate working in groups to integrate marketing information from the Internet marketing information brought to class from outside sources.

MARKETING COURSE COMPETENCIES

SMALL BUSINESS MANAGEMENT

- A. IDENTIFY, ORGANIZE, PLAN, ALLOCATE
 1. Identify primary target market for a particular.
 2. Organize details of how business is to operate.
 3. Allocate resources business will have/lack to begin.
 4. Create detailed business plan.

- B. UNDERSTAND IMPORTANCE OF EMPLOYEE INVOLVEMENT
 1. Demonstrate working with group members to understand topics relevant to beginning and operating businesses.
 2. Demonstrate working with group members to create reports explaining relevant topics to persons outside groups.

- C. DEVELOP SKILLS FOR ACQUIRING AND USING INFORMATION
 1. Demonstrate working with group members to research problems of small business owners.
 2. Create with group members, reports delineating solutions for business problems.
 3. Demonstrate applying business problem solutions to real-life work situations.

- D. ORGANIZATIONAL COMMUNICATION
 1. Demonstrate understanding complexities of relationships among business owners, suppliers, and customers.
 2. Demonstrate constructing reports and business plans which explain inter-relationships among business owners, suppliers, and customers.

- E. MANAGERIAL DECISION MAKING
 1. Demonstrate working in groups to locate Internet information.
 2. Demonstrate constructing methods to share information with class members.
 3. Identify business information viewed on televised, business programs.
 4. Explain how televised, business information relates to classroom discussion.

MARKETING COURSES COMPETENCIES

BMGT 1305 COMMUNICATIONS IN MANAGEMENT

- A. IDENTIFY, ORGANIZE, PLAN, ALLOCATE
 1. Identify information to be used in task force goal setting and report constructing.
 2. Explain training managers in communicating with employees and cohorts.
 3. Demonstrate working with groups to construct written task force report exemplifying training managers in communicating with employees and cohorts.
 4. Explain task force report to those outside the task force.
 5. Demonstrate coordinating training schedule appropriate to report data.
 6. Explain how various entities, *e.g.*, government agencies, regulate management activities.

- B. INTERPERSONAL SKILLS
 1. Identify through group work, elements pertinent to integrated communication between management and other personnel.
 2. Explain elements pertinent to integrated communication between management and other personnel.
 3. Apply group conclusions to steps determining how managers can best communicate with subordinates, superiors, and cohorts.
 4. Demonstrate relying on group members for information to implement elements of communication skills.

- C. DEVELOP SKILL IN ACQUIRING AND USING INFORMATION
 1. Identify diversity in communication techniques.
 2. Identify communication techniques applicable to international organizations.
 3. Demonstrate working in groups to research information in texts and on the Internet to identify and demonstrate diversity and applicable communication techniques to evaluate relevancy of research materials in communication available to managers.

- D. UNDERSTAND ORGANIZATIONAL RELATIONSHIP SYSTEMS
 1. Understand elements of communication.
 2. Identify how elements of communication inter-relate with one another.
 3. Identify how elements of communication inter-relate with various personality types of internal customers.
 4. Demonstrate how elements of communication inter-relate with various personality types of external customers.

- E. COORDINATING USE OF TECHNOLOGY
 1. Demonstrate working in groups to integrate Internet information and CD data provided by publishers of course text.

MARKETING COURSE COMPETENCIES

MRKG 1301 - CUSTOMER RELATIONS

- A. IDENTIFY, ORGANIZE, PLAN, ALLOCATE
 1. Understand how marketing information is interpreted by different types of customers.
 2. Understand how marketing information is interpreted by customers from different cultures, genders, and generations.
 3. Use marketing knowledge to present resources in proper distribution channels for specific Primary Target Markets.

- B. DEVELOP INTERPERSONAL SKILLS FOR WORKING WITH OTHERS
 1. Work within small groups to evaluate customer service activities in retail operations.
 2. Compile and present evaluative information for improving customer service.

- C. DEVELOP INFORMATION SKILLS FOR ACQUIRING AND USING INFORMATION
 1. Locate, organize, and use information about various types of consumers.
 2. Construct and present informative reports about acquired, consumer data.
 3. Describe how customer service activities are being carried out in the business community.

- D. DEVELOP UNDERSTANDING OF COMPLEX INTER-RELATIONSHIPS
 1. Understand interpreting various personality types of consumers and groups of consumers.
 2. Understand how influencers and decision makers function in marketing exchanges.
 3. Explain and demonstrate providing best customer service to different types of consumers.

- E. DEVELOP ABILITY TO USE TECHNOLOGY
 1. Demonstrate integrating Internet data with classroom information.
 2. Demonstrate working in groups to complete coursework in Computer Lab.

MARKETING COURSE COMPETENCIES

BMGT 1396 SALES MANAGEMENT

- A. PLAN, ORGANIZE, ALLOCATE
 1. Understand different interpretations of marketing information.
 2. Allocate resources through proper distribution channels.

- B. UNDERSTAND IMPORTANCE OF EMPLOYEE INVOLVEMENT
 1. Demonstrate working in small groups.
 2. Demonstrate evaluating customer service for training of sales force.
 3. Demonstrate evaluating efficiency of customer service by sales force.

- C. UNDERSTAND ORGANIZATIONAL SYSTEMS
 1. Understand interpreting personality types of possible customers.
 2. Construct data reports to share sales information with sales cohorts.
 3. Demonstrate evaluating and implementing customer service information for purposes of selling products/services.

- D. WORK WITH TECHNOLOGY
 1. Demonstrate integrating Internet data with classroom information.
 2. Demonstrate constructing reports to explain sales forecasting, sales force budgeting, and promotions budgeting.

**BMGT 2309 – LEADERSHIP AND HUMAN RELATIONS
COURSE COMPETENCIES**

9 3/5

- A. UNDERSTANDING LEADERSHIP**
1. Understand that leadership is the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation.
 2. Understand the difference between leadership and management.
 3. Understand the difference styles of leadership to use with different people with different abilities and motives.
 4. Understand your primary and secondary leadership styles.
 5. Determine your leadership style and understand the steps to follow in making it stronger.
 6. Understand the major concepts of the situational leadership model.
 7. Understand the leader's role in providing task behavior and relationship behaviors for employees.
 8. Understand that one of a leader's major role is providing vision to the business.
 9. Understand the importance of a leader possessing the ability to get along with people.
 10. Demonstrate a positive commitment to the customer, the organization, the work team, and to the tasks that need to be done.
 11. Understand how to delegate effectively.
 12. Serve as a model to employees in applying the company's basic beliefs, values, and high ethical standards.
 13. Anticipate and respond to the external and internal business environment.
 14. Understand how to coach, counsel, and appraise employees.
- B. UNDERSTANDING EMPLOYEES, ASSOCIATES, ORGANIZATION AND JOB DEMANDS**
1. Understand the theories of motivation (Maslow's Hierarchy of Human Needs, Herzberg's Motivation-Hygiene Theory, McClelland's Achievement Motivation Theory, McGregor's Theory X-Theory Y and Expectancy Theory) which provide information needed to motivation/influence employees.
 2. Understand what employees want from their jobs.
 3. Become a more effective leadership by sharpening your listening skills.
 4. Be able to analyze each employee to determine which situational leadership style to use.
 5. Understand the employee traits which relate to job performance.
 6. Understand how the values, attitudes, perceptions, and expectations of your employees affect their job performance.
 7. Understand the importance of a leader possessing the ability to get along with people. employees.
 8. Understand how to utilize problem-solving methods in work situations.
- C. DEVELOPING SKILL IN USING APPROPRIATE LEADERSHIP FOR THE WORK SITUATION**
1. Be able to use the three leadership competencies of diagnosing employees and the work situation; adapting your leadership behavior style to address the work situation; and communicate to employees in a manner which will influence their performance.
 2. Develop situational leadership styles to use in influencing team members/employees who have different levels of job readiness.

3. Apply situational leadership to the demands of a manager's job.
4. Improve employee productivity using behavior modification methods.
5. Encourage excellence in employees and others through recognition and reward of individual and team contributions.
6. Understand the sources of power which leaders can use to influence employees.
7. Develop skill in directing, changing, and controlling behavior.
8. Understand how to work/motivate achievement motivated people.
9. Understand how to use principles of job enrichment to motivate employees.
10. Develop the ability to help employees see the importance of what they do.
11. Develop the ability to influence supervisors.
12. Work effectively with other people over whom he/she has no direct authority.
13. Develop an extensive network of contacts necessary to do the job.
14. Build warm, cooperative relationships.
15. Avoid being abrasive or antagonizing people.
16. Develop good relationship with subordinates, superiors, peers, and outsiders.
17. Readily available to assist other people.
18. Mutually establish challenging and attainable goals.
19. Instill in employees a sense of commitment and ownership.
20. Motivate people to participate and contribute at high levels.
21. Foster and facilitate to effective use of teams.
22. Motivate employees to challenge ineffective practices and processes.
23. Value diversity and make certain that individual view and skills are utilized for the success of the business.
24. Seek superior employee achievement by recruiting, hiring, and promoting top contributions.
25. Create a climate of trust by recognizing and acknowledging that others have the skills and abilities needed to achieve high goals.
26. Persuade others to use their skills in activities that advance to goals and objectives of the organization.
27. Share ownership over subjects/tasks or significance in order to stimulate individual and team commitment.
28. Be willing to let others lead by accepting their recommendations and actions.
29. Provide the necessary resources to accomplish the job.
30. Insure that employees have needed training and development.
31. Share decision making with employees over significant matters.
32. Facilitate and support individual and team efforts.
33. Be willing to compromise where doing so serves the overall good.
34. Personally commit to total customer satisfaction and promote the concept to employees.
35. Foster positive attitudes toward adaptation flexibility.
36. Understand and practice quality initiatives by:
 - Defining needs of the market
 - Eliminating defects
 - Reducing cycle time
 - Measuring progress
 - Assessing results using consistent methods
37. Expect similar quality initiatives from other employees, associates, and vendors.
38. Demonstrate a willingness to listen to, consider, and value other employees' views and ideas.

D. COMMUNICATIONS FOR LEADERSHIP

1. Understand the types of communications that managers should use.
2. Learn how to question others to bring out new ideas and expand knowledge.
3. Listen to employees to better understand their needs and wants.
4. Develop skill in give-and-take with others in conversations and meetings.
5. Recognize and reward people for their work.
6. Develop the ability to understand what is being said.
7. Develop the ability to establish "common ground" with individuals to build rapport and productive relationships.
8. Develop listening skills to improve communications with employees.
9. Develop skill in conducting performance appraisals to improve employee performance.
10. Understand how to handle gripes, complaints, and grievances.
11. Understand barriers to effective communications.

**BMGT 1303 – PRINCIPLES OF MANAGEMENT
COURSE COMPETENCIES**

A. PLAN/ORGANIZE/IMPLEMENT

1. Develop organizational philosophy.
2. Evaluate an organizational philosophy.
3. Define organization's mission and purpose.
4. Develop strategic plan.
5. Allocate resources required for carrying out the strategic plan.
6. Identify product/life cycle.
7. Set specific organizational goals and objectives that are measurable with specific time tables.
8. Mutually establish challenging and attainable goals.
9. Communicate the results and progress of goals to employers and employees.
10. Develop tactical and action plans.
11. Schedule formal reviews and assessment of plans.
12. Establish reporting procedures to measure plan performance.
13. Adjust resource allocations to meet changes in plans.
14. Develop alternative courses of action.
15. Facilitate work flow, key unit operations, and key variance loci.

B. UNDERSTAND THE IMPORTANCE OF EMPLOYEE INVOLVEMENT

1. Develop work group structure that allows for cooperation and quick decision turnaround.
2. Understand the need to delegate effectively.
3. Develop employee involvement through employee commitment.
4. Understand how to get things done in the organizational culture.
5. Understand authority and the sources of power which leaders can use to influence employees.
6. Instill in employees a sense of commitment and ownership.
7. Understand how to use principles of job enrichment to motivate employees.
8. Foster and facilitate the effective use of teams.
9. Facilitate and support individual and team efforts.
10. Share ownership over subjects/tasks of significance in order to stimulate individual and team commitment.

C. LEADERSHIP PROVIDES EMPLOYEE MOTIVATION

1. Understand the different styles of leadership to use with different people with different abilities and motives.
2. Understand the leader's role in providing task behavior and relationship behaviors for employees.
3. Understand that one of a leader's major roles is providing vision to the business.
4. Be willing to let others lead by accepting their recommendations and actions.
5. Understand the theories of motivation (Maslow's Hierarchy of Human Needs, Herzberg's Motivation-Hygiene Theory, McClelland's Achievement Motivation Theory, McGregor's Theory X/Theory Y, and Expectancy Theory) which provide information needed to motivate/influence employees.
6. Understand what employees want from their jobs.
7. Be able to analyze each employee to determine which situational leadership style to use.
8. Understand how the values, attitudes, perceptions, and experiences of your

employees affect their job performance.

9. Understand the importance of a leader possessing the ability to get along with people.
10. Develop situational leadership styles to use in influencing team members/employees who have different levels of job readiness.
11. Improve employee productivity using behavioral modification methods.
12. Apply situational leadership to the demands of a manager's job.
13. Develop conflict resolution strategies.

D. ORGANIZATIONAL COMMUNICATION

1. Identify the communication needs of the unit.
2. Establish a dynamic communication plan.
3. Recognize and remove barriers to effective communication between groups and individuals.

E. MANAGERIAL DECISION-MAKING

1. Problem Identification
 - a. To understand the steps to following in utilizing the scientific method of problem-solving.
 - b. To identify the real problems and causes.
 - c. To break problems into identifiable steps.
 - d. Define the problems and its effect on the organization or individual.
 - e. Determine the importance of the problem relative to other problems and activities.
 - f. Test the problem's definition for validity.
2. Gather Information
 - a. Gather data for solving problems.
 - b. Test the validity of information.
 - c. Research similar problems and their solutions.
 - d. Create order out of large quantities of information.
3. List Alternative Solutions
 - a. Analyze data for problem-solving.
 - b. Use logical, rational approach to problems.
4. Evaluate Alternative Solutions
 - a. Evaluate alternative, anticipate risks, benefits, and consequences of a course of action.
 - b. Use decision-making techniques to solve problems.
 - c. Adjust approach to best fit task, situation, problem, or person.
 - d. Develop innovative solutions to long-standing problems.
5. Make Decision
 - a. Reach sound conclusions which reflect good judgment.
 - b. Select a workable decision for solving a problem.
 - c. Make timely decisions with the best information available.
 - d. Explain the rationale for the solution to the people involved.
6. Follow-up
 - a. Follow -up to evaluate the effectiveness of the solution to the problem.

APPENDIX C

AMARILLO COLLEGE

(10 pages)

BUSINESS MANAGEMENT DEGREE

Program Advisors:

Anne Nail, 371-5265, David O. Hernandez, 371-5260

or contact the Business Division,
371-5269

ASSOCIATE IN APPLIED SCIENCE

Major Code: BMGT.AAS

Prepares students for positions requiring training in management. Students may specialize in one of three areas: Business Management, Marketing Management, or Convenience Store Management. Students completing their curriculum may qualify to enter a bachelor of applied arts and sciences degree program at a 4-year institution. Students seeking a Bachelor of Business Administration degree with a major in Management should follow the Business Administration degree plan.

SEMESTER HOURS

GENERAL EDUCATION REQUIREMENTS.....15

- ENGL 1301/1302: Freshman Composition I and II
- ECON 2301: Principles of Economics I
- MATH:
 - MATH: 1333: Contemporary Mathematics

SPCH 1321: Business and Professional Speaking

MAJOR COURSE REQUIREMENTS.....37

- HRPO 1311: Human Relations
- BMGT 1301: Supervision
- BMGT 1305: Communications in Management
- HRPO 2301: Human Resources Management
- MRKG 1311: Principles of Marketing
- BMGT 2305: Advanced Communications in Management
- COSC 1401: Introduction to Computing
- ACCT 2301: Accounting Principles I
- BMGT 1382: Cooperative Education
- BMGT 1383: Cooperative Education
- BMGT 2331: Total Quality Management
- BMGT 2341: Strategic Management

RELATED REQUIREMENTS.....9-15

Student will choose one of the following options:

- BCIS 1301: Microcomputer Applications
- Students will select 3-6 hours from the following:
- BUSG 1315: Small Business Operations*
- BUSG 2309: Small Business Management – Entrepreneurship*
- BMGT 1303: Principles of Management

Students will also select 0-6 hours from the following:

- BMGT 1373: Professional Image Development
- BMGT 1307: High Performance Work Teams
- BMGT 2303: Problem Solving and Decision Making
- BUSA 1313: Investments
- BUSI 2301: Business Law I

*(for an emphasis in Entrepreneurship, student may take both Small Business Operations and Small Business Management-Entrepreneurship)

ELECTIVE.....3

TOTAL.....64-70

AMARILLO COLLEGE

MARKETING MANAGEMENT

Program Advisors:

Anne Nail, 371-5265, David O. Hernandez, 371-5260

or contact the Business Division,
371-5269

ASSOCIATE IN APPLIED SCIENCE

Major Code – BMGT.AAS

Prepares students for positions requiring training in management. Students may specialize in one of three areas: Business Management, Marketing Management, or Convenience Store Management. Students completing their curriculum may qualify to enter a bachelor of applied arts and sciences degree program at a 4-year institution. Students seeking a Bachelor of Business Administration degree with a major in Management should follow the Business Administration degree plan.

SEMESTER HOURS

GENERAL EDUCATION REQUIREMENTS.....15

- ENGL 1301/1302: Freshman Composition I and II
- ECON 2301: Principles of Economics I
- MATH:
 - MATH: 1333: Contemporary Mathematics
- SPCH 1321: Business and Professional Speaking

MAJOR COURSE REQUIREMENTS.....37

- HRPO 1311: Human Relations
- BMGT 1301: Supervision
- BMGT 1305: Communications in Management
- HRPO 2301: Human Resources Management
- MRKG 1311: Principles of Marketing
- BMGT 2305: Advanced Communications in Management
- COSC 1401: Introduction to Computing
- ACCT 2301: Accounting Principles I
- BMGT 1382: Cooperative Education
- BMGT 1383: Cooperative Education
- BMGT 2331: Total Quality Management
- BMGT 2341: Strategic Management

RELATED REQUIREMENTS.....9-15

Student will choose one of the following options:

REQUIRED COURSES:

- COMM 2327: Introduction to Advertising
- BUSI 1311: Fundamentals of Salesmanship

Students will select an additional 0-3 hours from the following:

- BMGT 1373: Professional Image Development
- BUSG 1315: Small Business Operations
- BUSG 2309: Small Business Management-Entrepreneurship
- BMGT 1303: Principles of Management
- BMGT 1307: High Performance Work Teams
- BMGT 2303: Problem Solving and Decision Making
- BCIS 1301: Microcomputer Applications

ELECTIVE.....3

TOTAL.....64-70

AMARILLO COLLEGE

CONVENIENCE STORE MANAGEMENT

Program Advisors:

Anne Nail, 371-5265, David O. Hernandez, 371-5260

or contact the Business Division,
371-5269

ASSOCIATE IN APPLIED SCIENCE

Major Code – BMGT.AAS

Prepares students for positions requiring training in management. Students may specialize in one of three areas: Business Management, Marketing Management, or Convenience Store Management. Students completing their curriculum may qualify to enter a bachelor of applied arts and sciences degree program at a 4-year institution. Students seeking a Bachelor of Business Administration degree with a major in Management should follow the Business Administration degree plan.

SEMESTER HOURS

GENERAL EDUCATION REQUIREMENTS.....15

- ENGL 1301/1302: Freshman Composition I and IIECON 2301: Principles of Economics I
- MATH:
 - MATH: Contemporary Mathematics
- SPCH 1321: Business and Professional Speaking

MAJOR COURSE REQUIREMENTS.....37

- HRPO 1311: Human Relations
- BMGT 1301: Supervision
- BMGT 1305: Communications in Management
- HRPO 2301: Human Resources Management
- MRKG 1311: Principles of Marketing
- BMGT 2305: Advanced Communications in Management
- COSC 1401: Introduction to Computing
- ACCT 2301: Accounting Principles I
- BMGT 1382: Cooperative Education
- BMGT 1383: Cooperative Education
- BMGT 2331: Total Quality Management
- BMGT 2341: Strategic Management

RELATED REQUIREMENTS.....9-15

Student will choose one of the following options:

REQUIRED COURSES:

- BMGT 1171: Customer Service
- BMGT 1373: Professional Image Development
- BMGT 2377: Convenience Store Operations

Students will select an additional 3-6 hours from the following:

- BUSG 1315: Small Business Operations
- BMGT 1307: High Performance Work Teams
- BMGT 2303: Problem Solving and Decision Making
- BCIS 1301: Microcomputer Applications

ELECTIVE 3

TOTAL 64-70

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AMARILLO COLLEGE

BUSINESS MANAGEMENT CERTIFICATE

Program Advisors:

Anne Nail, 371-5265

or contact the Business Division,

371-5269

WARNING: These are TASP waived certificates. Enrollment in a degree level course outside the certificates will subject a student to mandatory testing/remediation as prescribed by TASP regulations.

ONE-YEAR CERTIFICATE OPTIONS

For students who wish to gain a general limited background required for many entry level business-related positions.

BUSINESS MANAGEMENT CERTIFICATE

Major Code – BMGT.CERT

SEMESTER HOURS

GENERAL EDUCATION REQUIREMENTS 6

- ENGL 1301: Freshman Composition I
- SPCH 1321: Business and Professional Speaking

MAJOR COURSE REQUIREMENTS 24-25

- HRPO 1311: Human Relations
- BMGT 1301: Supervision
- BMGT 1305: Communications in Management
- BUSG 1315: Small Business Operations

or

- BUSG 2309: Small Business Management-Entrepreneurship

or

- BMGT 1303: Principles of Management
- BMGT 2331: Total Quality Management
- POFT 1325: Business Math and Machine Application

Or

- ACNT 2303: Introduction to Accounting I: Office Personnel

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Or

- ACCT 2301: Accounting Principles I
- BMGT 1307: High Performance Work Teams

Or

- BMGT 1382: Cooperative Education

Or

- BMGT 1383: Cooperative Education
- COSC 1301: Computer Concepts

Or

- COSC 1401: Introduction to Computing

TOTAL 30-31

AMARILLO COLLEGE

CONVENIENCE STORE MANAGEMENT CERTIFICATE

Program Advisors:

Anne Nail, 371-5265

or contact the Business Division,

371-5269

WARNING: These are TASP waived certificates. Enrollment in a degree level course outside the certificates will subject a student to mandatory testing/remediation as prescribed by TASP regulations.

ONE-YEAR CERTIFICATE OPTIONS

For students who wish to gain a general limited background required for many entry level business-related positions.

BUSINESS MANAGEMENT CERTIFICATE

Major Code – BMGT.CERT

SEMESTER HOURS

GENERAL EDUCATION REQUIREMENTS 6

- ENGL 1301: Freshman Composition I
- SPCH 1321: Business and Professional Speaking

MAJOR COURSE REQUIREMENTS 24-25

- HRPO 1311: Human Relations
- BMGT 1301: Supervision
- BMGT 1305: Communications in Management
- BUSG 1315: Small Business Operations

or

- BUSG 2309: Small Business Management-Entrepreneurship

or

- BMGT 1303: Principles of Management
- BMGT 2331: Total Quality Management
- POFT 1325: Business Math and Machine Application

Or

- ACNT 2303: Introduction to Accounting I: Office Personnel

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Or

- ACCT 2301: Accounting Principles I
- BMGT 1307: High Performance Work Teams

Or

- BMGT 1382: Cooperative Education

Or

- BMGT 1383: Cooperative Education
- COSC 1301: Computer Concepts

Or

- COSC 1401: Introduction to Computing

TOTAL 30-31

**2004 - 2005 / 2005 - 2006 Catalog
Degree Plans
Management**

(5 pages)

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Back to Management

This degree plan includes updates that were added after it was originally published on June 1, 2004. New students who are entering the college for the first time should follow the version on this page.

Show me the original version.

Show me what changed.

MANAGEMENT

Offered at all seven campuses

(Associate in Applied Sciences Degree)

- **Students pursuing this award program are required to meet Texas Success Initiative (TSI) standards and course prerequisites.**
- **Students must earn at least 25% of the credit hours required for graduation through instruction by the college awarding the degree.**

Degree Plan Code: AAS.MANAGEMENT

The Management Program provides an opportunity for students to acquire knowledge in the management field and at the same time update and sharpen personal management skills. In addition to learning about supervision, personnel management, human relations psychology, problem-solving, decision-making, and other related business topics, students also participate in on-the-job management-training course with their present employers. These management training courses at work allow students to apply what is learned in the classroom environment and obtain the valuable practical experience necessary to become competent business managers. The Management Program allows students the opportunity to bridge the gap between theory and practice as professional managers. This degree program provides an external learning experience and/or capstone experience.

CREDIT HOURS

SEMESTER I

| | | |
|-----------|---|---|
| BMGT 1301 | Supervision | 3 |
| BMGT 1382 | Cooperative Education-Business Administration and Management, General | 3 |
| BMGT 1303 | Principles of Management | 3 |
| BUSI 1301 | Introduction to Business | 3 |
| ENGL 1301 | Composition I | 3 |

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15

SEMESTER II

| | | |
|------------|---|-------|
| HRPO 2301 | Human Resources Management | 3 |
| BMGT 1383 | Cooperative Education-Business Administration and Management, General | 3 |
| ITSC 1401 | Introduction to Computers | 4 |
| ENGL 1302 | Composition II | 3 |
| +MATH | OR | 3-5 |
| POFT 1321 | Business Math AND | (3) |
| ++Elective | Natural Science | (4) |
| | | 16-20 |

SEMESTER III

| | | |
|-----------|---|-------|
| HRPO 2307 | Organizational Behavior | 3 |
| BMGT 2382 | Cooperative Education-Business Administration and Management, General | 3 |
| ACCT 2301 | Principles of Accounting I* OR | 3 |
| ACCT 2401 | Principles of Accounting I* | (4) |
| ECON 2301 | Principles of Economics I OR | 3 |
| ECON 1303 | Economics of Contemporary Social Issues | (3) |
| SPCH 1311 | Introduction to Speech Communication OR | 3 |
| SPCH 1315 | Fundamentals of Public Speaking | (3) |
| | | 15-16 |

SEMESTER IV

| | | |
|------------------------|---|-------|
| BMGT 2303 | Problem Solving and Decision Making | 3 |
| BMGT 2383 | Cooperative Education-Business Administration and Management, General | 3 |
| +++Elective | Humanities/Fine Arts | 3 |
| +++Elective | | 3 |
| +++Elective | | 3 |
| | | 15 |
| Minimum Hours Required | | 61-66 |

+MATH - Students must select a Mathematics course from the DCCCD Mathematics CORE list.

++Elective - Students must select a course in Biology (BIOL), Chemistry (CHEM), Ecology (ECOL) or

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Physics (PHYS) from the DCCCD Lab Science CORE list.

+++Elective - Student must select a course from the DCCCD Humanities/Fine Arts CORE list.

++++Elective - Students must take 6 hours of any college level courses to satisfy these electives.

*Students may substitute ACNT 1303 *Introduction to Accounting I* and ACNT 1304 *Introduction to Accounting II*. Only three hours may be applied to the required number of hours for granting the degree.

NOTE: Students enrolling in this program who plan to transfer to a four-year institution should consult an advisor or counselor regarding transfer requirements and the transferability of these courses to the four-year institution of their choice.

Back to Management

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**2004 - 2005 / 2005 - 2006 Catalog
Degree Plans
Management**

Back to Management

MANAGEMENT

Offered at all seven campuses

(Certificate)

- **Students pursuing this certificate are waived from the Texas Success Initiative (TSI) standards, but must meet course prerequisites.**
- **Students must earn at least 25% of the credit hours required for graduation through instruction by the college awarding the degree.**

Degree Plan Code: CERT.MGMT.MANAGEMENT

The Management program is designed to develop the fundamental skills, knowledge, attitudes and experiences which enable men and women to function in leadership and decision-making positions as managers. Students combine management classes and on-the-job management training with their present employers. All of the courses for this certificate are applicable to the Management associate degree option. This certificate program provides an external learning experience and/or capstone experience.

CREDIT HOURS

SEMESTER I

| | | |
|-----------|---|----------|
| BMGT 1301 | Supervision | 3 |
| BMGT 1382 | Cooperative Education-Business Administration and Management, General | 3 |
| ENGL 1301 | Composition I | <u>3</u> |
| | | 9 |

SEMESTER II

| | | |
|-----------|---|----------|
| HRPO 2301 | Human Resources Management | 3 |
| BMGT 1383 | Cooperative Education-Business Administration and Management, General | <u>3</u> |
| | | 6 |

SEMESTER III

| | | |
|-----------|-------------------------|---|
| HRPO 2307 | Organizational Behavior | 3 |
|-----------|-------------------------|---|

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| | | |
|-----------|---|-----|
| BMGT 2382 | Cooperative Education-Business Administration and Management, General | 3 |
| SPCH 1311 | Introduction to Speech Communication OR | 3 |
| SPCH 1315 | Fundamentals of Public Speaking | (3) |
| | | 9 |

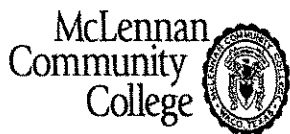
SEMESTER IV

| | | |
|------------------------|---|----------|
| BMGT 2303 | Problem Solving and Decision Making | 3 |
| BMGT 2383 | Cooperative Education-Business Administration and Management, General | <u>3</u> |
| | | 6 |
| Minimum Hours Required | | 30 |
| | Back to Management | |

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2003-2004



BUSINESS MANAGEMENT A.A.S. DEGREE
Official Degree Plan In Business Programs
McLENNAN COMMUNITY COLLEGE

(4 pages)

| Last Name | First Name | MI | S.S. Number | Date |
|-----------|------------|----|-------------|------|
| | | | | |

Is remediation required? Yes No

TASP passed: Reading Math Writing

| Freshman Year Sem I | Sub No. | Grade | Sophomore Year Sem I | Sub No. | Grade |
|---|---------|-------|---|---------|-------|
| BMGT 1303 Principles of Management | | | BMGT 2309 Leadership | | |
| MRKG 1311 Principles Marketing | | | BMGT 1307 High Performance Work Teams OR | | |
| BUSI 1301 Survey of Business | | | BUSG 2309 Small Business Management | | |
| BMGT 2488 Internship I – Business Management ⁴ | | | Humanities Elective ⁶ (See back) 3 hrs. | | |
| POFT 1227 Introduction to Keyboarding ¹ | | | BMGT 2310 Financial Management | | |
| Total Hours Recommended: 15 | | | BMGT 2489 Internship III – Business Management ^{4,5} | | |
| | | | CAPSTONE | | |
| | | | Total Hours Recommended: 16 | | |

| Freshman Year Sem II | Sub No. | Grade | Sophomore Year Sem II | Sub No. | Grade |
|--|---------|-------|---|---------|-------|
| COSC 1301 Microcomputer Applications ³ | | | Math (college-level) OR Both POFT 1325 Business Math and Machine Applications & Science elective | | |
| HRPO 2301 Human Resources Management | | | ECON 1301 Intro to Economics OR ECON 2301 Macroeconomics OR ECON 2302 Microeconomics | | |
| BUSI 2301 Business Law I | | | General Education Elective ⁶ | | |
| BMGT 2489 Internship II – Business Management ⁴ | | | Speech Elective 3 hrs. | | |
| POFT 1301 Business English OR ENGL 1301 Freshman Comp I | | | Elective (College-level) 3 hrs. | | |
| Total Hours Recommended: 16 | | | Total Hours Recommended: 15/18 | | |

¹ May be waived if the student has taken a typing course (touch method) or if the student can type by touch at least 30 wpm.
² May be eligible for articulation through high school Tech-Prep or by individual courses from high school. See your high school counselor for information.
³ May be articulated but will be substituted as ITSC 1309 (may not transfer to 4-year institutions).
⁴ Must meet guidelines for Internships as outlined in the General Catalog.
⁵ BMGT 2489, Internship III is a CAPSTONE course that brings together skills and knowledge learned in other classes and applies them in decision-making situations and in completing job tasks. Check for prerequisites.
⁶ See back.

I plan to receive the Associate Applied Science (A.A.S) Degree in **BUSINESS MANAGEMENT**. I understand this degree plan will determine my eligibility for graduation and all course substitutions must be approved by the Dean of Workforce Education. I must earn a minimum of **62-65 semester college-level credit hours** and must meet all other requirements. Students under the Texas Assessment Skills Program (TASP) must pass all sections of the TASP test to qualify for a degree.

Advisor's Signature

Student's Signature

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⁶General Education Requirements

| Social/Behavioral Science | Natural Science and Math | Humanities | Fine Arts |
|----------------------------------|---------------------------------|---------------------|------------------|
| Anthropology | Biology | Literature | Drama |
| Criminal Justice | Chemistry | Philosophy | Art |
| Economics | Environmental Science | Cultural studies | Music |
| Geography | Geology | Classical languages | |
| Government | Math (College Level) | Ethics | |
| History | Physics | | |
| Psychology | | | |
| Religion (RELI) | | | |
| Sociology | | | |

┌ ┌ ┌ ┌ ┌ ┌ ┌ ┌ ┌ ┌ ┌ ┌

MCC Placement Test Date _____

Reading _____
Math _____
Writing _____

TASP Test or ACCUPLACER Date _____

Reading _____
Math _____
Writing _____

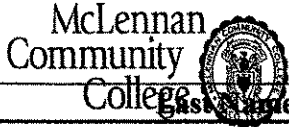
NOTES:

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2003-2004

MARKETING A.A.S. DEGREE
Official Degree Plan In Business Programs
McLENNAN COMMUNITY COLLEGE



| | | | | |
|--|-------------------|-----------|--------------------|-------------|
| | First Name | MI | S.S. Number | Date |
| | | | | |

Is remediation required? Yes No

TASP passed: Reading Math Writing

| Freshman Year Sem I | Sub No. | Grade | Sophomore Year Sem I | Sub No. | Grade |
|--|---------|-------|---|---------|-------|
| ACNT 1303 Intro to Accounting I ² | | | Humanities Elective⁶ | | |
| BUSI 1301 Survey of Business | | | MRKG 2349 Advertising and Sales Promotion | | |
| Speech Elective | | | General Education Elective ⁶ | | |
| BMGT 1303 Principles of Management | | | BMGT 2310 Financial Mgmt. | | |
| MRKG 1311 Principles of Marketing | | | MRKG 2488 Internship – Business Marketing and Marketing Management ⁵ | | |
| POFT 1227 Introduction to Keyboarding ¹ | | | | | |
| Total Hours Recommended: 17 | | | Total Hours Recommended: 16 | | |

| Freshman Year Sem II | Sub No. | Grade | Sophomore Year Sem II | Sub No. | Grade |
|---|---------|-------|---|---------|-------|
| POFT 1301 Business English OR ENGL 1301 Freshman Comp I | | | ECON 1301 Intro to Economics OR ECON 2301 Macroeconomics OR ECON 2302 Microeconomics | | |
| MRKG 1302 Principles of Retailing | | | Math elective (College-level) OR BOTH POFT 1325 Business Math and Machine Applications & Science Elective ⁶ | | |
| MRKG 2333 Principles of Selling | | | IBUS 1305 Intro to International Business and Trade | | |
| COSC 1301 Microcomputer Applications ³ | | | Elective (College-level) | | |
| BUSI 2301 Business Law I | | | MRKG 2489 Internship II – Business Marketing and Marketing Management ^{4,5} CAPSTONE | | |
| Total Hours Recommended: 15 | | | Total Hours Recommended: 16 | | |

¹ May be waived if the student had taken a keyboarding course (touch method) or if the student can keyboard by touch at least 30 wpm.
² May be eligible for articulation through high school Tech-Prep or by individual courses from high school. See your high school counselor. A business elective may be substituted for ACNT 1303 if the student has one year of high school accounting/bookkeeping or accounting experience.
³ May be articulated but will be substituted as ITSC 1309(may not transfer to 4-year institutions).
⁴ MRKG 2489 is the CAPSTONE course.
⁵ Student must meet Guidelines for Internship and have approval of the program director before enrolling in this course.
⁶ See back.

I plan to receive the Associate Applied Science (A.A.S) Degree in **MARKETING**. I understand this degree plan will determine my eligibility for graduation and all course substitutions must be approved by the Dean of Workforce education. I must earn a minimum of **64 semester college-level credit hours** and must meet all other requirements. Students under the Texas Assessment Skills Program (TASP) must pass all sections of the TASP test to qualify for a degree.

 Advisor's Signature

 Student's Signature

6GENERAL ELECTIVES

Social/Behavioral Science

Anthropology
Criminal Justice
Economics
Geography
Government
History
Psychology
Religion (RELI)
Sociology

Natural Science and Math

Biology
Chemistry
Environmental Science
Geology
Math (College Level)
Physics

Humanities

Literature
Philosophy
Cultural studies
Classical languages
Ethics

Fine Arts

Drama
Art
Music



MCC Placement Test

Date _____

Reading _____
Math _____
Writing _____

TASP Test or ACCUPLACER

Date _____

Reading _____
Math _____
Writing _____

NOTES:

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San Antonio College (18 pages)

BUSINESS DEPARTMENT

- *Administrative Design Management (Level I Cert)
- *Banking (Level I and MS Cert)
- *Banking and Financial Services (AAS)
- *Budgeting in the Public Sector (Level I Cert)
- *Business Management (AAS & Level I Cert)
- *Financial Analysis (Level I Cert)
- *Financial Management (AAS & Level I Cert)
- *Financial Services Industry (Level I & MS Cert)
- *Human Resources Management (AAS & Level I Cert)
- *International Business (AAS & Level I Cert)
- *Labor Studies (Level I Cert)
- *Leadership in Public Service (Level I Cert)
- *Marketing Management (AAS & Level I Cert)
- *Mortgage Banking (AAS, Level I, & MS)
- *Nonlawyer Advocacy (AAS)
- *Operations Management (Level I Cert)
- *Paralegal Studies (AAS)
- *Public Administration (AAS)
- *Real Estate Management (AAS & Level I Cert)
- *Small Business Management (Level I Cert)

DEGREE WORKSHEET

CATALOG _____

Student's Name _____

Social Security Number _____

BUSINESS MANAGEMENT OPTION

AREAS OF CONCENTRATION

- _____ BMGT 1303 Principles of Management
- _____ BMGT 1382 Coop Ed. Business Admin. & Mgt.
 or
_____ BMGT 2309 Leadership
- _____ MRKG 1311 Principles of Marketing
- _____ MRKG 1381 Co-op. Ed. Business Marketing & Marketing Mgt.
 or
_____ BMGT 1333 Principles of Selling
- _____ HRPO 2307 Organizational Behavior
- _____ BMGT 2341 Strategic Management
- _____ BMGT 2383 Coop Ed. Business Admin. & Mgt.
 or
_____ HRPO 2301 Human Resources Management
- _____ BUSG 2307 Legal & Social Environment of Business
- _____ BMGT 1305 Communications in Management
- _____ BUSG 1345 Principles of Finance
- _____ ACNT 1325 Principles of Accounting I**
- _____ ITSC 1301 Introduction to Computers
- _____ SPCH 1311 Fundamentals of Speech
- _____ IBUS 1305 Intro. to International Bus. & Trade

HUMANITIES/FINE ARTS

- _____ ENGL 1301 Freshman Comp I
- _____ ENGL 1302 Freshman Comp II
- _____ HUMANITIES +

MATH

- _____ MATH 1314 College Algebra

SOCIAL/BEHAVIORAL SCIENCES

- _____ GOVT 2301 American Government
 or
_____ PSYC 2301 Intro. to Psychol.
 or
_____ ECON 2301 Principles of Macroeconomics

* _____ DIRECTED ELECTIVE

ORIENTATION: _____

NOTE

The proposed transfer of Credit on this plan is subject to review and verification by Admissions and Records

+ MUSI 1306, ARCH 1301 or 1302, ARTS 1301 or PHIL 1301 OR 2306.

**ACCT 2301 may be substituted for for ACNT 1325

INITIAL COUNSELING BY: _____

DATE _____

COUNSELED BY:

DATE

12, 13, 14 23/46
STUDENT'S SIGNATURE

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

DIRECTED ELECTIVES

* At least one three-hour course must be taken from the following list.

- BNKG 1301 Money and Banking
- BUSA 1313 Investments
- BUSG 2309 Small Business Management
- BMGT 1331 Production & Operations Management
- RELE 1301 Principles of Real Estate
- PBAD 2339 Human Resource MGT in the Public Sector
- MRKG 1391 Special Topics in Business Marketing & Marketing Mgt.
- HRPO 2301 Human Resources Management ***
- BMGT 1333 Principles of Selling ***
- BMGT 2309 Leadership***

***This course is excluded if you have already taken it to fulfill degree requirements.

INSTRUCTIONS

1. Confirm that Degree Worksheet conforms to desired catalog. Enter catalog date.
2. When advising student on scheduling courses, enter scheduled date in pencil.
3. When student completes course, enter completed date in ink.
4. Deviations are to be explained in remarks and signed by Department Chairperson.

REMARKS

DISTRIBUTION:

- ORIGINAL - Student record
- COPY - Student
- COPY - Admissions and Records upon completion of application for graduation.

SAN ANTONIO COLLEGE
DEGREE WORKSHEET

12,13,14

24/46

CATALOG _____

Student's Name _____

Social Security Number _____

MARKETING OPTION

AREAS OF CONCENTRATION

- ____ BMGT 1303 Principles of Management
- ____ BMGT 1382 Coop Ed. Business Admin.& Mgt.
 or
- ____ BMGT 2309 Leadership
- ____ MRKG 1311 Principles of Marketing
- ____ MRKG 1381 Co-op. Ed. Business Marketing & Marketing Mgt.
 or
- ____ IBUS 1305 Intro. To International Bus.
- ____ HRPO 2307 Organizational Behavior
- ____ BMGT 1333 Principles of Selling
- ____ BMGT 2341 Strategic Management
- ____ BMGT 2383 Coop Ed. Business Admin.& Mgt.
 or
- ____ HRPO 2301 Human Resources Management
- ____ BUSG 2307 Legal & Social Environment of Business
- ____ BMGT 1305 Communications in Management
- ____ BUSG 1345 Principles of Finance
- ____ ACNT 1325 Principles of Accounting I*
- ____ ITSC 1301 Introduction to Computers
- ____ SPCH 1311 Fundamentals of Speech
- ____ BMGT 1335 Introduction to Merchandising
- ____ BMGT 1349 Advertising & Sales Promotion

HUMANITIES/FINE ARTS

- ____ ENGL 1301 Freshman Comp I
- ____ ENGL 1302 Freshman Comp II
- ____ HUMANITIES +

MATH

- ____ MATH 1314 College Algebra

SOCIAL/BEHAVIORAL SCIENCES

- ____ GOVT 2301 American Government
 or
- ____ PSYC 2301 Intro. to Psychol.
 or
- ____ ECON 2301 Principles of Macroeconomics

ORIENTATION: _____

NOTE

*The proposed transfer of
Credit on this plan is subject
to review and verification by
Admissions and Records*

+ MUSI 1306, ARCH 1301 or 1302, ARTS 1301 or PHIL 1301 OR 2306.

* ACCT 2301 may be substituted for ACNT 1325.

INITIAL COUNSELING BY: _____

DATE 12,13,14 25/46

| COUNSELED BY: | DATE | STUDENT'S SIGNATURE |
|---------------|-------|---------------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

INSTRUCTIONS

1. Confirm that Degree Worksheet conforms to desired catalog. Enter catalog date.
2. When advising student on scheduling courses, enter scheduled date in pencil.
3. When student completes course, enter completed date in ink.
4. Deviations are to be explained in remarks and signed by Department Chairperson.

REMARKS

DISTRIBUTION:

ORIGINAL - Student record

COPY - Student

COPY - Admissions and Records upon completion of application for graduation.

SAN ANTONIO COLLEGE
DEGREE WORKSHEET

12, 13, 14 26/46

CATALOG _____

Student's Name _____

Social Security Number _____

FINANCIAL MANAGEMENT OPTION

AREAS OF CONCENTRATION

- _____ BMGT 1303 Principles of Management
- _____ BMGT 1382 Co-Op Ed. Bus. Admin. & Mgt.
 or
_____ BMGT 2309 Leadership
- _____ IBUS 1305 Intro. to Inter. Business & Trade
- _____ MRKG 1311 Principles of Marketing
- _____ MRKG 1381 Co-Op. Ed Business Marketing
 & Marketing Mgt.
 or
_____ BMGT 1333 Principles of Selling
- _____ HRPO 2307 Organizational Behavior
- _____ BMGT 2341 Strategic Management
- _____ BMGT 2383 Co-Op. Ed. Bus. Admin. & Mgt.
 or
_____ HRPO 2301 Human Resources Management
- _____ BUSG 2307 Legal & Social Environment of Business
- _____ BUSG 1345 Principles of Finance
- _____ ACNT 1325 Prin. of Accounting I*
- _____ ACNT 1326 Prin. of Accounting II**
- _____ BUSG 1304 Personal Finance
- _____ BNKG 1301 Money and Banking
- _____ BUSA 1313 Investments
- _____ SPCH 1311 Fundamentals of Speech
- _____ ITSC 1301 Introduction to Computers

HUMANITIES/FINE ARTS

- _____ ENGL 1301 Freshman Comp I
- _____ ENGL 1302 Freshman Comp II
- _____ HUMANITIES +

MATH

- _____ MATH 1314 College Algebra

SOCIAL/BEHAVIORAL SCIENCES

- _____ GOVT 2301 American Government
 or
_____ PSYC 2301 Intro. to Psychol.
 or
_____ ECON 2302 Principles of
 Microeconomics
 or
_____ ECON 2301 Principles of
 Macroeconomics

ORIENTATION: _____

NOTE

The proposed transfer of
Credit on this plan is subject
to review and verification by
Admissions and Records.

+ MUSI 1306, ARCH 1301 or 1302, ARTS 1301 or PHIL 1301 or 2306.

INITIAL COUNSELING BY: _____

DATE _____

* ACCT 2301 may be substituted for ACNT 1325
** ACCT 2302 may be substituted for ACNT 1326

12, 13, 14 27/46

COUNSELED BY:

DATE

STUDENT'S SIGNATURE

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

INSTRUCTIONS

1. Confirm that Degree Worksheet conforms to desired catalog. Enter catalog date.
2. When advising student on scheduling courses, enter scheduled date in pencil.
3. When student completes course, enter completed date in ink.
4. Deviations are to be explained in remarks and signed by Department Chairperson.

REMARKS

DISTRIBUTION:

ORIGINAL - Student record

COPY - Student

COPY - Admissions and Records upon completion of application for graduation.

SAN ANTONIO COLLEGE

12, 13, 14 28/46

DEGREE WORKSHEET

CATALOG _____

Student's Name _____

Social Security Number _____

**INTERNATIONAL BUSINESS
OPTION**

AREAS OF CONCENTRATION

HUMANITIES/FINE ARTS

- _____ BMGT 1303 Principles of Management
- _____ BMGT 1382 Coop Ed. Business Admin. & Mgt.
or
_____ BMGT 2309 Leadership
- _____ IBUS 1305 Intro. to Inter. Business & Trade
- _____ IBUS 1354 International Marketing Mgt.
- _____ MRKG 1381 Co-op. Ed. Business Marketing & Marketing Mgt.
or
_____ BMGT 1333 Principles of Selling
- _____ HRPO 2307 Organizational Behavior
- _____ BMGT 2341 Strategic Management
- _____ BMGT 2383 Co-op Ed. Business Admin. & Mgt.
or
_____ HRPO 2301 Human Resources Management
- _____ IBUS 2335 International Business Law
- _____ BMGT 1305 Communications in Management
- _____ IBUS 2341 International Comparative Management
- _____ SPCH 1311 Fundamentals of Speech
- _____ BUSG 1345 Principles of Finance
- _____ ACNT 1325 Prin. of Accounting I*
- _____ ITSC 1301 Introduction to Computers

- _____ ENGL 1301 Freshman Comp I
- _____ ENGL 1302 Freshman Comp II
- _____ HUMANITIES +
- MATH**
- _____ MATH 1314 College Algebra

SOCIAL/BEHAVIORAL SCIENCES

- _____ GOVT 2301 American Government
or
_____ PSYC 2301 Intro. to Psychol.
or
_____ ECON 2301 Principles of Macroeconomics

ORIENTATION: _____

NOTE

The proposed transfer of Credit on this plan is subject to review and verification by Admissions and Records

+ MUSI 1306, ARCH 1301 or 1302, ARTS 1301 or PHIL 1301 or 2306.

* ACCT 2301 may be substituted for ACNT 1325

INITIAL COUNSELING BY: _____

DATE _____

COUNSELED BY:

DATE

12/13/14 29/46
STUDENT'S SIGNATURE

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

INSTRUCTIONS

1. Confirm that Degree Worksheet conforms to desired catalog. Enter catalog date.
2. When advising student on scheduling courses, enter scheduled date in pencil.
3. When student completes course, enter completed date in ink.
4. Deviations are to be explained in remarks and signed by Department Chairperson.

REMARKS

DISTRIBUTION:
ORIGINAL - Student record
COPY - Student
COPY - Admissions and Records upon completion of application for graduation.

SAN ANTONIO COLLEGE

12,13,14 30/46

DEGREE WORKSHEET

CATALOG _____

Student's Name _____

Social Security Number _____

**HUMAN RESOURCES MANAGEMENT
OPTION**

AREAS OF CONCENTRATION

HUMANITIES/FINE ARTS

- _____ BMGT 1303 Principles of Management
- _____ BMGT 1382 Coop Ed. Business Admin. & Mgt.
or
_____ BMGT 2309 Leadership
- _____ MRKG 1311 Principles of Marketing
- _____ MRKG 1381 Co-op. Ed. Business Marketing & Marketing Mgt.
or
_____ BMGT 1333 Principles of Selling
- _____ HRPO 2307 Organizational Behavior
- _____ BMGT 2341 Strategic Management
- _____ BMGT 2383 Co-op Ed. Business Admin. & Mgt.
or
_____ HRPO 2304 Employee Relations
- _____ HRPO 1301 Customer Relations
- _____ HRPO 2301 Human Resources Management
- _____ HRPO 2303 Employment Practices
- _____ BMGT 1305 Communications in Management
- _____ HRPO 2305 Human Resources Inf. Systems
- _____ ACNT 1325 Prin. of Accounting I*
- _____ ITSC 1301 Introduction to Computers
- _____ SPCH 1311 Fundamentals of Speech
- _____ IBUS 1305 Intro. to International Bus. & Trade
- _____ HRPO 2306 Benefits and Compensation

- _____ ENGL 1301 Freshman Comp I
- _____ ENGL 1302 Freshman Comp II
- _____ HUMANITIES +

MATH

- _____ MATH 1314 College Algebra

SOCIAL/BEHAVIORAL SCIENCES

- _____ GOVT 2301 American Government
or
_____ PSYC 2301 Intro. to Psychol.
or
_____ ECON 2301 Principles of Macroeconomics

ORIENTATION: _____

NOTE

The proposed transfer of Credit on this plan is subject to review and verification by Admissions and Records

) MUSI 1306, ARCH 1301 or 1302, ARTS 1301 or PHIL 1301 or 2306.

* ACCT 2301 may be substituted for ACNT 1325

12, 13, 14 31/46

INITIAL COUNSELING BY: _____

DATE _____

COUNSELED BY:

DATE

STUDENT'S SIGNATURE

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

INSTRUCTIONS

1. Confirm that Degree Worksheet conforms to desired catalog. Enter catalog date.
2. When advising student on scheduling courses, enter scheduled date in pencil.
3. When student completes course, enter completed date in ink.
4. Deviations are to be explained in remarks and signed by Department Chairperson.

REMARKS

DISTRIBUTION:

ORIGINAL - Student record

COPY - Student

COPY - Admissions and Records upon completion of application for graduation.

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BUSINESS MANAGEMENT
LEVEL I CERTIFICATE

CATALOG _____

STUDENT'S NAME _____ SOCIAL SECURITY # _____

REQUIRED COURSES

BMGT 1303 PRINCIPLES OF MANAGEMENT _____

MRKG 1311 PRINCIPLES OF MARKETING _____

HRPO 2307 ORGANIZATIONAL BEHAVIOR _____

BMGT 2341 STRATEGIC MANAGEMENT _____

BUSG 1345 PRINCIPLES OF FINANCE _____

COUNSELED BY _____

DATE _____

12, 13, 14 33/46

MARKETING MANAGEMENT
LEVEL I CERTIFICATE

CATALOG _____

STUDENT'S NAME _____ SOCIAL SECURITY # _____

REQUIRED COURSES

MRKG 1311 PRINCIPLES OF MARKETING _____

BMGT 1333 PRINCIPLES OF SELLING _____

BMGT 1335 INTRO. TO MERCHANDISING _____

BMGT 1349 ADVERTISING & SALES
PROMOTION _____

BMGT 1303 PRINCIPLES OF MANAGEMENT _____

COUNSELING BY _____

DATE _____

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HUMAN RESOURCES MANAGEMENT
LEVEL I CERTIFICATE

CATALOG _____

STUDENT'S NAME _____ SOCIAL SECURITY # _____

REQUIRED COURSES

HRPO 2301 HUMAN RESOURCE MANAGEMENT _____

HRPO 2303 EMPLOYMENT PRACTICES _____

HRPO 2305 HUMAN RESOURCES INFORMATION
SYSTEMS _____

HRPO 2306 BENEFITS AND COMPENSATION _____

HRPO 2307 ORGANIZATIONAL BEHAVIOR _____

COUNSELED BY _____

DATE _____

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INTERNATIONAL BUSINESS
LEVEL I CERTIFICATE

CATALOG _____

STUDENT'S NAME _____ SOCIAL SECURITY # _____

REQUIRED COURSES

IBUS 1305 INTRO TO INTERNATIONAL BUSINESS AND TRADE _____

IBUS 1354 INTERNATIONAL MARKETING MANAGEMENT _____

IBUS 2335 INTERNATIONAL BUSINESS LAW _____

IBUS 2341 INTERNATIONAL COMPARATIVE MANAGEMENT _____

BMGT 1303 PRINCIPLES OF MANAGEMENT _____

COUNSELING BY _____

DATE _____

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SMALL BUSINESS MANAGEMENT LEVEL I CERTIFICATE

CATALOG _____

STUDENT'S NAME _____ SOCIAL SECURITY # _____
REQUIRED COURSES

BMGT 1303 PRINCIPLES OF MANAGEMENT _____
MRKG 1311 PRINCIPLES OF MARKETING _____

BUSG 2309 SMALL BUSINESS MGNT. _____

BUSG 1345 PRINCIPLES OF FINANCE _____

ITSC 1301 INTRO. TO COMPUTERS _____

COUNSELED BY _____

DATE _____

Fall 2002

12,13,14

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FINANCIAL MANAGEMENT LEVEL I CERTIFICATE

CATALOG _____

STUDENT'S NAME _____ SOCIAL SECURITY # _____

REQUIRED COURSES

BNKG 1301 MONEY & BANKING _____

BUSG 1304 PERSONAL FINANCE _____

BUSA 1313 INVESTMENTS _____

BUSG 1345 PRINCIPLES OF FINANCE _____

ACNT 1325 PRIN. OF ACCOUNTING I _____

or

ACCT 2301 FINANCIAL ACCOUNTING _____

COUNSELED BY _____

DATE _____

12, 13, 14

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**OPERATIONS MANAGEMENT
LEVEL I CERTIFICATE**

CATALOG _____

STUDENT'S NAME _____ SOCIAL SECURITY _____

REQUIRED COURSES

BMGT 1331 PRODUCTION & OPERATIONS MGMT. _____

BMGT 1319 INTRO. TO BUSINESS LOGISTICS _____

BMGT 1321 INTRO. TO MATERIALS HANDLING _____

BMGT 2331 TOTAL QUALITY MANAGEMENT _____

BMGT 1303 PRINCIPLES OF MANAGEMENT _____

COUNSELING BY _____

DATE _____

FALL 2002

South
Plains
College (2 pages)

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Business

success is our business

A.A.S. IN BUSINESS
(Offered at Levelland and Lubbock)
CURRICULUM (2003-2004)

FRESHMAN YEAR First Semester

| Course Number | Course Name | Credit Hours |
|---------------------------|---|--------------|
| BUSI 1301 | Introduction to Business | 3 |
| COSC 1401 or ITSC 1401 | Intro to Computer & Info Science or Intro to Computers | 3 |
| ENGL 1301 | Composition I | 3 |
| SPCH 1321 | Bus & Prof Speech | 3 |
| Business Elective** | | 3 |
| Semester Hours | | 15 |

Second Semester

| | | |
|------------------------|-----------------------|-------|
| Humanities/Fine Arts** | | 3 |
| HRPO 1311 | Human Relations | 3 |
| POFT 1325 | Bus Math/Machines App | 3 |
| Business Elective*** | | 3/4 |
| Business Elective*** | | 3/4 |
| Semester Hours | | 15/17 |

SOPHOMORE YEAR First Semester

| | | |
|---------------------------|--|----|
| ACCT 2301 or ACNT 1303 | Principles of Accounting I or Intro to Accounting I | 3 |
| Econ 2301 | Prin of Macro Econ | 3 |
| Business Elective *** | | 3 |
| Business Elective *** | | 3 |
| Business Elective *** | | 3 |
| Semester Hours | | 15 |

Second Semester

| | | |
|-------------------|------------------------|-------|
| BUSG 2305 | Business Law/Contracts | 3 |
| Math/Science | | 3/4 |
| Business Elective | | 3 |
| Business Elective | | 3 |
| Business Elective | | 3/4 |
| Semester Hours | | 15/17 |

*Tech Prep related courses that may be articulated with high school.

**Consult program advisor for proper choice of courses.

***Business Electives - Students must consult program advisor for preparation of a degree plan and proper sequencing of courses. The list of business electives is listed below.

****Although not a requirement for this degree, students are strongly encouraged to take ORNT 0110 during the first semester of enrollment.

ACCT 2301 PRIN OF ACCT I
ACCT 2302 PRIN OF ACCT II
ACNT 1303 INTRO TO ACNT I*
ACNT 1304 INTRO TO ACNT II
ACNT 1311 INTRO. TO COMP. ACNT.

ITSW 2437 ADVANCED DATABASE
MRKG 1302 PRINCIPLES OF
RETAILING
MRKG 1311 PRINCIPLES OF
MARKETING*

POFT 2286 INTERNSHIP-AI
ASSISTANT
RELE 1201 PRIN OF REAL
RELE 1203 REAL ESTATE
RELE 1207 REAL ESTATE

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ACNT 2288 INTERNSHIP-ACCOUNTING
 BMGT 1301 SUPERVISION
 BMGT 1303 PRIN OF MANAGEMENT
 BMGT 2303 PROB SOLVING & DECISION MAKING
 BMGT 1168 PRACTICUM-BA & MGT, GEN*
 BMGT 1169 PRACTICUM-BA & MGT, GEN
 BMGT 2168 PRACTICUM-BA & MGT, GEN
 BMGT 2169 PRACTICUM-BA & MGT, GEN
 BUSA 1313 INVESTMENTS
BUSG 1304 PERSONAL FINANCE
 BUSG 1315 SMALL BUS OPERATIONS
 HRPO 2301 HUMAN RESOURCES MGT
 ITSW 1401 INTRO TO WORD PROCESSING
 ITSW 2434 ADVANCED SPREADSHEETS
 ITSW 2431 ADVANCED WORD PROCESSING

MRKG 2333 PRINCIPLES OF SELLING
 POFL 2331 DTP FOR THE OFFICE PROCEDURES
 POFL 1303 LEGAL OFFICE PROCEDURES
 POFL 2301 LEGAL DOCUMENT PROCESSING
 POFL 2286 INTERNSHIP-LEGAL ADM. ASST
 POFM 1313 MEDICAL TERMINOLOGY
 POFM 1331 MEDICAL TRANSCRIPTION I
 POFM 1317 MEDICAL ADM. PROCEDURES
 POFM 2286-INTERNSHIP-MED. ADM. ASSIST.
 POFT 1127 INTRO. TO KEYBOARDING
 POFT 1309 ADM. OFFICE PROCEDURES I*
 POFT 1429 KEYBOARDING & DOCUMENT FORMATTING
 POFT 2312 BUSINESS CORRESPONDENCE AND COMMUNICATION
 POFT 2331 ADMINISTRATIVE SYSTEMS

INVESTMENT
 RELE 1209 REAL ESTATE I
 RELE 1211 REAL ESTATE I
 RELE 1215 PROPERTY MA
 RELE 1219 REAL ESTATE I
 RELE 1221 REAL ESTATE I
 RELE 1225 REAL ESTATE I
 MATHEMATICS
 RELE 1227 RE COMMERCIAL APPRAISAL
 RELE 1229 FUND/ENVIRONMENTAL ISSUES
 RELE 1235 REAL ESTATE CONSTRUCTION
 RELE 1323 RE COMPUTER APPLICATION
 RELE 2171 RE SKILLS ASS
 RELE 2201 LAW OF AGENCY
 RELE 2209 PRIN OF REAL I
 RELE 2231 REAL ESTATE I

Back



Contact Information:

Cindy Brown, Associate Professor of Merchandising
 894-9611 extension 2245
 TA 231
cbrown@southplainscollege.edu

Tarrant
City College (6 pages)

12, 13, 14

41/46

Management

Type: Associate in Applied Science Degree Program

Name: Management

Number: MANA.D001.UG

Dept: Management

Campus: NE NW SO SE

| Course | Note | Title | Hrs |
|------------------------------|------|---|-----|
| First Year | | | |
| <i>First Semester</i> | | | |
| HRPO 1311 | | Human Relations and Behavior in Organizations | 3 |
| POFT 1321 | | Business Mathematics | 3 |
| BUSI 1301 | | Introduction to Business | 3 |
| POFT 1127 | 1 | Introduction to Keyboarding | 1 |
| ENGL 1301 | | English Composition I | 3 |
| PSYC 2301 | | Introduction to Psychology | 3 |
| OR | | | |
| SOCI 1301 | | Introduction to Sociology | 3 |
| <i>Second Semester</i> | | | |
| BMGT 1303 | | Principles of Management | 3 |
| ACCT 2301 | | Principles of Financial Accounting | 3 |
| BCIS 1405 | | Business Computer Applications | 4 |
| ENGL 1302 | | English Composition II | 3 |
| POFT 2312 | | Business Correspondence and Communication | 3 |
| OR | | | |
| SPCH 1321 | | Business and Professional Communication | 3 |
| Second Year | | | |
| <i>First Semester</i> | | | |
| HRPO 2301 | | Human Resources Management | 3 |
| ECON 2301 | | Principles of Macroeconomics | 3 |
| GOVT 2305 | | United States Government | 3 |
| OR | | | |
| GOVT 2306 | | Texas State and Local Government | 3 |
| Elective | | Mathematics or Natural Science Elective | 3 |
| Elective | 2 | Approved electives | 6 |
| <i>Second Semester</i> | | | |
| BMGT 1305 | | Communications in Management | 3 |
| BMGT 2309 | 3 | Leadership | 3 |
| BUSI 2301 | | Business Law I | 3 |
| OR | | | |
| MRKG 1311 | | Principles of Marketing | 3 |
| PHED 1164 | | Concepts of Physical Activity | 1 |
| Elective | 4 | Humanities/Fine Arts elective | 3 |
| Elective | 2 | Approved Management Elective | 3 |
| Minimum Total Semester Hours | | | 66 |

Notes: (see associated number in note column)

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1. Credit for this course may be obtained through credit-by-examination.
2. Approved electives: ACCT 2302, ACNT 1313, BMGT 1301, BMGT 1382, BMGT 1391, BMGT 2382, BUSG 1391, BUSI 1307, BUSI 2301, BUSI 2302, COSC 1415, ECON 2302, HRPO 1393, IBUS 1305, IBUS 1349, ITSC 1405, ITSW 1407, ITSW 1410, MRKG 1302, MRKG 2348, MRKG 2349, and MRKG 1311. At least three hours must be in the management field with prior approval of the department chairperson.
3. Capstone
4. Humanities/Fine Arts elective must be selected from courses listed in the **Humanities and Visual and Performing Arts section of the Core Curriculum. (Click Here to View)**

12, 13, 14

43/46

Management

Type: Certificate of Completion Program

Name: Management

Number: MANA.T001.UG

Dept: Management

Campus: NE NW SO SE

| Course | Note | Title | Hrs |
|-------------------------------------|------|---|-----------|
| First Year | | | |
| <i>First Semester</i> | | | |
| HRPO 1311 | | Human Relations and Behavior in Organizations | 3 |
| POFT 1321 | | Business Mathematics | 3 |
| BUSI 1301 | | Introduction to Business | 3 |
| ENGL 1301 | | English Composition I | 3 |
| POFT 2312 | | Business Correspondence and Communication | 3 |
| OR | | | |
| SPCH 1321 | | Business and Professional Communication | 3 |
| <i>Second Semester</i> | | | |
| BMGT 1303 | | Principles of Management | 3 |
| BCIS 1405 | | Business Computer Applications | 4 |
| ENGL 1302 | | English Composition II | 3 |
| Elective | | Mathematics or Natural Science Elective | 3 |
| Elective | 1 | Approved Management Elective | 3 |
| Second Year | | | |
| BUSG 2170 | 2 | Portfolio Development | 1 |
| Minimum Total Semester Hours | | | 32 |

Notes: (see associated number in note column)

1. Elective must be selected from BMGT 1301, BMGT 1305, BMGT 1382, BMGT 1391, BMGT 2309, or HRPO 2301. Note that BMGT 1382 is a special admission course; students must consult with a program coordinator prior to enrollment.
2. Capstone course must be taken in last semester of certificate degree plan.

Note: This certificate can prepare the student to move directly into a two-year Associate of Applied Science degree in any of the following areas: Management, Business, or Marketing.

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Marketing\$

Type: Associate in Applied Science Degree Program

Name: Marketing\$

Number: MARK.D001.UG

Dept: Marketing

Campus: NE NW SO SE

| Course | Note | Title | Hrs |
|------------------------|------|---|-----|
| First Year | | | |
| <i>First Semester</i> | | | |
| POFT 1321 | | Business Mathematics | 3 |
| BUSI 1301 | | Introduction to Business | 3 |
| ENGL 1301 | | English Composition I | 3 |
| GOVT 2305 | | United States Government | 3 |
| OR | | | |
| GOVT 2306 | | Texas State and Local Government | 3 |
| POFT 2312 | | Business Correspondence and Communication | 3 |
| OR | | | |
| SPCH 1321 | | Business and Professional Communication | 3 |
| POFT 1127 | 1 | Introduction to Keyboarding | 1 |
| <i>Second Semester</i> | | | |
| ENGL 1302 | | English Composition II | 3 |
| MRKG 1311 | | Principles of Marketing | 3 |
| BMGT 1303 | | Principles of Management | 3 |
| COSC 1401 | | Microcomputer Applications | 4 |
| PSYC 2301 | | Introduction to Psychology | 3 |
| OR | | | |
| SOCI 1301 | | Introduction to Sociology | 3 |
| Second Year | | | |
| <i>First Semester</i> | | | |
| ACCT 2301 | | Principles of Financial Accounting | 3 |
| ECON 2301 | | Principles of Macroeconomics | 3 |
| BUSI 1311 | | Principles of Selling | 3 |
| PHED 1164 | | Concepts of Physical Activity | 1 |
| Elective | 2 | Mathematics or Natural Science Elective | 3 |
| MRKG 1302 | | Principles of Retailing | 3 |
| <i>Second Semester</i> | | | |
| ECON 2302 | | Principles of Microeconomics | 3 |
| MRKG 2349 | | Advertising and Sales Promotion | 3 |
| MRKG 2348 | 3 | Marketing Research and Strategies | 3 |
| Elective | 4 | Approved elective | 3 |
| Elective | 5 | Humanities/Fine Arts elective | 3 |
| ACCT 2302 | | Principles of Managerial Accounting | 3 |
| OR | | | |
| ACNT 1313 | | Computerized Accounting Applications | 3 |

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Minimum Total Semester Hours | 66 |

Notes: (see associated number in note column)

1. Credit for this course may be obtained through credit-by-examination.
2. May be any MATH 1300 level or natural science course.
3. Capstone
4. Elective must have prior approval of the department chairperson.
5. Humanities/Fine Arts elective must be selected from courses listed in the **Humanities and Visual and Performing Arts section of the Core Curriculum. (Click Here to View)**

\$ - This is a Tech-Prep Program.

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Marketing

Type: Certificate of Completion Program

Name: Marketing

Number: MARK.T001.UG

Dept: Marketing

Campus: NE NW SO SE

| Course | Note | Title | Hrs |
|------------------------------|------|---------------------------------|-----|
| First Year | | | |
| <i>First Semester</i> | | | |
| POFT 1321 | | Business Mathematics | 3 |
| MRKG 1311 | | Principles of Marketing | 3 |
| BUSI 1311 | | Principles of Selling | 3 |
| POFT 1127 | 1 | Introduction to Keyboarding | 1 |
| <i>Second Semester</i> | | | |
| COSC 1401 | | Microcomputer Applications | 4 |
| Elective | 2 | Approved elective | 3 |
| MRKG 2349 | | Advertising and Sales Promotion | 3 |
| Second Year | | | |
| BUSG 2170 | 3 | Portfolio Development | 1 |
| Minimum Total Semester Hours | | | 21 |

Notes: (see associated number in note column)

1. Credit for this course may be obtained through credit-by-examination.
2. Elective must have prior approval of the department chairperson, unless chosen from the following: MRKG 1302, BMGT 1303, MRKG 2348, PSYC 2301, and SOCI 1301.
3. Capstone course must be taken in last semester of certificate degree plan.

NOTE: This certificate can prepare the student to move directly into a two-year Associate of Applied Science degree in any of the following three areas: Marketing, Business, or Management.

OPEN MEETING

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

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

Provide a summary of the open meeting discussion below.

The open session was held on May 5, 2005. Members of the Internal Review Task Force and External Review Task Force attended as well as a representative from Institutional Research. The document was discussed and suggestions for improving it were made.

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

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



2004-2005 Academic Program Assessment

PHYSICS

**2004-2005 Academic Program Assessment Instrument
Collin County Community College**

Program Assessed: **PHYSICS**

Internal Review Task Force: **Mike Broyles
Meade Brooks
Jud May
Bassam Attili**

External Review Task Force:

| Task Force Position | Name | Phone | E-mail |
|--|-----------------|--------------|--------------------|
| External Chairperson from outside the Division | Jim Richards | 1652 | jrichards@cccd.edu |
| Full-Time Faculty Member from outside the Program | Donna Cain | 6781 | dcain@cccd.edu |
| Part-Time Faculty Member from outside the Program | Anna Kittrell | 972-393-5793 | kttr@aol.com |
| Staff Member from outside the Program | Carole Morgan | 5106 | cmorgan@cccd.edu |
| Recent or Current Student in the Program | Abinadi Ayerdis | 5788 | aayerdis@cccd.edu |
| Community Member from outside the college | Bob Collins | 903-468-8188 | bobc@rmbb.net |
| Division Dean (ex-officio) | Cameron Neal | 5881 | cneal@cccd.edu |

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EXECUTIVE SUMMARY

<The Executive Summary is to be completed **by the External-Review Task Force Chair** after BOTH the internal and external reviews have been completed. Should focus on the specific results of the assessment>.

EVALUATION SECTIONS

A. Strategic Plan

1. State the mission of the program.

The Physics Department of the Mathematics and Natural Science Division mission strives to provide appropriate courses of instruction to meet our students' transfer requirements as well as meet our college's mission statement

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

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

CCCCD Purpose Statement: Through its campuses, centers, and programs Collin County Community College District fulfills its statutory charge to provide:

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

2. Does the mission of the program support the overall mission of the college?

YES

NO

Partially

List and explain the ways that the mission of this program supports the overall mission, core values and purpose of the college.

The Physics Program fully supports the mission of the college. It is student and community-centered, committed to developing skills, strengthening character, and challenging the intellect. The faculty share experiences and newly developed lab and lecture techniques with students, colleagues and the local community. The Physics Program introduces science to prospective students, current students and the public at large through inviting the public to nighttime viewing of astronomical events and middle school presentations by the NASA student flight program participants.

ADD PROGRAM ACHIEVEMENT INDICATORS

- **Course Completion Rates**
- **Grade Distributions**
- **Student Evaluations**
- **Enrollment Growth**
- **Faculty Number Growth**
- **Use of Technology in Classes**
- **Student Research**
- **Service Learning Physics Projects**
- **Development of On-line Courses and Materials**
- **Development and Use of Physics Department Website**
- **Development of Lecture Demo Resources**
- **Community Outreach**

The 2004-2006 strategic goals for CCCCD are:

- (A) Exhibit visionary leadership to provide educational experiences that enable students to excel academically and to be civically engaged.
- (B) Develop a systematic process that integrates academic, student development, technology, facilities, administrative services, and budget planning.
- (C) Meet the State challenge of broadening access to educational opportunities and support services for all student populations.
- (D) Elevate the community's awareness of CCCCD's academic, economic, cultural, and social impact to the community.
- (E) Maximize the development and use of CCCCD's human, technological, and capital resources to sustain and strengthen academic and financial vitality.

3. Do program achievement indicators support the strategic goals of the college?

YES

NO

Partially

List and explain the ways that this program supports the CCCC strategic goals.

(A) Exhibit visionary leadership to provide educational experiences that enable students to excel academically and to be civically engaged.

In addition to regular lecture and laboratory experiences, physics students have the opportunity to participate in hands-on activities such as Service Learning projects and research activities such as the NASA student flight program. The NASA project involves community outreach as well as an opportunity to experience physics in action.

(B) Develop a systematic process that integrates academic, student development, technology, facilities, administrative services, and budget planning.

The physics department integrates academic, student development, technology, and facilities resources through

- a. **The physics department website. The website includes lab resources, course information, and information on student activities such as the NASA research project and Physics Day at Six Flags.**
- b. **Instructor and textbook publisher websites. Many instructor and student resources are available here. For example, the publisher's website features a practice MCAT exam where physics students can review practice physics questions that typically appear on the MCAT.**
- c. **Classroom technology. This includes electronic data acquisition lab equipment, supporting lab computers and software, and lecture computers and data projectors.**

The physics department strives to optimize its budget to give students the best educational experience possible. This includes the purchase of lab equipment and lecture demo materials.

(C) Meet the State challenge of broadening access to educational opportunities and support services for all student populations.

Student access to educational opportunities is broadened through the hiring of new physics instructors, in particular the hiring of full-time instructors. Increased student enrollment leads to additional support services.

- (D) Elevate the community's awareness of CCCCD's academic, economic, cultural, and social impact to the community.
The community's awareness of CCCCD's academic, economic, cultural, and social impact as relates to physics is enhanced through public STAR parties and NASA outreach activities.
- (E) Maximize the development and use of CCCCD's human, technological, and capital resources to sustain and strengthen academic and financial vitality.
The number of CCCCD physics students has consistently increased in recent years. This growth has benefited CCCCD financially, and in combination with new instructional technologies and laboratory resources, has strengthened the college academically.
-

4. Are the program achievement indicators appropriate for the CCCCD student population served by the program?

YES

NO

Partially

Link each program achievement indicator to the student population served by this program.

The following program achievement indicators directly affect the population of students enrolled in CCCCD physics courses:

- **Course Completion Rates**
- **Grade Distributions**
- **Student Evaluations**
- **Enrollment Growth**
- **Faculty Number Growth**
- **Use of Technology in Classes**
- **Student Research**
- **Development of On-line Courses and Materials**
- **Development and Use of Physics Department Website**
- **Development of Lecture Demo Resources**

The following program achievement indicators directly affect members of the CCCCD community:

- **Community Outreach**

- **Service Learning Physics Projects**
-

Quantitative and Qualitative Measurement

An achievement indicator is quantitatively measurable if a numerical value can be affixed to the achievement indicator that makes it possible to identify the degree of accomplishment. An example is an achievement indicator for increasing course completion rates up to 80%. The degree of accomplishment will be how far the actual course completion rate is above or below 80%.

An achievement indicator is qualitatively measurable if it is possible to distinguish when the achievement indicator has been accomplished or not, due to a change in relevant performance. For example, with an achievement indicator of adopting a more relevant textbook, accomplishment can be determined by whether or not a new textbook has been adopted.

5. Are the program achievement indicators measurable?

- YES
- NO
- Partially
-

Describe how each achievement indicator is measured.

- **Course Completion Rates**
 - Provided by Institutional Research Dept as counts or percentages
- **Grade Distributions**
 - Provided by Institutional Research Dept as counts or percentages
- **Student Evaluations**
 - Provided by Institutional Research Dept in the form of individual surveys completed by students.
- **Enrollment Growth**
 - Provided by Institutional Research Dept as counts or percentages
- **Faculty Number Growth**
 - Provided by Institutional Research Dept as counts or percentages
- **Use of Technology in Classes**
 - Not directly measurable. Data is collected qualitatively through faculty interviews and noting available technologies.

- **Student Research**
 - Not directly measurable. Data is collected qualitatively regarding number of students involved in research and degree of involvement.
- **Service Learning Physics Projects**
 - Not directly measurable. Data is collected qualitatively regarding number of students involved in service projects and degree of involvement.
- **Development of On-line Courses and Materials**
 - Not directly measurable. Data is collected qualitatively regarding amount, availability, and development of on-line materials.
- **Development and Use of Physics Department Website**
 - Not directly measurable. Site statistics for website usage have not been collected or examined. Data is collected qualitatively from student and faculty interviews regarding use of site.
- **Development of Lecture Demo Resources**
 - Not directly measurable. Have information on numbers and descriptions of lecture demo items. Will be implementing tracking faculty usage of lecture demo equipment.
- **Community Outreach**
 - Not directly measurable. Data is collected qualitatively regarding number of outreach activities and degree of involvement.

6. Do program achievement indicators include some measurable student outcomes?

YES

NO

Partially

If YES, list those program achievement indicators and the measurable student outcomes.

- **Course Completion Rates**
 - Measurable student outcome is student course completion rate, a measure of student performance.
- **Grade Distributions**

- Measurable student outcome is student grade distributions, a measure of student performance.
 - **Student Evaluations**
 - Measurable student outcome is students' view of quality of instruction of faculty. This can lead to improved faculty instruction which may lead to increased student academic performance.
 - **Enrollment Growth**
 - Measurable student outcome is enrollment growth, a measure of the success of the physics program which reflects level of student success.
 - **Use of Technology in Classes, Student Research, Service Learning Physics Projects, Development of On-line Courses and Materials, Development and Use of Physics Department Website, Development of Lecture Demo Resources, &Community Outreach**
 - The measurable student outcomes for these indicators may be enrollment growth, improved grade distributions, and improved completion rates. These outcomes may result from the effect these indicators may have on faculty instruction, motivation of students, and more efficient use of resources.
-

7. How often are the program's mission statement and achievement indicators revised? How are revisions decided upon?

The physics mission statement is examined and/or revised during program reviews. Achievement indicators are modified or expanded upon on an on-going basis as needed. For example, the physics department would like to give students an on-line survey after completion of each lab as a way to evaluate the labs' effectiveness. So we will be developing this instrument as time and resources allow.

Analysis of Strategic Plan

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

- In what ways can the program mission and achievement indicators be improved?
- Are the program mission and achievement indicators appropriate for the students and/or other clients that are being served?

The physics program mission and achievement indicators are appropriate for the students and community that are being served. The program achievement indicators could be improved by incorporating more student and faculty

surveys. These surveys could be made available on-line which would facilitate data collection and analysis.

B. Enrollment

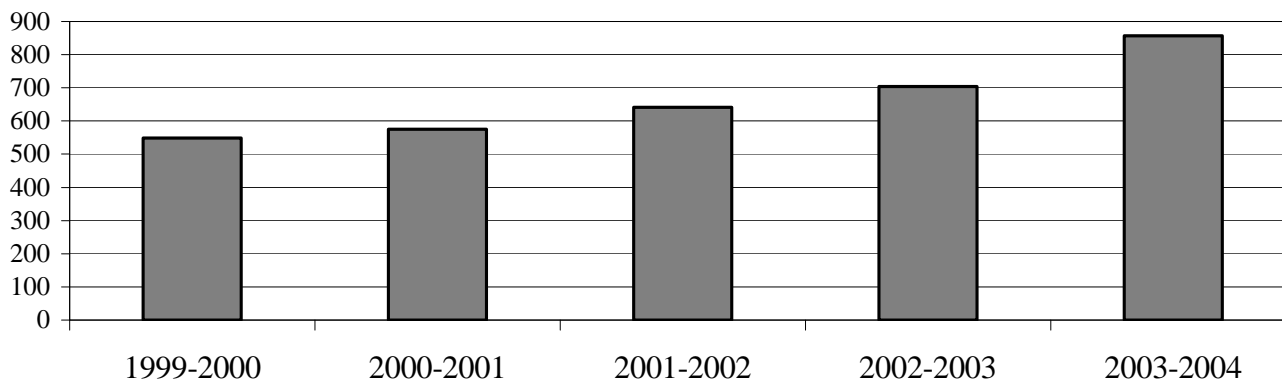
Unduplicated Number of Students Enrolled in Program Courses
and Number of Contact Hours

| Academic Year | Unduplicated Students | Contact Hours |
|---------------|-----------------------|---------------|
| 1999-2000 | 681 | 65,856 |
| 2000-2001 | 714 | 68,592 |
| 2001-2002 | 786 | 75,488 |
| 2002-2003 | 858 | 82,432 |
| 2003-2004 | 1050 | 100,944 |

Source: CCCC Student Information System based on Brio query (I: \IRO\2004-2005 Assessment Documents\Data\Academic Programs\Physics\Physics data.bqy) run on 09/25/04.

Note: Totals do not include students who received a grade of AU.

Physics Yearly Student Enrollment (Unduplicated)



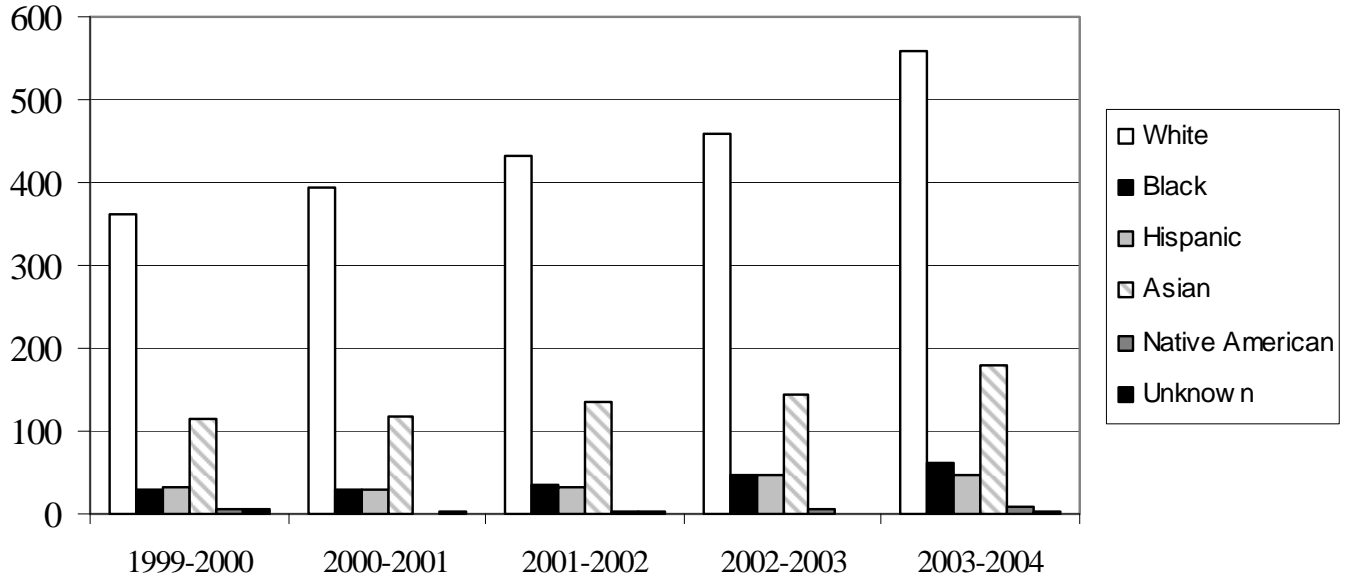
Gender & Ethnicity of Students in Program Courses

| Year | Gender | | Ethnicity | | | | | Total | |
|---------|--------|------|-----------|-------|----------|-------|---------|-------|---------|
| | Female | Male | White | Black | Hispanic | Asian | Nat.Am. | | Unknown |
| 1999-00 | 231 | 318 | 363 | 29 | 33 | 114 | 5 | 5 | 549 |
| 2000-01 | 243 | 332 | 394 | 29 | 30 | 119 | 0 | 3 | 575 |
| 2001-02 | 269 | 372 | 432 | 35 | 33 | 136 | 2 | 3 | 641 |
| 2002-03 | 298 | 406 | 459 | 47 | 48 | 143 | 6 | 1 | 704 |
| 2003-04 | 371 | 486 | 559 | 61 | 47 | 179 | 9 | 2 | 857 |

Source: CCCC Student Information System based on Brio query (I: \IRO\2004-2005 Assessment Documents\Data\Academic Programs\Physics\Physics data.bqy) run on 09/25/04.

Note: Totals do not include students who received a grade of AU.

Ethnicity of Physics Students



CCCCD Demographics

| | Female | Male | White | Black | Hispanic | Asian | Nat.Am. |
|--------------|--------|------|-------|-------|----------|-------|---------|
| CCCCD | 57% | 43% | 72.1% | 8.5% | 9.0% | 9.9% | 0.5% |

Source: Spring 2004 Headcount Statistics

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

YES

NO

Supporting Statement:

The gender diversity of CCCCCD physics students does not mirror that of the district. The gender diversity of CCCCCD physics students more closely

reflects that of the science, engineering, and medical fields which these students are pursuing and is appropriate from that perspective. The ethnic diversity of CCCCD physics students is similar to that of the district with somewhat less Black and Hispanic students and more Asian students. This diversity again reflects that of the science, engineering, and medical fields which these students are pursuing and is appropriate from that perspective.

Duplicated Enrollment By Course By Academic Year

| Course | 1999-2000 | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 |
|----------|-----------|-----------|-----------|-----------|-----------|
| PHYS1401 | 223 | 214 | 247 | 275 | 358 |
| PHYS1402 | 92 | 72 | 114 | 110 | 150 |
| PHYS1411 | 107 | 103 | 118 | 123 | 127 |
| PHYS1412 | 0 | 0 | 0 | 0 | 1 |
| PHYS1415 | 0 | 11 | 13 | 43 | 48 |
| PHYS2189 | 0 | 0 | 2 | 4 | 0 |
| PHYS2425 | 143 | 169 | 165 | 175 | 197 |
| PHYS2426 | 116 | 145 | 127 | 128 | 169 |

Source: CCCCD Student Information System based on Brio query (I: \IRO\2004-2005 Assessment Documents\Data\Academic Programs\Physics\Physics data.bqy) run on 09/25/04.

Note: Totals do not include students who received a grade of AU.

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

YES

NO

If NO, then list which courses should not be offered or listed and explain why.

The PHYS 1412 course is the second semester of physical science. Based upon past enrollment trends, we recommend that the course no longer be offered or that be made a part of the first semester of physics science (PHYS 1411). The PHYS 2189 course is a CE co-op course that is mandated by the college for students who want to pursue a research project within the department.

4. Are there any courses with consistently low enrollment?

YES

NO

If YES, then discuss possible reasons why and how to address this problem.
See response to the previous question.

Analysis of Enrollment

Analyze and discuss the above responses concerning this program's enrollment. Examples of topics to cover include, *but are not limited to*, the following:

- What steps can be taken to increase enrollment in the program?
- If the gender and ethnic diversity of program students do not reflect the county and CCCCD populations, discuss what might be done to increase enrollment of underrepresented populations?

Students take physics courses at CCCCD to fulfill degree requirements for the university degrees they are pursuing. So to a large degree, local enrollment in university science degrees requiring physics courses drives enrollment in CCCCD physics courses.

The gender and ethnic diversity of CCCCD physics students reflects that of the science, engineering, and medical fields which these students are pursuing and is appropriate from that perspective.

C. Curriculum

1. Does the program have an advisory committee?

YES

NO

Not Applicable

If YES, what role does the committee play in curriculum development?

2. If the program has an advisory committee, does the committee effectively contribute to ensuring the occupational relevance and adequacy of the curriculum and establishment of skill and knowledge standards for the program's courses?

YES

NO

Not Applicable

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

Not applicable

3. Is the process for reviewing course content well defined?

YES

NO

Describe the process by which course content is reviewed.

The physics faculty, department chairman, and the dean are involved in this reviewing process. We are currently in the process of creating a detailed outline of the course content for our physics classes.

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

YES

NO

Describe the process by which catalog information is reviewed.

The dean gives instructors a draft of catalog descriptions that physics instructors review for accuracy.

5. Are course prerequisites reasonable?

YES

NO

Partially

Supporting Statement: _____

Yes, but physics instructors continue to have problems with students coming to class misadvised. This problem has worsened with the advent of on-line registration.

6. Are syllabi regularly evaluated?

YES

NO

Describe the process used to evaluate course syllabi.

The full-time physics instructors review the course syllabi and note any changes that need to be made. In case of general changes adopted by the Department of Math & Natural Science (such as new course repeat information), that department makes the appropriate changes to the syllabi.

7. Have all the Basic Intellectual Competencies and the appropriate Core Area Exemplary Educational Objectives been incorporated into course syllabi and curricula for core courses?

YES

NO

Supporting Statement:

None of the CCCCD physics courses are core courses.

8. Are program course offerings and content comparable to those at other colleges and universities?

YES

NO

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

The material covered in CCCCD physics courses is consistent with that of other community colleges and universities. In particular, CCCCD physics courses have the same course numbering as those at DCCCD, and are consistent in content with similar courses at UNT, UTD, and UTA.

9. Explain why the peer institutions discussed in #8 were selected. In what ways are those institutions similar to CCCCD and in what ways are they different from CCCCD?

Location: **DCCCD, UNT, UTD, and UTA**

DCCCD was chosen because of its proximity, similarity, and size to CCCCD. The student population in both districts is similar as are the physics courses. UNT, UTD, and UTA were selected because many CCCCD physics students transfer to these universities.

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

YES

NO

Not Applicable

Supporting Statement: _____

Our common course numbering and agreements with other institutions on course content support this.

11. Have articulation agreements (both institutional and program-specific) for upper division study at other institutions been developed?

YES

NO

Partially

Supporting Statement: _____

Lack of suitable student population and resources.

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

YES

NO

Supporting Statement:

The CCCCD physics program offers summer courses in addition to spring and fall semester courses. The combination of lecture and laboratory instruction addresses a variety of learning styles. Progress is also being made toward the development of on-line lecture and laboratory courses.

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

YES

NO

Provide/document evidence of comparability.

Not applicable yet

14. Does the program stay abreast of and adjust to national trends in the program area?

YES

NO

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

We keep up with teaching methods and methodology.. Course content is traditional.

15. Are there professional associations that accredit programs in this discipline?

YES

NO

Supporting Statement:

None for physics

16. If YES to the previous questions, is this program accredited by such a professional association?

YES

NO

Supporting Statement:

Not applicable

17. Does the program provide external learning experiences (Service Learning, Cooperative Education, Practicum, Internship, Clinical Education, Apprenticeship Program)?

YES

NO

Supporting Statement:

Lab with optional service learning and CASMNS.

18. Does this program provide collaborative/cooperative learning experiences for program students?

YES

NO

Supporting Statement:

Lab experiences support collaborative/cooperative-learning experiences

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

YES

NO

List all extracurricular activities sponsored during the last five years.

NASA Outreach programs, astronomy STAR parties, Six Flags Field Trip, Service Learning opportunities

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

YES

NO

List types of technology and ways in which they are used.

Computers and data projectors are used to facilitate lectures. Instructors make use of personal and publisher course websites to facilitate student learning. Physics labs make use of sophisticated electronic data acquisition and analysis software. Instructors also use electronic gradebooks.

Analysis of Curriculum

Analyze and discuss the above responses concerning this program's curriculum. Examples of topics to cover include, *but are not limited to*, the following:

- Discuss ways that the curriculum of the program can be improved.
- How does this program's curriculum compare with other institutions (transfer courses, course offerings, degree options)?
- In what ways could this program improve teaching of the Basic Intellectual Competencies and Core Area Exemplary Educational Objectives?
- Comment on how the program could increase its community involvement as well as keep current with trends in technology in the program area.

The physics faculty are currently reviewing curriculum for all physics courses. The proposed curriculum is consistent with that offered at other institutions. The CCCCD physics faculty are expected to cover all topics outlined in the curriculum during course instruction. Faculty keep current with trends in physics technology through workshops, physics conferences, and personal study.

D. Faculty

1. Do the faculty members in the program meet SACS minimum qualifications?

YES

NO

Partially

Supporting Statement:

All physics faculty members have a Master's Degree or higher in the teaching of physics and/or physical science.

2. Is it feasible for the program's faculty members to provide effective teaching and student consultation, as well as participate in curriculum development, and institutional governance with the current number of full-time faculty members?

YES

NO

Supporting Statement:

The program physics faculty members are able to provide effective teaching, student consultation, participate in curriculum development and institutional governance. However, with continued growth of the college and department full participation has been difficult with only two full-time physics faculty with additional duties this year involving program assessment and a physics faculty search committee.

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

YES

NO

Supporting Statement:

Faculty loads in the sciences that involve teaching laboratory sections are not equated on the same basis as for lecture sections. As a result, the minimum 15 contact hours of instruction per faculty turns out to be more than this for those who teach science laboratories. Preparation and involvement in instructing a physics laboratory consumes more time than instructing a conventional lecture section.

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

AGE

| 2004 Minimum Age | 2004 Median Age | 2004 Maximum Age | 2005 Minimum Age | 2005 Median Age | 2005 Maximum Age |
|---------------------|--------------------|---------------------|---------------------|--------------------|---------------------|
| 34 | 57 | 76 | 29 | 57 | 76 |

GENDER

| | 2004 FT | 2004 PT | 2005 FT | 2005 PT |
|--------|------------|------------|------------|------------|
| Female | 0 | 3 | 0 | 2 |
| Male | 2 | 12 | 2 | 12 |

ETHNICITY

| | | 2004 | 2005 |
|-------------------|---------------------------|------|------|
| Full-Time Faculty | White-Non Hispanic | 2 | 2 |
| Part-Time Faculty | Asian or Pacific Islander | 0 | 1 |
| Part-Time Faculty | Hispanic | 1 | 1 |
| Part-Time Faculty | White-Non Hispanic | 14 | 12 |

4. Are the faculty members diversified by age, gender AND ethnicity?

YES

NO

Supporting Statement:

Refer to the table above for supporting data.

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

Associate faculty members are encouraged but not required to provide input into textbook selection, curriculum, and other relevant issues that affect student learning and program quality.

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

YES

NO

Supporting Statement: _____

Program physics faculty continue their professional development by attending conferences and meetings in their subject areas. Physics faculty also attend conferences and meetings that relate to education and learning in general.

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

Conferences and meetings attended: TCCTA State Conventions, AAPT Physics Teacher's State Meetings, North Texas Community College Consortium Meetings, Accelerated Learning Workshops, CCCC sponsored professional development seminars-including presentation of a workshop.

7. Do full-time faculty members participate in task forces, committees, councils, and Faculty Senate for the improvement of educational programs at CCCC?

YES

NO

Partially

Supporting Statement: _____

The physics program faculty are always willing to participate in such activities, whenever they are presented the opportunity. This year the physics faculty has been heavily involved in the program assessment and faculty selection committees.

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

**Program Assessment for Physics
Physics Faculty Search Committee
Chemistry Faculty Search Committee
Faculty On-Line Group (FOG) Committee
Faculty Senate**

8. Do part-time faculty members participate in task forces, committees, and councils for the improvement of educational programs at CCCC?

YES

NO

Partially

Supporting Statement: _____

Part-time faculty are encouraged to participate in college-wide and departmental tasks forces as their time allows. Part-time physics faculty have served on previous physics program assessments, for example.

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

**Program Assessments
Laboratory Manual for Physics 2425/2426-writing & evaluating experiments
CASMNS**

9. How do faculty members demonstrate engagement in the community or service to the community?

Physics faculty are involved in astronomy programs that have been presented to the general public. Physics courses have implemented Service

Learning into the curriculum. Physics faculty have represented the college at science fairs, serving as judges. Physics faculty have represented the college at a variety of public school functions in Plano and Dallas.

Faculty Evaluations

CCCCD Policy on Faculty Evaluations:

The primary purpose of the faculty evaluation process at CCCC is to maintain a high quality educational program. The evaluation process focuses on the professional growth and development of each faculty member as an individual in relationship to the position description, institution and divisional goals and priorities.

Evaluation is a continuous process and is to be conducted in an atmosphere of open and honest communication between each faculty member and his/her supervisor. Each faculty member is responsible for providing his/her supervisor with evidence of professional accomplishments during the year and likewise each supervisor is responsible for assessing those accomplishments and for ensuring that personal, divisional and institutional goals and objectives are addressed. If conducted in an atmosphere of mutual trust and respect, the evaluation process should be a growth experience for all college faculty members. Additionally, the evaluation process is one of the tools used in the determination of contractual status, including renewal/non-renewal, termination, and the awarding of multi-year contracts.

10. Is this program following the college's general policy for faculty evaluations?

YES

NO

Supporting Statement:

The physics program evaluation process meets all the criteria outlined by the CCCCCD Policy on Faculty Evaluations to ensure a high quality educational program.

11. Is this program following college policy by addressing the full-time faculty evaluation components (Student Surveys of Instruction results, class visit evaluations, self evaluation, and annual evaluation by the dean)?

YES

NO

Supporting Statement:

The physics program evaluation process for full-time faculty utilizes student surveys of Instruction results, class visit evaluations, self evaluation, and annual evaluations by the dean

12. Is this program following college policy by addressing the associate faculty evaluation components (Student Surveys of Instruction results, class visit evaluations, and annual evaluation by the dean)?

YES

NO

Supporting Statement:

The physics program evaluation process for associate faculty utilizes student surveys of instruction results, class visit evaluations, self evaluation, and annual evaluations by the dean

13. Describe how these evaluations are being used to improve the quality of instruction and the unit's effectiveness. Provide examples when possible.

The dean reviews with each physics instructor during annual evaluations the surveys of instruction results, class visit evaluations, and self evaluation. The dean discusses any areas of improvement with the instructor. Goals and strategies are formulated to facilitate improved instruction.

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

YES

NO

Supporting Statement:

The physics faculty receive overall positive ratings in general. However, detailed reports for student surveys of instruction for each instructor are not available to this program review committee. Differences are assumed to exist between the ratings of full-time and part-time faculty as evidenced by the impetus of CCCCD to increase the ratio of courses taught by full-time to part-time instructors.

Analysis of Faculty

Analyze and discuss the above responses concerning this program's faculty. Examples of topics to cover include, *but are not limited to*, the following:

- Discuss any problems related to faculty qualifications, teaching loads, professional development, and faculty evaluations.
- Are there ways to improve faculty community service and CCCCD committee participation?
- Are there any issues related to faculty diversity in relationship to the student population the program serves?

Perhaps the major challenge facing physics faculty instruction is inconsistency of content covered in lecture courses among the instructors. Different physics instructors often cover very different amounts of course material. The acceptance of a standard course curriculum (currently under development) for each physics course will set a foundation on which to build consistency of instruction.

E. Resources

Space Allotted to Program

| Type of Space | Room Location(s) | Total Square Feet |
|----------------|------------------|-------------------|
| Faculty Office | SCC J139 & F211 | 96 x 2 |
| Classroom | SCC I127 | 638 |
| Classroom | SCC I128 | 884 |
| Lab | SCC H130 | 1504 |
| Storage | SCC H130 | Room cabinets |
| Classroom | PRC F246 | 812 |
| Classroom | PRC F230 | 783 |
| Classroom | PRC H209 | 756 |
| Lab | PRC F231 | 1372 |
| Storage | PRC F231 | Room cabinets |

This information is provided on evaluation diskette – See file “Space Utilization_All Campuses.xls”

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

YES

NO

Supporting Statement:

Office space allocated presently for both full-time and part-time faculty is adequate. The two full-time faculty have individual offices but all part-time faculty share office space both at SCC and PRC.

2. Is classroom space sufficient for program needs?

YES

NO

Supporting Statement:

Classroom space now available at both SCC and PRC meets our present requirements for class sizes not exceeding 35 students.

3. Are laboratories sufficient for program needs?

YES

NO

Supporting Statement:

All physics courses at SCC have access to only one laboratory room on campus which is H130. Physics courses at PRC must share laboratory space with both biology and chemistry classes. Limited laboratory space will impact the growth of our programs.

4. Is storage space sufficient for program needs?

YES

NO

Supporting Statement:

All physics equipment for both laboratory and classroom purposes must be stored in H130 which is the only storage room presently available at SCC. Physics at PRC must share storage space with both the biology and chemistry programs. New equipment will be a problem to store unless more storage space becomes available.

5. Is equipment sufficient for program needs?

YES

NO

Supporting Statement:

For the present program, we have sufficient equipment on hand. With the expansion of our program due to the anticipated continued growth, we will require more storage space.

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

YES

NO

Supporting Statement: _____

The budget allocated for physics has generally been adequate to meet present needs. Program expenditures originate from the Division budget to the Laboratory Director who attempts to provide an equitable distribution based upon need.

7. Are the program mission and achievement indicators consistent with available resources?

YES

NO

Partially

Supporting Statement: _____

The physics program mission and achievement indicators are supported by the available resources. Some of the physics programs have been made possible by external funding sources.

8. Does the program receive adequate resources to provide for faculty and staff development?

YES

NO

Supporting Statement: _____

The program has received support for full-time faculty development, but not to an ideal extent. Faculty have restricted travel opportunities, for example. Staff development opportunities in the program have not been sufficient in the immediate past.

9. Does the number of support personnel meet the program needs?

YES

NO

Supporting Statement:

Physics has only one full-time staff member to handle all physics lab sections at two campuses. This requires at least a 30-minute commute time between both campuses. Often there are problems at both campuses that simultaneously require attention.

10. Do the qualifications of support personnel meet the program needs?

YES

NO

Supporting Statement:

Our present staff support in physics has acquired extensive on-the-job experience and expertise that is not academically related. It would be difficult to replace our present physics staff member without considerable training.

Analysis of Resources

Analyze and discuss the above responses concerning this program's resources. Examples of topics to cover include, *but are not limited to*, the following:

- Discuss any circumstances where the program's mission and achievement indicators are not consistent with available resources.
- Are there critical problems with space or equipment?
- Discuss whether the program's needs are met by the support personnel.

The physics department is in desperate need of additional lab storage space.

F. Student Outcomes

Course Completion

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

| Course | Fall 2002 | Spring 2003 | Fall 2003 | Spring 2004 |
|----------|---------------------|---------------------|---------------------|---------------------|
| | Completion Rate (%) | Completion Rate (%) | Completion Rate (%) | Completion Rate (%) |
| PHYS1401 | 77% | 67% | 71% | 63% |
| PHYS1402 | 86% | 84% | 86% | 85% |
| PHYS1411 | 81% | 86% | 81% | 88% |
| PHYS1415 | 75% | 74% | 82% | 85% |
| PHYS2425 | 74% | 68% | 77% | 72% |
| PHYS2426 | 96% | 87% | 85% | 86% |

Source: CCCCD Student Information System based on CCCCD BRIO Credit Program Snapshot 09/29/04

1. Do course completion rates meet the State standard of 80%?

YES

NO

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

Physics 1401 and Physics 2425 have historical completion rates somewhat below the state standard of 80%. These two “gate-keeper” courses have necessary standards for some students to achieve. Many of the students are not properly prepared in the prerequisites for these courses; this is often revealed in the math survey exams that we administer to the new students. There has also been a misadvising problem in that some students are not properly placed in suitable physics courses.

The table below shows a comparison of Fall 2003 course completion rates between CCCCD and the State within the CIP codes that define your program.

| CIP Code | CIP Title | Fall 2003 Completion Rates (%) | |
|----------|-------------------------------|--------------------------------------|------|
| | | Statewide | CCCD |
| 400801 | Physics, Gen. | 75% | 76% |
| 400201 | Astronomy | 82% | 81% |
| 400101 | Physical Sciences, Gen. | 91% | 82% |

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

2. Are course completion rates comparable to Statewide course completion rates in this discipline?

YES

NO

Supporting Statement:

Examining the table above for the year 2003, the completion rates for CCCCD fell slightly below the statewide course completion rates in astronomy and the physical sciences but were just above the Statewide course completion rates in general physics.

Grade Distributions for Program Courses 2003-2004

| Course | Semester | Enrollment | % A | % B | % C | % D | % F | % W | % Audit | % TOTAL |
|----------|--------------|------------|-----|-----|-----|-----|-----|-----|---------|------------|
| PHYS1401 | 20041 | 257 | 8% | 13% | 12% | 2% | 1% | 30% | 0% | 67% |
| PHYS1401 | 20042 | 256 | 11% | 10% | 5% | 3% | 2% | 38% | 0% | 69% |
| PHYS1401 | 20043 | 192 | 21% | 15% | 6% | 1% | 2% | 9% | 0% | 55% |
| PHYS1401 | Total | 705 | 13% | 12% | 8% | 2% | 2% | 27% | 0% | 64% |
| PHYS1402 | 20041 | 44 | 27% | 14% | 2% | 0% | 0% | 14% | 0% | 57% |
| PHYS1402 | 20042 | 119 | 19% | 15% | 7% | 2% | 2% | 15% | 0% | 60% |
| PHYS1402 | 20044 | 130 | 16% | 21% | 6% | 3% | 1% | 6% | 0% | 53% |
| PHYS1402 | Total | 293 | 19% | 17% | 6% | 2% | 1% | 11% | 0% | 56% |

Grade Distributions for Program Courses 2003-2004 continued...

| Course | Semester | Enrollment | % A | % B | % C | % D | % F | % W | % Audit | % TOTAL |
|--------------------|--------------|------------|-----|-----|-----|-----|-----|-----|---------|------------|
| PHYS1411 | 20041 | 104 | 11% | 19% | 4% | 0% | 7% | 19% | 0% | 60% |
| PHYS1411 | 20042 | 100 | 12% | 13% | 13% | 2% | 4% | 12% | 0% | 56% |
| PHYS1411 | 20043 | 50 | 10% | 14% | 6% | 0% | 0% | 36% | 2% | 68% |
| PHYS1411 | Total | 254 | 11% | 16% | 8% | 1% | 4% | 20% | 0% | 60% |
| | | | | | | | | | | |
| PHYS1415 | 20041 | 44 | 18% | 14% | 9% | 0% | 0% | 18% | 0% | 59% |
| PHYS1415 | 20042 | 52 | 15% | 23% | 2% | 2% | 0% | 15% | 0% | 58% |
| PHYS1415 | Total | 96 | 17% | 19% | 5% | 1% | 0% | 17% | 0% | 58% |
| | | | | | | | | | | |
| PHYS2425 | 20041 | 198 | 14% | 9% | 10% | 3% | 3% | 23% | 0% | 62% |
| PHYS2425 | 20042 | 94 | 7% | 9% | 12% | 1% | 7% | 27% | 0% | 63% |
| PHYS2425 | 20043 | 101 | 13% | 17% | 13% | 2% | 1% | 8% | 0% | 53% |
| PHYS2425 | Total | 393 | 12% | 11% | 11% | 2% | 4% | 20% | 0% | 60% |
| | | | | | | | | | | |
| PHYS2426 | 20041 | 80 | 15% | 16% | 5% | 1% | 5% | 15% | 0% | 58% |
| PHYS2426 | 20042 | 148 | 17% | 14% | 7% | 2% | 3% | 14% | 0% | 56% |
| PHYS2426 | 20043 | 1 | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| PHYS2426 | 20044 | 108 | 11% | 25% | 11% | 1% | 0% | 4% | 0% | 52% |
| PHYS2426 | Total | 337 | 15% | 18% | 8% | 1% | 3% | 11% | 0% | 55% |
| | | | | | | | | | | |
| Physics | Total | 2,078 | 14% | 14% | 8% | 2% | 2% | 19% | 0% | 60% |
| | | | | | | | | | | |
| MS Division | Total | 30,659 | 20% | 15% | 11% | 3% | 5% | 25% | 0% | 80% |
| | | | | | | | | | | |
| CCCCD | Total | 124,076 | 28% | 21% | 13% | 3% | 9% | 20% | 0% | 94% |

Source: CCCC Student Information System based on CCCC BRIO Credit Program Snapshot 09/29/04

- Discuss the grade distributions in relation to the mission and achievement indicators of the program and the mission, core values, goals, and purpose of the college. To what degree do the grade distributions reflect a realistic range of student performance? Is there evidence of grade inflation or deflation?

We believe that our grade distributions reflect the mission, core values, goals, and overall purpose of the college. General Physics 1401 and University Physics 2425 are demanding course for many students in terms of time commitment. A number of the students are not properly prepared for entrance into these courses as previously discussed; others who fall short fail to put in the time necessary to master the subject matter. We believe our grade distributions are realistic in terms of predicting academic success in subsequent course work. Students who enroll in the follow-up courses of PHYS 1402 and PHYS 2426 achieve improved grades as indicated in the table.

4. Discuss how the grade distributions for the program courses compare with the program's totals, the Division's totals and the District's totals.

Physics overall grade distribution was 14% "A", 14% "B", 8% "C", 2% "D", and 2% "F." The distribution of "A's" and "B's" was higher in the courses PHYS 1402, PHYS 1415, and PHYS 2426, and lower in PHYS 1401 and PHYS 2425. The % of lower grades compare favorably in most of the courses to the program total. There are slightly more "C's" 11% in PHYS 2425 and slightly higher failure rates in PHYS 2425 and PHYS 1411. Compared to the Division and CCCCD, we assign fewer "A's" and "B's" 20% and 28%, and 15% and 21% respectively. We assign fewer "C's" than either; 8% as contrasted to 11% and 13% respectively. On the other hand, we assign fewer "D's" and "F's" than either; 2% each as compared to 3% each and 5% and 9% respectively. Our withdrawal rate was smaller than either-19% as compared to 25% and 20%.

5. Is this program labeled by the THECB as having an underrepresented gender?

YES

NO

Supporting Statement: _____

6. If YES to #5, is the enrollment of students of the underrepresented gender at 25% or improving at the rate of one percent per year until it reaches 25%?

YES

NO

Supporting Statement: _____

7. If YES to #5, is the percentage of graduates of the underrepresented gender at 25% or improving at the rate of one percent per year until it reaches 25%?

YES

NO

Supporting Statement: _____

Inventory of Assessment Methods

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

| Assessment Method | Use of Results |
|----------------------------------|--|
| Mathematics survey exam | PHYS 1401 success indicator |
| Semester exams | Subject matter assessment |
| Laboratory reports | Used to assess laboratory skills |
| Student Projects | Used in course grading and student research |
| Homework and problem assignments | Used in course grading and assessing problem-solving skills. |
| Surveys including online | Used to assess student attitudes |

9. What other methods could be used to assess student outcomes in the program more efficiently or effectively?

**More student online surveys for both the lecture and laboratory program.
Follow-up data could be provided by IR.
Student interviews.**

10. Specifically identify the methods used to determine to what extent program students attain the Basic Intellectual Competencies in the Core Curriculum and achieving the appropriate Core Area Exemplary Educational Objectives.
- 1. Participating in discussions in the lecture session including listening and evaluating information. Semester exams are used to evaluate these skills.**
 - 2. Completion of homework problems to evaluate problem-solving skills.**
 - 3. Participating in lab groups. Laboratory reports used to evaluate these skills.**
 - 4. Grade assignment and distribution gives an indication of student competency.**

11. To what extent are program students attaining the Competencies and achieving the Objectives discussed in the previous question?

All of the evaluation components are integrated to determine a final grade. Examination of the Grade Distribution for Program Course 2003-2004 and the Course Completion as previously discussed indicates the overall extent.

Analysis of Student Outcomes

Analyze and discuss the above responses concerning this program's student outcomes. Examples of topics to cover include, *but are not limited to*, the following:

- Discuss ideas for improving student outcomes.
- What are other ways that students could be assessed effectively?

Faster feedback on student evaluations provided by IR and the college.

Standardized departmental evaluations.

Workshops for part-time faculty in instructional methodology.

Student interviews and exit interviews have not been utilized as much as would be desirable.

Use of more online surveys.

G. Additional Information

1. List any relevant information that the IRTF and/or ERTF believes should be included in the assessment but was not requested in any of the other sections of the assessment.

We have a very strong and successful laboratory program for our University Physics PHYS 2425-2426. We have written our own laboratory manuals for these courses that have required considerable effort on the part of both full-time and part-time faculty to write and compile. These laboratory manuals have received both statewide as well as national recognition. Much of the data in these lab sessions is collected and tabled by computer software saving the student considerable time in the lab and allowing them more time to analyze, interpret, and discuss their results.

2. Are there any circumstances or concerns that have not been addressed in any of the other sections of the assessment?

With the continued growth and expansion of this program, we anticipate the need for more laboratory support staff. This concern has not been seriously addressed by the Division or Department, nor has any plan been implemented or discussed on proposed training of new personnel in physics.

H. Research Activity

For the Research Activity, the Internal-Review Task Force should engage in analyzing an issue, problem, or opportunity relevant to the program as previously identified in Sections A-G of this document and that might require more in-depth analysis. The research can be qualitative (e.g., interviews, focus groups, etc.) or quantitative (e.g., surveys, analysis of existing data, etc.). **The emphasis should be on program improvement.**

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

Research Question:

A student online survey was designed by Professor Meade Brooks for students who have taken a previous physics course. The survey questions focused on students' experience in their prior physics class. This survey was given to students enrolled in PHYS 1402 and PHYS 2426 courses during Spring 2005.

Research Method Used:

Online questionnaire

Results of the Research:

See the Appendix for detailed information regarding the physics course survey. The survey results were broken down by prior course (PHYS 1401 or 2425) because certain tendencies were unique to each course. The number of students completing the surveys for 1401 and 2425 was, respectively, 11 and 13.

The first notable difference is in the average scores for questions 1-23. The average score for the 1401 course is 4.4 out of a maximum 5 points (strongly agree), while the average score for the 2425 course is 3.3. Every survey question was answered more favorably for the 1401 course which seems to suggest that instruction is better in the 1401 than 2425 course. Contributing factors may be that the 2425 course is a much harder course for students, 2425 is more difficult to teach, and the student population for 2425 is very different from that of 1401.

The questions that were answered the most favorably for 1401 were:

- I attended my physics class regularly. (ave score – 4.9)
- I completed all assignments. (ave score – 4.8)
- Test material directly related to course assignments. (ave score – 4.7)

The questions that were answered the most favorably for 2425 were:

- I attended my physics class regularly. (ave score – 3.8)
- Papers, tests, and written assignments were graded and returned in a timely manner. (ave score – 3.7)

The questions that were answered the least favorably for 1401 were:

- I worked with classmates outside of class to prepare class assignments. (ave score – 3.6)
- The instructor was able to give more explanations, illustrations and references when needed. (ave score – 4.0)
- I worked harder than I thought I could to meet the course's expectations. (ave score – 4.1)
- The class atmosphere encouraged me to ask questions. (ave score – 4.1)

The questions that were answered the least favorably for 2425 were:

- I worked with classmates outside of class to prepare class assignments. (ave score – 2.8)
- I looked forward to attending this class. (ave score – 3.1)
- I regularly asked questions in class or contributed to class discussions. (ave score – 3.1)

Survey responses to question 24 (How many hours per week do you spend preparing for your physics classes?) differed between 1401 and 2425 courses. On average, 2425 students spent more time preparing for their physics courses. However it is interesting to note that two 1401 students spent more than 15 hours per week preparing for their physics courses as compared to none for 2425.

Survey responses to question 26 (One thing I really liked about my physics class was:) seemed to focus positively on the instructor. Survey responses to question 27 (One thing that needs to be improved about the class is:) were more varied with no consistent pattern. There were no additional comments provided by students.

How the Results Were/Will Be Used:

Results of this survey have only recently been completed. The results will be shared with the physics faculty and will be discussed at faculty meetings. Workshops may be offered to address particular instructional weaknesses revealed in the survey.

STRENGTHS AND COMMENDATIONS

The External Review Task Force (ERTF) should review and discuss the previous Evaluation Sections of this assessment. The ERTF should analyze the findings of the Internal Review Task Force as well as conduct their own evaluation of whether more information is needed in the assessment. The ERTF then decides on a list of strengths for the program being assessed.

Strengths are positive practices or characteristics of the program. Commendations are based on the strengths of the program and are exemplary or best practices that deserve special recognition and, perhaps, emulation by other programs. A commendation could, for example, be given for exceptional student outcomes or for use of processes and methods that should be adopted by other CCCC programs.

Describe and document the strengths of this program.

1. Interactions with the community with the NASA student flight program and STAR parties.
2. Opportunities for students to have physics experiences outside the classroom through the NASA student flight program and Physics Day at Six Flags.
3. Informative, easy-to-navigate Physics Department website.
4. Laboratory Manuals are nationally recognized.

Describe and document any commendations for this program.

AREAS FOR IMPROVEMENT AND RECOMMENDATIONS

Based on their analysis of the assessment, the ERTF should identify areas for improvement for the program.

Next, the ERTF decides on recommendations addressing each of the “areas for improvement.” There should be *at least one* recommendation for each weakness and there should be no recommendations that are not based on weaknesses identified within this report.

Describe and document the areas for improvement of this program.

1. Misplacement of unprepared students into entry-level physics classes.
2. Inconsistencies in curriculum between sections of the same course with different instructors.
3. Most program achievement indicators are not directly measurable.
4. Little apparent connection with local research facilities.
5. No advisory committee.

Describe the recommendations for addressing each “area for improvement”.

1. Adapt an appropriate math test as a prerequisite for entry-level physics classes.
2. Consider embedding standardized questions in exams to measure progress toward the core curriculum.
3. Reduce the number of achievement indicators to ones that are directly measurable.
4. Begin to build relationships with UT Dallas and Texas Instruments Incorporated to take advantage of the synergies building in joint research.
5. Recruit the Chief Scientist from Texas Instruments to be an advisor to the Department. Recruit UT Dallas Physics faculty to be advisors to the Department.

College Wide Concern

No measure of success of transferability to four-year institutions.

College Wide Recommendation

A college-wide recommendation from this task force is to develop a system for collecting transfer information from four-year institutions. For example, request all four-year colleges to report transfers of CCCC student to their universities.

OPEN MEETING

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

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

Provide a summary of the open meeting discussion below.

<Insert summary here>

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

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

Appendix A

Physics Course Survey

Questions 1-23 based on Likert scale from 0-5 (strongly disagree to strongly agree)

**Average
Score**

| Survey Question | | 1401 | 2425 |
|----------------------------|--|------------|------------|
| 1 | The methods used for evaluating my work were clearly explained. | 4.6 | 3.6 |
| 2 | We talked about how the content of the course relates to real-life situations. | 4.6 | 3.5 |
| 3 | I looked forward to attending this class. | 4.3 | 3.1 |
| 4 | The teacher showed interest and enthusiasm in the subject. | 4.4 | 3.4 |
| 5 | The course challenged me to learn and perform in new ways. | 4.3 | 3.4 |
| 6 | I attended my physics class regularly. | 4.9 | 3.8 |
| 7 | I completed all assignments. | 4.8 | 3.6 |
| 8 | I worked with classmates outside of class to prepare class assignments. | 3.6 | 2.8 |
| 9 | Test material directly related to course assignments. | 4.7 | 3.3 |
| 10 | I regularly asked questions in class or contributed to class discussions. | 4.5 | 3.1 |
| 11 | The class atmosphere encouraged me to ask questions. | 4.1 | 3.3 |
| 12 | I felt comfortable getting my questions answered. | 4.2 | 3.3 |
| 13 | The instructor's responses to my questions were helpful. | 4.3 | 3.4 |
| 14 | I worked harder than I thought I could to meet the course's expectations. | 4.1 | 3.2 |
| 15 | The grade I received closely matched what I thought I would get. | 4.5 | 3.5 |
| 16 | Papers, tests, and written assignments were graded and returned in a timely manner. | 4.6 | 3.7 |
| 17 | The instructor's knowledge of the subject and discipline was excellent. | 4.6 | 3.6 |
| 18 | The instructor's presentations were organized clear, and understandable. | 4.3 | 3.4 |
| 19 | The instructor encouraged me to express myself and to ask questions. | 4.2 | 3.2 |
| 20 | The instructor was able to give more explanations, illustrations and references when needed. | 4.0 | 3.2 |
| 21 | The instructor was available to provide extra help when needed. | 4.5 | 3.2 |
| 22 | The instructor seemed genuinely interested in whether or not I succeeded in the course. | 4.3 | 3.2 |
| 23 | I would recommend my physics course to others. | 4.5 | 3.2 |
| AVERAGE of Scores = | | 4.4 | 3.3 |

| | | | |
|----|--|-------|--------|
| 24 | How many hours per week do you spend preparing for your physics classes? | | |
| | | 0-5 | 8 5 |
| | | 6-10 | 0 5 |
| | | 11-15 | 1 3 |
| | | 15+ | 2 0 |

| | | | |
|----|-------------------------------------|------|------|
| | | 1401 | 2425 |
| 25 | The last physics course I took was: | 11 | 13 |

Appendix A continued...

| | |
|----|---|
| 26 | One thing I really liked about my physics class was: |
| | PHYS 1401 |
| | Is that i have a boyfriend that helps me |
| | The teacher |
| | The teacher |
| | physics lab |
| | PHYS 2425 |
| | TEACHER |
| | it was not boring |
| | the teaching method using demonstrations |
| | it wasn't as hard as i thought |
| | small size |
| | it was better than my calculus class |
| | Applying all the calculus I have learned. |
| | enviroment |
| | the students |
| 27 | One thing that needs to be improved about the class is: |
| | PHYS 1401 |
| | Everything |
| | The Students |
| | Labs |
| | student should participate more |
| | PHYS 2425 |
| | NOTHING |
| | The labs are horribly written. |
| | it was good enough already |
| | More time for solutions to homework problems |
| | Explanation of conceptual ideas. |
| | the test related to the homework |
| | need more engaging teachers |
| 28 | Comments |
| | No comments |

**Academic Program Assessment
Quality Enhancement Plan**

Due ONE MONTH after receipt!

The Quality Enhancement Plan addresses each recommendation and suggestion listed in the final evaluation. Include a plan of action, time line, and person(s) responsible for each recommendation and comment on each suggestion (implementation of suggestions is optional).

| | |
|-------------------|-----------|
| Program Assessed: | <Physics> |
| Year Assessed: | 2004-2005 |

Area for Improvement: Misplacement of unprepared students into entry-level physics classes.

Recommendation 1: Adapt an appropriate math test, such as the "THEA" or similar TSI test, as a prerequisite for entry-level physics classes.

Plan: Students enrolling for physics already have standardized math scores as a result of college testing and placement. We recommend that advisors use this information to better place students in physics courses. Physics faculty should work more closely with advisors regarding placement of students in physics courses. Currently, many students enrolling in physics courses are misadvised and end up in an inappropriate physics course.

Time line:

| <u>DATE:</u> | <u>ACTION TO BE TAKEN</u> | <u>PERSON RESPONSIBLE</u> |
|--------------|---|---------------------------|
| Sep 2005 | (1) Adjust course prerequisites | All physics faculty |
| Aug 2006 | (2) Meet with advisors | |
| Aug 2006 | (3) Give advisors course prerequisite checklist | |
| Aug 2006 | (4) Give all physics faculty course prerequisite checklist to inform students | |

Area for Improvement: Inconsistencies in curriculum between sections of the same course with different instructors.

Recommendation 2: We understand that a standardized curriculum has been agreed upon. Another measure would be to consider embedding standardized questions in exams to measure progress toward the core curriculum.

Plan: Develop detailed course outline that includes content to be covered with suggested timeline.

Time line:

| <u>DATE:</u> | <u>ACTION TO BE TAKEN</u> | <u>PERSON RESPONSIBLE</u> |
|--------------|---|---------------------------|
| Aug 2005 | (1) Develop course outline | All physics faculty |
| Aug 2005 | (2) Meeting with all physics faculty to discuss outline | |
| Aug 2005 | (3) Discuss outline with all new physics instructors. | |

Area for Improvement: Most program achievement indicators are not directly measurable.
Recommendation 3: Reduce the number of achievement indicators to ones that are directly measurable.

Plan: Most program achievement indicators are directly measurable and can be expressed quantitatively.

Time line:

| <u>DATE:</u> | <u>ACTION TO BE TAKEN</u> | <u>PERSON RESPONSIBLE</u> |
|--------------|--|---------------------------|
| Dec 2005 | (1) Develop end-of-course surveys for PHYS 1402 and 2426 | All physics faculty |
| Jan 2006 | (2) Administer Mechanics base-line assessment to PHYS 1401 students. | |

Area for Improvement: Connection with local research facilities should be expanded.
Recommendation 4: Begin to build relationships with area institutions such as UT Dallas and area companies involved in research such as Texas Instruments Incorporated to take advantage of the synergies building in joint research.

Plan: The physics department will focus on increasing internal research (CASMNS) to expand the role of student physics research. The physics department will also explore opportunities to expand student research with area institutions and companies.

Time line:

| <u>DATE:</u> | <u>ACTION TO BE TAKEN</u> | <u>PERSON RESPONSIBLE</u> |
|--------------|--|---------------------------|
| Sep 2005 | (1) Increase physics student CASMNS participation. | All physics faculty |

Area for Improvement: No advisory committee.

Recommendation 5: Recruit the Chief Scientist from Texas Instruments to be an advisor to the Department. Recruit UT Dallas Physics faculty to be advisors to the Department.

Plan: An advisory committee is not suitable for the ccccd physics program.

Time line:

| <u>DATE:</u> | <u>ACTION TO BE TAKEN</u> | <u>PERSON RESPONSIBLE</u> |
|--------------|---------------------------|---------------------------|
| n/a | | |

Department Chair Signature C. Frederick Jerry Date 5-24-06

Upon completion please sign and date. Email a copy to Vicky Putman at vputman@cccdd.edu

Administrator Comments Academic Program

Academic Program Assessed: Physics

Year Assessed: 2004-2005

1. The assessment documents effectively identified outcomes for this instructional program.

| | |
|-------------------------------------|-----|
| <input checked="" type="checkbox"/> | YES |
| <input type="checkbox"/> | NO |

Comments:

Specific course outcomes will be addressed in the new syllabi and Baseline Mechanics test. Retention will be addressed, in part, by clarifying the course prerequisite for Phys 1401.

2. The assessment documents that this program has demonstrated achievement of the identifiable outcomes.

| | |
|-------------------------------------|-----|
| <input checked="" type="checkbox"/> | YES |
| <input type="checkbox"/> | NO |

Comments:

Outcomes are being more clearly defined by the department.

3. This program meets all appropriate and relevant THECB (Texas Higher Education Coordinating Board) measures and standards.

| | |
|-------------------------------------|-----|
| <input checked="" type="checkbox"/> | YES |
| <input type="checkbox"/> | NO |

Comments:

4. Are there any recommendations listed in the assessment that should be **ignored** by the program?

YES

NO

If "YES", please list the recommendations to be IGNORED and state why:

5. Based on your review of the assessment please provide your comments in the areas below.

Concerns you have about the assessment or about the program:

Physics is addressing the issues of having clear, measurable objectives, and of offering more student options. Online Physics premieres in Fall 06.

Positive aspects of the program:

The faculty is accomplished and involved.

Advice for the program:

Lab procedures and specific learning outcomes still need to be better defined.

YOUR NAME:

Cameron Neal

YOUR TITLE: *Dean of Math & Natural Sciences, Spring Creek Campus*

DATE: *8-17-06*



2004-2005 Workforce Education Program Assessment

< Teacher Certification Program >

ERTF Chair final edit, 4-26-05

CDW

IRTF changes per ERTF recommendations & renumbering of page numbers, 5-31-05

JPai

**2004-2005 Workforce Education Program Assessment Instrument
CCCCD County Community College**

Program Assessed: **Teacher Certification Program**

Internal Review Task Force:

**Jyo Pai, Advisor – TCP Admissions, IRTF Chair
Sabrina Belt, Assistant Director, Allen Center
Carol Latham, TCP Technology Mentor - PT3
Susan Loomis, Instructor-Continuing Ed., TCP
Kelly Mercy, TCP Mentor Coordinator
Dianna Whitehurst, TCP – PT3 Grant Coordinator**

External Review Task Force:

**Cathy Donald-Whitney, Professor, Full-time, ERTF Chair
Joy Banks, HR Coordinator, Allen ISD, Community Member
Natalie Greenwell, Program Director – Continuing Education, Staff member
Sharon Hirschy, Professor, Full-time
Paul May, Professor, Part-time**

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EXECUTIVE SUMMARY

<The Executive Summary is to be completed **by the External-Review Task Force Chair** after BOTH the internal and external reviews have been completed. Should focus on the specific results of the assessment>.

The Executive Committee held a meeting on March 31st at the Allen campus facility. The ERTF Committee reports the following:

- ❖ The program is well established.
- ❖ There are some concerns about space allocation, resources, and staffing.
- ❖ The program should be expanded to include other critical areas.
- ❖ The TCP program would benefit from some on-line tutorial classes, such as PED on-line tutorials.

The ERTF rates the TCP program (overall), as a good solid program. It serves a need in the community and adheres to the core values of the college.

EVALUATION SECTIONS

A. Strategic Plan

This brief history of the Teacher Certification Program (TCP) and the CCCCD Allen Center is intended to facilitate understanding of the report.

In 2000 Texas had a serious teacher shortage that was growing faster than existing teacher preparation programs were able to produce graduates. In response, CCCCD became the first community college to offer an alternative certification program. The program allows individuals who have bachelor degrees to become fully certified teachers without completing a regular, credit program. The program has no full time faculty; all courses are taught by adjunct faculty.

The program received a US Department of Education Preparing Tomorrow's Teachers to use Technology (PT3) grant in 2001. These funds have been used to develop a curriculum that models technology in the classroom and instructs students in the use of technology in education. The grant employs a grant coordinator, a technology mentor and an administrative assistant. The grant ends on June 30, 2005. These three positions will be eliminated at that time.

The program has grown rapidly in both number of students and in content areas certified. The first cohort of 10 students began training for a Technology Education certificate in August 2000. Currently the program has 70 students completing internships or student teaching in 36 districts in North Texas and beyond. The certification content areas have expanded to more than 25, and include critical needs areas such as Spanish, Mathematics and Sciences. These interns will be fully certified in June 2005. In the 2004-05 academic year the program will produce about 70 more students who will be ready for internships in the fall 2005 semester. The program is highly regarded by local school districts and has been used as a model by several other community colleges.

The program is housed at the CCCCD center at Allen High School. The TCP shares all facilities at the center with dual credit courses, Culinary Arts, and Continuing Ed classes. Because of the small staff and the configuration of the facility, all staff members provide customer service for all programs at the center. The following report is intended to address only the TCP. The Allen Center is scheduled to be assessed next year.

1. State the mission of the program.

The teacher certification program mission is to develop a highly qualified, diverse and effective teaching force that is committed to student success by providing an innovative, flexible and non-traditional program of excellence.

CCCCD Mission Statement: "CCCCD County Community College District is a student and community-centered institution committed to developing skills,

strengthening character, and challenging intellect.”

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

CCCCD Purpose Statement: Through its campuses, centers, and programs CCCCCD County Community College District fulfills its statutory charge to provide:

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

2. Does the mission of the program support the overall mission of the college?

YES

NO

Partially

List and explain the ways that the mission of this program supports the overall mission, core values and purpose of the college.

The Teacher Certification Program (TCP) is both “student and community-centered”. It was developed at the request of local school districts to help meet the critical shortage of certified teachers across the state. The program offers training toward certification in more than 25 subject areas and will add 3 more in 2005. **(See Appendix A-1)** Individuals certified through Collin’s TCP program are currently employed in 36 different Texas school districts.

The Program provides a route to Texas teacher certification for individuals who have a Bachelor’s degree and want to become teachers. The Program serves individuals seeking a career change including those moving from other

businesses, those returning to the workforce, early retirees and military personnel. It also serves uncertified teachers currently employed by school districts.

The Program supports its students with a thorough preprogram advising and admission process, a well-defined mentoring program, workshops to develop job seeking skills, and communication with local school districts about job openings and potential candidates from our program.

TCP PROGRAM ACHIEVEMENT INDICATORS (FY 2004)

- 1.1.** Design and implement a process to assure successful SACS accreditation.
- 1.3.** Provide students with exemplary learning resource environments.
- 1.4.** Review and modify practices and programs related to students' academic progress and document students' educational outcomes.
- 3.2.** Increase the number and percentage of students from underrepresented populations that successfully transition through the educational continuum.
- 3.3.** Broaden the support services offered to all students to encourage continuation of their educational goals and improve overall retention rates.
- 3.4.** Create and expand creative entry/exit points for students to enter the educational continuum.
- 3.5.** Broaden the access to educational opportunities for educators.
- 4.3.** Increase the participation of advisory committees in the research and development of new and existing programs.
- 5.1.** Strengthen the process of attracting and maintaining district employees with appropriate credentials and experience.
- 5.2.** Improve follow-up from program and service assessments to enhance program and service quality.
- 5.3.** Ensure financial vitality.
- 5.4.** Access external funding sources that support CCCC'D's mission.
- 5.5.** Develop a system to ensure new employees have an easy transition into a position at CCCC'D@Allen.

TCP PROGRAM ACHIEVEMENT INDICATORS (FY 2005)

- 1.1. Conduct a 5 year program assessment of the Teacher Certification Program.
- 1.2. Modify the Teacher Certification Program and curriculum to address changes in State certification requirements.
- 1.4. Identify a process to recognize TCP program completion.
- 1.5. Make a connection between the TCP students and a professional association.
- 1.6. Make resource materials more accessible to TCP students.
- 3.1. Identify a level of service at [CCCCD@Allen](#) necessary to meet students' educational needs.
- 4.1. Create a marketing plan to promote the revised TCP and the services provided by the CTLPD.
- 5.1. Access external funding sources that support the CTLPD mission.
- 5.2. Increase the access to professional development opportunities for CTLPD faculty and staff.
- 5.3. Upgrade computing capabilities in offices at Allen.

The 2004-2006 strategic goals for CCCCCD are:

- (A) Exhibit visionary leadership to provide educational experiences that enable students to excel academically and to be civically engaged.
 - (B) Develop a systematic process that integrates academic, student development, technology, facilities, administrative services, and budget planning.
 - (C) Meet the State challenge of broadening access to educational opportunities and support services for all student populations.
 - (D) Elevate the community's awareness of CCCCCD's academic, economic, cultural, and social impact to the community.
 - (E) Maximize the development and use of CCCCCD's human, technological, and capital resources to sustain and strengthen academic and financial vitality.
-

3. Do program achievement indicators support the strategic goals of the college?

- YES
 NO
 Partially

List and explain the ways that this program supports the CCCC CD strategic goals.

(See Appendix A-2 and A-3): Center for Teaching, Learning and Professional Development FY2004 Division/Department Achievement Indicators Year-End Status Report, and FY2005 Division/Department Achievement Indicators.

4. Are the program achievement indicators appropriate for the CCCC CD student population served by the program?

- YES
 NO
 Partially

Link the program achievement indicator to the student population served by this program.

In comparing the FY 2004 and FY 2005 Achievement Indicators, it should be noted that extensive revisions have been made to the achievement indicators. TCP Staff provided input and suggestions to focus on achievement indicators that are more relevant to the TCP, the student population this program serves, and the needs of the students.

Quantitative and Qualitative Measurement

An achievement indicator is quantitatively measurable if a numerical value can be affixed to the achievement indicator that makes it possible to identify the degree of accomplishment. An example is an achievement indicator for increasing course completion rates up to 80%. The degree of accomplishment will be how far the actual course completion rate is above or below 80%.

An achievement indicator is qualitatively measurable if it is possible to distinguish when the achievement indicator has been accomplished or not, due to a change in relevant performance. For example, with an achievement indicator of adopting a more relevant textbook, accomplishment can be determined by whether or not a new textbook has been adopted.

5. Are the program achievement indicators measurable?

- YES
- NO
- Partially

Describe how each achievement indicator is measured.

All indicators are measured qualitatively and quantitatively. Please see **Page 24** for comparative data of program parameters.

6. Do program achievement indicators include some measurable student outcomes?

- YES
- NO
- Partially

If YES, list those program achievement indicators and the measurable student outcomes.

7. How often are the program's mission statement and achievement indicators revised? How are revisions decided upon?

Achievement Indicators are revised annually in a staff meeting.

The Mission Statement has not required revision.

Analysis of Strategic Plan

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

- In what ways can the program mission and achievement indicators be improved?
- Are the program mission and achievement indicators appropriate for the clients and/or other clients that are being served?

The TCP is a Workforce Development program initiated to address the existing teacher shortage by providing an accelerated program for degreed adults who want to become certified teachers without attending a traditional college credit program. The success of this program can be measured in a variety of ways:

- Completers of this program meet the standard for “highly qualified” teachers as defined in the Federal “No Child Left Behind” legislation.
- The enrollment in the program is diverse in gender, age, and ethnicity. **(See Page 14 – Gender & Ethnicity of students in program courses)**
- Fifty TCP students received Texas Teacher Certification in 2003-04 and 11 more previously certified teachers received their Technology Applications credential.
- More than ninety-five percent of TCP completers passed the Pedagogy and Professional Responsibilities exam. **(See Appendix A-4)**
 - 97.6 % completed their first year in the classroom
 - 91.4 % completed their second year in the classroom
 - 80.5 % returned for their third year in the classroom

The program has been successful at producing growing numbers of certified teachers. Among those teachers are several whose excellence has been established very early in their teaching careers by receiving professional recognition: Adriana Fletes nominated as McKinney ISD “Secondary Teacher of the Year”, Robert Hensley at Garland ISD and Mary Schallenberg at Plano ISD nominated as “Rookie Teacher of the Year” and Aaron Chowning promoted to Assistant Principal at Melissa ISD, after only three years as a classroom teacher.

The Program’s desire and ability to address the dynamic needs of the Texas education system is demonstrated by the addition of subject areas to meet the current, specific needs of school districts. The Program also maximizes its effectiveness by eliminating subject areas and/or counseling entrants away from fields in which employment opportunities are severely limited.

Areas for needed improvement will be gleaned from the following pages of the report:
Page 21: Question 4 - Process for reviewing course content,
Page 32: Analysis of Curriculum,
Pages 40-46: Section E - Resources,
Page 52: Section F – Student Outcomes,
Page 54: Section G - Additional Information.

B. Enrollment

Unduplicated Number of Students Enrolled in Program Courses and Number of Contact Hours

| Academic Year | Unduplicated Students | | | | | | Contact Hours |
|------------------|-----------------------|--------------|---------|--------------|---------|--------------|---------------|
| | | TCP training | Interns | TCP training | Interns | TCP training | |
| | Fall | Fall | Spring | Spring | Summer | Summer | |
| 1999-2000 | N/A* | | N/A* | | N/A* | | |
| 2000-2001 | 10 | 0 | 7 | 0 | 4 | 0 | 1496 |
| 2001-2002 | 14 | 17 | 17 | 17 | 29 | 5 | 8388 |
| 2002-2003 | 18 | 29 | 30 | 29 | 42 | 5 | 13918 |
| 2003-2004 | 35 | 61 | 16 | 61 | 19 | 13 | 12550 |

Source: CCCC Student Information System based on Brio query run on 09/27/04.

* The Teacher Certification Program was offered for the first time in September 2000

1. Is enrollment in the program adequate?

YES

NO

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

The program began to experience a huge growth spurt after 9/11. As the events of 9/11 unfolded, followed by devastating job losses in the telecom industry, individuals searched for alternative employment avenues. During the peak of this recession from November 2001 onwards, the number of inquiries about teacher certification increased by 300%.

The program started in 2000 by offering Technology Education as the only certification, but by Fall 2001 had expanded to offer certifications in many different academic areas including Mathematics and Science.

The program is approved to offer certifications in the following subjects:

Teacher Certification Program
Certifications approved as of February 2005

EC-4 Certifications

Bilingual Generalist
Bilingual Supplemental
ESL Generalist
Generalist

EC-12 Certifications

Art*
ASL*
Dance*
Music*
Physical Education*
Special Education*
Technology Applications*

4-8 Certifications

Bilingual Generalist-Spanish *
Bilingual Supplemental
English Language Arts & Reading*
English Language Arts &
Reading/Social Studies*
ESL Generalist*
Generalist*
Mathematics
Mathematics/Science
Science
Social Studies

Additional Certifications

ESL Supplemental
Special Ed Supplemental*
Art (All Level)

6-12 Certifications

Art
ASL
Basic Business
Dance*
Family & Consumer Science*
French
German
Health Education*
Journalism
Latin
Music*
Physical Education*
Spanish
Speech Communications*
Technology Education
Theater Arts
Vocational Agriculture Ornamental
Horticulture*
Vocational Agriculture Production*

8-12 Certifications

Computer Science
English Language Arts & Reading*
Health Science Technology Education*
History
Life Science
Mathematics
Physical Science
Physical Science/Math/Engineering*
Physics/Math
Science
Social Studies
Technology Applications
Trade & Industrial Education*

*Not offered at this time

Enrollment in the program is determined by successful completion of a multi-step application process that includes a face-to-face interview. The enrollment numbers indicate individuals who

- 1) Have met all program entry requirements,
- 2) Have been able to arrange the necessary finances to enter the program (this program is currently not eligible to be state funded)
- 3) Have made a choice to enter the teaching profession at this point in their lives.

Gender & Ethnicity of Students in Program Courses

| Year | Gender | | Ethnicity | | | | | Total | |
|---------------|--------|------|-----------|-------|----------|-------|---------|-------|---------|
| | Female | Male | White | Black | Hispanic | Asian | Nat. A. | | Unknown |
| 2000-01 | 11 | 10 | 16 | 4 | 0 | 0 | 1 | | 21 |
| 2001-02 | 42 | 34 | 69 | 4 | 1 | 1 | 1 | | 76 |
| 2002-03 | 78 | 41 | 103 | 3 | 7 | 6 | 0 | | 119 |
| 2003-04 | 84 | 60 | 116 | 6 | 11 | 10 | 1 | | 144 |
| Totals | 215 | 145 | 304 | 17 | 19 | 17 | 3 | | 360 |

Source: CCCC Student Information System based on Brio query run on 09/??/04.

CCCCD Demographics

| | Female | Male | White | Black | Hispanic | Asian | Nat.A |
|---------------|--------|-------|-------|-------|----------|-------|-------|
| *CCCCD | 57% | 43% | 72.6% | 7.9% | 9.1% | 9.8% | 0.6% |
| **TCP | 59.7% | 42.3% | 84% | 4.7% | 5.3% | 4.7% | 0.8% |
| ***TEA | 77.1% | 22.9% | 72.5% | 9.1% | 17.4% | 0.9% | |

*Source: Fall 2003 Headcount Statistics

** Source: CCCC Student Information System based on Brio query run on 09/27/04.

***Source: Percentage of Texas teachers by race/ethnicity PEIMS, TEA, December 2002 (Appendix)
Combined Asian and Native American

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

YES

NO

PARTIALLY

Supporting Statement:

The teaching profession has traditionally attracted women in greater numbers than men. Texas Education Agency statistics indicate 22.9% male teachers and 77.1% female teachers in 2002. (See Page 14 –CCCCD Demographics chart) Enrollment numbers in the TCP indicate a surprising trend with 42% male and 58% female students, mirroring CCCCCD demographics. One major factor for this trend is the prevailing economic condition in the Dallas area, which is also a major contributing factor to increases in non-traditional student enrollment in CCCCCD and other institutions of higher learning.

Similar factors explain the percentage of Asian Americans enrolled in the program. Teaching has not been a traditional career of choice for Asian Americans, who choose instead to focus on careers in Engineering, Computer Science and Medicine. The loss of jobs in the telecom and computer industry in the Dallas area has resulted in a pool of highly qualified Engineers, Computer Science specialists, Finance and Science majors to seek alternative careers in teaching.

Duplicated Enrollment By Course By Academic Year **(See Appendix B-1 for explanation)**

| Course | 1999-2000 | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 |
|-------------|-----------|-----------|-----------|-----------|-----------|
| EDTC1001001 | | 4 | 0 | 17 | 37 |
| EDTC1001002 | | 4 | 0 | 29 | 38 |
| EDTC1001003 | | 10 | 0 | 34 | 20 |
| EDTC1001004 | | 0 | 0 | 38 | 8 |
| EDTC1001005 | | 10 | 14 | 15 | 4 |
| EDTC1001006 | | 0 | 14 | 5 | 18 |
| EDTC1001007 | | 7 | 17 | 15 | 10 |
| EDTC1001008 | | 0 | 2 | 15 | 20 |
| EDTC1001009 | | 7 | 29 | 0 | 19 |
| EDTC1001010 | | 0 | 12 | 0 | 10 |
| EDTC1001011 | | 0 | 17 | 22 | 16 |
| EDTC1001012 | | 0 | 26 | 20 | 0 |
| EDTC1001013 | | 0 | 0 | 0 | 26 |
| EDTC1001014 | | 0 | 0 | 0 | 14 |
| EDTC1001015 | | 0 | 0 | 0 | 17 |
| EDTC1001016 | | 0 | 0 | 0 | 3 |
| EDTC1001017 | | 0 | 0 | 0 | 21 |
| EDTC1001018 | | 0 | 0 | 0 | 6 |
| EDTC1001019 | | 0 | 0 | 0 | 2 |
| EDTC1001020 | | 0 | 0 | 0 | 10 |
| EDTC1001021 | | 0 | 0 | 0 | 8 |

Source: CCCCCD Student Information System based on Brio query run on 09/27/04

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

YES

NO

If NO, then list which courses should not be offered or listed and explain why.

Teacher Certification courses have not been listed in the catalog. The courses, while labeled separately, must be taken in a certain order, and all courses are required to complete the program. The program is structured to encompass four different courses which lead a student in a logical step-by-step progression from the beginning to the end of the certification program.

4. Are there any courses with consistently low enrollment?

YES

NO

If YES, then discuss possible reasons why and how to address this problem.

Analysis of Enrollment

Analyze and discuss the above responses concerning this program's enrollment. Examples of topics to cover include, *but are not limited to*, the following:

- What steps can be taken to increase enrollment in the program?
- If the gender and ethnic diversity of program students do not reflect the county and CCCCD populations, discuss what might be done to increase enrollment of underrepresented populations?

Students admitted to the Teacher Certification Program progress through different steps in the program in a fast track progression. In total, students are required to successfully complete four courses:

- Professional Development, Pedagogy, Early Field Experiences and Mentoring. Individuals enter the program by enrolling in Professional Development and progress through the other three classes.

- Students may enroll in the Mentoring class only after they have been offered an employment contract with a school district, and are about to embark on their first year of teaching (the internship year with CCCCD mentoring throughout the year).
- A small percentage (less than 10%) of students come to the program with a job offer already in hand, in which case they can do their internship concurrently with the certification training. Students with jobs begin the program with the Professional Development class and also the Mentoring class.
- The program is offered with staggered start dates three times during each academic year – Fall, Spring and Summer.

Please see the Appendix B-1 for details of each course and an explanation of classes with enrollments less than 10 students.

One of the problems we have been grappling with has been to arrive at a course numbering system that is meaningful to the students, ARO personnel and others involved in the program, which would also clearly indicate student progress towards completion.

Appendix B-1 also provides proposed course numbers.

C. Curriculum

1. Does the program have an advisory committee?

YES

NO

Not Applicable

If YES, what role does the committee play in curriculum development?

The Advisory Board is comprised of certification officers and HR Personnel from local school districts.

- They provide insight and direction to program and curriculum updates proposed by TCP staff.
- They advise and keep us abreast of current needs and trends within their districts, which are taken into consideration in TCP program review.
- They provide feedback on the effectiveness of our Interns employed in their districts, which may have an impact on the mentoring course curriculum.
- They provide a “big picture” perspective of proposed legislation, education funding issues and other issues in K-12 public education in Texas that impact the TCP program.

2. If the program has an advisory committee, does the committee effectively contribute to ensuring the occupational relevance and adequacy of the curriculum and establishment of skill and knowledge standards for the program’s courses?

YES

NO

Not Applicable

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

Appendices C-1 and C-2– Advisory Board Meeting Minutes from last 2 mtgs.

The Advisory Board meets formally twice a year. Issues related to curriculum and other aspects of the program are discussed and actions approved. In addition, the Program Director consults with Advisory Board members about programmatic issues on an on-going basis.

3. Indicate whether the program complies with the following Texas Higher Education Coordinating Board (THECB) advisory committee guidelines.

The advisory committee meets at least once per academic year?

YES

NO

Meeting minutes are kept in required format AND reflect evidence of industry involvement with the program and advisement on curricular matters?

YES

NO

The advisory committee certifies in writing that it has reviewed the program's equipment, facilities, and budget and made any recommendations it deems appropriate to help assure the program meets current business and industry standards?

YES

NO

The program has evidence of efforts to diversify advisory committee membership?

YES

NO

Advisory committee membership reflects diversity of the occupational field including gender, ethnicity, large and small employers?

YES

NO

The advisory committee is chaired by a representative of business/industry?

YES

NO

Discuss any NO responses to the questions in #3:

The Board is chaired by the Director of Center for Teaching, Learning, and Professional Development, who is a certified secondary teacher.

The Board makes verbal suggestions regarding support needed to assure that the program meets current business and industry standards.

4. Is the process for reviewing course content well-defined?

YES

NO

Describe the process by which course content is reviewed.

To date, the program has a well-defined process to review and update the curriculum. The review is conducted in an informal manner, with the faculty making suggestions for changes based on developments in educational pedagogy, State mandated educator standards, and student feedback. These suggestions are reviewed jointly by the Faculty and the Program Director before changes are incorporated.

One faculty member, Susan Loomis, has been instrumental in developing and making changes as required to the Professional Development curriculum since the inception of this program. As an Administrator in K-12 education, Ms. Loomis keeps abreast of changes to educator standards, which she has been incorporating into the TCP curriculum. However, Ms. Loomis will no longer be able to teach the Pedagogy and Professional Responsibilities (PPR) portion of the certification. A new process needs to be developed to ensure that the course content will continue to be reviewed.

The Pedagogy courses are taught by experienced teachers who are specialists in the pedagogy for specific subjects, and who are actively teaching in Texas schools at the middle or high school levels. This portion of the training is undergoing some revision in summer 2005 to remove existing duplication in training, and to further enhance the student experiences of learning from a subject specialist.

The mentoring and student teaching portions of the training are revised in consultation with the Mentor Liaisons, who are the CCCC mentors for our interns. Their observations of classroom management skills and teaching techniques used by our interns are discussed with the program's Mentor Coordinator Kelly Mercy, resulting in fine-tuning the discussion topics covered during monthly mentoring workshops.

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

YES

NO

The courses are NOT described in the catalog because the program is a professional development program offered through the Continuing Education division and not a credit-based program.

6. Are course prerequisites reasonable?

YES

NO

Partially

Supporting Statement:

Program entry requirements are in compliance with the State Board for Educator Certification recommendations.

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

YES

NO

Supporting Statement:

Program prerequisites are well defined, but not included in the total hours of the program. The prerequisites are:

- A Bachelor's degree,
- 24 credits from college level courses related to the desired subject of certification,
- grade point average of 2.5 and
- passing scores on the required entrance exam (content TExES or ExCET) to establish the applicant as "highly qualified" individual under the Federal "No Child Left Behind" legislation.

The prerequisites are identified in the entry requirements.

8. Are syllabi regularly evaluated?

YES

NO

Describe the process used to evaluate course syllabi.

See response to question 4, Curriculum section – Pages 21 and 22

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

YES

NO

Append a copy of an existing competency profile/matrix.

See Appendices F 6, F 7.1 and F 7.2

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

YES

NO

Supporting Statement:

The program curriculum includes Licensure exam administered by Texas State Board for Educator Certification, mentored internship or supervised student teaching experience.

11. Do all associate degrees in this discipline contain at least 15 Semester Credit Hours (SCH) of general education including at least one course in the following areas: Humanities/Fine Arts, Social/Behavioral Science, and Natural Science/Math?

YES

NO

Partially

Supporting Statement: N/A to TCP

TCP does not award associate degrees. It is a post-baccalaureate certification program and is offered as a continuing education/workforce development program.

12. Are program course offerings and content comparable to those at other community colleges?

YES

NO

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

CCCCD was the first community college to offer a post-baccalaureate teacher certification program, and has been instrumental in setting the standard followed by other institutions.

CCCCD's program is being compared to the programs offered by Austin Community College and Weatherford College.

Comparative Data of Program Parameters

| Parameters for Comparison | CCCCD | Weatherford College | Austin Community College |
|--|---|--|---|
| Populations served | Urban/rural | Rural | Urban |
| Program initially offered | August 2000 | January 2001 | January 2004 |
| No. of different Certifications offered | 30+ (approved to offer more than 50) | 25 | 6 |
| <u>Admission Criteria</u> | | | |
| Bachelors degree | YES | YES | YES |
| 24 hours in content | YES | YES (12 upper level) | YES (or pass the TEXES) |
| 2.5 GPA | YES | N | YES |
| Basic Skills Test | YES | YES | YES |
| Content TEXES test | YES | Not for admission | Not for admission |
| Interview | YES | YES | YES |
| References | YES | YES | YES |
| Resume | optional | YES | YES |
| <u>Program Content</u> | | | |
| Pedagogy & Prof. Responsibilities | 128 contact hours | 160 contact hours (includes Technology training) | 120 contact hours |
| Internship workshops | 32 contact hours | 44 contact hours | 46 contact hours |
| Capstone Experience | 1 year internship OR 1 semester supervised student teaching | 1 year internship | 1 year internship |
| Content TEXES | Before acceptance to program | Before completion of program | Before completion of program |
| PPR TEXES | Before completion | Before completion | Before completion |
| <u>Program Fees</u> | \$3,200 | \$3,500 | \$4,360-\$4,960 in district \$5,060 -\$5,810 Out of district |

13. Does the program offer similar or preferable degree and certificate options compared to other community colleges?

YES

NO

Compare and contrast CCCC'D's degree options to those of other peer institutions.

- The community colleges selected for comparison offer teacher certifications approved by the State Board for Educator Certification. All three programs lead to standard Texas teaching certificates.
- In 2001, CCCC'D and Texas A&M Commerce signed an articulation agreement enabling TCP students to earn Masters level experiential credits for coursework completed in the TCP. CCCC'D is the only community college based program with this type of agreement to earn Masters level credits.

14. Explain why the peer institutions discussed in #12 and #13 were selected. In what ways are those institutions similar to CCCC'D and in what ways are they different from CCCC'D?

The peer institutions were selected primarily because all three programs are approved programs by the State Board of Educator Certification.

Please see Comparison Chart on previous page for similarities and differences in Program offerings.

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

YES

NO

Not Applicable

Supporting Statement:

This is a Continuing Education Workforce Development program, and no transferable credits are earned.

TCP students may pursue a Masters in Secondary Education through Texas A&M Commerce. Courses completed for the TCP will give students nine experiential credits towards their Masters degree.

16. Have articulation agreements (both institutional and program-specific) for upper division study at other institutions been developed?

YES

NO

Partially

Supporting Statement:

Texas A&M and CCCCD have signed an articulation agreement for Masters in Secondary Education.

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

YES

NO

Partially

Describe any and all links to other institutions.

Please see Appendix C- 3 on Texas A&M Commerce agreement.

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

YES

NO

Supporting Statement:

Flexibility is built into the program structure. Course material is taught via classroom lectures, web-based learning, group discussions (online and in class), and condensed summer semesters.

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

YES

NO

Provide/document evidence of comparability.

All courses taught in the program must address the skills and knowledge required to meet the standards for educator preparation set by the State Board for Educator Certification, and must meet the number of contact hours of instruction and capstone experience set for program completion.

20. Does the program stay abreast of and adjust to (national) State trends in the program area?

YES

NO

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

The program is governed by Texas legislation and administered by the State Board for Educator Certification (SBEC). Program Personnel stay abreast of such changes, as well as program changes made by peer groups to stay with current trends.

The program stays abreast of and adjusts to standards for educator preparation as determined by the Texas Education Agency and the State Board for Educator Certification.

The Program Director participates in regular meetings of the Texas Community College Consortium for Educator Preparation (TC3TEP), which is a forum for discussions on programmatic issues and state legislation changes affecting education in Texas.

Through twice yearly meetings of the TCP Advisory Board, TCP staff maintains relationships with constituent groups, where education trends are discussed, and information is exchanged.

Faculty stays abreast of its profession, incorporating education research findings into the program curriculum.

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

YES

NO

Not Applicable

Supporting Statement:

The program must stay in compliance with the standards set by the Texas State Board for Educator Certification.

22. Are there professional associations that accredit programs in this discipline?

YES

NO

Supporting Statement:

The State Board for Educator Certification sets standards for Educator Preparation programs. Based on the criteria set, one of which relates to the percentage of students successfully completing the program, SBEC gives the ratings of approved programs, programs under review, or programs on probation.

23. If YES to the previous questions, is this program accredited by such a professional association?

YES

NO

Supporting Statement:

Please see the appendix C- 4 confirming SBEC accreditation.

24. Does the program provide external learning experiences (Cooperative Education, Practicum, Internship, Clinical Education, Apprenticeship Program, Service Learning)?

YES

NO

Supporting Statement:

One year of mentored internship or one semester of supervised student teaching experience is required to successfully complete the program.

25. Does this program provide collaborative/cooperative learning experiences for program students?

YES

NO

Supporting Statement:

- Professional Development course incorporates group discussions, team projects, and class presentations with feedback from classmates.
- A team of instructors collaborates to deliver the Pedagogy content instruction, setting an example for collaborative teaching/learning experiences.
- Early Field Experiences require TCP students to make classroom observations, which they need to arrange with a cooperating classroom teacher in a school selected by them. Through online journal entries, students learn from each other's experiences.

- Mentoring and student teaching workshops provide additional opportunities to share concerns, successes, challenges and experiences.
-

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

YES

NO

List all extracurricular activities sponsored during the last five years.

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

YES

NO

List types of technology and ways in which they are used.

- Students learn effective uses of Microsoft Word, Publisher and PowerPoint, and these applications are used extensively through their training to produce presentations, brochures and assignments.
 - Students are taught how to develop technology integrated lesson plans such as the Web Quest and Virtual Museum.
 - TCP students are equipped with handheld computers throughout their training and internship period. Thorough instruction is provided on the use of the handheld computers for maintaining records and managing data.
-

Analysis of Curriculum

Analyze and discuss the above responses concerning this program's curriculum. Examples of topics to cover include, *but are not limited to*, the following:

- Discuss ways that the curriculum of the program can be improved.
 - How does this program's curriculum compare with other institutions (transfer courses, course offerings, degree options)?
 - In what ways could this program improve compliance with Workforce Education program standards regarding documentation of skills and competencies?
 - Comment on how the program could increase its community involvement as well as keep current with trends in technology and in the program area.
-
- Constant re-evaluation has been the foundation of the program. Continuous improvement is ingrained in the structure of the program.
 - **See comparative data on Page 24.**
 - Students skills and competencies are documented through Texas State Board for Educator Certification. All students are required to pass the Texas Examination for Educator Standards (TExES) specific to their subject area of certification, and also to demonstrate competency in the Pedagogy and Professional Responsibilities. Standard teaching certificates are approved only after competencies have been proved.
 - Community Involvement and Service Learning could be incorporated into the program. Early Field Experiences portion of the training within the school setting is one logical point both in terms of physical location and program progression where service-learning project could be required and accomplished.
 - Other involvements within the community would be tutoring high risk students, or assisting classroom teacher on special projects.

D. Faculty

1. Do the faculty members in the program meet SACS minimum qualifications?

YES

NO

Partially

If NO or Partially, then explain further.

SACS standards are Masters degree + 3 years teaching experience. TCP faculty exceeds regular faculty standards and well above continuing education faculty standards.

2. Is it feasible for the program's faculty members to provide effective teaching and student consultation, as well as participate in curriculum development and institutional governance, with the current number of full-time faculty members?

YES

NO

Supporting Statement:

N/A – TCP has no full-time faculty.

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

YES

NO

Supporting Statement: N/A

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

| Demographic Info | | PD | Pedagogy | EFE | Mentoring | Student Teaching |
|------------------|------------------------|----|----------|-----|-----------|------------------|
| Age | Under 30 | | 1 | | | |
| | 30-39 | 1 | | | | |
| | 40-49 | | 1 | 1 | 1 | 1 |
| | 50-59 | | | | | |
| | 60 and above | | | | | |
| Gender | Female | 1 | 1 | 1 | 1 | 1 |
| | Male | | 1 | | | |
| Ethnicity | Asian/Pacific Islander | | | | | |
| | Black | | 1 | | | |
| | Hispanic/Latino | 1 | | | | |
| | Native American | | | | | |
| | White | | 1 | 1 | 1 | 1 |

4. Are faculty members diversified by age, gender AND ethnicity?

YES

NO

Supporting Statement:

The chart above is self-explanatory.

5. Describe the involvement of part-time faculty members in discussions about curriculum, textbook selection, and other issues that affect student learning and program quality.

- Susan Loomis, Instructor for the TCP and full-time public school administrator, developed the program curriculum based on prevailing educator standards. Director of TCP and the Advisory Board reviewed and approved curriculum.
- The required textbook for the program was selected by faculty.
- Curricula and syllabi are revised on a continuing basis, with faculty taking the lead in recommending changes.

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

YES

NO

Supporting Statement:

Insert or append a listing of professional development activities for part-time faculty members.

To date, TCP program faculty have been full-time teachers and administrators in K-12 schools, and continue to receive professional development training from their full-time jobs, which is a requirement to keep their licensure current.

7. Do part-time faculty members participate in task forces, committees, councils, and Faculty Senate for the improvement of educational programs at CCCCD?

YES

NO

Partially

Supporting Statement: N/A

Insert or append a listing of activities for part-time faculty: N/A

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

YES

NO

Partially

Supporting Statement: N/A. Program has no full-time faculty.

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

9. How do faculty members demonstrate engagement in the community or service to the community?

- Sue Loomis is actively involved in community service by teaching parent education classes, and offering faith-based couples education classes.
- Kelly Mercy is a contributing writer to the Van Alstyne community newspaper. She also participated in TCP Interview Workshop on the principal panel.

Faculty Evaluations

CCCCD Policy on Faculty Evaluations:

The primary purpose of the faculty evaluation process at CCCC is to maintain a high quality educational program. The evaluation process focuses on the professional growth and development of each faculty member as an individual in relationship to the position description, institution and divisional goals and priorities.

Evaluation is a continuous process and is to be conducted in an atmosphere of open and honest communication between each faculty member and his/her supervisor. Each faculty member is responsible for providing his/her supervisor with evidence of professional accomplishments during the year and likewise each supervisor is responsible for assessing those accomplishments and for ensuring that personal, divisional and institutional goals and objectives are addressed. If conducted in an atmosphere of mutual trust and respect, the evaluation process should be a growth experience for all college faculty members. Additionally, the evaluation process is one of the tools used in the determination of contractual status, including renewal/non-renewal, termination, and the awarding of multi-year contracts.

10. Is this program following the college's general policy for faculty evaluations?

YES

NO

Supporting Statement:

The standard forms are not completed in the TCP program, however components of the program are continually evaluated through student surveys. Questions pertaining the quality of instruction are included in these surveys.

(See appendix D - 1)

11. Is this program following college policy by addressing the full-time faculty evaluation components (Student Surveys of Instruction results, class visit evaluations, self evaluation, and annual evaluation by the dean)?

YES

NO

Supporting Statement: Not Applicable. The TCP has no full time faculty.

12. Is this program following college policy by addressing the part-time faculty evaluation components (Student Surveys of Instruction results, class visit evaluations, and annual evaluation by the dean)?

YES

NO

Supporting Statement:

- Informal class visits conducted
 - Self-evaluation by faculty
 - Annual evaluation by the Director on an informal basis
 - Student surveys of instruction results
-

13. Describe how these evaluations are being used to improve the quality of instruction and the program's effectiveness. Provide examples when possible.

The TCP Program received poor evaluations on the pedagogy class. Students complained of redundancy and repetitions due to material already learned from the Professional Development class. Both the Pedagogy and Professional Development curricula were reevaluated and rewritten. The new curricula will be first offered Summer 2005. Students will receive the same number of hours of instruction, and their feedback will be carefully studied.

Some other changes made to the program since its inception are:

- Remediation and differentiation
 - Flexibility - introduced Professional Development on-line component
 - Professional Development syllabus is revised and updated each time class is taught
 - Early Field Experiences (EFE) – On line and face to face components
 - All EFE instructors teach the same curriculum
 - Continuous self-evaluation by faculty
 - Training for new faculty, providing detailed syllabi and lesson-by-lesson planning
 - Textbook - Most current edition of the book used for course preparation
 - Timeline for students to follow to keep on track
-

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

YES

NO

Supporting Statement:

Although the TCP does not have any full-time faculty, part-time faculty receive overall positive ratings and meet or exceed the overall rating standards for CCCC full-time faculty.

The TCP Program is working on modifying the evaluation process but the program only has part-time faculty.

Analysis of Faculty

Analyze and discuss the above responses concerning this program's faculty. Examples of topics to cover include, *but are not limited to*, the following:

- Discuss any problems related to faculty qualifications, teaching loads, professional development, and faculty evaluations.
- Are there ways to improve faculty community service and CCCC committee participation?
- Are there any issues related to faculty diversity in relationship to the student population the program serves?

- Since all TCP Faculty are part-time, faculty load issues do not apply and do not need to be addressed.
- Faculty evaluations have been incorporated into the program surveys completed by TCP students during different phases of their training. However, the program is considering administering the standard CE Faculty evaluation with a few modifications in order to keep the process consistent with other programs.
- Faculty professional development has not been addressed to date since all TCP Faculty have been receiving professional development through their full time jobs as K-12 educators.
- Faculty qualifications have come under scrutiny recently at the request of Texas A&M Commerce and the articulation agreement that exists between CCCCD and Texas A&M-Commerce. Beginning in spring 2005, TCP courses in Pedagogy & Professional Responsibilities (PPR) must be taught by instructors with PhDs. The TCP has hired two new instructors with PhDs to teach the program.
- Because of the way the TCP program is structured, all part-time faculty are hired on Flex short term contracts. It is not feasible to ask them to participate on committees and/or become involved through CCCCD in community service. All TCP Faculty have full time jobs outside of their commitment to teach the TCP classes.

E. Resources

**Space at the Allen Center
Shared by the TCP**

| Type of Space | Room Location(s) | Dimensions | Square Feet |
|-------------------|------------------|---------------|-------------|
| Director's Office | Q102 | 11' x 14'3" | 154' 3" |
| Staff Office | Q101 | 11' X 14'3" | 154' 3" |
| Staff Office | Q111 | 7'5" X 10' | 70' 5" |
| Staff Office | Q112 | 7'5" X 10' | 70' 5" |
| Staff Office | Q113 | 10'8" x 14'4" | 142' |
| Open Lab* | Q105 | 29' x 30'5" | 870' 5" |
| Classroom* | Q106 | 12' x 12' | 144' |
| Lab/Classroom* | Q107 | 20' x 21' | 420' |
| Lab/classroom* | Q108 | 12' x 12' | 144' |
| Classroom* | Q109 | 12' x 12' | 144" |
| Storage* | Q104 | 7'8" x 13'6" | 95' |
| Storage* | Repair/Storage | 2'6" x 8'4" | 18' |
| Student Commons* | Q100/Q103 | 57' x 25'4" | 1429' |

*shared with dual credit classes, Culinary Arts, and Continuing Ed. Classes

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

YES

NO

Supporting Statement:

Currently, there is no exclusive faculty space available for adjunct faculty. All five staff offices are occupied, and since the remaining space is open, a private counseling/working area would be very beneficial for those faculty who are here part-time. Additionally, there is no break area available for faculty, students or staff.

TCP does not have a conference room in which to conduct private meetings of staff, faculty, students, or mentors, which is particularly difficult when discussing matters of confidentiality.

2. Is classroom space sufficient for program needs?

YES

NO

Supporting Statement:

- There is no space available large enough to address the TCP enrollment in its entirety, which is especially crucial for orientations and seminars.
- Similarly, the program must incorporate student group work to simulate and promote team work (critical in education environments). The current classroom configuration does not provide for areas to conduct effective group work exercises.
- Lastly, a private space is needed for testing purposes as follows:
 1. To administer practice tests to prepare TCP applicants for the content specific TExES tests required by Texas State Board for Educator Certification.
 2. The TCP incorporates preparation for the Pedagogy and Professional Responsibilities Test (PPR). A practice test is required for all TCP students before they attempt the official PPR. This is a valuable service offered by the TCP program which we believe is reflected by the high percentages of students passing the test on the first attempt (**See Appendix A - 4**).

3. Are laboratories sufficient for program needs?

YES

NO

Supporting Statement:

Hands-on training is especially difficult. One of the labs has too few workstations (Q108), the other one (Q107) is too small in configuration to effectively tutor one-on-one. Q107 could possibly be rearranged to better facilitate individual assistance in a hands-on environment, by moving the computer tables further apart and closer to the front of the room. The open lab (Q 105) space is

insufficient for an entire class to do research or receive other instruction. This space also houses two staff members and is used for media storage.

4. Is storage space sufficient for program needs?

YES

NO

Supporting Statement:

There is one closet for storage measuring 2'61/8" x 8'4". This space is shared by Culinary Arts, the Allen Center, and also houses a computer server, a router rack, and various electronics to support the network systems. There is some cabinet space in classrooms (Q106 and Q107) which is shared with Allen Center and ACS. Therefore, TCP does not have any dedicated storage space.

5. Is equipment sufficient for program needs?

YES

NO

Supporting Statement:

TCP students are in need of a pay copier and snack machines. Classroom chairs are not ergonomically adequate for students attending classes lasting four to six hours.

Restrooms are designed for a High School staff office and are not adequate for the number of people who use the facility.

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

YES

NO

Supporting Statement:

The budget is not sufficient to address the lack of resources and staffing at its current size; similarly, the budget will not adequately address the projected growth of the program.

The Preparing Tomorrow's Teachers to use Technology (PT3) grant will end June 2005 and result in the elimination of three full time staff positions, including the program's Technology Mentor.

7. Are the program mission and achievement indicators consistent with resources?

YES

NO

Partially

Supporting Statement:

The Texas State Board For Educator Certification requires integration of technology into teacher preparation programs. Lab computers were upgraded in December 2004. In this process the number of computers in the open lab was reduced.

A wireless network has recently (October 2004) been activated at the Allen Center. This will facilitate further enhancement of technology integration into the TCP curriculum.

Classroom and computer lab space is limited creating scheduling challenges between TCP, Culinary Arts, Continuing Education, and credit classes at the Allen center. (See Section E – Space Allotted to Program)

8. Does the program receive adequate resources to provide for faculty and staff development?

YES

NO

Supporting Statement:

Three areas come to mind that limit staff development:

- Budget does not allow for staff development that pertains to teacher certification issues.
- There is no space available to conduct staff development on site.
- Current staffing will not allow for employees to be away from their work locations long enough to attend training without leaving the Allen Center insufficiently staffed.

9. Does the number of support personnel meet the program needs?

YES

NO

Supporting Statement:

To arrive at a data driven response, four sources were examined:

- Budgets from which individuals are paid
- Job descriptions for the staff concerned as defined on the HR website
- Actual job content
- Growth of the program versus growth in number of support staff
- One full-time support staff is paid out of the TCP budget: the Administrative Assistant to the Director of the Center for Teaching, Learning and Professional Development. This person's duties extend beyond the TCP to include the administrative support for the credit education classes that fall under the Director's responsibility.
- One full-time support staff salary is funded 66% from the PT3 Grant budget. The remaining 34% is paid from a combination of TCP and Allen Center budgets since this person provides part-time receptionist and ARO support.

- One full-time support staff is paid from the Allen Center budget. At the time of writing this report, this person does the majority of advising, admissions, and all of the testing for the TCP. New responsibilities have recently been added to this position to include TCP student teacher placements, Early Field Experiences placements, and administration of the test preparation classes.

In addition, three part-time (50% each) support staff are paid from the Allen Center budget. Two of these part-time staff provide receptionist and ARO coverage to the Center and provide clerical assistance to the TCP. One newly hired (February 2005) part-time staff is being trained to assist in TCP advising, in addition to providing advising and ARO coverage to the Center.

- The TCP program has grown from 10 students in August 2000 to current semester's unduplicated enrollment of 53 students in training, and an additional 40 students completing their internship. The net gain in support staff working on TCP duties in this time period is less than one full-time person.

The rapid growth of the TCP program and the need for support at the Allen Center front desk place conflicting demands on support resources. This will be alleviated at least partially when the newly hired part-time staff is fully up to speed. Support staff levels will require continued monitoring and adjustment. Support staff job descriptions need to be updated. Support staff salaries need to be aligned with the functions they perform and the corresponding budget.

The TCP also requires technology support, especially during the hours when classes are meeting. Until recently there has been no technology support after 7 PM or on Saturdays, which are the times when TCP classes meet. In February 2005, technology support was extended to include all day Saturdays and until 10 PM on weeknights. It is expected that this increase will fill the need. This should be evaluated again at the beginning of the Summer 2005 term and monitored thereafter.

10. Do the qualifications of support personnel meet the program needs?

YES

NO

Supporting Statement:

Support staff is hired to meet or exceed standards of educational background required by CCCCD. These standards are determined jointly by HR and the

Program Director, and include any specific skills necessary in carrying out the position's responsibilities.

Analysis of Resources

Analyze and discuss the above responses concerning this program's resources. Examples of topics to cover include, *but are not limited to*, the following:

- Discuss any circumstances where the program's mission and achievement indicators are not consistent with available resources.
- Are there critical problems with space or equipment?
- Discuss whether the program's needs are met by the support personnel.

In regards to the program's mission statement:

TCP has a huge responsibility to address "flexibility" of its program. While it does offer non-traditional scheduling and classes, its students have many challenges to overcome. Students are college graduates many of whom are working full time, attending TCP classes, looking for employment as teachers, and some travel long distances to the Allen Center (examples include Trenton, Paris, Snyder, Huntsville, and Lubbock).

Classes are at night and on the weekend lasting four to six hours. Students often arrive directly from work to attend classes creating a need of basic conveniences not currently offered in the center; such as, a pay copier for student use, a break area with coffee and snack machines (in addition to the existing soft drink machine), ergonomic chairs, table space in and out of classrooms adequate for materials.

F. Student Outcomes

NOTE: section F nos. 4, 5, 6, 7, 8, 9, 11 NA

Number of **unduplicated former program students** that left CCCCD
and are either employed or transferred to another institution

| | 2003-2004 | 2002-2003 | 2001-2002 |
|---------------------------|-----------|-----------|-----------|
| Former Program Completers | 61 | 34 | 21 |

Program students are those who have taken three or more courses offered by your program and received grades other than W or AU by spring of 2004. The employment numbers only reflect those students employed in companies that participate in the Texas Unemployment Insurance Program.

1. Taking program achievement indicators into consideration, is the number of former program students who are employed or transferred adequate?

YES

NO

Supporting Statement:

Completion in program requires students to obtain a employment as a teacher.

2. Taking program achievement indicators into consideration, is the number of program graduates employed or pursuing further education adequate?

YES

NO

Supporting Statement:

Program completion requires students to acquire employment as a teacher.

3. Does the program meet the minimum requirements of 15 graduates during the last three years?

YES

NO

Supporting Statement:

Graduation means that students have completed all the coursework and required internship/student teaching leading to a Standard Texas teaching certificate.

4. Does the program meet the requirements that 85 percent of the graduates are either employed or pursuing further education?

YES

NO

Supporting Statement: N/A to TCP

5. Is this program labeled by the THECB as having an underrepresented gender?

YES

NO

Supporting Statement: N/A to TCP

6. If YES to #5, is the enrollment of students of the underrepresented gender at 25% or improving at the rate of one percent per year until it reaches 25%?

YES

NO

Supporting Statement: N/A to TCP

7. If YES to #5, is the percentage of graduates of the underrepresented gender at 25% or improving at the rate of one percent per year until it reaches 25%?

YES

NO

Supporting Statement: N/A to TCP

Course Completion

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

| Course | Fall 2002 | Spring 2003 | Fall 2003 | Spring 2004 |
|--------|---------------------|---------------------|---------------------|---------------------|
| | Completion Rate (%) | Completion Rate (%) | Completion Rate (%) | Completion Rate (%) |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Source: CCCCD Student Information System based on Brio query (I:\???) run on 09/??/04.

8. Do course completion rates meet the State standard of 80%?

YES

NO

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

Supporting Statement: N/A to TCP

The table below shows a comparison of Fall 2003 course completion rates between CCCCD and the State within the CIP codes that define your program.

| CIP Code | Fall 2003 Completion Rates (%) | |
|----------|--------------------------------|------|
| | Statewide | CCCD |
| | | |
| | | |
| | | |
| | | |
| | | |

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

9. Are course completion rates comparable to Statewide course completion rates in this discipline?

YES

NO

Supporting Statement: N/A to TCP

Grade Distributions for Program Courses 2003-2004

(Please see Appendix F-1, TCP Grade List.xls for nos. 10)

10. Discuss the grade distributions in relation to the mission and achievement indicators of the program and the mission, core values, goals, and purpose of the college. To what degree do the grade distributions reflect a realistic range of student performance? Is there evidence of grade inflation or deflation?

The Chart in Appendix F – 1 documents student grades in three areas: Internship (employment as teachers), Professional Development, and Early Field Experiences.

Since this is a work-based or performance-based program, evaluation is done on many levels and therefore reflects a realistic view of student performance. Students not only are evaluated by TCP staff, but also the schools where they are employed.

11. Discuss how the grade distributions for the program courses compare with the program’s totals, the Division’s totals and the District’s totals.

Not Applicable to TCP

| TCP Licensure Exam Statistics | | | | | | |
|-------------------------------|-----------|-------------|-----------|-------------|-----------|-------------|
| | 2003-2004 | | 2002-2003 | | 2001-2002 | |
| | Students | Test Pass % | Students | Test Pass % | Students | Test Pass % |
| Licensure Exam Pass Rate* | 50 | 99 | 28 | 90 | 16 | 93 |

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

YES

NO

Comments/Justification:

The above table shows that the pass rate for students taking state credentialed exams meets or exceeds the 90% level for the past 3 years.

Inventory of Assessment Methods

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

| Inventory of Assessment Methods | |
|--|---|
| 13. Provide a list of assessment methods used by faculty within the department to assess student outcomes. For each assessment method listed, provide a brief description of how the results are used to enhance the program or student outcomes. | |
| Assessment Method | Use of Results |
| <p>Provide an individual and cohort based mentoring program throughout the year long teacher internship.</p> <p>Programmatic changes are the direct result of field based mentoring formative observational results.</p> | <p>Observe, evaluate and provide anecdotal strategies for practicing interns. Field based contacts are continuous throughout each semester of the candidate's clinical experience.</p> <p>Five modes of assessment given during 8 intervals of the clinical experience.</p> <p>See Attached Program Handbooks, policies, procedures and assessments. (Appendices F 1 – F 12)</p> |
| <p>Provide each pre-service teacher and intern candidate with intensive professional development support.</p> <p>Provide field and on site professional development based on Best Practices, Pedagogy and State Board of Education mandates.</p> | <p>Use evaluative processes during each programmatic stage of professional development to revise, enhance or redirect instructional focus for each teacher certification candidate.</p> <p>Refer to attachment of Early Field Experience program highlights and expectations. (Appendix C – 4)</p> <p>Refer to attachment of Professional Development program design, expectations and assessment. (Appendix C – 4)</p> |
| <p>Provide electronic and distance learning professional development for each candidate.</p> <p>Through ongoing assessment methodologies equip each candidate with the technology support necessary to be successful in the TCP program as well as in the classroom.</p> | <p>Revise, refocus and refine various methodologies necessary for today's classroom.</p> <p>Based on evaluation results and compliance updates from the State Board of Education continuously modify and adjust the scope and sequence for the pre-service program.</p> |

14. What other methods could be used to assess student outcomes in the program more efficiently or effectively?

- In addition to the numerous checks and balances now offered within the TCP program develop individual exit interviews with each candidate prior to certification.
- Implement an evaluation instrument designed to refocus instructional domains cited.
- Expand the programs retention systems as candidates' transition into various school districts throughout the state during five year intervals.
- Keep abreast of mobility data.

Analysis of Student Outcomes

Analyze and discuss the above responses concerning this program's student outcomes. Examples of topics to cover include, *but are not limited to*, the following:

- Discuss ideas for improving student outcomes.
- What are other ways that students could be assessed effectively?
- Analyze and discuss the State-wide program totals in relation to the CCCC program totals.

Improving Student Outcomes

- Track completers for 5 years to maintain and support retention.

Other ways that students could be assessed effectively

- Additional modular based preparation materials and class reviews for state certification examination.

Relationship to State-wide totals

- Collin College's TCP program is responsive to the state shortage in critical teaching areas.
-

G. Additional Information

1. List any relevant information that the IRTF and/or ERTF believes should be included in the assessment but was not requested in any of the other sections of the assessment.

CCCCD's Teacher Certification Program maintains high standards throughout the application process and training. The high success rate in state certification exams is a result of thorough preparation combined with additional assistance provided by means of practice tests, test analysis with feedback, test preparation and review classes.

Feedback received from employing school districts confirms the fact that interns from CCCC'D's TCP are well prepared to take on the challenges of the Texas classroom.

2. Are there any circumstances or concerns that have not been addressed in any of the other sections of the assessment?

In order to be a truly flexible program, the administrative issues that the TCP students need to deal with must be streamlined. For example, it would facilitate them greatly to be able to pay program fees online, as well as for CCCC'D to offer more payment plan options. The average course fee for a TCP class is in the \$500 - \$800 range, and a deferred payment plan that allows monthly payments throughout the duration of the training would be a benefit to the TCP students.

For example, a TCP student who enters the program with a job in hand is required to register for the Professional Development class (\$500) as well as the first semester of Mentoring (\$850). Students are eligible to enter into a deferred payment plan. The deferred payment plan as currently offered requires that the student pay 50% of the fee and an additional \$25 administration fee for a total of \$700 upon enrollment, and two further monthly payments of \$337.50. Total fees are due by mid-term.

Lack of financial aid for this program is a serious hardship for some TCP students who struggle with their financial obligations. Many of the individuals who come to the program do so because they have become unemployed and are seeking an alternate career.

Students are required to purchase textbooks. While the bookstore sends the books to Allen on the first day of class, credit card payments for book purchase is not allowed. This is an inconvenience not just for TCP students, but also for students of all other CE programs taking classes at Allen.

H. Research Activity

For the Research Activity, the Internal-Review Task Force should engage in analyzing an issue, problem, or opportunity relevant to the program as previously identified in Sections A-G of this document and that might require more in-depth analysis. The research can be qualitative (e.g., interviews, focus groups, etc.) or quantitative (e.g., surveys, analysis of existing data, etc.). The emphasis should be on program improvement.

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

Research Question:

Which certification expansion areas best meet the region's educational needs?

Research Method Used:

- Surveys to students, educational entities, certification officers and commissions, and business/industry constituents.
- Data available from State Board of Education, Human Resource Officers/educational, State certification programs. **(Appendices H 1 – H 5)**
- Number of inquiries received from prospective applicants, some of who are currently employed on emergency permits in schools, and must complete their certification within a specific time period.

Results of the Research:

Combining the data collected from the aforementioned methods combined with the analysis from other certification programs such as; Texas Alternative Certification Association and The Consortium of State Organizations for Texas Teacher Education two areas of immediate and critical need certification were prevalent:

1. Early Childhood thru Fourth Grade Bilingual Certification
2. English As A Second Language Generalist Certification

How the Results Were/Will Be Used:

The findings have been transformed programmatically to provide additional certification programs for both EC-4, Bilingual and ESL beginning in April 2005.

STRENGTHS AND COMMENDATIONS

(see attached ERTF/TCP Table Addendum dated April 7, 2005-page 58-60)

The External Review Task Force (ERTF) should review and discuss the previous Evaluation Sections of this assessment. The ERTF should analyze the findings of the Internal Review Task Force as well as conduct their own evaluation of whether more information is needed in the assessment. The ERTF then decides on a list of strengths for the program being assessed.

Strengths are positive practices or characteristics of the program. Commendations are based on the strengths of the program and are exemplary or best practices that deserve special recognition and, perhaps, emulation by other programs. A commendation could, for example, be given for exceptional student outcomes or for use of processes and methods that should be adopted by other CCCC programs.

Describe and document the strengths of this program.

- a. monthly intern workshops
- b. affordable tuition
- c. ability to continue TCP program beyond the sunset of the original grant
- d. extensive technical training

Describe and document any commendations for this program.

- a. Exemplary practice facilitates positive intern experiences.
- b. CCCC/TCP maintains competitive affordable tuition rates.
- c. Students will continue to be served through loss of personnel (currently on soft money).
- d. Unique instruction, Web Quest

AREAS FOR IMPROVEMENT AND RECOMMENDATIONS
(see attached ERTF/TCP Table Addendum dated April 7, 2005-pages 58-60)

Based on their analysis of the assessment, the ERTF should identify areas for improvement for the program.

Next, the ERTF decides on recommendations addressing each of the “areas for improvement.” There should be *at least one* recommendation for each weakness and there should be no recommendations that are not based on weaknesses identified within this report.

Describe and document the areas for improvement of this program.

- a. Payment schedule is not very flexible.
- b. currently no full-time faculty
- c. space allocation, computer wiring, services

Describe the recommendations for addressing each “area for improvement”.

- a. seek scholarship, grant opportunities
- b. Hire a faculty member with dual administrative duties or combine faculty load with early childhood credit courses.
- c. review scheduling procedures
- d. consider re-location of program
- e. Page 41 – identify upper maximum numbers per class sessions and student enrollment relative to facility capability/availability.

April 7, 2005

ERTF/TCP TABLE ADDENDUM

Submitted by Cathy Donald-Whitney, Committee Chair

| EDITS/CORRECTIONS/COMMENTS | |
|--|--|
| Page 10, #5 and #6: #5 Response changed to indicate this – JPai – 5/31/05 | There is quantified data as evidenced by page 24, comparative data. |
| Page 11: Paragraph re-worded JPai – 5/31/05 | Paragraph starting with “not only”, too wordy, unbalanced..... <i>committee recommends re-wording.</i> |
| Page 20: | Brenda Kihl is listed as chair of the Advisory Committee. The ERTF committee is concerned that there may be a “conflict of interest”. <i>Committee recommendation: Someone else should chair this committee in the future (work towards this goal as soon as possible).</i> |
| Typo on page 34, #8: Typo in question corrected JPai – 5/31/05 | <i>Should state... do full-time not part-time?</i> |

| AREAS OF IMPROVEMENTS/RECOMMENDATIONS | |
|--|---|
| Re-write pages 43 through 45, correct typos, and maintain a professional tone per appropriate communication. Re-written – JPai – 5/31/05 ERTF recommendations to research staffing data for comparable programs has been noted for action. | <i>The committee recommends research per data to support comments about staffing (compare to similar programs). Review staff/duty duplications...LRC staff division, etc. (per services already available through the college).</i> |

| AREAS OF IMPROVEMENTS/RECOMMENDATIONS CONTINUED..... | |
|---|---|
| Page 2: There are no on-line tutorial classes for PPR exam preparation. | <i>Recommendation: Initially, do a trial run of PED on-line tutorials. Ascertain the effectiveness by doing a student survey and reviewing pass rates relative to previous semesters without the on-line tutorial.</i> |
| Page 7, 5.5: ERTF recommendation noted for action-JPai – 5/31/05 | <i>Recommendation: clarification of job descriptions</i> |
| Page 53: The payment schedule is not very flexible. | <i>Recommendation:</i> <ul style="list-style-type: none"> • Fees can be extracted from internship checks (possibility) • apply for additional grants • check with Paula Roman for Foundation scholarships |
| We understand that currently there are not enough classes for a full-time load. The committee feels that hiring at least one full-time faculty instructor will enhance the program. | <i>Recommendation:</i> <ul style="list-style-type: none"> • Hire a faculty member with dual administrative duties. • Combine early childhood credit course with TCP courses to create a full load. |
| Pages 41 and 42: space allocation, computer wiring, services | <i>Recommendation:</i> <ul style="list-style-type: none"> • Review scheduling procedures • Consider re-location of program • Page 41 – identify upper maximum numbers per class sessions and student enrollment relative to facility capability/availability |
| TCP certification areas, somewhat limited | <i>Recommendation: Expand TCP areas to include special education which is a critical area.</i> |

| STRENGTHS | COMMENDATIONS |
|--|--|
| Page 24: monthly intern workshops | <i>Commendation: This is an exemplary practice that facilitates positive intern experiences.</i> |
| Page 24: affordable tuition | <i>Commendation: Data indicates the CCCC TCP program maintains competitive affordable tuition rates.</i> |
| Page 8, 1.4: Graduation exercises implemented this year, certificate of achievement awarded.....special awards given | <i>Commendation: The certificates awarded provide a visual record of achievement.</i> |
| Use of minutes from Advisory meeting.... (good to post them, etc.). | |
| Great retention rates (through year three) | <i>Commendation: The rates were above average.</i> |
| Dual agreement with A&M, Commerce, master's program | |
| Computer instruction..... extensive technical training | <i>Commendation: Unique instruction, Web Quest</i> |
| Excellent student population | <i>Commendation: Good ratio of male to female students. Continue to recruit men per shortage at the elementary and middle school levels.</i> |
| Additional strength: Ability to continue TCP program beyond the sunset of the original grants. | <i>Commendation: Students will continue to be served through loss of personnel currently on soft money.</i> |

OPEN MEETING

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

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

Provide a summary of the open meeting discussion below.

The open session for the TCP program assessment was held on April 21, 2005, 3:00 p.m. at the CCCC Allen facility.

Meeting attendees:

| | | |
|-------------------|---------------|-----------------|
| Paul May | Kelly Mercy | Vicky Putman |
| Natalie Greenwell | Jyo Pai | Betsy Applebaum |
| Sabrina Belt | Doug Bingman | Joy Banks |
| Dianna Whitehurst | Cathy Whitney | Nasreen Ahmad |

The meeting agenda was as follows:

- A. Introductions
- B. ERTF process review regarding the ERTF Report
- C. Highlights of the ERTF Report – review of program’s strengths and weaknesses, pages 55 – 59
- D. IRTF/ERTF Reports – open discussion
- E. Summary – strengths and weakness

Cathy Donald-Whitney, chair of the External Review Committee, conducted the meeting. The open session discussion focused on an overview of the ERTF Report. Jyo Pai, advisor for TCP and chair of the IRTF, asked to review each item in the ERTF Report regarding program weaknesses and recommendations as summarized in the table on pages 57 – 59. There were two corrections made on the table, page 58. The PED exam is actually the PPR exam. The reference to page 6, #2, see table page 58, was found to be redundant to another section on the same table (the notation was deleted from the table). It was recommended that the IRTF committee continue to keep track of legislation regarding critical need for certification areas. There was a comment (ERTF member) regarding the exemplary participation of faculty and staff (TCP program) in conferences on the State and national level to remain current per rules, regulations, etc.....regarding teacher certification programs.

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

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



2004-2005 Service Unit Assessment

The ARTS gallery

**2004-2005 Service Unit Assessment Instrument
Collin County Community College**

Unit Assessed: The ARTS gallery

Internal Review Task Force: **Task Force chair: Luke Sides**
Unit Director: Vicki Mayhan
Full-Time Staff Member: Chris Gray
Full-Time Staff Member: Andy Duckworth
Part-Time Staff Member: Janie Bugh

External Review Task Force: **Task Force Chair: Nick Morgan**
Full-Time Faculty Member: Gaye Cooksey
Staff Member: Cameron Neal
Student: Megan Zellefrow
Community Member: Beth Hansen
Vice President: Thom Chesney

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EXECUTIVE SUMMARY

The ARTS gallery is the primary area for the display of artistic works by students, faculty and community artists. The gallery is also responsible for the selection, acquisition, placement, maintenance, and removal of all public art displayed at each campus. The result is an ongoing effort to engage students with thought provoking art in both a gallery setting and in the public areas.

The ARTS gallery strengths include the gallery hours of operation. With approximately 50,000 students in the college, the gallery has been responsive to the diverse schedules of the students. The gallery is also strong in the acquisition and placement of public art. SCC is the primary beneficiary of this effort with extensive indoor and outdoor works of art.

The most important area for improvement is in the collection and analysis of quantitative data. Both in-state and out-of-state peer data is critical in determination of budget and staff adequacy. While the number of students has increased 17% over the past 3 years, the direct gallery expenses have decreased by 41%. Collection of data concerning student use of gallery facilities, such as the number of students and community members who visit the gallery for a particular display, is needed to calculate the impact of on-campus promotions in general and in particular the effectiveness of the direct mail campaign to the community at large.

Also recommended is a plan for additional out-reach to local ethnic and minority artists. This will increase the esteem and place of the gallery in the local community while providing students exposure to varied forms of artistic expression.

The same community out reach should be extended to the local high schools. The Fine Arts Division's Department of Drama has an excellent reputation of attracting and recruiting local talent. The gallery has the same potential, in particular in the high school where Collin offers concurrent courses.

The gallery website could be elevated to an art experience rather than a recitation of information. The Fine Arts Division has the talent, ability and desire to collaborate on this project. Prospective students and community members will judge the college on the quality of its internet presentation.

The gallery website and public art displays are an important reflection of the gallery and college. Another important aspect of public interaction is the gallery worker, literally the human face of the gallery. This position is typically assigned to a student. The gallery worker's primary responsibility is to monitor the gallery environment. This position could be elevated to play an interactive role with the gallery patrons. The worker should be a wonderful resource in gathering feedback from the visitors and enhance the collection of quantitative data needed by the unit.

A longer range idea for the elevation of the gallery worker position is to create a training curriculum. Beginning with a single course in gallery management, the unit could oversee the development of a certificate program in gallery management. Several peer colleges have developed a program along these lines. SMU has a graduate program in gallery management. A training program would draw a higher level of student worker to the gallery and enrich the gallery experience.

The gallery has the opportunity to generate funds on the same level as other Fine Arts Division units. In previous years, the gallery has held auctions to raise funds. Other opportunities such as selling shirts or posters of the exhibits could be examined. There may be state and federal grants for encouraging ethnic, disadvantaged and minority artists. Development of funding concepts beyond the current school budget should be a high priority.

Finally, a strategic plan should be developed for the public art. This plan should include an inventory of all public art currently in place, ownership of each piece, valuation, maintenance expenses, and a plan for art rotation and retirement. Each piece of public art is an extension of the gallery and a reflection of the entire college district. Public art confirms the commitment of the college to engage and educate all who come to each campus.

EVALUATION SECTIONS

A. Strategic Plan

1. State the mission of the unit.

The mission of THE ARTS gallery is to serve as a center for aesthetic exploration through the creative processes of fine arts faculty and students, professional artists, and arts organizations. By presenting quality, interdisciplinary art exhibitions and events, THE ARTS gallery enhances an understanding of the arts within the college and the community and enriches individual lives.

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

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

CCCCD Purpose Statement: Through its campuses, centers, and programs Collin County Community College District fulfills its statutory charge to provide:

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

2. Does the mission of the unit support the overall mission of the college?

Y YES

NO

Partially

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

THE ARTS gallery presents quality, interdisciplinary art exhibitions and events. THE ARTS gallery is consistent with the CCCCD mission statement in developing and challenging the academic and aesthetic intellect through the core values of learning, service and involvement, creativity and innovation, academic excellence through dignity, respect, and integrity.

ADD UNIT ACHIEVEMENT INDICATORS

The 2004-2006 strategic goals for CCCCD are:

- (A) Exhibit visionary leadership to provide educational experiences that enable students to excel academically and to be civically engaged.
- (B) Develop a systematic process that integrates academic, student development, technology, facilities, administrative services, and budget planning.
- (C) Meet the State challenge of broadening access to educational opportunities and support services for all student populations.
- (D) Elevate the community's awareness of CCCCD's academic, economic, cultural, and social impact to the community.
- (E) Maximize the development and use of CCCCD's human, technological, and capital resources to sustain and strengthen academic and financial vitality.

3. Do unit achievement indicators support the strategic goals of the college?

Y YES

NO

Partially

List ways this unit supports the CCCC CD strategic goals.

- (F) THE ARTS gallery provides educational experiences that enable students to excel academically and to be civically engaged by presenting local and national exhibitions that highlight cultural themes, a broad range of methods and media, along with a variety of creative processes and disciplines.
- (G) THE ARTS gallery integrates academic, student development, technology, facilities, administrative services, and budget planning, by engaging the students to experience the visual arts in a teaching environment, and presenting exhibitions that range from traditional artforms to high-tech electronic interdisciplinary installations.
- (H) THE ARTS gallery meets the State challenge of broadening access to educational opportunities and support services for all student populations, by having an open door policy to all disciplines and hosting artist's talks, and culturally relevant exhibitions.
- (I) THE ARTS gallery elevates the community's awareness of CCCC CD's academic, economic, cultural, and social impact to the community by offering student exhibitions, both juried and open, that highlight the artistic quality and scholarship of student visual artists, along with individual student exhibitors whose exhibitions offer a culturally thematic scholarly approach to their creative process.
- (J) THE ARTS gallery maximizes the development and use of CCCC CD's human, technological, and capital resources to sustain and strengthen academic and financial vitality, by employing student workers, and providing high quality exhibitions within the budget guidelines of the department.

4. Are the unit achievement indicators appropriate for the student population served by the program?

 Y

YES

NO

Partially

Not Applicable

If this unit serves the student population then please link each unit achievement indicator to the student population that CCCC serves:

All students in the CCCC district.

Quantitative and Qualitative Measurement

An achievement indicator is quantitatively measurable if a numerical value can be affixed to the achievement indicator that makes it possible to identify the degree of accomplishment. An example is an achievement indicator for increasing course completion rates up to 80%. The degree of accomplishment will be how far the actual course completion rate is above or below 80%.

An achievement indicator is qualitatively measurable if it is possible to distinguish when the achievement indicator has been accomplished or not, due to a change in relevant performance. For example, with an achievement indicator of adopting a more relevant textbook, accomplishment can be determined by whether or not a new textbook has been adopted.

5. Are the unit achievement indicators measurable?

 Y

YES

NO

 y

Partially

Describe how each achievement indicator is measured.

Attendance of visitors to the gallery; attendance of specific classes.

6. Do unit achievement indicators include some measurable student outcomes?

 Y

YES

NO

Partially

List which unit achievement indicators are based on measurable student outcomes:

A & D

7. How often are the unit's mission statement and achievement indicators revised?
How are revisions decided upon?

The mission statement and revisions are reviewed yearly.

Analysis of Strategic Plan

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

- In what ways can the unit mission and achievement indicators be improved?
- Are the unit mission and achievement indicators appropriate for the students and/or other clients that are being served?

THE ARTS gallery serves as an arena for students, faculty, and the community for visual and fine arts events and activities. THE ARTS gallery could offer exhibitions with a stronger focus on historical and cultural art components if the budget was increased. Also, hosting events that are partnered with other CCCC organizations, such as The Honors Institute would broaden the access to educational opportunities for the community and students.

B. Quality Enhancement

1. What ongoing methods does your unit use to demonstrate how well it fulfills its stated mission? For each method, describe how the unit uses the information generated by the method to improve the effectiveness and quality of your unit? Provide concrete examples.

Method: Exhibitions

Use of Information: press releases, district-wide emails and flyers

Example: THE ARTS gallery hosts exhibitions that involve all mediums of the visual arts department. Speakers and visiting artists give workshops and artists talks that coincide with the exhibitions. The gallery also hosts ccccd student shows, state-wide juried shows for community college students, and extends exhibition opportunities to P.I.S.D visual art students and teachers.

Method: Fine Arts Events

Use of Information: Press releases, district-wide emails and flyers

Example: THE ARTS gallery hosts and supports fine arts interdisciplinary events and activities. Events and activities include: noon concerts, ensemble rehearsals, master classes, recitals, and theater productions.

Method: General college related receptions

Use of Information: Press releases, district-wide emails and flyers

Example: Reception for Peter Jennings, television news broadcaster who hosted a Town Hall Meeting network show, Women's Alliance receptions, faculty receptions

2. List any recommendations and suggestions from prior evaluations of this unit. These may be formal recommendations and suggestions from internal evaluations, SACS evaluations, THECB evaluations, or less formal comments such as from surveys. Describe how these concerns have been addressed to improve effectiveness and quality. N/A

Analysis of Quality Enhancement

Analyze and discuss the quality enhancement process in your unit. Examples of topics to cover include, *but are not limited to*, the following:

- Whether or not the evaluation methods used by your unit actually measure the effectiveness of the unit.
- Whether or not the unit's evaluation results are regularly used to improve effectiveness and quality with the ultimate goal of improving educational outcomes.
- What improvements could be made to the unit's evaluation methods or to the use of the evaluation information?

Annually, attendance numbers are reviewed for each exhibition/event. Feedback from professors and students is considered for show selection. Additional evaluation methods could be in the form of a survey submitted to faculty who involve the gallery in their teaching curriculum.

C. Peer Data

1. Identify a CCCC unit that can be used for comparison to your unit. When selecting that unit, consider unit characteristics such as function, size, budget, and organizational structure.

None

CCCCD Peer Unit:

Contact Person:

- a. Describe the reasoning for selecting this peer.
- b. If you were unable to identify a peer or if you did not receive the data that you requested please explain.

THE ARTS gallery is the only visual arts gallery in the CCCC district.

- a) Identify other community colleges that have units similar to yours. When selecting these units for comparison, consider the same unit characteristics as you did when selecting a CCCC unit but also consider factors such as the other college's institutional structure, number of campuses, and metropolitan location.

Select one Texas college and one Out-of-State college with units similar to your unit.

| | Community College Peer | Location | Contact Information |
|----------|--|--------------------------|------------------------------|
| 1 | (in Texas) Richland College Brookhaven College | Dallas Farmers Branch | 972.860.4700 972.238.6250 |
| 2 | (Out-of-State) | | |

- a. Describe the reasoning for selecting these peers.

Comparable Fine Arts department, gallery, and enrollment.

- b. If you were unable to identify both peers or if you did not receive the data that you requested please explain.

Could not define a comparable out of state visual arts department with a gallery space.

The following link will be helpful in finding institutions with similar characteristics:
<http://nces.ed.gov/ipeds/cool/search.asp>

The sections in the charts below marked “*From Web site*” should be filled in with data gathered from the above Web site. For the sections below marked “**IRTF TO ADD**” the Internal Review Task Force will need to contact the appropriate person at the peer institutions and gather the information needed to fill in those sections.

This peer data will be analyzed in later sections of this assessment. Please contact the Coordinator of Evaluation, Vicky Putman (vputman@ccc cd.edu 972-516-5009, SCC G229) if you have questions about the peer data.

| | |
|--|----------------------|
| | 2003-2004 |
| Total Institutional Expenditures for Fiscal Year | <i>From Web site</i> |
| Total Unit Expenditures for Fiscal Year | IRTF TO ADD |
| Total Part-Time Personnel in Unit | IRTF TO ADD |
| Total Full-Time Personnel in Unit | IRTF TO ADD |
| Full-Time Faculty at college | <i>From Web site</i> |
| Total Faculty at college | <i>From Web site</i> |
| Total Duplicated Enrollment for Fiscal Year | <i>From Web site</i> |

| | |
|--|----------------------|
| <Insert In-State Peer Name Here> | 2003-2004 |
| Total Institutional Expenditures for Fiscal Year | <i>From Web site</i> |
| Total Unit Expenditures for Fiscal Year | IRTF TO ADD |
| Total Part-Time Personnel in Unit | IRTF TO ADD |
| Total Full-Time Personnel in Unit | IRTF TO ADD |
| Full-Time Faculty at college | <i>From Web site</i> |
| Total Faculty at college | <i>From Web site</i> |
| Total Duplicated Enrollment for Fiscal Year | <i>From Web site</i> |

| | |
|--|----------------------|
| <Insert Out-of-State Peer Name Here> | 2003-2004 |
| Total Institutional Expenditures for Fiscal Year | <i>From Web site</i> |
| Total Unit Expenditures for Fiscal Year | IRTF TO ADD |
| Total Part-Time Personnel in Unit | IRTF TO ADD |
| Total Full-Time Personnel in Unit | IRTF TO ADD |
| Full-Time Faculty at college | <i>From Web site</i> |
| Total Faculty at college | <i>From Web site</i> |
| Total Duplicated Enrollment for Fiscal Year | <i>From Web site</i> |

Analysis of Peer Data

Analyze and discuss the above responses in relation the peer data that you collected. examples of topics to cover include, *but are not limited to*, the following:

- Are there any trends evident when comparing your unit with the peer units?
- From this process of determining relevant peers, did the IRTF gain any insight about this unit or about CCCCD?

D. Personnel

1. Utilization

- a. For each of the last five (5) years, how many staff members have been employed in this unit?

| Academic Year | Full Time Employees | Part Time Employees | Student Assistants/ Work Study |
|----------------------|----------------------------|----------------------------|---------------------------------------|
| 1999-2000 | 1 | 1 | 5 |
| 2000-2001 | 1 | 1 | 5 |
| 2001-2002 | 1 | 1 | 5 |
| 2002-2003 | 1 | 1 | 5 |
| 2003-2004 | 1 | 1 | 5 |

- b. Is the number of positions adequate to fulfill the mission and goals of the unit? If there is a high turnover of employees, discuss the reasons for this and what can be done to improve the situation. Yes
- c. Are there currently any vacant positions? If so, list the vacant positions, how long the positions have been vacant, and the plans for filling the positions. No
- d. Provide the following ratios* for this unit for the last year:

| | |
|--|------------------|
| | 2003-2004 |
| CCCCD Students (duplicated) | 48,053 |
| Students to Unit Staff | |
| Full Time Faculty | 226 |
| Full Time Faculty to Unit Staff | |
| All Faculty | 863 |
| All Faculty to Unit Staff | 215.75 |

Source: CCCC August 2004 Headcount Statistics and CCCC Human Resources Office (09/28/04)

*Use the following formula:

$$\frac{\text{Students OR Full Time Faculty OR All Faculty}}{(\# \text{ unit Full Time } * 1) + (\# \text{ unit Part Time unit } * .5)}$$

- e. Using the same formula, provide the following ratios for your identified peers.

| 2003-2004 | <CCCCD Peer> | <In-State Peer> | <Out-of-State Peer> |
|--|---------------------------|------------------------------|----------------------------------|
| Student to Unit Staff | | | |
| Full-Time Faculty to Unit Staff | | | |
| All Faculty to Unit Staff | | | |

- f. Analyze and discuss the similarities and differences between your unit's and your peers' ratios. Discuss any evident trends.

2. Staff Summary

Supply the information requested below for all current full- and part-time employees. In addition to Last Name, Title, and Date Employed (in unit), under Qualifications describe work experience or education that qualifies the employee for that position.

| Last Name | Title | Date Employed | Qualifications |
|------------------|----------------|----------------------|--|
| Bugh | Gallery Asst. | June 2005 | Graphic arts, computer skills, organizational skills, art history background |
| Frazier | Gallery worker | January 2005 | Install shows, sit gallery |
| Hulen | Gallery worker | January 2005 | Install shows, sit gallery |
| Cramer | Gallery worker | January 2005 | Install shows, sit gallery |
| Opie | Gallery worker | January 2005 | Install shows, sit gallery |
| Fullerton | Gallery worker | January 2005 | Install shows, sit gallery |
| | | | |
| | | | |

*You may add rows to accommodate additional employees.

3. Staff Development

- a. What professional organizations, seminars, conferences, in-service activities and CCCCDC task forces and committees have staff in the unit participated in during the last two years? For each staff member, list the

activities and briefly summarize how these have helped the staff achieve the stated goals of this particular unit.

| Last Name | Activities | Summary |
|-----------|---|--|
| Mayhan | Sabbatical task force, faculty development workshops, CAA, TCCTA, | Academic involvement Additional work skills for classes |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

*You may add rows to accommodate additional employees.

b. Based on the information in items 2 and 3a, are all staff members given appropriate opportunities to participate in professional development activities? No – the college will not allow staff to participate in development opportunities.

YES

NO

b. What areas of unmet professional development needs are there among staff in this unit? Be specific.

Development classes for computer related programs, such as Access, Excel, Groupwise, etc.

4. Professional Associations

- a. List any professional associations that represent your service area.
 - 1) TCCTA
 - 2) CAA

b. If associations exist, does this unit meet the criteria for exemplary status as established by an association?

Y YES

NO

Partially

If **YES** or **Partially**, name the association(s):

1)

If **YES**, when was the unit recognized as exemplary?

List the criteria for exemplary status below:

5. Staff Evaluations

CCCCD Policy on Staff Evaluations:

The primary purpose of the evaluation process at CCCC is to maintain a high quality educational program. The evaluation process focuses on the professional growth and development of each staff member as an individual in relationship to the position description, institution and divisional goals and priorities.

Evaluation is a continuous process and is to be conducted in an atmosphere of open and honest communication between each staff member and his/her supervisor. Each employee is responsible for providing his/her supervisor with evidence of professional accomplishments during the year and likewise each supervisor is responsible for assessing those accomplishments and for ensuring that personal, divisional and institutional goals and objectives are addressed. If conducted in an atmosphere of mutual trust and respect, the evaluation process should be a growth experience for all college employees. Additionally, the evaluation process is one of the tools used in the determination of contractual status, including renewal/non-renewal, termination, and the awarding of multi-year contracts.

- a. Is this unit following college policy on staff evaluations?

Y YES

NO

- b. Describe how these evaluations are being used to improve the unit's effectiveness. Provide examples when possible. Student Employment requires a student worker evaluation every semester.

Analysis of Personnel Utilization

Analyze and discuss the effectiveness of personnel use in relation to the mission and achievement indicators of the unit. Examples of topics to cover include, *but are not limited to*, the following:

- Meeting the needs of the stated mission and achievement indicators of the unit.
- Staff training and development activities in relation to effectiveness of the unit.
- If staffing levels vary substantially from those of identified peer units, explain the variance.
- Are there any steps that can be taken to meet exemplary status criteria from a professional organization in your area?

Student workers fulfill the requirements of gallery activities. The gallery assistant successfully aids the gallery director in achieving and maintaining the goals of THE ARTS gallery.

E. Cost-Effectiveness

1. Budget/Financial Resources and Support

Indicate unit expenditures for each of the last three fiscal years. Unused rows may be deleted to reduce confusion. Additional object codes may be added.

| OBJECT CODE* | 2001-02 | 2002-03 | 2003-04 |
|--|----------------|----------------|----------------|
| 1100 PERSONNEL (This includes Director and PT Gallery Ast) | 36,795 | 38,147 | 40,495 |
| 1510 STUDENT ASTS *(This is total Art dept budget/gallery uses @ 56%) | 13,044 | 19,001 | 19,027 |
| 3100 GENERAL SUPPLIES *(Total Art dept budget/gallery uses @5%) | 40,494 | 31,342 | 27,821 |
| 4200 TRAVEL EXPENSES *(Local travel monies are budgeted, Director does not submit forms for reimbursement) | 0 | 0 | 0 |
| 5300 PRINTING EXPENSE *(Total budget for Art dept. Gallery uses @70% of budgeted amount) | 1,266 | 2,382 | 3,655 |
| 5960 ART GALLERY *(covers opening reception expenses/artist talks) | 6,221 | 3,480 | 3,656 |
| TOTAL EXPENDITURES: | | | |

* To further break down the object codes please refer to:
<http://intranet.ccccd.edu/quickreference/HomeFrame.htm>

- a. Are there any unusual increases or decreases in departmental expenditure patterns within or across object codes?

YES

NO

If YES, how do you explain those changes?

- c. The measure of the effectiveness of a strategic plan is the degree to which resources are shifted from low to high priorities. To what degree does the allocation of funds within object codes reflect the priorities in the unit's achievement indicators and/or the District's strategic plan? Budget funds have been decreased due to state funding. With a larger budget, THE ARTS gallery could access higher profile shows resulting in an increase in student and community art awareness and education. Guest artists could

give workshops and gallery talks to the student body and the community if more money was available for stipends.

- d. How might the allocation of resources be shifted to better reflect the unit's achievement indicators and/or the District's strategic plan? Access to more budget monies.

- e. Are there any special funds or grants used in funding this college service/administrative unit?

YES

N NO

If YES, describe:

- e. Does the unit generate revenue other than state reimbursement and tuition?

YES

N NO

If YES, describe:

- f. Is the college service/administrative unit budget adequate to meet the unit's needs?

YES

N NO

If NO, explain:

This gallery has a limited budget. With an increased budget we would be able to bring in larger focus shows (historical, cultural, and contemporary), artists for workshops and exhibitions, that encompass the visual arts disciplines would serve the various disciplines of CCCCD, such as humanities, sociology, language arts, graphic arts, and science.

- g. What is the unit's expenditure per student* for each of the last three fiscal years?

| | 2001-2002 | 2002-2003 | 2003-2004 |
|-------------------------|-----------|-----------|-----------|
| Per Student Expenditure | | | |
| Number of Students | 41,214 | 44,567 | 48,053 |

*Use the following formula:
$$\frac{\text{Total Expenditures (reported at the beginning of section E)}}{\text{Number of DUPLICATED students in fiscal year}}$$

- h. Using the same formula, what is the unit expenditure per student for each of your identified peers?

| 2003-2004 | <CCCCD Peer> | <In-State Peer> | <Out-of-State Peer> |
|-------------------------|--------------|-----------------|---------------------|
| Per Student Expenditure | | | |

- i. Analyze and discuss the similarities and differences in expenditures per student between your unit and your identified peers.

2. Facilities and Equipment

Space Allotted to Service Area

| Type of Space | Room Location(s) | Total Square Feet |
|-----------------------|-----------------------|-------------------|
| Office Space | A245 | 96 |
| Community/Student Use | A175 | 1800 |
| Storage | Storeroom behind A173 | 400 |

This information is provided on the evaluation diskette – See file “Space Utilization_All Campuses.xls”

- a. Is the present space allocation on each campus for this unit adequate for the following:

Office Space?

Y YES

NO

Storage of office supplies/equipment?

YES

N NO

Space for students or community use?

Y YES

NO

Other? Describe

YES

X NO

In cases where you indicated NO, please explain below:

The gallery shares a storage space with the Fine Arts office. The gallery requires storage of artwork, gallery equipment (pedestals and moveable walls), and on occasion, shipping crates. There is not space available to install correct 2D storage, or adequate space to store equipment. The fine arts office uses the gallery storeroom as another office and kitchen area. The storage security of the area is compromised due to traffic resulting from student and faculty access.

b. Is space allocation on each campus adequate in terms of the following:

Convenient access to equipment?

YES

N NO

Availability of audio visual aids?

Y YES

NO

Lighting?

YES

N NO

Heating?

Y YES

NO

Air conditioning?

Y YES

NO

Ventilation?

Y YES

NO

Other? Describe:

YES

N NO

In cases where you indicated NO, please explain below:

The roof has a leak that has yet to be fixed. Heavy rains create a leak that moves around a particular area that compromises the safety of artwork displayed.

c. Does available equipment meet the unit's needs?

Y YES

NO

If NO, please describe major inadequacies below:

f. What additional support facilities or equipment are needed to support the unit? How would these additions enhance the unit?

A larger, more secure storage area, a digital light board that controls gallery lighting. A larger area allows for correct storage of artwork, and the digital light board allows greater flexibility of illuminating exhibitions.

Analysis of Cost Effectiveness

Analyze and discuss the cost effectiveness of this unit within the framework of the District's mission, core values, goals, and purpose. Examples of topics to cover include, *but are not limited to*, the following:

- Discuss any important trends in unit expenditures.
- If the expenditures per student vary substantially from those of identified peer units, explain the variance.
- Are the unit mission and achievement indicators consistent with resource limits?
- What, if any, is the impact of budget or space issues on student-related outcomes.
- Examine the adequacy of the number of square feet allotted per person in offices or number of students served per square foot.

F. Service/Product Delivery

1. What services or products does this unit deliver?
 - a. visual art exhibitions
 - b. arena for fine arts events

2. For each of the services or products listed above, what are the key steps in delivering EACH of your unit's services or products?
 - a. **Secure artists for exhibitions, organize all components of presentation.**

3. If this unit maintains or accesses student or personnel records, how does it protect the security, confidentiality, and integrity of those records? N/A

4. Who are the clients served by this unit?
 - a. CCCC students, staff and faculty
 - b. Community

5. What potential clients are not being served? What strategies could be used to serve these potential audiences?

Potential Client: New residents to Collin County

Strategy to Serve: advertising, website, movie theater ads

If this is a unit that provides services or products to students, please answer the following question. (If NOT, proceed to question 7).

6. Are the unit's services / products accessible to all the student populations listed below?

Academically disadvantaged?

Y YES

NO

Needs Improvement

Economically disadvantaged?

Y YES

NO

Needs Improvement

Gender biased students?

Y YES

NO

Needs Improvement

Disabled students?

Y YES

NO

Needs Improvement

Limited English Proficient?

Y YES

NO

Needs Improvement

Ethnic minority students?

Y YES

NO

Needs Improvement

Distance Education students?

Y YES

NO

Needs Improvement

Displaced homemakers?

Y YES

NO

Needs Improvement

Single-parents?

Y YES

NO

Needs Improvement

Non-traditional students?

Y YES

NO

Needs Improvement

Other? Describe:

YES

NO

Needs Improvement

If “NO” or “Needs Improvement” was marked for any population, describe improvements needed to make the services/products accessible.

Does this unit comply with the following Office of Civil Rights regulations in delivering its services:

Adequate procedures for addressing client complaints?

Y YES

NO

Facilities / program accessibility for clients with disabilities?

Y YES

NO

Services / products free from discrimination?

Y YES

NO

Employment resources of faculty, staff, and students are free from discrimination?

Y YES

NO

If “NO” was marked for any regulation, describe improvements needed to be in compliance.

Analysis of Service Delivery Methods

Analyze and discuss the delivery methods of the services and products of the unit in relation to its stated goals and mission. Examples of topics to cover include, *but are not limited to*, the following:

- Discuss whether the delivery methods of the college service or administrative unit are appropriate.
- In relation to personnel and cost-effectiveness information, discuss whether all services are effectively delivered.
- Analyze the effectiveness of the key steps in delivering your services or products. Are there improvements that could be made?
- Discuss potential barriers to serving clients and how to overcome them.

THE ARTS gallery provides quality exhibitions that are free to the public. Hours are flexible to all patrons. Exhibitions schedules are timely and frequent as to deliver a great variety of creative processes.

G. Intended Service Outcomes

1. Besides the expected outcomes defined in the unit’s achievement indicators, are there other identifiable intended outcomes for serving students and faculty?

YES

N NO

2. Please attach a copy of the unit’s organizational chart. How does the organizational structure of the unit support the intended outcomes? Each unit functions as a separate component that serves parts of the whole structure.

b) What changes in the unit’s organizational structure might contribute to more efficient or effective intended outcomes? None.

c) Describe *in detail* how your unit determines that the needs of clients are being met and the level of satisfaction they experience with the services / products provided.

Feedback from students, staff, faculty and patrons.

5. Based on the methods described in item 4 above, for EACH service/product provided (as listed in Section F, number 1) how would you describe the degree to which needs are being met and the level of satisfaction with the services provided?

Use a scale of 1 (not at all) to 5 (completely).

| Services | Customers | Needs Met | Level of Satisfaction |
|------------------|-----------------------------------|-----------|-----------------------|
| Exhibitions | Students, staff, faculty, patrons | yes | 5 |
| Fine arts events | Students, staff, faculty, patrons | yes | 5 |

- d) Identify any barriers that might be adversely affecting the unit's products and/or services. What changes can be made to overcome these barriers?

Budget restraints.

Analysis of Intended Service Outcomes

Analyze and discuss this unit's intended outcomes in relation to its stated mission and achievement indicators. Examples of topics to cover include, *but are not limited to*, the following:

- What tools does the unit use to determine whether the intended outcomes occur?
- Discuss the adequacy of the unit's assessment tools.
- Based on those tools how is the unit performing?
- Are there gaps in feedback information from clients that need to be rectified?
- What changes can be made to increase the effective delivery of services/products that do not rely on additional budget or personnel?

H. Additional Information

1. List any relevant information that the IRTF and/or ERTF believes should be included in the assessment but wasnot requested in any of the other sections of the assessment.

2. Are there any circumstances or concerns that have not been addressed in any of the other sections of the assessment?

STRENGTHS AND COMMENDATIONS

The External Review Task Force (ERTF) should review and discuss the previous Evaluation Sections of this assessment. The ERTF should analyze the findings of the Internal Review Task Force as well as conduct their own evaluation of whether more information is needed in the assessment. The ERTF then decides on a list of strengths for the unit being assessed.

Strengths are positive practices or characteristics of the unit. Commendations are based on the strengths of the unit and are exemplary or best practices that deserve special mention. A commendation could be given for excellent student outcomes or for the use of processes and methods that should be adopted by other CCCCD units.

Describe and document the strengths of this unit.

- a. Exhibiting the importance of Public Art

Describe and document any commendations for this unit.

- a. Hours of operation
- b. Access to students

AREAS FOR IMPROVEMENT AND RECOMMENDATIONS

Based on their analysis of the assessment, the ERTF should decide on areas for improvement for the unit.

Next, the ERTF decides on a recommendation for addressing each of the “areas for improvement”. There should be *at least one* recommendation for each weakness and there should be no recommendations that are not based on weaknesses identified within this report.

Describe and document the areas for improvement of this unit.

- a. Collection and analysis of quantitative data
- b. Community Outreach and Communication
- c. Gallery Worker Training
- d. Public Art Management
- e. Collaboration with local art galleries
- f. Collaboration with out of state community colleges
- g. Funding

Describe the recommendations for addressing each “area for improvement”.

- a. Collection and analysis of quantitative data
 - i. The most compelling data to indicate this unit’s effectiveness in achieving excellent student outcomes appears to be capturing the number of visitors to each gallery show and attendance for each gallery organized event. The gallery does maintain a guest book. However, the data collected was not available in the document. In addition, the attendance data should be broken down by each gallery show, by day etc as to assist in determining staffing and gallery hours. This data is also good feedback as to the nature of popular attractions and provides guidance as to the effectiveness of marketing programs.
 - ii. A student questionnaire as mentioned in the document is an excellent idea and should be designed, administered and analyzed as soon as possible. The administration of the survey could be a regular part of each long semester.
 - iii. A faculty questionnaire would also be a benefit to determined the needs and expectations of the faculty with regards to gallery services.
 - iv. The use of a visitor comment card is a regular feature in many organizations. This card could capture data and feedback not present in the guest book.
 - v. There was no mention in the document of the amount of mail pieces generated by the unit or the cost of the program. A mail piece to visitor ratio would be a useful management tool to gauge the cost effectiveness of direct mail.

- vi. A email contact list would be a low cost addition to the current direct mail contact list. Addresses could be acquired from the guest book, comment card student surveys and gallery web site.
- vii. The number of unique visitors to the gallery website is another low-cost method of gauging student interest and interaction with the gallery.

b. Community Outreach and Communication

- i. Other Fine Art areas take an active part in the local high school activities and achieve success in recruiting promising talent to Collin College. Similar results should be achievable with local high school art programs.
- ii. Collin County has a wealth of indigenous artists and many different cultural activity centers. Engaging with these local community assets would expand the ethnic and cultural exposure to the students.
- iii. Creating a “Masters Class” with local artists would enhance the student interaction with the gallery.
- iv. The unit’s internet site is the public face of the unit. Collaboration with existing Fine Art Division resources would improve the flow of information to students and the community. Some recommendations include
 1. An expanded Calendar of Events
 2. Comprehensive list of past Events
 3. Expanded number of Gallery photographs
 4. Map with directions to public art on each campus along with photo, artist and title of work.

c. Gallery Worker Training

- i. Galley workers appear to be under utilized as an active resource of the unit. The next level of training in visitor interaction could be undertaken with minimal expense and time. A gallery worker handbook on visitor skills could be drafted as the first step. Providing the gallery worker with artist’s statement on the works on display would get the worker an elevated sense of working with the gallery, not mere at the gallery.
- ii. Consideration could be given on creating a gallery worker certificate program. Beginning with an Arts Management course, a program could evolve into a "marketable skills" certificate. This certificate can encompass as few as 9 hours of coursework, and it should be possible to directly involve some local institutions. This certificate could be designed using courses currently offered. Several certificate programs were found in similarly situated schools. Two certificate programs examples: www.ecamino.edu & www.palomar.edu (a five course program)
- iii. SMU has a degree program in Art Management. Perhaps some training opportunities exist with their program.

d. Public Art Management

- i. An impressive amount of art is publicly displayed on school grounds. A detailed inventory would be helpful to determine the extent of the art works in place. Management information such as the when art was acquired, when it is planned to be retired or replaced, maintenance costs, and ownership of the art would be helpful in budgetary planning,
- ii. Most of the public art does not have the title of the work or artist attribution. This would add to the knowledge of the art works exhibited and stimulate interest in the individual artist.
- iii. Art management software is available to assist in the inventory, catalog and appraisal of the public art. A review of the several available software systems is recommended.

e. Collaboration with local art galleries

Working with other local and regional galleries could extend the opportunities to bring talent to our campus and provide additional outlets for student and faculty works to be seen.

f. Collaboration with out of state community colleges

- i. This is seen as a means of obtaining comparable quantifiable metrics such as visitor/expense ratios, public art expense/maintenance expectations and other operational budgetary items.
- ii. Comparable community colleges with art galleries include:
 - Lakeland Community College in Kirtland Ohio
 - Atlantic Cape Community College in Mays Landing, N.J.
 - Parkland College in Champaign, IL

g. Funding

- i. The gallery has raised funds in the past with an auction of donated items. This tends to not only raise funds but increases the public awareness of the gallery.
- ii. Just as the Theatre department sells coffee mugs, buttons, and t shirts, the gallery could offer similar items in conjunction with the exhibits. Limited signed posters and shirts would have minimal expense and generate revenue
- iii. Grants for minority and disadvantaged students could be explored.

OPEN MEETING

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

In the open meeting, the External Review Task Force should review the findings of the Internal-Review Task Force and summarize its findings relevant to the improvement of the unit and student outcomes.

Provide a summary of the open meeting discussion below.

The participants of the open meeting concurred with the recommendations of the ERTF. Additional concepts were put forth such as fund-raising ideas (auctions/art sales). Concern was expressed about sales tax and profit issues. The meeting agreed the college would provide fiscal guidance on these matters.

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

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