Fall 2008 Core Curriculum Assessment (AA & AS)

Phase 1
(compiled discipline results for ANTH)

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

Course Completion

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

First of all, the enrollment data for the anthropology program appears to be incorrect; the basic intellectual competencies information is also incorrect.

I arrived at Collin for the Fall 2004 semester; I was provided books chosen by the previous regime. By the middle of the Fall semester I determined that those books were simply unacceptably bad. So I through out the old books and completely revised the curriculum in ways that emphasized reading monographs, writing, listening and critical thinking. The program began attracting a different sort of student. In the Spring of 2006, the program ran five sections and attracted about 80 students; this was the nadir. Since that time our enrollments have increased every semester. The enrollment data does not reflect this increase. Further, at least in the classes I have taught, there was no appreciable drop off of students by the census date; neither the first minor assignment (two-three paragraphs on their reading) nor their first major assignment (a quiz) take place until after the census.

In that the census data appears to be in error, there is no way in which I can be assured that the retention data is correct. I do note that we have had more students each semester and that, further, we appear to be retaining more and more of them. This semester we are running nine sections; according to Cougarweb, my seven sections have a retention rate of just over 83%. I do not have data for the remaining two sections.

The anthropology program here at Collin is of the quality found in leading departments in major universities nationwide.

I could lower standards, work load and the like, but that would compromise academic integrity. The College could move the drop date forward. I would prefer a drop date no later than the end of the third week of classes as well as the creation of a petition process whereby students with significant life difficulties could withdraw from a section with the approval of the professor. This sort of system is widely found throughout academia.

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

I do not have data for the anthropology program's adjunct for the current semester. He is new, MA/ABD from SMU. I have had a chance to observe his teaching; I am suitably impressed.

The previous adjunct had been responsible for the cultural and general anthropology courses prior to the time I came to Collin. Her courses, to judge by the books she choose to use, had very low expectations, unreasonably low in my opinion. For what it is worth, she assured me that those same standards held at some of our neighboring institutions.

I do not think the problem with the previous adjunct would accurately described as solvable by further faculty training. Rather, I think it could be well described as a failure of expectations of what students can and should be asked to accomplish.

Course Success

For the success data, "success" is defined as a grade of A, B, or C. Grades of AU, CR, and P were eliminated from the analyses. All other grades were classified as "non-success."

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

I have provided this information as part of my reports concerning the 2007-2008 academic year to Dr. Fenton. Provided, of course, that the students stuck out the course, and completed all the assigned work, success rates were nearing 100%. There have consistently been, however, a number of students who did not complete the coursework but equally did not withdraw. Taking those students into account, success rates were over 80% and often over 90%.

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

The students were successful if they did three things: (1) if they came to class regularly, (2) if they did the assigned readings and (3) if they turned in the assigned written work. Otherwise, there is no meaningful pattern.

Course-Level Student Learning Outcomes

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

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

The information provided for my analysis about basic competencies was also in error. The anthropology program is listed as trying to meet all competencies. Instead we should be listed as providing means for students to meet competencies in reading and writing, in that these courses are for all practical purposes reading and writing intensive. Students should also meet the competencies for listening and for critical thinking. The other competencies are not particularly relevant, if at all, relevant, to our undertaking.

In my position as head of the anthropology program I have developed a means of assessing student learning outcomes. The key to this endeavor is that the students have to show in their written work that they understand and can use certain specified key anthropological concepts in their quizzes and writing assignments. They can not do this if they are unable to read, write and listen. The introduction to cultural anthropology course further, requires the students to interview a person about their life and their situation. This too requires that students be able to write and listen. Taken together, successful completion all of the assignments show that the students can think critically about ways of human living other than their own.

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

I have provided information to Dr. Fenton and before that to my Dean showing that the students have done so.

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

For the moment, all instructors are using the same books and should be using the same general system of measurement. The notion of key concepts does tend to provide a general theoretical orientation roughly consonant with the approaches associated with psychological, symbolic, structural and post-structural anthropologies while not prohibiting more materialist or ecological approaches. All instructors, however, are given free rein to develop their own theoretical visions provided they are willing to meet the underlying expectations of academic rigor and quality.

Fall 2008 Core Curriculum Assessment (AA & AS)

Phase 1 --- Discipline Questions

(compiled discipline results for ARTS)

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

Course Completion

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

Move drop date to 1st quarter so students will consider their progress early in semester.

Ban first semester freshmen from online classes or set a required GPA to take online classes and **require** an online orientation. Greatest drop or failure rates are among online students, most who do not have the study skills or self discipline to succeed, some who lack the computer/web skills.

Mandatory orientation sessions

Administrative drops for non-attendance in the first two weeks

Raise tuition

Issue 3 week progress reports to probationary and failing students

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

When the same course is taught different ways, no evaluation can be made. Differences in testing, written assignments, comprehensive finals and grading philosophies do not allow for that comparison.

Consider who the students are; night students are usually more serious, focused than day students.

Online students often do not understand or underestimate the demands of distance learning.

The Art Dept.'s data does not show an appreciable difference between FT and PT retention rates

Course Success

For the success data, "success" is defined as a grade of A, B, or C. Grades of AU, CR, and P were eliminated from the analyses. All other grades were classified as "non-success."

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

ARTS 1301, 2004-07: range from high of 88.6% to low of 81.7%, 84.875% avg.
ARTS 1303, 2004-07: range from high of 100% to low of 74%, 86% avg.
ARTS 1304, 2004-07: range from high of 95% to low of 68%, 83.875% avg.

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

There do not appear to be any discernible patterns other than the averages falling within the 83% to 86% range.

Course-Level Student Learning Outcomes

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

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

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

Discussion, tests, assignments....
You are basing retention/completion rates on grades and numbers, but will not accept assignment grades as measurement of learning?????
(Not post-test!)

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

This is covered in our Departmental Minutes document (see attachment).

MINUTES OF THE 2008 FALL DEPARTMENTAL MEETING

Department Name: **ART**
In Attendance**: Betty Siber, Rebecca Boatman, Johnny Robertson, Carter Scaggs, Patrick Lewis**

5A. Based on consideration of the attached data, the faculty *conclude* the following:

More than one-third of the students (39.7%) responded incorrectly to a question regarding the identification of a specific media. This is troubling since the ability to identify diverse media is integral in establishing an appreciation of the variety of artworks created over the scope of history. We feel that our current curriculum may tend to relegate the specific missed question to a place during the first one-third of the semester, in which this particular media was covered in both historical chronology context, as well as the chronological chapter placement in the text.
The overall data shows that students did 11% to 30% better answering questions on concepts more relevant to the latter part of the semester (as indicated by their ability to correctly identify artworks relevant to early and late 20th century as opposed to Renaissance.

Conclusion: We need to adjust the curriculum to increase student exposure to the topic of media and process throughout the semester. This increased exposure would be attained through the following: sustained coverage of the material in Chapters 2-4 ("The Elements and Principles of Art"), written project papers, unit tests and the end of the semester assignment/term paper based on integrating first hand museum experience to the classroom material.

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

Collin faculty in ARTS 1301 Art Appreciation will focus on SLO #1:
Demonstrate awareness of the scope and variety of works in the arts and humanities.

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

Throughout the semester, faculty will stress media and process as integral to the historical context and social content of the art. It is interpreted that faculty teaching chronological history placed emphasis on

developing periods and styles of artistic development, but needed to emphasize more the identification of media, especially as media choice can significantly affect periods and style. Any media, from intaglio, to substitution sculpture, to encaustic wax painting can have specific historical development times; and likewise the text can emphasize discussion of specific media within specific chronological chapters, presented prior to chapters on historical context.

It is the consensus that within the area of 20th Century Post Modernism, that there can easily be examples of all important medias discussed in class, so that students can compare early history to current history, and be able to demonstrate comprehension of media questions covered early in the semester, but either not fully understood, or not fully committed to learning. This seems to be a dictate to "review", regarding prior learned media concepts.

Also, within the context of historical periods and visual styles, faculty should seek relevant 20th century examples of the scope and variety [of media], within the scope and variety of work in the arts, per Student Learning Outcome #1.

5D. The common measure has been examined and **will** provide sufficient evidence about the students' competency related to the targeted SLO statement.

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

_____

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

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

5F. Explanatory Notes: *Please explain any unusual circumstances that impact this assessment.*

MINUTES OF THE FALL FACULTY MEETING

Department Name:_____
Course Rubric & Number: _____
Data Coordinator: _____
In Attendance: _____
_____

5A. Based on consideration of the attached data, the faculty ***conclude*** the following:

_____
_____
_____
_____

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

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

_____

5D. The common measure has been examined and
_____ will _____or will not
provide sufficient evidence about the students' competency related to the targeted SLO statement.

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

_____

Note: All faculty do not have to use the same assessment methods but all faculty *must assess and report the number of students who master the targeted SLO*.

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

5F. Explanatory Notes: *Please explain any unusual circumstances that impact this assessment.*

Fall 2008 Core Curriculum Assessment (AA & AS)

Phase 1
(compiled discipline results for BCIS COSC)

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

Course Completion

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

   The course completion rates were not split into online vs. face-to-face. It would be very helpful to see the difference between the two rates!

   Collin has already implemented several steps for online course to improve completion rates. A new Online Student Support Center has been created. The Center offers hands-on workshops for using Blackboard. They also provide many tools such as tutorials, onsite orientations, and the READI tool which assesses a learner's likelihood for succeeding in an online course.

   Regarding face-to-face courses, Collin needs to be more consistent in offering tutoring for core courses in our discipline. I have noticed several semesters where no tutoring was offered for our courses. Faculty also needs to do a better job of making students aware of the tutoring (when available) and the presence of the lab tutors.

   1.) Grade based on attendance.
   2.) Require entrance scores to take classes.
   3.) Increase Tuition.
   4.) Require academic counseling of student if poor grades or attendance.
   5.) Require orientation / study skills classes.
   6.) Get a football team and more student activities.
   7.) Improve the food at the food court.
   8.) Teach COSC 1300 and BCIS 1305 in classrooms with computers.

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

   We need to be careful not to constrain our part-time faculty in the way they teach their courses. However, Collin could offer optional training for our part-time faculty. I believe plans are already being made by the college to implement this type of training.

   In COSC 1300 full time faculty have improved their retention rate over time to be better than part time. There does seem to be the opposite effect for BCIS 1305.

   There is no way you can compare the amount of work that Full-time faculty put in versus part-time faculty. Full-time faculty put in far more effort into their work because more is at stake.

   While faculty training is good, it is not the only thing that can affect retention. In my mind, retention is mostly influenced by needs – satisfying student needs. Many students simply don't need to be in school. They are here for other reasons – because their parents want them to, because they need insurance, etc. Until we acknowledge that what we do in terms of teaching and providing a place for learning is only one part in the equation we will get nowhere. The big question should be: "How do you develop students to need education?" In truth, when students know what they want, everything after that is easy – the teaching, the learning. Retention and success follow naturally after this milestone.

   Student success is dependent on student responsibility and commitment to do the work required for the course not on capability.

   Observed behavior characteristics of students who drop or fail:
   -- lack of attention in class, ipods, text messaging, laptops, etc
   -- late for class
   -- skipping class
   -- late assignments
   -- skipping assignments

   <u>These behaviors are very strong predictors of failure</u>

Course Success

For the success data, "success" is defined as a grade of A, B, or C. Grades of AU, CR, and P were eliminated from the analyses. All other grades were classified as "non-success."

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

   The success rate of COSC 1300 does not seem to follow a recognizable patter across semesters.

   Compare with regards to what? The success rates to me seem natural. After all we are a college.

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

   Not applicable – see above answer.

   Unknown. Success comes when students decide it is important to perform. They decide this after they determine that they "need" a class.

Course-Level Student Learning Outcomes

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

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

   They are linked DIRECTLY to student learning outcomes for COSC 1300.

   With reference to the basic competencies, they are linked directly to learning outcomes as specified in our syllabi.

   With reference to the exemplary learning objectives, they are linked directly to learning outcomes as specified in our syllabi.

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

   My method of measurement to ensure that students are achieving the student learning outcomes is through assessment. Students are given exams and quizzes throughout the semester that map to the student learning outcomes. In addition, they are given assignments to work in Office 2007 that also map to the outcomes.

   Extensive and broad testing and lab assignments provide us with an indication of the degree to which students are achieving learning outcomes. We also utilize "Hands-on" exams in the lab for COSC 1300.

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

This measurement forces instructors (both full- and part-time) to include assignments that map to the student learning outcomes. This ensures consistency of material covered across all sections. Department policy only dictates that instructors cover the four applications in Office 2007, not which particular textbook exercises must be assigned.

It gives us an idea as to what to emphasize or de-emphasize in classroom teaching.

Fall 2008 Core Curriculum Assessment (AA & AS)

Phase 1
(compiled discipline results for BIOL)

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

Course Completion

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

   1) Collin College has a very high standard for BIOL 2401 and 2402 and I would say higher than other community colleges. Thus I don't see this comparison as fair.
   2) We teach human physiology and not animal.
   3) Our graphs show consistent increase in all columns. It tells me we are doing very well. If we keep the same standards we should keep the same steady growth.

   NOTE: We **do not** teach *Animal Physiology* as indicated on the CIP-Completion rate document. We teach **HUMAN** (a specific animal) ANATOMY and PHYSIOLOGY (A&P). There are enough 2 and 4 year colleges teaching this course that if a CIP code is not available, the THECB or other state agency should create one. I am concerned that we are being compared to zoology and other courses, which would mean that the data that is being gathered is erroneous to this assessment as well being erroneous as overall comparisons are being made of course completion rates and retention.

   The state standard of 85% is too high for a sophomore level biology class, such as A&P. They are lumping the majors (1406, 1407, 2401, 2402) with the nonmajors (1408, 1409, 2404) as well as not identifying factors that affect retention. Majors biology and nonmajors biology have a different focus. To adequately compare courses, these classifications should be separated. Moreover, some schools do not have pre-reqs for 2401, therefore those instructors have to water down the material to get everything covered. Some schools only offer labs once a week, therefore, the material has to be watered down to cover the general concepts. Also, the textbook is not taken into consideration. There are watered down A&P books that some schools use. If they are not using Marieb or Martini, then the course is watered down. Collin Majors A&P (2401 and 2402) courses should not be compared to 2404 (non-majors) nor should it be compared to courses that do not have a BIOL 1406 pre-requisite, those with once a week labs, or those courses who use watered down A&P books. Let's compare apples to apples if proper data assessment is the goal.

A more reasonable retention for the biology area would be in the mid to low 70%, especially if chemistry is not part of the pre-requisite requirements. If the state expects a mid 80% retention rate for biology, then chemistry has to be a pre-requisite for any biology course. Biology is really just applied chemistry and the physiology part of A&P is chemistry. This is where most students struggle. If they would have chemistry, they would have a greater chance at success and retention.

We should also be concerned with those retention rates that are in the 90-100%. This means that the course has been watered down. Full time and Part time instructors who have this rate are being too easy on their students. Biology concepts build and the students will need that knowledge to move on to be successful, not only academically, but professionally if they continue in a health science field. I have seen first hand at what a watered down A&P course can do to a student, as I teach the next higher level course that relies on this information. Students struggle and do poorly, all because the do not have a working knowledge of A&P concepts. The nursing instructors are also seeing a problem with students who come in with a watered down A&P knowledge base. We do not need to reward faculty with high performing retention rates, as it is an indication of a bigger problem and lack of rigor and integrity.

Also, the retention rates for specific biology instructors only reflect the final course grade, which is a combination of a lecture grade and lab grade. The lecture instructor may not have taught the lab, so someone else's retention rate is being factored into the equation. Again, we have erroneous data for the lecture faculty. There should be a separate report for lecture and lab retention.

Also, there is no mechanism for tracking students who move through biology courses. Our classes build on one another and "success" in one biology class (which could be watered down) makes it harder for future "success" in other biology classes. The second instructor inherits a poorly prepared student and that student might not be retained or be successful. W e need to be tracking students moving from BIOL 1406 to BIOL 2401 to BIOL 2402 and finally to BIOL 2421 to truly determine retention of knowledge and future success in a health profession.

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

As a former PT faculty, I understand their concerns about job security. Most think that their jobs are tied to their classroom evaluations as well as their graded distribution and retention rates. The chairs need to let them know that the priority is helping the students to know the material and understand the important concepts. Also, some PT as well as FT faculty just want to be liked or to be popular, so they water down their courses so that students will sign up for their courses. The students do so because of advising (telling students to take one professor over another) and by word of mouth ("take this class, it's an easy A..."). Also, the web sites such as Rate my Professor.com don't help. It is all subjective opinion, nothing based on fact.

I think the chairs need to do a better job of communicating their high standard of expectation about the course content. I also think the chairs need to interview any potential PT faculty member before they are hired and I think that the interview process should involve a teaching presentation.
I also think that the chairs should get copies of all the PT exams and quizzes so that they can review the type of questions and the depth of coverage. I also think that the PT faculty should turn in a mid term (as well as final) grade book to the chairs so that they can monitor for any discrepancies in grading as compared to the instructor's syllabus/addendum. I also think that the chairs should do unannounced class/lab visits to see what is going on early in the semester and trouble shoot anything before it escalates. Does this mean more work for the chairs? Perhaps, but in the long run, it saves time and aggravation.

Course Success

For the success data, "success" is defined as a grade of A, B, or C. Grades of AU, CR, and P were eliminated from the analyses. All other grades were classified as "non-success."

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

I am concerned about the data that was eliminated, more than comparing success rates. A "P" is successful; if that is the way the course was designed. I feel that the success rates based on grades is reasonable. I also think that the students need to be tracked through their biology careers as described previously to really get a true sense of success.

The D and F student issue needs to be addressed. Why were these grades earned? Did the student stop coming to class? Did the student turn in late work or substandard work? Is the student taking too many classes or having to work too long hours at their job? Was the student prepared for the next level or did they get an easy "A" and now they haven't any knowledge base from which to build? Did the student expect a "do-over" for assignments or tests? Did the student expect a passing grade just because they registered for the class?

Also, the teaching issue should be looked at. Did the instructor just read a bunch of words on a PowerPoint or were they using a variety of teaching tools and addressing different learning styles? Did the teacher consistently come in late, cancel classes or let classes go early?

All of these factors affect success on many levels, not just a letter grade.

I also feel that students are too hung up on "the grade" instead of the knowledge base that goes with that grade. A "C" grade should mean general/average knowledge of the course concepts. A "B" grade should mean above average knowledge and a grade of "A" should mean excellent knowledge of the course concepts.

It would be nice if we could do away with A, B, and C letter grades and go to a Pass (P) or (F).
I realize that GPA calculations might be a problem, so there could be a P+, P, and a P-. In this case, either the student did the work for the course or they didn't [P or F] and that the worked turned in would equate to a point scale to determine a high pass, mid pass, or low pass, if GPA were a requirement.

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

Biology courses build on one another. Failure to learn and apply the information in one course will directly affect the next course in line. The truly better and "successful knowledge retention" students will move through the sequence and do well. Those that got easy grades will not make it past the next course, if it is taught at the proper level and rigor, which is reflected in the syllabus, assignments, and the textbook used.

Course-Level Student Learning Outcomes

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

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

   Students are required to gather and assess lab data (via the computer [ADI or PhysioEx]) and write reports. Students also are expected to do research, write a paper, and do a presentation. They are to have read the material before class and are quizzed weekly over their knowledge comprehension of the material. The quiz and test questions reflect the learning outcomes for the course.

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

By using the clickers in classroom which gives me an immediate feedback during my lectures and allows me to go back any time I see the need.
By constantly stopping the lecture to ask if anybody did not understand what I just said.
By being very active during the lab working side by side with the students to make sure they are receiving the knowledge I expect them to receive.
By giving the students many quizzes and exams during the semester.
By working with low grade students during office hours.
By returning the student's grades soon so they can adjust their studying methods.

Overall, by their written and oral reports, projects, and written answers on lab quizzes, lecture quizzes, lecture exams, and lab practicals. I also know on a daily basis by their answers in class (verbal, or electronic [clickers]) when discussing the material and application concepts.

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

   Biology students are expected to know and understand the material. We should be teaching them the important biological concepts so that they understand and retain this information for future biology and health science courses and then be able to apply that knowledge so that they can be successful health care professionals.

Fall 2008 Core Curriculum Assessment (AA & AS)

Phase 1
(compiled discipline results for CHEM)

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

Course Completion

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

- Assess student performance @ each test (or before each test if possible).
- Give assignments that will reinforce the material covered on an exam that a larger than normal number of students answered incorrectly. Count it as a homework grade, recitation assignment, or points back on the test.
- Know your students (names, majors, etc.). Knowing their focus on their education can help instructors devise a plan of action to help students succeed.
- ADVISING, ADVISING, ADVISING… GOOD ADVISING!
- Enforce prerequisites
- Deny enrollment in credit classes if student is not at college level!
- Move drop date up. Students should make commitment to a class and stay there. With the current drop date, students take courses with the intention to see how it goes. If it doesn't go their way, they know they can drop… and they do! That is why retention in chemistry courses in general is below state average
- For Chem1412: 90 % of all enrolled students passed class. The average of all 4 semesters is 89%, which is above the state wide retention rate.
- One student more or less would have a large impact on the outcome of the statistics.
- The statistics itself is hard to read and the single parameters are not chosen well. Maybe it could be more detailed and a better set-up next time.

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

1) --Accessibility of the instructor to the students outside of class! Not requiring office hours has an effect on this, although I'm not advocating that this should change.
   --PT faculty have to juggle many jobs at once. They are distracted and not fully committed to solely teaching here.
2) --There is most definitely a difference between expectations! Some instructors have the mindset of "no child left behind" which compromises the learning experience in my opinion. Students in this type of class are coddled too much and not allowed to think and analyze things for themselves.
   -- I believe there is. PT faculty are concerned about getting good reviews and being rehired so they can put food on the table. Their expectations are not the same as a FT faculty member.
3) --I see little difference in the emphasis on topics
   --I see it when I have students from PT faculty lectures enrolled in my lab. They seem to be lost when I talk about concepts they should already know. Also, when I teach Chem 1412, some students took the first half (Chem 1411) with a PT faculty member. They seem to be lacking in conceptual understanding.
4) --Classroom visits by chairs, deans, full-time faculty mentors along with follow up consultations. A midterm grade submission requirement would keep instructors focused as well.
   --First, we should have increase the percentage of FT faculty. Not even 50% doesn't cut it.
   --Provide release time for FT faculty to truly mentor PT faculty. There should be an institutional program that looks out after the PT faculty. Currently, we simply hire them and send them on their way to teach with no support.
   --Training would be good. Institutional statement of expectations would be great.

- Higher lever classes (Chem 2423 and Chem 242) have not been taught by part time faculty, a comparison is not possible.
- Statistics don't show that part-time faculty has a different performance.
- In general: Classes will be dropped for lecture AND lab (one over all grade).
- Need more specific data to verify hypothesis like part-time lecture and lab versus full-time lecture and lab.

Course Success

For the success data, "success" is defined as a grade of A, B, or C. Grades of AU, CR, and P were eliminated from the analyses. All other grades were classified as "non-success."

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

   1405: 76% (FT = 80%; PT = 73%)

   1411: 65% (FT = 64%; PT = 77%)

   1412: 81% (FT & PT = 81%)

   2423: 70%

   2425: 68%

   Success rate should be prerequisite for next level class as preparation for the next class
   Success rate in classes Chem1412 and Chem2423 is 84 % resp. 90.6 %

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

   - Nonscience Majors enrolled in 1405 and the ones inadvertently enrolled in 1411.
   - Difficulty level, especially with the 2000-level courses. (Surprisingly, 1412 is sitting at the state success average!)
   - Other science & math classes being taken concurrently (Anatomy/Physiology, Microbiology, Physics, Calculus, etc.)
   - Chem 1405 pattern makes sense.
   - Chem 1411 pattern is actually alarming. Chem 1411 is a challenging course. PT faculty having 13% higher success rate indicates to me grade inflation. It would be interesting to compare SLO for PT and FT faculty to see whether this is the case.
   - Pattern shows low performa drop classes (maybe too late)

Course-Level Student Learning Outcomes

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

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

   - Focus was put on tying the outcomes directly to competencies
   - SLOs were worded "qualitatively and quantitatively describe..." This addresses reading, writing, speaking, listening, and critical thinking.
   - no clear formulation of question and data

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

- Currently by reviewing results from ACS final exams
- In the near future, lab exams will have a small sample of required questions to include so that these outcomes can be measured directly, although the ACS exam does address some areas of lab.
- The nationally standardized American Chemical Society exams allow us to determine the extent of student learning.
- Tests and quizzes are built to test for competencies
- Test and quizzes show significant improvement over a semester period.

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

- I believe it stimulates both! More effort is required, but it promotes unity within the department.
- No clear formulation of question and data

Fall 2008 Core Curriculum Assessment (AA & AS)

Phase 1
(compiled discipline results for DANC)

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

Course Completion

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

   - -2% difference: is this a bad thing?
   - Not much you can do with our socioeconomic student population – if they need to work – they'll give up on classes with no hesitation
   - Currently, Fall 2008 in my DANC 2303 (Dance Appreciation), I've had 100% retention, yet I will give 2 "F's" to students due to them not dropping the course. Ultimately, it is up to the student to drop their course. Should there be an opportunity for faculty to drop students from their courses?
   - Which is better or worse? 100% retention or 100% students receive A, B, C's? I will have 100% retention with 2 – F's. These "F's" are not due to poor performance in class – when these 2 students attended – they were A and B students – but when they stop coming to class and miss assignments, tests, presentations, etc – that is what causes them to receive an "F".
   - Standards are set – we don't want students "shopping" for core courses or instructors.
   - DANC 2303 – most students say that it was more difficult than they thought it would be AND that it was more fun and informative then they thought it would be. Most of the time, it is their favorite lecture course for the semester.
   - Track the students who do not complete and question them as to why they did not.
   - First of all, congratulations on the score of 84% completion rate. As for the 16% who are not completing dance courses:
   - We could have a "week '1' pow-wow" with the students. Like a unity circle where we ask them if this class sounds like what they expected and signed up for.
   - When a student misses even one class we can send that student a personal email/communication.
   - In the dance/movement classes, learn names quickly and communicate personally with each dancer, using their name, two to three times a class period.
   - Dance appreciation students allow them many opportunities to get to know their classmates, form bonds, and become vested in each other's success.
   - some steps such as cap on number of classes dropped in academic career which has already been implemented. drop date being sooner in semester rather than later. campus wide and dept wide expectations of work completed for grade.

- It is my opinion that it is more with the personalities of the students and their self motivation to complete the course than it is with the Collin Dance dept. Our teachers set high standards and sometimes the students in our courses are not wanting to meet the challenge.
- Is the "state standard" the same as the statewide 86% completion rate? Completion rate may be improved with a number of strategies: standardize curriculum maybe, community building activities, increase in full time dance faculty and staff.

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

- The dance department provides a DANC 2303 (Dance Appreciation) resource packet/folder with outline of curriculum to full time and part time faculty teaching that course during that semester. Faculty have full academic freedom – as long as topics are covered. Faculty supplement with several additional assignments and topics but the "core" material is covered.
- DVD resources – online through dance website and in locked cabinets at all campuses.
- I don't think it is a difference of academic rigor – but more of a sense of "ownership" to the college and department… a commitment to the students and to the preparation time it takes for the class.
- I believe that all faculty have high academic rigor – but I don't think part time faculty are as invested wholly as full time faculty. In fact, it is really just based on an individual basis – because there are those part time instructors that are fantastic and then there are others that you just know aren't as committed to the college (not students – they are committed to students) – but don't have the same investment to the college as others. Investment to the college means: checking emails regularly, completing administrative tasks in timely manner, checking mailboxes, etc… which will directly relate to the teaching because announcements are being missed, etc.
- Those faculty with experience in teaching several semesters worth of a class have a better sense of how to approach the class – which affects retention. Everyone gets better with experience. (For example, an excellent ballet teacher, might struggle in the first semester of teaching dance appreciation. The instructor is used to physical class and isn't as familiar with the technology that is required for a dance appreciation course. Once he or she got through a semester of dance appreciation, they would have a better sense for the next time they teach it.)
- In our discipline, students prefer to have faculty that they see multiple times on campus and in various capacities: administration, teaching technique ballet vs modern vs jazz vs dance appreciation.
- Some professors don't have the skills or personality to connect with students as they would prefer and rather are committed to self and how others perceive them.
- Our department benefits from fewer associates rather than more. Personal connection and a history with students is important when teaching dance. Sensitivity, body image, personalities, etc all come into the teaching environment.
- Possible course discussion once a month to answers questions and concerns.
- Part-time faculty turnover may account for some discrepancies particularly in terms of ongoing data collection. My personal experience tells me there are no greater/lesser performance expectations from part-time vs full-time faculty. Professionals in every field can only see benefit from continuous training. I believe the whole community college system, which has a heavy reliance on part-time faculty, would benefit from something like the "lean six-sigma" training seminars.
  (quality assurance)

- I find high success rates in technique courses based on physical and intellectual involvement, however, not so high in lecture classes when success is based on memory retention and research.
- I can not account for these differences. In my opinion, our full and part time faculty are equally qualified. Tiffanee has pulled together an excellent faculty.
- Since there is a greater physical presence around the college campus of a full time faculty member compared to that of a part time faculty member , I am not surprised that it may appear as if there is greater rapport between the students and a full time faculty member - this may imply to a student that the full time faculty is more approachable or accessible for various conversation since they are a physical presence on campus. More opportunities exist for a student to "connect and converse" with a full time faculty member and thus they may have the ability to complete a their course given other pressing issues in their lives.

Course Success

For the success data, "success" is defined as a grade of A, B, or C. Grades of AU, CR, and P were eliminated from the analyses. All other grades were classified as "non-success."

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

- I generally have more "A's" then any other grade. "B's" occur about 1 out of 6 times. A grade of "F" most often occurs when a student has poor attendance. I grade my movement students based on their own talent, abilities, determination and commitment to the movement. I grade my appreciation students based on attendance, test scores, participation and writing assignments.
- Success rates relate to retention.
- In our discipline, if they are not successful it would be due to absences – not due to poor performance in class.
- Fairly well. If my students have a clear understanding of what is expected from them form the beginning.
- I am only teaching dance appreciation. All classes seem to be successful.
- In the introductory classes, the A-C grades are acheived by meeting the expectations of being open and trying new experiences with a good attitude, so the success rate is relatively high compared to the more advanced course where the criteria for achieving an A-C because the expectations require the mastering of more refined skills with consistency.

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

- Enjoyment of the course and understanding the students.
- If students make it past mid-terms, they are invested in the end-of-semester concert. There is a sense of community and responsibility that is created in these technique courses.
- In a given dance class there are students of varying abilities, years of training, self confidence, vested interest in the genre, and fears. The class is successful when we are all exploring and experiencing movement that has been transformed through my class.
- Teacher-Student Rapport
- Engaging course and teaching methodologies. Faculty must be willing to entertain while they educate – some of the time. Faculty have a responsibility to find new and exciting ways to reach their students.
- perhaps a stronger level of commitment due to physicality? perhaps ability level from previous training leads to more self confidence hence more success?
- Comparing the same exact course over a number of years has proven to NOT have a consistent pattern, rather I have noticed that there is an ebb in flow within the student body as they come and go. Some groups of students have attitudes that they will achieve against all odds while another group may collectively decided that grades or completion are not a strong goal or desire. This is true of introductory classes, advanced classes, lecture classes and studio classes. I find it helpful to focus on motivation and achievement with curriculum to create a culture that seeks excellence.

Course-Level Student Learning Outcomes

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

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

   - These are directly related to the CORE Rubric Assessment. DANC 2303 uses a portfolio assessment for Dance Appreciation.

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

   - When students have the ability to articulate a progressive idea, whether through dance or discussion, and that idea is transformative for the individual, it is clarity of achievement.
   - Quizzes, Exams, Oral Discussions & Dialogue, Participation
   - Attendance – monitor students each day not only in technique classes but in dance appreciation classes
   - Not all students achieve all SLO's fully – just by completing an assignment the SLO's are not achieved. Some students won't ever "get" the complexity of the material.
   - By observing the growth of their technique and knowledge of the subject. Question and answers.
   - I base achievement on knowledge gained, successful completion of new or more advanced physicality and new models of thinking surrounding dance and music and the culture thereof.
   - I know the students are achieving their learning outcomes by our conversations in class and by their class work. I can see and hear the "ah-ah" moment when they are getting it. Also, by their exams, homework, projects, etc.
   - I know they are achieving the SLOs if they demonstrate an understanding the questions being asked or demonstrate that they understand what is expected to be perform. If they have comprehended the information and have shown they can think critically about and with the information, then the learning is taking place. This , however does not insure an A-C passing grade - this only insures that learning is happening. There is a matter of achieving the A-C standards by demonstrating a work ethic through the completion of assignments and earning a grade.

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

- The dance department created "Department Guidelines" for all courses: technique and appreciation. (See attached). Students must sign as an agreement that they have read and understood the policies. Guidelines refer to topics from attire to late assignments, etc. The guidelines are a starting point – students can choose to not follow the guidelines – which will therefore affect their participation points, and ultimately their grade. The guidelines allow for all faculty (full time and part time) to be on the "same page" so to speak.
- Not sure how to answer this question without discussion.
- Faculty are also encouraged to give out own assessment criteria and specify their personal expectations for the course they are teaching. Department resources are just a starting point – not absolute or finite criteria.
- Keeps the department unified and accountable.
- we as a dept and as individuals i believe always strive to improve out student learning outcomes by deleting what does not work, implementing new practices and collaborating with peers for new innovation.
- I think it is helpful as a starting point to think about curriculum and it supports a solid pedagogy, but I think it should be treated as a springboard to guide curriculum rather than as a strict framework to pigeon hole assignments for assessment. I think it is good to reference the SLO to guide the students focus and give students and faculty goals to achieve and to exceed.

Attachments Include:

Dance Department Guidelines for Technique & Dance Appreciation
Dance Appreciation Resource Outlines

Collin College
Dance Department Course Guidelines: Dance Appreciation
Updated 6/2008

EXPECTATIONS

You are expected to demonstrate a focused physical application and/or mental application of the course material. It is important to take responsibility for your own growth by watching, listening, processing and clarifying within <u>each</u> class.

ATTENDANCE

Absences

Attendance is critical. You must be present in class in order to be evaluated on your work. Students are evaluated daily in dance appreciation classes on the basis of attendance and quality of commitment during class time. Consequences for absences can include but not limited to: point deduction, assignment failure, and grade deduction/failure.
<u>Review Faculty Syllabus for specific attendance policy</u>.

<u>Absence from class is not an excuse for late work or failure to be prepared for the next lesson</u>.

Tardiness

Students must arrive promptly for class. If a student is 5 minutes late to class, that student will be considered tardy. A student who is tardy is required to gain permission from the professor before joining the class. If the professor determines that the student is able to join class, that student will receive partial participation points

30 minutes late will be considered absent.

Leaving Class Early

If a student must leave early, that student must notify the professor BEFORE instruction begins. The professor will determine whether the student will receive credit for a full class, a partial class or any class at all. If the student fails to notify the professor before instruction begins, the student may be counted absent and/or lose participation points.

Make-up Classes

Collin College dance department does not allow make up classes.

PARTICIPATION

Dance Appreciation (DANC 2303)

Movement sessions will occur throughout the semester. Appropriate attire and shoes are required on those days. Professors will outline the specific supplies needed for those sessions. Students will not be required to purchase dance attire or shoes, but will be required to wear clothes that allow for movement and shoes that are appropriate for the genre they are studying. Evaluation of movement sessions is NOT based on the student's dance skills, but rather on his or her commitment to the activity as evidenced by energy investment, degree of exploration, participation in the group creative process and application of suggestions from the professor designed to enhance the creative/art making process. These experiences are designed for the student without any prior dance training and are intended to give the student an opportunity to enter into experiences of moving, creating and performing different dance styles.

Verbal Participation

All dance appreciation classes require students to verbally participate. Level of student's participation in discussions is reflected in daily participation grade.

Daily Evaluation/Points

All dance appreciation classes utilize a daily evaluation point system.
Review your Faculty Syllabus.

CLASS ETIQUETTE

All dance students enrolled at Collin College are expected to practice the following classroom etiquette:

- *No leaving the studio/classroom for any reason without obtaining the professor's permission. This includes the use of the restroom. Please plan accordingly PRIOR to class. Communicate any concerns with your faculty.*
- *Cell phones and pagers must be turned off or placed on silent during class. Students may not use cell phones during class. Students may not leave class in order to respond to pages, including texts. If a student leaves class to respond to a call, page or text, that student will not be permitted to return to that class period. If a student is expecting an urgent call or page, he/ she must notify the professor PRIOR to the start of class. See Collin Student Handbook regarding Disciplinary Action that may be taken if your cell phone or pager disrupts the class.*
- *No talking while the professor is speaking and/or demonstrating.*
- *Dance studio is for class use only. Any personal use must be approved by department chair, faculty or dance lab assistant.*
- *No eating or drinking in the dance studio. Bottled water is the only exception.*
- *No chewing gum in dance studio.*
- *Use of laptops in classrooms is at the professor's discretion.*
- *It is proper to acknowledge gratitude to the dance accompanist immediately following the class.*

GRADING POLICY

Method of Evaluation

Evaluation is on going throughout the semester via verbal and written comments from the professor. Evaluation of technique and creative work is based primarily on the student's commitment to the activity as evidenced by energy investment, degree of exploration, participation in the group creative process, contribution to discussions and application of suggestions from professor to enhance quality of performance and technical expertise.

Grading Scale

Consult the Faculty Syllabus for specifics. Collin College's dance department scale:

90-100%	A
89-80%	B
79-70%	C
69-60%	D
Below 60%	F

Late Assignments

Consequences for late work can include but are not limited to: point deduction, failure of assignmet,t or refusal to accept work. Review the Faculty Syllabus.

Extra Credit

Extra Credit opportunities are at the discretion of the professor. Review Faculty Syllabus.

Finals

All students are required to attend final exam. Consult the semester exam schedule for details.

Audit Students

Students who are auditing classes will not receive grades or credit for the course. Full participation and attendance is expected of all audit students. There will be no overt distinction between credit vs. audit students within the class session. Audit student's participation in the final performance concert will be addressed on an individual basis at the professor's discretion.

Academic Ethics

Consequences for any form of academic dishonesty can include but are not limited to: Incident report to the Dean of Students & Department Chair, loss of points, failure, reassignment, or expulsion from institution. Action will be assessed on an individual basis.

COURSE WITHDRAWAL/TRANSFERS

Withdrawal/Drop Procedures

Students must contact the Admissions and Records Office for withdrawal deadlines. A student who discontinues class attendance and does not officially drop or withdraw from the course will receive a final performance grade. Discuss your concerns and needs with your professor if you feel you need to withdraw from the course. Please note: Your professor cannot drop you from the course. Students must fulfill all drop procedures established by Collin College.

Course Transfers

Course transfers, whether laterally or internally, are issued at the professor's discretion. After consultation with the department chair, a student may transfer into another course or section. This may be necessary if a student was enrolled in an inappropriate technique level. The chair or professor may refuse to give a transfer to a student whose absences from class create a disruption in the student's and class' learning process. Transfers cannot be a means to "shop" for a specific faculty or course.

DANCE DEPARTMENT CONTACTS

If a student has any comments or concerns regarding a course guideline, grade or professor, he/ she must first discuss the situation with his/ her professor or bring their concerns to the department chair. After meeting with the chair, further issues may be brought to the Dean of Fine Arts.

DANCE FACULTY	**CONTACT INFORMATION**	
Tiffanee Arnold, Chair	tarnold@ccccd.edu	972-881-5830
Lesley Snelson-Figueroa, Professor	lsnelson@ccccd.edu	972-881-5630
Associate Dance Faculty	See Faculty Syllabus	
Dean of Fine Arts	SCC – A175	972-881-5107

ACCEPTANCE OF GUIDELINES

The professor is the final arbiter in matters concerning safety, discipline and instruction. The students' safety and learning experience in all of the Collin College Dance programs are the highest concern of the Collin College Dance Faculty and staff; therefore the professor has the authority to make procedural and instructional classroom decisions that affect classroom safety and instruction.

I have read and understood the Collin College Dance Department Course Guidelines.

Semester _____ Year _____

Name (printed) _____

Dance Course(s) _____
_____
_____

Signature _____

Date _____

Please detach this page and return to your professor. If you are enrolled in multiple dance classes, you only need to complete this once and return to one of your professors. This will need to be completed every semester.

Dance Appreciation
DANC 2303
Unit # 1

Readings:

- What is Dance? Handout
- Chapter 1: Dance as an Art Form
- Chapter 2: The Choreographer
- Chapter 3: The Dancer
- Chapter 4: The Audience

Handouts:

- Time-Space-Energy

Lectures:

- Dance: Why, where, when
- Dance Categories: Social, Theatrical/Concert Performance, Cultural/Ethnic
- 4 Elements that Distinguish Dance from Non-dance Activities
- What is Dance? – from the handout
- What is Art?
- The Aesthetic Experience: Human Characteristics & Traits
- Dance as an Art Form
- Dance as Entertainment
- Dance as Ritual
- How do we learn to dance? (3 approaches)
- Dance in: The Primitive, Ancient, Medieval, Renaissance & Contemporary Periods
- The Choreographer & the Creative Process
- Choreographic Elements – know all elements related to space/time/energy
    - Space
    - Time
    - Energy
- The Dancer/Performer – technician vs. performer
- The Audience

Transition into next unit: *Dance Genres: Ballet, Modern, Jazz*

- Classical Dance: Kabuki vs. Ballet
    - Similarities & Differences of: Kabuki vs. Ballet

Projects:

- Creative Process Project

Videos:

- The Power of Dance: *Bharata Natyam*
- The Evolution of Dance - youtube
- David Parsons' Choreographic Process
- Twyla Tharp's "Sinatra Suite"
- Classical Dance: Kabuki vs. Ballet

Dance Appreciation
DANC 2303
Unit #2

Readings:

- Chapter 5: Ballet
- Chapter 6: Modern
- Chapter 9: Jazz, Musical Theatre & Tap

Handouts:

- Ballet Terminology
- Ballet Technique
- Modern Technique
- Jazz Dance Styles
- Jazz Technique

Lectures:

- Ballet History – Origins & Development as Professional Art Form
- Establishment of *Academie Royale de Danse* (later known as the Paris Opera)
- Romantic Ballet
- Classical Ballet
- Contemporary Ballet
- Dance Class Protocol & Discussion from Studio Observation
- Movement Experience: Ballet
    - Attire, class format, line & verticality, turn-out, movement
- Birth of Modern Dance
    - Isadora Duncan
    - Ruth St. Denis & Ted Shawn: Denishawn
- Discussion of the following artists: Martha Graham, Doris Humphrey, Merce Cunningham, Paul Taylor, David Parsons, Alvin Ailey, Alwin Nikolais, Pilobolus Dance Theatre, Judson Dance Theatre, Trisha Brown, Yvonne Rainer, Meredith Monk, Butoh Dance Theatre, Vertical Dancing Company
- Traditional Modern vs. Post-Modern vs. Dance Theatre Modern
- Dance vs. Anti-Dance Views
- Movement Experience: Modern
    - Attire, class format, parallel vs. turned out, improvisation, center connection, etc
- Jazz Dance Origins and Developments
- Six Jazz Dance Styles
- Movement Experience: Jazz
    - Attire, Movement Combinations, styles, movement qualities and material, etc
- Tap Dance Key Components

Videos:

- Early Dance: King Louis XIV & The Establishment of the *Academie Royale de Danse*
- Excerpts from: *Les Sylphides, Swan Lake, The Sleeping Beauty, Billboards*
- Videos representing modern genre: Isadora Duncan, Denishawn: Ruth St. Denis & Ted Shawn, Doris Humphrey, Martha Graham, Merce Cunningham, Paul Taylor, David Parsons,

Alwin Nikolais, Pilobolus Dance Theatre, Alvin Ailey, Butoh Dance Theatre, Vertical Dance Company, etc…

- Videos representing jazz history: 42nd Street, Oklahoma!, Seven Brides for Seven Brothers, The Pajama Game, A Chorus Line, West Side Story, Flashdance, Footloose, Chicago, Centerstage, Janet Jackson, N'Sync
- Videos representing tap style: Tap, Chicago, Bill Bojangles Robinson Biography

Additional Concepts:

- Similarities & Differences of: Romantic Ballet, Classical Ballet, Contemporary Ballet
- Provide definitions and examples of Romantic, Classical and Contemporary Ballets
- Similarities & Differences of all Movement Experiences
    - What are key components to each

Dance Appreciation
DANC 2303
Unit #3

Readings:

- Chapter 11: Dance Production
- Chapter 12: Dance Education & Careers in Dance

Handouts:

- Production Equipment & Roles within the theatre
- Dance Careers
- ORDER approach to critical evaluation

Lectures:

- Dance Production
  - Preparation for theatre tour
- Technical Elements involved in Dance Concert Performance:
  - Marley Floor, Cyclorama, Black Traveler, Legs & Wings
  - Dance Concert Lighting
    - 9 down pools of light = specials
    - Side Light
      - High, Mids, Shin Busters
    - Front of House or Face Light
      - Gels
      - Gobos
      - Intelligent Lighting
  - Theatre
    - House (Front of House), Backstage, Green Room, Dressing Rooms, Light booth, Box Office, Fly Loft
  - Personnel
    - Artistic Director, Choreographer, Performers, Lighting Designer, Technical Director, Stage Manager: Responsible for "Calling the Show", Asst. Stage Manager, House Manager, Ushers, Light Board Operator, Sound Board Operator
    - Crew
      - Runners, Curtain Puller
  - Theatre Etiquette
  - Cue Sheets
  - Light Plot

Dance in Education & Dance Careers

- K-12
- College/University
  - Conservatory Programs
  - Liberal Arts Programs
- Careers in Dance
- Critical Evaluation: ORDER approach by Larry Lavender

Projects:

- Theatre tour
- Attendance at Collin Dance Concert
- Production assignment: poster/flyer design
- Research university dance program
- Final presentation assignment

Videos:

- David Parsons' *Caught*
- *Beloved* by Lester Horton

Collin College
Dance Department Course Guidelines: Dance Technique
Updated 8/2008

EXPECTATIONS

You are expected to demonstrate a focused physical application and/or mental application of the course material. It is important to take responsibility for your own growth by watching, listening, processing, and clarifying within <u>each</u> class.

LEVEL PLACEMENT/ASSESSMENT

Evaluation in Technique Classes

Students will be evaluated within the first two weeks of the semester to ensure proper technique placement. It may be necessary to move a student up in level or down in level based on his/her technical skill or physical limitations. It is the primary focus of the department to provide appropriate material for the assigned level to maintain curriculum integrity and transferability to university dance programs. It is also imperative that courses be taught with safety concerns in mind. It is vital that students work at their appropriate level to avoid injury.

ATTENDANCE

Absences

Attendance is critical. You must be present in class in order to be evaluated on your work. Students are evaluated daily in technique classes on the basis of attendance and quality of commitment during class time. Consequences for absences can include but not limited to: point deduction, assignment failure, and grade deduction/failure.
<u>Review Faculty Syllabus for specific attendance policy</u>.

<u>Absence from class is not an excuse for late work or failure to be prepared for the next lesson</u>.

<u>Pace of technique classes will be determined by comprehension of the students. Attendance and practice is essential in order to increase the pace.</u>

Tardiness

Students must arrive promptly for class. If a student is 5 minutes late to class, that student will be considered tardy. A student who is tardy is required to gain permission from the professor before joining the class. If the professor determines that the student is able to join class, that student will receive partial participation points. If the professor determines that the student is too late to join class, the professor may request the student observe class for reduced participation points.

30 minutes late will be considered absent.

Leaving Class Early

If a student must leave early, that student must notify the professor BEFORE instruction begins. The professor will determine whether the student will receive credit for a full class, a partial class, or any class at all. If the student fails to notify the professor before instruction begins, the student may be counted absent and/or lose participation points.

Observation

If a student is injured or is ill and is unable to participate in class, they may sit and observe. Students observing will be asked to turn in a written description of the lesson at the end of class and will receive reduced points for the day.

Make-up Classes

Collin College dance department does not allow make-up classes.

PARTICIPATION

Physical Participation

All dance technique courses require students to be physically involved. Certain physical limitations may impact a student's learning experience and ultimately his/her grade. Students must be fully aware of his/her physical limitations and the requirements for a particular technique course. It is the student's responsibility to discuss with the professor any concerns he/she might have regarding his/her physical participation in a class.

Note: Some technique classes are more physical than others. To find out more, discuss with your faculty member or the chair of the department. Students will be evaluated within the first two weeks of the semester to ensure proper technique placement. It may be necessary to move a student up in level or down in level based on their technical skill or physical limitations.

Verbal Participation

All dance courses require students to verbally participate. Level of student's participation in discussions is reflected in daily participation grade.

Daily Evaluation/Points

All dance course, utilize a daily evaluation point system.
Review your Faculty Syllabus.

Application of Professor Feedback

It is imperative that students enrolled in upper level technique classes (Level III & IV) apply the feedback they receive from their professor. One way faculty evaluate the level of their class is by the students' abilities to listen to a movement concept and movement correction and apply that within their body. If students fail to demonstrate an application of professor feedback, effort points will be deducted.

CLASS ETIQUETTE

All dance students enrolled at Collin College are expected to practice the following classroom etiquette:

- *No leaving the studio/classroom for any reason without obtaining the professor's permission. This includes the use of the restroom. Please plan accordingly PRIOR to class. Communicate any concerns with your faculty.*
- *Cell phones and pagers must be turned off or placed on silent during class. Students may not use cell phones during class. Students may not leave class in order to respond to pages, including texts. If a student leaves class to respond to a call, page or text, that student will not be permitted to return to that class period. If a student is expecting an urgent call or page, he/she must notify the professor PRIOR to the start of class. See Collin Student Handbook regarding Disciplinary Action that may be taken if your cell phone or pager disrupts the class.*
- *No talking while the professor is speaking and/or demonstrating.*
- *No sitting down during technique class without professor's permission.*
- *Dance studio is for class use only. Any personal use must be approved by department chair, faculty or dance lab assistant.*
- *No eating or drinking in the dance studio. Bottled water is the only exception.*
- *No chewing gum in dance studio.*
- *Use of laptops in classrooms is at the professor's discretion.*
- *Students enrolled in technique classes are expected to uphold proper hygiene; ie: perspiration towel, change of dance attire, proper undergarments, etc.*
- *It is proper to acknowledge gratitude to the dance accompanist immediately following the class.*

DANCE ATTIRE

General Dress Codes for Technique Courses

Appropriate dance attire is required for all technique classes – no baggy clothing. Leotards and tights are preferred. Hair must be pulled back in a way that is not disruptive during class. Hats, excessive jewelry and chewing gum are not allowed. Failure to comply with course attire will result in loss of participation points. ***All dancewear must meet with professor approval. Review specifics on Faculty Syllabus.***

All students must wear supportive undergarments: bras for females and dance belts for males.

Ballet I, II (DANC 1141, 1142)

Females:

Solid colored leotard: preferably black in color
Pink or black tights or leggings
Pink ballet shoes: REQUIRED by end of 2nd week
Hair must be pulled up off the neck
Minimal jewelry
Ballet skirts - optional

Males:

White or black T-shirt, tank or leotard
Black tights or tight fitting dance pants
Black socks and black ballet shoes
Shoes REQUIRED by end of 2nd week
Dance Belt

Ballet III, IV (DANC 2141, 2142)

Females:

Leotard: Black only
Pink or black tights
Pink ballet shoes: REQUIRED by end of 2nd week
Hair must be pulled up and secured back
Minimal jewelry
Ballet skirts - optional

Males:

White or Black T-shirt, tank or leotard
Black tights or tight fitting dance pants
Black socks and black ballet shoes
Shoes REQUIRED by end of 2nd week
Dance Belt

Modern I, II (DANC 1145, 1146)

Dance attire highly recommended: leotard, tights, pants, leggings
No street clothes
No shorts or sheer tights
Knee pads permitted
Barefoot

Modern III, IV (DANC 2145, 2146)

Dance attire REQUIRED: leotard, tights, pants, dance shorts; no specific color requirement
No street clothes
No shorts or wraps over dance attire
Knee pads permitted
Barefoot

Jazz I, II (DANC 1147, 1148)

Dance attire highly recommended: leotard, tights, jazz pants
No street clothes
No shorts or sheer tights
Knee pads permitted
Jazz shoes REQUIRED by end of 2nd week: jazz shoe or jazz sneaker; preferably black in color

Jazz III, IV (DANC 2147, 2148)

Dance attire REQUIRED: leotard, tights, jazz pants; no specific color requirement
No street clothes
No barefeet or socks after warm-up
Knee pads permitted
Jazz shoes REQUIRED by end of 2nd week; preferably black in color and NO JAZZ SNEAKERS

Tap I, II (DANC 1110, 1111)

Dance attire highly recommended: leotard, tights, jazz pants
Loose fitting clothes permitted with professor approval
No jeans
Tap shoes REQUIRED by end of 2nd week: single taps only; flat soles or character style tap shoes; preferably black in color

Dance Improvisation/Composition (DANC 1101/1201)

Rehearsal dancewear (No street clothes)
Minimal jewelry
Barefoot

Topics in Dance Technique (DANC 2301)

Specific attire and shoe requirements will be outlined in the faculty syllabus.

Performance & Practicum I, II, III, IV (DANC 1151, 1152, 2151, 2152, 1212, 1213, 2213, 2214)

Rehearsal dancewear (No street clothes)
Minimal jewelry

GRADING POLICY

Method of Evaluation

Evaluation is on going throughout the semester via verbal and written comments from the professor. Evaluation of technique and creative work is based primarily on the student's commitment to the activity as evidenced by energy investment, degree of exploration, participation in the group creative process, contribution to discussions and application of suggestions from professor to enhance quality of performance and technical expertise.

Grading Scale

Consult the Faculty Syllabus for specifics. Collin College's dance department scale:

90-100%	A
89-80%	B
79-70%	C
69-60%	D
Below 60%	F

Late Assignments

Consequences for late work can include but are not limited to: point deduction, failure of assignment or refusal to accept work. Review the Faculty Syllabus.

Extra Credit

Extra Credit opportunities are at the discretion of the professor. Review Faculty Syllabus.

Finals

All students are required to attend final exam. Consult the semester exam schedule for details.

All technique courses are encouraged to participate in the end-of-semester concert. Participation in this concert is solely at the discretion of the professor. Participation in this concert is not in lieu of attending the final exam.

Audit Students

Students who are auditing classes will not receive grades or credit for the course. Full participation and attendance is expected of all audit students. There will be no overt distinction between credit vs. audit students within the class session. Audit student's participation in the final performance concert will be addressed on an individual basis at the professor's discretion.

Academic Ethics

Consequences for any form of academic dishonesty can include but are not limited to: Incident report to the Dean of Students & Department Chair, loss of points, failure, reassignment, or expulsion from institution. Action will be assessed on an individual basis.

COURSE WITHDRAWAL/TRANSFERS

Withdrawal/Drop Procedures

Students must contact the Admissions and Records Office for withdrawal deadlines. A student who discontinues class attendance and does not officially drop or withdraw from the course will receive a final performance grade. Discuss your concerns and needs with your professor if you feel you need to withdraw from the course. Please note: Your professor cannot drop you from the course. Students must fulfill all drop procedures established by Collin College.

Course Transfers

Course transfers, whether laterally or internally, are issued at the professor's discretion. After consultation with the department chair, a student may transfer into another course or section. This may be necessary if a student was enrolled in an inappropriate technique level. The chair or professor may refuse to give a transfer to a student whose absences from class create a disruption in the student's and class' learning process. Transfers cannot be a means to "shop" for a specific faculty or course.

DANCE DEPARTMENT CONTACTS

If a student has any comments or concerns regarding a course guideline, grade or professor, they must first discuss the situation with their professor or bring their concerns to the department chair. After meeting with the chair, further issues may be brought to the Dean of Fine Arts.

DANCE FACULTY	**CONTACT INFORMATION**	
Tiffanee Arnold, *Chair*	tarnold@ccccd.edu	972-881-5830
Glen Dawson, *Professor*	gdawson@ccccd.edu	972-377-1084
Lesley Snelson-Figueroa, *Professor*	lsnelson@ccccd.edu	972-881-5630
Associate Dance Faculty	See Faculty Syllabus	
Dean of Fine Arts	SCC – A175	972-881-5107

ACCEPTANCE OF GUIDELINES

The professor is the final authority in matters concerning safety, discipline and instruction. The students' safety and learning experience in all of the Collin College Dance programs are the highest concern of the Collin College Dance Faculty and staff; therefore the professor has the ability to make procedural and instructional classroom decisions that affect classroom safety and instruction.

I have read and understood the Collin College Dance Department Course Guidelines.

Semester _____ Year _____

Name (printed) _____

Dance Course(s) _____
_____
_____

Signature _____

Date _____

Please detach this page and return to your professor. If you are enrolled in multiple dance classes, you only need to complete this once and return to one of your professors. This will need to be completed every semester.

Fall 2008 Core Curriculum Assessment (AA & AS)

Phase 1
(compiled discipline results for DRAM)

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

Course Completion

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

   Move the drop date earlier. This would force students to commit to the course rather than take a " wait and see how I do" approach.

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

   This does not apply to our courses. Our full and part time faculty have a gap of only 3-4%. The expectation in all classes is the same. All tests are identical and all hand outs are the same.

Course Success

For the success data, "success" is defined as a grade of A, B, or C. Grades of AU, CR, and P were eliminated from the analyses. All other grades were classified as "non-success."

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

   Basically the same , Though the History courses have a lower completion rate.

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

   Students who stay in the course and complete the assignment have success. Students who attend regularly have success. In all courses there is a class participation grade based mostly on attendance. And attendance is stressed in the syllabus and orally by the instructors

Course-Level Student Learning Outcomes

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

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

   Through testing and writing assignments.

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

   Their comments both anecdotally and in their papers and through their grades

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

   It does change the way the courses are taught and it take up valuable time in classes that don't have enough time as it is.

Fall 2008 Core Curriculum Assessment (AA & AS)

Phase 1
(compiled discipline results for ECON)

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

Course Completion

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

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

The Econ Program meets the State Standards. The Year 2007 retention rates are above the State Standards in both Econ 2301 and Econ 2302.

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

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

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

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

For Econ 2302, the retention rates for part time faculty are greater than for full time faculty. We attribute this to the heavy concentration of concurrent enrollment classes in Econ 2302 with area ISDs. Econ 2302 is the chosen class for all ISDs except Plano ISD, which uses Econ 2301. Concurrent enrollment students have an added motivation to complete the course. They must have it to graduate on time.

Course Success

For the success data, "success" is defined as a grade of A, B, or C. Grades of AU, CR, and P were eliminated from the analyses. All other grades were classified as "non-success."

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

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

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

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

The success rates in the most recent term for which the site had data, Spring 2007, were 84.1% for Econ 2301 and 91.0% for Econ 2302.

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

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

Course-Level Student Learning Outcomes

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

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

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

Econ is responsible for all but number six.

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

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

See information below.

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

See information below.

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

In response to your two questions:

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

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

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

Let me know if you have any questions.

Tom Hudgins
Chair of Economics

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

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

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

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

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

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

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

Kathleen

MINUTES OF THE 2008 FALL DEPARTMENTAL MEETING

Department Name: Economics, under BI&ET Division
In Attendance: Tom Hudgins, Mike Cohick, James Makokha, James Richards, Clay Randall, Russ Neal

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

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

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

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

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

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

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

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

5D. The common measure has been examined and
___X__ will _____or will not
provide sufficient evidence about the students' competency related to the targeted SLO statement.

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

___not applicable

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

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

5F. Explanatory Notes: *Please explain any unusual circumstances that impact this assessment.*
ment.

Fall 2008 Core Curriculum Assessment (AA & AS)

Phase 1
(compiled discipline results for ENGL)

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

Course Completion

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

I think Collin should try a one or two-day period around the midpoint of the semester that would be designated for student-instructor conferences. Currently, many instructors work this into their regular schedules, but by making it an institutional process where everyone participates in the same days, we'd have higher participation by both faculty and students.

"Conference Day/s" would involve instructors meeting with every student he/she teaches for at least five minutes. Having prepared in advance any specific concerns regarding performance, attendance, etc., the instructor and student can speak privately about how that student plans to reach his/her goals in the course. Students are more accountable for their work when they have face-to-face conversation with their professors, when they are required to speak about their own goals, and when the professor knows their name and shows clear interest in their individual success.

As an added incentive, perhaps "Conference Day" could include fun activities for the college community in the middle of the day, such as musical performances, information booths from campus services, and food.

Students are more likely to continue attending classes if they have a communal connection with people around them. This can begin with the professor in this brief conference, and expand with the activities mentioned above. By planning one or two campus-wide days for this purpose, we would be adding a great deal to our students' success without compromising academic integrity.

One other idea, which is not yet fully developed, is to insert a little friendly competition among the classes. By having "Quiz Bowl"-type activities, sections of a class such as English 1302 or Humanities 1301 can engage in competitive academic games. Most students who appear apathetic will get more involved when there's an opportunity to "win" at something.

- Sounds draconian but setting a College-wide limit (i.e., maximum absences) that a professor can allow within her syllabus, and for students who exceed that limit, permit a registrar-initiated withdrawal *without penalty*—but a forfeiture of tuition. This acknowledges that some students' social, psychological, medical, and life issues remain *beyond our control.*

- Institute a computerized attendance system, which would disseminate real-time information to the Records Office, Student Services, Access, in addition to faculty and staff about students who are at risk.

- Move the drop date forward to the actual chronological midpoint of the semester.

I personally believe the actual drop date (not the withdrawl date) is far too early in the semester. Two weeks is simply not enough time for students to receive a major assignment back and, subsequently, know if they are "cut out" for the particular course. Move the drop date to at least one month into the semester.

- I don't know how many counselors/advisors would be needed, but perhaps more upfront counseling/advising might help keep students enrolled to the end of the semester. For example, if students could be enlightened on the "causes of student withdrawal" and offered guidance at the beginning of the semester about "what makes a successful student", then maybe more students would stay. (We could all write a book on that subject, I imagine!)

- Or…require ALL incoming students to take an orientation course of 2 hours to ½ day. Address all kinds of issues that spell out success. (I will gladly write the program and conduct the course if no one else wants to do so. I conducted New Employee Orientation for 5 years at Blue Cross, so I have an understanding of the nature of that program. Also, I have time, energy, and interest—I can offer students ways to be successful in class. To conduct a new student orientation in groups would save the counselors much time!

  *And/or conduct a special drawing at the end of the semester giving a prize to the students who complete courses; make a mammoth deal out of it. A gift certificate for a textbook to use the next semester. (Ask the Bookstore to "comp" some of their books.) The prize could also be something like a dinner at a nice restaurant for two or tickets to Six Flags…something under $100. Where would the money come from? I don't know!

  *Perhaps there could be a faculty fundraiser for that purpose.(A volley ball game: Admin versus faculty or faculty vs professional staff; students vs faculty. Advertise and charge a nominal entrance fee. Surely that would generate enough money for some prizes.

*Conduct a collegiate garage sale on a Saturday!

*A pie/cake/cookie sale before Thanksgiving or Xmas.
raise funds.

The idea of "rewarding" those students who have completed a course(s) would require fine tuning...would it be fair to let a student participate
in the drawing who has only taken one course versus a student who has taken 5 courses. Maybe a formula could be worked out to be fair. All who finish one course would compete in the drawing for a smaller prize than those who have completed two-three courses, etc.

More emphasis should be placed on course development and ongoing review of pedagogy.
Less emphasis should be placed on Task Force and other committee obligations.
Instructors should spend more time working one-on-one with students, training in pedagogy, preparing for class, and grading assignments. These efforts are time consuming, so limiting faculty to one or two committees would allow for this.
However, I greatly fear that the phrase "without compromising academic integrity" will be merely a caveat that does not hold meaning in practice. If faculty evaluations emphasize retention, I suspect a lowering of academic standards might occur.

These are some of the things that have helped me:

1. Give the students a voice in the content of material for the semester.
   Example: If you have several readings over the semester, say 10, let them pick from a pool of readings the ones they would like to work with. Make them "active" learners.

2. Keep your office hours and encourage students to stop by
   a. It's important that students know you are approachable and "there" for them.

3. Have some assignment where you pull each student into your office for one on one discussion. This fosters a mentoring kind of moment.

4. Learn each of your students' names. It's a simple enough task, but goes a long way with making a student feel they are a part of the class.

5. Pair up strong students with weak students for study groups and group work. That way you create cohesion within the student body, and weaker students get some help. Often they are afraid to ask the instructor for help.

6. Find some way to get them out of the classroom, when possible. Use an activity where you can take the whole class out into the quad. It's fun, breaks up the routine, and produces interesting work. Often, it is the process rather than the end product that encourages real learning.

7. Vary your teaching style. Try to avoid straight lecture. If your class is such that you have to lecture, say history for example, come in costume or assume the personae of a person from that period. The students will remember and enjoy the lecture more.

8. When a student has misses a class or two, send him or her an e-mail. That way the student will know you actually care. Offer to e-mail assignments if that is possible.

9. When the time permits it, get Career Services or Academic Advising to come talk to your class. You could even have the Writing Center come and talk about plagiarism if that is an issue.

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

It appears that in English composition classes, student retention is better among associate faculty, while full-time faculty better retain students in sophomore-level literature classes.

I don't know what the exact causes are, but here are my thoughts. Many part-time faculty teach only one or two classes. This results in part-time faculty giving more individual attention to the larger numbers of students in comp classes. Full-time faculty may teach five, six, or even seven classes, and therefore may struggle to find time to be as attentive to the comp students. Additionally, comp students, particularly in fall semesters in Engl 1301, can be less rewarding students to teach. Often they feel "forced" to be there and have not yet attained a sense of ownership in their own education. They may require some extra attention from their instructors to keep them on track as they get a sense for what college life requires, and associate faculty may be better able to offer this attentiveness since they, as a rule, teach fewer students than full-time faculty.

Full-time faculty may better retain sophomore-level students because they are teaching smaller, more discussion-based literature classes. For many English professors, literature is the most fun to teach because a more experienced class can engage in the exciting ideas that freshmen students may not yet be prepared to handle. I think literature is often the specialty of full-time professors, who may be better qualified than their part-time counterparts, in some cases, to address the depths of more challenging material with their students. The fact remains that most full-time professors either have a PhD or are very near earning one; while associate faculty remain an integral part of the teaching system, they may be teaching with several years less graduate education than their full-time counterparts. Usually it is in these PhD-level courses where one refines his/her ability to handle literary material in a way that may provide the most exciting classroom experience for students, and thus increase sophomore level retention.

I think a mentor program between full-time and part-time professors would help address these differences. Professors work in relative isolation compared to most other careers. We need to talk to each other and learn from each other as much as possible. Professional development opportunities and community events certainly help with this. The mentor program, perhaps involving a specific meeting in which teaching philosophies, methods, and experiences are discussed, could improve our communication even further.

- The answer may be as simple as personalities. However, one must concede that teaching the same course allows the professor to jettison what has failed and incorporate more proven techniques of what has resulted in success.

- The expectations of the professor mirror their self-established academic standards of rigor, regardless of whether they teach full time or part.

- I do not possess enough information to make a judgment about faculty differences.

- I have to say that simply focusing on retention ignores the possibility that professors seek stimulating yet specific pedagogical sessions that will continue to rejuvenate their interactions with the students (e.g., Dennis Kratz's session at LINK this past weekend). From what I have seen, the faculty at Collin seems somewhat cynnical about mandatory professional development that, at times, seems lackluster or elementary.

I've known many part-time faculty who hesitate to emphasize rigor in the classroom for fear of having poor student evaluations and, hence, a poor chance of being asked to teach again.

I'm not convinced that faculty training *can* close the gap in retention rates unless we all operate under the same definition of what constitutes a rigorous academic environment.

a. Faculty training is always a great idea, especially if the training is fun, conveniently timed, comes with food (that always works), and has a lively, energized facilitator.

b. First, I would survey all full-time faculty and ask why they think the retention rates are not as high as the part-time faculty rates are. (The difference does not seem large to me. Maybe I misread the chart?)

c. (Have we analyzed how many full- time instructors teach evening/weekend classes versus how many part-time instructors teach at those same times?) I am inclined to think that part-time students who most likely attend evening and weekend classes are often more dedicated because they waited longer to start college and are now ready to meet the challenges. These returning students are like sponges some times, and they are frequently more mature than the kids right out of HS. They are likely to be night students attending classes taught by part-time faculty.

d. Perhaps most of the full-time faculty members have day students right out of HS who are not really ready for college. Perhaps the full time faculty load should be reduced so that these FT faculty members can work more with struggling students.

e. Perhaps the counselors might come to each FT/PT faculty members' classes and talk about how to be successful, how to get help when needed, how to find a shoulder to cry on when needed.

Editorial Comment already known: Young students (ones right out of HS) have been spoonfed and coddled by parents since birth and the secondary teachers have tended to perpetuate the notion as well; hence, students come to college feeling "entitled." If we address these issues (gently) with students when they first arrive, we might keep them longer and we might enjoy teaching which will
be recognized by the students.

f. PRC might get a focus group of kids and returning students
(older, more mature ones) together and ask them why they think there is a difference in retention rates.

If I am reading the graph correctly, it appears that full-time faculty retention rates in most cases are better that part-time (the exception is English 1301). Now as to why this is the case, I would only be guessing. If part-time faculty have lower expectations for students and employ easier grading standards, then why are their retention rates lower? Is the lower expectation to promote student retention just a myth?
If full-time faculty have higher expectations and more stringent grading standards, yet their student attrition is lower, does this mean that "higher academic integrity" actually promotes retention?
Does the commitment of full-time faculty to their students differ from that of part-timers?
Do part-time faculty feel disenfranchised, thus affecting their approach to teaching?

The easiest answer would be to have workshops where we share Best Practices, both full-time and part-time faculty. We would know the purpose of the workshop is to show part-timers what full-time people are doing in the classroom in the hopes that they would include some of these methods to improve instruction/retention.

Course Success

For the success data, "success" is defined as a grade of A, B, or C. Grades of AU, CR, and P were eliminated from the analyses. All other grades were classified as "non-success."

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

   It appears that Engl 1301 has a higher success rate than Engl 1302, and that the sophomore lit classes have success rates comparable to one another across a full school year. Overall the success rate seems to decline with the difficulty of the course.

   - The patterns seems rather arbitrary. Yet, I would argue that in terms of English instruction, in general, the College must consider reducing the courseload for English 1301 and English 1302 (i.e., the core curriculum) to 16-18 students. I understand the Collin College is not a private, four-year institution, but the small, elite colleges long ago figured out that the students need more attention and individualized commentary about their skills and deficits as freshmen and sophomores than can be responsibly given in larger "factory" classroom, which substantially increases graduation rates.

   - If our goal centers upon retention, students must be provided an environment where they can—in a safer environment—trust professors with their writing (a very intimate act tied to intellect and personality), so we can help them to succeed across the curriculum. Simply, if a student cannot write, how are they going to pass any course that does not rely primarily on scantrons or fill in the blanks?

   - It appears that courses with lower writing requirements (i.e. literature) have higher success rates than writing classes. To be blunt, as a writing instructor, it is difficult to offer tailered feedback to a classroom of 25 students. If you want increased retention in English 1301 and English 1302, drop the enrollment numbers considerably.

   Somehow this makes me think we are comparing apples to oranges. Wouldn't it be more effective to compare courses of a like nature -- courses within a discipline. I am not convinced it's ideal to compare success rates (grades) in English with grades in Physics!!

   Did I misunderstand the question?

   They seem to be fairly consistent. Those students persisting seem to earn mostly A's and B's. Perhaps I am not reading the data correctly, however.

   They seem to be fairly consistent for Comp I & Comp II. The literature classes have a little variation.

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

I suspect that there is an unavoidable "weeding out" of less committed students as classes become more challenging and require students to synthesize many skills. Many students who enroll in Engl 1301 may be eager to work hard in college, but as the semesters roll on, students are forced to work harder and commit themselves further if they intend to succeed.

I also think the stair-step pattern of few students from census day to last class to "success" is normal and expected. Of course we want to do everything we can to minimize any losses, but it seems that a slight drop from the first day of class to the last is something that may not be avoidable. Perhaps, in addition to retention, we should focus more on the gap between last-day census and success in the class. Students who attend through the whole semester likely expect to succeed , at least at a minimum level, and if they're not, we professors may need to increase our communication with them.

- Questions: Would the success rate and writing skills of students improve if *all* 1301 and 1302 courses had to be taught in writing labs?

- Students do not like to write, nor are they prepared for the rigors of college writing.

Many factors may contribute:

*Experience level of instructor
*Interest level of instructor
*Varied instructional modes
*Time of day course is taught
*Whether the class has many "mature" students in that particular course. I have observed that mature students raise the level of participation and interest with the students right out of HS. (We should "Pay" mature students to take all classes!)
*Number of students in the course

I have no clear explanation for the patterns, just questions. How difficult is the course? How challenging is a particular course for a student? What type of primary and secondary education has the student had? Has the student had sufficient orientation into college expectations? Has the student taken any developmental classes? Has the placement process effectively directed a student into the proper courses? Does classroom pedagogy address diverse learning styles? Does the classroom atmosphere promote student learning and a sense of engagement in the process? Are course requirements and objectives clearly indicated on the syllabus? Is the course on-site or online? What time of day is the on-site course offered? Is the drop date for courses so late in the semester that students do not have to become serious about their efforts until it is too late to achieve intended objectives? Does the student have a full-time or part-time job? Can the student successfully deal with economic circumstances? Is the student aware of college resources? What life challenges does the student face?
Is the student's personality such that persistence is deemed rewarding? Is this a first generation student? Does the student have a clear educational goal in mind and is that student willing to forego immediate needs for future educational rewards? Is the student in college merely to satisfy parental demands? Is the student in college to maintain parents' insurance? Is the student in college because that is what friends are doing? Does the student feel a sense of belonging to a community of scholars?

The patterns for success are multifaceted. It is naïve to oversimplify student retention.

My first thought would be that most faculty are teaching to the same standards with the same expectations from the students.

Course-Level Student Learning Outcomes

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

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

The Basic Competencies as well as the Exemplary Learning Objectives are the direct guidelines from which my student learning outcomes are drawn. Student learning outcomes in my syllabi address each of these expectations, and I do everything I can throughout the semester to make sure the class experiences engages students in a way that pushes them to develop and prove these skills.

- Writing academic essays
- Presenting technology-based arguments tied to literature
- Learning rhetorical modes and strategies
- Creating a level of discernment about selecting an apropos voice given the audience
- Internalizing academic conventions that also apply to their other courses and working lives
- Providing them with a set of literary skills that also allows them to critically engage the world around them

My courses directly reflect the learning outcomes, since I have made a conscious effort to include assignments and activities that link to the objectives.

- Writing essays tailored to the academic community
- Presenting literary-based arguments
- Learning rhetorical modes and strategies
- Internalizing academic modes that also apply to their other courses and working lives
- Providing them with a set of literary skills that also allows them to critically engage the world around them

I'm not sure I understand the question.

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

I assign work that requires particular competencies/learning objectives. For example, in Engl 2327 I require students to write at least six response and analysis papers over the reading material. Each paper involves a personal response as well as a critical analysis and discussion of the context of the literature. I grade these assignments according to how thoroughly students address these issues, and they strive to meet those requirements.

- Showing me, via academic writing, that they can construct complex, insightful arguments with germane textual examples to reinforce their ideas. Moreover, when they come back to me saying their grades have improved in--to cite real examples--history, psychology, and biology because of the writing skills and conventions they acquired in my course, I know I've helped Collin's retention rate.

- When they demonstrate the capacity to interpret, analyze, and respond to a complex argument, all the while presenting their findings in a logical, readable, and, yes, grammatically correct fashion.

*I can only address my courses: If students are writing better at the end of the semester, if they understand concepts taught, and if they answer affirmatively when I question them about knowledge gained, then I am satisfied the students are achieving SLO's. Mostly the answer lies in the finished product...a well written piece (in class).

Students' grades earned in an environment promoting course rigor are an indicator of how successfully they have completed the course outcomes. If grades are not a clear indicator, then why do we go to the trouble to give them? My students receive multiple grades throughout the semester, all of which reflect the intended objectives.
In-class participation and discussion also provide feedback for how well students are achieving the learning objectives. Working one-on-one with students who need added assistance demonstrates their progress. Student attendance offers more information as well. Students who do not attend class regularly generally do no do very well in a course.

The Student Learning Outcomes established by Collin are very specific. When a students written assignment meets those outcome for MLA style, target audience, requirements of the assignment, etc. an instructor is quite aware.

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

   These outcomes serve as a necessary guideline for the methods and preparations instructors use in the classroom. We want our students to finish our class as better-read, more critical thinkers and writers, and we rely on the outlines expectations to guide our planning.

   - (5 essays X 24 students X 5 classes) + 120 final exams = appox. 720 essays (absurdity)

   - Question: Why would anyone inflict the previous on dedicated professors who work diligently toward this goal because these very competent teachers want to perform the task for which they were hired—while the College also *encourages* them to be more involved in various committees and help to foster a sense of campus community for students? Have we imposed a system doom to failure?

   - To be honest, as a professor who teaches primarily writing, I have to keep in mind the practical issues involved in assigning papers, since assigned papers must eventually be *graded*. I simply could not provide the level of feedback I would like to provide because of the voluminous amount of grading involved.

   *Standards should continue to be policy: i.e. The same number of essays in Engl 1301 (currently in force); standards of grading maintained (currently in force). Characteristics of a common denominator for all the other Engl courses (established by the faculty members who teach those courses). i.e. all instructors in the district who teach a particular course (American lit. for example) might convene to discuss how SLOs are derived and ways to achieve success. (Keeping retention in mind at all times.)

   Good Luck! Sorting, filing, digesting all these responses will require Herculean effort. Thanks for your participation in making CCCCD a great institution for students and a great place for faculty members to employ/share their "talents."

   We as a department have collaborated to make sure that the outcomes are listed on the generic syllabi. We also periodically review them. Department chairs have the responsibility to see that associate faculty follow the guidelines. These guidelines should shape how a course is taught and what it should entail. Full-time and part-time faculty submit a copy of their syllabi to the Division office at the beginning of each semester.

   I am not sure of departmental policy, as I am not a policy maker; however, as for pedagogy, when I see a particular goal is not being reached, I create new ways to present the material to the students.

Fall 2008 Core Curriculum Assessment (AA & AS)

Phase 1
(compiled discipline results for ENVR_GEOL)

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

Course Completion

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

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

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

   - Rigorously enforce course pre-requisites so unqualified students never get into the class.
   - Vary classroom teaching formats (class discussions/activities/videos/student presentations).
   - Emphasize practical aspects of course content whenever possible. Tell students why the material they are learning is relevant to them.
   - Reduce the number of students per section which would potentially increase the retention rate, as instructors could spend more time individually with students and work with them toward success in the course.

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

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

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

One variable that might cause a difference in retention rates is that associate faculty have a tendency to teach less desirable hours, many teach on multiple campuses and others even teach between multiple districts or have full-time careers in addition to teaching.

It is the primary responsibility of full-time faculty to track student performance, and follow up with students who are not performing well who would be candidates for dropping the course. Some part-time faculty have full-time jobs outside of teaching which could potentially affect the amount of time they have to track individual students and prevent drops with interventions with the students.

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

Some interventions might be: FT faculty could share their lecture materials; etc with PT faculty and PT faculty could observe FT faculty's classes for teaching ideas.

Course Success

For the success data, "success" is defined as a grade of A, B, or C. Grades of AU, CR, and P were eliminated from the analyses. All other grades were classified as "non-success."

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

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

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

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

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

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

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

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

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

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

Course-Level Student Learning Outcomes

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

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

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

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

They are linked by the administering of district-wide departmental final lab exams. The SLOs integrate the BCs and ELOs because we teach information as a synthesis to show how geology/earth science is interrelated with other sciences and with other disciplines. We primarily address critical thinking by focusing on the scientific method and explaining "how we know what we know" in science. It is all right to teach them facts and figures, but it is something altogether more important when we relate to the students that science is not something just in books, but is active and constantly evolving.

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

For example:

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

Exemplary Learning Objectives: Demonstrate proficiency with laboratory procedures: each lab includes some form of data (either spatial or numerical) for the students to draw conclusions from.

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

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

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

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

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

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

All instructors are required to compose their teaching materials to cover the topics listed in the core competencies and tested in the standardized tests. This policy leaves academic freedom for instructors to include extra materials that may help motivating interested students, and at the same time, keeps the study materials in a track where every student will acquire the same basic, core knowledge from every instructor of the same course that enables them to start further university studies or successfully enter the work force after graduating from Collin.
Based on student success rates on a particular exam question in the Spring 2008 semester, a different pedagogy was implemented in the Fall 2008 semester to try to improve the success rate on that particular competency.

It has led to the creation of department-wide lab schedules in Environmental Science, Earth Science and Physical Geology which are consistent throughout the department. This has forced the faculty to focus more heavily on the core competencies which are embodied in the final lab exam questions.

Fall 2008 Core Curriculum Assessment (AA & AS)

Phase 1
(compiled discipline results for GOVT)

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

Course Completion

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

In Government 2301 & 2302 Collin tends to be 7-8% below the statewide average of 85%. In real numbers that means if each instructor could retain 2 more students per class, we would achieve the state goal, since 1 student increases retention about 4%. Since faculty and the College itself only control about 1/3 of the reasons why students drop or retain in a course, this is a difficult question. I believe the main things faculty can do are the following:

1. A more personal and approachable atmosphere should be created. Each faculty member will Implement that in a different way. During this fall semester, I have been using the class list in Cougarweb to send out a "Friday Update" that reviews what we did in class this past week, previews the next week, highlights upcoming assignments and due dates. This creates a regular communication link with the student.

2. Providing regular progress reports or feedback throughout the semester as to where the student stands. After each major exam or assignment, I provide a sheet to students showing all the grades I have for them. I realize that they should be responsible enough to do this on their own either by their own record keeping or Blackboard, but this is an easy thing to do that has no bearing on compromising academic integrity which might help retention.

3. I strive to return all exams and assignments within a week. I don't think this needs to be a legalistic policy or anything, but it is something I strive to follow personally.

Collin could certainly benefit from moving the census date back and the withdrawal date forward. This would make a major difference. Also, the most common complaint I have from students is lack of solid advising. A student tracking system of the sort being pursued by Gloucestershire College in the UK (http://excellence.qia.org.uk/page.aspx?o=162076) couldn't hurt. The school, along with the faculty, could pay more attention to academically at-risk students. We've already covered many of the things faculty can do, so I won't go into things like more personalized attention, mid-term grade reports, early intervention, etc.

Presentations to Collin faculty (some as long as a decade ago) have stated that there are several ways to improve retention. However, most of the recommendations are not "politically correct" in our current environment.

For example: 1) it was recommended that we increase tuition so that students would take their Collin experience more seriously (money talks); 2) it was suggested that we have entrance standards (there is a reason why the drop rate at Collin is higher than that of Harvard); 3) it was suggested that the drop date be pushed up (currently under discussion).

Collin could take the following steps to meet state standards without compromising academic integrity:

a. Move the drop date to be the same as the Census date
b. Eliminate late registration
c. If it is impossible to eliminate late registration, waive the late fee and instead require a Study Skills course to anyone who wants to sign up for a class after the initial registration period has ended. Make attendance at the Study Skills class mandatory and integrated/relevant to the work the student has in his/her classes THAT semester.
d. Do REAL "learning communities." i.e. students are put on a "track" with the same 100 or so other students who will be in many of their same classes…like a school within a school.

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

Of course, there will always be differences among faculty members in rigor, success rates, etc. regardless of full or part time status. Unless the College wants to adopt a proprietary model like the University of Phoenix, this is life. There are probably significant differences among full time faculty in terms of rigor and success. Providing and encouraging attendance at and in teaching development and workshops is probably one way to address this, but this is pretty much something to live with. Certainly expectations of all faculty—full and part-time can be developed, but these gaps are always going to be present. Concentration should be given to improving teaching as a whole.

Any ideas I might have would be pure conjecture, since I don't really know any part-time faculty and don't know how they run their classes. One explanation might be that they teach more evening and weekend classes, which tend to draw older and more serious students. Another may be that they have less challenging classes.

Generally speaking, retention rates for Associate Faculty are higher than those for full time faculty. Several possibilities: 1) most Associate Faculty work at several institutions and do not have the time to make assignments that are as academically rigorous as those made by full time faculty; 2) Associate Faculty fear that low retention rate will jeopardize their employment.

As for the above questions . . . . There are different expectations and the academic rigor is different. I don't see faculty training as a solution. I'd be more inclined to focus on the premise that passing students through Collin does them more harm than good as they go off to a four-year institution unprepared for the rigor that they will face.

Part-time faculty may not have the time to follow up on plagiarism, etc. given their schedules and other demands as well as the lack of office space.

Course Success

For the success data, "success" is defined as a grade of A, B, or C. Grades of AU, CR, and P were eliminated from the analyses. All other grades were classified as "non-success."

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

   Close, though success in 2301 seems to be slightly better than 2302. I doubt the difference is statistically significant.

   The comparison would be a bit easier if we were given percentages rather than raw numbers, but after doing the math, it seems that we have a higher success rate in GOVT 2302 than we do in GOVT 2301.

   I don't have the time to compare and contrast.

   It seems pretty consistent across courses.

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

Without 2301 being completed first, 2302 is more difficult but not impossible to master.

I'm honestly not sure. In my brief experience, students do seem generally to find the material in 2302 more interesting.

??

I suspect that it has to do with the level of commitment from the students.

Course-Level Student Learning Outcomes

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

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

   Use of Internet and writing and critical thinking are all methods used to learn the SLOs.

   Since we teach a college transfer class, I think that seeing what local four-year institutions are doing in their classes would be more appropriate than looking at the state objectives.

   Critical thinking and other basic competencies are built in to the SLOs for these courses because in order to meet the SLO, a student will have to think critically, etc.

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

By the work that they are turning in.

I assess their learning of the outcomes through exams, papers, quizzes and the like.

Assignments and exams are designed to measure the students' progress on the SLOs. Students demonstrate mastery of the SLO through those assessments.

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

It doesn't and shouldn't due to academic freedom.

I can only speak for myself, but I have tried to explicitly link the assignments in the course to the SLOs.

Fall 2008 Core Curriculum Assessment (AA & AS)

Phase 1
(compiled discipline results for HIST)

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

All respondents to this section are full-time professors.

Course Completion

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

A:
The department is within four to five percentage points of the state average over the last three years. To meet the state average and goal of 85% the department and college might consider the following:

Move the drop date to the end of the first month of classes.

Track student drops (do they drop one or more classes; did they register late; did they complete any course assignments; was the drop a result of a change in work schedule; did they meet with an advisor, etc...) and then take whatever action might solve the problem.

Require students to meet with an advisor before they are allowed to register and require students to attend a student orientation.

A number of colleges use a "bridge to success" program for new or returning students. This program involves the student filling out a student profile, meeting with an advisor, being assigned a advisor/mentor and requiring the student to meet their assigned advisor/mentor once a month. There is a software package included in many of these programs that allows the advisor to catch prospective problems (a single mother of two who works would be advised not to register for 15 hours of course work).

B:
The differences between Census day enrollment and last class day enrollment appear to me as statistically insignificant, and therefore deserve no analysis.

Without knowing more about why students withdraw from classes, it will be difficult to formulate steps Collin might take to meet the state standards.

Based on my general knowledge of retention issues, I would recommend consideration of the following:

a. Eliminate Late Registration. Some studies have found a correlation between late registration and low retention.

b. Restrict enrollment into on-line classes. Some research has found a lower retention rate in on-line classes. Based on my own experience teaching on-line, I would recommend a requirement that students earn at least nine credits before they be allowed to enroll in an on-line class.

c. Raise tuition, and then offer a rebate for students who successfully complete the course.

C:
-- eliminate late registration
-- move up the drop date
-- better assessment for incoming freshmen in college level reading, writing and English competency

I don't believe (nor do many of our English colleagues) that the present assessment test properly indicates college level competencies.

-- better advisement for incoming freshman, regarding course loads and work/personal demands

Does internet registration allow a first-time-in-college student to by-pass face-to-face advisement? Do advisors pointedly emphasize the importance of time management in helping with course selection? I worked in academic advising before coming to Collin and if a student refused our advisement regarding placement or workload/course load demands, we could refuse to sign off on the student's schedule, making him/her "self-advised." This affected their reimbursement for courses they ended up dropping.

D:
I think that the late drop date is certainly a key thing to consider for retention. The late drop date allows students who quit attending to easily get out of a class. Moving the drop date up to no later than six weeks into the semester may have the desired effect of increasing retention while maintaining academic integrity.

Additionally, certain safeguards should be considered. I think the idea of a new student orientation/seminar would be beneficial. As it is, the weight falls upon faculty to make sure students are familiar with the drop policy, drop dates, etc. Requiring a seminar would not absolve the faculty from the process, but it could certainly help redistribute the weight. Students may actually retain the information if it is given to them along several fronts and is not merely something in the syllabus for them to ignore.

Another suggestion is to expand the grading system to include a variety of "W" grades. Others have suggested a monitoring system to examine why students drop or if they drop all of their classes or if they simply just quit attending; I would suggest those mechanisms with the prospect of grades such as "WP" (withdrew passing, which could occur in the case of life-changing events), a "WF" (withdrew while failing), a simply "W," or a "WQ" (when the student simply quit attending and then later withdrew from the course.

E:
- eliminate late registration
- move up the drop date
- make sure that students have completed all pre-requisites
- track student drops
- require Freshman orientation (online or in-person), to include topics like time-management

F:
Mandatory orientation for incoming Freshmen
Make the drop date sooner

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

A:

Again the difference between part-time and full-time retention rates is three to four points; given the number of students involved this is not a distinction to worry us (concurrent enrollment might explain some of the numbers). However, since we have to submit something here are some suggestions:

Require part-time faculty to attend an orientation that focuses upon methodology (we do this now on a voluntary basis).

Many of our part-timers are new to the classroom so that might explain the differences in retention rates.

Review all part-time faculty syllabus to determine that they meet the minimum standards of the department (reading, writing, types of exams).

B:

Based on the data provided, in our discipline there seems to be little statistical difference between full-time and part-time faculty retention rates.

If such a difference exists college-wide, we could examine further the question of *"Could there be differences between full-time and part-time faculty in terms of the expectations they have for student performance?"* Let's step back a few spaces. Could there be differences in Collin College's expectations of full-time and part-time faculty in terms of how each group is compensated? The institution gets what it pays for, and if it loads up on underpaid, temporary faculty then it should accept the consequences. The "intervention" is apparent.

Hire more full-time faculty.

For the remaining part-time faculty, offer $3,000 for a three-credit class. This will put Collin about 50 percent above the prevailing Metroplex rate for public two-year colleges, and the best part-time professors in the area seeking such positions will be knocking on our door.

C:
On the basis of my personal experience, I have felt more invested as a full-time faculty member in the integrity of our department and the integrity of the college's academic reputation. If there are differences regarding faculty expectations of students, I think they reflect the insecurity of employment and compensation levels that come with part-time status and the current atmosphere regarding retention mandates. It's difficult to encourage part-time faculty to uphold standards when we cannot assure them that any resulting retention problems won't matter. That said, the department has acted in the past to address and correct cases in which part-time faculty have demonstrated insufficient rigor in their courses.

D:
Many of the full-time vs. part-time average information is a bit skewered. On the surface it may seem that some of the part-time faculty averages are actually higher than the full-time average, the overall full-time faculty range exceeds the part-time average and looks to be in good shape.
The two averages and ranges are not that distant and it would seem that academic rigor and retention rates are good.

Part-time syllabi are currently reviewed and their class are evaluated by the department chairs. Perhaps a more extensive support system/orientation system is needed to assist part-time faculty with questions and concerns throughout the semester. In this regard, something along the lines of a faculty mentor system might be put in place to help ensure rigor.

Another suggestion might also be a more inclusive seminar program to involve part-time faculty. This sounds like a good plan, but we must also keep in mind that most part-time faculty work other jobs and may teach for other colleges, which limits their free time and ability to participate. They do not get paid a lot, so demanding too much of their time outside of the classroom may not have the desired effect.

E:
- require an orientation
- As we all remember, adjuncts spend as much time driving from campus to campus as they do in the classroom. Perhaps we need to increase part-time load to 4 classes and/or increase the pay rate for part-time faculty. Some of our part-timers work for three different colleges!

F:
Perhaps clearer guidelines for associate faculty as to what kind of work is expected, i.e. making sure they know the department expects some type of writing assignment

Course Success

For the success data, "success" is defined as a grade of A, B, or C. Grades of AU, CR, and P were eliminated from the analyses. All other grades were classified as "non-success."

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

D:
The 2301 courses have a bit lower retention rate, but I would attribute that to a more advanced course. I think it would be fair to say that the same thing is true in upper level courses at a university versus lower level courses. While not up to the state average, the discrepancy is unusual because Collin College does transfer/graduate a high level of students.

E:
Spring students always seem to perform better than fall students - experience! 2301 is supposed to be more challenging than 1301.

F:
The success rates are similar.

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

A:
[Answered 1 and 2 together] The state average for 2005-2007 is 81%; our average is 61% but is this latter number correct given our retention rate is over 80% for 1302 and 1301 and 2301 is 78%?? I am not sure how to address question 2 without conducting a survey of all full-timers and all part-timers.

B:
[Answered 1 and 2 together] The success rates seem fairly consistent across the two survey core courses in our discipline. I see no patterns that would call for explanation. History 2301, Texas History, has a slightly lower retention rate than the state-wide average. A study of which students take History 2301 and why they take it, as opposed to taking History 1301 or 1302, might yield some explanation for the difference. This study could begin by interviewing faculty who have taught History 1301, 1302, and 2301. Faculty who have taught all three courses might be able to provide some insights.

Based on the data provided, over 2,000 students take History 1301 and close to 1,500 take History 1302, contrasted with around 100 who take History 2301. In fall 2007, if eleven more students had been retained district-wide in History 2301, the state-wide rate would have been attained. For the three courses together (History 1301, 1302, and 2301) in fall 2007, an eleven student increase would raise the district –wide retention rate by .326 percent.

Rather than focusing resources on increasing the History Department core course retention rate by .326 percent, perhaps Collin should raise part-time faculty pay to $3,000 for a three credit class, as recommended above in 2 (b). The money for the part-time faculty pay increase could come from the tuition increase and rebate program, also recommend above in 1 (c) .

C:
[Answered 1 and 2 together] Retention rates for 1301 are lower than for 1302. 1301 is generally taken in the fall by "first-time-in-college" students. By the time they take 1302, they have some experience of how college is not like high school. This exemplifies the importance of incoming freshman being college "prepped."
2301 retention rates are lower. This is a sophomore class. As such, it should be more demanding than freshman courses. Insufficient academic preparation and the problems of school/work demands increase the likelihood of dropping a more challenging course.

F:
2301 is a 2000 level course ,it is to be expected in would be more challenging and produce a slightly higher drop rate.

Course-Level Student Learning Outcomes

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

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

A:
By measuring the student's ability to describe, summarize, assess, differentiate, illustrate, compare and contrast, and relate the specific outcomes the department links the competencies and objectives to the learning outcomes (weren't we ask to use the above verbs in order to meet just this requirement?)

B:
By measuring the student's ability to describe, summarize, assess, differentiate, illustrate, compare and contrast, and relate the specific outcomes the department links the competencies and objectives to the learning outcomes.

C:
By teaching a solid and challenging survey course, using college-level texts, with analytical class discussions and testing.

D:
No response.

E:
Agrees with A, above.

F:
The student learning outcomes were written to achieve the objectives

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

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

Fall 2008 Core Curriculum Assessment (AA & AS)

Phase 1
(compiled discipline results for HUMA)

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

Course Completion

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

Average retention rates in the HUMA 1301 course at Collin over the last three years are even with the state aggregate standard and slightly behind the state averages for the course (2 or 3 percentage points).

The most effective step that Collin as an institution could take to increase retention rates is to initiate a more robust effort to assist students before they enter our classrooms: provide a fuller degree of academic counseling and advising, so that students have a clearer idea of what courses they should be taking, and why; provide more comprehensive orientation programs so that students can begin their college experience with a mature set of expectations about that experience; and provide a more thorough pre-enrollment assessment of ancillary skills crucial to academic success (study skills, note-taking skills, computer skills, etc.) along with the support structures to help students improve those skills as well as stronger incentives for them to do so.

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

From the data available, there is no clear pattern of differences between full-time and part-time faculty retention rates for HUMA 1301. In two of the three years shown in the data, the rates are essentially the same. In that light, the difference seen in Fall of 2005 might simply be an anomaly.

Course Success

For the success data, "success" is defined as a grade of A, B, or C. Grades of AU, CR, and P were eliminated from the analyses. All other grades were classified as "non-success."

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

   There is currently only one course from the Humanities discipline included in the core curriculum, so there is no basis from which to address this question.

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

   Assuming that this question is predicated upon the one above, it also would not be applicable for the Humanities discipline.

Course-Level Student Learning Outcomes

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

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

   In the case of the Basic Competencies, there is no explicit link with the SLO's for HUMA 1301; however, the thrust of the SLO's tacitly assume that students have (or will master) these competencies. On the other hand, there is a very direct linkage between the Exemplary Learning Objectives and the SLO's for HUMA 1301. Since the course is a broad survey of the humanities, it encompasses all of the humanities-related Learning Objectives. Five out of the six course SLO's can be read as revisions (or occasionally regroupings) of the Learning Objectives, with language and targeting that more easily accommodate measured assessment.

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

   As of the 2007-08 academic year, the Humanities faculty began using a portfolio-type assessment approach for the HUMA 1301 course. Instructors complete a matrix that associates each SLO with specific assignments, projects, or course tasks (for example, quizzes or exams) in their syllabus, along with the criteria that are used to determine successful completion of the SLO.

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

At this point, it would be difficult to say that there's been a significant effect upon policy or pedagogy. In response to the current college initiative to target a specific SLO for improvement each academic year, the faculty chose (for its first-time effort) what we perceived to be a relatively easy target, with pedagogical strategies that we felt could be integrated into each instructor's course in flexible and unobtrusive ways.

Fall 2008 Core Curriculum Assessment (AA & AS)

Phase 1
(compiled discipline results for MATH)

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

Course Completion

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

   For Fall 2007, College Algebra 1314/1414 retention was 74.4% (a 2.2% increase from 2005) compared to the state average of 78%. For Fall 2007, Statistics 1342 retention was 76% (a 9% increase from 2005) compared to the state average of 80%.

   These courses are considerably more challenging than many others in the district, thus accounting for the difference between these retention numbers and the state average of 85.65% overall. The faculty members believe that the higher retention rates in the state are somewhat due to the 6-drop lifetime maximum and the repeat rule as well. In addition, some faculty members who have spoken with others in the state and around the country from professional development conferences have concluded that Collin math faculty members are more rigorous in the classroom than many of their colleagues – this surmised from conversations about expectations.

   The math department and division dean feel strongly that placement of students in the proper courses is paramount for success – the department is trying to address the retention/success situation by having begun the implementation of a PASS day-one exam for students this past Fall 2008. This is a Prerequisite Assessment of Skills for Success (hence the acronym) and attempts to be an informative tool for incoming students over and beyond current placement exams or prerequisite developmental or high school course grades. See attached PASS.pdf file given to students who took this day-one semester exam as to what they receive on day two.

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

For Fall 2007, College Algebra 1314/1414 full-time retention was 75.4% compared to the part-time of 71.6%. For Fall 2007, Statistics 1342 full-time retention was 77% compared to the part-time of 74%. There does not appear to be a significant discrepancy between full-time and part-time professor retention in these two courses at Collin; however, the small difference might be indicative of the fact that full-time professors have more office hours and with greater consistency coupled with more experience than the average adjunct. There is the notion that because adjuncts teach more night and weekend classes, their students may not benefit from having as much help from the math lab and the ACCESS office as do those students on campus from 8am – 5pm. In addition, some faculty members believe that their opportunities for professional development lead to insight into techniques which aid in student understanding, whereas adjuncts often do not share this benefit.

Course Success

For the success data, "success" is defined as a grade of A, B, or C. Grades of AU, CR, and P were eliminated from the analyses. All other grades were classified as "non-success."

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

   For Fall 2007, College Algebra 1314/1414 success was 55% while Statistics 1342 success was 60%.

   There is not a great difference between the two course success rates, but the lower College Algebra number is almost certainly due to the fact that the majority of students taking this course are not Math/Science majors, but still must take this course to fulfill a degree requirement or to transfer to a university. Statistics students have more of a goal and a purpose to motivate them, i.e., nursing majors and the like.

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

Both College Algebra and Statistics are taught very rigorously at Collin by both full-time and part-time professors – as though to prepare all students to move up to the next level whether or not this is actually realized by the majority of students. The math department feels that this is appropriate for College Algebra especially, because it is true that some students do proceed all the way through our entire curriculum – it would certainly be a disservice to those students if the department assumed otherwise and created an atmosphere of simplicity and non-rigor.

Again, mathematics courses are highly challenging and generally not popular with non-Math/Science majors. Most faculty members feel that due to this fact, it is simply not feasible to expect superlatives from these lower-motivated students.

College Algebra PASS scores so far have indicated very mediocre incoming prerequisite knowledge and skills; thus, the math department feels that this certainly precludes many students from success irrespective of the lower motivation naturally expected from those who are forced to enroll in a course that they would otherwise avoid. The hope is that this day-one PASS exam and the day-two handout and guides will greatly improve the chances of at least those students who are very serious about succeeding by detailing much in the way of Collin's excellent facilities, as in the math labs and ACCESS office tutoring. All of this information that students previously had trouble gathering on their own is now made available to them prior to the census date and hence the student can now make a much more informed decision as to his or her future success in one of these courses. (see attachment PASS.pdf)

Data will be collected and compiled over the next semester or two and a pattern of success for the PASS program will be extrapolated.

Course-Level Student Learning Outcomes

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

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

Success of students in both College Algebra and Statistics courses is naturally dependent on their ability to analyze information, both direct and abstract. By its own structure, these math courses command a student to use their problem-solving skills through visual, iterative, symbolic, and analytical means. The math department is dedicated to instilling these basic competency skills in various ways: some instructors utilize small group projects for student labs in order to share information with their peers; some instructors mandate that students make use of computer technology to do labs and homework; most instructors believe strongly that labs be utilized to enhance the students' understanding of real-world situations and how mathematics is intrinsically necessary in solving the vast array of problems in a society. Professors feel that homework is used for drill.

All professors, regardless of full- or part-time, believe that the lectures should be interactive and not passive by continuously providing general principles and asking questions of the students during these lectures. This "give-and-take" provides the critical thinking so vital to the success of the mathematics student. There are a few instructors who ask students to voluntarily solve problems during a lecture in front of their peers, thus yielding multiple results – that of oral participation and presentation skills of the student-lecturer, and the listening skills of the class enhanced by varying the tone and structure.

At every stage, the learning outcomes laid out in the generic syllabus of every course, not only College Algebra and Statistics, are stressed and never compromised.

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

Students are given 10 imbedded questions on comprehensive final exams for College Algebra and Statistics every semester that directly address the learning outcomes listed in the generic syllabus. All data for all students are tabulated and distributed to all faculty members with success rates by the topic skill and problem number. These skill success rates are carefully examined by the full-time faculty and adjuncts who wish to be involved for future consideration and adjustment. The math department is highly focused on inculcating the skills necessary for the student to succeed on these departmental exams during the natural teaching process without actually "teaching to the test" which tends to be prevalent in statewide public schools in preparation for the periodic assessment exams.

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

Item analysis has shown a need for greater emphasis on the relationship between functions and graphs for College Algebra students. These skills have indicated weaknesses by more students than preferred and now this weakness can be addressed by the professors during the semester through the natural coverage cycle of the course material.

Instructors are notified and suggestions are made at both full-time and adjunct faculty meetings to emphasize the aforementioned concepts in order to improve students' skills in these particular areas.

Fall 2008 Core Curriculum Assessment (AA & AS)

Phase 1
(compiled discipline results for MUSI)

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

Course Completion

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

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

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

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

   We would like to suggest that there be a drop date for non-attendance that happens before the census date and that late registration not be allowed.

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

Gap between the retention rate for part-time and full-time faculty is not applicable for this core class because there is only one full-time faculty member teaching it. In addition, the full-time faculty member coordinates the requirements to all of the associates so that they are the same, but still allowing academic freedoms.

Course Success

For the success data, "success" is defined as a grade of A, B, or C. Grades of AU, CR, and P were eliminated from the analyses. All other grades were classified as "non-success."

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

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

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

   Explanation for the patterns of success in this core are the that there are Listening Assessments throughout the semester for each musical history era which trains them for the last one which is a summary of all six eras. These assessments also involve the students so that they aren't overwhelmed by the material. Faculty also advise the students to meet with them before they actually drop the class so that they can find a way to get the student back on track.

Course-Level Student Learning Outcomes

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

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

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

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

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

Based on the input each of you provided about the Quality Enhancement (QE) assessment process, guidelines for the 2008-09 academic year are attached. There are four notable changes at the institutional level:

Summary of 2008-09 QE Assessment Changes

1. **A sample of pre-designated sections may be reported** rather than reporting all sections of the core courses. The IR Office can generate an appropriate sample of the sections to ensure statistically valid representation of location, faculty status, day/evening, and delivery modality.

2. **Each department is asked to focus on one (1) of the course-specific Student Learning Outcomes per year for each core course.** Reminder: A listing of the course-specific SLOs may be found in the Master Course Syllabus posted on the I drive in the Curriculum folder or at http://iws/ccccd.edu/syllabus.

3. **Data will be reported *separately* on a discrete SLO or its factors**, if the SLO is a complex statement with more than one element.

   Since Fall 06 reporting began, core areas have reported *aggregate* data, collapsing all SLOs into one percentage score, averaged across sections. The use of an aggregate score omits the performance detail for the discrete SLOs. Knowledge of the performance detail is necessary to drive and support the decisions about appropriate action to improve student performance.

   It is probable that faculty have actually been using *estimated* discrete performance data from specific SLOs, derived from their own instructional experience, during core area discussions about improving student learning outcomes. So use of the specific data should not be new or constitute a change at the faculty level. However, as an institution, we have not been documenting the individual student learning outcomes; we have only reported the aggregate across all SLOs for a given course.

4. **And finally, the *focus* of the QE assessment process will be on the *use* of the data, rather than its collection**. Fall Departmental meetings will be used to capture the faculty's determination of what continuous improvement action is most appropriate, in light of the available data. This does not constitute a change at the core area level. However, it is a change at the institutional level.

   The *data* to be considered in the Fall deliberations are a) the quantitative course-specific SLO(s) obtained from the assessment measure(s), such as the portfolio rubric or a post tests, and b) qualitative data contributed by faculty observation. In addition to the common data, request faculty estimates of student performance based on their own *current* classroom assessment experiences. Encourage faculty to narrow their estimates from very board statements such as "a lot of students" to a more quantitative statement, such as "about one-third of my students do ……"

Faculty must interpret the data—that is, the meaning of the data must be derived. For purposes of reporting, the meaning ascribed to the data will be called Conclusion. For example, a conclusion is a generalized statement such as "Over two-thirds of the students who succeed in the health technologies have had some experience working in a health-related setting." The basis for this conclusion or finding might be an estimated observations by one or more faculty, an actual count of students reporting health-related employment or it might be based on self-reported survey data.

The *conclusion* and the *supporting data*, both quantitative and qualitative, will be reported by the data coordinators in the new WEAVEonline system.

Data Coordinators should record the proceedings of the Fall Core Area meetings using a hardcopy template called Documentation of Data-driven Decision Making. This attached form is an adaptation of the Departmental Minutes form that was developed and is used by Collin's Social & Behavioral Sciences core area. The Documentation template captures 1) the data which faculty considered; 2) the faculty conclusion(s) from the data; 3) the *targeted SLO* or SLO factor selected for improvement; 4) the *action* to be taken to achieve that improvement; and 5) the *rationale* for the action.

Note: The actions should be categorizable in one of four areas: curriculum, instructional methods, technology, or assessment. At the institutional level, SACS looks for actions representing these four areas to provide evidence of organizational maturity in decision making. Institutionally, if all action decisions are focused exclusively on tweaking assessment measures, then opportunities for improving the curriculum, as well as using instructional methods and technology are likely being overlooked.

Next steps for 2008-09

In mid-October, data coordinators will get an introduction to the new WEAVEonline system that will be used to archive the assessment documentation. Following the Weave workshop, there will be an open lab opportunity for data coordinators to enter the minutes of the departmental to pilot the process. The meetings capture evidenced-based decisions using available 2007-08 information.

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

MUSIC APPRECIATION SLO DATA SPRING 2008

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

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

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

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

The following table breaks down the data by % missed according to style period and instructor.

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

Fall 2008 Core Curriculum Assessment (AA & AS)

Phase 1
(compiled discipline results for PHED)

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

Course Completion

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

   The PHED department evaluation includes 34 courses that are used to meet Collins core curriculum institutional option. The courses are divided into two CIP areas, PHED 1338, a three credit lecture/lab class and 33 one credit activity classes. The three year average retention rate for PHED 1338 is 88% and the Activity courses are 83%. The state average per CIP for 1338 is 84% and 87% for activity course. PHED 1338 is above the state average while the activities courses are below the state average. Compared to the state standard of 80% retention the physical education department retention rate is above expectations with a retention rate of 85% for all courses.

   The three year completion rates for PHED 1338 are 88% which is above the State average of 85%. However the completion rates for activity courses is 82% which is below the state average of 87%. Overall the completion rate in Physical Education is 85% which is above the state standard for all core courses.

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

The gap between full-time and part-time faculty PHED retention rates is very low, 2%. The fulltime faculty's retention rate for a three year average is 88% and the part-time is 90%. We feel that there is very little difference between fulltime and part time faculty in expected outcomes and student performance.
This has been accomplished through the department's mentoring program, interaction and involvement with part-time and full-time faculty. Part-time faculty have been very active in the development of the learning outcomes and evaluation process. We do not treat part-time any differently than our full-time faculty. They are invited to all department meetings and receive communication on any changes made to the curriculum. Our department also works closely with the part-time to decide on textbooks. To be used for each course. As a department we developed our own lab manual for PHED 1338 and Physical fitness based activity classes. Using the same book helps keep continuity among instructors weather they are full-time or part-time. In addition we have very low turnover of part-time faculty.

Course Success

For the success data, "success" is defined as a grade of A, B, or C. Grades of AU, CR, and P were eliminated from the analyses. All other grades were classified as "non-success."

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

   The success rates are very similar across the courses. The high was 100% and the low was 77%. The three year average was 88% for all courses.

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

   The PHED department has an attendance policy for all classes. Our classes require physical participation so the students must attend or fall the class. Attendance is part of the grading process. In addition faculty has the ability to interact with the students one on one. The instructors work hard to keep the students involved and active.

Course-Level Student Learning Outcomes

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

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

Physical Education is the institution option to the core curriculum so there are no State designed competencies. However Physical education meets one of the requirements that are under "perspectives in the core curriculum". Which states "It is imperative that the core contain courses that help students recognize the importance of maintaining health and wellness"? Our department developed a basic competency that applies to all PHED courses in the core. The learning outcome for the PHED is to create a base of knowledge that is essential for lifetime health and fitness. The curriculum will provide the opportunity for the student to engage in a variety of movement experiences, which will contribute to the motor and fitness development of the individual as well as provide an understanding of the scientific basis for movement, health, fitness, and wellness.

This competency is measured by the five Educational Objectives that are in every core course taught in Physical education. They are as follows:

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

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

   The department uses standardize physical fitness test and questions that are used in all physical activity classes and PHED 1338, Concepts of Physical Education. The students are pretested and post tested and the results are compared to national norms to determine success of the students. This information is compiled and submitted to the Director of Athletics and Physical Education. The department faculty discusses the results and suggestions are made to improve the process and teaching strategies.

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

   The faculty discusses the results and identifies areas where the students are week. Ideas are shared to improve pedagogy. The group learns new teaching strategies and share concepts that work in each others classroom. As a department we identify conferences and seminars that apply to our teaching area. We attend those conferences and bring back ideas for the group to consider including in their pedagogy.

Fall 2008 Core Curriculum Assessment (AA & AS)

Phase 1
(compiled discipline results for PHIL)

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

Course Completion

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

   Mandatory student orientations, earlier drop date, automatic drop on census day for non-attenders, earlier graded assignments, mandatory meeting with professor in order to get permission to drop a course, and increased emphasis on available support (writing centers, office hours, etc.) could all be helpful.

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

   The part-time faculty retention rate is about 10 points better than the full-time faculty retention rate. Possible explanations include lower expectations, less rigorous grading, a greater need to stream-line assignments and grading due to a lack of time, and a greater need for positive student evaluations due to weaker job security. Lower pay, no benefits, fewer resources, and less security all contribute to the difficult position in which part-time faculty find themselves.

Course Success

For the success data, "success" is defined as a grade of A, B, or C. Grades of AU, CR, and P were eliminated from the analyses. All other grades were classified as "non-success."

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

   Success rates are consistent across philosophy courses – save for PHIL-1304 (Comparative Religion) where the success rate is, on average, about 10 points higher. The likely explanation is that PHIL-1304, while appropriately grouped under the heading of the philosophy department, is less directly philosophical in nature. While other courses focus almost exclusively on reading and analyzing primary philosophical texts, PHIL-1304 must supplement this more properly philosophical focus with basic expositions of religious history, geography, and culture. In many ways this makes PHIL-1304 a course that is oriented more by the conveyance of information than the cultivation of an analytical skill.

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

   See above.

Course-Level Student Learning Outcomes

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

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

   The State's basic competencies of reading, writing, listening, speaking, and critical thinking are precisely the competencies that philosophy courses, in general, are meant to cultivate. Our learning objectives (including: understanding contextually, responding critically, engaging in careful analysis and interpretation, and demonstrating – both verbally and in writing – a grasp of the subject matter) directly reflect those larger aims.

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

   Straightforward grading of assignments designed to test those outcomes.

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

   Necessarily, it influences the kind of assignments that given and the kinds of skills that are tested.

Fall 2008 Core Curriculum Assessment (AA & AS)

Phase 1
(compiled discipline results for PHYS)

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

Course Completion

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

The retention rate for our astronomy classes is the same as the state 3-year average. However, our physical science and general physics classes are much lower. Our physics retention average is especially affected by the very low retention in our phys 1401 courses. The Physics Department at Collin College has already implemented steps to help improve student retention including requiring all instructors to follow the course content outlined in the generic syllabi, and requiring all instructors to test over specific concepts covered in common test questions for the all lecture sections. The Physics Department is offering workshops for new laboratory instructors of PHYS 2425 and 2426. Over the last 3 years our physics retention rates have steadily increased, so we believe current retention strategies are working to some degree. We believe one of the primary reasons for poor retention in our physics courses, especially 1401, is a lack of proper student advising prior to registration. Although this problem has greatly improved in recent years, it still exists, especially with the availability of online registration.

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

Yes, a retention gap does appear to exist between full-time and part-time faculty courses, but the gap may not be statistically significant based upon the limited data. For example, for the Fall of 2007 the Full-Time Faculty Range for Collin was 71-72% for PHYS 1401 and Part-Time Faculty 65%. These figures contrast to the statewide average of 79%. These differences may be due to differences in faculty instruction and evaluation, but we have no quantitative data to support this position. The differences may be caused entirely by varying student populations. Full-time faculty tend to teach day classes, while part-time faculty often teach evening or weekend classes. These student populations are very different, and these differences should be considered in order to make any meaningful comparison between faculty retention rates. A more detailed study is needed before suggesting intervention strategies.

Course Success

For the success data, "success" is defined as a grade of A, B, or C. Grades of AU, CR, and P were eliminated from the analyses. All other grades were classified as "non-success."

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

   From the Fall of 2004 to the Spring of 2008, the success rate for PHYS 1401 students has increased from 93 to 111. Over the same period of time the success rate for PHYS 1402 has increased from 12 to 54. The success rate for PHYS 2425 has decreased from 49 in the Fall of 2004 to 29 in the spring of 2008. For PHYS 2426, however, the success rate has increased from 33 in the Fall of 2004 to 49 in the Spring of 2008. Clearly the continuation course PHYS 1402 and PHYS 2426 show a positive trend as enrollments as these courses are typically smaller and those students have successfully completed the required previous courses, PHYS 1401 and PHYS 2425.

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

   The first semester courses PHYS 1401 and PHYS 2425 have higher initial enrollments and higher drop rates. The higher drop rates may be due to incomplete academic preparation including insufficient mathematics preparation as well as course content difficulty.

Course-Level Student Learning Outcomes

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

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

The student learning outcomes of our physics courses directly address and reinforce the Basic Competencies and Exemplary Learning Objectives in the Core Curriculum. For example, our PHYS 1401, 2425, and 2426 student learning outcomes include "Demonstrate the collections, analysis, and reporting of data using the scientific method." This is typically accomplished via the physics laboratory and touches on most of the Basic Competencies and Exemplary Learning Objectives, in particular reading, writing, computer literacy, understanding and evaluating relationships in the natural sciences, and building and testing theories. Another student learning outcome in PHYS 1402 is "Apply Kirchhoff's laws to electrical circuits." This addresses the Basic Competency of critical thinking as well as the Exemplary Learning Objective of understanding relationships in the natural sciences.

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

   We are just beginning to measure student learning outcomes.

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

   N/A

Fall 2008 Core Curriculum Assessment (AA & AS)

Phase 1
(compiled discipline results for PSYC)

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

Course Completion

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

As difficult as this suggestion sounds, I believe that all incoming studies should be administered a study skill course during the first week of every semester. This should include the faculty member and a member of the staff to provide instruction in study skills, such as reading textbooks, class attendance, note-taking, outside employment, use of cell phones/text messaging in class, and all other concepts that will benefit students through the rigors of college. This is a big problem for many of the young students who are beginning college. It is apparent that they don't take their college attendance in the serious manner that is necessary for success in college. I would think that a semester course (three credit hours) would be better, but that would take a whole semester and that would not have an immediate effect for students/faculty. If we explained the seriousness of college and provided some direction, I believe that would get more students through the first semester and that would provide a huge assistance for retention rates.

In my MWF 8am class I lost three students out of 40. One was due to medical condition, one had a family emergency, and the third never attended. In my TTH 8:30am class I lost six students out of 39. Four never attended class and the other two had very low attendance and very low grades. In my MW 2:30pm class I lost three students out of 12. Two did not like the class time and the third never attended. So at the census date I had 91 students enrolled in three sections of 2301 and now that the withdrawal deadline has passed I have 79. So my sections had an 87% retention rate.

I think that there will always be students who don't attend class or who don't want to do the work. I still have at least 5 students who never show up for class but did not drop or withdraw so they will fail the course. I like that they can only retake a class once. I think this helps with retention.

1. Enact a program of extensive, REQUIRED academic counseling prior to enrolling. This should be an absolute MUST for new students, and also for any current students who do not achieve a certain GPA in previous semesters. Many students enroll online and have absolutely no idea what they're getting into, and how to plan and balance school, work, and personal demands.
2. Reinstate the option for full-time professors to use the testing center to administer exams for classroom courses. To be candid, it is unfathomable that an institution so gravely concerned about retention would make such a procedural change at this time. I believe that unless I significantly water-down my exams and therefore compromise the academic integrity of my courses, exam scores will plummet and retention will decline notably. Additionally, nonnative English speaking students are put at a distinct disadvantage when forced to take and extensive exam within a 50 minute class period. I anticipate exam scores for nonnative English speakers will also decline, and therefore reduce retention. This may well be true for other students who have a more reflective test-taking style.
3. Create some kind of enrollment standard for the institution. Apparently, we have no standard now. If the 'open door' were closed slightly, I suspect retention would increase.
4. Do not permit students to enroll after the 2nd day of the semester. Or consider not permitting any late enrollment at all. There's always next semester. Offer more express courses that start mid-semester to appease those who do not enroll in time to start a 16-week semester.
5. Do away with the 'W' grade except in cases where extreme circumstances (hospitalization, military service) can be documented.

Based on data from Fall semesters 2004-2007, our retention rates vary from 77% - 82%.
Average Fall retention: approx 79%

Based on data from Spring semesters 2004-2007, our retention rates vary from 78% - 80%.
Average Spring retention: approx 79%

Course completion for our courses—ours is on average 5% lower than statewide averages.

I think the most effective change to improve retention would be to move the drop date to the same as the census date. This would keep academic integrity intact—in fact, it would enhance academic integrity as students would not be dropping 10 weeks into the semester, often in the middle of collaborative work with other students. Like other institutions of higher ed, it is reasonable to give students 10 days to decide whether a course is right for them. This would also decrease the likelihood of course shopping.

- Collin's trend reflects increasing retention during the period from 2004-2008. These data indicate that Collin's SOCI courses met or exceeded the state standard for retention for the past two years, and moved closer to the state-wide retention rate.
- Collin still performs lower compared to other Texas institutions.
- There are a number of steps that Collin might take to increase retention. These include:
    - Providing more comprehensive and meaning orientation sessions for incoming students, particularly first-term freshman. Indeed, an orientation should be mandatory, rather than optional. Here, students should be educated on setting realistic expectations for college-level work and courseload, computing grades, time managment strategies, accessing campus mail, and services available on campus. Faculty are doing this piecemeal in their classes, and this is an inappropriate strategy for a succesful campus model. Faculty should be *reinforcing* this information in class, rather than introducing it.
    - Requiring students to be advised prior to registration.
    - Assigning students to an advisor and having them check-in at least once or twice per term outside the registration period to assess any difficulties that may require remediation.
    - Providing faculty greater access to conferences specifically dedicated to teaching. While retention seminars may afford one or two new classroom management methods for faculty, nothing replaces employing the most innovative exercises for the specific content area. While Collin provides generous support for conference attendance, many faculty are involved in numerous initiatives, such as Learning Communties, Service-Learning and presenting as researchers in their field. Faculty are pressed between choosing between these professional and institutional options and discipline-specific teaching tips.
    - Reducing full-time faculty courseload to 12 hours per long semester or reducing the expectations for committee work. Collin as an institution needs to evaluate the level of non-classroom involvement expected of faculty as compared to other institutions. College service demands may be impairing the ability of faculty to focus as fully as desirable on their primary mission of successful classroom experiences.

I conducted a FMLA research study and am providing some of the research ideas here

Student retention has become a complicated dilemma of the academic community; and we have to develop strategies in order to facilitate the preservation of "qualified students at institutions of higher learning," (Lau, 2003). Shrinking budgets, under-prepared students and increased accountability pressure from local and state lawmakers are all contributors to the retention problem. When compared to four year universities, we face greater challenges with retention due to our transitional nature and the many students facing financial hardships alongside significant family and occupational demands.

There are, however, practices and institutional structures that appear to reduce attrition of students. Research suggests that retention at community colleges can be positively influenced by the dynamic interaction of faculty, administration and students. Vincent Tinto has developed the most frequently cited student retention model in the literature to date (Braxton, 2006). Tinto maintains that faculty **"expectations, support, feedback, involvement, and learning" are critical in retaining students**.

Faculty often loathes discussing their role in improving student retention due to the pervasive myth that retention means lowering academic standards. However, the literature suggests that there are a number of interactional factors, such as **contact outside the classroom and academic advising by faculty**, that appear much more salient than academic rigor in improving outcomes. Indeed, contact with faculty out of the class was cited by The Education Commission of the States as one of its "12 essential attributes of good practice." Such contact allows students to relate to faculty as role models for continued learning and is strongly correlated with student retention," (Bean, 1981; Pascarella 1980; Pascarella & Terenzini 1979, Terenzini & Pascarella, 1977, 1978; Pascarella & Terenzini, 1991). A longitudinal study of "200,000 students at 300 institutions of all types indicates that student faculty interaction has a stronger relationship to student satisfaction with the college experience than any other variable [and] any student characteristic or institutional characteristic," (quoted in Levitz, 1990). **Faculty-based advising, cooperative learning, collaborative learning, and undergraduate research** are frequently cited as effective retention tools.

A brief review of the literature concerning the administrative role in student retention suggests that Collin is actively addressing the issue by **providing funding opportunities, learning centers, an honors program, learning communities, a career center, social and professional organizations, study rooms and facilities for the disabled**. The only deficit suggested by the literature is the lack of a **mandatory** "freshman year experience" at Collin.

Another Issue: **Student Preparation-**Students well prepared for college coursework are more likely to stay in school. "A recent ACT report, *Crisis at the Core: Preparing All Students for College and Work*, indicated that the overwhelming majority (83%) of students who meet all college readiness benchmarks in English, math, and science on the ACT college admissions exam return for their second year of college," (ACT, 2005).

The retention rate for General Psychology from the Fall 2004 through Spring 2008 is 79% (with a range of 77% to 82%). The lowest yearly completion rate – 79% – occurred in 2007. The highest yearly rate, 82% occurred the preceding year 2006. These figures compare favorably with the state standard of 80%. These results are, however, roughly five-and-one-half percentage points lower than the latest THECB state-wide average that encompass *all* courses, regardless of discipline.

For two of the three years for which data is available, the retention rates in general psychology courses are within 2 to 3 percentage points of the latest state average for all general psychology courses and this, I believe, is within the margin of error that is typically found in the use of such aggregate statistics. However, the difference in 2007 between Collin and the state was 7 percentage point and this is of some interest.

Given that we do not have fine-grained data available to analyze – i.e., retention rates for the various time slots of classes; interviews with students, disciplinary differences involved in the aggregate state-wide averages reported – it is of course difficult to pinpoint the actual *causes* of students withdrawing from classes. During meetings designed to address retention faculty pointed out that on many occasions students who withdrew from one course typically withdrew from many or all of their courses. Thus, to focus on course-specific retention rates may be misleading. Retention or the failure to retain a certain percentage of students in any course does not necessarily indicate problems with pedagogy, course difficulty, or relationship problems between teachers and students. Certainly, life intrudes; i.e., personal, familial, financial, or work-related problems matter.

Various "institutional" remedies have been suggested – i.e., changing the drop date; not allowing excessive late registration; better advising (though, since most students register on-line, this would be difficult to implement); improving access to student support services (i.e., writing center; financial aid; counseling); improved transportation and access to childcare.

2. For many courses there is a large gap between the retention rate for part-time faculty and the retention rate for full-time faculty (see Attachment 3).
   What might account for these differences? In my estimation, full-time faculty members tend to have higher expectation and more rigorous course requirements.
   Could there be differences between full-time and part-time faculty in terms of the expectations they have for student performance? Yes…this has been my observation.
   Is there evidence that the academic rigor of classes taught by full-time faculty differs from the academic rigor of classes taught by part-time faculty? If one conducted a detailed analysis of course requirements, I suspect a notable difference would be found.
   What types of interventions, such as faculty training, might close the gap in retention rates? This is a confusing question. What gap are we trying to close? Are we trying to close the gap between full and part-time faculty by enacting interventions to urge part-time faculty to have more rigorous standards and therefore lower retention that would close match the retention rates of full-time faculty members? Or is it suggested that we offer training for full-time faculty members to be more like part-time faculty in their course requirements and standards? This question seems to only make sense in a situation where part-time faculty members have LOWER retention rates. Based on the stats sent out with this questionnaire, it appears that PT faculty have higher retention rates in general.

I believe that the big problem rests in the expectations that many members of the part time faculty have for **themselves** rather than for their students. It might be unfair to generalize in this case, but I shall venture into that area with the belief that too many **part time faculty** have other forms of revenue (careers) so that the college becomes a secondary source of income as well as a secondary bonding with students. One way in which this might be reflected is that the statistics would show that there are more **missed classes** from the part time staff than the full time staff. This reflects the detachment of the part time faculty for students. This is not a blanket criticism, but more an evaluation of the personal time element for part time faculty.
In an attempt to remedy this situation, I would recommend a **mentor program** between one or two part time faculty members with a **full time faculty**. These faculty members could conduct meetings (monthly) to discuss the operation of the classroom, including the potential problems. These meetings/discussions could focus on classroom teaching strategies, activities, and exams while serving all faculty members to become more involved in the learning/classroom process.

I was very surprised to see the difference between full-time and part-time retention rates. It could be due to part-time faculty having fewer classes to teach so therefore having more time to devote to each class. Also, many part-time faculty work in the field and can bring "real world" information to the classes. I think that full-time faculty also give more assignments than part-time, so students would rather stay in a class where less work is expected of them. I think this is mostly a time restraint issue with part-time faculty working a full time job not having the time to grade a lot of assignments. I think there is also a lot of part-time faculty who don't expect a lot out of students, don't take attendance, etc. so students don't try as hard but will stay in the class since it will be easy for them to pass.

At the community college I taught at in CA, all faculty had to complete 3 hours of continuing education classes per semester for every 3 credits they taught. The school would offer classes all semester long on using visual aids in lectures, new technology, working with non-conventional students, etc. This really helped me (as a part-time faculty who also worked full-time in the field) to improve my teaching style and expect more from my students.

Average Fall semesters 2005-2007
Full time Faculty: 78%
PT Faculty: 82%

This is a difficult question to address since so many factors may contribute to a difference between full-time and part-time retention rates. It would be helpful to see data on PT faculty who teach more than one class vs. PT faculty who teach only one class. Or is it possible that PT faculty teach more night/evening classes? Are those classes prone to higher retention? I'm not sure that any "difference" is actually being driven by employment status if there are other confounding factors.

Clearly, part-time faculty have somewhat higher retention rates than full-time faculty in the psychology department at Collin. The first claim generally made about such an observation is that this may indicate compromised rigor; however, since part-time faculty are more closely in keeping with state averages, this is a somewhat hollow assumption. While part-time faulty have many other obligations and often work as "circuit-riders," they also do not have the same extensive campus commitments as full-time faculty. This may free them to be more effective in the classroom and also more accessible to students before and after clases, the primary times that students seek out their professors. In addition, the fact that many also teach at other institutions concurrently may be a factor as well, as they may be exposed not only to a campus culture that is more effective in retention strategies, but also to a greater variety of teaching methods by others in their disciplines, making them better-rounded and more appealing to students. Perhaps training given by part-time faculty to liven up the methods and exercises by full-time faculty could be of benefit. Our model of sage "long-timers" mentoring and dispensing wisdom on the part-time faculty members may be based on faulty premises.

It appears that part-time faculty show slightly higher retention rates than full-time faculty in the psychology department at Collin College. I am not sure we should read too much into these data and several new studies indicate that heavy reliance on part-time faculty may negatively affect academic performance. Research suggests that a relationship exists between full-time or part-time instructor status and academic performance, specifically in sequential courses. When assessing developmental or regular courses, "students who take the first course in a sequence from a part-time instructor and the second course from a full-time instructor seem underprepared for the second course," (Community College Journal of Research and Practice, v23 n5 p487-98 Jul-Aug 1999). Part-timers are especially prevalent at community colleges, accounting for about 67 percent of their teaching staffs, up about 40 percentage points from 1970 levels (The Chronicle of Higher Education, November 2008). We need to consider retention in a different light, for example this- "In a previous study, presented at a conference last spring, Jaeger & Eagan examined the transcripts of 30,000 students at four public four-year universities in a Southeastern state and concluded that those students who were taught "gatekeeper" courses by part-time adjuncts, lecturers, or postdoctoral fellows were less likely to return for their sophomore years."

For two of the three years for which data are reported, there was either no difference or a negligible two-point difference between the retention rates of associates and full-time professors. There was, however, an eleven-point gap in retention rates during the fall of 2005, with associates having the higher retention rate. Having no opportunity to do classroom evaluations of my colleagues, I would not dare speculate as to why such a difference occurred.

Course Success

For the success data, "success" is defined as a grade of A, B, or C. Grades of AU, CR, and P were eliminated from the analyses. All other grades were classified as "non-success."

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

For this question, I would ask for an **operational definition** of success rates. Are we talking about retention rates? Are we talking about academic performance (grades)? It seems obvious that these two objectives are totally different and thus would require **different strategies** over the course of the semester. If retention is our measure of success, then I believe that most faculty members have to begin to reevaluate their course requirements so as to make the necessary changes to keep students in the classroom through the entire semester. One would hope that these changes wouldn't corrupt academic standards, but if we (faculty members) are going to be evaluated based on retention rates I believe that there will be major restructuring by many of the faculty members.
If performance (grades) is designated as the measure of success, then most faculty members will continue to **stress academic rigor** in the classroom and allow the grades to fall where they may. This would afford instructors the necessary latitude to perform in the manner that would be best for their classroom environment (students).

Fall success rate ranges from 71% - 78%; average 74%
Spring success rate ranges from 70% - 73%; average 71.5%

These success rates seem good to me. More than 70% of the students who stay in the course receive an A,B, or C.

Since there is only one core course, comparisons between courses are not relevant. Over time, success rates for the general psychology course at Collin varied. If we define "success" as the percentage of students "completing" the class with a grade of either A, B, or C, the overall rate for the Fall 2004 through Spring 2008 semesters was 72%. The rates ranged from a low of 70% (Spring 2005 and 2008) to a high of 77% (Fall 2004). I am not surprised by this data, given our student population and our open-door policy. Also, given that some students never drop the course, even though they never attend, their "failure" does not really reflect a problem with classroom teaching, course difficulty, etc.

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

The major conclusion for success in the classroom is making the classroom a **fun experience** as well as a **learning experience**. I have always believed that having a good time and learning are not **incompatible responses** in the classroom. One must be careful so as not to allow the classroom to become a source of entertainment for students, but that doesn't mean one can develop a relaxed as well as fun place for students. This positive environment would be conducive for students to want to attend class and thus enhance the learning process.

One can achieve this classroom environment through a variety of techniques, such as **group projects, internet assignments** (students are extremely skilled at using the internet and they appear to enjoy giving them websites that relate to the material in the classroom), and **classroom discussions.** It has become obvious for me that engaging students in such discussions over **volatile issues** in human behavior provide many students the opportunity to express their views while engaging their classmates in these discussions. I realize that psychology has many such hot-button issues so that makes it easier for me to engage students. After years of achieving this in the classroom, there is little doubt that these discussions become exciting and somewhat heated for many students.

Student motivation and completion of course assignments seems to be a major factor in whether students succeed in a course they choose to stay in.

No pattern appears. Even if one did, due to lack of relevant information explanations would be mere speculation and practically worthless.

Course-Level Student Learning Outcomes

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

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

   Our student learning outcomes:

   1. Demonstrate an understanding of the history of psychology and its development.
   Fits Basic Competency 1,4,5
   Fits Exemplary Competency 8

   2. Demonstrate an understanding of the scientific methods used to study behavior and mental processes.
   Fits Basic Competency 1,5
   Fits Exemplary Competency 1,3,9

   3. Demonstrate knowledge of the basic vocabulary of psychology.
   Fits Basic Competency 1,2,3,4,6
   Fits Exemplary Competency 1,3,11,12

   4. Describe the basic theories of psychology, how they are used, and their current status in the discipline.
   Fits Basic Competency 1,2,3,4,5
   Fits Exemplary Competency1,3,4,11,12

   5. Demonstrate an understanding of basic processes such as motivation, learning, emotions, group processes, personality, and human development.
   Fits Basic Competency1,5,6
   Fits Exemplary Competency 1,3,4,12

   6. Demonstrate an appreciation for the uniqueness of the individual.
   Fits Basic Competency 1,5,6
   Fits Exemplary Competency 1,3,4,12

   7. Demonstrate a respect for cultural differences in the human experience.
   Fits Basic Competency 5,6
   Fits Exemplary Competency 11,12

   8. Demonstrate an understanding of how to apply the above to every day life.
   Fits Basic Competency 1,2,3,4,5,6
   Fits Exemplary Competency 1,3,4,8,9,11,12

The course objective challenge students to be able to master concepts of biopsychosocial factors as they relate to human behavior through self-study, reading, extension exercises and class discussions. These are quite consonant with the more generic curricular expectations.

Each student learning outcome specific to the general psychology course was designed to meet both the Basic Competencies in the Core Curriculum (reading, writing, speaking, listening, critical thinking and computer literacy) as well as the Exemplary Learning Objectives. Showing how the subject matter of the course, specific class assignments, lectures, and required readings contained in the textbook relates to each of the Exemplary Learning Outcomes is a complex task and would require a collaborative effort among the psychology department faculty.

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

I imagine **grades** are still the best barometer of success in the classroom. However, there is a variety of methods for reaching that conclusion, including exams, writing (internet) assignments, and group projects. I know that I use all these methods with a variety of results. Using a variety of techniques I know that it provides students the opportunity to excel in one area even though they might not do as well in another area, such as exams. I don't use these techniques to reduce the value of exams, but rather to provide students more confidence in their abilities and thus achieve at a higher level.

I give a quiz every other week on the material. The quizzes are a mixture of multiple choice, true/false, and short answer. The students have two papers and a presentation that are linked to the material from the class. I also give a midterm and a final. When I see that the students are having trouble with a concept I go over it again in class with more examples and will retest them on it either at the midterm, final, or a quiz.

Student achievement is measured at various levels, including, but not limited to written assignments that demonstrate critical thinking, mastery of concepts in examinations, thoughtful participation in class discussion and effective contributions to group projects. Through written and spoken discourse, students show that they are able to analyze and synthesize various perspectives.

The most recent trend is to assess sdtudent learning through generic general exit exams. These all-or-none exams are problematic on several counts, not the least of which is that a multiple choice exam is not consonant with the learning style or skill set of every student. In addition, Collin does not employ any reputable psychometric measures in the preparation of the exams in the behavioral sciences, which renders the results of them largely meaningless.

Objective measures: Class exams and writing assignments.

Subjective measures: Student participation, attendance, "enthusiasm," the "ah hah" moments in the class.

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

Such measures always run the risk of compromising teaching and rigor. The recent trends toward teaching to the test in primary education settings have proven to have disastrous consequences for students. As noted at a recent TCCTA leadership presentation and transcribed to the Collin Facuty Council minutes, "Developmental Education courses are taken by 60% of first-time college students, and 80% of these graduated high school with a GPA of 3.0 or higher." The types of generic end course assessment measures being enacted around the country at various levels is clearly not achieving the desired result.

I cannot speak to departmental policy . . .

If I see that students are not meeting learning objectives I encourage them to persist; I offer whatever help possible to get them back on track. Certainly, any teacher worth a damn will be at least somewhat self-reflective. I believe we all make adjustments, attempt to figure out ways to present material in a clearer, more comprehensible way. If anything, we are flexible.

(all answered together by this person)

I typically try to get to know my students early on (first names, why they take psych, something personal about them they're willing to share) Joking with them on occasion or judiciously revealing something about myself are other ways.

We go over the syllabus in detail the first day of class and review it after the first exam. I try to make it very clear what I expect without overwhelming them, reassuring them that terminology and concepts will gradually make more sense if they come to class and read the text.

I urge them to ask questions, request help, get a study buddy, and seek out tutoring available on campus.

I usually write personal notes on assignments and exams (e.g., great work, much better, see me after class, step it up, very thorough, etc.)

If a student isn't regularly attending class or is struggling a lot, I'll initiate a conference with them to diagnose the problem

We always do a group project and I have the groups select a name for their group. They exchange phone numbers, email addresses and begin to develop relationships and a group identity early on. I've found that this is an effective method, because they have an emotional connection to the class and they check up on each other.

We also do different things in class to accommodate different learning styles (e.g., audio visuals, group discussion, out of class assignments, small group assignments in class, etc.) and lectures, of course.

Fall 2008 Core Curriculum Assessment (AA & AS)

Phase 1
(compiled discipline results for SOCI)

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

Course Completion

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

   It appears (if I am calculating correctly) that the Fall 06, Spring 07, Fall 08, Spring 08 retention rates were 84-85%.
   We are above the state standard and close to THECB rate...especially if we ignore the Fall 05 79% and add the most recent spring 08 rate for attachment 1. :)
   There is not a large gap between FT and PT retention rate and PT rates are slightly higher. Both meet the state standard.

   The difference could be due to other CC's within the state having LOWER academic rigor than Collin does. Not knowing WHY students drop or fail to do as well as they could, I would suggest that Collin maintain our level of integrity and even possibly increase it. Students do well when challenged and supported in stretching themselves. Providing challenging material and encouragement (belief in their ability to achieve) could serve to increase retention and result in higher grades for students.

   It appears our program is at or above the state standard for retention and is very comparable to the THECB standard.

   The retention rate for Introduction to Sociology – looking at successive *semesters* from the Fall 2004 through Spring 2008 – is 81.8% (with a range of 78.1% to 84.8%). The lowest *yearly* completion rate – 79% – occurred in 2005. This rate rose to 84% in each of the following two years. These figures, especially the past two years, exceed the state standard and compares favorably – within the margin of error – with the latest state-wide average than encompass *all* courses, regardless of discipline.

The retention rates in sociology courses are within 1.5 percentage points of the latest state average for all introduction to sociology courses and this, I believe, is well-within the margin of error that is typically found in the use of such aggregate statistics.

Given that we do not have fine-grained data available to analyze – i.e., retention rates for the various time slots of classes; interviews with students, disciplinary differences involved in the aggregate state-wide averages reported – it is of course difficult to pinpoint the actual *causes* of students withdrawing from classes. Asking how one would reduce the extent to which a problem exists without knowing the precise causes of the problem seems rather futile. The self-study conducted on this issue by the sociology department during its last formal assessment indicated that the vast majority of students that did not complete our classes withdrew from nearly *all* of the classes they were enrolled in that semester. Obviously, something other than what was going on in our sociology classes was at work here. Life-circumstances – both familial and work-related – were more likely involved.

Various "institutional" remedies have been suggested – i.e., changing the drop date; not allowing excessive late registration; better advising (though, since most students register on-line, this would be difficult to implement); improving access to student support services (i.e., writing center; financial aid; counseling); improved transportation and access to childcare.

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

My observation is that PT faculty may do not have the same amount of time to prepare for courses. Granted, the expectation is that they should, but in all likelihood, they do not. Lack of preparation can easily result in lack of interest among students. I have also observed that PT faculty do not receive sufficient feedback from FT faculty. I think creating a sense of a "Sociology faculty," regardless of FT or PT distinction could resolve this. Including in this increased sense of cohesion would be sharing of ideas for courses; maybe we could create an assignment/technique repository for all Sociology faculty to contribute to and to use as a resource.

There does not appear to be much of a gap between the retention rates of part-time to full-time faculty. In fact, it appears the part-time faculty rate is higher in two of the three years of data provided. It may be that comapring two groups of such different sizes skews the data somewhat or maybe they need to give us some training :)

No such "large gap" between the retention rates of Associates and Full-Time Sociology Professors exists. For the Fall semesters 2005 – 2007 the Associate rate was 83.7% while the Full-Time rate was 82%. (Perhaps we should fire the Full-Timers and use only Associates.)

As Chair, I have examined the course syllabi submitted by Associates and I see no differences in expectations if these are to be measured by the number of assignments, tests, etc. I am presently asking for copies of exams to examine the "difficulty level" of tests used.

My "class visits" reveal that Associates present course materials in a rigorous and scholarly manner. If this was not the case they would not be assigned classes in future semesters.

I have no idea – nor would anyone else have any idea – of the criteria faculty (both Associate and FT) use when grading essays and papers.

Course Success

For the success data, "success" is defined as a grade of A, B, or C. Grades of AU, CR, and P were eliminated from the analyses. All other grades were classified as "non-success."

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

   I'm not sure how to respond to this. There is only one course (1301) no there are no patterns across courses to compare. Is there at standard for 1301 success we should be meeting?

   They *vary*...is this a request for an analysis of the data? Without knowing what accounts for the variance (i.e., why people drop or don't do well in courses), interpretation of the variance is not possible.

   Since there is only one core course in sociology and data for comparable courses at other institutions are not available, comparisons between courses are not relevant.

   Over time, success rates for the introduction to sociology course at Collin varied. If we define "success" as the percentage of students "completing" the class with a grade of either A, B, or C, the overall rate for the Fall 2004 through Spring 2008 semesters was 78.2%. The rates ranged from a low of 73% (Spring 2005) to a high of 84.1% (Fall 2006). Although I find this data encouraging given our student population, since I have no comparable data from other schools I hesitate to interpret this data one way or another. I should add, however, that this number under-represents the actual success of students attending class since the data includes a number of students who never attended class but failed to withdraw – that is, "completers" who never attended and received the grade of "F."

   There is no discernible difference between Fall and Spring semesters.

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

Dunno…see #1 above; more data are needed to interpret the patterns. Only interpretation possible now is the obvious…less people complete the course than started it, less of the people that complete the course are successful. The question is…WHY?

No pattern appears. Even if one did, due to lack of relevant information explanations would be mere speculation and unwarrented.

Course-Level Student Learning Outcomes

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

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

We all use the departmental exam at the end of the semester. In addition, I use unit exams, writing assignments, reflection papers, group presentations.

As a department, we have continued discussions and adjustments of the departmental exam to ensure it is measuring the outcomes. We share ideas for teaching and participate in professional development regularly. At PRC, we are assigned PT faculty to mentor throughout the semester.

I would suggest that all are included; course materials touch on all of these competencies (skills). The likelihood of dramatically increasing any or all of these in a four month period is unrealistic, however. One would anticipate some improvements in these areas in four months (and 15 class meetings), but the extent to which they *should* increase is not known. Given the diversity of our population, any demonstrable increase should be considered successful. Note that grades do not necessarily reflect an improvement in all of these skills nor how much of an increase has occurred.

Each student learning outcome specific to the Introduction to Sociology course was designed to meet both the Basic Competencies in the Core Curriculum (reading, writing, speaking, listening, critical thinking and computer literacy) as well as the Exemplary Learning Objectives. Showing how the subject matter of the course, specific class assignments, lectures, and required readings contained in the textbook relates to each of the Exemplary Learning Outcomes will not be undertaken here at this time but is a task that could be readily accomplished if push came to shove.

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

Observation of their work product – in-class performance, assignments, etc.; noting changes in behavior from the beginning of the semester until the end of the semester.

I measure the SLOs by lab work, exams, and papers.

Objective measures: Class exams and writing assignments.

Subjective measures: I see "knowing-nods" and the "light-bulb" pop on over their heads during class discussions.

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

Current measurement strategies are conducted simply to meet external requirements; they have little or no relevance to improving instruction or student learning outcomes. In addition, it is unknown how to accurately assess learning outcomes as they may not be demonstrated with any regularity until long after the student has completed the course.

I cannot speak to departmental policy . . .

If I see that students are not meeting learning objectives I cajole, encourage, and offer whatever help possible to get them back on track.

Fall 2008 Core Curriculum Assessment (AA & AS)

Phase 1
(compiled discipline results for SPAN_FREN)

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

Course Completion

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

   The data shows that in a class of 10 students 8 finished successfully. Hence, we achieved a completion rate of 80%. The following issues may account for the small percentual difference:

   a. The schedule time may have an impact on the ability of working adults to attend classes. (Some students were working full time, and given the fact that they were interested in taking the class, they went to the extent of talking to their employers to let them come on campus to study.) Nevertheless, the pressure proved too much and some dropped the class.

   b. If the class would have been online the student population would have been more inclined to finish the course.

      Note: Students interested in taking this class tend to be older students, and the professor was told that they would like it better if put online due to their work schedule. Those that dropped could not handle the pressure of work and study.

   c. If students knew ahead of time all of the required time and other commitments necessary to finish the course. Some students were under the impression that the class, because it transfers as HUMANITIES, was going to be taught in English. However, the class is predominately taught in the language is being studied.
   d. Approach the teaching of the class bilingually (Spanish and English) Hence, allowing students to read the material in English or Spanish and do the work also in English or Spanish.

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

   The difference cannot be accounted here given the fact that the class was taught by a full-time faculty only.

Course Success

For the success data, "success" is defined as a grade of A, B, or C. Grades of AU, CR, and P were eliminated from the analyses. All other grades were classified as "non-success."

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

   We have only offered these core classes once in the past three years, and we have no other core courses to compare it within the department. However, the chart shows that 80% of students finished the course successfully.

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

   There are no other courses available to compare it with.

Course-Level Student Learning Outcomes

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

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

   The learning outcomes are based directly on the basic core curriculum competencies and exemplary learning objectives.

   Here are our Measurable Student Learning Outcomes:

   1. Demonstrate awareness and understanding of the scope and variety of works or genre from each literary period.
   2. Understand those works as expressions of individual and human values within a historical and social context.
   3. Respond critically in oral and written discussion
   4. Engage in the creative process of interpretative performance.
   5. Articulate an informed personal reaction to the literature
   6. Demonstrate knowledge of the influence of literature on intercultural experiences.

   These outcomes cut across State, College and Classroom objectives scaffolding the competencies and exemplary objectives for a meaningful and successful learning experience.

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

Written compositions
Oral participation
Completion of tests and quizzes
Informal observations

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

By integrating the student learning outcomes across curricular areas, departmental policy becomes a guiding post aiding faculty to understand the essential knowledge and skills to be mediated in the teaching to students. Hence, allowing both teaching and learning to take place in an environment of well defined outcomes.

Fall 2008 Core Curriculum Assessment (AA & AS)

Phase 1
(compiled discipline results for SPCH)

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

Course Completion

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

   Core Courses in the Communication Studies Department are SPCH 1311, SPCH 1315, and SPCH 1321. Retention rates in SPCH 1311 and SPCH 1321 consistently average approximately 85%, which is above the state standard of 80%, and on par with the state-wide retention rate.

   For SPCH 1315 (Public Speaking), retention rates average approximately 78%. Retention has been increasing for the past three years, but is still slightly below the state standard. The Communication Studies Department is concerned about maintaining rigor while increasing retention. Ideas for increasing retention without compromising academic integrity include:

   A) More actively addressing students' speech anxiety
   B) Emphasizing student partnering and rehearsal groups, to encourage cohesion and peer support
   C) Incorporating more experiential activities from fields related to public speaking, such as theatre, broadcasting and public relations
   D) Encouraging students to participate in public speaking competitions, such as the annual "I Have a Dream" Speech Contest, or other local speaking contests
   E) Recruiting guest speakers to clarify the value of public speaking skills in situations beyond the classroom

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

Note: SPCH 1321 is a fairly new class, and enrollment is still too low for us to do meaningful comparisons between classes taught by full-time faculty and those taught by part-time faculty. (In Fall 2007, we had only two SPCH 1321 classes districtwide.)

For SPCH 1311, retention rates average 2%-4% higher in classes taught by part-time faculty.
For SPCH 1315, retention rates average 5%-6% higher in classes taught by part-time faculty.

There is evidence that the academic rigor of classes taught by full-time faculty differs from the academic rigor of classes taught by part-time faculty. Several full-time faculty members have conducted classroom evaluations of part-time faculty, and expressed concerns about the lack of rigor. Below are quotes from full-time Communication Studies faculty members regarding this issue:

> I'm concerned. There was absolutely no coverage of basic theory. Fact, Value, Policy was never discussed. There was not a hint of guidance provided for the formation of logical argument (e.g., specific instance, principal, cause/effect, analogy), let alone accompanying fallacies. In fact, there was no mention of the need for evidence to be credible, recent, and specific. There wasn't even a discussion of the need for evidence.
>
> I supervised an Associate whose second-day persuasion lecture was not strong and presented major concerns. Last year, when I visited the same Associate's class earlier in the semester, the content was sound -- this Associate was clearly stronger in that area. What I am finding is that some Associates for whatever reason are not aggressive in their own development of lecture/discussion content--and that these are not *necessarily* newcomers to CCCC, to the discipline or to college teaching.
>
> Clearly this is showing itself to be a trend in our department... some of us have been disappointed and concerned for how certain courses are taught. I myself am actually horrified by some of what I'm seeing and hearing in regard to what is (not) being taught and how.

Strategies for increasing rigor and consistency while meeting state retention standards include:

A) Conducting classroom evaluations for associate faculty later in the semester, or at different times in the semester
B) Providing department-specific associate faculty guidelines so part-time faculty have a framework for teaching classes in accordance with the Communication Studies Department's expectations
C) Establishing mentoring relationships between full-time and part-time faculty
D) Establishing official peer-mentoring relationships between experienced full-time faculty and newly hired part-time faculty
E) Encouraging part-time faculty to sit in on full-time faculty's classes

Course Success

For the success data, "success" is defined as a grade of A, B, or C. Grades of AU, CR, and P were eliminated from the analyses. All other grades were classified as "non-success."

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

Course:	Spring 2005 Success Rate:	Spring 2006 Success Rate:	Spring 2007 Success Rate:
SPCH 1311	84%	83%	80%
SPCH 1315	85%	85%	81%

As the table above shows, over the past three years, success rates for SPCH 1311 and SPCH 1315 have been within 1%-2% of each other.

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

Success rates are very slightly lower in SPCH 1311, possibly due to the fact that SPCH 1311 is a survey course, requiring students to be proficient in a wider variety of competencies.

In both courses, success rates dropped 3%-4% in 2007, which was when we began to see the effects of the new Texas rules regarding the number of times students could drop or retake classes. More students stayed enrolled in courses, even knowing they might make a grade lower than C.

Course-Level Student Learning Outcomes

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

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

The table below lists the *Basic Core Competencies* and the associated student learning outcomes for SPCH 1311:

Competency:	Student Learning Outcomes:
1 (Reading):	1. Exhibit understanding of theories and principles pertaining to speech communication. (Requires students to read textbook, handouts, and lecture notes)
2 (Writing):	1. Exhibit understanding of theories and principles pertaining to speech communication. (Students exhibit understanding through writing papers, completing essay tests, etc.) 2. Demonstrate ability to compose and present an oral presentation effectively. (Composing speeches requires writing skill.) 3. Demonstrate critical thinking ability by effectively applying communication theories in the analysis and evaluation of communication interactions. (Students exhibit understanding through writing papers, completing essay tests, etc.)
3 (Speaking):	2. Demonstrate ability to compose and present an oral presentation effectively.

4 (Listening):	4. Demonstrate an understanding of the value of listening skills as a component of human interaction.
5 (Critical Thinking):	3. Demonstrate critical thinking ability by effectively applying communication theories in the analysis and evaluation of communication interactions.
6 (Computer Literacy):	2. Demonstrate ability to compose and present an oral presentation effectively. (Students compose speeches using word processing programs, and use PowerPoint and other multimedia tools in their presentations.)

The table below lists the *Exemplary Learning Objectives* and the associated student learning outcomes for SPCH 1311:

Competency:	Student Learning Outcomes:
1 - UNDERSTAND and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.	1. Exhibit understanding of theories and principles pertaining to speech communication. (Students exhibit understanding through writing papers, completing essay tests, etc.) 2. Demonstrate ability to compose and present an oral presentation effectively. (Composing speeches requires writing skill.)
2 - UNDERSTAND the importance of specifying audience and purpose and to select appropriate communication choices.	1. Exhibit understanding of theories and principles pertaining to speech communication. (Students exhibit understanding through writing papers, completing essay tests, etc.) 2. Demonstrate ability to compose and present an oral presentation effectively.
3 - UNDERSTAND and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication.	1. Exhibit understanding of theories and principles pertaining to speech communication. (Students exhibit understanding through writing papers, completing essay tests, etc., and through giving oral presentations.) 2. Demonstrate ability to compose and present an oral presentation effectively.
4 - PARTICIPATE effectively in groups with emphasis on listening, critical and reflective thinking, and responding.	6. Demonstrate ability to synthesize material/ideas generated by group members into an effective group presentation.
5 - UNDERSTAND and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.	2. Demonstrate ability to compose and present an oral presentation effectively. 3. Demonstrate critical thinking ability by effectively applying communication theories in the analysis and evaluation of communication interactions.

6 - DEVELOP the ability to research and write a documented paper and/or to give an oral presentation.	2. Demonstrate ability to compose and present an oral presentation effectively.
7 - DEVELOP an awareness and understanding of cultural diversity.	7. Determine the relevance of cultural influences in communication situations.

The table below lists the *Basic Core Competencies* and the associated student learning outcomes for SPCH 1315:

Competency:	Student Learning Outcomes:
1 (Reading):	1. Exhibit understanding of theories and principles pertaining to Public Speaking. (Requires students to read textbook, handouts, and lecture notes)
2 (Writing):	2. Demonstrate ability to properly structure written and visual components of presentations, such as the outline/manuscript, visual aids, and source citations.
3 (Speaking):	4. Demonstrate ability to appropriately present a speech to an audience.
4 (Listening):	7. Demonstrate effective listening skills by analyzing and evaluating presentations.
5 (Critical Thinking):	8. Demonstrate critical thinking ability by analyzing and evaluating evidence, sources, and persuasive strategies used in speeches.
6 (Computer Literacy):	3. Demonstrate ability to use computer technology to research speech topics and to create multimedia presentations.

The table below lists the *Exemplary Learning Objectives* and the associated student learning outcomes for SPCH 1315:

Competency:	Student Learning Outcomes:
1 - UNDERSTAND and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.	2. Demonstrate ability to properly structure written and visual components of presentations, such as the outline/manuscript, visual aids, and source citations.
2 - UNDERSTAND the importance of specifying audience and purpose and to select appropriate communication choices.	1. Exhibit understanding of theories and principles pertaining to Public Speaking. 4. Demonstrate ability to appropriately present a speech to an audience.
3 - UNDERSTAND and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication.	1. Exhibit understanding of theories and principles pertaining to Public Speaking.
4 - PARTICIPATE effectively in groups with emphasis on listening, critical and reflective thinking, and responding.	6. Demonstrate ability to synthesize material/ideas generated by group members into an effective group presentation.
5 - UNDERSTAND and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.	8. Demonstrate critical thinking ability by analyzing and evaluating evidence, sources, and persuasive strategies used in speeches.
6 - DEVELOP the ability to research and write a documented paper and/or to give an oral presentation.	2. Demonstrate ability to properly structure written and visual components of presentations, such as the outline/manuscript, visual aids, and source citations.
7 - DEVELOP an awareness and understanding of cultural diversity.	5. Demonstrate awareness of cultural diversity by writing and presenting speeches that use appropriate language and are free of offensive overtones.

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

At the end of the semester, full-time and part-time faculty in the Communication Studies Department complete matrices describing how they evaluate students on each learning outcome, and documenting how many students successfully achieve each outcome. Faculty members also keep samples of student work that constitutes successful and unsuccessful attempts to achieve each outcome. Faculty members turn in completed matrices and samples to the "Keeper of Departmental Records" (currently Ceilidh Charlson at the Spring Creek Campus). See matrices, below:

SPCH 1311 Matrix

(Please print clearly) Instructor: _____ Semester: _____ Section number: _____

Measurable Student Learning Outcomes	Assignment Used to Evaluate Outcome / Assessment Instrument	Criteria	Results *70/100= minimum competence* *85/100=superior*
Example: *1. Exhibit understanding of theories and principles pertaining to speech communication.*	*Informative Speech / Critique Sheet*	*Students give a speech informing the audience about a particular topic. The speech must meet requirements listed in the assignment handout. A Speech Critique Sheet is used to evaluate the student's performance.*	*Total # of students completing assignment: 16* *# failed: 2* *# achieved minimum competence: 14* *(# superior included in above minimum competence group: 6)*
1. Exhibit understanding of theories and principles pertaining to speech communication.			*Total # of students completing assignment:* # failed: # achieved minimum competence: (# superior:)
2. Demonstrate ability to compose and present an oral presentation effectively.			*Total # of students completing assignment:* # failed: # achieved minimum competence: (# superior:)
3. Demonstrate critical thinking ability by effectively applying communication theories in the analysis and evaluation of communication interactions.			*Total # of students completing assignment:* # failed: # achieved minimum competence: (# superior:)
4. Demonstrate an understanding of the value of listening skills as a component of human interaction.			*Total # of students completing assignment:* # failed: # achieved minimum competence: (# superior:)
5. Demonstrate understanding of interpersonal communication skills.			*Total # of students completing assignment:* # failed: # achieved minimum competence: (# superior:)
6. Demonstrate ability to synthesize material/ideas generated by group members into an effective group presentation.			*Total # of students completing assignment:* # failed: # achieved minimum competence: (# superior:)
7. Determine the relevance of cultural influences in communication situations.			*Total # of students completing assignment:* # failed: # achieved minimum competence: (# superior:)

SPCH 1315 Matrix

(Please print clearly) Instructor: _____ Semester: _____ Section number: _____

Measurable Student Learning Outcomes	Assignment Used to Evaluate Outcome / Assessment Instrument	Criteria	Results *70/100= minimum competence* *85/100=superior*
Example: *1. Exhibit understanding of theories and principles pertaining to Public Speaking.*	*Informative Speech / Critique Sheet*	*Students give a speech informing the audience about a particular topic. The speech must meet requirements listed in the assignment handout. A Speech Critique Sheet is used to evaluate the student's performance.*	*Total # of students completing assignment: 16* *# failed: 2* *# achieved minimum competence: 14* *(# superior included in above minimum competence group: 6)*
1. Exhibit understanding of theories and principles pertaining to Public Speaking.			*Total # of students completing assignment:* # failed: # achieved minimum competence: (# superior:)
2. Demonstrate ability to properly structure written and visual components of presentations, such as the outline/manuscript, visual aids, and source citations.			*Total # of students completing assignment:* # failed: # achieved minimum competence: (# superior:)
3. Demonstrate ability to use computer technology to research speech topics and to create multimedia presentations.			*Total # of students completing assignment:* # failed: # achieved minimum competence: (# superior:)
4. Demonstrate ability to appropriately present a speech to an audience.			*Total # of students completing assignment:* # failed: # achieved minimum competence: (# superior:)
5. Demonstrate awareness of cultural diversity by writing and presenting speeches that use appropriate language and are free of offensive overtones.			*Total # of students completing assignment:* # failed: # achieved minimum competence: (# superior:)
6. Demonstrate ability to synthesize material/ideas generated by group members into an effective group presentation.			*Total # of students completing assignment:* # failed: # achieved minimum competence: (# superior:)
7. Demonstrate effective listening skills by analyzing and evaluating presentations.			*Total # of students completing assignment:* # failed: # achieved minimum competence: (# superior:)
8. Demonstrate critical thinking ability by analyzing and evaluating evidence, sources, and persuasive strategies used in speeches.			*Total # of students completing assignment:* # failed: # achieved minimum competence: (# superior:)

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

Individual instructors study their completed matrices to see if there are any student learning outcomes with unusually low achievement rates. If there are any outcomes with exceptionally low achievement rates, instructors explore ways to improve teaching and learning on that outcome.

Twice a year, at department meetings, the Communication Studies Department evaluates the matrices to see if there are any trends or patterns in the achievement rates on the student learning outcomes. In these meetings, the faculty members discuss ways to improve teaching and learning in any problem areas.

Fall 2008 Core Curriculum Assessment (AA & AS)

Compiled Responses to Phase 2

Core Area Course Completion

1. How do the course completion rates compare among courses in your core area?

Natural Sciences:

Overall, completion rates are lower than State CIP average with a few exceptions (e.g., Geol 1405, Geol 1445, Biol 2416.) The course completion rates are highest for the astronomy courses, currently PHYS 1403 and PHYS 1404, which exactly match the statewide completion rate for Fall Semesters over the years 2005, 2006, and 2007. The course completion rate for astronomy is actually higher for Collin College than the statewide data for the year 2007.

For the Physical Science course PHYS 1415, Collin College's completion rate falls a full 20% below the statewide average over the years 2005 and 2006. Examining the data for the other physics courses, PHYS 1401 and PHYS 1402 and PHYS 2425 and PHYS 2426 for the three year time span reveals Collin's completion rates 10% below the statewide average. Environmental Studies courses (ENVR 1401, 1402 and GEOL 1405) are slightly (4% three-year average) below the statewide average. The completion rates for ENVR/GEOL (83%) are generally higher than those for PHYS 1401 (68%), PHYS 1415 (73%), BIOL 1406 (69%), BIOL 1408 (77%), CHEM 1405 (77%) and CHEM 1411 (67%). General chemistry courses (CHEM 1405, 1411, and 1412) averaged 8% below statewide average from 2005-07 while organic chemistry (CHEM 2423 and 2425) averaged 13% below statewide average in the same time period. When compared to the PHYS 1401 completion rates, the ENVR/GEOL completion rates are generally higher.

For the Biological Science courses, only BIOL 2416 had an above-average completion rate relative to the statewide average in 2005, 2006, and 2007. Medical microbiology and bacteriology (BIOL 2421), animal physiology (BIOL 2401, 2402, and 2404), and environmental studies (BIOL 2406) were slightly under the statewide average, 1%, 2%, and 4%, respectively, for course completion in 2005-07. General biology (BIOL 1406, 1407, 1408, and 1409) was 9% below the statewide completion rate while general botany (BIOL 1411) was 19% below the statewide completion rate average for 2005-07.

Math/Computer Science:

Data for only BCIS 1305 and COSC 1300 were given. For these the completion rates have reason for the three year period for which we have data. It is interesting to note that for the last year given in COSC 1300 the classes of full time faculty exceeded the state rate while classes of part time faculty were below. The reverse situation exists for BCIS 1305. Also of note is that when the data is listed by CIP code, our classes fall into 3 CIP codes with the codes used by COSC 1300 and BCIS 1305 showing less of a difference with the state average than the CIP code used by programming classes (our most difficult classes).

Social Sciences:

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

The table above compares course completion rates among courses in the social and behavioral science courses. By 2007, substantially all rates met the state standard of 80%.

Visual, Performing Arts and P.E.

Note: This Phase 2 assessment includes evaluation of ARTS, MUSI, DRAM, DANC & PHED. It is important to note that the Phase 2 comments listed below are collective responses from the above disciplines. If we found a particular discipline had a unique response, it will be noted, otherwise, all comments below are general summarizations for the 5 disciplines.

ARTS 1301/1303/1304 – DANC 2303 – DRAM 1310/2361/2362 – MUSI 1306/1307 – PHED 1338 are evaluated together due to the similar lecture format and nature of the courses. PHED activity courses and DANC activity courses can be compared similarly due to the nature of those courses as well.

- All of our areas are VERY close to the state's rates for course completion.
- As a collective unit of ARTS, MUSI, DRAM, DANC & PHED:
    - Completion Rates Range from 66%-88% - with Average=79%
    - Completion Rates compared to State Averages include Collin +3% to -20% - with Average difference from the state = -7%

Communication & Humanities:

The first thing to be noted in regard to completion (i.e., retention) rates is that the available data on retention does not appear meaningful for any but the highest enrollment courses. For most courses, the seemingly random fluctuation in retention percentages from semester to semester, and from year to year, suggests that we're looking at the vagaries of statistical noise that are unavoidable at the microscopic levels of statistical populations. Put another way: The population samples for most courses in the provided data are too small to provide meaningful information because they are too vulnerable to random statistical blips. [Although it might be possible to extract statistically meaningful information from the data for these small-enrollment courses, doing so would require considerably more sophisticated statistical analysis tools, and skills, than we in this group have.]

The accompanying PDF – titled Retention and Success Rates for High-Enrollment Courses in the Communications & Humanities Core – translates the bar graphs and raw numbers supplied by IRO into percentages for the six highest-enrollment courses in the C&H core. The population samples for these six courses seem to be large enough to produce relatively smooth trend-lines, without an abundance of fluctuation (although it looks as if SPCH 1315 might be very near the lower bound for a sample-population size that produces meaningful data).

If we look at the retention data for these six courses, we find that all six have experienced an increase in retention rates from Fall 2004 to Spring 2008. [The single course-section from the languages area, with ten students, is not included in this analysis.] These increases range from 4 to 10 percentage points. All six courses are very near or above the state aggregate standard of 80%. On the high end, ENGL 1301 and SPCH 1311 currently show 84-85% retention rates. HUMA 1301, PHIL 1301, and SPCH 1315 currently experience 79-80% retention rates. ENGL 1302 appears to fall between these end-posts, with retention rates of approximately 82-83%. Spanish 2321 has been taught once in the past three years and had 80% completion rate which parallel with the rest of the core classes offered in our division.

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

Comparison of Core Areas

Questions in this phase should be answered by the entire Core Curriculum Assessment Group working together. Please begin by discussing responses given to the Phase 2 core area questions.

1. How do the responses to Phase 2 questions vary across the core areas? What patterns are evident? Discuss how the unique results from one core area might impact the other core areas.

   It depends on the core area. Advising might be an important issue for Math but there are different issues for Speech since Speech doesn't involve much advising.

   Many of the variations in patterns are related to Math. If the area is dependent on Math then there seems to be less success.

   In visual arts they get feedback on the points they have lost at any time so like in gold they know if they are on par to make a certain grade.

2. Are there positive aspects in some areas of the core curriculum that might be effectively implemented in other areas of the core to improve student learning?

   There needs to be a first feedback trigger. CCAG could recommend an "Administrative Withdrawal" which would be for when a student shows no interest at all. Never attended, no work turned in. This would be different from an ARO drop. Would that make retention better? We could do this after the 3rd week. After the 3rd hour of the course it is hard for students to catch up so they shouldn't be allowed to add the class late. Change the Census Date?

Student Awards

Cohort Analysis of Graduation / Core Completion

Each cohort mentioned below contains all First Time in College, Degree-Seeking students for that given Fall semester.

Note:
The document "Phase 4 Coordinating Board and SACS", which lists CCAG answers to Phase IV, was determined to be the heart of the CCAG process--and that Phases II & III were less relevant (or not within the ability of this committee or being done by other committees or departments).

1. How do the cohorts compare in terms of AA/AS graduation rates and core completer rates?

   The patterns seems similar when viewed as percentages and not raw numbers.

2. How does the number of graduates and core completers compare to the number of students who started with each cohort?

   The patterns are steady but we aren't sure what the goal is. Do we assume that something is broken that needs to be fixed? Are these numbers not adequate?

3. What might be done to increase the proportion of students who graduate or are core complete?

   There is a difference in grades vs. starting out in a field. Nursing needs a 2.5, 2.0 for paraprofessional. Advising needs to help with GPA definitions and explain it to students.

   As a college we need to have a different kind of transfer fair. One that explains definitions. That way students can make decisions that are in their own best interest. Maybe use Twitter somehow. Students need a handbook. Also they need orientation groups. A problem is that staff get cut in advising. Students should be able to do the orientation online or they could test out of it. Or it could be required. If students don't have friends or parents in college then they don't have anyone to explain "credits" and other definitions to them. But the faculty are already busy trying to just teach them the college terms that relate to our specific course. There is no more time than that.

Core Curriculum Cohort Analysis of Transfer

Refer to the charts provided and the state transfer reports on the Coordinating Board's site: http://www.txhighereddata.org/reports/performance/ctctransfer/

The report by 2-year institution compares the academic performance of that institution's transfer students during their first year at Texas public universities. The report by 4-year institution compares the first year university academic performance of students transferring from Texas public 2-year colleges.

1. How do the transfer rates compare across cohorts?

   As with graduation rates, the transfer rates seem comparable across cohorts when viewed as percentages and not raw numbers.

2. How does the number of transfers compare with the number of students who started with each cohort?

   As with graduation rates, we are not sure what the goal or magic number is. Are we assuming something is broken and needs to be fixed in regards to our transfer patterns?

3. What might be done to increase the proportion of students who transfer?

   There may not be much that can be done. Is our goal to have students stay here a certain amount of time and then automatically move on to a 4-year school? Some students don't have that goal and we shouldn't assume that is the best path for everyone.

4. What strengths or areas of concern are suggested by the table summarizing the performance of Collin students after they transfer to universities?

   Many factors relating to whether a student transfers or not is out of our hands. Some students have goals for themselves and doing well at Collin may not be one of them. It is hard to know whether students took college more seriously at a university or maybe they found it to be much harder than expected.

Community College Learning Assessment (CCLA)

⇒ Refer to the reports on the CCLA data located on the CCAG site

1. What does the CCLA data suggest about how effectively Collin's Core Curriculum teaches critical thinking, analytical reasoning, and written communication?
2. What does the CCLA data suggest about learning gains in the Core Curriculum?
3. What does the CCLA data show concerning student achievement relative to predicted achievement?
4. What changes in the Core Curriculum are suggested by CCLA data?
5. Are your conclusions for the 2006-2007 data similar to your conclusions for the 2007-2008 data?

Kathleen Fenton discussed CCLA results with both meetings. There are so many flaws in the CCLA that the data doesn't help the college much. Alternatives were discussed. Therefore, these CCLA questions aren't relevant to our discussion.

(other comments/decisions from March meetings)

1. Tom Martin was a guest and reminded the group that the faculty own the curriculum. A variety of classes were originally added to the core which allows students to select a course they are more interested in and therefore might be more successful. Or success rates can be lower if someone takes introductory courses here that are not a part of the eventual major. With GEO Forum the faculty representatives were supposed to look over the syllabi in their discipline and discuss with their peers. Then they were to mark the student learning outcomes that matched with each course.

   The Core Review group (co-chaired by Cameron Neal & Kimberly Harris) is waiting on the results from the CCAG. Maybe that group or CAB would be the one to revise the Basic Intellectual Competencies & Expected Learning Outcomes matrices. Or the CCAG could recommend "writing across the curriculum" or "math across the curriculum".

   The CCAG process needs to result in a plan that leads to action and improvement. We need to close the loop and have documentable improvement.

2. Kathleen Fenton was a guest and said that each core area or discipline could select one or two parts of the matrices to assess. Coordinating Board reporting aligns with SACS visits so we could have 2 cycles of data by 2012.

   We could have a rubric for courses with papers or projects. We could calculate inter-rater reliability by having each professor score their own and also score common examples. We could analyze the data post hoc and keep samples of the core completer students' work for 3 months and submit samples. This would compare to a WECM capstone class. Maybe use a 2nd history or government class or a 2nd writing class. The common measures are already in the discipline content. Some skills needed are listening/reading, writing/speaking, critical thinking, computer science. They could write based on another prompt. We would have the group means of entering English 1301 students and some core completers.

   We need to insure the anonymity of the faculty and run this by Faculty Council.

   It would be manageable to check one or two per division or core area and have it embedded in a common measure. In the summer or after a semester many associate faculty are gone. Banner could give us matched pairs. NOT punitive but just faculty accountability.

   This process needs to meet state and SACS standards but ALSO to be meaningful to the faculty. ARTS courses have 7 SLOs and so there is a competency test of 7 questions. Not just the aggregate of the test outcomes.

   It is a hassle to have a second reporting stream. By entering competency data in Banner along with grades it would be a binary result of competent or not. The reporting matrix is embedded in the SLOs already now.

Fall 2008 Core Curriculum Assessment (AA & AS)

Phase 4 --- Coordinating Board & SACS

THECB Core Curriculum Rules and Guiding Principles

CCAG answers:

1. *To what extent does Collin's core curriculum comply with the THECB guidelines?*

   At a broad level Collin's core curriculum complies with the THECB guidelines. Our core seems to be a reasonable approximation of what the Coordinating Board is wanting. We have a broad core and offer courses such as Learning Communities that fit with the spirit of the Coordinating Board core guidelines. Collin's core meets and often exceeds the Coordinating Board guidelines.

2. *To what extent does Collin's core curriculum comply with the THECB Basic Intellectual Competencies?*

   Collin's core reasonably complies with the Basic Intellectual Competencies but at times is overzealous. The BICs are so basic that it would be hard for every course not to include every BIC. When the matrix was initially created professors in certain areas might have felt that if all BICs weren't marked for their courses that those courses might be ones to be eliminated from Collin's core curriculum. Now that student learning outcomes are part of the institutional language there is a more clear way to determine which courses meet which BICs. This will be part of our Phase 5 plan for improvement.

3. *To what extent does Collin's core curriculum comply with the THECB Exemplary Learning Objectives for core component areas?*

   As far as we know, in our own core areas. Just like for the Basic Intellectual Competencies we don't want to rubber stamp the matrices and have every course satisfy every ELO for that core area. We should not be afraid to narrow our scope and redefine what an "X" means in the matrix. We should not be afraid to have blank boxes.

SACS Core Requirements and Comprehensive Standards Related to the Collin AA and AS Core Curriculum

- Core requirement 2.7.2

  The institution offers degree programs that embody a coherent course of study that is compatible with its stated purpose and is based upon fields of study appropriate to higher education. **(Program Content)**

  _x_ Compliance
  ____ Partial Compliance
  ____ Non-Compliance

  Comments/Justification:

As far as our own disciplines and departments, we seem to be in compliance. There are curricula of study for various disciplines laid out in the catalog. Especially for workforce programs there are coherent courses of study.

Note:
It is difficult to define objectively a "coherent course of study" or what an educated person is. How do we create that foundation for higher education? For a coherent course of study it is a lot of work to resist textbooks and have students read only monographs.

Some people see Collin as Grade 13. It doesn't help that the Basic Intellectual Competencies for the Coordinating Board state "above a 12th grade level" because that implies a small increase from 12th grade to college. We need interdisciplinary cooperation and discussion (such as in Learning Communities) beyond the Coordinating Board minimum of a 12th grade level.

- Core requirement 2.7.3

  The institution requires in each undergraduate degree program the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. The institution provides a written justification and rationale for course equivalency.
  (General Education)

  __x__ Compliance
  ____ Partial Compliance
  ____ Non-Compliance

  Comments/Justification:

We appear to be. We don't allow technical, profession-specific courses to count in the core.

- Core requirement 2.7.4

  The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia, or uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In all cases, the institution demonstrates that it controls all aspects of its educational program.
  (Contractual Agreements for Instruction)

  __x__ Compliance
  ____ Partial Compliance
  ____ Non-Compliance

  Comments/Justification:

We appear to be in compliance. We don't seem to use the Virtual College of Texas much anymore so it is not an issue.

- Core requirement 2.8

  The number of full-time faculty members is adequate to support the mission of the institution. The institution has adequate faculty resources to ensure the quality and integrity of its academic programs.
  (Faculty)

  ____ Compliance
  ____ Partial Compliance
  ____ Non-Compliance

  Comments/Justification:

This doesn't seem to be a question faculty can answer in terms of the overall mission of the institution.

Is our college goal a 50/50 split of full-time to part-time faculty? If so then it seems there are too many part-time professors. A problem is that all full-time professors want the same schedule. Many part-time professors teach elsewhere and want to break into academia. Some actually want to be part-time professors.

It saves money to have part-time professors because we don't have to give them office space or healthcare benefits. We can get a part-time professor to teach 5 courses a year for half the salary cost of a full-time professor.

- Core requirement 2.9

  The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections as well as to other learning/information resources consistent with the degrees offered. These collections and resources are sufficient to support all its educational, research, and public service programs.
  (Learning Resources and Services)

  __x__ Compliance
  ____ Partial Compliance
  ____ Non-Compliance

  Comments/Justification:

This is not necessarily a question for faculty to answer. Our LRC is really good about asking professors for suggestions of what to buy and order. They have a great response and follow through after they receive input from faculty. Our specific departments have found that the LRC does allow for students to find appropriate material on campus or through agreements we have with other schools.

- Core requirement 2.10

  The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
  (Student Support Services)

  __x__ Compliance
  ____ Partial Compliance
  ____ Non-Compliance

  Comments/Justification:

This is another question that may not be for faculty to answer. Our photography lab is one of the best in the Dallas/Fort Worth area. There was a recent complaint about the Testing Center. They no longer allow whole classes to take tests there. Maybe the Testing Center could give assistance to professors about online test security.

- Comprehensive Standard 3.2.14

  The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. This applies to students, faculty, and staff.

  __x__ Compliance
  ____ Partial Compliance
  ____ Non-Compliance

  Comments/Justification:

It is all written down and we periodically sign and agree to an HR document.

- Comprehensive Standard 3.3.1

  The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.

  __x__ Compliance
  ____ Partial Compliance
  ____ Non-Compliance

  Comments/Justification:

Student learning outcomes are reported after each semester. The results and implications are discussed at the departmental meetings that occur before school starts each semester. In some departments the pre and post test research methods are given to the chair but the professors have no idea what is done with the results. There is a process for reviewing the outcomes and there is a paper trails from what is submitted.

- Comprehensive Standard 3.4.1

  The institution demonstrates that each educational program for which academic credit is awarded (a) is approved by the faculty and the administration, and (b) establishes and evaluates program and learning outcomes.

  __x__ Compliance
  ____ Partial Compliance
  ____ Non-Compliance

  Comments/Justification:

As far as we know we are in compliance because of the student learning outcome process as well as CAB and the Online Advisory Board. The Council on Excellence monitors programs, too.

- Comprehensive Standard 3.4.5

  The institution publishes academic policies that adhere to principles of good educational practice. These are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.

  __x__ Compliance
  ____ Partial Compliance
  ____ Non-Compliance

  Comments/Justification:

What is published (online, faculty and student handbooks, schedules direct mailed to homes, Continuing Education information) is great and accurately depicts our programs and policies. It might be a little misleading to emphasize that a degree leads directly to a job.

- Comprehensive Standard 3.4.9

  The institution provides appropriate academic support services.

  __x__ Compliance
  ____ Partial Compliance
  ____ Non-Compliance

  Comments/Justification:

Collin has academic support services such as the Counseling Office, Writing Center, Testing Center, ACCESS office, Math Lab, and the Honors Program.

- Comprehensive Standard 3.4.11

  The institution protects the security, confidentiality, and integrity of its students academic records and maintains special security measures to protect and back up data.

  ____ Compliance
  ____ Partial Compliance
  ____ Non-Compliance

  Comments/Justification:

No comment. This is not for faculty to answer.

- Comprehensive Standard 3.4.12

  The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty.

  ____ Compliance
  ____ Partial Compliance
  ____ Non-Compliance

  Comments/Justification:

At this point, yes, in conjunction with the Coordinating Board. The Curriculum Advisory Board is run by faculty.

Note:
We need to hold students more accountable and have administrative policies for late drops.

- Comprehensive Standard 3.4.13

  For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.

  ____ Compliance
  _x__ Partial Compliance
  ____ Non-Compliance

  Comments/Justification:

Not really. The departments are organized in a structure where some chairs and Deans are academically qualified but not in the field. There are department heads that are over departments they are not familiar with. This has to do with equalizing the chair workload. Part of the problem is that we do not have district-wide departments now and it varies at the campuses.

It relates to money and how the departments are organized. Mostly the chairs handle scheduling and course evaluations by visiting the classrooms of Associate Faculty. But in workforce areas like Fire Science or Nursing the director is qualified in the area.

This is really more of a workforce programs issue. These programs do have program coordinators in the field, in accordance with the Coordinating Board requirements and WECM guidelines. Curriculum review is done in conjunction with an advisory committee of people from the local business community.

- Comprehensive Standard 3.4.14

  The institution's use of technology enhances student learning, is appropriate for meeting the objectives of its programs, and ensures that students have access to and training in the use of technology.

  ____ Compliance
  __x_ Partial Compliance
  ____ Non-Compliance

  Comments/Justification:

The passwords change too often and we have to write them down to remember them which is not secure. However research has shown that changing passwords often creates stronger security.

The language lab at SCC and PRC is great and enhances the auditory part of the courses.

We don't ensure that students are adequately trained to use technology. BCIS/COSC courses helped with that but now that those courses were voted out of the core, there won't be as much of a demand for the courses unless BCIS/COSC courses becomes electives in another program. Many students are clueless about PowerPoint and Cougarmail.

Technology seems to enhance student learning when the delivery of information changes from text in a book to an electronic format that matches student attention spans.

- Comprehensive Standard 3.5.1

  The institution identifies college-level competencies within the general education core and provides evidence that graduates have attained those competencies.

  __x_ Compliance
  ____ Partial Compliance
  ____ Non-Compliance

  Comments/Justification:

We are now trying to do this by the student learning outcomes that are submitted annually.

- Comprehensive Standard 3.7.1

  The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline in accordance with the guidelines listed below. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.

- Comprehensive Standard 3.7.1 Credential Guideline a

  Faculty teaching general education courses at the undergraduate level: doctor's or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

  __x__ Compliance
  ____ Partial Compliance
  ____ Non-Compliance

  Comments/Justification:

Yes, definitely. In hiring committees Deans follow appropriate procedures for assuring that job candidates have proper credentials.

- Comprehensive Standard 3.7.1 Credential Guideline b

Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctor's or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

__x__ Compliance
____ Partial Compliance
____ Non-Compliance

Comments/Justification:

Yes, this was standardized and reviewed prior to our last SACS visit.

- Comprehensive Standard 3.7.1 Credential Guideline c

Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline.

_x__ Compliance
____ Partial Compliance
____ Non-Compliance

Comments/Justification:

Yes, this was standardized and reviewed prior to our last SACS visit.

- Comprehensive Standard 3.7.2

  The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.

  __x__ Compliance
  ____ Partial Compliance
  ____ Non-Compliance

  Comments/Justification:

Full-time faculty are evaluated annually if on one-year contracts and twice during a three year contract cycle. New faculty are evaluated within the first 90 days and at the end of the first semester and with classroom visits. They also meet with their Dean to discuss student evaluation results. Faculty meet with the Council on Excellence for contract extension.

- Comprehensive Standard 3.7.3

  The institution provides evidence of ongoing professional development of faculty as teachers, scholars, and practitioners.

  __x__ Compliance
  ____ Partial Compliance
  ____ Non-Compliance

  Comments/Justification:

On our evaluations and in the summary reports written for reimbursement from conference trips faculty share what was learned and have opportunities to develop. For some disciplines such as Accounting there are professional standards. There are research opportunities as part of the mission in the sciences. Sometimes the research for a discipline is in the summer when the COE money is already gone and professors have to pay their own way to the conferences.

- Comprehensive Standard 3.7.4

  The institution ensures adequate procedures for safeguarding and protecting academic freedom.

  _x__ Compliance
  ____ Partial Compliance
  ____ Non-Compliance

  Comments/Justification:

If students have complaints they first should go to the professor and then to the Dean. Some provosts insist that is in the syllabus.

Few faculty are aware of the procedures that exist in Faculty Council and COE for appeals if academic freedom is threatened. Many Deans don't know about the specific content area so they don't have a say in it. At Collin we teach evolution in Anthropology courses but that is along with caveats and axiomatic assumptions about nature being consistent and how our senses sometimes trick us.

- Comprehensive Standard 3.7.5

  The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.

  __x_ Compliance
  ____ Partial Compliance
  ____ Non-Compliance

  Comments/Justification:

HR documents the parameters for governance by Faculty Council.

Fall 2008 Core Curriculum Assessment (AA & AS)

Phase 5 --- Synthesis & Strategic Planning

Strategic Planning

As a group, please review and discuss your responses to questions in the preceding sections, considering all of the data. Based on those responses, create recommendations and a plan for innovations to strengthen the core curriculum that can be incorporated into strategic goals and objectives for the academic areas. Your group may develop goals and objectives for specific courses, for entire core areas, or for the overall core curriculum. Your group may want to consider questions such as the following:

- How might student learning be improved?
- What changes should be made in course-level expected student learning outcomes or in core area Basic Intellectual Competencies and Exemplary Learning Outcomes?
- What, if any, changes in pedagogy might improve student learning?
- Describe the milestones that will be used to measure and document your accomplishments.
- Who will be responsible for achieving the milestones for each goal and objective?
- How will the results be measured and documented?
- Within what time frame should these milestones by accomplished?

The Academic Deans and the Vice President/Provosts will review your responses to all sections of this Assessment. Specific goals and objectives can be incorporated into departmental or college-wide goals and objectives as appropriate.

After reviewing and discussing the data of the first three phases, it was the consensus of the CCAG that we should focus solely on the distribution and collection of data relevant to Basic Intellectual Competencies (BIC). The CCAG members felt that our continuing data collection on Student Learning Outcomes (SLO) and BICs was necessary for the Coordinating Board and SACS, and to insure that we were not compromising the integrity of our classes for the sake of improving retention. Furthermore, to best comply with the Coordinating Board and SACS, each discipline will select at least two Intellectual Competancies they wish to be responsible for documentation and/or data collection. It was also concluded that for the sake of faculty, we should strive to find a way to merge the data collection and documentation so that the Intellectual Competency data could be part of the SLO data collection.

See the following chart documenting which BICs will be handled by which disciplines.

We propose that in August 2009 each discipline discusses these Basic Intellectual Competencies at the division/departmental meetings that will occur before the start of the Fall 2009 semester. The disciplines need to discuss and decide whether they are already collecting the needed data as part of their Student Learning Outcomes. For some courses, the BIC is meshed with the design of the entire course. For example, in a course where success in the course is not possible without "the ability to analyze and interpret a variety of printed materials – books, documents, and articles [above 12th grade level]" then an explanation of this could allow for the course grade to count as achieving the reading BIC. In other courses, the SLO, pre-test/post-test, or standard departmental exams can provide documentation for whether each student achieves the BIC or not.

We propose that the data be entered into Banner if possible. This will cut down on the extra reporting streams.

The discipline chair will be responsible for implementing these measures.

The final data will be turned in to Kathleen Fenton in December, along with the usual SLO data.

At the division/departmental meetings in January each discipline will review the data collected in Fall 2009 and continue the process, possibly with modifications or improvements.