COLLIN COUNTY COMMUNITY COLLEGE

Workforce Education Program Assessment 2009-2010

Biotechnolgy

The workforce education program assessment instrument focuses on fundamental questions about assessment and improvement in the context of student learning outcomes. Many of the sections from previous years were removed in an effort to make the process more focused and streamlined. Based on the results of the assessment, plans for improving your program will be proposed to administrators for possible inclusion in the college's yearly strategic goals.

This assessment is intending to be completed with input from the whole program. One person should not answer all the questions. These questions are starting points for discussions within the program about how to improve the program as well as student learning outcomes.

Throughout the report be sure to provide data/evidence to support your assertions.

Assessment documents for your program can be found on the Institutional Research intranet site at:
http://intranet.collin.edu/iro/information/WEPA/index.htm

A. Occupational Competencies / Capstones / Student Learning Outcomes

1. What are the expected program outcomes for your program? *These are NOT the course-level student learning outcomes.* Refer to defined expectations such as those associated with the capstone experience, a comprehensive exam, a licensure exam, external experiences such as co-op courses, etc. If your program has a capstone course, refer to the assessment file on the intranet that lists the expected outcomes for that capstone course.

Students in the biotechnology program will successfully complete all required courses towards receiving a one-year certificate or two-year degree. Students will master areas of study as described by the Texas Skills Standards Board (TSSB) for each course. As a capstone experience, each student in the certificate and associate degree program will complete a semester-long internship in their field of interest, focusing on one of the various facets of biotechnology. Graduates and certificate holders will be prepared to enter into a career in biotechnology. Associate degree earners will be able to transfer to a four-year college or university to complete a bachelor's degree in biotechnology or related field.

2. Provide data to demonstrate the degree to which students achieve the program outcomes / occupational competencies for your program.

Student mastery of TSSB requirements are assessed by the use of written exams and practical exams. Completion of the Associate Degree or certificate programs correlates with capstone completion.

3. If your program has a capstone experience, how does it contribute to assessment of overall program outcomes?

As a capstone experience, the internship course is the culmination of the biotechnology degree or certificate programs. Students will be required to demonstrate competency in their previous classes to be successful. In addition to serving as an ultimate evaluation of laboratory skills, it requires the student to prepare portfolio materials that will be useful to them after graduation. Students who wish to enter the work force after completing the associate's degree or certificate will be able to use the experience gained through their internship as an advantage when applying for a job position. Students who wish to further their education with a four-year degree or more will be able to

draw from their internship experience to better understand the concepts that they will encounter at their four-year college or university.

4. How does measurement of program-level outcomes affect departmental policy, the pedagogy of individual instructors, curricular changes or program changes?

Many of the members that serve on our Advisory Board are representatives from local research and industry that also take our students on as interns. At their suggestions to improve the preparation of our students for success, we as instructors, department members and staff make changes to curriculum and teaching methods.

B. AAS Core Curriculum

The requirements below are designated by the Southern Association of Colleges and Schools (SACS), the Texas Higher Education Coordinating Board (THECB), and Collin College's Workforce Education Core Curriculum. Refer to the following requirements when answering the questions (in italics).

1. SACS Core Requirement 2.7.3

In each undergraduate degree program, the institution requires 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. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.
(General Education)

Indicate the degree to which your program is in compliance and explain your answer. If your program is not in compliance how do you intend to address any gaps?

__X__ Compliance
_____ Partial Compliance
_____ Non-Compliance

Comments/Justification:

The courses completed as part of the AAS for Biotechnology introduce students to areas of knowledge outside of their majors (breadth of knowledge) through rigorous courses that engage them actively and provide opportunities for discourse, critical reading, and critical thinking. The AAS – Biotechnology requires the completion of the following courses to meet that requirement: MATH 1342,

ENGL 1301, HUMA 1301, PHED/DANC, PSYC 2301, BIOL 1406, CHEM 1411, BIOL 1407, CHEM 1412, BIOL 2416, and SPCH 1321.

2. THECB Standard

Measure: General Education Requirements
Standard: 100 percent of all associate degrees have at least 15 SCH of general education

General education must include at least one course in each of the following three areas: Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences/Mathematics. Examples of general education courses by area:

Humanities/Fine Arts
_X_Humanities
___Journalism
___Drama/Art/Music
___Philosophy
___Cultural studies
___Classical languages
___Ethics
___Elective

Social/Behavioral Science
___Government
___History
_X_Psychology
___Sociology
___Anthropology
___Economics
___Elective

Natural Science/Math
_X_Biology
_X_Chemistry
___Physics
_X_College-level Math (must be academic)
_X_College-level Science (must be academic)
___Geology
_X_Elective

Note: Meets standard if program consists of certificate only.

Indicate whether your program meets the standard and explain your answer. If your program does not meet the standard how do you intend to address any gaps?

__X__ Meets standard
____ Does not meet standard

Comments/Justification:

As previously stated, the AAS – Biotechnology requires the completion of the following: MATH 1342, ENGL 1301, HUMA 1301, PHED/DANC, PSYC 2301, BIOL 1406, CHEM 1411, BIOL 1407, CHEM 1412, BIOL 2416, and SPCH 1321.

3. *If your program has specific Core Curriculum requirements refer to the assessment file that lists those requirements. What aspects of Collin's Workforce Education core curriculum, if any, do not fit the needs of your program? What changes in the core curriculum would help your program?*

Collin AAS Core Curriculum	
English ENGL 1301	3 credit hours
Speech Communications *select one course:* SPCH 1311, 1315, or 1321	3 credit hours
Mathematics *select one course:* MATH 1xxx College-level mathematics course MATH 2xxx College-level mathematics course *(Math requirements may vary from the core curriculum. Check each degree plan. MATH 1314 or higher recommended for transfer students)*	3 credit hours
Humanities / Fine Arts *select one course:* ARTS 1301, 1303, or 1304 DANC 2303 DRAM 1310, 2361, or 2362 ENGL 2322, 2323, 2327, 2328, 2332, 2333, 2342, or 2343 FREN 2303 or 2304 HUMA 1301 MUSI 1306 or 1307 PHIL 1301, 1304, 2303, 2306, 2307, or 2321 SPAN 2321 or 2322	3 credit hours
Social / Behavioral Science *select one course:* ANTH 2351 ECON 1301, 2301, or 2302 GOVT 2301 or 2302 HIST 1301, 1302, or 2301 PSYC 2301 or 2302 SOCI 1301	3 credit hours
Physical Education / Dance *select one course:* PHED / DANC (any activity course or PHED 1338)	1 credit hour minimum
16 credit hours minimum for AAS Core Curriculum	

The following are more specific requirements of the Biotechnology AAS:

SPCH 1311 required; no substitutes.
MATH 1342 required; may substitute MATH 1314.
HUMA 1301 required; no substitutes.
PSYS 2301 required; no substitutes.

The remainder of the AAS Core Curriculum satisfies the requirements for the AAS-Biotechnology. The specific AAS core requirements for Biotechnology listed on the Workforce Education Program Assessment site are appropriate and in line with Collin's requirements, as mentioned above.

4. *To what degree is the AAS core, as required for your program, aligned with the "Purpose Statement for Collin College's General Education Core Curriculum", as well as Collin College's "Mission Statement", "Core Values", "Purpose Statement", and "FY2010 – FY2012 Strategic Goals"? How do you intend to address any gaps?*

The Collin County Community College District is a student and community centered institution committed to developing skills, strengthening character, and challenging the intellect. The goals of Collin's Biotechnology Program align with the mission of the college and are as follows:

- Provide biotechnology training to students in a state of the art laboratory environment;
- Prepare students to work in a variety of biotechnology related fields;
- Prepare students to further their education at 4 year colleges; and
- Increase awareness of and enrollment in the biotechnology program through contacts at area high schools and local biotech businesses.

The AAS Core required for the Biotechnology Program supports these goals by assisting students in developing a general communication, writing, mathematics, and science (both natural and social) educational foundation.

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

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

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

Collin College Purpose Statement

Through its campuses, centers, and programs Collin College fulfills its statutory charge to provide:

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

Collin College FY2010 - FY2012 Strategic Goals

1. Increase the percentage of students who complete the core curriculum, earn a certificate, or earn a degree within three years of entering Collin College.
2. Increase the community's recognition of Collin College's educational opportunities, quality, and value.
3. Create linkages and new opportunities to help students navigate 21st century educational transitions.
4. Increase higher education accessibility and advance educational quality through the development of alternative resource streams and improved efficiencies.

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5. SACS Comprehensive Standard 3.5.1

The institution identifies college-level general education competencies and the extent to which graduates have attained them. (College-level competencies)

How does your program assess student learning outcomes in the AAS core, and how do AAS core student learning outcomes relate to and support student learning within the program?

Most biotechnology students take their program courses intermixed with their core courses and have mastered some of the learning outcomes from the core courses but usually do not really master the learning outcomes until close to the completion of the program courses.

Student learning outcomes have been identified for each course within the Biotechnology Program and are listed on the syllabi. Embedded within these student learning outcomes are basic intellectual competencies (i.e. reading, writing, speaking, listening, critical thinking, and computer literacy). These student learning outcomes are assessed through the administering of quizzes, exams, practical examinations that require the demonstration of laboratory skills, classroom presentations, writing assignments, computer assignments and the cooperative work experience.

C. Texas Higher Education Coordinating Board

The Texas Higher Education Coordinating Board (THECB) creates definitions and standards to guide how community colleges should assess the quality of their Workforce Education Programs. For reference, the entire set of THECB standards can be viewed at the following Web site ("Desk Review Instrument"):

http://www.thecb.state.tx.us/index.cfm?objectid=130980E5-AFAD-DF4B-F4CD2F627D494574

This section of the assessment asks you to compare your program to specific THECB standards. Refer to the assessment file that contains THECB data for your program from the college's recent desk review. Also, refer to the assessment file that contains Collin's Desk Review Response Plan.

1. For any section of the desk review where your program was cited as falling below a state standard, a plan was submitted to the THECB. Document the actions taken and the progress your program has made in response to the THECB audit. How close is your program to meeting or exceeding these state standards?

   The Biotechnology Program is not mentioned in the "Coordinating Board Desk Review Improvement Plan."

2. What additional actions will your program take to improve measures tracked in the desk review?

   The Biotechnology Program will continue to develop industry ties that benefit the students.

3. Refer to the THECB state transfer reports:

   http://www.txhighereddata.org/reports/performance/ctctransfer

   For each 2-year institution the report compares the academic performance of that institution's transfer students during their first year at Texas public universities. For each 4-year institution the report compares the first year university academic performance of students transferring from Texas public 2-year colleges.

   Refer to the sections on Technical Associates and Certificates. What strengths or areas of concern are suggested by the table summarizing the performance of Collin's workforce students after they transfer to universities?

   No conclusions can be made.

4. Refer to the following THECB criteria for an Exemplary Program. Briefly respond to each component. Identify any barriers to Exemplary Program status. What changes can your program make to move toward the goal of becoming or continuing to be an Exemplary Program?

   The Biotechnology Program does not meet the Exemplary Program Standard for the 3-year period (2004 through 2007).

Exemplary Program Status Evaluation In The Desk Review Option

The Institutional Effectiveness Evaluation Process for public community and technical colleges and four-year institutions that award applied associate degrees has added exemplary status consideration for workforce education programs to the desk review option. *Submission of programs for exemplary status consideration in the desk review option is strictly voluntary*.

Submission of Program Portfolios

A college desiring to have a workforce education program evaluated for exemplary status must submit a portfolio of information clearly documenting that the program satisfies all requirements specified below. Portfolios must be organized in the order of items below. *New programs are not eligible for exemplary status until three years of graduation and placement data are available and have been reported to the Coordinating Board.*

Exemplary Program Criteria

To receive an exemplary rating via the desk review option, a workforce education program must satisfy the following criteria:

1. **All program standards specified in the desk review institutional effectiveness evaluation instrument must be met.**

   The program does not meet all of the requirements specified in the desk review institutional effectiveness evaluation instrument.

2. **The program must also exceed standards in at least five of the following areas (a through h):**

   a) Placement of Program Graduates

   Standard: Ninety percent of program graduates are placed within one year of graduation

   - *The program exceeds the standard if three-year average placement rate is 95 percent or greater*

   The Biotechnology Program placement rate is 100%, which exceeds the standard, per the THECB Desk Review document.

   b) License Examination Pass Rate (where applicable)

   Standard: Ninety percent of students tested on a specific license exam pass the exam as reported for the most recent year for which data is available (Perkins Standard)

   Or

   the percentage of students who take a license exam and pass is no more than five percentage points below the state average for the last three years for that particular license exam (State Standard)

   - *The program exceeds the standard if the pass rate is 95 percent or greater. (Only the Perkins Standard is applicable for exemplary program consideration purposes).*

   Not applicable to this program

   c) Professional Program Credentials

Standard 1: A program requiring external certification, accreditation, or other mandatory approval, has documentary evidence that it meets the standards of the appropriate agency (Examples: Federal Aviation Administration certification for airframe/powerplant programs or Texas Board of Nurse Examiner accreditation for nursing programs);

And

Standard 2: the program holds *additional* professional accreditation, certification, or other form of approval, *other than Coordinating Board approval*, that is customarily held by programs in that particular discipline. (Examples: An interior design program with accreditation from the Foundation for Interior Design Education Research or an engineering technology accredited by the Accreditation Board for Engineering and Technology).

- *The program exceeds standards if it has received recognition from the industry, a professional association/organization relevant to the industry for which the program provides training, local, state, or national recognition, or other awards or commendations. Recognition must be clearly documented.*

  Not applicable to this program

d) Linkages and External Agreements

Standard: Program has at least one agreement in place and is pursuing others as appropriate (not applicable to certificate-only programs)

- *The program exceeds the standard if four or more of the following are clearly documented*

  1) 2+2(+2), 1+1
  2) TechPrep
  3) University transfer
  4) Inverted degree plan(s)
  5) Dual credit technical program
  6) Other appropriate agreement (provide description)

The program does not meet all of the requirements of this standard. The Biotechnology Program had a dual credit technical program in place with Allen High School at one time. We are currently working on a 2+2 with TAMU-Commerce and we are working on articulation agreements with UNT and UTD.

e) Business and Industry partnerships

Standard: Active involvement with business/industry and documented evidence of at least two of the following affiliations

- *The program exceeds the standard if three or more of the following are clearly documented*

  1) Agreements for sharing facilities, equipment, labs, etc.
  2) Internships/apprenticeships/co-op/practicum/clinical
  3) On-site training for faculty at business/industry worksites
  4) Contractual agreements with business/industry
  5) Other partnership(s) (provide description)

The program does not meet all of the requirements of this standard. We do have a Biotechnology Advisory Board and we have internship/co-ops that our students must complete.

f) Integrating Academic and Technical Education

Standard: Writing and use of computers is included in the program

- *The program exceeds the standard of five or more of the following are clearly documented*

  1) Program includes writing (required)
  2) Program includes use of computers (required)
  3) Academic courses are included in the curriculum
  4) Program teaches problem identification, assessment, critical thinking, problem-solving, listening, and speaking skills
  5) Technical applications are included in academic courses
  6) Other (provide description)

The program exceeds the requirements of this standard. The Biotechnology Program includes oral and written projects/presentations and research, internet based research, data collection and presentation using computers and software, breadth of knowledge academic courses, problem solving, and critical thinking.

g) Employer and Student Satisfaction With the Program

Standard: On-going program-specific assessment of employer and student satisfaction with results used for program improvement and documented evidence of at least two of the following:

- *The program exceeds the standard if three or more of the following are clearly documented*

  1) Advisory committee satisfaction with the program

2) Use of student satisfaction surveys (required by the *Guidelines for Instructional Programs in Workforce Education*)
3) Use of employer satisfaction surveys (required by *Guidelines for Instructional Programs in Workforce Education*)
4) Use of survey results for continuous program improvement

The program does not meet all of the requirements of this standard. There is no student satisfaction survey in place at this time. Again we have an advisory board and as students complete internships the employers assess the students' success during their internship, although we don't have an official survey.

h) Determination of On-Going Need for the Program

Standard: Clear documentation of two of the following:

- *The program exceeds the standard if three or more of following are clearly documented*

1) The program advisory committee recommends continuation of the program
2) Recent local and/or regional labor market data indicate continued need for the program
3) Recent state and/or national labor market data indicate continued need for the program
4) Other indicator (provide description)

The program does not meet all of the requirements of this standard. We don't have anything documented. We think both state and national data would indicate need for biotechnology programs. The Biotechnology Advisory Committee has recommended continuation of the program.

D. Course Completion and Success

Refer to the retention/success charts and analyze the last class day enrollment compared to the Census day enrollment for the courses in your program.

1. What patterns or trends do you notice in the course completion data? What suggestions do you have for increasing any low completion rates?

BITC 1311 – with the exception of Fall 2005 and Fall 2007, the retention rates have increased. The average retention rate for BITC 1311 is 73.5%. This is a more difficult course than students are expecting.

BITC 1350 – the average retention rate for BITC 1350 is 89%.

BITC 1402 – with the exception of Spring 2007, the retention rates have increased. The average retention rate for BITC 1402 is 78.5%. The course includes a great deal of math that many students aren't prepared for.

BITC 2386 – the average retention rate for BITC 2386 is 100%.

BITC 2387 – the average retention rate for BITC 2387 is 100%.

BITC 2411 – the average retention rate for BITC 2411 is 91%.

BITC 2431 – the average retention rate for BITC 2431 is 81%.

BITC 2441 - the retention rates for this course have declined over the last 4 semesters. The average retention rate for BITC 2441 is 78%.

Refer to the retention/success charts and analyze the last class day enrollment compared to the success data for the courses in your program. "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."

2. How do the success rates compare across courses?

BITC 1311 – the average success rate for this course is 54.5%.

BITC 1350 – the average success rate for this course is 76%. The success rates for this course have increased over time.

BITC 1402 – the average success rate for this course is 73%.

BITC 2386 – the success rate for this course is 100%.

BITC 2387 – the average success rate for this course is 100%.

BITC 2411 – the average success rate for this course is 87.7%. The success for this course has increased over time.

BITC 2431 – the average success rate for this course is 62%.

BITC 2441 - the average success rate this course is 75.5%.

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

It appears that the patterns of success are related to the pattern of retention. Again, some courses are more difficult than students expect, especially those that contain a great deal of math that many students aren't prepared for.

We are always trying to improve the content of our courses based on evaluations of the previous semester.

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

The Fall 2006-2008 Collin-Texas Retention report, which compares Collin's retention rates with state-wide retention rates, can be found in the "reports" section of the IRO intranet site. The report is listed in CIP order as well as in alphabetical order.
http://intranet.ccccd.edu/iro/information/reports/retention.htm

4. For the courses in your program, what actions will your program take to meet the state course completion standard or to improve course success without compromising academic integrity and rigor?

   Since two of the courses are now academic transfer courses and not WECM courses there may be opportunities for formal tutoring through the ACCESS office, as is available for general biology and/or chemistry.

   Many of the BITC courses across the state are part of a high school biotechnology program. Retention and success rates in these programs are more forced and student must apply and be accepted into the program versus a program like the one at Collin where students are accepted through an open-door policy.

5. What potential issues or concerns do the data suggest for your program, and how might these issues be addressed?

   As more of the courses become academic transferable courses then more students should enroll in these courses, therefore, the greater chances of retention and success.

   Other data indicates that Collin's Biotechnology Program retention and success data are in line with and perhaps better than some of Collin's academic science courses (i.e. anatomy and physiology, microbiology, biology, chemistry, and physics).

E. Institutional Effectiveness --- Part 1

1. In order to plan for the future it can be helpful to look back at successful plans from the past. How did your program's most recent workforce assessment result in improvements to your program? (contact Vicky Putman if you need a copy of your program's last assessment)

   BITC 1311 has been approved as an academic transfer course and is now BIOL 1414 – Introduction to Biotechnology.

   A new classroom/laboratory facility was built at the Spring Creek Campus and is currently in use. We have obtained, and use in our instruction, the most up-to-date instruments, techniques, and materials as affordable.

   A majority of the courses are now concentrated at the Spring Creek Campus, rather than offering them at both Spring Creek and Preston Ridge Campuses.

   We continually try to increase student and community awareness of the Biotechnology Program through greater advertisement, recruiting, and advising.

   We have allowed smaller classes to make when necessary to allow students to graduate on schedule.

   The Biotechnology Program has hired additional instructors, at least part-time, to expose students to different instructors' experiences and knowledge in the field.

2. Are there plans from that assessment that are still in the process of being implemented?

   Due to the small numbers of students aware of the program we continually try to increase student and community awareness of the Biotechnology Program through greater advertisement, recruiting, and advising.

3. According to SACS, institutional effectiveness involves documenting that expected outcomes have been identified, assessed, and have led to improvements. The SACS standard below indicates the importance SACS gives to planning, assessment, and improvement based on the assessment results.

SACS Comprehensive Standard 3.3.1
The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:
(Institutional Effectiveness)

3.3.1.1
educational programs, to include student learning outcomes

3.3.1.2
administrative support services

3.3.1.3
educational support services

3.3.1.4
research within its educational mission, if appropriate

3.3.1.5
community/public service within its educational mission, if appropriate

Indicate the degree to which your program is in compliance and explain your answer. If your program is not in compliance how do you intend to address any gaps?

_X__ Compliance
____ Partial Compliance
____ Non-Compliance

Comments/Justification:

All class syllabi currently list the expected student outcomes and those outcomes are continually examined and revised as needed.

Administrative and educational support services are appropriate.

Dr. Kirkpatrick and students actively participate in research through Collin's Center for Advanced Studies in Math and Natural Sciences (CASMSNs)

Collin's Biotechnology Program annually hosts the Biotechnology Educators Conference, *Biotech in a Box*, Biotech for Sciences Teachers, or some like event.

4. It is important to document program assessment and plans for continuous improvement to be in compliance with the SACS Comprehensive Standard 3.3.1.1. Often it may not seem as if official planning took place. However, analyzing decisions that your program has made can uncover the planning that occurred. The questions below will guide you in determining which decisions in your program resulted from deliberate planning.

Continuous Improvement Plan

Describe one decision made or action taken in the past year. This could be a change in textbooks, a change in technology, course sequence, learning outcomes, etc.

We've added 2 new instruments this past year and are integrating them into multiple courses with both theory and hands-on training. We are in the process of developing labs for students to use the equipment in a meaningful way.

Sources of Evidence

What prompted the decision? (i.e. what did you observe or what happened) Were you trying to fix a problem? What were your sources of information? What types of information or measures did you use to make this decision? How did your program come to the decision to make this change?

Our Biotechnology Advisory Board as well as national trends in research prompted the changes.

Intended Outcomes

How did you expect student learning to be affected by the change your program made? What outcomes did you hope would come from this change?

The students will be better prepared to work in research labs using technologies that are currently being used. They will have the theory as well as experience using those technologies. This is an important step in our students' learning and preparation for the workplace.

Findings
Did the intended outcomes occur as a result of the change your program made? What outcomes actually occurred?

The changes are still in the process of being made so we will know in the next ~1 year if the intended outcomes resulted from the changes.

Standard Met
Are the outcomes sufficient? Are you satisfied with the results from the change your program made?

N/A

Next Action Plan
Based on the outcomes of the change made by your program, what is your next step?

As we begin to use the labs that we develop, we will assess the student's success in those labs and make changes accordingly. For example, if the lab we develop is too confusing and/or doesn't work consistently, we will adapt it as needed.

F. Institutional Effectiveness --- Part 2

As a group or program, please review and discuss your responses to questions in the preceding sections, considering all of the data. Based on those responses, list possible recommendations and innovations to strengthen your program. You may develop goals and objectives for specific courses or for the whole program. You may want to consider questions such as the following:

- What are the current strengths and weaknesses of your program? Refer to data concerning intended outcomes and skills.
- Are changes necessary to your program's prerequisite rules or admission requirements?
- Are there overall changes that could improve your program's Coordinating Board status? What steps does your program need to take to fill in any gaps in compliance?
- What, if any, changes in pedagogy might improve student learning?
- Are there weaknesses related to your program's student learning outcomes? If so, consider how you can set a goal based on concrete outcomes.

BITC 1311 has been approved as an academic transfer course and is now BIOL 1414 – Introduction to Biotechnology.

Much of the public is not aware of our Biotechnology Program or the job opportunities biotechnology has to offer. We will continue to try to increase student and community awareness of the Biotechnology Program through greater advertisement, recruiting, and advising.

Hopefully both of these will lead to an increase in the number of students completing our program.

Now review your list of potential ways to improve your program. What ONE action or improvement do you think would have the most significant impact on the program's student learning outcomes, as identified in Section A.1.? The following questions are the same components as in E.4., just in a different order. Use these questions to help you create a plan for improving your program's student learning outcomes during 2010-2011.

The Academic Deans and the Vice President/Provosts will review the results of this assessment. Specific goals and objectives from this final section of the assessment can be incorporated into departmental or college-wide goals and objectives as appropriate.

Sources of Evidence

What aspect of student learning do you want to improve? What prompted your program to select this aspect of student learning? (i.e. what did you observe or what happened) Are you trying to fix a problem? What types of information or measures did you use?

We want to increase the number of students completing the Biotechnology Program to improve our compliance with the coordinating board.

Continuous Improvement Plan

Describe the decision made or action to be taken to improve student learning. This could be a change in textbooks, a change in technology, course sequence, learning outcomes, etc. How did your program come to the decision to make this change? Describe the milestones that will be used to measure the accomplishment of each part of your plan. Who will be responsible for each milestone?

We will continue to hire faculty that are familiar with the latest biotechnological techniques and technologies. In addition, we will continue to purchase and utilize "state of the art" equipment and make use of this equipment in the courses offered.

Intended Outcomes

How do you expect student learning to be affected by the change your program will make? What outcomes do you hope will come from this change?

By the time students are ready to complete their internships/co-ops they will be better equipped with the current industry techniques, skills, and familiar with the current industry standard equipment.

Findings

How will you measure if the intended outcomes occur? How will the results be assessed and documented?

The employer's assessment of the student's success during their internship/co-op should increase, as well as the employment rate of students completing the Biotechnology Program should increase.

Standard Met

How will you know whether the outcomes are sufficient and satisfactory?

We will use feedback from the employer's assessment of the student's success from their internship/co-op.

Next Action Plan

For the most likely outcomes of the change to be made by your program, what will be your next steps? If the intended outcome is achieved then what will be your next steps?

"Closing the loop" refers to using the results of an assessment to make improvements in a program. These improvements are then assessed to continue the institutional effectiveness loop. How, where and when will your program use data and other evidence from your Continuous Improvement Plan to "close the loop"?

This will be determined at a later date.

Workforce Education
Program Assessment
2009-2010

Child Development

The workforce education program assessment instrument focuses on fundamental questions about assessment and improvement in the context of student learning outcomes. Many of the sections from previous years were removed in an effort to make the process more focused and streamlined. Based on the results of the assessment, plans for improving your program will be proposed to administrators for possible inclusion in the college's yearly strategic goals.

This assessment is intending to be completed with input from the whole program. One person should not answer all the questions. These questions are starting points for discussions within the program about how to improve the program as well as student learning outcomes.

Throughout the report be sure to provide data/evidence to support your assertions.

Assessment documents for your program can be found on the Institutional Research intranet site at:
http://intranet.collin.edu/iro/information/WEPA/index.htm

A. Occupational Competencies / Capstones / Student Learning Outcomes

1. What are the expected program outcomes for your program? *These are NOT the course-level student learning outcomes.* Refer to defined expectations such as those associated with the capstone experience, a comprehensive exam, a licensure exam, external experiences such as co-op courses, etc. If your program has a capstone course, refer to the assessment file on the intranet that lists the expected outcomes for that capstone course.

The Child Development program has a capstone course, CDEC 2166 Practicum-Child Care Provider/Assistant. Students are required to do 112 hours of external experiences as a teacher or an administrator in early childcare programs, centers, facilities or organizations. There is a required portfolio in this course. Depending on the former classes a student has taken, depends on what artifacts are placed in the portfolio. The student demonstrates competency of the course by the artifacts contained in the portfolio. Below are the capstone key assessments for the student portfolios. The students have been successful in creating portfolios that can be utilized in the future. All of the assessments support the NAEYC standards and supportive skills. The learning outcomes from the course are defined as:

The course description states, "practical, general workplace training supported by an individualized learning plan developed by the employer, college, and student."

1. Master the theory, concepts, and skills involving the tools, materials, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, and legal systems associated with the workplace.
2. Demonstrate ethical behavior, safety practices, interpersonal and teamwork skills, appropriate verbal and written communications in the workplace.

NAEYC Standards:

Standard 1: Promoting child development and learning
Standard 2: Building family and community relationships
Standard 3: Observing documenting and assessing to support young children and families
*Standard 4: Teaching and learning
*Standard 5: Becoming a professional

NAEYC Supportive Skills:

Skill 1: Self-assessment and self-advocacy
*Skill 2: Mastering and applying foundational concepts from general education
Skill 3: Written and verbal communications skills
*Skill 4: Making connections between prior knowledge/experience and new learning
*Skill 5: Identifying and using professional resources

2. Provide data to demonstrate the degree to which students achieve the program outcomes / occupational competencies for your program.

The majority of students who attempt the capstone project class and internship show successful completion. Enrollment in the practicum class ranges from 15 to 30 students during the Spring semester when the course is offered. The majority of students submit a quality portfolio that indicates they are ready to work in the child development career field.

The department received national accreditation from the National Association of the Education of Young Children (NAEYC) and strives to meet the standards listed above. The NAEYC review team assessed 10 portfolios from the capstone course and mentioned the quality of experiences that students partook in as well as the artifacts that were collected as being superior. National Accreditation for the Child Development Program at Collin College was received in Spring 2010.

3. If your program has a capstone experience, how does it contribute to assessment of overall program outcomes?

I am attaching the list of key assessments form the child development courses that are included in the portfolio.

ASSIGNMENTS FOR YOUR PORTFOLIO

The following assignments have been designated as required assignments in each of the following courses. Most of them have rubrics that are posted on the faculty resource site at http://iws.ccccd.edu/shirschy/facultyresources/Rubrics&Projects.htm. You should include these in your syllabi with the following next to it: ***This is a Capstone Project to be retained as documentation for portfolios, education and career opportunities. Make two copies-- one to turn in and one to keep in your file***

EDUC 1301—Lesson Plans
EDUC2301—Library Assignment
CDEC1313—Lesson Plans
CDEC1319—Classroom Management Activity
CDEC1321—Transition Activities Book
CDEC1223—Child Observation Activity
CDEC1330—Milestones 0-3 Year Old Brochure or Flyer
CDEC1335—Brochure or Flyer on Preschool topic of interest
CDEC1356—Complete an Activity Plan for Language Arts
CDEC1358—Field Trip Activity and Rubric
CDEC2307—Choose an Age Group and Plan a Math and Science Activity
CDEC2315—Plan a Teaching Bulletin Board
CDEC2326—Completion of the ITERS or ECERS
CDEC2328—Equipment/Material/Supply Project
CDEC2336—Staffing Project
CDEC2341—Presentation on a school age program
TECA1311—Curriculum Project
TECA1318—Nutrition Activity
CDEC2340—Interview Project
CDEC1359—Research Paper on a Special Need
CDEC2304—Pelzer Project—Create a Brochure or Flyer on Child Abuse

TECA1303—Advocacy Activity
TECA1354—Child Observation
CDEC1317—CDA 1 Assignment Project
CDEC2322—CDA 2 Project for Goal 3
CDEC2324—CDA 3 Project Competency Goal
CDEC2385—Co-Op Reflection Paper
CDEC2166—Portfolio

ADDITIONAL ITEMS NEEDED
Certificates
Professional Development
Awards
Membership(s) in Professional Organizations

Besides the artifacts, the students are evaluated by their cooperating teacher which contributes to their grade as well.

4. How does measurement of program-level outcomes affect departmental policy, the pedagogy of individual instructors, curricular changes or program changes?

   Each year the department evaluates the key assessments in each course to ensure that student's are getting the essential requirements of the state and the National Association of the Education of Young Children (NAEYC). As new information and data is gathered, pedagogy, and curricular and program changes are made to ensure the latest research based methods, equipment and criteria are utilized in the department.

B. AAS Core Curriculum

The requirements below are designated by the Southern Association of Colleges and Schools (SACS), the Texas Higher Education Coordinating Board (THECB), and Collin College's Workforce Education Core Curriculum. Refer to the following requirements when answering the questions (in italics).

1. SACS Core Requirement 2.7.3

In each undergraduate degree program, the institution requires 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. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.
(General Education)

Indicate the degree to which your program is in compliance and explain your answer. If your program is not in compliance how do you intend to address any gaps?

__x__ Compliance
____ Partial Compliance
____ Non-Compliance

Comments/Justification:

The Associate of Applied Science (AAS) in Child Development constitutes 45 credit hours of core curriculum and 16 hours of child development coursework. The AAS in Child Development is in compliance because all students must complete the core and child development course credits in order to receive an AAS. The general education component "ensures breadth of knowledge" in core courses such as English Composition, Applied Psychology, Speech, Humanities, Mathematics,

Computers and Technology and Physical Education.

The Associate of Arts in Teaching (AAT) mandates students to complete a minimum of 60 credit hours with 45 credit hours in core curriculum. English, Speech, Humanities, Mathematics, Natural Sciences, Social and Behavioral Science, Social Sciences, Visual/Performing Arts, Physical Education and Computers and Technology ensures a breadth of knowledge for students in core curriculum and is in compliance because all students must complete the core in order to receive an AAT.

2. THECB Standard

Measure: General Education Requirements
Standard: 100 percent of all associate degrees have at least 15 SCH of general education

General education must include at least one course in each of the following three areas: Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences/Mathematics. Examples of general education courses by area:

Humanities/Fine Arts
___Humanities
___Journalism
___Drama/Art/Music
___Philosophy
___Cultural studies
___Classical languages
___Ethics
___Elective

Social/Behavioral Science
___Government
___History
___Psychology
___Sociology
___Anthropology
___Economics
___Elective

Natural Science/Math
___Biology
___Chemistry
___Physics
___College-level Math (must be academic)
___College-level Science (must be academic)
___Geology
___Elective

Note: Meets standard if program consists of certificate only.

Indicate whether your program meets the standard and explain your answer. If your program does not meet the standard how do you intend to address any gaps?

__x__ Meets standard
____ Does not meet standard

Comments/Justification:

The AAS and AAT meets the standard by requiring students to take a minimum of 45 credit hours in the list of general education requirements.

3. *If your program has specific Core Curriculum requirements refer to the assessment file that lists those requirements. What aspects of Collin's Workforce Education core curriculum, if any, do not fit the needs of your program? What changes in the core curriculum would help your program?*

Collin AAS Core Curriculum	
English ENGL 1301	3 credit hours
Speech Communications *select one course:* SPCH 1311, 1315, or 1321	3 credit hours
Mathematics *select one course:* MATH 1xxx College-level mathematics course MATH 2xxx College-level mathematics course *(Math requirements may vary from the core curriculum. Check each degree plan. MATH 1314 or higher recommended for transfer students)*	3 credit hours
Humanities / Fine Arts *select one course:* ARTS 1301, 1303, or 1304 DANC 2303 DRAM 1310, 2361, or 2362 ENGL 2322, 2323, 2327, 2328, 2332, 2333, 2342, or 2343 FREN 2303 or 2304 HUMA 1301 MUSI 1306 or 1307 PHIL 1301, 1304, 2303, 2306, 2307, or 2321 SPAN 2321 or 2322	3 credit hours

Social / Behavioral Science *select one course:* ANTH 2351 ECON 1301, 2301, or 2302 GOVT 2301 or 2302 HIST 1301, 1302, or 2301 PSYC 2301 or 2302 SOCI 1301	3 credit hours
Physical Education / Dance *select one course:* PHED / DANC (any activity course or PHED 1338)	1 credit hour minimum
16 credit hours minimum for AAS Core Curriculum	

The AAS in Child Development requires 18 credit hours in education core classes from the above list of courses with 9 hours of elective courses that can be chosen from the education core classes or from child development courses.. The AAT requires 45 credit hours in education core classes from the above list of courses.

4. *To what degree is the AAS core, as required for your program, aligned with the "Purpose Statement for Collin College's General Education Core Curriculum", as well as Collin College's "Mission Statement", "Core Values", "Purpose Statement", and "FY2010 – FY2012 Strategic Goals"? How do you intend to address any gaps?*

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

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

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

Collin College Purpose Statement
Through its campuses, centers, and programs Collin College fulfills its statutory charge to provide:
- Academic courses in the arts and sciences to transfer to senior institutions.
- Technical programs, leading to associate degrees or certificates, designed to develop marketable skills and promote economic success.
- Continuing adult education programs for academic, professional, occupational, and cultural enhancement.

- Developmental education and literacy programs designed to improve the basic skills of students.
- A program of student support services, including counseling and learning resources, designed to assist individuals in achieving their educational and career goals.
- Workforce, economic, and community development initiatives designed to meet local and statewide needs.
- Other purposes as may be directed by the Collin College Board of Trustees and/or the laws of the State of Texas.

Collin College FY2010 - FY2012 Strategic Goals

1. Increase the percentage of students who complete the core curriculum, earn a certificate, or earn a degree within three years of entering Collin College.
2. Increase the community's recognition of Collin College's educational opportunities, quality, and value.
3. Create linkages and new opportunities to help students navigate 21st century educational transitions.
4. Increase higher education accessibility and advance educational quality through the development of alternative resource streams and improved efficiencies.

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The core value of learning, service and involvement is encouraged in the child development and education classes by involving students in service learning. Service Learning is service-based experiential application of knowledge in real-world situations in which the service benefits the community. Service-learning projects are a component of a credit-bearing class, aligned with specific academic learning objectives, and associated with a grade. This unique method of education connects a student's personal, career, and civic interests to learning in the classroom.

5. SACS Comprehensive Standard 3.5.1

The institution identifies college-level general education competencies and the extent to which graduates have attained them. (College-level competencies)

How does your program assess student learning outcomes in the AAS core, and how do AAS core student learning outcomes relate to and support student learning within the program?

Many of the child development students are fearful of mathematical computations. Math is required in the education core. To provide child development students with the confidence to register for math, we have developed a learning communities class between a child development course and a math course. This encouraged child development students to take this course that may ordinarily they would have been fearful to take. Students who come into the program have difficulty with writing skills. Professors of child development encourage students to utilize the writing center at the college.
In Learning Communities courses, professors team teach and connect the concepts of their disciplines under a common theme or question. Credit for each class is received as if students were taking traditional classes thus transfer and graduation credits are met. A number of child development courses have formed learning communities classes with sociology, English, psychology, and math.

C. Texas Higher Education Coordinating Board

The Texas Higher Education Coordinating Board (THECB) creates definitions and standards to guide how community colleges should assess the quality of their Workforce Education Programs. For reference, the entire set of THECB standards can be viewed at the following Web site ("Desk Review Instrument"):

http://www.thecb.state.tx.us/index.cfm?objectid=130980E5-AFAD-DF4B-F4CD2F627D494574

This section of the assessment asks you to compare your program to specific THECB standards. Refer to the assessment file that contains THECB data for your program from the college's recent desk review. Also, refer to the assessment file that contains Collin's Desk Review Response Plan.

1. For any section of the desk review where your program was cited as falling below a state standard, a plan was submitted to the THECB. Document the actions taken and the progress your program has made in response to the THECB audit. How close is your program to meeting or exceeding these state standards?

   "Does not apply."

2. What additional actions will your program take to improve measures tracked in the desk review?

   "Does not apply."

3. Refer to the THECB state transfer reports:

   http://www.txhighereddata.org/reports/performance/ctctransfer

   For each 2-year institution the report compares the academic performance of that institution's transfer students during their first year at Texas public universities. For each 4-year institution the report compares the first year university academic performance of students transferring from Texas public 2-year colleges.

   Refer to the sections on Technical Associates and Certificates. What strengths or areas of concern are suggested by the table summarizing the performance of Collin's workforce students after they transfer to universities?

   It appears that students in Child Development are completing a certificate or an Associates of Applied Science degree before transferring to a 4-year institution. The Education core is being completed at the community college. It also appears that students who complete at the 2-year college are able to successfully find employment in the field of child development as well.

   Future report useful information would be to have the ability to track students by major.

4. Refer to the following THECB criteria for an Exemplary Program. Briefly respond to each component. Identify any barriers to Exemplary Program status. What changes can your program make to move toward the goal of becoming or continuing to be an Exemplary Program?

Exemplary Program Status Evaluation In The Desk Review Option

The Institutional Effectiveness Evaluation Process for public community and technical colleges and four-year institutions that award applied associate degrees has added exemplary status consideration for workforce education programs to the desk review option. *Submission of programs for exemplary status consideration in the desk review option is strictly voluntary*.

Submission of Program Portfolios

A college desiring to have a workforce education program evaluated for exemplary status must submit a portfolio of information clearly documenting that the program satisfies all requirements specified below. Portfolios must be organized in the order of items below. *New programs are not eligible for exemplary status until three years of graduation and placement data are available and have been reported to the Coordinating Board.*

Exemplary Program Criteria

To receive an exemplary rating via the desk review option, a workforce education program must satisfy the following criteria:

1. All program standards specified in the desk review institutional effectiveness evaluation instrument must be met.

The program standards in the desk review institutional effectiveness evaluation instrument are met.

2. The program must also exceed standards in at least five of the following areas (a through h):

a) Placement of Program Graduates

Standard: Ninety percent of program graduates are placed within one year of graduation

- *The program exceeds the standard if three-year average placement rate is 95 percent or greater*

Collin College tracks degree and certificate completers of the Child Development program. Based on employment data over the three-year period of the desk review, the average placement rate is 96% with annual rates as follows:

2004-2005	100%
2005-2006	100%
2006-2007	86%

b) License Examination Pass Rate (where applicable)

Standard: Ninety percent of students tested on a specific license exam pass the exam as reported for the most recent year for which data is available (Perkins Standard)

Or

the percentage of students who take a license exam and pass is no more than five percentage points below the state average for the last three years for that particular license exam (State Standard)

- *The program exceeds the standard if the pass rate is 95 percent or greater. (Only the Perkins Standard is applicable for exemplary program consideration purposes).*

The Council for Early Childhood Professional Recognition administers an exam for CDA credentialing. Although the CDA credentialing pass rate is not obtainable employers report 100% of graduates passed this exam and are working which would be a reflection of the pass rate.

c) Professional Program Credentials

Standard 1: A program requiring external certification, accreditation, or other mandatory approval, has documentary evidence that it meets the standards of the appropriate agency (Examples: Federal Aviation Administration certification for airframe/powerplant programs or Texas Board of Nurse Examiner accreditation for nursing programs);

And

Standard 2: the program holds *additional* professional accreditation, certification, or other form of approval, *other than Coordinating Board approval*, that is customarily held by programs in that particular discipline. (Examples: An interior design program with accreditation from the Foundation for Interior Design Education Research or an engineering technology accredited by the Accreditation Board for Engineering and Technology).

- *The program exceeds standards if it has received recognition from the industry, a professional association/organization relevant to the industry for which the program provides training, local, state, or national recognition, or other awards or commendations. Recognition must be clearly documented.*

The Child Development program successfully completed the criteria for the National Association of the Education of Young Children (NAEYC) 2-year College Accreditation on March 22, 2010.

d) Linkages and External Agreements

Standard: Program has at least one agreement in place and is pursuing others as appropriate (not applicable to certificate-only programs)

- *The program exceeds the standard if four or more of the following are clearly documented*

  1) **2+2(+2), 1+1**
  2) **TechPrep**
  3) **University transfer**
  4) Inverted degree plan(s)
  5) Dual credit technical program
  6) **Other appropriate agreement (provide description)**

  Texas Two-Step Articulation agreement with UT-Arlington
  Tech Prep course listings for 2004-2005, 2005-2006, and 2006-2007
  B.A.A.S. degree plan for the University of North Texas, MidWestern State and Texas Woman's University
  University Transfer at http://transferu.collin.edu
  Dual credit technical program at www.collin.edu/catalog
  Collin College participates in Virtual College of Texas

e) Business and Industry partnerships

Standard: Active involvement with business/industry and documented evidence of at least two of the following affiliations

- *The program exceeds the standard if three or more of the following are clearly documented*

  1) **Agreements for sharing facilities, equipment, labs, etc.**
  2) **Internships/apprenticeships/co-op/practicum/clinical**
  3) **On-site training for faculty at business/industry worksites**
  4) Contractual agreements with business/industry
  5) **Other partnership(s) (provide description)**

Collin College's child development program partners with business to provide a learning experience that meets the needs of the traditional student as well as the working child care professional. The requirement for business and industry partnerships I met through several partnerships.

- ✓ Collin College has an agreement with the educational service center for Region 10 to offer one course of the child development associate certificate via videoconferencing. Region 10 provides the video linkages between 4 different school sites as well as all required equipment. This program has been very successful in maintaining enrollment and reaching a wide geographic area throughout Collin County.
- ✓ The capstone course for all child development certificate and degree programs is a practicum. The practicum requires 112 hours of external work experiences (volunteer or as an employee). Evaluation of the students' success includes a portfolio as well as classroom observations by the professor and cooperating teacher.
- ✓ Collin is very open to offering courses on site for schools and childcare centers in need of training. This is a regular practice for the Child Development program at Collin College. Courses offered over the years provide evidence of Collin's commitment to on site course offerings.

f) Integrating Academic and Technical Education

Standard: Writing and use of computers is included in the program

- *The program exceeds the standard of five or more of the following are clearly documented*

1) **Program includes writing (required)**
2) **Program includes use of computers (required)**
3) **Academic courses are included in the curriculum**
4) **Program teaches problem identification, assessment, critical thinking, problem-solving, listening, and speaking skills**
5) **Technical applications are included in academic courses**
6) Other (provide description)

The Child Development program has a research-based end of the semester project for each class. The project requires writing skills, and must be typed as well as given the opportunity to be delivered orally. Students use their computer skills to research their project on the internet as a source and to word process their document. The program has appropriate technology competencies for each class, which are described in the course syllabi. All child development certificate programs include early childhood education academic transfer courses recognized in the Academic Course Guide manual. The syllabus and its competencies and the SCANS Crosswalk, reflect the integration of problem identification, assessment, critical thinking, problem-solving, listening and speaking skills.

In conjunction with a sociology professor, child development faculty offered a learning community class titled, :It Takes a Village,: a speech professor and a child development faculty offered a learning community class titled, "Teaching as a Performing Art: Classrooms, Communication & Community", "Families in the Digital Age: Using Technology Within Families, Schools, and the Community: was offered with a computer professor, "Broken Hearts: Shattered Lives:, :How Does a Baby Cry in Balinese/", and "Mending Fences Across the Borders" were offered with sociology and psychology professors. The Learning communities are team taught

by two professors and integrates the student learning outcomes of the two courses. Students earn a total of 6 semester credit hours taking the learning community.
Course syllabi can be found at http://iws.collin.edu/syllabus
Catalog found at www.collin.edu/catalog

g) Employer and Student Satisfaction With the Program

Standard: On-going program-specific assessment of employer and student satisfaction with results used for program improvement and documented evidence of at least two of the following:

- *The program exceeds the standard if three or more of the following are clearly documented*

1) **Advisory committee satisfaction with the program**
2) **Use of student satisfaction surveys (required by the *Guidelines for Instructional Programs in Workforce Education*)**
3) **Use of employer satisfaction surveys (required by *Guidelines for Instructional Programs in Workforce Education*)**
4) **Use of survey results for continuous program improvement**

Surveys conducted by Collin College have shown that students, employers and the advisory committee are satisfied with the Child Development program. Student survey results and data collected during a 2005-2006 internal assessment and a 2009-2010 NAEYC Accreditation for 2-year College Programs were used for on-going improvements in and modifications to the Child Development program. More certificate options were added to the Child Development program, class offerings were alternated day and evening each semester, weekend classes were offered, more online courses were offered, faculty advised students to file degree and certificate plans early, and the academic chair became more aware of student needs when scheduling courses for future semesters.

h) Determination of On-Going Need for the Program

Standard: Clear documentation of two of the following:

- *The program exceeds the standard if three or more of following are clearly documented*

1) **The program advisory committee recommends continuation of the program**
2**) Recent local and/or regional labor market data indicate continued need for the program**

3) Recent state and/or national labor market data indicate continued need for the program
4) Other indicator (provide description)

The program advisory committee was surveyed in February 2004, 2007 and 2009. Survey results show that committee members recommend the continuation of the child development programs and that the programs are meeting their needs. Regional labor market data also supports the continued need for child development programs. There is a projected 30% increase need for child care workers in the time period from 2000-2009 with an average annual need of 841 employees due to growth and replacement. (Socrate Occupational Profile-Texas Workforce Commission, 2004-2009 Targeted Occupations Report-Interlink)

D. Course Completion and Success

Refer to the retention/success charts and analyze the last class day enrollment compared to the Census day enrollment for the courses in your program.

1. What patterns or trends do you notice in the course completion data? What suggestions do you have for increasing any low completion rates?

Table 1: Success Rates of the Child Development Program

Course	Fall 2005	Spring 2006	Fall 2006	Spring 2006	Fall 2007	Spring 2008	Fall 2008	Spring 2009
CDEC 1313								
CDEC 1317								
CDEC 1319								
CDEC 1321								
CDEC 1323								
CDEC 1330								
CDEC 1335								
CDEC 1339								
CDEC 1356								
CDEC 1358								
CDEC 1359								
CDEC 1392								
CDEC 1394								
CDEC 1396								

CDEC 2166								
CDEC 2301								
CDEC 2307								
CDEC 2315								
CDEC 2322								
CDEC 2324								
CDEC 2328								
CDEC 2336								
CDEC 2340								
CDEC 2341								
CDEC 2385								
EDUC 1301								
EDUC 2301								
TECA 1303								
TECA 1311								
TECA 1318								
TECA 1354								

Refer to the retention/success charts and analyze the last class day enrollment compared to the success data for the courses in your program. "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."

2. How do the success rates compare across courses?

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

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

The Fall 2006-2008 Collin-Texas Retention report, which compares Collin's retention rates with state-wide retention rates, can be found in the "reports" section of the IRO intranet site. The report is listed in CIP order as well as in alphabetical order.
http://intranet.ccccd.edu/iro/information/reports/retention.htm

4. For the courses in your program, what actions will your program take to meet the state course completion standard or to improve course success without compromising academic integrity and rigor?

   Child development retention rates at Collin are at 86.8%. State retention rates are at 94.6%. Meetings between child care facilities in the community and Collin faculty have initiated partnerships

between the child development department and the community centers. Courses will be offered at these facilities in order to educate more teachers in child development who may not come on campus to take a course, but will do so at their work place thus promoting more students and retention.

The AAT education completion rate is 89.2%. The state rate is 89.7%. This is a difference of 0.5% and is clearly more than the 85.65% for all courses.

The child development advisory board has recommended that the program begin a PR campaign to advertise the program to the community. Advertising that the child development AAS and AAT degrees transfer to 4-year colleges will assist with retention.

Teaching and learning strategies for individuals needs to be addressed to empower students to succeed while addressing individual needs thus promoting retention without compromising integrity and rigor.

5. What potential issues or concerns do the data suggest for your program, and how might these issues be addressed?

   The data suggests that we are meeting the 85.65% retention rate according to THECB; however, the overall state retention rate is higher by 7.8%. One of the concerns is that the child development program is a transfer program, and therefore, students take the courses they need and are not interested in remaining in the program. Articulation agreements with 4-year colleges and universities will assist in addressing this issue.

E. Institutional Effectiveness --- Part 1

1. In order to plan for the future it can be helpful to look back at successful plans from the past. How did your program's most recent workforce assessment result in improvements to your program? (contact Vicky Putman if you need a copy of your program's last assessment)

Research Question:
Does the program meet student's perceived needs and how can it be improved?

Research Method Used:
A student survey was developed and all classes were given the survey. Online classes were able to respond to an online database. The results were collected and analyzed. All students in all classes were required to complete the entire form for every class. However, those that responded to a question as to whether they had taken the survey before, were excluded from the final analysis.

Results of the Research and How the Results Will be Used:
There were 263 unduplicated responses to the survey, 50 of them online. The online data was analyzed separately from those done in the classroom due to the survey structure. The complete results are available in the appendix. While the online data was analyzed separately the responses with very few exceptions were statistically similar. Some of the highlights of the results include:

- A significant number of students (51%) are employed by child care facilities or schools, and some students (8%) are taking courses not for degrees or certificates, but for professional development. This indicates a significant need in the child care and educational community in training for staff. After reviewing this information, our program is planning to implement an increased outreach to local child care programs and other educational facilities to make them more aware of our courses and the fact that we can provide courses at their facility.
- Since 80% of our students work, including 40% working fulltime, it is critical that more flexible options for classes be provided. While less than 30% of students have tried summer, online, Wintermester, or Springmester courses, significant numbers indicated a desire to take these courses. 55% of students stated they would like to take online courses, 43% Maymester, 45% Wintermester, and 72% were interested in summer courses. Many of the comments requested more courses offered during the summer and online. The program has increased its number of online courses so that all of our TECA courses are online beginning Fall 2006 and as enrollment increases, more of our CDEC courses will be added to online offerings. The program will be giving greater consideration to the offering of more courses during the summer and the Wintermester and Springmester.

- Students are very interested in taking Learning Communities. Although only 7% have taken them, 84% indicated they would be interested. The program is offering more Learning Communities during the 2006-2007 school year and more are planned for the next year.
- Students indicated that they preferred Tuesday, Thursday courses to courses taught on Monday, Wednesday, Friday. More effort is being made to accommodate those needs. Offering courses on Monday and Wednesday might also be an answer as it could be inferred that the preference is not the days but the number of days the course requires.
- Most of our students (66%) plan to complete a bachelor's degree in Child Development, Education or Early Childhood Education, while only 16 % do not plan to complete any bachelor's degree. Those wanting a degree in our field include 22% who plan to complete the AAT and 26% who plan to complete an AAS in Child Development. Several students in their comments indicated a lack of information on the AAT from advisors. When looking at these numbers it is important that we provide students with more information regarding the AAS and AAT and encourage their completion of these programs before transfer. This also indicates that since we have such a high percentage of students planning to pursue a bachelor's degree, that we need more articulation agreements for transfer. This past year we have met with several colleges including UNT, TWU, Texas A&M Commerce, Texas Tech and others to work on articulation agreements.
- The surveys indicate that while our lab schools are being used, a significant number of students have to go off-campus for their labs. Most of these students need school-age observations that, because of our limited facilities, we cannot offer. A significant number of students (40%) said that they would use a lab school at Preston Ridge if it was available.

2. Are there plans from that assessment that are still in the process of being implemented?

We have 216 students declaring majors in Child Development and Education. We currently have an enrollment of 623 students in Child Development Education courses during Spring 2009. We had 36 completers during the 2007- 2008 school year including 7 with an AAS in Child Development. We have a large number of students transferring to four year programs that take courses with us, but do not complete a certificate or degree.

The Department of Child Development and Education has gathered data on our students by having them fill out surveys in all classes in 2006 and again in 2009 to better understand our population and their needs. Based on student survey data from 2006, we offered more learning community courses as 84% indicated an interest. Since 80% of our students were working and many requested more flexible courses, we added several online, night and weekend course offerings. Based on the fact that 51% of our students were employed by child care facilities or schools, we increased our outreach to local child care programs which resulted in increased numbers of courses being offered on site in child care centers and schools.

The 2009 survey provides the following information. There were 320 respondents. Most of our students are White (66%), with 12% Hispanic, and 8% Asian and 8% Black. The students in our program have similar racial profiles to the College where 65% are White, 12% Hispanic, and 9% respectively Asian and Black. Since Collin County demographics indicate a population that is

over 80% White with 4% Asian and 4% Black and 12% Hispanic, our program actually represents a greater racial diversity than the general population. Gender differences indicate that 92% of our students are female as opposed to 56% in the total college. However this number is similar to other Child Development and Education programs.

Students are invited into our program through many avenues. 82% of our students plan to complete a Bachelor's Degree and come into our programs as the result of discussions with high school and college advisors and in preparation for transfer. We have a Tech Prep coordinator and we maintain Tech Prep programs in 20 high schools in districts in the county. These programs allow students to receive college credit for certain high school courses in Child Development whose curriculum and assessment is supervised by one of our faculty. These students must take an additional six hours of our courses after high school graduation in order to receive college credit for the course taken during high school.

Since 53% of our students work in child care or public school settings, our outreach efforts occur through actively contacting these programs. We send brochures, conduct information sessions, and faculty members are active in the professional community locally in order to recruit students.

Strengths:
While the majority of our students are white, the students in our program are significantly more diverse than the larger population in Collin County. Most of our students (80%) plan to complete an Associate degree, including 48% who plan an Associate Degree within our program. Most of the remainder of students plans to take our courses and transfer to a four year program without completing a degree with Collin. In fact, most plan to become teachers with 80% of all our students indicating they plan to pursue a teaching certificate.

We were particularly pleased to find that 78% of our students stated that their studies had exposed them to NAEYC accreditation standards, and that 91% felt our courses prepare them to have a positive impact in the lives of children and families.

Challenges and Plans

Challenges: 80% of our students work and finances are critical for many of them. Textbook costs are high. New requirements for cost of background checks may require increased lab costs. Currently there is no additional charge for labs except that students must secure a TB test, which we provide with our lab orientations for $10.
Plan: Work with our local and state regulatory programs to maintain a low cost method of background check so that student fees are not significantly impacted.

Identify alternatives for students who cannot afford texts such as maintaining copies on reserve in the library and choosing textbooks that offer the best value to the student.

Challenge: While we have the Tech Prep program for high school students, few students going through the program ever complete their six hours of college and then apply for their Tech Prep credit. Surveying students indicates that most are unaware that they can get this credit or how to go about applying.

Plan: Prepare information sheets that can be given to students in classes and advising to assist them in getting their Tech Prep college credit.

Challenge: A majority of our students indicated an interest in more online courses. All of our TECA and one EDUC courses are offered, but more of our other courses required for our degrees need to be online. There are two challenges. One is getting the courses online which takes designing time. The other is in providing appropriate lab placements for online students.
Plan: We will work with the College of Distance Education to provide stipends for faculty for the development of additional online courses.

Challenge: 62% of our students are using off campus labs. However, there are a very limited number of NAEYC accredited field placements.
Plan: The lab instructor identifies additional lab placements throughout the county so that more students can locate an appropriate field placement.

The Child Development Program has recently been awarded a 2-year college national accreditation from the National Association for the Education of Young Children (NAEYC). This is a voluntary accreditation from NAEYC that the department chose to strive for the program ensuring excellence for students; becoming the first child development program in Texas to receive both the Exemplary Program award from THECB and national accreditation from NAEYC.

3. According to SACS, institutional effectiveness involves documenting that expected outcomes have been identified, assessed, and have led to improvements. The SACS standard below indicates the importance SACS gives to planning, assessment, and improvement based on the assessment results.

SACS Comprehensive Standard 3.3.1
The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:
(Institutional Effectiveness)

3.3.1.1
educational programs, to include student learning outcomes

3.3.1.2
administrative support services

3.3.1.3

educational support services

3.3.1.4
research within its educational mission, if appropriate

3.3.1.5
community/public service within its educational mission, if appropriate

Indicate the degree to which your program is in compliance and explain your answer. If your program is not in compliance how do you intend to address any gaps?

__X__Compliance
_____ Partial Compliance
_____ Non-Compliance

Comments/Justification:

3.3.1.1. In order for students to be successful and informed in their courses, all of the Child Development syllabi contain student learning outcomes. The Child Development generic syllabi can be found on the website http:// www.collin.edu/academics/syllabusdepot

This workforce assessment as well as procedures the department uses are evidence that Collin identifies expected outcomes, assesses the extent these outcomes are achieved, and provides evidence of improvement based on analysis of the results.

4. It is important to document program assessment and plans for continuous improvement to be in compliance with the SACS Comprehensive Standard 3.3.1.1. Often it may not seem as if official planning took place. However, analyzing decisions that your program has made can uncover the planning that occurred. The questions below will guide you in determining which decisions in your program resulted from deliberate planning.

Continuous Improvement Plan
Describe one decision made or action taken in the past year. This could be a change in textbooks, a change in technology, course sequence, learning outcomes, etc.

Challenges: 80% of our students work and finances are critical for many of them. Textbook costs are high. New requirements for cost of background checks may require increased lab costs. Currently there is no additional charge for labs except that students must secure a TB test, which we provide with our lab orientations for $10.
Plan: Work with our local and state regulatory programs to maintain a low cost method of background check so that student fees are not significantly impacted.

Identify alternatives for students who cannot afford texts such as maintaining copies on reserve in the library and choosing textbooks that offer the best value to the student.

The child development faculty evaluates textbooks on an academic yearly basis. Decisions are made by committee based on the integrity of the textbook, how it aligns with student learning outcomes and cost to the student. A change was made in two of our textbooks based on the criteria mentioned.

Students requested more online courses. Working with the Technology Learning Center, online course templates were constructed and two courses, CDEC 1359 Children with Special Needs and EDUC 2301 Introduction to Special Populations were created and run for students in 2010.

Sources of Evidence

What prompted the decision? (i.e. what did you observe or what happened) Were you trying to fix a problem? What were your sources of information? What types of information or measures did you use to make this decision? How did your program come to the decision to make this change?

The student survey given in 2009 stated that more online courses were requested. The Child Development department was granted permission by the College of Distance Education and the Dean of Social and Behavioral Sciences to work on placing more courses online for students.

Intended Outcomes

How did you expect student learning to be affected by the change your program made? What outcomes did you hope would come from this change?

Expectations for student learning remain high from the department. The outcomes hoped for are for more students to be able to access classes traditionally face-to-face courses online. Therefore, more students who live

or work far away can access courses that they were not formerly able to access.

Findings

Did the intended outcomes occur as a result of the change your program made? What outcomes actually occurred?

Two sections of EDUC 2301 Introduction to Special Populations are being offered online Summer I 2010. Both sections have filled up to make the sections.

Standard Met

Are the outcomes sufficient? Are you satisfied with the results from the change your program made?

Registration has gone exceedingly well in this course. We are satisfied with the results, however, will remain focused on the retention of students on the online class and the ability for students to successfully complete the student learning outcomes in a shorter period of time. Summer I takes place over 5 weeks versus a 16 week regular semester.

Next Action Plan

Based on the outcomes of the change made by your program, what is your next step?

Online courses and student progress will be closely monitored to ensure that students are successfully achieving the student learning outcomes which will influence retention rates in these courses. More online class development will continue for future courses.

F. Institutional Effectiveness --- Part 2

As a group or program, please review and discuss your responses to questions in the preceding sections, considering all of the data. Based on those responses, list possible recommendations and innovations to strengthen your program. You may develop goals and objectives for specific courses or for the whole program. You may want to consider questions such as the following:

- What are the current strengths and weaknesses of your program? Refer to data concerning intended outcomes and skills.
- Are changes necessary to your program's prerequisite rules or admission requirements?
- Are there overall changes that could improve your program's Coordinating Board status? What steps does your program need to take to fill in any gaps in compliance?
- What, if any, changes in pedagogy might improve student learning?
- Are there weaknesses related to your program's student learning outcomes? If so, consider how you can set a goal based on concrete outcomes.

1. What steps can we take to strengthen the enrollment in our program?
   High schools could be more heavily recruited by providing the students with more information about our program. The Tech Prep program can be utilized to bring more of these students to Collin to receive credit for their high school courses in Child Development.

2. If the gender and ethnic diversity of our program students do not reflect Collin's population, what might be done to increase enrollment of underrepresented populations?
   Males can be encouraged to take child development courses as electives in preparation for involvement with children in fields such as health care, physical education, and social work as well as for preparing for fatherhood. Ethnic diversity could be encouraged by providing more program information to students in schools that have more diversity.

3. Are there specific area of our curriculum that we can improve?
   There is a need for more standardization of assessment. The use of the same rubrics for assessing the same course would assist us in being sure objectives are being met. There is a need for more supervision in labs and more opportunities for students to interact with a faculty member regularly in the lab.

4. How can we improve our program's curriculum, compared with our peer institutions, in terms of transfer courses, course offerings, and degree options?

We are exploring additional partnerships with other colleges and universities in this area, and that would increase our ability to provide seamless transfer.

5. How can our program increase our community involvement?
   We can offer more courses in child care programs and educational institutions in the area. In addition, we could bring more speakers to the campus on topics of Child Development and invite the community.

6. In what ways can we keep current with trends in technology as well as trends in our academic discipline?
   One of our fulltime faculty members is a member of several technology in education professional associations and shares the information she receives. All faculty members are encouraged to attend the Teaching and Learning Center offerings on using technology.

7. Curriculum, textbook selection, and other issues that affect student learning and program quality?
   Prior to each semester, associate faculty members meet with Child Development/Education Academic Chair, Dr. Elaine Wilkinson and the other full-time faculty to discuss issues affecting student learning, program quality and textbook selection. Associate faculty members attend textbook information/sales presentation offered by textbook representatives and have an active part in evaluating and selecting textbooks used in the courses they teach.

Now review your list of potential ways to improve your program. What ONE action or improvement do you think would have the most significant impact on the program's student learning outcomes, as identified in Section A.1.? The following questions are the same components as in E.4., just in a different order. Use these questions to help you create a plan for improving your program's student learning outcomes during 2010-2011.

The Academic Deans and the Vice President/Provosts will review the results of this assessment. Specific goals and objectives from this final section of the assessment can be incorporated into departmental or college-wide goals and objectives as appropriate.

The Department of Child Development and Education has gathered data on our students by having them fill out surveys in all classes in 2006 and again in 2009 to better understand our population and their needs. Based on student survey data from 2006, we offered more learning community courses as 84% indicated an interest. Since 80% of our students were working and many requested more flexible courses, we added several online, night and weekend course offerings. Based on the fact that 51% of our students were employed by child care facilities or

schools, we increased our outreach to local child care programs which resulted in increased numbers of courses being offered on site in child care centers and schools.

Sources of Evidence

What aspect of student learning do you want to improve? What prompted your program to select this aspect of student learning? (i.e. what did you observe or what happened) Are you trying to fix a problem? What types of information or measures did you use?

Based on the 2009 student survey, we have moved forward and will continue to move forward on adding more flexible hours for courses as well as online courses for students. Improved student retention will be an aspect of student learning as well as course availability.

Continuous Improvement Plan

Describe the decision made or action to be taken to improve student learning. This could be a change in textbooks, a change in technology, course sequence, learning outcomes, etc. How did your program come to the decision to make this change? Describe the milestones that will be used to measure the accomplishment of each part of your plan. Who will be responsible for each milestone?

Semester retention rates will be monitored by the Academic Chair and grade distribution will be analyzed to measure the accomplishment of each part of the plan to increase course availability and retention. A three-year rotation of courses will be utilized for scheduling child development courses.

Intended Outcomes

How do you expect student learning to be affected by the change your program will make? What outcomes do you hope will come from this change?

As more students are able to access courses, the student population will increase and retention will improve.

Findings

How will you measure if the intended outcomes occur? How will the results be assessed and documented?

Student evaluations of instructors will be documentation. Number of students retained in classes after the withdraw date will be used and documented and end of the semester grades will be monitored to ensure student learning outcomes are met.

Standard Met

How will you know whether the outcomes are sufficient and satisfactory?

The Child Development student population and retention rates will increase. Students will complete marketable achievement awards, certificates and degrees in Child Development.

Next Action Plan

For the most likely outcomes of the change to be made by your program, what will be your next steps? If the intended outcome is achieved then what will be your next steps?

Advising students on what courses to take and completing a degree plan will be the next plan of action to ensure completers. Employers will be contacted by IRO to ascertain how marketable students from Collin are in the community.

"Closing the loop" refers to using the results of an assessment to make improvements in a program. These improvements are then assessed to continue the institutional effectiveness loop. How, where and when will your program use data and other evidence from your Continuous Improvement Plan to "close the loop"?

Workforce Education
Program Assessment
2009-2010

Cisco Networking Technology

J:\IRO\Putman\Workforce Assessments\Assessment Document_Final\
Workforce Education Program Assessment Document_2009-2010.docx

The workforce education program assessment instrument focuses on fundamental questions about assessment and improvement in the context of student learning outcomes. Many of the sections from previous years were removed in an effort to make the process more focused and streamlined. Based on the results of the assessment, plans for improving your program will be proposed to administrators for possible inclusion in the college's yearly strategic goals.

This assessment is intending to be completed with input from the whole program. One person should not answer all the questions. These questions are starting points for discussions within the program about how to improve the program as well as student learning outcomes.

Throughout the report be sure to provide data/evidence to support your assertions.

Assessment documents for your program can be found on the Institutional Research intranet site at:
http://intranet.collin.edu/iro/information/WEPA/index.htm

Cope Crisson – BIET Division - AAS Cisco Systems Networking Specialization

A. Occupational Competencies / Capstones / Student Learning Outcomes

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1. What are the expected student learning outcomes for your program? Refer to defined expectations for student learning outcomes such as those associated with the capstone experience, a comprehensive exam, a licensure exam, external experiences such as co-op courses, etc. If your program has a capstone course, refer to the assessment file that lists the expected outcomes for that capstone course.

Capstone objectives for ITCC2453 Optimizing Converged Networks (Capstone) for AAS Cisco Systems Networking Specialization –

1. Describe Cisco VoIP implementations
2. Describe QoS considerations
3. Describe DiffServ QoS implementations
4. Implement Auto QoS
5. Implement WLAN security and management
6. Explain the Cisco hierarchical network model as it pertains to an end-to-end enterprise network
7. Describe specific requirements for implementing a VOIP network
8. Describe the need to implement QoS and the methods for implementing QoS on a converged network using Cisco's routers and Catalyst Switches
9. Explain the key IP QoS mechanisms used to implement the DiffServ QoS model
10. Configure Auto QoS for Enterprise
11. Describe and configure wireless security and basic wireless management

CCNA/CCNP Certification is encouraged but it is not an outcome of the program. Students are being prepared for these certifications but they are not certified as a result of successfully completing the program.

2. Provide data to demonstrate the degree to which students achieve the student learning outcomes / occupational competencies for your program.

   ??? Could we provide gradebook data showing scores for exams? (Skills exams and finals)

3. How does measurement of student learning outcomes affect departmental policy, the pedagogy of individual instructors, curricular changes or program changes?

   Policy: Cisco QAP influences department grading and assessment policy.

   Pedagogy: Chapter exams, practical lab exercises, and a practical skills exams are part of the curriculum. All instructors are required to use these assessment methods.

   Curriculum: Changes are based on industry feedback. Changes are initiated by the Cisco Systems Networking Academy.

4. How does your program assess the effectiveness of a Capstone Experience in the program?

   Written comprehensive final exam and practical skills exam.
   Students are encouraged to pursue certification.
   We poll advanced students to gather information regarding certifications acquired.

Cope Crisson BIET

CIP Codes 151201 – Computer Engineering Technology and
110901 – Computer Systems Networking and Telecommunication

Degree plans – Computer Networking Technology and
Cisco Systems Networking Specialization

B. AAS Core Curriculum

The requirements below are designated by the Southern Association of Colleges and Schools (SACS), the Texas Higher Education Coordinating Board (THECB), and Collin College's Workforce Education Core Curriculum. Refer to
the following requirements when answering the questions (in italics).

1. SACS Core Requirement 2.7.3

In each undergraduate degree program, the institution requires 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. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.
(General Education)
Indicate the degree to which your program is in compliance and explain your answer. If your program is not in compliance how do you intend to address any gaps?

__X__ Compliance
Comments/Justification:

Each degree plan contains the required general education content.

2. THECB Standard

Measure: General Education Requirements
Standard: 100 percent of all associate degrees have at least 15 SCH of general education

General education must include at least one course in each of the following three areas: Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences/Mathematics. Examples of general education courses by area:

Humanities/Fine Arts
___Humanities
___Journalism
___Drama/Art/Music
___Philosophy
___Cultural studies
___Classical languages
___Ethics
___Elective

Social/Behavioral Science
___Government
___History
___Psychology
___Sociology
___Anthropology
___Economics
___Elective

Natural Science/Math
___Biology
___Chemistry
___Physics
___College-level Math (must be academic)
___College-level Science (must be academic)
___Geology
___Elective

Note: Meets standard if program consists of certificate only.

Indicate whether your program meets the standard and explain your answer. If your program does not meet the standard how do you intend to address any gaps?

__X__ Meets standard
____ Does not meet standard

Comments/Justification: Each degree plan includes ENGL1301, MATH1314, ECON1301, SPCH1311, HUMA1301, and a PHED/DANC activity course.

3. *If your program has specific Core Curriculum requirements refer to the assessment file that lists those requirements. What aspects of Collin's Workforce Education core curriculum, if any, do not fit the needs of your program? What changes in the core curriculum would help your program?*

None – All aspects of the core curriculum meet our program needs.

Collin AAS Core Curriculum	
English ENGL 1301	3 credit hours
Speech Communications *select one course:* SPCH 1311, 1315, or 1321	3 credit hours
Mathematics *select one course:* MATH 1xxx College-level mathematics course MATH 2xxx College-level mathematics course *(Math requirements may vary from the core curriculum. Check each degree plan. MATH 1314 or higher recommended for transfer students)*	3 credit hours
Humanities / Fine Arts *select one course:* ARTS 1301, 1303, or 1304 DANC 2303 DRAM 1310, 2361, or 2362 ENGL 2322, 2323, 2327, 2328, 2332, 2333, 2342, or 2343 FREN 2303 or 2304 HUMA 1301 MUSI 1306 or 1307 PHIL 1301, 1304, 2303, 2306, 2307, or 2321 SPAN 2321 or 2322	3 credit hours
Social / Behavioral Science *select one course:* ANTH 2351 ECON 1301, 2301, or 2302 GOVT 2301 or 2302 HIST 1301, 1302, or 2301 PSYC 2301 or 2302 SOCI 1301	3 credit hours
Physical Education / Dance *select one course:* PHED / DANC (any activity course or PHED 1338)	1 credit hour minimum
16 credit hours minimum for AAS Core Curriculum	

4. *To what degree is the AAS core, as required for your program, aligned with the "Purpose Statement for Collin College's General Education Core Curriculum", as well as Collin College's "Mission Statement", "Core Values", "Purpose Statement", and "FY2010 – FY2012 Strategic Goals"? How do you intend to address any gaps?*

   The AAS core for our programs are fully aligned with the Collin College "Purpose Statement for Collin College's General Education Core Curriculum", "Mission Statement", "Core Values", "Purpose Statement", and "FY2010 – FY2012 Strategic Goals".

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Purpose Statement for Collin College's General Education Core Curriculum

The role of general education at Collin County Community College District is to cultivate within students

1. a common core of knowledge in the liberal arts tradition,
2. high-level cognitive skills, and
3. an educational foundation that facilitates and encourages life-long learning.

Collin College Mission Statement

Collin College is a student and community-centered institution committed to developing skills, strengthening character, and challenging intellect.

Collin College Core Values

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

Collin College Purpose Statement

Through its campuses, centers, and programs Collin College fulfills its statutory charge to provide:

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

Collin College FY2010 - FY2012 Strategic Goals

1. Increase the percentage of students who complete the core curriculum, earn a certificate, or earn a degree within three years of entering Collin College.
2. Increase the community's recognition of Collin College's educational opportunities, quality, and value.

3. Create linkages and new opportunities to help students navigate 21st century educational transitions.
4. Increase higher education accessibility and advance educational quality through the development of alternative resource streams and improved efficiencies.

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5. SACS Comprehensive Standard 3.5.1

The institution identifies college-level general education competencies and the extent to which graduates have attained them. (College-level competencies)

How does your program assess student learning outcomes in the AAS core, and how do AAS core student learning outcomes relate to and support student learning within the program?

Each course requires successful completion of a practical skills exam and a written final exam. These exams are derived directly from the course objectives and learning outcomes.

Program:Computer Networking / DIV: BIET Cope Crisson
C. Texas Higher Education Coordinating Board

The Texas Higher Education Coordinating Board (THECB) creates definitions and standards to guide how community colleges should assess the quality of their Workforce Education Programs. For reference, the entire set of THECB standards can be viewed at the following Web site ("Desk Review Instrument"):

http://www.thecb.state.tx.us/index.cfm?objectid=130980E5-AFAD-DF4B-F4CD2F627D494574

This section of the assessment asks you to compare your program to specific THECB standards. Refer to the assessment file that contains THECB data for your program from the college's recent desk review. Also, refer to the assessment file that contains Collin's Desk Review Response Plan.

1. For any section of the desk review where your program was cited as falling below a state standard, a plan was submitted to the THECB. Document the actions taken and the progress your program has made in response to the THECB audit. How close is your program to meeting or exceeding these state standards?

   All standards were met

2. What additional actions will your program take to improve measures tracked in the desk review?

   a. Our program encourages students to take credit courses and apply for degrees.
   b/j. We work closely with the coop department at Collin College.

   e/h/m. Our programs are greatly influenced by our advisory board and industry professionals.

   i. We are continuously seeking transfer agreements with other schools.

k. Our program includes academic courses and the technical courses include computer use, technical applications, and both critical thinking and problem solving.

l. We will verify advisory committee satisfaction of program.

m. The program advisory committee input and job surveys are used to determine the need and relevance of the program and its' course content.

3. Refer to the THECB state transfer reports:

   http://www.txhighereddata.org/reports/performance/ctctransfer

   For each 2-year institution the report compares the academic performance of that institution's transfer students during their first year at Texas public universities. For each 4-year institution the report compares the first year university academic performance of students transferring from Texas public 2-year colleges.

   Refer to the sections on Technical Associates and Certificates. What strengths or areas of concern are suggested by the table summarizing the performance of Collin's workforce students after they transfer to universities?

   Over 60% of the transfer students maintained a GPA of 3.5 or higher. This suggest an academically strong transfer program.

4. Refer to the following THECB criteria for an Exemplary Program. Briefly respond to each component. Identify any barriers to Exemplary Program status. What changes can your program make to move toward the goal of becoming or continuing to be an Exemplary Program?

Exemplary Program Status Evaluation In The Desk Review Option

The Institutional Effectiveness Evaluation Process for public community and technical colleges and four-year institutions that award applied associate degrees has added exemplary status consideration for workforce education programs to the desk review option. *Submission of programs for exemplary status consideration in the desk review option is strictly voluntary*.

Submission of Program Portfolios

A college desiring to have a workforce education program evaluated for exemplary status must submit a portfolio of information clearly documenting that the program satisfies all requirements specified below. Portfolios must be organized in the order of items below. *New programs are not eligible for exemplary status until three years of graduation and placement data are available and have been reported to the Coordinating Board.*

Exemplary Program Criteria

To receive an exemplary rating via the desk review option, a workforce education program must satisfy the following criteria:

1. All program standards specified in the desk review institutional effectiveness evaluation instrument must be met.

All applicable standards were met

2. The program must also exceed standards in at least five of the following areas (a through h):

a) Placement of Program Graduates

Standard: Ninety percent of program graduates are placed within one year of graduation

- *The program exceeds the standard if three-year average placement rate is 95 percent or greater*

Our program has a 88.7% placement - 3 year average.
We will work more closely with the co-operative education department and pursue more industry relations.

b) License Examination Pass Rate (where applicable) **N/A**

Standard: Ninety percent of students tested on a specific license exam pass the exam as reported for the most recent year for which data is available (Perkins Standard)

Or

the percentage of students who take a license exam and pass is no more than five percentage points below the state average for the last three years for that particular license exam (State Standard)

- *The program exceeds the standard if the pass rate is 95 percent or greater. (Only the Perkins Standard is applicable for exemplary program consideration purposes).*

c) Professional Program Credentials **N/A**

Standard 1: A program requiring external certification, accreditation, or other mandatory approval, has documentary evidence that it meets the standards of the appropriate agency (Examples: Federal Aviation Administration certification for airframe/powerplant programs or Texas Board of Nurse Examiner accreditation for nursing programs);

And

Standard 2: the program holds *additional* professional accreditation, certification, or other form of approval, *other than Coordinating Board approval*, that is customarily held by programs in that particular discipline. (Examples: An interior design program with accreditation from the Foundation for Interior Design Education Research or an engineering technology accredited by the Accreditation Board for Engineering and Technology).

- *The program exceeds standards if it has received recognition from the industry, a professional association/organization relevant to the industry for which the program provides training, local, state, or national recognition, or other awards or commendations. Recognition must be clearly documented.*

d) Linkages and External Agreements

Standard: Program has at least one agreement in place and is pursuing others as appropriate (not applicable to certificate-only programs)

- *The program exceeds the standard if four or more of the following are clearly documented*

  1) 2+2(+2), 1+1
  2) TechPrep
  3) University transfer
  4) Inverted degree plan(s)
  5) Dual credit technical program
  6) Other appropriate agreement (provide description)

Local 4 year schools do not offer degrees in the field of study of our 2 year technical degrees. We do have TechPrep and dual credit courses.

e) Business and Industry partnerships

Standard: Active involvement with business/industry and documented evidence of at least two of the following affiliations

- *The program exceeds the standard if three or more of the following are clearly documented*

  1) Agreements for sharing facilities, equipment, labs, etc.

2) Internships/apprenticeships/co-op/practicum/clinical
3) On-site training for faculty at business/industry worksites
4) Contractual agreements with business/industry
5) Other partnership(s) (provide description)

We pursue internships with several local businesses and corporations. We are currently assisting Baylor Medical with placement of an intern. We have placed interns with Cisco Systems also.

f) Integrating Academic and Technical Education

Standard: Writing and use of computers is included in the program

- *The program exceeds the standard of five or more of the following are clearly documented*

1) Program includes writing (required)
2) Program includes use of computers (required)
3) Academic courses are included in the curriculum
4) Program teaches problem identification, assessment, critical thinking, problem-solving, listening, and speaking skills
5) Technical applications are included in academic courses
6) Other (provide description)

As new courses are implemented elements of critical thinking, problem solving, and computer use are included. Our programs meet the standards for academic course content.

g) Employer and Student Satisfaction With the Program

Standard: On-going program-specific assessment of employer and student satisfaction with results used for program improvement and documented evidence of at least two of the following:

- *The program exceeds the standard if three or more of the following are clearly documented*

1) Advisory committee satisfaction with the program
2) Use of student satisfaction surveys (required by the *Guidelines for Instructional Programs in Workforce Education*)
3) Use of employer satisfaction surveys (required by *Guidelines for Instructional Programs in Workforce Education*)
4) Use of survey results for continuous program improvement

Our advisory committee assesses program content on a regular basis. Student surveys are performed for each course and are evaluated after each semester.

h) Determination of On-Going Need for the Program

Standard: Clear documentation of two of the following:

- *The program exceeds the standard if three or more of following are clearly documented*

  1) The program advisory committee recommends continuation of the program
  2) Recent local and/or regional labor market data indicate continued need for the program
  3) Recent state and/or national labor market data indicate continued need for the program
  4) Other indicator (provide description)

Our program advisory committee regularly evaluates and assesses the program for content relevance. We adjust to industry needs. Local businesses inform us of their needs and skills set expected of their employees.

Cope Crisson BIET

CIP Codes 151201 – Computer Engineering Technology and
110901 – Computer Systems Networking and Telecommunication

Degree plans – Computer Networking Technology and
Cisco Systems Networking Specialization

D. Course Completion and Success

Refer to the retention/success charts and analyze the last class day enrollment compared to the Census day enrollment for the courses in your program.

1. What patterns or trends do you notice in the course completion data? What suggestions do you have for increasing any low completion rates?

CIP code:
151201 – 7% downward trend
110901 – 3% downward trend

Refer to the retention/success charts and analyze the last class day enrollment compared to the success data for the courses in your program. "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."

2. How do the success rates compare across courses?

   Retention rates appear to increase in the second term and second year courses.

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

   The courses are sequential. Each subsequent course requires knowledge from the previous course. As a student progresses

through each course their chances of success increase. They are further up the "learning curve".

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

The Fall 2006-2008 Collin-Texas Retention report, which compares Collin's retention rates with state-wide retention rates, can be found in the "reports" section of the IRO intranet site. The report is listed in CIP order as well as in alphabetical order.
http://intranet.ccccd.edu/iro/information/reports/retention.htm

4. For the courses in your program, what actions will your program take to meet the state course completion standard or to improve course success without compromising academic integrity and rigor?

   The average retention for our programs are 82% and 87%. This is above the state standard.
   We continuously evaluate instructional methods and assessment techniques to improve student success.

5. What potential issues or concerns do the data suggest for your program, and how might these issues be addressed?

There are no specific issues or concerns that are suggested definitively. There are several possible contributors to decreased retention. Economics of the job market and preparedness of the student (i.e. Are they ready for the rigor of complex technology courses?).

E. Institutional Effectiveness --- Part 1

1. In order to plan for the future it can be helpful to look back at successful plans from the past. How did your program's most recent workforce assessment result in improvements to your program? (contact Vicky Putman if you need a copy of your program's last assessment)

a. Since the last assessment one instructor has received a Masters degree and one has received a bachelors. All instructors are certified by Cisco to teach their assigned courses.
b. More classroom space has been added.
c. The SCC facility has been updated and more equipment has been ordered to increase capacity and bring SCC to full CCNA capability.

2. Are there plans from that assessment that are still in the process of being implemented?

The SCC lab facility is currently being updated.

3. According to SACS, institutional effectiveness involves documenting that expected outcomes have been identified, assessed, and have led to improvements. The SACS standard below indicates the importance SACS gives to planning, assessment, and improvement based on the assessment results.

SACS Comprehensive Standard 3.3.1
The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:
(Institutional Effectiveness)

3.3.1.1
educational programs, to include student learning outcomes

3.3.1.2
administrative support services

3.3.1.3
educational support services

3.3.1.4
research within its educational mission, if appropriate

3.3.1.5
community/public service within its educational mission, if appropriate

Indicate the degree to which your program is in compliance and explain your answer. If your program is not in compliance how do you intend to address any gaps?

__X__ Compliance
_____ Partial Compliance
_____ Non-Compliance

Comments/Justification:

4. It is important to document program assessment and plans for continuous improvement to be in compliance with the SACS Comprehensive Standard 3.3.1.1. Often it may not seem as if official planning took place. However, analyzing decisions that your program has made can uncover the planning that occurred. The questions below will guide you in determining which decisions in your program resulted from deliberate planning.

Continuous Improvement Plan

Describe one decision made or action taken in the past year. This could be a change in textbooks, a change in technology, course sequence, learning outcomes, etc.

The Cisco Program is updating three courses to stay current with market demands. This results in change in textbooks and lab technologies.

Sources of Evidence

What prompted the decision? (i.e. what did you observe or what happened) Were you trying to fix a problem? What were your sources of information? What types of information or measures did you use to make this decision? How did your program come to the decision to make this change?

The Cisco Networking Academy program curriculum is updated about every three years by Cisco Systems Inc. These changes are based on market and technology changes.

Intended Outcomes

How did you expect student learning to be affected by the change your program made? What outcomes did you hope would come from this change?

Students will learn the newest technologies. Teaching methods will remain basically the same.

Findings

Did the intended outcomes occur as a result of the change your program made? What outcomes actually occurred?

The new courses are currently being implemented. We do not yet have enough information to determined actual outcomes.

Standard Met

Are the outcomes sufficient? Are you satisfied with the results from the change your program made?

The new courses are currently being implemented. We do not yet have enough information to determined actual outcomes.

Next Action Plan

Based on the outcomes of the change made by your program, what is your next step?

The new courses are currently being implemented. We do not yet have enough information to determined actual outcomes.

F. Institutional Effectiveness --- Part 2

As a group or program, please review and discuss your responses to questions in the preceding sections, considering all of the data. Based on those responses, list possible recommendations and innovations to strengthen your program. You may develop goals and objectives for specific courses or for the whole program. You may want to consider questions such as the following:

- What are the current strengths and weaknesses of your program? Refer to data concerning intended outcomes and skills.
- Are changes necessary to your program's prerequisite rules or admission requirements?
- Are there overall changes that could improve your program's Coordinating Board status? What steps does your program need to take to fill in any gaps in compliance?
- What, if any, changes in pedagogy might improve student learning?
- Are there weaknesses related to your program's student learning outcomes? If so, consider how you can set a goal based on concrete outcomes.

Strengths:

a. The course material is kept current through periodic updates from Cisco Systems Inc. and input from the Advisory Board.
b. Curriculum is available to the students both online and textbook.
c. There are Multiple methods of performing practical exercises available, simulators and physical equipment in the labs.

Weaknesses:

a. Need consistent and standard policies regarding methods of administering assessments.

Now review your list of potential ways to improve your program. What ONE action or improvement do you think would have the most significant impact on the program's student learning outcomes, as identified in Section A.1.? The following questions are the same components as in E.4., just in a different order. Use these questions to help you create a plan for improving your program's student learning outcomes during 2010-2011.

The Academic Deans and the Vice President/Provosts will review the results of this assessment. Specific goals and objectives from this final section of the assessment can be incorporated into departmental or college-wide goals and objectives as appropriate.

Sources of Evidence

What aspect of student learning do you want to improve? What prompted your program to select this aspect of student learning? (i.e. what did you observe or what happened) Are you trying to fix a problem? What types of information or measures did you use?

a. The practical application of student learning is assessed by hands-on lab exercises and a practical skills exam at the end of the course. Variations in administration of assessments may be resulting in a lower opportunity for student success in consequent courses.
   Observing the wide range of skill levels of students through lab exercise and practical exams prompted this question.

Continuous Improvement Plan

Describe the decision made or action to be taken to improve student learning. This could be a change in textbooks, a change in technology, course sequence, learning outcomes, etc. How did your program come to the decision to make this change? Describe the milestones that will be used to measure the accomplishment of each part of your plan. Who will be responsible for each milestone?

a. Meet with program director and faculty to develop a set of standard practices for assessment administration. Also, agree to use standard practical exams. Update of the syllabus for each course to reflect the policies.

Intended Outcomes

How do you expect student learning to be affected by the change your program will make? What outcomes do you hope will come from this change?

a. Students should perform better. Published and consistent expectations should help the student prepare for the rigor of the Cisco courses. Consistent assessment administration and standardized exams should increase student success.

Findings

How will you measure if the intended outcomes occur? How will the results be assessed and documented?

a. Course assessments should reflect higher scores and fewer retakes on practical skills assessments.

Standard Met

How will you know whether the outcomes are sufficient and satisfactory?

a. A higher student success ratio in the courses.

Next Action Plan

For the most likely outcomes of the change to be made by your program, what will be your next steps? If the intended outcome is achieved then what will be your next steps?

"Closing the loop" refers to using the results of an assessment to make improvements in a program. These improvements are then assessed to continue the institutional effectiveness loop. How, where and when will your program use data and other evidence from your Continuous Improvement Plan to "close the loop"?

a. Promote and recommend the use of standardized practical exams and also for assessment administration policies to be agreed upon and adhered to. These recommendations will be proposed to the department director, the dean, and then to the faculty.

Workforce Education
Program Assessment
2009-2010

Computer Information Systems

The workforce education program assessment instrument focuses on fundamental questions about assessment and improvement in the context of student learning outcomes. Many of the sections from previous years were removed in an effort to make the process more focused and streamlined. Based on the results of the assessment, plans for improving your program will be proposed to administrators for possible inclusion in the college's yearly strategic goals.

This assessment is intending to be completed with input from the whole program. One person should not answer all the questions. These questions are starting points for discussions within the program about how to improve the program as well as student learning outcomes.

Throughout the report be sure to provide data/evidence to support your assertions.

Assessment documents for your program can be found on the Institutional Research intranet site at:
http://intranet.collin.edu/iro/information/WEPA/index.htm

A. Occupational Competencies / Capstones / Student Learning Outcomes

1. What are the expected program outcomes for your program? *These are NOT the course-level student learning outcomes.* Refer to defined expectations such as those associated with the capstone experience, a comprehensive exam, a licensure exam, external experiences such as co-op courses, etc. If your program has a capstone course, refer to the assessment file on the intranet that lists the expected outcomes for that capstone course.

   For AAS-Computer Information Systems and AAS-Computer Applications Specialization, the capstone is COOP for Computer Information Systems or ITSC 2380. However, INEW 2330 can be substituted.
   For AAS-GIS Specialization, the capstone course is GISC 2231.

2. Provide data to demonstrate the degree to which students achieve the program outcomes / occupational competencies for your program.

   Students achieve program outcomes/occupational competencies in our program as seen by the course completion rates. In the Fall of 2008 course completion rates were as follows: in Computer & Information Sciences statewide 88.5 % vs the rate for Collin at 86.5% and Data Processing Technology statewide 87.9% vs the rate at Collin at 96.8%.

3. If your program has a capstone experience, how does it contribute to assessment of overall program outcomes?

   Students are expected to do the following:

Occupational Competencies from Capstone for INEW 2330
1. Design a computer solution for a business problem
2. Apply individual programming skills while working as part of a team
3. Document and present the project

Occupational Competencies from Capstone for ITSC 2380
1. As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry
2. Will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

Occupational Competencies from Capstone for GISC 2231
1. Design and develop a professional project using skills obtained in previous courses.
2. Demonstrate comprehension by presenting the results of the project to a panel of other students and instructors.

The assessments include hands-on activities such as designing solutions to problems, applying concepts through teamwork, and presentations of the material. These are key skills in our program because this is what expected in industry.

4. How does measurement of program-level outcomes affect departmental policy, the pedagogy of individual instructors, curricular changes or program changes?

It provides feedback on the overall programs. Feedback from capstone courses and cooperative education staff let the faculty know if the courses are preparing the students for the workforce. Depending on this feedback classes can be added or deleted and/or subject matter can be adjusted. This information in conjunction with responses from our advisory committee can affect curricular or program changes.

B. AAS Core Curriculum

The requirements below are designated by the Southern Association of Colleges and Schools (SACS), the Texas Higher Education Coordinating Board (THECB), and Collin College's Workforce Education Core Curriculum. Refer to the following requirements when answering the questions (in italics).

1. SACS Core Requirement 2.7.3

In each undergraduate degree program, the institution requires 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. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.
(General Education)

Indicate the degree to which your program is in compliance and explain your answer. If your program is not in compliance how do you intend to address any gaps?

__X__ Compliance
_____ Partial Compliance
_____ Non-Compliance

Comments/Justification:

The Computer Information Sciences/Systems (CIS) program is in compliance because all students obtaining a degree must complete the core curriculum. It gives students exposure to a breadth of content areas in addition to any specific skills or knowledge.

2. THECB Standard

Measure: General Education Requirements
Standard: 100 percent of all associate degrees have at least 15 SCH of general education

General education must include at least one course in each of the following three areas: Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences/Mathematics. Examples of general education courses by area:

Humanities/Fine Arts
___Humanities
___Journalism
___Drama/Art/Music
___Philosophy
___Cultural studies
___Classical languages
___Ethics
___Elective

Social/Behavioral Science
___Government
___History
___Psychology
___Sociology
___Anthropology
___Economics
___Elective

Natural Science/Math
___Biology
___Chemistry
___Physics
___College-level Math (must be academic)
___College-level Science (must be academic)
___Geology
___Elective

Note: Meets standard if program consists of certificate only.

Indicate whether your program meets the standard and explain your answer. If your program does not meet the standard how do you intend to address any gaps?

__X__ **Meets standard**
____ **Does not meet standard**

Comments/Justification:

This program meets the standard because it includes at least one course in each of the following three areas: Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences/Mathematics.

3. *If your program has specific Core Curriculum requirements refer to the assessment file that lists those requirements. What aspects of Collin's Workforce Education core curriculum, if any, do not fit the needs of your program? What changes in the core curriculum would help your program?*

There are no aspects of Collin's Workforce Education core curriculum that do not fit the needs of our program. Completers for this area, Computers & Information Sciences/Systems, have been mostly for Certificates and not AAS. Those completing an AAS are free to take anything that meets the core requirements.

Collin AAS Core Curriculum	
English ENGL 1301	3 credit hours
Speech Communications *select one course:* SPCH 1311, 1315, or 1321	3 credit hours
Mathematics *select one course:* MATH 1xxx College-level mathematics course MATH 2xxx College-level mathematics course *(Math requirements may vary from the core curriculum. Check each degree plan. MATH 1314 or higher recommended for transfer students)*	3 credit hours
Humanities / Fine Arts *select one course:* ARTS 1301, 1303, or 1304 DANC 2303 DRAM 1310, 2361, or 2362 ENGL 2322, 2323, 2327, 2328, 2332, 2333, 2342, or 2343 FREN 2303 or 2304 HUMA 1301 MUSI 1306 or 1307 PHIL 1301, 1304, 2303, 2306, 2307, or 2321 SPAN 2321 or 2322	3 credit hours
Social / Behavioral Science *select one course:* ANTH 2351 ECON 1301, 2301, or 2302 GOVT 2301 or 2302 HIST 1301, 1302, or 2301 PSYC 2301 or 2302 SOCI 1301	3 credit hours
Physical Education / Dance *select one course:* PHED / DANC (any activity course or PHED 1338)	1 credit hour minimum

16 credit hours minimum for AAS Core Curriculum

4. *To what degree is the AAS core, as required for your program, aligned with the "Purpose Statement for Collin College's General Education Core Curriculum", as well as Collin College's "Mission Statement", "Core Values", "Purpose Statement", and "FY2010 – FY2012 Strategic Goals"? How do you intend to address any gaps?*

The AAS core curriculum, as required for the Computer Information Systems (CIS) program, is aligned with the "Purpose Statement for Collin College's General Education Core Curriculum", as well as Collin College's "Mission Statement", "Core Values", "Purpose Statement", and "FY2010 – FY2012 Strategic Goals" because it encourages the following:

a. A common core of knowledge
b. A high level of skill developing courses
c. Incorporation of community-centered and service learning tasks in our courses
d. Instilling creativity and innovation while conducting classes
e. Technical programs designed to develop marketable skills
f. Workforce development initiatives designed to meet local and statewide needs
g. An increased percentage of students to complete the core curriculum, earn a certificate, or earn a degree within three years of entering Collin College

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Purpose Statement for Collin College's General Education Core Curriculum

The role of general education at Collin County Community College District is to cultivate within students

1. a common core of knowledge in the liberal arts tradition,
2. high-level cognitive skills, and
3. an educational foundation that facilitates and encourages life-long learning.

Collin College Mission Statement

Collin College is a student and community-centered institution committed to developing skills, strengthening character, and challenging intellect.

Collin College Core Values

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

Collin College Purpose Statement

Through its campuses, centers, and programs Collin College fulfills its statutory charge to provide:

- Academic courses in the arts and sciences to transfer to senior institutions.
- Technical programs, leading to associate degrees or certificates, designed to develop marketable skills and promote economic success.
- Continuing adult education programs for academic, professional, occupational, and cultural enhancement.
- Developmental education and literacy programs designed to improve the basic skills of students.
- A program of student support services, including counseling and learning resources, designed to

assist individuals in achieving their educational and career goals.

- Workforce, economic, and community development initiatives designed to meet local and statewide needs.
- Other purposes as may be directed by the Collin College Board of Trustees and/or the laws of the State of Texas.

Collin College FY2010 - FY2012 Strategic Goals

1. Increase the percentage of students who complete the core curriculum, earn a certificate, or earn a degree within three years of entering Collin College.
2. Increase the community's recognition of Collin College's educational opportunities, quality, and value.
3. Create linkages and new opportunities to help students navigate 21st century educational transitions.
4. Increase higher education accessibility and advance educational quality through the development of alternative resource streams and improved efficiencies.

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5. SACS Comprehensive Standard 3.5.1

The institution identifies college-level general education competencies and the extent to which graduates have attained them. (College-level competencies)

How does your program assess student learning outcomes in the AAS core, and how do AAS core student learning outcomes relate to and support student learning within the program?

The CIS program assesses student learning outcomes in the AAS core by using capstone (hands-on) projects within the courses. The student learning outcomes relate to student learning by integrating the skills within the courses as well as basic skills (i.e. writing, reading, math, etc.). Students complete hands-on projects to demonstrate both types of skills.

Some students who are working on degree programs may or may not take basic core courses before taking our program courses. There is no data telling us if they are prepared for our classes as far as basic skills are concerned. Most students who are not transferring or who are not working on a degree program come from industry usually as nontraditional students seem to be prepared in basic skills before taking our courses.

C. Texas Higher Education Coordinating Board

The Texas Higher Education Coordinating Board (THECB) creates definitions and standards to guide how community colleges should assess the quality of their Workforce Education Programs. For reference, the entire set of THECB standards can be viewed at the following Web site ("Desk Review Instrument"):

http://www.thecb.state.tx.us/index.cfm?objectid=130980E5-AFAD-DF4B-F4CD2F627D494574

This section of the assessment asks you to compare your program to specific THECB standards. Refer to the assessment file that contains THECB data for your program from the college's recent desk review. Also, refer to the assessment file that contains Collin's Desk Review Response Plan.

1. For any section of the desk review where your program was cited as falling below a state standard, a plan was submitted to the THECB. Document the actions taken and the progress your program has made in response to the THECB audit. How close is your program to meeting or exceeding these state standards?

   The Computer Information Systems program was rated as meeting or exceeding all expectation and was also designated as an "Exemplary" in its student outcomes in 2003.

2. What additional actions will your program take to improve measures tracked in the desk review?

   The recommendations from the 2003 desk review included monitoring course requirements to keep the curriculum current. We have accomplished this by working with our industry Advisory Board and updating our courses and curriculum as they have recommended. Another recommendation was to develop Marketable Skills Awards.

3. Refer to the THECB state transfer reports:

   http://www.txhighereddata.org/reports/performance/ctctransfer

   For each 2-year institution the report compares the academic performance of that institution's transfer students during their first year at Texas public universities. For each 4-year institution the report compares the first year university academic performance of students transferring from Texas public 2-year colleges.

   Refer to the sections on Technical Associates and Certificates. What strengths or areas of concern are suggested by the table summarizing the performance of Collin's workforce students after they transfer to universities?

   The majority of students do not transfer; hence, there is insufficient data for a good analysis

4. Refer to the following THECB criteria for an Exemplary Program. Briefly respond to each component. Identify any barriers to Exemplary Program status. What changes can your program make to move toward the goal of becoming or continuing to be an Exemplary Program?

The Computer Information Systems Program did not meet the state standards in our last desk review. It will continue working on getting degree completers and meeting all requirements in order to meet state standards.

Exemplary Program Status Evaluation In The Desk Review Option

The Institutional Effectiveness Evaluation Process for public community and technical colleges and four-year institutions that award applied associate degrees has added exemplary status consideration for workforce education programs to the desk review option. *Submission of programs for exemplary status consideration in the desk review option is strictly voluntary*.

Submission of Program Portfolios

A college desiring to have a workforce education program evaluated for exemplary status must submit a portfolio of information clearly documenting that the program satisfies all requirements specified below. Portfolios must be organized in the order of items below. *New programs are not eligible for exemplary status until three years of graduation and placement data are available and have been reported to the Coordinating Board.*

Exemplary Program Criteria

To receive an exemplary rating via the desk review option, a workforce education program must satisfy the following criteria:

1. All program standards specified in the desk review institutional effectiveness evaluation instrument must be met.

We met the Exemplary standards as a whole but for the placement of program completers the standards have not been met. To meet standard specifications 85 percent of program completers are placed within one (1) year of receiving an award and the Computer Information Systems program is at 80.77%. Although we believe we have completers we need to develop better ways to track completers.

2. The program must also exceed standards in at least five of the following areas (a through h):

a) Placement of Program Graduates

Standard: Ninety percent of program graduates are placed within one year of graduation

- *The program exceeds the standard if three-year average placement rate is 95 percent or greater*

The Computer Information Systems Program placement rate is 80 % as per the THECB Desk Review Document, p.3.

b) License Examination Pass Rate (where applicable)

Standard: Ninety percent of students tested on a specific license exam pass the exam as reported for the most recent year for which data is available (Perkins Standard)

Or

the percentage of students who take a license exam and pass is no more than five percentage points below the state average for the last three years for that particular license exam (State Standard)

- *The program exceeds the standard if the pass rate is 95 percent or greater. (Only the Perkins Standard is applicable for exemplary program consideration purposes).*

c) Professional Program Credentials

Standard 1: A program requiring external certification, accreditation, or other mandatory approval, has documentary evidence that it meets the standards of the appropriate agency (Examples: Federal Aviation Administration certification for airframe/powerplant programs or Texas Board of Nurse Examiner accreditation for nursing programs);

And

Standard 2: the program holds *additional* professional accreditation, certification, or other form of approval, *other than Coordinating Board approval*, that is customarily held by programs in that particular discipline. (Examples: An interior design program with accreditation from the Foundation for Interior Design Education Research or an engineering technology accredited by the Accreditation Board for Engineering and Technology).

- *The program exceeds standards if it has received recognition from the industry, a professional association/organization relevant to the industry for which the program provides training, local, state, or national recognition, or other awards or commendations. Recognition must be clearly documented.*

d) Linkages and External Agreements

Standard: Program has at least one agreement in place and is pursuing others as appropriate (not applicable to certificate-only programs)

- *The program exceeds the standard if four or more of the following are clearly documented*

  1) 2+2(+2), 1+1
  2) TechPrep
  3) University transfer
  4) Inverted degree plan(s)
  5) Dual credit technical program
  6) Other appropriate agreement (provide description)

  The program does meet the requirement of this standard. The program has a Tech Prep component and a transfer agreement with the University of North Texas.

e) Business and Industry partnerships

Standard: Active involvement with business/industry and documented evidence of at least two of the following affiliations

- *The program exceeds the standard if three or more of the following are clearly documented*

  1) Agreements for sharing facilities, equipment, labs, etc.
  2) Internships/apprenticeships/co-op/practicum/clinical
  3) On-site training for faculty at business/industry worksites
  4) Contractual agreements with business/industry
  5) Other partnership(s) (provide description)

  The program has an active co-op program with local industry. We also have active training sessions for faculty with companies.

f) Integrating Academic and Technical Education

Standard: Writing and use of computers is included in the program

- *The program exceeds the standard of five or more of the following are clearly documented*

  1) Program includes writing (required)
  2) Program includes use of computers (required)
  3) Academic courses are included in the curriculum
  4) Program teaches problem identification, assessment, critical thinking, problem-solving, listening, and speaking skills

5) Technical applications are included in academic courses
6) Other (provide description)

TheComputer Information Systems program includes writing and the use of computers

The program has appropriate technology competencies for every class, contained in the syllabus.

The degree program includes academic courses and technology classes.

The syllabus and its competencies reflect the integration of problem-solving, critical thinking and the ability to communicate with others.

g) Employer and Student Satisfaction With the Program

Standard: On-going program-specific assessment of employer and student satisfaction with results used for program improvement and documented evidence of at least two of the following:

- *The program exceeds the standard if three or more of the following are clearly documented*

  1) Advisory committee satisfaction with the program
  2) Use of survey results for continuous program improvement

  The advisory committee meets twice each year and recommends continuation of the program after a complete review of the course offerings, facilities and budget as reflected in the minutes.

  The department continuously conducts informal surveys as to time and location preferences for class. Additionally, student focus groups are formed for suggestions on specific issues.

h) Determination of On-Going Need for the Program

Standard: Clear documentation of two of the following:

- *The program exceeds the standard if three or more of following are clearly documented*

1) The program advisory committee recommends continuation of the program
2) Recent local and/or regional labor market data indicate continued need for the program
3) Recent state and/or national labor market data indicate continued need for the program
4) Other indicator (provide description)

The Advisory Board meets twice a year and recommends continuation of the program.

Interlink (http://www.interlink-ntx.org/pdfs/targetedbrochure.pdf) which tracks regional job demand lists computer systems analysts, computer support specialists, and computer software applications engineers as in-demand professions for our regional area.

D. Course Completion and Success

Refer to the retention/success charts and analyze the last class day enrollment compared to the Census day enrollment for the courses in your program.

1. What patterns or trends do you notice in the course completion data? What suggestions do you have for increasing any low completion rates?

There has been a general increase in course completion numbers from Fall 2005 to Fall 2009. It is difficult to see any trends or patterns explaining why this is so due to low enrollments.

Refer to the retention/success charts and analyze the last class day enrollment compared to the success data for the courses in your program. "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."

2. How do the success rates compare across courses?

All have an above average success rate of completers. Computer & Information Sciences have an 86.5% course completion rate while Data Processing has a course completion rate of 96.8%.

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

Program facilitators and faculty are working to increase retention rates and to meet individual needs of the students. It seems the pattern of completion and success rates can be explained for the most part by the type of students who enroll in our classes. Most are working full time with many family responsibilities and are forced to drop the course rather than receive a low grade. These students are very dedicated and understand the need for the training/class so that those who finish the class do well.

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

The Fall 2006-2008 Collin-Texas Retention report, which compares Collin's retention rates with state-wide retention rates, can be found in the "reports" section of the IRO intranet site. The report is listed in CIP order as well as in alphabetical order.
http://intranet.ccccd.edu/iro/information/reports/retention.htm

4. For the courses in your program, what actions will your program take to meet the state course completion standard or to improve course success without compromising academic integrity and rigor?

Program facilitators and faculty are meeting to discuss course retention and pedagogy that will create more of a sense of community in the class as well as student/instructor connectivity in the classroom.

5. What potential issues or concerns do the data suggest for your program, and how might these issues be addressed?

Course completion rates can be addressed through better retention techniques. Also looking at expected learning outcomes and how students are/are not achieving those outcomes can allow faculty to institute better teaching techniques for those that are not being met.

E. Institutional Effectiveness --- Part 1

1. In order to plan for the future it can be helpful to look back at successful plans from the past. How did your program's most recent workforce assessment result in improvements to your program? (contact Vicky Putman if you need a copy of your program's last assessment)

   The last program assessment was completed in 2003. The program recommended keeping our courses up to date, which has been accomplished. The program also recommended the adding of Marketable Skills Awards, which also has been implemented. We are still working as a group on better methods of tracking our students.

   We are in the process of implementing Microsoft certification to make our students more employable within the industry.

2. Are there plans from that assessment that are still in the process of being implemented?

We are working on getting student data from our new administrative system Banner.

3. According to SACS, institutional effectiveness involves documenting that expected outcomes have been identified, assessed, and have led to improvements. The SACS standard below indicates the importance SACS gives to planning, assessment, and improvement based on the assessment results.

SACS Comprehensive Standard 3.3.1
The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:
(Institutional Effectiveness)

3.3.1.1
educational programs, to include student learning outcomes

All class syllabi list expected student outcomes. They are reviewed and modified as suggested by advisory and curriculum review committees as well as faculty.

3.3.1.2
administrative support services

3.3.1.3
educational support services

3.3.1.4
research within its educational mission, if appropriate

Research is constant as technology constantly changes. The Advisory Board monitors the need for new courses as well as changes to current courses. Faculty are constantly upgrading their skills and expanding their knowledge to keep up with cutting edge technology. These changes in turn guide the student learning objectives. These changes are seen not only in the classroom but also in student portfolios, capstone courses and the co-op program. For example, a capstone course is being developed to allow students to develop a portfolio with work done in multiple classes to make the student more marketable.

3.3.1.5
community/public service within its educational mission, if appropriate

The program is very engaged in campus activities, whenever appropriate, and in the local community through the Coop program and Service Learning.

Indicate the degree to which your program is in compliance and explain your answer. If your program is not in compliance how do you intend to address any gaps?

__X__ Compliance
_____ Partial Compliance
_____ Non-Compliance

Comments/Justification:

All courses have student learning outcomes on the course syllabus identifying skills (program objectives) necessary for doing well in the course and for being successful in the workplace. These objectives are written to reflect faculty input, advisory committee suggestions, and

needed course improvements. For example, due to the high demand for mobile devices courses are being developed to support that area.

4. It is important to document program assessment and plans for continuous improvement to be in compliance with the SACS Comprehensive Standard 3.3.1.1. Often it may not seem as if official planning took place. However, analyzing decisions that your program has made can uncover the planning that occurred. The questions below will guide you in determining which decisions in your program resulted from deliberate planning.

Continuous Improvement Plan

Describe one decision made or action taken in the past year. This could be a change in textbooks, a change in technology, course sequence, learning outcomes, etc.

We have updated our Computer Information Systems and Computer Applications Specialization degrees during the past year. In response to Advisory Board input we have also developed a new degree Geographic Information Systems Specialization.

We are continually adjusting for changes in various software versions such as Office 2007 in the past and Office 2010 in the near future. We are also implementing a computer-based business information system in our introductory business course to give students hands-on interactive training. We are currently in the process of instituting Microsoft software certification to our students as part of the Microsoft Academy.

Sources of Evidence

What prompted the decision? (i.e. what did you observe or what happened) Were you trying to fix a problem? What were your sources of information? What types of information or measures did you use to make this decision? How did your program come to the decision to make this change?

Our program changes have all been recommended by our Advisory Board and industry updates. A large percentage of our students are working. In response to this and due to new online technology we can offer courses as hybrids-half in the classroom and half online or online but with an option to attend class.

Intended Outcomes

How did you expect student learning to be affected by the change your program made? What outcomes did you hope would come from this change?

Student learning should proceed as usual. Concurrently, changes and upgrades to our technology and software will lead to improved marketability for our students in the workforce.

Findings

Did the intended outcomes occur as a result of the change your program made? What outcomes actually occurred?

The students benefit because they became more marketable. They will have the opportunity to become Microsoft certified with our Microsoft Academy partnership. Through the Service Learning and Coop programs integrated into our program they will have hands-on experience in the workforce. With our new capstone course they will be able to develop a portfolio of all their work completed in classes while in the program. With the newly implemented SAP software they will have additional hands-on experience in business information systems.

Standard Met

Are the outcomes sufficient? Are you satisfied with the results from the change your program made?

We are satisfied with our changes and their outcomes. However, some of the changes are still in the planning stages so the outcomes are yet to be determined. Also, the implementation of changes to the program is continuous.

Next Action Plan

Based on the outcomes of the change made by your program, what is your next step?

When industry software or standards change again we will update our program and courses to reflect those updates. For example, we are planning the implementation of a program for mobile devices.

F. Institutional Effectiveness --- Part 2

As a group or program, please review and discuss your responses to questions in the preceding sections, considering all of the data. Based on those responses, list possible recommendations and innovations to strengthen your program. You may develop goals and objectives for specific courses or for the whole program. You may want to consider questions such as the following:

- What are the current strengths and weaknesses of your program? Refer to data concerning intended outcomes and skills.

  We offer courses in many different formats to meet the needs of both traditional and returning students. Our courses are offered online which benefits working students, students with families, and/or students returning after many years. Our courses are also offered in hybrid or blended format which not only caters to the nontraditional students but also gives them a chance for face-to-face instruction from the instructor.

  We also emphasize currency in technology and keeping up with industry changes. We (faculty) are also constantly updating our own skills along with the newest tools required in our field.

  A weakness of our program is the ability to foster a sense of community past individual classes. Since many of our students take only one or two courses instead of working towards a degree their attendance may be sporadic and they may not get involved in any type of social activities. This is even more apparent in our online classes.

- Are changes necessary to your program's prerequisite rules or admission requirements?
  We are constantly reviewing pre-requisite requirements since the subject content of our courses is so dynamic.

- Are there overall changes that could improve your program's Coordinating Board status? What steps does your program need to take to fill in any gaps in compliance?

We need to better track our program completers. While doing this we need to keep up with the reasons our students may not complete the program and address those issues.

- What, if any, changes in pedagogy might improve student learning?

  Connection with the students is the primary reason for student learning. Since our online courses are most in demand we need to establish a firm connection with the students at the beginning of the course. We may need to offer more blended or hybrid sections to meet the needs of the students who might really need a traditional course.

- Are there weaknesses related to your program's student learning outcomes? If so, consider how you can set a goal based on concrete outcomes.

  Student learning outcomes seem to be working well. The biggest thing with our courses is to keep program changes in synch with employment needs.

Now review your list of potential ways to improve your program. What ONE action or improvement do you think would have the most significant impact on the program's student learning outcomes, as identified in Section A.1.? The following questions are the same components as in E.4., just in a different order. Use these questions to help you create a plan for improving your program's student learning outcomes during 2010-2011.

The Academic Deans and the Vice President/Provosts will review the results of this assessment. Specific goals and objectives from this final section of the assessment can be incorporated into departmental or college-wide goals and objectives as appropriate.

Sources of Evidence

What aspect of student learning do you want to improve? What prompted your program to select this aspect of student learning? (i.e. what did you observe or what happened) Are you trying to fix a problem? What types of information or measures did you use?

We have seen a problem in the past with students not having enough background in computer technology to take an online course. We feel more hybrid and/or blended courses will help this. We also see a

problem with student attendance in traditional classes. We are working on ways to improve attendance and therefore improve retention in the courses.

Continuous Improvement Plan

Describe the decision made or action to be taken to improve student learning. This could be a change in textbooks, a change in technology, course sequence, learning outcomes, etc. How did your program come to the decision to make this change? Describe the milestones that will be used to measure the accomplishment of each part of your plan. Who will be responsible for each milestone?

Our program is dedicated to keeping current in the field. Because of this we must constantly keep up with new technologies, software versions and textbooks. The Department Chair is responsible for making requests for our changes in software and textbooks. These requests come from the faculty who in turn get their input from the advisory board in industry and overall current technical media.

We are also becoming part of the Microsoft Academy and certifying full-time instructors. This is a support component for our ongoing plan for improvement.

Intended Outcomes

How do you expect student learning to be affected by the change your program will make? What outcomes do you hope will come from this change?

We hope students will have relevant skills and become more marketable in various technical fields. We also hope some students will even elect to become Microsoft certified.

Findings

How will you measure if the intended outcomes occur? How will the results be assessed and documented?

The intended outcomes will be documented through course requirements, as stated in the standardized departmental syllabi. Assessing students' success in the workplace should be possible through statistics maintained by Research and Institutional Effectiveness.

Standard Met

How will you know whether the outcomes are sufficient and satisfactory?

In addition to numbers of completers and statistics from Collin's institutional research, our Advisory Board members provide information on current industry requirements and trends.

Next Action Plan

For the most likely outcomes of the change to be made by your program, what will be your next steps? If the intended outcome is achieved then what will be your next steps?

"Closing the loop" refers to using the results of an assessment to make improvements in a program. These improvements are then assessed to continue the institutional effectiveness loop. How, where and when will your program use data and other evidence from your Continuous Improvement Plan to "close the loop"?

We will continue to develop a way to better track our completers. We will also periodically evaluate information concerning completers, looking at institutional research statistics concerning what completers do after leaving Collin. Finally, we will continue to follow the guidance of our advisory committee members to continually improve our curriculum and keep it updated along with industry needs.

Workforce Education
Program Assessment
2009-2010

Computer Programming

The workforce education program assessment instrument focuses on fundamental questions about assessment and improvement in the context of student learning outcomes. Many of the sections from previous years were removed in an effort to make the process more focused and streamlined. Based on the results of the assessment, plans for improving your program will be proposed to administrators for possible inclusion in the college's yearly strategic goals.

This assessment is intending to be completed with input from the whole program. One person should not answer all the questions. These questions are starting points for discussions within the program about how to improve the program as well as student learning outcomes.

Throughout the report be sure to provide data/evidence to support your assertions.

Assessment documents for your program can be found on the Institutional Research intranet site at:
http://intranet.collin.edu/iro/information/WEPA/index.htm

A. Occupational Competencies / Capstones / Student Learning Outcomes

1. What are the expected program outcomes for your program? *These are NOT the course-level student learning outcomes.* Refer to defined expectations such as those associated with the capstone experience, a comprehensive exam, a licensure exam, external experiences such as co-op courses, etc. If your program has a capstone course, refer to the assessment file on the intranet that lists the expected outcomes for that capstone course.

   Our capstone experience is in either an internship thru cooperative education where students work on a team within a commercial or government organization or a project course for students unable to find an internship which will give a student the experience of working on a team. The learning outcomes from either such course are defined as:

   1) Working as part of a team, produce a design for a software project based on a set of English language requirements.
   2) Continuing the work on the team, Take the design the team has produced and create a working program that meets the customer requirements.
   3) As part of the team, produce two types of documentation:
   a) Documentation of the program for maintenance purposes.
   b) Documentation of the user interface to the program so that potential users will know how to use the program.

2. Provide data to demonstrate the degree to which students achieve the program outcomes / occupational competencies for your program.

   The majority of students who attempt either the capstone project class or the internship thru cooperative education show successful completion. For many semesters the percentages are either 100% or 0% but this is due to the low enrollments (most often only one student per semester). The internship shows 7 students of nine enrollees having a successful completion (78%) since fall 2005. The project class within the college shows a success rate of 22 successful completions out of 23 students (96%).

3. If your program has a capstone experience, how does it contribute to assessment of overall program outcomes?

   The capstone experience is a required subject/class which a student must pass in order to complete the program. A student must either pass the internship class thru cooperative education or the project course. If they take the internship, the material discussed above will be discussed by faculty

in conjunction with the employer or manager. If the student takes the project option, their results are reviewed by the faculty member. In either case a grade is assigned to the student. In the case of an internship, that grade is assigned based on input from both a faculty member and the staff of cooperative education.

Both the internship and the project are set up to insure that the student demonstrates the skills determined to be important in the field of computer programming as determined by faculty and the advisory committee from industry.

4. How does measurement of program-level outcomes affect departmental policy, the pedagogy of individual instructors, curricular changes or program changes?

   We use the feedback from the intern employers and cooperative education staff as part of the input into determining topics we should be teaching. Do the employers feel that our students are prepared for the internships? If employers are saying that our students are weak in an area where we are currently offering classes, we can look at those classes to see if we need to alter the material being presented We may not be presenting the needed material or we may not be presenting it in a way that gives the students complete understanding. This information in conjunction with responses from our advisory committee become the basis for determining what classes are no longer needed and which areas we need to begin offering new classes.

B. AAS Core Curriculum

The requirements below are designated by the Southern Association of Colleges and Schools (SACS), the Texas Higher Education Coordinating Board (THECB), and Collin College's Workforce Education Core Curriculum. Refer to the following requirements when answering the questions (in italics).

1. SACS Core Requirement 2.7.3

In each undergraduate degree program, the institution requires 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. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.
(General Education)

Indicate the degree to which your program is in compliance and explain your answer. If your program is not in compliance how do you intend to address any gaps?

_X__ Compliance
_____ Partial Compliance
_____ Non-Compliance

Comments/Justification:

The AAS degree in Software Development requires the completion of the AAS core requirements as developed by Collin College. These core classes in English, economics, and math are the same transfer classes offered by Collin College to satisfy the AA/AS core to insure that students have an adequate breadth of knowledge and not just a strict technical education.

2. THECB Standard

Measure: General Education Requirements
Standard: 100 percent of all associate degrees have at least 15 SCH of general education

General education must include at least one course in each of the following three areas: Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences/Mathematics. Examples of general education courses by area:

Humanities/Fine Arts
___Humanities
___Journalism
___Drama/Art/Music
___Philosophy
___Cultural studies
___Classical languages
___Ethics
___Elective

Social/Behavioral Science
___Government
___History
___Psychology
___Sociology
___Anthropology
___Economics
___Elective

Natural Science/Math
___Biology
___Chemistry
___Physics
___College-level Math (must be academic)
___College-level Science (must be academic)
___Geology
___Elective

Note: Meets standard if program consists of certificate only.

Indicate whether your program meets the standard and explain your answer. If your program does not meet the standard how do you intend to address any gaps?

_X__ Meets standard
____ Does not meet standard

Comments/Justification:

The AAS degree in Software Development requires the completion of the AAS core requirements as developed by Collin College. These core classes in English, economics, and math are the same transfer classes offered by Collin College to satisfy the AA/AS core to insure that students have an adequate breadth of knowledge and not just a strict technical education.

3. *If your program has specific Core Curriculum requirements refer to the assessment file that lists those requirements. What aspects of Collin's Workforce Education core curriculum, if any, do not fit the needs of your program? What changes in the core curriculum would help your program?*

Core curriculum fits the needs of the Software Development AAS. To make sure that computer programming students have sufficient math background for jobs in the current marked, we require math through pre-calculus as a minimum.

Collin AAS Core Curriculum	
English ENGL 1301	3 credit hours
Speech Communications *select one course:* SPCH 1311, 1315, or 1321	3 credit hours
Mathematics *select one course:* MATH 1xxx College-level mathematics course MATH 2xxx College-level mathematics course *(Math requirements may vary from the core curriculum. Check each degree plan. MATH 1314 or higher recommended for transfer students)*	3 credit hours
Humanities / Fine Arts *select one course:* ARTS 1301, 1303, or 1304 DANC 2303 DRAM 1310, 2361, or 2362 ENGL 2322, 2323, 2327, 2328, 2332, 2333, 2342, or 2343 FREN 2303 or 2304 HUMA 1301 MUSI 1306 or 1307 PHIL 1301, 1304, 2303, 2306, 2307, or 2321 SPAN 2321 or 2322	3 credit hours

Social / Behavioral Science *select one course:* ANTH 2351 ECON 1301, 2301, or 2302 GOVT 2301 or 2302 HIST 1301, 1302, or 2301 PSYC 2301 or 2302 SOCI 1301	3 credit hours
Physical Education / Dance *select one course:* PHED / DANC (any activity course or PHED 1338)	1 credit hour minimum
16 credit hours minimum for AAS Core Curriculum	

4. *To what degree is the AAS core, as required for your program, aligned with the "Purpose Statement for Collin College's General Education Core Curriculum", as well as Collin College's "Mission Statement", "Core Values", "Purpose Statement", and "FY2010 – FY2012 Strategic Goals"? How do you intend to address any gaps?*

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

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

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

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

- Other purposes as may be directed by the Collin College Board of Trustees and/or the laws of the State of Texas.

Collin College FY2010 - FY2012 Strategic Goals

1. Increase the percentage of students who complete the core curriculum, earn a certificate, or earn a degree within three years of entering Collin College.
2. Increase the community's recognition of Collin College's educational opportunities, quality, and value.
3. Create linkages and new opportunities to help students navigate 21st century educational transitions.
4. Increase higher education accessibility and advance educational quality through the development of alternative resource streams and improved efficiencies.

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Our program meets the second point in the college purpose statement in that we create a marketable skill set our students can use as a starting point for continued economic success. As a part of a commitment to life-long learning, out students can continue to use this as a basis for continuing to learn independently or to return to school in the future.

5. SACS Comprehensive Standard 3.5.1

The institution identifies college-level general education competencies and the extent to which graduates have attained them. (College-level competencies)

How does your program assess student learning outcomes in the AAS core, and how do AAS core student learning outcomes relate to and support student learning within the program?

Our program does not directly test the learning outcomes of courses in the AAS core. We do so indirectly since several of our courses require the abilities that come from the core classes. Such requirements include the ability to read technical information contained in texts and outside material, the ability to discuss technical information during the class. Classes which teach the ability to program graphical problems require the ability to understand geometry. Some solutions to programming problems require the ability to work at the level of college algebra.

The majority of our students take the core classes as they work on the technical classes for the AAS degree. Most students appear to have mastered the core outcomes before entering the program with the math requirement being the one that students must work on the most.

C. Texas Higher Education Coordinating Board

The Texas Higher Education Coordinating Board (THECB) creates definitions and standards to guide how community colleges should assess the quality of their Workforce Education Programs. For reference, the entire set of THECB standards can be viewed at the following Web site ("Desk Review Instrument"):

http://www.thecb.state.tx.us/index.cfm?objectid=130980E5-AFAD-DF4B-F4CD2F627D494574

This section of the assessment asks you to compare your program to specific THECB standards. Refer to the assessment file that contains THECB data for your program from the college's recent desk review. Also, refer to the assessment file that contains Collin's Desk Review Response Plan.

1. For any section of the desk review where your program was cited as falling below a state standard, a plan was submitted to the THECB. Document the actions taken and the progress your program has made in response to the THECB audit. How close is your program to meeting or exceeding these state standards?

   Based on student feedback, we believe that the number of completers (AAS degree and certificate) will rise this academic year. Also we are attempting to better monitor the number of Marketable Skills Achievement Awards which several students should be completing by this summer/fall semesters.

2. What additional actions will your program take to improve measures tracked in the desk review?

   The Software Development Certificate has been modified with input from our industry advisory committee to bring it more in line with new areas of interest and remove some items no longer felt to be as important. One specialization (C++ database development) was removed as no longer being relevant.

   Implementation of the Microsoft IT Academy programming track is proceeding.

We have added two online courses this academic year and are planning to add more to make it easier for students to continue/finish the program after they get a job.

Many of our students are here for a specific course or two that they feel they need to pick up a specific skill they need in their current job (especially true for those employed at organizations moving to a new language or computer platform). We are also talking to students to convince them to continue toward a certificate or degree after completing what they see as their immediate needs.

The field of study has been compared against the needs of local universities and found to match with the exception of one class at one university.

3. Refer to the THECB state transfer reports:

   http://www.txhighereddata.org/reports/performance/ctctransfer

   For each 2-year institution the report compares the academic performance of that institution's transfer students during their first year at Texas public universities. For each 4-year institution the report compares the first year university academic performance of students transferring from Texas public 2-year colleges.

   Refer to the sections on Technical Associates and Certificates. What strengths or areas of concern are suggested by the table summarizing the performance of Collin's workforce students after they transfer to universities?

   Although the number of students completing a technical associate or certificate before transfer is small (9), the percentage who end up with a GPA of > 3.0 is 78% with 56% achieving a 3.5 or better GPA. Given the low actual number of students involved, this is probably not statistically meaningful.

4. Refer to the following THECB criteria for an Exemplary Program. Briefly respond to each component. Identify any barriers to Exemplary Program status. What changes can your program make to move toward the goal of becoming or continuing to be an Exemplary Program?

   The biggest obstacle to being rated exemplary is the low number of completers which as mentioned above we are currently attempting to address. Our placement rate currently exceeds 90% which we would also need to raise to 95% but as the economy (and hiring) improves we believe this will be met.

Exemplary Program Status Evaluation In The Desk Review Option

The Institutional Effectiveness Evaluation Process for public community and technical colleges and four-year institutions that award applied associate degrees has added exemplary status consideration for workforce education programs to the desk review option. *Submission of programs for exemplary status consideration in the desk review option is strictly voluntary*.

Submission of Program Portfolios

A college desiring to have a workforce education program evaluated for exemplary status must submit a portfolio of information clearly documenting that the program satisfies all requirements specified below. Portfolios must be organized in the order of items below. *New programs are not eligible for exemplary status until three years of graduation and placement data are available and have been reported to the Coordinating Board.*

Exemplary Program Criteria

To receive an exemplary rating via the desk review option, a workforce education program must satisfy the following criteria:

1. **All program standards specified in the desk review institutional effectiveness evaluation instrument must be met.**

   Computer Programming currently does not meet the required number of completers. We believe this to be due to the job climate beginning with the telecomm failures in 2001 which caused a large number of computer professionals to lose their jobs in the local market and made many students leary of entering the profession. We believe this economic climate is changing locally. We are in the process of adding professional certifications from Microsoft which should help the marketability of our students.

2. The program must also exceed standards in at least five of the following areas (a through h):

a) Placement of Program Graduates

Standard: Ninety percent of program graduates are placed within one year of graduation

- *The program exceeds the standard if three-year average placement rate is 95 percent or greater*

  Currently Computer Programming is just over 90%

b) License Examination Pass Rate (where applicable)

Standard: Ninety percent of students tested on a specific license exam pass the exam as reported for the most recent year for which data is available (Perkins Standard)

Or

the percentage of students who take a license exam and pass is no more than five percentage points below the state average for the last three years for that particular license exam (State Standard)

- *The program exceeds the standard if the pass rate is 95 percent or greater. (Only the Perkins Standard is applicable for exemplary program consideration purposes).*

  Not applicable

c) Professional Program Credentials

Standard 1: A program requiring external certification, accreditation, or other mandatory approval, has documentary evidence that it meets the standards of the appropriate agency (Examples: Federal Aviation Administration certification for airframe/powerplant programs or Texas Board of Nurse Examiner accreditation for nursing programs);

And

Standard 2: the program holds *additional* professional accreditation, certification, or other form of approval, *other than Coordinating Board approval*, that is customarily held by programs in that particular discipline. (Examples: An interior design program with accreditation from the Foundation for Interior Design Education Research or an engineering technology accredited by the Accreditation Board for Engineering and Technology).

- *The program exceeds standards if it has received recognition from the industry, a professional association/organization relevant to the industry for which the program provides training, local, state, or national recognition, or other awards or commendations. Recognition must be clearly documented.*

  Not applicable

d) Linkages and External Agreements

Standard: Program has at least one agreement in place and is pursuing others as appropriate (not applicable to certificate-only programs)

- *The program exceeds the standard if four or more of the following are clearly documented*

  1) 2+2(+2), 1+1
  2) TechPrep
  3) University transfer
  4) Inverted degree plan(s)
  5) Dual credit technical program
  6) Other appropriate agreement (provide description)

  We currently have a TechPrep agreement with McKinney ISD and a transfer agreement with the UNT Bachelor of Information Technology program.

e) Business and Industry partnerships

Standard: Active involvement with business/industry and documented evidence of at least two of the following affiliations

- *The program exceeds the standard if three or more of the following are clearly documented*

  1) Agreements for sharing facilities, equipment, labs, etc.
  2) Internships/apprenticeships/co-op/practicum/clinical
  3) On-site training for faculty at business/industry worksites
  4) Contractual agreements with business/industry
  5) Other partnership(s) (provide description)

  Not met

f) Integrating Academic and Technical Education

Standard: Writing and use of computers is included in the program

- *The program exceeds the standard of five or more of the following are clearly documented*

  1) Program includes writing (required)
  2) Program includes use of computers (required)
  3) Academic courses are included in the curriculum
  4) Program teaches problem identification, assessment, critical thinking, problem-solving, listening, and speaking skills
  5) Technical applications are included in academic courses
  6) Other (provide description)

  Computer Programming has items 1 thru 5 in its classroom requirements

g) Employer and Student Satisfaction With the Program

Standard: On-going program-specific assessment of employer and student satisfaction with results used for program improvement and documented evidence of at least two of the following:

- *The program exceeds the standard if three or more of the following are clearly documented*

  1) Advisory committee satisfaction with the program
  2) Use of student satisfaction surveys (required by the *Guidelines for Instructional Programs in Workforce Education*)
  3) Use of employer satisfaction surveys (required by *Guidelines for Instructional Programs in Workforce Education*)
  4) Use of survey results for continuous program improvement

  Not currently available

h) Determination of On-Going Need for the Program

Standard: Clear documentation of two of the following:

- *The program exceeds the standard if three or more of following are clearly documented*

  1) The program advisory committee recommends continuation of the program
  2) Recent local and/or regional labor market data indicate continued need for the program
  3) Recent state and/or national labor market data indicate continued need for the program
  4) Other indicator (provide description)

  Information for items 1 thru 3 is available.

D. Course Completion and Success

Refer to the retention/success charts and analyze the last class day enrollment compared to the Census day enrollment for the courses in your program.

1. What patterns or trends do you notice in the course completion data? What suggestions do you have for increasing any low completion rates?

   It's difficult to say much about trends in individual classes due to generally low enrollments (<15) in many of these classes so that one person leaving the class has a very high impact percentage-wise. Also, many of these classes are done only once per year and may not make except every second year which makes trend analysis difficult. One class (ITSE 2301) is known to be the most difficult and time consuming of the C++ classes and does indeed show a comparatively high rate of students not completing the class. Part of this is the inclusion in this class of material from what had been a following class that is no longer listed in WECM. Overall, our retention rate is running from the upper 70% level to 100% for some classes.

Refer to the retention/success charts and analyze the last class day enrollment compared to the success data for the courses in your program. "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."

2. How do the success rates compare across courses?

Success rates compared to the students enrolled on the last day appear to be very favorable. In many classes you see 100% - every student enrolled on the last day achieved "success" in the course. In only one section was the number below 80% and there were few sections in the 80-95% category.

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

   We believe the pattern with complete and success can be explained by the type of student enrolling in these classes. The vast majority of these students are working full time and some are unable to balance the needs of the class against the needs of the job in that some have to travel or the job may begin to require a higher level of overtime. These students tend to be forced to drop rather than accept a lower grade. These students tend to be very dedicated and understand the need for this training so that those that are able to continue in the class do well.

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

The Fall 2006-2008 Collin-Texas Retention report, which compares Collin's retention rates with state-wide retention rates, can be found in the "reports" section of the IRO intranet site. The report is listed in CIP order as well as in alphabetical order.
http://intranet.ccccd.edu/iro/information/reports/retention.htm

4. For the courses in your program, what actions will your program take to meet the state course completion standard or to improve course success without compromising academic integrity and rigor?

We are making a concerted effort to reach students we believe are at risk and trying to work with them to make sure they understand where they stand in the class and what options are available to them. We work with them to allow those who are suddenly unable to attend class on a regular basis and have come up with ways for many to attend electronically those times they have to miss a face to face class session. We believe this shows with the fact that for CIP 11.0201 our retention numbers have risen by 10% each year for the last three years shown whereas state retention numbers have shown a rise of only 2% per year.

5. What potential issues or concerns do the data suggest for your program, and how might these issues be addressed?

We still need to work on retention numbers and we see one class in particular which is lower than others in our program. We are working on other options – increased use of electronic attendance for those missing some class meetings in particular.

E. Institutional Effectiveness --- Part 1

1. In order to plan for the future it can be helpful to look back at successful plans from the past. How did your program's most recent workforce assessment result in improvements to your program? (contact Vicky Putman if you need a copy of your program's last assessment)

   We are in the process of implementing Microsoft programming certifications to make our students more employable within certain segments of the local industry.

2. Are there plans from that assessment that are still in the process of being implemented?

   As stated above, the Microsoft programming certifications are currently a work in progress.

3. According to SACS, institutional effectiveness involves documenting that expected outcomes have been identified, assessed, and have led to improvements. The SACS standard below indicates the importance SACS gives to planning, assessment, and improvement based on the assessment results.

SACS Comprehensive Standard 3.3.1
The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:
(Institutional Effectiveness)

3.3.1.1
educational programs, to include student learning outcomes

All class syllabi currently list the expected student outcomes. The programming AAS, certifications, and specializations have been examined and in some cases modified to meet changes in the outcomes suggested by our advisory committee

3.3.1.2
administrative support services

3.3.1.3
educational support services

3.3.1.4
research within its educational mission, if appropriate

3.3.1.5
community/public service within its educational mission, if appropriate

Indicate the degree to which your program is in compliance and explain your answer. If your program is not in compliance how do you intend to address any gaps?

_X__ Compliance
_____ Partial Compliance
_____ Non-Compliance

Comments/Justification:

The program currently meets guidelines for student learning outcomes and these outcomes have been examined by the advisory committee for suitability in meeting the needs of local employers.

4. It is important to document program assessment and plans for continuous improvement to be in compliance with the SACS Comprehensive Standard 3.3.1.1. Often it may not seem as if official planning took place. However, analyzing decisions that your program has made can uncover the planning that occurred. The questions below will guide you in determining which decisions in your program resulted from deliberate planning.

Continuous Improvement Plan

Describe one decision made or action taken in the past year. This could be a change in textbooks, a change in technology, course sequence, learning outcomes, etc.

The decision was made to pursue classes leading our students to be able to pass the Microsoft software developer certification.

Sources of Evidence

What prompted the decision? (i.e. what did you observe or what happened) Were you trying to fix a problem? What were your sources of information? What types of information or measures did you use to make this decision? How did your program come to the decision to make this change?

Based on input from our advisory committee is was determined that offering this sequence would provide the students with another marker of their marketability in local industry. We based this on discussions with our advisory committee and local employment advertisements.

Intended Outcomes

How did you expect student learning to be affected by the change your program made? What outcomes did you hope would come from this change?

The hope is to give students another piece of technology and that this will lead to improved marketability.

Findings

Did the intended outcomes occur as a result of the change your program made? What outcomes actually occurred?

We are still in the implementation process and have not yet been able to note any changes.

Standard Met

Are the outcomes sufficient? Are you satisfied with the results from the change your program made?

As noted above, the implementation is still in process and we do not have sufficient results to measure changes in the program.

Next Action Plan

Based on the outcomes of the change made by your program, what is your next step?

This is not yet determined as we are waiting for results of the ongoing changes to our program.

F. Institutional Effectiveness --- Part 2

As a group or program, please review and discuss your responses to questions in the preceding sections, considering all of the data. Based on those responses, list possible recommendations and innovations to strengthen your program. You may develop goals and objectives for specific courses or for the whole program. You may want to consider questions such as the following:

- What are the current strengths and weaknesses of your program? Refer to data concerning intended outcomes and skills.
- Are changes necessary to your program's prerequisite rules or admission requirements?
- Are there overall changes that could improve your program's Coordinating Board status? What steps does your program need to take to fill in any gaps in compliance?
- What, if any, changes in pedagogy might improve student learning?
- Are there weaknesses related to your program's student learning outcomes? If so, consider how you can set a goal based on concrete outcomes.

We plan to continue with the implementation of the classes leading to Microsoft software developer certification. We are also planning to increase the number of online classes being offered. Hopefully both of these will lead to an increase in the number of students completing our program.

Now review your list of potential ways to improve your program. What ONE action or improvement do you think would have the most significant impact on the program's student learning outcomes, as identified in Section A.1.? The following questions are the same components as in E.4., just in a different order. Use these questions to help you create a plan for improving your program's student learning outcomes during 2010-2011.

The Academic Deans and the Vice President/Provosts will review the results of this assessment. Specific goals and objectives from this final section of the assessment can be incorporated into departmental or college-wide goals and objectives as appropriate.

Sources of Evidence

What aspect of student learning do you want to improve? What prompted your program to select this aspect of student learning? (i.e. what did you observe or what happened) Are you trying to fix a problem? What types of information or measures did you use?

We want to improve the number of students completing our program to improve our compliance with the coordinating board.

Continuous Improvement Plan

Describe the decision made or action to be taken to improve student learning. This could be a change in textbooks, a change in technology, course sequence, learning outcomes, etc. How did your program come to the decision to make this change? Describe the milestones that will be used to measure the accomplishment of each part of your plan. Who will be responsible for each milestone?

We will continue the effort toward Microsoft software developer certification and will continue the effort to offer more technology classes in an online format.

Intended Outcomes

How do you expect student learning to be affected by the change your program will make? What outcomes do you hope will come from this change?

Upon completion of the new sequence of classes, we expect students to be able to pass the test for Microsoft certification.

Findings

How will you measure if the intended outcomes occur? How will the results be assessed and documented?

We hope to use two measures: the number of students passing the Microsoft certification and the employment rate of students completing our courses.

Standard Met

How will you know whether the outcomes are sufficient and satisfactory?

This can be measured by the passing rate for Microsoft certification and comparing our students to any national information provided by Microsoft.

Next Action Plan

For the most likely outcomes of the change to be made by your program, what will be your next steps? If the intended outcome is achieved then what will be your next steps?

"Closing the loop" refers to using the results of an assessment to make improvements in a program. These improvements are then assessed to continue the institutional effectiveness loop. How, where and when will your program use data and other evidence from your Continuous Improvement Plan to "close the loop"?

If the work toward Microsoft certification is successful, we will continue to work towards making our classes more accessible to students by such options as increased offerings of online classes.

Workforce Education
Program Assessment
2009-2010

Dental Hygiene

The workforce education program assessment instrument focuses on fundamental questions about assessment and improvement in the context of student learning outcomes. Many of the sections from previous years were removed in an effort to make the process more focused and streamlined. Based on the results of the assessment, plans for improving your program will be proposed to administrators for possible inclusion in the college's yearly strategic goals.

This assessment is intending to be completed with input from the whole program. One person should not answer all the questions. These questions are starting points for discussions within the program about how to improve the program as well as student learning outcomes.

Throughout the report be sure to provide data/evidence to support your assertions.

Assessment documents for your program can be found on the Institutional Research intranet site at:
http://intranet.collin.edu/iro/information/WEPA/index.htm

A. Occupational Competencies / Capstones / Student Learning Outcomes

1. What are the expected program outcomes for your program? *These are NOT the course-level student learning outcomes.* Refer to defined expectations such as those associated with the capstone experience, a comprehensive exam, a licensure exam, external experiences such as co-op courses, etc. If your program has a capstone course, refer to the assessment file on the intranet that lists the expected outcomes for that capstone course.

   DHYG 2375 Oral Medicine is the capstone course that integrates all aspects of the dental hygiene curriculum while emphasizing the use of critical thinking skills. Student presentations include patient case presentations that emphasize the integration of dental hygiene sciences, critical thinking, and application of evidence based knowledge on an advanced level. This capstone course requires the completion of "*The Dental Hygiene Competency /Service Learning Portfolio"* that provides documented evidence that each dental hygiene competency is successfully completed. DHYG 2375 Oral Medicine includes the application and integration of knowledge such as research, pharmacology, periodontology, pathology, emergency care, ethics, nutrition, dental radiology and clinical courses that are necessary to provide the highest quality of care for each patient. This course is offered in the last semester of the dental hygiene curriculum. The course provides the student with the opportunity to pursue a concentrated study of dental hygiene topics along with the application of evidence based research.

2. Provide data to demonstrate the degree to which students achieve the program outcomes / occupational competencies for your program.

   1. Portfolio required by each student
   2. Course Completion rates *
   3. Job placement rates: 100% placement within first 12 months of graduation
   4. Survey instruments
   5. Written and clinical board examination results 98.75% pass rate

   *All dental hygiene students passed each dental hygiene course since the inception of the Program (fall, 1999). The Program lost a total of 4 students from 1999 to 2010. Three students left the program due to medical reasons and one student left due to a parent's terminal illness.

3. If your program has a capstone experience, how does it contribute to assessment of overall program outcomes?

   DHYG 2375 Oral Medicine integrates all aspects of the dental hygiene curriculum. "*The Dental Hygiene Competency/Service Learning Portfolio"* demonstrates evidence that all program competencies have been successfully completed.

4. How does measurement of program-level outcomes affect departmental policy, the pedagogy of individual instructors, curricular changes or program changes?

   One of the most important components of the dental hygiene program is the formal, written curriculum management plan. The curriculum review process provides measurement of program-level outcomes, departmental policy, pedagogy of individual instructors, and curricular changes or program changes needed. It provides an ongoing curriculum review and evaluation process with input from faculty, students, administration and other appropriate sources. The curriculum management plan is an evaluation of all courses related to the defined goals and competencies of the program. It is a defined mechanism for coordinating instruction among program faculty as well as between dental hygiene faculty and other faculty who teach dental hygiene students. The measurement tool implemented is the *"Course Materials Review Form*" that evaluates each syllabus (including competencies and goal assessment), assignments, handouts, exams and quizzes, and audio-visual materials (comprehensive list/selected examples). Other components of curriculum management program include:
   - Curriculum Review Inputs
   - Relationship of Institutional Goals/Program Goals to Course Competencies
   - Course Materials Review Packet
   - Faculty End of Course Report
   - Student End of Course Report
   - Curriculum Management Committee Objectives, Policies and Procedures
   - Dental Hygiene Competency Crosswalk

   The Curriculum Review Committee members are dental hygiene faculty members. Each course reviewed addresses student outcomes, in depth review of curriculum taught. The dental hygiene director and faculty are responsible for the development, approval and revision of the curriculum. Guidelines set by the American Dental Association, the American Dental Educators' Association and the American Dental Hygienists' Association are utilized as standards in this process. All faculty are involved in the ongoing formal process of curriculum revision, a component of the program's curriculum management plan.

To assure the incorporation of emerging information and achievement of appropriate sequencing, the elimination of unwarranted repetition, and the attainment of student competence, a formal curriculum review process is conducted on an ongoing and regular basis. Periodic workshops and in-service sessions are held for the dissemination of curriculum information and modifications.

B. AAS Core Curriculum

The requirements below are designated by the Southern Association of Colleges and Schools (SACS), the Texas Higher Education Coordinating Board (THECB), and Collin College's Workforce Education Core Curriculum. Refer to the following requirements when answering the questions (in italics).

1. SACS Core Requirement 2.7.3

In each undergraduate degree program, the institution requires 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. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.
(General Education)

Indicate the degree to which your program is in compliance and explain your answer. If your program is not in compliance how do you intend to address any gaps?

__X__ Compliance
_____ Partial Compliance
_____ Non-Compliance

Comments/Justification:
The Dental Hygiene Program includes: HUMA 1301,
PSYC 2301, ENGL 1301 and meets the 15 semester hours requirements. Basic Principles and concepts learned in core courses help provide the foundation for upper level general and dental sciences and are applied in pre-clinic and clinical practice throughout the two year program.

The Dental Hygiene AAS degree includes 28 semester credit hours from the three required general education areas addressed by this criterion: ENGL 1301, PSYC 2301, HUMA 1301, SOCI 1301, BIOL 2401 and 2402, BIOL 2421 and CHEM 1405. These credits comprise 39 percent of the 72 credit hours required for the degree, a substantial portion. The breadth of knowledge is represented by four major general education: English, humanities, social sciences, and math and natural sciences. Since the practice of dental hygiene requires application of knowledge of multiple physical sciences, the math/science component of knowledge represents the major portion of general education courses in anatomy and physiology, chemistry, and microbiology. This general physical science knowledge is used in specialty courses to support rationale for the dental hygiene practice competencies. The need for a broad base in natural sciences and the vast content in the practice of dental hygiene required for the degree, limits the variety of general education courses in the areas of math, speech and physical education. Because of this arrangement, competencies from the excluded courses are included in specialty courses where specific learning activities give students the opportunity to learn and demonstrate selected general education competencies. These competencies/experiences are reviewed and documented in GEO Forum course competency inventories on file with the college Curriculum Advisory Committee.

2. THECB Standard

Measure: General Education Requirements
Standard: 100 percent of all associate degrees have at least 15 SCH of general education

General education must include at least one course in each of the following three areas: Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences/Mathematics. Examples of general education courses by area:

Humanities/Fine Arts
_X__Humanities
___Journalism
___Drama/Art/Music
___Philosophy
___Cultural studies
___Classical languages
___Ethics
___Elective

Social/Behavioral Science
___Government
___History
_X__Psychology
_X_Sociology
___Anthropology
___Economics
___Elective

Natural Science/Math
__XBiology
_ _XChemistry
___Physics
___College-level Math (must be academic)
_X_College-level Science (must be academic)
___Geology
___Elective

Note: Meets standard if program consists of certificate only.

Indicate whether your program meets the standard and explain your answer. If your program does not meet the standard how do you intend to address any gaps?

__X__Meets standard
____ Does not meet standard

Comments/Justification:

Collin College Dental Hygiene Program meets standard. The Dental Hygiene curriculum meets the THECB requirement of a minimum of 15 credit hours with selections in three areas: humanities, social science and physical science (see check marks above). There are no gaps to address in regard to THECB requirements.

3. *If your program has specific Core Curriculum requirements refer to the assessment file that lists those requirements. What aspects of Collin's Workforce Education core curriculum, if any, do not fit the needs of your program? What changes in the core curriculum would help your program?*

The Core Curriculum meets the dental hygiene program needs. No changes are needed. Computer Science is incorporated into four courses of the dental hygiene curriculum. Each student must present evidence of basic computer knowledge prior to entrance into the dental hygiene program and also receive computer instruction during the curriculum. During DHYG 1261 Clinical I-Dental Hygienist and DHYG 2361 Clinical II-Dental Hygienist the students are given instruction on utilization of the dental hygiene software program. Each dental operatory in the clinic has a computer. The student is taught how to directly input patient information during clinical treatment, which includes dental and periodontal charting. During Community Dentistry (DHYG 1215) students receive two hours of Power Point instruction in the library. Students are required to implement their knowledge by presenting a Power Point lecture during DHYG 1215 Community Dental Health Applications.

Mathematics is incorporated into three courses of the dental hygiene curriculum. During Dental Radiology (DHYG 1304) the students are taught to mathematically calculate radiation output, inverse square law, and the maximal permissible radiation dosage for occupationally exposed individuals. Mathematics is also taught when determining the amount of energy released during various ionizing actions.

During Community Dentistry (DHYG 1215) and Community Dental Health Applications

(DHYG 1275) the students receive 6 hours of mathematics instruction during the lectures on statistical analyses and research. Students are also taught mathematics through two two-hour lectures on determining dental indices.

Speech is taught in DHYG 1215 Community Dentistry through the exercise called 'Table Clinics'. In this activity students research a dental care topic, gather all the research findings and prepare a presentation for public review. In this presentation they review the research, present oral care education for the public and summarize needs for future research. These presentations are done on campus in a public arena and are available for all students on campus to attend.

Physical Education is taught in DHYG 1207 and DHYG 1261. See Chart below for details.

Dental Hygiene

CORE AREA: Physical Education

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

COURSES THAT COVER THE EXEMPLARY LEARNING OBJECTIVES
Due to Physical Education not being part of the curriculum outline

1	2	3	4	5	Course ID	Course Title
X	X	X		X	DHYG 1207	General and Dental Nutrition
			X		DHYG 1261	Clinical I - Dental Hygienist

EXEMPLARY EDUCATIONAL OBJECTIVES: STUDENTS WILL . . .

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

4 - **DEMONSTRATE** the biomechanics of fundamental movements and skills.

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

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

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

Collin AAS Core Curriculum Dental Hygiene	
English ENGL 1301	3 credit hours DHYG 1301
Speech Communications *select one course:* SPCH 1311, 1315, or 1321	 3 credit hours
Mathematics *select one course:* MATH 1xxx College-level mathematics course MATH 2xxx College-level mathematics course *(Math requirements may vary from the core curriculum. Check each degree plan. MATH 1314 or higher recommended for transfer students)*	 3 credit hours
Humanities / Fine Arts *select one course:* ARTS 1301, 1303, or 1304 DANC 2303 DRAM 1310, 2361, or 2362 ENGL 2322, 2323, 2327, 2328, 2332, 2333, 2342, or 2343 FREN 2303 or 2304 HUMA 1301 MUSI 1306 or 1307 PHIL 1301, 1304, 2303, 2306, 2307, or 2321 SPAN 2321 or 2322	 HUMA 1301 3 credit hours
Social / Behavioral Science *select one course:* ANTH 2351 ECON 1301, 2301, or 2302 GOVT 2301 or 2302 HIST 1301, 1302, or 2301 PSYC 2301 or 2302 SOCI 1301	 PSYC 2301 (no course substitutions) 3 credit hours
Physical Education / Dance *select one course:* PHED / DANC (any activity course or PHED 1338)	 1 credit hour minimum
16 credit hours minimum for AAS Core Curriculum	

4. *To what degree is the AAS core, as required for your program, aligned with the "Purpose Statement for Collin College's General Education Core Curriculum", as well as Collin College's "Mission Statement", "Core Values", "Purpose Statement", and "FY2010 – FY2012 Strategic Goals"? How do you intend to address any gaps?*

****

Purpose Statement for Collin College's General Education Core Curriculum

The role of general education at Collin County Community College District is to cultivate within students

1. a common core of knowledge in the liberal arts tradition,
2. high-level cognitive skills, and
3. an educational foundation that facilitates and encourages life-long learning.

The core courses in the dental hygiene program support the purpose of the general education core curriculum. The core curriculum helps develop critical thinking skills, self-motivation, and good educational foundation for the dental hygiene students. Core courses provide pure knowledge in adjunct disciplines that promote life-long interest in the sciences, such as microbiology and chemistry.

Collin College Mission Statement

Collin College is a student and community-centered institution committed to developing skills, strengthening character, and challenging intellect.

The mission statement of Collin College Dental Hygiene Program is similar to that of the College:

- To promote lifelong individual growth and excellence through strengthening the intellect, character and capabilities of each dental hygiene student
- To provide within the resources available, a dental hygiene program which would provide the highest standards of care to meet individual and community needs.

Collin College Core Values

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

The Dental Hygiene Program embraces the Collin College Core Values. Students provide dental hygiene services to the community through the campus clinic experiences and through a variety of service learning activities in the community. Students learn to read and critique dental clinical research studies and present high quality lay education on dental hygiene topic. The practice of dental hygiene during clinical contacts provides opportunity for students to exhibit dignity and respect to their clients of all ages. Ethical and legal standards and clinical protocols are learned and observed in all practice activities during the program.

Collin College Purpose Statement

Through its campuses, centers, and programs Collin College fulfills its statutory charge to provide:

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

The Dental Hygiene Program Goals are compatible with the philosophy statement and core values of the college. These correlations are spelled out in the table below.

Dental Hygiene Program Goals Compared to Institution Goals

Dental Hygiene Program Goal	Collin College Core Value	Collin College Philosophy and Purpose Statement
1. To create an active learning environment that integrates the principles of evidence-based research while promoting critical thinking, self-evaluation, innovation, creativity and lifelong learning	-Learning	#2 Purpose Statement Provide technical programs, leading to associate degrees or certificates, designed to develop marketable skills and promote economic development.
2. To provide clinical experiences that promote a commitment to community service and civic involvement while responding to the oral health needs of a diverse community.	-Service and Involvement	#6Purpose Statement Provide workforce, economic, and community development initiatives designed to meet local and statewide needs
3. To provide students with the knowledge and clinical competence required to provide current, comprehensive dental hygiene services in a variety of settings for individuals of all ages and stages of life including those with special needs.	-Learning Service and Involvement Academic Excellence	#2 Purpose Statement Provide technical programs, leading to associate degrees or certificates, designed to develop marketable skills and promote economic development.
4. To emphasize the importance of treating each patient/client with dignity and respect	-Dignity and Respect	#6 Purpose Statement Provide workforce, economic, and community development initiatives designed to meet local and statewide needs
5. To create an environment that promotes the importance of wellness in both student and patient/clients	-Academic Excellence -Dignity and Respect	#2 Purpose Statement Provide technical programs, leading to associate degrees or certificates, designed to develop marketable skills and promote economic development. #6 Purpose Statement Provide workforce, economic, and community development initiatives designed to meet local and statewide needs
6. To provide the knowledge to integrate preventive dental hygiene services to a	-Learning -Creativity and Innovation	#6 Purpose Statement Provide workforce, economic, and community development initiatives designed to meet

diverse community in an evolving health care system.		local and statewide needs

Collin College FY2010 - FY2012 Strategic Goals

1. Increase the percentage of students who complete the core curriculum, earn a certificate, or earn a degree within three years of entering Collin College.
   Collin College Dental Hygiene Program has 100% completion rate. The program consistently graduates 16 dental hygienists per year into the area workforce.
2. Increase the community's recognition of Collin College's educational opportunities, quality, and value. Collin College Dental Hygiene Program is partners with more than 10 community based programs that help provide the students with educational opportunities that are of high quality. They provide the students will opportunities in service and learning throughout the program. The wide variety of age groups and community facilities promotes awareness of the quality of Collin College and its graduates.
3. Create linkages and new opportunities to help students navigate 21st century educational transitions. Collin College Dental Hygiene Program attends Career Fairs and provides course in online learning. Digital radiography is part of the advanced technology in dentistry. We are fortunate to have this state of the art equipment in place for our students to learn the latest techniques and safety requirements available. This new educational opportunity is helpful to the students with job transitions as well.
4. Increase higher education accessibility and advance educational quality through the development of alternative resource streams and improved efficiencies. Collin College has developed many degree completion programs with four year universities to assist students with opportunities in advancing their education.

****

5. SACS Comprehensive Standard 3.5.1

The institution identifies college-level general education competencies and the extent to which graduates have attained them. (College-level competencies)

How does your program assess student learning outcomes in the AAS core, and how do AAS core student learning outcomes relate to and support student learning within the program?

The dental hygiene program assesses student learning outcomes in the AAS core by incorporating them into the competencies, evaluation processes, and portfolios. The program's planning and assessment processes are formal, comprehensive and performed on an ongoing basis.

Some examples of assessing student learning outcomes in the AAS core is evaluated in application of ethical reasoning in dental hygiene and practicing with professional integrity, solving problems and making decisions based on accepted scientific principles, employing the principles of scientific writing, promoting preventive health behaviors by personally maintaining optimal and general health, identifying services and agencies that promote oral health and prevent oral disease and related conditions, and determining priorities and establishing oral health goals with the patient/family and/or guardian as an active participant.

C. Texas Higher Education Coordinating Board

The Texas Higher Education Coordinating Board (THECB) creates definitions and standards to guide how community colleges should assess the quality of their Workforce Education Programs. For reference, the entire set of THECB standards can be viewed at the following Web site ("Desk Review Instrument"):

http://www.thecb.state.tx.us/index.cfm?objectid=130980E5-AFAD-DF4B-F4CD2F627D494574

This section of the assessment asks you to compare your program to specific THECB standards. Refer to the assessment file that contains THECB data for your program from the college's recent desk review. Also, refer to the assessment file that contains Collin's Desk Review Response Plan.

1. For any section of the desk review where your program was cited as falling below a state standard, a plan was submitted to the THECB. Document the actions taken and the progress your program has made in response to the THECB audit. How close is your program to meeting or exceeding these state standards?

   Collin College Dental Hygiene Program received no citations for falling below a state standard. The program is an exemplary program.

   The Collin College Dental Hygiene Program is on target to exceed the state standards. In 2010 the program had 16 graduates. This is 100% success rate and exceeds the state standard success rate. In 2009 the program had 15 graduates. The success rate is 93.75% which exceeds the state standard success rate. The previous reporting period (2007-2008) showed that the program had 16 graduates for 100% success rate.

2. What additional actions will your program take to improve measures tracked in the desk review?

   Collin College Dental Hygiene Program is not mentioned in the desk review. However, the goal of the program will be to continue the number of graduates from the program to exceed the success rate required.

3. Refer to the THECB state transfer reports:

   http://www.txhighereddata.org/reports/performance/ctctransfer

   For each 2-year institution the report compares the academic performance of that institution's transfer students during their first year at Texas public universities. For each 4-year institution the report compares the first year university academic performance of students transferring from Texas public 2-year colleges.

   Refer to the sections on Technical Associates and Certificates. What strengths or areas of concern are suggested by the table summarizing the performance of Collin's workforce students after they transfer to universities?

   The majority of students do not transfer; hence, there is insufficient data for a good analysis. Each 1 to 3 students transfer for degree completion. They successfully complete degree and maintain a 2.5 or better grade point. This would indicate that the majority of the hygiene students who transfer are well prepared and do well.

   No areas of transfer concern for Collin College Dental Hygiene Program.

4. Refer to the following THECB criteria for an Exemplary Program. Briefly respond to each component. Identify any barriers to Exemplary Program status. What changes can your program make to move toward the goal of becoming or continuing to be an Exemplary Program?

Re application for Exemplary Program Status Evaluation was submitted to THECB 2009/2010. All information is compiled in this document. A copy is available for review.

Exemplary Program Status Evaluation In The Desk Review Option

The Institutional Effectiveness Evaluation Process for public community and technical colleges and four-year institutions that award applied associate degrees has added exemplary status consideration for workforce education programs to the desk review option. *Submission of programs for exemplary status consideration in the desk review option is strictly voluntary*.

Submission of Program Portfolios

A college desiring to have a workforce education program evaluated for exemplary status must submit a portfolio of information clearly documenting that the program satisfies all requirements specified below. Portfolios must be organized in the order of items below. *New programs are not eligible for exemplary status until three years of graduation and placement data are available and have been reported to the Coordinating Board.*

Exemplary Program Criteria

To receive an exemplary rating via the desk review option, a workforce education program must satisfy the following criteria:

1. **All program standards specified in the desk review institutional effectiveness evaluation instrument must be met.**

2. **The program must also exceed standards in at least five of the following areas**

(a through h):

a) Placement of Program Graduates

Standard: Ninety percent of program graduates are placed within one year of graduation

- *The program exceeds the standard if three-year average placement rate is 95 percent or greater*

b) License Examination Pass Rate (where applicable)

Standard: Ninety percent of students tested on a specific license exam pass the exam as reported for the most recent year for which data is available (Perkins Standard)

Or

the percentage of students who take a license exam and pass is no more than five percentage points below the state average for the last three years for that particular license exam (State Standard)

- *The program exceeds the standard if the pass rate is 95 percent or greater. (Only the Perkins Standard is applicable for exemplary program consideration purposes).*

c) Professional Program Credentials

Standard 1: A program requiring external certification, accreditation, or other mandatory approval, has documentary evidence that it meets the standards of the appropriate agency (Examples: Federal Aviation Administration certification for airframe/powerplant programs or Texas Board of Nurse Examiner accreditation for nursing programs);

And

Standard 2: the program holds *additional* professional accreditation, certification, or other form of approval, *other than Coordinating Board approval*, that is customarily held by programs in that particular discipline. (Examples: An interior design program with accreditation from the Foundation for Interior Design Education Research or an engineering technology accredited by the Accreditation Board for Engineering and Technology).

- *The program exceeds standards if it has received recognition from the industry, a professional association/organization relevant to the industry for which the program provides training, local, state, or national recognition, or other awards or commendations. Recognition must be clearly documented.*

d) Linkages and External Agreements

Standard: Program has at least one agreement in place and is pursuing others as appropriate (not applicable to certificate-only programs)

- *The program exceeds the standard if four or more of the following are clearly documented*

  1) 2+2(+2), 1+1
  2) TechPrep
  3) University transfer
  4) Inverted degree plan(s)
  5) Dual credit technical program
  6) Other appropriate agreement (provide description)

e) Business and Industry partnerships

Standard: Active involvement with business/industry and documented evidence of at least two of the following affiliations

- *The program exceeds the standard if three or more of the following are clearly documented*

  1) Agreements for sharing facilities, equipment, labs, etc.
  2) Internships/apprenticeships/co-op/practicum/clinical
  3) On-site training for faculty at business/industry worksites
  4) Contractual agreements with business/industry
  5) Other partnership(s) (provide description)

f) Integrating Academic and Technical Education

Standard: Writing and use of computers is included in the program

- *The program exceeds the standard of five or more of the following are clearly documented*

  1) Program includes writing (required)
  2) Program includes use of computers (required)
  3) Academic courses are included in the curriculum
  4) Program teaches problem identification, assessment, critical thinking, problem-solving, listening, and speaking skills
  5) Technical applications are included in academic courses
  6) Other (provide description)

g) Employer and Student Satisfaction With the Program

Standard: On-going program-specific assessment of employer and student satisfaction with results used for program improvement and documented evidence of at least two of the following:

- *The program exceeds the standard if three or more of the following are clearly documented*

  1) Advisory committee satisfaction with the program
  2) Use of student satisfaction surveys (required by the *Guidelines for Instructional Programs in Workforce Education*)
  3) Use of employer satisfaction surveys (required by *Guidelines for Instructional Programs in Workforce Education*)
  4) Use of survey results for continuous program improvement

h) Determination of On-Going Need for the Program

Standard: Clear documentation of two of the following:

- *The program exceeds the standard if three or more of following are clearly documented*

1) The program advisory committee recommends continuation of the program
2) Recent local and/or regional labor market data indicate continued need for the program
3) Recent state and/or national labor market data indicate continued need for the program
4) Other indicator (provide description)

D. Course Completion and Success

Refer to the retention/success charts and analyze the last class day enrollment compared to the Census day enrollment for the courses in your program.

1. What patterns or trends do you notice in the course completion data? What suggestions do you have for increasing any low completion rates?

   Student retention and course completion are at 100% on an ongoing basis. No remedies are needed.

Refer to the retention/success charts and analyze the last class day enrollment compared to the success data for the courses in your program. "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."

2. How do the success rates compare across courses?

   Course completion rates have been consistently successful. The completion rates are 100%.

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

   The effects of the program's evidence-based curriculum have become increasingly positive each year. Planning and assessment have contributed greatly to the betterment of the dental hygiene program. Low faculty: student ratios, a comprehensive admission evaluation process to rank applicants, on-site clinic experiences, and a comprehensive systematic evaluation plan account for the patterns of success in dental hygiene courses. Program retention is at 100%.

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

The Fall 2006-2008 Collin-Texas Retention report, which compares Collin's retention rates with state-wide retention rates, can be found in the "reports" section of the IRO intranet site. The report is listed in CIP order as well as in alphabetical order.
http://intranet.ccccd.edu/iro/information/reports/retention.htm

4. For the courses in your program, what actions will your program take to meet the state course completion standard or to improve course success without compromising academic integrity and rigor?

   The dental hygiene program has met the state course completion standard with 100% success rate.

5. What potential issues or concerns do the data suggest for your program, and how might these issues be addressed?

   There are no issues to address.

E. Institutional Effectiveness --- Part 1

1. In order to plan for the future it can be helpful to look back at successful plans from the past. How did your program's most recent workforce assessment result in improvements to your program? (contact Vicky Putman if you need a copy of your program's last assessment)

   1) A method for ordering supplies was developed enabling dental hygiene supplies to be ordered twice annually. This process was implemented and helped to give better storage flexibility.
   2) A dental Hygiene lab assistant position has been provided to assist in helping as a lab assistant in lab courses taught and enables the hygiene program to be in compliance with CODA and ADA accrediting bodies.
   3) The associate faculty teach approximately 10 to 12 hours. This has been helpful to accommodate the faculty/student ratio as well as give continuity to the program.
   4) The rate of pay has been increased from $25.00/hour to approximately $34.00 to $42.00 range.

2. Are there plans from that assessment that are still in the process of being implemented?

   All improvements made are still in effect.

3. According to SACS, institutional effectiveness involves documenting that expected outcomes have been identified, assessed, and have led to improvements. The SACS standard below indicates the importance SACS gives to planning, assessment, and improvement based on the assessment results.

SACS Comprehensive Standard 3.3.1
The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:
(Institutional Effectiveness)

3.3.1.1
educational programs, to include student learning outcomes

All class syllabi currently list the expected student outcomes. The programming AAS, certifications, and specializations have been examined and in some cases modified to meet changes in the outcomes suggested by advisory and curriculum review committees.

3.3.1.2
administrative support services

3.3.1.3
educational support services

3.3.1.4
research within its educational mission, if appropriate

3.3.1.5
community/public service within its educational mission, if appropriate

Indicate the degree to which your program is in compliance and explain your answer. If your program is not in compliance how do you intend to address any gaps?

__X__ Compliance
_____ Partial Compliance
_____ Non-Compliance

Comments/Justification: The program currently meets guidelines for student learning outcomes and these outcomes have been examined by the advisory committee for suitability in meeting the needs of local employees.

4. It is important to document program assessment and plans for continuous improvement to be in compliance with the SACS Comprehensive Standard 3.3.1.1. Often it may not seem as if official planning took place. However, analyzing decisions that your program has made can uncover the planning that occurred. The questions below will guide you in determining which decisions in your program resulted from deliberate planning.

Continuous Improvement Plan

Describe one decision made or action taken in the past year. This could be a change in textbooks, a change in technology, course sequence, learning outcomes, etc.

Dental materials DHYG 1319 (lecture) is an online course. It is taught in conjunction with the Dental Materials Lab. It has proven to be successful with good academic grades received by the students and board exams.

Sources of Evidence

What prompted the decision? (i.e. what did you observe or what happened) Were you trying to fix a problem? What were your sources of information? What types of information or measures did you use to make this decision? How did your program come to the decision to make this change?

Due to new online technology we realized the dental materials course material could be taught online to the students and enable them to have opportunity to learn and experience distance learning and produce successful student outcomes at the same time. It is beneficial for an associate faculty to teach the online course.

Intended Outcomes

How did you expect student learning to be affected by the change your program made? What outcomes did you hope would come from this change?

The hope is to give the students a variety of teaching methodology and technology skills to be successful as a hygienist.

Findings

Did the intended outcomes occur as a result of the change your program made? What outcomes actually occurred?

The outcomes of changes made as listed in question 1 have helped to better manage storage of supplies, meet accreditation standards with CODA and ADA, enable associate faculty to be calibrated and assist in meeting student/faculty ratio requested by CODA and ADA. The salary increase has helped with faculty retention and longevity. For DHYG 1319 online lecture course the students provided positive feedback on the course evaluation. The strengths for the online course: allowed for more independent study and web resources and students were able to achieve objectives and competencies. A weakness was noted no face to face contact with instructor, however, the dental materials lab provided the face to face contact needed. A textbook change will be made to a book that was more appropriate for hygiene students to understand dental materials course. The ISBN: 978-1-4377-0855-4. Title: Dental Materials Clinical Application for Dental Assistants and Dental Hygienists, 2010, by Hatricka, Eakle and Bird, 2nd ed.

Standard Met

Are the outcomes sufficient? Are you satisfied with the results from the change your program made?

We are pleased with the implementation of the changes made and will continue to utilize them. We are pleased with the outcomes, objectives and competencies met by the hygiene students. Their final semester grade shows thorough understanding of the dental material objectives taught.

Next Action Plan

Based on the outcomes of the change made by your program, what is your next step?

1) We would like to purchase a digital panelipse radiology machine to enable our program to be paperless when requested in the near future.
2) We would like to partner with other facilities and populations for service learning experience for our students.
3) We will change to new textbook listed above.
4) We will continue the online DHYG 1319 lecture course.

F. Institutional Effectiveness --- Part 2

As a group or program, please review and discuss your responses to questions in the preceding sections, considering all of the data. Based on those responses, list possible recommendations and innovations to strengthen your program. You may develop goals and objectives for specific courses or for the whole program. You may want to consider questions such as the following:

- What are the current strengths and weaknesses of your program? Refer to data concerning intended outcomes and skills.
- Are changes necessary to your program's prerequisite rules or admission requirements?
- Are there overall changes that could improve your program's Coordinating Board status? What steps does your program need to take to fill in any gaps in compliance?
- What, if any, changes in pedagogy might improve student learning?
- Are there weaknesses related to your program's student learning outcomes? If so, consider how you can set a goal based on concrete outcomes.

We plan to continue with implementation of ordering supplies twice a year, maintaining lab assistant, maintain extended hours for associate faculty for calibration, retention, and compliance and continue with established hourly rate.

In the near future we would like to purchase a digital panelipse radiology to enable the dental hygiene program to be paperless and give our students experience in learning to operate a digital panelipse radiology machine.

We would like to establish new rotation partners in the community to enhance students service learning experience and skills.

Now review your list of potential ways to improve your program. What ONE action or improvement do you think would have the most significant impact on the program's student learning outcomes, as identified in Section A.1.? The following questions are the same components as in E.4., just in a different order. Use these questions to help you create a plan for improving your program's student learning outcomes during 2010-2011.

The Academic Deans and the Vice President/Provosts will review the results of this assessment. Specific goals and objectives from this final section of the assessment can be incorporated into departmental or college-wide goals and objectives as appropriate.

Sources of Evidence

What aspect of student learning do you want to improve? What prompted your program to select this aspect of student learning? (i.e. what did you observe or what happened) Are you trying to fix a problem? What types of information or measures did you use?

We want to have patient records paperless by purchasing a digital panelipse radiology machine. This will give our students skills in taking digital panelipse radiographs and add to their strengths when applying for employment.

Continuous Improvement Plan

Describe the decision made or action to be taken to improve student learning. This could be a change in textbooks, a change in technology, course sequence, learning outcomes, etc. How did your program come to the decision to make this change? Describe the milestones that will be used to measure the accomplishment of each part of your plan. Who will be responsible for each milestone?

We will continue to research other community projects or partners available and assess the need for oral care.

Different digital panelipse radiology machines will be researched for best quality and pricing.

Intended Outcomes

How do you expect student learning to be affected by the change your program will make? What outcomes do you hope will come from this change?

Upon completion of goals recommended, we expect to be in compliance with being paperless if required in the near future and our students skills will be enhanced and give them a better opportunity for securing a job. We expect to see increased skills, and awareness with added service learning partners in the community.

Findings

How will you measure if the intended outcomes occur? How will the results be assessed and documented?

We hope to measure the outcomes by employment rate of students completing our dental hygiene program.

Standard Met

How will you know whether the outcomes are sufficient and satisfactory?

This can be measure by Second Year Senior Curriculum Evaluations, Employer Survey Evaluations, and Faculty Evaluation Survey.

Next Action Plan

For the most likely outcomes of the change to be made by your program, what will be your next steps? If the intended outcome is achieved then what will be your next steps?

"Closing the loop" refers to using the results of an assessment to make improvements in a program. These improvements are then assessed to continue the institutional effectiveness loop. How, where and when will your program use data and other evidence from your Continuous Improvement Plan to "close the loop"?

If the improvement goals are met and success is seen and documented, we will continue to work towards increasing more skill opportunities for our students and thus enhance and strengthen their opportunities for employment.

COLLIN COUNTY COMMUNITY COLLEGE

Workforce Education Program Assessment 2009-2010

E-Business Media

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Workforce Education Program Assessment Document_2009-2010.docx

The workforce education program assessment instrument focuses on fundamental questions about assessment and improvement in the context of student learning outcomes. Many of the sections from previous years were removed in an effort to make the process more focused and streamlined. Based on the results of the assessment, plans for improving your program will be proposed to administrators for possible inclusion in the college's yearly strategic goals.

This assessment is intending to be completed with input from the whole program. One person should not answer all the questions. These questions are starting points for discussions within the program about how to improve the program as well as student learning outcomes.

Throughout the report be sure to provide data/evidence to support your assertions.

Assessment documents for your program can be found on the Institutional Research intranet site at:
http://intranet.collin.edu/iro/information/WEPA/index.htm

A. Occupational Competencies / Capstones / Student Learning Outcomes

1. What are the expected program outcomes for your program? *These are NOT the course-level student learning outcomes.* Refer to defined expectations such as those associated with the capstone experience, a comprehensive exam, a licensure exam, external experiences such as co-op courses, etc. If your program has a capstone course, refer to the assessment file on the intranet that lists the expected outcomes for that capstone course.

For E-Business Media AAS and Web Developer Specialization AAS--ITSC 2380 Cooperative Education - Computer and Information Sciences, with the option to take INEW 2330--(Capstone)
For E-Business Media Certificate and E-Commerce Certificate the capstone is ITSE 2313 Web Authoring - Dreamweaver (Capstone)
For Web Developer Certificate it is ITSE 1359 Introduction to Scripting Language - AJAX (Capstone)

2. Provide data to demonstrate the degree to which students achieve the program outcomes / occupational competencies for your program.

Students complete the following OUTCOMES by Course:
ITSC 2380 –

1. As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry
2. Will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

ITSE 2330 --

1. Design a computer solution for a business problem
2. Apply individual programming skills while working as part of a team
3. Document and present the project

ITSE 2313—

1. Create web pages and supporting elements using current authoring tools

2. Maintain web pages and supporting elements

ITSE 1359—

1. Design programming solutions using scripting languages
2. Write scripts
3. Identify problems that scripting addresses
4. Test and debug scripts

Each of the courses above are capstone courses. In ITSC 2380, which is a co-op course the student gains firsthand on-the-job experience in using the program skills. In ITSE 2330, students work together to produce a software project. This last summer the project was a web site for a local non-profit organization. The students who participated where assessed by the finished project, along with being evaluated on their ability to work in a group.

In ITSE 2313 and ITSE 1359, the students produce web site projects upon which they are evaluated. For example in ITSE 2313, over 90% of the active students successfully complete the semester project by meeting or exceeding the project rubric.

3. If your program has a capstone experience, how does it contribute to assessment of overall program outcomes?

We have relied on Co-op as our primary capstone course with a project based course as an alternative for students who are unable to complete a co-op. This was recently changed in our degrees (for Fall 2010) to allow students to select between specific capstone courses, co-op, project class or a portfolio development class.

The Co-op course offers real-world experience and allows our students to practice the skills they have developed during the degree coursework. Both the Co-op and project course (INEW 2330) offer students experience in a work environment, dealing with both technical and communication skills.

4. How does measurement of program-level outcomes affect departmental policy, the pedagogy of individual instructors, curricular changes or program changes?

The program-level outcomes determine the courses selected for the degree and how those concepts and skills are covered in individual courses. If students consistently have problems with a course, we re-examine the pre-requisite requirements for that course and look for gaps in preparation for that course. We also examine current teaching methods and materials and revise the method and materials as appropriate for the course.

B. AAS Core Curriculum

The requirements below are designated by the Southern Association of Colleges and Schools (SACS), the Texas Higher Education Coordinating Board (THECB), and Collin College's Workforce Education Core Curriculum. Refer to
the following requirements when answering the questions (in italics).

1. SACS Core Requirement 2.7.3

In each undergraduate degree program, the institution requires 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. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification
if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.
(General Education)

Indicate the degree to which your program is in compliance and explain
your answer. If your program is not in compliance how do you intend to
address any gaps?

__X__ Compliance
_____ Partial Compliance
_____ Non-Compliance

Comments/Justification:

Our AAS programs are in compliance with our college core requirements. Collin college follows SACS guidelines for the core component. Thus we are compliant with SACS requirements.

2. THECB Standard

Measure: General Education Requirements
Standard: 100 percent of all associate degrees have at least 15 SCH of general education

General education must include at least one course in each of the following three areas: Humanities/Fine
Arts, Social/Behavioral Sciences, and Natural Sciences/Mathematics. Examples of general education
courses by area:

Humanities/Fine Arts
___Humanities
___Journalism
___Drama/Art/Music
___Philosophy
___Cultural studies
___Classical languages
___Ethics
___Elective

Social/Behavioral Science
___Government
___History
___Psychology
___Sociology
___Anthropology
___Economics
___Elective

Natural Science/Math
___Biology
___Chemistry
___Physics
___College-level Math (must be academic)
___College-level Science (must be academic)
___Geology
___Elective

Note: Meets standard if program consists of certificate only.

Indicate whether your program meets the standard and explain your answer.
If your program does not meet the standard how do you intend to address
any gaps?

_X___ Meets standard
____ Does not meet standard

Comments/Justification:

We use the same general Core requirements as other AA/AS and AAS degrees at Collin.

3. *If your program has specific Core Curriculum requirements refer to the assessment file that lists those requirements. What aspects of Collin's Workforce Education core curriculum, if any, do not fit the needs of your program? What changes in the core curriculum would help your program?*

We have historically set a preference for Econ in the Social/Behavioral Science area. This preference may be ignored by the student if their interests are in another of the available Social/Behavioral Science core classes. We set Econ since our degrees are closely tied to business disciplines and Econ made the most sense out of the available core group.

Collin core courses meet the Texas Coordinating Boards Core requirements. There are not any specific changes to the core curriculum that would directly benefit our program.

Collin AAS Core Curriculum	
English ENGL 1301	3 credit hours
Speech Communications *select one course:* SPCH 1311, 1315, or 1321	3 credit hours
Mathematics *select one course:* MATH 1xxx College-level mathematics course MATH 2xxx College-level mathematics course *(Math requirements may vary from the core curriculum. Check each degree plan. MATH 1314 or higher recommended for transfer students)*	3 credit hours

Humanities / Fine Arts *select one course:* ARTS 1301, 1303, or 1304 DANC 2303 DRAM 1310, 2361, or 2362 ENGL 2322, 2323, 2327, 2328, 2332, 2333, 2342, or 2343 FREN 2303 or 2304 HUMA 1301 MUSI 1306 or 1307 PHIL 1301, 1304, 2303, 2306, 2307, or 2321 SPAN 2321 or 2322	3 credit hours
Social / Behavioral Science *select one course:* ANTH 2351 ECON 1301, 2301, or 2302 GOVT 2301 or 2302 HIST 1301, 1302, or 2301 PSYC 2302 or 2302 SOCI 1301	3 credit hours
Physical Education / Dance *select one course:* PHED / DANC (any activity course or PHED 1338)	1 credit hour minimum
16 credit hours minimum for AAS Core Curriculum	

4. *To what degree is the AAS core, as required for your program, aligned with the "Purpose Statement for Collin College's General Education Core Curriculum", as well as Collin College's "Mission Statement", "Core Values", "Purpose Statement", and "FY2010 – FY2012 Strategic Goals"? How do you intend to address any gaps?*

Our AAS degrees are aligned and have all the required courses. The core courses offer our students a solid educational foundation and ties into our college's focus on an academically well-rounded student.

Since we are a technical program, we directly tie into "Technical programs, leading to associate degrees or certificates, designed to develop marketable skills and promote economic success." Our programs are technical with the purpose of providing marketable skills to our students. We want them to successfully complete our program and find employment.

The emphasis on life-long learning is important to our program since our

students will be continuously updating their skills as technology changes. Preparing our students to be able to learn and adapt to new technologies is an essential part of our purpose as educators, especially in our area of E-Business and web development.

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Purpose Statement for Collin College's General Education Core Curriculum

The role of general education at Collin County Community College District is to cultivate within
students

1. a common core of knowledge in the liberal arts tradition,
2. high-level cognitive skills, and
3. an educational foundation that facilitates and encourages life-long learning.

Collin College Mission Statement

Collin College is a student and community-centered institution committed to developing skills, strengthening character, and challenging intellect.

Collin College Core Values

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

Collin College Purpose Statement

Through its campuses, centers, and programs Collin College fulfills its statutory charge to provide:

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

Collin College FY2010 - FY2012 Strategic Goals

1. Increase the percentage of students who complete the core curriculum, earn a certificate,
   or earn a degree within three years of entering Collin College.
2. Increase the community's recognition of Collin College's educational opportunities, quality,

and value.
3. Create linkages and new opportunities to help students navigate 21st century educational transitions.
4. Increase higher education accessibility and advance educational quality through the development of alternative resource streams and improved efficiencies.

****

5. SACS Comprehensive Standard 3.5.1

The institution identifies college-level general education competencies and the extent to which graduates have attained them. (College-level competencies)

How does your program assess student learning outcomes in the AAS core, and how do AAS core student learning outcomes relate to and support student learning within the program?

Core classes have their own assessment procedures which are available though the college's institutional research department. We do directly measure core learning outcomes in our workforce classes.

We have a mix of students taking our degrees. Some already have Bachelor or Master degrees and are focusing on getting skill-specific certificates. Other students are just starting out and are taking Core courses at the same time as our technical courses. There is not a noticeable difference in performance between those who are taking Core courses and those who are not.

We have not identified any specific Core course that our students have more difficulty with than any other.

C. Texas Higher Education Coordinating Board

The Texas Higher Education Coordinating Board (THECB) creates definitions and standards to guide how community colleges should assess the quality of their Workforce Education Programs. For reference, the entire set of THECB standards can be viewed at the following Web site ("Desk Review Instrument"):

http://www.thecb.state.tx.us/index.cfm?objectid=130980E5-AFAD-DF4B-F4CD2F627D494574

This section of the assessment asks you to compare your program to specific THECB standards. Refer to the assessment file that contains THECB data for your program from the college's recent desk review. Also, refer to the assessment file that contains Collin's Desk Review Response Plan.

1. For any section of the desk review where your program was cited as falling below a state standard, a plan was submitted to the THECB. Document the actions taken and the progress your program has made in response to the THECB audit. How close is your program to meeting or exceeding these state standards?

The CIS/EBusiness Media program was rated as meeting or exceeding all expectation and was also designated as an "Exemplary" program in 2003. Under the current standards we meet the state requirements but do not qualify as Exemplary.

2. What additional actions will your program take to improve measures tracked in the desk review?

   The recommendations from the 2003 desk review included monitoring course requirements to keep the curriculum current. We have accomplished this by working with our industry Advisory Board and updating our courses and curriculum as they have recommended. Another recommendation was to develop Marketable Skills Awards. We have added those awards to our E-Business Media and Web Development Specialization degrees.

3. Refer to the THECB state transfer reports:

   http://www.txhighereddata.org/reports/performance/ctctransfer

   For each 2-year institution the report compares the academic performance of that institution's transfer students during their first year at Texas public universities. For each 4-year institution the report compares the first year university academic performance of students transferring from Texas public 2-year colleges.

   Refer to the sections on Technical Associates and Certificates. What strengths or areas of concern are suggested by the table summarizing the performance of Collin's workforce students after they transfer to universities?

   The majority of students do not transfer; hence, there is insufficient data for a good analysis.

4. Refer to the following THECB criteria for an Exemplary Program. Briefly respond to each component. Identify any barriers to Exemplary Program status. What changes can your program make to move toward the goal of becoming or continuing to be an Exemplary Program?

   The CIS/EBusiness Media Program met the state standards in our last desk review.

   We will keep working on getting degree completers and the other requirements of an Exemplary program.

Exemplary Program Status Evaluation In The Desk Review Option

The Institutional Effectiveness Evaluation Process for public community and technical colleges and four-year institutions that award applied associate degrees has added exemplary status consideration for workforce education programs to the desk review option. *Submission of programs for exemplary status consideration in the desk review option is strictly voluntary*.

Submission of Program Portfolios

A college desiring to have a workforce education program evaluated for exemplary status must submit a portfolio of information clearly documenting that the program satisfies all requirements

specified below. Portfolios must be organized in the order of items below. *New programs are not eligible for exemplary status until three years of graduation and placement data are available and have been reported to the Coordinating Board.*

Exemplary Program Criteria

To receive an exemplary rating via the desk review option, a workforce education program must satisfy the following criteria:

1. **All program standards specified in the desk review institutional effectiveness evaluation instrument must be met.**

The standards have all been met in the past and there is no reason why they will not be met in the future. To improve and go beyond the standards to reach Exemplary we need to improve our placement rate to 95% and go above the state standards in other areas.

2. **The program must also exceed standards in at least five of the following areas (a through h):**

a) Placement of Program Graduates

Standard: Ninety percent of program graduates are placed within one year of graduation

- *The program exceeds the standard if three-year average placement rate is 95 percent or greater*

The E-Business Media placement rate is a 90 % average over the past 3 years as per the THECB Desk Review Document

b) License Examination Pass Rate (where applicable)

Standard: Ninety percent of students tested on a specific license exam pass the exam as reported for the most recent year for which data is available (Perkins Standard)

Or

the percentage of students who take a license exam and pass is no more than five percentage points below the state average for the last three years for that particular license exam (State Standard)

- *The program exceeds the standard if the pass rate is 95 percent or greater. (Only the Perkins Standard is applicable for exemplary program consideration purposes).*

c) Professional Program Credentials

Standard 1: A program requiring external certification, accreditation, or other mandatory approval, has documentary evidence that it meets the standards of the appropriate agency (Examples: Federal Aviation Administration certification for airframe/powerplant programs or Texas Board of Nurse Examiner accreditation for nursing programs);

And

Standard 2: the program holds *additional* professional accreditation, certification, or other form of approval, *other than Coordinating Board approval*, that is customarily held by programs in that particular discipline. (Examples: An interior design program with accreditation from the Foundation for Interior Design Education Research or an engineering technology accredited by the Accreditation Board for Engineering and Technology).

- *The program exceeds standards if it has received recognition from the industry, a professional association/organization relevant to the industry for which the program provides training, local, state, or national recognition, or other awards or commendations. Recognition must be clearly documented.*

d) Linkages and External Agreements

Standard: Program has at least one agreement in place and is pursuing others as appropriate (not applicable to certificate-only programs)

- *The program exceeds the standard if four or more of the following are clearly documented*

  1) 2+2(+2), 1+1
  2) TechPrep
  3) University transfer
  4) Inverted degree plan(s)
  5) Dual credit technical program
  6) Other appropriate agreement (provide description)

The program has a Tech Prep component and a transfer agreement with the University of North Texas.

e) Business and Industry partnerships

Standard: Active involvement with business/industry and documented evidence of at least two of the following affiliations

- *The program exceeds the standard if three or more of the following are clearly documented*

1) Agreements for sharing facilities, equipment, labs, etc.
2) Internships/apprenticeships/co-op/practicum/clinical
3) On-site training for faculty at business/industry worksites
4) Contractual agreements with business/industry
5) Other partnership(s) (provide description)

The program has an active co-op program with local industry.

f) Integrating Academic and Technical Education

Standard: Writing and use of computers is included in the program

- *The program exceeds the standard of five or more of the following are clearly documented*

1) Program includes writing (required)
2) Program includes use of computers (required)
3) Academic courses are included in the curriculum
4) Program teaches problem identification, assessment, critical thinking, problem-solving, listening, and speaking skills
5) Technical applications are included in academic courses
6) Other (provide description)

The E-Business Media/Web Development degrees include writing and the use of computers

The degree program includes academic courses and technology classes.

The program focuses on developing the students ability to identify and solve problems, critical thinking and the ability to communicate with others. The student is assessed on these skills in the programs.

g) Employer and Student Satisfaction With the Program

Standard: On-going program-specific assessment of employer and student satisfaction with results used for program improvement and documented evidence of at least two of the following:

- *The program exceeds the standard if three or more of the following are clearly documented*

  1) Advisory committee satisfaction with the program
  2) Use of survey results for continuous program improvement

  The advisory committee meets twice each year and recommends continuation of the program after a complete review of the course offerings, facilities and budget as reflected in the minutes.

  The department continuously conducts informal surveys as to time and location preferences for class. Additionally, student focus groups are formed for suggestions on specific issues.

h) Determination of On-Going Need for the Program

Standard: Clear documentation of two of the following:

- *The program exceeds the standard if three or more of following are clearly documented*

  1) The program advisory committee recommends continuation of the program
  2) Recent local and/or regional labor market data indicate continued need for the program
  3) Recent state and/or national labor market data indicate continued need for the program
  4) Other indicator (provide description)

  The Advisory Board meets twice a year and recommends continuation of the program.

Interlink (http://www.interlink-ntx.org/pdfs/targetedlist.pdf) which tracks regional job demand lists both software animation/web animation and E-commerce specialists as in-demand professions for our regional area.

D. Course Completion and Success

Refer to the retention/success charts and analyze the last class day enrollment compared to the Census day enrollment for the courses in your program.

1. What patterns or trends do you notice in the course completion data? What suggestions do you have for increasing any low completion rates?

Our completion rates vary greatly each semester even in the same course with the same instructor. Many of our courses are delivered in either mixed or fully online mode and there are challenges in keeping the students active in the class.

For increasing low completion rates? It is going to vary by course and be impacted by the course delivery method. One problem we have is students signing up for courses and never participating. College wide there is an initiative to add an administrative drop to drop non-participating students before census date. This will help with students who never actively join the class.

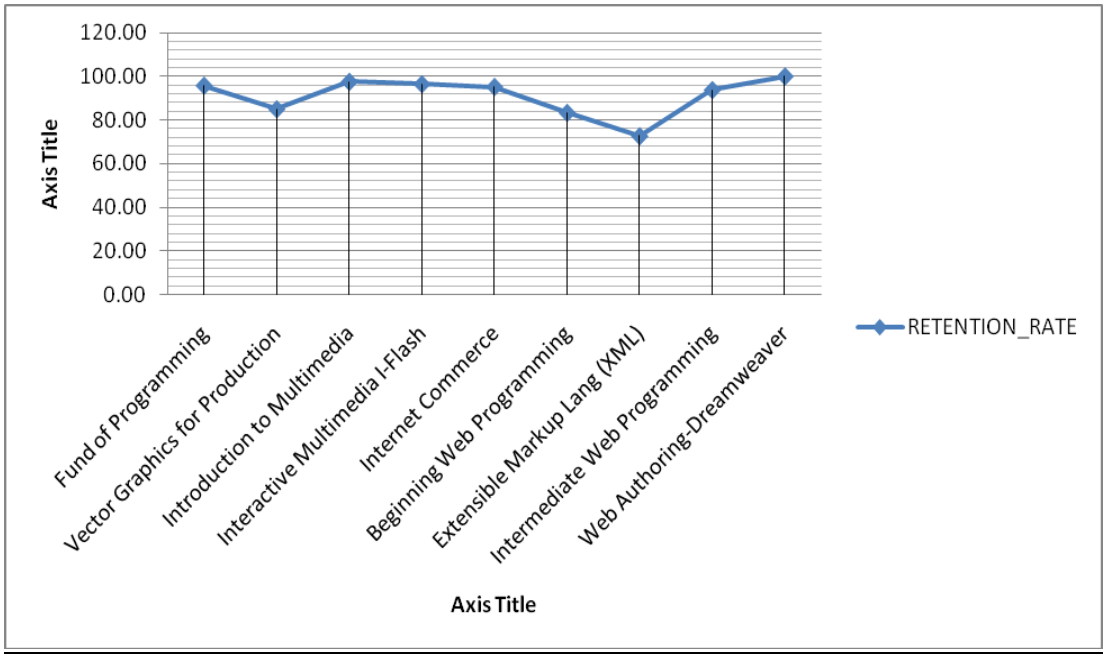
For those who are having issues with the technical nature of the courses, we have one tutor available on campus and need to investigate how to tutor students who are working online. Also some of our students find that E-Business and web development is not the 'best fit' for them as a profession and will leave our courses at the midpoint. Our students tend to enroll in multiple courses in their chosen field, and we will find that the same student is dropping multiple courses.

When looking at courses with consistent low retention rates we need to re-examine pre-requisite requirements for the course and the entry skill levels of the students. Also many of our courses require a high degree of time commitment which students may not consider when they originally sign-up for the course.

Other solutions may include limiting the number of times a course may run online without having an on-campus course. Some students do better with a face-to-face environment. Since our advanced courses have only one or two sections offered each semester, often the section that runs is an online section. Actively recruiting for on-campus sections may be one way of

targeting and retaining students who are having difficulty dealing with an online environment.

Fall 09



Refer to the retention/success charts and analyze the last class day enrollment compared to the success data for the courses in your program. "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."

2. How do the success rates compare across courses?

   It tends to be lower in the intermediate to advanced programming/coding courses and higher in the application and theory based courses, although there are a couple of exceptions.

Fall 2009

TITLE	CENSUS_COUNT	FINAL_COUNT	RETENTION_RATE	SUCCESS	Success Percentage
Fund of Programming	47	45	95.74	40	88.89
Vector Graphics for Production	20	17	85	13	76.47
Introduction to Multimedia	40	39	97.5	32	82.05
Interactive Multimedia I-Flash	28	27	96.43	22	81.48
Internet Commerce	21	20	95.2	19	95.00
Beginning Web Programming	84	70	83.33	51	72.86
Extensible Markup Lang (XML)	11	8	72.7	6	75.00
Intermediate Web Programming	16	15	93.75	12	80.00
Web Authoring-Dreamweaver	14	14	100	13	92.86

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

Success is not tied to a particular course. No one course is consistently successful over another. It seems to vary each semester. It might be interesting to see if success follows a group of students as they progress through the program.

Success rates in the intermediate and advanced programs is going to be lower due to the level of skill required. Unfortunately some of the students are not going to reach the skill level required for these courses. This may be due to motivation, or to a lack in the cognitive ability to handle the concepts and skills required of the course work.

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

The Fall 2006-2008 Collin-Texas Retention report, which compares Collin's retention rates with state-wide retention rates, can be found

in the "reports" section of the IRO intranet site. The report is listed in CIP order as well as in alphabetical order.
http://intranet.ccccd.edu/iro/information/reports/retention.htm

4. For the courses in your program, what actions will your program take to meet the state course completion standard or to improve course success without compromising academic integrity and rigor?

Since many of our courses are very technical and deal with programming, I would like to see how our courses compare with like courses in the state rather than an overall completion rate. How to improve retention and success is a good question?
1). We need to track the students in the program and identify at risk students and pass the information between courses.
2). Since many of our courses are either partially or fully online, we need to investigate providing tutoring assistance via the web, not just on-campus

5. What potential issues or concerns do the data suggest for your program, and how might these issues be addressed?

That some of our courses in the program have retention rates greater than the state average and some have rates less than the state average. We need to keep checking and see what happens with our rates in comparison to the state rates.

E. Institutional Effectiveness --- Part 1

1. In order to plan for the future it can be helpful to look back at successful plans from the past. How did your program's most recent workforce assessment result in improvements to your program? (contact Vicky Putman if you need a copy of your program's last assessment)

The last program assessment was completed in 2003. The program recommended keeping our courses up to date, which has been accomplished. The program also recommended the adding of Marketable Skills Awards, which also has been implemented. We are still working as a group on better methods of tracking our students.

2. Are there plans from that assessment that are still in the process of being implemented?

Our faculty are always working toward improving retention and success rates.

We are still working as a group on better methods of tracking our students. We have switched to using Banner and have had limited success in getting student data from the new system. We are still working with our IT to develop reports which would pull out our student data and allow us to track students during in our field at the institution.

3. According to SACS, institutional effectiveness involves documenting that expected outcomes have been identified, assessed, and have led to improvements. The SACS standard below indicates the importance SACS gives to planning, assessment, and improvement based on the assessment results.

SACS Comprehensive Standard 3.3.1
The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:
(Institutional Effectiveness)

3.3.1.1
educational programs, to include student learning outcomes

3.3.1.2
administrative support services

3.3.1.3
educational support services

3.3.1.4
research within its educational mission, if appropriate

3.3.1.5
community/public service within its educational mission, if appropriate

Indicate the degree to which your program is in compliance and explain your answer. If your program is not in compliance how do you intend to address any gaps?

___x_ Compliance
_____ Partial Compliance
_____ Non-Compliance

Comments/Justification:

Each course includes Student Learning Outcomes identifying skills necessary for doing well in the course and for success in the workplace.

4. It is important to document program assessment and plans for continuous improvement to be in compliance with the SACS Comprehensive Standard 3.3.1.1. Often it may not seem as if official planning took place. However, analyzing decisions that your program has made can uncover the planning that occurred. The questions below will guide you in determining which decisions in your program resulted from deliberate planning.

   Continuous Improvement Plan
   Describe one decision made or action taken in the past year. This could be a change in textbooks, a change in technology, course sequence, learning outcomes, etc.

We have updated both the E-Business media degree and Web Development specialization during the past year. We have also adjusted for changes in software versions and industry technical changes.

   Sources of Evidence
   What prompted the decision? (i.e. what did you observe or what happened) Were you trying to fix a problem? What were your sources of information? What types of information or measures did you use to make this decision? How did your program come to the decision to make this change?

The program changes were recommended by our Advisory Board. The software and technical changes were part of industry updates in Adobe software and in the shift to CSS and XHTML standards.

   Intended Outcomes
   How did you expect student learning to be affected by the change your program made? What outcomes did you hope would come from this change?

Student learning should proceed as usual. These changes are constant in our field and any student entering this area would be aware that this is going to be an ongoing part of their field.

   Findings
   Did the intended outcomes occur as a result of the change your program made? What outcomes actually occurred?

The students benefitted because they became better prepared for today's workplace.

Standard Met

Are the outcomes sufficient? Are you satisfied with the results from the change your program made?

We are satisfied with the changes we made. We will be updating again this next year due to a software version change and changes in HTML and CSS standards.

Next Action Plan

Based on the outcomes of the change made by your program, what is your next step?

When industry software or standards change again, we will update our program and courses to reflect that change.

F. Institutional Effectiveness --- Part 2

As a group or program, please review and discuss your responses to questions in the preceding sections, considering all of the data. Based on those responses, list possible recommendations and innovations to strengthen your program. You may develop goals and objectives for specific courses or for the whole program. You may want to consider questions such as the following:

- What are the current strengths and weaknesses of your program? Refer to data concerning intended outcomes and skills.

The strength of our program is our flexibility in instructional modes. We offer courses in many different formats to meet the needs of both traditional and returning students. Our courses are offered online, in hybrid or blended format and in traditional classroom settings.

Another strength of our program is our emphasis on current technology and keeping up with industry changes. We are constantly updating our own skills along with the newest tools required in our field.

The weakness of the program is our ability to foster a sense of community past individual classes. Since many of our students take only one or two courses at a time and are also working, they may be active one semester and then skip a semester.

- Are changes necessary to your program's prerequisite rules or admission requirements?

We are always reviewing the pre-requisite requirements. At the moment the requirements seem to be appropriate, but we will revisit the requirements as needed.

The capstone courses should be one of the last courses taken in the certificate or degree program since it ties together all of their skills.

- Are there overall changes that could improve your program's Coordinating Board status? What steps does your program need to take to fill in any gaps in compliance?

We are always looking to improve.

- What, if any, changes in pedagogy might improve student learning?

Some students benefit from traditional classroom instruction. We need to target those students to make sure their needs are met. Each semester we usually offer a course in several delivery modes. Unfortunately the online mode seems to be the one that is most in demand and often the traditional section will not have enough students to be offered. We may need to offer more blended or hybrid sections to meet the needs of the minority of our students who need a traditional course.

- Are there weaknesses related to your program's student learning outcomes? If so, consider how you can set a goal based on concrete outcomes.

Student learning outcomes seem to be appropriate and working well. Of course, as employment needs change, the program changes to meet the needs.

Now review your list of potential ways to improve your program. What ONE action or improvement do you think would have the most significant impact on the program's student learning outcomes, as identified in Section A.1.? The following questions are the same components as in E.4., just in a different order. Use these questions to help you create a plan for improving your program's student learning outcomes during 2010-2011.

The Academic Deans and the Vice President/Provosts will review the results of this assessment. Specific goals and objectives from this final section of the assessment can be incorporated into departmental or college-wide goals and objectives as appropriate.

Sources of Evidence

What aspect of student learning do you want to improve? What prompted your program to select this aspect of student learning? (i.e. what did you observe or what happened) Are you trying to fix a problem? What types of information or measures did you use?

We have seen a problem in the past with students not having enough background in programming concepts to succeed in the Web Development track. We implemented a Fundamentals of Programming course which seems to be meeting this need. We will know more as students go through the

program and we measure their success rate in advanced courses based on their completion of the Fundamentals course.

Continuous Improvement Plan

Describe the decision made or action to be taken to improve student learning. This could be a change in textbooks, a change in technology, course sequence, learning outcomes, etc. How did your program come to the decision to make this change? Describe the milestones that will be used to measure the accomplishment of each part of your plan. Who will be responsible for each milestone?

Our program is dedicated to keeping current in our field. To do this we must keep track of the software packages most often used in our area and also keep up with the newest versions of that software. We set a target goal of when we are going to switch to the new software version, determine the new book to use and then implement the change. The Department Chair is responsible for making the request for our change in software and textbooks and in setting the actual implementation dates.

Intended Outcomes

How do you expect student learning to be affected by the change your program will make? What outcomes do you hope will come from this change?

We hope that students will have relevant skills and become employed in our field when they graduate.

Findings

How will you measure if the intended outcomes occur? How will the results be assessed and documented?

The intended outcomes will be documented through course requirements, as stated in standardized departmental syllabi. Assessing students' success in the workplace should be possible through statistics maintained by Research and Institutional Effectiveness.

Standard Met

How will you know whether the outcomes are sufficient and satisfactory?

In addition to number of completers and statistics from Collin's institutional research, our Advisory Board members provide information on current industry requirements and trends.

Next Action Plan

For the most likely outcomes of the change to be made by your program, what will be your next steps? If the intended outcome is achieved then what will be your next steps?

"Closing the loop" refers to using the results of an assessment to make improvements in a program. These improvements are then assessed to continue the institutional effectiveness loop. How, where and when will your program use data and other evidence from your Continuous Improvement Plan to "close the loop"?

We are always looking at ways to improve our curriculum, our student outcomes, and how successful our completers are in the workplace.

COLLIN COUNTY COMMUNITY COLLEGE

Workforce Education Program Assessment 2009-2010

Fire Science

The workforce education program assessment instrument focuses on fundamental questions about assessment and improvement in the context of student learning outcomes. Many of the sections from previous years were removed in an effort to make the process more focused and streamlined. Based on the results of the assessment, plans for improving your program will be proposed to administrators for possible inclusion in the college's yearly strategic goals.

This assessment is intending to be completed with input from the whole program. One person should not answer all the questions. These questions are starting points for discussions within the program about how to improve the program as well as student learning outcomes.

Throughout the report be sure to provide data/evidence to support your assertions.

Assessment documents for your program can be found on the Institutional Research intranet site at:
http://intranet.collin.edu/iro/information/WEPA/index.htm

A. Occupational Competencies / Capstones / Student Learning Outcomes

1. What are the expected program outcomes for your program? *These are NOT the course-level student learning outcomes.* Refer to defined expectations such as those associated with the capstone experience, a comprehensive exam, a licensure exam, external experiences such as co-op courses, etc. If your program has a capstone course, refer to the assessment file on the intranet that lists the expected outcomes for that capstone course.

   Students enrolled in the Basic Firefighter Certificate program demonstrate competencies, for subjects taught, set forth in the Texas Commission on Fire Protection curriculum for Basic Fire Suppression throughout the program. At the conclusion of the program, students take the State Certification Exam for Basic Firefighter.

   Students enrolled in the Fire Officer Certificate program meet the expected program outcomes during the FIRT 2351 Company Fire Officer (Capstone) class. Various exercises require students to communicate verbally and in writing the procedures needed for effective departmental operation. Students are provided scenarios in which they are required to evaluate inquiries and concerns from the community for the purposes of public education and public relations. Additionally, they participate in role play demonstrating their ability to integrate safety plans, policies, and procedures to ensure compliance with National Fire Protection Association Standards.

2. Provide data to demonstrate the degree to which students achieve the program outcomes / occupational competencies for your program.

   Data from the Collin College Licensure/Certification Exam Pass Rate for Fiscal Years 2008 and 2009 report shows a 93% pass rate for FY 2008, and a 97% pass rate for FY 2009.

3. If your program has a capstone experience, how does it contribute to assessment of overall program outcomes?

   At the conclusion of the program, students take the State Certification Exam for Basic Firefighter administered by the Texas Commission on Fire protection. Overall pass rates, individual exam scores, and subject area

scores from the exam are reviewed serving as an indication of successful program outcomes.

4. How does measurement of program-level outcomes affect departmental policy, the pedagogy of individual instructors, curricular changes or program changes?

   The Fire Science program at Collin College routinely posts successful pass rates on state administered certification exams. When low of low scores are indentified in specific subject areas, a review of the possible causes for low scores is conducted. Adjustments in the program may be made in one more of the following areas: increased instructional time on the subject, increased quizzes on the subject, or change of instructor for that particular subject area.

B. AAS Core Curriculum

The requirements below are designated by the Southern Association of Colleges and Schools (SACS), the Texas Higher Education Coordinating Board (THECB), and Collin College's Workforce Education Core Curriculum. Refer to the following requirements when answering the questions (in italics).

1. SACS Core Requirement 2.7.3

In each undergraduate degree program, the institution requires 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. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.
(General Education)

Indicate the degree to which your program is in compliance and explain your answer. If your program is not in compliance how do you intend to address any gaps?

__X__ Compliance
_____ Partial Compliance
_____ Non-Compliance

Comments/Justification:

The general education component within the A.A.S. Basic Firefighter Certification degree program includes 19 semester credit hours (SCH) of coursework. Based on a total of 67 SCH for the A.A.S. degree, the core curriculum represents 28% of the required coursework for completion. The general education core requirement represents a breadth of knowledge by including courses in the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses within the

core curriculum include intellectual competencies – reading, writing, speaking, listening, critical thinking, and computer literacy – all essential to the learning process. The following courses within the AAS-Basic Firefighter Certification degree meet the SACS Core requirement:
ENGL 1301 Composition/Rhetoric I (3 SCH)
SPCH 1311 Fundamentals of Speech Communication (3 SCH)
MATH 1332 College Mathematics (3 SCH)
HUMA 1301 Introduction to Humanities (3 SCH)
PSYC 2301 General Psychology (3 SCH)
PHED 1100 Beginning Weight Training (1 SCH)
GOVT 2301 American Government I (3 SCH)

2. THECB Standard

Measure: General Education Requirements
Standard: 100 percent of all associate degrees have at least 15 SCH of general education

General education must include at least one course in each of the following three areas: Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences/Mathematics. Examples of general education courses by area:

Humanities/Fine Arts
_X_Humanities
___Journalism
___Drama/Art/Music
___Philosophy
___Cultural studies
___Classical languages
___Ethics
___Elective

Social/Behavioral Science
_X_Government
___History
_X_Psychology
___Sociology
___Anthropology
___Economics
___Elective

Natural Science/Math
___Biology
_X_Chemistry
___Physics
_X_College-level Math (must be academic)
___College-level Science (must be academic)
___Geology
___Elective

Note: Meets standard if program consists of certificate only.

Indicate whether your program meets the standard and explain your answer. If your program does not meet the standard how do you intend to address any gaps?

_X__ Meets standard
____ Does not meet standard

Comments/Justification:

The following courses within the AAS-Basic Firefighter Certification degree meet the THECB Standard:
HUMA 1301 Introduction to Humanities
PSYC 2301 General Psychology
MATH 1332 College Mathematics
CHEM 1405 Introduction to Chemistry I
GOVT 2301 American Government I

3. *If your program has specific Core Curriculum requirements refer to the assessment file that lists those requirements. What aspects of Collin's Workforce Education core curriculum, if any, do not fit the needs of your program? What changes in the core curriculum would help your program?*

Collin AAS Core Curriculum		Core Requirements specific to Fire Science
English ENGL 1301	3 credit hours	ENGL 1301
Speech Communications *select one course:* SPCH 1311, 1315, or 1321	3 credit hours	SPCH 1311
Mathematics *select one course:* MATH 1xxx College-level mathematics course MATH 2xxx College-level mathematics course *(Math requirements may vary from the core curriculum. Check each degree plan. MATH 1314 or higher recommended for transfer students)*	3 credit hours	MATH 1332 (may substitute MATH 1324 or MATH 1314, recommended for transfer students)

Humanities / Fine Arts *select one course:* ARTS 1301, 1303, or 1304 DANC 2303 DRAM 1310, 2361, or 2362 ENGL 2322, 2323, 2327, 2328, 2332, 2333, 2342, or 2343 FREN 2303 or 2304 HUMA 1301 MUSI 1306 or 1307 PHIL 1301, 1304, 2303, 2306, 2307, or 2321 SPAN 2321 or 2322	3 credit hours	HUMA 1301
Social / Behavioral Science *select one course:* ANTH 2351 ECON 1301, 2301, or 2302 GOVT 2301 or 2302 HIST 1301, 1302, or 2301 PSYC 2301 or 2302 SOCI 1301	3 credit hours	PSYC 2301 (may substitute ANTH 2351, ECON 1301, ECON 2301, ECON 2302, GOVT 2302, HIST 1301, HIST 1302, HIST 2301, PSYC 2302, or SOCI 1301)
Physical Education / Dance *select one course:* PHED / DANC (any activity course or PHED 1338)	1 credit hour minimum	PHED 1100 (may substitute PHED 1338)
16 credit hours minimum for AAS Core Curriculum		

The Courses within the Collin AAS Core Curriculum are well suited for students in the AAS-Basic Firefighter Certification program. ENGL 1301 prepares students to write incident reports. SPCH 1311 prepares students to communicate clearly and effectively with co-workers, public, and victims involved in emergency incidents. HUMA 1301 helps students to understand and apply modes of expression. MATH prepares students to apply problem solving skills which are critical to safe and effective operations at an emergency incident. PSYC 2301 prepares students to participate effectively while working in groups. PHED 1100 students learn the basic techniques for strength development and cardiovascular conditioning associated with the job of firefighting. There is no need for change or additions to the AAS Core Curriculum.

4. *To what degree is the AAS core, as required for your program, aligned with the "Purpose Statement for Collin College's General Education Core Curriculum", as well as Collin College's "Mission Statement", "Core Values", "Purpose Statement", and "FY2010 – FY2012 Strategic Goals"? How do you intend to address any gaps?*

See comments below.

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Purpose Statement for Collin College's General Education Core Curriculum

The role of general education at Collin County Community College District is to cultivate within students

1. a common core of knowledge in the liberal arts tradition,
2. high-level cognitive skills, and
3. an educational foundation that facilitates and encourages life-long learning.

The AAS core for the Basic Firefighter Certification program is aligned with the "Purpose Statement for Collin College's General Education Core Curriculum" by including coursework in which a solid foundation is built for the more technical and skill based learning outcomes found in the Firefighter Certification, Fire Officer, and other Fire Science courses.

Collin College Mission Statement

Collin College is a student and community-centered institution committed to developing skills, strengthening character, and challenging intellect.

Students enrolled in Fire Science courses are challenged by learning to work effectively as a member of team in emergency situations requiring critical decision making skills and physical ability to accomplish life saving tasks.

Collin College Core Values

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

Fire Science students are engaged in a variety of learning and service activities. Learning occurs in more traditional methods such as classroom lecture, as well as live-fire simulations, and student participation in community events. The competitive nature of a firefighter carries over into achieving the goal of academic excellence. Throughout the Basic Firefighter Certification courses, students are taught the importance of dignity, respect and integrity as commonly portrayed by a professional firefighter.

Collin College Purpose Statement

Through its campuses, centers, and programs Collin College fulfills its statutory charge to provide:

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

The Fire Science program offers associate degrees, certificates, and marketable skills achievement awards for students entering the workforce as a firefighter, and for working firefighters who are seeking advancement through the rank structure of a fire

department. Additionally, the program offers continuing adult education courses leading to additional state certifications. Community needs are met by providing training for volunteer firefighters, and practical skill training for on-duty firefighters in the area.

Collin College FY2010 - FY2012 Strategic Goals

1. Increase the percentage of students who complete the core curriculum, earn a certificate, or earn a degree within three years of entering Collin College.
2. Increase the community's recognition of Collin College's educational opportunities, quality, and value.
3. Create linkages and new opportunities to help students navigate 21st century educational transitions.
4. Increase higher education accessibility and advance educational quality through the development of alternative resource streams and improved efficiencies.

The Fire Science department at Collin College is recognized throughout the state for the quality of its Fire Science program. Area fire departments are eager to recruit graduates from our Basic Firefighter Certification program. Several Collin College publications have featured stories or data demonstrating the success and importance of the program to the community.

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5. SACS Comprehensive Standard 3.5.1

The institution identifies college-level general education competencies and the extent to which graduates have attained them. (College-level competencies)

How does your program assess student learning outcomes in the AAS core, and how do AAS core student learning outcomes relate to and support student learning within the program?

The AAS Basic Firefighter Certification program assesses student learning outcomes in the AAS core by providing students with written, verbal, physical problems and challenges. Students are required to write incident reports and term papers on fire service topics. Students are required to develop and administer a fire safety education program to a target audience. When operating fire department pumpers, students are required to use mathematical skills in determining proper water pressure for various size and length of hose lines. During practical skill evolutions, students demonstrate physical fitness in their ability to lift and carry heavy objects while working in extreme temperatures. AAS core student learning outcomes provide students the necessary knowledge and skill to effectively perform complex technical skills associated with the job of a firefighter.

C. Texas Higher Education Coordinating Board

The Texas Higher Education Coordinating Board (THECB) creates definitions and standards to guide how community colleges should assess the quality of their Workforce Education Programs. For reference, the entire set of THECB standards can be viewed at the following Web site ("Desk Review Instrument"):

http://www.thecb.state.tx.us/index.cfm?objectid=130980E5-AFAD-DF4B-F4CD2F627D494574

This section of the assessment asks you to compare your program to specific THECB standards. Refer to the assessment file that contains THECB data for your program from the college's recent desk review. Also, refer to the assessment file that contains Collin's Desk Review Response Plan.

1. For any section of the desk review where your program was cited as falling below a state standard, a plan was submitted to the THECB. Document the actions taken and the progress your program has made in response to the THECB audit. How close is your program to meeting or exceeding these state standards?

There is no improvement plan mentioned for the Fire Science program at Collin College in the Collin County Community College Response to the CTC Desk Review Recommendations.

2. What additional actions will your program take to improve measures tracked in the desk review?

There is no improvement plan mentioned for the Fire Science program at Collin College in the Collin County Community College Response to the CTC Desk Review Recommendations.

3. Refer to the THECB state transfer reports:

   http://www.txhighereddata.org/reports/performance/ctctransfer

   For each 2-year institution the report compares the academic performance of that institution's transfer students during their first year at Texas public universities. For each 4-year institution the report compares the first year university academic performance of students transferring from Texas public 2-year colleges.

   Refer to the sections on Technical Associates and Certificates. What strengths or areas of concern are suggested by the table summarizing the performance of Collin's workforce students after they transfer to universities?

   Overall there were very few students (9) earning a technical associate degree from Collin who continued on to a state university. In the case of Fire Science, very few universities offer a bachelor degree in the field of fire science, or fire administration. Students often choose a related major such as Emergency Management or Public Administration.

   The data suggests that students earning a technical associate degree prior to transferring to a state university earned a 3.0 or better GPA during the first year at the university, and 55% remained enrolled at the same institution the following fall semester. However, the data does not indicate the field of study, so it is difficult to relate the performance of Collin's workforce students to a particular program. The data would be more useful if students could be tracked by their major field of study.

4. Refer to the following THECB criteria for an Exemplary Program. Briefly respond to each component. Identify any barriers to Exemplary Program status. What changes can your program make to move toward the goal of becoming or continuing to be an Exemplary Program?

Exemplary Program Status Evaluation In The Desk Review Option

The Institutional Effectiveness Evaluation Process for public community and technical colleges and four-year institutions that award applied associate degrees has added exemplary status consideration for workforce education programs to the desk review option. *Submission of programs for exemplary status consideration in the desk review option is strictly voluntary*.

Submission of Program Portfolios

A college desiring to have a workforce education program evaluated for exemplary status must submit a portfolio of information clearly documenting that the program satisfies all requirements specified below. Portfolios must be organized in the order of items below. *New programs are not eligible for exemplary status until three years of graduation and placement data are available and have been reported to the Coordinating Board.*

Exemplary Program Criteria

To receive an exemplary rating via the desk review option, a workforce education program must satisfy the following criteria:

1. **All program standards specified in the desk review institutional effectiveness evaluation instrument must be met.**

The number of awards for the last three years (2005-2008) for CIP 43.020000 Fire Protection is 44. The total awards for CIP 43.020300 for the same reporting period is 175. With a total 219 awards, the Fire Science program at Collin far exceeds the minimum requirement of 15 awards over a three year period.

The placement rate of program completers for the last three years (2005-2008) for CIP 43.020000 Fire Protection is 100%. Placement rate for CIP 43.020300 Fire Science/Firefighting is 93.37%. In each case, the Fire Science program at Collin exceeds the minimum requirement of 85% of completers placed within one (1) year of receiving an award.

2. **The program must also exceed standards in at least five of the following areas**

(a through h):

a) Placement of Program Graduates

Standard: Ninety percent of program graduates are placed within one year of graduation

- *The program exceeds the standard if three-year average placement rate is 95 percent or greater*

The placement rate of program completers in Fire Protection (CIP 43.020000) over a 3-year period is 100%, thus exceeding the 95% placement rate required for an exemplary program rating. The placement rate of program completers in Fire Science/Firefighting (CIP 43.020300) over a 3-year period is 93.37% meeting the standard. Together, the placement rate for Collin Fire Science program completers is 96.69%, exceeding the required placement rate for exemplary status.

b) License Examination Pass Rate (where applicable)

Standard: Ninety percent of students tested on a specific license exam pass the exam as reported for the most recent year for which data is available (Perkins Standard)

Or

the percentage of students who take a license exam and pass is no more than five percentage points below the state average for the last three years for that particular license exam (State Standard)

- *The program exceeds the standard if the pass rate is 95 percent or greater. (Only the Perkins Standard is applicable for exemplary program consideration purposes).*

The licensure/certification exam pass rate for Fire Service Administration (43.020200) during 2007-09 is 100%, exceeding the 95% placement rate required for an exemplary program rating. The placement rate of program completers in Fire Science/Firefighting (CIP 43.020300) over the same 2-year period is 95.27% meeting the standard. Together, the placement rate for Collin Fire Science program completers is 97.63%, exceeding the required placement rate for exemplary status.

c) Professional Program Credentials

Standard 1: A program requiring external certification, accreditation, or other mandatory approval, has documentary evidence that it meets the standards of the appropriate agency (Examples: Federal Aviation Administration certification for airframe/powerplant programs or Texas Board of Nurse Examiner accreditation for nursing programs);

And

Standard 2: the program holds *additional* professional accreditation, certification, or other form of approval, *other than Coordinating Board approval*, that is customarily held by programs in that particular discipline. (Examples: An interior design program with accreditation from the Foundation for Interior Design Education Research or an engineering technology accredited by the Accreditation Board for Engineering and Technology).

- *The program exceeds standards if it has received recognition from the industry, a professional association/organization relevant to the industry for which the program provides training, local, state, or national recognition, or other awards or commendations. Recognition must be clearly documented.*

Structural Fire Suppression Training Facility – Texas Commission on Fire Protection
Certified Training Facility – State Firemen's and Fire Marshal's Association
Fire Instructor I, II, III Training Facility – Texas Commission on Fire Protection
Fire Officer I, II Training Facility – Texas Commission on Fire Protection
Driver/Operator – Pumper Training Facility – Texas Commission on Fire Protection
Fire Inspector Training Facility – Texas Commission on Fire Protection
Fire and Arson Investigator Training Facility – Texas Commission on Fire Protection
Hazardous Materials Technician Training Facility – Texas Commission on Fire Protection Certificate Seals awarded by the International Fire Service Accreditation Congress
Member – International Association of Fire Chiefs
Member – National Fire Protection Association

d) Linkages and External Agreements

Standard: Program has at least one agreement in place and is pursuing others as appropriate (not applicable to certificate-only programs)

- *The program exceeds the standard if four or more of the following are clearly documented*

  1) 2+2(+2), 1+1
  2) TechPrep
  3) University transfer
  4) Inverted degree plan(s)
  5) Dual credit technical program
  6) Other appropriate agreement (provide description)

The Virtual College of Texas
Texas Two Step
University of North Texas – BAAS Emergency Administration and Planning Degree
University of Texas Arlington- BA/BS Interdisciplinary Studies and Science
Midwestern State University
Texas A&M Commerce- BAAS Security and Protective Services

e) Business and Industry partnerships

Standard: Active involvement with business/industry and documented evidence of at least two of the following affiliations

- *The program exceeds the standard if three or more of the following are clearly documented*

  1) Agreements for sharing facilities, equipment, labs, etc.
  2) Internships/apprenticeships/co-op/practicum/clinical
  3) On-site training for faculty at business/industry worksites
  4) Contractual agreements with business/industry
  5) Other partnership(s) (provide description)

The Fire Science program at Collin College enjoys a strong working relationship with area fire departments including: City of McKinney FD, and City of Frisco FD and Plano FD. On-site training occurs at the Frisco Central Fire Station. Additionally, student in the Fire Science program tour area businesses and industries including: First Baptist Church - McKinney, Southern Methodist University and the Dallas Morning News printing facility.

f) Integrating Academic and Technical Education

Standard: Writing and use of computers is included in the program

- *The program exceeds the standard of five or more of the following are clearly documented*

  1) Program includes writing (required)
  2) Program includes use of computers (required)
  3) Academic courses are included in the curriculum
  4) Program teaches problem identification, assessment, critical thinking, problem-solving, listening, and speaking skills
  5) Technical applications are included in academic courses
  6) Other (provide description)

Students in the Fire Science program are required to complete a major written report in each technical core course. Students use computers to research technical subjects, and prepare reports. Artistic and creative use of computers is accomplished when students develop PowerPoint presentations of assigned projects.
Academic core courses are included in the AAS Fire Science curriculum providing a broad based education. In the Fire Officer certificate program, students are taught problem identification, assessment, critical thinking, problem-solving, listening, and

speaking skills by playing the role of Incident Commander, Safety Officer, and Public Information Officer on a series of live-fire scenarios. Throughout the Company Fire Officer, and Firefighter Certification courses, students are challenged to integrate academic skills by performing mathematical calculations, utilizing interpersonal dynamics, and analyzing risk vs. benefit potential to a variety of emergency situations. Technical skills are applied in each firefighting scenario.
Students in the Fire Science program are actively engaged in the community. Each year, students actively participate in September 11th ceremonies alongside career fire service professionals honoring those lost during the horrid terrorist attack. During Fire Prevention Week, students participate in Kids Workshop at the local Home Depot store helping children assemble wooden craft kits and discussing fire safety.

g) Employer and Student Satisfaction With the Program

Standard: On-going program-specific assessment of employer and student satisfaction with results used for program improvement and documented evidence of at least two of the following:

- *The program exceeds the standard if three or more of the following are clearly documented*

1) Advisory committee satisfaction with the program
2) Use of student satisfaction surveys (required by the *Guidelines for Instructional Programs in Workforce Education*)
3) Use of employer satisfaction surveys (required by *Guidelines for Instructional Programs in Workforce Education*)
4) Use of survey results for continuous program improvement

The Fire Science Advisory Committee membership represents ethnic and gender diversity as found in the fire service profession. Members from area industry serve on the committee to represent the fire protection concerns and need for immediate, effective response to minimize potential loss of production from a fire. Members actively participate in meetings and help providing direction for the growth of the program. Students in each class complete a Student Evaluation of Instruction designed to show the strengths and potential weakness of a course or particular instructor. Evaluations of Fire Science instructors consistently show high marks for the quality of instruction, facilities and the program. The college Institutional Research Office conducts Employer Satisfaction Surveys on a regular basis.

h) Determination of On-Going Need for the Program

Standard: Clear documentation of two of the following:

- *The program exceeds the standard if three or more of following are clearly documented*

1) The program advisory committee recommends continuation of the program
2) Recent local and/or regional labor market data indicate continued need for the program
3) Recent state and/or national labor market data indicate continued need for the program
4) Other indicator (provide description)

The active involvement of Fire Science Advisory Committee members and their recommendation to expand training facilities demonstrates the on-going need for the program. The Fire Science program receives numerous job announcements and postings for firefighter jobs at the local and statewide level on a regular basis indicating a continued need for the program.

D. Course Completion and Success

Refer to the retention/success charts and analyze the last class day enrollment compared to the Census day enrollment for the courses in your program.

1. What patterns or trends do you notice in the course completion data? What suggestions do you have for increasing any low completion rates?

The Fire Science program data indicates a very high level of course completion (90-100%) with the exception of FIRT 1301 Fundamentals of Fire Protection, and FIRT 1315 Hazardous Materials I. For these courses, the typical student is a recent high school graduate attending college for the first time, and is exploring the idea of pursuing a career as a firefighter. This small group of students is not as focused and determined as students enrolled in other Fire Science courses.

Refer to the retention/success charts and analyze the last class day enrollment compared to the success data for the courses in your program. "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."

2. How do the success rates compare across courses?

When comparing success rates across courses within the Fire Science discipline, it is evident in all courses (with the exception of FIRT 1301 and FIRT 1315), that students enrolled the last day class are successful. In the case of FIRT 1301 and FIRT 1315, many students are still enrolled, but failed to attend class meetings or failed to complete assignments, therefore earning a poor performance grade.

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

The explanation for the pattern of success for students enrolled in Fire Science courses can be attributed to several factors including: desire, dedication, quality of instruction, and facilities. Students in the Basic Firefighter Certificate program compete to be accepted into this special admissions program thus demonstrating a strong desire to become a firefighter. Students throughout the Fire Science program are dedicated to not only finishing the program, but doing well. This is evident in the 100% pass rate posted on state certification exams.

The majority of instruction is provided by Associate Faculty currently serving as Firefighters and Fire Officers in area fire departments. Their professional experiences are brought directly in the classroom and skill based learning exercises.

The Fire-Rescue Training Complex facility provides students with realistic, safe, live-fire simulations using state-of-the art technology. Fire apparatus and tools used in skill based training evolutions represent current field practice. Students train using the actual equipment they will encounter when performing the job.

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

The Fall 2006-2008 Collin-Texas Retention report, which compares Collin's retention rates with state-wide retention rates, can be found in the "reports" section of the IRO intranet site. The report is listed in CIP order as well as in alphabetical order.
http://intranet.ccccd.edu/iro/information/reports/retention.htm

4. For the courses in your program, what actions will your program take to meet the state course completion standard or to improve course success without compromising academic integrity and rigor?

   Courses in the various Fire Science program CIP codes exceed the Texas Higher Education Coordinating Board state-wide retention rate by 4-14%. For courses with lower completion rates (89%), consideration will be given to offering FIRT 1315 during the second semester of the program instead of the first semester. For FIRT 1301, a review of attendance requirements will be conducted.

5. What potential issues or concerns do the data suggest for your program, and how might these issues be addressed?

   Overall there is no significant issue or concern suggested by the data. Areas in which the data indicates minor inconsistencies can be narrowed to poor attendance and disinterest by students in two courses.

E. Institutional Effectiveness --- Part 1

1. In order to plan for the future it can be helpful to look back at successful plans from the past. How did your program's most recent workforce assessment result in improvements to your program? (contact Vicky Putman if you need a copy of your program's last assessment)

Three major areas were noted in the previous assessment including: Facilities and Props, Staffing, and Part-time Faculty Development. Over the last few years several new training props were added to the Fire-Rescue Training Complex facility with the most recent being a forcible entry door simulator. The prop utilizes a steel door mounted to a platform and allows students to use actual tools to force open the door. Students learn proper technique and experience the required amount of physical force to open a secured door.

Initially, student assistants were hired to handle office related tasks, but high turn-over resulted in poor performance. There are now two part-time Sec. I positions in the office. These positions are stable with very low turn-over. Additionally we added a full-time Prof. of Fire Science member to our faculty.

Regarding professional development for part-time faculty, the college does not fund participation at professional conferences. However, many of our part-time faculty members attend conferences and workshops funded by their full-time employer. The Fire Science program still benefits from their attendance.

2. Are there plans from that assessment that are still in the process of being implemented?

   The assessment did identify a need for facilities including classrooms, storage, and additional structures for training. The college recently acquired 25 acres of land, and hired an architectural firm to conduct a needs analysis for the construction of

a new training facility serving Fire Science, EMS, and Law Enforcement programs.

3. According to SACS, institutional effectiveness involves documenting that expected outcomes have been identified, assessed, and have led to improvements. The SACS standard below indicates the importance SACS gives to planning, assessment, and improvement based on the assessment results.

SACS Comprehensive Standard 3.3.1
The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:
(Institutional Effectiveness)

3.3.1.1
educational programs, to include student learning outcomes

3.3.1.2
administrative support services

3.3.1.3
educational support services

3.3.1.4
research within its educational mission, if appropriate

3.3.1.5
community/public service within its educational mission, if appropriate

Indicate the degree to which your program is in compliance and explain your answer. If your program is not in compliance how do you intend to address any gaps?

__X__ Compliance
_____ Partial Compliance
_____ Non-Compliance

Comments/Justification:

All courses have student learning outcomes reflecting the state mandated curriculum for each certification discipline. The competencies are tested through both written and performance skill evaluation methods. Collin's first time pass rate for the Basic Firefighter certification exam is 100%.

4. It is important to document program assessment and plans for continuous improvement to be in compliance with the SACS Comprehensive Standard 3.3.1.1. Often it may not seem as if official planning took place. However, analyzing decisions that your program has made can uncover the planning that occurred. The questions below will guide you in determining which decisions in your program resulted from deliberate planning.

Continuous Improvement Plan

Describe one decision made or action taken in the past year. This could be a change in textbooks, a change in technology, course sequence, learning outcomes, etc.

During the last year, Fire Officer and Fire Instructor certification courses now include student usage of Blackboard CE6 for some assignments and quizzes. As a result, in-class exam scores have increased, and students made favorable comments regarding convenience and the speed of quiz results .

Sources of Evidence

What prompted the decision? (i.e. what did you observe or what happened) Were you trying to fix a problem? What were your sources of information? What types of information or measures did you use to make this decision? How did your program come to the decision to make this change?

When the Fire Officer and Fire Instructor certifications were first made available, only a written exam was required by the state. Currently, course providers must also conduct a performance skill evaluation consuming precious time in the classroom. The use of Blackboard CE6 for quizzes and selected assignments created some time blocks now used for skills testing.

Intended Outcomes

How did you expect student learning to be affected by the change your program made? What outcomes did you hope would come from this change?

Initially, there was some student apprehension for taking quizzes on-line, but the students now agree that it has proven beneficial in their preparation for the state certification exam. Students are allowed to take the quizzes as many times as they wish, but the score is averaged each time the quiz is submitted.

Findings

Did the intended outcomes occur as a result of the change your program made? What outcomes actually occurred?

Pass rates for Collin students continue to be high, but state exam score averages have also increased.

Standard Met

Are the outcomes sufficient? Are you satisfied with the results from the change your program made?

The outcomes are sufficient and the decision to incorporate on-line components into the courses has proven to be beneficial.

Next Action Plan

Based on the outcomes of the change made by your program, what is your next step?

The next step will be to explore on-line lesson delivery options. A survey of our students indicated a preference for "face-to-face" classes, but would entertain the concept of some course material offered on-line.

F. Institutional Effectiveness --- Part 2

As a group or program, please review and discuss your responses to questions in the preceding sections, considering all of the data. Based on those responses, list possible recommendations and innovations to strengthen your program. You may develop goals and objectives for specific courses or for the whole program. You may want to consider questions such as the following:

- What are the current strengths and weaknesses of your program? Refer to data concerning intended outcomes and skills.
  The strength of our program is the high pass rate for state certification exams. The weakness in our program is the limitations in our ability to expand course offerings due to facilities and staffing.

- Are changes necessary to your program's prerequisite rules or admission requirements?
  No changes are needed.

- Are there overall changes that could improve your program's Coordinating Board status? What steps does your program need to take to fill in any gaps in compliance?
  There are no gaps in compliance.

- What, if any, changes in pedagogy might improve student learning?
  Consideration should be given to the use of more on-line teaching/learning components.

- Are there weaknesses related to your program's student learning outcomes? If so, consider how you can set a goal based on concrete outcomes.
  With noted high pass rates, there are no weaknesses related to student learning outcomes.

Now review your list of potential ways to improve your program. What ONE action or improvement do you think would have the most significant impact on the program's student learning outcomes, as identified in Section A.1.? The following questions are the same components as in E.4., just in a different order. Use these questions to help you create a plan for improving your program's student learning outcomes during 2010-2011.

The Academic Deans and the Vice President/Provosts will review the results of this assessment. Specific goals and objectives from this final section of the assessment can be incorporated into departmental or college-wide goals and objectives as appropriate.

Sources of Evidence

What aspect of student learning do you want to improve? What prompted your program to select this aspect of student learning? (i.e. what did you observe or what happened) Are you trying to fix a problem? What types of information or measures did you use?

While the program experiences high pass rates, future changes in state certification rules may result in a negative impact on the first time pass rates for the Basic Firefighter certification exam. The current state certification exam covers four major areas. The most challenging subject area is Hazardous Materials. Currently, students are required only to have a passing score on the entire exam. It is anticipated that in the future students must pass all four majors subject areas in order to become certified. If this rule change were to be implemented now, first-time pass rates for Collin students would quickly drop. In anticipation of this rule change at the state, proactive measures should be planned.

Continuous Improvement Plan

Describe the decision made or action to be taken to improve student learning. This could be a change in textbooks, a change in technology, course sequence, learning outcomes, etc. How did your program come to the decision to make this change? Describe the milestones that will be used to measure the accomplishment of each part of your plan. Who will be responsible for each milestone?

Monitoring of proposed rule changes at the Texas Commission on Fire Protection will be the first step in improving student learning. Additionally, consideration will be given to the increased use of on-line teaching/learning components.

Intended Outcomes

How do you expect student learning to be affected by the change your program will make? What outcomes do you hope will come from this change?

Student attention to each major subject area within the curriculum will be increased. First-time pass rates for Collin students should remain high.

Findings

How will you measure if the intended outcomes occur? How will the results be assessed and documented?

The intended outcomes will be measured by the pass rate for the Basic Firefighter certification program. Exam pass rates for each state certification exam are reviewed and presented to the Fire Science Advisory Committee for review.

Standard Met

How will you know whether the outcomes are sufficient and satisfactory?

State exam pass rates will be tracked.

Next Action Plan

For the most likely outcomes of the change to be made by your program, what will be your next steps? If the intended outcome is achieved then what will be your next steps?

"Closing the loop" refers to using the results of an assessment to make improvements in a program. These improvements are then assessed to continue the institutional effectiveness loop. How, where and when will your program use data and other evidence from your Continuous Improvement Plan to "close the loop"?

The next step is explore the implementation of additional on-line teaching/learning components, such as interactive lectures, and to monitor proposed rule changes at the state impacting the way exam scores are used to determine eligibility for certification.

Workforce Education
Program Assessment
2009-2010

Applied Graphic Design Technology

The workforce education program assessment instrument focuses on fundamental questions about assessment and improvement in the context of student learning outcomes. Many of the sections from previous years were removed in an effort to make the process more focused and streamlined. Based on the results of the assessment, plans for improving your program will be proposed to administrators for possible inclusion in the college's yearly strategic goals.

This assessment is intending to be completed with input from the whole program. One person should not answer all the questions. These questions are starting points for discussions within the program about how to improve the program as well as student learning outcomes.

Throughout the report be sure to provide data/evidence to support your assertions.

Assessment documents for your program can be found on the Institutional Research intranet site at:
http://intranet.collin.edu/iro/information/WEPA/index.htm

A. Occupational Competencies / Capstones / Student Learning Outcomes

1. What are the expected program outcomes for your program? *These are NOT the course-level student learning outcomes.* Refer to defined expectations such as those associated with the capstone experience, a comprehensive exam, a licensure exam, external experiences such as co-op courses, etc. If your program has a capstone course, refer to the assessment file on the intranet that lists the expected outcomes for that capstone course.

   To prepare students for careers in our program fields. The single most important measurement is our students' final portfolio work. A strong portfolio will be reflected in a higher grade which represents the department's assessment of the student's readiness for the field.

   Creative achievement in portfolio work is a somewhat subjective analysis based on the instructor's experience and understanding of industry expectations and standards for the execution and presentation of creative work. Technical achievement, by the time portfolio work is being addressed, is evident to the instructor in the student's ability to execute their work in a clean, professional and well-organized manner.

2. Provide data to demonstrate the degree to which students achieve the program outcomes / occupational competencies for your program.

   We do not require specific certification /licensure evaluations. Through the process of completing technical major coursework in the degree plan, students are encouraged to develop their skills in areas that represent their strengths under the guidance of their instructors. As students move from entry-level to intermediate to advanced courses, their final grades progressively reflect their readiness to work in the field as they move from one course to the next.

   Overall skill achievement is implicit in the student's execution of portfolio-level work. Acceptability is implied in the final grade assignment: A = Meets industry standards; B = Acceptable but some improvement is needed; C = General technical and creative skills are acceptable but overall improvement is needed for the student to be competitive; D = The student has a general understanding of fundamental skills but needs significant improvement in technical and creative areas; F - Unacceptable

3. If your program has a capstone experience, how does it contribute to assessment of overall program outcomes?

   Students are required to seek department approval before they can register for capstone courses. The approval process emphasizes a review of their work in prior courses. If the quality of this work is sufficient, they will receive approval to enroll in the capstone course. If not, they are advised to take an additional course to improve their understanding and quality of work.

   In portfolio/capstone courses, students develop portfolio work that emphasizes their areas of strength while also addressing industry standards as deemed acceptable by the individual portfolio instructor based on their own experience and understanding of industry needs. Portfolio work will, of course, be varied depending on the area of study. For instance, a graphic design major will generally include portfolio work in client identity development as well as product or service promotion such as ads, posters, brochures, websites and so on.

4. How does measurement of program-level outcomes affect departmental policy, the pedagogy of individual instructors, curricular changes or program changes?

   This is an ongoing process. The department meets with its advisory board each year as required. As a result of discussion with industry representatives on the advisory board, the department adjusts its curriculum to better meet the evolving needs of the industry. The department typically revises its degree requirements and course offerings every one to two years.

B. AAS Core Curriculum

The requirements below are designated by the Southern Association of Colleges and Schools (SACS), the Texas Higher Education Coordinating Board (THECB), and Collin College's Workforce Education Core Curriculum. Refer to the following requirements when answering the questions (in italics).

1. SACS Core Requirement 2.7.3

In each undergraduate degree program, the institution requires 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. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.
(General Education)

Indicate the degree to which your program is in compliance and explain your answer. If your program is not in compliance how do you intend to address any gaps?

__X__ Compliance
____ Partial Compliance
____ Non-Compliance

Comments/Justification:

All Applied Graphic Design Technology (AGDT) AAS programs incorporate 16 credit hours of general education courses. Within these 16 credit hours students may choose substitutions and thus have the freedom to pursue courses that fulfill their individual interests as well as the overall Core requirement. AGDT does require some core-relevant courses in addition to these which are specifically related to AAS topic areas. In this sense, AGDT AAS programs exceed the overall requirement.

The core courses required for AGDT AAS programs are representative of the breadth of Collin's established core curriculum. No selection of core courses which only narrowly addresses the major area's needs has been made. It is reasonable to state that full-time faculty and advisory board members agree that a student's understanding of various areas of study beyond their technical major can only improve their effectiveness as a prospective industry professional.

2. THECB Standard

Measure: General Education Requirements
Standard: 100 percent of all associate degrees have at least 15 SCH of general education

General education must include at least one course in each of the following three areas: Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences/Mathematics. Examples of general education courses by area:

Humanities/Fine Arts
___Humanities
___Journalism
___Drama/Art/Music
___Philosophy
___Cultural studies
___Classical languages
___Ethics
___Elective

Social/Behavioral Science
___Government
___History
___Psychology
___Sociology
___Anthropology
___Economics
___Elective

Natural Science/Math
___Biology
___Chemistry
___Physics
___College-level Math (must be academic)
___College-level Science (must be academic)
___Geology
___Elective

Note: Meets standard if program consists of certificate only.

Indicate whether your program meets the standard and explain your answer. If your program does not meet the standard how do you intend to address any gaps?

__X__ Meets standard
____ Does not meet standard

Comments/Justification:

As currently implemented, the AGDT AAS general education requirements meet the THECB standard.

3. *If your program has specific Core Curriculum requirements refer to the assessment file that lists those requirements. What aspects of Collin's Workforce Education core curriculum, if any, do not fit the needs of your program? What changes in the core curriculum would help your program?*

The AGDT AAS general education requirements fulfill the Collin AAS Core Curriculum requirements. As previously stated, our AAS programs also incorporate from one to two additional core-relevant courses in addition to the 16 credit hours listed below. By way of improving the relevance of the Collin AAS Core Curriculum to the AGDT programs, ENGL2311 Technical and Business Writing, would be a useful addition.

Collin AAS Core Curriculum	
English ENGL 1301	3 credit hours
Speech Communications *select one course:* SPCH 1311, 1315, or 1321	3 credit hours
Mathematics *select one course:* MATH 1xxx College-level mathematics course MATH 2xxx College-level mathematics course *(Math requirements may vary from the core curriculum. Check each degree plan. MATH 1314 or higher recommended for transfer students)*	3 credit hours
Humanities / Fine Arts *select one course:* ARTS 1301, 1303, or 1304 DANC 2303 DRAM 1310, 2361, or 2362 ENGL 2322, 2323, 2327, 2328, 2332, 2333, 2342, or 2343 FREN 2303 or 2304 HUMA 1301 MUSI 1306 or 1307 PHIL 1301, 1304, 2303, 2306, 2307, or 2321 SPAN 2321 or 2322	3 credit hours
Social / Behavioral Science *select one course:* ANTH 2351 ECON 1301, 2301, or 2302 GOVT 2301 or 2302 HIST 1301, 1302, or 2301 PSYC 2301 or 2302 SOCI 1301	3 credit hours

Physical Education / Dance *select one course:* PHED / DANC (any activity course or PHED 1338)	1 credit hour minimum
16 credit hours minimum for AAS Core Curriculum	

4. *To what degree is the AAS core, as required for your program, aligned with the "Purpose Statement for Collin College's General Education Core Curriculum", as well as Collin College's "Mission Statement", "Core Values", "Purpose Statement", and "FY2010 – FY2012 Strategic Goals"? How do you intend to address any gaps?*

The AAS core fulfills Collin's general education Purpose Statement and the Collin College Mission Statement implicitly. Pertaining to Collin's Core Values, the core curriculum complements creativity and innovation which are critical outcomes of the technical courses required in each major area. Within Collin's Purpose Statement, AGDT AAS programs develop marketable skills and promote occupational and cultural enhancement.

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

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Collin College is a student and community-centered institution committed to developing skills, strengthening character, and challenging intellect.

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

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

Collin College FY2010 - FY2012 Strategic Goals

1. Increase the percentage of students who complete the core curriculum, earn a certificate, or earn a degree within three years of entering Collin College.
2. Increase the community's recognition of Collin College's educational opportunities, quality, and value.
3. Create linkages and new opportunities to help students navigate 21st century educational transitions.
4. Increase higher education accessibility and advance educational quality through the development of alternative resource streams and improved efficiencies.

****

5. SACS Comprehensive Standard 3.5.1

The institution identifies college-level general education competencies and the extent to which graduates have attained them. (College-level competencies)

How does your program assess student learning outcomes in the AAS core, and how do AAS core student learning outcomes relate to and support student learning within the program?

Core courses are interwoven through AGDT AAS programs from the first through last semesters. Students receive this broader general education exposure while they complete workforce education courses specific to their degree plan.

Our AAS degree plans are structured so that students may take core requirements at the same time as their major requirements. There is no requirement that they complete core curriculum prior to beginning their major coursework.

Workforce Education
Program Assessment
2009-2010

The workforce education program assessment instrument focuses on fundamental questions about assessment and improvement in the context of student learning outcomes. Many of the sections from previous years were removed in an effort to make the process more focused and streamlined. Based on the results of the assessment, plans for improving your program will be proposed to administrators for possible inclusion in the college's yearly strategic goals.

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Throughout the report be sure to provide data/evidence to support your assertions.

Assessment documents for your program can be found on the Institutional Research intranet site at:
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A. Occupational Competencies / Capstones / Student Learning Outcomes

1. What are the expected student learning outcomes for your program? Refer to defined expectations for student learning outcomes such as those associated with the capstone experience, a comprehensive exam, a licensure exam, external experiences such as co-op courses, etc. If your program has a capstone course, refer to the assessment file that lists the expected outcomes for that capstone course.

2. Provide data to demonstrate the degree to which students achieve the student learning outcomes / occupational competencies for your program.

3. How does measurement of student learning outcomes affect departmental policy, the pedagogy of individual instructors, curricular changes or program changes?

4. How does your program assess the effectiveness of a Capstone Experience in the program?

B. AAS Core Curriculum

The requirements below are designated by the Southern Association of Colleges and Schools (SACS), the Texas Higher Education Coordinating Board (THECB), and Collin College's Workforce Education Core Curriculum. Refer to the following requirements when answering the questions (in italics).

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Comments/Justification:

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Social/Behavioral Science
___Government
___History
___Psychology
___Sociology
___Anthropology
___Economics
___Elective

Natural Science/Math
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- A program of student support services, including counseling and learning resources, designed to assist individuals in achieving their educational and career goals.
- Workforce, economic, and community development initiatives designed to meet local and statewide needs.
- Other purposes as may be directed by the Collin College Board of Trustees and/or the laws of the State of Texas.

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How does your program assess student learning outcomes in the AAS core, and how do AAS core student learning outcomes relate to and support student learning within the program?

Core courses are interwoven through AGDT AAS programs from the first through last semesters. Students receive this broader general education exposure while they complete workforce education courses specific to their degree plan.

C. Texas Higher Education Coordinating Board

The Texas Higher Education Coordinating Board (THECB) creates definitions and standards to guide how community colleges should assess the quality of their Workforce Education Programs. For reference, the entire set of THECB standards can be viewed at the following Web site ("Desk Review Instrument"):

http://www.thecb.state.tx.us/index.cfm?objectid=130980E5-AFAD-DF4B-F4CD2F627D494574

This section of the assessment asks you to compare your program to specific THECB standards. Refer to the assessment file that contains THECB data for your program from the college's recent desk review. Also, refer to the assessment file that contains Collin's Desk Review Response Plan.

1. For any section of the desk review where your program was cited as falling below a state standard, a plan was submitted to the THECB. Document the actions taken and the progress your program has made in response to the THECB audit. How close is your program to meeting or exceeding these state standards?

The Graphics Communication program, CIP 10.0304, had been cited for a low number of graduates. The desk review response (page 8), explains that THECB's adoption of CIP 2000 required splitting the program in two (CIP 50.0402 and CIP 10.0304). The response further states that, although the number of graduates had been low during the period covered by the desk review, subsequent years, FY2007 and FY2008, either met or exceeded standards in the number of graduates.

2. What additional actions will your program take to improve measures tracked in the desk review?

   Although the answer to question 1 above establishes that the concerns brought up in the desk review have been addressed, the program continues to make curriculum changes on a regular basis to keep up with changes in industry. In addition to curriculum changes, the department began creating a "program guide" several years ago which is a document explaining the "technical course"

options and other aspects of the degree plans in clearer terms than available in confusing footnotes found in the college's catalog. This, combined with a program orientation discussion included in our first-semester ARTC1325 Introduction to Computer Graphics course is intended to increase student awareness of degree requirements and to reinforce the availability of department faculty to assist them with advising questions about what can be a confusing array of options in the degree plans.

3. Refer to the THECB state transfer reports:

   http://www.txhighereddata.org/reports/performance/ctctransfer

   For each 2-year institution the report compares the academic performance of that institution's transfer students during their first year at Texas public universities. For each 4-year institution the report compares the first year university academic performance of students transferring from Texas public 2-year colleges.

   Refer to the sections on Technical Associates and Certificates. What strengths or areas of concern are suggested by the table summarizing the performance of Collin's workforce students after they transfer to universities?

   In the transfer reports there is no program-level data to analyze whether or what percentage of AGDT graduates transferred to to 4-year institutions. Further, the very nature of workforce education programs assumes that graduates will not be attending 4-year institutions.

   Based on anecdotal information from students who have gone on to attend 4-year institutions, we feel that our students are well-prepared to pursue additional education in this field.

4. Refer to the following THECB criteria for an Exemplary Program. Briefly respond to each component. Identify any barriers to Exemplary Program status. What changes can your program make to move toward the goal of becoming or continuing to be an Exemplary Program?

The Institutional Effectiveness Evaluation Process for public community and technical colleges and four-year institutions that award applied associate degrees has added exemplary status consideration for workforce education programs to the desk review option. *Submission of programs for exemplary status consideration in the desk review option is strictly voluntary*.

Submission of Program Portfolios

A college desiring to have a workforce education program evaluated for exemplary status must submit a portfolio of information clearly documenting that the program satisfies all requirements specified below. Portfolios must be organized in the order of items below. *New programs are not eligible for exemplary status until three years of graduation and placement data are available and have been reported to the Coordinating Board.*

Exemplary Program Criteria

To receive an exemplary rating via the desk review option, a workforce education program must satisfy the following criteria:

1. All program standards specified in the desk review institutional effectiveness evaluation instrument must be met.

2. The program must also exceed standards in at least five of the following areas (a through h):

a) Placement of Program Graduates

Standard: Ninety percent of program graduates are placed within one year of graduation

- *The program exceeds the standard if three-year average placement rate is 95 percent or greater*

We have met or come within a few points of the ninety percent standard for CIP 50.402 however the percentage for CIP 10.0304 has varied from 100% to 50% percent for the years reported. This variability is due to reorganization of the programs, the process of building a sufficient student cohort and to difficulties in verifying post-graduation student success (i.e. not being able to contact some students).

b) License Examination Pass Rate (where applicable)

Standard: Ninety percent of students tested on a specific license exam pass the exam as reported for the most recent year for which data is available (Perkins Standard)

Or

the percentage of students who take a license exam and pass is no more than five percentage points below the state average for the last three years for that particular license exam (State Standard)

- *The program exceeds the standard if the pass rate is 95 percent or greater. (Only the Perkins Standard is applicable for exemplary program consideration purposes).*

- NA

c) Professional Program Credentials

Standard 1: A program requiring external certification, accreditation, or other mandatory approval, has documentary evidence that it meets the standards of the appropriate agency (Examples: Federal Aviation Administration certification for airframe/powerplant programs or Texas Board of Nurse Examiner accreditation for nursing programs);

And

Standard 2: the program holds *additional* professional accreditation, certification, or other form of approval, *other than Coordinating Board approval*, that is customarily held by programs in that particular discipline. (Examples: An interior design program with accreditation from the Foundation for Interior Design Education Research or an engineering technology accredited by the Accreditation Board for Engineering and Technology).

- *The program exceeds standards if it has received recognition from the industry, a professional association/organization relevant to the industry for which the*

program provides training, local, state, or national recognition, or other awards or commendations. Recognition must be clearly documented.

To the best of our knowledge, there are no certifying or accrediting agencies, organizations or foundations for the specific program areas represented in our department. With respect to specific software skills, not the full scope of creative problem-solving and technical skills that we teach, there are some industry-related certification programs. We have done that in the past but let the program lapse due to the fact that (at least in that instance) it mainly consisted of a series of tutorials which became less relevant over time.

d) Linkages and External Agreements

Standard: Program has at least one agreement in place and is pursuing others as appropriate (not applicable to certificate-only programs)

- *The program exceeds the standard if four or more of the following are clearly documented*

1) 2+2(+2), 1+1
2) TechPrep
3) University transfer
4) Inverted degree plan(s)
5) Dual credit technical program
6) Other appropriate agreement (provide description)

There are articulation agreements in place, in at least some program areas, with Texas A&M Commerce and Savannah College of Art and Design (SCAD). We have completed the first year of a TechPrep agreement with Frisco ISD and expect to enter into additional agreements with other ISDs for the next academic year.

e) Business and Industry partnerships

Standard: Active involvement with business/industry and documented evidence of at least two of the following affiliations

- *The program exceeds the standard if three or more of the following are clearly documented*

  1) Agreements for sharing facilities, equipment, labs, etc.
  2) Internships/apprenticeships/co-op/practicum/clinical
  3) On-site training for faculty at business/industry worksites
  4) Contractual agreements with business/industry
  5) Other partnership(s) (provide description)

Item 2: Several students have served in internships with area businesses over the years. There are no standing agreements with industry at this time. The internships are filled on an as needed/as available basis.

Item 5: An animation/film/video/game industry non-profit, A Bunch of Short Guys, has partnered with AGDT, beginning in 2002, for monthly meetings as well as special events featuring industry speakers. Tom Ottinger and J. Marshall Pittman have served as faculty advisors for the Student Animators Workshop (SAW) which has been granted funding for several annual trips to the SIGGRAPH conference in various cities. This conference is focused in computer graphics, animation and game development. Further, Professor Pittman is serving on the SIGGRAPH 2010 organizing committee.

f) Integrating Academic and Technical Education

Standard: Writing and use of computers is included in the program

- *The program exceeds the standard of five or more of the following are clearly documented*

  1) Program includes writing (required)
  Yes

  2) Program includes use of computers (required)
  Yes

  3) Academic courses are included in the curriculum
  Yes, in AAS degree plans.

4) Program teaches problem identification, assessment, critical thinking, problem-solving, listening, and speaking skills

The majority of courses in the curriculum are presented in a format emphasizing creative problem solving, i.e. original creative projects for which students develop initial concepts, refine concepts and then develop and execute the work.

5) Technical applications are included in academic courses

*** Does this refer to integration of technical skills in core curriculum or in the major area?*

6) Other (provide description)

g) Employer and Student Satisfaction With the Program

Standard: On-going program-specific assessment of employer and student satisfaction with results used for program improvement and documented evidence of at least two of the following:

- *The program exceeds the standard if three or more of the following are clearly documented*

1) Advisory committee satisfaction with the program

Annual advisory board meetings generally indicate satisfaction with concerns being addressed, usually in recommended curriculum revisions.

2) Use of student satisfaction surveys (required by the *Guidelines for Instructional Programs in Workforce Education*)

Other than college-wide student evaluations of instruction, we do not administer specific student surveys for our department.

3) Use of employer satisfaction surveys (required by *Guidelines for Instructional Programs in Workforce Education*)

NA

4) Use of survey results for continuous program improvement

NA at this time

h) Determination of On-Going Need for the Program

Standard: Clear documentation of two of the following:

- *The program exceeds the standard if three or more of following are clearly documented*

  1) The program advisory committee recommends continuation of the program

  There have not been specific written continuation recommendations following advisory committee meetings but the gist of the meetings has been overall satisfaction with the program.

  2) Recent local and/or regional labor market data indicate continued need for the program

  Data has not been analyzed recently but the establishment of our Game Art component was substantiated by local industry data.

  2) Recent state and/or national labor market data indicate continued need for the program.

  Data has not been analyzed recently but the establishment of our Game Art component was substantiated by local industry data.

  4) Other indicator (provide description)

D. Course Completion and Success

Refer to the retention/success charts and analyze the last class day enrollment compared to the Census day enrollment for the courses in your program.

1. What patterns or trends do you notice in the course completion data? What suggestions do you have for increasing any low completion rates?

AGDT course completion data appear to fall within the state-wide median. To the extent that completion rates could be improved, better-informed academic advisors (thus guiding students to the appropriate field of study), improved consistency in classroom instruction (particularly associate faculty) and more comprehensive orientation of incoming students to the scope and rigor of the fields of study could all improve completion rates.

Refer to the retention/success charts and analyze the last class day enrollment compared to the success data for the courses in your program. "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."

2. How do the success rates compare across courses?

   On average, success rates appear to be similar across courses within the same semester or year. In some upper-level courses, there appears to be more year-to-year variability.

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

Student motivations, such as qualification for their parents' insurance and minimum enrollment requirements for student visa status (and thus lowered motivation to complete a given course) account for some variations in success. In addition, once students have completed first-semester entry-level courses, there is a decrease in course sections offered for progressively higher-level courses within each program (due to established patterns of enrollment). Therefore, total student enrollment in such courses may be small and a variation of one to three students passing or failing in a given semester is sufficient to affect final success percentages.

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

The Fall 2006-2008 Collin-Texas Retention report, which compares Collin's retention rates with state-wide retention rates, can be found in the "reports" section of the IRO intranet site. The report is listed in CIP order as well as in alphabetical order.
http://intranet.ccccd.edu/iro/information/reports/retention.htm

4. For the courses in your program, what actions will your program take to meet the state course completion standard or to improve course success without compromising academic integrity and rigor?

   AGDT courses appear to exceed the "state standard" and to mostly hover around the "state-wide" average retention rate. To the extent that improvements could be made, the department should continue to assist Collin academic advisors in understanding our discipline's career options and benefits so that incoming students would have clearer expectations in pursuing the degree plans. Within the department, more comprehensive orientation for incoming students could improve student outcomes. Also, improvement in instructional consistency, a definite variable due to the department's reliance on a high percentage of associate faculty, would have a positive impact.

5. What potential issues or concerns do the data suggest for your program, and how might these issues be addressed?

A somewhat lower average completion rate in the Commercial Photography area could be due to it being a rather small subset of an already small, specialized population of students majoring in these areas. As previously mentioned, better consistency in instruction and clearer orientation of incoming students could establish better success rates.

E. Institutional Effectiveness --- Part 1

1. In order to plan for the future it can be helpful to look back at successful plans from the past. How did your program's most recent workforce assessment result in improvements to your program? (contact Vicky Putman if you need a copy of your program's last assessment)

Because of ongoing changes in industry needs and the recommendations of our advisory board, curriculum changes have occurred on a regular basis since the last assessment period.

2. Are there plans from that assessment that are still in the process of being implemented?

In general, we strive to improve student success, prepare students for up-to-date industry skills, standards and practices and improve articulation from high schools and to four-year institutions.

3. According to SACS, institutional effectiveness involves documenting that expected outcomes have been identified, assessed, and have led to improvements. The SACS standard below indicates the importance SACS gives to planning, assessment, and improvement based on the assessment results.

SACS Comprehensive Standard 3.3.1
The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:
(Institutional Effectiveness)

3.3.1.1
educational programs, to include student learning outcomes

3.3.1.2
administrative support services

3.3.1.3
educational support services

3.3.1.4
research within its educational mission, if appropriate

3.3.1.5
community/public service within its educational mission, if appropriate

Indicate the degree to which your program is in compliance and explain your answer. If your program is not in compliance how do you intend to address any gaps?

_X_ Compliance
____ Partial Compliance
____ Non-Compliance

Comments/Justification:

We believe that the AGDT department maintains currency in its educational programs and student learning outcomes through annual/periodic curriculum revisions based on advisory board feedback. This process helps us meet industry standards.

4. It is important to document program assessment and plans for continuous improvement to be in compliance with the SACS Comprehensive Standard 3.3.1.1. Often it may not seem as if official planning took place. However, analyzing decisions that your program has made can uncover the planning that occurred. The questions below will guide you in determining which decisions in your program resulted from deliberate planning.

Continuous Improvement Plan

Describe one decision made or action taken in the past year. This could be a change in textbooks, a change in technology, course sequence, learning outcomes, etc.

We added two full-time faculty members, one in the graphic design area, the other in digital video.

Sources of Evidence

What prompted the decision? (i.e. what did you observe or what happened) Were you trying to fix a problem? What were your sources of information? What types of information or measures did you use to make this decision? How did your program come to the decision to make this change?

This action was prompted by a high associate faculty to full-time faculty ratio and the loss of a full-time faculty position a few years ago due to internal promotion. The ratio had been as high as 6:1 or 7:1 on a regular basis. The department had requested approval for additional faculty on several occasions. The final decision to approve additional full-time faculty appears to be the result of administrative recognition of the high associate to full-time ratio.

Intended Outcomes

How did you expect student learning to be affected by the change your program made? What outcomes did you hope would come from this change?

We expected (and expect) student learning to be enhanced by greater consistency in instruction because these areas did not have a full-time

instructor previously. This had caused heavy reliance on associate faculty. We also hope to see better student retention due to increased consistency.

Findings

Did the intended outcomes occur as a result of the change your program made? What outcomes actually occurred?

At this point in time, less than a year since new full-time faculty began teaching, it is somewhat difficult to fully assess their impact. However, new faculty have been very helpful in implementing tighter curriculum standards in various courses within their areas. The process began with lower-level courses and continues as progressively more advanced courses are reviewed to ensure that both full-time and associate faculty are delivering consistent course content.

Standard Met

Are the outcomes sufficient? Are you satisfied with the results from the change your program made?

We are satisfied with the outcomes thus far. The presence of more full-time faculty has helped in both instructional areas as well as general communication and advising for students.

Next Action Plan

Based on the outcomes of the change made by your program, what is your next step?

With the addition of full-time faculty, we hope to increase awareness of our academic programs both among potential students in area high schools as well as among students already attending Collin.

F. Institutional Effectiveness --- Part 2

As a group or program, please review and discuss your responses to questions in the preceding sections, considering all of the data. Based on those responses, list possible recommendations and innovations to strengthen your program. You may develop goals and objectives for specific courses or for the whole program. You may want to consider questions such as the following:

- What are the current strengths and weaknesses of your program? Refer to data concerning intended outcomes and skills.

Strengths: Variety and depth of program curriculum; all associate faculty are practicing professionals; long contact hours with instructors present for in-class lab time; we remain current with industry standards and practices

Weaknesses: Course completion rate (i.e. puzzling number of students who remain enrolled but stop coming to class, resulting in a grade of F); College-wide issue – online registration system can be an obstacle for students trying to find the correct course for registration; Due to WECM rubric categories, we use SIX different course rubrics in our programs. The college's registration system does not make it easy for students to locate all of the courses used in our degree plans.; Lab accessibility with qualified, knowledgeable lab assistants – We maintain as much open lab time in the actual teaching labs as possible but at most, only one student assistant with sufficient knowledge to assist other students is available at any given time.

- Are changes necessary to your program's prerequisite rules or admission requirements?

No.

- Are there overall changes that could improve your program's Coordinating Board status? What steps does your program need to take to fill in any gaps in compliance?

We generally meet or exceed requirements for the minimum number of graduates. However, inability to contact only 1-3 recent graduates out of the total number can skew graduate success statistics enough to imperil a given program due to statistics available for a given period of time. It would seem appropriate for the THECB to allow more flexible deadlines in contacting

recent graduates to verify success statistics. We have begun to voluntarily collect alternative means of contacting students while they are completing their capstone courses in hopes of better chances of contacting them in the future.

- What, if any, changes in pedagogy might improve student learning?

Continue to evaluate and standardize curriculum. i.e ensure that specific content is addressed by all instructors for a given course.

- Are there weaknesses related to your program's student learning outcomes? If so, consider how you can set a goal based on concrete outcomes.

With regard to WECM course student learning outcomes? In general we meet those outcomes and augment those with additional learning outcomes that are relevant in each course.

Now review your list of potential ways to improve your program. What ONE action or improvement do you think would have the most significant impact on the program's student learning outcomes, as identified in Section A.1.? The following questions are the same components as in E.4., just in a different order. Use these questions to help you create a plan for improving your program's student learning outcomes during 2010-2011.

The Academic Deans and the Vice President/Provosts will review the results of this assessment. Specific goals and objectives from this final section of the assessment can be incorporated into departmental or college-wide goals and objectives as appropriate.

Sources of Evidence

What aspect of student learning do you want to improve?

Final portfolio (capstone) work.

What prompted your program to select this aspect of student learning? (i.e. what did you observe or what happened)

Observation of student performance in upper-level courses, including portfolio. In some areas, students need to focus their portfolio work in areas of their greatest strength. This varies by individual abilities and interests.

Are you trying to fix a problem?

Yes, improve the quality of student portfolio work.

What types of information or measures did you use?

Observation of the quality of work produced by students completing capstone courses. While we find that students generally produce work that represents professional standards, there are areas that could be improved for some if not all students.

Continuous Improvement Plan

Describe the decision made or action to be taken to improve student learning. This could be a change in textbooks, a change in technology, course sequence, learning outcomes, etc.

Course by course curriculum standardization, particularly in lower-level to intermediate courses.

How did your program come to the decision to make this change?

Observation of upper-level student skills where we see the need for improvement.

Describe the milestones that will be used to measure the accomplishment of each part of your plan.

Better consistency in project work in upper-level courses.

Who will be responsible for each milestone?

The faculty as a whole.

Intended Outcomes

How do you expect student learning to be affected by the change your program will make? What outcomes do you hope will come from this change?

Through standardization of course curriculum, we hope that overall student performance related to concepts and skills will be improved.

Findings

How will you measure if the intended outcomes occur? How will the results be assessed and documented?

Student performance, i.e. quality and consistency of creative project work, would be expected to improve in mid-level to upper-level courses. Observation of the degree of success of student work will be made by instructors.

Standard Met

How will you know whether the outcomes are sufficient and satisfactory?

If overall student work shows improvement and better consistency, we would expect improved quality of work at the upper level and that more students would remain in the program, progressing on to higher level classes and ultimately graduating.

Next Action Plan

For the most likely outcomes of the change to be made by your program, what will be your next steps? If the intended outcome is achieved then what will be your next steps?

"Closing the loop" refers to using the results of an assessment to make improvements in a program. These improvements are then assessed to continue the institutional effectiveness loop. How, where and when will your program use data and other evidence from your Continuous Improvement Plan to "close the loop"?

Improvement in technical skills in various areas would be represented by improved grades, course to course. In addition, improvement in understanding of design and aesthetic concepts would also be reflected in grades. Ultimately in this field, the creative success of student work, a gestalt of technical and conceptual skills is reflected in the quality of student work. While you couldn't program a computer to understand what represents high quality in terms of creative work, a trained professional in the field, as an educator, is able to determine a student's degree of success.

As a means of reviewing the degree of improvement, the department faculty would meet again in a year to discuss the results of student work over this time period.

D. Course Completion and Success

Refer to the retention/success charts and analyze the last class day enrollment compared to the Census day enrollment for the courses in your program.

1. What patterns or trends do you notice in the course completion data? What suggestions do you have for increasing any low completion rates?

AGDT course completion data appear to fall within the state-wide median. To the extent that completion rates could be improved, better-informed academic advisors (thus guiding students to the appropriate field of study), improved consistency in classroom instruction (particularly associate faculty) and more comprehensive orientation of incoming students to the scope and rigor of the fields of study could all improve completion rates.

Refer to the retention/success charts and analyze the last class day enrollment compared to the success data for the courses in your program. "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."

2. How do the success rates compare across courses?

   On average, success rates appear to be similar across courses within the same semester or year. In some upper-level courses, there appears to be more year-to-year variability.

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

Student motivations, such as qualification for their parents' insurance and minimum enrollment requirements for student visa status (and thus lowered motivation to complete a given course) account for some variations in success. In addition, once students have completed first-semester entry-level courses, there is a decrease in course sections offered for progressively higher-level courses within each program (due to established patterns of enrollment). Therefore, total student enrollment in such courses may be small and a variation of one to three students passing or failing in a given semester is sufficient to affect final success percentages.

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

The Fall 2006-2008 Collin-Texas Retention report, which compares Collin's retention rates with state-wide retention rates, can be found in the "reports" section of the IRO intranet site. The report is listed in CIP order as well as in alphabetical order.
http://intranet.ccccd.edu/iro/information/reports/retention.htm

4. For the courses in your program, what actions will your program take to meet the state course completion standard or to improve course success without compromising academic integrity and rigor?

   AGDT courses appear to exceed the "state standard" and to mostly hover around the "state-wide" average retention rate. To the extent that improvements could be made, the department should continue to assist Collin academic advisors in understanding our discipline's career options and benefits so that incoming students would have clearer expectations in pursuing the degree plans. Within the department, more comprehensive orientation for incoming students could improve student outcomes. Also, improvement in instructional consistency, a definite variable due to the department's reliance on a high percentage of associate faculty, would have a positive impact.

5. What potential issues or concerns do the data suggest for your program, and how might these issues be addressed?

A somewhat lower average completion rate in the Commercial Photography area could be due to it being a rather small subset of an already small, specialized population of students majoring in these areas. As previously mentioned, better consistency in instruction and clearer orientation of incoming students could establish better success rates.

Workforce Education
Program Assessment
2009-2010

The workforce education program assessment instrument focuses on fundamental questions about assessment and improvement in the context of student learning outcomes. Many of the sections from previous years were removed in an effort to make the process more focused and streamlined. Based on the results of the assessment, plans for improving your program will be proposed to administrators for possible inclusion in the college's yearly strategic goals.

This assessment is intending to be completed with input from the whole program. One person should not answer all the questions. These questions are starting points for discussions within the program about how to improve the program as well as student learning outcomes.

Throughout the report be sure to provide data/evidence to support your assertions.

Assessment documents for your program can be found on the Institutional Research intranet site at:
http://intranet.ccccd.edu/iro/information/WEPA/index.htm

A. Occupational Competencies / Capstones / Student Learning Outcomes

1. What are the expected student learning outcomes for your program? Refer to defined expectations for student learning outcomes such as those associated with the capstone experience, a comprehensive exam, a licensure exam, external experiences such as co-op courses, etc. If your program has a capstone course, refer to the assessment file that lists the expected outcomes for that capstone course.

2. Provide data to demonstrate the degree to which students achieve the student learning outcomes / occupational competencies for your program.

3. How does measurement of student learning outcomes affect departmental policy, the pedagogy of individual instructors, curricular changes or program changes?

4. How does your program assess the effectiveness of a Capstone Experience in the program?

B. AAS Core Curriculum

The requirements below are designated by the Southern Association of Colleges and Schools (SACS), the Texas Higher Education Coordinating Board (THECB), and Collin College's Workforce Education Core Curriculum. Refer to the following requirements when answering the questions (in italics).

1. SACS Core Requirement 2.7.3

In each undergraduate degree program, the institution requires 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. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.
(General Education)

Indicate the degree to which your program is in compliance and explain your answer. If your program is not in compliance how do you intend to address any gaps?

__X__ Compliance
____ Partial Compliance
____ Non-Compliance

Comments/Justification:

All Applied Graphic Design Technology (AGDT) AAS programs incorporate 16 credit hours of general education courses. Within these 16 credit hours students may choose substitutions and thus have the freedom to pursue courses that fulfill their individual interests as well as the overall Core requirement. AGDT does require some core-relevant courses in addition to these which are specifically related to AAS topic areas. In this sense, AGDT AAS programs exceed the overall requirement.

2. THECB Standard

Measure: General Education Requirements
Standard: 100 percent of all associate degrees have at least 15 SCH of general education

General education must include at least one course in each of the following three areas: Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences/Mathematics. Examples of general education courses by area:

Humanities/Fine Arts
___Humanities
___Journalism
___Drama/Art/Music
___Philosophy
___Cultural studies
___Classical languages
___Ethics
___Elective

Social/Behavioral Science
___Government
___History
___Psychology
___Sociology
___Anthropology
___Economics
___Elective

Natural Science/Math
___Biology
___Chemistry
___Physics
___College-level Math (must be academic)
___College-level Science (must be academic)
___Geology
___Elective

Note: Meets standard if program consists of certificate only.

Indicate whether your program meets the standard and explain your answer. If your program does not meet the standard how do you intend to address any gaps?

__X__ Meets standard
____ Does not meet standard

Comments/Justification:

As currently implemented, the AGDT AAS general education requirements meet the THECB standard.

3. *If your program has specific Core Curriculum requirements refer to the assessment file that lists those requirements. What aspects of Collin's Workforce Education core curriculum, if any, do not fit the needs of your program? What changes in the core curriculum would help your program?*

The AGDT AAS general education requirements fulfill the Collin AAS Core Curriculum requirements. As previously stated, our AAS programs also incorporate from one to two additional core-relevant courses in addition to the 16 credit hours listed below. By way of improving the relevance of the Collin AAS Core Curriculum to the AGDT programs, ENGL2311 Technical and Business Writing, would be a useful addition.

Collin AAS Core Curriculum	
English ENGL 1301	3 credit hours
Speech Communications *select one course:* SPCH 1311, 1315, or 1321	3 credit hours
Mathematics *select one course:* MATH 1xxx College-level mathematics course MATH 2xxx College-level mathematics course *(Math requirements may vary from the core curriculum. Check each degree plan. MATH 1314 or higher recommended for transfer students)*	3 credit hours
Humanities / Fine Arts *select one course:* ARTS 1301, 1303, or 1304 DANC 2303 DRAM 1310, 2361, or 2362 ENGL 2322, 2323, 2327, 2328, 2332, 2333, 2342, or 2343 FREN 2303 or 2304 HUMA 1301 MUSI 1306 or 1307 PHIL 1301, 1304, 2303, 2306, 2307, or 2321 SPAN 2321 or 2322	3 credit hours
Social / Behavioral Science *select one course:* ANTH 2351 ECON 1301, 2301, or 2302 GOVT 2301 or 2302 HIST 1301, 1302, or 2301 PSYC 2301 or 2302 SOCI 1301	3 credit hours

Physical Education / Dance *select one course:* PHED / DANC (any activity course or PHED 1338)	1 credit hour minimum
16 credit hours minimum for AAS Core Curriculum	

4. *To what degree is the AAS core, as required for your program, aligned with the "Purpose Statement for Collin College's General Education Core Curriculum", as well as Collin College's "Mission Statement", "Core Values", "Purpose Statement", and "FY2010 – FY2012 Strategic Goals"? How do you intend to address any gaps?*

The AAS core fulfills Collin's general education Purpose Statement and the Collin College Mission Statement implicitly. Pertaining to Collin's Core Values, the core curriculum complements creativity and innovation which are critical outcomes of the technical courses required in each major area. Within Collin's Purpose Statement, AGDT AAS programs develop marketable skills and promote occupational and cultural enhancement.

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

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

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

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

Collin College FY2010 - FY2012 Strategic Goals

1. Increase the percentage of students who complete the core curriculum, earn a certificate, or earn a degree within three years of entering Collin College.
2. Increase the community's recognition of Collin College's educational opportunities, quality, and value.
3. Create linkages and new opportunities to help students navigate 21st century educational transitions.
4. Increase higher education accessibility and advance educational quality through the development of alternative resource streams and improved efficiencies.

****

5. SACS Comprehensive Standard 3.5.1

The institution identifies college-level general education competencies and the extent to which graduates have attained them. (College-level competencies)

How does your program assess student learning outcomes in the AAS core, and how do AAS core student learning outcomes relate to and support student learning within the program?

Core courses are interwoven through AGDT AAS programs from the first through last semesters. Students receive this broader general education exposure while they complete workforce education courses specific to their degree plan.

C. Texas Higher Education Coordinating Board

The Texas Higher Education Coordinating Board (THECB) creates definitions and standards to guide how community colleges should assess the quality of their Workforce Education Programs. For reference, the entire set of THECB standards can be viewed at the following Web site ("Desk Review Instrument"):

http://www.thecb.state.tx.us/index.cfm?objectid=130980E5-AFAD-DF4B-F4CD2F627D494574

This section of the assessment asks you to compare your program to specific THECB standards. Refer to the assessment file that contains THECB data for your program from the college's recent desk review. Also, refer to the assessment file that contains Collin's Desk Review Response Plan.

1. For any section of the desk review where your program was cited as falling below a state standard, a plan was submitted to the THECB. Document the actions taken and the progress your program has made in response to the THECB audit. How close is your program to meeting or exceeding these state standards?

2. What additional actions will your program take to improve measures tracked in the desk review?

3. Refer to the THECB state transfer reports:

   http://www.txhighereddata.org/reports/performance/ctctransfer

   For each 2-year institution the report compares the academic performance of that institution's transfer students during their first year at Texas public universities. For each 4-year institution the report compares the first year university academic performance of students transferring from Texas public 2-year colleges.

   Refer to the sections on Technical Associates and Certificates. What strengths or areas of concern are suggested by the table summarizing the performance of Collin's workforce students after they transfer to universities?

4. Refer to the following THECB criteria for an Exemplary Program. Briefly respond to each component. Identify any barriers to Exemplary Program status. What changes can your program make to move toward the goal of becoming or continuing to be an Exemplary Program?

Exemplary Program Status Evaluation In The Desk Review Option

The Institutional Effectiveness Evaluation Process for public community and technical colleges and four-year institutions that award applied associate degrees has added exemplary status consideration for workforce education programs to the desk review option. *Submission of programs for exemplary status consideration in the desk review option is strictly voluntary*.

Submission of Program Portfolios

A college desiring to have a workforce education program evaluated for exemplary status must submit a portfolio of information clearly documenting that the program satisfies all requirements specified below. Portfolios must be organized in the order of items below. *New programs are not eligible for exemplary status until three years of graduation and placement data are available and have been reported to the Coordinating Board.*

Exemplary Program Criteria

To receive an exemplary rating via the desk review option, a workforce education program must satisfy the following criteria:

1. **All program standards specified in the desk review institutional effectiveness evaluation instrument must be met.**

2. **The program must also exceed standards in at least five of the following areas (a through h):**

   a) Placement of Program Graduates

      Standard: Ninety percent of program graduates are placed within one year of graduation

      - *The program exceeds the standard if three-year average placement rate is 95 percent or greater*

b) License Examination Pass Rate (where applicable)

Standard: Ninety percent of students tested on a specific license exam pass the exam as reported for the most recent year for which data is available (Perkins Standard)

Or

the percentage of students who take a license exam and pass is no more than five percentage points below the state average for the last three years for that particular license exam (State Standard)

- *The program exceeds the standard if the pass rate is 95 percent or greater. (Only the Perkins Standard is applicable for exemplary program consideration purposes).*

c) Professional Program Credentials

Standard 1: A program requiring external certification, accreditation, or other mandatory approval, has documentary evidence that it meets the standards of the appropriate agency (Examples: Federal Aviation Administration certification for airframe/powerplant programs or Texas Board of Nurse Examiner accreditation for nursing programs);

And

Standard 2: the program holds *additional* professional accreditation, certification, or other form of approval, *other than Coordinating Board approval*, that is customarily held by programs in that particular discipline. (Examples: An interior design program with accreditation from the Foundation for Interior Design Education Research or an engineering technology accredited by the Accreditation Board for Engineering and Technology).

- *The program exceeds standards if it has received recognition from the industry, a professional association/organization relevant to the industry for which the program provides training, local, state, or national recognition, or other awards or commendations. Recognition must be clearly documented.*

d) Linkages and External Agreements

Standard: Program has at least one agreement in place and is pursuing others as appropriate (not applicable to certificate-only programs)

- *The program exceeds the standard if four or more of the following are clearly documented*

  1) 2+2(+2), 1+1
  2) TechPrep
  3) University transfer
  4) Inverted degree plan(s)
  5) Dual credit technical program
  6) Other appropriate agreement (provide description)

e) Business and Industry partnerships

Standard: Active involvement with business/industry and documented evidence of at least two of the following affiliations

- *The program exceeds the standard if three or more of the following are clearly documented*

  1) Agreements for sharing facilities, equipment, labs, etc.
  2) Internships/apprenticeships/co-op/practicum/clinical
  3) On-site training for faculty at business/industry worksites
  4) Contractual agreements with business/industry
  5) Other partnership(s) (provide description)

f) Integrating Academic and Technical Education

Standard: Writing and use of computers is included in the program

- *The program exceeds the standard of five or more of the following are clearly documented*

  1) Program includes writing (required)
  2) Program includes use of computers (required)
  3) Academic courses are included in the curriculum
  4) Program teaches problem identification, assessment, critical thinking, problem-solving, listening, and speaking skills
  5) Technical applications are included in academic courses
  6) Other (provide description)

g) Employer and Student Satisfaction With the Program

Standard: On-going program-specific assessment of employer and student satisfaction with results used for program improvement and documented evidence of at least two of the following:

- *The program exceeds the standard if three or more of the following are clearly documented*

  1) Advisory committee satisfaction with the program
  2) Use of student satisfaction surveys (required by the *Guidelines for Instructional Programs in Workforce Education*)
  3) Use of employer satisfaction surveys (required by *Guidelines for Instructional Programs in Workforce Education*)
  4) Use of survey results for continuous program improvement

h) Determination of On-Going Need for the Program

Standard: Clear documentation of two of the following:

- *The program exceeds the standard if three or more of following are clearly documented*

1) The program advisory committee recommends continuation of the program
2) Recent local and/or regional labor market data indicate continued need for the program
3) Recent state and/or national labor market data indicate continued need for the program
4) Other indicator (provide description)

D. Course Completion and Success

Refer to the retention/success charts and analyze the last class day enrollment compared to the Census day enrollment for the courses in your program.

1. What patterns or trends do you notice in the course completion data? What suggestions do you have for increasing any low completion rates?

AGDT course completion data appear to fall within the state-wide median. To the extent that completion rates could be improved, better-informed academic advisors (thus guiding students to the appropriate field of study), improved consistency in classroom instruction (particularly associate faculty) and more comprehensive orientation of incoming students to the scope and rigor of the fields of study could all improve completion rates.

Refer to the retention/success charts and analyze the last class day enrollment compared to the success data for the courses in your program. "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."

2. How do the success rates compare across courses?

   On average, success rates appear to be similar across courses within the same semester or year. In some upper-level courses, there appears to be more year-to-year variability.

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

Student motivations, such as qualification for their parents' insurance and minimum enrollment requirements for student visa status (and thus lowered motivation to complete a given course) account for some variations in success. In addition, once students have completed first-semester entry-level courses, there is a decrease in course sections offered for progressively higher-level courses within each program (due to established patterns of enrollment). Therefore, total student enrollment in such courses may be small and a variation of one to three students passing or failing in a given semester is sufficient to affect final success percentages.

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

The Fall 2006-2008 Collin-Texas Retention report, which compares Collin's retention rates with state-wide retention rates, can be found in the "reports" section of the IRO intranet site. The report is listed in CIP order as well as in alphabetical order.
http://intranet.ccccd.edu/iro/information/reports/retention.htm

4. For the courses in your program, what actions will your program take to meet the state course completion standard or to improve course success without compromising academic integrity and rigor?

   AGDT courses appear to exceed the "state standard" and to mostly hover around the "state-wide" average retention rate. To the extent that improvements could be made, the department should continue to assist Collin academic advisors in understanding our discipline's career options and benefits so that incoming students would have clearer expectations in pursuing the degree plans. Within the department, more comprehensive orientation for incoming students could improve student outcomes. Also, improvement in instructional consistency, a definite variable due to the department's reliance on a high percentage of associate faculty, would have a positive impact.

5. What potential issues or concerns do the data suggest for your program, and how might these issues be addressed?

A somewhat lower average completion rate in the Commercial Photography area could be due to it being a rather small subset of an already small, specialized population of students majoring in these areas. As previously mentioned, better consistency in instruction and clearer orientation of incoming students could establish better success rates.

E. Institutional Effectiveness --- Part 1

1. In order to plan for the future it can be helpful to look back at successful plans from the past. How did your program's most recent workforce assessment result in improvements to your program? (contact Vicky Putman if you need a copy of your program's last assessment)

Recommendations from the previous assessment are listed below with comments immediately following each item:

Recommendation 1. Increase full-time faculty. – Two additional full-time faculty members were hired for the 2009-2010 academic year.

Recommendation 2. Increase classroom and related facilities. – Additional classrooms have been utilized at PRC since the last assessment.

Recommendation 3. Upgrade equipment and software. *– We have generally been able to maintain current hardware and software necessary for many of our courses. Due to the rapidly evolving needs of the industry, it has been and always will be critical to maintain the department's currency in this area.*

Recommendation 4. Provide (improve) staff support. *– Support is acceptable but improvement in addressing specific department teaching and student needs would be beneficial.*

Recommendation 5. Faculty must create a better system of student advising to ensure the proper path to course completion. *– For several years, we have provided a "Program Guide" handout which clarifies the sometimes confusing program requirements as listed in the catalog. In addition, efforts have been made to provide overall program orientation to students in lower-level courses. We also try to meet with academic advisors to improve their understanding of our program.*

Recommendation 6. The Faculty and the entire department must strive for diversity in the Advisory Board and Faculty membership. *– The AGDT Advisory Board has improved gender diversity over the years although ethnic diversity needs improvement. There has also been improvement in gender and ethnic diversity among full-time and part-time faculty.*

2. Are there plans from that assessment that are still in the process of being implemented?

Comments related to in-progress improvement are included above. To recap: Hardware and software needs are ongoing; staff support needs

such as student tutoring, administrative and technical support are ongoing; efforts continue to improve gender and ethnic diversity among advisory board members and faculty.

3. According to SACS, institutional effectiveness involves documenting that expected outcomes have been identified, assessed, and have led to improvements. The SACS standard below indicates the importance SACS gives to planning, assessment, and improvement based on the assessment results.

SACS Comprehensive Standard 3.3.1
The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:
(Institutional Effectiveness)

3.3.1.1
educational programs, to include student learning outcomes

3.3.1.2
administrative support services

3.3.1.3
educational support services

3.3.1.4
research within its educational mission, if appropriate

3.3.1.5
community/public service within its educational mission, if appropriate

Indicate the degree to which your program is in compliance and explain your answer. If your program is not in compliance how do you intend to address any gaps?

_X_ Compliance
____ Partial Compliance
____ Non-Compliance

Comments/Justification:

We believe that the AGDT department maintains currency in its educational programs and student learning outcomes through annual/periodic curriculum revisions based on advisory board feedback. This process helps us meet industry standards.

4. It is important to document program assessment and plans for continuous improvement to be in compliance with the SACS Comprehensive Standard 3.3.1.1. Often it may not seem as if official planning took place. However, analyzing decisions that your program has made can uncover the planning that occurred. The questions below will guide you in determining which decisions in your program resulted from deliberate planning.

Continuous Improvement Plan

Describe one decision made or action taken in the past year. This could be a change in textbooks, a change in technology, course sequence, learning outcomes, etc.

We added two full-time faculty members, one in the graphic design area, the other in digital video.

Sources of Evidence

What prompted the decision? (i.e. what did you observe or what happened) Were you trying to fix a problem? What were your sources of information? What types of information or measures did you use to make this decision? How did your program come to the decision to make this change?

This action was prompted by a high associate faculty to full-time faculty ratio and the loss of a full-time faculty position a few years ago due to internal promotion. The ratio had been as high as 6:1 or 7:1 on a regular basis. The department had requested approval for additional faculty on several occasions. The final decision to approve additional full-time faculty appears to be the result of administrative recognition of the high associate to full-time ratio.

Intended Outcomes

How did you expect student learning to be affected by the change your program made? What outcomes did you hope would come from this change?

We expected (and expect) student learning to be enhanced by greater consistency in instruction because these areas did not have a full-time

instructor previously. This had caused heavy reliance on associate faculty. We also hope to see better student retention due to increased consistency.

Findings

Did the intended outcomes occur as a result of the change your program made? What outcomes actually occurred?

At this point in time, less than a year since new full-time faculty began teaching, it is somewhat difficult to fully assess their impact. However, new faculty have been very helpful in implementing tighter curriculum standards in various courses within their areas. The process began with lower-level courses and continues as progressively more advanced courses are reviewed to ensure that both full-time and associate faculty are delivering consistent course content.

Standard Met

Are the outcomes sufficient? Are you satisfied with the results from the change your program made?

We are satisfied with the outcomes thus far. The presence of more full-time faculty has helped in both instructional areas as well as general communication and advising for students.

Next Action Plan

Based on the outcomes of the change made by your program, what is your next step?

With the addition of full-time faculty, we hope to increase awareness of our academic programs both among potential students in area high schools as well as among students already attending Collin.

F. Institutional Effectiveness --- Part 2

As a group or program, please review and discuss your responses to questions in the preceding sections, considering all of the data. Based on those responses, list possible recommendations and innovations to strengthen your program. You may develop goals and objectives for specific courses or for the whole program. You may want to consider questions such as the following:

- What are the current strengths and weaknesses of your program? Refer to data concerning intended outcomes and skills.

Strengths: Variety and depth of program curriculum; all associate faculty are practicing professionals; long contact hours with instructors present for in-class lab time; we remain current with industry standards and practices

Weaknesses: Course completion rate (i.e. puzzling number of students who remain enrolled but stop coming to class, resulting in a grade of F); College-wide issue – online registration system can be an obstacle for students trying to find the correct course for registration; Due to WECM rubric categories, we use SIX different course rubrics in our programs. The college's registration system does not make it easy for students to locate all of the courses used in our degree plans.; Lab accessibility with qualified, knowledgeable lab assistants – We maintain as much open lab time in the actual teaching labs as possible but at most, only one student assistant with sufficient knowledge to assist other students is available at any given time.

- Are changes necessary to your program's prerequisite rules or admission requirements?

No.

- Are there overall changes that could improve your program's Coordinating Board status? What steps does your program need to take to fill in any gaps in compliance?

We generally meet or exceed requirements for the minimum number of graduates. However, inability to contact only 1-3 recent graduates out of the total number can skew graduate success statistics enough to imperil a given program due to statistics available for a given period of time. It would seem appropriate for the THECB to allow more flexible deadlines in contacting

recent graduates to verify success statistics. We have begun to voluntarily collect alternative means of contacting students while they are completing their capstone courses in hopes of better chances of contacting them in the future.

- What, if any, changes in pedagogy might improve student learning?

Continue to evaluate and standardize curriculum. i.e ensure that specific content is addressed by all instructors for a given course.

- Are there weaknesses related to your program's student learning outcomes? If so, consider how you can set a goal based on concrete outcomes.

With regard to WECM course student learning outcomes? In general we meet those outcomes and augment those with additional learning outcomes that are relevant in each course.

Now review your list of potential ways to improve your program. What ONE action or improvement do you think would have the most significant impact on the program's student learning outcomes, as identified in Section A.1.? The following questions are the same components as in E.4., just in a different order. Use these questions to help you create a plan for improving your program's student learning outcomes during 2010-2011.

The Academic Deans and the Vice President/Provosts will review the results of this assessment. Specific goals and objectives from this final section of the assessment can be incorporated into departmental or college-wide goals and objectives as appropriate.

Sources of Evidence

What aspect of student learning do you want to improve?

Final portfolio (capstone) work.

What prompted your program to select this aspect of student learning? (i.e. what did you observe or what happened)

Observation of student performance in upper-level courses, including portfolio. In some areas, students need to focus their portfolio work in areas of their greatest strength. This varies by individual abilities and interests.

Are you trying to fix a problem?

Yes, improve the quality of student portfolio work.

What types of information or measures did you use?

Observation of the quality of work produced by students completing capstone courses. While we find that students generally produce work that represents professional standards, there are areas that could be improved for some if not all students.

Continuous Improvement Plan

Describe the decision made or action to be taken to improve student learning. This could be a change in textbooks, a change in technology, course sequence, learning outcomes, etc.

Course by course curriculum standardization, particularly in lower-level to intermediate courses.

How did your program come to the decision to make this change?

Observation of upper-level student skills where we see the need for improvement.

Describe the milestones that will be used to measure the accomplishment of each part of your plan.

Better consistency in project work in upper-level courses.

Who will be responsible for each milestone?

The faculty as a whole.

Intended Outcomes

How do you expect student learning to be affected by the change your program will make? What outcomes do you hope will come from this change?

Through standardization of course curriculum, we hope that overall student performance related to concepts and skills will be improved.

Findings

How will you measure if the intended outcomes occur? How will the results be assessed and documented?

We would expect improvement in final course grade assessments overall as well as a strengthening in both creative and technical aspects of individual students' portfolios along with a body of portfolio work that best represents each student's areas of strength. Full-time faculty could schedule an "Exit Revue" to provide feedback to students for their ongoing professional development as well as to take stock of the current graduates' overall level of performance.

The most important long-term measure of improved outcomes is student success in industry post-graduation. This is also a difficult

area to assess due to the issue of maintaining contact with students after they graduate. We have initiated a process to request alternative long-term contact info such as phone numbers and e-mail addresses.

Standard Met

How will you know whether the outcomes are sufficient and satisfactory?

If overall student work shows improvement and better consistency, we would expect improved quality of work at the upper level and that more students would remain in the program, progressing on to higher level classes and ultimately graduating.

Next Action Plan

For the most likely outcomes of the change to be made by your program, what will be your next steps? If the intended outcome is achieved then what will be your next steps?

"Closing the loop" refers to using the results of an assessment to make improvements in a program. These improvements are then assessed to continue the institutional effectiveness loop. How, where and when will your program use data and other evidence from your Continuous Improvement Plan to "close the loop"?

Improvement in technical skills in various areas would be represented by improved grades, course to course. In addition, improvement in understanding of design and aesthetic concepts would also be reflected in grades. Ultimately in this field, the creative success of student work, a gestalt of technical and conceptual skills is reflected in the quality of student work. While you couldn't program a computer to understand what represents high quality in terms of creative work, a trained professional in the field, as an educator, is able to determine a student's degree of success.

As a means of reviewing the degree of improvement, the department faculty would meet again in a year to discuss the results of student work over this time period.

Workforce Education
Program Assessment
2009-2010

Health Information Technology

The workforce education program assessment instrument focuses on fundamental questions about assessment and improvement in the context of student learning outcomes. Many of the sections from previous years were removed in an effort to make the process more focused and streamlined. Based on the results of the assessment, plans for improving your program will be proposed to administrators for possible inclusion in the college's yearly strategic goals.

This assessment is intending to be completed with input from the whole program. One person should not answer all the questions. These questions are starting points for discussions within the program about how to improve the program as well as student learning outcomes.

Throughout the report be sure to provide data/evidence to support your assertions.

Assessment documents for your program can be found on the Institutional Research intranet site at:
http://intranet.collin.edu/iro/information/WEPA/index.htm

HEALTH INFORMATON TECHNOLOGY HITT 2361 FEB 2010

A. Occupational Competencies / Capstones / Student Learning Outcomes

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1. What are the expected program outcomes for your program? *These are NOT the course-level student learning outcomes.* Refer to defined expectations such as those associated with the capstone experience, a comprehensive exam, a licensure exam, external experiences such as co-op courses, etc. If your program has a capstone course, refer to the assessment file on the intranet that lists the expected outcomes for that capstone course. The expected outcomes on the intranet site are generic for most programs. The HIT program uses several mechanisms to ensure defined expectations are met. A clinical rotation in a healthcare facility (during HITT 2361) is required for the HIT students. Diring the clinical rotation they will use the knowledge they have obtained and apply it in practical ways. The clinical site director will complete an assessment for each student and the work they are doing. This feedback will give us information regarding the individual student and also data for trending.(i.e. students scoring low on one of the objectives.) Once students graduate they sit for a national credentialing exam and we will also receive feedback regarding students meeting objectives.

2. Provide data to demonstrate the degree to which students achieve the program outcomes / occupational competencies for your program. There are students that are in the HITT 2361 Clinical course for the first time this spring 2010. We will review the feedback from the site directors and use the information to see strengths and weaknesses.

3. If your program has a capstone experience, how does it contribute to assessment of overall program outcomes? The clinical rotation course is required for our accreditation. We are also mandated to use an employer form for new graduates in the workforce to review student strengths and weaknesses.

4. How does measurement of program-level outcomes affect departmental policy, the pedagogy of individual instructors, curricular changes or program changes? We will formally review the data received from student credentialing exams and the above listed mechanisms yearly and report to the HIT Advisory Board.

Health Information Technology Coding HITT 1266 Feb 2010

A. Occupational Competencies / Capstones / Student Learning Outcomes

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1. What are the expected program outcomes for your program? *These are NOT the course-level student learning outcomes.* Refer to defined expectations such as those associated with the capstone experience, a comprehensive exam, a licensure exam, external experiences such as co-op courses, etc. If your program has a capstone course, refer to the assessment file on the intranet that lists the expected outcomes for that capstone course. The expected outcomes listed on the intranet site are fairly generic. There are specific coding related objectives that we teach to. The students perform coding functions on actual electronic patient records through our virtual lab. The pass rate on the national coding exams could be one indicator of success but not all students take an exam.

2. Provide data to demonstrate the degree to which students achieve the program outcomes / occupational competencies for your program. The pass rate on the national coding exams could be one indicator of success but not all students take an exam and we do not get specifically notified when a student passes or fails one of the exams through the two testing agencies.

3. If your program has a capstone experience, how does it contribute to assessment of overall program outcomes? It provides extensive coding practice using real coding scenarios'.

4. How does measurement of program-level outcomes affect departmental policy, the pedagogy of individual instructors, curricular changes or program changes? Information is used to update our curriculum as the coding references are updated yearly.

Health Information Technology Transcription MRMT 1267 Feb 2010

A. Occupational Competencies / Capstones / Student Learning Outcomes

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1. What are the expected program outcomes for your program? *These are NOT the course-level student learning outcomes.* Refer to defined expectations such as those associated with the capstone experience, a comprehensive exam, a licensure exam, external experiences such as co-op courses, etc. If your program has a capstone course, refer to the assessment file on the intranet that lists the expected outcomes for that capstone course.

The expected outcomes on the intranet are generic and we have specific objectives for the clinical course. Students transcribe using real dictation.

2. Provide data to demonstrate the degree to which students achieve the program outcomes / occupational competencies for your program.

The students do not currently sit for an exam but we are adding a certification preparation component for a new national test to the curriculum. Hopefully students will be encouraged to take the national credentialing exam.

3. If your program has a capstone experience, how does it contribute to assessment of overall program outcomes? Students receive experience transcribing real dictation.

4. How does measurement of program-level outcomes affect departmental policy, the pedagogy of individual instructors, curricular changes or program changes?

Feedback will be used to evaluate the curriculum.

B. AAS Core Curriculum HEALTH INFORMATION TECHNOLOGY JAN 2010

The requirements below are designated by the Southern Association of Colleges and Schools (SACS), the Texas Higher Education Coordinating Board (THECB), and Collin College's Workforce Education Core Curriculum. Refer to the following requirements when answering the questions (in italics).

1. SACS Core Requirement 2.7.3

In each undergraduate degree program, the institution requires 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. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.
(General Education)

Indicate the degree to which your program is in compliance and explain your answer. If your program is not in compliance how do you intend to address any gaps?

__x__ Compliance
_____ Partial Compliance
_____ Non-Compliance

Comments/Justification:

The Health Information Technology Associate of Applied Science program has substantial components covering the breadth of knowledge to ensure the student receives underlying college foundation as well as the tools to obtain a job in the health information technology field. The HIT program ensures that the core requirements are covered. The students take English 1301, a physical education class, Psychology, Math, Speech, Biology (A&P Basics), Introduction to Logic and High Performance Work Teams. Students take the classes as listed n the current College catalog for the HIT curriculum. These classes have been retained in the curriculum plan in spite of the pressure to remove some of them by the accreditation agency for HIT programs.

2. THECB Standard

Measure: General Education Requirements
Standard: 100 percent of all associate degrees have at least 15 SCH of general education

General education must include at least one course in each of the following three areas: Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences/Mathematics. Examples of general education courses by area:

Humanities/Fine Arts
_X__Humanities
___Journalism
___Drama/Art/Music
___Philosophy
___Cultural studies
___Classical languages
___Ethics
___Elective

Social/Behavioral Science
___Government
___History
_X__Psychology
___Sociology
___Anthropology
___Economics
___Elective

Natural Science/Math
___Biology
___Chemistry
___Physics
_X__College-level Math (must be academic)
_X__College-level Science (must be academic)
___Geology
___Elective

Note: Meets standard if program consists of certificate only.

Indicate whether your program meets the standard and explain your answer. If your program does not meet the standard how do you intend to address any gaps?

_X___ Meets standard
____ Does not meet standard

Comments/Justification:
In addition to the core classes students in the HIT AAS program also take PHIL 2303 Introduction to Logic and BMGT 1307 High Performance Work Teams. These courses provide a broad base of knowledge that will assist them in the workplace.

3. *If your program has specific Core Curriculum requirements refer to the assessment file that lists those requirements. What aspects of Collin's Workforce Education core curriculum, if any, do not fit the needs of your program? What changes in the core curriculum would help your program?*

Regarding the core curriculum I do not see any substantive changes that need to be made except for the allowance of course substitutions for PHIL 2303 and BMGT 1307. These courses need to be offered online or with a comparable substitute to accommodate the distance students. The statistics class could be met with a healthcare statistics class.

Collin AAS Core Curriculum	
English ENGL 1301	3 credit hours
Speech Communications *select one course:* SPCH 1311, 1315, or 1321	3 credit hours
Mathematics *select one course:* MATH 1xxx College-level mathematics course MATH 2xxx College-level mathematics course *(Math requirements may vary from the core curriculum. Check each degree plan. MATH 1314 or higher recommended for transfer students)*	3 credit hours
Humanities / Fine Arts *select one course:* ARTS 1301, 1303, or 1304 DANC 2303 DRAM 1310, 2361, or 2362 ENGL 2322, 2323, 2327, 2328, 2332, 2333, 2342, or 2343 FREN 2303 or 2304 HUMA 1301 MUSI 1306 or 1307 PHIL 1301, 1304, 2303, 2306, 2307, or 2321 SPAN 2321 or 2322	3 credit hours
Social / Behavioral Science *select one course:* ANTH 2351 ECON 1301, 2301, or 2302 GOVT 2301 or 2302 HIST 1301, 1302, or 2301 PSYC 2301 or 2302 SOCI 1301	3 credit hours

Physical Education / Dance *select one course:* PHED / DANC (any activity course or PHED 1338)	1 credit hour minimum
16 credit hours minimum for AAS Core Curriculum	

4. *To what degree is the AAS core, as required for your program, aligned with the "Purpose Statement for Collin College's General Education Core Curriculum", as well as Collin College's "Mission Statement", "Core Values", "Purpose Statement", and "FY2010 – FY2012 Strategic Goals"? How do you intend to address any gaps?*

Part of the Collin College mission statement is the development of skills and the HIT AAS provides students with the skills to work not just today but with the future of healthcare. Electronic records, distance training and work, privacy and security, government regulations, and medical coding are all taught in the program and will prepare the students to work in a dynamic healthcare environment now and in the future.
The core values of the College are reflected in the ethical standards that are imparted to the students through the accreditation program and national accrediting agency.
The core values of innovation and creativity are used daily to provide the best instruction on campus but also online to our students. We use electronic health records via our virtual lab and use technology daily in our online classes. Instructors meet with each other and students via online chats and are accessible via online mechanisms. We offer classes on campus, online and in a blended format to meet the needs of our students and also to prepare them for the workforce needs today and in the future. We constantly update our curriculum to keep up with healthcare trends and meet the needs of our students.
One of Collin purposes is to meet the local and statewide needs of the workforce and the HIT AAS is meeting a great need in the current workforce for workers trained in the use of the electronic health record, medical coding, and privacy and security of health data. With the online classes we can meet the need of students here in Collin County and also the needs of student throughout the county.
One of the Strategic Goals is increasing higher education accessibility. The HIT AAS program is providing students access to education via online and blended format that allows greater accessibility.

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

Collin College Mission Statement

Collin College is a student and community-centered institution committed to developing skills, strengthening character, and challenging intellect.

Collin College Core Values

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

Collin College Purpose Statement

Through its campuses, centers, and programs Collin College fulfills its statutory charge to provide:

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

Collin College FY2010 - FY2012 Strategic Goals

1. Increase the percentage of students who complete the core curriculum, earn a certificate, or earn a degree within three years of entering Collin College.
2. Increase the community's recognition of Collin College's educational opportunities, quality, and value.
3. Create linkages and new opportunities to help students navigate 21st century educational transitions.
4. Increase higher education accessibility and advance educational quality through the development of alternative resource streams and improved efficiencies.

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5. SACS Comprehensive Standard 3.5.1

The institution identifies college-level general education competencies and the extent to which graduates have attained them. (College-level competencies)

How does your program assess student learning outcomes in the AAS core, and how do AAS core student learning outcomes relate to and support student learning within the program?

The HIT AAS program has not had any graduates to date and the students are enrolling in the capstone clinical course for the first time this spring 2010 semester. In their clinical placement, all the knowledge they have obtained from the core and the specialty courses will be used. The skills they would have obtained in speech might be used in educating employees or consumers about healthcare issues. The high performance work team class will prepare them to work with all members of the health care team. The introduction to logic class will train them in critical thinking skills that will be used in all aspects of work.

The HIT AAS program has a Program Evaluation Plan in place that has been approved by the HIT Advisory Board and by the HIT Accrediting Agency. Through this program we address curriculum issues, completers, and clinical placement reports. The program will also track the students that pass the national accreditation test and follow-up with a survey to employers that will provide feedback to our program.

C. Texas Higher Education Coordinating Board

HEATH INFORMATION TECHNOLOGY MARCH 2010 Pat Pierson

The Texas Higher Education Coordinating Board (THECB) creates definitions and standards to guide how community colleges should assess the quality of their Workforce Education Programs. For reference, the entire set of THECB standards can be viewed at the following Web site ("Desk Review Instrument"):

http://www.thecb.state.tx.us/index.cfm?objectid=130980E5-AFAD-DF4B-F4CD2F627D494574

This section of the assessment asks you to compare your program to specific THECB standards. Refer to the assessment file that contains THECB data for your program from the college's recent desk review. Also, refer to the assessment file that contains Collin's Desk Review Response Plan.

1. For any section of the desk review where your program was cited as falling below a state standard, a plan was submitted to the THECB. Document the actions taken and the progress your program has made in response to the THECB audit. How close is your program to meeting or exceeding these state standards? The Health Information Technology Program (HIT) is a new program and has not had any citations.

2. What additional actions will your program take to improve measures tracked in the desk review? No citations to respond to at this time. (See #1). The HIT program is new and has not had any graduates to date.

3. Refer to the THECB state transfer reports:

   http://www.txhighereddata.org/reports/performance/ctctransfer

   For each 2-year institution the report compares the academic performance of that institution's transfer students during their first year at Texas public universities. For each 4-year institution the report compares the first year university academic performance of students transferring from Texas public 2-year colleges.

   Refer to the sections on Technical Associates and Certificates. What strengths or areas of concern are suggested by the table summarizing the performance of Collin's workforce students after they transfer to universities? The data does not specify specific areas of study that would be helpful in data analysis. To date there have not been any HIT graduates that would have transferred.

4. Refer to the following THECB criteria for an Exemplary Program. Briefly respond to each component. Identify any barriers to Exemplary Program status. What changes can your program make to move toward the goal of becoming or continuing to be an Exemplary Program? New Program.

Exemplary Program Status Evaluation In The Desk Review Option

The Institutional Effectiveness Evaluation Process for public community and technical colleges and four-year institutions that award applied associate degrees has added exemplary status consideration for workforce education programs to the desk review option. *Submission of programs for exemplary status consideration in the desk review option is strictly voluntary*.

Submission of Program Portfolios

A college desiring to have a workforce education program evaluated for exemplary status must submit a portfolio of information clearly documenting that the program satisfies all requirements specified below. Portfolios must be organized in the order of items below. *New programs are not eligible for exemplary status until three years of graduation and placement data are available and have been reported to the Coordinating Board.*

Exemplary Program Criteria

The HIT program is new and will not have any graduates until May 2010. So it will be a few years before we would qualify for exemplary rating but I have noted our plans to date.

To receive an exemplary rating via the desk review option, a workforce education program must satisfy the following criteria:

1. **All program standards specified in the desk review institutional effectiveness evaluation instrument must be met. The HIT program has standards in place and will be evaluated for effectiveness. The HIT Advisory Board has set target rates for completers, placement, and pass rates.**

2. **The program must also exceed standards in at least five of the following areas (a through h):**

   a) Placement of Program Graduates

   Standard: Ninety percent of program graduates are placed within one year of graduation. The Advisory Board has the target set at 80% after six months. No graduates to date.

   - *The program exceeds the standard if three-year average placement rate is 95 percent or greater*

b) License Examination Pass Rate (where applicable)

Standard: Ninety percent of students tested on a specific license exam pass the exam as reported for the most recent year for which data is available (Perkins Standard)

Or

the percentage of students who take a license exam and pass is no more than five percentage points below the state average for the last three years for that particular license exam (State Standard)

- *The program exceeds the standard if the pass rate is 95 percent or greater. (Only the Perkins Standard is applicable for exemplary program consideration purposes).*

No students have taken the exam to date. The HIT Advisory Board has set the rate at 85% based on the national pass rate being below 85%.

c) Professional Program Credentials

Standard 1: A program requiring external certification, accreditation, or other mandatory approval, has documentary evidence that it meets the standards of the appropriate agency (Examples: Federal Aviation Administration certification for airframe/powerplant programs or Texas Board of Nurse Examiner accreditation for nursing programs);

And

Standard 2: the program holds *additional* professional accreditation, certification, or other form of approval, *other than Coordinating Board approval*, that is customarily held by programs in that particular discipline. (Examples: An interior design program with accreditation from the Foundation for Interior Design Education Research or an engineering technology accredited by the Accreditation Board for Engineering and Technology).

- *The program exceeds standards if it has received recognition from the industry, a professional association/organization relevant to the industry for which the program provides training, local, state, or national recognition, or other awards or commendations. Recognition must be clearly documented.*

  We just received notification that we passed the accreditation process from CAHIIM.

d) Linkages and External Agreements

Standard: Program has at least one agreement in place and is pursuing others as appropriate (not applicable to certificate-only programs)

- *The program exceeds the standard if four or more of the following are clearly documented*

1) 2+2(+2), 1+1
2) TechPrep medical terminology is part of the tech prep program.
3) University transfer Students passing the RHIT exam can transfer to Bachelor programs.
4) Inverted degree plan(s)
5) Dual credit technical program some courses part of dual credit.
6) Other appropriate agreement (provide description)

e) Business and Industry partnerships

Standard: Active involvement with business/industry and documented evidence of at least two of the following affiliations

- *The program exceeds the standard if three or more of the following are clearly documented*

1) Agreements for sharing facilities, equipment, labs, etc.
2) Internships/apprenticeships/co-op/practicum/clinical

3) On-site training for faculty at business/industry worksites
4) Contractual agreements with business/industry
5) Other partnership(s) (provide description)

Students are currently in three clinical sites with 5 more on the list. This provides practicum/clinical opportunities for the HIT students. We have on-site training as needed.

f) Integrating Academic and Technical Education

Standard: Writing and use of computers is included in the program

- *The program exceeds the standard of five or more of the following are clearly documented*

1) Program includes writing (required)
2) Program includes use of computers (required)
3) Academic courses are included in the curriculum
4) Program teaches problem identification, assessment, critical thinking, problem-solving, listening, and speaking skills
5) Technical applications are included in academic courses
6) Other (provide description)

1.Includes writing assignments throughout the program.
2.Computers are used through the program with the courses being online and HITT 1311 Computers in Healthcare part of the program.
3. Academic classes are part of the degree program: English, Psychology, Speech, Anatomy and Physiology, Ethics.
4. High Performance Work Teams is part of the program and specifically addresses critical thinking. Speech part of the program.
5.HIT has specific technical applications as part of the program.

g) Employer and Student Satisfaction With the Program

Standard: On-going program-specific assessment of employer and student satisfaction with results used for program improvement and documented evidence of at least two of the following:

- *The program exceeds the standard if three or more of the following are clearly documented*

  1) Advisory committee satisfaction with the program
  2) Use of student satisfaction surveys (required by the *Guidelines for Instructional Programs in Workforce Education*)
  3) Use of employer satisfaction surveys (required by *Guidelines for Instructional Programs in Workforce Education*)
  4) Use of survey results for continuous program improvement

No graduates to date but forms prepared for use with students and employers and process in place for analysis. Also part of Program Evaluation Plan.

h) Determination of On-Going Need for the Program

Standard: Clear documentation of two of the following:

- *The program exceeds the standard if three or more of following are clearly documented*

  1) The program advisory committee recommends continuation of the program
  2) Recent local and/or regional labor market data indicate continued need for the program
  3) Recent state and/or national labor market data indicate continued need for the program
  4) Other indicator (provide description)

The HIT Advisory Program has indicated a continuing need for HIT graduates and labor data from local and national studies show a continued need for HIT graduates in the workforce.

D. Course Completion and Success

Refer to the retention/success charts and analyze the last class day enrollment compared to the Census day enrollment for the courses in your program.

1. What patterns or trends do you notice in the course completion data? What suggestions do you have for increasing any low completion rates? Many students take the courses listed in the HIT AAS program to prepare for other programs or to round out their hours. Classes such as medical terminology, Pathophysiology, pharmacology, etc are taken by multitudes of students not just HIT or coding students. The overall completion rates might reflect positively or negatively on the HIT program when the HIT students may only be a small portion of the enrollment for those classes. The general students versus the HIT students and the coding students need to be identified to be a true reflection of the completion rate.
2. The HIT AAS is also an open enrollment program with pre-requisites and students can declare HIT as a major but not even be in the program at that point. Also, students may not have declared their major formally but be a part of the HIT program.
3. Many students in the classes take one of the online classes to round out their hours and do not realize the time commitment involved. Also, there are usually students on the roll that never log in to the online classes and there is not currently an administrative drop mechanism in place for those students. Students that are on the roll and never attend the class still have to be given a letter grade "F" that will affect our "success" number. To decrease the number of students who enroll and do not complete the course work an early warning mechanism is needed and will be used to identify the need for an administrative drop.

Refer to the retention/success charts and analyze the last class day enrollment compared to the success data for the courses in your program. "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."

4. How do the success rates compare across courses?

Within the Medical Terminology, Pharmacology, and Pathophysiology classes there are students that sign up for these that are not part of the HIT program. Students that just sign up for the class and are not part of the program could negatively impact the class "success" rate statistically. Almost all other HIT programs in the State of Texas are closed enrollment. The Collin program is an open enrollment program. Also the demand for online classes in general has doubled in the last two years. CIP code 510000: includes Pathophysiology, Pharmacology, Introduction to Healthcare and Medical Law and Ethics. These classes are part the HIT program, coding program, but are also open to all students. The retention/completion is much better with the upper level courses specific to HIT and coding compared to general classes listed in the CIP 510000. Success in any course is contingent and ensuring the student is in the right course to begin with. Specific HIT advising would be an asset to ensure students are placed in the right classes to start with. Enforcement of pre-requisite and co-requisites will also ensure appropriate progression through the program.

Introduction to the Healthcare System is part of the pre-requisites for Surgical Technology and HIT.
CIP 510713: Involves the upper level courses specific to HIT and coding. The retention/completion is much better with the upper level courses specific to HIT and coding compared to general classes listed in the CIP 510000.

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

Success in any course is contingent and ensuring the student is in the right course to begin with. Specific advising and pre-requisite or co-requisite tracking ensures the student is progressing appropriately through the classes. We have added Wimba orientations to many of the online classes to ensure the students get started on the right track. For online classes the Blackboard system has been in place for over a year and overall is running smoothly. The online tutorials available to the online students are also an asset.

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

The fall 2006-2008 Collin-Texas Retention report, which compares Collin's retention rates with state-wide retention rates, can be found in the "reports" section of the IRO intranet site. The report is listed in CIP order as well as in alphabetical order.
http://intranet.ccccd.edu/iro/information/reports/retention.htm

6. For the courses in your program, what actions will your program take to meet the state course completion standard or to improve course success without compromising academic integrity and rigor?

   Completion and retention will be addressed with all faculty and will be a part of the faculty evaluation process. Many new part time faculty have been hired to address the doubling of enrollment in the courses under the HIT program. The completion rates will be addressed with the faculty as part of on-going evaluation. Completion for students within the HIT program and non-degree students will be compared. The program wants all students taking these courses to be successful.

7. What potential issues or concerns do the data suggest for your program, and how might these issues be addressed?

Many students take the courses listed in the HIT AAS program to prepare for other programs or to round out their hours. Classes such as Medical Terminology, Pathophysiology, Pharmacology, etc are taken by multitudes of students not just HIT or coding students. The overall completion rates might reflect positively or negatively on the HIT program when the HIT students may only be a small portion of the enrollment for those classes. A closed program or administrative drops might be options.

E. Institutional Effectiveness --- Part 1

HEALTH INFORMATION TECHNOLOGY MAY 2010

1. In order to plan for the future it can be helpful to look back at successful plans from the past. How did your program's most recent workforce assessment result in improvements to your program? (contact Vicky Putman if you need a copy of your program's last assessment) The Health Information Technology Program (HIT) is new and would not be on previous reports. The coding program under HIT is also new and would not have been included in previous reports. The Medical Transcription Program would have been under Office Systems Technology during the last report and the recommendation they had for OST was for more faculty. Since the HIT program has incorporated the medical transcription program additional faculty hired.

2. Are there plans from that assessment that are still in the process of being implemented? Not needed at this time.

3. According to SACS, institutional effectiveness involves documenting that expected outcomes have been identified, assessed, and have led to improvements. The SACS standard below indicates the importance SACS gives to planning, assessment, and improvement based on the assessment results.

SACS Comprehensive Standard 3.3.1
The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:
The HIT program has a Program Evaluation Plan that has been approved by the CAHIIM accrediting agency and the HIT Advisory Board. The plan is reviewed and reported on twice a year to the HIT Advisory Board. The HIT program is fairly new and some of the analysis is reporting on graduates work evaluations and pass rates for credentialing exams which we have not had at this time.
(Institutional Effectiveness)

3.3.1.1
educational programs, to include student learning outcomes: The HIT program includes the WECM and AHIMA learning outcomes in the classes.

3.3.1.2
administrative support services: part time in the Health Science Office

3.3.1.3
educational support services: Tutoring in Health Science Lab

3.3.1.4
research within its educational mission, if appropriate

3.3.1.5
community/public service within its educational mission, if appropriate
Participation in Collin Health Fair and area HIT Associations.
Indicate the degree to which your program is in compliance and explain your answer. If your program is not in compliance how do you intend to address any gaps?

__X__ Compliance
_____ Partial Compliance
_____ Non-Compliance

Comments/Justification:

4. It is important to document program assessment and plans for continuous improvement to be in compliance with the SACS Comprehensive Standard 3.3.1.1. Often it may not seem as if official planning took place. However, analyzing decisions that your program has made can uncover the planning that occurred. The questions below will guide you in determining which decisions in your program resulted from deliberate planning.

Continuous Improvement Plan

Describe one decision made or action taken in the past year. This could be a change in textbooks, a change in technology, course sequence, learning outcomes, etc. The HIT has a Program Evaluation Plan as required by our HIT accreditation agency CAHIIM. The HIT Advisory Board also looks at the planning and evaluation of the HIT program. One area that we evaluated and made some changes was in the textbooks used for coding. Since we offer a coding certificate and an AAS in Health Information Technology we need to teach coding for inpatient and outpatient cases. We evaluated the textbooks available and moved to the Faye Brown ICD-9-CM Coding Handbook to ensure we are covering the material at the level the AHIMA domain requires. In changing the text we also reduced the need for one of the additional coding textbooks so the students spend less for books.

Sources of Evidence

What prompted the decision? (i.e. what did you observe or what happened) Were you trying to fix a problem? What were your sources of information? What types of information or measures did you use to make this decision? How did your program come to the decision to make this change? All faculty involved in teaching the coding classes reviewed the possible textbooks and discussed. We also reviewed the

textbooks used mainly for accredited programs. We felt we needed a textbook that covered more inpatient coding and looked for a text that would meet that need.

Intended Outcomes

How did you expect student learning to be affected by the change your program made? What outcomes did you hope would come from this change? We hope that students will score higher on national coding exams and the RHIT coding sections.

Findings

Did the intended outcomes occur as a result of the change your program made? What outcomes actually occurred?
We will have some feedback next year when the students that used the new book will be tested.

Standard Met

Are the outcomes sufficient? Are you satisfied with the results from the change your program made?
We will have some feedback next year when the students that used the new book will be tested.

Next Action Plan

Based on the outcomes of the change made by your program, what is your next step? Review the testing results and adjust as necessary.

F. Institutional Effectiveness --- Part 2

As a group or program, please review and discuss your responses to questions in the preceding sections, considering all of the data. Based on those responses, list possible recommendations and innovations to strengthen your program. You may develop goals and objectives for specific courses or for the whole program. You may want to consider questions such as the following:

- What are the current strengths and weaknesses of your program? Refer to data concerning intended outcomes and skills.
- Are changes necessary to your program's prerequisite rules or admission requirements?
- Are there overall changes that could improve your program's Coordinating Board status? What steps does your program need to take to fill in any gaps in compliance?
- What, if any, changes in pedagogy might improve student learning?
- Are there weaknesses related to your program's student learning outcomes? If so, consider how you can set a goal based on concrete outcomes. One area that I would like to consider is offering more sections of all the HIT classes for students that are part time students and need to progress slower through the program. Many times the classes they need fill quickly and then they have to wait a semester or take classes out of order. I would also like to see an administrative drop option for students that sign up for a class but do not ever attend or do the work. We try to contact them but if they do not drop the class and do not do the work they receive an F.

Now review your list of potential ways to improve your program. What ONE action or improvement do you think would have the most significant impact on the program's student learning outcomes, as identified in Section A.1.? The following questions are the same components as in E.4., just in a different order. Use these questions to help you create a plan for improving your program's student learning outcomes during 2010-2011.

The Academic Deans and the Vice President/Provosts will review the results of this assessment. Specific goals and objectives from this final section of the assessment can be incorporated into departmental or college-wide goals and objectives as appropriate.

Sources of Evidence

What aspect of student learning do you want to improve? What prompted your program to select this aspect of student learning? (i.e. what did you observe or what happened) Are you trying to fix a problem? What types of information or measures did you use? Since the HIT is an open enrollment program there are a lot of students that do not have any prior contact in health care or HIM until they get to the clinical rotation the last semester. We are going to offer a one hour clinical rotation the first year of classes so that students will have a better understanding of the HIM departments and job requirements. This would also help the students know if they would prefer to work in HIT or coding or transcription. The curriculum has been approved by our accrediting agency and is reviewed annually by the HIT Advisory Board.

Continuous Improvement Plan

Describe the decision made or action to be taken to improve student learning. This could be a change in textbooks, a change in technology, course sequence, learning outcomes, etc. How did your program come to the decision to make this change? Describe the milestones that will be used to measure the accomplishment of each part of your plan.

Who will be responsible for each milestone? We have reviewed the books used for the program and added additional clinical opportunities.

Intended Outcomes

How do you expect student learning to be affected by the change your program will make? What outcomes do you hope will come from this change? Improved scores on national exams.

Findings

How will you measure if the intended outcomes occur? How will the results be assessed and documented? Test results.

Standard Met

How will you know whether the outcomes are sufficient and satisfactory? Review of test results by category.

Next Action Plan

For the most likely outcomes of the change to be made by your program, what will be your next steps? If the intended outcome is achieved then what will be your next steps?

"Closing the loop" refers to using the results of an assessment to make improvements in a program. These improvements are then assessed to continue the institutional effectiveness loop. How, where and when will your program use data and other evidence from your Continuous

Improvement Plan to "close the loop"? We will also review student evaluations for the two improvements and will be assessed by the Program leadership and HIT Advisory Board. Improvements will also be addressed in the annual credentialing report we submit to CAHIIM.

Workforce Education
Program Assessment
2009-2010

Hospitality Management-Culinary Arts

The workforce education program assessment instrument focuses on fundamental questions about assessment and improvement in the context of student learning outcomes. Many of the sections from previous years were removed in an effort to make the process more focused and streamlined. Based on the results of the assessment, plans for improving your program will be proposed to administrators for possible inclusion in the college's yearly strategic goals.

This assessment is intending to be completed with input from the whole program. One person should not answer all the questions. These questions are starting points for discussions within the program about how to improve the program as well as student learning outcomes.

Throughout the report be sure to provide data/evidence to support your assertions.

Assessment documents for your program can be found on the Institutional Research intranet site at:
http://intranet.collin.edu/iro/information/WEPA/index.htm

A. Occupational Competencies / Capstones / Student Learning Outcomes

1. What are the expected program outcomes for your program? *These are NOT the course-level student learning outcomes.* Refer to defined expectations such as those associated with the capstone experience, a comprehensive exam, a licensure exam, external experiences such as co-op courses, etc. If your program has a capstone course, refer to the assessment file on the intranet that lists the expected outcomes for that capstone course.
   The three AAS degrees offered in the Hospitality & Culinary area contain a **cooperative work experience**. Students are encouraged to wait towards the end of their degree plan before enrolling in HAMG 2380, CHEF 2380, or PSTR 2380. The cooperative work experience requires students to find a job in their area of study. The time spent during the cooperative work experience is supervised by a hospitality or culinary faculty coordinator.
   Students are required to complete 320 work hours, attend 16 hours worth of college seminars, collaborate with their work supervisor to devise 5 attainable but challenging goals, and submit a reflection paper on their experience.

2. Provide data to demonstrate the degree to which students achieve the program outcomes / occupational competencies for your program.
   The syllabi provide rigorous learning out comes for each course. Faculty are required to follow the syllabi grading standards and assign the appropriate grade to the student. Many of the written tests offered over the variety of 40 different classes are objective. The culinary and pastry lab practical tests are more subjective and are based on skill sets that the students should have attained throughout the course.

3. If your program has a capstone experience, how does it contribute to assessment of overall program outcomes?
   Currently there is no capstone course for the AAS degrees, just the cooperative work experience. The cooperative work experience is comprised of 320 work hours in a hospitality of foodservice related job. In addition to the documented work hours, students are required to set five significant goals with their immediate supervisor on the job and the faculty coordinator. The student must also attend 16 hours worth of seminars offered by Collin College's Career Services department. At the conclusion of the cooperative work experience the student must turn in a typed report, known as the reflection paper, to the Cooperative Work Experience office discussing their experience on the job and what they gained from their seminars.

4. How does measurement of program-level outcomes affect departmental policy, the pedagogy of individual instructors, curricular changes or program changes?
   The quality of our program will be measured by our industry partners by the caliber of student we graduate. With this being said, the program has moved towards requiring a pass of a "C" or above in the following classes in order for the students to move forward: CHEF 1301, CHEF 1305, and PSTR 1305. In addition, there is always dialog between full-time and associate faculty regarding syllabi and whether the individual basic entry level classes are preparing students for the rigors of the more advanced culinary or pastry classes. For many students the Cooperative Work Experience is their first working experience in industry. Students tend to do very well in the Coop Experience as it is an opportunity for them to take what they have learned in the classroom or lab setting and apply that to industry. The Cooperative Work Experience is often reserved to the last semester of the A.A.S. degree plan, so is considered the capstone.

B. AAS Core Curriculum

The requirements below are designated by the Southern Association of Colleges and Schools (SACS), the Texas Higher Education Coordinating Board (THECB), and Collin College's Workforce Education Core Curriculum. Refer to the following requirements when answering the questions (in italics).

1. SACS Core Requirement 2.7.3

In each undergraduate degree program, the institution requires 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. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.
(General Education)

Indicate the degree to which your program is in compliance and explain your answer. If your program is not in compliance how do you intend to address any gaps?

_X___Compliance
_____ Partial Compliance
_____ Non-Compliance

Comments/Justification:
The students in either the hotel/restaurant, culinary arts, and pastry arts specialization are required to complete the AAS core as part of their degree completion. The general education courses compliment the core curriculum in the three degree plans which allows for the students to function more effectively in the hospitality and foodservice industry.

2. THECB Standard

Measure: General Education Requirements
Standard: 100 percent of all associate degrees have at least 15 SCH of general education

General education must include at least one course in each of the following three areas: Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences/Mathematics. Examples of general education courses by area:

Humanities/Fine Arts
X__Humanities
___Journalism
___Drama/Art/Music
___Philosophy
___Cultural studies
___Classical languages
___Ethics
___Elective

Social/Behavioral Science
___Government
___History
___Psychology
___Sociology
___Anthropology
X__Economics
___Elective

Natural Science/Math
___Biology
___Chemistry
___Physics
X__College-level Math (must be academic)
___College-level Science (must be academic)
___Geology
___Elective

Note: Meets standard if program consists of certificate only.

Indicate whether your program meets the standard and explain your answer. If your program does not meet the standard how do you intend to address any gaps?

_X___Meets standard
____ Does not meet standard

Comments/Justification:
Students do complete courses in humanities/fine arts, social/behavioral science, and natural science/math as part of the AAS degree plan for hotel/restaurant management, culinary arts or pastry arts specialization.

3. *If your program has specific Core Curriculum requirements refer to the assessment file that lists those requirements. What aspects of Collin's Workforce Education core curriculum, if any, do not fit the needs of your program? What changes in the core curriculum would help your program?*

The students can select from any courses in the chart below to fulfill the various AAS core curriculum requirements. The selection in the AAS core curriculum adequately meets the needs of the students pursing a hotel/restaurant, culinary arts, and/or a pastry arts specialization AAS degree

Collin AAS Core Curriculum	
English ENGL 1301	3 credit hours
Speech Communications *select one course:* SPCH 1311, 1315, or 1321	3 credit hours
Mathematics *select one course:* MATH 1xxx College-level mathematics course MATH 2xxx College-level mathematics course *(Math requirements may vary from the core curriculum. Check each degree plan. MATH 1314 or higher recommended for transfer students)*	3 credit hours
Humanities / Fine Arts *select one course:* ARTS 1301, 1303, or 1304 DANC 2303 DRAM 1310, 2361, or 2362 ENGL 2322, 2323, 2327, 2328, 2332, 2333, 2342, or 2343 FREN 2303 or 2304 HUMA 1301 MUSI 1306 or 1307 PHIL 1301, 1304, 2303, 2306, 2307, or 2321 SPAN 2321 or 2322	3 credit hours
Social / Behavioral Science *select one course:* ANTH 2351 ECON 1301, 2301, or 2302 GOVT 2301 or 2302 HIST 1301, 1302, or 2301 PSYC 2301 or 2302 SOCI 1301	3 credit hours
Physical Education / Dance *select one course:* PHED / DANC (any activity course or PHED 1338)	1 credit hour minimum
16 credit hours minimum for AAS Core Curriculum	

4. *To what degree is the AAS core, as required for your program, aligned with the "Purpose Statement for Collin College's General Education Core Curriculum", as well as Collin College's "Mission Statement", "Core Values", "Purpose Statement", and "FY2010 – FY2012 Strategic Goals"? How do you intend to address any gaps?*

The general education AAS core requirements are aligned with the Purpose Statement for Collin College's General Education Core Curriculum. The AAS core enhances the management and hands-on culinary skills required to complete an AAS degree in either Hotel/Restaurant Management, Culinary Arts, or Pastry Arts Specialization.

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

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

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

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

Collin College FY2010 - FY2012 Strategic Goals
1. Increase the percentage of students who complete the core curriculum, earn a certificate, or earn a degree within three years of entering Collin College.
2. Increase the community's recognition of Collin College's educational opportunities, quality, and value.
3. Create linkages and new opportunities to help students navigate 21st century educational transitions.
4. Increase higher education accessibility and advance educational quality through the

development of alternative resource streams and improved efficiencies.

****

5. SACS Comprehensive Standard 3.5.1

The institution identifies college-level general education competencies and the extent to which graduates have attained them. (College-level competencies)

How does your program assess student learning outcomes in the AAS core, and how do AAS core student learning outcomes relate to and support student learning within the program?

ECON 1301 Introduction to Economics
Student Learning Outcomes:
1. Describe the importance of scarcity to economic decision making.
2. Identify the opportunity cost encountered in any decision.
3. Interpret how changes in demand behavior and/or supply behavior affect prices and quantity in a market.
4. Demonstrate inefficiencies that develop in a market when government imposes any type of price control.
5. Identify the characteristics of goods that determine that good's elasticity of demand.
6. Explain the importance of elasticity of demand in a firm's pricing decisions.
7. Describe the process one uses to arrive at consumer equilibrium.
8. Contrast accounting profit, economic profit, and normal profit.
9. Outline the decision-making rules that lead to profit maximization or loss minimization.
10. Outline the decision-making rules that lead a firm to expand operations, to continue current operations, to cut back operations, or to close down in the short run.
11. Outline the decision-making rules that a profit-maximizing firm would use when hiring labor.
12. Contrast labor supply elasticity for low-skill and high-skill positions.
13. Describe reasons for income inequality.
14. Explain the importance of comparative advantage and give examples.
15. Compare and contrast who benefits and who loses in free international trade and in protected international trade.
16. Describe how a flexible foreign exchange rate market functions.
17. Describe the components of the business cycle.
18. Defend the use of deficit spending by the government in order to intervene in the economy.
19. Describe fractional reserve banking as a means of controlling the size and growth of the money supply.
20. Relate a change in the money supply to a change in the inflation rate, a change in the economic growth rate, a change in the employment rate, and a change in the interest rate.
21. Identify policies that promote economic growth.

Application of economics basics such as supply and demand has a broad application in the study of hotel/restaurant and culinary arts. For hotels revenue management allows hotels to maximize their revenue potential based on micro and macro environmental factors. For culinarians maximizing seat turnover in a

restaurant and paying attention to environmental factors can make the difference in operating a viable restaurant or foodservice business.
Other courses that may be substituted: ANTH 2351, ECON 2301, ECON 2302, GOVT 2301, GOVT 2302, HIST 1301, HIST 1302, HIST 2301, PSYC 2301, PSYC 2302, SOCI 1301

HUMA 1301 Introduction to the Humanities

1. Analyze primary works in the arts and humanities in terms of how they contribute to the meaning of human experience.
2. Acquire knowledge of the creative process by creating an artifact and describing the experience of creation.
3. Identify aesthetic principles of the arts and humanities.
4. Select and use the vocabulary of the humanities at an appropriate intellectual level.
5. Identify works in the arts and humanities within a historical framework.
6. Describe a personal response to works of the arts and humanities from within an intercultural context.

Application of arts and humanities basics have significant importance in the hotel/restaurant, culinary art, and pastry arts area of study. Each area of the hospitality and foodservice industry requires an ability of thinking creatively, present creative solutions for clients, and have the ability to interact and communicate in a creative format. Other course that may be substituted: ARTS 1301, ARTS 1303, ARTS 1304, DANC 2303, DRAM 1310, DRAM 2361, DRAM 2362, ENGL 2322, ENGL 2323, ENGL 2327, ENGL 2328, ENGL 2332, ENGL 2333, ENGL 2342, ENGL 233, FREN 2303, FREN 2304, MUSI 1306, MUSI 1307, PHIL 1301, PHIL 1304, PHIL 2303, PHIL 2306, PHIL 2307, PHIL 2321, SPAN 2321, SPAN 2322

ENGL 1301 Compostion/Rhetoric I

1. Students should be able to <u>demonstrate rhetorical knowledge</u> in the following ways:

a. Read and interpret a prompt for a writing assignment.
b. Write essays that take a position and successfully argue or defend that position.
c. Write essays with appropriate evidence, discussion, and organization for a specific audience.
d. Write essays with strong introductions and conclusions that represent sophisticated thought and writing.
e. Write essays that use format, structure, tone, diction, and syntax appropriate to the rhetorical situation.

2. Students should be able to <u>demonstrate critical thinking, reading, and writing</u> in the following ways:

a. Use reading and writing for inquiry, learning, thinking, and communicating.
b. Integrate their own ideas with those of others with clear distinction between the two.

3. Students should be able to <u>demonstrate knowledge of the writing process</u> in the following ways:

a. Be aware that it usually takes multiple drafts to create and complete a successful text.
b. Develop and demonstrate flexible strategies for generating ideas, revising, editing, and proofreading.
c. Understand and utilize the collaborative and social aspects of writing processes by learning to critique their own and others' work.

4. Students should be able to <u>demonstrate knowledge of conventions</u> in the following ways:

a. Apply knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics.
b. Control such surface features as grammar, punctuation, and spelling.

Application of written communication is of significant importance in the hotel/restaurant, culinary art, and pastry arts area of study. A strong ability to communicate in writing is a requirement for all hospitality and culinary centered classes

MATH 1332 College Mathematics

1. Identify functions and find their domain and range both graphically and algebraically
2. Recognize special functions including linear, quadratic, exponential, and logarithmic functions, and use them to construct graphs of other functions using regression
3. Use the concepts about sequences and series, including arithmetic and geometric sequences, to find sums and additional terms, and apply the information to annuities
4. Solve basic problems in financial management including simple interest, compound interest, and continuous compounding
5. Use basic concepts of statistical reasoning including sampling, types of data, normal distribution to summarize data and form conclusions
6. Find the probability of an event and formulate mathematical or management decisions from the information

The use of mathematic applications is a requirement of all HAMG, TRVM, PSTR, RSTO, CHEF, and IFWA classes. Other course that may be substituted: MATH 1314 or higher for students who are planning to transfer.

SPCH 1321 Business & Professional Speaking

1. Exhibit understanding of theories and principles pertaining to business and professional speaking.
2. Demonstrate ability to compose and present an oral presentation effectively.
3. Effectively use computer-based technology to support oral presentations.
4. Understand the importance of cultural diversity and its impact on effective communication, in both oral and written form, and be able, through audience analysis, to create an effective message for the intended receiver(s);
5. Demonstrate critical thinking ability by effectively applying communication theories in oral and written assignments.
6. Effectively write a resume and use interviewing skills and techniques.
7. Demonstrate ability to synthesize material/ideas generated by group/team members into an effective group presentation.

Student studying hotel/restaurant or culinary arts will be required to professionally present their ideas and projects to varying size groups. Other course that may be substituted: SPCH 1311, SPCH 1315, or SPCH 1321

PHED/DANC Any Activity Course or PHED 1338

C. Texas Higher Education Coordinating Board

The Texas Higher Education Coordinating Board (THECB) creates definitions and standards to guide how community colleges should assess the quality of their Workforce Education Programs. For reference, the entire set of THECB standards can be viewed at the following Web site ("Desk Review Instrument"):

http://www.thecb.state.tx.us/index.cfm?objectid=130980E5-AFAD-DF4B-F4CD2F627D494574

This section of the assessment asks you to compare your program to specific THECB standards. Refer to the assessment file that contains THECB data for your program from the college's recent desk review. Also, refer to the assessment file that contains Collin's Desk Review Response Plan.

1. For any section of the desk review where your program was cited as falling below a state standard, a plan was submitted to the THECB. Document the actions taken and the progress your program has made in response to the THECB audit. How close is your program to meeting or exceeding these state standards?

   The Hospitality and Culinary Program is on target to exceed the state standards.
   In 2008 the program had 17 graduates. The THECB success rate was 16 which gave the progarm a 94% success rate. Final successes turned out to be 17, therefore the program had a revised success rate of 100%.
   The previous reporting periord (2006-2007) showed that the program had 23 graduates. The THECB success rate was 20 which gave the program a 87% success rate. Final successes amounted to 20, therefore giving the program a revised success rate of 87%

2. What additional actions will your program take to improve measures tracked in the desk review?

   The goal of the program will be to increase the number of graduates from the program with a higher success rate.

3. Refer to the THECB state transfer reports:

   http://www.txhighereddata.org/reports/performance/ctctransfer

   For each 2-year institution the report compares the academic performance of that institution's transfer students during their first year at Texas public universities. For each 4-year institution the report compares the first year university academic performance of students transferring from Texas public 2-year colleges.

   Refer to the sections on Technical Associates and Certificates. What strengths or areas of concern are suggested by the table summarizing the performance of Collin's workforce students after they transfer to universities?
   It is evident on the Texas Higher Education Coordinating Board form that students who complete a AAS degree or certificate at Collin College appear to be earning a higher GPA's than the students who started as freshmen at the four year University.

4. Refer to the following THECB criteria for an Exemplary Program. Briefly respond to each component. Identify any barriers to Exemplary Program status. What changes can your program make to move toward the goal of becoming or continuing to be an Exemplary Program?

Exemplary Program Status Evaluation In The Desk Review Option

The Institutional Effectiveness Evaluation Process for public community and technical colleges and four-year institutions that award applied associate degrees has added exemplary status consideration for workforce education programs to the desk review option. *Submission of programs for exemplary status consideration in the desk review option is strictly voluntary*.

Submission of Program Portfolios

A college desiring to have a workforce education program evaluated for exemplary status must submit a portfolio of information clearly documenting that the program satisfies all requirements specified below. Portfolios must be organized in the order of items below. *New programs are not eligible for exemplary status until three years of graduation and placement data are available and have been reported to the Coordinating Board.*

Exemplary Program Criteria

To receive an exemplary rating via the desk review option, a workforce education program must satisfy the following criteria:

1. All program standards specified in the desk review institutional effectiveness evaluation instrument must be met.

The Hospitality and Foodservice Management program has met the state requirements for completers. The new Culinary Arts program is new, so there is no Coordinating Board data available.

2. The program must also exceed standards in at least five of the following areas (a through h):

a) Placement of Program Graduates

Standard: Ninety percent of program graduates are placed within one year of graduation

- *The program exceeds the standard if three-year average placement rate is 95 percent or greater*

93.5% from 2006-2008

b) License Examination Pass Rate (where applicable)

Standard: Ninety percent of students tested on a specific license exam pass the exam as reported for the most recent year for which data is available (Perkins Standard)

Or

the percentage of students who take a license exam and pass is no more than five percentage points below the state average for the last three years for that particular license exam (State Standard)

- *The program exceeds the standard if the pass rate is 95 percent or greater. (Only the Perkins Standard is applicable for exemplary program consideration purposes).*

Not applicable

c) Professional Program Credentials

Standard 1: A program requiring external certification, accreditation, or other mandatory approval, has documentary evidence that it meets the standards of the appropriate agency (Examples: Federal Aviation Administration certification for airframe/powerplant programs or Texas Board of Nurse Examiner accreditation for nursing programs);

And

Standard 2: the program holds *additional* professional accreditation, certification, or other form of approval, *other than Coordinating Board approval*, that is customarily held by programs in that particular discipline. (Examples: An interior design program with accreditation from the Foundation for Interior Design Education Research or an engineering technology accredited by the Accreditation Board for Engineering and Technology).

- *The program exceeds standards if it has received recognition from the industry, a professional association/organization relevant to the industry for which the program provides training, local, state, or national recognition, or other awards or commendations. Recognition must be clearly documented.*

No outside sources are accrediting the Hospitality and Culinary program currently. It is the intention of the program to achieve approval from the American Culinary Federation in the next academic year.

d) Linkages and External Agreements

Standard: Program has at least one agreement in place and is pursuing others as appropriate (not applicable to certificate-only programs)

- *The program exceeds the standard if four or more of the following are clearly documented*

  1) 2+2(+2), 1+1
  2) TechPrep
  3) University transfer
  4) Inverted degree plan(s)
  5) Dual credit technical program
  6) Other appropriate agreement (provide description)

The program currently has tech-prep agreements with the following high schools:
Allen High School, Frisco ISD, Plano East High School, Prosper High School, Royce City High School, Wylie High School, Denton High School, Lewisville ISD, and The Colony High School. The courses being articulated are: CHEF 1301, CHEF 1305, and HAMG 1321.

A clean articulation has been established with Texas Womens University and The Conrad N. Hilton School for Hotel/Restaurant Management at the University of Houston.

e) Business and Industry partnerships

Standard: Active involvement with business/industry and documented evidence of at least two of the following affiliations

- *The program exceeds the standard if three or more of the following are clearly documented*

1) Agreements for sharing facilities, equipment, labs, etc.
2) Internships/apprenticeships/co-op/practicum/clinical
3) On-site training for faculty at business/industry worksites
4) Contractual agreements with business/industry
5) Other partnership(s) (provide description)

1. Several classes on the HAMG side hold practical experiences at various hotels, restaurants, country clubs, and institutional foodservice facilities.
2. An cooperative work experience (internship) is a requirement for all three A.A.S. degree plans
3. N/A
4. N/A
5. N/A

f) Integrating Academic and Technical Education

Standard: Writing and use of computers is included in the program

- *The program exceeds the standard of five or more of the following are clearly documented*

1) Program includes writing (required)
2) Program includes use of computers (required)
3) Academic courses are included in the curriculum
4) Program teaches problem identification, assessment, critical thinking, problem-solving, listening, and speaking skills
5) Technical applications are included in academic courses
6) Other (provide description)

1. All classes require completion of written exams and projects
2. Students are required to turn in their work typed and make presentations using power point. In addition, students completing the A.A.S. degree plan are required to complete the HAMG 1319 Computers in Hospitality class.
3. General Education Core: ENGL 1301, HUMA 1301, MATH 1332, ECON 1301, and SPCH 1321

4. Each Core Course syllabi demonstrates the need for problem identification, assessment, critical thinking, problem-solving, listening, and speaking skills
5. All culinary arts and pastry arts classes have a majority of lab component.

g) Employer and Student Satisfaction With the Program

Standard: On-going program-specific assessment of employer and student satisfaction with results used for program improvement and documented evidence of at least two of the following:

- *The program exceeds the standard if three or more of the following are clearly documented*

1) Advisory committee satisfaction with the program. The program facilitates two advisory board meetings per year. The advisory board members continue to be engaged in the program and show unwavering support.
2) Use of student satisfaction surveys (required by the *Guidelines for Instructional Programs in Workforce Education*)
3) Use of employer satisfaction surveys (required by *Guidelines for Instructional Programs in Workforce Education*)
4) Use of survey results for continuous program improvement

h) Determination of On-Going Need for the Program

Standard: Clear documentation of two of the following:

- *The program exceeds the standard if three or more of following are clearly documented*

1) The program advisory committee recommends continuation of the program
2) Recent local and/or regional labor market data indicate continued need for the program
3) Recent state and/or national labor market data indicate continued need for the program
4) Other indicator (provide description)

1. The hospitality and culinary advisory board continues to meet twice per year and is fully supportive on the continuation of all the A.A.S. degrees and certificates that fall under the Hospitality and Culinary Arts umbrella

2. Overall, the Dallas market has been less impacted by the current economic recession. Interlink also has chefs, cooks and foodservice managers as targeted jobs http://www.pegasusnews.com/news/2008/aug/14/survey-shows-growth-dallas-restaurant-scene-despit/

3. A 16.4% job growth just in the foodservice sector is expected over the next ten years. http://www.restaurant.org/pdfs/research/state/texas.pdf

D. Course Completion and Success

Refer to the retention/success charts and analyze the last class day enrollment compared to the Census day enrollment for the courses in your program.

1. What patterns or trends do you notice in the course completion data? What suggestions do you have for increasing any low completion rates?

Since Fall 2005 course completion rates have averaged **92%** across all CHEF, HAMG, PSTR, IFWA, RSTO, and TRVM courses.
Courses with lower completion rates:

- HAMG 2332 Hospitality Financial Management – 79%
  - Currently we are addressing the course textbook, two instructors have commented that it may be a little too advanced for the students.
- IFWA 1310 Nutrition & Menu Planning -72%
  - This is a new course for the Culinary & Pastry arts disciplines. Numbers are based on only three sections.

Refer to the retention/success charts and analyze the last class day enrollment compared to the success data for the courses in your program. "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."

2. How do the success rates compare across courses?

   We seem to be trending towards the entry level courses having the lowest "success" rates:
   CHEF 1301 Basic Food Preparation – 77%
   CHEF 1305 Sanitation & Safety – 69%

   CHEF 1380 Cooperative Work Experience - Culinary– 80%
   PSTR 1380 Cooperative Work Experience – Pastry – 50%

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

   An orientation has been implemented for the culinary and pastry program with the objective of giving students a realistic picture of

what the demands and rigors will be of culinary and pastry course. Orientation was implemented Summer 2009.

Some of the coop work experiences have a low success/completion rate too. Sometimes this is because the student fails to complete all the requirements of the coop course or their employment is terminated.

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

The Fall 2006-2008 Collin-Texas Retention report, which compares Collin's retention rates with state-wide retention rates, can be found in the "reports" section of the IRO intranet site. The report is listed in CIP order as well as in alphabetical order.
http://intranet.ccccd.edu/iro/information/reports/retention.htm

The Hospitality and Culinary Arts program at Collin College is well above the Texas retention rate, 92% verses the state rate of 87.7% and Collin College's average of 85.4%

4. For the courses in your program, what actions will your program take to meet the state course completion standard or to improve course success without compromising academic integrity and rigor?

   We do not have a problem with course completion rates. We will continue to challenge the students, so we do not anticipate our success rates changing.

5. What potential issues or concerns do the data suggest for your program, and how might these issues be addressed?

   The main concern is the program completion rates on the culinary side of the program, we seem to attract a large number of students to the program but they do not seem to progress from one course to the next. In order to address this challenge, we plan on working more with students when it comes to course advising particularly during the entry level course.

E. Institutional Effectiveness --- Part 1

1. In order to plan for the future it can be helpful to look back at successful plans from the past. How did your program's most recent workforce assessment result in improvements to your program? (contact Vicky Putman if you need a copy of your program's last assessment)
   In the previous assessment it was recognized the need for a full-time culinary arts instructor. This position was filled and allowed for more continuity between some of the culinary classes. Also cited in the previous assessment was the vulnerability of running a culinary facility out of a high school location. This has since been addressed with the opening of the new culinary and pastry facility at the Preston Ridge Campus.

2. Are there plans from that assessment that are still in the process of being implemented?
   I believe all major objectives listed in the previous assessment have been enacted.

3. According to SACS, institutional effectiveness involves documenting that expected outcomes have been identified, assessed, and have led to improvements. The SACS standard below indicates the importance SACS gives to planning, assessment, and improvement based on the assessment results.

SACS Comprehensive Standard 3.3.1
The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:
(Institutional Effectiveness)

3.3.1.1
educational programs, to include student learning outcomes
All courses include learning outcomes.

3.3.1.2
administrative support services

New positions have been created to support the culinary and pastry classes at Collin College. A full-time Culinary Lab Coordinator, and a part-time Culinary Steward position. These two positions are not enough to support the growth in the culinary and pastry side of the program. The position of Culinary Steward should be re-evaluated regarding scope of responsibility and also promoted to a full-time position in order to get the commitment and coverage needed to continue to make the culinary facility run efficient.

3.3.1.3
educational support services

The Hospitality and Culinary program continues to collaborate with the LRC regarding supporting materials for courses. All culinary and pastry students are required to participate in a Culinary and Pastry Orientation before being permitted to take any entry level culinary or pastry course.

3.3.1.4
research within its educational mission, if appropriate

Research is constant in order to teach relevant industry terms and techniques. All full-time faculty are active in various professional organizations.

3.3.1.5
community/public service within its educational mission, if appropriate

The Hospitality and Culinary program is very engaged in the activities on campus, and in the local community.

Indicate the degree to which your program is in compliance and explain your answer. If your program is not in compliance how do you intend to address any gaps?

___x_ Compliance
_____ Partial Compliance
_____ Non-Compliance

Comments/Justification:

Learning outcomes on syllabi are written that reflect faculty input, which is a direct reflection as to what technical skill sets or critical thinking skills students will need in the hospitality and foodservice industry. Syllabi are updated each year to reflect improvements. For example, the syllabi for CHEF 1301 Basic Food Preparation is being updated to address the need for

students to start understanding food cost controls in the first culinary lab class.

4. It is important to document program assessment and plans for continuous improvement to be in compliance with the SACS Comprehensive Standard 3.3.1.1. Often it may not seem as if official planning took place. However, analyzing decisions that your program has made can uncover the planning that occurred. The questions below will guide you in determining which decisions in your program resulted from deliberate planning.

Continuous Improvement Plan

Describe one decision made or action taken in the past year. This could be a change in textbooks, a change in technology, course sequence, learning outcomes, etc.

CAB approved the grade standard of "C" for the following classes: CHEF 1301, CHEF 1305, and PSTR 1301. Students will need to achieve a grade "C" or higher to progress on in culinary or pastry classes.

Sources of Evidence

What prompted the decision? (i.e. what did you observe or what happened) Were you trying to fix a problem? What were your sources of information? What types of information or measures did you use to make this decision? How did your program come to the decision to make this change?

Students were coming out of the Basic Food Preparation class, Sanitation and Safety class, and the Fundamentals of Baking classes not always prepared for the more challenging advanced culinary or pastry classes. In addition, more careful selection of instructor is needed for CHEF 1301 and PSTR 1301.

Intended Outcomes

How did you expect student learning to be affected by the change your program made? What outcomes did you hope would come from this change?

By raising the bar on both the student and faculty it is expected that the outcome will garner a more adept student, who is more likely to progress through the culinary or pastry program.

Findings
Did the intended outcomes occur as a result of the change your program made? What outcomes actually occurred?
The process of holding students to a higher grade standard has just started. We are anticipating better student progression and completion in the AAS Culinary and the AAS Pastry Specialization this should be reflecting in better completion rates.

Standard Met
Are the outcomes sufficient? Are you satisfied with the results from the change your program made?
Yet to be determined

Next Action Plan
Based on the outcomes of the change made by your program, what is your next step?
To make "C" the minimum grade for all culinary and pastry lab classes. Also, look at instituting an application process beyond culinary and pastry orientation.

F. Institutional Effectiveness --- Part 2

As a group or program, please review and discuss your responses to questions in the preceding sections, considering all of the data. Based on those responses, list possible recommendations and innovations to strengthen your program. You may develop goals and objectives for specific courses or for the whole program. You may want to consider questions such as the following:

- What are the current strengths and weaknesses of your program? Refer to data concerning intended outcomes and skills.
- Are changes necessary to your program's prerequisite rules or admission requirements?
- Are there overall changes that could improve your program's Coordinating Board status? What steps does your program need to take to fill in any gaps in compliance?
- What, if any, changes in pedagogy might improve student learning?
- Are there weaknesses related to your program's student learning outcomes? If so, consider how you can set a goal based on concrete outcomes.

The strength of the Hospitality program is the relevance of the courses taught to what is currently going on in the hospitality industry. The strength of the Culinary and Pastry side of the program is the new culinary facility.
Current weakness is the inconsistency of student skill sets coming out of some of the culinary classes and the fact that very few students who start the culinary program complete.
The required orientation, along with raising the grade requirement in the entry level culinary and pastry classes may weed students out early who are not so serious about a culinary or pastry education. If raising the grade requirement and orientation attendance do not work, work, then an application process for culinary and pastry is a possibility.
Over the course of the next year all culinary courses will be evaluated to ensure that learning outcomes are not only clearly defined be are actually being taught in the classroom.

Now review your list of potential ways to improve your program. What ONE action or improvement do you think would have the most significant impact on the program's student learning outcomes, as identified in Section A.1.? The following questions are the same components as in E.4., just in a different order. Use these questions to help you create a plan for improving your program's student learning outcomes during 2010-2011.

The Academic Deans and the Vice President/Provosts will review the results of this assessment. Specific goals and objectives from this final section of the assessment can be incorporated into departmental or college-wide goals and objectives as appropriate.
Improvement: Address consistency of the application of learning outcomes in culinary labs. Faculty need to be enforcing the same standards across the board in all of the CHEF 1301 and PSTR 1301 classes.

Sources of Evidence

What aspect of student learning do you want to improve? What prompted your program to select this aspect of student learning? (i.e. what did you observe or what happened) Are you trying to fix a problem? What types of information or measures did you use?
The goal is to see more students who start the culinary program actually complete, whether it is a certificate or degree without compromising the rigors of each of the culinary lab classes.

Continuous Improvement Plan

Describe the decision made or action to be taken to improve student learning. This could be a change in textbooks, a change in technology, course sequence, learning outcomes, etc. How did your program come to the decision to make this change? Describe the milestones that will be used to measure the accomplishment of each part of your plan. Who will be responsible for each milestone?
Continue to hold all faculty to high standards of teaching culinary and pastry learning outcomes. In order to continue to improve Culinary and Pastry faculty will continue to meet with Program Chair and Associate Faculty who also teach in the discipline.

Intended Outcomes

How do you expect student learning to be affected by the change your program will make? What outcomes do you hope will come from this change?

The students will be more challenged in each of the culinary lab classes. A more competent student will graduate. The college will have more graduates from the Hospitality and Culinary programs.

Findings

How will you measure if the intended outcomes occur? How will the results be assessed and documented?

Completion rates.

Standard Met

How will you know whether the outcomes are sufficient and satisfactory?

Compare previous statistics provided by IRO to current statistics.

Next Action Plan

For the most likely outcomes of the change to be made by your program, what will be your next steps? If the intended outcome is achieved then what will be your next steps?

"Closing the loop" refers to using the results of an assessment to make improvements in a program. These improvements are then assessed to continue the institutional effectiveness loop. How, where and when will your program use data and other evidence from your Continuous Improvement Plan to "close the loop"?

The Hospitality and Culinary program will continue to change and improve. Changes are made based on what the hospitality and foodservice industry is requiring of its workforce. Improvements can be made internally regarding course content to reflect what industry is requiring.

As the program continues to gain recognition it will attract more competent faculty. Changes do need to be made to the staffing in the culinary facility in order to keep it in pristine condition and to support the increased number of culinary and pastry classes.

COLLIN COUNTY COMMUNITY COLLEGE

Workforce Education Program Assessment 2009-2010

Nursing

The workforce education program assessment instrument focuses on fundamental questions about assessment and improvement in the context of student learning outcomes. Many of the sections from previous years were removed in an effort to make the process more focused and streamlined. Based on the results of the assessment, plans for improving your program will be proposed to administrators for possible inclusion in the college's yearly strategic goals.

This assessment is intending to be completed with input from the whole program. One person should not answer all the questions. These questions are starting points for discussions within the program about how to improve the program as well as student learning outcomes.

Throughout the report be sure to provide data/evidence to support your assertions.

Assessment documents for your program can be found on the Institutional Research intranet site at:
http://intranet.collin.edu/iro/information/WEPA/index.htm

Workforce Education Program Assessment:

Section A

for the

Nursing Department

at

Collin College

2009-2010

A. Occupational Competencies / Capstones / Student Learning Outcomes

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1. What are the expected student learning outcomes for your program? Refer to defined expectations for student learning outcomes such as those associated with the capstone experience, a comprehensive exam, a licensure exam, external experiences such as co-op courses, etc. If your program has a capstone course, refer to the assessment file that lists the expected outcomes for that capstone course.

   There are a variety of learning outcomes required in the Nursing Department which are based upon a combination of state and national standards. RNSG 2207 is cited as the "capstone" course for nursing. The course objectives are broad learning outcomes that have been required by the Workforce Education Curriculum Manual. The nursing department has enhanced these objectives to also reflect their underlying philosophy to meet the overall national accreditation standards. These course objectives are also broadly based upon the Differentiated Entry Level Competencies (DELC) which have been delineated by the Texas Board of Nursing. (See Table A1.1: Nursing Learning Outcomes.).

   These outcomes are measured in our clinical courses with the evaluation tools reflective of each individual's daily performance. The tools are leveled across the curriculum to reflect the student's capabilities. The Tool used in RNSG 2561 mirrors the DELC (See Appendix A: RNSG 2561 Clinical Evaluation Tool). Each student is evaluated each time they are in the clinical setting.

   In addition to meeting the state requirements regarding learning outcomes, the nursing students also need to successfully complete the NCLEX-RN licensure examination. NCLEX-RN is a standardized criterion-referenced exam. Every four (4) years, the National Council State Boards of Nursing updates the exam to reflect the current practice of a "safe, basic entry level practitioner". This update occurs in April prior to a graduating class in May. The exam has been changed in 2002 and 2006 and will be changed again in April 2010. Nursing faculty have to stay current with upcoming changes in order to effectively prepare Collin's graduates for this

Table A1.1: Nursing Learning Outcomes

RNSG 2207 Course Objectives	*Overall Nursing Program Educational Outcomes*	*Differentiated Entry Level Competencies*
Explain the roles/competencies of the professional nurse as a provider of care, coordinator of care, and member of a profession.	*Provide nursing care to meet the needs of the individual and the family within organized nursing services.*	*Provider of Care*
		Determine the health status and health needs of clients and their families based upon interpretation of health data in collaboration with clients, families, and other health care professionals.
Use critical thinking and the nursing process as a framework for providing safe holistic care.		*Formulate goals and plan of care for clients and their families based on nursing diagnoses in collaboration with clients, families, and other healthcare professionals.*
Examine multifaceted factors impacting nursing care and integrated healthcare to create a caring environment.		*Implement the plan of care within legal and ethical parameters in collaboration with clients, families, and other members of health care professions to assist clients and their families to meet health care needs.*
Analyze behaviors and attitudes of the nurse that facilitate adaptation to a changing healthcare environment within a variety of settings within hospital and community.		*Develop and implement teaching plans for clients and their families concerning promotion, maintenance, and restoration of health.*
Effectively utilizes communication/ documentation processes to improve healthcare to client systems in a variety of settings within hospital and community.		*Evaluate client and family responses to therapeutic interventions.*
Create teaching/learning activities to improve primary, secondary, and tertiary health outcomes for diverse client systems across the wellness-illness continuum in a variety of settings within hospital and community.		*Provide for the care of multiple clients and their families in structured settings either through direct care or assignment and/or delegation of care to other members of the health care team.*
		Use clinical data and current literature as a basis for decision making in nursing practice.
	Manage client care utilizing resources within the healthcare setting and for a defined population.	*Coordinator of Care*
		Coordinate human and material resources for the provision of care for clients and their families.

Table A1.1: Nursing Learning Outcomes (cont.)

RNSG 2207 Course Objectives	*Overall Nursing Program Educational Outcomes*	*Differentiated Entry Level Competencies*
	Manage client care utilizing resources within the healthcare setting and for a defined population.	*Coordinator of Care (cont.)*
		Collaborate with clients, their families and other health care professionals to provide care.
		Refer clients and their families to appropriate sources of assistance when necessary to meet health needs.
		Function within the organizational framework of various structured health care settings in planning and providing care for clients and their families.
	Assume the role of the member of the profession of nursing by practicing within its legal and ethical framework.	*Member of a Profession*
		Assume accountability and responsibility for the quality of nursing care provided to clients and families.
		Act as an advocate to promote the provision of quality health care for clients and their families.
		Participate in activities that promote the development and practice of nursing.

experience. Historically, a blueprint for the exam is available in the late fall prior to changes in April.

2. Provide data to demonstrate the degree to which students achieve the student learning outcomes / occupational competencies for your program.

The Nursing Department assesses its students' ability to achieve the overall learning outcomes in a variety of ways. Among these are the initial NCLEX-RN pass rates for licensure, results from the graduate questionnaire, results from the employer questionnaire, Assessment Technology Institute (ATI) test results compared to the national mean, and the graduates performance on the Performance Based Development System (PBDS).

Collin has been consistently at or above both the state and national pass-rate levels. (See Table A2.1 – Initial Pass rates on NCLEX-RN). This has also remained true for the years when NCLEX-RN has changed.

Table A2.1: Comparison of Initial Pass Rates on NCLEX-RN

Year	CCCCD Pass Rate	State Average Pass Rate	National Average Pass Rate
2009	97.22%	91%	88.91%
2008	93.65%	90.68%	86.7%
2007	98.28%	89.96%	85.3%
2006	97.73%	90.79%	88.1%
2005	85.42%	89.47%	87.3%
2004	87.23%	88.01%	85.3%

This information is also available on the Texas Board of Nursing WEB site (www.bon.state.tx.us) for the last 10 years and on the National Council of State Boards website (www.ncsbn.org).

A second method of evaluating whether our graduates have successfully achieved their overall learning outcomes is based upon the results from both the Graduate Questionnaire and the Employer Questionnaire. Both of these are sent out 6-months after graduation to determine how effectively the program has been in preparing its graduates for the "real world". Both questionnaires are based once again upon the overall DELC. (See Appendices B & C for examples of the questionnaires.) The questionnaires are based on a 5-point Likert scale ranging from 1= very poor to 5=very good.

Consistently both graduates and employers have indicated that Collin graduates are adequately prepared for their respective roles in the profession. (See Tables A2.2 and A2.3). Return rates on the questionnaires could be improved upon (30-50%) and the Nursing Department is reviewing potential ways to do this.

.

Table A2.2: Summative Results for Graduate Questionnaire in Overall Areas

Area	May 2009	December 2008	May 2008	December 2007	May 2007	December 2006	May 2006	May 2005
Role As Provider of Care	4.52	4.34	4.48	4.37	4.32	4.57	4.12	4.40
Role as Manager of Care	4.38	4.22	4.28	4.49	4.29	4.58	4.11	4.24
Role as Member of the Discipline	4.61	4.26	4.08	4.49	4.34	4.43	4.05	4.50

{1= Very Poor; 2 = Poor; 3 = Satisfactory; 4 = Good; 5 = Very Good}

Table A2.3: Summative Results for Employer Questionnaire in Overall Areas

Area	May 2009	December 2008	May 2008	December 2007	May 2007	December 2006	May 2006	May 2005
Role As Provider of Care	3.96	4.36	3.92	4.20	4.11	3.66	4.35	4.36
Role as Manager of Care	3.31	4.09	3.84	4.14	3.77	3.80	4.20	4.00
Role as Member of the Discipline	3.89	4.27	3.65	4.06	3.78	3.64	4.25	4.38

{1= Very Poor; 2 = Poor; 3 = Satisfactory; 4 = Good; 5 = Very Good}

A third method used in the Nursing Department to evaluate the overall learning objectives related to content areas found on NCLEX-RN is to compare Collin students ATI scores to the national mean. Assessment Technology Institute has standardized content specific exams that have been criterion-referenced and given to the student on-line. Collin began using ATI in 2003 and overall have been very pleased with the information these exams provide both the individual student as well as the department. ATI does periodically re-norm the national mean based upon the most recent information.

Collin has consistently been at or above the national mean of each of the content specific exams. (See Table A2.4). Secondary to the integrated curriculum at Collin, several of the exams are given prior to the completion of all content information (i.e., Fundamentals) or are not specific to the content at Collin (i.e., Community). The students still perform at or above the national mean. When curriculum areas fall below the national norm on a consistent basis, then the Nursing Department begins reviewing their content delivery. Additional information regarding this is provided below under #3.

A fourth means of reviewing how Collin students/graduates have effectively met the overall learning outcomes is their performance on the PBDS. The PBDS is a critical, clinical thinking assessment that is utilized by seventy-two different clinical facilities in the metroplex area. New hires are tested using video vignettes to assess and effectively respond to a patient situation. The new hire is assessed upon hire and if they do not "pass" they have an assigned coach to assist them in the preparing for a second round of testing. The national average for new graduates to pass on their initial attempt is only 30%.

The North Texas Healthcare Corporation (HCA) has been trending these results for all area nursing schools since 2004. Collin has been consistently above this national average - 38%, 88%, 68%, 82%, and 70%. Collin has also consistently rated as one of the area programs with the highest pass rates. (See Appendix D - Collin College is School C).

3. How does measurement of student learning outcomes affect departmental policy, the pedagogy of individual instructors, curricular changes or program changes?

The Nursing Department has a comprehensive Systematic Evaluation Plan (SEP) that requires analysis of multiple factors related to the Department. Specifically, the SEP for the nursing department requires a review of learning outcomes on an annual basis minimally. (See Appendix E). If the outcomes are not met, then the faculty review potential reasons for this and respond appropriately. If outcomes are met, the department continues to monitor them and maintain activities related to the respective area.

Table A2.4: Collin ATI Scores versus National Means

ATI Test	Class of Dec 2011	Class of May 2011	Class of Dec 2010	Class of May 2010	Class of Dec 2009	Class of May 2009	Class of Dec 2008	Class of May 2008	National Mean
Entry: Critical Thinking	76.7	78.2	74.3	71.8	73.8	76.1	73.5	75.3	68
TEAS		80.1	79.9	79.7	81.7	82.6	84.1	82	69.4
Fundamentals		67.2	68.2	67.5	66.1	68.3	67.1	68	68.4
Mental Health			69.8	70.3	68.3	69.1	72.6	72.9	68
Community			65.4	63	61.3	62.6	63	62.6	64.8
Maternal-Child				73.9	72.6	74	74.1	72.5	70
Pediatrics				62.5	61	60.5	71.9	71.7	70.3
Med/Surg					64.9	65.4	66	73.0	67.2
Pharmacology					66.9	66.8	70.6	69.4	62.5
Leadership					69.5	69	68.9	73.6	70.1
Exit: Critical Thinking					74.9	76.2	77.7	73.8	70.3
Comprehensive Predictor					75.6	75.1	76.1	70	64.7
NLCEX-RN Pass-rate (1st attempt)					pending	94.28	100	97.72	

Examples of how this has had a positive effect on the department relate to both NCLEX-RN licensure and retention efforts within the department. When NCLEX-RN scores "dipped" in 2005 to 85.42%, the Nursing Department looked at potential reasons. Upon review, several interventions were instituted: ATI across the curriculum, mandatory ATI remediation, NCLEX-RN success plan established with all fourth semester students prior to graduation.

Another example was the previous attrition from the program at 21.7% in 2002/2003 and 17% in 2003/2004 respectively. The Nursing Department instituted classes on time management, study skills, and test taking strategies. Additionally a Stress Reduction Workshop was planned with each incoming nursing class to provide students with means to positively respond to the stress of nursing school. Since the inception of these initiatives, the program has maintained an attrition rate around 10%.

The Nursing Department also utilized the results from ATI testing to verify curricular content. When the Pharmacology scores were consistently at or below the national mean prior to 2006, the faculty increased the pharmacology covered during their lectures. Additionally, pharmacology lists were developed for each level. The students complete drug cards on this medication listed and then take a pharmacology quiz. The student must successfully complete this quiz at 70% within three attempts to be eligible to pass medications in the clinical area. This element is a pass/fail within each clinical course and does not contribute to the student's overall grade in the course. As seen in Table A2.4, this change demonstrated positive results. The May 2008 class was the initial class to have this across the curriculum.

4. How does your program assess the effectiveness of a Capstone Experience in the program?

This is assessed in two primary ways: NCLEX-RN licensure rates, clinical evaluation tools based upon the DELC competencies as well as the follow-up Graduate and Employer Questionnaires sent at six months post graduation. (See further explanations in the sections above.)

APPENDIX A:
RNSG 2561 Clinical Evaluation Tool

COLLIN COUNTY COMMUNITY COLLEGE
ADN PROGRAM
WEEKLY CLINICAL EVALUATION TOOL
RNSG 2561

STUDENT NAME:_____DATE/LOCATION:_____

DAY ONE

0	1	2	3		0	1	2	3	Sum	Comment Codes
				Assessment						
				Analysis						
				Planning						
				A/A/P						**Total Available Points=9**
				*Critical						
				Simple						
				Complex						
				Collaboration						
				Communication						
				Leadership						
				Implementation						**Total Available Points=18**
				*Critical						
				Other						
				Evaluation						**Total Available Points=6**
				Column Totals						**Total Available Points=33**

DAY TWO

0	1	2	3		0	1	2	3	Sum	Comment Codes
				Assessment						
				Analysis						
				Planning						
				A/A/P						**Total Available Points=9**
				*Critical						
				Simple						
				Complex						
				Collaboration						
				Communication						
				Leadership						
				Implementation						**Total Available Points=18**
				*Critical						
				Other						
				Evaluation						**Total Available Points=6**
				Column Totals						**Total Available Points=33**

*See reverse for daily instructor comments
Faculty Signature:_____
Student Signature:_____

COLLIN COUNTY COMMUNITY COLLEGE
ADN Program
Midsemester & Endsemester Evaluation Tool

Student Name_____ Semester_____

First Half Semester

Instructor Name_____ Date_____

Clinical Site_____

Date													
Clinical Score													
Total Points Available	33	33	33	33	33	33	33	33	33	33	33	33	33
Midsemester Grade%													

Student Signature_____ Instructor Signature_____

*See reverse for midsemester instructor comments.

Second Half Semester

Instructor Name_____ Date_____

Clinical Site_____

Date													
Clinical Score													
Total Points Available	33	33	33	33	33	33	33	33	33	33	33	33	33
Midsemester Grade%													

Final Semester Score

Endsemester Instructor Comments

Total Clinical Score	
Total Points Available	
Final Grade %	
Final Grade	

Student Signature _____Instructor Signature_____

RNSG 2561
Clinical Evaluation Tool

CLINICAL SKILL	DATA SOURCE/STUDENT BEHAVIOR	US (0)	Prompts 4-5 (1)	Prompts 2-3 (2)	Prompts 0-1 (3)	N/A
ASSESSMENT						
A. Take client history using structured and unstructured data collection tools to obtain physical, psychosocial, spiritual, cultural, familiar, occupational, environmental information, risk factors, and client resources.	Completes clinical prep packet in its entirety prior to coming to clinical					
B. Perform assessment to identify health needs and monitor for change in health status.	Assessment and/or reassessment is completed as patient condition requires or within instructor guidelines					
C. Perform health screening	Pertinent screening is completed for patient assignment (i.e., nutrition, skin risk, social service needs)					
D. Identify learning needs of clients related to health promotion, maintenance and risk reduction.						
E. Assess the adequacy of the support system of the client.						
ANALYSIS						
A. Identify complex multi-system health care problems of clients	Problems are prioritized in the Nursing Care Plan					
B. Analyze and interpret health data of clients	Nursing Care Plan is accurate picture of patient problems					
PLANNING						
A. Formulate nursing diagnoses based upon analysis of health data	Nursing diagnoses reflect the priority problems identified in client assessment					
B. Identify short and long term goals/outcomes, select interventions, and establish priorities for care in collaboration with the client.	NCP delineate short and long term outcomes and nursing interventions appropriate for prioritized client problems					
C. Contribute to the interdisciplinary plan of care.	Dependent, independent and interdependent nursing actions are specified in NCP					
D. Work with client and interdisciplinary health care team for planning health care delivery to improve the quality of care across the life span.						
E. Identify providers and resources to meet the needs of clients.						
IMPLEMENTATION: CRITICAL						
A. Promote a safe, effective environment conducive to the optimal health and dignity of the client.	Performs nursing measures according to established nursing practice					
B. Communicate plan of care to nurses and other interdisciplinary health care team members	Communication to meet client needs is maintained with staff, peers and instructor					
C. Adjust priorities and implement nursing interventions in emergency situations.	Responds to changes in patient condition within appropriate time frame					
D. Perform therapeutic and preventative nursing measures and administer treatments and medications as authorized by law and determined by the BNE.	Demonstrates preparedness for all meds/treatments					

IMPLEMENTATION: CRITICAL	DATA SOURCE/STUDENT BEHAVIOR	US (0)	Prompts 4-5 (1)	Prompts 2-3 (2)	Prompts 0-1 (3)	N/A
E. Utilize therapeutic communication skills when interacting with clients						
F. Act as a role model in maintaining client confidentiality	Client information is kept confidential					
G. Assume accountability when using independent clinical judgment and established protocols.						
H. Uses critical thinking as a basis for decision making in nursing practice						
I. Prioritize client care and follow-up on problems that warrant investigation						
J. Use organizational and management skills when utilizing resources to meet goals/outcomes and enhance quality of nursing care and level of client satisfaction						
K. Provide nursing care within limits of professional nursing knowledge, education, experience, and ethical/legal standards of care						
L. Provide holistic care that addresses the needs of diverse individuals across the lifespan						
IMPLEMENTATION: SIMPLE						
A. Incorporate multiple determinants of health in clinical care when providing care for individuals and families	Nursing care plan is accurate picture of patient problems					
B. Implement plan of care to assist clients to meet physiological needs, including: circulation, nutrition, oxygenation, activity, elimination, comfort, pain management, rest and sleep	Planned (NCP) and performed nursing actions will/do meet the delineated physiological needs					
C. Implement nursing care to promote health and manage acute and chronic health problems and disabilities	Planned (NCP) and performed nursing actions will/do promote health or manage health problems					
D. Initiate nursing interventions to promote client's psychosocial well-being	Behaviors and actions do not pose emotional jeopardy for the client					
E. Inform and support health care rights of clients						
F. Use current technology to enhance client care						
G. Individualize and implement established teaching plans	Facilitates/teaches/reinforces patient teaching during clinical time					
H. Support the clients; right of self-determination and choice even when these choices conflict with values of the individual professional						
IMPLEMENTATION: COMPLEX						
A. Implement cost effective care	Organizes clinical time to maximize learning experience					
B. Facilitate the development of client coping mechanisms during alterations in health status						
C. Use interdisciplinary resources within the institution to address ethical and legal concerns						
D. Apply knowledge of how changes in clients personal behavior improve clients health						

IMPLEMENTATION: COMPLEX	DATA SOURCE/STUDENT BEHAVIOR	US (0)	Prompts 4-5 (1)	Prompts 2-3 (2)	Prompts 0-1 (3)	N/A
E. Serve as a model and resource for health education and information						
F. Identify priorities and make judgments concerning the needs of multiple clients in order to organize care						
G. Manage care for multiple clients.						
H. Apply management concepts in assigning and/or delegating nursing care to other members of the nursing team						
I. Select human and material resources that are optimal, legal, and cost effective to achieve organizational goals						
J. Use basic management and leadership skills, act as a team leader, supervise, and delegate care and contribute to shared goals						
IMPLEMENTATION: COLLABORATION						
A. Initiate discharge planning in collaboration with interdisciplinary health care team						
B. Collaborate with other health care providers with treatments and procedures	Informs instructor of invasive procedures prior to attempting					
C. Collaborate with others to develop and modify individualized teaching plans based upon developmental and health care learning needs	Communicates with staff/instructor regarding identified teaching needs					
D. Consult with, utilize and make referrals to community agencies and health care resources to provide continuity of care						
E. Use negotiation skills for the purpose of achieving positive client outcomes						
F. Participate in interdisciplinary health care team meetings/conferences						
G. Promote the effective coordination of client centered health care						
H. Advocate on behalf of the client with other member of the interdisciplinary health care team to procure resources for client care						
I. Advocate on behalf of the client with other members of the interdisciplinary health care team						
J. Promote collegiality among interdisciplinary health care team members						
IMPLEMENTATION: COMMUNICATION						
A. Identify and communicate reasons and rationales for deviation from plan of care to interdisciplinary health care team	Communicates modification needed to staff/instructor					
B. Facilitate communication between client and institutional or community resources						
C. Use communication techniques and management skills to maintain professional boundaries between clients and individual health care team members						
IMPLEMENTATION: LEADERSHIP						
A. Apply change strategies to achieve stated outcomes						

IMPLEMENTATION: LEADERSHIP	DATA SOURCE/STUDENT BEHAVIOR	US (0)	Prompts 4-5 (1)	Prompts 2-3 (2)	Prompts 0-1 (3)	N/A
B. Identify and participate in activities to improve health care delivery within the work setting						
C. Report the need for corrective action with the organization						
D. Collaborate with members of nursing and other health care organizations to promote the profession of nursing						
E. Serve as a positive role model for students, peers, and members of the interdisciplinary health care team						
EVALUATION: CRITICAL						
A. Validate, report, and document assessment data using assessment tools	Assessment data is documented on appropriate forms within instructor/agency timeframes					
B. Evaluate, document, and report responses to medications, treatments, and procedures and communicate the same to other health care professionals clearly and accurately	Patient evaluation is accurately communicated verbally and in writing					
C. Evaluate and communicate quality and effectiveness of therapeutic interventions	NCP reflects effectiveness of planned actions. Reported in real time to staff/instructor					
EVALUATION: OTHER						
A. Use current technology and evidence-based information to formulate and modify the nursing plan of care	Sound rationale for interventions and modifications of intervention and outcomes are stated in nursing care plan					
B. Evaluate learning outcomes of the client receiving instructions	NCP/documentation demonstrates an evaluation of learning outcomes					
C. Modify teaching methods t accommodate client differences						
D. Analyze client data to compare expected and achieved outcomes for client	NCP reflects modifications in client outcomes					
E. Modify plan of care and/or expected outcomes	NCP reflects modifications in client outcomes					
F. Use evaluation tools to measure processes and outcomes						
G. Participate in the evaluation of care administered by the interdisciplinary health care team						
H. Evaluate the learning needs of self, peers, or others and intervene to assure quality of care						
I. Delegate/assign to other health care providers within legal parameters and evaluate delivery of care						
J. Identify client's unmet needs from a holistic perspective						
LEADERSHIP:						
A. Recognize that political, economic and societal forces affect the health of clients						
B. Participate in peer review and quality improvement processes	Nurse practice act/peer review exercise and paper					
C. Use knowledge of societal trends to identify and communicate client care problems						
D. Read and discuss relevant, current nursing practice journal articles and apply to practice	Journal club participation with faculty					

LEADERSHIP:	DATA SOURCE/STUDENT BEHAVIOR	US (0)	Prompts 4-5 (1)	Prompts 2-3 (2)	Prompts 0-1 (3)	N/A
E. Promote accountability for quality nursing practice through participation on policy and procedure committees	Change proposal					
F. Participate on organizational committees, professional organizations and community groups to improve the quality of health care	Participation/attendance professional or student organization					
G. Serve as a member of voluntary health care and community teams to provide services to individuals and communities with unmet needs						
H. Participate in activities or in groups through organizations that promote the profession of nursing	Student nurse association, class leadership					
I. Recognize roles of professional nursing organizations, regulatory agencies and organizational committees	QI project					
J. Practice within the RN role and Scope of Practice	Post-graduation follow-up					

Appendix B:
Graduate Questionnaire

COLLIN COUNTY COMMUNITY COLLEGE DISTRICT
ASSOCIATE DEGREE NURSING PROGRAM (May 2009)
GRADUATE QUESTIONNAIRE

INSTRUCTIONS: Please blacken the appropriate bubble for each of the following questions with a #2 pencil. Please evaluate your nursing school education and experience in relation to preparing you for your career as a registered nurse. The following scale is to be used:

1 = Very Poor	2 = Poor	3 = Satisfactory	4 = Good	5 = Very Good

PART I: ROLE AS PROVIDER OF CARE:

1 2 3 4 5 1. Develops, implements, and evaluates individualized plans of care.

1 2 3 4 5 2. Uses the nursing process as a basis for decision making.

1 2 3 4 5 3. Establishes and maintains effective communication with clients, family, significant others, and health team members.

1 2 3 4 5 4. Promotes participation by the client, family, significant others, and members of the health care team in the plan of care.

1 2 3 4 5 5. Demonstrates clinical competence when providing client care.

1 2 3 4 5 6. Makes decisions and takes actions that are consistent with standards for nursing practice and licensing laws.

PART II: ROLE AS MANAGER OF CARE:

1 2 3 4 5 1. Manages an environment that promotes clients' self-esteem, dignity, safety, and comfort.

1 2 3 4 5 2. Manages care for a group of clients in a timely and cost-efficient manner.

1 2 3 4 5 3. Follows the policies and procedures of the employing institution.

1 2 3 4 5 4. Promotes effective team relationships.

1 2 3 4 5 5. Provides direction and guidance to other health care workers.

1 2 3 4 5 6. Is accountable for performance of nursing activities delegated to other workers.

1 2 3 4 5 7. Seeks assistance when the situation encountered is beyond the nurse's knowledge and experience.

1 2 3 4 5 8. Utilizes appropriate channels of communication within the organizational structure.

1 2 3 4 5 9. Promotes continuity of client care by utilizing appropriate channels of communication external to the organization.

1 2 3 4 5 10. Participates in the evaluation of the client care delivery system.

PART III: ROLE AS MEMBER WITHIN THE DISCIPLINE OF NURSING:

1 2 3 4 5 1. Practices within the ethical and legal framework of nursing.

1 2 3 4 5 2. Fosters high standard of nursing practice.

1 2 3 4 5 3. Participates in learning activities to maintain safe practice.

1 2 3 4 5 4. Constructs a course of action when confronted with ethical dilemmas in practice.

1 2 3 4 5 5. Seeks assistance for colleagues whose behaviors indicate a potential impairment.

1 2 3 4 5 6. Participates in self-evaluation and peer review.

1 2 3 4 5 7. Participates in committees and conferences of the employing institution.

PLEASE RETURN QUESTIONNAIRE IN THE ENCLOSED POSTAGE PAID ENVELOPE

CCCCD IRO glb; 9/10/09; J:\IRO\Magenta Surveys\ADN Nursing Surveys\Graduate Questionnaire\May 2009

Appendix C:
Employer Questionnaire

COLLIN COUNTY COMMUNITY COLLEGE DISTRICT
ASSOCIATE DEGREE NURSING PROGRAM (May 2009)
EMPLOYER QUESTIONNAIRE

INSTRUCTIONS: Please blacken the appropriate bubble for each of the following questions with a #2 pencil. Please evaluate the graduate of Collin County Community College's Associate Degree Nursing Program in relation to preparing him/her for a career as a registered nurse at your facility. The following scale is to be used:

1 = Very Poor	2 = Poor	3 = Satisfactory	4 = Good	5 = Very Good

PART I: ROLE AS PROVIDER OF CARE:

1 2 3 4 5 1. Develops, implements, and evaluates individualized plans of care.

1 2 3 4 5 2. Uses the nursing process as a basis for decision making.

1 2 3 4 5 3. Establishes and maintains effective communication with clients, family, significant others, and health team members.

1 2 3 4 5 4. Promotes participation by the client, family, significant others, and members of the health care team in the plan of care.

1 2 3 4 5 5. Demonstrates clinical competence when providing client care.

1 2 3 4 5 6. Makes decisions and takes actions that are consistent with standards for nursing practice and licensing laws.

PART II: ROLE AS MANAGER OF CARE:

1 2 3 4 5 1. Manages an environment that promotes clients' self-esteem, dignity, safety, and comfort.

1 2 3 4 5 2. Manages care for a group of clients in a timely and cost-efficient manner.

1 2 3 4 5 3. Follows the policies and procedures of the employing institution.

1 2 3 4 5 4. Promotes effective team relationships.

1 2 3 4 5 5. Provides direction and guidance to other health care workers.

1 2 3 4 5 6. Is accountable for performance of nursing activities delegated to other workers.

1 2 3 4 5 7. Seeks assistance when the situation encountered is beyond the nurse's knowledge and experience.

1 2 3 4 5 8. Utilizes appropriate channels of communication within the organizational structure.

1 2 3 4 5 9. Promotes continuity of client care by utilizing appropriate channels of communication external to the organization.

1 2 3 4 5 10. Participates in the evaluation of the client care delivery system.

PART III: ROLE AS MEMBER WITHIN THE DISCIPLINE OF NURSING:

1 2 3 4 5 1. Practices within the ethical and legal framework of nursing.

1 2 3 4 5 2. Fosters high standard of nursing practice.

1 2 3 4 5 3. Participates in learning activities to maintain safe practice.

1 2 3 4 5 4. Constructs a course of action when confronted with ethical dilemmas in practice.

1 2 3 4 5 5. Seeks assistance for colleagues whose behaviors indicate a potential impairment.

1 2 3 4 5 6. Participates in self-evaluation and peer review.

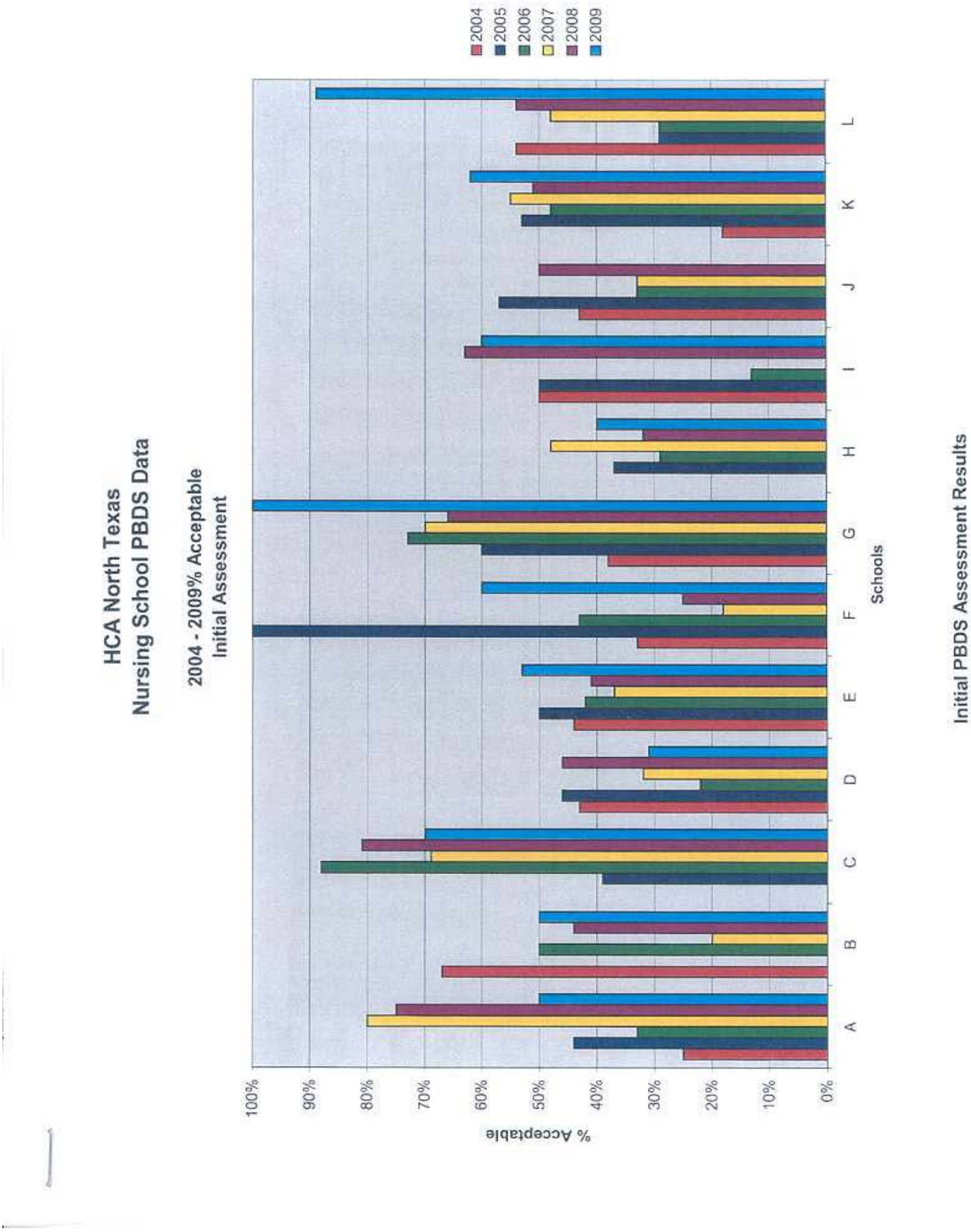
1 2 3 4 5 7. Participates in committees and conferences of the employing institution.

PLEASE RETURN QUESTIONNAIRE IN THE ENCLOSED POSTAGE PAID ENVELOPE

CCCCD IRO glb; 9/9/09; J:\IRO\Magenta Surveys\ADN Nursing Surveys\Employer Questionnaire\May 2009

Appendix D:
PBDS Results from 2004-2009

*Collin College is **C** on the Graft Below*



Appendix E: Systematic Evaluation Plan Related to Learning Outcomes

Criterion 4.5: Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of student learning and program outcomes.			EXPECTED OUTCOMES: 1. Each course will have a variety of methods of evaluating student outcomes. 2. Evaluation methods will reflect DELC and BON Rules 3. Student outcomes will demonstrate progression across the curriculum.		
Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Curriculum	Curriculum Committee Testing Committee Team levels Director of Nursing	Annually	Clinical Evaluation Tools Clinical Scenario Tools Course Exams Simulation	See Dashboard	

Criterion 6.4: Graduates demonstrate achievement of competencies appropriate to role preparation			EXPECTED OUTCOMES: 1. 85% of the graduate surveys returned will rate competencies related to the ADN role as "well-prepared" to "prepared." 2. 90% of CCCCD employer surveys returned will rate competencies related to the ADN role as "highly competent" or "competent."		
Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Outcomes	Director of Nursing Institutional Research Office SEP Committee	Annually	Review of graduate and employer survey results with each graduating cohort	See Dashboard	

Criterion 6.5: The program demonstrates evidence of achievement in meeting the following program outcomes: -Performance on licensure exam -Program completion -Program satisfaction -Job placement **6.5.1:** The licensure exam pass rates will be at or above the national mean. **6.5.2:** Expected levels of achievement for program completion are determined by the faculty and reflect program demographics, academic progression, and program history. **6.5.3:** Program satisfaction measures (qualitative and quantitative) address graduates and their employers. **6.5.4:** Job placement rates are addressed through quantified measures that reflect program demographics and history.	EXPECTED OUTCOMES: 1. Pass rate for graduates taking the NCLEX-RN on the first attempt will be equal to or grater than the state rates of all program types. 2. Pass rate for graduates taking the NCLEX-RN on the first attempt will be equal to or grater than the national rates of all program types. 3. Pass rate of graduates taking the NCLEX-RN on the first attempt will correlate positively with the results/predictions on the ATI Comprehensive Indicator. 4. Pass rate of graduates taking the NCLEX-RN on the first attempt will exceed 85% over a 2 year cycle. 5. 90% of a class admitted will graduate within 3 years of admission. 6. 80% of a class admitted will graduate within 2 years of admission 7. 50% of program graduations available for employment will have a position as a graduate nurse at the time of graduation.

Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Outcomes	SEP Committee Director of Nursing	Annually	Review of each graduating cohort	See Dashboard	

B. AAS Core Curriculum

The requirements below are designated by the Southern Association of Colleges and Schools (SACS), the Texas Higher Education Coordinating Board (THECB), and Collin College's Workforce Education Core Curriculum. Refer to the following requirements when answering the questions (in italics).

1. SACS Core Requirement 2.7.3

In each undergraduate degree program, the institution requires 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. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.
(General Education)

Indicate the degree to which your program is in compliance and explain your answer. If your program is not in compliance how do you intend to address any gaps?

_X___ Compliance
_____ Partial Compliance
_____ Non-Compliance

Comments/Justification:

The Associate of Science Degree in Nursing has a total of 72 credit hours. Thirty (30) of the credit hours come from outside of the nursing curriculum. The program has fifteen (15) credits classified as pre-requisites which consist of MATH 1342 – Statistics, BIO 2401 – Anatomy & Physiology I, BIO 2402 – Anatomy & Physiology II, and BIO 2421 – Microbiology.

An additional fifteen (15) hours derives from the "support" courses of the overall degree. These courses consist of ENGL 1301 – Composition & Rhetoric, PSYC 2301 – General Psychology, PSYC 2314 – Lifespan Psychology, SOCI 1301 – Introduction to Sociology or SOCI 1306 – Social Problems, and then a selection from either the Humanities or Fine Arts.

Overall, the program has twelve (12) of the (16) required AAS core courses: ENGL 1301, PSYC 2301, MATH 1342, and HUMA 1301. The Speech and Physical Education course competencies are integrated into the nursing specialty courses. Students learning experiences include preparing and giving oral presentations to meet the speech competencies. Physical activities in external clinical experiences include the use of ergonomically correct body mechanics in performing nursing care to patients (walking, lifting, pushing and pulling). In addition, 12 credit hours of natural sciences are included in the nursing curriculum and 6 credit hours of additional social/behavioral science are also part of the degree. Together, the non-nursing credit hours total thirty (30) credit hours. This total represents approximately 42 percent of the degree requirements, a substantial portion.

The thirty (30) hours of non-nursing courses ensures a breadth of knowledge since five (5) subject areas are included. Communication skills, computational skills, interpersonal relationship skills, the appreciation of esthetics and ability to identify symmetry, and understanding of physical life systems are all basic to the learning and practicing the art and science of nursing. These skills and insights are critical to nursing practice and congruent with nursing knowledge.

The thirty (30) non-nursing credit hours include at least one course drawn from each of the three required SACS core areas: humanities/fine arts (HUMA 1301), social/behavioral sciences (PSHY 2301, PSYC 2314, and SOCI 1301). These courses provide a pure knowledge base upon which the techniques and procedures specific to nursing are built.

2. THECB Standard

Measure:	General Education Requirements
Standard:	100 percent of all associate degrees have at least 15 SCH of general education

General education must include at least one course in each of the following three areas: Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences/Mathematics. Examples of general education courses by area:

Humanities/Fine Arts
__√_Humanities
___ Journalism
___ Drama/Art/Music
___ Philosophy
___ Cultural studies
___ Classical languages
___ Ethics
___ Elective

Social/Behavioral Science
___ Government
___ History
__√_Psychology

__√_Sociology
___ Anthropology
___ Economics
___Elective

Natural Science/Math
__√_Biology
___ Chemistry
___ Physics
__√_College-level Math (must be academic)
___ College-level Science (must be academic)
___ Geology
___ Elective

Note: Meets standard if program consists of certificate only.

Indicate whether your program meets the standard and explain your answer. If your program does not meet the standard how do you intend to address any gaps?

_X___ Meets standard
_____ Does not meet standard

Comments/Justification:
See comments under #1

3. *If your program has specific Core Curriculum requirements refer to the assessment file that lists those requirements. What aspects of Collin's Workforce Education core curriculum, if any, do not fit the needs of your program? What changes in the core curriculum would help your program?*

Collin AAS Core Curriculum	
English ENGL 1301	3 credit hours
Speech Communications *select one course:* SPCH 1311, 1315, or 1321	3 credit hours
Mathematics *select one course:* MATH 1xxx College-level mathematics course MATH 2xxx College-level mathematics course *(Math requirements may vary from the core curriculum. Check each degree plan. MATH 1314 or higher recommended for transfer students)*	3 credit hours

Humanities / Fine Arts *select one course:* ARTS 1301, 1303, or 1304 DANC 2303 DRAM 1310, 2361, or 2362 ENGL 2322, 2323, 2327, 2328, 2332, 2333, 2342, or 2343 FREN 2303 or 2304 HUMA 1301 MUSI 1306 or 1307 PHIL 1301, 1304, 2303, 2306, 2307, or 2321 SPAN 2321 or 2322	3 credit hours
Social / Behavioral Science *select one course:* ANTH 2351 ECON 1301, 2301, or 2302 GOVT 2301 or 2302 HIST 1301, 1302, or 2301 PSYC 2301 or 2302 SOCI 1301	3 credit hours
Physical Education / Dance *select one course:* PHED / DANC (any activity course or PHED 1338)	1 credit hour minimum
16 credit hours minimum for AAS Core Curriculum	

The AAS in Nursing does not require Speech or PHED. Nursing students across the curriculum are required to do oral presentations either in a group setting or as patient education. In RNSG 1360, students develop a community group teaching project which is then implemented and evaluated in RNSG 1461. In 2460, students are required to develop a Discharge Teaching Project for the Maternal Child patient. In RNSG 2207, students again have a group presentation where each group presents a Current Nursing Issue.

Throughout the nursing program, students have clinical rotations. During these rotations, the student is walking the hospital halls, turning and lifting patients, assisting them to walk, and utilizing body mechanics throughout nursing activities. Each clinical course ranges between nine to fifteen (9-15) hours per week. During this time, students are maintaining their physical fitness that would be acquired during any physical education course.

Because of the size of the nursing content required to meet Texas Board of Nursing and national accreditation standards, and the need to teach adequate content to support the field of practice, limited credit hours are available to apply to core content. Speech and physical education content fits the needs of the specialty courses, but since room is limited, these course competencies were chosen for integration into specialty courses because the nature of the learning experiences complimented nursing procedures. No changes in the program's core curriculum are anticipated.

4. *To what degree is the AAS core, as required for your program, aligned with*

the "Purpose Statement for Collin College's General Education Core Curriculum", as well as Collin College's "Mission Statement", "Core Values", "Purpose Statement", and "FY2010 – FY2012 Strategic Goals"? How do you intend to address any gaps?

See explanations below.

****

Purpose Statement for Collin College's General Education Core Curriculum

The role of general education at Collin County Community College District is to cultivate within students

1. a common core of knowledge in the liberal arts tradition,
2. high-level cognitive skills, and
3. an educational foundation that facilitates and encourages life-long learning.

Collin College Mission Statement

Collin College is a student and community-centered institution committed to developing skills, strengthening character, and challenging intellect.

Collin College Core Values

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

Collin College Purpose Statement

Through its campuses, centers, and programs Collin College fulfills its statutory charge to provide:

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

The nursing department has an overall philosophy of nursing which aligns with the overall college purpose statement, mission and core values. (See Table B 4.1).

****

Table B 4.1: CCCCD Mission and Core Values and Nursing Department Philosophy

CCCCD Mission and Core Values	Associate Degree Nursing Philosophy
Student and Community Centered, Culturally Rich	The study of nursing arises out of a sensitivity and responsiveness to the needs of the Community. The students and recipients of nursing care include individuals, families, and special populations within various ethnic and cultural groups across the wellness/illness continuum.
Develop Skills, Learning	Nursing education is a process by which the learner actively acquires and assimilates scientific and discipline specific content that results in cognitive, affective and psychomotor change. It is a competency-based program of study that prepares the Graduate for the entry level practice of nursing and for lifelong learning and professional development.
Academic Excellence, Challenge the Intellect	The use of creative teaching methods, simulated laboratory encounters, clinical experience, and student project components are structured to facilitate the student's application of theoretical knowledge to practical healthcare situations. These modalities are designed to promote adaptive student participatory learning during the educational program and for lifelong learning.
Service and Involvement	The scope of associate degree nursing practice includes the roles of provider of care to meet the needs of individuals and families in organized nursing services and coordinator of care and utilizing resources with collaboration of the client and other healthcare professionals. Service learning and student community projects are incorporated in the nursing program to promote collaboration, service, and involvement in the community. Advocacy and legal/ethical issues are also examined in this arena.
Creativity and Innovation, Technologically Advanced	Nursing is a dynamic and highly technical discipline. The use of creative, innovative and technologically advanced teaching methods in the classroom such as multi-media PowerPoint presentations and interactive electronic games promote creativity, innovation and technology in nursing. Students demonstrate creativity, innovation and use of technology in project components of the nursing education program.
Dignity and Respect	Each individual has rights, dignity and worth. The individual is a unique being who interacts, changes, and adapts within the environment. The nurse is an advocate for the individual on personal, local and national levels.
Strengthen Character, Integrity	Nursing education provides the student with the opportunity to develop as a contributing member of the profession. Legal and ethical dimensions of practice that include the accountability for one's own actions demonstrate this.
Source: *CCCCD Catalog*, pp. 15	Source: *ADN Student Handbook*, pp. 7-9

Collin College FY2010 - FY2012 Strategic Goals

1. Increase the percentage of students who complete the core curriculum, earn a certificate,
   or earn a degree within three years of entering Collin College.
2. Increase the community's recognition of Collin College's educational opportunities, quality,
   and value.
3. Create linkages and new opportunities to help students navigate 21st century educational transitions.
4. Increase higher education accessibility and advance educational quality through the
   development of alternative resource streams and improved efficiencies.

The Nursing Department is already moving toward achieving all of the FY2010-FY2012 Strategic Goals:

Regarding Goal #1, the Nursing Department has already been recognized by the THECB for having a 90% graduation rate within three years of entering the nursing program at Collin.

Regarding Goal #2, the Nursing Department is known across the Dallas/Ft Worth metroplex, as well as the State of Texas, for the quality of its Nursing Program. A department website as well as brochures have been developed to publicize the opportunities available in the Nursing area: generic program, Refresher courses, LVN/paramedic bridge courses, Certified Nurse Aide (CNA) courses, and a new marketable skills award that will combine the CNA with phlebotomy and electrocardiogram certification.

Regarding Goal #3, Collin College has recently joined with Texas Women's University to provide Collin County residents with both a RN-BSN bridge program as well as Master's in Nursing courses at the new Center of Higher Education.

Regarding Goal #4, the variety of program/courses offered within the Nursing Department addresses the variety of educational opportunities available to the community. The Refresher program enables nurses to return to the workforce after being inactive. The CNA courses enable individuals to have entry level positions in healthcare. Finally, the LVN/Paramedic bridge option will enable these individuals to fast track receiving their AAS in Nursing based upon their previous healthcare experiences.

5. SACS Comprehensive Standard 3.5.1

The institution identifies college-level general education competencies and the extent to which graduates have attained them. (College-level competencies)

How does your program assess student learning outcomes in the AAS core, and how do AAS core student learning outcomes relate to and support student learning within the program?

The general education core supports the foundation of understanding human behaviors within nursing practice to view the individual as a holistic being, recognize human responses to environmental stressors, and promote effective communication. In addition, these courses encourage personal and professional self-development and lifelong learning.

The study of Anatomy and Physiology (BIO 2401 & 2402) and Microbiology (BIO 2421) assists the student to develop an understanding of the structural and physiological needs of the human body and the biological composition and interaction. Microbiology (BIO 2421) provides an understanding of pathogenicity and immunology. This course also introduces methods of microbial control to promote safety needs to the individual. The Statistics (MATH 1342) course provides knowledge of mathematical applications, statistical significance, research methodology, and critical thinking skills.

The individual's psychosocial needs are identified through the study of Psychology and Sociology. General Psychology (PSY 2301) provides the student with a basic awareness of the functions and processes of the mind, especially as related to the social and physical environment. Lifespan Psychology (PSY 2314) promotes understanding of the individual's growth and development from infancy through death. This course supports the flexible integrated curriculum, which deals with the nursing care of clients across the lifespan. Sociology (SOC 1301) furthermore enhances the student's knowledge of psychosocial needs by stressing group behavior related to heredity, geographical environment, culture, and social structure. The English course (ENG 1301) assists the student in developing effective written and verbal communication skills. In summary, the general education core assists in developing competencies and attitudes to become productive and useful members of the health care delivery system and the community.

Additional information can also be found on the GEO forms submitted regarding the core courses not required for the AAS in Nursing (ie., physical education, computer science, and speech). (See Tables B 5.1, B 5.2, & B 5.3.

Table B 5.1: GEO Form for Physical Education

CORE AREA: Physical Education

The objective of the physical education component of CCCCD's core curriculum is to create a foundation of skill and knowledge essential for lifetime health and wellness.

The curriculum provides opportunities for students to engage in a variety of movement experiences that contribute to the motor and fitness development of the individual and provide an understanding of the scientific basis for movement, health, fitness, and wellness.

COURSES THAT COVER THE EXEMPLARY LEARNING OBJECTIVES
Due to Physical Education not being part of the curriculum outline

1	2	3	4	5	Course ID	Course Title
x	x	x	x	x	RNSG 1219	Integrated Nursing Skills I
x	x	x	x	x	RNSG 1523	Introduction to Professional Nursing
x	x	x	x	x	RNSG 2504	Care of the Client with Common Health Care Needs
			x	x	RNSG 1229	Integrated Nursing Skills II
x	x	x	x	x	RNSG 1360	Clinical I
x	x	x	x	x	RNSG 1461	Clinical II
x	x	x	x	x	RNSG 2460	Clinical III
x	x	x	x	x	RNSG 2561	Clinical IV

EXEMPLARY EDUCATIONAL OBJECTIVES: STUDENTS WILL . . .

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

4 - **DEMONSTRATE** the biomechanics of fundamental movements and skills.

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

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

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

Table B 5.2: GEO Form for Computer Science

Core Area Exemplary Educational Objectives

CORE AREA: Computer Science

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

COURSES RECOMMENDED FOR CORE AREA WITH ASSOCIATED EXEMPLARY LEARNING OBJECTIVES

Competencies								
1	2	3	4	5	6	7	Course ID	Course Title
x	x	x	x	x	x	x	RNSG 1523	Introduction to Professional Nursing
x	x	x	x	x	x	x	RNSG 1360	Clinical I
x	x	x	x	x	x	x	RNSG 2504	Care of the Client with Common Health Care Needs
x	x	x	x	x	x	x	RNSG 1461	Clinical II
x	x	x	x	x	x	x	RNSG 2514	Care of the Client with Complex Health Care Needs
x	x	x	x	x	x	x	RNSG 2460	Clinical III
x	x	x	x	x	x	x	RNSG 2535	Integrated Client Care Management
x	x	x	x	x	x	x	RNSG 1219	Integrated Nursing Skills I
x	x	x	x	x	x	x	RNSg 1229	Integrated Nursing Skills II
x	x	x	x	x	x	x	RNSG 2561	Clinical IV
x	x	x	x	x	x	x	RNSG 2207	Transition to Nursing Practice

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

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

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

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

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

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

1 - DEMONSTRATE competency in geleral computer concepts.

Table B 5.3: GEO Forum for Speech

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

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

COURSES THAT COVER THE EXEMPLARY LEARNING OBJECTIVES

Due to Speech not being part of the curriculum outline

1	2	3	4	5	6	7	Course ID	Course Title
x	x	x	x	x		x	RNSG 1523	Introduction to Professional Nursing
x	x	x	x	x	x	x	RNSG 1360	Clinical I
x	x	x	x	x	x	x	RNSG 1461	Clinical II
x	x	x		x	x	x	RNSG 2460	Clinical III
x	x	x		x	x	x	RNSG 2561	Clinical IV
x	x	x	x	x		x	RNSG 2504	Care of the Client with Common Health Care Needs
x	x	x	x	x		x	RNSG 2514	Care of the Client with Complex Health Care Needs
x	x	x	x	x		x	RNSG 2535	Integrated Client Care Management
x	x	x	x	x	x	x	RNSG 2207	Transition to Professional Nursing

EXEMPLARY EDUCATIONAL OBJECTIVES: STUDENTS WILL . . .

7 - **DEVELOP** an awareness and understanding of cultural diversity.

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

exposition and argument.

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

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

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

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

Workforce Education Program Assessment:

Sections C

for the

Nursing Department

at

Collin College

2009-2010

C. Texas Higher Education Coordinating Board

The Texas Higher Education Coordinating Board (THECB) creates definitions and standards to guide how community colleges should assess the quality of their Workforce Education Programs. For reference, the entire set of THECB standards can be viewed at the following Web site ("Desk Review Instrument"):

http://www.thecb.state.tx.us/index.cfm?objectid=130980E5-AFAD-DF4B-F4CD2F627D494574

This section of the assessment asks you to compare your program to specific THECB standards. Refer to the assessment file that contains THECB data for your program from the college's recent desk review. Also, refer to the assessment file that contains Collin's Desk Review Response Plan.

1. For any section of the desk review where your program was cited as falling below a state standard, a plan was submitted to the THECB. Document the actions taken and the progress your program has made in response to the THECB audit. How close is your program to meeting or exceeding these state standards?
   The Nursing Department successfully met all of the standards according to the Texas Higher Education Coordinating Board.

2. What additional actions will your program take to improve measures tracked in the desk review?
   The Nursing Department will continue to maintain its Systematic Evaluation Plan (SEP) which enables the department to review all standards related to accreditation and exemplary status. It has utilized monies received in recognition of its retention rates and NCLEX-RN pass rates to begin a new position of Nursing Recruitment/ Retention Coordinator which will enable the program to continue to provide the increased number of students with retention initiatives and support. The ultimate goal is to maintain its current status of meeting the THECB standards at all levels.

3. Refer to the THECB state transfer reports:

   http://www.txhighereddata.org/reports/performance/ctctransfer

For each 2-year institution the report compares the academic performance of that institution's transfer students during their first year at Texas public universities. For each 4-year institution the report compares the first year university academic performance of students transferring from Texas public 2-year colleges.

Refer to the sections on Technical Associates and Certificates. What strengths or areas of concern are suggested by the table summarizing the performance of Collin's workforce students after they transfer to universities?

The Nursing Department does not typically have students transfer to four year universities immediately after graduation. Most students obtain a minimum of one year clinical experience prior to bridging to the bachelor's degree in nursing and/or a master's degree in nursing for those who come with previous degrees.

In reviewing the report as requested, the following observations can be made regarding strengths and areas of concern:

- *Students who have previous developmental education (DE) courses have a higher withdrawal rate (50% or greater).*
- *Students who have previous DE courses appear to have lower GPAs at the four year universities upon transfer*
- *Retention rates for students not taking DE courses are much better and the overall GPAs appear to be higher.*
- *Completed core curriculum courses, field of study, or actual associate degrees also demonstrate improved retention and GPAs at the four year universities.*
- *There is a limited number of students in either technical or certificate programs who transfer and potential effects are difficult to determine.*

The following conclusions and applications can therefore be made for students in the Nursing Department:

- *Students should be encouraged to complete the Nursing Field of Study and/or an Associate of Arts/Science degree if they are planning upon transferring to a four year university later for their BSN.*
- *Nursing students who may have completed previous DE courses coming into the Nursing Department should be followed closely and counseled regarding their academic attempts both at Collin and as potential transfer students.*

4. Refer to the following THECB criteria for an Exemplary Program. Briefly respond to each component. Identify any barriers to Exemplary Program status. What changes can your program make to move toward the goal of becoming or continuing to be an Exemplary Program?

The Nursing Department has been recognized twice as an Exemplary Program – 2004 and 2009 respectively. The following information provides evidence of the department's on-going ability to maintain this exemplary status.

Exemplary Program Status Evaluation In The Desk Review Option

The Institutional Effectiveness Evaluation Process for public community and technical colleges and four-year institutions that award applied associate degrees has added exemplary status consideration for workforce education programs to the desk review option. *Submission of programs for exemplary status consideration in the desk review option is strictly voluntary*.

Submission of Program Portfolios

A college desiring to have a workforce education program evaluated for exemplary status must submit a portfolio of information clearly documenting that the program satisfies all requirements specified below. Portfolios must be organized in the order of items below. *New programs are not eligible for exemplary status until three years of graduation and placement data are available and have been reported to the Coordinating Board.*

Exemplary Program Criteria

To receive an exemplary rating via the desk review option, a workforce education program must satisfy the following criteria:

1. All program standards specified in the desk review institutional effectiveness evaluation instrument must be met.

Standard 1: Program meets all standards specified in the desk review institutional effectiveness evaluation instrument.

Meets Standard 1

2. The program must also exceed standards in at least five of the following areas
(a through h):

a) Placement of Program Graduates

Standard: Ninety percent of program graduates are placed within one year of graduation

- *The program exceeds the standard if three-year average placement rate is 95 percent or greater*

The program's average placement rate is 95 % or greater

Meets

The majority of the nursing graduates have had a choice of jobs prior to actually graduating and are working within a month of graduation. The placement of program graduates for the five years reported was 100%, 98%, 100%, 98%, and 98% which exceeds the 95%. May 2009 graduates currently have an 84% placement and the December 2009 graduates are currently at a 65%. The last two cohorts have taken a little longer secondary to nurses returning to practice with the recession. Students, not having employment at the time of graduation, were typically related to pregnancy.

Table C4.1: Job Placement Rates for Collin College Nursing Graduates

Year	*Placement of Graduates*
2009	*Pending*
2008	*100%*
2007	*98%*
2006	*100%*
2005	*98%*
2004	*98%*

b) License Examination Pass Rate (where applicable)

Standard: Ninety percent of students tested on a specific license exam pass the exam as reported for the most recent year for which data is available (Perkins Standard)

Or

the percentage of students who take a license exam and pass is no more than five percentage points below the state average for the last three years for that particular license exam (State Standard)

- *The program exceeds the standard if the pass rate is 95 percent or greater. (Only the Perkins Standard is applicable for exemplary program consideration purposes).*

Meets

Table 4C.2: NCLEX-RN First Time Pass Rates for Collin College Nursing Graduates

Year	Collin College Pass Rate	State Average Pass Rate	National Average Pass Rate
2009	97.22%	90.68%	88.91%
2008	93.65%	90.68%	86.7%
2007	98.28%	89.96%	85.3%
2006	97.73%	90.79%	88.1%
2005	85.42%	89.47%	87.3%
2004	87.23%	88.01%	85.3%

This information is also available on the Texas Board of Nursing WEB site (www.bon.state.tx.us) for the last 10 years as well as www.ncsbn.org.

The nursing program has exceeded this standard since 2006. It should be noted that the nursing program continues to exceed both the state and national averages this past year. Collin College's nursing program had a 97.22% pass rate for 2009 while the state average was 90.68% and the national average was 88.91%.

c) Professional Program Credentials

Standard 1: A program requiring external certification, accreditation, or other mandatory approval, has documentary evidence that it meets the standards of the appropriate agency (Examples: Federal Aviation Administration certification for airframe/powerplant programs or Texas Board of Nurse Examiner accreditation for nursing programs);

And

Standard 2: the program holds *additional* professional accreditation, certification, or other form of approval, *other than Coordinating Board approval*, that is customarily held by programs in that particular discipline. (Examples: An interior design program with accreditation from the Foundation for Interior Design Education Research or an engineering technology accredited by the Accreditation Board for Engineering and Technology).

- *The program exceeds standards if it has received recognition from the industry, a professional association/organization relevant to the industry for which the program provides training, local, state, or national recognition, or other awards or commendations. Recognition must be clearly documented.*

Meets

The nursing program received a letter a letter of commendation from the Texas Board of Nursing in July 2009 (See Appendix A) as

well as continuing accreditation from NLNAC in July 2009 (See Appendix B).

d) Linkages and External Agreements

Standard: Program has at least one agreement in place and is pursuing others as appropriate (not applicable to certificate-only programs)

- *The program exceeds the standard if four or more of the following are clearly documented*
    1) 2+2(+2), 1+1
    2) TechPrep
    3) University transfer
    4) Inverted degree plan(s)
    5) Dual credit technical program
    6) Other appropriate agreement (provide description)

Does Not Meet

The nursing Program does not exceed this standard. Many of the students in the program later pursue their Bachelors of Science degree in nursing at one of the area universities but currently no official relationship exists. The college does have a new formal partnership with Texas Woman's University to bring their BSN and MSN program to the new Collin Higher Education Center.

e) Business and Industry partnerships

Standard: Active involvement with business/industry and documented evidence of at least two of the following affiliations

- *The program exceeds the standard if three or more of the following are clearly documented*
    1) Agreements for sharing facilities, equipment, labs, etc.
    2) Internships/apprenticeships/co-op/practicum/clinical
    3) On-site training for faculty at business/industry worksites
    4) Contractual agreements with business/industry
    5) Other partnership(s) (provide description)

Does Not Meet

The nursing department does not exceed this standard. The program has fourteen (14) affiliation agreements with clinical sites. The Nursing Department is beginning a new distance education initiative with North Texas Healthcare Corporation of America (HCA) to provide interactive television (ITV) courses to their employees in a "Grow Your Own"

program. These individuals will meet all the admission requirements for Collin's nursing program but instead of being in class they will have their courses over ITV. The two hospitals participating are Medical Center of Plano and Medical Center of McKinney. This initiative will begin in Fall 2010 with ten (10) students. At this point, a new cohort will be selected annually in the subsequent Fall semesters. Once instituted, this partnership will address #1, #2, & #4.

f) Integrating Academic and Technical Education

Standard: Writing and use of computers is included in the program

- *The program exceeds the standard of five or more of the following are clearly documented*
  1) Program includes writing (required)
  2) Program includes use of computers (required)
  3) Academic courses are included in the curriculum
  4) Program teaches problem identification, assessment, critical thinking, problem-solving, listening, and speaking skills
  5) Technical applications are included in academic courses
  6) Other (provide description)

Meets

1) Program includes writing (required)
   The nursing program requires written paperwork in each clinical course regarding clinical preparation. (See Appendix C).

2) Program includes the use of computer (required)
   The nursing program requires computer programs across the curriculum which facilitates the student's learning. The students are also testing using the Assessment Technologies Institute (ATI) testing system. (See Appendix D for list of computer programs available and overview of ATI system)

3) Academic courses are included in the curriculum.
   The nursing program is composed of 72 credit hours. Thirty of these hours are outside of the Nursing Department. (See Appendix E for degree plan for both generic program and LVN/Paramedic tracts).

4) Program teaches problem identification, assessment, critical thinking, problem-solving, listening, and speaking skills.
   The nursing program integrates nursing process across the curriculum. Nursing process is the problem-solving method utilized in the nursing profession. Also incorporated in the curriculum is the concept of therapeutic communication with

clients. The students develop a number of nursing care plans utilizing the nursing process and also complete Process Recordings to analyze therapeutic communication. (See appendix F for theory objectives regarding Nursing Process & Critical Thinking as well as Therapeutic Communication. Also Appendix G for examples of the Evaluation Tools for Care Plans & Process Recordings.)

5) Technical applications are included in academic courses
Nursing students are required to apply the technical skills learned in RNSG 1219 & RNSG 1229 in their clinical courses. (See Appendix H for list of technical skills students develop a basic competency in.)

g) Employer and Student Satisfaction With the Program

Standard: On-going program-specific assessment of employer and student satisfaction with results used for program improvement and documented evidence of at least two of the following:

- *The program exceeds the standard if three or more of the following are clearly documented*

1) Advisory committee satisfaction with the program
2) Use of student satisfaction surveys (required by the *Guidelines for Instructional Programs in Workforce Education*)
3) Use of employer satisfaction surveys (required by *Guidelines for Instructional Programs in Workforce Education*)
4) Use of survey results for continuous program improvement

Meets

1) Advisory committee satisfaction with the program.
The nursing community advisory committee meets once per semester. The committee is very supportive of the nursing program and complimentary of the program. (See Appendix I for list of committee members).

2) Use of student satisfaction surveys (required by the *Guidelines for Instructional Programs in Workforce Education)*
The nursing department sends out graduate surveys every year. (See Appendix J for example of survey). (Legend: 5 = Very Good vs. 1= Very Poor) See Table 4C.3 for the last eight (8) student cohorts.

Table 4C.3: Summative Results for Graduate Questionnaire in Overall Areas

Area	*May 2009*	*December 2008*	*May 2008*	*December 2007*	*May 2007*	*December 2006*	*May 2006*	*May 2005*
Role As Provider of Care	*4.52*	*4.34*	*4.48*	*4.37*	*4.32*	*4.57*	*4.12*	*4.40*
Role as Manager of Care	*4.38*	*4.22*	*4.28*	*4.49*	*4.29*	*4.58*	*4.11*	*4.24*
Role as Member of the Discipline	*4.61*	*4.26*	*4.08*	*4.49*	*4.34*	*4.43*	*4.05*	*4.50*

3) Use of employer satisfaction surveys (required by the *Guidelines for Instructional Programs in Workforce Education).*

The nursing department sends our employer surveys every year (See Appendix K for example of survey) (Legend: 5 = Very Good vs. 1= Very Poor).

See Table 4C.4 for the last eight (8) student cohorts.

Table 4C.4: Summative Results for Employer Questionnaire in Overall Areas

Area	*May 2009*	*December 2008*	*May 2008*	*December 2007*	*May 2007*	*December 2006*	*May 2006*	*May 2005*
Role As Provider of Care	*3.96*	*4.36*	*3.92*	*4.20*	*4.11*	*3.66*	*4.35*	*4.36*
Role as Manager of Care	*3.31*	*4.09*	*3.84*	*4.14*	*3.77*	*3.80*	*4.20*	*4.00*
Role as Member of the Discipline	*3.89*	*4.27*	*3.65*	*4.06*	*3.78*	*3.64*	*4.25*	*4.38*

4) Use of survey results for continuous program improvement

The nursing department does utilize the survey results when they are returned from the Office of Institutional Research. (i.e., slight decreases were addressed with integration of simulation across the curriculum to emphasis potential student "weaknesses").

5) Determination of On-Going Need for the Program

Standard: Clear documentation of two of the following:

- *The program exceeds the standard if three or more of following are clearly documented*

1) The program advisory committee recommends continuation of the program
2) Recent local and/or regional labor market data indicate continued need for the program
3) Recent state and/or national labor market data indicate continued need for the Program
4) Other indicator (provide description)

1) The program advisory committee recommends continuation of the program.

The nursing community advisory committee continues to recommend the continuation of the nursing program to help offset the growing nursing shortage.

2) Recent local and/or regional labor market data indicate continued need for the program.

AND

3) Recent state and/or national labor market data indicate continued need for the program.

The nursing profession is experiencing a nationwide shortage of nurses across the profession. (See Appendix L regarding facts about the nursing shortage in the Dallas/Ft. Worth Metroplex and the state of Texas.)

Meets Standard 2

APPENDIX A:

Copy of Letter Received from Texas Board of Nursing

Texas Board of Nursing

333 Guadalupe Street, Ste. 3-460, Austin, Texas 78701
Phone: (512) 305-7400 Fax: (512) 305-7401 www.bon.state.tx.us

Katherine A. Thomas, MN, RN
Executive Director

July 28, 2009

Linda D. Ard, PhD, CNS, RNC, Director
Collin County Community College
Associate Degree Nursing Program
2200 W. University Drive
McKinney, Texas 75071

Dear Dr. Ard:

Effective October 19, 2008, Texas Board of Nursing (BON) Rule 214.4(c) Vocational Nursing Education and 215.4(c) Professional Nursing Education related to *Ongoing Approval Procedures* were amended following implementation of House Bill 2426 (33 TexReg 8501). Both education rules currently require that a program's approval status is determined **biennially** by the Texas BON on the basis of the program's compliance audit, NCLEX examination pass rate, and other pertinent data. This letter will serve as official notification that the Collin County Community College's Associate Degree Nursing (ADN) Educational Program's full approval status was continued in April 2008 for a two-year period.

The Texas BON reviewed the 2008 NCLEX examination reports for both vocational and professional nursing educational programs at the July 23-24, 2009 meeting. Board members wish to issue the following commendation to the ADN Educational Program at Collin County Community College in McKinney, Texas:

Commendation:
The faculty and administration are commended for the graduates' 93.65% pass rate on the NCLEX-RN® for the 2008 examination year.

The next Texas BON approval notification letters will be sent to all nursing educational programs in 2010 for a two-year period.

If we may be of assistance to you, please contact board staff at (512)305-7660 or via email to virginia.ayars@bon.state.tx.us.

Sincerely,

Linda R. Rounds

Linda R. Rounds, PhD, RN, FNP
President

Virginia D. Ayars, MS, RN
Nursing Consultant

cc: Dr. Carey A. Israel, President
Dr. Merry McBryde-Foster, Dean

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Beverley Jean Nuttall, LVN
Bryan

Mary Jane Salgado, MEd
Eagle Pass

APPENDIX B:

Copy of Letter Received from National League for Nursing Accrediting Commission

NLNAC
National League for Nursing Accrediting Commission, Inc.

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HOWARD U. SIMMONS, PhD
Professor and Chairperson
Department of Advanced Studies, Leadership and Policy
Morgan State University
Baltimore, Maryland

July 27, 2009

Nell Ard, PhD, CNS, RNC, CNE
Director of Nursing, Nursing Department
Collin County Community College District
2200 West University Drive
McKinney, TX 75071

Dear Dr. Ard:

This letter is formal notification of the action taken by the National League for Nursing Accrediting Commission at its meeting on July 8-9, 2009. The Board of Commissioners received, reviewed, and accepted the Follow-Up Report of the associate program and affirmed the next accreditation visit for Fall 2014.

Deliberations centered on the Follow-Up Report and the recommendation of the Evaluation Review Panel. (See Summary of Deliberations and Recommendation of the Evaluation Review Panel.)

The Board of Commissioners affirmed the areas needing development as outlined in the enclosed Summary of Deliberations of the Evaluation Review Panel.

On behalf of the Commission, we thank you and your colleagues for your commitment to quality nursing education. By choosing to have accreditation by NLNAC, your nursing program demonstrates a continued interest in having the program measured against the highest national standards of quality in nursing education. If you have questions about this action or about Commission policies and procedures, please write or call me of a member of the Professional Staff.

Sincerely,

Sharon Tanner

Sharon J. Tanner, EdD, RN
Executive Director

Enc. Summary of Deliberations of the Evaluation Review Panel

3343 Peachtree Road NE, Suite 500 • Atlanta, GA 30326 • P. 404.975.5000 • F. 404.975.5020 • www.nlnac.org

SUMMARY OF DELIBERATIONS AND RECOMMENDATION OF THE
ASSOCIATE EVALUATION REVIEW PANEL
SPRING 2009 FOLLOW-UP REPORTS

COLLIN COUNTY COMMUNITY COLLEGE DISTRICT
MCKINNEY, TX

Accreditation Status

Last Evaluation Visit:	November 2006
Last Commission Action:	February 2007 Continuing Accreditation with Conditions. Fall 2014 with Conditions Follow-Up Report – Spring 2009 Next Review in 2 years to be based on a Follow-Up Report addressing: • Standard IV. Curriculum and Instruction With which the program was found to be in non-compliance.

Reader Recommendation

Reader 1:	Accepts Follow-Up Report.
Reader 2:	Accepts Follow-Up Report.
Reader 3:	Accepts Follow-Up Report.

Evaluation Review Panel Recommendation

Accept Follow-Up Report.

Areas Needing Development by Accreditation Standard

Standard IV: Curriculum and Instruction

- Review and revise program materials to clearly delineate the clock and credit hours for each nursing course.

APPENDIX C:

Written Assignments in the Nursing Program

Written Assignments Across the Curriculum

Level	*Course*	*Assignment(s)*
1st Semester	*RNSG 1360*	*Two nursing care plans* *Process Recording* *Community Group Project & Paper* *Portfolio* *Reflective Journal*
2nd Semester	*RNSG 1461*	*Medical /Surgical Nursing Care Plan* *Mental Health Nursing Care Plan* *Process Recording* *Community Group Project & Paper* *Portfolio* *Reflective Journal*
3rd Semester	*RNSG 2460*	*Discharge Teaching Project* *Pediatric Development Project* *Portfolio* *Reflective Journal* *Service Learning Log*
4th Semester	*RNSG 2561*	*Portfolio* *Reflective Journal* *Service Learning Log* *Webliographies* *Vitae/Resume* *Module Short Reports*

APPENDIX D:

List of Computer Programs Across the Curriculum
And
Overview of ATI Testing

COLLIN COUNTY COMMUNITY COLLEGE DISTRICT
AND VIDEO & COMPUTER SOFTWARE

COMPUTER HOLDINGS					
CONTENT AREA	**FOLDER**	**TITLE**	**VENDOR**	**COPY-RIGHT**	**CD**
ASSESSMENT	ADN	Age Specific Care	Graphic Ed.	2001	
	ADN	Auscultation of Breath Sounds	Wm. & Wilkins	1998	
	ADN	Practical Health Assessment	Zedd Comm Inc	2000	X
	C & S Solutions	Complete Chest Examination	Med. Educ. Software		
	Competency Suite	Assessment of The Cardio pulmonary Patient	Summetric Interactive Software	2003	
	Competency Suite	Vital Signs Assessment	Summetric Interactive Software	2003	
	Concept Media	The 10-Minute Assessment of The Adult	Concept Media	2005	X
	Concept Media	Physical Assessment: Heart & Lungs	Concept Media	2005	X

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COMPUTER HOLDINGS					
CONTENT AREA	**FOLDER**	**TITLE**	**VENDOR**	**COPYRIGHT**	**CD**
FUNDAMENTALS/ BASIC SKILLS	ADN	Age Specific Care	Graphic Ed.	2001	
	ADN	Dosage Calculation			
	ADN	Nursing Pharmacology Made Incredibly Easy	Springhouse	2001	
	ADN	PDS Nursing Scenarios	Prof. Dev. Software	2003	
	ADN	Chartsmart2			
	ADN	Standard Precautions	Fitne		

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COMPUTER HOLDINGS					
CONTENT AREA	**FOLDER**	**TITLE**	**VENDOR**	**COPYRIGHT**	**CD**
PSYCHIATRIC	ADN	Age Specific Care	Graphic Ed	2001	
	ADN	Behavior Disorder in Children	Primedia Workplacee		
	ADN	Psych Drug			
	ADN	Psych Terms			
	ADN	Psychiatric Made Incredibly Easy	Springhouse	2001	
	ADN	Uppers, Downers, and All Arounders	CNS Productions	1995	
	ADN	Clinical Simulation: Mental Health Nsg	Lippincott	2001	

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COMPUTER HOLDINGS					
CONTENT AREA	**FOLDER**	**TITLE**	**VENDOR**	**COPYRIGHT**	**CD**
PEDIATRIC		DxR Nursing: Browne (Epilepsy	DxR		
		DxR Nursing: Lantana (Gastroenteritis)	DxR		
		DxR Nursing: James (Sickle Cell)	DxR		
	ADN	Age Specific Care	Graphic Ed.	2001	
	ADN	Behavior Disorders of Children	Primedia Workplace		X
	ADN	Medi-Sim Clinical Simulations: Pediatric Nsg I	Lippincott	2000	
	ADN	Medi-Sim Clinical Simulations: Pediatric Nsg II	Lippincott	1997	
	ADN	Pediatric Nsg Made Incredibly Easy	Springhouse	2001	
	ADN	Primary Pediatric Care	Mosby	2001	X
	Case Study - CT	Neonate with an Infection	College of DuPage	2003	X
	Case Study - CT	Neonate with PPHN	College of Dupage	2003	X
	Phys Whiz	Neonate	College of Dupage	2003	
	Nsg Scenarios	Pediatric Nsg Concepts & Skills	Prof. Dev. Software	2004	X
	Class on a Disc	Pediatric Tips & Tricks			
	Med Ed	Meconium Aspiration (Anderson)			
		Epiglottis (Larsen)			
		Near Drowning (Grant)			
		Neonatal RDS (McCleary)			
		Pedi Asthma (Forley)			
		Status Asthmaticus (Acker)			
		Premature Neonate (Williams)			
	ADN	Peds Mania			

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COMPUTER HOLDINGS					
CONTENT AREA	**FOLDER**	**TITLE**	**VENDOR**	**COPYRIGHT**	**CD**
FLUID & ELECTROLYTES IV	ADN	Fluids & Electrolytes	Delmar	2000	X
	ADN	Managing an IV Infusion	Univ. of Calgary	1997	
	ADN	PDS Nursing Scenarios	Prof. Dev. Software	2003	
	C & S	Fluid, Electrolyte, Acid-Base	Med. Educ Software		
	Concept Media	Starting IV's: A Focus on Effective Strategies	Concept Media	2005	X
	IV	IV Therapy: Basic	Fitne	1998	X
	IV	IV Therapy: Techniques	Fitne	1998	X
	IV	IV Therapy: Advanced Procedures	Fitne	1998	X
	IV	IV Therapy Case Studies	Fitne	1998	X

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COMPUTER HOLDINGS					
CONTENT AREA	**FOLDER**	**TITLE**	**VENDOR**	**COPYRIGHT**	**CD**
MEDICATIONS	ADN	Dosage Calculations			
	ADN	Nsg Pharmacology Made Incredibly Easy	Springhouse	2001	
	ADN	Psych Drug			
	ADN	Uppers, Downers, and All Arounders	CNS Productions	1995	
	C&D	Math Magic			
	C&D	Medication Maestro			
	C&D	Basic Principles of Pharmacology			

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COMPUTER HOLDINGS					
CONTENT AREA	**FOLDER**	**TITLE**	**VENDOR**	**COPYRIGHT**	**CD**
OB/GYN		DxR Nursing: Malone (PROM)	DxR		
	ADN	Breastfeeding	Graphic Ed	1997	
	ADN	Clinical Simulation of Fetal Heart Rate	Lippincott	2003	X
	ADN	Obstetrical Care	Total Care Program	2001	X
	ADN	STD's and Their Effects on Labor	Primedia Workplace		X
	ADN	Women's Health: Pathology	New Mentor		X DVD
	ADN	Women's Health: The Meaning of Menopause	Primedia Workplace		X
	Allied Health	Nine Month Miracle	A.D.A.M Software	1996	
	Phys Whiz	Labor & Delivery	College of Dupage	2004	
	Phys Whiz	Normal Pregnancy	College of Dupage	2005	X
	Phys Whiz	The Postpartum	College of Dupage	2004	X
	Phys Whiz	The Female Reproductive System	College of Dupage	2004	X

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COMPUTER HOLDINGS					
CONTENT AREA	**FOLDER**	**TITLE**	**VENDOR**	**COPYRIGHT**	**CD**
RESPIRATORY & CV		DxR Nursing: Wentzel (COPD)	DxR		
		DxR Nursing: Sanchez (Pneumonia)	DxR		
		DxR Nursing: Turner (HTN; ESRF)	DxR		
	ADN	Arterial Blood Gases			
	ADN	Auscultation of Breath Sounds	Wm. & Wilkins	1998	
	ADN	Care of Chest Tubes	Univ. of Calgary	1997	
	ADN	Complex Problems: Clinical Simulations for Critical Care	Lippincott	2003	
	ADN	Essentials of Cardiac Rhythm Recognition	Wm & Wilkins	1996	
	C & S	Arterial Blood Gases I	Med. Edu. Software		
	C & S	Arterial Blood Gases II	Med. Edu. Software		
	C & S	Chest Tubes & Chest Drainage	Med. Edu. Software		
	C & S	Complete Chest Examination	Med. Edu. Software		
	C & S	Electrocardiography I, II, III	Med. Edu. Software		
	C & S	Hemodynamic Monitoring I, II, III	Med. Edu. Software		
	Competency Suite	Arterial Puncture & Lines	Summetric Interactive Software	2003	
	Competency Suite	Assessment of the Cardiopulmonary Patient		2003	
	Competency Suite	Diagnostic Interpretation of ECG		2003	
	Competency Suite	Nebulizer Therapy		2003	
	Competency Suite	Oximetry		2003	

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COMPUTER HOLDINGS					
CONTENT AREA	**FOLDER**	**TITLE**	**VENDOR**	**COPYRIGHT**	**CD**
RESPIRATORY & CV	Competency Suite	Oxygen Delivery & Devices	Summetric Interactive Software	2003	
	Competency Suite	Preventing TB	Summetric Interactive Software	2003	
	Competency Suite	Pulmonary A&P	Summetric Interactive Software	2003	
	Phys Whiz	The Cardiac System	College of Dupage	2003	X
	Phys Whiz	The Respiratory System	College of Dupage	2003	X
	Misc.	Hemodynamic Monitoring	Anesoft Corp	2002	X
	Clinical Simulation	MI (Berkey)			
		COPD Mechanical Ventilation (Fields)			
		Ventilator Weaning (McMillian)			
		Chest Trauma (Landon)			
		Pulmonary TB (Harris)			
		Guillan-Barre Syndrome (Miller)			
		COPD Management (Pinkerton)			
		Pediatric Asthma (Farley)			
		Aspiration Pneumonitis (Tiller)			
		ARDS (King)			
		Cardiogenic Pulmonary Edema (Vaugh)			
	Resp Folder	Chest Tubes & Chest Drainage			

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COMPUTER HOLDINGS					
CONTENT AREA	**FOLDER**	**TITLE**	**VENDOR**	**COPYRIGHT**	**CD**
MEDICAL – SURGICAL		DxR Nursing: Johnson (Diabetes)	DxR		
		DxR Nursing Turner (ESRF; HTN)	DxR		
		DxR Nursing Jones (Fractured Femur)	DxR		
	ADN	Aging-Natural Process	Med com Train ex	2001	
	ADN	PDS Nsg Scenarios	Prof. Dev. Software	2003	
	ADN	Medical-Surgical Nsg Critical Thinking Skills		1999	
	ADN	Med-Surg Mania	Prof. Dev. Software	1999	
	ADN	Nsg Pharmacology Made Incredibly Easy	Springhouse	2001	
	ADN	Pain Management	Graphic Educ. Corp	1998	
	ADN	Real World Community Health Nsg	Mosby	2000	X
	ADN	TLC Medical Center	College of DuPage	1998	
	Concept Media	Physiologic Principals			X
	Concept Media	Advances in stroke treatment	Concept Media	2005	X
	Phys Whiz	The Cardic System	College of DuPage	2003	X
	Phys Whiz	The Endocrine System	College of DuPage	2003	X
	Phys Whiz	The Acessary Organs of The GI System	College of DuPage	2003	X
	Phys Whiz	Hepatic	College of DuPage		
	Phys Whiz	The Integumentary & Wound Care	College of DuPage	2002	

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COMPUTER HOLDINGS					
CONTENT AREA	**FOLDER**	**TITLE**	**VENDOR**	**COPYRIGHT**	**CD**
MEDICAL – SURGICAL	Phys Whiz	The Immune System	College of DuPage	2003	X
	Phys Whiz	The Renal System	College of DuPage	2003	X
	Phys Whiz	The Respiratory System	College of DuPage	2003	X
	Phys Whiz	The GI System	College of DuPage	2003	X
	Misc.	Hemodynamics			

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COLLIN COUNTY COMMUNITY COLLEGE DISTRICT
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COMPUTER HOLDINGS					
CONTENT AREA	**FOLDER**	**TITLE**	**VENDOR**	**COPYRIGHT**	**CD**
CANCER	ADN	DxR Nursing: Giovanni (Breast Cancer)	DxR		
	ADN	Pain Management	Graphic Edu. Corp	1998	

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COMPUTER HOLDINGS					
CONTENT AREA	**FOLDER**	**TITLE**	**VENDOR**	**COPYRIGHT**	**CD**
GI	ADN	DxR Nursing: Harrison (Appendicitis/Alcoholism)	DxR		
	ADN	Med-Surg Mania	Prof. Dev. Software	1999	
	ADN	PDS Nsg Scenarios	Prof Dev. Software	2003	
	Phys Whiz	The Accessory Organs of The GI System	College of DuPage	2003	X
	Phys Whiz	The GI System	College of DuPage	2003	X

Revised 7/08

Overview of ATI Testing Products and Used Across the Curriculum

Level	*ATI On-line Computer Testing*
1st Semester	*Critical Thinking: Entrance* *Self Assessment Inventory* *Test of Essential Academic Skills* *Fundamentals of Nursing*
2nd Semester	*Mental Health Nursing* *Community Nursing*
3rd Semester	*Maternal Child Nursing* *Nursing Care of the Child*
4th Semester	*Critical Thinking: Exit* *Pharmacology* *Leadership* *Medical-Surgical Nursing* *Comprehensive Predictor of NCLEX-RN*

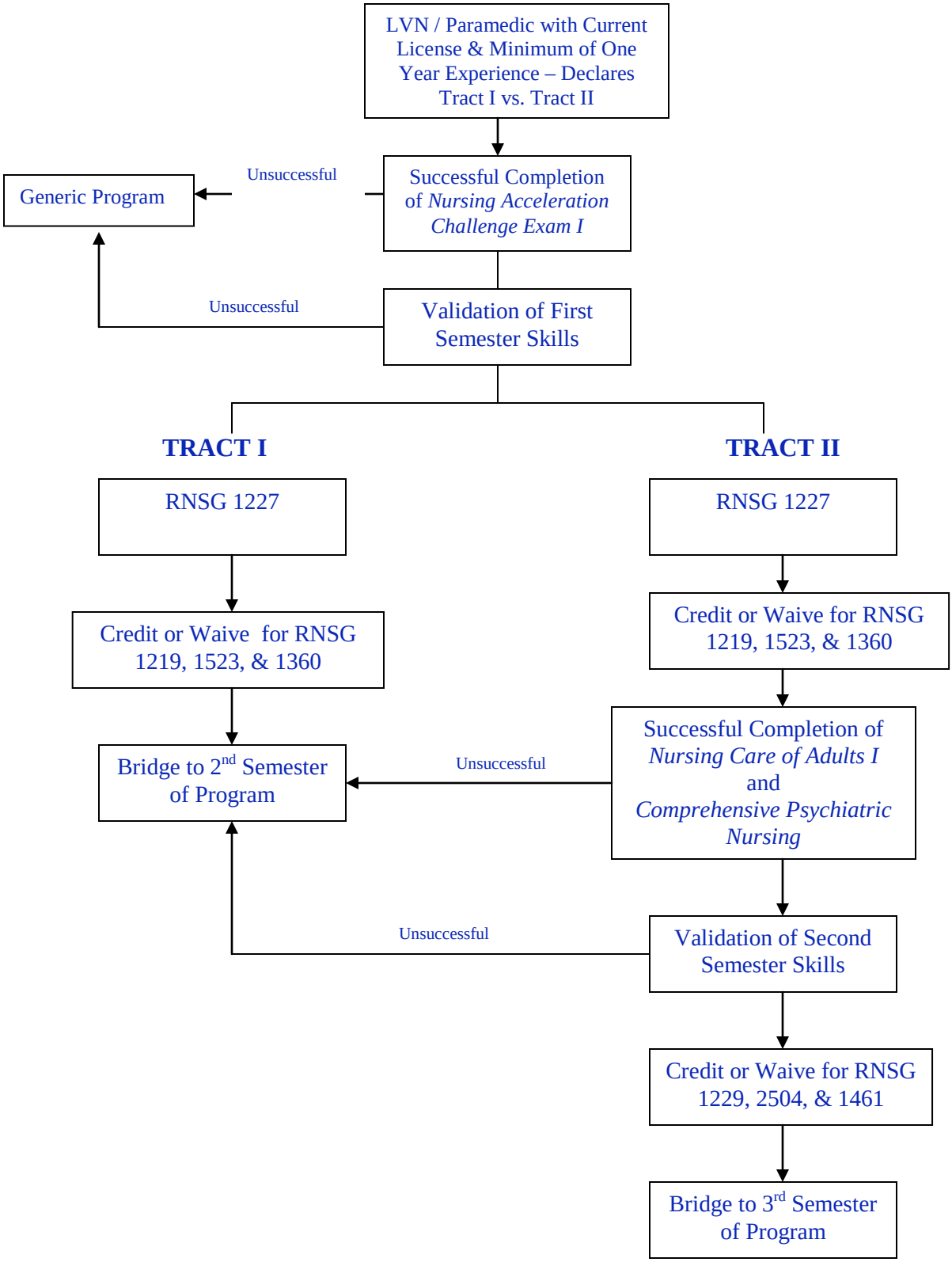
APPENDIX E:

Degree Plan

Nursing Degree Plan at Collin County Community College District

Pre-requisites						
Course Number	Course Title	Lec Hrs	Lab Hrs	Clin Hrs	Cont Hrs	Credit Hrs
MATH 1342	Statistics	3	1	0	64	3
BIOL 2401	Anatomy & Physiology I	3	4	0	112	4
BIOL 2402	Anatomy & Physiology II	3	4	0	112	4
BIOL 2421	Microbiology	3	4	0	112	4
	Total Hours	12	13	0	400	15
First Semester						
RNSG 1219	Integrated Skills I	1	3	0	64	2
RNSG 1523	Introduction to Professional Nursing	5	0	0	80	5
RNSG 1360	Clinical I – Nursing – RN Training	0	0	9	144	3
ENGL 1301	Composition/Rhetoric I	3	1	0	64	3
PSYC 2301	General Psychology	3	0	0	48	3
	Total Hours	12	4	9	400	16
Second Semester						
RNSG 1229	Integrated Skills II	1	3	0	64	2
RNSG 1461	Clinical II – Nursing – RN Training	0	0	12	192	4
RNSG 2504	Integrated Care of the Client with Common Health Care Needs	5	0	0	80	5
PSYC 2314	Life Span Psychology	3	0	0	48	3
	Total Hours	9	3	12	384	14
Third Semester						
RNSG 2514	Integrated Care of the Client with Complex Health Care Needs	5	0	0	80	5
RNSG 2460	Clinical III – Nursing – RN Training	0	0	12	192	4
SOCI 1301	Introduction to Sociology	3	0	0	48	3
SOCI 1306	**or** Social Problems	3	0	0	48	3
	Total Hours	11	0	12	368	12
Fourth Semester						
RNSG 2207	Transition to Nursing	2	0	0	32	2
RNSG 2535	Integrated Client Care Management	5	0	0	80	5
RNSG 2561	Clinical IV – Nursing – RN Training	5	0	15	240	5
	Philosophy/Fine Arts/ Humanities	3	0	0	48	3
	Total Hours	15	0	15	400	15
	GRAND TOTAL	**59**	**20**	**48**	**1952**	**72**

LVN/Paramedic Bridge Program



APPENDIX F:

Theory Objectives for Nursing Process,
Critical Thinking,
& Therapeutic Communication

Overall Objectives for Theory Courses at CCCCD

RNSG 1523 Introduction to Professional Nursing	RNSG 2504 Care of the Client with Common Health Care Needs	RNSG 2514 Care of the Client with Complex Health Care Needs	RNSG 2535 Integrated Care Management
1. Describe the roles/ competencies of the professional nurse in a variety of structured health care settings. 2. Discuss the legal and ethical parameters of professional nursing practice including the Nursing Practice Act. 3. Identify health promotion needs for diverse client systems across the life span and primary prevention measures to meet those needs. 4. Identify principles and develop skills for safe basic nursing care and pharmocotherapeutics/ pharmokinetics of multiple drugs. 5. Apply principles of decision making utilized in the nursing process in client scenarios. 6. Utilize the nursing process to develop a wholistic plan of care for client systems with basic health care needs in patient care teaching/learning scenarios. 7. Identify purposeful and therapeutic communication techniques and	1. Apply principles of critical thinking and the nursing process when caring for client systems across the wellness-illness continuum with common physiologic and/or psychosocial health care needs/problems. 2. Demonstrate collaborative behavior as a member of the multidisciplinary health care team. 3. Apply therapeutic communication skills to maintain effective interpersonal relationships with clients and colleagues. 4. Describe the legal and ethical parameters of nursing care for clients/ families experiencing common physiologic and/or psychosocial health needs/ problems across the lifespan and wellness-illness continuum. 5. Explain the need for personal and professional growth within the roles/ competencies of nursing. 6. Discuss the application of the Nurse Practice Act in relation to client systems experiencing	1. Incorporate current research to meet the teaching/ learning needs for client systems across the lifespan experiencing complex physiologic and/or psychosocial health needs/problems to promote health maintenance and/or restoration. 2. Utilize critical thinking skills and nursing process to develop and implement a teaching/learning wholistic plan of care for client systems to promote health maintenance and/or restoration based on assessment data of client systems' stressors and strengths. 3. Demonstrate the ability to utilize critical thinking skills and nursing process to make safe and ethical clinical decisions to plan and implement nursing care for client systems with complex physiologic and/or psychosocial health needs/ problems in problem based scenarios. 4. Demonstrate a working knowledge of the roles/competencies of a nurse as indicated by the Nurse Practice Act.	1. Demonstrate the ability to make safe and ethical collaborative decisions regarding advanced care for diverse client systems experiencing integrated health needs/problems across the lifespan in problem-based teaching/ learning scenarios. 2. Utilize critical thinking and the nursing process as a framework for providing care for client systems in various settings within the hospital and community. 3. Develop, implement, and evaluate an advanced and integrated plan of care plus the teaching/learning needs/problems for diverse client systems across the life span whose health needs may be difficult to predict. 4. Examine the implications of the nursing practice act and the many roles/ competencies of professional nursing. 5. Demonstrate leadership and management skills in caring for small groups of diverse client systems across the lifespan within the wellness-illness

the applications to nursing practice. 8. Discuss factors necessary to communicate nursing care, client data, and procedures via written and/or verbal venues. 9. Explain the concepts and principles of personal accountability and responsibility for providing safe nursing care. 10. Discuss teaching/learning needs for diverse client systems across the lifespan to improve compliance with therapeutic wholistic regimes.	common physiologic and/or psychosocial health needs/ problems across the lifespan and wellness-illness continuum. 7. Identify the role/ competencies of the associate degree nurse as a member of the profession of nursing. 8. Discuss nursing care and safety priorities for client systems experiencing common physiologic and/or psychosocial health needs/ problems across the lifespan, addressing both stressors and strengths.	5. Apply therapeutic communication skills with diverse client systems across the lifespan and at various points on the health-illness continuum to create a caring environment. 6. Explain the need for personal and professional growth within the roles/ competencies of nursing and activities to attain it. 7. Describe opportunities for client advocacy in a variety of health care settings. 8. Analyze nursing care and client outcomes related to clients with complex physiologic and/or psychosocial health care needs/problems to determine adaptations to improve outcomes utilizing client teaching/learning in problem based scenarios. 9. Discuss collaborative care planning within a multidisciplinary team, to provide nursing care for client systems with complex physiologic and/or psychosocial health care needs/problems in a variety of health care settings.	continuum. 6. Evaluate the effectiveness of communication/ documentation skills in collaboration with members of the multidisciplinary health care team. 7. Analyze the effectiveness of client and family teaching/learning in relation to health maintenance and/or restoration. 8. Use current technology and nursing research to enhance client care and teaching/ learning within the hospital and community. 9. Relate the importance of individual professional development to the advancement of the nursing profession. 10. Analyze the effectiveness of nursing care in relation to client outcomes and health maintenance/health restoration to synthesize improvements in nursing care.

Overall Objectives for Clinical Courses at CCCCD

RNSG 1360 Clinical I	RNSG 1461 Clinical II	RNSG 2460 Clinical III	RNSG 2561 Clinical IV
1. Apply Neuman's Systems Model theory, fundamental nursing concepts, and basic nursing skills involving specialized materials, equipment, procedures in medical/surgical clinical settings. 2. Identify regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the profession of nursing. 3. Discuss legal and ethical behavior, safety practices and interpersonal and teamwork skills associated with the role/competencies of the professional nurse in the medical/surgical clinical setting. 4. Establish appropriate communication/documentation skills using nursing terminology in both written and verbal venues. 5. Utilize the nursing process to determine basic needs and care for one to two client systems in a medical/surgical clinical setting.	1. Apply Neuman's Systems Model theory, nursing concepts, and intermediate nursing skills involving specialized materials, equipment, procedures in structured clinical care settings. 2. Discuss regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the profession of nursing. 3. Demonstrate legal and ethical behavior, safe practices associated with the profession of nursing. 4. Demonstrate interpersonal and teamwork skills in structured clinical settings both as member of a multidisciplinary team and a professional nurse. 5. Demonstrate appropriate communication/documentation skills using nursing terminology in both written and verbal venues in structured clinical care settings.	1. Apply Neuman's Systems Model theory, nursing concepts, and complex nursing skills involving specialized materials, equipment, procedures in structured clinical care settings. 2. Demonstrate nursing practice within the regulations, laws, and interactions in and among political, economic, environmental, social, and legal systems associated with professional nursing. 3. Demonstrate legal and ethical behavior, safe practices associated with the profession of nursing. 4. Demonstrate interpersonal and teamwork skills as member of a multidisciplinary team and a professional nurse. 5. Utilize appropriate communication/documentation skills using nursing terminology in both written and verbal venues as required in the role/ competencies of a professional nurse.	1. Apply the Neuman's Systems Model theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions when providing advanced and integrated care for client systems in various care settings within hospital and community. 2. Integrate regulations, laws, and interactions in and among political, economic, environmental, social, and legal systems associated with the professional nursing with personal nursing practice. 3. Demonstrate the ability to make safe, ethical and collaborative clinical decisions when providing advanced and integrated care for client systems across the lifespan and wellness-illness continuum in various settings within hospital and community. 4. Integrate interpersonal, teamwork skills and roles/competencies as a member of a multidisciplinary team and to the nursing profession.

6. Apply principles of decision making utilized in the nursing process when caring for one to two client systems in a medical/ surgical clinical setting. 7. Demonstrate application of therapeutic communication techniques in a medical/ surgical clinical setting to establish a caring environment. 8. Demonstrate personal accountability and responsibility for providing safe fundamental nursing care for one to two client systems in a medical/ surgical clinical setting. 9. Utilize critical thinking techniques when providing safe basic nursing care for one to two client systems in a medical/surgical clinical setting. 10. Identify health related teaching/learning needs/problems of client systems across the lifespan in a variety of settings.	6. Apply the nursing process and critical thinking skills to determine needs/ problems, care, and evaluate outcomes, for one to two clients with common physiologic and/or psychosocial health needs/ problems in structured clinical care settings. 7. Demonstrate therapeutic communication techniques in structured clinical care settings to establish a caring environment. 8. Demonstrate personal accountability and responsibility for providing safe nursing care for one to two clients with common physiologic and/or psychosocial health needs in structured clinical care settings. 9. Utilize critical thinking when providing individualized, prioritized nursing care to one to two clients with common physiologic and/or psychosocial health needs/problems in structured clinical care settings. 10. Identify the role/ competencies of the associate degree nurse as a member of the nursing profession in structured clinical care settings.	6. Demonstrate critical thinking skills to make safe and ethical clinical decisions when caring for two to three clients with complex health needs/problems across the lifespan in a variety of health clinical care settings. 7. Use the nursing process and therapeutic communication to identify actual and potential health stressors and strengths of the client systems with complex health needs/problems across the lifespan in a variety of clinical care settings. 8. Demonstrate prioritization and individualization of nursing care for client systems with complex physiologic and/or psychosocial health needs/problems across the lifespan and wellness-illness continuum in a variety of clinical care settings. 9. Discuss the role of the nurse as a client advocate in a variety of health care settings. 10. Develop, implement, and evaluate a teaching/ learning plan(s) for client systems to promote health maintenance and/or restoration based on assessment data of client stressors and strengths.	5. Synthesize communication/ documentation skills using nursing terminology in both written and verbal venues as required in the role/competencies of the profession. 6. Adapt critical thinking skills used in the nursing process to improve safe and ethical clinical decisions when caring for two to three clients with advanced and integrated needs/ problems across the lifespan and wellness-illness continuum in various settings within hospital and community. 7. Act in a leadership/ management roles when working with colleagues and small groups of diverse client systems across the lifespan within the wellness-illness continuum in a variety of settings within hospital and community. 8. Utilize the nursing process and therapeutic communication skills to adapt teaching/learning plans based on stressors and strengths of client systems with advanced and integrated health needs/problems across the lifespan and wellness-illness continuum in a variety of settings within hospital and community.

	11. Demonstrate and evaluate health related teaching/ learning needs of client systems across the lifespan in a variety of settings.	11. Analyze nursing care and client outcomes for two to three clients with complex physiologic and/or psychosocial health care needs/problems across the lifespan in a variety of health care settings. 12. Demonstrate personal accountability and responsibility for providing safe, competent nursing care for two to three clients with complex physiologic and/or psychosocial health needs/problems across the lifespan in a variety of clinical care settings.	9. Act in the role of client advocate in a variety of a variety of settings within hospital and community. 10. Incorporate evidence-based nursing practices to improve teaching/learning outcomes for client systems in a variety of settings within hospital and community. 11. Analyze and adapt nursing care to improve client outcomes for two to three clients with advanced and integrated needs/problems in various care settings within hospital and community.

Overall Objectives for Skills and Transition Courses at CCCCD

RNSG 1219 Integrated Skills I	RNSG 1229 Integrated Skills II	RNSG 2207 Transition to Nursing
1. Describe concepts and principles that are basic to the safe performance of fundamental nursing skills for diverse client systems across the lifespan in a caring environment. 2. Demonstrate competence and caring in the performance of fundamental nursing procedures and the communication/documentation of those procedures. 3. Utilize critical thinking and the nursing process to identify teaching/learning needs of client(s) across the lifespan receiving fundamental nursing skills and procedures.	1. Describe concepts and principles that are basic to the safe performance of intermediate nursing skills for diverse client systems across the lifespan in a caring environment. 2. Demonstrate competence and caring in the performance of intermediate nursing procedures and the communication/ documentation of those procedures. 3. Apply critical thinking and the nursing process to identify teaching/learning needs of the client(s) across the lifespan receiving intermediate nursing skills and procedures.	1. Explain the roles/competencies of the professional nurse as a provider of care, coordinator of care, and member of profession. 2. Use critical thinking and the nursing process as a framework for providing safe, wholistic care. 3. Examine multifaceted factors impacting nursing care and integrated healthcare to create a caring environment. 4. Analyze behaviors and attitudes of the nurse that facilitate adaptation to a changing healthcare environment within a variety of settings within hospital and community. 5. Effectively utilizes communication/ documentation processes to improve healthcare to client systems in a variety of settings within hospital and community. 6. Create teaching/learning activities to improve primary, secondary, and tertiary health outcomes for diverse client systems across the wellness-illness continuum in a variety of settings within hospital and community.

Appendix G:

Examples of Evaluation Tools to Grade Nursing Process & Process Recordings

Collin County Community College District
RNSG 1360
Major Nursing Care Plan Evaluation

The following criteria must be met for the care plan to be accepted and graded:

1. Submits this nursing care plan evaluation sheet with the care plan.
2. Submits care plan that is neat, written legibly in pen or typed.
3. Submits care plan at assigned time and date.
4. Submits Client Assessment Form with all criteria completed.
5. Submits completed Textbook Picture.
6. Submits all papers in a clean folder.

Grade: _____

Student Signature: _____

Instructor Signature: _____

Date: _____

Note: Entire 4-page evaluation form will be filed in your permanent records. You will be allowed to keep the actual care plan.

Collin County Community College District
RNSG 1360
Major Nursing Care Plan Evaluation

Student: _____ Dates of Care: _____

Client Diagnoses: _____

Client Initials: _____ Room No.: _____

GRADING CRITERIA

	Available Points	Actual Points
CLIENT ASSESSMENT FORM (10 points):		
1. Completes biographical and sociocultural information.	1	_____
2. Lists current and relevant medical diagnoses with onset dates.	1	_____
3. Lists current surgical procedure(s) with date(s).	1	_____
4. Identifies client's developmental level (Erickson's) and supporting data.	1	_____
5. Identifies current diet and its rationale, including any food or fluid restrictions.	1	_____
6. Lists all medications (including IV fluids), classifications, actions, dose, times and route, and nursing actions/ patient teaching indicated.	1	_____
7. Lists all treatments, purpose, times, client's response, and nursing actions/patient teaching indicated.	1	_____
8. Lists all baseline and recent lab values on lab sheet, includes rationales for abnormal results, and nursing actions/ patient teaching indicated.	1	_____
9. Lists all diagnostic tests, dates performed, results, clinical significance, and indicated nursing care/patient teaching.	1	_____
10. Identifies all appropriate discharge needs.	1	_____
TEXTBOOK PICTURE (5 points):		
1. Medical diagnosis with descriptive statements/clinical sign and symptoms.	2	_____
2. Medical/surgical management.	1	_____
3. Nursing management including probably nursing diagnoses and planned nursing actions.	2	_____

GRADING CRITERIA

	Available Points	Actual
APPLICATION OF THE NURSING PROCESS:		
ASSESSMENT (10 points):		
1. Lists vital signs for day(s) of care.	1	_____
2. Lists all assistive equipment in use.	1	_____
3. Lists safety precautions in use.	1	_____
4. Completes all assessments on all body systems as appropriate:		
a. Cognitive/Perception/Neurological	1	_____
b. Cardiovascular	1	_____
c. Respiratory/Pulmonary	1	_____
d. Integumentary	1	_____
e. Gastrointestinal	1	_____
f. Genitourinary/Gyn	1	_____
g. Musculoskeletal	1	_____
ANALYSIS (30 points):		
1. Nursing diagnoses are written according to presented criteria as:		
a. Nursing diagnosis/problem	4	_____
b. Etiology	4	_____
c. Subjective symptoms	2	_____
d. Objective signs to include therapies, medications, & significant diagnostic test results	2	_____
2. Includes the following types of nursing diagnoses that are client specific and individualized:		
a. Actual (Care Plan #1 = 1; Care Plan #2 = 3)	4	_____
b. High Risk (Care Plan #1 = 1; Care Plan #2 = 2	2	_____
c. Knowledge Deficit (1 for each Major Care Plan)	1	_____
3. Are prioritized according to Maslow's Hierarchy of Need with supporting data.	5	_____
4. Subjective and objective data is appropriate to support diagnosis.	3	_____
5. Documents findings/data to support nursing diagnosis found within the Physical Assessment.	3	_____
PLANNING (10 points):		
1. Reflect client problems (MUST be done to receive credit for 2-4)	5	_____
2. Are attainable and realistic.	2	_____
3. Are written in BMCT format.	2	_____
4. Are numbered for evaluation purposes.	1	_____

GRADING CRITERIA

	Available Points	Actual Points
INTERVENTIONS (20 points):		
1. Includes who will do, what will be done, when will it be done, how often it should be done, and how much will be done; reflects current theoretical knowledge base and practice.	10	_____
2. Reflects the etiological part of the nursing diagnosis	4	_____
3. Includes scientific rationale for each nursing action and cites the resource.	5	_____
4. Are numbered for evaluation purposes.	1	_____
EVALUATION (10 points):		
1. Of nursing interventions to include results of actions as effective/ineffective and why. (includes dates)	5	_____
2. Of actual behaviors related to client outcomes as met, not met, or partially met and why. (includes dates)	5	_____
OVERALL WRITTEN PRESENTATION (5 points):		
1. Uses correct citation for all resources using APA format.	2	_____
2. Includes *research* articles in development of care plan (One (1) article for Care Plan #1 and two (2) articles for Care Plan #2)	3	_____
a. Current information with last three (3) years		
b. Derivation from a professional NURSING journal (include copy of article in folder)		
TOTAL POINTS:		_____

Note: A copy of the required articles MUST be submitted with the major care plan. Failure to do so will result in a late paper penalty until the article(s) is submitted.

See Student Handbook Policy 10.12.

Collin County Community College
Associate Degree Nursing
Process Recording Evaluation

A 15 minute tape recorded interview must be submitted with your grade sheet and the Process Recording or a "0" will be received for the grade.

Client Initials:	Age:	Unit/Agency:	Date of Interaction:
Presenting Problem/Diagnosis			

Initiation of Interview	Available Points	Actual Points
• Setting described and appropriate to situation	4	
• Purpose of the interview specified in the goal statement	6	
• Goal stated as a therapeutic outcome achievable and appropriate to the client	8	
• Presenting problem/diagnosis documented	2	
Therapeutic Communication		
• Variety of therapeutic communication techniques applied appropriately	10	
• Nontherapeutic responses are identified	14	
• Therapeutic responses are substituted for nontherapeutic responses in the analysis	8	
• Responses are appropriate to the content of interaction	6	
• Verbal and nonverbal cues are identified and addressed	6	
• Interaction flows in a goal-directed manner toward the identified outcome	8	
• Redirection is utilized as appropriate	4	
• Nursing student thoughts and feelings are identified	4	
• Description of how the interaction was terminated	2	
• Planning for follow-up contact with the client is described	2	
Summary of Interview		
• Evaluates the actual therapeutic outcome as specified in the goal statement	10	
• Summarizes the major areas addressed in the interview	2	
• Evaluates feelings about the direction of the interview, areas to be further addressed, and information obtained from the interview that could impact care planning and interventions	4	
TOTAL	**100**	

Student _____

Instructor _____

APPENDIX H:

List of Technical Skills Validated in Nursing Program

Course	*Skills Validated*
RNSG 1219	*Homeostasis (Vital Signs)*
	Physical Assessment
	Medication Administration
	Glucose Monitoring
	Sterile Dressing Change
	Central Line Dressing Change
RNSG 1229	*Catheterization*
	NGT Insertion
	Intravenous (IV) Starts
	IV Medications (IVP & IVPB)
	O2, Suctioning, & Tracheostomy Care

Note: All Skills are demonstrated across the lifespan.

APPENDIX I

Community Advisory List

COLLIN COUNTY COMMUNITY COLLEGE DISTRICT
ADN PROGRAM
Community Advisory Committee – 2009/2010

Nancy Cavalier, MSN, RN Clinical Educator - Education Department Children's Medical Center at Dallas	Tricia Scott, RN, MS, FACHE Division Director Workforce Development HCA North Texas
Jane Cook, RN Chief Nursing Officer Presbyterian Hospital of Allen	Nanci Kistler, RN Coordinator of Education Presbyterian Hospital of Allen
Sandy Haire, RN, MS, CNE-BE, FACHE Senior Vice President / Chief Nursing Officer Medical Center of Plano	Robbie Hays, RN, BSN Director of Education Medical Center of Plano
Cole Edmonson, RN, MS Vice President & Chief Nurse Executive Medical City Dallas Hospital	Jane Alberico, RN Education Department Medical City Dallas Hospital
Randy Blanchard, RN, BSN, MBA Chief Nursing Officer Medical Center of McKinney	Theresa Posani, MS, RN, ACNS-BC Director of Education Medical Center of McKinney
Nancy Neaves, RN Branch Manager Visiting Nurses Association	Eileen Hoffman, RN, MSN, MBA Director of Nursing Presbyterian Hospital of Plano
Michell Johnson, RN, BSN, MBA Director of Nursing LifeCare Hospital of Plano	Roxanne Waltz, RN, BS Nursing Educator, Supervisor Methodist Richardson Medical Center
Ellen Pitcher, RN, MSN, CNAA Chief Nursing Officer Baylor Medical Center at Plano	Eileen Flannagan, RN Director of Education Baylor Medical Center at Plano
Anne Scott Stiles, PhD, RN Professor & Associate Dean Texas Woman's University	Yvonne Brown, RN, MA Director of Education Baylor Medical Center at Garland
Jim Murphy, RN Chief Nursing Officer Centennial Medical Center	Ginger Bain, RN, MSN Education Coordinator Centennial Medical Center
Cindy Bledsoe, RN Senior, VP of Operations Baylor Medical Center at Frisco	Randi Elliott, RNC, CNM, MSN Chief Nursing Officer Baylor Medical Center at Frisco
Cynthia Rodgers, RN, MSN Director of Clinical Services Select Specialty	Merry McBryde-Foster, PhD, RN* Dean of Health Sciences & Emergency Services

COLLIN COUNTY COMMUNITY COLLEGE DISTRICT
ADN PROGRAM
Community Advisory Committee – 2009/2010

Former Graduates	
Nancy Kelley, RN, COHN/CCM/CAE Senior Occupational Health Nurse Halliburton Energy Service *Class of '95*	Debbie Cason, RN School Nurse Plano ISD *Class of '90*
My Pham, RN Staff Nurse Presbyterian Hospital of Plano *Class of '96*	Kenny Drake, RN Staff Nurse LifeCare of Plano *Class of '06*

APPENDIX J

Graduate Questionnaire

COLLIN COUNTY COMMUNITY COLLEGE DISTRICT
ASSOCIATE DEGREE NURSING PROGRAM (May 2009)
GRADUATE QUESTIONNAIRE

INSTRUCTIONS: Please blacken the appropriate bubble for each of the following questions with a #2 pencil. Please evaluate your nursing school education and experience in relation to preparing you for your career as a registered nurse. The following scale is to be used:

1 = Very Poor	2 = Poor	3 = Satisfactory	4 = Good	5 = Very Good

PART I: ROLE AS PROVIDER OF CARE:

1 2 3 4 5 1. Develops, implements, and evaluates individualized plans of care.

1 2 3 4 5 2. Uses the nursing process as a basis for decision making.

1 2 3 4 5 3. Establishes and maintains effective communication with clients, family, significant others, and health team members.

1 2 3 4 5 4. Promotes participation by the client, family, significant others, and members of the health care team in the plan of care.

1 2 3 4 5 5. Demonstrates clinical competence when providing client care.

1 2 3 4 5 6. Makes decisions and takes actions that are consistent with standards for nursing practice and licensing laws.

PART II: ROLE AS MANAGER OF CARE:

1 2 3 4 5 1. Manages an environment that promotes clients' self-esteem, dignity, safety, and comfort.

1 2 3 4 5 2. Manages care for a group of clients in a timely and cost-efficient manner.

1 2 3 4 5 3. Follows the policies and procedures of the employing institution.

1 2 3 4 5 4. Promotes effective team relationships.

1 2 3 4 5 5. Provides direction and guidance to other health care workers.

1 2 3 4 5 6. Is accountable for performance of nursing activities delegated to other workers.

1 2 3 4 5 7. Seeks assistance when the situation encountered is beyond the nurse's knowledge and experience.

1 2 3 4 5 8. Utilizes appropriate channels of communication within the organizational structure.

1 2 3 4 5 9. Promotes continuity of client care by utilizing appropriate channels of communication external to the organization.

1 2 3 4 5 10. Participates in the evaluation of the client care delivery system.

PART III: ROLE AS MEMBER WITHIN THE DISCIPLINE OF NURSING:

1 2 3 4 5 1. Practices within the ethical and legal framework of nursing.

1 2 3 4 5 2. Fosters high standard of nursing practice.

1 2 3 4 5 3. Participates in learning activities to maintain safe practice.

1 2 3 4 5 4. Constructs a course of action when confronted with ethical dilemmas in practice.

1 2 3 4 5 5. Seeks assistance for colleagues whose behaviors indicate a potential impairment.

1 2 3 4 5 6. Participates in self-evaluation and peer review.

1 2 3 4 5 7. Participates in committees and conferences of the employing institution.

PLEASE RETURN QUESTIONNAIRE IN THE ENCLOSED POSTAGE PAID ENVELOPE

CCCCD IRO glb; 9/10/09; J:\IRO\Magenta Surveys\ADN Nursing Surveys\Graduate Questionnaire\May 2009

APPENDIX K

Employer Questionnaire

COLLIN COUNTY COMMUNITY COLLEGE DISTRICT
ASSOCIATE DEGREE NURSING PROGRAM (May 2009)
EMPLOYER QUESTIONNAIRE

INSTRUCTIONS: Please blacken the appropriate bubble for each of the following questions with a #2 pencil. Please evaluate the graduate of Collin County Community College's Associate Degree Nursing Program in relation to preparing him/her for a career as a registered nurse at your facility. The following scale is to be used:

1 = Very Poor	2 = Poor	3 = Satisfactory	4 = Good	5 = Very Good

PART I: ROLE AS PROVIDER OF CARE:

1 2 3 4 5 1. Develops, implements, and evaluates individualized plans of care.

1 2 3 4 5 2. Uses the nursing process as a basis for decision making.

1 2 3 4 5 3. Establishes and maintains effective communication with clients, family, significant others, and health team members.

1 2 3 4 5 4. Promotes participation by the client, family, significant others, and members of the health care team in the plan of care.

1 2 3 4 5 5. Demonstrates clinical competence when providing client care.

1 2 3 4 5 6. Makes decisions and takes actions that are consistent with standards for nursing practice and licensing laws.

PART II: ROLE AS MANAGER OF CARE:

1 2 3 4 5 1. Manages an environment that promotes clients' self-esteem, dignity, safety, and comfort.

1 2 3 4 5 2. Manages care for a group of clients in a timely and cost-efficient manner.

1 2 3 4 5 3. Follows the policies and procedures of the employing institution.

1 2 3 4 5 4. Promotes effective team relationships.

1 2 3 4 5 5. Provides direction and guidance to other health care workers.

1 2 3 4 5 6. Is accountable for performance of nursing activities delegated to other workers.

1 2 3 4 5 7. Seeks assistance when the situation encountered is beyond the nurse's knowledge and experience.

1 2 3 4 5 8. Utilizes appropriate channels of communication within the organizational structure.

1 2 3 4 5 9. Promotes continuity of client care by utilizing appropriate channels of communication external to the organization.

1 2 3 4 5 10. Participates in the evaluation of the client care delivery system.

PART III: ROLE AS MEMBER WITHIN THE DISCIPLINE OF NURSING:

1 2 3 4 5 1. Practices within the ethical and legal framework of nursing.

1 2 3 4 5 2. Fosters high standard of nursing practice.

1 2 3 4 5 3. Participates in learning activities to maintain safe practice.

1 2 3 4 5 4. Constructs a course of action when confronted with ethical dilemmas in practice.

1 2 3 4 5 5. Seeks assistance for colleagues whose behaviors indicate a potential impairment.

1 2 3 4 5 6. Participates in self-evaluation and peer review.

1 2 3 4 5 7. Participates in committees and conferences of the employing institution.

PLEASE RETURN QUESTIONNAIRE IN THE ENCLOSED POSTAGE PAID ENVELOPE

CCCCD IRO glb, 9/9/09, J:\IRO\Magenta Surveys\ADN Nursing Surveys\Employer Questionnaire\May 2009

APPENDIX L:

Nursing Shortage Fact Sheet

Nursing Shortage Fact Sheet

State & Regional Facts Regarding the Nursing Shortage:

- 57 Associate Degree Nursing programs comprising 56% of the RN graduates
- 41% of qualified applicants not admitted to nursing programs
- Nursing faculty mean age is 53 with 64% over the age of 50
- Nursing faculty vacancy rate is 5.9%
- In 2008, faculty turnover rate was 12.1%
- Projected needs for the state 2012 needs an additional 33,340 graduates and by 2020 will need additional 70,628 graduates
- Vacancy rate for TX in 2006 was 10.2% and the turnover rate was 18.2%
- Demand for FT registered nurses in Texas in 2008 exceed supply by 22,000
- DFW reported a 12.5% vacancy rate in 2005

National Facts Regarding the Nursing Shortage:

- 1 of 3 qualified applicants to nursing programs were turned away related to lack of capacity in 2005/06
- 119,000 qualified applications (39%) of all qualified applications were turned away from prelicensure programs in 2008
- Faculty shortage and clinical placements are the major constraints to nursing program growing 59% of all nursing graduates come from Associate Degree Nursing programs; 850 nursing programs granted associated degree in nursing
- Registered nurses constitute the largest health care occupation with 2.5 million jobs
- Registered nurses are projected to generate about 587,000 new jobs over the 2006-16 period, one of the largest numbers among all occupations
- U.S. Nursing shortage is projected to grow to 260,000 registered nurses by 2025.
- U.S. Bureau of Labor Statistics projected more than one million new and replacement nurses will be needed by 2016.
- 55% of the current nurses are set to retire between 2011 and 2020

Sources:

American Association of Colleges of Nursing (2010). *Nursing Shortage Fact Sheet.* Retrieved from www.acen.nche.edu/media/FactSheet/NursingShortage.htm on March 16, 2010.

Bureau of Labor Statistics. (2008). *Occupational Outlook Handbook, 2008-09 Edition*. Washington, D.C.: Author.

Kaufman, K. (2008). Executive summary from the Nursing Data Review, academic year 2005-2006, baccalaureate, associate degree and diploma programs. *Nursing Education Perspectives, 29,* 182-184.

National League for Nursing. (2010). *NLN Annual Survey of Schools of Nursing.* New York, NY: NLN.

Texas Center for Nursing Workforce Studies. (2009). *Faculty in professional nursing programs.* Austin, TX: Texas Department of State Health Service.

Texas Center for Nursing Workforce Studies. (2007). *Professional nursing education in Texas: Demographics and trends – 2007*. Austin, TX: Texas Department of State Health Service.

Texas Higher Education Coordinating Board (2008). *Final graduation data for initial licensure programs (2001-2007)*. Austin, TX: Author.

D. Course Completion and Success

Refer to the retention/success charts and analyze the last class day enrollment compared to the Census day enrollment for the courses in your program.

1. What patterns or trends do you notice in the course completion data? What suggestions do you have for increasing any low completion rates?

All of the Nursing Department completion data from the Fall of 2007 forward indicates a 90% or higher with the exception of RNSG 1219 and RNSG 1229. The data for these two courses appear to have doubled the enrollment. I believe that both the lecture component and lab component have been counted which doubles the student number. We had 40, 30, 40, 40, & 39 in the Fall of 2005, Spring 2006, Fall 2006, Spring 2007, & Fall 2007 respectively. The Fall of 2008 & Spring 2009 numbers are correct.

Nursing students would not be allowed to proceed in the program if they were unsuccessful in any of the concurrent courses. The Nursing Program has historically only had failures in theory courses (RNSG 1523, RNSG 2504, RNSG 2514, & RNSG 2535).

When students are unsuccessful and/or withdraw from the program, they are required to have an exit interview with the Director of Nursing. During this interview, an explanation of how to reapply is provided. All students who reapply have to take a comprehensive exam over the semesters they have been successful in and also have to revalidate any skills previously done. The student is provided two opportunities to be successful on these requirements. The testing provides faculty with information about potential areas the student may have a deficiency of knowledge which allows intervention to facilitate the student's success upon return to the program. The demonstration of skills verifies the student has retained the ability to safely perform them in the healthcare setting.

Refer to the retention/success charts and analyze the last class day enrollment compared to the success data for the courses in your program. "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."

2. How do the success rates compare across courses?

See Tables D 2.1, D 2.2, D 2.3, & D 2.4 for data across each semester within the program.

Table D 2.1: Success Rates on First Semester of the Nursing Program

Course	Fall 2005	Spring 2006	Fall 2006	Spring 2006	Fall 2007	Spring 2008	Fall 2008	Spring 2009
RNSG 1219	50%	45%	50%	48%	46%	49%	98%	98%
RNSG 1523	100%	90%	95%	93%	90%	95%	91%	98%
RNSG 1360	No data	No data	No data	No data	No data	No data	98%	98%

Explanation of data:

Spring 2006 - Two withdrew from the nursing program – one for personal reasons & one "didn't like nursing"; two unsuccessful academically – neither returned

Fall 2006 – two unsuccessful – neither returned

Spring 2007 – one withdrawal because "didn't like nursing"

Fall 2007 – three withdrawals –"didn't like nursing"; one unsuccessful – returned in Fall 2008 and should graduate in May 2010

Spring 2008 – one unsuccessful and didn't return

Fall 2008 – one withdrawal for personal reasons; three unsuccessful – all returned and will be second semester students in Spring 2010

Spring 2009 – one withdrawal for personal reasons – returning Spring 2010

Table D 2.2: Success Rates on Second Semester of the Nursing Program

Course	Fall 2005	Spring 2006	Fall 2006	Spring 2006	Fall 2007	Spring 2008	Fall 2008	Spring 2009
RNSG 1229	50%	48%	47%	49%	50%	50%	97%	100%
RNSG 1361/1461	No data	No data	No data	No data	No data	No data	97%	100%
RNSG 2504	100%	95%	82%	97%	97%	100%	94%	98%

Explanation of data:

Fall 2005 – one academically unsuccessful

Spring 2006 – two withdrew for personal reasons

Fall 2006 – one withdrew because "didn't like nursing" and one for personal reasons; two unsuccessful academically – both returned and graduated in December 2008; third unsuccessful transfer student did not return

Fall 2007 – one academic withdrawal who didn't return

Fall 2008 – one withdrawal (didn't like nursing)

Spring 2009 – one academically unsuccessful – returned Fall 2009 and will be in third semester in Spring 2010

Table D 2.3: Success Rates on Third Semester of the Nursing Program

Course	Fall 2005	Spring 2006	Fall 2006	Spring 2006	Fall 2007	Spring 2008	Fall 2008	Spring 2009
RNSG 2460	No data	No data	No data	No data	No data	No data	100%	100%
RNSG 2514	98%	94%	98%	100%	95%	95%	100%	88%

Explanation of data:

Fall 2005 – withdrawal because the student decided that he/she "didn't like nursing" and changed majors; academically okay

Fall 2006 – one unsuccessful for second time and ineligible for return

Fall 2007 – two unsuccessful – both returned and graduated in Spring 2009

Spring 2008 – two withdrawals for personal reasons – neither returned to the program

Spring 2009 – four unsuccessful – all returned in Fall 2009 and should graduate in May 2010

Table D 2.4: Success Rates on Fourth Semester of the Nursing Program

Course	Fall 2005	Spring 2006	Fall 2006	Spring 2006	Fall 2007	Spring 2008	Fall 2008	Spring 2009
RNSG 2207	No data	98%	94%	100%	100%	100%	100%	100%
RNSG 2535	No data	85%	86%	100%	100%	100%	97%	97%
RNSG 2561	No data	No data	No data	No data	No data	No data	100%	97%

Explanation of data:
Spring 2006 – eight unsuccessful academically; all but one returned the following Fall semester and successfully graduated from the program.
Fall 2006 – two unsuccessful; one returned and graduated in 12/07
Spring 2007 –one withdrawal r/t clinicals – returned and graduated in December 2007
Fall 2008 – one unsuccessful – returned and graduated December 2009
Spring 2009 – one unsuccessful – returned and graduated December 2009; one withdrawal for personal reasons – returned and graduated in December 2009

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

The explanation for the improvements noted from the Fall of 2007 forward is a direct result of several retention strategies developed across the curriculum. Examples of these are a stress reduction workshop for first semester students; lectures on study skills, time management, and test taking strategies; remediation of Assessment Technology Incorporated (ATI) on-line exams; use of case studies and NCLEX-RN style questions during lecture times; implementation of Problem-based learning (PBL) modules on fourth semester; and implementation of a NCLEX-RN Success Plan for each fourth semester student prior to graduation. See Table D3 for initiatives and results.

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

The Fall 2006-2008 Collin-Texas Retention report, which compares Collin's retention rates with state-wide retention rates, can be found in the "reports" section of the IRO intranet site. The report is listed in CIP order as well as in alphabetical order.
http://intranet.ccccd.edu/iro/information/reports/retention.htm

4. For the courses in your program, what actions will your program take to meet the state course completion standard or to improve course success without compromising academic integrity and rigor?

   The nursing program will continue to implement the strategies in place to retain its 90% retention/graduation rate for the overall program.

5. What potential issues or concerns do the data suggest for your program, and how might these issues be addressed?

   Data indicates that the Nursing Department is still loosing students who after enrolling determine that the nursing profession is "not a fit" for them. It would be wonderful if something existed that would predict this prior to enrollment. The Nursing Department is diligent in pre-nursing group advising session in explaining the program in detail. Unfortunately, not all pre-nursing students attend and some who do still have no idea until they actually begin the coursework and patient care. The Nursing Department is also hoping to complete a research study in the near future to determine if there is one or more factors that may predict success in the program. The data from this study may allow earlier interventions for those students who may have "risk factors" for potential failure.

Table D 3: Initiatives Instituted and Results

Date	Initiative	Results
Fall 2003	*Initiated ATI Standardized Testing Across the Curriculum with the Incoming class {classes already admitted took the ATI tests specific to semesters remaining}*	Attrition by academic year **BEFORE** any initiatives**:** 2002/2003 – 21.7% program 2003/2004 – 17% program
Fall 2004	*Initiated Stress Reduction Workshop for nursing Students;*	Attrition by Academic Year **AFTER** initiatives**:** 2004/2005 – 12.5% program 2005/2006 – 11.26% program 2006/2007 – 10.53% program 2007/2008 – 9.52% program
	Initiated course content on time management, study skills, & test taking strategies	
	Assigned each student to a specific academic faculty advisor who provided extra assistance with study skills, test taking, and/or content questions	
	Provided FT faculty with a stipend above base pay to compensate for student contact not covered with load	
Fall 2005	*Initiated new testing rubric across the curriculum **	
	Began requiring students to remediate ATI content specific exams	

**Testing Rubric for Collin College Nursing Program

Type of Question	*First Semester, First Year*				Second Semester, First Year				First Semester, Second Year				Second Semester, Second Year			
	1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st	2nd	3rd	4th
Knowledge	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Comprehension	50	45	40	35	25	20	15	10	0	0	0	0	0	0	0	0
Application	50	55	60	65	70	75	80	85	90	90	90	90	90	90	90	90
Analysis	0	0	0	0	5	5	5	5	10	10	10	10	10	10	10	10

Workforce Education Program Assessment:

Sections E & F

for the

Nursing Department

at

Collin College

2009-2010

E. Institutional Effectiveness --- Part 1

1. In order to plan for the future it can be helpful to look back at successful plans from the past. How did your program's most recent workforce assessment result in improvements to your program? (contact Vicky Putman if you need a copy of your program's last assessment)

The Workforce assessment that was completed in 2001/2002 had four overall recommendations:

1. *Advertise vigorously for full-time and part-time faculty to reduce faculty load (especially overloads).*
2. *Submit an official request for additional faculty (FT and PT) with supporting documentation.*
3. *Priority should be given to find an appropriate evaluation tool for testing.*
4. *Alleviate space concerns - labs and classrooms.*

Additionally, there were two overall suggestions:

1. *Active recruitment of qualified minority students and faculty as well as male faculty.*
2. *Need to complete all prerequisites prior to beginning the actual nursing program.*

During the interim timeframe all of these areas have been addressed. Yet, several continue to be an ongoing problem related to the growth of the program and shortage of nursing faculty. The Nursing Department at the time of the 2001/2002 report had five (5) FT faculty, approximately four (4) PT faculty and 60 students in Fall 2001. The Nursing Department had also begun a weekend/evening program which was staffed by PT faculty and overload from the Program Director. This evening program was closed after admitting and graduating two cohorts related to an inability to staff it on an ongoing basis. When the evening program closed, the Nursing Department began admitting students twice a year (Fall and Spring) to the day program. The Nursing Department now currently has nearly 200 nursing students, plus a CNA program and an active Refresher program.

2. Are there plans from that assessment that are still in the process of being implemented?

<u>Recommendation Regarding Faculty</u>

At the time of the time of the initial report in 2001, the nursing program had six of faculty when I came on board in summer 2002. Nursing faculty has always been a challenge for nursing departments across the

United States related to the overall number of masters prepared faculty in nursing as well as the descripency in salary between academe and service.

In 2004, the Nursing Department began providing stipends to nursing faculty to begin to compensate for the differences in salary. Initially, all faculty member received $2000. Currently the faculty receives a stipend based upon years of experience beyond masters' as well as overall years of education. These stipends range from $4000 to $13,000. This initiative has been very successful in recruiting nursing faculty.

Currently the Nursing Department has nineteen (19) FT faculty, thirteen PT faculty, one (1) Refresher/CNA Coordinator who has a bachelors in nursing, and one (1) PT Nursing Recruitment/ Retention Coordinator who also has a bachelors in nursing. The faculty is culturally diverse and has several with either doctoral degrees and/or advanced practice certifications. The current make-up of faculty is extremely different from an all female, Caucasian faculty that was present at the time of the last Workforce Assessment Study. (See Table E2.1 for breakdown of current faculty and nursing staff).

Faculty overloads typically no longer exist in the generic nursing program except on rare occasion related to inability to fill typically a PT clinical position. The faculty who do currently have overload are doing so by teaching courses outside of the generic nursing program and have elected to do so to earn additional monies.

Table E2.1: Attributes of Current Nursing Faculty, including Director

Attribute	# of FT Faculty/Staff	# of PT Faculty/Staff	Overall Results
Caucasian	18	11	29
Asian	1	2	3
Black	2	1	3
Female	19	12	2
Male	1	0	1
Advanced Practice Nurse	3	1	4
Doctorally prepared	3	1	4
Working on Doctorate Degree	5	0	5
Working on Masters Degree (Refresher Coordinator)	1	0	1

Recommendation Regarding Testing

The testing evaluation system remained an on-going problem for a period of time. The Nursing Department did hand-calculated item analysis on all high-missed test items until 2004. In 2004, the Nursing Department successfully requested and obtained the ParScore and ParTest programs. Both programs are now being used to verify the validity of each exam in both the generic and CNA programs. The programs will also be used in the two new initiatives beginning in the summer of 2010 - LVN/Paramedic Bridge program and EKG Certification Courses.

ParScore and ParTest have certainly saved the nursing faculty time in test development and analysis. Additionally, it has allowed the faculty to develop stronger exams with which to prepare the nursing students for their licensure exam (NCLEX-RN).

Currently, the college plans to expand the use of this testing system to other departments at the Central Park Campus. The Scantron machine will no longer be housed in the Nursing Department but will still remain assessable to it. This will create several challenges just from a proximity perspective and the number of test/quizzes being analyzed on a weekly basis.

Recommendation Regarding Space Concerns

Immediately after the previous report, spacing issues were addressed when the "old" Physical Therapy lab was converted into what is currently the Respiratory Therapy lab. This enable the Nursing Department to have all seventeen (17) beds in the Hospital lab (E316 & E316A). Additionally, the Health Science Computer lab in E327 was originally converted to a new EMS lab. When EMS moved to the second floor, this was converted to seven bed hospital lab. Originally, this lab was assigned but has subsequently become the Simulation lab.

The Nursing Department utilizes the Simulation Lab on several occasions during the semester as an overflow from the Hospital lab. Scheduling is the primary issue in doing this. This is especially true if the lab is being used for Testing purposes and other departments still have access to the HPS room. The use of the Simulation lab for simulations has also become a challenge. The nursing program has integrated simulation across the curriculum. Each nursing student comes to campus twice during the semester for simulation. Simulation groups are limited to 6-8 students in order to facilitate the quality of learning. Currently, the nursing department is using the lab 90 times during the semester. Many times, other departments are either unable to use the lab and/or two departments are using it at the same time. Frequently, this can lead to less quality in simulation because of the environmental distracters.

The classroom situation remains an on-going problem. The Nursing Department uses only one section for each theory course on-ground. This is

now 48 students and will soon be around 55 per class. Classrooms on campus do not accommodate this number of students. Plus with all four semesters needing the same size room for its 5-hour theory time has become very challenging. The Nursing Department is limited on being able to change its class dates related to negotiated clinical sites.

Even if multiple theory sections could be offered on different days/times, there would be a faculty load issue related to the multiple sections. Because of the integrated curriculum, nursing faculty team teach in each theory course. This enables the expertise of each faculty to be utilized. The Texas Board of Nursing requires that faculty teach within the area of expertise they achieved in the graduate education and/or clinical experience.

In Fall 2010, the classroom situation is going to be addressed by moving three levels to the new Collin Higher Education Center. The classrooms there are large enough to accommodate the nursing courses and are not currently being used during the daytime. Being off campus will be a challenge to the department related to meetings as well as having access to materials frequently used in the classroom from the lab area. If the Nursing Department continues to grow, long term decisions will need to be made to have classrooms on site large enough to accommodate the class sizes as well as non-traditional scheduling.

Suggestion Regarding Recruitment of Qualified Minority Students/Faculty

The Nursing Department does not discriminate based upon ethnicity or gender. All qualified masters prepared nurses who apply for positions are interviewed for openings both FT and PT. Since the previous Workforce Assessment in 2001/2002, the department has diversified its faculty. (See Table E2.1).

The Nursing Department selects its students based upon a point system. The application process does not enable faculty to know the ethnicity or gender of the individual beyond what the name may indicate. This being said, the Nursing Department still has been able to demonstrate some improvement in this area. (See Table E2.2 for comparison of students from 2001/2002 versus today).

Table 2.2: Student Attribute Comparison

Attribute	Fall 2002 N = 113		Fall 2008 N= 157		Fall 2009 N = 175	
	#	Percentage	#	Percentage	#	Percentage
Caucasian	81	71.7	108	68.7	128	73.2
Black	15	13.3	14	8.9	12	6.8
Hispanic	10	8.8	5	3.2	6	3.5
Asian	7	6.2	26	16.6	26	14.8
American Indian / Alaskan	0	0	2	1.3	1	0.6
Other	0	0	2	1.3	2	1.1
Male	10	8.8	23	14.6	31	17.7
Female	103	91.2	134	85.4	144	82.3
15 to 19 years	Not Available		1	0.6	0	0
20 to 25			29	18.5	39	22.3
26 to 30			32	20.4	39	22.3
31 to 40			66	42.1	69	39.4
41 to 50			25	15.9	24	13.7
Older than 50			4	2.5	4	2.3

Suggestion Regarding Completion of All Pre-requisites Prior to Beginning Nursing Program

Since the Fall of 2003, the Nursing Department has not allowed student to begin the program without completing ALL pre-requisites prior to beginning the program. Historically, those students who had previously been allowed to start without all pre-requisites struggled not only with those courses but also with the nursing program.

Currently students are also recommended to complete as many of the five (5) support courses as possible prior to entering the program. This primarily comes from a scheduling issue related to 12-hour clinical days and early morning (0630) clinical times. For those students needing to be full-time, additional on-line courses are recommended in lieu of on-ground courses.

3. According to SACS, institutional effectiveness involves documenting that expected outcomes have been identified, assessed, and have led to improvements. The SACS standard below indicates the importance SACS gives to planning, assessment, and improvement based on the assessment results.

SACS Comprehensive Standard 3.3.1
The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:
(Institutional Effectiveness)

3.3.1.1
educational programs, to include student learning outcomes

3.3.1.2
administrative support services

3.3.1.3
educational support services

3.3.1.4
research within its educational mission, if appropriate

3.3.1.5
community/public service within its educational mission, if appropriate

Indicate the degree to which your program is in compliance and explain your answer. If your program is not in compliance how do you intend to address any gaps?

_X___ Compliance
_____ Partial Compliance
_____ Non-Compliance

Comments/Justification:

The Nursing Department is in compliance with this requirement of SACS. The department has its own Systematic Evaluation Plan (SEP) that reviews all of the required elements for accreditation by the National League for Nursing Accrediting Commission, Inc. The six (6) Standards addressed in the SEP include the following: Mission & Administrative Capacity, Faculty & Staff, Students, Curriculum, Resources, and Outcomes. (See Appendix A –

Systematic Evaluation Plan for Nursing. Please note the Dashboard referred to is the one place where all data is recorded on an annual basis with each of the criterion on the SEP.) Mission & Administrative Capacity would address SACS 3.3.1.4 and 3.3.1.5. Faculty and Staff address 3.3.1.2 while Resources addresses 3.3.1.3. Finally, Outcomes would address 3.3.1.1.

The Nursing Department uses its SEP on an ongoing basis. Each of the nursing committees - Testing, Curriculum, Student Affairs, and Simulation - have standards and/or criterion they are directly responsible for assessing and then potentially making recommendations to the overall nursing faculty. In order to verify this is being done on a consistent basis, the Nursing Department also has an SEP committee which is composed of the committee chairs and the Director of Nursing. This committee meets twice per year to review the various aspects of the overall SEP. A dashboard of results is developed annually each Spring regarding the overall outcomes, recommendations, and actions of the plan. (See Appendix A for the Nursing Department Systematic Evaluation Plan).

4. It is important to document program assessment and plans for continuous improvement to be in compliance with the SACS Comprehensive Standard 3.3.1.1. Often it may not seem as if official planning took place. However, analyzing decisions that your program has made can uncover the planning that occurred. The questions below will guide you in determining which decisions in your program resulted from deliberate planning.

Continuous Improvement Plan

Describe one decision made or action taken in the past year. This could be a change in textbooks, a change in technology, course sequence, learning outcomes, etc.

The Nursing Department instituted several on-going retention efforts in 2005. One of the efforts which is continuously reviewed is the on-line Testing with ATI. We continually update the benchmarks that students should be aiming for based upon new information from the vendor. The benchmarks were raised during the last year based upon these changes. The goal for changing was to require students to remediate if their score on ATI indicated the had not achieved 90% of the content area.

Sources of Evidence

What prompted the decision? (i.e. what did you observe or what happened) Were you trying to fix a problem? What were your sources of information? What types of information or measures did you use to make this decision? How did your program come to the decision to make this change?

Changes are based upon updates to the on-line testing system. The company bases their data on criterion-referenced results. When the statistics change new percentiles are published.

Intended Outcomes

How did you expect student learning to be affected by the change your program made? What outcomes did you hope would come from this change?

The intended outcome is to facilitate the students acquisition of the content and thereby their performance on the NCLEX-RN licensure.

Findings

Did the intended outcomes occur as a result of the change your program made? What outcomes actually occurred?

Students continue to perform well on the first attempt at NCLEX-RN. The May 2009 and December 2009 cohorts only had one individual who had to retake NCLEX-RN. Both students were successful on their second attempt.

Standard Met

Are the outcomes sufficient? Are you satisfied with the results from the change your program made?

Yes, the outcomes were sufficient. The Nursing Department will continue to monitor changes by the vendor and update student requirements as needed.

Next Action Plan

Based on the outcomes of the change made by your program, what is your next step?

Continue to monitor all retention efforts at Collin.

F. Institutional Effectiveness --- Part 2

As a group or program, please review and discuss your responses to questions in the preceding sections, considering all of the data. Based on those responses, list possible recommendations and innovations to strengthen your program. You may develop goals and objectives for specific courses or for the whole program. You may want to consider questions such as the following:

- What are the current strengths and weaknesses of your program? Refer to data concerning intended outcomes and skills.
- Are changes necessary to your program's prerequisite rules or admission requirements?
- Are there overall changes that could improve your program's Coordinating Board status? What steps does your program need to take to fill in any gaps in compliance?
- What, if any, changes in pedagogy might improve student learning?
- Are there weaknesses related to your program's student learning outcomes? If so, consider how you can set a goal based on concrete outcomes.

Strengths/Weaknesses

- *Strengths*
  - *Faculty - Both academic and clinical preparation*
  - *Professionalism of faculty and staff - getting the job done even thought more jobs to do*
  - *Commitment of the Nursing Department to the students and their success*
  - *Students - quality and overall commitment to succeed*
  - *Quality of simulation development by the Nursing Department and integrated across the curriculum*

- *Weaknesses*
  - *On-going challenges to have sufficient faculty to meet the growing department's needs*
  - *Insufficient numbers of support staff for the size of the department and its various endeavors*

Changes Necessary for Pre-requisites/Admission
None

Changes to Change overall THECB status
None

Changes in pedagogy
None - all courses use Blackboard minimally as a communication tool;

ITV will begin in Fall 2010 to incorporate the HCA "Grow Your Own" program.

Weaknesses r/t to outcomes
None

Now review your list of potential ways to improve your program. What ONE action or improvement do you think would have the most significant impact on the program's student learning outcomes, as identified in Section A.1.? The following questions are the same components as in E.4., just in a different order. Use these questions to help you create a plan for improving your program's student learning outcomes during 2010-2011.

The Academic Deans and the Vice President/Provosts will review the results of this assessment. Specific goals and objectives from this final section of the assessment can be incorporated into departmental or college-wide goals and objectives as appropriate.

The Nursing Department is interested in maintaining its excellence both from student/graduate success on licensure and on retention of the nursing student.

- *Sources of Evidence*
- *Continuous Improvement Plan*
- *Intended Outcomes*
- *Findings*
- *Standard Met*
- *Next Action Plan*

Sources of Evidence

What aspect of student learning do you want to improve? What prompted your program to select this aspect of student learning? (i.e. what did you observe or what happened) Are you trying to fix a problem? What types of information or measures did you use?

The Nursing Department is currently on a maintenance plan. We desire to maintain our students success on NCLEX-RN as well as their retention in the program and on-time graduation. As the program continues to grow, the Nursing Department will closely review the impact of the growth on these efforts. A new ITV initiative will begin in the Fall of 2010 with two area hospitals. This cohort of students will be tracked with the entire class but will also be tracked separately.

Continuous Improvement Plan

Describe the decision made or action to be taken to improve student learning. This could be a change in textbooks, a change in technology, course sequence, learning outcomes, etc. How did your program come to the decision to make this change? Describe the milestones that will be used to measure the accomplishment of each part of your plan. Who will be responsible for each milestone?

See information in previous sections of the overall report.

Intended Outcomes

How do you expect student learning to be affected by the change your program will make? What outcomes do you hope will come from this change?

Again, our goal is to maintain excellence.

Findings

How will you measure if the intended outcomes occur? How will the results be assessed and documented?

See the Nursing Department entire Systematic Evaluation Plan.

Standard Met

How will you know whether the outcomes are sufficient and satisfactory?

See the Nursing Department entire Systematic Evaluation Plan

Next Action Plan

For the most likely outcomes of the change to be made by your program, what will be your next steps? If the intended outcome is achieved then what will be your next steps?

"Closing the loop" refers to using the results of an assessment to make improvements in a program. These improvements are then assessed to continue the institutional effectiveness loop. How, where and when will your program use data and other evidence from your Continuous Improvement Plan to "close the loop"?

See the Nursing Department entire Systematic Evaluation Plan

Appendix A:

Nursing Department Systematic Evaluation Plan (SEP)

SYSTEMATIC EVALUATION PLAN (SEP)

<table>
<tr><td colspan="3">Criterion 1.1: The mission/philosophy and outcomes of the nursing education unit are congruent with those of the governing organization.</td><td colspan="3">EXPECTED OUTCOMES:
1. Philosophy/ mission of the program in nursing is congruent with the mission and purposes of the governing organization.
2. Program purposes and objectives/competencies are:
a. congruent with the program philosophy/mission
b. clearly stated
c. publicly accessible
d. appropriate to legal requirements and scope of practice
e. consistent with contemporary beliefs of the profession.
3. Commitment to cultural, racial, and ethnic diversity of the community in which the institution and the nursing education unit exist.</td></tr>
<tr><td rowspan="2">Component</td><td rowspan="2">Who Is Responsible?</td><td rowspan="2">Time Frequency of Assessment</td><td rowspan="2">Assessment Method</td><td colspan="2">Implementation</td></tr>
<tr><td>Results of Data Collected & Analysis</td><td>Actions for Program Development, maintenance, Revision</td></tr>
<tr><td>Mission and Administrative Capacity</td><td>Curriculum committee</td><td>Annual review</td><td>Process review by curriculum committee</td><td colspan="2">See Dashboard</td></tr>
</table>

SYSTEMATIC EVALUATION PLAN (SEP)

<table>
<tr><td colspan="3">Criterion 1.2: The governing organization and nursing education unit ensure representation of students, faculty, and administrators in ongoing governance activities.</td><td colspan="3">EXPECTED OUTCOMES:
1. Nursing faculty will participate on various college-wide committees/task forces.
2. FT Faculty attendance at scheduled faculty meetings
3. Each nursing class will have student representation on nursing department committees.
4. Faculty participation in departmental committees are reflected in faculty meeting minutes.
5. PT faculty will attend at least one level or overall faculty meeting each semester.</td></tr>
<tr><td rowspan="2">Component</td><td rowspan="2">Who Is Responsible?</td><td rowspan="2">Time Frequency of Assessment</td><td rowspan="2">Assessment Method</td><td colspan="2">Implementation</td></tr>
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<tr><td>Mission and Administrative Capacity</td><td>Curriculum committee</td><td>Annual review</td><td>Process review by curriculum committee</td><td colspan="2">See Dashboard</td></tr>
</table>

Criterion 1.3: Communities of interest have input into program processes and decision making.			EXPECTED OUTCOMES: 1. Nursing department will have semiannual community advisory committee meetings. 2. Nursing department will present potential curriculum changes and additions to community advisory committee prior to planning/implementation. 3. Nursing department will conduct a periodic needs assessment of community needs related to nursing.		
Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Mission and Administrative Capacity	Curriculum committee	Annual review	Process review by curriculum committee	See Dashboard	

SYSTEMATIC EVALUATION PLAN (SEP)

Criterion 1.4: Partnerships exist that promote excellence in nursing education, enhance the profession, and benefit the community.			EXPECTED OUTCOMES: 1. Nursing department will maintain affiliation agreements with local facilities for clinical rotations. 2. Nursing faculty will serve on local community advisory groups and/or hospital groups related to nursing. 3. Nursing faculty will be actively involved in community affairs related to health care.		
Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Mission and Administrative Capacity	Curriculum committee	Annual review	Process review by curriculum committee	See Dashboard	

SYSTEMATIC EVALUATION PLAN (SEP)

Criterion 1.5: The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing.			EXPECTED OUTCOMES: 1. Academic credentials of the nurse administrator is a graduate degree with a major in nursing. 2. Knowledge of the program type is reflected in the experience of the nurse administrator		
Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Mission and Administrative Capacity	Director of Nursing Dean	Annually	Annual review	See Dashboard	

SYSTEMATIC EVALUATION PLAN (SEP)

Criterion 1.6: The nurse administrator has authority and responsibility for the development and administration of the program and has adequate time and resources to fulfill the role responsibilities.			EXPECTED OUTCOMES: 1. Authority and administrative responsibilities are documented within the position of the nurse administrator. 2. Nurse administrator has adequate time to fulfill the role responsibilities. 3. Nurse administrator will not have more than an average of three (3) contact hours per week with course assignments as required by BON.		
Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Mission and Administrative Capacity	Director of Nursing Dean	Annual	Review of job description Performance evaluation Ad Hoc reviews/time studies	See Dashboard	

SYSTEMATIC EVALUATION PLAN (SEP)

Criterion 1.7: With faculty input, the nurse administrator has the authority to prepare and administer the program budget and advocates for equity within the unit and among other units of the governing organization.			EXPECTED OUTCOMES: 1. Annual nursing budget will be at or above the previous year. 2. Annual nursing budget will be developed by the Director of Nursing with input from Faculty. 3. Annual nursing budget will minimally be comparable to other Health Science departmental budgets.		
Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Mission and Administrative Capacity	Director of Nursing Health Science & Emergency Services Dean Nursing Faculty, CNA/Refresher Coordinator, & Hospital Lab Coordinator	Annual review	Process review by Director of Nursing, nursing faculty, & Dean Reflected in Faculty Minutes	See Dashboard	

SYSTEMATIC EVALUATION PLAN (SEP)

<table>
<tr><td colspan="3">Criterion 1.8: Policies of the nursing education unit are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the goals and outcomes of the nursing education unit.</td><td colspan="3">EXPECTED OUTCOMES:
1. There is congruency between policies affecting nursing faculty and staff and governing organization:
Non-discrimination, Faculty appointment/hiring, Academic rank, Grievance procedures, Promotion, Salary and benefit, Tenure, Rights and responsibilities, Termination, and Workload
2. Nursing education unit policies are accessible
3. Rationale for policies that differ from governing organization are specified
4. Policies and procedures are published for all education activities that have implications for the health and safety of faculty.</td></tr>
<tr><td rowspan="2">Component</td><td rowspan="2">Who Is Responsible?</td><td rowspan="2">Time Frequency of Assessment</td><td rowspan="2">Assessment Method</td><td colspan="2">Implementation</td></tr>
<tr><td>Results of Data Collected & Analysis</td><td>Actions for Program Development, maintenance, Revision</td></tr>
<tr><td>Mission and Administrative Capacity</td><td>Curriculum committee

Student Affairs Committee

Director of Nursing

Dean</td><td>Annual review</td><td>Process review by committees and individuals</td><td colspan="2">See Dashboard</td></tr>
</table>

SYSTEMATIC EVALUATION PLAN (SEP)

Criterion 1.9: Records reflect that program complaints and grievances receive due process and include evidence of resolution.			EXPECTED OUTCOMES: 1. Complaints about the program are documented indicating number, type, and resolution of complaints. 2. Process of complaint resolution is available for review.		
Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Mission and Administrative Capacity	Faculty Director of Nursing Division Dean VP/Provost of CPC	Annual	All program complaints are aggregated Grievance procedure is reviewed annually.	See Dashboard	

SYSTEMATIC EVALUATION PLAN (SEP)

<table>
<tr><td colspan="3">Criterion 1.10: Distance education as defined by the nursing education unit, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.</td><td colspan="3">EXPECTED OUTCOMES:
1. Philosophy/mission of the distance education component of the nursing program is congruent with the mission and purposes of the governing organization.
2. Distance education component of the nursing program’s purposes and objectives/competencies are:
a. congruent with the program philosophy/mission.
b. clearly stated.
c. Publicly accessible.
d. Appropriate to legal requirements and scope of practice.
3. Consistent with contemporary beliefs of the profession.
4. Commitment to cultural, racial, and ethnic diversity of the community in which the institution and the nursing education unit exist in the distance education component of the nursing program.
5. Programming for distance education is congruent with the philosophy and purposes of the governing organization and nursing education unit.</td></tr>
<tr><td rowspan="2">Component</td><td rowspan="2">Who Is Responsible?</td><td rowspan="2">Time Frequency of Assessment</td><td rowspan="2">Assessment Method</td><td colspan="2">Implementation</td></tr>
<tr><td>Results of Data Collected & Analysis</td><td>Actions for Program Development, maintenance, Revision</td></tr>
<tr><td>Mission and Administrative Capacity</td><td>Curriculum committee</td><td>Annual review</td><td>Committee and faculty minutes

Student Handbook

College Catalog</td><td colspan="2">See Dashboard</td></tr>
</table>

SYSTEMATIC EVALUATION PLAN (SEP)

Criterion 2.1: Full time faculty are credentialed with a minimum of a master's degree with a major in nursing and maintains expertise in their areas of responsibility. **Criterion 2.1.1**: The majority of part-time faculty are credentialed with a minimum of a master's degree with a major in nursing; the remaining part-time faculty hold a minimum of a baccalaureate degree with a major in nursing. **Criterion 2.1.2**: Rationale is provided for utilization of faculty who do not meet the minimum credential.	EXPECTED OUTCOMES: 1. 100% of nursing faculty is credentialed with a minimum of a master's degree with a major in nursing or a related masters' degree with 18 graduate hours in nursing. 2. 100% of faculty credentials meet the requirements of the governing organization and any state agency which has legal authority for educational programs in nursing 3. 100% of academic and experiential preparation and variety backgrounds (full-time and part-time) are appropriate for responsibilities of the nursing education unit. 4. 100% of faculty maintains expertise in their areas of responsibility, such as teaching, service, clinical practice, and/or scholarship.

Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Faculty and Staff	Individual Director of Nursing Division Dean	Initial Appointments Annual performance evaluations	Classroom visit by the Director/Dean annually Reviewed by the Director of Nursing annually Individual faculty	See Dashboard	

SYSTEMATIC EVALUATION PLAN (SEP)

Criterion 2.2: Faculty (full- and part-time) credentials meet governing organization and state requirements.			EXPECTED OUTCOMES: 1. 100% of faculty credentials meet the requirements of the governing organization and any state agency which has legal authority for educational programs in nursing		
Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Faculty and Staff	Individual Director of Nursing Division Dean	Initial Appointments Annual performance evaluations	Classroom visit by the Dean annually Reviewed by the director annually Individual faculty	See Dashboard	

SYSTEMATIC EVALUATION PLAN (SEP)

Criterion 2.3: Credentials of practice laboratory personnel are commensurate with their level of responsibilities			EXPECTED OUTCOMES: 1. 100% of the laboratory personal have a graduate degree in nursing or a related graduate degree with 18 graduate hours in nursing		
Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Faculty and Staff	Individual Director of Nursing Division Dean	Initial Appointments Annual performance evaluations	Reviewed by the Director of Nursing annually Individual faculty	See Dashboard	

SYSTEMATIC EVALUATION PLAN (SEP)

<table>
<tr><td colspan="3">Criterion 2.4: The number and utilization of faculty (full- and part-time) ensure that program outcomes are achieved.</td><td colspan="3">EXPECTED OUTCOMES:
1. Faculty/student ratios are sufficient in the classroom and supervised clinical practice to insure adequate teaching, supervision and evaluation.
2. Utilization of full-time and part-time faculty is consistent with the mission/philosophy of the governing institution and purposes of the nursing education unit (teaching, scholarship, service, practice, administration).
3. Number and type of faculty are adequate to carry out the purposes and objectives of the program.</td></tr>
<tr><td rowspan="2">Component</td><td rowspan="2">Who Is Responsible?</td><td rowspan="2">Time Frequency of Assessment</td><td rowspan="2">Assessment Method</td><td colspan="2">Implementation</td></tr>
<tr><td>Results of Data Collected & Analysis</td><td>Actions for Program Development, maintenance, Revision</td></tr>
<tr><td>Faculty and Staff</td><td>Director of Nursing</td><td>Each Semester</td><td>Texas BON preset standards

Faculty Contractual agreement</td><td colspan="2">See Dashboard</td></tr>
</table>

SYSTEMATIC EVALUATION PLAN (SEP)

Criterion 2.5: Faculty (full- and part-time) performance reflects scholarship and evidence-based teaching and clinical practices			EXPECTED OUTCOMES: 1. Scholarship shall be maintained as defined by the governing organization and the nursing unit. 2. Documentation of faculty scholarship.		
Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Faculty and Staff	Individual Director of Nursing	Each semester	Evaluation of Team teaching approach CEUs obtained Awards, Presentations,	See Dashboard	

SYSTEMATIC EVALUATION PLAN (SEP)

Criterion 2.6: The number, utilization, and credentials of non-nurse faculty and staff are sufficient to achieve the program goals and outcomes.			EXPECTED OUTCOMES: 1) Administrative services are available as needed. 2) Clerical services are available as needed.		
Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Faculty and Staff	Director of Nursing Division Dean VP of Human Resources VP/Provost for CPC	Annually every Spring for next academic year	• Review program support services annually.	See Dashboard	

SYSTEMATIC EVALUATION PLAN (SEP)

Criterion 2.7: Faculty (full- and part-time) are oriented and mentored in their areas of responsibilities.			EXPECTED OUTCOMES: 1. All new PT or FT faculty are assigned a FT faculty member from assigned level to serves as a Mentor. 2. All new FT faculty will complete Faculty Orientation form and submit to permanent files. 3. All new PT or FT faculty will be oriented to any "new" assigned clinical units prior to rotating to unit with students.		
Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Faculty and Staff	Director of Nursing Level Coordinators Faculty	Annually	Faculty Orientation Tool	See Dashboard	

SYSTEMATIC EVALUATION PLAN (SEP)

Criterion 2.8: Systematic assessment of faculty (full- and part-time) performance demonstrates competencies that are consistent with program goals and outcomes.			EXPECTED OUTCOMES: 1. Faculty performance evaluations are done annually for one year contract faculty and at least once during a three year contract. 2. Evaluation of the faculty is in keeping with the mission/philosophy of the nursing education unit and includes areas such as teaching, scholarship, service, and practice. 3. Faculty submit CEUs and professional accomplishments to Nursing Department for permanent files.		
Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Faculty and Staff	Individual Director of Nursing Division Dean	Classroom evaluations by the dean annually Student evaluation of classroom and clinical faculty each semester Hospital personnel evaluation of clinical faculty	Observation of classroom performance by the division dean annually Standard division assessment tool for classroom and clinical performance Individual faculty CEU & professional accomplishments list	See Dashboard	

SYSTEMATIC EVALUATION PLAN (SEP)

Criterion 2.9: Non-nurse faculty and staff performance is regularly reviewed in accordance with the policies of the governing organization.			EXPECTED OUTCOMES: 1. Non-nurse faculty and staff performance evaluations are conducted annually 2. Evaluation of non-nurse faculty and staff is in keeping with the mission/philosophy of the nursing education unit.		
Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Faculty and Staff	Individual Director of Nursing	Classroom evaluations by the dean annually Student evaluation of faculty each semester	Observation of classroom performance by the Director of Nursing annually Standard division assessment tool for classroom and performance Performance evaluations for staff	See Dashboard	

SYSTEMATIC EVALUATION PLAN (SEP)

<table>
<tr><td colspan="3">Criterion 2.10:
Faculty (full- and part-time) engage in ongoing development and receive support in distance education modalities including instructional methods and evaluation.</td><td colspan="3">EXPECTED OUTCOMES:
1. All FT nursing faculty will attend one inservice/workshop annually on distance education modalities.
2. All FT faculty will participate in workshops that emphasize current instructional methods and evaluation as a component of the annual CEUs required by the BON.
3. All ITV PT Faculty will participate in workshops that emphasize instructional methods and evaluation as a component of the annual CEUs required by the BON.
4. All level coordinators and/or faculty teaching in on-line courses will have completed on-line training courses with evidence in their faculty file.
5. All FT faculty and PT faculty at ITV site will receive inservice on use of ITV equipment.</td></tr>
<tr><td rowspan="2">Component</td><td rowspan="2">Who Is Responsible?</td><td rowspan="2">Time Frequency of Assessment</td><td rowspan="2">Assessment Method</td><td colspan="2">Implementation</td></tr>
<tr><td>Results of Data Collected & Analysis</td><td>Actions for Program Development, maintenance, Revision</td></tr>
<tr><td>Faculty and Staff</td><td>Director of Nursing

Individual Faculty</td><td>Annually</td><td>Annual Professional Accomplishments and CEUs</td><td colspan="2">See Dashboard</td></tr>
</table>

SYSTEMATIC EVALUATION PLAN (SEP)

<table>
<tr><td colspan="3">Criterion 3.1: Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the goals and outcomes of the nursing education unit.</td><td colspan="3">EXPECTED OUTCOMES:
1. Student policies including but not limited to: non-discrimination, selection and admission, academic progression, student evaluation and grading, withdrawal/dismissal, graduation requirements, grievance/complaints and appeal procedures, financial aid, transfer of credit, recruitment, health requirements, validation of prior learning/articulation, are congruent with the governing organization.
2. Nursing education unit policies which differ from the governing organization policies are justified with supporting rationale.</td></tr>
<tr><td rowspan="2">Component</td><td rowspan="2">Who Is Responsible?</td><td rowspan="2">Time Frequency of Assessment</td><td rowspan="2">Assessment Method</td><td colspan="2">Implementation</td></tr>
<tr><td>Results of Data Collected & Analysis</td><td>Actions for Program Development, maintenance, Revision</td></tr>
<tr><td>Students</td><td>Nursing Faculty

Director of Nursing

Division Dean

Student Affairs Committee</td><td>Annually</td><td>Review program policies for accuracy and consistency with college policies.

Review program policies for consistency between all levels.</td><td colspan="2">See Dashboard</td></tr>
</table>

SYSTEMATIC EVALUATION PLAN (SEP)

Criterion 3.2: Student services are commensurate with the needs of students pursuing or completing the associate program, including those receiving instruction using alternative methods of delivery.			EXPECTED OUTCOMES: 1. Support services are available to students in the nursing education unit. 2. Support services are provided by individuals with appropriate academic/experiential qualifications to address health, counseling, academic advisement, career placement, and financial aid needs. 3.Distance education students have access to appropriate range of student services.		
Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Students	VP of Student Services Directors of Various Student Services Director of Nursing	Annually and as needed	Review credentials and qualifications Evaluate numbers of students who use services	See Dashboard	

SYSTEMATIC EVALUATION PLAN (SEP)

Criterion 3.3: Student educational and financial records are in compliance with the policies of the governing organization and state and federal guidelines			EXPECTED OUTCOMES: 1. Student educational records are maintained in compliance with governing organization, state and federal guidelines. 2. Student financial records are maintained in compliance with governing organization, state and federal guidelines.		
Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Students	Registrar's office Financial Aid Office ACCESS Office Director of Nursing	Annually and As needed	Review of program policies	See Dashboard	

SYSTEMATIC EVALUATION PLAN (SEP)

Criterion 3.4: Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained. **Criterion 3.4.1**: A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available. **Criterion 3.4.2:** Students are informed of their ethical responsibilities regarding financial assistance.			EXPECTED OUTCOMES: 1. A written, comprehensive student loan repayment program addresses student loan information, counseling monitoring, and cooperation with lenders. 2. Students are informed of their ethical responsibilities regarding financial assistance.		
Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Students	Director of Nursing Division Dean	Annual	All program documentation is reviewed for compliance with Title IV requirements Departmental student policies are reviewed annually.	See Dashboard	

<table>
<tr><td colspan="3">Criterion 3.5: Integrity and consistency exist for all information intended to inform the public, including the program's accreditation status and NLNAC contact information</td><td colspan="3">EXPECTED OUTCOMES:
1. Policies and procedures are published for all education activities that have implications for the health and safety of clients, students, and faculty.
Published documents about the program are current, accurate, clear, and consistent.
2. Accurate representation of the program to its public(s) and provision of sufficient information to insure accountability and consumer choice is stated in the catalog/published documents and includes the following:
a. The mission and/or philosophy and purposes of the program
b. The most current and accurate information about admission policies; tuition and fees; financial aid; graduation; licensing requirements; academic policies; academic calendar; student services; program length;
c. Program and career opportunities through program documents and publication, advertising, website, recruitment, admission materials, and course syllabi; and
d. Clear statements of institutional accreditation status; name, address and telephone number of the NLNAC as the accrediting agency of the nursing program.
3. Communication of accurate and consistent information about:
a. Definition of clock and credit hours for lecture, clinical experiences, independent study, and other activities
b. Ratio of clock hours to credit hours; and
c. Specific credit hours required for each course.</td></tr>
<tr><td rowspan="2">Component</td><td rowspan="2">Who Is Responsible?</td><td rowspan="2">Time Frequency of Assessment</td><td rowspan="2">Assessment Method</td><td colspan="2">Implementation</td></tr>
<tr><td>Results of Data Collected & Analysis</td><td>Actions for Program Development, maintenance, Revision</td></tr>
<tr><td>Students</td><td>Nursing Director

Division Dean

Curriculum committee

Student Affairs committee</td><td>Annual</td><td>Direct review of all advertising and recruitment materials, catalogue, handbooks, course syllabi and department website</td><td colspan="2">See Dashboard</td></tr>
</table>

SYSTEMATIC EVALUATION PLAN (SEP)

Criterion 3.6: Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.			EXPECTED OUTCOMES: 1. The process for communicating changes in policies, procedures and program information to students is clearly identified. 2. The process for communicating changes in policies, procedures and program information to students is utilized. 3. Changes in policies, procedure and program information is communicated to students in a timely manner		
Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Students	Nursing Faculty Director of Nursing Division Dean Nursing Student Affairs Committee	Annually	Review program policies for accuracy, consistency, and timeliness of application	See Dashboard	

SYSTEMATIC EVALUATION PLAN (SEP)

Criterion 3.7: Orientation to technology is provided and technological support is available to students, including those receiving instruction using alternative methods of delivery			EXPECTED OUTCOMES: 1. All first and second semester students will have a scheduled orientation to the computer lab as well as to the on- line library (LRC) resources. 2. All CE6 courses will have links and/or phone numbers to technology support.		
Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Students	Director of Nursing Level Coordinator Curriculum Committee Students	Annually	Semester Calendars Roll Sheets Review of CE6 platforms	See Dashboard	

SYSTEMATIC EVALUATION PLAN (SEP)

Criterion 3.8: Information related to technology requirements and policies specific to distance education is clear, accurate, consistent, and accessible.			EXPECTED OUTCOMES: 1. Technology requirements for nursing program will be posted in each course and on the nursing website. 2. IT help/support number will be posted on log-in page for Blackboard, on courgarweb, and in each hybrid nursing course		
Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Students	Curriculum Committee Director of Nursing Webmaster	Annually	Curriculum committee minutes Faculty Minutes Course Syllabi Nursing Website	See Dashboard	

SYSTEMATIC EVALUATION PLAN (SEP)

Criterion 4.1: The curriculum incorporates established professional standards, guidelines, and competencies, and has clearly articulated student learning and program outcomes			EXPECTED OUTCOMES: 1. Curriculum developed by nursing faculty will flow from the program philosophy and mission statement. 2. The curriculum will be based upon Disseminated Entry Level Competencies (DELC). 3. The curriculum will adhere to the standards determined by the Texas BON		
Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Curriculum	Director of Nursing Curriculum Committee	Bi-annually or with any curriculum change or changes at the State level	Review of syllabi, clinical evaluation tools, r/t DELC and BON standards	See Dashboard	

SYSTEMATIC EVALUATION PLAN (SEP)

Criterion 4.2: The curriculum is developed by the faculty and regularly reviewed for rigor and currency.			EXPECTED OUTCOMES: 1. Curriculum will be reviewed and developed by the faculty. 2. ATI group results and specific content will meet or exceed national/program percentages 85% of the time.		
Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Curriculum	Curriculum Committee Level Teams Director of Nursing	Annually	Review of Syllabi ATI aggregate scores for each class across the curriculum	See Dashboard	

SYSTEMATIC EVALUATION PLAN (SEP)

<table>
<tr><td colspan="3">Criterion 4.3: The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.</td><td colspan="3">EXPECTED OUTCOMES:
1. Overall learning outcomes will be reflected in clinical evaluations.
2. Overall learning outcomes will be reflected in exams
3. DELC competencies will be utilized across the curriculum to guide student learning outcomes.</td></tr>
<tr><td rowspan="2">Component</td><td rowspan="2">Who Is Responsible?</td><td rowspan="2">Time Frequency of Assessment</td><td rowspan="2">Assessment Method</td><td colspan="2">Implementation</td></tr>
<tr><td>Results of Data Collected & Analysis</td><td>Actions for Program Development, maintenance, Revision</td></tr>
<tr><td>Curriculum</td><td>Curriculum Committee

Testing Committee

Level Teams

Director of Nursing</td><td>Annually</td><td>Clinical Evaluations

Test Blueprints</td><td colspan="2">See Dashboard</td></tr>
</table>

SYSTEMATIC EVALUATION PLAN (SEP)

Criterion 4.4: The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives.			EXPECTED OUTCOMES: 1. Cultural diversity is addressed throughout the curriculum . 2. Ethnical concepts will be seen across the curriculum 3. Bio-psychosocial aspects of patient care will be seen across the curriculum. 4. Students will be exposed to cultural diversity in the clinical settings.		
Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Curriculum	Curriculum Committee Testing Committee Director of Nursing	Annually	Course Tools Test Blueprints Progressive Patient Experience Forms	See Dashboard	

SYSTEMATIC EVALUATION PLAN (SEP)

Criterion 4.5: Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of student learning and program outcomes.			EXPECTED OUTCOMES: 1. Each course will have a variety of methods of evaluating student outcomes. 2. Evaluation methods will reflect DELC and BON Rules 3. Student outcomes will demonstrate progression across the curriculum.		
Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Curriculum	Curriculum Committee Testing Committee Team levels Director of Nursing	Annually	Clinical Evaluation Tools Clinical Scenario Tools Course Exams Simulation	See Dashboard	

SYSTEMATIC EVALUATION PLAN (SEP)

<table>
<tr><td colspan="3">Criterion 4.6: The curriculum and instructional processes reflect educational theory, interdisciplinary collaboration, research, and best practice standards while allowing for innovation, flexibility, and technological advances.</td><td colspan="3">EXPECTED OUTCOMES:
1. Interdisciplinary collaboration is evident at all times in the curriculum design.
2. Evidence-based practice is the underlying principle of all concepts taught.</td></tr>
<tr><td rowspan="2">Component</td><td rowspan="2">Who Is Responsible?</td><td rowspan="2">Time Frequency of Assessment</td><td rowspan="2">Assessment Method</td><td colspan="2">Implementation</td></tr>
<tr><td>Results of Data Collected & Analysis</td><td>Actions for Program Development, maintenance, Revision</td></tr>
<tr><td>Curriculum</td><td>Curriculum Committee

Level Teams

Faculty

Director of Nursing

Simulation Committee</td><td>Annually</td><td>Review of EPB utilized in each course

Minutes from interdisciplinary meetings

Interdisciplinary Simulations</td><td colspan="2">See Dashboard</td></tr>
</table>

SYSTEMATIC EVALUATION PLAN (SEP)

Criterion 4.6: The curriculum and instructional processes reflect educational theory, interdisciplinary collaboration, research, and best practice standards while allowing for innovation, flexibility, and technological advances.			EXPECTED OUTCOMES: 1. Interdisciplinary collaboration is evident at all times in the curriculum design. 2. Evidence-based practice is the underlying principle of all concepts taught.		
Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Curriculum	Curriculum Committee Level Teams Faculty Director of Nursing Simulation Committee	Annually	Review of EPB utilized in each course Minutes from interdisciplinary meetings Interdisciplinary Simulations	See Dashboard	

SYSTEMATIC EVALUATION PLAN (SEP)

Criterion 4.7: Program length is congruent with the attainment of identified outcomes and consistent with the policies of the governing organization, state and national standards, and best practices.			EXPECTED OUTCOMES: 1) The nursing program will incorporate a 1:3 credit hour ratio in each nursing clinical course. 2) Total credits within the program of learning will be within the accepted limits of 60-72 credits. 3) Total credits within the program of learning provide a balanced distribution with no more than 60% of the total number of credits allocated to nursing		
Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Curriculum	Director of Nursing Nursing faculty Curriculum Committee Testing Committee	Each semester and annually	Review information and evaluate the program's length and requirements to assure achievement by students: knowledge and acquisition of skills necessary for progression in the program and graduation. This will lead to employment in the field.	See Dashboard	

SYSTEMATIC EVALUATION PLAN (SEP)

Criterion 4.8: Practice learning environments are appropriate for student learning and support the achievement of student learning and program outcomes; current written agreements specify expectations for all parties and ensure the protection of students. **4.8.1:** Student clinical experiences reflect current best practices and nationally established patient health and safety goals.	EXPECTED OUTCOMES: 1) The nursing students rate the clinical site as satisfactory as evidenced by a score of 3 or greater on clinical site evaluations**.** 2) Faculty evaluation of clinical sites demonstrates sufficient patient assignments/learning experiences to compliment classroom content and fulfill course objectives as evidenced by having a 3 or greater on the clinical site evaluations. 3) Agency representatives or responsible persons will evaluate their clinical sites appropriate for the level of assigned students. 4) The nursing students will rate their simulation experiences having an agree or higher on the evaluation tools.

Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Curriculum	Director of Nursing Nursing faculty Clinical agency representatives Testing Committee	End of each semester Annual course evaluations Clinical site evaluation every semester	Administer clinical evaluation surveys to students Student: course evaluation Faculty: evaluation of clinical sites Agency: evaluation of faculty participation and students Course analysis of clinical site evaluations Review course evaluations and faculty meeting minutes.	See Dashboard	

SYSTEMATIC EVALUATION PLAN (SEP)

Criterion 4.9: Learning activities, instructional materials, and evaluation methods are appropriate for the delivery format and consistent with student learning outcomes.			EXPECTED OUTCOMES: 1. Course assignments are pertinent to the overall outcomes of the course and program. 2. Methodologies used in the classroom and clinical setting are appropriate to assist student in meeting learning outcomes.		
Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Curriculum	Curriculum Committee Level Teams Director of Nursing	Annually	Course Syllabi ADN Student Handbook Review/Compare traditional vs. ITV student	See Dashboard	

SYSTEMATIC EVALUATION PLAN (SEP)

Criterion 5.1: Fiscal resources are sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the governing organization.			EXPECTED OUTCOMES: 1) The organization supports the educational outcomes of the nursing program through its fiscal resources.		
Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Resources	Director of Nursing Division Dean Lab Coordinator Nursing Faculty	Annually	Review program budget and other documents listed. Review previous year's action plan to evaluate achievements of outcomes. The budget process is part of the annual master plan for the college. The health care programs are represented in this process by the Division Dean. All CCCCD programs and divisions follow the same budgetary process which is evaluated at several levels to ensure fair and equal allocation of resources.	See Dashboard	

SYSTEMATIC EVALUATION PLAN (SEP)

Criterion 5.2: Physical resources (classrooms, laboratories, offices, etc.) are sufficient to ensure the achievement of the nursing education with outcomes and meet the needs of faculty, staff, and students.			EXPECTED OUTCOMES: 1. Students and faculty will evaluate laboratories, multi-media facilities, conference rooms, and office space as satisfactory or adequate on an annual basis.		
Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Resources	Library Personnel VP/Provost of CPC Curriculum Committee Simulation Committee	Annually	LRC Annual Evaluation CPC Annual Evaluation Annual Nursing Department Evaluation	See Dashboard	

Criterion 5.3: Learning resources and technology are selected by the faculty and are comprehensive, current, and accessible to faculty and students, including those engaged in alternative methods of delivery.			EXPECTED OUTCOMES: 1) All learning resources are selected and/or developed with faculty input. 2) All library holdings will include references that are current and comprehensive as defined by the nursing faculty. 3) All students and faculty will have access to learning resources via the Intranet. 4) Each entering nursing class will have an orientation to the Learning Resources Center.		
Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Resources	Director of Nursing Nursing faculty Division Dean Director of LRC Health Sciences Computer Lab Coordinator CPC Director of LRC Nursing LRC sub-Committee	Annually each Spring	Review library holdings, computer software and AV materials in the context of currency and adequacy. Access and assess required nursing texts, videos, computer programs for currency and availability Review college catalog for descriptions of learning resources available on campus. Assess availability and accessibility of all students to computer lab and hospital lab. Evaluate student comments in the context of multi-media instruction and resources. Evaluate student comments related to hospital lab and computer lab.	See Dashboard	

SYSTEMATIC EVALUATION PLAN (SEP)

Criterion 5.4: Fiscal, physical, technological, and learning resources are sufficient to meet the needs of faculty and students and ensure that students achieve learning outcomes.			EXPECTED OUTCOMES: 1. All learning resources will be evaluated by students and faculty for adequacy and accessibility annually. 2. Nursing students will evaluate computer assisted instruction assignments as beneficial within individual course evaluations as evidenced by a score of 3 or greater evaluation forms.		
Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Resources	Library Personnel VP/Provost of CPC Curriculum Committee Simulation Committee Student Affairs	Annually	LRC (library) evaluation tool CPC facility evaluation tool LRC (nursing) evaluation tool Simulation Evaluation Tool Compare traditional vs. ITV Student Evaluations Review of Student Support Services	See Dashboard	

SYSTEMATIC EVALUATION PLAN (SEP)

<table>
<tr><td colspan="3">Criterion 6.1: The systematic plan for evaluation emphasizes the ongoing assessment and evaluation of the student learning and program outcomes of the nursing education unit and NLNAC standards.</td><td colspan="3">EXPECTED OUTCOMES:
1. Program evaluation of the nursing education unit, as defined by the governing organization and the unit, demonstrates how and to what extent the program is attaining all NLNAC standards and criteria.
2. The plan contains, at a minimum: expected levels of achievement, time frames, and assessment methods.
3. Data/information are collected, analyzed, aggregated, and trended.
4. Evaluation findings are used for decision making for program improvement.
5. Strategies are taken or will be taken to address the area(s) identified as needing improvement.</td></tr>
<tr><td rowspan="2">Component</td><td rowspan="2">Who Is Responsible?</td><td rowspan="2">Time Frequency of Assessment</td><td rowspan="2">Assessment Method</td><td colspan="2">Implementation</td></tr>
<tr><td>Results of Data Collected & Analysis</td><td>Actions for Program Development, maintenance, Revision</td></tr>
<tr><td>Outcomes</td><td>SEP Committee</td><td>Biannual (once per semester)</td><td>All program indicators are reviewed each semester to document program performance, identify improvement opportunities, and recommend corrective action.</td><td colspan="2">See Dashboard</td></tr>
</table>

SYSTEMATIC EVALUATION PLAN (SEP)

Criterion 6.2: Aggregated evaluation findings inform program decisions making and are used to maintain or improve student learning outcomes.			EXPECTED OUTCOMES: 1. Data are collected, analyzed, aggregated, and trended. 2. Evaluation findings are used for decision making for program improvement. 3. Strategies are taken or will be taken to address the area(s) identified as needing improvement.		
Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Outcomes	SEP Committee Curriculum Committee Testing Committee Simulation Committee Student Affairs Committee Director of Nursing	Annually	Annual review of committee minutes and SEP Dashboard	See Dashboard	

SYSTEMATIC EVALUATION PLAN (SEP)

<table>
<tr><td colspan="3">Criterion 6.3: Evaluation findings are shared with communities of interest.</td><td colspan="3">EXPECTED OUTCOMES:
1. Clinical site evaluation results are shared with clinical facility each semester.
2. Overall evaluation of the program is shared annually with community advisory committee
3. NCLEX-RN results are provided to community annually and/or with each graduating class.
4. Graduate and Employer Survey results will be disseminated to the Community Advisory Committee Annually.</td></tr>
<tr><td rowspan="2">Component</td><td rowspan="2">Who Is Responsible?</td><td rowspan="2">Time Frequency of Assessment</td><td rowspan="2">Assessment Method</td><td colspan="2">Implementation</td></tr>
<tr><td>Results of Data Collected & Analysis</td><td>Actions for Program Development, maintenance, Revision</td></tr>
<tr><td>Outcomes</td><td>Clinical Faculty

Director of Nursing

Public Relations Department</td><td>Annually</td><td>Review of minutes for Community Advisory committee meetings

Review of PR releases annually</td><td colspan="2">See Dashboard</td></tr>
</table>

SYSTEMATIC EVALUATION PLAN (SEP)

<table>
<tr><td colspan="3">Criterion 6.4: Graduates demonstrate achievement of competencies appropriate to role preparation</td><td colspan="3">EXPECTED OUTCOMES:
1. 85% of the graduate surveys returned will rate competencies related to the ADN role as “well-prepared” to “prepared.”
2. 90% of CCCCD employer surveys returned will rate competencies related to the ADN role as “highly competent” or “competent.”</td></tr>
<tr><td rowspan="2">Component</td><td rowspan="2">Who Is Responsible?</td><td rowspan="2">Time Frequency of Assessment</td><td rowspan="2">Assessment Method</td><td colspan="2">Implementation</td></tr>
<tr><td>Results of Data Collected & Analysis</td><td>Actions for Program Development, maintenance, Revision</td></tr>
<tr><td>Outcomes</td><td>Director of Nursing

Institutional Research Office

SEP Committee</td><td>Annually</td><td>Review of graduate and employer survey results with each graduating cohort</td><td colspan="2">See Dashboard</td></tr>
</table>

SYSTEMATIC EVALUATION PLAN (SEP)

Criterion 6.5: The program demonstrates evidence of achievement in meeting the following program outcomes: -Performance on licensure exam -Program completion -Program satisfaction -Job placement **6.5.1:** The licensure exam pass rates will be at or above the national mean. **6.5.2:** Expected levels of achievement for program completion are determined by the faculty and reflect program demographics, academic progression, and program history. **6.5.3:** Program satisfaction measures (qualitative and quantitative) address graduates and their employers. **6.5.4:** Job placement rates are addressed through quantified measures that reflect program demographics and history.	EXPECTED OUTCOMES: 1. Pass rate for graduates taking the NCLEX-RN on the first attempt will be equal to or grater than the state rates of all program types. 2. Pass rate for graduates taking the NCLEX-RN on the first attempt will be equal to or grater than the national rates of all program types. 3. Pass rate of graduates taking the NCLEX-RN on the first attempt will correlate positively with the results/predictions on the ATI Comprehensive Indicator. 4. Pass rate of graduates taking the NCLEX-RN on the first attempt will exceed 85% over a 2 year cycle. 5. 90% of a class admitted will graduate within 3 years of admission. 6. 80% of a class admitted will graduate within 2 years of admission 7. 50% of program graduations available for employment will have a position as a graduate nurse at the time of graduation.

Component	Who Is Responsible?	Time Frequency of Assessment	Assessment Method	Implementation	
				Results of Data Collected & Analysis	Actions for Program Development, maintenance, Revision
Outcomes	SEP Committee Director of Nursing	Annually	Review of each graduating cohort	See Dashboard	

SYSTEMATIC EVALUATION PLAN (SEP)

<table>
<tr><td colspan="3">Criterion 6.6: The systematic plan for evaluation encompasses students enrolled in distance education and includes evidence that student learning and program outcomes are comparable for all students.</td><td colspan="3">EXPECTED OUTCOMES:
1. NCLEX-RN results will be comparable to traditional program.
2. Graduate satisfaction rates will be comparable to traditional program
3. Employer satisfaction with graduates will be comparable to traditional program</td></tr>
<tr><td rowspan="2">Component</td><td rowspan="2">Who Is Responsible?</td><td rowspan="2">Time Frequency of Assessment</td><td rowspan="2">Assessment Method</td><td colspan="2">Implementation</td></tr>
<tr><td>Results of Data Collected & Analysis</td><td>Actions for Program Development, maintenance, Revision</td></tr>
<tr><td>Outcomes</td><td>SEP Committee

Director of Nursing</td><td>Annually</td><td>Review annually of each cohort of distance education students compared to traditional students.</td><td colspan="2">See Dashboard</td></tr>
</table>

Workforce Education
Program Assessment
2009-2010

Office Systems Technology

The workforce education program assessment instrument focuses on fundamental questions about assessment and improvement in the context of student learning outcomes. Many of the sections from previous years were removed in an effort to make the process more focused and streamlined. Based on the results of the assessment, plans for improving your program will be proposed to administrators for possible inclusion in the college's yearly strategic goals.

This assessment is intending to be completed with input from the whole program. One person should not answer all the questions. These questions are starting points for discussions within the program about how to improve the program as well as student learning outcomes.

Throughout the report be sure to provide data/evidence to support your assertions.

Assessment documents for your program can be found on the Institutional Research intranet site at:
http://intranet.collin.edu/iro/information/WEPA/index.htm

A. Occupational Competencies / Capstones / Student Learning Outcomes

1. What are the expected program outcomes for your program? *These are NOT the course-level student learning outcomes.* Refer to defined expectations such as those associated with the capstone experience, a comprehensive exam, a licensure exam, external experiences such as co-op courses, etc. If your program has a capstone course, refer to the assessment file on the intranet that lists the expected outcomes for that capstone course.

The capstone course in Office Systems Technology (OST) pulls together students' learning experiences from all previous course work to prepare them for workplace success. The capstone course even includes a focus on the student's chosen major, whether general, legal, or medical. Students are prepared for a diversified workforce and emerging technologies and should be able to handle career challenges in a professional manner. Projects are required in the important areas of business document production, research reporting, managing records, setting up meetings and travel, and virtual assisting. Topics include such areas as critical thinking, communication, human relations, business etiquette, management styles, and current job search techniques. The course experience simulates expected program outcomes and prepares students for entry-level assistant positions, promotion opportunities, or transitioning to a position of greater responsibility.

2. Provide data to demonstrate the degree to which students achieve the program outcomes / occupational competencies for your program.

A 37
B 14
C 9
D 1
F 9
W 7

77 Students

Unsuccessful students were generally those who enrolled in the class even though they were advised that they should not because they had not yet completed all the other classes designed to prepare them for the capstone course. Now that Banner can better enforce prerequisites, this factor should improve future results.

Also, ESL (English as a second language) students and those with poor proofreading skills do not do well in the capstone course because of their basic language challenges. Additionally, students who do not complete the resume and interview part of the course, which counts one full letter grade or ten percent, will earn a lower final course grade.

Fortunately, as the above data demonstrate, the vast majority of students enter the capstone course prepared, complete the course requirements, and do well.

3. If your program has a capstone experience, how does it contribute to assessment of overall program outcomes?

OST has a capstone course rather than requiring a capstone experience. See comments under Number One item above. The student's success in the capstone course will greatly depend on how well they learned the skills and competencies in all preceding courses. Their ultimate measurement will be how well they perform in their career specific employment upon completion of graduation requirements.

4. How does measurement of program-level outcomes affect departmental policy, the pedagogy of individual instructors, curricular changes or program changes?

Students' learning outcomes are the department's guide for validating standardized course materials and requirements or for considering changes in consultation with our advisory committee members. Brainstorming among department instructors is often the result when students perform less well than desired in a certain area. This can result in changing the materials or in individual tutoring for the students who are struggling with that competency, with some allowance for matching an instructor's pedagogy to the student's needs. Advisory members are also helpful in guiding our department toward preparing students to meet current employment needs, as demonstrated by our creation of the new computerized accounting course and the Marketable Skills Achievement Award in accounting support.

B. AAS Core Curriculum

The requirements below are designated by the Southern Association of Colleges and Schools (SACS), the Texas Higher Education Coordinating Board (THECB), and Collin College's Workforce Education Core Curriculum. Refer to the following requirements when answering the questions (in italics).

1. SACS Core Requirement 2.7.3

In each undergraduate degree program, the institution requires 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. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.

(General Education)

Indicate the degree to which your program is in compliance and explain your answer. If your program is not in compliance how do you intend to address any gaps?

__x__ Compliance
_____ Partial Compliance
_____ Non-Compliance

Comments/Justification:

The AAS—Office Systems Technology (OST) degree requires courses as listed in the SACS Core Requirements section. These courses offer

students a general education to help make them well-rounded graduates with a wide breadth of knowledge, enhancing their competitiveness in the workplace. In addition to required degree courses, students select five (5) elective courses to enhance their individual career interests.

2. THECB Standard

Measure: General Education Requirements
Standard: 100 percent of all associate degrees have at least 15 SCH of general education

General education must include at least one course in each of the following three areas: Humanities/Fine
Arts, Social/Behavioral Sciences, and Natural Sciences/Mathematics. Examples of general education
courses by area:

Humanities/Fine Arts
_x_Humanities **HUMA 1301**
___Journalism
___Drama/Art/Music
___Philosophy
___Cultural studies
___Classical languages
___Ethics
___Elective

Social/Behavioral Science
___Government
___History
___Psychology
___Sociology
___Anthropology
_x_Economics **ECON 1301**
___Elective

Natural Science/Math
___Biology
___Chemistry
___Physics
_x_College-level Math (must be academic) **MATH 1332**
___College-level Science (must be academic)
___Geology
___Elective

Note: Meets standard if program consists of certificate only.

Indicate whether your program meets the standard and explain your answer.

If your program does not meet the standard how do you intend to address any gaps?

__x__ Meets standard
____ Does not meet standard

Comments/Justification:

The OST program meets the standard as required. The specific courses are highlighted.

3. *If your program has specific Core Curriculum requirements refer to the assessment file that lists those requirements. What aspects of Collin's Workforce Education core curriculum, if any, do not fit the needs of your program? What changes in the core curriculum would help your program?*

Collin AAS Core Curriculum	
English ENGL 1301	3 credit hours
Speech Communications *select one course:* SPCH 1311, 1315, or 1321	3 credit hours
Mathematics *select one course:* MATH 1xxx College-level mathematics course MATH 2xxx College-level mathematics course *(Math requirements may vary from the core curriculum. Check each degree plan. MATH 1314 or higher recommended for transfer students)*	3 credit hours
Humanities / Fine Arts *select one course:* ARTS 1301, 1303, or 1304 DANC 2303 DRAM 1310, 2361, or 2362 ENGL 2322, 2323, 2327, 2328, 2332, 2333, 2342, or 2343 FREN 2303 or 2304 HUMA 1301 MUSI 1306 or 1307 PHIL 1301, 1304, 2303, 2306, 2307, or 2321 SPAN 2321 or 2322	3 credit hours

Social / Behavioral Science *select one course:* ANTH 2351 ECON 1301, 2301, or 2302 GOVT 2301 or 2302 HIST 1301, 1302, or 2301 PSYC 2301 or 2302 SOCI 1301	3 credit hours
Physical Education / Dance *select one course:* PHED / DANC (any activity course or PHED 1338)	1 credit hour minimum
16 credit hours minimum for AAS Core Curriculum	

The Workforce Education core curriculum meets the needs of students in the OST degree program.

4. *To what degree is the AAS core, as required for your program, aligned with the "Purpose Statement for Collin College's General Education Core Curriculum", as well as Collin College's "Mission Statement", "Core Values", "Purpose Statement", and "FY2010 – FY2012 Strategic Goals"? How do you intend to address any gaps?*

After completing the AAS Core Curriculum and their specific electives, our students have experienced learning in a variety of subjects that provide them general knowledge, encourage them to use creative thinking in solving problems, and make them aware of the importance of lifelong learning and of staying current concerning ever-changing technology.

Students are encouraged to be creative in several courses where they design promotional brochures and flyers with minimal instructor guidance. Graduates can then use these skills for personal, career, or community service purposes. Students are required to work in teams in our Business Correspondence and Communication course to prepare them for mainstreaming into entry-level positions within an existing organization. This course is available only in the distance education format to also prepare them for working electronically. Therefore, students benefit from learning experiences in both the communications and technology skills employers value.

When students complete our course of study, they have learned marketable skills that should lead them to success. The basics of reading, following instructions, communications (both oral and written),

and interpersonal skills are necessary to be successful both in class and the workplace.

The OST instructors are always encouraging students to continue with their education whether it is to obtain a marketable skills award, another certificate, a degree, or just to continue learning. Many students come back to take courses in subjects where the software version has changed since they took the course.

****

Purpose Statement for Collin College's General Education Core Curriculum

The role of general education at Collin County Community College District is to cultivate within students

1. a common core of knowledge in the liberal arts tradition,
2. high-level cognitive skills, and
3. an educational foundation that facilitates and encourages life-long learning.

Collin College Mission Statement

Collin College is a student and community-centered institution committed to developing skills, strengthening character, and challenging intellect.

Collin College Core Values

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

Collin College Purpose Statement

Through its campuses, centers, and programs Collin College fulfills its statutory charge to provide:

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

Collin College FY2010 - FY2012 Strategic Goals

1. Increase the percentage of students who complete the core curriculum, earn a certificate, or earn a degree within three years of entering Collin College.
2. Increase the community's recognition of Collin College's educational opportunities, quality, and value.
3. Create linkages and new opportunities to help students navigate 21st century educational transitions.

4. Increase higher education accessibility and advance educational quality through the development of alternative resource streams and improved efficiencies.

****

5. SACS Comprehensive Standard 3.5.1

The institution identifies college-level general education competencies and the extent to which graduates have attained them. (College-level competencies)

How does your program assess student learning outcomes in the AAS core, and how do AAS core student learning outcomes relate to and support student learning within the program?

Many students come into our program lacking mathematical and/or reading skills. This means instructors must work extra with these students to help them understand the basics necessary to complete courses such as the Introduction to Accounting (ACNT 1303) course and the Proofreading and Editing (POFT 1307) course, as well as other courses where math or reading are involved. For example, Proofreading and Editing involves addition, subtraction, multiplication, division, and percentages when proofreading numbers in text for accuracy. We encourage struggling students to take remedial math, reading, and English courses to improve their foundational skills.

Students' reading skills improve by reading and following instructions accurately in textbooks and assignments. As necessary, instructors assist students with following step-by-step items and make them aware of the importance of reading carefully and not skipping steps in order to accurately complete assignments. Dictionaries and other resource materials, such as a basic grammar/punctuation handbook, provide students support for solving reading and writing concerns; this also prepares them for effectively using references in the workplace after graduation.

C. Texas Higher Education Coordinating Board

The Texas Higher Education Coordinating Board (THECB) creates definitions and standards to guide how community colleges should assess the quality of their Workforce Education Programs. For reference, the entire set of THECB standards can be viewed at
the following Web site ("Desk Review Instrument"):

http://www.thecb.state.tx.us/index.cfm?objectid=130980E5-AFAD-DF4B-F4CD2F627D494574

This section of the assessment asks you to compare your program to specific THECB standards. Refer to the assessment file that contains THECB data for your program from the college's recent desk review. Also, refer to the assessment file that contains Collin's Desk Review Response Plan.

1. For any section of the desk review where your program was cited as falling below a state standard, a plan was submitted to the THECB. Document the actions taken and the progress your program has made in response to the THECB audit. How close is your program to meeting or exceeding these state standards?

   Office Systems Technology meets state standards and is not mentioned in the Coordinating Board Desk Review Improvement Plan.

2. What additional actions will your program take to improve measures tracked in the desk review?

   Office Systems Technology meets state standards and is not mentioned in the Coordinating Board Desk Review Improvement Plan.

3. Refer to the THECB state transfer reports:

   http://www.txhighereddata.org/reports/performance/ctctransfer

   For each 2-year institution the report compares the academic performance of that institution's transfer students during their first year at Texas public universities. For each 4-year institution the report compares the first year university academic performance of students transferring from Texas public 2-year colleges.

   Refer to the sections on Technical Associates and Certificates. What strengths or areas of concern are suggested by the table summarizing the performance of Collin's workforce students after they transfer to universities?

   Interpretation would be more accurate if the statistics were broken down by major or department. Most Office Systems Technology completers have employment as their goal and do not plan to transfer for additional course work. This is verified by the

data showing that more students who transfer without having completed a certificate do continue their studies into the follow academic year.

4. Refer to the following THECB criteria for an Exemplary Program. Briefly respond to each component. Identify any barriers to Exemplary Program status. What changes can your program
make to move toward the goal of becoming or continuing to be
an Exemplary Program?

Exemplary Program Status Evaluation In The Desk Review Option

The Institutional Effectiveness Evaluation Process for public community and technical colleges and four-year institutions that award applied associate degrees has added exemplary status consideration for workforce education programs to the desk review option. *Submission of programs for exemplary status consideration in the desk review option is strictly voluntary*.

Submission of Program Portfolios

A college desiring to have a workforce education program evaluated for exemplary status must submit a portfolio of information clearly documenting that the program satisfies all requirements specified below. Portfolios must be organized in the order of items below. *New programs are not eligible for exemplary status until three years of graduation and placement data are available and have been reported to the Coordinating Board.*

Exemplary Program Criteria

To receive an exemplary rating via the desk review option, a workforce education program must satisfy the following criteria:

1. All program standards specified in the desk review institutional effectiveness evaluation instrument must be met.

Office Systems Technology meets all program standards.

2. The program must also exceed standards in at least five of the following areas (a through h):

a) Placement of Program Graduates

Standard: Ninety percent of program graduates are placed within one year of graduation

- *The program exceeds the standard if three-year average placement rate is 95 percent or greater*

Office Systems Technology is close to exceeding the standard, as evidenced by the following annual percentage rates of completion, which average 87.06 percent for the three-year period. OST will focus on improving, with the goal of meeting the exemplary standard. Accurate and complete data capture will be important for documentation.

93.55% for 2004-2005
81.48% for 2005-2006
85.19% for 2006-2007

b) License Examination Pass Rate (where applicable)

Standard: Ninety percent of students tested on a specific license exam pass the exam as reported for the most recent year for which data is available (Perkins Standard)

Or

the percentage of students who take a license exam and pass is no more than five percentage points below the state average for the last three years for that particular license exam (State Standard)

- *The program exceeds the standard if the pass rate is 95 percent or greater. (Only the Perkins Standard is applicable for exemplary program consideration purposes).*

This does not apply to Office Systems Technology.

c) Professional Program Credentials

Standard 1: A program requiring external certification, accreditation, or other mandatory approval, has documentary evidence that it meets the standards of the appropriate agency (Examples: Federal Aviation Administration certification for airframe/powerplant programs or Texas Board of Nurse Examiner accreditation for nursing programs);

And

Standard 2: the program holds *additional* professional accreditation, certification, or other form of approval, *other than Coordinating Board approval*, that is customarily held by programs in that particular discipline. (Examples: An interior design program with accreditation from the Foundation for Interior Design Education Research or an engineering technology accredited by the Accreditation Board for Engineering and Technology).

- *The program exceeds standards if it has received recognition from the industry, a professional association/organization relevant to the industry for which the program provides training, local, state, or national recognition, or other awards or commendations. Recognition must be clearly documented.*

This does not apply to Office Systems Technology.

d) Linkages and External Agreements

Standard: Program has at least one agreement in place and is pursuing others as appropriate (not applicable to certificate-only programs)

- *The program exceeds the standard if four or more of the following are clearly documented*

  1) 2+2(+2), 1+1
  2) TechPrep
  3) University transfer
  4) Inverted degree plan(s)
  5) Dual credit technical program
  6) Other appropriate agreement (provide description)

1) Collin College has 2+2+2 agreements in place, which may include Office Systems Technology.
2) Office Systems Technology does have TechPrep agreements in place with several area high schools.
3) Collin College, which includes Office Systems Technology, has several transfer agreements in place.
4) Memory makes it likely that Office Systems Technology has an inverted degree agreement in place with The University of North Texas for the BAAS degree, although verification is not available at this time.
5) Office Systems Technology has taught courses for which high school students have received dual credit. OST remains receptive to making dual credit available to interested students, upon the required approval from the high school principal and counselor.

e) Business and Industry partnerships

Standard: Active involvement with business/industry and documented evidence of at least two of the following affiliations

- *The program exceeds the standard if three or more of the following are clearly documented*

  1) Agreements for sharing facilities, equipment, labs, etc.
  2) Internships/apprenticeships/co-op/practicum/clinical
  3) On-site training for faculty at business/industry worksites
  4) Contractual agreements with business/industry
  5) Other partnership(s) (provide description)

Office Systems Technology offers cooperative work experience (item 2) and will consider other affiliations as mentioned above.

f) Integrating Academic and Technical Education

Standard: Writing and use of computers is included in the program

- *The program exceeds the standard of five or more of the following are clearly documented*

1) Program includes writing (required)
2) Program includes use of computers (required)
3) Academic courses are included in the curriculum
4) Program teaches problem identification, assessment, critical thinking, problem-solving, listening, and speaking skills
5) Technical applications are included in academic courses
6) Other (provide description)

1) POFT-2312 Business Correspondence and Communications includes individual and team writing for both business and personal-business applications.
2) All courses in the program require the use of computers for interpretation of course requirements and completion of assignments.
3) Academic courses, such as ENGL-1301 Composition/Rhetoric I and ECON-1301 Introduction to Economics, are included in the core requirements for the Associate of Applied Science degree in Office Systems Technology.
4) The skills mentioned in this item are introduced in several courses and covered well in components of the following courses:
   POFT-1349 Administrative Office Procedures
   POFT-2312 Business Correspondence and Communication
5) Technical applications are included in the academic courses mentioned in item 3 above.

g) Employer and Student Satisfaction With the Program

Standard: On-going program-specific assessment of employer and student satisfaction with results used for program improvement and documented evidence of at least two of the following:

- *The program exceeds the standard if three or more of the following are clearly documented*

1) Advisory committee satisfaction with the program
2) Use of student satisfaction surveys (required by the *Guidelines for Instructional Programs in Workforce Education*)
3) Use of employer satisfaction surveys (required by *Guidelines for Instructional Programs in Workforce Education*)
4) Use of survey results for continuous program improvement

1) The OST Advisory Committee members express enthusiasm for program components and provide excellent suggestions for consideration.
2) Student satisfaction surveys are made available to all students in OST courses during the fall and spring terms. These end-of-course surveys are generally termed “student evaluations” and include their comments about both faculty and course content.
3) Supervisors of Office Systems Technology cooperative work experience students meet with the faculty advisor initially and later complete an official, written employer satisfaction survey concerning student performance on the job.
4) All student evaluation and employer evaluation instruments are reviewed for continuous program improvement ideas.

h) Determination of On-Going Need for the Program

Standard: Clear documentation of two of the following:

- *The program exceeds the standard if three or more of following are clearly documented*

  1) The program advisory committee recommends continuation of the program
  2) Recent local and/or regional labor market data indicate continued need for the program
  3) Recent state and/or national labor market data indicate continued need for the program
  4) Other indicator (provide description)

1) The program advisory committee members are very supportive of the program and offer excellent suggestions.
2) An Internet search of CollinJobs.com revealed several current area employment opportunities for which Office Systems Technology courses prepare students.
3) According to Internet research, careers for which Office Systems Technology prepares students are included among the top 25 occupations with the most openings in Texas.

D. Course Completion and Success

Refer to the retention/success charts and analyze the last class day enrollment compared to the Census day enrollment for the courses in your program.

1. What patterns or trends do you notice in the course completion data? What suggestions do you have for increasing any low completion rates?

In the Fall of 2005, the Office Systems Technology program changed from a face-to-face delivery format to a daily flex-entry format, allowing students to enroll any day until the last 5 weeks of a term and requiring students to complete course work by the normal end of the term. This increased enrollment by allowing students to come to the classroom laboratory to learn when their schedule permits. Grading is by individual portfolio, allowing students to work ahead but not lag behind. Instructors are available to assist students individually and therefore must be prepared for all assignments in all courses at any given time.

The daily flex-entry format is allowing dedicated students to do well and to complete more courses in a shorter time frame. However, students who procrastinate or are not self-disciplined tend to wait until the last minute to attempt to complete course work by the end of the term, resulting in poor work. Some students who enroll in 12 semester hours to maintain health insurance qualification used the daily flex-entry option to enroll in our courses after dropping other courses late in the term. Students unsuccessful in other courses are generally not the better students.

Additionally, our student population is more often returning adults with an ever-increasing percentage of international students, and they are the group that often carry both parenting and care-giving roles in addition to full-time careers while attempting to complete course work. This student population is usually the group most likely to fit what a recent article expressed as reasons students drop out of classes, which include, *"They drop out because they are academically unprepared or emotionally disengaged or because they lack self-discipline or because bad things are happening at home."* Therefore, circumstances beyond the classroom are often retention/success factors. For such reasons, we offer many courses in the online distance education format. A significantly positive aspect of the daily flex-entry enrollment

option is the provision for those who have recently lost employment to enroll as early as possible to improve or learn skills.

It is hoped that the earlier withdrawal deadline will improve success rates. Now that prerequisites are being enforced through the new enrollment system, we hope to have better prepared students enrolling in classes.

Refer to the retention/success charts and analyze the last class day enrollment compared to the success data for the courses in your program. "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."

The students who were successful came to class regularly, turned in their assignments weekly, and asked questions of the instructors. Many, many students received low or failing grades simply because they did not come to class and therefore did not complete the work.

2. How do the success rates compare across courses?

All course content is standardized, requiring the same learning experiences and assignments from all students in a given course, whether delivered daily flex-entry or online. All instructors are prepared to assist students with all assignments in the courses. Other than difficulty of course content, which does vary among courses, the variable is the student and what that student brings to the learning process – whether diligent or absent, whether prepared or lacking, whether accurate or careless, etc.

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

Daily flex-entry is a great benefit for prepared, diligent students but an easy misconception for unprepared or undisciplined students who think they will come at their convenience and then tend to be too busy with other issues most days. Those who do not attend regularly may also be more hesitant to request help of various instructors because they have not invested as much time in working with those instructors. Students must take the initiative to ask for assistance when they need help.

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

The Fall 2006-2008 Collin-Texas Retention report, which compares Collin's retention rates with state-wide retention rates, can be found in the "reports" section of the IRO intranet site. The report is listed in CIP order as well as in alphabetical order.
http://intranet.ccccd.edu/iro/information/reports/retention.htm

4. For the courses in your program, what actions will your program take to meet the state course completion standard or to improve course success without compromising academic integrity and rigor?

Instructors will continue to contact students weekly by email to remind them of the assignments for the week and of any tests that should be completed. In addition, instructors regularly provide individual progress reports to students, telling them what assignments are missing and how to receive extra help for greater success. Web courses also post announcements about assignments and tests due each week and include individual progress reports to allow students to monitor their success until the final course grade is averaged. This process enhances communication between instructor and student and reduces misunderstandings about how students are evaluated.

5. What potential issues or concerns do the data suggest for your program, and how might these issues be addressed?

Issues and concerns have been addressed and include students' entering prepared and then participating in course work on a regular basis. Instructors are available, prepared, and eager to help students succeed and to build teacher-student relationships with both daily flex-entry students and online students. It is hoped that the earlier withdrawal deadline will encourage students to commit to their studies in a more timely manner, allowing them greater opportunity to do well.

E. Institutional Effectiveness --- Part 1

1. In order to plan for the future it can be helpful to look back at successful plans from the past. How did your program's most recent workforce assessment result in improvements to your program? (contact Vicky Putman if you need a copy of your program's last assessment)

The last program assessment was completed before Daily Flex Entry started. Adding this program delivery method greatly increased our enrollment. We had classes on the Central Park and Spring Creek Campuses, as well as online courses.

Daily Flex Entry was implemented in the fall of 2003. In order to promote this program, there was a media blitz, banners were hung on each campus, and brochures distributed throughout the campuses. Instructors also explained how the program would work in their current classes that semester.

Fall 2008 two popular certificate programs (medical transcription and medical coding/billing) were moved to another division to support a new health information technology associate degree.

2. Are there plans from that assessment that are still in the process of being implemented?

Diversity in the teaching staff is something we always strive for. There has not been any turnover of instructors for many years, however.

The Office Systems Technology faculty is always working toward improving retention and success rates. Since various instructors may work with a student coming at various times, the student-instructor relationship can be challenging.

Two Marketable Skills Awards are available to our students wanting to quickly prepare for entering the workplace. The classes in those awards are also part of certificate and degree requirements or electives.

3. According to SACS, institutional effectiveness involves documenting that expected outcomes have been identified, assessed, and have led to improvements. The SACS standard below indicates the importance SACS gives to planning, assessment, and improvement based on the assessment results.

SACS Comprehensive Standard 3.3.1
The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:
(Institutional Effectiveness)

3.3.1.1
educational programs, to include student learning outcomes

3.3.1.2
administrative support services

3.3.1.3
educational support services

3.3.1.4
research within its educational mission, if appropriate

3.3.1.5
community/public service within its educational mission, if appropriate

Indicate the degree to which your program is in compliance and explain your answer. If your program is not in compliance how do you intend to address any gaps?

___x_ Compliance
_____ Partial Compliance
_____ Non-Compliance

Comments/Justification:

Each course includes Student Learning Outcomes identifying skills necessary for doing well in the course and for success in the workplace.

4. It is important to document program assessment and plans for continuous improvement to be in compliance with the SACS Comprehensive Standard 3.3.1.1. Often it may not seem as if official planning took place. However, analyzing decisions that your program has made can uncover the planning that occurred. The questions below will guide you in determining which decisions in your program resulted from deliberate planning.

   Continuous Improvement Plan
   Describe one decision made or action taken in the past year. This could be a change in textbooks, a change in technology, course sequence, learning outcomes, etc.

The Office Systems Technology courses updated to using Office 2007 for completion of assignments, which was a dramatic change from the Office 2003 program many students had used previously. The full-time instructors are certified to teach Word 2007 as part of the Microsoft Academy.

   Sources of Evidence
   What prompted the decision? (i.e. what did you observe or what happened) Were you trying to fix a problem? What were your sources of information? What types of information or measures did you use to make this decision? How did your program come to the decision to make this change?

The workplace is using Office 2007 almost exclusively in the area. Our Advisory Committee suggested the change, and course materials became available from publishers. Another factor was our becoming a part of the Microsoft Academy. In addition, the college updated to support Office 2007.

   Intended Outcomes
   How did you expect student learning to be affected by the change your program made? What outcomes did you hope would come from this change?

Students who were finishing their certificate or degree classes had to learn and use Office 2007 to complete the coursework, even though the earlier classes used Office 2003. This was very difficult for some students, since the changes were dramatic between Office 2003 and Office 2007. The students were able to practice by borrowing "extra" books in the Model Offices to learn the new software without having to buy the textbook.

All students were able to spend the time needed to learn the new software and complete their course work. Once they learned the new software, they liked it and did well.

Findings

Did the intended outcomes occur as a result of the change your program made? What outcomes actually occurred?

Yes, we knew that it would be difficult for the students to learn a new software package in order to complete one or two courses after the change. However, the students benefitted because they became better prepared for today's workplace.

Standard Met

Are the outcomes sufficient? Are you satisfied with the results from the change your program made?

Yes. The new Office 2007 is a great program, and students are doing well using it. The greatest benefit is that students are current on their skills for area employment.

Next Action Plan

Based on the outcomes of the change made by your program, what is your next step?

When software changes again (Fall 2011), we will be aware of the student's needs in learning the new program. The changes will not be as dramatic, however, and the learning will be much easier for the students and instructors. Again, students will benefit from staying current with area employment software expectations.

F. Institutional Effectiveness --- Part 2

As a group or program, please review and discuss your responses to questions in the preceding sections, considering all of the data. Based on those responses, list possible recommendations and innovations to strengthen your program. You may develop goals and objectives for specific courses or for the whole program. You may want to consider questions such as the following:

- What are the current strengths and weaknesses of your program? Refer to data concerning intended outcomes and skills.

The strength of the OST DFE program is the flexibility for the students. They can enroll and attend any day up until the last date to enroll. (Capacity has become a factor now that OST has just the one classroom on the SCC campus.) Students may complete coursework earlier than the end of the semester. If there are complications during the semester, i.e. losing a job, work hour changes, car issues, family illness, students can still complete the course if they make up the time lost. Students attend based on their needs and availability.

Another strength of the OST program is that many courses are offered online. This allows students to complete work at their convenience without having to come to campus.

The weakness of the OST DFE program is that the advantage of flexibility also allows a student to procrastinate. There are assignments due each week, but there is no penalty if that deadline is not met because of the "flexible" nature of the program. Another issue is that students who come at various times receive assistance from various instructors and therefore may not feel "connected" to an instructor.

- Are changes necessary to your program's prerequisite rules or admission requirements?

The new college system for monitoring prerequisites has benefitted students by requiring them to verify or demonstrate keyboarding by touch before taking courses requiring that skill and consequently increased their success with course requirements.

Upper-level courses require more advanced prerequisites. For example, Desktop Publishing requires the word processing course prerequisite because the desktop class requires attention to detail and a good working knowledge of Word.

The capstone course, Administrative Office Procedures, should be one of the last courses taken in the certificate or degree program because it requires students to combine information and use skills they have learned in several courses which are listed as prerequisites.

- Are there overall changes that could improve your program's Coordinating Board status? What steps does your program need to take to fill in any gaps in compliance?

There are no gaps in compliance, but improvement is always a goal.

- What, if any, changes in pedagogy might improve student learning?

There is a factor under the control of the student, which would be to attend when a particular instructor is available, in order to benefit from a more definite connection between student and instructor.

- Are there weaknesses related to your program's student learning outcomes? If so, consider how you can set a goal based on concrete outcomes.

Student learning outcomes seem to be appropriate and working well. Of course, as employment needs change, the program changes to meet the needs.

Now review your list of potential ways to improve your program. What ONE action or improvement do you think would have the most significant impact on the program's student learning outcomes, as identified in Section A.1.? The following questions are the same components as in E.4., just in a different order. Use these questions to help you create a plan for improving your program's student learning outcomes during 2010-2011.

The Academic Deans and the Vice President/Provosts will review the results of this assessment. Specific goals and objectives from this final section of the assessment can be incorporated into departmental or college-wide goals and objectives as appropriate.

Sources of Evidence

What aspect of student learning do you want to improve? What prompted your program to select this aspect of student learning? (i.e. what did you observe or what happened) Are you trying to fix a problem? What types of information or measures did you use?

Having students attend on a more regular basis would improve retention. We still want the program to be flexible but not have students put off doing their work until the last week.

Continuous Improvement Plan

Describe the decision made or action to be taken to improve student learning. This could be a change in textbooks, a change in technology, course sequence, learning outcomes, etc. How did your program come to the decision to make this change? Describe the milestones that will be used to measure the accomplishment of each part of your plan. Who will be responsible for each milestone?

Staying current with Microsoft skills requirements for student will always improve student learning and their workplace success. Becoming part of the Microsoft Academy and certifying full-time instructors is a support component for this ongoing plan.

Intended Outcomes

How do you expect student learning to be affected by the change your program will make? What outcomes do you hope will come from this change?

Students will continue to be prepared with updated workplace skills as the program updates software versions. Hopefully, some students will even

elect to take the Microsoft certification exam and become certified themselves!

Findings

How will you measure if the intended outcomes occur? How will the results be assessed and documented?

The intended outcomes will be documented through course requirements, as stated in standardized departmental syllabi. Assessing students' success in the workplace should be possible through statistics maintained by Research and Institutional Effectiveness.

Standard Met

How will you know whether the outcomes are sufficient and satisfactory?

In addition to number of completers and statistics from Collin's institutional research, advisory committee members provide information on what is current, sufficient, and satisfactory.

Next Action Plan

For the most likely outcomes of the change to be made by your program, what will be your next steps? If the intended outcome is achieved then what will be your next steps?

"Closing the loop" refers to using the results of an assessment to make improvements in a program. These improvements are then assessed to continue the institutional effectiveness loop. How, where and when will your program use data and other evidence from your Continuous Improvement Plan to "close the loop"?

We will continue to periodically evaluate information concerning completers, institutional research statistics concerning what completers do after leaving Collin, and follow the guidance of our advisory committee members. At every indication, change will be considered.

Workforce Education
Program Assessment
2009-2010

Real Estate

The workforce education program assessment instrument focuses on fundamental questions about assessment and improvement in the context of student learning outcomes. Many of the sections from previous years were removed in an effort to make the process more focused and streamlined. Based on the results of the assessment, plans for improving your program will be proposed to administrators for possible inclusion in the college's yearly strategic goals.

This assessment is intending to be completed with input from the whole program. One person should not answer all the questions. These questions are starting points for discussions within the program about how to improve the program as well as student learning outcomes.

Throughout the report be sure to provide data/evidence to support your assertions.

Assessment documents for your program can be found on the Institutional Research intranet site at:
http://intranet.collin.edu/iro/information/WEPA/index.htm

A. Occupational Competencies / Capstones / Student Learning Outcomes

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1. What are the expected student learning outcomes for your program?
   These are NOT the course-level student learning outcomes. Refer to
   defined expectations such as those associated with the capstone experience, a comprehensive exam, a licensure exam, external experiences such as co-op courses, etc. If your program has a capstone course, refer to the assessment file in the intranet that lists the expected outcomes for that capstone course.

   The student learning outcomes for the real estate program are a state administered Salesperson exam and/or Broker exam. The expected outcome of the Salesperson Certificate is the ability to pass the state Salesperson exam. He expected outcome of the Broker Certificate and the AAS degree the ability to pass the Broker exam.

2. Provide data to demonstrate the degree to which students achieve
   the student learning outcomes / occupational competencies for your program.

   The Texas Real Estate Commission does not provide date on persons taking the exam. TREC only lists persons who have passed the exams, not those who have taken the exam and failed. The THECB has used the placement rate of 95% as being a reflection of the exam pass rate. Anecdotally, the pass rate is consistent and high. Many, but not all, students notify the Dept. Chair or an instructor when they have passed the state exam.

3. If your program has a capstone experience, how does it contribute to assessment of overall program outcomes?

What information we have on the state test pass rate is a direct reflection of the effectiveness of the overall program outcomes, since the state tests for the same outcomes as the program does.

4. How does measurement of student learning outcomes affect departmental policy, the pedagogy of individual instructors, curricular changes or program changes?

   The real estate dept. instructors ask all students to notify the dept. when they pass the state exam and to let us know if there was any material on the state test that they do not feel was adequately covered in class. This information is passed on to the instructors of that topic. For example,
   recently several students reported that they were surprised by the mold questions on the test. All Principles I instructors were notified of this and requested to make sure it was covered and brought to the students attention.

5. How does your program assess the effectiveness of a Capstone Experience in the program?

   The Capstone experience is a state administered test. This issue is addressed in question No. 2 and 3 above.

B. AAS Core Curriculum

The requirements below are designated by the Southern Association of Colleges and Schools (SACS), the Texas Higher Education Coordinating Board (THECB), and Collin College's Workforce Education Core Curriculum. Refer to the following requirements when answering the questions (in italics).

1. SACS Core Requirement 2.7.3

In each undergraduate degree program, the institution requires 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. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.
(General Education)

Indicate the degree to which your program is in compliance and explain your answer. If your program is not in compliance how do you intend to address any gaps?

__X__ Compliance
_____ Partial Compliance
_____ Non-Compliance

Comments/Justification:

The AAS – Real Estate requires the following core courses:

Engl.	1301	Composition/Rhetoric (Humanities)
Math	1332	Math (may substitute Math 1324 or Math 1314) (nat. sci./math)
Spch	1311	Fundamentals of Speech Communication

Econ	1301	Introduction to Economics (substitute Econ 2301 or 2302) (social / behavioral science)
Huma	1301	Introduction to Humanities (Humanities)
PHED /Dance		Any activity course (1 credit hour min.)

All AAS students are required to complete the above core requirement. These courses meet the required minimum of 15 hours and are drawn from the three required categories. The core requirements have a coherent rational in that basic skills such as Math, breadth of knowledge in Humanities and essential communication skills (written and verbal) are addressed. Finally, the physical well being of the student is addressed in the PE requirement.

2. THECB Standard

Measure: General Education Requirements
Standard: 100 percent of all associate degrees have at least 15 SCH of general education

General education must include at least one course in each of the following three areas: Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences/Mathematics. Examples of general education courses by area:

Humanities/Fine Arts
_X_Humanities
___Journalism
___Drama/Art/Music
___Philosophy
___Cultural studies
___Classical languages
___Ethics
___Elective

Social/Behavioral Science
___Government
___History
___Psychology
___Sociology
___Anthropology
_X Economics
___Elective

Natural Science/Math
___Biology
___Chemistry
___Physics
_X__College-level Math (must be academic)
___College-level Science (must be academic)
___Geology
___Elective

Note: Meets standard if program consists of certificate only.

Indicate whether your program meets the standard and explain your answer. If your program does not meet the standard how do you intend to address

any gaps?

__X__ Meets standard
____ Does not meet standard

Comments/Justification:

Required courses in are:

Huma 1301 Introduction to Humanities
Econ 1301 Introduction to Economics
Math 1332 College Mathematics

All AAS students are required to take the specified core courses or, if substitutions are made, they are required to substitute within the three distinct categories to maintain compliance with the SACS requirements.

3. *If your program has specific Core Curriculum requirements refer to the assessment file that lists those requirements. What aspects of Collin's Workforce Education core curriculum, if any, do not fit the needs of your program? What changes in the core curriculum would help your program?*

The requirements are all listed in Question 1. Substitutions are selected by the student but must remain within the accepted areas. The courses are appropriate to the program, ensure a wide degree of knowledge. No changes are recommended.

Collin AAS Core Curriculum	
English ENGL 1301	3 credit hours
Speech Communications *select one course:* SPCH 1311, 1315, or 1321	3 credit hours
Mathematics *select one course:* MATH 1xxx College-level mathematics course MATH 2xxx College-level mathematics course *(Math requirements may vary from the core curriculum. Check each degree plan. MATH 1314 or higher recommended for transfer students)*	3 credit hours

Humanities / Fine Arts *select one course:* ARTS 1301, 1303, or 1304 DANC 2303 DRAM 1310, 2361, or 2362 ENGL 2322, 2323, 2327, 2328, 2332, 2333, 2342, or 2343 FREN 2303 or 2304 HUMA 1301 MUSI 1306 or 1307 PHIL 1301, 1304, 2303, 2306, 2307, or 2321 SPAN 2321 or 2322	3 credit hours
Social / Behavioral Science *select one course:* ANTH 2351 ECON 1301, 2301, or 2302 GOVT 2301 or 2302 HIST 1301, 1302, or 2301 PSYC 2301 or 2302 SOCI 1301	3 credit hours
Physical Education / Dance *select one course:* PHED / DANC (any activity course or PHED 1338)	1 credit hour minimum
16 credit hours minimum for AAS Core Curriculum	

4. *To what degree is the AAS core, as required for your program, aligned with the "Purpose Statement for Collin College's General Education Core Curriculum", as well as Collin College's "Mission Statement", "Core Values", "Purpose Statement", and "FY2010 – FY2012 Strategic Goals"? How do you intend to address any gaps?*

The Real Estate core course requirements reflect a broad range and exposure. The humanities, although not directly related to real estate, provide the broad base liberal arts foundation. English and Math are fundamental to any continued learning and enhancement of professional or life skills. All of the core courses are basic transfer courses that provide the foundation for further development. Speech and English provide the basic abilities to communicate which are inherently necessary to success in any chosen field. The core enhances both mind and body through the PE/Dance requirement.

The core courses also meet Collin's Mission, Core Values, Purpose and Strategic Goals. The real estate program is a work force program designed to give the student specific marketable skills while also challenging the student's intellect.

The basic communication skills acquired in English prepare the students to follow a course of life long learning on their own. The Humanities course in particular addresses the Core Values. All core courses develop basic skills and transfer in furtherance of Collin's Purpose Statement.

When a Collin student, who is well prepared in the basic skills and has a fundamental broad base of knowledge, enters the workforce and community they increase the community's awareness of Collin and further its strategic goals.

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Purpose Statement for Collin College's General Education Core Curriculum

The role of general education at Collin County Community College District is to cultivate within students

1. a common core of knowledge in the liberal arts tradition,
2. high-level cognitive skills, and
3. an educational foundation that facilitates and encourages life-long learning.

Collin College Mission Statement

Collin College is a student and community-centered institution committed to developing skills, strengthening character, and challenging intellect.

Collin College Core Values

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

Collin College Purpose Statement

Through its campuses, centers, and programs Collin College fulfills its statutory charge to provide:

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

Collin College FY2010 - FY2012 Strategic Goals

1. Increase the percentage of students who complete the core curriculum, earn a certificate, or earn a degree within three years of entering Collin College.
2. Increase the community's recognition of Collin College's educational opportunities, quality, and value.
3. Create linkages and new opportunities to help students navigate 21st century educational transitions.
4. Increase higher education accessibility and advance educational quality through the development of alternative resource streams and improved efficiencies.

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5. SACS Comprehensive Standard 3.5.1

The institution identifies college-level general education competencies and the extent to which graduates have attained them. (College-level competencies)

How does your program assess student learning outcomes in the AAS core, and how do AAS core student learning outcomes relate to and support student learning within the program?

Assessment of student learning outcomes in the AAS core should be measured in each individual core course. The Math and English courses are fundamental to comprehension of the technical courses. Economics supplies the foundation for comprehension of the technical financial systems studied in the program. Speech and English are essential to a business that relies on communication skills. If students are weak in these skills they will have difficulty in the real estate courses. Although the real estate courses have no specific pre-requisites, we have students who have taken some or all of the core courses and students who have not taken any of the core courses. Anecdotally, it seems that students that have taken some or all of the core courses are well, or even better, prepared to take the real estate courses.

C. Texas Higher Education Coordinating Board

The Texas Higher Education Coordinating Board (THECB) creates definitions and standards to guide how community colleges should assess the quality of their Workforce Education Programs. For reference, the entire set of THECB standards can be viewed at the following Web site ("Desk Review Instrument"):

http://www.thecb.state.tx.us/index.cfm?objectid=130980E5-AFAD-DF4B-F4CD2F627D494574

This section of the assessment asks you to compare your program to specific THECB standards. Refer to the assessment file that contains THECB data for your program from the college's recent desk review. Also, refer to the assessment file that contains Collin's Desk Review Response Plan.

1. For any section of the desk review where your program was cited as falling below a state standard, a plan was submitted to the THECB. Document the actions taken and the progress your program has made in response to the THECB audit. How close is your program to meeting or exceeding these state standards?

   The Real Estate program was rated as meeting or exceeding all expectation and was also designated as an "Exemplary" program.

2. What additional actions will your program take to improve measures tracked in the desk review?

   The program will continue to develop industry ties that benefit the students.

3. Refer to the THECB state transfer reports:

   http://www.txhighereddata.org/reports/performance/ctctransfer

   For each 2-year institution the report compares the academic performance of that institution's transfer students during their first year at Texas public universities. For each 4-year institution the report compares the first year university academic performance of students transferring from Texas public 2-year colleges.

   Refer to the sections on Technical Associates and Certificates. What strengths or areas of concern are suggested by the table summarizing the performance of Collin's workforce students after they transfer to universities?

   The majority of students do not transfer; hence, there is insufficient data for a good analysis. Only 9 students are reported to have transferred of which 5 received a grade point of above 3.5, 2 students received a grade point from 3.0 to 3.49 and 2 received a grade point below 2.0. This would indicate that the majority of the technical students who transfer are well prepared and do well.

4. Refer to the following THECB criteria for an Exemplary Program. Briefly respond to each component. Identify any barriers to Exemplary Program status. What changes can your program make to move toward the goal of becoming or continuing to be an Exemplary Program?

   The Real Estate Program was rated as "Exemplary" for the 2008 review and each review since 2000.

   Tentative responses for the next review, problem areas and tentative plans will be addressed.

Exemplary Program Status Evaluation In The Desk Review Option

The Institutional Effectiveness Evaluation Process for public community and technical colleges and four-year institutions that award applied associate degrees has added exemplary status

consideration for workforce education programs to the desk review option. *Submission of programs for exemplary status consideration in the desk review option is strictly voluntary*.

Submission of Program Portfolios

A college desiring to have a workforce education program evaluated for exemplary status must submit a portfolio of information clearly documenting that the program satisfies all requirements specified below. Portfolios must be organized in the order of items below. *New programs are not eligible for exemplary status until three years of graduation and placement data are available and have been reported to the Coordinating Board.*

Exemplary Program Criteria

To receive an exemplary rating via the desk review option, a workforce education program must satisfy the following criteria:

1. **All program standards specified in the desk review institutional effectiveness evaluation instrument must be met.**

   They have all been met in the past and there is no reason why they will not be met in the future.

2. **The program must also exceed standards in at least five of the following areas (a through h):**

   a) Placement of Program Graduates

   Standard: Ninety percent of program graduates are placed within one year of graduation

   - *The program exceeds the standard if three-year average placement rate is 95 percent or greater*

   The Real Estate Program placement rate is 95 % as per the THECB Desk Review Document, p.3

b) License Examination Pass Rate (where applicable)

Standard: Ninety percent of students tested on a specific license exam pass the exam as reported for the most recent year for which data is available (Perkins Standard)

Or

the percentage of students who take a license exam and pass is no more than five percentage points below the state average for the last three years for that particular license exam (State Standard)

- *The program exceeds the standard if the pass rate is 95 percent or greater. (Only the Perkins Standard is applicable for exemplary program consideration purposes).*

  The licensure pass rate is not obtainable. However, hopefully we will still have 95% of graduates/completers are working which would be a reflection of the pass rate. Previous reviews have used the placement rate as the pass rate.

c) Professional Program Credentials

Standard 1: A program requiring external certification, accreditation, or other mandatory approval, has documentary evidence that it meets the standards of the appropriate agency (Examples: Federal Aviation Administration certification for airframe/powerplant programs or Texas Board of Nurse Examiner accreditation for nursing programs);

And

Standard 2: the program holds *additional* professional accreditation, certification, or other form of approval, *other than Coordinating Board approval*, that is customarily held by programs in that particular discipline. (Examples: An interior design program with accreditation from the Foundation for Interior Design Education Research or an engineering technology accredited by the Accreditation Board for Engineering and Technology).

- *The program exceeds standards if it has received recognition from the industry, a professional association/organization relevant to the industry for which the program provides training, local, state, or national recognition, or other awards or commendations. Recognition must be clearly documented.*

Required Certifications:

Previously the program was offering Mandatory Continuing Education which required both provider and instructor certifications. The program as it presently stands does not require any mandatory certifications. Both full time professors will retain their MCE instructor certification.

Voluntary Certifications:

The Texas Real Estate Teachers Association (TRETA) does not offer course or program certification, but does offer instructor certification. The instructor certification requires specific credentials and specified educational courses. The certification program was recommended by TREC who helped in its original creation. The program had two full time faculty members during the review period: Mary Milford and Richard Helgeson who attained, and will continue the requirements for certification, the TRETA Certified Real Estate Instructor (CREI) certification. All instructors are certified in their fields by the Texas Real Estate Commission. Also, many instructors are licensed in their fields: Salesperson, Broker, Appraisers, Mortgage Brokers.

d) Linkages and External Agreements

Standard: Program has at least one agreement in place and is pursuing others as appropriate (not applicable to certificate-only programs)

- *The program exceeds the standard if four or more of the following are clearly documented*

1) 2+2(+2), 1+1
2) TechPrep
3) University transfer
4) Inverted degree plan(s)
5) Dual credit technical program
6) Other appropriate agreement (provide description)

The program does not meet all of the requirement of this standard. The program has some university transfer agreements and an inverted degree plan.

e) Business and Industry partnerships

Standard: Active involvement with business/industry and documented evidence of at least two of the following affiliations

- *The program exceeds the standard if three or more of the following are clearly documented*

1) Agreements for sharing facilities, equipment, labs, etc.
2) Internships/apprenticeships/co-op/practicum/clinical
3) On-site training for faculty at business/industry worksites
4) Contractual agreements with business/industry
5) Other partnership(s) (provide description)

The program has an active co-op program involving several local companies.

Professor Mary Milford has served on the Collin County Association of Realtors for 2007, 2008 and 2009.

f) Integrating Academic and Technical Education

Standard: Writing and use of computers is included in the program

- *The program exceeds the standard of five or more of the following are clearly documented*

1) Program includes writing (required)
2) Program includes use of computers (required)
3) Academic courses are included in the curriculum
4) Program teaches problem identification, assessment, critical thinking, problem-solving, listening, and speaking skills
5) Technical applications are included in academic courses
6) Other (provide description)

The real estate program has a research project for every class which can be delivered orally or in writing, and which includes the use of the internet as a source.

The program has appropriate technology competencies for every class, contained in the syllabus.

The degree program includes academic courses and technology classes.

The syllabus and its competencies and the SCANS Crosswalk reflect the integration of problem-solving, listening and speaking skill

g) Employer and Student Satisfaction With the Program

Standard: On-going program-specific assessment of employer and student satisfaction with results used for program improvement and documented evidence of at least two of the following:

- *The program exceeds the standard if three or more of the following are clearly documented*

  1) Advisory committee satisfaction with the program
  2) Use of student satisfaction surveys (required by the *Guidelines for Instructional Programs in Workforce Education*)
  3) Use of employer satisfaction surveys (required by *Guidelines for Instructional Programs in Workforce Education*)
  4) Use of survey results for continuous program improvement

  The program does annual employer satisfaction surveys which reflect a high degree of satisfaction with the program.

  The advisory committee meets twice each year and recommends continuation of the program after a complete review of the course offerings, facilities and budget as reflected in the minutes.

  Student satisfaction is measured through the faculty evaluations which are reviewed by the Dean or Dept. Chair in conference with the faculty member. Student satisfaction with the program is also reflected in the student e-mails and letters (which will be attached) reporting their success as a result of the program. The 3 year average retention rate is 92 % which is 3% above the statewide average of 88% (Collin IRO retention by CIP)

  The department continuously conducts informal surveys as to time and location preferences for class. Additionally, student focus groups are formed for suggestions on specific issues.

h) Determination of On-Going Need for the Program

Standard: Clear documentation of two of the following:

- *The program exceeds the standard if three or more of following are clearly documented*

1) The program advisory committee recommends continuation of the program
2) Recent local and/or regional labor market data indicate continued need for the program
3) Recent state and/or national labor market data indicate continued need for the program
4) Other indicator (provide description)

The Advisory Board meets twice a year and recommends continuation of the program.

The dip in enrollment caused by the recession has eased and the program has again entered a growth period as reflected by a continued rise in enrollment.

D. Course Completion and Success

Refer to the retention/success charts and analyze the last class day enrollment compared to the Census day enrollment for the courses in your program.

1. What patterns or trends do you notice in the course completion data? What suggestions do you have for increasing any low completion rates?

   The pattern is one of continued high course completion rate.

   Course completion for the last 3 years is at 97.5 % which is 7% above the state average. It will be hard to improve on this figure since some drop out is inevitable for people moving, getting jobs, etc.

   The instructors in the program make a concerted retention effort and call students who have missed a class and ask all students to confer with them or the department chair prior to dropping.

Refer to the retention/success charts and analyze the last class day enrollment compared to the success data for the courses in your program. "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."

2. How do the success rates compare across courses?

   The real estate program consists of four mandatory courses with the following average success rates: Principles I 67%, Principles II 74%, Law of Contracts 85.5% and Law of Agency 88.5%.
   The electives have the following average success rates: Finance 75%, Appraisal 78%, Math 81%, Property Management 90%, Investments 92% and Sales & Marketing 88.5%.

   In courses other than Principles I and Principles II there is a high correlation between course completion and success rate. The success rate of the completers is very high.

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

The lowest success rate is found in the Principles I entry course with an average success rate of 67%. This course serves as a filter to determine the student's interest in real estate and ability to perform in these courses. The real estate program is exempt from the entry reading assessments which impacts many of the English ESL students. Some of the ESL students have excellent skills and some have very poor reading skills. We do not want to exclude the poor readers because most of the English ESL students are extremely motivated and will actually look up and translate each individual word in the text and do well in the class. However, those with poor reading skills who are not motivated will suffer. Not only are they dealing with new English words but they must also learn the language of real estate at the same time. Many of the real estate terms do not have equals in some foreign languages. The second course is Principles II which has an average success rate of 74% showing a higher level of commitment. The Contracts course jumps to an average of 85.5% and the Contracts course has an average success rate of 88.5%.

Additionally, Principles I and II are also taught online and have a lower completion rate which of course impacts the success rate. Many students taking the online course are not interested in real estate and are simply looking for what they think is an easy online course.

The elective courses score a higher average success rate: Finance 75%, Appraisal 78%, Math 81%, Property Management 90%, Investments 92%, and Marketing 88%. These higher success rates are a reflection of commitment to the program and of personal interest since the courses are elective courses. The lowest success rate of Finance with 75% is a reflection of the most difficult course. Finance combines real estate, economics, and math.

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

The Fall 2006-2008 Collin-Texas Retention report, which compares Collin's retention rates with state-wide retention rates, can be found in the "reports" section of the IRO intranet site. The report is listed in CIP order as well as in alphabetical order.
http://intranet.ccccd.edu/iro/information/reports/retention.htm

4. For the courses in your program, what actions will your program take to meet the state course completion standard or to improve course success without compromising academic integrity and rigor?

   See Q.1 The completion rate is very high. The two courses that have the lowest success rate are Principles I and Finance. As previously stated, Principles I serves as a filter. Many students simply find that they are not interested in real estate and do not want to continue. There is no formal tutoring available for the real estate courses. We encourage students to work together and help each other and we are trying to find ways for the more advanced students, especially in Finance, to work with and tutor the students who need the extra help. We have also asked the Finance teacher to be sensitive to these struggling students and offer extra help.

5. What potential issues or concerns do the data suggest for your program, and how might these issues be addressed?

   See Q. 1

Workforce Education
Program Assessment
2009-2010

Respiratory Therapy

The workforce education program assessment instrument focuses on fundamental questions about assessment and improvement in the context of student learning outcomes. Many of the sections from previous years were removed in an effort to make the process more focused and streamlined. Based on the results of the assessment, plans for improving your program will be proposed to administrators for possible inclusion in the college's yearly strategic goals.

This assessment is intending to be completed with input from the whole program. One person should not answer all the questions. These questions are starting points for discussions within the program about how to improve the program as well as student learning outcomes.

Throughout the report be sure to provide data/evidence to support your assertions.

Assessment documents for your program can be found on the Institutional Research intranet site at:
http://intranet.collin.edu/iro/information/WEPA/index.htm

A. Occupational Competencies / Capstones / Student Learning Outcomes

1. What are the expected program outcomes for your program?
   These are NOT the course-level student learning outcomes. Refer to defined expectations such as those associated with the capstone experience, a comprehensive exam, a licensure exam, external experiences such as co-op courses, etc. If your program has a capstone course, refer to the assessment file on the intranet that lists the expected outcomes for that capstone course.

   Successful graduates of the Respiratory Care Program are expected to:

   Outcome A. Provide advanced-level respiratory care of the individual and family within the organized respiratory care services of healthcare providers

   Evaluated By: 1. Successful completion of Clinical V Respiratory Care Therapy (Capstone) by meeting all the criteria required by the syllabus including a final numerical grade of 75% or more. 2.Pass the comprehensive Self Assessment test of written RRT and Clinical simulation during the spring semester of second year (WRRT score ≥66%, Clinical Simulation score ≥60%). 3. Pass the National Board for Respiratory Care (NBRC) exams within 6 months of graduation. 4. Be gainfully employed within 6 months of graduation as shown via graduate and employer surveys.

   Outcome B. Manage patient care utilizing resources within the healthcare setting

   Evaluated by: 1. Successful completion of Clinical V Respiratory Care Therapy (Capstone) by meeting all the criteria required by the syllabus including a final numerical grade of 75% or more. 2. Be gainfully employed within 6 months of graduation as shown via graduate and employer surveys.

   Outcome C: Work as a member of the healthcare team in a wide variety of clinical settings to evaluate, treat and manage patients of all ages with respiratory illness and/or other cardiopulmonary disorders.

   Evaluated by: 1. Successful completion of Clinical V Respiratory Care Therapy (Capstone) by meeting all the criteria required by the syllabus including a final numerical grade of 75% or more. 2. Pass the National Board for Respiratory Care (NBRC) exams within 6 months of graduation. 3. Be gainfully employed within 6 months of graduation as shown via graduate and employer surveys.

   Outcome D: Assume the role of the member of the profession of Respiratory Care within its legal and ethical framework

Evaluated by: 1. Successful completion of Clinical V Respiratory Care Therapy (Capstone) by meeting all the criteria required by the syllabus including a final numerical grade of 75% or more. 2. Pass the National Board for Respiratory Care (NBRC) exams within 6 months of graduation. 3. Be gainfully employed within 6 months of graduation as shown via graduate and employer surveys. 4. Obtaining and maintaining the Respiratory Care practitioner License in the State of Texas or other states within USA.

2. Provide data to demonstrate the degree to which students achieve the program outcomes / occupational competencies for your program.

   State licensure Pass rate: Fiscal years 2003 to 2009 Average = 99.1% (source: IRO, NBRC School report)
   Advanced-Level credential (RRT): 2004 to 2009 average = 87.27% (source: NBRC school report)
   Positive Job Placement: 2004 to 2009 Average = 96.05% (source: CoARC annual report Summary, Departmental records)

3. If your program has a capstone experience, how does it contribute to assessment of overall program outcomes?

   During the Capstone clinical rotation, students are assigned to their choice of specialty areas (Pediatric, Neonatal, Adult Critical Care, Long-Term Acute Care, Home Care etc.). They are advised to take a load of patients that are at 75% of a credentialed therapist's daily workload. They are expected to demonstrate time-management skills, and self-sufficiency. Their attainment of the expected outcomes are closely watched. These are assessed using daily assessment sheets, affective evaluation instruments, and individual feedback from the clinical preceptor and faculty.

4. How does measurement of program-level outcomes affect departmental policy, the pedagogy of individual instructors, curricular changes or program changes?

   1. Using student evaluations, and comprehensive content performance data from the credentialing exams outcomes are analyzed and appropriately discussed in the faculty meetings.

   2. Program outcome results are discussed in individual faculty evaluations.

   3. The instructional team plans and implements enhancement measures in pedagogy as well as curriculum realignments and revisions. This is done yearly. Addition of non-traditional learning resources such as WebCT, updated software that is in a self-learning format, acquisition of printed as well as audio-visual media are all done routinely.

B. AAS Core Curriculum

The requirements below are designated by the Southern Association of Colleges and Schools (SACS), the Texas Higher Education Coordinating Board (THECB), and Collin College's Workforce Education Core Curriculum. Refer to the following requirements when answering the questions (in italics).

1. SACS Core Requirement 2.7.3

In each undergraduate degree program, the institution requires 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. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.
(General Education)

Indicate the degree to which your program is in compliance and explain your answer. If your program is not in compliance how do you intend to address any gaps?

__√__ Compliance
_____ Partial Compliance
_____ Non-Compliance

Comments/Justification:

The Respiratory Care Program complies with SACS core requirement 2.7.3. Twenty four (24) semester hours out of the 72 hours required for the A.A.S degree falls under the SACS requirement criteria. This is substantial in that it is 9 more hours than required by SACS and it represents 33% of the curriculum. These courses are not program/specialty specific and they provide the students with basic knowledge and skills in humanities/fine arts, social/behavioral sciences, and natural

science/mathematics. Based on the Respiratory Care curriculum, the courses that meet this requirement are as follows:

Humanities /Fine Arts (3 semester hours required): Introduction to Logic (Phil 2303) is the preferred course, but any of the following courses will qualify as well. ENGL 2322, ENGL 2323, ENGL 2328, ENGL2332, ENGL 2333, ENGL 2342, ENGL 2343, FREN 2303m FREN 2304, HUMA 1301, PHIL 1301, PHIL 1304, PHIL 2306, PHIL 2307, PHIL 2321, SPAN 2321 or SPAN 2322

Along with these, ENGL 1301 or 1302 Composition & Rhetoric (3 Semester hours) is required as well.

Social /Behavioral Sciences (3 semester hours required): PSYC 2302 General Psychology

Natural Science/Mathematics (15 semester hours required): MATH 1314 College Algebra; BIOL 2401Anatomy and Physiology I; BIOL 2402 Anatomy And Physiology II; BIOL 2421Microbiology

The rationale for including these courses is self-evident in that it prepares the students to enter the healthcare field with foundational knowledge and skills listed below (not limited to):

- critical thinking ability
- working as part of a team
- creative ways to educate the patients and communicate with them
- understanding the psychosocial component individuals in healthy state and during times of illness
- Scientific basis for program related classes.

2. THECB Standard

Measure: General Education Requirements
Standard: 100 percent of all associate degrees have at least 15 SCH of general education

General education must include at least one course in each of the following three areas: Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences/Mathematics. Examples of general education courses by area:

Humanities/Fine Arts
_√__Humanities
___Journalism
___Drama/Art/Music
_√__Philosophy
___Cultural studies
___Classical languages
___Ethics
___Elective

Social/Behavioral Science
___Government
___History
_√__Psychology
_√__Sociology
___Anthropology
___Economics
___Elective

Natural Science/Math
_√__Biology
___Chemistry
___Physics
_√__College-level Math (must be academic)
___College-level Science (must be academic)
___Geology
___Elective

Note: Meets standard if program consists of certificate only.

Indicate whether your program meets the standard and explain your answer. If your program does not meet the standard how do you intend to address any gaps?

__√__ Meets standard
____ Does not meet standard

Comments/Justification:
The 24 semester hours noted above for section1 exceed the THECB requirement of at least 15 SCH of general education requirements.

3. *If your program has specific Core Curriculum requirements refer to the assessment file that lists those requirements. What aspects of Collin's Workforce Education core curriculum, if any, do not fit the needs of your program? What changes in the core curriculum would help your program?*

The respiratory care program currently requires 72 semester hours for the AAS degree. This is the maximum allowed by the THECB. The Commission on Accreditation for Respiratory Care requires accredited programs to have prescribed amounts of specialty course content. These two constraints limit the program to provide individual PE and Speech courses as part of the AAS. Therefore, the Speech requirement and PE requirements are integrated into the specialty courses in the curriculum. Specifically, the PE requirement is integrated into HPRS 1204, and RSPT1201. Likewise, the Speech requirement is integrated into RSPT 2255, RSPT 2310, and HPRS 1204. Please refer to Addendum 1 and 2. At this time, no changes are required to meet this standard.

Collin AAS Core Curriculum	
English ENGL 1301	3 credit hours
Speech Communications *select one course:* SPCH 1311, 1315, or 1321	3 credit hours
Mathematics *select one course:* MATH 1xxx College-level mathematics course MATH 2xxx College-level mathematics course *(Math requirements may vary from the core curriculum. Check each degree plan. MATH 1314 or higher recommended for transfer students)*	3 credit hours
Humanities / Fine Arts *select one course:* ARTS 1301, 1303, or 1304 DANC 2303 DRAM 1310, 2361, or 2362 ENGL 2322, 2323, 2327, 2328, 2332, 2333, 2342, or 2343 FREN 2303 or 2304 HUMA 1301 MUSI 1306 or 1307 PHIL 1301, 1304, 2303, 2306, 2307, or 2321 SPAN 2321 or 2322	3 credit hours
Social / Behavioral Science *select one course:* ANTH 2351 ECON 1301, 2301, or 2302 GOVT 2301 or 2302 HIST 1301, 1302, or 2301 PSYC 2301 or 2302 SOCI 1301	3 credit hours

Physical Education / Dance *select one course:* PHED / DANC (any activity course or PHED 1338)	1 credit hour minimum
16 credit hours minimum for AAS Core Curriculum	

4. *To what degree is the AAS core, as required for your program, aligned with the "Purpose Statement for Collin College's General Education Core Curriculum", as well as Collin College's "Mission Statement", "Core Values", "Purpose Statement", and "FY2010 – FY2012 Strategic Goals"? How do you intend to address any gaps?*

The degree to which the AAS core in the respiratory care program is aligned with the "Purpose Statement for Collin College's General Education Core Curriculum", as well as Collin College's "Mission Statement", "Core Values", "Purpose Statement", and "FY2010 – FY2012 Strategic Goals" is as follows:

I. Purpose Statement for Collin College's General Education Core Curriculum

The humanities portion and the English composition provide the student with common core knowledge in the liberal arts tradition, by instructing skills to communicate, think creatively and manage problems by means of critical thinking. The natural science and mathematics component prepares the students to high-level cognitive skills. This is further enhanced in the specialty courses. Respiratory Care professionals are required to continue life-long learning to keep up their skills. The AAS core serves as the foundation for this learning.

II. Collin College Mission Statement

Success in the respiratory care program can be traced back to a student's preparation and experience in the AAS core courses. This is a testament to the institution's commitment to the student. While in the program, this emphasis continues. The Humanities course "Introduction to Logic" begins the students on a path to critical thinking in solving problems. The natural science and mathematics core challenges the student's intellect and prepares them for higher level thinking in the specialty courses.

III. Collin College Core Values

The AAS core followed by the program specialty courses are designed to generate passion for learning. This is evidenced by a recent increase in respiratory care students pursuing baccalaureate degrees. The student club organizes events in the interest of promoting community involvement. The program requires 24 hours of service learning. The AAS core serves as the foundation for these core values by training the students to achieve knowledge and skills necessary for community projects.

IV. Collin College Purpose Statement

- Technical programs, leading to associate degrees or certificates, designed to develop marketable skills and promote economic success.

The AAS degree in Respiratory Care meets and exceeds this criterion. According to the 2009 data from the national credentialing board and departmental files, 100% of the graduates pass the state licensing exam. The program has a 94% retention rate and graduation rate. 91% of the graduates pass the advanced-level credentialing exam. The positive job placement rate is at 97%

V. Collin College FY2010 - FY2012 Strategic Goals

1. Increase the percentage of students who complete the core curriculum, earn a certificate, or earn a degree within three years of entering Collin College.

The revised respiratory care curriculum require 12 hours of the courses that meet the natural science/mathematics to be taken as pre-requirement to be eligible to apply to the program. Along with that, students who have completed the core curriculum are given a more favorable status for admission to the program. These steps will increase the number of completers of core curriculum.

2. Increase the community's recognition of Collin College's educational opportunities, quality, and value.

The program currently collaborates with the national and state professional organizations (AARC, TSRC) in career fairs in local High Schools, conventions, pulmonary disease support groups, and continuing education seminars. The student club is actively involved in community events such as Asthma walk, national respiratory care week celebrations, North Texas food bank donations, and Haiti disaster relief. All of these activities will provide program exposure to the community.

3. Create linkages and new opportunities to help students navigate 21st century educational transitions.
4. Increase higher education accessibility and advance educational quality through the development of alternative resource streams and improved efficiencies.

The revised curriculum provides the students with a healthcare core with common prerequisites across other healthcare disciplines. The college's articulation agreements with several local universities, particularly Midwestern State and Texas A&M Commerce allow the graduates a seamless transfer into either a BSRC degree (online) or a BAAS degree (mostly online). The newly opened Collin Higher Education Center offers multiple tracks for students who want to pursue higher educational goals. The faculty and staff of the program are intentional in promoting these opportunities throughout the program.

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Purpose Statement for Collin College's General Education Core Curriculum

The role of general education at Collin County Community College District is to cultivate within students

1. a common core of knowledge in the liberal arts tradition,
2. high-level cognitive skills, and
3. an educational foundation that facilitates and encourages life-long learning.

Collin College Mission Statement

Collin College is a student and community-centered institution committed to developing skills, strengthening character, and challenging intellect.

Collin College Core Values

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

Collin College Purpose Statement

Through its campuses, centers, and programs Collin College fulfills its statutory charge to provide:

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

Collin College FY2010 - FY2012 Strategic Goals

1. Increase the percentage of students who complete the core curriculum, earn a certificate, or earn a degree within three years of entering Collin College.
2. Increase the community's recognition of Collin College's educational opportunities, quality, and value.
3. Create linkages and new opportunities to help students navigate 21st century educational transitions.
4. Increase higher education accessibility and advance educational quality through the development of alternative resource streams and improved efficiencies.

****

5. SACS Comprehensive Standard 3.5.1

The institution identifies college-level general education competencies and the extent to which graduates have attained them. (College-level competencies)

How does your program assess student learning outcomes in the AAS core, and how do AAS core student learning outcomes relate to and support student learning within the program?

Humanities/Fine Arts: Writing skills, communication skills, critical thinking, and creative means to communicate at the community level as well as professional level are continuously assessed throughout the program. Students are required to do research presentations (RSPT 2310, RSPT 2255), community education, and foster teamwork by doing team projects while in the program (All clinical rotations, RSPT 2255, RSPT 2247). Along with that, the students are required to have 24 service learning hours by serving the community. There are daily preceptor/faculty assessments of the respiratory students while in the clinical setting. This assessment includes communication skills, problem solving abilities and working together in a team. Measurement instruments used can be made available. This is true in all the courses with a laboratory component.

Natural Sciences/Math: Proficiency of concepts learned in Biology 2401, 2402 and 2421 is foundational for all the respiratory therapy classes. Successful completion of RSPT 1307 Cardiopulmonary Anatomy and Physiology, RSPT 2310 Respiratory Diseases, RSPT 2217 Respiratory Pharmacology, RSPT 1410, 1411 & 2471 Respiratory Care Procedures requires competency in the learning outcomes set forth in BIOL 2401 & 2402 Anatomy and Physiology I & II as well as BIOL 2421 Microbiology. Infection Control and Sterilization of medical equipment taught in HPRS 1204, RSPT 1201, RSPT 1160 and other clinical courses demand through knowledge in basic Microbiology. RSPT 2310 Respiratory Diseases also require good foundational knowledge in Microbiology. The concepts learned in MATH 1314 College algebra are essential to complete the physiological calculations in RSPT 1410, 1411, and 2471. Most of the physiological calculations in Respiratory care involve use of Algebra to find the solution. Moreover, analysis and research within the program assignments (Article critiques in the clinical courses, research paper in RSPT 2255) use basic statistical principles.

Generally, the students do well in the program having taken the natural sciences/math core courses. However, it would be beneficial for

the program if the math and natural sciences departments would work with the health sciences department to be intentional to assure student competency in the core courses. Regular interdepartmental meetings to discuss problem areas will be used to address this topic.

Social and Behavioral Sciences: The profession of respiratory therapy requires high levels of social skills and a keen understanding of the psychosocial aspects of patients, families and other healthcare providers. PSYC 2301 and/or SOCI 1301 provide good foundation for the students to develop social skills while in the program. This is particularly true of the clinical component of the program.

Respiratory Therapy/Therapist

C. Texas Higher Education Coordinating Board

The Texas Higher Education Coordinating Board (THECB) creates definitions and standards to guide how community colleges should assess the quality of their Workforce Education Programs. For reference, the entire set of THECB standards can be viewed at the following Web site ("Desk Review Instrument"):

http://www.thecb.state.tx.us/index.cfm?objectid=130980E5-AFAD-DF4B-F4CD2F627D494574

This section of the assessment asks you to compare your program to specific THECB standards. Refer to the assessment file that contains THECB data for your program from the college's recent desk review. Also, refer to the assessment file that contains Collin's Desk Review Response Plan.

1. For any section of the desk review where your program was cited as falling below a state standard, a plan was submitted to the THECB. Document the actions taken and the progress your program has made in response to the THECB audit. How close is your program to meeting or exceeding these state standards?

   Respiratory Care Therapy/Therapist CIP 51.0908 has met and exceeded the standards based on THECB data available from the desk review for 2006-2007. The years compared are 2001 through 2004

   Below are the data for subsequent years:

IE 14-2 Program awards over 3 Year period

2005-2006	2006-2007	2007-2008	2008-2009
24	19	17	22

Total degrees awarded 2005-2008 = 60; 2006-2009 = 58

This meets the THECB standard of 15 or more over 3 year

IE 15-1 Placement of Program Completers over 3 Year period

2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
21/21 =100	23/24 = 95.8	19/19= 100	16/17= 94.1	20/22 =90.9

Meets the standard of 85%

2. What additional actions will your program take to improve measures tracked in the desk review?

   Respiratory Care will continue to monitor and maintain its continuing quality enhancement. This allows the department to review all standards related to programmatic accreditation as well as institutional accreditation standards.

3. Refer to the THECB state transfer reports:

   http://www.txhighereddata.org/reports/performance/ctctransfer

   For each 2-year institution the report compares the academic performance of that institution's transfer students during their first year at Texas public universities. For each 4-year institution the report compares the first year university academic performance of students transferring from Texas public 2-year colleges.

   Refer to the sections on Technical Associates and Certificates. What strengths or areas of concern are suggested by the table summarizing the performance of Collin's workforce students after they transfer to universities?

   Very few students earning a technical degree transferred to a 4-year institution (9). The report is not clear as to their field of study in earning the technical degree. 7 out of the 9 (78%) held a >3.0 GPA at the 4-year institution. Statistically this data is not significant because the sample size is too small.

   Collin Strengths: a significant majority of students with a technical degree transferring to a 4-year university shows academic success (>3.0 GPA)
   Collin Weakness: only few of the above group is actually transferring to a 4-year university

The Respiratory Care department emphasizes the importance of obtaining a baccalaureate degree. We have agreements with MSU for transfer into a BSRC degree. Other institutions that offer a BAAS are TAMU-Commerce, UTA , and UNT

4. Refer to the following THECB criteria for an Exemplary Program. Briefly respond to each component. Identify any barriers to Exemplary Program status. What changes can your program make to move toward the goal of becoming or continuing to be an Exemplary Program?

Exemplary Program Status Evaluation In The Desk Review Option

The Institutional Effectiveness Evaluation Process for public community and technical colleges and four-year institutions that award applied associate degrees has added exemplary status consideration for workforce education programs to the desk review option. *Submission of programs for exemplary status consideration in the desk review option is strictly voluntary*.

Submission of Program Portfolios

A college desiring to have a workforce education program evaluated for exemplary status must submit a portfolio of information clearly documenting that the program satisfies all requirements specified below. Portfolios must be organized in the order of items below. *New programs are not eligible for exemplary status until three years of graduation and placement data are available and have been reported to the Coordinating Board.*

Exemplary Program Criteria

To receive an exemplary rating via the desk review option, a workforce education program must satisfy the following criteria:

1. **All program standards specified in the desk review institutional effectiveness evaluation instrument must be met.**

   Meets standards, see Below:

   IE 14-2 Awards granted

2005-2006	2006-2007	2007-2008	2008-2009
24	19	17	22

Total degrees awarded 2005-2008 = 60; 2006-2009 = 58

This meets the THECB standard of 15 or more over 3 year

[Source: Departmental records, Collin College IRO]

IE 15-1 - Placement

2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
21/21 =100	23/24 = 95.8	19/19= 100	16/17= 94.1	20/22 =90.9

Average for 2004 to 2009 = 96.16% Meets the standard of 85%

[Source: NBRC.org]

2. The program must also exceed standards in at least five of the following areas (a through h):

a) Placement of Program Graduates

Standard: Ninety percent of program graduates are placed within one year of graduation

- *The program exceeds the standard if three-year average placement rate is 95 percent or greater*

Placement

2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
21/21 =100	23/24 = 95.8	19/19= 100	16/17= 94.1	20/22 =90.9

Average for 2004 to 2009 = 96.16% Meets the standard of 95%

[Source: NBRC.org]

b) License Examination Pass Rate (where applicable)

Standard: Ninety percent of students tested on a specific license exam pass the exam as reported for the most recent year for which data is available (Perkins Standard)

Or

the percentage of students who take a license exam and pass is no more than five percentage points below the state average for the last three years for that particular license exam (State Standard)

- *The program exceeds the standard if the pass rate is 95 percent or greater. (Only the Perkins Standard is applicable for exemplary program consideration purposes).*

State Licensure Pass rate:

2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
21/21 =100	23/24 = 95.8	19/19= 100	17/17= 100	22/22 =100

Average for 2004 to 2009 = 99.16%, meets the standard of 95%

[Source: NBRC.org]

c) Professional Program Credentials

Standard 1: A program requiring external certification, accreditation, or other mandatory approval, has documentary evidence that it meets the standards of the appropriate agency (Examples: Federal Aviation Administration certification for airframe/powerplant programs or Texas Board of Nurse Examiner accreditation for nursing programs);

And

Standard 2: the program holds *additional* professional accreditation, certification, or other form of approval, *other than Coordinating Board approval*, that is customarily held by programs in that particular discipline. (Examples: An interior design program with accreditation from the Foundation for Interior Design Education Research or an engineering technology accredited by the Accreditation Board for Engineering and Technology).

- *The program exceeds standards if it has received recognition from the industry, a professional association/organization relevant to the industry for which the program provides training, local, state, or national recognition, or other awards or commendations. Recognition must be clearly documented.*

Meets Criteria
Commission on Accreditation for Respiratory Care has given the Collin College Respiratory Care Program continuing accreditation till January 2018

d) Linkages and External Agreements

Standard: Program has at least one agreement in place and is pursuing others as appropriate (not applicable to certificate-only programs)

- *The program exceeds the standard if four or more of the following are clearly documented*

  1) 2+2(+2), 1+1
  2) TechPrep
  3) University transfer
  4) Inverted degree plan(s)
  5) Dual credit technical program
  6) Other appropriate agreement (provide description)

Does Not Meet

The Respiratory Care Program does not exceed this standard. Many of the students in the program later pursue their Bachelors of Science degree in Respiratory Care or Bachelors of Applied Science at one of the area universities. The college does have articulation agreements with several area universities. The new Collin Higher Education Center offers more opportunities for pursuance of higher degrees.

e) Business and Industry partnerships

Standard: Active involvement with business/industry and documented evidence of at least two of the following affiliations

- *The program exceeds the standard if three or more of the following are clearly documented*

  1) Agreements for sharing facilities, equipment, labs, etc.
  2) Internships/apprenticeships/co-op/practicum/clinical
  3) On-site training for faculty at business/industry worksites
  4) Contractual agreements with business/industry
  5) Other partnership(s) (provide description)

Possibly Meets

1. The Respiratory Care Program currently holds clinical affiliation agreements with 12 local area hospitals for sharing facilities, equipments and labs

2. Three institutions currently include Collin College Respiratory Care Program in externships/internship and student worker programs

3. Collin College Respiratory Care Program offers continuing Education programs for faculty, graduates, and respiratory therapists

f) Integrating Academic and Technical Education

Standard: Writing and use of computers is included in the program

- *The program exceeds the standard of five or more of the following are clearly documented*

  1) Program includes writing (required)
  2) Program includes use of computers (required)
  3) Academic courses are included in the curriculum
  4) Program teaches problem identification, assessment, critical thinking, problem-solving, listening, and speaking skills
  5) Technical applications are included in academic courses
  6) Other (provide description)

Meets

1. The students are required to do multiple article critiques covering peer-reviewed articles for acceptable scientific journals. The students are also required to do case-study presentation which includes written report. They are also required to write two research papers while in the program

2. The Respiratory Care program requires extensive use of computer-based learning and assessments throughout the program. Moreover, the students are required to pass three comprehensive self-assessment exams that are internet based. These exams are patterned after the national board credentialing exams.

3. The Respiratory Care program is composed of 72 credit hours. Twenty two of these hours are outside of the Respiratory Care courses

4. The Respiratory Care program integrates clinical therapeutic process across the curriculum. Respiratory Care profession and the accreditation standards mandate critical thinking and problem solving. Therapeutic communication with clients is taught and proficiency is evaluated throughout the length of the program. The students are required to develop daily assessment and care plans in all of the clinical courses in the program. The students are required to present and discuss patient cases with the medical director. The students are also required to do a research presentation in one of the required course.

5. Respiratory students are required to apply the technical skills learned in RSPT 1201, RSPT 1410, RSPT 1411, RSPT 2471, RSPT 2255, RSPT 2353 and RSPT 2247in their clinical courses.

g) Employer and Student Satisfaction With the Program

Standard: On-going program-specific assessment of employer and student satisfaction with results used for program improvement and documented evidence of at least two of the following:

- *The program exceeds the standard if three or more of the following are clearly documented*

  1) Advisory committee satisfaction with the program
  2) Use of student satisfaction surveys (required by the *Guidelines for Instructional Programs in Workforce Education*)
  3) Use of employer satisfaction surveys (required by *Guidelines for Instructional Programs in Workforce Education*)
  4) Use of survey results for continuous program improvement

Meets

1. This standard is addressed satisfactorily by the annual survey of the advisory committee for program evaluation; advisory committee meeting twice a year

2. Student surveys are done at the end of each semester. Annual accreditation student surveys are done during the spring semester of each year. Clinical sites and instructors are further evaluated fro accreditation purposes each semester using the Data-Arc system

3. Employer satisfaction surveys are done once a year during the spring-summer semesters

4. Each of the surveys are carefully scrutinized and action plans are developed as needed. This is part of the continuous quality enhancement plan of the program

h) Determination of On-Going Need for the Program

Standard: Clear documentation of two of the following:

- *The program exceeds the standard if three or more of following are clearly documented*

1) The program advisory committee recommends continuation of the program
2) Recent local and/or regional labor market data indicate continued need for the program
3) Recent state and/or national labor market data indicate continued need for the program
4) Other indicator (provide description)

Meets

1. Advisory committee meets twice a year and recommends need as well as quality improvement recommendations. Needs assessment surveys are also conducted on an as needed basis

2. According to Texas labor market information on North Central Texas WDA Long-term Industry Projections, there is a projected growth rate of 21.8% (2006 to 2016) in Healthcare. North Central Workforce Development area prediction for respiratory job growth is 28.6% (2006 – 2016)

2. According to the US department of labor statistics the projected growth is set at 21% till 2016.

D. Course Completion and Success

Refer to the retention/success charts and analyze the last class day enrollment compared to the Census day enrollment for the courses in your program.

1. What patterns or trends do you notice in the course completion data? What suggestions do you have for increasing any low completion rates?

   A basic analysis of the retention/success charts covering data from fall 2005 to spring 2009 shows that the lowest retention percentage (composite average) to be 91.75 (RSPT 1307). Except for fall 2006 (75%), the retention and success rates are above 90% with the latest trend (fall 2007and 2008) at 100%. The overall program retention/success rate in all the Respiratory care courses in the curriculum from fall 2005 to spring 2009 is 96.75%

   The self-study done for program accreditation in 2006 identified lack of qualified part-time faculty pool. Student surveys obtained at the same time identified inadequate instruction in some courses and a need for the program's quality improvement. After implementing quality enhancement strategies, the student retention/success rate improved. The quality enhancement strategies that were adopted include:

   - emphasis on an on-going, semester-to semester assessment of progress
   - implementation of the LASSI learning inventory to identify and remediate at-risk students
   - Development of the clinical Preceptor orientation manual
   - Clinical coordinator was given a clinical lab assignment 1 day/week
   - Regular clinical visits by the Clinical coordinator
   - Enhanced medical director involvement with student learning
   - Consistent instruction with expert faculty members teaching the same courses each semester
   - Structured Laboratory time with mandatory attendance
   - Instructional Team building
     - Regular faculty meetings
     - Feedback on pedagogical approaches
     - Group review of student surveys

- Implementation of High-fidelity patient simulation across the curriculum
- Enhanced involvement by the advisory committee
- Implementation of electronic record keeping and data management via Data-Arc system

The results of these actions are convincing as depicted in the course completion rates, graduation rates (from the IRO documents), and national credentialing success (from the NBRC program report). The on-going quality enhancement strategy also identified the need for curriculum revision. As a result, the program curriculum was revised in fall 2009. The new curriculum will be effective as of fall 2010. These changes are expected to improve the overall retention/success percentages even higher.

Refer to the retention/success charts and analyze the last class day enrollment compared to the success data for the courses in your program. "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."

2. How do the success rates compare across courses?

   The average success rates across the courses are consistently above 90%. In general, Fall 2006 shows lower percentages (RSPT 1307 at 75%, RSPT 1160 at 88%, RSPT 1410 at 83%) than other semesters. Besides the aforementioned improvements, the program underwent a course review across the curriculum to align course competencies with the national credentialing content matrix. The trend since then shows higher success rates with an overall success rate across the courses spanning the entire recording time of 96.75%. The newly revised curriculum is expected to help success rates. Success/retention data will be assessed in an on-going fashion to monitor changes.

3. What explanations are there for the patterns of success in each course?
   - Implementation of a continuous quality improvement plan as describes above in D.1

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

The Fall 2006-2008 Collin-Texas Retention report, which compares Collin's retention rates with state-wide retention rates, can be found in the "reports" section of the IRO intranet site. The report is listed in CIP order as well as in alphabetical order.
http://intranet.ccccd.edu/iro/information/reports/retention.htm

4. For the courses in your program, what actions will your program take to meet the state course completion standard or to improve course success without compromising academic integrity and rigor?

   Continue current strategy of quality improvement as stated in questions 1-3. Explore and analyze best practices from other comparable programs with better success rates.

5. What potential issues or concerns do the data suggest for your program, and how might these issues be addressed?

   Currently there are no outstanding concerns. However, the concerns that were present were already addressed. They are listed below:

   A). Student dissatisfaction with faculty performance

   b). Lack of Medical Director involvement in student learning activities

   c.) Personnel turnover

   d). Qualified part-time faculty pool

   e). Curriculum realignment with the content matrix standards of the national credentialing agency

   f). Lack of clinical oversight

   The resultant improvement is evident. The addition of HPRS 1204 "Basic Health Care Skills" in the revised curriculum is expected to help the instructional team identify at- risk students and intervene early to assure success.

E. Institutional Effectiveness --- Part 1

1. In order to plan for the future it can be helpful to look back at successful plans from the past. How did your program's most recent workforce assessment result in improvements to your program? (contact Vicky Putman if you need a copy of your program's last assessment)
   The previous program assessment was generally positive. The program has implemented many of the recommendations. Responses to the recommendations are as below:

   A.1. The recommendation was to hire 2-3 more full-time faculty. The program has added 1 more fulltime faculty and the Associate Faculty pool has been increased from 9 to 15.

   A.2. The recommendation also included hiring of 2 fulltime support staff. We are in partial compliance to this. The program currently employs a division secretary, who shares her time between the RT and Surg. Tech programs. Additionally, student assistant are available to help as well. The fulltime support personnel from the Health Sciences office are also available to help as needed.

   A. 3. The recommendation to have preceptors at the clinical site was handled differently. The program revised the clinical coordinator's job description to include teaching a clinical rotation each semester, and clinical site visits to offer direct supervision of clinical instructors. We have increased the number of qualified clinical instructors employed by the college in recent years. Three clinical facilities use the preceptor model. In these facilities, there are preceptors designated for the Collin College students, which increases quality and accountability.

   A. 4. a. The recommendation asked for making available three ventilators. We have purchased 5 more ventilators and a BiPAP Vision to the existing 2 ventilator and 2 BiPAP ST units in the lab. During the peak use time, the program rents 2-3 ventilators for at least a month. This has improved our student to ventilator ratio tremendously.

   A. 4.b Lab supplies ordering and storage has been improved. Lab time now follows a structured learning plan.

Additional improvements:
i. New clinical sites have been added.
ii. Program enrollment has been consistently around 25 or more students every year.
iii. The number of books, periodicals and software learning resources have been increased every year.
iv. The curriculum has been revised with the input of the advisory committee and the medical directors.

B. This recommendation was to increase the marketing for the program. The program has created a brochure with the help of PR. Moreover, the Health Sciences division has created a folder with shorter brochures for all the program offerings at the college. The college hired a part-time career advisor using Perkins funds, who is developing an aggressive marketing campaign to the area school districts. The program conducts 15 or more information sessions every year. Each campus hosts multiple information sessions on the program. The program participates in career fair offered by the college, local school districts and hospitals. Moreover, the program is aggressively marketed across all the campuses during the National Respiratory Care Week in October of every year. The Respiratory Student organization is also involved in various community efforts wearing program T-shirts. The academic advisors are periodically updated on program changes and expectations.

C. Acquire new equipment: See A.4.a, additional procurement of equipment is an ongoing process.

D. Death and Dying and medical ethics are now covered in the introductory course (RSPT 1201) during the first semester as well as the specialties course (RSPT 2247).

E. One of the associate faculty has developed a software based on the charting system of VA hospital. It is now available on all the bedside computers in the Lab. Students are required to chart using this system. Since electronic medical record as a discipline is evolving rapidly, bulk of the learning in this area happens at the hospital level, where these complex programs are used routinely.

F. Advisory committee has begun participating in student orientation as well as assisting students before graduation allowing smoother transition.

G. New program faculty offices have been allocated and as of summer 2010, a larger classroom will be used for instruction.

H. The program currently shares a 1.0 FTE division secretary with the surgical Technology program

2. Are there plans from that assessment that are still in the process of being implemented?

A. The students to faculty ratio at the clinical sites is still around 5-6 to each instructor.
B. Curriculum and content alignment continues to be done every semester.
Ongoing evaluations to study the effectiveness of the changes that have been made, particularly the newly revised curriculum are active. The necessity for increasing fulltime faculty by 1 or more is still a need.

3. According to SACS, institutional effectiveness involves documenting that expected outcomes have been identified, assessed, and have led to improvements. The SACS standard below indicates the importance SACS gives to planning, assessment, and improvement based on the assessment results.

SACS Comprehensive Standard 3.3.1
The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:
(Institutional Effectiveness)

3.3.1.1
educational programs, to include student learning outcomes

3.3.1.2
administrative support services

3.3.1.3
educational support services

3.3.1.4
research within its educational mission, if appropriate

3.3.1.5
community/public service within its educational mission, if appropriate

Indicate the degree to which your program is in compliance and explain your answer. If your program is not in compliance how do you intend to address any gaps?

__X__ Compliance
_____ Partial Compliance
_____ Non-Compliance

Comments/Justification:

3.3.1.1
The faculty and the program director revised the Student Learning Outcomes for each course in the program. Student Learning Outcomes are revised as necessary each semester

3.3.1.2
The Health Sciences Division and the program are in the same campus. Dean-level and VP/P-level support is readily available. Access to the Dean and VP/P is immediate.

3.3.1.3
The campus library, the health sciences computer lab, and services offered by the Student Life office as well as the Dean of students are readily available on campus. Additionally, more computer access was added in recent times at the second-floor computer lab and in the respiratory therapy lab. All students are encouraged to utilize other resources on campus such as, the Writing Center, and the Math lab. Tutoring is available on an individual, as needed basis. The professors hold office hours and meet with students to address their academic progress. Success plan, remediation plan, and other strategies are available for individual students.

3.3.1.4
All clinical courses, RSPT 2310 and RSPT 2355 require clinical research, analysis, report writing, and live presentations. Students are also members of the state and national professional organizations. They are given the opportunity to participate in original research discussions and case-study presentations.

3.3.1.5
Students are required to complete 24 hours of service learning activities directly influencing the community. Additionally, the students are encouraged to participate in public health campaigns and health fairs. In the previous three years, the student participation was complete.

4. It is important to document program assessment and plans for continuous improvement to be in compliance with the SACS Comprehensive Standard 3.3.1.1. Often it may not seem as if official planning took place. However, analyzing decisions that your program has made can uncover the planning that occurred. The questions below will guide you in determining which decisions in your program resulted from deliberate planning.

Continuous Improvement Plan
Describe one decision made or action taken in the past year. This could be a change in textbooks, a change in technology, course sequence, learning outcomes, etc.

NOTE: We have made more than one decision in the past year as part of the continuous improvement plan

1. Integration of Simulation exercises into all Respiratory Procedures courses

2. Curriculum revision to have well defined pre-requisite classes including HPRS 1204 "Basic Health Care Skills".

3. Addition of multi-specialty clinical rotation sites

Sources of Evidence
What prompted the decision? (i.e. what did you observe or what happened) Were you trying to fix a problem? What were your sources of information? What types of information or measures did you use to make this decision? How did your program come to the decision to make this change?

The annual program status reports required by the program accrediting body (CoARC), along with the THECB guidelines form the basis for continuous improvement. The program is required to monitor student outcomes based on their performance on the different content areas of the credentialing exams. When the student outcomes do not meet the national average on any of the content item, an action plan

has to be developed and implemented. The following actions are part of that plan.

Areas of concern:

High attrition rate in the 2008 cohort

Increase the number of students obtaining advanced-level credential (RRT)

First time pass rate on the Clinical Simulations Exam scores though acceptable, needs improvement.

Action Plan:

Revise curriculum to include a Basic health care skills course

Revise curriculum to include an exam preparation course

Integrate human-patient simulation via the simulation center to all the respiratory procedures courses

Include interdisciplinary and capstone simulation exercises

Increase clinical rotation sites to include more specialty hospitals

Intended Outcomes

How did you expect student learning to be affected by the change your program made? What outcomes did you hope would come from this change?

- Reduced attrition rates (we are already seeing this accomplished in cohorts of 2009 and 2010).
- Better prepared students are enrolled into the program (this is being monitored currently)
- NBRC Clinical simulation first time pass rate to improve (Cohort 2009 showed a 11.6 % improvement. We are currently monitoring this) *Source: NBRC Annual School Summary Report*
- 95.5 % of the 2009 cohort received the advanced-level RRT credentials. This represent a 19% increase over the previous cohort

Findings

Did the intended outcomes occur as a result of the change your program made? What outcomes actually occurred?

Preliminary indications show that the intended outcomes are occurring. The indicators show reduction of attrition, improvement of CSE first time pass rate, and increased advanced-level credentials awarded.

Standard Met

Are the outcomes sufficient? Are you satisfied with the results from the change your program made?

Yes. However, we are continuing to monitor the outcomes and will make necessary changes over and above those we have implemented as necessary.

Next Action Plan

Based on the outcomes of the change made by your program, what is your next step?

Continue monitoring and make changes as necessary. Investigate best practices that are available to see if other changes need to be made.

F. Institutional Effectiveness --- Part 2

As a group or program, please review and discuss your responses to questions in the preceding sections, considering all of the data. Based on those responses, list possible recommendations and innovations to strengthen your program. You may develop goals and objectives for specific courses or for the whole program. You may want to consider questions such as the following:

- What are the current strengths and weaknesses of your program? Refer to data concerning intended outcomes and skills.

  In the most recent assessment of the Respiratory Care program, both the internal and external committees described the following as the strengths of the program:

  STRENGTHS
  a. Rate of completion
  b. Computers available for use
  c. Existing Curriculum
  d. Competency of graduates
  e. Pass rate of National exams

  WEAKNESSES
  a. Program Size – the program is too small to meet the growing needs of our community
  b. Lack of awareness about the program
  c. Antiquated Equipment – ventilator, PFT, capnography
  d. Students not prepared for the reality of terminating ventilator support and working with critical and terminal patients.
  e. Not utilizing the computers available
  f. Lack of information about licenses, program paths, student/professional transition
  g. Classroom space, especially for 1st year students
  h. Support staff – Having more support staff would allow the full time staff to better utilize their time, which would positively affect our students.

  Since the completion of that report and the implementation of the recommendations, the program has improved as demonstrated through the answers given to the previous questions in this document. However, since the field of respiratory care is always

changing, and since the accrediting body and the various benchmarks for outcome measurement have changed, we have reassessed the strengths and weaknesses of the program to be more current and relevant.

STRENGTHS

Experienced faculty
Revised curriculum
Simulation lab to promote critical thinking
Entry level and advanced level credential success

WEAKNESSES

Community Awareness of the Program
Decreased pool of qualified applicants
Lack of sufficient number of support staff
Need of at least one more full-time faculty

- Are changes necessary to your program's prerequisite rules or admission requirements?

  The curriculum has been revised and it was approved by THECB. It is effective as of fall 2010

- Are there overall changes that could improve your program's Coordinating Board status? What steps does your program need to take to fill in any gaps in compliance?

  None now. However, the program will be monitoring local and national trends and policy changes and respond to them in a timely fashion

- What, if any, changes in pedagogy might improve student learning?
  Use of state-of-the -art educational technologies to enhance learning considering the multi-generational cohort of students. Add some online components to course delivery method.

- Are there weaknesses related to your program's student learning outcomes? If so, consider how you can set a goal based on concrete outcomes.
  The outcomes listed on WECM are too general; therefore, the program will continue the semester-to-semester analysis of content based on national credentialing standards and revise learning outcomes. The program will also adopt practices and methods that

showing a proven record of accomplishment to improve outcomes if such measures are deemed necessary.

Now review your list of potential ways to improve your program. What ONE action or improvement do you think would have the most significant impact on the program's student learning outcomes, as identified in Section A.1.? The following questions are the same components as in E.4., just in a different order. Use these questions to help you create a plan for improving your program's student learning outcomes during 2010-2011.

The Academic Deans and the Vice President/Provosts will review the results of this assessment. Specific goals and objectives from this final section of the assessment can be incorporated into departmental or college-wide goals and objectives as appropriate.

The one change that may contribute to further improvement in reaching and/or exceeding the student learning outcomes identified in A.1 would be to incorporate additional technology-based student learning opportunities using Wimba or WebCT, Podcasting, and use of internet-based course reviews.

An additional change would be to fine-tune the simulation experiences to be measuring the learning outcomes based on the national credentialing content.

Sources of Evidence

What aspect of student learning do you want to improve? What prompted your program to select this aspect of student learning? (i.e. what did you observe or what happened) Are you trying to fix a problem? What types of information or measures did you use?

We would like the advanced level credential (RRT) success rate to be 100% for those who attempt within 1-year of graduation. We also would like to see the first-time pass rates for the entry-level and advanced-level exams to be greater than 95%

Continuous Improvement Plan

Describe the decision made or action to be taken to improve student learning. This could be a change in textbooks, a change in technology, course sequence, learning outcomes, etc. How did your program come to the decision to make this change? Describe the milestones that will

be used to measure the accomplishment of each part of your plan. Who will be responsible for each milestone?

1. We have initiated an effort to increase the use of technology throughout our curriculum. The program director and the faculty are constantly looking at electronic resources that can be incorporated to our curriculum.

2. We are developing a plan to have students shadow a department manager/supervisor to help them to see Respiratory Therapy from a hiring manager's vantage point. This, we hope will help graduates transition well from being a student to an employee.

3. Students will begin presenting case-study reports to local hospital based RT departments. This is aimed at preparing the students to interview well.

4. The program will continue to monitor very closely each of the survey results and make corrective actions if necessary.

5. The program will continue the "open lab" or "lab-on-demand" practice to allow those students who require additional lab time

6. The program will continue to review learning outcomes against the credentialing standards every semester. If changes are necessary, after discussion with the faculty, they will be implemented.

7. Integrate the student response system (clickers) to review for tests and prepare the students for national credentialing exams

Intended Outcomes

How do you expect student learning to be affected by the change your program will make? What outcomes do you hope will come from this change?

Student outcomes will continue to improve.
Graduates will be well trained and experience easy transition into their role as a member of the health care team.
Improve communication with our community of service and continue to meet its expectations by providing the best-trained RT workforce.
Provide the students with a learning environment that is stimulating, challenging, but without any additional stress factors.

Findings

How will you measure if the intended outcomes occur? How will the results be assessed and documented?

Continue using the existing instruments for measuring outcome success as well as program needs. (See section A).
Maintain continuous programmatic accreditation (CoARC) and be well prepared for the next accreditation site visit.
Faculty evaluations will show continues student satisfaction.
Advisory Committee feedback via survey will show program effectiveness, satisfaction and areas of concern or need.

Standard Met

How will you know whether the outcomes are sufficient and satisfactory?

By continuing to analyze the following:
1. National credentialing success report
2. Job placement statistics
3. Advisory Committee feedback
4. State licensure pass rate
5. Student surveys and evaluations
6. Personnel survey and evaluations
7. Employer survey

Next Action Plan

For the most likely outcomes of the change to be made by your program, what will be your next steps? If the intended outcome is achieved then what will be your next steps?

"Closing the loop" refers to using the results of an assessment to make improvements in a program. These improvements are then assessed to continue the institutional effectiveness loop. How, where and when will your program use data and other evidence from your Continuous Improvement Plan to "close the loop"?

1. The content area that falls below national average as identified by the detailed report from the National Board for Respiratory Care (NBRC) will be analyzed with the faculty and strategies will be developed to improve scores. This is done prior to the fall semester and subsequently as needed.

2. Identify all items that score less than 3 on the 5-point Likert scale used in all of our surveys. Analyze the survey question to see if a realistic action plan can address the deficiency. Develop the action plan, implement it and evaluate it. This is done a minimum of once every year.

3. All of the strategies developed are compared with the institutional effectiveness goals to ensure compatibility.