

PROGRAM NAME: CORE CURRICULUM **PROGRAM REVIEW CONTACT:** CAMERON NEAL
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GUIDELINES

Time Frames:

1. **Scope:**

The time frame of program review is five years, including the year of the review.
Data being reviewed for any item should go back the previous four years, unless not available.

2. **Deadline Dates:**

January 15th – Program Review Document due to Department Dean for review
February 1st – Program Review Document due to Program Review Steering Committee

3. **Years:**

Years 1 & 3 – Implement Action Plan of (CIP) and collect data
Years 2 & 4 – Analyze data and findings, Update Action Plan
Year 5 – Write Program Review of past 4 years; Write Continuous Improvement Plan (CIP) and create new Action Plan

LENGTH OF RESPONSES: Information provided to each question may vary but should be generally kept in the range of 1-2 pages.

EVIDENCE GUIDELINES: In the following sections, you will be asked to provide evidence for assertions made.

a. **Sources:** This evidence may come from various sources including professional accreditation reviews, THECB, Texas Workforce Commission's CREWS, Institutional Research Office, National Student Clearinghouse, IPEDS, EMSI Analyst or EMSI Career Coach, and may be quantifiable and/or qualitative. If you are unfamiliar with any of these information sources, contact David Liska (dliska@collin.edu, 972.985.3714) for details. You are welcome to use additional data sources of which you are aware.

b. **Examples of Evidence Statements:**

1. Poor example: Core values are integrated into coursework. (Not verifiable)
2. Good example: Core values are integrated into coursework through written reflections. (Verifiable, but general)
3. Better example: Core values are integrating into coursework through written reflections asking the student to describe how s/he will demonstrate each of the core values in his or her professional life and demonstrated through service learning opportunities. (Replicable, Verifiable)

FOR MORE INFORMATION: Any questions regarding this review, including forms, calendars & due dates, should be addressed to Scott Parke (sparke@collin.edu, 972.599.3117) or David Liska (dliska@collin.edu, 972.985.3714) in Policy & Planning/Institutional Effectiveness.

Section I. *Are We Doing the Right Things?*

1. WHAT DOES YOUR ACADEMIC PROGRAM DO?

A. What is the academic program and its context?

The Core Curriculum is the foundation both for Collin College degrees and for transfer to baccalaureate degree programs. Its elements are prescribed by the Texas Education Code ([61.822](#)), in order to facilitate transfer between state institutions: “If a student successfully completes the 42-hour core curriculum at an institution of higher education, that block of courses may be transferred to any other institution of higher education and must be substituted for the receiving institution's core curriculum.”(61.822(c))

The Core, then, transfers to any public college or university in Texas in total, and satisfies the core requirements for a degree at that institution.

This is the Collin College Core Curriculum:

COLLIN AA/AS/AAT GENERAL EDUCATION CORE		
Discipline	Courses	Notes
010 Communication Component		6 Credit Hours
English (both required)	ENGL 1301 and 1302	
020 Mathematics Component *		3 Credit Hours
Mathematics	MATH 1314 or 1414, 1316, 1342, 2305, 2318, 2320, 2412, 2413, 2414, 2415	These courses satisfy the AS, AA, & AAT Math requirement
	MATH 1324, 1325, 1332*, 1350, 1351	These courses apply only to the AA or AAT

<p>* Check with academic advising regarding transferability. Some majors or institutions may require a higher-level mathematics course.</p>		
<p>030 Life & Physical Sciences Component ** 6 Credit Hours</p>		
Biology	BIOL 1406, 1407, 1414, 1415, 2401, 2402, 2406, 2416, 2421	<p>A two-course sequence is recommended.</p> <p>These courses satisfy the AS, AA, & AAT Science requirement. Students who transfer to Collin with fewer than 8 credit hours of Life & Physical Science credits should see "Becoming Core Complete"</p>
Chemistry	CHEM 1411, 1412, 2423, 2425	
Environmental Sciences	ENVR 1401, 1402	
Geology	GEOL 1403, 1404	
Physics	PHYS 1401, 1402, 2425, 2426	
Biology	BIOL 1408, 1409, 2404, 2420	<p>These courses only satisfy the AA or AAT requirement</p>
Chemistry	CHEM 1405	
Geology	GEOL 1401, 1402, 1445, 1447	
Physics	PHYS 1403, 1404, 1405, 1410, 1415, 1417	
<p>**1 hour of each 4 hour Life & Physical Sciences course will be transcribed as 090 Collin Options, up to 2 credit hours.</p>		

040 Language, Philosophy & Culture Component		
3 Credit Hours		
English	ENGL 2322, 2323, 2327, 2328, 2332, 2333, 2342, 2343	These courses also satisfy the AA sophomore literature requirement
History	HIST 2311, 2312, 2321, 2322	
Humanities	HUMA 1301	
Philosophy	PHIL 1301, 1304, 2303, 2306, 2307, 2321	
050 Creative Arts Component		
3 Credit Hours		
Dance	DANC 2303	
Music	MUSI 1306, 1307, 1310	
Theatre	DRAM 1310, 2361, 2362, 2366, 2367	
Visual Arts	ARTS 1301, 1303, 1304, 1313	
060 American History Component		
6 Credit Hours		
History (select two)	HIST 1301, 1302 or 2301	
070 Government / Political Science Component		
6 Credit Hours		
Government (both required)	GOVT 2305 and 2306	
080 Social and Behavioral Sciences Component		
3 Credit Hours		
Anthropology	ANTH 2302, 2346, 2351	
Economics	ECON 2301, 2302	
Psychology	PSYC 2301	
Sociology	SOCI 1301, 1306	
090 Collin Options		
6 Credit Hours		
Area 1 – Speech 3 credit hours (Select one)	SPCH 1311, 1315, 1321	
Area 2 -3 credit hours <i>Primary Self Study</i>	EDUC 1300*, PHED 1164, 1304, 1338, PSYC 1100* 1300* Any core course not used to meet the requirement of another component. * Only one of these courses	Students who complete 8 credit hours of Life and Physical Sciences will apply to the 090 Collin Options, Area 2 requirement. See core course options that may be used to fulfill the remaining 1 credit hour

Questions were adapted from Academic Program Review "Structuring the Six Self Study Questions ", Michigan State University, 2008.

(Collin College 2016-17 Catalog, p61)

The Core Curriculum is designed to provide the following General Education Competencies: Communication, Critical Thinking, Empirical and Quantitative Skills, Personal Responsibility, Social Responsibility, and Teamwork ([CORE COMPETENCIES](#)) The Core Objectives Assessment Team (COAT) has devised rubrics to assess core classes for these competencies ([COAT RUBRICS](#)) and an assessment schedule for the courses included ([COAT SCHEDULE](#)). These competencies are to be obtained by taking courses in the component areas: Communications; Mathematics; Life and Physical Sciences; Language, Philosophy, and Culture; Creative Arts; American History; Government/Political Science; Social and Behavioral Sciences: and local (Collin College) Options. The local options encompass Speech, Natural Science labs (2 hours) and either Learning Frameworks or specified general Physical Education courses.

Assessment outcomes are posted on the COAT website ([COAT assessment results](#)). These results for the basic competencies are then relayed to each academic department through the Discipline Lead. As a part of discipline meetings each fall and spring, the departments devise assessment documents specific to the designated outcome and rubric and discuss general assessment results for a competency and how lessons in that area could better address that competency. The standard set for acceptable performance is a score of “3” on the college rubric. In the last two-year evaluation cycle, only the competencies of Communication and Teamwork have more than 50% of students assessed meeting that standard. These results have been communicated to discipline leads to address at departmental meetings. Results can be assessed in outcomes from the next two-year evaluation cycle and each department’s plans to address that outcome can be revised.

B. Executive summary: Briefly summarize the topics that are addressed in this self-study, including areas of strengths and areas of concern.

The Core Curriculum is mandated, within guidelines, by the Texas Higher Education Coordinating Board. The Board also requires that the Core be periodically evaluated for its effectiveness. Section 2 will show that the Core is consistent with Collin College's Core Values and that our current strategic plan, through priority 3, supports the Core through creating pathways for transfer and by advertising the benefits of Core completion and offering an academic certificate for such completion. Supporting information will be given in sections three and four.

Section 5 discusses the market demand for educated workers who have attained the skills addressed in the Core curriculum. Section 6 discusses the Core components and their various success rates. There seem to be no significant barriers in scheduling or capacity for students to complete the Core, though some subject areas seem to provide greater academic challenge than other.

Section 7 emphasizes that advising, with an eye toward Core completion, is the focus of Collin College's current Quality Enhancement Plan. Thus, advertising for the value of completing the Core has been developed and made visible to students.

A significant issue in Core completion, and articulation to universities generally, is the lack of available sophomore-level courses in some areas that causes an emphasis upon Core in the sophomore year that can lead to an overly heavy load in major courses during the senior year, particularly in laboratory sciences.

Since there has been no continuous improvement plan for the Core, this report presents potential problem areas in the lack of sophomore-level majors courses, gaps in the reporting structure for the evaluation process through COAT, and lack of guidelines that trigger a course's inclusion into the core, but does not lay out a formal plan for the resolution of those difficulties.

2. WHY DO WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO THE COLLEGE MISSION, CORE VALUES & STRATEGIC PLAN.

- **Provide program-specific evidence of actions that the program supports the college mission:** *“Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.”*

This can be seen in the Texas Core Curriculum statement of purpose where we note that “students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.” Empirical and quantitative skills and communication develop skills. Personal responsibility, social responsibility, and teamwork strengthen character. Critical thinking challenges the intellect.

- **Provide program-specific evidence of actions that support the case that the program and its faculty contribute to fulfillment of the college core values:** *“We have a passion for Learning, Service, Involvement, Creativity, Innovation, Academic Excellence, Dignity, Respect and Integrity.”*

Critical Thinking skills are imperative for our College Values of Creativity and Innovation, Academic Excellence, and Learning.

Communication Skills are imperative for our College Values of Academic Excellence, Dignity and Respect.

Empirical and Quantitative Skills are required for our College Value of Learning.

Teamwork is necessary for our College Values of Service and Involvement, Creativity and Innovation, Dignity and Respect.

Social Responsibility plays a role in our College Values of Learning, Service and Involvement, Innovation, Academic Excellence, Dignity and Respect, and Integrity.

Personal Responsibility plays a role in our College Values of Learning, Service and Involvement, Innovation, Academic Excellence, Dignity and Respect, and Integrity.

- **Provide program-specific evidence that supports how the program supports the college strategic plan:**
<https://www.collin.edu/aboutus/index.html>.

Priority 3 of the strategic plan is “Emphasize student achievement and streamline pathways to four year colleges and universities.” The Core curriculum streamlines pathways since it is guaranteed to transfer to any state-funded university in

Texas. It also promotes certificate and degree completion since Core completion earns an academic certificate and all Collin College academic degrees require completion of the Core curriculum.

3. WHY WE DO THE THINGS WE DO: THE PROGRAM HAS A CLEAR TRANSFER PATHWAY TO A BACCALAUREATE IN A RELATED FIELD.

A. Make a case with evidence to show the program offers a clear transfer pathway to a baccalaureate in a related field.

The ultimate goal at Collin College is to produce educated and productive students, knowledgeable in their chosen field of study. Surveys indicate that at least 50% and perhaps as many as 80% of all incoming community college students seek to transfer and earn a bachelor's degree. (Board, 2011) As part of Collin College's commitment to transfer students, the college has partnered with various colleges and universities to establish transfer articulation agreements, special pre-admission agreements and degree plans that provide students access to and linkages with their baccalaureate degree-granting institutions. Not only do these partnerships help students transition from Collin College to their chosen four-year institution – they also foster a more confident and successful student. Transfer resources for students are located on the Transfer U website at <http://transferu.collin.edu>. In addition, multiple transfer fairs are held at the College's three main campuses each academic term.

The AAS to BAAS Transfer Collaborative brings together North Texas Community College Consortium colleges along with public and private universities across North Texas, of which Collin College is This collaborative has created a common template to display guided pathways from all community college AAS degrees to university BAAS degrees. Each AAS-BAAS guided pathway is not intended to replace a degree audit but to function as a guided pathway for students, leading to informed decision-making. Each AAS-BAAS guided pathway is structured as a full-time eight-semester pathway, but it may also be used as a course checklist for part-time students. The default setting on this site displays all pathways between all institutions; however, you can choose to sort the view by community college (AAS School), by university (BAAS School), by career cluster, or by catalog year in order to limit the pathways you would like to view. Greater detail is found at <http://ntccc.unt.edu/aas-baas>. For the Texas Common Course Numbering System students may refer to <https://www.tccns.org/>.

Collin College guarantees the transferability of course credits to Texas colleges and/or universities that participate in the Guarantee for Transfer Credit program. The guarantee applies to students who have met the requirements for its Associate of

Arts, Associate of Arts in Teaching or Associate of Science degrees and students who have met the 60 credit hour transfer plan. This guarantee is designed for Collin College students who have made firm decisions about their major and the transfer college or university to which they plan to transfer, and who have followed a written transfer guide for that transfer institution. If these courses are rejected, a student may take tuition-free alternate courses at Collin College that are deemed acceptable by the college or university to which he/she wishes to transfer. Special conditions that apply to the guarantee program are available on request. Collin College works closely with colleges and universities to make the transfer process as smooth as possible for courses transferred to Collin College from the other institutions and follows guidelines to resolve transfer disputes. The Texas Higher Education Coordinating Board has established procedures to be followed when transfer credit for lower division courses listed in the Academic Course Guide Manual (ACGM) is disputed. The individual courses covered by this procedure are defined in the coordinating board's guide entitled, "Transfer of Credit Policies and Curricula." For some specialized degrees, like engineering, biology and computer science, (or fine arts, music, architecture) it is not always in our students' best interest to finish the core as they need a few lower level classes to take during their junior and senior years after transferring to four-year institutions. Further, there are very specific requirements for these students as part of their degree.

Currently Collin College has articulation agreements, AAS and BAAS guided pathways, pre-admission partnerships, and reverse transfer options with the colleges and universities listed as follows:

ARTICULATION AGREEMENTS

List of Term/Expiration

University/College	Term or Signature Dates	Expiration Dates
Abilene Christian University	Signed, November 9, 1992	no expiration
Amberton University	Signed, September 19, 2016	no expiration, review annually (may be terminated by written notice)
Angelo State University	No Signature Date	no expiration, review every 2 years (may be terminated upon request)
Ashford University	Signed, April 5, 2012	may be terminated by one year's written notice
Baylor-Collin AA/AS Prerequisites for <u>Caruth</u> School of Dental Hygiene	Effective, June 1, 1999	either party may initiate revision of this joint agreement
Revision	Revised for 2008-2009	
Bethel University Articulation MOU	Signed, April 26, 2013	may be terminated by written notification one year prior to termination date
Business & Hotel Management School - Lucerne Switzerland BA in Hospitality & Hotel Management Bachelor's in Culinary Arts BA in Global Business Management	Signed August 1, 2016	no expiration (may be terminated by 60 days written notice)
DBU Consecutive Admission Agreement	Effective Fall 2008	will remain in effect until terminated in writing by either party
Excelsior College BS in Nursing BS in Health Sciences BS in Liberal Arts: Criminal Justice BS in Business BPS in Technology Management	Effective January 1, 2015	Expires on January 1, 2018
Fort Hays State University	Signed December 14, 2008	no expiration
Kaplan University AA Business to BS in Business Admin. AA Criminal Justice to BS Criminal Justice AA Paralegal to Adv. Start BS in Paralegal Studies AA Psychology to Adv. Start BS in Psychology AAS Computer Info. Systems to Adv. Start BS Info. Tech. AAS Fire Officer Cert. to Adv. Start BS in Fire Science AAS Health Info. Tech to Adv. Start BS in Health Info. Management AAS Nursing to BS in Nursing	Articulated Agreement Effective, 2008 Pathways Created, December 14 2010	no expiration (may be terminated by 90 days written notice)
Letourneau University BS degrees in School of Aviation & Aeronautical Science	October 23, 2015	no expiration (may be terminated by 60 days written notice)
Midwestern State University	Signed, September 12, 2010	no expiration (BAAS Program)
Southwestern University	Signed, December 6, 2011	no expiration (may be terminated by one year's written notice)
Savannah College of Art and Design	Signed, January 8, 2008	

[ArticulationAgreements_dates_expiration](#)

Revised: 12-01-2016
Page 1

ARTICULATION AGREEMENTS

List of Term/Expiration

University/College	Term or Signature Dates	Expiration Dates
Stephen F. Austin State University Bachelor of Arts in Theatre	Signed, Fall 2014	no expiration (may be terminated at any time in writing upon signature of authorized representatives of both institutions)
State of Texas, MOU Voluntary Transfer Compact for Engineering	Signed, April 28, 2012	no expiration
Strayer University	Signed, April 25, 2011	no expiration, review annually (may be terminated by 90 days written notice)
Tarleton State University, Texas Two-Step Tarleton – Collin MOA	Signed, November 1, 2006 Signed, December 16, 2013	no expiration (may be terminated by one year's written notice) shall not be modified or amended, except in a written instrument executed by both parties
Texas A&M Univ.-Commerce BAAS Agreement Environmental Science (BSES) BS Industrial Engineering BA/BS Political Science BA/BS Photography BS in Psychology BS in Sports and Recreation Management BBA in Management BS in Environmental Science BA/BS in Agribusiness	Effective, January 2007 Effective, April 21, 2009 Effective, July 15, 2009 Draft Date, July, 2004 Signed, September 28, 2006 Signed July 16, 2015 Signed March 24, 2015 Signed October 12, 2016 Signed October 12, 2016 Signed October 12, 2016	no expiration, review annually (modifications made by one year's written notice) no expiration, renew annually (may be terminated by one year's written notice) no expiration, renew annually (may be terminated by one year's written notice) no expiration, (may be terminated by one year's written notice) no expiration, (shall remain effective until terminated via written request by either party) no expiration, renew annually (may be terminated by one year's written notice) no expiration, renew annually (may be terminated by one year's written notice) no expiration, renew annually (may be terminated by one year's written notice) no expiration, renew annually (may be terminated by one year's written notice) no expiration, renew annually (may be terminated by one year's written notice)
Texas State University	Effective, December 2006	no expiration, review annually, no expiration, review annually (modifications made by one year's written notice)
Texas Tech University – MOU	Effective, Spring 2006	no expiration (may be terminated by written notice)
Texas Woman's University Program to Program Articulation: BS in Chemistry BS in Child Development BA in Dance BA in Drama BS in Family Studies BS in Health Studies BS in Interdisciplinary Studies (4-8 Generalist Cert.) BS in Kinesiology BS in Psychology TWU Bachelor of Science in Nursing (RN-BSN) BAS in Culinary Science and Food Service Management BS in Dental Hygiene	Signed, Undated Updated Fall 2015 Updated Fall 2014 Effective, January 1, 2012 August 2016 May 31, 2016	No expiration, may be terminated by one year's advance written notice December 31, 2015, (may be terminated by one year's advance written notice) no expiration (may be terminated by 60 days written notice) No expiration, may be terminated by one year's advance written notice

[ArticulationAgreements_dates_expiration](#)

Revised: 12-01-2016
Page 2

ARTICULATION AGREEMENTS

List of Term/Expiration

University/College	Term or Signature Dates	Expiration Dates
TOURO University Worldwide	Signed, January 24, 2011	no expiration, (may be terminated by 90 days advance notice)
University of Houston BS in Hotel and Restaurant Management	2016	No expiration, may be terminated by one year's advance written notice
University of Maryland University College (UMUC)	Signed, April 1, 2012	automatically renews annually (may be terminated with 90 days prior written notice)
University of North Texas UNT – AFROTC UNT – BS in Engineering 2004 UNT – BA/BS in Computer Science 2004 UNT Honors College Agreement	Effective, Fall 2004 Signed, December 6, 2004 Signed, October 14, 2004 Effective, October 15, 2012	may be terminated at the end of any school year with <u>6 months notice</u> no expiration (may be terminated upon request by either party) no expiration (may be terminated upon request by either party) no expiration (may be terminated by written notice)
University of Phoenix	Effective, November 12, 2014	<u>may</u> be terminated at the end of any school year by giving <u>6 months notice</u> of such intent to both parties.
University of Texas at Dallas Erik Jonsson School of Engineering and Computer Science: BS in Electrical Engineering, BS in Computer Engineering, BS in Telecommunications Engineering, BS in Software Engineering, BS in Mechanical Engineering Naveen Jindal School of Management: BS in Accounting, BS in Business Administration, BS in Finance, BS in Global Business, BS in Management Information Systems, BS in Marketing, BS in Supply Chain Management School of Natural Sciences and Mathematics: BA/BS-Biology, BS-Chemistry, BS-Geosciences, BS-Mathematics and BS-Physics	Effective, March 15, 2011 Updated Fall 2014 Effective, September 30, 2014 April 2, 2012	no expiration, (may be terminated by two year's written notice prior to expiration date) no expiration, (may be terminated by two year's written notice prior to expiration date) no expiration (may be terminated by written notice two years prior to requested date of termination)
UT Southwestern Allied HSS	Effective, August 1, 2001	no expiration, (may be terminated by 180 days written notice)
Victory University	Signed, March 29, 2012	no expiration, (may be terminated by one year's advance written notice)

ARTICULATION AGREEMENTS

List of Term/Expiration

University/College	Term or Signature Dates	Expiration Dates
Western Governors University		
General MOU	April 7, 2011	no expiration
Guaranteed Pathway Agreement for College of Information Technology Degree Programs	Signed December 2, 2013	no expiration, (may be terminated with written notice)
AAS to BAAS GUIDED PATHWAYS (no signature, see http://ntccc.unt.edu/aas-baas)		
Tarleton State University		
BAAS in Information Technology	2016-2017	
BAAS in Business	2016-2017	
TAMUC		
BAAS	2016-2017	
TTU		
BAAS in Applied Leadership	2016-2017	
BAAS in Restaurant, Hotel, Institution Management	2016-2017	
UNT		
BAAS	2016-2017	
UT – Tyler		
BAAS	2016-2017	
PRE-ADMISSION PARTNERS		
Austin College PAP Agreement	Effective, March 10, 2011	expires, March 10, 2016
Baylor University PAP Agreement	Effective, August 1, 2007	this articulation agreement may be terminated in writing by either party
DBU PAP Agreement	Effective, Fall 2008	shall remain in effect until terminated in writing by either party
SMU PAP Agreement	Effective, September 1, 2007	expired, September 1, 2011, still accepting preadmission students
TAMUC PAP Agreement	Effective, February 26, 2004	shall remain effective until one, or both, institutions deem it necessary to terminate
TTU PAP Agreement	Effective, Spring 2006	shall remain in effect until terminated in writing by either party
TX Wes PAP Agreement	Dated, November 2013	
TWU PAP Agreement	Effective, Fall 2003	shall remain in effect until terminated in writing by either party
UNT PAP Agreement	Effective, June 1, 2011	shall remain in effect until terminated in writing by either party

ArticulationAgreements_dates_expiration

Revised: 12-01-2016

Page 4

ARTICULATION AGREEMENTS

List of Term/Expiration

University/College	Term or Signature Dates	Expiration Dates
UT Dallas PAP Agreement	Signed, October 18, 2006	may be terminated by written notice to the other institution 180 days prior to the requested termination date
REVERSE TRANSFER		
SMU Reverse Transfer Agreement Reverse Transfer Letter and Reverse Transfer Release Letter	Effective, November 1, 2010	may be terminated by 90 days written notice
TWU Reverse Transfer Agreement	Signed, May 25, 2011	may be modified or terminated by either party by written notice
UT Dallas – MOU Student Letter	Signed, August 14, 2006	

B. Make a case with evidence to show that the program graduates the average student within 9 credit hours of the required hours for the award.

For 2016, the mean institutional credits earned by students completing the core curriculum is 55; for students earning a GENA the mean number is 58 and for GENS the mean number is 63. Taking into account the average credit hours upon award for Core Curriculum completers, they are within 10 credit hours of the required hours of the award.

Program Review 2016-2017

Measure 10. Average Credit Hours Upon Award

FY2012-FY2016

Award Type	Major Code	Mean Institutional Credits					Median Institutional Credits					Mean Transfer Credits					Median Transfer Credits					Mean Overall Credits					Median Overall Credits									
		2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016					
Core Curriculum																																				
Core Certificat	CORE	57	57	56	57	55	58	59	58	57	57	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	58	58	57	57	55	60	60	58	58	57
Degree	GENA	59	58	59	59	58	61	60	61	61	60	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	60	60	59	59	59	61	61	61	62	61
	GENS	63	63	63	63	62	64	63	63	62	63	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	63	63	64	64	63	64	63	64	63	63

For complete breakdown of Core Curriculum Award History see:



Core Curriculum Award History
Collin College
Academic Years 2007 through 2016

ACADEMIC YEAR	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
AWARD TYPE									
CORE CURRICULUM COMPLETER	1,075	1,395	2,105	1,834	2,061	2,155	2,042	2,563	2,563
STUDENT DEMOGRAPHICS (Unduplicated)									
GENDER									
MALE	414	535	829	709	791	855	835	1,051	1,029
FEMALE	661	860	1,276	1,125	1,270	1,300	1,207	1,512	1,607
TOTAL RECIPIENTS	1,075	1,395	2,105	1,834	2,061	2,155	2,042	2,563	2,636
AGE									
UNDER 17	0	0	0	0	1	0	0	0	0
17	0	0	1	0	2	0	0	1	0
18	5	1	2	4	5	2	7	5	10
19-21	360	314	642	530	615	663	677	936	906
22-24	303	445	607	518	527	576	551	687	700
25-30	209	363	405	361	416	435	371	423	520
31-35	74	131	186	140	180	190	167	177	196
36-50	116	126	229	247	271	247	234	291	252
51-64	8	14	32	31	42	42	35	40	50
65 AND OVER	0	1	1	3	2	0	0	3	2
TOTAL RECIPIENTS	1,075	1,395	2,105	1,834	2,061	2,155	2,042	2,563	2,636
AVERAGE AGE	25.7	26.3	26.3	26.9	27.0	26.5	26.3	26.0	25.9
ETHNIC ORIGIN (new Fall 2010)									
HISPANIC	-	-	273	277	333	371	383	493	553
NON-HISPANIC	-	-	1,830	1,555	1,719	1,770	1,627	2,029	2,028
UNKNOWN/NOT DISCLOSED	1,075	1,395	2	2	9	14	32	41	55
TOTAL RECIPIENTS	1,075	1,395	2,105	1,834	2,061	2,155	2,042	2,563	2,636
RACE (new Fall 2010)									
WHITE Only	740	920	1,385	1,180	1,347	1,363	1,306	1,630	1,614
BLACK Only	99	151	157	142	182	209	195	246	290
ASIAN ¹ Only	82	102	160	147	132	181	165	221	243
AMERICAN INDIAN Only	6	8	22	16	19	8	19	15	28
HISPANIC Only	124	150	219	216	208	212	191	212	4
MULTI-RACIAL	-	-	91	81	139	136	142	185	197
INTERNATIONAL Only	19	50	40	8	11	21	4	30	215
NATIVE HAWAIIAN/PACIFIC ISLANDER Only	-	-	0	1	5	6	5	8	26
UNKNOWN/NOT DISCLOSED	5	14	31	43	18	19	15	16	19
TOTAL RECIPIENTS	1,075	1,395	2,105	1,834	2,061	2,155	2,042	2,563	2,636

¹INCLUDED PACIFIC ISLANDER PRIOR TO FALL 2010

Source: CBM009 Certified State Report (submitted to THECB each October)

Collin College currently has in place the following programs moving forward:

According to *Legislative Appropriations Request for Fiscal Years 2018 and 2019* submitted on July 28th, 2016, with additional support from the State of Texas, Collin College will make the following investments: curriculum alignment and 2+2 articulation agreements with universities that eliminate loss of credit upon transfer, structured academic planning for first-time in college students, providing degree planning and faculty coaching, academic support services for academic and technical programs.

State funding will also support new strategies to promote student success and increase completion at Collin College, including:

Collin College has recently developed Vision 2020, a four-year strategic plan, and approved Master Plan goals to realize the desired outcomes set forth in the 60x30TX Strategic Higher Education Plan. These goals include:

- > Emphasize student achievement and streamline pathways to four year college and universities.
- > Enhance strategies that position students for success.
- > Streamline pathways to four-year colleges and universities.
- > Promote certificate and degree completion.

Full report available online at http://www.collin.edu/financials/pdfs/Final%20LAR_PDF_out.pdf.

Membership in LEAP Texas, which is committed to not only academic rigor, but leveraging the newly redesigned Texas Core Curriculum for Higher Education. For membership verification see <http://leaptx.org/about/membership/>.

Resources and detailed academic planning through the Collin College Academic Planning Syllabus found at http://www.collin.edu/aboutus/qep/pdfs/Academic_Advising_Syllabus_April_2016.pdf.

Welcome to Collin College! First Time In College students at Collin College are **required** to attend an orientation in order to receive essential information prior to registering for classes. New students will learn about academic and community expectations, campus culture, services and resources available on all of Collin College's Campuses. More information available at <https://www.collin.edu/gettingstarted/explore/orientation.html>.

Pilot Program Collin College First Year Experience the Collin College Dean of Student Development Office.

4. WHY WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO STUDENT DEMAND

Make a case with evidence to show that students want the Degree or Certificate, and are able to complete the program.

The number of Core completers since 2013 are as follows:

Year 2013 = 2,170

Year 2014 = 2,045

Year 2015 = 2,572

Year 2016 = 2,620

There was a 26% increase from 2014 to 2015. That likely was due to increased advertising since advising students to complete the Core was a part of the “MAP” program that was a part of Collin College’s Quality Enhancement Program, in response to the SACS visit in 2014. The increase over the next year is only 2%, but a 2% increase for the next 5 years will lead to 2,892 in 2021. That’s an additional 272 students compared with last year. If advertising can increase yearly growth to 5%, that would give us 3,344 completers in 2021, or 452 more.

Students are encouraged to complete the core during their advising session. When a student comes into student enrollment services for advising, students are personally advised regarding completing core classes through a degree audit. The degree audit examines all courses that a student is currently enrolled, completed, and/or officially transferred to the College. Students are advised in accordance to their personal academic education goals. The College wants each advising session to be prescriptive and applicable to the student’s transfer institution and program. After each grading term, the College identifies Core completers through the College database. Once Core completers are identified, the student’s official transcript is updated as “Core Complete.” The College hopes to implement a case management advising program that requires students to complete milestone advising after students complete a certain number of semester credit hours.

Additionally, Core completion is a stated goal in Collin’s articulation agreements with universities.

In fiscal year 2016, there were 107 Core courses offered, with 118,550 students enrolled, an average of 1108 students per academic course. There appear to be adequate offerings to allow students to complete the Core.

5. WHY WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO MARKET DEMAND

Make a case with evidence to show that the job market is adequate for the program.

There is state and local job demand for people with a degree in a field related to the Core Objectives.

According to CareerBuilder.com (Deanna Hartley), the most in-demand jobs for 2016 are

- Registered Nurse
- Software Developers
- Marketing Managers
- Sales Managers
- Medical and Health Service Managers
- Network and Computer Systems Administrators
- Industrial Engineers
- Computer Systems Analysts
- Web Developer
- Financial Managers
- Physical Therapists
- Pharmacists
- Accountants and Auditors
- Information Securities Analysts
- Occupational Therapists
- Speech-Language Pathologists
- Computer and Information Systems Managers
- Mechanical engineers
- HR Managers

With between 20,231 – 296,631 job postings each month.

Each has seen significant growth from 2010 – 2015

According to Wallet Hubs' recent 2016 study, Texas stands firmly as a state where many potential jobs could be had by college graduates.

<https://wallethub.com/edu/best-cities-for-jobs/2173/#main-findings>

The same study shows that:

- Irving, Texas ranks #4 in highest employment growth
- Houston ranks #1 in Highest monthly median starting salary
- Amarillo ties for 4th place in reference to Lowest unemployment rate

- Plano ranks #2 in Highest median annual income (as well as #1 for Longest time spent working and commuting), and #1 in Lowest housing affordability
<https://wallethub.com/edu/best-cities-for-jobs/2173/#main-findings>

“Community colleges provide rapid response to the local needs of citizens, agencies, businesses, and industry by providing customized and contract workforce instruction, courses for professional certification or licensure, and general continuing education opportunities. Community colleges conduct local need assessments, sponsor advisory committees, and consult state and national labor market information for planning and revising all of its workforce education courses and programs. For example, Texas community colleges are working closely with industry-based alliances to provide high-quality programs with common curricula to provide operators and technicians for both the petrochemical and semiconductor manufacturing industries” (Strategic Plan for Texas Public Community Colleges, 2011 – 2015. Texas Higher Education Coordinating Board)
<http://www.thecb.state.tx.us/files/dmfile/strategicplanfortexaspubliccommunitycolleges2.pdf>

This is important, because a recent NAM survey, more than 80% of manufacturers have trouble finding qualified employees, with 60% of applications for jobs rejected due to deficiencies in foundational skills such as poor reading, writing, math, and English communication skills (Eric T. Vincent Industrial-Organizational Psychologist)

Vincent also suggests, via a quote by Carnevale (2005), that In order to establish a U.S. economy that will have a competitive advantage in an increasingly technical global economy, there needs to be the mutual commitment from workers, companies, education systems, and governments to lifelong learning¹⁴. This commitment should not only be concerned with job-specific technical skills, but should have a strong emphasis on the acquisition and incorporation of foundational skills that enable workers to succeed in education, training, and work (p. 5)
<http://greatplains.edu/wp-content/uploads/2009/09/FoundationalSkills.pdf>

Vincent also states that Employers of jobs that require and 2- or 4-year degree, have noticed that their workers have inadequate skills in “listening, communicating with others, working in teams, writing, and performing basic mathematics and science functions...effective listening and written communication skills” (p. 4). This is why, according to Vincent, numerous organizations say they don’t have enough qualified folks to fill leadership positions either, including President’s CEO’s, bosses, managers, etc. Even grad school graduates are lacking in this and therefore not hire-able (p. 4).

“Recent data on the earning potential of graduates based on degrees and credentials reveal the potential community colleges have in growing the number of students prepared for middle-skill jobs. Students who complete an associate’s degree or certificate at a

community college are much more likely to earn more than students who have taken a few or no college courses and do not have a credential. Post-secondary certificates, occupationally focused programs in certain fields, are the fastest growing credential today, outpacing associate's and master's degrees. Public two-year and private for-profit schools award more than 90 percent of the 1 million certificates earned in the United States each year. Certificate programs vary widely in length of time and field, and thus the earning potential varies greatly as well. Certificate holders, on average, earn 20 percent more in salary over their lifetime—as much as \$200,000 more—than those who hold a high school diploma. Some data have shown that the first-year earning potential of some certificate holders can be comparable to or better than those with a bachelor's degree, depending on the field of study. For example, men and women who earn a credential in computer and information services and work in that field can earn more than 54 percent and 64 percent, respectively, than men and women with a bachelor's degree who are working in the same field.

Associate degrees also hold strong earning potential but, similar to certificates, this potential depends on the field and focus of the degree. Studies in Arkansas, Colorado, Tennessee, Texas and Virginia have shown that technical and applied science associate degrees—those which are career oriented—can pay off greatly, sometimes more than bachelor's degrees. For example, the College Measures study in Texas found that a graduate with a technical associate's degree in a certain field earns on average \$50,827, compared to \$39,725 for a graduate with a bachelor's degree in the same field. The same study found that associate's degrees in the liberal arts and social sciences tend to yield low earning potential, compared to those in technical and career-oriented programs. The data on earning potential tend to favor technical and career-oriented certificates and degrees—those that focus on specific fields and training—as opposed to broader, general education that is at the heart of many four-year degrees. Certificate and associate degree holders who have not pursued highly technical or high-paying fields, can also see a payoff from their credentials, whether it serves as a stepping stone to a four-year degree or makes a graduate more employable, giving them access to on-the-job learning experiences” ([National Conference of State Legislatures, 2016](#)).

Texas HB 5 (2013)—Allows school districts to partner with community colleges to develop courses that address community workforce needs. Together, they also must provide college prep courses in math and English language acquisition. The law also allows students to earn endorsements in areas such as business and industry, STEM, arts and humanities, public services and multidisciplinary studies.

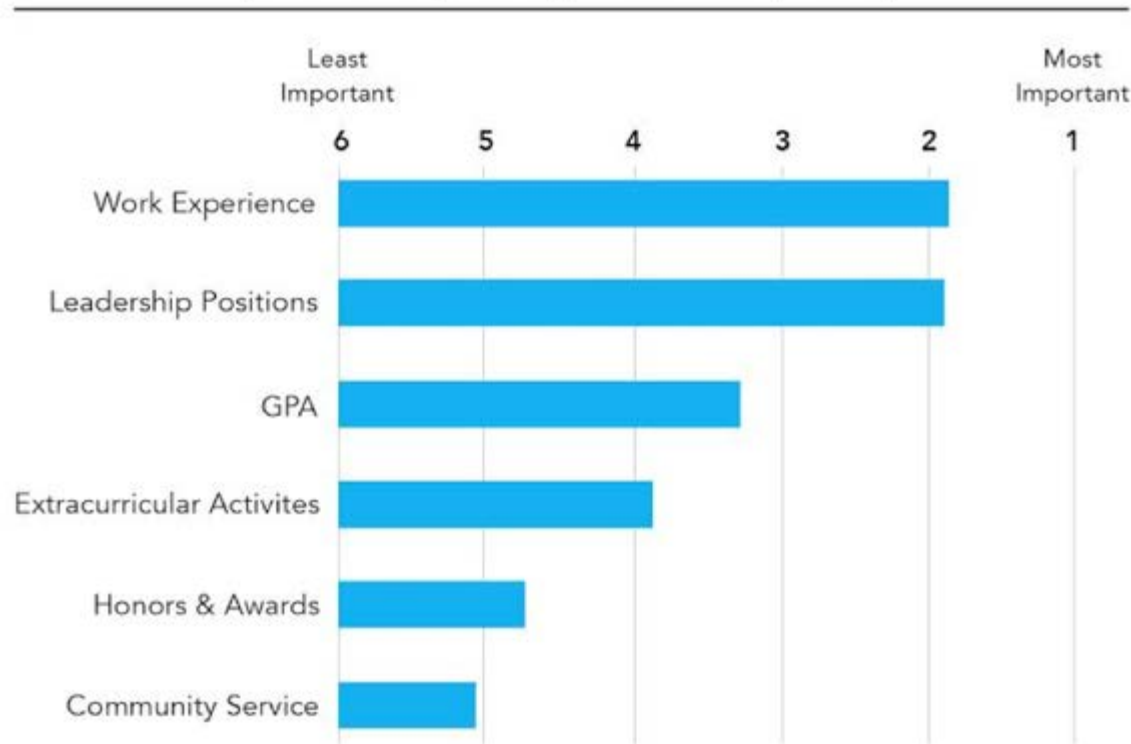
Texas HB 2808 (2005)—Requires each school district to offer high school students a minimum of 12 semester college credit hours ([National Conference of State Legislatures, 2016](#)).

<http://www.ncsl.org/research/education/building-community.aspx>

60x30TX: The Texas Higher Education Coordinating Board adopted a new goal for 60 percent of 25- to 34-year-olds in the state to hold a postsecondary degree or certificate by 2030. Currently, only 38 percent of Texans between those ages have a degree. The initiative matches a similar law that was passed in the state in 2013.

According to Ohio Means Jobs, the Top Ten Employability Skills are: Communication Skills, Teamwork, Analytical and Problem-Solving Skills, Interpersonal Effectiveness, Computer Literacy, Leadership/Management Skills, Learning Skills, Academic competency in reading and math, Strong Work Values. These skills align very well with the Core foundational skills. (<http://www.opportunityjobnetwork.com/job-resources/help/top-10-skills.html>) These are very similar to numerous other lists found in a basic Internet search.

**Average Rank of Importance by Recruiters
(1 = Most Important, 6 = Least Important)**



Section II. Are We Doing Things Right?

6. HOW EFFECTIVE IS OUR CURRICULUM AND HOW DO WE KNOW?

A. Make a case with evidence that there are no curricular barriers to completion. Review the course enrollment, course retention rate, course success rate, and periodic scheduling to identify barriers to program completion.

Of the courses offered, 41 of 107 had student success rates below 70%, including eleven Mathematics courses (See table below). In response to the relatively low success rate in Mathematics, Collin College has joined the Mathways consortium led to the Dana Center at The University of Texas at Austin and the Texas Association of Community Colleges. The goals of the Mathways project are to better advise students on the best Mathematics course to take and to better align Mathematics instruction with students' prerequisite knowledge ([Mathways](#)).

*Non-Individualized Credit Courses and Census Enrollments
Collin
College
FY2007 through FY2016*

Course ID	Course Title	5-Yr Average Retention Rate (Fall 2011 - Spring 2016)	5-Yr Average Success Rate (Fall 2011 - Spring 2016)	Start Term	Banner Div	Dean	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
ANTH2302	Introduction to Archaeology	86.90%	49.80%	200910	SS	8	17	32	38	57	87	45
ANTH2346	General Anthropology	81.90%	46.40%	200910	SS	8	84	96	140	227	245	256
ANTH2351	Cultural Anthropology	85.60%	53.20%	200910	SS	8	226	202	211	321	192	253
ARTS1301	Art Appreciation	93.30%	74.50%	200910	FA	3	2,016	2,150	2,399	2,497	2,588	2,571
ARTS1303	Art History I	91.60%	71.60%	200910	FA	3	139	137	193	168	166	173
ARTS1304	Art History II	86.30%	63.50%	200910	FA	3	150	143	143	151	122	101
ARTS1313	Foundations of Art	93.80%	68.50%	200910	FA	3				23	63	127
BIOL1406	Biology for Science Majors I	89.50%	60.10%	200910	MS	13	2,616	2,517	2,283	2,599	2,732	2,781



ACADEMIC PROGRAM REVIEW

REV. 8-10-2016

BIOL1407	Biology for Science Majors II	91.80%	70.60%	200910	MS	13	330	361	425	476	505	505
BIOL1408	Biology for Non-Science Majors I	91.30%	65.30%	200910	MS	13	432	709	808	948	1,056	1,121
BIOL1409	Biology for Non-Science Majors II	93.90%	78.20%	200910	MS	13	39	42	54	76	84	88
BIOL1414	Introduction to Biotechnology	90.10%	67.50%	200910	MS	13			29	65	53	38
BIOL1415	Intro to Biotechnology II	91.50%	74.60%	201020	MS	13				13	12	11
BIOL2401	Anatomy and Physiology I	88.80%	68.60%	200910	MS	13	932	1,078	1,132	1,308	1,401	1,411
BIOL2402	Anatomy and Physiology II	90.10%	77.10%	200910	MS	13	607	633	749	932	947	969
BIOL2404	Human Anatomy & Physiology Basic	86.90%	65.10%	200910	MS	13	73	70	66	98	128	164
BIOL2406	Environmental Biology	94.00%	68.90%	200910	MS	13	26	40	37	34	24	18
BIOL2416	Genetics	95.00%	88.90%	200910	MS	13	48	41	43	37	54	59
BIOL2420	Microbiology Non-Science Major	91.70%	85.30%	201410	MS	13						
BIOL2421	Microbiology for Science Major	94.20%	89.00%	200910	MS	13	415	448	491	664	703	746
CHEM1405	Introduction to Chemistry I	92.20%	74.80%	200910	MS	12	360	416	436	510	585	563
CHEM1411	General Chemistry I	90.90%	71.80%	200910	MS	12	699	727	799	959	991	1,031
CHEM1412	General Chemistry II	90.80%	72.40%	200910	MS	12	271	303	321	398	447	488
CHEM2423	Organic Chemistry I	90.80%	76.20%	200910	MS	12	110	144	141	156	154	158
CHEM2425	Organic Chemistry II	91.80%	80.10%	200910	MS	12	81	90	86	109	92	108
DANC2303	Dance Appreciation	93.80%	73.40%	200910	FA	3	341	426	466	623	660	675
DRAM1310	Introduction to the Theatre	94.10%	73.40%	200910	FA	3	493	726	715	868	800	784
DRAM2361	History of the Theatre I	88.60%	56.00%	200910	FA	3	79	102	58	95	124	88
DRAM2362	History of the Theatre II	86.70%	75.20%	200910	FA	3	6	1	6	24	22	24
DRAM2366	Intro to Cinema	93.60%	71.60%	200910	FA	3	17	16	20	25	21	24
DRAM2367	Dev of the Motion Picture II	95.40%	74.30%	200910	FA	3	10	15	8	14	14	23
ECON2301	Principles of Macroeconomics	94.20%	75.80%	200910	BU	1	1,669	1,932	1,926	2,336	2,929	2,881
ECON2302	Principles of Microeconomics	94.00%	78.40%	200910	BU	1	1,573	1,621	1,754	2,153	2,348	2,341
ENGL1301	Composition/Rhetoric I	93.20%	70.20%	200910	CH	11	5,403	6,007	7,076	8,225	8,735	8,401
ENGL1302	Composition/Rhetoric II	92.50%	76.40%	200910	CH	11	4,470	4,841	5,642	6,228	6,898	6,811
ENGL2322	British Literature I	92.10%	76.70%	200910	CH	11	27	133	117	204	209	265
ENGL2323	British Literature II	89.90%	70.20%	200910	CH	11	63	59	71	74	103	98
ENGL2327	American Literature I	89.70%	75.40%	200910	CH	11	383	355	408	587	649	718
ENGL2328	American Literature II	91.70%	75.70%	200910	CH	11	310	302	278	261	292	361



ACADEMIC PROGRAM REVIEW

REV. 8-10-2016

ENGL2332	World Literature I	92.60%	82.90%	200910	CH	11	742	677	747	846	838	768	
ENGL2333	World Literature II	95.80%	88.30%	200910	CH	11	319	331	230	246	312	229	
ENGL2342	Intro Lit I-Short Story & Novel	94.60%	83.30%	200910	CH	11	270	331	443	482	479	490	
ENGL2343	Intro Lit II-Poetry & Drama	89.90%	64.30%	200910	CH	11	26	63	59	108	101	98	
ENVR1401	Environmental Science I	94.70%	82.20%	200910		MS	12	674	754	811	870	92	
ENVR1402	Environmental Science II	98.00%	88.40%	200910		MS	12	63	52	49	55	6	
GEOL1401	Earth Science	94.00%	77.50%	200910		MS	12	613	709	733	798	849	764
GEOL1402	Dinosaurs!	91.50%	83.60%	200910		MS	12	24	25	49	46	47	48
GEOL1403	Physical Geology	93.70%	76.00%	200910		MS	12	465	496	383	442	440	442
GEOL1404	Historical Geology	96.40%	83.30%	200910		MS	12	32	52	29	24	3	
GEOL1445	Oceanography	95.00%	86.20%	200910		MS	12	67	71	71	79	61	87
GEOL1447	Introduction to Meteorology	90.20%	61.70%	200910		MS	12	39	45	20	39	38	21
GOVT2305	Fed Govt (Fed Const & Topics)	95.20%	79.00%	201320		SS	14						
GOVT2306	Tex Govt (Tex Const & Topics)	96.10%	81.70%	201320		SS	14						
HIST1301	U.S. History I	94.20%	75.10%	200910		SS	14	5,129	5,311	5,969	6,732	7,423	7,48
HIST1302	U.S. History II	94.90%	80.90%	200910		SS	14	4,370	4,717	4,804	5,978	5,992	6,01
HIST2301	History of Texas	90.00%	69.80%	200910		SS	14	367	430	464	602	510	413
HIST2311	Western Civilization I	86.40%	50.50%	200910		SS	14	101	143	145	194	238	249
HIST2312	Western Civilization II	87.30%	68.20%	200910		SS	14	48	59	82	119	127	104
HIST2321	World Civilizations I	85.70%	55.50%	200910		SS	14						34
HIST2322	World Civilizations II	84.80%	56.40%	200910		SS	14					23	29
HUMA1301	Introduction to the Humanities	93.90%	78.80%	200910		CH	11	3,950	4,085	4,406	4,943	4,503	4,30
MATH1314	College Algebra	88.20%	64.00%	200910		MS	12	2,777	2,926	3,202	3,539	3,659	3,61
MATH1316	Trigonometry	88.00%	63.20%	200910		MS	12	730	775	985	1,078	1,217	1,19
MATH1324	Finite Mathematics	91.10%	72.40%	200910		MS	12	229	192	172	208	200	238
MATH1325	Calculus for Bus & Econ I	81.70%	58.20%	200910		MS	12	665	721	798	847	987	1,03
MATH1332	College Mathematics	93.30%	73.00%	200910		MS	12	290	459	377	642	599	665
MATH1342	Statistics	91.20%	71.90%	200910		MS	12	1,549	1,590	1,831	2,199	2,581	2,64
MATH1350	Fundamentals of Mathematics I	93.50%	77.40%	200910		MS	12	121	137	138	154	190	170
MATH1351	Fundamentals of Mathematics II	93.70%	73.70%	200910		MS	12	54	71	135	165	175	150
MATH1414	College Algebra	89.30%	65.60%	200910		MS	12	445	563	640	768	706	694



ACADEMIC PROGRAM REVIEW

REV. 8-10-2016

MATH2305	Discrete Mathematics	88.50%	64.90%	200910	MS	12	22		13	16	26	33
MATH2318	Linear Algebra	91.10%	65.60%	200910	MS	12	39	36	46	51	54	58
MATH2320	Differential Equations	91.70%	67.30%	200910	MS	12	54	73	56	84	93	117
MATH2412	Pre-Calculus Math	85.90%	61.30%	201610	MS	12						
MATH2413	Calculus I	90.00%	62.70%	200910	MS	12	420	462	528	621	663	674
MATH2414	Calculus II	88.90%	63.00%	200910	MS	12	212	263	338	407	446	474
MATH2415	Calculus III	90.10%	66.80%	200910	MS	12	113	113	147	149	171	191
MUSI1306	Music Appreciation	93.80%	76.20%	200910	FA	3	925	939	1,099	1,458	1,850	1,833
MUSI1307	Intro to Music Literature	97.00%	74.50%	200910	FA	3	24	56	18	42	49	51
MUSI1310	American Music	92.30%	63.10%	200910	FA	3	13	11		17		18
PHED1100	Beginning Weight Training	94.80%	86.10%	200910	HE	4	878	865	990	1,194	1,198	1,144
PHED1164	Intro to Physical Fitness & Wellness	88.90%	69.90%	201610	HE	4						
PHED1304	Personal Health	96.40%	84.90%	200910	HE	4	127	162	253	307	328	350
PHED1306	Safety & First Aid			200910	HE	4	129	156	170	152	141	138
PHED1338	Concepts Physical Fitness/Wellness	95.10%	81.80%	200910	HE	4	738	856	975	1,131	1,111	1,121
PHIL1301	Introduction to Philosophy	90.30%	68.70%	200910	CH	11	1,121	1,233	1,257	1,418	1,429	1,511
PHIL1304	Comparative Religion	90.90%	74.70%	200910	CH	11	353	423	319	391	356	286
PHIL2303	Intro to Formal Logic	89.50%	73.80%	200910	CH	11	102	148	174	204	198	182
PHIL2306	Introduction to Ethics	89.40%	67.10%	200910	CH	11	187	173	178	231	239	182
PHIL2307	Intro to Social & Political Philosophy	92.10%	60.90%	200910	CH	11	30	16	55	47	23	24
PHIL2321	Philosophy of Religion	88.90%	65.90%	200910	CH	11	44	57	55	105	59	74
PHYS1401	College Physics I	90.70%	78.10%	200910	MS	12	503	572	583	603	497	509
PHYS1402	College Physics II	96.00%	91.70%	200910	MS	12	154	175	174	222	207	214
PHYS1403	Stars and Galaxies	84.90%	62.70%	200910	MS	12	13	57	71	104	105	127
PHYS1404	Solar System	83.60%	66.80%	200910	MS	12	9	62	75	111	94	85
PHYS1405	Conceptual Physics	94.70%	79.40%	200910	MS	12			16	11	12	37
PHYS1410	Physics of Music and Sound	93.00%	78.80%	200910	MS	12			22	11	21	26
PHYS1415	Physical Science I	86.40%	63.50%	200910	MS	12	44	24	25	43	54	60
PHYS1417	Physical Science II	91.10%	58.80%	201110	MS	12						
PHYS2425	University Physics I	93.00%	84.00%	200910	MS	12	146	175	171	225	250	236
PHYS2426	University Physics II	95.40%	88.80%	200910	MS	12	125	153	157	190	190	181

PSYC1100	Learning Framework	95.60%	76.80%	201420	SS	14								
PSYC1300	Learning Framework	93.50%	69.40%	201310	SS	14								
PSYC2301	General Psychology	95.70%	76.10%	200910	SS	14	3,710	3,901	4,559	4,885	5,003	5,094		
SOCI1301	Introduction to Sociology	95.40%	78.30%	200910	SS	14	2,603	2,793	3,098	3,686	3,567	3,344		
SOCI1306	Social Problems	92.10%	71.60%	200910	SS	14	102	104	114	207	183	239		
SPCH1311	Intro to Speech Comm	95.40%	83.90%	200910	CH	14	3,261	3,453	3,495	3,720	3,950	3,921		
SPCH1315	Public Speaking	94.20%	81.80%	200910	CH	14	838	1,021	943	1,040	940	1,131		
SPCH1321	Business & Profesional Comm	94.30%	84.40%	200910	CH	14	118	195	330	473	532	772		

Non-Individualized Credit Courses and Census Enrollments

*Collin
College
FY2007 through FY2016*

Course ID	Course Title	5-Yr Average Retention Rate (Fall 2011 - Spring 2016)	5-Yr Average Success Rate (Fall 2011 - Spring 2016)	Start Term	Banner Div	Dean	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
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BIOL1409	Biology for Non-Science Majors II	93.90%	78.20%	200910	MS	13	39	42	54	76	84	88
BIOL1414	Introduction to Biotechnology	90.10%	67.50%	200910	MS	13			29	65	53	38
BIOL1415	Intro to Biotechnology II	91.50%	74.60%	201020	MS	13				13	12	11
BIOL2401	Anatomy and Physiology I	88.80%	68.60%	200910	MS	13	932	1,078	1,132	1,308	1,401	1,415
BIOL2402	Anatomy and Physiology II	90.10%	77.10%	200910	MS	13	607	633	749	932	947	969
BIOL2404	Human Anatomy & Physiology Basic	86.90%	65.10%	200910	MS	13	73	70	66	98	128	164
BIOL2406	Environmental Biology	94.00%	68.90%	200910	MS	13	26	40	37	34	24	18
BIOL2416	Genetics	95.00%	88.90%	200910	MS	13	48	41	43	37	54	59
BIOL2420	Microbiology Non-Science Major	91.70%	85.30%	201410	MS	13						
BIOL2421	Microbiology for Science Major	94.20%	89.00%	200910	MS	13	415	448	491	664	703	746
CHEM1405	Introduction to Chemistry I	92.20%	74.80%	200910	MS	12	360	416	436	510	585	563
CHEM1411	General Chemistry I	90.90%	71.80%	200910	MS	12	699	727	799	959	991	1,035
CHEM1412	General Chemistry II	90.80%	72.40%	200910	MS	12	271	303	321	398	447	488
CHEM2423	Organic Chemistry I	90.80%	76.20%	200910	MS	12	110	144	141	156	154	158
CHEM2425	Organic Chemistry II	91.80%	80.10%	200910	MS	12	81	90	86	109	92	108
DANC2303	Dance Appreciation	93.80%	73.40%	200910	FA	3	341	426	466	623	660	675
DRAM1310	Introduction to the Theatre	94.10%	73.40%	200910	FA	3	493	726	715	868	800	784
DRAM2361	History of the Theatre I	88.60%	56.00%	200910	FA	3	79	102	58	95	124	88
DRAM2362	History of the Theatre II	86.70%	75.20%	200910	FA	3	6	1	6	24	22	24
DRAM2366	Intro to Cinema	93.60%	71.60%	200910	FA	3	17	16	20	25	21	24
DRAM2367	Dev of the Motion Picture II	95.40%	74.30%	200910	FA	3	10	15	8	14	14	23
ECON2301	Principles of Macroeconomics	94.20%	75.80%	200910	BU	1	1,669	1,932	1,926	2,336	2,929	2,885
ECON2302	Principles of Microeconomics	94.00%	78.40%	200910	BU	1	1,573	1,621	1,754	2,153	2,348	2,345
ENGL1301	Composition/Rhetoric I	93.20%	70.20%	200910	CH	11	5,403	6,007	7,076	8,225	8,735	8,405
ENGL1302	Composition/Rhetoric II	92.50%	76.40%	200910	CH	11	4,470	4,841	5,642	6,228	6,898	6,815
ENGL2322	British Literature I	92.10%	76.70%	200910	CH	11	27	133	117	204	209	265
ENGL2323	British Literature II	89.90%	70.20%	200910	CH	11	63	59	71	74	103	98
ENGL2327	American Literature I	89.70%	75.40%	200910	CH	11	383	355	408	587	649	718
ENGL2328	American Literature II	91.70%	75.70%	200910	CH	11	310	302	278	261	292	361



ACADEMIC PROGRAM REVIEW

REV. 8-10-2016

ENGL2332	World Literature I	92.60%	82.90%	200910	CH	11	742	677	747	846	838	768	
ENGL2333	World Literature II	95.80%	88.30%	200910	CH	11	319	331	230	246	312	229	
ENGL2342	Intro Lit I-Short Story & Novel	94.60%	83.30%	200910	CH	11	270	331	443	482	479	490	
ENGL2343	Intro Lit II-Poetry & Drama	89.90%	64.30%	200910	CH	11	26	63	59	108	101	98	
ENVR1401	Environmental Science I	94.70%	82.20%	200910		MS	12	674	754	811	870	92	
ENVR1402	Environmental Science II	98.00%	88.40%	200910		MS	12	63	52	49	55	6	
GEOL1401	Earth Science	94.00%	77.50%	200910		MS	12	613	709	733	798	849	764
GEOL1402	Dinosaurs!	91.50%	83.60%	200910		MS	12	24	25	49	46	47	48
GEOL1403	Physical Geology	93.70%	76.00%	200910		MS	12	465	496	383	442	440	442
GEOL1404	Historical Geology	96.40%	83.30%	200910		MS	12	32	52	29	24	3	
GEOL1445	Oceanography	95.00%	86.20%	200910		MS	12	67	71	71	79	61	87
GEOL1447	Introduction to Meteorology	90.20%	61.70%	200910		MS	12	39	45	20	39	38	21
GOVT2305	Fed Govt (Fed Const & Topics)	95.20%	79.00%	201320		SS	14						
GOVT2306	Tex Govt (Tex Const & Topics)	96.10%	81.70%	201320		SS	14						
HIST1301	U.S. History I	94.20%	75.10%	200910		SS	14	5,129	5,311	5,969	6,732	7,423	7,48
HIST1302	U.S. History II	94.90%	80.90%	200910		SS	14	4,370	4,717	4,804	5,978	5,992	6,01
HIST2301	History of Texas	90.00%	69.80%	200910		SS	14	367	430	464	602	510	413
HIST2311	Western Civilization I	86.40%	50.50%	200910		SS	14	101	143	145	194	238	249
HIST2312	Western Civilization II	87.30%	68.20%	200910		SS	14	48	59	82	119	127	104
HIST2321	World Civilizations I	85.70%	55.50%	200910		SS	14						34
HIST2322	World Civilizations II	84.80%	56.40%	200910		SS	14					23	29
HUMA1301	Introduction to the Humanities	93.90%	78.80%	200910		CH	11	3,950	4,085	4,406	4,943	4,503	4,30
MATH1314	College Algebra	88.20%	64.00%	200910		MS	12	2,777	2,926	3,202	3,539	3,659	3,61
MATH1316	Trigonometry	88.00%	63.20%	200910		MS	12	730	775	985	1,078	1,217	1,19
MATH1324	Finite Mathematics	91.10%	72.40%	200910		MS	12	229	192	172	208	200	238
MATH1325	Calculus for Bus & Econ I	81.70%	58.20%	200910		MS	12	665	721	798	847	987	1,03
MATH1332	College Mathematics	93.30%	73.00%	200910		MS	12	290	459	377	642	599	665
MATH1342	Statistics	91.20%	71.90%	200910		MS	12	1,549	1,590	1,831	2,199	2,581	2,64
MATH1350	Fundamentals of Mathematics I	93.50%	77.40%	200910		MS	12	121	137	138	154	190	170
MATH1351	Fundamentals of Mathematics II	93.70%	73.70%	200910		MS	12	54	71	135	165	175	150
MATH1414	College Algebra	89.30%	65.60%	200910		MS	12	445	563	640	768	706	694



ACADEMIC PROGRAM REVIEW

REV. 8-10-2016

MATH2305	Discrete Mathematics	88.50%	64.90%	200910	MS	12	22		13	16	26	33
MATH2318	Linear Algebra	91.10%	65.60%	200910	MS	12	39	36	46	51	54	58
MATH2320	Differential Equations	91.70%	67.30%	200910	MS	12	54	73	56	84	93	117
MATH2412	Pre-Calculus Math	85.90%	61.30%	201610	MS	12						
MATH2413	Calculus I	90.00%	62.70%	200910	MS	12	420	462	528	621	663	674
MATH2414	Calculus II	88.90%	63.00%	200910	MS	12	212	263	338	407	446	474
MATH2415	Calculus III	90.10%	66.80%	200910	MS	12	113	113	147	149	171	191
MUSI1306	Music Appreciation	93.80%	76.20%	200910	FA	3	925	939	1,099	1,458	1,850	1,833
MUSI1307	Intro to Music Literature	97.00%	74.50%	200910	FA	3	24	56	18	42	49	51
MUSI1310	American Music	92.30%	63.10%	200910	FA	3	13	11		17		18
PHED1100	Beginning Weight Training	94.80%	86.10%	200910	HE	4	878	865	990	1,194	1,198	1,144
PHED1164	Intro to Physical Fitness & Wellness	88.90%	69.90%	201610	HE	4						
PHED1304	Personal Health	96.40%	84.90%	200910	HE	4	127	162	253	307	328	350
PHED1306	Safety & First Aid			200910	HE	4	129	156	170	152	141	138
PHED1338	Concepts Physical Fitness/Wellness	95.10%	81.80%	200910	HE	4	738	856	975	1,131	1,111	1,121
PHIL1301	Introduction to Philosophy	90.30%	68.70%	200910	CH	11	1,121	1,233	1,257	1,418	1,429	1,511
PHIL1304	Comparative Religion	90.90%	74.70%	200910	CH	11	353	423	319	391	356	286
PHIL2303	Intro to Formal Logic	89.50%	73.80%	200910	CH	11	102	148	174	204	198	182
PHIL2306	Introduction to Ethics	89.40%	67.10%	200910	CH	11	187	173	178	231	239	182
PHIL2307	Intro to Social & Political Philosophy	92.10%	60.90%	200910	CH	11	30	16	55	47	23	24
PHIL2321	Philosophy of Religion	88.90%	65.90%	200910	CH	11	44	57	55	105	59	74
PHYS1401	College Physics I	90.70%	78.10%	200910	MS	12	503	572	583	603	497	509
PHYS1402	College Physics II	96.00%	91.70%	200910	MS	12	154	175	174	222	207	214
PHYS1403	Stars and Galaxies	84.90%	62.70%	200910	MS	12	13	57	71	104	105	127
PHYS1404	Solar System	83.60%	66.80%	200910	MS	12	9	62	75	111	94	85
PHYS1405	Conceptual Physics	94.70%	79.40%	200910	MS	12			16	11	12	37
PHYS1410	Physics of Music and Sound	93.00%	78.80%	200910	MS	12			22	11	21	26
PHYS1415	Physical Science I	86.40%	63.50%	200910	MS	12	44	24	25	43	54	60
PHYS1417	Physical Science II	91.10%	58.80%	201110	MS	12						
PHYS2425	University Physics I	93.00%	84.00%	200910	MS	12	146	175	171	225	250	236
PHYS2426	University Physics II	95.40%	88.80%	200910	MS	12	125	153	157	190	190	181

PSYC1100	Learning Framework	95.60%	76.80%	201420	SS	14									
PSYC1300	Learning Framework	93.50%	69.40%	201310	SS	14									
PSYC2301	General Psychology	95.70%	76.10%	200910	SS	14	3,710	3,901	4,559	4,885	5,003	5,094			
SOCI1301	Introduction to Sociology	95.40%	78.30%	200910	SS	14	2,603	2,793	3,098	3,686	3,567	3,344			
SOCI1306	Social Problems	92.10%	71.60%	200910	SS	14	102	104	114	207	183	239			
SPCH1311	Intro to Speech Comm	95.40%	83.90%	200910	CH	14	3,261	3,453	3,495	3,720	3,950	3,921			
SPCH1315	Public Speaking	94.20%	81.80%	200910	CH	14	838	1,021	943	1,040	940	1,131			
SPCH1321	Business & Profesional Comm	94.30%	84.40%	200910	CH	14	118	195	330	473	532	772			

The Core curriculum has only a few required or recommended sequences. Data for Engl 1301 and 1302 are:

		Retention Rate	Success Rate	Course GPA
Fall 2011	ENGL 1301	93.4%	73.3%	2.38
Spring 2012	ENGL 1302	88.1%	65.5%	2.15
Fall 2012	ENGL 1301	93.3%	71.5%	2.35
Spring 2013	ENGL 1302	89.0%	68.2%	2.21
Fall 2013	ENGL 1301	93.9%	73.8%	2.43

Primary Self Study Questions were adapted from Academic Program Review "Structuring the Six Self Study Questions ", Michigan State University, 2008.



ACADEMIC PROGRAM REVIEW

REV. 8-10-2016

Spring 2014	ENGL 1302	91.2%	72.0%	2.42
Fall 2014	ENGL 1301	94.2%	72.2%	2.42
Spring 2015	ENGL 1302	90.6%	70.5%	2.37
Fall 2015	ENGL 1301	95.4%	75.7%	2.58
Spring 2016	ENGL 1302	91.0%	68.2%	2.29

Note: Collin College students are not required to take ENGL 1302 immediately after ENGL 1301. Nonetheless, this data shows Fall and Spring of the same academic year on the untested assumption that many students will continue the sequence uninterrupted. Important considerations for the ENGL sequence are:

No student can get a degree of any kind or be Core Complete without successfully completing ENGL 1301—and between 28.7% - 24.3% did not succeed; only about 3 out of 4 students succeed.

Students may not earn an Associate of Arts or Associate of Science without successfully completing the sequence of ENGL 1301 and 1302. If you consider that about 3 out of every 4 or 73 out of 100 student attempts to succeed in ENGL 1301 are successful and then see that only 2 of the three out of the 73 who succeeded in ENGL 1301 also successfully complete ENGL 1302, one concludes that only about 50% or 1 out of 2 students who start the sequence successfully complete both courses. Thus, only half of our students attempting the two-course ENGL 1301 -1302 sequence are eligible to try to earn an AA or AS or transfer to complete a baccalaureate degree.

Some student learning outcomes in ENGL 1301 may be barriers to completion, as may some student learning outcomes stronger in ENGL 1302. A focus on the outcomes not attained and the related knowledge and skills needed to attain mastery may improve these key performance indicators.

The Natural Sciences Component recommends that students take a sequence. All of these possible sequences and their related data may be found on the excel attachment and also they are listed on Measures 6a and 6b on Collin's Intranet's Institutional Effectiveness/Program Review/Resources/ site : <http://inside.collin.edu/iro/programreview/201617/Measure6-Core.pdf>

For any required program courses with enrollment below 15, explain a plan to grow enrollment or revise the curriculum.

There are no such courses.

Make the case with evidence that the required courses in the program are offered in sequencing or at intervals appropriate to enable students to complete "on time" if a student was enrolled full-time and followed the degree plan.

The great number of course offerings and options for students mitigate any such barriers.

7. HOW EFFECTIVELY DO WE COMMUNICATE AND HOW DO WE KNOW?

A. Make a case that the program literature and electronic sites are current, provide an accurate representation of the program, and support the program's recruitment plan, retention plan and completion plan.

The current catalogue, registration guide, student handbook, vision and mission statement, along with Vision 2016 and Vision 2020 are all online. All programs, degrees, certifications, Core requirements and course descriptions are identifiable and available online. The college's retention and completion plans can be found at Collin College Vision 2016: https://www.collin.edu/aboutus/pdfs/Strategic_Plan_Approved_9-25-12.pdf and Collin College Vision 2020 at <https://www.collin.edu/aboutus/pdfs/201610StrategicPlanVision2020.pdf>. Students at Collin College are able to check their Core completion status 24/7 through their CougarWeb accounts. When students log in, Collin College provides a link to the "Texas General Education Core Status" where they can view all component areas that have been completed as well as identifying any outstanding coursework. The Registrar's office runs a Core compliance script every night to update student records with any courses that were completed including any transfer credits that were evaluated.

The Core curriculum is published in Collin's catalog and on Collin's website. It is maintained by the Curriculum Office. As a part of Collin's QEP, the following MAP brochure is given to students:



ROAD TRIP TO GRADUATION

First Stop: "The Core"

COLLIN COLLEGE

To learn more about completing the core curriculum at Collin College, visit www.collin.edu/core

visit any Collin College advising office or call 972.377.1010.

COLLIN COLLEGE

TRIP TIP Set goals and keep an eye on the tank.

"ROAD TRIP!"

College is one, big road trip.

It starts when you apply for admission and ends with your cap and gown. But if your ultimate destination is a bachelor's degree, there are a lot of twists and turns in the road.

COLLIN COLLEGE
972.377.1010
collin.edu/core

STEP 5 PLAN YOUR NEXT TRIP

STEP 1 PARATION

TO STAY ON TRACK, CHECK OFF THE "TEXAS CORE CURRICULUM" AT COLLIN COLLEGE FIRST!

WHAT IS "THE CORE?"

The core curriculum consists of general education courses required by the state of Texas

STEP 2

BENEFITS TO COMPLETING THE CORE @ COLLIN COLLEGE

PLAN

Save Money
Students who complete **the core** at Collin College before transferring to a university can save as much as \$30,000 over a two-year period, a savings equal to the cost of a Ford Hybrid or Audi A3. That sizable reserve can help prevent years of extra loan debt.

Transfer Guarantee

State law guarantees that the Texas core curriculum transfers to any public college or university in Texas. That means a student transferring after successfully completing Collin College's 42-credit-hour core will be considered core complete and exempt from additional core requirements at another Texas public college or university.

Better Prepared

According to the state of Texas, almost 60 percent of Collin College students who completed the core before transferring graduated from a university with at least a 3.0 GPA. Students have access to Collin College's academic advisors and are privy to numerous resources, including the college's 10 unique university pre-admission partnerships to help prepare for the next stop on the road trip to graduation with a bachelor's degree. The TransferU website, <http://transferu.collin.edu>, is a great place to start.

STEP 3

WHAT PEOPLE SAY ABOUT THE CORE:

DESTINATION

"I didn't know out of high school what I wanted to major in and was told to go to a university for the first three years before deciding on a major. I would rather get the same quality education at Collin College, where the tuition rates are lower."
Ricky Alvarado, a Collin College alumnus majoring in corporate communications at The University of Texas at Dallas

"The professors at Collin College really challenged and helped me to succeed. By the time I got to TWU, I constantly made to be in many student leadership roles. My time was not wasted."

Bethany Heidenreich, who, because of her core curriculum completion at Collin College, earned a bachelor's degree in child development from Texas Woman's University in less than two years

"The most cost-effective and convenient way for Collin College students to take advantage of their community college preparation prior to transferring into a four-year university is to become 'major-ready, prerequisite-ready and core-complete' at the community college. To do this, a student should coordinate his or her planned community college coursework with the degree and prerequisite requirements of the destination university."
Curt Eley, vice president for enrollment management at The University of Texas at Dallas



Follow a map.

THE CORE CHECK LIST

COLLIN COLLEGE AA/AS/AAT CORE CURRICULUM – 42 hours			
Area	Courses	Notes	
Communications - 3 courses (9 Credit Hours)			
English (both required)	ENGL 1301 and 1302		
Speech (select one)	SPCH 1311, 1315, 1321		
Humanities - 1 course (3 Credit Hours)			
English	ENGL 2322, 2323, 2327, 2328, 2332, 2333, 2342, 2343, 2351	Satisfy the AA sophomore literature requirement.	
French	FREN 2303, 2304		
History	HIST 2311, 2312, 2321, 2322		
Humanities	HUMA 1301, 1305		
Philosophy	PHIL 1301, 1304, 2303, 2306, 2307, 2321		
Mathematics - 1 course (3 Credit Hours)			

Social/Behavioral Sciences – 1 course (3 Credit Hours)		
Anthropology	ANIH 2346*, 2351	
Economics	ECON 2301, 2302	* May not take both ANIH 2346 and HUMA 2323.
Psychology	PSYC 2301	
Sociology	SOCI 1301	
Social Sciences - 4 courses (12 Credit Hours)		
Government (both required)	GOVT 2305 and 2306	
History (select two)	HIST 1301, 1302 or 2301	
Visual/Performing Arts - 1 course (3 Credit Hours)		
Dance	DANC 2303	
Music	MUSI 1306, 1307	
Theater	DRAM 1310, 2361, 2362	

STEP 4

HIT THE ROAD

SPECIAL WAYS TO COMPLETE THE CORE

• Learning Communities:
Complete two core courses at a time by enrolling in a learning community. See www.collin.edu/learningcomm/ for more information and a list of available learning communities.

• Honors:
The Honors Institute offers a variety of core courses every semester. See www.collin.edu/academics/honors/



Graduation Check: Keep track of your progress toward core completion and plan your course schedule a semester in advance using the "Degree Audit" link in CougarWeb.

According to the Noel-Levitz Student Satisfaction Inventory Collin College 2016 Executive Summary, the highest gaps were observed for the following items in 2016, 4) I can easily find the information I need at the Collin College Web site. (89% importance vs. 60% satisfaction), which shows no change from 2014, 3) I can easily find the information I need at the Collin College Web site. (89% importance vs. 60% satisfaction). Full reports found at: <http://inside.collin.edu/iro/noellevitz.html>

When students were asked: I know about the academic and career planning resources available on the Collin website 52% reported a satisfactory experience in 2016, showing no change from reporting collected in 2014.

B. Provide program website URLs (both the program website and the catalog information posted by the Curriculum Office): If no program website is available, describe plans for creation of a program website.

<https://www.collin.edu/academics/programs/pdf/corecompletion.pdf>

- a. **Collin College 2016-2017 Catalog** <http://www.collin.edu/academics/pdf/20162017Catalog.pdf>
- b. **Registration Guides 2017** <http://www.collin.edu/academics/pdf/2017WinterSpringRegGuide.pdf>
- c. **General Education Core** <http://www.collin.edu/academics/programs/pdf/corecompletion.pdf>
- d. **Academic and Workforce Programs**
 - i. **Associate of Arts** http://www.collin.edu/academics/programs/AA_Page.html
 1. **Business FOS** <http://www.collin.edu/academics/programs/pdf/businessfos.pdf>
 2. **Communication FOS** <http://www.collin.edu/academics/programs/pdf/businessfos.pdf>
 3. **Criminal Justice FOS** <http://www.collin.edu/academics/programs/pdf/cjfos.pdf>
 4. **Music FOS** <http://www.collin.edu/academics/programs/pdf/musicfos.pdf>
 - ii. **Associate of Science** http://www.collin.edu/academics/programs/AS_Page.aspx
 1. **Computer Science FOS** <http://www.collin.edu/academics/programs/pdf/csfos.pdf>
 2. **Engineering** <http://www.collin.edu/academics/programs/pdf/engineeringfos.pdf>
 - iii. **Associate of Arts in Teaching** <http://www.collin.edu/academics/programs/pdf/aat.pdf>
- e. **Collin College Course Descriptions** <http://www.collin.edu/academics/programs/pdf/coursedesc.pdf>

- C. Describe the process used to keep all program literature (course descriptions, degree plans, catalog entries, etc.) and electronic sites updated and aligned with district-wide college literature and sites.**

The content is reviewed annually by the Curriculum Office, and changes are made based upon reports from THECB and academic committees such as CAB.

- D. Provide the review date (after the close of the last full academic year) in the Program Literature Review Table below showing that the elements of information listed on the website and in brochures were checked and updated for accuracy (current academic calendars, grading policies, course syllabi, program handouts, program tuition costs and additional fees, description of articulation agreements, availability of courses and awards, and local job demand in related fields) are accurate and available to the public.**

Program Literature Review

Title	Type (i.e. URLs, brochures, handouts, etc.)	Date Last Reviewed and Updated
General Education Core	https://www.collin.edu/academics/programs/pdf/corecompletion.pdf	5-18-16
Collin College Catalog	https://www.collin.edu/academics/catalog.aspx	9-15-16
Texas Core Curriculum (THECB)	http://statecore.its.txstate.edu/	Oct 2012
MAP document	See above	Fall 2014

8. HOW WELL ARE WE LEVERAGING PARTNERSHIP RESOURCES AND BUILDING RELATIONSHIPS, AND HOW DO WE KNOW?

A. Make a case that the program enlists business, industry, government, college, university, and/or consultant partnerships to advance program outcomes.

Suggested Points to consider, but not limited to:

* Partnership types include: Co-op or internship sites; visiting class presenters; tours of facilities; facility use; equipment donors; dedicated program scholarship donors; mentors, other.

Collin College has five university partnerships through the Collin Higher Education Center, including University of North Texas, Texas Woman’s University, Texas A&M Commerce, UT Dallas, and Texas Tech University. These partnerships offer undergraduate and graduate degree programs in many fields.

Collin College has ten pre-admission partnerships with Texas public and private universities.

Starting Spring 2017, Texas A&M Commerce will offer junior and senior level classes at the Preston Ridge Campus. Classes will be offered in marketing, business, environmental science and agribusiness.

Collin College and Plano Independent School District are partners in the health care career programs. Plano ISD students in the PISD Health Sciences Academy can earn college credit.

Collin College’s Service Learning partners with many corporate partners. These relationships provide service learning opportunities for Collin College students in a variety of classes. In the past three years, Collin College students have contributed 77,409 hours to community service. Some of the corporate partners include: Workforce Solutions, SPCA of Dallas, Plano Children’s Theater, Museums of Collin County. A complete listing of service learning partners can be found at:

<http://www.collin.edu/academics/servicelearning/14%2015%20Community%20Partner%20List.pdf>

Collin College’s Center for Scholarly and Civic Engagement partners with many non-profit and social services organizations. Partnerships develop leadership, civic engagement, and community outreach in Collin College student body. Some outreach programs include: The Face of Homelessness, Community Round Tables, Community Ambassadors, and Community College Days at the Capital.

The Center for Scholarly and Civic Engagement also has faculty-led academic programs with community member involvement. More specifically, the Distinguished Speaker Series involves community members at Collin College campuses.

Collin College has hosted a number of guest speakers on such topics as policy, rhetoric, composition, psychiatry, law, media, sociology – to name a few. Guest speakers range from local community members to national representatives in their respective fields.

Collin College partners with the State of Texas and the U.S. Small Business Administration to operate The Collin Small Business Development Center. ** Need more information on this partnership as I’m not sure how students or faculty participate.

The Veterans Services Offices partners with several external organizations to ensure a smooth transition from military service to the college classroom. Some partners include: Hope for Heroes, Galaxy Counseling Center, and the Military Peer Network.

Collin College offers work experience for college credit through the Cooperative Work Experience Co-Op and Internship program. Past co-op partners have included: JCPenney, Marriott Hotels, and Sodexo.

The Collin College libraries are open to community members. Community members can access resources and check out materials.

The Annual Youth Leadership Summit offers seminars to high school students in leadership. Seminars are led by Collin College faculty and community partners.

B. Complete the Partnership Resources Table below.

Partnership Resources

Partner/Organization	Description(See Points to Consider)	Brief Description of the Partnership’s Value to the Program
UNT	Transfer partner / pre admission partner	Advance retention and transferability

TWU	Transfer partner / pre admission partner	Advance retention and transferability
TAMU – Commerce	Transfer partner / pre admission partner / on site partner	Advance retention and transferability
UTD	Transfer partner / pre admission partner	Advance retention and transferability
Texas Tech	Transfer partner / pre admission partner	Advance retention and transferability
Austin College	pre admission partner	Advance retention and transferability
Baylor University	pre admission partner	Advance retention and transferability
Dallas Baptist University	pre admission partner	Advance retention and transferability
Southern Methodist University	pre admission partner	Advance retention and transferability
Texas Wesleyan University	pre admission partner	Advance retention and transferability
Plano ISD	Health careers partner	Advance program outcomes

9. ARE WE HIRING QUALIFIED FACULTY AND ADJUNCTS, AND SUPPORTING THEM WELL WITH PROFESSIONAL DEVELOPMENT, AND HOW DO WE KNOW?

Make a case with evidence that faculty are qualified, keep current, and fulfill instructional, scholarship, service and leadership roles that advance the program and the college.

The process of verifying qualifications for full time employees is a part of the Collin College hiring process. Ultimately, those qualifications are verified by human resources. In regards to part time faculty, who are hired under slightly less stringent processes than full time faculty, human resources are also responsible for verification of qualifications. Part time professional qualifications verification is as strict as the one for full time. The verification is done by the direct supervisor that hires them (checking credentials, verifying transcripts, contacting references and filling FCI). The only difference is that the hiring is done by one person and not by a committee.

Full time faculty have ample opportunities for professional development, as follows.

Faculty Development Conferences

At the beginning of the Fall and Spring semesters, full time faculty are invited to participate in a large scale development conference. The Fall conference is usually themed with titles like, “Harnessing Brain Potential in the Classroom: Applying Neuroscience not Neuro-myths to Teaching.” The conference usually features a single presenter. The Spring conference is a mixture of various panels, groups and individual discussions, and roundtables. The topics can range from “Humanities: The Cornerstone of Survival in Europe” to “Investing for Income.”

Collin College does not require full time faculty to attend these conferences, so there is no exact documentation of attendance, but informal counts are taken. The following numbers indicate that approximately 75% of full time faculty attend the Fall faculty development conference, and approximately 60% of full time faculty attend the Spring faculty development conference.

	2012-13	2013-14	2014-15	2015-16	2016-17
Fall Faculty Development Conference	250	250	300	350	350
Spring Faculty Development conference	225	250	250	250	

Other professional development

Full time and associate faculty are given ample opportunities throughout the year to attend various professional development seminars and workshops. For instance, QEP workshops are offered, as well as various workshops on Canvas (“Canvas Bootcamp,” Grading in Canvas,” or Canvas Friday). There are also individual seminars on topics like, “The Ins and Outs of Learning Styles.” Also, full time faculty are offered financial assistance to help in attending national conferences within their own disciplines. The Council on Excellence maintains a budget of over \$200,000 for that purpose.

Associate faculty have slightly fewer opportunities for professional development.

Associate faculty are invited to participate in an annual conference featuring a number of speakers and workshops. As with full time faculty, participation is not mandatory, so attendance numbers are based on faculty who signed up for the conference. Undoubtedly, more faculty actually attended but did not bother to register. Approximately 13% of associate faculty registered.

	2012-13	2013-14	2014-15	2015-16	2016-17
Associate Faculty Conference	67	143	60	92	

Throughout the year, associate faculty have the same professional development opportunities as full time faculty. Individual departments, such as Mathematics, host an associate meeting at the beginning of Fall to discuss any developments in their field. Associate faculty are not offered financial assistance for national conferences.

It is mandatory for newly hired faculty to attend a series of conferences. These nine new faculty conferences comprise the “New Faculty Academy.” Each of these meetings targets a specific professional issue (“Getting to Know You,” “Getting Started,” “Getting Down to Work,” “Getting Prepared for Whatever,” “Getting Connected,” “Getting Involved,” “Getting It Together,” “Getting Assessed,” and “Putting It Into Practice”). New faculty have full access to yearly professional development as well. New faculty must work for 90 days before they are offered financial assistance for national conferences.

10. DO WE SUPPORT THE PROGRAM WELL WITH FACILITIES, EQUIPMENT, AND THEIR MAINTENANCE AND REPLACEMENT, AND HOW DO WE KNOW?

Make a case with evidence that current deficiencies or potential deficiencies related to program facilities, equipment, maintenance, replacement, plans, or budgets pose important barriers to program or student success.

Collin College has seven locations that offer core classes. The locations differ in size and facility composition. The Preston Ridge, Spring Creek, and Central Park campuses are the largest facilities.

Central Park campus recently added a Health Sciences Center and a conference center. The campus also includes expanded classroom space, science labs, and a well-equipped library. CPC also houses the Law Enforcement Academy. CPC has math labs, writing labs, and computer labs to assist in student learning.

Preston Ridge campus includes classroom space, science labs, and a well-equipped library. PRC also houses the Hospitality and Culinary program and The National Convergence Technology Center. PRC has a writing center, math lab and science center. PRC has 100 high speed computers, 20 scanners, and education lab that contains iPads, a 3D printer, laminator, and die cut machine.

Spring Creek campus includes classroom space, science labs, and a well-equipped 88,000 sq ft. library. SCC also houses a 3,300 sq ft. Arts Gallery, the 350 seat John Anthony Theater, the Brinker Tennis Stadium, the Child Development Lab School, state of the art dance studio, and training / conference center. SCC has a writing center, math lab, science center, and education lab that contains iPads, a 3D printer, laminator, and die cut machine.

The Allen Center is located in Allen High School and offers dual credit and regular credit classes. The Rockwall Center also offers core curriculum classes.

The space utilization table is seen here: <http://inside.collin.edu/iro/measure5.html>. There are times when all science laboratories are filled to capacity, but overall, space seems to be adequate for students’ needs. The master plan for facilities is here:

http://inside.collin.edu/institutionaleffect/Program_Review/Facilities-Master-Plan-for-web.pdf. That plan addresses long-term growth in the district.

Section III. Continuous Improvement Plan

11. GIVEN OUR PRESENT STATUS, HOW DO WE INTEND TO CHANGE IN WAYS THAT HELP US ADVANCE?

Based on the information, analysis, and discussion that have been presented up to this point, summarize the strengths and weaknesses of this program. There should be no surprise issues here! Describe specific actions the faculty intends to take to capitalize on the strengths, mitigate the weaknesses, and improve student success.

The Core program at Collin is strong because it offers students transfer opportunities and a wide range of options to complete each component. Facilities are at least adequate, and the skills earned through Core courses are identified as helping students to gain meaningful employment.

The Core evaluation process through COAT is strong, but comparative results are yet to come. There is a well-defined process for departments to respond to evaluation results, but those responses are not consistently maintained nor published.

There is a well-defined process for courses to be approved for inclusion in the Core through CAB, http://inside.collin.edu/curriculum/Core_Curriculum_Review.html. There is, however, no process through which a course can be identified as eligible, or needed for the Core. That process should be created.

In many academic programs, especially sciences, at universities, students who focus on completing the Core before transfer are at a disadvantage because required, time-intensive major courses (such as lab classes) are postponed until the last semesters, giving the

students an overwhelming workload late in their studies. That difficulty has been identified by university counselors and needs to be addressed in articulation agreements and degree plans that include plans for Core completion. This problem is compounded by the lack of transferrable sophomore-level science courses, as illustrated by this Biology transfer guide from UNT:

http://registrar.unt.edu/sites/default/files/CAS%20Biology%20BS%202016-17_0.pdf

12. HOW WILL WE EVALUATE OUR SUCCESS?

Complete the Continuous Improvement Plan (CIP) form that follows. The action plan produced by the CIP will begin to be implemented during the next academic year. Include the data summary and findings on which the improvement action is based.

Please select and focus on 2 to 3 program priorities, including at least 1 student learning outcome. You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed.

Department’s Mission: There is no specific mission statement for the Core. It supports the Collin College mission statement: “Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.”

A. Outcome(s) Results expected in this program	B. Measure(s) The instrument or process used to measure results	C. Target(s) The level of success expected
Address the issue of transfer of sophomore-level majors courses and the desire to complete the Core within the first two years	Degree-specific advising and articulation agreements that emphasize reverse transfer	
Address the problem of reporting department-level success data and making those data available for continuous improvement	Create a collection website	
Create guidelines for when a course should be submitted to CAB for inclusion in the Core	Guidelines should be created and placed on the Curriculum website.	
Collect and use data from COAT assessment to measure progress	COAT assessment documents	Level 3 on average

From Part I

<p>A. Outcomes</p> <p>Results expected in this department/program</p>	<p>D. Action Plan Years 5 & 2</p> <p>Based on analysis of previous assessment, create an action plan and include it here in the row of the outcomes(s) it addresses.</p>	<p>E. Implement Action Plan Years 1 & 3</p> <p>Implement the action plan and collect data</p>	<p>F. Data Results Summary Years 2 & 4</p> <p>Summarize the data collected</p>	<p>G. Findings Years 2 & 4</p> <p>What does data say about outcome?</p>
<p>Collect and use data from COAT assessment to measure progress</p>	<p>No previous assessment. Improvement data should be made available to departments</p>	<p>Discipline Leads incorporate results into new assessment artifacts</p>	<p>None to date</p>	<p>TBD</p>

13. HOW DO OUR IMPROVEMENT PLANS IMPACT THE PROGRAM BUDGET?

A. What additional funding beyond the program’s base budget is needed to implement your Continuous Improvement Plan?

These recommendations are within the purview of the current academic structure and will require no additional funding.

B. With these additional funds, please check which of the following areas will be impacted:

- | | |
|---|---|
| <input type="checkbox"/> Increase and retain enrollment | <input type="checkbox"/> Increase transfers to related baccalaureate institutions |
| <input type="checkbox"/> Increase completers | <input type="checkbox"/> Increase effectiveness and/or efficiency |
| <input type="checkbox"/> Develop resources | <input type="checkbox"/> Improve student performance levels |
| <input type="checkbox"/> Update facilities | <input type="checkbox"/> Expand services |
| <input type="checkbox"/> Expand curricular opportunities | <input type="checkbox"/> Transform services |
| <input type="checkbox"/> Partner to increase post-graduation employment opportunities | <input type="checkbox"/> Anything else? Briefly describe |

WHAT HAPPENS NEXT? THE PROGRAM REVIEW REPORT PATHWAY

- A. Following approval by the Steering Committee,
 - a. Program Review Reports will be evaluated by the Leadership Team.
 - b. Leadership Team will approve the reports for posting on the intranet.
 - c. At any point prior to Intranet posting, reports may be sent back for additional development by the original authors.

- B. Program responses to the Program Review Steering Committee recommendations received within 30 days will be posted with the Program Review Report at the request of the Deans.

- C. Leadership Team members will work with program supervisors to incorporate Program Review findings into program planning and program activity changes during the next five years.

NOTE: The Core Review committee looked at these questions:

Is the variety of courses in each core area appropriate?

What are barriers to completion of the core?

Is the assessment process appropriately used to improve scheduling, placement, course development, etc?

What do we know about students' course selections in regard to completion?

Our review touched upon these questions, but did not provide many prospective solutions. The fundamental reason is that the instrument and data set are written for an internal review committee that knows detailed information about students' relation to the program and is comfortable assigning accountability to itself. For an *ad hoc* committee in a program as overarching as the core, this represents a challenge. My subcommittees asked numerous questions related to this issue and tried to tailor the report accordingly. These questions should be addressed in continued research.