ACADEMIC PROGRAM REVIEW

REV. 1-11-2017

PROGRAM NAME: ASSOCIATE OF ARTS & ASSOCIATE OF SCIENCES **PROGRAM REVIEW CONTACT: DON WEASENFORTH**
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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 Institutional Research on behalf of the 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 (IRO), National Student Clearinghouse, IPEDS, JobsEQ, EMSI Career Coach, and may be quantitative and/or qualitative. If you are unfamiliar with any of these information sources, contact the Institutional Research Office at: effectiveness@collin.edu. Use of additional reliable and valid data sources of which you are aware is encouraged.

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: Documentation can be found at http://inside.collin.edu/institutionaleffect/Program_Review_Process.html. Any further questions regarding Program Review should be addressed to the Institutional Research Office (effectiveness@collin.edu, 972.985.3714).

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 Associate of Arts (AA) and Associate of Sciences (AS) degrees as defined in Table 1 below are two-year undergraduate degree programs designed primarily for transfer. Course offerings are limited to those identified in the THECB's Academic Course Guide Manual (ACGM); the THECB also provides direction in terms of programs to be offered (e.g., Fields of Study and Academic Certificates) and the learning objectives of courses. The Southern Association of Colleges and Schools Commission on Colleges (SACS) assures the educational quality and institutional effectiveness of its members, providing a basis for instructional integrity and quality as well as the transferability of coursework.

The AA provides students with a general liberal arts education in preparation for a bachelor's degree program at a four-year college or university. It provides students the opportunity to explore various disciplines and career fields; it provides useful skills and knowledge—such as critical thinking, problem solving and communication—that have direct applicability to the workplace. The AA thus serves multiple missions for the College and the community at large.

The AS provides students with useful skills and knowledge that can help them qualify for entry-level career positions in business, government and social service. Whereas the AA focusses on liberal arts, AS coursework focuses on the sciences.

The primary expected outcome for AA and AS programs is the transfer of students to a baccalaureate granting institution. To promote the seamless transfer of credits from associate programs, the College establishes admissions and articulation agreements with receiving institutions.

Table 1: Definitions of Associate Degrees

Associate of Arts	Associate of Sciences
1. Earn a minimum of 60 college-level credit hours. 2. Earn a minimum of 18 credit hours at Collin College. 3. Earn a minimum cumulative grade point average (GPA) of 2.0. 4. Complete the general education core curriculum of 42 credit hours. 5. Complete a minimum of 18 additional credit hours of degree requirements and electives. 6. Complete the degree requirement for the AA degree: * At least one sophomore-level literature course (3 credit	1. Earn a minimum of 60 college-level credit hours. 2. Earn a minimum cumulative grade point average (GPA) of 2.0. 3. Earn a minimum of 18 credit hours at Collin College. 4. Complete the general education core curriculum of 42 credit hours. 5. Complete a minimum of 18 additional credit hours of degree requirements and electives. 6. Complete the mathematics and science degree requirements for the AS degree:

Table 1: Definitions of Associate Degrees	
Associate of Arts	**Associate of Sciences**
hours). This requirement may simultaneously meet the Humanities core requirement. http://www.collin.edu/academics/programs/AA_Page.html	A. Complete at least six credit hours of mathematics from the AS Math course options. Three credit hours of these mathematics courses will also meet the Mathematics core requirement. B. Complete at least eight credit hours of natural science from the AS Science course options. A two-course sequence is recommended. These Science courses will meet the Natural Science core requirement. http://www.collin.edu/academics/programs/AS_Page.aspx

The following associate degrees (AA and AS) are currently offered at Collin:

Table 2: Associate Degrees (AA and AS) Offered by Collin College	
Associate of Arts (AA)	**Associate of Science (AS)**
AA General Studies AA Business AA Communication AA Criminal Justice AA Music	AS General Studies AS Computer Science AS Engineering
http://www.collin.edu/academics/programs/AcadPrg.html	

B. Executive summary: Briefly summarize the topics that are addressed in this self-study, including areas of strengths and areas of concern. (Information to address this Executive Summary may come from later sections of this document; therefore, this summary may be written after these sections have been completed.) Using the questions in the template as headings in the Executive Summary can provide structure to the overview document.

The statistics and narratives associated with student completion—and lack thereof—(cf., Bailey, Jaggars & Jenkins 2015) are evident in the data and information provided in this report for Collin College. While many students, an increasing number in fact, do successfully complete an AA or AS degree at Collin, there is a larger group that report an associate degree to be their goal but do not go on to complete one. To facilitate student completion from high school through university, the committee recommends multifaceted approach including

curricular revision, faculty/staff development, and effective communication with Collin faculty, staff and students as well as with community stakeholders. The recommended facilitation would eliminate/mitigate hurdles to completion, provide "pathways" to proactively guide students to completion and underscore the relevance of coursework to baccalaureate degrees and employment.

The committee also recommends revision of the review process in light of the number of issues associated with assessing the core and associate degrees, the need for considerable data/information to complete these assessments, and the need for on-going assessment and implementation of recommendations.

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

- **Provide program-specific evidence of actions that document how the program supports the College's mission statement:** "*Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.*"

Collin's courses and the programs that they define are designed to address the various needs of the community through the development of skills, strengthening of character, and challenging the intellect. The specific skills and knowledge taught are reflected in course syllabi (http://www.collin.edu/hb2504/syllabi.html) and the course catalog (http://www.collin.edu/academics/pdf/20172018CatalogSPRING.pdf).

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

The core learning objectives that are taught throughout the AA and AS curricula include: critical thinking, communication skills, empirical and quantitative skills, teamwork, social responsibility, and personal responsibility. Critical thinking skills are imperative for our College Values of Creativity and Innovation, Academic Excellence, and Learning. Communication skills are crucial 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. Both social responsibility and personal responsibility play a role in our College Values of Learning, Service and Involvement, Innovation, Academic Excellence, Dignity and Respect, and Integrity.

- **Provide program-specific evidence that documents how the program supports the College's strategic plan**: https://www.collin.edu/aboutus/index.html.

Priority 2 of the strategic plan is "Increase Outreach and Create Streamlined Pathways from High School." Growth in dual credit course offerings continues, strengthening the pathways from high school to Collin. Establishment of the Health Sciences Academy in Plano East strengthens the workforce options available to high school students. Also, Collin staff is engaged in the Seamless Transfer Pathways grant funded project which is designed to build pathways from high school to Collin to baccalaureate degrees to employment.

Priority 3 of the strategic plan is "Emphasize student achievement and streamline pathways to four-year colleges and universities." The AA and AS curricula provide pathways for transfer to four-year institutions (see http://www.collin.edu/academics/programs/AA_Page.html and http://www.collin.edu/academics/programs/AS_Page.aspx).

The TransferU office is working toward creating and maintaining meaningful pathways from high school to Collin to university programs. It is also working toward greater familiarity with transfer services and opportunities in collaboration with academic and student engagement offices.

While the AA and AS degrees do provide pathways, these pathways are often not clear to students and are not as well developed as they should be to promote student success and completion. The programs are also often not aligned to high school curricula and university programs. Students struggle with the appropriate selection of courses, often choosing courses without a clear baccalaureate goal, which is likely to lead to extra credits and time spent to obtain the baccalaureate. One of the most concerning aspects of the current AA and AS degrees is the 18 hours required in addition to the 42 hours of core courses. These 18 hours may be selected from a list of any credit bearing courses, including Workforce Education Course Manual (WECM) courses. This presents students with a confusing array of courses, some of which may not transfer or apply toward a major.

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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 (Bailey, Jaggars & Jenkins 2015). 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 TransferU website at http://transferu.collin.edu. In addition, multiple transfer fairs are held at the College's three main campuses each academic term.

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 (http://www.thecb.state.tx.us/index.cfm?objectid=0BDF101B-0B61-7D8D-392A61E18CBC7093). 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.

Collin College is also engaged in the North Texas Regional Transfer Collaborative (NTCCC) that provides a common template (see https://ntccc.unt.edu/aas-baas2) to display guided pathways from community college degrees (mostly AAS, but some AA and AS degrees as well) to university degrees in the following areas: Agriculture, Architecture, Arts, Business, Education, Engineering, Finance, Government, Marketing, Music,

Nursing, Psychology, STEM, and Sociology. With the support of the NTCCC, institutions will soon begin expanding this repository to AA and AS degrees. Each guided pathway is not intended to replace a degree audit, but to function as a resource for students, leading to informed decision-making. Each guided pathway is structured as a full-time eight-semester track, but it may also be used as a course checklist for part-time students. The default setting on the NTCCC site displays all pathways between all institutions; however, filters can be used to view information by community college, by university, by career cluster, or by catalog year in order to limit the pathways needed.

Transfer Data

To provide a national context for this data, measures of educational attainment for Texas and four other states are provided in Figures 1 – 3 below (2017 Texas Public Higher Education Almanac). The lowest performing state and the highest are shown along with the two states that performed just above and just below Texas.

Figure 1: Some College, No Degree
State Ranking and % Students
Source: 2017 Texas Public Higher Education Almanac

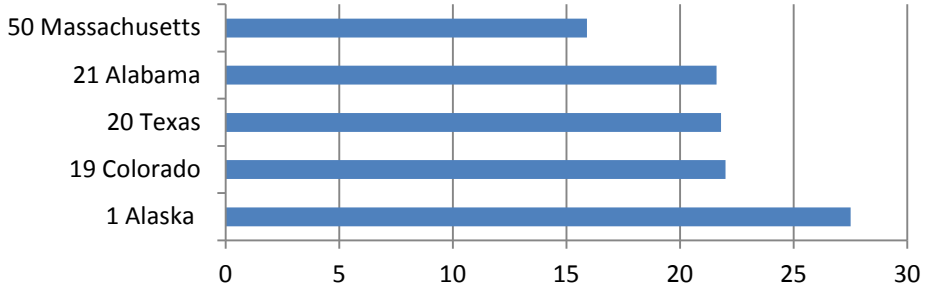


Figure 2: Associate Degree
State Ranking and % Students
Source: 2017 Texas Public Higher Education Almanac

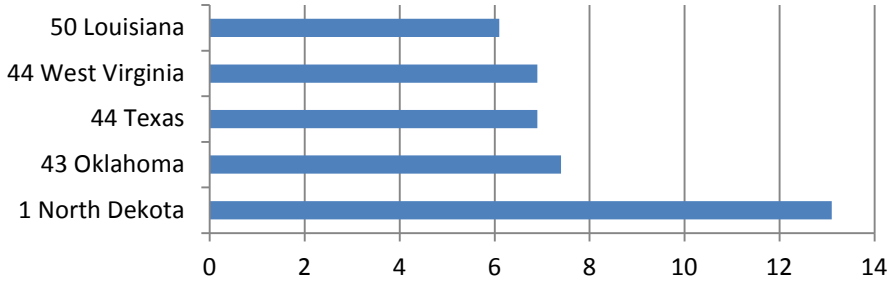


Figure 3: Bachelor's Degree
State Ranking and % Students
Source: 2017 Texas Public Higher Education Almanac

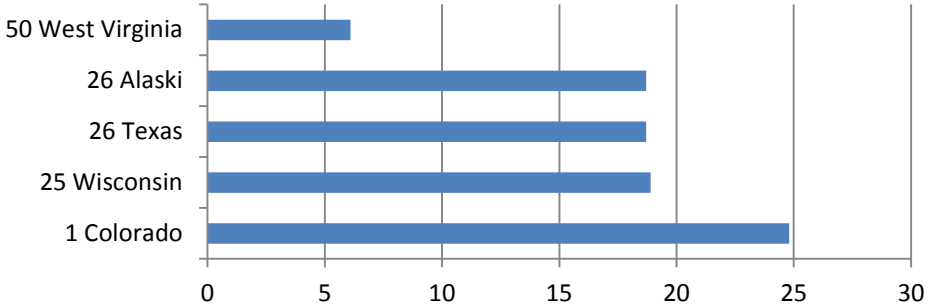
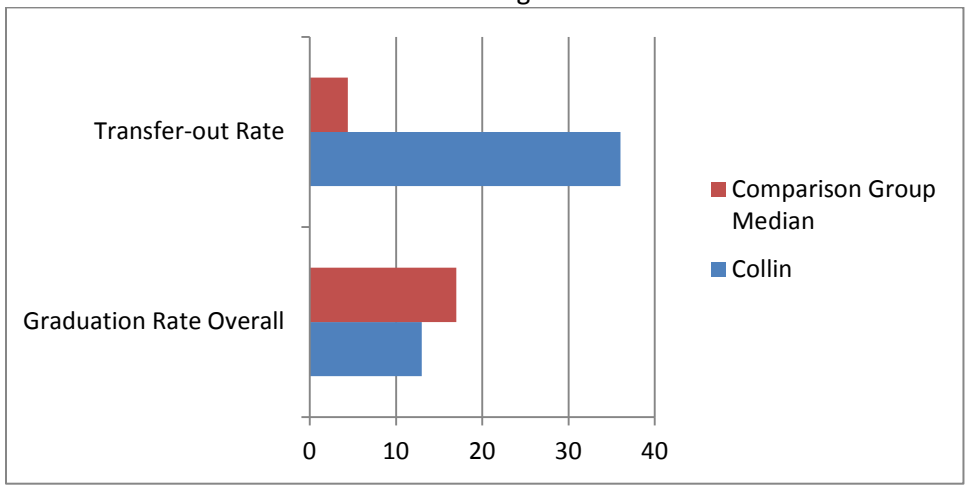


Table 3: Selected Transfer Statistics for Collin College and Texas **Sources**: 2017 Texas Higher Education Almanac (Appendix A), THECB Comparison Spreadsheet (Appendix B)			
Collin College Data	**Measure**		**Statewide Total/Average**
3,231	Degrees/certificates awarded FY 2016		117,280 total
63%	Students in academic programs		73.5%
37%	Students in technical programs		26.5%
29.4%	Full-time students		23.8%
70.6%	Part-time students		76.2%
13.9%	3-year	Graduation rate for all full-time students	18.6%
23.7%	4-year		23.7%
37.2%	6-year		32.2%
5.7%	3-year	Graduation rate for all part-time students	9.7%
8.4%	4-year		13.0%
16.7%	6-year		20.8%
42.5%	Students earning a baccalaureate in 4 years		
45%	Students earning a baccalaureate or certificate in 4 years of less		
$19,290	Average transfer student debt *One of the highest		$17,390
4.2	Average # years to completion of an associate degree		4.4
88	Average SCH to completion of an associate degree		90
1,324	Number of transfers		26,540 total
27.5%	Transfer rate *One of the highest		21.1%

Figure 4: Graduation and Transfer-out Rates of FT, First-time Degree/Certificate-Seeking Undergraduates within 150% of Normal Time to Program Completion
Source: IPEDS 2015 graduation



The above data (see Figure 4) from Winter 2015-16 graduation of the 2012 cohort for full-time, first-time degree/certificate-seeking undergraduate students indicates that Collin has a "transfer-out" rate considerably higher than that of like institutions. Similarly, Collin's graduation rate is lower than that of its peers'.

Figure 5: Completion Rates (within 3 years) for Collin and Peer Institutions
Source: Texas Higher Education Coordinating Board

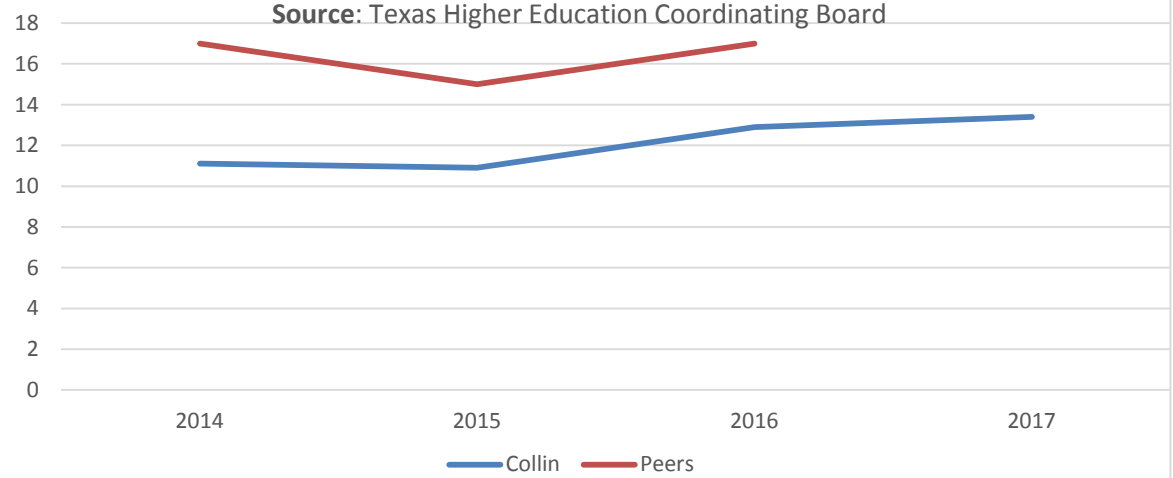


Table 4: Awards by CIP Code, Type of Award **Source:** Collin College Institutional Research Office							
CIP	**CIP Code Title**	**AA**		**AS**		**Core**	
		2016	**2017**	**2016**	**2017**	**2016**	**2017**
090101	Communication Studies/Speech Communication & Rhetoric	15	27				
110701	Computer Sciences			13	17		
140101	Engineering, General			5	3		
240101	Liberal Arts & Sciences / Liberal Arts (Core)					2,636	2,926
240102	General Studies	1,015	1,147	792	872		
430104	Criminal Justice/Safety Studies (Field of Study)	27	41				
500901	Music, General	9	6				
520101	Business/Commerce, General	148	180				
Total		1,214	1,401	810	902	2,636	2,926
Increase		15.4%		11.4%		11.0%	

Table 5: Number of Certificates and Associate Degrees Awarded by Program: July 1, 2015-June 30, 2016 **Source:** National Center for Education Statistics (Includes AAS degrees)		
Program	**Certificate**	**Associate**
Communication, Journalism, and Related Programs		
Speech Communication and Rhetoric	0	16
Category Total	0	16
Computer and Information Sciences and Support Services		
Computer and Information Sciences, General	10	14
Computer and Information Systems Security/Information Assurance	40	27
Computer Science		11
Computer Systems Networking and Telecommunications	2	0
Network and System Administration/Administrator	23	10
System, Networking, and LAN/WAN Management/Manager	7	5
Web Page, Digital/Multimedia and Information Resources Design	10	8

Table 5: Number of Certificates and Associate Degrees Awarded by Program: July 1, 2015-June 30, 2016 **Source:** National Center for Education Statistics (Includes AAS degrees)		
Program	**Certificate**	**Associate**
Category Total	92	75
Personal and Culinary Services	50	32
Education	----	68
Engineering		
Engineering, General		
Category Total	0	5
Engineering Technologies and Engineering-related Fields	11	12
Foreign Languages, Literatures, and Linguistics	14	8
Family and Consumer Sciences/Human Services	40	12
Legal Professions and Studies	36	14
Liberal Arts and Sciences, General Studies and Humanities		
General Studies	----	744
Liberal Arts and Sciences/Liberal Studies	----	953
Category Total	0	1,697
Science Technologies/Technicians	2	1
Homeland Security, Law Enforcement, Firefighting, and Related Protective Service		
Criminal Justice/Law Enforcement Administration	59	5
Fire Prevention and Safety Technology/Technician	0	2
Fire Science/Fire-fighting		
Category Total		
Social Sciences	14	2
Visual and Performing Arts		
Commercial and Advertising Art	19	15
Game and Interactive Media Design	9	8
Graphic Design	3	4
Illustration	1	0
Interior Design	4	2
Music Management	21	7
Music, General	1	11
Category Total	58	47

Table 5: Number of Certificates and Associate Degrees Awarded by Program: July 1, 2015-June 30, 2016 **Source:** National Center for Education Statistics (Includes AAS degrees)		
Program	**Certificate**	**Associate**
Health Professions and Related Programs	88	215
Business, Management, Marketing, and Related Support Services		
Administrative Assistant and Secretarial Science, General	14	6
Business Administration and Management, General	54	26
Business/Commerce, General	----	136
Hospitality Administration/Management, General	34	15
Real Estate	26	2
Retail Management	8	3
Category total	136	188
TOTAL	**600**	**2,430**

Table 6: Number of Collin College Transfers (academic and technical) by Year **Source:** National Center for Education Statistics	
2015	1,930
2016	????
2017	1,324

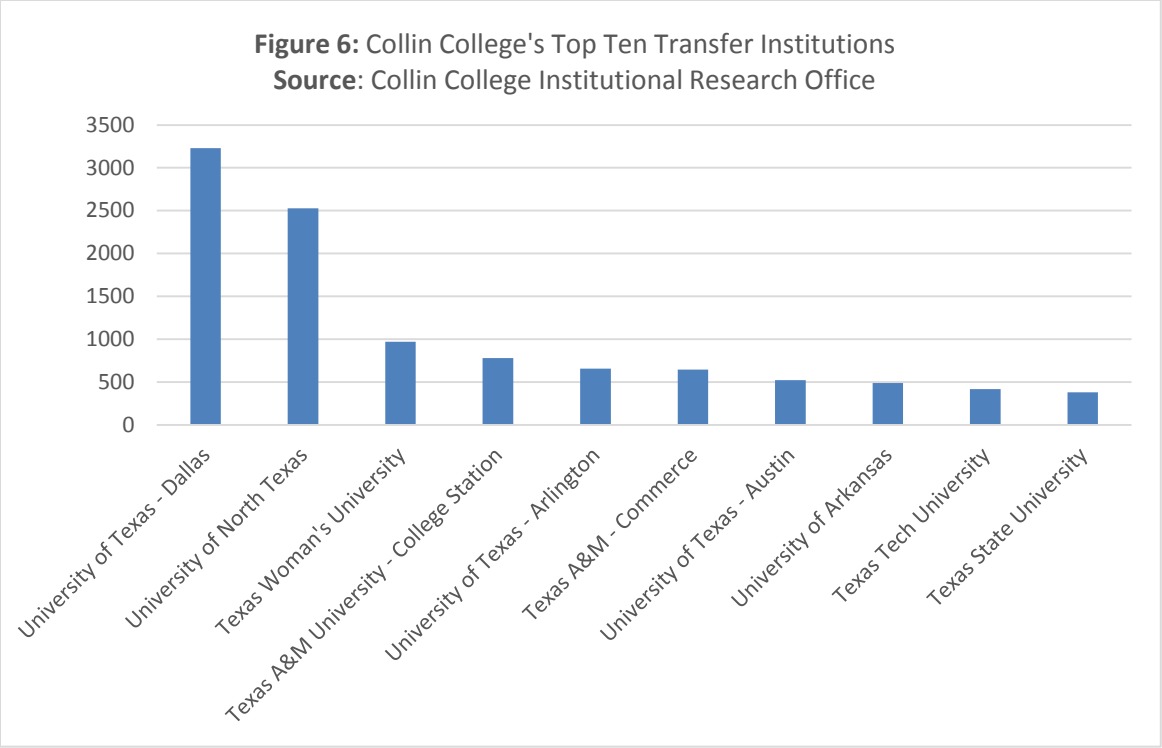


Figure 6: Collin College's Top Ten Transfer Institutions
Source: Collin College Institutional Research Office

Of the top ten transfer institutions (see Figure 6), the three top are geographically closer to Collin College campuses. The TransferU office is currently working on identifying the programs into which most Collin College students transfer. A preliminary draft of that analysis can be found in Appendix C.

Table 7: Academic Associate Degree Transfers from Collin College Fall 2015
Source: Texas Higher Education Coordinating Board

Institution	Total Transfers	Academic Transfers	Academic Enrollment Fall 2016
Midwestern State University	18	5	5 (100%)
Sam Houston State University	18	5	4 (80%)
Stephen F. Austin State University	12	3	3 (100%)

Table 7: Academic Associate Degree Transfers from Collin College Fall 2015 **Source:** Texas Higher Education Coordinating Board			
TAMU System Health Center	5	4	4 (100%)
Tarleton State University	19	3	2 (67%)
Texas A&M University-Corpus Christi	12	4	3 (75%)
Texas A&M University	37	6	6 (100%)
Texas A&M University-Commerce	128	59	42 (71%)
Texas State University	67	15	13 (87%)
Texas Tech University Health Science Center	26	9	0 (0%)
Texas Tech University	80	15	11 (73%)
Texas Woman's University	199	97	76 (78%)
University of Houston-Clear Lake	7	3	3 (100%)
University of Texas at Arlington	106	28	22 (78%)
University of Texas at Austin	41	6	6 (100%)
University of Texas at Dallas	508	199	172 (86%)
University of Texas at El Paso	5	2	0 (0%)
University of Texas at San Antonio	5	0	0 (NA)
University of Texas at Tyler	7	1	0 (0%)
University of Texas-Permian Basin	6	2	1 (50%)
University of North Texas at Dallas	17	7	5 (71%)
University of Houston	8	4	4 (100%)
University of North Texas	570	181	142 (78%)
West Texas A&M University	10	0	0 (0%)
Other public 4Yr institutions	19	5	3 (60%)
TOTALS	**1,930**	**663**	**527 (79%)**

Table 8: First Year Performance of Academic Associate Degree Transfers from Collin College Fall 2015 **Source:** Texas Higher Education Coordinating Board							
Institution	**# Transfers**	**GPA for 1st Year at University**					
		< 2.0	2.0-2.49	2.5-2.99	3.0-3.49	> 3.5	Unknown
Midwestern State University	5	0	0	1	1	3	0
Sam Houston State University	5	0	1	0	1	3	0
Stephen F. Austin State University	3	0	0	2	1	0	0
TAMU System Health Center	4	0	0	0	0	0	4
Tarleton State University	3	1	0	2	0	0	0
Texas A&M University-Corpus Christi	4	0	0	1	3	0	0
Texas A&M University	6	0	1	2	2	1	0
Texas A&M University-Commerce	59	3	3	7	16	29	1
Texas State University	15	0	2	2	9	2	0
Texas Tech University Health Science Center	9	0	0	0	0	0	9
Texas Tech University	15	0	1	4	3	7	0
Texas Woman's University	97	11	8	9	21	47	1
University of Houston-Clear Lake	3	0	0	0	0	3	0
University of Texas at Arlington	28	2	3	10	6	7	0
University of Texas at Austin	6	0	1	1	1	3	0
University of Texas at Dallas	199	16	20	39	55	67	2
University of Texas at El Paso	2	0	0	0	0	2	0
University of Texas at San Antonio	0	0	0	0	0	0	0
University of Texas at Tyler	1	1	0	0	0	0	0
University of Texas-Permian Basin	2	1	0	0	1	0	0
University of North Texas at Dallas	7	2	0	2	1	2	0
University of Houston	4	4	1	0	1	2	0
University of North Texas	181	34	16	39	39	50	3
West Texas A&M University	0	0	0	0	0	0	0
Other Public 4-Year Institutions	5	0	1	0	0	0	4
TOTALS	**663**	**72 (11%)**	**57 (8%)**	**122 (18%)**	**162 (24%)**	**226 (34%)**	**24 (4%)**

As discussed in the literature (cf., Bailey, Jaggars & Jenkins 2015), a significant number of transfer students do not complete a baccalaureate. Of the 663 Collin College academic transfer students that entered a university in Fall 2015, 527 (79%) continued in Fall 2016. With 11% of the students maintaining a first-year GPA of less than 2.0 and another 8% maintaining a first-year GPA of less than 2.5, it appears that academic difficulty in part accounts for lack of completion.

See Appendix D for a draft of current university agreements on file; the TransferU office is in the process of updating this list in preparing for preparing an searchable online repository of all university and corporate agreements. Two samples of articulation agreements can be found in Appendix E; a sample of a concurrent admission agreement is provided in Appendix F.

Collin College currently has in place the following initiatives:

According to *Legislative Appropriations Request for Fiscal Years 2018 and 2019* submitted on July 28, 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 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.

  The full Legislative Appropriations Request is 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.

Table 9: Completion Rates for Degree/Certificate, AY 2009-2017 **Source:** 2017 IPEDS									
Cohort	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**
N for cohort	2,441	2,183	2,765	2,756	2,971	3,185	2,972	2,926	3,163
Completers	250 (10.2%)	197 (9.0%)	370 (13.4%)	288 (10.4%)	333 (11.2%)	352 (11.1%)	325 (10.9%)	376 (12.9%)	425 (13.4%)
Non-completers	1,042 (42.7%)	865 (39.6%)	1,227 (44.4%)	1,083 (39.3%)	1,189 (40.0%)	1,244 (39.1%)	1,055 (35.5%)	1,046 (35.7%)	1,120 (35.4%)

IPEDS rates provided above are for first-time-in-college, full-time, degree-seeking students only who completed a degree of certificate within three years. The data for each year are for the cohort of students who enrolled four years earlier; for example, data for 2009 are for the cohort of students who enrolled in Fall 2005. While the trends are slight and limited to a limited number of Collin College students, there is an increase in the number of students completing and a decrease in the number transferring out.

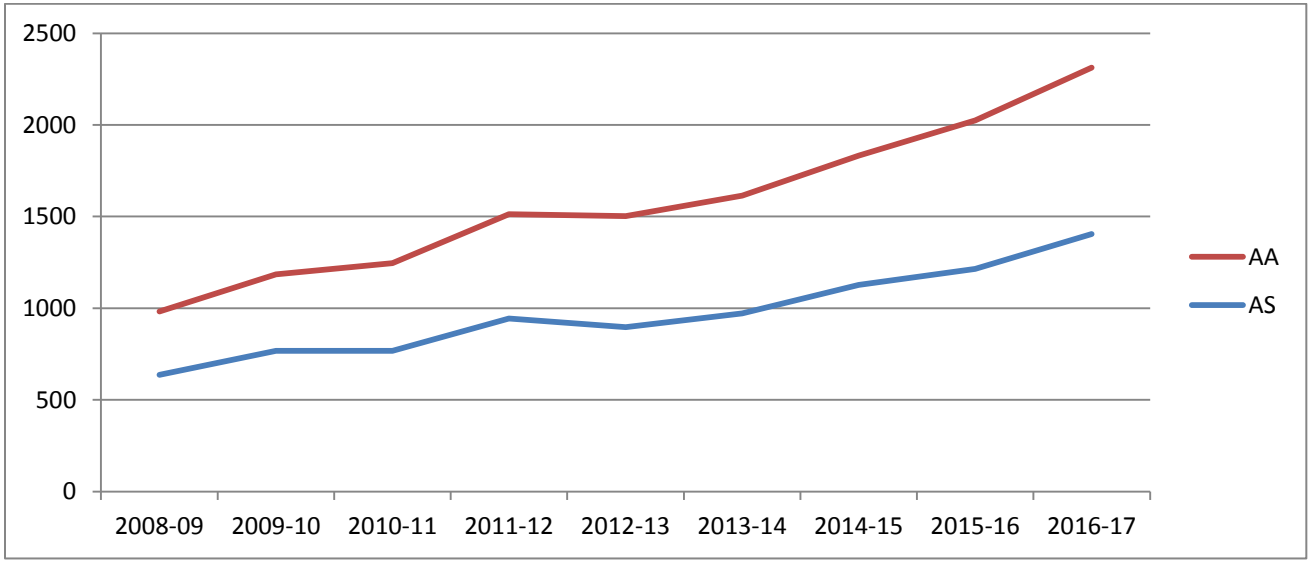
4. WHY WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO STUDENT DEMAND

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

The number of completers of an AA or AS are provided in Table 2 and Figure 1 below.

Table 10: Program Completion and Award History, AY 2008-2017 **Source:** 2017 IPEDS									
Award	**2008-9**	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**
AA	637	768	768	944	897	972	1,127	1,214	1,405
AS	345	417	478	568	605	642	706	810	908

Figure 8: Number of AA / AS Completers by Year
Source: Collin College Institutional Research Office

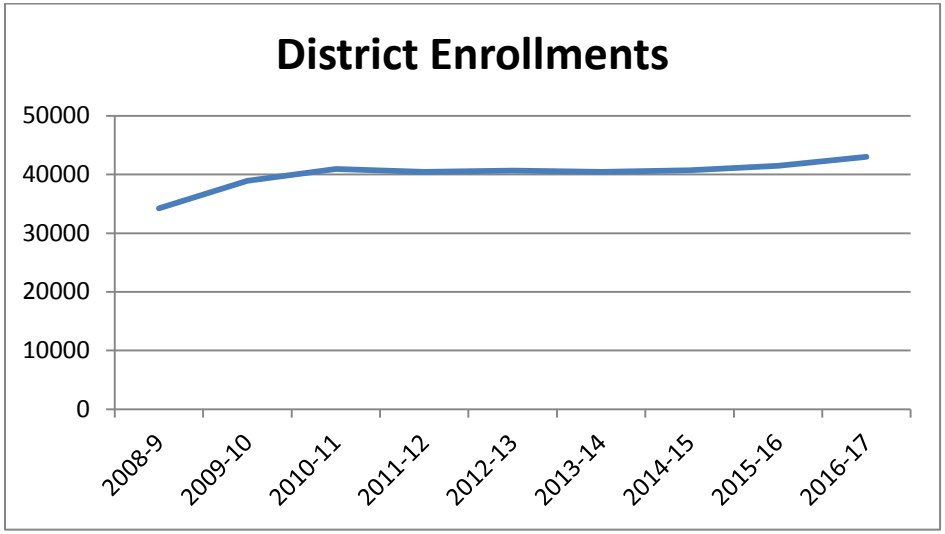


The increases are likely due to stable—and more recently growing—enrollments as well as enhanced support services, including academic advising which has been the focus of the "MAP" program that was a part of Collin College's Quality Enhancement Program, in response to the SACS visit in 2014. In light of the recent continual upticks in enrollment (see Table 3 and Figure 2), one could assume that the upward trend in AA and AS completions will continue for the next five years.

Table 11: Unduplicated Enrollment (Credit) & Percent Increase/Decrease Districtwide, AY 2008-2017
Source: Collin College Institutional Research Office

2008-9	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
34,233	38,895 (12%)	40,930 (6%)	40,420 (-1%)	40,686 (0.6%)	40,426 (-0.6%)	40,692 (0.6%)	41,489 (2%)	43,015 (4%)

Figure 9: Collin College Enrollments by Year
Source: Collin College Institutional Research Office

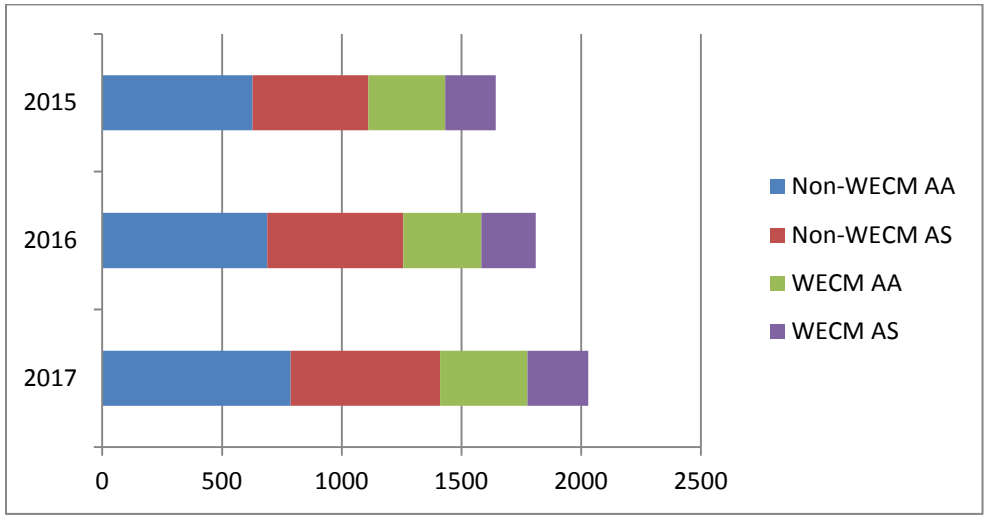


As part of the enhanced advising, students are encouraged to complete the core and applicable credentials including the associate degrees. They are, furthermore, encouraged to track their completion with Cougar Compass which provides degree audits that identifies all courses in which a student is currently 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 completers through the College database. Once completers are identified, the student's official transcript is updated. 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.

Additional support services—including mandatory orientations and Career Coach support—may also account for the increase in completions of associate degrees. All new students are required to attend an orientation to provide information that will support their success at Collin. Career centers have been retooled, including the availability of Career Coaches, to assist students with determining their career goals and working toward those goals at Collin.

Completers of an AA or AS have a wide range of courses that they can take to fulfill the requirement to "[C]omplete a minimum of 18 additional credit hours of degree requirements and electives," the range encompassing any course bearing credit applicable to graduation, including WECM (Workforce Education Course Manual) courses. A significant number of students completing an AA or AS have taken WECM courses as noted in Figure 10 below (also see Appendix G), although it is not clear whether the WECM courses were used to fulfill requirements for the associate degrees. For instance, in 2017, 627 students completed an AA without taking WECM courses; similarly, 484 completed an AS without taking WECM courses. A total of 321 students completed an AA and took WECM courses, while 211 completed an AS and took WECM courses.

Figure 10: Completers by Award and WECM Course Completion
Source: Collin College Institutional Research Office



The most frequently completed WECM courses by students who have completed an AA or AS are listed in Table 4 with a complete list available in Appendix G. **NOTE**: David Malone projects that by mid-March ZogoTech should provide the capability of identifying whether graduates have use WECM courses as partial completion of their associate degrees.

Table 12: Most Frequently Completed WECM Courses by Completers of AA or AS **Source:** Collin College Institutional Research Office		
Course	**Title**	**# Completers (Total for 2015-2017)**
ARTC1325	Introduction to Computer Graphics	103
BMGT1327	Principles of Management	95
MRKG1311	Principles of Marketing	86
HITT1305	Medical Terminology I	80
POFT1329	Beginning Keyboarding	71
BMGT1341	Business Ethics	63
ARTC1305	Basic Graphic Design	62
RELE1301	Principles of Real Estate I	57
ITSE1311*	Beginning Web Programming	55
BMGT2309	Leadership	48
LGLA1307	Introduction to Law and the Legal Professions	46
BUSG2309	Small Business Management / Entrepreneurship	44
ITSW1304	Introduction to Spreadsheets-Excel	40
MUSC1327	Audio Engineering I	40
CDEC1319*	Child Guidance	39
RTVB1329*	Scriptwriting	11
* See low success rates in Table 16 below		

New student orientations have been offered and for the last year have been mandatory for all students new to Collin College. At the orientations, new students are introduced to programs, policies and resources at the College and are provided with recommendations for success. As noted above, academic advising is available to students, but for most students this service is voluntary and some students who could benefit from such advising do not see an advisor. For students who do choose to see an advisor, the College wants each advising session to be prescriptive and applicable to the student's transfer institution and program. As one initiative of the QEP, Cougar Compass, a component of College Source has been implemented so that students have an effective tool in identifying required coursework for the degree they select to follow. Using Cougar Compass, students get a list of courses that apply to the Collin degree they want and can chart

their completion of the degree requirements online. 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.

As the current QEP is implemented, academic advising will continue to be strengthened. With the forthcoming implementation of Banner registration components, students will be able to use Cougar Compass to chart transfer pathways towards baccalaureate degrees at Texas institutions. Paired with the THECB driven creation of additional Fields of Study, the creation of Academic Certificates and TransferU's creation of university agreements will provide valuable tools that will allow students to chart their own academic pathways and monitor their progress toward meeting their goals. Per Ruffalo Noel Levitz surveys, one administered to Collin's Fall 2015 cohort in Spring 2016 and its Fall 2016 cohort in Spring 2017, the mean satisfaction score for "satisfaction with advising experience" increased from 5.19 to 5.57. This bodes well for the future trends in completion.

With renewed growth in enrollments, although a greater percentage of students are enrolling in workforce programs, and with additional support promoting completion, enrollment in, and completion of, associate degrees will likely continue to increase. With State support, curricular changes at Collin, and additional support of transfer students, it is reasonable to expect increases in transfers to universities as well as completion of baccalaureate degrees.

5. WHY WE DO THE THINGS WE DO: WHAT MARKETABLE SKILLS SHOULD STUDENTS HAVE AFTER COMPLETING YOUR PROGRAM?

Make a case with evidence to show that the program teaches skills that are useful in the workplace.

There is state and local job demand for people with a degree in a field related to the AA and AS degrees. According to CarreerBuilder.com (Deanna Hartley), the most in-demand job categories paying at least $40,000 or more for 2017 were:

- Accounting
- Construction
- Customer service
- Engineering
- Finance
- Information technology
- Management
- Medical and health service managers
- Professional services
- Sales managers
- Skilled labor

The most promising careers in the Dallas area and their projected growth rate in 2016-2020 (Emsi Q2 2017 Data Set) are:

- Business management (4.1%)
- Dental assistant (7.4%)
- Electrician (3.8%)
- Home health aide (16.7%)
- Industrial mechanic (7.4%)
- Licensed practical nurse (7.2%)
- Medical assistant (9.5%)
- Physical therapist (13.5%)
- Physician assistant (11.8%)
- Restaurant cook (8.1%)
- Social worker (7.1%)

The *Dallas Business Journal* (1/11/18, Evan Hoopfer, "New Data Shows DFW's Job Market is the Best in the Country") reports that according to the U.S. Bureau of Labor Statistics, Dallas had the highest job growth rate among the 12 largest metropolitan areas in the United States for the November 2016-November 2017 period. It also added the most jobs compared to its peers, 100,400 in total. It also notes that the largest areas of job growth in North Texas were manufacturing, hospitality, professional services, education and trade, transportation, and utilities. Manufacturing alone added 9,300 jobs out of the 100,400 jobs noted above.

According to Wallet Hubs' recent 2016 study (https://wallethub.com/edu/best-cities-for-jobs/2173/#main-findings), Texas stands firmly as a state where many potential jobs could be had by college graduates. The same study shows that:

- Houston ranks #1 in highest monthly median starting salary
- Amarillo ties for #4 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

> "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 according to 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 (Vincent 2005).

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 learning. 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" (Vincent 2005, p. 5).

Vincent also states that Employers of jobs that require and 2- or 4-year degrees 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 (Vincent 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 foundation skills and the student learning objectives of courses applicable to the AA and AS.

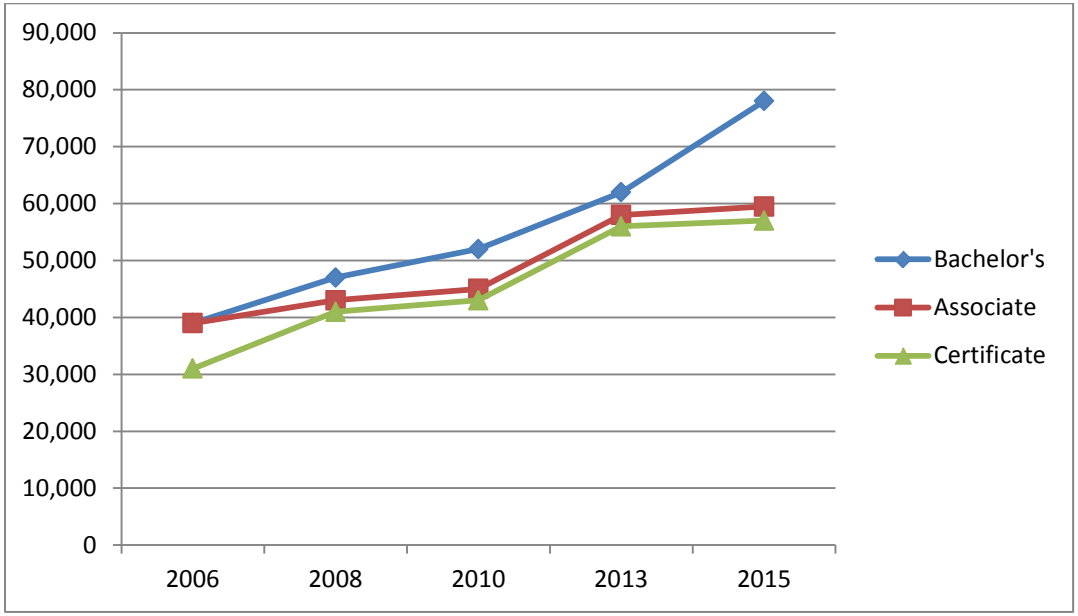
Table 13: Median Earnings of Graduates with Associate Degrees Five Years After Completion, by Selected State
Source: Schneider and Sigelman (2018)

Florida	Associate in Arts	$38,800
	Associate in Science	$53,400
	Associate in Applied Science	$46,300
Minnesota	Liberal Arts and Sciences, General Studies, and Humanities	$37,800
	Other Fields of Study	$44,400
Tennessee	Liberal Arts and Sciences, General Studies, and Humanities	$37,800
	Other Fields of Study	$47,000
Texas	Academic Associate	$39,400

Table 13: Median Earnings of Graduates with Associate Degrees Five Years After Completion, by Selected State **Source:** Schneider and Sigelman (2018)		
	Other Fields of Study	$56,300
Virginia	Associate Degree (Bachelor's Credit)	$33,000
	Associate Degree (Occupational/Technical Credit)	$42,200

Table 14: Job Roles, Average Salaries, and Job Postings, by Career Area for AA Graduates **Source:** Schneider & Sigelman (2018)					
Career Area	**Design**	**Health Care**	**Human Resources**	**Marketing and Communications**	**Sales**
Job Roles	User Experience Designer, Interior Designer, Graphic Designer	Clinical Coordinator, Behavioral Counselor, Health Educator	Labor Relations Specialist, Human Resources Associate, Resource Coordinator	Social Media Specialist, Marketing Coordinator, Public Relations Specialist	Business Development Manager, Technical Sales Representative, Sales Associate
Average Advertised Salary for AA Graduate	$48,900	$45,600	$44,300	$41,300	$43,000
Average Advertised Salary for AS Graduate	$57,200	$51,500	$44,200	$45,200	$54,600
Number of Postings for AA Graduate	973	1,341	465	983	5,141
Number of Postings for AS Graduate	3,648	12,965	20,358	7,949	167,923

Figure 11: Earnings of 2005 Graduates Over 10 Years
Source: 2017 Texas Public Higher Education Almanac



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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 data related to course enrollments, course retention rates, course success rates, and the frequency with which courses are scheduled to identify barriers to program completion.

There are apparent barriers to student completion that should be addressed. These barriers are identified below, and data provided to define the barriers.

Retention and success rates for core courses and for selected courses (with success rates of < 60%) applicable to the AA or AS are provided below. Also provided in Appendix N is an Excel report of reverse transfer students taking classes at Collin during Fall 2016, with a list of all courses completed at Collin that applied to an AA or AS, and indication of courses needed to complete Collin's AA or AS.

A review of success rates for core courses (cf. Table 15 below) reveals four course sequences that appear to restrict student completion of an AA or AS. These four sequences are: 1) ENGL 1301 and 1302/2311, 2) MATH, 3) HIST1301, HIST1302 and HIST2301, and 4) GOVT2305 and GOVT2306. All students are required to take ENGL1301, but approximately 24% do not succeed although 81% and 87% respectively of those students who go on to ENGL1302 or ENGL2311 do succeed. Success rates for lower level MATH courses are low, typically around 60%. An average of 30% of students attempting the HIST sequence does not succeed. GOVT success rates for 2017 increased to above 80% on average. An investigation of student learning outcomes of these courses may reveal barriers to completion. A focus on the outcomes not attained and the related knowledge and skills needed to attain mastery may improve student retention and success. In the case of MATH, additional creation and promotion of "math pathways" would address the low success rates.

Table 15: Retention and Success Rates for Core Courses
Source: Collin College Institutional Research Office

Core Component	Core Course	2015 Retention	2015 Success	2016 Retention	2016 Success	2017 Retention	2017 Success
010 Communi-cation	ENGL1301	94	70.3	94	72.5	95	75.7
	ENGL1302	93	77.8	94	79.3	93	80.6
	ENGL2311	94	84.6	95	84.3	94	86.7

Table 15: Retention and Success Rates for Core Courses
Source: Collin College Institutional Research Office

Core Component	Core Course	2015 Retention	2015 Success	2016 Retention	2016 Success	2017 Retention	2017 Success
020 Mathematics	MATH1314	86	53.0	87	56.4	87	58.2
	MATH1316	88	59.5	89	61.8	90	62.7
	MATH1324	87	64.2	86	62.5	89	67.6
	MATH1325	79	54.8	83	60.6	82	58.9
	MATH1332	89	57.4	89	63.4	90	62.5
	MATH1342	90	64.3	90	64.9	89	62.2
	MATH1350	94	80.2	89	73.2	94	76.8
	MATH1351	94	73.5	93	70.5	95	75.3
	MATH1414	88	59.3	88	52.5	88	54.0
	MATH2305	92	73.6	93	65.5	94	58.4
	MATH2318	92	65.4	91	60.0	96	66.4
	MATH2320	92	64.7	91	65.0	94	68.4
	MATH2412	NA	-----	86	59.9	85	60.6
	MATH2413	90	64.5	90	62.0	88	61.4
	MATH2414	89	60.3	89	61.9	88	57.6
	MATH2415	90	62.8	88	64.7	92	77.2
030 Life and Physical Sciences	BIOL1406	89	55.7	90	59.6	90	63.1
	BIOL1407	93	69.6	92	71.8	92	73.7
	BIOL1408	91	62.0	92	61.9	93	68.1
	BIOL1409	96	79.7	95	81.2	91	65.0
	BIOL1414	83	65.7	92	61.7	92	66.3
	BIOL1415	100	92.9	100	87.5	67	80.00
	BIOL2401	89	67.2	90	66.1	91	70.4
	BIOL2402	88	66.5	88	70.7	91	77.8
	BIOL2404	90	66.0	89	60.9	85	61.2
	BIOL2406	95	63.1	97	65.7	87	61.1
	BIOL2416	97	90.1	96	86.2	89	85.6
	BIOL2420	90	78.2	94	87.0	92	86.6

Table 15: Retention and Success Rates for Core Courses **Source:** Collin College Institutional Research Office							
Core Component	**Core Course**	**2015 Retention**	**2015 Success**	**2016 Retention**	**2016 Success**	**2017 Retention**	**2017 Success**
	BIOL2421	98	88.9	97	90.2	95	82.4
	CHEM1405	93	72.2	92	72.5	90	75.3
	CHEM1411	90	68.8	91	67.8	92	70.9
	CHEM1412	92	69.3	93	73.5	93	75.6
	CHEM2423	91	74.4	87	73.3	89	73.8
	CHEM2425	92	71.7	93	69.3	91	76.8
	ENVR1401	94	77.7	95	79.0	96	81.5
	ENVR1402	98	90.3	97	86.7	98	91.0
	GEOL1401	92	68.2	93	72.5	95	78.1
	GEOL1402	NA	-----	NA	-----	98	89.1
	GEOL1403	91	66.1	93	66.1	91	65.0
	GEOL1404	100	91.3	94	62.5	100	89.8
	GEOL1445	93	81.9	97	94.1	98	90.9
	GEOL1447	85	48.1	95	64.5	95	68.7
	PHYS1401	92	80.7	88	70.1	89	76.5
	PHYS1402	96	92.5	97	95.1	98	94.2
	PHYS1403	83	56.2	83	63.1	92	69.7
	PHYS1404	80	49.0	83	66.6	87	64.8
	PHYS1405	100	100.0	97	64.3	95	75.6
	PHYS1410	91	71.4	100	77.8	92	81.9
	PHYS1415	82	55.4	88	67.8	90	70.2
	PHYS1417	92	48.1	89	60.4	91	60.5
	PHYS2425	95	81.5	94	82.7	92	80.2
	PHYS2426	95	90.5	96	85.2	96	82.4
040 Lan	ENGL 2322	92	77.1	94	80.6	91	82.6

Table 15: Retention and Success Rates for Core Courses
Source: Collin College Institutional Research Office

Core Component	Core Course	2015 Retention	2015 Success	2016 Retention	2016 Success	2017 Retention	2017 Success
	ENGL2323	94	78.9	93	72.0	91	80.1
	ENGL2327	91	75.5	92	78.7	91	78.2
	ENGL2328	90	75.8	91	75.0	92	81.1
	ENGL2332	93	82.5	95	84.4	97	89.7
	ENGL2333	95	85.2	96	86.5	96	90.3
	ENGL2342	94	77.4	91	76.7	92	79.4
	ENGL2343	91	64.5	95	73.5	88	72.2
	HIST2311	87	45.5	88	55.6	88	60.3
	HIST2312	81	68.8	88	72.7	94	71.5
	HIST2321	79	50.0	84	63.1	82	52.0
	HIST2322	84	63.6	79	54.2	83	66.4
	HUMA1301	93	73.8	94	76.0	94	77.7
	PHIL1301	88	61.6	92	67.4	92	70.1
	PHIL1304	90	68.2	91	71.2	88	73.4
	PHIL2303	93	72.8	86	67.9	93	82.7
	PHIL2306	90	67.0	90	69.8	96	77.7
	PHIL2307	100	72.7	NA	-----	NA	-----
	PHIL2321	88	73.2	86	60.6	94	79.3
050 Creative Arts	DANC2303	94	76.9	94	76.9	96	78.3
	MUSI1306	93	72.6	92	74.5	92	73.0
	MUSI1307	95	85.2	97	80.0	93	87.1
	MUSI1310	96	61.7	95	66.9	95	74.7
	DRAM1310	94	73.4	96	75.2	94	77.8
	DRAM2361	91	56.4	91	61.5	93	67.3
	DRAM2362	100	100.0	100	100.0	100	100.

Table 15: Retention and Success Rates for Core Courses
Source: Collin College Institutional Research Office

Core Component	Core Course	2015 Retention	2015 Success	2016 Retention	2016 Success	2017 Retention	2017 Success
	DRAM2366	94	65.8	93	78.0	97	86.5
	DRAM2367	96	77.7	95	72.5	97	80.1
	ARTS1301	94	74.9	94	74.8	94	79.9
	ARTS1303	95	70.7	94	75.5	91	76.6
	ARTS1304	90	63.9	89	73.2	88	71.2
	ARTS1313	97	73.1	95	64.4	95	64.8
060 American History	HIST1301	94	71.1	94	72.2	94	75.4
	HIST1302	95	78.0	94	79.8	95	80.7
	HIST2301	91	66.9	90	68.5	88	59.6
070 Government/Political	GOVT2305	95	76.7	95	78.9	96	82.8
	GOVT2306	95	78.1	96	80.1	96	84.1
080 Social and Behavioral Sciences	ANTH 2302	83	53.8	92	53.6	91	43.3
	ANTH2346	82	48.2	85	47.0	91	63.6
	ANTH2351	88	53.4	90	62.8	86	54.2
	ECON2301	95	77.5	95	78.9	95	81.5
	ECON2302	94	78.8	95	79.8	95	81.5
	PSYC2301	95	70.0	95	75.5	94	75.8
	SOCI1301	94	72.2	94	73.4	95	77.2
	SOCI1306	91	61.0	92	69.9	93	68.9
090 Area 1	SPCH1311	95	78.4	94	79.4	95	82.0
	SPCH1315	94	78.1	94	80.2	95	80.7
	SPCH1321	94	81.6	95	82.1	93	79.8
090 Area 2	EDUC1300	NA	-----	NA	-----	95	73
	PHED1164	NA	-----	90	72.4	96	81.9
	PHED1304	97	86.0	96	85.7	96	82.6

Table 15: Retention and Success Rates for Core Courses **Source:** Collin College Institutional Research Office							
Core Component	**Core Course**	**2015 Retention**	**2015 Success**	**2016 Retention**	**2016 Success**	**2017 Retention**	**2017 Success**
	PHED1338	94	77.5	95	81.0	95	81.8
	PSYC1100	95	74.3	94	70.5	94	67.1
	PSYC1300	96	76.3	94	74.5	94	72.6

Of the 8,544 sections for FY 2017 that are applicable to the AA or AS, the following courses had a completion or success rate lower than 60%.

Table 16: Retention and Success Rates for Courses Applicable to AA/AS (rates lower than 60%) **Source:** Collin College Institutional Research Office						
Course	**2015 Retention**	**2015 Success**	**2016 Retention**	**2016 Success**	**2017 Retention**	**2017 Success**
ACCT2301	88	60.4	90	65.5	84	59.2
ACNT1303	79	36.7	97	83.4	97	70.4
ANTH2301	87	58.3	90	57.4	89	52.4
ANTH2302	83	53.8	92	53.6	91	43.3
ANTH2346	82	48.2	85	47.0	91	63.6
ANTH2351	88	53.4	90	62.8	86	54.2
ARTC1313	94	53.6	94	77.4	97	84.4
ARTS2324	88	77.8	100	87.5	100	55.6
ARTS2334	90	55.6	100	100	100	100
BIOL1406	89	55.7	90	59.6	90	63.1
BUSI1301	86	73.3	100	100	100	50.0
BMGT2382	92	59.8	93	64.9	94	65.7
CDEC1313	93	80.0	100	52.9	88	70.2
CDEC 1319	78	49.0	88	51.4	90	57.1
CDEC1321	71	35.3	82	76.5	100	95.0
CDEC1323	88	47.0	92	69.1	87	63.9
CDEC2307	NA	-----	NA	-----	86	57.1

Table 16: Retention and Success Rates for Courses Applicable to AA/AS (rates lower than 60%) **Source:** Collin College Institutional Research Office						
Course	**2015 Retention**	**2015 Success**	**2016 Retention**	**2016 Success**	**2017 Retention**	**2017 Success**
CDEC2340	77	35.3	NA	-----	NA	-----
CETT1303	92	62.3	91	73.4	87	55.6
CETT1325	100	40.0	97	81.7	91	76.3
COSC1436	86	57.2	88	64.8	91	72.9
COSC1437	86	58.8	86	53.3	87	71.2
CRIJ1313	92	53.6	84	60.3	96	75.7
DANC2147	100	50.0	NA	-----	NA	-----
DFTG1305	92	76.3	96	77.2	87	57.6
DRAM2361	91	56.4	91	61.5	93	67.3
DSAE1340	NA	-----	77	28.9	98	94.3
ENGL2307	74	57.4	76	57.7	89	87.6
ENGR1304	89	81.8	76	55.7	88	69.7
ENGR2106	80	40.0	96	92.1	100	96.7
ENGR2300	96	79.2	90	52.9	NA	-----
ENGR2306	80	40.0	96	92.1	100	96.7
ESLG0305	NA	59.6	NA	64.2	NA	69.8
FIRT1301	96	46.2	92	54.2	100	87.0
FREN1411	85	48.6	87	57.8	88	61.0
FREN2304	50	50.0	NA	-----	NA	-----
FREN2312	NA	-----	90	60.0	NA	-----
GAME2309	NA	-----	NA	-----	100	58.3
GEOL1447	85	48.1	95	64.5	95	68.7
GOVT2311	87	30.9	NA	-----	NA	-----
HIST2301	91	66.9	90	68.5	88	59.6
HIST2311	87	45.5	88	55.6	88	60.3
HIST2321	79	50.0	84	63.1	82	52.0
HIST2322	84	63.6	79	54.2	83	66.4
HITT1353	91	65.9	88	49.9	94	82.9

Table 16: Retention and Success Rates for Courses Applicable to AA/AS (rates lower than 60%) **Source:** Collin College Institutional Research Office						
Course	**2015 Retention**	**2015 Success**	**2016 Retention**	**2016 Success**	**2017 Retention**	**2017 Success**
HITT2328	NA	-----	NA	-----	77	50.0
IMED1301	89	62.6	82	57.3	NA	-----
IMED2309	88	50.0	96	73.9	90	70.0
ITCC2374	NA	-----	88	62.5	100	57.1
ITCC2375	NA	-----	94	75.0	80	40.0
ITNW2373	75	58.3	100	69.2	84	68.4
ITSE1306	86	-----	79	50.0	NA	-----
ITSE1311	86	61.4	89	57.5	89	64.3
ITSE1330	100	77.8	79	59.0	88	70.9
ITSE1332	79	60.4	86	41.6	85	53.2
ITSE2310	NA	-----	NA	-----	87	55.6
ITSW1307	94	63.5	92	54.6	94	61.4
LGLA1380	100	75.0	100	100	100	50.0
MATH0302	NA	61.0	NA	55.0	NA	59
MATH0305	NA	54.1	NA	50.7	NA	53.6
MATH0310	NA	50.6	NA	47.2	NA	49.3
MATH0406	NA	48.6	NA	44.1	NA	46.1
MATH1314	86	53.0	87	56.4	87	58.2
MATH1316	88	59.5	89	61.8	90	62.7
MATH1325	79	54.8	83	60.6	82	58.9
MATH1332	89	57.4	89	63.4	90	62.5
MATH1414	88	59.3	88	52.5	88	54
MATH2305	92	73.6	93	65.5	94	58.4
MATH2412	NA	-----	86	59.9	85	60.6
MATH2414	89	60.3	89	61.9	88	57.6
MATH2417	73	48.1	NA	-----	NA	-----
MRKG1301	97	72.4	97	66.7	96	55.4
MRKG2348	71	37.5	84	46.7	96	67.3

Table 16: Retention and Success Rates for Courses Applicable to AA/AS (rates lower than 60%) **Source:** Collin College Institutional Research Office						
Course	**2015 Retention**	**2015 Success**	**2016 Retention**	**2016 Success**	**2017 Retention**	**2017 Success**
MUAP1145	100	50.0	100	100	100	100
MUAP1153	NA	-----	100	50.0	NA	-----
MUSC1333	86	50.0	83	75.0	91	81.8
MUSC2355	94	53.8	97	84.5	100	85
MUSC2356	100	66.7	100	80.4	100	50.0
MUSI1116	83	54.3	91	54.2	93	63.1
MUSI1193	92	68.8	89	55.6	NA	-----
MUSI1303	89	53.6	92	51.7	89	57.8
MUSI1311	90	56.0	94	64.5	96	75.6
NCBI002A	46	46.2	73	74.4	NA	-----
NCBM005A	NA	-----	NA	-----	45	40.2
NCBM010A	NA	-----	NA	-----	42	43.1
PHED2356	81	57.1	96	86.4	96	83.6
PHTC2331	72	55.6	94	94.4	NA	-----
PHTC2342	NA	-----	71	57.1	NA	-----
PHYS1403	83	56.2	83	63.1	92	69.7
PHYS1404	80	49.0	83	66.6	87	64.8
PHYS1415	82	55.4	88	67.8	90	70.2
PHYS1417	92	48.1	89	60.4	91	60.5
PLAB1323	NA	-----	79	44.1	100	100
POFI2301	95	52.4	94	71.4	84	63.2
POFT1307	94	60.5	92	58.3	92	56
POFT1319	89	47.5	92	80.8	96	66.7
POFT1329	92	33.1	95	53.9	90	51.4
POFT2312	92	55.0	92	79.2	100	100
PSYC2316	97	72.9	93	59.8	93	64.8
RELE1301	96	51.4	96	50.0	93	53.3
RELE1380	100	25.0	NA	-----	100	100

Table 16: Retention and Success Rates for Courses Applicable to AA/AS (rates lower than 60%) **Source:** Collin College Institutional Research Office						
Course	**2015 Retention**	**2015 Success**	**2016 Retention**	**2016 Success**	**2017 Retention**	**2017 Success**
RTVB1329	85	54.2	83	47.9	93	63.4
RUSS1411	100	72.7	77	47.9	86	54.4
RUSS1412	94	80.9	100	40.0	90	61.9
SOCI2319	96	57.9	90	70.6	90	66.3
SOCI2340	95	75.0	71	57.1	94	87.5
SPCH2335	NA	-----	92	45.8	88	70.8
TRVM2380	100	50.0	100	100	100	100

Another measure of course difficulty and possible sign of curricular hurdles for students on their way to completion is the number of students who repeat a course, although students do repeat some courses, such as music performance courses, not because of poor grades/performance. The numbers of students repeating courses as of Spring 2017 are reported in Table 17 below.

Table 17: Number of Students by Number of Times Taking Courses, by Course **Source:** Collin College Institutional Research Office (Spring 2017)						
Course	**1 time**	**2 times**	**3 times**	**4 times**	**5 times**	**6 times**
All Courses	74,474	7,940	1,299	172	12	15
ACCT-2301	536	116	15	3		
ACCT-2302	332	40	6			
ACNT-1303	55	3				
AERS-1106	5					
AERS-2104	4					
ANTH-2301	20	1				
ANTH-2302	34	2				
ANTH-2346	41	10				
ANTH-2351	67	11	1			
ARAB-1411	28	2	1			

Table 17: Number of Students by Number of Times Taking Courses, by Course **Source:** Collin College Institutional Research Office (Spring 2017)						
Course	**1 time**	**2 times**	**3 times**	**4 times**	**5 times**	**6 times**
ARAB-1412	9	1				
ARTC-1302	31	5				
ARTC-1305	96	4	1			
ARTC-1313	16					
ARTC-1317	33					
ARTC-1325	112	3				
ARTC-1327	18					
ARTC-1349	18					
ARTC-1353	34	2				
ARTC-2305	10	1				
ARTC-2311	12	1				
ARTC-2335	18					
ARTC-2347	13					
ARTS-1301	1,258	106	14			
ARTS-1303	44	3				
ARTS-1304	75	3				
ARTS-1311	58	4				
ARTS-1312	27	2				
ARTS-1313	237	18				
ARTS-1316	163	15				
ARTS-1317	47					
ARTS-2311	3	1				
ARTS-2316	23	2				
ARTS-2317	12	1				
ARTS-2323	10					
ARTS-2324	1	2				
ARTS-2326	13	1				

Table 17: Number of Students by Number of Times Taking Courses, by Course **Source:** Collin College Institutional Research Office (Spring 2017)						
Course	**1 time**	**2 times**	**3 times**	**4 times**	**5 times**	**6 times**
ARTS-2333	6	2				
ARTS-2334	5					
ARTS-2341	18	1				
ARTS-2342	5	2				
ARTS-2346	55	9				
ARTS-2347	14	3				
ARTS-2348	104	7				
ARTS-2356	32					
ARTS-2366	14					
ARTS-2367	2					
ARTV-1303	33	3				
ARTV-1341	18					
ARTV-1345	31	1				
ARTV-1351	13	1				
ARTV-1371	90	1				
ARTV-2320	10					
ARTV-2335	13	1				
ARTV-2345	12	1				
ARTV-2371	2	2				
BCIS-1305	401	46	7			
BIOL-1322	570	44	6			
BIOL-1323	35	1				
BIOL-1406	2,175	512	82	8		
BIOL-1407	510	44	8			
BIOL-1408	1,034	90	6	2		
BIOL-1409	180	10				
BIOL-1414	38					

Table 17: Number of Students by Number of Times Taking Courses, by Course **Source:** Collin College Institutional Research Office (Spring 2017)						
Course	**1 time**	**2 times**	**3 times**	**4 times**	**5 times**	**6 times**
BIOL-1415	12					
BIOL-2401	1,034	198	58	6		
BIOL-2402	652	144	20			
BIOL-2404	267	15	1			
BIOL-2406	32					
BIOL-2416	70	4				
BIOL-2420	410	48	2	2		
BIOL-2421	150	22	2			
BITC-2431	9					
BMGT-1305	28	1				
BMGT-1307	108					
BMGT-1327	136	6				
BMGT-1341	101	3				
BMGT-1344	79	1				
BMGT-2303	93	4				
BMGT-2309	90	4				
BMGT-2341	13	1				
BUSG-2309	76	1				
BUSI-1301	264	31	6			
BUSI-1307	106	6				
BUSI-2301	280	25		1		
CDEC-1313	18	1				
CDEC-1319	40	6				
CDEC-1321	20					
CDEC-1323	15	2				
CDEC-1359	13	1				
CDEC-2166	7					

Table 17: Number of Students by Number of Times Taking Courses, by Course **Source:** Collin College Institutional Research Office (Spring 2017)						
Course	**1 time**	**2 times**	**3 times**	**4 times**	**5 times**	**6 times**
CDEC-2304	21					
CDEC-2307	7					
CDEC-2324	9					
CDEC-2371	14					
CETT-1303	17	3				
CHEF-1301	35	4				
CHEF-1305	51	2				
CHEF-1310	20					
CHEF-1314	16					
CHEF-1341	10					
CHEF-1345	15	1				
CHEF-2331	24					
CHEF-2380	7					
CHEM-1405	484	22	4			
CHEM-1411	922	124	20			
CHEM-1412	398	42	8	4		
CHEM-2389	1					
CHEM-2423	100	28	2			
CHEM-2425	102	8	4			
CHIN-1411	23					
CHIN-1412	7	1				
COMM-1307	66					
COMM-1335	18					
COMM-2300	21	1				
COMM-2330	24					
COMM-2331	18					
COMM-2332	15					

Table 17: Number of Students by Number of Times Taking Courses, by Course **Source:** Collin College Institutional Research Office (Spring 2017)						
Course	**1 time**	**2 times**	**3 times**	**4 times**	**5 times**	**6 times**
COMM-2339	14	1				
COMM-2389	1					
COSC-1301	108	12				
COSC-1315	189	20	2	1		
COSC-1337	92	9	4			
COSC-1436	262	30	7			
COSC-1437	88	9	3			
COSC-2325	56	2				
COSC-2336	37	1				
COSC-2436	28	4				
COSU-0301	17					
CPMT-1305	66	2				
CRIJ-1301	182	9	1			
CRIJ-1306	50	2	1			
CRIJ-1307	46					
CRIJ-1310	50	3	1			
CRIJ-1313	15	2				
CRIJ-2313	76	2				
CRIJ-2314	57	1				
CRIJ-2323	14					
CRIJ-2328	78	1				
DANC-1110	23	4				
DANC-1113	2					
DANC-1128	18					
DANC-1141	36	5	4	1		
DANC-1142	15	4		1		
DANC-1145	21	2	1			

Table 17: Number of Students by Number of Times Taking Courses, by Course **Source:** Collin College Institutional Research Office (Spring 2017)						
Course	**1 time**	**2 times**	**3 times**	**4 times**	**5 times**	**6 times**
DANC-1146	9	2				
DANC-1147	34	4				
DANC-1148	9	2	1			1
DANC-1152	4					
DANC-1222	31	2		1		
DANC-1223	15	1				
DANC-1301	12	2				
DANC-2152	2					
DANC-2303	174	17	1			
DANC-2325	23	2	1			
DANC-2341	6					
DANC-2342	3	2				
DANC-2345	7	1				
DANC-2346	3	3				
DFTG-1305	21					
DFTG-1309	43	4				
DFTG-2319	9	1				
DFTG-2328	20	2				
DFTG-2381	1					
DFTG-2432	14					
DHYG-1207	15					
DHYG-1219	30					
DHYG-1227	30					
DHYG-1235	15					
DHYG-1261	15					
DHYG-2102	15					
DHYG-2231	30					

Table 17: Number of Students by Number of Times Taking Courses, by Course **Source:** Collin College Institutional Research Office (Spring 2017)						
Course	**1 time**	**2 times**	**3 times**	**4 times**	**5 times**	**6 times**
DHYG-2363	15					
DRAM-1120	7	2	1			
DRAM-1121	1	1				
DRAM-1162	28	5				
DRAM-1310	346	36	5			
DRAM-1323	18					
DRAM-1341	10					
DRAM-1342	7					
DRAM-1351	26	3				
DRAM-1352	31	3	1			
DRAM-2351	12	2				
DRAM-2352	17	1				
DRAM-2361	60	5	1			
DRAM-2362	9					
DRAM-2367	47					
DSAE-1340	30					
ECON-1301	256	20	4			
ECON-2301	1,586	108	14	1		
ECON-2302	1,008	83	15	1		
ECON-2389	1					
ECRD-1111	44					
EDUC-1300	915	35				
EDUC-1301	115	6				
EDUC-2301	109	4	2			
EECT-2337	8	1				
EMSP-1160	120	1				
EMSP-1161	20					

Table 17: Number of Students by Number of Times Taking Courses, by Course **Source:** Collin College Institutional Research Office (Spring 2017)						
Course	**1 time**	**2 times**	**3 times**	**4 times**	**5 times**	**6 times**
EMSP-1162	17	2				
EMSP-1355	40					
EMSP-1356	42	2				
EMSP-1371	30	2				
EMSP-1438	46					
EMSP-1501	78	2				
EMSP-2143	13					
EMSP-2206	44					
EMSP-2267	13					
EMSP-2444	40	4				
EMSP-2534	38					
ENGL-1301	1,897	446	112	13	1	
ENGL-1302	4,683	283	74	10	1	
ENGL-2307	31					
ENGL-2311	155	5				
ENGL-2322	71	3				
ENGL-2323	61					
ENGL-2327	143	7	1	1		
ENGL-2328	221	11	2			
ENGL-2332	151	9				
ENGL-2333	271	2	1			
ENGL-2342	254	14	1			
ENGL-2343	96					
ENGR-1201	90	2	1			
ENGR-1304	21	2				
ENGR-2106	15					
ENGR-2301	41	6				

Table 17: Number of Students by Number of Times Taking Courses, by Course **Source:** Collin College Institutional Research Office (Spring 2017)						
Course	**1 time**	**2 times**	**3 times**	**4 times**	**5 times**	**6 times**
ENGR-2302	13					
ENGR-2306	15					
ENGR-2332	15					
ENTC-1323	17					
ENVR-1401	1,122	60	2			
ENVR-1402	248	8	2			
FIRS-1301	26					
FIRS-1313	26					
FIRS-1319	26					
FIRS-1323	46					
FIRS-1329	46					
FIRS-1407	26					
FIRS-1433	46					
FIRT-1315	25					
FIRT-1338	10	1				
FIRT-1349	8					
FIRT-1442	7					
FIRT-1443	10					
FIRT-2305	8					
FIRT-2307	8					
FLMC-1301	17					
FLMC-1331	29	2				
FLMC-2331	5					
FREN-1411	62	10	1			
FREN-1412	21	4				
GAME-1303	15					
GAME-2309	12					

Table 17: Number of Students by Number of Times Taking Courses, by Course **Source:** Collin College Institutional Research Office (Spring 2017)						
Course	**1 time**	**2 times**	**3 times**	**4 times**	**5 times**	**6 times**
GAME-2325	19					
GAME-2341	12					
GEOG-1301	43	1				
GEOG-1303	24	1				
GEOL-1305	25					
GEOL-1401	686	44	4			
GEOL-1402	84					
GEOL-1403	342	14	2			
GEOL-1404	60					
GEOL-1445	48					
GEOL-1447	44					
GERM-1411	17					
GERM-1412	11	1				
GISC-1411	18		1	1		
GISC-2402	14	1				
GOVT-2107	10	1				
GOVT-2304	69	2				
GOVT-2305	3,016	337	58	4		
GOVT-2306	2,201	163	14	3		
GOVT-2389	4	3				
HAMG-1313	21	1				
HAMG-1321	49	3				
HAMG-1324	27	2				
HAMG-2301	8	1				
HAMG-2305	18					
HAMG-2332	27					
HAMG-2337	12					

Table 17: Number of Students by Number of Times Taking Courses, by Course **Source:** Collin College Institutional Research Office (Spring 2017)						
Course	**1 time**	**2 times**	**3 times**	**4 times**	**5 times**	**6 times**
HAMG-2380	2					
HIST-1301	2,167	432	88	3		
HIST-1302	3,314	231	43	5		
HIST-2301	240	26	2			
HIST-2311	50	8				
HIST-2312	30	2				
HIST-2322	44	2	1			
HITT-1160	8					
HITT-1301	34	2				
HITT-1305	267	25	2			
HITT-1311	47	1				
HITT-1341	34	4				
HITT-1345	56					
HITT-1353	41	3	2	1		
HITT-2249	6	2				
HITT-2328	22					
HITT-2339	18					
HITT-2346	22					
HITT-2361	6					
HITT-2435	34	5				
HITT-2443	17	1				
HITT-2471	81	4	1			
HPRS-1204	90	4				
HPRS-1271	31	1				
HPRS-1272	20					
HPRS-1310	20					
HPRS-1561	4					

Table 17: Number of Students by Number of Times Taking Courses, by Course **Source:** Collin College Institutional Research Office (Spring 2017)						
Course	**1 time**	**2 times**	**3 times**	**4 times**	**5 times**	**6 times**
HPRS-2232	88	1				
HPRS-2301	20					
HRPO-2301	18					
HRPO-2307	34	2				
HUMA-1301	1,117	133	26	3		
IBUS-1354	14					
IBUS-2341	39					
IFWA-1310	39	1				
IMED-1316	14	2	1			
IMED-1341	13					
IMED-2309	18	2				
IMED-2311	1					
IMED-2315	8					
INDS-1301	16					
INDS-1345	9					
INDS-1352	11					
INDS-1371	18					
INDS-1372	15	3				
INDS-1373	12	1				
INDS-2380	1					
INEW-2330	8	1	1			
ITCC-1371	64	8				
ITCC-1374	57	3				
ITCC-2371	15					
ITCC-2372	42	1				
ITMT-1370	32					
ITMT-2370	35	3				

Table 17: Number of Students by Number of Times Taking Courses, by Course **Source:** Collin College Institutional Research Office (Spring 2017)						
Course	**1 time**	**2 times**	**3 times**	**4 times**	**5 times**	**6 times**
ITMT-2371	31	1				
ITMT-2372	18					
ITMT-2373	11					
ITMT-2374	8					
ITNW-1358	106	3				
ITNW-2373	18	1				
ITNW-2375	12					
ITNW-2380	2					
ITSC-1305	17	1				
ITSC-1316	40	2				
ITSC-2339	5					
ITSC-2380	2					
ITSE-1301	40	2				
ITSE-1311	61	7	2			
ITSE-1330	12					
ITSE-1332	17	1				
ITSE-1373	12	2				
ITSE-1374	19	1				
ITSE-2302	17	2				
ITSE-2309	31	5				
ITSW-1304	71	6				
ITSW-1307	60	5				
ITSW-1310	25					
ITSY-1300	19					
ITSY-2300	39	1				
ITSY-2341	25					
ITSY-2342	20					

Table 17: Number of Students by Number of Times Taking Courses, by Course **Source:** Collin College Institutional Research Office (Spring 2017)						
Course	**1 time**	**2 times**	**3 times**	**4 times**	**5 times**	**6 times**
ITSY-2343	32	1				
ITSY-2572	10					
JAPN-1411	22					
JAPN-1412	22	1				
LGLA-1303	28	1				
LGLA-1305	27					
LGLA-1307	40	5	1			
LGLA-1342	31	4				
LGLA-1344	24	1				
LGLA-1351	30					
LGLA-1353	9	1				
LGLA-1355	7					
LGLA-1380	2					
LGLA-2303	27	3				
LGLA-2311	12	1				
LGLA-2313	18	2				
LGLA-2323	7					
LGLA-2333	23	1				
LGLA-2339	18					
MATH-1314	1,603	491	92	14		
MATH-1316	233	28	14			
MATH-1324	251	26	1			
MATH-1325	467	83	21	5		
MATH-1332	215	34	1	1		
MATH-1342	1,136	137	15	1		
MATH-1350	65	6	3			
MATH-1351	76	7				

Table 17: Number of Students by Number of Times Taking Courses, by Course **Source:** Collin College Institutional Research Office (Spring 2017)						
Course	**1 time**	**2 times**	**3 times**	**4 times**	**5 times**	**6 times**
MATH-1376	122	25	5	1		
MATH-1414	106	25	6	2		
MATH-2305	27	4	1			
MATH-2318	70	14				
MATH-2320	82	14	1			
MATH-2373	69	12	2			
MATH-2412	676	92	13	1		
MATH-2413	334	79	14	3		
MATH-2414	250	61	13	2		
MATH-2415	102	25	1	1		
MRKG-1301	14	1				
MRKG-1311	137	3				
MRKG-2312	11	1				
MRKG-2333	12	1				
MRKG-2348	23	2				
MRKG-2349	45	1				
MRKG-2381	1					
MUAP-1101	1					
MUAP-1105		1				
MUAP-1113	1					
MUAP-1129	1					
MUAP-1158	1					
MUAP-1161	4	2				
MUAP-1162		2				
MUAP-1169		4	3		1	1
MUAP-1177				1		
MUAP-1181	5	2	1			

Table 17: Number of Students by Number of Times Taking Courses, by Course **Source:** Collin College Institutional Research Office (Spring 2017)						
Course	**1 time**	**2 times**	**3 times**	**4 times**	**5 times**	**6 times**
MUAP-1187	2	3	1			
MUAP-2201	1			1		2
MUAP-2205		1				
MUAP-2209		1				
MUAP-2215	2	1				
MUAP-2217		1				
MUAP-2229	2	1		1		
MUAP-2233		2				
MUAP-2237		1			1	
MUAP-2245	1	1	1	1		
MUAP-2249	1	1				
MUAP-2257		1				
MUAP-2258	2	2		1		
MUAP-2261	3	1	1	1		3
MUAP-2262	1	1		1		
MUAP-2269	3	4		1		
MUAP-2277			1			
MUAP-2281	3	9		1		
MUAP-2287		1				
MUAP-2288	1					
MUEN-1121	4	6	5	1	1	1
MUEN-1122	5	8	3	6		
MUEN-1131	2	2				
MUEN-1132	4	4	1			
MUEN-1135	4			1		
MUEN-1136	1	4				
MUEN-1137	6	3		6		3

Table 17: Number of Students by Number of Times Taking Courses, by Course **Source:** Collin College Institutional Research Office (Spring 2017)						
Course	**1 time**	**2 times**	**3 times**	**4 times**	**5 times**	**6 times**
MUEN-1139	4	6	1			2
MUEN-1140	3	6	2	3	1	1
MUEN-1142		9			1	
MUEN-1151		5	3		1	
MUEN-1152	6	4		1	1	1
MUEN-1153	8	9	2	1		
MUSB-1305	33	1				
MUSB-2301	25	1				
MUSB-2350	13					
MUSC-1209	11					
MUSC-1313	13					
MUSC-1321	25					
MUSC-1323	11	2				
MUSC-1327	58	7				
MUSC-1331	30	3				
MUSC-1333	11					
MUSC-1405	28					
MUSC-2351	13					
MUSC-2355	8					
MUSC-2403	2					
MUSC-2427	27					
MUSC-2447	24	1				
MUSC-2448	25					
MUSC-2453	8					
MUSI-1116	39	4	1			
MUSI-1117	17		1			
MUSI-1181	24	1				

Table 17: Number of Students by Number of Times Taking Courses, by Course **Source:** Collin College Institutional Research Office (Spring 2017)						
Course	**1 time**	**2 times**	**3 times**	**4 times**	**5 times**	**6 times**
MUSI-1182	13					
MUSI-1183	22	3				
MUSI-1192	23	3				
MUSI-1303	89	12				
MUSI-1306	642	61	1	1		
MUSI-1307	13	2				
MUSI-1310	91	2	1			
MUSI-1311	37	3	2			
MUSI-1312	18					
MUSI-2117	14	2				
MUSI-2182	21					
MUSI-2312	18	1				
MUSP-1110	1					
MUSP-1113	12					
MUSP-1114	9	1				
MUSP-1127	2	3				
MUSP-1151	4	1				
MUSP-1153	3	1				
MUSP-2230	3					
NURA-1160	28					
PHED-1100	160	16				
PHED-1102	61	5				
PHED-1104	18					
PHED-1106	45	6				
PHED-1111	35					
PHED-1112	33	8	3			
PHED-1115	46	3				

Table 17: Number of Students by Number of Times Taking Courses, by Course **Source:** Collin College Institutional Research Office (Spring 2017)						
Course	**1 time**	**2 times**	**3 times**	**4 times**	**5 times**	**6 times**
PHED-1117	25	5				
PHED-1118	17	1				
PHED-1123	13					
PHED-1125	10	1				
PHED-1126	12		1			
PHED-1129	126	8		1		
PHED-1130	11	1				
PHED-1144	20					
PHED-1147	27				1	
PHED-1164	222	8				
PHED-1301	45	1				
PHED-1304	201	7				
PHED-1306	73	3				
PHED-1336	47	3				
PHED-1338	197	14	1			
PHED-2144	9					
PHED-2356	21					
PHIL-1301	690	70	9	1		
PHIL-1304	90	6				
PHIL-2303	77	1	1			
PHIL-2306	112	4				
PHIL-2321	14					
PHTC-1300	10					
PHTC-1341	12					
PHTC-1343	17					
PHTC-1353	19	2				
PHTC-2340	16	1				

Table 17: Number of Students by Number of Times Taking Courses, by Course **Source:** Collin College Institutional Research Office (Spring 2017)						
Course	**1 time**	**2 times**	**3 times**	**4 times**	**5 times**	**6 times**
PHTC-2343	10	2				
PHTC-2353	7	1				
PHYS-1401	248	40	2			
PHYS-1402	118					
PHYS-1403	242	14				
PHYS-1404	84	4				
PHYS-1405	22					
PHYS-1410	25	1				
PHYS-1415	135	7				
PHYS-1417	48	2				
PHYS-2425	330	32	4			
PHYS-2426	260	24	2			
PLAB-1160	18					
POFI-2331	7					
POFT-1127	14					
POFT-1319	24					
POFT-1329	49	11	3	1		
POFT-1349	11					
POFT-2301	8	1				
POFT-2303	18	2				
POFT-2312	8	1				
PSGT-1205	7					
PSGT-1340	13					
PSGT-1400	14					
PSGT-2205	12					
PSGT-2250	42					
PSGT-2260	5					

Table 17: Number of Students by Number of Times Taking Courses, by Course **Source:** Collin College Institutional Research Office (Spring 2017)						
Course	**1 time**	**2 times**	**3 times**	**4 times**	**5 times**	**6 times**
PSGT-2271	15					
PSGT-2272	42	2				
PSGT-2361	15	1				
PSGT-2411	12					
PSTR-1301	31					
PSTR-1305	29	2				
PSTR-1310	26					
PSTR-1312	16					
PSTR-2331	16					
PSTR-2380	6					
PSYC-1100	153	18	5			
PSYC-1300	517	36	1			
PSYC-2301	1,606	202	46	2		
PSYC-2306	133	8	2	1		
PSYC-2314	463	27	7	1		
PSYC-2315	23					
PSYC-2316	78	10	1			
PSYC-2319	77	6	1			
RBTC-1305	42	2				
RELE-1300	25					
RELE-1301	97	12	2			
RELE-1307	15	1				
RELE-1311	35	4				
RELE-1319	46	1				
RELE-1338	50	6				
RELE-1380	3					
RELE-2301	41	3				

Table 17: Number of Students by Number of Times Taking Courses, by Course **Source:** Collin College Institutional Research Office (Spring 2017)						
Course	**1 time**	**2 times**	**3 times**	**4 times**	**5 times**	**6 times**
RNSG-1118	8	2				
RNSG-1125	52	1				
RNSG-1126	40	2				
RNSG-1128	59	1				
RNSG-1137	180	12				
RNSG-1161	45	2				
RNSG-1163	8	2				
RNSG-1216	52	2				
RNSG-1324	8	2				
RNSG-1430	104	4				
RNSG-1533	80	18				
RNSG-1538	180	12				
RNSG-2138	106					
RNSG-2361	40	9				
RNSG-2362	90	6				
RNSG-2363	53	1		1		
RNSG-2539	106	2	2			
RSPT-1237	10					
RSPT-1361	20					
RSPT-1411	40					
RSPT-2130	20					
RSPT-2139	19	1				
RSPT-2147	20					
RSPT-2217	20					
RSPT-2231	40					
RSPT-2310	20					
RSPT-2361	20					

Table 17: Number of Students by Number of Times Taking Courses, by Course **Source:** Collin College Institutional Research Office (Spring 2017)						
Course	**1 time**	**2 times**	**3 times**	**4 times**	**5 times**	**6 times**
RSTO-1304	16					
RSTO-1325	26	4				
RSTO-2307	10					
RTVB-1329	9	1	1			
RTVB-2330	2					
RUSS-1411	14	2				
RUSS-1412	2	1				
RUSS-2311	2					
SGNL-1401	78	6				
SGNL-1402	40					
SLNG-1207	50					
SLNG-1347	40	1	1			
SLNG-2186	18					
SLNG-2302	21					
SLNG-2303	21					
SLNG-2311	18					
SOCI-1301	843	117	13	1		
SOCI-1306	132	3				
SOCI-2301	24	3				
SOCI-2306	48	2				
SOCI-2319	43	5				
SOCI-2340	16					
SOCW-2361	45	2				
SPAN-1411	349	36	3			
SPAN-1412	135	14	2			
SPAN-2311	34	1				
SPAN-2312	34	3				

Table 17: Number of Students by Number of Times Taking Courses, by Course **Source:** Collin College Institutional Research Office (Spring 2017)						
Course	**1 time**	**2 times**	**3 times**	**4 times**	**5 times**	**6 times**
SPCH-1311	1,363	98	12	1		
SPCH-1315	386	26	1			
SPCH-1318	57	1	1			
SPCH-1321	375	24	3			
SRGT-1171	10					
SRGT-1442	10					
SRGT-2130	10					
SRGT-2561	10					
TECA-1303	39	4				
TECA-1311	39	3	2			
TECA-1318	73	3				
TECA-1354	68	5				
TRVM-1323	21					
TRVM-2341	9	2				
TRVM-2380	2					

Enrollments and average section sizes for all classes are provided in Appendix H. Table 18 below reports the total enrollments by course for 2014-2015, 2015-2016 and 2016-2017.

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
ACCT-2301	1,289	1,360	1,409
ACCT-2302	566	561	604
ACNT-1303	130	123	120
ACNT-1311	19	19	24

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
AERS-1105	5	6	4
AERS-1106	4	4	5
AERS-2103	1	3	10
AERS-2104	2	2	4
ANTH-2301	62	40	36
ANTH-2302	65	84	85
ANTH-2346	189	132	121
ANTH-2351	197	135	157
ARAB-1411	114	97	69
ARAB-1412		33	22
ARCE-1352		12	
ARCE-2352			
ARTC-1302	70	72	88
ARTC-1305	191	189	204
ARTC-1313	32	31	33
ARTC-1317		52	51
ARTC-1321	16	13	
ARTC-1325	285	287	256
ARTC-1327	32	36	36
ARTC-1349	33	8	36
ARTC-1353	47	58	47
ARTC-1394	18	14	
ARTC-2301			
ARTC-2305	27	11	11
ARTC-2311	31	34	31
ARTC-2313			
ARTC-2335	13	23	26

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
ARTC-2340	24	7	
ARTC-2347	13	18	31
ARTC-2349	17	11	
ARTC-2371			11
ARTS-1301	2,433	2,467	2,684
ARTS-1303	134	139	144
ARTS-1304	93	111	122
ARTS-1311	133	116	109
ARTS-1312	46	45	41
ARTS-1313	164	282	469
ARTS-1316	428	414	382
ARTS-1317	82	98	68
ARTS-2311	16	16	16
ARTS-2312	3	4	
ARTS-2316	68	71	57
ARTS-2317	22	33	21
ARTS-2323	50	36	32
ARTS-2324	17	10	8
ARTS-2326	82	64	57
ARTS-2327	34	16	10
ARTS-2333	36	23	27
ARTS-2334	10	13	9
ARTS-2336	12		8
ARTS-2337			
ARTS-2341	41	35	36
ARTS-2342	14	11	14
ARTS-2346	128	129	117

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
ARTS-2347	27	27	32
ARTS-2348	273	252	244
ARTS-2349	47	42	32
ARTS-2356	67	71	68
ARTS-2357		16	
ARTS-2366	27	20	30
ARTS-2367	9	15	2
ARTS-2389			
ARTV-1211	135		
ARTV-1303	70	72	72
ARTV-1341	30	34	34
ARTV-1343	29	29	15
ARTV-1345	67	66	61
ARTV-1351	34	27	24
ARTV-1371		152	164
ARTV-2301	24		
ARTV-2320		10	10
ARTV-2330	8		
ARTV-2335	16	19	30
ARTV-2341	1		
ARTV-2345	27	28	27
ARTV-2351	16	15	19
ARTV-2355			
ARTV-2371	15	14	9
ARTV-2372			
ARTV-2373			
BCIS-1305	996	981	951

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
BCIS-1320			
BCIS-2390			
BIOL-1322	1,441	1,148	1,198
BIOL-1323	166	82	60
BIOL-1406	5,680	5,580	6,021
BIOL-1407	984	998	1,016
BIOL-1408	2,273	2,374	2,360
BIOL-1409	194	262	336
BIOL-1414	80	78	72
BIOL-1415	28	16	12
BIOL-2389	2	1	2
BIOL-2401	2,265	2,288	2,540
BIOL-2402	1,325	1,432	1,558
BIOL-2404	539	582	556
BIOL-2406	74	64	62
BIOL-2416	198	204	178
BIOL-2420	892	880	986
BIOL-2421	278	308	382
BIOM-1280			
BIOM-1355			
BITC-1350			
BITC-1402			
BITC-2350			
BITC-2386			
BITC-2387			
BITC-2411			
BITC-2431	20	20	9

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
BITC-2441			
BMGT-1303			
BMGT-1305	120	176	106
BMGT-1307	89	118	167
BMGT-1313			
BMGT-1327	282	307	344
BMGT-1341	177	204	156
BMGT-1344	55	102	124
BMGT-1391			
BMGT-2303			199
BMGT-2309	166	104	152
BMGT-2310			
BMGT-2311	70	44	68
BMGT-2331			
BMGT-2341	43	41	38
BMGT-2347	146	148	
BMGT-2382	5	1	2
BUSG-2309	133	191	131
BUSI-1301	695	649	620
BUSI-1307	255	259	239
BUSI-1311			
BUSI-2301	482	538	593
CDEC-1313	15	17	40
CDEC-1317			
CDEC-1319	101	77	107
CDEC-1321	17	17	20
CDEC-1323	49	38	38

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
CDEC-1335			
CDEC-1358	20	15	
CDEC-1359	39	41	38
CDEC-1370	34		
CDEC-2166	16	13	7
CDEC-2304	23	35	21
CDEC-2307			7
CDEC-2322	16		13
CDEC-2324	14		9
CDEC-2326			
CDEC-2328	16		11
CDEC-2336	11		
CDEC-2340	17		
CDEC-2371	16	17	14
CDEC-2385	1	1	
CETT-1303	59	69	38
CETT-1305	10	14	
CETT-1325	10	37	33
CETT-1345		11	
CETT-1357		9	
CETT-1380			
CETT-1403			
CETT-1405			
CETT-1409			
CETT-1425			
CETT-1445			
CETT-1457			

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
CETT-2380	1	2	
CHEF-1301	117	109	118
CHEF-1305	143	131	144
CHEF-1310	38	24	36
CHEF-1314	17	20	16
CHEF-1341	48	24	26
CHEF-1345	47	25	27
CHEF-1380			
CHEF-2302			
CHEF-2331	64	53	47
CHEF-2380	19	16	12
CHEF-2581			
CHEM-1405	1,128	1,092	1,138
CHEM-1411	2,174	2,192	2,179
CHEM-1412	854	758	758
CHEM-2389			1
CHEM-2423	300	268	302
CHEM-2425	182	178	156
CHIN-1411	38	45	44
CHIN-1412	9	9	8
COMM-1307	93	99	162
COMM-1335		19	29
COMM-2300	49	27	46
COMM-2301			
COMM-2330	50	46	43
COMM-2331	35	36	35
COMM-2332	18	35	33

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
COMM-2339	25	17	32
COMM-2389		1	1
COSC-1300			
COSC-1301	406	332	286
COSC-1315	398	409	432
COSC-1337	174	196	189
COSC-1436	454	567	597
COSC-1437	134	163	203
COSC-2325	52	56	86
COSC-2336	55	56	62
COSC-2436	55	55	67
COSU-0300	1,210	1,734	
COSU-0301	18	34	23
CPMT-1305	131	111	120
CPMT-1405			
CPMT-1411			
CPMT-2302			
CRIJ-1301	406	373	370
CRIJ-1306	138	137	153
CRIJ-1307	136	122	133
CRIJ-1310	139	112	105
CRIJ-1313	97	57	36
CRIJ-2313	102	115	121
CRIJ-2314	78	54	92
CRIJ-2323	75	67	39
CRIJ-2328	122	105	124
DANC-1101	23		

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
DANC-1110	31	29	27
DANC-1111	3		
DANC-1112		2	2
DANC-1113		2	2
DANC-1128	56	73	49
DANC-1129	11	9	
DANC-1141	129	136	103
DANC-1142	34	38	42
DANC-1145	107	100	54
DANC-1146	36	35	17
DANC-1147	104	81	89
DANC-1148	41	38	31
DANC-1151	5	12	4
DANC-1152	5	10	4
DANC-1201	11		
DANC-1212	2		
DANC-1213	2		
DANC-1222	150	187	101
DANC-1223	31	11	16
DANC-1241			
DANC-1245			
DANC-1247			
DANC-1301		20	26
DANC-2141	32		
DANC-2142	17		
DANC-2145	31		
DANC-2146	15		

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
DANC-2147	1		
DANC-2148			
DANC-2151	3	2	2
DANC-2152	3	2	2
DANC-2212	1		
DANC-2213	1		
DANC-2241			
DANC-2245			
DANC-2247			
DANC-2301			
DANC-2303	651	534	468
DANC-2325	62	46	47
DANC-2341		28	13
DANC-2342		18	7
DANC-2345		26	15
DANC-2346		11	9
DANC-2347		15	4
DFTG-1305	50	46	46
DFTG-1309	154	134	94
DFTG-1317	23		17
DFTG-1333			
DFTG-1345			
DFTG-1371		11	
DFTG-1372		46	19
DFTG-1373			
DFTG-2312			
DFTG-2319	51	35	31

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
DFTG-2321	11		7
DFTG-2328	22	22	22
DFTG-2332	13		
DFTG-2335			3
DFTG-2336	14		
DFTG-2350			18
DFTG-2381	4	4	5
DFTG-2432		17	14
DHYG-1123			
DHYG-1201		32	32
DHYG-1207	15	16	15
DHYG-1211			14
DHYG-1215	30	30	30
DHYG-1219		32	30
DHYG-1227	15	32	30
DHYG-1235	15	16	15
DHYG-1239			14
DHYG-1261	15	16	15
DHYG-1301	32		
DHYG-1304	32	32	32
DHYG-1311	15	15	
DHYG-1319	30		
DHYG-1331	32		
DHYG-1339	15	15	
DHYG-1431		32	32
DHYG-2102			15
DHYG-2153	15	15	15

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
DHYG-2201	15	15	15
DHYG-2202		30	
DHYG-2231	15	15	30
DHYG-2275	30		
DHYG-2361	15	15	15
DHYG-2363	15	15	15
DHYG-2375	15	15	
DRAM-1120	23	12	24
DRAM-1121	27	5	6
DRAM-1161	42	33	40
DRAM-1162	37	29	33
DRAM-1310	886	864	882
DRAM-1322	17	14	16
DRAM-1323	14	16	18
DRAM-1330	6	10	9
DRAM-1341	24	24	22
DRAM-1342	16	15	15
DRAM-1351	97	92	107
DRAM-1352	30	34	35
DRAM-1370			
DRAM-2120			
DRAM-2170			
DRAM-2331			
DRAM-2336	15	29	16
DRAM-2351	32	35	30
DRAM-2352	32	30	35
DRAM-2361	109	105	136

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
DRAM-2362	16	11	9
DRAM-2363	26		
DRAM-2366	66	75	72
DRAM-2367	45	48	47
DRAM-2370			
DRAM-2372			
DRAM-2373			
DRAM-2375			
DRAM-2376			
DSAE-1340		30	126
ECON-1301	643	570	628
ECON-2301	2,659	2,788	3,417
ECON-2302	1,761	1,990	2,146
ECON-2389	2	1	1
ECRD-1111		13	44
EDUC-1200	34	113	
EDUC-1300			1,907
EDUC-1301	233	281	272
EDUC-2301	170	242	225
EECT-1348			13
EECT-1371			
EECT-1380			
EECT-1407			
EECT-1448			
EECT-2337			26
EECT-2375			
EECT-2380	1		

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
EECT-2437			
EECT-2439			
ELMT-2435			
EMSP-1160	96	138	132
EMSP-1161	39		20
EMSP-1162	18	10	19
EMSP-1338			
EMSP-1355	40		40
EMSP-1356	44	32	65
EMSP-1371	110	121	149
EMSP-1438	52	36	67
EMSP-1501	111	116	196
EMSP-2143	39	17	23
EMSP-2160	21	13	14
EMSP-2206		33	66
EMSP-2248	45		
EMSP-2260			
EMSP-2267	20	13	23
EMSP-2305		13	
EMSP-2330	39	13	14
EMSP-2338	20		
EMSP-2434			
EMSP-2444	21	11	44
EMSP-2463			
EMSP-2534	19	11	52
ENGL-001A			
ENGL-0300			

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
ENGL-1301	8,133	8,223	8,760
ENGL-1302	6,324	6,619	7,008
ENGL-2307	35	33	55
ENGL-2308	18	15	
ENGL-2311	337	339	326
ENGL-2322	143	146	140
ENGL-2323	70	61	84
ENGL-2327	513	470	440
ENGL-2328	275	385	381
ENGL-2332	574	580	664
ENGL-2333	234	334	362
ENGL-2342	450	463	591
ENGL-2343	90	75	121
ENGL-2389		1	1
ENGR-1172	16	16	
ENGR-1201	264	214	194
ENGR-1304	37	37	41
ENGR-2106	5	27	27
ENGR-2110	30	8	
ENGR-2300	24	49	
ENGR-2301	58	62	69
ENGR-2302	34	27	25
ENGR-2306	5	27	27
ENGR-2310	30	8	
ENGR-2332	20	16	15
ENGT-1407			
ENTC-1323	22	17	17

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
ENVR-1401	2,142	2,260	2,320
ENVR-1402	388	412	454
FIRS-1301	70	61	75
FIRS-1313	70	61	75
FIRS-1319	70	61	75
FIRS-1323	68	58	73
FIRS-1329	68	58	73
FIRS-1407	70	61	75
FIRS-1433	68	58	73
FIRT-1301	26	24	23
FIRT-1303			
FIRT-1307			
FIRT-1309			
FIRT-1315	9	22	25
FIRT-1327	19	17	21
FIRT-1338	10	12	11
FIRT-1342	63		
FIRT-1343	46		
FIRT-1349	11	5	8
FIRT-1442		37	23
FIRT-1443		24	21
FIRT-2305	47	34	22
FIRT-2307	34	29	22
FIRT-2309	24	15	9
FIRT-2351		9	
FLMC-1301	37	36	35
FLMC-1304			

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
FLMC-1331	29	48	63
FLMC-2305			
FLMC-2331	7	6	9
FREN-1100			
FREN-1110			
FREN-1411	262	207	174
FREN-1412	35	44	40
FREN-2303	2		
FREN-2304	2		
FREN-2311		11	9
FREN-2312		10	
GAME-1303	35	32	26
GAME-1304	12		
GAME-2309			12
GAME-2325	13	19	19
GAME-2341			12
GAME-2342			
GAME-2359	15	15	15
GAME-2386			
GEOG-1301	42	69	85
GEOG-1303	57	26	53
GEOL-1305	76	88	65
GEOL-1401	1,664	1,598	1,528
GEOL-1402			114
GEOL-1403	1,070	898	792
GEOL-1404	88	32	60
GEOL-1405			

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
GEOL-1445	142	92	138
GEOL-1447	68	76	78
GEOL-2389			
GERM-1100			
GERM-1110			
GERM-1411	38	43	34
GERM-1412	13		12
GERM-2311			
GERM-2312			
GISC-1301		14	
GISC-1311			
GISC-1411	42	48	41
GISC-1421	34	12	23
GISC-2231	2	3	2
GISC-2281	2		
GISC-2335		10	
GISC-2402	23	9	15
GISC-2420	10	9	
GOVT-2107	8	12	16
GOVT-2301			
GOVT-2302			
GOVT-2304	47	136	142
GOVT-2305	7,149	7,090	7,650
GOVT-2306	4,603	4,696	4,854
GOVT-2311	45		
GOVT-2389	15	6	15
GRAM-0300			

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
GRPH-1359			
GRPH-1380			
HAMG-1313	31	23	22
HAMG-1319	43		
HAMG-1321	95	94	111
HAMG-1324	78	59	49
HAMG-1340	44	47	27
HAMG-1380			
HAMG-2301	47	54	25
HAMG-2305	14	17	18
HAMG-2307	34	32	18
HAMG-2332	25	19	27
HAMG-2337	23	38	12
HAMG-2380	10	15	5
HAMG-2581			
HART-1256			
HART-1301			
HART-1307			
HART-1403			
HART-1441			
HART-1445			
HART-2449			
HART-2472			
HECO-1307			
HIST-1301	7,007	7,062	7,249
HIST-1302	5,447	5,605	5,787
HIST-2301	449	526	671

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
HIST-2311	185	175	179
HIST-2312	16	33	32
HIST-2321	70	73	57
HIST-2322	64	54	68
HIST-2381			
HIST-2389		1	
HITT-1160	20	19	16
HITT-1255			
HITT-1266			
HITT-1301	149	103	103
HITT-1303		20	10
HITT-1305	611	577	537
HITT-1311	122	96	97
HITT-1341	81	76	111
HITT-1342			
HITT-1345	73	98	104
HITT-1353	142	95	72
HITT-2245			
HITT-2249	25	23	17
HITT-2328			22
HITT-2339	40	41	29
HITT-2343			
HITT-2346	63	67	42
HITT-2361	21	23	15
HITT-2435	75	76	65
HITT-2443	42	38	28
HITT-2471	351	156	158

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
HPRS-1191			
HPRS-1204	194	308	298
HPRS-1271	94	47	55
HPRS-1272		28	20
HPRS-1303			12
HPRS-1310			20
HPRS-1370	14	15	6
HPRS-1470	14	15	6
HPRS-1471	14	15	6
HPRS-1561	12	3	4
HPRS-2201			
HPRS-2232	167	224	130
HPRS-2300	16	19	10
HPRS-2301			50
HPRS-2321			
HPRS-2371			
HPRS-2372			
HPRS-2374			
HRPO-1302			
HRPO-2301	26	52	57
HRPO-2303			
HRPO-2304			
HRPO-2306			
HRPO-2307	63	76	70
HRPO-2331			
HRPO-2381			
HUMA-1301	3,606	2,993	2,911

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
HUMA-1302	7		
IBUS-1301			
IBUS-1302			
IBUS-1305			
IBUS-1341			
IBUS-1354	18	22	23
IBUS-2341	27	66	74
IFWA-1310	102	70	93
IMED-1301	83	79	
IMED-1316	42	32	32
IMED-1341	26	37	27
IMED-1345			
IMED-2301			
IMED-2309	24	23	20
IMED-2311	4	6	3
IMED-2313			
IMED-2315	11	12	8
IMED-2345			
IMED-2359			
INDS-1271			
INDS-1301	41	43	37
INDS-1315			
INDS-1319			
INDS-1341	17	16	21
INDS-1345			9
INDS-1349			
INDS-1351	19	16	22

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
INDS-1352	14	12	11
INDS-1371	48	49	40
INDS-1372	19	21	18
INDS-1373	10	13	13
INDS-1375			
INDS-1380			
INDS-2313			16
INDS-2315		15	6
INDS-2330			
INDS-2335			
INDS-2373			
INDS-2374	14	6	
INDS-2380	4	1	1
INEW-2330	15	12	15
INEW-2338			
INEW-2340	18		6
INTC-1307			
ITAL-1411	14	15	
ITCC-1301			
ITCC-1302			
ITCC-1304			
ITCC-1306			
ITCC-1314			
ITCC-1340			
ITCC-1342			
ITCC-1346			
ITCC-1371	243	196	185

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
ITCC-1374	118	115	110
ITCC-2308			
ITCC-2310			
ITCC-2312			
ITCC-2313			
ITCC-2341			
ITCC-2354	20		
ITCC-2355	15		
ITCC-2356	11		
ITCC-2370	20	15	17
ITCC-2371	51	59	64
ITCC-2372	48	52	59
ITCC-2374		16	7
ITCC-2375		16	5
ITCC-2376		8	6
ITCC-2432			
ITCC-2436			
ITCC-2440			
ITCC-2444			
ITCC-2450			
ITCC-2451			
ITCC-2452			
ITCC-2453			
ITCC-2454			
ITCC-2455			
ITCC-2456			
ITCC-2470			

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
ITCC-2471			
ITCC-2472			
ITCC-2473			
ITMT-1300			
ITMT-1370	67	70	71
ITMT-1371			
ITMT-1372			
ITMT-1373			
ITMT-1374			
ITMT-1440			
ITMT-1450			
ITMT-1455			
ITMT-2301	115		
ITMT-2302	17		
ITMT-2322	14		
ITMT-2351	74		
ITMT-2356	15		
ITMT-2370		115	105
ITMT-2371		72	68
ITMT-2372		16	18
ITMT-2373		8	11
ITMT-2374		9	8
ITMT-2400			
ITMT-2401			
ITMT-2402			
ITMT-2422			
ITMT-2440			

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
ITMT-2451			
ITMT-2456			
ITNW-1351			
ITNW-1358	219	211	212
ITNW-1370	14	18	17
ITNW-1380			
ITNW-1449			
ITNW-1451			
ITNW-1454			
ITNW-2346			
ITNW-2350			
ITNW-2373	12	13	19
ITNW-2374	8	8	
ITNW-2375	10	10	12
ITNW-2376			
ITNW-2380	2	1	2
ITNW-2471			
ITNW-2473			
ITNW-2474			
ITNW-2475			
ITSC-1305	16	35	38
ITSC-1309	27	14	14
ITSC-1316	44	62	81
ITSC-2339	12	2	5
ITSC-2380	5	6	4
ITSE-1301	50	47	80
ITSE-1306	14	14	

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
ITSE-1311	277	204	171
ITSE-1330	18	47	24
ITSE-1332	48	43	39
ITSE-1347			
ITSE-1356	25	22	
ITSE-1359			
ITSE-1370	21	21	
ITSE-1371	23	16	9
ITSE-1373	10		14
ITSE-1374			20
ITSE-1392			
ITSE-2301			
ITSE-2302	48	35	44
ITSE-2304			
ITSE-2309	69	57	56
ITSE-2310			15
ITSE-2313	20		
ITSE-2334			
ITSE-2338	18	12	
ITSE-2353	20		9
ITSE-2371		6	
ITSE-2380			
ITSW-1304	129	172	144
ITSW-1307	136	134	138
ITSW-1310			37
ITSW-2370			
ITSY-1300	86	65	60

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
ITSY-1400			
ITSY-2300	88	79	80
ITSY-2301	42	38	34
ITSY-2341	54	40	25
ITSY-2342	45	43	40
ITSY-2343	39	33	33
ITSY-2371			
ITSY-2572	11	12	10
JAPN-1411	48	46	45
JAPN-1412	32	15	23
JAPN-2311	17		15
LEAD-1301			
LEAD-2301			
LGLA-1303	77	58	58
LGLA-1305	42	48	54
LGLA-1307	139	87	113
LGLA-1323		16	
LGLA-1342	62	61	77
LGLA-1343	22		26
LGLA-1344	37	29	42
LGLA-1351	61	39	49
LGLA-1353	28	49	34
LGLA-1355	63	44	31
LGLA-1380	4	1	2
LGLA-2239			
LGLA-2303	78	55	46
LGLA-2307		22	24

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
LGLA-2311	49	43	13
LGLA-2313	44	25	20
LGLA-2323	37	17	7
LGLA-2333	49	21	46
LGLA-2339	44	32	28
MATH-001A			
MATH-1314	4,964	5,213	5,309
MATH-1316	1,182	568	447
MATH-1324	463	612	623
MATH-1325	896	1,002	1,058
MATH-1332	635	494	560
MATH-1342	2,216	2,128	2,451
MATH-1350	156	157	188
MATH-1351	109	112	126
MATH-1376	223	274	284
MATH-1414	701	524	428
MATH-2305	61	55	54
MATH-2312	599		
MATH-2318	116	106	134
MATH-2320	135	156	167
MATH-2373	106	117	141
MATH-2412		1,307	1,484
MATH-2413	634	732	848
MATH-2414	488	533	636
MATH-2415	209	215	252
MATH-2417	23		
MATH-2419	12		

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
MDCA-1343			
MDCA-1348			
MDCA-1409			
MILS-1142			
MILS-1180			
MRKG-1301	29	30	66
MRKG-1302			
MRKG-1311	265	234	264
MRKG-1380			
MRKG-2312	41	25	12
MRKG-2333		29	31
MRKG-2348	24	45	50
MRKG-2349	21	43	71
MRKG-2381	3	4	4
MRMT-1267			
MRMT-1307			
MRMT-2333			
MRMT-2371			
MUAP-1101	6	3	3
MUAP-1105			2
MUAP-1109			
MUAP-1113	1		1
MUAP-1115	2	2	
MUAP-1117			
MUAP-1125			
MUAP-1129	1	3	3
MUAP-1133	1	1	

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
MUAP-1137			
MUAP-1141			
MUAP-1145	2	1	1
MUAP-1149	1	1	
MUAP-1153		2	
MUAP-1157		1	
MUAP-1158		1	3
MUAP-1161	11	12	12
MUAP-1162	2	3	6
MUAP-1165			
MUAP-1169	23	13	22
MUAP-1170			
MUAP-1177		2	3
MUAP-1181	19	14	14
MUAP-1184			
MUAP-1187	12	6	8
MUAP-1188		2	
MUAP-1189			
MUAP-1190			
MUAP-1191			
MUAP-1195			
MUAP-2201	4	10	7
MUAP-2205	1		2
MUAP-2209		1	2
MUAP-2213	3		
MUAP-2215	4		4
MUAP-2217	2	3	2

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
MUAP-2225			
MUAP-2229	4	2	5
MUAP-2233	3	6	4
MUAP-2237	6	6	4
MUAP-2241	2	2	1
MUAP-2245	3	7	8
MUAP-2249		1	3
MUAP-2253			
MUAP-2257	1		6
MUAP-2258	3	3	8
MUAP-2261	20	16	17
MUAP-2262	7	6	6
MUAP-2265			
MUAP-2269	10	11	15
MUAP-2270			
MUAP-2277		5	2
MUAP-2281	42	28	25
MUAP-2284			
MUAP-2287	4	2	1
MUAP-2288	1	1	1
MUAP-2289			
MUAP-2295	18	18	
MUEN-1121	29	39	31
MUEN-1122	60	51	48
MUEN-1131	16	20	9
MUEN-1132	16	14	18
MUEN-1133			

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
MUEN-1134			
MUEN-1135	11	11	9
MUEN-1136			9
MUEN-1137	40	32	38
MUEN-1138	13	15	
MUEN-1139	24	34	26
MUEN-1140	38	32	41
MUEN-1141		9	
MUEN-1142	32	22	23
MUEN-1151	14	15	18
MUEN-1152	40	21	21
MUEN-1153	60	29	39
MUSB-1305	152	111	104
MUSB-1341	16		8
MUSB-2301	71	67	54
MUSB-2345	14	14	
MUSB-2350	2	3	29
MUSB-2355			
MUSB-2380	4	8	
MUSC-1171			
MUSC-1172			
MUSC-1209			11
MUSC-1303			
MUSC-1313	27	20	29
MUSC-1321	66	58	59
MUSC-1323	43	48	51
MUSC-1327	145	130	147

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
MUSC-1331	72	86	67
MUSC-1333	14	12	11
MUSC-1405	37	62	44
MUSC-2313	1	2	
MUSC-2314			
MUSC-2330			
MUSC-2345	1		
MUSC-2351	26	14	25
MUSC-2355	18	29	18
MUSC-2356	12	12	2
MUSC-2403	4	10	11
MUSC-2427	79	44	51
MUSC-2447	51	49	25
MUSC-2448	38	38	25
MUSC-2453	10		8
MUSI-1114	53	52	
MUSI-1115	18	24	
MUSI-1116	75	70	85
MUSI-1117	22	18	18
MUSI-1161		11	
MUSI-1181			40
MUSI-1182			13
MUSI-1183	44	46	54
MUSI-1184	5	1	
MUSI-1192	129	88	60
MUSI-1193	24	9	
MUSI-1301			

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
MUSI-1303	237	193	230
MUSI-1304			
MUSI-1306	1,544	1,490	1,581
MUSI-1307	40	33	41
MUSI-1310	148	204	265
MUSI-1311	57	54	66
MUSI-1312	15	13	18
MUSI-1386	14		
MUSI-2114	15	16	
MUSI-2115	14	8	
MUSI-2116	20	18	18
MUSI-2117	16	16	16
MUSI-2181			26
MUSI-2182			21
MUSI-2183			
MUSI-2184			
MUSI-2192	8	2	
MUSI-2193			
MUSI-2311	24	19	21
MUSI-2312	22	16	19
MUSP-1104			
MUSP-1105			
MUSP-1110	5	5	4
MUSP-1113	28	30	23
MUSP-1114		7	15
MUSP-1117			
MUSP-1127	11	8	11

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
MUSP-1151	8	4	5
MUSP-1153	2	4	4
MUSP-1202			
MUSP-2230	7	4	4
MUSP-2233			
MUSP-2235	2	1	
NURA-1160	20	30	28
NURA-1301	40	60	60
PHED-1100	952	575	409
PHED-1102	163	149	128
PHED-1104	105	92	39
PHED-1106	397	267	144
PHED-1111	163	83	73
PHED-1112	120	105	90
PHED-1114	142	74	14
PHED-1115	76	112	103
PHED-1116	20		19
PHED-1117	131	84	71
PHED-1118	41	39	32
PHED-1119			
PHED-1120	46		
PHED-1121	5		
PHED-1123	96	52	27
PHED-1125	112	58	36
PHED-1126	121	82	40
PHED-1127	36		
PHED-1129	368	363	297

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
PHED-1130	32	32	24
PHED-1131	20	30	16
PHED-1136	25		
PHED-1137	14		
PHED-1140	50		
PHED-1142	26	23	24
PHED-1144	24	20	20
PHED-1147	86	35	28
PHED-1164		413	463
PHED-1301	80	94	119
PHED-1304	276	336	450
PHED-1306	119	120	136
PHED-1336	129	157	129
PHED-1337	25		
PHED-1338	769	433	458
PHED-2142	17	20	16
PHED-2144	15	16	9
PHED-2156	12	16	
PHED-2356	21	22	51
PHIL-1301	1,665	1,578	1,645
PHIL-1304	290	231	261
PHIL-1317			
PHIL-2303	162	147	147
PHIL-2306	181	212	210
PHIL-2307	11		
PHIL-2321	51	77	49
PHTC-1300			10

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
PHTC-1311			
PHTC-1341	2	16	12
PHTC-1343			17
PHTC-1345	17		17
PHTC-1351		15	
PHTC-1353	30	25	39
PHTC-1371			
PHTC-2331	18	18	
PHTC-2340		17	17
PHTC-2341			
PHTC-2342		14	
PHTC-2343	12	15	12
PHTC-2349			
PHTC-2353	16	7	17
PHTC-2371			
PHYS-1401	730	660	626
PHYS-1402	192	172	192
PHYS-1403	422	520	511
PHYS-1404	80	82	126
PHYS-1405	16	72	38
PHYS-1410	42	36	50
PHYS-1415	285	293	287
PHYS-1417	96	88	90
PHYS-2425	578	684	802
PHYS-2426	368	442	482
PLAB-1160		13	18
PLAB-1323		34	36

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
PLAB-1360			
POFI-1301			
POFI-2301	54	34	19
POFI-2331	13	11	7
POFL-1359			
POFM-1300			
POFT-1127	78	44	36
POFT-1307	39	12	25
POFT-1319	30	26	24
POFT-1329	222	123	157
POFT-1349	10	14	11
POFT-2203			
POFT-2301	38	21	32
POFT-2303	32	29	20
POFT-2312	13	24	9
POFT-2380	1		
PSGT-1205	13	16	7
PSGT-1215	30	34	20
PSGT-1260		3	5
PSGT-1310	30	34	21
PSGT-1340	13	19	13
PSGT-1400	26	38	26
PSGT-1573		3	6
PSGT-2205	20	28	46
PSGT-2250	18	28	42
PSGT-2260		3	5
PSGT-2271	9	11	15

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
PSGT-2272	18	28	44
PSGT-2360	10	11	16
PSGT-2361	9	11	16
PSGT-2411	20	28	46
PSTR-1301	74	77	73
PSTR-1305	30	44	31
PSTR-1306	31	30	13
PSTR-1310	44	38	26
PSTR-1312			16
PSTR-1340			
PSTR-1342			
PSTR-1343			
PSTR-2301	15	32	26
PSTR-2307	16	30	22
PSTR-2331	15	15	16
PSTR-2350			
PSTR-2380	10	13	6
PSYC-1100	197	463	365
PSYC-1300	677	917	1,257
PSYC-2301	4,300	3,974	4,183
PSYC-2302			
PSYC-2306	340	289	276
PSYC-2314	958	902	920
PSYC-2315	51	42	36
PSYC-2316	70	135	141
PSYC-2319	203	195	154
PSYC-2371			

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
PSYC-2372			
RBTC-1305	63	35	66
RBTC-1405			
RBTC-2345			
RELE-1300	44	58	48
RELE-1301	237	253	231
RELE-1303			
RELE-1307	36	34	29
RELE-1311	69	98	89
RELE-1315	19	13	15
RELE-1319	66	93	96
RELE-1321	17	16	
RELE-1325			
RELE-1338	109	138	127
RELE-1380	5		3
RELE-2301	61	89	87
RELE-2331			
RELE-2381			
RNSG-1118		17	27
RNSG-1125		111	95
RNSG-1126		95	129
RNSG-1128		126	116
RNSG-1137		252	312
RNSG-1161	104	107	90
RNSG-1163	17	17	27
RNSG-1170	125		
RNSG-1171	109		

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
RNSG-1172	17		
RNSG-1216		228	97
RNSG-1219			
RNSG-1227			
RNSG-1229			
RNSG-1271	111		
RNSG-1324		17	27
RNSG-1360			
RNSG-1361			
RNSG-1430		228	194
RNSG-1461			
RNSG-1471	169		
RNSG-1523			
RNSG-1533		190	274
RNSG-1538		252	312
RNSG-2138		241	198
RNSG-2172	98		
RNSG-2173	217		
RNSG-2174	118		
RNSG-2207	44		
RNSG-2361	99	95	137
RNSG-2362	110	126	156
RNSG-2363	62	121	103
RNSG-2371	17		
RNSG-2460			
RNSG-2504			
RNSG-2514			

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
RNSG-2535	46		
RNSG-2539		241	206
RNSG-2561	46		
RNSG-2572	197		
RNSG-2573	213		
RNSG-2574	118		
RSPT-1160	24	21	23
RSPT-1201	50	44	50
RSPT-1207	14	16	11
RSPT-1237	20	24	18
RSPT-1307	24	22	24
RSPT-1361	23	21	20
RSPT-1410	50	44	48
RSPT-1411	46	42	40
RSPT-2130	21	20	20
RSPT-2139	30	20	20
RSPT-2147			20
RSPT-2217	23	21	20
RSPT-2231	42	40	40
RSPT-2247	21	20	
RSPT-2255	22	20	40
RSPT-2310	46	21	20
RSPT-2317			
RSPT-2353	22	20	20
RSPT-2355			
RSPT-2360	22	20	20
RSPT-2361	21	20	20

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
RSPT-2453			
RSTO-1301			
RSTO-1304	17	20	16
RSTO-1325	61	74	53
RSTO-1380			
RSTO-2307	16	15	24
RTVB-1329	48	49	28
RTVB-2330		9	6
RTVB-2340			
RUSS-1411	11	31	29
RUSS-1412	16	5	10
RUSS-2311	5	3	2
SGNL-1401	176	135	176
SGNL-1402	65	55	52
SGNL-2301	42	22	
SGNL-2302	28	35	22
SLNG-1207		38	50
SLNG-1211		8	
SLNG-1215		55	42
SLNG-1311	42		
SLNG-1321	16	14	
SLNG-1347	51	26	61
SLNG-1350			27
SLNG-1447			
SLNG-2186			18
SLNG-2266	4		
SLNG-2267			

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
SLNG-2301	16	20	26
SLNG-2302	11	19	21
SLNG-2303		17	21
SLNG-2311			18
SLNG-2331	6		
SLNG-2403	10		
SMFT-1471			
SOCI-1301	2,709	2,356	2,214
SOCI-1306	216	306	322
SOCI-2301	88	97	72
SOCI-2306	107	93	99
SOCI-2319	88	98	93
SOCI-2340	20	14	16
SOCW-2361	41	55	85
SPAN-1300			
SPAN-1411	871	837	853
SPAN-1412	247	289	265
SPAN-2311	63	81	99
SPAN-2312	41	45	59
SPAN-2322			
SPCH-1311	3,415	3,092	3,024
SPCH-1315	1,009	924	915
SPCH-1318	120	117	117
SPCH-1321	676	682	822
SPCH-2335		24	24
SRGT-1160			
SRGT-1161			

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
SRGT-1171	15	16	10
SRGT-1301			
SRGT-1409			
SRGT-1441		20	10
SRGT-1442		16	10
SRGT-1461		21	10
SRGT-1541	16		
SRGT-1542	15		
SRGT-1561	15		
SRGT-2130	15	16	10
SRGT-2260			
SRGT-2361			
SRGT-2561	15	16	10
TECA-1303	109	85	98
TECA-1311	119	111	91
TECA-1318	159	118	137
TECA-1354	210	191	177
TRVM-1323	16	21	21
TRVM-1327	27	44	29
TRVM-1380	2		
TRVM-2301	45	43	43
TRVM-2333			
TRVM-2341	16	38	11
TRVM-2355	16	18	
TRVM-2380	2	5	5
WLDG-1408			
WLDG-1471			

Table 18: Total Enrollments by Course for 2014-15, 2015-16 and 2016-17 **Source**: Collin College Institutional Research Office			
Course	**2014-2015**	**2015-2016**	**2016-2017**
WLDG-2471			

Analysis of the data presented above could be useful in curricular revision. An analysis of this long list of courses was not possible in this review.

A report of program completions by reverse transfer students attending Collin College in Fall 2016 (see Appendix N) revealed that 55 reverse transfer students for Fall 2016 alone were missing only the sophomore literature class in order to complete the AA. A more recent report (see also Appendix N) for Fall 2017 reveals 56 students need only the sophomore literature course to complete an AA. The committee investigated probably transfer programs at Collin's top five transfer universities, consulted with the former and current Faculty Leads for English, and surveyed the 55 reverse transfer students for information. The investigation of probable transfer programs revealed that few programs currently require a literature course. The former Faculty Lead for English confirmed that the literature course was originally included in the AA program because at that time most universities required the course. In an attempt to confirm students' reasons for not completing the literature course, the 55 Fall 2016 reverse transfer students were emailed and asked why they did not complete the literature course. Only three students responded, but all indicated that their university programs did not require the course. Their actual responses were:

- "…My bachelors degree did not require it so I didn't see the need to take it…"
- "The 4 year accounting bachelor's degree at TAMUC that I was shooting for did not require that class…"
- "…I transferred and completed a Bachelor's of Science degree at UTD. It was not convenient for me to spend the additional money to complete an additional literature course. I was not interested in studying literature, I woul [sic.] have preferred to substitute this with mathematics or something else. I feel the AA degree limits much of my freedom in picking what I want to study and is more of a catch-all for most students - as if to keep them well-rounded…"

It is evident that some students—perhaps a significant number—do not complete the AA simply because they do not need the literature course for their baccalaureate degree. It is also evident that fewer universities require a literature course for the programs into which many of Collin's students transfer. One solution that received unanimous support from committee members was to promote completion of the associate degrees. One of the strongest arguments for completion is that a student would hold an associate degree regardless of whether further academic achievements were realized. Other arguments fall flat in light of the additional time and money needed and in light of the lack of curricular alignment between Collin's curriculum and that of transfer institutions.

Several entities are responsible for monitoring the curriculum associated with the associate degrees:

- The Curriculum Advisory Board has been tasked with reviewing every course in the core to determine its alignment with the THECB's Core Objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility and Social Responsibility. The Core Objective Assessment Team assists with this assessment.
- The Academic Services / Curriculum Office is responsible for the following activities:
    - Ensure that Collin College is in compliance with the policies of Collin's Board of Trustees, the Texas Higher Education Coordinating Board (THECB), and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
    - Provide administrative and compliance support to the Curriculum Advisory Board (CAB).
    - Assist deans, discipline leads and faculty in developing new academic courses for the curriculum, ensuring transferability as appropriate; provide administrative and compliance support to deans, discipline leads and faculty who wish to propose a curriculum matter to the CAB.
    - Serve as a resource to discipline leads in establishing goals, objectives, and learning outcomes of proposed program curricula and identifying and validating related skill standards.
    - Serve as liaison to Core Objectives Assessment Team (COAT). Provide administrative support, conduct assessment, and prepare institutional documentation and reporting of general education outcomes.
- Faculty, Faculty Leads, Associate Deans, Deans are responsible for continuous curricular review and revision for their disciplines.

Full results from the 2015-2016 Core Objectives Assessment (see Appendix O) indicate how effective core classes are in meeting core learning objectives. In 2015, communication skills, personal responsibility and empirical and quantitative skills were assessed with the following results.

Table 20: Core Assessment Results for 2015
Source: Collin College Academic Services

Core Objectives	Categories/Aspects	% Student Meeting Standard
Communication Skills (N = 201) Students with 30+ core credit hours completed	Development	66%
	Expression	66%
	Interpretation	67%
Critical Thinking (N = 198) Students with 12-15 core credit hours completed	Analysis	65%
	Inquiry	50%
	Evaluation	59%
	Synthesis	41%
	Creativity/Innovation	38%
Personal Responsibility (N = 152)	Understanding choices	37%
	Understanding actions	43%

Table 20: Core Assessment Results for 2015 **Source:** Collin College Academic Services		
Students with 30+ core credit hours completed	Understanding consequences	40%
Empirical & Quantitative Skills (N = 136) Students with 30+ core credit hours completed	Interpretation	49%
	Representation	75%
	Calculation	40%
	Application/Analysis	46%
	Communication	41%

In 2016, social responsibility, critical thinking and teamwork objectives were assessed. Following are those results.

Table 21: Core Assessment Results for 2016 **Source:** Collin College Academic Services		
Core Objectives	**Categories/Aspects**	**% Student Meeting Standard**
Social Responsibility (N = 192) Students with 12-15 core credit hours completed	Intercultural competence	41%
	Civic responsibility	46%
	Global Communities	41%
Social Responsibility (N = 168) Students with 30+ core credit hours completed	Intercultural competence	41%
	Civic responsibility	47%
	Global Communities	43%
Critical Thinking (N = 198) Students with 12-15 core credit hours completed	Analysis	65%
	Inquiry	50%
	Evaluation	59%
	Synthesis	41%
	Creativity/Innovation	38%
Critical Thinking (N = 198) Students with 30+ core credit hours	Analysis	62%
	Inquiry	47%
	Evaluation	59%

Table 21: Core Assessment Results for 2016 **Source:** Collin College Academic Services		
completed	Synthesis	39%
	Creativity/Innovation	42%
Teamwork (N = 290) Students with 12-15 core credit hours completed	Contributes to meetings	94%
	Facilitates completion outside of meetings	95%
	Individual contributions	96%
	Fosters constructive team climate	97%
	Responds to conflict	94%
Teamwork (N = 546) Students with 30+ core credit hours completed	Contributes to meetings	96%
	Facilitates completion outside of meetings	96%
	Individual contributions	96%
	Fosters constructive team climate	98%
	Responds to conflict	97%

The above results indicate that instruction in teamwork has been successful but instruction in other areas (Social Responsibility, Critical Thinking, Communication Skills, Personal Responsibility, and Empirical & Quantitative Skills) could be more effective.

Additional insight into whether "we're doing things right" is offered in student evaluations of instruction. Following are the district averages for all courses for Fall 2016. The averages of "Strongly Agree" and "Agree" alone are given for traditional classes, for labs and for online classes.

Table 22: Average of Ratings from Student Evaluations of Instruction for Fall 2016 **Source:** Collin College Institutional Research Office	
Traditional (Face-to-Face) Classes (N = 45,260)	
Criteria	**Percentage "Strongly Agree"/"Agree" Ratings**
Provides information necessary to meet the course goals	96%
Organizes this course's content well	93%
Is well prepared for class meetings	95%
Uses a variety of teaching methods (when appropriate)	87%
Is enthusiastic about the subject of this course	96%

Table 22: Average of Ratings from Student Evaluations of Instruction for Fall 2016 **Source:** Collin College Institutional Research Office	
Traditional (Face-to-Face) Classes (N = 45,260)	
Criteria	**Percentage "Strongly Agree"/"Agree" Ratings**
Seems comfortable with the students in this course	96%
Shows genuine interest in students' ideas	94%
Explains the materials clearly	90%
Motivates me to do my best work	89%
Asks questions that challenge me to think	91%
Treats students with respect	97%
Uses examples to clarify important concepts	95%
Makes me feel free to ask questions in class	94%
Answers questions carefully and completely	93%
Listens attentively to what students have to say	96%
Is available for consultation	94%
Labs (N = 6,327)	
Criteria	**Percentage "Strongly Agree"/"Agree" Ratings**
Provides information necessary to meet the course goals	93%
Is enthusiastic about the subject of this course	94%
Shows genuine interest in students' ideas	90%
Treats students with respect	95%
Answers questions carefully and completely	89%
Uses a variety of teaching methods (when appropriate)	85%
Motivates me to do my best work	87%
Listens attentively to what students have to say	93%
Seems comfortable with the students in this course	94%
Makes me feel free to ask questions	91%
Organizes the sessions well	88%
Web/Online (N = 2,215)	
Criteria	**Percentage "Strongly Agree"/"Agree" Ratings**

Table 22: Average of Ratings from Student Evaluations of Instruction for Fall 2016 **Source:** Collin College Institutional Research Office	
Traditional (Face-to-Face) Classes (N = 45,260)	
Criteria	**Percentage "Strongly Agree"/"Agree" Ratings**
Provides information necessary to meet the course goals	94%
Organizes this course's content well	92%
Is well prepared for class meetings	86%
Uses a variety of teaching methods (when appropriate)	78%
Is enthusiastic about the subject of this course	86%
Seems comfortable with the students in this course	82%
Shows genuine interest in students' ideas	81%
Provides feedback on assignments in a reasonable time	86%
Treats students with respect	92%
Encourages active participation	88%
Responds to questions in a reasonable time	88%
Answers questions carefully and completely	87%
Is available for consultation	87%
Clearly states course expectations	94%
Challenges me to do my best work through course questions	88%

While student responses are low for web-based classes, at least 78% of all ratings for each criterion are "Strongly Agree" or "Agree," indicating that instruction is effective by students' standards.

These data appear to be mostly consistent with 2016 Ruffalo Noel Levitz Student Satisfaction Inventory (SSI) as summarized below for overall experience and for instructional effectiveness. Average ratings fell for two measures in 2016, but ratings are generally high.

Table 23: SSI Responses for Satisfaction with College and Re-enrollment **Source:** 2016 Ruffalo Noel Levitz Student Satisfaction Inventory						
Question	**2012**		**2014**		**2016**	
	Collin	**Peer**	**Collin**	**Peer**	**Collin**	**Peer**
96. So far, how has your college experience met your expectations?	5.03	4.81	4.95	4.86	4.83	4.87
97. Rate your overall satisfaction with your experience here thus far.	5.71	5.46	5.64	5.51	5.47	5.52
98. All in all, if you had to do it over, would you enroll here again?	6.21	5.72	6.05	5.74	5.83	5.75

Noel Levitz ratings for instructional effectiveness provide a more critical view of instruction, one that seems somewhat inconsistent with ratings from Collin's student evaluations of instructional effectiveness.

Table 24: SSI Responses for Instructional Effectiveness **Source:** 2016 Ruffalo Noel Levitz Student Satisfaction Inventory		
Statements	**% Students Indicating Importance**	**% Students Satisfied**
Nearly all the faculty are knowledgeable in their fields.	90%	69%
I am able to experience intellectual growth here.	89%	73%
There is a good variety of courses provided on this campus.	88%	71%
Faculty provide timely feedback about student progress in a course.	88%	60%
Faculty are usually available after class and during office hours.	85%	70%
The quality of instruction I receive in most classes is excellent.	91%	63%

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 2020 at https://www.collin.edu/aboutus/pdfs/201610StrategicPlanVision2020.pdf. Students at Collin College are able to check their 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. It also periodically runs a report to identify associate degree completers and to identify the courses that near non-completers lack in completing an associate degree at Collin.

Students have access to Cougar Compass (https://freestone.collin.edu/selfservice/audit/read.html) which they can use to confirm their own completion progress of the degree program which they claimed to be following. They receive clear indication of coursework that is to be completed, and they can explore completion progress toward other degrees in which they might be interested.

The Core, AA and AS curricula are 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:

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 can be found at http://inside.collin.edu/iro/noellevitz.html . Only 52% reported a satisfactory experience in 2016 with awareness of academic and career planning resources online, showing no change from reporting collected in 2014.

B. Provide program website URLs (for 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.

a. **Academic Programs:** http://www.collin.edu/academics/programs/AcadPrg.html
b. **Associate of Arts:** http://www.collin.edu/academics/programs/AA_Page.html

c. **Associate of Science:** http://www.collin.edu/academics/programs/AS_Page.aspx
d. **Collin College 2017-2018 Catalog (pp. 58-62):** http://www.collin.edu/academics/pdf/20172018CatalogSPRING.pdf
e. **Schedules and Registration Guides:** http://www.collin.edu/academics/class_schedule.aspx
f. **General Education Core:** http://www.collin.edu/academics/programs/pdf/corecompletion.pdf
g. **Collin College Course Descriptions:** http://www.collin.edu/academics/programs/pdf/coursedesc.pdf
h. **TransferU:**
    a. **General information and Fairs:** http://www.collin.edu/transferu/
    b. **Articulation agreements:** http://www.collin.edu/photography/transfer.html
    c. **Pre-admission Partnerships:** http://www.collin.edu/transferu/Pre-admnProg.html

The course catalog is currently in PDF format only. It is being reformatted for clarity and ease of use for AY 2018-19. Discussions are being held about moving the catalog to a web-based format.

TransferU websites are being updated for clarity, ease of use and content. Articulation agreements, especially 2+2 agreements will be highlighted as will transfer resources that will provide assistance to all students.

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

Public Relations coordinates an annual review of the catalog and a semester-by-semester review of the registration guide. This process is currently being reviewed, with the possible elimination of the registration guide and the redesign of the catalog as an online document.

Academic Services coordinates the updating of catalog entries, including course descriptions, certificate/degree plans, etc. Academic Services also updates related webpages. These changes are made immediately in all documents. The reformatting of the course catalog as an online searchable document will allow interfacing with Banner, thus enabling immediate updates and coordination of documents.

TransferU websites are currently being revised. They are updated as circumstances necessitate, but a plan for systematic review is being implemented. A cataloging system for university agreements will also be in place by Spring 2018; this system will allow the TransferU office to manage agreements so that all information, including webpages and paper documents, can be kept current.

D. In the Program Literature Review Table, below, document that the elements of information listed on the website and in brochures (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) were verified for currency, accuracy, relevance, and are readily available to students and the public.

ACADEMIC PROGRAM REVIEW REV. 8-10-2016

Table 25: 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	https://www.collin.edu/gettingstarted/advising/MAPP.html	Fall 2014
College Level Math Assessment	https://www.collin.edu/studentresources/testing/availabletesting/placement.aspx	1/20/17
ESL Assessments	https://www.collin.edu/studentresources/testing/availabletesting/esl_assessments.html	10/17/16
Advanced Placement Examination (AP)	https://www.collin.edu/studentresources/testing/creditbyexam/ap.html	
College Level Examination Program (CLEP)	https://www.collin.edu/studentresources/testing/creditbyexam/clep.html	11/7/16
International Baccalaureate Diploma (IB)	https://www.collin.edu/studentresources/testing/creditbyexam/ib.html	
Institutional Credit by Exam	https://www.collin.edu/studentresources/testing/creditbyexam/departmentalexaminations.html	2/7/17
Overall policy for acceptance of credit by exam can be found on the website	https://www.collin.edu/studentresources/testing/creditbyexam/	
Collin Higher Education Center	Brochure	

Table 25: Program Literature Review		
TransferU	http://www.collin.edu/transferu/ http://www.collin.edu/transferu/TranGde.html http://www.collin.edu/transferu/Pre-AdmnProg.html http://www.collin.edu/transferu/CrsEquivTools.html	12/18/17

Table 26: Program Literature Review				
Title	Type (i.e. URLs, brochures, handouts, etc.)	Date of Last Review/Update		Responsible Party
SEE INFORMATION IMMEDIATELY ABOVE			☐ Current ☐ Accurate ☐ Relevant ☐ Available	

8. How well are we leveraging partnership resources and building relationships, and how do we know?

A. Make a case with evidence that the program enlists partnerships (with government, college, university, community, or other) to advance program outcomes.

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 and advising for prospective and current students. The Director of Academic Partnerships in the TransferU office coordinates CHEC partner activities at CHEC. The director is currently working with CHEC partners to expand course offerings, especially daytime offerings, and promotion of CHEC with Collin College students and faculty.

Collin College has ten pre-admission partnerships with Texas public and private universities. These include Austin College, Baylor University, Dallas Baptist University, Southern Methodist University, Texas A&M-Commerce, Texas Tech University, Texas Woman's University, Texas Wesleyan University, The University of Texas at Dallas and the University of North Texas. The Director of Academic Partnerships is currently

assessing the effectiveness of these partnerships, working toward enhancing benefits for students and attempting to increase the number of such partnerships.

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

Collin College and Allen Independent School District are partnering to build the Collin Technical Center that is scheduled to open in Fall 2020 (https://www.collin.edu/news/newsfiles/publicationsandcovers/2017springConnection.pdf).

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.

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: JC Penney, 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.

Collin College is partnering with the Texas Association of Community Colleges, Complete College America and the Charles A Dana Center to host the North Texas Regional Co-requisite Convening during Spring 2018, which provide professional development to faculty and staff engaged in the co-requisite model at regional institutions.

B. Complete the Partnership Resources Table, below

Table 27: Partnership Resources		
Partner	Description (See Points to Consider)	Briefly Describe Partnership Value to Program
Rockwall ISD	Independent School District	Providing facilities for Spring and Summer 2018 classes; Dr. Burton College & Career Academy will house Collin classes starting Fall 2018
Allen Independent School District	Independent School District	Building of Collin Technical Center
Anna High School, Celina High School, Allen High School, Community High School, Blue Ridge High School, Centennial High School, Fusion Academy, Legacy Prep Charter, Farmersville High School, Frisco CTE Center, Harmony School of Business, MArCH, Frisco High School, Lovejoy High School, McKinney Boyd High School, Hebron High School, Heritage Christian Academy, Plano Senior High School, McKinney Christian Academy, Heritage High School, Plano West Senior High, Independence High School, Rockwall High School, McKinney High School, Rockwall Heath High, McKinney North High School, Leadership	Independent School Districts	Dual credit partnerships

Table 27: Partnership Resources		
Prep School, THEO, Melissa High School, Lebanon Trail High School, Wylie High School, Plano East Senior High, Liberty High School, Wylie East High School, Lone Star High School, Plano Health Sciences, Prosper High School, Reedy High School, Princeton High School, The Colony High School, The Colony Collegiate Academy, Wakeland High School, Yorktown Education		
Austin College, Baylor University, Dallas Baptist University, Southern Methodist University, Texas A&M University-Commerce, Texas Tech University, Texas Woman's University, Texas Wesleyan University, The University of Texas at Dallas, University of North Texas	Universities	Pre-admission partnerships
See Appendix D for list of partners	Universities	Articulation agreements
Texas Veterans Leadership Program / Texas Workforce Commission, Texas Veterans Commission, Veteran and Family Support Director, Texas Veterans Commission		Veteran employment partnerships
JC Penney, Marriott Hotels, and Sodexo, etc.	Businesses	Co-op partnerships

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

Make a case with evidence that faculty are qualified, keep current, and advance the program and the College.

FACULTY CREDENTIALS

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 regard of 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 usually completed by one person and not by a committee.
The credentials of all faculty members, both part-time and full-time are accessible through the House Bill 2504 website (http://www.collin.edu/hb2504/).

FACULTY PROFESSIONAL DEVELOPMENT

Full-time faculty has ample opportunities for professional development as discussed below. These opportunities take the forms of professional organization meetings/conferences, regional organization conferences, in-house events, and community service/professional development.

In-House Professional Development

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 attends the Fall faculty development conference, and approximately 60% of full-time faculty attend the Spring Faculty Development Conference.

Table 28: Attendance of Faculty Development Conferences **Source:** Kimberly Harris, Collin College Professor							
Event	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**
Fall Faculty Development Conference	250	250	300	350	350	350	----
Spring Faculty Development Conference	225	250	250	250	200	320	250

Full-time and associate faculty is 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 is 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 has slightly few opportunities for professional development. Associate faculty is 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 members actually attended but did not bother to register. Approximately 13% of associate faculty registered.

Table 29: Attendance of Associate Faculty Conferences **Source:** Collin College Academic Services						
Event	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Associate Faculty Conference	67	143	60	92	74	TBD – 2/24/18

Throughout the year, associate faculty has 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 has full access to yearly professional development as well. New faculty must work for 90 days before they are offered financial assistance for national conferences.

More informal, cost-free means of professional development are offered to all Collin faculty members. Faculty Online Commons (http://collin.libguides.com/foc), for example, serves this purpose. Also, groups of faculty have also created groups within Yammer and Outlook for

professional development often related to specific courses, and the Associate Faculty Community was created by 2017-2018 Associate Faculty Community Members in part to provide affordable professional development.

Many other faculty initiated opportunities for professional development exist for all faculty and staff. Table 30 provides a list of such opportunities initiated by only one of the academic divisions at the Spring Creek campus; many other opportunities have been initiated by other divisions and other campuses.

Table 30: Faculty Initiated Professional Development (partial list)

Initiative	Semester Scheduled
African-American History Month	February
Auteur Film Series	Fall and Spring semesters
Book in Common	Fall and Spring semesters
Civic Collin	Year-round
Constitution Day	Fall semester
Deaf, Deaf World	Spring but planning in Fall and Spring
Dignity Initiative	Fall and Spring semesters
Distinguished Speakers	Fall and Spring Semesters
Faculty Spotlight	Spring semester
FORCES	Spring Semester
Hispanic Heritage Month	September 15-October 15
History Forum	Monthly
International Reading Circle	Fall and Spring semesters
LINK (Learn, Innovate, Network, Know)	Spring semester
Passport to the World	Year-round
Presidential and Gubernatorial Debate Watches	As scheduled
Social Justice Forum	Year-round
Student and Faculty Speech Clinics	As scheduled
Texas Center for Working-Class Studies	Fall and Spring semesters
Trends in Teaching College Composition Conference	Spring semester
Undergraduate Interdisciplinary Student Research Conference	Spring semester

Faculty also participates in community events that provide professional development to the faculty as well as service to the community. A partial list of such professional development opportunities are listed in Table 31.

Table 31: Community Based Professional Development (partial list)	
Arts Incubator of Richardson (AIR)	Multicultural Outreach Roundtable
Bread Loaf	PEN Southwest Division
Cotton and Rural History Conferences	SMU Writer's Feast
Drink and Draw	UTD School of Arts and Humanities
Heidegger Symposium	

Professional Development Provided by Professional Organizations

Collin College partners with other organizations to bring low-cost professional development to the District. The NADE 2014 regional conference held in Plano is one such event. The TexTESOL V 2017 Conference held at the Spring Creek campus is another example. More recently, Collin has partnered with the Texas Association of Community Colleges, Complete College America and the Charles A Dana Center to host the North Texas Regional Co-requisite Convening at Collin College this spring.

The North Texas Community College Consortium (NTCCC) (http://ntxccc.org/) continues to expand its professional development opportunities for faculty in North Texas. These take the forms of the Fall Leadership Conference, The Spring Leadership Conference, the annual Outcomes and Assessment Conference, the annual Developmental Education Forum, and the annual Dual Credit Conference.

Documenting Professional Development

The professional development of individual full-time faculty is documented in annual performance appraisals. In addition to teaching and service, professional development is one of the most significant activities expected of all full-time faculty.

Table 32: Faculty Credentials			
Employee Name	**Role in Program**	**Credentials**	**Professional Development since Last Program Review****
Faculty credentials for all faculty are accessible online at http://www.collin.edu/hb2504/cv.html . Prior to being hired, full-time faculty credentials and experience are carefully evaluated by a search committee, chair/associate dean, and Human Resource staff. The appropriate dean and VPP also evaluate faculty credentials and submit them for review by the Executive Vice President and the President. Chairs/associate deans evaluate credentials of candidates for associate faculty positions. The appropriate deans and VPPs also evaluate the credentials of associate faculty. Evaluations of faculty performance are completed regularly. Full-time faculty is evaluated annually through classroom observations and a written evaluation of various aspects of performance, including scholarly efforts as well as outreach/engagement efforts. Associate faculty is formally evaluated through classroom observations which take place annually. All faculty meet SACSCOC requirements for credentialing. Furthermore, faculty is provided many opportunities for professional development to maintain and sharpen their expertise in their disciplines as well as instructional skills.			

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 classes applicable to the AA and AS degrees. 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 square-foot library. SCC also houses a 3,300 square-foot 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 credit classes applicable to the AA and AS.

The space utilization tables can be found in Appendix M and accessed online at http://inside.collin.edu/iro/measure5.html. This data indicates a number of hours during which Preston Ridge and Spring Creek near capacity use. Plans for new facilities—including the creation of a Wylie campus and expansion of facilities at Preston Ridge—address these challenges. It is projected that opening the Wylie campus in Fall 2020 will draw some students from the Spring Creek campus. The master plan for facilities that describes these and other facilities plans in detail are available in Appendix X and accessible at http://inside.collin.edu/institutionaleffect/Program_Review/Facilities-Master-Plan-for-web.pdf .

Table 33: Classroom Utilization

Classroom/Lab Location	Description (i.e. Special Characteristics)	Meets Needs (Y or N) Current	Meets Needs (Y or N) For Next 5 Years	Analysis of Classroom Utilization
See Appendix M for facility use reports and campus construction plans – The Preston Ridge and Spring Creek campus approach capacity use at times. Construction plans for Preston Ridge and additional campuses will address this concern.				

Table 34: Equipment/Technology				
Classroom/Lab Location	Description (i.e. Special Characteristics)	Meets Needs (Y or N) Current	Meets Needs (Y or N) For Next 5 Years	Analysis of Classroom Utilization
See Appendix M for facility use reports and campus construction plans – The Preston Ridge and Spring Creek campus approach capacity use at times. Construction plans for Preston Ridge and additional campuses will address this concern.				

Table 35: Office Space				
Office Location	Description	Meets Needs (Y or N): Current	Meets Needs (Y or N): For Next 5 Years	Analysis of Office Utilization
See Appendix M for facility use reports and campus construction plans – The Preston Ridge and Spring Creek campus approach capacity use at times. Construction plans for Preston Ridge and additional campuses will address this concern.				

Table 36: Financial Resources			
Source of Funds (i.e. college budget, grant, etc.)	Meets Needs (Y or N): Current / For Next 5 Years	For any no in columns 2 or 3, explain why	For any no in columns 2 or 3, identify expected source of additional funds

Section III. Continuous Improvement Plan (CIP)

11. Given our present status, how do we intend to change in ways that help the program 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! This response should be based on information from prior sections of this document. Describe specific actions the faculty intends to take to capitalize on the strengths, mitigate the weaknesses, and improve student success.

Curricular Revision & Innovation

Bottleneck Courses/Sequences

As noted above, an analysis of the four sequences in the Core with a focus on the first-year courses may provide an understanding of why a fairly large percentage of students to not continue therefrom. This understanding should lead to discussions of how we can better support first-year students in these courses so that they can continue toward completion. Mandatory orientation and discussions of a first-year experience are two steps in that direction, but other approaches should be considered.

The committee also considered and generally supports adding course options to the AA literature course requirement (see Table 19). An investigation of students' needs was suggested as a basis for determining the courses that might serve as options, and there was strong committee support for broadening the options to any course that would be transferable/applicable and relevant to the students' academic and professional goals. The committee recognizes the barrier to completion that the literature course requirement presents to a growing number of students and recommends discussion of a more targeted solution such as providing options to the literature course and/or discussion of more endemic solutions such as the implementation of "pathways" such as metamajors.

Table 19: Considered Options to Sophomore Literature Course

Course	Title	Description
ANTH 2346	General Anthropology	The study of human beings, their antecedents, related primates, and their cultural behavior and institutions. Introduces the major subfields: physical and cultural anthropology, archeology, linguistics, their applications, and ethics in the discipline.
ANTH 2351	Cultural Anthropology	The study of human cultures. Topics may include social organization, institutions, diversity, interactions between human groups, and ethics in the discipline.
BMGT 2309	Leadership	Leadership and its relationship to management. Prepares the student with leadership and

Table 19: Considered Options to Sophomore Literature Course		
Course	**Title**	**Description**
		communication skills needed to motivate and identify leadership styles
COMM 2300	Media Literacy	Criticism and analysis of the function, role, and responsibility of the mass media in modern society from the consumer perspective. Includes the ethical problems and issues facing each media format, with the effect of political, economic, and cultural factors on the operation of the media.
COMM 2330	Introduction to Public Relations	Exploration of the history and development of public relations. Presentation of the theory behind and process of public relations, including the planning, implementation, and evaluation of PR campaigns. Additionally, exploration of current trends in the profession and overview of how the process is carried out in different public relations specializations.
HIST 2321	World Civilizations I	A survey of the social, political, economic, cultural, religious, and intellectual history of the world from the emergence of human cultures through the 15th century. The course examines major cultural regions of the world in Africa, the Americas, Asia, Europe, and Oceania and their global interactions over time. Themes include the emergence of early societies, the rise of civilizations, the development of political and legal systems, religion and philosophy, economic systems and trans-regional networks of exchange. The course emphasizes the development, interaction and impact of global exchange.
HIST 2332	World Civilizations II	A survey of the social, political, economic, cultural, religious, and intellectual history of the world from the 15th century to the present. The course examines major cultural regions of the world in Africa, the Americas, Asia, Europe, and Oceania and their global interactions over time. Themes include maritime exploration and transoceanic empires, nation/state formation and industrialization, imperialism, global conflicts and resolutions, and global economic integration. The course emphasizes the development, interaction and impact of global exchange.
PHIL 2306	Introduction to Ethics	The systematic evaluation of classical and/or contemporary ethical theories concerning the good life, human conduct in society, morals, and standards of value.
SOCI 2319	Minority Studies	This course studies minority-majority group relations, addressing their historical, cultural, social, economic, and institutional development in the United States. Both sociological and social psychological levels of analysis will be employed to discuss issues including experiences of minority groups within the context of their cultural heritage and tradition, as well as that of the dominant culture. Core concepts to be examined include (but are not limited to) social inequality, dominance / subordination, prejudice, and discrimination. Particular minority groups discussed may include those based on poverty, race / ethnicity, gender, sexual

Table 19: Considered Options to Sophomore Literature Course		
Course	**Title**	**Description**
		orientation, age, disability, or religion.

Course Offerings

The associate degree programs at Collin are strong in that they offer students a wide range of course options to complete a degree. The wide range of course options, however, presents challenges to some students, resulting in confusion and non-completion with students spending more time and money than is necessary to fulfill their academic goals. While strengthening advising and general communication and leaning more on technologies such as Cougar Compass should help guide more students through the wide array of optional courses, the College may want to consider "pathways" that guide students from dual credit, through Collin and into a university program, but providing a cafeteria style selection of courses without guidance will continue to disadvantage some students. The committee recommends a critical review of the long list of courses that can be used to complete an associate degree at Collin.

A more systemic, possibly more effective solution that could benefit a wider student population would be the implementation of curricular pathways that provide guidance in student selected disciplines but provide flexibility to accommodate students' personal goals. Pathways could be especially beneficial to the many students whose academic/career goals are not well defined and for the many students who do not take advantage of advisement opportunities. Articulation agreements with degree plans that provide seamless curricular pathways from college/high school to a baccalaureate are one form of pathway that have received greater attention in the past decade. Similarly, fields of study representing the first two years of undergraduate study have been created, and the State is working toward the creation of a number of additional fields of study that will guide students through their first two years of undergraduate education and guarantee application of coursework toward a degree at any public college/university in Texas.

Academic certificates, similar to fields of study, will provide pathways for specific disciplines for the first two years of undergraduate study. Unlike fields of study, the coursework would not be universally accepted at other institutions, but would be associated with a university agreement. Promotion of academic certificates are now being promoted at Collin and in some disciplines academic certificates may be replaced by fields of study once they're created by the State.

The committee also recommends consideration of metamajors as another means of providing guidance to students and promoting completion (see Appendix K). Metamajors are broad areas of study that cluster groups of majors associated with an area of study and share related courses. Metamajors would assist students in selecting a specific pathway by incorporating pathways within a broadly defined discipline that relate to careers

or areas of academic study. Key to their success is providing students with flexibility and the support of advisors. A number of community colleges have implemented metamajors and reported success. These include Guttman Community College (http://guttman.cuny.edu/academics/majors/), Richland College (https://www.richlandcollege.edu/apply-reg/finishrace/pages/readysetgo.aspx) and Valencia College (http://valenciacollege.edu/academic-affairs/new-student-experience/meta-majors.cfm). It is critical, however, to understand that a strong advising program is essential and that implementation could span two or more years.

Restrictive Course Delivery/Scheduling

Two areas of course delivery require some attention, including online instruction and Weekend College. In spite of an increased demand for online instruction (Bradley 2017, Allen & Seaman 2017), there has been reluctance to expand online offerings in light of the effects on face-to-face classes and in light of the lower success rates. Bradley reports that "…29.7% of all students are taking at least one distance course. The total distance enrollments are composed of 14.3% of students (2,902,756) taking exclusively distance courses and 15.4% (3,119,349) who are taking a combination of distance and non-distance courses. The vast majority (4,999,112, or 83.0%) of distance students are studying at the undergraduate level." He also notes that public institutions educate the largest proportion of distance students (4,080,565, or 67.8%). The academic deans have considered these issues and provided their recommendations, and a centralized administration of online courses is being considered. A reorganized administration of online course offerings could facilitate scheduling to promote student completion.

Reorganization of Weekend College is also being implemented to assure that students can complete an associate degree during the weekend. Schedules should facilitate the completion of degrees for students who choose to take Weekend College courses. Class schedules should be designed to promote completion of the core and associate degrees.

Transfer Barriers

The College should work toward creating meaningful transfer and pre-admission agreements with top transfer universities and promote familiarity with the agreements as well as with transfer resources. Transfer agreements and degree plans should span from high school to Collin to universities, when possible, to create a continuous pathway for students from dual credit to Collin to university to employment (see Appendix E for examples).

As noted in the latest Core review, attention needs to be given to the alignment of Collin and university courses and teaching practices. As noted in that review: "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 ."

Also, changes and trends in course requirements need to be identified and addressed quickly, perhaps through a transfer advisory committee. Two such instances are an apparent preference for World Literature over American Literature courses and the requirement of one English composition course.

Marketable Skills

The committee supports the integration of marketable skills (cf., Table 37) in curricula and recommends a broader discussion of how this could be implemented at Collin. It recognizes the potential usefulness of such an initiative to students and sees benefit in collaborating with regional employers.

Table 37: Skills in Five Career Areas AA Candidates Could Add
Source: Schneider & Sigelman (2018)

Career Area	Design	Health Care	Human Resources	Marketing and Communications	Sales
Top Skills	• Adobe Photoshop • Creativity • Graphic Design • Communication Skills • Teamwork/ Collaboration • Website Design • JavaScript • Research • Detail-oriented • Writing	• Communication Skills • Writing • Supervisory Skills • Budgeting • Planning • Patient Care • Mental Health Counseling • Teamwork/ Collaboration • Staff Management Scheduling	• Communication Skills • Microsoft Excel • Writing • Microsoft Office • Employee Relations • Organizational Skills • Detail-oriented • Problem solving • Planning • Human Resources Information System	• Marketing • Communication Skills • Writing • Creativity • Teamwork/ Collaboration • Social Media • Organizational Skills • Project Management • Microsoft Excel • Budgeting	• Sales • Communication Skills • Customer Service • Retail Industry Experience • Writing • Store Management • Merchandising • Organizational Skills • Sales Goals • Sales Management

Communication/Advising

A solution to the completion concern that was unanimously supported by the committee is promotion of completion of the AA/AS by making students aware of the opportunity and the benefits thereof. The TransferU office has begun that process by communicating with students and faculty as part of its communication agenda. Making transfer issues an integral part of Collin College culture from students' entry into Collin is key to promoting completion at Collin College and transfer institutions. TransferU should expand its presence through transfer fairs, workshops and presentations to faculty/staff to incorporate transfer throughout the fabric of Collin College.

Through implementation of the QEP and other means, academic advising should continue to be strengthened to provide support for transfer students. Transfer issues should be incorporated in New Student Orientations, Learning Frameworks courses and advising materials. Should Collin choose to implement pathways with extensive institutional implications, such as metamajors, Collin will need a very strong "high touch" academic advising program with "regular personal attention" (see Appendix K).

Assessment

The core evaluation process should be strengthened. The psychometric procedures need to be shored up in order to provide a clearer, more reliable view of students' performances. Also, Collin should consider technologies (e.g., eLumen) that would assist with not on the psychometric aspects—including expansion of sampling—but also with faculty participation and documentation of the whole process. Furthermore, while 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 .

Academic Policies

Formulation of policies and practices for Prior Learning Assessment would assist students in completing by providing credit for prior learning acquired prior to admission to Collin College and comparable to work required for Collin's academic credentials. The College needs to work toward a coherent policy for Prior Learning Assessment (PLA). This will assist students, including veterans, who bring coursework to Collin that is equivalent to courses offered at Collin. Once the College has a coherent PLA policy, students should be encouraged by academic advisors to transfer in equivalent coursework in order to complete their degrees more quickly.

12. How Will We Evaluate Our Success?

Program review at Collin College takes place within five-year cycles. During the last (fifth) year of each cycle, the program completes this instrument and submits its completed review to the Program Review Steering Committee. There are two two-year CIP cycles within each five-year program review cycle. As part of the fifth year program review, the program should use the observations and data generated by this process along with data generated by COAT's process and any data from other relevant assessment activities to develop the program's CIP and an action plan for the first two-year CIP cycle. At the conclusion of the first two-year CIP cycle, data collected from the first cycle, plus any other relevant data that was collected in the interim, should be used to build on the accomplishments of the first two-year CIP cycle by developing another two-year action plan for the second CIP cycle to help the program accomplish the expected outcomes established in its CIP.

Complete the Continuous Improvement Plan (CIP) tables that follow.

Within the context of the information gleaned in this review process and any other relevant data, identify program priorities for the next two years, including at least one student learning outcome, and focus on these priorities to formulate your CIP. You may also add short-term administrative, technological, assessment, resource or professional development outcomes as needed.

Table 38: CIP Outcomes, Measures & Targets

A. Expected Outcome(s) Results expected in this	**B. Measure(s)**	**C. Target(s)** Level of success expected
Increase number of completers of AA	# students completing an AA	Increase of 5%
Increase number of completers of AS	# students completing an AS	Increase of 5%
Increase Weekend College student completers of AA and AS	# Weekend College students (taking 51%+ Weekend College courses)	Increase of 5%
Increase online completers of AA and AS	# online students (taking 51%+ online courses)	Increase of 5%
Increase transfers	# transfer students to ten most prominent transfer institutions	Increase of 5%
Increase enrollment in CHEC university courses	# students enrolled in CHEC university classes	Increase of 5%

Table 38: CIP Outcomes, Measures & Targets		
Increased baccalaureate attainment by Collin transfer students	# of transfer students to ten most prominent transfer institutions that obtain a baccalaureate degree with four years of transfer from Collin College	Increase of 5%

Implementation of the action plan laid out in the CIP Cycle 1 Table will begin during the next academic year.

Table 39: CIP Cycle 1				
Outcomes (From Outcomes, Measures & Targets Table) Results expected in this program/department	**Action Plan (Review Cycle Year 5)** Based on analysis, identify action(s) to be taken to accomplish outcome.	**Implement Action Plan (Review Cycle Year 1)** Implement action plan and collect data.	**Results Summary (Review Cycle Year 2)** Summarize collected data.	**Findings (Review Cycle Year 2)** What does data say about outcome(s)?

Development of a CIP Cycle 2 action plan in the following table will occur at the end of the CIP 1 Cycle and implantation will begin during the third year of the program review cycle.

CIP Cycle 2 Table

Table 40: CIP Cycle 2				
Outcomes **(May come from CIP Cycle 1 Table or from the Outcomes, Measures & Targets Table if it includes any expected outcomes that were not address during CIP Cycle 1)** Results expected in this program/department	**Adapt Action Plan** **(Review Cycle Year 2)** Based on analysis, identify new action(s) or adapt prior actions to accomplish outcome.	**Implement Action Plan** **(Review Cycle Year 3)** Implement new or adapted action plan and collect data	**Results Summary** **(Review cycle Year 4)** Summarize collected data.	**Findings** **(Review Cycle Year 4)** What does data say about outcome?

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?

This is a complex issue and needs to be address by multiple offices at multiple levels.

B. With these additional funds, please explain how funds will be used to improve student learning or other program outcomes.

See possible examples below:

- *Increase and retain enrollment*
- *Increase completers*
- *Develop resources*
- *Update facilities*
- *Expand curricular opportunities*
- *Partner to increase post-graduation employment opportunities*
- *Increase transfers to related baccalaureate institutions*
- *Increase effectiveness and/or efficiency*
- *Improve student performance levels*
- *Expand or transform services*
- *Anything else? Briefly describe*

14. WHAT RECOMMENDATIONS ARE THERE FOR THE PROGRAM REVIEW PROCESS?

1. Develop an institutional philosophy of general education.
2. Revise the program assessment to address the needs of a large program review as well as the differences in review of the Core.
    a. Address larger issues that extend beyond course and smaller programs, those that are institutional in nature.
    b. Include more explicitly Student Engagement services, which is crucial to academic success including completion.
    c. Establish reviews of disciplines / groups of transfer courses (perhaps by associate dean or by discipline – Business, Humanities) and key individual courses (e.g., English 1301).
    d. Include student and support staff participation in the review process.
3. Establish standing committees for review of the AA/AS, core and AAS degrees, as continuous assessment promotes coherent, comprehensive review and implementation of recommendations.
4. Establish a process for collaboration of faculty and administrators to make final decisions about program review/revision that is consistent with SACSCOC and Collin College shared governance policies.

What happens next? The Program Review Report Pathway

A. Following approval by the Steering Committee,

- Program Review Reports will be evaluated by the Leadership Team;

- Reports will be posted on the intranet prior to fall semester;
- At any point prior to Intranet posting, reports may be sent back for additional development by the department.

B. Program responses to the Program Review Steering Committee recommendations received by August 1st will be posted with the Program Review Report.

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

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Appendix A: 2017 Texas Higher Education Almanac

Appendix B: 2017 Texas Higher Education Coordinating Board Comparison Sheet

Appendix C: Number of Collin College Transfer Students by Program, Major and Graduation Date

Appendix D: University Partnerships – Inventory of Articulation Agreements

University Partnerships – Inventory of Articulation Agreements Updated 1/28/18		
University/College	**Terms 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 Caruth School of Dental Hygiene Revision	Effective, June 1, 1999 Revised for 2008-2009	either party may initiate revision of this joint agreement
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

University Partnerships – Inventory of Articulation Agreements Updated 1/28/18		
University/College	**Terms or Signature Dates**	**Expiration Dates**
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	
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

University Partnerships – Inventory of Articulation Agreements Updated 1/28/18		
University/College	**Terms or Signature Dates**	**Expiration Dates**
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 A&M University – Texarkana BAAS BS in BIOTECH	 Signed: February 5, 2016 Signed: November 11, 2016	 5 years 5 years
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)

University Partnerships – Inventory of Articulation Agreements Updated 1/28/18		
University/College	**Terms or Signature Dates**	**Expiration Dates**
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
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 6 months' notice 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 Partnerships – Inventory of Articulation Agreements Updated 1/28/18		
University/College	**Terms or Signature Dates**	**Expiration Dates**
University of Phoenix	Effective, November 12, 2014	may be terminated at the end of any school year by giving 6 months' notice 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	Effective, March 15, 2011 Updated Fall 2014	no expiration, (may be terminated by two year's written notice prior to expiration date)
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	Effective, September 30, 2014	no expiration, (may be terminated by two year's written notice prior to expiration date)
School of Natural Sciences and Mathematics: BA/BS-Biology, BS-Chemistry, BS-Geosciences, BS-Mathematics and BS-Physics	April 2, 2012	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)

University Partnerships – Inventory of Articulation Agreements Updated 1/28/18		
University/College	**Terms or Signature Dates**	**Expiration Dates**
Western Governors University General MOU Guaranteed Pathway Agreement for College of Information Technology Degree Programs	 April 7, 2011 Signed December 2, 2013	 no expiration 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 BAAS in Business	 2016-2017 2016-2017	
TAMUC BAAS	 2016-2017	
TTU BAAS in Applied Leadership BAAS in Restaurant, Hotel, Institution Management	 2016-2017 2016-2017	
UNT BAAS	 2016-2017	
UT – Tyler BAAS	 2016-2017	
PRE-ADMISSION PARTNERS		
Austin College PAP Agreement	Effective, March 10, 2011	Renewed: May 27, 2016 shall remain in effect until terminated in writing by either party
Baylor University PAP Agreement	Effective, August 1, 2007	Renewed: Jan. 26, 2015, 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

University Partnerships – Inventory of Articulation Agreements Updated 1/28/18		
University/College	**Terms or Signature Dates**	**Expiration Dates**
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
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	

Appendix E: Three Samples of University Articulation/Transfer Agreements/Degree Plans

Appendix F: Sample of University Concurrent (Early or Pre-) Admission Agreement

Appendix G: 2015-2017 AA/AS Completer Enrollment in WECM Courses

Appendix Ha-c: Enrollments and Average Section Sizes for All Courses by Year (2015, 2016, 2017)
(average section enrollments <15 highlighted in yellow)

Appendix I: Curricular Pathways – Cohorts and Block Scheduling

Below I've included a sample list of the materials I encountered in this preliminary research. I've summarized a few representative pro/con articles on the subject of student cohort/block scheduling, identified a few programs around the country implementing such programs, and found a few studies (from 2011, 2013 and 2014) with convenient stats on completion rates, two of which (by the same outfit) focus their recommendations explicitly on advocating for block scheduling to raise completion rates and cut average duration of time in college.

The subject of cohorts and block scheduling are both intrinsically linked. A group of students begin a program together and, ideally, will finish together as a cohort. The block scheduling aids the cohort in ease/predictability of scheduling and in the type of "bonds" students create in an environment of intensive study. A "block" schedule typically means that students will take 3 to 5 courses in any given Fall or Spring semester, the equivalent of a traditional semester, but these classes all happen one at a time for a duration of 2 ½ to 4 weeks each.

The "pros" typically cited in the literature focused on this type of scheduling include more focused, intensive study, predictable scheduling from semester to semester (which is said to help adult learners trying to juggle family and work), more flexible opportunities for learning "beyond" the classroom, opportunities for professors to collaborate across courses, and (for some vocal advocates) it is an effective measure to encourage a higher percentage of student completion in a shorter amount of time.

The "cons" typically cited include problems associated with transfer credits (if comp 2 is required and taught in semester 2 of a block schedule, some students may already have taken comp 2 and would skip out of that, disrupting the cohesion of the cohort and posing problems associated with running low enrollment courses). Another issue some have raised is that the short duration of the classes can actually hamper student "bonding" (although it is interesting to point out that, for some, these classes are great for "intensive" bonding, while for detractors, such bonding can't occur in such a short period of time). Remediation causes problems with cohort cohesion. The simple reality that some students may fail or drop out of a course also threatens the cohesion of the cohort and may mean that an individual student will have to delay completion by up to a year in order to wait for the next opportunity to take the class.

Also among the "cons" of this type of scheduling is the expectation that as an institution we would have to be willing to routinely run low enrollment classes, certainly in the initial stages, but potentially in the long term if we expect to broadly implement such a system.
Research to follow up on what appears below should include contacting Colorado College, for example, which has been using block scheduling since the 1970's according to their web site, for data on completion rates and their version of "institutional effectiveness." There are three studies cited below, one of which pertains explicitly to Texas completion rates. From that study it is clear there are proponents of this type of scheduling here in Texas specifically looking to shorten completion time while raising completion rates. Further research on programs in Texas specifically is necessary.

If pressed for a recommendation, this would obviously require a number of major changes to implement across the board. It seems from the literature available that this type of scheduling works effectively in particular subjects. Nursing, Health Sciences, virtually any work force program would be a natural fit because those programs tend to have more naturally formed "cohorts" of students who already share a common interest, common professional goals, and the motivation to get finished and get to work.

The trouble in implementation would likely be more acute if applied to the more traditional "academic" programs we offer. It would not be impossible to make these changes across the board, but the best approach may be targeted at specific disciplines. This is probably an instance where an all or nothing approach will fail. If this was to be implemented at Collin College it would have to be with the expectation that some level of discretion should prevail (in terms of choosing applicable programs and recurring issues like low enrollment classes being approved, etc.).

"Cohorts and Critical Mass"
Matt Reed
https://www.insidehighered.com/blogs/confessions-community-college-dean/cohorts-and-critical-mass
-An overarching idea of student cohorts is to encourage student bonds which can provide "informal support" helping individuals in the group to preserver rather than quit. Thought to be good for adults with different needs than 18 year olds.
-in best case scenarios benefits include:
-easy scheduling
-"automatic" bonding
-faculty collaboration across courses highlighting connections in curriculum.
-problems include:
-transfer credits cause difficulty in scheduling block classes for students who come into programs with certain courses already completed.
-fail/drop can occur in any course at any time breaking up cohort.
-remediation
-jobs/family pressure
-example: 80% completion rate (rounding when applicable) after semester one 20 students becomes 16 down to 13 after second semester, 10 by the third, 8 graduate on time. This puts pressure on enrolling classes in semesters three and four in the program. 80% completion is a conservative number not including random students lost to any number of circumstances leaving the possibility of cohorts of 4 to 5 students trying to finish.
-problematic to run a cohort program lacking "critical mass," but unlikely to achieve "critical mass" without a program to offer. Must be ready to accept low numbers in semesters 3 and 4 until program is established (or cut).
-"look good on paper… but assume a disembodied, disconnected student with no competing demands and no history."

"What is College Block Scheduling?"
Vicki Nelson
https://www.collegeparentcentral.com/2013/02/what-is-college-block-scheduling/
-students take a single course lasting 3 to 4 weeks. After a short break, a new course begins.
-classes run 3-5 hours daily to cover material meant for a traditional semester.
-small, discussion based classes.
-students complete similar number of courses as in a traditional system, but in short, intensive courses rather than taking 4 or 5 at a time.
-allow for a deeper focus/more "experiential" activities.
-less time to develop student to student relationships.
-may be good for procrastinators as there is "no time to waste."
-faculty also focus on a single course and can "immerse themselves" in the material.
-may foster off campus learning, and students see the "interrelatedness" of different courses.
-schools using this method include: Colorado College, Cornell College (Iowa), Maharishi University of Management, University of Montana-Western, Tusculum College, University of Southwestern Nevada, Keiser University, Spalding University, Quest College (Canada).

Colorado College
https://www.coloradocollege.edu/basics/blockplan/
-one "block" = 3 ½ weeks and is equivalent to one class in a traditional semester.
-four blocks per semester, eight per year + option for "half" block in winter and summer.
-classes meet 9-noon M through F, "applicable labs in the afternoon."
-"classes are small, hands on, and highly focused."

Pellissippi State Community College
http://www.pstcc.edu/cohorts/aheadfaq.php
-FAQ site.
-students can enroll in both "block" courses as a cohort and regular 15 week classes but are discouraged from doing so.
-skipping a semester can delay graduation up to a year.
-characteristics of a successful cohort student:
    -highly self-motivated/completes tasks on time
    -excited for fast paced learning
    -strong desire to complete specific degree, accelerated program
-advertised benefits for students include strong bonds built between cohort members with similar goals, classes/schedules are pre-planned, no need to search for classes.

Hawai'i Community College "Completion Plan"
http://blog.hawaii.edu/hawaiigradinitiative/files/2013/01/WP-HawCC.pdf
-on block schedules/cohorts:
-goal is to "formalize/standardize existing cohort/block courses"
-tactics for implementation:
-embed remediation in block schedule programs
-conduct program audit/gap analysis to identify key program components and gaps in program in need of further development
-identify student performance data, program success, etc.
- develop college level technical math and English courses.
-immediate next steps:
-task force on embedded remediation and discussion on technical level math and English courses.
-definitions and example: i-best (WA) and In Tech Ctr (TN)
-task force on cohort/block schedule model
-program audits/gap analysis and collect data/program info

Complete College Texas (pdf from April 2013)
-article makes case for block scheduling to address lowering completion rates.
http://www.uh.edu/af/budget/Complete_College_Texas.pdf
-see page 9 charts on remediation rates.
-see pages 12-13 on time to finish degree in TX:
-Associate (2 year model):
-full-time: 4.7 years
-part-time: 5.2 years
-Bachelor's (4 year model):
-full-time: 5.3 years
-part-time: 6.0 years
-see page 17 for part-time student graduation rates.
-**Recommendations for block schedule** based on (page 16):
-scheduling is predictable for students, easier for working students/parents to not have to juggle schedule every semester. Helps to encourage more full-time students (study suggests full-time students finish at a higher rate, twice as likely, than part-timers so we should encourage full-time students without denying option of part-time).

-claims (page 16): block scheduling in TN "regularly produced graduation rates of 75 percent or higher for career certificates. In NY "block scheduling has enabled associate degree students to graduate at double the rate of their peers…"

-**Recommendations for block schedule** based on (page 18):

-full-time enrollment should be emphasized
-combine block scheduling with whole program choices
-15 credit blocks are best
-Student cohorts boost success

Complete College America (pdf from September 2011)

http://www.completecollege.org/docs/Time_Is_the_Enemy_Summary.pdf

-summaries of data from 33 states using specific completion metrics.
-earlier study by same people as above "Complete College Texas"… recommends the following to encourage quicker, higher completion rates:

-use block schedules
-allow students to proceed toward completion at a faster rate
-simplify registration process
-reduce the amount of time students must be in class
-form peer support and learning networks
-Embed remediation
-provide better information

"Transitioning from High School: Time Management in College"

https://onedublin.org/education-resources/transitioning-from-high-school-time-management-in-college/

-cites 2014 NSCRC (National Student Clearinghouse Research Center) study:

https://nscresearchcenter.org/wp-content/uploads/SignatureReport8.pdf

-study on 6-year outcomes for students beginning postsecondary education in fall of 2008. Asks, "how did enrollment increases brought about by the recession… translate into college attainment rates?" Focus on "first-time-in-college degree-seeking students who enrolled in two- and four-year institutions… also includes former dual enrollment students." (page 4)

-"The fall 2008 cohort shows the effects of the Great Recession in both its size and composition: • The overall cohort was 12 percent larger than in fall 2007 (about 2.7 million vs. 2.4 million).

• There was a 20 percent increase in the number of older students.

• The share of the total cohort made up by those who enrolled at less than full-time increased by 1.5 percentage points.

• The share of students enrolled in community colleges and four-year private for-profit institutions increased by about one percentage point each." (page 4)

-Summary list of major findings (pages 5-6):

-Overall Completion Rates Declined

-Declines Observed Mostly in Older and Part-Time Student Groups

-Completion Rates Declined for Students Who Started at Two-Year Public Institutions

-Completion Rates for Students Who Started at Four-Year For-Profit Institutions Declined Sharply

-Eight-Year Completions Top 60 Percent for Fall 2006 Cohort

-"Overall, 69.7 percent of the cohort completed a degree (55.1 percent) or were still enrolled (14.7) at the end of the study period. Students who enrolled exclusively full-time completed at greater rates (77.2 percent) than their exclusively part-time (21 percent) and mixed enrollment (43 percent) counterparts" (page 16)

Appendix J: Degree Maps

What is a degree map?

- A semester by semester list of courses which a student needs to take to graduate on time

Advantages of a degree map

- Students can more clearly see the steps needed to complete their degree.
- Students can recognize how pre-requisite courses build upon each other.
- Students can avoid taking unnecessary courses and therefore save time and money.
- Degree maps can increase student retention because students who know where they are going and how to get there tend to stay the course.
- Colleges are more able to plan course offerings and schedules around student needs.
- Academic advisors can provide more knowledgeable advising by using the degree map as a communication tool to help students through class selection and sequencing.
- Students who use a degree map are more likely to enroll in programs and have better graduation rates.

Disadvantages/Concerns

- Degree maps are primarily of value to students who have declared a major.
- Degree maps are only as effective as class schedules allow: if classes required by the degree map are not available to a student in a given semester, this causes frustration and makes the degree map a much less effective tool.
- Degree maps tend to be effective only when the college has sufficient resources and leadership to make good on the course sequences laid out in the degree map.

Recommendations

- Consider creation of degree plans in certain targeted programs and institute a pilot program to study their effectiveness

Sources

- http://edinsightscenter.org/Publications/ctl/ArticleView/mid/421/articleId/2025/Maximizing-Resources-for-Student-Success-by-Reducing-Time-and-Credits-to-Degree
- https://www.collegeparentcentral.com/2016/02/the-degree-map-your-college-students-path-to-graduation/
- http://www.scipublish.com/journals/EPI/papers/1080

Appendix K: Majors and Metamajors

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Historical Context

As a means of raising the graduation rate at Collin College, it has been suggested that encouraging or requiring students to identify a major or possibly a metamajor at the time they accumulate 30 semester credit hours would be helpful. In addition, requiring students to identify a transfer institution (if their goal is to transfer and earn a degree beyond the A.A. or A.S.) when they accumulate 30 credit hours has also been proposed.

Placing such requirements on students would make the A.A./A.S. curriculum more prescriptive and, potentially, provide them with a more clearly defined path toward graduation from Collin College and the eventual earning of a Bachelor's degree.

Debate and discussion about how prescriptive or elective a curriculum should be is hardly a new development in the history of American higher education. There was a time when earning a college degree in America prescribed coursework in Greek, but the requirement was dropped by the early 20th century. A movement toward a more elective curriculum began, and by the early 20th century students could earn a Bachelor's degree from Harvard after completing any sixteen courses they chose to take.

After World War II, the number of course offerings in colleges and universities expanded greatly. In a largely elective setting, students faced a rapidly growing number of choices in selecting courses. Clark Kerr, president of the University of California system, noted as early as 1972 that the college or university "can be a confusing place for the student. It offers him a vast range of choices, enough literally to stagger the mind. In this range of choices he encounters the opportunities and the dilemmas of freedom. The casualty rate is high. The walking wounded are many. *Lernfreiheit*—the freedom of the student to pick and choose, to stay or move on—is triumphant."

The rising number of part-time students in the later 20th and early 21st century was matched by rising numbers of part-time faculty, and the majority of growth for both groups came in community colleges. Efforts to make courses more easily transferrable, through devices like standardized course numbering, meant that students could "pick and choose" from multiple institutions. While such efforts were meant to better enable students to complete degrees without undo duplication of coursework, it also further expanded the "vast range of choices" that Kerr discussed. Additional efforts to streamline enrollment allowed students to register on-line with little or no required academic advising.

It should not be too surprising that enabling large numbers of often part-time students to easily enroll in multiple institutions (sometime concurrently) where each institution offered hundreds of courses would allow for the "high casualty rate" that Kerr identified.

Use of such language does, however, assume that students who do not graduate or who do not graduate in an "efficient" manner are casualties. The Education Advisory Board (EAB), a consulting company for higher education, finds that "students at two-year schools accumulate 78.8 credits when only 60 credits are standard. Students at four-year non-flagship schools, meanwhile, accumulate 136.2 credits with a 120 credit standard. That adds up to a lot of wasted time at a high cost for students and colleges alike."

I can only hope students who took classes with me that carried them beyond the 60 credit standard were not wasting their time.

To better guide students toward graduation with less "wasted time," the proposal to require students to declare a major or metamajor, and possibly also a transfer institution, has been made.

Analysis

It would seem sensible to expect students with a declared major and a known transfer institution to be better able to select courses that more directly lead to graduation with an A.A./A.S. and eventually a Bachelor's degree. The issue could arise, however, of what to do about students who are unable or unwilling to declare a major. Would Collin College simply tell such students they can no longer take courses at our college? Perhaps so, but we will need to ready to enforce such a rule.

Identifying a transfer institution could be more problematic, as students could easily change their minds based on such reasonable concerns as financial aid.

The metamajor could provide a kind of middle way between an elective versus prescriptive policy. Metamajors call for students to select from a limited number of study options. The state of Florida calls for students to choose from eight metamajor areas when they initially enroll: (1) Arts, Humanities, Communication and Design; (2) Business; (3) Education; (4) Health Sciences; (5) Industry/Manufacturing and Construction; (6) Public Safety; (7) Science, Technology, Engineering, and Mathematics; and (8) Social and Behavioral Sciences and Human Services. Lorraine Community College in Ohio has initiated a metamajor program that identifies nine options. Other institutions experimenting with metamajors include Georgia State University (seven options), and Shawnee State University in Ohio (six options). All of these metamajor programs have been recently launched (within the last three years) so data on how effective they have been in achieving the goal of efficient graduation are not available.

For Collin College to require students to decide on a metamajor upon reaching the 30 credit hour threshold would not seem overly prescriptive relative to the actions being taken at other American institutions of higher education. The matter of enforcement, however, will remain. Will our college deny enrollment to students unwilling or unable to declare a metamajor? Will we charge them a tuition surcharge and allow them to take courses? Will we offer extensions beyond 30 credits for "extenuating circumstances"? Probably any professor or advisor at our college could relate stories of such "extenuating circumstances."

For the colleges mentioned above, in each case it required at least two years of planning before a metamajor program could be launched. The metamajor options have to be identified and then traditional disciplines folded into those options. For example, Psychology would be grouped into the Social and Behavioral Sciences and Human Services metamajor in Florida. Training for academic advisors appears to be essential. According to the EAB, "high-touch advising is an essential component of the metamajors structure. Without regular personalized attention, students can't fully benefit from having their courses mapped out or understand how their curriculum relates to their long-term goals."

Conclusion

Implementation of a metamajor system at Collin College offers a possible means to raise matriculation rates. The viability of the metamajor idea is not clearly evident at institutions that have tried it as the programs have yet to produce sufficient data on their impact.

Requiring students to choose a major (not a metamajor) and/or a transfer institution would be more prescriptive and could raise complicated questions regarding enforcement of the policy.

Frederick Rudolph, writing on higher education in 1987, concluded that throughout American history students have made of the curriculum what they want. In my own view, that will continue to be the case regardless of how academic policymakers structure and restructure curricular requirements.

Sources

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Appendix L: Core Review

Appendix M: Facility and Equipment Use Data

Appendix N: Lists of Reverse Transfer Students Not Completing AA or AS

Appendix O: Summaries of COAT Evaluations, 2015-2016