Submitted by Dr. Deborah King on behalf of the Arts and Sciences Program Review Committee Composed of Arts and Sciences Division Chairs Robin Bryant (Phillips County), Kim Kirby (Arkansas County), Brian Dudak (Program Review Chair), Dr. Tarsha Smith, Chris Maloney, Edelma Simes, Natacia Davis, Nathan Bagley.

Please go to the following link to access the entire PCCUA Arts and Sciences Program Review http://www.pccua.edu/faculty_staff/

February 14, 2013
PCCUA ARTS AND SCIENCES PROGRAM REVIEWERS’ BIOGRAPHIES

Dr. Matthew Domas, Associate Vice President for Educational Affairs, Northwest Mississippi Community College, Primary Program Reviewer

Dr. Matthew Domas began his career in education 19 years ago as a high school teacher in Memphis. Since 1995, he has worked at Northwest Mississippi Community College in various capacities as an Adult Education instructor and coordinator, as the Director of Campus Life, as the Director of Institutional Planning and Research, and currently as the Associate Vice President for Educational Affairs. Dr. Domas holds a BA in History from Louisiana State University, an MA in Political Science from the University of Mississippi, and a Doctorate in Higher Education Leadership and Policy from Vanderbilt University. Dr. Domas has expertise in student persistence and departure, student access, performance accountability, and state education policy. He is married to the former Elizabeth Rose from Meridian, MS and they have two children – Nolan, 7 yrs., and Anna-Caroline, 5 yrs.

Dr. Erin O’Neill, Assistant Professor of Developmental Writing at New Mexico State University Alamogordo, Secondary Program Reviewer

Dr. Erin O’Neill holds PhD, MA and BA degrees in English. Her previous teaching experience includes positions at NMSU-Carlsbad, University of Arkansas at Monticello, Eastern New Mexico University (Portales), Abraham Baldwin Agricultural College (Tifton, GA), and Louisiana State University at Alexandria, LA. She is currently the Assistant Professor of Developmental Writing at New Mexico State University – Alamogordo.
Phillips Community College of the University of Arkansas

Arts and Science Program Review

Prepared by Dr. Matthew Domas
Associate Vice President for Educational Affairs
Northwest Mississippi Community College

February 2013
I  Review of Program Goals, Objectives, and Activities

A. Are intended educational goals for the program appropriate and assessed?

Yes. The Arts and Science program goals as stated in the program review document are:

Goal 1: Students will be able to communicate effectively in a written and oral manner.
Goal 2: Students will demonstrate knowledge of history, art, literature and other cultures.
Goal 3: Students will demonstrate mathematical knowledge and skills.
Goal 4: Students will demonstrate skills in problem solving, critical thinking, and scientific reasoning.
Goal 5: Students will be able to demonstrate technological knowledge and skills.

These are appropriate and consistent with goals stated by colleges other than Phillips Community College (ex. Hofstra University at http://www.hofstra.edu/Academics/Colleges/Hclas/hclas_goals.html).

An assessment plan is provided in Appendix B of the Review. The plan is well aligned with the goals of the program and the design is appropriate. However, the plan is incomplete. Some benchmarks, assessment tools, etc. are missing. Additionally, it appears that the plan has yet to be implemented, as there are no data reported. It is the opinion of the reviewer that once the plan is complete and fully implemented, that the data will yield actionable results that, when acted upon, will ensure that the programmatic goals are met.

In summary, the assessment plan is sound in design, but is incomplete and has yet to be fully implemented.

B. How are the faculty and students accomplishing the goals and objectives?

Unknown. As stated above, the plan has yet to be implemented, so I am unable to determine to what degree the faculty and students are accomplishing the goals. However, the plan details specifically the requirements on faculty with regards to assessing and reporting and the measures of student success are adequate.
C. How is the program meeting market/industry demands and/or preparing students for advanced study?

PCC adheres to the Arkansas Course Transfer System (ACTS), which insures that transfer courses like those taught in the division of Arts and Sciences are parallel, and of the same quality across institutions. This in turn provides for seamless transition of coursework between institutions and thus facilitates ease of transfer from the community college level to advanced study at the university level.

D. Is there sufficient student demand for the program?

Yes. According to Table 8 in the Program Review document, in Fall 2011, the Arts and Science division accounted for 54.2% of the College’s enrollment and 51.3% of the of total student semester credit hours (SSCH) generated by the College. This data would indicate sufficient demand.

The College also points out that there has been a steady decline in the number of students declaring majors in Arts and Science. In 2009 there were 452 students, 436 in 2010, and 338 in 2011. On the face of it, these numbers would indicate waning demand for the degrees, but the College provides an adequate explanation for the decline. First, the decline in majors mirrors the College’s overall decline in enrollment. Second, the College has seen an increase in “Concurrently Enrolled” students. These students do not indicate a major until they graduate from high school. The explanations are sufficient to determine that the reduction in majors is due to College enrollment decline and policies that are beyond the control of the Division. Consequently, this decline is not reflective of a loss in demand.

E. Do course enrollment and program graduation and completion rates justify the required resources?

Yes. The A&S Division had 91 graduates in 2011 for an increase of 25% over the previous year. As an institution, PCCUA has 481 graduates in 2010-2011. So, A&S accounted for approximately 19% of the graduate total.

The A&S Division operates on a yearly $51,765 budget which amount to an expenditure of $568 per graduate. The modest budget and the inexpensive cost per graduate coupled with solid library support would indicate that there is justification for the resource support that the division receives.
II Review of Program Curriculum

A. Is the program curriculum appropriate to meet current and future market/industry needs and/or to prepare students for advanced study?

Yes. The coursework and majors within the A&S program are designed for transfer. The program curriculum is aligned with ACTS which by definition ensures that students at the community college level are receiving instruction in transfer courses as the students who are taking them at the university level.

PCC also supports and encourages faculty to further their development by attending conferences that expose them to new approaches in their field. Additionally, the College offers on campus training for faculty so that they may remain current in the latest education trends. The College tracks each instructor’s professional development and a detailed report of the professional development activity of each instructor is included on pages 14-21 of the Program Review report.

B. Are institutional policies and procedures appropriate to keep the program curriculum current to meet industry standards?

Yes. The fact that all courses in the division meet ACTS standards and that the College places a high premium on maintaining this speaks to the appropriateness of their policies regarding maintaining current program curriculum.

C. Are program exit requirements appropriate?

Yes. From pages 7 and 8 of the Report, it appears that the College is complying with Arkansas state directive to require 60 hrs. for an associate degree. Prior to Fall 2012, PCCUA required 64 hrs. The adjustment to 60 hrs. resulted in the loss of one (1) hr. of physical education and three (3) elective hours. This is appropriate considering the mandate.

D. Does the program contain evidence of good breath/focus and currency including consistency with good practice?

Yes. A review of the core requirements and curricular requirements for graduation indicates good breath and is consistent with most A&S offerings in most higher education institutions. Since these programs are
designed for transfer and meet ACTS standards, they are as current as those currently housed in Arkansas universities.

E. Are students introduced to experiences within the workplace and introduced to professionals in the field?

No. Reviewer could find no evidence of this in the document, but this is not surprising as this program houses courses intended for transfer and not for immediate employment. In discussion with faculty during reviewers visit to campus, it was learned that the majors in Health and Behavioral Health Technology do visit the Nursing Department to meet the working professionals who are faculty there.

F. Does the program promote and support interdisciplinary initiatives?

Yes. The Student Success Course embeds financial literacy and study skills within the Basic Writing and English I courses.

G. Does the program provide respect and understanding for cultural diversity as evidenced in the curriculum, in program activities, in assignment of program responsibility and duties; in honors, awards and scholarship recognition; in recruitment?

Yes. As a part of the PCCUA, the A&S Division was a part of an overall initiative by the College to train faculty and staff on the special challenges faced by minority and under-resourced students. A&S faculty participated in professional development which focused on strategies which can be utilized to close the achievement gap between white and black student and increase the retention of low socio-economic status students. All faculty read Bridges Out of Poverty in order to expose faculty members to the special issues faced by those in poverty.

Additionally, the College held discussions around The Heart is a Lonely Hunter and Them to further address obstacles faced by minority students in an academic setting. These discussions were designed to help faculty and staff understand the thoughts and values of students of color and to help them think creatively about how to assist their students succeed in the college environment.

Finally, the College, through the Achieving the Dream Initiative, provided training to faculty in curriculum analysis and revision. Faculty utilized this training to completely redesign remedial education which is housed in the Arts and Science Division. The resultant increase in retention and success of students in developmental education led to the College being designated as a Leader College by Achieving the Dream and the Lumina Foundation. Additionally, the College has Minority
Recruitment/Retention Plan which the Division participates in. This shows a strong desire on the part of the institution to enhance minority student success.

III Review of Academic Support

A. Does the program provide appropriate quality and quantity of academic advising and mentoring of students?

Yes. Arts and Science majors must meet with their advisers for scheduling and at midsemester. In addition to scheduling the advisers also conduct degree audits. They are subject area focused. Advisers are subject-matter (major) specific and there is at least one for each major on each campus. Additionally, the College publishes an Advisor’s Handbook which details the responsibilities of student advising.

B. Does the program provide for retention of qualified students from term to term and support student progress toward and achievement of graduation?

Yes. As a part of the College, the program participated in the College’s Early Alert System which is designed to trigger when students are in danger of failing. Interventions are implemented quickly through the student success coordinator’s office. The concept is to ensure class attendance and thus enhance success.

Above is a college-wide initiative, but A&S plays an integral role in the retention effort by housing Student Success classes linked to its Basic Writing I and Freshman English courses. These Success courses are designed to help students develop the skills and habits needed to be successful in their academic careers. Additionally, they seek to improve students’ integration into the college community as well as assist students in identifying their career goals. Because of the large number of first generation students enrolled at PCCUA, these classes have been beneficial in providing these students with the guidance they need to navigate the college environment.

The College also operates the Stars Lab which has faculty on-call for tutoring needs.

The A&S department provides evidence in Table 22 of the Report that developmental students are advancing to college level classes at generally a higher rate than in previous years. This would indicate that the department’s efforts to encourage persistence in developmental students is moving them forward toward completion.
IV Review of Program Faculty

A. Do program faculty have appropriate academic credentials and/or professional licensure/certification?

Yes. A review of faculty degrees and subjects taught found on pgs. 10-13 of the report indicate that the A&S full-time faculty are appropriately credentialed for the subjects they teach. In some instances, a transcript review would have yielded greater confidence in this assessment, but the reviewer is sufficiently satisfied that the full-time faculty meet qualifications.

Adjunct instructor credentials are provided in Table 4. Degrees are listed but subject areas are not. This is not that concerning for instructors teaching developmental courses, but those teaching freshman and sophomore level classes should indicate the subject area in which they earned their degree.

B. Are the faculty orientation and evaluation processes appropriate?

Yes. The orientation process currently consists of a handbook that is provided to all new and adjunct faculty. This handbook includes information on College policies and services provided by the College and can be found on the College’s website. The College is aware that new hires are interested in a more thorough orientation process and it is currently developing plans for a more effective orientation.

The A&S Division has a thorough and appropriate faculty evaluation process involving and examination of instructional delivery, instructional design, and course management.

C. Is the faculty workload in keeping with best practices?

Yes. The standard workload is 15 hours a week which is in keeping with best practices. The 10 hr. per week office hour requirement is also in keeping with best practices.

V Review of Program Resources

A. Is there an appropriate level of institutional support for program operation?
Maybe. The Division of Arts and Sciences operates on a budget of $51,763.10 for 2011-2012. The budget allows for the purchase of necessary supplies and for instructor travel as needed to the various conferences, etc. attended by the faculty. Classroom facilities appear adequate. In a survey conducted by the A&S Division regarding strengths and weaknesses of the program, the faculty cited decreasing budgetary support for instructional needs such as equipment and technology. The College should be aware that continued decreases in budgetary support could jeopardize the effective delivery of instruction. It is recommended that the College review the A&S budget to ensure it is adequate.

B. Are the faculty, library, professional development and other program resources sufficient?

Yes. PCCUA has an extensive collection available to faculty and students. The collection can be accessed on campus electronically and there is an inter-library loan service for materials that are not held by the PCCUA library. The electronic databases subscribed to by the library are listed on pgs. 24 and 25 of the Program Review document. The budget for the libraries on all three campuses combined is $125,030 and appears to be sufficient to continue to sufficiently support the A&S Division.

As mentioned above, the A&S Division does have money in the budget for travel. The A&S faculty is encouraged to present and attend conferences and are expected to share learned best practices and current research with other PCCUA faculty. Some of the conferences attended by faculty include the Arkansas Political Science Association, Higher Learning Commission, Achieving the Dream Institute, and the Health and Fitness Summit.

The institution also supports the A&S faculty through the acquisition of a variety of grants which provide additional resources for the faculty.

VI Review of Program Effectiveness

A. Indicate Areas of Program Strength

Self-reported strengths of the Division are the faculty experience, the availability of Smart Board technology and computer labs, and the leadership of the Dean of Arts and Sciences. Additionally, students evaluated the A&S faculty at 2.81 (excellent) on a 3 point scale for their instructional delivery and 2.89 (excellent) on a 3 point scale for their instructional design.
There is strong evidence of quality in the area of mathematics instruction. Pre and post test results from 2006 to 2011 show consistent success in student learning in both Developmental Math and College Algebra.

B. Indicate the program areas in need of improvement within the next 12 months and over the next 2-5 years.

In the next 12 months, a determination needs to be made regarding class elimination to meet the transition from 64 to 60 hours needed to graduate.

In the next 2-5 years, the division should continue to shrink the success gap between African-American and White students in their developmental classes.

The Division should adjust their policy regarding online examinations and require at least one (1) proctored exam (final or mid-term). Federal requirements mandate that the College have in place some approved methodology that can assure that the person doing the work in the class is actually the student enrolled in the class. The common practice to do this is with a proctored exam.

The Division and the College as a whole should develop and implement a plan to improve Fall to Fall retention in its program.

The Division should continue efforts to improve the graduation rate of its students.

C. Indicate areas for program development based on market/industry demands that have not been identified by the institution.

The A&S programs are designed for transfer to four-year institutions. New programs are initiated by the universities and the College can follow. If the College is interested in expanding its offerings, I would look to the universities and determine which programs might be a good fit for students from their region and seek to initiate offering the first two years of that program. The reviewer is not an expert in the region’s business and industry demands and, as such, is not comfortable guiding the institution in this regard.
VII  Review of Instruction by Distance Technology

A. Are the program distance technology courses offered/delivered in accordance with best practices?

Yes, they appear to be consistent with Arkansas state requirements. As mentioned above, however, a best practice currently lacking on online delivery at PCCUA is a mandatory proctored final exam or mid-term.

B. Does the institution have appropriate procedures in place to assure the security of personal information?

Information in the Report details the security requirements for withdrawal from online classes. The College utilizes Blackboard as its course delivery platform. Blackboard has embedded security that ensures personal information is securely housed. Each student is given an individual student access ID.

C. Are technology support services appropriate for students enrolled in and faculty teaching courses/programs utilizing technology?

Yes. Online instructors receive special training in distance education and the software utilized before entering the online classroom environment.

Online students can access the PCCUA library online and there is a Help Desk available to them. If a student is having technology difficulty, he can submit a request to the Distance Learning Coordinator by simply clicking on a Help Desk icon located on the student’s home page. There is a dedicated staff member to handle all Blackboard issues and the expectation is to respond to requests for assistance within 24 hrs. of the receipt of the request. This is appropriate considering the size of the institution.

D. Are policies for student/faculty ratio and faculty course load in accordance with best practices?

Yes. The teaching load for online courses is the same as for traditional courses – 15 hours. According to IPEDS data, the student to faculty ratio for PCCUA is 7 to 1 which is an exceptionally low ratio.
E. Are policies on intellectual property in accordance with best practices?

Yes. Online faculty do not maintain the intellectual property of their course content. Should an online instructor depart the institution, the College maintains ownership of the course content. Recent studies would indicate that this is consistent with the behavior of some institutions, but not all. See study by Baron, Hogarty, et al (2005) http://htmlscript.auburn.edu/outreach/dl/pdfs/Intellectual_Property_and_Online_Courses.pdf

And a monograph on intellectual property ownership by Carol Twig at http://www.then.cat.org/Monographs/Whoowns.html

VIII Review of Program Research and Service

A. Are the intended research and creative outcomes for each program appropriate, assessed and results analyzed?

Yes. PCCUA is a community college and thus, research is not part of its mission.

Outcomes for the Division of A&S mirror those of the institution as a whole. This is definitely a best practice. They include course completion, course success, term to term retention, year to year retention, and degree completion. These are appropriate outcomes.

The outcomes for A&S graduation is provided in Table 15 of the Report and indicates an improvement in the graduation rate from 2004 to 2008 and would indicate that not only is the Division analyzing the data, but is also utilizing the results to make improvements. Tables 17 through 24 show that the Division tracks student performance and persistence in Math, Reading, and English. They also track transfer and CAAP performance. This is consistent with best practices.

The Division submits its assessment outcomes to the Director of Assessment and Institutional Effectiveness who incorporates it into the Colleges overall institutional assessment.
B. Are the intended outreach/service/entrepreneurial outcomes for each program’s initiatives appropriately assessed and results utilized?

No outreach, service, or entrepreneurial outcomes indicated. This is not unusual for a division focused on transfer.

IX Local Reviewer Comments

A. How is the program meeting market/industry demands and/or preparing students for advanced study?

The College actively seeks grants that focus on student success. The Division of A&S has seen improvements in the success of their students with regards to persistence, graduation, and transfer as a result of these grants. Specifically, the Achieving the Dream Initiative (ATD) has led the College to design new intervention strategies for “at risk” students. These “at risk” students are succeeding in Developmental Math, English, and Reading at a higher rate than before the start of the ATD. This leads to increased persistence through the program and should lead to greater transfer and graduation rates for those students in A&S majors.

B. What program modifications are needed?

The Division self-identifies two needed improvements. First, they seek, through the PACE grant, to quicken the completion time of developmental students by combining developmental English courses with advanced English courses. The expectation is that students will progress through the developmental and college level coursework concurrently and thus complete the programs at a faster rate. Assessment of this pilot program should continue.

Second, they report a need to improve course evaluation and the need for instructors to regularly update their courses. They strive for continuous improvement. This is a worthwhile goal and a mechanism should be designed to insure faculty are indeed keeping their courses “fresh.”

It is recommended that the Division track its student success more specifically. For example, the most recent data on Table 15 is four (4) years old. The division should have access and be able to report more recent data. Additionally, the Division relies to heavily in this Report on College-wide data. It is recommended that the Division request disaggregated data at least by their division so they can better
understand how students in their specific division are fairing with regards to graduation, retention, and persistence.

One of the best ways to determine quality of a program or division in a transfer situation is to determine how former division students perform at their transfer institution. It is recommended that the Division or the Director of Assessment and Institutional Effectiveness institute some form of data exchange with transfer universities which will allow them to gauge the success of their students at transfer institutions. The goal here is to determine if former PCCUA students perform at or near the level of the native university students. This would be a great way to gauge student learning in the division.

X Report Summary

The Division of A&S at PCCUA is located in a predominantly low income region. If one accepts the assumption that a liberal arts education not only impacts an individual’s earning potential, but can also have regional economic impacts regarding quality of life and tax-base issues, then this Division is absolutely essential to the region. No other institution provides the programs that the A&S division does so cost-effectively and so accessibly. If the region is to improve through education, then the need for this Division and the programs it houses is essential.

The state program review process needs a revamp with regards to how it assesses the quality of community college programs. The first and most glaring issue as a reviewer is that the External Reviewers Report Template is remarkably dissimilar to the template used by the Institutional Review Team. Consequently, the reviewer is asked to comment on items that are not included in the report. This may be a design feature to force reviewers to delve more deeply in the program, but the review process should not be a game of hide and seek. Additionally, the review process appears to be a “one size fits all” effort. This shows lack of creativity and a fundamental misunderstanding of the differing missions of institutions and even programs across the educational spectrum. I would recommend that the state determine what it really wants from its community colleges and design a process that truly measures the institution’s effectiveness in delivering it.
Phillips Community College of the University of Arkansas  
Arts and Sciences Program Review – Response to Primary Reviewer’s Comments (Dr. Domas)

Dr. Matthew Domas, Associate Vice President for Educational Affairs at Northwest Mississippi Community college in Senatobia, Mississippi visited our campus and completed a program review. We were pleased with his findings. We did feel that a response would be helpful in explaining some of the concerns he had. Dr. Domas highlighted issues he felt PCCUA could address; the following paragraphs will highlight those concerns and how we intend to address them in the future.

Review of Program Goals, Objectives and Activities

After stating that our program goals were appropriate and consistent with goals stated by other community colleges, he mentioned that our assessment plan is incomplete. It is not. It may have appeared incomplete to him because assessment outcomes are submitted a year behind. For example, on a portion of the 2012-13 assessment is available because assessment for 2011-12 is filed during the 2012-13 academic year. The Program Review Team was not asked this question, but an explanation would have been easily available. 2012-13 data will be submitted between November and January of 2013-14. In fact, divisional assessment is posted at [http://www.pccua.edu/assessment/](http://www.pccua.edu/assessment/)

Other evidence of assessment can be found by locating data outcomes posted on the Achieving the Dream Web pages [http://www.pccua.edu/Achieving%20the%20dream/](http://www.pccua.edu/Achieving%20the%20dream/)

Review of Program Curriculum

The AA transfer program does not include student practicums for most majors. However some majors (such as Early Childhood Education and Education) do have field experiences built in to the coursework. In addition, students who receive an AA in Business have experiences with local business owners and may even have internships. See Field Experience Packet, Attachment A.

Review of Program Faculty

Dr. Domas pointed out an omission on our part in the table explaining program faculty and their degrees earned. All adjunct instructors possess a master’s degree in the discipline in which they teach. This information should have been included in the chart.
### Adjunct Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Highest Degree Earned</th>
<th>Courses Taught</th>
<th>Campus Taught</th>
<th>Course Taught</th>
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<tbody>
<tr>
<td>Henderson, Marches</td>
<td>Masters (Math)</td>
<td>MS 1013/1023/1123</td>
<td>Helena</td>
<td>Developmental</td>
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<td>Dabbs, Kristian</td>
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<td>SH 113</td>
<td>Stuttgart</td>
<td>Beginning</td>
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<td>BY 103</td>
<td>Stuttgart</td>
<td>Developmental</td>
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<tr>
<td>Boggs, Don</td>
<td>Professional certification</td>
<td>PEAC 101 &amp; 11</td>
<td>Stuttgart</td>
<td>Beginning &amp; Intermediate (bowling)</td>
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<tr>
<td>Adamson-Ray, Susan</td>
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<td>FA 213</td>
<td>Stuttgart</td>
<td>College - Sophomore level</td>
</tr>
<tr>
<td>Scheiderer, Terri</td>
<td>Professional certification</td>
<td>PEAC 171 &amp; 261</td>
<td>Stuttgart</td>
<td>Beginning &amp; Intermediate (aerobics)</td>
</tr>
<tr>
<td>Reed, Faye</td>
<td>Masters (Math) Jurist Doctorate (law)</td>
<td>MS 1013/1023/1123</td>
<td>Helena</td>
<td>Developmental</td>
</tr>
<tr>
<td>Parker, Paulette</td>
<td>Specialist (English and Communication)</td>
<td>EH 1023 EH 233</td>
<td>Helena</td>
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<tr>
<td>Nelson, Barbara</td>
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</tr>
<tr>
<td>Jennifer Poston</td>
<td>Masters (Sociology)</td>
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<td>DeWitt</td>
<td>College - Sophomore level</td>
</tr>
<tr>
<td>Crystal Simpson</td>
<td>Masters</td>
<td>PE 223 PEAC 142</td>
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<tr>
<td>Kathy Trite</td>
<td>Masters (English)</td>
<td>EH 113</td>
<td>DeWitt</td>
<td>College - Freshman Level</td>
</tr>
</tbody>
</table>

### Review of Program Effectiveness

Dr. Domas made suggestions that are consistent with our continued focus of improving student retention and success. He pointed to the need to shrink the gap between performance levels of African American and White students in developmental classes. Through Achieving the Dream, our Higher Learning Commission Open Pathway project and the PACE grant, we are working on moving all of our developmental education students through their remediation and their gatekeeper classes quickly and successfully. That is definitely a focus point for our division. (See tables documenting disaggregation. These tables can be viewed at the PCCUA Achieving the Dream 2012-13 Web Page identified as ATD Student Success Tables 2012. See Tables 4 and 5.)

[http://www.pccua.edu/Achieving%20the%20dream/Acheiving_The_Dream_2011-2012.htm](http://www.pccua.edu/Achieving%20the%20dream/Acheiving_The_Dream_2011-2012.htm)
Concerning distance education classes, PCCUA is one of three members of the UA Online consortium, and as such, our classes are monitored and evaluated often. There are plans in the works to require a proctored final exam for each online class. See Attachment B: Course Evaluation. Please review U of A Online policies and procedures at the following link.
http://www.uaonline.uasys.edu/policies_and_procedures.htm

Local Reviewer Comments

Dr. Domas believes there should be more tracking and reporting of transfer data. He believes that information from the school to which our student transfers would be most important. He also mentioned that some of the data we used was not current, but that is not the case. The data reflects the past four years of student information we have gathered. Samples of evidence and data tracking are provided.

Table 1: PCCUA Success and Retention Rates

<table>
<thead>
<tr>
<th>Indicators</th>
<th>2004-06</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
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<tr>
<td>Course Retention</td>
<td>966/1183</td>
<td>290/320</td>
<td>326/422</td>
<td>343/428</td>
<td>291/381</td>
<td>1250/1551</td>
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<td>82%</td>
<td>91%</td>
<td>77%</td>
<td>80%</td>
<td>76%</td>
<td>81%</td>
</tr>
<tr>
<td>Course Success</td>
<td>650/1183</td>
<td>240/320</td>
<td>265/422</td>
<td>270/428</td>
<td>219/381</td>
<td>994/1551</td>
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<tr>
<td></td>
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<td>75%</td>
<td>63%</td>
<td>63%</td>
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<td>64%</td>
</tr>
<tr>
<td>Fall to Spring Retention</td>
<td>563/836</td>
<td>201/264</td>
<td>232/301</td>
<td>213/313</td>
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<td></td>
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<td>73%</td>
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<tr>
<td>Fall to Fall Retention</td>
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<td>95/313</td>
<td>114/276</td>
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<td>43%</td>
<td>30%</td>
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Table 2: PCCUA Degree and Certificate Completion

<table>
<thead>
<tr>
<th></th>
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<th>2005</th>
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<td>(27/306) 9%</td>
</tr>
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<tr>
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<tr>
<td></td>
<td>(48/293) 16%</td>
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<td></td>
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<td>(16/264) 6%</td>
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<td></td>
<td>(59/264) 22%</td>
<td>(27/264) 10%</td>
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Table 3: Course Success: A,B,C with the exception of MS-123 A,B,C and D

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<tr>
<th>Course</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
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<tr>
<td>Developmental Reading</td>
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<tr>
<td>DS-103</td>
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<td>(28/59)</td>
<td>(60/100)</td>
<td>(15/40)</td>
<td>(48/90)</td>
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<td>(53/90)</td>
<td>(49/73)</td>
</tr>
<tr>
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<td>71.3%</td>
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<td>72.3%</td>
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</tr>
<tr>
<td>EH-1013</td>
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<td>(27/63)</td>
<td>(62/114)</td>
<td>(21/54)</td>
<td>(38/82)</td>
<td>(20/35)</td>
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<td></td>
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<td>(61/109)</td>
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<td>(57/134)</td>
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<tr>
<td></td>
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</tr>
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<td>(79/134)</td>
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</tr>
<tr>
<td></td>
<td>72.2%</td>
<td>60.1%</td>
<td>59.0%</td>
<td>51.9%</td>
<td>59.0%</td>
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<tr>
<td>College Level Math</td>
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<tr>
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<td></td>
<td>76.8%</td>
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</tr>
</tbody>
</table>
I. Review of Program Goals, Objectives, and Activities

Core competencies listed on p. 3 of the program review are appropriate goals for general education in the humanities, math and science, the social sciences, communication and technology. Appendices B and H sufficiently describe the plan for assessing these and specific degree program competencies; additional assessment of student learning in developmental programs is available in the body of the review.

Faculty are accomplishing program mission in a variety of ways beyond developing, offering and revising degree, certificate, and transfer courses so that students may achieve their academic and career goals. They teach overloads and participate in professional development opportunities regularly.

Information on pages 45 through 47 of the report show that course, degree and certificate completion rates have improved over the past several years; this confirms that the Division is doing what is necessary to help their students succeed.

Programs under review provide degrees for transfer and also core courses for degrees beyond the Division of Arts and Sciences. Appendix H shows evidence of employer and graduate satisfaction with preparation for a number of degrees offered (A101 through A106).

Since developmental courses in English, math, and reading are essential in preparing many students for college-level study, the Division has been devoting much attention during the review period to improving the success of underprepared students in gateway courses via Achieving the Dream.

Program degrees should well prepare students for advanced study at universities in the region as well as for entry level regional professional employment in a variety of fields. Students are consistently completing AA degrees in good numbers; significantly fewer are completing AS degrees. It does not appear that existing AS degrees are drawing resources away from other programs. Suggestions for further data collection and analysis appear later in this review.
II. Review of Program Curriculum

There is breadth, depth, and currency in all the degree plans in Appendix A, and they are similar to comparable degrees at other community colleges in terms of the amount and type of core and specialized learning required for each degree.

Appendices D, E, F and G outline policies, procedures, and plans to keep technology, course delivery, facilities, and faculty current. These materials indicate a serious commitment on the part of the division to provide quality academic programs in up to date facilities taught by highly qualified faculty within the inevitable budgetary constraints.

Pages 4 and 5 describe common readings and data analysis focused on improving racial understanding and on helping minority students to succeed. The campus has been named as a Leader College with Achieving the Dream and was distinguished as the 2012 recipient of the Leah Meyer Austin Special Recognition for Cultural Change. The division offers courses in African American Literature and Drama which apply toward many degrees.

Under “Planned Improvements” on page 57, the Division lists three improvement initiatives all aimed at improving curriculum. These initiatives are similar to those being considered and implemented by community colleges around the nation.

Industry/market employers surveyed were very satisfied with graduate preparation, indicating that program curricula are current. Internships are available to students in some programs, as indicated in Appendix H. Where appropriate, program exit requirements include the standard test necessary for employment in the field (i.e., Praxis in education).

III. Review of Academic Support

Achieving the Dream, Carl Perkins, and Title III grants have offered significant support for academics for the Division. The 2005 Title III grant not only provided new technology for the classroom but also was meant to improve data collection and interpretation on student success as well as assistance for career planning and advising. The Achieving the Dream grant supported improvement in student success in developmental programs including professional development opportunities for faculty.

These are substantial grants, and they have done much to support the Division’s mission during the period under review. Career Pathways provides a number of services listed on page 31 to assist low income students engaged in academic study. GEAR UP provides scholarships to low-income high school students and helps to prepare them for college study in Division courses and programs.
These and other programs outlined on pages 28-34 of the report should offer sufficient academic advising and mentoring to Division students.

The Achieving the Dream grant has brought great support for improving student retention and according to page 45 of the report has helped to increase three year graduation rates for the campus.

Tables on pages 41 and 42 indicate the number of graduates by major and degree for academic years 2009, 2010, and 2011. The number of AA degrees rose steadily while the much lower number of AS/ALS degrees was too low to show a trend. There is no expanded analysis within the report on the low number of graduates from the AS/ALS degree programs within the review period.

It is unclear why more students are not graduating from these programs; in the next review cycle, the Division might consider a more focused analysis of market/industry demand, student interest, and course enrollment and completion rates to identify ways to improve graduation rates for the AS/ALS degrees. It is possible many potential graduates from these programs are finding good jobs or transferring before graduation; more analysis needs to be done before firm conclusions can be drawn.

Is there a tutoring center on campus available for all students who need tutoring in the various subject areas? It is difficult to discern from the program review; if one does not currently exist, a goal might be set for the creation of an academic support center where tutoring might take place during day time and evening hours.

IV. Review of Program Faculty

Via review of information on pages 10 through 21 it is apparent that all PCCUA faculty and adjunct instructors possess appropriate qualifications for their teaching assignments, although there are some unexplained anomalies. Page 10 explains that “All instructors teaching college level courses in the division have at least a master’s degree in their content areas or related areas,” yet one instructor listed at the bottom of the table on page eleven is teaching psychology, fundamental math, basic writing, and reading. While this instructor has an MA in School Psychology and a BA in education, it seems highly unusual for him or her to be teaching in such a variety of discipline areas, including soccer. On page 13, an instructor with an MFA (discipline not listed) and a BA in music is teaching speech, introduction to theater, and music appreciation.

On page 23, it states that “instructors are often assigned overload courses per semester.” It is not clear whether the teaching of overloads is strictly voluntary or how often such overloads are assigned to full-time faculty with standard loads of fifteen hours a week. Further, it is not
clear whether the loads for teaching developmental students are smaller, as they should be, or what the course caps might be.

This information suggests that PCCUA may not be in line with best practice with respect to teaching loads for community college faculty. Further data collection and analysis is suggested. In this review, the total number of preparations and students typically assigned in a given semester is not available for analysis, nor is the number of courses or hours typically taught in an academic year.

The collection and analysis of such data (keeping in mind that teaching online often requires more time) might help the Division determine whether or not instructors are overloaded and/or appropriately remunerated for the amount of teaching they are doing. Further, a review of the teaching assignments of full-time faculty for parallel institutions in the state and region might reveal whether it is a standard practice to regularly assign courses in related disciplines or whether this is done only in times of duress. Where possible, instructors with graduate degrees in the disciplines taught should be hired.

Faculty retention is another key indicator of campus commitment to maintaining manageable faculty workloads. Where faculty are unduly overloaded, they may seek employment elsewhere. This can create programmatic instability. Where overloaded faculty are retained, they may not be able to find time for other essential duties necessary for maintaining and improving programs (like assessment and committee service).

At first glance, it seems that the number of courses taught by adjuncts is kept relatively low (which is a good thing). However, there is no information to indicate how many classes the typical adjunct would teach during a semester, how much they are paid, whether or not they receive campus office space or professional development opportunities. No data is provided on faculty or adjunct satisfaction. For future reports, such information might prove useful for analysis in determining whether the Division is in keeping with regional practices at parallel institutions.

Faculty evaluation processes appear to be in line with standard practice (as outlined in Appendix G). Peer review is incorporated, which is in line with best practice. The campus, according to page 22, is responding to a faculty request for a “more comprehensive orientation”; it is unclear why the evening adjunct orientation was cancelled (possibly low attendance—it can be a serious challenge to find common times for adjunct meetings). A link has been provided that gives adjunct faculty ongoing access to vital documents and policy information. It is unclear what percentage of Division courses are taught online by adjuncts and what sort of training/support is available for teaching online for them. Page 36 indicates that
training is required of all online instructors but does not specify whether or not that policy applies to adjuncts or what the extent of that training might be.

In summary, it is clear that PCCUA is fortunate to employ an impressive number of highly qualified and committed faculty who are doing a good job of staying current as well as making positive contributions in their fields. Less clear is the diversity of this faculty, the Division’s support for adjuncts, the retention of qualified faculty, and the typical faculty workload and compensation in comparison with parallel institutions in the state and region.

V. Review of Program Resources

There appears to be an appropriate level of institutional support for program operation. Recent grants seem to have provided additional professional development opportunities for faculty both on and off campus, and PCCUA has brought a number of experts to the campus to support professional development. The travel budget allocations listed in Table 7 on page 27 are difficult to fully interpret (some areas are funded, others aren’t, and some areas are funded better than others) but it seems logical that funding (or lack thereof) is a function of the size of an area as well as the perceived need of faculty to travel, since there are other ways to develop professionally.

$1,150.00 doesn’t go all that far for a travelling division dean, but it’s reasonable to assume that Academic Affairs and/or the President’s Office would be funding some of the dean’s required trips. Some two year campuses have even less; hence, it’s reasonable to assume that although more would be better, the Division currently has enough funding to do a very good job of keeping faculty current and offering strong programs.

Grant money has provided equipment and has been used to update classrooms. The campus has a good technology plan and a committee in place to oversee progress toward its goals. Since the program review does not specifically identify typical resource deficiencies, i.e. insufficient IT staffing or lack of adequate space for classes and labs, it seems probable that the Division is satisfied with the amount and quality of space, equipment, and service for technology necessary to facilitate student learning.

The library appears to be well staffed and has a healthy selection of research databases that should be sufficient for student research. Keeping a community college library collection current can be a serious challenge, since books are very expensive and in some fields become obsolete very quickly. The PCCUA library purchases books requested by instructors as budget allows; this seems like a good policy, and Interlibrary loan extends student access to books as well. A table of the number of holdings for each degree area along with year
purchased/published would render more information as to the quality of the library’s collection in support of the Division’s degree programs under review.

In conclusion, it seems that the Division’s programs are as well supported as similar programs around the state and region and probably the nation.

VI. Review of Program Effectiveness

PCCUA Division of Arts and Sciences appears to have many strengths, including a strong faculty, a broad array of degree options for students, as well as a recognized commitment to improving success for under prepared students who have difficulty getting through the pipeline of required courses extended by developmental course curricula. The UA-Online consortium extends learning opportunities and streamlines policy for students seeking the AA degree online.

The Division has clearly defined academic goals for their core curriculum and for degree programs. Data on student learning is being collected, analyzed, and used to improve courses and programs. While the setting of benchmarks for a program or a learning goal seems arbitrary and possibly too low at points (i.e. page A22, “At least 50% of students receiving a ‘C’ or better will score at least 70% on a posttest”), there may be good reason for apparent anomalies. In Appendix H, data indicate that the Division has collected information on employer satisfaction with graduate performance when possible as well as on the ability of graduates to find employment within a reasonable period of time. This indicates that the Division is doing all possible to ensure the quality of its programs and the success of graduates.

There do not appear to be areas in need of immediate improvement over the next twelve months, or even the next two to five years. However, it is suggested that on the next cycle for review the Division collect more data solely on the programs in question for a deeper, more focused analysis. Much of the relevant data is currently buried in campus or state data, which to some degree obscures any reviewer’s ability to address the review criteria as they relate to the programs in question.

The Division might analyze five years or even ten years of enrollment and successful completion figures in upper level classes as well as industry indicators for AS degrees to determine more carefully why more students are not selecting these degree programs for study (pay is often quite good) or completing them. The campus might seek a STEM grant to assist in this process, as many community colleges have done.

Faculty loads, faculty diversity, and faculty satisfaction and retention might be more carefully reviewed; class sizes are important, yet the review doesn’t sufficiently address those, nor does it compare student success in face to face classes with online classes. If review of these
important components of program success are not required in other campus reporting venues, the Division might set a goal of collecting and analyzing data in search of ways to improve.

VII. Review of Instruction by Distance Technology

The UA Online consortium is a collaborative endeavor on the part of three campuses to provide an online AA degree alternative to students. The skills assessment test students must take should assure readiness of students for online study. Students have access to all the resources they need to engage in online study, and the Vice Chancellor for Student Affairs oversees the enrollment of every online student. There are resources for faculty development, mentoring for online teaching, exam proctoring, and access to the library. According to the review, all online instructors must receive training before teaching online (p. 36).

It is unclear how online students are surveyed for satisfaction with services provided; PCCUA enrollments for online study have expanded exponentially over the past decade, so if student satisfaction data is not currently being collected, online students should be surveyed and data should be compared to that of face to face classes in order to identify areas for possible improvement.

There appear to be sound security measures in place to assure personal information is protected online. It seems that technology support services are sufficient. The review doesn’t state how many IT support staff the campus employs, nor whether there have been any problems with equipment or the Learning Management System used for online study. The implication seems to be that there is sufficient support, since no problems have been identified and no goals for attempting to solve them have been listed.

There is no information in the review on online student load/course caps. On page 36, it states that there is no additional compensation or release time to teach an online class and that the campus retains intellectual property rights to all online courses. Many campuses allow for release time or additional compensation for the first time development of an online course. Once courses have been developed and perfected and are known to be quality courses, the PCCUA policies seem to be in line with current best practice.

Because of the amount of correspondence and manual grading vs. machine tallying of objective tests, certain courses (for example, freshman writing) may require more instructor time; hence, many campuses limit class sizes. If PCCUA has not yet compared online class sizes and the portion of an instructor’s load that is comprised of online teaching with those of parallel institutions in the region, such data collection and analysis is recommended.
VIII. Review of Program Research and Service

Appendices A and H show that program outcomes, which have already been established as appropriate and in keeping with those of similar programs at similar institutions, are assessed and that the results of assessment have been used to improve programs. The Division has collected data from employers of graduates and has processes in place for ensuring ongoing data collection and analysis.

IX. Local Reviewer Comments

The Division’s programs are preparing students for transfer into a broad array of baccalaureate programs; substantial improvements in course completion rates in a number of important areas have been made over the past few years. Core requirements as well as courses for degrees offer students the opportunity to acquire knowledge and skill needed for entry level employment in a number of jobs available in almost any community. Many community college students will seek gainful employment at their earliest opportunity, foregoing graduation for more immediate financial gain. Consequently, low degree completion rates don’t necessarily mean that the region’s industry needs are not well served.

That aside, the AS degrees need more careful, focused analysis of industry demand and course enrollment and completion. Where courses offerings are limited or cancelled routinely because of low demand and low enrollment, the Division might consider changing requirements. The review does not discuss whether the Division is ever unable to meet the ongoing commitment to offering required courses for each of these AS degrees. No such difficulties are mentioned in the program review; they are raised here because of the lack of enrollment data with respect to courses required for programs under review.

In the next review cycle, the Division might also mention relationships with specific employers and universities in the region, i.e. schools, hospitals, parks. This would help future reviewers understand how degree programs are tailored to meet transfer expectations as well as employer expectations particular to the region served.

X. Report Summary

It seems that the Division of Arts and Sciences’ degree programs are essential to the region in providing relatively low cost, quality associates degrees for transfer students as well as for students seeking entry-level employment in a number of professional areas. Without these programs, regional industries, schools, and other institutions might be unable to find qualified employees. The disappearance of these programs would probably mean disaster for place bound and underprepared students whose options for securing gainful employment and self-
improvement are limited, as well as for regional employers attempting to recruit qualified applicants.

The Division shows a high level of commitment to its stated mission and appears to be doing a remarkable job with available resources. For the next review, more attention could be paid to enrollment and completion trends in sophomore level courses, the quality of online offerings vs. face to face and/or hybrid offerings, as well as faculty and adjunct faculty loads, diversity, and satisfaction. Where possible, data presented should be focused on the programs under review; comparative data is sometimes useful for analysis, but at points during the review it was difficult to isolate the data related to the specific programs under review. Nonetheless, it can be safely induced that the Division’s programs are comparable to those in parallel institutions and in terms of recent improvements of developmental student success and in assessment of student learning, probably sometimes even better.
Phillips Community College of the University of Arkansas
Arts and Sciences Program Review – Response to Secondary Reviewer’s Comments (Dr. O’Neill)

On December 28th, 2012 Dr. Erin O’Neill conducted the program review. She read the Program Review written by the Phillips Community College (PCCUA) Program Review Committee. We were pleased with her detailed review and with her findings. We did feel that a response would be helpful in explaining some of the concerns she had. Dr. O’Neill highlighted some issues PCCUA could address, and the following paragraphs will highlight those concerns and how the college will address them in the future.

Review of Program Goals, Objectives and Activities

Dr. O’Neill commented that the number of college graduates seem to be declining. While it is true the number of students graduating is lower each year, this can be explained by the declining population of Helena, Arkansas. With fewer students attending college, we have fewer graduates.

One positive aspect of PCCUA’s graduation rates is that PCCUA is graduating a higher percentage of students than past years. Table 14 shows that the percentage of student graduates has moved in a positive direction. In 2004, PCCUA graduated 10% of its students. In 2008, PCCUA graduated 25% of its students. In four years, PCCUA showed a 15% improvement. (See Table 2, PCCUA Degree and certificate Completion, pp. 4-5)

Review of Academic Support

In Dr. O’Neill’s review, she asked about the availability of tutoring on the PCCUA campus. The availability of good tutors to help students has been a concern. To remedy the situation and provide good tutoring for our students, PCCUA has used funds received through the PACE grant to open our STAR (Students Taking Action with Resources) lab.

The purpose of the STAR lab is to improve student performance by offering a professional tutoring lab for the students. The grant provided the monetary funds to convert an old classroom into a functioning lab. The grant bought new computers, furniture, a Smartboard and hired a professional tutor to staff the lab. In December of 2012, the lab opened.

Review of Program Faculty

Dr. O’Neill’s concern regarding the chart listing faculty/degrees/teaching load points out an error. She mentions an instructor teaching a variety of classes (Kim Kirby). In truth, Ms. Kirby teaches only psychology. That is our error. She also points out an instructor with an MFA teaching a variety of Fine Arts classes. Mr. Whiteside does have a Master’s of Fine Arts from the university of Miami, has extensive speech and theatre experience, and is well qualified to teach the classes he is listed as teaching.

She also mentions a concern with faculty overloads. Faculty members are always given the right to refuse an overload, but the truth is that many faculty members depend on these overloads as part of
their compensation. There is also a problem with finding qualified/credentialed adjuncts in our area. For those reasons, we have not seen overloads as a problem. We are also at fault for not stating that course maximum enrollments are lower for developmental classes and for writing classes than for other classes in the division.

Dr. O’Neill mentions a concern with faculty retention. We share that concern and realize we are faced with two problems: one, many faculty members are reaching retirement age, and two, we have a hard time recruiting qualified faculty members in this area. Our number of adjuncts is low (as she stated) and most teach one or occasionally two classes per semester. We have also been able to retain adjuncts semester after semester and to include them in regular faculty meetings and professional development activities.

Faculty compensation, workload assignments and retention are concerns that we have dealt with for some time. Administrators continue to make every effort to retain the good instructors and we have and to increase compensation for those instructors. For more information related this review the Minority Recruitment and Retention Report which explains the recruitment and retention for all faculty and minority faculty. See the following link. http://www.pccua.edu/faculty_staff/ (scroll to the bottom right side of the page).

Review of Program Resources

Dr. O’Neill mentions low travel funds for a ‘travelling dean’. As of July 1, 2012, we no longer have a travelling dean, and that is no longer a problem.

She is correct that grant money has provided much needed equipment updates in the past. We have been fortunate to secure grants, and we continue to work to secure grants for the future.

Funding for higher education in Arkansas is a problem, and we continue to do the best we can with what we are allotted.

Review of Program Effectiveness

Dr. O’Neill mentions the difficulty of getting AS graduates, and we realize this is a concern. We believe that the problem isn’t the courses (which she mentions), but instead it is the difficulty of the curriculum and the fact that many of our students tend to have much lower GPAs. An examination of the Programs of Study required for the AS indicate this. See Associate of Science Degrees. http://www.pccua.edu/programs_of_study/programs_of_study.htm

As part of the UA Online consortium, our online classes are constantly monitored and evaluated. What we have not done is to compare student success between face to face and online classes. That is data that we will request and discuss in the near future.
Review of Instruction by Distance Technology

Dr. O’Neill mentions a concern with course caps for online classes. These caps are put in place by the consortium, and faculty report that they are adequate. Although the three colleges involved in the UA system (PCCUA, UAB, and UAH) do evaluate their students, we believe it would be helpful to make those evaluations known to the instructors and to compare results with face to face classes. See Attachment B, On-line Course Evaluation, pp. 38-39.

In the future, PCCUA is going to implement a student satisfaction survey to all online students. The survey will assess how well the students’ needs are being met in their online courses. Data collected from the surveys will be used to enhance PCCUA’s online courses.
Introduction to Education

EN 113

Field Experience Packet
1. You must have completed **20 hours** in grades (preschool through 4\(^{th}\) grade)
2. Choose your grade/school

3. You represent yourself and PCCUA when you are in the schools. Your actions, attitudes, and dress should reflect you as a future teacher. Rules, procedures, dress code, etc. for students and teachers at your school also apply to you.

Procedures:

4. Call the school and ask to speak with the principal. Tell him/her you are taking this course and you would like permission to do field experience in their school.

**Do the following:**

- Set up a time to meet with the principal to be assigned to a teacher.
- Get the principal to sign the permission form.
- Turn the permission from in to me when you get it signed.

5. Report to your assigned teacher. Introduce yourself and state your purpose for being there. Give the teacher a **copy** of the permission form, from observation & participation “checklist” and “evaluation form”.

6. Most teachers are very willing to explain what they are doing, what they expect you to do and classroom procedure, etc. but may not be able to do that with you on your initial visit.

7. Spread your visits out over more than **one visit**. This will give you a complete picture of what teachers do on a day-to-day basis.

8. If you must be absent for some reason, be sure to notify your teacher and/or school. It is important for you to be punctual and prepared each time you visit the school.

9. Participate as advised by your supervising teacher using the checklist as a guide. Your purpose is to get an overview of the roles and responsibilities of an elementary (K-6) teacher by: (1) completing items from the “observation/participation checklist.” (2) Caring out other duties assigned to you by your supervising teacher.

10. Should you have any problems with your placement that cannot be resolved with your supervising teacher, please contact me, 338-6474, Ext. 1307 or 816-5161.

11. The form getting to know your supervising teacher should be done as an interview. **DO NOT** give it to the teacher to fill out. The form is design to help you get acquainted with the teacher.

12. You will need to purchase a one inch binder and some dividers.

13. **Sections** (You will need to sub-divide your field experience section in your journal.)
Daily Log

1. **Summary:** Write a detailed summary of everything you do while you are in the classroom.

2. **Reflection:** This is a written description of your thoughts of what you did. How does this reflect your future as a teacher?

3. **Take-Away** – Something you can emulate when you get your own classroom?

Daily Log written format: *(This is to be done each time to visit the class)*

<table>
<thead>
<tr>
<th>Grade level: __________________________</th>
<th>School: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher: _____________________________</td>
<td>Date: ___________________________</td>
</tr>
</tbody>
</table>

Summary (What you actually did)

Reflection (Thought about the day)

Take-Away (something to use in the future)

**Documentation**

a. Permission from principal (signed and completed)
   b. Permission letter from teacher
   c. Attendance from
   d. Checklist
   e. Getting to know supervising teacher/Interview
   f. Evaluation (Sealed envelope)
   g. Final Assessment (Sealed envelope)

**Overall Reflection** *(1 to 1 ½ page paper) – This will be graded with your final assessment.*

   What did you learned about teaching?
   What you learned about Children?
   Take –Away - What did you learn from this experience?
   Teaching is for me/ Teaching is NOT for me

**Products**

   Photos or work samples
   Letters or drawing from children
   Make sure you get permission from teacher and parents before taking pictures of children.
   (Permission form included)

**Graded on:**

   Quality of thought, organization, grammar and mechanics
   Written format
   Documentations
To: Principal

Approval of observation/participation work at your school

As part of the Introduction to Education class at PCCUA, students are required to observe and participate in a school for 20 hours.

The student has a packet of materials which outlines the requirements of this field experience.

If you would agree to allow this student to complete his/her time at your school, please complete the form below and mail it back to me. It is the student’s responsibility to provide you a stamped addressed envelope.

If you agree to this assignment, I hope that you will select a teacher to assign the student to whom you feel will be a quality, professional role model.

I ask that you please commit to placing the student in a class where they will have a positive and productive experience. Chose a teacher who will adequately demonstrate what is involved in effectively working with students.

I appreciate your consideration of this request. If you have questions, please contact me:

Yvette Robertson  
PCCUA  
P. O. Box 785  
Helena, AR 72342  
870-338-6474 Ext. 1307

Principal’s Name ____________________________
Date ____________________________

This student has my permission to complete (20 hours) of Observation & Participation at my school. He/she will be assigned to (Teacher’s name) ____________________________ (grade) ____________________________.

Student’s Name ____________________________
School ____________________________ Grade ____________________________
Phone number ____________________________
Signature ____________________________
To: Supervising Teacher

Thank you for being a supervising teacher of our Introduction to Education students this semester. I appreciate you for allowing a student to observe and participate in your room. Each student has a checklist of experience that should guide them in the types of experiences they need to have. You will be asked to sign this checklist at the end of their time to verify that they have been on task in your room.

You will also be asked to fill out a simple evaluation form at the end. I ask that you put it in an envelope that will be provided to you by the student. This will allow you to give an honest evaluation of his/her work with you. Please mail or place in a sealed envelope the evaluation to me when the student completes his/her hours.

If you have any questions, please contact me:

Yvette Robertson
PCCUA
P. O. Box 785
Helena, AR 73442
870-338-6474, Ext. 1307

This student has my permission to complete (20 hours) of observation & participation in my class. The student has discussed the days and hours they will be able to visit my class. I commit to giving this student a positive and productive experience and demonstrate what is involved in effectively working with students.

I commit to proving a positive and productive experience for this student. I commit to adequately demonstrate what is involved in effectively working with students.

Student’s Name
________________________________________________________
________________________________________________________

Teacher’s signature ___________________________________________ Date ____________
<table>
<thead>
<tr>
<th>Filed Experience Checklist</th>
<th>1. Meet with principal (form signed by principal)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Meet with teacher (form signed by teacher)</td>
</tr>
<tr>
<td></td>
<td>3. Interviewed teacher/ Get to know your supervising teacher</td>
</tr>
<tr>
<td></td>
<td>4. Assist teacher with assigned duty</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>B. Planning/Scheduling (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Review teacher’s manual for math, science, or social studies</td>
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<tr>
<td></td>
<td>2. Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>C. Preparation for Instruction (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Prepare a bulletin board, classroom display, or chart</td>
</tr>
<tr>
<td></td>
<td>2. Type or make instructional materials</td>
</tr>
<tr>
<td></td>
<td>3. Learn to operate equipment used to make and reproduce worksheet, etc.)</td>
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<tr>
<td></td>
<td>4. Other</td>
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<tr>
<td></td>
<td>5. Other</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>C. Evaluation/Assessment (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Grade papers</td>
</tr>
<tr>
<td></td>
<td>2. Record grades for teacher</td>
</tr>
<tr>
<td></td>
<td>3. Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>C. Instructional (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Tutor a student who needs help</td>
</tr>
<tr>
<td></td>
<td>2. Attend and observe a parent /teacher conference</td>
</tr>
<tr>
<td></td>
<td>3. Work with students on a creative or enrichment activity/project</td>
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<tr>
<td></td>
<td>4. Observe/assist in a computer lab</td>
</tr>
<tr>
<td></td>
<td>5. Read aloud or tell a story</td>
</tr>
<tr>
<td></td>
<td>6. Check out books from the library to be used by students in the classroom</td>
</tr>
</tbody>
</table>
Attendance Form

School ___________________ Teacher ___________________ Grade level _________

<table>
<thead>
<tr>
<th>Date</th>
<th>IN</th>
<th>OUT</th>
<th>Total hours for the day</th>
<th>Teacher’s initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Total Accumulated Hours __________________________

Student’s Signature _____________________________ Date _____________

Teacher’s Signature _____________________________ Date _____________

(Teachers’ your signature verifies that this student has completed **these hours** in your classroom)
Interview Form
Getting To Know Your Supervising Teacher

This form provides a means of recording information about your supervising teacher. No one is more important to the success of your observation/participation experience than he or she is, and for that reason, it is important to know some things about him or her. The purpose of this sheet is to provide a useful introduction to a very important person.

1. Supervising teacher’s name __________________________________________________

2. Educational background _____________________________________________________

3. Where did you go to college? _______________________________________________ 

4. Professional experience _____________________________________________________

5. Why did you go into the teaching profession? ____________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

6. What are your expectations of students ________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

7. What would you say are the rewards/advantages of teaching? ____________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

8. What would you say are the disadvantages of teaching? _________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

9. What advice would you give a future teacher? _________________________________
   __________________________________________________________________________
Phillips Community College of the University of Arkansas
Evaluation of student – (Mid way) (After completing 10 hours)

The following is a checklist for you to rate on the student. Please mark each item with a 4 – Excellent, 3 – Good, 2 – Fair, 1 – Poor. Please put the evaluation in the sealed envelope with your initial across the back (provided by the student).

Thank you for your cooperation.

Student’s Name _____________________________ Date ________________
School _________________________________ Grade ________________
Teacher’s Signature__________________________________________

Please place this evaluation in a sealed envelope and give to student. If you prefer you can mail this form to me.

<table>
<thead>
<tr>
<th>Attendance (present on scheduled days)</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment(s)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Punctuality (on time daily)</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment(s)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cooperation and willingness to help</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment(s)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professionalism (Dress and attitude)</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment(s)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interactions with students (Student interacted with students positively and professionally)</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment(s)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiative (Student took initiative to work with students, didn’t wait to be asked)</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment(s)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
Final Assessment

TEACHER COMPLETES:

Student ___________________________________________ Grade level _____________

School __________________________________________ Date: ______________________

Teacher’s Name: __________________________________________________________________

Please circle/fill in the following information.

1. Did the student report promptly at the prearranged times? YES NO
2. Did the student behave and dress professionally? YES NO
3. Would you be willing to host this student in your class again? YES NO
4. How many total hours did the student complete? ____________

Please mark each item with a 4 – Excellent, 3 – Good, 2 – Fair, 1 – Poor. Please place this evaluation in a sealed envelope and give to student. If you prefer you can mail this form to me. (Provided by the student).

<table>
<thead>
<tr>
<th>Attendance/ Punctuality (present on scheduled days)</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professionalism (Dress and attitude)</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment(s)</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Interactions with students (Student interacted with students positively and professionally)</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment(s)</td>
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</tbody>
</table>

Signature: __________________________________________ Date ____________

Thank you for participating in the observation & participation by allowing this student to see excellent instruction, classroom management strategies, and student learning.
I give permission for photographs of my child to be taken to use by the PCCUA student solely for educational purpose only.

Child’s name: ________________________   Teacher’s Name __________________

Signature of Parent or Guardian: _____________________________________________

Address: __________________________________________________________________

City: ______________________   State: _____   Zip Code _______ Date: ______

I give permission for photographs of my child to be taken to use by the PCCUA student solely for educational purpose only.

Child’s name: ________________________   Teacher’s Name __________________

Signature of Parent or Guardian: _____________________________________________

Address: __________________________________________________________________

City: ______________________   State: _____   Zip Code _______ Date: ______

I give permission for photographs of my child to be taken to use by the PCCUA student solely for educational purpose only.

Child’s name: ________________________   Teacher’s Name __________________

Signature of Parent or Guardian: _____________________________________________

Address: __________________________________________________________________

City: ______________________   State: _____   Zip Code _______ Date: ______
### UNIVERSITY OF ARKANSAS ASSOCIATE OF ARTS ONLINE CONSORTIUM
### RUBRIC FOR EVALUATING COURSE

<table>
<thead>
<tr>
<th>Access Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Name of Course:** ____________________________

**Course Instructor:** ____________________________

<table>
<thead>
<tr>
<th>Course Rubric</th>
<th>Description</th>
<th>Evident</th>
<th>Evident Improvement Needed</th>
<th>Not Evident</th>
<th>Do Not Know</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Quality of Content</strong></td>
<td>Is content updated for the current semester?</td>
<td></td>
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<tr>
<td></td>
<td>Are course objectives clearly identifiable?</td>
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<tr>
<td></td>
<td>Are assessment measures related to objectives identifiable?</td>
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<tr>
<td></td>
<td>Does the course present valid theory and concepts that are related to the course curriculum?</td>
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<td></td>
<td>Is course content/material presented in a manner to accommodate students with different learning styles?</td>
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<td></td>
<td>Does the content prepare the student for more advanced materials in the discipline?</td>
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<td>Can the use of this online course be readily integrated into current curriculum and pedagogy within the discipline?</td>
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<td></td>
<td>Has instructor customized materials to meet specific course objectives?</td>
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<td></td>
<td>Is faculty and student interaction built into the course?</td>
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<tr>
<td></td>
<td>Are the technology requirements for this course listed on the syllabus?</td>
<td></td>
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</tr>
<tr>
<td><strong>2. Ease and Quality of Use</strong></td>
<td>Are instructions for beginning the course easy for students to identify and follow?</td>
<td></td>
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<tr>
<td></td>
<td>Is navigation within the course clear and understandable?</td>
<td></td>
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<tr>
<td></td>
<td>Are instructions for course assignments easy for students to identify and follow?</td>
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<tr>
<td></td>
<td>Does the course syllabus clearly state participation requirements?</td>
<td></td>
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<td></td>
<td>Is the on-line text legible?</td>
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</tbody>
</table>
Is the layout of the course clear and easy to follow?  
Is the technology used appropriate for the course?  
Does instructor present course materials in a variety of ways (web links, PowerPoints, slideshows, other)?  
Had the instructor of this course taken steps to insure the integrity of student work (proctor, random testing, timed tests, group assignments, other).  
Exams are timed but not proctored even though required to be closed book.

Note: Instructors who mark categories “evident” or “evident but needs improvement” must respond with a comment explaining the evaluation.

Comments about course content
I feel the course is well designed. There are power point notes. Converting those to word might be better for students wishing to print. I liked the layout, the personal assessments and discussions over each chapter. Having a mid-term and final I think works real well for this course.

Comments about ease of use for students
I was able to navigate very easily. The course outline was great because it was in word and students could print it on one page.

Evaluator’s Name: ___________  Evaluator’s Discipline: ___________
Evaluator’s Home College: _______ Date of Evaluation: _____________

New Course Only
_____Recommended for addition to the Consortium
_____Not Recommended for addition to the Consortium

Comments about the course as a new addition to the consortium

Faculty or Evaluator Comments (related to rubric).