

Actual Outcomes & Implications

Division of Liberal Arts and Social Sciences

The Division of Liberal Arts and Social Sciences is dedicated to promoting personal growth through life-long learning. Through its degree and certificate programs, the Division seeks to encourage continuous learning and enhance the quality of life and to instill an appreciation for the maintenance of social order by promoting empathy and respect for all individuals; a developmentally appropriate environment for the growth and development of children; the integration of mental, behavioral and physical well-being; an understanding of the importance of physical fitness and leisure; awareness of social and governmental institutions; an understanding of major historical forces; awareness of educational pedagogy; critical and creative thinking; awareness of the aesthetic and effective communication, and cultural awareness. Special emphasis is placed on imparting an awareness of cultural diversity and relativism from an increasingly global perspective and a sense of our multicultural and interdependent heritage. Our overall goal is to help our students forge a key with which they can open their own futures.

Intended Outcome:

- 1 Student Success

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Performance Indicator:

1A Common Assessment Program

Performance Standard:

Common assessment program will be ongoing for all LASS programs and departments..

Actual Outcome:

Common assessment programs were implemented this year as follow:

Kinesiology - Two common assessments were monitored; 1 for non-majors and 1 that includes majors. Majors will be tracked starting Fall 2003. Performance standard for non-majors = 75% of students taking their common assessment will achieve the minimum standard. Fall 2002 - 77%; Spring 2003 78%. % not passing class almost entirely due to attendance problems.

Criminal Justice and Social Sciences - Common assessments were submitted. The year averages for CRIJ were 50.6 (n=4); PSYC was 75.6 (n=21); SOCI 43.8 (n=10). No trends were noted. Psychology will utilize a new assessment instrument next year. Range of scores is too wide, making a valid judgment on the averages impossible. Suggests that the departments should concentrate on exemplary educational objectives next year.

CCDA - Guidelines on portfolio evaluations are included in each course outline. Program was successfully implement this year. CCDA wishes to continue the program.

History - Common assessment piloted in Spring 2003 in selected courses, not part of students' grades. Results: Common bell curve with the mean at 72. This is a bit below the department's norm but still within reasonable parameters. Indications: Common assessment data is congruent with instructor's normal grade distribution. Top range of scores was below the department norm but the lower scale was well above the department's low range. Since the common assessment was without penalty and not for a grade, only the better students participated. Conclusions: Common assessment was a duplication of effort for instructors. Students did not approach the test with due diligence. Results demonstrated that instructor's grades were accurately reflecting the student's performance since the bell curve was normal and mirrored normal grade distribution. Discussion; 1) make part of grade; 2) discontinue as redundant; 3) migrate from common assessment to exemplary learning objectives on new master syllabus.

Communications & Creative Arts - All departments within CCA have established core content for each course, each instructor designs an appropriate assessment instrument to measure the outcome of each variable. Various assessment measures may be used. Regardless of the assessment, the effectiveness of interviewing skills is measured in each class with each student.

English - The department uses a diagnostic pre/post test as an assessment tool. A goal this year was to increase the reporting and accuracy of data of common assessment tool. From Fall 2002 to Spring 2003 there was 10% increase in reporting scores. The department hopes to increase this even further by converting the common assessment tool into a scannable instrument in the coming years.

World Languages - Common assessment test was administered for 3 of the courses offered in the department. The results were not accurate as exams were not administered following the procedure. The department will implement a new common assessment tool consisting of projects that will be done by the students and will evaluate all the exemplary objectives for the course. All projects will be evaluated with

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a common rubric.

HHSA - The common assessment is successful completion of Capstone practicum and organizational workplace courses with a B or better. 100% of students have completed their capstone in the last year with a B or better (actually 98% received an A).

Education/College Success - The Chair reported that in College Success they do a common timeline, a common scope and sequence, with common research paper assignments and portfolio assignments; quizzes are taken from a test bank and contents are at the discretion of the instructor. In Education, they have common portfolios, case studies, and research papers. They were having a series of departmental meetings to restructure their curriculum so that it was learner-centered outcomes-based but were interrupted in the spring when they were asked to defend the College Success program.

Implication for Next Year:

Various common assessment tools are used by the departments. However, there is some consensus that the departments should start to concentrate on the exemplary educational objectives instead of common assessment. Continue to monitor for 2003-2004 and make a determination on whether to continue or change the performance indicator for 2004-2005.

Performance Indicator:

1B Course Completion Rate

Performance Standard:

Every course section within the Division of LASS will have a 5% increase in course completion rate over the previous year's completion rate.

Actual Outcome:

Course completion rates for all sections within LASS were analyzed comparing the Spring 2003 completion rates to the Spring 2002 completion rates. The Grade Distribution Report and information from the Fact Book were utilized. For Spring 2003 the total completion rate for the Division was 88%; the total completion rate for Spring 2002 was 87% for a 1% increase in the completion rate for the Division. STCC as an institution had an academic completion rate for Spring 2003 semester of 88%; Spring 2002 - 87% also. The following sections met the 5% increase standard: Arts, Criminal Justice, Education. However, Dance/Kinesiology, Anthropology, Speech, French/ASL/Spanish, History/Philosophy showed increases in course completion rates but only between 1%-4%. The following sections actually decreased from last year: Sociology, Drama, Music, Daac/Gerontology/Social Work, Psychology.

Implication for Next Year:

Continue with same performance standard for 2003-2005. However, courses will be monitored closely especially those courses that decreased in completion rates. The intent is to target some of these courses for our early alert initiative for student success.

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Performance Indicator:

1C Graduation Rate

Performance Standard:

10% increase in graduating students per program in the Division of LASS over the previous academic year.

Actual Outcome:

The graduation rates for each program within the LASS division were analyzed. Information from the 2002-2003 Fact Book was utilized. Comparison of graduation rates between 2001-02 and 2000-01 were used. For the Division there was a 58% increase in graduation rates. The programs that did not meet the 10% increase were Fine Arts (AA degree); Teacher Education Preparation (AA degree); HHS (AAS degree); Interdisciplinary Studies (AA degree); Liberal Arts (AA degree); and PSA (AA degree). Note: The PSA degree has been discontinued.

Implication for Next Year:

Continue the performance standard for a 10% increase in graduating students per program in the Division of LASS over the previous academic year. Speak to the Chairs to discuss strategies that would allow this standard can be met. Monitor for 2003-2005.

Performance Indicator:

1D Transfer Success

Performance Standard:

1) No significant difference between STCC LASS majors who transfer to UTPA and other UTPA undergraduate students' GPAs.

Actual Outcome:

Out of 5,619 LASS students with declared majors in 2001-2002, 781 transferred to UTPA in Fall 2002. The average term GPA of LASS students at UTPA in Fall 2002 was 2.90. All undergraduate UTPA students average GPA in Fall 2002 (including STCC transfers) was 2.46

Implication for Next Year:

Performance standard was met. Continue to monitor in 2003-2005.

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Performance Indicator:

1E Student Retention

Performance Standard:

Fall to fall retention will increase by 2% within the Division of Liberal Arts and Social Sciences over the previous year.

Actual Outcome:

Fall to fall retention for LASS was as follows:

Fall 2000:

Total student headcount less graduates:	3446
(less concurrent student headcount)	0
Number of students returning 2nd Fall:	1828
% retained from prior Fall (less graduates and concurrent students):	52%

Fall 2001:

Total student headcount less graduates:	3692
(Less concurrent student headcount)	0
Total potential retention subtotal	3692
Number of students returning second Fall:	2030
% retained from Prior Fall (less graduates & concurrent)	53%

Taken from 2003-2004 Fact Book

Performance standard of 2% retention fall to fall not met. A student initiative for early alert will be piloted in the Fall 2003 semester and implemented college-wide, if successful, to try to improve student success and student retention. An initiative that has already been implemented is including a Developmental Studies Policy Statement into all Course Outlines to make the students aware that they must complete their developmental classes in order to stay in the academic courses they are also taking during the semester. Training sessions will also take place to try to give instructors ideas on retaining their students. Also, a pilot program will be implemented in the fall to have the developmental teachers work with designated academic instructors to see if their involvement with the student will keep them from dropping their developmental classes and, therefore, being dropped from all their classes.

Implication for Next Year:

Continue to monitor for 2003-2005.

Intended Outcome:

2 Access & Equity

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Performance Indicator:

2A Access to Concurrent Enrollment Courses

Performance Standard:

Increase by 1% within the Division from previous academic year.

Actual Outcome:

During Fall 2001/Spring 2002 there were 222 concurrent enrollment classes offered at 21 separate high school campuses. During Fall 2002-Spring 2003 there were 280 concurrent enrollment classes offered at 27 separate high school campuses. Percent increase = 25% Performance standard met.

Implication for Next Year:

Continue to monitor and increase enrollment by at least 1% throughout the district for 2003-2005.

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Performance Indicator:

2B Access to LASS at all sites.

Performance Standard:

1) Number of courses offered at all sites will be equitable per percentage of student enrollment. 2) Scheduling needs will be met. 3) Schedule will be sequenced to facilitate graduation.

Actual Outcome:

Fall 2002 LASS classes were scheduled as follow: CAAT-2; DWTN 86; NAH 6; PCN 453; STR 89; WES 206; OTHER (Internet/Distance Learning) 51. Fall 2002 percentages of LASS student enrollment compared to total enrollment (duplicated student headcount by campus - 2002-2003 Fact Book) are as follow:

CAAT - Total-4%	LASS-.002%
DWTN -Total 9%	LASS-9%
NAH - Total 4%	LASS-.007%
PCN - Total 41%	LASS-51%
STR - Total 6%	LASS-10%
WES - Total 14%	LASS-23%
Other- 19%	LASS-6%

Spring 2003 classes were scheduled as follow:

CAAT 2; DWTN 66; INTR 51; NAH 4; PCN 424; STR 87; TELE 4; WES 167.

Percentages compared to total student enrollment is not available at this time.

Chairs worked with site coordinators, scheduling technician and SIS system to make sure that appropriate schedules are being offered and classrooms are available. During 2002-2003 some sites experienced phenomenal growth while others decreased in enrollment. Therefore, percentages of class offerings at all sites will need to be reviewed for next year to see that we are offering classes appropriate to the needs of the students. Also, scheduling needs have been met and have been sequenced to facilitate graduation in AAS programs.

Implication for Next Year:

Chairs should carefully monitor percentage increases at various campuses and carefully schedule and sequence courses accordingly. Continue to monitor for 2003-2005.

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Performance Indicator:

2C Access to full-time faculty.

Performance Standard:

1) 70% of courses will be staffed by full-time faculty.

Actual Outcome:

Fall 2002: Total of 956 classes with 750 being taught by full-time faculty = 73%

Spring 2003: Total of 907 classes with 723 being taught by full-time faculty - 75%

Performance standard met.

A total of 13 new full-time faculty have been hired effective the Fall 2003 semester to meet the needs of increased enrollment.

Performance standard met.

Implication for Next Year:

Continue to monitor for 2003-2005.

Intended Outcome:

3 Community Service

Performance Indicator:

3A Informed AAS Advisory Committees

Performance Standard:

70% of AAS Advisory Board members will respond with positive satisfaction levels.

Actual Outcome:

The HHSA AAS Advisory Committee met Fall 2002 and Spring 2003. It was reported that they have a new committee so evaluations need to take place later on once new members are acclimated to their role.

The CDEC AAS Advisory Committee met once during the 2002-2003 school year. A survey was not given to the advisory committee. An updated survey was drafted and will be given to the advisory committee on the 1st meeting for 2003-2004. New advisory committee members will be sought within the local school districts.

Implication for Next Year:

Performance standard was not met. The Dean will work with the HHSA and CDEC Chairs to emphasize the importance of meeting this performance standard in the future. Continue to monitor for 2003-2005.

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Performance Indicator:

3B Relationship with UTPA

Performance Standard:

All department/program chairs will have at least one meeting per semester with their counterparts at UTPA. 100% compliance with indicator.

Actual Outcome:

- 1) The HHSa program and UPTA have an ongoing working relationship. One of the new members of the HHSa Advisory Committee is Rosemarie Penzerro, BSW Director of UTPA. The chair has met with Ms. Penzerro 3 times this year and have made adjustments to degree based on the BSW and Rehab Services majors where more than 90% of our students continue with their education.
 - 2) Kinesiology - The chair reports that all contact have been on e-mail or phone at this point. UTPA Kinesiology Department is in the process of hiring a new Department Head.
 - 3) Criminal Justice & Social Sciences - An Articulation Agreement between UTPA and Criminal Justice/Psychology/Sociology took place in June of this year.
 - 4) The Chair of Childcare and Development Program reported that after several attempts were declined by UTPA to set up meetings with the Childcare and Development program, meetings were then arranged with Texas A&M University-Kingsville and TAMUK was more receptive to the needs of our students and program.
 - 5) The Chair for History/Govt/Philosophy reported good working relationships with Dr. Michael Faubion for History/Philosophy and Dr. Sam Freeman for Government. History and Philosophy degree graduates have an ease of transfer but an Articulation Agreement is not in writing pending Hist 2318.
 - 6) Communications & Creative Arts - The department did not hold "formal" meetings with UTPA counterparts; however, attended many speech and arts events at UTPA. Held joint art exhibit. UTPA drama collaborated with Shakespeare in the Park presentation - two "firsts."
 - 7) English - Given a change in the administrative leadership in the English Depts. of both STCC and UTPA in recent years, little lasting cooperation between the two areas has been retained. However, in the last semester the STCC English Chair and the UTPA Chairperson, along with several key members of the English faculty, have begun a dialogue with the goal of brainstorming ways to coordinate our efforts to serve students more efficaciously. It seems that a promising rapport has begun in this area.
 - 8) World Languages - The chair reported that he has met with his counterpart at UTPA. The counterpart chair at UTPA is a temp chair and, therefore, the meeting was not very productive. The department at UTPA will not have a regular chair until next year, therefore, it is very difficult to establish a good solid relationship. The current chair is a history professor. The Chair stated that he would continue to make attempts to work with the UTPA chair.
 - 9) Education - The Chair met with UTPA this year on several occasions, once to articulate the acceptance of ED Department's EDUC 1301 with their degree plans, a couple of times with their chairs, and once Dr. John McBride was invited here to give a presentation to a joint meeting of Education and Counseling Departments in regard to transfer of courses and changes in degree plans.
- Performance standard not fully met.

Implication for Next Year:

Continue to monitor for 2003-2005.

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Intended Outcome:

4 Fiscal Responsibility

Performance Indicator:

4A Budget Management

Performance Standard:

The Division of LASS will operate within the approved 2002-2003 budget, which includes salaries, operating, capital and travel accounts. Exceptions will be if enrollment drastically increases whereby full-time temporary faculty will be hired to cover the classes.

Actual Outcome:

The Division of LASS did not operate within its approved budget for 2002-2003 as a result of the necessity to hire full-time temporary faculty in order to staff all classes. A pilot program was initiated at the beginning of the year in which Program/Department Chairs acted as the Account Manager for their areas of responsibility. At the conclusion of this year an evaluation was made on their performance and it was determined that the Program/Department Managers should continue as the Account Managers for their accounts. The Chairs submitted monthly budget reports to the Division Dean. Their accounts were all in order at the end of the year as was the Division account. The division used approximately 13 full-time temporary faculty during the Fall 2002-Spring 2003 semester whose salaries were paid from the adjunct pool. This is the only area in which the Division was overbudget, and this was due to increased enrollment and increased classes to meet the needs of the students.

Performance standard was not met due to the above-stated reasons..

Implication for Next Year:

Continue to monitor in 2003-2005.

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Performance Indicator:

4B Resource Availability: Staff

Performance Standard:

100% of Division support staff will be provided professional development opportunities. Also, one additional support staff will be hired for the Starr County campus and one Web Technician will be hired for the division. Also, one professional support staff will be employed for the Wellness Center.

Actual Outcome:

All support staff were offered the opportunity to attend a professional development workshop outside the college. They also received training within the Division utilizing employees from other departments to work with them; i.e, Rosie Juarez from HR, Purchasing employees, etc. Support staff were also provided with needed office supplies and equipment.

Regarding new support staff hires, it was determined that LASS support staff are not needed at the Starr County site at this time. Also, the World Languages Lab Technician has been given new responsibilities and will work with the Division's web site in addition to her other duties. Colleen Valenta is working at the Health and Wellness Center. Two Health and Wellness Aides will be hired to assist her.

Performance standard was not met although adjustments were made to provide adequate staffing..

Implication for Next Year:

Continue to monitor in 2003-2005.

Performance Indicator:

4C Resource Availability: Instructional

Performance Standard:

100% of departments/programs will have adequate equipment and supplies to function effectively and will be offered professional development opportunities.

Actual Outcome:

All full-time and full-time temporary faculty were provided with adequate equipment and supplies. Professional development opportunities were also offered.

Implication for Next Year:

100% of departments/programs will have necessary office equipment and supplies to meet the needs of the students, the department, and the Division. Professional development opportunities will be offered in an attempt to ensure that standards will be met. Continue to monitor for 2003-2005.

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Performance Indicator:

4D Secure Wellness Program

Performance Standard:

All students, faculty and staff will be provided the opportunity to utilize the Wellness Center.

Actual Outcome:

A Health and Wellness Center has been secured at 2515 W. Pecan Blvd. The facility opened in February 2003 with limited equipment. Since equipment was limited students, faculty and staff could use the Health and Wellness facility free of charge. During the summer of 2003 the second major purchase of strength endurance equipment was accomplished. Beginning August 18, 2003 (Fall semester) students, faculty and staff wishing to use the Health and Wellness Center will be required to purchase a membership.

An initial budget was developed to operate the Health and Wellness Center beginning Fall semester 2003. A Business Plan was written and submitted for the President's approval. Approval was granted by the President and the Board of Trustees along with the proposed budget.

Implication for Next Year:

To attract membership at a cost of \$45.00 per semester (Summer I-II-III is considered one semester). An attempt will be made to have membership dues make the Health and Wellness facility self-sufficient. According to the Business Plan written and submitted, the Health and Wellness Center will attempt to attract 200 members at \$45.00 per person per semester in 2003-2004. For 2004-2005 membership is expected to increase to cover the purchase costs of additional cardio-vascular and strength endurance equipment. A goal for the Health and Wellness Center for the next 2 years is to expand the facility by knocking down the east wall and securing the area where the Health and Human Services department now is housed. This can only happen if Health and Human Services moves their department to Pecan campus where new construction is taking place. This Health and Wellness expansion should attract and retain additional membership.