

CENTRAL TEXAS COLLEGE

Institutional Effectiveness Assessment Reports

FY 2003-04

Education For The Individual

Table of Contents

Introduction	1
Educational Program, Support Services, & Texas Campus Operations	2
Central Campus Dean	2
Instructional Departments	4
Aviation Science	4
Business Administration & Paralegal	8
Communications	12
Computer Science	14
Criminal Justice	18
Developmental Studies	19
Drafting & Design	20
Early Childhood	24
Electronics	25
Fine Arts	29
Industrial Technology	31
Mathematics	38
Mental Health Services	40
Nursing	42
Physical Education	44
Science/Agriculture	46
Social & Behavioral Sciences	48
Radio/TV Broadcasting	49
Continuing Education	52
Student Life	54
Europe Campus	56
Fort Hood/Service Area Campus	58
BSEP	61
NCO LEAD	62
Military Skills Enhancement	63
Army Learning Center (ALC)	64
Instructional Services	66
Library	68
Student Developmental Services	70
Recruitment & Retention	73
American Preparatory Institute (API)	74
Institutional Effectiveness (IE)	77
Institutional Research	79
C & I Campus Operations	86
Pacific Far East Campus	86
Air Force Reserve NCOLDP	88
Fort Wainwright, AK	89

Continental Online	90
Fort Bragg/Pope AFB, NC	91
Bolling AFB, Bethesda, WI	93
Holloman AFB, NM	94
Automotive Department, Fort Knox, KY	95
Fort Lee, VA	96
Fort Leonard Wood	98
Fort Lewis, WA	100
Miramar	101
Camp Pendleton	103
Fort Polk, LA	105
Fort Richardson/Elmendorf AFB, AK	108
Fort Riley, KS	109
Schofield Barracks, HI	111
Fort Stewart/Hunter AA, GA	113
Resource Management	116
Financial Management	116
Facilities Management	117
Business Services	118
Community Relations and Technical Publications	119
Information Technology	121
Human Resources	123
Appendix A: Institutional Effectiveness Plan and Assessment Report Templates	A1
Appendix B: CTC Statement of Purpose	B1

Introduction

Unit assessment is a critical component of institutional effectiveness. It is the method by which the College and its units continuously improve instruction, programs, student learning, support services, and enhance the quality of the following programs and activities:

- Technical programs
- Vocational programs
- Freshman and sophomore courses in arts and sciences
- Adult, continuing, and community education
- Remedial education
- Counseling and guidance
- Adult literacy and basic skills
- Workforce development programs
- Library Services
- Public services
- Use of precious resources

Additional components of unit assessment include:

- Planning whereby the unit determines its own mission, purpose, goals and philosophy that support the College's mission, purpose, goals and philosophy;
- Identifying specific objectives (outcomes) and effectiveness indicators (assessment measures);
- Conducting assessment activities to provide evidence of progress toward objectives and to identify deficiencies;
- Using results to improve instruction, student learning, support services and use of precious resources (See Attachment A.

The 2004 IE Assessment Reports were integrated with Strategic Research Planning during the internal analysis phase of planning. Each Task Force examined the plans to identify strengths and needs relative to institutional goals and developed strategies to improve institutional goal attainment.

**EDUCATIONAL PROGRAM, SUPPORT SERVICES AND TEXAS CAMPUS
OPERATIONS**

The following Programs and activities are directed, coordinated, and controlled by the Deputy Chancellor for Educational Program, Support Services and Texas Campus Operations. The Deputy Chancellor for Educational Program, Support Services and Texas Campus Operations is appointed the Chief Academic Officer for CTC and is responsible for ensuring academic excellence in all educational programs wherever they are located or however they are delivered. Educational Program Support Services shall include: Instructional Program Services; Library Services; Student Development Services; Guidance and Counseling Services (CTC Board Document # 158 Revision 5) The authority for overall management of the Central Campus is vested in the position of the Dean of the Central Campus (CTC Board Document 133 Revision 2). The following Institutional Effectiveness (IE) Assessment reports documents institutional planning, assessment and continuous improvement of instruction, student learning, and support services (Closing the loop).

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Central Campus Dean

Name of Dept./Unit: _____
Administrator/Director/ Don Mikles
Chair of the Department: _____
(Typed Name and Signature)

I. List the objectives (from Department/ Unit IE Plan) and the progress on each:

Continue to expand the delivery of on-line instruction. On-line instruction has met all expectations and continues to grow.

Achieve a three year rotation of new micro-computers. This process has been implemented and is on-going.

Curriculum will meet all standards of SACS and the State of Texas Higher Education Coordinating Board. One hundred percent of our curriculum meets SACS and Coordinating Board standards.

All general education goals are addressed through courses or components of courses within a degree program and they must meet SACS and Coordinating Board requirements. One hundred percent compliance.

Within the discipline, course syllabi clearly and consistently describe the content of students and procedures used for determining student grades. All syllabi meet the minimum standards.

The program and course descriptions provided in the College Catalog are clear and consistent with current practice. Courses are not listed in the Catalog which cannot be taught on a regular basis. This objective has not been completely met at this time; however, the catalog is currently under revision.

Insure programs meet the Texas Higher Education Coordinating Board Productivity Standards regarding enrollment, graduates, and service function, or provide justification for continued operation. The majority of programs meet Coordinating Board requirements.

Insure program and discipline costs are reasonable. The current fiscal year reflects excess revenue, most departments are fine. Conduct a periodic review of the need for each program or discipline. All programs have been reviewed.

II. Overall assessment of accomplishments:

Satisfactory progress has been made on all department objectives.

III. Assessment of problems and needs:

Those areas with minimal achievement have been singled out for continued improvement.

IV. Describe how assessment results were used to enhance performance.

Areas that need improvement identified and appropriate action is initiated.

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Aviation Science Department

Administrator/Director/

Chair of the Department: Curtis Gibson

(Typed Name and Signature)

I. List the objectives (from Department/ Unit IE Plan) and the progress on each:

- Provide CTC Aviation students with quality flight training equipment that is readily available for scheduling requirements
- Meet demands of changing technology within the aviation industry by providing “hands on” training experiences for students utilizing the latest in navigation and instrumentation technologies
- Improve training and certification procedures for students enrolled in the Certified Flight Instructor curriculum to insure graduates are prepared for entry level positions in the aviation industry
- Improve recruiting and retention of new students in order to maintain the viability of the aviation program and ensure adequate resources for quality instruction
- Continue active involvement within the aviation industry to improve national exposure of the aviation program and keep abreast of changing training requirements to meet industry demands

II. Overall assessment of accomplishments:

- The department continues to refurbish the fleet of training aircraft with new paint and interiors and upgraded avionics equipment. To date, five of the nine Cessna 152 primary trainers have been completed. Both Piper Archers have been refurbished and the avionics updated to include Global Positioning System (GPS) navigation radios. The Cessna 310 multiengine trainer has received new paint and interior and has recently had an upgraded avionics package including a Garmin 430 moving map G.P.S.
- The department’s students continue to participate with significant success in National Intercollegiate Flying Association (NIFA) flight competitions, finishing second out of eight schools in the 2003 Region IV meet and qualifying for the National Championships for the 12th consecutive year. CTC was named first runner-up for the American Airlines National Safety Award at this year’s National SAFECON. These activities are important in providing industry exposure for the department and employment networking opportunities for its students.
- Enrollment figures have been on the rise since significant downturns which paralleled the aviation industry difficulties after the tragedies on September 11, 2001. Fall enrollment numbers increased significantly in 2003, especially for new students and the trend continued for fall 2004.
- The department’s chapter of the national professional aviation fraternity Alpha Eta Rho enjoyed an outstanding school year in 2002-2003 after a period of prolonged

inactivity. With revitalized leadership, the fraternity saw its membership increase and its members become involved, along with the CTC flight team, in several social and community activities. These include several field trips and participation in the Mission Food Kitchen, Food Bank, blood drives, Habitat for Humanities, and the Adopt-A-Highway program. These activities contributed to improved “quality of life” issues for its membership as well as opportunities for professional and personal growth.

- The department’s faculty and staff have continued its traditional role of close contact and participation within the aviation industry, providing both departmental exposure and enhanced professional development opportunities. The department’s chairman was re-elected last year to the NIFA Board of Directors and served as the Chairman of the Rules Committee. Two faculty members were recertified by the Federal Aviation Administration to act as Designated Pilot Examiners for the local area. In June, the department hosted its alumni reunion and more than 100 graduates and former students attended the two-day event.

III. Assessment of problems and needs:

- Problems and opportunities presented by the opening of the Killeen-Robert Gray Joint Use Aviation facility and how they will affect operations at the old Killeen Municipal Airport (now Skylark Field)
- Shortage of student part-time flight instructors and low enrollments in the Flight Instructor Certification course (only one for fall 2004). The problem appears to have three root causes:
 - Length of training and certification process
 - Flight Instructor Certification course is no longer accepted for upper-level credit when students articulate to Tarleton State University
 - Student perception of the need for CFI certification for entry-level employment opportunities within the aviation industry
- Continued training demands of changing technology within the industry especially in the area of “Glass Cockpit” avionics and instrumentation
- Student enrollments continue to fall short of projections even with recent increases. These shortages reduce available resources for the purchase of new training aircraft and equipment. Recruiting procedures need to be improved and better retention of students needs to remain a priority.

IV. Describe how assessment results were used to enhance performance.

- Administration officials and the department chairman will continue discussions with the Killeen Airport authority concerning CTC participation in growth and expansion opportunities at Skylark Field. One expressed goal is to seek ways to increase general aviation activity at the airport. Such growth should be possible with the reduction of commercial activity at the airport and difficulties within the industry especially in the Austin-Georgetown area. The CTC Aviation Department plans to host the 2005 Region IV NIFA SAFECON which will bring as many as 10

- college and university teams and 100 to 150 participants to the Killeen area for the week-long event.
- Correcting the flight instructor shortage will require addressing the three root causes:
 - Length of certification process: The CFI training course has been taking entirely too long, often as long as 12 months for a one semester course. A major component in the delayed completion process has been scheduling final flight examinations with the FAA office in San Antonio. FAA Inspector availability, weather and equipment problems have contributed to adding several weeks to the training sequence. The solution will be to apply to the FAA for Examining Authority, which CTC currently has for its Private Pilot course. This will allow students to complete a series of stage checks with CTC faculty and eliminate the final step of testing by the FAA.
 - Continued discussion with Tarleton State to reevaluate including the CFI course in its articulation with CTC. One solution would be for the student to enroll in the course at Tarleton, with CTC actually teaching the course under contract with the university. Another possibility is to restructure the current A.A.S. curriculum to include CFI certification as a lower-level requirement.
 - Aviation faculty need to do a better job of educating students in the importance of completing their Flight Instructor Certification in view of the need to acquire the requisite flight time necessary for employment with the regional air carriers and also the valuable aeronautical knowledge that they will accumulate during their time spent working with both primary and advanced students.
 - Improved student recruitment will be addressed in two ways:
 - Advertising funds included in the budget for 2004-2005 will be utilized to produce a top quality promotional brochure to be included in information mail outs. The department will also begin a program to better follow up on initial inquiries for information. Preliminary discussions with the campus Public Information office have been completed and they will assist in design and production.
 - Information packets will be sent out to high school counselors throughout the state with an emphasis on the major metropolitan areas.
 - During the past two years, technology growth within the aviation industry has accelerated, especially in the area of “Glass Cockpit” instrumentation and avionics. Traditional gauges, flight control instruments, and navigation displays will soon be a thing of the past, even in light, general aviation aircraft. The FAA is currently addressing training and certification concerns in this area. In the near future, CTC must determine how it will meet these new training demands. The best solution would be to purchase 2 to 4 new training aircraft equipped with these new technologies. The department’s last aircraft purchase was in 1992 and it is not possible to upgrade any of the current aircraft with this type of instrumentation. Another less effective solution would be to purchase an additional flight simulator with a glass cockpit instrument panel. There would be some construction requirements at the CTC hangar if this solution is adopted. Careful evaluation of

available resources from the highest levels of the administration will be required to determine what direction the department will take.

IE Assessment Report for Period Ending August 31, 2004

Name of Dept. /Unit: Business Administration and Paralegal Department
Administrator/Director/

Chair of the Department: John Frith, D.B.A., Chairman
(Typed Name and Signature)

- I. List the objectives (from Department/Unit IE Plan) and the progress on each:
 - A. Goal 1 Objective 3, Faculty Development: Department Faculty will achieve the 71 point standard for professional development activities.

PROGRESS: The professional development plan was not formally adopted by the college for the 2003-2004 school year. While all full-time faculty participated in professional development only six participated in the optional trial run by filing the FE-1 forms with Training Coordinator, Caroline Dakin. All did complete the FE-5 Self-Assessment which was used for the tri-annual faculty evaluations.
 - B. Goal 4, Objectives 1 and 2: Support the Central Texas Business Resource Center (BRC) with \$15,000 cash, in-kind support, and management oversight via membership on the BRC Steering Committee.

PROGRESS: The department provided \$15,000 cash and in-kind support (printing) valued at \$274.25. Dr. Frith served on the BRC Steering Committee and attended the regular monthly meetings. The department's Student in Free Enterprise (SIFE) team provided marketing for the BRC-sponsored FastTrac Entrepreneurship Program for Veterans which resulted in forty-five veterans completing business plans and receiving a free Gateway computer.
- II. Overall assessment of accomplishments: Our efforts were very successful.
 - A. The Faculty Senate Professional Development Committee used our input along with comments from other departments to refine the Faculty Professional Development Plan; the plan is now formally adopted for the 2004-2005 school year.
 - B. The BRC conducted 45 workshops (475 attendees) and provided counseling for 427 prospective and existing entrepreneurs.

- III. Assessment of problems and needs: No problems encountered
- IV. Describe how assessment results were used to enhance performance.
 - A. Professional development activities of the faculty kept them current on industry trends and facilitated updating of their instructional materials and teaching techniques.
 - B. Department support to the BRC led to an increase in clients served and a very successful year.

**IE Assessment Report for Period Ending
August 31, 2004**

Name of Dept./Unit: Business Administration and Paralegal Department
Administrator/Director
Chair of the Department: Gene Silverblatt, Director, Paralegal/Legal Assistant
Program

I. List the objective (from Department/Unit IE Plan) and the progress on each:

1. To Provide and update curricula district-wide that foster student goal attainment, meeting changing requirements, reflect changes in instructional technology, and incorporate development of SCANS and communication skills.

We have revised several of our courses in an effort to focus on changes in the vocational field and to require additional research and writing assignments for students. Based on changes in technology, several new software programs have been added to our Law Office Technology course.

2. Develop and Maintain Paralegal / Legal Assistant courses for delivery by the Distance Education Department.

We have added Military Law II, Civil Litigation, and Contracts as on-line courses. Military Law I has been enhanced with audio lecture. Military Law and National Security Law is currently being developed. Independent surveys have been developed and implemented that assess the students' readiness for on-line courses as well as end-of-the-semester course evaluation. An advisor board sub-committee has been formed to compare on-line to traditional classroom learning outcomes.

II. Overall assessment of accomplishments:

Substantial progress has been made in course development for distance education. On-line offerings have increased by 300%. Course enhancements have also been implemented.

III. Assessment of problems and needs:

The American Bar Association insists that we have more additional homework for the on-line courses to make them at least as rigorous as the classroom courses. We have documented at least 45 additional hours of homework for each course, but wish to increase this to 50 or more.

IV. Describe how assessment results were used to enhance performance:

As described above, we have implemented our own course evaluations and have formed a committee to study those results. They include detailed questions on all aspects of on-line course delivery. Those results are being studied for further implementation.

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Communications Department

Administrator/Director/

Chair of the Department: John Henderson
(Typed Name and Signature)

I. List the objectives (from Department/ Unit IE Plan) and the progress on each:

The primary objective for the Communications Department in the 2003-2004 Institutional Effectiveness Plan was “to provide instruction for a diverse group of life-long learners by using various teaching strategies and methodologies.”

Progress: The Department continues to update master syllabi for all courses to meet changes required for new textbook editions, revised course content, and new delivery systems.

Progress: The Department has added or is in the process of adding more online classes, including online versions of Spanish 1411, Spanish 1412, English 2307 (Creative Writing) and Speech 1321 (Business and Professional Speaking).

Progress: Planning and support for the Forensics Team is paying off, with the team accumulating numerous honors, winning several contests at the regional and state level, and attending a national contest in Glendale, California.

Progress: Each year the Department sponsors and successfully produces Byways (a student literary and fine arts magazine). The Department also sponsors a chapter of Sigma Kappa Delta National English Honor Society for two-year college students, and holds a poetry reading contest for Spanish students each spring.

Progress: By employing a new full-time speech instructor, the Department is now able to offer more and a wider variety of speech classes.

Progress: English, Speech, and Spanish instructors continue to meet to work on standardizing courses to ensure quality and consistency in content and delivery methods.

II. Overall assessment of accomplishments:

The department has made progress in meeting its primary objective by continuing to meet, discuss, and implement curricular and instructional changes necessary to keep up with the challenges posed by an increasingly diverse target population

and by rapid changes in technology. As a department we have been flexible and innovative, but every day brings new challenges.

III. Assessment of problems and needs:

The Communications Department continues to work on finding ways to keep up with changing technology and curriculum and with a changing student population. Almost all of our English courses, two of our Spanish courses, and one Speech course are now offered online. We are currently working on adding even more online courses.

We continue to struggle to keep the enrollment caps for classes down to 25 per class in order to assure quality instruction. The addition of another full-time English instructor and another full-time speech instructor would allow us to offer more and a wider variety of classes (including more classes at peak times) and help us maintain the optimum number of students in each class.

More needs to be done within the department to make the process of updating syllabi more consistent and more efficient.

We also need to continue to explore ways to create better communication between our department and local high schools in order to better serve dual-credit students.

In addition, our department needs to explore ways to make more efficient use of our writing lab in order to better meet the needs of our English 1301 and 1302 students and to reduce the attrition rate in those courses.

IV. Describe how assessment results were used to enhance performance.

The Department continually monitors changing course requirements, technology, and student needs as well as new state mandates. By studying and interpreting statistical data from Institutional Research, the Department is able to monitor progress in areas of concern. One measure of the department's progress in meeting students' needs is the pass rate in our core freshman English classes, ENGL 1301 and ENGL 1302. Statistics from Institutional Research reveal that the pass rate (a "C" or better) in these two courses for Academic Year 2002-2003 was 63.4% and improved in Academic Year 2003-2004 to 67%. The commitment of the Communications faculty to maintain high academic standards and to be open to change will help ensure that we meet our objective of providing a quality education to all of our students.

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Computer Science Department

Administrator/Director/

Chair of the Department: Robert W. Grazinski

(Typed Name and Signature)

I. List the objectives (from Department/Unit IE Plan) and the progress on each:

To add Internet and Web-based activities to all microcomputer courses.

II. Overall assessment of accomplishments:

All microcomputer courses now include web-based/Internet activities

III. Assessment of problems and needs:

Students need to learn to use 21st Century Tools

IV. Describe how assessment results were used to enhance performance:

Students now are required to use Web/Internet to accomplish some course requirements

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Computer Science Department
Administrator/Director/
Chair of the Department: Robert W. Grazinski

(Typed Name and Signature)

- I. List the objectives (from Department/Unit IE Plan) and the progress on each:

To insure Department exceeds all criteria as directed by Texas Coordinating Board and Southern Association of Colleges and Schools.
- II. Overall assessment of accomplishments:

Department has taken steps to meet certification requirements
- III. Assessment of problems and needs:

Syllabi have been rewritten – SCANS have been updated
- IV. Describe how assessment results were used to enhance performance:

Syllabi now reflect current technologies

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Computer Science Department

Administrator/Director/

Chair of the Department: Robert W. Grazinski

(Typed Name and Signature)

I. List the objectives (from Department/Unit IE Plan) and the progress on each:

To upgrade microcomputer applications laboratory's hardware/software.

II. Overall assessment of accomplishments:

Microcomputer application course upgraded to Office 2003

III. Assessment of problems and needs:

N/A

IV. Describe how assessment results were used to enhance performance:

Students will be taught using the latest release of Microsoft Office (Office 2003)

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Computer Science Department

Administrator/Director/

Chair of the Department: Robert W. Grazinski

(Typed Name and Signature)

I. List the objectives (from Department/Unit IE Plan) and the progress on each:

Insure that all degree and certificates include courses that teach current skills

II. Overall assessment of accomplishments:

Created new degree – (Web Design) and added new courses

III. Assessment of problems and needs:

N/A

IV. Describe how assessment results were used to enhance performance:

New Degree teaches skills that have direct correlation to the industry; new courses added to degrees (Computer Security) to teach current skills desired by the industry

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: _____Criminal Justice _____
Administrator/Director/
Chair of the Department: _Joe Hogan _____
(Typed Name and Signature)

- I. List the objectives (from Department/ Unit IE Plan) and the progress on each:
Implement the Institutional Quality Enhancement Plan (QEP) to ensure success during COC-SACS reaffirmation.

- II. Overall assessment of accomplishments:
Good.
All department full-time faculty and staff have attended all training sessions offered on QEP and training within the department was conducted for adjunct instructors on December 8, 2003, and July 14, 2004.
All required reports have been submitted.
All instructors have reviewed and updated their course syllabus to incorporate specific learning objectives using models presented by QEP committee.
All Fall 2004 instructors have administered the pre-test and determined results, which will be compared with the pre-test to be administered in Spring 2005.
Instructors receive periodic reminders of QEP facts, such as the Focus Newsletter, etc.

- III. Assessment of problems and needs:
No problems foreseen.

- IV. Describe how assessment results were used to enhance performance.
QEP focuses on instructional feedback as a means of enhancing student learning. Instructors are striving to provide timely, detailed feedback in both specific terms regarding an issue at hand, as well as in general terms regarding overall performance. Feedback is offered in both positive terms when a student performs well, and in negative (coaching) terms when performance needs improvement.

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 30, 2004**

Name of Dept./Unit: Developmental Studies
Administrator/Director/
Chair of the Department: Dr. Edward L. Wagner

(Typed Name and Signature)

- I. List the objectives (from Department/ Unit IE Plan) and the progress on each:

Objective A: To provide educational instruction designed to meet the needs and aspirations of students seeking instruction in the developmental studies program.

The developmental studies program in meeting the needs of the students it is intended to serve. This is validated by student evaluations, peer and self evaluations, and department chair evaluations. We are continuing to assess areas of improvement, such as software and the use of the laboratory, which will enhance student learning.

Objective B: To employ and retain qualified faculty.

We have made great progress in this area, which is borne out by the hiring of two new faculty members this fall semester. They are highly qualified, are approved by the dean of instructional services, and meet Southern Association requirements for qualifications.

- II. Overall assessment of accomplishments: Although we are very proud of our accomplishments, particularly as it related to the qualifications of our faculty; we continue to move forward to strengthen both objective A and B.
- III. Assessment of problems and needs: As our instructional feedback tools have indicated problems, corrective actions have been taken and measures put into action to assess the effectiveness of the corrective action.
- IV. Describe how assessment results were used to enhance performance. Assessment results were stratified into individual concerns and departmental concerns. Individuals were given performance coaching/counseling and recommendations on how to improve in those areas. Departmental concerns were use to effect new departmental policy aimed at enhancing performance.

**IE ASSESSMENT REPORT FOR THE PERIOD ENDING
August 31, 2004**

UNIT: Computer-Aided Drafting & Design

UNIT ADMINISTRATION: H.J. Maglietta, Chair/ENGR Drafting & Design
Associate Dean, Voc/Tech Programs

DEPARTMENT MISSION STATEMENT:

The Drafting & Design Department is an operating entity of Central Texas College which provides Technical courses leading to a Certificate of Completion and/or Associate of Applied Science Degree in Drafting & Design.

I. List department objectives and the progress on each:

OBJECTIVE

1A. To provide educational instruction designed to meet the needs and aspirations of students seeking a Certificate or an Associate Degree in Drafting & Design.

Because of the new technology, the Drafting & Design Department stays in a continuing enhancement mode to meet the ever changing demands of industry.

1B. To provide associate degree programs and certification programs that meet the needs of the student and work force.

The Department Chair stays in constant communication with ex-students in industry to verify curriculum.

1C. To evaluate and modify the curriculum to meet changing requirements, to respond to instructional and technological advances, and to encourage development of communications skills of the Drafting and Design student.

As mentioned in objective 1A, the Drafting & Design Department is constantly modifying curriculum and equipment to keep up with the demands of industry. More communication skills have been added especially in our Cap Stone course DFTG 2438 Final Project-General Drafting

1D. To insure a uniform and standardized program at all campuses teaching any of the Drafting and Design disciplines.

Again another ongoing process of keeping all syllabi and equipment list updated with the office of the Dean of Instruction of Central Campus.

- 1E. To provide components in each degree/certificate that will enhance a student's basic intellectual competencies--reading, writing, speaking, critical thinking, and calculating.

SCANS Competencies have been identified in all courses.

- 2A. To provide excellent instruction by continuously evaluating, planning, and improving programs and courses in the Drafting and Design Departments.

All Drafting and Design courses and instructors are evaluated each semester either by the standard CTC form or by the Departmental form.

- 2B. To employ and retain competent and qualified Drafting faculty, administration, and staff, and to evaluate all personnel regularly.

All Faculty of the Drafting and Design Department exceed the teaching qualifications set forth by both the Texas Higher Education Coordinating Board and Southern Association of Colleges and Schools.

- 2C. To provide the Faculty with professional development opportunities to include upgrading technical skills, improving instructional skills, and to obtain advance degrees.

Funds are budgeted each year for professional development both in house and off campus.

- 2D. To provide adequate facilities for the Drafting and Design program and its offerings.

As mentioned in the objective progress of 1A, the term "A Continuing Enhancement Mode", this Department is in the process of converting two drafting labs into one. With new tables we were able to combine drafting and CAD into one lab. As a result CTC will have two of the best equipped CAD/Drafting labs for our students.

- 3A. To use the Departmental Advisory Council to regularly evaluate the quality of the Drafting and Design program.

Our Advisory Committee meets formally at least once a year most often twice a year.

- 3B. To maintain contact with state senior colleges and universities to measure relevance of curriculum offerings.

The Department has established a formal Articulation program with Tarleton State University. Also keeps an open line of communication with Dr. Barker, Chair, Industrial Technology Program at Texas State University.

- 3C. To continuously monitor curricular changes mandated by various educational regulatory bodies, changing technology and economy, and increasing bodies of knowledge.

The latest curricular change mandated by the Texas Higher Education Coordinating Board was the Workforce Educational Course Manual Program. This department is proud that it was one of the first drafting programs in the state to become WECMized which took place Fall Semester 1997.

- 3D. To identify instructional outcomes and assess their attainment.

The ultimate outcome of our program is the placement of our students. Many of our students are placed before graduation. Plus the fact that many employers make repeated calls for our students and also many employers of our students are ex-students.

- 4A. To provide educational support services in the Drafting and Design Program that ensure additional counseling in course/program placement, and career advisement.

The Department Chair is constantly in direct communication with many of the employers of the program's graduates to insure the quality of the program.

- 5A. To practice aggressive recruitment in the Central Texas area of future college students while they are still in high school.

The Department Chair attends as many High School Career Days as possible and is always open to provide individual or group tours of the facilities.

II. Overall assessment of accomplishments:

- 1. The primary indicator of a department's success is not measured by the quality of the textbook used, curriculum, syllabi, equipment, instruction, etc., know the success of a department is measured by the success of its students. Let us not forget, the Primary Purpose of this institution is the education of its students.

The Drafting and Design Department is proud to report the student placement rate has always been between 90 and 100% with each graduating class.

2. Ex-students employing graduating students. Many graduates of the Drafting and Design Program have risen to a supervisory level and actively recruit our students.

3. Successful Drafting and Design graduates serving on the Drafting and Design Advisory Committee. The Drafting and Design Advisory Committee is composed of 12 members and 11 are graduates of the Drafting and Design Program. Many of the members are in a position to directly employ our graduates. This Advisory Committee is a very valuable asset to the Department.

4. Drafting and Design graduates employed as the Drafting and Design Departments Part-Time Instructors. The Drafting and Design Department has employed qualified Drafting and Design graduates as Part-Time Instructors.

5. Drafting and Design graduates have been employed as a High School level Drafting Instructors with the Copperas Cove Independent School District, Copperas Cove, TX.

III. Assessment of any problems and needs:

There are no major problems or needs at this time.

IV. How were assessment results used to enhance unit goal achievement?

Assessment of student surveys, input from Advisory Committees, State and Federal guidelines, and employees was used to make program improvements/revisions and to resolve problems.

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Early Childhood Professions
Administrator/Director/
Chair of the Department: Gordon D. Bacon, Department Chair
Judy E. Marshall, Director

I. List the objectives (from Department/Unit IE Plan) and the progress on each:

- Pass all state inspections – The Central Texas College Child Development Center passed all state inspections to include: Texas Department of Family Protective Services, Health Department, and fire inspections.
- Have twenty graduates in May. We had 27 Early Childhood Professions graduates to cross the stage at the Expo center. This is just short of the total number for all of the graduate's sense Early Childhood Professions started over 20 years ago.
- Have no unresolved parent/student complaints We have had only one official complaint. Our first student complaint in over 15 years. It was answered back through Dean Mikles and was unfounded. A letter was written to the student.
- Have first Early Childhood Professions course online Early Childhood Professions now has three online courses.
- Double the number of male students We were able to triple our number of male students.

II. Overall assessment of accomplishments:

All Early Childhood Professions objectives were exceeded or met. New laws for child care centers made it a real accomplishment.

III. Assessment of problems and needs:

Many Texas scholarships and tuition assistant funds are drying up. Qualified teachers and instructors are hard to find. With Temple College, MCC and ACC offering more Early Childhood Professions courses, some students avoid the long drive.

IV. Describe how assessment results were used to enhance performance.

Assessment results help you key your attention on certain critical areas.

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Electronics Department: Gus Rummel, Department Chair

I. List of objectives (from Department/ Unit IE Plan) and progress of each:

The Electronics Technology Department is an operating entity of Central Texas College which provides vocational courses leading to a Certificate of Completion and/or Associate of Applied Science Degree in Computers, Communications, and Networking (Proposed).

Goal 1: Educational Instruction

To meet the educational and training requirements of students and to offer instructional services that facilitate attainment of personal goals and accommodate individual levels of performance.

Objective 1:

To provide educational instruction designed to meet the needs and aspirations of students seeking instruction in: Electronics Technology Programs in Computers, Communications, and Networking.

Objective 2:

To provide associate degree programs and certification programs that meet the needs of the student and work force.

Objective 3:

To evaluate and modify curricula to meet changing requirements, to respond to instructional and technological advances, and to encourage development of communications skills in all programs in the Electronics Technology Department.

Objective 4:

To provide a uniform and standardized program at all campuses teaching any of the Electronics disciplines.

Objective 5:

To provide components in each degree/certificate that improves a student's basic intellectual competencies reading, writing, speaking, critical thinking, and calculating.

Goal 1 - Objective 1-5:

The objectives are being met at some instance in time in all programs. Due to the changes in technology this is an on-going, never ending process.

The department is providing instruction that not only meets the needs and aspiration of the students, but also provides degrees and certifications that make

our students some of the most sought after in the state (Most are employed full time before they ever graduate.) This is done by continually contacting industry through our advisory committee with input from other CTC Campuses. With the electronics industry changing as it does, these objectives can only be met for an instant and then they need to be modified again.

Goal 2: Educational Programs

To provide educational programs that are of the highest quality, that meet the educational and training requirements mandated by industry, and that satisfy those guidelines set forth by the Federal and State Governments as well as those of the Southern Association.

Objective 1:

To monitor and modify programs, when necessary, to ensure that graduates of the program are prepared to enter the work force in the discipline in which they have received their training.

Objective 2:

To continue to graduate highly skilled technicians that are sought after by industry throughout the state.

Goal 2 - Objective 1-2:

The THECB proposed WECM courses were reviewed, and recommendations made for revisions. Program was converted to WECM and implemented in the Fall 99 semester and are changed each year as the WECM changes.

Students are required to obtain the CET (Certifications Electronics Technician Certificate) and are given the opportunity to be PACE certified in soldering. Computer Students receive training to allow them to pass the A+ Certification Test and the Net + Certification test, however they are not required due to the cost of the examine and the fact that students do not have to be certified to be employable. The network (Cisco) certification is treated the same, but is highly recommended even though it is very expensive, qualifying students do receive a 50% discount voucher from Cisco.

Goal 3: Incorporation of Industrial Requirements

To incorporate industrial requirements through the Advisory Committee recommendations into the specific program, updating syllabi, updating laboratory work stations, reviewing and updating text materials, and implementing the SCANS competencies in appropriate courses.

Objective 1:

Evaluate the status of the current curriculum.

Objective 2:

Determine what new technologies or modifications need to be implemented.

Objective 3:
Determine the equipment required for any changes.

Objective 4:
Determine what texts, audio visual, and multimedia courseware changes are needed.

Objective 5:
Modify competency list necessary to accomplish desired changes.

Objective 6:
Modify affected syllabi and equipment list.

Objective 7:
Update courseware and equipment as necessary for the required changes.

Objective 8:
Implement the required changes.

Goal 3 - Objective 1-8:

The objective in this goal are the hardest to meet in that new technologies are ever appearing or changing and the teaching materials are not always available and text are rarely available that are current in all aspects of a subject. The cost of the new equipment in some cases is a prohibiting factor in incorporating the latest changes in the Electronics area. Our newest curriculum changes involve CTC as a Regional and Local Cisco Academy, which have not only involved our students, but the teachers and students of many high schools in the service area. Central Texas College is now an Advanced Cisco Training Center offering CCNP Certification training..

II. Overall assessment of accomplishments:

Progress in accomplishing goals and objectives is proceeding extremely well, but is a continual endeavor. Changes to programs, new textbooks, additions of multimedia and computer controlled labs, and the addition of up-to-date equipment in all programs have made our programs equal to or better than any program in the state. We must continue to update as the life expectancy of technology in the electronics industry is about six months.

III. Assessment of problems and needs:

The instructor and department chair have been working with members of its advisory committee on an individual basis to determine what problems exist and the needs to be addressed in the up coming advisory committee meetings. The major problems and instructional needs seem to be the implements of current

trends in the industry. Material needed to add the new technologies are slow in coming; even specifications and the interpretation of these specifications are not available, limiting the including of the material in a course to only introductory type material, not the definite structure that is needed.

IV. Describe how assessment results were used to enhance performance?

Student surveys, Advisory Committees, State and Federal guidelines, comments from other campuses, and other instructors were used to make program improvements/revisions and to resolve student problems.

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Fine Arts
Administrator/Director/
Chair of the Department: Wynona Alexander
(Typed Name and Signature)

- I. List the objectives (from Department/ Unit IE Plan) and the progress on each:
 - A. Objective I: Summary
To offer relevant courses and schedule Fine Arts events throughout the year.
Objective I: Progress
Courses for students majoring in Drama, Music, and Visual Arts as well as those seeking Humanities credits and personal enrichment are offered each semester; classes are largely filled, and space and personnel are used to maximum efficiency. A Fine Arts Calendar of Events offers various activities: exhibitions, plays and musical performances.
 - B. Objective II: Summary
To increase the number of drama classes offered. This is important as this is the newest part of the Fine Arts triad.
Objective II: Progress
Two additional Drama classes are now part of the spring and fall offerings: Theater Practicum and Acting II.
 - C. Objective III: Summary
To continue the expansion of use of technology and to expand Distance Education.
Objective III: Progress
Expansion of technology use in the Fine Arts department continues through acquiring equipment necessary to make rooms 102 and 100 in bldg 112 multimedia facilities. An on-line Music Appreciation class is currently being discussed.
- II. Overall assessment of accomplishments:
 - A. Each semester, enrollments have grown or held steady in all Fine Arts classes. On-line HUMA 1315 is especially successful. The number of course offerings continues to increase steadily, but not dramatically.
 - B. Fine Arts events are well attended and are of a constant high quality.

- C. Efforts to maintain and acquire personnel and equipment have continued to be successful.
- III. Assessment of problems and needs:
- A. Problems: The main problem of the Fine Arts Department is inadequate space and inadequate control of the space which we have, due to the Fine Arts building being a multi-use facility.
 - B. Needs: A performance facility – a real theater with raked seating - - should be part of future building planning at CTC.
- IV. Describe how assessment results were used to enhance performance.

Students benefit from the environment which has been created through our efforts to expand and upgrade courses, facilities and arts activities. The community has benefited from our arts events on and off campus.

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Industrial Technology

Administrator/Director/

Chair of the Department: Don Donaldson

(Typed Name and Signature)

- I. This Assessment Plan applies to all programs that comes under the Industrial Technology Department. They are: Auto Collision Repair (AAS Degree and Certificates of completion) Automotive Mechanic/Technician (AAS Degree and Certificates of Completion) * Cosmetology (Certificate of Completion) Diesel Engine Mechanic & Repairer (AAS Degree and Certificates of Completion) Graphics and Printing (AAS Degree and Certificate of Completion) Heating, Air Conditioning & Refrigeration Mechanical and Repairer (AAS Degree and Certificates of Completion) Maintenance Technology (AAS Degree) Welding (AAS Degree and Certificates of Completion) **Small Engine Mechanic and Repair (AAS Degree and Certificate of Completion) *Professional Truck Driving (Continuing Education Non-Credits) Certificate of Completion) *Contract program **Not taught at Central Campus (out of state only)

Note: We no longer have a Barber/Barber Instructor Program. The programs were closed.

1. Goals and Objectives:

To provide Vocational/Technical programs that are in keeping with Federal, State, SACS, and THECB Guidelines and are of the highest quality, meet the educational and training requirements of students and industry, contain the most current technology, meet SCANS requirements, and prepares the student to enter the current job market with those skills required by today's industry standards.

- A. Goal 1: To provide instruction

“Central Texas College shall provide quality Instructional programs that will prepare students to fully participate in educational, occupational, economic, and social opportunities. These include Certificates of Completion and/or AAS Degree Programs in Vocational/Technical Education; Workforce Development Programs; Enriched Education; Skills Training, and Adult Literacy and Basic Skills Education.

Objective 1: “To provide an-up-date curricula District wide that fosters student goal attainment, meets changing requirements, reflect changes in Industrial Technology, and incorporates development of SCANS and Communication Skills.”

Objective 2: “To employ and retain Faculty who, at a minimum, meet the qualification requirements set by accrediting associations and regulatory bodies.”

Objective 3: “To meet the Educational, Occupational, and Development needs of a diverse student population.”

Objective 4: “To maintain institutional and program accreditation and approval and ensure that programs meet OSHA and HAZ-MAT requirements.”

Objective 5: “To evaluate continuously programs, services, processes, and personnel and use the results of such evaluation to improve programs, services, processes, and activities.”

Objective 6: “To use effectively and efficiently the human, fiscal, and physical resources of the department.”

Objective 7: “To promote equal access and equal opportunity.”

Objective 8: “To provide educational and training opportunities for employees that foster professional growth.”

Objective 9: “To maintain an organizational structure and culture that supports responsive decision making; creates a positive work environment; and assures compliance with regulations, laws, and mandates.”

Objective 10: “To prepare and request budgets that will provide adequate funds to up-date equipment and maintain program quality.”

B. Goal 2: To provide Public Service

The Industrial Technology Department shall assist the communities through instructional programs tailored to their needs and employee participation in community activities; and other related cooperative efforts as requested.

Objective 1: “To cooperate with communities/businesses in meeting their educational needs.”

Objective 2: “To promote the institution as a partner with the community/businesses it serves.”

2 General Objective(s):

The Industrial Technology Department will provide quality vocational/technical programs that:

A. Meets student/community/business needs and educational goals.

- B. Prepares students to enter the workforce of their chosen career with the skills to be successful.
- C. Incorporates input from Advisory Committees and Industry.
- D. Provides the following expected outcomes:
 - 1. Student educational goals are met.
 - 2. Completers/graduates will have the necessary skills to be successful in their chosen career.
 - 3. Completer/placement rates increase.
 - 4. Enrollments increase, are more diversified, and employer expectation of students hired are met.
- B. Provides the following expected results:
 - 1. Goals and objectives will be met.
- 3. Specific Objective(s)/Effectiveness Standard(s)/Criteria for Success):
 - A. The Department Chair will work with instructors, Advisory Committees, and Industry (businesses) to continually up-date programs with current technology to include: up-dating of textbooks, audio visuals, equipment, syllabi and module books incorporating SCANS Competencies and Foundation Skills.
 - B. The Advisory Committee will review programs to insure that current industry needs are met.
 - C. The Instructors will ensure that SCANS and Foundation skills are included and evaluated in their respective programs.
 - D. The Department Chair, Instructors, and Staff will work toward increasing and tracking completer and placement rates to meet THECB requirements, especially in Auto Collision, Diesel, and Welding.
 - E. Program enrollments increase.
 - F. All curriculums are up-to-date with current technology and syllabi, module books and tests reflect the same and are taken out of required study assignments.
 - G. All Instructors participate in Professional Development Activities and become certified by their certifying agency if required/available.

- H. More High School students participate in 2+2 and Tech Prep Articulation Agreements.
- I. The Department offers more dual credit programs.
- J. More businesses contact the Department for specialized training.
- K. All Programs meet or exceed THECB requirements for graduates, placement, licensure (Cosmetology), Gender and Ethnic groups.
- L. All programs meet or exceed a 95% a student satisfaction rate and the employer satisfaction rate is 100%.
- M. More space is made available for the Building Trades and HVAC Programs.
- N. There is more participation and input from Program Advisory Committees.
- O. There are less program “Drop Outs”.
- P. All instructors are “Student Oriented”.
- Q. All programs contain the most current equipment available for training.
- R. The Industrial Technology Department is the best department on campus.

Note: The effectiveness standard will be: Was the specific objective met to at least minimum standards? The hope is to exceed standards set by THECB and SACS.

- 4. Performance Measure(s) to be used:
 - A. Instructor evaluations/surveys.
 - B. Student surveys.
 - C. Advisory Committee evaluations.
 - D. Annual Data Profile.
 - E. Student interviews.

- F. Employer interviews and surveys.
- G. Review of Workforce Development documents.
- H. Departmental meetings and program discussions.
- I. THECB site visit evaluation results.
- J. SACS Site visit evaluation results.
- K. Input from C& I Campuses.

Note: The above processes will be used to assess the Department and Programs to ensure the goals and objectives are met. Correction will be made as required. Assessments will include:

- 1. Is the WECM conversion working?
 - 2. Are programs meeting student educational goals?
 - 3. Do programs produce students with skills that allow them to succeed?
 - 4. Do completers meet employer expectations?
 - 5. Are THECB and SACS guidelines/requirements being met?
 - 6. Is SCANS incorporated into the program in an effective manner?
 - 7. Are completer/placement standards being met?
 - 8. Are OSHA/HAZ-MAT requirements being met?
 - 9. Is current technology and equipment use taught in all programs?
 - 10. Are textbooks, syllabi, tests, and module books up-to-date?
5. Plan for use of assessment to improve instruction, program, services, and research of administration.
- A. Evaluation instruments will be discussed during Departmental meeting(s) and Advisory Committee meetings to allow Instructors and Advisory Committee members to provide input as to whether or not the goals were met. Corrections/adjustments will be made based on the discussions.

B. Input from C&I Campus Deans, Instructors and/or Directors will also be used to determine if goals were met.

C. Results will be used to resolve problems and improve programs.

6. The Industrial Technology Department and all Associated Programs meet all Goals/Objectives listed above with an average 90-95% satisfaction rating.

We are currently working to revise ten (10) courses to match new text books. We are attempting to improve tracking of completers and job placements. Three programs do not meet required completer requirements (Diesel, Welding, Auto Collision).

II. Overall Assessment of Accomplishment:

1. Program enrollments are increasing in spite of military deployment up 1% - 5%.

2. Curriculums are up to date or being updated. This includes syllabi, module books, tests, equipment and textbooks.

3. All FT and PT Faculty members are participating in Professional Development activities. Those requiring certifications are pursuing them or have attained certification.

4. We have had a slight increase in participation in the 2+2/Tech Prep programs.

5. The number of students participating in High School dual credit programs have shown a slight increase.

6. All programs but three (3) (Auto Collision, Diesel, Welding) meet THECB requirements for graduates, licensure, and placement.

7. All programs meet or exceed student and employer satisfaction required rates 95%-100%.

8. Work has begun on achieving more space for the HVAC-R and Building Trades programs.

9. There has been an increase in participation and input for Advisory Committees.

10. Faculty member are more student oriented.

11. All Programs request and received new and current technology equipment, software and hardware within reason.

III. Assessment of Problems and needs

The major problem that we have is space. The Heating and Air Conditioning and Building Trades Programs need more space if they are to grow. Work has begun to resolve this problem. Our Administrators and Board members do a superb job of providing sufficient funds for the programs.

IV Describe how assessment results were used to enhance performance:

1. Evaluation instruments were discussed during Departmental meeting(s) and Advisory Committee meetings to allow Instructors and Advisory Committee members to provide input as to whether or not the goals were met. Correction/adjustments were made based on the discussions.
2. Input from C & I Campus Deans, Instructors and/or Directors was also used to determine if goals were met.
3. Results from survey instruments were used to resolve problems and improve programs.

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Math

Administrator/Director/

Chair of the Department: Dr. Kenneth Word

(Typed Name and Signature)

I. List the objectives (from Department/ Unit IE Plan) and the progress on each:

A. Departmental Objective -To provide instruction in the courses described above (#1 of IE) in the most efficient, effective way.

The department in 2003-2004 utilized four full-time faculty, one part-time secretary, two full-time, and one part-time lab assistants to prepare and deliver instruction, to prepare and administer assessments of student progress, and provide tutorial assistance and guided practice in a very efficient, effective way.

B. General Objective-To maintain a curriculum which serves the needs of the college in terms of degree requirements and which serves the needs of transfer students.

Math 1314, Math 1316, Math 1324, Math1325, Math 1332, Math 1342,

II. Math 2412, Math 2413, Math 2414, Math 2415, Math 2318, and Math 2320 are the twelve courses taught by the CTC Mathematics Department during the 2003-2004 school year. All twelve are in the State Course Inventory and all are used to satisfy degree requirements, in various configurations, of

III. programs at CTC.

Overall assessment of accomplishments:

The Mathematics Department has met or exceeded its goals and objectives for the 2003-2004 academic year.

Assessment of problems and needs:

The Mathematics Department has experienced an increase in enrollment and in lab usage. The Mathematics Department needs an increased input regarding mathematics instructor selection for the Ft. Hood Campus and all online mathematics courses and better coordination in scheduling between central campus and the Fort Hood Campus.

IV. Describe how assessment results were used to enhance performance.

The assessment enabled the instructors and staff to continue to maintain

a high standard of mathematical instruction for local degrees and prepare students to transfer to upper level colleges and universities.

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Mental Health Services
Administrator/Director/
Chair of the Department: Jeanette Jost
(Typed Name and Signature)

- I. List the objectives (from Department/ Unit IE Plan) and the progress on each:
 - a. To provide current, work-place relevant, curricula in the Mental Health Services specialization options, in both the traditional classroom and distance education arenas.
 - b. To consider the addition of a Teachers Aid specialization.

- II. Overall assessment of accomplishments:
 - a. All courses have been reviewed and syllabi updated in the QEP process, and in response to Advisory Committee Meetings and collaboration with Tarleton Central Texas.
 - b. 16 of our 21 Mental Health Services courses (CHLT, CMSW, DAAC, PSYT, SOCW) are available online. One of the online courses is an elective.
 - c. Four (4) courses will be developed for online delivery Fall 04 for Spring 2005 online delivery; the one remaining course will be developed Spring 2005 for Fall 2005 delivery. The degree plans in all 3 specialization options, Certificate of Completion and AAS degrees, offered in the Mental Health Services department will be available online by Fall 2005.
 - d. A full time Social Work Faculty was added to the Mental Health Services Department Fall 2004 in response to the increase in student enrollment, not only in the Social Work specialization, but in the Chemical Dependency and At-Risk Youth areas as well.
 - e. The consideration of the addition of a Teachers Aid specialization is tabled for the present.

- III. Assessment of problems and needs:
 - a. Create a method of student advising that distributes the responsibility among the three full time faculty members.
 - b. Utilize technology to better serve our increasing student numbers and maintain a cap on budgetary expenses.
 - c. Efficiently track completion rates for students in the Chemical Dependency and At-Risk Youth specializations.
 - d. Efficiently track completion rates and transfer rates to Tarleton Central Texas for the Social Work specialization students.
 - e. Determine a method by which to track Licensed Chemical Dependency Licensure pass rates for students in the Chemical Dependency specialization.

- f. Follow-up with students whose test scores indicate a need for reading and writing remediation, and enforce policy of prerequisite or concurrent enrollment in college developmental studies.
- IV. Describe how assessment results were used to enhance performance.
- a. The time line for development of courses for online delivery will be met by Fall 2005.
 - b. The full time faculty will meet monthly to develop advising, tracking, remediation, technology needs and use, and curriculum change needs.
 - c. The identification of a QEP departmental focus included all full time and adjunct faculty.
 - d. Student numbers in online classes are increasing. Approximately 24% of the enrollments in Fall 2003 reflected online enrollments; that rose to 50% in Fall 2004. All faculty, full time and adjunct, are engaged in online training or online teaching, unless prohibited by CTC policy.

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Nursing
Administrator/Director/
Chair of the Department: Shirley L. Robertson
(Typed Name and Signature)

- I. List the objectives (from Department/ Unit IE Plan) and the progress on each:
1. At least 85% of the students graduating from each program will pass the licensing examination on the first attempt.

ADN = as of the third quarter of 2003-2004, the NCLEX –RN pass rate is 84.85%. In 2002-2003 the annual pass rate on NCLEX-RN was 78.57%
VN = as of the third quarter of 2003-2004, the NCLEX-PN pass rate is 100%. In 2002-2003 the annual pass rate on NCLEX-PN was 70%
EMT = 2003-2004 NREMT pass rate 100%.
Paramedic = 2003-2004 NREMT pass rate 87.5%
Nurse Aide = 2003-2004 NACES 100%

- II. Overall assessment of accomplishments:

In 2003-2004 the faculty for the ADN, VN, and EMT/P programs implemented corrective measures designed to increase the pass rates on the licensing and certification examinations. The pass rates rose to acceptable levels and monitoring activities are continuing.

- III. Assessment of problems and needs:

Upon notification of the annual pass rates, each program instituted a self study to determine the factors that contributed to the drop. It was determined that there was a need for identifying student deficiencies during the program, a formative approach, instead of waiting until the end of the program to assess those needs, summative evaluation. Among the corrective measures implemented was a system of formative evaluation of student performance using national standardized tests. This testing has given us valuable data to use in improving instruction and outcomes for the students. All programs will continue to monitor graduates' performance on licensing/certification examinations to evaluate the effectiveness of the corrective measures implemented in 2003-2004.

- IV. Describe how assessment results were used to enhance performance.

Prior to the system of formative evaluation of student outcomes after each semester in the program, students' performance on NCLEX and NREMT did not meet the standard. The pass rates have improved, and now meet the requirements of the Board of Nurse Examiners and NREMT. We will continue to systematically evaluate the curricula and implement changes when indicated.

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 30, 2004**

Name of Dept./Unit:
Physical Education

Administrator/Director/
Chair of the Department:
Richard Carney, PHED Dept. Chair.
(Typed Name and Signature)

I. List the objectives (from Department/ Unit IE Plan) and the progress on each:

Our primary function is to provide students with the best possible opportunity to learn and participate in activities directed toward success in career goals and individual health and fitness.

- A. To provide administration for a comprehensive two-year program that leads to an Associate in Science degree.
- B. To foster an atmosphere that encourages fitness and healthy lifestyles.
- C. To provide an all-inclusive intramural/extramural sports program.
- D. To administer and provide leadership for related community activities.
- E. To encourage all employees to use our facility.

II. Overall assessment of accomplishments:

Our enrollment continues to increase as we add new programs, activities, and equipment to meet the needs of our students, employees, and the community. We will continue to work with the Department of Continuing Education to offer a variety of classes for area citizens.

We have added one new lecture course, Coaching/Sports/Athletics I. Two new one hour activity courses have also been added, Indoor Cycling and Kickboxing/Aerobics. We have purchased 18 indoor cycles for the cycling class. We have converted our part-time Intramural position to a full-time staff position.

III. Assessment of problems and needs:

- A. Problem – Due to increased enrollment and recreational use the weight room is over crowded at times.
- B. Needs – A cardio room built adjacent to the weight room.

IV. Describe how assessment results were used to enhance performance.

Our department has received student surveys and implemented policies reflective of student response. Through department meetings our full-time and adjunct faculty addressed important issues such as attendance and class attire to ensure consistency and organization within our department.

Our department remains committed to professional standards and quality education for our students, employees, and community.

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Science/Agriculture Department

Administrator/Director/

Chair of the Department: Dr. Patrick K. Hidy (Typed Name and Signature)

I. List the objectives (from Department/ Unit IE Plan) and the progress on each:

1. Offer students the quality education necessary for them to compete, adapt, and succeed in a technologically complex and intellectually challenging world.

All of our faculty are actively pursuing the most recent information in their subject line, and adapting the literature/research to their lectures. This should keep them on the “cutting edge” of their subject material.

2. Present instruction from qualified faculty who can instill robust, real-world content application rather than merely transferring rhetoric from print to speech.

One of the determining factors for hiring new faculty is that they have experience in the field, rather than being purely academic-learned. We have to be able to reify the concepts, and can only accomplish that if the instructors have themselves lived the situations cited in their lessons. I think we have a marvelous, eclectic collection of faculty that personify this philosophy.

3. Increase retention rate of students by making the courses compelling and worthy of the students' expectations without lowering the highest academic standards.

To my knowledge, the retention rate is good in our courses. Many of our students who take the first part of a discipline, will complete it at CTC. This statement is made, of course, concerning only the students that do not succumb to pressures outside our pervue.

4. Assuring that the student will have access to current technology and availability of hands-on conceptual grounding.

We attempt to present the very latest technology(computers, instruments, etc.) that the budget-handlers will allow. So, if there is no money to buy it, we cannot use it.

5. Obtain and utilize contemporary strategies of instruction.

This occurs primarily with the instructors who feel comfortable with the methods. When they use (computer-aided instruction, etc.) the tools, they appear to be quite effective. Some faculty choose not to use this medium, and that is good too. I believe an instructor should use what is comfortable for them, but I also believe we should make available the very latest tools for the faculty who DO use the tech strategy.

6. Instill and/or refine the basic skills in writing, mathematics, and computers within the context of the curricula.

Writing, math, and computers are used in all of our courses when appropriate. I believe all our instructors weave the disciplines into their respective courses quite seamlessly and effectively.

7. Incorporate concepts from diverse subjects other than science, in order to broaden the spectrum of the student's cognitive domain, and permit enhanced problem solving skills.

From my observations, our faculty effectively utilize skills and concepts from History, Math, English, Sociology, Communications, or just about all the disciplines are addressed at appropriate times during the course.

8. Maintain a vigil on changing requirements in the career/educational fields, and adapt our programs accordingly.

No one in this department have yellowed, disintegrating sheets in their lecture note book. Either the faculty participate in workshops personally, or they bring what they learn back to the department to be shared by all.

II. Overall assessment of accomplishments: Outstanding

III. Assessment of problems and needs: Budget cuts... we order what we need...if the budget is cut, we cannot get what we need. Length of time the paperwork is in the mill, between the ordering and the required approvals.

IV. Describe how assessment results were used to enhance performance.

Assessment results are used as a barometer. Something to "look at" without bias. One may feel as though he/she is doing a great job, but until they look at themselves through someone else's eyes, the full picture may not be forthcoming. If one self-assesses and finds no fault with themselves, they tend not to change. If there is a discrepancy between their view and some objective observer, then performance enhancement should be looked at more carefully.

**ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: _____ Social & Behavioral Sciences _____

Administrator/Director/
Chair of the Department: _____ Dr. Jerry L. Herrick _____
(Typed Name and Signature)

I. List the objectives (from Department/ Unit IE Plan) and the progress on each:

The percentage of government students taught by full time faculty has increased more than twenty-five percent.

The percentage of history students taught by full time faculty has increased by more than twenty five percent.

II. Overall assessment of accomplishments:

Goals were met.

III. Assessment of problems and needs:

Enrollments continue to edge up. There is developing a need for additional full time faculty.

IV. Describe how assessment results were used to enhance performance.

Continuing use of pre- and post-test results indicates measured increase in learning.

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 30, 2004**

Name of Dept./Unit: Radio TV Broadcasting /KNCT/KNCT-FM
Administrator/Director/ Max Rudolph Chair Radio TV Broadcasting/General Manager
KNCT/KNCT-FM

The past two years have been a transitional period for the Radio/TV Broadcasting Department and the college owned and operated television and radio stations. In the early Fall Semester 2002 I assumed the dual role of Chair of the Academic Department and administer of the television and radio station. This action followed the medical retirement and death of Academic Department Chair Dr. Noel Smith. September 1, 2003 the position was made permanent. This report is based on the activities of the first full year of the combined departments' organizational structure.

I. List the objectives (from Department/ Unit IE Plan) and the progress on each:

Objective 1. Bring together broadcast station operations and instructional areas in order to serve the needs of students enrolled in the Radio TV Broadcasting Program and to continue to serve the needs of the audience of the broadcast stations.

Accomplished. Operational staff have accepted the role which they have in assisting with the instructional mission. Operation staff works closely with students who use station as part of laboratory instruction.

Objective 2. Increase student participation in local program production of KNCT/KNCT-FM.

Accomplished. The number of hours of local program has increased. Students are utilized in most every aspect of production. This has enhanced the learning experiences within the department.

Objective 3. Review Degree and Certificate programs to assure the programs are meeting needs of students and the broadcast industry.

Accomplished. The Academic Department while under the leadership of Dr. Smith was transitioned from and applied science degree program to an Associate of Arts degree. This past year we develop a General Studies option which now allows students to enroll in a degree program which is designed to allow the student to enter the workforce. The Associate of Arts option remains for students who wish to transfer into a four-year radio/TV degree program. The department maintains two Certificate Programs for students who elect this instructional path.

Objective 4 Reinstate the Radio/TV Broadcasting Advisory Committee to offer suggestions and guidance to faculty and staff in development of courses, material and instructional methods.

Accomplished. The Advisory Committee was established with full participation of all radio and TV stations in local area. The Committee strongly endorsed the changes in the Degree Plans as noted in Objective 3. The Advisory committee is now fully utilizing the student resources for employee recruitment. Feedback for stations hiring full and part-time employees from the student body has been overwhelming positive.

Objective 5 Review of Part-Time faculty needed to support course offerings.

Accomplished: Part-Time Faculty positions were created as a result of revised Degree Plan offerings. Two working professional broadcasters with over 50 of combined experience were hired to teach additional course offerings. Student evaluations have been extremely positive of faculty.

Objective 6. Complete FCC mandated transition to Digital Television Service.

Accomplished: In September 2003 KNCT television completed a three month project which fully implemented the requirements of DTV service. The college now offers analog television broadcast programming on Channel 46 and High Definition and Digital Programming on Channel 38.

II. Overall assessment of accomplishments:

The department has completed the major objectives of past year. On going goals included student recruitment efforts to increase enrollments of the Department and to maintain local revenue sources to fund the operational costs of the station. These programs will continue in addition to exploring activities which the station may support the college in instructional delivery.

III. Assessment of problems and needs:

The major challenge facing the department is student recruitment and retention. We are currently working closely with local school districts which offer radio TV course work to recruit students to continue with the college. The stations face the problem of local revenue support for their operation. This is a challenge for most all Public Television Stations across the United States. The stations also are challenged to maintain the rapid pace of technological change facing the television industry.

- IV. Describe how assessment results were used to enhance performance.
The Department works as a team to develop goals and objectives. We review progress toward those goals on a regular basis. Action is taken when needed.

**ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Department: Continuing Education
Department Director: Teresa Chavez

I. List the objectives (from Department/ Unit IE Plan) and the progress on each:

The purpose of Continuing Education (CE) is to provide

- Adult, Senior Adult and Youth education programs for cultural enhancement and personal enrichment. Progress: CE continues to expand the scope of subject matter and number of course offerings in each area.
- Basic skills review, job skills training and Workforce Education Course Manual (WECM) courses that meet individual and community needs. Progress: In addition to expanding the scope of subject matter for WECM courses, CE also received a Skills Development Grant for two local employers.

II. Overall assessment of accomplishments:

Continuing Education experienced a significant increase in the number of students taking classes and the number of classes taken per student in 2003-04 as compared to the previous year.

2003	Total # Students	Total # Seats Sold	Average # Classes per Student
Q1	511	708	1.39
Q2	430	439	1.02
Q3	369	400	1.08
Q4	557	692	1.24
Total	1907	2239	Ave=1.18

2004	Total # Students	Total # Seats Sold	Average # Classes per Student
Q1	810	1317	1.63
Q2	429	622	1.45
Q3	513	769	1.50
Q4	794	1298	1.64
Total	2546	4006	Ave=1.56

Percent Increase in Number of Students from 2003 to 2004 = 33.5%

Percent Increase In Number of Seats Sold from 2003 to 2004 = 78.9%*

**If you subtract the students enrolled because of the grant, we still experienced 30% growth.*

Reasons for the increases

- CE received a Skills Development Grant from the State of Texas.
- CE has continued to work with the Hospitality and EMT/Paramedic departments to enroll students in a number of courses.
- CE increased the average number of classes offered from 80 to approximately 100 per semester.
- CE has made every effort to increase the number of WECM, Adult, Senior Adult and Youth courses.

III. Assessment of problems and needs:

Departmental weaknesses include

- CE classes are given lowest priority for room assignments which results in late room assignments and frequent classroom reassignments.
- Our telephone system is not the most efficient.
- Transient teaching staff.
- Lost our “work study” student.

IV. Describe how assessment results were used to enhance performance.

Steps taken to improve room assignments

- CE has increased the number of classes scheduled during the weekend.
- CE has worked in a spirit of cooperation with Student Life and other departments to improve the room assignment situation.

Telephone system

- Central Texas College upgraded telephone equipment campus-wide.
- CE worked closely with Telephone Services to insure that each person in our office had the appropriate telephone.
- CE worked closely with Telephone Services to make changes in our voice mail to insure better customer service.

Transient Teaching Staff

- CE constantly monitors student course evaluations, providing constructive feedback to instructors.
- CE is in the process of creating an instructor newsletter in an effort to 1) create a more informative atmosphere and 2) to give our instructors a feeling that they are part of a community.

Lost our “work study” student

- CE has four full-time employees. Each person in the office performs “work study” duties one day per week (we all pitch in on Fridays). These duties include 1) picking up and delivering Audio/AV equipment, 2) posting signs for classroom changes and class cancellations, 3) hand-carrying important documents to other departments, 4) delivering class packets for instructors, 5) distributing CE course brochures around campus and 6) checking on computer labs to insure that they are clean and adequately supplied.

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Department: Student Life

Director: Kerstin Brooks

I. List the objectives and the progress on each:

No assessment report was completed by the previous Student Life Director for the report period ending August 31, 2003. Therefore, objectives and changes are based on the time frame starting November 2003 to August 31, 2004.

- a. Stay abreast of registration procedures and assist with registration: The Director of Student Life attended the majority of weekly staff meetings of the Guidance and Counseling department and actively participated in the spring and fall 2004 registration.
- b. Worked with Guidance and Counseling on New Student Registration Orientations to give information about clubs and student activities on campus and also offer campus tours as part of the registration orientation. We completed approximately eight New Student Registration Orientations during the spring/summer/fall semester.
- c. Improve the New Student Orientation held at the beginning of the semester: Included additional departments such as the PE department, Guidance and Counseling, Substance Abuse Resource Center and the Planetarium.
- d. Added additional activities for clubs, such as the Fest-of-All in April, which will be a continuous event during the spring semester. Continued activities such as the Join A Club, Black History Month and Women's History Month and also participated in the 4th ID Welcome Back.
- e. Updating of the Upper Student Center: Re-felted and leveled two pool tables, fixed the foosball, and added a new ping pong table and air hockey. Within the first two weeks of the fall semester, more than 80 students utilized the Upper Student Center and signed out equipment.
- f. Improve the layout of the Bell Tower Buzz: Using Publisher allowed for a more professional looking layout and improved print quality.

II. Overall assessment of accomplishments:

- a. The Student Life office will continue to participate in registrations and assist Guidance and Counseling to include New Student Registration Orientations.
- b. The New Student Orientation has been very successful and a total of 253 attended the spring/summer/fall orientations.
- c. The overall participation of individual clubs has increased. During the Fest-of-All nine clubs participated and will in the future.
- d. The number of Student utilizing the Upper Student Center has increased drastically. More than 80 students signed out equipment during the first two weeks of the fall 2004 semester.

- e. The Bell Tower Buzz is now also available online.

III. Assessment of problems and needs:

- a. The ID Card Office is in great need of a new ID card machine. The current DTC510 Fargo ID card machine has a printer life of 5,000 cards and a software life of 10,000 cards. At this time, more than 15,000 cards have been printed exceeding the printer life by 10,000 cards at this time. Based on communication with Technical Services, a replacement is necessary as soon as possible. Funds for a new ID card machine were requested for the upcoming semester.
- b. A total of 177 students attended the fall 2004 New Student Orientation. Over 200 had called and registered. To accommodate the amount of students during the fall semester, two New Student Orientations will be offered during upcoming fall semesters rather than one.
- c. Additional equipment may be needed to support the number of students using the Upper Student Center.

IV. Describe how assessment result were used to enhance performance: (goals for the upcoming year):

- a. Update the ID card machine to improve services.
- b. Offer two New Student Orientations during fall 2005.
- c. Complete surveys to meet the need of the students in the Upper Student Center.
- d. Continue to offer activities for clubs, such as the Fest-Of-All, Join-A-Club, and Haunted House.

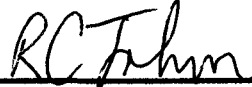
**ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Instructional Programs – CTC Europe Campus

Administrator/Director/

Chair of the Department: Ronald C. Johnson, Ph.D.

(Typed Name and Signature)



I. List the objectives (from Department/ Unit IE Plan) and the progress on each:

- Europe Campus faculty will have the same, or higher, academic credentials as Central Campus faculty. Results – 48 percent of Europe Campus faculty have advanced degrees, compared with 34 percent of Central Campus faculty.
- VOTECH enrollments will increase with each successive term. Results – Enrollments from Term 1 to Term 5 increased by 200 percent.
- Increase CTC visibility throughout the European Military Command. Results – A concerted marketing effort resulted in a consistent methodology to publicizing our VOTECH programs within Education centers. CTC is also in heavy rotation for information announcements on AFN Radio and television.

II. Overall assessment of accomplishments:

This first academic year has been one of tremendous learning opportunities. The majority of the key personnel had no prior experience with Central Texas College academic programs. Through perseverance and support from Central Campus Instructional Programs, the Europe Campus has continued to expand the VOTECH program.

III. Assessment of problems and needs:

- Impending drawdown of forces in European Command. Needs: A strategic to turn this problem into an opportunity.
- A few departments in Central Campus do not fully recognize the uniqueness and constraints of the Tri-Services Education contract for the Europe campus. Needs: Continued cross-talk between departments to improve the communication transactions.
- Exploit the power of information technology in creating solutions to share common information across platforms and departments in the Europe Campus. Needs: Continued expansion of the Europe Campus data base to

insure communication can be up loaded and down loaded and accessed whenever required.

IV. Describe how assessment results were used to enhance performance.

The results of this assessment will be used as the starting point for the Europe Campus Strategic Planning Group which will be starting in AY 2004-05. This group will be charged with planning the direction of the Europe Campus, and will be key in assisting with the ongoing assessment of our internal and external processes.

**ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Ft Hood and Service Area Campus
Administrator/Director/
Chair of the Department: Dean James C. Nixon
(Typed Name and Signature)

I. List the objectives (from Department/ Unit IE Plan) and the progress on each:

To insure high quality instruction and maintain compliance with contractual requirements and governing bodies.

II. Overall assessment of accomplishments:

Program quality is evident in the ever growing demands. Our contractual programs are used as models world wide. In many instances Ft. Hood Campus faculty and staff are sent to other campuses to replicate Ft. Hood programs. Currently we are preparing materials and procedures that will be delivered by a Ft. Hood staff member to establish an NCO LEAD program in Korea.

We have redirected our outreach efforts to target military families that have been left behind by deploying soldiers. Working through family readiness groups, various outreach organizations, and the media we have maintained a very high enrollment rate despite the absence of half of our potential student body and the turmoil associated with deployments.

Success is also evident in the total absence of negative comments associated with contract performance. Our customers continually praise the quality of our staff, faculty and product.

III. Assessment of problems and needs:

Post 9/11 security initiatives have had an impact on how business is accomplished on a military establishment. This is most noticeable in the areas of communication, and access to the post. These problems have been minimized through close cooperation with post law enforcement agencies, and the Directorate of Information Management. Through the use of computer generated rosters supplied to the post Judge Advocate General, our students are easily identified and allowed easy access to classrooms and supporting facilities.

Access to the information medium is being enhanced by increased usage of civilian supplied programs such as Road Runner Cable internet. This reduces or removes the necessity to rely on military networks.

IV. Describe how assessment results were used to enhance performance.

Assessments confirmed a need to work more toward a diversified student body and rely less on the soldier student. Redirection of our outreach efforts allowed us to serve a part of our community that had never been actively sought after.

The obvious need for tailoring our training programs to meet the need of our users was through mobilizing instructors, taking the instruction to the user, adjusting schedules to include working weekends and holidays, compressing instruction to meet user schedules, establishing mobile instruction teams to supply instruction and training to soldiers away from Ft. Hood, and increasing course offerings in areas that indicated a need.

**ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept. /Unit: Fort Hood & Service Area Campus

Administrator/Director/

Chair of the Department: Mark Pollett

- I. Establish an automated continuous evaluation system to monitor college level classes/courses to enhance instruction, content and environment at the Ft. Hood Campus.
- II. Purchased computerized evaluation system to handle the large number of student surveys generated during Ft. Hood's regular term schedule. CTC Ft. Hood provides 5 eight-week terms for students each school year.
- III. Student classroom evaluation and assessment was impossible to conduct using manual process used in the Service Area Campus, because of the number of students enrolled in courses on Ft. Hood every eight weeks. It was soon recognized that a computerized evaluation system was needed to help in the assessment of instruction, content and the ever-changing needs of the student.
- IV. The computerized evaluation system has provided faculty and administration much needed feed back on instruction and content and the problems found in the classroom. It has also given the student a means to share information in a non-threatening manner, which has been used to enhance the Ft. Hood Campus. The new system has been so successful that the Service Area Campus now uses it as well.

ASSESSMENT REPORT FOR PERIOD ENDING AUGUST 31, 2004

Name of Dept./Unit: Basic Skills Education Program

Administrator/Director/

Chair of the Department: Christy E. Garner

(Typed Name and Signature)

- I. List the objectives (from Department/ Unit IE Plan) and the progress on each:

General Objective: To continue or improve the quality of instruction.

Progress: Despite low enrollment caused by Troop Deployments, Soldiers have improved reading skills.

Specific Objective: To provide equal hours of instruction for both morning and afternoon.

Progress: Morning classes meet the same number of hours as the Afternoon classes.

- II. Overall assessment of accomplishments: Soldiers are continuing to improve in all areas. Of those taking the AFCT, more Soldiers are successful.

- III. Assessment of problems and needs: New computers are needed in the Administrative offices. These computers are provided by the Army and the COR has indicated that these will be provided. The computer lab for BSEP has just received new computers and furniture.

- IV. Describe how assessment results were used to enhance performance.
The assessment results are instrumental in accomplishing the goal.

**ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: NCO LEAD

Administrator/Director/

Chair of the Department: Robert Goodson

(Typed Name and Signature)



- I. List the objectives (from Department/ Unit IE Plan) and the progress on each:
GENERAL OBJECTIVE: To continue or improve the quality of instruction offered to the For Hood community by updating course material incorporating technology in the classroom, and providing instructor training. To offer the Army Education Services the NCO LEAD management courses in the traditional classroom format.
PROGRESS: Four of the NCO LEAD Instructors had limited knowledge of computer. We offered these instructors our Introduction to Computers and PowerPoint class. Three Instructors took the classes and are now using electronic presentations in our classrooms. NCO LEAD overhead slide presentations were upgraded to PowerPoint Presentation.
SPECIFIC OBJECTIVE: Adjusting the marketing program to obtain maximum visibility.
PROGRESS: The new COR Skip Blancett has begun creating a monthly newsletter and advertisements on Phantom Distro. This has increased enrollment dramatically. From averaging two NCO LEAD Management classes meet per month, with a 90% cancellation rate, to averaging eight NCO LEAD Management Classes with a 50% cancellation rate.
SPECIFIC OBJECTIVE: Continuing to meet the special requests made by the Education Center. Special Request: Currently the Army would like us to teach regular CTC core courses.
PROGRESS: September 4, 2004, Small Business Management began with 25 students. The department is currently trying to recruit qualified instructors in other areas of expertise: History, Psychology, Sociology, Philosophy, Government, Human Resource Management and Mid-East Culture.
- II. Overall assessment of accomplishments: Marketing has increased enrollments, but an increase is still needed to get to pre-deployment levels.
- III. Assessment of problems and needs: Still trying to recruit instructors to instruct in the specific fields. By October, a Mid-East Culture instructor is needed along with a POI developed. By January the department needs History and Philosophy instructors.
- IV. Describe how assessment results were used to enhance performance: The assessment results are instrumental in accomplishing the goals.

**ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Military Skills Enhancement Program, Fort Hood Campus

Director: Douglas L. Porter Jr.

(Typed Name and Signature)

I. List the objectives (from Department/ Unit IE Plan) and the progress on each:

To provide quality mission related military skills training at Fort Hood and all remote locations of III Corps. Upgrade all automation instruction to include the Electronic Technical manuals.

II. Overall assessment of accomplishments:

The Military Skills Enhancement Program, III Corps Troop School, is continually cited as one of the best institutional training programs.

The instructors and administration received several Fort Hood awards during the past year.

The travel program to remote installations was expanded this year to include over 50 trips to provide training at other than Fort Hood, Texas.

All classes that utilize electronic technical manuals have been automated.

III. Assessment of problems and needs:

Continued need for additional quality training space (provided by the Government)

IV. Describe how assessment results were used to enhance performance.

Military Skills Enhancement classes are continually monitored as required by Government contract and the Quality Control Plan. Additionally, all classes utilize a self-evaluation program to insure that all learning objectives are met.

ASSESSMENT REPORT FOR PERIOD ENDING AUGUST 31, 2004

Name of Dept./Unit: ALC Contract Ft. Hood

Administrator/Director/

Chair of the Department: Gary F. Slanga, Prog. Mrg.

(Typed Name and Signature)

- I. List the objectives (from Department/ Unit IE Plan) and the progress on each:
 1. To install and switch to a new computer program for Library Book circulation.
 - a. Millennium circulation system has been 100% installed.
 - b. The transition of circulation/patron records from the old "Q" system to the new Millennium system is about 100% complete.
 - c. Transition to the new cataloging system is 100% complete.
 - d. The automatic overdue notice portion of the system has been completed and overdue notices can be sent electronically as well as in hard copy form.
 2. To bring the library back up to full operation after the move from Bldg. 2805 to Bldg. 3202.
 - a. Processing of new books for circulation is 100% complete.
 - b. Library usage is at an average of 850 patrons per day/ normal level is about 1000 patrons per day.
 3. To open the new Soldier Development Center (SDC) and establish a plan for smooth integration of classes and instructors, both military and civilian, into the new facility.
 - a. The SDC is fully operational and all instructors have been trained on use of the new electronic equipment install in each classroom.
 - b. Classroom scheduling and usage are back to normal.
 4. To increase awareness of all programs available to soldiers on Ft. Hood, in particular the e-Army U, laptop computer based on-line college courses and the Microsoft certification courses.
 - a. The office of marketing and outreach is being used to maximum extent possible.
 - b. An internet web page has been established to provide information on available programs.
 5. To update the computer facilities at all MOS libraries and Learning Centers.
 - a. The library has had 100% of their computers replaced this year (2004).
 - b. The learning centers are 50% complete in updating to new computers. Computers have been purchased, but not installed for the remaining 50%.
- II. Overall assessment of accomplishments:
 - a. To date the learning centers have exceeded the 2004 goal of serving 30,000 individuals, current levels are running at about 36,000 per year. Service level expectations can be increased for the years 2005-2007.

III. Assessment of problems and needs:

- a. The major problem is providing internet access while using the Ft Hood LAN for internet access. We are trying to switch to commercial access to alleviate this problem
- b. Classroom size and utilization at the SDC, along with informing new instructors from the various universities on SDC procedures needs some refinement.
- c. The heightened security on e-mail and Internet systems has severely reduced access to needed publications. This is being address with commercial internet access.

IV. Describe how assessment results were used to enhance performance.

- a. The government is now allowing access to on-line libraries through a universal government web site known and Army Knowledge Online (AKO). This allows better access to special electronic libraries so that we can better serve our customers.
- b. Copies of necessary publications and materials have been distributed to learning centers on CD-ROM, which allows the passing of information between facilities without compromising security procedures.

The Dean of Instructional Programs shall be responsible to the Deputy Chancellor for Educational Program, Support Services and Texas Campus Operations in maintaining the educational standards and programs of CTC. The Dean of Instructional Programs will coordinate curriculum development with all campuses of the College District and will coordinate the establishment of course and program articulation with other educational institutions. The Dean of Instructional programs will identify areas in the educational programs in which technical assistance and support from the department chairs and the faculty are required. The Dean of Instructional Programs will assist the Deputy Chancellor for Education Program and Support Services in obtaining program and course approval from the appropriate agencies for those programs and courses provided by CTC (CTC Board Document #158 Revision 5). The following assessment report provides evidence of planning, assessment and continuous improvement of the Office of Instructional Services program.

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Instructional Services

Administrator/Director/

Chair of the Department:

Laurelyn Carlisle

(Typed Name and Signature)

I. List the objectives (from Department/ Unit IE Plan) and the progress on each:

Provide Campus Deans and Instructional Departments with information and procedures to enhance the effective and efficient delivery of education and training.

Progress toward the achievement of this goal was enhanced with the development of the Instructional Services Web Page. The Instructional Services Web Page is designed as a resource for Campus Deans and Instructional Departments. Resources are available for work force education courses and university parallel. Links to external resources include but are not limited to the Texas Higher Education Coordinating Board and Southern Association of Colleges and Schools, Commission on Colleges. An internal resource includes electronic access to more than 900 course syllabi available for CTC sites to download for use by faculty.

The recent reaffirmation of institutional accreditation effort has provided electronics links to a wealth of CTC published documents and other resources for faculty and staff worldwide. The reaffirmation component, Quality Enhancement Plan, provides for department Action Plans that will also provide an impetus for institutionalizing the electronic warehousing of CTC documents for reference and use by all CTC employees.

II. Overall assessment of accomplishments:

Web access to pertinent educational program documents and information provides an efficient and accurate means of communicating to all CTC faculty and staff. Maintenance and following an established protocol for document updating will be critical to effectiveness and use of the Web as an accurate information system.

III. Assessment of problems and needs:

Currently Instructional Services has no problems or needs that inhibit continuous efforts toward goal achievement. However, the success will stem from a commitment of CTC toward a technology based system of information gathering and dissemination.

IV. Describe how assessment results were used to enhance performance.

As the clearinghouse for all educational program/course information, the addition of the Web access to educational program documentation and information supports the uniform delivery of educational programs throughout CTC's worldwide operation.

The Dean of Library Services will direct and supervise the Library Services Division and will assist the Deputy Chancellor for Educational Program and Support Services in establishing standards of library resources and support for all campuses of the College District. The Dean of Library Services will develop inter-library service arrangements with other organizations and will support and advise all campus personnel regarding library services (CTC Board Document #158 Revision 5). The following report documents planning, assessment and continuous improvement of library services.

**ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Library

Administrator/Director/

Chair of the Department: Peg Jennings _____
(Typed Name and Signature)

I. List the objectives (from Department/ Unit IE Plan) and the progress on each:

Objective: Design and implement an information literacy curriculum that will help students develop their library skills so they achieve success in their immediate academic pursuits and become effective lifelong information users.

Progress: Educational objectives and activities have been established for workshops on varying topics. Walk-in workshops are scheduled during morning, afternoon, and evening hours so that students will be able to find a convenient time to attend.

II. Overall assessment of accomplishments:

The library orientation has moved from a 'there's-the-water-fountain' tour of the library to class instruction with educational objectives and activities. More students come in independently to take the scheduled library instruction workshops, and several instructors regularly arrange to bring in their classes during class time. Several instructors give extra points as an incentive for students to attend the workshops. Student and faculty reaction to the workshops has been positive

III. Assessment of problems and needs:

We need to find a way to have a significantly large number of students take an assessment survey to make the results meaningful. In addition, we need to be able to compare grades of students who attend workshops to those of students who do not attend workshops. We also need to buy laptop computers to complete our wireless classroom.

IV. Describe how assessment results were used to enhance performance.

In late spring 2004, we decided to make this objective our instructional QEP project so have postponed assessment until we begin with a baseline assessment in fall 2004 and continue from there.

**ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Student Developmental Services

**Administrator/Director/
Chair of the Department** Johnelle L. Welsh
(Typed Name and Signature)

- I. List the objectives (from Department/ Unit IE Plan) and the progress on each:
 - A. Updated and accurate degree plans and SOC agreement templates are maintained by the Office of Student Development Services, and notification of program changes sent to C&I Campus Deans, Systems Student Services Offices, and Central Campus Guidance and Counseling within 21 days of receipt of change.
 - B. Training materials developed and workshops presented to support each of the Colleague's Student System modules and the Core Overview and Demographics.
 - C. Findings of the internal and external reviews, which assessed the educational student support services compliance with the Southern Association's Principles of Accreditation: Foundations for Quality Enhancement.
 - D. Results of surveys conducted to obtain feedback to evaluate and implement possible improvement of services and processes related to the relocation of student services offices and realignment of functions.
 - E. Meet the anticipated Student Systems timeline, June 2004, for the conversion to Colleague.
 - F. An institutional assessment plan to support the Texas Success Initiative, which replaces the Texas Academic Skills program (TASP), approved by CTC and the Coordinating Board if required.
 - G. Pre-registration training workshops conducted for the new Success Initiative and Texas Residency Rules and Regulations.
 - H. Increase the diversity of students by marketing education and training programs and student support services to the community foreign population.

- II. Overall assessment of accomplishments:
- A. Degree plans were updated as needed. All degree plans were reviewed against the programs of study in the 2004/05 college catalogs, and any changes necessary were made prior to registration for the fall semester. Standardized templates for SOC agreements were developed to ensure compliance with requirements of the Servicemembers Opportunity Colleges. The approved SOC templates were electronically transmitted for use by all CTC C&I campuses that issue their own SOC agreements.
 - B. The timeline for conversion to the new student information system changed to Summer II, 2005, which moved some objectives into the next academic year. However, various student services personnel assisted in the development of basic training guides used system-wide, and developed specific learning materials for the student system application. Mini-training sessions are on-going.
 - C. Internal departmental reviews indicate that the applicable student developmental services departments are in compliance with the SACS and Texas Higher Education Coordinating Board requirements.
 - D. Despite a delay in the re-location of several student developmental departments to an adjacent building, there has been a continuous review of functions to ensure support systems are in place to enhance student learning.
 - E. The Central Texas College Developmental Education Plan, which supports the new Texas Success Initiative, was written and submitted to the Texas Higher Education Coordinating Board. Requirements were successfully implemented with the spring semester.
 - F. Successfully developed and conducted pre-registration workshops. With each pre-registration workshop, topics are expanded, and participation continues to grow.
 - G. The college received a grant from the state to develop “Go Centers” to bridge the gap between the local high schools and the college. Training of students and staffs and implementation of Go Centers started. In addition to the Go Centers, appropriate student development services personnel participate in the Partners in Education, Communities in Schools; serve on the Tech-Prep Board; coordinate workforce development efforts, and other designated activities to increase diversity in the student body. The college’s Community Foreign Advisor continuously recruits in the local community to include on Ft. Hood.

III. Assessment of problems and needs:

Those areas that have been identified have been targeted for continued improvement.

IV. Describe how assessment results were used to enhance performance.

Areas in need of improvement were identified and appropriate action taken.

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Recruitment & Retention

Administrator/Director/Marky Price, Director

Chair of the Department: _____
(Typed Name and Signature)

- I. List the objectives (from Department/ Unit IE Plan) and the progress on each:
 1. Increase the number of high school students who apply for the graduating high school senior scholarship.
 2. Increase the number of high school and middle school students who visit the campus in the spring semester by conducting tours rather than hosting one event.

- II. Overall assessment of accomplishments:
 1. Through a direct mail to parents of high school graduating seniors in the five local high schools, the number of students who applied for the high school graduating senior scholarship was increased by 75%.
 2. By paying for the gasoline for the buses to transport students, 316 students visited the CTC campus during the spring 2004 semester. Of these, 133 were high school students, and 183 were middle school students. This was an increase of 33% of high school students who toured the campus. This was our first effort to tour middle school students.

- III. Assessment of problems and needs: Although these recruitment efforts were successful, we need to develop a tracking system to determine which of the scholarship students and which of those who toured the campus actually registered for classes.

- IV. Describe how assessment results were used to enhance performance. Because of these positive results, the Recruiting Office plans to continue with the direct mail campaign to parents of high school seniors to promote the scholarships. We also plan to mail information to parents of tenth and eleventh grade students to promote our Early Admissions and Dual Credit program. We will continue campus tours for high school and middle school students and plan to conduct them in both the fall and spring semesters. We also plan to develop a tracking system in order to evaluate the effectiveness of these recruiting efforts.

AMERICAN PREPARATORY INSTITUTE

The Dean of the American Preparatory Institute (API) shall be responsible to the Chancellor for the overall management and operating of API activities (CTC Board Document 119, Revision 10). The following report provides evidence of planning, assessment, and continuous improvement of the program and activities of the American Preparatory Institute.

IE ASSESSMENT REPORT FOR PERIOD ENDING August 31, 2004

Name of Dept./Unit: American Preparatory Institute (API)

Administrator/Director/

Chair of the Department: Colvin L. Davis, Dean

(Typed Name and Signature)

I. List the objectives (from Department/ Unit IE Plan) and the progress on each:

A. Objective 1:

Provide quality curricula that results in increased on campus high school enrollments by 10% annually.

Progress: API Central Campus High School enrollments for SY 2003-2004 increased more than 68.8% than SY 2002-2003 enrollments.

B. Objective 2:

API curricula sales exceed operational expenses by .05% monthly.

Progress: API achieved 42% (five out of 12 months) of Objective 2. Overall curricula sales for the fiscal year declined 15% from previous year sales.

C. Objective 3:

Identification of curricula errors by customers and staff meets a zero tolerance goal.

Progress: Customer reported curriculum errors were minimized to less than five during the year and staff identification of curriculum errors increased.

II. Overall assessment of accomplishments:

Adoption of a different marketing strategy for the API Central Campus High School resulted in a significant increase in high school enrollments from the previous year (SY 2002-2003: 318 enrollments; SY 2003-2004: 537

enrollments.) The increase, greater than 68.8%, exceeded API FY 2003-2004 goal by more than 58%.

Erratic purchasing of API pencil/paper curriculum throughout the fiscal year caused a drop in curriculum sales for the third consecutive year. However, API online curriculum sales increased more than 90% over the previous year. The change in customer buying tendencies did not go unnoted. API added more online courses during the school year and began producing courses on CD. Also, online courses have been offered at a very low cost for the past two years so API could break into the online market. This caused a drop in revenue from previous year's sales in pencil/paper curriculum. API will implement a small increase in cost of API online curriculum for FY 2004-2005, which should help offset the loss in pencil/paper curriculum.

Addition of more stable and better qualified text editors during the fiscal year, plus careful screening and hiring of clerical personnel in the API curriculum production department has helped lower published curriculum errors. API managed to gain some stability in the curriculum production department during the year. This also helped establish stable operational procedures that contributed to less personnel turnover.

III. Assessment of problems and needs:

The past three years have addressed the same problems for API: curriculum quality; declining pencil/paper sales; and insufficient personnel stability to produce quality curricula that can compete with the growing number of producers of curriculum in the U.S. The only "need" API has encountered during the past three years, and anticipate will continue in the foreseeable future, is qualified staff members dedicated to producing a quality product that can compete in today's market. This requires changing the way API curriculum is written, printed, and marketed. Expansion into existing technology to product and market API curriculum is a slow and tedious process that will require time and dedicated staff members.

IV. Describe how assessment results were used to enhance performance.

Performance improvement is a continuing process in API. Production staff members continually strive to improve curriculum output; sales staff personnel continually strive to gain curriculum sales and service customers; and supporting staff members strive to make the working environment as pleasant as possible so production and sales staff members can work in a pleasing environment. Existence by profit is a continuing improvement process that encompasses the entire operation of API.

Internal improvements, to include implementing technological changes; training of staff members to produce technologically advanced curriculum; and improvements in marketing strategies work together so API can continue to grow.

However, growth in a competitive market is difficult and slow. Therefore, API's primary goals must be met within a constricted budget that prevents cost overruns and excessive expenditures. Staffing has to be held to a minimum, which increases the stress level of incumbents, if API is to produce a saleable product within cost parameters.

Minimal staffing with production deadlines, specific formats, and error free work contributes to employee dissatisfaction. Employee dissatisfaction leads to frequent turnover that is viewed by others in the system as a "problem" within CTC. Solutions to employee turnover and lackadaisical performance are not easy to apply when the goals and objectives of API are not understood by others in the system. API would benefit greatly if one of two actions were to occur:

- a. API is moved to a location that is not co-located with other CTC operations (API is an "operating unit" of CTC and thus has different operating procedures, goals, and expected outcomes). This would alleviate the comparison of API employee tasking with CTC employees whose jobs are not as tasked or as stressful as a curriculum production process.
- b. More attention is given API in CTC monthly reports; annual reports; and CTCD publications to include the uniqueness of API and the reason for its existence.

INSTITUTIONAL EFFECTIVENESS

In order to provide for independent assessment of all College activities, the Director of Institutional Effectiveness shall report to the Chancellor, and shall have the authority and responsibility for analysis of functions, data, and activities within the College District. The next two reports document planning, assessment and continuous improvement of the Office of Institutional Effectiveness which includes the function of Institutional Research (CTC Board Document # 119 Revision 10).

IE ASSESSMENT REPORT FOR PERIOD ENDING August 30, 2004

Name of Dept. /Unit: Institutional Effectiveness
Administrator/Director/ Chair of the Department: Lillian I. Young
(Typed Name and Signature)

- I. List the objectives (from Department/ Unit IE Plan) and the progress on each:
 - A. To keep the institution informed on both current and anticipated institutional effectiveness requirements, issues and trends.

Progress: This office published a *Strategic Planning Guide FY 2003-08* which incorporated updated IE requirements, issues and trends.

- B. To assist units and departments in formulating their objectives and assessment strategies to assure that new institutional effectiveness standards are incorporated into their plans so the results of department assessment can be utilized in enhancement strategies to improvement effectiveness.

Progress: Sent a call for annual *IE Assessment Plans* and the *2004 IE Assessment Reports* to be submitted to the Office of Institutional Effectiveness; sent three reminders, and provided technical support as requested.

- C. To continually improve procedures to assess achievement of goals and objectives identified in the *CTCD Strategic Plan* (including campuses and individual departments).

Progress: Improved the strategic planning process by combining Task Force 1, Task Force 2 and assigned Task Force 4 duties to collaborate with Task Forces 1 and 2. A Task Force Planning Guide was developed to assist new planners in the process.

- D. the Director, IE or the Coordinator will attend and present or facilitate a session at the Annual Texas Association for Institutional Research (TAIR).

Progress: The Director collaborated with colleagues from Texas A&M Systems, University of Texas at Austin, and Rice University to write and present a paper on

the *RESOURCE GUIDE: TAIR LEADERSHIP RESPONSIBILITIES, 2003 Edition*. The paper was accepted for presentation at The Annual TAIR Conference and at the Annual Southern Association for Institutional Research (SAIR).

E. The Director will read daily newsletters from the Syllabus Magazine and the University Business News and share appropriate news with respective colleagues.

Progress: The above electronic news was shared with appropriate colleagues and sent to planning committees.

F. The Director, IE will research best practices related to institutional effectiveness among community colleges.

Progress: The director identified best practices and sent relevant information to the Co Chairs of the QEP, The Uniform Recruitment Retention Strategy Committee, and the Strategic Planning Research Committee, and relevant information to colleagues.

G. The Director of IE will attend the Annual Meeting of the Commission of Colleges, Southern Association of Colleges of Schools (SACS) and integrate any best practices learned in planning and assessment activities.

Progress: The Director attended the 2003 SACS Meeting and has registered for the 2004 SACS Meeting. Information from the 2003 SACS Meeting was shared with the QEP Committee members and incorporated in planning and assessment activities.

II. Overall assessment of accomplishments:

The Office of Institutional Effectiveness has improved the planning and assessment system, data collection processes, and the reporting of results.

III. Assessment of problems and needs: The IE Office continues to demonstrate a work ethic characterized by diligence, honesty, thrift, and sincere effort to one's best. We change problems into opportunities.

IV. Describe how assessment results were used to enhance performance.

Continuous improvements of planning, assessment, reporting processes, and institutional services were all based on results of assessment. Planning guides and fact books technical support processes have been improved based on feedback of users.

IE ASSESSMENT REPORT FOR PERIOD ENDING August 31, 2004

Name of Dept./Unit: Institutional Research
Administrator/Director/
Chair of the Department: Julie E. Thomas

- I. List the objectives (from Department/ Unit IE Plan) and the progress on each:
- Publications are on time
 - *This has been accomplished; occasional delays in obtaining data were reported to the IE director and publication dates were revised as necessary. Results of the SECI (Student Evaluation of Course Instruction) were provided to faculty earlier than projected.*
 - Positive feedback is received from data users
 - *Evaluations of Fast Facts, Factbook, and SECI report have been overwhelmingly positive. Suggestions made have been noted.*
 - More customers than we can serve
 - *This state is not yet reached but appears imminent!*
 - Awareness of the IE office increases among CTCD employees
 - *I have taken steps to address this issue (for example, presentations to Faculty Senate) but have not yet fully assessed the effects of these interventions. An IE website has not yet been produced, but Fast Facts and Factbooks are now available in pdf format online.*
 - Provide information in a timely fashion to all within the institution who require it.
 - *I have been extensively involved with the QEP process and this has been a priority for much of the past year. Materials have been provided in timely fashion for this area but other areas may have suffered somewhat.*
 - External reporting will be done likewise.
 - *There have been some problems with timeliness in external reporting. (Please see III below.) Steps have been taken to correct the problems and prevent recurrences.*
 - To evaluate continuously programs, services, processes, and personnel and use the results of such evaluations to improve programs, services, processes, and activities. (Goal 2, objective 2 from CTCD Statement of Purpose)
 - *This has been well accomplished with respect to faculty on central campus. More efforts need to be made in standardizing evaluation of remote sites.*

II. Overall assessment of accomplishments:

- Work has been adequate but there is room for improvement, especially in relation to remote sites.

III. Assessment of problems and needs:

- Due to CTCDD's domain name change and resultant changes to employee email addresses, email announcements and reminders of certain reports were not received by this office. We did not become aware of the problem until after deadlines had passed. Critical agencies have now been provided with updated email addresses.
- An IE website is needed; there seems to be an excellent likelihood that such will be posted once this office provides material.
- New scanner and form design software have been great assets! Upgrading the software for use on the network would be helpful.
- Other upgrades (statistical software and new or additional printer) would be helpful.
- Clerical support?! (When can we get some??)

IV. Describe how assessment results were used to enhance performance.

- Suggestions made on publication evaluations have been noted to be addressed in future publications.
- Comments offered in formal presentations and less formal interactions have been noted and/or addressed.

C & I CAMPUS OPERATIONS

The Chancellor delegates to the Deputy Chancellor, C&I Campus Operations, the responsibility and authority for directing the operations of the Navy, Pacific Far East and Continental Campuses (Board Document # 119 Revision 10). The following reports provide evidence of planning, assessment and continuous improvement of program, instruction, and services at the foregoing campuses.

IE ASSESSMENT REPORT FOR PERIOD ENDING August 31, 2004

Name of Dept./Unit: Navy Campus
Administrator/Director/
Chair of the Department: Jim Yeonopolus
(Typed Name and Signature)

I. List the objectives (from Department/ Unit IE Plan) and the progress on each:

- To employ and retain faculty, who, at a minimum, meet the qualification requirements set by accrediting associations and regulatory bodies.

All faculty employed by the Navy Campus have the minimum, or exceed the minimum, qualifications as required by SACS. Each faculty member's qualifications are reviewed by the Associate Dean (or by one of his staff) to ensure that all qualifications are met. All faculty qualifications are then submitted to Mr. Wickersham (all college level courses) or Dean Davis (all academic skills and high school courses) for final approval prior to beginning a teaching assignment.

- To meet the educational, occupational, and developmental needs of a diverse student population. Navy Campus currently offers college programs in Puerto Rico, Honduran, San Diego, Estill Federal Correctional Institution, and on deployed Navy ships. Classes in Academic Skills are also available in Norfolk, San Diego, or deployed Navy Ships, and at remote locations throughout the world.
- To provide instructional support services that meet the educational, occupational, and developmental needs of a diverse student population.

When instructors are hired for a Navy Campus assignment, they receive training specific to their assignment. Those instructors assigned to deployed ships are briefed on shipboard conditions, military protocol, CTC performance expectations, and other pertinent subject matter at our Navy Campus offices strategically located at main deployment centers. Instructors assigned to shore-based classes also receive training in military protocol, policies and procedures for the Navy installation, as well as CTC expectations at their

respective teaching assignment locations. The Navy Campus staff at the sites and in Killeen are always available to offer guidance to the instructional staff so that the teaching assignment is productive not only for the instructors but also for the students.

- To work with the Navy through the NCPACE program and with other governmental and/or military agencies to provide educational opportunities to sailors and other students. Our working relationship with NETPDTC, the Navy College Offices and the ESO's remains very strong. This is due in part to the "can do" attitude of our Navy Campus staff. We are fortunate that when an obstacle arises, our staff looks for ways to make things work rather than to just say it can't be done.
- To work with the Navy to increase student participation in the NCPACE program – additional participation will result in more graduates.

The Navy has increased its emphasis on sailors receiving a college degree. The Chief of Naval Operations envisions a time when every Petty Officer (E4 - E6) will hold an Associate's degree, every Chief (E-7 - E-9) will hold a Bachelor's degree, and selected E-9s will hold a Master's degree. This new emphasis on college education by the Navy has led to a greater emphasis being placed on the NCPACE-CTC program. Enrollments in the Instructor Led and Distance Learning courses are on the rise. We have seen increased participation in the Academic Skills Ashore programs in Norfolk and San Diego as well as the High School Completion program offered in Norfolk. Our college program in San Diego is experiencing growth due to the offering of courses at North Island. Enrollments are currently lower at our Puerto Rico campus due to the closing of the base at Roosevelt Roads.

- To provide regular evaluation of programs and services – retention of productive adjunct faculty.

Potential faculty members are first evaluated based upon those standards established by SACS. All faculty for Navy Campus meet or exceed the standards established by SACS. In addition to evaluation of their academic background, potential instructors are briefed fully about what expectations they should have before they teach onboard a ship (for the NCPACE program). Ensuring that they have a good idea of what to expect is important since this teaching environment is so different that that of a typical campus environment. Having fully prepared the faculty with proper expectations not only makes their initial transition easier, but allows us to improve faculty retention.

We continually monitor the quality of the programs and services that are provided. Faculty are monitored through student and command

evaluations. Since CTC staff members are not physically onboard the ships where classes take place, the evaluations (both student and ESO) are even more important than would otherwise be the case. In addition to reviewing the evaluations, student grade distributions are monitored to determine if the class outcomes are in line with what would be expected for college level courses. If any “red flags” show up from either the evaluations or the grade distributions, these issues are discussed fully with the faculty member.

Faculty members provide a program evaluation for each teaching assignment to their respective dean. This could include any changes that they feel should be made to the courses provided and/or to the textbooks that are used. Requesting (and acting on) their input encourages them to feel that they are truly a valued part of the CTC team, which in turn assists with retention of quality faculty members.

The faculty members teaching at the San Diego Naval Base/North Island and Puerto Rico campuses are evaluated by the Site director at that campus. These sites have the ability to observe the teaching methods and styles of their faculty. They are encouraged to provide similar feedback regarding course materials and textbooks.

- Students and faculty provide constructive evaluations of programs and services.

All Navy Campus offices follow the procedures for program evaluation as presented in the CTC Educational Quality Control plan. All classes taught in the NCPACE, Ashore College Programs, and Academic Skills Ashore programs are evaluated by students and faculty. Exams used by instructors are collected at the end of the courses for the purposes of review and feedback. A renewed emphasis has been placed on instructors training, briefing and debriefing. In conjunction with other offices in Navy Campus, a new NCPACE Faculty Guide was published in July 2004.

- New Contracts and/or MOUs are awarded to Navy Campus.

CTC was awarded the Instructor Led and Distance Learning NCPACE contracts in early 2004. Navy Campus oversees these contracts as well as the Academic Skills Ashore Contract that was awarded in October 2003. We currently hold the contract for providing college courses in Honduras. Our college campus at the San Diego Naval Base has expanded to North Island, so we now have an MOU for both sites. We are always looking for ways to allow the Navy Campus to grow through contracts and MOUs.

II. Overall assessment of accomplishments:

A significant improvement has been made in the area of Student Services. During this year a Coordinator of Student Services was hired to oversee the Student Services area of the NCPACE contract, registering, counseling, providing guidance and assistance to Navy students in all facets of their progress towards a degree. Both Norfolk and San Diego have added this position. Also, a Manager and Assistant Manager of the Distance Learning Program in Norfolk and San Diego were hired to supervise the growing emphasis on DL courses in the new NCPACE contract.

III. Assessment of problems and needs:

Difficulties revolving around long distance communication problems remain to a degree from the previous year. A staff meeting of all CTC Navy Campus management personnel was held last March to help facilitate and enhance communication between the sites. Much of the communication that is done in the Navy Campus NCPACE offices involves the use of email, regular mail and telephone calls. When there are long periods of time without contact, supervision of adjunct faculty over great distances is a challenge and requires continual assessment and improvement of instructor briefings at the beginning of the assignment followed by debriefing at the end of an assignment.

The biggest problem is one in which we are limited by contract. All preliminary work with the ships (command briefs, crew briefs, placement testing and counseling) is performed by the Navy College Office (government) rather than by CTC. Since the Navy College offices are dealing with multiple colleges and universities, they are not as familiar with our programs and course requirements as our personnel are. Additionally, they have other duties which limit the time they are able to spend on NCPACE.

Another major problem is the conflicting priorities for the ships. Again, this is due to the nature of the program and our customer. But since education is not their primary mission, our enrollment could easily suffer based on the military mission at any given time and what is taking place in the world at that time.

IV. Describe how assessment results were used to enhance performance.

The debriefing of instructors after their assignments has revealed that instructors need more comprehensive training in the completion of various forms used in the NCPACE Program. Instructors in the NCPACE Program act not only in an instructional capacity but also as administrators. They register students, sell textbooks, and fill out forms for the Navy College, among other endeavors. Continued improvement of the instructors' briefing prior to the assignment will improve the administrative service performed by the instructors. Results from debriefing and textbook accounting records also indicate that the instructors need improved training in the management of book sales. CTC - San Diego has begun

having weekly staff meeting in an effort to improve and enhance instructional effectiveness in the above mentioned area.

Assessment results helped us increase student participation in our programs and thereby gain the new Ashore contract and High School Completion MOU.

**ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Pacific Far East Campus

Administrator/Director/Chair of Department: Barbara A. Grice, Campus Dean

I. List the objectives (from Department/Unit IE Plan) and the progress on each:

Objective: Recruit, hire, and train staff

Progress: As of April 2004, all positions were filled within the campus headquarters and most positions in the field. In addition to training on site, visitors from Central Campus have or are scheduled to visit the campus and provide training to/for the following departments: Business Services, Student Services, Human Resources. Also, outcome and performance will be evaluated during the upcoming Annual Audit. Lastly, the Chancellor and Deputy Chancellor-Operations visited the campus, offering vision, guidance, and strategic input on the re-building of PFEC.

Objective: Meet contractual obligations

Progress: PFEC has increased its capacity to meet the needs of service members and subsequent contractual obligations. The publication of a catalog, faculty handbook, annual and term schedules, technological equipment upgrades, and marketing materials are examples of initiatives completed towards this end.

II. Overall Assessment of accomplishments:

The definition of campus goals and objectives for the “new” PFEC is continuous and is slowly, yet steadily, gaining form, as are the personnel hired to execute them.

After the initial announcement that the contract was awarded to another institution, PFEC initiated a close-out plan and rapidly began to lose faculty and staff. This first ten months of the new PACOM contract has included several challenges, yet the most significant is personnel, and orientation there of.

One of the tasks for the new staff is to write and maintain SOPs for the respective departments/functions.

PFEC participated in two MIVER visits and one MIVER re-visit.

III. Assessment of problems and needs:

Problem: The recent changes in the size and scope of the U.S. Forces in Korea and throughout PACAF; the reduction in financial support for educational programs, which may/ultimately result in reduced staffing of education offices; the stress imposed on soldiers, the customer, as a result of the GWOT (Global War On Terrorism).

Needs: Resources to meet the rapid changes within the military. For example, re-location funds to establish operations in an alternate location; allotted time for research of alternate locations; additional assessment tools for market analysis.

Problem: Scheduled closure of Camp Market, Korea.

Needs: Identify relocation options, not void of variables such as, staffing, geographic location, transportation, and logistics (host country requirements).

Problem: AERM and CD-ROM support for DL courses and Microsoft Certification.

Need: Guidelines and academic support for programs not offered on Central Campus.

Problem: Professional development (staff, faculty and administrative).

Needs: Resources for professional development; online training options; and increased collaborative efforts within the CTCD community and updated institutional documents.

IV. Describe how assessment results were used to enhance performance.

The results of this assessment will be incorporated into the planning – current and future - within PFEC. The results will assist in ongoing evaluation of current performance as well as identifying and monitoring areas for improvement.

**ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Air Force Reserve NCOLDP

Administrator/Director/

Chair of the Department: Craig Balch
(Typed Name and Signature)

- I. List the objectives (from Department/ Unit IE Plan) and the progress on each:
 - a. Hire qualified instructors to teach the courses prescribed by the Contract. Five new instructors were added in to the Air Force Non-Commissioned Officer Leadership Development Program FY 03-04.
 - b. Provide satisfactory materials to students and instructors in a timely manner to adequately teach the courses.

- II. Overall assessment of accomplishments:
 - a. All instructors used in the program received excellent student evaluations.
 - b. Materials arrived on time, save for one instance where the box of materials was held up by UPS for security reasons.

- III. Assessment of problems and needs:
 - a. No problems evident regarding instructors.
 - b. In order to avoid shipment delays, have set up a schedule to ship materials further in advance.

- IV. Describe how assessment results were used to enhance performance.
 - a. Upon realizing that materials shipments could be delayed by forces outside our control, it was determined that in order to avoid such issues materials would be shipped further in advance with that in mind.

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Fort Wainwright, Alaska

Administrator/Director/

Chair of the Department: Kathleen Moorhead

(Typed Name and Signature)

- I. List the objectives (from Department/ Unit IE Plan) and the progress on each:
Increase Enrollments
Retain Current Students
Diversify the Faculty
We have attempted to work on these objectives by attending new comers, diversifying our schedule, sending up coming schedules to current classes and base wide distribution of schedule with the help of the education center.
- II. Overall assessment of accomplishments: We did add several new faculty members this past year. This was done by attending new comers and word of mouth. Some of new students did come from the two brigade classes that were run here on post. One class in October and the other one in January. We saw a fair amount of returning students.
- III. Assessment of problems and needs: We did increase our faculty, but we also lost faculty and staff due to the low pay that CTC offered them. Because of that we can not run all the classes we need to run at this site. Students are turning to other schools and distance learning to meet their academic needs. We need to be able to offer staff and faculty competitive wages.
- IV. Describe how assessment results were used to enhance performance. We have looked to low cost ways to increase enrollments and returning students. We have seen an increase in dependents in applying for financial aid and classes. We have started a financial aid e-mail folder so we can keep those students updated with schedules and financial aid information. We are working on a computer center so our students can do everything at once. Students are encouraged to run a SOCAD after 6hrs and a GPA of 2.0 or better. We will need to look at others ways since in less than a year most of the troops are scheduled to be deployed from this post.

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Continental Online Learning
Administrator/Director/Chair of the Department: Jennifer Wolverton

I. List the objectives (from Department/ Unit IE Plan) and the progress on each:

Departmental objectives were not defined August 21, 2003. However, we look forward to participating in setting Departmental Objectives August 2004-2005 term.

Objectives for the coming year may be:
24-48 hour student response goal for emails to online.mentors@ctcd.edu
24-48 hour student response goal for phone calls to the 526-1296 Mentor call center

II. Overall assessment of accomplishments:

III. Assessment of problems and needs:

IV. Describe how assessment results were used to enhance performance.

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Continental Campus
Ft. Bragg/Pope AFB, NC

Name of Dept./Unit: _____
Administrator/Director/ _____ Edilyn Freitas
Chair of the Department: _____
(Typed Name and Signature)

- I. List the objectives (from Department/ Unit IE Plan) and the progress on each:
 - a) Provide informative counseling.
 - b) Provide quality academic classes.
 - c) Increase enrollment.

- II. Overall assessment of accomplishments:
 - a) We research unanswered questions or responses. We refer to main campus for accurate answers. I encourage questions to receive informative answers so we learn more than just the answer. I believe it important to understand why we do procedures a certain way. By knowing the purpose, processes will be understood and staff will not just go through the motion. There will be a significant reason to complete the process.
 - b) We offer core classes to fulfill degree plans offered at sites.
 - c) We will maintain classes that have continual high enrollment on the same days and times.

- III. Assessment of problems and needs:
 - a) We need communicate and share upcoming issues/problems with co-workers. We should figure out how to solve problems as a team. This diversifies knowledge. We will use student comments to improve administration procedures to maintain efficiency.
 - b) We research and pay attention to positive feed back from students about instructors. Continue to hire instructors who prove to have successful students. The instructor who offers the extra effort to assist students, prove to have returning students.
 - c) Offer classes with high enrollment in classrooms with high number of seats to maximize enrollment and space (classroom). This will lead us to high enrollment.

IV. Describe how assessment results were used to enhance performance.

- a) We have not had many complaints about information delivered to students. We continue to share information among all staff members. Decisions are easier to make by all staff members, when the communication is open, the information circulates, and the staff is knowledgeable.
- b) We continued to hire successful instructors. In the current term, all classes on Ft. Bragg had more than the minimum enrollment. We did not have any cancelled classes on Ft. Bragg due to lack of enrollment.
- c) In the current term, we have exceeded budget enrollment by using the analyzed data about classrooms and successful high enrollment classes.

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Bolling AFB/ Bethesda WI
Administrator/Director/
Chair of the Department: Mark Johnson
(Typed Name and Signature)

- I. List the objectives (from Department/ Unit IE Plan) and the progress on each:
A. To increase graduates from approximately 30 per year to over 40
B. To help our Bethesda site to grow by offering more than just the current General Studies degree.
- II. Overall assessment of accomplishments:
A more diverse schedule of courses has given students the opportunity to complete degree requirements in a timelier manner. I have received a lot of positive feedback from students who are enjoying the new diversity of courses and times.
We have raised the number of Bethesda classes to 6 for the October term. I have also consulted with the ESO and have gotten his permission to throw out some “feedback” classes in areas such as criminal justice and business. After a few terms of marketing and courses offerings, we should have the demand for at least a 2nd degree plan at Bethesda.
- III. Assessment of problems and needs:
The extremely high rate of deployments and TDY’s because of the heightened security state of the world is not allowing students to be at Bolling AFB very long. This obviously makes it difficult for students to graduate at this site. I feel positive about the course offerings here, and even if they don’t finish their degree at our site, I am confident that students will finish a solid core of their degree here. They can then finish with CTC at another site, across the world.
A lack of classroom space, a computer lab and a biology lab are slowing down progress at Bethesda. We have grown from 3 courses to 6 in under a year, but we may be peaking for a while until new classroom space is acquired.
- IV. Describe how assessment results were used to enhance performance.
The positive feedback on diverse schedules has urged me to continue the trend. Also, it has encouraged me to open up further lines of communication to students to better meet their needs.
I have begun an active search with the Bethesda ESO and room liaison to attempt to obtain new classroom space. Both are extremely pleased with our growth and sincerely want to help.

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Holloman Air Force Base, New Mexico

Administrator/Director/

Chair of the Department: Elaine M. Singley, Director

(Typed Name and Signature)

- I. List the objectives (from Department/ Unit IE Plan) and the progress on each:
CTC at Holloman AFB supports CTC degree seeking students, in addition to transfer students, with lower division courses. Degree programs and both site and online courses are available to military and civilian individuals.
- II. Overall assessment of accomplishments:
The above mentioned objectives materialize as our term-by-term accomplishments. Student satisfaction, which is identified by the progress of their education goals and grade distribution, is above average. The Student Services element provided by the administrative staff at HAFB has received very positive remarks via the Student Course Critiques. The course content (academic rigor and standards) is maintained by the exceptional quality of our faculty through instructor performance and commitment.
- III. Assessment of problems and needs:
We are experiencing concerns with the current MBS bookstore system. Often, the information posted at the CTC HAFB website does not have current format and course date information. We often receive phone calls from both CTC online and onsite students addressing their grief and dismay with the conflicting information. In addition, there is no continuity with the required material listing. The site staff is being asked by the MBS office to provide updated editions, author, changes etc. when the staff has no access to this information. Furthermore, it was stated by the MBS point of contact that a Master Book list was supposed to be created by Main Campus, but has not come to fruition to date.
- IV. Describe how assessment results were used to enhance performance.
Results of our performance measures afford the Site Director the opportunity to evaluate the local program by identifying strengths and weaknesses. This assessment process provides the Director the information needed to ensure that the HAFB site is adequately and consistently focusing upon improvement opportunities, while benchmarking our successes. The greatest area of overall improvement is the new CD format that has replaced our former Instructional Television format. We have identified an increase in student satisfaction, our ability to serve our students via the student services we provide, and course content, to include academic rigor and standards. In addition, the instructor performance has been enhanced by their additional capabilities supported by the new CD format.

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Automotive Department, Fort Knox, KY

Administrator/Director/ Joan M. Waldrop

Chair of the Department: _____
(Typed Name and Signature)

- I. List the objectives (from Department/ Unit IE Plan) and the progress on each:
- A. To renovate and update the automotive shop area.
 - B. To provide the student the latest diagnostic automotive equipment meeting industry standards.

The automotive instructor team developed and prioritized an automotive equipment list meeting industry standards. Two major equipment pieces were purchased for the shop. A large parts cleaner and a new computer.

- II. Overall assessment of accomplishments:
- The automotive shop is now able to clean engine parts using the Safety Kleen Parts Washer and meet EPA and OSHA requirements (industry standards). The new computer enables the Mitchell On Demand CD program to be used independently of the Hunter Engine Analyzer which makes better use of students' instructional time.

- III. Assessment of problems and needs:
- Due to budget constraints, it was necessary to adjust the automotive equipment list. The Automotive Department was asked to readjust and prepare a list for FY2005. It is an ongoing task to monitor the equipment and prepare a list for FY2005. It is an ongoing task to monitor the equipment needs of the automotive program,

- IV. Describe how assessment results were used to enhance performance:
- The automotive students gave positive feedback to the instructors regarding the new equipment. The convenience of the Mitchell On-Demand program on the stand alone computer, as opposed to tying up the Hunter Engine Analyzer (which could be employed on another task) was appreciated. This made better use of the student's time in class. The addition of the new parts cleaner stream-lined the learning process for the students and reinforced the importance of meeting EPA and OSHA standards in the work environment.

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Fort Lee, VA

Administrator/Director/

Chair of the Department: Richard W. Gates, Jr., Site Director

I. List the objectives(from Department/Unit IE Plan) and the progress on each.

Goal 1, Objective 2: To employ and retain faculty, who at a minimum, meet the qualification requirements set by accrediting association, MIVER, and regulatory bodies.

Progress: All faculty members currently meet the qualifications.

Goal 1, Objective 3: To provide a systematic plan for faculty development and instructional improvement that is uniform and consistent across departments at Central Texas College, Texas Campuses.

Progress: All faculty members at the Fort Lee Site are provided the opportunity to view the STARLINK presentations. In addition regular faculty meetings are held to disseminate current changes in policy or programs.

Goal 3, Objective 1: To use effectively and efficiently the human, fiscal, and physical resources of the institution.

Progress: All resources are used in an effective and efficient manner. All requests for expenditures are placed in the annual budget. Resources have been provided to meet all the requirements for fiscal year 2004-2005.

Goal 3, Objective 2: To promote equal access and equal opportunity.

Progress: All students are provided a standardized brochure that outlines all programs that are available at the Fort Lee Site. They are afforded the opportunity to enroll in any degree plan offered.

Goal 3, Objective 4: To provide instructional support services that meet the educational, occupational, and developmental needs of a diverse population.

Progress: All instructional support services are provided based on approval of concepts and policies developed by the Continental Campus. To date all the concepts and policies have been achieved.

Goal 4, Objective 2: To promote Central Texas College as a partner with the Fort Lee Installation.

Progress: The Fort Lee Center participates in all education fairs offered at Fort Lee. Visits are made to installation units upon request to disseminate information on CTC programs and activities. All class schedules are published in the Post newspaper free of charge, and schedules can be viewed on the Post television station.

II. Overall assessment of accomplishments:

On September 8, 2004 the Southern Association of Colleges and Schools(SACS) visited Fort Lee. The team reviewed faculty files, and interviewed some students.

They found no non-compliance in the areas they reviewed. Based on student interviews they stated that we were taking care of the students.

All faculty members meet required qualification requirements to teach in their discipline.

To date all stated goals have been achieved.

III. Assessment of problems and needs:

No current problems exist, and resources to cover current needs for fiscal year 2004-2005 have been provided for in the budget.

IV. Describe how assessment results were used to enhance performance.

Assessment of our operations and programs has improved cost effective measures so that we can offer the best available product at the lowest cost. Due to the SACS visit we were able to screen all files both faculty and student to insure we had all the required information based on current policy. We continually evaluate and make improvements to our programs based on faculty and student input.

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Fort Leonard Wood
Administrator/Director/
Chair of the Department: Paul P. Illian/
(Typed Name and Signature)

- I. List the objectives (from Department/ Unit IE Plan) and the progress on each:
Objective 1: To complete renovation and upgrade to student computer lab.
Progress: Equipment was purchased and the classroom upgraded to 20 computers, installed into Nova workstations.
Objective 2: To provide a computer lab for student use during the day, where assignments and research can be conducted.
Progress: A part-time computer lab monitor/technician was hired and keeps the lab open ever afternoon, 4 days per week.
- II. Overall assessment of accomplishments:
Increasing the number of computers in the lab has allowed for larger classes on the nights most convenient for students.
Opening the lab for student use during the day, provides a quiet place for students to study, take online tests, print class assignments and conduct research.
The improvements to the computer lab and opening the lab to students at times other than for scheduled classes, has increased our services provided to students.
- III. Assessment of problems and needs:
In the past students attending CTC-Fort Leonard Wood had to travel to various locations around post to use a computer lab. With the additional hours and computers now available in the CTC lab, students will not have to travel to a different location if they have assignments for classes.
Additional Benefits discovered after completion of objectives:
1. Students were enrolling at a higher rate on the most preferred nights (Monday and Wednesday) allowing the lab to be used for other classes (ACCT, ENGL) on nights no longer required for computer classes.
2. An additional benefit of the having a computer lab available during the day was noted when students started filling out online Federal Applications for Financial Student Aid (FAFSA). CTC that did not have access to high speed internet connections now had access in the CTC computer lab. Student satisfaction surveys will continue to insure hours and services provided are adequate to their needs.
- IV. Describe how assessment results were used to enhance performance.
Using final term schedules, allowed the site director to identify nights when the lab could be used for other classes. English instructors had asked for computer

access to teach students online research and paper development techniques. Also accounting instructors could use the lab to introduce computer based accounting techniques.

Developed student surveys are being administered to identify preferred hours and services so that continuous adjustments can be made to both, based on student needs.

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: FORT LEWIS, WA.
Administrator/Director/
Chair of the Department: Alan G. Watson
(Typed Name and Signature)

- I. List the objectives (from Department/ Unit IE Plan) and the progress on each:
To provide freshman and sophomore level courses in arts and sciences.
The objective of the Fort Lewis location is to provide high quality programs of instruction and the tools to allow students to complete an associate's degree and to pursue a baccalaureate degree from an accredited institution of their choice. Classes are offered for active duty, active duty dependents, reserve component members, department of the army civilians, retirees, and any persons authorized access to Fort Lewis, WA.
- II. Overall assessment of accomplishments:
The college program here at Fort Lewis, WA continues to mature. Due to the war in Iraq and Afghanistan, Fort Lewis has experienced a very high deployment rate. This has resulted in reduced enrollments. We continue to offer the classes required for a General Studies Degree. We continue to have highly qualified teachers presenting the course material. All of our instructors are encouraged to use Starlink for continued professional development.
- III. Assessment of problems and needs:
The real problem at this time is lack of student enrollments. The curriculum and all other requirements are in place to provide our students quality education. We continue to use the student surveys and my evaluations of the instructors to continue to improve our program. I continue to encourage the use of Starlink by my instructors.
- IV. Describe how assessment results were used to enhance performance.
Increased use of Starlink by my instructors has improved camaraderie by making them feel a part of the Central Texas College family. This has also resulted in their continued professional development by keeping them informed of changes in education.
The results of the student surveys and my evaluations have resulted in several of our Philosophy and Humanity courses to incorporate more student discussion and participation into their instruction.

**ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Miramar (Continental Campus)

Administrator/Director/Chair of the Department:

CORALINE RODRIGUEZ, SITE COORDINATOR

I. List the Objectives (from Department/ Unit IE Plan) and the Progress on each:

- 1) O. Increase the numbers of correspondence and distance learning courses
P. I schedule a lot of briefings with different squadrons to make sure they are aware of the program offered on base.
- 2) O. Increase and develop deployment programs.
P. I try to focus all efforts on creating different marketing strategies to ensure maximum enrollments while Marines and Sailors are deployed. These marketing strategies include attending Tuition Assistance Briefs, scheduling education briefs with the education officers of deploying squadrons, career fairs, etc.

II. Overall assessment of accomplishments:

I feel the program aboard MCAS Miramar is growing. For example, one of the returning deployments had over 500 students enroll and complete the courses offered in Al Asad, Iraq. This program is progressing and is continuing to move forward.

III. Assessment of problems and needs:

- 1) The different colleges on base all have high speed internet and their system runs a lot smoother and faster. I feel that this site will benefit greatly if we change the internet connection just to ensure that registering students will be done a lot faster.
- 2) The different colleges have updated and more recent equipment which helps ease their daily office demands. I feel that this office will run more smoothly if all the office equipment is updated.
- 3) Registration forms could be reprinted to include a line for email addresses. This will definitely be helpful for distance learning students.

IV. Describe how assessment results were used to enhance performance.

I feel that obtaining feedback from the instructors and students on deployment courses have helped determine what can be changed for future deployments. These changes are taken into consideration and will be discussed during the briefs given to educational officers of deploying squadrons.

**ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: CAMP PENDLETON (Continental Campus)

Administrator/Director/Chair of the Department:

GWEN PRICE, SITE DIRECTOR gp

I. List the Objectives (from Department/ Unit IE Plan) and the Progress on each:

- 1) O. Retain/recruit high caliber instructors who understand the needs/goals of a military student population.
P. Due to the nature of our site operations, we continually recruit instructors; we currently have more than 100 listed on our rosters.
- 2) O. Expand and improve on-site and deployment programs.
P. We have recently been focusing our efforts on re-writing the SOP for deployments. We feel this will streamline many of the processes. We have also maintained a high profile (visibility) at Base functions, to include: career fairs, MCCS seminars, Unit education briefs, etc.
- 3) O. Increase numbers of deployment-to-site students.
P. We are actively seeking ways to compile a list of email addresses of deployment students who have returned to our Base, for the purpose of sending out news briefs and other “happenings” with our site and program.

II. Overall assessment of accomplishments:

Obviously our objectives are, and will continue to be ‘works in progress’. We feel that we are moving forward in all areas.

New and returning instructor briefs are scheduled throughout next month.

III. Assessment of problems and needs:

- 1) The local community colleges give their instructors a cost of living pay increase annually. We do not. We must compete with those colleges for the good instructors.
- 2) The knowledge and desire to generate the necessary document(s) is certainly present; however, we find ourselves suffering from time constraints due to the nature of the office environment and the sometimes “short fuse” of deploying Units.

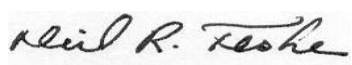
3-1) Need to identify method for obtaining data report using search fields of call numbers to determine the number of deployment students who have returned to take classes at the site or on-line.

3-2) Registration forms could be reprinted to include a line for email addresses (this would also be most helpful for registering distance learning students as this is often over looked).

IV. Describe how assessment results were used to enhance performance.

We are carefully reviewing all student/teacher evaluations and it will be an item of important discussion during next month's returning instructors brief.

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: _____ Fort Polk, La _____
Administrator/Director/
Chair of the Department: _____ Neil R. 
Teske _____
(Typed Name and Signature)

I. List the objectives (from Department/ Unit IE Plan) and the progress on each:

Goal 1, Objective 2: To employ and retain faculty, who at a minimum, meet the qualifications requirements set by accrediting association, MIVER, and regulatory bodies.

All faculty members employed at Fort Polk meet the minimum qualifications requirements set by our accrediting association and MIVER. We currently have four Ph.D's on our staff in the Science, Criminal Justice, Legal Assistant and Psychology and Philosophy programs. Many of our faculty members have been employed by Central Texas College, Fort Polk for five or more years.

Goal 1, Objective 3: To provide a systematic plan for faculty development and instructional improvement that is uniform and consistent across departments at Central Texas College, Texas Campuses.

The Faculty Coordinator is currently developing a systematic plan for faculty development and instructional improvement that is uniform and consistent across departments at Central Texas College, Texas Campuses.

Under the current plan, faculty in-service meetings intended to develop faculty and improve instruction are held five times a year at the start of each term. Two half-day faculty workshops are also scheduled during the year. Workshops are designed to provide faculty members with the latest instructional techniques and to allow faculty members to share methods that they use to improve and promote learning.

Goal 3, Objective 1: To use effectively and efficiently the human, Fiscal, and physical resources of the institution.

At Fort Polk we continue to strive to effectively and efficiently use our human, fiscal and physical resources. Each year we plan for our human and physical needs. Once these needs have been identified, and budgeted for, we strive to use our resources in the most efficient way possible. We were very fortunate this year to have the government provide a new, state-of-the-art, Education Center and Library complex for our use. This facility provides us with our first ever science lab for our lab courses, a fully equipped kitchen facility for our Hospitality/Culinary Arts program, and a dedicated Central Texas College Computer Lab. Within our fiscal constraints we were able to equip the science lab, and

purchase new furniture for our Computer Lab. In our current year budget, we plan to replace five computers in the Computer Lab, and upgrade the printers in the office to Laser printers. Future year budgets will continue to upgrade instructional equipment.

Goal 3, Objective 2: To promote equal access and equal opportunity.

Central Texas College at Fort Polk actively promotes equal access and equal opportunity. Our courses are open to local civilians as well as service members and their families.

Goal 3, Objective 4: To provide instructional support services that meet the educational, occupational, and developmental needs of a diverse population.

Our goal is to serve the military community of Fort Polk and the surrounding area civilian communities. Every effort is made to provide instructional support services that meet the needs of the programs we offer.

Goal 4, Objective 2: To promote Central Texas College as a partner with the Fort Polk installation.

Central Texas College at Fort Polk does not miss an opportunity to actively promote the College as a partner with the Fort Polk installation. Each week we send a representative to the briefing for all incoming service members. We also make every effort to have a representative at all Army functions we are invited to attend.

II. Overall assessment of accomplishments:

We have come a long way in accomplishing the goals set. Moving into the new Education Center/Library complex was a great help. The move provided us with facilities that we have not had in the past, i.e.; Science Lab, Hospitality/Culinary Arts Lab and State-of-the-art classrooms. As an example, all the classrooms are equipped with a “One Gun” system that allows the instructor to connect a computer or laptop and use the system to project visual aids with the click of a button. Each classroom also has a VCR and television. The Science Lab has sinks at the students work area and will have electrical outlets so microscopes can be used without having to change positions.

In the area of Quality and Improvement of instruction, a “Committee on Quality Instruction” was formed. It consists of five faculty members, and is currently chaired by the Faculty Coordinator. The Director is an ex-officio member. Soon the chair will be a member selected from the group. The Committee has met monthly initially, but will only meet once a term starting in October. Their comments/recommendations will be forwarded to the Director to act on those areas within his area of authority.

III. Assessment of problems and needs:

At this time the majority of our problems stem from being in a new building where the “bugs” have not been totally eliminated yet. Other problems are the constant effort of the Faculty Coordinator to maintain qualified instructional staff. Some, not all, of our staff are service member family members. That being the case, they are only here for two to three years average. Then we have to replace them.

There are other problems, some of which are beyond our control. One such problem is the number of classrooms available. We are no longer the sole user of the building during the week. Now we share with two other schools. This means we have had to adjust the class hours and run two classes in the evening instead of one.

One need that has been identified is having the StarLink programs provided to us in VHS tape, CD, or DVD format so we can use them during our in-service meetings. Full Time staff can, and often do, view the presentations live, but it is not practical for all adjunct faculty members to be present from 1:30 – 3:30 in the afternoon.

IV. Describe how assessment results were used to enhance performance.

By using a wider dissemination of advertising for faculty positions, utilizing the print media with the assistance of the Human Resources Dept. and by contact with HR representatives of other institutions in the area, the Faculty Coordinator has been able to attract a larger number of qualified Adjunct Faculty.

The comments and recommendations of the Committee on Quality Instruction has provided several ways we can improve student/faculty communication and enhance teaching/learning techniques in the classroom.

Through the cooperation of the main campus, the two VHS tapes of StarLink presentations dealing with Collaborative Learning and Teachers Students Remember were utilized during in-service meetings and very well received. Several adjunct instructors have commented on trying some of the methods presented and the positive results achieved.

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Fort Richardson/Elmendorf AFB, Alaska

Administrator/Director/

Chair of the Department: Margaret I. Pylant, Site Director
(Typed Name and Signature)

- I. List the objectives (from Department/ Unit IE Plan) and the progress on each:
Increase student enrollments, increase the number of student's having degree plans and completing degrees with Central Texas College at the same time maintaining the quality of instruction in class.
The number of new enrollees has increased by approximately 2%.
3 out of 4 students attending CTC have "SOCAD agreements or active degree plans (the 1 out of 4 student is taking the class for transfer credit to other colleges).
The total number of graduates has also increased by 10% since 2003.
This is an ongoing process at the Fort Richardson Site.
- II. Overall assessment of accomplishments:
I feel that the Fort Richardson sites provides educational opportunities to all members of the community, not just the military. Quite frequently the site will do a needs assessment to determine what if we need to revise our course offerings or methods of instruction. A needs assessment is done with students and faculty as well.
- III. Assessment of problems and needs:
CTC Fort Richardson has no real problems because we aggressively market our college program and services.
- IV. Describe how assessment results were used to enhance performance.
We use the needs assessment to offer the classes student's need to complete their degree requirements as well as offer the classes at times that are compatible with the student's military and civilian schedule.
Again, we try to meet the student's needs without sacrificing the quality of education offered.

**ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept. /Unit: Continental Campus – Ft. Riley, Kansas

Administrator/Director/

Chair of the Department: Mark R. Alexander

(Typed Name and Signature)

I. List the objectives (from Department/ Unit IE Plan) and the progress on each:

- a. Offer technical programs up to two years in length leading to associate degrees and/or certificates.

CTC Riley continues to offer classes needed for our programs. Our main focus is the future success of our on-site classes. Two-thirds of Tuition Assistance funds at Ft. Riley are used for Distance Learning and eArmyU students. With our ongoing deployments, it is difficult to enroll a sufficient amount of students in major requirement courses to justify the course.

- b. Offer vocational programs leading directly to employment in semi-skilled and skilled operations.

Our vocational programs have no on-base competition; therefore plans are underway to decide the best method for advertising these programs.

- c. Offer freshman and sophomore level courses in arts and sciences.

To compete with the other community college on base, we are implementing several changes, including: 1) promoting full-time college by attending two classes, two night per week, one early and one late, 2) experimenting with weekend, lunchtime, and teatime class times, 3) changing start times, 4) advertising on-site classes for those uncomfortable with distance learning, 5) marketing certain courses to targeted audiences, and 6) working together with the four-year college on base to provide each other with complimenting, non-competing scheduling.

- d. Maintain a continuing program of counseling and guidance designed to assist students in achieving their individual education goals.

All staff members at CTC Riley have four-year degrees and are more than capable of advising students. The Education Center has also started a mentoring program for eArmyU students.

- e. Offer workforce development programs designed to meet civilian and community needs.

Our Criminal Justice and Early Childhood Professions degrees are very popular programs at CTC Riley. Projected schedules will give our students a better opportunity to plan their academic goals.

II. Overall assessment of accomplishments:

Because of staff and director changes at CTC Riley, we are just now getting our site caught up on administrative issues. We have overhauled the site to make it more professional, more efficient, more student-friendly, and more in compliance with SACS accreditation requirements. The future of the site is bright as a new division of 3,400 Soldiers is expected over the next two years, and a brigade of 5000 is currently redeploying to Ft. Riley.

III. Assessment of problems and needs:

Changes are being made to alter the image of CTC Riley. Term 1-2004 was the first term in almost two years where no class was canceled. Thirty-five cancellations in the past two years had an impact on the reputation of the college. Instructors are now being asked to provide basic items such as date-specific syllabi and attendance sheets. Personal development is being provided by Starlink. Additional personnel are a must for any more growth in the program.

IV. Describe how assessment results were used to enhance performance.

Placing the student first is our top priority. When this occurs, all other issues fall into place. Word-of-mouth is our best means of promoting our programs at Ft. Riley.

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: _____ Continental Campus – Schofield Barracks, Hawaii _____
Administrator/Director/
Chair of the Department: ___Maureen B. Abel___
(Typed Name and Signature)

I. List the objectives (from Department/ Unit IE Plan) and the progress on each:

Departmental Objective: Freshman/sophomore level courses in arts and sciences and continuing program of counseling and guidance designed to assist students in achieving their individual educational goals.

Unit Objective: Schofield Barracks program provides high quality guidance to students balancing the demands of frequent deployment with their need to reach their educational goals. In counseling and guidance, the counselors (area director and site registrar) and student plan a combination of lecture, distance learning, CDROM, and video classes to insure that the student may continue to achieve his education goals in a timely manner.

II. Overall assessment of accomplishments:

Through consistent tracking student progress, this program graduates 100 students annually which is 10% of the yearly enrollment. Our goal is to increase to 15% by even more vigorous utilization of combinations of instructional delivery. The high quality of these alternative methods insures that the student receives the finest instruction, and yet, allows him to select the method most convenient for his/her schedules.

In 3 years, there were 55 graduates from Central Identification Laboratory Hawaii. These students took half the required courses “in the field,” – Cambodia, Laos, Vietnam, North and South Korea, China, Micronesia. Because VHS courses were portable and internet unavailable, students deployed over 180 days annually, still were able to achieve an associate degree. Before this VHS assistance and a supplemental class schedule designed to accommodate their “home time,” some soldiers never took college classes.

All required classes for the AGS degree are offered every term. Electives are rotated to provide intellectual stimulation. Through well chosen electives, students explore possible future areas of major study.

Performance measures used to achieve these objectives:
Consistent monitoring of student/teacher evaluations each term.
Annual administrative evaluation of returning instructors.

First term administrative evaluation of new instructors.

Instructors promptly report student's lack of progress. Then the student is counseled with recommendations for improvement.

III. Assessment of problems and needs:

Each term, individual student grades are printed. The computer identifies any student whose GPA has dropped below 2.00. The student is then advised to seek remedial assistance or to visit the learning center for academic review.

Each academic year, an assessment of course needs is taken at the first class. This determines the classes offered for the remaining terms. This is particularly helpful in deciding elective offerings and math selections.

Each term the teacher evaluations are collated and reviewed to assess that the instructors are meeting CTC criteria and student needs.

IV. Describe how assessment results were used to enhance performance.

Official forms and directions for SOCAD/SOCMAR agreements are provided before final exams each term. This insures that the service person receives an official evaluation before the start of the next term. This guarantees that the student's education goals are on target. This evaluation frequently serves as an incentive to complete the degree. It helps to overcome procrastination. We pride ourselves on customer service which focuses on convenience for the service member and concern that CTC provide every incentive possible for degree completion.

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Fort Stewart/Hunter Army Airfield, Georgia - Continental

Administrator/Director/

Chair of the Department: David J. Bakey, Site Director
(Typed Name and Signature)

I. List the objectives (from Department/ Unit IE Plan) and the progress on each:

The primary objective of the Fort Stewart/Hunter Army Airfield location is to provide high quality programs of instruction and the tools to allow students to pursue a baccalaureate degree from an accredited institution of their choice. Classes are offered for active duty, active duty dependents, reserve component members, department of the army civilians, and retirees.

Progress: We have increased the course offerings in both volume and variety .The number of courses offered has been increased 50% at both locations. Additional liberal arts subjects in addition to management and computer classes have been included. The go rate at Fort Stewart has been running over 90%, while Hunter has a lower rate of around 40%.

The number of enrollments peaked in Term 2 with 447 in residence. However, due to the upcoming deployment participation has decreased to 230. This trend is expected to continue throughout the FY.

The current student population consists of 74.2% active duty, 18.6% family members, 4.3% retirees, and 2.9% department of the army civilians.

To increase the number of graduates and retain a returning student base of 70%.

Progress: Graduates as of May 2004 were 156. This represents two years worth of graduates because of the deployment the previous year. However, I feel that we had an increase in this category for the year.

Returning students represent approximately 71% of the total enrollments for the sites.

To provide professional development opportunities for all faculty and provide communication relevant to their role in the overall CTC organization and the Ft. Stewart/Hunter locations.

Progress: We currently have staff/faculty meetings once per quarter to provide current organizational information as well as guidance on administrative areas identified as deficient. These topics include: grade turn in, attendance, withdrawal, and grading policy, payroll information, syllabus preparation, and overall performance expectations.

The monthly Starlink program and other items of main campus guidance are emailed to the instructors as they are received.

II. Overall assessment of accomplishments:

Progress: The accomplishments for the FY have been good. We have increased enrollments in comparison to the previous FY and have recruited and retained additional professional faculty to sustain the growth attained.

The rotation of courses for degree completion and scheduling classes in the morning, lunchtime, and afternoon time frames has generated renewed student interest.

Our two contracts have performed well attaining a 93% of actual versus budget for the FY in the Leadership Skills Enhancement Program. The Basic Skills Enhancement Program contract was not resolicited however we were averaging 2 classes at Ft. Stewart and 1 at Hunter each cycle.

III. Assessment of problems and needs:

Problems: The most serious problem that we have is customer service at the Hunter location. I feel certain that this is the major reason that enrollments have not materialized at the level they are capable of reaching. We are currently conducting the monthly financial aid briefing at Hunter to be more proactive in our recruiting efforts.

It is expected that enrollments at Ft. Stewart will continue to decrease due to the division deployment. We must increase family member participation in order to maintain a sustained student population.

With the anticipation of decreases in the both number of classes and the size of classes it will be difficult to retain the current faculty.

We must become more sensitive to the needs of our internal customers by adhering to suspense dates.

Needs: We have established better communications with main campus departments as a priority to better assist our students and to reduce the amount of rework as a result of miscommunication.

To assist family members during the deployment and to attempt to maintain enrollments we will actively recruit prospects through FRG contacts at both locations.

IV. Describe how assessment results were used to enhance performance.

Term schedules are developed as a team effort between CTC staff, faculty, and students. This input has proved invaluable in establishing the high go rate at Ft. Stewart.

Feedback from student evaluations has proven to be valuable. They have been analyzed and when necessary appropriate corrective action has been taken. In addition, classroom visits by the site director, program coordinator, and, registrar are made at least once per term to assure adherence to CTC and local policy.

Faculty turnover has been negligible due to the high involvement in class scheduling and the free flow of information between staff and faculty. It is our goal to have a family and it appears that we are well on our way.

Client feedback on service has resulted in a shifting of responsibilities among staff to reduce queuing time and better overall service.

Resource Management

The Deputy Chancellor for Resource Management is the Chief Financial Officer of the College District, the overall authority and responsibility to direct the resource management activities of Financial Management, Human Resource Management, Facilities Management, Information Technology, and Business Services (Board Document #314 Revision 3). The following assessment reports demonstrate planning, assessment, and continuous improvement of Financial Management, Facilities Management and Business Services.

IE ASSESSMENT REPORT FOR PERIOD ENDING August 31, 2004

Name of Dept./Unit: _____ Financial Management

Administrator/Director/

Chair of the Department: __ Bob Liberty

(Typed Name and Signature)

- I. List the objectives (from Department/ Unit IE Plan) and the progress on each:
 1. Complete implementation of financial module of the new software system along with transition to a new depository for the institution. (The financial module is up an running and has been providing reliable information. The transition to the new depository has proceeded smoothly.)
 2. Learn, implement and train on the new software system. (The process is continuing and will continue indefinitely. We have trained end users on the new system.)
 3. Provide monthly data from the new software system. (This has been occurring since the beginning of the fiscal year. We will prepare the audited financial statements from this system.)

- II. Overall assessment of accomplishments:

This department has been very successful in reaching its outlined objectives.

- III. Assessment of problems and needs:

Financial Management will continue to experience new challenges as each additional module of our new software system is brought on line. Due to this the objectives of the current fiscal year will be carried on to the next fiscal year.

- IV. Describe how assessment results were used to enhance performance.

Financial Management has been able to provide timely and accurate financial information on a routine basis.

IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004

Name of Dept./Unit: FACILITIES MANAGEMENT

Administrator/Director/

Chair of the Department: James J. O'Brien

(Typed Name and Signature)

I. List the objectives (from Department/ Unit IE Plan) and the progress on each:

Renovation of Building 111, second floor – complete
Remodeling of Building 103 (old gym) to support HR Division – Complete
Construct parking lot for Building 103 - complete

II. Overall assessment of accomplishments:

Building 111 will provide support for expansion of Student Services
Building 103 is occupied by the HR Division

III. Assessment of problems and needs:

Extraordinary length of time required to complete the renovation of Building 111
Plan for movement of Student Services personnel has fallen behind significantly

IV. Describe how assessment results were used to enhance performance.

Problems with Building 111 have driven a new approach for in-house
Construction tasks.

**ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Michele Carter
Administrator/Director/
Chair of the Department: Business Services

- I. List the objectives (from Department/ Unit IE Plan) and the progress on each:
 - A. Continue the migration of continental sites to MBS Direct for the supply of textbooks in support of college programs and military contracts.
 - B. Hire an Inventory Manager and convert fixed asset records to Datatel.
 - C. Negotiate the offering of a Microsoft Certification program in Europe to begin in Term II.

II. Overall assessment of accomplishments:

All textbook requirements for the sites are now being supported by MBS Direct. Information Technology staff have created a file that should allow the conversion of fixed asset records from HP to Datatel without major data entry.

III. Assessment of problems and needs:

The absence of an Inventory Manager has been problematic in maintaining the College's fixed asset system.

IV. Describe how assessment results were used to enhance performance.

Job specifications for the Inventory Manager position have been revised to reflect the needs of the department, which have evolved over time. The Materials Management department has also been reorganized to ensure a greater level of efficiency in the department.

**IE ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: ___Community Relations & Technical Publications_____

Administrator/Director/

Chair of the Department: _Barbara A. Merlo_____

(Typed Name and Signature)

I. List the objectives (from Department/ Unit IE Plan) and the progress on each:

Increased student enrollment and high public awareness of CTC, its programs, and its role in the community among the prospective and current students and local community.

1. Student enrollment increases

PROGRESS: Despite large-scale deployments, central campus enrollment has remained fairly steady. Distance learning enrollment continues to boom. Targeted marketing efforts aimed at high school students, ethnic groups and military have successfully attracted students.

2. Ethnic breakdown of student population mirrors the ethnic breakdown of population in the college's service area.

PROGRESS: Ethnic breakdown (central campus) is comparable to community population. CTC continues to be one of the most ethnically diverse community colleges in the state. Increased marketing to these groups will continue.

3. Prospective and current students demonstrate high recall rates of CTC advertisements

PROGRESS: Not measured. Will need to adapt this goal to reflect response goals.

4. Members of the local community and newcomers have a high level of awareness of Central Texas College's programs and its overall role in the community.

PROGRESS: No measurement/assessment in place for this goal. We continue to work on press visibility for the college.

5. Members of the local community have a positive image of CTC as a partner, resource, and first-class educational institution.

PROGRESS: No measurement/assessment in place for this goal. We continue to work on press visibility for the college.

II. Overall assessment of accomplishments:

We continue to build on our general recruitment advertising using consistent campaign theme and graphics, and have developed consisted printed recruitment materials to complement the campaign. This consistency, along with targeted recruitment efforts, will help us reach our enrollment and ethnicity goals.

Public perception of the college is difficult to gauge, but there have been only isolated negative press related to college issues. The lowering of the tax rate, addition of new facilities and increased distance learning emphasis have contributed to positive press coverage in the past year. CTC continues to be a good corporate citizen, both by donating time, money and facility use to worthy civic organizations and by encouraging employee involvement in volunteer activities.

III. Assessment of problems and needs:

- Continued work in targeting specific messages for recruitment advertising.
- Consistent worldwide image development and better support to locations-at-a-distance to enhance overall consistency of communications.
- Development of method of assessing college image.
- Communication of successes by faculty/staff to enhance public relations efforts
- System-wide marketing plan
- Lack of ability to communicate with students

IV. Describe how assessment results were used to enhance performance.

- Demographic information was used in media planning and in target marketing
- Noel-Levitz survey results were used as a context in developing marketing communication

**ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Information Technology

Administrator/Director/

Chair of the Department: Bruce E. Kendall

(Typed Name and Signature)

- I. List the objectives (from Department/ Unit IE Plan) and the progress on each:
 - A. Highly collaborative, expert, responsive, and customer-focused with an emphasis on personalized and timely service.
 - B. Highly available network services delivered via a reliable and robust telecommunications network.
 - C. An effective data management system that supports assessment and executive decision-making.
 - D. Establish CTC as a technologically progressive community college for students and faculty with a student portal as a component of the services offered.
 - E. Provide comprehensive, innovative support for faculty instructional needs.

- II. Overall assessment of accomplishments:
 - A. Highly collaborative, expert, responsive, and customer-focused with an emphasis on personalized and timely service. This goal was not accomplished in full during FY2003-04. However, IT was been restructured beginning on September 1, 2004, and now has a separate department for customer service including IT education and training. We have incorporated customer service into our plan for QEP and will use our QEP survey instrument to assess our progress during FY 2004-05.
 - B. Highly available network services delivered via a reliable and robust telecommunications network. This goal was partially accomplished with a 99.75 uptime percentage. Our goal for FY2004-05 is 99.9 percent. This will be accomplished by making incremental improvements to the communications network infrastructure along with the hiring of an experienced network planning analyst and security analyst.
 - C. An effective data management system that supports assessment and executive decision-making. This was accomplished by the adoption and use of PivotLink, a web-based tool for reporting and business analytics. Presently,

this tool is used extensively by the Comptroller with implementation planned for HR and Student Services later in the year.

- D. Establish CTC as a technologically progressive community college for students and faculty with a student portal as a component of the services offered. This was not accomplished but remains a strategic goal.
 - E. Provide comprehensive, innovative support for faculty instructional needs. While the improvements to the network have enhanced the delivery systems for instruction, the longer-term goal is the creation of an instructional design center.
- III. Assessment of problems and needs: Most pressing problem is acquiring expert, hands-on technicians for networking, security and system administration.
- IV. Describe how assessment results were used to enhance performance. Feedback from the community along with our internal IT performance metrics were used to drive the reorganization plan for IT as well as the decisions to upgrade the communications and computing infrastructure.

**ASSESSMENT REPORT FOR PERIOD ENDING
August 31, 2004**

Name of Dept./Unit: Human Resource Management

Administrator/Director/

Chair of the Department: Holly Jordan

(Typed Name and Signature)

I. List the objectives (from Department/ Unit IE Plan) and the progress on each:

Objective: Complete transition to new H.R. building by October 31, 2003.

Progress: Complete

II. Overall assessment of accomplishments:

The move of the entire department went very smoothly. It occurred in stages to ensure employees received paychecks on time, applicants experience limited interruption for applicant processing and no personnel data was lost.

III. Assessment of problems and needs:

The only problem or need to speak of was the lack of parking at Building 103. It was necessary for the employees to park a considerable distance away from the building. This distance caused concern for the safety of the employees and a challenge for the employees with disabilities.

IV. Describe how assessment results were used to enhance performance.

The addition of a parking lot at the building provided a safe and secure environment for the visitors and employees of Building 103.

Appendix A

Institutional Effectiveness Plan and
Assessment Report Templates

DEPARTMENT/UNIT INSTITUTIONAL EFFECTIVENESS PLAN FOR FY 2003-2004

Name of Dept/Unit:

**Administrator/Director/
Chair of the Department:**

(Typed Name and Signature)

1. Identify the goal or objective from the CTCD Statement of Purpose which is being supported.
2. Departmental/Unit Objective.
3. General Objective (Expected Outcomes/Results).
4. Specific Objective(s) (Effectiveness Standard(s)/ Criteria for Success). (answers the question "I know I am successful when...")
5. Methods (Actions) for achieving the Specific Objective(s).
6. Office/person(s) responsible for initiating these actions.
7. Performance Measure(s) to be used: (Means of assessment/the procedures, strategies, or means by which you will collect information to validate the outcome objective)
8. Office/person responsible for the evaluations.
9. Plan for use of assessment results to improve instruction, program, services, research or administration.

DEPARTMENT/UNIT PERFORMANCE INDICATORS FOR 2001

Name of Dept./Unit: _____

Administrator/Director/
Chair of the Department:

(Typed Name and Signature)

Please **identify** any key and measurable indicators that reflect anticipated progress to be attained by the department/unit. (Answers the question “ I know I am successful when...”)

Department/Unit Performance Indicators:

- 1.
- 2.
- 3.
- 4.
- 5.

ASSESSMENT REPORT FOR PERIOD ENDING AUGUST 31, 2004

(Complete this activity and send your report to the IE Office not later than September 18, 2004)

Name of Dept./Unit: _____

**Administrator/Director/
Chair of the Department:** _____
(Typed Name and Signature)

- I. List the objectives (from Department/ Unit IE Plan) and the progress on each:

- II. Overall assessment of accomplishments:

- III. Assessment of any problems and needs:

- IV. Describe how assessment results were used to enhance goal achievement of the department/unit:

Appendix B

CTC Statement of Purpose

CENTRAL TEXAS COLLEGE DISTRICT POLICY STATEMENT AND POSITION PAPER

CENTRAL TEXAS COLLEGE STATEMENT OF PURPOSE

SECTION I: INTRODUCTION

The Central Texas College Statement of Purpose defines the vision, philosophy, mission, purpose, key service populations, areas of service, goals, and objectives of Central Texas College (CTC). This document serves as the guide for institutional programs, services, and processes; provides direction for the institution and an explicit framework for expected educational results; and specifies the criteria upon which the planning and evaluation processes demonstrate that CTC fulfills its mission and purpose. Further, the effectiveness of the institution is demonstrated through accomplishment of the goals and objectives described in this Statement of Purpose, which is intended as the basis for CTC's budgeting process.

This Statement of Purpose has been revised based upon extensive internal and external analyses conducted during the strategic planning process; incorporates all requirements of the accrediting bodies, the Texas Education Code; and the Legislative Appropriations Request; and forms the basis for all institutional programs, services, and processes.

SECTION II: STATEMENT OF PURPOSE

A. Our History

In 1965, the citizens of central Texas joined together to authorize the building of a community college that would serve the western section of Bell County, Coryell, Hamilton, Lampasas, Llano, Mason, Mills and San Saba counties, portions of McCollough county, portions of Burnett County, and portions of Williamson County, as well as Fort Hood and the correctional facilities in

Gatesville. The campus was constructed on 560 acres of land donated by Fort Hood through the Department of Education and with funds supplied through a local \$2 million bond issue. Central Texas College, under Section 130.04 of the Texas Education Code, opened its doors with an initial enrollment of 2,068 students in the Fall of 1967. The number of students and the location of offerings have steadily increased since that time. Central Texas College has maintained its accredited status with the Southern Association of Colleges and Schools since first being awarded accreditation in 1969, and was reaffirmed most recently in December 1994.

CTC initiated on-site programs on Fort Hood in 1970 and Europe in 1974. CTC's success at Fort Hood and Europe led to the explosive expansion of CTC's locations, including Fort Leonard Wood (Missouri), South Korea, and the Atlantic and Pacific Fleets in 1976. By the early 1980s CTC offered programs to military personnel stationed in the Pacific Command, Alaska, and Panama as well as throughout the continental United States. This expansion occurred locally as well with the initiation of instructional programs and services for the Texas Department of Corrections in Gatesville in 1976.

In 1970, CTC began to offer broadcast televised courses to the citizens of central Texas. In the early 1990s, the institution began to conduct videoconference courses from the Central Campus to area high schools and to other colleges in the geographical region. At the same time, faculty began to enrich traditionally taught courses with professionally produced multi-media materials and materials selected from the Internet. In 1996, Central Texas College, taught its first course, utilizing the Internet for students at a distance. In 2000, the PricewaterhouseCoopers firm invited CTC to become an educational partner in the new eArmyU project for the soldiers in the United States Army.

Today, CTC consists of administrative units referred to as campuses: the Central Campus, the Continental Campus, the Europe Campus, the Fort Hood and Service Area Campus, the Navy Campus, and the Pacific Far East Campus. Of these, the Central, Fort Hood, and Service Area Campuses operate within the state of Texas. While some campuses, like the Navy Campus, offer programs only for military personnel, others enroll military, civilians, and incarcerated students.

Students enrolled in CTC may select a degree plan from Associate of Arts degree programs, Associate of Science Degree programs, Associate in Applied Science degree programs, or Associate in General Studies. In addition, students choosing to earn a certificate may enroll in any of the more than 40 certificate programs. Campuses may offer the full range of degree programs and services or only those identified through local needs assessments. CTC also provides a wide range of education and training opportunities for those students who do not select a degree or certificate option.

Committed to serving all students, CTC provides comprehensive programs and services for special populations: disability support services, single parent/homemaker support services, and non-traditional career support services as well as tutoring and transportation assistance. To meet the occupational training needs, Central Texas College offers a variety of professional development and job-related skills programs, such as basic literacy, leadership skills, foreign language skills and occupational skills programs.

B. Our Vision

Our vision is to provide effective learning experiences that meet both academic and workforce requirements. Our programs will be flexible, accessible, and economical to fit the needs of our community and its diverse population. Unconstrained by physical boundaries, our lifelong learning opportunities will enable our students, locally and worldwide, to enrich their lives and to benefit society.

C. Our Mission

Institutional Mission Statement

At Central Texas College, we identify and serve our unique, global community needs and provide quality teaching through an accessible learning environment.

Institutional Purpose

Central Texas College is a two-year, open admissions institution, with the following purpose, as set forth in Section 130 of the Texas Education Code, which provides educational opportunities to students locally, nationally and internationally

- technical programs up to two years in length leading to associate degrees and/or certificates;
- vocational programs leading directly to employment in semi-skilled and skilled operations;
- freshman and sophomore level courses in arts and sciences;
- adult, continuing, and community education programs for occupational or cultural upgrading;
- compensatory education programs designed to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students;
- a continuing program of counseling and guidance designed to assist students in achieving their individual educational goals
- workforce development programs designed to meet civilian and military community needs;
- adult literacy and other basic skills programs for adults;
- library services; and
- a wide variety of public service needs

D. Our Philosophy

Central Texas College, in meeting the educational and training needs of students in our key service populations and our civilian and military communities, is committed to:

- The belief in the worth and dignity of the individual
- Excellence in teaching and learning
- Universal access

- Implementing the highest standards of ethical professional practice
- Effective stewardship of public trust and resources
- Offering student-centered programs that reflect changes in technology, economy, and culture
- Addressing the ethnic diversity of students, employees, and community
- Global interconnectedness in the pursuit of our worldwide mission

E. Our Students

CTC serves the students from the key service populations listed below.

- High school graduates age 22 and younger
- Active duty military personnel and their dependents
- Adults over 22 years of age in reentry or reenrollment
- Secondary-school students in concurrent enrollment
- Learning disabled or physically challenged
- Second language learners
- Incarcerated students
- Minorities and disadvantaged students
- Undereducated adults
- Former military, including retirees and early outs
- Remedial students needing new skills or skill review
- Displaced workers
- Women in transition (combat arms and other nontraditional career fields)
- Personnel in formal government-sponsored transition programs
- National guard and reservists
- Foreign nationals
- Civil service personnel
- Pursuers of lifelong learning
- Adults responding to changes in the workforce.

F. Our Areas of Service

CTC's area of service is defined by the students we serve rather than the geographic boundaries of a college district. CTC's history and existence are

inexorably bound with that of the US military. A majority of CTC's students are active duty, former, or retired military personnel; military family members; or civil-service connected. To meet the educational needs and facilitate educational goal attainment for both the military and the local community, CTC expanded beyond its Texas boundaries beginning in the early 1970's and continues to offer instructional programs and services around the world, through both traditional and distance-learning delivery.

G. Our Goals

Goal 1: To Provide Instruction

Central Texas College shall provide quality instructional programs and educational support services that will prepare students to fully participate in educational, occupational, economic and social opportunities. These include certificate and/or degree programs in general education and occupational technology; university transfer; developmental education; adult and continuing; skills training and workforce development programs; special enrichment education; and adult literacy and basic skills education.

Objective 1: To provide a systematic process to update curricula district-wide that fosters student goal attainment in light of changing requirements, remains current with workplace technology, and incorporates the development of workplace competencies, skills standards, and communication skills.

Objective 2: To employ and retain faculty, who, at a minimum, meet the qualification requirements set by accrediting associations and regulatory bodies.

Objective 3: To provide a systematic plan for faculty development and instructional improvement that is uniform and consistent across departments.

Objective 4: To provide instruction through a variety of delivery systems to ensure access by a widespread group of students.

Goal 2: To Conduct Institutional Research

Central Texas College shall improve instructional and administrative processes and outcomes through research, demonstration projects, creative local initiatives, and well-thought-out technological innovations.

Objective 1: To maintain institutional and program accreditation and approval.

Objective 2: To evaluate continuously programs, services, processes, and personnel and use the results of such evaluations to improve programs, services, processes, and activities.

Objective 3: To expand existing MIS to provide for systematic electronic warehousing and retrieval by a wide range of administrators, faculty, and staff.

Goal 3: To provide Instructional Support and Ancillary Operations

Central Texas College shall maintain an organizational structure that provides and manages the support services and resources that are essential to accomplishing the mission of the institution.

Objective 1: To use effectively and efficiently the human, fiscal, and physical resources of the institution.

Objective 2: To promote equal access and equal opportunity.

Objective 3: To provide educational and training opportunities for employees that foster professional growth.

Objective 4: To maintain an organizational culture that creates a positive work environment and assures compliance with accreditation criteria, regulations, laws, and mandates.

Objective 5: To provide instructional support services that meet the educational, occupational, and developmental needs of a diverse student population.

Goal 4: To provide Public Service

Central Texas College shall assist its communities through instructional programs tailored to their needs; economic development, technical support, and proposal/grant development services; support of cultural activities; employee participation in community activities; and other related cooperative efforts.

Objective 1: To cooperate with communities in meeting their educational, economic, and cultural needs.

Objective 2: To promote the institution as a partner with the community it serves.

Section III: Functions and Responsibilities

A. Board of Trustees

Through the Standing Committee for Education, the Board of Trustees will approve changes to the Statement of Purpose resulting from the strategic planning analysis or the institutional planning and evaluation processes.

B. Chancellor

The Chancellor, as the Chief Executive Officer of the College, will

- Direct the planning and evaluation processes necessary to achieve the institution's purpose;
- Ensure that new and existing programs and services comply with the institutional mission;
- Direct the implementation and evaluation of plans of action to achieve the goals and objectives;
- Amend strategies and/or plans of action as identified through the evaluation process;
- Report to the Board of Trustees periodically on the status of goals and objectives; and

- Recommend changes in the Statement of Purpose to the Board of Trustees, when required.

The Chancellor may delegate authority and responsibility for these duties.

The executive officers, administrators, and managers will: (1) demonstrate to personnel in their areas of responsibility how what they do contributes to the overall mission of the institution; and (2) evaluate the area's effectiveness in accomplishing the institutional mission, goals, and objectives. Each employee will contribute to accomplishing the institutional mission and will relate his/her activities to the institutional mission.

SECTION IV: PROCEDURES AND OBJECTIVES

Upon approving this document, the Board of Trustees will direct its publication and distribution to all employees of the Central Texas College District. Further, the Board directs the Chancellor to implement policies and procedures necessary for ensuring that this document guides all institutional activities and decisions and is the basis for planning and evaluation.