

**Coastal Bend**  
COLLEGE

*Program Review/Evaluation*

**Program: AA and AS General Studies**

**Program Director: Mark L. Secord**

**Dean: Mark L. Secord**

**Date: 03/01/2021**

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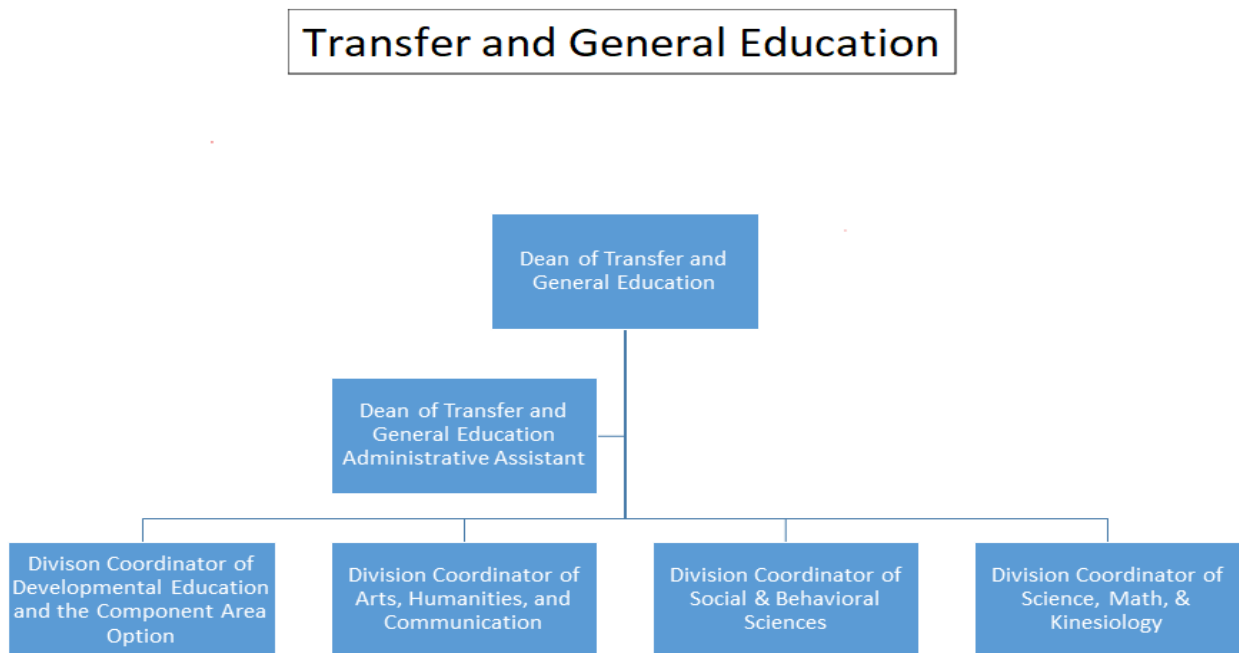
## Part I: Program Purpose, Description and Goals

### A. Program Purpose

The General Studies Instructional Unit provides freshman and sophomore level transfer and general education courses that apply towards an AA, AS, or AAS degree. Courses are delivered face to face, by internet, distance learning, and on-sight at various ISDs. Developmental education courses in English and mathematics are also offered. This program is directly linked to Coastal Bend College's 2020 – 2025 Strategic Plan and CBC's Institutional Goal #1: "Coastal Bend College will provide equitable opportunities for lifelong learning and training needs by empowering students through engaging quality instruction, enhancing supportive learning communities; and providing comprehensive student-centered services and programs to ensure that students reach their aspirations."

### B. Program Description

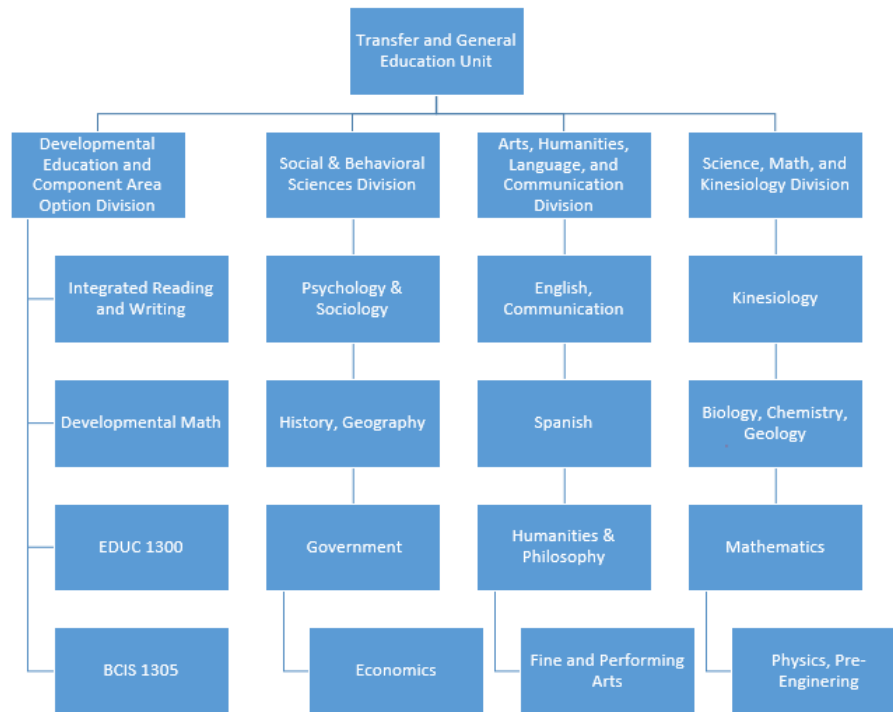
The General Studies Instructional Unit is comprised of 4 divisions; the Mathematics, Science and Kinesiology Division (MSK), the Social and Behavioral Sciences Division (SBS), the Arts, Humanities, and Communication Division (AHC), and the Developmental Education and Component Area Option Division (Dev. ED./CAO).



Each instructional division is comprised of numerous departments. The MSK division oversees mathematics, kinesiology, and the life and physical sciences. The SBS division provides oversight of psychology, sociology, government, history, and economics. The AHC division encompasses English, speech, foreign language, humanities, philosophy, and the creative arts. The Dev. Ed./CAO division includes integrated reading and writing, developmental math, EDUC 1300, and BCIS 1305. Each division is managed by a division coordinator that oversees the hiring of faculty, scheduling and assessment of courses, and the day to day operation. All division coordinators report directly to the dean of transfer

and general education. The organizational structure of the Transfer and General Education Instructional Unit is illustrated in the following diagram.

**Transfer and General Education Unit Departmental Organization**



**Mathematics, Science and Kinesiology Division (MSK)**

The Math & Science Division is comprised of the Life & Physical Sciences (biology, chemistry, & geology), Mathematics (mathematics), and Kinesiology (kinesiology) departments. The primary purpose of the MSK Division is to provide CBC students with a quality educational experience, to support workforce instructional programs, and to provide innovative instruction. The Life & Physical Sciences program serves an integral role in the mission of the college by providing academic courses that are required in vocational, technical, and academic certification and degree plans. The Life and Physical Sciences department currently provides freshman and sophomore level courses in biology and geology. All AA & AS degree plans require 6 hours of core science credit, many of the biology, and some chemistry and geology, courses can be applied towards this requirement. Many courses are also prerequisites for the Radiographic Technician, Nursing, and Dental Hygiene programs (BIOL 2301, 1101, 2302, 1102, 2320, 2120).

The primary purpose of the Mathematics Department is to provide clear pathways in mathematics for incoming students, provide developmental and college-level instruction in mathematics, and support workforce instruction programs. CBC partnered with the UT Austin Dana Center New Mathways Project (NMP\*) to provide a systemic approach to improving student success and completion through the implementation of processes, strategies, and structures built around three mathematics

pathways. These pathways are the algebraic, statistics, and contemporary math options. Currently, CBC is offering these pathways and is incorporating various NCBM (non-course based math options) into the pathways to provide developmental education support to students that are not college-ready.

The Mathematics, Science and Kinesiology Division currently offers the following Core courses:

**Life & Physical Sciences Department CORE Offerings**

<b>Rubric</b>	<b>Course #</b>	<b>Title</b>	<b>SCH</b>
BIOL	1306	Biology for Science Majors (Lecture)	3
BIOL	1106	Biology for Science Majors (Laboratory)	1
BIOL	1308	Biology for Science Non-Majors (Lecture)	3
BIOL	1108	Biology for Science Non-Majors (Laboratory)	1
BIOL	1322	Nutrition & Diet Therapy	3
BIOL	2301	Anatomy and Physiology I (Lecture)	3
BIOL	2101	Anatomy & Physiology I (Laboratory)	1
BIOL	2302	Anatomy and Physiology II (Lecture)	3
BIOL	2102	Anatomy & Physiology II (Laboratory)	1
BIOL	2320	Microbiology for Non-Science Majors (Lecture)	3
BIOL	2120	Microbiology for Non-Science Majors (Laboratory)	1
BIOL	2306	Environmental Biology	3
CHEM	1306	Introductory Chemistry 1 (Allied Health Emphasis) (Lecture)	3
CHEM	1106	Introductory Chemistry 1 (Allied Health Emphasis) (Laboratory)	1
GEOL	1305	Environmental Science	3

**Mathematics Department CORE Offerings**

<b>Rubric</b>	<b>Course #</b>	<b>Title</b>	<b>SCH</b>
MATH	1314	College Algebra	3
MATH	1324	Mathematics for Business & Social Sciences	3
MATH	1332	Contemporary Mathematics I	3
MATH	1442	Elementary Statistical Methods	4
MATH	2412	Pre-Calculus Mathematics	4

**Social and Behavioral Sciences Division (SBS)**

The Social and Behavioral Sciences Division is comprised of the social and behavioral sciences department (economics, psychology and sociology) and the history and government departments.

The Social and Behavioral Sciences department offers courses in economics, psychology and sociology, and provides educational courses of collegiate rigor to develop a full, well-rounded individual, and engages students and staff in support of our communities via service learning projects and community involvement.

Courses taught in economics include ECON 2301- Principles of Macroeconomics and ECON 2302- Principles of Microeconomics. Courses taught in psychology include: 2301-General Psychology; 2314- Human Growth and Development; 2315-Psychology of Adjustment; 2317-Educational Statistics; 2319- Social Psychology; and 2389-Cooperative in Psychology. Courses taught in sociology include: 1301- Principles of Sociology; 1306-Social Problems; 2301-Marriage and the Family; 2319-American Minorities; and 2389-Cooperative in Sociology. In the future, these course options will be reduced and the focus shifted to high demand courses.

The Government/Political Science and History Departments are an integral part of the Social and Behavioral Sciences Division. They are two of the larger departments in terms of student enrollment and contact hours. Courses taught in Government include GOVT 2305- American Government and GOVT 2306- Texas Government. Courses taught in History include: HIST 1301- United States History I; HIST 1302- United States History II; HIST 2301- Texas History; HIST 2321 World Civilizations I; HIST 2322 World Civilizations II; HIST 2327- Mexican-American History I; and HIST 2328 Mexican-American History II.

The Social and Behavioral Sciences Division currently offers the following Core courses:

**Social and Behavioral Sciences Department CORE Offerings**

Rubric	Course #	Title	SCH
ECON	2301	Principles of Macroeconomics	3
ECON	2302	Principles of Microeconomics	3
PSYC	2301	General Psychology	3
PSYC	2314	Lifespan Growth and Development	3
SOCI	1301	Introduction to Sociology	3
SOCI	2301	Marriage & the Family	3

**Government/Political Science Department CORE Offerings**

Rubric	Course #	Title	SCH
GOVT	2305	Federal Government	3
GOVT	2306	Texas Government	3

**History Department CORE Offerings**

Rubric	Course #	Title	SCH
HIST	1301	United States History I	3
HIST	1302	United States History II	3

### **Arts, Humanities, and Communication Division (AHC)**

The Arts, Humanities and Communication Division is comprised of the creative arts (arts, music, and drama), communication (English and speech), language (Spanish), and culture (humanities and philosophy) departments.

This division provides course offerings that apply towards the Communications Foundational Component Area and the Language, Philosophy, and Culture Foundational Component Area.

The Creative Arts department currently offers primarily ARTS 1301, ARTS 1303, and MUSI 1306; these three classes are the only classes that satisfy the Creative Arts Foundational Component Area at Coastal Bend College (CBC). The following arts classes are also offered periodically: ARTS 1304, 1311, 1312, 1316, 1317, 2316, 2317, 2346, 2347, 2366, and 2367. These classes can be used to satisfy the elective requirements for an AA or AS degree at CBC. Likewise, DRAM 1310, 1351, and 1352 can also be used to fulfill elective requirements.

The primary purpose of the Communications, Language, Philosophy, and Culture departments is to offer classes that help students become better communicators, thinkers, readers, writers, and speakers, preparing our students for both academic and professional success.

This division delivers all of the classes that satisfy the 6 credit hour requirement of the Coastal Bend College (CBC) Communications Foundational Component Area, meaning almost all students pursuing an AA or AS degree, or planning to transfer to a four-year institution, take at least two classes in this division. This unit also delivers all of the classes that satisfy the 3 credit hour requirement of the CBC Language, Philosophy, and Culture Foundational Component Area. In addition, the Unit provides numerous elective options to help students satisfy the elective requirements to complete AA and AS degrees.

Outside of Foundational Component Areas, this division also offers the IRW curriculum, consisting of IRW 0311 and IRW 0312, to help prepare students for the rigors of college reading and writing. After completing these courses, students are ready to begin fulfilling their core requirements.

This division offers the only foreign language classes at CBC, Spanish. The Spanish curriculum consists of SPAN 1411, SPAN 1412, SPAN 2311, and SPAN 2312. After successfully completing these courses, students can take three-hundred level Spanish classes at a four-year school.

The Arts, Humanities, and Communication Division currently offers the following Core courses:

#### **Creative Arts Department CORE Offerings**

<b>Rubric</b>	<b>Course #</b>	<b>Title</b>	<b>SCH</b>
ARTS	1301	Art Appreciation	3
ARTS	1303	Art History I	3
MUSI	1306	Music Appreciation	3

### **Communications CORE Offerings**

<b>Rubric</b>	<b>Course #</b>	<b>Title</b>	<b>SCH</b>
ENGL	1301	Composition I	3
ENGL	1302	Composition II	3
ENGL	2311	Technical and Business Writing	3
SPCH	1311	Introduction to Speech Communication	3
SPCH	1315	Public Speaking	3

### **Language, Philosophy, & Culture Department CORE Offerings**

<b>Rubric</b>	<b>Course #</b>	<b>Title</b>	<b>SCH</b>
ENGL	2322	British Literature I	3
ENGL	2323	British Literature II	3
HUMA	1301	Introduction to Humanities I	3
PHIL	1301	Introduction to Philosophy	3
PHIL	2306	Introduction to Ethics	3
SPAN	2311	Intermediate Spanish I	3

### **Developmental Education and Component Area Option Division (Dev. Ed/CAO)**

The Developmental Education and Component Area Option Division oversees developmental courses taught in Math (MATH 0321) and English (IRW 0311), as well as all courses in the Component Area Option of the Core Curriculum (currently EDUC 1300 and BCIS 1305). This division is also instrumental in working with the state to implement the Pathways initiative.

House Bill 2223 mandates that the co-requisite model for math and English must be at 75% implementation by the Fall of 2020. CBC is at, or above, that level. NCBM 0124 is currently being offered as the co-requisite to MATH 1314 and NCMB 0132 is currently being offered as the co-requisite to MATH 1332. These co-requisite models have taken the place of MATH 0322. NCBW 0112 is currently being offered as a co-requisite to ENGL 1301 and replaces IRW 0312.

### **Component Area Option CORE Offerings**

<b>Rubric</b>	<b>Course #</b>	<b>Title</b>	<b>SCH</b>
EDUC	1300	Learning Frameworks	3
BCIS	1305	Business Computer Applications	3



## C. Program Goals

The short term and long term goals of the Transfer and General Education Instructional Unit are as follows:

1. **Short-Term Goals (within the FY22 planning cycle):**
  - a. **Correct assessment deficiencies and put a functional assessment model in place.**
  - b. **Review existing transfer agreements and update as needed.**
  - c. **Re-establish partnerships with partner universities.**
  - d. **Hire additional full-time faculty members to address areas with critical needs.**
  - e. **Standardize all course syllabi and include a well-defined course content and instructional sequence (included in unit plan for FY22).**
  
2. **Long-Term Goals:**
  - a. **Refine the assessment process to ensure higher quality outcomes.**
  - b. **Expand STEM offerings, especially in the physical sciences.**
  - c. **Establish new articulation agreements with partner universities.**
  - d. **Align academic course offerings with CTE degree plan requirements.**
  - e. **Establish protocols, procedures, and templates to improve the quality of online instruction.**

## D. Program Student Learning Outcomes

The Transfer and General Education Instructional Unit restructured its assessment of Student Learning Outcomes in the Fall of 2020. Historically this instructional unit focused on the evaluation of the following **General Education Competencies (GECs)**:

- **Critical Thinking Skills (CT)** - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
  
- **Communication Skills (COM)** - effective development, interpretation and expression of ideas through written, oral and visual communication.
  
- **Empirical and Quantitative Skills (EQS)** - manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

- **Teamwork (TW)** - ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- **Social Responsibility (SR)** - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
- **Personal Responsibility (PR)** - ability to connect choices, actions and consequences to ethical decision-making

The following **Program Student Learning Outcomes (PSLOs)** were developed in the Fall of 2020:

**Personal Awareness:** Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world.

**Societal Awareness:** Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society

**Health & Wellness:** Recognize the importance of maintaining health and wellness

**Science & Technology Literacy:** Develop a capacity to use knowledge of how technology and science affect their lives

**Ethics:** Develop personal values for ethical behavior

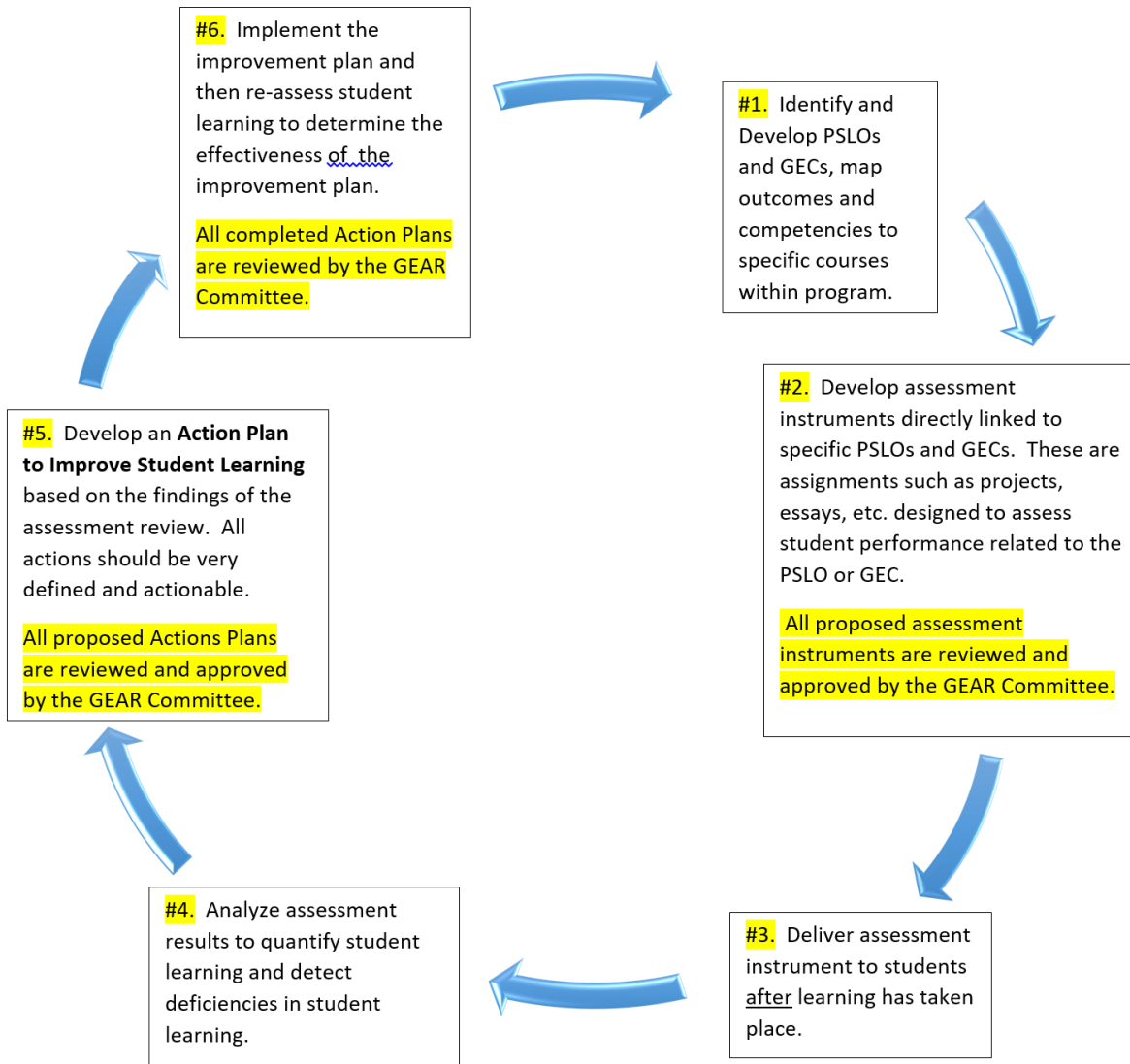
**Aesthetics:** Develop the ability to make aesthetic judgments

**Analytical Reasoning:** Use logical reasoning in problem solving

**Conceptualization:** Integrate knowledge and understand the interrelationships of the scholarly disciplines.

Currently both GECs and PSLOs are being assessed throughout all TGE Instructional Divisions and a more structured process has been put in place to ensure comprehensive assessment is taking place. In addition, the General Education Assessment Review (GEAR) Team comprised of the Dean of TGE and all TGE Division Coordinators is serving a more integrated role to help ensure compliance. At this time the TGE Instructional Unit is following a one year assessment cycle. Assessment instruments are developed and first implemented in the Fall of the academic year. The results are collected and reviewed at the end of the Fall semester and action plans for improvement are developed. In the Spring semester these action plans for improvement of student learning outcomes are implemented. Spring assessments are given following the implementation of the action plans to determine their effectiveness. Following the Spring semester, the GEAR Committee reviews all assessments results for the academic year and produces their annual “closing the loop” assessment report. The following diagram illustrates the assessment process.

## Student Learning Outcome Assessment Process



The first “Closing the Loop” annual assessment report will be drafted in May of 2021. This comprehensive report will detail all facets of the TGE assessment process and will document the effectiveness of all Action Plans for Improvement of Student Learning Outcomes. Both GECs and PSLOs will be represented.

## Part II: Description of Program Effectiveness

### A. Resources

#### 1. Faculty/Staffing

##### a. Overview

The TGE Instructional Unit currently employs 20 full-time employees that are dedicated solely to this unit. Numerous adjuncts are also employed. A large number of instructors teach in the dual-credit program, but these individuals are not listed below. Dual-credit instructors are employed by their respective ISDs and typically teach at those locations. The MSK Division currently employs 7 full-time faculty, 4 in biology, 2 in mathematics, and 1 in kinesiology. The SBS Division currently employs 5 full-time faculty members, 2 instruct psychology and sociology, 2 instruct history and government, and 1 covers economics and government. The AHC Division currently employs 8 full-time faculty, 1 in creative arts, 5 in English, 1 in Spanish, and 1 in speech. The Developmental Education/Component Area Option Division employs 11 full-time faculty members. These faculty all teach in other disciplines or have other responsibilities and teach developmental education or component area option courses as part of their teaching load.

<b>Math, Science, &amp; Kinesiology Division: Full-Time Faculty</b>			
<b>First</b>	<b>Last</b>	<b>Status</b>	<b>Discipline</b>
Richard	Cowart	FT - Alice	BIOL/GEOL
Joel	Lopez	FT - Beeville	BIOL
Ronika	Williams	FT - Kingsville	BIOL
Xiao	Ma	FT - Pleasanton	BIOL
Curt	Villarreal	FT - Beeville	MATH
Michael	Wang	FT - Kingsville	MATH
Darlene	Stockton	FT - Beeville	KINE

<b>Math, Science, &amp; Kinesiology Division: Part-Time Faculty</b>			
<b>First</b>	<b>Last</b>	<b>Status</b>	<b>Discipline</b>
Elizabeth	Ahern	PT - Alice	BIOL
Leslie	Gragg	PT	BIOL
Nathan	Purswell	PT - Beeville	MATH – Dev. Ed.
Mary Kay	Best	PT	MATH

<b>Social and Behavioral Sciences Division: Full-Time Faculty</b>			
<b>First</b>	<b>Last</b>	<b>Status</b>	<b>Discipline</b>
Lavinia	Issasi	FT - Alice	PSYC/SOCI
Angelica	Rea	FT - Beeville	PSYC/SOCI
Rebekah	Cuylar	FT - Beeville	GOVT/HIST
George	Guidry	FT - Beeville	ECON/GOVT
James	Clark	FT - Alice	GOVT/HIST

<b>Social and Behavioral Sciences Division: Part-Time Faculty</b>			
<b>First</b>	<b>Last</b>	<b>Status</b>	<b>Discipline</b>
Leslie	McCaleb-Dillion	PT	PSYC
Kirk	Richard	PT	PSYC
Roman	Smith	PT	SOCI
Ronald	Johnson	PT	ECON
John	Corkhill	PT	GOVT
Barry	Wolfe	PT	HIST
Joseph	Lebouff	PT	HIST
Neal	Tolbert	PT	HIST
Preston	Hastings	PT	HIST
Sharon	Wilson	PT	HIST/SPCH
William	Geisler	PT	GOVT/HUMA/PHIL
Larry	Wade	PT	GEOG

<b>Arts, Humanities, and Communication Division: Full-Time Faculty</b>			
<b>First</b>	<b>Last</b>	<b>Status</b>	<b>Discipline</b>
Jayne	Duryea	FT - Beeville	ARTS
Christie	Morgan	FT - Alice	ENGL
James	Cornelius	FT - Beeville	ENGL
Kathleen	Cuylar	FT - Beeville	ENGL
Lewis	Jaimes	FT - Kingsville	ENGL
Anna	Hazelrigg	FT - Pleasanton	ENGL
Luz	Miranda	FT - Beeville	SPAN
Trey	Fricks	FT - Beeville	SPCH

<b>Arts, Humanities, and Communication Division: Part-Time Faculty</b>			
<b>First</b>	<b>Last</b>	<b>Status</b>	<b>Discipline</b>
Maria	Alcoser	PT	ARTS
Luis	Pena	PT	ARTS
Laura	Yeck	PT	ENGL
William	Geisler	PT	HUMA/PHIL
Holly	Stein	PT	HUMA
James	Lee	PT - Beeville	MUSI
Lewis	Pilot	PT	MUSI
Danai	Strother	PT	SPCH

<b>Developmental Education/Component Area Option Division: Full-Time Faculty</b>			
<b>First</b>	<b>Last</b>	<b>Status</b>	<b>Discipline</b>
Christie	Morgan	FT - Alice	Dev. Ed. IRW/EDUC/ENGL
Kathy	Cuylar	FT - Beeville	Dev. Ed. IRW/ENGL
Lewis	James	FT - Kingsville	Dev. Ed. IRW/ENGL
Anna	Hazelrigg	FT - Pleasanton	Dev. Ed. IRW/ENGL
Luz	Miranda	FT - Beeville	EDUC
Nathan	Purswell	FT - Beeville	Dev. Ed. MATH/Coach
Marcus	Thompson	FT - Beeville	BCIS/Coach
Mark	Carabajal	FT - Alice	BCIS/CTE
Jack	Young	FT - Beeville	BCIS/CTE
Curt	Villarreal	FT - Beeville	Dev. MATH/MATH
Michael	Wang	FT - Kingsville	Dev. MATH/MATH

<b>Developmental Education/Component Area Option Division: Part-Time Faculty</b>			
<b>First</b>	<b>Last</b>	<b>Status</b>	<b>Discipline</b>
Yvette	DeLeon	PT	EDUC
Jason	Childers	PT	EDUC
Bobbie	Hill	PT-CBC	DevEd Math, MATH
Bradley T.	Norquist	PT-DC-CBC	EDUC
Daniel D.	Rea	PT-CBC	EDUC

b. Strengths

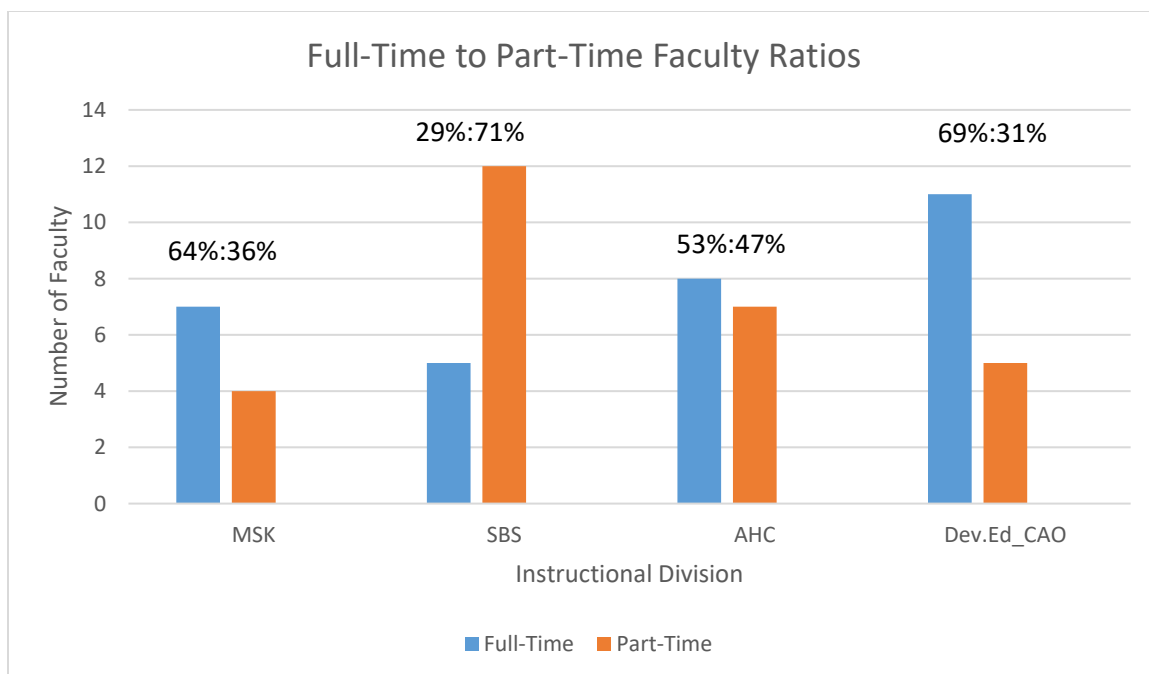
The strengths of the faculty at CBC are as follows:

All faculty go through a rigorous credentialing process to ensure they are qualified to teach within their respective discipline. Faculty have historically been very resilient and adapt well to change. Numerous initiatives have been implemented throughout the years and CBC faculty have adjusted well. Mandates are typically carried out with little overall resistance. The current organizational structure is working very well and the strong, experienced Division Coordinators help maintain a relatively streamlined process.

The new assessment process implemented in the Fall of 2020 is going well. There was some initial resistance, but the Division Coordinators were very efficient at bringing their faculty onboard. This was a very significant transition that was implemented in a very short period of time and yet it has been proceeding very satisfactorily. This speaks well of the faculty's adjustment to change.

c. Areas for Improvement

As shown in the Full-Time to Part-Time faculty Ratios Chart, there is a need for additional full-time faculty in some areas. I will address these on a divisional basis.



#### **MSK Division:**

The current full-time to part-time faculty ratio of this division is 64% FT to 36% PT. Adjunct faculty in the sciences are typically hard to obtain and the majority of the science courses are taught by full-time faculty. The division lost a full-time biology instructor in Beeville in Spring 2020 and that individual was never replaced. Due to COVID-19 all instruction was moved online and there was a drop in enrollment. If the pre-covid enrollment patterns would have persisted, the need for biology courses could not have been met. Pre-nursing courses typically have a very robust enrollment with anatomy and physiology (BIOL 2301/2302) being in high demand. Currently we are relying on an adjunct, Leslie Gragg, to provide enough online sections to cover the demand. If demand returns to pre-covid levels, our existing faculty will not be able to meet the demand. In addition, Mary Ma, the full-time biology instructor in Pleasanton, is retiring in the Spring of 2021.

There are currently 2 full-time mathematics instructors, 1 in Beeville, and 1 in Kingsville. Historically CBC has employed 3 to 5 full-time math faculty. Adjunct faculty have been able to provide enough support to meet enrollment demands, but if enrollment increases we will likely not be able to provide adequate courses to cover student demand for mathematics.

We currently employ only 1 full-time kinesiology instructor. Kinesiology is not part of the core curriculum and meeting student demand has thus far not been a problem. The state has made a move away from activity courses and encouraged the use of more theory based courses such as Concepts of Physical Fitness (KINE 1338) and Drug Use and Abuse (KINE 1346).

**ENROLLMENT TRENDS IN MATH & KINESIOLOGY: 2019 – 2020, 2020 – 2021**

<b>Math, Science, &amp; Kinesiology Division: Mathematics &amp; Kinesiology Faculty</b>					
<b>First</b>	<b>Last</b>	<b>Status</b>	<b>Discipline</b>	<b>Fall 2019 LOAD</b>	<b>Spring 2020 LOAD</b>
Curt	Villarreal	FT - Beeville	MATH	24.5 TCH / 589 CH	28 TCH / 612 CH
Michael	Wang	FT - Kingsville	MATH	33 TCH / 685 CH	29 TCH / 662 CH
Darlene	Stockton	FT - Beeville	KINE	23 TCH / 570 CH	26 TCH / 774 CH

<b>Math, Science, &amp; Kinesiology Division: Mathematics &amp; Kinesiology Faculty</b>					
<b>First</b>	<b>Last</b>	<b>Status</b>	<b>Discipline</b>	<b>Fall 2020 LOAD</b>	<b>Spring 2021 LOAD</b>
Curt	Villarreal	FT - Beeville	MATH	20.5 TCH / 596 CH	21.5 TCH / 501 CH
Michael	Wang	FT - Kingsville	MATH	22.5 TCH / 691 CH	23 TCH / 694 CH
Darlene	Stockton	FT - Beeville	KINE	16 TCH / 609 CH	20 TCH / 840 CH

**ENROLLMENT TRENDS IN THE BIOLOGICAL SCIENCES: 2019 – 2020, 2020 – 2021**

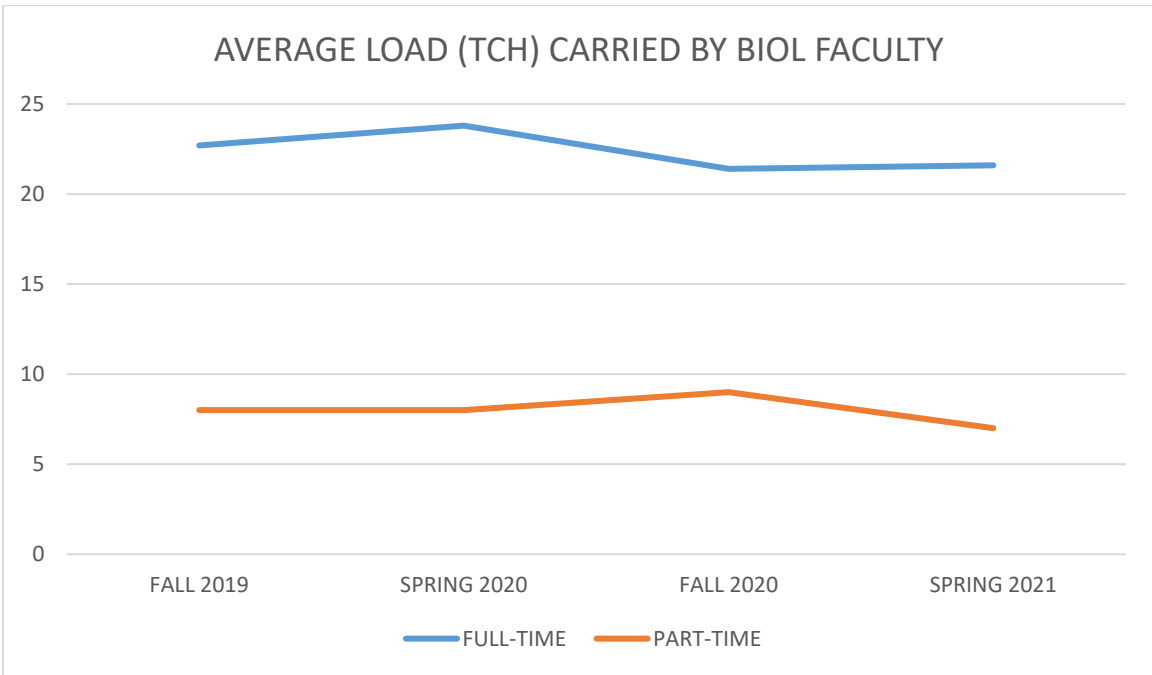
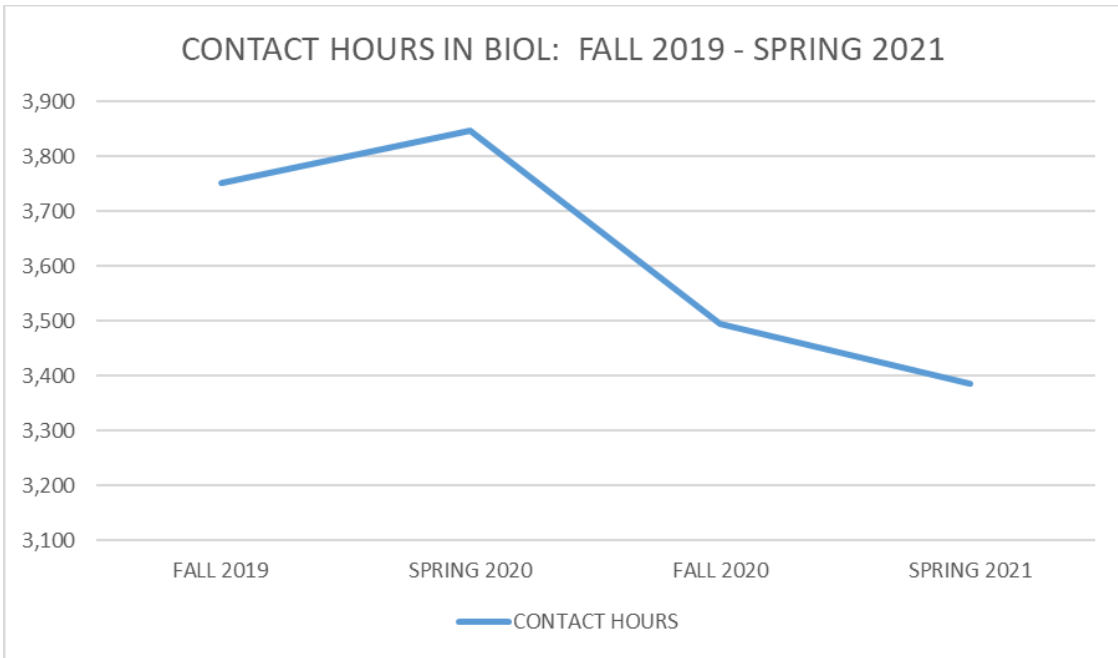
<b>Math, Science, &amp; Kinesiology Division: Biology Faculty</b>					
<b>First</b>	<b>Last</b>	<b>Status</b>	<b>Discipline</b>	<b>Fall 2019 LOAD</b>	<b>Spring 2020 LOAD</b>
Richard	Cowart	FT - Alice	BIOL/GEOL	21 TCH / 610 CH	21 TCH / 663 CH
Joel	Lopez	FT - Beeville	BIOL	23.5 TCH / 836 CH	24 TCH / 756 CH
Tara	Hansler	FT - Beeville	BIOL	25 TCH / 806 CH	25 TCH / 827 CH
Ronika	Williams	FT - Kingsville	BIOL	17 TCH / 540 CH	22 TCH / 586 CH
Xiao	Ma	FT - Pleasanton	BIOL	27 TCH / 667 CH	27 TCH / 684 CH
Elizabeth	Ahern	PT - Alice	BIOL	8 TCH / 292 CH	8 TCH / 332 CH

Hansler was replaced by Burgos who was not renewed

<b>Math, Science, &amp; Kinesiology Division: Biology Faculty</b>					
<b>First</b>	<b>Last</b>	<b>Status</b>	<b>Discipline</b>	<b>Fall 2020 LOAD</b>	<b>Spring 2021 LOAD</b>
Richard	Cowart	FT - Alice	BIOL/GEOL	21 TCH / 722 CH	21 TCH / 744 CH
Joel	Lopez	FT - Beeville	BIOL	20.5 TCH / 673 CH	20.5 TCH / 699 CH
Ronika	Williams	FT - Kingsville	BIOL	24 TCH / 675 CH	23 TCH / 579 CH
Xiao	Ma	FT - Pleasanton	BIOL	20 TCH / 844 CH	22 TCH / 826 CH
Elizabeth	Ahern	PT - Alice	BIOL	6 TCH / 256 CH	6 TCH / 288 CH
Leslie	Gragg	PT	BIOL	12 TCH / 324 CH	8 TCH / 250 CH

Ma is retiring in the Spring of 2021





**SBS Division:**

The current full-time to part-time faculty ratio of this division is 29% FT to 71% PT. This is one of the larger division and covers a wide range of disciplines. CBC currently employs 2 psychology/sociology instructors, however 1 will be retiring in the Spring of 2021. Only 1 full-time economics professor is currently employed and is located on the Beeville campus. All students completing the core curriculum must take either ECON, PSYC, or SOCI. If enrollment patterns improve, there will be a strong need for another full-time psychology and/or sociology instructor.

<b>Social and Behavioral Sciences Division: Full-Time Faculty</b>					
<b>First</b>	<b>Last</b>	<b>Status</b>	<b>Discipline</b>	<b>Fall 2019 LOAD</b>	<b>Spring 2020 LOAD</b>
Lavinia	Issasi	FT - Alice	PSYC/SOCI	24 TCH / 714 CH	27 TCH / 717 CH
Angelica	Rea	FT - Beeville	PSYC/SOCI	21 TCH / 738 CH	24 TCH / 672 CH
Rebekah	Cuylar	FT - Beeville	GOVT/HIST	21 TCH / 639 CH	24 TCH / 675 CH
George	Guidry	FT - Beeville	ECON/GOVT	24 TCH / 540 CH	27 TCH / 849 CH
James	Clark	FT - Alice	GOVT/HIST	27 TCH / 780 CH	27 TCH / 996 CH

<b>Social and Behavioral Sciences Division: Full-Time Faculty</b>					
<b>First</b>	<b>Last</b>	<b>Status</b>	<b>Discipline</b>	<b>Fall 2020 LOAD</b>	<b>Spring 2021 LOAD</b>
Lavinia	Issasi	FT - Alice	PSYC/SOCI	21 TCH / 768 CH	21 TCH / 816 CH
Angelica	Rea	FT - Beeville	PSYC/SOCI	18 TCH / 720 CH	21 TCH / 651 CH
Rebekah	Cuylar	FT - Beeville	GOVT/HIST	18 TCH / 636 CH	18 TCH / 582 CH
George	Guidry	FT - Beeville	ECON/GOVT	21 TCH / 771 CH	21 TCH / 633 CH
James	Clark	FT - Alice	GOVT/HIST	21 TCH / 834 CH	21 TCH / 783 CH

Issasi is retiring in Spring 2021

This division currently employs 2 full-time government/history faculty members, 1 in Beeville and 1 in Alice. The division relies heavily on adjuncts to cover the student need for these courses. All core completers must have two history course and 2 government courses. As shown by the presented data, faculty loads and contact hours clearly indicate the need for an additional history/ government instructor. This would also help improve the FT:PT ratio.

Social and Behavioral Sciences Division: Part-Time Faculty					
First	Last	Status	Discipline	Load – Fall 2019	Load – Fall 2020
Leslie	McCaleb-Dillion	PT	PSYC	9 TCH	N/A
Roman	Smith	PT	SOCI	3 TCH	N/A
Ronald	Johnson	PT	ECON	3 TCH	N/A
Barry	Wolfe	PT	HIST	3 TCH	6 TCH
Joseph	Lebouff	PT	HIST	DC	9 TCH
Neal	Tolbert	PT	HIST	9 TCH	9 TCH
Preston	Hastings	PT	HIST	6 TCH	6 TCH
Larry	Wade	PT	GEOG	3 TCH	3 TCH
William	Geisler	PT	GOVT/HUMA/ PHIL	9 TCH - PHIL	6 TCH
John	Corkhill	PT	GOVT	12 TCH	9 TCH

**AHC Division:**

The current full-time to part-time faculty ratio of this division is 53% FT to 47% PT. This division has the greatest number of discipline specific full-time faculty members (ENGL). CBC currently employs only 1 full-time art instructor and 1 full-time speech instructor, both located in Beeville. There are 5 full-time English instructors and they are represented at all sites.

Arts, Humanities, and Communication Division: Full-Time Faculty					
First	Last	Status	Discipline	Fall 2019 LOAD	Spring 2020 LOAD
Jayne	Duryea	FT - Beeville	ARTS	14 TCH / 354 CH	14 TCH / 318 CH
Christie	Morgan	FT - Alice	ENGL	25.5 TCH / 869 CH	22 TCH / 599 CH
James	Cornelius	FT - Beeville	ENGL	21 TCH / 552 CH	21 TCH / 592 CH
Kathleen	Cuyler	FT - Beeville	ENGL	18 TCH / 458 CH	22 TCH / 632 CH
Lewis	Jaimes	FT - Kingsville	ENGL	25 TCH / 510 CH	25 TCH / 407 CH
Anna	Hazelrigg	FT - Pleasanton	ENGL	24 TCH / 622 CH	21 TCH / 316 CH
Luz	Miranda	FT - Beeville	SPAN	26.5 TCH / 390 CH	24 TCH / 400 CH
Trey	Fricks	FT - Beeville	SPCH	24 TCH / 666 CH	21 TCH / 603 CH

Arts, Humanities, and Communication Division: Full-Time Faculty					
First	Last	Status	Discipline	Fall 2020 LOAD	Spring 2021 LOAD
Jayne	Duryea	FT - Beeville	ARTS	15 TCH / 564 CH	15 TCH / 498 CH
Christie	Morgan	FT - Alice	ENGL	21 TCH / 675 CH	20.5 TCH / 616 CH
James	Cornelius	FT - Beeville	ENGL	17.5 TCH / 540 CH	21 TCH / 464 CH
Kathleen	Cuyler	FT - Beeville	ENGL	20 TCH / 492 CH	17.5 TCH / 385 CH
Lewis	Jaimes	FT - Kingsville	ENGL	18 TCH / 406 CH	21 TCH / 496 CH
Anna	Hazelrigg	FT - Pleasanton	ENGL	15 TCH / 468 CH	16 TCH / 475 CH
Luz	Miranda	FT - Beeville	SPAN	17.5 TCH / 559 CH	18 TCH / 420 CH
Trey	Fricks	FT - Beeville	SPCH	24 TCH / 711 CH	21 TCH / 615 CH

Arts, Humanities, and Communication Division: Part-Time Faculty					
First	Last	Status	Discipline	Load – Fall 2019	Load – Fall 2020
Maria	Alcoser	PT	ARTS	12 TCH (459 CH)	12 TCH (483 CH)
Luis	Pena	PT	ARTS	12 TCH (333 CH)	3 TCH (117 CH)
Laura	Yeck	PT	ENGL	6 TCH (228 CH)	10 TCH (333 CH)
William	Geisler	PT	HUMA/PHIL	3 TCH (117 CH)	12 TCH (411 CH)
Holly	Stein	PT	HUMA	12 TCH (474 CH)	6 TCH (243 CH)
Lewis	Pilot	PT	MUSI	9 TCH (276 CH)	12 TCH (483 CH)
Danai	Strother	PT	SPCH	12 TCH (477 CH)	12 TCH (336 CH)

The caps on ENGL courses are typically 30 and all instructors generally carry overloads. In addition, the adjunct Ms. Yeck typically carries a full adjunct load. Currently we only have 1 full-time speech instructor and 1 adjunct speech instructor, they both carry maximum loads. An increase in enrollment could potentially be problematic with the current staffing in place.

**Dev. Ed./CAO Division:**

The current full-time to part-time faculty ratio of this division is 69% FT to 31% PT. There are no full-time faculty that are specifically dedicated to this division. Instructors from other divisions teach these courses as part of their loads. This explains the FT to PT ratio.

**d. Future Direction and Budget Implication**

The addition of new faculty will have a significant budgetary impact. A list of hiring recommendations is provided below. These proposed positions are listed as either critical or desired. **Critical Need** positions will result in a failure to meet student demand if not filled. **Strong Need** positions are supported by a strong need, however adjunct faculty may be able to meet student demand if these positions are not filled. **Moderate Need** positions would be viable, but are not critical at this time. **Legend:** \* Replacement \*\* Position Posted

REQUEST FOR ADDITIONAL FULL-TIME FACULTY			
TGE DIVISION	DEPARTMENT	POSITION	NEED
MSK * **	Biology	Beeville	<b>Critical Need</b> to meet demands of Face to Face Instruction and potential enrollment rebound
MSK * **	Biology	Beeville	<b>Critical Need</b> to meet demands of Face to Face Instruction and potential enrollment rebound
MSK * **	Mathematics	Alice	<b>Critical Need</b> to meet demands of Face to Face Instruction and potential enrollment rebound
SBS * **	Psychology	Kingsville	<b>Critical Need</b> to meet demands of Face to Face Instruction and potential enrollment rebound
SBS	History/Govt.	Kingsville	<b>Strong Need</b> to meet demands of Face to Face Instruction and potential enrollment rebound. Very heavy reliance on adjuncts, skewed FT:PT ratio.
AHC	Speech	Alice/Kings	<b>Strong Need</b> to meet demands of Face to Face Instruction and potential enrollment rebound. Very heavy reliance on single adjunct.
AHC	Art	Alice/Kings	<b>Moderate Need</b> to meet demands of Face to Face Instruction and potential enrollment rebound. Heavy reliance on virtual adjuncts.

### Budget implications:

Considering a \$40,000 base for instructors, and not taking into consideration the cost of benefits, the budget implications are as follows:

**Critical Need:** \$40,000 \* 4 positions (w/out bene. Added) = \$160,000 (minimum).

**Strong Need:** \$40,000 \* 2 positions (w/out bene. Added) = \$80,000 (minimum).

**Moderate Need:** \$40,000 \* 1 position (w/out bene. Added) = \$40,000 (minimum).

Total minimum cost before benefits = \$280,000

## 2. Technology

### a. Overview

The technology currently available to TGE faculty appears to be adequate. This includes both computer hardware and software in their personal offices and in the computer labs.

### b. Strengths

TGE faculty are well trained in the use of our LMS and attend professional development as required. With the advent of covid-19 protocols, all courses were moved online during the Spring of 2020. This transition went amazing well considering the scope of the transition and the short time period allowed to complete it.

### c. Areas for Improvement

In the future CBC might consider adding a writing laboratory to better assist students. In addition, there is a strong need to hire an instructional designer to assist faculty with course redesigns and the implementation of new technology into their courses.

### d. Future Direction and Budget Implication

The future direction is to move towards "Quality Matters" and implement more structured course platforms and more effective online instruction. This will involve numerous areas of the college and will not include numerous budgeting entities.

## 3. Equipment and Facilities

### a. Overview

The present equipment and facilities are adequate for the TGE instruction currently being carried out. If additional programs are added, then additional equipment and facilities may be required.

### b. Strengths

Approximately 6 years ago the college was well-funded through a multimillion dollar STEM grant. Every lab space at every location was renovated and new equipment was purchased.

With the move to online instruction as a result of covid, face to face instruction requiring equipment and facilities has not been fully implemented. As CBC transitions back to more face to face delivery, the necessary facilities and equipment will be available.

c. Areas for Improvement

There are no specific areas for improvement at this time.

d. Future Direction and Budget Implication

If the college moves to incorporate a writing lab or adds additional programs, there will be budget implications. There are no immediate plans to expand or add programs. There is a possibility of expanding STEM offerings to include more physical sciences such as physics and/or geology. If this occurs, additional resources will be required. There has been a preliminary discussion regarding the establishment of an agriculture program. This will require a great deal of planning, a through viability study, and a significant investment in capital.

#### 4. Budget

a. Overview

The TGE Instructional Unit has an expansive budget that incorporates close to 350 separate General Ledger items. Starting in FY21, a zero based budget was implemented. Actual expenditures have been greatly skewed due to the covid-induced move to online instruction.

b. Strengths

The large number of GL codes does allow for greater fidelity in the budgeting process. The increased use of adjuncts and greater oversight in the scheduling process has resulted in an increase in contact hour generated revenue. Based on actual expenditures, the TGE Instructional Unit has been very cost-effective.

c. Areas for Improvement

In the Spring of 2020 a standardized budgeting template was provided. There were GL codes that needed to be deleted and others that needed to be created. These changes were made in the FY21 planning cycle. In the FY22 planning cycle the same template from Spring 2020 was distributed. The changes, deletions, and additions from the FY21 planning cycle were not carried over. Therefore, many of the problem areas previously present have returned.

d. Future Direction and Budget Implication

A process needs to be implemented that will retain the GL code corrections that are implemented. These changes should not be ephemeral. Until additional programs are implemented, I do not anticipate any short-term budget implications.

#### 5. Compliance with THECB, SACSCOC, external program accreditors/agencies

a. Overview

The TGE Instructional Unit is currently in compliance with State, Regional, and Federal accreditors/agencies. The most significant areas of concern are the full-time to part-time ratios in some instructional areas and the need to produce a comprehensive, complete assessment cycle.

#### b. Strengths

The TGE Instructional Unit is progressively becoming more structured and better organized. In Fall 2020 the TGE Unit was restructured and Division Coordinators were put in place. This created more program level oversight and provided faculty with an administrative liaison. All Division Coordinators are full-time, experienced instructors with credentials relevant to the division they oversee. This provides a great benefit when implementing new policies and practices, as faculty tend to develop closer working relationships with their peers.

The shift from an autocratic leadership style to a democratic leadership approach is also helping to move the unit forward. Faculty are more likely to play an active role in compliance-related activities when they participate in a shared governance model.

The current Provost has a strong background in compliance and brings a wealth of applied experience to the college. Numerous initiatives have been put in place to help ensure the instructional unit reaches a state of compliance. There is a strong team effort among upper and mid-level administrators and this has been vital in moving compliance initiatives forward.

#### c. Areas for Improvement

The college continues to move forward but still has areas that need improvement. Many policies and procedures are outdated and need to be revised. This is an evolutionary process that takes time and great strides have been made to date. The credentialing process has been greatly improved as has the assessment process.

Distance learning is one area that needs significant improvement. There is a strong need for an instructional designer and a comprehensive distance learning plan. At this time there is little standardization and some courses may have ADA concerns.

The assessment of student learning outcomes has improved to a large degree and a comprehensive plan has been put in place. However, this is a new process and it will need time to improve and mature. Assessment instruments and actions plans need to become more refined, display more fidelity, and produce maximum results.

#### d. Future Direction and Budget Implication

There are no immediate budgetary impacts in this area at this time.

## B. Program Output

### 1. Activities conducted by or engaged in by program faculty

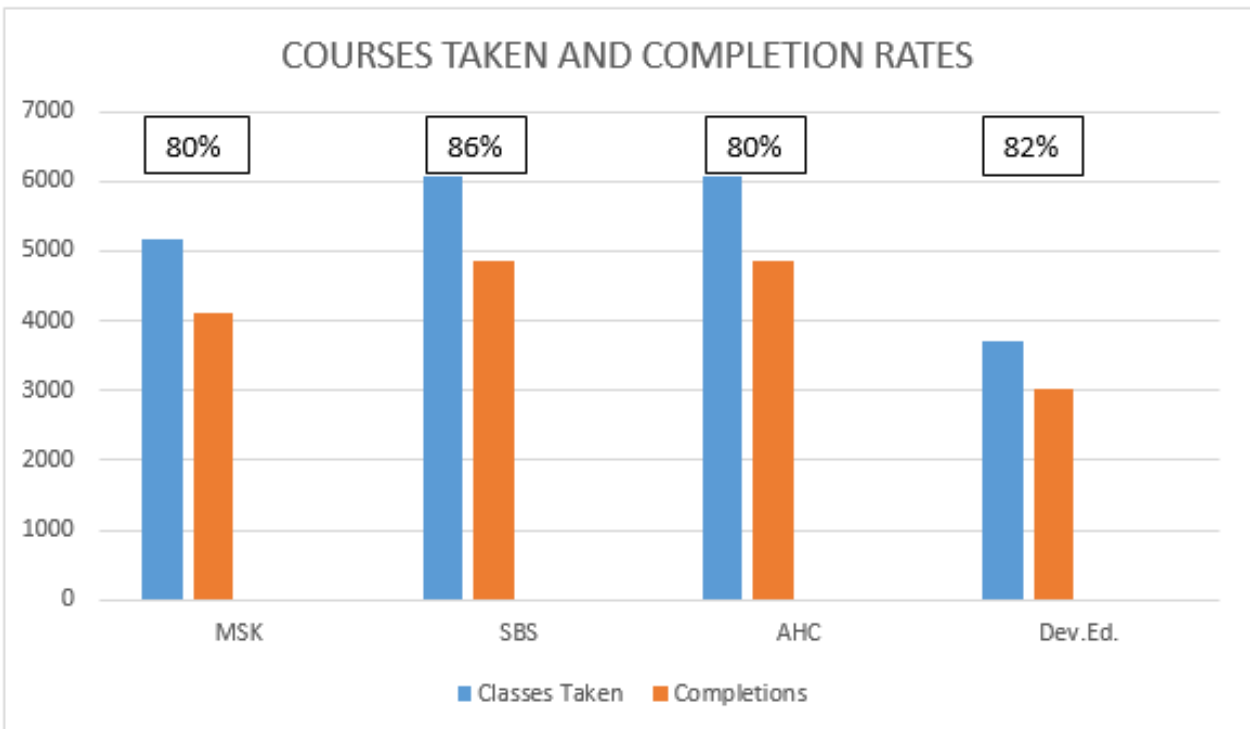
TGE faculty are involved in numerous activities that contribute to the overall success of the unit and the college as a whole. Faculty members serve on the Curriculum Committee and have direct input into all curricular changes, additions, and deletions. Faculty members also serve on the President's Advisory Committee (PAC) and contribute through shared governance. Unit Plans which are tied directly to the strategic plan are developed with faculty input and directly tie to the college's overall mission. The General Education Assessment Review Committee that oversees assessment is comprised of TGE Division Coordinators. This ensures a faculty-driven approach. Faculty also serve on the Catalog Committee, Distance Learning Committee, and all other college committees. This ensures shared governance and strong faculty involvement in college-wide initiatives.

Faculty are also involved in PTK and the state-wide Pathways Initiative. CBC is a recognized 5-star PTK chapter. Historically CBC showed little involvement in the Pathways Initiative. However, the new administration has played an active role in revitalizing the college's participation and we have made great strides.

### 3. Evaluation of outputs

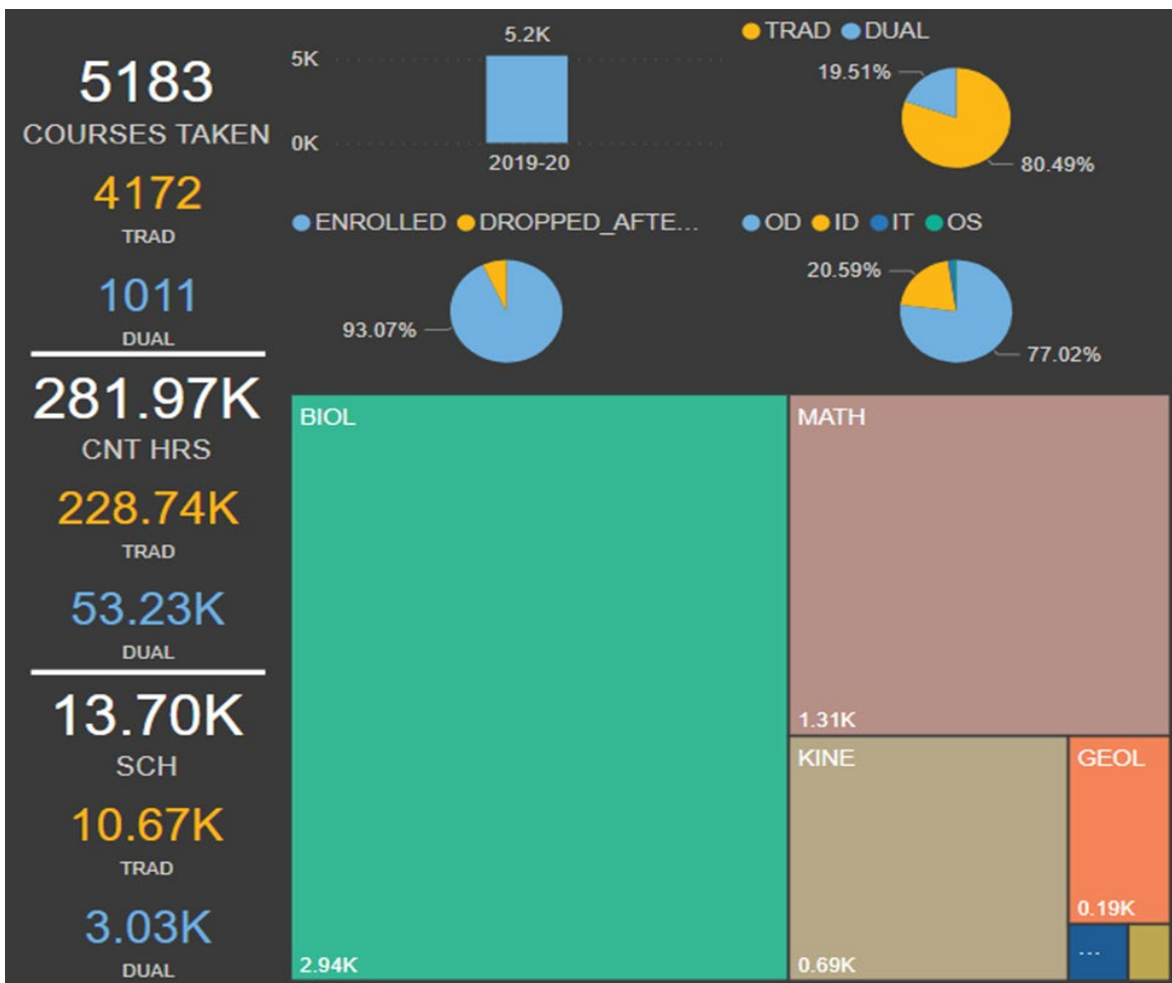
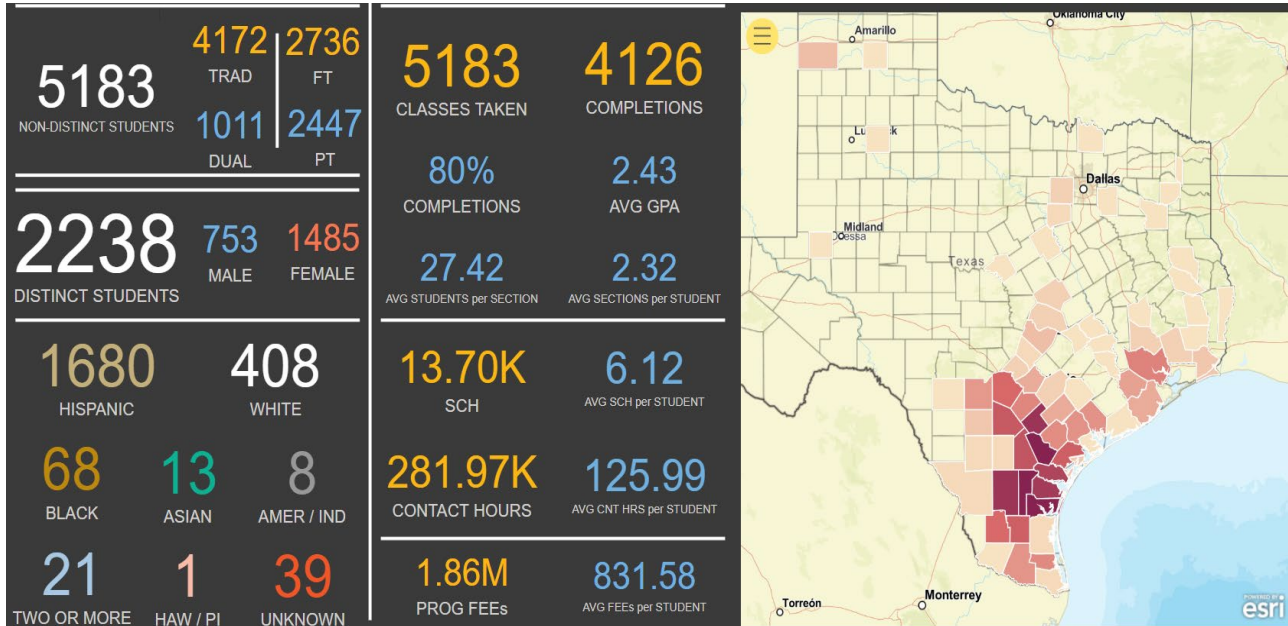
#### Courses Taken and Completion Rates

(Fall 2019 – Summer 2, 2020)

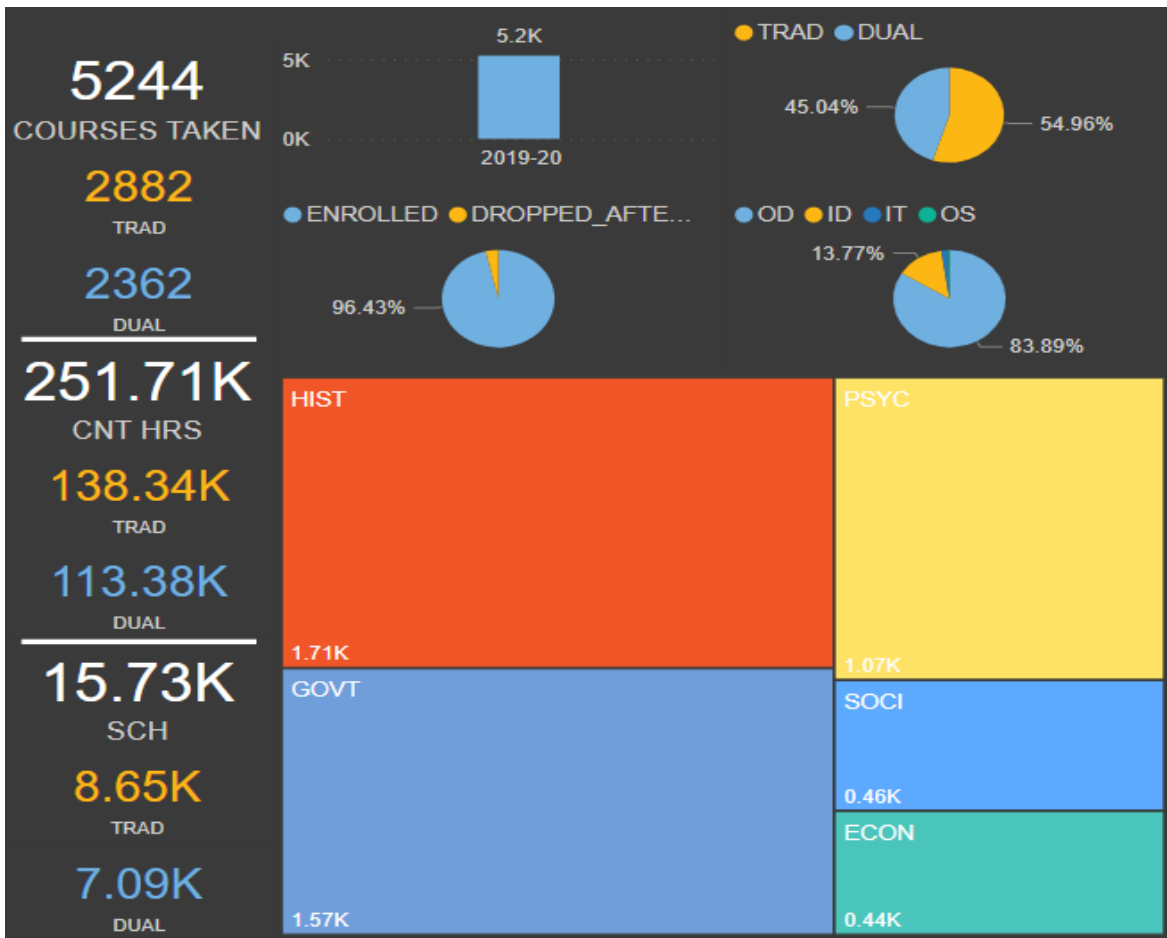
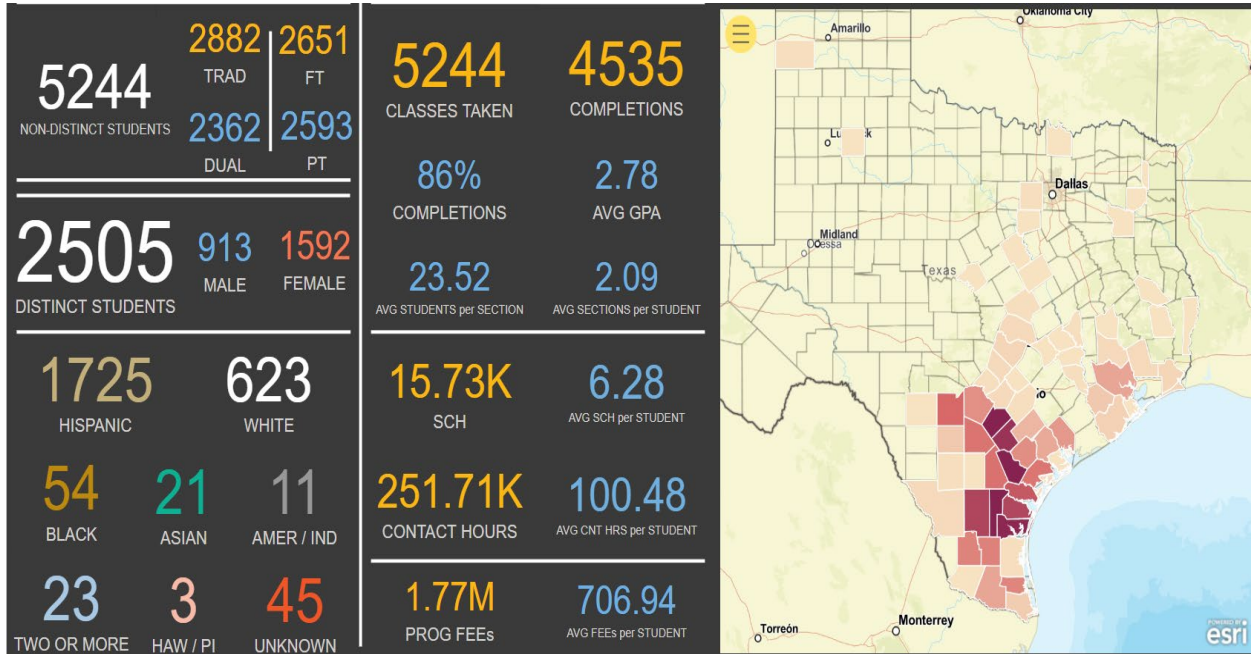




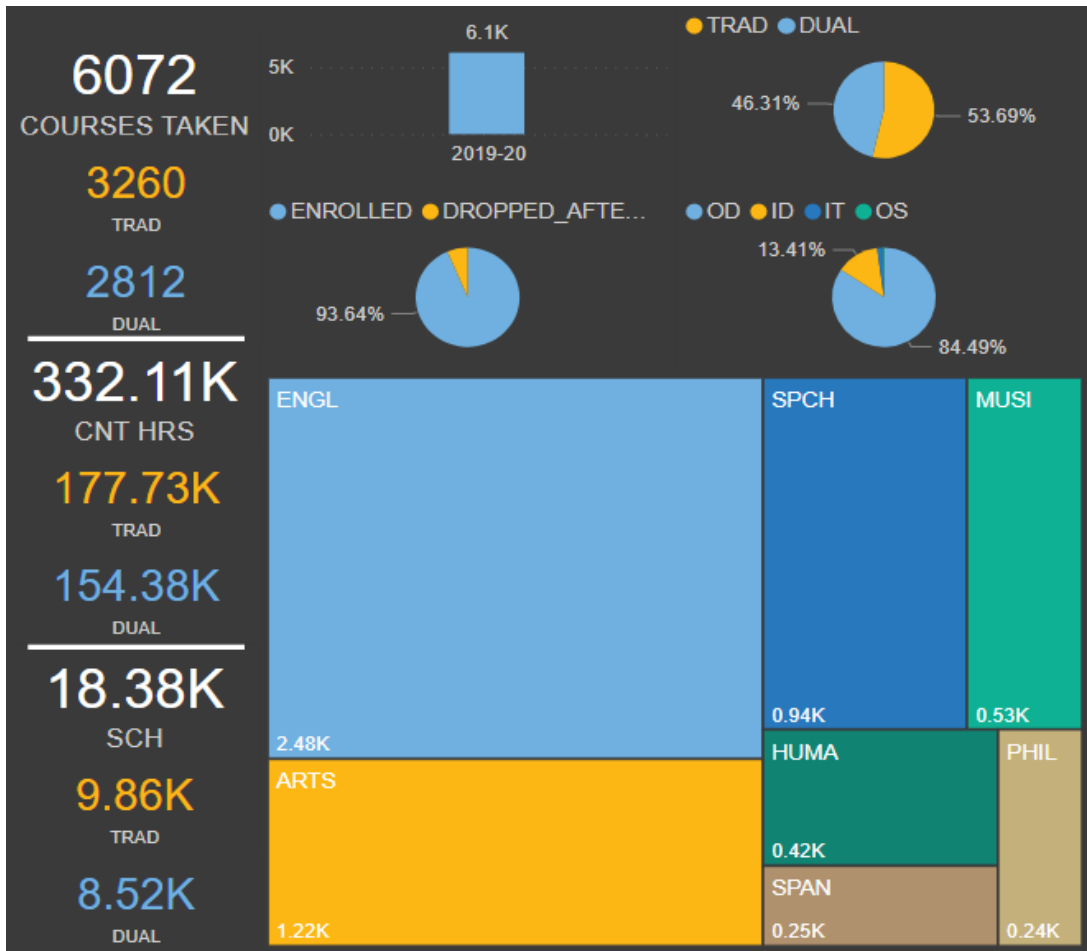
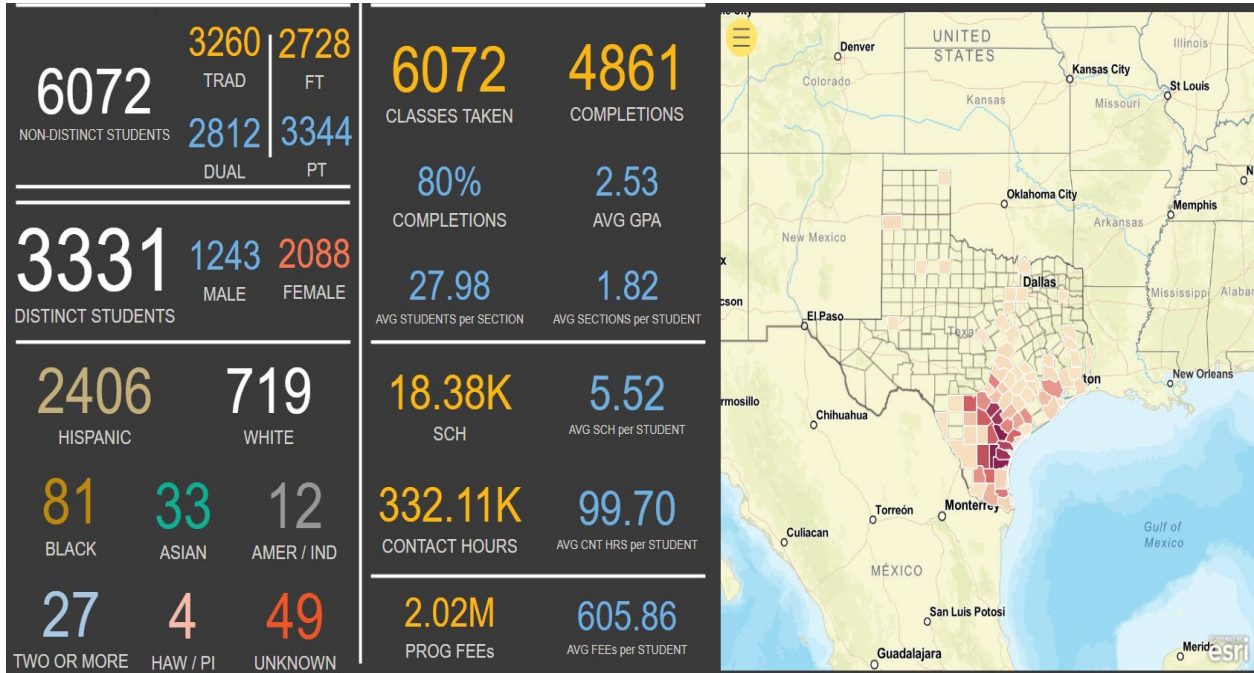
## Math, Science, and Kinesiology Division: 2019FA – 2020SU2



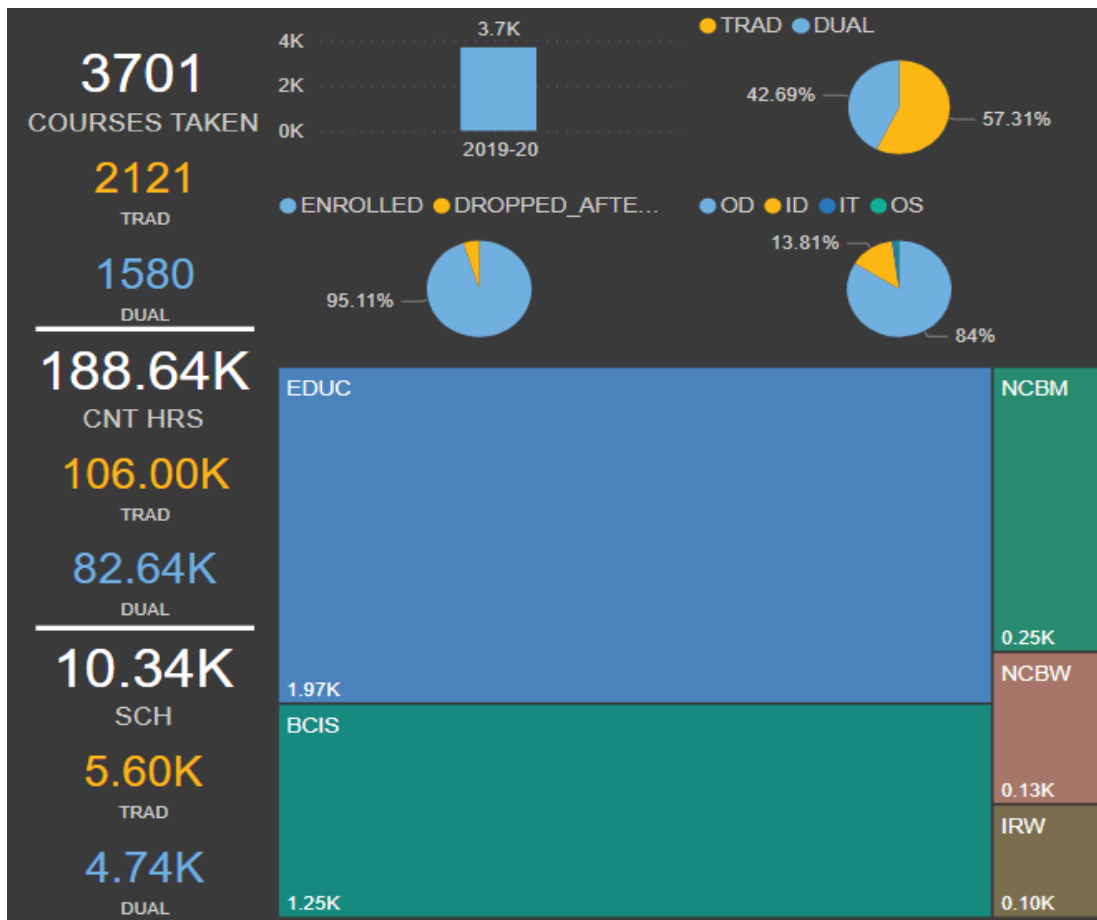
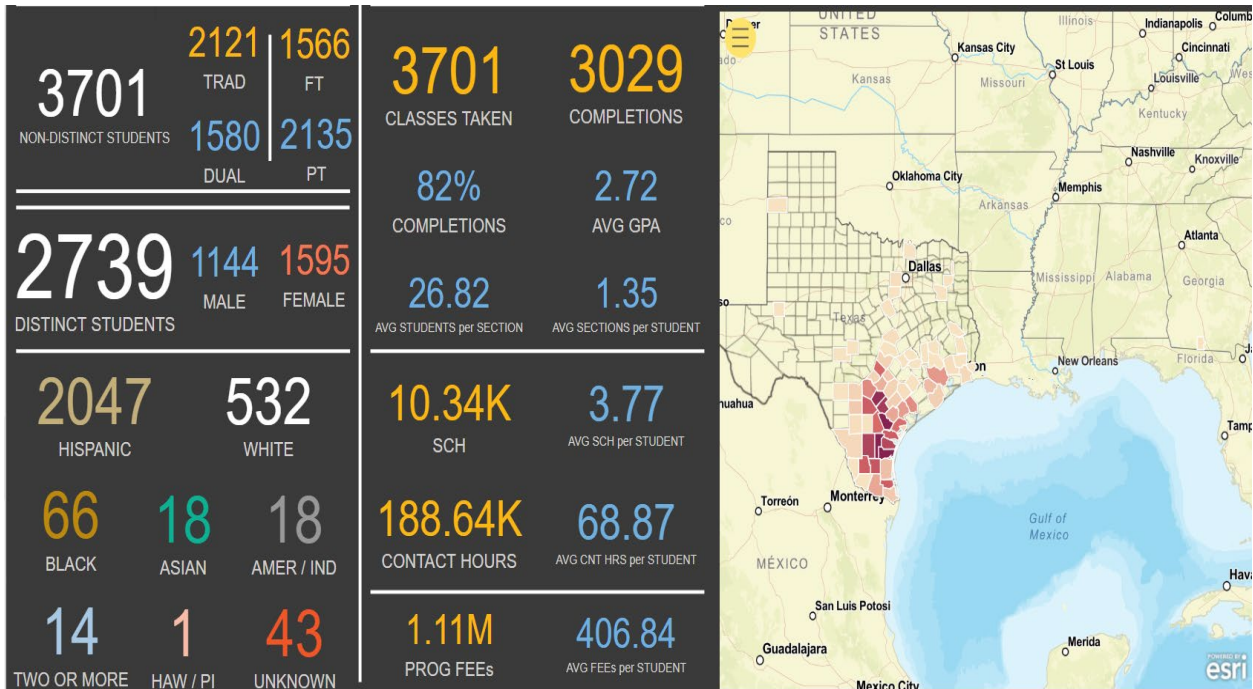
## Social and Behavioral Sciences Division: 2019FA – 2020SU2



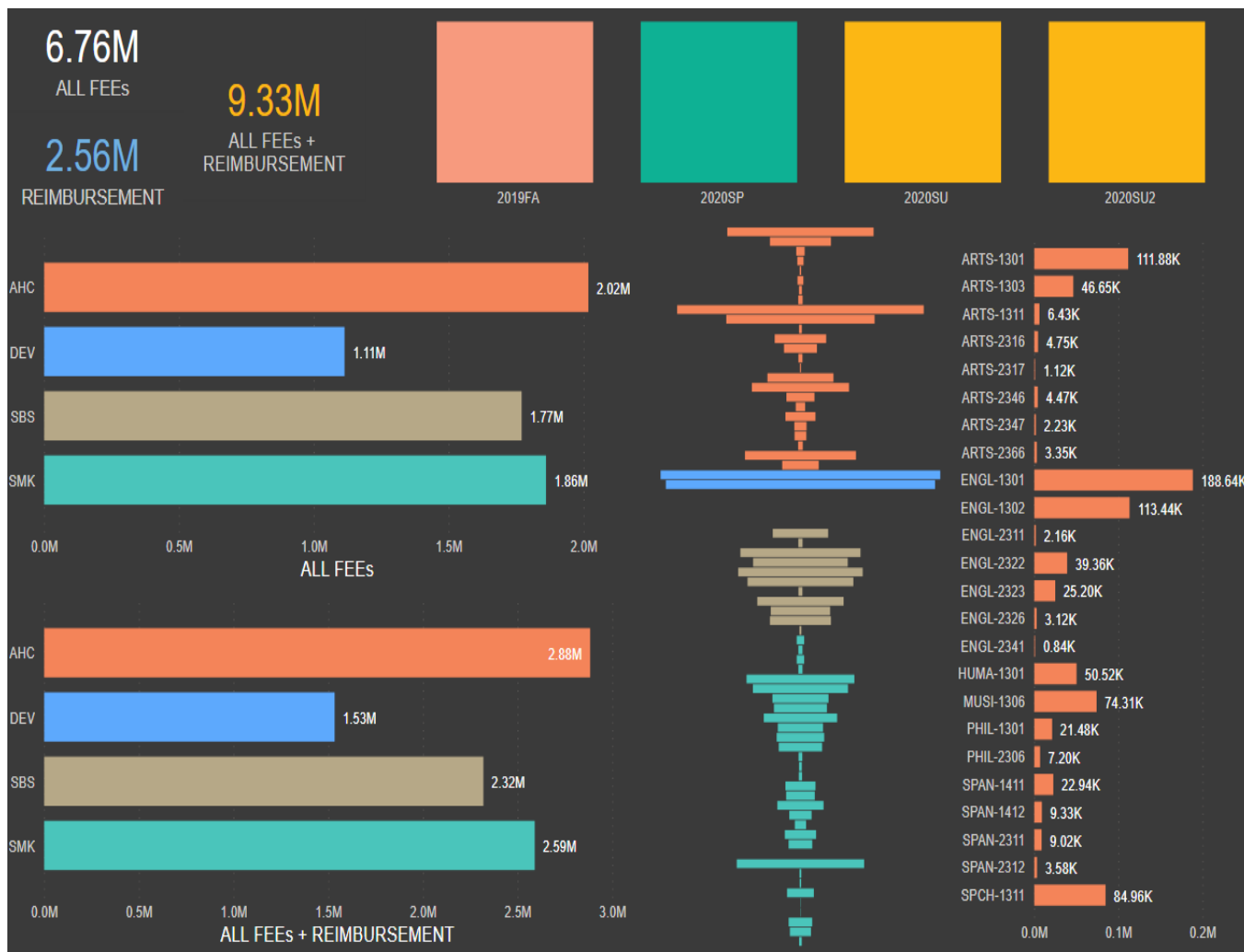
## Arts, Humanities, and Communication Division: 2019FA – 2020SU2



# Developmental Education/Component Area Option Division: 2019FA – 2020SU2



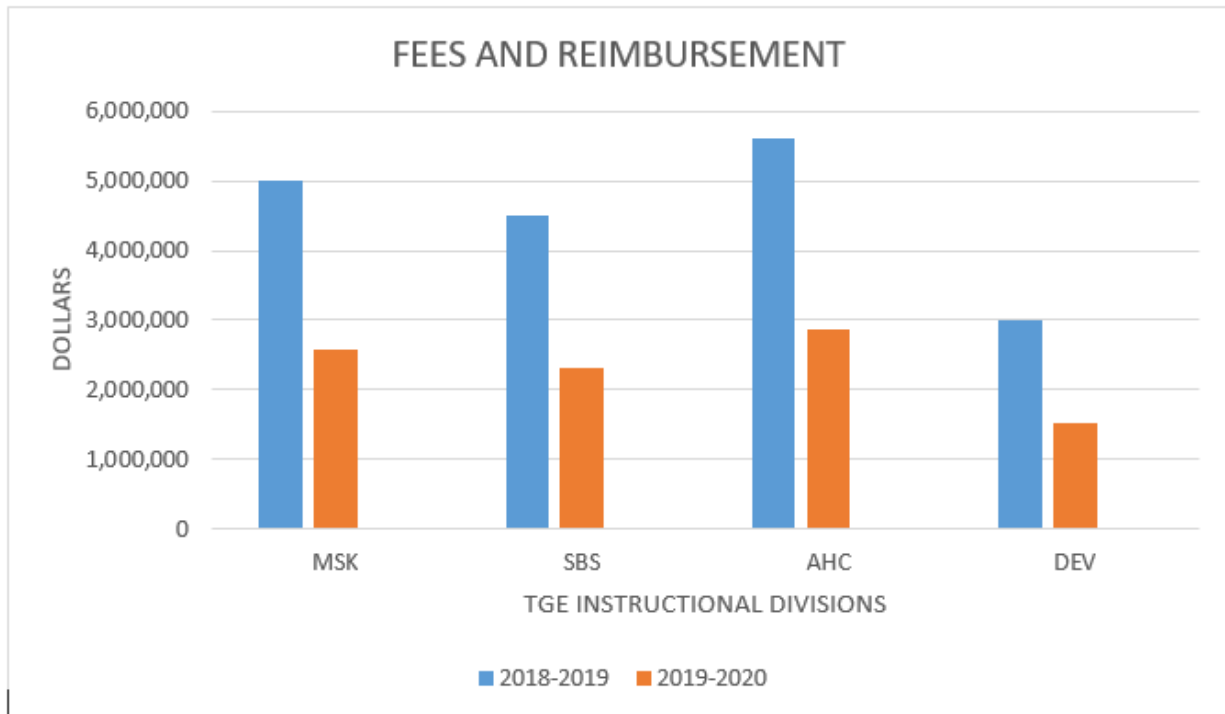
## Revenue Generated by TGE Instructional Division Fall 2019 – Summer 2, 2020



The Arts, Humanities, and Communications Division generated the most revenue during the 2019 Fall – 2020, Summer 2 period sampled. This pattern was also observed during the Fall 2018 – Summer 2, 2019 time period. During this academic year the following revenue was generated by all TGE Instructional Divisions:

- MSK: 5.0 million (Fees and Reimbursement)
- SBS: 4.5 million
- AHC: 5.6 million
- DEV: 3.0 million

The reduction in revenue during the 2019 – 2020 academic year is a reflection of the low enrollment resulting from the covid pandemic.



### C. Outcomes (Immediate, intermediate, long-term and ultimate)

1. Analysis/evaluation of program learning outcome assessment and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)

The TGE Instructional Unit program learning outcome assessment has been restructured and is an early developmental state. The first round of assessment took place in the Spring of 2020. Action Plans for Improvement were drafted and put into place in the Spring of 2021. The results of these actions plans as reflected in the Spring 2021 assessments will not be available until mid-May 2021. At this time the General Education Assessment Review Committee will analyze the results and produce the “Closing the Loop” annual assessment report. This report will detail the instructional plans that were implemented and their effect on student learning outcomes. This academic year will be the first year that CBC has initiated this fully comprehensive assessment process that integrates both General Education Competencies and Program Student Learning Outcomes.

2. Analysis/evaluation of course success rates and future direction/recommended improvements (address any related budgetary implication and related data should be included in appendix)

## Part III: Conclusions and Final Recommendations

### A. Describe the extent to which the program is meeting program, institutional and statewide goals and outcomes.

#### 1. Strengths

The TGE Instructional Unit has made great strides over the past two years. It is more organized, cohesive, and structured. The strong solidarity of the unit is one of its greatest strengths, there is a very strong overall team spirit. Another primary strength is the dedicated, experienced Division Coordinators. They display a tremendous work ethic and strong leadership skills.

#### 2. Areas of Improvement

The three primary areas of improvement over the last two years are as follows:

**Greater organization and the establishment of Division Coordinators** to provide more faculty input and involvement.

**Improved credentialing.** The credentialing form is now comprehensive, clearly displays the standards, and is user friendly. The overall credentialing process is more comprehensive and has multiple levels of approval built-in.

**Improved assessment.** The assessment model has been updated to a six step process that is easier for the faculty to navigate. All faculty are provided with a complete assessment manual that covers all aspects of assessment. Program Student Learning Outcomes have been defined and are now assessed by all TGE instructional divisions. In the past, only state mandated General education Competencies were assessed. The General Education Assessment Review Committee provides oversight throughout the process and a defined "Action Plan for Improvement" has been included in the process. An annual "Closing the Loop" report will be generated to document continuous student learning.

#### 3. Threats (external)

One of the greatest threats to the current operational structure of the TGE Instructional Unit is the expansion of dual-credit programs across the state and the move towards "grow your own" initiatives. ISDs are being encouraged to expand their dual-credit offerings and credential their own faculty. The Early College High School model will likely expand as more funding is provided to ISDs. This could have a strong impact on future enrollment trends as ISDs provide more coursework in-house.

#### 4. Opportunities (external)

Numerous external opportunities exist for the TGE Instructional Unit. External partnership need to be expanded and articulation agreements updated. Greater coordination between the TGE and CTE units needs to take place in order to refine scheduling and optimize student course offerings. CBC needs to continue its involvement with the Pathways Initiative to ultimately provide all students with an easy to navigate curricular map. Based on regional needs, programs need to be expanded to keep the college programs current and relevant.

## B. Final Discussion on the merit and worth of the program.

The TGE Instructional Unit is an integral part of the college's mission. It provides community members with freshman and sophomore level transfer and general education courses that apply towards an AA, AS, or AAS degree. Courses are delivered face to face, by internet, distance learning, and on-site at various ISDs. Developmental education courses in English and mathematics are also offered. This program is directly linked to Coastal Bend College's 2020 – 2025 Strategic Plan and CBC's Institutional Goal #1: "Coastal Bend College will provide equitable opportunities for lifelong learning and training needs by empowering students through engaging quality instruction, enhancing supportive learning communities; and providing comprehensive student-centered services and programs to ensure that students reach their aspirations."