

Program Review
For
Accounting Program
2016 / 2017

By
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I. The Program Overview

A. Mission of Program & link to College's Mission & Goals

The mission of the Accounting Program is to provide post-secondary workforce education training programs that prepare students to be employed successfully in a multitude of positions within the Accounting and Business industry. Accounting and Business personnel are essential members of the business team. The program offers a two year Associates of Applied Science degree, a one year Level I Certificate Business Administration: Accounting, and a one year Level II Certificate Business Administration: Accounting, thus allowing different levels of learning for students. The Accounting program's mission statement links to the Coastal Bend College Goal 3: Coastal Bend College will engage students and staff in support of our communities.

B. Historical Background and Unique Characteristics

Coastal Bend College has had an Accounting program as part of Workforce Education since the college was founded in 1965. The program has grown over the years and developed with what we have now. Throughout the 1970's -1985 the program was at its peak with 3 full-time Instructor's supplemented with adjunct Instructor's during a time of robust economic growth in the south Texas area. However from 1985-1995 we experienced a steady decline in student numbers resulting from a downturn in the south Texas economy. This downturn had an adverse effect, resulting from a decline in economic growth for at least a decade before we experienced an upturn in the economy. This had an effect on educational programs therefore, we experienced declines in student numbers followed by slight fluctuations in enrollment both increasing and decreasing, or simply maintaining the status quo throughout most of the mid-late 1990's and early 2000's. As the economy recovered and began to grow again from 2005 onward we experienced some of the best growth in student numbers in our program during 2005-2008. Much of this resulted from Accountants working in the field who were preparing for retirement or job turnovers in the workforce, thus creating a new demand for hiring to fill those positions along with some expansion of jobs in the industry as well. Then again another economic downturn seems to have affected our student population in 2008, causing some slight fluctuation in student enrollment. Yet, we have maintained the program to the best of our ability and we are now seeing an increasing interest in Accounting. Our area and regional employers have likewise gone through the business cycle with demand on an up and down scale. Despite a positive outlook in the oil & gas industry which has caused a hiring boom in business office jobs, we have not seen a notable increase in demand for Accountants and Bookkeepers.

The Coastal Bend College Accounting Program is unique in that we serve a 9 county rural service area over a 900 square mile area with one full-time Instructor and one or more adjunct Instructor(s) as needed. The dynamics of serving such a diverse area creates challenges for the students and instructional staff. Three factors have contributed to making this program work successfully: Distance Learning Technology, Instructor Generalization and Systematic Scheduling with some flexibility with courses and hybrid course offerings.

Distance Learning Technology

To address the need to make course offerings more flexible and available for students especially those that commute from surrounding areas, we developed distant learning course offerings in our program. We currently have 9 course offerings of distant learning courses which are available to our students. These courses are ACCT 2301 Principles of Management Accounting I, ACCT 2302 Principles of Management Accounting II, ACNT 1303 Introduction to Accounting, ACNT 1311 Intro to Computerized Accounting, ACNT 1313 Computerized Accounting Applications, ACNT 1329 Payroll and Business Tax Accounting, ACNT 1331 Federal Income Tax: Individual, ACNT 2302 Accounting Capstone, and ACNT 2330 Government and Non-Profit Accounting. We offer distance learning broadcasted via ITV to all 4 campuses in Beeville, Pleasanton, Alice and Kingsville. Although there is a population of students interested in Accounting throughout our service area, we have now concentrated our efforts with the Beeville campus as our headquarters and offering the online courses, as that has proved more efficacious.

In addition, we offer the ACNT 1303 course with area high schools on their campus for dual credit by contracting our full-time instructors to either teach at their facility or ours depending on the logistics and their requirements. We strive to remain innovative in our course offerings to serve our student population and meet the college's goals.

Instructor Generalization

Our current Instructor's both full-time and adjunct Instructor(s) are well trained and educated in their respective fields of endeavor as it relates to Accounting coupled with many years of practical work experience. Our program is designed to offer a general workforce education in Accounting with no specific areas of specialization. This allows us to cover over nine different fields of Accounting, all of which are common in our area as a field of endeavor. Our courses give students insight into the principles and techniques required for each of the different disciplines thus allowing the graduate to be able to work in any field of Accounting based on their interest and the current hiring market at the time of

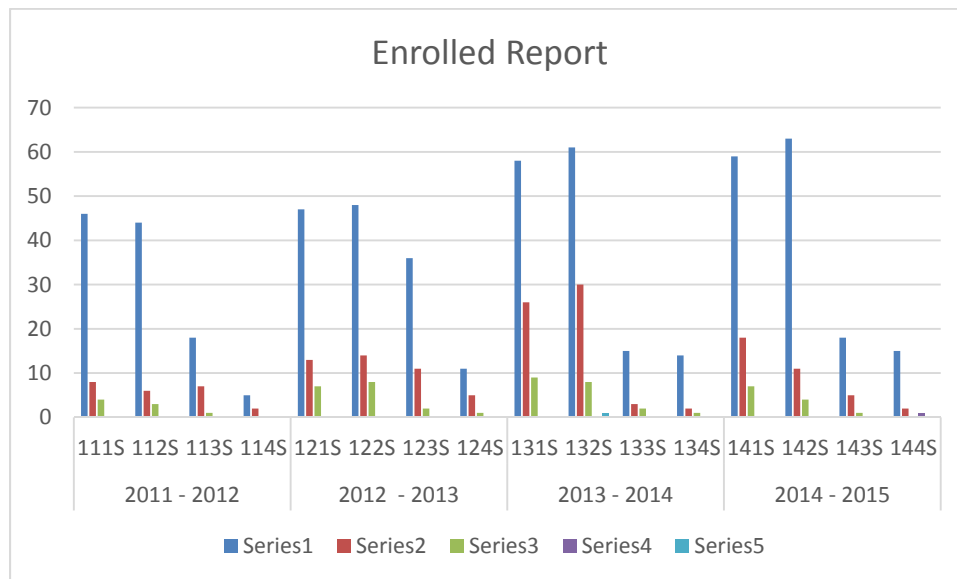
graduation. A general workforce education curriculum in Accounting allows our program to remain flexible with the courses we have in our course inventory. We offer the courses on a routine basis which coincides with the catalog, being a great help in scheduling.

Systematic Scheduling

Distance learning and Instructor generalization has helped to attain Systematic Scheduling with some flexibility. We strive to tailor our course offerings to allow students to complete the entire Accounting program in two years with an Associates of Applied Science degree. We remain flexible to offer night and day classes in our program. All of the courses are distance learning courses each semester.

C. Progress Since the Last Program Review

Our CBC Accounting program has produced 25 Associates of Applied Science degrees, 10 Certificate I and 5 Certificate II from 2011 – 2015. During 2014-2015 we experienced a slight decline from the previous school year with the greatest spike in total degrees and certificates in 2011-2012. Bar Chart indicates total enrollment from 2011 to 2015. The second chart indicates total students graduated.



| Year | Degree | ASSOCIATE OF APPLIED SCIENCE | Certificate | Certificate 1 | Grand Total |
|-------------|---------------------|------------------------------|-------------|---------------|-------------|
| 2011 - 2012 | 111S | | | | |
| | Accounting | 3 | | | 3 |
| | Accounting Level I | | | 1 | 1 |
| | Accounting Level II | | 1 | | 1 |
| | 112S | | | | |
| | Accounting | 5 | | | 5 |
| | Accounting Level I | | | 6 | 6 |
| | Accounting Level II | | 4 | | 4 |
| 2012 - 2013 | 121S | | | | |
| | Accounting | 1 | | | 1 |
| | 122S | | | | |
| | Accounting | 6 | | | 6 |
| 2013 - 2014 | Accounting Level I | | | 1 | 1 |
| | 131S | | | | |
| | Accounting | 1 | | | 1 |
| | 132S | | | | |
| | Accounting | 5 | | | 5 |
| 2014 - 2015 | Accounting Level I | | | 1 | 1 |
| | 141S | | | | |
| | Accounting | 1 | | | 1 |
| | Accounting Level I | | | 1 | 1 |
| | 142S | | | | |
| | Accounting | 3 | | | 3 |
| | Grand Total | 25 | 5 | 10 | 40 |

Industry Trends

In our profession of education we strive to develop innovative methods for reaching out to industry and providing opportunities for our students. One of the ways that we have done this in our Accounting program is to reach out to the industry for internships. We contacted all of the accounting and tax firms in the Beeville area and discussed the program and what it has to offer with the accountants. They were interested in offering some type of internship to those students interested. In addition, making connections with these companies, allows us, as Instructors to keep abreast of industry needs. Overall, this should create more jobs and additional educational opportunities.

Additionally, our Accounting Department will be hosting a VITA site at Coastal Bend College in Beeville, Alice, Pleasanton and Kingsville. VITA (Volunteer Income Tax Assistance) is designed to offer a free tax preparation service for the underserved as well as hand on training for accounting students serving the community. This program is designed to service low to moderate income individuals, the elderly, persons with disabilities, and the limited English speaking. The VITA program has grown nationwide since it was established in 1971. Also, students will be gaining experience by providing free Notary service to the community during hours of operation at the VITA site.

Strengths, Weaknesses, Opportunities, & Challenges

Strengths

Lead instructor is proactive in setting up a system to keep growing the Accounting department for example: implementation of the VTIA Program and Notary Public Certification.

Students in the Accounting Program are placed in key roles of employment in the industry before or after graduation.

Accounting students gain experience through hands on training.

Weaknesses

Academic classes are being taught online instead of face to face, whereby, students have concerns and complains about the instruction.

The Accounting department is in dire need of an experienced Accounting Instructor pertaining to the academic classes.

Opportunities

Increase hands on opportunities for students.

New demographics and locations for recruitment are available.

Increase enrollment by offering more night classes.

Implementation of CE course offerings including but not limited to Saturdays.

Challenges

Meeting the 60X30TX goals.

Learning capabilities of the younger generation verses the mature and older generation.

Keeping up with innovative and technology in the accounting industry.

COST OF OWNERSHIP

In any business endeavor, once one has committed to the success of a venture, one must stay on task to continue to perform the work required to make that venture continue to be successful. Income is generated by the Accounting Program by three different programs. The 2 - Certificate Programs and the Associates Degree Program. The certificate program is a one year, two semester duration. The A.A.S. degree program is a two year (four semesters) duration which takes about two years to complete. The certificate program level 1 consists of 30 credit hours, the certificate program level 2 consists of 42 credit hours, and the A.A.S. degree program consists of 60 credit hours. The 30 credit hour certificate program consists of the following courses: EDUC 1300, POFI 1301, ACNT 1303, ACNT 1329, POFT 1319, ACCT 2301, ACNT 1311, ACNT 1331, BUSI 1301 and POFI 1341. The 42 credit hour certificate program consists of the following courses: ACNT 1303, ACNT 1329, POFT 1319, ACCT 2301, ACNT 1311, ACNT 1331, BUSI 1301, POFI 1341, ACCT 2302, ACNT 1313, ACNT 2302, ACNT 2330, or BMGT 1382, and POFT 1313. The A.A.S. degree cost analysis is figured on the academic side for these required academic courses in the program: ENGL 1301, ELECT Math, ELECT Natural Science, ELECT Humanities and Fine Arts, ELECT Social Behavior, Computer Competency Exam, and EDUC 1300.

The income for the Fall Semester 2015 consists of \$5.00 per contact hour estimated times 33 per student contact hours' time sixteen weeks equals 528 contact hours; therefore, multiplying 528 contact hours by \$5.00 would equal \$2,640.00 per student. However, if you consider p. 31 of the CBC catalog the estimated average revenue per student is \$2646.00 Annually for Bee County Residents and Out-of-District Residents is \$4,506. In 2015 there were 78 students enrolled including Dual Enrollment. 2016 data is currently pending. Having said there were seven students that graduated in May 2016 with their A.A.S. degree.

At an operating cost of approximately \$76,350.00, our Accounting program is operating with a positive outlook being that our operating cost is low increasing revenue for the institution. These calculations illustrate that we are generating positive earnings (financial gain) for the institution which as a non-profit educational institution, the realization that any excess revenues earned as profits are allocated for other needed areas for program budgets, administration, building services and misc. utilities and other overhead costs. In addition, if managed properly as we believe in our administrative and managerial staff that some of these funds will be re-invested back into the program for continued support for the success of our program. Also, during times of decreasing enrollment based on some difficult years, given some years of positive cash flow such as this year, in the event of a decrease in revenues the institution should still support and sustain the Accounting program for continuance in delivering a quality workforce and educational program in a viable field. Our students will always come first as they are our primary customers, and thus our constituents in industry and educational support programs are all tied to the success of our graduates in the field of Accounting. There will always be a strong need for skilled Accountants, to work in the dynamic field of the business industry. In the built environment that we live in during these modern times will require skilled accountants and business office personnel capable of completing accounting and business office functions as our CBC Accounting graduates are being employed throughout the USA and worldwide.

Equipment Needs:

Need the following equipment in doing Tax preparation under VITA services: During off season the computers, printers and shredders can be utilized by other departments for student needs.

- 8 desktop computers or laptops – 2 computers for Beeville, 2 computers for Alice; 2 Kingsville and 2 Pleasanton (They do not need any special software, other than internet connection.) - \$2000 each x 8 = \$16,000
 - 4 printers - \$250 printer x 4 = \$1000
 - 4 shredders - \$250 x 4 = \$1000
- Total amount needed \$18,000

Proposed Budget Request for FY 2016/2017

| | |
|--|--------------------|
| Faculty Salary (Full Time) | \$44,000.00 |
| Adjunct (Part Time) | \$ 8,000.00 |
| Capital Equipment | |
| Equipment needs | <u>\$18,000.00</u> |
| Supplies | \$ 1,000.00 |
| Annual Advisory Meeting | \$ 350.00 |
| Travel Inter-Campus | \$ 1200.00 |
| Accounting Education Conferences | \$ 1800.00 |
| Capstone | |
| (\$25 per student) | \$ 200.00 |
| VITA 2-Day Training (Breakfast & Lunch) | \$ 600.00 |
| VITA Travel (Meetings & Setup) | \$ 800.00 |
| VITA Student Appreciation (Meal & Award) | \$ 800.00 |
| Recruiting Travel (Out-of-town) | <u>\$ 600.00</u> |
| <hr/> | |
| Total | \$77,350.00 |



Program Review
For
Economics/Government/History

Fiscal Year 2016



PROGRAM DESCRIPTION AND CURRENT STATUS

The Economics/Government/History unit of the Behavioral and Social Sciences Division is an integral part of Coastal Bend College and Academics Division. It is consistently one of the larger units/departments in terms of student enrollment and contact hours.

The Economics/Government/History unit of the Behavioral and Social Sciences Division serves the following roles:

1. It provides educational courses of collegiate rigor to develop a full well-rounded individual in the fields of Economics, Government, and History.
2. It engages students and staff in support of our communities via service learning projects and community involvement.
3. It continues to explore the cutting edge of course delivery and design through its use of some of the most advanced distance learning techniques and course management/delivery systems such as Pearson Revel (History and Government).
4. It effectively and efficiently uses resources by using budgetary funds appropriately.

The Economics/Government/History unit provides the following services/functions:

- The unit serves both traditional and nontraditional students at all four campuses and sites within the Coastal Bend College system.
- Full time faculty and qualified adjuncts serve the needs of dual credit students from high schools in approximately 40 school districts.
- Provides instruction in every modality including: face to face, internet, distance learning, and hybrid.
- Courses taught in Economics include ECON 2301- Principles of Macroeconomics and ECON 2302- Principles of Microeconomics.
- 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 Economics/Government/History unit is staffed by the following:

Full time – (4)

Richard Carrera- Government/History (Beeville Campus)

Karl Clark- Government/History (Alice Site)

Kim Garza- Government/History (Kingsville Site)

George Guidry- Economics/Government & Division Coordinator (Kingsville Site)

Part Time - (1)

Jarod Bleibdrey- History (Beeville Campus, shared with Criminal Justice Dept.)

Adjuncts - (9)

Billy Adams- History (Internet), Julie Brandt- Government (Alice High School), Joseph Eberhard- History (Alice High School), John Kidd- History (A.C. Jones High School), Shari Janak- History, (Goliad High School), Rose Losoya- Government (Internet) Lydia Ortega- Economics (Internet), Larry Wade- Government/History (Internet), Sharon Wilson- History (Ben Bolt High School, Internet)

UNIT GOALS

The primary goals of the Economics/Government/History unit of the Behavioral and Social Sciences Division are to provide quality instructional services to CBC students, increase student success, be involved in our community, and utilize resources for the maximum benefit of our students and institution.

This aligns with the Vision of the College District, “Keeping Student Success in Sight”, specifically **Goal #1** to offer a quality educational experience for all students, **Goal #2**, to provide comprehensive services to increase overall student success, **Goal #3**, engage students and staff in support of our communities, **Goal #4**, to effectively and efficiently use resources to benefit our students.

In order to achieve these goals, the division has set specific measures and targets to assess efficiency and effectiveness.



UNIT STRENGTHS, WEAKNESSES, OPPORTUNITIES, & THREATS

Goal #1 to offer a quality educational experience for all students

A measurement of student learning is assessed each semester via the institutional effectiveness process. Core objectives measured include 1) critical thinking, 2) communication, 3) empirical and quantitative skills, and 4) social responsibility. These objectives are assessed and measured via a written assignment. The results are documented in a 5 column model. The institution has been refining the IE process with several changes made in the process and reporting. This has caused some confusion and may be a factor in some of the measurements not meeting the standard. Faculty members are learning that assessments used in the past may have been unclear and that measuring too many objectives is not the best method in determining student learning. The table below shows student learning outcomes with the target being 70%. Though some courses did not meet the 70% target in some semesters when taking an average of the academic year all disciplines with the exception of ECON met the target.

Student Achievement of SLOs

| | Fall 2014 | Spring 2015 |
|-----------|------------------|--------------------|
| ECON 2301 | 61% | 68% |
| GOVT2305 | 73% | 79% |
| GOVT2306 | 75% | 69% |
| HIST1301 | 80% | 73% |
| HIST1302 | 87% | 85% |

Goal #2, to provide comprehensive services to increase overall student success

The unit is committed to helping students succeed. Faculty members are available to assist students in learning, navigating Blackboard, advising, tutoring and Early Alert referrals. Full time faculty members advised an approximate of one hundred and ten (110) students during the 2014-2015 academic year. Additionally, in an effort to provide resources and/or an intervention to students, a total of thirteen (13) Early Alert referrals were submitted in the spring 2015 semester.



Goal #3, engage students and staff in support of our communities

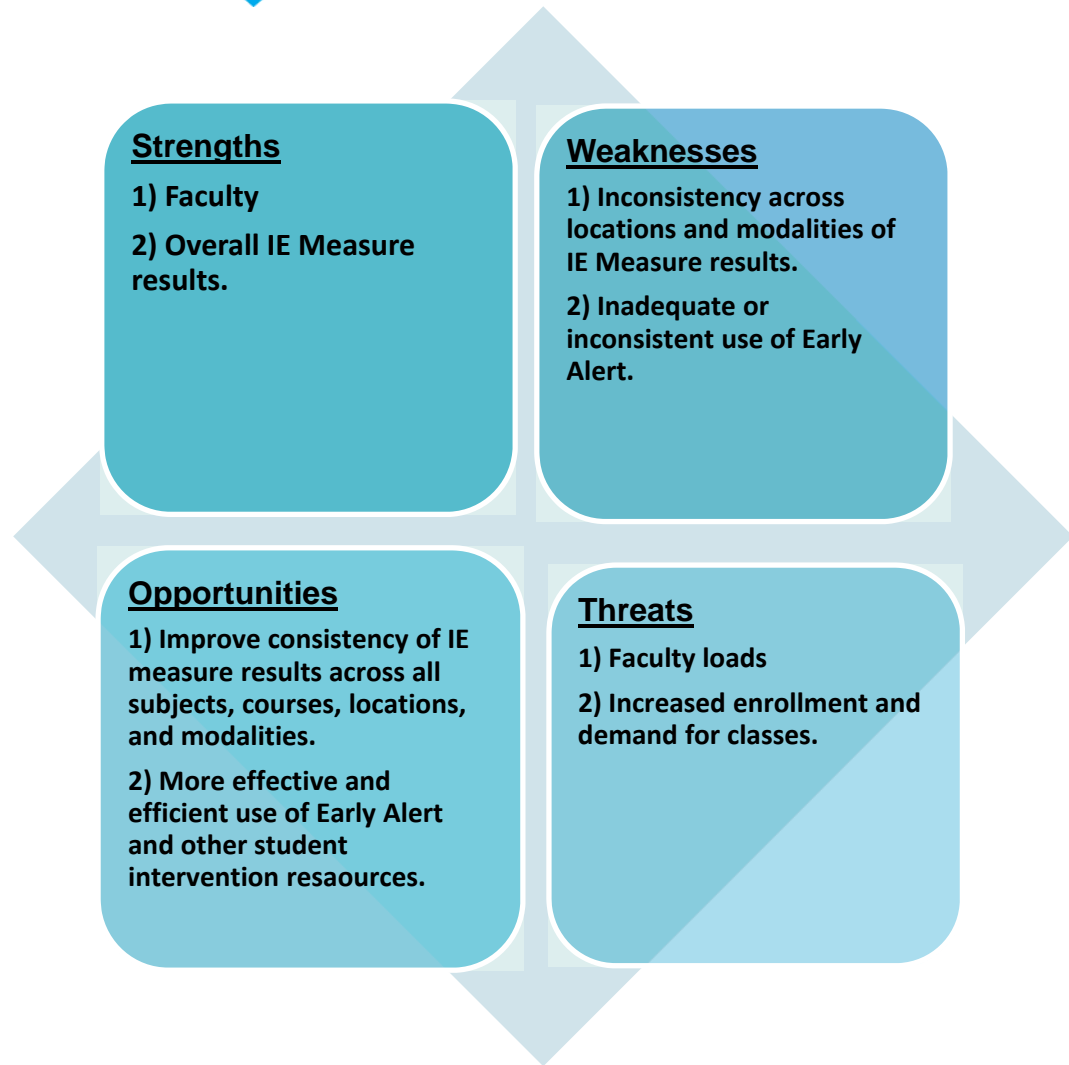
The division makes an effort to be involved in the community and also to involve students in the community. Faculty member (Rea) wrote a collaborative grant with History instructor (Bleibdrey) emphasizing a student service learning program with the Bee Historical Museum. They were awarded the CBC Foundation Innovative Teaching Grant for the spring 2015 semester. History students visited the museum throughout the semester to volunteer hours in collecting, identifying and cataloging various museum artifacts all while learning about the items' historical significance. Additionally, Professor Karl Clark at the CBC Alice site invited community members including the Mayor to speak with CBC students. The Mayor selected several students as representatives and members to community organizations/projects. Students were introduced to community involvement, service projects, and applied knowledge of classroom/textbook material.

Goal #4, to effectively and efficiently use resources to benefit our students

The division stayed within the allotted budget during the 2014-2015 year. In addition to regular funds the division acquired a grant of \$1,500 for an Innovative Teaching Project. All funds directly impacted the delivery of instruction to students.

SWOT Analysis

- In addition to the goals presented above, the Economics/History/Government unit performed a SWOT analysis. The Economics/History/Government Unit uses the SWOT Analysis as a guide toward achieving continuous quality improvement. The SWOT analysis has identified the following strengths, weaknesses, opportunities, and threats:



- **Strengths**

The Economics/Government/History unit benefits greatly from the current faculty. Faculty consistently collaborates with one another seeking ways to improve instruction and generally responds quickly and efficiently to requests and needs of the department with little hesitation or complaint. They often travel to other campuses or sites to meet personally with students in DE classes. Faculty also works well with Dual Credit partner high schools, often visiting the schools and students in order to build better relations.

Another strength of the unit is the overall results of the Institutional Effectiveness (IE/5 Column Model) measures. In particular, History and Government both exceeded the standard for all courses measured. Although Economics came up



just short of the 70% standard, analysis is underway to determine an appropriate remedy. Below is a table to show student achievement on student learning objectives for fall 2014 and spring 2015 semesters. The target was 70%.

Student Achievement of SLOs

| | Fall 2014 | Spring 2015 |
|-----------|------------------|--------------------|
| ECON 2301 | 61% | 68% |
| GOVT2305 | 73% | 79% |
| GOVT2306 | 75% | 69% |
| HIST1301 | 80% | 73% |
| HIST1302 | 87% | 85% |

- **Weaknesses**

The Economics/Government/History unit is currently working to improve on the weakness related to inconsistencies across locations and modalities in the results of the Institutional Effectiveness (IE) measures. Analysis of the Institutional Effectiveness measure results indicate that while the overall results are generally good, there are variations, sometimes wide variations, in the results among the different locations and/or modalities.

Another weakness is inconsistency in the utilization of the Early Alert program. Data provided by the Early Alert program indicates that use of the program is utilized in some semesters (Spring 2015) and nonexistent in others (Fall 2014). This could well be a source of the inconsistencies in the results of the Institutional Effectiveness measures and certainly a service that faculty want to share with students. Faculty is making a concerted effort to utilize this service more in the coming semesters.

- **Opportunities**

Opportunities for quality improvement exist in the Institutional Effectiveness measures and in utilization of the Early Alert program. These areas identified as weaknesses above in fact represent opportunities for improvement.



In order to improve the quality of the Institutional Effectiveness measures, an analysis of the appropriateness of the measures and the instruction related to the measures has begun. This analysis includes consideration of the validity of the measures and whether they address both the Core Objectives as outlined by the state and the student learning outcomes as defined by the ACGM. Another consideration is the effectiveness and appropriateness of the instruction related to the IE measure. A final primary consideration is the student population itself. Coastal Bend College serves a diverse student population and different needs and strengths of the students must be considered if they are to be successful.

- **Threats**

The Economics/Government/History unit is faced with the following threats: faculty loads and increasing enrollment/demand for classes. These two threats are directly linked.

In the 14-15 year and currently, full time faculty in economics, government, and history are at maximum load of 9 classes. Additionally, part time and adjunct instructors are also at their maximum allowed teaching hours. Many of the classes, particularly internet classes that serve dual credit students, are at or above the capacity of thirty five students. There exists a very real possibility that it will not be possible to meet the student demand for classes unless we hire additional full time faculty members in economics, government and history. See charts below and attached faculty load reports.

Directly related to the faculty loads is the increasing demand for classes as a result of growth in enrollment numbers generally and dual credit student numbers specifically. The increase in dual enrollment students particularly impacts demand for classes in History 1301 and 1302, Government 2305, and Economics 2301 as these courses represent credits students need for high school graduation.

DATA ELEMENTS TO SUPPORT SWOT ANALYSIS

The tables below represent the full time faculty loads and contact hours indicating the need for additional faculty members in the disciplines of ECON/GOVT/HIST. The obvious trend is increasing contact hours and increasing loads within the last three semesters. The current semester of spring 2016 is no different with full time faculty



members continuing to be over capacity. The figures below are for full time faculty members and do not include the contact hours and loads of one part time instructor and nine adjunct instructors. Those instructors also taught at capacity during these semesters and continue to do so at the current time.

Reasons for the current situation include: 1) increased enrollment with a high demand for core classes in ECON/GOVT/HIST and 2) the non-filled full time vacancies of 3 faculty members (Massey, Shelton, Herlihy) after the 13-14 academic year. The department has requested filling at least one of these vacancies in previous program reviews.

Fall 2014

| | Contact Hours | Faculty Load |
|------------|----------------------|---------------------|
| R. Carrera | 597 | 18 |
| K. Clark | 726 | 24 |
| K. Garza | 702 | 24 |
| E. Guidry | 660 | 24 |

Spring 2015

| | Contact Hours | Faculty Load |
|------------|----------------------|---------------------|
| R. Carrera | 600 | 21 |
| K. Clark | 912 | 24 |
| K. Garza | 756 | 27 |
| E. Guidry | 837 | 24 |

Fall 2015

| | Contact Hours | Faculty Load |
|------------|----------------------|---------------------|
| R. Carrera | 816 | 24 |
| K. Clark | 801 | 27 |
| K. Garza | 738 | 27 |
| E. Guidry | 651 | 27 |



The ECON/GOVT/HIST departments are intermingled as its faculty is multi-disciplined and able to teach in more than one area. There are four full time faculty members, one part time instructor, and nine adjunct instructors for a total of fourteen faculty members. The table below indicates the breakdown of faculty members.

Instructor Breakdown

| | Number of Instructors | Percentages |
|---------------------------------|------------------------------|--------------------|
| Full Time Instructors | 4 | 29 |
| Part Time & Adjunct Instructors | 10 | 71 |
| Total Instructors | 14 | 100 |

RECOMMENDATIONS AND JUSTIFICATION

STAFFING: Strengths, Areas for Improvement, Future Direction

At the current time, staffing for the Economics/Government/History unit of the Behavioral and Social Sciences Division is determined to be inadequate given the combination of faculty loads and increasing enrollment/demand for classes identified in the SWOT analysis.

In the fall 2015 semester full time faculty members had contact hours ranging from 651-816 and loads of 24-27. The current spring 2016 semester is similar. With anticipated future enrollment growth it is expected that faculty contact hours and loads will remain at this high level and/or climb higher.

Fall 2015

| | Contact Hours | Faculty Load |
|------------|----------------------|---------------------|
| R. Carrera | 816 | 24 |
| K. Clark | 801 | 27 |
| K. Garza | 738 | 27 |
| E. Guidry | 651 | 27 |



The request is being made for two full time instructors to be housed at the Beeville campus. Each instructor should be qualified to teach some combination in the fields of economics, government, and/or history. This would enable the department to fulfill existing class demands while maintaining reasonable faculty loads and accommodate some level of future growth in class demand resulting from increased enrollment.

The cost associated with the hiring of two additional faculty members is estimated at \$40,000 each for a total of **\$80,000**.

This request is substantiated by the previous tables indicating faculty loads, contact hours and percentages of full time/part time/adjunct instructors.

FY2016- Staffing Budget Request

01-2700-03-56000 Faculty \$80,000.00 2 new FT faculty members

EQUIPMENT: Strengths, Areas for Improvement, Future Direction

As a part of the self-study process, the Economics/Government/History unit completed a physical inventory of its equipment. The primary equipment needs of the unit are adequately met and there is no current need for additional equipment.

FY2016- Equipment Budget Request

00-0000-00-0000 Equipment \$00,000

Supplies

Supplies necessary for the Economics/Government/History unit at this time consist of general office supplies. There are no special supplies that are needed. Four full time instructors @ \$125.00 per instructor for supplies= **\$500.00**

FY2016- Supplies Budget Request

01-2700-01-57500 Supplies \$500.00



Travel

Anticipated travel during the fiscal year will include the following:

1. Funds to send professors to Mathis High School two times per week each week during the fall and spring semesters. This is required as part of the MOU Coastal Bend signed with Mathis High School and is non-negotiable. This is estimated at 104 miles (52 each way per Mapquest) @ .575 per mile = \$59.80 per trip X 64 trips (32 each semester) = **\$3827.20.**
2. Travel to various high schools by faculty to meet with dual credit and distance learning students. This varies from semester to semester. However, on average it constitutes approximately **\$5,500.00** based on the 2015 fiscal year revised budget.
3. Funds to send Karl Clark, TCCTA Representative, and one other faculty member (on a rotating basis) to the TCCTA conferences. This is calculated at \$700.00 per person per conference. Mr. Clark attends two TCCTA conferences per year (\$1400) and another faculty member will attend one TCCTA conference (\$700) for a total of **\$2100.00**

FY2016- Travel Budget Request

01-2700-02-58000 Travel \$11,427.00

Other Operating Expenses

The Economics/Government/History unit of the Behavioral and Social Sciences Division currently assumes no additional operating costs.

FY2016- Other Operating Expenses Budget Request

00-0000-00-0000 Other Operating Expenses \$00,000



FACILITIES: Strengths, Areas for Improvement, Future Direction

The Economics/Government/History unit's facilities needs are primarily classrooms, distance learning rooms, and offices for faculty. There are no needs in this area at the current time.

CONCLUSION

The Economics/Government/History unit of the Behavioral and Social Sciences Division remains committed to goals of Coastal Bend College and is dedicated to the service of our students and communities. The unit is strong and has done an excellent job of meeting the demands of increased enrollment even with a shortage of faculty members. The faculty members in the unit have accepted extra classes and larger class enrollments all while providing quality instruction and individualized attention and care to the students. The unit has delivered quality, collegiate rigor classes to CBC students and additionally supported the needs of these students with tutoring referrals, student advising, community involvement and many other services.

The important requests in this program review are for funding of two full time faculty members in the areas of economics, government, and history. These positions would alleviate overloads and high enrollment classes. Additionally, hiring of new faculty members would facilitate a smooth transition into future enrollment growth. The other area needing funding is travel and this is necessary to meet the agreements with ISD partnerships and for faculty development through conference attendance.

Works in progress for the unit will be institutional effectiveness and accurate measurement of student learning. Faculty members will continue to work together in refining assessments, developing/using grading rubrics, analysis of data and use of results. Additionally, course enhancements with technology (REVEL and other software programs) will be reviewed and incorporated into classes as it deems beneficial to CBC and students.



Program Review

For

Social & Behavioral Sciences

2015/16



PROGRAM DESCRIPTION AND CURRENT STATUS

The Social and Behavioral Sciences includes the disciplines of psychology and sociology. The Social and Behavioral Sciences division serves the following roles 1) provides courses in psychology and sociology, 2) provides educational courses of collegiate rigor to develop a full well-rounded individual 3) engages students and staff in support of our communities via service learning projects and community involvement, and 4) effectively and efficiently uses resources by using budgetary funds appropriately.

The Social and Behavioral Sciences division unit provides the following services/functions:

- Serves college freshmen, sophomores, dual credit, transient and personal enrichment students.
- Serves dual credit students from several ISDs.
- Delivers courses face to face, internet, distance learning, and on high school campuses.
- Courses taught in psychology include: 2301-General Psychology; 2314-Human Growth and Development; 2315-Psychology of Adjustment; 2317-Statistical Methods in Psychology; 2319-Social Psychology; and 2389-Academic Cooperative.
- Courses taught in sociology include: 1301-Introduction to Sociology; 1306-Social Problems; 2301-Marriage and the Family; 2319-Minority Studies; and 2389-Academic Cooperative.

The Social and Behavioral Sciences division is staffed by two (2) full time instructors (Rea and Isassi) and three (3) adjunct instructors (Brown, Denver-Potter, Smith).



UNIT GOALS

The primary goals of the Social Sciences Division are to provide quality instructional services to CBC students, increase student success, be involved in our community, and utilize resources for the maximum benefit of our students and institution.

This aligns with the Vision of the College District, "Keeping Student Success in Sight", specifically Goal #1, to offer a quality educational experience for all students, Goal #2, to provide comprehensive services to increase overall student success, Goal #3, engage students and staff in support of our communities, Goal #4, to effectively and efficiently use resources to benefit our students.

In order to achieve these goals, the division has set specific measures and targets to assess efficiency and effectiveness.

UNIT STRENGTHS, WEAKNESSES, OPPORTUNITIES, & THREATS

Goal #1: To provide quality instructional services to CBC students.

A measurement of student learning is assessed each semester. Core objectives measured include 1) critical thinking, 2) communication, 3) empirical and quantitative skills, and 4) social responsibility. These objectives are assessed and measured via a written assignment. The results are documented in a 5 column model template (see attached). The data from 14-15 indicated below show that the division exceeded the goal of 70%. After faculty discussion, changes in the assignment were implemented in the spring semester to see if the student learning rate would increase. As documented in the 5 column model there was an increase in percentage of measurement.

| | | |
|------|----------------|------------------|
| SOCI | Fall 2014: 74% | Spring 2015: 94% |
| PSYC | Fall 2014: 76% | Spring 2015: 97% |

Goal #2: To increase student success.

The Social and Behavioral Sciences division is committed to helping students succeed. Faculty members are available to assist students in learning, navigating Blackboard, advising, tutoring and Early Alert referrals. Full time faculty members advised an



approximate of thirty students during the 2014-2015 academic year. Additionally, in an effort to provide resources and/or an intervention to students, a total of forty-three Early Alert referrals were submitted in the fall semester. Please see Early Alert Fall 2014 Report attached.

Goal #3: To be involved in our community.

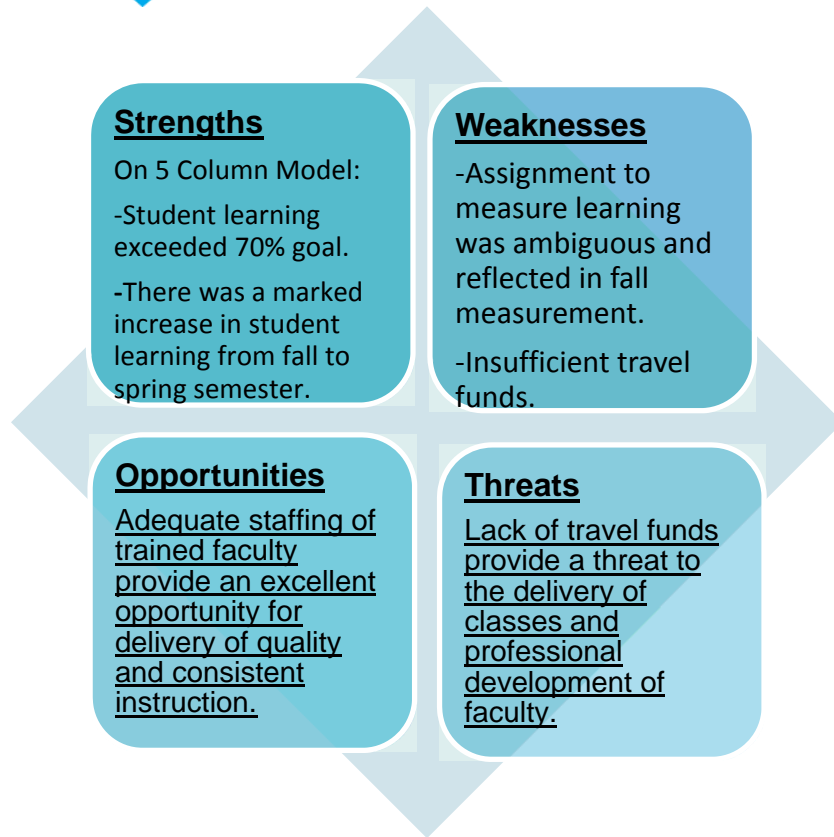
The division makes an effort to be involved in the community and also to involve students in the community. Faculty member (Rea) wrote a collaborative grant with History instructor (Bleibdrey) emphasizing a student service learning program with the Bee Historical Museum. They were awarded the CBC Foundation Innovative Teaching Grant for the spring 2015 semester. History students visited the museum throughout the semester to volunteer hours in collecting, identifying and cataloging various museum artifacts all while learning about the items' historical significance. Students were introduced to community involvement, service projects, and applied knowledge of classroom/textbook material.

Goal #4: To utilize resources for maximum benefit to students and institution.

The division stayed within the allotted budget during the 2014-2015 year. In addition to regular funds the division acquired a grant of \$1,500 for an Innovative Teaching Project and \$11,200 for a Summer Study Program. All funds directly impacted the delivery of instruction to students.

SWOT Analysis

- In addition to the goals presented above, the Social Sciences Division performed a SWOT analysis. The division uses the SWOT Analysis as a guide toward achieving continuous quality improvement in student learning, student success, support of our communities and effective and efficient use of resources.



- **Strengths**

The Social and Behavioral Sciences division benefits greatly from meeting and exceeding student learning outcome goals. Qualified and well trained faculty work with students in helping them learn and understand the coursework. This is evident in 5 column model data. Additionally, the pass to fail ratio is a strength as is evident in the IR report attached.

- **Weaknesses**

The Social and Behavioral Sciences division was weak in the fall semester by utilizing a weak and ambiguous assignment to measure student learning. The weak assignment paired with incomplete and unclear instructions is evident in the barely passing data measurements. The division changed its assignment for the spring semester and instructors provided better instructions for students. Data measurements increased in the spring semester.



- **Opportunities**

Opportunities for quality improvement exist in a well-developed and trained faculty team. Full time faculty members keep current with professional development and adjunct instructors are also well trained and experienced in higher education. All faculty members are cross-disciplined and able to teach in more than one area. They are also trained to deliver classes in a variety of modalities. These are excellent opportunities that help the division meet their identified goals.

- **Threats**

The division is faced with the threat of insufficient travel funds. One FT faculty member (Isassi) drives from the Kingsville to Alice site twice a week to deliver face to face classes, send out distance learning classes and provide students with office hours for advising, consultation, etc. This totals \$2,496 for the fall and spring semester. Her presence on the Alice site helps meet the goals of providing a quality educational experience for students and providing student services to increase student success. Additionally, professional development is a requirement for employment with CBC and faculty are encouraged to attend and present at professional conferences. Funds are being requested in the amount of \$700 to allow one FT faculty member (Rea/Isassi alternate attendance) to attend a TCCTA annual conference. The division coordinates with the Spanish department in a summer study program. The division (Rea) submits a grant application to the Barnhart Foundation to allow students the opportunity to participate in a summer study program in San Juan, Puerto Rico. Travel funds in the amount of \$900 are being requested to cover the travel costs of one FT faculty member (Rea) as she is the director of the program and teaches a sociology class during the program. This directly benefits students and meets the goals of providing a quality educational experience and engages faculty and students in support of communities. During the last summer program students were able to participate in a service project which involved the group in the community.



DATA ELEMENTS TO SUPPORT SWOT ANALYSIS

Division Strengths

See attached 5 Column Model for more information on the following student learning measurements.

Table I

| | SOCI | PSYC |
|-------------|------|------|
| Fall 2014 | 74% | 76% |
| Spring 2015 | 94% | 97% |

See attached Institutional Research data report for more information on the following pass/fail ratios.

PSYC Pass ratio: 945/1105=86% Fail ratio: 160/1105=14%

SOCI Pass ratio: 264/297=89% Fail ratio: 33/297=11%

Table II

| | SOCI | PSYC |
|------------|------|------|
| Pass Ratio | 89% | 86% |
| Fail Ratio | 11% | 14% |

Division Weaknesses

Refer to the table above indicating an increase in student learning measurements from fall to spring semesters. In both PSYC and SOCI the IE assignment was changed and instructors provided better instructions to students. The weakness was poorly developed IE assignments with unclear instructions for students on how to complete assignment. New assignments were developed for the spring with better instructions and the student learning results increased.



Division Opportunities

Full time faculty to Part time faculty ratio: 2:3 (40% and 60%)

This team of FT and PT faculty members provide the division the opportunity for providing quality instruction in all modalities and at different locations. The team also affords the division the opportunity for growth and expansion in the delivery of additional classes where needed (ie. dual credit classes at high schools).

| | Full Time Faculty | Adjunct Faculty |
|-----------|-------------------|-----------------|
| Rea | X | |
| Isassi | X | |
| Brown | | X |
| D.-Potter | | X |
| Smith | | X |

Division Threats

The attached FY15 budget indicates the division has only been funded for \$359 in travel funds. This is drastically under what the division needs to operate fully and conduct its business. Without adequate travel funds the division is unable to carry out its necessary functions of delivery of classes and professional development.

RECOMMENDATIONS AND JUSTIFICATION

STAFFING: Strengths, Areas for Improvement, Future Direction

The current staffing of two full time faculty members and three adjunct instructors is adequate. They are able to cover the requested number of sections in psychology and sociology. A pool of possible new adjunct instructors is kept current with the CBC Human Resources department in the event our division needs additional faculty members.

FY201- Staffing Budget Request

The staffing budget request is to maintain the two full time faculty members and three adjunct instructors.

00-0000-00-0000 Faculty \$00,000



EQUIPMENT: Strengths, Areas for Improvement, Future Direction

As a part of the self-study process, the Social and Behavioral Sciences Division completed a physical inventory of its equipment and it is adequate to cover the division needs. There are no equipment needs at this time for this division.

FY201- Equipment Budget Request

| | | |
|-----------------|-----------|----------|
| 00-0000-00-0000 | Equipment | \$00,000 |
|-----------------|-----------|----------|

Supplies

Supplies necessary for this division are generic office supplies that are used in daily operations. There is no budget line item for supplies in psychology/sociology. Funding in the amount of \$500 is being requested for FY16.

| | | |
|-----------------|----------|----------|
| 00-0000-00-0000 | Supplies | \$500.00 |
|-----------------|----------|----------|

Travel

Anticipated travel during the fiscal year will include one full time faculty member's attendance at a TCCTA conference and travel for one full time faculty member's travel with the CBC Summer Study Program. Attendance at the TCCTA conference is necessary for professional development, involvement and CBC representation. Attendance on the Summer Study Program is necessary as this faculty member (Rea) teaches a sociology course and is the director of the program. Additionally, travel is necessary to cover the cost of one faculty member's (Isassi) travel from CBC Kingsville to CBC Alice twice a week to deliver face to face classes. This travel is for both fall and spring semesters. ($\$39 \times 2 \text{ trips per week} = \$78 \text{ wkly.} \times 32 \text{ weeks (fall \& spring)} = \$2,496$)

| | |
|-----------------------|--------|
| Conference Attendance | 700.00 |
|-----------------------|--------|

| | |
|----------------------|--------|
| Summer Study Program | 900.00 |
|----------------------|--------|

| | |
|---------------------|----------|
| Site to Site Travel | 2,496.00 |
|---------------------|----------|

FY2016- Travel Budget Request

| | | |
|------------------|--------|------------|
| 01-2710-01-58500 | Travel | \$4,096.00 |
|------------------|--------|------------|



Other Operating Expenses

The division has no other operating expenses.

FY201- Other Operating Expenses Budget Request

| | | |
|-----------------|--------------------------|----------|
| 00-0000-00-0000 | Other Operating Expenses | \$00,000 |
|-----------------|--------------------------|----------|

FACILITIES: Strengths, Areas for Improvement, Future Direction

Facilities are adequate and support the goals of this division. The addition of Life Size will be explored in the future to possibly expand delivery of classes to students especially those in remote areas.

CONCLUSION

The Social and Behavioral Sciences division remains committed to goals of the College and dedicated to the service of our students and communities. The division is a vital part of the instructional component of the college providing core classes needed by all students whether traditional, non-traditional, dual enrollment, academic, workforce or transient. The division is stable with well-trained and experienced faculty members. Expenses are low for this division with the main expense being travel costs. These costs are necessary for professional development, which is a CBC requirement, and for the delivery of classes to students. An increase in travel funds will assist the division in meeting its goals.