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PREFACE

With this plan, Alvin Community College provides a look at the development, assessment and support of its distance learning and off-campus programs. For the purpose of this document, “distance learning” is to be understood as learning gained through instruction delivered in a format other than face-to-face on a student’s home campus. It may be delivered through electronic means such as television, Internet, or by faculty travel to distant sites. For the purposes of this document, on-campus classes may be delivered at either location of the college (Alvin Community College or the Pearland Center). Alvin Community College currently offers off-campus programs only through the TDCJ system.
Current Distance Education and Off-Campus Program Offerings and Modes.

Alvin Community College, while preparing to offer Distance Education programs within the next few years, has no plans to offer them within the next year (2006-2007). Alvin Community College is participating in the VCT-SACS review of host colleges and will also be exploring a Substantive Change process through the Commission on Colleges within this next year to make some of its programs available through an online format. However, none of this will be available within the next year and as such will not be reported on this document, but updates will be sent as required by the Coordinating Board.

Alvin Community College does offer off-campus programs at local TDCJ facilities. Please see the Degree and Certificate Matrix for details.

Section 1 Institutional Issues

0. Give Institutional Report Guideline version used. This version is called IRDE-2004.1.

Yes 1. The institution documents compliance with The Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs (PPG). Does your institution use the PPG Course Guide (an example of compliance documentation) when developing new courses or evaluating existing courses? (http://www.thecb.state.tx.us/DistanceEd/PPGCourseGuide.pdf) If not, please attach an example of the course evaluation form that you use and explain how it allows you to confirm compliance with the PPG.

Alvin Community College affirms that this institution is in compliance with the Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs. The Southern Association of Colleges and Schools reaffirmed its accreditation in 2000. The institution also maintains the Distance Learning Plan for Alvin Community College which was approved by our board of regents in May 2001. Past courses have been evaluated by the Director of Distance Education and the Dean of Instruction to ensure that they conformed to the Principles of Good Practice prior to their adoption. The College will begin a new procedure for course development in spring 2006. To better ensure that all courses follow the Principles of Good Practice, we have implemented a new course evaluation document following the PPG course guide (Appendix I). This new procedure will involve the faculty member, the Director of Distance Education, and the Dean of Instruction in the adoption process.

Yes 2. The institution evaluates the overall effectiveness of its distance and/or off-campus education efforts by assessing progress toward meeting its institutional goals (Appendix B). The evaluation outcomes are incorporated into the institution’s overall institutional effectiveness efforts. Please summarize the process and any remedial actions taken.
In an effort to ensure that all distance learning classes are comparable to campus based programs, the same procedures are used to judge overall effectiveness. At the end of each semester a student evaluation of the instructor and the class is given. In response to the Texas Higher Education Coordinating Board, Alvin Community College has revised both the on-campus and the distance education student evaluations to better identify necessary information as it relates to the instructional format (Appendix A).

Alvin Community College is continually refining the evaluation process to better respond to the needs stated by the students through the evaluations. With the addition of another dedicated position, Coordinator of Distance Education, Alvin Community College has the capability to monitor the entire distance education program continuously and ensure that the goals of the Distance Education program, (Appendix B), correspond to the Institutional Goals of Alvin Community College. (Appendix C).

The results of the Fall 2004 evaluations were reviewed by the Director of Distance Education, the Director of Institutional Effectiveness and Research, the Dean of Instruction, Student and Community Services, the Dean of Technical Programs, and by distance learning faculty and department chairs. The evaluations showed improvement over Fall 2003 results and the comments led to the creation of the following priorities:

- Adequate support from the instructor,
- Prompt response to student queries,
- Prompt delivery of grades and other pertinent course information, and
- Congruence of test questions and material covered

The Distance Education Department will continue to encourage and support the above listed priorities through training of our faculty and evaluation of our distance education courses with the assistance of the Department of Institutional Effectiveness and Research. This will help to insure that the Distance Education program remains effective and provides the students with the highest possible service.

3. The institution has a position responsible for distance learning and off-campus instruction that is appropriate for the institution and the size of the distance and/or off-campus education program. Describe the placement of the position in the institution's organization; attach an organization chart; and explain how this provides the appropriate oversight of programs, and of faculty and student support. Also identify the contact person or office at the institution where questions are answered for distance learners and for others. Note changes and improvements in organizational structure to accommodate new modes of delivery and/or the blending of electronic technologies into traditional courses.

Alvin Community College has a Director of Distance Education/Institutional Effectiveness and Research (these two positions were recently combined and from this point on will be referred to as the Director of Distance Education) and has recently appointed a Coordinator of Distance Education. The Coordinator reports directly to the Director who reports directly to the Dean of Instruction, Student and Community Services, who in turn reports directly to the President.
These positions have the appropriate authority to assist and represent distance education faculty in the creation and implementation of distance education courses. The Director is over all distance education classes and initiatives at Alvin Community College.

The Director of Distance Education is a specialist in instructional design, copyright, and Internet technologies. The Director and the Coordinator are responsible for representing Alvin Community College in the Texas Distance Learning Association, Texas Consortium for Educational Technologies, the United States Distance Learning Association, the Virtual College of Texas, and the Gulf Coast Consortium for Distance Learning. The Director acts to secure lease agreements for courses and materials from Distance Learning providers, while acting as a secondary resource for all faculty and staff interested in the use of, or creation of, distance education courses. The Director is also the chair of the new Distance Education Advisory Committee (DEAC) which will act as a voice for faculty and staff in the Distance Education. It has a website (website under re-construction – address to be determined) which is also maintained and updated by the Director.

The Coordinator of Distance Education acts as the primary contact for all students, faculty, and staff with questions about distance education and also acts as a resource for all faculty and staff interested in the use of, or creation of, distance education courses. In order to insure that current students know whom to contact if there are issues or problems contacting their instructor, a line has been added to the SIP Information Necessary for Distance Education (Appendix D) which directs the faculty members to place the Director's contact information on the Student Information Plan (SIP) for each class. A Virtual Student Lounge has also been created and is maintained by the Distance Education Coordinator as a resource for online students to provide access to campus resources and special assistance with technical issues. The Coordinator is also responsible for maintaining and updating the Distance Education website for Alvin Community College (http://www.alvincollege.edu/Future/distance_education.cfm) and ensuring that all pertinent contact information and distance education information is available on these pages for both faculty and staff. (Appendix K)

Yes 4. The institution has a process for evaluating the rationale behind the proposal of complete degree and certificate programs for delivery via distance and/or off-campus education. What are the factors that cause your institution to engage in distant certificate or program delivery (examples of relevant factors include partnership opportunities, market analyses, local needs, state incentives, faculty readiness)? Describe the process and any improvements or adjustments made since your previous Institutional Plan.

The institution currently offers no certificate or degree programs delivered solely via distance education. The institution is in the process of developing future plans for degree and certificate programs delivered via distance education. This process will begin with a needs assessment which gathers data from faculty, students, administration, and community members in order to develop a rationale for the creation of these programs. Program development will be guided using the results of the assessment.

The programs offered off-campus are considered the same as the on-campus programs and are taught in the same manner. For this reason the programs are developed with the same
methodology and process. New programs are developed as environmental factors (TDCJ restrictions) change and following student interest. There have been no changes in this process since the previous plan.

Yes 5. The institution’s admission and recruitment policies and decisions take into account the capability of students to succeed in distance education and off-campus courses and programs. Please describe any improvements in the admission and recruitment policies based on analyses of student success.

Alvin Community College uses the same policies for all students including distance education students. These policies are compliant with SACS and the Coordinating Boards requirements. Students considering distance education courses are asked to consider certain criteria and ask themselves certain questions before taking online courses. These criteria can be found in the Student Handbook, in all college catalogs, on the Distance Education Website, http://www.alvincollege.edu/current/DE.cfm, and in the newly created Virtual Student Lounge (Appendix K).

Subcommittee comments:
“No apparent assessment of DE readiness indicated. There is a cursory self-assessment on the home page for DE courses. This is a minor issue as most students have requisite technical skills.”

Response:
Alvin Community College does not provide a separate assessment of DE readiness. All students, regardless of their education format choice, are allowed to enroll in classes as long as they meet the college and state requirements for the course. As stated previously, students are asked to review the “Is Distance Education for Me?” section of our website (http://www.alvincollege.edu/current/Is_DE_for_me.cfm) which walks them through a general self-assessment with regards to the demands that the student may find placed upon them in a distance education course. Alvin Community College has found that most students who are new to distance education will contact the Distance Education department for more information and this department discusses the requirements, technically or motivationally based, with the students.

Yes 6. The institution has established requirements for satisfactory progress and graduation for distance education students. Please summarize requirements. Please explain in more detail and attach relevant policies if these requirements differ from those of traditional students.

Alvin Community College uses the same policies for all students including distance education students. These policies are compliant with SACS and the Coordinating Boards requirements.

Yes 7. Policies relevant to transcripting, grading, and transfer credentials are in place. Please explain and attach relevant policies if they are different from on-campus classes.
Alvin Community College uses the same policies for all students including distance education students. These policies are compliant with SACS and the Coordinating Boards requirements.

Yes 8. The institution has a process in place to address the needs of distance learners who fall under the Americans with Disabilities Act (ADA). Please explain how ADA compliance for distance education is handled at your institution. Describe the process and any improvements or adjustments made since your previous Institutional Plan. (The CB has accessibility documents and standards on its website at:http://www.thecb.state.tx.us/DistanceEd/access.htm.)

Alvin Community College uses the same policy for all students, including distance education students, to address all ADA compliance issues. Alvin Community College has a full-time ADA counselor and ADA compliance officer on staff. Students are notified of the office through the college catalog, the semester schedules, and the Student Information Plans (SIPs) that are given out at the beginning of each class. Any compliance issue is handled through the ADA counselor initially. Once the ADA counselor has been provided proper documentation, it is the counselor's responsibility to ensure compliance with the student's requirements. If the ADA counselor is unable to ensure compliance, the matter will then be taken to the ADA compliance officer for a final determination on how compliance may be achieved.

Subcommittee comments:
“Distant students are referred to on-campus services. No reference to systematic ADA remediation for online resources (Section 508 compliance). Note that the referenced URL did not work.”

Response:
Note: The URL referenced is part of the question as given by the Coordinating Board and their recent website overhaul seems to have made it redundant.

Distant students have the ability to speak with the ADA office at a distance through telephone, email, or fax. All of the services that this department can provide to on-campus students are available to off-campus students. While it is physically an on-campus service, there is no requirement for the student to be present with the counselor. The college works to insure that all online resources are Section 508 compliant such as WebCT, Alvin Community College’s Learning Management System (http://webct.com/accessibility/viewpage?name=accessibility_faq) and Alvin Community College’s website. Materials for online resources are randomly checked for compliance to insure that there is no barrier to access. Telecourse and off-campus classes are supported with the same resources of an on-campus class, such as enlarged print, audio readings, Braille versions, extended test times, and other course modifications as needed.

Currently, the college does not have any completely off-campus students that require ADA services; however, there are some on-campus students that take advantage of Alvin Community College’s online courses, and they have additional resources in the form of computers with JAWS available, extra large monitors, height adjustable tables and a Braille printer. Alvin
Community College has met the needs of its students that require Section 508 assistance and is dedicated to providing the same level of education to all of its students.

**Yes 9. SACS and other professional credentialing agencies are notified, as appropriate. Please explain any pending communications with SACS or credentialing agencies.**

SACS has been notified of the status of the distance education program and is further notified as appropriate. Our next formal institutional review will occur in 2011. The Texas Higher Education Coordinating Board is notified at least twice a year of distance education classes through the state reports that the Records Office submits. As Alvin Community College does not currently offer a certificate or degree through distance education, this is the only continuous reporting that is required.

The only pending communication between SACS and Alvin Community College is the VCT-SACS review which Alvin Community College is participating in.

**Yes 10. The institution has sufficient financial resources to initiate and sustain quality distance learning and off-campus courses and programs; the facilities, staffing, equipment and other resources essential for them; and a process by which funding is distributed to support distance education and off-campus instruction. Please describe how the capital and operating budgets for distance education and off-campus instruction and supporting services are set and sufficient funds distributed.**

Alvin Community College's budget for Distance Education in the 2005-2006 year is $127,252. This includes 50% of the Director’s salary which is paid out of the Institutional Effectiveness and Research department budget. The Director’s position is split between Institutional Effectiveness and Distance Education. The budget includes all new software, maintenance contracts, lease fees, computer replacement, memberships, and the Coordinator’s salary. The college includes the salary of the distance education instructors within their respective departments. This budget is created each year to ensure that sufficient financial resources are available. This budget is reviewed and approved by the Dean of Instruction, Student and Community Services and the President's Planning Team during the annual budget process.

The Director of Distance Education and the Dean of Instruction, Student and Community Services also have the ability to fund the creation of new distance education courses through the part-time overload fund for Alvin Community College. This is a dedicated college fund that is budgeted for and exists each fiscal year to fund part-time and overload courses. It is also being used to fund the creation of courses in order to compensate the faculty for the additional workload involved in creating and implementing a new course.

The budgetary process is a five month process that starts with the previous years expenses and then is modified up or down depending on the program requirements and software/hardware/license issues that are projected for the next year. Each of the past five years, the Distance Education department has had a small surplus of funds that it has been able to contribute back to the college due to the fluctuation of licensing fees each semester. When significant purchases, such as new servers, are needed, they are included in the budget process.
which looks for major expenses within the next ten years. This allows for the college to prepare for major purchases without being surprised at the sudden jump in expenses. This process works quite well and has sufficiently funded all of the departments of the college.

Off-campus classes at TDCJ have their own institutional budget and staff and are considered a department of the college. Their budget is maintained by the Dean of Technical Programs and follows the same process as all other college budgets to insure viability and sufficient support.

**Yes 11. The institution complies with CB Rules in Chapter 4, Subchapter E and with Notification and Approval Procedures concerning prior notification of peer institutions before offering off-campus courses and programs and the Higher Education Regional Council procedures. If your institution has received protests from other institutions because of lack of prior notification, please describe procedural changes in effect to prevent such occurrences in the future.**

This institution affirms compliance with CB Rules in Chapter 4, Subchapter E and with Notification and Approval Procedures concerning prior notification of peer institutions before offering off-campus courses and programs and the Higher Education Regional Council procedures. Our institution has not received any protests from other institutions because of lack of prior notification.

**Yes 12. A procedure for calculating the cost of offering distance education courses to out-of-state students and a process for determining that fees “sufficient to cover the cost of instruction” are charged to those students are in place. Please describe them.**

Alvin Community College is dedicated to providing all students with the same experience, regardless of their location. At this time Alvin Community College does not have a separate procedure for calculating the cost of offering distance education courses to out-of-state students. Currently we use the same funding procedure for all out-of-state students including those taking distance education courses. The fee structure for Distance Education classes is an additional $25 for each class. These fees go into the general operating fund and generate a positive fund balance. This balance supports any loss of funds from the state due to out-of-state students, of which we do not get many. Each semester this fund has generated a significant positive balance that covers the cost of instruction for the few out-of-state students that we teach in this format.

**Subcommittee comments:**

“The Report indicates that the general distance education fee covers any loss to the state associated with delivering courses to out-of-state students. The institution is reminded that, according to Coordinating Board Rules, the cost for delivering distance education courses to out-of-state students must be sufficient to cover the cost of instruction and any overhead associated with the delivery and must not rely on fees charged to in-state students. Please clarify the institution’s procedure for calculating the cost of distance education courses to out-of-state students.”

**Response:**

Note: The previous response to this item was unclear.
Alvin Community College has a procedure to determine that out-of-state student tuition and fees are sufficient to cover the costs of instruction for distance education courses. Alvin Community College abides by the restrictions of the Coordinating Board and insures that the tuition and fees of an out-of-state student are greater than those of an in-state student.

At Alvin Community College, the differences in revenue come from the tuition levels. The fee structure for the classes have a standard costs per credit hour, regardless of residency. Additional fees based on the class format may also be charged, such as the $25 fee for all distance education students. The tuition levels at Alvin Community College are “In-District,” “Out-of-District,” and “Out-of-State or Country."

**Semester Hour Fees**
In-District students pay $28 per semester hour.
Out-of-District students pay $54 per semester hour.
Out-of-State or Country pay $110 per semester hour.

Alvin Community College’s tuition structure insures that the out-of-state student’s costs are sufficient to cover the cost of instruction without relying on any in-state funding.
Section 2 Educational Programs

Yes 1. The institution has procedures in place for planning, development, approval and review of distance and/or off-campus education programs to ensure quality and currency; and for meeting external accrediting bodies’ standards. Please explain the process for programs (not for individual courses). Describe any improvements to these procedures based on program reviews.

As stated in above “Current Distance Education and Off-Campus Program Offerings and Modes” Alvin Community College does not currently have any distance education programs, however, off-campus programs will be addressed in the last section of this response. The following information pertains to courses and when we start to offer programs will use a similar process to ensure quality and currency and that we will meet accrediting bodies’ standards.

All planning for distance education programs is done with the Director and Coordinator of Distance Education, the relevant division chair, and faculty. When a course of study is determined to be capable of distance education, the division chair and faculty meet with the Director to determine the feasibility of the program and how to proceed in the development of the program. Development occurs over a period of a semester, and during this time the division chairs, faculty, and the Director work together to review the program development. If preexisting material is utilized, it is reviewed for content by the content expert (the relevant faculty member), and the methodology is reviewed by the Director to ensure that it follows a sound progression of instruction. When the program is considered complete, it is presented to the Director of Distance Education for review. If the program follows a sound methodology and matches the on-campus format of instruction, it is approved for use during the next semester, typically with a lowered enrollment cap to ensure that the instructors have a chance to work through any unforeseen issues that may arise. If the course is not sufficient, then the Director will not allow the program to be offered during the semester until any issues have been corrected. Any issues with the Director's ruling may be discussed with the Dean of Instruction, Student and Community Services, the Director, and the division chair.

In order to maintain a continual observance of the instruction as it occurs, the Director of Distance Education will review the student evaluations each semester in coordination with the Dean of Instruction, Student and Community Services, and the Dean of Technical Programs. If an issue arises, the Director of Distance Education will contact the relevant department chair to discuss the issue. At that time, the Director has two courses of action. The first involves the Coordinator working with the instructor and the department chair to remedy the issue and bring the instruction back to campus levels. If this does not work, or requires more time, the Director can use his second option, which is to block the program from being offered again until the issues have been resolved.

In cases where there is a technological issue or physical issue, the Director of Distance Education will review the issues and work to remedy them after each semester. If this is not possible, then the program will not be offered until the issues have been resolved.
All TDCJ classes are taught “in house” off-campus. All necessary facilities are provided at each site. While TDCJ classes can be considered distance education as they occur off-site, they have a constant instructor presence and as such deviate from the classic definition of distance education. This is an issue that the Distance Education Advisory Committee will be discussing in order to correctly classify this form of instruction. Currently all TDCJ programs and materials are approved by the division chair over the relevant program and they match existing on-campus programs and materials which follow the accrediting bodies standards and rules.

**Yes 2. The institution has plans/procedures for assessing student learning outcomes. The institution also evaluates student retention and student satisfaction in its distance and/or off-campus education programs and courses and uses the results of the assessment to improve courses and programs. You are encouraged to submit existing summaries of meaningful conclusions drawn from data on student retention and student satisfaction, as you would provide to SACS.**

Distance education and off-campus courses are based upon the same departmental student outcomes and competencies as on-campus courses. Similar or identical Student Information Plans (SIPs) are distributed at the beginning of the semester to distance education student and on-campus students. Student retention is tracked through the college's annual institutional effectiveness report, *(Appendix H)*, and measures of student satisfaction are incorporated into the student's evaluation of distance education questionnaire *(Appendix A)*. In response to the Texas Higher Education Coordinating Board, Alvin Community College has revised both the on-campus and the distance education student evaluations to better identify necessary information as it relates to the instructional format.

Alvin Community College is continually refining the process in response to the needs as stated by the students through the evaluations. With the addition of another dedicated position, Coordinator of Distance Education, Alvin Community College has the capability to monitor the entire distance education program continuously. The existing summary from the Fall 2004 semester shows that the students are satisfied with the overall performance of the distance education programs. *(Appendix E)*

Retention in Distance Education classes is lower than on-campus classes but is within the Institution’s requirements for Distance Education as exemplified within the Institutional Effectiveness Report *(Appendix H)*. In many cases the attrition rate within Distance Education classes can be attributed to life events and student preparation/persistence.

**Subcommittee comments:**

"Please provide a clearer explanation of how “student learning outcomes” are measured in distance education courses. The report’s appendices include retention and student satisfaction data; however, there is no data on “student success” or “productive grade rates” to indicate how student learning is measured in distance education courses. This should be addressed as they move forward in developing more online courses. Can the SIP process be more clearly defined?"
Response:

Student learning outcomes are measured in distance education courses in the same manner that they are measured with all other formats. An example would be in the MATH 1314 (College Algebra) course. It uses an End of Course exam for all Math 1314 students, regardless of course format, to determine student achievement of the learning outcomes. Some other classes use a pre/post test format to measure the student learning outcomes. **Appendix M** has material from Alvin Community College’s Core Evaluation from 2004 which details some of the ways that our classes are evaluating the student learner outcomes. Recently, a study was started that looked at comparisons between students on-campus and online in identical classes. It compared completion (success) rates and withdrawal rates. **Appendix N** has the table from this study. With this data, we are beginning a process to insure that student learning outcomes in distance education classes are being measured. The measurement of student outcomes with regards to testing has typically been maintained at the department level; however, this data is now also being shared with the Distance Education department to assist with tracking.

The Student Information Plan is developed by each department and modified by each instructor each semester. They are similar to a traditional Syllabus; however, they also contain learner outcomes and policy items. In some cases, instructors call their SIP a syllabus to use familiar terminology. Examples are attached in **Appendix O**.

**Yes 3. The institution evaluates the effectiveness of the electronic delivery modes it uses in the context of student learning. How are delivery technologies chosen for specific courses and programs? Please summarize how particular technology strategies are aligned with the type of content to be delivered and the learning goals.**

The institution uses WebCT, an electronic course delivery system, to deliver most of its online courses. This system provides for the integration of a variety of technologies for individual courses. The effectiveness of this mode is evaluated through an end of course evaluation conducted each semester for all online students (**Appendix A**).

The faculty, as content experts, is given options and selects appropriate technology strategies based on course goals and objectives, student needs, and available technology resources. Technology strategies are evaluated and approved by the Coordinator or Distance Education, Director of Distance Education, and the Dean of Instruction.

**Subcommittee comments:**

“Are the video based Telecourses evaluated for effectiveness?”

**Response:**

Yes, Telecourses are evaluated with the same end of course evaluation that the online courses use. This evaluation is loaded on WebCT, and students are emailed instructions on how to log in and fill out the evaluation. Students are also given an option of calling and having a physical evaluation mailed to them. As of this date, no students have requested the physical evaluation, and the number of responses has been consistent with previous semesters. Telecourses were not included in the original response as the question states “electronic delivery.”
Yes 4. Programs and courses provide for timely and appropriate interaction between students and faculty, and among students. Please explain how these interactions occur and any improvements or new techniques for interaction that have been implemented.

The course delivery system that is used at Alvin Community College provides faculty and students many opportunities for interactions including student to faculty, student to student, and faculty to student. These components include an internal email system, discussion board, chat room, and whiteboard within each course used solely by members of that course to increase interactions between course members. The Distance Education Department periodically trains the faculty to instruct them with methods and techniques that will increase the communications and interactions within online courses. We are currently planning training on the use of blogs and RSS feeds in our online courses. It is our intent that this rising technology will increase student and instructor interaction.

Yes 5. Appropriate security measures are in place to assure the integrity of student work and testing. Please explain these measures and any improvements that have been made.

There are many measures in place that assure the integrity of student work and testing including the use of proactive test development strategies, the use of Plagiarism detection software, and an emphasis on personal integrity.

Test development strategies include using a predetermined time limit for tests, electronically randomizing question sets, the use of open student responses that are graded directly by the instructor, the use of proctored passwords for student identification, and the use of an authentication question incorporated into electronic testing instruments.

Alvin Community College currently uses Turnitin.com to assist with plagiarism detection and offers training for the faculty regarding its proper use in measuring the integrity of student work. Instructors of courses delivered via distance education are also encouraged to frequently communicate with their students using discussion boards and emails. Instructors can then recognize individual styles and evaluate these work samples against student created assignments to evaluate them for authenticity.

Personal student integrity is also encouraged at Alvin Community College. A Code of Academic Integrity and Honesty Policy has been created and is included in the Student Handbook, which is available online, to detail examples of academic dishonesty and the severe consequences for such behavior. (Appendix F)
Yes 6. All electronically delivered courses and programs are listed on TexasDistanceEducation.com. If not, please explain why.

All electronically delivered courses offered at Alvin Community College are listed on TexasDistanceEducation.com.
Section 3 Faculty

Yes 1. The qualifications for distance and/or off-campus education faculty are the same as faculty teaching the same courses in a traditional on-campus format. Please describe the rationale applied for making exceptions.

Alvin Community College does not deviate from the qualifications required for traditional faculty members by SACS, the Texas Higher Education Coordinating Board, and the college. All distance education faculty are qualified to teach the course in either format. It is not expected that exceptions will be needed to this policy, however, if they are, then the faculty will need to meet either the requirements of the college or SACS. Any exceptions to this policy will need to be approved by the Director of Distance Education and the Dean of Instruction, Student and Community Services.

Yes 2. The institution provides orientation, training, and support services for faculty involved in distance education and off-campus programs. Please describe any improvements that have been made.

To teach effectively within distance education, faculty members are required to develop new skills. Among these skills are the effective use of the Internet, computer applications, and the interaction with students within a distance education format.

The Coordinator of Distance Education is also the trainer for Alvin Community College. The training schedule for the faculty attempts to teach current applications, such as Microsoft Office, and distance education specific material, such as WebCT integration. During each semester it is expected that there will be a training sessions that cover the range of skills and experiences that distance education faculty will require.

A Virtual Faculty Lounge has recently been created in an effort to increase the support for our online staff. This site includes links to educational resources inside and outside of our college, links to special help files, and a discussion board for faculty to faculty discussions and faculty to support staff interactions.

Some of the improvements that have been made are timelier, condensed training sessions for the faculty to insure that they can receive all of the information within their busy schedules. Training has increased each year and the Distance Education department adds new items all of the time. An example of the types of skill sets that we offer training in is an upcoming session on the use of RSS feeds in distance education classes.

Subcommittee comments:
“The subcommittee would strongly suggest a systematic program of instructional design training rather that simply training on technology and applications.”

Response:
Alvin Community College has recently renamed the Distance Education department to the Distance Education and Instructional Design department. This change has occurred to insure that there is an Instructional Design department on campus, and this department has been charged with maintaining the instructional design standards and process for the campus. One of the first things that this new department is developing is a systematic program of instructional design that will help to insure that there is more than just an understanding of how to use the tools available.
Yes 3. Procedures are in place for appropriate evaluation of faculty involved in the distance and/or off campus education program (such as procedures that evaluate faculty-student interaction). Please describe these procedures and any changes that have been made to the evaluation process.

At the end of each semester Alvin Community College administers an evaluation instrument that is given to chosen classes for each faculty member. In response to a Texas Higher Education Coordinating Board issue, the standard evaluation form was revised to exist in two separate forms. It is now in an on-campus format and a distance education format (Appendix A). The distance education format is under a continual revision to ensure that it is current and follows the technologies being used.

The results of student evaluations are being used to ensure that the quality of instruction in distance learning courses and off-campus programs does not suffer from the format. Alvin Community College has developed a procedure through which the Coordinator of Distance Education, Director of Distance Education, and the relevant department chairs meet on an annual basis to discuss the evaluations.

In order to maintain a continual observance of the instruction as it occurs, the Director of Distance Education will review the student evaluations each semester. If an issue arises, the Director will contact the relevant department chair to discuss the issue. At that time, the Director has two courses of action. The first involves the Distance Education Coordinator working with the instructor and the department chair to remedy the issue and bring the instruction back to campus levels. If this does not work, or requires more time, the Director can use his second option, which is to block the course from being offered again until the issues have been resolved.

In cases where there is a technological issue or physical issue, the Director of Distance Education will review the issues and work to remedy them after each semester. If this is not possible, then the course will not be offered until the issues have been resolved.

Yes 4. Faculty have a role in development and evaluation of courses. Please describe this role and their role in affirming adherence to the Principles of Good Practice.

Faculty members are expected to have an active role in the development and evaluation of courses. Prior to course development, faculty members are to meet with the Coordinator and Director of Distance Education to discuss the course and create a timeline for the development. Faculty members are provided with an action plan and resources for online course development. Once the course is developed it is submitted to the Director of Distance Education and the Dean of Instruction for approval. The course is evaluated for approval based upon the Principles of Good Practice. The College will begin a new procedure for course development in spring 2006. To better ensure that all courses follow the Principles of Good Practice, we have implemented a new course evaluation document following the PPG course guide. (Appendix I)
Yes 5. A policy exists that addresses faculty teaching load for those involved in distance and/or off campus education. Please attach the policy and explain rationale.

Alvin Community College has not changed the faculty teaching load due to involvement in distance education. All faculty are required to teach under the load guidelines for each department as set by the Deans of each area. There is no distinction between with regards to the format that the class is offered in. All faculty who design distance education courses are eligible to receive compensation through the part-time/overload fund as approved by the Director of Distance Education and the Dean of Instruction and Student Services. The Distance Education Advisory Committee will be reviewing the teaching load issues for distance education faculty in the Fall 2005 semester, and at that time may propose that a policy be drafted, if there is sufficient evidence that it deviates from the college’s standard policy. (Appendix L)

Yes 6. A process exists for evaluating the credentials of faculty employed by other institutions who are teaching courses for which your institution is awarding credit.

This process only applies to VCT courses. As such, the process begins with the VCT Coordinator (Coordinator of Distance Education) and the Director of Human Resources reviewing and verifying all transcripts as posted in the VCT system. Once the transcripts have been reviewed and the faculty credentials are found to be in compliance with Alvin Community College’s requirements then a memo is placed in the faculty member’s folder to indicate that the credentials were reviewed and that the faculty member has met the requirements for teaching at Alvin Community College.

Yes 7. The institution has policies on intellectual property, faculty compensation, copyright guidelines, and the distribution of revenue (if applicable) that are appropriate for distance and/or off-campus education. Summarize policies that address issues raised by distance and/or off-campus education.

The Administrative Procedures Manual of Alvin Community College has section 12.11 that applies to Intellectual Property (Appendix G). The intellectual property procedures defined in this section applies to all persons employed by the college. While this policy is comprehensive, the Distance Education Advisory Committee is planning to review it to see if it is necessary to update it to ensure that the rights of the distance education faculty are clearly represented. While this committee has identified some policy issues for review, there are no direct policies on distance education beyond the Texas Higher Education Coordinating Board and SACS requirements. As the Distance Education Advisory Committee begins to review policies, it will make its recommendations to the Dean of Instruction, Student and Community Services for possible review before the Board of Trustees.

Distance education faculty compensation is discussed in section 1.10 of this document.

Subcommittee comments:
“It is not clear that ACC has a specific policy regarding online IP, copyright, etc. Please clarify.”
Response:
Appendix G was missing an additional document. Appendix G in the original iteration was the Policy Statement (Sec. 13.16) from the Board of Trustees Policy Manual which stated that Alvin Community College has an IP/Copyright policy. The missing document is the Administrative Procedures Manual section 12.11 which has been attached within Appendix G. This outlines the IP and copyright policies for the college.
Section 4 Student Support Services

Yes 1. The institution provides distance and off-campus learners access to appropriate student services. Please describe the support services to distance and/or off-campus students in each of the following areas (as applicable) and how they are evaluated: admissions, registration, academic advising, remedial services, placement services, testing and assessment, orientation, computing departments, financial aid offices, and help desk/hot line. Include the URLs of examples. (Note: attachment of descriptive documents is encouraged.) How have these services been updated or improved?

Off-campus learners have full access to all resources that our on-campus students have. In addition, http://www.alvincollege.edu/ provides online student access to admissions, registration, academic advising, placement services, online student orientation, technology services, financial aid, and help desk services. Student may also use this link to register for classes online and purchase textbooks. Except for the bookstore, all of these features have been updated since the last report.

To better support our online students, a Virtual Student Lounge has been created and is maintained by the Distance Education Coordinator as a resource for online students to provide access to campus resources and special assistance with technical issues. Updates for the student lounge will be continuously updated to increase support for online students. An orientation especially designed for online students at Alvin Community College will also be available to students beginning in Spring of 2006. The orientation includes a questionnaire to collect a needs assessment of distance learners in order to continually upgrade our services.

All TDCJ courses have access to a dedicated TDCJ counselor and financial aid (if eligible). The services available to the TDCJ students are limited by the TDCJ rules.

Yes 2. Distance and off-campus learners have access to library resources of an appropriate breadth and quality for the distance and/or off-campus education program(s) offered. Please provide an on-line address and describe resources, including any difference in service for off-campus and for instructional telecommunications students. Are electronic resources given priority on your campus?

All students, distance and on-campus have full access to the physical library and its resources and services. The library is open 65 hours per week during the regular part of the semester and increases to 75 hours per week for the week before and week of final exams. These hours include 4 regular weekend hours on Sunday increasing to 6 hours on the special weeks before and of final exams. The physical library collection contains approximately 20,000 monographs and 134 current periodical subscriptions. The collection also contains videos and DVDs to support the curriculum in departments that have requested it. Beginning in 2002, the library removed bound volumes, microfilm reels, microfiche and periodicals replicated in the databases. Electronic resources are a preferred medium due to the increased accessibility, currency of material, and demand of our younger and distance students. These resources are given a priority as they allow for an ease of use and a greater access to information.
The collection includes electronic medium with Texshare online databases that contain 3,500 indexed periodical (mostly full-text). In addition, the library subscribes to Westlaw databases, which contain the full text of 15,000 newspapers and magazines. This subscription also contains thousands of legal texts used to support the legal assistant program as well as provide access the other sources. Texshare netLibrary contains 28,000 full-text books published within the last five years. These books and databases are accessible on and off campus for students, faculty, and staff.

Tutorials have been created to assist students in developing database and Internet research skills. Additional tutorials are being created to assist them in library usage, understanding Fair Use practices, copyright laws, and plagiarism to replace the current information in text format. Additionally, surveys are posted on the website for faculty and students to give feedback regarding our services. All of these are available through the ACC Library website: http://www.alvincollege.edu/current/library.cfm.

Reference services are available in person, by phone, email or instant message. The reference staff regularly responds to electronic information requests off hours as well as during regular working hours. A Virtual Student Lounge with a direct link to the library has recently been added to which all students have access. From this it can be seen that the electronic format has been given a priority on the campus and is becoming the most popular way to use the library.

All TDCJ courses have access to dedicated library services, which are limited by the TDCJ rules.
Section 5 Distance Education Facilities and Support Services

Yes 1. The institution has available the facilities and equipment necessary to deliver its distance learning program. Please describe, in brief, current infrastructure and procedures for evaluating its effectiveness. Describe major changes in facilities and equipment?

Alvin Community College uses its media center for printing and distribution of distance learning material, and its fractional T-3 connection to provide its on-line content. All servers are current and less than one year old. These servers are backed up nightly to insure that content is protected. Alvin Community College has a fully staffed Information Technology staff that insures that all computer equipment is maintained and functional.

The on-line content is provided through either a Microsoft Windows 2000 Advanced Server running IIS 5.0 or a WebCT 4.x server. The WebCT server has an unlimited license until 2006. This is connected to the Internet by a fractional T-3 line through the Texas Higher Education Net (THENet).

All of the hardware and software is evaluated continuously to insure that the performance and service is sufficient. If a problem is found, then the IT department replaces the system and modifies the infrastructure to better support the faculty, staff, and students.

All telecourses are purchased through the Dallas Telelearning cooperative. The master tapes are given to the Media center for duplication. The duplication machines are scheduled for replacement within the next year. All tapes are distributed to the students by the faculty or through the library. The library also has video units so that students can view the tapes on-campus if it is necessary. These tapes are reviewed periodically to insure that the quality is high on the duplications.

Off-campus classes at TDCJ have their own institutional budget, which insures that the appropriate materials and computers are available at the sites. There are restrictions due to the TDCJ rules as to what can be out at the site, and Alvin Community College works within these restrictions to provide the highest level of instruction that is possible. Currently they have desktop computers, laptops, and servers as necessary for the level of instruction.

Yes 2. Arrangements have been made for off-campus delivery of required laboratories, clinical placement sites, workshops, seminars, etc. associated with distance learning activities. Please describe these arrangements and any improvements that have been made.

All distance education classes that require laboratories are currently being taught with the students coming to one of the campuses or to contract high school facilities for those laboratories. All TDCJ classes are taught “in house” off-campus. All necessary facilities are provided at each site. While TDCJ classes can be considered distance education as they occur off-site, they have a constant instructor presence, and as such deviate from the classic definition of distance education. This is an issue that the Distance Education Advisory Committee will be discussing in order to correctly classify this form of instruction.
Appendix A: Course Evaluation Forms for Distance Education
DISTANCE EDUCATION EVALUATION FORM

1. The instructor acquainted students with the Student Information Plan (SIP), the course objective, the grading procedure, and other requirements of the course (projects, papers, exams, etc.) at the beginning of the semester. (A = highest, E = Lowest)
   
   a. Strongly Agree
   b. Somewhat Agree
   c. Neither Agree nor disagree
   d. Somewhat Disagree
   e. Strongly Disagree
   f. NA (not applicable)

   Answer:__________

2. The course is well-organized and carefully prepared. (A = highest, E = Lowest)
   
   a. Strongly Agree
   b. Somewhat Agree
   c. Neither Agree nor disagree
   d. Somewhat Disagree
   e. Strongly Disagree
   f. NA (not applicable)

   Answer:__________

3. The course assignments are effective towards meeting my needs and goals. (A = highest, E = Lowest)
   
   a. Strongly Agree
   b. Somewhat Agree
   c. Neither Agree nor disagree
   d. Somewhat Disagree
   e. Strongly Disagree
   f. NA (not applicable)

   Answer:__________
4. The "work load of the class is just about right. (A = highest, E = Lowest)
   a. Strongly Agree
   b. Somewhat Agree
   c. Neither Agree nor disagree
   d. Somewhat Disagree
   e. Strongly Disagree
   f. NA (not applicable)

   Answer: _________

5. Exams and/or other evaluation procedures reflect course content and assigned work. (A = highest, E = Lowest)
   a. Strongly Agree
   b. Somewhat Agree
   c. Neither Agree nor disagree
   d. Somewhat Disagree
   e. Strongly Disagree
   f. NA (not applicable)

   Answer: _________

6. Exams, Quizzes, and other materials are graded and returned within a reasonable amount of time. (A = highest, E = Lowest)
   a. Strongly Agree
   b. Somewhat Agree
   c. Neither Agree nor disagree
   d. Somewhat Disagree
   e. Strongly Disagree
   f. NA (not applicable)

   Answer: _________

7. The instructor grades and evaluates students fairly. (A = highest, E = Lowest)
   a. Strongly Agree
   b. Somewhat Agree
   c. Neither Agree nor disagree
   d. Somewhat Disagree
   e. Strongly Disagree
   f. NA (not applicable)

   Answer: _________
8. The instructor demonstrates a thorough knowledge of the subject matter. (A = highest, E = Lowest)
   a. Strongly Agree
   b. Somewhat Agree
   c. Neither Agree nor disagree
   d. Somewhat Disagree
   e. Strongly Disagree
   f. NA (not applicable)

   Answer: 

9. The instructor shows genuine concern for students. (A = highest, E = Lowest)
   a. Strongly Agree
   b. Somewhat Agree
   c. Neither Agree nor disagree
   d. Somewhat Disagree
   e. Strongly Disagree
   f. NA (not applicable)

   Answer: 

10. The instructor demonstrates enthusiasm in teaching the course. (A = highest, E = Lowest)
    a. Strongly Agree
    b. Somewhat Agree
    c. Neither Agree nor disagree
    d. Somewhat Disagree
    e. Strongly Disagree
    f. NA (not applicable)

    Answer: 

11. The instructor is easy to contact during the times of availability indicated in the SIP. (A = highest, E = Lowest)
    a. Strongly Agree
    b. Somewhat Agree
    c. Neither Agree nor disagree
    d. Somewhat Disagree
    e. Strongly Disagree
    f. NA (not applicable)

    Answer: 

12. How do you rate the instructor’s overall effectiveness? (A = highest, E = Lowest)
   a. Strongly Agree
   b. Somewhat Agree
   c. Neither Agree nor disagree
   d. Somewhat Disagree
   e. Strongly Disagree
   f. NA (not applicable)

Answer:___________

13. How do you rate the overall quality of this course? (A = highest, E = Lowest)
   a. Strongly Agree
   b. Somewhat Agree
   c. Neither Agree nor disagree
   d. Somewhat Disagree
   e. Strongly Disagree
   f. NA (not applicable)

Answer:___________

14. Use this space to make any comments you would like regarding your instructor.

15. Use this space to make any comments you would like regarding video tapes, equipment, internet connections, the textbook, or other materials used in this course.
Appendix B: Distance Education 2005-2006 Department Objectives and Effectiveness Plan
<table>
<thead>
<tr>
<th>DEPARTMENT OBJECTIVES</th>
<th>ASSESSMENT CRITERIA &amp; PROCEDURES</th>
<th>PERSON (S) RESPONSIBLE</th>
<th>ACC GOAL(S) SUPPORTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students successfully completing geography courses will acquire a conversational knowledge of global geographical regions, as well as a heightened awareness and appreciation of ethnic groups and their cultures.</td>
<td>Pre- and post-testing will be used with traditional assessment techniques. Tests will be revised to reflect the current core curriculum review.</td>
<td>Faculty</td>
<td>1, 6</td>
</tr>
<tr>
<td>2. Students successfully completing geography courses will increase their reading, writing, and critical thinking skills, and their career objectives.</td>
<td>In addition to pre- and post-testing and more traditional assessment techniques, student success levels at four year institutions will be monitored. Matriculation rates and grade points at all four year institutions will be comparable to those from other area community colleges.</td>
<td>Faculty</td>
<td>1</td>
</tr>
<tr>
<td>3. Geography course requirements will be monitored and reinforced through the use of appropriate textbooks, assignments, exams, etc.</td>
<td>Department faculty, through professional meetings, departmental meetings, and exchanges of Student Information Plans, will periodically evaluate course requirements.</td>
<td>Faculty</td>
<td>8</td>
</tr>
<tr>
<td>4. The Geography Department will demonstrate a commitment to continual professional development of an exceptional faculty and staff.</td>
<td>Professional development activities will be monitored by the Department Chair, faculty will be involved in workshops and seminars, and faculty will mentor, interview, and employ the highest quality applicants possible. Activities and interactions will be documented as they occur.</td>
<td>Department Chair, faculty</td>
<td>8</td>
</tr>
</tbody>
</table>

DEPARTMENT/UNIT MISSION STATEMENT: We will offer courses that not only satisfy a key component of the College's core curriculum, but, after successful completion, will continue to complement and promote academic achievement and career objectives and will ultimately prove a permanent enhancement to the quality of life in general.
Appendix C: Alvin Community College Institutional Goals
Institutional Goals

To fulfill its stated Mission, the College has established specific goals that are modified as needed to meet changing circumstances. These goals are as follows:

1. To provide appropriate academic courses in the arts and sciences for those pursuing associate degrees or planning to transfer to a senior institution.
2. To provide one- and two-year technical programs that prepare graduates to enter business or industry with marketable skills.
3. To provide programs that assist students to master skills that are fundamental to academic and career achievement.
4. To provide continuing education programs that incorporate current and new technical courses, training partnerships with business and industry, and other opportunities for individuals to acquire and upgrade skills or seek personal enrichment.
5. To provide an environment that supports and encourages students in their academic advancement and assists them in their personal and social development.
6. To provide for the systematic measurement of academic excellence and institutional effectiveness and evaluate the progress of the institution's achievement of its strategic objectives.
7. To provide opportunities for collaboration, cooperation, and/or articulation with area schools, community colleges, universities, industries, and local government.
8. To maintain a commitment to educational excellence through intensive efforts to recruit, retain, develop, and support an outstanding faculty and staff.
9. To provide a cost-effective use of human, physical, and fiscal resources.
10. To maintain a safe and inviting campus environment.
11. To recruit, retain, and educate students to their selected level of educational success.

In addition to the goals described above, Alvin Community College subscribes to the purpose of the public community college as outlined in Section 130.003 of the Texas Education Code.

1. Technical programs up to two years in length leading to associate degrees or certificates;
2. Vocational programs leading directly to employment in semi-skilled and skilled occupations;
3. Freshman and sophomore courses in arts and sciences;
4. Continuing adult education programs for occupational or cultural upgrading;
5. Compensatory education programs designed to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students;
6. A continuing program of counseling and guidance designed to assist students in achieving their individual educational goals;
7. Work force development programs designed to meet local and statewide needs;
8. Adult literacy and other basic skills programs for adults; and
9. Such other purposes as may be prescribed by the Texas Higher Education Coordinating Board or local governing boards in the best interest of post-secondary education in Texas.
Appendix D: SIP Information Necessary for Distance Education
SIP Information Necessary for Distance Education

The purpose of this document is not to tell you how to create a SIP, but to ensure that some new elements of the SIP that distance education students require will not be overlooked in the transition from on-campus classes to an on-line format. Each of the following headings has been taken from existing SIPs, however, you do not need to use these headings as they are written. These headings are being used to highlight necessary information. Not all elements of the SIP will be covered, only elements that are necessary or new in relation to distance education. If you have any questions, please contact me at x.3728.

Contact Information:
- E-mail address
- Website address of coursework/syllabi/etc… (if applicable)
- Phone number
- Office hours (on-line and on-campus, as applicable)
- Specify when you will return student e-mail/phone calls.
  Be sure to bind yourself to no more than a 5 day work week and make it clear that the student will hear back from you within 24 hours during your work week.
  For example: You work Monday through Friday. A student contacts you on Monday, you respond by Tuesday. Another student contacts you on Friday, you respond by Monday as you do not work the weekend.
- Contact information for the Distance Education Department – (281)-756-3728 or de@alvin.cc.tx.us - this way, if they cannot get a hold of you, they might be able to get a hold of me and then I can pass the message to you.

Textbook/Videos/Web sites
- Place all relevant reference material and links here, even if it is a repetition of the contact information. If there are videos for the course, please let the students know where they can get them.
- Any software that the student will need to buy or download should be listed here.

Objectives/Requirements/Assignments
- Make sure to specify what you require the student to do, from an on-line posting on a discussion board to a 2000 word paper, and when you require the assignment to be completed.

A large issue in Distance Ed. comes from the assignments. If two or more students e-mail/phone you about an assignment, you can bet that at least 3 other students have the same question. To avoid having to answer the same questions multiple times, post a definitive answer in your discussion boards or e-mail/contact your students to give them this update. You might also wish to change your SIP/syllabus to reflect the new information so you do not need to do this again.

May/01
• Due dates are key information for distance education students. Everything they
do in a semester needs to be planned out for them from day one. If you are
flexible and allow students to get ahead, let them know, you may be surprised by
how many will take you up on it.

• Do not have any assignments due on days that you will not be “in the office”. If
you work Mon. to Fri., do not have assignments due on a weekend. A suggestion
would be to have them due on a Tuesday or Wednesday to give students a day or
so to ask last minute questions.

• Require all students to cc: themselves in any e-mail messages to you. This
ensures that if you do not get the message, they will have a time stamped copy
that they can forward to you.

• A suggestion to combat the “My computer died just as I was going to send the
file...” problem is to have a due date and two late days without penalties. The
instructor can deal with any problems on or before the due date however, any
problems during the late days will not be excused.

  This might be written as: “All assignments are due on the dates specified.
However, there is a window of 2 days in which you may hand the assignment in
without losing points, but no computer errors or failures will be excused during
these extra two days.”

• Specify any preferred digital formats for assignments turned in on-line or through
e-mail such as Microsoft Word or Corel Wordperfect, however, be aware that not
everyone has them. A text file will work in either platform.

**Policies and Procedures**

• ADA Compliance – Please make sure that the “reasonable accommodations”
statement is included in your SIP. If you have questions about this please contact
Eileen Cross at x.3533.

• Any specific procedures or logins should be noted for the student so that they can
better understand how or where to access the required materials.

• Attendance – If you have a required attendance policy then you should outline it,
however, if this is an on-line course please modify any existing statements to fit
the on-line format requirements.

• Any on-campus elements of the course (tests or activities) need to be spelled out
so that the students have time to plan for them. It is best to have multiple
opportunities for students to complete something on campus. An example would
be to offer a test in a specified campus location over a period of a week. That
way a student can come in during the week and take the test on a day that is
convenient for them.

• Please do not change or add any due dates or times during the semester without
student agreement as this can cause problems.
Appendix E: Distance Education Analysis Spring 2004 Executive Summary
EXECUTIVE SUMMARY

In spring of 2004, 273 students responded to an online evaluation of distance learning courses. Of the responders, 215 were enrolled in Internet classes, 45 in TBA classes, and 13 in TV classes. The proportions reflect to some extent the growing impact of Internet classes as the preferred format for distance learning. Below is a comparison of spring 2004 results with fall 2003. Overall, ratings in spring 2004 were generally more favorable.

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>Percent marked with highest rating:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring 2004</td>
</tr>
<tr>
<td>1. The instructor acquainted students with the Student Information Plan (SIP), the course objectives, the grading procedure, and other requirements of the course (projects, papers, exams, etc.) at the beginning of the semester.</td>
<td>77%</td>
</tr>
<tr>
<td>2. The course is well organized and carefully planned.</td>
<td>64%</td>
</tr>
<tr>
<td>3. The course assignments are effective towards meeting my needs and goals.</td>
<td>75%</td>
</tr>
<tr>
<td>4. The “work load” level of the class is just about right.</td>
<td>55%</td>
</tr>
<tr>
<td>5. Exams and/or other evaluation procedures reflect course content and assigned work.</td>
<td>59%</td>
</tr>
<tr>
<td>6. Exams, quizzes, and other materials are graded and returned within a reasonable amount of time.</td>
<td>74%</td>
</tr>
<tr>
<td>7. The instructor grades and evaluates students fairly.</td>
<td>73%</td>
</tr>
<tr>
<td>8. The instructor demonstrates a thorough knowledge of the subject matter.</td>
<td>70%</td>
</tr>
<tr>
<td>9. The instructor shows genuine concern for students.</td>
<td>69%</td>
</tr>
<tr>
<td>10. The instructor demonstrates enthusiasm in teaching the course.</td>
<td>66%</td>
</tr>
<tr>
<td>11. The instructor is easy to contact during the times of availability indicated in the SIP.</td>
<td>68%</td>
</tr>
<tr>
<td>12. How do you rate the instructor’s overall effectiveness?</td>
<td>49%</td>
</tr>
<tr>
<td>13. How do you rate the overall quality of this course?</td>
<td>40%</td>
</tr>
</tbody>
</table>

For the most part, comments about instructors and courses were very positive. Those few negative comments received were generally restricted to a small number of instructors. Overall, the comments emphasized the importance of the following:
- Adequate support from the instructor,
- Prompt response to student queries,
- Prompt delivery of grades and other pertinent course information, and
- Congruence of test questions and material covered.

In a few instances, students left comments on instructors other than those assigned to the course.
Appendix F: Alvin Community College Code of Academic Integrity and Honesty
Alvin Community College
Code of Academic Integrity and Honesty

Code of Academic Integrity and Honesty
Students at Alvin Community College are members of an institution dedicated to the pursuit of knowledge through a formalized program of instruction and learning. At the heart of this endeavor, lie the core values of academic integrity which include honesty, truth, and freedom from lies and fraud. Because personal integrity is important in all aspects of life, students at Alvin Community College are expected to conduct themselves with honesty and integrity both in and out of the classroom. Incidents of academic dishonesty will not be tolerated and students guilty of such conduct are subject to severe disciplinary measures.

What is Academic Dishonesty?
Academic dishonesty is any form of cheating and/or plagiarism which result in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. Kibler, W. L., et al, Academic Integrity and Student Development: Legal Issues and Policy Perspectives, Asheville, North Carolina: College Administration Publications, 1988, pp. 1-3.

Cheating includes, but is not limited to the following:
1. using any sources not authorized by the instructor (textbooks, notes, the work of other students, etc.) to complete examinations or other assignments;
2. using unauthorized electronic equipment during an examination or other assignment;
3. submitting work presented previously in another course, if contrary to the rules of either course;
4. altering or tampering with grades.

Plagiarism includes, but is not limited to the following:
1. using the ideas and/or words of another person without giving that person appropriate credit;
2. representing another’s artistic or scholarly works (i.e., musical compositions, computer programs, photographs, paintings, drawings, sculptures, etc.) as your own;
3. submitting a paper purchased from a research paper service, including the Internet;
4. using undocumented Web source(s).

Other Specific Examples of Academic Dishonesty
1. allowing another student to copy from your paper during a test;
2. giving your homework, term paper or other academic work to another student to plagiarize;
3. having another person submit any work in your name;
4. lying to an instructor or college official to improve your grade;
5. altering a graded work after it has been returned, then submitting the work for re-grading;
6. stealing tests;
7. forging signatures on college documentation;
8. collaborating without permission of the instructor;
9. giving false or misleading information to an instructor in an effort to receive a postponement or an extension on a test or other assignment;
10. accessing computerized college records or systems without authorization
11. providing material or information to another person with knowledge that such aid could be used in any of the violations stated above.

Students are expected to report incidents of academic dishonesty to the instructor, department chair, division chair, or college administrator.

Consequences of Academic Dishonesty at Alvin Community College
Students who commit acts of academic dishonesty not only receive college sanctions, but possibly jeopardize future employment and educational opportunities. Graduate and professional degree programs and employers may request information from the college regarding a student’s disciplinary record in an effort to investigate moral and ethical character.

According to college policy, academic and/or administrative sanctions may be applied in cases of academic dishonesty. In all cases, students will have a right to due process. Students charged with academic dishonesty may not withdraw from a course in which the charge is pending or in which a finding of academic dishonesty has been made.

Instructors must complete an Academic Dishonesty Incident Report for any student charged with conduct violations. The following sanctions may be imposed by the course instructor:

- assign a reduced grade on assignment, paper, project or exam;
- assign a failing grade on assignment, paper, project or exam;
- lower the grade in the course;
- assign an F in the course.

Students who receive a sanction for academic dishonesty will also receive a disciplinary reprimand. The reprimand will be entered on the student’s disciplinary record.

The student may request a Disciplinary/Administrative Hearing by contacting the Director of Admissions and Academic Advising within seven days of the Academic Dishonesty Incident Report’s mailing date. If a hearing is requested, the course grade will be “Incomplete” until the outcome of the hearing is finalized. Cheating is classified by the Alvin Community College Student Handbook as a Class II offense and offenders are subject to the penalties described under the section, “Measures to Enforce Standards of Student Conduct.” Pending the outcome of the hearing, the student will receive one of the following actions:

- be exonerated of the charge;
- receive the instructor assigned sanction and a disciplinary reprimand;
- receive disciplinary probation with or without specified conditions;
- receive disciplinary suspension with or without specified conditions;
- be expelled from Alvin Community College (repeat offenders).

The Director of Admissions and Academic Advising maintains a record of students who have engaged in academic dishonesty. This information is used to identify and track repeat offenders. A record of conduct violations shall be maintained for a period of five years from date of the last entry concerning any disciplinary action. Permanent records are maintained in cases of suspension or expulsion.
Appendix G: Alvin Community College Intellectual Property Policy
2. An employee may file a grievance by submitting the grievance in writing to his/her immediate supervisor within ten working days of the time the employee first knew or should have known of the event or series of events about which the employee is complaining. In cases involving alleged sexual harassment by the immediate supervisor, the grievance may be submitted to the next level supervisor. An employee may not bring serial or separate grievances related to the same event or action. The President or President’s designee may determine that individual grievances are sufficiently similar that they may be resolved in a single proceeding. The written grievance should specify the basis for the complaint and identify the relief sought. The supervisor shall hold a conference within ten working days of receiving the employee’s written complaint. Prior to the conference, the employee must provide the supervisor with any documentation on which the employee intends to rely in support of the grievance. The supervisor shall respond to the employee within ten working days after the conference.

3. If the outcome of the conference with the supervisor is not to the employee’s satisfaction, the employee may appeal by sending a copy of the initial grievance and the supervisor’s response to the President, within five calendar days. The President or the President’s designee shall hold a conference within ten working days of receipt of the employee’s appeal. The President or the President’s designee (if delegated) will render a decision in the matter within ten working days following the conference. The President may, at his discretion, receive and act upon a recommendation from a designee, or delegate decision-making authority to such designee.

If the employee is not satisfied with the decision of the President or the President’s designee, he/she may request a hearing before the Board. At the hearing, each side will be allowed to make a presentation, subject to any time limits imposed by the Board. The Board will make its decision based on the arguments presented at the Board hearing and the records of the hearings with the supervisor and the President or the President’s designee. The Board is not required to consider issues or documentation not previously presented. The Board shall inform the employee of its decision within ten working days of the hearing before the Board.

Sec. 13.16. Intellectual Property

The purpose of the Alvin Community College Intellectual Property Policy is to outline the respective rights which members of the faculty, staff, and student body of the College have in intellectual materials created while affiliated with the College. The discovery of patentable processes or inventions and the creation of other intellectual property is not the primary objective of Alvin Community College. In the event such discoveries or creations are developed, it is the objective of the Board to provide an intellectual property policy which will govern the development of inventions and other intellectual creations for the best interest of the public, the creator, and the research sponsor. The policy shall provide for the timely protection and disclosure of such intellectual property, whether by development and commercialization after securing available protection for the creation, by publication, or both. The policy is also intended to protect the respective interests of all concerned by ensuring that the benefits of such property accrue to the public, to the inventor, to the
3. Determining if its acceptance would compromise the institution's philosophy and/or conflict with existing policy;

4. Determining if restrictions accompany acceptance of the gift or donation.

Following this review, he will make appropriate recommendations to the President. The following guidelines will be used relevant to the acceptance of gifts and donations:

1. The assessment of value shall not be included in correspondence acknowledging the acceptance of a gift.

2. No staff member shall negotiate for receipt of a gift or donation with an outside party prior to discussing and documenting the matter with the President.

3. All gifts and donations accepted will be duly recorded in a gifts and donations log book. The log should reflect the description, source, assessed value, date accepted, and date received.

4. All cash gifts will be acknowledged by an official receipt signed by the Director of Fiscal Affairs/Comptroller.

5. Non-cash gifts and donations shall be inventoried during the course of each general property inventory, and they will be reflected on the institution's property inventory.

Sec. 12.11. Intellectual Property

The intellectual property procedures defined below shall apply to all persons employed by the college and to anyone using college facilities under the supervision of college personnel. The procedures shall apply to intellectual property creations of all types, regardless of whether patentable, except for faculty - or staff - authored written work that is not produced either as work for hire or as part of the regular work responsibilities of the author.

Patents

All members of the faculty, staff, employees, and students participating in research shall inform the college of all inventions and discoveries arising from any college work considered by the investigator to be patentable.

A patent is a grant by the government, acting through the Patent Office, of exclusive right to an invention or discovery of a process, machine, manufacture, or composition of matter for a
limited time (currently seventeen (17) years from the patent issue date). Generally, three conditions should be met for the granting of a patent: the invention should be new, useful, and not obvious.

All employees are requested to sign an Invention Agreement to report all potentially patentable discoveries to the college. This form will be completed upon entering employment and will be filed in individual personnel files maintained in the college Human Resources Office.

Review Process

All inventions shall be disclosed through the appropriate Dean or Director to the President of Alvin Community College, who will transmit the information to the Alvin Community College Board of Trustees.

Disclosure

Disclosure to the college should include, as a minimum, the following information:

1. Name of the inventor (and co-inventors, if any);
2. Descriptive title of invention or discovery;
3. Description of invention or discovery explaining what is novel about it, what is useful about it, how it differs from inventions or discoveries (if any), made by others to provide the same or comparable results;
4. Location of notebooks and other documents, both witnessed and otherwise, containing information about the discovery;
5. Earliest verifiable date of conception and where conceived;
6. Date and place of first sketch, drawing or photo;
7. Date and place of first written description;
8. Date and place of reduction to practice through demonstration of first operating model or full scale device or successful completion of process run;
9. Location of operating or full scale device or equipment for demonstrating the process of producing the new product;
10. Evaluation of model test, prototype performance, or pilot plant processing;

11. Sources of support of the research associated both with the conception and with the reduction to practice of the invention and any encumbrances involved;

12. Recommendation or intentions for disposition or exploitation or rights in the invention and estimate of its marketability;

13. Names of trusted colleagues or professional peers who might aid in evaluating the invention for novelty, usefulness, and marketability;

14. Date, place, and form of disclosures of the invention or discovery already made.

**Time Frame**

Disclosures to the college should be made when, in the judgment of the inventor, the invention or discovery has been sufficiently developed to give reasonable assurance that it can be put to practice. At the time of disclosure, an ownership agreement will be determined by the inventor and college, or their designees.

**Ownership**

The college allows the preparation and publication of copyrightable works that result from teaching, research, scholarly and artistic endeavors by members of the faculty, staff, and student body of Alvin Community College.

Copyright ownership of all material, including inventions, disclosures, trade secrets, and computer software, that is developed in the course of or pursuant to a sponsored research agreement shall be determined in accordance with the terms of the sponsored research or other agreement.

Copyright ownership of all material developed with the significant use of funds, space, hardware, or facilities administered by the college, including but not limited to classroom and laboratory facilities, but without any college obligation to others in connection with such support, shall reside with the college. In keeping with the philosophy of academic freedom, the college does not consider the provision of office or library facilities as significant use of college funds, nor does the college claim ownership of books, manuals, articles, instructional aids or similar works, popular nonfiction, novels, poems, musical compositions, or other works of artistic imagination.
Licensing

Researchers shall be required to comply with all applicable federal, state, and local laws and regulations, particularly those concerning biological materials and necessary testing and approval by the Federal Drug Administration.

License agreements made with third parties under this policy should contain all provisions as are determined to be in the best interests of both Alvin Community College and the inventor and shall be submitted for confirmation to the Alvin Community College Board of Trustees.

Royalty Participation

Authors of intellectual works that are not owned by the college own the copyrights in their works and are free to publish them, register the copyright, and receive any revenues which may result therefrom. Royalty income received through the sale, licensing, leasing, or use of copyrightable material in which the college has a property interest will be returned to the institution and inventor as agreed upon at the time of disclosure.

The costs of filing patents and copyrights of works involving college ownership shall be borne by Alvin Community College.

Equity and Management

The inventor will share in the equity position resulting from an invention. The inventor will be entitled to participate in the management of a business related to development of his/her intellectual property. The inventor will share in the equity of a company designed to market for profit the invented product, disclosure, trade secret, computer software, or other item or service.

Historical Note:

Sections 12.01 & 12.02 revised 3-21-96
Sections 12.03, 12.06, and 12.10 revised 8-2-99
Section 12.11 Revised 3-19-01
Appendix H: Alvin Community College Withdraw Rates for Internet and TV Courses
### Indicator 11.11 – Withdrawal Rates for Internet and TV courses

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<tr>
<th>COURSE</th>
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</tr>
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<td>COURSE</td>
<td>WITHDRAWAL RATE</td>
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<td>-----------------</td>
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<tr>
<td>TECA-1354-INx</td>
<td>17%</td>
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</table>

**STANDARD:** The withdrawal rate for each course will be 50% or less.

**RESULT:** Standard not met for COSC-1418-IN, DFTG-2481-IN, ECON-2301-IN, GOVT-2301-IN, GOVT-2301-TV, and MATH-1314-TV.

**ACTION TAKEN:** The courses COSC-1418-IN, DFTG-2481-IN and MATH-1314-TV each had less than ten people in them, and thus, a valid trend cannot be established from such a small sample size. Consequently, monitoring will continue. Regarding ECON-2301-IN, GOVT-2301-IN, and GOVT-2301-TV, these courses are currently scheduled for review and revision by the Director of Distance Education in order to improve attrition rates and other aspects of the courses.

**DATA SOURCE:** Colleague Grade Report, Fall of 2003
**Indicator 11.2 - Retention Rate (Fall to Fall)**

**TABLE 1**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Percentage</th>
<th>Academic</th>
<th>Technical</th>
<th>Tech-Prep</th>
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</thead>
<tbody>
<tr>
<td>ACC</td>
<td>42%</td>
<td>41%</td>
<td>43%</td>
<td>41%</td>
</tr>
<tr>
<td>Brazosport</td>
<td>41%</td>
<td>43%</td>
<td>39%</td>
<td>36%</td>
</tr>
<tr>
<td>COM</td>
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<td>40%</td>
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<td>40%</td>
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<tr>
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<td>43%</td>
</tr>
<tr>
<td>HCC</td>
<td>37%</td>
<td>37%</td>
<td>37%</td>
<td>40%</td>
</tr>
<tr>
<td>Lee</td>
<td>44%</td>
<td>47%</td>
<td>40%</td>
<td>45%</td>
</tr>
<tr>
<td>Kingwood</td>
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<td>25%</td>
</tr>
<tr>
<td>Montgomery</td>
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<tr>
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<tr>
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<tr>
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<tr>
<td>State Avg</td>
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<td>39%</td>
<td>42%</td>
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</tbody>
</table>

**TABLE 2**

<table>
<thead>
<tr>
<th>Institution</th>
<th>SORT KEY</th>
<th>Total Percentage</th>
<th>Academic</th>
<th>Technical</th>
<th>Tech-Prep</th>
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<tbody>
<tr>
<td>Lee</td>
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<td>44%</td>
<td>47%</td>
<td>40%</td>
<td>45%</td>
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<tr>
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<tr>
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<tr>
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</table>
### TABLE 3

<table>
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<th>Institution</th>
<th>Total Percentage</th>
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<th>Technical</th>
<th>Tech-Prep</th>
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</thead>
<tbody>
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<td>40%</td>
<td>45%</td>
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<tr>
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### TABLE 4

<table>
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<tr>
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### TABLE 5

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**STANDARD:** Maintain a Fall to Fall retention rate that is not more than five percentage points below the state average.

**RESULT:** Standard met.

**ACTION TAKEN:** No action required.

**DATA SOURCE:** THECB Fall 2001-2002 Student Retention Report
Appendix I: Course Development Self-Study
Faculty Self-Study for Web-delivered Courses

Who should complete this self-study?

All faculty teaching a web-delivered course at Alvin Community College should read and complete this self-study, which was adapted from one developed by the University of Texas System TeleCampus.

Completed copies of this document will be kept on file in the office of the Coordinator of Distance Education. After filling in all applicable sections return via interdepartmental mail to Dena Faust, the Coordinator of Distance Education.

Introduction

The Texas Higher Education Coordinating Board, through the Distance Education Advisory Committee, commends and encourages the development of online courses and other electronically delivered courses that enhance access to higher education throughout the state of Texas. THECB works closely with Texas college and university systems as well as with ICUT (Independent Colleges and Universities of Texas) to ensure that the quality of distance education is high. To that end, all course providers and all institutions are encouraged to use the Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs as developed by the Western Cooperative for Educational Telecommunications (WCET), a program of the Western Interstate Commission for Higher Education (WICHE) and as endorsed by the THECB.

Institutions seeking approval for distance education plans through the THECB must demonstrate that all courses adhere to the Principles. Use of a course evaluation document such as this one is one way to demonstrate adherence to the Principles.

Course Information

Title of course and course number:

Name, title of instructional faculty:

Faculty phone number and email:

Is this course for credit?

Prerequisites:

Number of students recommended:

Brief course description:
Technical Notes

If you need assistance completing this section of the self-study, please contact the Coordinator of Distance Education x3728

Platform WebCT Other Description:

Students will use a variety of browsers and hardware. Have you tested your course on a combination of browser versions or hardware platforms? (For example, Netscape 3.X, an older Pentium PC, or Internet Explorer)

Yes ___ No ___

Please check components that you will utilize in your course:
Discussion/Chat:
Asynchronous (Threaded Discussion): ___ yes ___ no
Synchronous (Live Chat): ___ yes ___ no
Additional Information:

Audio:
Number of segments: ___
Length of longest segment: ___
Method of delivery:
    Streaming via RealAudio ___; QuickTime ___; CD-ROM ___
Additional Information as appropriate:

Video:
Number of segments: ___
Length of longest segment: ___
Method of delivery:
    Streaming via RealAudio ___; QuickTime ___; CD-ROM ___
Additional Information as appropriate:

Does this course meet the guidelines of the American with Disabilities Act and specifically the Rehabilitation Act Amendments in Section 508? For information on the actual guidelines, see the following:
http://www.sudoj.gov/crt/ada/adahom1.htm or http://www.access-board.gov/508.htm

Yes ___ No ___
Course Copyright and Permissions

It is the responsibility of the instructor and his/her colleagues to ensure that all copyright provisions are met and that permission has been obtained as appropriate.

Have you confirmed that the inclusion of all course materials in the course not developed by the copyright holder meet "fair use" guidelines or that you are otherwise exempt from liability from infringement? Please work with the Coordinator of Distance Education if you need assistance ascertaining this information.

Information on copyright laws relating to the use of intellectual materials is available through the Virtual Faculty Lounge in WebCT or from the following link.
http://www.aedc.edu/admin/papers/fair10-17.html

In any case where Alvin Community College and/or course author(s) contribute copyrightable expression, the College and/or course author(s) warrant that they are the only owner(s) of the course and have full power and authority to make this agreement: and that the course does not infringe any copyright, violate and property rights, or contain any scandalous, libelous, or unlawful matter.

Name(s) of copyright holders:

Have you confirmed that the course materials and any course materials not developed by the copyright holder are "fair use" or that you are otherwise exempt from liability from infringement?

Yes _____ No _____

If not, have you acquired permission to use or link to the materials?

Yes _____ No _____

Additional Information/Comments as appropriate:
Principles of Good Practice

The Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs were developed by the Western Cooperative for Educational Telecommunications and adopted by the Texas Higher Education Coordinating Board. These principles provide an outline for consideration when developing, teaching or evaluating the quality of electronic instruction. Therefore, the Distance Education Advisory Committee of THECB recommends that all instructors complete this Guide as an assurance that all courses offered through distance learning in Texas meet these guidelines. It is not necessary for you to provide a positive answer to each question. However, those questions for which you report a negative answer may well represent areas in which should provide additional information/rationale for that decision.

Assumptions of the Principles of Good Practice

1. The program or course offered electronically is provided by or through an institution that is accredited by an accrediting agency recognized by the Texas Higher Education Coordinating Board and authorized to operate in the state where the program or course originates.
2. The institution's programs and courses holding specialized accreditation meet the same requirements when offered electronically.
3. The "institution" may be a single institution or a consortium of such institutions.
4. These principles are generally applicable to degree or certificate programs and to courses offered for academic credit.
5. It is the institution's responsibility to review educational programs and courses it provides electronically and certify continued compliance with these principles.
6. Institutions offering programs or for-credit courses are responsible for satisfying all in-state approval and accreditation requirements before students are enrolled.

Principles of Good Practice: Curriculum and Instruction

1. The course results in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded.
   Yes ____ No ____

2. The course offered electronically is coherent and complete.
   a. Necessary course materials are identified. Information on how to purchase or obtain materials online or via phone is provided, if necessary.
      Yes ____ No ____
   b. If students are not required to meet on campus, they can complete the course without physically visiting the college.
      Yes ____ No ____
A positive response is not required for every item below. These are only recommended practices for successful online courses.

The course includes:

- Introduction
- Course title
- Course prerequisites
- Technical requirements for the course
- Link to de@alvincollege.edu

Yes ___ No ___

The syllabus includes:

- Course number and title
- Instructor name/contact information
- Required text including purchase information
- Learning objectives
- Descriptions of learning modules/lessons
- Information on assessment
- Links to outside resources
- Policies and procedures for the course
- Calendar of all assignments

Yes ___ No ___

The pages of content include:

- Graphical and multimedia elements
- PDF and other downloadable files
- Links to other websites
- Interactive exercises
- Evaluation instrument

Yes ___ No ___

3. The course provides for appropriate interaction between faculty and students and among students.

Interaction with and among students is achieved through (check all that apply)

- Discussion Board posts
- Chat rooms
- Team projects
- Individual emails
- Group email
- Audio conference
- Student posting of projects/assignments for review by faculty or other students
- Other ___ Describe:

Feedback for students on assignments and questions will be provided in a timely manner and guidelines for feedback are defined or outlined in the syllabus?

Yes ___ No ___
When teaching the course, the faculty member will be available to support and communicate with the students and oversee student projects and evaluation?

Yes ____ No ____

4. Courses offered electronically at Alvin Community College are part of the institution's programs and courses. Is this course listed in Alvin Community College course list?

Yes ____ No ____

Did this course obtain approval through the regular approval process required for all courses?

Yes ____ No ____

5. Academic standards for all courses offered will be the same as those for all courses delivered by other means at Alvin Community College.

The course provides students with clear, complete and timely information on course goals and objectives?

Yes ____ No ____

The course specifies necessary technology competence and skills?

Yes ____ No ____

The course meets the institutional standards for content, reflective learning, competencies, etc. as other courses?

Yes ____ No ____

Student learning online is comparable to student learning offered at the campus where the program or course originates?

Yes ____ No ____

The course provides for appropriate faculty/student interactions?

Yes ____ No ____
Principles of Good Practice: Institutional Context and Commitment

1. The course is consistent with the institution’s role and mission?
   Yes ____ No ____

2. The course and associated technology requirements are consistent with the institutional technology policies?
   Yes ____ No ____

3. Course announcements and catalog entries provide appropriate information about the course and services associated with the course? Note: If 50% of the course content is delivered electronically or off-campus, it must be listed as an appropriate distance learning course in the catalog.
   Yes ____ No ____

4. Enrolled students have reasonable and adequate access to the range of student services and student rights appropriate to support their learning?
   Financial aid: Yes ____ No ____
   Library resources: Yes ____ No ____
   Counseling: Yes ____ No ____
   Special Student services: Yes ____ No ____
   Career services: Yes ____ No ____
   Technical services: Yes ____ No ____

5. The institution has admission/acceptance criteria in place to assess the extent to which a student has the background, knowledge and technical skills required to undertake the program or course?
   Yes ____ No ____

6. The institution provides faculty support services specifically related to teaching via and electronic or distance format.
   Yes ____ No ____
7. The institution provides support for faculty as they revise the course?
   Yes ____ No ____

8. What type of training have faculty received (check all that apply):
   General technology skills workshops ____
   Web-course development and delivery workshops ____
   Other training _____

9. The institution provides adequate equipment, software, and communications access to faculty to support interaction with students, other faculty, and other institutions or services.
   Yes ____ No ____

**Principles of Good Practice: Evaluation and Assessment**

1. Students will be given an opportunity to evaluate this online course?
   Yes ____ No ____

2. Student achievement in the course will be assessed?
   Yes ____ No ____

3. The instructor will use the results of assessment to make necessary revisions of this course at regular intervals?
   Yes ____ No ____
Faculty and Institutional Commitment/Approval

This signature page must be completed and returned along with the answers to the self-study.

Faculty Commitment

The answers to the questions in this self-study are accurate and truthful. All efforts have been made to ensure that the copyright permissions have been obtained. All efforts have been made to comply with institutional policies regarding technology and other learning resources.

Signature: ________________________ Printed Name: ________________________
Title: ___________________________ Date: ___________________________

Academic Department approval

The answers in the self-study are consistent with departmental policy.

Signature: ________________________ Printed Name: ________________________
Title: ___________________________ Date: ___________________________

Director of Distance Education

The answers in the self-study are consistent with college policy.

Signature: ________________________ Printed Name: ________________________
Title: ___________________________ Date: ___________________________

Institutions Commitment (Dean of Instruction)

The answers in the self-study are consistent with college policy.

Signature: ________________________ Printed Name: ________________________
Title: ___________________________ Date: ___________________________

Complete self study will be housed in the office of the Coordinator of Distance Education and used as a part of the institutional plan for distance education activities as required by state law and coordinated through the Distance Education Advisory Committee of THECB.

Adopted: ________________________
Appendix J: Organization Chart for Distance Education
Organization Chart for Distance Education Department

President

Dean of Instruction

Director of Distance Education

Coordinator of Distance Education
Appendix K: Distance Education Web Page
Distance Education at ACC

Would you like to: ...improve your job skills?
...change your life?
...get an education?

But you: ...don't have time to attend class?
...haven't been to school recently
...work irregular hours?
...have family commitments?

If you answered "Yes" to more than one of the questions above,
the Distance Education Program at ACC may be for you!

ACC has three different ways that you can take distance education classes:
Online (WWW), TV Courses (TV), or through independent, directed self-study (TBA). Internet and TV classes are listed under the "Internet/Television Classes" heading in the schedule.

How does distance education work?

Once you have registered, you need to contact your instructor during the first week. Your instructor will tell you about the course, give you the materials, and tell you what you need to do. From then on you work within the timeline that your teacher sets, and hand in assignments by their due date. If there are any tests, you may take them online or at the Learning Lab, it just depends on the class.

Why should I take a distance education class?

The biggest benefit in taking a distance learning class is time. You can do the work at any time during the day while keeping up with the course. You do not need to be in class at any given time however, you need to stay on top of the assignments and make sure that you get them in by the due dates. There is nothing harder to do than to catch up on a week or two of work.

Is distance education for me? It is if you can answer "Yes" to the following
questions:

- Can you dedicate 4-10 hours weekly to the course?
- Is there a quiet place for you to study or work on your assignments?
- Do you have good time management skills?
- Are you self disciplined?

I can answer “Yes” to all of the above, am I ready for an online (WWW) course?

If you can also answer “yes” to these, then online classes may be right for you.

- Do you know how to navigate on the Internet?
- Do you have e-mail?
- Can you check-in to your class at least every other day?

Sounds great, what do I do now?

1. Register for your class (see below)
2. Make sure your contact information is correct with the Records Office
3. Contact your instructor during the first week of class

Enroll in a Class

Education is powerful and changes lives. To find out more about ACC’s Distance Education program, check out our Distance Education FAQ (frequently asked questions) or next semester’s courses.

What Online or TV Classes are Available Now?

We now have Developmental English and Math Courses Online!

- Got to the ACC Homepage (www.alvincollege.edu)
- Click on the current schedule of Credit Classes
- Follow the Directions to search for classes
- To see all of the classes, put TV and IN in the Section area - see below for image
- Make sure you have selected the correct Semester!

http://www.alvincollege.edu/de/
Look at our easy 3 step process for Admissions & Registration

Distance Education Student Information Plans (SIPs) and Syllabi
Go here to see some example SIPs and Syllabi from our Distance Education courses. This can be a great way to get a preview of the course! Click here!

Get Your Books On-line
You can reach our bookstore online by clicking here

Services & Tools for Distance Education Students

WebCT
We are now using WebCT for most of our on-line classes and materials!
Click here to go to the WebCT Server

Library Services
See what our library has to offer to you!

More Information
For More Information about Distance Education contact the Distance Education Department at 281/756-3728 or e-mail us at de@alvincollege.edu

Partnerships
We are proud to be a partner with the Electronic Campus
Appendix L:
Faculty Work Load
Sec. 14.05. Approval of Credit Hours for Compensation and Promotion

In all criteria governing approval of credit hours for salaries, promotions, and/or similar purposes, such credit must be earned from an institution accredited or pre-accredited by an accrediting agency recognized for such purpose by the United States Commissioner on Education. A list of all such institutions is found in the Education Directory of Colleges and Universities.

Sec. 14.06. General Policy Statement on Faculty Work Load / Standard Work Week / Summer Work Week

A thirty-five (35) hour per week workload for faculty is in accordance with the unique instructional demands that exist within each department. This 35-hour per week load consists of instructional, both direct and supplemental, and non-instructional duties.

Technical Support, Clerical and Maintenance and Administrative/Professional staff will observe a 40-hour work week, 8:00 a.m. to 5:00 p.m., Monday through Friday, during the regular academic year.

The summer schedule will be Monday through Thursday, 7:30 a.m. to 5:00 p.m. Employees will not accrue vacation hours during the summer schedule. Exact beginning and ending dates of this summer schedule will be published each Spring semester.

Sec. 14.07. Full-Time Faculty

A faculty member shall be considered full-time when employed for a 4 1/2 month, 9 month, 10 1/2 month, or 12 month contract period. A full-time faculty member will be required to perform the following general tasks:

1. Direct instruction and/or advise in an approved and scheduled lecture, seminar, laboratory, shop, and/or supervised practice offered for credit in the College General Information Bulletin and Class Schedule;

   AND/OR

2. Supplementary instruction, assistance, and /or advise during office consultations, informal meetings, or other such activities that support an approved and scheduled lecture, seminary laboratory, shop, and/or supervised practice offered for credit;

   AND

3. Non-instructional college activities such as committee assignments; administrative responsibilities for instructional functions, duties of public relations, and/or special assignments.

Sec. 14.08. Overload Compensation
Periodically, and with the approval of the Dean of Instruction, Student and Community Services, a full-time faculty member may be compensated beyond the contract compensation.

A faculty member is in an overload condition when his/her instructional load exceeds the approved instructional work load established for a particular department. An overload compensation chart and procedures are listed in the *Administrative Procedures Manual*.

**Sec. 14.09. Summer Compensation (See Chart on page 51.)**

The summer full-time faculty compensation is to be determined utilizing the summer salary schedule:

1. Identify the appropriate degree and qualification level on the summer salary schedule;

2. Determine the salary step of the appropriate degree and qualification level in the summer salary schedule as the basis for computing the summer salary.

**Sec. 14.10. Part-Time Salary Schedule (Fall, Spring, and Summer Semesters)**

$1,500 per 3-hour credit course  
Lab Rate: $300 per semester contact hour
Appendix M: Final Report of the Alvin Community College Core Evaluation Committee (Excerpt)
VI. ACC’s plan for evaluating student outcomes of the core curriculum between 2004-2009

The following section describes Alvin Community College’s departmental student outcome assessment strategies for courses in each core component area:

- **Communication**

  ENGL 1301, ENGL 1302, SPCH 1315, SPCH 1318

Student attainment of educational objectives in ENGL 1301 and ENGL 1302 will be measured in several ways. First, pre- and post-tests covering technical skills will be created in WebCT during the 2004-2005 school year. In addition, all English faculty members will turn in files of student work each semester. (The first complete set of files should be available at the end of the Fall 2004 semester.) The full-time English faculty will meet annually to examine this work and the pre- and post-test scores to determine strengths and weaknesses in student achievement of objectives in each course. The department will then use the conclusions drawn from this examination to implement adjustments in course structure and teaching methods.

Student attainment of the educational objectives for SPCH 1315 will be measured in two parts.

1. A pre-test and post-test will be administered at the beginning and the end of each semester to assess student mastery of educational objectives. Test questions will be tied to specific educational objectives. Test results will offer on-going insights into educational effectiveness as well as areas for improvement.

2. Students will be subjectively evaluated on a standardized form to assess mastery of public speaking skills. The instrument will focus on the levels of utilization of the requisite skills for effective public speaking. The criticism form will be carbonized to provide the instructor with an evolutionary time-line of the student’s progress in attaining and mastering these skills. An analysis of these instruments will provide important information regarding areas of strength and weakness in the course content and teaching strategies.
The pre- and post-tests will be developed during fall 2004 and administered in spring 2005. The performance evaluation forms are already in place.

Student attainment of the educational objectives for SPCH 1318 will be measured via pre- and post-tests delivered at the beginning and end of the semester. Test questions will be tied to the educational objectives of the class. The tests should provide information relative to areas of strength and weakness in the course content and teaching strategies. The initial set of SPCH 1318 pre- and post-tests will be developed in fall 2004, and will be in place by spring 2005.

Mathematics

MATH 1314, MATH 1316, MATH 1324, MATH 1325, MATH 1332, MATH 1342, MATH 1348, MATH 1350, MATH 2412, MATH 2413, MATH 2414:

Student attainment of the educational objectives for MATH courses in the core curriculum will be measured via a short, required test delivered at the end of the semester. Test questions will be linked to specific educational objectives, and the test will be administered online via WebCT in order to take advantage of WebCT’s built-in diagnostics. Test results will indicate areas of strength and weakness at the end of the semester, and areas that students do poorly in will receive additional emphasis in future course offerings.

During the fall semester of 2004, the mathematics department will implement a trial WebCT test for MATH 1342. During the spring 2005 semester, the department will implement a test for MATH 1314, as well as continue testing for MATH 1342. After studying the results of these two tests, the department will continue to expand the number of courses tested for student attainment of educational objectives. The order of implementation will be: MATH 1324 and MATH 1325, MATH 2412 and MATH 2413 and MATH 2414, MATH 1332, and MATH 1350, MATH 1316 and MATH 1348.
In order to evaluate student attainment of educational objectives for BIOL courses in the core curriculum, an exam will be established that can be accessed via WebCT. The department will first evaluate the students in BIOL 2402. There will be a pre-test administered during the check-in period of the 2004 fall semester, and a post-test will be given the week before the final exam. The results of this process will then be evaluated, and student performance will be assessed with regard to both improvement and mastery. Changes in course content, teaching style and evaluation instruments will be made if necessary. In the following semesters the testing process will be expanded to include other core biology courses.

Student attainment of educational objectives for GEOL courses will be measured by tests, quizzes and/or lab practicals during and at the end of the semester. Questions on these instruments will be linked to specific educational objectives. The results will show areas of strength and weakness in student achievement, and they will be used to create changes in the structure of the course and teaching methods, as deemed appropriate. The initial development of the assessment instruments will take place in the 2004-05 academic year, and implementation will commence with GEOL 1401 in fall 2004. Implementation will be phased into other GEOG core curriculum courses in subsequent semesters.

Student attainment of educational objectives for CHEM 1405, CHEM 1407, CHEM 1411, CHEM 1412, PHYS 1401, PHYS 1402, PHYS 2425, and PHYS 2426 will be measured via a comprehensive test at the end of the semester. Test questions will be linked to educational objectives and topics listed in the student information plan. Test results will be used to indicate the areas of each course in which more time or emphasis is needed to enhance the
performance of the students. In addition, changes in course content and evaluation will be made if necessary.

- **Visual and Performing Arts**

  ARTS 1301, ARTS 1303, ARTS 1304, ARTS 2348, DRAM 1310, MUSI 1301, MUSI 1306, MUSI 1308, MUSI 1309, MUSI 1310

  Student attainment of the education objectives for ARTS, DRAM, and MUSI courses in the core curriculum will be measured via pre- and post-tests at the beginning and end of the semester. Test questions will be linked to specific educational objectives, and test results will indicate area of strength and weakness at the end of the semester and also areas that show the most and least improvement from the beginning of the semester to the end. Modifications will be made to course structure, content, and/or teaching methods based upon the test results. The initial pre and post-test for all ARTS and DRAM courses and MUSI 1306 will be developed in the fall of 2004 and implemented in the spring of 2005. The MUSI department will continue to develop and implement tests for the other core courses. The order of implementation will be MUSI 1306, MUSI 1310, MUSI 1308, MUSI 1309, and MUSI 1301.

- **Humanities**

  ENGL 2322, ENGL 2323, ENGL 2326, ENGL 2332, ENGL 2333, HUMA 1301, HUMA 1302, PHIL 1301, PHIL 2306, or any sophomore level French, German, or Spanish course

  Student attainment of educational objectives will be measured in several ways for ENGL 2322, ENGL 2323, ENGL 2326, ENGL 2332, and ENGL 2333. Pre- and post-tests covering technical skills will be created in WebCT during the 2004-2005 school year. In addition, all English faculty members will turn in files of student work each semester. (The first complete set of files should be available at the end of the Fall 2004 semester.) The full-time English faculty will meet annually to examine this data in order to determine strengths and
weaknesses in student achievement of objectives in each course. The department will then make necessary adjustments in course structure, content and teaching methods.

Student attainment of the educational objectives for PHIL courses in the core curriculum will be measured via pre- and post-tests delivered in class at the beginning and end of the semester, respectively. Test questions will be linked to specific educational objectives, and test results will indicate areas of strength and weakness at the end of the semester and also areas that show the most and least improvement from the beginning of the semester to the end. The results will be used to create changes in course structure and teaching methods to enable achievement of all the stated educational objectives.

Pre- and post-tests will be developed for PHIL 1301 and PHIL 2306 during the 2004-2005 academic year. Trial pre- and post-tests will be implemented in the spring 2005 semester, and all philosophy courses will use these tests by the fall 2005 semester.

Student attainment of educational objectives for SPAN core courses is currently measured through a Webcape SPAN pre- and post-test. The tests are used for placement purposes and to measure attainment of specific educational objectives and improvement. Test results also help determine modifications in course content and instructional methods.

The online Webcape Spanish test has been administered for several years in SPAN 1412, SPAN 2311, and SPAN 2312, and will be implemented in the Spring 2005 semester for other sophomore-level courses including SPAN 2316, 2317, and 2321. Similar pre- and post-tests for FREN and GERM core courses are being developed and will be administered in the Spring 2005 semester. National Standards for Foreign Languages and American Council for the Teaching of Foreign Languages (ACTFL) guidelines are already used in FREN, GERM, and SPAN courses to measure specific learning objectives.

A HUMA pre- and post-test will be developed and used to measure student attainment of specific educational objectives in HUMA courses and will help determine modifications in
course content and instructional methods. The tests will be used in HUMA 1301 and HUMA 1302 during the Spring 2005 semester.

**Social and Behavioral Sciences**

ANTH 2346, ECON 2301, ECON 2302, GEOG 1301, GEOG 1303, GOVT 2301, GOVT 2302, HIST 1301, HIST 1302, HIST 2301, PSYC 2301, PSYC 2308, PSYC 2314, PSYC 2317, SOCI 1306, SOCI 2301, SOCI 2319:

Student attainment of the educational objectives for ANTH, PSYC and SOCI courses in the core curriculum will be measured via pre- and post-tests delivered at the beginning and end of the semester. Test questions will be linked to specific educational objectives, and test results will indicate areas of strength and weakness at the end of the semester and also areas that show the most and least improvement from the beginning of the semester to the end. The results will be used to create changes in course structure and teaching methods to enable achievement of all the stated educational objectives.

Pre- and post-tests are currently being utilized in PSYC 2301 and SOCI 1301, but will be revamped during the 2004-2005 academic year in order to make them more congruent with the core curriculum educational objectives. Additional pre- and post-tests will be developed for PSYC 2308, PSYC 2314, PSYC 2317, SOCI 1306, SOCI 2301, SOCI 2319, and ANTH 2346. Furthermore, online courses will have pre- and post-tests administered via WebCT.

Pre- and post-tests will be used to evaluate student attainment of educational objectives in the core curriculum for GOVT and ECON courses. Using the core curriculum checklist as a guide, specific test questions will be developed to evaluate how well educational objectives are addressed and attained over the course of the semester. Areas of strength and weakness will be ascertained so we can determine what changes will be needed in order to achieve all the stated educational objectives. Pre- and post-tests are currently used in several GOVT and ECON courses and will be revised during the 2004 – 2005 academic to ensure more accurate
and direct measurement of core curriculum educational objectives in all courses in these areas.

Student attainment of the educational objectives for GEOG and HIST courses in the core curriculum will be measured via pre- and post-tests delivered in class at the beginning and end of the semester. Test questions will be linked to specific educational objectives, and test results will indicate areas of strength and weakness at the end of the semester and also areas that show the most and least improvement from the beginning of the semester to the end. The results will be used to create changes in course structure and teaching methods to enable achievement of all the stated educational objectives.

Pre- and post-tests will be developed for GEOG 1303 during the 2004-2005 academic year. Trial pre- and post-tests will be implemented in the fall 2005 semester, and all world geography courses will use these tests by the spring 2006 semester. After studying the results of these tests, the department will expand the testing to include GEOG 1301.

Pre-and post-tests are currently being utilized in several HIST 1301 and HIST 1302 classes. These tests will be reassessed for effectiveness during the fall 2004 semester and will be applied to all history courses, including HIST 2301, by the spring of 2005.

- **Basic Computer Literacy**

  BCIS 1405, BCIS 1431, COSC 1401, COSC 1418, COSC 1420, COSC 2420:

  Student attainment of the educational objectives for BCIS and COSC core courses will be measured via a required test delivered at the end of the semester. Test questions will be linked to specific educational objectives, and the test will be administered online via WebCT in order to utilize WebCT’s built-in diagnostics. Test results will indicate areas of strength and weaknesses and, when needed, subsequent modifications in pedagogy or course structure will be made. Students also will create portfolios to show that they can solve real-world problems using the computer. Development of testing instruments will begin in Fall 2004.
Appendix N: Study of Completions of Online and On-campus Students
<table>
<thead>
<tr>
<th>Class</th>
<th>online or on-campus</th>
<th># A, B, or C's</th>
<th>total # Students</th>
<th>% of Completions (A, B, or C)</th>
<th># Withdrawals</th>
<th>% of Withdrawals</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 0310</td>
<td>on-campus</td>
<td>13</td>
<td>53</td>
<td>25%</td>
<td>10</td>
<td>19%</td>
</tr>
<tr>
<td>ENGL 0310</td>
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<td>0%</td>
<td>2</td>
<td>40%</td>
</tr>
<tr>
<td>ENGL 1312</td>
<td>on-campus</td>
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<td>192</td>
<td>65%</td>
<td>44</td>
<td>23%</td>
</tr>
<tr>
<td>ENGL 1312</td>
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<td>14</td>
<td>21%</td>
<td>10</td>
<td>71%</td>
</tr>
<tr>
<td>GOVT 2301</td>
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<td>262</td>
<td>64%</td>
<td>51</td>
<td>19%</td>
</tr>
<tr>
<td>GOVT 2301</td>
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<td>10</td>
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<td>31%</td>
<td>13</td>
<td>41%</td>
</tr>
<tr>
<td>GOVT 2302</td>
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<td>60</td>
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<td>61%</td>
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<td>18%</td>
</tr>
<tr>
<td>GOVT 2302</td>
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<td>8</td>
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<td>8</td>
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</tr>
<tr>
<td>ECON 2301</td>
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<tr>
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<td>38%</td>
<td>6</td>
<td>38%</td>
</tr>
<tr>
<td>ECON 2302</td>
<td>on-campus</td>
<td>13</td>
<td>26</td>
<td>50%</td>
<td>6</td>
<td>23%</td>
</tr>
<tr>
<td>ECON 2302</td>
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<td>9</td>
<td>44%</td>
<td>2</td>
<td>22%</td>
</tr>
<tr>
<td>MATH 0309</td>
<td>on-campus</td>
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<td>57%</td>
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<td>16%</td>
</tr>
<tr>
<td>MATH 0309</td>
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<td>36%</td>
<td>5</td>
<td>36%</td>
</tr>
<tr>
<td>MATH 1314</td>
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<td>47%</td>
<td>79</td>
<td>30%</td>
</tr>
<tr>
<td>MATH 1314</td>
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<td>25%</td>
<td>6</td>
<td>38%</td>
</tr>
<tr>
<td>PSYC 2301</td>
<td>on-campus</td>
<td>122</td>
<td>197</td>
<td>62%</td>
<td>22</td>
<td>11%</td>
</tr>
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</tr>
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<td>5%</td>
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<td>50%</td>
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<td>33%</td>
</tr>
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<td>88%</td>
<td>11</td>
<td>6%</td>
</tr>
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<td>40%</td>
<td>12</td>
<td>34%</td>
</tr>
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<td>22</td>
<td>45%</td>
<td>4</td>
<td>18%</td>
</tr>
<tr>
<td>POFI 1401</td>
<td>online</td>
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<td>5</td>
<td>60%</td>
<td>1</td>
<td>20%</td>
</tr>
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<td>21</td>
<td>86%</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>POFT 1329</td>
<td>online</td>
<td>12</td>
<td>16</td>
<td>75%</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>COSC 1401</td>
<td>on-campus</td>
<td>124</td>
<td>176</td>
<td>70%</td>
<td>19</td>
<td>11%</td>
</tr>
<tr>
<td>COSC 1401</td>
<td>online</td>
<td>21</td>
<td>60</td>
<td>35%</td>
<td>28</td>
<td>47%</td>
</tr>
<tr>
<td>COSC 1418</td>
<td>on-campus</td>
<td>2</td>
<td>5</td>
<td>40%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>COSC 1418</td>
<td>online</td>
<td>0</td>
<td>1</td>
<td>0%</td>
<td>1</td>
<td>100%</td>
</tr>
</tbody>
</table>

: include HS, PC, TV or TDCJ
Appendix O: Example Student Information Plans (Syllabus)
Alvin Community College
COSC 1401 / BCIS 1405 Computer Applications

Internet Course - Student Information Plan (SIP)

Instructor: T. Magliolo
Office: N116
email address: tmagliolo@alvincollege.edu
Office Telephone: 281-756-3783

Textbook and Computer book

Textbook
Discovering Computers Fundamentals Edition,
by G. B. Shelly, T. J. Cashman, & M. E. Vermaat
Shelly Cashman Series


Computer Book
Microsoft Office 2003 Introductory Concepts and Techniques
by Shelly, Cashman, & Vermaat
Shelly Cashman Series
Course Technology ISBN: 0-619-25490-4

Requirements, Policies, and Procedures

The learner is required to have a computer with Windows XP and MSOffice 2003. The learner is NOT to use MSWORKS. If the learner does not have a computer or if he/she has a computer but does not have Windows XP and MSOffice 2003, then he/she can use the ACC computer labs in N119 or N104. The ACC computer labs are open from 8 am to 9 pm on Monday through Thursday and 8 am to 2 pm on Friday.

This Internet course is a learner-learning environment. The learner must take the initiative to learn the material. The learner is required to read the entire textbook and the entire computer book. The learner needs to study the boldface words. This Internet course is NOT a self-paced course; there are deadlines that the learner MUST meet. The learner needs to spend at least six (6) hours a week on doing the course work. The learner MUST do the work on his/her own. The assignments, project, quizzes, and tests are not a team effort.

Since this is an Internet course, it is a requirement for the learner to have Internet experience, such as communicate via WEBCT email, attachments via WEBCT email, and access web pages via web page links.

The learner is required to access an account on WebCT in the first week of classes. The learner is not to develop an account. Your USER ID is your first name, a dot, and your last name. All typed in lower cases. example: john.doe Password is "alvin". All typed in lower letters. You can change the password, but make sure you remember it because I do not have access to the passwords. Click on the icon labeled “Start Here” and read it. Then go into the Course Content & Related Material” Icon. The learner is required to read information in all the icons. Submit the Worksheet via WebCT Assignment Area. The learner is required to check his/her WebCT account at least three (3) times a week. Please check your WebCT emails and WEBCT Assignment (Computer Assignments & Textbook Assignments Area) area.

The learner is required to contact the instructor within the first week of the semester. The learner is required to keep in contact with the instructor during the complete semester. It is the learner’s responsibility to communicate with the instructor via WebCT.

The learner is required to answer the assignment sheets of each chapter in the Textbook. He/she must submit the answer of the assignment sheet on the due dates through the Assignment area. Following that activity, the learner is to take a quiz on the content in the textbook via the computer, WebCT. The learner is required to read the directions on the “Assignment Sheet for Each Chapter”. If the learner fails to follow directions, there will be 30 points deducted from your grade.
The Internet instructor is required to give all computer assignments that the learner is required to due at the beginning of the semester. The Internet instructor is responsible for your lab assignment grade and your objective grade. Anything I tell you about lab overrides anything another instructor might tell you about lab assignments. The learner is required to submit the computer assignments on the due dates via the Assignment (Computer Assignments & Textbook Assignments Area) area.

All assignments and tests are to be done by the learner that signed up for the class. This is individual work, NOT team work.

If you have any papers returned, save all your graded papers (at home) until you get your final grade. If a learner wants to dispute their grade, the learner must produce the actual graded paper that he/she had returned to him/her to resolve the dispute. “My Grade” area is the place where you will be able to see the grades after the instructor post them.

The learner is required to take the quizzes and tests electronically. You are required to use your computer or the ACC college computer during the scheduled time of the quizzes or tests. If there is a computer failure or WebCT failure during a quiz or test, the learner is required to contact the instructor via WebCT and telephone (281-756-3783) within 24 hours to make an appointment to come in to ACC to complete the quiz or test.

This Student Information Plan (SIP) is subject to change during the semester. You need to get into WebCT to read the most current version several times during the semester. This SIP and all attachments connected to this SIP consist of the rules of this class.

**Saving on USB Jump Drives**

Do NOT store your computer files on the ACC lab computer (drive C:) hard drive. We do not guarantee the security of files on Drive C. Store your files on your own USB Jump Drive. **The instructor may ask to take up your USB Jump Drive at any time during the semester.** The learner is required to have at least one (1) 16MB, 32MB, 64MB, 128MB, or 512MB Jump Drive. Label USB Jump Drive with your name and your instructor’s name. After you use the USB drive, you will need to right-click the green arrow icon on the task bar to safely remove the USB drive. Do NOT just pull it out; you can destroy your data on the USB drive.

**ACC Computer Lab Internet Usage**

The ACC computer lab is required for schoolwork and appropriate Internet connections only. If you miss use, you will loose the privilege of the computer lab usage. If the student is disruptive in class or lab, will be withdrawal from class.

**Students with Disabilities**

If you have a disability, PLEASE let me know.

This college will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the policy of ACC to provide reasonable accommodations for qualified individuals who are learners with disabilities. It is the learner's responsibility to contact the Counseling Center in a timely manner to arrange for appropriate accommodations.

**EMAIL REQUIREMENTS ON WebCT**

Since this is an Internet Course the learner is required to email the instructor every Wednesday and give me a status of what you are doing via WebCT. If you fail to email me on Wednesday of every week, then you will be counted absent for the week. If you miss four weeks then you will be asked to withdraw from the class. The subject area in the WebCT email MUST be typed “WEEKLY ACTIVITY STATUS REPORT”, if you fail to put this in the subject area, you will not get credit for that week. This process affects your participation grade. The participation grade affects 5% of your grade.

Save all WebCT emails until the final grade is received. When the instructor sends WebCT email, please respond
back saying that you have received the email.

COMPUTER ASSIGNMENTS

You are required to turn in your computer assignments on the due date. There is only one way to turn in the computer assignments. The computer assignments will be submitted via WebCT Assignment (Objectives & Computer Assignments, Textbook & Computer Test/Quiz Area) area. Use the filename provided.

Submitted assignments:

Turn the computer assignments in a group according to the posted due date.
   a) Must have a Title Page file (Refer to Course Content and Related Materials for an example)
   b) Must have a Table of Content file (Refer to Course Content and Related Materials for an example)
   c) Make each file that you are going to turn in as the following filename, use the filename provided: Assignment identifier; such as the chapter number, step number, and page number as the file name. For example: Page WD1.23step25.doc.
   d) Make sure assignments are placed in order; starting from chapter number, page number, and step number. You are going to UPLOAD each file. After you have uploaded each file, then you will depress the SUBMIT button to submit the assignments to me.

If you do not follow the previous steps (a, b, c, and d), you will be penalized 15 to 30 points per error.

This course is an Internet course; all assignments will be submitted via WEBCT Assignment area. If an assignment is turned in late (after 11:55 pm on the assigned date); there will be a penalty of 30 points; so, the highest grade a learner can make is 70. So you will need to submit me the assignments before 11:55 pm.

All assignments are due on the dates specified. Refer to Objectives & Computer Assignments, Textbook & Computer Test/Quiz Area in WEBCT for the worksheet, computer assignments, textbook objectives, and computer project and due dates.

LAST DATE FOR ASSIGNMENTS

The learner is required to complete all test, computer assignments, chapter objectives, and computer project on or prior to the last day of classes. No tests, assignments, and/or late assignments will be given or accepted after Tuesday, December 6, 2005.

Extra Credit

No additional assignments will be assigned for extra credit. Extra credit is NOT required for the course or quiz or test. Extra credit is a privilege. When extra credit is given, it is given with a quiz or test only. If extra credit is given when a quiz or test is given, the extra credit MUST be uploaded into the assignment area prior to taking the quiz. Then submit it within 15 minutes after completing the quiz or test. Extra credit is NOT accepted if a learner fails to take the quiz or test at the regular scheduled time. There are NO exceptions.

Quizzes and Tests

Tests and quizzes are True/False, Multiple-choice, Short answers, and/or Essay. The written part is done via WebCT.

Textbook Tests. There are assigned dates of online textbook tests or come-in textbook tests. It will be ready at 8:00 am. You will need to answer the questions by 11:55 pm that date. All textbook tests can be taken at home/work/college via the Internet by using WebCT. The learner is required to take the textbook test/quiz the first time on the textbook test/quiz date. Then the learner can retake the same quiz before the next textbook test/quiz is given. The learner can only retake the textbook test/quiz only once. If a learner misses a textbook test/quiz on the textbook test/quiz date, then the learner receives a zero, which the learner can retake the textbook test/quiz only once to make a better a grade. You CANNOT
make-up a textbook test/quiz. You will need to take the “Retake” test. If a learner enters the class after a
textbook test/quiz has been administered, the learner cannot make it up. Finally, the learner receives a
zero for that textbook test/quiz that he/she missed. The last textbook test/quiz cannot be taken after
Tuesday, December 6, 2005. If you retake a textbook test/quiz, the two textbook test/quiz grades will
be averaged together. When a learner takes a textbook test/quiz, he/she is required NOT to use the
textbook during the quiz. All WebCT textbook test/quizzes are timed. If you know the information, you
have plenty of time to complete the textbook test/quiz.

Computer TESTS. There are assigned dates of test. It is the learner’s responsibility to provide time to attend the
scheduled test. You can only take a test one time. It must be on the assigned date. After the date, the
learner will have 10 points penalty for each class day the learner does not take the test deducted from
the test grade.

There will be five computer written & skills tests, one on Windows XP, one on MSPowerPoint, one on
MSWord, one on MSExcel; and one on MSAccess, finally, there is a Final at the end of the semester.
You will need your TEST diskette for the FINAL test. After the FINAL test, you will turn the test diskette
in to the instructor who will keep for you during the semester. All tests are timed. If you know the
information, you have plenty of time to complete the test.

FOR SAM2003 you will need the INSTITUTION CODE:

S3947330

The first test is the Windows XP Test can be done at ACC or home. There are two parts, WebCT (written) part and SAM2003 (skills) part. The first part is the terminology of the software, which is the WebCT part. The second part is the SAM2003 software, which is the skills part of the test. In the SAM2003 part there is a practice test that you can practice a week prior to the real test. You can take the SAM2003 practice test more than once. The learner is required to take the WebCT part and SAM2003 part on the assigned due dates.

The second test is the PowerPoint XP Test can be done at ACC or home. There are two parts, WebCT (written) part and SAM2003 (skills) part. The first part is the terminology of the software, which is the WebCT part. The second part is the SAM2003 software, which is the skills part of the test. In the SAM2003 part there is a practice test that you can practice a week prior to the real test. You can take the SAM2003 practice test more than once. The learner is required to take the WebCT part and SAM2003 part on the assigned due dates.

The third test is the Word Test can be done at ACC or home. There are two parts, WebCT (written) part and SAM2003 (skills) part. The first part is the terminology of the software, which is the WebCT part. The second part is the SAM2003 software, which is the skills part of the test. In the SAM2003 part there is a practice test that you can practice a week prior to the real test. You can take the SAM2003 practice test more than once. The learner is required to take the WebCT part and SAM2003 part on the assigned due dates.

The fourth test is the Excel Test can be done at ACC or home. There are two parts, WebCT (written) part and SAM2003 (skills) part. The first part is the terminology of the software, which is the WebCT part. The second part is the SAM2003 software, which is the skills part of the test. In the SAM2003 part there is a practice test that you can practice a week prior to the real test. You can take the SAM2003 practice test more than once. The learner is required to take the WebCT part and SAM2003 part on the assigned due dates.

The fifth test is the ACCESS Test can be done at ACC or home. There are two parts, WebCT (written) part and SAM2003 (skills) part. The first part is the terminology of the software, which is the WebCT part. The second part is the SAM2003 software, which is the skills part of the test. In the SAM2003 part there is a practice test that you can practice a week prior to the real test. You can take the SAM2003 practice test more than once. The learner is required to take the WebCT part and SAM2003 part on the assigned due dates.

If you are unable to make the test date then you must call before the test date to make an appointment
to take the test during my office hours only. If you have to take the test during another time there
can be a 10 points penalty for each class day past the test date. It is the learner's responsibility to provide time to attend the scheduled test. Finally, the learner receives a zero for that quiz that he/she missed. The last quiz cannot be taken after Tuesday, December 6, 2005.

All exams will take one to two hours, unless the instructor allows extra time for a particular exam. The Final computer tests you will need to bring the test diskette for test. And remember you will be asked to turn in the test diskette after the test.

A zero will be given if you do not take the final; there will not be any make-up final.

Cellular Telephones/Pagers

All cellular telephones and pagers must be turned off or vibrate mode in the college because they are disruptive to the learning environment. If you get a call, please go outside and talk on the phone. Please do NOT talk in the hallway, because you can disturb other on going classes.

Plagiarizing

Any learner plagiarizing another learner’s work and the learner allowing the assignment to be copied are treated as equals. First offense of a non-test/project assignment will be given a grade of zero will be assigned to both and an Academic Dishonesty Incident Report will be processed. Any offense after the first offense or any test/project offense, the students are treated as equal and both will be given a grade of a zero for the course and an Academic Dishonesty Incident Report will be processed. Refer to the Student Code of Conduct in the ACC Student Handbook.

Grading

The computer written/skills tests counts 30% of the semester average.
The chapter worksheets and computer exercises count 20% of the semester average.
The participation grade counts 5% of the semester average.
The computer project counts 8% of the semester average.
The online textbook test/quizzes count 12% of the semester average.
The Final (written/skills) counts 25% of the semester average.

Average = (Computer written/skills test average * 0.30) + (chapter worksheets and computer exercises grade * 0.20) + (Participation grade * 0.05) + (Textbook Tests/Quizzes * 0.12) + (computer project * 0.08) + (Final written/skills * 0.25)

LAST DATE FOR ASSIGNMENTS. No tests, assignments, and/or late assignments will be given or accepted after Tuesday, December 6, 2005.

No curved grades.

College Bulletin Grade Ranges
100-90 = A, 89-80 = B, 79-70 = C, 69-60 = D, 59-0 = F

Contact Information

Email takes 24 hours for reply. My workweek, Fall and Spring semesters, is Monday through Friday. Mail received Friday, is responded to Monday. Summer semesters are Monday through Thursday.

College Address: Alvin Community College, 3110 Mustang Road, Alvin, TX 77511, phone: 281-756-3783.
My email address is tmagliolo@alvincollege.edu

Office Hours by appointment:
7:00 am – 8:00 am, Monday & Wednesday
7:00 am – 8:00 am, 12:00 noon – 1:00 pm, Tuesday & Thursday
7:00 am – 8:00 am, Friday
Please call or email for an appointment.

**Communication Policy**

The learner is required to give a good telephone number and email address to the instructor.

When emailing, the learner is required to use Microsoft Word or a text editor.

When you email please cc a copy to yourself. Save all emails until the final grade is received. When the instructor sends email, please respond back saying that you have received the email.

The learner is required to contact the instructor within the first week of the semester. The learner is required to keep in contact with the instructor during the complete semester. It is the learner's responsibility to communicate with the instructor via WebCT.

**Final Exam and Schedule**

<table>
<thead>
<tr>
<th>Internet</th>
<th>Wednesday, N116/N119</th>
<th>December 7, 2005</th>
<th>7:00am – 7:00pm</th>
</tr>
</thead>
</table>

The final will take about 2 to 3 hours at the ACC campus. The learner is required to bring a diskette and a photo id such as your driver license when he/she comes to take the final. There two parts, the written part is via WebCT at ACC not at home; and the second part is developing some documents on the computer and storing the data on your test diskette. A zero will be given if you do not take the final; there will not be any make-up final. The learner is required to study the Computer Book. The following pages need to be read and studied for the final:

- COM-1-COM-40 Essential Introduction to Computers
- WD73-WD128 Creating a Research Paper
- EX66-EX129 Formulas, Functions, Formatting, and Web Queries

If you FAIL the FINAL then you FAIL the course. I want to repeat, you must pass both the coursework and the FINAL to pass the course.

**Withdrawal Procedure**

Learner is responsible to withdrawal from the class under any circumstance. Learner wishing to withdraw should consult the procedures detailed in the Class Schedule. You MUST go to the Registrars Office at ACC to withdrawal from the class. You CANNOT withdrawal from the course online. I would appreciate if you would come by my office and discuss the issue or email me via WebCT to let me know that you are withdrawing from the class. I would like to know why you are withdrawing.

If a learner has not gotten in contact with the instructor prior to census day (Monday, September 12, 2005), the instructor has the discretion to withdrawal the learner without notification. If the learner has three or more zeroes on any assignments, quizzes, or tests by Monday, October 31, 2005, the instructor has the discretion to withdrawal the learner without notification.

**WITHDRAWAL DEADLINE IS November 11, 2005, Friday at 5:00 pm.**

**Incomplete Request**

The learner must not request an Incomplete in the course if the learner has more than one assignment or test to make up. The learner must also have a very good reason to request an Incomplete. Remember if you fail to complete the assignments for the incomplete in the following semester from the semester you are in class, the “I” is automatically converted to an “F”. I just want to repeat: An “I” may be awarded when the instructor determines that minimal work on the part of the learner and the instructor will complete the course requirements. An "I" grade not changed by the instructor to a grade of completion (A, B, C, D, or F) by the end of the following semester will automatically be changed to an "F". If the learner receives an incomplete in COSC 1401, the highest grade the learner will receive is a “C”.
Classroom and Lab Rules

• We need your assistance in keeping our laboratories and classrooms clean. Help maintain the carpet and the furniture; wear clean clothes and shoes.

• Avoid offending others; use good personal hygiene.

• All non-computer science subject material should be printed in the Building ‘A’ (Cyber lab, A173) or the library. Laboratory printers are to be used only for Building ‘N’ subjects.

• No food and drinks are allowed in the classrooms and laboratories.

• No children are allowed in the classrooms or laboratories.

• Place all cell phones and pagers on “silent mode”.
Code of Academic Integrity and Honesty

Students at Alvin Community College are members of an institution dedicated to the pursuit of knowledge through a formalized program of instruction and learning. At the heart of this endeavor, lie the core values of academic integrity which include honesty, truth, and freedom from lies and fraud. Because personal integrity is important in all aspects of life, students at Alvin Community College are expected to conduct themselves with honesty and integrity both in and out of the classroom. Incidents of academic dishonesty will not be tolerated and students guilty of such conduct are subject to severe disciplinary measures.

What is Academic Dishonesty?
Academic dishonesty is any form of cheating and/or plagiarism which result in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. Kibler, W. L., et al, Academic Integrity and Student Development: Legal Issues and Policy Perspectives, Ashville, North Carolina: College Administration Publications, 1988, pp. 1-3.

Cheating includes, but is not limited to the following:
1. using any sources not authorized by the instructor (textbooks, notes, the work of other students, etc.) to complete examinations or other assignments;
2. using unauthorized electronic equipment during an examination or other assignment;
3. submitting work presented previously in another course, if contrary to the rules of either course;
4. altering or tampering with grades.

Plagiarism includes, but is not limited to the following:
1. using the ideas and/or words of another person without giving that person appropriate credit;
2. representing another’s artistic or scholarly works (i.e., musical compositions, computer programs, photographs, paintings, drawings, sculptures, etc.) as your own;
3. submitting a paper purchased from a research paper service, including the Internet;
4. using undocumented Web source(s).

Other Specific Examples of Academic Dishonesty
1. allowing another student to copy from your paper during a test;
2. giving your homework, term paper or other academic work to another student to plagiarize;
3. having another person submit any work in your name;
4. lying to an instructor or college official to improve your grade;
5. altering a graded work after it has been returned, then submitting the work for re-grading;
6. stealing tests;
7. forging signatures on college documentation;
8. collaborating without permission of the instructor;
9. giving false or misleading information to an instructor in an effort to receive a postponement or an extension on a test or other assignment;  
10. accessing computerized college records or systems without authorization  
11. providing material or information to another person with knowledge that such aid could be used in any of the violations stated above.

Students are expected to report incidents of academic dishonesty to the instructor, department chair, division chair, or college administrator.

Consequences of Academic Dishonesty at Alvin Community College

Students who commit acts of academic dishonesty not only receive college sanctions, but possibly jeopardize future employment and educational opportunities. Graduate and professional degree programs and employers may request information from the college regarding a student’s disciplinary record in an effort to investigate moral and ethical character.

According to college policy, academic and/or administrative sanctions may be applied in cases of academic dishonesty. In all cases, students will have a right to due process. **Students charged with academic dishonesty may not withdraw from a course in which the charge is pending or in which a finding of academic dishonesty has been made.**

Instructors must complete an Academic Dishonesty Incident Report for any student charged with conduct violations. The following sanctions may be imposed by the course instructor:

- assign a reduced grade on assignment, paper, project or exam;  
- assign a failing grade on assignment, paper, project or exam;  
- lower the grade in the course ;  
- assign an F in the course.

Students who receive a sanction for academic dishonesty will also receive a disciplinary reprimand. The reprimand will be entered on the student’s disciplinary record.

The student may request a Disciplinary/Administrative Hearing by contacting the Director of Admissions and Academic Advising within seven days of the Academic Dishonesty Incident Report’s mailing date. If a hearing is requested, the course grade will be “Incomplete” until the outcome of the hearing is finalized. Cheating is classified by the Alvin Community College Student Handbook as a Class II offense and offenders are subject to the penalties described under the section, “Measures to Enforce Standards of Student Conduct.” Pending the outcome of the hearing, the student will receive one of the following actions:

- be exonerated of the charge;  
- receive the instructor assigned sanction and a disciplinary reprimand;  
- receive disciplinary probation with or without specified conditions;  
- receive disciplinary suspension with or without specified conditions;  
- be expelled from Alvin Community College (repeat offenders).

The Director of Admissions and Academic Advising maintains a record of students who have engaged in academic dishonesty. This information is used to identify and track repeat offenders. A record of conduct
violations shall be maintained for a period of five years from date of the last entry concerning any disciplinary action. Permanent records are maintained in cases of suspension or expulsion.
# Syllabus

**Course title:** Art 1301 Art Appreciation  
**Course discipline:** Arts and Media  
**Course description:** Art Appreciation, Arts 1301  
Online through WebCT  
Instructor: Darla Eskine  
Phone: (281) 756-3988  
e-mail: dcooper@alvincollege.edu

**Catalog Description**

This course is an introduction to the basic concepts, stylistic periods, media, and social perspectives of art.

**Course Purpose**

This course will acquaint the student with the basic vocabulary, concepts, and stylistic movements in the visual arts. The student will also gain an overview of the historical movements in the visual arts.

**Objectives and Requirements**

By the end of the semester the student who passes with a final grade of "C" or above will have demonstrated the ability to:

- Complete and comprehend all graded assignments
- Log on to course site regularly
- Be prepared for and participate in small group or class discussions
- Maintain an average of 70 or above on assignments and tests
- Explain and illustrate knowledge of course material

**Grading**

Your grade will be averaged from online quizzes, exams, and completion of the essay topic.

**Course date:** June 1 to August 3, 2005

**Textbook**

**Required reading:** *A World of Art*, Sayre, 4th Ed.

**Things to Do**

**Introduction:** Please read the SIP in its entirety, look at the calendar, and go to getting started.  
**Requirements:** After you have done this, e-mail me a greeting stating that you understand what you have read.

**Policies**

**Introduction:** All students will be able to access their WebCT account as of the second day of class by noon. Every student who enrolls after this day will be added in by the next day by noon. If a student is having a problem, please have them contact the Distance Education Department at 281-756-3728 or de@alvincollege.edu and we will help them. The students username and password will be the following: USERNAME: firstname.lastname PASSWORD: alvin NOTE: Please do not forget the period in-between the two words. If you have multiple last names (example: De Los Santos) these will be combined into one word. Hyphens will be left in as they are. Please check your fee statement to see how our system spells your name as this is what we base these accounts off of.

**Policies**

**Introduction:** There will be no "incompletes" issued for this course. You must finish within the time allocated for the course, or re-take the course at another time. It is your responsibility to drop this course. You will recieve the grade you earned.
Additional information: At the end of the first six weeks, a grade column will be made available, it reflects your progress grade as to how much of the material you have finished. If you show a "C" or better, you are doing well and your grade will improve as you finish the tasks you have been assigned. If you show "F", then you should spend more time achieving the goal of finishing this course, you are behind schedule.
GENERAL OBJECTIVES

The overall goals for this course are as follows:

1. Trace the evolution of America as a global power and determine if this development
has reached a peak with the contemporary world setting.

2. Determine if reform movements have any effect in altering the free enterprise system.

3. Explain how the Civil Rights Movement shaped democracy from majority rule to basic equality for all citizens.

4. Identify causes of depression and inflation and examine proposed solutions to overcome these periodic economic problems.

5. Recognize the effects of affluence upon natural resources.

Upon completion of this course the student should be able to:

1. Analyze historical antecedents to contemporary problems.

2. Apply methods of research to sustain conclusions.

3. Improve written styles of communication.

There is no set time for completing a certain number of lessons during the course of the semester. The deadline for completing this course is Wednesday December 7, 2005 at 8 P.M. A model schedule for completing lessons and taking tests is posted below for your consideration. You may prefer to finish early or wait until the final days. Whatever you do you must complete the course no later than 8 P.M. December 7, 2005.

EVALUATION

There will be four examinations consisting of multiple choice answers and essays. The multiple choice portion of the examinations will be taken online using the Quiz Tool. The essays will be written and then submitted online using the Assignment Tool.
Here is a model example of a schedule for taking exams. You may choose to take your tests early or wait until the last days. You must finish the course no later than 8 P.M. December 7, 2005.


Every examination will consist of 15 multiple-choice questions at 2 points each and 15 true-false questions worth 2 points each for 60% of the grade. These examinations will be taken online using the Quiz Tool. The essay part worth 40% of the test grade will be submitted online using the Assignment tool. The student selects two essays worth 20 points each from a list of several essay questions. The total score will be the combined total points of the multiple choice examination and the essays.

REQUIREMENTS FOR COMPLETING COURSE

Each student will be required to read excerpts from the textbook. Each lesson is packaged with instructions and study questions. Study questions are assigned in the lesson packets based on excerpts from the textbook and readings book. The answers to the study questions are NOT submitted online to the instructor but are to be used by the student to prepare for the examinations. In addition each student is required to select a book to read and analyze in the form of a book review. See the Assignment Tool for guidelines. Designated office hours are as follows: 1-3 Monday and Wednesday, 10-11 Tth, 5-8 P.M. Wednesday, and 10-11 Friday.

Aside from online communication the Instructor may be reached by calling (281) 756-3732 during designated office hours. If there is a conflict for scheduling an exam or some technical difficulties online contact the Instructor by calling 281-756-3732 between 1-3 P.M. MW, 10-11 Tth, 5-8 P.M. W. and 10-11 Friday. The instructor’s e-mail address is tbryan@alvincollege.edu

FINAL GRADE

To determine a student’s final grade in the course, the instructor will add the test scores and divide 500 points possible into the total points earned to obtain a percentage average and ultimately a letter grade. The grading scale is as follows:

90-100 A
80-89 B
70-79 C
60-69 D
Below 60 F

WITHDRAWAL

All students should consult with the instructor first before dropping the class. Students who decide to drop the course must take the initiative by filling out a withdrawal form available in the Counseling Center (A-138). Then the student proceeds to the Records Office (A-104) to expedite the drop no later than 5 P.M. November 11, 2005.

COURSE MUST BE COMPLETED NO LATER THAN

8 P.M. December 7, 2005.

COURSE OUTLINE

Lesson 1: The Closing of the Frontier.
Lesson 2: The Rise of Big Business.
Lesson 3: Labor’s Struggle.
Lesson 4: The Huddled Masses.
Lesson 5: The American Dream Deferred.
Lesson 6: The Populist Challenge.
Lesson 7: War and Empire.
Lesson 8: The Progressive Challenge.
Lesson 9: The Progressive Presidents.
Lesson 10: The Big Stick.
Lesson 11: The Great War.
Lesson 12: Transitions and Tensions: The Twenties.
Lesson 14: The New Deal.
Lesson 15: The Road to War.
Lesson 16: The Good War.
Lesson 17: The Cold War Begins.
Lesson 18: An Age of Conformity.
Lesson 19: Toward the American Dream.
Lesson 20: Expanding the American Dream.
Lesson 22: The Limits of Politics.
Lesson 23: The Conservative Resurgence.
Lesson 24: An Era of Excess.
Lesson 25: The Cold War Ends.

BIBLIOGRAPHY FOR THIS COURSE

The American People. 6th Edition, Nash, Jeffrey, Howe, Frederick, Davis, and Winkler. Volume II.