



# Wharton County Junior College

## Academic Affairs Council

| Item     | Description                 |
|----------|-----------------------------|
| Date     | November 9, 2016            |
| Time     | 1:00 p.m.                   |
| Location | Library Sympodium Classroom |

### 1. Attendees

| Role         | Name   |
|--------------|--|
| Chair        | Leigh Ann Collins  |
| Minute Taker | Trish Chandler   |
| Attendees    | Alice Atkins, Michele Betancourt, Kwei-Feng Hsu, Cindy Kocian, Sara Fira, Kevin Dees, Carol Derkowski, David Kucera, Patrick Ralls, Amanda Shelton, GG Hunt, Tim Guin, Tracy Emmons, Natalie Stavinoha, Wayne Taylor, Megan Costanza, Tara Zekavat |
| Absent:      | Robin Nealy  |
| Guests:      | Tessa Mathews  |

### 2. Agenda

|     | Description  |
|-----|--|
| 1.  | Welcome (Lac) <ul style="list-style-type: none"> <li>• QEP</li> <li>• Majors Restriction</li> <li>• Texas Pathways (Tessa, Lac, Megan, Patrick)</li> </ul> |
| 2.  | Adult Education and Literacy (Tara Zekavat)  |
| 3.  | Continuing Education (Alice Atkins)  |
| 4.  | Dean of Academic Instruction (Vacant)  |
| 5.  | Dean of Vocational Instruction (Megan Costanza)  |
| 6.  | Developmental Studies (Robin Nealy)  |
| 7.  | Distance Education (Michele Betancourt)  |
| 8.  | Dual Credit (Wayne Taylor) <ul style="list-style-type: none"> <li>• Enrollment fall 2015</li> </ul>  |
| 9.  | Library (Kwei-Feng Hsu)  |
| 10. | Instructional Assessment (Tracy Emmons)  |
| 11. | Instructional Retention (Natalie Stavinoha)  |
| 12. | Vocational Support (Cindy Kocian)  |
| 13. | GPS Campus Coordinator (Sara Fira)   |

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|     | <ul style="list-style-type: none"> <li>• HB 1583 Block Scheduling</li> </ul>   |
| 14. | Division Chairs <ul style="list-style-type: none"> <li>• Highlights</li> </ul> |

**1. Discussion (Note: Underlined items are action items)**

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| 1. | <p>Welcome (Lac)<br/>Leigh Ann welcomed everybody and updated the council on the following:</p> <ul style="list-style-type: none"> <li>• QEP – The next QEP Planning team meeting is scheduled for tomorrow. The team will review the outcome of recent faculty and staff focus groups. The topic of the QEP should also be discussed and narrowed. It was reported there was approximately a 13% return rate from the student online survey. In the spring, the QEP Planning team will transition into the QEP Implementation committee. Lac will send QEP updates via email following each meeting to keep the college community informed.</li> <li>• Majors Restriction – Effective Fall 2017, vocational students will not be able to register for courses outside their declared major unless first advised. The intent is to help students understand that courses outside their major are not funded by financial aid and may not transfer toward their major. A pilot will be conducted during summer registration. Soft holds/warning messages will display on a student’s account when registering for courses not part of their declared major.<br/>Marketing will promote Restricted Majors advertising to help inform students and staff.</li> <li>• Texas Pathways – Six members from administration, faculty, and staff recently attended The Texas Association of Community Colleges Pathways Institute in Bastrop.<br/>Tessa provided First Time in College (FTIC) fall cohort pathways data to the council and reviewed the findings (see attached report entitled FTIC Data Sheet).</li> </ul> |
| 2. | <p>Adult Education and Literacy (Tara Zekavat)<br/>Lac introduced Tara Zekavat as the new Director of the Adult Education and Literacy (AEL) Department. Tara reported on the following:</p> <ul style="list-style-type: none"> <li>• AEL is a grant funded program under Houston Galveston Area Council (HGAC). HGAC is the grant recipient of the Texas Workforce Commission (TWC) which distributes funds among 7 providers; WCJC being one.</li> <li>• AEL provides services in Wharton, Colorado, Matagorda, Fort Bend, Waller, and Austin counties and has 564 students currently enrolled. A total of 40 ESL and GED classes and 2 transition classes, focusing on college and career lessons, are currently offered.</li> <li>• In order to meet career pathway and Integrated Education and Training (IET) goals, AEL and CE are planning to mirror some credit classes in the spring. Employment-based trainings are also in the planning stages with the goal to partner with select employers in spring 2017.</li> </ul>  |

| 3.                         | <p><b>Continuing Education (Alice Atkins)</b></p> <ul style="list-style-type: none"> <li>• Alice reported new employees in the CE department: Marsha Brown, Kids' College Specialist; Samantha Perez and Wendy Tamayo, CE Specialists; and Kimberly Bowen-Johnson, CE Secretary.</li> <li>• The Southwest Electronics Energy Project Grant (SWE) was successfully completed on September 30 and resulted in 85% deliverables and budget being met with expenditures totaling \$169,032.08.</li> <li>• Andres Alcantar, TWC Chairman, presented a check for \$139,506 for Skills Development Fund Grant (SDF) to J-M Manufacturing Co. Inc. and WCJC at the October Board of Trustees meeting. The Wharton-based company is the first one in Wharton to be awarded this grant which will train 66 new and incumbent workers.</li> <li>• Tenaris has pushed back the timeline for their grant application until spring 2017. CE staff are working with Tenaris as well as TWC and Lone Star College to develop a SDF application.</li> <li>• The Director of Employer Initiatives for TWC, Mr. Aaron Demerson, would like to highlight some success stories and experiences the CE department has had with Skills for Small Business in their blog as well as include them in future speeches.</li> <li>• Trainings continue to be held for inmates at the Fort Bend County Jail. Keyboarding, Beginning Computer, Microsoft Office Suite, and HVAC classes are currently being offered. Building space for a new welding program is underway with the anticipation of classes starting in February.</li> <li>• 56 Lyondell employees recently completed Intermediate and Advanced Excel and Advanced Power Point training held at the Bay City campus.</li> <li>• Future trainings for approximately 100 City of Rosenberg employees in Intermediate/Advanced Excel, Intro/Advanced Word, and Malware are being discussed.</li> <li>• CE is working with AEL by expanding mirrored classes to help support the AEL department goals with student pathways.</li> <li>• CNA, Phlebotomy, and Medical Assistant and Medical Offices Specialist classes are being offered this fall. Instructors for CNA and Medical Assistant and Medical Office Specialist and external phlebotomy sites are needed in order to expand these programs.</li> <li>• Kids' College net profit for 2016 was \$270,000. The chart below shows Kids' College course enrollment by summer and session.</li> </ul> <table border="1" data-bbox="381 1417 1282 1690"> <thead> <tr> <th>YEAR</th> <th>TOTAL</th> <th>Session I</th> <th>Session II</th> <th>Session III</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>2363</td> <td>771</td> <td>809</td> <td>783</td> </tr> <tr> <td>2015</td> <td>2638</td> <td>860</td> <td>893</td> <td>885</td> </tr> <tr> <td>2016</td> <td>2585</td> <td>872</td> <td>835</td> <td>878</td> </tr> <tr> <td>Difference<br/>2014 vs 2016</td> <td>+222</td> <td>+101</td> <td>+26</td> <td>+95</td> </tr> </tbody> </table> | YEAR      | TOTAL      | Session I   | Session II | Session III | 2014 | 2363 | 771 | 809 | 783 | 2015 | 2638 | 860 | 893 | 885 | 2016 | 2585 | 872 | 835 | 878 | Difference<br>2014 vs 2016 | +222 | +101 | +26 | +95 |
|----------------------------|--|-----------|------------|-------------|------------|-------------|------|------|-----|-----|-----|------|------|-----|-----|-----|------|------|-----|-----|-----|----------------------------|------|------|-----|-----|
| YEAR                       | TOTAL  | Session I | Session II | Session III |            |             |      |      |     |     |     |      |      |     |     |     |      |      |     |     |     |                            |      |      |     |     |
| 2014                       | 2363   | 771       | 809        | 783         |            |             |      |      |     |     |     |      |      |     |     |     |      |      |     |     |     |                            |      |      |     |     |
| 2015                       | 2638   | 860       | 893        | 885         |            |             |      |      |     |     |     |      |      |     |     |     |      |      |     |     |     |                            |      |      |     |     |
| 2016                       | 2585   | 872       | 835        | 878         |            |             |      |      |     |     |     |      |      |     |     |     |      |      |     |     |     |                            |      |      |     |     |
| Difference<br>2014 vs 2016 | +222   | +101      | +26        | +95         |            |             |      |      |     |     |     |      |      |     |     |     |      |      |     |     |     |                            |      |      |     |     |
| 4.                         | <p><b>Dean of Academic Instruction (Vacant)</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>  |           |            |             |            |             |      |      |     |     |     |      |      |     |     |     |      |      |     |     |     |                            |      |      |     |     |
| 5.                         | <p><b>Dean of Vocational Instruction (Megan Costanza)</b></p> <p>Megan Costanza recently assumed the position of Dean of Vocational Instruction.</p>   |           |            |             |            |             |      |      |     |     |     |      |      |     |     |     |      |      |     |     |     |                            |      |      |     |     |

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|    | <p>She provided an update on areas associated with the Vocational Instruction divisions.</p> <ul style="list-style-type: none"> <li>• Several areas are currently working on curriculum revisions.</li> <li>• Business Office and Administration department requests a name change to Business Technology in order to be more up-to-date and in line with business practices/job opportunities.</li> <li>• The WCJC Education department has been chosen to be part of a National Science Foundation Grant Award with the University of Houston's teachHOUSTON. teachHOUSTON is an opportunity for Math and Science (STEM) majors to minor in Education by enrolling in a specific 1 SCH course each semester while at WCJC which will then transfer directly to UH. This enables students to explore the teaching aspect in Math or Science in the Elementary and/or Jr. High School level. Students participating in teachHOUSTON will be eligible to apply for up to \$15,000 in scholarship funds through the grant which a percentage of the grant is awarded specifically to WCJC graduates. This opportunity provides STEM graduates with the option to also become certified teachers upon passing the teaching exam.</li> <li>• Work continues on finalizing a grant funded by the Nuclear Regulatory Commission for Nuclear Power and Process Technology.</li> <li>• JET Grant award of \$360,000 has been awarded to purchase new welding equipment.</li> </ul> |
| 6. | <p>College Readiness (Robin Nealy)</p> <ul style="list-style-type: none"> <li>• Robin unable to attend. See attached report entitled College Readiness Department Report for Academic Affairs.</li> </ul>  |
| 7. | <p>Distance Education (Michele Betancourt)</p> <p>Michele provided a handout with updates from the DE department (see attached report entitled Distance Education Report FA16). Some items discussed include:</p> <ul style="list-style-type: none"> <li>• Blackboard Integration processes, issues, and solutions</li> <li>• DE student and faculty surveys to help gather information on our online program, technical support and learning management system</li> <li>• Searchable FAQs for the IT Help Desk to better serve faculty and students</li> <li>• Online Proctoring for all open computer labs on campus</li> <li>• Call for presentations from faculty, administration, and staff for Spring Professional Development sessions</li> <li>• Online course reviews and re-development</li> <li>• Accessibility compliance of online courses and ADA accommodations</li> </ul>  |
| 8. | <p>Dual Credit (Wayne Taylor)</p> <ul style="list-style-type: none"> <li>• Beginning fall 2014, ISD's have the option to choose dual credit providers. As a result, WCJC lost approximately 450 dual credit students from 4 FBISD high schools, Ganado HS, Palacios HS, and Brazos HS in fall 2014 and spring 2015. Despite this loss, dual credit enrollment reports for fall 2015 and spring 2016 revealed a total of 1035 dual credit students. Wayne thanked division chairs, program directors, and department heads for working with the high schools to offer dual credit sections.</li> <li>• WCJC will begin providing dual credit services for LCISD (Fulshear HS) effective fall 2017.</li> <li>• All dual credit ITV courses will transition from ITV to online courses beginning fall 2017. Currently, this only affects Louise HS and Rice HS.</li> </ul>  |

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| 9.  | <p>Library (Kwei-Feng Hsu)<br/>Kwei provided a handout with updates from the library area. Some items discussed include:</p> <ul style="list-style-type: none"> <li>• Library Orientation Sessions Results (see attached report entitled Library Orientation Learning Outcomes) <ul style="list-style-type: none"> <li>○ Offered face to face and online</li> <li>○ Offered at Richmond/ITV, Sugar Land, Sugar Land/ITV, Wharton, and Bay City</li> </ul> </li> <li>• Library Professional Development Collection (see attached report entitled Professional Development Handout) <ul style="list-style-type: none"> <li>○ Books, CDs, DVDs</li> <li>○ eBooks, Streaming Video</li> <li>○ Online Journals</li> <li>○ Newspapers Online</li> <li>○ Faculty &amp; Staff Resources</li> <li>○ Webinars, Courses</li> </ul> </li> <li>• Computer lab and printing options</li> <li>• Development of a policy regarding children in the library/testing area</li> </ul>  |
| 10. | <p>Instructional Assessment (Tracy Emmons)</p> <ul style="list-style-type: none"> <li>• Empirical &amp; Quantitative Skills assessment is underway for fall 2015. Spring 2016 assessment will be Social Responsibility. Three rubric workshops were offered, one each at Richmond, Sugar Land, and Wharton.</li> <li>• Surveys on Gen Ed and PMPs will be sent to faculty to help improve processes.</li> <li>• PMP hearings will begin next week. At the beginning of the spring semester, hearing minutes will be sent to program directors for feedback.</li> <li>• CIR committee has been busy with curriculum changes. Curriculum changes are only being accepted through CIR during the fall semester to ensure all changes are included in the college catalog and program web pages are updated. Curriculum changes for the December CIR meeting are due by November 30.</li> </ul>   |
| 11. | <p>Instructional Retention (Natalie Stavinoha)</p> <ul style="list-style-type: none"> <li>• The Learning Assistance Centers (LAC) have had 333 students make 1081 visits to the LAC available on the Richmond, Sugar Land, and Wharton campuses so far this semester. Information about the LAC has been updated on television monitors at Richmond and SL.</li> <li>• 291 students have currently utilized the Smarthinking tutoring services. Of those students, 476 visits have been to the writing labs. A pulse-check email has been sent to all students reminding them about tutoring services. The Marketing department posted a video on tutoring services on the college's homepage before classes started. It was posted again at the beginning of the semester and again after mid-terms.</li> <li>• 199 academic alerts have been received to date; mostly for excessive absences and not completing assignments. The academic alert form has been revised so it can be sent as a fillable form via email instead of as an attachment. The Early Interventions Task Force is looking into how to make the alert process more automated.</li> </ul> |
| 12. | <p>Vocational Support (Cindy Kocian)</p> <ul style="list-style-type: none"> <li>• Perkins Grant awarded \$205,854 to be used effective September 1. Funds</li> </ul>  |

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|     | <p>will be used for the following:</p> <ul style="list-style-type: none"> <li>○ Gas and child care reimbursements for eligible CTE students; currently, 43 students are being served</li> <li>○ Tutoring services for Electronics and Surgical Technology students</li> <li>○ Travel reimbursements for CTE instructors to attend activities for programs of study</li> <li>○ Equipment and supplies for Police Academy, Dental Hygiene, and EMS</li> <li>○ Administrative costs to the college</li> </ul> <ul style="list-style-type: none"> <li>● Cindy is also managing the Houston Livestock Show and Rodeo Scholarship, approximately \$50,000 and also the CCPI Scholarship, approximately \$5,000. She is also a member of the CCPI Steering Committee.</li> </ul> |
| 13. | <p>GPS Campus Coordinator (Sara Fira)</p> <ul style="list-style-type: none"> <li>● Seven programs are currently offering block schedules as part of HB1583 requirements. Block schedules for six more programs are being developed and will be offered spring 2017.</li> <li>● Academic maps for Associate of Arts (AA) degrees have been posted on the college website under Programs. Vocational program directors are working on the academic maps for the AAS and certificate programs.</li> </ul>  |
| 14. | <p>Division Chairs</p> <ul style="list-style-type: none"> <li>● N/A</li> </ul>  |
| 15. | <p>Other</p> <ul style="list-style-type: none"> <li>● N/A</li> </ul>  |
| 16. | <p><b><u>NEXT MEETING:</u></b> TBA spring 2017</p>  |

**5. Adjournment**

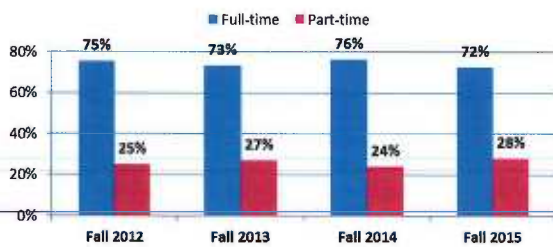
|                    |                        |              |
|--------------------|------------------------|--------------|
|                    |                        |              |
| Time:              | 2:30 PM                |              |
| Signature of Chair | <i>Luz Ann Collins</i> | Date: 1-6-17 |



## Wharton County Junior College

### First Time in College (FTIC) Fall Cohort Data

**Full-Time and Part-Time Percentage of FTIC Fall Cohort**



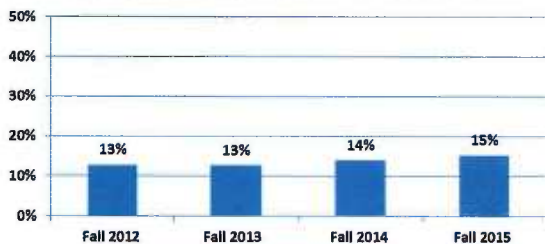
| FTIC    | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 |
|---------|-----------|-----------|-----------|-----------|
| Females | 53%       | 52%       | 50%       | 51%       |
| Males   | 47%       | 48%       | 50%       | 49%       |

| FTIC                                | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 |
|-------------------------------------|-----------|-----------|-----------|-----------|
| Completed college math in year 1    | 43%       | 45%       | 52%       | 49%       |
| Completed college English in year 1 | 59%       | 58%       | 59%       | 61%       |

Also includes those that complete English or Math as a Dual Credit student. Completed are students who finished with a grade of D or better.

For Fall 2015 FTIC, English was completed as dual credit for 6% of these students and Math as dual credit by 3%.

**Percentage of FTIC Fall Cohort Earning 30+ college credits in year 1**



| FTIC – AA, AAS, AAT Major             | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 |
|---------------------------------------|-----------|-----------|-----------|-----------|
| Associates Degree Self-Declared Major | 89.8%     | 91.6%     | 93.2%     | 91.7%     |

|                                       | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 |
|---------------------------------------|-----------|-----------|-----------|-----------|
| Average Time to Associates (in years) | 4.3       | 4.1       | 4.2       | 4.1       |
| Average SCH to Associates             | 93        | 90        | 92        | 90        |

Source: THECB Higher Education Almanac - Academic Year Graduates tracked back for total hours and years to degree. Prior to Fall 2013, dual credit hours were included.

Earning college credits based on courses completed with a grade of D or better.

First Time in College – The first time a student attends WJC immediately following High School Graduation. Does not include dual credit students.

Institutional Research Office

November 9, 2016

- The College Readiness Department has instituted several acceleration measures for the math students within the department. Through the department's 8-week model, students are able to complete both MATH 0308 and MATH 0312 in just one semester. Additionally, with the co-requisite model, students who place into MATH 0312 have the opportunity to complete MATH 1314 with the aid of the NCBM 0300 (developmental support class). This program continues to expand, and the CR Department, along with the Math Department, will offer students two co-requisite class sections in the Spring 2017 semester.
  - For students NCR in reading and English, the department has created an INRW NCBO support course for students to take in conjunction with ENGL 1301. This course is pending final approval from both CIR and VP Collins. In anticipation of approval, the ENGL 1301 course that is to be paired with the INRW NCBO is already on the schedule for Spring 2017.
  - Jennifer Mauch, Yvonne Smith, and Robin Nealy attended the Dana Center's Mathways Conference on October 28, 2016, at Sam Houston State University Convention Center in the Woodlands.
- 
- Based on this meeting, Jennifer, Yvonne, Sherry, GG, and Robin met on November 3, 2016, to discuss creating a non-algebraic math pathway for students at WCJC. In that meeting, it was decided that the WCJC students would benefit from having a non-algebraic pathway. This pathway will meet the needs of students who do not need college algebra in order to satisfy their degree requirements. Robin and Yvonne will present this new non-algebraic pathway to SSC on November 29, 2016. In the interim, Sherry has created the non-algebraic developmental math course and will present it at CIR in December.
  - The CR Department continues to work with area high schools on the HB5 project. As we learned from the Mathways Conference, as our math curriculum expands to offer more options for our students, we will have to expand the curriculum that we offer to the high schools in order to include non-algebraic learning outcomes and testing options.
  - With the THECB's increase in the TSI CR cut scores and as we continue to move forward with the non-algebraic pathway, the co-requisite models, and accelerated 8-week courses, we continue to need additional full-time faculty. Currently, 80-90% of all college readiness courses are taught by part-time faculty. Such a ratio has a direct and negative impact on students, students who are most in need of committed full-time faculty.



**Academic Affairs Committee  
Distance Education – Update Fall 2016**

**Banner ILP (Blackboard Integration)** – Currently the process to load the classes and enrollments into Blackboard is accomplished through a report that no longer interfaces seamlessly between our Banner student system and Blackboard. The Systems Analyst who created the report using a Visual Basic code within an MS Access database recently left the employment of WCJC and the time to acquire the knowledge base to maintain, modify and update the report would create a burden on the current IT staff. IT and DE have identified a possible solution that is currently moving through the approval process. HOWEVER, in the meantime the spring schedule / enrollments will be loaded with the existing report that already has some problems that have resulted in students being locked out of their courses. While we can manually “fix” these blocks once we are notified, as soon as the next batch runs to update students the “fix” is undone and the student access is blocked again. We are working on ways to minimize these glitches but need faculty to carefully check rosters and let us know if a student on their rolls in banner is blocked in Blackboard.

**DE Surveys** – Like we did 2 years ago, we will be sending out the student survey this December and the faculty survey in May to gather information about our online program, technical support and learning management system.

**Help Desk** – DE has created comprehensive searchable FAQs for the Help Desk to better serve faculty and students. The FAQs contain information on Blackboard, 3<sup>rd</sup> party platforms, Respondus Turn-It-In and more. We are also working on a simplified version so that it can be placed directly on our DE pages as a knowledge database that is easily searchable 24/7.

**Online Proctoring** – Respondus Monitor, our online proctoring solution, is up and running mostly smoothly. All open labs on campus have been equipped with 3-4 stations that have webcams that allow students to complete their online exams on campus.

**Spring Professional Development** – In anticipation of the spring professional development sessions, DE has sent out a call from presentations from faculty, administration and staff. The sessions are VERY well received and we want to encourage more areas to participate. Although DE coordinates the program, topics do NOT need to be DE related or technology focused. In the past, library, assessment, and IT and faculty have all made presentations.

**Online Course Reviews** – For the past 3 years we have been working with faculty to develop/re-develop online courses in line with nationally recognized standards of best practice. To date over 40 classes have been redeveloped. Beginning in spring, we will begin systematically reviewing every course starting with the Master Courses and those courses/faculty members who have not had a course reviewed. The process is detailed at length in the DE Faculty Handbook.

**Accessibility** - DE continues to make strides addressing accessibility in the online classroom. Accessibility compliance of online (and eventually web supplemented courses) will be integrated into the overall Online Course Evaluation process (above) in order to prevent duplication of time and effort of the Distance Education staff.

Additionally:

- We have hired a part time media support specialist to assist with closed captioning of videos and support faculty with additional accommodations that may be required in the online environment.
- DE has also been working with student services so that accommodation letters will include information for faculty that is appropriate for fully online courses.
- DE has sat in on several textbook committees to help faculty assess the accessibility of online supplements that often accompany textbook selection.



# Wharton County Junior College

**Academic Year 2015-16** (2015 fall, 2016 spring and summer)

& **Update** (2016 fall semester)

## WCJC Library Orientation Sessions

**Number of students attended: 2532** (134 sessions) **1963** (74 sessions)

➤ **Face-to-Face: 1569** (79 sessions) **1103** (45 sessions)

➤ **Online: 963** (55 sessions) **860** (29 sessions)

| <b>Face-to-Face Orientation</b> |                         |                                 |                          |
|---------------------------------|-------------------------|---------------------------------|--------------------------|
| <b>Location</b>                 | <b>Number of Class</b>  | <b>Total Number of Students</b> | <b>Note</b>              |
| Dual credit-high school         | 1                       | 19                              | WCJC librarian           |
| Richmond/ITV                    | 19 <b>13</b>            | 338 <b>284</b>                  | WCJC librarian           |
| <b>Sugar Land</b>               | <b>42 24</b>            | <b>816 659</b>                  | <b>Academic liaisons</b> |
| Sugar Land/ITV                  | 1                       | 15                              | WCJC librarian           |
| Wharton & Bay City              | 18 <b>7</b><br><b>1</b> | 381 <b>149</b><br><b>11</b>     | WCJC librarian           |
| <b>Total</b>                    | <b>79 45</b>            | <b>1569 1103</b>                | *Three MLS librarians    |

## **Online Orientation**

(Note: coordinated by WCJC library instructional specialist/computer lab coordinator)

**Number of students: 963 860** (2016 fall semester)

**Sessions: 55 29**

- **General Tutorial : 29** (551 students) **11** (354 students)
- **Citation Skills Tutorial : 26** (412 students) **18** (506 students)

**WCJC Student Library Orientation Test Results (Face-to-Face Sessions)  
2015-2016 Academic Year**

**Library services (question 1-3), Research strategy (4-8), Electronic resources (9-11), Plagiarism (12)**

| <b>Table One, All Classes</b>    |                      |                      |                        |
|----------------------------------|----------------------|----------------------|------------------------|
| <b>Total Number of Students:</b> |                      |                      | <b>1569</b>            |
| <b>Question Number</b>           | <b>Right Answers</b> | <b>Wrong Answers</b> | <b>Percent Correct</b> |
| 1                                | 1559                 | 10                   | 99.36%                 |
| 2                                | 1425                 | 144                  | 90.82%                 |
| 3                                | 1148                 | 421                  | 73.17%                 |
| 4                                | 1228                 | 341                  | 78.27%                 |
| 5                                | 922                  | 647                  | 58.76%                 |
| 6                                | 897                  | 672                  | 57.17%                 |
| 7                                | 1443                 | 126                  | 91.97%                 |
| 8                                | 1078                 | 491                  | 68.71%                 |
| 9                                | 1366                 | 203                  | 87.06%                 |
| 10                               | 1494                 | 75                   | 95.22%                 |
| 11                               | 1034                 | 535                  | 65.90%                 |
| 12                               | 1491                 | 78                   | 95.03%                 |

| <b>Table Two, General Courses (Non-QEP)</b> |                      |                      |                        |
|---|----------------------|----------------------|------------------------|
| <b>Total Number of Students:</b>            |                      |                      | <b>874</b>             |
| <b>Question Number</b>                      | <b>Right Answers</b> | <b>Wrong Answers</b> | <b>Percent Correct</b> |
| 1   | 869                  | 5                    | 99.43%                 |
| 2   | 797                  | 77                   | 91.19%                 |
| 3   | 675                  | 199                  | 77.23%                 |
| 4   | 717                  | 157                  | 82.04%                 |
| 5   | 548                  | 326                  | 62.70%                 |
| 6   | 475                  | 399                  | 54.35%                 |
| 7   | 804                  | 70                   | 91.99%                 |
| 8   | 583                  | 291                  | 66.70%                 |
| 9   | 759                  | 115                  | 86.84%                 |
| 10  | 840                  | 34                   | 96.11%                 |
| 11  | 628                  | 246                  | 71.85%                 |
| 12  | 839                  | 35                   | 96.00%                 |

| <b>Table Three, QEP Courses</b>  |                      |                      |                        |
|----------------------------------|----------------------|----------------------|------------------------|
| <b>Total Number of Students:</b> |                      |                      | <b>695</b>             |
| <b>Question Number</b>           | <b>Right Answers</b> | <b>Wrong Answers</b> | <b>Percent Correct</b> |
| 1                                | 690                  | 5                    | 99.28%                 |
| 2                                | 628                  | 67                   | 90.36%                 |
| 3                                | 473                  | 222                  | 68.06%                 |
| 4                                | 511                  | 184                  | 73.53%                 |
| 5                                | 374                  | 321                  | 53.81%                 |
| 6                                | 422                  | 273                  | 60.72%                 |
| 7                                | 639                  | 56                   | 91.94%                 |
| 8                                | 495                  | 200                  | 71.22%                 |
| 9                                | 607                  | 88                   | 87.34%                 |
| 10                               | 654                  | 41                   | 94.10%                 |
| 11                               | 406                  | 289                  | 58.42%                 |
| 12                               | 652                  | 43                   | 93.81%                 |

| <b>Table Four, Comparison<br/>General Courses vs. QEP</b> |                          |                      |
|---|--------------------------|----------------------|
| <b>Question Number</b>                                    | <b>General % Correct</b> | <b>QEP % Correct</b> |
| 1   | 99.43%                   | 99.28%               |
| 2   | 91.19%                   | 90.36%               |
| 3   | 77.23%                   | 68.06%               |
| 4   | 82.04%                   | 73.53%               |
| 5   | 62.70%                   | 53.81%               |
| 6   | 54.35%                   | 60.72%               |
| 7   | 91.99%                   | 91.94%               |
| 8   | 66.70%                   | 71.22%               |
| 9   | 86.84%                   | 87.34%               |
| 10  | 96.11%                   | 94.10%               |
| 11  | 71.85%                   | 58.42%               |
| 12  | 96.00%                   | 93.81%               |

## Exploring the Library Professional Development Collection

### Books, CDs, DVDs.

Search the **Library Catalog**—3 Options

Simple Search (keyword): professional development

Advanced Search: Location: Pro

Lists: New Titles

### eBooks, Streaming Video.

Log into **Database Menu** using last name and date of birth.

Use only letters for your name. Your last name in the upper or lower case is fine.

Password: Your birth date (Format is MM/DD/YYYY Example: 01/21/1970)

Please enter your username:

Please enter your password:

### Online Journals

#### Group Subscriptions

*Distance Education Report*  
*Online Classroom*  
*The Teaching Professor*

1. Go to <http://www.magnapubs.com/sitelicense/registration.html?v=magna327>
2. Enter required information, use **WHARTONGS** (case sensitive) for authorization code, and click Submit.
3. To access subscriptions: log in using your email and password, Select My Account, My Online Access, Subscriptions on the left hand navigation.

#### Databases

EBSCOhost Professional Development Collection  
*Assessment & Evaluation in Higher Education*  
*Chronicle of Higher Education*  
*Community College Review*  
*Community College Week*  
*Diverse: Issues in Higher Education*  
*Journal of Higher Education*  
*New Directions for Adult and Continuing Education*  
*New Directions for Community Colleges*  
*New Directions for Higher Education*  
*New Directions for Student Services*  
*New Directions for Teaching and Learning*  
*Teaching in Higher Education*

### Newspapers Online

*Houston Chronicle & The Wall Street Journal*  
username: wcjlibrary@wcjc.edu  
password: library01



**Wharton County  
Junior College**

2016-2017



**J. M. Hodges Library**  
**Wharton Campus**

### Faculty & Staff Resources

Course Reserves  
Databases  
eBooks  
Intercampus Loan  
Laminating & Binding  
Laptops  
Library Orientation  
Open Computer Lab  
Print Collection  
Reference Assistance  
Research Guides  
Streaming Media  
Symposium Classroom

### Webinars, Courses.

**STARLINK**—[www.starlinktraining.org](http://www.starlinktraining.org)

Use college email address to register.

**NISOD**—<https://shop.nisod.org/webinar-series>

username: wcjc.edu

password: nisod983

**THECB** Professional Development Modules—

[www.txprofdev.org](http://www.txprofdev.org)

### Questions, Comments, Concerns

Please do not hesitate to ask a librarian!

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**Note:** Please do not share Authorization Codes with anyone outside our campus community. Thank you.