

STARLINK®

An Agency of Texas Association of Community Colleges

The Family Factor: Family Involvement for Student Retention and Success



Resource Packet

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On DVD and the Internet ~ www.starlinktraining.org

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AGENDA

Introduction.....Dr. Gerardo E. de los Santos
President and CEO
League for Innovation in the Community College

Video PresentationThe Family Factor

Invitation to Participate, Questions, and Answers.....Participant Packet

Evaluation.....Participants

Welcome to the STARLINK production of “The Family Factor: Family Involvement for Student Retention and Success.” We hope you will contact us about participating in the project and also welcome feedback on the webinar.

In this packet you will find a selection of materials that will provide you with organizational tools and processes that have lead to a successful implementation of this instructional approach to retention in the Dallas County Community College District. A rich array of additional materials, resources and project contact information can be found on the project website:

<http://www.mountainviewcollege.edu/fimhome/default.aspx>

The Family Factor Video that begins this webinar shares the stories and experiences of students, their family members, faculty and administrators engaged in the project. It provides a unique documentary perspective and a rare opportunity to see the outcomes of retention-based instruction in action.

The Executive Summary and Frequently Asked Questions in your participant packet provide a brief narrative overview of the project and respond to the questions most often asked by participants in project presentations.

Also included in this packet are the Family Involvement Model (FIM) Chart , the Faculty Orientation Checklist and sample course materials. The FIM Chart highlights the broad array of courses and disciplines currently participating in the project and specifically describes the methods by which faculty members engage students’ families in instructional content. The Faculty Orientation Checklist outlines support available to project faculty as well as the documentation required.

In the sample course documents you will find two syllabi and Student/Family contracts. Additional syllabi and contracts are readily available on the project website listed above. They are freely available for adaptation.

Thank you for your interest in the The Family Factor: Family Involvement for Student Retention and Success.” We look forward to hearing from you.

Family Involvement for Latino Success in College Executive Summary

“Family Involvement for Latino Success in College” is a quasi-experimental three-year research project conducted by the Dallas County Community College District and funded by the United States Department of Education Fund for the Improvement of Post Secondary Education (FIPSE). The project, one of the first of its kind in higher education, is a response to barriers Latino students face in completing college courses. The purpose of the grant is to determine whether key family member involvement in academic course work affects persistence, success, and retention of Latino students in higher education.

Need

Less than 10% of Texas’ Latino population holds college degrees (“State of Transition,” 2005). In the Dallas County Community College District, less than 9% complete undergraduate degrees (Garcia, et al., 2003). In a community college district with three of its seven campuses designated federally as “Hispanic Serving Institutions” (HSI), staff and faculty organized a focus group in 2003 to explore options for addressing the gap in Latino student success. Some of the barriers Latino students face that keep them from entering and succeeding in college involve the family. Based on the research, the group proposed a project to measure the extent, if any, key family member involvement affects individual Latino students’ persistence, success, and retention in college courses.

Family Involvement Model (FIM) course development often differs from a “traditional” process where course development occurs in isolation. Teaming of faculty supports and encourages collaboration, such as learning communities, with the FIM as a linking element between courses. This approach leverages implementation of the FIM across a broad array of cross-disciplinary curricula.

Research Design

A *quasi experimental* research design is being used to evaluate Latino student persistence, success, and retention in the colleges participating in the Project. While there are a number of uncontrolled variables that influence students’ academic progress, the control factor in this Project is key family member involvement within their college courses. Research data is generated by tracking cohorts of students enrolled in college-level academic courses that include the Family Involvement Model (FIM) in course work.

Definitions

For this project, “persistence” refers to a student’s remaining in a course; “success” is the student’s completion of the course with a grade of “C” or better; “retention” refers to a student’s enrollment in the next long term.

Data

Initial data indicates a positive measurable effect of FIM implementation in each of the three areas: persistence, success, and retention. To date, data from the first three cohorts have been analyzed. Descriptive statistics for the first cohort (Spring 2007) indicate that the students participating in FIM courses achieved Success (performance

grade of “C” or better) at 76.3 percent while students in the general population succeeded 64.6 percent. The same cohort reflects a level of “Persistence” at 83.1% as compared to the general population of 81.9%. From long semester-to-long semester, the Retention rate for the first cohort (Spring 2007) is reflected in the following table:

Retention Rate – Spring 2007 Cohort

	Spring 2007 - Fall 2007	Spring 2007 - Spring 2008	Spring 2007 - Fall 2008
FIM Students ¹	71.2%	67.8%	62.7%
Non FIM Students ²	56.6%	50.0%	42.6%

¹Students in FIM classes

²Mountain View College and Brookhaven College non-FIM students

Descriptive statistics for the second cohort (Fall 2007) indicate similar results. Students participating in FIM courses achieved Success (performance grade of “C” or better) at a 79.4 percent while students in the general population succeeded 66.7 percent. The same cohort reflects a level of “Persistence” at 83.8% as compared to the general population of 81.8%. From long semester-to-long semester, the Retention rate for the second cohort (Fall 2007) is reflected in the following table:

Retention Rate – Fall 2007 Cohort

	Fall 2007 - Spring 2008	Fall 2007 - Fall 2008
FIM Students ¹	83.8%	75.0%
Non FIM Students ²	65.8%	50.5%

¹Students in FIM classes

²Mountain View, Brookhaven, and Richland Colleges non-FIM students

Descriptive statistics for the third cohort (Spring 2008) continue the trend seen in the previous data. Students participating in FIM courses achieved Success (performance grade of “C” or better) at a 81.7 percent while students in the general population succeeded 66.9 percent. The same cohort reflects a level of “Persistence” at 90.4% as compared to the general population of 83.6%. From long semester-to-long semester, the Retention rate for the third cohort (Spring 2008) is reflected in the following table:

Retention Rate – Spring 2008 Cohort

	Spring 2008 - Fall 2008
FIM Students ¹	69.9%
Non FIM Students ²	57.3%

¹Students in FIM classes

²Mountain View, Brookhaven, and Richland Colleges non-FIM students

Preliminary Results and their Dissemination

Initial results indicate a positive relationship between engaging student family members in coursework and the students’ subsequent success and retention in college.

There is an educationally significant impact of family member involvement on student persistence. It is important to note that while the project began with only two sections of college courses, at present, the FIM courses involved have expanded throughout the DCCCD. This expansion is an indication of successfully planned project dissemination. In 2008, the DCCCD Office of Educational Affairs identified the project as a “DCCCD Best Practice.”

Taking the results beyond the DCCCD, however, project dissemination activities currently in progress include an internationally distributed faculty development video, additional presentations at national and international conferences, publications, and exploring FIM implementation agreements with other community colleges

Family Involvement Model Chart

Academic Year	Class	Faculty	Description
Spring 2007 Fall 2007	Mountain View College Cultural Studies: Fiesta Oak Cliff CUST 2370-6001	Dr. Laura Gonzalez Dr. Geoffrey Grimes	-Family member involved in 5 of 7 cultural events. -Genealogy Project & Guest Speakers.
Spring 2007 Fall 2007 Spring 2008 Fall 2008	Brookhaven College Cultural Studies Mexico: A Cultural Perspective CUST 2370-2001	Dr. Charles McAdams Adrien Cuellar-McGuire Edleeca Thompson	-Students researched the history and origins of a dish that is indigenous to Mexico and brought it to class. A family member invited to join the class for the potluck. -Students involving a key family member in 1 or more of the class activities received honors credit for CUST 2370 and 5 points added to their final average.
Fall 2007	Richland College Cultural Studies Introduction to Mexican-American Studies CUST 1305-2370	Carlos Rovelo	-Students interviewed family members for a polling project. -Students invited family to class and created an altar for “Dia de los Muertos” for deceased relatives.
Spring 2008 Fall 2008	Brookhaven College Cultural Studies The Caribbean: A Cultural Perspective CUST 2370-2003	Giraud Polite Edleeca Thompson	-Students worked with a family member to create a recipe for a Caribbean Culinary Project. -Students worked with family members to construct a genealogy project. -Students worked with family members in developing a family point of view of their ancestral homeland as part of a <i>Postcards from the Edge</i> Project.
Spring 2008	Mountain View College Learning Communities La Raza: The History and Art of Latino Americans HIST 1302-6008 ART 1301-6005	Cristina Medina Liz Nichols	-Family member involved in 1 of 4 of the cultural events. -Curriculum based on Mexican-American/Latino emphasis and inclusion of family involvement-brainstorming projects and researching. -Films and texts used in the class integrated family perspective. - Guest visitor presentation and presentation of a creative project. -Photo Project: Students took photos of family memories or family members to create a work of art. Students presented photos at a reception.
Spring 2008	Mountain View College Early College High School Spanish SPAN 1411-6001 SPAN 1412-6293 SPAN 1412-6292	Paulina Cantu	-Hosted an internet workshop for Spanish students’ family members. -Class presentations about their families while family members visited the classroom and talked about relevant past events. -Class presentations about typical family recipes. Students brought the ingredients, prepared the dish, and shared it with classmates.
Summer 2008	Richland College Bilingual Education: Philosophy, Techniques, and Materials EDTC 1321	Adriana Rodriguez	Students will interview a family member about language acquisition.

Family Involvement Model Chart

Academic Year	Class	Faculty	Description
Fall 2008	Mountain View College Drawing 1: Common Book Course ARTS 1301-6002	Cristina Medina	-Family member is required to participate in two of six activities: Selected lecture, final presentation of creative project, presentation of written assignment, guest visitor presentation, cultural event, and photo exhibit reception.
Fall 2008	Mountain View College Art Appreciation: Common Book Course Emphasis in Mexican American/Latino Studies: From Aztecs to Zoot Suits. ARTS 1301-6006 HUMA 1315-6005	Cristina Medina	-Family member is required to participate in two of six activities: Selected lecture, final presentation of creative project, presentation of written assignment, guest visitor presentation, cultural event, and photo exhibit reception.
Fall 2008	Mountain View College Drawing 1: Common Book Course ARTS 1316-6001	Cristina Medina	-Family member is required to participate in two of six activities: Selected lecture, final presentation of creative project, presentation of written assignment, guest visitor presentation, cultural event, and photo exhibit reception.
Fall 2008	Mountain View College ENGL 1301-6014	Dr. Geoffrey Grimes	-Students will develop an argumentative research paper that is related to a key family-oriented social issue of the student's choice. Family interviews, history, and current economic-social-political status may figure into the development of evidence supporting the student's position selected for the issue.
Fall 2008	Richland College Fine Arts Appreciation ARTS 1301-8007 Arts Appreciation HUMA 1315-8014	Sara Cardona	-Students are rewarded extra points to invite family members to participate in coursework, including attending and responding to events and the final project.
Fall 2008	Brookhaven College Human <i>Anatomy & Physiology</i> Supplemental Instruction SCIT 1407-2001/2002/2003	Heather McGilvery	-Family-Student Orientation meeting -Family members are invited to attend tutoring sessions and open lab and required to assist with home studies. -Family member required to help student with home duties.
Fall 2008	Cedar Valley College Introduction to Speech Communications SPCH 1311-3001	Rhonda Jackson	-Family will participate in a student evaluation of interpersonal communication. -Family will participate in presentations on camera.
Fall 2008	Brookhaven College Developmental Writing DWRI 0090,0091, and 0093 Section 2250	Nelda Contreras	-Students write an essay about an influential family member. -Students invite the family to a class event. -Calendar still in progress.
Fall 2008	Brookhaven College Developmental Reading DREA 0093.2504	Kristine Ferguson	-Students ask an older and younger family member to participate in various activities. Participation in activities will be 20% of the student's grade. -Activities include: participation in discussions with their family about various books, journals, and videos.



Family Involvement for Latino Success in College Orientation Check list

PLEASE RETURN THE FOLLOWING ITEMS AS SOON AS POSSIBLE

- Faculty Contract with signature
- Completed Employee Authorization Form
- A copy of your resume
- A list of materials needed and an expected budget amount (see budget worksheet in orientation packet)

PLEASE TURN IN THE FOLLOWING ITEMS AT THE BEGINNING OF THE SEMESTER:

- Signed Student/Family Contracts
- Syllabus
- Flyers (Grant staff are available for support)
- Signed Photo Release Forms
- Teaching Schedule

The following FIPSE disclaimer must be included on all printed materials such as the syllabus and class flyers:

The contents of this _____ were developed under a grant from the Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education and you should not assume endorsement by the federal government.

NOTE: It is expected that students be aware from the first day of class that family member(s) of their choice will be engaged in the course content one or more times during the semester. Students with no living family or those declining to involve their families can be invited to identify a mentor, advocate, coach or other person to engage in the course with them.

PLEASE TURN IN THE FOLLOWING ITEMS AT THE END OF THE SEMESTER:

- Any materials or equipment borrowed from the project

OTHER ITEMS EXPECTED THROUGHOUT THE SEMESTER:

- Media Releases (staff available for support)
- Time Sheets accompanied by work produced for the month
- Time and Effort Forms
- Selected completed student assignments; student or faculty produced photos, audio or video if part of the course

PARTICIPATION IN THE FOLLOWING ACTIVITIES:

FIPSE Meeting/ Faculty Development

Once every semester the faculty and FIPSE staff will engage in learning activities that are relevant to the family involvement model or other project related themes. Some semesters staff may schedule limited additional activities to celebrate milestones, complete evaluation modules or other project specific objectives.

- Please e-mail Cathy Todd the available times and days you can meet in fall, spring, and summer

FIPSE Video Project

The FIPSE staff, MVC media and others shoot documentary and archival video to share both student and faculty experiences in the grant project as part of the project's mandatory dissemination component. Video, audio or still images may be available on the FIPSE website, podcasts, or other distance learning technology. Filming will be coordinated with the faculty. To help us with this project, please keep FIPSE staff informed of all scheduled family involvement activities/assignments prior to the start of the semester.

Course Syllabus

Art Appreciation Arts 1301-6005 and History 1302-6008

Emphasis in Mexican-American/Latino Art & History

Mountain View College

Class Time and Room: TR, 9:30-12:20PM, W75

Instructor: Prof C. Medina
Instructor office: W71
Office hours: TBA
Office phone: 214.860.3654
Email: cmedina@dccc.edu

Instructor : Prof L. Nichols
Instructor office : W236
Office Hours : MW 8 :30-9 :30 ; TR 9 :00-9 :15, 1 :00-1 :45 and by appointment
Office phone : 214.860.8681
Email : lnichols@dccc.edu

Course Description

Art Appreciation/Arts 1301. 3 hrs. Prerequisite: Developmental Reading 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in Reading. Films, lectures, slides, and discussions focus on the theoretical, cultural, and historical aspects of the visual arts. Emphasis is on the development of visual and aesthetic awareness, primarily focusing on Mexican-American/Latino artists and themes.

(3 Lec.)

HIST 1302 History of the United States (3) Prerequisite: Developmental Reading 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in Reading. The history of the United States is surveyed from the Reconstruction era to the present day. The study includes social, economic, and political aspects of American life. The development of the United States as a world power is followed. (3 Lec.)

Textbook & Supplies

Required Texts:

- A. *Latin American Art of the 20th Century* by Edward Lucie-Smith, 2nd Edition, Thames & Hudson Publisher, 2004, ISBN 0-500-20356-3.
- B. *Occupied America: A History of Chicanos* by Rodolfo F. Acuña, 6th Edition, Pearson Longman Publisher, 2007, ISBN 0-321-42738-6.
- C. Students will need to purchase 4 Scantron forms, #886-E. These are available at the Follett bookstore.
- D. Supplies needed for making your creative project/artwork: 24 exposure film or disposable camera, photo enlargement fees, mat frame.

eCampus

This course is available through eCampus Blackboard. This is a course management software platform for use by students and faculty. Course information, communication, and grades will be accessible through this system. This instructor will use this system to complement in-class instruction. Students must have an email address to access the eCampus system. Email addresses may be acquired for FREE through a variety of sources.

Course Objectives

- Introduction to the world of art and its elements,
- Knowledge of vocabulary, terminology and processes associated with art making,
- Interpretation and discussion about visual aesthetics,
- Experiencing the processes of art through hands on activities.

Students will be exposed to the historiographical debates from 1877-to the present. They will be expected to master the historical content of the eras and proficiently discuss and write on the historical significance of varied events and people during the time period assessed. Students will be able to master the connecting themes and historical continuity between the past and present day issues through a collaborative class environment. Students and instructor will be active participants in the educational process, therefore students are expected to be responsible for their achievement. Student success hinges upon self-motivation and partnership with the instructor in following the guidelines outlined in order to successfully complete this course. This course will emphasize the contributions and historical experience of Mexican Americans & Latinos.

Course Structure

Assignments will consist of writing papers, quizzes, collaborative work, discussions about art and participation in creating your own art. Our resources will be the textbooks, films, visual images, galleries, museums, the Internet and lectures. The class is based on an overview of art and

historical context using the textbooks as a reference and guide. We will learn basic terminology, and vocabulary needed in order to understand the interpretation and processes of artwork. We will study traditional as well as non-traditional forms of art. We will also be learning about visual aesthetics and how to see through the artist's eyes.

We will learn historical interpretations and their impact on the Mexican American/Latino experience in American history. Emphasis will be placed on the interaction and role that family plays in the educational experience of students in higher education.

In Class Collaborative Interaction

This class will make every effort to be a cooperative learning class. Students will work together to learn and process material introduced in class. Students are expected to interact with classmates during collaborative group interactions. These may include experiencing art techniques, group discussions and group presentations to the rest of the class. You will participate in a base group for the semester and also within spontaneous groups or pairings intermittently. Each person in the group will be assigned a task during activities and each individual's participation is required.

STUDENT EVALUATION

New material will be covered everyday and students are responsible for knowing all information covered during class. Not all material or reading assignments will be found in the textbook. Students are responsible for taking notes and reading assigned material. Many class sessions will require class participation in discussion over new material introduced.

There will be daily collaborative assignments, projects or quizzes that require your presence in class in order to participate and receive a grade. Collaborative activities CANNOT be re-enacted-you gotta be there to experience the enlightenment!

Assignments will be given individual grades according to quality of work and goals achieved according to the assignment given. Your performance will be assessed according to how well a concept is learned and participation in class. Participation includes listening to instructor lecture, full participation in collaborative group efforts and completing assignments. It is expected that all students participate in all class activities, including class and group discussions.

LATE WORK IS NOT ACCEPTED.

GRADING

Grades will be calculated according to the actual points earned by the student in relation to the amount of points available for each assignment.

1 Creative Project			
Discussion	50	} 100 points	
Execution	100		
Written Research	100		
Presentation	100		
Exhibiting	50		
1 Final Exam			
1 Midterm Exam	100 points		
4 Written Assignments			100 points each=400 points
2 Quizzes			50 points each = 100 points
4 On Campus Event Attendance			25 points each = 100 points
Total Amount of Possible Points	1200 points=A		
1200/total amount of actual points=grade point average			

Grading Scale

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

Students are responsible for tracking their own course grades.

All graded tests and assignments will be returned as soon as possible and logged in eCampus.

STUDENT RESPONSIBILITIES

ATTENDANCE & LATENESS POLICY

Attendance is mandatory for all class times. This course requires that you attend class three times a week. Any absences will affect your grade negatively. Do not schedule work shifts or other events during class time as there will be **NO EXCUSED ABSENCES AND NO MAKE-UPS** of assignments or missed tests. Do not plead with the instructor as you are required to attend class and agree to come to every class when you sign up for this semester.

Any student that has a maximum of 2 absences for the semester will receive 5 additional points to their total points earned. Perfect attendance receives 10 additional points.

You will be expected to attend the class during the entire time that it is listed as meeting. Do not be late to class. Do not leave early or take extended breaks. Roll will be taken every class meeting. Class and peer group discussions weigh heavily in a student's ability to master the course content and late arrivals distract the learning environment, therefore a 10-minute late policy will be adhered to: **NO student will be allowed to enter the classroom after 9:40.** Once the doors are closed **DO NOT** open them and enter. You can attend the second portion of the class if you arrive at **11:00AM, but will not receive credit for attendance.**

ABSENCES FROM CLASS

If you miss any part of the class time, it is you who are responsible for the missed material that was covered. Instructors are not obliged to repeat information for those who have failed for any reason to attend class. Each class absence will result in a points deduction calculated in a percentage basis. Attendance is your responsibility.

ASSIGNMENTS

Assignments will consist of written responses, lab work, collaborative work, discussions and participation in class activities. Assignments will be given individual grades according to quality of work and goals achieved according to the assignment given.

It is expected that all students participate in all class activities, including class and group discussions, self-directed field trips (museums, galleries, etc.) and special projects that have been assigned.

LATE ASSIGNMENTS WILL NOT BE ACCEPTED.

In Class Collaborative Interaction

This class will make every effort to be a cooperative learning class. Students will work together to learn and process material introduced in class. Students are expected to interact with classmates during collaborative group interactions. These may include group discussions and group presentations to the rest of the class. You will participate in a base group for the semester and also within spontaneous groups or pairings intermittently. Each person in the group will be assigned a task during activities and each individual's participation is required.



Written Assignments 100 PTS EACH 200 Total points

All written assignments shall be in Arial 12 point font with 1 inch margins, double spaced, no extra spaces. Points will be deducted for incoherent writing and atrociously bad spelling and grammar. If I cannot read it, I will not grade it.

This course follows the college's academic dishonesty policy. This means specifically that all work must be written in the *student's own words*. **Quotations** must be indicated clearly. Complete **references** must be provided for any materials taken from other publications, such as books, web pages, videos, museum brochures, museum walls, etc.

Any plagiarism from any source will result in a zero (0) grade for that assignment. Plagiarism will result in that student being the subject of further review and consequences by the Dean of Arts and Sciences.



On Campus Event Assignment 25 PTS EACH=100 Total points

There are so many events happening on campus this semester planned with *you* in mind. For this assignment take advantage of these great opportunities by attending a minimum of four events.

Objective

The objective of this assignment is for you to attend events on campus that hopefully will enrich your understanding and expand your experience with the fine arts.

Assignment Description

1. Attend FOUR on-campus events at Mountain View College. You are encouraged to bring a family member, as long as you realize the content of the event you will be attending. Not all events are appropriate for children.

Choose 4 from the following: 1 Art Event

1 Dance event

1 Humanity

1 Music

1 Theatre or Film event

2. Have someone take a photograph of you at one event. (Minimum one photograph, can be taken before or after a performance.)

[WARNING! Ask permission before photographing and never take a flash photo during a film, play, dance, or musical recital.]

3. **Write** about the event. This can be a narrative, a poem, a journal entry, or a non-fictional description. Within the writing you must address the following:

- a) Name of event
- b) Give reasons as to why you chose that event
- c) What did you expect before you visited?
- d) Your first and last impression
- e) The most intriguing or unusual aspect(s)
- f) Conclude with what your final thoughts were after experiencing the event

4. **Share your experiences** in class on the due date with your class mates through your photos, and written portion.

Requirements

- o Must be events on the campus of Mountain View College that fall within the Spring 2008 semester before the due date.

Attend with an open mind and good attitude.

COLLEGE REQUIREMENTS

The Texas Success Initiative (TSI)

The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student's basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college level classes. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. Additional information is available at https://www1.dcccd.edu/cat0506/admiss/tsi_requirements.cfm

Course Objectives/Learning Outcomes

Arts 1301 satisfies the following core Curriculum **Intellectual Competencies and Exemplary Educational Objectives** defined by the Texas Higher Education Coordinating Board:

Intellectual Competencies

COMPUTER LITERACY: Upon completion of this course, students should have an understanding of our technological society, how the computer has changed our lives, how the computer operates as a visual tool, and how the computer functions as a communication device both in solving problems, and acquiring information. Students will be introduced to various web sites which can be used to further their knowledge of art from a global perspective. **ALL SEVEN COURSE OBJECTIVES SPEAK TO THIS CORE COMPETENCY.**

CRITICAL THINKING: Students will be encouraged to apply critical evaluation skills to works of art from all periods and cultures. Emphasis is placed on the development of a visual vocabulary and their ability to think and analyze visual materials at a critical level. **ALL SEVEN COURSE OBJECTIVES SPEAK TO THIS CORE COMPETENCY.**

LISTENING: Students should be able to interpret and analyze various forms of spoken communication from lectures, class exercises, and films. They must have sufficient literacy skills in writing and reading to facilitate the transfer of this information from instructor to student. **ALL SEVEN COURSE OBJECTIVES SPEAK TO THIS CORE COMPETENCY.**

SPEAKING: Students must have the ability to communicate orally in clear, coherent, and persuasive language appropriate to the materials being covered. Students must demonstrate this competency through oral reports, group class exercises, and formal and informal communications with their instructor. **COURSE OBJECTIVES THREE, FOUR, FIVE SIX, AND SEVEN ADDRESS THIS COMPETENCY.**

WRITING: Students must have the ability to produce clear, correct, and coherent prose adapted to the purpose, occasion, and audience of the class and its activities. Students must demonstrate this proficiency by completing written reports, exams, and formal analysis of works studied in class. **ALL SEVEN COURSE OBJECTIVES ADDRESS THIS CORE COMPETENCY.**

READING: Students must have the ability to analyze and interpret a variety of printed materials: books, documents, and articles (above the 12th grade reading level). All course materials require reading skills at this level or above. Text readings (DC method) are at A13. Handouts and other printed materials vary in level and intensity. **COURSE OBJECTIVES TWO, THREE, FOUR, FIVE AND SIX ADDRESS THIS CORE COMPETENCY.**

Exemplary Educational Objectives

TO DEMONSTRATE KNOWLEDGE OF THE INFLUENCES OF LITERATURE, PHILOSOPHY, AND THE ARTS ON INTERCULTURAL EXPERIENCES BY: indicating a familiarity with the motivational factors, functions, and content of an art form; relating that art form to its social setting; and articulating an informed personal reaction to works of art from a variety of cultures.

TO DEVELOP AND APPRECIATION FOR THE AESTHETIC PRINCIPLES THAT GUIDE OR GOVERN THE ARTS BY: incorporating the design elements and principles involved in the production of these art forms into a practicing vocabulary and responding critically to works in various fields.

TO ARTICULATE AND INFORMED PERSONAL REACTION TO WORKS OF ART BY: discussing the media and techniques used by artists past and present.

TO ENGAGE IN THE CREATIVE PROCESS OR INTERPRETIVE PERFORMANCE ASPECTS OF ART BY: learning how the arts reflect both time and place; and by understanding how works of art become expressions of individual and human values.

TO RESPOND CRITICALLY TO WORKS OF ART BY: using the elements and principles of design as a visual language to construct a formal analysis of both two-dimensional and three-dimensional compositions.

TO UNDERSTAND WORKS OF ART AS EXPRESSIONS OF INDIVIDUAL AND HUMAN VALUES WITH A HISTORICAL AND SOCIAL CONTEXT BY: applying the knowledge gained in class discussions, slide lectures, and exercises in seeing to works of art from a variety of cultures and time periods.

TO DEMONSTRATE AN AWARENESS OF THE SCOPE AND VARIETY OF WORKS OF ART BY: examining two and three-dimensional objects from a variety of cultures and time periods.

Historical Educational Objectives:

To examine social institutions and processes across a range of historical periods, social structures and cultures

To develop and communicate alternative explanations or solutions for contemporary issues

To understand the evaluation and current role of the U.S. in the world

To differentiate and analyze historical evidence (documentary and statistical) and differing points of view

To recognize and apply reasonable criteria for the acceptability of evidence and social research

To identify and understand differences and commonalities within diverse cultures

Historical Educational Skills To Be Developed:

Reading – to improve and expand reading comprehension

Writing – learn to write both in essay and spontaneous formats

Critical thinking – develop skills of comparing, contrasting, analyzing and combining information to reach reasonable conclusions

Listening – learn to hear and remember information presented to the class, and be able to respond verbally to questions

Course Schedule (Tentative)

January

Week one

T 15 Course introduction, policies.

First Day of Classes, Introduction to Course & Groups

R 17 General Terms, Why Artists Make Art, The Role of Art, *What is art?*

What is Historiography? Why Study History?

Week two

T 22 *La Frontera* & Indian Wars; Common Subject Matter & Themes of Art

R 24 Chapter 5 **Occupied America**; The Ingredients of Art: Visual Elements

Week three

T 29 Chapter 6 **Occupied America**; The Ingredients of Art: Design Principles

R 31 Chapter 8 **Occupied America**; Interpreting the Elements and Principles in Artworks

Written Assignment 1 Due

February

Week four

T 5 Chapter 8 continued; Processes of Art-Drawing, In class activity: Blind Drawing

R 7 Chapter 9 **Occupied America**; Processes of Art-Painting

Week five

T 12 **Quiz 1**

Chapter 9 continued; Processes of Art-Sculpture and Ceramics (Pepon Osorio, Luis Jimenez)

R 14 Chapter 10 **Occupied America**; Printmaking and Posada

Week six

T 19 Chapter 11 **Occupied America**

R 21 **Conference Day-No Classes**

Week seven

T 26 Chapter 11 continued; Photography, Bravo, Bravo y Iturbide

R 28 **Written Assignment 2 Due (Creative Project-Planning)**

In Class Activity: The Camera, Composition

Week eight (**mid-semester**)

T 4 **Mid-semester Exam**
R 6 *Chicano!* Film; Lost Kingdoms of the Maya

Week nine

March 10-14, Spring Break Holiday, Campus Closed, No Classes

Week ten

T 18 Chapter 12 **Occupied America**

R 20 **Written Assignment 3 Due Today**

Week eleven

T 25 Chapter 12 continued; Spanish art- Disasters of War and Los Caprichos- Goya

R 27 **Creative Project, Discussion: Your 12 photos are due this day, bring them to class!**

April

Week twelve

T 1 **Quiz 2**

Santa Barraza, Judy Baca: Latina Painters

R 3 Chapter 13 **Occupied America**

Week thirteen

T 8 Latinos in Film

R 10 **Matted Photos Due Today, Installation of Your Exhibition: Creative Project Photos Collaborative Group Effort**

Week fourteen

T 15 Chapter 14 **Occupied America**

R 17 **Written Assignment 4 Due**

Week fifteen

T 22 **Presentations**

R 24 **Presentations**

Week sixteen

T 29

R 1 **On Campus Event Assignment Due**

May -Finals Week

T 6 **No Class – Reserved for Finals**

R 8 **Final Exam 9:30-11:20am**-(de-install, take home photos)

Mountain View College

Art Appreciation & History, *MALS*

Instructors: Cristina Medina & Liz Nichols

Spring 2008

Student Contract with the Instructor

PLEASE READ THE FOLLOWING, SIGN BELOW WHERE INDICATED, AND RETURN TO THE INSTRUCTOR:

I, _____,
(PLEASE PRINT YOUR NAME)

have read the syllabus have been notified of all procedures and have had a chance to ask questions about the information contained therein. I understand the content and will try my best to comply with the requirements for said class.

On this day, _____, 2008

X _____
(PLEASE SIGN HERE)

Student Information (optional)

Major: _____

Previous art classes taken: _____

Contact Info:

Email address: _____

La Raza: The History and Art of Latino Americans

ART 1301-6005 & HIST 1301-6008

Student-Family Contract

This is a course that focuses on the family as an integral cultural element in our community. In the celebration of that factor, we invite you to enlist the support and participation of a key member of your family – a spouse, a parent, grandparent, brother or sister (older or about your age), or even a key member of your extended family – an uncle or aunt, a father-in-law or mother-in-law – to join you and our class at selected activities in this course. Completion of this activity fulfills 10% of your course requirements. Below are listed activities for which we invite observation and/or participation by your family member. For credit, your guest must participate in at least five of these seven functions.

In-Class Activities

- _____ Selected lecture/classroom discussions (see the Course Calendar for dates)
- _____ Final Presentation of your Creative Project (required)
- _____ Presentation of selected written assignments (required)
- _____ Guest Visitor Presentation

Site Visit (Out-of-Class Activity)

- _____ Bring guest to ONE of the FOUR cultural events (required)
 - _____ Other (to be negotiated between you, your guest, and your instructors)
-

The Contract

I, _____, recognize the unique relationship between my role as a student and the supportive relationship I share with a member of my family. I wish to include this person, _____, my (relationship) _____, in selected activities of this course as defined in this contract in support of my learning and participation. I agree to accept responsibility for assisting my guest to the designated activities that I have indicated above and will notify my instructors of any changes that may occur.

Signed _____ Date _____



Mountain View College

DALLAS COUNTY COMMUNITY COLLEGES

Mountain View College
Division of Communications and Teacher Education
Phone: (214) 860-8783 FAX: (214) 860-8755
Spring 2007

Cultural Studies (CUST) 2370
Section 6001/6002

Class Meeting Days/Time: 11:15 – 12:10 p.m., MWF, Room W104
3 Credit Hours

Instructors

Dr. Geoffrey Grimes, W273
Telephone: (214) 860-8747 Email: gagrimes@dcccd.edu
Dr. Laura Gonzalez, W220C
Telephone: (214) 860-8721 Email: laurag@dcccd.edu

Course Materials/Supplies Needed

Access to a computer, floppy disk, access to Microsoft

Textbook Title/Edition Number

Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. *Writing Ethnographic Fieldnotes*. Chicago: UC Press, 1995.

ISBN: 0-226-20681-5

Course Prerequisites

English 1301

DCCC Catalog Course Description

(Not included in the MVC Catalog)

Core Curriculum Intellectual Competencies

(Not specified)

Exemplary Educational Objectives

(Not specified)

Instructor Objectives

Students in this course will learn how the Oak Cliff Latino communities work, how families, churches, schools, businesses, political groups, local community organizations, and sports/recreational programs are organized. Through these agencies, readings, and our observations, we will learn what issues are important to the groups that make up the several Latino communities.

As a result of this course, you will be able to

1. describe/write about a culture different from your own.
2. describe/write about your own culture.
3. observe and participate in the daily life of the Oak Cliff community.
4. write objective observations of experiences in the community.
5. learn how to construct and analyze genealogies (family trees) and sociograms.
6. compose a journal including your observations and interviews supporting your class assignments
7. discuss readings about Latino/Latina cultures.
8. identify and explain the unique elements that characterize different Oak Cliff communities.
9. understand why people in various communities act the way they do and make the decisions they do
10. observe objectively, as ethnographers should
11. describe what you see, orally and in writing
12. read actively
13. write objectively, concisely, but in your own style
14. enter a community other than your own
15. approach, respect, and interview informants
16. research and write a brief history of a local agency or organization
17. give effective presentations

Attendance (from the college catalog):

Students are expected to attend regularly all classes in which they have enrolled. Students have the responsibility to attend class and to consult with the instructor when an absence occurs.

Instructors are responsible for describing class attendance policy and procedures to all students enrolled in their classes. If a student is unable to complete a course (or courses) in which he/she is registered, it is the student's responsibility to withdraw from the course by the appropriate date. (The date is published in the academic calendar for each year.) If the student does not withdraw, he/she will receive a performance grade, usually an F.

Grading Scale

In-Class Participation	25%
The Journal (including the Observations)	25%
Genealogy/Family History Project	40%
Student/Family Contract or Service Learning	10%

Makeup Exam Policy

There are no exams in this course.

Late Work Policy

Assignments are due as your instructors announce periodically throughout the course. Late work will be penalized ten points subtracted from the grade awarded to the assignment.

Evaluation Procedures

Your grade in the course will be based on five elements:

- 1) In-class participation (regular attendance, peer review, instructor evaluation, see below)

- 2) Completion of the Journal and Observations (graded on the basis of writing quality and the accuracy of observations)
- 3) Presentation of the genealogies and family history projects, collected in a final portfolio of all class work (see handout for preparing the final portfolio)
- 4) Student/Family involvement or volunteer work in the community
- 4) Honors work and/or extra credit activities (optional)

You will be assigned a numerical grade for each of these elements by the team of instructors and receive mid-term and end-of-year grade reports.

Compositions

This course assumes that you have mastered the conventions of standard written American English. All papers should be carefully edited before submission, for they will be judged on content, style, correctness, and appearance. Each assignment should be typed with a full heading in the upper left corner, double-spaced, and in plain type 12 point fonts (Arial, Times New Roman, or Helvetica). Avoid text decorations in any reports or presentations not approved in advance.

Observations

Each observation should be a minimum of two full typed pages (for “C” credit) and longer for additional credit.

Reports and Presentations

Each presentation should be carefully organized and rehearsed. Use index cards rather than full-page texts when presenting your reports before the class. Dress appropriately in business attire; shorts, cut-offs, and other informal attire is inappropriate.

Participation

Your instructors will evaluate your overall contributions to the class through your notes and comments, informed discussions, and active listening and responding to fellow classmate presentations. ***You cannot participate if you are not present!***

Student/Family Contract or Service Learning Volunteer Work

The theme of the course, “Fiesta Oak Cliff,” implies connections to and within our community and the greater service area of Mountain View College. To that end, ten percent of your grade in this course will reflect your “connections” to that community, either through the involvement of a key family member in your learning work or through your volunteer efforts in the DCCCD Service Learning program that connects MVC and other District students in a volunteer service contract with non-profit social service agencies in our area. Both options will fulfill our objective for you—that you grow through your involvement in our community, a chief end of higher education anywhere.

Course Outline

January

17W

Greetings; overview of the course, distribution of syllabi, calendar and course CD-ROM

Assignment: Watch the CD-ROM and review the web pages of Cultural Studies 2370:

<http://www.distancelearningassociates.com/cust2370/cust2370.htm>

and

The Oak Cliff Center for Community Studies

<http://www.oakcliffccs.org>

- 19F “The Boston Excursion”; review the syllabus
Assignment: Buy your textbook in the MVC Bookstore; bring it to class; begin visits to the Oak Cliff Center for Community Studies
- 22M Review the textbook and the course exercises; introduce the (optional) Student-Family Contract, the (optional) Honors Project, and (optional) Service Learning
Assignment: complete the Student-Family Contract and/or proposal for the Honors Project
- 24W Submit the Student-Family Contract and the Honors Project proposal
“What is Culture, Anthropology, and Ethnography?” - Dr. Gonzalez
Quiz on key elements of culture, anthropology, and ethnography
- 26F Introduce the Observations; explain Observation 1: “MVC During a Peak Hour”
View video for practice observation; distribute a copy of a good student observation
Assignment: Prepare Observation 1
- 29M Submit Observation 1
Discuss Observation 1
An Overview of the Oak Cliff Center for Community Studies,
Genealogies, and Journals
- 31W “Tips for Active Reading” and in-class exercises - Dr. Grimes
Assignment: Read Chapter 1 in Writing Ethnographic Fieldnotes (WEF)
- February**
- 2F Submit your textbook with annotations (for a daily grade)
Group discussions of key concepts in Chapter 1 (WEF)
Assignment: Complete Observation 2: “The Field House”
- 5M Submit Observation 2: “The Field House”
“How to Develop a Genealogy,” Dr. Gonzalez
Assignment: Read and annotate Chapter 2 (WEF)
Prepare a rough copy of your own family’s genealogy and be ready to explain it to one of your classmates on Wednesday.
- 7W “How to Develop a Genealogy” (continued)
In-class exercise on the draft of your family genealogy
Assignment: Read WEF, Chapter 3
- 9F Discuss WEF, Chapter 3
Introduce the Oak Cliff Family History Project
- 12M Review the master draft of your Family Genealogy Project

- 14W Begin Presentations of Family Genealogies
- 16F (Continue Presentations of the Genealogies)
- 19M (Continue Presentations of the Genealogies)
- 21W (Continue Presentations of the Genealogies)
- 23F (Continue Presentations of the Genealogies)
- 26M (Continue Presentations of the Genealogies)
- 28W (Continue Presentations of the Genealogies)
Assignment: Complete Observation 3: Eating and Flirting

March

- 2F Submit Observation 3: Eating or Flirting; introduce the second half of the semester and the projects
- 5M "Ethnocentrism, Classism, Racism, and Stereotyping," Dr. Grimes
 "Burlesque and the Crockett Almanacs," Dr. Grimes
- 7W "Faces of the Enemy" (video)
 The Mary Stupp Endowment for Social Justice
- 9F Class Lunch Salvadorian Style

12 – 16 Spring Break

- 19M "Exorcising Demons: Demolishing Stereotypes," Dr. Grimes
 "When the People Lead" (video)
- 21W "Preparing for the Future," Dr. Gonzalez
 "The State of Texas" (video)
- 23F "Preparing for the Future"
 The Mexican Diaspora in the United States, Dr. Gonzalez
- 26M "Preparing for the Future," Dr. Gonzalez
 Maria Arita, Channel 11 TV
- 28W "Preparing for the Future," Dr. Gonzalez
 Former MVC Students
 Dr. Gonzalez
- 30F "Preparing for the Future: Higher Education – The Latino Experience"
 Felix A. Zamora, President, MVC

April

- 2M "Ethics and the Social Sciences," Dr. Gonzalez
- 4W "Border Issues," Dr. Grimes
"Zoned for Slavery" (video)
Review Options 1 and 2 for Observation 4: "An Oak Cliff Site Visitation"
Assignment: Complete Observation 4
- 6F Good Friday (Campus is closed)
- 9M Submit Observation 4
"Border Issues," Dr. Grimes and Dr. Gonzalez
"Natives – The United States Immigration Debate"
- 11W Review of Journals and Research Materials for Class Projects
Review student progress in the course

Thursday, April 12—the last day to withdraw from a course with a "W"

- 13F "History of Dallas and Oak Cliff," Guest Lecturer
- 16M "Your College Degree Plan and Selecting Senior Universities," Dr. Grimes
Assignment: Prepare a brief abstract of your final presentation
- 18W Review the "Family History Project"
- 20F Begin presentations of the "Family History Projects"
- 23M (Continue presentations of the "Family History Projects")
- 25W (Continue presentations of the "Family History Projects")
- 27F (Continue presentations of the "Family History Projects")
- 30M (Continue presentations of the "Family History Projects")

May

- 2W "Rites of Passage," Dr. Grimes
"La Fiesta Quinceañera" (video)
- 4F ("Rites of Passage" continued)
- 5Sat "Fiesta Oak Cliff" – It's a Party! (at the Oak Cliff Center For
Community Studies)

9W

Final Exam

(Complete Presentations of the Family History Project including the Genealogies and/or Sociograms)

Course Schedule of Assignments & Exams

(See the dates above for presentation and submission dates). ***Each student is expected to be ready with the course genealogies and family history projects on the first day of presentations. Students who are not ready for presentation will be penalized a letter grade deducted from the final grade assigned to the project.***

Fiesta Oak Cliff

Cultural Studies 2370

Student-Family Contract

This is a course that focuses on the family as an integral cultural element in our community. In the celebration of that factor, we invite you to enlist the support and participation of a key member of your family – a spouse, a parent, grandparent, brother or sister (older or about your age), or even a key member of your extended family – an uncle or aunt, a father-in-law or mother-in-law – to join you and our class at selected activities in this course. Completion of this activity fulfills 10% of your course requirements. Below are listed activities for which we invite observation and/or participation by your family member. For credit, your guest must participate in at least five of these seven functions.

In-Class Activities

- _____ Selected lecture/classroom discussions (see the Course Calendar for dates)
- _____ Final Presentation of your Family Genealogy (required)
- _____ Final Presentation of your Oak Cliff Family History Project (required)
- _____ Guest Visitor Presentation

Site Visit (Out-of-Class Activity)

- _____ The Oak Cliff Center for Community Studies interview and orientation (required)
- _____ The Cultural Studies Cookout (required)
- _____ Other (to be negotiated between you, your guest, and your instructors)

The Contract

I, _____, recognize the unique relationship between my role as a student and the supportive relationship I share with a member of my family. I wish to include this person, _____, my (relationship) _____, in selected activities of this course as defined in this contract in support of my learning and participation. I agree to accept responsibility for assisting my guest to the designated activities that I have indicated above and will notify my instructors of any changes that may occur.

Signed _____ Date _____

Project Team

Current Project Staff

Director

Rene Prupes

Support Staff

Alma Gamon

Cathy Todd

Faculty

Brookhaven College

Tina Aguilar

Nelda Contreras

Adrien Cuellar-McGuire

Kristine Ferguson

Gil King

Peggy Mason

Charles McAdams *

Heather McGilvery

Giraud Polite

Ricky Reeves

Edleeca Thompson

Kendra Vaglianti

Mountain View College

Paulina Cantu

Laura Gonzalez

Geoffrey Grimes

Pamela Hill

Alicia Hinojosa

Cristina Medina

Liz Nichols

North Lake College

Mona Cheri

Richland College

Sara Cardon

Adriana Martinez

Carlos Rovelo

El Centro College

TBD

Cedar Valley College

Rhonda Jackson

Carlos Rovelo

Eastfield College

Leticia Escobar

(*) deceased

Original Steering Committee

Jim Corvey, Administrative Liaison

Pam Gist

Adam Gonzalez*

Geoff Grimes

Michael Gutierrez

Shelly Heard

Luis Iglesias

Jacki Maki

Toni Pendergrass

Rene Prupes

Lisa Theriot

Luz Villegas

Family Involvement for Latino Success in College Frequently Asked Questions

1) What is the purpose of the FIPSE grant awarded to the Dallas County Community College District? How does this grant help students?

The grant supports a quasi-experimental research project that has as its goal the determination if key family member involvement with a Latino student in a college-level course will improve student success, persistence, and retention in college.

2) How is this project innovative?

Scholarly literature has clearly identified barriers that many Latino students face that keep them from entering and succeeding in college. Some of these barriers involve the family. While various programs in public higher education seek to respond to these barriers, there is a need within the literature to address the positive role key family member involvement may play in supporting the success, persistence, and retention of Latino students. This is one of the first studies of its kind nationally to determine if there are measurable outcomes from student/family member involvement in college-level courses.

3) What does “family” mean? What if a student doesn’t have a family or access to family members? How do I know if a student is telling the truth about family involvement?

For this project, “family” means any person identified by a student as a family member. A “family member” is a person who is significant in the student’s life and who the student chooses to involve in his/her academic course. Students access their family member(s) in many ways and this is reflected in FIM courses. Interaction between the student and their family member(s) can take a variety of forms: letters, telephone conversations, email, “chat”, “texting” or other methods of communication. In a class using the FIM, the instructor may determine what types of communication might be appropriate to an assignment and would be accessible to the student and their family member(s). FIM activities, like other course learning work, begin with the assumption of student integrity.

4) What’s the difference between “FIPSE” and “FIM”?

FIPSE is the granting agency through which the “Family Involvement for Latino Success in College” project has been funded. The latter is the course model that includes one or more components of student/family member involvement.

5) Is there a “FIPSE” class?

No. A student/family member component can be included in any existing course or courses under development. As can be observed in the Family Involvement Model Chart, a number of instructors have adapted student/family member involvement, in a wide variety of formats, to existing courses. Project faculty and others involved in the

FIM project have designed and created new sections of courses that have built in student/family member involvement as a major component in the learning work.

6) Can family member involvement be something other than visiting a traditional lecture class or attending a cultural activity?

Yes!. Several instructors have introduced family member involvement into online and other non-traditional courses as well.

7) Doesn't bringing a family member into course activities compete with teaching content in otherwise high-content courses?

Not necessarily. In fact, depending on the design of the activity, involving family members in learning work can enhance the academic value of a learning activity for a student in any course.

8) Doesn't involving family members in a course affect the academic rigor of a college-level course? Wouldn't family member involvement (FIM) be more appropriate for orientation courses or human development courses?

Preliminary project data indicates that personalizing a learning activity, by its very nature, positively affects the level of learning and the learning outcomes of a course. Project data, generated by students in a broad spectrum of academic courses employing the FIM, indicate that students enrolled in high content-oriented classes have been more successful than students in the general college population. It would seem that the FIM would be as equally successful in orientation and human development courses as well.

9) Why is this grant initiative aimed at only Latino students?

In the community college we don't differentiate between students that we serve. All students are invited and encouraged to take courses that include the FIM. In fact, the project collects data about all students who enroll in courses that offer family member involvement without regard to any other demographic or social factors. However, for purposes of this grant as identified in the executive summary, the project is tracking data generated by Latino students.

10) Will I have to completely redesign my course to incorporate student/family member involvement?

Not necessarily. It may be a matter of only modifying or redirecting an already existing activity.

EVALUATE “The Family Factor : Family Involvement for Student Retention and Success in College”

On a scale of 1-5, with 5 being the highest, rate the webinar in terms of its value to you.

	Excellent				Poor
Timeliness of topic	5	4	3	2	1
Program’s format	5	4	3	2	1
Relevance of Video	5	4	3	2	1
Participant Packet	5	4	3	2	1
Technical quality	5	4	3	2	1
Overall evaluation of program	5	4	3	2	1

1. Institution name: _____

2. My current position is: (circle one)

a. Faculty

b. Administrator/Professional Staff

c. Classified Staff

d. Other _____

3. What did you like most about the webinar?

4. What could have been done to make it more valuable to you?

5. What topics would you like to see addressed in future webinars?

Return to: STARLINK, 9596 Walnut St., Dallas, TX 75243