

**3.4.12 The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology. (Technology use)**

**Off-site Committee's Response**

Texas College provides a technology infrastructure for campus-wide access running a Jenzabar multi-use software platform, Microsoft applications, telephone technology accompanied with training available to students and faculty. Assigned staff and faculty provide for professional development to faculty and students. Twenty-five classrooms include SMART boards with internet access for multiple uses. Many other classrooms have use of overhead projectors. Evidence for how these tools enhance student learning in and out of the classroom is absent. Evidence for assessing its efficacy in classroom use and for ongoing relevant student learning is absent.

**Institution's Response**

The Off-site Committee agreed that the College demonstrated it has a technology infrastructure campus-wide. The Committee also agreed that the institution demonstrated that faculty and staff were available to provide assistance that enhances student learning. The Committee however reported that evidence was absent as to how the [technology] tools enhance student learning in- and out-of-the classroom.

All students are provided technology training. Students who enter as freshman are provided such training through the general education required course Computer Literacy (COSC 1330). Students who transfer to the College who have not had the course or its equivalent are directed to complete it. The Computer Literacy course introduces students to an extensive understanding of technology and the application of its use. The course content includes analysis of computer hardware components; system software; applications of software; data base manipulation; Office 2010; communications and networking; information systems; computer programming; as well as the ethical and social issues of computing. There are no prerequisites for the course and it is required of all majors.

Beyond the course, the Information Technology Department provides students training. During the students' orientation period, they are introduced to how to use the College's portal for receipt of their e-mails and emergency notices, as well as how to use technology as an academic support for research, remediation and functional purposes; they are also informed about various software available to them and the location of computer laboratories at the campus. Further, the course Information Literacy, taught by the Library director, introduces students to technology and data bases that are available to students for research and academic use.

The faculty and staff are also provided training in technology. The training of faculty and staffs is generally done by the Information Technology staffs who keep them apprised of system updates when they occur. Faculty and staff may also have individual or group technology training when needed. Examples of faculty training include (but is not limited to) SMART board usage, portal usage, software usage, and functionality of technology. Staff training may be the same as faculty, but generally focuses on management system use and new technologies that compliment Jenzabar (the College's management system). Attachment 3.4.12-A – Sign-in forms for technology training and evaluations of the technology training process).

An example of technology as an enhancement to student learning can be found in its use as a remedial support. Students who need developmental work have access via the labs to conduct individualized and self-paced remedial study and/or group study. Tutorials are also provided through the software technology component. Through the use of Skills Tutor, which is a part of the college's technology platform, it has been determined that student learning has been enhanced. More specifically, pre- and post-test results over a five-year period from January 2000 to June 2015 showed improvements in nine subject areas and a more recent annual period of August 2014 to June 2015, showed improvements in four subject areas following intervention and tutorial supports with the use of technology. These improvements were evident in the subjects of Language Arts, Writing, Basic Mathematics, Intermediate Mathematics, Science I, Science II, Algebra and Reading. Attachment 3.4.12-B is evidence of results from the use of Skills Tutor. The demonstration of improvements offers an assessment of efficacy in the classroom as ongoing support in addressing student learning.

The technology provided by the institution is used as a supplement and as well as a learning tool in the educational process. Technology provides "open boundaries" for students when doing research and study, while simultaneously assisting students' development with critical thinking and basic skills development (which is achieved in the use of technology for reading and writing processes). And, because education does not stop at the end of the class/school day; technology provides a way of remaining connected with faculty and student peers.

The College has 17 computer laboratories that students' have access to conduct individual and group research/study. Laboratories are located in the residence halls, Student Center, Library, and classroom buildings. Some faculty use inquiry-based projects as a way to help students learn rather than memorize. Inquiry-base projects using computers assist with students' critical thinking, problem-solving and learning team work (all of which are needed for the classroom and the world of work).

Additionally, students have access to Wi-Fi throughout the campus, thus being able to stay connected to the learning process. Wi-Fi also allows students to stay

connected to their respective faculty who sometimes communicate with them by sharing supplemental class assignments.

Additionally, the majority of the classrooms have Smart Board Technology, projectors and emergency alert systems. Many of the Division of Education classrooms also have use of Elmo's (learning tool that assists in the delivery of "constructivism" theory. The Education Division also uses "T-Cert" and "Certified teacher"; both are on-line tutorial aids that have assisted with the teaching and professional development of education majors for the licensure examination.

Students have access to other software packages to assist with classroom work and in-class presentations such as power point, excel spreadsheets, and SPSS. Also, LCD projectors are tools that we used in the classroom setting for presentations and lectures. We have documented that student learning is enhanced as a result of the use of technology. Following are examples of specific areas of technological use.

**The D.R. Glass Library:** The Library offers a variety of resources for new and transfer students. The Library staffs serve to promote research readiness and assist students with the shifting academic demands of upper division course work such as research methods and writing towards a research concentration. A primary focus of the Library is to help students establish their identity as a scholar and obtain a sense of community within their chosen field(s) of study. Library services assists with helping increase students' critical inquiry skills, analysis, confidence in writing and research, problem solving abilities and ability to work collaboratively.

**The Electronic Library:** offers access to 63 online databases, 2,000 journals and newspapers and 122, 000 eBooks through Ebrary. It provides access to information for 175 countries in various categories, such as business, government, education, resources and other socio-economic information. The Gale Library, the U.S. History in context delivers comprehensive, contextual search results from. The Electronic Library offers:

<http://www.jstor.org>

<http://ic.galegroup.com/ic/uhic/?p=UHIC&u=txshracd2701>

<http://find.galegroup.com/sbrc/start.do?prodId=SBRC&userGroupName=txshracd2701>

<http://go.galegroup.com/ps/start.do?p=GVRL&u=txshracd2701>

<http://go.galegroup.com/ps/start.do?p=GVRL&u=txshracd2701&authCount=1>

<http://www.libraryoftexas.org/service-proxy/texshare/?orgid=347>

<http://catalog.texascollege.edu/>

<http://www.libraryoftexas.org/index.html?token=1431098136791>

<http://www.globalroadwarrior.com/>

<http://site.ebrary.com/lib/texascollege/home.action>

**Student Learning Center (SLC):** The SLC is the “Testing Center” for the College. The SLC also offers free tutoring in core-level math, science, and language, by appointment and on a drop-in basis. A helpful resource for many students is the Skills Tutor. The Skills Tutor is a web-based application that is designed for the classroom or extended use. The software offers teacher-aided instructional support or can serve as a one-on-one tutorial resource with minimal guidance. Individualized instruction, diagnostic testing, prescriptive assignments and automatic reporting are incorporated as a part of this software. The SLC has become a host-site for freshman and transfer orientation sessions held throughout the year featuring testing, and course registration.

Further, the D.R. Glass building uses technology to offer research, teaching, and computing services in an integrated learning environment. Microsoft Office visual C++ 2012/2013, and other course-specific software programs are available on each of the 55 PCs, with additional resume software, on 3 multimedia PCs, Research, reference, and computing help are available in the SLC.

### **Use of Technology throughout the Campus Computer labs and software licensing**

| Locations         | Type of Lab            | # of computers | Name of Lab   |
|-------------------|------------------------|----------------|---------------|
| Library           | SLC                    | 16             |               |
|                   | Sound and Listening RM | 4              |               |
|                   | Writing labs           | 12             |               |
|                   | Student Lab            | 14             |               |
|                   | Library Kiosk          | 9              |               |
| MSBC              | Room 115               | 24             | Science/Math  |
|                   | Room 116               | 10             | Writing Lab   |
|                   | Room 213               | 10             | Science/ Math |
|                   | Room 106               | 5              | Biology       |
| Fair Hall         | Student Lab            | 4              | Student Lab   |
| Rose Hall         | Student Lab            | 8              | Student Lab   |
| Daniel Hall       | Student Lab            | 4              | Student Lab   |
| Glass             | Room 125               | 20             | Computer Lab  |
|                   | Teacher Education      | 5              | Student Lab   |
|                   | Student Lab            | 21             | Student Lab   |
|                   | Art Department         | 2              | Student Lab   |
| Library Annex     | Student Lab            | 20             | Student Lab   |
| Enrollment Center | Financial Aid          | 3              | Student Lab   |
| Choir             | Choir Lab              | 4              | Student Lab   |
| Total Computers   |                        | 230            |               |
| Smartboards       |                        | 20             |               |

### **Documentation:**

- Attachment 3.4.12-A: Sign-in forms for technology training and evaluations of the technology training process
- Attachment 3.4.12-B: Sample data reflecting students’ use of technology for on-line tutorials

## Attachment 3.4.12-A: Sign-in Forms for Technology Training and Evaluations of the Technology Training Process

Attachment 3.4.12-A: Sign-in Forms  
for Technology Training and  
Evaluations of the Technology  
Training Process

Learning management System Faculty Training (Jics)

Date & Time: Monday, 9:30 a.m. – 10:30 a.m.

Location: Moody Science and Business Building, Room 213

Presenter: Yaw Labang

## Sign-in sheet

Name (first last), Signature

1. Mizan Berkane
2. Edward S. Robinson
3. John Ross Johnson
4. Basse Akpan
5. Rabin Dahal
6. John H. Osagwa
7. Gloria Young
8. Sonja Warren
9. Rosie-Edwards
10. Hamad Ali, Ham-A
11. Steve Mc
12. J. Allen
13. Jounel Smith
14. Tiffany Lloyd-Bullock
15. Philip Pratt
16. Chris Sparrow
17. Mark Hood
18. Ronald M. Conner
19. Alesha Harris
20. Alexei Sakhiacev
21. B. Cade
22. K. Unwiller
23. K. Unwiller
24. John Reynolds
25. Ed Smith
26. Doreen Addison
27. Mantle Gupta
28. Linda Jensen
29. Sandra Shaggy
30. Michele May
31. Brenda Carter-Hillman
32. Mary W. Healey
33. Wanda Somers
34. Daruf A. S.
35. Rosalee Russo

Learning management System Faculty Training (Jics)

Date: Monday

Time: 9:30 a.m. – 10:30 a.m.

Location: Moody Science and Business Building, Room 213

Presenter: Yaw Labang  
Database administrator  
Texas College  
903 593 8311 Ext 2302  
Ylabang@texascollge.edu

## Agenda

1. Introduction
2. Context manager
3. Course pages
4. Attendance
5. Collaboration
6. Forums
7. Coursemates
8. Chat
9. Course information
10. Main page
11. Syllabus
12. New page
13. Usage statistic
14. Coursework
15. Assignment
16. Online test format
17. File upload format
18. Basic format
19. Gradebook
20. File cabinet
21. Miscellaneous

# Texas College

## JICS Faculty Training Survey

Have you heard of JICS before?

☒ Yes  
☐ No

How helpful did you find JICS presentation?

|                                                                        | 1   | 2   | 3   | 4   | 5 |
|------------------------------------------------------------------------|-----|-----|-----|-----|---|
| Advantages                                                             | ___ | ___ | ___ | ___ | 5 |
| Disadvantages                                                          | ___ | ___ | ___ | ___ | 5 |
| Training &<br>Handouts, Interactive<br>Websites, and<br>Lessons Online | ___ | ___ | ___ | ___ | 5 |
| Resources                                                              | ___ | ___ | ___ | ___ | 5 |

How do you see yourself using the JICS?

5 \_\_\_

In which, course do JICS help you the most would be most helpful?

*all courses*

How often do you think you would use the JICS?

*daily*

Have you ever used a JICS?

☒ Yes  
☐ No

Do you think that JICS would be an effective teaching tool?

☒ Yes  
☐ No  
☐ Not sure

Do you think that the use of JICS in the classroom would improve student motivation and interest?

☒ Yes  
☐ No  
☐ Not sure

Instructor name:  
 Course name:

*yaw*

*Learning Management System Locally  
 Training*

*5/6/15*



# Texas College

## JICS Faculty Training Survey

Have you heard of JICS before?

☒ Yes  
☐ No

How helpful did you find JICS presentation?

*EXCELLENT* *EXCELLENT*

|                       | 1     | 2     | 3     | 4     | 5                                   |
|-----------------------|-------|-------|-------|-------|-------------------------------------|
| <u>Advantages</u>     | _____ | _____ | _____ | _____ | _____                               |
| Disadvantages         | _____ | _____ | _____ | _____ | <input checked="" type="checkbox"/> |
| Training &            |       |       |       |       |                                     |
| Handouts, Interactive |       |       |       |       | <input checked="" type="checkbox"/> |
| Websites, and         | _____ | _____ | _____ | _____ | _____                               |
| Lessons Online        |       |       |       |       |                                     |
| Resources             | _____ | _____ | _____ | _____ | <input checked="" type="checkbox"/> |

How do see yourself using the JICS?

\_\_\_\_\_

In which, course do JICS help you the most would be most helpful?

*All*

How often do you think you would use the JICS?

*Every day*

Have you ever used a JICS?

☒ Yes  
☐ No

Do you think that JICS would be an effective teaching tool?

☒ Yes *computer assistance*  
☐ No  
☐ Not sure

Do you think that the use of JICS in the classroom would improve student motivation and interest?

☒ Yes  
☐ No  
☐ Not sure

Instructor name:  
 Course name:

*Wanda Semora, II*

# Texas College

## JICS Faculty Training Survey

Have you heard of JICS before?

☒ Yes  
☐ No

How helpful did you find JICS presentation?

|                                                                        | 1     | 2     | 3     | 4                                   | 5     |
|------------------------------------------------------------------------|-------|-------|-------|-------------------------------------|-------|
| Advantages                                                             | _____ | _____ | _____ | <input checked="" type="checkbox"/> | _____ |
| Disadvantages                                                          | _____ | _____ | _____ | _____                               | _____ |
| Training &<br>Handouts, Interactive<br>Websites, and<br>Lessons Online | _____ | _____ | _____ | <input checked="" type="checkbox"/> | _____ |
| Resources                                                              | _____ | _____ | _____ | _____                               | _____ |

How do you see yourself using the JICS?

*attendance, grade, syllabus*

In which, course do JICS help you the most would be most helpful?

*all*

How often do you think you would use the JICS?

*daily*

Have you ever used a JICS?

☐ Yes  
☒ No

Do you think that JICS would be an effective teaching tool?

☒ Yes  
☐ No  
☐ Not sure

Do you think that the use of JICS in the classroom would improve student motivation and interest?

☐ Yes  
☐ No  
☒ Not sure

Instructor name:  
 Course name:

*Tracie Smith*

# Texas College

## JICS Faculty Training Survey

Have you heard of JICS before?

☒ Yes  
☐ No

How helpful did you find JICS presentation?

|                                                                        | 1                        | 2                        | 3                        | 4                        | 5                                   |
|------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|
| Advantages                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Disadvantages                                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Training &<br>Handouts, Interactive<br>Websites, and<br>Lessons Online | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Resources                                                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

How do you see yourself using the JICS?

☐ ☐ ☐ ☐ ☒

In which, course do JICS help you the most would be most helpful?

*All of my courses => attendance, gradebook*

How often do you think you would use the JICS?

*every day*

Have you ever used a JICS?

☒ Yes  
☐ No

Do you think that JICS would be an effective teaching tool?

☒ Yes  
☐ No  
☐ Not sure

Do you think that the use of JICS in the classroom would improve student motivation and interest?

☒ Yes  
☐ No  
☐ Not sure

Instructor name:

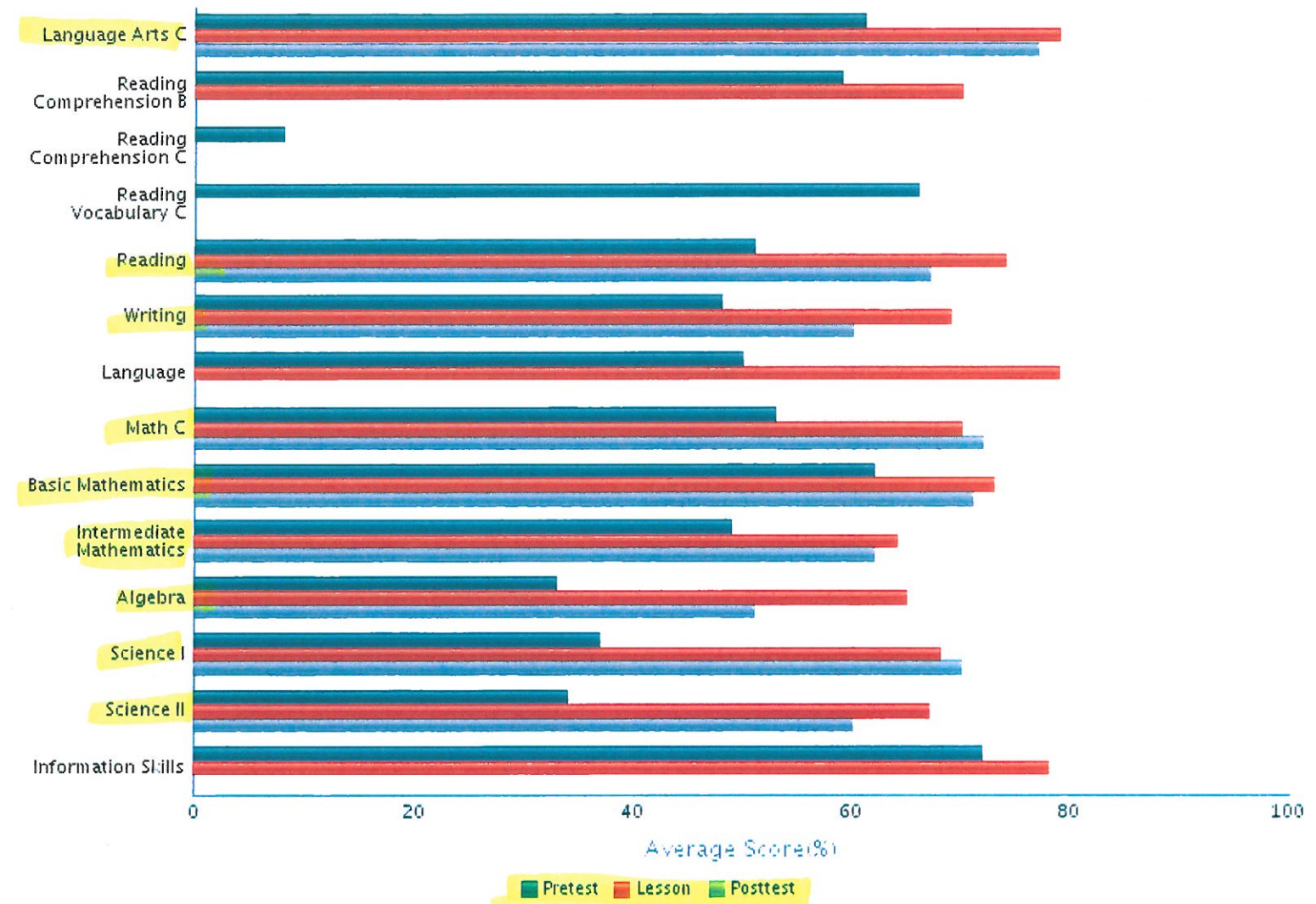
Course name:

Attachment 3.4.12-B – Sample Data  
Reflecting Students' Use of Technology  
for On-line Tutorials

# School Profile

**Site:** Texas College  
**Period:** January 1, 2000 - June 4, 2015 Between 12:00AM & 11:59PM

Attachment 3.4.12-B – Sample Data  
 Reflecting Students' Use of  
 Technology for On-line Tutorials



# School Profile

Site: Texas College  
Period: August 1, 2014 - June 4, 2015 Between 12:00AM & 11:59PM

Page 1  
June 4, 2015

