

**INSTRUCTIONAL PROGRAM REVIEW  
SELF-STUDY REPORT  
FALL 2001**

**INTRODUCTION AND BRIEF SUMMARY**

Currently, the overall general functions and activities of the Psychology, Sociology, and Social Work Programs are coordinated through the Behavioral Sciences Task Force; however, the discipline-specific functions and activities are carried out at the Program (or sub-task force) level through committees, instructional teams, or individual assignments. These three transfer programs have been working very closely for many years, even when they were under separate discipline-specific task forces (Psychology Task Force and Sociology/Social Work Task Force). Thus, they have a long history of collaboration. Although these three disciplines have separate and unique identities, they tend to overlap in many areas and a few of their courses are offered as combined (cross-listed) courses which are coordinated by instructional teams that consist of faculty members from the different disciplines. For these reasons, the three programs have continued to collaborate in many different projects, including the present program review.

The Behavioral Sciences Task Force includes our three transfer programs and one non-transfer program. Currently, we have one task force chair who foresees the overall operation of the task force and coordinates some of the general functions and activities of the programs. In addition, we have two assistant task force chairs who coordinate and monitor the discipline-specific program functions and activities for Psychology and Sociology/Social Work. At ACC, Social Work is a program within Sociology. The task force organizational structure is presented below.

BEHAVIORAL SCIENCES TASK FORCE PROGRAMS		
SOCIOLOGY/ SOC. WORK (Sub-Task Force)	PSYCHOLOGY (Sub-Task Force)	HUMAN DEVELOPMENT (Sub-Task Force)
<u><i>INSTRUCTIONAL TEAMS</i></u> Statistics / Research Methods* Introduction to Sociology Social Psychology* Marriage and Family American Minority Sociology of Sports/Religion Social Problems Criminology Social Work Field Study	<u><i>INSTRUCTIONAL TEAMS</i></u> Statistics / Research Methods* Introduction to Psychology Social Psychology* Personality and Human Growth Child Development Psychology of Adjustment Abnormal Psychology Cognitive Psychology Applied Psychology Research Internship	<u><i>INSTRUCTIONAL TEAMS</i></u> Effective Learning Transition to College Success Career Development

\* Combined Courses

For the program review, two separate discipline-specific committees were formed, one for Psychology and one for Sociology/Social Work. Each committee consisted of full-time and adjunct faculty members, students, and an outside ACC member. After the separate discipline-specific SWOT work sessions were held with facilitators from the Office of Institutional Effectiveness, the co-chairs for both committees met to share and discuss the results. There was a significant amount of overlap in the issues that were addressed. For this reason, all other meetings were held with members of both committees and mixed subcommittees were formed to work on specific tasks. As a result, this program review document is presented as a joint effort of all three programs.

Sections 1 and 2 of this program review document presents an updated and integrated version of the mission and purpose statements for Psychology, Sociology, and Social Work as well as their vision, values, and strategic intentions. Copies of previous documents that include the mission and purpose for each separate discipline appear in the Self-Study Notebook for the discipline. The strategic goals and objectives for each of the strategic intentions are also included.

The third section of this document presents the results of the SWOT work sessions, focusing on the top major issues that came up for each of the SWOT points (strengths, weaknesses, opportunities, and threats). These top major issues are listed below. Each issue is fully discussed in section 3.

<b>MAJOR ISSUES FOR EACH SWOT POINTS</b>	
<p style="text-align: center;"><u><i>STRENGTHS</i></u></p> <ul style="list-style-type: none"> <li>A. Programs' Mission, Vision, Values, and Strategic Intentions</li> <li>B. Faculty Characteristics, Overall Climate, and Contributions to the College</li> <li>C. Courses, Curricula, and Modes of Instruction</li> <li>D. Instructional Methodologies, Assessment Procedures, and Technology</li> <li>E. Community Service and Service Learning Efforts</li> </ul>	<p style="text-align: center;"><u><i>WEAKNESSES</i></u></p> <ul style="list-style-type: none"> <li>A. Full-Time/Part-time Faculty Ratio</li> <li>B. Full-Time Faculty Workload and Needed Resources/Support</li> <li>C. Integration of Adjunct Faculty -- Keeping Information Current and Maintaining Adequate Communication</li> <li>D. Ensuring Consistency in the Quality of Courses</li> </ul>
<p style="text-align: center;"><u><i>OPPORTUNITIES</i></u></p> <ul style="list-style-type: none"> <li>A. Increase Professional Identity and Improve Networking</li> <li>B. Increase Appropriate Use of Instructional Technology and the Needed Support</li> <li>C. Enhance Community Service and Service Learning Efforts</li> <li>D. Take Advantage of Resources Within and Outside ACC</li> </ul>	<p style="text-align: center;"><u><i>THREATS</i></u></p> <ul style="list-style-type: none"> <li>A. ACC's Current Hiring Policies Which Do Not Reflect the Needs of Our Transfer Programs</li> <li>B. Policies and Decisions that Give Insufficient Consideration to Less Tangible and/or Non Monetary Costs</li> <li>C. Insufficient Consideration to the Implications of Moving Towards More Non-Traditional and/or More Tech-Based Teaching</li> </ul>

There are several recurrent themes that come up in the discussion of the SWOT-related issues. Some of these recurrent themes are the following:

1. The programs' overall mission and discipline-related program responsibilities;
2. The discipline-specific standards set through the governing professional organizations;
3. ACC's excessive reliance on adjunct faculty to teach the courses and the limited number of permanent full-time faculty;
4. The overcrowded workload of many full-time faculty members and the lack of needed support;
5. The existence of conflicting and disconnected institutional policies;
6. Institutional policies that are not sufficiently sensitive to the specific needs, requirements, and overall characteristics of our transfer programs.

Section 4 presents a summary analysis of core indicators of effectiveness. The analysis is based on information provided by the Office of Institutional Effectiveness. Not all needed information was available. Also, the available information was not always usable in the manner that it was received, nor was it received in a timely fashion. Thus, the summary analysis does not necessarily reflect all the issues that our Behavioral Sciences Transfer Programs would have liked to address. The summary analysis focuses on the required core indicators of effectiveness for Psychology, Sociology, and Social Work. Below is a summary of the major findings.

ANALYSIS OF CORE INDICATORS OF EFFECTIVENESS
<i><u>MAJOR FINDINGS</u></i>
A. The percentage of sections taught by full-time faculty is below 50 percent in all three disciplines combined;
B. Demand for courses in these disciplines is higher than we are currently able to meet with our existing number of sections;
C. Costs per contact hour are low for all three disciplines while the overall contribution to the college is high because we offer many sections and have high enrollment in our courses;
D. Student mastery in our courses compares favorably to other ACC courses;
E. The data indicate that the students in our programs tend to transfer at a rate higher than the average for the college.

Section 5 presents the results of the analysis of some of our institutional effectiveness measures. Both program development and student learning outcomes are highlighted. The program development outcomes are based on the strategic intentions and corresponding goals and objectives that were developed by our programs several years ago. Many of these goals and objectives have been met. The student learning outcomes are based on objectives developed for three of our courses: Statistics, Research Methods, and Introduction to Psychology. The results

suggest that the majority of the students are learning the information specified in the course objectives. The strategic intentions for our programs and the learning criteria used for each of the three courses are summarized in the tables below.

PROGRAM DEVELOPMENT OUTCOMES
<u>STRATEGIC INTENTIONS</u>
<i>STRATEGIC INTENTION #1:</i> Offer an educational program that is accessible to all individuals who can benefit from the program's educational/learning experiences and services.
<i>STRATEGIC INTENTION #2:</i> Deliver an excellent educational program that helps to meet the needs of our psychology, sociology, and social work majors and of students in other disciplines, as well as the needs of our community;
<i>STRATEGIC INTENTION #3:</i> Provide effective teaching in Psychology, Sociology, and Social Work utilizing a wide range of teaching methods and available modes of instruction including technological applications as appropriate to the course content, learning/teaching styles, and student needs;
<i>STRATEGIC INTENTION #4:</i> Build strategic partnerships with other ACC programs as well as with other educational institutions and service organizations within the community.

STUDENT LEARNING OUTCOMES
<u>CRITERIA</u>
<i>STATISTICS COURSE:</i> Student mastery of information specified in the course objectives. The scores obtained on four unit tests and one final comprehensive test were used as learning measures.
<i>RESEARCH METHODS COURSE:</i> Student mastery of information specified in the course objectives. The scores obtained on one final comprehensive test were used as learning measure.
<i>INTRODUCTION TO PSYCHOLOGY COURSE:</i> Student mastery of information specified in the course objectives. Course grades based on the cumulative scores obtained on tests were used as learning measure.

Six general areas of recommendations with their justifications are presented in section 6 of this document. These are based on the programs' strengths and weaknesses as well as the opportunities and threats within ACC and the community that were discussed in Section 3. Specific actions for each of the areas of recommendations are listed in Section 7. Target dates are included. The six general areas of recommendations are listed in the table below.

AREAS OF RECOMMENDATIONS	
<u>MAJOR AREAS</u>	<u>MAJOR AREAS</u>
Faculty Qualifications and Hiring Issues	Program Database and Information System
Communication and Team Work	Distance Learning Courses
Community Service and Service Learning	Behavioral Sciences Task Force

## PSYCHOLOGY, SOCIOLOGY, AND SOCIAL WORK

# **JOINT PROGRAM REVIEW FALL 2001**

## **SELF-STUDY REPORT**

### **SECTION 1: MISSION AND STATEMENT OF PURPOSE**

The Psychology, Sociology, and Social Work Programs are three of several transfer programs offered at Austin Community College. Currently, they are part of the Behavioral Sciences Task Force. Their mission, like all of ACC's programs, is to offer strong educational programs that stimulate learning and growth among our students. In line with this general mission, the purpose of the Psychology, Sociology, and Social Work Programs is to:

- (1) Provide psychology, sociology, and social work majors with a basis in the discipline that will prepare them for transfer and success in a baccalaureate degree granting institution;
- (2) Provide psychology, sociology, and social work majors, as well as other students who take the disciplines' courses as a requirement, prerequisite, or elective for other majors, with (a) basic knowledge of discipline-related concepts and principles that they can apply in their chosen careers and to everyday life situations, and (b) skills that will allow them to identify and evaluate the quality and appropriateness of information sources;
- (3) Provide psychology, sociology, and social work majors with knowledge of research methodologies and statistical applications in the disciplines and other related fields, as well as the opportunity to obtain first-hand research experience;
- (4) Provide psychology, sociology, and social work courses that promote in our students the development of higher-order competencies or skills such as abstract inquiry, critical and creative thinking, analytical and scientific reasoning, problem solving, and decision making;
- (5) Provide psychology, sociology, and social work courses that promote the development of skills needed by our students to be able to communicate their knowledge and application of discipline-related principles, research methodologies, and statistics in both written and oral format;
- (6) Provide an opportunity to participate in service learning and discipline-related community service.

Note:

Sections 1 and 2 of this program review document presents an updated and integrated version of the mission/purpose statement for the three disciplines, as well as their vision, values, and strategic intentions. A Copy of previous documents that include the mission and purpose for each separate discipline appears in the Self-Study Notebook for the discipline. The documents also include the strategic goals and objectives for each of the strategic intentions.

### **SECTION 2:**

### **VISION, VALUES, STRATEGIC INTENTIONS, AND ANTICIPATED CHANGES**

### ***VISION STATEMENT***

The vision or ideal of the Psychology, Sociology, and Social Work Programs is to be among the strongest programs within community colleges in the nation; programs that (a) provide students with a quality learning environment through excellent courses offered by highly qualified professionals in our fields; (b) promote independent thinking and responsibility as well as higher-order competencies or skills for lifelong learning; (c) challenge students to explore new ideas and seek new opportunities; and (d) provide students with quality learning experiences utilizing a wide range of teaching methods, multicultural perspectives, and available modes of instruction that help meet student needs in a diverse community.

### ***STATEMENT OF VALUES***

The Psychology, Sociology, and Social Work Programs strive for excellence in the quality of their courses, the delivery of instruction, and the overall management of the programs. Our commitment to excellence is reflected within the programs' values of professional competence and scholarship, continual professional and personal development, academic responsibility and accountability, stewardship and collaboration, individual initiative and creativity, trust and respect, academic freedom, and professional integrity. Inherent within our programs and on-going curriculum development are the additional values of the appreciation and respect for our diverse, multicultural community as well as the appreciation and respect for the dignity, equality, and worth of the individual person.

### ***BRIEF OVERVIEW OF STRATEGIC INTENTIONS***

Consistent with the vision and values stated above, the strategic intentions of the Psychology, Sociology, and Social Work Programs are to:

- (1) Offer an educational program that is accessible to all individuals who can benefit from the program's educational/learning experiences and services;
- (2) Deliver an excellent educational program that helps to meet the needs of our psychology, sociology, and social work majors and of students in other disciplines, as well as the needs of our community;
- (3) Provide effective teaching in Psychology, Sociology, and Social Work utilizing a wide range of teaching methods and available modes of instruction including technological applications as appropriate to the course content, learning/teaching styles, and student needs;
- (4) Build strategic partnerships with other ACC programs as well as with other educational institutions and service organizations within the community.

### ***ANTICIPATED CHANGES OR IMPROVEMENTS***

In the next five years, we anticipate that our courses will continue to be in high demand due to continued enrollment in the transfer programs. At the same time, we expect the demand for courses other than those at the introductory level to increase, in particular, courses that benefit people already employed in the social service professions. This will increase the need for an expansion in the types of courses that we offer, the instructional methodologies that we use, the modes of course delivery, and the overall program curriculum. We also anticipate possible changes to our task force structure. These expansions and possible changes will help enhance our already strong programs, allowing us to better meet the needs of our diverse student population, as well as the needs of the community in general. Examples of specific activities or initiatives in which we expect to engage are the following:

- (1) Increase the use of instructional technologies to complement classroom lectures, as appropriate or applicable to the specific course content and objectives;
- (2) Explore new ways of implementing instructional activities that help students to develop interpersonal and professional communication skills needed to effectively work in teams as well as to effectively communicate discipline-related knowledge in both written and oral format;
- (3) Examine our distance learning courses paying particular attention to factors such as student needs and characteristics, use of instructional technology, and the strengths and limitations of this mode of instruction;
- (4) Expand our community service and service learning efforts in order to broaden our students' learning experiences while at the same time exposing them to discipline-related service organizations;
- (5) Explore new ways of incorporating multicultural/international perspectives into our courses, as appropriate or applicable to the course content and objectives;
- (6) Develop Honors courses, or equivalent types of courses, to help meet the needs of students who prefer a more in-depth examination of topics, as well as a more in-depth examination of the underlying theories and research ;
- (7) Continue to strengthen the associate degree programs so that students will graduate with the knowledge and skills that not only will increase their chances of succeeding in a four-year college but will also increase their job opportunities;
- (8) Develop and propose a task force structure model that helps to better meet the needs of our behavioral sciences transfer programs and improve the communication between ACC administrators and faculty members within the disciplines.

### **SECTION 3: STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS**

#### ***STRENGTHS***

### A. Programs' Mission, Vision, Values, and Strategic Intentions

Our mission, vision, and value statements reflect our commitment to quality education within our discipline. They focus on factors that promote learning and growth among our students, particularly among those that are planning to pursue additional course work at a four-year college or university. Consideration is given to the quality of courses as well as to the quality of the faculty, taking into account (1) the mission of the College, (2) the requirements set by the educational institutions to which our students transfer, (3) the standards set within our disciplines through their governing professional organizations, and (4) the latest developments in the three teaching fields. Our mission, vision, and value statements also reflect our commitment to all persons involved in the educational process as well as to the community and the professional organizations to which we are accountable. The combined mission, vision, and value statements serve as a basis for our program activities and support our view of how the programs should operate. Together with our programs' strategic intentions and corresponding strategic goals and objectives, they serve to guide our development and assessment efforts.

The mission, vision, and value statements, as well as strategic intentions and corresponding strategic goals and objectives, were originally put together in 1995 for the Psychology Program and in 1996 for the Sociology and Social Work Programs. Statements and strategic intentions were carefully developed based on information from already existing documents and with input from faculty via the Psychology Task Force and the combined Sociology/Social Work Task Force. These mission, vision, and value statements are reviewed and updated periodically to ensure that they continue to thoroughly and accurately reflect the nature of our disciplines and our programs.

### B. Faculty Characteristics, Overall Climate, and Contributions to the College

The Psychology, Sociology, and Social Work Programs are comprised of a large, dynamic, and multi-talented faculty. The diversity in areas of expertise within each discipline is broad, and a high level of academic training is typically reflected. For example, our faculty members hold at least a minimum of a master's degree in the discipline, or in a few exceptional cases, in a closely related discipline. Several faculty members hold doctoral degrees. The faculty members' areas of specialties within each discipline vary and provide good overall representation of the field. Also, in addition to teaching experience, some faculty members have extensive clinical background while others have extensive training in research and evaluation. In general, the faculty has exhibited, over the years, strong dedication to a high level of professional competence and development.

The level of ideological and cultural diversity among our faculty is high. There seems to be a wide range of attitudes, ideas, and creative cognitive styles. This is appropriate for large dynamic disciplines. Despite this wide range of viewpoints, the faculty members avoid factionalism and function cooperatively and effectively. Also, they have demonstrated perseverance, flexibility, innovation, resiliency, and determination in the face of seemingly inevitable obstacles. In addition, our faculty is committed to protecting the expression of diverse viewpoints that bear on the curricula, our services to the students, and the role of the Psychology and Sociology/Social Work Programs within the institution.

Many of our faculty members have contributed their expertise and unique characteristics to college-wide projects or committees. For example, while chairing the original college-wide faculty evaluation committee (also referred to as instructional assessment committee), one of our faculty members used her expertise in research and program evaluation to help develop the conceptual framework that served as a basis for our current faculty evaluation system. In addition, this faculty member and others from our programs who also have research and evaluation backgrounds were instrumental in the development and assessment of the instructional assessment instrument that is currently used as part of the faculty evaluation process. Other faculty members from our programs have also contributed their expertise to the college through participation in other college-wide committees and projects.

### C. Courses, Curricula, and Modes of Instruction

The Psychology, Sociology, and Social Work Programs offer a wide range of courses using different modes of instruction in order to meet the individual educational needs of our students who are of different ages and have different life responsibilities and schedules. Our courses are offered on different days and at different times. In addition to regular classroom instruction other instructional modes are used, such as ITV distance learning, PCM distance learning, and print-based distance learning. The courses currently offered in Psychology are: (1) Introduction to Psychology, (2) Human Growth and Development, (3) Child Growth and Development, (4) Personality, (5) Social Psychology, (6) Statistical Methods in the Behavioral Sciences, (7) Research Methods in Psychology, (8) Research Internship in the Behavioral Sciences, (9) Human Sexuality, (10) Psychology of Adjustment, (11) Cognitive Psychology, (12) Abnormal Psychology, and (13) Applied Psychology: Field Experience. The courses currently offered in Sociology are: (1) Introduction to Sociology, (2) Contemporary Social Problems, (3) Marriage and the Family, (4) American Minorities, (5) Social Psychology, (6) Criminology, (7) Social Sciences Statistics, (8) Research Methods in Sociology, (9) Research Internship in the Social Sciences, (10) Sex Roles, (11) Wealth and Poverty, (12) Political Sociology, (13) Sociology of Sports, and (14) Sociology of Religion. Current courses in Social Work are: (1) Introduction to Social Work, (2) Social Welfare as a Social Institution, and (3) Social Services: Field Experience.

Introduction to Psychology and Introduction to Sociology are two of the Coordinating Board's "core curriculum courses" and are taken by students pursuing a wide range of degrees. We have developed a set of core objectives for these courses that are comprehensive, yet short enough to allow individual faculty members to include additional topics. This allows our students to take maximum advantage of the experiences, expertise, and areas of specialization of faculty. In addition, faculty members who teach Introduction to Psychology and Introduction to Sociology may choose from among a long list of approved textbooks, which is updated annually.

In the service of our stated Mission, we include in our curriculum not only the broad elements of a basic education in psychology, sociology, or social work (fundamental and applied), but also the cognitive and behavioral skills needed by critical and creative thinkers, problem solvers, active citizens, skeptical consumers, and creators of social policy.

### D. Instructional Methodologies, Assessment Procedures, and Technology

The Psychology, Sociology, and Social Work Programs offer a wide range of instructional methodologies in order to meet the individual and diverse learning styles of our students. The instructional methodologies within a course can include, but are not limited to, guest speakers, lecture, field trips, field experiences, small group discussions, internet and Blackboard instruction, case studies, DVD's, CD-ROM, conventional videos, interactive web exercises and tutorials, online practice tests, multi media, etc. A wide range of evaluation or assessment techniques are also utilized within our courses including research papers, multiple choice tests, essays, case studies, life application papers, self-analyses papers, self-improvement projects, book reports, class presentations, research focused reports, internet and computer application projects, etc. In addition, a variety of educational resources within ACC and the community are utilized in different individual courses. These instructional methodologies and resources provide an expanded arena in which our students can learn, communicate, and grow.

Instructional technology in its various forms is not only actively incorporated into the classroom and distance learning curriculum, it is also reshaping the way we communicate information about our programs. For example, two members of the Behavioral Sciences Task Force are currently expanding our program web pages with creative input from all members of the Task Force. When completed, these web pages will make program information more accessible to students. Technological advances as well as a wide range of instructional methodologies and assessment procedures offer our students an expanded arena in which to learn, communicate, and grow.

#### *E. Community Service and Service Learning Efforts*

Community service and service learning continue to be an important element of the mission of our programs. Throughout the years, faculty and students have been innovative in performing community service and have used those experiences to enhance the educational experience. In many of our courses, students are given the opportunity to earn credit for discipline-related community service. In addition, opportunities for service learning have constituted a portion of the curriculum in several of our courses for some time. Examples of Psychology, Sociology, and Social Work courses that provide experiences based almost entirely on service learning are (1) Social Work: Field Experience, (2) Applied Psychology: Field Experience, and (3) Research Internship. In these courses students apply knowledge and skills acquired in other related courses and learn how services are provided in a variety of service professions. Currently, our programs are expanding their commitment to service learning by providing a faculty member release time to help develop service learning in other courses as part of a college-wide program.

Our commitment to discipline-related community service and service learning strengthens students' understanding of applications of concepts, theories, and research presented in their courses. This commitment allows ACC's faculty and students to be visible in community activities and projects.

### ***WEAKNESSES***

#### *A. Full-Time/Part-Time Faculty Ratio*

One of the strategic goals of the Psychology, Sociology, and Social Work Programs is to “offer courses that are taught primarily by full-time faculty who are able to contribute on a full-time

basis to the continual development, improvement, delivery, and overall management of our program.” Unfortunately, excessive reliance upon adjunct faculty to deliver the services to which our programs are dedicated represents one of the greatest weaknesses of the Behavioral Sciences Transfer Programs. For example, adjunct faculty taught more than 70 percent of all sections offered in Psychology and Sociology during the fall of 2001. As a result of retirement of full-time faculty members, as well as of the College's changes in hiring policy of adjunct faculty and its policy of not allowing newly hired adjunct faculty to teach more than two courses, the ratio of adjunct to full-time faculty has actually worsened in recent years, and now approximates 10:1. There are currently only four permanent full-time faculty members in Psychology, one permanent full-time faculty member in Sociology, and one in Social Work. On the other hand, there are more than 86 individuals on the Psychology eligibility list and more than 32 individuals on the Sociology/Social Work eligibility list. Of these, more than 30 usually teach Psychology courses and more than 17 usually teach Sociology/Social Work courses.

From students' perspective, the heavy reliance on a mostly adjunct faculty has at least two negative implications. First, students may experience diminished opportunities to be mentored by a faculty member. One of our most important functions as faculty members is to assist students outside the classroom in the myriad ways appropriate for a community college faculty. It is difficult for students to obtain ready, high quality access to faculty, when the faculty is transitory and mobile -- as is the case with ACC's adjunct faculty. Second, students experience diminished opportunities to interact with faculty members who can promote networking. In order for both mentoring and networking to be effective, faculty members must be available to students. This is difficult for many adjunct faculty members who have other obligations and do not have the necessary institutional support.

#### *B. Full-Time Faculty Workload and Needed Resources/Support*

Although the Psychology, Sociology, and Social Work Programs at ACC do an impressive job with the resources available, several identifiable weaknesses prevent the students from obtaining maximum benefit from their educational experiences and inhibit programs from developing further. There are too few full-time faculty members for the number of students being taught. In addition, the large number of adjunct faculty members means that many will fail to benefit fully from collegial support. As more administrative duties are assigned to full-time faculty members, in addition to the ongoing instructional and program responsibilities, those programs with a smaller number of full-time faculty members are penalized in that the administrative tasks are the same whether the number of faculty is large or small. Individual faculty members in programs with fewer full-time faculty members but with a large number of courses, students, and adjunct faculty, have more tasks to do than the faculty members in programs with a relatively large number of full-time faculty with whom to share the workload.

Administrative tasks are often assigned without considering faculty members' time constraints and without adequate background information or data being provided to the programs. In addition, the limited information provided is often not useable in the form in which it is received nor is it received in a timely fashion. Finding and reformatting this information, and sometimes having to recalculate the provided data within the time frame allowed, place unreasonable demands on a faculty already heavily burdened. The problem of timeliness is further magnified when essential information must go through an ever-increasing number of channels. This results, among other things, in many errors in areas such as course time allotments, assignment

of codes for combined courses, the short descriptions of courses in the course schedule that students receive, and the information related to the degree plans in the catalog. Even when faculty members spend an overwhelming amount of time in correcting these errors, not only do they often appear in the final printed versions of the documents, but also new errors are sometimes added.

The amount of time spent on non-instructional related activities at ACC has been steadily rising for several years. This means less time for instructional-related activities, or what is likely, more work hours spent in the evenings and weekends to be able to complete the required tasks. This also means less time for discipline-related professional development activities, literature review, and research essential for keeping up with current developments in the field. In addition, participation in community service activities is seriously hindered. Since ACC is a community college, it is important that faculty members be involved and visible in community activities and projects -- in other words, to be active citizens of our community. Given the current workloads and inadequate support, ACC faculty members have limited time and opportunities to become involved in the community.

Clerical help for full-time faculty has actually diminished. Some types of classes, as well as certain types of instructional techniques, which entail additional time to develop and grade assignments, suffer when faculty members must now do routine tasks that can easily be done by non-faculty clerical employees. This places additional constraints on time available to prepare and deliver quality education.

C. *Integration of Adjunct Faculty -- Keeping Information Current and Maintaining Adequate Communication*

The over-reliance on adjunct faculty negatively impacts our transfer programs in at least two areas: first, maintaining current information on all adjunct faculty members, and second, maintaining adequate communication with them.

A noticeable vacuum exists for full-time faculty about how adjunct faculty conduct their professional duties. Such knowledge is essential for accountability, program development, and collegiality. Unfortunately, the evaluation documents that ACC gathers once a year do not fully or clearly indicate the extent of expertise, diligence, and excellence manifested by adjunct faculty members. Worse still, much of the information collected is stored in different locations, making it difficult for the Behavioral Science Task Force members to access it when needed.

Communication between full-time and adjunct faculty members is limited due in part to our current organizational structure and lack of available time. With program maintenance and development duties being undertaken by a proportionately small number of full-time faculty, there is simply not enough time to interact meaningfully and obtain information and feedback from all adjunct faculty members. The college offers classes at a wide range of locations, the vast majority of which are taught by adjunct faculty. In many cases, almost no opportunity exists for them to interact face-to-face either with full-time faculty in their discipline or with administrative personnel. The time constraints that many adjunct faculty members experience because of other job commitments further precludes their full participation in program/task force activities. These factors make it difficult to produce and maintain an involved and well-integrated faculty.

#### *D. Ensuring Consistency in the Quality of Courses*

We believe that skilled, knowledgeable, and dedicated faculty members teach the majority of courses offered in the Psychology, Sociology, and Social Work Programs. A weakness, however, lies in the fact that we do not have adequate information to ensure consistency in the quality of our courses. For example, comments from students and observations reported by this Committee's "outside ACC" community member indicate that perhaps not all courses at ACC are rigorous, even across sections of the same course. In addition, there seems to be a perception in the community that one's chances of being in an easier course are higher at ACC than at other institutions of higher education in the area, specifically the University of Texas. If this perception is also held about our Psychology, Sociology, and Social Work courses, it is vital to examine our programs to ensure that the perception is not due to lack of rigor in our courses, but due instead to other factors which make the learning experience more sensitive and responsive to student's needs (e.g., smaller class sizes and individualized attention). Also, we must ensure consistency in the quality of our courses without failing to meet the needs of all of our students including those with higher ability and/or more motivation and interest in the field.

There are several factors making it difficult to gather and update the data necessary to ensure high quality of instruction in all of our courses. Two of these factors are (1) the current faculty evaluation structure and assignment of functions, and (2) the limited number of full-time faculty within disciplines available to help ensure consistent quality. The problem is compounded by the large number of adjunct faculty members, and an adjunct faculty hiring policy that requires anyone with ACC's current minimum qualifications to be considered "eligible" for course assignments in our disciplines. This policy fails to take into account the needs and requirements of our programs or the standards set within our disciplines through their governing professional organizations.

#### ***OPPORTUNITIES***

##### *A. Increase Professional Identity and Improve Networking*

It is important for professionals who teach discipline-specific college courses to maintain the integrity of their disciplines. It is difficult to maintain this integrity if the person who is teaching does not have a degree in the teaching discipline and does not actively participate in discipline-related professional development activities, professional organizations, and/or research. Other institutions of higher education expect that faculty members who teach the courses they accept as transfer to have this degree of identity and participation. In addition to increasing and maintaining professional identity, it is important to network with the appropriate professionals at institutions of higher education that accept ACC students as transfers in order to increase and maintain the credibility and acceptability of the courses and programs at ACC.

In the Psychology, Sociology, and Social Work Programs each faculty member has multiple professional roles and responsibilities. In addition to teaching classes, these roles and responsibilities include active participation in professional organizations, research, and continued education within the professional field. Both full-time and adjunct faculty members need to continue discipline-related professional education and/or research in order to make sure that what one teaches reflects the latest developments within the field. Also, active participation

in professional organizations and engaging in research and continuing education within the discipline allow and promote both credibility of our transfer programs and accessibility to the talents and interests of the multitude of Psychology, Sociology, and Social Work professionals in Austin and nationwide.

Ample opportunities for improved networking with colleagues at other area institutions of higher education are readily available to ACC faculty due to their proximity. Given sufficient time, full-time ACC faculty members can take advantage of these opportunities. Networking is essential to ensure that ACC faculty members know about program changes at the institutions that receive ACC students as transfers in time to consider the impact of these changes when reviewing our courses and program. By improving networking, ACC faculty members can help those who make program decisions at other institutions of higher education to become familiar with our behavioral sciences transfer programs and courses.

#### *B. Increase Appropriate Use of Instructional Technology and the Needed Support*

We live in an era of technological change that provides increasing opportunities on a daily basis. ACC's administration, faculty, and staff, to varying degrees, are committed to taking advantage of these opportunities. As greater access to the opportunities is allowed and encouraged, the greater the likelihood that the creativity of the faculty will produce applications that were impossible before the technology became available. Keeping up with technology is not enough - new ways to use and assess new options must be discovered. With its variety of faculty, variety of interests, and variety of skills and motivations, ACC and the Psychology, Sociology, and Social Work Programs are embracing this opportunity. Admittedly, not everyone embraces this opportunity at the same rate, or even at the same level, nor should they. While some aspects of technology may not be appropriate for certain courses, our Behavioral Sciences Transfer Programs are poised to take advantage of the ways that technology can be best applied as well as to assess its effectiveness.

Students and faculty members enthusiastically support technology in the classroom when it is appropriate for the course and is used in a manner that has educational value. Appropriate and efficient use of technology requires training, experience, and preparation. In addition, it requires easy access to the technology. Currently, the computers in the adjunct faculty offices on several campuses are inadequate to meet need and demand. Moreover, the process of bringing a computer cart into a classroom for a Power Point presentation is unduly taxing and may serve to discourage faculty members from using this particular teaching tool. Faculty members need to have quick and easy access to technological resources necessary to diversify our teaching methods. With training and sufficient resources, however, considerable opportunity exists for even more expansion in this area.

#### *C. Enhance Community Service and Service Learning Efforts*

ACC, as a college, is beginning to recognize a component that the Psychology, Sociology, and Social Work Programs consider to be an inherent element of their disciplines -- service. As the value of service professions has become more apparent, the fields of Psychology, Sociology, and Social Work have become more and more appreciated for their historical contributions in the area of service. The Behavioral Sciences Programs at ACC are in a unique position to take

advantage of the opportunities available to enhance our community service and service learning efforts.

We would also like to offer more extensively our collective expertise to the community we serve. In that spirit, we have devised plans for establishing a Behavioral and Social Sciences Research Institute as a joint effort of our three behavioral sciences transfer programs. This Institute would offer academic and workforce types of courses to our student body and to the larger community. The Research Institute, which has already been approved by the Behavioral Sciences Task Force, would train students to conduct program evaluation and applied research. The Research Institute would offer five core courses: (1) Statistics for Behavioral and Social Sciences, (2) Research Methods for Behavioral and Social Sciences, (3) Program Evaluation: Methods and Techniques, (4) Data Analysis using Statistical Computer Applications (e.g. SPSS), and (5) Research Internship for the Behavioral and Social Sciences. Three of these courses (Statistics, Research Methods, and the Research Internship) are currently being offered as combined Psychology and Sociology/Social Work courses, two of which are required for the associate degree in all three disciplines. In addition to the above courses, there would be seminars and workshops offered on site to members of community organizations who seek these skills but cannot attend the regular courses.

Another initiative currently being explored is that of developing workshops and seminars on topics (other than Statistics and Research Methods) central to Psychology, Sociology, and Social Work. These would be offered on-site to community organizations that have expressed an interest in this service. For example, workshops and seminars on such topics as Health and Stress in the Workplace, Stress Management Techniques, Conflict Resolution, Managing Anger, Supervisor-Employee Relationships, Parent-Teacher Interaction, Parenting Techniques, as well as other topics can be offered. This initiative could possibly be implemented as a collaborative project with the Center for Community Based and Non-Profit Organizations.

#### *D. Take Advantage of Resources Within and Outside ACC*

Currently our programs fail to take maximum advantage of available community and college resources (e.g., financial, human). For example, ACC has a Grants Office that can assist faculty members to locate grants appropriate to program initiatives or projects and to prepare grant proposals. We would like to utilize this and other offices that may assist us with our projects. The Office of Institutional Effectiveness provides our programs with some support in the areas of program, curriculum, and instructional assessment. However, better coordination between this office and our programs is required to ensure that the information is provided in a clear, usable, and timely manner.

A number of ACC faculty members outside of our fields have expertise in areas that are relevant to some of the courses offered within the Behavioral Sciences Programs. Finding ways to collaborate in areas of common interest will benefit our students and our programs. For example, the course in Women's Studies is a part of the Behavioral Sciences Task Force but it takes a multidisciplinary approach. Faculty members from psychology, sociology, and social work might team up with faculty from history, government, and literature to either team-teach or collaborate in teaching the course. Human Sexuality, Social Psychology, Sociology of Religion, American Minorities, and Criminology are other courses within the Behavioral Sciences Programs that might benefit from this mode of instruction. Increased opportunities for faculty

members within the same discipline to either team-teach or collaboratively teach a course will further strengthen and enhance the programs. When students see faculty members attempting to link together different approaches to the same course or topic, they are encouraged to do the same.

## ***THREATS***

### ***A. ACC's Current Hiring Policies Which Do Not Reflect the Needs of Our Transfer Programs***

It is important to the integrity of the Psychology, Sociology, and Social Work disciplines that those hired to teach in the program be professionals in those disciplines. The internships, seminars, practicums, and workshops that lead to professional identity also train people to deal with specific behavioral and/or discipline-related situations/issues that frequently arise when teaching specific courses within these disciplines. Therefore, it is important that the academic qualifications of faculty members be held to rigorous standards as stipulated by the organizations to which we are professionally accountable.

The SACS standards have consistently guided the hiring policy at ACC. The SACS manual states that "Each full-time and part-time faculty member...must have completed at least 18 graduate hours in the teaching discipline and hold a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline." (*Criteria for Accreditation*, 2000, pp. 41-42). Until recently, this stated SACS standard had been adopted in full, allowing each discipline to focus on the section of the standard that best applied to the program needs, transfer requirements, and standards set by the disciplines' governing professional organizations. At present ACC administration is focused on the first part of this standard, and tend to apply it to all disciplines without taking into account the unique characteristics and specific needs of the various transfer programs. Some concern has been expressed that ACC hiring standards for the transfer programs have been lowered and that this could have deleterious effects on the acceptability of ACC's academic programs by the students, by the institutions that receive our students as transfers, and by the businesses and agencies that hire our graduates.

The community values the fact that ACC provides an expanded workforce training program. However, we would be ill advised to fail to adequately consider the specific and unique needs of the transfer programs. A large number of ACC students work toward meeting the requirements of four-year college degrees. These students often choose to take their lower-division courses at ACC because of its smaller class sizes, lower tuition costs and/or flexibility in scheduling. In advertising itself as a provider of courses that are transferable to four-year colleges, ACC incurs an obligation to assure these students that both curriculum and instruction are of acceptable quality and that faculty members with acceptable academic qualifications teach their classes.

### ***B. Policies and Decisions that Give Insufficient Consideration to Less Tangible and/or Non Monetary Costs***

Many of the issues and threats mentioned in other sections of this document cannot be measured directly in short-term or intermediate monetary terms, but have long-term implications. Quality, like capital investments, is a long-term rather than a short-term investment. For example, only a few colleges can afford additional buildings if the cost must be paid out of their current budget. Since buildings have long-term use, they are funded through long-term financing. It is the same

with program quality. Maintaining quality may appear to be too expensive for one budget cycle, so the means of funding it must be spread over the long-term. It may be cheaper to hire faculty with minimal qualifications in the short run, but the costs of remedying problems associated with minimally qualified faculty continues for as long as they are employed -- and maybe longer. The costs of unqualified faculty are diminishes the reputation, credibility, and acceptability of all programs by the community, the transfer institutions our college serves, and the various professional organizations to which our faculty belong.

Not only are the reputations, credibility, and acceptability of our transfer programs and the college as a whole jeopardized, but the ability of our programs to respond to changes and trends within the various professions is also threatened. Faculty who do not have a master's degree in the discipline in which they teach will likely have to spend a great amount of time and effort in learning what to teach and how to address questions and issues that frequently come up in their courses. This reduces their time available to learn how effectively to deliver course content or to respond to the diverse individual needs of students. Furthermore, because minimally qualified faculty will not have the time or the expertise to devote to important discipline-related issues, they will not be able adequately and effectively to help meet program and institutional needs. As a result, the overall quality of our programs and our institution, in general, may steadily worsen. This can result in greater and greater stress and demands being placed upon the currently qualified full-time faculty members who will have to spend an enormous amount of time instructing and supervising those who are minimally qualified.

ACC's reliance on a high percentage of adjunct faculty members adds to the non-monetary costs of both the programs and the college. Some of the additions to the non-monetary costs include a poorly integrated faculty, a less than optimally qualified faculty, and a transitory faculty that fails to maintain continuity both because of turnover and because of a semester-to-semester hiring policy for most adjunct faculty members. In addition, the reliance on a high percentage of adjunct faculty members fails adequately to promote the mentoring of students. The threat imposed by these non-monetary costs is quite tangible and significant.

Another non-monetary threat to our behavioral sciences transfer programs is that there seems to be a flaw in the process through which policies are currently developed and implemented at ACC. It appears that when problems are encountered there is a tendency arbitrarily to write new rules that address a narrow range of needs and issues without sufficient consideration to existing policies nor to their combined implications and impact on the programs and the college as a whole. For example, there are several policies that relate to hiring and faculty workload that seem to conflict with each other and which, separate or in combination, can produce deleterious results. One is ACC's current policy stating that all minimally qualified applicants must be interviewed and placed on the eligibility list of adjunct faculty members for the program. A related policy states that recently hired adjunct faculty members can only teach two classes. Obviously, hiring all the minimally qualified individuals who are interested in teaching at ACC, combined with the "maximum of two courses policy", increases the number of adjunct faculty members. However, a contradictory goal states that the ratio of classes taught by adjuncts to full-time faculty members should be reduced. If the number of full-time faculty members is not increased, and the number of adjunct faculty members continues to increase, then the only way to ensure that more courses are taught by full-time faculty is to have the full-time faculty members teach a full load of five classes without released time for other assignments that should only be carried out by full-time faculty members within the discipline. However, when stipends

are allotted for assignments without considering that additional stipends do not produce the necessary time to adequately and efficiently do the assigned tasks, the programs may suffer.

An additional threat to our behavioral sciences transfer programs is the implementation of policies or mandates without the necessary adjustments that would allow the programs to maintain the integrity and quality of their disciplines. For example, the mandate that we incorporate the 42 credit hours of Core Curriculum courses into our Associate degree plans *without adjusting the total number of credit hours* has affected our degree programs. In the case of Psychology, students will now be getting an associate degree with fewer than desirable Psychology courses. In the past, students would have at least 18 credit hours in Psychology and three (3) additional credit hours in an "unrestricted elective" which were generally taken in Psychology or a discipline closely related to Psychology, making the program more solid and respectable. With the addition of core curriculum courses, students now can only be required to take 15 credit hours in Psychology, three of which are in the introductory course. The total number of credit hours needs to be adjusted in order that we can put back at least three (3) of the six (6) credit hours that the discipline lost because of the core curriculum courses that the college now requires. If we were allowed to make the appropriate adjustment by putting back three (3) of the lost credit hours then the total number of credit hours for the associate degree in Psychology would be 65-69 rather than the current 62-66. This would allow the quality and strength of the program to be maintained while at the same time fulfilling the Core Curriculum mandate.

In general, present attempts at cost-saving measures in areas such as released time, support staff, office space, and computer hardware, all tend to compound the non-monetary costs to our transfer programs. An additional non-monetary cost is in the area of faculty morale. An invigorated, empowered faculty with high morale is much more likely to achieve excellence, which also impacts student morale, achievement, and retention.

### C. *Insufficient Consideration to the Implications of Moving Towards More Non-Traditional and/or More Tech-Based Teaching*

There is value in interpersonal interaction beyond that which can be measured or directly observed. The content of the Psychology, Sociology, and Social Work curricula often has a profound personal impact on students. Through face-to-face interactions, faculty members have been able to diffuse several situations where students could have radically misinterpreted course content due to the students' own personal histories. It is not inconceivable that the danger of lawsuits to ACC is raised with the use of some technologies, especially the V-Tel type, where the student may be emotionally aroused and the teacher is unaware because the student and teacher are in different physical locations.

As technology is used increasingly in the classroom and more distance learning courses are introduced into our programs, a danger exists that less classroom dynamics and human interaction may expose our students to a "tech-rich, emotionally-shallow" environment. This would be unfortunate, especially in Psychology, Sociology, and Social Work, where an important component of these disciplines is the understanding of human emotions, behaviors, and interpersonal interactions. We must use technology in ways that promote the dignity,

diversity, and worth of our students, while enriching their lives with high quality human interaction.

When technology, via distance learning or in the conventional classroom, helps to provide excellence, then it has value. Technology for its own sake, on the other hand, has no value. As participants in the Behavioral Sciences Programs, we should commit ourselves to technology that humanizes the learning experience while simultaneously augmenting it. Technology can never substitute for a highly knowledgeable, dynamic, charismatic, and caring human being to lead a class.

The empirical evidence is just now starting to accumulate on how and to what extent technology in its various forms promotes learning. We must be open to the new data as it comes in. Technology, when applied in the appropriate course and to the appropriate course content, can enhance the quality of instruction and increase the understanding students gain in the discipline.

## **SECTION 4: SUMMARY ANALYSIS OF INDICATORS OF EFFECTIVENESS**

### ***COMMUNITY AND SOCIETAL NEED***

The Sociology/Social Work and Psychology programs are meeting important needs in the community, as reflected in the following data on enrollments, graduates and transfers. Our programs attract students from a large number of majors. These students are being exposed to scientific knowledge, methodological techniques and theoretical perspectives as well as to critical thinking skills. What students learn in our classes increases their potentials for becoming better individuals and better citizens.

#### ***A. Enrollment Trends***

The following tables provide data on enrollment for the Sociology/Social Work and Psychology programs over a five year period.

Table 1  
Psychology enrollment: FY 1996 to FY 2000

	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000
Sections	217	247	213	213	224

Enrollment	5902	6434	6035	5815	5911
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Source: Budget Planning Book for FY 2002

Table 2

Sociology/Social Work enrollment: FY 1996 to FY 2000

	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000
Sections	123	123	117	115	142
Enrollment	3186	3113	2977	2739	2710

Source: Budget Planning Book for FY 2002

These data suggest that the Sociology/Social Work program has been losing students over the last five-year period. FY 2000 enrollments are approximately 15% less than those of FY 1996. Enrollment in the Psychology program rose in 1997, and has since returned to its 1996 levels.

### *B. Program Graduates*

Table 3 indicates the number of graduates in the Sociology/Social Work and Psychology programs over a five-year period.

Table 3

Number of graduates: 1995 to 2000

	1995-96	1996-97	1997-98	1998-99	1999-00
Sociology	1	4	1	1	1
Social Work	11	1	11	6	5
Psychology	11	12	13	14	7

Source: Fact Book 2000-2001

Out of a total of 17 programs awarding Associate of Arts degrees at ACC, only 145 degrees were awarded in 1996, a number that had decreased to 118 by the year 2000. The Communications, Foreign Languages and General Studies programs produce the most graduates, averaging in the 20s and 30s per year, while most programs award only a few degrees each year (see Fact Book 2000-2001). Thus, relative to most of the programs awarding A.A. degrees, both Social Work and Psychology produce a fair number of graduates. Sociology, in contrast, produces few. A fairly small number of graduates may reflect the fact that students are encouraged to continue their education at a four year university. It may also indicate a lack of information on the part of students concerning job possibilities with an A.A. degree and/or knowledge about the degrees themselves (e.g., the very existence of an A.A. degree in a field like sociology). We are currently working to close any information gaps.

### *C. Transfers*

The THECB Automated Student and Adult Learner Follow-up System tracks what happens to students once they leave ACC. This is done by cross-checking various databases to see if the student's name appears as being enrolled in an institution of higher learning, being employed, or being unemployed. These data are compiled yearly for all declared majors, including both graduates and students who simply did not return to ACC. While this is not an ideal follow-up system, it does provide some insight into what our students are doing. These data are provided

in the Table 4, for both the 1997-98 school year and the 1998-99 school year (the latest data available).

Table 4  
Student follow-up: 1997 to 1999

	Additional Higher Education and Not Employed	Additional Higher Education and Employed	Employed and No Higher Education	Students Not Found	Total Former Students (N)
<b>Sociology</b>					
1997-1998	7.0% (10)	30.1% (43)	55.2% (79)	7.7% (11)	143
1998-1999	3.4% (4)	29.1% (34)	60.7% (71)	6.8% (8)	117
<b>Social Work</b>					
1997-1998	7.3% (15)	22.8% (47)	64.6% (133)	5.3% (11)	206
1998-1999	7.1% (16)	26.1% (59)	57.1% (129)	9.7% (22)	226
<b>Psychology</b>					
1997-1998	8.1% (67)	35.2% (291)	50.3% (416)	6.4% (53)	827
1998-1999	7.5% (58)	36.3% (282)	47.9% (372)	8.2% (64)	776
<b>ACC (total academic)</b>					
1997-1998	8.3%	31.1%	52.4%	8.2%	22,259
1998-1999	8.0%	31.7%	51.5%	8.7%	22,924

These data reveal that for Sociology and Social Work, approximately one third of students go on to receive some form of additional schooling. For Psychology, over 40% of students received further education, which is somewhat higher than the ACC college average.

The Office of Institutional Effectiveness has now implemented a follow-up survey of ACC graduates. Over a three year period, no Sociology/Social Work graduates responded to the survey, and only one Psychology graduate responded. If non-returning students (rather than just graduates) were included in the sample, this could potentially provide useful information on transfers and student outcomes for our program in the future.

**PROGRAM COSTS**

The cost per contact hour for Sociology/Social Work and Psychology are low, as revealed in the Table 5.

Table 5  
Program costs: FY 1999 to FY 2000

	Non-faculty Costs	Contact Hours	Cost per Contact Hour
<b>Sociology/SW</b>			
FY 1999	\$11,516	131,184	8.8 cents
FY 2000	\$11,516	130,080	8.9 cents
<b>Psychology</b>			
FY 1999	\$16,661	279,056	6.0 cents
FY 2000	\$17,661	283,728	6.2 cents

Source: FY 2001-02 Budget Planning Book; Departmental/Discipline Budgets for FY2000 and FY2001

***PROGRAM EFFECTIVENESS***

There are a number of indicators of program effectiveness. Graduation and transfer rates were discussed above (it should be noted that, apart from the THECB follow-up data, information on transfer students by discipline is not available from OIE at this time). This section addresses additional measures of effectiveness. Certification completion is not applicable to our programs.

***A. Student Achievement, Retention and Outcomes***

The Office of Institutional Effectiveness does not have recent comparisons for course completions at ACC. The most recent data available are from a 1997 study produced by student interns. These data, albeit old, are provided in the Table 6. Open campus courses are excluded from these calculations.

Table 6  
Percentage of students with grades of D, F, or Withdrawals: 1997

	% D/F	% W	%D/F/W
Sociology/Social Work	9.35	19.21	28.6
Psychology	9.55	16.38	25.9
ACC Total	8.99	20.51	29.5

Source: “ACC Analysis of Non-Transfer Grade and Withdrawal Rates” (OIE report)  
These data suggest that mastery levels for students in Sociology/Social Work and Psychology compare favorably to ACC courses as a whole.

More recent data are available for individual courses at ACC, even though school-wide comparisons cannot be made at this time. Table 7 and table 8 report individual course completion rates for the 2000-01 school year for Sociology/Social Work and Psychology. The D/F calculations for the individual courses are somewhat meaningless because of the small Ns on which they are based. Overall, very few students fail a course since most take advantage of the late withdrawal date at ACC. It should also be noted that these calculations include open campus courses. The fact that withdrawal rates tend to be higher in these courses must be taken into account in interpreting these data.

Table 7  
Percentage of students with grades of D, F, or Withdrawals: 2000-2001  
Sociology/Social Work\*

	Total N	%D/F	% W	% D/F/W
Sociological Methods	19	0.00	15.79	15.79
Social Statistics	52	7.69	23.08	30.77
Intro to Sociology	2261	12.25	23.49	35.74
Social Problems	118	14.40	31.36	45.76
Marriage & Family	92	5.43	29.35	34.78
American Minorities	36	13.89	27.78	41.67
Social Psychology	50	8.00	46.00	54.00

Criminology	107	14.01	41.12	55.13
Intro to Social Work	66	1.52	46.97	48.49
Program Total	2820	11.67	25.53	37.20

Source: Datatel

\* Three courses (Field Experience, Research Internship, and Social Welfare) are not listed individually because of small Ns, although they are included in the program total.

Table 8

Percentage of students with grades of D, F, or Withdrawals: 2000-2001

Psychology\*

	Total N	%D/F	%W	%D/F/W
Human Sexuality	427	9.13	13.58	22.71
Child, Growth & Dev	59	5.08	27.12	32.20
Research Methods	31	3.23	22.58	25.81
Abnormal Psych	59	1.69	18.60	20.29
Intro to Psychology	4103	9.67	21.20	30.87
Human Growth & Dev	763	6.16	22.15	28.31
Psych of Adjustment	58	3.44	27.59	31.03
Personality	171	3.50	16.96	20.46
Statistical Methods	87	5.75	32.18	37.93
Social Psychology	144	11.8	44.44	56.24
Program Total	5919	8.77	21.49	30.26

Source: Datatel

\*Two courses (Abnormal Psychology and Research Internship) are not listed individually because of small Ns, although they are included in the program total.

The course completion rates suggest a fairly high level of student mastery of core concepts in Sociology/Social Work and Psychology. A survey of Psychology instructors sent out in the Spring of 2001 confirmed this conclusion for the Introduction to Psychology course. Among faculty responding to the survey, the mean level of student mastery of core objectives (as measured by a grade of C or higher) was 90%. Other types of student outcome data such as student transfer rate and GPA are not available at this time.

## B. Access

*Course Availability / Extent to Which Courses Meet Student Demand* -- Tables 9 and 10 indicate that psychology and sociology courses are well represented at all ACC campuses. The number of sections offered in each discipline has increased slightly in the past five years. Most of the sections are offered in the morning, afternoon, and evening on weekdays. A few sections are offered during the weekend. As mentioned in a previous section, different modes of delivery are used. These include classroom instruction and distance learning -- PCM, ITV, PRT, and V-Tel. Each semester, approximately 30% of the sections in sociology/social work and approximately 11% of the sections in psychology are distance learning. In sociology/social work, many of the distance learning sections are combined.

Table 9

Number of Psychology sections by campus: 1996 to 2000

	CYP	ERG/EVC	NRG	PIN	RGC	RVS	OPC	TOTAL
1996	16	6	54	18	59	26	38	217

1997	23	4	60	27	62	33	38	247
1998	20	2	55	22	60	29	25	213
1999	18	8	53	22	53	27	32	213
2000	19	8	55	24	53	27	38	224
TOTAL	96	28	277	113	287	142	171	1114

Table 10  
Number of Sociology sections by campus: 1996 to 2000

	CYP	ERG/EVC	NRG	PIN	RGC	RVS	OPC	TOTAL
1996	9	3	27	10	32	11	31	123
1997	11	3	25	10	31	13	30	123
1998	10	2	23	10	29	15	28	117
1999	9	1	22	9	28	16	30	115
2000	9	4	21	7	23	14	64	142
TOTAL	48	13	118	46	143	69	183	620

There are not many cancelled classes in sociology (see Table 11). Cancelled class data were not available for psychology. An examination of the number of students turned away from psychology and sociology courses in the most recent semester (Fall 2001) indicates that demand for courses in these disciplines is higher than we are able to meet with our current numbers of sections (see Tables 12 and 13). During the Fall 2001 semester more than 3000 students were turned away from psychology courses, while 440 students were turned away from sociology courses.

Table 11  
Number of Sociology cancelled sections by campus: Fall 1999 to Spring 2001

	CYP	ERG/EVC	NRG	PIN	RGC	RVS	EXT. CTR	TELECOM	SITE BASED	TOTAL
Fall 1999			1					1	2	4
Spring 2000					2			6	1	9
Summer 2000		2			1			2	1	6
Fall 2000								9		9
Spring 2001							2	4	2	8
TOTAL		2	1		3		2	22	6	36

Table 12  
Number of students turned away from Psychology courses by campus: Spring 2001 to Fall 2001

	CYP	EVC	NRG	PIN	RGC	RVS	TOTAL
Spring 2001	24		255	21	220	311	831
Summer 2001	3	4	21		26	28	82
Fall 2001	277	20	696	126	271	698	2088
TOTAL	304	24	972	147	517	1037	3001

Table 13  
Number of students turned away from Sociology courses by campus: Spring 2001 to Fall 2001

	CYP	EVC	NRG	PIN	RGC	RVS	TOTAL
Spring 2001	1		44		37	81	163
Summer 2001					8		8
Fall 2001	16	3	93	6	44	107	269

TOTAL	17	3	137	6	89	188	440
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*Accessibility of Course Content* -- While each faculty member's course evaluations are reviewed for Faculty Evaluation purposes every year, student course evaluations have not been systematically analyzed by course or instructor to reveal information related to course content.

*Barrier to Students* -- Both Psychology and Sociology programs' Mission Statements are consistent with ACC Board Policies. No significant barriers to students have been identified in either program.

### C. Curriculum

*Focus of Instruction* -- The primary focus of instruction is on helping students to acquire (1) knowledge of discipline-specific concepts and principles that they can apply in their chosen careers and to everyday life situations, (2) skills that will allow them to identify and evaluate the quality and appropriateness of information sources, and (3) higher-order competencies or skills such as abstract inquiry, critical and creative thinking, analytical and scientific reasoning, problem solving, and decision making. This primary focus is in line with our general mission and purpose. Specific courses may focus also on additional elements such as (1) helping students to acquire knowledge of research methodologies and statistical applications in the disciplines, (2) promoting the development of skills needed by our students to be able to communicate their knowledge in both written and oral format, and (3) providing an opportunity to participate in service learning and discipline-related community service.

*Currency of Program / Course Content / Catalogue Content* -- The Behavioral Sciences Task Force (BSTF) maintains an up-to-date list of textbooks which are approved for use. The Task Force reviews new editions of textbooks and revises the list on an as-needed basis. The list is updated at least once per year. Any faculty has the option to ask the Task Force to review a new textbook for inclusion on the list. The BSTF routinely reviews and updates the listings of psychology and sociology courses and their descriptions / prerequisites in the ACC catalogue.

*Learning Outcomes / Syllabi* -- Introduction to Psychology has a list of objectives which must be covered by all faculty. The courses in all three programs are taught by faculty members who meet or exceed SACS criteria. All the major fields in the three disciplines are well represented among the course offerings. The BSTF Chair collects a syllabus for each course from every faculty member at the start of every semester.

*Instructional Resources and Technology* -- The psychology and sociology faculty make recommendations to the librarians for the purchase of books and other instructional resources. Our programs have been developing new non-traditional courses such as internships, service learning, and PCM courses. In Psychology courses several modes of instruction are used, ranging from the use of PowerPoint slides, the Internet, and overhead transparencies to lecture and seminar style discussion. In Sociology/Social Work, a similar range exists.

*International Perspective* -- The psychology and sociology programs have a culturally diverse faculty who integrate diverse perspectives into the curricula. In addition, the Task Force makes an effort to foster such integration by hosting guest speakers on "diversity" topics. The faculty remains active in their disciplines by membership and participation in national and international

organizations and contributing to scholarly exchange. In addition, multicultural and international issues are an integral part of the course content and tend to be covered in the textbooks that we use. For example, in sociology, cross-cultural and international comparisons are made on such topics as life styles, poverty and wealth, class and caste distinctions, education, government systems, and health care. In psychology, cross-cultural and international comparisons are made on such topics as personality and social development, test and measurement, stress and health, social processes, and psychological disorders. Also, research articles on studies conducted in other countries are incorporated into the courses when appropriate and relevant.

*D. Faculty*

*Credentials* -- All of the faculty members who teach sociology/social work and psychology have credentials that meet the SACS standards. The hiring guidelines for both adjunct and full-time faculty in these disciplines are taken directly from the SACS requirements and hiring decisions always adhere to those guidelines. Tables 14 and 15 indicate the percentage sections and total contact hours by full-time faculty in the programs.

Table 14  
Percentage of sections and contact hours by full-time faculty teaching in Sociology/Social Work: 1996 to 2000

	1996	1997	1998	1999	2000
% of total Sections	30	30	25	30	45
% of total Contact hours	29	30	25	30	40

Table 15  
Percentage of sections and contact hours by full-time faculty teaching in Psychology: 1996 to 2000

	1996	1997	1998	1999	2000
% of total Sections	23	26	29	38	43
% of total Contact hours	27	29	31	40	45

*Professional development* -- In every discipline, each year full-time faculty members are required to complete a minimum of 12 hours of professional development. Adjunct faculty members are required to complete a minimum of 4 hours per year. In both Psychology and Sociology/Social Work, faculty members fulfilled this requirement through attending ACC's faculty development workshops and participating in conferences and training outside of ACC.

There were some Task Force specific faculty development opportunities offered during the Task Force meetings which several faculty members in both disciplines attended.

All faculty members in Sociology/Social Work and Psychology have developed portfolios as part of our faculty evaluation process.

*E. Student evaluation and student satisfaction*

All student evaluations for Sociology/Social Work and for Psychology are within the acceptable range. In fact, all but a very small percentage of evaluations are in the “very good” to “excellent” range. Based on the very high student evaluations in Sociology/Social Work and Psychology, students seem very satisfied with the courses offered and the instruction provided.

*F. Transfer Institutional Satisfaction*

The courses from all three disciplines transfer to state-supported colleges and universities. Data on satisfaction of transfer institutions and transfer articulation agreements are not available.

*G. Student diversity*

Tables 16 to 19 indicate that the Sociology/Social Work and Psychology programs attract students from diverse ethnicities and both genders.

Table 16  
Sociology/Social Work students by ethnicity: Summer 1999 to Summer 2001

	Ave. Age	White	Black	Hispanic	Asian	Native American	Non-Resident Alien	Other	Total
Summer, 1999	22	52	7	14	6	1	2	0	82
Fall 1999	23	913	85	255	63	7	20	1	1344
Spring, 2000	23	725	87	227	47	10	7	4	1107
Summer, 2000	24	242	44	70	12	2	3	5	378
Fall, 2000	22	898	76	247	55	13	18	15	1322
Spring, 2001	23	766	95	232	49	13	13	15	1183
Summer, 2001	24	219	29	51	13	5	4	7	328

Table 17  
Sociology/Social Work students by gender: Summer 1999 to Summer 2001

	Female	Male	Total
Summer, 1999	45	37	82
Fall 1999	790	554	1344
Spring, 2000	663	444	1107
Summer, 2000	252	126	378
Fall, 2000	718	604	1322
Spring, 2001	666	517	1183
Summer, 2001	202	126	328

Table 18  
Psychology students by ethnicity: Summer 1999 to Summer 2001

	Ave. Age	White	Black	Hispanic	Asian	Native American	Non-Resident Alien	Other	Total
Summer, 1999	23.4	186	24	43	19	1	2	0	275
Fall 1999	22.5	1824	150	515	120	20	41	2	2673

Spring, 2000	22.5	1607	117	462	112	16	30	13	2357
Summer, 2000	23.9	478	58	122	42	8	10	10	728
Fall, 2000	22.3	1897	138	569	128	20	36	43	2831
Spring, 2001	22.4	1538	125	468	119	29	39	39	2357
Summer, 2001	24.1	472	69	150	35	9	10	9	754

Table 19  
Psychology students by gender: Summer 1999 to Summer 2001

	Female	Male	Total
Summer, 1999	177	98	275
Fall 1999	1634	1039	2673
Spring, 2000	1469	889	2357
Summer, 2000	487	241	728
Fall, 2000	1719	1112	2831
Spring, 2001	1479	878	2357
Summer, 2001	506	248	754

## SECTION 5: INSTITUTIONAL EFFECTIVENESS MEASURES

### *REQUIRED PROGRAM DEVELOPMENT OUTCOMES*

For each of our strategic intentions, we have several program goals and objectives that we wanted to accomplish. Below is a summary of the goals and objectives for which we have specific program development outcomes. The detailed document with the corresponding goals and objectives appear in the Self-Study Notebook.

*Strategic Intention #1:* Offer an educational program that is accessible to all individuals who can benefit from the program's educational/learning experiences and services.

*Goal #1:* Help high school students in our community who are interested in Psychology, Sociology, and Social Work to become familiar with our programs.

*Objective # 1:* Develop and implement outreach strategies to help high school students who are interested in Psychology, Sociology, and Social Work to become familiar with our programs.

*Outcome for Objective #1:* We have developed student handouts that include such things as a description of the disciplines, main functions, and areas of specialties as well as information about our programs and the associate of arts degree. These handouts are provided to the students through the counselors, through mailings, and by distribution at open house visits by students. The handouts are currently being revised and updated.

*Strategic Intention #2:* Deliver an excellent educational program that helps to meet the needs of our psychology, sociology, and social work majors and of students in other disciplines, as well as the needs of our community;

*Goals #1 through 7:* These goals focus on offering courses that meet the educational needs of our students, provide experiences that stimulate the acquisition of skills needed in our disciplines, provide both general and in-depth knowledge of the different areas of our disciplines, and help students move from theory to practical applications.

*Objectives #1 and 2:* These objectives focus on the development of faculty handouts that include such things as guidelines for writing course goals and objectives as well as course syllabi.

*Outcome for Objectives #1 and 2:* We developed faculty handouts that go beyond the stated objectives. These handouts are revised and updated periodically and include such things as the mission, vision, and value statements with strategic intentions as well as information about our organizational structure, faculty qualifications, instructional requirements and main responsibilities, faculty evaluation and effectiveness criteria, and course syllabi. The handouts are usually sent to faculty members before the semesters begin so that they can be used as a guide for course preparation. These handouts have been used as models by other programs.

*Objective # 3:* We will continue to offer our students the opportunity to do discipline-related community work for course credit, as well as supervised practica or internships, in order to help them gain practical learning experience while at the same time providing community service.

*Outcome for Objective # 3:* We currently offer students the opportunity to do volunteer work for course credit in many of our courses. In addition, we have two discipline-specific field courses that focus on service learning as well as a combined research internship course.

*Strategic Intention #3:* Provide effective teaching in Psychology, Sociology, and Social Work utilizing a wide range of teaching methods and available modes of instruction including technological applications as appropriate to the course content, learning/teaching styles, and student needs;

*Goal #3:* Faculty will be knowledgeable and experienced in the use of computer and media technology to assist teaching and learning, and they will apply this knowledge and experience in appropriate courses.

*Objective #3:* Faculty will be encouraged to acquire knowledge and experience in the use of computer and media technology so as to assist teaching and learning, and to apply this knowledge and experience in appropriate courses.

*Outcome for Objective #3:* Some faculty members have developed web pages for their courses, and some have developed PCM courses. Others are currently in the process of doing both.

*Strategic Intention #4:* Build strategic partnerships with other ACC programs as well as with other educational institutions and service organizations within the community.

*Goal #2:* Strengthen and expand our cooperative relationships with other educational institutions and service organizations within the community in order to enhance our students' educational experience and career opportunities.

*Objective #2:* We will increase the number of community contacts in order to offer our students opportunities that can enhance their educational experience and career opportunities.

*Outcome for Objective #2:* Currently we have cooperative relationships with several community service organizations such as Safeplace, Lone Star Hospice, Lifeworks, Any Baby Can, and Austin Children's Shelter, as well as with different departments in educational institutions such as The University of Texas. Our students do their volunteer work, practica, and internships in these types of organizations.

### ***REQUIRED STUDENT LEARNING OUTCOMES***

*Statistics Course (Psyc 2317/Soc 2743)* -- In the Fall 1997 semester, the Psychology and Sociology Programs analyzed student scores on four unit tests in the Statistics classes. Student learning outcome was defined as the grade obtained on these four tests. The established criteria was that at least 80 percent of the students would achieve an average equivalent to 70 percent mastery level or better on the four unit tests. The results showed that the percentage of students that received scores equivalent to 70 percent or higher on all four tests ranged from 88.9 to 100. The same analysis was performed on the scores obtained on the final comprehensive test. The established criteria was the same as for the unit tests, that is, at least 80 percent of the students would achieve an average equivalent to 70 percent mastery level or better. The results showed that the percentage of students that received a score of 70% or above on the final comprehensive test was 88.9. This student outcome suggests that, overall, the students were learning the information specified in the course objectives for these specific tests.

*Research Methods Course (Psy 2663/Soc 2653)* -- In the Fall 1997 semester, the Psychology and Sociology Programs analyzed student scores on the final comprehensive test in the Research Methods course. Student learning outcome was defined as the grade obtained on the final comprehensive test. We expected that at least 80 percent of the students would achieve an overall mastery level of 70 percent or above on this test. The percentage of students receiving a score of 70 percent or above was 75. Although the results suggest that, overall, the students are learning the information specified in the course objectives, we would have preferred it to be at the level specified in the established criteria.

Informal assessments and curricula development for both courses have been on-going. Plans for a second formal assessment is now in progress.

*Introduction to Psychology Course (Psyc 2301)* -- In the Fall 2000 semester, the Psychology Program collected survey data from faculty members teaching the Introduction to Psychology course. Results indicated that more than 80 percent of our faculty cover all the required objectives. The rest cover all but one or two objectives. All faculty members cover many other topics as well.

In order to measure student learning outcomes, an operational definition of collective student mastery was used -- the percentage of students in each class who completed the course with a grade of C or higher. Out of 846 students for whom data were available, 764 (90 percent) completed the Introduction to Psychology course with a grade of C or better. The data suggest that, overall, students are learning the course objectives.

## **SECTION 6: RECOMMENDATIONS**

Some of the recommendations presented below may require more time than many full-time faculty members now have available. Therefore, any attempts to implement these recommendations must be carefully planned and developed. The plans should consider such things as the amount of time and resources that are necessary to accomplish the required tasks effectively and efficiently.

### ***FACULTY QUALIFICATIONS AND HIRING ISSUES***

In order to maintain the quality and integrity of our transfer programs, and to meet the requirements set by our professional governing organizations, we recommend that ACC pursue hiring the highest qualified diverse faculty it can. For the transfer programs, this means, among other things, to hire faculty members with the minimum of a master's degree in the field. As we mentioned earlier, this requirement is essential in our disciplines and it is consistent with SACS criteria, which states that "Each full-time and part-time faculty member must have completed at least 18 graduate hours in the teaching discipline and hold a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline." (*Criteria for Accreditation*, 2000, pp. 41-42).

In addition to the minimum qualifications of formal education mentioned above, it is important that our faculty members remain current in the specific teaching discipline. Currently, ACC requires 4 hours of professional development for adjunct faculty members and 12 hours for full-time faculty members, which can be met by a wide range of workshops and activities. However, we recommend that the faculty members in our program continue to demonstrate commitment to the discipline through such avenues as field applications, discipline-related research, discipline-related community service, presentation of papers at professional conferences, publications in the field, or intensive study of the discipline through such activities as advanced courses, practica and internships, workshops and seminars, extensive literature review, etc. These have been program expectations for several years and they can and have been easily met.

In hiring full-time faculty members, we recommend that the current needs and composition of our programs be considered, as opposed to focusing primarily on college-wide characteristics

and needs, insofar as diversity is concerned. For example, the Psychology Program has four full-time faculty members all of which are females and of whom three are minorities. It is important that this composition be considered when hiring a new full-time Psychology faculty, in addition to considering the discipline-specific requirements and our overall program needs.

We also recommend that ACC continue to add to the number of full-time faculty members, so that the ratio of full-time to adjunct faculty members is improved. The ratio will not improve, if when full-time faculty members are hired, the number of adjunct faculty members also continues to increase. On the other hand, without hiring additional full-time faculty members, the ratio cannot be improved unless the numbers of adjunct faculty members is decreased. However, if the number of adjunct faculty members is decreased without, at the same time increasing the number of full-time faculty members, students will suffer because the number of sections offered would have to be reduced.

#### ***COMMUNICATION AND TEAM WORK***

We recommend that better use is made of the instructional teams that already exist and which were developed to address course-specific issues. There is an instructional team for each course. These instructional teams focus on such things as curriculum development and course assessment as well as other related issues. They have a different purpose from that of the collegiality teams that ACC is now trying to implement. Contact through the instructional teams is necessary for the program review process as well as for the ongoing experience of collegiality and collaboration among faculty members that teach the same course.

We also recommend that a representative of the program be available at each campus umbrella. This person should have enough authority to solve routine problems that cannot be achieved by simply placing a full-time faculty member at the campus. This recommendation can be coordinated with, or incorporated into ACC's new collegiality teams effort.

#### ***COMMUNITY SERVICE AND SERVICE LEARNING EFFORTS***

As mentioned earlier, community service and service learning are a vital component of our programs and their respective disciplines. However, although we have been actively involve in community service and service learning for many years, we believe that there is room to broaden and expand these services. Therefore we recommend the following new initiatives:

*Behavioral and Social Sciences Research Institute* -- A detailed and comprehensive plan for the Research Institute was developed several years ago as a response to an existing community need. However, we recommend that we look at the plan again to reassess the current need for the Institute and to see if it is feasible in the way that it was originally proposed, or if it should be changed in the light of current developments. The original proposal focussed on applied and evaluation research which was the need at that time.

*Collaborative Community Opportunities* -- In addition to the Research Institute, we recommend that we develop opportunities for our faculty members to collaborate with the Center for Community Based and Non-Profit Organizations in providing workshops or seminars on topics related to our disciplines.

#### ***PROGRAM-RELATED DATABASE AND INFORMATION SYSTEM***

After going through the program review process, we realized that our programs not only do not have sufficient information to make on-going decisions but also to address important program review and development issues. Therefore, we recommend that we develop a database for our programs in collaboration with the Office of Institutional Effectiveness.

### ***DISTANCE LEARNING COURSES***

The development of an instructional team within our Task Force to focus on distance learning education is recommended. The goal of this instructional team will be to develop a clear and comprehensive plan for our distance learning courses and to serve as an educational and informational resource for our faculty. The team will address the following concerns:

1. *Low student enrollment and faculty course load*—Some courses fail to attract enough students to qualify as a course (3 LEH loading), resulting in the elimination of the course itself unless the instructor is willing to teach the course for less than full pay. This policy assumes that the teaching of distance learning courses is not equivalent to teaching in-class courses.
2. *Assessment of student experience*—An examination of the withdrawal rates in these courses should be conducted in an effort to increase retention. In addition, explore utilization of faculty evaluation data collected through the OPC staff, etc.
3. *Faculty resources*—Faculty need information in the technology and the instructional implications of distance learning.
4. *Integration of concerns*—Integration of discipline specific concerns and desires with the concerns and desires of the OPC administrative staff is essential.

### ***TASK FORCE STRUCTURE***

There are some areas in which our three programs are more likely to improve if we make modifications to our current Task Force structure. The Behavioral Sciences Task Force includes our three academic transfer programs and one non-transfer program. The three transfer programs are in the same Task Force for two main reasons. One is that each separate discipline was not considered, under more recent college criteria, large enough (compared to other disciplines) to justify two separate discipline-specific Task Forces, as had existed earlier (Psychology Task Force and Sociology/Social Work Task Force). Second, because of our long history of working together and because our disciplines overlap in many areas and have common (cross-listed) courses, it made sense for our disciplines to be part of the same Task Force rather than be part of a Task Force that includes other unrelated disciplines. Since our current Task Force has multiple disciplines, having only one person serving as chair, is limited because no

one person can have enough objective in-depth knowledge of all the disciplines in the Task Force to allow adequate representation of these disciplines in college-wide meetings where important decisions are made. Two possible alternative models that we have discussed are the following:

*Model One* -- Have two co-chairs, one for each of the major categories of transfer programs in the Task Force: (1) Psychology and (2) Sociology/Social Work. Each would receive one course reduction per semester. In addition, we would have two assistant chairs, one for Psychology and one for Sociology/Social Work, also with one course reduction each per semester. This would keep the total at the four-course reductions that the Task Force currently has. However, because our Task Force also includes a non-transfer program (Human Development), another assistant task force chair to coordinate this program would be desirable.

*Model Two* -- Have two separate discipline-specific task forces, each with one chair and one assistant chair, and each with one course reduction in the teaching load. Although this model is a new proposal in the current administrative structure, the two separate discipline-specific task forces (Psychology and Sociology/Social Work) proved in the past to be very effective and efficient in dealing with discipline-specific needs and issues. Also, it allowed for people within the specific disciplines to work or communicate more directly with the dean and other key administrators. Collaboration between the disciplines was maintained through joint instructional teams, which we have maintained within our present task force structure, as well as through communication between the respective discipline department heads, or task force chairs, and joint task force meetings, when appropriate. It is important that we have a task force structure that will allow for this type of continued collaboration between the disciplines. This second proposed model would keep the total four-course reductions that our current multidiscipline Task Force has. However, because the multidiscipline Task Force also includes a non-transfer program (Human Development), this would imply another discipline-specific Task Force with its own chair.

These two models would allow program representatives from the transfer disciplines to be present and involved in the decision-making process, which is necessary, especially on those occasions where detailed information about the disciplines is needed immediately to have any impact on the decisions. As mentioned in a previous section, although the general functions and activities are coordinated through the Behavioral Sciences Task Force, the discipline-specific functions and activities are carried out at the program level. Thus, the people responsible for coordinating, monitoring, and carrying out the discipline-specific functions and activities need to be actively involved in the decision-making process and receive the necessary information in a timely fashion. At the present time, those persons in our large multidiscipline Task Force who have more knowledge about the programs and who are responsible for the program activities and tasks are left out of the decision-making process. In addition, they are expected to do these tasks without the necessary reduction in teaching load. The two models provide the needed course reduction. Also, having chairs and assistant chairs for each separate discipline allows the work to be distributed among several people who can help perform the necessary tasks without the problem of task overload and burnout that one person responsible for doing all the tasks may experience. In addition, using several people in leadership roles would increase effectiveness and efficiency.

When the details of the two models are developed and recommended to the appropriate administrators, the functions and responsibilities of the task forces should be addressed. For example, some of the duties that were previously performed by assistant deans, such as the scheduling of adjunct faculty to courses, are now assigned to the task forces. Such administrative responsibilities, although important, take time away from such duties as course and program development, program review and evaluation, development and implementation of new initiatives, and the coordination of ACC's programs with the respective programs at four-year colleges and universities to which our students are likely to transfer. Thus, we recommend that our Dean be allowed to have either an associate instructional dean or an assistant instructional dean that can perform these and other related administrative tasks. This would have the additional advantage of relieving both the Dean and the Task Force chairs so that they would have more time to work together and discuss instructional/program issues that may have direct impact or bearing on the specific disciplines.

## SECTION 7: ACTION PLANS

FACULTY QUALIFICATIONS, HIRING ISSUES, AND WORK LOAD			
YEAR	ACTIONS	TARGET DATE	RESPONSIBLE*
	Assess the need for additional full-time faculty members based on community, student, and program needs.	Ongoing	Shepperd Ramos-Cancel
FY 03	Officially communicate to the appropriate ACC administrators the rationale for specific faculty qualifications within our disciplines based on SACS criteria and the unique characteristics of our disciplines.	Fall, 2002	Shepperd Ramos-Cancel
	Develop and submit justification for course reduction for faculty involved in administrative types of duties, curriculum development, program review, and special projects.	Ongoing	Task Force
	Maintain a record of full-time/adjunct faculty ratio by semesters, campuses, and courses.	Ongoing	Task Force

FACULTY COMMUNICATION AND TEAM WORK			
YEAR	ACTIONS	TARGET DATE	RESPONSIBLE*
FY 03	Clarify and strengthen the functions of our college-wide Instructional Teams to ensure communication and collaboration on course-specific issues among faculty members who teach the same course(s).	Fall, 2002	Shepperd Ramos-Cancel
	Explore the feasibility of having at each campus umbrella a program representative with enough authority to solve routine problems.	Ongoing	Task Force
	Update and expand the faculty handouts to include	Summer, 2002	Shepperd

	additional information and/or procedures that will help to strengthen our communication with adjunct faculty members about course and overall program-related issues.		Ramos-Cancel
FY 03	Develop and implement strategies to increase communication and collegial relationships among campus faculty through ACC's newly implemented campus-specific Collegial Teaching Teams.	Fall, 2002	Lake Cisneros-Solis Pierce

COMMUNITY SERVICE AND SERVICE LEARNING EFFORTS			
YEAR	ACTIONS	TARGET DATE	RESPONSIBLE*
FY 04	Submit an updated plan for a Behavioral and Social Sciences Research Institute.	Fall, 2003	Shepperd Ramos-Cancel Khosropour
FY 05	Implement the plan if approved.	Fall, 2004	
FY 03	Explore the feasibility of collaborating with the Center for Community Based and Non-Profit Organizations in providing workshops or seminars on topics related to our disciplines.	Fall, 2002	Lake

PROGRAM-RELATED DATABASE AND INFORMATION SYSTEM			
YEAR	ACTIONS	TARGET DATE	RESPONSIBLE*
	Determine what information is needed to be able to make ongoing program decisions.	Ongoing	Shepperd Ramos-Cancel Khosropour
FY 03	Explore the feasibility of working with the Office of Institutional Effectiveness in developing a database and information system for our programs.	Fall, 2002	Shepperd Ramos-Cancel Khosropour

DISTANCE LEARNING COURSES			
YEAR	ACTIONS	TARGET DATE	RESPONSIBLE*
FY 03	Develop an instructional team that focuses on distance learning education. The goal of this instructional team will be to develop a clear and comprehensive plan for our distance learning courses and to serve as an educational and informational resource for our faculty.	Fall, 2002	Pierce Lake Khosropour Cisneros-Solis

BEHAVIORAL SCIENCES TASK FORCE STRUCTURE			
YEAR	ACTIONS	TARGET DATE	RESPONSIBLE*

FY 02	Write a justification for a change in the structure of our large multidiscipline Task Force and submit a recommendation of suggested models.	Summer, 2002	Shepperd Ramos-Cancel
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ASSOCIATE DEGREE PLAN			
YEAR	ACTIONS	TARGET DATE	RESPONSIBLE*
	Assess the impact of institutional and state policies or mandates on our three academic transfer programs, make recommendations, and submit to appropriate officials.	Ongoing	Shepperd Ramos-Cancel

PROGRAM REVIEW ACTIVITIES			
YEAR	ACTIONS	TARGET DATE	RESPONSIBLE*
FY 03	Establish a permanent Program Review committee for our transfer programs so that we can continue, on an ongoing basis, the Self-Study process that we initiated this year.	Fall, 2002	Shepperd Ramos-Cancel Khosropour Lake
	Assign a Program Review Committee Chair and request a one-course reduction for the Fall semester.	Fall, 2002	
	Assess annually our progress in implementing the action plans and anticipated changes mentioned in this document, as well as any other action plans that we may develop later as a result of changes in student, community, and program needs. Gather and analyze any additional data that may be needed to complete the annual review process.	Each Fall	Shepperd Ramos-Cancel Khosropour Lake
	Submit an annual, interim progress report and make recommendations.	Each Spring	
FY 06	Conduct a full program review of our transfer programs and write an official full report similar to this one.	Fall, 2005	Shepperd Ramos-Cancel Khosropour Lake

\*Note: These are the persons responsible for coordinating the recommended action efforts. If it says Task Force, it means that no one has been assigned yet. Assignment will be done later.

Most of the activities and changes that are recommended in this document can be achieved with minimal impact on the budget.

## **SECTION 8: COMMENTS**

The Program Review Committee members spent a great deal of time in analyzing the programs based upon the guidelines provided. We feel that we now have a better grasp of the details of both the strengths and weaknesses of the programs as well as a clearer vision as to how to implement improvements and new initiatives.

In addition, this was an opportunity for the Program Review Committee members to bring together a wide array of materials that have been developed and used at different times and for different purposes. By bringing the materials together in a formal document, we have been able to reaffirm the fact that the Psychology, Sociology, and Social Work Programs constitute, in general, a coherent whole, and have accomplished a great deal, although we have not always officially shared what has been done with others outside the programs. Rather than working as isolated, disjointed program units, our three transfer programs have functioned more like a Behavioral Sciences learning community.

We are pleased with this program review document. We feel that it is a good comprehensive document that can serve as a basis for future program reviews and as a guideline for our ongoing program activities.