



## **Instructional Program Review Summary 2003-2004**

Instructional Area: **DEVCOM**

Department: **DEVW**

Discipline: **Writing**

April 7, 2004

## Instructional Program Review Summary

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NOTE: An external reviewer should not be required to refer to the documentation notebook to understand the Instructional Program Review

Summary. Rather, data should be clearly cited in the summary so that the reviewer can easily find the source documents if needed.

### EXECUTIVE SUMMARY

Use the following guidelines to provide a concise overview/summary of the program review contained in this report.

Write a brief description of the goals and objectives of the discipline.

DEVW prepares students for success in college courses by providing the necessary instruction in the mechanics of writing and critical thinking skills. We have as our goal the desire to provide instruction in language skills that allows for successful academic communication.

Overview of how the program review was conducted. The review process consisted of meetings of the committee as well as meetings with the departmental faculty and the Developmental Communications task force. The chair also met with the staff of the OIE to review the reporting procedures. A larger meeting was held which included staff and students for the SWOT.

Summary of findings:

Progress on previous program review recommendations. DEVW is pleased with the progress that we have made as a department in having a large percentage of our students exit our final class and find success in regular college courses.

Program strengths. Our dedicated faculty and staff.

Areas for improvement. We want to excel in implementing the best practices in our educational area. We are a good department, but we want to be a great one. We want to increase the percentage of our students who are successful in the next college course (English Composition I). We also want to increase the diversity of our faculty so that it reflects the community.

Key planning issues. DEVW meets regularly (at least three times a semester) to discuss our curriculum and our exit standards. We also meet with the larger Developmental Communications task force to discuss and plan the shared objectives of DEVW and DEVR. Two of our courses are currently taught with reading courses in the Triangle Project. Five members of our full time faculty also serve on the Communications task force and five of their full time faculty members serve on the DEVW committee. Two of our full time faculty teach combined sections of DEVW and English Composition I.

Conclusions: What are the major conclusions regarding the present state of the program?

The DEWV program is excellent. Our students have exceeded our own expectations by being even more successful in their subsequent college courses than we had originally anticipated. We feel that our concentration during the last five years on refining and improving our exit criteria has made a difference in student success.

Recommend future directions for the program based on this review:

- Expand services
- Maintain services
- Reduce services
- Close program

Recommendations: Summarize the self-study's recommended actions for improving the quality of the program.

The committee recommends a continuance of the development of our curriculum and faculty. We want a greater percentage of our students to be successful in their subsequent college courses and in all areas of their academic communication.

### SELF-STUDY TEAM PARTICIPANTS

List the names of people who participated in the review and their association with your program.

Name **Laura Ore**                     ACC Faculty             Industry Representative   
Student

Name **Frank Cronin**                 ACC Faculty             Industry Representative   
Student

Name **Dolores Segura**                     ACC Faculty             Industry Representative  
 Student

Name **Cathy Smith**                     ACC Faculty             Industry Representative   
Student

Name **Developmental Writing Faculty**                     ACC Faculty             Industry  
Representative             Student

Name **Mary Leonard**                     ACC Faculty             Industry Representative  
 Student

Name                     ACC Faculty             Industry Representative  Student

Name                     ACC Faculty             Industry Representative  Student

### PROGRAM DESCRIPTION

Provide a brief description of the overall history, major developments and current objectives for your program (limit to 500 words).

The Developmental Writing department is part of the Developmental Communications task force, which is under the direction of the Dean of Communications. The department is composed of seven full time faculty members and a pool of twenty-two adjunct faculty. These professors are particularly well trained. Three of the full time faculty members have attended the Kellogg Institute of Developmental Education, directed by Hunter Boylan, and have become certified by the National Association of Developmental Educators. Two of the faculty, Patti Dungan and Stacey Thompson, presented an exemplary final report. In fact, the entire department belongs to the National Association for Developmental Education, and we were in part responsible for the 2003 national convention, which was held in Austin last February. Additionally, the entire faculty meets and exceeds the requirements for developmental faculty as set forth by the Southern Association of Schools and Colleges.

The department began at ACC as a part of the developmental education program known as Parallel Studies, which included math, reading, and writing. Because of a subsequent re-organization, the department was placed in the current division

of Developmental Communications. During the past three years, the department has met and exceeded many goals. As will be evidenced in this report, our many efforts have helped our students to be extremely successful in their subsequent college classes. In fact, we have a close relationship with the Communications Department as five of our faculty members also serve on the Communications task force, and five of the Communications faculty serve on our task force. Moreover, several of our professors also teach composition classes. Perhaps some of the greatest challenges that we have faced have come from the state government. In the past years, we have also been called on by the state legislature to respond to varied and excessive changes in the laws regarding developmental education and continuous remediation of students who are not prepared for the rigors of college work. Each time that the laws were challenged or modified, we have participated in the legislative reviews through testimony at Senate and House hearings. Currently, we are responding to the Texas Success Initiative and have already begun work on improving our exit criteria. The department certainly sees the challenges for the future. We are fond of reminding ourselves, lest we rest on past accomplishments, that we are a good writings department, but not a great one. We do aspire to be an excellent developmental writing program. We constantly are refining our curriculum, policies, and practices to be the best for our students. We strive to have the best practices of developmental education in place in the next few years.

**STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS (SWOT)**

List the names of people who participated in the SWOT and their association with your program.

Name Developmental Communications Task Force(DEVW and DEVR)   
 ACC Faculty  Industry Representative  Student

Name Jenifer Pascua  ACC Faculty  Industry Representative   
 Student

Name Zoar Calvetti  ACC Faculty  Industry Representative   
 Student

Name Frances Slaughter  ACC Faculty  Industry Representative   
 Student

Name Ziv Shafir  ACC Faculty  Industry Representative  Student

Name  ACC Faculty  Industry Representative  Student

Summarize the findings of the SWOT analysis. Focus on the top 5 or 6 issues and answer the following questions:

**Strengths:** In what does your program excel?

Course offerings: concentration on success

Flexibility of course delivery

Concerned and dedicated faculty

Excellent Learning Lab and support staff

Exit standards that match entry level standards of college courses

Extensive faculty development

**Weaknesses:** What are the aspects of your program, which, if not addressed, will impede the area's future?

Exhausted human resources

More communication with our colleagues in our task force

Improved communication with the counseling and advising staff

**Opportunities:** What factors does your program need to take advantage of in order to enhance the quality of the area?

New students who are in need of our services

The GED program: we need to serve as a bridge program to college courses where needed

Members of the community, Texas State Legislature, Texas Higher Education Coordinating Board

ESL and Nursing departments

Our new president

**Threats:** What are the external factors that could negatively impact your program's future?

Texas Higher Education Coordinating Board (we need to have input in decisions)

Texas State Legislature

Lack of sufficient funding

Discuss changes from the program's previous SWOT analysis.

Over the last three years our program has undergone tremendous changes and improvements. We have had a total change in the state administered remediation program. As a department, we are concerned about the effective remediation of our students. We are constantly working to improve our offerings, to help our students become successful in academic work, and to meet the requirements of the state.

## ANALYSIS

### [a] Relevance of the program to College mission and desired ends

#### Mission:

Review the program's purpose statement. Verify that the statement is current and accurate and reflects the mission of the college as a whole or update the purpose statement.

The Self-Study team reviewed the program purpose statement and found (select one):

The purpose statement is current, accurate, and reflects the mission of the college.

The purpose statement was revised as shown below:

#### Statement of Purpose

The Developmental Writing department prepares students for success in college courses by providing the necessary instruction in writing and critical thinking skills. The department also prepares students for success in passing measurements of preparedness (e.g., THEA, Compass).

In order to accomplish this mission we attempt to reach the following goals:

- To provide for all students a welcoming environment that is positive and comprehensive
- To help students value their own ideas and the ideas of others
- To provide excellent courses and support systems in conjunction with the Learning Labs
- To provide instruction in academic writing for all courses requiring writing and language learning skills
- To give the power that comes with the ability to communicate ideas effectively
- To aid students in passing THEA and other measures of writing success

#### Desired Ends (Board Policy A-2. Intended Outcomes)

How well does the program support the intended outcomes of the college by providing "service-area adults with the postsecondary and higher education they need and can use for productive useful lives?"

DEVW serves the community and our students very well.

In what ways does the program demonstrate an open, responsible exchange of ideas?

Instructors in DEVW focus in every class on the methods of discourse that our students need for academic success. This instruction requires students to state an opinion clearly, support this assertion with clearly observable facts, and give examples from real life. The aim of the entire program is improved communication skills. We are teaching the skills necessary to any exchange

of ideas. Our students must be able make decisions based on following a logical argument to a conclusion.

In what ways does the program provide an open door to educational potential?

The door to success in an academic setting is effective communication. We offer three different levels of writing experience with a rigorous exit measure to ensure that the students are prepared for what they will face in college courses. Communicating through the written word takes practice and skill. We offer plenty of both. When students are placed at the appropriate level , we can offer them the effective instruction that they need to reach their academic goals.

In what ways does the program take targeted action to address internal needs within available resources?

The financial problems of the past few years within the college have severely taxed the ability of the department to serve the students in need. We have had to cancel needed courses and class sections in order to comply with the financial constraints of the College. As a group we saw the need to be active in getting the resources that the college needed;consequently, we participated in asking the community to raise the tax base to a reasonable level for our college. We hope that the increased tax revenues will enable us to make some serious leaps forward, especially in the area of technical ability.

In what ways does the program demonstrate a commitment to integrity and exemplary standards?

The DEVW department is extremely proud of its integrity and exit standards. Prior to the state mandate for remediation, our department pursued its standard for excellence. In the past three years we have refined and revised the exit criteria for our third and final level of our course, Writing Skills II. The students who exit this course are fully prepared for the college composition courses that follow and for writing across the curriculum in all areas of academic study. Now, our third level course serves as the exit for students from required remediation. We are pleased to report that our success levels in subsequent college courses are excellent.

In what ways does the program demonstrate personal and professional ownership that generates accountability?

The DEVW faculty members have all been highly trained and exceed the educational requirements set by SACS. Three of our full time faculty members have been certified by the National Center for Developmental Education. All of the full time professors are members of the National Association for Developmental Education and each hold memberships in a variety of other professional organizations. In February 2003, our faculty participated in hosting the national convention of NADE, here in Austin. Two of our faculty members, presenting best practices of our department, led sessions at that convention.

**[b] Responsiveness to community needs and satisfaction of community demand**

In what ways does the program address a verifiable need for the student, community, and society?

Developmental Writing offers students a chance to sharpen their writing skills, so they can do well in college level writing, the workplace, the community and their personal lives. ACC's assessment program places students in the appropriate level, and first-week diagnostics assure that the assessment has placed students in the proper course. Since most students who have low-level writing skills have low level reading skills, the partnership of the Developmental Reading and Writing programs ensures that students receive a strong foundation in these skills. Our writing program's strength lies in our emphasis on all aspects of writing: the writing process, paragraph and essay organization, and proper use of grammar, mechanics and punctuation. Our aim is not only to improve students' writing but also to improve their critical thinking skills and speech skills.

Our program strives to show students that an ability to write well makes it more likely that they will attain what is important to them in their private lives. A well-written letter of complaint to a company, their ability to correctly fill out a job application, or write an essay as part of an admission process to a university makes a big difference in securing customer satisfaction, getting a job, or being admitted to an institution of higher education respectively.

Employers in our community rely on our school to provide them with workers who can communicate well both in speech and writing. Our writing courses offer students a chance to become more organized and fluent in expressing their ideas whether they are analyzing, describing, informing or persuading.

We hope that by exposing the students to socially relevant writing topics that they become more knowledgeable and involved in our democratic system and so improve our society. The Texas Higher Education Coordinating Board has recognized ACC's developmental program as one of the best in the state of Texas. Dr. Hunter Boylan, an expert in developmental education, has also recognized our program in *What Works: Research-Based Practices in Developmental Education*.

Describe the results of the program's most recent assessment of community need.

Each semester Developmental Writing courses sections are full or nearly full, showing that our community needs our courses for the many students who graduate from high school, who have attained GED's, or who are returning to school after some years, and who do not possess basic writing skills.

How do the program's five-year enrollment trends compare with those of the College overall?

With the new requirements by the state for remediation, our enrollments have decreased. We are certain that the students need for writing skills is really greater than the enrollment would indicate.

**[c] Accessibility to students and identification of unnecessary barriers**

Analyze when and where courses are offered (by campus, time of day, mode of delivery).

Students come to our Developmental Writing program with many barriers, including, among others, physical and learning disabilities, Limited English Proficiency (LEP), and lack of study skills (time management, note taking, reading, test taking and goal setting).

List the number of sections taught (by location).

Fall 1999

CYP 5

EVC 8

NRG 22

PIN 5

RGC 10

RVS 18

Distance Learning 1

Spring 2003 CYP 3

EVC 7

NRG 16

PIN 6

RGC 8

RVS 12

Distance Learning 1

List the number of sections closed or canceled per course.

Fall 1999

CYP 1

EVC 3

NRG 1

RVS 3

EXT 2

Spring 2003

No cancelled courses

How does each of the five-year demographic trends (gender, ethnicity, age group) for this program compare to the overall college trend? (List the source of your information.)

From the academic year 1999-2000 through Spring semester 2003 enrollment steadily increased. In The Fall semesters 1999 to 2002, enrollment increased from 746 to 863 students. In The Spring semesters 2000 to 2003, enrollment increased from 579 to 663 students. In The Summer semesters 2000 to 2002,

enrollment increased from 144 to 179 students. In each semester there were slightly more males than females. Gauging ethnicity, each semester showed the number for each group from largest to smallest to be Whites, Hispanics, Blacks, Asian Americans, and American Indians.

Identify any unnecessary barriers to students, especially those who are educationally disadvantaged and not well served by other colleges.

DEVW does not present any unnecessary barriers. Our business is almost exclusively with those who have been educationally disadvantaged.

**[d] Student outcomes including participation and successful-completion rates**

How do course completion rates (A-B-C-D rates) for courses within this program compare to College norms?

In the Fall semester Of 2001, 86% of the college completion rate consisted of a C or better, while 80% of the Developmental Writing completion rate consisted of a C or better.

What are the program completion or graduation rates (compared to intent as well as overall) for this program?

Graduation rates don't apply to our program.

How do withdrawal rates for courses compare to College norms?

In the Fall 2001 semester, the withdrawal rate for Developmental Writing was 24.1 %. From Fall semester 1999 to Spring semester 2003, teachers initiated 53.7% of withdrawals with excessive absences counting for the majority of reasons at 43.8%; and students initiated 35.7% of withdrawals with conflict between class and job counting for the majority of the reasons at 13.7%.

What do the results of the program's student learning outcomes assessments (departmental final exams, exit tests, standardized tests, etc.) indicate about the program?

An important measure of learning outcomes for Developmental Writing students is the performance of our students in college English Composition courses at ACC. In an ACC study, "Developmental Education Report for 2003-04," the school measured the success of students who successfully completed Developmental Writing in the next credit level English courses, Composition I and II within two years after completing Developmental Writing. For students who completed Writing skills II, the exit level of Developmental Writing, with a "C" or better, they had an average course grade of 2.68, a higher average than those in Composition I and II. Students who hadn't taken Developmental Writing had a lower grade average of 2.57.

The same report also shows that students who completed Writing Skills II with a "C" or better in Fall semester 2001 went on to be successful in Composition I and II. In the semesters from Spring 2002 to Summer 2003, 88% of the students

received a "C" or better in Composition I and 100% of the students received a "C" or better in Composition II.

**[e] Measures of program quality and educational value added**

- **Academic Standards**

What are the processes and procedures that the department uses to maintain academic standards and achieve consistency within the department?

The department holds regular meetings in order to maintain our standards and consistency. We also communicate frequently with each other via e-mail and the phone. All faculty members use a departmental syllabus for each class. We have had lengthy discussions about the program and our goals. However, perhaps the best procedure for achieving our outstanding success would be our exit grading sessions. At these meetings held at the middle and end of each semester, we reflect on and discuss again the basic principles of academic writing that we expect from every student.

- **Curriculum**

What procedures are used to assure that the curriculum is current and adequately meets the needs of students?

We are constantly refining and improving our course offerings. As mentioned in several places in this report, we are an exceptionally well trained faculty. Three of our seven full time faculty are certified as developmental educators. WE have institutional membership in NADE and seek other institutional associations. We travel to conferences and bring back new initiatives. At all times we are implementing the best practices in the field.

Are learning outcomes defined for courses and the program?  Yes  No  
Are course texts up-to-date?.  Yes  No  
Are course and program listings in the ACC Catalog up-to-date?  Yes  No  
Do all courses have up-to-date syllabi on file?  Yes  No

Evaluate the use of instructional resources (including those in the library).  
DEVW uses many of the instructional resources of the college. We are particularly proud of our collaboration with the library and the assignments which have been jointly prepared. Each course in our program has a mandatory library assignment.

Evaluate the extent to which technology impacts the mode of instruction, including the number of courses and sections taught via distance learning.  
Technology has had a tremendous impact on writing skills. We ask our students to prepare their essays on the computer, to research topics in the library and on the internet, to complete drill exercises in the learning labs, and possibly to take a class from a distance. We offer our final level of writing skills (Writing SkillsII) as a distance course (one each semester). For several semesters we attempted

to offer a course with heavy dependence on the internet and found it unworkable. However, we are always ready to hear about and work with new methods of delivery. Fundamentals of Writing and Writing Skills I both have mandatory labs attached to the regular classes. These students encounter technology in the form of drill exercises which they complete in the Learning Labs.

Evaluate the extent to which instruction is focused on problem solving, active learning, and work-based elements.

DEVW classes involve many opportunities for the students to participate in active learning and problem solving. The assignments discussed earlier(in the library and labs) require all of the above. Classroom techniques involving these elements are used by the entire faculty.

List below the current discipline-specific courses within the program and the date of the latest review.

|                                      |                     |
|--------------------------------------|---------------------|
| Course DEVW 0403                     | Date of Last Review |
| Course DEVW 1403                     | fall 2003           |
| Course DEVW 1413                     | Date of Last Review |
| Course DEVW 1403 with 1303           | fall 2003           |
| Course DEWV 1413 with learning comm. | Date of Last Review |
| Course                               | fall 2003           |
|                                      | Date of Last Review |

- **Faculty**

Do all faculty teaching in the program meet SACS requirements?

Yes  No (if no, please explain)

What is the ethnic diversity of the faculty?

We have two full time faculty members who are African Americans. The rest of our full time faculty(five members) and all of our adjunct instructors are of European descent.

What evidence is there that faculty are staying current in their respective disciplines and instructional methodologies?

We meet regularly(once each semester) as a faculty for faculty development. Consequently all of our faculty both full time and adjunct meet and many exceed the current requirements set by ACC administrative rules. Many of our faculty are also members of national professional organizations. Last year at the annual meeting of the National Association for Developmental Education, two of our faculty members presented workshops about especially successful programs in DEVW.

What recognition has been given to faculty within the last year?

Two of our faculty members, Patti Dungan and Stacey Thompson were NISOD recipients. Frank Cronin served as President of the Texas Association of Teachers of English as a Second Language.

Describe professional development activities in which program faculty participate. While many of our faculty attend conventions and conferences around the nation (many making presentations), we also have developmental opportunities here at ACC on different campuses. In the last year, we have concentrated on improving our exit essay testing(for the final course in our department) and on developing our curriculum for our entry and mid-level classes.

What percent (and the total number) of faculty participate in formal professional development activities on a regular basis?

DEVW faculty are very concerned about professional development, and we have 100% participation from our full time(7) and from our adjunct( as many as 22) professors.

Describe the types of discipline-related professional development activities offered.

We spent many months helping to develop the TASP plan for ACC. We have also participated in developing the plan for the Texas Success Initiative for ACC. We are constantly reviewing new textbooks and investigating software and other technical enhancements for our instruction.

What percent of sections do full-time faculty teach?

The full time teaching percentage ranges from a low of 39% in 1998 to a high of 52% in 2001.

What percent of contact hours do full-time faculty teach?

The full time faculty teaches approximately 40% of the contact hours

Are student evaluations of instruction within acceptable range?  Yes  No

To what extent are alternative modes of instruction incorporated into classes?

Our faculty members offer a variety of methods in dealing with students. We work with the students to discover their learning styles and try to respond with methods that apply. We offer our exit course as a distance learning opportunity. We have smaller classes for our beginning courses so that students can have individual attention. Even the learning labs help to facilitate one-on-one or small group instruction.

- **Student Satisfaction**

Do student course evaluations demonstrate satisfaction with courses?

Yes  No

**[f] Adequacy of program resources and efficiency of resource use**

Describe the overall adequacy of resources (human, technological and capital, facilities, and fiscal) available to the program for providing effective program delivery and outcomes.

Currently our department suffers from the last few years of austerity. We are in hopes that the new tax rate will help keep the deep cuts to the financial resources to a minimum. However, we know that the college suffers from reductions in state reimbursements. Nevertheless, DEVW would like to have more travel funds(so that we can develop professionally). We would also like more technology resources or at least technical resources which are the same at each campus. We also are in need of full time faculty. We need someone to represent our department on the new South Austin campus. We need a full time faculty member there. We already rely too heavily on the adjunct teaching force.

What is the ratio of full-time to adjunct faculty (by course and for the program overall)?

In comparison to the Communications Dean Area, DEVW has about 30% full time faculty to 70% adjunct faculty

How up-to-date is the equipment used by the program? The equipment used by DEVW is usually minimally sufficient. Most of the full time faculty have old computers. The equipment that our students use is somewhat more current. Our greatest problem is in having enough room for our labs which are attached to two of our courses. We really need more room at just about every campus.

Identify possibilities for improving the efficiency of the program's use of resources.

Currently we are as efficient as possible. We need more up-to-date software and computers.

**[g] Comparison of program performance, price, and enrollment with that of alternate local suppliers**

How is the program competitive with similar programs offered by other institutions or schools in the service area in terms of performance, cost to students, and enrollments?

There is really no other institution which offers the courses for remediation. In fact, ACC offers remediation for the students here as well as for those in other state institutions of higher learning in the area(e.g., University of Texas and Texas State University).

**[h] Direct and indirect program-related revenues and costs to the College**

Identify the major sources of revenue for the program, including grants, partnerships, etc.

Determining the actual cost for the program has proved very difficult as the data supplied in the FY 02 Program Revenues vs Expenses document supplied by the Business Office is flawed. The overstated adjunct salaries do not present a true picture of the cost of the program. Formerly, DEVW brought in more money than it will in the next few years because of TASP reimbursement from the state for those students who successfully passed the TASP test.

Compare program costs to those of other ACC programs.  
A true comparison could not be reached.

Compare the program's actual expenditures to the approved program budget for the previous two years.

In the last two years we have spent every penny allocated to us. We would point out that during that time, our budget was frequently raided by the administration because of the shortfall and lack of tax revenues from the state and from the citizens of the taxing district.

#### **TRANSFER or WORKFORCE AREA-SPECIFIC INFORMATION**

**Only Workforce Programs complete the following section.**

Report/status from latest external accrediting agency visit

N/A

When was the most recent program revision?

N/A

Number of declared majors intending to complete a program who complete degree/certificate requirements within 6 years

N/A

Average number of semesters it takes for students to gain degree/credential.

N/A

Number of graduates within the last three years

N/A

Demographics of graduates

N/A

Percent of graduates who are employed within one year of graduation.

N/A

What evidence exists that program completers (or near completers) are successful on the job? What, if available, are their beginning salaries?

N/A

Percent of employers indicating satisfaction with graduates.

N/A

Discuss the most recent results of Focus Group or internal survey of employers.

N/A

Number of employers indicating need for more graduates

N/A

Provide evidence of SCANS competency integration into course syllabi and programs.

N/A

How often does the program's advisory committee meet to discuss curriculum issues?

N/A

When and where are advisory committee minutes maintained and posted?

N/A

Evidence of recent review of curriculum by external advisory committee.

N/A

Advisory committee validation of entry level skills

N/A

**Only Transfer Programs complete the following section.**

Number and percent of graduates who transfer within one year of graduation.

**DEVW courses do not transfer.**

Number of articulation agreements with universities and colleges

N/A

Number of courses that transfer

N/A

Number of student complaints about problems with course transfer

N/A

Discuss the results of the most recent Survey/focus group of transfer institutions.

N/A

Discuss data from transfer institutions if available.

N/A

Number of students transferring successfully.

N/A

## CONCLUSIONS

Based on the information collected and analyzed during the program review process, what are the major conclusions of this review of the program?

Summarize them here and complete the *Program Status* form.

After completing this extensive review, it is obvious that DEVW is excelling in meeting its obligations to the student. However, we do need more resources, hourly help, and full time faculty. Because of our history of success with our students, we feel that our vision needs to be realized.

## PROGRAM VISION STATEMENT

State the program's vision or preferred future for the next five years. The vision statement should provide direction to the program as it makes improvements to enhance its effectiveness and efficiency.

DEVW must continue to improve its course offerings, exit criteria, student learning assistance, and the use of technology. We have chosen ten goals which we will present as recommendations from the department.

## RECOMMENDATIONS

What does the self-study team recommend for improving or maintaining the quality of the program? Summarize them here and complete the *Quality Improvement Plan* form.

Add diversity to our adjunct faculty so that our faculty reflects the classroom

Improve our technical capabilities so that each campus has adequate access

Secure a classroom for each lab class at each campus

Ensure a full time DEVW presence at the new South Austin Campus by hiring new full time faculty

Add diversity to our full time faculty

Improve our exit testing so that our students are even more successful in their college courses

Provide effective faculty development each semester so that our courses reflect the department's decisions concerning curriculum.

Secure institutional membership in the National Council of Teachers of English

Offer a learning community environment at the Northridge campus

Improve the exit criteria for Fundamentals of Writing and Writing Skills I

## ADDITIONAL COMMENTS

## **APPENDIX**

List all documents that you used in your report:

The statistical information supplied in this report was obtained from the material provided by the Office for Instructional Effectiveness at ACC. We also held a SWOT analysis in November 2003. The financial information was obtained from the FY2002 Program Revenues vs. Expenses.

When you have completed this report, send it via e-mail to the Coordinator for Institutional Assessment ([rwall@austincc.edu](mailto:rwall@austincc.edu)) as an attachment.

## Quality Improvement Plan Form for DEVW Program

To be useful, a plan must be based on distinct, measurable tasks or actions that strengthen the program. An action plan is not philosophical or abstract. It can and should include some “what ifs.” “If this equipment is purchased,” “If space is added,” or “If schedules are changed,” are examples.

The template below is intended to assist you in thinking and planning long-term. The College knows that factors can and do change so that some of these projected tasks may not occur—especially those projected for the third year. Furthermore, we know that this plan will need to be revised. Therefore, in one year, OIE will be asking you to update both your progress towards these tasks and to review/revise your tasks for the second and third year of the plan.

**Note on Requests for Funds :** Consider changes that require **one-time** costs (equipment, renovation, etc.) and changes that require **recurring** costs (typically new positions). *All requests for funding should indicate how they will improve learning and meet targeted objectives.*

| 2004-05   |   |   |  |                                 |
|---|---|---|--|---------------------------------|
| Goal: Add diversity to adjunct faculty                                      |   |   |  |                                 |
| Estimated completion date: 2005   |   |   |  |                                 |
| Task or Action  | Expected Outcome/<br>Measure of Success | Estimated Cost(s) with<br>Justification | Consequence if Not<br>Funded                           | Who is Responsible              |
| Seek out new adjunct faculty who will reflect the diversity of our students | A more diverse adjunct faculty          | unknown                                 | adjunct faculty much as we have now-not at all diverse | Adjunct Hiring Committee/DEVCOM |

| Goal: Improve our technical ability   |   |   |  |                    |
|---|---|---|--|--------------------|
| Estimated completion date: 2005   |   |   |  |                    |
| Task or Action  | Expected Outcome/<br>Measure of Success | Estimated Cost(s) with<br>Justification | Consequence if Not<br>Funded                                   | Who is Responsible |
| Secure rooms that are equipped with computers and that are connected to the internet for our labs | Better equipped students                | unknown                                 | underprepared students for DEVW 1413 and other college courses | Unknown            |

|   |  |  |  |  |
|---|--|--|--|--|
| which are attached to<br>DEVW 0403 and 1403 |  |  |  |  |
|---|--|--|--|--|

| <b>Goal:</b>                      |   |   |                                      |                           |
|-----------------------------------|---|---|--------------------------------------|---------------------------|
| <b>Estimated completion date:</b> |   |   |                                      |                           |
| <b>Task or Action</b>             | <b>Expected Outcome/<br/>Measure of Success</b> | <b>Estimated Cost(s) with<br/>Justification</b> | <b>Consequence if Not<br/>Funded</b> | <b>Who is Responsible</b> |
|                                   |   |   |                                      |                           |

| <b>Goal:</b>                      |   |   |                                      |                           |
|-----------------------------------|---|---|--------------------------------------|---------------------------|
| <b>Estimated completion date:</b> |   |   |                                      |                           |
| <b>Task or Action</b>             | <b>Expected Outcome/<br/>Measure of Success</b> | <b>Estimated Cost(s) with<br/>Justification</b> | <b>Consequence if Not<br/>Funded</b> | <b>Who is Responsible</b> |
|                                   |   |   |                                      |                           |

| <b>2005-06</b>   |   |   |   |                           |
|--|---|---|---|---------------------------|
| <b>Goal:Hire new full time faculty</b>                           |   |   |   |                           |
| <b>Estimated completion date:2006</b>                            |   |   |   |                           |
| <b>Task or Action</b>  | <b>Expected Outcome/<br/>Measure of Success</b> | <b>Estimated Cost(s) with<br/>Justification</b> | <b>Consequence if Not<br/>Funded</b>            | <b>Who is Responsible</b> |
| Ensure full time faculty presence at the new South Austin Campus | Better program at that campus                   | unknown   | reduced program effectiveness at the new campus | College                   |

| <b>Goal:Add diversity to full time faculty</b> |   |   |                                      |                           |
|--|---|---|--------------------------------------|---------------------------|
| <b>Estimated completion date:2006</b>          |   |   |                                      |                           |
| <b>Task or Action</b>                          | <b>Expected Outcome/<br/>Measure of Success</b> | <b>Estimated Cost(s) with<br/>Justification</b> | <b>Consequence if Not<br/>Funded</b> | <b>Who is Responsible</b> |
| Seek more diverse full time faculty            | Full time faculty will reflect the students     | unknown   | full time diversity that we have now | DEVW Hiring Committee     |

| <b>Goal:</b>                      |   |   |                                      |                           |
|-----------------------------------|---|---|--------------------------------------|---------------------------|
| <b>Estimated completion date:</b> |   |   |                                      |                           |
| <b>Task or Action</b>             | <b>Expected Outcome/<br/>Measure of Success</b> | <b>Estimated Cost(s) with<br/>Justification</b> | <b>Consequence if Not<br/>Funded</b> | <b>Who is Responsible</b> |
|                                   |   |   |                                      |                           |

| <b>Goal:</b>                      |   |   |                                      |                           |
|-----------------------------------|---|---|--------------------------------------|---------------------------|
| <b>Estimated completion date:</b> |   |   |                                      |                           |
| <b>Task or Action</b>             | <b>Expected Outcome/<br/>Measure of Success</b> | <b>Estimated Cost(s) with<br/>Justification</b> | <b>Consequence if Not<br/>Funded</b> | <b>Who is Responsible</b> |
|                                   |   |   |                                      |                           |

| <b>2006-07</b>   |   |   |                                      |                           |
|--|---|---|--------------------------------------|---------------------------|
| <b>Goal:Improve our exit testing</b>   |   |   |                                      |                           |
| <b>Estimated completion date:2007</b>  |   |   |                                      |                           |
| <b>Task or Action</b>  | <b>Expected Outcome/<br/>Measure of Success</b> | <b>Estimated Cost(s) with<br/>Justification</b> | <b>Consequence if Not<br/>Funded</b> | <b>Who is Responsible</b> |
| Make necessary changes and additions to our exit testing by using a grammar test in addition to the current essay test | Better equipped students for college writing    | unknown   | students not as well prepared        | DEVW Curriculum committee |

| <b>Goal:Provide effective faculty development</b> |   |   |  |                           |
|---|---|---|--|---------------------------|
| <b>Estimated completion date:2007</b>             |   |   |  |                           |
| <b>Task or Action</b>                             | <b>Expected Outcome/<br/>Measure of Success</b> | <b>Estimated Cost(s) with<br/>Justification</b> | <b>Consequence if Not<br/>Funded</b>             | <b>Who is Responsible</b> |
| Offer faculty the opportunity to continue to      | Better prepared students                        | unknown   | students will not be adequately prepared for the | DEVW Curriculum Committee |

|  |  |  |                    |  |
|--|--|--|--------------------|--|
| develop exit standards for Fundamental of Writing and Writing Skills I |  |  | next level course. |  |
|--|--|--|--------------------|--|

**Goal:**

**Estimated completion date:**

| Task or Action | Expected Outcome/<br>Measure of Success | Estimated Cost(s) with<br>Justification | Consequence if Not<br>Funded | Who is Responsible |
|----------------|---|---|------------------------------|--------------------|
|                |   |   |                              |                    |

**Goal:**

**Estimated completion date:**

| Task or Action | Expected Outcome/<br>Measure of Success | Estimated Cost(s) with<br>Justification | Consequence if Not<br>Funded | Who is Responsible |
|----------------|---|---|------------------------------|--------------------|
|                |   |   |                              |                    |