



## **Instructional Program Review Summary 2005 - 06**

Instructional Area: **Transfer**

Department: **Communications**

Discipline: **English**

January 23, 2006

## 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.

The goals of Composition I are to promote

- critical thinking, reading, and writing within an intercultural context;
- clear, coherent, confident, and effective communication;
- collaborative writing and learning;
- literary analysis;
- an awareness of the universal human concerns that are the basis for literary works;
- an appreciation of language as an artistic medium and of the aesthetic principles that shape literary works;
- an understanding of literature as an expression of human values within a historical and social context.

Overview of how the program review was conducted.

There was an initial organizational meeting attended by most of the members of the committee on October 14, 2005. During that meeting the committee members discussed the direction of the review and generated responses to general questions to be addressed in the review. On November 18, 2005 the committee participated in the SWOT session. On December 2, 2005 most of the members who attended the SWOT session reviewed and analyzed the results of that session. In addition the committee generated a list of recommendations. At other times during the semester, members of the committee communicated by email and reviewed drafts of the report.

Summary of findings:

Progress on previous program review recommendations.

The previous recommendations have been only partially achieved. 1) There is still a need to hire more full-time faculty. 2) Discipline-specific faculty development workshops have been created, but have not been

consistently available. 3) Though some interdisciplinary courses have been developed, there has not been a consistent focus. 4) The writing needs of other disciplines has been studied. The results of the study will need to be used to develop a strategy. 5) There has been little progress on the procedure to encourage uniformity in grading standards for composition courses.

Program strengths.

The program strengths are the dedicated, creative faculty and the standardized curriculum. The faculty provide a consistent resource for innovation and curriculum development.

Areas for improvement.

Improvement should focus on ensuring that there is consistency in grading and that more opportunities for communication among the faculty are created.

Key planning issues.

Planning will be affected by the pressures and fragmentation caused by the continuing growth of the college.

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

The department is stable and is well-positioned to respond to pressures and opportunities. A well-qualified faculty provide instruction that helps further the objectives of the college. The curriculum provides a strong background for both transfer and workforce students. The standardization of syllabi allows the department to evaluate the results of instruction in all courses.

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.

1) The department should have 2 additional full-time faculty.

- 2) Discipline-specific faculty workshops should be sponsored on a rotating basis by the faculty on each campus.
- 3) A procedure that will encourage interaction with other departments should be developed. The procedure should address the development of interdisciplinary courses and identify areas of common concern between Composition I and Developmental/ESL teachers.
- 4) A system for using the results of the study of the writing needs of other disciplines should be developed.
- 5) An annual orientation to reinforce consistency in grading in composition courses should be developed.

### SELF-STUDY TEAM PARTICIPANTS

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

Name Shannon Bailey                       ACC Faculty                       Industry Representative  
 Student

Name Christine Berni                       ACC Faculty                       Industry Representative  
 Student

Name Sandy Johnson                       ACC Faculty                       Industry Representative  
 Student

Name Judith Laird                       ACC Faculty                       Industry Representative   
Student

Name David Lydic                       ACC Faculty                       Industry Representative   
Student

Name Bill Montgomery                       ACC Faculty                       Industry Representative  
 Student

Name Lennis Polnac                       ACC Faculty                       Industry Representative  
 Student

Name Liz Roth                       ACC Faculty                       Industry Representative   
Student

Name Michael Sirmons                       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 English Department has been a central part of the curriculum since the college opened in 1973. The course offerings of the department have been consistent for many years, consisting of Composition I , Composition II, and an array of literature courses. A few courses have been deleted from the curriculum over the years. Some like Applied Communications and Introduction to Literature II were dropped because of transferability problems. Technical writing and some creative writing courses were moved to separate departments for administrative efficiency.

Throughout its history the department has focused on the development of composition courses that will meet the needs of community college students and

provide a flexible, non-punitive leaning environment. The composition courses have used a standardized competency-based system of grading that allows the faculty to evaluate the performance of students completing the composition courses.

The department has developed a variety of literature courses, including a general Introduction to Literature, American Literature I & II, British Literature I & II, and World Literature I & II. The syllabi for these courses emphasize the development of an appreciation of cultural contexts and aesthetic principles as well as an understanding of the principles involved in the analysis of literary texts.

The English Department has had an important role in the development of distance learning courses. In addition, recently, the department has been active in the development of courses for the honors curriculum and for service learning.

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

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

Name Shannon Bailey                       ACC Faculty                       Industry Representative  
 Student

Name Christine Berni                       ACC Faculty                       Industry Representative  
 Student

Name Judith Laird                       ACC Faculty                       Industry Representative  
 Student

Name David Lydic                       ACC Faculty                       Industry Representative  
 Student

Name Bill Montgomery                       ACC Faculty                       Industry Representative  
 Student

Name Liz Roth                       ACC Faculty                       Industry Representative  
 Student

Name Michael Sirmons                       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?

The main strength of the department is its faculty. They are dedicated, involved, and diverse, a mixture of young and experienced teachers, who bring both consistency and innovation to the classroom.

The curriculum is also a strength. Standardized syllabi for all courses provide consistency, while allowing for a diversity of approaches in the classroom. The composition courses are especially important. They reflect the commitment of the department to a non-punitive learning environment that recognizes the key role of revision in developing strong writing and critical thinking skills.

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

The primary weakness identified is lack of complete consistency in the application of grading standards in composition courses. A number of teachers do not enforce the minimum standards for the "C Test" established by the department.

Another weakness is an increasing lack of communication among the faculty in the department. This tendency may have some bearing on the problem with grading standards.

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

The department can take advantage of the problem with grading standards to develop stronger faculty communication and interaction within the department. In this way collegiality, team building, and exchange of ideas can be facilitated. It is also important to increase lines of communication with other disciplines, especially Developmental Studies and ESL.

The increasing availability of sophisticated technology offers an opportunity for all instructors to have an online presence and take advantage of the many media options available to supplement and support classroom instruction.

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

External factors that can affect the department are actions taken at the state level like the Rule of 3 which can lead to pressures on teachers to accept substandard work. Decreasing funding from the state is an everpresent threat.

The pressures of increasing college enrollments and population growth in the service area can lead to increased workloads and faculty burnout.

The increasing fragmentation of the institution is a threat to the cohesiveness of instructional practices and standards. The proliferation of distance learning courses may also create some administrative problems.

Discuss changes from the program's previous SWOT analysis.

Although the overall content of the current SWOT analysis is similar to the previous analysis, the emphasis seems to have changed. In particular, the problem of maintaining consistent grading standards in composition courses seems to have become more prominent.

### **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. Enter the program's purpose statement:

The purpose statement was revised as shown below (enter the revised purpose statement): The English Department of Austin Community College offers a carefully sequenced series of courses in writing and literature designed to develop students' abilities to read and write effectively and to value literature. Students completing English courses will be better prepared for other ACC courses, transfer to four-year colleges, and entry into the workplace.

##### **Intended Outcomes (Board Policy A-2. Intended Outcomes)**

How well does the program support the intended outcomes of the college to "ensure a quality return on the public's investment in its community college district?"

The Department encourages students to succeed by offering a variety of options both in courses and in instructional methodology. The standard syllabi for writing courses require that teachers create a non-punitive writing environment, focus on revision, and encourage the development of minimum competencies in usage and grammar. In literature courses students continue to develop writing competencies, analytical skills, and an appreciation of literature.

In what ways does the program encourage students to become lifelong learners?

In composition courses, through the process of revision, students learn to appreciate the interrelationship between reading and writing. They begin to see writing in a context that emphasizes critical reading and critical thinking, a skill that encourages lifelong learning. In addition, students in literature courses develop an appreciation of the value of studying literature as a way of expanding their understanding of human experience and gaining access to other cultures.

In what ways does the program provide accessible and affordable services for all who qualify and have the ability to benefit?

English courses are offered at all locations throughout the day and evening.

In what ways does the program achieve enrollments reflecting the diverse and traditionally underserved populations in numbers that mirror the local populations of our Service Area?

Sections of all courses offered in the department are spread throughout the service area at a variety of times in order to accommodate a diverse student population.

In what ways does the program promote achievement of students' educational goals, student retention, and program completion?

In its composition courses, the English department uses a non-punitive, non-adversarial approach. The departmental syllabi require a competency-based grading system that provides numerous opportunities for revision.

In what ways does the program achieve student performance that meets or exceeds state and national benchmarks in transfer to universities, job placement into family-wage careers, retention and completions, basic skills acquisition, literacy level increases, and successful transition from developmental to college-level courses?

In Composition I and II each student must pass a departmental exam to receive a grade of C in the course. Instructors grade the "C Test" for their students. At the end of each fall semester, randomly selected tests are sent to the Curriculum and Assessment Committee for random holistic grading. These annual assessments allow the Department to measure student learning.

In what ways does the program improve personal lives by advancing students toward further education or contributing to their ability to succeed in the workplace and be productive citizens?

The English Department's curriculum is a bridge that allows students to transfer successfully to four-year colleges and universities. Because writing skills are essential for success in all areas of life, the English department has a central place in the preparation of students for further education and for entrance into the workplace. In addition, the study of literature allows students to expand their understanding of human nature in general and other cultures in particular.

In what ways does the program demonstrate efficient administration and services that avoid procedures that waste the money or time of students?

The department establishes clear guidelines for administrative procedures at both the beginning and the end of the semester. Cost to students is one factor that faculty take into account when selecting textbooks. In addition, to its 16-week offerings, the department offers courses during the 8- and -12 week semesters.

In what ways does the program contribute to creating an institution that is a good place to learn, work, and experience the higher education process?

Both the non-punitive grading system and the opportunities for revision in the composition courses help to eliminate some of the stress generally associated with writing courses. A dedicated and diverse faculty who engage in regular skills development create a challenging and rewarding learning environment for students. Honors courses are also available for highly motivated students.

Does the program assess and review its effectiveness each year and report its findings in the Unit Level Effectiveness Assessment Database (ULEAD)?

Yes.

**[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?

English courses are part of the core curriculum and the general education requirement for most programs in the college, both transfer and workforce. The Department has responded to the projected needs and demands of the opening of the South Austin campus by allocating resources and scheduling classes at that location.

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

We adhere to the college's mission statement by providing a range of course offerings at many times throughout the day and evening.

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

From the Fall of 2000 to the Fall of 2004, the college enrollment has increased from 25,856 to 29,004, an increase of 12 %. During the same period the enrollment in English courses has increased from 6,925 to 7,935, an increase of 14%.

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

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

English courses are optimally distributed throughout the day at all campuses. From Fall 2000 through Spring 2005, 3,303 sections of English have been offered. During this period the distribution by time of day is 41% during the mornings, 34% during the afternoons, 23% during the evenings, and 2% on weekends.

Not all literature courses are offered every semester at each of the main campuses, but the distribution overall gives students an adequate number of choices.

The distribution by campus and mode of instruction are discussed in the next section.

List the number of sections taught (by location).

At Cypress Creek the number of sections has increased by 17%, from 29 in Fall 2000 to 34 in Fall 2004. At Eastview the number of sections has increased by 18%, from 11 in Fall 2000 to 13 in Fall 2004. Northridge had the largest increase of all the campuses where the number of sections increased by 24%, from 51 in Fall 2000 to 63 in Fall 2004. The offerings were static at Pinnacle with a slight decrease of 2%, from 37 in Fall 2000 to 36 in Fall 2004. Rio Grande also has been relatively static with a slight increase of 2%, from 58 in Fall 2000 to 59 in Fall 2004. Riverside had an increase of 7%, from 43 in Fall 2000 to 46 in Fall 2004. The offerings at sites other than the six main campuses had a slight decrease of 3%, from 29 in Fall 2000 to 28 in Fall 2004. Distance learning offerings had a dramatic increase of 100%, from 17 in Fall 2000 to 34 in Fall 2004.

List the number of sections closed or canceled per course.

During the period from Fall 2000 through Spring 2005, very few sections were canceled, only 150, and 56% of those were at locations other than the six main campuses (including distance learning 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.)

#### Gender

College-wide from Fall 2000 to Fall 2004 the percentage of females has increased from 54.3% to 56.3% while the percentage of males has decreased from 45.7% to 43.7%. In English courses during the same period, the percentage of females has increased from 49.8% to 52.8% while the percentage of males has decreased from 50.2% to 47.2%.

#### Ethnicity

In Fall 2000 the distribution by ethnicity college-wide was White 63.5%, Hispanic 20.6%, Black 6.6%, Asian/Pacific Islander 6.0%, Am. Indian/Alaskan Native .7%, International 1.4%, and Unknown 1.3%. In that same semester the distribution by ethnicity in English courses followed the college-wide distribution very closely: White 65.4%, Hispanic 20.7%, Black 5.1%, Asia/Pacific Islander 5.1%, Am. Indian/Alaskan Native .7%, International 1.2%, and Unknown 1.7%.

In Fall 2004 the distribution by ethnicity college-wide was White 60.5%, Hispanic 22.5%, Black 7.1%, Asian/Pacific Islander 5.1%, Am. Indian/Alaskan Native .8%, International 2.4%, and Unknown 1.7%. In that same semester the distribution by ethnicity in English courses also followed the college-wide distribution closely: White 62.7%, Hispanic 22.5%, Black 5.9%, Asian/Pacific Islander 4.1%, Am. Indian/Alaskan Native .9%, International 2.2%, and Unknown 1.7%.

#### Age

From Fall 2000 through Fall 2004 the distribution by age has remained constant with the vast majority of students 78.6% in 2000 and 78.8% in 2004 being under 30. The distribution in English courses follows the college trends.

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

Not applicable.

**[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?

During the period from Fall 2000 through Fall 2004, the completion rates college-wide have been constant, 68% in 2000 and 69% in 2004. In Fall 2000 the grade distribution rates were as follows: A 28%, B 22%, C 15%, D 3%. In Fall 2004 the grade distribution rates were nearly the same: A 28%, B 22%, C 16%, D 3%.

Grade distributions for English courses vary by course.

In sophomore literature courses, the completion rates were the same as college-wide completion rates. The grade distribution parallels the college-wide distribution. In Fall 2000 the completion rates were as follows: A 24%, B 28%, C 14%, D 2%. In Fall 2004 they were nearly the same: A 26%, B 25%, C 15%, D 3%.

In composition courses, the completion rates were lower than college-wide and sophomore literature completion rates.

In Fall 2000, Composition I had a 58% completion rate with a grade distribution as follows: A 16%, B 18%, C 23%, and D 1%. In Fall 2004 the completion rate rose slightly to 60% with a grade distribution as follows: A 16%, B 18%, C 25%, and D 1%.

In Fall 2000, Composition II had a 64% completion rate with a grade distribution as follows: A 17%, B 20%, C 26%, and D 1%. In Fall 2004 the completion rate fell to 60% with the following grade distribution: A 16%, B 18%, C 25%, D 1%.

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

The number of students majoring in English is very small. In 2001-02 there were 6. In 2002-03, 6. In 2003-04, 17.

How do withdrawal rates for courses compare to College norms?

College-wide withdrawal rates have declined from 25% in Fall 2000 to 21% in Fall 2004.

Although higher than the withdrawal rates college-wide, the withdrawal rates in sophomore literature courses declined from 26% in Fall 2000 to 24% in Fall 2004.

In composition courses the withdrawal rates were higher than withdrawal rates in literature courses, yet they also declined during the period. In Fall 2000 withdrawal rate in Composition I was 31% while in Fall 2004 it was 28%. In Composition II in Fall 2000 the withdrawal rate was 29% and had declined to 27% in Fall 2004.

List the expected learning outcomes for the program.

Students should be able to

- identify rhetorical purposes and methods of organization appropriate to topic, thesis, and audience;
- collect, read, analyze, and use information from a wide range of sources;
- write a coherent essay observing appropriate grammatical, mechanical, and stylistic conventions;
- evaluate, edit, and revise at all stages of the writing process;
- think, read, and write critically;
- effectively use referential (interpretive/analytical) writing;
- critically analyze literary texts;
- appreciate and understand how the elements of literary texts work together;

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

In Composition I and Composition II courses, the C Test is a mandatory writing exam that students must pass in order to receive a "C" in the course.

The results of the holistic grading of selected C Tests in Composition I from 2001 to 2004 suggest that over 70% of the tests are consistent with departmental grading standards. The results were as follows: 2001- 72%, 2002 - 72%, 2003 - 74%, and 2004 - 71%. The results of grading for Composition II C Tests showed that a higher percentage of tests were consistent with departmental grading standards: 2001 - 78%, 2002 - 76%.

During the period from 2002 through 2004, the department evaluated a sample of research papers submitted in Composition I courses. The percentage of acceptable papers were as follows: 2002 - 51%, 2003 - 42%, and 2004 - 59%.

### **[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?

Standardized syllabi outline learning objectives and kinds of assignments for all classes.

The department conducts periodic grading of sample C Tests (Composition I and II) and research papers.

- **Curriculum**

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

The Curriculum and Assessment Committee of the English Department reviews all courses in the curriculum regularly.

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).

Instructional resources are adequate to support instruction in the department.

Evaluate the extent to which technology impacts the mode of instruction, including the number of courses and sections taught via distance learning.

The number of courses and the number of sections taught via distance learning has increased steadily from 2000 to 2004. In the Fall of 2000, 17 sections were taught via distance learning (8 Composition I, 5 Composition II, and 4 Introduction to Literature). In the Fall of 2004, the number of sections had doubled to 34 (14 Composition I, 9 Composition II, 1 British Literature II, 1 American Literature II, 3 World Literature I, and 6 Introduction to Literature). This increase in the distance learning offerings shows a continuing commitment to distance learning.

In the regular classroom many instructors use video and powerpoint presentations to enhance traditional instruction.

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

The departmental syllabi require that grades be based primarily on writing activities. In composition courses the entire grade must be based on writing activities, while in literature classes a majority of the grade must reflect writing

activities. Writing, by its very nature involves problem solving and active learning. It can also be immediately relevant to work-based activities.

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

CourseEngl 1301 & 1302	Date of Last Review	2003
CourseEngl 2342	Date of Last Review	2001
CourseEngl 2322 & 2323	Date of Last Review	2001
CourseEngl 2327 & 2328	Date of Last Review	2001
CourseEngl 2332 & 2333	Date of Last Review	2001

- **Faculty**

Do all faculty teaching in the program meet SACS requirements?

Yes  No (if no, please explain)

Follow the directions below to complete the SACS *Roster of Instructional Staff*.

Column One: Provide the name of the faculty member and indicate full or part time status.

Column Two: List, from the ACC Catalog, the course prefix, course number, and course title of all credit courses taught. If appropriate for establishing the relationship between the course and the faculty member's qualifications, provide the course description as well. Indicate whether the courses are Transfer (T) or Non-Transfer (N).

Column Three: List each academic degree earned by the faculty member, and indicate the discipline (concentration or major) of each degree; the institution which awarded the degree; and the total number of graduate semester hours earned in each discipline in which courses have been (or will be) taught.

Column Four: Specify qualifications such as diplomas or certificates earned (with field indicated), related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, and other demonstrated competencies and achievements (such as publications or papers presented) that contribute to effective teaching and student learning outcomes. Make clear the relationship between these qualifications and the content of the courses assigned to the faculty member.

1) Name	2) Courses Taught	3) Academic Degrees Earned	4) Other Qualifications
Arceneaux, Crystal FT	Courses vary each semester.	MFA Texas State University-San Marcos	
Arevelo, Christopher FT		MA St. Mary's University	
Barnett, Dorothy FT		MA University of Texas at Austin	
Barrett, Carol FT		PhD University of	

Berni, Christine FT		Texas at Austin PhD University of Rochester	
Boyar, Billy FT		PhD Arizona State University	
Coe, David FT		PhD University of Texas at Austin	
Flores, Jose FT		MA University of Texas at Austin	
Garcia, Patricia FT		MA Colorado State University; MA Southwest Texas State University	
Grant, Lyman FT		MA Texas A&M University	
Lewis, Barbara FT		PhD University of Southern California	
Lostracco, Joe FT		MA University of Texas at Austin	
Lydic, David FT		PhD University of Texas at Austin	
Montgomery, Maxine FT		PhD University of Texas at Austin	
Moore, Lee FT		MA Vanderbilt University	
Morgan, Kazal FT		PhD University of Texas at Austin	
Phillips, Marcella FT		MA University of Texas at Arlington	
Polnac, Lennis FT		PhD University of Texas at Austin	
Robertson-Rose, Paula FT		PhD University of Texas at Austin	
Sanders, Judy FT		Edd Nova Southeastern Univesity	
Sirmons, Michael FT		MA Texas Tech University	
Staples, Katherine FT		PhD University of Texas at Austin	
Thomas, Anne-		PhD Louisiana State	

<p>Marie FT</p> <p>Wagner, Dorothy FT</p> <p>Whitley-Bogard, Diane FT</p>		<p>University</p> <p>PhD University of Texas at Austin</p> <p>MA Texas A&amp;M University-Kingsville</p> <p>All full-time faculty are qualified to teach the English courses offered. All of this information is recorded in the most recent SACS report.</p>	
<p>Part-Time Faculty change each semester.</p>	<p>Courses vary each semester.</p>	<p>Part-Time faculty qualifications are checked by the Faculty Committee of the English Department. This committee verifies each part-time faculty member's qualifications at the time they are interviewed and added to the part-time pool. In addition, the Faculty Committee determines which courses the adjunct faculty member should teach.</p>	

What is the ethnic diversity of the faculty?

The ethnic makeup of the faculty in the English Department is 80% White, 12% Hispanic, and 8% Black.

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

The evaluation process is conducted each fall semester and ensures that all faculty meet the college's requirements for professional development.

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

A number of faculty in the English Department have been recognized.

Christine Berni, who teaches English at Northridge, received a NISOD Excellence Award in 2002 and a sabbatical in 2004.

Joe Lostracco, who is English Department Chair and teaches at Rio Grande, received a NISOD Excellence Award in 2005.

Katherine Staples, who teaches at Northridge, received a Distinguished Service Award from the Council of Progress in Technical and Scientific Communication in 2005.

Jose Flores was invited to read his poetry and perform with "El Conjunto Aztlan" at the Smithsonian Institution, Washington, D.C. in an event scheduled for September 16th, 2005 at the National Museum of American History.

Jose is a poet, songwriter, and professor of English at RGC. His second CD ("From Aztlan with Love...") with Conjunto Aztlan includes 7 of his compositions and has been praised by the Austin Chronicle and hailed as an "instant classic" by the magazine Rumbo.

Describe professional development activities in which program faculty participate.

Most of the faculty attend the activities during faculty development day at the beginning of the fall and spring semesters.

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

All.

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

Members of the department give discipline-related presentations during faculty development days at the beginning of fall and spring semesters. Other members of the department attend those presentations. A number of faculty members are also active in professional organizations like the MLA, NCTE, and especially TYCA.

What percent of sections do full-time faculty teach?

In FY 2004, 44% of the sections were taught by full-time faculty. This figure is an improvement over FY 2000 when 33% of sections were taught by full-time faculty.

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

In FY 2004, 45% of the contact hours were taught by full-time faculty. This figure is an improvement over FY 2000 when 36% of contact hour taught by full-time faculty.

Are student evaluations of instruction within acceptable range?  Yes  No

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

In literature classes videotaped versions of short stories, dramas, and novels are used frequently to add another dimension to the class discussion and lectures. In composition classes video projectors hooked up to computers allow teachers to demonstrate research techniques used in online and library searches. Other instructors give power point presentations. Some even integrate resources from Blackboard, like discussion boards, into the regular classroom assignments. In addition, students in Composition I are required to complete the InfoGame, an online tutorial introducing them to internet research.

- **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 capitol, facilities, and fiscal) available to the program for providing effective program delivery and outcomes.

The ratio of full-time to adjunct faculty is a perennial source of concern.

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

The ratio of adjunct to full time in the department is 3 to 1 (75 to 25).

How up-to-date is the equipment used by the program?

Computer equipment and audio-visual equipment are continually updated by the college.

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

Increase the number of full-time faculty.

**[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?

Not available.

**[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.

The sources of revenue for the English Department are state funding and tuition. English is the second largest producer of revenue in the college.

Compare program costs to those of other ACC programs.

The English Department costs are in line with the costs of other the other large departments in the college (Mathematics, History, Government, Foreign Language, Psychology, Economics, and Biology).

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

The actual expenditures were in line with the approved program budget.

**TRANSFER or WORKFORCE AREA-SPECIFIC INFORMATION**

**Only Workforce Programs complete the items below.**

Report/status from latest external accrediting agency visit

When was the most recent program revision?

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

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

Number of graduates within the last three years

Demographics of graduates

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

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

Percent of employers indicating satisfaction with graduates.

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

Number of employers indicating need for more graduates

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

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

When and where are advisory committee minutes maintained and posted?

Evidence of recent review of curriculum by external advisory committee.

Advisory committee validation of entry level skills

**Only Transfer Programs complete the items below.**

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

Number of articulation agreements with universities and colleges

17

Number of courses that transfer

All courses taught in the English department transfer.

Number of student complaints about problems with course transfer

None

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

Not available.

Discuss data from transfer institutions if available.

Not available.

Number of students transferring successfully.

Unknown.

## 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.

The department is stable and is well-positioned to respond to pressures and opportunities. A well-qualified faculty provide instruction that helps further the objectives of the college. The curriculum provides a strong background for both transfer and workforce students. The standardization of syllabi allows the department to evaluate the results of instruction in all courses.

## 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.

The English Department at ACC values innovation and diversity in its courses while maintaining consistency across the sections of each course offered and upholding viable standards across its curriculum. While we work for that consistency in all courses, it is especially important in composition courses where writing skills for freshman students are refined and improved. These composition courses provide the writing skills essential for success in sophomore literature courses, courses in other academic disciplines, courses in four-year colleges, and the workplace.

We want our students to appreciate the value of studying language and literature as a way of expanding their understanding of human experience. The study of literature is an indispensable tool for gaining access to other cultures and other ways of knowing. We view the study of literature as an essential part of education.

We are committed to maintaining professionalism in the department and encouraging collegiality and the exchange of ideas and information among the members of the department. Further, we recognize the need for interaction with the faculty in other departments.

We are committed to enhancing the competencies of students in writing, reading, and critical thinking in support of the general education and core curriculum requirements of the college.

We are committed to increasing the success rates of students in our courses as well as preparing them to transfer to other institutions or succeed in the workplace.

We are committed to increasing the diversity of options for students taking our courses, both in content and in methodology, so that we will be able to reach as wide a range of students as possible. For example, we support the ACC initiatives in learning communities and service learning. These approaches will allow students to link writing skills to other disciplines and to the real world. In addition, we support the honors program and the use of technology to enhance classroom experiences.

### **RECOMMENDATIONS**

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

- 1) The department should have 2 additional full-time faculty.
- 2) Discipline-specific faculty workshops should be sponsored on a rotating basis by the faculty on each campus.
- 3) A procedure that will encourage interaction with other departments should be developed. The procedure should address the development of interdisciplinary courses and identify areas of common concern between Composition I and Developmental/ESL teachers.
- 4) A system for using the results of the study of the writing needs of other disciplines should be developed.
- 5) An annual orientation to reinforce consistency in grading in composition courses should be developed.

### **ADDITIONAL COMMENTS**



### **APPENDIX**

List all documents that you used in your report:

A-1. Vision/Mission/Values Statement. The Austin Community College Board of Trustees 1973-2002.

Accessibility Table 1 - Uncombined Sections, Enrollment, Avg. Section Size, Credit Hours and Contact Hours by Term and Location. Fall 2000 - Spring 2005. Source: ACC Computer System.

Accessibility Table 1A Detail - Number of Uncombined Sections by Term, Location and Course. Fall 2000 - Spring 2005. Source: ACC Computer System.

Accessibility Table 1B Detail - Number of Uncombined Sections by Term, Time of Day and Course. Fall 2000 - Spring 2005. Source: ACC Computer System.

Accessibility Table 2 - Number of Canceled Sections by Term, Location and Course. Fall 2000 - Spring 2005. Source: ACC Computer System.

Accessibility Table 3 - Age, Ethnicity, and Gender of Students by Term and Course. Fall 2000 - Spring 2005. Source: ACC Computer System.

Articulation Agreements Master List. Last updated - 6 Aug-04.

Associate Degrees Awarded by Program. Academic Years 2000-2004. Source: Office of Admissions and Records.

Budget Planning Data for FY 2006. 4. Combined Sections, Enrollments, Credit and Contact Hours by Department and Faculty Type for 5-Year Period FY2000-FY-2004. Source: ACC Computer System.

College Credit Student Profile. ACC 2004-2005 Fact Book: Source: THECB Certified Reports.

College-wide Grade Distribution Report. Terms 200F000 - 205S000.

Faculty Diversity Table 2: Austin Community College. Faculty by Department, Type, Ethnicity, and Gender. FY 2004.

FY 2003 Program Revenues vs. Expenses.

FY 2005 Budget. English.

Grade Distribution Report. Terms 200F000 - 205S000.

Outcomes: Students Last Enrolled Fall 2000 to Summer 2001, Transfers Out as of Fall 2001.

Personnel Listing. Austin Community College Catalog 2005-2006.

Quality Table 1 - Number of Combined Sections Traditional Formats by Term, Session and Course. Fall 2000 - Spring 2005. Source: ACC Computer System.

Responsiveness Table 1 - Number of Uncombined Sections by Term, Location and Course. Fall 2000 - Spring 2005. Source: ACC Computer System.

Responsiveness Table 2 - Enrollments by Term, Location and Course Fall 2000 - Spring 2005. Source: ACC Computer System.

Results of Assessment Scoring Session, Spring 2002-2005.

Unit Level Effectiveness Assessment Documentation (U-LEAD) English  
Assessment Plan for 2005.

Unit Level Effectiveness Assessment Documentation (U-LEAD) English Purpose  
Statement.

When you have completed this report, send it via e-mail to the Manager of Quality  
Initiatives ([njokovic@austincc.edu](mailto:njokovic@austincc.edu)) as an attachment.

## Quality Improvement Plan for Electronics and Applied Technologies Program

Date Completed: 1/15/2006

Field	What to include
<b>Recommendation #</b>	Assign a number to this recommendation for tracking purposes.
<b>Recommendation:</b>	Taken from the <i>IPRS</i>
<b>Planned Implementation date:</b>	When does the program expect to begin to implement this recommendation?
<b>Estimated Completion date:</b>	When does the program estimate this recommendation to be fully implemented?
<b>Action/Task</b>	What steps must the program do to implement the recommendation?
<b>Measure of Success/ Desired Outcome</b>	If the recommendation is implemented, what about the program will be improved? What difference will the implementation of this recommendation make in relation to students, the program's purpose, the College's mission? How will this recommendation improve learning and help meet targeted objectives?
<b>Estimated Cost(s)</b>	This field is particularly important because the information the program enters here is the information that the Instruction/credit Cluster Group will consider in its Master Plan process. Consider changes that require one-time costs (equipment, renovation, etc.) and changes that require recurring costs (typically new positions).
<b>Consequence if not funded</b>	If this recommendation is not funded, how will students, the program, the College, or the community be negatively impacted?

<b>Recommendation #</b>	1
<b>Recommendation:</b>	To market to high school students
<b>Planned Implementation date:</b>	January to December 2006,
<b>Estimated Completion date:</b>	First round by May, on-going thereafter
<b>Action/Task</b>	Visit 32 high schools in region
<b>Measure of Success/ Desired Outcome</b>	Present to students, counselors, and teachers at 32 high schools by May (before high school graduation); to enroll one student minimum from each of the 32 high schools.
<b>Estimated Cost(s)</b>	\$3,000 (materials and presenters' mileage)
<b>Consequence if not funded</b>	High school students will continue to be unaware of program offerings
<b>Who is responsible?</b>	Dept. chair and all full-time faculty

<b>Recommendation #</b>	2
<b>Recommendation:</b>	To market to other ACC students at all other campuses
<b>Planned Implementation date:</b>	January to July, 2006
<b>Estimated Completion date:</b>	Flyers installed by end of February, counselors presented to by July 2006

<b>Action/Task</b>	Create effective flyers and post them throughout all campuses and present to counselors at all campuses
<b>Measure of Success/ Desired Outcome</b>	1) flyers created and posted at all campuses at strategic locations, 2) all counselors fully aware of specialty areas, 3) 20 students from other campuses who did not have a major, enroll in electronics courses by Fall semester 2006.
<b>Estimated Cost(s)</b>	\$1,000 for flyers and faculty/staff mileage expenses
<b>Consequence if not funded</b>	Missed opportunity for department; students at other campuses not aware of opportunities; counselors not as aware about specialty updates and opportunities
<b>Who is responsible?</b>	Alberto Quinonez (faculty member), Vidal Amanza (student advisor), and Laura Ottmers (staff member)

<b>Recommendation #</b>	3
<b>Recommendation:</b>	Market to community
<b>Planned Implementation date:</b>	February to December 2006
<b>Estimated Completion date:</b>	Website by end of April,
<b>Action/Task</b>	Fill-in website template with updated department information
<b>Measure of Success/ Desired Outcome</b>	Website installed by end of February and updates uploaded by end of April
<b>Estimated Cost(s)</b>	N/A
<b>Consequence if not funded</b>	N/A
<b>Who is responsible?</b>	Laura Ottmers, Audrie Osio, Charles Lombardi, and Tom Cloud (all staff members).

<b>Recommendation #</b>	4
<b>Recommendation:</b>	Market to community
<b>Planned Implementation date:</b>	March, April, August, and November
<b>Estimated Completion date:</b>	N/A
<b>Action/Task</b>	Implement radio advertising and open houses for department
<b>Measure of Success/ Desired Outcome</b>	Increase departmental enrollment from the general public by 30 students by Fall 2006; increase overall awareness of ACC as a major supplier of high technology training for the region
<b>Estimated Cost(s)</b>	\$20,000
<b>Consequence if not funded</b>	Difficult to inform general public of opportunities in high technology at ACC such as competitors do (i.e. ITT, DeVry, Southwest School of Electronics, Virginia College,...)
<b>Who is responsible?</b>	Lead: Tom Cloud; help from Hector Aguilar, Linda Smarzik, full-time faculty and staff

<b>Recommendation #</b>	5
<b>Recommendation:</b>	Have monthly dept. meetings to share with others what we do, what we are working on, status on department initiatives, and to keep the program united
<b>Planned Implementation date:</b>	One meeting per month
<b>Estimated Completion date:</b>	N/A
<b>Action/Task</b>	Hold the meetings and perform agreed upon actions
<b>Measure of Success/ Desired Outcome</b>	Successfully hold the meetings with greater than 90% participation of all full-time faculty and staff (adjunct faculty encouraged to attend but not required)
<b>Estimated Cost(s)</b>	N/A
<b>Consequence if not funded</b>	N/A
<b>Who is responsible?</b>	Hector Aguilar (department chair) and Alberto Quinonez (assistant department chair)

<b>Recommendation #</b>	6
<b>Recommendation:</b>	To solicit survey data from students and employers so as to make decisions based on data for the new department and its new specialty areas by creating updated surveys, administering the surveys, compiling the data, sorting it and analyzing the results.
<b>Planned Implementation date:</b>	April 2006, July 2006, and November 2006
<b>Estimated Completion date:</b>	N/A
<b>Action/Task</b>	Create, deliver surveys, compile, sort and save data. then continuously act on data
<b>Measure of Success/ Desired Outcome</b>	Three or more surveys implemented by end of 2006
<b>Estimated Cost(s)</b>	\$1000 (paper, postage, and some mileage)
<b>Consequence if not funded</b>	must be done
<b>Who is responsible?</b>	Lead: Laura Ottmers (staff member), help from Linton Brooks, Jesus Casas, and all other full-time faculty and staff

<b>Recommendation #</b>	7
<b>Recommendation:</b>	Continue meeting with industry advisory group to further solidify partnerships to develop stronger curriculum, acquire more internships, help with marketing, and take advantage of opportunities that are realistic
<b>Planned Implementation date:</b>	Biennially, once in June and once in November
<b>Estimated Completion date:</b>	Ongoing
<b>Action/Task</b>	Plan and hold industry advisory meetings
<b>Measure of Success/ Desired Outcome</b>	Meetings held and industry guidance and

	participation in areas such as marketing, internships, and equipment and scholarship donations
<b>Estimated Cost(s)</b>	N/A
<b>Consequence if not funded</b>	N/A
<b>Who is responsible?</b>	Hector Aguilar (department chair) and Alberto Quinonez (assistant department chair)