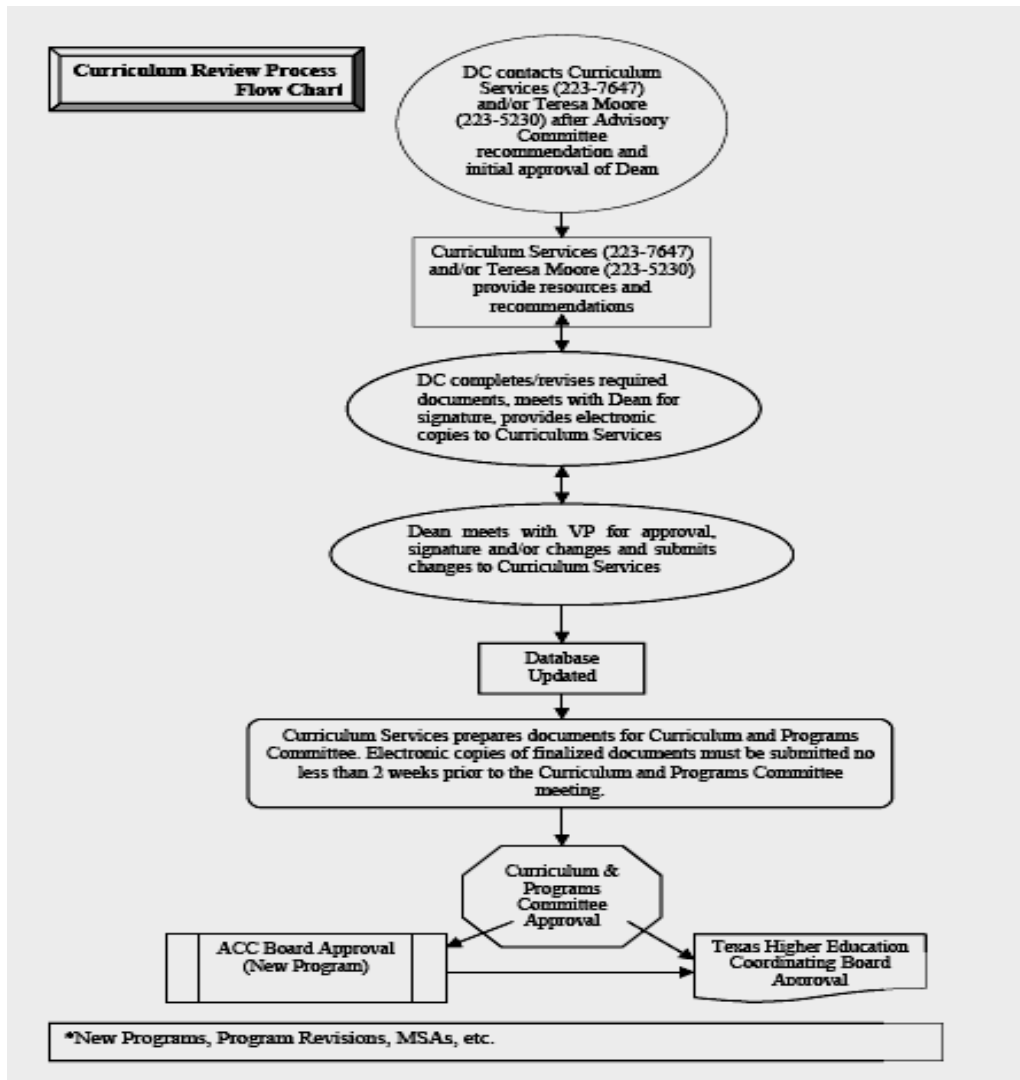


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Faculty members are responsible for the content, quality, and effectiveness of curriculum at Austin Community College. ACC uses a well-defined process for developing and approving educational programs, as outlined in the college's *Curriculum & Programs Procedures Manual* [\[1\]](#).

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Note: DC refers to Department Chair; VP refers to Instructional Vice President

The roles of faculty, administration, and the Board of Trustees are delineated in the *Curriculum & Programs Procedures Manual*, and comply fully with the requirements of the Texas Higher Education Coordinating Board (THECB) and reflect SACS *Principles of Accreditation* regarding the pivotal role of faculty in shaping the curricula. New or revised curriculum developed by discipline experts (faculty) follow an established review and approval process. The process

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includes review/approval by the Department Chair, appropriate instructional area Deans, appropriate Vice Presidents, the Curriculum and Programs Committee [2], President, Board of Trustees, and the THECB.

Faculty members are responsible for identifying learning outcomes for their courses and including them in the syllabus for every course they teach [3]. They document assessment of learning outcomes in the Unit-Level Effectiveness Assessment Documentation (ULEAD) database [4], annually. Faculty also document assessment of program outcomes into the U-LEAD database. Additionally, the THECB requires faculty to assess “exemplary learning objectives” for each of the courses that comprise an institution’s core curriculum [5] and to provide a report of the results of those assessment every five years.

The following are examples of program and student learning outcomes from the Unit-Level Effectiveness Assessment Documentation (U-LEAD) database:

Program outcomes:

- Art –Students achieve proficiency comparable to university level to ensure transferability of course work and sufficient preparation for success in a university bachelor of art program.
- Associate Degree Nursing—The demographic diversity of students admitted to the ADN Program will reflect the diversity of the service area.

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- Human Development—FTIC students who successfully complete the HUDE 0111 course will withdraw from fewer courses during the semester than similar students who did not take the course.

Student learning outcomes:

- English—Students completing Composition II, English 1302, will demonstrate mastery of content by clearly and effectively establishing the relationship between central idea and character.
- Spanish—At the end of Spanish 2312 students will exhibit writing ability at the Intermediate-High level as defined by the ACTFL Guidelines. Students are expected to demonstrate grammatical correctness and fluency at a 70% accuracy rate.

The following are examples of how outcomes are evaluated.

Program outcomes:

- Art—All sections of Design I will submit student work for grading by university art faculty from the University of Texas at Austin and Texas State University, San Marcos, TX. Assessors will grade the work as if they were grading similar exercises of freshman design at their respective institutions. A standard grade sheet using three criteria the assessors agreed to will be completed to grade each work of student design.

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- Associate Degree Nursing—Obtain demographic information about the in-district service area, ADN Program applicant pool and currently enrolled ADN students from HBC. 2. Compare the ethnic diversity of the in-district service area with that of the applicant pool and that of students admitted to the ADN program.
- Human Development—Using data from the Office of Institutional Effectiveness and Accountability, calculate the mean rate of withdrawal of those FTIC students who completed the HUDE 0111 course with a grade of "C" or better and compare that to similar students who did not take the course. The results will be analyzed and a report generated during the Spring semester outlining the results and recommended actions.

Student learning outcomes:

- English—After evaluation by the students` instructors, the accepted C tests will be forwarded to the Curriculum and Assessment Committee. Members will choose a random sampling of one hundred papers for collaborative evaluation based on established criteria. Results will be reported to the English Department.
- Spanish—Students of Spanish 2312 will be able to successfully demonstrate their writing skills ability at an accuracy rate of 70% or better when asked to write a guided composition in class for a period of 1 hour during the last week of the semester. The topic was selected by 5

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members of the Assessment Committee, and it was considered appropriate to evaluate writing ability at an Intermediate-High level. The instructors forwarded the compositions to the Assessment Committee for grading.