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Program Review  
Form for External Review Committee

Instructional

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**Form ID**

203

**Division**

Language, Communication, and Fine Arts

**Department**

English

**Program**

English

**Review Year**

2008-2009

**Member Names**

**Division Overview**

Program/Department Purpose

State the purpose of the program/department.  
How is this purpose within the mission of  
Amarillo College?

**College Mission: Amarillo College, a public  
community college, is dedicated to**

**providing educational, cultural, and community services and resources to enhance the quality of life for the diverse population in the service area.**

**English Department Mission:**

Educate students in writing and literature to enhance their academic, professional, and personal growth.

**Developmental English Mission:**

Educate students in writing to enable them to succeed in College level English Composition courses.

Both the English Department in general and its Developmental component strive to enhance our students' quality of life, which is a key component of the college mission statement.

**Does the answer include a purpose statement for the program/department?  
Does the answer indicate how this program/department is within the mission of Amarillo College?**

Acceptable

Jon Bellah - testing

When was the last time the program's/department's purpose statement was

reviewed/revised by faculty and staff in the program/department?

Spring 2008.

**Does the answer indicate the last time the program's/department's purpose statement was reviewed/revised by faculty and staff in the program/department? Does the answer indicate how this program/department is within the mission of Amarillo College? within the mission of Amarillo College?**

Acceptable

If the program/department offers continuing education credits, how are these courses consistent with the mission of Amarillo College?

The mission of Amarillo College is to provide "educational, cultural, and community services." To serve our community's educational and cultural interests, the Amarillo College English Department offers Continuing Education courses in C.S. Lewis studies, Creative Writing, and Selected Studies such as The Western, African American Literature, Children's Literature, Psychology and Literature, The Bible, and Women Writers. In the Fall 2009 semester, we also will be offering Technical Writing for

Continuing Education credit.

**Does the program/department offer continuing education credits? Does the answer indicate how these courses are consistent with the mission of Amarillo College?**

Acceptable

Continuing Education credits are offered and cover a wide variety of subjects.

Does the program have admissions policies?

**yes**

Where are the policies published?

They are published in the [Academic](#) and [Continuing Education](#) Catalogs.

**Are all the locations where the policies are published included in the answer?**

Acceptable

Explain how these policies are consistent with the mission of Amarillo College.

With our open admission policies, students are able to pursue their educational, and cultural goals enhancing the quality of their lives. Certain prerequisites (courses and tests) must be met, however, to ensure student success. (To be

clear, the program only has admission policies to the extent that the college has admission policies.)

**Does the explanation of how the policies are consistent with the mission of Amarillo College appear to be accurate?**

Acceptable

The explanation is clear however, a listing of the prerequisites would have given more detail.

Is the program/department accredited?

**yes**

Which agencies or organizations accredit the department/program?

The Southern Association of Colleges and Schools.

**Are the complete names of the agencies or organizations which accredit the department/program cited?**

Acceptable

How many years are in the accreditation cycle?  
7

**How many years are in the accreditation cycle?**

Acceptable

When were the accreditations affirmed or granted?

July, 2003.

**When were the accreditations affirmed or granted?**

Acceptable

What is the current status of the accreditation?  
Accredited

**Are the current statuses of the accreditations identified (e.g. accredited, in process of renewal, in process of candidacy, other)?**

Acceptable

**If not required, is the program eligible for accreditation?**

N/A

**Has this program/department sought accreditation even though it is not required (e.g. yes; If no, explain)?**

N/A

Is this program/discipline required to receive approval from an external agency or organization

(other than the Texas Higher Education Coordinating Board) in order to offer courses?

**no**

Identify the external approver(s) for the department/program.

**IF the program/discipline is required to receive approval from an external agency or organization (other than the Texas Higher Education Coordinating Board) in order to offer courses, was (were) the external approver(s) for the department/program identified?**

Acceptable

What approval schedule is required by the external approver(s)?

**Was the approval schedule required by the external approver(s) identified?**

N/A

When did the program/department last receive approval?

**When did the program/department last receive approval?**

N/A

**Is the reason why the program/department**

## is required to receive this approval clear?

N/A

### Improvements

Identify at least one example of an improvement/revision which resulted from the annual PET forms for the last five years

The English Department recently revised our PET form to contain outcomes rather than outputs. Our central outcome involves our new rhetoric approach in 1301. We devised a checklist to measure this outcome but soon realized that not all of our instructors clearly understood our rhetoric approach. Based on this, we revised our Composition Handbook in the summer of 2008 so that instructors would understand the new approach, have various tools to help them with the approach, and understand exactly how we are going to assess the approach. We will report the assessment of this new approach on our PET Form in Spring '09 using the new English 1301 Checklist.

**After reviewing at least one example of improvements/revisions that resulted from the annual PET forms for the last five years, determine the extent that this program/department has used the PET**

**forms to make improvements/revisions. Does this meet the minimum expectations for using PET forms to make improvements/revisions to the program/department?**

Acceptable

The use of the rhetoric approach is an excellent idea. The department also realized that they needed to make sure all instructors understood this approach thereby updating their Handbook.

Identify at least one example of improvements/revisions which resulted from the last Program Review.

One recommendation from the last Program Review was that our PET form should be revised to reflect the delay of the computer tutorial Dr. David Zimmermann was creating before he resigned. Becky Easton completed this tutorial which is now part of the New Student Orientation Program. Also, because our focus has changed to outcome assessments, our PET form has been completely revised.

**After reviewing at least one example of improvements/revisions that resulted from the last Program Review, determine the extent to which this program/department**

**values the Program Review process to make improvements/revisions.**

Acceptable

Identify all the delivery approaches used for courses within this program/department: (Select all that apply.)

traditional classroom, web,

**After reviewing all delivery approaches for courses within this program/department, is this program positioned for growth? Does the committee have recommendations for delivery options which will provide additional growth?**

**After reviewing at least one example of improvements/revisions that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015, determine the extent to which this program/department has contributed to the implementation success of the Strategic Plan? Does this department/program understand how it relates to the institution's future based on the Strategic Plan?**

Acceptable

Identify at least one example of an improvement/revision that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015.

**Goal 9: Shift dependence from State funding to new revenue alternatives.**

With our new focus on rhetoric, we have created a rhetoric handbook and arranged a publishing contract that gives us money per handbook sold. This money goes into a fund that is used to support some of our departmental programs such as our Writers' Roundup contest and the *Freelancer* literary magazine, as well as faculty travel, student recruiting, etc.

**After reviewing at least one example of improvements/revisions that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015, determine the extent to which this program/department has contributed to the implementation success of the Strategic Plan? Does this department/program understand how it relates to the institution's future based on the Strategic Plan?**

Acceptable

Good idea to earn revenue and allow students to have the information needed for a class.

**Does this Committee have recommendations as to how this program/department may contribute to the implementation of the Strategic Plan?**

Provide names and titles of those who determined the process used to assess outcomes of the program and/or courses in the department.

Dr. Judith Carter-Developmental English Coordinator and Professor, Dr. Mike Bellah-Professor, Becky Easton-Instructor, Dr. Mary Dodson-Professor, Dr. Bill Netherton-Professor, Margie Waguespack-Associate Professor, Patricia Maddox-Instructor, Dan Ferguson-Chair of English Department and Assistant Professor, Frank Sobey-Instructor, Sabra Gore-Instructor, and Dwight Huber-Professor and former English Department Chair.

**Has the program/department had a broad base of involvement from a majority of faculty and staff with the program/department regarding implementation of student learning**

**outcomes of the program(s) (or department) and courses? What recommendations does the committee have for increasing involvement?**

Acceptable

Explain the primary reasons behind the competencies that were selected.

Most degrees and certificates require English 1301; therefore, it is our primary service course . Naturally, more students take this course than any other course we offer, so we felt that focusing on our progress here would best serve the college and its students.

**Do the selected competencies appear to be valid?**

Acceptable

Identify the primary reasons for the assessment tool(s) selected.

According to our English 1301 syllabus, all instructors are required to teach a research paper. This research paper contains all of the major objectives of the course; thus, we decided to target this assignment for assessment using a checklist of required objectives. These required

objectives come straight from the 1301 syllabus, and a checklist allows us to quickly establish which objectives an individual artifact possesses. Thus we are eventually able to determine which objectives the students are learning and which ones need more emphasis.

**Will the assessment tool(s) selected provide valid and reliable results?**

Acceptable

Evaluate the assessment approaches to date.

Initial data has just come in on our first assessment run, and we are finding that it may be best to narrow our focus to specific aspects of the department in order to target specific areas for instructional improvement. For example, in our first assessment, we asked for 5 student research papers from each faculty member: part-time, dual credit, full-time, online, on-campus, etc. We conducted a blind assessment where instructor names and student names were removed before the Freshman Composition I Committee received the artifacts and scored them. With next year's assessment, however, we will mark the artifacts online, on-campus, dual credit, part-time, and/or full-time so that we can better understand where our instructional

strengths and weaknesses are. The department chair will report specific findings to faculty in fall meetings, and we will continue the dialog in order to improve instruction. Our method of assessment will allow us to do so effectively.

**Will the assessment approaches(s) selected provide valid and reliable results?**

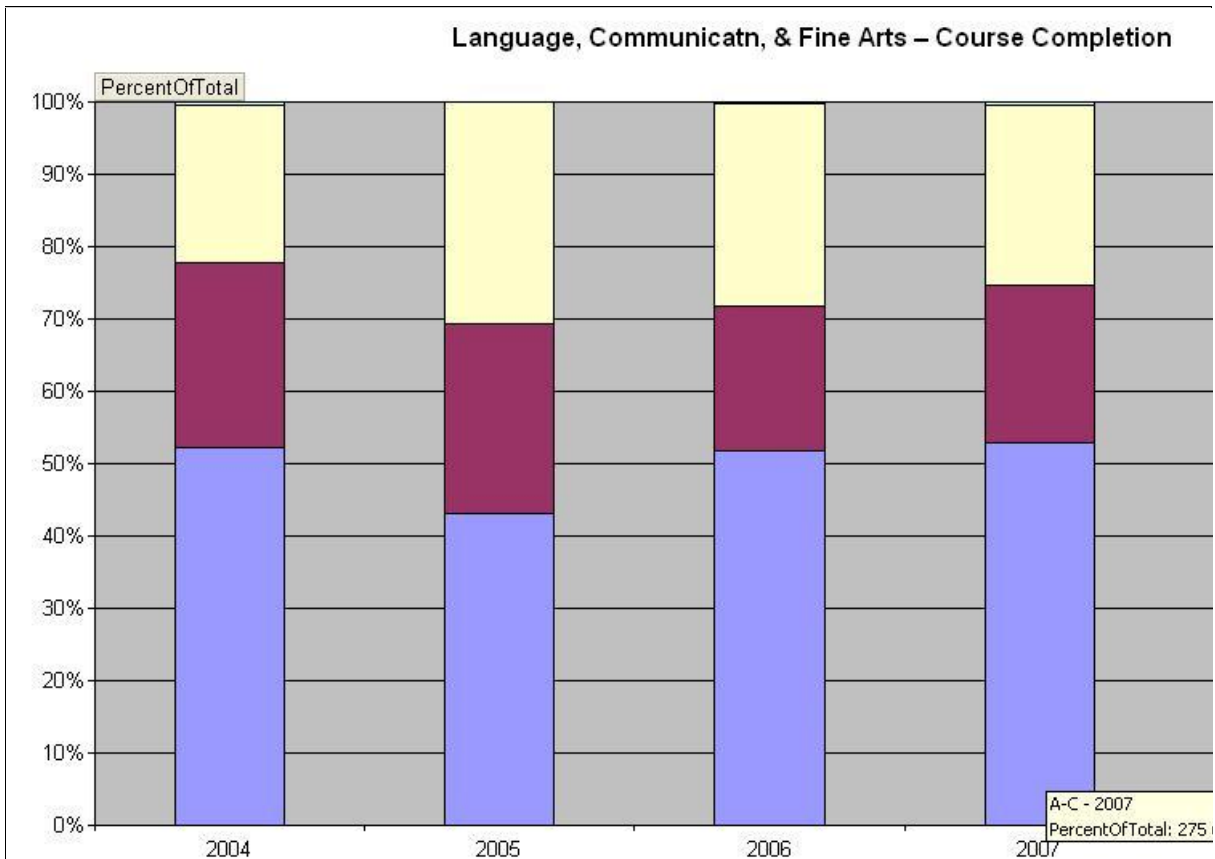
Acceptable

Excellent idea to do interrater reliability on student work.

For student or program/course outcome assessments, review the program's/department's five-year graph(s) of quantitative results or provide a brief narrative summary of qualitative results.

**English 0301 and 0302 Course Completion Statistics:**

The table below is a bit misleading, but according to the graph in every year but one (2005), over 50% of our 0301 and 0302 students are achieving grades of C or higher.



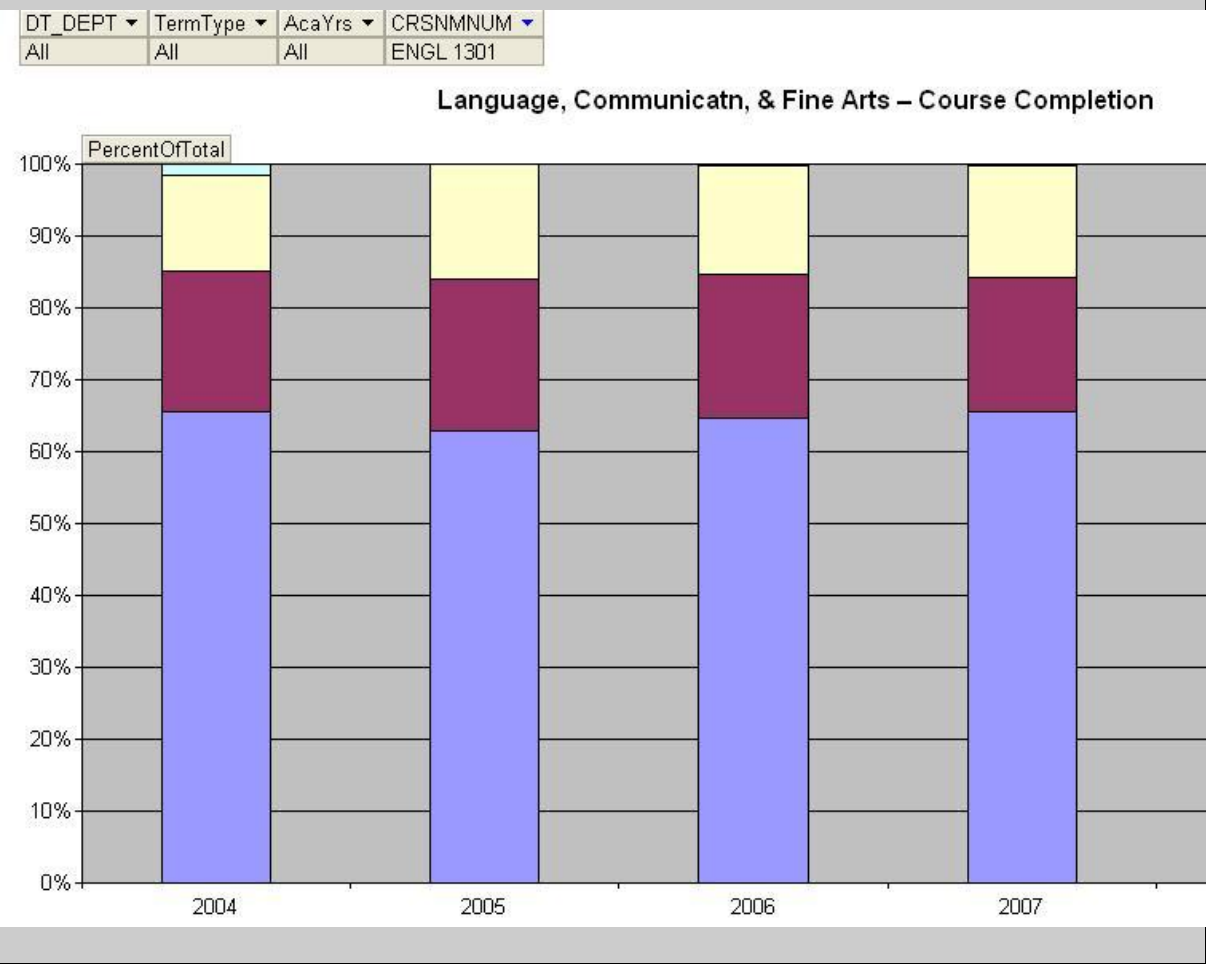
PivotTable24

DT_DEPT ▾	TermType ▾	AcaYrs ▾	CRSNMNUM ▾			
All	All	All	(Multiple Items)			
	GradeCatg ▾					
	A-C	AU-W	D-F	Other	Grand Total	
	+ -	+ -	+ -	+ -	+ -	
AcaYr ▾	PercentOfTotal	PercentOfTotal	PercentOfTotal	PercentOfTotal	PercentOfTotal	
2004	+ - 292	144	122	2	560	
2005	+ - 230	140	163		533	
2006	+ - 262	101	142	1	506	
2007	+ - 275	112	130	2	519	
2008	+ - 270	40	129	60	499	
Grand Total	+ - 1329	537	686	65	2617	

## English 1301 Course Completion Statistics:

According to the graph below, our ratio of

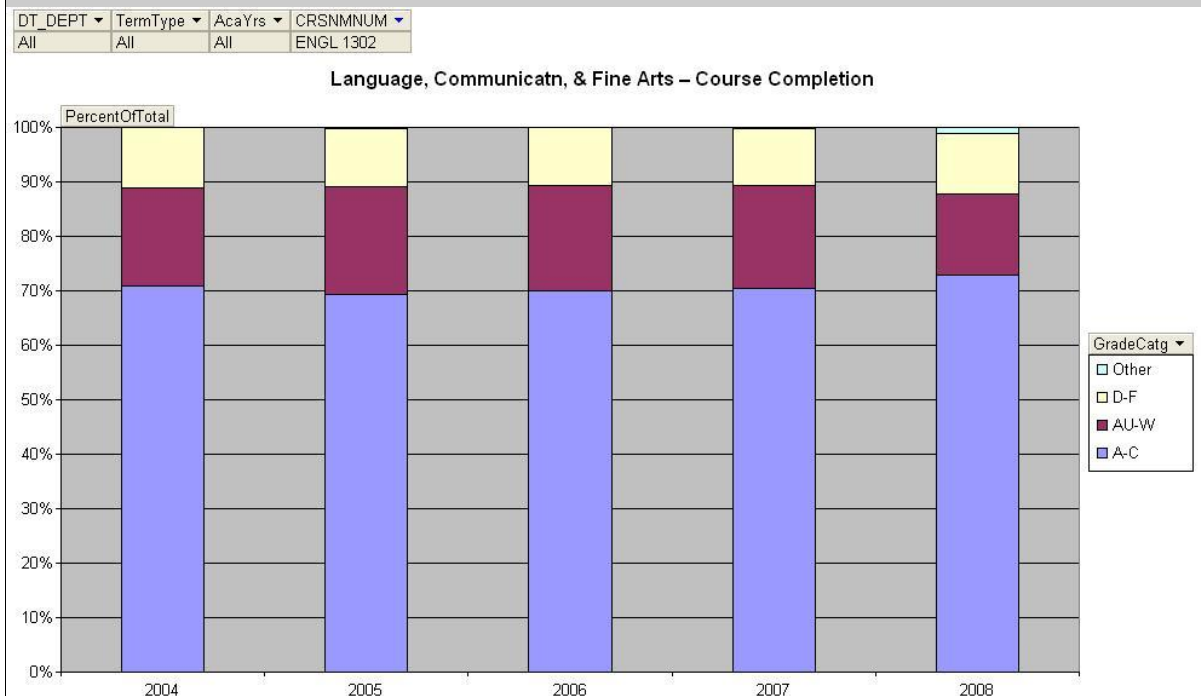
students achieving a grade of C or higher in English 1301 has been steadily climbing since 2005.



PivotTable24						
DT_DEPT ▾	TermType ▾	AcaYrs ▾	CRSNMNUM ▾			
All	All	All	ENGL 1301			
	GradeCatg ▾					
	A-C	AU-W	D-F	Other	Grand Total	
	+ -	+ -	+ -	+ -	+ -	
AcaYr ▾	PercentOfTotal	PercentOfTotal	PercentOfTotal	PercentOfTotal	PercentOfTotal	
2004	+ - 1796	535	360	45	2736	
2005	+ - 1766	592	448	2	2808	
2006	+ - 1736	532	409	5	2682	
2007	+ - 1709	485	404	6	2604	
2008	+ - 1766	274	348	79	2467	
Grand Total	+ - 8773	2418	1969	137	13297	

## English 1302 Course Completion Statistics:

According to the graph below, our students in 1302 are achieving a grade of C or higher close to 70% of the time each year.



DT_DEPT ▾	TermType ▾	AcaYrs ▾	CRSNMNUM ▾			
All	All	All	ENGL 1302			
	GradeCatg ▾					
	A-C	AU-W	D-F	Other	Grand Total	
	+ -	+ -	+ -	+ -	+ -	
AcaYr ▾	PercentOfTotal	PercentOfTotal	PercentOfTotal	PercentOfTotal	PercentOfTotal	
2004	+ -  1153	295	179	1	1628	
2005	+ -  1188	339	185	2	1714	
2006	+ -  1195	328	181	1	1705	
2007	+ -  1134	302	171	2	1609	
2008	+ -  1236	252	188	20	1696	
Grand Total	+ -  5906	1516	904	26	8352	

## Developmental Assessment Data for Fall 2008

### Goals:

1. Developmental English 0301 students will demonstrate grammar and writing skill improvement.
2. Developmental English 0302 students will demonstrate writing skill improvement.

### Objectives/Outcomes:

1. Upon completion of English 0301, at least 60% of a 20 student sample will score a 3 or better on a final according to a rubric of written communication skills generated and scored by a committee of developmental English instructors.
2. Upon completion of students' developmental 0302 classes, at least 60% of a 50 student sample will score a 3 or better on a final essay

according to a rubric of written communication skills generated and scored by a committee of developmental English instructors.

## **Results:**

1. Fall '08-55% scored 3 or above, Fall '08-45% scored 2 or below.
2. Fall '08-62% scored 3 or above, Fall '08-38% scored 2 or below.

### **1301 Assessment Data for Fall 2008**

[2008-2009 PET Form](#) Goal: Students will write effectively and think critically.

Outcome: Upon completion of ENGL 1301, at least 70% of a 50 student sample will achieve a score of 3/5 on a persuasive essay as measured by a Department Checklist.

Result: Goal met at 79% with a breakdown of results below showing problems in use of third person and the library's online databases.

Table 1	Total # of Checks	Percentage of Checks
<b>3<sup>rd</sup> Person</b>	55/81	67.9%
<b>Use of Lib. Databases</b>	50/81	61.7%
<b>MLA Format</b>	62/81	76.5%
<b>Thesis</b>	77/81	95.1%
<b>Intro, body, conclusion</b>	77/81	95.1%

<b>All Criteria</b>	321/405	79.3%		
Table 2	<b>Total # of Papers</b>	<b>Percentage of Papers</b>		
<b>Papers with 1/5</b>	2	2.5%		
<b>Papers with 2/5</b>	3	3.7%		
<b>Papers with 3/5</b>	19	23.5%		
<b>Papers with 4/5</b>	30	37%		
<b>Papers with 5/5</b>	27	33.3%		
<b>Passing with 3/5 or better</b>	<b>76</b>	<b>93.8%</b>		
Table 3	<b>Papers with 3/5</b>	<b>Percentage of Checks, 3/5</b>	<b>Papers with 4/5</b>	<b>Percentage of Checks, 4/5</b>
<b>3<sup>rd</sup> Person</b>	5/19	26.3%	22/30	73.3%
<b>Use of Lib. Databases</b>	6/19	31.5%	16/30	53.3%
<b>MLA Format</b>	12/19	63.2%	23/30	76.7%
<b>Thesis</b>	17/19	89.5%	30/30	100%
<b>Intro, body, conclusion</b>	17/19	89.5%	29/30	96.6%

**Review the program's/department's five-year graph(s) of quantitative results for student or program/course outcome assessments, or provide a brief narrative summary of qualitative results.**

Acceptable

For 1301, the use of critical thinking is rather broad. Critical thinking is clearly defined in the General Education Competencies of the department.

What changes have been made in the curricula of the program/department because of the analysis

of these results?

With this being our first year of assessment results, at this point we are still looking at the assessment process. In 1301, we will target specific levels of instruction with our next assessment so that we can narrow down where our strengths and weaknesses lie. To better support all of our students, however, we are thinking of implementing a true on-campus Writing Center. This would allow us to help students with issues such as writing in third person and using the library's online databases, both areas of weakness suggested in our assessment this year.

**Have any changes been made in the curricula because of the analysis of these results?**

Acceptable

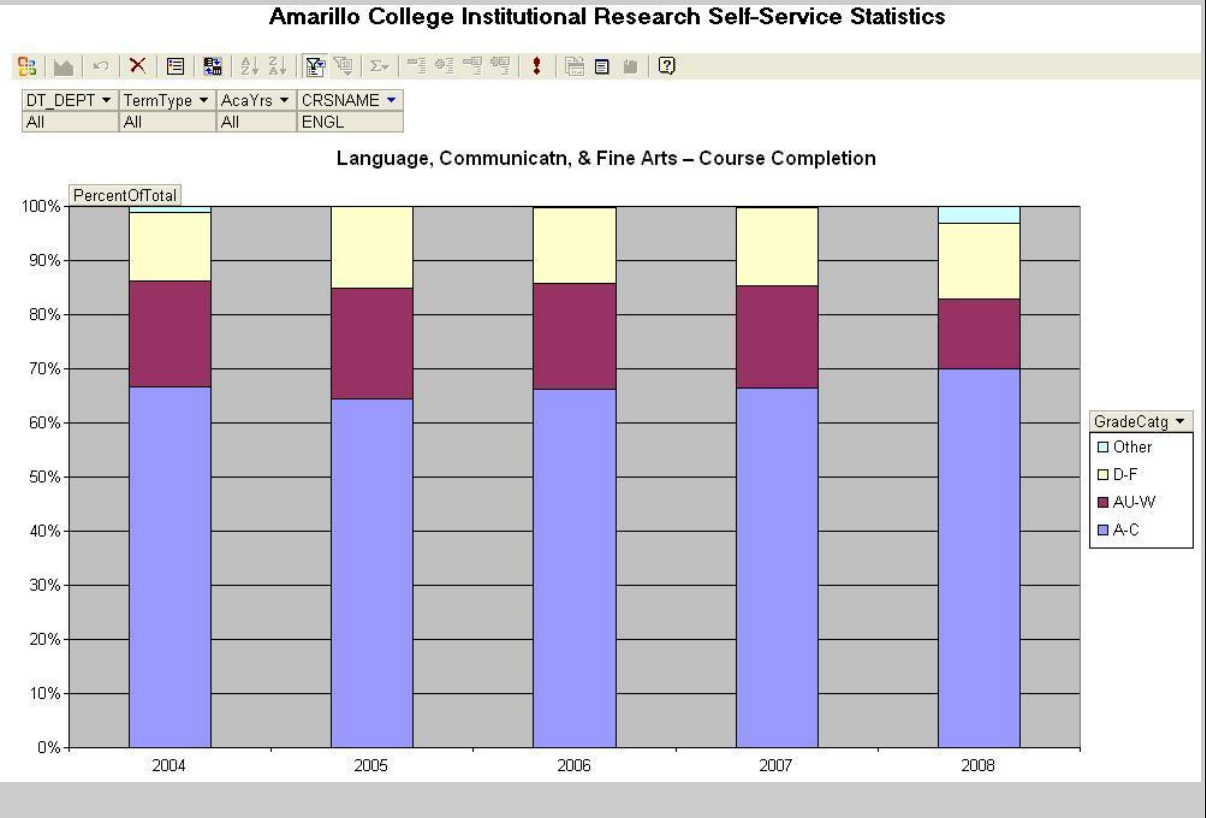
Commendation

The Writing Center will be open to all students, regardless of academic discipline and skill level. The Writing Center is a place for students to meet with tutors to review assignments or to have one-on-one tutoring sessions over writing assignments.

Review the five-year graph(s) of course completions for the program/department. Explain

any increase or decrease that is more than a one-year anomaly.

The English Department has maintained a sixty to seventy percent student course completion rate over the past several years.



PivotTable24

DT_DEPT ▾	TermType ▾	AcaYrs ▾	CRSNAME ▾			
All	All	All	ENGL			
		GradeCatg ▾				
		A-C	AU-W	D-F	Other	Grand Total
		+ -	+ -	+ -	+ -	+ -
AcaYr ▾		PercentOfTotal	PercentOfTotal	PercentOfTotal	PercentOfTotal	PercentOfTotal
2004	+ -	3886	1148	744	60	5838
2005	+ -	3794	1211	885	5	5895
2006	+ -	3780	1109	806	9	5704
2007	+ -	3557	1008	772	11	5348
2008	+ -	3650	665	734	159	5208
Grand Total	+ -	18667	5141	3941	244	27993

**Does the review of the five-year graph(s) of course completions demonstrate the use of analysis to implement a plan of action for retention? Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?**

Acceptable

Provide the program's/department's plan of action for improving any identified problem or results from the implementation of the plan of action.

Our primary plan of action for improving these course completion rates is to look into the possibility of creating an on-campus Writing Center. With more one-on-one instruction, our students should be more successful in our courses.

**Will the plan of action likely improve the number of course completers?**

Acceptable

Does the program/department provide for alternative methods of awarding credit?  
CLEP SAT ACT Credit by Exam Department Examinations

**Has the program/department provided for alternative methods of awarding credit? If not, which alternative methods would be recommended?**

**What approaches are used to assure outcomes are comparable to those expected of students who enrolled and completed the course?**

Acceptable

For general education and/or core curriculum required by this program/department, identify the relevant competencies approved by the Academic Affairs Committee (see Catalog section entitled Degrees and Certificates: General Education Competencies).

The following are the [General Education](#)

Competencies that our program facilitates:

**Critical Thinking and Problem Solving:**

Students will analyze problems, acquire and evaluate information, organize concepts, and construct solutions.

**Communication:** Students will evaluate, analyze, and communicate effectively through written, verbal, and non-verbal expression.

**Technology:** Students will demonstrate competency in using relevant technology, primarily computer related.

**Have all relevant competencies for general education and/or core curriculum been identified for this program/department? If not, which are obviously a part of this program/department's general education competencies?**

Acceptable

Well defined competencies.

Explain how outcomes for the competencies have been assessed and achieved and provide links to the documentation.

The Director of Outcomes Assessment requests assignment instructions and student work from

instructors, and several English Department instructors have participated since the inception of our Institutional Portfolio approach. In terms of results, over 70% of our students are scoring a 3 or better on the Communications [Assessment](#), with 93% scoring a 3 or better in Critical Thinking and 100% in Technology.

**Is the explanation of assessment approach(es) for general education competencies (outcomes) thorough? Is the analysis of the results accurate? Have links to documentation which verify the assessment results been included?**

Acceptable

Outline a plan for correcting any weaknesses.

The numbers in Critical Thinking and Technology are certainly strong, but we would like to see better numbers in Communication. We plan to study our Department assessment results for 1301 in Spring 2010 to see what areas of our Department may need instructional improvement. In the meantime, we will proceed with plans to study the establishment of a Writing Center.

**If assessment results and analysis are included, is there a plan for correcting any**

## **weaknesses included?**

Acceptable

Good job in identifying Communication as a weakness and having a plan for improvement with establishment of a Writing Center.

Do students/graduates in this program/department have to be certified or licensed?

no

Review the results for certification/licensure results of the program/department and/or job placement for the past five years. Explain any increase or decrease that is more than one-year anomaly.

Provide a plan of action for the identified problem.

**IF students/graduates in this program/department have to be certified or licensed, do the results over the past five-years indicate that certification/licensure have been equal to or greater than the average of the past five-years AND/OR equal to the statewide or national benchmark for this certification/licensure? IF NOT, does the analysis and plan of action appear that the program/department has thoroughly reviewed the problem?**

Acceptable

**Is the program's/department's plan of action for improving any identified problem or results likely to improve the certification/licensure results? Did program/department explain any increase or decrease that is more than a one-year anomaly? Does the plan correct any weaknesses included? If not, what is missing?**

N/A

IF the department or program offers one or more technical programs (Associate in Applied Science or Certificates), has the program/department included an explanation of the job placement success during the past five years AND are these results at least equal to the statewide annual benchmark (90%)?

Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?

Not applicable.

Is the program's/department's plan of action for improving any identified problem or results likely to improve the job placement rate for graduates of the technical program(s)? If not, what is

missing?

Not applicable.

**IF the department or program offers one or more technical programs (Associate in Applied Science or Certificates), has the program/department included an explanation of the job placement success during the past five years?**

**Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?**

N/A

**Is the program's/department's plan of action for improving any identified problem or results likely to improve the job placement rate for graduates of the technical program(s)?**

N/A

Curricula

Does the program/department have affiliation(s)/agreement(s)/contract(s) with any other entity for the purpose of delivering instructional content?

yes

Review the

affiliation(s)/agreement(s)/contract(s), consider Amarillo College's mission, and then make a recommendation to:

Provide an analysis of the review.

The English Department has a contract with Cengage Publishing for the purpose of publishing our *Rhetoric Handbook for English 1301 and 1302* written and edited by members of the English Department. We have published with Cengage since 2006 and are in the process now of negotiating a price with the publisher for next year and taking bids from other publishers. We are also preparing to revise the handbook to reflect MLA updates.

**If the program/department has affiliation(s)/agreement(s) with any other entity for the purpose of delivering instructional content, do these affiliations/agreements make it clear that Amarillo College maintains the responsibility for controlling all aspects of the educational program? Has the College ensured the quality of the program with these affiliations/agreements? If so, how? What is the schedule for reviewing the quality of these programs? Has the College ensured that programs remain with Amarillo College's mission?**

Acceptable

How many curricula changes were approved by the Academic Affairs Committee during the past five years?

7

Which steps in the curricula change process had faculty involvement prior to submitting the curricula proposal(s) to the Academic Affairs Committee?

Department Committees met and discussed changes needed and submitted them to the English Department Chair who submitted them to Academic Affairs.

**Was the departmental faculty involvement documented and broad in representation? If not, what steps within curricula change process should have had more proof of greater departmental faculty involvement? Is the primary responsibility for curricula changes under the control of faculty? Does the program have a qualified faculty member in charge of the program's coordination and curriculum development?**

Unacceptable

Clarification is needed: Who are on the

departmental committees? Are all faculty a member of committees? Where the curricula changes discussed in committee voted on by the committee and then the entire faculty?

Is any program within the department a technical program (e.g. AAS or certificate)?

no

When was the last Advisory Committee meeting?

We do not have an external advisory committee.

Provide a link to the minutes of the last Advisory Committee(s) minutes in the Electronic Archives.

Not applicable

Provide a link to the appropriate committee membership of the Advisory Committee(s) in the Electronic Archives.

Not applicable

**If the department offers an AAS and/or certificate, do the minutes of the Advisory Committee prove that the curricula for each program is appropriate to the degree and/or certificate? Has the Advisory Committee been consulted in designing each degree and certificate? Has the Advisory Committee met at least once a year and been provided ample opportunity to guide the faculty in curricula changes?**

Acceptable

**Is the membership of the Advisory Committee broad enough to provide the scope of advice necessary for input on curricula? If not, what changes are recommended to the program/department?**

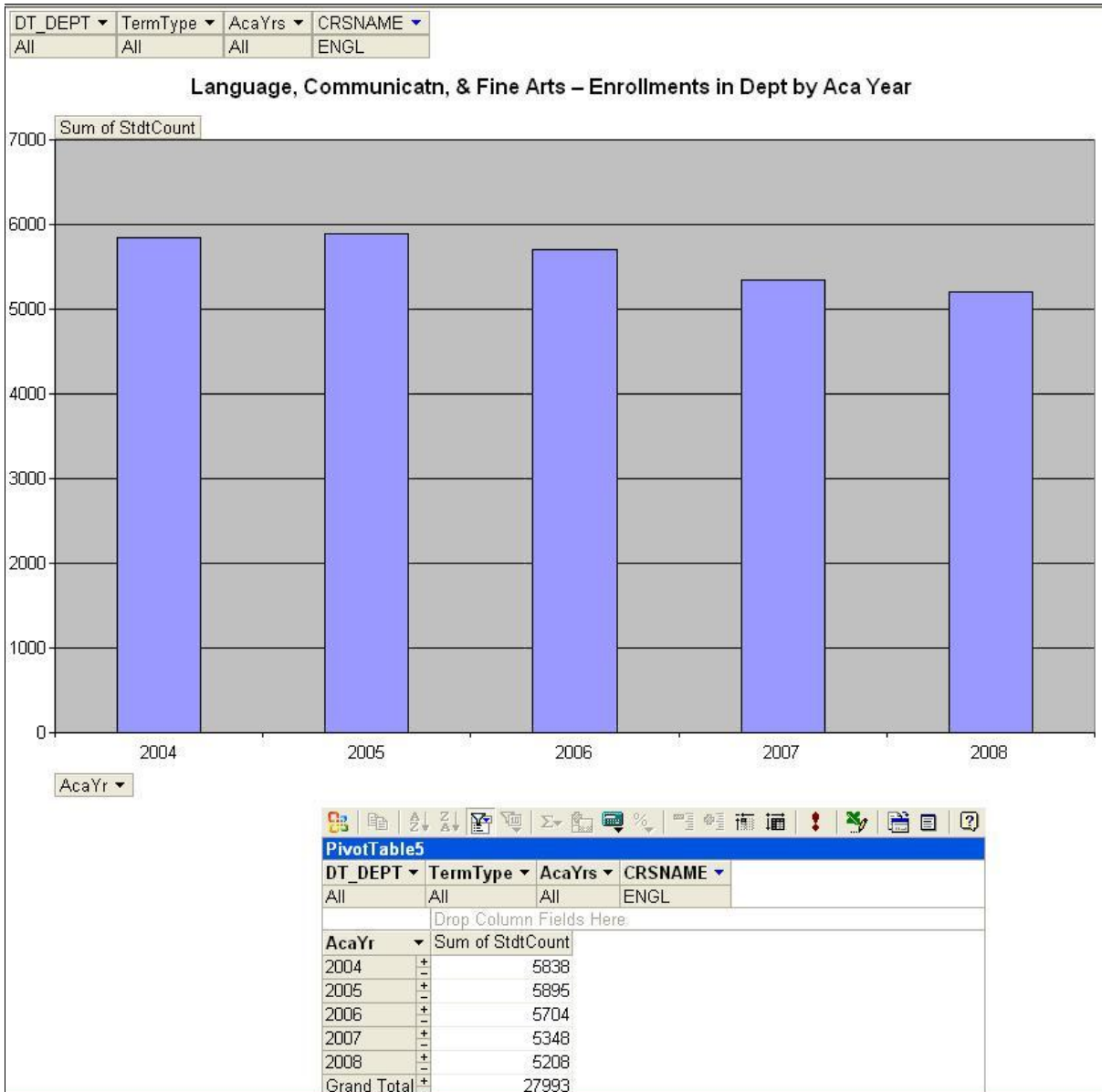
N/A

#### Enrollment Data

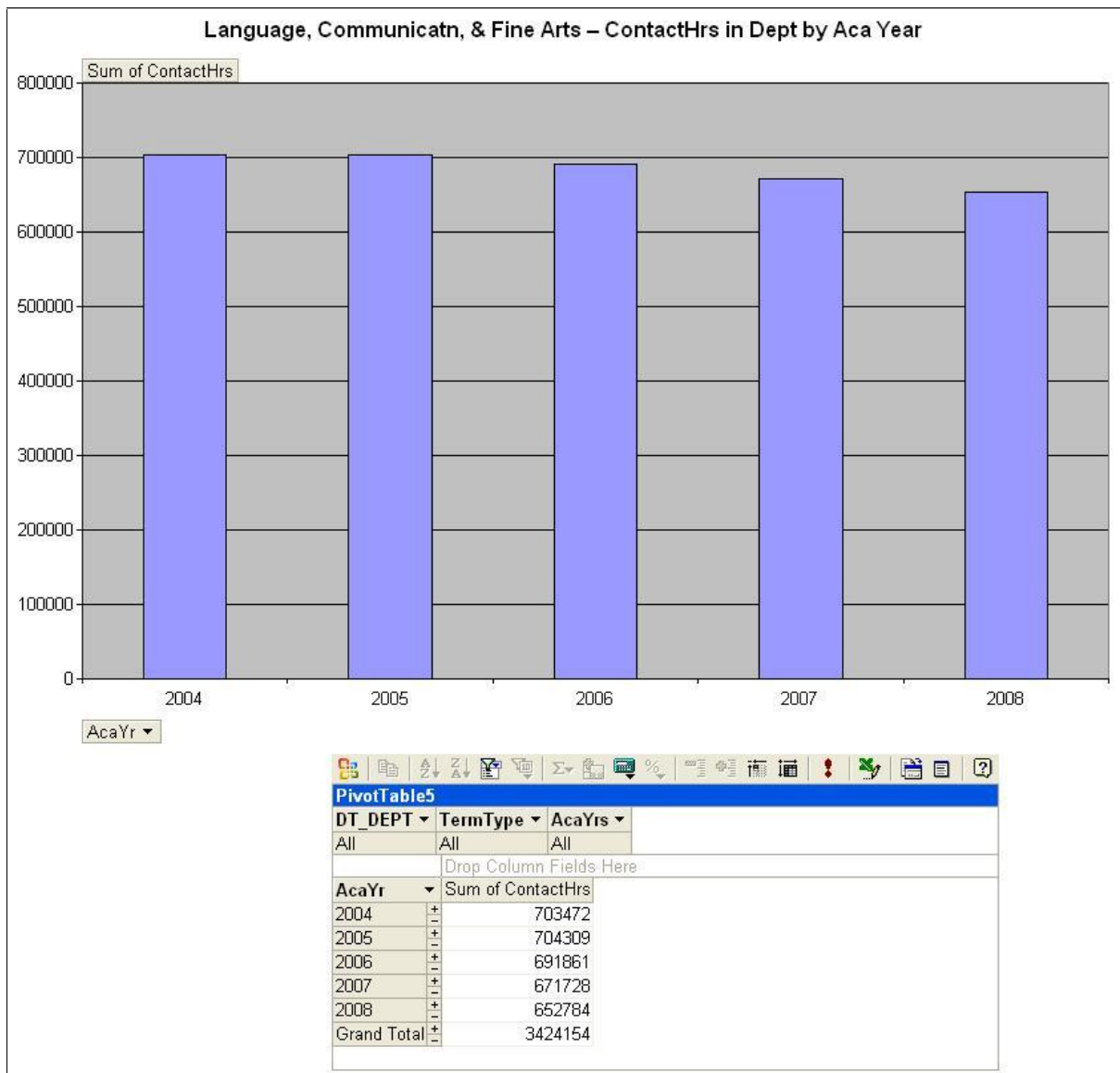
After receiving the data indicating the number of students enrolled in the program/department, by total students, number of full-time equivalents, and number of completers, determine if there is more than a one-year anomaly.

If so, provide the faculty and staff analysis of their assessment of the problem.

The following chart shows that the total number of students has been declining somewhat recently. There is no one-year anomaly. What may account for the decline, however, is our loss of two full-time faculty members that were not replaced. We lost three faculty and were allowed to replace only one. We simply cannot accommodate more students without hiring more faculty.



The following chart shows total number of contact hours:



**Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics?**

Acceptable

Create an action plan for needed improvement and commendation for any dramatic improvement.

The English Department would like to fill the two remaining positions over the next three years.

**Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline?**

Acceptable

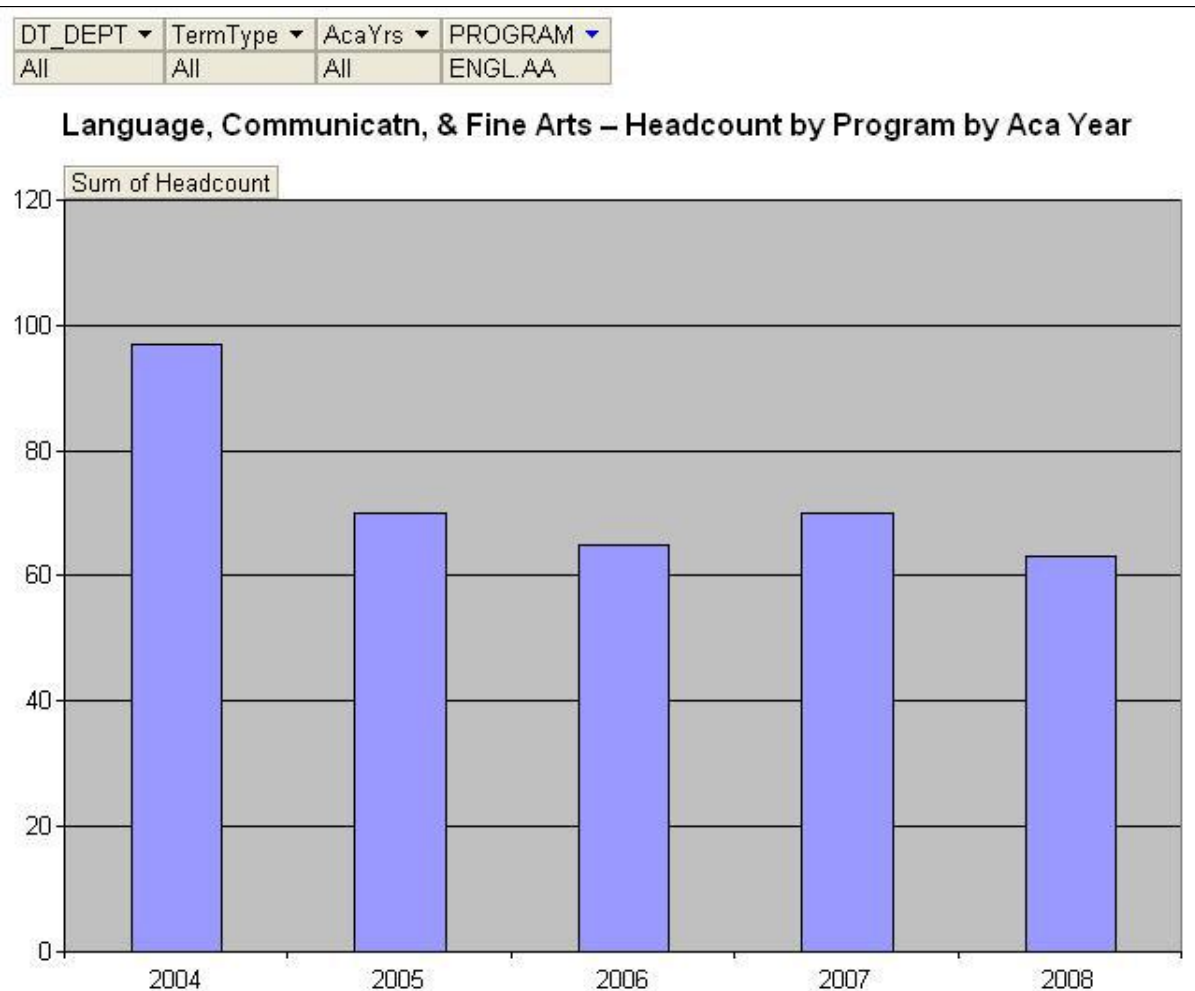
The department makes a good point that it can not serve any more students without replacing the vacated faculty positions.

**Does the External Review Committee have any other analysis or recommendations for increasing enrollments based on the program/department's data?**

For programs/departments with majors, review the graphs of program majors and the number of new majors by year.

Provide an analysis of the program's/department's faculty and staff assessment of the problem and an action plan for needed improvement and commendation for any dramatic improvement.

In 2004, there were 97 English majors. In 2005, there were 70 English majors. In 2006, there were 65 English majors. In 2007, there were 70 English majors. In 2008, there are 63 English majors. Since the major drop-off in 2005, we have been holding steady relative to our overall contact hours. We will continue to advertise our program via Sneak Peek and other recruiting venues. As well, we will continue to push our honor society, Sigma Kappa Delta; our writing contest, Writers' Roundup; and our literary magazine, *Freelancer*. If we are able to install a new Writing Center, we would also consider utilizing English Majors as paid tutors, which would encourage more interest in our program.



**Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics regarding students enrolled as majors within the program/department? Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline? Does the External Review Committee have any other analysis or**

**recommendations for increasing the number of students majoring in this program/department based on this program's/department's data?**

Acceptable

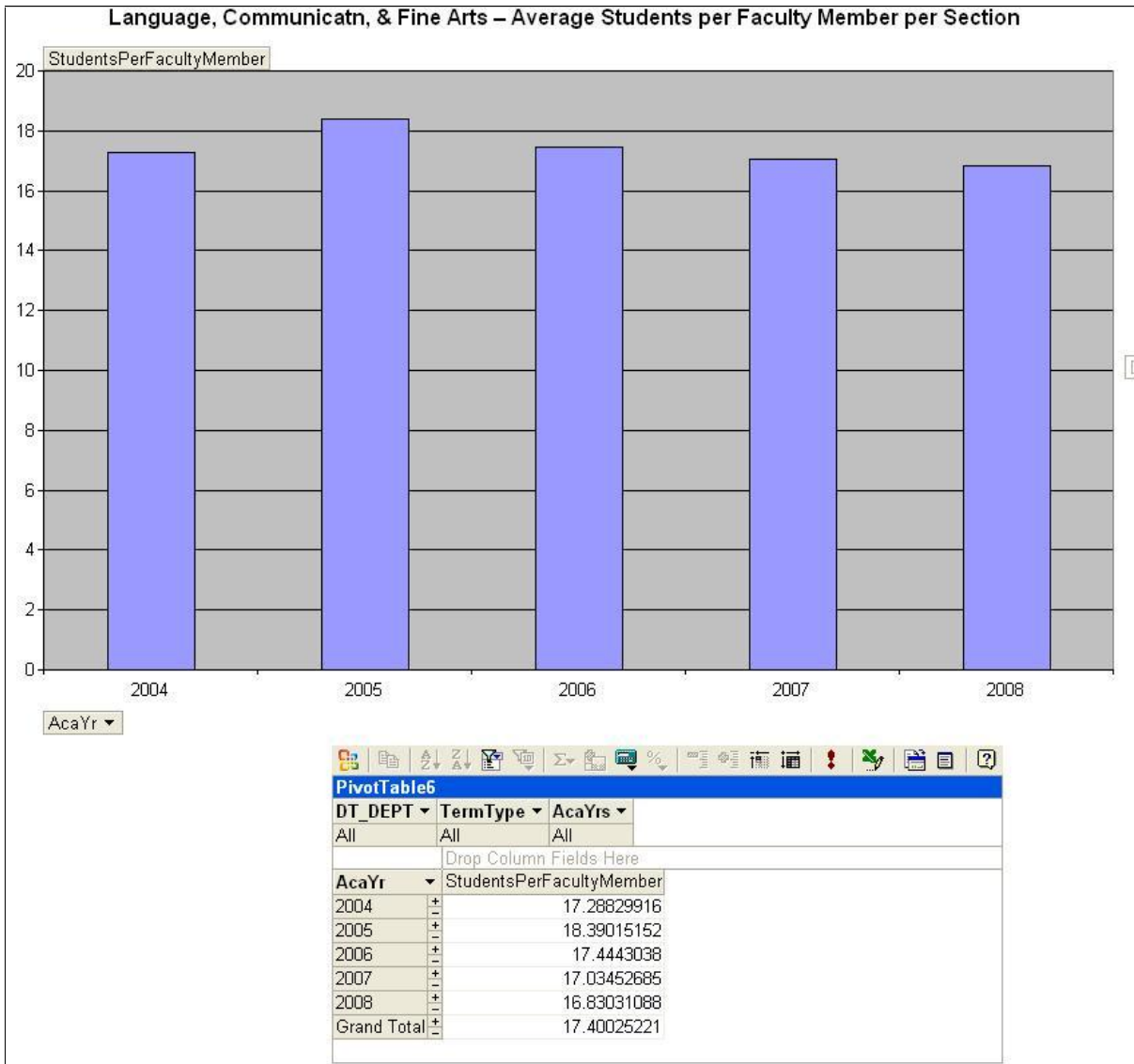
All good ideas to encourage interest in students to seek English as a major.

Resources

Review the five-year graph(s) of the student-to-faculty ratio in the program/department.

Explain any increase or decrease that is more than a one-year anomaly.

The numbers below hold steady between 16 and 18 students per faculty member.



**Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics regarding student-to-faculty ratio within this program/department?**

Acceptable

Provide an action plan for improvement of any identified problem.

16-18 students per faculty member is a good ratio; therefore, improvement is not necessary.

**Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline? Does the External Review Committee have any other analysis or recommendations regarding student-to-faculty ratio within this program/department?**

Acceptable

In the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty), review the credentials of each full-time and part-time faculty member within the program/department. If any faculty member does not meet the SACS and THECB requirements, evaluate whether additional documentation is significant to grant an exemption.

All English faculty meet SACS and THECB requirements.

**Identify any faculty teaching a transfer course which, according to the information within the database for [Roster of](#)**

**Instructional Staff** (also known as Roster of Faculty) do not meet the requirements of faculty teaching a transfer course and explain the credential problem. Identify any faculty teaching a technical course which, according to the information within the database for **Roster of Instructional Staff** (also known as Roster of Faculty) do not meet the requirements of faculty teaching a technical course and explain the credential problem based on SACS requirements and/or THECB requirements. Identify any faculty teaching a developmental course which, according to the information within the database for **Roster of Instructional Staff** (also known as Roster of Faculty) do not meet the requirements of faculty teaching a developmental course and explain the credential problem.

Acceptable

List the names and the last date for all full-time faculty evaluations based on the schedule indicated in the Faculty Performance Review (FPRP).

Dr. Mike Bellah-February 20, 2008

Dr. Judith L. Carter-February 20, 2008

Dr. Mary Dodson-February 14, 2007

Rebecca "Becky" Easton-March 2, 2009

Dan Ferguson-February 27, 2008

Sabra Gore-February 26, 2009

Dwight Huber-February 18, 2008

Patricia Maddox-March 3, 2008

Dr. Bill Netherton-February 29, 2008

Frank Sobey-February 27, 2009

Jim Taylor-March 3, 2009

Margie Waguespack-March 3, 2008

**If any full-time faculty member (or Board-appointed faculty member) has not been completed the Faculty Performance Review (FPRP) within the past two years and is listed in the aforementioned [Roster of Instructional Staff](#) (also known as Roster of Faculty), identify the faculty member's name and the date of the last FPRP.**

Acceptable

List the names of each part-time faculty and the

last date of evaluation by students and supervisor for each course taught.

**Dan Ferguson, English Department Chair, supervises all part-time faculty listed below:**

JoAnn Blythe-ENGL 1301, Student Evaluations completed during week of October 27, 2008, FPRP Evaluation completed February 2009.

Mary Alice Brittain-ENGL 1301, Student Evaluations completed online during week of October 27, 2008, FPRP Evaluation completed February 2009.

Ann Hamblin-ENGL 0302, Student Evaluations completed during week of October 27, 2008, FPRP Evaluation completed February 2009.

Joyce Herr-ENGL 1301 and ENGL 1302 Student Evaluations completed during week of October 27, 2008, FPRP Evaluation completed February 2009.

Sandra Kitten-ENGL 1301 and 1302, Student Evaluations completed online during week of October 27, 2008, FPRP Evaluation completed February 2009.

Andrea Olivarez-ENGL 1301, Student Evaluations

completed during week of October 27, 2008, FPRP Evaluation completed February 2009.

Rebecca Riethmayer-ENGL 0302, Student Evaluations completed online during week of October 27, 2008, FPRP Evaluation completed February 2009.

Cynthia Rogers-ENGL 1301, Student Evaluations completed online during week of October 27, 2008, FPRP Evaluation completed February 2009.

Monte Wells-Did not work during the Fall 2008 semester; however, he will be teaching during the Spring 2009 semester. Student evaluations will be completed during the required evaluation period. FPRP Evaluation will be completed after the Spring 2009 semester.

**The Dual Credit English part-time faculty are as follows (per LouAnn Seabourn, all dual credit evaluations will be conducted only once during the fiscal year in the Spring semester):**

Mary Alice Brittain (replaced Krista Martin who taught during the Fall 2008 semester)-ENGL 1301, Multiple online high schools, FPRP Evaluation completed February 2009.

Martha Ann Conkling- ENGL 1301, Amarillo High

School, FPRP Evaluation completed February 2009.

Joyce Herr-ENGL 1301, Tascosa High School, FPRP Evaluation completed February 2009.

D'Ann Moutos-ENGL 1301, Randall High School and Ascension Academy, FPRP Evaluation completed February 2009.

Elaine Loughlin-ENGL 1301, Palo Duro High School, FPRP Evaluation completed February 2009.

Cynthia Rogers-ENGL 1301, Hereford High School, FPRP Evaluation completed February 2009.

Pam Fox-ENGL 1301 and ENGL 2307, Dumas High School, FPRP Evaluation completed February 2009.

Terri Cox-ENGL 1301, Friona High School, FPRP Evaluation completed February 2009.

Dayna White-ENGL 1301, Kress High School, FPRP Evaluation completed February 2009.

Carroll Killingsworth-ENGL 1301, Happy High School, FPRP Evaluation completed February 2009.

Christopher Meyers-ENGL 1301, Arbor Academy, FPRP Evaluation completed February 2009.

Christy Creacy-ENGL 1301, Multiple online high schools, FPRP Evaluation completed February 2009.

**If any part-time faculty member has not been evaluated by both students and supervisor for each course taught within the past year and is listed in the aforementioned [Roster of Instructional Staff](#) (also known as Roster of Faculty), identify the faculty member's name and state the specific problem.**

Acceptable

Amarillo College's Board Policy Manual defines each faculty member's academic freedom as "full freedom in the classroom in discussing the subject being taught and to pursue research and publications. However, a faculty member must not attempt to force on students a personal viewpoint and must at all times allow for diversity of opinion." Has anyone in the program/department filed a grievance for violation of the aforementioned academic freedom?

no

**If anyone within the department has filed a grievance for violation of academic freedom based on the definition stated in Amarillo College's Board Policy Manual, briefly describe the violation (excluding personal identifiers) and the total number of violations.**

Acceptable

Which of the following library collections/resources/services have been used by faculty, staff and/or students within the past five years? (Select all that apply.)

Reserve collection Circulating collection  
Reference collection Tutorials/guides Interlibrary  
loan Classroom instruction Personalized  
instruction Proprietary databases Electronic  
journals Circulating collection Electronic books  
Meeting services

**Does it appear that the library collections/resources/services used by the faculty, staff, and/or students within the past five years are accurate and thorough?**

Acceptable

Which two or three collection/resources/services should be improved to support Amarillo College's mission regarding teaching and service?

Our students are using more and more the online database collection that the library maintains. And in fact, one of our objectives in English 1301 references these databases; thus, the English Department would support the acquisition of more online databases. In the same vein, the English Department would support the acquisition of more up-to-date computers in the library. The English Department is pleased with the continued improvement in classroom sessions conducted by library staff. The library is a vital resource for Amarillo College.

**Has the program/department identified which two or three collections/resources/services should be improved to support Amarillo College's mission regarding teaching and service?**

Acceptable

Does your program/department have discipline accreditation?

no

How has the library participated in this discipline's accreditation?

**Does the program/department have a discipline accreditation? IF SO, has the library participated in completing the**

## **approver's evaluation?**

Acceptable

After assessing the strengths and weaknesses of the program's/department's access to technology, what improvements would ensure that students have access and training in the use of technology?

One of the English Department's strengths in terms of technology is the fact that most of our faculty teach online courses, which forces us to keep up to date with technology. Another strength is our two computer labs. Instructors use these labs to demonstrate technology accompanying a class, to help students with MLA (which is one of the objectives we assess on our PET Form), and to help students with research, etc. Students use these labs to complete assignments for English classes, as well as classes in other departments.

Our primary weakness in terms of technology is similar to a problem many departments have, and that is replacing older computers. We have an entire lab that was scheduled to be replaced at the beginning of the year, and due to problems with prioritizing technology distribution, we have had to limp along all year with monitors

and hard drives going out left and right.

[According to ITS](#), we are scheduled for computer replacement this summer. We are hoping that the computers in Ordway 104 are indeed replaced this summer so that we can better serve our students. This is one significant way our students will have improved access to technology. We would also suggest that new computers have a warranty that covers them until replacement. Or ITS should keep a stock of computers that can be used as temporary replacements for broken computers until the computers are fixed or officially replaced.

Another weakness relates to the availability of lab space at peak times. Most students want to take classes at 9 and 10:30 a.m.; therefore, our labs are usually booked at these times. The library has been helpful in allowing us use of their computers, but we still have classes that are left without computer access. And because students are required to pay a lab fee, denying them access due to limited facilities is not acceptable. More lab availability would greatly help.

Finally, one of the problems our students have relates to training for online classes. Our faculty are now well trained to deliver online classes; it

is time that our students are trained to take the classes. We would like to see some sort of registration requirement for online classes where students must demonstrate basic computer skills and acknowledge access to a computer with Internet connection before registering for an online class. The lack of technology training and access affects many of our online students. We would also like to see eLearning establish an online training mechanism for students who want to take online classes. Perhaps completion of this online training mechanism could function as the prerequisite for taking online classes.

**Does the program's/department's assessment of strengths and weaknesses include ways to improve both students' access to & training in the use of technology?**

Unacceptable

Recommendation

Scheduled replacement of computers has not occurred and the current computers are experiencing hard drive and monitor issues. Students also lack access to enough computers during peak class times. Students are charged a computer fee when taking classes and should have access to enough functioning computers to meet their needs.

What improvements would ensure that students use technology?

More computer lab access would obviously allow more students to use technology instead of collapsing labs across campus.

We have made considerable progress in the area of smart classrooms this year in Ordway, having added three for a total of four; however, we should not rest until each classroom is converted into a smart classroom.

We have no wireless Internet access in Ordway. If we did, some students could possibly use their laptops which might mitigate our lack of computer lab availability.

**Does the program's /department's answer include improvements that would ensure that students use technology? Are the recommendation(s) of this program/department feasible?**

Acceptable

Futher upgrade of classrooms and wireless Internet would help students use technology in this department.

Review program/department operations. Does any operation present the possibility for

violations of security, confidentiality, or integrity of student records?

yes

What changes need to be made to prevent violations of this nature?

Faculty offices must contain new computers and printers so that we do not force faculty to use our student computer labs in order to handle student records. Currently three faculty are having to use student lab computers due to delayed replacement of old computers that are not functioning.

**After a review of this program's /department's operations based on this Self-Study and any other information available to this Committee, does any operation present the possibility for violations of security, confidentiality, or integrity of student records? If so, describe those operations and identify the violation possibility in detail.**

Acceptable

It is concerning that faculty are using student labs for student records.

**What changes need to be made to prevent violations of this nature?**

Acceptable

answered in the above question

Which support services need to be strengthened to better serve students in this program/department?

The Amarillo College Bookstore and Advising could do a better job of serving our students.

Explain what aspects of the services need to be strengthened.

The English Department understands the complexity of ordering books for faculty across the college; however, each semester it seems that not enough books are ordered. This obviously affects instruction and negatively impacts our students.

In terms of Advising, we have many students who take online classes without sufficient technology at home, without necessary computer skills, and without adequate time in the day to do assignments. We would like to see Advising steer these students toward onsite courses.

We also have academic advisors from other departments who put students in classes without meeting the prerequisites. We run a report at the

beginning of each semester to find any misplaced students, and we contact the students and place them correctly. Advising is also aware of the problem and has visited with certain academic advisors about correct placement. We will continue to monitor this situation and will work with Advising to try to eliminate the problem.

**Do the Self-Study recommendations of this program/department for support services that need to be improved appear to be valid?**

Acceptable

Describe any indicators or problems that prevent a healthy, safe and secure environment for the students, faculty and staff of this program/department.

One issue that continues to affect our students, staff, and faculty is smoking just outside the building. While there are signs that instruct smokers to stay 10 feet away from the building, during bad weather smokers tend to hover closer to the building; thus, the signs alone are ineffective.

Another problem is that our classroom doors all have windows. If there were a security threat, faculty and students would not be able to

prevent an intruder from entering a classroom.

**Are recommendations to assure a healthy, safe and secure environment for staff and students of this program/department valid? Are any of these recommendation(s) more significant and/or urgent?**

Acceptable

Describe any indicators or problems that hamper adequate physical facilities, both on and off campus, to meet the needs of the program/department.

Ours is the oldest building on campus, and there is only one door in the building that is accessible for people in wheelchairs.

Also, there is heavy floor treatment equipment that is being stored in the men's restroom. The English Department shares the building with the Lamplight Youth Theatre; thus, there are often children in the building who have easy access to this equipment. We suggest the equipment be stored in a locked room somewhere.

We would also like a wall separating the theater area of the building from the classrooms. These same small children who have access to our restroom facilities and the heavy equipment

being stored there also have access to our hallways and often disrupt instruction. At times this occurs during final exams. Faculty have had to leave their classrooms to address the situation. A wall would prevent these children from roaming the halls and would allow our students a more quiet academic environment.

Ordway Hall has a basement that is supposed to be a tornado shelter; however, apparently it is full of Business Office records and blocked by Physical Plant equipment. The lock has been changed, as well, and we do not have a key.

**Do any of the problems or concerns regarding adequate physical facilities appear to be significant and/or urgent? Are there any other needs which this Self-Study didn't cite but are critical based on other information? Which of these needs are most significant and/or urgent?**

Acceptable

It is concerning that this department classes are interrupted by the children's theater. The department has offered on suggestion for resolution.

It is alarming that the tornado shelter is unavailable due to it's use as storage and being

blocked and also being locked without the department having a key.

### Budget

Which program/department outcomes have resulted in budget requests to date?

The English Department has not requested extra funding just yet, but we expect we will need to in order to set up a Writing Center.

**Have any of this program's/department's outcomes resulted in budget requests to date? If not, why not?**

Acceptable

Project the program's/department's strategic initiatives for the next five years based on the program's/department's outcomes.

1. Continue to refine our department outcomes assessment procedures in order to define specific areas of strengths and weaknesses.
2. Provide materials and/or training to instructors in order to improve outcomes assessment scores.
3. Create a Writing Center in order to offer one-on-one instruction to students, provide more access to computers, and increase Department

and General Education outcomes assessment results.

4. Continue to pursue discussions with area high school instructors, including those who teach dual credit.

**Has this program/department been able to project strategic initiatives for the next five years based on the program's/department's outcomes? If not, what appears to be blocking this program/department from accomplishing this?**

Acceptable

Well thought out initiatives.

Publications

If the program/department publishes any advertising or recruitment documents (electronic or paper), do the documents accurately represent Amarillo College and the program/department?

yes

If no, explain what is inaccurate.

**IF the program/department has published any advertising or recruitment documents (electronic or paper), check at least one copy of each document and determine whether it accurately represents Amarillo**

**College and the office/department?**

Acceptable

**IF anything appears to be inaccurate, identify the apparent violation.**

N/A

Does the program/department publish any documents (electronic or paper) with references to SACS accreditation?

no

Are the references in compliance with SACS approved statement?

Which reference is not in compliance? Describe how you will assure compliance for all references in the future.

**IF the program/department has published any document(s) with a reference to SACS accreditation, are all references consistent with the approved statement? (Approved reference: Amarillo College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees. Contact the Commission on Colleges at 1866 Southern Lane Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Amarillo College.) IF any**

**references are inconsistent, identify all documents with the inconsistent reference(s).**

Acceptable

**IF the Self-Study did identify the inconsistencies, does the plan for assuring future compliance appear to correct the problem? IF the Self-Study did NOT identify all inconsistencies, what plan does this Committee recommend?**

Other

State any additional comments/concerns which may impact this program/department during the next five years.

**IF additional comments/concerns were included in the Self-Study regarding items which may impact this program/department during the next five years, what recommendations and/or concerns are warranted? IF NO such items were included in the Self-Study but this Committee feels such comments or concerns are valid, cite them and include any relevant recommendations.**

N/A
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