ALVIN COMMUNITY COLLEGE
ACADEMIC PROGRAM REVIEW
DIVISION OF ENGLISH AND
FINE ARTS
DEPARTMENT OF READING
ACADEMIC YEAR 2002-03
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Department of Reading
2002-03 Program Review

Preface

The Reading Department has seen a drop in contact hours in recent years, while withdrawal rates and passing rates have increased slightly. The department consists of one full-time department chair, one administrative assistant, and four adjunct faculty. Generally, 35% of the classes are taught by full-time faculty. The department chair feels that the department is strong in all areas, but that a lack of funding is impacting the ability of the college to provide additional assistance to at-risk reading students. A list of other salient points is given below.

- All SIPS and syllabi are reported up-to-date.
- Contact hours have decreased linearly over the past five years at a rate of 2,534 hours per year.
- Withdrawal rates have increased linearly by two percentage points per year over the past five years. Changes in passing rates have been non-linear, however they appear to be increasing slightly.
- Only once during this period did a faculty member received a poor student evaluation, and, as an adjunct, they were not asked to return the following semester.
- TDCJ course offerings tend to be somewhat sporadic and class sizes are minimal.
- Course overlays with Continuing Education have not proven successful in the past, but may be attempted again in the future.
- Factor analysis of grade distributions was performed and the majority of instructors were found to predominantly assign grades of B’s and C’s. Only two instructors assigned grades of W’s and R’s to large percentages of their students.
- Reading Department Faculty members are well-qualified and dedicated, with the majority of the adjunct faculty having longevity in the department.
- Lack of budget (due to the abandonment of TASP funds) has led to the inability to fully operate and fund the student support services needed for reading students requiring educational assistance.
- The Reading Department is in the process of developing new guidelines for the Success Initiative and implementing them into the college’s Developmental Education Plan.
Mission/Goals: (Institutional Effectiveness and Research) The criteria used for assessment of objectives are as follows:

1. Does the department have a mission statement?
2. Are the department objectives, assessment criteria, assessment results, and use of results presented in clear and complete sentences?
3. Are the assessment criteria well-defined?
4. Are the objectives adequately assessed?
5. Are assessment results coupled with meaningful follow-up actions?
6. Are the objectives properly linked with institutional goals?

Additionally, all departments are to include at least one educational outcome and an objective related to recruitment or retention.

<table>
<thead>
<tr>
<th>Item</th>
<th>Strong</th>
<th>Adequate</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission Statement</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Evaluate the presentation of objectives, assessment criteria, and results</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Evaluate the assessment criteria</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate the assessment results</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate the use of results</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate the integration with institutional goals</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclusion of an educational outcome</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Inclusion of a recruiting or retention objective</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Describe any changes needed.

1. The mission statement needs to be updated to reflect the demise of TASP (2003 Planning and Effectiveness Manual, page 58).
DEPARTMENT OF READING

SIPS AND SYLLABI  (Department Chair)
Are written course syllabi current and available for all courses within the program?

√ Yes
□ No, please explain and list missing syllabi.

Are all Student Information Plans current?

√ Yes
□ No, please explain and list outdated SIPs.
DEPARTMENT OF READING

TRANSFER ISSUES (Department Chair & Admissions/Advising)
Have any transfer problems been observed since the last program evaluation period?
✓ No
☐ Yes, please explain and indicate actions taken to resolve issues.
CONTACT HOURS

- Five-year contact hour history by department

<table>
<thead>
<tr>
<th>Dept</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
<th>FY02</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td>35,280</td>
<td>27,408</td>
<td>25,392</td>
<td>26,032</td>
<td>23,296</td>
</tr>
</tbody>
</table>

\[
y = -2534.4x + 35085
\]

\[
R^2 = 0.7574
\]

Summary of findings

Showing a strong linear correlation, the data indicates a decreasing trend by more than 2500 contact hours each year over the last five years.
GRADE DISTRIBUTIONS (NO TDCJ)

All grade distribution data was collected from Fall and Spring semesters over the period from Fall 1999 through Spring 2003. Census day rosters were utilized, with grades of A, B, and C considered “passing”. Non-passing grades include D, F, W, I, and R.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>W</th>
<th>I</th>
<th>R</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>199FA</td>
<td>7%</td>
<td>19%</td>
<td>19%</td>
<td>3%</td>
<td>12%</td>
<td>16%</td>
<td>0%</td>
<td>23%</td>
<td>0%</td>
</tr>
<tr>
<td>200SP</td>
<td>7%</td>
<td>16%</td>
<td>16%</td>
<td>5%</td>
<td>14%</td>
<td>18%</td>
<td>0%</td>
<td>22%</td>
<td>1%</td>
</tr>
<tr>
<td>200FA</td>
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<td>26%</td>
<td>21%</td>
<td>5%</td>
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<td>0%</td>
<td>13%</td>
<td>0%</td>
</tr>
<tr>
<td>201SP</td>
<td>7%</td>
<td>24%</td>
<td>16%</td>
<td>4%</td>
<td>15%</td>
<td>22%</td>
<td>0%</td>
<td>12%</td>
<td>0%</td>
</tr>
<tr>
<td>201FA</td>
<td>6%</td>
<td>21%</td>
<td>27%</td>
<td>5%</td>
<td>7%</td>
<td>23%</td>
<td>0%</td>
<td>11%</td>
<td>0%</td>
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<tr>
<td>202SP</td>
<td>7%</td>
<td>22%</td>
<td>19%</td>
<td>6%</td>
<td>11%</td>
<td>24%</td>
<td>0%</td>
<td>10%</td>
<td>2%</td>
</tr>
<tr>
<td>202FA</td>
<td>7%</td>
<td>21%</td>
<td>27%</td>
<td>2%</td>
<td>10%</td>
<td>20%</td>
<td>0%</td>
<td>14%</td>
<td>0%</td>
</tr>
<tr>
<td>203SP</td>
<td>5%</td>
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<td>10%</td>
<td>9%</td>
<td>26%</td>
<td>0%</td>
<td>9%</td>
<td>0%</td>
</tr>
</tbody>
</table>

- Withdrawal rate

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>199FA</th>
<th>200SP</th>
<th>200FA</th>
<th>201SP</th>
<th>201FA</th>
<th>202SP</th>
<th>202FA</th>
<th>203SP</th>
</tr>
</thead>
<tbody>
<tr>
<td>WITHDRAWAL RATE</td>
<td>16%</td>
<td>18%</td>
<td>23%</td>
<td>22%</td>
<td>23%</td>
<td>24%</td>
<td>20%</td>
<td>26%</td>
</tr>
</tbody>
</table>

Summary of Findings

Showing a strong linear correlation, withdrawal rates have increased at a rate of 2% each year over the last four years.
• **Passing rates**

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>199FA</th>
<th>200SP</th>
<th>200FA</th>
<th>201SP</th>
<th>201FA</th>
<th>202SP</th>
<th>202FA</th>
<th>203SP</th>
</tr>
</thead>
<tbody>
<tr>
<td>PASSING RATE</td>
<td>45%</td>
<td>39%</td>
<td>52%</td>
<td>47%</td>
<td>54%</td>
<td>48%</td>
<td>55%</td>
<td>47%</td>
</tr>
</tbody>
</table>

Exhibiting a moderate linear correlation, passing rates have tended to increase about two percentage points per year.

• **Successful completion (ABC) rates**

For Developmental Reading, successful completion is equivalent to passing.

**Summary of Findings**

Exhibiting a moderate linear correlation, passing rates have tended to increase about two percentage points per year.
DEPARTMENT OF READING

DECLARED MAJOR HISTORY

ACC does not offer an Associate in Arts in Reading degree.

Summary of Findings

(NOT APPLICABLE)
DEPARTMENT OF READING

UHCL GPA RESULTS

- GPA for majors with 15 or more students compared with UHCL GPA in that major

  (NOT APPLICABLE)

Summary of Findings

  (NOT APPLICABLE)
DEPARTMENT OF READING

FACULTY EVALUATIONS

STUDENT EVALUATIONS (Institutional Effectiveness and Research)

- History of instructors’ evaluations over past three years

(Average of questions 1-11 on Student Evaluations)

<table>
<thead>
<tr>
<th>INSTRUCTOR</th>
<th>PT/FT</th>
<th>199FA</th>
<th>200SP</th>
<th>200FA</th>
<th>201SP</th>
<th>201FA</th>
<th>202SP</th>
<th>202FA</th>
</tr>
</thead>
<tbody>
<tr>
<td>BALKUM, D</td>
<td>PT</td>
<td>1.146</td>
<td>1.593</td>
<td>1.571</td>
<td>1.074</td>
<td>1.362</td>
<td>1.000</td>
<td>1.106</td>
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<tr>
<td>HASSELMEIER, J</td>
<td>PT</td>
<td>1.250</td>
<td>1.033</td>
<td>1.142</td>
<td>1.268</td>
<td>1.621</td>
<td>1.364</td>
<td>1.740</td>
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<tr>
<td>LEE, B</td>
<td>PT</td>
<td>1.000</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHNEIDER, A</td>
<td>PT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.409</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TYLER, L</td>
<td>PT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.111</td>
<td>1.354</td>
<td>1.099</td>
</tr>
<tr>
<td>VERN, L</td>
<td>FT</td>
<td>1.477</td>
<td>1.521</td>
<td>1.378</td>
<td>1.186</td>
<td>1.274</td>
<td>1.255</td>
<td>1.263</td>
</tr>
<tr>
<td>VERN, M</td>
<td>PT</td>
<td>1.254</td>
<td>1.267</td>
<td>1.185</td>
<td>1.205</td>
<td>1.241</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FACULTY WITH AVERAGE* EQUAL TO 2.000 OR MORE

<table>
<thead>
<tr>
<th>SEM</th>
<th>NAME</th>
<th>AVERAGE*</th>
<th>PT/FT</th>
</tr>
</thead>
<tbody>
<tr>
<td>201FA</td>
<td>SCHNEIDER, A</td>
<td>2.409</td>
<td>PT</td>
</tr>
</tbody>
</table>

(*Average of questions 1-11 on Student Evaluations)

Summary of Findings

With the exception of one part-time instructor, who was not asked to return the next semester, students appear to be satisfied with the level of performance of their reading instructors. No instructor in Reading has exhibited a consistent history of poor evaluations by students.

Have follow-ups been completed in a timely fashion for instructors with repeatedly below average evaluations? (Department Chair)

√ Yes
□ No, please explain.
DEPARTMENT OF READING

SUPERVISOR EVALUATIONS  (Department Chair)

Have supervisor evaluations of faculty been completed regularly and in a timely fashion?

√ Yes
□ No, please explain.

Summary of Findings

The department chair has evaluated each Reading Department faculty member each semester. The evaluations have all been good.
DEPARTMENT OF READING

PEER EVALUATIONS (Department Chair)

Have peer evaluations of faculty been completed regularly and in a timely fashion?

√ Yes

□ No, please explain.

Summary of Findings

The peer evaluations have been done each semester and have been beneficial with respect to improving classroom procedures.
DEPARTMENT OF READING

PROFESSIONAL DEVELOPMENT  (Department Chair)

Are all faculty members current with professional development requirements?

√ Yes  
□ No, please explain.

See APPENDIX A for documentation of professional development.
Data was collected from Fall and Spring semesters over the period from Fall 1999 through Spring 2003. Census day rosters were utilized, with grades of A, B, and C considered “passing”. Non-passing grades include D, F, I, R and W.

**CONTACT HOUR HISTORY**

<table>
<thead>
<tr>
<th>Dept</th>
<th>197FA</th>
<th>198SP</th>
<th>198FA</th>
<th>199SP</th>
<th>199FA</th>
<th>200SP</th>
<th>200FA</th>
<th>201SP</th>
<th>201FA</th>
<th>202SP</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ</td>
<td>19392</td>
<td>11552</td>
<td>14192</td>
<td>8784</td>
<td>12544</td>
<td>8896</td>
<td>13808</td>
<td>8912</td>
<td>12064</td>
<td>8096</td>
</tr>
</tbody>
</table>

![Graph showing contact hours over semesters]

**DEVELOPMENTAL READING**

\[ y = -685.19x + 15593 \]

\[ R^2 = 0.3598 \]

**Summary of Findings**

A moderate linear correlation indicates that contact hours have been decreasing at a rate of about 685 per semester or 1370 per year over the past four years.
### DEPARTMENT OF READING

### WITHDRAWAL RATES

<table>
<thead>
<tr>
<th>READ 0309</th>
<th>199FA</th>
<th>200SP</th>
<th>200FA</th>
<th>201SP</th>
<th>201FA</th>
<th>202SP</th>
<th>202FA</th>
<th>203SP</th>
</tr>
</thead>
<tbody>
<tr>
<td>WITHDRAWAL RATE</td>
<td>17%</td>
<td>16%</td>
<td>24%</td>
<td>33%</td>
<td>28%</td>
<td>27%</td>
<td>21%</td>
<td>35%</td>
</tr>
</tbody>
</table>

**Graph for READ 0309**

\[
y = 0.0185x + 0.1682 \\
R^2 = 0.422
\]

<table>
<thead>
<tr>
<th>READ 0310</th>
<th>199FA</th>
<th>200SP</th>
<th>200FA</th>
<th>201SP</th>
<th>201FA</th>
<th>202SP</th>
<th>202FA</th>
<th>203SP</th>
</tr>
</thead>
<tbody>
<tr>
<td>WITHDRAWAL RATE</td>
<td>17%</td>
<td>18%</td>
<td>22%</td>
<td>18%</td>
<td>21%</td>
<td>21%</td>
<td>20%</td>
<td>18%</td>
</tr>
</tbody>
</table>

**Graph for READ 0310**

\[
y = 0.002x + 0.1846 \\
R^2 = 0.0721
\]

<table>
<thead>
<tr>
<th>READ 0312</th>
<th>199FA</th>
<th>200SP</th>
<th>200FA</th>
<th>201SP</th>
<th>201FA</th>
<th>202SP</th>
<th>202FA</th>
<th>203SP</th>
</tr>
</thead>
<tbody>
<tr>
<td>WITHDRAWAL RATE</td>
<td>0%</td>
<td>25%</td>
<td>0%</td>
<td>27%</td>
<td>0%</td>
<td>33%</td>
<td>0%</td>
<td>14%</td>
</tr>
</tbody>
</table>

**Graph for READ 0312**

\[
y = 0.0054x + 0.0996 \\
R^2 = 0.0085
\]

### Summary of Findings

The linear correlation for READ 0309 is moderately strong and has increased by over 3.5 percentage points each year. The linear correlations for READ 0310 and READ 0312, however, are weak.
SUCCESSFUL COMPLETION RATES

<table>
<thead>
<tr>
<th>READ 0309</th>
<th>199FA</th>
<th>200SP</th>
<th>200FA</th>
<th>201SP</th>
<th>201FA</th>
<th>202SP</th>
<th>202FA</th>
<th>203SP</th>
</tr>
</thead>
<tbody>
<tr>
<td>PASSING RATE</td>
<td>45%</td>
<td>42%</td>
<td>53%</td>
<td>45%</td>
<td>50%</td>
<td>52%</td>
<td>52%</td>
<td>43%</td>
</tr>
</tbody>
</table>

**READ 0309**

PASSING RATE

\[ y = 0.0045x + 0.4571 \]

\[ R^2 = 0.0616 \]

<table>
<thead>
<tr>
<th>READ 0310</th>
<th>199FA</th>
<th>200SP</th>
<th>200FA</th>
<th>201SP</th>
<th>201FA</th>
<th>202SP</th>
<th>202FA</th>
<th>203SP</th>
</tr>
</thead>
<tbody>
<tr>
<td>PASSING RATE</td>
<td>42%</td>
<td>31%</td>
<td>50%</td>
<td>47%</td>
<td>55%</td>
<td>46%</td>
<td>54%</td>
<td>46%</td>
</tr>
</tbody>
</table>

**READ 0310**

PASSING RATE

\[ y = 0.0165x + 0.3893 \]

\[ R^2 = 0.2862 \]

<table>
<thead>
<tr>
<th>READ 0312</th>
<th>199FA</th>
<th>200SP</th>
<th>200FA</th>
<th>201SP</th>
<th>201FA</th>
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<tbody>
<tr>
<td>PASSING RATE</td>
<td>51%</td>
<td>63%</td>
<td>60%</td>
<td>54%</td>
<td>100%</td>
<td>50%</td>
<td>100%</td>
<td>86%</td>
</tr>
</tbody>
</table>

**READ 0312**

PASSING RATE

\[ y = 0.0531x + 0.4661 \]

\[ R^2 = 0.3677 \]
Summary of Findings

Exhibiting moderate linear correlations, READ 0310 and READ 0312 passing rates have tended to increase in recent years by 3.3 and 10.6 percentage points per year, respectively. The passing rate trends for READ 0309, however, was not evaluated due to the low level of linear correlation.
Summary of Findings

Students who have completed READ 0310 remediation in the fall semester and continued with ENGL 1301 in the spring are statistically performing just as well with respect to grade points earned as the non-remediated group.
Factor analysis and other statistical methods are used to determine patterns of grade distributions. For READ 0312, this procedure could not be utilized since only one instructor taught the course. Only the grade distributions are presented for that subject.

### READ 0309 GRADE DISTRIBUTIONS

<table>
<thead>
<tr>
<th>Instructor</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>W</th>
<th>I</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>BALKUM</td>
<td>6%</td>
<td>17%</td>
<td>21%</td>
<td>6%</td>
<td>8%</td>
<td>27%</td>
<td>0%</td>
<td>15%</td>
</tr>
<tr>
<td>HASSELMEIER</td>
<td>3%</td>
<td>29%</td>
<td>22%</td>
<td>2%</td>
<td>16%</td>
<td>23%</td>
<td>0%</td>
<td>5%</td>
</tr>
<tr>
<td>VERN</td>
<td>0%</td>
<td>35%</td>
<td>20%</td>
<td>10%</td>
<td>5%</td>
<td>20%</td>
<td>0%</td>
<td>10%</td>
</tr>
<tr>
<td>VERN, M</td>
<td>15%</td>
<td>33%</td>
<td>18%</td>
<td>5%</td>
<td>3%</td>
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<td>8%</td>
</tr>
<tr>
<td>READ 0309</td>
<td>6%</td>
<td>21%</td>
<td>21%</td>
<td>5%</td>
<td>9%</td>
<td>25%</td>
<td>0%</td>
<td>12%</td>
</tr>
</tbody>
</table>

**RESULTS**

Predominantly B's and C's:
- Vern
- Hasselmeier
- Vern, M
- Balkum

### COMPONENT MATRIX

<table>
<thead>
<tr>
<th></th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>VERN</td>
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</tr>
<tr>
<td>VERN, M</td>
<td>.904</td>
</tr>
<tr>
<td>BALKUM</td>
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</table>

Extraction Method: Principal Component Analysis.  a 1 components extracted.
### READ 0310 GRADE DISTRIBUTIONS

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>W</th>
<th>I</th>
<th>R</th>
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</thead>
<tbody>
<tr>
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<td>16%</td>
<td>16%</td>
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<td>10%</td>
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<td>0%</td>
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<tr>
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<td>25%</td>
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<td>6%</td>
</tr>
<tr>
<td>VERN, M</td>
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<td>32%</td>
<td>25%</td>
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<td>4%</td>
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<td>19%</td>
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**RESULTS**

Predominantly B’s and C’s:
- Vern, M
- Tyler
- Vern

Predominantly R’s and W’s:
- Schneider
- Hasselmeier

### ROTATED COMPONENT MATRIX

<table>
<thead>
<tr>
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<th>Component 1</th>
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### READ 0312 GRADE DISTRIBUTIONS

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<th>C</th>
<th>D</th>
<th>F</th>
<th>W</th>
<th>I</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>VERN</td>
<td>30%</td>
<td>26%</td>
<td>9%</td>
<td>9%</td>
<td>11%</td>
<td>17%</td>
<td>0%</td>
<td>0%</td>
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</tbody>
</table>
DEPARTMENT OF READING

DISTANCE LEARNING
(if applicable)
(Institutional Effectiveness and Research)

CONTACT HOUR HISTORY

(NOT APPLICABLE)

WITHDRAWAL RATES

(NOT APPLICABLE)

PASSING RATES

(NOT APPLICABLE)

SUCCESSFUL COMPLETION (ABC) RATES

(NOT APPLICABLE)
DEPARTMENT OF READING

MINI SEMESTERS
(if applicable)
(Institutional Effectiveness and Research)

CONTACT HOUR HISTORY

(NOT APPLICABLE)

WITHDRAWAL RATES

(NOT APPLICABLE)

PASSING RATES

(NOT APPLICABLE)

SUCCESSFUL COMPLETION (ABC) RATES

(NOT APPLICABLE)
DEPARTMENT OF READING

HIGH SCHOOL CAMPUS DUAL CREDIT PROGRAMS
(if applicable)
(Institutional Effectiveness & Research and Department Chair)

CONTACT HOUR HISTORY

(NOT APPLICABLE)

WITHDRAWAL RATES

(NOT APPLICABLE)

PASSING RATES

(NOT APPLICABLE)

SUCCESSFUL COMPLETION (ABC) RATES

(NOT APPLICABLE)
Data was collected from Fall and Spring semesters over the period from Fall 1999 through Spring 2003. Census day rosters were utilized, with grades of A, B, and C considered “passing”. Non-passing grades include D, F, I, R and W. Reading courses were only offered four times during this period, so no trend analysis was performed.

Contact hour history

<table>
<thead>
<tr>
<th>Dept</th>
<th>201FA</th>
<th>202SP</th>
<th>202FA</th>
<th>203SP</th>
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<tbody>
<tr>
<td>READ</td>
<td>112</td>
<td>48</td>
<td>96</td>
<td>112</td>
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</table>

Withdrawal rates

<table>
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<th>202SP</th>
<th>202FA</th>
<th>203SP</th>
</tr>
</thead>
<tbody>
<tr>
<td>WITHDRAWAL RATE</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>14%</td>
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</tbody>
</table>

Passing/Successful Completion rates

<table>
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<th>SEMESTER</th>
<th>201FA</th>
<th>202SP</th>
<th>202FA</th>
<th>203SP</th>
</tr>
</thead>
<tbody>
<tr>
<td>PASSING RATE</td>
<td>43%</td>
<td>0%</td>
<td>83%</td>
<td>71%</td>
</tr>
</tbody>
</table>
Summary of Findings

Historically, few contact hours in Reading have been generated by classes at TDCJ. Nonetheless, withdrawal rates are generally low and passing/successful completion rates are high.
DEPARTMENT OF READING

CORE CURRICULUM

FIVE-YEAR CONTACT HOUR HISTORY BY COURSE  (Institutional Effectiveness and Research)

(NOT APPLICABLE)

EVALUATION OF COURSE COMPETENCIES  (Department Chair)

(NOT APPLICABLE)

EVALUATION OF EDUCATIONAL OUTCOMES

• Withdrawal rates by course  (Institutional Effectiveness and Research)

(NOT APPLICABLE)

• Passing rates by course  (Institutional Effectiveness and Research)

(NOT APPLICABLE)

• Factor analysis of instructor grade distributions for courses  (Institutional Effectiveness and Research)

(NOT APPLICABLE)

• Review of exams for courses  (Department Chair)

(NOT APPLICABLE)
DEPARTMENT OF READING

HONORS PROGRAMS

Describe and evaluate honors program involvement. (Department Chair)

(NOT APPLICABLE)
Describe and evaluate course overlays with Continuing Education. (Department Chair)

Several semesters ago, course overlays were offered with Continuing Education. There were few, if any, students who enrolled. However, this lack of success could be due to not enough advance notice on scheduling. Perhaps a second attempt would be more successful.
DEPARTMENT OF READING

TECHNOLOGY

Describe and evaluate technology integration into curriculum. (Department Chair)

All courses in the Reading Department include computer work that is completed in the reading lab.
Full-time/part-time faculty ratios and trends

The ratio is 1 full-time faculty to 4 part-time faculty.

Summary of Findings
The department chair is the only full-time faculty member.

Percentage of classes taught by full-time faculty

About 35% of the classes are taught by full-time faculty.

Summary of Findings
At the present time, all of the part-time faculty have taught in the department for several consecutive years, and, therefore, the classes are being covered very effectively by part-time faculty and the department chair.

Adequacy of departmental budget

Is the current departmental budget adequate to meet the needs of the program?

√ Yes
☐ No, please explain.

Adequacy of facilities

Are the facilities required by the program adequate to meet the needs of the program?

√ Yes
☐ No, please explain.
**DEPARTMENT OF READING**

**EVALUATION OF SUPPORT SERVICES**  
(Department Chair)

<table>
<thead>
<tr>
<th>Support Service</th>
<th>Strong</th>
<th>Adequate</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Copy center</td>
<td>X</td>
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<td></td>
</tr>
<tr>
<td>Media center</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student workers</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutorial services</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (describe)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If “needs improvement” was checked, describe areas of concern.
Strengths  
Describe areas of strength within the program.

The main areas of strength within the program lie with the excellent, dedicated staff. Although all of the instructors are part-time, they have taught in the department for many consecutive semesters. The administrative assistant is also a great asset to the program. She has worked in the department since 1989; she became full-time in 2001.

Another area of strength is the department chair’s knowledge in the field of developmental education, especially reading. She has both education and experience in curriculum and instruction, specializing in the teaching of reading. She is the author of a college reading textbook.

Weaknesses  
Describe areas of weakness within the program.

The Reading Department attempts to identify and refer “at risk” students in the reading classes to the Academic Enhancement Center. The main areas of weakness within the program lie with the lack of enough instructional staff to operate the Academic Enhancement Center to adequately cover this important support service for developmental reading students.

Opportunities  
Describe feasible opportunities for improvement or enhancement to the program.

The opportunity for improvement or enhancement in the Reading Department is feasible as the college implements the Success Initiative through the revision of its Developmental Education Plan. The Success Initiative focuses on the importance of individualizing developmental education plans for each student. This philosophy is consistent with the goals of the Academic Enhancement Center as it serves as a support service to students in the developmental reading classes.

Threats  
Describe any obstacles to the success of the program.

The main obstacle to the success of the program is financial. At this time TASP grant money that has previously been used to supplement the operation of the Academic Enhancement Center is no longer available.
DEPARTMENT OF READING

Quality Enhancement Plan
Describe actions and plans that the program/Department will implement over the next three years to improve its program. Each plan should describe:
   (1) specifically what needs to be done and how it will help;
   (2) who is responsible for carrying out the activity or process;
   (3) a date when completion is expected.

1. The new guidelines of the Success Initiative that has replaced TASP need to be implemented. In order for this to take place, departmental decisions must be made regarding such things as what constitutes “college readiness” in reading.

2. The Reading Department Chair, with input from the other reading instructors, is responsible for carrying out this process.

3. The Alvin Community College Developmental Education Plan is currently being revised to incorporate the Success Initiative. This revision will be completed by January 2004, and the implementation of the revised plan will begin as soon as it is feasible to put all new guidelines into effect. Within the next three years the transition from TASP to the Success Initiative should be complete.
DEPARTMENT OF READING

Evaluation of previous QEP

Summarize the attainment of action plans developed during the last Program Review.

(NOT APPLICABLE)
APPENDIX A
Professional Development Documentation
# Annual Plan for Faculty Professional Development

**Instructor:** Dr. Lynda G. Vern  
**Supervisor:** Dr. Gerald Skidmore  
**Year for which plan is projected:** 2002/03  
**Date of Completion:** 8/28/03

***Refer to the current ACC Faculty Handbook, Section 1, page 6 for explanation of points.***

<table>
<thead>
<tr>
<th>Points Projected</th>
<th>Points Earned</th>
</tr>
</thead>
</table>

## I. Course Work / Seminars / Work Experience

<table>
<thead>
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<th>Requirement</th>
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<tbody>
<tr>
<td>A. SACS Requirement</td>
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<tr>
<td>B. Course in Field Related to Discipline</td>
<td></td>
</tr>
<tr>
<td>C. Relevant Work Experience</td>
<td></td>
</tr>
<tr>
<td>D. Seminars, Workshops, &amp; Professional Meetings</td>
<td>2</td>
</tr>
<tr>
<td>E. Presentations</td>
<td>4</td>
</tr>
<tr>
<td>F. Continuing Education Course</td>
<td></td>
</tr>
<tr>
<td>G. Other</td>
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## II. Curriculum & Instructional Improvement

<table>
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<tr>
<th>Improvement</th>
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</thead>
<tbody>
<tr>
<td>A. New Program or Major Program Revision</td>
<td>4</td>
</tr>
<tr>
<td>B. New Course, New Syllabus, or Major Course Revision</td>
<td></td>
</tr>
<tr>
<td>C. Departmental Report or Study</td>
<td>3</td>
</tr>
<tr>
<td>D. Department Library Review</td>
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</tr>
<tr>
<td>E. Advisement</td>
<td></td>
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<tr>
<td>F. Other</td>
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</table>

## III. Institutional Advancement

<table>
<thead>
<tr>
<th>Participation</th>
<th></th>
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<tbody>
<tr>
<td>A. Community Organizations - Participation</td>
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</tr>
<tr>
<td>B. Community Organizations - Officer</td>
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<tr>
<td>C. Volunteer Community Service</td>
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</tr>
<tr>
<td>D. Speaking Engagements</td>
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</tr>
<tr>
<td>E. Recruitment &amp; Marketing Activities</td>
<td>3</td>
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<tr>
<td>F. Discipline-related Conferences &amp; Contests</td>
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<tr>
<td>G. Student Activities</td>
<td></td>
</tr>
<tr>
<td>H. Community Workshops &amp; Seminars</td>
<td></td>
</tr>
<tr>
<td>I. College Committee or Sub-Committee - Officer</td>
<td>4</td>
</tr>
<tr>
<td>J. Ad-Hoc Committee - Member</td>
<td></td>
</tr>
<tr>
<td>K. College Study or Report</td>
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</tr>
<tr>
<td>L. Other</td>
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## IV. Professional Involvement

<table>
<thead>
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<tbody>
<tr>
<td>A. Professional Membership</td>
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<tr>
<td>B. Officer in Professional Organization</td>
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<tr>
<td>C. Professional Publications</td>
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### IV. Professional Involvement (Cont.)

<table>
<thead>
<tr>
<th>Points Projected</th>
<th>Points Earned</th>
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<tbody>
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</table>

- D. Development &/or Teaching of Continuing Education Course
- E. Other

### V. Research & Innovation

<table>
<thead>
<tr>
<th>Points Projected</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

- A. Development of Grant Request
- B. Management of Grant
- C. Individual Research
- D. Instructional Innovations
- E. Other

### VI. Personal Growth & Development

<table>
<thead>
<tr>
<th>Points Projected</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 1</td>
<td>2</td>
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</tbody>
</table>

- A. Physical Fitness Program
- B. Career & Life Planning Activities
- C. Personal Development Workshop
- D. Course Work in Field Unrelated to Discipline
- E. Continuing Education Course Unrelated to Discipline
- F. Other

### VII. Goals for Next Academic Year:

PLEASE USE THE BACK SIDE OF THIS FORM FOR ADDITIONAL INFORMATION.

(See Attached Page)
VII. *Goals for Next Academic Year*:

1. Fall 2002 is the first long semester that I have assumed the responsibility as Director of the Learning Lab. This year is to be a time for further assessing the best way to organize and manage the Learning Lab. Therefore, a major goal is to do this assessment and develop a plan for managing the Learning Lab that will best serve the students and faculty of Alvin Community College.

2. A second major goal is to reorganize the READ 1320, College Reading Course. This is necessary because of a problem with some of the computer software that has been used in the course. New software must be found to replace some of the software that can no longer be found on the computers in the Reading Lab.

3. A third goal is to continue developing the Academic Enhancement Center.
Explanation of 2002-03 Professional Development Points

I.  
   A. Doctorate and Masters Degrees in Curriculum and Instruction, Specialization in Reading  
   D. TCCTA Convention — unable to attend  
   E. Learning Lab Workshops - present workshops to Learning Lab instructors (tutors) and student workers & presentation "Tour of the Learning Lab" at the ACC faculty fall workshop.

II.  
   A. Implement a major revision of the Learning for security purposes in the testing area  
   C. Provide information for TASP studies  
   F. Continue development of the Academic Enhancement Center

III.  
   A. Member of the Board of Governors for Pearland Community College, the Education Committee  
   E. Print bookmarks advertising courses and provide press information. Participate in special projects such as the bond proposal  
   I. Chair the Developmental Education Plan/Learning Lab Committee

IV.  
   A. ACCTA and TCCTA

V.  
   D. Research various materials (books, computer programs, etc.) that are appropriate for the college "at risk" developmental student population

VI.  
   A. Participate in a physical fitness program for better health, toning, and flexibility  
   B. Meet with a financial advisor to review a plan for building a better retirement fund
EVALUATION OF 2001-2002 DEPARTMENT OBJECTIVES

READING PLANNING SECTION

The Department Chair Department/Unit Mission Statement: The mission of the Reading Department at Alvin Community College is to prepare developmental students to perform successfully in college level courses that demand reading skills, to offer instruction that will enable students to pass the reading section of the TASP test, to provide a college level reading course that will enable students to develop high level critical thinking skills, and to promote the professional development of the reading faculty.

<table>
<thead>
<tr>
<th>DEPARTMENTAL/UNIT OBJECTIVES</th>
<th>ASSESSMENT CRITERIA &amp; PROCEDURES</th>
<th>ASSESSMENT RESULTS</th>
<th>USE OF RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The department will strive to maintain professional excellence in its faculty and staff. Professional development will continue to be encouraged through TCCTA and other professional organizations.</td>
<td>Full-time faculty will attend at least 1 professional meeting per year.</td>
<td>The department chair attended the TCCTA Convention and made a presentation at the CASP (College Academic Support Program) 2001 conference.</td>
<td>Information from the meetings was shared with the faculty and administrators, and ideas that were deemed important were incorporated into the developmental curriculum.</td>
</tr>
<tr>
<td>2. The average departmental course completion rate will equal or exceed the average completion rate for the College as a whole.</td>
<td>The Director of Institutional Effectiveness and Research will provide relevant data to the department chair.</td>
<td>Using the criteria stated in the objectives, the standard was not met; a 77% completion rate was found for reading courses, and an 83% completion rate was found for the College as a whole.</td>
<td>This objective will be replaced because it seems unrealistic to compare the department’s completion rate to the College’s completion rate considering the fact that the Reading Department is mostly comprised of developmental classes and the fact that the College statistics include many classes (such as physical education activity classes) that traditionally have a very high completion rate.</td>
</tr>
<tr>
<td>3. The department will promote recruitment by publicizing positive information about the Reading Program and its students.</td>
<td>The department chair will provide relevant information to the public information specialist for newspaper publication.</td>
<td>Positive information about ACC’s Reading Program and students was sent to the public information specialist for newspaper publication.</td>
<td>Information about ACC’s Reading Program will continue to be sent to the public information specialist for newspaper publication.</td>
</tr>
</tbody>
</table>