GEORGIA PERIMETER COLLEGE  
2000 - 2001  
Academic Discipline Program Review and Self-Study

Academic Unit Name: _____English Program (Humanities Discipline)  
Location: ________Clarkston, Decatur/Rockdale, Dunwoody, Lawrenceville  
Department Chairs: ____Sandra Waller, Laura Breedlove, Richard Fiordo, Rob Jenkins  
Chair of Executive Committee: __Sarah Larson_______________________________

1. Academic Discipline (For this section, please insert the GPC 2000-2001 Program of Study Assessment Template)  
   See Appendix A.

   A. Describe the role and scope of the academic discipline and provide the official description/purpose/mission.
   B. List discipline goals, provide a brief description on how progress towards these goals is assessed (measured), provide results of assessments, and describe how results have been used to improve department. (SACS 3.1)

### Program of Study Goals and Assessment

<table>
<thead>
<tr>
<th>Year</th>
<th>Goals</th>
<th>Outcomes</th>
<th>Assessments</th>
<th>Results</th>
<th>Use/Documentation</th>
</tr>
</thead>
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C. Staffing Summary Collegewide MERGE ALL CAMPUSES (Completion by department chairs)

<table>
<thead>
<tr>
<th>Status</th>
<th>Number</th>
<th>Average Teaching Load</th>
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<tbody>
<tr>
<td>Full-time Faculty</td>
<td>56</td>
<td>27-32 hrs.</td>
</tr>
<tr>
<td>Professor</td>
<td>4</td>
<td>27-32 hrs.</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>18</td>
<td>27-32 hrs.</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>22</td>
<td>27-32 hrs.</td>
</tr>
<tr>
<td>Instructor</td>
<td>12</td>
<td>27-32 hrs.</td>
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<tr>
<td>Part-time</td>
<td>83</td>
<td>8.1 hrs.</td>
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<tr>
<td>Support Staff</td>
<td>7</td>
<td>N/A</td>
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</table>

What policies/procedures/formulas are followed when assigned teaching loads (are number of preparations, number of students taught, nature of course, departmental committee assignments, advising, availability of support staff, college committee assignments, research, and service factored)? Summary by department chairs (collegewide)

A number of factors are considered when assigning teaching loads, including seniority, preference, number of preparations, number of students taught, and nature of the courses.

D. Semester Credit Hour Production

For the past three years, please list department Semester Credit Hour Production.

(Requires completion by department chair, broken down by campus. Please contact Dr. Kuan Yang in IRP to receive this data. It will be available on or before May 1, 2001)

See Appendix B.


### Department Semester Credit Hour Production

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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</table>

E. Describe the scope and the impact of offerings in the department.

For the year (2000-2001), all department chairs should complete the following chart, by campus.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Course ID</th>
<th>Year</th>
<th># Sections</th>
<th>Percentage taught by P/T</th>
<th>Was demand higher than ability to supply?</th>
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Has this changed significantly over the past three years? If so, please describe.
See individual campus reports.

II. Academic Programs

A. Need: Not applicable to English Program of Study.

1. Specify area, state or national need for graduates. Cite any pertinent studies or data. (Include any Institutional Research and Planning (IRP) data or studies in appendices).

2. Identify interest on the part of local groups, industry, research centers, other educational institutions, or state agencies. Indicate the nature of contact made with these groups and the results of these contacts.
B. Curriculum:

How does the program ensure that the curriculum stays current with practices in the field? How are curriculum changes initiated and processed at the discipline level? (SACS 4.2.3, 4.2.4) (List any general methods such as professional development, college-sponsored workshops, etc.)

Please describe curriculum updates over the past three years.

As a transfer institution, GPC follows the lead of the state’s four-year institutions in order to stay current. In fact, we have informal articulation agreements with a number of those four-year institutions. We also have a member of the Humanities faculty who serves as the college’s representative to the Georgia Board of Regents Advisory Committee.

In addition, through our performance evaluation criteria and by providing funding, we encourage our faculty to attend regional and national discipline conferences and workshops in order to ensure that they stay current in the best practices in their field.

Curriculum changes are initiated through the college’s discipline coordination structure, which begins with course committees and flows upwards through discipline-wide and interdisciplinary organizations, such as the Humanities Executive Committee and the Faculty Senate.

Recent curriculum updates include new textbooks in several courses, most notably Composition I and II; new special topics segments added to the American Literature courses (on women writers, Southern writers, Native American writers, and African American writers, to name a few); and updated syllabi for all courses.

Curriculum Updates

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Date Reviewed/Updated/Revised</th>
<th>Documentation</th>
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</table>
C. Instruction.

1. How is instruction evaluated in this program or department? Explain how results of instructional evaluation have been used to improve instruction over the past three years. Department chairs should provide specific anecdotal data. (SACS 4.2.4)
   
   Instruction is evaluated in this program through the college’s faculty evaluation process, which currently consists of four primary components: the faculty portfolio, student evaluations, peer review, and self-evaluation. For new faculty members, there is also a classroom observation.
   
   The evaluation process is used to improve instruction through post-evaluation conferences between the faculty member and his or her department chair. During this conference, faculty member and department chair discuss the faculty member’s professional goals—which constitute a major component of the portfolio—and review his or her progress toward reaching the previous year’s goals.
   
   As a result of this process, a number of faculty members in this program have made great strides in improving their instruction, especially in the area of incorporating technology in the classroom. For example, one faculty member, who was somewhat resistant to using technology a few years ago, has recently completed two semester-long technology training courses offered through the college and has effectively incorporated computer-assisted instruction in his composition courses. Another faculty member has developed and regularly teaches on-line versions of her courses. And a third has been a pioneer, among GPC faculty, in using streaming audio and video in the classroom to supplement lecture and discussion.

2. Please certify whether all syllabi in the program/department provide written information about the goals and requirements of each course; the nature of the course content; and the methods of evaluation employed to measure the extent to which students are meeting the goals of the course. Indicate also whether the methods of instruction are appropriate to the goals and capabilities of students and that any experimentation with methods to improve instruction are adequately supported and evaluated. Attach copies of current syllabi for all courses in the program of study taught in this discipline as an appendix in alphabetical order. (SACS 4.2.4) This area pertains to full-time faculty only. Submit Spring 2001 syllabi only.
   
   All of the attached course syllabi, though personalized by individual faculty members, have been certified by the appropriate review committee to contain the essential elements specified in the departmental syllabi and common
course outlines: information about the goals and requirements of each course, information about the course content, and information concerning the methods of evaluation employed to measure the extent to which students meet the goals of the course.

The methods of instruction indicated in the syllabi have been approved by the various course committees as appropriate to the goals and capabilities of students. Appropriateness of instruction is also monitored by department chairs and by experienced faculty mentors.

3. Please describe the methods used to evaluate the effectiveness of this program (i.e., use of standardized tests, comprehensive examinations, assessment of the performance of graduates in advanced programs or employment, sampling of the opinions of former students). If this was described earlier, please indicate where. (SACS 3.1, 4.2.4) *Use the GPC Program of Study Assessment Plan.*

See Appendix A.

4. By department, please describe how the program/department provides a learning environment in which scholarly and creative achievement is encouraged. (General overview only) If this was described earlier, please indicate where. (SACS 4.2.4)

The English Program of Study at Georgia Perimeter College provides a learning environment in which scholarly and creative achievement is encouraged by utilizing the best and most current pedagogical practices in our field, including computer assisted instruction, peer review, and multiple drafting. In addition, with funding from such college entities as Creative Cartel, the Honors Program, and the Student Government Association, we regularly bring nationally known writers to each of the campuses to read from their work and interact with students. We also provide, through various college publications, a number of opportunities for students to publish their work to the college community and beyond. Perhaps most notable of these publications is The Polishing Cloth, which each year publishes exemplary student essays to be used as models by the following year’s students. Many faculty members use The Polishing Cloth as a supplemental text in their composition courses. Students even have the opportunity to serve as student editors to The Chattahoochee Review, GPC’s highly prestigious and nationally acclaimed literary magazine. Finally, we recognize each year, by campus, outstanding student accomplishment in each level of the English program.

5. If applicable, please indicate the degree to which clinical and other affiliations with outside agencies for which credit is awarded is under the control and supervision of the program. (SACS 4.2.4)
Not applicable.

D. Briefly discuss the academic advising process in this program of study. Are advisors trained and is there an advising handbook for your campus? *Requires completion by department chair.* (SACS 4.2.5)

See individual campus reports.

E. Course Completion Rate. (SACS 3.1)

The following information refers to program of study courses offered within the department.

**Course Completion Review**

*This information will be supplied by IRP. Department chairs should supply the course codes and titles to IRP and they will supply the numbers of starters & completers. This data will be available May 1, 2001.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th># Started</th>
<th># Completed</th>
<th>% Completed</th>
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See Appendix C.

F. Technology instruction. Describe how technology is used for curriculum delivery. Do you plan to increase the use of technology? How effective are the department's efforts? Please specify. *Requires completion by department/campus.*

See individual campus reports.

G. Certification/Licensure. (SACS 3.1)

Where applicable, please list the number of students attempting to obtain certification or licensure and the number who were successful over the past three years.
Not applicable.

H. Resources (SACS 4.1, 4.2.4) See individual campus reports.

   Statements in this area require completion by department chairs, based on their campus' situations.
   Break out your answers under each question by campus.

1. What additional faculty are needed to improve quality of program or to meet needs of students?

2. What are the special strengths in available library resources as they relate to the current program? What is the departmental library budget? Is this adequate?

3. Are facilities available to meet current needs of program? What additional facilities, if any, are needed in order to improve the quality of the programs being offered?

4. What additional fixed and moveable equipment is needed to improve the quality of the program being offered?

5. What special student support services does the program utilize? Are these adequate?

6. What additional technology resources are needed to improve the instructional program and administrative operations?

I. Program Plans (Completion by the Executive Committee)

1. Based on the data and discussion, which have been presented, please analyze and describe the strengths of this program.

   The primary strength of the English Program is its faculty—as competent, accomplished, and diverse a group as can be found anywhere in the country. Their willingness to embrace new technologies is nothing short of remarkable, especially considering that, for most of them, technology training was not part of their formal education. Because of their openmindedness and desire to serve students, the program has shifted in just a few years from a teaching
paradigm to a learning paradigm, becoming along the way one of the most technologically sophisticated programs in the college.

Another strength of the program is the wonderful diversity of its students, which brings a richness of texture and flavor to composition and literature studies. Given the learning-centered environment described above, students in these courses gain nearly as much from their interactions with their peers as they do from the instruction.

Finally, the college has made commendable efforts, within budgetary restrictions, to provide the kinds of facilities and technological equipment necessary to facilitate a 21st-century learning environment. We are able to teach about half our college-level composition courses in computer classrooms, and many of our other classrooms are equipped with SmartBoards and Internet access. The college also provides adequate training for faculty in all of these technologies, through a variety of in-house workshops and extended courses.

2. Please analyze and describe the weaknesses of this program.

The main weakness of the program is its heavy reliance on part-time instructors; depending on the campus, the part-time ratio can be as high as 50 per cent. While we have many wonderful part-time instructors and recognize their contributions to the college, we must concur with the recent findings of the Modern Language Association’s Committee on Professional Employment, which noted that “a disturbingly heavy reliance on part-timers in American higher education today contributes directly and indirectly to the failures of our academic system. . . . Adjuncts normally do not have the time or institutional support to teach in the committed and expert way expected of regular faculty members.”

We also believe that, even though we have made great strides in the area of technology, we must continue to move forward in that area. We need more computer classrooms, so that eventually we can teach all our composition sections CAI; more SmartBoards and Internet access, so that our faculty members can bring into their classrooms the best available resources. We recognize that the college has done much to support our efforts in this regard, and that we therefore cannot honestly refer to the area of technology as a “weakness”; nevertheless, we believe that continued progress is necessary if we are to serve our students well over the coming years.

3. What action steps do you have to address weakness? How do you plan to assess progress in these steps?

To address these weaknesses, we have requested a total of eight new tenure-track English positions for the 2000-2001 academic year. The college has been able to hire four. We will continue to assess our needs in the area of faculty and request additional full-time positions as necessary. We have also included in our budget requests for the upcoming
fiscal year additional computers, software, and SmartBoards. We will continue to assess our needs in this area as well and to submit purchase requests as appropriate.

**Improve Activity Chart**

*(This should be used as justification for funding during the budget process.)*

<table>
<thead>
<tr>
<th>Improvement Activity</th>
<th>Resources Needed</th>
<th>Completion Date and Responsible Individuals</th>
<th>Measures of Performance</th>
<th>Process(es) Involved</th>
</tr>
</thead>
</table>

4. Describe the progress, which was made in addressing last year's action plans. Show specific examples of how you used assessment results to adjust action steps, goals or improve the program. 

*No specific action steps were recommended last year.*

5. What do you foresee as the future of this program? **See individual campus reports.**

   a. Enrollment Trends – (Note: I sent enrollment trend reports by IRP with this template)

      1. Provide information on anticipated changes in program size. *Requires completion by department chair/campus.*

      2. What capacity does the program have to absorb additional enrollment without significant added cost? Please indicate rationale.

   b. Immediate and long-range challenges - *Requires completion by department chair/campus.*

   c. Opportunities for development - *Requires completion by department chair/campus.*
6. If this program is not meeting the strategic goal of academic excellence, what will it take to make it and its graduates excellent?

We believe the English Program of Study is meeting the strategic goal of academic excellence.