



Carteret Community College

Communications

2007-2008

INSTITUTIONAL PROGRAM REVIEW COMMUNICATIONS

SECTION ONE: PROGRAM PROFILE

A. THE MISSION/PURPOSE:

1. THE ROLE THE PROGRAM PLAYS IN THE COLLEGE MISSION

The role of the English Department is to provide excellent instruction in reading, writing, speaking, and research that will enable students to transfer to four year institutions or to complete their programs of study and enter their chosen professions with the communication skills necessary for success.

2. PROGRAM GOALS

To improve teaching through continuing education

To integrate technology into instruction

To open departmental activities to the community (readings, coffee house, drama presentations)

To assess departmental success

To develop teaching techniques that encourage student success

Student Learning Outcomes

Students will be able to read and interpret written material.

Students will be able to write effectively, using correct grammar, usage, and format.

Students will be able to speak effectively using correct grammar, usage, and format.

Students will be able to research and write documented essays (MLA, APA)

B. FACULTY

1. FACULTY CREDENTIALS

a. Full Time Faculty

i. Louise Brimmer

Currently, Louise Brimmer is the Curriculum Area Coordinator for Humanities here at Carteret Community College. She received her Bachelor's degree in History/English in 1961 from the Hampton Institute and went on to earn her Masters in English in 1968 and earned an additional 18 hours of Doctorate level advanced certification in administration from the College of William and Mary.

Ms. Brimmer has attended numerous conferences and workshops in the United States and Europe including the USSR. Most recently, she attended

the National Endowment for the Humanities conferences 2005 & 2007 in Portland, Oregon and Boston, Massachusetts respectively.

ii. Sharon Mills

Currently, Sharon Mills is the Division Director for the Arts and Sciences division of Carteret Community College. She received her Bachelor's degree with a focus in English/German studies from the University of Massachusetts, Amherst MA in 1971 and subsequently went on to earn a Masters Degree in English/Teaching in 1976 from Bridgewater State College. Since that time, she has continued her studies by attending English related courses and workshops including two graduate level English courses in 1988 - "Writing and the Teaching of Writing" and "The British Novel". In addition, she has pursued the studio Arts through courses such as Ceramics I & II, Painting I & II, Drawing I & II, Design and Art History and is well on her way to receiving an Associate Degree in Fine Arts.

Sharon regularly attends conferences related to her profession including the "North Carolina Conference of English Instructors" (annual conference), "NISOD", "NC Community College System Conference" (annual conference), "National Endowment for the Humanities" and "Rochester Business Association Conference on Frederick Douglass and the Underground Rail Road". It was at the "NISOD" conference in May of 2007 that she presented her published work "I Write the Way I Make a Pot: The Case Study in English 111".

Sharon is proactive at the college by serving on several boards and committees and is also an active member of the community. She co-chairs the "Empty Bowls" charity, is the Eastern Representative for the NC Conference of English Instructors, chairs the Curriculum and Arts and Humanities Committees, and is a member of the Faculty Executive and the Communications Program Review Committees. In the Spring of 2006, she received the Excellence in Teaching Award for the 2005-2006 scholastic year.

b. Part Time Faculty

i. Frances M. Gibbs

Francis Gibbs received her Bachelor's degree in English from East Carolina University and went on to earn her Masters in English from the same institution. She continued her scholastic endeavors by attending the Technical Writing Institute at the University of Southern Mississippi in Gulfport. She also took three semester hours in advanced Writing for Business and Industry, three semester hours in American Literature, and three semester hours in Teaching Adults with Learning Disabilities. As recently as 2005, she attended several classes at Halifax Community College in various subjects and was certified in 2007 by the Carteret Community College Distance Learning Center as being qualified to teach online. While employed by Halifax Community College, Ms. Gibbs

served on and chaired many committees including the committee to overhaul the faculty evaluation system and in the year 2000 was recognized as the Employee of the Year.

ii. Bob Malone

Currently, Bob Malone is teaching Theatre, Communications, and English courses at Carteret Community College. In 1962 he received his Bachelors degree in English/Music from Dickinson College and subsequently went on to earn a Master's degree from the University of North Carolina-Chapel Hill with a focus in Dramatic Arts/English.

Bob is a leader in the local Arts community and proactive at the college. He has been a Board member of the Arts Council of Carteret County since 2004 and is currently the Vice President. He is a member of the Adjunct Faculty team here at Carteret Community College and was one of the Distance Learning Pioneers.

He has received several awards through the years among which can be noted a Prize in Playwriting in 1963 (now called the Sam Selden Prize in Playwriting, UNC-Chapel Hill). He also was the Adjunct Faculty Recipient in 2006 of the Meritorious Service Award here at Carteret Community College.

iii. Rick Poillon

Rick Poillon graduated from the Adelphi University in 1975 with a Bachelors degree in English/Education. In 1978 he received a NYC Teaching Certificate while earning his Masters in Liberal Studies from Stony Brook University.

iv. David Quinn

David Quinn received his Bachelors degree in History from North Carolina State University and went on to earn a Masters degree in History from East Carolina University. He has augmented his history degree with additional courses such as American Literature: H.D. Thoreau, Technical Writing and English Literature: John Milton and 17th century English Poetry.

In addition, he attended the "DL Boot Camp" and has been certified by the Carteret Community College Distance Learning Center as being qualified to teach online courses.

v. Susan T. Smith

Ms. Susan Smith graduated from East Carolina University in 1993 with a Bachelors degree in English Education. She earned a Masters degree in

English from the same institution in 1999. Recently, she was a member of the Carteret Community College Distance Learning “Pioneer” team; being one of the first participants in the Title III Distance Learning initiative here at Carteret Community College.

vi. Mellisa D. Tetterton

Mellisa Tetterton attended Campbell University where she received a Bachelor’s degree in Political Science in 2004. After attending one year of Law School at Campbell, she earned her Master’s degree in English/Rhetoric & Composition from East Carolina University in 2008. In 2000 she was awarded the National Forensic League: Metals, Honors and Excellence Awards.

vii. Barbara Wiggins

Barbara Wiggins received her Bachelor’s degree in Business Management from Mt. Olive College in 1996 and went on to earn her Masters with a focus in Humanities and Literature from California State University. In addition, she has a degree in Education/Teaching from Barton College and holds license to teach Reading K-12 / Learning Disabilities K-12 / Math 6-9.

She has further advanced her qualifications by attending “Hidden Treasures: Discovering Books by the Sea” offered by the North Carolina Center for the Advancement of Teaching and undergone “PDSA Training in the Classroom” while with the Craven County School System. She is active in the community as a writer for the Tucker Creek Middle School and tutors remedial reading for Craven County.

C. The Students: A Description of our current students

Our students mirror the overall demographics of Carteret Community College. CCC Demographics, 2004-2007

Gender, Ethnicity

	Headcount	Male	Female	White	Minority
2004-05	2401	31.8%	68.2%	84.5%	15.5%
2005-06	2145	31.1%	68.9%	84.1%	15.9%
2006-07	2303	29.2%	70.8%	82.3%	17.7%

Gender, Ethnicity

	Headcount	Male	Female	White	Minority
2004-05	240100.0%	31.8%	68.2%	84.5%	15.5%
2005-06	214500.0%	31.1%	68.9%	84.1%	15.9%
2006-07	230300.0%	29.2%	70.8%	82.3%	17.7%

Degree Type

	Associate	Certificate	Diploma	Transitional
2004-05	71.4%	4.8%	5.9%	18.0%
2005-06	70.9%	4.1%	6.2%	18.8%
2006-07	69.9%	4.3%	5.7%	20.1%

Curriculum Type

	College Transfer	GOT	High School	Special Credit	Vocational/Technical
2004-05	26.4%	11.8%	6.3%	11.5%	44.0%
2005-06	25.2%	14.1%	5.7%	12.9%	42.0%
2006-07	24.8%	14.5%	7.0%	12.9%	40.7%

All of the twelve Associate in Arts, Associate in Fine Arts, and Associate in Science Degree Programs require ENG 111 and ENG 112 or ENG 114 and at least one literature class.

Of the five Associate Degree Programs in the Allied Health area, four require ENG 111 and 114, and one requires ENG 111 and ENG 115. Two require a Literature as well as ENG 114.

Of the seventeen Associate in Applied Science Degrees, eight require ENG 111, ENG 114 and ENG 131 or another literature course. Eight require ENG 111 and ENG 114, and one requires ENG 111 and ENG 115.

Of the thirteen Diploma Programs, three require ENG 111 and ENG 114. Eight require ENG 111. Two require ENG 101.

Of the thirteen Certificate Programs, three require ENG 111 and one requires ENG 101.

COM 231 Public Speaking is a preferred humanities option for many AA pre-majors.

We offer sections of ENG 111, 112, 114, and 131 online.

D. Resources

1. All of the people in Curriculum Support Services help the English faculty. Patty Stroud is mainly responsible for our area.
2. We use classrooms in McGee, Wayne West, CMAST, and the Camp Glenn Foundation and Grants Building.
3. Library Collection

Databases

The library has the following databases:

SIRS

NC Live—NC Live has a test preparation database entitled Learning Express Library. This database has sections on business writing, reading skills, skills improvement (writing, grammar, reading, vocabulary and spelling), and writing improvement.

NC Live and SIRS are available anywhere on campus. They are also accessible from home, using a password. The passwords are available through the library.

Instructional Audiovisual Materials

The library has a large collection of instructional audiovisual materials for faculty or staff use. These are located in the closed stacks area behind the circulation desk. Faculty and staff are welcome to go into this area to find what they need. The materials are arranged by subject on the shelves. A list of these materials may also be viewed by subject in our library catalog. All instructional AV materials must be checked out on your library account. Instructional AV materials for communication are grouped under the subject heading English (ENG).

Library Collections

The library collection includes both reference and circulating materials. The Library of Congress call numbers for Communication are the PE's and PN's.

Library Website

Library services and resources can be accessed online through the library's website at: www.carteret.edu/library.

Periodicals

The library has subscriptions to various magazines, newspapers, and professional journals. The latest issues can be found in the reading area of the library. Back issues are also available for many titles. (See also Databases)

Research Guides

Research guides are available on the library webpage for the subject areas covered by classes and curriculums here at Carteret Community College. Research guides are listings of books, reference materials, journals and online sites available through the library. An **English and Literature Research** (Exhibit Section 1-D-3-1) has been provided in this packet.

SERVICES

Bibliography Services

The library provides bibliography services upon request for any faculty needing a list of library books, videos, periodicals, etc. in their subject area. Please contact Tara Guthrie if you need such a list for program re-accreditation, program review, library collection evaluation, or personal use.

Collection Development and Evaluation

The library accepts requests from faculty and staff for new library materials. Requests for curriculum materials receive first priority in purchasing. All new purchases are subject to available funding. After new materials are received and processed, notifications are sent via e-mail. To make a request for purchasing new books and AV materials, please contact Tara Guthrie. Please prioritize multiple purchase requests. A **Library Materials Request Form** (Exhibit Section 1-D-3-2) is available for requesting materials.

Curriculum Area Coordinators, or their designee, are responsible for regularly evaluating the library's collections for their subject area. This involves reviewing the library's books, reference books, instructional videos, and periodicals to determine if the materials are up-to-date and meet curriculum needs. Once the collection is evaluated, a **Library Collection Evaluation Form**

(Exhibit Section 1-D-3-3) should be completed and turned in to Tara Guthrie. Requests for new materials to strengthen any weak areas in the collection can be made at this time. Old materials may also be pulled to be withdrawn from the collection. Evaluations may be done by examining the materials in the library, or by reviewing a list of the materials provided through our bibliography services. Contact Tara Guthrie for more information.

Distance Learning Services

The following services are available to the college's distance learning students:

- Access to computers for login to class desktop
- Remote access to library catalog and online databases
- E-mail reference service: library@carteret.edu
- Mailing service to check out library materials
- Electronic Interlibrary Loan Request form & Patron Registration form
- Access to general library information, Magazine Indexes, library handouts and research guides via the library's website

Extended Checkout Periods for Faculty/Staff

Faculty and staff may check out books from the library's main book collection for six weeks. Instructional AV materials may also be checked out for six weeks. If a longer checkout period is needed for books or instructional AV, please contact Annette Davis and a semester or a year checkout can be arranged. Reference books may be checked out for one day. Checkout periods on all other library materials, such as best sellers, movies, and audio books, are the same as for all library patrons.

Interlibrary Loan (ILL) Services

The library borrows materials from other libraries for your personal or professional interests through an interlibrary loan. An **ILL Agreement Form** (Exhibit Section 1-D-3-4) must be completed prior to requesting materials for the first time, and an **ILL Request Form** (book form-Exhibit Section 1-D-3-5 and periodical form-Exhibit Section 1-D-3-6) is completed for each item being requested. These should be submitted to Annette Davis.

Library Skills Classes

The library provides class instruction in the use of the library's online catalog, electronic databases, and general library use. To schedule your class for an instruction session, contact Tara Guthrie. Please provide your name and phone number, the course name and number, number of students, proposed date and time for the session, which resources you wish to have taught, and if the library skills exercise is desired. The library skills exercise provides independent practice on the concepts and skills taught in the class session. You may schedule one or two sessions for your students. Please contact the library at least two days in advance to schedule your class. Classes are also welcome in the library for study and research when scheduled in advance.

Online Tutorials

Online tutorials can be accessed via the library's website at www.carteret.edu/library. There are tutorials on the following topics:

Searching the Library Catalog
Using the Library of Congress Classification System
Searching NC Live and SIRS
Using the Internet
Evaluating Websites
Citing Using the APA and MLA Formats

Reserve Materials

Faculty may place library or personal materials on reserve for student use. Reserves are held at the circulation desk. To place items on reserve, a **Reserve Request Form** (Exhibit Section 1-D-3-7) must be completed at the circulation desk for each item, and the item and form are submitted to either Susan Hopkins or Annette Davis. Please allow 48 hours for processing reserves.

4. Most classrooms are equipped with TV's/VCR's/DVD's. We have access to laptop computers and LCD projectors through our support personnel and the library.
5. Budget 2007-2008

The budget for English Unit 32103

Instructional Supplies:	\$600
Office Supplies:	\$100
In-State Ground	\$100
In-State Lodging	\$350
In-State Meals	\$200
Registration Fees	\$150
Total:	\$1,500

General Instructional Program Review

E. General

The English courses at the college fulfill the requirements of the degree programs of study, providing individuals with the knowledge and skills necessary to communicate effectively in business communities. Specific industries and major businesses served by our programs of study include Carteret County Public Schools, Carteret General Hospital, Wal-Mart, Atlantic Veneer, and Parker Marine.

The college offers general education English courses for the freshman-sophomore year requirements toward a bachelor's degree for students transferring to institutions of higher education. Often students continuing in higher education in their programs of study attend campuses within the University of North Carolina System, including East Carolina University and the University of North Carolina-Wilmington.

Twenty-nine transfer students graduated in 2006. Ten students (34%) transferred to UNC four year universities. Of those, four entered ECU and four entered UNC-W.

One hundred ninety-nine (199) College Transfer students with 24+ credits left in 2006.

Thirty-one (16%) transferred to UNC four year universities. Of those fifteen, eight enrolled at ECU, and seven enrolled at UNC-W.

While students who completed an AA or AS degree were always more likely to be accepted as transfer students, in the fall of 2007, the NC University System announced that transfer students who did not have an AA or AS degree would be evaluated by their high schools grades and SAT scores. Many of our students may not have taken the SAT

and/or may not have done well in high school. Others earned a GED or graduated from high school more than 5 years ago. These students begin to shine academically when they come to Carteret Community College and want to be evaluated on the work they have done here. Therefore, in the future more students will be completing the AA or AS degree before transferring.

Significant developments over the last three to five years are new course offerings such as English 241, British Literature I; English 242, British Literature II; and English 273, and African-American Literature. The college has pre-majors in English and English Education and has applied for a pre-major in Elementary Education. Courses are more accessible and varied in 2008 with day and night seated classes, course offerings online, and fast-tracked eight week courses. Finally, the college has chartered a chapter of Sigma Kappa Delta, the English Honor Society. Fifty new members were inducted in May, 2008.

SECTION TWO: PROGRAM CONTENT

A. Definition of the Program

1. For Whom is it Intended:

- English/Communication courses are intended for all students at Carteret Community College.
- All of the twelve Associate in Arts, Associate in Fine Arts, and Associate in Science Degree Programs require ENG 111 and ENG 112 or ENG 114 and at least one literature class.
- Of the five Associate Degree Programs in the Allied Health area, four require ENG 111 and 114, and one requires ENG 111 and ENG 115. Two require a Literature as well as ENG 114.
- Of the seventeen Associate in Applied Science Degrees, eight require ENG 111, ENG 114 and ENG 131 or another literature course. Eight require ENG 111 and ENG 114, and one requires ENG 111 and ENG 115.
- Of the thirteen Diploma Programs, three require ENG 111 and ENG 114. Eight require ENG 111. Two require ENG 101.
- Of the thirteen Certificate Programs, three require ENG 111 and one requires ENG 101.
- COM 231 Public Speaking is a recommended Humanities choice for many AA pre-majors. It will transfer to a university while ENG 115 Oral Communications will not.

- We offer sections of ENG 111, 112, 114, and 131 online.

2. **College Prep courses are open to anyone. Students must pass a placement exam, or pass ENG 090 and RED 090, or ENG 095 to take ENG 111. They must pass ENG 111 with a C or better to take upper level English classes.**

B. Curriculum or Coursework

The General Education Core for transfer to a university requires six credit hours in English Composition, English 111 Expository Writing and English 112 Argument Based Research or English 114 Professional Research and Reporting; and a 3 credit literature course for the Humanities/Fine Arts. English 111, English 112, English 114, English 131, and English 273 are available online.

- #### **C. Innovations, new programs, new courses, state-wide or national efforts, diversity applied to curriculum (college preparation).**

D. Testing and Remedial Coursework

The **College Prep. Program** assists students who, when seeking entry into the college's degree programs, indicate a need for remediation. This developmental program in academic skills enables them to pursue English courses and other course work in their chosen program of study. Remedial courses are in the Arts and Sciences Division as of January 2008.

The fall of 2008 will be the first semester with combined remedial english and reading courses, ENG 075, ENG 085, and ENG 095. This offering will enhance student learning as reading skills will be addressed in three courses rather than the current two.

Tutoring help is available person-to-person and online through two programs, **Academic Support Services and Student Support Services.**

The Title III Grant has made four online tutors available to our Distance Learning students. One of these is for English.

Academic Support Services is open to all students working individually to supplement programs of study classroom work, to study for self-improvement, or to get basic education. Materials and computer programs are furnished and professional personnel are available at all times for counseling and instruction.

The Learning Skills Center component of Academic Support Services is a learning assistance center which provides academic support to all students enrolled in curriculum programs of study. Emphasis is placed on math, english, science, and reading skills. A Writing Center is established for help with academic writing. Students are assisted in developing skills for English as well as all their academic courses. In addition, on-line tutoring is available for students who are served off campus.

An additional service offered by Academic Support Services is testing. Personnel monitor make-up tests for curricular students and administer exams for some distance learning classes.

Placement testing is available to students at given times. Applicants are required to take Compass or Asset placement tests prior to enrollment in curriculum programs. To increase retention, graduation and transfer rates from 2-year to 4-year colleges, the college operates a **Student Support Services Program** to foster the success of disadvantaged students. Eligible students are those that have academic need and may be first generation college-bound, low income or disabled. Students selected for this program will participate in services including assessment, counseling, tutoring, advising, mentoring, financial aid, cultural activities, baccalaureate transfer initiative, and referral to appropriate agencies and services.

E. Evaluate Instructional Modalities

COM 231 Public Speaking, ENG 115 Oral Communications, ENG 231 American Literature I and ENG 232 American Literature II are always offered only in the classroom. All of the other English courses are available online or in the classroom. While many students (and instructors) prefer learning in the traditional classroom where they can interact with other students and the instructor face-to-face, others find the convenience or the learning style of online classes more appealing. Though CCC makes every effort to ensure that the quality of online courses is similar to their seated counterparts, online courses work better for students who are self-motivated, and visual learners. With the rise in the number of online courses at CCC over the past several years, the number of courses that we offer at night has declined. People who work or care for children during the day find online courses much more convenient.

F. Funding for Curricula Changes or offerings

There is no funding other than the English budget.

Section Three: Outcomes

A. Process of Identifying Outcomes

The Student Learning Outcomes were developed with the Institutional Level Outcomes in the summer of 2007. Competency in English grammar and punctuation and the ability to write a researched, documented term paper are basic skills necessary for all future college level classes. We focused on the communication skills of writing and speaking and the reading skills necessary to develop those. We also tried to gear our outcomes towards assignments that we were already using and towards those classes in which the most students were enrolled: ENG 111, 112, 114, 115, and COM 231.

The Administrative Outcomes and Program Outcomes were developed at the Program Review Committee's meeting on September 9, 2007. The Administrative Outcomes will improve our program. The Program Outcomes help to evaluate the success of our students.

B. Administrative Outcomes and Results of Measurement

1. Fifty percent of adjunct and full time faculty will attend professional development workshops either in-house or elsewhere. None of our adjuncts were able to attend professional development workshops off campus. However, most participated in some Black Board training on campus. Ms Brimmer and Ms Mills got grants from the National Endowment for the Humanities to take a week long seminar on The Lyceum Movement in Boston in May, 2007. They also attended a workshop on Frederick Douglass and The Underground Railroad in Rochester, NY in September, and The North Carolina Conference of English Instructors in October. They also had Blackboard training and attended the PERSIST workshop in April.

2. We will hire another full time English instructor. At this time, funds are not available for this. We did hire a full time History instructor, David Quinn, who will also teach a few English classes.

C. Program Outcomes and Results of Measurement

1. Seventy percent (70%) of the students successfully completed the communications courses with a C or higher. Below is a chart of the persistence and success rates of Communication courses. If we look just at the students who finished the classes, more than 70% earned a C or higher. Next, we need to look at retention to ensure that fewer students drop out of class. WD indicates the student has dropped without penalty. WD* indicates the student has dropped after the drop date and earned an F for the course.

Persistence and Success Rates for Communication Courses, by Semester

COM231

	A	B	C	D	F	WD	WD*	Total	Persistence	Success
F05	6	6			1		5	18	72.2%	66.7%
Sp06	12	0	0	0	1	2	3	18	72.2%	66.7%
F06	18	1	1	1	0	1	3	25	84.0%	80.0%
Sp07	9	9	0	0	1	2	3	24	79.2%	75.0%
F07	17	0	0	0	0	1	2	20	85.0%	85.0%

Total	62	16	1	1	3	6	16	105	79.0%	75.2%
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ENG111

	A	B	C	D	F	WD	WD*	total	persistence	success
F05	68	55	24	5	19	18	46	235	72.8%	62.6%
Sp06	39	37	15	5	14	21	23	154	71.4%	59.1%
Su06	13	13	6	1	0	3	6	42	78.6%	76.2%
F06	50	54	31	8	20	25	42	230	70.9%	58.7%
Sp07	38	41	18	9	23	8	34	171	75.4%	56.7%
Su07	13	13	5	3	5	2	7	48	81.3%	64.6%
F07	63	56	27	7	21	18	29	221	78.7%	66.1%
Total	284	269	126	38	102	95	187	1101	74.4%	61.7%

ENG 112

	A	B	C	D	F	WD	WD*	total	Persistence	Success
F05	22	15	7	4	2	2	7	59	84.7%	74.6%
Sp06	25	25	14	4	9	7	15	99	77.8%	64.6%
Su06	9	9	1	1	2	3	3	28	78.6%	67.9%
F06	23	15	6	1	7	6	9	67	77.6%	65.7%
Sp07	20	16	4	1	5	6	11	63	73.0%	63.5%
Su07	12	8	6	0	4	1	3	34	88.2%	76.5%
F07	19	15	10	1	5	9	6	65	76.9%	67.7%
Total	130	103	48	12	34	34	54	415	78.8%	67.7%

ENG 114

	A	B	C	D	F	WD	WD*	total	Persistence	Success
F05	12	19	10	6	2	6	10	65	75.4%	63.1%
Sp06	22	27	7	2	6	19	13	96	66.7%	58.3%
Su06	3	6	3	0	2	8	2	24	58.3%	50.0%
F06	16	19	5	3	2	5	12	62	72.6%	64.5%
Sp07	26	33	13	4	5	11	16	108	75.0%	66.7%
Su07	18	2	2	0	4	0	1	27	96.3%	81.5%

F07	38	5	11	5	3	5	5	72	86.1%	75.0%
Total	135	111	51	20	24	54	59	454	75.1%	65.4%

ENG 115

	A	B	C	D	F	WD	WD*	total	Persistence	Success
Sp06	12	3	0	0	0	3	5	23	65.2%	65.2%
Sp07	7	0	2	0	1	1	3	14	71.4%	64.3%
Total	19	3	2	0	1	4	8	37	67.6%	64.9%

2. Faculty agree that students who have completed their respective communications requirements (for their programs of study) communicate effectively.

A SWOT analysis was conducted for the Communications Program, and data from the analysis indicates that CCC students are “exposed to a variety of writing tasks and styles.” They have many opportunities to incorporate technology, for example (Power Point Presentations, in their writing). On the other hand, many faculty felt that students are “competent enough to finish assignments; they can do it and survive, but are not proficient.” Three major areas of concern are that students do not have all the skills to write a good research paper, that students have a weak understanding of “when it is appropriate to use which style of writing” and that students too often resort to plagiarism.

D. Student Learning Outcomes: Specific to Coursework or Program Area and Results of Measurement

1. 70% of students will be able to read and interpret written material.
2. 70% of students will be able to write effectively, using correct grammar, punctuation, usage, format, etc.

The first two outcomes were assessed together in the Summary and Response assignment used in ENG 111. We chose this because almost every CCC student takes ENG 111. The students write 10-20 of these responses per semester. The last is done in class and collected for this assignment. In the spring of 2008, we evaluated 100 of these responses from six classes taught by four different instructors.

The grading rubric is for 100 points and our target was that 70% of the students would earn at least 70 points. Our results showed that 80% of the students earned at least 80 points. Next semester we will increase the percentage to 80. See rubric in Appendix A.

3. 70% of students will be able to speak effectively, using correct grammar, usage, format, etc.

For this outcome we assessed 35 persuasive speeches given in ENG 115 and COM 231. The grading rubric is for 100 points and is the one used for all speeches in both classes. Our target was that 70% of the students would earn at least 80 points. Our results showed that 80% of the students earned at least 80 points. Next semester we will raise the percentage to 80 and perhaps increase demands of the assignment. See rubric in Appendix B.

4. 70% of students will be able to research and write documented essays (MLA, APA, etc.).

For this outcome we assessed 80 research papers written in three ENG 112 and four ENG 114 classes. The grading rubric is for 20 points, and our target was that 80% of the students would earn at least 14 points. Our results showed that only 35% of the students earned at least 12 points. This is obviously where we are failing. We attribute this failure more to the instructors than to the students. It was extremely difficult to persuade adjuncts of the importance of everyone giving the same instructions/guidelines for the assignment. We should probably have used a different rubric for each of the two courses also as each focuses on a different type of report writing. Many instructors did not require an outline which accounted for 5 points of the 20. We have incorporated the basic requirements of a research paper into the CLLOs for these courses for next year. We hope that this will ensure better results for this outcome and more homogeneity among the classes regardless of who is instructing. See rubric in Appendix C.

Section Four: Need for Change

Preface: Most instructional programs that lead to a degree/certificate have direct external stakeholders (e.g. employers). The Communications program does not, per se. The stakeholders for this program – that is, those that see the products of the instruction of the program – are generally internal. The stakeholders are faculty who see these students enroll in their respective programs and demonstrate the skills and abilities that they have acquired by successfully completing Communications courses, and students who have completed their Communications pre-requisites that allow them to study in other degree-granting programs. Therefore, this SWOT (strengths, weaknesses, opportunities, & threats) analysis was conducted with faculty and current CCC students.

A. Strengths identified by SWOT Analysis

The participants in the meeting discussed a number of factors that they believe are the strengths of the program. They mentioned that it was a positive that students are exposed to a variety of writing tasks and styles. They also indicated that an additional asset of the program is that students are increasingly exposed to situations where they must meld technology (e.g. creating Power Point presentations) with their writing assignments. Faculty noted that “we are doing a better job at

combining technology and writing.” It was also mentioned that a strength of the program is that, “students are allowed to explore and write something they are interested in, or good at.” Less glowing praise for the program came from a number of faculty who suggested that students in their courses can write, but only at a minimal/passable level. In their words, the faculty mentioned that students are “competent enough to finish assignments; ...they can do it and survive, but are not proficient.”

B. Weaknesses identified by external sources and students

The topic of *weakness* centered on issues that the participants believed to be internal to the program (i.e. within the program’s control). Students in the group suggested that for the speech classes, more frequent opportunities to speak publicly were needed. They mentioned that there was “too much time between opportunities to speak...more than just every four days.” As a corollary, faculty suggested that, “more public speaking opportunities be developed for the students.” Also from a student perspective, they felt that there were too many adjunct instructors, “which leads to a lack of consistency in grading.” The faculty members in the group echoed this sentiment, arguing that, “For a college of this size, more full time English faculty are needed.”

When faculty spoke of areas of improvement for the program, they specified the skills, or lack of, that students were demonstrating in their courses. The three primary concerns expressed by faculty were that:

- 1) “Students don’t provide supporting detail in their writing; their ability to back up opinion with research is lacking.” One faculty member noted that students in their program were required to write a research paper. The result was that, “probably about 25% actually did research; the rest wrote based on their own knowledge - writing more opinion than research.” Some of the participants indicated that the students were not coming to core courses with the researching and technical writing skills necessary to succeed.
- 2) Students demonstrate a weak understanding of “when it’s appropriate to use which style of writing.” Speaking more broadly than simply writing, faculty also expressed the need for students to gain a better understanding of “when to use language appropriately...Students need more training in being professional.”
- 3) There is “too much plagiarism.” Faculty indicated that, “students need to be more prepared in documentation of sources.” In response to this, one faculty member pointed out that he requires his students to use “hard sources” (i.e. go to the library), which has exposed an additional problem: students don’t know how to conduct research in the library.

C. Recommendations by the Program Staff to Improve the Program

The SWOT analysis team noted opportunities for the program to become more effective and efficient. The main point of discussion for this area was the notion of

hiring more full time faculty. The group believed,” hiring more full time faculty is fiscally wise, and it would lead to greater consistency in instructors and instruction.” Hiring another full time English instructor was the major Administrative Outcome for the Communications Program. In the fall of 2008, we are offering 24 English classes. Of those, two will be taught by the Division Director of Arts and Sciences, and six will be taught by the Curriculum Area Coordinator of the English department. That means 66% of our courses will be taught by adjuncts. COM 231 will also be taught by an adjunct. Adjuncts do not hold office hours and it is extremely difficult to get them all in the same place at the same time for a meeting. If we had one more full time instructor, we could cover more than half of the English classes and get some much needed help with Paper Wings, Sigma Kappa Delta, and program planning and development.

The SWOT analysis group also suggested that because of the number of adjuncts in the program, there was an opportunity to organize and implement a concerted professional development plan for part-time instructors. This was our second Administrative Outcome. We have no money to send adjuncts to professional development workshops, and while we would like to conduct them ourselves, we are strapped for time as are our adjuncts.

Another suggestion from the SWOT analysis group was that we “better utilize rubrics to ensure consistency.” We need to better instruct the adjuncts on how to let the students know how they will be graded. We need to have at least one assignment that is used in all sections of a class and graded by the same rubric. We hope that our writing of CLLOs will improve this situation.

This past school year, the full time faculty felt that we were doing our students a disservice by having only one instructor teach all online sections of English 111, English 112 and English 131. This is an excellent instructor who has worked very hard to develop these courses online; however, some students who choose to take all of their core English classes online may wish for some diversity in teaching style.

We have another adjunct who has gone through the Blackboard training and will teach a section of English 112 online in the fall.

D. Strategies for Change

Over the next twelve months we will employ the following strategies to make improvements in our program.

1. That “Students will produce a well-documented MLA or APA term paper” will be the major Course Level Learning Outcome in ENG 112 and ENG 114. Other CLLOs for these classes as well as for ENG 111 will deal with grammar and punctuation, writing styles, outlining, annotated bibliographies, and plagiarism. These skills will be necessary to write the term paper which is the skill most needed by students.
2. We will make every effort to meet with and educate our adjuncts about this term paper assignment to ensure that all students become proficient in this area.

3. We will explore ways to improve retention in all of our English classes.

Section Five: Future Issues –Resources Needed for Future Efforts

A. Anticipated Future Curricula Changes and Needs

One important change in curricula may be that we will have to make all of our seated classes web-enhanced or hybrid. The college adopted block scheduling last year so that few students need to attend on Fridays. With the rising prices of gasoline, we may have to find other ways to meet the needs of our students.

We have recently added ENG 241 British Literature I and ENG 242 British Literature II to the curriculum, but have not offered them yet. While ENG 131 has always been a core humanity and very popular with the students, there is at least one NC university which will not be transferring student credit for it. It requires a literature course with a prefix of 200. Also, two health science programs which have required ENG 131 as their Humanity selection plan to change their program check sheets to require Introduction to Logic or Critical Thinking.

B. Equipment, Space and Faculty Needs for Future Growth or Continuation

We often use the computer lab, room 424 in CMAST for English 111, 112 and 114 classes. This gives the students the opportunity to work on their assignments in class and get immediate feedback. The room also allows students who are working on group projects to access the Internet, etc. Another computer lab designated for English classes would be wonderful. Most of the labs on campus are either used by other programs or are too small to accommodate 20-25 students at a time.

Given that Communications courses are integral components of all programs at Carteret Community College, we feel that we could better serve the community with another full time instructor.

C. Future Plans

The program plans to continue to improve instruction and to develop teaching techniques that encourage student success through continuing education for our full time and adjunct faculty. We plan to continue to integrate technology into instruction. We plan to develop more English related cultural activities (readings, presentations, drama productions) and make them available to our students and the greater community.

Name of Program: ENGLISH

What number of people in the program participated in outcomes development?

1 F/T Faculty 4 P/T Faculty ___ Staff

Outcome	Outcome Indicator/ Assessment Method (Include Proposed Date of Assessment)	Target/ Benchmark	Results	Use of Results	Person Responsible
Students will demonstrate proficiency in reading and interpreting written material and in writing and speaking.	In English 111, Expository Writing, students write 10-20 Summary and Response papers related to assigned readings.	70% of students will earn at least 80 points	80% earned at least 80 points.	Next year, we will raise the percentage to 80% and work on areas that need to be improved.	Louise Brimmer Fran Gibbs Melissa Tetterton Barbara Wiggins Susan T. Smith

Part 2

COMMUNICATION: *Students will demonstrate proficiency in reading and interpreting written material and in writing **and speaking**.*

RUBRIC for Summary and Response Assignment in ENG 111

Summary

- 5 _____ Topic
 10 _____ Thesis
 5 _____ Coherence
 10 _____ Comprehensiveness
 10 _____ Objectivity
 5 _____ Student's voice

Rhetorical Devices

- 5 _____ Mode
 15 _____ Three or more examples of rhetorical devices

Response

- 10 _____ Meets standard length (3 developed paragraphs)
 10 _____ Effect on reader
 10 _____ Grammar and punctuation
 5 _____ Originality

Appendix B – Part I

Name of Program: SPEECH

What number of people in the program participated in outcomes development?

1 F/T Faculty 1 P/T Faculty ___ Staff

Outcome	Outcome Indicator/ Assessment Method (Include Proposed Date of Assessment)	Target/ Benchmark	Results	Use of Results	Person Responsible
Students will	In COM 231,	70% of	80% earned at	Next year, we	Robert

demonstrate proficiency in reading and interpreting written material and in writing and speaking.	Public Speaking, and ENG 115, Oral Communications, students give a persuasive speech using a 100 point rubric (attached)	students will earn at least 80 points.	least 80 points.	will raise the percentage to 80% and work on areas that need to be improved.	Malone Louise Brimmer
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Appendix B –

Part 2

COMMUNICATION: Students will demonstrate proficiency in reading and interpreting written material and in writing *and speaking*.

RUBRIC for speeches in COM 231, ENG 114, and ENG 115

INTRODUCTION

Introduced topic clearly

20 _____ Gained interest and attention of audience

BODY

Main points clear

Organization well planned

40 _____ Language clear and concise

CONCLUSION

20 _____ Reinforced central idea

DELIVERY

Maintained eye contact

Used voice effectively

20 _____ Used visual aids well (if applicable)

Appendix C –

Part 1

Name of Program: ENGLISH

What number of people in the program participated in outcomes development?

1 F/T Faculty

2 P/T Faculty

____ Staff

Outcome	Outcome Indicator/ Assessment Method (Include Proposed Date of Assessment)	Target/ Benchmark	Results	Use of Results	Person Responsible
Students will demonstrate proficiencies in locating, evaluating, and using information effectively.	In English 112, Argumentative Writing, and English 114, Technical Writing, students locate, evaluate, and use information in a research paper.	80% of students will earn at least 14 out of 20 points	35 % of students earned at least twelve points.	Next year, instructors and students will be given more explicit instructions to guarantee more favorable results.	Louise Brimmer Melissa Tetterton Fran Gibbs

Part 2

Rubric for research papers in ENG 112 and 114

Students will demonstrate proficiencies in locating, evaluating, and using information effectively.

- Locate relevant information from various sources
- Evaluate information for validity
- Use information effectively
 - Organized
 - Formatted (paper or speech)
 - Documented (MLA, APA, etc.)

RUBRIC for researched term papers in ENG 112 and ENG 114

Locate

- 5 points Uses at least 10 relevant sources
- 4 points Uses 8-9 relevant sources
- 3 points Uses 6-7 relevant sources
- 2 points Uses 4-5 relevant sources
- 1 points Uses fewer than 4 relevant sources

Evaluate

- 5 points All sources are up to date and reputable
- 4 points The majority of sources are ...
- 3 points A minimal number of sources are...
- 2 points Very few sources ...
- 1 points No sources...

Part 2

Organization

5 points

- Created outline with thesis or claim and follows it
- 3 levels of development
- Parallel structure

4 points

- Created outline but thesis not written as statement
- 2 levels of development
- Mostly parallel structure

3 points

- Outline exists but is lacking in one or more areas

2 points

- Outline has only one level of development

1 point

- No outline

Format and Documentation

5 points

- Title page, page numbering, parenthetical documentation and works cited page follow appropriate style guide

4 points

- Minor errors in paper format but documentation mostly correct

Appendix C –

Part 2

Format and Documentation (Cont'd)

3 points

- Major errors in 2 or fewer areas of paper format

2 points

- Major errors throughout areas of paper especially documentation

1 point

- Did not follow format at all

80% of our students will earn at least 14 (70%) of the 20 available points.