


HILLSBOROUGH

Community College 

Faculty Report Associate in Arts Degree

Instructions: This review provides you with the opportunity to assess your discipline's strengths and challenges and to make recommendations as needed. This review also functions to fulfill the requirements of the State of Florida and of the Southern Association of Colleges and Schools. For each section, please respond to the corresponding questions by placing a check mark in the "yes," "no," or "not applicable" (N/A) box. Your recommendations or comments for every item are encouraged, and please use additional pages. **If you marked "no" for items, your recommendations or comments are needed to determine what actions should be taken.**

Name of Discipline: English **Date:** Jan. 30, 2004

Respondents:

Name	Title
B: Berninger, Honora	English Professor
B: Jimenez, Charles	English Professor
B: Lambert, Stephen	Asst. Prof. of English
B: Lowe, Scott	Asst. Prof. of English
B: Patterson, Sybil	English Professor
B: Remington, Richard	Asst. Prof. of English
Name	Title
D: Carolyn Adams-Wallace	English Professor
D: Marc Baldwin	English Professor
D: Diana Yeager	English and Dev. English Assistant Professor
Name	Title
P: Maribeth Mobley	Professor
P: Diorah Nelson	Assistant Professor
P: Charity Freeman	Instructor
P: MaryBeth Matthews	Assistant Professor
Name	Title
Y: A. Janice Sumner Kenefick	Associate Professor
Y: Richard Gaspar	Assistant Professor
Judith Nolasco	English Instructor

Section I: Mission and Goals

Question	Yes	No	N/A	Recommendations/Comments	Resources Needed
1.1 Do faculty incorporate the College's mission in their teaching?	B D P Y Y Y				
Comments from the Deans and Director:					
1.2 Have faculty related the curricula to the College's purposes and goals?	B D P Y Y Y			yes	
Comments from the Deans and Director:					

Section II: Curriculum

Question	Yes	No	N/A	Recommendations/Comments	Resources Needed
2.1 Does the catalog provide accurate descriptions of courses in the discipline?	B D P Y Y Y			Descriptions are adequate.	
Comments from the Deans and Director: Cluster has recently realized that they should change the literature titles from "I" and "II" to year or author categories, e.g. American Literature II = American Literature Reconstruction to Present or British Literature Romantics to the Present. This will reinforce for students that they need not have taken the first class to register for the second.					
2.2 Have faculty conducted a structured analysis of the curriculum to determine if we can improve student success?	B	B D P Y Y		B: Campus differences are problematical. "Success" as defined as passing a course—not formally analyzed. D: No structured analysis of the curriculum has been done. Success is defined as passing a course. However, the implementation of Learning communities, the creation of the linguistics course, and the sustained maintenance of the Writing Center are efforts that the faculty have adopted to ensure student success. P: Cluster is in process of developing such an analysis.	D: Increased stable financial support of the Writing Center. Increased financial support of the Learning communities. Proper promotion of the linguistics course for at-risks writing students. Y: No structured analysis has been completed. The DAO objectives have not been significantly altered or updated in several years.
Comments from the Deans and Director: No structured analysis. Should be an ongoing process, esp. with the					

Question	Yes	No	N/A	Recommendations/Comments	Resources Needed
learning community classes.					
2.3 Are course objectives on file a, at District:? b. on Campus?	B D P B D P Y Y			B: Have been sent but I do not know if they are there. b.	
Comments from the Deans and Director: Have been revisited by the cluster. I don't know if they sent them in.					
2.4 Are course objectives comprehensive?	B D P Y Y				
Comments from the Deans and Director: Recent revisiting by the cluster has strengthened and updated them.					
2.5 Are course objectives consistent with student grading systems?	B P Y		Y	B: Within the Brandon Campus, yes. At Brandon campus, they are--. D: Each faculty member includes a grading system and course objectives on his/her syllabi. Although there is no faculty wide grading system, on the Dale Mabry campus, grading standards are fairly consistent.	Y: I have not examined the individual grading systems for professor to professor consistency. This should be an administrative opportunity.
Comments from the Deans and Director: Appear to be					
2.6 If there are general education courses in the discipline, have general education outcomes been defined for those courses?	B D	P Y Y		D: As outlined on the course objectives for general education. P: Cluster is in process of developing such an analysis.	
Comments from the Deans and Director: Yes					
2.7 If general education outcomes exist, have ways to assess those outcomes been determined?	B D	P	Y Y	B: No real assessment beyond classroom grading has been done; however, performance of HCC grads who transfer to upper level institutions indicates graduates are adequately prepared. Course objectives agreed upon by faculty—also grading standards—these go to adjunct. D: Exit outcomes for general education are assessed by the capstone course, effective August 2003. P: Cluster is in process of developing such an analysis.	
Comments from the Deans and Director: Capstone class should address these					
2.8 Are prerequisites appropriate for the courses?	B D P Y Y				
Comments from the Deans and Director: Yes					
2.9 Are prerequisites enforced for	B			B: Computer does not screen students	D: The

Question	Yes	No	N/A	Recommendations/Comments	Resources Needed
the courses?	D P Y Y			for prereq. before registering for World Lit. I and II. Though some have “slipped through the cracks.” On our campus by faculty and program managers. D: Problematic – faculty enforce prerequisites as far as possible, but many students are misplaced. Registration process doesn’t screen effectively	student/registration computer system must be upgraded and/or sophisticated enough to address the problems.
Comments from the Deans and Director: Computer blocks those without prerequisites, but students who phone and computer register are able to slip in ENC 1102 even after failing 1101 if they took it just the previous semester					
2.10 Is the advising and counseling information accurate that is provided for the discipline?	B P Y	D		B: I have no way to know what the advisors and counselors say. Occasionally a student is misplaced. Students are not being counseled in a “reality” based fashion. D: Problematic – Advising and counseling do not have enough resources to handle the work load; consequently, at-risk students are not advised to take the linguistics course or the EAP classes that they need. Need writing sample with the CPT	B: Students are being counseled to pursue unrealistic goals—not a match w/ ability, skills, or motivation. D: Financial support for additional staff and/or support for faculty advising.
Comments from the Deans and Director: I would like to see more students advised to take LIN 1670					
2.11 Do faculty provide information to advising/counseling regarding the discipline?	B D P Y	B		B: Only via catalog or if problems occur. Need to move to a <u>faculty</u> advisor system. D: See above	D: Advisors and counselors should have organized meetings with each discipline per semester.
Comments from the Deans and Director: Advisors and counselors should meet with program managers on a regular basis.					
2.12 Are the sequential skill levels appropriate for each course in the discipline?	B D P				
Comments from the Deans and Director: Yes					
2.13 If courses in this discipline are offered in non-traditional formats, have students acquired levels of knowledge equivalent to those in traditional formats?	B D P Y		B	B: Jury is still out on online 1101/1102. I have no way of knowing this. D: No formal assessment has been done. Faculty apply the same standards to both traditional and non-traditional delivery. We have no meaningful way to compare outcomes.	D: Additional resources are needed to expand the programs and to be competitive with other institutions. Additional financial for the Writing Center to develop and sustain on-line service.
Comments from the Deans and Director: We appear to be offering an awful lot of online courses before measuring outcomes.					
2.14 Have articulation meetings for this discipline been held with the universities and school system as appropriate?	B P	B Y Y		B: Not sure. Possibly several years ago. I don’t know. Not in the last two years as far as I know. In the past, the meetings were useless as no one listened to what we	

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				<p>had to say. Not recently? Need more 2 yr. To 4 yr. discipline interface. D: District responsibility. More faculty should be included in articulation meetings and better communication and more information are needed.</p>	
<p>Comments from the Deans and Director: As English Program manager, I was frequently invited to (and attended) public school teacher workshops. We should encourage more</p>					

Section III: Resources

Question	Yes	No	N/A	Recommendations/Comments	Resources Needed
<p>3.1 Does the budget support the discipline's current operation and potential for growth?</p>		<p>B D P Y Y Y</p>		<p>B: More revenue needed to upgrade BR Writing Center. It seems that adjunct faculty still teach a larger percentage of courses. No funds for a writing lab or enough tutors. Too many itinerant faculty. D: Professional development funding should be dedicated for campus workshops that include part-time faculty P: No money is available for tutors; adequate funds are not allocated for running the Supplemental Instruction Program. We need a writing center; the computers in the computer center are outdated and do not seem to be in line for update. Office computers are outdated and dying. Our learning center is run by only partially prepared, non-degree holding peer tutors.</p>	<p>B: Full-time director, 15 computers, more tutors. Funding for support staff (Writing Center). Space, computerizes classrooms. More full-time lines. Y: The writing resources are inadequate. There is no location for a smart English classroom. Technology is not available for integration in the English curriculum. There is a disparity amongst campuses on technology resources and writing center staffing.</p>
<p>Comments from the Deans and Director: English faculty computers are woefully old. Writing Center computers are even older. The 20 Writing Center computers are now over 5 years old and crash constantly. Our techs can no longer find spare parts for them. The laser printer is on its last legs.</p>					

Question	Yes	No	N/A	Recommendations/Comments	Resources Needed
3.2 Are the numbers of faculty, administrators, and staff sufficient to support the discipline's current operation and potential for growth?	P Y	B D Y Y		<p>B: We need a full-time director for BR Writing Center. Current status is better than in past, but if growth continues, more support staff (Writing Center) will be needed. More <u>full-time</u> faculty & staff needed to handle influx. We need at least two more full-time faculty in English. Not enough support staff, lab techs or tutors. See sec. VI. D: More full time faculty are needed for the numbers of current students and to accommodate the growth potential. The number of adjunct faculty members needed is also on the increase. HCC is not competitive with its neighbors in recruiting either full time or adjunct faculty members. Program manager for the e-campus courses is needed The Writing Center logged 27,000 student visits in 2002/2003 and is critical to the retention and success of the general student body, in particular the Learning communities and at-risk students. Y. We could use at least one more full time faculty.</p>	<p>B: Writing Center also needs funding from a more solid source than Student Gov't, which is given on a year-to-year basis. At least 1 more faculty line; tutors. Fully staffed and adequately funded writing centers. D: Financial support is needed to add two full time faculty lines for English for the next academic year and additional faculty as the disciplines grow. Financial support is needed for a coordinator line and at least two full time academic assistants for the Writing Center for the next academic year and additional staff as enrollments increase.</p>
Comments from the Deans and Director: We should be offering 10 more sections of ENC 1101 sections a semester. Our low pay and course load limitations have scared off many of our adjuncts. We will continue to limp along until we can hire more full-time faculty.					
3.3 Is technology appropriately incorporated into the discipline?	B D P Y	Y Y		<p>B: Need more "smart classrooms." D: The College must keep up with technology; smart classrooms are the future. Y. English classes do not have access to computer labs on a regular basis.</p>	<p>D: Funding for smart classrooms with training available. Y. Ditto above.</p>
Comments from the Deans and Director: Concur with faculty assessment					
3.4 Are other technological resources needed?	B D P Y Y			<p>B: More revenue for Smart classrooms. Smart Room technology in all rooms. Classrooms equipped with computers. Classrooms equipped with computers. A/V and laptop compatible classrooms. D: The current computers in the English computer lab and in the English Writing labs are antiquated. Should include flat-screen monitors to improve workspace on desk for papers, etc. P: See 3.1. Our IT committee is just now forming. The reason that it was</p>	<p>D: Funding for three (3) high capacity, high speed laser jet printers (200,000 monthly volume or higher per month) for the computer room (2) and the Writing Center (1). Funding to replace eighty (80) computers for the computer room, twenty-three (23) existing and ten (10) new additional computers and work</p>

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				disbanded is not clear.	stations in the Writing Center. Replace faculty office computers for all English faculty. Purchase lab top computers for faculty doing on-line courses. The computers (Pentium 4 or higher at the time of purchase) are to include the latest Windows Professional operating systems, 15" flat panel display monitors, boot hard drive, 1.44 floppy disk drive, keyboards, mouse with scroll, mouse pad, integrated sound blaster compatible, integrated intel gigabit, removable media storage devices, resources CD diagnostics and driver, and warranties, etc. Upgraded software as needed.
Comments from the Deans and Director: Concur with faculty assessment. Few English Dept. faculty were included in the last computer replacement					
3.5 Does the facility adequately support discipline needs?	B Y	B D P Y		B: Not enough classrooms. For the most part. Accent on "adequate." D: More classrooms needed at prime times. Leaks in the Writing Center and elsewhere. P: Classroom connections were made during the summer, but they are not all functional; equipment for them is not available. Most of the computers on campus are outdated or dying and we need projectors and notebooks for the classrooms. We have only two notebooks on campus for faculty members to check out--none for students to use.	D: Funds to repair facilities
Comments from the Deans and Director: Low on classroom space.					
3.6 Are promotional/recruitment activities adequate to maintain or increase enrollment in this discipline?	B Y	B D	P	B: Except in Literature courses. Salaries are embarrassingly low. Below-average salary base makes it difficult to attract good candidates. D: Salaries are so low for adjunct faculty members that it is difficult to impossible to find good faculty members to cover all of the sections	D: Fund adjunct faculty lines that are competitive with the surrounding colleges and universities. Increase faculty salaries. We need to be more realistic and proactive, developing recruitment

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				and to increase the enrollments. Several have laughed when contacted about teaching at HCC. HCC must be competitive with the surrounding colleges and universities to attract new qualified faculty. Salaries for full time faculty are extremely low and HCC's not having the pay out for sick leave has hurt recruitment of full time faculty.	and retention strategies for full-time and part-time faculty. If we fail to do so, then student success will decline.
Comments from the Deans and Director: Concur with faculty assessment.					

Section IV: Faculty

Question	Yes	No	N/A	Recommendations/Comments	Resources Needed
4.1 Do faculty participate in professional activities in addition to instruction?	B D P Y Y Y				
Comments from the Deans and Director: As funding permits. We should support conference attendance, especially when faculty are presenting.					
4.2 Are faculty regularly involved in professional development activities or community activities?	B D P	Y Y		D: Obligatory professional activities take faculty time from genuinely enriching faculty development activities. Faculty should be able to decide with the immediate deans as to the professional development appropriate for that individual.	D: Additional financial support for travel, workshops, professional conferences, and course work. Financial support for conferences continues to decline.
Comments from the Deans and Director: Most are. All College Day and in service have begun to present useful development activities that do not cost the college money.					
4.3 Do faculty maintain professional memberships?	B D P Y				
Comments from the Deans and Director: Varies by faculty					
4.4 Does the College adequately support professional development for faculty?	B P Y Y	B D		B: More funding for professional conferences. Not so much professional as "feel good" activities. D: Funds have been cut for travel and outside activities.	D: Fund professional development. See 4.2
Comments from the Deans and Director: Unfortunately, lack of funding has prevented conference attendance. This is a tremendous loss.					
4.5 Do faculty members agree	B		Y	D: Most faculty attempt to keep current	D: Sustained resources

Question	Yes	No	N/A	Recommendations/Comments	Resources Needed
that staying current with technological changes is part of their responsibilities?	D P Y			with technology in so far as their class loads and the college funds permit. IT3 has been a plus on the Dale Mabry campus. Y: Without the resources available, it cannot be expected.	for IT3 and funding for workshops and conferences in technology.
Comments from the Deans and Director: Especially new faculty are very enthusiastic about using technology.					
4.6 Do faculty seek and take advantage of grant opportunities?	B D	B P Y N		B: Training needed. Need grant writing faculty at each campus in each discipline. D: Grant writing is a specialized activity. True grant writers are needed to facilitate ideas of faculty and to inform faculty of potential grants. Opportunities are not always made known.	D: Additional staff in the Writing Center would permit time for grant writing activities for the discipline.
Comments from the Deans and Director: Concur with faculty assessment					
4.7 Is internal communication satisfactory?	B D	P Y Y		B: Yes—on campus. D: Yes, on the campus P: As far as it can be determined, no effort is made to listen to or to respond constructively to faculty members either in group meetings or one-on-one.	
Comments from the Deans and Director: Yes					
4.8 Do faculty members advise their deans of issues that need addressing?	B D P Y Y			B: Yes, but answer is either “not enough money” or “fill out a work order.” D: Yes, however, most of the time the deans do not have enough money to meet the needs of the faculty. P: Deans are in a Catch-22 position.	
Comments from the Deans and Director: Yes					

Section V: Discipline Needs Assessment

Question	Yes	No	N/A	Recommendations/Comments	Resources Needed
5.1 Does the data sheet associated with this discipline indicate any needs? (Data sheet will be provided in September)			B P Y Y	B: “?” What data sheet? No data sheet provided. D: Shows the increase in enrollments and the need for true retention focus, not just numbers.	
Comments from the Deans and Director: Not clear about data sheet					
5.2 Are students satisfied with the quality of instruction in this discipline (indicate the basis for your response).	B D P Y			B: Evaluations and success of those who complete Gen. Ed. courses. Student evaluations. As Program Manager, I hear students talk about the program; other students seek me to compliment the program.	

Question	Yes	No	N/A	Recommendations/Comments	Resources Needed
				Student evaluations. Student evaluations. D: Based on individual faculty members' student evaluations. Hard to determine since faculty do not see each other's student evaluations.	
Comments from the Deans and Director: Varies by faculty. Still dealing with one faculty member with unsatisfactory success rates.					
5.3 Are students satisfied with the quality and breadth of courses offered in this discipline (indicate the basis for your response).	B D P Y	B		B: Students ask for more courses in Literature and Creative Writing. Student evaluations. Successful in other disciplines. No complaints. Some students indicate they would like a creative writing, for publication, play or screenwriting courses per the capstone courses: need to have arrangements w/ community art, science, and cultural organizations to provide seats at performances, tours, cultural programs, etc. exclusively for HCC students on an ongoing basis— D: Probably, no surveys have been conducted. No information available.	
Comments from the Deans and Director: Funding cuts preclude our offering enough ENC 1101 sections to meet needs.					
5.4 Have any additional needs relevant to this discipline been identified that are not covered in prior sections?	D P Y	B Y		B: Not to my knowledge. D: Our greatest needs include an increase in number of faculty and staff; increase in adjunct faculty pay; replace and increase the number of computers for English computer labs, the Writing Center, and faculty offices. The college should consider reducing the full-time load from 5 classes to 4 for instructors who teach only writing courses. With classes increasingly full, reading and evaluating student writing takes enormous amounts of time. A conservative estimate of 30 minutes per paper for 5 classes of only 25 students each creates 62.5 hours of grading for a <i>single assignment</i> per class.	D: Funding Y: The contract needs to address faculty participation in the instruction of prerequisite courses. ALL English instructors should periodically teach prerequisites to provide equity in course scheduling. Also, the faculty line needs to be defined concerning preparatory courses. The college arbitrarily eliminated preparatory English lines creating scheduling difficulties.
Comments from the Deans and Director: Concur with faculty assessment					

Section VI: General Recommendations/Comments

Include discipline strengths and weaknesses and recommendations for improvement in this section. This section should include recommendations identified in Sections 1 – 5 for ease of reference to the reader.

Recommendations/Comments	Resources Needed
<p><u>Brandon</u></p> <ol style="list-style-type: none"> 1. Reduce possibilities for plagiarism in online courses. 2. Upgrade BR Writing Center. 3. Hire a Writing Center director at BR. 4. Solid funding for Writing Center. 5. Curriculum consistency exists to a sufficient degree among full-time faculty, as far as I can tell from conversations with colleagues, but perhaps there should be discussion of Cluster objectives among full-time faculty and how each instructor achieves these objectives. I'm not sure about curriculum consistency among part-time faculty. 6. Assessment of outcomes of Gen. Ed. Courses. 7. Our outstanding English faculty members work tirelessly to advance the College's mission. 8. Students have been known to circumvent the prerequisite system, though most are detected. 9. More full-time faculty & staff hires. 10. Student satisfaction is high. 11. See Section 3.2—Need writing centers at <u>each</u> campus. Centers should be adequately staffed with degreed personnel paid adequately according to degree and experience. The centers should be funded as a line item, <u>not</u> subject to the annual budget as an "expendable" item or put on a student government "renewable if we want it" basis. <p><u>Plant City</u></p> <ol style="list-style-type: none"> 1. The English Cluster is in the process of developing a system for reviewing curriculum to discover ways to improve student success. As the Gen Ed changes are discussed, the Cluster addresses ways that those changes affect the courses. As the Gen Ed changes take place, the Cluster assesses results. 2. Professional tutors and other resources for facilitating student learning are lacking. Funds appear to not be available. 3. Campus IT committee is being organized. 4. In spite of a variety of types of meetings for communication, very little listening occurs and little attention is given to academic needs. Resources are not reserved for those needs. <p><u>Ybor</u></p> <ol style="list-style-type: none"> 1. Reduce possibilities for plagiarism in online courses. 2. Create an adequate Ybor Writing Center. 3. Hire a Writing Center director at Ybor. 4. Create funding for Writing Center. 	<p><u>Brandon</u></p> <p>Institutional account with turnitin.com Funding for hardware. Faculty line. Computerized classrooms. Additional faculty. Tutors. Writing Centers & staff—such as the one at Dale Mabry— --a pleasant physical environment --current technology, new computers --staff with degrees and experience --stable funding w/ administrative support.</p> <p><u>Plant City</u></p> <p>Facilitating student learning needs to be included in the budget. We need updated computers, more projectors, updated notebooks and more notebooks.</p>

Recommendations/Comments	Resources Needed
<p>5 Define the English faculty scope of course teaching expectations; including prerequisite responsibilities. Faculty should not be limited in the scope of instruction.</p> <p>6. Course objectives and outcomes should be taught in ALL 1101 & 1102 English classes. There is no consistency of instruction among faculty. Some teach research, some don't. Some teach grammar, some don't. If students have different instructors for 1101 and 1102, there is no reinforcement of basic skills.</p>	
<p>Comments from the Deans and Director:</p>	