

## Instructional Program Review Developmental and ABE

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, CS 3.5, and FR 4.1.

### Purpose

Amarillo College instructional programs consistently review data and strive for improvement.

The purpose of this review is to demonstrate how AC instructional areas support AC's mission by *"enriching the lives of our students and our community."*

On an annual basis the Program Review process will capture a holistic view of a department's/program's strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

**Response Length Suggestion: Most responses should be 2-3 sentences.**

**If available, you may also provide a link/reference to other documentation that answers each question.**

### I: Identification

1. **Department or Program Title(s)** (Department Chairs List Dept.; Coordinators List Program):

Developmental and Adult Basic Education

2. **Department and/or Program(s) Purpose Statement:**

ACcess Learning Center

3. **Program Review Year (i.e. Most Recent Academic Year)**

2014-2015

4. **Date of Submission:**

8/6/2015

5. **Lead Person Responsible for this Program Review:**

Name: Ann Hamblin  
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6. **Additional Individuals (Name and Title) Responsible for Completing this Program Review:**

Judy Isbell, Department Chair of Development and Adult Education

## II: Program Enrollment and Success Data

Use baseline data that will enable you to determine the status of your program (compare the most recent data to previous year data, compare your program to any existing state standards, or consider any other relevant factors). Please use Firefox or Chrome browser to open links.

### 1. Based on the most recent reported data, please evaluate your program(s).

**A .Overall Program Data** (Complete this section if your dept. produces any certificate and/or terminal degree.)  
(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards	Not Applicable
a. Employment Rates/Wages ( <a href="#">EMSI</a> , <a href="#">College Measures</a> , <a href="#">CREWS</a> , <a href="#">Perkins</a> )				X
b. <a href="#">Completion</a>				X
c. <a href="#">Licensure Pass Rates</a>				X
d. Retention ( <a href="#">FA-SP</a> ) and ( <a href="#">FA-FA</a> )				X
e. <a href="#">Grades A-C</a>				X
f. <a href="#">Annual Enrollment</a>				X
g. <a href="#">Survey, Focus Group, &amp; Related Data</a>				X

Based on the data in Part A, respond to the following two questions:

- i. Identify one area in which your program(s) excel.

N/A – Developmental courses and adult basic education courses support AC's programs, but do not have their own major codes.

- ii. Identify one area in which your program(s) need to most focus for the next few years.

N/A – Developmental courses and adult basic education courses support AC's programs, but do not have their own major codes.

**B. Course-Specific Data** (Complete this section to evaluate the courses that fall under your dept./program.)  
(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards
a. Grades A-C (IDS - Race/Ethnicity)	X		
b. Grades A-C (IDS – Age)	X		
c. Grades A-C (IDS – Gender)	X		
d. Grades A-C (IDS – First Generation)	X		
e. Grades A-C (IDS – Pell)	X		
f. Grades A-C (IDS – Full/Part-Time)	X		
g. Course-level Enrollment (IDS)	X		
h. Success in General Education Courses after Developmental/ABE Course Completion	X		
i. Survey, Focus Group, & Related Data	X		

Based on the data in Part B, respond to the following two questions:

- i. Identify two courses that are doing well.

Development Writing and Developmental Math are improving.

- ii. Identify two courses in which your dept./program(s) needs to most focus for the next few years.

BASR 0301 and BASR 0302 need revising.

### III: Institutional Initiatives

#### PART A – No Excuses:

Each department/program is expected to support student success initiatives.

List 1 or more ways your program(s) most focus on any of the [No Excuses goals/initiatives](#) and how you have helped AC fulfill its No Excuses goal.

The ACcess Learning Center has collaborated with the English department working with developmental students to streamline students through the developmental sequence sooner.

#### PART B – Strategic Planning:

Each department/program is expected to support [AC's Strategic Planning](#) initiatives.

1. Identify at least one strategy or task from the Strategic Plan your area(s) currently addresses/evaluates.

Strategy 1.1: Adjust instruction and services based on assessment data.

2. (If applicable) What additional item(s) should AC's Strategic Plan address?

#### PART C– General Education Objectives

SACSCOC requires that the College prove attainment of general education competencies by all students. AC has adopted the below objectives for our core curriculum assessment, but you may add additional objectives you teach. Additionally, AC expects that learning objectives are present and are being evaluated in all courses.

1. Provide a listing of which courses in your department/program(s) teach these general education objectives. For assistance in identifying educational objectives in non-core courses, refer to the [ACGM/WECM](#).

(List individual course prefix, state “all courses”, state “N/A” for an objective, etc.):

Objective	Course(s)
Communication Skills	BASW, BASR
Critical Thinking Skills	BASW, BASR, BASM
Empirical & Quantitative Skills	BASM
Teamwork	BASW, BASR, BASM
Personal Responsibility	BAS, BASR, BASM, BASW
Social Responsibility	BAS, BASR, BASM, BASW
Note: May Insert other Objective(s)	

2. Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.

These educational objectives have been incorporated into all of the ACcess Learning Center courses with the revision of the curricula in Fall 2015.

3. What method(s) are your faculty using to assess the required objectives in your courses?

(List individual course prefix, state "all courses", state "N/A" for each method, etc.):

Method	Course(s)
Capstone Project/Exam	N/A
Embedded Questions	All
Licensure Exam	N/A
Portfolios	All
Projects/Essays	All
Testing (i.e. course-based testing; finals)	All
Note: May Insert other Method	Competency-based instruction; Mastery-learning focus

4. Briefly address any improvements made in your department/program(s) based on your data findings.

Of the enrollments completing the course for the Fall'14 – Spg '15 program year, 77% successfully fulfilled course requirements and 8% skipped one semester of developmental coursework.

5. In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your colleagues? Do you feel that your department/program could benefit from more professional development in this area?

BASW and BASM. Focus is now on understanding concept rather than terminology. BASW course offers a four-step critical thinking approach to proofreading while BASM focuses on building strong basic foundational skills and then teaching higher levels of math using basic skills for demonstration purposes.

#### PART E: Curriculum Assessment - Program Outcomes:

SACSCOC requires each program to provide quality student, customer, and/or client services. Each program not directly responsible for core curriculum courses must still annually identify at least one direct outcome within their program, provide results, analysis, and improvement plans related to that outcome.

1. For this review year, what were each program's most important goal(s) (i.e. broad goals you wanted to accomplish)?

Re-design curriculum in writing and math.

2. For this review year, what is/were each program's most important measurable outcome(s) that helped you achieve your goals (referenced above)? Provide examples of 1-3 outcome statements. (An outcome provides observable, objective evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

Upon completion of BASW 0301 and 0302 and BASM 0301 and 0303, at least 45% of the students will improve at least one course level.

3. Identify your results and analyze your data.

Of the enrollments completing the BAS courses for the Fall'14 – Spg '15 program year, 77% successfully fulfilled course requirements and 8% skipped one semester of developmental coursework.

In BASW 14% of students moved out of developmental education, many of those from the lowest developmental sequence level.

In BASM students moved from the lowest level of developmental math into College Algebra and successfully passed College Algebra.

4. What key change(s) has your department/programs made in the past year or do you plan to make based on your assessment of any outcome?

The ACcess Learning Center has strengthened its curriculum with a focus on mastery learning and competency-based instruction.

5. Please provide supporting documentation with this review that relates to this outcome(s). For example, if you're using a rubric to assess student work, attach a copy of the rubric and five student samples. If you're focusing on licensure exam data, attach a copy of your pass rate results.

#### *IV: Conclusions*

1. How have you or your staff adjusted your pedagogy (method and practice of teaching) to improve your academic quality and/or aid in some other area related to student success?

The ACcess Learning Center has instructional training meetings each Friday and part-time instructors are encouraged to attend.

2. What program improvement opportunities are available to your staff (e.g. external curriculum committees, trainings, etc.)?

Friday training and mentoring provide part-time and new employees training on the program.

**3. What is the biggest issue/obstacle that your program currently faces?**

Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

The greatest obstacle facing the learning center is enrollments. The ACcess Learning Center has a ten-year reputation of lack of performance that it is trying to overcome. Dissemination of our improvements and support by sharing our data will hopefully improve this issue.

**4. Additional Comments Pertinent to this Review (Not Required):**