**Instructional Program Review  
Reading**

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)**:**

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| Reading |

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

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| Prepare students for college-level coursework by improving critical thinking skills through reading comprehension, vocabulary, and study skills. |

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

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| 2014-2015 |

1. **Date of Submission:**

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| 08/06/2015 |

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

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| Name: Judy Isbell  Title: Department Chair – Developmental/Adult Ed.  E-mail: jjisbell@actx.edu  Phone Number: 371-5423 |

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

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| Christy Robinson |

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.)**

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| --- | --- | --- | --- | --- |
| **Student Data Reported/Collected** | **Needs Improvement** | **Meets Standards** | **Exceeds Standards** | **Not Applicable** |
| a. Employment Rates/Wages  ([EMSI](https://actx.emsicareercoach.com/), [College Measures,](http://esm.collegemeasures.org/esm/texas/) [CREWS](http://reports.thecb.state.tx.us/approot/thecb_tcr_ews/figure2.htm), [Perkins](http://www.thecb.state.tx.us/apps/Perkins/perkdata.cfm)) |  |  |  | X |
| b. [Completion](https://iresearch.actx.edu/html/databook/dbtbl4g.html) |  |  |  | X |
| c. [Licensure Pass Rates](http://www.txhighereddata.org/reports/performance/ctclbb/licensure.cfm) |  |  |  | X |
| d. Retention ([FA-SP](https://iresearch.actx.edu/html/databook/dbtbl2ke.html)) and ([FA-FA](https://iresearch.actx.edu/html/databook/dbtbl2ke-f.html)) |  |  |  | X |
| e. [Grades A-C](https://iresearch.actx.edu/html/databook/dbtbl2ge.html) |  |  |  | X |
| f. [Annual Enrollment](https://iresearch.actx.edu/html/databook/dbtbl3a.html) |  |  |  | X |
| g. [Survey, Focus Group, & Related Data](http://www.actx.edu/iea/index.php?module=article&id=61) |  |  |  | X |

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

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

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| N/A – Developmental courses support AC’s programs, but do not have their own major codes. |

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

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| N/A – Developmental 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.)**

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| **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   Reading Course Completion |  | Pending data |  |
| i. Survey, Focus Group, & Related Data |  | N/A |  |

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

1. Identify two courses that are doing well.

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| RDNG-0301 (Traditional) & RDNG-0331 (Traditional) |

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

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| RDNG-0321 (Online) & RDNG-0321 (Traditional) |

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**](http://www.actx.edu/iea/index.php?module=article&id=83) **and how you have helped AC fulfill its No Excuses goal.**

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| Successful completion of developmental education:  Reading has focused on assessing students’ abilities and moving those students who are capable through the developmental reading sequence as quickly as possible. This includes reassessment, tutoring, and competency-based course completion. |

PART B – Strategic Planning:  
 Each department/program is expected to support [**AC’s Strategic Planning**](http://www.actx.edu/iea/index.php?module=article&id=10) initiatives.

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

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| Strategy 1.1  Fifty percent of students who repeat the same level of Reading will receive a grade of A-C.  Results:  Spring 2012 Data: N = 51 out of 130 (39%)  Spring 2013 Data: N = 50 out of 106 (47%)  Spring 2014 Data: N = 54 out of 102 (53%)  See attached data for Spring 2014. |

1. **(If applicable) What additional item(s) should AC’s Strategic Plan address?**

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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**](http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/acgm.htm)**/**[**WECM**](http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/wecm/)**.**(List individual course prefix, state “all courses”, state “N/A” for an objective, etc.):

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| **Objective** | **Course(s)** |
| Communication Skills | All courses (RDNG-0301, RDNG-0321, RDNG-0331) |
| Critical Thinking Skills | All courses (RDNG-0301, RDNG-0321, RDNG-0331) |
| Empirical & Quantitative Skills | N/A |
| Teamwork | All courses (RDNG-0301, RDNG-0321, RDNG-0331) |
| Personal Responsibility | All courses (RDNG-0301, RDNG-0321, RDNG-0331) |
| Social Responsibility | N/A |
| Note: May Insert other Objective(s) |  |

1. **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.**

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| Full time and adjunct faculty meet to discuss course curricula for master courses. This enables every student the same exposure to these objectives. |

1. **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.):

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| **Method** | **Course(s)** |
| Capstone Project/Exam | **N/A** |
| Embedded Questions | **All courses (RDNG-0301, RDNG-0321, RDNG-0331)** |
| Licensure Exam | **N/A** |
| Portfolios | **N/A** |
| Projects/Essays | **All courses (RDNG-0301, RDNG-0321, RDNG-0331)** |
| Testing (i.e. course-based testing; finals) | **All courses (RDNG-0301, RDNG-0321, RDNG-0331)** |
| Note: May Insert other Method |  |

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

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| In Spring 2014, 45 students attended class in the Reading Center instead of their traditional assigned class. They were moved to the Reading Center after being identified as at-risk due to repeating the course, stopped attending the course, and/or capable of testing out of developmental reading.  N = 37 out of 45 (82% passed with an A-C)  Spring 2014 Data |

1. **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?**

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| **All courses (RDNG-0301, RDNG-0321, RDNG-0331)**  **Critical reading and thinking is our foundational goal in the reading courses.**  **We conducted 2 professional development workshops for faculty in Spring 2015.** |

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)?**

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| Goal Statement 1:  Adjust instruction and services based on assessment data. (AC Strategic Plan through 2015: Strategy 1.1.  Completion of developmental courses and progression to credit-bearing courses. ( No Excuses: Goal 1 |

1. **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**](https://www.actx.edu/iea/filecabinet/117)**.** (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.)

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| **Goal Statement 1**:  Outcome/Objective 4B: Sixty percent of students who are enrolled in Reading class will receive a grade of A-C.  Outcome/Objective 4A: Seventy percent of reading students who persist to the end of the semester will receive a grade of A-C. |

1. **Identify your results and analyze your data.**

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| Outcome/Objective 4B: N= 260 out of 420 (62% passed with A-C)  Exceeded by 2%.  Outcome/Objective 4A: N= 260 out of 306 (85% passed with A-C)  Exceeded by 15%.  Spring 2014 Data |

1. **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?**

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| Continue to modify curriculum and services to increase student completions. |

**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?**

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| Regular meetings with full-time and adjunct faculty to discuss pedagogy and realignment based on student needs. |

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

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| Staff is encouraged to take advantage of any opportunities to serve on committees or attend any professional development. |

1. **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.**

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| Student persistence in the classes is the biggest issue. There is an 85% completion among students who persist to the end of the semester. See difference between Objectives 4A and 4B in Part E, #3. Encourage staff to be more engaged with students. Additional staff might be needed for more individualized instruction for those who need it. |

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

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