Instructional Program Review

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):**

   DFTG

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

   To provide training for local, regional, national and global job market employment, including through AAS degrees and Certificate programs as well as providing preparation for articulation/transfer into available 4-year programs.

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

   2015

4. **Date of Submission:**

   Spring 2015

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

   Name: Tony Thomas
   Title: Program Coordinator
   E-mail: trthomas@actx.edu
   Phone Number: 806.345.5643

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

   Ann Fry, Associate Professor, Drafting and Design

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). <u>Please use Firefox or Chrome browser to open links.</u>

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

    A .*Overall Program Data* (Complete this section <u>if</u> 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 (EMSI, College Measures, CREWS, Perkins)		X		
b. Completion			Exceeded 19 graduates in 2014	
c. Licensure Pass Rates				n/a
d. Retention (FA-SP) and (FA-FA)		X	Exceeds standards at 82%	
e. Grades A-C		X	Exceeds standards at 88%	
f. Annual Enrollment	X	X 88 Students in 2014		
g. Survey, Focus Group, & Related Data				n/a

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

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

> Graduate employment rate above 95%; Graduated over 16 students last year.

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

> Enrollment/retention

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. Survey, Focus Group, & Related Data			n/a

Based on the data in Part B, respond to the following two questions:
- i. Identify two courses that are doing well.

  DFTG 1309 Basic CAD and INDS 1311 Fundamentals of Interior Design

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

  DFTG 2323 Pope Drafting and DFTG 2319 Intermediate CAD

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.

We are working with students in labs and classroom environments to provide more one-on-one instruction. Every effort is made to inform students of progress and keeping grades current in blackboard; Faculty post office hours where they are accessible to students; Faculty make the effort to communicate one-on-one with students in order to be aware of any issues for the students in class;

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.**

   Institutional goal: Align degrees and certificates with labor market demand.
   Program strategy: Maintain good relationships with local industry employers and Inform students and graduates of job opportunities by posting the information in the department.

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	DFTG 1305; DFTG 1309; DFTG 1317; DFTG 2328; INDS 1311; DFTG 1333; DFTG 1345; DFTG 1358; DFTG 1370; DFTG 2338; DFTG 2340; DFTG 2300; INDS 2310; INDS 2315; INDS 2321: INDS 2325; INDS 2330
Critical Thinking Skills	DFTG 1317; DFTG 2328; INDS 1311; DFTG 1345; DFTG 1372; DFTG 2319; DFTG 2332; DFTG 2338; DFTG 2340 ARCE 1303; DFTG 2300; INDS 2307; INDS 2310 INDS 2315; INDS 2325; INDS 2330
Empirical & Quantitative Skills	
Teamwork	DFTG 2328; INDS 2307; INDS 2330;
Personal Responsibility	ALL DFTG, INDS, ARCE CLASSES
Social Responsibility	INDS 1311; INDS 2330; DFTG 1317; DFTG 2328; ARCE 1303; DFTG 2300; INDS 2307; INDS 2310; INDS 2315; INDS 2325; INDS 2330
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.

> Most courses incorporate communication skills through written concept statements, testing (essay questions), specification notebooks, or technically drawn illustrations and plans. Critical thinking skills are evaluated through project-based assignments. Some courses incorporate team projects to emphasize the importance of teamwork while requiring each student demonstrate a level of personal responsibility to complete their own work or their part of the team project. The Americans with Disabilities Act (ADA) is stressed in residential and commercial plans projects along with product, structural, and system sustainability. Fire and building codes are presented and student projects must reflect an understanding of the appropriate application of code requirements.

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	DFTG 2338; DFTG 1317; DFTG 2300; INDS 1351 & 1352; INDS 2310; INDS 2315; INDS 2330
Embedded Questions	
Licensure Exam	N/A
Portfolios	MOST COURSES
Projects/Essays	MOST COURSES
Testing (i.e. course-based testing; finals)	MOST COURSES
Note: May Insert other Method	

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

> Incorporated the use of 3-D printing to some classes this semester as well as striving to provide more one-on-one engagement with students in lab, classrooms, and online environments

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?

PART D: Core Curriculum Assessment – Program Outcomes
Complete this Section ONLY for Programs Directly Responsible for Core Curriculum Courses
The Texas Higher Education Coordinating Board (THECB) has identified 3-4 core objectives (competencies) that each core curriculum course is required to teach and assess.

You may either collect data and information from all core curriculum courses in your program/department or you may attach a separate document for each course/area in your department/program that answers the questions below.

1. Do you certify that your courses annually assess and collect data on the core objectives as required by the THECB?

Yes	No

2. Do you certify that each course section is equitable in their assessment of the collection of data and assessment required by the THECB?

Yes	No

3. Do you certify that the work assessed has an equal chance (i.e. you did not "cherry pick" the best student work) for assessment?

Yes	No

4. Briefly describe the internal <u>and</u> external data you used to form your assessment benchmarks. Note: The THECB requires external data (e.g. CCSSE) be used to create your benchmarks.

5. The "Call for Course Proposals for Inclusion" contains a description of each assignment/activity, direct assessment method, etc. for each of your department's/program's courses in the core curriculum.

    For each course approved for core curriculum inclusion, provide the following information:

    a) Provide a link to or copy of your data results and/or a summation of your results for each required competency for each core curriculum course in your program.

    > n/a

    b) Did you meet your benchmark/target in each course? If not, do you need to adjust your benchmark or adjust the instruction to meet the benchmark?

    > n/a

    c) Provide information on your data collection strategy (e.g. each faculty member collected data, sampling of student work collected across sections used, etc.):

    > n/a

    d) Please explain how your results were evaluated (e.g. a team evaluated the data, data was collected from every student in the course via Blackboard, etc.):

    > n/a

    e) How do you ensure your results are not biased and are reliable (i.e. inter-rater reliability)?

    > n/a

    f) Please list the facts you feel contributed to your results (Analysis):

    > n/a

    g) How have you or will you improve student learning in each course based on the most recent assessment results?

    > n/a

6. For each core curriculum course and each core objective, please include a copy of the assessment instrument and five randomly selected, evaluated assessment samples with this form. Some examples of things you may include with your submission are as follows:
    - **Embedded Questions** – Copy of possible question bank and copy of five student work samples that include questions from the question bank

- o **Juried Assessment** – List of members on juried panel and copy of five panel evaluations. If student performance, picture or work, etc. is available, include that with your submission as well.
- o **Pre-Post Test** – Copy of pre-test/post-test questions and five samples of student work from pre-test and five samples of same students' work from post test
- o **Rubric** – Copy of rubric and copy of five student work samples
- o **Other Types of Assessment** –Use the above bullets as a reference point for what you may wish to provide. Please contact the Director of Institutional Effectiveness with specific questions.

Also, if it is not clear, please identify on your student work the portions of the student work that address the required THECB objective/s.

PART E: Curriculum Assessment - Program Outcomes:
This Section is ONLY Required for Programs Not Directly Responsible for Core Curriculum Courses
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 <u>most important</u> goal(s) (i.e. broad goals you wanted to accomplish)?

> Provide quality education/training in order to ensure that the local workforce has a well-trained workforce.
> Improve student outcome evaluation procedures (create rubrics for projects), provide better lab environment, and a more accurate evaluation process for students.

2. For this review year, what is/were each program's <u>most important</u> 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.)

> One-on-one exit polling of graduating students indicates a graduate employment rate above 95%

3. Identify your results and analyze your data.

> Data indicates a large attrition rate, but we are unsure as to why students are not returning.

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?

> Develop rubrics to better track student outcome success.
> Develop, distribute, and evaluate student surveys to better track retention and attrition.

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. Attached

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?

> We are working more with students in labs and classroom environments to provide more one-on-one instruction. Every effort is made to inform students of progress and keeping grades current in blackboard; Faculty post office hours where they are accessible to students; Faculty make the effort to communicate one-on-one with students in order to be aware of any issues for the students in class;

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

> Professional development opportunities; workshops, seminars, etc.

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.

> Biggest obstacle: low enrollment; high attrition
> Proposed actions: student surveys to explore why students are (or are not) returning for the next semester.
>
> We would like to do more recruiting, but several years ago, we were told that the programs should not be conducting our own recruiting events, that AC would handle that and we geared down. Since that point, there has been very little program-specific recruiting and we have lower enrollment, fewer instructors, and less time/funding (gas money, etc) to put together these activities. Would it be possible to have several (2-3) open campus community events that would act as a recruitment tool for all of us? Like Badgerama, only for the general public. Programs could have presentations ready to go within their instructional areas, displays, students/graduates who could visit with concerned/interested parents and prospective students. It would have to be highly advertised and marketed, but that way, we could all show off our programs with the main investment being advertising (which we do now), time and effort.

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