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):

   First-Year Experience Department

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

   The First Year Experience (FYE) Department collaborates with other educational programs and services to strengthen the student connection to the College while creating a foundation for student success. (10/1/12)

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

   2014-2015

4. **Date of Submission:**

   08-17-2015

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

   Name: Dr. Lana Jackson
   Title: Department Chair & Professor
   E-mail: lcjackson@actx.edu
   Phone Number: (806) 371-5292

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

> None

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 (EMSI, College Measures, CREWS, Perkins)				X
b. Completion				X
c. Licensure Pass Rates				X
d. Retention (FA-SP) and (FA-FA)		68% - all college (2013FA-SP); 48,75% - all college (2013FA-2014FA)	68% - 1st year students (2013FA-SP); 48,75% - 1st year students (2013FA-2014FA)	
e. Grades A-C	63% - all college (2014FA)		63% - 1st year students (2014FA)	
f. Annual Enrollment				X
g. Survey, Focus Group, & Related Data			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 - The First-Year Experience is not a major code at Amarillo College.

   ii. Identify one area in which your program(s) need to most focus for the next few years.
   > N/A - The First-Year Experience is not a major code at

Amarillo College.

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.) Possibly a better comparison of data can be made if all entry-level or gateway courses are compared to one another (a better apples to apples comparison). A college-wide comparison is relatively unfair as we must compare 1st semester courses with 4th semester courses where students are more experienced and have the necessary tools and support to persist.

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards	Not Applicable
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			X	

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

i.   Identify two courses that are doing well.

N/A – The First-Year Experience is not a major code at Amarillo College.

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

N/A – The First-Year Experience is not a major code at Amarillo College.

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 First-Year Seminar is one of AC's Primary Academic Intervention Strategies. As such, the FYS addresses the following Student Success Performance Measures:
1) Persistence from term-to-term and year-to-year, and
2) Successful completion of a course with a grade of "C" or better.

To that end, the following data reflects attainment of identified yearly goals, as approved by Achieving the Dream coaches.

Achieving the Dream (AtD) Measurable Yearly Goal: Increase retention rates from Fall-to-Spring and Fall-to-Fall for participating FYS students by 1% each year.				
	Fall-to-Spring (1 sem) (N)	**Fall-to-Fall (1-year)** (N)	**Fall-to-Fall 2 (2-year)** (N)	**Fall-to-Fall 3 (3-year)** (N)
Fall 2011 cohort – Pre-QEP PILOT Year (EDUC 1200 – ACE Scholars, Advisor Referrals)				
FYS	75.1% (142)*	58%****	34%^	20.7%^
Non-FYS	73.1% (993)*	46.6%*****	24.6^	15%^
	2% increase in retention at 1-semester mark for students who completed the FYS	11% increase in retention at 1-year mark for students who completed the FYS	9.4% increase in retention at 2-year mark for students who completed the FYS	5.7% increase in retention at 3-year mark for students who completed the FYS
Fall 2012 Cohort (EDUC 1300 – ACE Scholars, GEN AS majors, Advisor Referral)				
FYS	76% (236)**	58.39%****	36.6%^	(Fall 2015 data)
Non-FYS	69% (1040)**	44%***	24.5%^	(Fall 2015 data)
	7% increase in retention at 1-semester mark for students who completed the FYS	14% increase in retention at 1-year mark for students who completed the FYS	12% increase in retention at 2-year mark for students who completed the FYS	
Fall 2013 Cohort (EDUC 1300 – ACE Scholars, GEN AS majors, Advisor Referral)				
FYS	70%***	49%^	(Fall 2015 data)	(Fall 2016 data)
Non-FYS	67%***	45%^	(Fall 2015 data)	(Fall 2016 data)
	3% increase in retention at 1-semester mark for students who completed the FYS	4% increase in retention at 1-year mark for students who completed the FYS		
Fall 2014 Cohort (EDUC 1300 – All FTIC students)				
FYS	74.5%^	(Fall 2015 data)	(Fall 2016 data)	(Fall 2017 data)
Non-FYS	70%^	(Fall 2015 data)	(Fall 2016 data)	(Fall 2017 data)
	4.5% increase in retention at 1-			

	semester mark for students who completed the FYS			

*FYS Student Performance Report 2012; **FYS Student Performance Report 2013; ***E-mail from Melanie Castro, IR, 3-17-2014; ****IR--Data Coach; ***** E-mail from Melanie Castro, IR, 3-20-2014; ^ E-mail from Jon Bellah, 2-23-2015

The above chart indicates that the FYS course has **Exceeded Expectations** for student persistence from term-to-term and year-to-year, recording longitudinal persistence rates in excess of expectations when compared to other first-year students. It is important to consider the specific, at-risk cohort groups which have been required to complete the FYS when reviewing the data and considering the comparison groups.

With the exception of Fall 2013, the chart below indicates that the FYS course has **Exceeded Expectations** for the successful completion of a course with a grade of "C" or better. Following focus group discussions with students and FYS instructors, it was noted that Fall 2013 was the semester for course migration into Blackboard. As such, students and instructors had difficulty with technology changes and glitches which occurred throughout the semester. All college success data declined during that semester. As a result of the data findings, a lab component was introduced to the FYS to address technology issues and further acclimate the first-year student to the College environment.

Achieving the Dream (AtD) Measurable Yearly Goal: Increase course pass rates for participating FYS students by 2% each year.

	Fall 2011 Pilot (N=271)	Fall 2012 (N=391)	Fall 2013 (N=400)	Fall 2014 (N=797)
Successful	50.55% (137)	54.22% (212)	49.5% (198)	62.74% (500)
Unsuccessful	49.45% (134)	45.78% (179)	50.5% (202)	37.26% (297)
Fall 2013 – Blackboard Implementation				

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.**

Enrollment Goal 3: Develop Block Schedules
Strategy: **Develop block schedules designed to foster full-time enrollment and degree completion**; work with the FYE

Integration task force to quickly develop block offerings for fall; work with faculty and deans to create true learning communities within the blocks offered; work with faculty and deans to cluster appropriate gateway courses together and to add SI.

Prior to Fall 2015, the First-Year Seminar (FYS), EDUC 1300, was successfully linked with developmental math classes taught by Assistant Professor Karen White.

	Total Enrollment	Successful (grades A-C)	Unsuccessful (grades D, F, W)
Fall 2013			
MATH 0302	17	70.59% (12)	29.41% (5)
EDUC 1300	16	56.25% (9)	43.75% (7)
Fall 2014			
MATH 0302	22	63.64% (14)	36.36% (8)
EDUC 1300	22	45.45% (10)	54.55% (12)

Anecdotally, the instructor reported that the linked classes allowed for a community to be built. In addition, many of the participating students enrolled in the following math course the next semester where she watched them create study groups and help each other as well as other students in the class. Attempts have been made for 2 years to link the FYS with developmental English; however, the courses have never attained enough enrollment to be sustained.

Beginning with Fall 2015, three sections of the FYS are connected in a learning communities with developmental reading and general psychology.

Enrollment Goal 6: Redesign Developmental Education to Accelerate Progress and Retention
Strategy: Cluster developmental education courses at levels 5-6 with credit-bearing academic courses leading to degrees; cluster developmental education courses at levels 5-6 with the FYS.

Beginning with Fall 2015, three sections of the FYS are connected in a learning communities with developmental reading and general psychology.

Retention and Progression Goal 2: Adopt High-Impact Academic Retention Practices
Strategy: **Redesign the entire curriculum** to include a focus on high impact practices (launched Spring 2015)

TransitionTX tutor grant funds allowed the FYE department to

position FYE Peer Mentors across FYS sections, advising and tutoring programs. Eleven students who met posted qualifications, including completion with FYS with a grade of B or higher and a GPA no less than 3.0, were hired. All students engaged in training for all areas, and quickly became indispensible in all locations. While we await institutional quantitative data, qualitative data via survey results provided the following feedback from participants (2015SP survey):

- I, myself, love my job because it helps me grow as a person as well as help others succeed in their college courses.
- I learned about multiple backgrounds and varying types of families. I learned that I also could connect with people much easier than anticipated.
- There are many things I was able to learn from this experience. For example, there are students that learn in different ways, (and) sometimes students just need someone to talk to. Another thing is that having a mentor helps students keep on going in their college courses because they have that extra help for classwork which (means) less stress. The last thing I learned is that, as a Mentor, we can make a difference in a student's life.

The FYS is built as a flipped classroom, providing text and lectures online, while students are engaged in active learning strategies in the classroom. Retention and course success data are detailed in tables provided previously in Part A: No Excuses, pgs. 3-5.

Retention and Progression Goal 3: Increase student participation in academic support services and extracurricular activities
Strategy: **Encourage faculty to promote student participation in extracurricular activities** and use of academic support services in course syllabi and assignments.

Prior to Fall 2015, the First-Year Seminar incorporated participation in extracurricular activities through the requirement that all students participate in 3 Enrichment Activities and complete worksheets for each event. Students completing the EA worksheets in Fall 2013 recorded an average score of 68%. Due to the low completion rate of EA#3 in Fall 2013, EA requirements were reduced to 2 activities for Fall 2014; calibration of worksheets for Fall 2014 reveal a successful completion rate of 54.15%. When non-submissions were removed from the average score of all EA worksheets, the successful completion rate was 91.5% leading the assessment team to determine that while the course assignment was viable and effectively measured assignment objectives as outlined on the grading rubric, lack of participation substantially reduced the scoring rubric average.

Prior to Fall 2015, the First-Year Seminar incorporated the use of academic support services in course syllabi and assignments, including hyperlinks to support services throughout online content as well as mandatory presentations in each class from Career & Employment Services and Library representatives.

Additional presentations are encouraged but not mandated from the Money Management Center, AC Police, and "AC experts" who may assist the instructor as needed with additional concepts covered in the course. Mandatory presentations from CES and the Library feed directly into multiple assignments in the course:

1. Completion of an Annotated Bibliography: Fall 2013, student mean score of 65.8% on AB; Fall 2014, student mean score of 45% on AB. When non-submissions were removed from the tally of mean scores, the success rate increased to 71.23%.

2. Completion of a Career Project, including Annotated Bibliography, a Job Shadow paper, and a Career Presentation: Fall 2013, student mean score of 69%; Fall 2014, student mean score of 55.5%. When non-submissions were removed from the tally of mean scores, the success rate increased to 85.5%. Of the three-part assignment, the Annotated Bibliography appeared to cause students the most difficulty as, after non-submissions were removed from the final tally, the student mean score was 71.23%. As with other assignments, while the course assignment was viable and effectively measured assignment objectives as outlined on the grading rubric, lack of participation substantially reduced the scoring rubric average.

Beginning Fall 2015 with the reduction to a 1-hour course, the First-Year Seminar will incorporate participation in extracurricular activities and/or academic support services through the requirement that all students participation in 2 "Making Connections" activities and begin the creation of an institution-wide ePortfolio. Specific changes to the course beginning in Fall 2015 include:

1. addition of an institution-wide e-Portfolio to be introduced in the FYS and linked to other FYE programs to engage the student across the complete 1st year in college; assessment will occur each April using a rubric representative of all offices/programs;

2. reduction of choices for completion of "Making Connections" worksheets to include only 2 of the following: Career & Employment Services workshops, Money Management Center workshops; Carter Fitness Center team sports; and membership in a college club or organization.

Retention and Progression Goal 4: Help Students to Make Informed Career Decisions

Strategy: Provide student access to My Plan from enrollment through completion; train advisors and faculty regarding information available in, and use of, My Plan assessment; increase use of gainful employment disclosures in advisement sessions.

All students enrolled in the FYS complete the MyPlan assessment as an introductory assignment to the Career Project. Career and Employment Services personnel make mandatory presentations in all FYS classes each semester, discussing MyPlan results as well as linking students to additional online resources focused on career

exploration and development. This process will continue with the evolution from a 3-hour course to a 1-hour course in Fall 2015.

Marketing Goal 3: Promote Student Completion
Strategy: **Increase student awareness of support services**; provide a PDF of campus maps and list of services on line (AC portal and website) so AC faculty and staff can print copies and provide that information to current and prospective students.
In addition to mandatory presentations from representatives from the Career and Employment Services and Lynn Library, AC Campus resources are discussed fully throughout the FYS. Students must complete an Educational Plan with the approval of their advisors, detailing short- and long-term goals focused on completion. For Fall 2013, students earned a mean score of 44% on their Educational Plans. For Fall 2014, students earned a mean score of 46.9% on their Educational Plans. When non-participants were removed from the calibration, students who completed the Educational Plan in Fall 2014 had a rubric mean score of 90.6%.

Marketing Goal 6: Develop Student Success Videos
Strategy: **Create videos designed to guide students through important AC entry points and success interventions**; leverage Panhandle PBS and CTL resources produce content; provide and promote opportunities for students to create their own short videos highlighting success stories and important information for prospective and current students.
FYE Peer Mentors created the following student success video during Spring 2015, celebrating the relationships between students which lead to student success:

https://www.youtube.com/watch?v=lWFZ_Fy2cQs

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	EDUC 1300 / EDUC 1100 (Fall 2015)
Critical Thinking Skills	EDUC 1300 / EDUC 1100 (Fall 2015)
Empirical & Quantitative Skills	EDUC 1300
Teamwork	
Personal Responsibility	DUC 1300 / EDUC 1100 (Fall 2015)
Social Responsibility	DUC 1300 / EDUC 1100 (Fall 2015)
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.

FYS Instructors must complete a certification/re-certification process to ensure course curriculum, learning outcomes, and assessment methods are understood and utilized. The curriculum and assessment methods are standardized and delivered via Blackboard LMS. With the exception of Empirical & Quantitative Skills which are assessed using a test, all learning outcomes are assessed utilizing standardized grading rubrics.

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	
Embedded Questions	
Licensure Exam	
Portfolios	EDUC 1100 (Fall 2015)
Projects/Essays w/ Rubric	EDUC 1300/ 1100 (Fall 2015)
Testing (i.e. course-based testing; finals)	EDUC 1300
Rubrics	EDUC 1300/ 1100 (Fall 2015)

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

1. Enrichment Activities were reduced from 3 activities to 2 activities. Students were not completing the 3rd EA, thus resulting in a low mean completion score of 68%. Instructors agreed two EAs would be sufficient for connecting students to the college. (Graded by rubric.)
2. The Job Shadow experience was reduced to an Interview with a professional in the field; students must still write a 2-

> 3 page paper about the interview and findings. In addition to a low mean completion score of 69% in Fall 2013, large enrollments in FYS (800+ students) made it difficult to find enough community members to provide ½ day job shadow experiences. Interviews are much less time consuming; and, community members more readily participate. (Graded by rubric.)
> 3. The Educational Plan was reduced from 5 pages to 2 pages, with questions re-focused to assess current semester success prior to moving into short- and long-term educational planning. The low mean completion score of 43.85% was reflective of a burdensome EP which did not reflect students' current issues/needs and was difficult to manipulate. (Graded by rubric.)

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?

> EDUC 1300/1100 (Fall 2015)
> The Educational Plan, introduced and discussed with students as they set personal short- and long-term goals, is also developed in consultation with a College adviser. The EP is a blueprint for a successful College experience, detailing semester-by-semester schedules through graduation, short- and long-term goals, anticipated lifestyle choices, and financial needs. Creating an Educational Plan requires each student to engage in multiple self-assessments and discussions aimed at generating creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information to develop a realistic, manageable plan of action which may be integrated into the student's chosen lifestyle and is achievable during the student's desired tenure in college.

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
X	

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
X	

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
X	

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

N/A

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.

The attached table summarizes the activities and data results for: Communication Skills (Career Project), Critical Thinking Skills and Personal Responsibility (Educational Plan), and Social Responsibility (Enrichment Activities).
Empirical and Quantitative Skills were assessed through Quiz 4: Money Management. The Fall 2014 mean score was 55.15% (n=61). After removing zeros for non-submissions (n=41), the mean test score was 82.05%.

   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?

Instruction and/or assignment have been adjusted.

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

> Following the completion of each Fall semester, the FYE Department Chair collects random student samples from all EDUC 1300 course sections in Blackboard for tabulation.

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.):

> The FYE Department Chair and FYE Administrative Assistant review all randomly selected student samples and completed rubrics. Incomplete rubrics are noted and removed from final tabulations. If selected as a random sample and no submission is made, the student's recorded grade of 0 is used in the tabulation process as it is an accurate recording of student effort.

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

> Prior to use of standardized grading rubrics in EDUC 1300, the FYE Curriculum Committee reviewed student samples using the grading rubric, compared grading notes, revised rubrics, and retested. Final rubrics were agreed upon by committee.

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?

> 1. Per EDUC 1300, see item 4, page 10.
> 2. Results will be shared with all FYS Instructors during Certification and Re-certification meetings.
> 3. EDUC 1300 has been re-designed as EDUC 1100, reducing the learning outcomes from 9 to 5. Following the pilot of EDUC 1100, additional adjustments will be made.

7. 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:
   o **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 most important goal(s)
   (i.e. broad goals you wanted to accomplish)?
   | N/A |

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.)
   | N/A |

3. Identify your results and analyze your data.
   | N/A |

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?
   | N/A |

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?

   > Annual adjustments are made in the FYE Certification and Re-certification processes as we share data results, clarifying strengths and challenges. In addition, all curricular changes are discussed at this time.

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

   > We have been fortunate to send FYS Instructors to the National FYE Conference since 2012. In addition, we have led and participated in TransitionTX training sessions which have allowed us to collaborate with peer community educators across Texas. Lastly, until 2015 and the reduction to a 1-hour course, we held bi-annual Certification and annual re-certification trainings. Certification trainings are scheduled to resume after the 1-hour course is piloted and adjusted.

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.

   > Our biggest obstacle is attracting quality faculty to teach a 1-hour FYS. Prior to the reduction, 95 individuals voluntarily certified to teach the course. With the reduction to 1-hour, the time commitment and mandatory placement in the course schedule has resulted in a loss of interest in teaching the course.

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

   > N/A

Table 5.7 First-Year Seminar Student Learning Objectives, Assessments and Outcomes

Student Learning Objective	Assessment Method	Student Learning Outcome	Schedule	Metrics / Goal	Use of Results
1. Increase self-awareness.	AC Scoring Rubric	Students will demonstrate growth in self-awareness.	Mid-semester	**Mid-Term Narrative Essay** Fall 2012 – Calibrated Rubrics Fall 2013 – 74% (n=39: baseline); 0 non-usable Fall 2014 – 68.5% (n=61; goal = +1; Of the 44 completed = 94.95%) **Title Change - Self-Reflection: College and Me** with change to EDUC 1100 Fall 2015 – (goal = +2%) Fall 2016 – (goal = +3%) Fall 2017 – (goal = +3%) **Rubric Scoring:** Exceeds Expectations = 90-100 points Meets Expectations = 89-70 points Needs Improvement = 69-60 points Does Not Meet Expectations = below 60	Training changes: Re-emphasized purpose and use of rubrics in certification and re-certification workshops (all trainings).

Take charge of your life.	AC Scoring Rubric	Students will create a comprehensive Educational Plan which includes the identification of short- and long-term goals.	Mid-semester	Educational Plan Worksheet	Training changes:
2.				Fall 2012 – Calibrated Rubrics	Re-emphasized purpose and use of EP in certification and re-certification workshops as well as through Advising meetings. (Spring/Summer 2014).
				Fall 2013 – 43.85% (n=27; baseline); 12 non-usable	
				Fall 2014 – 46.9% (n=60; goal = +1%) (90.6% mean if non-submissions removed)	
				Fall 2015 – (goal = +2%)	
				Fall 2016 – (goal = +3%)	Curriculum changes: Educational Plan changed from 5-page plan to 2-page plan reflective of current semester and interventions. (Fall 2014)
				Fall 2017 – (goal = +3%)	
				Rubric Scoring: Exceeds Expectations = 90-100 points Meets Expectations = 89-70 points Needs Improvement = 69-60 points Does Not Meet Expectations = below 60	

| 3. | Identify and interact within your communities. | AC Scoring Rubric | Students will explain the value of community experiences through written communication. | End of semester | **Enrichment Activity worksheets**

Fall 2012 – Calibrated Rubrics
Fall 2013 – 68% (n=29; baseline)
  EA1 – 77.8; EA2 – 70; EA3 – 56.7; 4 non-usable
Fall 2014 – 54.51% (n= 61/61/59; goal = +1%)
  EA1 – 71.05 (w/o 14 0s = 92.21%);
  EA2 – 54.1% (w/o 25 0s = 91.7%);
  EA3 – 38.39% (w/o 34 0s = 90.6%)

Title Change – Making Connections
Reduced to 2 activities (with directed, limited options) with change to EDUC 1100
Fall 2015 – (goal = +2%)
Fall 2016 – (goal = +2%)
Fall 2017 – (goal = +3%)

Rubric Scoring:
Exceeds Expectations = 90-100 points
Meets Expectations = 89-70 points
Needs Improvement = 69-60 points
Does Not Meet Expectations = below 60 | Training changes:
Re-emphasized purpose and use of rubrics in certification and re-certification workshops (Spring/Summer 2014).

Curriculum changes:
Expanded EAs to include Career Center (Fall 2013) and Money Management Center (Fall 2014) Workshops.

Reduced EAs to 2 per semester (Fall 2015). |

Outcome	Assessment	Measure	Timing	Annotated Bibliography	Changes
4. Demonstrate information literacy skills.	AC Scoring Rubric	Students will demonstrate effective research skills utilizing technology.	End of semester	**Annotated Bibliography** Fall 2012 – Calibrated Rubrics Fall 2013 – 65.8% (n=30; baseline) 7 non-usable Fall 2014 – 45% (n=76; 28 non-usable; Of 48 completed = 71.23%) **Discontinued with move to EDUC 1100** ~~Fall 2015 (goal = 2%)~~ ~~Fall 2016 (goal = +2%)~~ ~~Fall 2017 (goal = +3%)~~ **Rubric Scoring:** Exceeds Expectations = 90-100 points Meets Expectations = 89-70 points Needs Improvement = 69-60 points Does Not Meet Expectations = below 60	Training changes: Re-emphasized purpose and use of rubrics in certification and re-certification workshops (Spring/Summer 2014).
5. Manage your money.	Post-College Readiness Survey	Students are more aware of financial resources and potential solutions to financial problems.	Each semester	Fall 2012 – 64.2% (n = 70; baseline) Fall 2013 – 90.9% (n = 66; goal = +2%; met) Fall 2014 – 74.2% (n = 182; goal = +5%; met) **Discontinued with move to EDUC 1100** 2015 – (goal = +5%) 2016 – (goal = +5%) 2017 – (goal = +5%)	Curriculum changes: New Student Money Management Center director increased classroom trainings and workshops for EA credit (across semesters).

| Demonstrate effective study skills. | FYS Student Performance Report: Profile of FYS Student Success Report (2012)

Institutional Research, Melanie Castro | Students will complete course with a grade C or better. | Summer | Fall 2012 – 54.2% (n = 390; baseline for all FYS); 55.4% (n = 309; baseline for FTIC FYS)
Fall 2013 – 50% (n = 400; all FYS); 47% (n = 324; FTIC FYS) (goal = +1%; unmet)
Fall 2014 – 63% (n = 797; all FYS); 62% (n = 686; FTIC FYS) (goal = +5%; met)
Fall 2015 – (goal = +5%)
Fall 2016 – (goal = +5%)
Fall 2017 – (goal = +5%; Goal 70%) | Training changes:
Introduced peer leaders concept in Spring 2014 Certification training. Discussed roles in Instructor meetings. Provided specific peer mentor training prior to Fall 2014; directed by FYE Dept. in Jan. 2015. |
| | | Students will persist from one term to the next. | Summer | Fall 2012 – 74% (n = 390; baseline for all FYS); 76% (n = 309; baseline for FTIC FYS)
Fall 2013 – 70% (n = ; goal = +2%; unmet)
Fall 2014 – 74.5% (n = ; goal = +2%; unmet)
Fall 2015 – (goal = +2%)
Fall 2016 – (goal = +3%)
Fall 2017 – (goal = +3%; Goal 90%) | Curriculum changes:
Updated standardized Powerpoints for use in classroom, if desired. Added peer mentors to 4 classes in Fall 2013, all labs in Fall 2014, and all classes/labs in Spring 2015. |

| 7. Demonstrate critical and creative thinking skills. | AC Scoring Rubric | Students will design a Career Project, including a MyPlan self-assessment, an annotated bibliography, and a job shadow/interview. | End of semester | **Career Project**

Fall 2012 – Calibrated Rubrics
Fall 2013 – 69%

  Annotated Bibliography: 66% (n=30; 7 non-usable)
  Job Shadow Paper: 75% (n=31; 5 non-usable)
  Presentation: 66% (n=16; 18 non-usable)

Fall 2014 – 55.5% (goal = +1%)

  Annotated Bibliography: 45% (n=76; 28 non-usable; Of 48 completed = 71.23%)
  Job Shadow Paper: 56% (n=61; 23 non-usable; Of 38 completed = 89.83%)
  Presentation: 62.6% (n=61; 21 non-usable; Of 40 completed = 95.45%)

New assessment: e-Porfolio with change to EDUC 1100

Fall 2015 – (goal = +2%); may need new rubric; calibration
Fall 2016 – (goal = +3%)
Fall 2017 – (goal = +3%)

Rubric Scoring:
Exceeds Expectations = 90-100 points
Meets Expectations = 89-70 points
Needs Improvement = 69-60 points
Does Not Meet Expectations = below 60 | Training changes: Re-emphasized purpose and use of rubrics in certification and re-certification workshops. (Spring and Summer 2014)

Curriculum changes: Reduced job shadow to job interview for Fall 2014; too many students for community businesses. |

				Career Project Presentation	Training changes: Re-emphasized purpose and use of rubrics in certification and re-certification workshops. (Spring and Summer 2014)
8. ~~Create effective communications.~~	AC Scoring Rubric	Students will present the Career Project to the class.	End of semester	Fall 2012 – Calibrated Rubrics Fall 2013 – 66% (n=16; baseline); 18 non-usable Fall 2014 – 62.6% (n=61; 21 non-usable; of 40 completed = 95.45%) **Discontinued with move to EDUC 1100** 2015 – ~~(goal = +2%)~~ 2016 – ~~(goal = +2%)~~ 2017 – ~~(goal = +3%)~~ **Rubric Scoring:** Exceeds Expectations = 90-100 points Meets Expectations = 89-70 points Needs Improvement = 69-60 points Does Not Meet Expectations = below 60	
9. ~~Develop an integrated educational and career pathway.~~	AC Scoring Rubric	Students will create a comprehensive Educational Plan which includes the identification of short- and long-term goals.	Mid-semester	**Educational Plan worksheet** Fall 2012 – Calibrated Rubrics Fall 2013 – 44% (n=27; baseline); 12 non-usable Fall 2014 – 46.9% (n=60; goal = +1%) (90.6% mean if non-submissions removed) **Discontinued with move to EDUC 1100 and discontinuation of Career Project** 2015 – ~~(goal = +2%)~~ 2016 – ~~(goal = +2%)~~ 2017 – ~~(goal = +3%)~~ **Rubric Scoring:** Exceeds Expectations = 90-100 points Meets Expectations = 89-70 points Needs Improvement = 69-60 points Does Not Meet Expectations = below 60	Training changes: Re-emphasized purpose and use of EP in certification and re-certification workshops as well as through Advising meetings. (Spring/Summer 2014). Curriculum changes: Educational Plan changed from 5-page plan to 2-page plan reflective of current semester and interventions. (Fall 2014)

CALL FOR COURSE PROPOSALS FOR INCLUSION INTO CORE CURRICULUM

To propose a course for inclusion into the AC General Education Course List (Core Curriculum) please complete the following areas of inquiry. Please review the description of the Core Objectives (General Education competencies) from the Texas Higher Education Coordinating Board.

Course under Consideration: First Year Seminar - Learning Framework

Catalogue Description of the Course:

A study of the: research and theory in the psychology of learning, cognition and motivation; factors that impact learning; and application of learning strategies. Theoretical models of strategic learning, cognition and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned.

Foundational Component Area: Component Area Option

Course Student Learning Outcomes:

1. Increase self-awareness. 2. Take charge of your life. 3. Identify and interact within your communities. 4. Manage your money. 5. Communicate effectively using a variety of formats. 6. Demonstrate information literacy skills. 7. Demonstrate effective study skills. 8. Demonstrate creative and critical thinking skills. 9. Develop an integrated educational and career pathway.

Communication Skills	
Brief Description of Assignment and/or Activity to fulfill Course Objectives:	Complete a Career Project. The Career Project must be completed in four parts: a job shadow or interview with an area professional in the field, an annotated bibliography identifying key research about the chosen career, a written paper about information/concepts learned, and a presentation to the class. Engagement with area professionals, College librarians, and Career & Employment Center staff will ensure the effective development, interpretation and expression of ideas through written, oral and visual communication. (AC Strategic Plan Version 2.0, Goal 1)
Direct Assessment Method As applied to above Assignment/Activity	Rubric,
Brief Outline of Assessment Method(s)	Evaluation of the Career Project will be conducted by a team of Career & Employment Services personnel and FYS Instructors using a rubric scoring system.
Benchmark/Target:	Upon completion of EDUC 1300, 100%* of First-Time-in-College (FTIC) students will earn a "3" (meets expectations) on the Career Project scoring rubric. (*Baseline to be established in Fall 2013)
Critical Thinking Skills	
Brief Description of Assignment and/or Activity to fulfill Course Objectives:	Create an Educational Plan. The Educational Plan, developed in consultation with a College adviser, is a blueprint for a successful College experience, detailing semester-by-semester schedules through graduation, short- and long-term goals, anticipated lifestyle choices, and financial needs. Creating an Educational Plan requires each student to engage in creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information to develop a realistic, manageable plan of action which is achievable during the student's desired tenure in college. (AC Strategic Plan Version 2.0, Goal 1)
Direct Assessment Method As applied to above Assignment/Activity	Rubric,
Brief Outline of Assessment Method(s)	Evaluation of the Educational Plan will be conducted by a team of Student Services personnel and FYS Instructors using a rubric scoring system.
Benchmark/Target:	Upon completion of EDUC 1300, 100%* of First-Time-in-College (FTIC) students will earn a score of "3" (meets expectations) on the Educational Plan scoring rubric. (*Baseline to be established in Fall 2013)
Empirical and Quantitative Skills	

Brief Description of Assignment and/or Activity to fulfill Course Objectives:	Participate in a "Reality Check" Survey and gain understanding regarding money management. Students will develop solid money management skills through the use of simulations and case studies which include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. (AC Strategic Plan Version 2.0, Goal 1)
Direct Assessment Method As applied to above Assignment/Activity	Embedded Questions,
Brief Outline of Assessment Method(s)	Embedded questions in Quiz #4 will assess for: money management vocabulary, understanding of financial aid and financial resources, budget planning, credit scoring, and debt management.
Benchmark/Target:	Upon completion of EDUC 1300, 100%* of First-Time-in-College (FTIC) students will score 80 or above on Quiz #4, demonstrating increased knowledge of money management skills. (*Baseline to be established in Fall 2013)
Personal Responsibility	
Brief Description of Assignment and/or Activity to fulfill Course Objectives:	Create an Educational Plan. The Educational Plan, developed in consultation with a College adviser, is a blueprint for a successful College experience, detailing semester-by-semester schedules through graduation, short- and long-term goals, anticipated lifestyle choices and responsibilities, and financial needs. Creating an Educational Plan requires each student to connect choices, actions and consequences to ethical decision-making in order to develop a realistic, manageable plan of action which ensures college and career success. (AC Strategic Plan Version 2.0, Goal 1)
Direct Assessment Method As applied to above Assignment/Activity	Rubric,
Brief Outline of Assessment Method(s)	Evaluation of the Educational Plan will be conducted by a team of Student Services personnel and FYS Instructors using a rubric scoring system.
Benchmark/Target:	Upon completion of EDUC 1300, 100%* of First-Time-in-College (FTIC) students will earn a score of "3" (meets expectations) on the Educational Plan scoring rubric. (*Baseline to be established in Fall 2013)
Social Responsibility	

Brief Description of Assignment and/or Activity to fulfill Course Objectives:	Complete three Enrichment Activities, with instructor approval, which engage student in campus and/or community activities. Students complete an Enrichment Activity worksheet after each engagement, identifying activity, what was learned, and how it benefitted the student. A variety of activities will be identified and offered which increase students' intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
Direct Assessment Method As applied to above Assignment/Activity	Rubric,
Brief Outline of Assessment Method(s)	Evaluation of the Enrichment Activity participation will be conducted by a team of FYS Instructors using a rubric scoring system.
Benchmark/Target:	Upon completion of EDUC 1300, 80%* of First-Time-in-College (FTIC) students will earn a score of "3" (meets expectations) on the Enrichment Activity scoring rubric. (*Baseline to be established in Fall 2013)
Teamwork	
Brief Description of Assignment and/or Activity to fulfill Course Objectives:	
Direct Assessment Method As applied to above Assignment/Activity	
Brief Outline of Assessment Method(s)	
Benchmark/Target:	

Career Project Rubrics and Artifacts

1. Bibliography
2. Job Shadow Paper
3. Presentation

Name

==Career Project Rubric - Bibliography==

Description

Career Project Bibliography (15%) + Career Project Paper (70%) + Career Project Presentation (15%) = Final Career Project Grade; Exceeds Expectations = 90-100 points (rubric score = 4) Meets Expectations = 89-70 points (rubric score = 3) Needs Improvement = 69-60 points (rubric score = 2) Does Not Meet Expectations = below 60 points (rubric score = 0-1)

Rubric Detail

Levels of Achievement

Criteria	Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Meet Expectations
Bibliography (Up to 5 points)	**5 Points** 5 Sources	**4 Points** 4 Sources	**3 Points** 3 Sources	**2 Points** 1-2 Sources
Bibliography (Up to 14 points)	**14 Points** At least two sources from a library database and others from reliable sources.	**11 Points** Sources are reliable. One source is from a library database.	**8 Points** One library database resource is cited. Reliability of other sources is suspect.	**3 Points** One source is from a website. Reliability of the rest of the sources is debatable.
Bibliography (Up to 14 points)	**14 Points** Results indicate identification of resources using appropriate search terms.	**11 Points** Appropriate terms are clear for a majority of sources.	**8 Points** The use of search terms is evident for three sources.	**3 Points** Key search terms are present for one sources.
Bibliography (Up to 17 points)	**17 Points** In-depth, focused summary (annotation) provided for each	**12 Points** Acceptable, focused summary	**7 Points** Minimal summary (annotation) is	**3 Points** Minimal summary (annotation) of one

Criteria	Levels of Achievement			
	Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Meet Expectations
	source	(annotation) provided for each source	provided for each source.	source is provided
Bibliography (Up to 15 points)	**15 Points** Key concepts and data presented for each source.	**11 Points** Majority of annotations have key concepts and data presented.	**8 Points** Key concepts and data are provided for three annotations.	**3 Points** Few or no key concepts or data are provided for annotations.
Bibliography Format (Up to 10 points)	**10 Points** Correct MLA format for bibliography paper: 0-3 errors	**7 Points** Minor errors in MLA format of bibliography paper: 4-6 errors	**4 Points** Major errors in MLA format of bibliography paper: 7-10 errors	**0 Points** Bibliography paper does not follow MLA format
Bibliography Citations (Up to 15 points)	**15 Points** 0-3 grammatical and punctuation errors in the paper.	**12 Points** 4-7 grammatical and punctuation errors in the paper.	**8 Points** 8-10 grammatical and punctuation errors in the paper.	**4 Points** More than 10 grammatical and punctuation errors in the paper.
Bibliography (Up to 10 points)	**10 Points** Correct MLA citation provided for every source.	**8 Points** Correct MLA citation provided for 4 sources.	**6 Points** Correct MLA citation provided for 3 sources.	**4 Points** Correct MLA citation provided for 1-2 sources.

Levels of Achievement

Criteria	Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Meet Expectations
Submission by Deadline	**0 Points** Submitted prior to deadline.	**0 Points** Submitted by deadline.	**-10 Points** Submitted 1-5 days after deadline	**-20 Points** Submitted 6 or more days after deadline.

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