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)**:**
   Truck Driving Program

2. **Department and/or Program(s) Purpose Statement:**
   Train candidates for entry level positions in the Transportation Industry.

3. **Program Review Year (i.e. Most Recent Academic Year)**
   2014-2015

4. **Date of Submission:**
   7 May, 2015

5. **Lead Person Responsible for this Program Review:**
   Name: Robert L Mathews
   Title: Program Coordinator
   E-mail: rlmathews@actx.edu
   Phone Number: 806-335-4385

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

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		X		
c. Licensure Pass Rates			X	
d. Retention (FA-SP) and (FA-FA)			X	
e. Grades A-C		X		
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.
   > Class A CDL'S are obtained by 98% of the students.

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

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			

Based on the data in Part B, respond to the following two questions:
   i. Identify two courses that are doing well.
   > Courses are taught in block format, there is no differentiation between courses.

   ii. Identify two courses in which your dept./program(s) needs to most focus for the next few years.
   > All courses will be constantly changing during the next few years to meet federal and state requirements and regulations.

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 most important aspect of the Truck Driving Academy is to provide within five weeks the training for the student to pass ten written exams and several skill exams required by Federal and State agencies to obtain a Class A and Class B Commercial Driver License. To train the student on the safe and productive operation of a commercial vehicle. This allows the student, in a short period of time to provide a living for himself and his family.

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.**

   > Amarillo College's institutional goal is to provide a product Truck Driver to meet the demands of the labor market. The transportation industry is at present time over thirty thousand drivers. Our class provides over two hundred new drivers to the labor market per year.

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

   > Promote more woman into our industry.

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	All Courses
Critical Thinking Skills	All courses
Empirical & Quantitative Skills	N/A
Teamwork	N/A
Personal Responsibility	All Courses
Social Responsibility	All Courses

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.

> Students in the Truck Driving Program demonstrate and are evaluated on their general education and social skills in all courses. Driving a Tractor-Trailer loaded at 80,000 pounds at 70mph safely, is a great demonstration of personal and social responsibility for our students.

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	Driving down the highway
Embedded Questions	
Licensure Exam	All courses
Portfolios	
Projects/Essays	All courses
Testing (i.e. course-based testing; finals)	All courses
Note: May Insert other Method	

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

> Training is being revised and up dated constantly to keep up with advances in federal and state requirements.

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?

> Critical reading skills are required in our CDL written and driving courses. Our strategy continues to include reading in all our grade competencies. If a student is unable to read maps, road signs, or deliver directions they will not succeed.
> Critical thinking is a major objective of all of our driving and logging exercises. The student is observed operating a vehicle weighing 80,000 pounds at 70mph on various geographical areas through all types of weather. Safety operations under all conditions require critical thinking.

PART D: 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 <u>most important</u> goal(s) (i.e. broad goals you wanted to accomplish)?

> Train candidates to become entry level transportation employees with a Class A Commercial Driver License, including all endorsements applicable for the CDL.

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.)

> 1. Maintain a license passing rate of 96% or better.
> 2. Meet the transportation industry needs/requirements for licensed truck operations.
> 3. Support the overall college mission "Enriching the lives of our students and our community."

3. Identify your results and analyze your data.

> During the year of 2013-2014 we had a total of fifteen classes with an average of fourteen students per class. Total of two hundred and ten students, all but three students received a CDL Class A License, which is a percentage of 98.6.

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?

> We do not plan on making any changes in how we conduct our training of candidates to achieve their CDL Class A Licenses, based on the outcome the present program will however under to a complete renovation this year as a result of Federal changes in the testing procedures for CDL Licenses.

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 Amarillo College Data Book

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 continually changing the course to meet new requirements placed on the students by the Federal Government in reference to the written skills that must be passed to obtain a commercial license. In 2015-2016 we will extend to course to two hundred and forty hours from the present two hundred hours. This is necessary to maintain our high passing rate under new federal testing mandates.

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

    > We have two full time instructors and twenty two part time instructors. All instructors are required to maintain a Class A Commercial Driver License, with all endorsements.

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 biggest issue faced by our present program is the change in Federal and State testing requirements for a Class A Commercial Driver License.

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

    > N/A