Program Review
Form for External Review Committee
Instructional

Amarillo College

[Back To Forms List Page](#)

Form ID
186
Division
Academic Development
Department
Reading
Program
Reading
Review Year
2008-2009
Member Names
Sheryl Mueller
Division Overview
Program/Department Purpose
State the purpose of the program/department. How is this purpose within the mission of Amarillo College? **Mission of Amarillo College**

Amarillo College, a public community college, is dedicated to providing educational, cultural and community services and resources to enhance the quality of life for the diverse population in the service area.

Purpose of the Program

The purpose of the Reading Program is to prepare students for college-level coursework by improving reading comprehension and vocabulary.

The department exists to assist students in their development of the foundational skills of reading. These foundational skills address the educational needs of the diverse population that is identified in the mission statement of the College.

Does the answer include a purpose statement for the program/department? Does the answer indicate how this program/department is within the mission of Amarillo College?

Acceptable
N/A

When was the last time the program's/department's purpose statement was reviewed/revised by faculty and staff in the program/department?

The purpose was revised in Fall 2007 to state clearly the purpose of the Reading Program, which reflects the College mission statement.

Does the answer indicate the last time the program's/department's purpose statement was reviewed/revised by faculty and staff in the program/department? Does the answer indicate how this program/department is within the mission of Amarillo College? within the mission of

Amarillo College?
Acceptable N/A
If the program/department offers continuing education credits, how are these courses consistent with the mission of Amarillo College? N/A-The Reading Program does not offer continuing education credits.
Does the program/department offer continuing education credits? Does the answer indicate how these courses are consistent with the mission of Amarillo College?
Acceptable N/A
Does the program have admissions policies? **no** Where are the policies published?
Are all the locations where the policies are published included in the answer?
Acceptable N/A
Explain how these policies are consistent with the mission of Amarillo College.
Does the explanation of how the policies are consistent with the mission of Amarillo College appear to be accurate?
Acceptable

N/A

Is the program/department accredited?
yes

Which agencies or organizations accredit the department/program?
National Association of Developmental Education (NADE)

Are the complete names of the agencies or organizations which accredit the department/program cited?

Acceptable

N/A

How many years are in the accreditation cycle?
7

How many years are in the accreditation cycle?

Acceptable

N/A

When were the accreditations affirmed or granted?
Accreditation was awarded in Spring 2008.

When were the accreditations affirmed or granted?

Acceptable

N/A

What is the current status of the accreditation?
Accredited

Are the current statuses of the accreditations identified (e.g. accredited, in

process of renewal, in process of candidacy, other)?
Acceptable
N/A
If not required, is the program eligible for accreditation?
Acceptable
N/A
Has this program/department sought accreditation even though it is not required (e.g. yes; If no, explain)?
Acceptable
N/A
Is this program/discipline required to receive approval from an external agency or organization (other than the Texas Higher Education Coordinating Board) in order to offer courses? **no** Identify the external approver(s) for the department/program.
IF the program/discipline is required to receive approval from an external agency or organization (other than the Texas Higher Education Coordinating Board) in order to offer courses, was (were) the external approver(s) for the department/program identified?

Acceptable
N/A

What approval schedule is required by the external approver(s)?

Was the approval schedule required by the external approver(s) identified?

Acceptable
N/A

When did the program/department last receive approval?

When did the program/department last receive approval?

Acceptable
N/A

Is the reason why the program/department is required to receive this approval clear?

Acceptable
N/A

Improvements

Identify at least one example of an improvement/revision which resulted from the annual PET forms for the last five years

PET Forms were only completed in 2003-2004, 2007-2008, and 2008-2009. PET Forms were not required by the institution for 2004-05 through 2006-07. In the 2003-2004 PET Form pre-post assessments were a goal statement; however, in 2004-2005 and 2005-2006 the institution required developmental students to take the Accuplacer at the end of each semester. Therefore, the pre-post assessments were no longer needed in the Reading Program. In 2006-2007 the Accuplacer testing was eliminated as an institutional requirement for the Reading Program. In 2007-2008 the Reading Program

reinstated a pre-post assessment as a goal outcome on the PET Form. Results were not available until the following year.

The Reading Program chose to use a THEA-based test as the pre-post assessment. After administering the pre-test the first week of class, scores indicated that numerous students scored higher on the THEA-based test than on the Accuplacer placement test. This concerned the staff; as a result, students with questionable scores were then reevaluated with an additional THEA-based test. If both pre-test scores indicated a higher level-differentiation between their Accuplacer placement and their pre-test, students were moved into a higher level of reading. Some students were encouraged to retake the Accuplacer and test out of reading based on the pre-test results. During the first semester (Spring 2008) that this revision was implemented, ten students placed as college ready within the first week of class, while thirty-two were placed in higher levels of developmental reading. The Reading Program entered the semester with the intent of evaluating the effectiveness of instruction within the classrooms; however, an unanticipated outcome resulted in more accurate placement of students based on skill performance. Two positive outcomes resulted from this one change in the PET form: more appropriate placement of students and better evaluation of classroom instruction.

Planning and Evaluation Tracking

Amarillo College

College Year: 2008-2009

Division of: Academic Development

Department of: Reading

Person Responsible: Judy J

Person Responsible: Judy Is

Purpose Statement: Prepare students for college-level coursework by improving reading comp vocabulary.

Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	
1. Students will be successful in college-level courses.	1. Upon completion of Reading Tech 0331 or with an exit placement test score indicating college readiness, students will be successful in intensive reading classes within 10% of first-time-in-college student who did not need remediation as measured by course grades.	1. 2006-2007 60% Remediated students passed intensive reading courses with A-C 51% Tested Ready students passed intensive reading courses with A-C	1. a. b.
2. Students will demonstrate reading skill improvement.	2. Upon completion of developmental reading each semester, 70% of students will improve reading skills as measured by a pre-post assessment or state approved test.(revised 9/08)	2. Spring 2008 256 students completed Post Test. 171 students improved from Pre-Test. 67% improvement	2. a. b.

Amarillo College

Planning and Evaluation Tracking

College Year: 2007-2008

Division of: Academic Development
Department of: Reading

Person Responsible: Judy J[c]
Person Responsible: Judy Is[

Purpose Statement: Prepare students for college-level coursework by improving reading comp[r]
vocabulary.

Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	(i[
1. Students will be successful in college-level courses.	1. Upon completion of Reading 0331 or with an exit placement test score indicating college readiness, students will be successful in reading intensive courses within 10% of first-time-in-college student who did not need remediation, as measured by course grades.	1.	1.
2. Students will demonstrate reading skill improvement.	2. Upon completion of developmental reading, 70% of students will improve reading skills as measured by a pre-post assessment.	2.	2.

revised 8/1/05

The PET Form goals and objectives were created during Fall 2007; therefore, results were not available until the following year.
Planning, Evaluation and Tracking
Amarillo College
Division of: ACcess
Person Responsible: Renea Bell
Department of: Reading
Person Responsible: Judy Johnson
College Year: 2003-2004
Purpose Statement: To prepare students to meet the reading requirements of college level course work.

Goal Statements	Assessment Tools/Standards	
1. Students who enroll in a reading course and who take both the pre-test and the post-test will advance to the next higher level of reading or exit reading.	1. 80% of students who enroll in a reading class and who take both the pre-test and the post-test will score high enough on the post-test to be able to enter the next higher level of reading or exit reading.	1.S pr Fall S pr Fall S pr Fall S pr Fall S pr Fall
2. Students who complete a reading level will succeed in the next level of remediation.	2. Students who pass a previous level of reading will pass the next reading class within 10% of the rate of students who tested at that level.	2. S p st hi te Fa Sp Fa
3. Students who complete reading remediation will complete subsequent reading intensive courses successfully.	3. The pass rate (A-C) in selected reading intensive courses (without reading pre-requisites) for students who complete reading remediation will be within 5% of first-time in college students who tested not needing reading remediation, and will be at least 10% higher than the pass rate of students in the same classes who tested needing reading remediation but have not completed it.	3. S Goal Stand comp reme better
4. After completing reading remediation, students will pass the reading portion of the TASP Test on their next attempt.	4. 80% of students who have completed reading remediation and attempt TASP within the next year will pass it.	4. Fa availa Sp availa Fa Sp availa Colle Fal S p Fal Fal S p Fal S p Fal S p

After reviewing at least one example of improvements/revisions that resulted from the annual PET forms for the last five years, determine the extent that this program/department has used the PET forms to make improvements/revisions.

Does this meet the minimum expectations for using PET forms to make improvements/revisions to the program/department?

Acceptable

N/A

Identify at least one example of improvements/revisions which resulted from the last Program Review.

Recommendation from 2003-2004 Program Review: Purchase and implementation of software that will allow increased online lab access.

· Weaver Wise, an internet-based reading program, was purchased for reading intervention. Use of this program began during the Summer 2004 semester. This software was again evaluated for its relevancy in the Fall 2007 semester and has met the needs of reading students in helping them improve vocabulary and comprehension. However, the Reading Program continues to look for new programs that may offer more reading skill development for at-risk students.

After reviewing at least one example of improvements/revisions that resulted from the last Program Review, determine the extent to which this program/department values the Program Review process to make improvements/revisions.

Acceptable

N/A

Identify all the delivery approaches used for courses within this program/department: (Select all that apply.)

traditional classroom, web,

After reviewing all delivery approaches for courses within this program/department, is

this program positioned for growth? Does the committee have recommendations for delivery options which will provide additional growth?

After reviewing at least one example of improvements/revisions that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015, determine the extent to which this program/department has contributed to the implementation success of the Strategic Plan? Does this department/program understand how it relates to the institution's future based on the Strategic Plan?

Acceptable

Identify at least one example of an improvement/revision that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015.

The Reading Program recognizes the importance of the Amarillo College Strategic Plan in guiding and improving instruction.

The Reading Program has made revisions to instruction to support Strategy 3.1 of the Strategic Plan.

Strategy 3.1 Identify and promote student goal attainment.

3.1.2 Adjust practices to improve outcomes.

Beginning in Spring 2008 and each semester thereafter, the Reading Program has implemented a way to promote student goal attainment. The pre-test is used as an indicator of student performance. Students who score high on the pre-test are given

an option of participating in a *fast track* component that streamlines learning. Students whose scores indicate that they do not need a semester of reading are placed within a program that allows them to work more intensely on those deficient skills and test-taking strategies to exit reading by mid-term.

The Reading Program has made revisions to instruction to support Strategy 3.3.1 of the Strategic Plan and the 2007-2008 PET Form.

Strategy 3.3 Use assessment to deliver improvement.

3.3.1 Determine whether students are learning and adjust accordingly.

PET Form 2007-2008

Goal Statement #2: Students will demonstrate reading skill improvement.

Objectives/Outcomes #2: Upon completion of each semester of developmental reading, 70% of the students will improve reading skills as measured by a pre/post assessment.

The Reading Program has three levels of reading: Basic Reading (below 7th), Reading Techniques I (7th – 9th), and Reading Techniques II (9th-12th). Beginning with Spring 2008 and each semester thereafter, reading students in each level are assessed with a THEA-based pre-post test to measure whether they improve after completing a semester of work. In Spring 2008, 67% of students taking the post test showed improvement. This did not meet the goal, as set forth in the PET objective/outcome. In order to enhance student learning, the Reading Program met prior to Fall 2008 to discuss strategies for improvement. Some of the new strategies included focusing on skill demonstration within the class setting rather than through homework assignments. In addition, instructors adjusted the weight of major assessments to reflect more accurately student skill development. Finally, a structure was created to provide instructional support for those students needing additional instruction in specific skills as identified by the instructor within the classroom. Within the Fall 2008 semester as the pre-test data was analyzed, additional changes were made. The pre-test analysis indicated the weakest reading skill was *context clues.* As a result, more emphasis was placed on vocabulary.

After reviewing at least one example of improvements/revisions that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-

2015, determine the extent to which this program/department has contributed to the implementation success of the Strategic Plan? Does this department/program understand how it relates to the institution's future based on the Strategic Plan?

Acceptable

N/A

Adjust "the Reading Program met" to "the Reading Program staff met" in last paragraph of text.

Provided a good example of using assessment to improve instruction. Staff seems to encourage students by their caring and supportive attitude.

Does this Committee have recommendations as to how this program/department may contribute to the implementation of the Strategic Plan?

Acceptable

Provide names and titles of those who determined the process used to assess outcomes of the program and/or courses in the department.

Professor Judy Isbell, Reading Coordinator
Professor Ann Hamblin, Developmental Education Specialist, Reading
Associate Professor Mindy Graham, Reading
Christy Robinson, Reading Resource Center Learning Specialist

All full-time members of the Reading Program are involved in determining the outcomes of the program.

Has the program/department had a broad base of involvement from a majority of faculty and staff with the program/department regarding implementation of student learning outcomes of the program(s) (or department) and courses? What recommendations does the committee have for increasing involvement?

Acceptable

N/A

Explain the primary reasons behind the competencies that were selected.

The Reading Program has chosen two competencies for measurement on the Planning, Evaluation, and Tracking (PET) Form:

- Upon completion of Reading Techniques 0331 or with an exit placement test score indicating college readiness, students will be successful in intensive reading classes within 10% of first-time-in-college student who did not need remediation as measured by course grades.
- Upon completion of developmental reading each semester, 70% of students will improve reading skills as measured by a pre/post assessment or state approved test (revised 9/08).

These two competencies were chosen because they are a measurement of student performance both within and outside the Reading Program. They reflect whether reading improvement is occurring and if the reading skills learned can be applied to other academic courses.

Do the selected competencies appear to be valid?

Acceptable

Concern

Add an exhibit that shows the reading intensive

courses for this evaluation.

For consistency, check document for "pre-post" and "pre/post" and use just one form.

Identify the primary reasons for the assessment tool(s) selected.

These assessment tools have been chosen to assess the two competencies in the PET Form.

- The Amarillo College Department of Institutional Research tracks and evaluates student performance for the institution and for the department. Information regarding student performance in subsequent reading-intensive academic courses is reported as *Developmental Reading Impact on Pass Rates*, which is an external evaluation of student performance.
- The Reading Program selected a THEA-based reading assessment. Both pre/post assessments evaluate the six essential reading skills as determined by the State that are necessary for performance in college-level courses.

Will the assessment tool(s) selected provide valid and reliable results?

Acceptable

N/A

Evaluate the assessment approaches to date.

To date, the results of the assessments have proven satisfactory. One assessment tool is a THEA- based test and recognized by the State while the other assessment tool is recognized by Amarillo College and the Department of Institutional Research. However, continued evaluation of the assessment process is ongoing.

Will the assessment approaches(s) selected provide valid and reliable results?
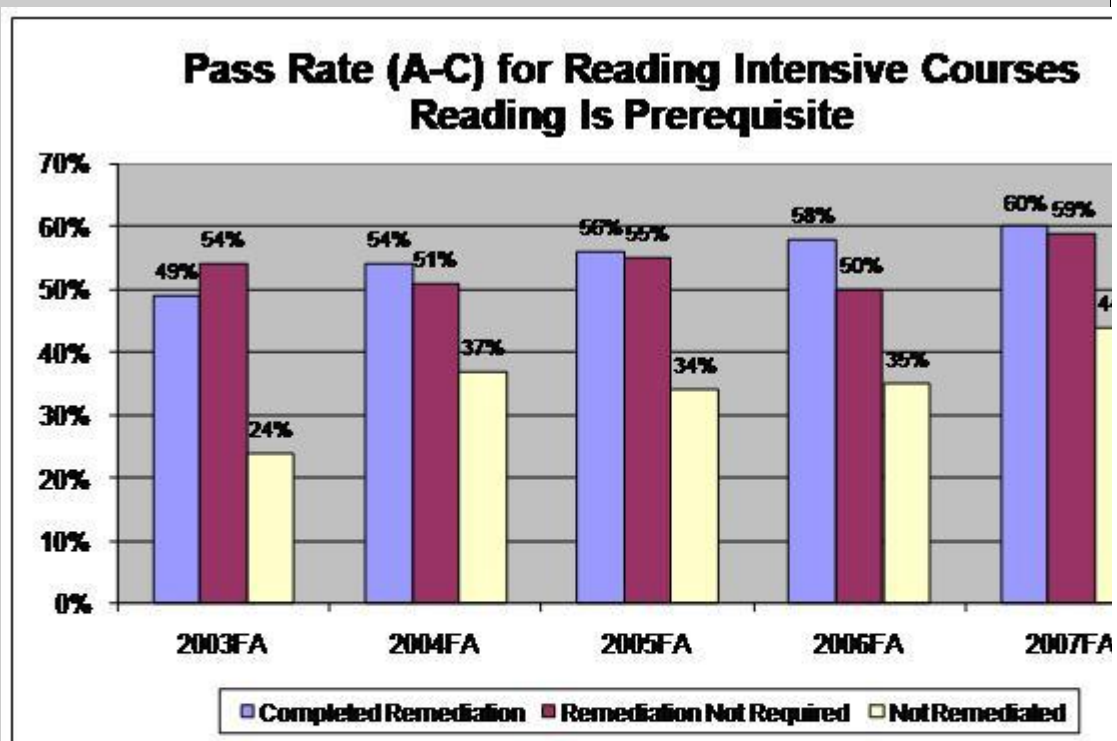
Acceptable

N/A

For student or program/course outcome assessments, review the program's/department's five-year graph(s) of quantitative results or

provide a brief narrative summary of qualitative results.

Goal Statement #1: Students will be successful in college-level courses.

Objective/Outcomes #1: Upon completion of Reading Tech 0331 or with an exit placement test score indicating college readiness, students will be successful in intensive reading classes within 10% of first-time-in-college students who did not need remediation as measured by course grades.

Pass Rate (A-C) for Reading Intensive Courses
Reading Is Prerequisite

	2003FA	2004FA	2005FA	2006FA	2007FA
Completed Remediation	49%	54%	56%	58%	60%
Remediation Not Required	54%	51%	55%	50%	59%
Not Remediated	24%	37%	34%	35%	4

Goal Statement #2: Students will demonstrate reading skill improvement.

Objective/Outcomes #2: Upon completion of developmental reading each

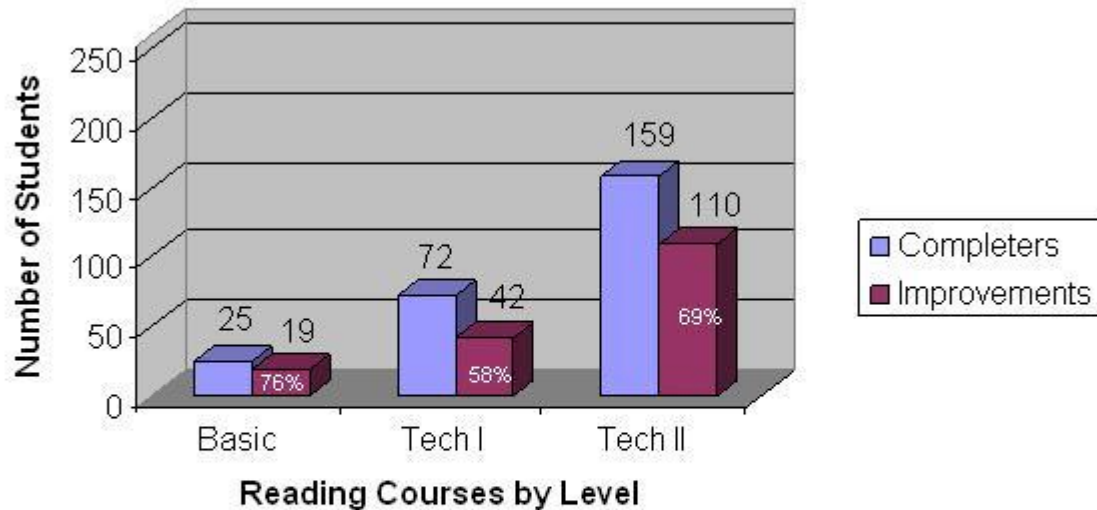## Overall Percentage of Reading Improvement Among Completers Spring '08

Completers

Improvements

100%

80%

60%

40%

20%

0%

67%

256 students

171 students
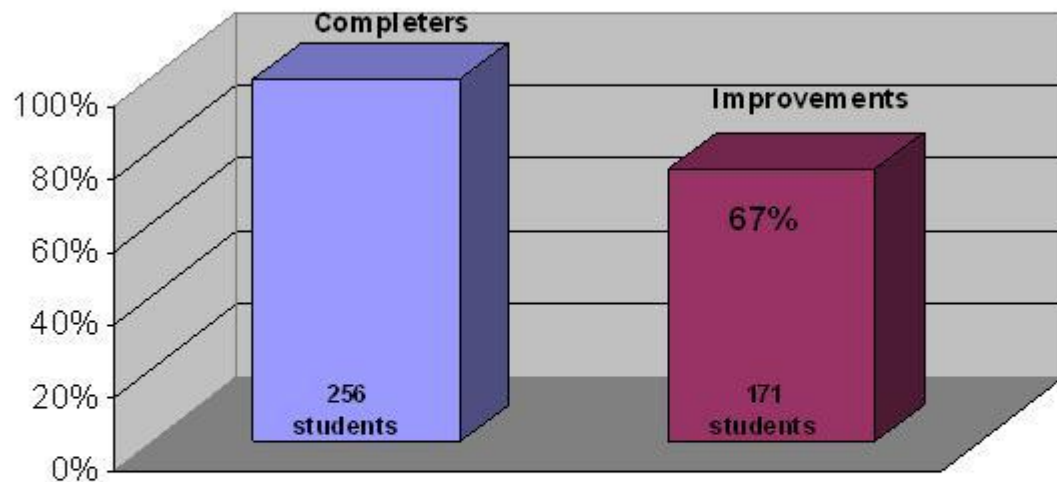
This graph reflects an overall improvement rate of 67%. This is 3% below the PET Form goal.

Reading Skill Improvement as Measured by the Pre/Post Test Spring '08

Number of Students

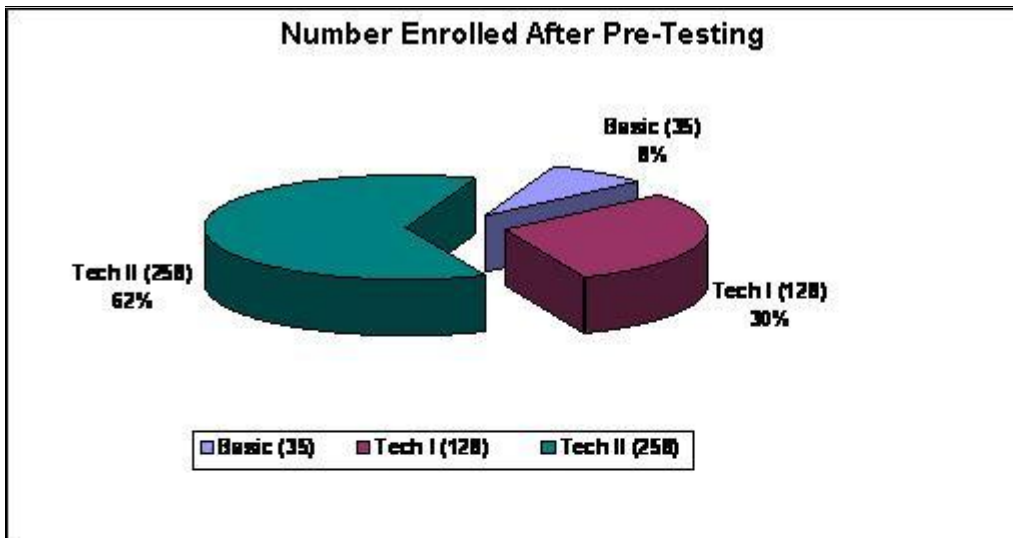|	Basic	Tech I	Tech II
Completers	25	72	159
Improvements	19 (76%)	42 (58%)	110 (69%)

Reading Courses by Level

Unanticipated Outcome

The Reading Program's assessment is a THEA-based pre- and post test. The first chart identifies the number of reading students enrolled in each course as determined by either advising or Accuplacer scores.

Number Enrolled Prior to Pre-Testing

Basic (62) 15%

Tech I (104) 25%

Tech II (249) 60%

Basic (62)   Tech I (104)   Tech II (249)
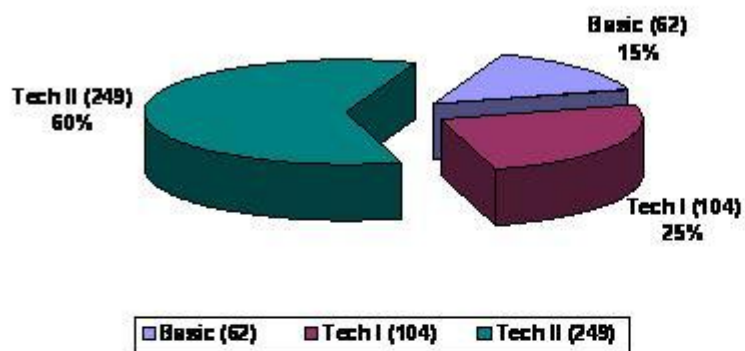
The second chart indicates the number of reading students after the pre-testing process.

Number Enrolled After Pre-Testing

Basic (35)
8%

Tech II (258)
62%

Tech I (128)
30%

Legend: Basic (35) | Tech I (128) | Tech II (258)

The pre-testing results identified an unanticipated outcome. In some cases the entering-placement scores did not actually place students in the appropriate levels of instruction. Once pre-testing was completed, some students were moved into higher levels of instruction within the reading program. Not included in the above graph were ten students who scored high on the pre-test and who were encouraged by the reading program to re-take their Accuplacer test to complete their TSI requirement before the twelfth class day.

A high priority of the Reading Program is to help students satisfy their TSI requirement as quickly as possible. Those students who demonstrated near readiness to meet TSI requirements on the pre-test were monitored and provided individualized instruction relating to their identified reading deficiencies. In Spring 2008 approximately 6% (14 students) completed their TSI requirement prior to the end of the semester.

Review the program's/department's five-year graph(s) of quantitative results for

student or program/course outcome assessments, or provide a brief narrative summary of qualitative results.

Acceptable

Commendation

Recognized and addressed the need for adjustment in student placement based upon assessment of student skill levels.

Suggest adding brief analysis of the Pass Rate graph and the Reading Skill Improvement graph.

What changes have been made in the curricula of the program/department because of the analysis of these results?

Based on the graph outcomes, the Reading Program is continually evaluating its delivery of instruction to improve student outcomes.
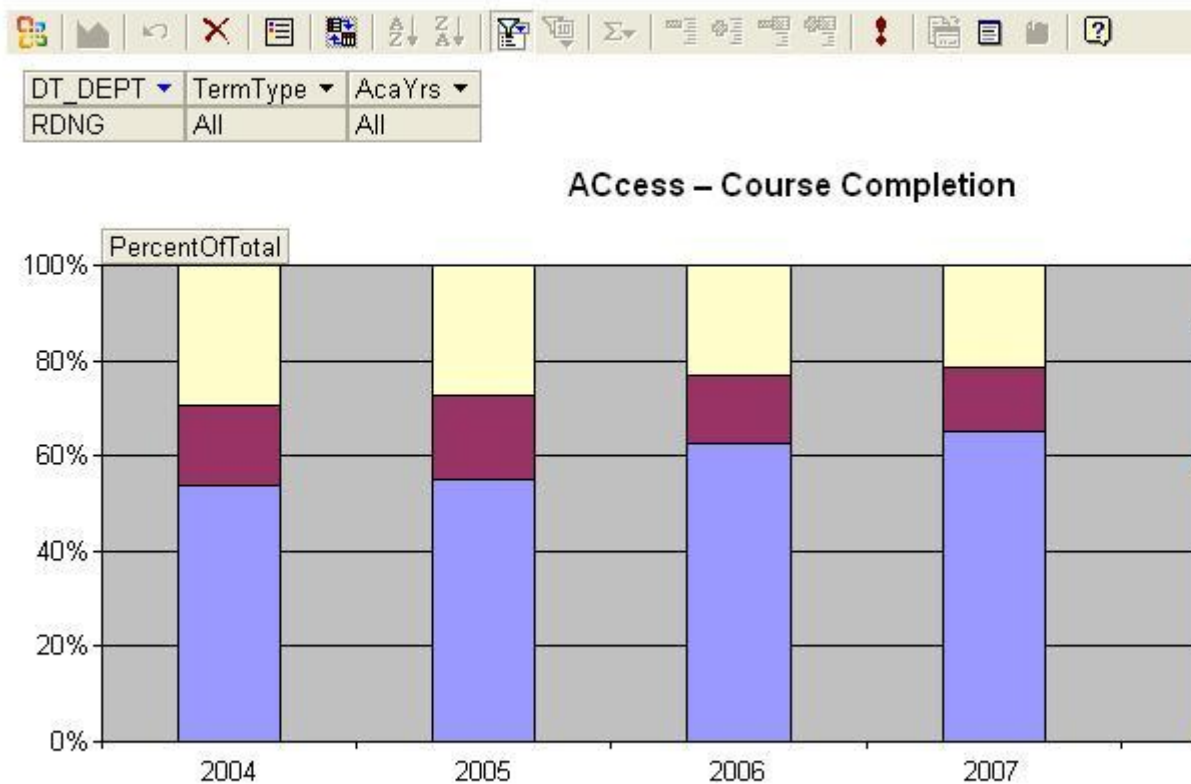
- · After analyzing student pre- and post test scores, adjustments in time spent on instruction of deficient areas were implemented by concentrating on deficiencies in the classroom and referring students to the Reading Center for individualized instruction.

- · Upon completion of a pre-assessment and reassessment, some students are placed into a *fast track* reading program where the emphasis is on developing deficient reading skills that prevented the students from passing THEA or Accuplacer. Most *fast track* students complete their reading requirements by mid-term by passing the THEA or Accuplacer.

Have any changes been made in the curricula because of the analysis of these results?

Acceptable
N/A

Review the five-year graph(s) of course completions for the program/department. Explain any increase or decrease that is more than a one-year anomaly.

Amarillo College Institutional Research Self-Service

DT_DEPT ▼	TermType ▼	AcaYrs ▼
RDNG	All	All

ACcess – Course Completion

PivotTable16

DT_DEPT ▼	TermType ▼	AcaYrs ▼
RDNG	All	All

AcaYr ▼		A-C PercentOfTotal	AU-W PercentOfTotal	D-F PercentOfTotal	Other PercentOfTotal	Grand Total PercentOfTotal
2004	+ −	898	278	486	2	1664
2005	+ −	868	276	428	1	1573
2006	+ −	815	188	299		1302
2007	+ −	738	154	241		1133
2008	+ −	591	37	289	118	1035
Grand Total	+ −	3910	933	1743	121	6707

GradeCatg ▼

Over the past five years, there has been an increase in course completions within the Reading Program. In 2004, the *A-C* was 54%; in 2008*, the *A-C* was 64%. This 10% increase is a result of the Reading Program's ongoing evaluation of the program and its delivery of instruction.

*The 2008 data excludes the "Other" Grade Category, as recommended by the AC Research Department, in order to make an accurate comparison with the previous years. The "Other" Grade Category reflects grades that were not recorded at the time of research.

Does the review of the five-year graph(s) of course completions demonstrate the use of analysis to implement a plan of action for retention? Is the analysis of any increase or

decrease that is more than a one-year anomaly accurate?

Acceptable

Concern

Suggest clarifying "AC Research Department" with "AC Institutional Research Department".

Suggest adding brief summary of "ongoing evaluation" and at least one specific change to the program and delivery of instruction.

Provide the program's/department's plan of action for improving any identified problem or results from the implementation of the plan of action.

Currently there is not a problem with course completions; however, our focus will always be on increasing the number of completers who possess the skills needed to be successful in their courses of study.

Will the plan of action likely improve the number of course completers?

Acceptable

Does the program/department provide for alternative methods of awarding credit?

Has the program/department provided for alternative methods of awarding credit? If not, which alternative methods would be recommended?

What approaches are used to assure outcomes are comparable to those expected of students who enrolled and completed the course?

Unacceptable

Concern

Early copy included this statement which is missing from current material:

NA - The Reading Program does not provide alternative methods of awarding credit.

For general education and/or core curriculum required by this program/department, identify the relevant competencies approved by the Academic Affairs Committee (see Catalog section entitled Degrees and Certificates: General Education Competencies).

N/A-The Reading Program is not required to meet general education or core curriculum requirements; it does not award degrees or certificates.

Have all relevant competencies for general education and/or core curriculum been identified for this program/department? If not, which are obviously a part of this program/department's general education competencies?

Acceptable

Explain how outcomes for the competencies have been assessed and achieved and provide links to

the documentation.
N/A

Is the explanation of assessment approach(es) for general education competencies (outcomes) thorough? Is the analysis of the results accurate? Have links to documentation which verify the assessment results been included?

Acceptable

Outline a plan for correcting any weaknesses.
N/A

If assessment results and analysis are included, is there a plan for correcting any weaknesses included?

Acceptable

Do students/graduates in this program/department have to be certified or licensed?
no
Review the results for certification/licensure results of the program/department and/or job placement for the past five years. Explain any increase or decrease that is more than one-year anomaly.
Provide a plan of action for the identified problem.

IF students/graduates in this program/department have to be certified or licensed, do the results over the past five-years indicate that certification/licensure have been equal to or greater than the average of the past five-years AND/OR equal to the statewide or national benchmark for this certification/licensure? IF NOT, does the analysis and plan of action appear that the program/department has thoroughly reviewed the problem?

Acceptable

Is the program's/department's plan of action for improving any identified problem or results likely to improve the certification/licensure results? Did program/department explain any increase or decrease that is more than a one-year anomaly? Does the plan correct any weaknesses included? If not, what is missing?

Acceptable

IF the department or program offers one or more technical programs (Associate in Applied Science or Certificates), has the program/department included an explanation of the job placement

success during the past five years AND are these results at least equal to the statewide annual benchmark (90%)?
Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?

N/A-The Reading Program is not a technical program.

Is the program's/department's plan of action for improving any identified problem or results likely to improve the job placement rate for graduates of the technical program(s)? If not, what is missing?

N/A-The Reading Program is not a technical program.

IF the department or program offers one or more technical programs (Associate in Applied Science or Certificates), has the program/department included an explanation of the job placement success during the past five years?
Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?

Acceptable

Is the program's/department's plan of action for improving any identified problem or results likely to improve the job placement rate for graduates of the

technical program(s)?

Acceptable

<u>Curricula</u>

Does the program/department have affiliation(s)/agreement(s)/contract(s) with any other entity for the purpose of delivering instructional content?
Review the affiliation(s)/agreement(s)/contract(s), consider Amarillo College's mission, and then make a recommendation to:
Provide an analysis of the review.

If the program/department has affiliation(s)/agreement(s) with any other entity for the purpose of delivering instructional content, do these affiliations/agreements make it clear that Amarillo College maintains the responsibility for controlling all aspects of the educational program? Has the College ensured the quality of the program with these affiliations/agreements? If so, how? What is the schedule for reviewing the quality of these programs? Has the College ensured that programs remain with Amarillo College's mission?

Unacceptable

Concern

Earlier copy indicated "No" as answer to this question. It is missing from this copy.

How many curricula changes were approved by the Academic Affairs Committee during the past five years?
other

The Reading Program has not taken any curriculum changes to Academic Affairs; however, due to the success of reading students completing remediation in reading intensive courses, additional departments have stipulated reading prerequisites for their courses.

Which steps in the curricula change process had faculty involvement prior to submitting the curricula proposal(s) to the Academic Affairs Committee?

N/A

Was the departmental faculty involvement documented and broad in representation? If not, what steps within curricula change process should have had more proof of greater departmental faculty involvement? Is the primary responsibility for curricula changes under the control of faculty? Does the program have a qualified faculty member in charge of the program's coordination and curriculum development?

Acceptable

Concern

Suggest including a list of the departments which have stipulated reading prerequisites for their courses to support the statement.

Is any program within the department a technical program (e.g. AAS or certificate)?
no

When was the last Advisory Committee meeting? Provide a link to the minutes of the last Advisory Committee(s) minutes in the Electronic Archives. Provide a link to the appropriate committee membership of the Advisory Committee(s) in the Electronic Archives.

If the department offers an AAS and/or certificate, do the minutes of the Advisory Committee prove that the curricula for each program is appropriate to the degree and/or certificate? Has the Advisory Committee been consulted in designing each degree and certificate? Has the Advisory Committee met at least once a year and been provided ample opportunity to guide the faculty in curricula changes?

Acceptable

Is the membership of the Advisory Committee broad enough to provide the scope of advice necessary for input on curricula? If not, what changes are

recommended to the program/department?

Acceptable

Enrollment Data

After receiving the data indicating the number of students enrolled in the program/department, by total students, number of full-time equivalents, and number of completers, determine if there is more than a one-year anomaly.
If so, provide the faculty and staff analysis of their assessment of the problem.

From 2004 to 2008, in the Reading Program there has been a 37.1% decrease in student enrollments. In 2004 there were a substantial number of student enrollments; however, enrollments have been decreasing, which parallels the decrease of student enrollments at the institution. This trend remains the same for the program as for the institution.
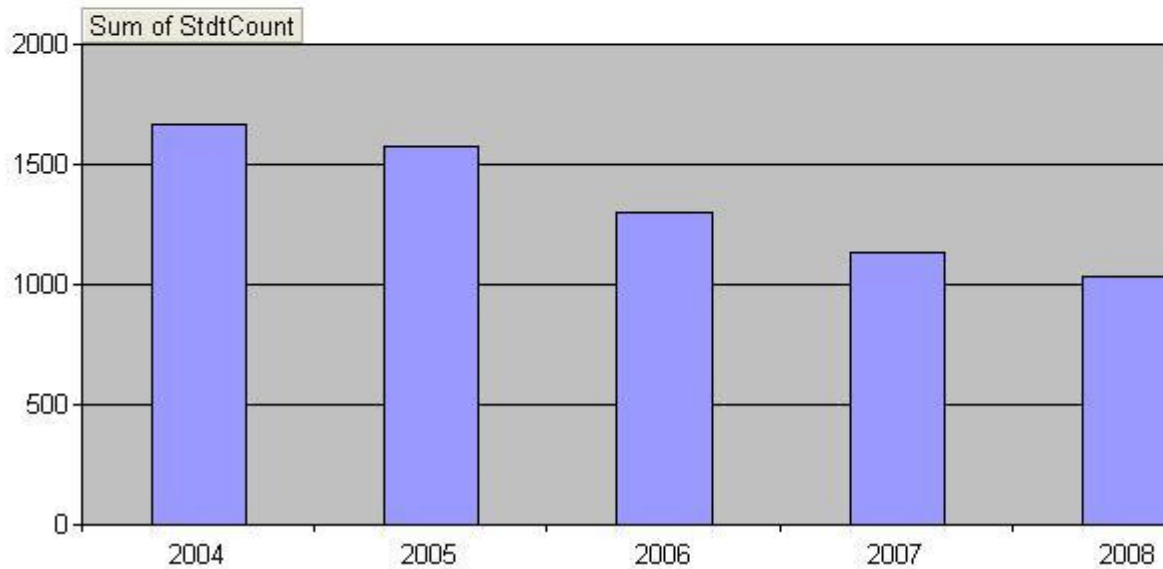
Amarillo College Institutional Research Self-Service

Click here for Contact Hrs

DT_DEPT ▼	TermType ▼	AcaYrs ▼
RDNG	All	All

ACcess – Enrollments in Dept by Aca Year

PivotTable1

DT_DEPT ▾	TermType ▾	AcaYrs ▾	
RDNG	All	All	
	Drop Column Fields Here		

AcaYr ▾	Sum of StdtCount
2004	1664
2005	1573
2006	1302
2007	1133
2008	1035
Grand Total	6707

Even though student enrollments have declined, the number of completers has consistently climbed since 2004.

A-C Completers: 2004 = 54% 2005 = 55% 2006 = 63% 2007 = 65% 2008* = 64%

*The 2008 data excludes the "Other" Grade Category, as recommended by the AC Research Department, in order to make an accurate comparison with the previous years. The "Other"
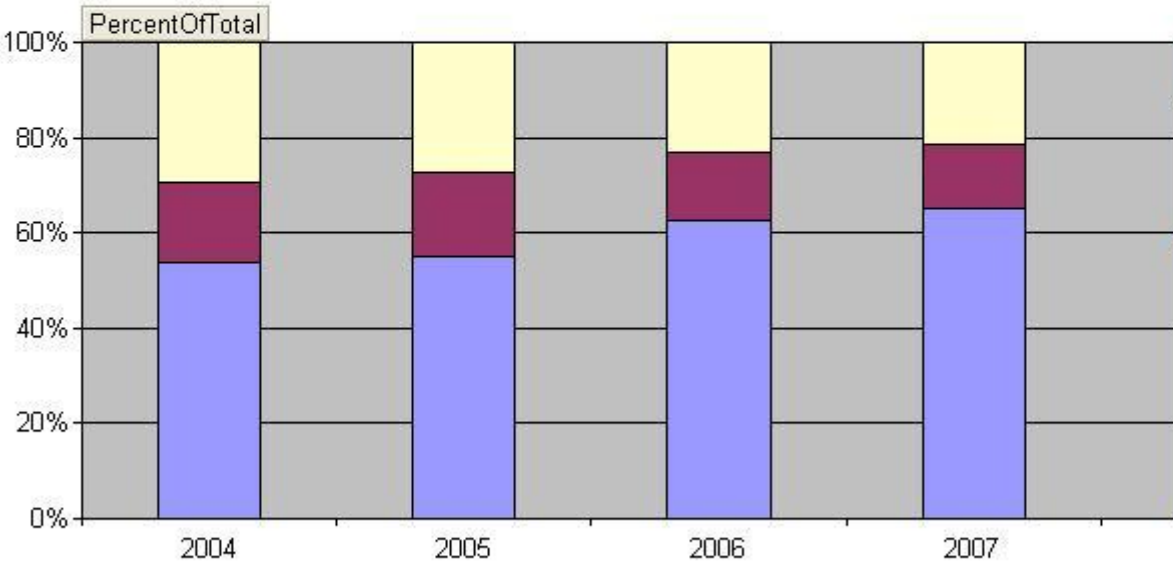
Grade Category reflects grades that were not recorded at the time of research.

Amarillo College Institutional Research Self-Service

DT_DEPT ▼	TermType ▼	AcaYrs ▼
RDNG	All	All

ACcess – Course Completion

PivotTable16

DT_DEPT ▼	TermType ▼	AcaYrs ▼
RDNG	All	All

	GradeCatg ▼				
	A-C	AU-W	D-F	Other	Grand Total
	+ −	+ −	+ −	+ −	+ −
AcaYr ▼	PercentOfTotal	PercentOfTotal	PercentOfTotal	PercentOfTotal	PercentOfTotal
2004 ±	898	278	486	2	1664
2005 ±	868	276	428	1	1573
2006 ±	815	188	299		1302
2007 ±	738	154	241		1133
2008 ±	591	37	289	118	1035
Grand Total ±	3910	933	1743	121	6707

There was no data available for the number of full-time equivalents for the Reading Program. The AC Research Department recommended that we substitute student contact hours for this data. As with the enrollments, the Reading Program experienced some decline in contact hours. However, there was a slight increase in contact hours in 2008.
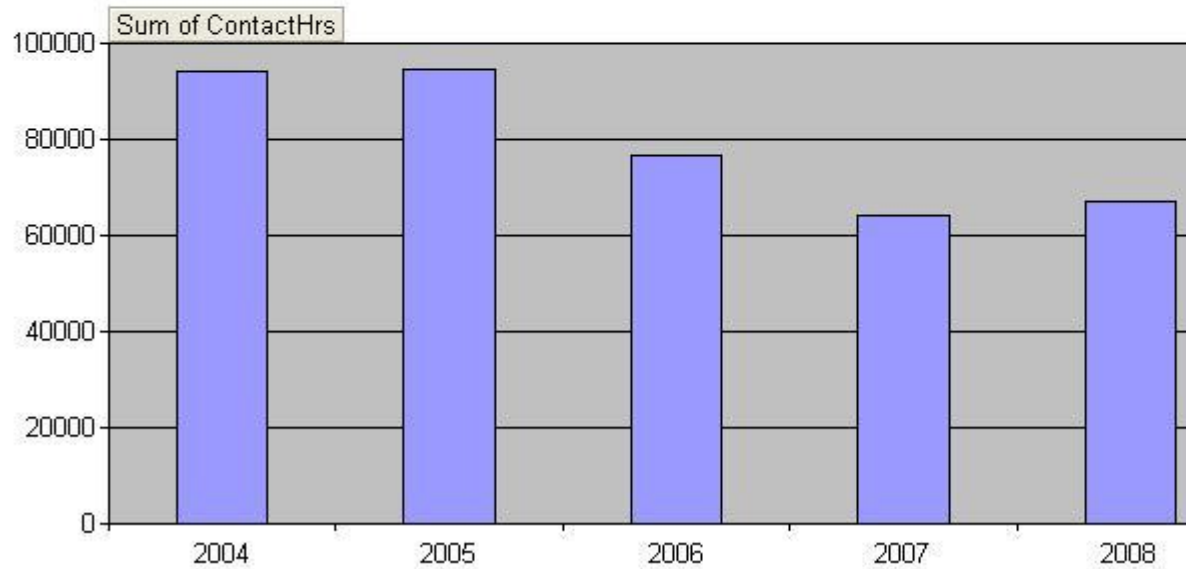
Amarillo College Institutional Research Self-Service

DT_DEPT ▼	TermType ▼	AcaYrs ▼
RDNG	All	All

ACcess – ContactHrs in Dept by Aca Year

Sum of ContactHrs chart showing values for years 2004 (~94000), 2005 (~94500), 2006 (~76500), 2007 (~64000), 2008 (~67000).

PivotTable1

DT_DEPT ▼	TermType ▼	AcaYrs ▼
RDNG	All	All

Drop Column Fields Here

AcaYr ▼	Sum of ContactHrs
2004	94288
2005	94443
2006	76491
2007	64139
2008	67045
Grand Total	396406

The Reading Program does not consider a decrease in enrollment as a problem. The purpose of the developmental studies division is to reduce the number of students lacking college readiness. However, there are a number of factors that could reduce the enrollment.

· There is always a certain percentage of the college population classified as developmental. As the institution's enrollment decreases, so does the enrollment

of developmental students.

· The federal government has required interventions resulting in more accountability of the public schools for students; therefore, the public schools have provided intervention strategies to improve college readiness.

· During periods of good economic times, developmental students opt to work rather than attend school.

Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics?

Acceptable

Concern

Suggest clarifying "AC Research Department" as "AC Institutional Research Department".

Create an action plan for needed improvement and commendation for any dramatic improvement.

No improvement is needed. The Reading Program supports the need for less developmental coursework. The more college-ready students are, the more apt they are to be college completers.

Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline?

Acceptable

Does the External Review Committee have any other analysis or recommendations for increasing enrollments based on the program/department's data?

Acceptable

For programs/departments with majors, review the graphs of program majors and the number of new majors by year.
Provide an analysis of the program's/department's faculty and staff assessment of the problem and an action plan for needed improvement and commendation for any dramatic improvement.

N/A-The Reading Program has no majors.

Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics regarding students enrolled as majors within the program/department? Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline? Does the External Review Committee have any other analysis or

recommendations for increasing the number of students majoring in this program/department based on this program's/department's data?

Acceptable

Resources

Review the five-year graph(s) of the student-to-faculty ratio in the program/department. Explain any increase or decrease that is more than a one-year anomaly.

In October 2008, the Reading Coordinator discovered that this information was not available for the ACcess Division and asked Institutional Research to provide this information. As of February 6, 2009, the AC Research Department was not able to provide this information for the Reading Program.

Data unavailable.

Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics regarding student-to-faculty ratio within this program/department?

Acceptable
N/A

Provide an action plan for improvement of any identified problem.

Data unavailable.

Does the action plan or commendation address the problem addressed within the

analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline? Does the External Review Committee have any other analysis or recommendations regarding student-to-faculty ratio within this program/department?

Acceptable

N/A

In the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty), review the credentials of each full-time and part-time faculty member within the program/department. If any faculty member does not meet the SACS and THECB requirements, evaluate whether additional documentation is significant to grant an exemption.

All instructional staff for the Reading Program meet SACS and THECB requirements. Validation of staff qualifications were completed in Fall 2008 at the Office of Human Resources.

Identify any faculty teaching a transfer course which, according to the information within the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty) do not meet the requirements of faculty teaching a transfer course and explain the credential problem. Identify any

faculty teaching a technical course which, according to the information within the database for **Roster of Instructional Staff** (also known as Roster of Faculty) do not meet the requirements of faculty teaching a technical course and explain the credential problem based on SACS requirements and/or THECB requirements. Identify any faculty teaching a developmental course which, according to the information within the database for **Roster of Instructional Staff** (also known as Roster of Faculty) do not meet the requirements of faculty teaching a developmental course and explain the credential problem.

Acceptable

List the names and the last date for all full-time faculty evaluations based on the schedule indicated in the Faculty Performance Review (FPRP).

Mindy Graham Last evaluation date: Spring 2007

Ann Hamblin Last evaluation date: Spring 2008

Judy Isbell Last evaluation date: Spring 2006

If any full-time faculty member (or Board-appointed faculty member) has not been completed the Faculty Performance Review

(FPRP) within the past two years and is listed in the aforementioned [Roster of Instructional Staff](also known as Roster of Faculty), identify the faculty member's name and the date of the last FPRP.

Acceptable

List the names of each part-time faculty and the last date of evaluation by students and supervisor for each course taught.

Chris Altman Last evaluation date: Fall 2006 (Instructor has not taught in the Reading Program since her last evaluation.)

Gaylia Cochran Last evaluation date: Fall 2008

Darlene Martin Last evaluation date: Fall 2008

Nancy Wilcox Last evaluation date: Fall 2008

If any part-time faculty member has not been evaluated by both students and supervisor for each course taught within the past year and is listed in the aforementioned [Roster of Instructional Staff](also known as Roster of Faculty), identify the faculty member's name and state the specific problem.

Acceptable

Amarillo College's Board Policy Manual defines each faculty member's academic freedom as "full

freedom in the classroom in discussing the subject being taught and to pursue research and publications. However, a faculty member must not attempt to force on students a personal viewpoint and must at all times allow for diversity of opinion." Has anyone in the program/department filed a grievance for violation of the aforementioned academic freedom?
no

If anyone within the department has filed a grievance for violation of academic freedom based on the definition stated in Amarillo College's Board Policy Manual, briefly describe the violation (excluding personal identifiers) and the total number of violations.

Acceptable

Which of the following library collections/resources/services have been used by faculty, staff and/or students within the past five years? (Select all that apply.)
Meeting services Reserve collection Video conferencing Other

Reading classes use the computers in the Commons area located on the 2nd floor of the library.

Does it appear that the library

collections/resources/services used by the faculty, staff, and/or students within the past five years are accurate and thorough?

Acceptable

Which two or three collection/resources/services should be improved to support Amarillo College's mission regarding teaching and service?

The library continues to provide quality services to the students; however, the services have decreased due to budget constraints.

- Hours that the library is available to students have decreased significantly. Students indicate that more hours are needed especially during the weekends to use the computers and research services of the library staff.

- Availability to access 7:30 a.m. classes in the library has been greatly limited. Doors are locked until 7:25 a.m., keeping students from entering the building and being prepared for instruction at 7:30 a.m.

Has the program/department identified which two or three collections/resources/services should be improved to support Amarillo College's mission regarding teaching and service?

Acceptable

Concern

Suggest including a plan or steps to improve the service/availability problems.

Does your program/department have discipline accreditation?

no
How has the library participated in this discipline's accreditation?

Does the program/department have a discipline accreditation? IF SO, has the library participated in completing the approver's evaluation?

Acceptable

After assessing the strengths and weaknesses of the program's/department's access to technology, what improvements would ensure that students have access and training in the use of technology?

Technology is used by every student in the Reading Program. Students who need access to computers have computers both within the Reading Program as well as in the library. The ITS team keeps all computer hardware operational and responds quickly when problems arise. However, developmental students have difficulties with using the online learning management system. Oftentimes, this system is changed at the beginning or within the semester without timely notice being given to faculty or students as to where they might access their work. This results in frustration for students and poor grades due to failure to complete work on the system.

Developmental students may not always have the computer skills that enable them to access the coursework through the online learning management system. A required orientation showing students what the expectations are for an online or hybrid course would enhance student performance and their success in the course. Many students are behind in their coursework before they even begin their work by not knowing how to use the online system.

Does the program's/department's assessment of strengths and weaknesses include ways to improve both students' access to & training in the use of

technology?

Acceptable

What improvements would ensure that students use technology?

In order for students to complete assignments and lab requirements, up-to-date computers must be available in the Reading Center. The three-year plan of replacing computers throughout the campus has been implemented, and this will assure that students have the technology they need to be successful. In addition, if the Reading Program or the college had a "loaner" laptop that could be checked out for a limited amount of time, then students would not fall so far behind in their coursework due to unexpected problems with their personal computers.

Does the program's /department's answer include improvements that would ensure that students use technology? Are the recommendation(s) of this program/department feasible?

Acceptable

Review program/department operations. Does any operation present the possibility for violations of security, confidentiality, or integrity of student records?

no

What changes need to be made to prevent violations of this nature?

After a review of this program's /department's operations based on this Self-Study and any other information available to this Committee, does any

operation present the possibility for violations of security, confidentiality, or integrity of student records? If so, describe those operations and identify the violation possibility in detail.

Acceptable

What changes need to be made to prevent violations of this nature?

Acceptable

Which support services need to be strengthened to better serve students in this program/department?

AskAC
Advising

Explain what aspects of the services need to be strengthened.

The AskAC was created to provide students with assistance when needed. This service has undergone numerous changes in an attempt to serve students better. While the concept of having such a center is advantageous for the student, the actual operation of the center has limitations. First, the hours of operation are too limited to benefit students when they need help the most. AskAC is available to students during the college's regular hours of operation. This service would be more valuable to the students if it were available outside of regular college hours and on weekends. Another weakness that has evolved from this concept is the inability to resolve problems in a timely manner. Students who need help with log-ins, passwords, etc., must wait until the center sends this information through alternate email accounts, but many students don't have another email account. These types of requests should be resolved at the time the request is made. Finally, there is a disconnect between the AskAC staff and faculty when students are experiencing difficulties. When students contact the AskAC Center attempting to contact their instructors, there is not a process whereby communication flows between the AskAC

staff and faculty.

Advising for developmental students at Amarillo College is of concern. Oftentimes developmental students are placed inappropriately. Students are placed into reading classes who do not need developmental reading, while students who need developmental reading are oftentimes not placed in appropriate classes. The Reading Program analyzes each student's placement test scores at the beginning of the semester for discrepancies in placement. When advisors override student placement, student success may be jeopardized. More coordination between advising and developmental studies could enhance developmental students' success.

Do the Self-Study recommendations of this program/department for support services that need to be improved appear to be valid?

Acceptable

Concern

Suggest adding a plan to correct/improve the override problem and improve coordination.

Describe any indicators or problems that prevent a healthy, safe and secure environment for the students, faculty and staff of this program/department.

Current policy requires students who have 7:30 a.m. classes to wait until 7:25 a.m. to enter the building. Many times this causes students to wait in the dark and inclement weather. Students were previously allowed to enter the basement at 6:30 a.m. The new policy was only recently implemented when elevator service was made available to the library basement. This availability allowed students to enter the upper floors of the library before regular hours of operation.

After attending the Safety and Security Seminar, the staff realized that the library's basement classroom doors swing out into the hallway and therefore can not be blockaded, causing a safety risk should an unforeseen threat occur.

Are recommendations to assure a healthy, safe and secure environment for staff and students of this program/department valid?

Are any of these recommendation(s) more significant and/or urgent?

Acceptable

Describe any indicators or problems that hamper adequate physical facilities, both on and off campus, to meet the needs of the program/department.

The Reading Program delivers instruction using numerous resources. The delivery of instruction hinges on having these resources available. Instructors use 16' whiteboards for student collaboration and instruction; projectors and laptops are used for a multimedia approach to delivering instruction, and print medium is used for skill application and assessment. The majority of these resources are not transportable. In addition, reading students are actively engaged in the Reading Center, and classrooms must be located in close proximity to this Center. Therefore, it is imperative that each reading level be assigned to a room with appropriate equipment and materials and adjacent to the Reading Center for maximum learning. With the implementation of Schedule 25, the Reading Program is concerned that the resources needed for teaching and learning may not be available. The decision as to what resources an instructor needs to deliver instruction is being made by the Registrar and not by those who know what the course needs to enhance student success.

Do any of the problems or concerns regarding adequate physical facilities appear to be significant and/or urgent? Are there any other needs which this Self-Study didn't cite but are critical based on other information? Which of these needs are most significant and/or urgent?

Acceptable

Budget

Which program/department outcomes have resulted in budget requests to date?

Based on the results of the Reading Program's Planning, Evaluation, and Tracking Form (PET), a pre-and a post test were implemented. The test scores revealed that students had possibly been inappropriately placed in their developmental reading class while some students' scores indicated near-college readiness. The Reading Program lacked the staffing to manage the proper placement of students and the accelerated learning component. As a result of this evaluation, the Reading Program requested that the ¾ time position of Learning Specialist be changed to a full-time nine-month position. The additional work hours allow her to verify that all students are properly placed at the beginning of the semester and to evaluate student progress through use of pre/post tests.

Have any of this program's/department's outcomes resulted in budget requests to date? If not, why not?

Acceptable

Project the program's/department's strategic initiatives for the next five years based on the program's/department's outcomes.

Based on the Reading Program outcomes, our strategic initiative is to move students through developmental coursework into academic studies as quickly as they demonstrate college readiness. Additional funding may be needed to meet this strategic initiative through the following:

- Better assessment tools
- Better instructional software
- Funding for student testing
- Better tracking of student outcomes

Has this program/department been able to project strategic initiatives for the next five years based on the program's/department's outcomes? If not, what appears to be blocking this program/department from accomplishing this?

Acceptable

Publications

If the program/department publishes any advertising or recruitment documents (electronic or paper), do the documents accurately represent Amarillo College and the program/department?

no

If no, explain what is inaccurate.

N/A-The Reading Program does not publish advertising or recruitment documents.

IF the program/department has published any advertising or recruitment documents (electronic or paper), check at least one copy of each document and determine whether it accurately represents Amarillo College and the office/department?

Acceptable

IF anything appears to be inaccurate, identify the apparent violation.

Acceptable

Does the program/department publish any documents (electronic or paper) with references to SACS accreditation?

no

Are the references in compliance with SACS

approved statement?
Which reference is not in compliance? Describe how you will assure compliance for all references in the future.

IF the program/department has published any document(s) with a reference to SACS accreditation, are all references consistent with the approved statement? (Approved reference: Amarillo College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees. Contact the Commission on Colleges at 1866 Southern Lane Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Amarillo College.) IF any references are inconsistent, identify all documents with the inconsistent reference(s).

Acceptable

IF the Self-Study did identify the inconsistencies, does the plan for assuring future compliance appear to correct the problem? IF the Self-Study did NOT identify all inconsistencies, what plan does this Committee recommend?

Acceptable

Other

State any additional comments/concerns which may impact this program/department during the next five years.

The Higher Education Coordinating Board is placing more emphasis on the integration of developmental education to promote student success in not only transfer work and terminal degrees, but also in technical programs. This could require the development of different course offerings in reading.

The Higher Education Coordinating Board is evaluating how developmental education will be delivered in the State of Texas. This could greatly impact the developmental studies program at Amarillo College.

IF additional comments/concerns were included in the Self-Study regarding items which may impact this program/department during the next five years, what recommendations and/or concerns are warranted? IF NO such items were included in the Self-Study but this Committee feels such comments or concerns are valid, cite them and include any relevant recommendations.

Acceptable