Follow-up Response
Form for Response to External Review Committee
Instructional

Amarillo College

The ID number for this form is 31 . You will need this number to update or edit your submission in the future.

Name of Division:	Academic Development
Name of Department:	ACcess
Name of Program:	ESL
This Program Review is being conducted during year:	2008-2009
Names of Staff or Faculty Completing Follow-Up Response:	NO ANSWER

I. Program's/Department's Purpose

State the purpose of the program/department. How is this purpose within the mission of Amarillo College?

The following statements are the department's and college's missions statements.

To help students acquire English language skills in order to reach their personal goals.

http://www.actx.edu/archives/files/filecabinet/folder8/English_as_a_Second_Language_PET_2007_2008.pdf

"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."

By helping students acquire English language skills in order to reach their personal goals, ESL directly supports the mission of the college to enhance the quality of life for the diverse population.

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

The standard is met.

NO ANSWER

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

The department's purpose statement was reviewed/revised by the ESL Department faculty and staff during the 2007-2008 academic school year.

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

The standard is met.

NO ANSWER

If the program/department offers continuing education credits, how are these courses consistent with the mission of Amarillo College?

The ESL Department offers Continuing Education credits that are linked with Academic credits. Since the two credits are linked, the same purpose statement is shared. Therefore, the purpose supports the college's mission statement as stated above.

Two other continuing education courses are offered once each semester and at least three times during the summer. The two classes are 'Beginning ESL' and 'Advanced ESL'. These classes target people with very limited English abilities. The courses take the student from the inability of writing, pronouncing, or understanding the English alphabet to writing simple sentences.

These CE ESL classes help the students acquire English skills to function better in society. The goal of these classes is to promote the English language and to give the students more confidence to further their education and reach their ultimate goal. Therefore, these courses enhance the quality of life for the diverse population as stated in AC's mission statement.

Does the program/department offer continuing education credits? Does the answer indicate how these courses are consistent with the mission of Amarillo College?

Acceptable

The standard is met.

NO ANSWER

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

NO ANSWER

E.) 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?

N/A

NO ANSWER

F.) Is the program/department accredited?

no

Which agencies or organizations accredit the department/program?

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

Acceptable

NO ANSWER

G.) How many years are in the accreditation cycle?

How many years are in the accreditation cycle?

N/A

NO ANSWER

H.) When were the accreditations affirmed or granted?

When were the accreditations affirmed or granted?

N/A

NO ANSWER

I.) What is the current status of the accreditation?

Are the current statuses of the accreditations identified (e.g. accredited, in process of renewal, in process of candidacy, other)?

N/A

If not required, is the program eligible for accreditation?
N/A
Has this program/department sought accreditation even though it is not required (e.g. yes; If no, explain)?
N/A

NO ANSWER

J.) 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
The standard is met.

NO ANSWER

K.) What approval schedule is required by the external approver(s)?
Was the approval schedule required by the external approver(s) identified?
N/A

NO ANSWER

L.) When did the program/department last receive approval?
When did the program/department last receive approval?
N/A
Is the reason why the program/department is required to receive this approval clear?
N/A

NO ANSWER

II. Program's/Department's Improvements based on Planning, Evaluation and Assessment

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

In the 2007-2008 PET forms for the English as a Second Language Department, there are two "Goal Statements":

1. "Upon successful completion of ESL 0344, at least 50% of ESL Reading IV students that pass the course will score 42 or higher on the Accuplacer Reading Test based on scores on the Accuplacer."

2. "50% of all students that successfully complete all three ESL classes at level IV will continue the immediate following semester in a course beyond ESL based upon enrollment figures."

Numerous changes have been made in the English as a Second Language Department in the last five years. The primary focus of these changes is to enhance the learning experience for the student. These improvements include the implementation of a placement test for enrolling students who are new to the ESL program, administering the Accuplacer exam as the level IV students complete the course, and requiring a co requisite of a BAS lab of all ESL students. Additionally, the department has linked Continuing Education classes to the Academic classes that are offered each semester, acquired a new computer program, Elllis, that has proven very beneficial in instructing basic language skills, and combined the ESL composition courses with the grammar courses.

Especially significant are the changes made in the ESL program in response to Goal #1 in the PET form.

1. "Upon successful completion of ESL 0344, at least 50% of ESL Reading IV students that pass the course will score 42 or higher on the Accuplacer Reading Test based on scores on the Accuplacer." Several steps have been taken to achieve success of this goal.

- In the fall of 2007, the ESL Department began administering the Accuplacer exam to all level IV students who successfully complete Reading IV. This offered the students an apparent goal to strive for at the end of the semester. With the knowledge beforehand that a certain score is required in order to advance beyond developmental courses, students work more diligently to reach that goal.

- Another change in the ESL department is the requirement of the BAS lab. The additional work in the lab supports what is done in class. The level III and IV students that are struggling in Reading can gain extra practice in this subject in the lab. The students are given a different insight from different instructors in the lab.

- Additionally, the ESL department now has a new computer program, Ellis, that focuses on 'Reading'. This program pushes the students to 'reading' limits

that were not offered previously. The program aids in preparing students in scoring a 42 on the Accuplacer exam.

- One other change is the incorporation of advanced reading skills within the classroom and include but are not limited to time order, listing, comparison/contrast, cause and effect, and definition and example.

A stronger emphasis in degree and career advising of students exiting the ESL program was in response to the second PET Goal Statement.

2. "50% of all students that successfully complete all three ESL classes at level IV will continue the immediate following semester in a course beyond ESL based upon enrollment figures." The following steps have been taken to achieve success of this goal.

- The department recognized a need in moving students more quickly through the program in order for the students to continue education beyond developmental. In Fall 2006, the department chose to combine the grammar curriculum with the composition curriculum to form one course instead of two. This eliminated several required developmental hours to complete the program. This also allowed students to move much faster through the program and exit sooner. Therefore, ESL students are now encouraged to continue on with their degrees and thus enroll in courses beyond ESL.

- By administering the Accuplacer exam to all students who successfully complete level IV as stated previously, students are more aware of college entrance requirements and for the most part re-enroll in courses beyond ESL.

Since fall 2007 when the ESL program began administering the Accuplacer exam at the end of each semester, the following results are the results:

In fall 2007, approximately 82% of the students completing level 4 continued the following semester in a class beyond ESL.

In spring 2008, approximately 85% of the students completing level 4 continued the following semester in a class beyond ESL.

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?

The commendation is for the ESL Department's beginning in fall 2007 to administer the Accuplacer exam to all level IV students who successfully complete Reading IV. Offering the exam does give students a goal to strive for at the end of the semester.

Two suggestions: (a) Spell out BAS lab so those not familiar will know what BAS stands for. (b) At the end of the third from last paragraph, there is a

redundancy: "...the following results are the results." The first "results" should be deleted.

Commendation

 NO ANSWER

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

In 2003-2004 Program Review, areas of concern included:

I. Students who complete an ESL course will indicate it was beneficial.
II. Students who stay in an ESL course all semester will enroll in an ESL course the next semester or exit the program.
III. Students who complete level four or are exited by the instructor will successfully complete a remedial or college level course in the next semester of enrollment.
IV. Students who exit the program and enroll in classes will perform as well as students who did not need ESL.

Since the last Program Review conducted in the spring 2004, the ESL department has tried to better prepare students in all language courses to continue on into a class beyond ESL. In some cases, this resulted in bypassing other developmental courses. As described in Part II –A, ESL students complete level IV by taking the Accuplacer exam. After the exam, the students receive immediate results and are encouraged to enroll in college at that point. Since the ESL program only began giving the Accuplacer exam at the end of each semester in fall 2007, there are only results for two semesters.

In fall 2007, 9 out of 11 completers continued by enrolling in a class beyond ESL. In spring 2008, 6 out of 7 completers continued by enrolling in a class beyond ESL. This achieved the result desired from #3 of the 2003-2004 Program Review concerns.

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

The standard is met.

 NO ANSWER

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

traditional classroom,

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

The standard is met.

Followup Response

NO ANSWER

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.

At the time of implementation of these improvements/revisions, Strategic Plan 2007 was in place.

Reference: Strategic plan 2007.

http://www.actx.edu/strategic/files/filecabinet/folder2/Strategic_Plan_Revision_07_Final.pdf

Strategy 3.3 Use assessment to deliver improvement.

Action 3.3.1 Determine whether students are learning and adjust accordingly (instructional programs).

In spring 2006, the English as a Second Language Department implemented a placement test for first time ESL students who want to register for classes. In the past, students were placed in a level according to a 'one time' evaluation of a writing sample. Once the semester began, there was a lot of adjusting to insure each student was in the appropriate level. Again this was not a formal assessment but one that was made by individual instructors. The placement test that is now used is the 'ESL Accuplacer' exam. This test has benefited the program in that it is more accurate and allows each student to get instruction in the correct level from 'day 1'. As related to the Strategic Plan, this ensures students receive a complete learning experience.

At the end of the semester, each student that successfully completes level IV Reading and Composition are administered the Accuplacer exam for college entrance. The exam is promoted from the first of the semester so that students understand the meaning of the exam and what is required of them. This has encouraged ESL students to continue with their education past the developmental stage.

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

Commendation

The commendation is for the ESL Department's implementing a placement test for ESL students who want to register for classes. The goal of each student receiving instruction in the correct level from "day 1" is helped by using this placement test.

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

Acceptable

The standard is met.

Followup Response

NO ANSWER

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

Judy Johnson, Division Chair of Access Division

Carol Summers, Coordinator/Instructor

Jeffrey Martin, ESL Lab Supervisor/Administrative Asst. to Div. Chair, Judy Johnson

Deborah Oliver, Part time ESL instructor

Marsha Shrader, Part time ESL instructor

Mary Sadler, Part time ESL instructor

Claudia Mezel, Part time ESL instructor

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

The standard is met.

Followup Response

NO ANSWER

Explain the primary reasons behind the competencies that were

selected.

Placement testing: ESL is a developmental course, which strives to give limited English speaking students the ability to function along side 'Native speakers'. The Accuplacer ESL placement exam was chosen from a list of assessment tests. This placement test was specifically created for the 'ESL' student.

Exit test from ESL program at level IV: Again, ESL is a developmental course for students with limited English proficiency. The Accuplacer was chosen from a state approved list of assessment tests. With ESL students, the fact that the Accuplacer is an adaptive test played a large part in choosing it. It is adaptive since it "adapts" to the individual student's level of mastery. It selects problems for the students to answer depending upon the how the student answered the prior problem. For example, if the student answers the first problem correctly, the next problem presented will be more difficult. If the student does not answer the problem correctly, the next problem will be easier.

Do the selected competencies appear to be valid?

Acceptable

No commendation is indicated here because the committee already has given commendations for the Placement Testing and the Exit Test in another section above.

Followup Response

NO ANSWER

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

Placement testing: The ESL Accuplacer placement exam was selected for several reasons. First of all, our division chair, Judy Johnson, studied several different exams during a study she was involved in, and felt that this best suited the ESL students in our department. In addition, the ESL Accuplacer placement exam is easy to administer and it is inexpensive. Since this exam is administered through the ESL department, finding one that the ESL Lab Supervisor could administer was a major consideration. Also, the cost was important since every department finds it necessary to keep college costs to a minimum.

Exit test from ESL program at level IV: Students are given a variety of state approved assessment tests to choose from to evaluate their writing and reading skills. The ESL department has chosen to administer the Accuplacer as an exit tool from the ESL program. This was decided in order to promote continuation of the ESL students' academic education. The program decided upon this exam for two reasons: it is the shortest, and it is the least expensive.

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

Acceptable

The standard is met.

Followup Response

NO ANSWER

Evaluate the assessment approaches to date.

Placement testing: From instructor input, it has been noted that this placement tool has allowed immediate instruction as classes begin. In the past, the first week or even longer, was spent assessing the level of each individual student. Then leveling was done before actual instruction was started.

Exit test from ESL program at level IV: Before the ESL department chose to administer the Accuplacer exam as an exit tool, many students disappeared from the college. Now, students actually have tangible evidence that they are just as capable as any other student to continue on in college academics and even get a degree. In the past 2 semesters, statistics show that ESL students who exit the program after taking the Accuplacer exam, re-enroll in another college class beyond ESL. The results are displayed in section II part B of this program review.

Evaluate the assessment approaches to date.

Acceptable

The standard is met.

Followup Response

NO ANSWER

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.

The ESL department has gathered a brief summary of these results dating back only two semesters. Therefore, there is not enough data to summarize these results.

In fall 2007, 9 out of 11 or approximately 82% of the students completing level 4 continued the following semester in a class beyond ESL.

In spring 2008, 6 out of 7 or approximately 85% of the students completing level 4 continued the following semester in a class beyond ESL.

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.

Unacceptable

N/A

Why is there only a brief summary? Are data not available? Why not? If they are not available, fine, but the statement implies that data may be available and ESL decided not to use them

Followup Response

NO ANSWER

Review the five-year graph(s) of course completions for the program/department. 1. Explain any increase or decrease that is more than a one-year anomaly.
What changes have been made in the curricula of the program/department because of the analysis of these results?
To satisfy these results, the advanced levels of ESL have incorporated more advanced college terminology and skills in its Composition and Reading courses.
Have any changes been made in the curricula because of the analysis of these results?
Acceptable
Followup Response
NO ANSWER
In 2006, the ESL enrollment changed in that the students were no longer able to obtain federal financial aid. Up to that year, many ESL students applied for and received assistance for their education and living needs. It was noted that many of these students enrolled in college only for the 'money'. Once this was removed, the students who continued showed a drive to succeed.
The percentages of students completing their course with a grade of A-C are:
    2004 65%
    2005 65%
    2006 75%
    2007 76%
    2008 71%
The percentages of students completing their course with a grade of D-F are:
    2004 4%
    2005 9%
    2006 7%
    2007 6%
    2008 14%
The percentages of students that are in the category of AU-W are:
    2004 31%
    2005 26%
    2006 18%
    2007 17%
    2008 14%
http://sites.actx.edu/~iresearch/databook/dbtbl2ge.htm

The trend for more students to successfully pass ESL courses was pleasing. The department as a whole has worked diligently to help students master their subjects and continue on in their education. In fall 2003, a group of faculty got together and created curriculum guides for part time instructors. These guides contain a scope and sequence for each course so that each semester the flow from one level to another will be more precise. The guides also aid in assuring the material covered each semester in each course stays fairly stable.

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

Followup Response

NO ANSWER

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

Since the completion rate has increased steadily over the past five years, the ESL department has chosen to continue on with the present procedures.

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

Acceptable

Followup Response
NO ANSWER
Does the program/department provide for alternative methods of awarding credit? (Select all that apply).
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?
Acceptable

Followup Response
NO ANSWER
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
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
N/A

Followup Response
NO ANSWER
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?
N/A

Followup Response
NO ANSWER
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?

Followup Response
NO ANSWER

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

N/A

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

Followup Response

NO ANSWER

R.) 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

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?

Followup Response

NO ANSWER

S.) Provide a plan of action for the identified problem.

N/A

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)?

Followup Response

NO ANSWER

III. Curricula

Does the program/department have affiliation(s)/agreement(s)/contract(s) with any other entity for the purpose of delivering instructional content?

no

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?

Acceptable

N/A

Followup Response

NO ANSWER

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

2

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

The ESL Coordinator initiates ideas for curriculum changes. The ESL instructors participate in the selection of textbooks, designing course syllabi, assisting current curricula, and making recommendations. Any recommendations are discussed thoroughly within the department and if a majority agrees, it is then presented to the Academic Affairs Committee.

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

N/A

Followup Response

NO ANSWER

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

N/A

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?

Followup Response

NO ANSWER

IV. 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.

The following data is for ESL enrollments from fall 2003-spring2008

Fall 2003 – 364 students enrolled in ESL

Spring 2004 – 334 students enrolled in ESL

Fall 2004 – 399 students enrolled in ESL
Spring 2005 – 449 students enrolled in ESL
Fall 2005 – 368 students enrolled in ESL
Spring 2006 – 323 students enrolled in ESL
Fall 2006 – 325 students enrolled in ESL
Spring 2007 – 244 students enrolled in ESL
Fall 2007 – 206 students enrolled in ESL
Spring 2008 – 114 students enrolled in ESL

The The ESL enrollment continued to increase each year from fall 2003 – to summer 2005. Then in 2006 there was a substantial decrease. Several factors can be attributed to this. During the spring 2005 semester, the college voiced a plan to move the ESL program to the East campus which is a distance away from the Washington Street campus. The majority of the ESL enrolled students were obviously not in favor of this plan. Many students protested this action and submitted a petition against it. The drop in enrollment the following year can be partially attributed to this plan.

In addition, many ESL students received federal financial aid before the 2006 school year. Once this was no longer available, the enrollment decreased. Again this is a contributing factor to the decrease.

After 2005, another substantial drop occurred. In reality, the actual head count in ESL classes is not that much less. The graph shows a decrease because of an action the ESL department decided to embark on. Beginning in 2006, the ESL department began offering level 1 courses as academic or continuing education. The two were linked together. The reason for this was that in the past, many potential students would come to enroll only to discover that they were required to pay a huge out of state tuition. As a student desiring to learn English many of

the prospective students had just arrived in the country or had not lived here for at least one year. The department decided that by offering the same classes as CE, this would allow more students to participate in the program.

In the fall 2007, the department once again made a change by additionally linking the classes in levels 2-4 to CE classes. This explains the apparent drop between the fall 2007 and spring 2008 semesters.

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

Unacceptable

Concern

It is unclear if the drop in enrollment said to be due to the plan of the College to offer classes on East Campus was due to the classes actually being moved to East or if the drop were due to student fears that the move might be made. In other words, was the plan merely voice, or was it acted upon?

Followup Response

NO ANSWER

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

The ESL faculty and staff have developed a plan and set it into action to reverse the enrollment decline.

- First of all, a database was created with students name and addresses. Just prior to registration each semester, a reminder is mailed to each student. Many times, the faculty and staff have also made phone contact with these people to encourage them to return.
- Second, the ESL department has chosen to use a part of its budget to promote the program on the radio, television and in the newspaper. Flyers are also posted at many businesses.
- Third, Spring 2 and Fall 2 CE classes are now offered. These classes are meant to prepare students for a full semester. The classes initiate non-English speakers into the college environment with a minimal fee and time requirement. The semester following these CE classes has shown that several of these students reenroll in ESL semester classes.

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

Commendation

Commendation: the idea of mailing and calling students to encourage reenrollment is excellent! I'd be interested in knowing if the mailings and

callings actually increased enrollment.

Third par. concern: ". . . several of these students reenroll in ESL semester classes." Can you be be more specific about "several"? Was it three? or fifteen?
Does the External Review Committee have any other analysis or recommendations for increasing enrollments based on the program/department's data?
Acceptable
Make use of the automated calling technology so that every student gets a phone call. Even better would be a phone call from a live person.
Followup Response
NO ANSWER

For programs/departments with majors, review the graphs of program majors and the number of new majors by year. 1. Provide an analysis of the program's/department's faculty.
N/A

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
N/A
Followup Response
NO ANSWER

V. Resources

Faculty 1.) Review the five-year graph(s) of the student to faculty ratio in the program/department. a. Explain any increase or decrease that is more than a one-year anomaly.

The student per Faculty Member per Section ratio is:

Spring 2003- 16.55:1	Fall 2004-14.52:1
Spring 2004- 16.63:1	Fall 2005-17.96:1
Spring 2005- 12.27:1	Fall 2006-11.96:1
Spring 2006- 13:1	Fall 2007-11.09:1

Spring 2007- 10.84:1   Fall 2008-6.33:1

The student to faculty ratio in the ESL department rose from fall 2003 through spring 2005. Then there was a decrease displayed over the next three academic years.

The drop in enrollment from 2005 to 2006 also caused a drop in the student to teacher ratio. (The enrollment drop is explained in Part IV. A.) The ratio leveled out the next 4 semesters. However, in fall 2007, the ESL department began offering level 1 courses as both academic and continuing education. The graph did not factor in the CE students. With the additional 21 CE students in the 20 classes taught, the ratio is actually 13.33 students per teacher.

In spring 2007, there were 27 additional students registered as CE. This brings the ratio to 13.35 students per teacher.

Then in fall 2008, Continuing Education classes were also linked to levels 2 through 4.

The graph shows a 6.33 ratio. However, when the 53 CE students are added to the enrollment, there is a 11.75 student to teacher ratio.

The student per Faculty Member per Section ratio with the CE included is:

Spring 2003- 16.55:1   Fall 2004- 14.52:1
Spring 2004- 16.63:1   Fall 2005- 17.96:1
Spring 2005- 12.27:1   Fall 2006- 11.96:1
Spring 2006- 13:1   Fall 2007- 13.33:1
Spring 2007- 13.35:1   Fall 2008- 11.75:1

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

explanations for enrollment changes are adequate

NO ANSWER

Provide an action plan for improvement of any identified problem.
After the decrease in enrollment in spring 2005, the student per faculty member ratio has remained fairly constant. Therefore, there is no apparent problem.

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

NO ANSWER

In the database for Roster of Instructional Staff (also known as Faculty Roster), review the credentials of each full-time and part-time faculty member within the program/department.
In the fall of 2008, Judy Johnson and Jeffrey Martin reviewed the credentials of each ESL instructor in Amarillo College's Human Resource department. All of them were satisfactory.

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.

Unacceptable

Concern

The language here, "were satisfactory," is vague and does not adequately connect to the SACS and THECB requirements. Be more specific by using the language of the prompt. Either those reviewed meet the requirements or

they do not. The use of "satisfactory," however, fails to clarify the point enough.

NO ANSWER

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

Carol Summers: last evaluated February 2007

Judy Isbell: last evaluated February 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

NO ANSWER

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

The following instructors were last evaluated by students in the fall of 2007 and the coordinator discussed and reviewed the results with each instructor in spring 2008.

Claudia Mezel

Deborah Oliver

Doug Sangster

Ileana Jennings

Marsha Shrader

Natallia Pushnova

Sherri Braddock

Tina Lewis

Mary Sadler

Deborah Gossett

The following instructors were last evaluated by students in the fall of 2006 and the coordinator discussed and reviewed the results with each instructor in spring 2007.

Heather Sutton

David Britton

Paula Payne

Susan Sublett

The following instructors were last evaluated by students in the fall of 2005 and the coordinator discussed and reviewed the results with each instructor in spring 2006.

Amanda Greene

Andrea Wheeler

Ann Hamblin

Darlene Martin

M'Linda Graham

Rugenie Burkhalter

Terry King

The following instructors were last evaluated by students in the fall of 2004 and the coordinator discussed and reviewed the results with each instructor in spring 2005.

Adrienne Kirby

Merle Lemaire

Rachel Zaideman

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

N/A

The following instructors were last evaluated by students in the fall of ==2007, and== the coordinator discussed and reviewed the results with each instructor in spring 2008.

Need a comma, as indicated; also need for remaining sentences in this section.

Followup Response

NO ANSWER

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

Followup Response

NO ANSWER

Library 1. 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). Circulating collection Classroom instuction Interlibrary loan Meeting services

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

NO ANSWER

H.) Which two or three collection/resources/services should be improved to support Amarillo College's mission regarding teaching and service?
The ESL department relies on the library for several reasons. Since a BAS lab is a co requisite for each ESL student, the third floor of the library and its BAS lab is essential.
Located also on the third floor is the ESL lab. Each Speaking and Listening class from levels 1 through 4 incorporates listening activities into its classes which are presented in this lab.
Also, the ESL coordinator's and lab supervisor's offices are also located on this floor.
Since there is a high volume of ESL activity in the library, it would be very helpful to have a 'Help Desk' on the first floor as one enters the building. Many ESL students are not acquainted with Amarillo College and are insecure due to their limited English ability. A kind face of someone who would answer questions or direct students to the right places would help.

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?
co requisite -> corequisite

Also, the ESL coordinator's and lab supervisor's offices are also located on this floor. -- cut one

'Help Desk' -- misuse of single quotation marks -- use doubles -- this problem is persistent throughout the document -- singles are used when you have a quotation within a quotation or if you are British

NO ANSWER
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

NO ANSWER

Technology and Security/Privacy 1. 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?

One of the department's strengths is the use of computers in the ESL lab located on the third floor of the library. Many of our instructional classes use these computers to supplement classroom instruction. Such programs as Oxford Picture Dictionary and Ellis have proven beneficial to English acquisition. In addition, the ESL program uses tape and CD players in the lab for its Speaking & Listening classes. The majority of ESL classes are located in Russell Hall. Most of the ESL supplies are housed in the large closet of room 126 in this building. Many CD players are included in these supplies and are used in many classes.

Room 126 in Russell Hall is also a smart classroom. In the past few years, ESL instructors have begun using this technology in their teaching.

The ESL program also requires a co requisite of a BAS lab class. These classes are located on the third floor of the library also. These classes allow additional instruction using computers, videos, and audio players.

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

Followup Response

NO ANSWER

What improvements would ensure that students use technology?

Most of the computers in the ESL lab are roll-down computers. These computers are targeted to be replaced in the very near future. Replacing these computers will give the students the best advantage in computer usage.

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

Followup Response

NO ANSWER

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?
Followup Response
NO ANSWER

Explain what aspects of the services need to be strengthened.
Many first-time students with limited English skills visit Advising and Counseling for assistance when they enter college. Several of these students have been placed in developmental classes. After the semester starts, the ESL department receives calls from different areas indicating that a student may have been placed incorrectly due to a language deficit. Therefore, it would be helpful if the Advising and Counseling would refer these students to the ESL department are rather than placing them in a different developmental class.
Since most ESL students did not qualify for financial aid when restrictions were tightened, it is widely viewed that no ESL student can receive assistance. It would help the ESL department if Financial Aid would advise the more advanced ESL students of the 'Ability to Benefit' section of the Accuplacer test. This would educate students that there is financial help available to them.
The ESL students are a group to themselves. Many of them do not know much about college life or the organizations available to them. It would help if Student Activities would promote the clubs and organizations to the ESL students.
Do the Self-Study recommendations of this program/department for support services that need to be improved appear to be valid?
Although each of the following support services are[is] doing a fine job, there is always room for improvement.

period at end of first paragraph, after "Activities"

Therefore, it would be helpful if the Advising and Counseling would refer these students to the ESL department are [cut "are"] rather than placing them in a

different developmental class.

<mark>This</mark> would educate students that there is financial help available to them. -- avoid the ambiguous "this" -- it's a demonstrative adjective that ought to be attached to a noun -- this what? -- use of "this" without a noun may create confusion - also, this problem is pervasive throughout the document

Followup Response

NO ANSWER

Support Services for Students 1. Which support services need to be strengthened to better serve students in this program/department?

Although each of the following support services are doing a fine job, there is always room for improvement. The strengthening of the following support services would better serve students in the ESL Department: Advising and Counseling; Financial Aid; Student Activities

Followup Response

NO ANSWER

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

Although rare, disruptive and potentially physically threatening behavior of some students in the ESL Department prevent the assurance of a healthy, safe and secure environment for students, faculty and staff.

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?

Unacceptable

N/A

Although rare,-- would seem to suggest that at least one incident exists, in which case you ought to address it

Followup Response

NO ANSWER

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

As indicated earlier, academic ESL classes are linked to CE classes. CE students do not have the option of obtaining an Amarillo College parking permit. This is very difficult to students in these ESL classes, especially those enrolled evening classes. Students must park far away from classes and walk. At night or in inclement

weather, this is very dangerous. ESL classes begin at 6:00pm for evening classes and open parking isn't available until 6:30 at the earliest.

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

those enrolled <mark>in</mark> evening classes. -- add "in"

pm is not necessary after 6 as evening is already identified

add comma after "for evening classes"

are parking permits required for AC students?

Followup Response

NO ANSWER

VI. Budget

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

In the last five years since the last program review, there have been two substantial budget requests. The department requested a smart classroom in Russell Hall room 126. In addition, the ESL department requested 'Ellis' software for the ESL computer lab. Both of these items have been very beneficial to the program.

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

Unacceptable

Recommendation

Budget requests each year should be linked to the program outcomes in order to explain why the requests have been made. "There have been two substantial budget requests" should be linked to specific outcomes.

Followup Response

Due to the lapse in time between the writing of this Program Review and the present, it is impossible to go back and tie budget requests to outcomes. In the future, budget requests will be tied to specific outcomes.

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

The ESL department needs some updated teaching materials. One of those is new CDs for the speaking & listening lab. The supplies for the lab now consist of cassette tapes and tape players.

Another area that requires updating is the classroom reading books for the first level of ESL.

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?

Unacceptable

Recommendation

Budget proposals for strategic initiatives should be linked to program outcomes to explain the need for these proposals. In addition, paragraph should begin with something like "In order to meet outcomes...".

"Another area that requires updating is the classroom reading books for the first level of ESL" needs more elaboration, especially with classroom reading book.

Followup Response

Due to the lapse in time between the writing of this Program Review and the present, it is impossible to go back and tie budget requests to outcomes. In the future, budget requests will be tied to specific outcomes. The books mentioned in this section have been provided.

VII. 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?

yes

If no, explain what is inaccurate.

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

NO ANSWER

B.) 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 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?
N/A

Followup Response
NO ANSWER

VIII. Other

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

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.

Followup Response
NO ANSWER

Name :

Comments :

[text area]

[Send To Administrator] [Cancel]