Follow-up Response
Form for Response to External Review Committee

Instructional

The ID number for this form is 32 . You will need this number to update or edit your submission in the future.

Name of Division:	Academic Development
Name of Department:	ACcess Learning Center
Name of Program:	Access Learning Center
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 Access Learning Center's primary purpose it to offer an alternative method for completing developmental coursework for students who prefer working in an open-entry/open-exit environment rather than a structured classroom setting. The Learning Center combines the concepts of mastery learning with computer-assisted, individualized instruction in the basic skills of reading, writing and mathematics. This approach allows students to concentrate only on the skills they need to improve. Significant gains can, therefore, be achieved in a short period of time. Access to the programs of the Learning Center may be through enrollment in BAS, BASM, BASW, or BASR courses or through Continuing Education enrollment; students may earn institutional credit or continuing education credit. Many students work toward proficiency on standardized tests such as the General Education Diploma (GED) Test or the Accuplacer Test.

The mission of the ACcess Learning Center is:

To provide an opportunity for students to build strong foundational skills in Reading, Writing, and Math, allowing ACcess to success.
The mission of the ACcess Learning Center supports the mission of the ACcess Division, which is:
The developmental studies program of Amarillo College is dedicated to providing a comprehensive educational program aimed at improving the quality of life for diverse populations. The ACcess Division affords students the educational opportunities to enhance and maximize their potential by building strong foundational skills and promoting lifelong learning.
The mission of Amarillo College is:
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.
As the department's goal states, the ACcess Learning Center supports the division's mission "to maximize potential by building strong foundational skills and promoting lifelong learning" by building the specific foundational skills of reading, writing and mathematics. The ACcess Division, in turn, supports the college's mission to "provide educational…resources to enhance the quality of life" for the 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 program's stated purpose is in line with the mission of Amarillo College. By offering access to a variety of learning experiences to support a diverse population. . Concept mastery in the skill areas of reading, writing and math is well suited for the mature, self disciplined student eager to enter into a career and technology program. This program is well designed for these students. . It is imperative, that students in a Technical area must have skills in reading, writing and math.

Followup Response
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 faculty and staff of the ACcess Learning Center last revised its

purpose statement August 24, 2007.

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

. States that the program last reviewed its mission statement August 24, 2007. There is no added documentation for the review. Consider reviewing mission statement on an annual basis (is there a requirement for this?).

Followup Response

NO ANSWER

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

The ACcess Learning Center offers continuing education credits for several purposes, all related to building foundational basic skills in reading, writing and mathematics. The building of foundational skills in the basic skill areas will assist Amarillo College in its mission. The Learning Center will "provide educational… resources to enhance the quality of life" for the population.

Continuing Education enrollment in the ACcess Learning Center :

· Clock Hour Enrollment

o Students may purchase a specified number of hours of instruction (5, 15, or 45 hour blocks of time)

o Students enroll for various purposes, including: Preparation for tests such as the Nursing Math Entrance Exam, GED, TAKS, THEA, Accuplacer and other tests of adult basic skills.

· Competency-Based High School Diploma (CBHSD)

o In cooperation with local high schools, a student may earn high school credit(s) which transfer back to the student's high school.

· Practice General Equivalency Diploma (GED) Test

o A student may take the official GED Practice Test to measure his readiness to pass the GED Test.

· Test of Adult Basic Education (TABE)

o Offered as a service to local businesses

o May be taken for employment and /or promotion in the workforce

· Online Enrollment--Continuing Education students may also take the following Continuing Education courses online
o GED Math Preparation
o GED Reading Preparation
o GED Writing Preparation
o GED Science Preparation
o GED Social Studies Preparation
o TAKS Preparation
o ACT/SAT Preparation
o Beginning English as a Second Language (ESL)
o Intermediate English as a Second Language (ESL)
o Advanced English as a Second Language (ESL)
o Competency-Based High School Diploma

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 program's Continuing Education credits are consistent with the mission of Amarillo College. . CE offerings are essential for industry specific training and contracts requiring concurrent upgrades in both basic and job related skills. Technical skills require strong foundational skills in reading, writing and math. . Companies assess their employees' level of foundational skills before investing in advanced technical training. That is why CE offerings are important.
Followup Response
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
Followup Response
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

. There is no stated accreditation, or requirement for accreditation.

Followup Response

NO ANSWER

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

How many years are in the accreditation cycle?

N/A

Followup Response

NO ANSWER

H.) When were the accreditations affirmed or granted?

When were the accreditations affirmed or granted?

N/A

Followup Response

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

Followup Response

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 program states no requirement for approval from an external agency or organization in order to offer courses.

Followup Response
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

Followup Response
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

Followup Response
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 2003-2004 PET Form, Goal #4 says," To retain students who drop structured classes during the semester and to salvage their GPA." Based on this goal, the ACcess Learning Center began to market its BAS classes as a way for students to meet the requirements of AC's Developmental Education Plan even if they were failing a required developmental education course.

According to the Developmental Education Plan, students who are enrolled in developmental courses to satisfy the requirements of TSI must stay enrolled in at least one developmental course each semester. Even if a student is failing that course, he is not allowed to drop it unless he withdraws from all classes. Because the ACcess Learning Center has late opening sections and students are allowed to enroll at almost any time during the semester, those students can

drop the developmental class in which a failing grade is being made and still meet the requirements of TSI if they enroll in a BAS course.

The Learning Center coordinator realized that few instructors or advisors knew about this opportunity for students to salvage grades in this way. So, she began meeting individually with the advisors and instructors to market the Learning Center's BAS courses to them. Since that time, more than 20 students each long semester have enrolled in a BAS class after dropping a structured developmental class. The pass rate (A-C) of those students has been approximately 75%.

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 program describes an example of an improvement resulting from the PET form. Note supporting documentation (e.g. PET form) was included for verification. . As a recommendation, it may be prudent to market the ACcess Learning Center to first semester students identified as "at risk" (those requiring basic skills in their selected major). This requires good advising at every step of the matriculation process.

Followup Response
NO ANSWER

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

The last program review for the ACcess Learing Center occurred in 2003-2004. Five excellent recommendations came out of that program review. At that time, the ACcess Learning Center maintained a satellite center located at the North Branch YMCA (1330 NW 18th Avenue). Recommendation #5 was, "If the North Branch YMCA Center is maintained, unique safety procedures and security plans must be developed and implemented." The recommendation stemmed from some unique safety issues that were caused by both the location of the learning center and the population it attempted to serve. At the time, the NBY site operated as a free site and served mostly students who were court-ordered to enroll in a General Education Development (GED) Program. As a result, many of these students were unmotivated, caused discipline problems, and threatened the safety of Learning Center personnel. Their presence also discouraged other potential students from attending the center.
Immediately after the Program Review, the department started charging court-ordered GED students a fee to enroll at the site. Only five of the court-ordered students opted to pay the fee and stay in the program. These five students were serious about their education. Problems associated with this population quickly declined and other students returned to the classes. In addition, the ACcess Learning Center Coordinator requested assistance from the North Branch YMCA personnel and the Amarillo Police Department. As a result, the director of the North Branch YMCA addressed some problems occurring outside the facility and local law enforcement began more frequent patrols in the area.

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

. Program described a recommendation stemming from the last program review. The program's description of the example is exemplary. . 2003-2004 Access Learning Center improvement recommendation #5 relating to safety and security.

NO ANSWER

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?

Traditional classroom,Web

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 program states traditional classroom and web as delivery approaches for courses.

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.

The ACcess Learning Center recognizes its value to Amarillo College as a whole and the Strategic Plan. From the 2006 Strategic Plan, Strategy 3.2: Modify and expand educational programs to address changing student demographics. Action 3.2.: Establish the Center for Academic Development on East Campus.

As a result of this strategic plan strategy and action, the East Campus Learning Center was established as a part of the Center for Academic Development. The Center for Academic Development was established with grant funding. After grant funding ran out, only one program was sustained with institutional funds: The East Campus Learning Center. This

Learning Center employs one full time faculty member and serves over 70 students each semester. The Learning Center provides developmental instruction for students enrolled in certificate and degree programs on the East Campus.

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 program's description of the establishment of the Center for Academic Development on East Campus is exemplary. . The East Campus center has evolved into a first rate facility.

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

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.

All full-time Learning Center personnel were involved in the process to assess outcomes.
Judy Johnson, Chair/ACcess Division
Priscilla Hunt, Instructor/ACcess Learning Center
Kay Taylor, Instructor/ACcess Learning Center
Jenna Marion, Instructional Lab Supervisor, ACcess Learning Center
Perry Pletcher, Instructional Lab Supervisor, ACcess Learning Center
Raella Hartley, Instructional Lab Supervisor, ACcess Learning Center

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 program gives a detailed description of the names and titles of those personnel used to assess outcomes.

Followup Response

NO ANSWER

Explain the primary reasons behind the competencies that were selected.

The ACcess Learning Center selected the following competency for measurement on the Planning, Evaluation, and Tracking (PET) Form:

After completing at least 35 hours of a 2 credit hour BAS course or 55 hours of a 3 credit hour BAS course of skill building in reading, writing, or math through appropriate computer software, video instruction and individualized teaching, students will improve at least one developmental level of one section on an AC placement test (THEA or Accuplacer) or TABE test or pass a program entrance exam or GED section.

This competency was selected because it measures student performance against an outside standard. Performance is not measured by a grade in the BAS course but by an external standardized test or a specific program entrance exam. Thus, students are measured by skills they can demonstrate and apply outside the course.

Do the selected competencies appear to be valid?
Acceptable

Followup Response
NO ANSWER

Identify the primary reasons for the assessment tool(s) selected.
The tools selected were:
- Accuplacer, a state-approved placement test for Texas Success Initiative (TSI) purposes.
- Texas Higher Education Assessment (THEA) a state-approved placement test for Texas Success Initiative (TSI) purposes.
- Test of Adult Basic Education (TABE), a standardized test of basic skills used in business and industry.
- General Education Development (GED) Test, a nationally recognized standardized test of basic skills and high school knowledge
- Program Entrance Exams, including tests for Nursing.

These tools were selected because they provide an external assessment of students' progress and because they measure the goals set by students in the Learning Center.

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

Followup Response
NO ANSWER

Evaluate the assessment approaches to date.
To date, the assessment approaches have proven satisfactory. Utilizing standardized measures assures student progress and student outcomes are measured accurately.

Evaluate the assessment approaches to date.
Acceptable

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.
To date, the results of the assessments have been satisfactory. On the Planning and Evaluation

Tracking (PET) Form, the standard is as follows:

Beginning 2007-2008: Upon completion of at least a 2 hour credit BAS course 70% of students will improve at least one level of one section on an AC placement test or TABE test or pass a program entrance exam or GED section.

Prior to 2007-2008: 70% of all students who build basic academic skills in reading, math, or writing and who complete the course requirements will make at least one year gain in the basic skill areas or average 70% or better on a final exam or score into a higher course based on the institution's placement exam.

For each of the past 5 years, the standard has been exceeded.

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
. The program gives a detailed description of its plan for improving identified areas of concern with respect to progress through course work. . How is the tracking method at East Campus progressing? Is it a doable process? . We like the system of the students viewing their progress, this can be a great help to them, as it relates to their progress.
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?
The anaylsis of these results clearly shows that students who complete the course requirements are successful in the courses. However, as we dug deeper into the data, we realized that many students were not completing the course requirements. Of course, those students are our "failures," the students who made a grade of D, F, or W. We looked at ways of decreasing those who are not

completing and are using the following interventions: CARL calls to non-attending students after the first two weeks of the semester; updating of materials in the Learning Center to make them more appealing to students; purchase of new software aimed at improving student success; piloting a points system to improve student tracking. We have implemented these changes during the 2008-2009 academic year and so do not have sufficient data to evaluate the changes at this time.

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

Acceptable

Followup Response

NO ANSWER

The five year graphs of course completions show a steady percentage of course completions (51%-55%). There are no anomalies, and this rate of course completion is generally acceptable for developmental courses, given the characteristics of this at-risk population. However, it is the desire of the department to increase the percentage of course completers.

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

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.

Currently, the ACcess Learning Center is exploring ways to assist a greater percentage of students in completing its courses successfully (grade of A-C). The only way a student can fail a BAS course is for non-attendance. Any student who attends and completes his plan of study will make a passing grade. In the Learning Center, some students enter at very low skill levels. In some cases, we work with non-readers who start at kindergarten or first grade levels. Even these students will receive a passing grade if they attend and make measureable progress toward a goal. So, our number one priority is to get students to attend. To this end, we have implemented several changes in the Learning Center, which we hope will make a difference. First, we have updated the materials in the Learning Center. In our self-evaluation, we discovered that some of our materials are 20+ years old. At this time, all materials have been evaluated and out-dated materials have been replaced. As a result, the Learning Center looks less cluttered and more appealing while at the same time providing more appealing and interactive materials. Second, we asked students their likes and dislikes concerning the softwre programs used. We have also updated those programs and have taken some of the older programs out of use. Third, we have improved the look of the Learning Center by removing or replacing outdated decor. Fourth, we have implemented a plan to contact students who are not attending. Fifth, beginning with the Spring 2009 semester, we are piloting a tracking method at the East Campus Learning Center that allows us to view on a daily and weekly basis a student's progress. The student also can view his progress. A weekly grade is assigned via system of points. Students seem to be responding to this system, but we are not able to verify its success at this time.

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

Acceptable

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).

No General Education Competencies are required by this developmental program.

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

. The program states that no general education competencies are required for the developmental program.

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?

N/A

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?

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?

N/A

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?

This 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?

N/A

S.) Provide a plan of action for the identified problem.
This 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)?
N/A

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?
N/A
. The program states no affiliation agreements.

Followup Response
NO ANSWER

How many curricula changes were approved by the Academic Affairs Committee during the past five years?
1

Which steps in the curricula change process had faculty involvement prior to submitting the curricula proposal(s) to the Academic Affairs Committee?
All faculty and classified instructors within the department were

involved in the decision to submit the proposal to Academic Affairs. (BAS-0303, BASM-0302, BASR-0302 and BASW-0302 were added). Students first requested this change; instructors then voiced support for it at a departmental meeting. After studying the feasibility of this change, the department faculty and staff asked the coordinator and division chair to submit the proposal.

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

. The program states one curriculum change within the past five years. We indentified BAS-0303, BASM-0302, BASR-0302 and BASW-0302 being added.

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?

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?

N/A

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.

From 2003-2006, ACcess Learning Center student enrollment decreased each year. However, in 2007, the enrollment increased again. We feel that a decrease in enrollment in developmental courses should be viewed as a positive rather than a negative outcome. Course pre-requisites are strictly enforced, and Texas Success Initiative and the Developmental Education Plan require students who need developmental courses to be enrolled in them. Therefore, we can assume that fewer students are requiring developmental coursework. The increase in 2007 was caused by English as a Second Language students being required to co-enroll in a BAS class along with their ESL courses.
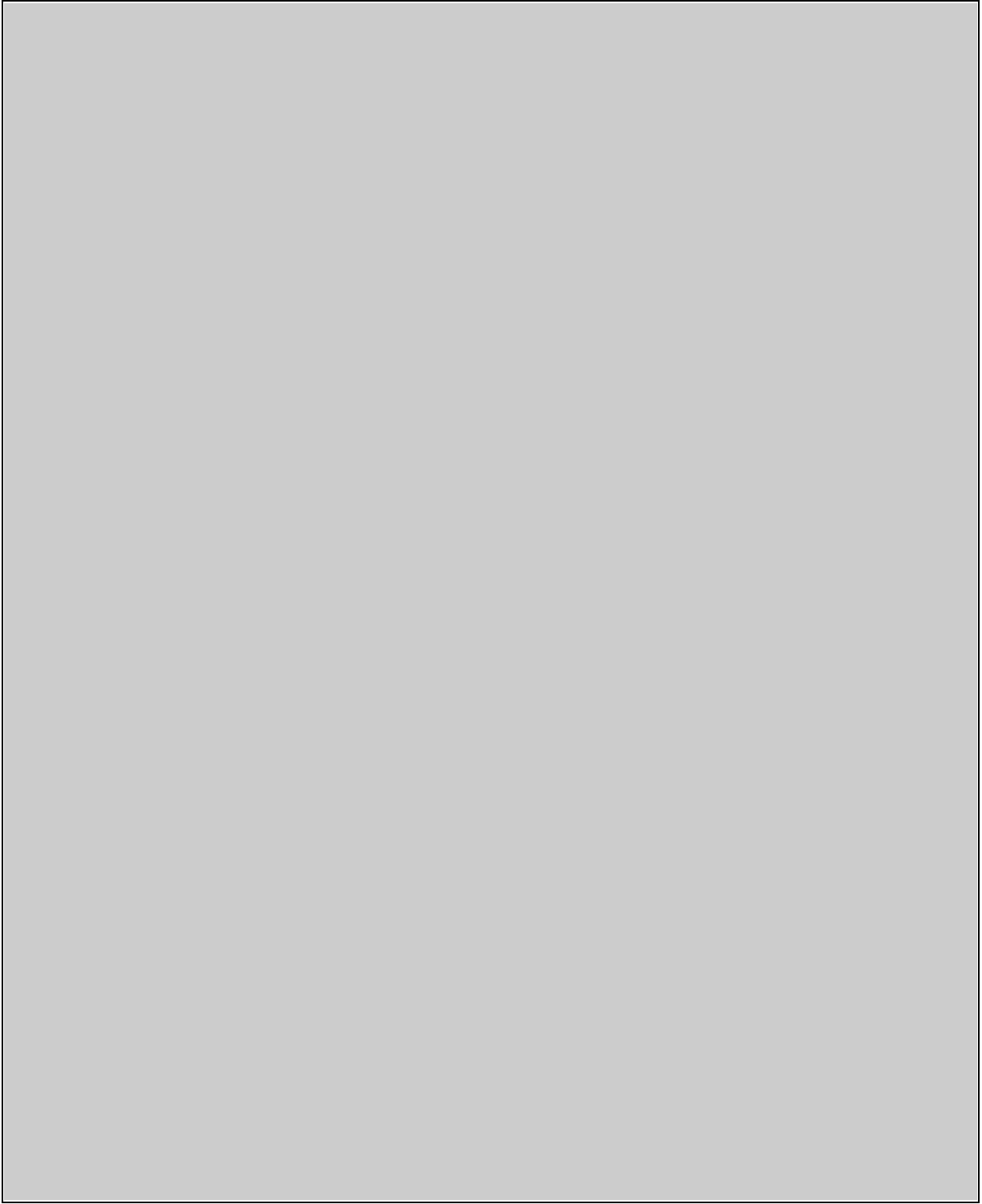
Course completion for the ACcess Learning Center has remained steady for the past 5 years. 2003=55%, 2004=51%, 2005=53%, 2006=55%, 2007=51%.

There is no data available for the number of full-time equivalents for the ACcess Learning Center, since we are a department without majors.

Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics?
Acceptable
N/A
. Data indicates the enrollment in BAS courses shadows the increase and decrease in overall enrollment at AC. Data does not indicate how well or ill prepared students are for college. . Data reflects up and down enrollment cycles and does not indicate a problem with student out comes. . The program describes how enrollment is rather a non-sequitur for the program, as lower enrollments are generally seen as a positive outcome for the particular circumstances of this Department. Trend is toward decreased enrollment barring unusual circumstances.

Followup Response

NO ANSWER

Create an action plan for needed improvement and commendation for any dramatic improvement.
The ACcess Learing Center 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. There are a number of factors that could be causing the drop in enrollment.

- There is always a certain percentage fo the college population classified as developmental. As the institution's enrollment decreases, so does the enrollment of developmenal students.
- The federal government and state governments have required interventions resulting in more accountability of the public schools for students; therefore, the public schools have provided intervention strategies to improve college readiness.

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

N/A

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.

This program does not have 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?
N/A
. The program does not have majors

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 ACcess Learning Center operates as an open-entry/open-exit lab. It is made up of sections in which students enroll, but sections are opened as needed throughout the semester, including some sections which have only one or two students. One instructor may be assigned to as many as 50 sections of BAS courses. Therefore, it is impossible to judge the faculty ratio by viewing the five year graphs. It is possible to look at the total enrollment in the Learning Centers and then to divide that number by the number of full time faculty. Insert Graph and then table.

Year	Enrollment	# of Faculty	Faculty/Student Ratio
2004	1274	4	1/319
2005	1159	4	1/290
2006	1143	5	1/229
2007	1215	5	1/243
2008	1040	4	1/260

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
. Due to the unique nature of this department, there are no concerns with respect to faculty/ student ratios.

 NO ANSWER

Provide an action plan for improvement of any identified problem. No problems were identified. The faculty to student ratio is adequate.

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?
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.
All faculty meet the SACS and THECB requirements.

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

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).

Priscilla Hunt--Spring 2007

Kay Taylor--Spring 2008

Rugenie Burkhalter--Spring 2009 (New faculty member, being evaluated for the first time.)

Kathy McDowell--Spring 2008 (Moore County-teaches Reading and Learning Center)

Sheila Pierce--will be evaluated Spring 2009 (Hereford--teaches Math and Learning Center)

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

Followup Response

NO ANSWER

List the names of each part-time faculty and the last date of evaluation by students and supervisor for each course taught.
No part time faculty teach in the ACcess Learning Center.

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

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

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). Meeting services Reserve collection Seminars/conferences Video conferencing

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 library does an excellent job of providing quality services to the students. Two services that could be improved are:

- Library Hours. Due to library security issues, the Access Learning Center can be open only when the library is open. The open hours are: Monday – Thursday 8:00 AM-8:45 PM, Friday 8:00 AM-5:00 PM and Sunday 2:00 PM-5:45 PM. If the library were open on Saturdays, the ACcess Learning Center could provide instruction for students an additional day each week.

- Information desk. Though not a library responsibility, an information desk on the first floor of the library would be helpful. Many students who try to find the ACcess Learning Center get lost when they enter the building. Since the front library desk has been removed, there is no one available to give directions or information.

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

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

Followup Response

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?

The department's access to and use of technology is very strong. All students enrolled in the ACcess Learning Center have access to computers and instructional software. Each student goes through an orientation to the Learning Center each semester. This orientation includes information regarding computer assisted instruction. Additionally, each instructor who works individually with students is highly trained in the use of technology. If a student is experiencing difficulty, a learning center instructor or student assistant is available to assist.

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

. The department can only be open when the library is open. As such, the department is not available to students on Saturdays, which is a concern.

Followup Response

NO ANSWER

What improvements would ensure that students use technology?

Students must use technology in order to complete BAS courses successfully.

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?

Acceptable

NO ANSWER

Explain what aspects of the services need to be strengthened.

Advising for developmental students at Amarillo College is of concern. Oftentimes faculty members advise students who are majors in their divisions and who are also developmental students. Because not all faculty advisors understand appropriate developmental placement and are not familiar with the Developmental Education Plan, students are occasionally placed inappropriately. We believe that the ACcess Division should have divisional advisors comparable to the advisors in other divisions so that developmental students can receive appropriate placement.

Disability Services provides accommodations for students with physical, learning and emotional disabilities. Many of these students have significant developmental needs and so are placed in the Learning Center. Often, students who are blind, deaf, or physically challenged in other ways need a care-giver or attendant with them in order for them to be successful in the Learning Center. Quite often, Disability Services is unable to provide this service, causing difficulties for the student. Students with significant physical handicaps need to have attendants with them in the Learning Center, just as they do in a structured classroom.

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

Acceptable

Concern

We are not convinced that a Divisional Advisor for the ACcess Division will satisfy the problems of miss-advising developmental students. Academic departments should take an active role in advising, while armed with information from student assessments. Advising and disability services are described as concerns with respect to support services for the department. We agree with the concerns expressed by the department. Advising and Disability Services need to be addressed.

NO ANSWER

Support Services for Students 1. Which support services need to

be strengthened to better serve students in this program/department?
Advising

Disability Services

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.

> After attending the Safety and Security Seminar, the staff realized that all exits from the Learning Center (2 stairwells and 2 elevators) are located along the west wall. Alternate exits from the floor are not available.

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
N/A

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.
Physical facilities for the program are adequate.

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
N/A

Followup Response

NO ANSWER

VI. Budget

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

The ACcess Learning Center operated a location on the East Campus from 1995-2003. The East Campus Learning Center was staffed with a part-time classified Instructional Lab Supervisor. Outcomes from the East Campus program were

gathered separately from the outcomes for the Washington Street Campus, even though both sets of data were combined on the PET forms. Student success in the East Campus location was considerably less than the success rate of students on the Washington Street campus. In 2003, the East Campus Learning Center was closed due to low student enrollment. In 2005, the Dean of Student and Academic Development wrote a grant, funded by the Amarillo Area foundation to re-open the East Campus Learning Center. Grant funds provided materials, equipment and staffing for the Learning Center and allowed it adequate resources to function. After the grant funding ran out, a full time faculty position was requested in the departmental budget and was funded for East Campus. The position continues to be funded, and student success (grades of A-C) in the East Campus Learning Center now exceeds that on the Washington Street Campus.

Have any of this program's/department's outcomes resulted in budget requests to date? If not, why not?
Acceptable
Concern
. The program describes various aspects of the budget process with respect to adequate funding for East campus activities. . How are the budgets for Hereford, Moore County, Washington Street and East Campuses established?

Followup Response
NO ANSWER

Project the program's/department's strategic initiatives for the next five years based on the program's/department's outcomes. For the next five years, the department's strategic initiatives will be:

- to improve student success rates. We want to improve our course completers (students who receive a grade of A-C) by at least 10%.
- to work with P-16 initiatives to improve student transition from high school to Amarillo College.

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
Recommendation
The kind of budget requests for strategic initiatives based on program outcomes needs to be amplified. The program describes strategic initiatives, but does not describe proposals for progress on the initiatives. What resources are needed to meet your strategic initiative to:

- Improve student success rates by 10%?
- Work with P-16 initiatives to improve student transition from high school to AC?

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 strategic initiatives mentioned in this Program Review are no longer measured.

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

N/A

Followup Response

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
N/A
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
N/A
Followup Response
NO ANSWER

VIII. Other

State any additional comments/concerns which may impact this program/department during the next five years.
Concerns which may impact the ACcess Learning Center over the next five years are:

- The Texas Higher Education Coordinating Board has indicated it may change the way it evaluates and funds Developmental Education. Any action by THECB could impact the ACcess Learning Center.
- P-16 Initiatives may impact Developmental Education.

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
Concern
Is it possible to make certificate programs less than 42 semester hours in length comply with TSI requirements? What is the future of the East Campus Learning Center? Supportive documentation for some of these standards is not presented with the self-study. Are such supportive documents required for this Program Review? Provide a description for options with respect to support services for students, particularly with

respect to Advising and Disability Services We would like to see our technical students have practical skills in technical math, algebra, and trigonometry. The motivating factor should not be solely the completion of college algebra.

Followup Response

NO ANSWER

Name :

Comments :

Send To Administrator   Cancel