

# Academic Development 2008-2009

## External Review Summative Report

|               |                                  |          |   |             |  |                                     |                                      |
|---------------|----------------------------------|----------|---|-------------|--|-------------------------------------|--------------------------------------|
| Instructional | <input type="text" value="Yes"/> | Division | <input type="text" value="Academic Development"/> | Review Year | <input type="text" value="2008-2009"/> | <input type="button" value="View"/> | <input type="button" value="Print"/> |
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| Division             | Year      | Dept   | Program | Question  | Action       | Comments  |
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| Academic Development | 2008-2009 | ACcess | ESL     | <b>2. Improvements</b><br>Question: (A.) Identify at least one example of an improvement/revision which resulted from the annual PET forms for the last five years.   | Commendation | <p>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.</p> <p>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.</p> |
| Academic Development | 2008-2009 | ACcess | ESL     | <b>"2. Improvements</b><br>Question:(D.) Identify at least one example of an improvement/revision that is a response to accomplish a strategy or tactical objective within the Strategic Plan through 2010. "   | Commendation | <p>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.</p>   |
| Academic Development | 2008-2009 | ACcess | ESL     | <b>IV. Enrollment Data</b><br>Question:(A.) 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.<br><b>2.</b> Create an action plan for needed improvement and commendation for any dramatic improvement. | Commendation | <p>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.</p> <p>Third par. concern: "</p>   |

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|                      |           |                        |                        |   |              | . . . several of these students reenroll in ESL semester classes." Can you be more specific about "several"? Was it three? or fifteen?  |
| Academic Development | 2008-2009 | Reading                | Reading                | <b>2. Improvements</b><br>Question: (F.) For student or program/course outcome assessments review the programs/departments five-year graph(s) of quantitative results or provide a brief narrative summary of qualitative results.  | Commendation | Recognized and addressed the need for adjustment in student placement based upon assessment of student skill levels.<br><br>Suggest adding brief analysis of the Pass Rate graph and the Reading Skill Improvement graph.   |
| Academic Development | 2008-2009 | ACcess                 | ESL                    | <b>IV. Enrollment Data</b><br>Question: (A.) 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.<br><b>1.</b> If so, provide the faculty and staff analysis of their assessment of the problem.                        | 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?                |
| Academic Development | 2008-2009 | ACcess                 | ESL                    | <b>V. Resources (A.) Faculty</b><br>Question: (2.) In the database for Roster of Instructional Staff (also known as Roster of Faculty), review the credentials of each full-time and part-time faculty member within the program/department. If any faculty member does not meet the SACS and THECB requirements, evaluate whether additional documentation is significant to grant an exemption. | 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.               |
| Academic Development | 2008-2009 | ACcess Learning Center | Access Learning Center | <b>V. Resources (D) Support Services for Students</b><br>Question: (1.) Which support services need to be strengthened to better serve students in this program/department?   | Concern      | We are not convinced that a Divisional Advisor for the ACcess Division will satisfy the problems of misadvising 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 |

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|                      |           |                        |                        |   |         | respect to support services for the department. We agree with the concerns expressed by the department. Advising and Disability Services need to be addressed.   |
| Academic Development | 2008-2009 | Access Learning Center | Access Learning Center | <b>VI. Budget</b><br>Question:(A.) Which program/department outcomes have resulted in budget requests to date?  | 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?  |
| Academic Development | 2008-2009 | Access Learning Center | Access Learning Center | <b>VIII. Other</b><br>Question:(A.) State any additional comments/concerns which may impact this program/department during the next five years.   | 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. |
| Academic Development | 2008-2009 | Reading                | Reading                | <b>"2. Improvements</b><br>Question:(E.) Provide names and titles of those who determined the process used to assess outcomes of the program and/or courses in the department.<br>1. Explain the primary reasons behind the competencies that were selected.""" | Concern | Add an exhibit that shows the reading intensive courses for this evaluation.<br><br>For consistency, check document for "pre-post" and "pre/post" and use just one form.   |
| Academic Development | 2008-     | Reading                | Reading                | <b>2. Improvements</b><br>Question: (G.) Review the five-year   | Concern | Suggest clarifying "AC Research  |

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|                      | 20<br>09              |         |         | graph(s) of course completions for the program/department. 1.Explain any increase or decrease that is more than a one-year anomaly.   |               | Department" with "AC Institutional Research Department".<br><br>Suggest adding brief summary of "ongoing evaluation" and at least one specific change to the program and delivery of instruction. |
| Academic Development | 20<br>08-<br>20<br>09 | Reading | Reading | <b>2. Improvements</b><br>Question:(H.) Does the program/department provide for alternative methods of awarding credit? (Select all that apply).  | Concern       | Early copy included this statement which is missing from current material:<br><br>NA - The Reading Program does not provide alternative methods of awarding credit.                               |
| Academic Development | 20<br>08-<br>20<br>09 | Reading | Reading | <b>III. Curricula</b><br>Question:(A.) Does the program/department have affiliation(s)/agreement(s)/contract(s) with any other entity for the purpose of delivering instructional content?<br>2. Provide an analysis of the review.   | Concern       | Earlier copy indicated "No" as answer to this question. It is missing from this copy.   |
| Academic Development | 20<br>08-<br>20<br>09 | Reading | Reading | <b>III. Curricula</b><br>Question:(B.) How many curricula changes were approved by the Academic Affairs Committee during the past five years?<br>3. Which steps in the curricula change process had faculty involvement prior to submitting the curricula proposal(s) to the Academic Affairs Committee?  | Concern       | Suggest including a list of the departments which have stipulated reading prerequisites for their courses to support the statement.   |
| Academic Development | 20<br>08-<br>20<br>09 | Reading | Reading | <b>IV. Enrollment Data</b><br>Question:(A.) 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.<br><b>1.</b> If so, provide the faculty and staff analysis of their assessment of the problem. | Concern       | Suggest clarifying "AC Research Department" as "AC Institutional Research Department".  |
| Academic Development | 20<br>08-<br>20<br>09 | Reading | Reading | <b>V. Resources (A.) Library</b><br>Question:(2.) Which two or three collection/resources/services should be improved to support Amarillo College mission regarding teaching and service?   | Concern       | Suggest including a plan or steps to improve the service/availability problems.   |
| Academic Development | 20<br>08-<br>20<br>09 | Reading | Reading | <b>V. Resources (D) Support Services for Students</b><br>Question:(1.) Which support services need to be strengthened to better serve students in this program/department?  | Concern       | Suggest adding a plan to correct/improve the override problem and improve coordination.   |
| Academic             | 20                    | ACcess  | ESL     | <b>VI. Budget</b>   | Recommendatio | <b>Budget requests</b>  |

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| Development          | 08-2009   |                        |                        | Question:(A.) Which program/department outcomes have resulted in budget requests to date?   | n              | 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.   |
| Academic Development | 2008-2009 | ACcess                 | ESL                    | <b>VI. Budget</b><br>Question:(B.) Project the programs/department strategic initiatives for the next five years based on the programs/departments outcomes | 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...".<br><br>"Another area that requires updating is the classroom reading books for the first level of ESL" needs more elaboration, especially with classroom reading book.  |
| Academic Development | 2008-2009 | ACcess Learning Center | Access Learning Center | <b>VI. Budget</b><br>Question:(B.) Project the programs/department strategic initiatives for the next five years based on the programs/departments outcomes | 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:<br><br><ul style="list-style-type: none"> <li>• Improve student success rates by 10%?</li> <li>• Work with P-16 initiatives to improve</li> </ul> |

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|  |  |  |  |  |  | student<br>transition<br>from high<br>school to<br>AC? |
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