**Instructional Program Review
First-Year Experience**

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, CS 3.5, and FR 4.1.

Purpose

 Amarillo College instructional programs consistently review data and strive for improvement.

 The purpose of this review is to demonstrate how AC instructional areas support AC’s mission by “*enriching the lives of our students and our community*.”

On an annual basis the Program Review process will capture a holistic view of a department’s/program’s strengths, weaknesses, and improvement plans based on institutional data and assessment information.

 The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College’s continued reaffirmation efforts.

 **Response Length Suggestion: Most responses should be 2-3 sentences.
 If available, you may also provide a link/reference to other documentation that answers each question.**

I: Identification

1. **Department or Program Title(s)** (Department Chairs List Dept.; Coordinators List Program)**:**

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| First-Year Experience |

1. **Department and/or Program(s) Purpose Statement:**

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1. **Program Review Year (i.e. Most Recent Academic Year)**

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| 2014-2015 |

1. **Date of Submission:**

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1. **Lead Person Responsible for this Program Review:**

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| Name:Title:E-mail:Phone Number: |

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

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II: Program Enrollment and Success Data

Use baseline data that will enable you to determine the status of your program (compare the most recent data to previous year data, compare your program to any existing state standards, or consider any other relevant factors). Please use Firefox or Chrome browser to open links.

1. **Based on the most recent reported data, please evaluate your program(s).**

***A .Overall Program Data*** (Complete this section if your dept. produces any certificate and/or terminal degree.)**(Place an ‘X’ in each text box that corresponds to your evaluation.)**

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| --- | --- | --- | --- | --- |
| **Student Data Reported/Collected** | **Needs Improvement** | **Meets Standards** | **Exceeds Standards** | **Not Applicable** |
| a. Employment Rates/Wages ([EMSI](https://actx.emsicareercoach.com/), [College Measures,](http://esm.collegemeasures.org/esm/texas/) [CREWS](http://reports.thecb.state.tx.us/approot/thecb_tcr_ews/figure2.htm), [Perkins](http://www.thecb.state.tx.us/apps/Perkins/perkdata.cfm)) |  |  |  | X |
| b. [Completion](https://iresearch.actx.edu/html/databook/dbtbl4g.html)   |  |  |  | X |
| c. [Licensure Pass Rates](http://www.txhighereddata.org/reports/performance/ctclbb/licensure.cfm)  |  |  |  | X |
| d. Retention ([FA-SP](https://iresearch.actx.edu/html/databook/dbtbl2ke.html)) and ([FA-FA](https://iresearch.actx.edu/html/databook/dbtbl2ke-f.html)) |  |  |  | X |
| e. [Grades A-C](https://iresearch.actx.edu/html/databook/dbtbl2ge.html) |  |  |  | X |
| f. [Annual Enrollment](https://iresearch.actx.edu/html/databook/dbtbl3a.html)  |  |  |  | X |
| g. [Survey, Focus Group, & Related Data](http://www.actx.edu/iea/index.php?module=article&id=61) |  |  |  | X |

 **Based on the data in Part A, respond to the following two questions:**

1. Identify one area in which your program(s) excel.

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| N/A – The First-Year Experience is not a major code at Amarillo College. |

1. Identify one area in which your program(s) need to most focus for the next few years.

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| N/A – The First-Year Experience is not a major code at Amarillo College. |

***B. Course-Specific Data*** (Complete this section to evaluate the courses that fall under your dept./program.) **(Place an ‘X’ in each text box that corresponds to your evaluation.)**

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| **Student Data Reported/Collected** | **Needs Improvement** | **Meets Standards** | **Exceeds Standards** |
| a. Grades A-C (IDS - Race/Ethnicity)  |  |  |  |
| b. Grades A-C (IDS – Age) |  |  |  |
| c. Grades A-C (IDS – Gender) |  |  |  |
| d. Grades A-C (IDS – First Generation) |  |  |  |
| e. Grades A-C (IDS – Pell) |  |  |  |
| f. Grades A-C (IDS – Full/Part-Time) |  |  |  |
| g. Course-level Enrollment (IDS) |  |  |  |
| h. Survey, Focus Group, & Related Data |  |  |  |

**Based on the data in Part B, respond to the following two questions:**

1. Identify two courses that are doing well.

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1. Identify two courses in which your dept./program(s) needs to most focus for the next few years.

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III: Institutional Initiatives

PART A – No Excuses:

Each department/program is expected to support student success initiatives.

**List 1 or more ways your program(s) most focus on any of the** [**No Excuses goals/initiatives**](http://www.actx.edu/iea/index.php?module=article&id=83) **and how you have helped AC fulfill its No Excuses goal.**

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 PART B – Strategic Planning:
 Each department/program is expected to support [**AC’s Strategic Planning**](http://www.actx.edu/iea/index.php?module=article&id=10) initiatives.

1. **Identify at least one strategy or task from the Strategic Plan your area(s) currently addresses/evaluates.**

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

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PART C– General Education Objectives
SACSCOC requires that the College prove attainment of general education competencies by all students. AC has adopted the below objectives for our core curriculum assessment, but you may add additional objectives you teach. Additionally, AC expects that learning objectives are present and are being evaluated in all courses.

1. **Provide a listing of which courses in your department/program(s) teach these general education objectives. For assistance in identifying educational objectives in non-core courses, refer to the** [**ACGM**](http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/acgm.htm)**/**[**WECM**](http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/wecm/)**.**(List individual course prefix, state “all courses”, state “N/A” for an objective, etc.):

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| --- | --- |
| **Objective**  | **Course(s)**  |
| Communication Skills |  |
| Critical Thinking Skills |  |
| Empirical & Quantitative Skills |  |
| Teamwork |  |
| Personal Responsibility |  |
| Social Responsibility |  |
| Note: May Insert other Objective(s) |  |

1. **Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.**

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1. **What method(s) are your faculty using to assess the required objectives in your courses?**(List individual course prefix, state “all courses”, state “N/A” for each method, etc.):

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| **Method** | **Course(s)** |
| Capstone Project/Exam |  |
| Embedded Questions |  |
| Licensure Exam |  |
| Portfolios |  |
| Projects/Essays |  |
| Testing (i.e. course-based testing; finals) |  |
| Note: May Insert other Method |  |

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

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1. **In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your colleagues? Do you feel that your department/program could benefit from more professional development in this area?**

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PART D: Core Curriculum Assessment – Program Outcomes
Complete this Section ONLY for Programs Directly Responsible for Core Curriculum Courses
The Texas Higher Education Coordinating Board (THECB) has identified 3-4 core objectives (competencies) that each core curriculum course is required to teach and assess.

**You may either collect data and information from all core curriculum courses in your program/department or you may attach a separate document for each course/area in your department/program that answers the questions below.**

1. Do you certify that your courses annually assess and collect data on the core objectives as required by the THECB?

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| **Yes** | **No** |
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1. Do you certify that each course section is equitable in their assessment of the collection of data and assessment required by the THECB?

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| **Yes** | **No** |
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1. Do you certify that the work assessed has an equal chance (i.e. you did not “cherry pick”
the best student work) for assessment?

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| **Yes** | **No** |
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1. Briefly describe the internal and external data you used to form your assessment benchmarks. Note: The THECB requires external data (e.g. [CCSSE](http://www.actx.edu/iea/index.php?module=article&id=61)) be used to create your benchmarks.

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1. The “[Call for Course Proposals for Inclusion](https://www.actx.edu/courseproposal/)” contains a description of each assignment/activity, direct assessment method, etc. for each of your department’s/program’s courses in the core curriculum.

For each course approved for core curriculum inclusion, provide the following information:

1. Provide a link to or copy of your data results and/or a summation of your results for each required competency for each core curriculum course in your program.

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1. Did you meet your benchmark/target in each course? If not, do you need to adjust your benchmark or adjust the instruction to meet the benchmark?

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1. Provide information on your data collection strategy (e.g. each faculty member collected data, sampling of student work collected across sections used, etc.):

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1. Please explain how your results were evaluated (e.g. a team evaluated the data,
data was collected from every student in the course via Blackboard, etc.):

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1. How do you ensure your results are not biased and are reliable (i.e. inter-rater reliability)?

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1. Please list the facts you feel contributed to your results (Analysis):

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1. How have you or will you improve student learning in each course based on the
most recent assessment results?

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7. For each core curriculum course and each core objective, please include a copy of the assessment instrument and five randomly selected, evaluated assessment samples with this form. Some examples of things you may include with your submission are as follows:

* + **Embedded Questions** – Copy of possible question bank and copy of five student work samples that include questions from the question bank
	+ **Juried Assessment** – List of members on juried panel and copy of five panel evaluations. If student performance, picture or work, etc. is available, include that with your submission as well.
	+ **Pre-Post Test** – Copy of pre-test/post-test questions and five samples of student work from pre-test and five samples of same students’ work from post test
	+ **Rubric** – Copy of rubric and copy of five student work samples
	+ **Other Types of Assessment** –Use the above bullets as a reference point for what you may wish to provide. Please contact the Director of Institutional Effectiveness with specific questions.

Also, if it is not clear, please identify on your student work the portions of the student work that address the required THECB objective/s.

PART E: Curriculum Assessment - Program Outcomes:
This Section is ONLY Required for Programs Not Directly Responsible for Core Curriculum Courses
SACSCOC requires each program to provide quality student, customer, and/or client services. Each program not directly responsible for core curriculum courses must still annually identify at least one direct outcome within their program, provide results, analysis, and improvement plans related to that outcome.

1. **For this review year, what were each program’s most important goal(s)
(i.e. broad goals you wanted to accomplish)?**

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1. **For this review year, what is/were each program’s most important measurable outcome(s)
that helped you achieve your goals (referenced above)? Provide examples of 1-3** [**outcome statements**](https://www.actx.edu/iea/filecabinet/117)**.** (An outcome provides observable, objective evidence that your student’s or client’s knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

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1. **Identify your results and analyze your data.**

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1. **What key change(s) has your department/programs made in the past year or do you plan to make based on your assessment of any outcome?**

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 **5. Please provide supporting documentation with this review that relates to this outcome(s).
 For example, if you’re using a rubric to assess student work, attach a copy of the rubric and
 five student samples. If you’re focusing on licensure exam data, attach a copy of your
 pass rate results.**

IV: Conclusions

1. **How have you or your staff adjusted your pedagogy (method and practice of teaching) to
improve your academic quality and/or aid in some other area related to student success?**

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

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1. **What is the biggest issue/obstacle that your program currently faces?**
**Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.**

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

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