

**COMMUNITY COLLEGE PROGRAM REVIEW: A COMMUNITY
COLLEGE IN NORTHERN ALABAMA**

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Community College Program Review: A Community College in Northern Alabama

Abstract

A program review is a periodic detailed report on the historical development, current activities and performance, goals and needs of a specific program with qualitative, quantitative, and a statement of how that program's content and activities relate to the college mission and goals. The definition of the College Preparation Program is a remedial program designed to assist students in building their skills in the area of reading, English, mathematics, science, and study skills. Students are required to enroll in College Preparation courses based on their performance on the ACT, COMPASS, and ASSET placement tests. Various curriculum-level classes have college preparation courses as prerequisites.

This program review will evaluate the College Preparation Program which includes remedial/developmental courses in reading, writing, studying, and mathematics at Maleshi Community College. A definition of program review with a brief literature review will precede presentation of data appropriate to benchmarks and goals, identification of strengths, weaknesses, opportunities, and threats analysis, identify benchmarks, and assessment of student survey. Lastly, a three year model of an assessment plan will be included as well.

Introduction

A major challenge facing our nation's community colleges well into the twenty-first century is being imposed upon by the lack of preparedness of college students and their continued need for remediation. The mission of the community college, providing access to higher education, has brought an increasing demand for remedial / developmental studies as far back as the late 1960s. Our nation is experiencing a rapidly growing "underclass" of citizens (Almeida, 2007). As reported by the National Commission on the Role and Future of State Colleges and Universities, 13% of teenagers and 40% of the minority youth in this country are

functionally illiterate, and the numbers will not be decreasing in the near future (U.S. Department of Education, 2007).

If the intended goal of the United States community college education policy is to maintain open access to higher education then remediation, especially at the community colleges, is vital. Any perceived educational opportunity without quality is inappropriate. Above all, open access to community colleges without remediation will not solve the nation's problem concerning the significant number of underprepared individuals in our society. Without quality education the nation loses its strength and without equity in education democracy ceases to function (National Commission on Excellence in Education, 2006).

The implementation of an open admissions policy, in an egalitarian attempt to open the doors of the nation's colleges to those who wanted to attend, heralded many problems for the nation's colleges especially the community colleges. As the number of under-prepared students entering the community colleges increased, so did the problems facing these institutions. Unfortunately, the open door soon began to resemble a revolving door. This caused colleges to reevaluate their philosophy. The increased enrollment of high-risk students forced community colleges to modify their educational strategies in an attempt to improve student retention, while simultaneously attempting to maintain educational standards. Developmental/remedial instruction has been introduced to one extent or another at most of the nation's colleges. Virtually every community college in the country is offering some form of remedial instruction. The mission of the community college is distinct from the senior college due to its different population, and it therefore must provide appropriate remedial and developmental courses for students as well as workshops and training sessions for professors (Almeida, 2007).

The purpose of this paper is to conduct a program review of the College Preparation Program at Maleshi Community College which identifies its open door service to all citizens in the community. The remedial/developmental courses support learning for all students, focusing on the competencies needed as specified by the state. Maleshi Community College acknowledged through accreditation, accountability, and assessment that students in need of remediation through the College Preparation Program should not be overburdened with excessive course loads that would lead to further frustration and failure. Academic course loads should be limited and sequential in nature until remediation is completed and the student's basic skills deficiencies ameliorated. The policy of giving students the right to fail has been tried and was shown to be ineffective. It is time to abandon this approach and to help our students succeed rather than to provide them with a failure-oriented approach to higher education (Almeida, 2007).

This program review will evaluate the College Preparation Program which includes remedial/developmental courses in reading, writing, studying, and mathematics at Maleshi Community College. A definition of program review with a brief literature review will precede presentation of data appropriate to benchmarks and goals, identification of strengths, weaknesses, opportunities, and threats (SWOT) analysis, identify benchmarks, and assessment of student survey. Lastly, a three year model of an assessment plan will be included as well.

Literature Review

Community colleges have adopted an imaginative and creative approach to prepare for change and attuned them to the realities of their environment. This literature review will provide clarification to the systematic determination of merit, worth, and significance of something or someone using criteria against a set of standards, which is evaluation. Evaluation of programs

such as the College Preparation Programs through accreditation, assessment, and accountability has grown tremendously in community colleges of the 21st century (Cohen & Brawer, 2003). Within the last three decades there have been tremendous theoretical and methodological developments within the field of evaluation (Hurteau, Houle, & Mongiat, 2009). Despite its progress there are still many fundamental problems faced by this field as Davidson (2005) argues that evaluation is not a discipline that has been developed by practicing professionals over thousands of years. We are not at the stage where we can walk through any evaluation step-by-step, or provide a clear definition of what evaluation entails (Hurteau, Houle, & Mongiat, 2009, p. 307). Considering Davidson's argument, one can argue that a key problem that evaluators face is the lack of a clear definition. This may clearly state why program evaluation is periodically called into question as an original process, whose primary function is the production of legitimate and justified judgments which serve as the bases for relevant recommendations (Hurteau, Houle, & Mongiat, 2009).

Hurteau, Houle, and Monigat (2009) state that "from an often huge body of relevant evaluations and reports, only about 10% of these reports" or less, are used by the clients (p. 308). In addition, Reeve and Peerbhoy defined program review evaluation as the critical assessment, in as objective a manner as possible, of the degree to which a service or its component parts fulfills stated goals (Reeve & Peerbhoy, 2007, p. 122). Stufflebeam and Webster (1980) define evaluations as a study designed to assist some audience to assess an object's merit and worth. There are questions about merit and worth (Reeve & Peerbhoy, 2007, p. 122). In this definition the focus is on facts as well as value laden judgments of the programs outcomes and worth. Stake and Schwandt (2006) argue that "the main purpose of a program evaluation is to determine the quality of a program by formulating a judgment" (Stake & Schwandt, 2006). This definition is

contested by Reeve and Peerbhoy (2007) who argue that “programs, evaluators and other stakeholders will all have potentially different ideas about how best to evaluate a program since each may have a different definition of ‘merit.’ The core is to define what is of value” (p. 122). Reeve and Peerbhoy (2007, p. 123) argue that evaluation “is a contested term”, as evaluators use the term evaluation to describe an assessment, or investigation of a program while others simply understand evaluation as being synonymous with applied research. As Adelman (2003), states that “evaluation is a large, but not unified theoretical area. No single theory specific to evaluation is available to describe, explain and predict all types of evaluation activities” (p. 168). Potter (2006) contends that “evaluation is an eclectic and diverse area” (p. 88). He argues that this diversity is reflected in the body of literature around evaluation, as the literature, “draws on a number of disciplines, which include management and organizational theory, policy analysis, education, sociology, and social change” (Potter, 2006, p. 88).

Evaluation has become a widespread activity, internationally, in a variety of contexts since the 1960s. Although we are focusing on education, it is important to remember that evaluation models have been developed elsewhere in academics and instruction. It has been used to test the effectiveness of national and international programs. Increasingly, program reviewers use evaluation research in order to consider the effectiveness of new and existing programs, procedures, and interventions producing outcomes for change. The findings from evaluations focus on the strengths and weaknesses of various aspects of innovations as well of their overall outcome (Trochim, 2002). The information is, in turn, used to consider how such interventions might be modified, enhanced or even eliminated in the effort to provide a better service, fulfill a particular need or meet a specific challenge. Moreover, in education, evaluation has served a different purpose. It has been applied to major program reviews, specific curriculum changes,

and more limited projects to try out innovations. Performance benchmarks and other evaluative criteria are important in assessing the effectiveness of a program such as the College Preparation Program at Maleshi Community College.

Definition of Program Review

A program review is a periodic detailed report on the historical development, current activities and performance, goals and needs of a specific program with qualitative, quantitative, and a statement of how that program's content and activities relate to the college mission and goals. The definition of the College Preparation Program is a remedial program designed to assist students in building their skills in the area of reading, English, mathematics, science, and study skills. Students are required to enroll in College Preparation courses based on their performance on the ACT, COMPASS, and ASSET placement tests. Various curriculum-level classes have college preparation courses as prerequisites (Maleshi Community College, 2009).

Purpose of the College Preparation Program

The purpose of the College Preparation Program is to provide an *open door* for admission to Maleshi Community College. This program assists students who, when seeking entry into the college's degree, diploma, and certificate programs, needs to strengthen their educational skills. Students are placed in College Preparation courses based on their results of the college's placement test. These courses must be taken prior to or, in some cases, concurrently with specifically designated curriculum courses. College Preparation courses are available to anyone who wishes to improve his or her basic skills. These courses provide opportunities for improvement in the areas of reading, English, mathematics, science, and study skills. Course credits represent institutional credits only for the purpose of assessing fee, and financial aid benefits. Credits are not counted toward graduation. The College Preparation courses are

designed to provide Maleshi Community College students with a solid foundation on which they can build firm academic and life careers. According to the 2009/2010 College Preparation Program Review, the program is in excellent status according to the Alabama Commission on Higher Education under the standards of remediation in community colleges in the State of Alabama (Marbury, 2009).

Presentation of Data Appropriate to Benchmarks and Goals

Maleshi Community College uses an Instructional Unit Program Review template to assess learning outcomes, goals and objectives, and for other resources established from the “Blueprint to Excellence” 2015 information book (Maleshi Community College, 2009). At Maleshi Community College, deans, chairpersons, and the Vice President of Academic Affairs gather to discuss data at the institution and submit a five year strategic plan that addresses the remediation of students. The College Preparation Program is viable through the standards of accreditation as outlined, and the enrollment data is as follows: (a) enrollment in the years of 2003 to 2004 was 347; (b) 2004 to 2005, the enrollment was 459; (c) 2005 to 2006, the enrollment was 247; (d) 2006 to 2007 the enrollment was 724; and (e) 2007 to Spring, 2008 the enrollment was 1,108, which has shown an increase in students attractiveness to the remedial program offerings, services, and the community college as a whole (Maleshi Community College, 2009). In the year of 2005 there were 329 (81.8%) Caucasian, 43 (10.7%) African Americans, 5 (1.2%) Indians, 9 (2.2%) Hispanics, 6 (1.5%) Asian, and 10 (2.5%) others. In addition, the enrollment decreased in 2009 to 309 (76.7%) Caucasians, 61 (15.1%) African American, 1 (0.2%) Indian, 13 (3.2%) Hispanics, 1 (0.2%) Asian, and 18 (4.5%) others. The female enrollment is larger than the male enrollment. There are 459 females (69.8%), and 199 males (30.2%) in 2009 (Maleshi Community College Fact Book, 2009a).

The College Preparation Program review components involve: (a) strategic planning for program modifications; (b) enrollment trends and measures; (c) technology for advancement towards distance education and classroom enhancement; (d) student learning outcomes; (e) need for change inventories; (f) thirteen courses and labs with computer literacy courses; (g) curriculum measures; and, (h) trends for the future. The program review of the College Preparation Program at Maleshi Community College is linked through strategic and operational criteria related to the mission and goals of the community college (Maleshi Community College Strategic Planning, 2009c).

The College Preparation Program at Maleshi Community College consists of five full time, and twelve adjunct faculty members. The faculty has been teaching for the program between three to thirteen years. The viability review procedures consist of: (a) enrollment trends; (b) budget and planning; (c) retention rates; (d) course offerings; and, (e) student success outcomes. The qualitative data includes the teaching, learning, student support services, curriculum and modification, tutoring, student satisfaction, internal and external support in the program. The quantitative data includes low rate of student achievement of program goals, average class size below 25, declining enrollment trends, and low retention within courses (Maleshi Community College Strategic Planning, 2009c).

Through research of Maleshi Community College documents and facts, the College Preparation Program does not need revitalization at this time. The program review revealed that the College Preparation Program provides fulfillment of the mission and goals of Maleshi Community College. In addition, the College Preparation Program is in compliance with the standards set by the community college, U.S. Department of Education, and the State of Alabama Commission on Higher Education (Maleshi Community College Fact Book, 2009a).

Analysis

Many documents were reviewed and analyzed by the writer related to Maleshi Community College concerning the College Preparation Program. Each remedial course in all academic subjects offered in the State of Alabama has established competencies, which show logical sequence. College Preparation Program course level learning outcomes were developed based on these competencies. The College Preparation Program faculty has witnessed a growing trend of students in extreme need beyond academics. In addition, to the need for academic remediation, more students are attending college with a wide range of overwhelming issues, which impedes college success, such as: child care, family/relationship conflicts, job loss, financial hardship, and physical and mental health conditions. Such overwhelming issues deter students from learning. Many College Preparation students are not turning in assignments and are not attending classes regularly. The consequences of these actions are impacting student success and retention rates (Maleshi Community College Fact Book, 2009a).

SWOT Analysis

A SWOT analysis was conducted for the College Preparation Program in 2009 at Maleshi Community College. Members of this SWOT group consisted of Maleshi Community College faculty and staff members as well as current and former College Preparation students. The results of the strengths were (a) students create cohorts; (b) small class sizes and helpful; (c) blackboard utilization; (d) dedicated faculty with experienced adjuncts; (e) opened to program changes and implemented changes based on; and, (f) data of student needs and faculty feedback. The results of the weaknesses were: (a) courses do not offer more one-on-one instruction; (b) more class sections are needed; (c) transportation for disabled students; (d) course availability improvement; (e) not offering math classes online; (f) library sessions need more focusing; and, (g) Improve

communication among program faculty regarding at risk students. The results of the opportunities were: (a) increase communication among program faculty; (b) tutoring before placement; (c) more faculty training; (d) scheduled classes meet the needs of the students day and night; and, (e) create an early warning program for student at risk. The results of the threats were: (a) funding; (b) must operate within state requirements and guidelines; (c) time involved in the College Preparation Program; (d) self esteem; (e) Pressure to have larger class sizes; (f) How do we not lose students; (g) students have a variety of needs and challenges; and, (h) people wants things to happen quickly (Maleshi Community College Fact Book, 2009a).

Outcome Assessment

Mathematics courses are being assessed through testing (final examinations). English classes are being assessed through essay writing, which incorporates reading comprehension. The English essays are assessed using a rubric. The survival skills class outcome is assessed based on student performance on test (National Council for Accreditation of Teacher Education, 2009). Also, outcomes are assessed by a variety of direct and indirect measures and through a combination of quantitative and qualitative methods. The research methods used by Maleshi Community College are selected through a tailoring to the type of data that is gathered and the degree of reliability required during the time of review (Maleshi Community College, 2009d).

The writer has recognized, through program review, that Maleshi Community College can benefit from modules to improve the first semester experience for the student. The modules will create consistency within all survival skills classes, training opportunities, and improve communication regarding survival skills throughout the college. The writer has also recognized, through review of Maleshi documents, the need for basic Blackboard component, which will include the use of announcements, grades, and course documents. Another feature from the

College Preparation Program is that faculty will be able to inform college employees as well as students about the purpose and limitations of this program. Finally, a modular approach may be developed in the future for math and English, which will allow instructors to focus individual instruction based on diagnosed needs. This approach can be partnered with the Academic Center for Support if available (Maleshi Community College Fact Book, 2009a).

Benchmarks

In the State of Alabama Department of Education remediation associated with accountability, assessment, and the requirement to demonstrate program impact which was mandated in 1993 through the Government Performance and Review Act (GPRA). The GPRA required all federal agencies to develop strategies/plans to ensure that services were delivered efficiently and in a manner that best suits client needs. GPRA also required all federal agencies to develop indicators of performance to demonstrate their agency's impact. This mandate resulted in the National Reporting System for States. In addition, the Accountability Reporting for Maleshi Community Colleges (2009d) reported areas for remediation which are related to the College Preparation Program existing at the college. These included: (a) the support of academic support services; (b) strengthening advisement of students; (c) strengthening modalities, including technology; (d) hybrid classes in reading and English; and, (e) annual successful course completion rate for remediation courses.

The College Preparation Program review benchmark is very similar to many other institutional effective models. The institution has three to five phases targeting assessment, advising plans, and implementation activities for accountability. The College Preparation Program review exemplified benchmarks through the following:

1. Survival Skills: Standard – 65% of assessed student will score 80 or above on the advisement project.

2. Benchmark: In 2007-20008, 60% scored 80 or above.
3. Results: In fall 2008, 79% scored 80 or above.
4. Use of Results: Since the overall standard has been met, the standard will increase to 75% of assessed students will score 80 or above, and the disparity between online and seated sections will lessen (Maleshi Community College, 2009d).

According to the National Council for Accreditation of Teacher Education (NCATE), persistence, course completion, student satisfaction, learning outcome, and assessment are the key benchmarks for program accountability (NCATE, 2009d).

Student Survey

Maleshi Community College uses a student survey for assessment. Below is a list of sample survey questions that are used to evaluate course impact and learning gained in a course such as writing, mathematics, science, English, survival skills, and studying skills incorporated into the College Preparation Program. The list of questions include information about student backgrounds, the impact the course had on students' interest and confidence in certain skills, and the effectiveness of various elements of the courses in promoting student learning and engagement. These questions are meant as examples of the types of questions an instructor might want to ask. Questions asked on the survey are relevant to the activities in their courses and modified as needed. The questions are concerning: (a) background questions; (b) measures of interest; (c) measures of confidence; (d) opinions about work; and, (e) evaluations of the course and its elements as it impacts learning which is asked on the last survey. Surveys at Maleshi are administered in the very beginning of the semester and a second survey in the last week of classes. The more students who fill out the survey, the better it will be for assessment, so this is a required homework assignment, or completed in class at Maleshi. These surveys are summarized in the fact book, as well as the strategic planning book at Maleshi Community College. The student survey is used for course offerings, student services, improving educational environment,

learning outcomes, and improving instructions (Maleshi Community College Fact Book, 2009a). Example of part of the Student Survey for Assessment can be found in Appendix A.

First, measures of interest in subject area and course activities are all surveyed as well at Maleshi pertaining to the College Preparation Program. Scoring is done through strongly disagree as number 0 and strongly agree up to number 5. The interest area has do with understanding principles in certain courses, being able to advance in courses, pursuing careers, using the internet, working in groups to complete assignments, and using the computer to analyze data and understand course relationships. Second, confidence in student ability to understand course concepts, solve problems, how to succeed at the community college, use the Internet to retrieve information, and understand concepts through the use of a computer models. Third, opinions about working in groups such as: (a) working in groups has benefits over working individually; (b) I can learn more by working with others; and, (c) some people in a group always end up doing all the work; and, more questions asked. Fourth, feelings about computer technology are asked on the survey pertaining to computer programs and models to understand concepts. Questions are asked from a teacher's point of view, job careers expectancy in terms of technology, and computer frustrations (Maleshi Community College Fact Book, 2009a). Other questions pertaining to evaluation of the course can be found in Appendix B.

The survey is clearly labeled "Student Survey for the College Preparation Program" which relates to course work in terms of how challenging, how interesting, how much did you learn, how much control did you have over the pace at which you learned material, how much self-discipline did you require in this course, and concepts learned in this course will be useful to me later in the future. Moreover, the student's reaction to the professor in terms of doing a good

job of helping for understanding, clarity and distinction, and what was learned most and least within the course (Maleshi Community College Fact Book, 2009a).

The survey was linked to program courses and curricula, learning outcomes, services, proficiency, skills, ability of performance, knowledge, quality, and effectiveness of the student in different capacities and capabilities. The outcomes of the student survey are benefits or change for students during or after participating in program activities. The outcomes are related to skills, attitude, values, conditions, behaviors, and attributes. The information was geared to what students think, know, can do, how they behave, and what their conditions are in the courses. The outcomes in the survey specified action by the student which were observable, measurable, and student performance.

The assessment methods and measures are also indirect and direct because student opinions or thoughts were measured, as well as, learning experiences, perception of services received, and student learning outcomes. The assessment of the student survey was clear and concise (Maleshi Community College Fact Book, 2009a).

The survey (instrument) is available electronically, given as a handout in class, or by a counselor at Maleshi Community College. The student will be identified by name (username), student number, address on campus or off campus, and password. In the College Preparation Program, it is mandatory that all students complete a survey. The Office of Student Retention tracks these students for completion of all surveys. This survey serves as an assessment of the program for opportunities, change, and future growth for students (Maleshi Community College, 2009).

Program Three Year Assessment

This section of the paper captures a three year assessment plan for courses in the College Preparation Program Review at Maleshi Community College. In order to improve instruction, course offerings, create a positive educational environment, constant input is necessary with a plan. The assessment will be focused on student learning and development, service provision, and the student experience at Maleshi Community College through continual improvement of programs and services for three years. The assessment will not be used for personal decisions or program resource allocation decisions. Assessment will take place on a yearly basis for three consecutive years. It will include what is to be learned (knowledge, skill, attitude), what level of learning is to be achieved (criteria, standard), under what conditions the learning is to be demonstrated (environment, support), and what services are to be provided. Benchmarks, faculty input, processes, and student outcomes will be identified (Maleshi Community College Fact Book, 2009a).

Conclusion

The College Preparation Program at Maleshi Community College provides quality research-based instruction in the areas of reading, English, mathematics, science, and survival skills to underprepared college students. The student is viewed as the center of the learning process, and the College Preparation Program faculty members are committed to assisting students in achieving their educational goals while advancing their academic skills. College Preparation Programs are becoming part of the mission within community colleges, serving all types of students with diverse life experiences, to help them build firm academic and life careers. The research and understanding of a program review has been of great merits.

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Appendix A

Example of Part of the Student Survey for Assessment

Background Questions	
Gender:	_____Female _____Male
U.S. Ethnic Code:	
_____White (Caucasian)	_____Cambodian, Laotian, or Vietnamese
_____Other Asian or Pacific Islander	_____African American/Black
_____Hispanic/Latin American	_____American Indian or Alaskan Native
Intended Major:	_____Undecided:_____
Which of the following science courses have you completed in high school or college	
_____Biology	_____Chemistry _____Physics _____None
Which of the following mathematics courses have you completed in high school or college (check all that apply)	
_____Basic Math	_____Algebra _____Geometry _____Calculus
How many hours per week will you be working at a paid job this semester?	
_____None	_____1-5 _____6-10 _____11-15 _____16-20 _____21-30 _____31-40
Do you expect to have child care responsibilities this semester that will sometimes conflict with classes?	
_____Yes	_____No

(Maleshi Community College Fact Book, 2009a)

Appendix B

Evaluation of the Course

1. The (computer models/illustrations) that we used in this course had the following effect on my learning:

they made it harder for me to learn
 they had no effect on my learning
 they made it somewhat easier for me to learn
 they made it much easier for me to learn

1a. Please describe why you think this:

What impact did each of the following aspects of the class have on your learning?

Reading the text (study skills, math, English, reading, writing)
Doing the computer homework exercises
Participating in class discussion
Giving class presentations
Working on project

(Maleshi Community College Fact Book, 2009a)

How often did you have problems (accessing the course Web page, getting the visualization, information issues out in class, understanding models of information, coursework in general.

I never had problems
 I had problems early on, but they were resolved
 I had some problems throughout the semester
 I had lots of problems throughout the semester
 I had so many problems that I gave up and got my information another way

When you started this semester, did you expect working in groups to help you?

Yes No
Did working in groups help you?
 Yes No

(Maleshi Community College Fact Book, 2009a)

Appendix C

College Preparation Program

SECTION I _ GENERAL INFORMATION	
Program	College Preparation Program
College/School	Instructional Program/Maleshi Community College
Contact Person	Doris S. Hall
Date Submitted, Steps 1-3	November 14, 2011
Date Submitted, Steps 4-5	November 14, 2011
Date Submitted, Step 6	November 14, 2011

SECTION II_ INSTITUTIONAL MISSION/GOALS CONNECTION

Excerpt(s) Citing Linkage to University Mission Statement	The College Preparation Program (CPP) at Maleshi Community College strives to provide quality, research based instruction in the areas of reading, English, mathematics, science, and study skills to underprepared college students.
Excerpt(s) Citing Linkage to University Goal (s) Statements	The College Preparation Program strives for excellence in education and a scholarly environment in which inquiring minds may be nourished. Instruction will enable students to advance their knowledge of the discipline, to engage in research, and to pursue creative and practical applications.
Program Mission/Goals	<ol style="list-style-type: none"> 1. Increase skills, knowledge, and disposition in all disciplines of the CPP 2. Competence and instruction in courses, English, reading, writing, math, science, and study skills 3. Skills in synthesizing information and using MLA documentation 4. Ability to read and think critically 5. Broad knowledge of course work in the disciplines for CPP 6. Competence in technology for information literacy 7. Actions for self-improvement
Program Expected Outcomes	<p>CPP will be primarily assessed through their submissions to their portfolios each semester that they take a required major course. The number of submissions will be in direct relationship to the number of required courses that a student is taking each semester. Before submitting papers, students will be given a brochure explaining how the portfolio works and detailing the 1-5 scale (rubric) that will be used by scorers. Students will submit all work from the remediation program. The CPP program will foster an actively engaging and inclusive learning community based upon civility, trust, integrity, respect, and diversity in a safe, welcoming physical environment. The student will be expected to master subject matter, identify, prepare, do assignments, through direct and indirect measures</p> <p style="text-align: right;">(Maleshi Community College Fact Book, 2009a)</p> <ol style="list-style-type: none"> 1. CPP students will be expected to have personal growth and responsibility. 2. Students in English 095 will demonstrate the ability to write an effective argumentative based essay. 75% of students will score 75% or higher on a final exam essay. 3. Math students will be able to correctly simplify algebraic expressions.

SECTION III_FAMOUS SIX STEPS		
EXPECTED EDUCATIONAL OUTCOME #1		
Step 1	Formulate Outcome	For each semester, the student demonstrate skills, attitude change for the positive, knowledge, and competencies in English, Math, Science, Study Skills, and reading/writing essays.
Step 2	Ascertain Criteria for Success	Direct Measure(s): 80% of the submitted assignments will earn an average score of 3.5 or higher on the 5-point scale from test and examinations. Indirect Measure(s): 80% of the students surveyed on the Semester Survey of CPP will report "satisfied" or "very satisfied" with submitted essays.
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	Direct Measure(s): Percentage of students who earn an average score of 2.5 on all course work related to the CPP curriculum. Indirect Measure(s): Percentage of students who report "satisfied" or "very satisfied" with their work.
Step 4	Observe and Summarize Results	Direct Measure(s): Only 60% of the submitted essays earned an average score of 2.5 or higher Indirect Measure(s): 80% of the surveyed students indicated that they were satisfied/very satisfied with their essays, math problems, skills developed in English, science, reading, and writing.
Step 5	Use of Results for Improvement (Implemented)	The direct measure results indicated that CPP students were not performing at the expected level. Because the indirect measure indicated that students thought that they were doing well, this was a major area to be addressed. All professors of required major courses in CPP met and formulated changes within course content to focus on the qualities of the objectives of each course. Professors decided to identify students in their classes with weaker skills and require their attendance at three tutoring sessions at the Student Support Center.
Step 6	Strengthen Program Action Plan	All CPP teachers will meet to review the curriculum for to consider changes. The Support Center will develop workshops to help students prepare work for submissions and will continue to offer individual help on an appointment basis. One professor will be given release time to coordinate planning, scoring, and reports as well as monitoring individual student progress through work assignment and other responsibilities designated by faculty in courses.

SECTION III_ FAMOUS SIX STEPS		
EXPECTED EDUCATIONAL OUTCOME #2		
Step 1	Formulate Outcome	
Step 2	Ascertain Criteria for Success	Direct Measure(s) Indirect Measure(s)
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	Direct Measure(s) Indirect Measure(s)
Step 4	Observe and Summarize Results	Direct Measure(s) Indirect Measure(s)
Step 5	Use of Results for Improvement (Implemented)	
Step 6	Strengthen Program Action Plan	

SECTION III_ FAMOUS SIX STEPS		
EXPECTED EDUCATIONAL OUTCOME #3		
Step 1	Formulate Outcome	
Step 2	Ascertain Criteria for Success	Direct Measure(s) Indirect Measure(s)
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	Direct Measure(s) Indirect Measure(s)
Step 4	Observe and Summarize Results	Direct Measure(s) Indirect Measure(s)
Step 5	Use of Results for Improvement (Implemented)	
Step 6	Strengthen Program Action Plan	

SECTION III_FAMOUS SIX STEPS		
EXPECTED EDUCATIONAL OUTCOME #4		
Step 1	Formulate Outcome	
Step 2	Ascertain Criteria for Success	Direct Measure(s) Indirect Measure(s)
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	Direct Measure(s) Indirect Measure(s)
Step 4	Observe and Summarize Results	Direct Measure(s) Indirect Measure(s)
Step 5	Use of Results for Improvement (Implemented)	
Step 6	Strengthen Program Action Plan	

SECTION III_FAMOUS SIX STEPS		
EXPECTED EDUCATIONAL OUTCOME #5		
Step 1	Formulate Outcome	
Step 2	Ascertain Criteria for Success	Direct Measure(s) Indirect Measure(s)
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	Direct Measure(s) Indirect Measure(s)
Step 4	Observe and Summarize Results	Direct Measure(s) Indirect Measure(s)
Step 5	Use of Results for Improvement (Implemented)	
Step 6	Strengthen Program Action Plan	

(Maleshi Community College Fact Book, 2009a)