FROM: Student Access & Success Committee

RE: Student Access Data from Program Reviews

One of the charges of the SAS Committee is to review Program Reviews and provide feedback not only to the disciplines but also to PRAC. Specifically,

_The committee will analyze the student access and success sections of the full Program Reviews in order to determine trends, provide supporting materials, and inform PRAC decisions related to resource allocations._

What follows is a summary of access- and success-related items from the 2013-14 program reviews and SAS recommendations relating to identified themes.

**Summary of 2013-2014 Program Review Access & Success Sections**

A number of themes are evident in the submitted Program Review documents. These include:

1. Student Preparation—College-Ready Behaviors
2. Student Preparation—Math
3. Student Preparation—English
4. Transportation

These themes closely mirror themes in the 2012-13 Program Review documents.

**1. Student Preparation—College-Ready Behaviors**

As one faculty member states, “Students who don’t succeed often struggle with writing skills and expressing higher level thinking and problem solving.” This concern is expressed repeatedly in the Reviews and illustrates the connection between effective writing and other skills necessary to succeed in the college setting: “There is a strong correlation…”
succeed often struggle with reading (see Themes 1 & 3), electronics and math. The ACRT program has “created a Career and Automotive math class which helps students learn the necessary math and reading skills to succeed in Automotive programs.” Given widespread research that shows alternative approaches to math preparation for non-STEM (and particularly CTE) students can be highly effective at helping these students reach their academic goals, this course should be considered by the Developmental Math Task Force in their research and subsequent recommendations. Developing consistent, applicable math (and writing) instruction designed around CTE-related content could have a positive impact on students in a variety of programs, beyond just ACRT.

**SAS recommendation:** Integrate existing efforts into the institutional approach to developmental math being formulated by the Developmental Math Task Force in concert with the Math Department, BSI, and others.

3. **Student Preparation—English**
Several Reviews pointed to writing and comprehension issues as barriers to student success. In addition to those referenced in Themes 1 & 2 above, Court Reporting echoed sentiments about English preparation with a number of other programs, stating, “Students who do not succeed in our program often struggle with English proficiency. These are students who received insufficient preparation in English grammar, vocabulary and sentence structure in their prior education.” Suggestions include requiring students to complete English 92 or 98 as a prerequisite to program entry. This may or may not be advised, but clearly more discussion about effective assessment, placement, and preparation for programs needs to occur in the coming year.

**SAS recommendation:** Support efforts currently being formulated, including the ‘COM Academy’ concept submitted to PRAC via program review this spring.

**SAS recommendation for Items 1-3:** Many discussions relating to basic skills, developmental math and English, college skills, and how to effectively serve the many students who come to COM less than fully