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Program Review
Form for External Review Committee

Instructional

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Form ID
113
Division
Business
Department
Computer Information Systems
Program
CIS
Review Year
2005-2006
Member Names
Division Overview
<u>Program/Department Purpose</u>
State the purpose of the program/department. How is this purpose within the mission of Amarillo College? The Computer Information Systems (CIS) Department is strategically located as an integral part of the Amarillo College Business Division.

Through its class offerings, the department provides a number of educational programs. Specifically, a one-year Certificate of Completion in Computer Information Systems, five two-year Associate in Applied Science degrees structured to mirror different strategic segments of the business community, and a wide range of Continuing Education and Workforce contract training opportunities. The mission of Amarillo College, as stated in its present Board Policy Manual and other supporting documents is to provide educational programs, services, and resources for the residents of Amarillo and its surrounding area. With fundamental principals affirming the value of education, excellence in teaching and learning, and the worth and dignity of each individual, the College emphasizes high academic standards, life-long learning, and quality education in its mission to be an exemplary community college. The CIS program is totally integrated within the stated objectives of the overall mission of Amarillo College. Innovation, excellence, and leadership receive particular emphasis as the department strives to build and maintain exemplary instructional classes in computing. The total program is dedicated to the concept of providing a system of curriculum management, an unequaled level of

measurable quality and productivity in the delivery of Information Technology topics responsive to the values and needs of the college service area; providing an advanced learning environment, opportunity, and experience for each student to perpetuate and advance in society; providing a planning and control system to promote improved processes; and providing an environment in which greater goal congruency with other campus departments is achieved. To fulfill the mission of this program the following goals are compatible with the current Amarillo College Strategic Plan Goal I, which as stated, is to develop responsive programs and courses to meet documented community needs. 1. Provide programs leading to associate degrees and certification in university parallel and occupational technical areas. 2. Provide courses and programs to enhance occupational skills and to meet community employment needs. 3. Provide courses and programs to broaden awareness and enrich personal development. 4. Participate in community research and economic development. The Department's commitment to the student and the surrounding community is evidenced by the preceding. Specifically, the comprehensive CIS education curriculum offered at Amarillo College is structured to enhance the

individuals present knowledge of information technology, build upon background experience, and broaden overall competencies and content of subject matter. Classroom instruction, hands-on laboratory experience and extracurricular activities play a role in constructing a framework which supports these educational goals.

**Does the answer include a purpose statement for the program/department?
Does the answer indicate how this program/department is within the mission of Amarillo College?**

Acceptable

Comments: This seems a bit wordy. Abbreviation of AC and CIS could be used after the first use. The educational programs listed could be part of the sentence prior by using "including" instead of starting a new sentence with "Specifically". The phrase "as stated in its present Board Policy Manual and other supporting documents" could be eliminated. The section starting "To fulfill the mission" can be revised to streamline the information. Use lower case on information technology since it does not refer to a specific program.

When was the last time the program's/department's purpose statement was

reviewed/revised by faculty and staff in the program/department?

The last official program review was 2001.

Unofficially it is reviewed annually in preparing for the Department's Planning and Evaluation Tracking (PET) form submission.

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

This question only asks when the last time the purpose statement was reviewed and the answer fulfills that information.

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

The mission of the Computer Information Systems (CIS) Departments Continuing Education (CE) activity is to provide classes to enhance educational and occupational skills to members of the Amarillo area community and to meet the needs of local business and industry.

To accomplish that goal the CIS program provides classes to expand computer awareness for all individuals, enrich personal development and lifelong learning and to support the overall mission of Amarillo College by providing community education services and resources for the surrounding area.

Does the program/department offer continuing education credits? Does the answer indicate how these courses are consistent with the mission of Amarillo College?

Acceptable

Yes.

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

Refer to the College Admissions Policy.

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?

Acceptable

N/A

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

N/A

How many years are in the accreditation cycle?

How many years are in the accreditation cycle?

Acceptable

N/A

When were the accreditations affirmed or granted?

When were the accreditations affirmed or granted?

Acceptable

N/A

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)?

Acceptable

N/A

If not required, is the program eligible for accreditation?

Acceptable

N/A

Has this program/department sought accreditation even though it is not required (e.g. yes; If no, explain)?

Acceptable

N/A

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

N/A

What approval schedule is required by the external approver(s)?

Was the approval schedule required by the external approver(s) identified?

Acceptable

N/A

When did the program/department last receive approval?

When did the program/department last receive approval?

Acceptable

N/A

Is the reason why the program/department is required to receive this approval clear?

Acceptable

N/A

Improvements

Identify at least one example of an improvement/revision which resulted from the annual PET forms for the last five years

The constant required changes and/or upgrades of the Computer Information Systems (CIS) course curriculum is consistent with the PET form goal to maintain as current a program as possible. With any program as dynamic and growing as Information Technology (IT) this is a never-ending situation.

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?

Unacceptable

An example of improvement is needed.

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

The 2001 CIS Program Review recommended

that the Amarillo College CIS Department engage in an institutional level campaign to publicize its individual programs, particularly with minority youth. That goal has been successfully accomplished utilizing the dual-credit program as a vehicle for CIS faculty to regularly visit local high schools to explain the career opportunities available in the IT career field. Student participation in this program has grown, over the past 5 years, from 6 schools and 70-80 participants to 20+ schools with 300-400 participants.

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

Commendation

2. Improvements

Question:(B.) Identify at least one example of improvements/revisions which resulted from the last Program Review.

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?

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

This is a duplicate of the next question.

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 Amarillo College (AC) strategic plan through 2010 Goals 1, 2, 3 and 8 have been totally or partially accomplished by the CIS Departments

expansion of its online teaching program. Over the past 5 years no less than 11 individual CIS classes have been added to the AC inventory of online class offerings.

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

Corrections: **Department's** and spell out 5

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

Provide names and titles of those who determined the process used to assess outcomes of the program and/or courses in the department.

Robert Sloger, Chair, Business Division Duane D. Lintner, Chair, Computer Information Systems Department

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

Explain the primary reasons behind the competencies that were selected.

The following competencies in the 2004 PET form were selected to: 1. Provide quality technical preparation. 2. Maximize student success. 3. Guide students toward educational success. All of these competencies support the Amarillo College strategic plan.

Do the selected competencies appear to be valid?

Acceptable

Comment: No link provided to the PET form.

Identify the primary reasons for the assessment

tool(s) selected.

The assessment tool used to validate the 2004 PET form competencies were the data tables for graduates and majors. This graduate survey was also used to record responses from recent graduates relative to their level of preparation for the workforce or continuing on with their education at a four year institution.

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

Acceptable

Yes

Evaluate the assessment approaches to date. The AC graduate survey verify's the success of the stated goal statements.

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

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.

Based on the graph illustrating Enrollments in the CIS Department by Academic Year there is a

definite downward trend from a high of 2726 enrollments in 2002 to a low of 2399 enrollments in 2006. This trend is one experienced by every academic IT program in the country. The Dot Com bust of the early part of the century created a pool of unemployed IT professionals and devastated academic computer initiatives. Whole programs were cancelled and a 30 % decrease in IT enrollments at any given college was not unusual. Fortunately the industry has recovered and the future appears very positive.

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

What changes have been made in the curricula of the program/department because of the analysis of these results?

Curriculum revisions were initiated and accepted in 2001, 2002, 2003, and 2004. The Information Technology (IT) industry is one where dramatic innovation and/or change are a day-to-day,

hour-by-hour occurrence. The ability to keep up with the constant parade of new improved products and revolutionary concepts is in itself a terrible burden and one that separates the truly advanced CIS program from those that are not as successful.

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

Acceptable

Curricula revisions were made in successive years in response to the decline in enrollment.

Review the five-year graph(s) of course completions for the program/department. Explain any increase or decrease that is more than a one-year anomaly.

The yearly CIS Department course completion rate remained fairly steady from 2002 thru 2003, with recorded percentages of 72% and 74%. In 2004 the course completion rate dropped to a low of 64% and then in 2005 and 2006 rebounded to a level of 67%. In a career field as dynamic as CIS fluctuations of this magnitude are fairly common and primarily mirror changes/innovations in the IT market. During the indicated period (2003-2004) CIS telephone

surveys indicated an accelerated movement of AC students to four year institutions and/or full-time employment opportunities

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

Correction: A period is needed at the end of the last sentence.

Comment: No plan of action shown here.

Provide the program's/department's plan of action for improving any identified problem or results from the implementation of the plan of action.

Curriculum revisions were initiated in both 2003 and 2004. The Information Technology (IT) industry is one where dramatic innovation and/or change are a day-to-day, hour-by-hour occurrence. The ability to keep up with the constant parade of new improved products and

revolutionary concepts is in itself a terrible burden and one that separates the truly advanced CIS program from those that are not as successful. Changes to the aims and purposes of the Amarillo College CIS program are based totally on feedback from students, faculty/administration, and IT professionals; by performance on comprehensive professional examinations; and as necessitated by growth and expansion of the program.

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

Acceptable

The department is using methods that should result in more completers, but the actual outcome remains to be seen.

Does the program/department provide for alternative methods of awarding credit?

Tech-Prep Credit for Experience

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

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).

Students are required to complete the General Education Requirements (15 hours required) as listed in the college catalog: Freshman Composition I, ENGL 1301; Humanities (3 credit hours); Math, MATH 1324; Speech, SPCH 1315 and Economics, ECON I.

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

Explain how outcomes for the competencies have been assessed and achieved and provide links to the documentation.

Amarillo College is in the process of developing

competencies and a process of measuring these competencies according to the Institutional Portfolio Model. These competencies will include math, critical thinking, communication, aesthetics, ethics, and diversity. Committees are currently meeting to develop competency criteria with plans to test them in the Spring of 2007. In the interim to appraise overall program effectiveness, there is a specific set of criteria by which measurement of each element is possible. First, individual faculty members are evaluated by both his/her superiors and students relative to job performance. This step is important in gauging classroom performance, contributions to the College, and professional growth. Second, the CIS program has a large, very active Advisory Committee made up of IT professionals from a wide variety of small, medium sized, and very large, public and private organizations within our service area. These corporate executives and subject-area professionals have contributed their expertise, experience and suggestions, over a number of years, with the intent of maintaining the Amarillo College CIS program as one of the most up-to-date, responsive, quality learning/teaching endeavors in the United States. This program will continue to rely on the good nature and civic responsibility

of these participants by tracking employer response to the quality of the individual student our program produces. Third, our students play a crucial role in helping determine where and when change is required. As part of Amarillo College policy, students assess instructor performance and course effectiveness at the close of each fall semester by completing documentation, which contains a series of evaluative segments. Student evaluations are recognized as an invaluable assessment tool with results being taken seriously by both faculty and administration alike. Fourth, the Texas Higher Education Coordinating Board presents still another opportunity for feedback as they monitor the activities of all technical education programs.

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?

Acceptable

Comments: No links provided. Amarillo College can be abbreviated to AC after the first use.

Outline a plan for correcting any weaknesses.
The process of self-evaluation conducted for and

by the program seems to be effective in determining the necessary constant change and updating required by the market place. Input is accepted from all reputable sources and is always welcome. There is an open door policy practiced by all CIS faculty where input is desired, appreciated, and deemed necessary. Students have always responded to this procedure in a very positive fashion and share freely their classroom experiences, both positive and negative.

If assessment results and analysis are included, is there a plan for correcting any weaknesses included?

Acceptable

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?

Acceptable

No certification or licensing is required.

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?

Acceptable

N/A

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?

Statistical data for job placement and/or transfer to a four year institution is available for a three year period only (1999-2002). During that period graduate job placement fluctuated from a high of 100% to a low of 93%, with an average of 95%. Considering the volatility of the IT industry this is an outstanding result that can only be attributed to an industry accepted IT 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)? If not, what is missing?

Not required.

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?

Acceptable

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)?

Acceptable

N/A

Curricula

Does the program/department have affiliation(s)/agreement(s)/contract(s) with any other entity for the purpose of delivering instructional content?

yes

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.

The contract with BWXT Pantex to provide Computer Software Training is advantageous to both parties. It provides support to a local organization and is appropriate to the Amarillo College mission.

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?

Unacceptable

Comments: No indication that AC maintains responsibility or that the quality is ensured. No schedule for review is listed. The answer to Continue As Is should only have the first word capitalized.

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

other

37. The Information Technology (IT) industry is one where dramatic innovation and/or change are a day-to-day, hour-by-hour occurrence. The ability to keep up with the constant parade of

new improved products and revolutionary concepts is in itself a terrible burden and one that separates the truly advanced CIS program from those that are not as successful.

Which steps in the curricula change process had faculty involvement prior to submitting the curricula proposal(s) to the Academic Affairs Committee?

All CIS Department faculty participate in curriculum revisions and initiating new programs

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 number of curricula changes is not indicated, but the involvement of all faculty shows responsibility.

Comment: A period is needed at the end of the last sentence.

Is any program within the department a technical program (e.g. AAS or certificate)?

yes

When was the last Advisory Committee meeting?

January 15, 2004

Provide a link to the minutes of the last Advisory Committee(s) minutes in the Electronic Archives.

http://www.actx.edu/archives/files/uplink/Computer_Information_Systems_Advisory_Committee_Minutes_011504.pdf

Provide a link to the appropriate committee membership of the Advisory Committee(s) in the Electronic Archives.

http://archives.actx.edu/pdf/members/cis_list.pdf

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?

Acceptable

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?

Acceptable

Membership is broad enough.

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.

If so, provide the faculty and staff analysis of their assessment of the problem.

The CIS Department has experienced a moderate change in the number of students enrolled (headcount). The average enrollment for the last five years was 2677 students with the last two years headcount being 2590 and 2518 respectfully. These are extremely encouraging numbers given the volatility of an IT industry just recovering from a serious market interruption. The average number of students per CIS faculty member per section mirrored that moderate change. In 2002 thru 2004 the counts were 14.6, 14.7, and 14.2. In 2005 the count dropped to 12.7 then rebounded to 13.7 in 2006.

The CIS course completion percentage remained fairly strong from 2001 thru 2003, with recorded percentages of 73%, 72% and 74%. In 2004 the course completion rate dropped to a low of 64% and then in 2005 and 2006 rebounded to a level of 67%. In a career field as dynamic as CIS fluctuations of this magnitude are fairly common and primarily mirror changes/innovations in the IT market.

Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics?

Acceptable

Create an action plan for needed improvement and commendation for any dramatic improvement.

Curriculum revisions were initiated in both 2003 and 2004. The Information Technology (IT) industry is one where dramatic innovation and/or change are a day-to-day, hour-by-hour occurrence. The ability to keep up with the constant parade of new improved products and revolutionary concepts is in itself a terrible burden and one that separates the truly advanced CIS program from those that are not

as successful. Changes to the aims and purposes of the Amarillo College CIS program are based totally on feedback from students, faculty/administration, and IT professionals; by performance on comprehensive professional examinations; and as necessitated by growth and expansion of the program.

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?

Unacceptable

Comment: What is the action plan?

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

For programs/departments with majors, review the graphs of program majors and the number of new majors by year.

Provide an analysis of the program's/department's faculty and staff assessment of the problem and an action plan for

needed improvement and commendation for any dramatic improvement.

Based on the graph illustrating "Headcount by Program by Academic Year" there is a definite downward trend of a high of 920 CIS majors in 2002 to a low of 359 CIS majors in 2006. This trend is one experienced by every academic IT program in the country. The "Dot Com" bust of the early part of the century created a pool of unemployed IT professionals and devastated academic computer initiatives. Whole programs were cancelled and a 30% decrease in IT enrollment was considered normal. To correct this trend the CIS department has instituted the following initiatives. 1. Curriculum revisions are being studied and initiated. 2. New recruiting techniques are being reviewed. 3. Advisory Committee suggestions are being incorporated into future Department plans. 4. Market place innovations are being studied for emerging career fields.

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?

Acceptable

Resources

Review the five-year graph(s) of the student-to-faculty ratio in the program/department.

Explain any increase or decrease that is more than a one-year anomaly.

The CIS Department experienced a moderate change in the number of students per faculty member per section. In 2002 thru 2004 the counts were 14.6, 14.7, and 14.2. In 2005 the count dropped to 12.7. A major contributing factor could be the limited seating capacity of our computer labs. (18 per classroom). The dramatic increase in online and dual-credit classes also could dilute the ratio.

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

Provide an action plan for improvement of any identified problem.

Increase enrollment through development of classes in the "Emerging Technology" area is the most expeditious way to rapidly increase this ratio.

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?

Acceptable

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.

All full-time and supplemental CIS faculty meet SACS and THECB faculty guidelines.

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

List the names and the last date for all full-time faculty evaluations based on the schedule indicated in the Faculty Performance Review (FPRP).

Bratcher(2006), Buse(2006), Carver(2006), Deckard(2005), Dunn(2005), Fite(2006), Hyndman(2005), Lintner(2005), Murray(2006), Pickle(2006), Root(2006), Prabhakar(2006), Usnick(2005), Vernon(2005)

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

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 CIS Faculty

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

N/A

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

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.)

Reserve collection Reference collection

Tutorials/guides Classroom instruction Proprietary databases Electronic journals Meeting services

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

Which two or three collection/resources/services should be improved to support Amarillo College's mission regarding teaching and service?

Peer tutoring, Keep current CIS texts at the reserve desk.

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

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

N/A

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 CIS Department teaches all the current software packages. There usually is some lag time between the release of a new product and course preparation. The CIS Department maintains the following open lab time. Monday thru Thursday (7AM to 10PM), Friday (7AM to 6PM), Saturday (8AM to 6PM), Sunday (12PM to 6PM)

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

Comment: Typo on the hours for Friday.

What improvements would ensure that students use technology?

Current computer equipment, scanners, printers, projectors and "smart" boards.

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

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

No.

What changes need to be made to prevent violations of this nature?

Acceptable

None

Which support services need to be strengthened to better serve students in this program/department?

Division Counselor, Peer Tutoring

Explain what aspects of the services need to be strengthened.

Fill vacant Business Division Counselor. Attract more peer tutors.

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

Acceptable

Yes

Describe any indicators or problems that prevent a healthy, safe and secure environment for the students, faculty and staff of this program/department.

None.

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

Describe any indicators or problems that hamper adequate physical facilities, both on and off campus, to meet the needs of the program/department.

An upgrade to the Byrd Business Building is in order (elevator, rest rooms, heating/air conditioning, etc.)

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

All are significant.

Budget

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

All of the computers, projectors, printers and other assorted IT equipment used in the CIS, Continuing Education, and prison program computer labs was purchased using Perkins funds.

Have any of this program's/department's outcomes resulted in budget requests to date? If not, why not?

Acceptable

Comments: Perkins funds were used, so no department budget requests were necessary
Program is misspelled.

Project the program's/department's strategic initiatives for the next five years based on the program's/department's outcomes.

The CIS Departments strategic initiative is to increase enrollment. Long-term recruiting of students will be accomplished through participation in various programs such as Tech-Prep, Dual-Credit, etc. Short-term recruiting will be accomplished through speaking engagements, high school career days, as well as social and

professional contacts established and carried out by individual faculty members. Additionally a letter from the department chair position, along with a brochure, is sent to each student requesting additional information about the CIS program. With these planned recruitment efforts in place it is anticipated that additional short-term recruiting will be derived from students already enrolled in the program.

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

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?

Unacceptable

No reference to what documents have been published.

IF anything appears to be inaccurate, identify the apparent violation.

Does the program/department publish any documents (electronic or paper) with references to SACS accreditation?

yes

Are the references in compliance with SACS approved statement?

yes

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 404-679-4500 for questions about the accreditation of Amarillo College.) IF any references are inconsistent, identify all documents with the inconsistent reference(s).

Unacceptable

No documents listed.

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?

Other

State any additional comments/concerns which may impact this program/department during the next five years.

Lack of additional trained faculty. Keeping up with emerging technology.

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

Conduct necessary training classes.