Program Review

Form for External Review Committee

Instructional

Amarillo College

Form ID
117
Division
Business
Department
Office Administration
Program
3 degrees & 2 certificates
Review Year
2006-2007
Member Names
Division Overview
Program/Department Purpose
State the purpose of the program/department. How is this purpose within the mission of Amarillo College? The Office Administration Department in the Business Division of Amarillo College provides educational, occupational, and technical training programs, services, and resources

for students and businesses in Amarillo and the surrounding area. Exhibiting principles affirming the value of education and the worth and dignity of individual students, the department emphasizes excellence, innovation, and leadership in its mission to be an exemplary Department at Amarillo College. The mission of the Office Administration Department directly parallels the mission statement of Amarillo College (Goal VI) since our programs directly enhance the quality of life for certain population groups in our area.

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
Commendation
Purpose is well stated, but the AC mission statement Goal VI could be spelled out.

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 PET form and purpose statement was completed in the 2004-2005 academic

year. Since that time, major departmental changes have occurred. A new era in the Office Administration Department began in Fall 2005 when the three full-time faculty members retired and a new Program Coordinator was selected. The new leadership, Gay Mills and Debbie Bailey, evaluated the mission statement and purposes of the department. During summer 2006,they evaluated curriculum programs at similar community colleges in Texas and are in the process of updating and revising the program course offerings. Changeshave beenbased on current needs indicated by area businesses, Advisory Committee members, graduates, and current students.

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
Commendation
Review is documented and elaborated upon

with coordinator names and dates of revisions.

If the program/department offers continuing education credits, how are these courses consistent with the mission of Amarillo College?
Several academic courses are linked with continuing education classes to provide opportunities for specific skill development to employees in the Amarillo area. Many have already earned degrees but desire improved skills in certain areas such as keyboarding, etc. Other students are non-degree seeking but desire the knowledge our courses provide and register through the continuing education 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

A list of courses or a link to the online schedule would be helpful.

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
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?
Unacceptable
N/A
N/A should be the response.
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
How many years are in the accreditation cycle?
How many years are in the accreditation cycle?
Concern

N/A should be the appropriate response.

When were the accreditations affirmed or granted?

When were the accreditations affirmed or granted?

Concern
N/A should be the appropriate response.

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)?

Concern
N/A should be the appropriate response.

If not required, is the program eligible for accreditation?

Concern
N/A should be the appropriate response.

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

Concern

N/A should be the appropriate response.

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?

Concern

N/A should be the appropriate response.

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

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

Concern

N/A should be the appropriate response.

When did the program/department last receive approval?

When did the program/department last receive approval?

Concern
N/A should be the appropriate response.

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

Concern
N/A should be the appropriate response.

<u>Improvements</u>

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

The first goal listed on the 2004-2005 PET form is Maximize student success. While the number of students graduating from the program decreased from 2000-2003, we are now seeing an increased number of students enrolling and completingtheir plans of study. The headcount increased from 206 students in 2004 to 236 students in 2005, and enrollment increased from 675 in 2004 to 724 in 2005 (and we believe even higher in 2006). The Office Administration Advisory Committee isreferenced on the PETformas a

resource to determine if our departmental curricula meets industry standards. In 2005-2006, a new group of professionals were asked to invest their knowledge and expertise as an Advisory Committee to assist us in curriculum revisions and updatesand withmarketing and recruiting. They provided many good suggestions that we are implementing.

This process ensures that we are in compliance with Goal I of the AC mission statement:"Develop responsive programs and courses to meet documented community needs."

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?

Acceptable
Concern
Well stated, but a link to the PET form would

be most helpful in determining specifics on improvements and revisions.

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

Several improvements havebeen implementedsince the prior Program Review in 2001:

1. New, creative methods of instruction have been implemented toattract new students. In Spring 2005, we offered 2 classes to students in Hereford and Dumas via the ITV Room (PH208). Although enrollment in Hereford and Dumas was disappointing, we were able to advertise our programs in those areas. The departments first online course, Legal Terminology, was first offeredin Summer 2003. We are now offering three online courses, with another course being developed for Spring 2007. Our goal is to add one online course each semester until appropriate courses are available through online delivery.

2. Our Advisory Committee membership was revised and now represents a variety of business areas and expertise. A list of committee members is available

(http://archives.actx.edu/pdf/members/office_admin01.pdf).

3. Marketing these programs was a concern expressed in the last Program Review. Last year we updated our brochure (with Carol Moores assistance),our department webpage is designed to attract students and provide information to current students, and our online syllabi are now current. We are regularly visiting high schools and working with Panhandle Worksource to attract new students.

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

Identify all the delivery approaches used for courses within this program/department: (Select all that apply.)
traditional classroom, web, ITV,

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

The Office Administrations does appear to be in a position for growth by the implementation of a variety of course delivery systems and preparations for increasing the number of course sections.

A link to the Strategic Plan would be helpful as well.

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.

One of the core purposes of ACs Strategic Plan is to improve the quality of lives through learning. The driving force behind our programs is to provide skills that lead to better job opportunities for our students.

Goal 1, Strategy 1.1: Target degree and workforce programs for online delivery. Legal Terminology has been offered online since Summer 2003. Business Math and Machine Applications was first offered in Summer 2006 (developed Spring 2006). A third course, Business English, was offered for the first time in Fall 2006. Our first skills course, Document Formatting and Skillbuilding, is currently being developed and will be offered as a web course in Spring 2007. We plan to continue offering the online method of delivery to accommodate students, especially those who work full-time jobs, those who have young children, and those who commute to Amarillo.

Goal 8, Embrace technology to improve operating efficiency and student learning. We

are proud of our 2 labs that house 38 computers with Microsoft Office 2003 available for our students. Thanks to Carl Perkins funding, we replaced our printers with newer laser printers last year.

Strategy 8.1: Expand learning through technological innovation and delivery. We offeredtwo courses through ITV delivery method in Spring 2006. We linked our Amarillo students with students in Dumas and Hereford. We were disappointed that enrollments in Dumas and Hereford were small, and students in Amarillo did not embrace the new delivery method. Becoming familiar with the equipment was a challenge, but unexpected transmission delays, locked classrooms at other campuses, lack of audio, etc., led to the decision that our students are best served through other methods of delivery. We have offered traditional courses both in Dumas and Hereford; so far, without success.

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

Commendation

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

Acceptable

See previous statement.

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

Before Fall 2005: Delores Behrens, Professor and Department Chairman; Jan Brister, Professor; Marge Garner, Professor.

Fall 2005-Present: Gay Mills, Associate Professor and Department Chairman, andDebbie Bailey, Instructor

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

Concern

Is this the complete list of faculty ? Are ther other AC staff that should have input ?

Explain the primary reasons behind the competencies that were selected.

The following competencies in the 2004 PET form were selected to:

A. Maximize student success.

B. Guide students toward educational success.

C. Provide quality technical preparation.

All of these competencies support ACs Strategic Plan.

Do the selected competencies appear to be valid?

Unacceptable

Concern
The reasons are listed but not explained in this area.

Identify the primary reasons for the assessment tool(s) selected.
The main assessment tools in the 2004 PET form were data tables for graduates and majors. The graduate survey was also used to record responses from recent graduates about their levels of preparation for the workforce and to track the percent of graduates who were employed.

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

Acceptable
Concern
Concern will not uncheck after accidentally be checked (no Concern is listed)

Evaluate the assessment approaches to date.
The AC graduate survey effectively documents the results of the 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 Headcount by Program by Academic Year for all Office Administration plans of study, the graph indicates a downward trend through 2004, but there is an increase in 2005 (from 206 students in 2004 to 236 students in 2005). Based on the table, Course Completion by Department by Academic Year 2001-2005, the percent of increase in students' grades A-C is significant: from 69.85% in 2001 to 78.87% in 2005. The years 2002-2004 saw very small increases in grades A-C.

The link to Course Completion by Departmentby Academic Year 2001-2005 is http://sites.actx.edu/~iresearch/progrev04-05/coursecompletionbgraph.htm.

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 Concern Concern will not uncheck after accidentally be checked (no Concern is listed)
What changes have been made in the curricula of the program/department because of the analysis of these results? Enrollment in Office Administration courses is stable, but the world of secretaries and administrative assistants is changing. Additional technical skills are now required of our graduates, so we are requiring additionalcomputer applicationcourses, specifically database software (Microsoft Access), spreadsheets (Microsoft Excel), and Computer Fundamentals in all plans of study. Because shorthand and notetaking skills are not in demand, we are replacingShorthand/Notetaking IIwith a more relevant course (we are recommending Administrative Office Procedures II).
Have any changes been made in the curricula because of the analysis of

these results?

Acceptable

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 percent of majors completing the Office Administration programs, with grades of A-C, varied from a low of 69.85% (2001) to a high of 78.87% (2005). The middle years, 2002-2004, ranged from 75.04% to 74.36%.

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

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

We have made a commitment to review students' progress in courses and notify them

if their grades are in jeopardy. We are also offering more scheduling choices, such as Fall Too, and we are utilizing non-traditional classtimes (7:30 a.m., 12:00 noon, 5:30 p.m.).These are designed to meet student needs.

We also advise our students each semester before they register for classes. This provides an opportunity tocheck student progress andto offersuggestions.

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

Acceptable

Does the program/department provide for alternative methods of awarding credit? Tech-Prep Credit by Exam Credit for Experience

Has the program/department provided for alternative methods of awarding credit? If not, which alternative methods would be recommended?

Tech-Prep,Credit by Exam

What approaches are used to assure outcomes are comparable to those expected of students who enrolled and completed the

course?

N/A

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).

All degree-seeking students must complete 12 hours of general education courses, as approved by the Academic Affairs Committee. These General Educationcategories follow:

Freshman Composition I -- 3 hours

Communication -- 3 hours

Mathematics/Natural Sciences -- 3 hours

Humanities/Fine Arts -- 3 hours

Social and Behavioral Sciences -- 3 hours

Students are required to choose courses from thelist thatmeetgeneral education competencies.

The electronic link to this information is located at http://www.actx.edu/programs/index.php?module=article&view=53&MMN-position=67:67

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.

AC is in the process of developing competencies and the process of measuring the 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 totest them in Spring 2007.

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

Outline a plan for correcting any weaknesses.

We will begin analyzing datawhen the Institutional Portfolio Model is completed.

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

N/A

NA should be the response and

accertable a\or unacceptable will not uncheck

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?

Unacceptable

N/A

NA should be the response and accertable a\or unacceptable will not uncheck

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?

Based on the 3-year placement rate noted in Measure 6--Employment and Education Outcomes (source: Automated Student and Adult Learner Follow-up System and CB116 Supplemental Follow-Up, 1999-2000, 2000-2001, 2001-2002), Office Administration has a 96.92% placement rate/successful outcome. Out of 48 graduates, 47 of them had successful outcomes.
https://www1.thecb.state.tx.us/apps/perkins/perkins2006/annapp/va_self_prog.cfm

This report is attached.

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?

We do not see a need for improvement (we are proud of the 96.92% placement rate).

Currently, it is difficult for us to identify problems and create a plan of action withoutessential data.We recommend thatthe departmentsreceive timely information from the graduate and placement surveys.

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

Concern

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)?

Unacceptable

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

Concern

There is no affiliation listed for the delivery of instructional content, but it is unclear whether there is one available. If there is an affiliation, there should be documentation, and if there is no affiliation, then a response determining that should be listed.

How many curricula changes were approved by the Academic Affairs Committee during the past five years?
1

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

From this point forward, all faculty members will have input into curricula proposals to the Academic Affairs Committee.

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?

Unacceptable

Concern

Faculty representation is documented, but not detailed as to their input. A listing of the faculty involved and the name of the program coordinator would be helpful in this section.

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

yes

When was the last Advisory Committee meeting?

April 25, 2006

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

http://archives.actx.edu/pdf/minutes

/office_admin5-12-02.pdf
Provide a link to the appropriate committee membership of the Advisory Committee(s) in the Electronic Archives.
http://archives.actx.edu/pdf/members/office_admin01.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
Concern
A working link to the minutes would be helpful as well as documentation if the Advisory Committee has met at least once a year.

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

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.

Based upon the comparison of the Headcount by Program by Academic Year, Enrollments in Departments by Academic Year, and Table 4G: Unduplicated Annual Count of Students Receiving Degrees and Certificates (attached), there was a significant decrease from 2001 to 2002. There was a slight decrease between 2002 and 2003, stabilized from 2003 to 2004; and we began to

see an increase in our enrollment during 2005 and 2006. Our department recognized the highest number of program completers in 2001 with decreases shown each year through 2005.

The link to Table 4G is http://sites.actx.edu/~iresearch/databook/dbtbl4g.htm

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

Acceptable
Concern

Create an action plan for needed improvement and commendation for any dramatic improvement.
Under new leadership, an air of excitement has been created in the Office Administration area. A significant increase was noted in the 2005 enrollment and headcount statistics. To continue this growth upswing, we plan to recruit extensively, promote a positive

learning environment, and offer courses that are relevant to the needs of the business community and approved by the OA Advisory Committee.

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?

Acceptable
Commendation
Enrollment, marketing, and recruitment are all addressed and appear to create a positive shift.

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

Acceptable
Commendation

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.

To correct the decrease in enrollment/majors/new students for Office Administration, we plan to do the following:

A. Recruit extensively

B. Update curriculum and plans of study

C. Stay current with industry needs (through input from a strong Advisory Committee andstudent/graduate surveys)

D. Increase number of graduates/completers through effective advising and relevant courses.

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

Commendation

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.

There is a noted decrease in student-to-faculty ratio from 2001 to 2002. However, the ratio has remained fairly steady from 2002 to 2005. Our department is unique because we

have a limited number of computer stations (18-20 per classroom) for skills classes. To promote instructional efficiency, we sometimes offertwo or threeclasses in the same classroom during the same time; i.e., Word Processing, Advanced Word Processing, and Desktop Publishing students meet in the same classroom under the direction of the same instructor. Introduction to Keyboarding and Keyboarding and Document Formatting also share a classroom, meeting at the same time with one instructor. This practice allows classes to make that might not otherwise.

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
Concern
The number of computer stations will limit the size of a class, but no

reference is made as to actual class size. (number of students per instructor)

Provide an action plan for improvement of any identified problem.
Our goal is to increase enrollment which will improve the student-to-faculty 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
Concern
A reference to the actual or average student to instructor ratio would be helpful in determination of the Action Plan's ability to increase student enrollment.
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 Office Administration 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

Commendation

There are no faculty listed as being deficient on SACS requirements.

List the names and the last date for all full-time faculty evaluations based on the schedule indicated in the Faculty Performance Review (FPRP). Debbie Bailey was last evaluated in 2005, andGay Mills was last evaluatedas an Assistant Professor in CIS by Duane Lintner in 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.
Camille Cargill, Carol Carter, Sharla Fowler, Della Lummus, Terry Mead, Linda Reed, and Bob Sloger are the current part-time faculty of Office Administration. Student evaluations were completed for all part-time faculty in Fall 2005 and Spring 2006. At this time, we plan to continue with the College's policy of conducting student evaluations during the Fall semester.

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

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 Circulating collection Reference collection Interlibrary loan Proprietary databases Circulating collection Other None

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?
It would be helpful if Office Administration periodicals and

references were maintained or increased. We would also appreciate library personnel keeping current Office Administration textbooks 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

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?
Students are taught software packages that are currently used in businesses. Our students are fortunate to be part of the Business Division, where they have access to computer labs7 days a week, and our Office Administration computer labs are open Monday through Thursday afternoons 12:00-4:00 p.m.

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

What improvements would ensure that students use technology?
Our classrooms need LCD projectorsfor computer presentations. Students would also benefit from upgraded computer equipment and scanners.

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

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

Acceptable

Which support services need to be strengthened to better serve students in this program/department?
We appreciate having a Divisional Counselor assigned to the Business Division and housed in our building.
Students appear to be satisfied with support services.
Explain what aspects of the services need to be strengthened.
We have no recommendations for improvement.

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

Acceptable

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

program/department.
For the problems/incidents that have arisen, Amarillo College's policies and procedures have resolved them satisfactorily.

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

Describe any indicators or problems that hamper adequate physical facilities, both on and off campus, to meet the needs of the program/department.
The Byrd Business Building needs to be upgraded to accommodate students with disabilities (automatic interior doors and more reliable elevator service). We should also be able to depend onhot water in the restrooms.

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

Concern

Budget

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

Our budgetexpenses have been stable over the past several years (decreasing significantly when our department faculty was decreased from three to two faculty members). Ourrequests cover the costs of salaries, supplies, and printing costs.We have also requested minimal funds to provide lunch for our Advisory Committee who provide their expertise; their input is critical to stay current with industry needs and accomplish our goals.

Last year we received two new laser

printers through Carl Perkins grants.

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

Acceptable

Concern

Budget requests appear to cover inherent costs of supplies at present.

Project the program's/department's strategic initiatives for the next five years based on the program's/department's outcomes. Our goal to provide a high quality, professional learning environment requires memberships in professional organizations, subscriptions to professional publications, possible travel expenses for recruiting, and regular Advisory Committee meetings.

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
Concern
Funding for the next five years will likely need to be supplied for instructors to maintain current proficiency in this field. Travel funds would be appropriate for faculty to attend professional conferences and recruiting endeavors, as well as maintaining membership in professional organizations.
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?

Acceptable

Concern

One copy of each document published for advertising or recruiting should be attached for external review. Unable to determine accurate representation of Amarillo College at present.

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

Acceptable

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

no

Are the references in compliance with SACS approved statement?

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).

Acceptable

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?

Acceptable

Other

State any additional

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

1. Proprietary/correspondence schools

2. Lack of funding

3. Declining program enrollment

4. Out-of-date curriculum

5. Apathy/status quo/lack of direction

6. Burnout

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.