Program Review

Form for External Review Committee

Non-Instructional

Amarillo College

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Division	College Advancement
Department	Professional & Organizational Development
Program	Professional & Organizational Development
Review Year	2006-2007
Names of the External Review Committee Members	Ken Pirtle, Jerry Moller, Kelly Jones, Mary Dodson, John Lisman, Maury Roman, Dennis Leslie, Luke Morrison, Christine Vara, Jodi Lindseth
Division Overview Comments From External Review Committee	

COMMENT:
The External Program Review Committee, non-instructional, would like to express its appreciation for the efforts of the College Advancement Division and the Professional and Organizational Development Department for the submission of your internal program review report. We would like to particularly thank Patsy LeMaster for the leadership that she provides as program manager and to Dr. Brad Johnson as Division Chairman.

The committee recognizes that new procedures and methods are in place for the external program review process that Amarillo College has implemented for many years. This External Review Committee required some adjustment time to this new process and we realize that this was certainly the case for Professional and Organizational Development (POD) as well. Additionally, this was the first time that POD has experienced an internal program review. This review committee studied this report aware that this was a first time experience for POD and that future internal program reviews will be more complete and thorough.

The value of this experience is that it provides an opportunity to improve what we do at Amarillo College and for the ultimate goal of better serving students and the community. We believe that POD understands this value by providing excellent opportunities for faculty and staff to improve their skills and abilities. This External Review Committee congratulates POD for this important service to the staff and faculty at Amarillo College.

Questions and answers from the program review appear in the gray boxes. Use this information to answer the questions on the form.

I. Office's/Department's Purpose

State the purpose of the office/department. How is this purpose within the mission of Amarillo College?

A.1. Purpose of Amarillo College Professional and Organizational Development Department/Program:

To promote quality learning byproviding resources and promoting a learning culture to prepare AC employeesforchange. (December 2006)

A.2. AC Mission: Amarillo College, a public community college, is dedicated to providing educational, cultural and community services and resources to enhance the quality of life for the diverse population in the service area.

POD is dedicated to providing educational resources to employees to enable them to achieve the goals of the institution's mission.

The core purposes of the institution are to (1) improve the quality of lives through learning and (2) advancing communities and the peoplewithin them.

POD's core purpose is to (1) promote/improveemployeeelearning and performance thereby enhancing theeducational experience for AC studentsand (2) advancing the institution (community) and AC employees (people within them).

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

Acceptable

COMMENT:
Professional & Organizational Developments purpose clearly states its relationship within the AC Mission statement, addressing very precisely the two core purposes of the institution (Improving the quality of life through learning; and advancing communities and people within them)

When was the last time the office's/department's purpose statement was reviewed/revised by faculty/staff in the office/department?

December 2006

Does the answer indicate the last time the office's/department's purpose statement was reviewed/revised by faculty and staff in the office/department?

Acceptable

Is this office/discipline required to receive approval from an external agency or organization in order to offer courses?

no

Identify any external approvers for the office/department.

Not Answered

IF the office/discipline is required to receive approval from an external agency or organization (other than the Texas Higher Education Coordinating Board),

Was (were) the external approver(s) for the office/department identified?

Not Applicable

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

Not Answered

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

Not Applicable

When did the office/department last receive approval?

Not Answered

When did the office/department last receive approval?

Not Applicable

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

Not Applicable

II. Office's/Department's Improvements Based on Planning, Evaluation and Assessment

Identify at least one example of an improvement/revision which resulted from the past five-years' annual PET forms.

College Year - 2002-2003

Goal: Assure that professional development activities meet the needs of AC employees.

Improvement/Revision: Although the standards for employees participating in eachtargeted group were being achieved, the tools for measuring included only numeric counts and responses to evaluation instruments administered. This data did not reflect whether needs of employees were being met. As a result, the evaluation process for classified and administrative employees now includes individual professional development plans reflecting short- and long-term goals with training activities.

After reviewing the minimum of at least one example of an improvement/revision which resulted from the annual PET forms for the last five years, determine the extent that this department/office 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 department/office?

Acceptable

COMMENT:
The committee encourages that POD continue to make improvements/revisions as related to documenting and tracking goals for employee's professional development plans reflecting short and long-term goals. The committee further encourages that POD proceed with plans to refine procedures for identification, matching of training and tracking of training completed and to act upon the determined needs of AC employees.

Identify at least one example of an improvement/revision which resulted from the last Program Review.

This is the first official program review for POD.

After reviewing the minimum of one example of an improvement/revision which resulted from the last Program Review, determine the extent to which this program/department values the Program Review process to make improvements/revisions.

Acceptable

COMMENT:
Even though this is POD's first program review, it appears the program/department is concerned with improvements/revisions as evidenced by current PET goal documentation of results and plans of action.

Identify at least one example of an improvement/revision that is a response to accomplish a strategy or tactical objective within the Strategic Plan through 2010.

(1) Strategy 10.2: Recruit and retain faculty andstaff who demonstrate and deliver targeted skills and productivity.

Action 10.2.2: Implement a part-time facultycertification program.

This program was developed using many of the tools existing in the current Anadragogy 101 curriculum in conjunction with the Director of Extended Programs. The program is beginning its third year in existence.

(2) Strategy 10.3: Provide training to meet needs identified by employee professional development plans.

Action Pending Completion at this Time: A database has been created; however, the specific identification for training for each employee cannot yet be met. Employees must become more specific about goals for training since they are currently too general for opportunities to be identified.

(3) Strategy 10.4: Educate employees about their role in customer service, student access and success.

Action: 10.4.1: Establish a Chair Academy to equip Academic Division Chairs and Department Chairs.

This goal will be completed with program implementation scheduled for Fall 2007 with the agreement of Dr. Paul Matney, VP/Dean of Instruction.

After reviewing a minimum of one example of an improvement/revision that is a response to accomplish a strategy or tactical objective within the *Strategic Plan through 2010*, determine the extent to which this office/department has contributed to the implementation success of the Strategic Plan. Does this office/department lack an understanding of how it relates to the institution's future based on the Strategic Plan?

Acceptable

COMMENDATION:
The committee would like to commend POD for their activities in assisting the institution to accomplish objectives within the Strategic Plan. Several activities that support the Strategic Plan are: In an effort to recruit and retain faculty (Strategic Plan - Strategy 10.2) POD has helped implement and support a part-time faculty certification program (Strategic Plan action 10.2.2.). POD has also been

instrumental in the implementation and support for Androgogy 101. Both training programs are highly successful in providing new and part-time faculty with invaluable information, resources and specific skills sets that enhance instruction.

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

Acceptable

COMMENT:
Action plans as outlined by POD appear to adequately address implementation of the Strategic Plan.

Provide names and titles of those who determined the process used to assess the outcomes of the office/department.

Patsy Lemaster, Professor/Director

Connie Dillard, Administrative Clerk

Buster Bonjour, Information Support Specialist

Has the office/department had a broad base of involvement from a majority of the staff within the office/department regarding implementation of student/client service or learning outcomes of the office(s) or department(s)? What recommendations does the Committee have for increasing involvement?

Acceptable

For client/student outcome assessments, review the five-year graph(s) *quantitative* results or provide a brief narrative summary of *qualitative* results.

Since this is the first program review for POD and we have just begun compiling PETS data using outcomes assessments currently being endorsed, there are no five-year graph(s) to be used to provide the summary of qualitative results.

POD has just completed and submitted PETs results for 2005-06 and submitted on December 8, 2006, prior tothis report.

What changes have been made in the services of the office/department because of the analysis of these results?

Please see the response above.

Analysis of data for 2005-06 PET can be reviewed for trends in this area at this time (reflecting only one year of tracking information).

For client/student service or learning outcomes, review the five-year graph(s) quantitative assessment results or provide a brief narrative summary of *qualitative* assessment results.

Have any changes been made in the services of the office/department because of the analysis of these results?

Unacceptable

CONCERN:

POD's plan of action as indicated in the PET document analyzes data reflecting on one year of tracking information. The committee is aware POD is involved in its initial program review with little historical PET data to support five-year quantitative results. The committee is also aware of the numerous education and training opportunities that POD provides.

RECOMMENDATION:
POD should provide a narrative summary of quantitative results which were not included in this review.

Provide the five-year graph(s) indicating the demand for the office's/department's services.

Assess the need for the office/department.

See response above.

Does the review of the five-year graph(s) of the office's/department's services demonstrate that an analysis has been used to make action plans for the future?

Will the program's/department's plan of action for improving any identified problem or results directly improve demand for the office's/department's services?

Unacceptable

CONCERN:
Even though POD does not yet have a five-year quantitative assessment, it appears the program/department is attempting to analyze recent results making action plans for the future. Once again, POD is to berecognized for all the training activities they haveinitiated, implemented and supported.

RECOMMENDATION:
POD should identify their department's plan of action for improving its role within the institution.

III. Resources

Library

Which of the following library collections/resources/services have been used by the staff and/or students within the past five years? (Select all that apply.)

Chat services Classroom instuction Electronic journals Information profiles Interlibrary loan Meeting services Personalized instruction Proprietary databases Reserve collection Seminars/conferences Tutorials/guides Video conferencing

Does it appear that the library collections/resources/services used by the staff and/or students within the past five years is <u>accurate and thorough</u>?

Acceptable

Which 2 or 3 collections/resources/services should be improved to support Amarillo College's mission regarding teaching and service?

It would be very beneficial to be able to conduct virtual meetings from officesusing resources such as Eluminate (used for meetings of NCSPOD Board currently which is sponsored by British Columbia Institute of Technology).

Has the office/department identified why 2 or 3

collections/resources/services should be improved to support Amarillo College's mission regarding teaching and service?

Unacceptable

CONCERN:
The committee advises that at lease one more collection/resources/services is listed along with an explanation of its benefits.

RECOMMENDATION:
Explain how virtual meetings may assist teaching and service especially in regards to various campuses.

Does your office/department have an external approver (other than the Texas Higher Education Coordinating Board)?

no

How has the library participated in the approver's evaluation?

Not Answered

If the office/department has an external approver (other than the Texas Higher Education Coordinating Board), has the library participated in completing the approver's evaluation?

Not Applicable

What approval schedule is required by the external approver?

Not Answered

Did the office/department identify the approval schedule that is required by the external approver?

Not Applicable

When did the office/department last receive approval?

Not Answered

Did the office/department indicate when the last approval was received?

Not Applicable

Technology and Security/Privacy

After assessing the strengths and weaknesses of the office's/department's access to technology, what improvements would <u>ensure</u> that the <u>students</u> have <u>access</u> and <u>training</u> in the use of technology?

Since POD's students are AC employees, this response refers to the technology needs for training them.

Technology training for employees should be focused on results with measurable outcomes in the areas of greater employee

effectiveness, improved productivity, and/or student satisfaction/success. The current systematic procedures/offerings for technology training does not incorporate tools for such measurement.Technology training needs to be documented through assessment and implementation in working situations through pre-test/post-test results, application projects, or job performance application results.

A dedicated employee training lab/learning center could provide the venue for such activities to evolve in a systematic, production manner. The training lab/learning center would function as an employee assistance center for projects, learning, application to accomplish job responsibilities more effectively--somewhat like an employee "call" center. Supervisors/managers could document the effectiveness of such a service/center through actual projects required within their areas of assignment/instruction.

Does the office's/department's assessment of strengths and weaknesses of students' access to technology and training use of technology include ways to improve both?

What improvements would ensure that students use technology?

See response above related to AC employees as students.

Does the office's/department's answer include the improvements that would ensure students use technology? Are the recommendations of this office/department feasible?

Acceptable

COMMENTS:
PODs suggestion for improvements to technology usage with reference to testing and job performance would help to ensure that students/employees use technology. The recommendations are feasible but would rest on the commitment and dedication of employees outside the department. As a result, this may hinder its success.

Review office/department operations. Does any operation present the possibility for violations of security, confidentiality, or integrity of student records?

no

After a review of this office'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.

Unacceptable

CONCERN:
The committee has concerns regarding sign-in process for classes, revealing confidential social security or colleague id numbers.

POD has not identified any procedures or policies to safeguard the security, confidentiality and/or integrity of their client records.

RECOMMENDATION: The committee recommends that POD revise their procedures to ensure privacy of personal id numbers and/or social security numbers.

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

Not Answered

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

Unacceptable

RECOMMENDATION:
The committee recommends POD incorporate more discreet and secure methods for client identification; ie, eliminate public display of social security numbers and/or colleague id numbers on documents such as sign-in sheets.

Which support services need to be strengthened to better serve the students in or served by this office/department? Explain what aspects of the services need to be strengthened.

Students in POD are actually employees. Support services to be strengthened to better serve the students/employees include the following:

(1) Increased communication with IST and IST training specialist to revise/enhance the training options currently offered for technology

(2) Increased communication with top administration to evaluate training needs and learning implemented as a result of training (outcomes of training)

(3) Increased support from additional areas as needed to achieve POD goals for instant enrollment and tracking of outcomes.

Do the Self-Study recommendations of this office/department for support services which need to be strengthened to better serve the students appear to have merit?

Acceptable

COMMENT:
The committee would encourage consideration of more division/department specific education.

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

None at this time.

Are recommendations to assure a healthy, safe and secure environment for staff and students of this office/department valid? Are any of these recommendations 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 office/department.

A training/learning center would enhance the value and availability of opportunities for employee participation.

Do any of the problems or concerns regarding adequate physical facilities, both on and off campus, to meet the needs of the office/department appear to be significant and/or urgent? Are there any other needs of this nature which this Self-Study didn't cite but which this Committee feel are critical based on other information? Which of these

does this Committee deem most significant and/or urgent?

Acceptable

CONCERN:
The committee supports the goal of a training/learning center; however, POD did not address any problems or concerns that justify the need for a training/learning center.

IV. Budget

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

Outcomes are currently being tracked through the PET process.

Have any of this office's/department's outcomes resulted in budget requests to date? If not, why? Was the explanation valid or reasonable?

Unacceptable

CONCERN:
The department does not address the issue of budget requests. If funds were needed in order to achieve the desired outcomes, these funds would need to be documented through the budgeting process.

RECOMMENDATION:
POD staff must link planning and assessment to budget request.

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

At the time this information is submitted, the PET information responding to 2005-2006 which is continuing for 2006-2007 is as follows:

(1)Automate enrollment and reporting process. Objective: After receiving instruction, all AC employees will enroll in POD courses using POD enrollment self-service on the average of 40% of the time as identified through a customized Colleague reporting process. (This goal will be retained and aligned with POD planning for Spring and Summer 2007. With support of IST, the procedures will be fully implemented by Fall 2007.)

(2) Access learning of AC participants in selected POD training. Objective: After completion of selected POD training, AC employee participants will demonstrate increased learning skills as documented through comparative results of pre-test and post-test assessments by 30%. Since assessments calculated were less than the 30% targeted, all pre-tests and post-tests will be reviewed beginning Spring 2007 for clarity, difficulty, etc. Presenters will be asked to review and revise presentations to assure that information being addressed is providing appropriate information/learning skills. Results for 2006-07 will be compared with 2005-06 data to identify if such measurement is being realized.)

(3) Refine and use POD database for documenting and tracking goals for individual employee development. Objective: After completing POD plans as a part of the employee performance evaluation process, 40% of AC classified and administrative employees will successfully achieve such goals as documented by the POD database tracking system. (This goal will be retained for POD. Efforts will be made during Spring and Summer 2007 to identify "sample" groups for refining original procedures for identification, matching of training, and tracking of training completed. It is anticipated that more complete data will be available for measurement and evaluation during Fall 2007 PET completion.)

Has this office/department been able to project strategic initiatives for the next five years based on the office's/department's outcomes? If not, what appears to be blocking this office/department from accomplishing this?

Unacceptable

CONCERN:
The department has not projected any initiatives beyond fall of 2007. The department presented their goals and outcomes for 2006-2007 as stated in the department PET. Though the department has demonstrated positive direction and forethought through their PET, it would be beneficial to expand these goals further into the future. The current PET lends itself to the short term planning since it is revised annually, but the POD department is encouraged by the committee to incorporate long term goals into the PET process.

RECOMMENDATION:
POD must identify its vision for at least 5 years into the future.

V. Publications

If the office/department publishes any advertising or recruitment documents (electronic or paper), do the documents accurately represent Amarillo College and the program/department?

yes

IF the office/department has published any advertising or recruitment documents (electronic or paper), check <u>at least one copy of each document</u> and determine whether it accurately represents Amarillo College and the office/department.

Acceptable

COMMENTS:
The POD website is well organized and informative. It is clear that the department takes the time and effort to research training opportunities and professional development making them available to all three employee groups.

The committte recognizes POD for its timely and consistent email communications.

If no, explain what is inaccurate?

Not Answered

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

Not Applicable

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

Not Answered

Are the references in compliance with SACS approved statement?

Not Answered

IF the office/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.)

Not Applicable

Which reference is not in compliance? Describe how you will assure compliance for all references in the future.

Not Answered

IF any references are inconsistent, identify all documents with the inconsistent reference(s).

Not Applicable

IF the Self-Study did identify inconsistencies, does the plan for assuring future compliance appear to correct the problem?

Not Applicable

IF the Self-Study did NOT identify all inconsistencies, what plan does this Committee recommend?

VI. Other

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

Not Answered

IF additional comments/concerns were included in the Self-Study regarding items which may impact this office/department during the next five years, does this Committee feel that recommendations and/or concerns have merit. 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.

Name:

Comments:

Send To Administrator   Cancel