

[Home](#)



Program Review
Form for External Review Committee

Instructional

[Back To Forms List Page](#)

Form ID
123
Division
Industrial and Transportation Technologies
Department
EPCT
Program
ITT
Review Year
2007-2008
Member Names
Lynn Thornton
Division Overview
<u>Program/Department Purpose</u> State the purpose of the program/department. How is this purpose within the mission of Amarillo College?
SET Purpose Statement: Preparing student to meet external regulatory compliance,

and to qualify for advanced positions in Safety & Environmental Technology.

The purpose falls within the AC Mission by providing quality education, and providing students who are able to contribute to the community and themselves by obtaining an high-skilled job, with a good salary.

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?

Recommendation

Change the wording from:

Paragraph 1 - "Preparing student to" to either "Preparing the student..." or "Preparing students..."

Paragraph 2 - "obtaining an high-skilled..." to "obtaining a high-skilled...." - LT

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

SET's purpose statement was rewritten during a PET training class on 09/25/2007.

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?

Unacceptable

Recommendation

The response does not identify how the program/department is within the mission of AC.
LT

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

SET's CE program courses allows students to obtain intial regulatory certifications and fulfill annual regulatory training requiremnts by completing the appropriate courses.

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

Unacceptable

The response does not identify how the courses are consistent with the mission of AC. LT

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?

Acceptable

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?

Acceptable

When were the accreditations affirmed or

granted?

When were the accreditations affirmed or granted?

Acceptable

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

If not required, is the program eligible for accreditation?

Unacceptable

This question was not answered. LT

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

Unacceptable

The question was not answered. LT

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

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

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

Acceptable

When did the program/department last receive approval?

When did the program/department last receive approval?

Acceptable

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

Acceptable

Improvements

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

Information is not yet available; this is the first year for the new PET form format.

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

Concern

Program chose not to respond to the question.

Unable to review. LT

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

Information relating to the last Program Review is not available.

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.

Unacceptable

Concern

Program chose not to respond to the question.

Unable to review. LT

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

traditional classroom,

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?

Video, Web, Interactive TV (ITV)

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?

Unacceptable

Concern

I can not see how the program has changed to help accomplish the objectives of the Strategic Plan. There is no indication, in this response, of any investigation or plan to expand course offerings beyond traditional classroom delivery.

LT

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.

1.3.3 Improve the transfer rates of students both in and out of Amarillo College, based on what is in their best interest.

Establish articulation plans with regional community colleges in areas where their programs do not have Associate degrees.

Improve transfer out- from AC to universities- through development of concurrent admissions policies, articulation agreements, and other means.

Efforts are currently underway with:

West Texas A&M University

Eastern New Mexico University

New Mexico Institute of Mining & Technology

SET met with Dr. Jim Rogers of West Texas A & M University, Director of Environmental Science, to establish an articulation agreement between our programs.

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?

Unacceptable

Concern

I do not feel I have enough information, in what is provided, to make an educated decision, therefore I marked "unacceptable" and "concern." Was just one meeting held with Dr. Jim Rogers? If so, when? Has there been follow-up? Have contacts been made with ENMU and

NMIMT? LT

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

Concern

As stated above, I don't believe the information provided here is sufficient to make an informed decision/judgment. LT

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

Sandra Jefferson, Program Coordinator, SET

Neil Mock, Instructor, SET

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

Recommendation

I believe the two names listed are the only full-time faculty involved in the program. LT

Explain the primary reasons behind the competencies that were selected.

The competencies were selected to expand enrollment in SET's academic program and to provide quality instruction to Industry and Government to meet regulatory requirements.

Do the selected competencies appear to be valid?

Acceptable

From my vantage point it appears the competencies are valid. However, I would like to see some statement as to enabling students to achieve their employment and career goals. LT

Identify the primary reasons for the assessment tool(s) selected.

The assessment tools were selected to enable SET to qualify and quantify our current and future program status to determine the need for ongoing real-time improvement.

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

Unacceptable

Concern

From the information provided, I am unable to determine if the assessment tools are adequate. LT

Evaluate the assessment approaches to date.

SET's curriculum is currently under revision to be presented to the Academic Affairs Committee in Spring 2008, to go into effect in Fall 2008.

Due to the lack of participation of Advisory Committee members, the program has added new members to our Advisory Committee.

Instructors have enrolled in classes to gain the ability to award specific environmental and safety certifications to students in addition to college credit for courses completed.

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.

Outcomes were just developed in fall 2007 and no quantitative results are available

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.

Unacceptable
Concern

Program chose not to respond to the question.
Unable to review. LT

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

Outcomes were developed in fall 2007 and no quantitative results are available.

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

Unacceptable
Concern

Program chose not to respond to the question.
Unable to review. LT

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 grade distribution is consistent and no significant anomalies are present.

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?

Unacceptable

Program chose not to respond to the question.
No link to graphs was provided. Unable to review. LT

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

The grade distribution is consistent and no significant anomalies are present.

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

Unacceptable

Program chose not to respond to the question. No link to graphs was provided. Unable to review. LT

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

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?

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

Unacceptable

I'm unable to identify approaches used to

measure outcomes from the information provided above. LT

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).

P:\PUBLIC\Safety & Environmental Technology

The relevant general education requirements approved by the Academic Affairs Committee for the Safety & Environmental Technology program are as follows:

GENERAL EDUCATION REQUIREMENTS*30

Communication

ENGL 1301: Freshman Composition I

SPCH*

Humanities/Fine Arts*

Mathematics/Natural Sciences

CHEM 1311: Principles of Chemistry I

CHEM 1111: Principles of Chemistry I Lab

MATH 1314: College Algebra

Social/Behavioral Science*

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.

SET students in Industrial Hygiene, and Introduction to Environmental Safety & Health courses, are assigned a project that includes both a written research paper and an oral presentation that allows instructors to adequately determine concept mastery of the general education requirements for English and speech, as stipulated in the Amarillo College 2007-2008 Catalog.

<file:///P:/PUBLIC/Safety%20&%20Environmental%20Technology/Research%20paper%20and%20oral%20presentation.htm>

<file:///P:/PUBLIC/Safety%20&%20Environmental%20Technology/project%20subjects.htm>

Instructors also require students to complete assignments utilizing their mathematical skills. One assignment requires students to determine Time-Weighted Averages that requires students to use their algebra skills.

<file:///P:/PUBLIC/Safety%20&%20Environmental%20Technology/Algebra%20assignment.htm>

[al%20Technology/TWA%20assignment.htm](#)

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.

SET has pre-requisite requirements for all students entering into the program that requires them to be able to enter into college level courses.

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

Unacceptable

There is no plan for correcting weaknesses included in the response. LT

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

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

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?

SET personnel conducted a study to determine the employment rates of the students who graduated from the program during the Sept. 1, 2002-

August 31, 2005 dates. Calls to students and listed employers, and published employment data, was used to determine the employment rates.

The students who graduated during this time period showed an employment rate at 100 percent, with employment related to their field of study at approximately 84 %.

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 Applicable

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?

Unacceptable

I did not see any supporting documentation. LT

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

How do you improve on 100%? LT

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.

[Amarillo College's Safety & Environmental](#)

Technology program operates under a grant provided by the Department of Energy (DOE) through the Hazardous Materials Training and Research Institute (HMTRI) to provide Health & Safety training to DOE employees, specifically Pantex employees. SET instructors also provide health & safety training to Bell Helicopter Textron employees through a Skills Development grant provided by the Texas Workforce Commission (TWC).

SET will continue to provide the training through these grant opportunities for the duration of the grants.

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?

Concern

The questions I am asked to answer as a reviewer are unanswerable from the information supplied by the department in their answer. LT

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?

Faculty staff completed the changes presented 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?

Concern

The questions I am asked to answer as a

reviewer are unanswerable from the information supplied by the department in their answer. LT

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

yes

When was the last Advisory Committee meeting?

SET scheduled an advisory committee meeting for November 2006. No members attended.

SET conducted an Advisory Committee meeting in November of 2005.

SET has brought new advisory committee members on board recently and a meeting is scheduled for February 21, 2008.

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

SET conducted an Advisory Committee meeting in November of 2005. The meeting notes were lost.

The last meeting notes available are from a meeting conducted on April 22, 2004, with only two members present.

[file:///p:/PUBLIC/Safety%20&%20Environment
al%20Technology/SET%20Advisory%20Meetin
g%20Minutes.htm](file:///p:/PUBLIC/Safety%20&%20Environment%20Technology/SET%20Advisory%20Meeting%20Minutes.htm)

Provide a link to the appropriate committee

membership of the Advisory Committee(s) in the Electronic Archives.

<file:///p:/PUBLIC/Safety%20&%20Environmental%20Technology/SET%20ADVISORY%20COMMITTEE%20MEMBERS.htm>

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?

Concern

From the lack of involvement and meetings it seems that the Advisory Committee has not actively guided faculty in curricula changes. I don't feel adequate to determine if this is acceptable or not. LT

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?

I'm unable to judge this. When I attempted to go to a link earlier I was knocked completely out of the program and lost everything I had inputted to that point. Since I do not want to go back and recreate my work I did not attempt to go to the link this time. LT

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.

Low enrollement in the credit programs of AC's Safety and Environmental Technology program is due to multiple factors:

1. Industry has met their needs with current work force by

providing customized continuing education training to their

employees rather than through the credit programs. As a

nation, we are seeing a “graying” of this profession. Industry

can no longer rely simply on customized continuing education

classes. Federal regulations are requiring trained/educated

replacements for our “graying” workforce. According to Daniel

H. Anna, PhD, CIH and CSP, professor at Millersville

University, Millersville, PA, in the November 2007 edition of The Synergist (Professional Journal for American Industrial Hygiene Association), we must “Increase the number of students enrolling in industrial hygiene and environmental health and safety undergraduate and graduate programs through aggressive promotion of industrial hygiene/occupational health to all levels of academia.” He goes on to relay that undergraduate environmental Health and Safety (EHS) related programs rarely attract traditional freshmen straight from high school.

2. High school counselors do not know what the EHS related careers are or what they

can offer as a profession to their students. Dr. Daniel H. Anna, states that at a recent presentation on industrial hygiene and EHS-related careers at a high school guidance counselor conference, only 2 of 150 attendees had ever heard about the profession! (Please see reference in IV.A.1) Informing High School counselors of the unique opportunities presented by the field is challenging. Our local school districts are reluctant to open their classrooms to us.

Amarillo College representatives are working with Amarillo Independent School District (AISD) to develop a program that allows AC faculty and staff an opportunity to present information on various technical programs to the AISD student body. We are excited about communicating the opportunities that exist within the technical fields of study.

3. Many students enter the program and never complete the graduation requirements. Industry is in such need of replacements for our “graying” workforce, they hire the students prior to completion of said programs. Why complete the program when you can go to work now and have the company supply your training? We are continuously bombarded with requests from

industry to hire students *nearing* the end of the program completion dates.

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.

Solution Strategies:

A. Marketing strategy to increase enrollment and graduates:

1. Marketing strategies for recruiting adults in the workforce:

- SET will work with Amarillo College's Radio and Television stations to develop 30-45 second spots informing listeners of the opportunities in the Industrial Hygiene (IH) and EHS (Environmental Safety & Health) fields.
- We will work to encourage students who have completed the Level I Certificate, to enroll in the Associates program.
- SET instructors and Program Advisors will

inform students who have completed 40 hours (4 CEUs) of continuing education credits hours, of the opportunity to put those hours towards completion of the Level I Certificate in SET.

- New Advisory Committee members have been added to obtain a fresh look at Industry needs and the programs ability to reach and respond to those needs.
- SET will have Instructor(s) obtain OSHA Train-the-Trainer certification(s) so they can provide students with the added benefit of completing Occupational Safety and Health Administration (OSHA) required certifications while completing Level I Certificate or Associates Degree programs. Students completing specific courses will receive OSHA Certificates in addition to the completing Certificate or Associates Degree programs.
- SET will work to aquire current instrumentation, required instructor certifications, coupled with "up-to-date" curriculum, to meet the needs of Industry and articulation agreements with 4-year institutions.
- We will work with local Industry (Pantex, BP

North America, Bell Helicopter Textron, etc.) to encourage employees to enroll in credit hour courses in SET in order to obtain Certified technicians in the Industrial Hygiene and EHS (Environmental Safety & Health) fields.

2. Marketing strategies for recruiting recent high school graduates:

- SET will invite High School counselors to attend an open house with Industry representatives demonstrating the need for additional personnel in the Safety & Environmental industries. We will include a hands on approach to demonstrate the activities related to the field. Industry representatives can relay the needs of specific industry and salaries graduates can expect following completion of the Level I Certificate or Associate Degree programs.
 - AC has begun the process of compiling a list of High School counselors. This will allow us the opportunity to contact each counselor and invite them to our campus.
- Instructors and Advisors will schedule a series of visits to various High Schools to

inform students of the opportunities in the Safety & Environmental fields. We have put together a hands on demonstration that allows students to obtain a realistic view of the field.

- SET is also interested in building a relationship with the local Middle Schools. The earlier we can introduce this information to students, the more likely it will be to have students entering the field upon graduation from high school.
- Use of nontraditional methods in recruiting is necessary. According to Higher Education Research Institute, 94 percent of college freshman use Web-based social networking sites such as Facebook or My Space. Establishing a “group” on these networks may help reach students not otherwise approachable. To help meet this objective, we are also revitalizing our SET Homepage, www.actx.edu/safety, through AC’s Computer Management System (CMS)

B. Graduates:

- SET has developed an approach to an Associate Degree following completion of a Level I Certificate. All credit hours earned in the Level I Certificate program directly apply towards the Associates Degree.
- SET will implement a step approach to an Associate Degree by automatically awarding Level I Certificates upon completion of required credit hours.

C. Revisions to curriculum based on the recommendations of advisory committee/industry: representatives:

- The rigorous academic coursework presented in our curriculum changes focuses on the applied sciences, which are used throughout the safety and environmental industries. This change will allow SET graduates to move seamlessly into a 4-year institution to complete a degree in Environmental Science or Industrial Engineering. Specifically the following will be emphasized:

- ❖ Mathematics
- ❖ Chemistry
- ❖ Biology (Botany)
- ❖ Geosciences

D. In addition, we will emphasize applied use of software designed to model and simulate critical environmental parameters. Specifically students will become proficient with a GIS (Geographical Information System) software package to assist in

identifying, solving, and critiquing environmental and safety problems encountered in industry.

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

1. 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.

Response to IV. Enrollment Data section A, 1 and 2 addresses these issues.

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

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

Recommendation

None that I feel competent to make. LT

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.

Response to IV. Enrollment Data section A, 1 and 2 addresses these issues.

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?

Unacceptable

No graphs are available for review. LT

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.

According to the empirical data reviewed, the data is homogeneous, therefore no valid anomaly exists.

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.

NA

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.

Sandra Jefferson and Neil Mock are the only full-time, or part-time, faculty for the Safety & Environmental Technology program. Both faculty members meet the SACS and the THECB requirements.

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).

Sandra Jefferson completed her last faculty evaluation in 2004-05 year.

Neil Mock completed his last faculty performance review in 2004-05 year.

Both Sandra and Neil are due to complete their Faculty Performance Review this semester.

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.

The SET program has no part-time faculty to evaluate.

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.)

Circulating collection Classroom instruction
Electronic books Electronic journals Personalized instruction Reference collection

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?

Unacceptable

Concern

The program chose not to respond. Can not review. LT

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

The library staff has been phenomenal at addressing student needs.

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?

Unacceptable

Concern

The program chose not to respond. Can not review. LT

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?

SET evaluates and requires the use of technology in the courses provided. The use of instrumentation is a necessity in many of the classes offered. These classes include training on the use of equipment as part of the curricula. Instructors provide time for labs that require the use of technology.

The SET major requires that students complete BCIS 1305, Business Computer Applications, to learn basic software application.

In addition, new curriculum will emphasize applied use of software packages designed to model and simulate critical environmental parameters. Specifically students will become proficient with a GIS (Geographical Information System) software package to assist in identifying, solving, and critiquing environmental and safety problems encountered in industry.

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?

Student use of technology would improve if each course provided additional time for laboratories dedicated to utilizing the technology addressed in Section V.C.1.

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?

Disability Services has not met their mandate on providing needs to disabled students.

Explain what aspects of the services need to be strengthened.

SET had a student, Kenyon Barrett, who requested special seating through Disability Services, to prevent bending of his back due to severe back injuries. This request was denied. The use of a couch or recliner would have

allowed the student to keep his back in an ergonomically correct position which would have allowed him to attend class. Kenyon has not returned to AC.

We also have a student from Pantex in a wheelchair who attends approximately three days of continuing education classes each year. The restrooms in this building do not accommodate his wheelchair and the bathroom door does not lock. He has no privacy when using the facilities. This particular issue is scheduled to be addressed in Spring 2008, by Amarillo College's Physical Plant.

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.

A major problem we encounter relates to the lack of a full time police presence. We are in an isolated area with little or no protection.

Without this presence, we cannot maintain and

enforce security and safety.

We have had the unfortunate experience of dealing with a student, and an instructor, with extreme psychological issues.

The student's problems resulted in the death of a 15-year-old boy and the student.

The disgruntled instructor threatened bodily harm to faculty members, and our Vice President & Dean of Instruction. This former instructor also threatened to destroy both private and college property. These incidences resulted in the permanent removal of this instructor from the campus by our police staff.

In addition, Potter County Detention Center (PCDC) is less than one-mile from our building (Building V). The potential exists of escaped prisoners entering the facility. Specifically, an inmate escaped PCDC in 2005. We received no notification of this escape until Amarillo Police officers entered the building to search for the inmate.

We are need of a system to provide prompt emergency notification of security breaches that have the potential to threaten our faculty and respective students.

Another issue deals with the safety of students and faculty when entering and leaving the building. We have poor, or no lighting, to enable students and

faculty safe access to their cars or the building. This particular issue is scheduled to be addressed in Spring 2008, by Amarillo College's Physical Plant.

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.

Please see D. 1. a. and D 2.

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?

Unacceptable

Recommendation

The program chose not to respond. Can not review. In my opinion, it would be better to provide the answer here instead of referring the

reader elsewhere. LT

Budget

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

Information not yet available.

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

Unacceptable

Concern

The program chose not to respond. Can not review. LT

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

Please see Section IV.A.2 for this information.

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?

The program chose not to respond. The information needs to be provided to the reader at

this location instead of referring them elsewhere.
LT

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?

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

Concern

The program chose not to respond. Can not review. LT

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

Unacceptable

Concern

The program chose not to respond. Can not review. LT

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

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).

Unacceptable

Concern

The program chose not to respond. Can not review. LT

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?

Unacceptable

Concern

The program chose not to respond. Can not review. LT

Other

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

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.

Concern

The program chose not to respond. Can not review. LT