Program Review

Form for External Review Committee

Instructional

Form ID
88
Division
Industrial and Transportation Technologies
Department
Manufacturing Technologies
Program
Nondestructive Testing & Evaluation
Review Year
2007-2008
Member Names
Cara Crowley, Steven Beckham, Kim Davis, Sally Evans, Judy Johnson, Pam Pinner, Rao Prabhakar, James Rauscher, Sheree Talkington and Lynn Thornton
Division Overview
Program/Department Purpose
State the purpose of the program/department. How is this purpose within the mission of

Amarillo College?

Train technicians for industry positions in quality and inspection.

Program's purpose statement is within the institutional mission statement in that it addresses teaching, learning, and/or public service. The Amarillo College mission statement also addresses quality of life. The training provided in the Nondestructive Testing program is the basis for professional employment, self-employment, and professional advancement.

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

Recommendation

ST - how is it related to AC's mission statement? Can you provide a quote of the mission and state how your program meets the AC mission?

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

Continued curriculum development and revision

keeps the program mission and objectives in the forefront. Review is continual. The statement is fundamental and has not required recent revision. The program is three years old and follows the original mission.

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?

Recommendation
se. Indicate a specific date/time of the last review instead of saying "continual".

ST - does not state time of review. does not say how this program is within the mission of the college - might quote AC mission statement and tie answer to that.

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

Continuing Education credits are offered as required by industry. This allows the Amarillo College mission to be fulfilled for all segments of

the service area population.

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

Acceptable

Recommendation

ST - clarify "fulfilled for all segments of the servie area population."

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

Concern

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?

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?
How many years are in the accreditation cycle?
How many years are in the accreditation cycle?
When were the accreditations affirmed or granted?
When were the accreditations affirmed or granted?
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)?
If not required, is the program eligible for accreditation?
Unacceptable

Recommendation ST - needs an answer - just yes or no
Has this program/department sought accreditation even though it is not required (e.g. yes; If no, explain)?
Recommendation ST - needs an answer - just yes or no
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	Recommendation
When did the program/department last receive approval?	
When did the program/department last receive approval?	
Is the reason why the program/department is required to receive this approval clear?	
Improvements	
Identify at least one example of an improvement/revision which resulted from the annual PET forms for the last five years The Nondestructive Testing program is less than five years old and continues to pursue the same outcomes.	
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

Recommendation

se. Need to list at least one example of improvements/revisions that has resulted from the PET form...even though the program isn't five years old.

ST- agree with se. something has changed - text boook, course sequence, course content, etc.

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

This is the first Program Review for the Nondestructive Testing program.

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,

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?

Recommendation
se. Are other delivery approaches viable options? I think that something more needs to be said about this.

ST - 2 questions from the first segment are hard to answer as a reviewer not knowing much about this program - Is this program positioned for

growth? Does the committee have recommendations for delivery options which will provide additional growth?

Second segment of question is not addressed - strategic plan. Nothing is written regarding their understanding of their place and/or contribution to the Strategic Plan, but that is not asked for in their question. This seems a little misplaced on the review.

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.

A tactic used in the Nondestructive Testing program to accomplish the 2010 Strategic Plan is contract training through the Workforce Development Division which works with local industry to meet specific training needs and bring alternative sources of income.

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

Recommendation

ST - give the item number from the strategic plan so it can be located easily OR quote the strategic plan item you are referencing.

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

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

Mr. John Forbis, Part-time Faculty and NDTE Advisory Committee member

Dr. Kim T. Hays, NDTE Program Director and Chair, Manufacturing Technologies Department

NDTE Advisory Committee

ASNT - SNT-TC-1A

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?

Unacceptable

Recommendation

ST - Does the NDTE Advisory Committee assess program outcomes (by annual report perhaps?) Might mention how they assess outcomes of the program and courses.

ASNT - SNT-TC-1A - Who or what does this refer to? Is there a name attached to this job/role/position/standard?

Explain the primary reasons behind the competencies that were selected.

Competency outcomes are based on Industry Standards as prescribed in ASNT - SNT-TC-1A, advisory committee suggestions, field experience and continual contact with industry representatives.

Do the selected competencies appear to be valid?

Acceptable

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

Industry prescribed.

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

Acceptable

Evaluate the assessment approaches to date.

Current assessment methods are not indicators of outside study or investigation.

There is a need to assess comprehension and problem solving.

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.

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.

Concern
se. not answered

ST- same

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

The Nondestructive Testing program curriculum has been revised to include additional math and physics as it relates to radiography. This is not working. Students are not able to relate to the issues of radiography and radiation safety until they are exposed to the practices. Radiation physics will be removed and Eddy Current added to the curriculum.

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

Acceptable

ST - well done, answers the question nicely

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.

Some of the first cohort of students are still finishing core academic requirements. No trend has been established.

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.

Attracting qualified students to this advanced technical program will continue to be a challenge. Plans are being developed to work with university engineering departments.

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

Acceptable

ST - do you already have contact with univeristy level departments? Give yourself credit for what you've done if it is already in place.

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?

Credit for Experience

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

Acceptable

Recommendation

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).

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?

Concern

se not answered

ST - same as se

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

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?

Concern
se. not answered

ST - same as se

Outline a plan for correcting any weaknesses.

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

Concern
se. no plan

ST - same

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?

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?

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?

Accurate data is unavailable. The Nondestructive Testing program has maintained a list of job openings for the last several years and many students are unwilling to leave the Amarillo area, even for a short time to gain experience. Placement is fast if required. There are in excess of 500 immediate openings.

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?

The current job market is built on the oil field

demand which will not last. Curriculum emphasis is on the general industrial inspector which will remain more employable.

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?

Concern
ST - can you state how many students have completed the program from 2003 to 2008? Can you estimate how many became employed? It looks like the program is successful at educating but not having grads employed. Surely some of them went to work?!

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
Recommendation
ST - not answered

Curricula

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

yes

Review the affiliation(s)/agreement(s)/contract(s), consider Amarillo College's mission, and then make a recommendation to:

Provide an analysis of the review.

The Nondestructive Testing program has delivered training under contract to BWXT Pantex.

Industry training demands are very unstable. Qualified faculty for contracts are scarce. For the long term, any dependency on industry contracts appear hazardous.

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?

Acceptable

Concern

se. I'm not sure what the recommendation is - will these affiliation agreements continue or not?

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?

At the time of design for the new curriculum, all Nondestructive Testing faculty provided input in the creation of classes and awards.

Was the departmental faculty involvement documented and broad in representation? If not, what steps within curricula change process should have had more proof of greater departmental faculty involvement? Is the primary responsibility for curricula changes under the control of faculty? Does

the program have a qualified faculty member in charge of the program's coordination and curriculum development?

Acceptable

Recommendation

ST - this might be the item you cn use for "improvements" section.

Is any program within the department a technical program (e.g. AAS or certificate)?
yes
When was the last Advisory Committee meeting?

The last advisory committee meeting for the Nondestructive Testing & Evaluation program was in December 2005.

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

Minutes of the Nondestructive Testing & Evaluation program.

http://www.actx.edu/archives/files/uplink/Nondestructive_Testing_and_Evaluation_Advisory_Committee_Minutes_121405.pdf

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

Advisory committee membership for the Nondestructive Testing & Evaluation program as of December 2005.

http://www.actx.edu/archives/files/uplink/Nondestructive_Testing_and_Evaluation_Advisory_Committee_Members_2006_2007.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
se. the committee hasn't met since 2005

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.

Employment opportunities are tremendous for construction oriented workers. This has kept many young people from seeking education. All of the major testing labs own their own training facilities as recruiting avenues. Technical students who are not afraid of the math component are scarce.

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

Concern
se. the data from the link above is only for ITT division corporately - can't tell about the stats for NDT specifically

ST - can you do a simple chart on the NDT students only and insert it here?

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

improvement.

We have met several times with companies experiencing the problem of recruitment. We continue to work on the problem. Block training is planned.

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?

Concern
se. not sure; the status/data are not clear.

St - agree

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

Our program has employers come in over the lunch hour between classes and present their benefits to the students. Employment immediately after gradution is a real deal the student can anticipate. We've even had sign on bonuses and loan forgivness provided to the

students as early as the fourth month of a 22 month degree plan. The students seem to work harder if they have that guarantee of employment established with a good starting salary. The business provides a nice lunch, freebie stuff - pens, note pads, coolers, etc. - and gets the student info on a card so they can track them via email or phone.

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.

We continue to work on the problem along with industry.

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?

Concern
ST - "the problem" is what - unclear. If you are working on it, what are you doing? Give yourself credit for what has been done and suggest ideas for future actions.

Not enough info to determine if enrollment is increasing, deacreasing, if a problem exits, and what actions might be taken to correct it.

se. agree

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.

Student to teacher ratio is limited by equipment availability. Industry generally limits class size to 10 to 12 students. Lectures can be larger. Class sizes started large and are generally appropriate currently.

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?

Concern
se. no mention of any change/decline of ratio.

ST - link took me to a blank graph - no numbers.
Provide an action plan for improvement of any identified problem.

Block course offerings and improved recruitment are goals of the 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 regarding student-to-faculty ratio within this program/department?

Concern
se. I'm not seeing an identified problem.

ST- a plan would suggest measurable outcomes

and a time. Agree with se - what is the problem - too few students, not enough people in lecture classes, drop outs, employment after education?

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 part-time faculty members for the Nondestructive Testing program meet SACS and 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).

Dr. Kim Hays, Professor, was evaluated during the spring of 2007. He has been the only full-time faculty for the Nondestructive Testing program since November 2006.

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.

Mr. John Forbis has been a part-time faculty member since the program started three years ago. His courses were last evaluated during the fall 2007 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

Recommendation

ST - Dr. Hays supervises Mr Forbis?

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.)
Electronic journals Interlibrary loan 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?
Acceptable

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

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?

Concern
se. not answered

ST - something the porgram needs, wants? Now is the time to suggest it be added. Counseling, adivsing, financial reps, more library resources, equipment - dream!

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?

The Nondestructive Testing program is fortunate to have access to reasonable technology resources. The only way to assure proper training and use of such equipment is to require a comprehensive course in office applications. Access is not the problem, adequate training time is. Student self perceived efficacy is a delusion.

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?

Concern
se. no suggested improvements.

ST - agree

What improvements would ensure that students use technology?

If students had prerequisite training then class requirement could demand technology usage. If the program has cross-listed classes and no prerequisites, demands cannot be made which will assure technology usage.

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?

Commendation
ST - well stated.

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?

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

All services are doing the best that can be expected.

Explain what aspects of the services need to be strengthened.

Support services continually changes to maintain the best possible amenities.

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.

None.

Are recommendations to assure a healthy, safe and secure environment for staff and students of this program/department valid? Are any of these recommendation(s) more

significant and/or urgent?

Acceptable

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

Nondestructive Testing program facilities are generally very nice. One lab needs doors, heat, and lighting. These issues are being addressed.

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

Budget

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

The Nondestructive Testing & Evaluation program is a new program which began under a grant. Extra funds have been raised through contract training. No outcomes have resulted in

budget requests.

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

Acceptable

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

The initiatives planned for the Nondestructive Testing program are primarily focused on block training to be offered to industry. Such training would be defined by the ASNT SNT-TC-1A and would generally require 40 hours. As part of such training, housing and meals would be included and offered as a package deal. Additional faculty must receive Level III certification, and heating and air conditioning, doors, and restroom projects must be finished. These issues are being addressed.

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

ST - great projection of where the program can go to. Can you be more specifi about what will be done and when? One would assume doors and bathroom facilities must happen soon, and training of faculty will taek place over time. What is the time frame and plan to accomplish these things?

se. agree.

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?
no
If no, explain what is inaccurate.

All publications are correct, but it is hard to convey the message of a program that no one has heard of, or understands the name of. The message may not be directed at the proper audience.

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

ST - that would be a challenge!!

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?

<u>Other</u>

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

Recruitment, the cost of advertising and students willing to relocate after graduation will continue to plague the Nondestructive Testing & Evaluation program. Maintaining equipment requirements can only be achieved by raising funds through contracts.

IF additional comments/concerns were included in the Self-Study regarding items which may impact this program/department

during the next five years, what recommendations and/or concerns are warranted? IF NO such items were included in the Self-Study but this Committee feels such comments or concerns are valid, cite them and include any relevant recommendations.

Acceptable