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Program Review
Form for External Review Committee

Instructional

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Form ID

204

Division

Language, Communication, and Fine Arts

Department

Humanities

Program

Humanities

Review Year

2008-2009

Member Names

Division Overview

Program/Department Purpose

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

The purpose of the Humanities Program is to provide instruction in cultural history to
Amarillo College students and community members. (see PET 2008-2009:
www.actx.edu/archives/files/filecabinet/folder8/Humanities_PET_2008_2009.pdf).

All of the program's academic courses introduce students to some aspect of cultural history--from philosophy to world religions to art and music. These courses help students fulfill their General Education requirements in either Humanities or Fine Arts

The program also organizes the Creative Mind Humanities Lecture Series (Creative Mind Series) each Spring semester. Interdisciplinary in nature, the Creative Mind Series focuses on a different humanities-related topic each year. The lectures are free and open to the general public.

By offering courses in cultural history and by sponsoring the Creative Mind Series, the Humanities Program helps Amarillo College fulfill its mission of "providing educational, cultural and community services and resources to enhance the quality of life for the diverse population in the service area."

(<http://catalog.actx.edu/content.php?catoid=5&navoid=120#miss>)

**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

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

The Humanities Program revised its purpose statement in Fall 2007 as part of the college-wide Planning and Evaluation Tracking update.

Does the answer indicate the last time the program's/department's purpose statement

was reviewed/ revised by faculty and staff in the program/department? Does the answer indicate how this program/department is within the mission of Amarillo College? within the mission of Amarillo College?

Acceptable

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

The Humanities Program offers a continuing education class to supplement the Creative Mind Series. The purpose of the continuing education class is to give community members an opportunity to study the Series topic before the guest lecturers arrive. Those enrolled in the class will be better prepared for what the guest lecturers have to say and, thus, get more out of the presentations than they would otherwise. The class supports Amarillo College's mission to provide "educational, cultural and community services and resources to enhance the quality of life" for the citizens in the community.

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

Acceptable

Does the program have admissions policies?
Where are the policies published?

Are all the locations where the policies are published included in the answer?

Recommendation

Respond to question

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?

Recommendation

Respond to question

Is the program/department accredited?

Which agencies or organizations accredit the department/program?

Are the complete names of the agencies or organizations which accredit the department/program cited?

Recommendation

Respond to question

How many years are in the accreditation cycle?

How many years are in the accreditation cycle?

Recommendation

Respond to question

When were the accreditations affirmed or granted?

When were the accreditations affirmed or granted?

Recommendation

Respond to question

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)?

Recommendation

Respond to question

If not required, is the program eligible for accreditation?

Recommendation

Respond to question

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

Recommendation

Respond to question

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?
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?

Recommendation

Respond to question

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

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

Recommendation

Respond to question

When did the program/department last receive approval?

When did the program/department last receive approval?

Recommendation

Respond to question

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

Recommendation

Respond to question

Improvements

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

The Humanities Program has made at least two improvements/revisions based on the annual PET forms for the last five years.

1. The first improvement deals with making more Humanities classes available to students. Five years ago, the Humanities Program Coordinator indicated that the program needed to do something to meet student demand because demand "exceeded room for students." (PET 2003-2004; no online version is available. The Humanities Department will provide a hard copy upon request.) The Humanities Program has taken several steps to improve its outreach to students and make more classes available. These actions include expanding the time slots that Humanities classes are offered and increasing the number of online sections. Specific details are as follows:

- offering a 7:30 am class at least every other semester
- offering an afternoon class every semester
- developing an online version of HUMA 1315 (debuted in Fall 2006)
- offering two online sections of HUMA 1301 each semester

2. The second PET-based revision began in Spring 2008. During that semester, the Humanities Program began monitoring the gains that HUMA 1315 students receive in both knowledge base and critical thinking skills. (Item 1, PET 2007-2008: www.actx.edu/archives/files/filecabinet/folder8/Humanities_PET_2008_2009.pdf) To check gains in both areas, the Humanities Program has developed a pretest-posttest assessment. Some items are objective and based on facts while others are based on the ability to compare/contrast or analyze information. This type of assessment will give the Humanities Program feedback about the progress students are making along both tiers.

After reviewing at least one example of improvements/revisions that resulted from the annual PET forms for the last five years, determine the extent that this

program/department has used the PET forms to make improvements/revisions. Does this meet the minimum expectations for using PET forms to make improvements/revisions to the program/department?

Acceptable

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

The last Program Review took place in 2002-2003. The External Review Committee made two recommendations that the Humanities Program has acted upon in order to improve its effectiveness.

1. The first recommendation challenged the Humanities Program to establish a plan for recruiting qualified adjunct professors. Because the Humanities Program consists of only one full-time instructor and between five to eight adjunct instructors, the need for well-qualified adjunct instructors is ever-present.

www.actx.edu/archives/files/filecabinet/folder8/Language, Communication & Fine Arts External Committee Report 2003.pdfFirst)

In response to this recommendation, the Humanities Program has established the following steps for recruiting adjunct instructors when needed:

- consult with AC Department Chairs in English and History for recommendations for HUMA 1301: Humanities Ancient to Medieval and HUMA 1302: Humanities Renaissance to Modern
- consult with AC Department Chairs in Music and Art for recommendations for HUMA 1315 (Survey of Art and Music)
- consult with principals in area high schools for recommendations of qualified candidates in the various courses
- work with the Amarillo Bible Chair and the Bible Chair of the Southwest for qualified instructors for PHIL 1304: Introduction to World Religions
- consult with appropriate department chairs at West Texas A&M University
- advertise in Amarillo Globe News
- ask current adjunct instructors for recommendations

This plan enables the Humanities Program to cast a wide net over the area in order to

locate qualified adjunct instructors.

2. The second recommendation from the last Program Review involved ways to handle increased enrollment. The Humanities Program has taken these steps in order to handle more students:

- collaborated with the Amarillo Bible Chair and the Bible Chair of the Southwest in order to handle enrollment in HUMA 1304: Introduction to World Religions. The bible chairs of each institute now regularly teach HUMA 1304 and can teach more than one section if needed.
- developed online versions of both HUMA 1315 and HUMA 1301. Multiple sections of these online courses can be taught when needed.
- supported efforts by Hereford and Moore County Campuses to establish HUMA 1315 classes on each campus

After reviewing at least one example of improvements/revisions that resulted from the last Program Review, determine the extent to which this program/department values the Program Review process to make improvements/revisions.

Acceptable

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

traditional classroom, web,

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?

Unacceptable

Recommendation

Respond to question

Identify at least one example of an improvement/revision that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015.

The Humanities Program has increased its online presence over the last five years, an achievement that supports Amarillo College's strategy of adapting programs in order "to take advantage of web technology. (Goal I, Strategy 1.1, Strategic Plan through 2010: www.actx.edu/strategic/files/filecabinet/folder2/Strategic_Plan_Revision_07_Final.pdf)

To be more specific, the Humanities Program has been offering two sections of HUMA 1301: Ancient to Medieval since Fall 2003. In addition, the Program Coordinator developed an online version of HUMA 1315 that debuted in Fall 2006. Two sections of this online course are usually taught each semester.

Another improvement related to the Strategic Plan has been to expand the times that Humanities classes are offered--as noted in a previous discussion. Since Spring 2006, the Humanities Program has scheduled a 7:30 am class at least every other semester. In addition, it has offered an early afternoon class each semester since Spring 2007. (Goal 1, Strategy 1.3: "Expand access to Amarillo College courses and offerings.)

After reviewing at least one example of

improvements/revisions that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015, determine the extent to which this program/department has contributed to the implementation success of the Strategic Plan? Does this department/program understand how it relates to the institution's future based on the Strategic Plan?

Acceptable

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

Acceptable

Recommendation

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

1. Prior to Fall 2005: Carol Nicklaus, Humanities Program Coordinator (now retired)
2. From Fall 2005 to present: Joan Urban, Humanities Program Coordinator

Has the program/department had a broad base of involvement from a majority of faculty and staff with the

program/department regarding implementation of student learning outcomes of the program(s) (or department) and courses? What recommendations does the committee have for increasing involvement?

Acceptable
Concern

Identify what, if any, input is provided to the Humanities Program Coordinator from other faculty/staff to assist in the final decision making process.

Explain the primary reasons behind the competencies that were selected.

The Humanities Program offers the following seven courses:

HUMA 1301: Humanities-Ancient to Medieval

HUMA 1302: Humanities-Renaissance to Modern

HUMA 1315: Survey of Art and Music

HUMA 1171/2171: Creative Mind Seminar

PHIL 1301: Introduction to Philosophy

PHIL 2306: Introduction to Ethics

PHIL 1304: Introduction to World Religions

More sections of HUMA 1315 are offered each semester than any other course because it can be used to fulfill either the Fine Arts or the Humanities General Education requirement. The Humanities Program, therefore, wanted to start assessing the progress of students in this course before moving to other courses.

Do the selected competencies appear to be

valid?

Acceptable

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

The assessment tool used to measure student progress in HUMA 1315 consists of a pretest-posttest questionnaire. This assessment instrument asks two kinds of questions: knowledge-base and critical-thinking questions.

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

Acceptable

Evaluate the assessment approaches to date.

Results from the first semester of pretests-posttests have come in. It is clear from the way students have answered knowledge-base questions, that a wording change needs to be made in order to give students an opportunity to identify whether their answers are 'guesses' or 'confidently made.' In addition, the questionnaires were not administered to online classes. In Fall 2009, changes to the wording will be in effect and online classes will also participate. These changes will allow for better understanding of what gains are being made among all of the students in HUMA 1315.

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

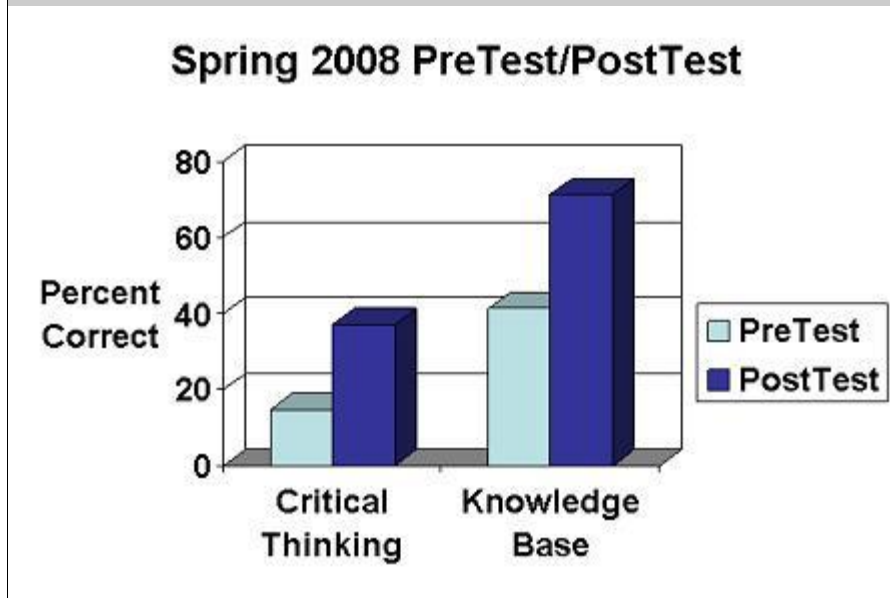
Acceptable

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.

The pretest-posttest assessment has only been in place since Spring 2008. In Spring 2008, the Humanities Program achieved its PET-related objective of having students

improve their pretest-posttest scores "by 70%." Students went from an average pretest grade of 33.6 to an average posttest grade of 61.2, which is an 82.1% improvement (see PET 2008-2009: [PET 2008-2009](#)).

The table below separates the results of the Spring 2008 pretest/posttest even further--into knowledge-base and critical-thinking questions.



The test contained 21 questions, 15 of which tested knowledge and 6 of which tested critical thinking skills.

The results show that students in HUMA 1315 are gaining in knowledge base and also in their ability to explain their reasoning in an accurate and sound manner. The results also show, however, that students need more practice applying critical thinking skills. While critical thinking scores more than doubled, going from about 15% to 38% of items answered correctly, the posttest score for critical thinking is still low at 38%.

The Humanities Program will continue to work with students as they develop critical thinking skills. The program will also continue to refine the assessment instrument and chart results each semester. The results for Fall 2008-Spring 2009 will be analyzed and duly reported on the next PET form.

Review the program's/department's five-year graph(s) of quantitative results for student or program/course outcome assessments, or provide a brief narrative summary of qualitative results.

Acceptable

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

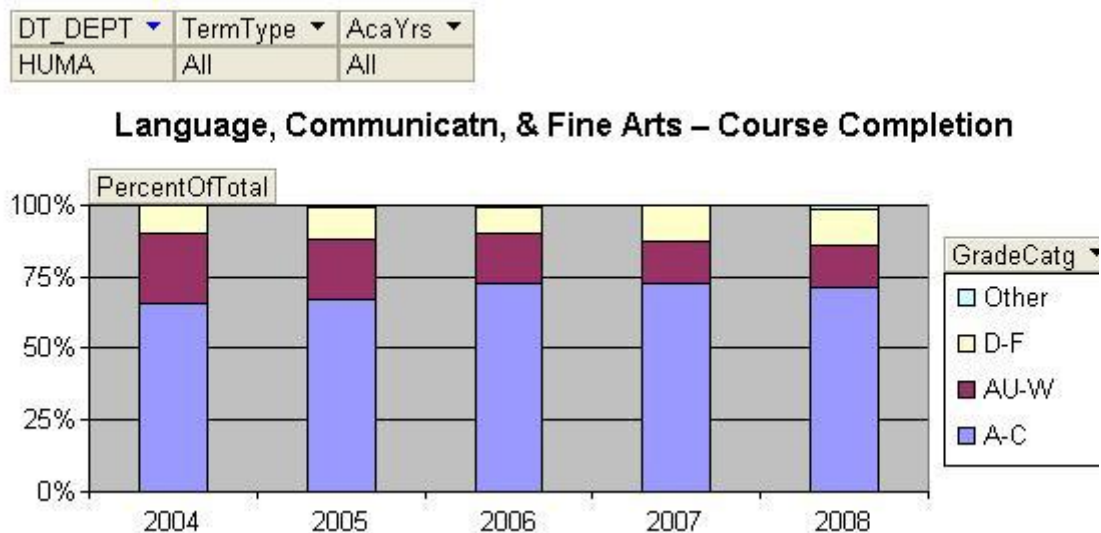
No explicit changes in the curricula have been made based on the Spring 2008 data. The results confirm, however, that students make faster gains in knowledge base than in critical thinking skills. Armed with that knowledge, the program must continue to give students opportunities to analyze, evaluate, and integrate the information that they are receiving in class. Essays, research papers, and class discussions must continue to be a priority.

Results from the pretest-posttest assessment will continue to be charted and analyzed and may lead to curricula changes in the future.

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

Acceptable

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



The number of course completions increased slightly in 2004 and again in 2005 and has remained stable since then. Fewer students may be withdrawing and/or auditing for a number of factors. One factor may be that the instructor who teaches several of the more rigorous Humanities courses (Introduction to Philosophy and Introduction to Ethics) has worked hard to keep struggling students on track by referring them to Peer Tutoring. Another factor may be that more HUMA 1315 sections have been offered in the past 5 years. HUMA 1315 is not as reading-intensive as the other courses offered by the Humanities Program.

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.

The Humanities Program will continue to work with students who seem to be struggling, referring them to Peer Tutoring when appropriate. The Humanities Program also plans to conduct an instructor brainstorming session at the beginning of Fall 2009 in order to think of ways to approach students who seem to be drifting off. It is hoped that this session will heighten the awareness of each instructor and also generate some good ideas for reinvigorating students.

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

Acceptable

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

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

Recommendation

Respond to question

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).

The Humanities Program does not offer a major. All of its courses help students fulfill their General Education requirements in Humanities and/or Fine Arts.

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.

Does not apply.

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.

Does not apply.

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

Acceptable

Do students/graduates in this program/department have to be certified or licensed?

No

Review the results for certification/licensure results of the program/department and/or job placement for the past five years. Explain any increase or decrease that is more than one-year anomaly.

Does not apply.

Provide a plan of action for the identified problem.

Does not apply.

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?

Does not apply.

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?

Does not apply.

IF the department or program offers one or more technical programs (Associate in Applied Science or Certificates), has the program/department included an explanation of the job placement success during the past five years?

Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?

Acceptable

Is the program's/department's plan of action for improving any identified problem or results likely to improve the job placement rate for graduates of the technical program(s)?

Acceptable

Curricula

Does the program/department have affiliation(s)/agreement(s)/contract(s) with any

other entity for the purpose of delivering instructional content?

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

Provide an analysis of the review.

If the program/department has affiliation(s)/agreement(s) with any other entity for the purpose of delivering instructional content, do these affiliations/agreements make it clear that Amarillo College maintains the responsibility for controlling all aspects of the educational program? Has the College ensured the quality of the program with these affiliations/agreements? If so, how? What is the schedule for reviewing the quality of these programs? Has the College ensured that programs remain with Amarillo College's mission?

Unacceptable

Recommendation

Respond to question

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

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

In 2006, the Texas Coordinating Board for Higher Education withdrew its support for HUMA 1371: Mythology. The Humanities Program Coordinator, therefore, initiated steps to delete this course from the curriculum and from the course catalog. Because this change was mandated by the CoBoard, no other Humanities Program faculty were involved. The Academic Affairs Committee voted to delete HUMA 1371 from the AC catalog and course inventory in Fall 2007.

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

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

Does not apply.

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

Does not apply.

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

Does not apply.

If the department offers an AAS and/or certificate, do the minutes of the Advisory Committee prove that the curricula for each program is appropriate to the degree and/or certificate? Has the Advisory Committee been consulted in designing each degree and certificate? Has the Advisory Committee met at least once a year and been provided ample opportunity to guide the faculty in curricula changes?

Acceptable

Is the membership of the Advisory Committee broad enough to provide the scope of advice necessary for input on curricula? If not, what changes are recommended to the program/department?

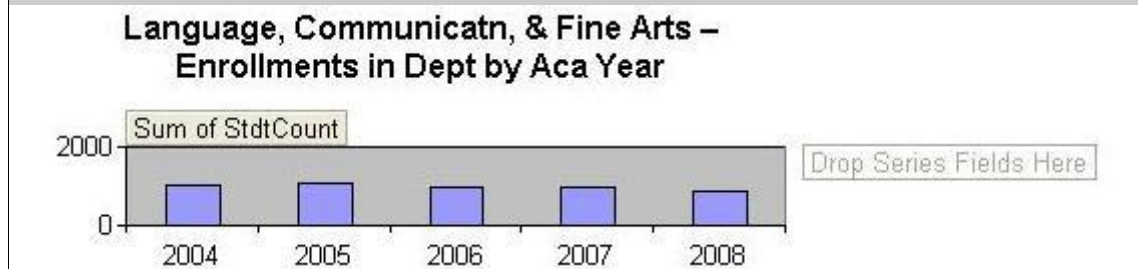
Acceptable

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.



PivotTable5		
DT_DEPT	TermType	AcaYrs
HUMA	All	All
Drop Column Fields Here		
AcaYr	Sum of StdCount	
2004	1033	
2005	1079	
2006	975	
2007	970	
2008	865	
Grand Total	4922	

Enrollment in the Humanities Program courses has actually dropped over the last five years, following a college-wide trend, but a couple of factors specific to the Humanities Program may also be at work. First, the Program has lost several dual credit classes in area high schools because of teacher retirements and/or moves. This loss has caused a drop of between 60 to 100 students per year. Evening classes have also lost enrollment, especially since AC moved to the 7:00-9:45 pm schedule. In 2004 and in 2005, when evening classes met from 6:00-8:45 pm, the Humanities classes averaged about 25.75 students per class in its evening classes. From 2006-2007, when classes met from 7:00-9:43 pm, the Humanities classes averaged 11.83 students per class. (This information is based on student rosters at the end of each semester.)

The Humanities Program Coordinator will continue to work with the director of Off Campus

Programs to maintain contact with area high schools who may be interested in dual credit Humanities classes. (In this regard, good news has surfaced. Tascosa High School will reinstitute dual credit HUMA 1301 and HUMA 1302 classes starting in Fall 2009. These dual credit classes had been dropped following the retirement from Tascosa of the dual credit teacher in Summer 2007.)

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.

One way to bolster enrollment may be to offer online versions of several courses, including HUMA 1302, PHIL 1304, and PHIL 1301. The Humanities Program Coordinator will be in dialogue with the Language Communication and Fine Arts (LCFA) Division Chair about this issue.

In addition, the Humanities Program Coordinator will continue to work with the director of Off Campus Programs to promote dual credit HUMA 1301 and HUMA 3102 classes.

AC might also want to look at the impact of the 7:00 pm start on a college-wide level. Perhaps what has happened in the Humanities Program has also happened in other departments--or perhaps not. It would be worth investigating.

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?

N/A

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.

The Humanities Program does not offer a major.

Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics regarding students enrolled as majors within the program/department? Does the action plan or commendation address the problem

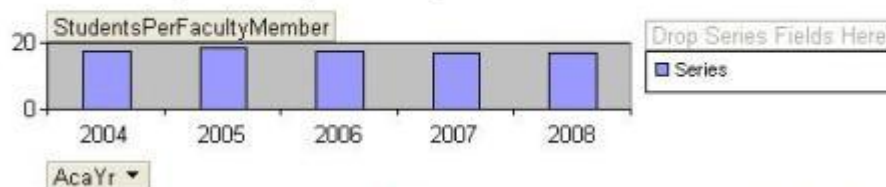
addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline? Does the External Review Committee have any other analysis or recommendations for increasing the number of students majoring in this program/department based on this program's/department's data?

Acceptable

Resources

Review the five-year graph(s) of the student-to-faculty ratio in the program/department. Explain any increase or decrease that is more than a one-year anomaly.

Language, Communicatn, & Fine Arts – Average Students per Faculty Member per Section



PivotTable6		
DT_DEPT ▼	TermType ▼	AcaYrs ▼
All	All	All
Drop Column Fields Here		
AcaYr ▼	StudentsPerFacultyMember	
2004	+	17.28829916
2005	+	18.39015152
2006	+	17.4443038
2007	+	17.03452685
2008	+	16.83031088
Grand Total	+	17.40025221

Over the past five years, the student to faculty ratio has remained steady. The highest student to faculty ratio of 18.39 (in 2005) is only 1.5 students more than the lowest ratio of 16.83 (in 2008). This relatively low ratio of students to teacher is appropriate for humanities courses because these courses encourage student discussion and also require writing projects of various types.

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.

The student to faculty ratio is appropriate for Humanities courses.

Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline? Does the External Review Committee have any other analysis or

recommendations regarding student-to-faculty ratio within this program/department?

Acceptable

In the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty), review the credentials of each full-time and part-time faculty member within the program/department. If any faculty member does not meet the SACS and THECB requirements, evaluate whether additional documentation is significant to grant an exemption.

All faculty who teach for the Humanities Program have appropriate academic credentials. The Humanities Program Coordinator looks at each faculty transcript before hiring as does the LCFA Division Chair.

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).

The Humanities Program has only one full-time faculty--E. Joan Urban. The last evaluation she submitted was in January 2008, but another will be submitted at the end of Spring 2009.

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.

Carol Nicklaus teaches an array of courses. In Fall 2007, students and the Humanities Program Coordinator evaluated Prof. Nicklaus for HUMA 1301, PHIL 1304, and PHIL 2306. She has not been evaluated by students or supervisor for HUMA 1315-H or HUMA 1302; however, she will be evaluated for HUMA 1315-H in Fall 2009 and for HUMA 1302 in Spring 2010.

Dr. Rick Devoe teaches HUMA 1315 as well as HUMA 1301 and HUMA 1302. Students and the Humanities Program Coordinator evaluated him in Fall 2008 for HUMA 1315 and HUMA 1301. HUMA 1302 is a Spring semester class and did not make for Spring 2009. If HUMA 1302 makes for Spring 2010, he will be evaluated at that time.

Dr. Patricia Wiles teaches HUMA 1315 and was last evaluated by students by students and the Humanities Program Coordinator in Fall 2008.

Mark Morey teaches HUMA 1315 and was last evaluated by students and the Humanities Program Coordinator in Fall 2008

Jerry Klein began teaching PHIL 1301 and PHIL 2306 in Fall 2008. He was not evaluated that semester; however, students and supervisor are evaluating his PHIL 1301 course this semester--Spring 2009. In Fall 2009, students and the

Humanities Program Coordinator will evaluate his PHIL 2306 class.

Jonathan Kohler teaches PHIL 1304. Students and the Humanities Program Coordinator last evaluated him in Fall 2008.

Frank Bellizzi teaches PHIL 1304. Students and the Humanities Program Coordinator last evaluated him in Fall 2007 and are doing so again for Spring 2009.

Gary Biggers is teaching an online version of HUMA 1301 for the first time in Spring 2009. Students and the Humanities Program Coordinator will evaluate his class in Spring 2009.

Jean Abercrombie teaches dual credit versions of HUMA 1301 and HUMA 1302 at Randall High School. Students and the Humanities Program Coordinator evaluated her HUMA 1301 class in Fall 2007 and will do so again in Fall 2009. Her HUMA 1302 will be evaluated in Spring 2010.

D'Ann Moutos teaches dual credit versions of HUMA 1301 and HUMA 1302 at Ascension Academy. Students and the Humanities Program Coordinator evaluated her HUMA 1301 class in Fall 2007 and will do so again in Fall 2009. Her

HUMA 1302 has not been evaluated but will be in Spring 2010.

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?

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.

Unacceptable

Recommendation

Respond to question

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

Reserve collection Circulating collection

Reference collection Electronic journals

Circulating collection Electronic books

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?

The Lynn Library staff does a good job of helping students and faculty find appropriate research materials, both in circulating collection and online. The staff has always been willing to provide tutorials when needed. The Humanities Program appreciates the library staff and has no recommendations for improvement.

Has the program/department identified which two or three collections/resources/services should be improved to support Amarillo College's

mission regarding teaching and service?

Acceptable

Does your program/department have discipline accreditation?

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?

Unacceptable

Recommendation

Respond to question

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?

Strengths of the Humanities Program in terms of access to technology include the following:

1. Some Humanities instructors use the myAC portal to make announcements, post study guides, and email students
2. The program offers two online sections of HUMA 1301 online each long semester.
3. The program offers at least one and

sometimes two online sections of HUMA 1315 each long semester.

4. The main classroom for Humanities classes is now mediated. Instructors will be able to show students how to get to online sites, such as museum sites and data bases for literature, during the class sessions.

Weaknesses of the Humanities Program in terms of access to technology include the following:

1. Not all adjunct instructors use the myAC portal nor feel comfortable with technology.

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?

The Humanities Program could do several things to encourage its students to use technology. First, instructors could show students how to use the myAC portal to post assignments and to retrieve study guides. Using the myAC email would enable students to get in touch with adjunct faculty who are not on campus more than a few hours each week. In addition, instructors could introduce students to the computer lab on the second floor of the Lynn Library. This step would be most helpful to students who do not have access to computers at home.

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?

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.

Unacceptable

Recommendation

Respond to question

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

Unacceptable

Recommendation

Respond to question

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

Students without a strong background in academics continue to need good tutoring services as well as an array of developmental classes in reading, writing, and math. Many students also need help with computer literacy. In fact, AC needs to consider developing a brief but mandatory course for all students who want to enroll in online classes. This course would ensure that students in online classes have at least the basic computer skills needed in order to succeed in an online environment.

Explain what aspects of the services need to be strengthened.

Faculty--full-time and adjunct alike--need regular reminders of the services that are available for students who need academic help or help with disabilities. The disABility Services program does a good job of sending email updates and reminders. Peer Tutoring and other programs that specialize in student services might also send regular announcements about what they offer and how to take advantage of what they offer.

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.

The Humanities Program is not aware of any problems of this nature.

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

Are any of these recommendation(s) more significant and/or urgent?

Acceptable

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

The Humanities Program is not aware of any problems of this nature.

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?

In 2005 the Humanities Program began working toward a smart classroom for Music Building Room 202. The Humanities Program teaches the majority of its courses in this room. The Language Communication and Fine Arts Division was able to shift money to the program for a media cart supplied with a projector, laptop computer, DVD player, and amplifier. Although this solution fell short of a smart classroom, it did enhance the Humanities instructors ability to use PowerPoint and show DVD clips in the classroom. (After Spring Break 2009, equipment became available for converting the classroom into a fully mediated room with mounted projector, screen, computer, and internet connection. The funds for this conversion did not come from the Humanities Program budget; however, the Division Chair knew that the Program desired a mediated classroom. When equipment became available through another source beyond the

Humanities Program's budget, the Division Chair helped secure the equipment.)

Because of the tight budget climate of the past five years, the Humanities Program has applied for grants to supplement the budget. The main source of grants is the Art Force. In 2007, the Humanities Program asked the Art Force for a grant that would allow the purchase of DVDs related to Humanities topics in order to supplement classroom instruction. This grant was turned down. In 2008, the Humanities Program asked the Art Force for a grant to help with the expenses of the Creative Mind Series and was awarded \$700.00. In 2009, the Humanities Program again asked the Art Force for a grant to help with the Creative Mind Series. The Art Force awarded \$1800.00 for this purpose.

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 Humanities Program plans to do the following in the future:

1. Continue to work with high schools who want to offer dual credit classes and try to get more high schools involved.

2. Continue to seek extra funds from the Art

Force for expenses related to the Creative Mind.

3. Continue to develop online courses, such as for HUMA 1302: Renaissance to Modern, PHIL 1301: Introduction to Philosophy and PHIL 1304: Introduction to World Religions.

4. Continue to improve assessment in order to better understand program strengths and weaknesses.

5. Evaluate the need for a second full-time instructor, possibly for teaching traditional classes in PHIL 1301 and PHIL 2306 as well as developing online sections for these courses.

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

Acceptable

Publications

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

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

Recommendation

Respond to question

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

Unacceptable

Recommendation

Respond to question

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

Recommendation

Respond to question

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

Recommendation

Respond to question

Other

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

The Humanities Program will be developing a website in Summer 2009 to showcase its academic courses as well as the Creative Mind Series. This website has long been

needed. It will, of course, be developed in accordance with guidelines established by Amarillo College and will serve as yet another way to keep students and members of the community informed about Humanities Program courses and activities.

Creative Mind Series will continue to be an important community-outreach project. The emphasis will continue to be on providing enrichment opportunities for the community by bringing in high quality speakers to speak on a wide array of topics. As always, the lectures will remain free and open to the general public.

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