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Program Review  
Form for External Review  
Committee  
Instructional

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Form ID
205
Division
Language, Communication, and Fine Arts
Department
Mass Communication
Program
-
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 Mass Communication

Department, as identified on the [2008-2009 departmental Planning and Evaluation Tracking \(PET\) form](#), is to provide instruction and hands-on training in media communications and to provide a forum for public discourse within the Amarillo College community.

The department's purpose supports the [mission of Amarillo College](#), "...providing educational, cultural and community services and resources to enhance the quality of life for the diverse population in the service area.

More specifically, Part 1 of the department's purpose statement directly relates to [Goal 3, Strategy 3.1](#) and [Goal 8, Strategy 8.1](#) of the AC Strategic Plan, identifying and promoting student success and expanding learning through technological innovation and delivery.

The department is committed to innovation, leadership, excellence in teaching, faculty-student mentor relationships, training in current technology, exposure to successful mass communication professionals, and sound instruction in the principles, standards

and ethics of the mass communication industry. As a result of the quickly evolving media environment and rapid technological innovations, students enrolled in Mass Communication curricula are actively engaged in opportunities designed to strengthen the core principles of media communications while maximizing each students' mastery of the latest media technology. As a result, educational opportunities may be found both on-campus as well as via hybrid and Web courses.

Part 2 of the departmental purpose specifically advances [Goal 6, Strategy 6.2](#) of AC's Strategic Plan, increasing awareness of cultural and intellectual opportunities through College-dedicated, student-produced communications outlets including **The Ranger**, *AC Current*, and **FM90**. The department strives to enhance the quality of life for the College and the Amarillo community by advancing College news and providing a public forum for discussion through the production of a student newspaper (both in print and online), a general interest magazine, and a student-run radio

station.

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

Acceptable

Commendation

The department has done an excellent job tying goals to the mission of the College and using the PET form meaningfully to track successes and needs. This could be a model answer for other departments to follow.

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

The department's purpose statement was reviewed and revised by faculty and staff in the department in 2007-2008, as reflected in the [2007-2008 PET form](#), in response to the converging media environment.

Historically, the department was divided

into three program areas: Radio-TV, Journalism, and Mass Communication General (Advertising and Public Relations). However, with the evolution of digital technology, the separate, professional media outlets are redesigning themselves to serve their audiences using multimedia formats. The revision of the department's purpose statement mirrors the changing media industry, uniting the strengths of the standalone programs into a single, comprehensive mass communication program.

**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?

Not Applicable

**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?

**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?**

N/A

When were the accreditations affirmed or granted?

**When were the accreditations affirmed or granted?**

N/A

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)?**

N/A

**If not required, is the program eligible for accreditation?**

N/A

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

N/A

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?**

N/A

When did the program/department last receive approval?

**When did the program/department last receive approval?**

N/A

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

N/A

Improvements

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

**After reviewing at least one example of improvements/revisions that**

**resulted from the annual PET forms for the last five years, determine the extent that this program/department has used the PET forms to make improvements/revisions. Does this meet the minimum expectations for using PET forms to make improvements/revisions to the program/department?**

Acceptable

Concern

There is a direct answer to this question on the print materials, but I do not see it here.

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

**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

Concern

There is a direct answer to this question on the print materials, but I do not see it

here.

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?**

## Acceptable Concern

There is a direct answer to this question on the print materials, but I do not see it here.

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.

In support of [Goal 8, Strategy 8.1](#) of the AC Strategic Plan, the Mass Communication department embraced Media Convergence education in 2005.

Goal 8, Strategy 8.1, expanding learning through technological innovation and delivery, is evident in the objectives and delivery of Media Convergence education, as outlined to the [Radio-TV Advisory Committee](#) on May 2, 2006. Essentially, Media Convergence education requires teaching enrolled students to work beyond their traditional media roles to partner with their peers in the production of story packages which incorporate multiple media elements (i.e. text story, photo essay, video story, audio file) for publication on the Internet.

To integrate Media Convergence education into the Communication and Radio-TV curricula as defined by the Texas Higher Education Coordinating Board's (THECB) [Academic Course Guide Manual](#), [Workforce Education Course Manual](#), and the [Field of Study Curriculum](#), the Mass Communication faculty formed a Learning Community which allowed them to teach cutting-edge media communication skills by merging efforts across the curricula. While students enroll and participate in activities in their degree-specific mass communication courses, a unique WebCT section, COMM 0002 Multimedia Communication, has been created in order to enroll all students in the same online course for Media Convergence education purposes.

While a majority of the Spring semester is dedicated to learning and mastering medium-specific skills (print journalism, television broadcast, radio broadcast, photojournalism) in individual courses, the final six weeks of the Spring semester of the participating courses are dedicated to Media Convergence education, providing those students enrolled in the key communication classes with an online team environment where students interact with peers and multiple faculty in their pursuit of multimedia stories. Pursuit of these stories requires mastery of digital cameras (video and still photography), audio recorders, PC and Mac computers, and multiple software programs (including Photoshop and Captivate for photo essay editing, Avid for video editing, Word for story editing, and Adobe Audition for audio editing). Successful completion of the multimedia project does not require mastery of all hardware and software components; successful completion of the multimedia project

does require a growth in technical knowledge, a growth in general knowledge across media platforms, and personal growth in soft skills.

The creation of this 24/7 multimedia newsroom simulates the environment in which students may find themselves working in the future. Existing hybrid and online courses in the Mass Communication program allow students to engage with peers in their unique fields of study. COMM 0002 requires students move beyond their comfort zones to engage in face-to-face interactions as well as online communications with multiple individuals with varying degrees of media expertise across platforms.

Assessment of Media Convergence education outcomes will begin in Spring 2009, as identified on the [2008-2009 Planning and Evaluation Tracking](#) form for Mass Communication. (*Comprehensive Standard 3.3.1, Comprehensive Standard 3.4.1*)

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

Acceptable

Commendation

This response shows that there is a meaningful process in place to continually improve the offerings of the department. Well done!

**Does this Committee have recommendations as to how this**

**program/department may contribute to the implementation of the Strategic Plan?**

Acceptable

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

Dr. Lana Jackson, Department Chair and Professor

Donald Abel, Assistant Professor

Jill Gibson, Assistant Professor

Mike Haynes, Instructor

**Has the program/department had a broad base of involvement from a majority of faculty and staff with the program/department regarding implementation of student learning outcomes of the program(s) (or department) and courses? What recommendations does the committee have for increasing involvement?**

Acceptable

## Explain the primary reasons behind the competencies that were selected.

[Media convergence](#) is a reality in the communications industry. With the introduction of the Internet and the explosion of affordable communications technologies, all professional media communicators must learn to work across traditional platforms to communicate with identified audiences.

Mass Communication competencies, as identified on the [2008-2009 Planning and Evaluation Tracking](#) form, reflect the necessity of demonstrating the ability to tell a clear and accurate story to a specified audience using appropriate media as evaluated by a panel of media professionals. In addition, demonstrating the ability to participate in the storytelling process is key to the successful employment of all Radio-TV certificate graduates.

[Radio-TV Advisory Committee members support](#) the department's efforts to create hands-on experiences for students which mirror [real world experiences](#) and issues which graduates can anticipate in their future careers.

## Do the selected competencies appear to be valid?

Acceptable

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

As identified on the [2008-2009 departmental Planning and Evaluation Tracking \(PET\) form](#), the Mass Communication department is broadening assessment tools to include an external assessment committee which will evaluate qualifying students' portfolios in order to rate students' abilities to tell clear and accurate stories to specified audiences using appropriate media. Composed of members of the Radio-TV Advisory committee as well as local print media professionals, the assessment committee will be representative of not only employed media professionals but also of future, local employers. The committee's feedback, using a media-specific rubric, will provide additional insight into curricula strengths and challenges through an outcomes assessment strategy designed to identify areas and opportunities for continuous improvement.

In addition, a Majors Survey and a Graduate Survey will be conducted to gather feedback from the student perspective. Student responses are solicited not only to assess student viewpoints on the state of the industry and current technology/training needs, but also to more accurately

measure employment rates and more accurately measure unpaid/unpaid, temporary media experiences.

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

Acceptable

Evaluate the assessment approaches to date.

Prior to the 2008-2009 PET form, the department assessed program success using Course Completion data, Graduate and/or Transfer data, and Job Placement data provided by the Institutional Research (IR) department. In addition, anecdotal feedback was provided through bi-annual Student Focus Group meetings and annual Radio-TV Advisory Committee meetings. An additional method of assessment included a Spring Survey of individual experiences at AC and future plans.

Data provided by IR provided cursory analysis of yearly trends, while focus group and advisory committee meetings provided more detailed, personal perspectives regarding student success and satisfaction with the individual programs. While both the focus group and advisory committee meetings will continue to be conducted to provide forums for feedback from key departmental stakeholders, the feedback from both groups will be balanced with more objective responses from an outcomes assessment committee which will specifically assess student work in accordance with an identified rubric. The Spring Survey was too general in intent and has been revised into a Majors Survey and a Graduate Survey to more accurately measure student experiences both internal and external to Amarillo College.

## **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.

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

Acceptable

Concern

There is a direct answer to this question on the print materials, but I do not see it here.

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

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

Acceptable

Concern

There is a direct answer to this question on the print materials, but I do not see it here.

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.

**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

Concern

There is a direct answer to this question on the print materials, but I do not see it here.

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

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

Acceptable

Concern

There is a direct answer to this question on the print materials, but I do not see it here.

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?**

Acceptable

Concern

There is a direct answer to this question on the print materials, but I do not see it here.

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?**

Acceptable  
Concern

There is a direct answer to this question on the print materials, but I do not see it here.

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?**

Acceptable  
Concern

There is a direct answer to this question on the print materials, but I do not see it here.

Outline a plan for correcting any weaknesses.

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

Acceptable  
Concern

There is a direct answer to this question on the print materials, but I do not see it here.

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?

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?

**IF the department or program offers one or more technical programs (Associate in Applied Science or Certificates), has the program/department included an explanation of the job placement success during the past five years? Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?**

Acceptable

Concern

There is a direct answer to this question on the print materials, but I do not see it here.

**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

Concern

I do not see this question in the printed materials, and it is not answered here.

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?**

Acceptable

Concern



There is a direct answer to this question on the print materials, but I do not see it here.

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?

**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

Concern

There is a direct answer to this question on the print materials, but I do not see it here.

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

yes

When was the last Advisory Committee meeting?

April 25, 2008

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

[Radio-TV Advisory Committee Meeting,](#)  
April 25, 2008

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

[Radio-TV Advisory Committee Meeting,](#)  
April 25, 2008

**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.

**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.

**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?**

Acceptable

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.

**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.

**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.

**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.

**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).

**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.

**If any part-time faculty member has not been evaluated by both students and supervisor for each course taught within the past year and is listed in the aforementioned Roster of Instructional Staff (also known as Roster of Faculty), identify the**



**faculty member's name and state the specific problem.**

Acceptable

Amarillo College's Board Policy Manual defines each faculty member's academic freedom as "full freedom in the classroom in discussing the subject being taught and to pursue research and publications. However, a faculty member must not attempt to force on students a personal viewpoint and must at all times allow for diversity of opinion." Has anyone in the program/department filed a grievance for violation of the aforementioned academic freedom?  
no

**If anyone within the department has filed a grievance for violation of academic freedom based on the definition stated in Amarillo College's Board Policy Manual, briefly describe the violation (excluding personal identifiers) and the total number of violations.**

Acceptable

Which of the following library

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

Reserve collection Seminars/conferences

**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?**

Acceptable

Does your program/department have discipline accreditation?

no

How has the library participated in this

discipline's accreditation?

**Does the program/department have a discipline accreditation? IF SO, has the library participated in completing the approver's evaluation?**

Acceptable

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

**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?

**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?

Explain what aspects of the services need to be strengthened.

**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.

**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.

**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?

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

Acceptable

Concern

There is a response in the print version that does not show up here.

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

**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?

yes

If no, explain what is inaccurate.

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

Acceptable

Concern

There is a more thorough response in the printed material.

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

Acceptable

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

no

Are the references in compliance with SACS approved statement?

Which reference is not in compliance?

Describe how you will assure compliance for all references in the future.

**IF the program/department has published any document(s) with a reference to SACS accreditation, are all references consistent with the approved statement? (Approved reference: Amarillo College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees. Contact the Commission on Colleges at 1866 Southern Lane Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Amarillo College.) IF any references are inconsistent, identify all documents with the inconsistent reference(s).**



Acceptable

**IF the Self-Study did identify the inconsistencies, does the plan for assuring future compliance appear to correct the problem? IF the Self-Study did NOT identify all inconsistencies, what plan does this Committee recommend?**

Acceptable

Other

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

**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

Concern

The printed version has a response that is not here.