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Follow-up Response  
Form for Response to External Review  
Committee  
Instructional

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**The ID number for this form is 34. You will need this number to update or edit your submission in the future.**

Name of Division:	Language, Communication, and Fine Arts
Name of Department:	dftg
Name of Program:	dftg
This Program Review is being conducted during year:	2008-2009
Names of Staff or Faculty Completing Follow-Up Response:	Tony Thomas

**I. Program's/Department's Purpose**

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

**Purpose Statement: Provide training for employment and job enhancement in the drafting, design and CAD areas.**

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

The mission of the DFTG program is an extension of the AC mission statement in our efforts of enhance the quality of life through education

[http://www.actx.edu/archives/files/filecabinet/folder8/Drafting\\_PET\\_2008\\_2009.pdf](http://www.actx.edu/archives/files/filecabinet/folder8/Drafting_PET_2008_2009.pdf)

Does the answer include a purpose statement for the office/department?

Does the answer indicate how this office/department is within the mission of

Amarillo College?

Acceptable

Followup Response

NO ANSWER

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

The program purpose statement was reviewed by **all full time** faculty in the department in early September of 2008.

[http://www.actx.edu/archives/files/filecabinet/folder8/Drafting\\_PET\\_2008\\_2009.pdf](http://www.actx.edu/archives/files/filecabinet/folder8/Drafting_PET_2008_2009.pdf)

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

Followup Response

NO ANSWER

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

The DFTG program offers its basic and intermediate CAD classes both as Academic and Continuing Education. The classes are offered concurrently with the same requirements for completion for both Academic and Continuing Education.

See AC mission statement link:

<http://www.actx.edu/cr/index.php?module=article&id=16>

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

Acceptable

Followup Response

NO ANSWER

Does the program have admissions policies?

yes

Where are the policies published?

The admission policies are published in the Amarillo College Catalog and are available at the testing center.

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

Acceptable

Followup Response

NO ANSWER

E.) Explain how these policies are consistent with the mission of Amarillo College.

Admission to the DFTG program for AAS. degree is the same as that for any program with AAS degree. Certificate degrees require minimum reading, writing and math skills published at the testing center.

Does the explanation of how the policies are consistent with the mission of Amarillo College appear to be accurate?

Acceptable

Followup Response

NO ANSWER

F.) 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

Followup Response

NO ANSWER

G.) How many years are in the accreditation cycle?

How many years are in the accreditation cycle?

Acceptable

N/A

Followup Response

NO ANSWER

H.) When were the accreditations affirmed or granted?

When were the accreditations affirmed or granted?

Acceptable

N/A

Followup Response

NO ANSWER

**I.) What is the current status of the accreditation?**

Are the current statuses of the accreditations identified (e.g. accredited, in process of renewal, in process of candidacy, other)?

Acceptable

N/A

If not required, is the program eligible for accreditation?

N/A

Acceptable

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

Acceptable

N/A

**Followup Response**

NO ANSWER

**J.) 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

**Followup Response**

NO ANSWER

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

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

Acceptable

N/A

**Followup Response**

NO ANSWER

**L.) When did the program/department last receive approval?**

When did the program/department last receive approval?

Acceptable

N/A

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

Acceptable

N/A

Followup Response

NO ANSWER

## **II. Program's/Department's Improvements based on Planning, Evaluation and Assessment**

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

During the Fall semester for the Final project, students will receive additional training using presentation software such as Power point. Students will also make better use of internet communication and presentation skills

Students in the DFTG 1309 class will be required to design floor plans using specific guidelines discussed in the classroom lectures. These design criteria will further strengthen the design skills for the student and have a positive result on student success.

See pet form:

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?

Needs a link to PET form.

Concern

Followup Response

NO ANSWER

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

The data from the PET form was not implemented prior to the Fall 2008 semester

Implementations from previous years of the PET are stated in the previous statement

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

#### Followup Response

NO ANSWER

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?

Acceptable

#### Followup Response

NO ANSWER

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 DFTG program looked at on line courses. We are currently using the Amarillo College MyAC to implement all classes and are doing several classes as hybrid over the MyAC portal. We are not planning on implementing any of the hands on courses to on line and do not feel that these classes can be taught to the majority of our students using this technology. Many of the local employers have expressed concerns over the quality of instruction that potential employees are getting through on line courses.

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

Great improvement as a response to the review.

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

Acceptable

Followup Response

NO ANSWER

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

Tony Thomas

Program Coordinator DFTG

Daniel McCall Professor DFTG

Ann Fry

Program Coordinator INDS

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

Followup Response

NO ANSWER

Explain the primary reasons behind the competencies that were selected.

Advisory Board member input is the major concern for DFTG competencies

Employers within the service area are major contributors to the competencies included in DFTG courses

The competencies needed for Graduates to be successful in the job market are primary consideration criteria for class content.

Do the selected competencies appear to be valid?

Acceptable

Followup Response

NO ANSWER

Identify the primary reasons for the assessment tool(s) selected. The final assessment process for DFTG students is typically done by employers. We as a department must use similar assessment tools during classroom exercises to insure success in the job market. We have made every effort to include practical examples similar to those used in the real world and try to assess these projects as they would be assessed by potential employers.

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

Acceptable

Followup Response

NO ANSWER

Evaluate the assessment approaches to date.

The evaluation process seems to be working very effectively at this time.

We have a reasonable success ratio of students in classes and for graduates.

We have a significant number of employers that constantly contact for potential employees and often comment on the quality of our graduates. Many of the employers have commented that the students have good working skills and are very capable of becoming successful with the employers.

Evaluate the assessment approaches to date.

Acceptable

Followup Response

NO ANSWER

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.

Currently the main qualitative results are from employer input as to student employment skills. Through conversations with employers that have employed AC graduates, they have expressed extreme satisfaction with the quality of our students.

Most employers in the area contact AC for new employee prospects immediately upon position openings.

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

Followup Response

NO ANSWER

Review the five-year graph(s) of course completions for the program/department. 1. Explain any increase or decrease that is more than a one-year anomaly.

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

We are currently in the process of change all degrees within the DFTG dept. to incorporate a 3d modeling course in Microstation. The inclusion of this class is a direct result from input from employers within the area. We are eliminating the Programming for CAD course and incorporating several of the topics from that course into the Advanced CAD course.

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

Acceptable

Commendation

It is vital to students' education to keep pace with the private sector's needs. These changes will be aimed at benefitting the students' preparation for the work force.

Followup Response

NO ANSWER

The trends from student count within the DFTG program follow job market and unemployment within the areas. It seems as though when unemployment is at a low, our enrollment seems to suffer. When employment and layoffs occur, our student counts have a tendency to increase. This effect is generally more obvious in the older student population.

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

Followup Response

NO ANSWER

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

It is our intent to recruit more 18 to 20 year old students.

We also intend to more aggressively work with employers to retrain and update training for their current workforce.

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

Acceptable

Followup Response

NO ANSWER

Does the program/department provide for alternative methods of awarding credit? (Select all that apply).

Tech-Prep Credit by Exam Credit for Experience

Has the program/department provided for alternative methods of awarding credit? If not, which alternative methods would be recommended?

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

Acceptable

Followup Response

NO ANSWER

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).

[http://catalog.actx.edu/preview\\_program.php?catoid=5&poid=770&bc=1](http://catalog.actx.edu/preview_program.php?catoid=5&poid=770&bc=1)

The above link is for the DFTG.AAS degree course requirements to include the general education requirements

The skill and competencies listed below have extreme relevancy to the design and drafting processes used in our program:

**Mathematical Skills:** *Students will analyze and solve mathematical problems using computational skills.*

**Application of Critical Thinking Skills:** *Students will analyze*

problems, acquire and evaluate information, organize concepts, and construct solutions.

**Communication Skills:** Students will evaluate, analyze, and communicate effectively through written and verbal expression.

**Technological Literacy:** Students will demonstrate competency in using relevant technology.

**Aesthetic Awareness:** Students will demonstrate an awareness of the scope and variety of works in the arts and humanities and the aesthetic principles that guide these works.

**Ethics and Diversity:** Students will identify standards promoting academic, professional, and civic responsibility within a culturally diverse society.

General education competencies list:

<http://www.actx.edu/iea/index.php?module=article&id=37>

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

Followup Response

NO ANSWER

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

<http://www.actx.edu/iea/index.php?module=article&id=37>

The competencies for the General Education skills and competencies have been assessed by committee members. Members include both Academic faculty, Technical faculty and Administrators. Documentation links are provided at the above listed link.

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

Followup Response

NO ANSWER

Outline a plan for correcting any weaknesses.

Current assessments have not been quantified to the amount that a current plan for improvement can be implemented.

From data gathered, student requirements and skills are currently being analyzed. A plan for correcting weakness has not been discussed at this time and will be further discussed when data is more conclusive.

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

Acceptable

Followup Response

NO ANSWER

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

N/A

Followup Response

NO ANSWER

R.) 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?

Job placement graphs are unavailable locally. The co-board results show that the DFTG graduates are above 95% placement for the past year.

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

Followup Response

NO ANSWER

S.) Provide a plan of action for the identified problem.

We currently have not identified a problem with placement.

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

Followup Response

NO ANSWER

### **III. 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  
Response not submitted.

#### Followup Response

The program has no affiliation with any other entity other than Amarillo College. We do currently accept some Tech Prep agreements with some area schools, but only after students have shown themselves qualified to receive such credits.

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

2

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

All curricula changes have been approved by all full time faculty in the program and advisory board members.

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

#### Followup Response

NO ANSWER

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

yes

When was the last Advisory Committee meeting?

Last advisory committee meeting was in April 2008

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

Minutes of Advisory meetings:

<http://www.actx.edu/archives/index.php?module=article&id=44>

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

Advisory committee members:

<http://www.actx.edu/archives/index.php?module=article&id=67>

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?

Unacceptable

Recommendation

Response not submitted, but question did not appear on hardcopy.

#### Followup Response

The advisory committee is made up of local employers in the drafting/CAD fields. Civil, Architectural, Mechanical and other fields of the drafting trade are represented in the Advisory Board. A constant input from the members is encouraged via annual meeting, phone, and e-mail. All input from advisory board members is considered with curriculum development.

#### IV. 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.

<http://sites.actx.edu/~iresearch/progre04-05/enrollmentbydeptlcfa1.htm>

The current trend is a small increase in enrollment. 2005 was the lowest enrollment year with an increase in 2006 and 2007.

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

Acceptable

#### Followup Response

NO ANSWER

Create an action plan for needed improvement and commendation

for any dramatic improvement.

The current trend is showing a a small increase in enrollment.

Some plans of improvement are as follows:

More contact with area employers and further training for employers will be implemented.

More contact with area high schools with strong emphasis on recruiting will be implemented.

Area trade shows common to program content will be targeted as potential areas of recruitment.

Concentrated advertising for Technical programs will be implemented int the AC advertising strategies

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

#### Followup Response

NO ANSWER

For programs/departments with majors, review the graphs of program majors and the number of new majors by year. 1.

Provide an analysis of the program's/department's faculty.

<http://sites.actx.edu/~iresearch/progre04-05/programheadcountlcfa.htm>

2006 shows to be the lowest year for new student enrollment.

Improvements most likely will be highly affected by the current downtrend in employment due to economic conditions. It is very difficult to predict how this will influence the number of students seeking degrees within the program. The election of a new president will also have a huge effect on the enrollment. We as a department will continue to aggressively recruit new students from



both the high school market and individuals seeking new training for career changes.

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

Followup Response

NO ANSWER

## **V. Resources**

Faculty 1.) Review the five-year graph(s) of the student to faculty ratio in the program/department. a. Explain any increase or decrease that is more than a one-year anomaly.

In 2005 our enrollment suffered from low employment in the area. We currently employ two full time faculty and could not afford to eliminate any faculty members on 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

Followup Response

NO ANSWER

Provide an action plan for improvement of any identified problem. Plans for increased enrollment for classes will eliminated the problem.

Current trend show more technical jobs in the area and the need for technically trained employees. We expect that this trend alone will increase enrollment. We are also aggressively recruiting new students and students with retraining needs.

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

Concern

First response is confusing.

Followup Response

NO ANSWER

In the database for Roster of Instructional Staff (also known as Faculty Roster), review the credentials of each full-time and part-time faculty member within the program/department.

Each full time faculty member has Masters Degree plus additional hours

SACS requirements for this program Require AAS degree and appropriate experience.

Both full time faculty have a masters degree and additional hours or certification

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

Followup Response

NO ANSWER

List the names and the last date for all full-time faculty evaluations based on the schedule indicated in the Faculty Performance Review (FPRP).

Dan McCall- Last evaluated Spring 2007

Tony Thomas -Last evaluated Spring 2007

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

Followup Response

NO ANSWER

List the names of each part-time faculty and the last date of evaluation by students and supervisor for each course taught.

Kenneth George - Last evaluated Spring 2007

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

Followup Response

NO ANSWER

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

Followup Response

NO ANSWER

Library 1. 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).  
Classroom instruction Personalized instruction Electronic journals  
Electronic books 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

Concern

Tech-Prep, Credit by exam and Credit for experience were mentioned as in the hardcopy, but not at this location in the database.

Followup Response

NO ANSWER

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

Electronic archive and research always have room for improvement. I feel that these are currently sufficient, but must constantly be maintained and updated.

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

Followup Response

NO ANSWER

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

Followup Response

NO ANSWER

Technology and Security/Privacy 1. 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?

More use on on line tutorials and exercises provided by textbook providers needs to be implemented in our classrooms. Many of the textbook providers and software companies are beginning to provide tutorials and on line base resources.

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

Followup Response

NO ANSWER

What improvements would ensure that students use technology? Requirements from instructors and more information provided to the students would greatly increase the use of 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

Followup Response

NO ANSWER

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

Followup Response

NO ANSWER

Explain what aspects of the services need to be strengthened. Currently we do not see any need for improvement, but service must be kept up-to date with technology.

Do the Self-Study recommendations of this program/department for support services that need to be improved appear to be valid?

Acceptable

Followup Response

NO ANSWER

Support Services for Students 1. Which support services need to be strengthened to better serve students in this program/department?

We currently are experiencing no problems with support services

and are pleased with the services that we and our students have encountered.

#### Followup Response

NO ANSWER

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

As a department on the west campus, we do feel that constant presence of security personnel on this campus would create safer environment for our students.

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

#### Followup Response

NO ANSWER

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

There are some of the facilities that could have some of the handicapped addressability improved.

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

#### Followup Response

NO ANSWER

## **VI. Budget**

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

Technology is always the biggest strain on our budget. We must keep our facilities, hardware and software as current as possible. Employer demands for quality graduates have caused us to request current software, computers and equipment to maintain a quality education for our students

Have any of this program's/department's outcomes resulted in budget

requests to date? If not, why not?

Acceptable

Followup Response

NO ANSWER

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

1. Maintain current software each semester.

2. Maintain current technology related hardware.

3. Research and develop new courses related to local employment needs.

4. Maintain exemplary faculty in all course.

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

Followup Response

NO ANSWER

## VII. 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

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

Acceptable

Followup Response

NO ANSWER

B.) 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 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?

Followup Response

NO ANSWER

### **VIII. Other**

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

The local economy and relationships with local employers must be constantly researched. We must develop partnerships with employers to provide high quality employees for the future of our program as well as the community.

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

Followup Response

NO ANSWER

Name :



Comments :

A rectangular text area with a thin border. On the right side, there is a vertical scroll bar with a small arrow pointing up and another pointing down. At the bottom, there is a horizontal status bar with a patterned background, containing a left-pointing arrow and a right-pointing arrow.

Send To Administrator

Cancel