Program Review
Form for External Review Committee

Amarillo College

Instructional

Form ID
227
Division
Continuing Education
Department
Occupational Education
Program
Occupational Education
Review Year
2010-2011
Member Names
Michael Ward
Division Overview
Program/Department Purpose
State the purpose of the program/department. How is this purpose within the mission of Amarillo College?

Mission Statement – Continuing Education Division

- **The Continuing Education Division strives to strengthen communities through lifelong learning**

Purpose Statement – Continuing Education Department

- **To support instructional efforts of Continuing Education**

Amarillo College Mission

- **enriching the lives of students and community**

The Occupational Education department changes programming focus in order to meet the needs of the community. All training involves an occupational focus. Some classes are held based on mandatory licensing requirements, mandatory CEU requirements, or area wide certifications.

All areas are facing changes in market driven needs on a regular basis, therefore continuing education is necessary. As an end result, the department supports the college mission by enriching the lives of our students and community.

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

N/A

Yes

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

Each department's mission statement was revised and finalized on May 20, 2010 during the retreat.

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

N/A

A date and name of the retreat, would be preferable to " during the retreat "

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

This department maintains flexibility in order to adjust programming focus to meet the needs of the community. All training is occupation specific. Some classes are held based on mandatory CEU requirements for licensing, certification, or the renewal of these credentials. All of these areas change on a regular basis and therefore continuing education is necessary. As an end result, the department supports the college mission by enriching the lives of our students and 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

N/A

Yes, Yes

Does the program have admissions policies?

yes

Where are the policies published?

Policies are included in print brochures and course catalog. This department's only course requirement for experience is as follows: Certain classes have pre-requisites to attend those specified classes only. There are no admission policies for others.

PHR Eligibility –

1. Four years demonstrated exempt-level HR experience with less than a Bachelor's degree

2. Two years demonstrated exempt-level HR experience with a Bachelor's degree

3. One year demonstrated exempt-level HR experience with a Master's degree or above

SPHR Eligibility –

1. Seven years demonstrated exempt-level HR experience with less than a Bachelor's degree

2. Five years demonstrated exempt-level HR experience with a Bachelor's degree

3. Four years demonstrated exempt-level HR experience with a Master's degree or above

GPHR Eligibility –

1. Four years demonstrated exempt-level HR experience, including two years of global HR experience with less than a bachelor's degree

2. Three years demonstrated exempt-level HR experience, including two years of global HR experience with a Bachelor's degree

3. Two years of demonstrated global exempt-level HR experience with a Master's degree or above

SHRM Learning Systems classes require different degrees and experience levels to sit for the national exam. These requirements are new as of the May-June 2011 testing window. The requirements are as follows:

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

Acceptable

N/A

yes, but hyper link would be good.

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

There is no formal admissions policy other than an age appropriate requirement. There is a college wide enrollment eligibility statement as follows:

Students with outstanding obligations to Amarillo College may not be allowed to enroll in or complete a Continuing Education course until the obligation is fulfilled. Students who have received a Criminal Trespass Warning from Amarillo College will not be allowed to enroll in courses held on any AC campus unless the warning has been lifted.

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

Acceptable

N/A

The paper copy has the question "Where are the policies published" the online request is " Explain how these policies are consistent with the mission of Amarillo College.". This answer does not refer to the mission statement. This is probably a problem with database and hard copy correlation.

Is the program/department accredited?
yes
Which agencies or organizations accredit the department/program?

Amarillo College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). SACS is on a ten-year accreditation schedule. Continuing Education Units (CEUs) are available based on that accreditation. Amarillo College was last accredited in 2002.

The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) recognizes the important role of non-credit continuing education in the lifelong education of adults. The criterion for accreditation of the Commission on Colleges applies to all continuing education, outreach and service programs. For non-credit programs, the Commission adopted the Continuing Education Unit in 1971 for use by its member institutions. Institutions whose mission includes the offering of continuing education programs which award CEUs are to follow the guidelines contained in the Commission's document CEU Criteria and Guidelines. Both sets of criteria now place a greater emphasis on the evaluation of student achievement and the assessment of those findings.

Amarillo College is monitored by the Texas Higher Education Coordinating Board (THECB.) Amarillo College is in good standing with the THECB.

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

Acceptable
N/A
Yes

How many years are in the accreditation cycle?
10

How many years are in the accreditation cycle?

Acceptable
N/A
10 years.

When were the accreditations affirmed or granted?

Amarillo College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). SACS is on a ten-year accreditation schedule. Continuing Education Units (CEUs) are available based on that accreditation. Amarillo College was last accredited in 2002.

When were the accreditations affirmed or granted?

Acceptable
N/A
2002

What is the current status of the accreditation?
Accredited

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

Acceptable
N/A
Yes

If not required, is the program eligible for accreditation?

Acceptable
N/A
N/A

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

Unacceptable

Recommendation

No answer,No explanation. This question needs to be answered.

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?

yes

Identify the external approver(s) for the department/program.

Society of Human Resource Management (SHRM) as preparation for taking the National PHR/SPHR certification – A contract between SHRM and Amarillo College – status current.

Texas Commission on Environmental Quality (TCEQ) to provide the basic training class that prepares students to sit for the Texas Irrigator Licensing Exam. Texas Commission on Environmental Quality requires that new classes offered in the irrigation area be approved before advertising and holding course offerings. Occupational Education submits a course outline, course objectives, and timelines to TCEQ for approval. Amarillo College is currently approved to offer the following Irrigator classes.

Basic Irrigator Training Class

Irrigation Technician

Texas Commission on Environmental Quality (TCEQ) to provide mandated CEU training to licensed irrigators. TCEQ requires that new classes offered in the irrigation area be approved before advertising and holding offerings. Occupation Education submits a course outline, course objectives, and timelines for approval. Amarillo College is currently approved

to offer the following classes for mandated CEU

Business Strategies for Texas Irrigators

Comprehensive Irrigation Installation and Maintenance

Hydraulics

Precipitation

Texas Commission on Environmental Quality (TCEQ) to provide pre-test training for Water Treatment employees. TCEQ requires that new classes offered in the Water area be approved before advertising and holding course offerings. Occupational Education submits a course outline, course objectives, and timelines to TCEQ for approval. Amarillo College is currently approved to offer the following classes

Basic Water

Basic Wastewater

Associated Plumbers Heating and Cooling Contractors of Texas (APHCC) to offer mandated CEU training to licensed plumbers and test prep classes for Tradesman, Journeyman, and Master Plumber. The curriculum is Texas State Board of Plumbing Examiners approved curriculum and also received approval from the THECB to receive state funding.

State Board of Educator Certification as a provider (500339) of Continuing Professional Education (CPE) to educators – An application is submitted to the State Board of Educator Certification – the status is current.

Texas Association of Counties: Commissioners Education Committee of the County Judges and Commissioners Association of Texas. Before each seminar, Occupational Education must submit a letter to the Texas Association of Counties requesting permission to offer CEUs to the Panhandle County Judges and Commissioners for educational training. Amarillo College is currently approved to offer a 4-hour course.

Environmental Protection Agency to offer a lead based paint certification training. The EPA requires that training providers use approved curriculum as well as certified instructors to hold this training. This is mandatory to uphold certification for students as well as receive state funding. Amarillo College is current offering approved courses.

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
N/A
Yes
What approval schedule is required by the external approver(s)?
There are no approval schedules required from these agencies as long as AC remains accredited.
Was the approval schedule required by the external approver(s) identified?
Acceptable
N/A
yes
When did the program/department last receive approval?
2010
When did the program/department last receive approval?
Acceptable
N/A
2010
Is the reason why the program/department is required to

receive this approval clear?

Unacceptable

Recommendation

No , it is not stated.

<u>Improvements</u>

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

The 2007-08 PET form, objective/outcome 1.1 included: After completing online SHRM course, exempt HR professionals with at least two years of experience will have a pass rate on the national SHRM Certification Exam at least equal to the national benchmark rate. Please note the two year experience requirement applies only to the time period of the 2007-08 PET form. Requirements will change for the May-June 2011 testing window and will remain as previously stated in question I. "Programs/Departments Purpose; D. "Does the program have admission policies". SHRM, and the Holmes Corporation provide yearly data to support the success of this objective/outcome. Students enrolled in this course have scored at, or slightly above, the national average for four consecutive years.

[AC Pass Rate](#)
[AC Pass Rate 2](#)
AC Pass Rate 3

After reviewing at least one example of improvements/revisions that resulted from the annual PET forms for the last five years, determine the extent that this program/department has used the PET forms to make improvements/revisions. Does this meet the minimum expectations for using PET forms to make improvements/revisions to the program/department?

Unacceptable

Recommendation

The response referred to the "national benchmark rate"& "national average" , but fails to give give a value, for comparison, so improvement can not be determined.

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

One recommendation from the review committee for the 2004 Program Review suggested that Occupational Education study its marketing strategies and determine if changes will better market the program. The Continuing Education Division has adopted the recommendations outlined and researched by LERN. The Continuing Education Division submitted our course catalog and website information for review. The following are the results. This department has adjusted strategies in an effort to accomplish LERN recommendations.

LERN Brochure Critique

LERN Web Critique

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

Unacceptable

Recommendation

The first hyperlink is a 12 page, Critique of Continuing Education's Spring 2010

brochure, the second is 6 page critique of the program's web site. Continuing Education Division claims to have adopted the recommendations outlined, but no example is given.

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?

Traditional classroom,Web

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

N/A

Traditional classroom and web appear to be minimal, no example of improvements or understanding of Strategic Plan.

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 Occupational Education Department has improved/revised course offerings in response to Goal 5: Expand Impact on Economic Development in the Texas Panhandle. This department has and will continue to respond to Strategy 5.1 – Broaden impact on regional economic development; Action 5.1.1 – Strengthen partnerships with AEDC, PRPC, and chambers of commerce.

The Occupational Education department has strengthened relationship with community partners greatly over the years. Many partnerships occur in offering seminars, workshops, courses, etc. This department is also involved on various committees to support these efforts. The partnerships are strong and viable. This department will continue to seek out new healthy relationships in which community involvement and support can thrive.

Specific partnerships include: Panhandle Association for the Education of Young Children, Amarillo Chamber of Commerce, Panhandle Human Resource Association, Texas Agri-life Extension Service, Amarillo Economic Development Committee, Small Business Development Center, Entrepreneur Alliance, Panhandle Regional Planning Commission, Region 16, and Amarillo Independent School District.

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

N/A

Not very specific.

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

Acceptable

N/A

Show the Strategic Plan and reference it.

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

Program and course outcome evaluation is reviewed and approved by some or all of the following individuals:

Damaris Schlong – Dean of Continuing Education

Kim Davis – Director of Continuing Education

Megan Eikner – Associate Director of Continuing Education

Linda Reed – Associate Director of Continuing Education (retired Sept. 2009)

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

N/A

update the list.

Explain the primary reasons behind the competencies that were selected.

In addition to the individuals listed in section E of this review document, some courses have a committee of professionals to plan and review course outcomes. One example is the Entrepreneurship Institute. Competencies for this course were selected to be an extension of services offered by area organizations and individuals. The planning committee for the course consisted of the addition of individuals with expertise in entrepreneurship.

Those individuals are as follows:

Shawn Fouts – Dean of Career and Technical Education

David Terry – Executive Director, WT Enterprise Center

P.J. Pronger –Director, Small Business Development Center

Ashton Allison - Executive Director, Entrepreneur Alliance

Entrepreneur Course Syllabus

Do the selected competencies appear

to be valid?

Acceptable

N/A

yes

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

Assessment tools included class projects throughout the entire course ending with a 10-20 minute presentation of student interpretation of what an entrepreneur is and their personal business goals.

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

Acceptable

N/A

List all assessment tools, this is a partial.

Evaluate the assessment approaches to date.

Assessment approaches to date have been successful. Students were given three separate course evaluations. The first was a simple "What did you like, What didn't you like, about Entrepreneurship Institute". Students were collectively very happy with the learning outcomes of the course at this time. This evaluation was given approximately mid-course. The only changes recommended were: Course length. Final course evaluation was given at the last class meeting. The overall rating of the course was as follows:

66.7% rated the class as Excellent

33.3% rated the class as Above Average

A third course evaluation was given two weeks after completion of the class. This evaluation was distributed by email and response was low, but good. The following were the questions:

1. You have a better understanding of what an entrepreneur is
2. You have a better understanding of whether or not you are prepared to be an entrepreneur
3. You gained practical knowledge of day to day entrepreneurship
4. You are aware of all available business resources in the Panhandle area

All three responders agreed to all four questions except one. One student disagreed with having a better understanding of what an entrepreneur is.

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

Acceptable
N/A
Yes

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.

There are no graphs/data available for Continuing Education course outcome assessments.

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
N/A
Supply graphs.

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

Ethical Leadership will see curricula change for the Spring 2011 offering. Course curriculum will follow the reading material provided. Students will read Developing the Leader Within You, by John C. Maxwell. Students will be exposed to course materials

in various fashions to accommodate all types of learning styles. Students will have visual materials, hands-on activities, as well as reading material. The course has been redesigned to fit within one semester as opposed to two, as the Fall 2010 course was offered.

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

Acceptable

N/A

course length and materials.

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.

There are no graphs/data available for Continuing Education course completions as it is with academic areas. A grade of S (Satisfactory) and U (Unsatisfactory) is recorded and transcripted for each student. CEU credit is awarded for satisfactory completion of a class.

Does the review of the five-year graph(s) of course completions demonstrate the use of analysis to implement a plan of action for retention? Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?

Unacceptable

Recommendation

No explanation of any increase or decrease.An analysis of any increase or decrease needs to be demonstrated.

Provide the program's/department's plan

of action for improving any identified problem or results from the implementation of the plan of action.

Although there is not a graph available for this data, there are existing reports of grades recorded for CE students that had been provided by the Institutional Research Department and were available in the AC Databook. These statistics are no longer available in the current AC Databook.

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

Unacceptable

Recommendation

No, not stated.This question needs to be answered.

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

unanswered. This question needs to be answered.

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).

Continuing Education is non-academic and does not include general education and/or core curriculum requirements. Therefore, CE curriculum is not approved by the Academic Affairs Committee.

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
N/A
N/A

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

Course outlines are kept on file in the Occupational Education office as required by SACS.

Blank Course Outline Form

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

N/A

no explanation of assessment approach for general education or competencies . No analysis of the results for accuracy is stated. the links are to a blank form and a course syllabus.

Outline a plan for correcting any weaknesses.

No weaknesses have been identified, although efforts to continually improve are ongoing. Instructor and course evaluations are distributed and tallied for each course. The Associate Director personally discusses any negative issue(s) with the instructor as needs arise. A summary of the evaluation is available to provide feedback to the instructor.

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

Acceptable

N/A

"No weaknesses have been identified"

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
N/A
N/A

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

Not answered N/A

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?

There are no charts available for this data. The Occupational Education Department course offerings are non-academic and Continuing Education courses do not satisfy requirements to complete an Associate degree or academic Certificate.

This question does not apply to the Occupational Education Department.

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?

There are no identified problems and no plan of action is necessary.

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

N/A

N/A

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

N/A

Yes

Curricula

Does the program/department have affiliation(s)/agreement(s)/contract(s) with any other entity for the purpose of delivering instructional content?
yes
Review the affiliation(s)/agreement(s)/contract(s), consider Amarillo College's mission, and then make a recommendation to:
Provide an analysis of the review.

The Occupational Ed. Department utilizes the following types of agreements:

Co-Sponsor agreement

Examples of entities in which this department co-sponsors class with are:

Region 16, Panhandle Human Resource Association, Burlington North Santa Fe Railroad, Panhandle Association of Tax Preparers, Underwood Law Firm, and many others as requested.

In-Kind agreement

Examples of entities in which this department operates under an in-kind agreement with:

Amarillo Independent School District, Panhandle Association for the Education of Young Children, Texas Agri-life Extension, the National Weather Service, Non-Profit Service Center, and many other entities. This department strives to use in-kind agreements with non-profit organizations, some governmental entities, and other service related entities in the area.

All agreements work well at this time.

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

N/A

these agreements do not state "that Amarillo College maintains the responsibility for controlling all aspects of the educational program", in these exact words. Both referenced agreements state "Special Note: This course will be administered with NO deviations from the approved course curriculum or the established class times and schedule unless BOTH parties give prior approval." No schedule is referenced for reviewing the quality of these programs. No statesmen is made about the college's mission statement.

How many curricula changes were approved by the Academic Affairs Committee during the past five years?
0

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

N/A

N/A

Is any program within the department a technical program (e.g. AAS or certificate)?
no

When was the last Advisory Committee meeting?
Provide a link to the minutes of the last Advisory Committee(s) minutes in the Electronic Archives.
Provide a link to the appropriate committee membership of the Advisory Committee(s) in the Electronic Archives.

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
N/A
N/A

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

N/A

N/A

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.

Continuing Education programs do not have full-time equivalents or specific numbers of completers as academic areas do.

Enrollment numbers have remained stable for the past 5 years. Educational institution partners have experience budget reductions in combination with an economic downfall nationally. Each of these has collectively continued to suppress large program growth.

Enrollment Data 1

Enrollment Data 2

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

Acceptable

N/A

Yes

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

The Occupational Education department's plan to improve enrollment are:

a. Exploration of additional workforce required CEU's
b. Work with AISD and Region 16 to strengthen partnership opportunities that will work well for all institutions during tough budget times
c. Explore new on-line course offerings
d. Focus on marketing and strengthening our web presence following LERN recommendations
e. Conduct analysis of current class offerings: identify stars and dogs
f. This department will continue to explore avenues to provide extraordinary learning experiences while keeping prices low to adjust to changing market demands and reduced economic ability.

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
N/A
Yes

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

Acceptable
N/A
No

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 Occupational Education area within Continuing Education does not have program majors.

This does not apply to Continuing Education areas

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

N/A

N/A

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.

No graph is available as it is for academic areas.

There is not a set student to instructor ratio for all classes. Student/Instructor ratios stay fairly consistent. The normal minimum enrollment for open enrollment classes is 8 students / 1 instructor. Some conferences/seminars/multiple day trainings may have up to 50 students / 1 instructor. Class enrollment minimum and maximum numbers are determined by the instructor and the Associate Director. These perimeters are based on effective teaching and learning, and financial considerations.

No increase or decrease has been identified at this time.

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

N/A

N/A good answer.

Provide an action plan for improvement of any identified problem.

No problems have been identified at this time.

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

N/A

"No problems have been identified at this time."

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.

Unable to open link - Internet explorer could not display page.

Instructors of Occupational Education courses meet all SACS and the THECB requirements Upon their being hired, it is determined that they have the necessary qualifications to teach Continuing Education courses at Amarillo College. Any instructor teaching a mandated CEU course must hold the required license or certification in the subject matter being taught.

Statement of qualifications form

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

N/A

The "Roster of Instructional Staff" link is

not functioning,(all four instances).
Looks good.

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

This department does not employ any full-time faculty.

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
N/A
N/A

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

Instructor information

Instructors are evaluated after each class by their students on an evaluation form. Evaluations are reviewed by the Associate Director to ensure quality classroom and learning experiences.

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
N/A
Good.

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 N/A None.
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.)
Does it appear that the library collections/resources/services used by the faculty, staff, and/or students within the past five years are accurate and thorough?
Unacceptable Recommendation Not answered.There should be an answer.
Which two or three collection/resources/services should be improved to support Amarillo College's mission regarding teaching and service? None identified at this time.
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 N/A None.
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 N/A N/A
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?
Although most students in this department do not work with technology directly in the classroom on campus, they do have access to technology from home/office computers. Some classes require the need to access email with the instructor. There are also pieces on on-line information in which they are

asked to gather from time to time. Or, in the case of the SHRM Learning System Pre-Certification class, all course manuals are on-line as of Fall 2010.

Strengths in the area would include all processes where the instructor has control over what the student in able to access or needs.

Weakness would include the student's ability to navigate our website to find information about classes, enroll in classes, or learn about Amarillo College in general. The new Continuing Education Consultant is currently working to make the CE website more user friendly. Amarillo College will have to address the issue of the difficulty in enrolling. An on-line shopping cart scenario is greatly desired throughout the division as well as this department.

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

N/A

This is an incomplete statement "Strengths in the area would include all processes where the instructor has control over what the student in able to access or needs.". Yes.

What improvements would ensure that students use technology?

- Develop online CE classes, certificate programs, and certifications.

- Development of the online "shopping cart" registration tool.

- An Open Access computer lab –with assistance for students who are not yet computer literate and are not yet registered in class.

- Develop a more dynamic and user friendly web presence

- An afterhours Enrollment Kiosk at each campus to allow online registration

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

N/A

Yes.

Review program/department operations. Does any operation present the possibility for violations of security, confidentiality, or integrity of student records?

yes

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

Generally the answer is no. However, it is not realistic to believe that there is absolutely no possibility of a breach in security, confidentiality, or integrity of student information/records. However, the office staff is aware of FERPA laws and they are trained to take every precaution to prevent such a breach.

This department registers the majority of their students using paper enrollment forms. This form asks for the student's social security number or their student ID number. Not all students provide this, but some do. Although this department works terribly hard to secure that information, there is slight possibility that the form could be lost or stolen.

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

N/A

Yes, Students should not be required to use SSN.

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

Acceptable

N/A

Students should not be required to use SSN.

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

- Ask AC
- Web Advisor
- On-line web presence

Explain what aspects of the services need to be strengthened.

1. The Continuing Education support staff receives phone transfers from AskAC on a daily basis. Many of the questions pertain to an Academic Area of the college. It seems employees in this area don't have good training on exactly what each division handles.
2. Web Advisor is not user friendly. A shopping cart tool is the best option. Students should be able to search classes by Class Id, Class name, or even subject/degree areas. They should then be able to select classes and add them to a shopping cart. They should have an option to browse all interest areas and easily add or delete selections before checking out.
3. The Amarillo College web-site is not user friendly. It is boring and needs to have daily updates on classes, and new

events. Some colleges have an employee who is responsible for doing this. A CE consultant has just been hired to help with this task.

Ask AC has been a wonderful help to us, however there has been a recent shift in their sustained support/help related to our students and staff in the CE department. The CE office does recognize that the AskAC department has undergone significant turnover of their staff. The CE Director and administrative staff in AskAC have been communicating about the current situation. The CE Director is supportive of their on-going efforts to strengthen their services and support.

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

Acceptable

N/A

Yes.

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

A continued concern among the CE Staff is the lack of visible AC Police officers - particularly at night and on weekends. While officers make rounds, the size and geographic locations of campuses make their presence limited. Many of the part time faculty and staff state they never see a police officer on campus. The irregular hours and days of CE courses make this deficit even more apparent.

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

N/A

Yes, These recommendations are significant and/or urgent.

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

Many times, it is difficult to find a building large enough to accommodate large seminars. Most seminars request the use of an auditorium along with classrooms in the same building for break-out sessions. Polk Street can accommodate most situations if it is available. There have been multiple times when this building is not large enough. Most campuses do provide the ability to utilize multiple buildings. For example, West campus is utilized highly for large groups. One large group may be in the Lecture Hall for part of the day and then have to move to Building B, for example, to attend a different session in one of those rooms. Some groups can accommodate that and others can't. There are times when our clients must resort to renting other local facilities that are larger if Amarillo College facilities will not accommodate their needs.

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

N/A

Yes,an auditorium along with classrooms in the same building is a significant concern

Budget

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

The Continuing Education Division is entrepreneurial in nature and budgeting is based on historical performance and conservative, realistic expectations of future performance. The Occupational Education Departmental income must meet or exceed expenses in order to move forward and prepare future budget targets.

Cost Study

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

Acceptable

N/A

The Cost Study link appears to show a budget, but the statement does not indicate that any outcomes have effected a budget.

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

This department will continue to provide cost effective education. The department is currently understaffed, therefore growth is somewhat stifled. The department objective is to grow in the next five years. If the objective is to be achieved there is a need for additional staff.

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
N/A
This is a good statement.
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
N/A
Should have a link to documents.
IF anything appears to be inaccurate, identify the apparent violation.
Acceptable
N/A

Should have a link to documents.

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

yes

Are the references in compliance with SACS approved statement?

yes

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

N/A

Yes, Yes, and no answer. There are no references.

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

N/A

The Self-Study feels that it is compliant.

Other

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

During the program review process, explanations of responses to the Yes/No questions were created in a word document. The complete Program Review document is included here for your review and to ensure clarity.

The Associate Director plans to explore the opportunity to offer certificate programs in cooperation with the Career Cluster group. This will build a stable group of students and completers every year. Again, as mentioned above, great concern in this success will be tied to staff ability.

Concerns:

- Budgeting restrictions and cuts
- LERN recommends that marketing efforts should be increased, specifically the

direct mail method, but budgets are tight
- The unknowns of outcomes based funding
- State budget deficit and state funding cuts
- Resources for development of online CE classes and program length certificates
- Pressures to develop new successful programs with fewer resources available
- Pressure to generate revenue with fewer resources available

Additional information regarding Program's Improvements….
Students attend certain CE classes to become certified or licensed or to receive renewal of certification or licensing requirements.
Certification or licensing courses currently offered include:
Electrician, Plumber, and HVAC professional licensing updates, Certified Arborist Pre-certification, SHRM Certification preparation, Certified Landscape Technician, Certificate Program in Human Resources, Irrigation Technician, Certified Fiber Optics, Technician, Certified Fiber Optics Specialist Testing and Maintenance, Certified Fiber Optics Splicing Specialist, Nurseryman Certification. This department also offers on-line certifications. Examples of courses include: Certified On-line instructor, Certified Financial Planner, Project Management Certification, etc

Additional information regarding Publications:

CE Class Schedule

Electricians 2011.pdf

Entrepreneurship Spring 2011.pdf

Ethical Leadership.pdf

Landscape Professional and Irrigation Spring 2011.pdf

Continuing Education Certificates reference SACS accreditation as follows:

This instructional program represented by this certificate was provided in accordance with the criteria and standards of the Southern Association of Colleges and Schools and the National Task Force on the Continuing Education Unit.
Certificate-Matney-Con Ed .pdf

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 N/A I would recommend that some of this information be referenced in previous sections.