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Program Review  
Form for External Review  
Committee  
Instructional

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Form ID
230
Division
Continuing Education
Department
Personal Enrichment
Program
Personal Enrichment
Review Year
2010-2011
Member Names
Stefanie Carruth
Division Overview
<u>Program/Department Purpose</u>
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

Purpose Statement – Personal Enrichment Department

- To celebrate learning that creates happiness and growth.

Amarillo College Mission

- Enriching the lives of students and community

Statements fit within the mission of Amarillo College. Specifically the Personal Enrichment Department meets the avocational educational needs of students and the community as resources allow. This includes *Kids' College*, *Seniors' College* and adult classes.

The Personal Enrichment department must continuously change programming focus in order to meet evolving needs of the community. 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

Concern

The Amarillo College mission statement is worded incorrectly.

When was the last time the program's/department's purpose statement was reviewed/revised by

faculty and staff in the program/department?

The Personal Enrichment department's purpose statement was revised at the Continuing Education (CE) Division retreat on May 20, 2010.

**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

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

The Personal Enrichment department courses are non CEU bearing.

**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

Does the program have admissions

policies?

**yes**

Where are the policies published?

Only certain classes have pre-requisites to attend and are notated in class descriptions each semester in the CE Class Schedule. Most classes have no admission policy though some have age restrictions, particularly Kids' College and Seniors' College. Age restrictions are notated in the CE Class Schedule along with any other prerequisites.

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.*

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

Acceptable

N/A

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

There is no formal admissions policy other than an age appropriate requirement or specific class requirements. 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?**

Unacceptable

## Recommendation

Please state how the above policies are consistent with AC's mission.

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. 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 criteria for accreditation of the Commission on Colleges applies to all continuing education, outreach and service programs.

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

Acceptable

N/A

How many years are in the accreditation cycle?

10

**How many years are in the accreditation cycle?**

Acceptable

N/A

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. Amarillo College was last accredited in 2002.

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

Acceptable

N/A

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

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

Acceptable

N/A

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

Acceptable

N/A

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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.

The Federal Aviation Administration (FAA) Students who successfully complete our Private Pilot Ground School are given referrals by one of our FAA certified instructors to sit for the FAA Private Pilot written exam.

Texas Department of Public Safety, Motorcycle Safety Unit (DPSMSU) and the Motorcycle Safety Foundation (MSF) The Texas Department of Public Safety, Motorcycle Safety Unit regulates and contracts (on annual basis each September 1) with motorcycle training sites throughout the State of Texas as well as instructor training and certification. The Basic Motorcycle *RiderCourse* is required of anyone seeking to attain a motorcycle license in the State of Texas. Training utilizes the Motorcycle Safety Foundation's (a national and international motorcycle safety training support organization) instructional program known as the Motorcycle *RiderCourse*. Students who successfully complete the Basic Motorcycle *RiderCourse* are issued a Department of Public Safety MSB-8 form to present to DPS when applying for a motorcycle license as proof they have taken the course.

Texas Parks and Wildlife Department (TPWD) and the National Rifle Association (NRA) Texas Hunter Education Training classes are based on curriculum developed by TPWD and NRA.

United States Association of Gymnastics (USAG) We elect to run the gymnastics program under USAG guidelines which include curriculum, professional certification, safety certification, background checks, first aid and CPR certifications.

United States Fencing Association (USFA) The fencing program follows USFA guidelines.

United States Figure Skating (USFS) We also elect to run the ice skating program under USFS guidelines which include their Basic Skills Curriculum, professional certification, safety certification, background checks, and first aid and CPR certifications.

**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

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 and utilizes certified instructors as required.

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

Acceptable

N/A

When did the program/department last receive approval?

2010

**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

## Improvements

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

The Children's Gymnastics Program developed a Gymnastics Curriculum and Evaluation based on the United States Association of Gymnastics (USAG). USAG is the governing body for the sport in the United States and has very structured requirements both for their curriculum and also for their instructor/coaches. Amarillo College Gymnastics uses the objectives to measure how many of the Level 1 students, age 5 and up, will complete at least 80% of the competencies on the checklist.

PET Plan Goal 2007-2008 - Establish quality standards for the Children's Gymnastics Program and ensure compliance to those standards.

Objectives/Outcomes - After taking a standardized Level 1 gymnastics course, 70% of beginning gymnastics students, age 5 and up, will demonstrate Level 1 competencies of at least 80% on a skill level assessment using the Level 1 Curriculum Checklist.

### Results -

Spring 2007 showed that 80.2% of students met or exceeded the skill-level goal

Summer 2007 showed that 90.6% of students met or exceeded the skill-level goal

Fall 2007 showed that 88.2% of students met or exceeded the skill-level goal

Use of Results - The Level I Curriculum Checklist will continue to be used as a guide post for Level I assessment of skills until USAG updates their program in 2014. At that time, our gymnastics coaching team will be retrained on the updated Level 1 Curriculum Checklist. Level I testing will continue only in the Fall and Spring semesters. Maintain hard copy record of Level 1 Curriculum Checklists for 3 years from date of assessment. Continue to use USAG-based curriculum to further promote quality standards.

**After reviewing at least one example of improvements/revisions that resulted from the annual PET forms**

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

Acceptable

N/A

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

Recommendation: The Committee recommends that the Leisure Studies Program evaluate its staffing needs. The Coordinator may want to consider alternative ways of obtaining office support; i.e. work study student, senior volunteer. A full-time gymnastics supervisor that would function much like the dance or Suzuki director could also free time for the Coordinator of Leisure Studies.

Response: A full-time gymnastics supervisor position has been proposed and has received final approval from the Amarillo College Board of Regents. The Leisure Studies staffing situation will be further assessed by the Leisure Studies Coordinator once the impact of the gymnastics supervisor position, and the alleviation of workload on current staff, is fully known.

Follow-up: The recommendation for, and subsequent creation of, a full-time Gymnastics Program Supervisor has enabled the gymnastics program to expand and improve qualitatively. The facility has been repainted, breathable tiles have been laid on the floor to allow more air flow, Blackmon-Mooring has been hired to clean on a semester basis, teachers follow USAG curriculum. In June 2009 the program took over the Children's Dance Programs. Ice Skating classes and Track and Field classes have also been added to the schedule. To reflect these increased responsibilities, the supervisor position was upgraded to Supervisor of Sports and Dance Programs and a part-time staff assistant was hired. All teachers within the program are required to be CPR/First Aid certified through the American Heart Association and the upper level coaches are required to have their Pro-Membership through USAG, which includes Safety Certification and a thorough background check through the National Center for Safety Initiatives (NCSI).

**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

N/A

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

**After reviewing all delivery approaches for courses within this program/department, is this program positioned for growth? Does the committee have recommendations for delivery options which will provide additional growth?**

**After reviewing at least one example of improvements/revisions that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015, determine the extent to which this**

**program/department has contributed to the implementation success of the Strategic Plan? Does this department/program understand how it relates to the institution's future based on the Strategic Plan?**

Acceptable

N/A

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

In response to Strategic Plan, Goal 4 – Evaluate Students Success

Strategy 4.1 - Define and measure success for each program or service.

The Gymnastics Department has developed a curriculum based on the USAG levels program. The curriculum is being used to assess whether the student/athlete is progressing at an age appropriate rate and then adjust the curriculum as needed. Also as another measure of success was the recent award that our Gymnastics/Dance program received from the readers of the Amarillo Globe-News, Amarillo.com, and Amarillo Magazine. We were voted the Best of Amarillo 2010.

[Level 1-4 Athlete Report Card](#) - [Supporting DocumentsLevel 1-4 Curriculum.pdf](#)

**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

The committee recognizes the improvements the CE Division has made to the gymnastics program. The program's improvements are consistent with the mission of Amarillo College - enriching the lives of our students and our community.

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

Acceptable

N/A

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

Damaris Schlong, Dean, Continuing Education

Kim Davis, Director of Continuing Education

Luke Morison, Person Enrichment Coordinator

Charlotte Modersitzki, Sports and Dance Programs Supervisor

Donna Miller, Administrative Clerk

Jacque McGlohon, Senior Staff Assistant

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

Acceptable

Concern

The program/department could broaden the base of involvement by including instructors regarding implementation of student learning outcomes of the program(s) (or department) and courses.

Explain the primary reasons behind the competencies that were selected.

Personal Enrichment courses are non-CEU bearing. These course offerings are generally designed for the student's personal enrichment and enjoyment, and do not receive grades. Although grades are not recorded for these student's, the course instructor is required to keep attendance. The primary focus behind the competencies selected for each course is to encourage creativity and enjoyment. Most courses are "hands-on" learning experiences.

Outcomes of the program and/or courses in the department are based on a combination of student and instructor evaluations, attendance, direct student and instructor feedback, class observation, class participation, and demonstration of skills are the most widely used methods of assessment in Personal Enrichment courses. The Coordinator must also consider minimum/maximum enrollment, income, and expenses for each class. This combination of assessment tools has proven effective.

## **Do the selected competencies appear to be valid?**

Acceptable

N/A

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

Each class has its own description and course objectives. Therefore, curriculum development and customization is an ongoing task. The primary focus behind the competencies selected for each course is to encourage creativity and enjoyment. Most courses are "hands-on" learning experiences.

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

Acceptable

N/A

Evaluate the assessment approaches to date.

A combination of student and instructor evaluations, attendance, direct student and instructor feedback, class observation, class participation, and demonstration of skills are the most widely used methods of assessment in Personal Enrichment courses. This combination of assessment tools has proven effective.

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

Acceptable

N/A

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.**

Unacceptable

Recommendation

If completion graphs are unavailable, identify the program/departments preferred method of assessment.

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

Personal Enrichment courses are developed for open enrollment. Each class has its own description and course objectives. Therefore, curriculum development and customization is an ongoing task.

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



Acceptable

N/A

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.

Personal Enrichment courses are non-CEU bearing. These course offerings are generally designed for the student's personal enrichment and enjoyment, and do not receive grades. Although grades are not recorded for these student's, the course instructor is required to keep attendance.

**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

Provide a graph for attendance/number of persons completing the program/department courses.

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

No problems have been identified.

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

Acceptable

N/A

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

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

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

Acceptable

N/A

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).

Personal Enrichment is non-academic and does not receive contact hour reimbursement from the State. There is no general education/core curriculum

required and therefore 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

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 Personal Enrichment office as required by SACS.

[Syllabus](#)

**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

Outline a plan for correcting any weaknesses.

Assessment is on-going. Course and instructor evaluations are distributed in adult classes. The Coordinator personally discusses any negative issues with the instructor as needs arise.

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

Acceptable

N/A

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

yes

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

Does not apply to most students but does apply to students/graduates of:

- Motorcycle Operator Training – Students successfully completing the class receive an MSB-8 completion card. The MSB-8 is required by the Department of Public Safety to apply for a motorcycle rider permit in the State of Texas.
- Private Pilot Ground School – Successful completion of class is required (as determined by FAA licensed instructor) before recommending student to take the private pilot written exam.
- Texas hunter Education Training classes – Certificates of competency are issued upon successful completion of the class. Course is offered in cooperation with the Texas Parks and Wildlife Department and the National Rifle Association.

Provide a plan of action for the identified problem.

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

**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?**

Unacceptable

Recommendation

No data is provided for the past five years. We cannot evaluate whether this question has been answered.

**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?**

Unacceptable

Recommendation

No data is provided for the past five years. We cannot evaluate whether this question has been answered.

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?

Personal Enrichment course objectives do not prepare a student for any occupation.

Does not apply to Personal Enrichment courses

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

**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

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 Personal Enrichment Department renews a contract with the [Texas Department of Public Safety, Motorcycle Safety Unit \(DPSMSU\)](#) each year. DPSMSU utilizes curriculum developed by the *Motorcycle Safety Foundation (MSF)*. The Personal Enrichment Department also has [Training Motorcycle Loan Agreements](#) with DPSMSU.

The Personal Enrichment Department does not have written affiliation(s)/agreement(s)/contract(s) with the *United States Association of Gymnastics (USAG)* and *United States Figure Skating (USFS)*. However, the Gymnastics and Figure Skating programs are club members to these institutions:

*United States Association of Gymnastics (USAG) – Club Member # 026488*

*United States Figure Skating (USFS) – Club Member # 4842*

The Personal Enrichment Department utilizes resources for instructional development from the following:

*The Federal Aviation Administration (FAA)*

*National Rifle Association (NRA)*

*Texas Parks and Wildlife Department (TPWD)*

*United States Fencing Association (USFA)*

**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

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

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

**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

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.

5 Year Chart of Gymnastics Enrollment - P:sharedContinuing EducationProgram Review - CECE Personal EnrichmentSupporting Documents5YRChart.GymnasticsEnrollment.xlsx

5 Year Chart of Dance Enrollment – P:sharedContinuing EducationProgram Review - CECE Personal EnrichmentSupporting Documents5YRChart.DanceEnrollment.xlsx

5 Year Chart of Personal Enrichment Enrollment - P:sharedContinuing EducationProgram Review - CECE Personal EnrichmentSupporting Documents5YRChart.PersEnrichEnrollment.xlsx

5 Year Chart of Senior Citizen Enrollment - P:sharedContinuing EducationProgram Review - CECE Personal EnrichmentSupporting Documents5YRChart.SenCit.Enrollment.xlsx

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

All four departments were affected by the downturn in the economy, least so

is gymnastics which has remained strong. The drop in dance is due in part to the changeover to my department (a key person left the program with students). It will take time to rebuild but we are coming back.

Personal Enrichment enrollment has dropped but much of that is related to doing longer classes (rather than two classes, one after another in a particular semester) this applies through AY2007-2008. However, the downturn in the economy is showing its mark in AY2008-2009 and AY2009-2010.

The *Seniors' College* AY2008-2009 and AY2009-2010 enrollment drop was dramatic. A heavy snow in January/February 2010 decimated *Seniors' College* computer class offerings (usually, people start in a semester and keep signing-up for the next class). This broke the continuity and, along with the economy, there is uncertainty that the *Seniors' College* computer program will remain viable. Performance of the *Seniors' College* computer program in Spring 2011 will be assessed to determine whether it is continued. The Panhandle Art Center has drawn away some art students but the *Seniors' College* Art Program remains viable.

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

Acceptable

N/A

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

- Increase mail-outs of the Continuing Education Class Schedule. This is our primary promotion item and reduced distribution is having a noticeable impact.
- Shift focus from *Seniors' College* to *Kids' College* as the latter has more potential. Regular adult classes are already showing signs of recovery this Fall 2010.

## **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

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

Acceptable

Recommendation

The External Review Committee recommends assessing the program/department's enrollment data and distribution number of CE class schedules. Is there truly evidence that the reduction of CE mailers has had a negative effective on enrollment? If the answer is yes, then decide whether or not an increase in mail-outs is cost effective and necessary, and act accordingly.

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.

No graph is available as it is for academic areas.

Personal Enrichment does not have program majors.

**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

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. Class enrollment minimum and maximum numbers are determined by the instructor and the Coordinator. 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

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

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 above – internet explorer could not display page.

Instructors of Personal Enrichment 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.

GIPWE2008 Chapter Three, Page 37

(c) Instruction. Qualified instructional personnel are directly involved in planning and conducting each learning experience. These personnel have competence in the subject matter, a clear understanding of intended learning outcomes, knowledge and skill in selection and use of appropriate instructional strategies, and ability to effectively communicate educational content to the target audience.

Link to GIPWE 2008 - [P:\sharedContinuing EducationProgram Review - CECE Personal EnrichmentSupporting DocumentsGIPWE2008.pdf](#)

Part-time Faculty employment application - [P:\sharedContinuing EducationProgram Review - CECE Personal EnrichmentSupporting Documentsparttime\\_app.pdf](#)

**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

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

The Personal Enrichment 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

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

No student evaluations are distributed in *Kids' College* and *Seniors' College* Classes or substitute instructors. Student evaluations of Adult classes are distributed with every class that makes.

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

*\*Instructors listed according to Department 310 (will be listed more than once if teach for multiple Departments).*

[Personal Enrichment Part-time Instructors - P:sharedContinuing EducationProgram Review - CECE Personal EnrichmentSupporting DocumentsPart Time Instructors - Personal Enrichment.pdf](#)

**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

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

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.)

Other

Though faculty and students use information resources available there is no tracking data available to answer this question.

**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

N/A

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

Reference Collection and Circulating Collection.

**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

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

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

Strengths: For existing programs, as they are, we have good training facilities and technology.

Weaknesses: Need additional facilities/technology to expand and enhance existing programs and develop new ones. Current online registration system is inadequate.

- Additional physical fitness and health, sports, and dance training facilities and equipment (particularly West Campus).
- New gymnastics facility or expansion of current one/with additional equipment (to include a pit) to allow for development of a comprehensive boy's gymnastics program and higher level training for all gymnasts.
- An additional motorcycle training range (possibly East Campus).
- An instructional cooking facility.
- Online and hybrid classes as appropriate.
- A computer training facility available for Personal Enrichment students at West Campus.
- Expansion of current computer training facility at Polk Street Campus to allow for more students in a class section.
- Need an online registration tool similar to purchasing items on

Amazon.com (including a shopping cart). Current system is too complicated and is not user friendly. Students demand the simplicity and straightforward approach well established by industry and are increasingly frustrated with Amarillo College's online registration system.

**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

**What improvements would ensure that students use technology?**

Facilities, equipment and qualified faculty are required to ensure student use of technology when appropriate to the class. This includes up to date computers (and related equipment), software, and online/hybrid delivery of classes as appropriate. An instructional cooking facility would facilitate training in food preparation technology. An additional motorcycle training range (possibly East Campus) would allow Amarillo College to meet growing demand for motorcycle technology training. Up to date physical fitness facilities and equipment, Wii, XBOX, PS3 and related equipment may offer innovative teaching opportunities if feasible and cost effective.

**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

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.

**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

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

Acceptable

N/A

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

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.

Registration – create a virtual shopping cart in WebAdvisor to enroll students. Simplify enrollment, and make it more like an Amazon buying experience – fast, simple, convenient.

Explain what aspects of the services need to be strengthened.

Registration – create a virtual shopping cart in WebAdvisor to enroll students. Simplify enrollment, and make it more like an Amazon buying experience – fast, simple, convenient

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

Acceptable

N/A

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

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

Below is a list of improvements or additions to existing facilities that are needed to meet the needs of the department.

- A pit for proper advanced gymnastics training.
- Expansion of or an additional gymnastics facility so that parents and guests do not walk over the vault runway for seating on the bleachers. Also need additional storage space for both Gymnastics and Dance programs. Please see category "Other".
- Personal Enrichment Food Preparation and Cooking Studios.
- Additional Physical Fitness, Health and Sports facilities. Though a Life Enrichment Center is slated to be built at the Polk Street Campus, it is a replacement of facilities being lost when Nixon Gym is torn down. Workout facilities at West Campus would not only tap into a strong market, it would fit in nicely with the strong emphasis on healthcare training long established at West Campus.
- Motorcycle classes are growing. An additional training range is needed (possibly East campus).
- A computer training facility available for Personal Enrichment students at West Campus.
- Expansion of current computer training facility at Polk Street Campus to allow for more students in a class section.

**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  
Concern

Most Significant: Motorcycle classes are growing. An additional training range is needed.

### Budget

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

The Personal Enrichment Department is entrepreneurial in nature and budget is based on historical performance and conservative, realistic expectations of future performance. The PE Departmental income must meet or exceed expenses in order to move forward and prepare future budget targets.

[6 year cost study here](#) - P:\shared\Continuing Education\Program Review - CECE Personal Enrichment\Supporting Documents\6-Year Cost Study - Program Review.xlsx

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

Acceptable  
N/A

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

Growth Potential

- Kids' College shows the greatest potential for growth. The establishment of a full-time gymnastics head coach position and a Kids' College coordinator position would allow for growth in children's programming.
- More emphasis on classes that require students to be physically present. Though there is also a need to provide hybrid and online classes when viable, it is generally not cost effective to compete with many online offerings.

**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

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

Recommendation

Please provide links (within your answer) to any advertising or recruitment

documents the program/department publishes.

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

Acceptable

N/A

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  
Concern

The Continuing Education Certificate references SACS accreditation but is not consistent with the approved statement. The committee recommends reviewing whether or not the SACS reference included on the CE Certificates is in compliance with SACS.

**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

Other

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

years.

In response to Strategic Plan, Goal 2, Strategy 2.1: "Explore expansion of services and offerings." The Personal Enrichment Department wishes to address the following:

- **Gymnastics Supervisor/Head Coach** - The Sports Fitness and Dance Supervisor is sometimes not physically available due to managerial meetings and such. With gymnastics, dance, skating and track and field being such dynamic disciplines, constant supervision is recommended, in that we need a Gymnastics Supervisor or Head Coach.
- **Permanent Pit** - to learn more complicated and advanced dismounts, releases. Additional and more advanced training for gymnastics, ice skating, and track and field will in turn generate more income because students can stay in our program indefinitely. It would add a vital element of advanced training.
- **Inadequate Storage Capacity** - due to the facility space being utilized to its fullest potential for instruction; there is not sufficient storage space in the building for all of our classroom equipment, props, and costumes. We need more readily available storage space to meet both current demand and facilitate further growth.
- **Further Development of Boy's Gymnastics Program** - The Boy's Gymnastics Program needs to be as comprehensive as our girl's programs. With current space constrictions, there is no room for a set of parallel bars or proper space for the other men's discipline apparatus. Currently we are running classes with the strong desire to serve the boy's side of the discipline to its fullest potential.
- **Personal Enrichment Food Preparation and Cooking Studios** – To meet community need for Personal Enrichment food preparation and cooking classes.
- **Kids' College Coordinator** – Kids' classes, particularly in summer, have huge potential for growth but require adequate supervision and available time to develop community partnerships, instructor recruitment and curriculum development year round. Would benefit Amarillo College as these classes establish a relationship with future college students (and their families) at an early age.
- **Additional Physical Fitness, Health and Sports facilities** - Though a Life Enrichment Center is going to be built at the Polk Street Campus, it is a replacement of facilities being lost when Nixon Gym is torn down. Workout facilities at West Campus would not only tap into a strong market, it would fit in nicely with the strong emphasis on healthcare training long established at West Campus. Explore other possibilities for classes involving physical activity.
- **Motorcycle Classes are Growing** - An additional training range is needed (possibly East campus).
- **West Campus Computer Classes** - A computer training facility available for Personal Enrichment students at West Campus.
- **Polk Street Computer Lab Expansion** - Expansion of current computer training facility at Polk Street Campus to allow for more students in a class section.
- **Seniors' College** – Explore viable Seniors' College course offerings. Many seniors take regular adult class offerings and their educational needs can often be filled through this avenue.

**Additional information regarding Publications:**

See linked CE Class Schedule, Kids College Brochure and Pottery flyer (paper and electronic) as appropriate. College Relations approves all marketing material.

[CE Class Schedule](#) - P:\sharedContinuing EducationProgram Review - CECE Personal EnrichmentSupporting Documents2011SP CEClassSchedule.pdf

[2010 Summer Kids College Brochure](#): P:\sharedContinuing EducationProgram Review - CECE Personal EnrichmentSupporting Documentssummer2010kidscollege.pdf

[Flyer](#) - P:\sharedContinuing EducationProgram Review - CECE Personal EnrichmentSupporting DocumentsFundamentals of Pottery - flyer.docx

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.*

[Link to sample \(blank\) certificate](#) - P:\sharedContinuing EducationProgram Review - CECE Personal EnrichmentSupporting DocumentsCertificate of Completion.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