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Program Review
Form for External Review
Committee
Instructional

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Form ID
228
Division
Continuing Education
Department
Workforce Training
Program
Workforce Training
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

Amarillo College Mission

- enriching the lives of students and community

The Workforce Training department changes programming focus in order to meet the needs of the community. All training involves an occupational focus. All areas are facing changes in market driven needs on a regular basis, therefore continuing education is necessary.

Providing continuing education units for Customized Workforce Training and Open Enrollment classes validates the importance we place on the instruction of a course as well as the effort put forth by the student. CEUs are a value-added incentive for those students whose credentials require continuing education units and for those students who are making lifelong learning a priority. Together these efforts support the mission of Amarillo College 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 incorrectly worded.

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

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

Providing continuing education units for Customized Workforce Training and Open Enrollment classes validates the importance we place on the instruction of a course as well as the effort put forth by the student. CEUs are a value-added incentive for those students whose credentials require continuing education units and for those students who are making lifelong learning a priority. The Registrar's office records Continuing Education courses and can provide students a transcript upon request. Together these efforts support the mission of Amarillo College 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
Concern

The Amarillo College mission statement is incorrectly worded.

Does the program have admissions policies?

yes

Where are the policies published?

There is not a 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.

The Enrollment Eligibility Notice is published in the Amarillo College Continuing Education course schedules as well as on the Amarillo College website. www.actx.edu/ce

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.

The Amarillo College maintains an open door, open enrollment commitment to the students and community within our service area. This commitment and attitude align and are consistent with the mission of Amarillo and the Continuing Education Division.

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

be accurate?

Acceptable

N/A

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).

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 was last accredited in 2002. Continuing Education Units (CEUs) are available based on that accreditation. 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 apply 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.

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

Is this program/discipline required to receive approval from an external agency

or organization (other than the Texas Higher Education Coordinating Board) in order to offer courses?

no

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

IF the program/discipline is required to receive approval from an external agency or organization (other than the Texas Higher Education Coordinating Board) in order to offer courses, was (were) the external approver(s) for the department/program identified?

Acceptable

N/A

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

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

Acceptable

N/A

When did the program/department last receive approval?

When did the program/department last receive approval?

Acceptable

N/A

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

Acceptable

N/A

Improvements

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

The Workforce Training department within Continuing Education has been and is currently in a state of transition. Since the last Program Review, the department has experienced a change in reporting structure, and personnel. Some personnel changes, including transfers within the college and retirement, led to reporting structure changes. The department includes customized contract training, open enrollment classes, co-sponsorship agreements, and teleconferences. We also value the working relationships with B&W Pantex and Tyson (In-Kind) which provide many contact hours. PET forms have been modified several times with previous personnel in this position. With the previous structure and transition time, there has been a lack of available data to measure and confirm PET plan goals. The current PET form reflects a combined effort for Continuing Education, Occupational Education and Workforce Training.

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

SACS - Comprehensive Standard 3.3.1:

The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results. Even with changes in structure and personnel, data to measure and confirm PET plan goals still needs to be collected. Identify a plan to make this work.

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

Customized/Contract Training – The Program Review Committee (2004) recommended that Workforce Training proceed with memberships in local professional organizations to enhance networking possibilities and showcase Workforce Training offerings. The Workforce Training Coordinator is a member of PHRA, Panhandle Human Resources Association. The Coordinator also participates in the SpeedConnect networking events sponsored by the Amarillo Chamber of Commerce. This networking opportunity allows the Coordinator to meet and connect with businesses in our community to establish relationships and eventually partnerships for occupational training.

Open Enrollment – The Program Review Committee (2004) recommended that the Open Enrollment add a staff assistant or consider reorganization to provide direct assistance to the Open Enrollment Coordinator. The decision was made to reorganize this area and combine with Workforce Training. This reporting structure change accomplished more than initially intended. With customized training and open enrollment under one Coordinator, the concerns of adequate personnel are resolved with the Senior Staff Assistant being utilized for both types of occupational training.

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

Commendation

The program/department values the Program Review process, evaluates the recommendations made by the Program Review Committee and has made improvements/revisions accordingly. The committee recognizes that the networking opportunities that allow the Coordinator to establish relationships with local businesses will eventually develop into partnerships for occupational training.

Customized/Contract Training is consistent with the mission of Amarillo College - enriching the lives of our students and our community.

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

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.

Goal #1 – Develop responsive programs and courses to meet documented community needs

Strategy 1.2 – Align workforce development efforts with projected local demands

Open Enrollment course offerings have been enhanced due to the partnership with Ed2Go online classes. We advertise Ed2Go on our website as well as in the Fall, Spring, and Summer class schedules. Not only are these classes a convenient and cost effective option for many students, there is a wide variety of course selection. Additionally, Workforce Training has the opportunity to benefit from this relationship as well. As we work with business and industry in our service area, the option to direct learning opportunities toward an online format is available. An even better option exists to create a hybrid of online and classroom style instruction offerings for non-technical trainings such as leadership, management/supervisor training, business etiquette, personal improvement and professional development.

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

Does this Committee have recommendations as to how this program/department may contribute

to the implementation of the Strategic Plan?

Acceptable
Concern

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

Leslie Shelton, Workforce Training Coordinator

Donna Stanton, Senior Staff Assistant

Richard Chelf, Workforce Training Coordinator (Retired January 2010)

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.

Outcomes of the program and/or courses in the department are based on a combination of student and instructor evaluations, direct student and instructor feedback, class observation, enrollments, income and expenses. This combination of assessment tools has proven effective.

Instructors teach workforce related non-technical training, and use a variety of assessment tools. These assessment tools help instructors determine whether a student successfully or unsuccessfully completes a course. Those assessment tools include but are not limited to: attendance, tests, quizzes, class discussions and participation, oral and written exams, and demonstrations. Each class is different in composition and delivery as they are customized specifically for the business needs therefore, the assessments will vary in accordance with the type of class delivered.

Do the selected competencies appear to be valid?

Acceptable

N/A

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

Outcomes of the program and/or courses in the department are based on a combination of student and instructor evaluations, direct student and instructor feedback, class observation, enrollments, income and expenses. This combination of assessment tools has proven effective.

Instructors teach workforce related non-technical training, and use a variety of assessment tools. These assessment tools help instructors determine whether a student successfully or unsuccessfully completes a course. Those assessment tools include but are not limited to: attendance, tests, quizzes, class discussions and participation, oral and written exams, and demonstrations. Each class is different in composition and delivery as they are customized specifically for the business needs therefore, the assessments will vary in accordance with the type of class delivered.

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

Acceptable

N/A

Evaluate the assessment approaches to date.

Outcomes of the program and/or courses in the department are based on a combination of student and instructor evaluations, direct student and instructor feedback, class observation, enrollments, income and expenses. This combination of assessment tools has proven effective.

Instructors teach workforce related non-technical training, and use a variety of assessment tools. These assessment tools help instructors determine whether a student successfully or unsuccessfully completes a course. Those assessment tools include but are not limited to: attendance, tests, quizzes, class discussions and participation, oral and written exams, and demonstrations. Each class is different in composition and delivery as they are customized specifically for the business needs therefore, the assessments will vary in accordance with the type of class delivered.

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

Unacceptable

Recommendation

Data should be included to indicate the assessment tools do in fact prove to be effective.

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/departments because of the analysis of these results?

Within the Workforce Training area, courses are developed for open enrollment, and also can be customized specifically for the client and their employees' needs. 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/departments. 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 transcript created for each student. CEU credit is awarded for satisfactory completion of a class.

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.

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 data or five-year graph(s) have been provided, hence there is no analysis to implement a plan of action for retention. Please provide five-year graph(s).

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).

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

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

Course outlines; course descriptions and course objectives, are kept on file in the Workforce Training office as required by SACS.
Example Course Outline

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.

No weaknesses have been identified, although efforts to continually improve are ongoing. Instructor and course evaluations are distributed and tallied for each course. The Workforce Training Coordinator 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

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

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

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 Workforce Training Department course offerings are non-academic and Continuing Education courses do not satisfy requirements to complete an Associate degree or academic Certificate.

This does not apply to the Workforce Training 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

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 Workforce Training/Open Enrollment department maintains an affiliation with Ed2Go and Command Spanish Online to provide instructional courses.

Ed2Go - You now have to opportunity to attend classes through ed2go. You can take courses from the comfort of your home or office at the times that are most convenient to you. A new section of each course starts monthly. All courses run for six to eight weeks and are composed of 12 lessons, representing 24 hours of instruction. You can ask questions and give or receive advice at any time during the course. Upon successful completion of the course, you will be able to download a certificate of completion. Each course comes equipped with a patient and caring instructor, lively discussions with your fellow students, and plenty of practical information that you can put to immediate use.

Classes include topics such as: Internet, Computer Applications, Grant Writing & Nonprofit Management, Sales & Marketing, Start Your Own Business, Writing & Publishing, Accounting, Business Administration, Test Prep, Child Care & Parenting, Personal Development, Health Care, Nutrition & Fitness, Personal Enrichment, Courses for Teaching Professional.

Access Ed2Go through AC CE website

Command Spanish Online - Command Spanish®, Inc. is the country's pioneer and leading provider of Spanish language training for the workplace. Its programs and materials are the result of years of research and development by language, curriculum, and translation specialists. The company's objective is to provide learner-friendly language programs and training classes that require NO PRIOR KNOWLEDGE OF SPANISH. Command Spanish® language classes eliminate the tedious grammar instruction found in most other language programs. The program is available to many occupations including several medical professions, law enforcement, teachers, construction workers, and financial institutions.

Access Command Spanish Online through AC CE website

- 1) Through our agreements with Ed2Go and Command Spanish Online, we are simply offering another avenue for students to get the knowledge and skills they wish to have to become better employees.
- 2) Upon review of these agreements, students do not receive academic or continuing education credit through Amarillo College. Students get training delivered to a place of convenience, at a convenient time, at a quality price

and with quality instruction. The Amarillo College strategic plan states. "Continuing Education will expand course inventory by aligning with strategic partners who provide current, high quality online content." This is an opportunity to reach a different level of student who just needed the additional training to achieve a higher level of productivity or self satisfaction. Until Amarillo College is positioned to provide equivalent course offerings, it is prudent to continuing offering these classes through Ed2Go and Command Spanish Online.

Below are links to agreements initiated through Amarillo College Continuing Education Workforce Training department to provide quality, cost effective training for business and industry in our service area.

[Seminar Training Agreement](#)

[Instructor's Contract](#)

[Co-Sponsorship Agreement](#)

[In-Kind Training Agreement-Pantex](#)

[In-Kind Training Agreement-Tyson](#)

[In-Kind Training Agreement Rescheduling Amendment](#)

[In-Kind Training Agreement Cancellation Amendment](#)

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.

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

Enrollment numbers have varied somewhat over the past 5 years for both, open enrollment and customized contract training. Business and industry partners have experienced budget reductions or have chosen to hold on to their training dollars as a result of an economic recession. The economic recession has resulted in a slowdown in open enrollment and workforce training opportunities.

Customized Workforce Training

Non Funded Workforce Training

Teleconferences

Non Funded Teleconferences

Open Enrollment

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.

The plan is to continue...

- Developing new business relationships
- Nurture current relationships with business and industry
- Explore new trends for workforce training
- Conduct analysis of current class offerings: identify stars and dogs
- Focus on marketing and strengthening our web presence following LERN recommendations

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

N/A

For programs/departments with majors, review the graphs of program majors and the number of new majors by year. Provide an analysis of the program's/department's faculty and staff assessment of the problem and an action plan for needed improvement and commendation for any dramatic improvement.

The Workforce Training department 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

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 to roster - Internet explorer could not display page

Instructors of open enrollment and customized contract training 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.

[Statement of Qualifications](#)

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.

Unacceptable

Recommendation

Roster clarification is needed.

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

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

Part Time Instructors

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.

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.)

Tutorials/guides Classroom instruction
Seminars/conferences

Does it appear that the library collections/resources/services used by the faculty, staff, and/or students within the past five years are accurate and thorough?

Acceptable

N/A

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

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?

The classrooms we use at the AC Polk Street B&I Campus are equipped as SMART classrooms; laptops, projectors, hand-held presenters, audio/video equipment, etc. Technology is available and is accessible for students and instructors.

Strengths: Instructors are using technology and are willing to learn new technology to assist them in the classroom. Younger students are more technologically sound; growing up with ever-changing technology, easily adaptable to new uses of technology, and always looking for new breakthroughs in technology. Generally they are willing to assist older students with using technology. All students are encouraged to embrace and engage the use of technology.

Weaknesses: The financial factor of keeping up with ever-changing technology is always a concern regarding budgets. Technology is great but keeping up with technology is expensive. This financial factor also trickles down to our students. Lower income students are more likely to struggle keeping up with changing technology. The variance in knowledge of technology among students, especially older students, is very broad. This creates many challenges from an instructor perspective.

Information is knowledge. Knowledge is power. The fact of knowing technology is available for use by instructors as well as encouraging the use of technology engages students to use and learn new technology.

Incorporating the use of technology within assessments would encourage students to learn and use technology. Both instructors and students need to foster the spirit of life-long learning especially with regard to technology.

Does the program's/department's assessment of strengths and weaknesses include ways to improve both students' access to & training in the use of technology?

Acceptable

N/A

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

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?

The AskAC helpdesk (371-5000) seems to lack resources and information to truly assist students or potential students.

Explain what aspects of the services need to be strengthened.

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

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.

There are currently no indicators or problems.

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

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 Workforce Training Departmental income must meet or exceed expenses in order to move forward and prepare future budget targets. Course offerings for workforce training and open enrollment are market driven and budget requests reflect this as accurately as possible.

6-Year Cost Study

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.

The direction of the economy is the greatest indicator of growth. Business and industry leaders understand the need to invest in training opportunities for their employees. As the economy turns around, businesses will experience growth and will allocate funds for workforce training.

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

Concern

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).

Unacceptable

Recommendation

The Continuing Education Certificate references SACS accreditation but is not consistent with the approved statement.

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

inconsistencies, what plan does this Committee recommend?

Unacceptable

Recommendation

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.

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.

Reviewing the past year activity within Open Enrollment and Workforce Training, the effects of the economy will be the greatest future indicator of success. Looking ahead with confidence and forward thinking in terms of marketing our programs to business and industry, opportunities include:

- a hybrid of online and classroom style instruction
- online for convenience and ease of use with technology
- classroom instruction for hands on instructor led facilitation

As an institution we must get on board with creating and marketing our own online, non-technical workforce training classes that truly meet the needs of this service area community.

Additional information regarding Program's/Department's Improvements...

Due to the nature of the classes offered through Open Enrollment and Customized Contract Training, instructors use a variety of delivery approaches, tailored to each class. Generally speaking, classes are a traditional classroom setting. However, instructors are using the web and video presentations within the traditional classroom

to enhance the learning experience.

Additional information regarding Curricula:

Within the Workforce Training area, we are specific to non-technical workforce training. Although some classes may include a small element of technical aspects, they are non-academic and do not result in an AAS or Certificate.

An example of such a class would be the Video Production Training. This class was a customized training for a business's training department that develops various classes for their company. They want to incorporate the use of video production into their training course development to enhance the training product. The purpose of the training was to familiarize participants with correct visual and audio techniques used for quality video as well as produce an example of a video sequence using correct editing techniques. The class wasn't necessarily technical in nature, but needed to teach some technical aspects to accomplish the overall training goal.

Additional information regarding Publications:

Essentials of Human Resources

[Fall 2010 Course Schedule](#)

Spring 2011 Course Schedule

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.

Amarillo College CE Certificate

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