Student Services Program Review 2003-2004

Advising and Counseling & Testing Services
Dean of Student Services
Enrollment Management
Financial Aid
Occupational Safety/Environmental Office
Police Department
Registrar/Admissions Office
Student Activities
The Student Services program at Amarillo College is dedicated to the concept that every student is unique, with individual needs that must be anticipated, recognized and fulfilled to the greatest extent possible. The Student Services Division's primary goal is to provide a variety of student development opportunities that benefit each student and ultimately promote success.

To this end, the Student Services program in particular, and the institution in general, embrace the philosophy that every resource of the institution should be made available to afford students the opportunity to progress as far as his/her interests and abilities will permit, both in and out of the classroom. In keeping with this philosophy, the Student Services Division is committed to the active involvement of the student in the decision-making process.

Believing in the need for a Student Services program that supports the mission, goals and commitments of the institution, the following primary objectives are established:

- To assume the role of student advocate and to provide Student Services procedures in all areas which allow and encourage students to take an active, responsible role in the decision-making process.
- To provide services, activities, and information designed to assist and involve students and citizens of the community and region.
- To provide personal counseling and a guidance program that encourages self-evaluation and discovery, and assists the faculty and staff in meeting the advising needs of students.
- To assist students in assessing career objectives, choosing a major, and meeting career and educational goals.
- To provide a program of academic skills assessment, testing interpretation, and make available the information necessary to assist students with course placement strategies.
- To provide assistance in obtaining financial aid, scholarships, and employment opportunities appropriate to the needs of the student.
- To provide a student activity program appropriate to the needs and preferences of the greatest number of students possible.
- To provide procedures which inform prospective students about AC and to assist them to enroll with ease and convenience.
- To enforce campus regulations, protect the legal rights of students, and to provide a safe environment in which students can study, learn, and participate in co-curricular activities.
- To take a pro-active role in the delivery of student retention strategies designed to help each student attain their educational goals.
- To embrace the "Customer Service" concept which promotes positive communications and responsiveness to students and their needs.
Advising & Counseling Center

Budget History
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<tr>
<td>10-10-02-201010-501000 Advis &amp; Counsel : Appointed</td>
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### Budget Comparison Report for TEST04

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Advising & Counseling Center

Job Description
Amarillo College
ADMINISTRATIVE JOB DESCRIPTION

Director of Advising and Counseling Center

RESPONSIBLE TO: Dean of Student Services

FUNCTION:

To direct the Advising and Counseling Department of the Student Services division.

DUTIES AND RESPONSIBILITIES:

Oversees the comprehensive functions of the Amarillo College Advising and Counseling Center, including but not limited to: academic advising, services for adult students and other special populations, career planning and employment services, personal counseling, testing, community outreach, and instructional programs (credit and non-credit). Supervises personnel and manages departmental budgets. Represents the department through various College committees and meetings. Reports departmental information to Dean of Student Services. Seeks to develop and deliver quality services that support the AC mission and respond to the needs of the College and the community. Promotes professional development opportunities for staff and mental health professionals in the service area. Performs other duties as assigned.

EDUCATION:

Master’s Degree in Counseling, Psychology, Student Services, or related field is required. Doctorate in Counseling or related field is preferred.

EXPERIENCE:

Counseling experience in an educational setting and a successful record of managerial or supervisory experience are required. Counseling experience in an institution of higher education, certification as a Texas Licensed Professional Counselor (LPC), or other professional credential is preferred.

DATE: 12/14/1984       SALARY LEVEL: A-7
REVISED: 12/03/2002     POSITION NO.: 101420

Any qualifications to be considered as equivalents, in lieu of minimums, require Presidential approval.
Amarillo College
ADMINISTRATIVE JOB DESCRIPTION

Director of Outreach Services

RESPONSIBLE TO: Director of Advising and Counseling

FUNCTION:

Administers the outreach programs of Amarillo College Community Link, a unit of the Advising and Counseling Center.

DUTIES AND RESPONSIBILITIES:

Programs include educational services for persons who are socioeconomically or educationally disadvantaged; community resources for occupational advancement and personal development; and cultural activities to promote appreciation of diversity in the AC service area. Serves as a College delegate to civic groups representing ethnic minorities. Seeks alternative funding sources to establish or improve services for disadvantaged individuals. Promotes the College through advising, recruiting, and referral activities. Consults with various departments to provide translation of written AC information into languages other than English. Advises clients and refers to community resources. Will teach workshops and seminars; supervise outreach personnel; manage budgets; oversee physical facilities; prepare reports; and perform other duties as assigned.

EDUCATION:

Bachelor's Degree in a related field required. Master's Degree is preferred.

EXPERIENCE:

Three years of professional experience working with the public is required. Experience in using a variety of software (information processing including Microsoft Office, presentation software, etc.). Budget management experience.

KNOWLEDGE, SKILLS, ABILITIES:

Excellent interpersonal and communication skills. English-Spanish bilingual skill. Ability to establish and maintain good relations with the community and the media. Ability to work under stress, independently, and as a team member. Some evening and weekend work, and some travel required. Supervisor experience and work experience in a culturally-sensitive environment is preferred.

DATE: 09/19/2002

REvised: N/A

Salary Level: A-4

Position No.: 101422

Any qualifications to be considered as equivalents, in lieu of minimums, require Presidential approval.
Amarillo College
ADMINISTRATIVE JOB DESCRIPTION

Director of Testing Services

RESPONSIBLE TO: Director of Advising and Counseling Center

FUNCTION:

To provide and administer comprehensive testing center functions at the College.

DUTIES AND RESPONSIBILITIES:

Coordinate test administration, articulation of assessment policies, and contracts with external agencies for the testing center. Formulate and administer the academic assessment policy for the College. Supervise testing center staff. Manage department budget. Provide various student services such as academic advising and referrals. Perform other tasks as assigned by the Director of Advising and Counseling.

EDUCATION:

Master’s Degree in an appropriate field required.

EXPERIENCE:

A minimum of three years work experience in positions requiring public contact required. Experience in test administration, student services, and supervision at the college level preferred.

SKILLS:

Knowledge of instructional testing and major standardized assessment programs (TASP, GED, SAT, etc.) required. Computer competence with windows-based software required; knowledge of WordPerfect 6.1 and testing/student tracking software preferred. Must have the ability to relate well with students, faculty, and staff. Must be able to work independently and as a team member. Must be able to work a flexible schedule, function in constricted space, and lift and move materials weighing up to 65 pounds.

DATE: 01/28/98    SALARY LEVEL: A-4
REVISED: 09/27/02    POSITION NO.: 101421

Any qualifications to be considered as equivalents, in lieu of minimums, require Presidential approval.
# ADVISING & COUNSELING CENTER

<table>
<thead>
<tr>
<th>EMPLOYEE</th>
<th>TITLE</th>
<th>DUTIES</th>
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<tbody>
<tr>
<td>Cherie Clifton</td>
<td>Director of Advising and Counseling Services</td>
<td>Directs all aspects of services provided by the Advising &amp; Counseling Center. Serves as a counselor. Permanent committee member of: Academic Affairs, Registration Review, Enrollment Management, Student Services Council.</td>
</tr>
<tr>
<td>Deborah Brown</td>
<td>Advising &amp; Counseling Specialist</td>
<td>Serves as a paraprofessional advisor to assist students with appropriate information, performs department reporting and support functions.</td>
</tr>
<tr>
<td>Judy Jackman</td>
<td>Counselor</td>
<td>Serves as a counselor, coordinates, schedules, and instructs College Success Techniques classes.</td>
</tr>
<tr>
<td>Stephanie Wilkinson</td>
<td>Advising &amp; Counseling Associate</td>
<td>Serves as an advisor to assist students with appropriate information and registration. Develops and manages online services and assists with special projects.</td>
</tr>
<tr>
<td>Margie Vitale</td>
<td>Advising &amp; Counseling Associate</td>
<td>Serves as an advisor to assist students with appropriate information and registration. Develops and manages transfer services and assists with testing services.</td>
</tr>
<tr>
<td>Dick Ross</td>
<td>Counselor</td>
<td>Serves as a counselor, primary WSC advisor for in-person students outside of registration periods.</td>
</tr>
<tr>
<td>Nancy Brent</td>
<td>Counselor, Coordinator of Adult Students Program</td>
<td>Serves as a counselor, directs scholarship program, coordinates activities of the ASP unit.</td>
</tr>
<tr>
<td>Janice Joyner</td>
<td>Counselor</td>
<td>Serves as a counselor, awards scholarships, coordinates Community Advisory Committee.</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Responsibilities</td>
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<tr>
<td>Jo Beth Hill</td>
<td>Counseling Assistant</td>
<td>Monitors and tracks scholarship information, performs clerical functions for the ASP unit.</td>
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<tr>
<td>CAREER PLANNING &amp; PLACEMENT SERVICES</td>
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</tr>
<tr>
<td>Frances Abernathy</td>
<td>Coordinator of Job Placement Services, Advisor</td>
<td>Assists current students and graduates in searching for employment, maintains contact with local employers, conducts job orientations, serves as an academic advisor.</td>
</tr>
<tr>
<td>Angie Alvarez</td>
<td>Career Assistant</td>
<td>Assists employers in listing jobs, provides employment information to students, performs clerical functions for the CPPS unit.</td>
</tr>
<tr>
<td>Jim Pond</td>
<td>Counselor, Coordinator of Career Services</td>
<td>Serves as a counselor. Coordinates career services, Educational &amp; Career Planning classes, directs Career Center.</td>
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<tr>
<td>COMMUNITY LINK</td>
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<tr>
<td>Maury Roman</td>
<td>Director of Outreach Services</td>
<td>Directs activities to serve the disadvantaged, seeks new revenue sources and increases community support.</td>
</tr>
<tr>
<td>Dora Johnson</td>
<td>Community Outreach Specialist</td>
<td>Performs outreach activities to attract disadvantaged populations to education, instructs computer literacy classes.</td>
</tr>
<tr>
<td>Nellie Ramon</td>
<td>Community Link Staff Assistant</td>
<td>Assists with outreach activities, performs clerical duties for the Community Link outreach program.</td>
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<tr>
<td>Name</td>
<td>Position</td>
<td>Responsibilities</td>
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<tr>
<td>Leslie Cagle</td>
<td>Director of Testing Services, Counselor</td>
<td>Directs testing services for AC campuses and extension sites, serves as a counselor.</td>
</tr>
<tr>
<td>Paula Sosebee</td>
<td>Testing Specialist</td>
<td>Coordinates GED testing as Alternate Chief GED Examiner, performs various testing services.</td>
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<tr>
<td>Michelle Drummond</td>
<td>Testing Senior Staff Assistant</td>
<td>Coordinates distance education and CLEP tests, performs various testing services.</td>
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<tr>
<td>Barbara McConnell</td>
<td>Testing Assistant (Part-time)</td>
<td>Assist with test administration, data entry, and clerical tasks.</td>
</tr>
<tr>
<td>Melissa Wingate</td>
<td>Testing Assistant (Part-time)</td>
<td>Assist with test administration, data entry, and clerical tasks.</td>
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**EXTENSION CAMPUSES**

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<tr>
<td>Susan McClure</td>
<td>Counselor</td>
<td>Serves as counselor for the East Campus, coordinates tours, recruiting efforts, and advising for the programs located there.</td>
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<td>EMPLOYEE</td>
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<td>DUTIES</td>
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<tr>
<td>Marianne Jones</td>
<td>Counselor</td>
<td>Serves as counselor for the West Campus, coordinates tours, recruiting efforts, and advising for the programs located there.</td>
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<td>354-6007</td>
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PROGRAM REVIEW
Departmental/Program Self Study Outline
NON-INSTRUCTIONAL

This Program Review is being conducted during: Academic Year 2003 and Fiscal Year 2003-04.

I. Overview of Department/Office
   A. State the name of the department/office.
      Advising & Counseling

   B. Provide a brief history of the department/office (when it was created, size, major changes, etc.)

      The Advising & Counseling department was formally established in 1963, although certainly advising had been occurring since the College’s inception in 1929. It is also reasonable to presume that informal counseling and referral to professional counseling services had been available to students from the beginning. The department was first called the Counseling and Job Placement Program, later renamed the Life Development Center when facilities were acquired in Ordway Hall. As the range of services expanded to meet growing student needs, specialized units began to emerge. Counselors began providing service on the West Campus when it opened in 1967. The Career Center was an offshoot of the Life Development area begun in the 1980’s to assist students in making appropriate career decisions, and thus steer their college education toward an outcome of productive employment. In 1972, Amarillo College Women’s Programs began, as a result of the efforts of female leaders in the community concerned with education and training needs of homemakers returning to the world of work. In the 1980’s the department was renamed the Counseling Center.

      Major changes occurred in 1986. The Job Placement office was formally established. Prior to this date, students were assisted with employment information and opportunities first in the original Counseling and Job Placement Program, then later by the assistant to the vice-president for student affairs. Testing Services was established as a specialized unit, although testing had been a major counselor responsibility for a number of years. Student Activities, which also had been a charge to one counselor, became an independent department separate from counseling services. The Counseling Center was physically moved from three locations (Ordway Hall, the Women’s Gym, and the College Union Building), to the first floor of the Lynn Library. At that time, the department was renamed Advising & Counseling to better describe the core functions, and the name remains today. This relocation allowed
department to centralize a number of functions. The Career Center, Testing Center, and Adult Students Program (name changes: from Women’s Programs to Adult Students & Women’s Programs, 1985; to Adult Students & Women’s Services, 1987; to Adult Students Program, 1999) were now integrated with the central advising and counseling services to become one unified department.

Other changes came soon after. The Job Placement Office was incorporated with Advising & Counseling in 1991, and joined with career services to become Career Planning and Placement Services. In 1987, funding from a federal grant made possible the establishment of a minority outreach program, which for years had been one focus of the Adult Students Program counselors. Students Training and Retraining (STAR) was established at the Wesley Community Center with the purpose of attracting the Hispanic community to educational possibilities. In 1998, the STAR program moved to the Texas Workforce Commission’s One-Stop Career Center, and its mission broadened to serve all disadvantaged individuals who could benefit from higher education. In 2000, this program moved again to NE 24th and Grand, and the name was changed to Amarillo College Community Link. In 1995, AC’s merger with Texas State Technical College brought additional staff and services to the current East Campus.

Although the number of students and prospective students being served by Advising & Counseling has increased dramatically (see “Record of Contacts” at: http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf), the size of the staff has remained fairly static. Today, 20 full-time employees perform the services of the department, compared to 14 in 1985. The expansion in staff is attributable primarily to the addition of Community Link and East Campus, and the growth of Testing Services. Advising & Counseling also employs 2 part-time staff, 4 student assistants, and utilizes the services of 3 retired individuals on an as-needed basis. The use of part-time personnel is also similar to the past. One additional student assistant for evening hours was added in 1997, and the as-needed counselors have replaced volunteers.

C. List the major clients of the department/office: students, faculty/staff, and/or outside clients. Briefly describe the client needs that the department/office serves.

The Advising & Counseling department has a number of units with specialized services, which are described individually below. The entire department primarily serves students (academic and continuing education) and prospective students. A&C staff also assists other College employees in the work of institutional governance, primarily through committee service.
A&C central services works with all new and prospective students, and students who have needs for developmental education above the most basic level (basic-level students work with ACcess developmental studies division). General Studies majors and undeclared (Pending) majors are specifically assigned to Advising & Counseling advisors. A&C also conducts an intervention program (Academic Choice) for students who are on academic probation (less than a 2.0 GPA). All clients are given assistance with academic planning, course selection, registration, transfer information, etc. Services are available on the East, West, Moore County, and Washington St. campuses. Counselors teach College Success Techniques (SPCH 1171) classes to promote student success. Academic advising at Amarillo College is structured according to an institutional advising plan. The advising plan describes the coordination of advising by instructional faculty with the counselors and advisors in A&C. Amarillo College emphasizes faculty advising as a crucial component of student retention and success. Advising & Counseling works with the instructional divisions and the professional development office to provide advisor training every semester. Other collaborative efforts are also in place, such as the advising of Nursing students by A&C up until the point where they can compete for admission to clinical training, at which time Nursing faculty assume responsibility for advising.

Adult Students Program works with adult students (usually 24 or more years of age) to help them effectively meet realities such as child care, transportation, etc., which could impact their chances for success in college. ASP offers scholarships (the funding base for scholarships awarded by the Adult Students Program now exceeds a million dollars), personal counseling, and referral to community agencies. ASP conducts an annual book sale to raise funds for student emergency loans, a Christmas adopt-a-student project, and an annual banquet to celebrate the success of adult students’ victory over life obstacles and achievement of success through education.

Career Planning and Placement Services works with students and prospects that have need of guidance for employment-related concerns, such as choosing a career path, locating employment, etc. CPPS conducts career exploration inventories, community career workshops, and lists employment opportunities within the College and in the community, including all student assistant positions funded by federal college work-study. CPPS also coordinates Educational and Career Planning (PSYC 1171) elective academic classes to help students identify appropriate career and educational choices. Counselors and advisors teach
these classes. CPPS is a founding sponsor of the Amarillo Community Job Fair (see Reference Documents at http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf) which has been held twice a year since 1999. In the fall of 2003, more than 100 employers and 2,000 job seekers attended this event.

- Community Link works with disadvantaged individuals who can benefit from higher education or workforce training. Located away from formal campuses in a minority-dominant area of Amarillo, this department offers a non-threatening environment for those who have cultural or language barriers to approach self-development through AC programs. Community Link conducts computer literacy classes, preparation for GED testing, conversational English instruction, recruitment/information seminars, and outreach activities to link the College with the community.

- Testing Services administers assessments for college entrance (Accuplacer, THEA formerly TASP, ACT, SAT), instructional support (make-up for missed exams), credit by examination (CLEP, department-approved exams), certification/licensure examination (for specific career needs such as Pharmacy Technician certification, Nursing specializations, Automotive Service Excellence, etc.), the test for General Educational Development (GED), and proctored exams for distance learners (online courses, correspondence, etc.). Testing services are available on Washington Street, West, and Moore County campuses. Testing at extension sites such as Hereford, Tulia, and various rural high schools, is administered on a regular basis.

D. State the mission of the division and/or department office.

Advising & Counseling, a department of the Student Services Division of Amarillo College, is dedicated to providing advising and counseling services and resources to assist students and prospective students in attaining their individual goals, and thus enhance the quality of their lives.

E. State the goals of the department/office.

- Maximize access to education and guide students toward success through advising and counseling services.
- Maximize access to education through outreach and retention efforts. (The change from recruitment to outreach, due to reorganization of the institution, will be reflected in the 2004-05 PET goals.)
- Manage institutional resources effectively through participation in college projects and governance.
- Promote quality service through employee professional growth and an equitable, productive workplace.
Serve as an enrichment resource through internal and community partnerships.

Also see PET forms for 2002-03 and 2003-04 at:
http://archives.actx.edu/pdf/reports/pet02_03/stud_service.pdf
http://archives.actx.edu/pdf/reports/pet03_04/stud_service.pdf

F. How does the mission of the division and/or department/office support the overall mission of the College?

The mission of the Advising & Counseling department works to specifically address the strategic plan goals of the College, and thus to fulfill its overall mission.

Advising & Counseling also helps the College achieve several of its institutional goals, including:

- Goal I - Maximize student access. Success indicator #5 - Demographic equity enrollment.  
  Adult Students Program serves economically disadvantaged individuals and targets single parents, the overwhelming majority of whom are female. Testing Services assists the academically disadvantaged through assessment to identify areas of academic weakness. Testing Services also administers the GED to help students show ability to benefit from higher education, and thus become eligible for federal financial aid. Community Link assists those with limited English proficiency with Conversational English instruction, and targets services to disadvantaged individuals, the majority of whom are members of ethnic minorities.

- Goal II - Guide students toward educational success.  
  Advising & Counseling provides academic advisement, career and personal counseling and resources, and classes to promote college success. Career exploration and job placement assistance are available to all students and prospective students.

- Goal IV - Provide quality transfer education.  
  Advising & Counseling assists students with the transfer process through activities and resources designed to help them identify and select a senior institution where they can meet their goals. Transfer services helps students take the proper courses in the proper sequence, meeting university admissions, housing, and scholarship deadlines, etc. Advising & Counseling has recently assumed responsibility for the Straight Through to U program, where memos of understanding with partner senior institutions are
executed, and transfer recruitment by partner universities is facilitated.

- Goal VII - Promote employee professional growth and equity.

Advising & Counseling actively encourages employee professional development. Two classified employees received additional salary in 2003-04 as the result of degree achievement. Currently three A&C employees are pursuing the Master's degree. A&C personnel also provide instruction to other College employees in the use of the advising and registration modules of the Colleague software.

G. By which agencies or organizations is the department/office monitored or accredited (if any)? What monitoring or accreditation schedule is required by the agency or organization? What is the current status of the monitoring or accreditation?

The A&C department is not specifically accredited or monitored by agencies or organizations; however, several personnel hold certifications or licensures that are monitored by state or national agencies. These include Texas Licensed Professional Counselor (LPC) and Texas Social Work Associate (SWA) monitored by the Texas Department of Health; National Certified Counselor (NCC) and National Certified Career Counselor (NCCC) monitored by the National Board for Certified Counselors; Texas teacher certification monitored by the Texas Education Agency (TEA), and Registered Professional Educational Diagnostician monitored by the Texas Association of Educational Diagnosticians. Testing Services is a GED administration center, and as such is monitored by TEA.

H. List the professional organizations of which the department/office is a member.

The department as a whole is not a member of any professional organizations; however, individual personnel participate in various associations, including High Plains Counseling Association (HPCA), Texas Counseling Association (TCA), National Academic Advising Association (NACADA), Texas Academic Advising Network (TEXAAN), Amarillo Women's Network (AWN), Panhandle Human Resources Association (PHRA), Junior/Community College Student Personnel Association of Texas (J/CCSPAT), Texas Community College Teachers Association (TCCTA), Texas Association of Chicanos in Higher Education (TACHE), Junior League of Amarillo, and educational fraternities Kappa Delta Pi and Phi Delta Kappa.

I. SWOT Analysis
1. List departmental/program strengths.
   - Strong sense of collaboration within the department and with the division
   - Coordinated efforts under one unit
• Experienced staff; low turnover of personnel
• Multi-cultural, bilingual expertise among staff
• Effective centralized advising, evidenced by increasing student demand and small number of complaints
• Breadth of services equal to or greater than that of other community college advising & counseling programs in Texas
• Credibility among co-workers as a result of membership in all three employee groups (administration, faculty, and classified staff)
• Advising, Adult Students, and Testing services available on all academic campuses
• Collegial exchange of advising information between academic departments and A&C
• Student advising options, including ability to see faculty in the major discipline as well as Advising & Counseling staff

2. List departmental/program weaknesses (areas for improvement).
• Ability of employees to provide specialized services, e.g., job placement, testing, etc., is challenged by seasonal demands for academic advising. This situation has been exacerbated by moving to a continuous registration model without replacing the external support that was available with start-stop registration (advance-arena-late).
• Addition of new campuses (MCC, Deaf Smith) challenges the department to maintain control and consistency in advising & counseling services.
• Referring students to academic departments according to the AC advising plan causes a “run around” effect for students.

3. List external and internal opportunities available to the department/program.
• Opportunity to increase/improve community partnerships
• Opportunity to increase/improve online services (especially academic advising and job placement)
• Opportunity to increase/improve services to the Workforce Development Division as Continuing Education programs like short-track and industry-specific training grow
• Opportunity to develop internal partnerships that might help generate alternative funding sources

4. List external and internal threats/challenges which may affect the department/program.
• Increasing number of students to serve while staffing levels remain stable or decrease
• Diminishing budget resources
• Inability to provide equivalent services to distance learners (job placement, testing)
• Limited ability to attract and hire staff with multicultural backgrounds and/or multilingual skills with an increasing number of multicultural, multilingual students, particularly Spanish-English bilingual students
• Technology challenges, particularly user dissatisfaction with WebAdvisor

II. Institutional Effectiveness

A. Attach the department/office’s most recent Planning & Evaluation Tracking (PET) form(s) or identify the name of the department/office and the web address of the PET form(s) for this area (see Reports/Institutional Effectiveness/Planning and Evaluation Tracking at http://archives.actx.edu).

The completed 2002-03 PET forms for the Advising & Counseling Center may be accessed at:
http://archives.actx.edu/pdf/reports/pet02_03/stud_service.pdf

The 2003-04 PET forms may be accessed at:
http://archives.actx.edu/pdf/reports/pet03_04/stud_service.pdf

B. How and when does the department/office conduct client evaluations? What are the standards for the evaluations? Attach a sample along with a compilation of recent results or include the name of the survey and the web address for AC surveys (see Survey Data at http://archives.actx.edu or http://www.actx.edu/~research/).

The A&C department conducted annual client evaluations until 2000, at which time a decision was made for the whole Student Services Division to collect feedback from a partnership with the Gulf Coast Community College Consortium. The results of this survey were never utilized, due to some technical incompatibilities with the data collected and the College’s information systems. Since then, Advising & Counseling has utilized the information collected in the Student Services Division’s “How Are We Doing?” Survey conducted every third long semester (http://archives.actx.edu/pdf/surveys/acstsvyresults03.pdf). The last survey (Spring 2003) contained some negative feedback from students, which A&C staff believes to have resulted from new advising procedures. (See section D below) Overall ratings for the department were good.

C. Describe the ways in which the department/office is helping the College achieve the Goals and Success Indicators set forth in the current Strategic Plan (see Reports/Institutional Effectiveness/Amarillo College Strategic Plan at http://archives.actx.edu). Also state and analyze any areas in which the department/office is not meeting the standards for the Goals and Success Indicators in the Strategic Plan, along with plans for improvement or change.

• The Advising & Counseling department helps Amarillo College fulfill several aspects of the Community College Mission and Purpose mandates of the Texas Education Code, namely:
o Continuing education programs for occupational or cultural upgrading (instruction for keyboarding and computer competency, and events to celebrate Hispanic cultures at Community Link)

o A continuing program of counseling and guidance designed to assist students in achieving their individual educational goals (advising of all new academic students, those who need developmental studies above the basic level, and General Studies and undeclared or Pending majors, intervention program for students on academic probation, SPCH 1171 College Success Techniques and PSYC 1171 Educational and Career Planning classes; scholarships through Adult Students Program, etc.)

o Adult literacy and other basic skills programs for adults (Conversational English and GED preparation at Community Link; GED testing at Testing Services)

- Advising & Counseling also helps the College achieve several of its institutional goals, including:
  - Goal I - Maximize student access. Success indicator #5 - Demographic equity enrollment.
    Adult Students Program serves economically disadvantaged individuals and targets single parents, the overwhelming majority of whom are female. Testing Services assists the academically disadvantaged through assessment to identify areas of academic weakness. Testing Services also administers the GED to help students show ability to benefit from higher education, and thus become eligible for federal financial aid. Community Link assists those with limited English proficiency with Conversational English instruction, and targets services to disadvantaged individuals, the majority of whom are members of ethnic minorities.

  - Goal II - Guide students toward educational success. Advising & Counseling provides academic advisement, career and personal counseling and resources, and classes to promote college success. Career exploration and job placement assistance are available to all students and prospective students.

  - Goal IV - Provide quality transfer education. Advising & Counseling assists students with the transfer process through activities and resources designed to help them identify and select a senior institution where they can meet their goals. Transfer services helps students take the proper courses in the proper sequence, meet university admissions, housing, and scholarship deadlines, etc. Advising & Counseling
has recently assumed responsibility for the Straight Through to U program, where memos of understanding with partner senior institutions are executed, and transfer recruitment by partner universities is facilitated.

- Goal VII - Promote employee professional growth and equity.
  Advising & Counseling actively encourages employee professional development. Two classified employees received additional salary in 2003-04 as the result of degree achievement. Currently three A&C employees are pursuing the Master's degree. A&C personnel also provide instruction to other College employees in the use of the advising and registration modules of the Colleague software.

- Goal VIII - Manage institutional resources effectively and efficiently.
  Advising & Counseling actively seeks to maintain and improve equipment and facilities in the budget process, and to be fiscally responsible with institutional resources.

- Goal IX - Develop alternative resources for the institution.
  In the past two years, a grant from the Amarillo Area Foundation has provided $150,000 for staff and services at Community Link. The search for funding sources to expand that facility has led to an unprecedented third-year proposal to the AAF, and has generated pledges from other community partners such as Tyson Foods ($10,000), United Supermarkets ($15,000) and XCell Energy (amount pending). Recently a proposal was submitted through the AC Foundation to the Meadows Foundation, and funds will be sought from the Community Development Block Grant in calendar 2004. For the past two years, both Community Link and the Adult Students Program have acquired community underwriters to provide food and beverages at various program functions, value over $5,000.

- Goal X - Serve as a community enrichment resource.
  The Adult Students Program and Community Link provide enrichment through their scholarship networks and their participation in cultural events. Community Link also provides an open-access computer lab for community enrichment.
D. How does the department/office evaluate and improve its effectiveness in order to close the loop on Institutional Effectiveness (reference action plans, performance evaluations, professional development, PET forms, budget process, etc.)?

Professional development and performance review data - available in individual employee personnel files. PET forms and budget request forms are available at links:

http://archives.actx.edu/pdf/reports/pet02_03/stud_service.pdf
http://archives.actx.edu/pdf/reports/pet03_04/stud_service.pdf

Action plan for advising services - An institution-wide advising plan was finalized in 2001, implemented in 2001-02. This plan called for referral of students whose developmental work was completed, and whose major was not General Studies or Pending, to their major department or a specific assigned advisor in the major. The “How Are We Doing?” student services survey conducted spring 2003 revealed student dissatisfaction with this procedure. As a result, A&C staff began serving all walk-in traffic during busy registration periods. During these same times, all phone requests from majors other than General Studies and Pending were sent to the major department. Students were encouraged to seek out advisors in their major department as soon as possible. The general perception among A&C staff is that students prefer this approach; however, the survey will not be administered again until fall 2004.

Action plan for personnel and budget – In 2001-02 the A&C department undertook an internal study to address future staffing, due to the imminent retirement of three employees and the potential retirement of three others within the next few years. A core group studied staffing patterns in counseling centers at a number of community colleges across Texas. Expectations of the Amarillo College community, budget constraints, mission and the resources necessary to fulfill it, and other dynamics were also studied. This group reviewed their findings with and received feedback from the entire department staff. Recommendations for personnel planning were then sent to the A&C Director and the Dean of Student Services, who continued to develop and modify the suggestions. A final plan was submitted in the budget proposal process of spring 2003, was approved, and is being implemented in 2003-04. This plan will better target personnel resources to times of greatest need, and will result in budget savings of approximately $75,000 plus benefits annually. The total savings will not occur until the budget of 2004-05, as the retirements of three Master's-level counselors will be completed in 2003-04.
E. Where are departmental/office policies or procedures published? What is the update/review schedule for policies/procedures? What is the approval process for implementing and/or revising departmental policies/procedures?

Advising & Counseling publishes policies/procedures in a number of places that are easily available to students and the community. The AC catalog, class schedules, Student Rights and Responsibilities bulletin, student handbook, various brochures and Web sites contain them. (See brochures under “Reference Documents” at: http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf)

Most of the general policies are reviewed/updated annually as publications are reprinted. Internal policies such as distribution of walk-in traffic on the Washington St. campus (a.k.a., counselor on duty) are reviewed as needed, usually in regular staff meetings. Procedures which require approval by the Executive Committee member are addressed in regular meetings between the Dean and the A&C Director, and in meetings of the Student Services Council. In the case of Community Link and the Adult Students Program, community advisory committees also have input on formation of policy and/or execution of procedure. See specific written policies for the Adult Students Program and Career Planning and Placement at: http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf.

F. For the departmental/office cost, please attach BCMP budget reports for current and preceding two years. Graph and analyze trends.

The Budget History Report and graph may be accessed at:
http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf

Advising & Counseling budget – has remained relatively flat over the past three years. The budget crisis of spring 2003 resulting from the shortfall of state funds caused a noticeable decrease in expenditures since funds were frozen. Continuing reduction in budget was necessary for 2003-04. The new plan for A&C staffing (see II-D) is projected to save $75,000 plus benefits in personnel costs annually. This savings is reflected across the budgets for Advising & Counseling, Adult Students Programs, and Testing Services. Past trends have indicated that the department budget is not sufficient to cover costs, as there is usually a deficit at the end of a budget year. This budget includes Career Planning and Placement services.

Adult Students Program budget – has remained relatively flat and is usually sufficient to cover program costs. It is important in examining ASP funding to consider Perkins and AC Foundation sources. ASP manages Perkins funds averaging $60,000 annually for child care, text book lending library, and transportation costs for adult students in technical majors. ASP manages Foundation scholarship awards from a base of one million dollars annually. Usually there are a few qualified students who cannot receive assistance because of insufficient scholarship funds.
Community Link budget – The institutional budget for this program is seven years old. The first eight years of funding for this program was exclusively from Perkins grants, state leadership and set-aside categories. Perkins formula funding continues to support salary and benefits for one staff member. Unlike most areas of Student Services, Community Link requested a larger budget in 2003-04 than in the previous year. The increase was necessary due to the rapidly-expanding client base and new services. Community Link has been active in pursuing alternate funding sources. A grant from the Amarillo Area Foundation has provided $150,000 over the past two years for student scholarships and personnel costs. As funds are sought to expand the facility, community resources had pledged $50,000 with an additional $193,000 pending from positive initial contacts as of December 2003. Large proposals to the Community Development Block Grant (CDBG) and the Meadows Foundation will be submitted during the 2004 funding cycle.

Testing Services budget – The overall budget trend for Testing Services has remained stable for the past three years. Although this area has seen significant budget cuts in some areas while the number of students served dramatically increased, planning efforts and incidental income have made the situation manageable. Incidental income is a result of testing fees paid by students, which have remained consistently lower than other Texas colleges comparable to Amarillo College. Staffing for Testing Services was a concern in Advising & Counseling’s 2004-05 personnel proposal (see Section II-D). The intention was for one of more advisors to also assist in Testing Services. Now, however, the amount of student traffic and the complexity of test administration have increased so greatly that this plan has been reconsidered. There simply are not enough human resources to meet student advising and testing needs with the current staff. Testing Services will propose to increase one position from part-time to full-time in the 2004-05 budget. This position will serve the Testing Services unit exclusively, allowing advisors to work in A&C, with primary focuses on transfer services and web development.

G. SWOT Analysis
1. List department/program strengths.
   - A&C presence on all academic campuses
   - Community presence at Community Link
   - A&C representation on many College committees
   - Coordination with the CAI lab in advisement and registration activities
   - A spirit of collaboration and teamwork to provide a large number of students with excellent service
• Continuing efforts to improve institutional technology utilization through encouraging use of and suggesting improvements in WebAdvisor

2. List department/program weaknesses (areas for improvement).
   • Lack of Web presence (A&C page, instant messaging, etc.)
   • Probation intervention program built on semester GPA

3. List external and internal opportunities available to the department/program.
   • Opportunity to increase budget through seeking alternative funding sources
   • Opportunity to increase online course offerings
   • Opportunity to contribute to student self-reliance through encouraging the use of technology
   • Opportunity to increase services through the new student e-mail system
   • Opportunity to serve students at the prospective Hereford campus

4. List external and internal threats/challenges which may affect the department/program.
   • Lack of effective, reliable technology (WebAdvisor weaknesses)
   • Insufficient budget resources for extra personnel during busy times

III. Departmental/Office Staff
A. Attach resumes of all departmental/office administrators, faculty, and exempt classified and/or use the attached form to provide information regarding qualifications of the staff.
   See the “Qualifications of Staff” forms for all Advising and Counseling staff at:
   http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf

B. Attach a departmental/office organizational chart with clear lines of authority and responsibility. Describe the department/office, including the job descriptions of the positions.
   The Advising and Counseling departmental organization chart follows:
The job descriptions, along with a “Job Duties Summary” chart are available at: http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf

C. Describe how individual performance evaluations are used to improve staff performance.

Performance reviews are used to help staff examine accomplishments, identify areas for improvement, and define goals to continuously increase the quality of services provided by the Advising & Counseling department.

D. Explain the department/office management philosophy regarding the following:

1. **Leadership** –
   - Members of the department are encouraged to participate in committees, which do much of the work of governance of the institution, and many have held or currently hold offices in these organizations. (Examples: one counselor is a former faculty senate president, one classified employee was a former president of ACCEA, one administrator co-chairs a committee to develop and implement the testing/remediation policies, etc.). Staff members are also encouraged to participate in community...
leadership roles. (Example: three staff members are owners of area businesses, one serves on the board of director of Panhandle Community Services, several are active in church and civic organizations, and one is co-sponsor of an annual concert to benefit a local high school.) The Director of Outreach Services is currently serving as regional representative for the state board of Texas Association of Chicanos in Higher Education (TACHE).

2. **Teamwork**
   - The organization of the Advising & Counseling department forms several internal teams working toward specific goals, i.e., Adult Students Program, Career Planning & Placement, Community Link, and Testing. Additionally, ad hoc groups are formed as needed to address emerging issues, e.g., an advising team which assisted with development of a plan for staffing as several counselors retired. The department uses stated plans for team management of student traffic during busy registration periods. Team spirit is fostered by social activities such as monthly birthday celebrations and an annual “retreat”.

3. **Professional Development**
   - Advising & Counseling personnel vigorously pursue professional development through several avenues:
     - Continuing Education – required to maintain professional licensure in some cases, pertinent to specific jobs in others, or for personal reasons such as health and fitness. Advising & Counseling personnel also teach a variety of C.E. classes.
     - Academic Education – in areas of interest and/or to acquire degrees. Three A&C employees were awarded salary increases in 2003 as a result of graduate advancement or degree acquisition.
     - Amarillo College Internal Training – in various areas to enhance job skills.
   - A&C personnel also participate in the professional development structure of the College, with one employee on the Faculty Development Committee, one on the steering committee for Professional and Organizational Development, and a former staff member elected to the Classified Development Committee (2001).

E. **SWOT Analysis**

1. List departmental/program strengths.
   - Excellent customer service, especially to first-time AC visitors
   - Caring, concerned, experienced staff
   - Adult Students Program
   - English/Spanish bilingual skills
   - Career Center resources (print, electronic, etc.)
   - Job Placement services for students and employers

2. List departmental/program weaknesses (areas for improvement).
   - Interdepartmental communications with other Student Services areas
• Providing advising personnel adequate to meet student demand
• Providing testing personnel adequate to meet student demand

3. List external and internal opportunities available to the department/program.
   • Potential to increase size of testing staff
   • Potential to increase campus services (e.g., fill-in programs for emergency absence of instructors)
   • Potential to change administrative structure to include the student services functions in ACcess with Advising & Counseling
   • Potential to change administrative structure to include technology support in the department

4. List external and internal threats/challenges which may affect the department/program.
   • Security at Community Link
   • Possible loss of career counseling resources
   • Possible further budget reductions (e.g., evening counseling) which would strain personnel and reduce services

F. Describe the strengths and weaknesses of the current staff and/or staffing patterns. Provide ideas for overcoming any weaknesses.

   During the academic year 2001-2002, an internal study of the staffing in the central services area of Advising & Counseling was undertaken, due to the potentially imminent resignation of five retirement-eligible counselors. All of the faculty and administrative employees, and interested classified employees, participated in the study and made recommendations. During 2002-2003 the A&C Director and the Dean of Students examined these recommendations and modified them slightly. The final plan was proposed in the budget process for 2003-2004, and was approved. The central element of this plan is to replace retiring master’s-level counselors with bachelor’s-level advisors, in order to better meet the needs of 21st–century students who want quick, convenient academic guidance rather than personal counseling support, and to better utilize dwindling budget resources.

   At the time of this Program Review, two counselors have retired, and another intends to do so in 2004. Four advisors will then be in position, three from replacements for the retirees, and one from the modification of a former specialist position. The hiring of a part-time as-needed advisor will fully implement the staffing plan in A&C central services.

   In two specialized units of Advising & Counseling, staffing patterns need examination and probably modification in the very near future. These are Testing Services and Community Link. In Testing
Services, not only has the sheer volume of work expanded due to the growing AC student population, but the nature of test administration has also experienced a radical shift. With the advent of and increase in computer testing, much more individual time between the test administrator and the examinee is required. The Accuplacer exam, for instance, requires the examiner to directly interact with the examinee four times. During January 2004, more than 500 Accuplacer exams were administered. The current staffing pattern was simply not designed to meet this kind of need. Likewise at Community Link, not only is the student population growing, but the need for more classes and wider outreach is straining the current personnel structure. Discussion of personnel planning in these two units is scheduled for spring 2004.

IV. Facilities/Equipment
A. Describe the facilities and space utilized by the department/office.

Washington St. Campus – Advising & Counseling occupies the east wing of the first floor of the Student Service Center. Three offices and a student assistant work station are utilized by the ACcessibility Services department of the ACcess division. Excluding this space, the facility includes a waiting area for students, a student assistant work station, four work stations for support personnel, designated areas for Transfer and Career Planning & Placement services, a conference room, and ten individual offices for counselors/advisors. The part of the facility designated to Testing Services includes one individual office, two classrooms, a service counter, secure storage, and a work room. A&C employees assigned to Washington St. Campus include: director, two counselors, two advisors, one part-time advisor, one staff assistant in central A&C services; two counselors, one staff assistant in Career Planning & Placement services; two counselors, one advisor, one staff assistant in Adult Students Program services; director, specialist, one staff assistant, two part-time aides in Testing services.

East Campus – In academic 2002-03 the East Campus Student Services moved from the Bird Administration building to the Student Activity Center. This move was the result of a proposal by the counselor whose full-time assignment is to the East Campus. Advising & Counseling now occupies a two-office suite in the Student Activity Center, and is located in close proximity to the service counter, the financial aid office, the book store, and the student activities office. This move has greatly improved the visibility and coordination of EC Student Services. The Adult Student Program advisor checks periodically on ASP program and advising functions at East Campus, and/or works there in the counselor’s absence.
West Campus - Advising & Counseling occupies a suite in the Lecture Hall comprised of two offices, a conference/testing room, and a small waiting area. The suite is adjacent to the main West Campus service counter. One A&C counselor is assigned to West Campus on a full-time basis, and the Adult Students Program advisor works part-time at West Campus (see WSC and EC above).

Moore County Campus – One office is designated for the counselor at MCC. This person is assigned to A&C for advising and counseling services and to the Psychology department of the Behavioral Studies division for instruction.

Community Link – The facility located at 2412 N. Grand (NE 24th & Grand) includes two offices, a small reception space, computer lab, classroom, small break area, restroom, and storage areas. Parking space and driveways surround the 1350 square-foot structure. Personnel assigned to Community Link include the director, one specialist, and one staff assistant. This property, which was leased from Maxor Corporation for two years, was purchased by the College in 2003.

Student assistants work in all areas except Testing Services (to maintain security for AC instructional exams) when funds are available.

B. Describe any special equipment utilized by the department/office.

All A&C employees have a personal computer at their work stations. One employee with a disability uses several pieces of equipment to accommodate for vision deficit. All employee-use computers have connection with nearby printers. The average ratio of employee-use computers to printers is 4:1. Computer labs are operated by Career Planning & Placement (3 stations), Testing Services (16 stations), and Community Link (15 stations). There are 6 computers located in A&C public areas on the academic campuses and at Community Link. These are available for use by students, student assistants, or employees. Community Link has 2 notebook computers and 2 LCD projectors for use at outreach locations. Three copiers are assigned primarily to use by A&C. Multi-line and single-line telephones are conveniently located throughout the department, including four public-use telephones in the Washington Street facility. Two fax machines are owned by the department. Testing Services contracts with Scantron Corporation for the use of 5 test-scoring scanners, which are located on the 3 Amarillo academic campuses.

Some specialized software is used in A&C. Career Planning & Placement uses “Choices” career decision-making and WinWay resume'-writing programs; Career Planning & Placement, Adult Students Program, Community Link, and Testing Services use specialized applications of Access database software to track
clients, scholarships, and employment opportunities, and to make schedules; Community Link uses Rosetta Stone for Conversational English and Century 21st for GED instruction. Specialized Web-based programs are also utilized by Testing (Accuplacer, CLEP) and Community Link (keyboarding, speed development).

C. Identify the privacy, safety and accessibility provisions of the department/office. Describe any concerns regarding possible violations of privacy and safety or accessibility issues of the department/office.

Accessibility provisions at all facilities are in compliance with the mandates of the Americans with Disabilities Act (ADA). The location of ACcessibility Services in the Washington Street A&C Center has helped increase awareness and improved facilities for those with disabilities. Staff have collaborated to provide separate accommodations for testing students with disabilities, and have shared budget resources to provide additional handicap-accessible doors to the facility. In academic 2001-02, major renovations were made in the Washington St. facility to provide additional office space for ACcessibility Services.

Safety provisions are monitored by the Occupational Safety/Environmental office. All areas have been inspected, and contain adequate materials (e.g., fire extinguishers, security cameras/monitors, etc.) and instructions to protect people in the event of disaster. The AC Police regularly patrol Advising & Counseling facilities to assure safety. The officers provide additional support during busy registration periods and for large weekend test administrations. Community Link’s location at NE 24th & Grand gives it a special security profile. Security Specialists Personnel is the contractor for the motion sensing alarms in the building and is charged with notifying AC Police and the Amarillo Police Department in the event of an alarm signal. The activities of the staff, however, contribute to numerous hours where only one AC person is present. AC Police patrol the facility as often as possible.

Privacy provisions are stipulated by the Family Educational Rights and Privacy Act (FERPA). All employees adhere to these requirements (examples: shredding documents containing student identification information, keeping computer screens cleared of identity information that could be viewed by others, maintaining integrity of academic class records, etc.). Confidential student files are kept individually by the licensed counselors employed in Advising & Counseling. The A&C Director manages the Student Assistance Program, which provides funding and referral services for students needing intervention from a community mental health professional who contracts with the College.

Testing Services has a particular concern with security of assessment instruments, scores, and academic integrity issues such
as cheating and falsification of identity. Training on security and privacy practices is given on a regular basis and reviewed periodically throughout the year. The Testing facility includes a secure storage closet with a key-pad coded entry, and several locking cabinets.

D. SWOT Analysis

1. List departmental/program strengths.
   - Proximity of various student services on Washington St. campus
   - Improved location on East campus
   - Good opportunities for professional development
   - Ownership of the Community Link property
   - Improved use of facilities on West campus

2. List departmental/program weaknesses (areas for improvement).
   - Inadequate space in Testing Services
   - Inadequate space at Community Link
   - Facility configuration at Washington St. can be confusing to first-time visitors (i.e., doors at both ends)
   - Absence of institutional software (Colleague) at Community Link

3. List external and internal opportunities available to the department/program.
   - Opportunity to expand Testing Services through bond restructuring
   - Opportunity to expand Community Link through alternative funding sources
   - Opportunity to improve technology resources at Community Link through community partnerships

4. List external and internal threats/challenges which may affect the department/program.
   - Reduced institutional budget resources for purchase of computers and supporting equipment

E. List any recommendations (including rationale) regarding the facilities, equipment, and space needs of the department/office.

Both Community Link and Testing Services have outgrown their current facilities and are in desperate need of more space. Recommendations for these two areas follow.

Community Link – Together with the AC Foundation, this department is energetically seeking funding for expansion from alternative resources. Recommend continued efforts in this direction, given restricted institutional funds. Recommend state-of-the-art computer technology, both wired and wireless, be planned for the expanded facility. Recommend signage that will enhance the visibility of
Community Link when facility expansion is complete. Rationale – improve services to disadvantaged individuals, particularly ethnic minorities, in order to increase enrollment and persistence in higher education, thus helping to “close the gaps” developing in the Texas work force.

Testing Services – Recommend that the second floor of the east wing of the Student Service Center be assigned to this department. This recommendation would require relocation of the Business Office. Recommend that state-of-the-art computer technology, both wired and wireless, be planned for this facility. Rationale – improve testing services by increasing student comfort, ability to offer diversified computer-based assessment, and security especially during extended hours.

For the general services area of Advising & Counseling to improve academic advising coordination with instructional divisions, flexible facilities would be desirable. Recommend that the first-floor east wing of the Student Service Center vacated by Testing Services be used for additional office, classroom, and meeting space for transfer functions, instruction, group advising, and related functions to promote student success. Recommend that the first-floor lobby be converted into a student “connectivity” area for collaborative study utilizing technology. Rationale – improve advising services by providing a more comfortable centralized facility, which increasing traffic for numerous years indicates is desirable to students. Increase opportunity to interface with instructional divisions and faculty for academic advising. Provide improved opportunities for student collaboration.

V. Support Services
A. Please describe how campus support services address the needs of this department/program. List any proposed recommendations here.
   1. AC Police – The police assure security for A&C personnel, facilities, and equipment. They respond quickly to emergency situations that occur with students and employees. The police department is especially vigilant and helpful in addressing security needs for the operations of Testing Services. They willingly provide officers to ensure order at large testing events (e.g., SAT, ACT, etc.) on weekends. They also periodically monitor evening operations, which increases the sense of authority among students and the confidence of the testing staff.
   2. College Relations – This office helps Advising & Counseling with the production of informational and advertising materials in print, graphic, electronic, and other media. College Relations is especially active with production of cards and posters for the college readiness seminars conducted by Community Link, which occur eight or more times per year. College Relations routinely assures that events such
as career workshops, transfer/recruiting visits by universities, and
GED testing are published in the Sunday Globe News AC Briefs.
Recently this department has also taken responsibility for posting
information to the AC web page. College Relations is expected to be
of great assistance in managing materials for the Straight Through to
U program, recently transferred from Enrollment Management to
Advising & Counseling.

3. Institutional Effectiveness & Advancement (including Institutional
Research) – This office primarily serves A&C through the Perkins
grant funds and through quality assurance efforts such as SACS
reaffirmation and Program Review. Perkins funds are used to pay
the salaries of a full-time employee of Community Link, and half of
the salaries for evening counseling. The most cherished use of
Perkins funds in A&C is the portion reserved annually for the Adult
Students Program to assist students in technical majors with books,
transportation, and child care expenses. The counselors and, most
importantly, the students are grateful for this continued support.

4. KACV and FM90 – The television and radio station have supported
Advising & Counseling with public service announcements. A recent
notable example was the celebration of a 15th anniversary celebration
of outreach programs in 2003.

5. Business Office – Business Affairs assists with budget management
and accomplishes purchase of supplies and equipment utilized in
Advising & Counseling.

6. Copy Center – A&C uses this facility to produce instructional
materials for classes and seminars. They also assist in supplying
paper for the department’s printers and copiers.

7. Switchboard/Mailroom – This area sorts and distributes mail, and
routes telephone calls to Advising & Counseling. It also assists with
bulk mailings for Academic Choice probation seminars and Adult
Students communications to students and donors.

8. Professional & Organizational Development – Educational opportunities
provided and/or coordinated by this office contribute positively to
employee expertise and morale. They also foster a sense of
community between A&C and other College offices.

9. Human Resources (Personnel/Payroll) – Assists A&C employees by
assuring they are paid for their work! The management of employee
benefits by HR has directly helped employees who have recently
retired, are planning retirement, or have suffered disability. HR also
provided assistance in the development and implementation of a
long-term staffing plan for A&C during the past two years.

10. Information Technology Services – Assists A&C with management of
computer resources, primarily through user support and equipment
services. Recently ITS has provided exceptional service and support
to an A&C employee who has a disability. One of the most highly
valued services to A&C is internal technology training. All
employees have participated in these opportunities. A&C has also
received assistance in providing advisor training from the
technology trainer. Since Advising & Counseling has a presence at
The Library, FIRST Center, and Distance Education support the academic instruction provided by Advising & Counseling, namely PSYC 1171 Education and Career Planning and SPCH 1171 College Success Techniques. The first online College Success class is being taught Spring 2004, and work is in progress to teach the PSYC class online in 2004-05. Many distance education students take exams in Testing Services. Testing for online classes has greatly increased the responsibilities and work load for Testing Services staff. New security concerns emerge weekly regarding distance education testing. Issues surrounding availability of computer equipment and increased student traffic need to be addressed. For these reasons, the following recommendations are made.

- Recommendation: Expand the Testing Services facility and purchase additional equipment to meet the needs of students.
- Recommendation: Examine personnel responsibilities and work loads and plan changes if justified.

Off-campus programs has a reduced interaction with Advising & Counseling since AC moved to a continuous registration process. In prior years, registrations out of Amarillo required the participation of several A&C personnel numerous times per year. That need has been and will continue to diminish with increased use of distance modalities for advising and registration. A reduction has also taken place in A&C’s involvement with Tech Prep and educational activities at the prison units, both of which are managed by off-campus
programs. This reduction is a result of declining numbers of students and smaller revenues from the state.

C. Please describe how student services address the needs of this department/program. List any proposed recommendations here.

1. Student Activities – Advising & Counseling works with the Student Activities to promote new student orientation, and to encourage students to make connections to their college outside of the classroom. A&C staff conduct parent sessions at Badger Boot Camps, sponsor two student organizations (STARS and International Student Club), and manage the Student Assistance Program for students with psychological difficulties beyond the scope of college counselors. A&C personnel also participate in various activities, promotions, concerts, etc., sponsored by Student Activities. Currently Student Activities, A&C, and the Registrar’s Office are collaborating to examine the system of mandatory new student orientation.

2. Community Link

3. Financial Aid – Advising & Counseling works closely with this office to help remove financial barriers to student entry and persistence in college. Particularly close relationships exist between the F.A. office and Adult Students Program and Career Planning & Placement Services. Career Planning & Placement manages all AC student jobs funded by College Work-Study dollars. Adult Students Program provides a database of scholarship applicants to ensure compliance with regulations governing student awards. Recently A&C has been collaborating with Financial Aid to increase the chances that AC students might avoid having to return Title IV funds.

4. Advising and Counseling

5. Adult Students Program

6. Job Placement/Career Planning

7. Registrar’s Office – An integral relationship exists between the Registrar’s Office and Advising & Counseling. The processes conducted by the two departments merge in the conduct of a successful college experience, i.e., admission, assessment, advising, registration, transfer, graduation. Advising & Counseling has enjoyed an increasingly supportive and efficient relationship with the Registrar’s Office since the 1998 move into the Student Service Center.

8. Enrollment Management – Advising & Counseling and Enrollment Management have a basically positive relationship, although there have been some concerns about “overlapping activities” between E.M. and Community Link. The A&C staff find the e-mail enrollment reports during registration periods most helpful.

9. START Center – The START Center is most helpful in providing prospective students materials by mail, and in assisting walk-in students in the WSC A&C center with program-specific information. The START Center supervisor has also worked closely with A&C personnel on management of the degree audit system.
10. Assistance Center – Advising & Counseling has a flexible and evolving relationship with the Assistance Center on the Washington St. campus. During the Christmas holiday 2003, A&C personnel worked in the Assistance Center to advise students who came when the rest of the campuses were closed. The process was changed from that of previous years, when Assistance Center staff took phone messages, and A&C staff processed them on designated days during the holiday. This new system proved beneficial not only to students, but to staff from both departments. At East campus a very mutually supportive relationship exists between Assistance Center and A&C staff. Good relationships also exist at West campus, but here the personnel are employed by the Business Office rather than by the Assistance Center, which leads to the following recommendation

- Recommendation: Standardize processes by using the Assistance Center model on all academic campuses.

11. Testing Center

12. Acess Division – Advising & Counseling works closely with several departments of the Acess Division. The Division Chair and the Director of Testing Services co-chair the Assessment & Remediation Committee, which develops and manages AC’s plan for developmental education. The suspension waiver program, operated by the Student Support Services department, uses enrollment in SPCH 1171 College Success Techniques as a method to fulfill the requirements for waiver of suspension. The transfer coordinator from the SSS department sometimes works with the A&C transfer advisor on activities for students intending university transfer. Acess Division academic advisors assist A&C personnel at registrations out of town, at the end of busy registration periods, and at times when A&C staff are absent (e.g., annual retreat). Testing Services administers the GED exam for participants of the High School Equivalency Program (HEP).

13. Other

D. Please describe how auxiliary services address the needs of this department/program. List any proposed recommendations here.

1. Bookstores – Work in a satisfactory manner with the Adult Student Program to provide books for the lending library. Following are recommendations from a student advocacy standpoint.

- Recommendation: Get an online book store yesterday.
- Recommendation: Buy back books from students every day, not just during a few days at the end of semesters.
- Recommendation: Work toward an accounts receivable system where students could have books charged to their accounts.

2. Food Services (Cafeteria/Catering/Vending) – A&C has used the catering services until budget for food expenses was suspended. Recent catered events have been only moderately successful. Consideration is being given, especially by the Adult Students
Program, to using caterer(s) from the community instead of AC’s services.

3. Housing – This East Campus service is no longer a part of the student Services division. The observation of A&C personnel is that quality has diminished since housing, in particular the dormitory housing for single students, was moved to the direction of the Physical Plant. (Examples: very little training for Resident Assistants, no professional development for R.A.’s, few opportunities for success coaching sessions for residents.) The following is recommended.
   • Recommendation: Return governance of East Campus dormitories to Student Services.

4. Other

   A. SWOT Analysis

   1. List departmental/program strengths.
      • Good relationships between A&C and other departments in the Student Services Division
      • Excellent relationship between the Adult Students Program and the Lynn Library to manage the book-lending system.
      • Cooperation with on-campus programs to provide assistance with Tech Prep program, registrations out of town, and services to potential parolees at the prisons
      • Perkins support from Institutional Effectiveness & Advancement for Community Link, Adult Students Program, and evening counseling
      • Assistance from First Center in developing online classes

   2. List departmental/program weaknesses (areas for improvement).
      • Reduced Financial Aid personnel at West campus
      • Inconsistent student services on some campuses (e.g., lack of official transcripts, expectations/reporting responsibilities of service counter personnel, etc.)

   3. List external and internal opportunities available to the department/program.
      • Opportunity to expand services to non-traditional students, both academic and non-academic
      • Opportunity to participate in new approaches to Orientation

   4. List external and internal threats/challenges which may affect the department/program.
      • Security of payment counter at West Campus, especially during peak payment times
VI. Advisory or Internal Committee

A. If the department/office has advisory or internal committee(s), describe each committee’s role and purpose. Attach a list of the names and positions of the present members or reference the web address for accessing the advisory committee member lists (see Committee Membership/Advisory at http://archives.actx.edu).

- The Adult Students Program Advisory Committee assists with the book sale and preparations for the scholarship banquet, both annual events needing volunteer assistance. This group also advises the program personnel about scholarship, fundraising, or community relations opportunities.
- Community Link’s Advisory Committee assists with selection of scholarship recipients, participates in special events such as anniversary or holiday celebrations, and helps to recruit participants for computer, language skills, seminars, or other training at the Community Link facility, or to other AC campuses. They also help identify potential partners for support through funding or other efforts to assist disadvantaged individuals.

The purpose of both committees is to assist the program staff in their mission to maximize access to higher education and promote student success. See committee member listings at: http://archives.actx.edu. Go to “Committee Membership – Advisory – Student Services.”

The Advising Team, an internal committee specifically devoted to issues involving academic advising, was suspended as the new staffing plan (see section III-F) is being implemented. Once implementation is complete, a similar group may be organized.

B. If an advisory committee or internal committee is relevant to the program under review, include minutes from the last two years of meeting. Copies of minutes may be attached or the name of the advisory committee or internal committee and web address (see Minutes/Advisory at http://archives.actx.edu) for the relevant minutes included.

Minutes for the Adult Student Program and Community Link Advisory Committees may be accessed at the archives address above. Go to “Minutes – Advisory Committees – Student Services.”

C. SWOT Analysis

1. List departmental/program strengths.
   Supportive, energetic, resourceful community members to advocate for the programs (see “D” below)

2. List departmental/program weaknesses (areas for improvement).
3. List external and internal opportunities available to the department/program.
   Opportunity to form a group specifically devoted to academic advising issues when implementation of staffing plan is complete.

4. List external and internal threats/challenges which may affect the department/program.

D. Identify any recent improvements/changes that have been made in the program as a result of committee recommendations.
   Community Link – has had assistance in approaching private sector businesses with proposals for funds to expand the facility, and has received commitments for almost $50,000.

   Adult Students Program – received funding for the annual banquet from the employer of an advisory committee member when funds were frozen in spring 2003.

VII. Recommendations
A. Based on an analysis of this department/office/program, list specific recommendations that will improve the department/office/program, correct identified weaknesses, take advantage of available opportunities, and prepare for current and future threats/challenges.
   • Expand facilities and services at Community Link, equip and staff these appropriately.
   • Expand facilities and services in Testing, equip and staff these appropriately.
   • Continue implementation of long-term personnel plan for the central services of Advising & Counseling, with appropriate review and revision.
   • Continue to advocate for improvements to WebAdvisor and other student services through computer technology, including an improved Web presence for A&C.
   • Continue to improve Advising & Counseling services, with emphasis on advisor training, transfer information, relationship to the AC institutional advising plan, and recruitment/retention of underrepresented populations.

B. Link the recommendations to the mission/purpose/goals of the program and the institutional Strategic Plan.
   Institutional goals 1,2,4,8,9, and 10 are supported by these recommendations. See section II-C.
C. Explain the budget impacts of these recommendations.

Implementation of these recommendations will increase operating budgets for Community Link and Testing Services. Personnel costs for central services of Advising & Counseling will be reduced. The most important impact of these recommendations is that they will improve services to students, which positively affects their experience at Amarillo College, and thus contributes to retention and future recruitment.
Advising & Counseling Center

Staff Qualification
A. QUALIFICATIONS OF STAFF

Department/Office/Program: Advising & Counseling

Date Compiled: 10-16-03

Employee Name: Cherie Clifton

I. Provide a job description for this position. Include duties to be performed, qualifications and experience required, and any other relevant information.

II. If not included on your resume, provide an answer for each of the following questions.

1. List all college experiences beginning with the most recent. Include college name, degree awarded or hours earned, dates attended, and any other relevant information.
   - Wayland Baptist University; 3 doctorate-level hours; 2000
   - Texas Tech University; 15 doctorate-level hours; 1990 – 1997
   - West Texas A&M University; Master of Education (Counseling and Psychology); 1985
   - University of North Texas; Bachelor of Science (Secondary Education English and Speech); 1971

2. List all applicable work experience beginning with the most recent. Include employer name, position held, duties performed, length of service in the position, and any other relevant information
   - Amarillo College; Director of Advising & Counseling; 1996 – present
   - Amarillo College; Director of Testing Services; 1992 – 1996
   - Amarillo College; Counselor, Adult Student Program; 1988 – 1992
   - Panhandle Community Services, Amarillo; Social Worker, Project Self-Sufficiency; 1985 - 1988

3. What honors, awards or recognitions have you received during the past five years?
   - Outstanding service recognition board of directors for Panhandle Community Services; 2002
   - Recognition as Assistance Center Star for inter-departmental support; 2000
   - Recognition by peers for preparation of Exemplary Program nomination for Coordinating Board site visit; 1999
4. On what department, division or college committees have you served during the past five years?

- Academic Affairs
- Professional & Organizational Development
- Administrator’s Association
- Retention
- Enrollment Management
- Registration
- Harrington scholarship committee
- SACS Self-Study
- Institutional Program Review
- Student Services Council
- Division Chair committees – ACcess, Business, Industrial & Transportation Technologies, Nursing, Science & Engineering divisions

5. Of which professional organizations are you/have you been a member during the past five years? Include any offices or responsibilities held.

- Amarillo Women’s Network
- Texas Academic Advising Network
- High Plains Counseling Association
- Texas Community College Teachers Association
- National Academic Advising Association
- Texas Counseling Association
- Junior/Community College Student Personnel Association of Texas

6. List the presentations, publications or major projects you have completed or contributed significantly to during the past five years. Provide dates of completion for each activity.

- Personnel restructuring plan for Advising & Counseling; 2002-2004
- Sponsor of institution-wide professional development activity on serving students featuring Lettie Raab, Dean of Students at Prairie View A&M; Fall, 2002
- Presenter for National Academic Advising Association Region 7 conference; “Advising Alert: Targeted Advising at a Community College”; April, 2001
- Consultant and primary liaison for establishment of advising & counseling services at fledgling Moore County Campus; 1999-2000
- Primary consultant for design, equipment, and furnishings of bond-funded Advising & Counseling facility renovations; Washington and West campuses; completed 1998

7. During the past five years, in what professional development activities have you participated that have helped you meet your performance evaluation goals? (graduate courses, workshops, seminars, teleconferences, professional meetings, etc.)
• Continuing education requirements for credentials
  o Texas Licensed Professional Counselor (LPC)
  o Texas Social Work Associate (SWA)
  o National Certified Counselor (NCC); average 30 hours yearly with minimum 3 hours training in counselor ethics
• National Academic Advising Association regional conference; Houston; 2001
• Graduate class “Managing Institutional Effectiveness”; 3 hours; spring-summer 2000
• Various AC professional training sessions for Colleague screens, legislative and Perkins information, and computer competence

8. During the past five years, in what community activities have you participated that have helped you meet your performance evaluation goals?

• Panhandle Community Services board of directors; 1997-2002
• Member of St. Mary’s Parish choir; ongoing
• AC outreach services 15th anniversary celebration; 2002
• Assistant for 75th anniversary of Diocese of Amarillo; 2001
• Hospitality and participant packets for state meeting of Texas Counseling Association; 1998

9. During the past five years, in what grants or special projects/activities have you been involved that have contributed to the success of your program or the College as a whole?

• Major contributor to Community Link projects – purchase of property, Amarillo Area Foundation grants ($150,000); personnel restructuring; 2002-2004
• Steering committee for Title III grant proposal; 2002
• Trainer for Colleague registration modules; 2001-present
• Chair of Academic Affairs subcommittee for General Education Program; 2001
• SACS reaffirmation efforts (documentation and committees); 2000-2001
• Author of documentation for Exemplary Program status for Coordinating Board site visit; 1999
QUALIFICATIONS OF STAFF

Department/Office/Program: Adult Students Program, Advising & Counseling

Date Compiled: October 20, 2003

Employee Name: Debby Carey

I. Provide a job description for this position. Include duties to be performed, qualifications and experience required, and any other relevant information.

II. If not included on your resume, provide an answer for each of the following questions.

1. List all college experiences beginning with the most recent. Include college name, degree awarded or hours earned, dates attended, and any other relevant information.
   - University of Texas at El Paso; BA Anthropology and Sociology; 1991
   - El Paso Community College; 14 hours; Spanish
   - West Texas State University; 18 hours
   - Amarillo College; 63 hours; 1986-1988 and 1972-1973
   - Amarillo College; approximately 30 classes for personal development; 1993-present
   - Texas Southern University; CEU’s; 1985

2. List all applicable work experience beginning with the most recent. Include employer name, position held, duties performed, length of service in the position, and any other relevant information.
   - Amarillo College; Advising & Counseling Associate; Adult Students Program; 2003 – present; duties include:
     - Advising for academic and continuing education, General Studies and pending along with Allied Health and nursing majors
     - Responsible for Adult Students Program services on the West Campus
     - Award supportive services from an annual Perkins grant and monetary scholarships from 50+ scholarships available from the Amarillo College Foundation
     - Provide case management to program participants through individual interviews and information and referral services to community agencies
   - Amarillo College; Program Specialist; Adult Students Program; 1997 - 2003; duties included:
     - Assisted with advising General Studies and pending majors
QUALIFICATIONS OF STAFF

Department/Office/Program: Advising & Counseling

Date Compiled: October 26, 2003

Employee Name: Dick Ross

I. Provide a job description for this position. Include duties to be performed, qualifications and experience required, and any other relevant information.

II. If not included on your resume, provide an answer for each of the following questions.

1. List all college experiences beginning with the most recent. Include college name, degree awarded or hours earned, dates attended, and any other relevant information.

2. List all applicable work experience beginning with the most recent. Include employer name, position held, duties performed, length of service in the position, and any other relevant information.

   • Amarillo College; Faculty/Instructor; Professor; 1971-Present
     o Academic, career, & personal advising
     o Instructor; Interpersonal communication
     o College Success Orientation
     o Beginning, intermediate, advanced skiing
     o Assistant Director; Counseling; 1978-79
       ▪ Conducted professional workshops, seminars
     o Night Counseling

3. What honors, awards or recognitions have you received during the past five years?

   • Amarillo College; Thirty year service award

4. On what department, division or college committees have you served during the past five years?

   • Traffic appeals committee
   • Amarillo College Grant Committee
   • Student Association; Faculty Representative

5. Of which professional organizations are you/have you been a member during the past five years? Include any offices or responsibilities held.
6. List the presentations, publications or major projects you have completed or contributed significantly to during the past five years. Provide dates of completion for each activity.

- Stress Workshops; Gibson Ochsner, Attorneys; 2001
- American Diabetes Association; 2000
- Taking Responsibility workshop; Austin Middle School; 2001
- Choice Workshops for students on academic probation
- Humor, Risk, and Change presentation; Petroleum Engineers Secretaries; 2000

7. During the past five years, in what professional development activities have you participated that have helped you meet your performance evaluation goals? (graduate courses, workshops, seminars, teleconferences, professional meetings, etc.)

- Texas Tech Dept. of Psychiatry Grand Rounds; monthly
- Amarillo College LPC workshops
- Ken Waugh conferences; WTAMU
- National Conference for Suicide Prevention; Houston, TX; April, 2000

8. During the past five years, in what community activities have you participated that have helped you meet your performance evaluation goals?

- American Diabetes Association
- Tascosa Band & Orchestra Booster Club
- American Heart Association
- Austin Middle School Band Booster Club
- YMCA Baseball

9. During the past five years, in what grants or special projects/activities have you been involved that have contributed to the success of your program or the College as a whole?
A. QUALIFICATIONS OF STAFF

Department/Office/Program: Advising & Counseling

Date Compiled: October 15, 2003

Employee Name: Frances Abernathy

I. Provide a job description for this position. Include duties to be performed, qualifications and experience required, and any other relevant information.

II. If not included on your resume, provide an answer for each of the following questions.

1. List all college experiences beginning with the most recent. Include college name, degree awarded or hours earned, dates attended, and any other relevant information.
   - West Texas A & M University; Graduate courses in Education; 30 hours; 1993-2002
   - Texas Tech University; Graduate courses in Higher Education; 6 hours; 1983-84
   - New Mexico State University; M.A.; Counseling/Educational Administration; 1979-81
   - Oklahoma State University; B.A.; English; 1970-72
   - Western Oklahoma State College; A.A.; 1968-70

2. List all applicable work experience beginning with the most recent. Include employer name, position held, duties performed, length of service in the position, and any other relevant information.
   - Amarillo College; Job Placement Coordinator/Academic Advisor/Associate Professor; 1986 – Present

3. What honors, awards or recognitions have you received during the past five years?
   - Tenured; 1998
   - Promoted to Associate Professor; 2000

4. On what department, division or college committees have you served during the past five years?
   - Web committee; 1997-99
5. Of which professional organizations are you/have you been a member during the past five years? Include any offices or responsibilities held.

- Panhandle Human Resources Association
- Placement Association of Texas
- Texas Community College Teachers Association
- Junior/Community College Student Personnel Association of Texas
- Amarillo Job Fair Executive Committee

6. List the presentations, publications or major projects you have completed or contributed significantly to during the past five years. Provide dates of completion for each activity.

- SACS Self-study subcommittee; report on continuing education, outreach and service programs; 2000-2001
- Web page design for Career Planning and Placement Services; 2002

7. During the past five years, in what professional development activities have you participated that have helped you meet your performance evaluation goals? (graduate courses, workshops, seminars, teleconferences, professional meetings, etc.)

- National Association of Colleges and Employers conference; 1998
- Placement Association of Texas conference; 1999
- National conference – Career Centers for the Millennium; Overland Park, KS; 2001
- WTAMU Graduate courses; 9 hours
- Panhandle Human Resources Association Seminars
- Panhandle Tech Prep Regional Conferences
- Computer training
  - Colleague
  - Word
  - Groupwise Calendar
  - Powerpoint
  - Printing a Gradebook
- Numerous additional seminars

8. During the past five years, in what community activities have you participated that have helped you meet your performance evaluation goals?

- Co-sponsor Career Expo at WTAMU; 1989-2002
- Amarillo Job Fair Executive Committee; plan and coordinate community job fairs twice per year; 1998 – present
- Sam Houston Middle School Career Fair; 2000 - 2001
- Job Development at Business Connection; 1992 - present
9. During the past five years, in what grants or special projects/activities have you been involved that have contributed to the success of your program or the College as a whole?

- SACS Self-study
- Sneak Peek
- Career Connection
- Tech Prep Senior Visit Day
- Visits with SACS and ABET accreditation committee members concerning Job Placement
QUALIFICATIONS OF STAFF

Department/Office/Program: __Advising and Counseling_________________________

Date Compiled: ________________ October 20, 2003 _________________________

Employee Name: __________ Janice Joyner ________________________________

I. Provide a job description for this position. Include duties to be performed, qualifications and experience required, and any other relevant information.

II. If not included on your resume, provide an answer for each of the following questions.

1. List all college experiences beginning with the most recent. Include college name, degree awarded or hours earned, dates attended, and any other relevant information.
   - Texas Woman’s University; Denton, TX; 3 Post-Graduate hours; 1987
   - Texas Tech University; Lubbock, TX; 6 Post-Graduate hours; 1980
   - Midwestern State University; Wichita Falls, TX; Masters of Education; 1976
   - Midwestern State University; Wichita Falls, TX; Bachelor of Business Administration; 1971

2. List all applicable work experience beginning with the most recent. Include employer name, position held, duties performed, length of service in the position, and any other relevant information.
   - Amarillo College; Counselor; Adult Students Program; Amarillo, TX; March 2002 to Present
   - South Plains College; Levelland, TX; Director of Counseling; 1982 - 1986
     - Administered counseling department including advisor system, testing center, career and placement services and orientation program
   - South Plains College; Levelland, TX; Vocational Counselor; 1980 – 1982
     - Counselor to all vocational/technical students
   - Vernon Regional Jr. College; Vernon, TX; Counselor; 1976 – 1979
     - Counselor
     - Advisor to Student Government Association
     - Taught general psychology courses

3. What honors, awards or recognitions have you received during the past five years?
   - None
4. On what department, division or college committees have you served during the past five years?

- SAC’s Recognition Committee
- Faculty Handbook Committee
- AC Wellness Committee
- Communication and Fine Arts Program Review Committee
- Advising Team, Advising & Counseling
- 75th Anniversary Commemorative Quilt Committee

5. Of which professional organizations are you/have you been a member during the past five years? Include any offices or responsibilities held.

- High Plains Counseling Association
- Junior/Community College Student Personnel Association of Texas
- Texas Community College Teachers Association
- American Association of Lifestyle Counselors
- American Association of Diabetes Educators
- National Wellness Association

6. List the presentations, publications or major projects you have completed or contributed significantly to during the past five years. Provide dates of completion for each activity.

- Presented section program at National Academic Advisory Association (NACADA); Dallas, TX; March, 2001

7. During the past five years, in what professional development activities have you participated that have helped you meet your performance evaluation goals? (graduate courses, workshops, seminars, teleconferences, professional meetings, etc.)

- Complete 12 CEU’s every year as required for license (Licensed Professional Counselor)
- J/CCSPAT Conference; October, 2000
- J/CCSPAT Conference; October, 2002
- J/CCSPAT Conference; October, 2003
- NACADA Conference; March, 2001

8. During the past five years, in what community activities have you participated that have helped you meet your performance evaluation goals?

- Member of Amarillo College Foundation and attend regular fundraising events

9. During the past five years, in what grants or special projects/activities have you been involved that have contributed to the success of your program or the College as a whole?
• As a member of the Adult Students Program staff, I help distribute the funds from the Perkins Grant to the qualified students at Amarillo College
A. QUALIFICATIONS OF STAFF

Department/Office/Program: Advising & Counseling

Date Compiled: October 17, 2003

Employee Name: Jim D. Pond

I. Provide a job description for this position. Include duties to be performed, qualifications and experience required, and any other relevant information.

II. If no included on your resume, provide an answer for each of the following questions.

1. List all college experiences beginning with the most recent. Include college name, degree awarded or hours earned, dates attended, and any other relevant information.

   • West Texas A&M; 1995 - 1997
   • Univ. of North Texas; 1992
   • Texas Tech Univ.; 1989
   • Texas Women’s Univ.; 1982
   • Arizona State Univ.; 1972 (Accepted into Ph.D. Program)
   • West Texas State University; 1962 - 1964
     - Bachelor of Arts; 1964
     - Master of Educ.; 1968
   • Wayland College; 1960 - 1962

2. List all applicable work experience beginning with the most recent. Include employer name, position held, duties performed, length of service in the position, and any other relevant information.

   • Amarillo College; Advising and Counseling; 1977 - Present
   • West Texas A&M Univ.; Counseling Center; 1968 - 1977
   • Brownfield Public Schools; High School English Teacher; 1964 - 1968
   • W.T.S.U.; Graduate Assistant; Counseling; 1968

3. What honors, awards or recognitions have you received during the past five years?

   • “Thank-You” notes and verbal appreciation for conducting various workshops and program presentations on Careers

4. On what department, division or college committees have you served during the past five years?

   • Faculty Grants
5. Of which professional organizations are you/have you been a member during the past five years? Include any offices or responsibilities held.

- High Plains Counseling Assoc.
- Licensed Professional Counselor Certification Program
- National Certified Career Counseling Organization
- Texas Assoc. of Counseling and Dev.
- Junior/Community College Student Personnel Assoc. of Texas
- Texas Community College Teachers’ Assoc.

6. List the presentations, publications or major projects you have completed or contributed significantly to during the past five years. Provide dates of completion for each activity.

- L.P.C. Ethics Workshop; Presenter; 2000
- High School Career Day; Hot Careers; 1999 - 2000
- Community Career Testing Workshops; 1998 - 2003
- Prison; Choices Classes; Career Options; 1999 - 2003

7. During the past five years, in what professional development activities have you participated that have helped you meet your performance evaluation goals? (graduate courses, workshops, seminars, teleconferences, professional meetings, etc.)

- Each year; 12 c.e.u. for Licensed Professional Counselor status
- Various workshops for updating computer skills; annually
- Colleague Advising Workshops; 2002
- See personnel files for more expanded list

8. During the past five years, in what community activities have you participated that have helped you meet your performance evaluation goals?

- Various prison, church, and Leisure Studies programs and activities
- Volunteer work at various Helping Agencies in Amarillo

9. During the past five years, in what grants or special projects/activities have you been involved that have contributed to the success of your program or the College as a whole?

- Advising Recommendations to Director of Counseling
- Monthly Calendar Compilation
- Development of Career Workshop Schedules
Development of Psyc. 1171 teaching schedules
Ordering and Selecting of software, books, and materials for Career Center
QUALIFICATIONS OF STAFF

Department/Office/Program: Advising & Counseling

Date Compiled: October 17, 2003

Employee Name: Judith Jackman

I. Provide a job description for this position. Include duties to be performed, qualifications and experience required, and any other relevant information.

II. If not included on your resume, provide an answer for each of the following questions.

1. List all college experiences beginning with the most recent. Include college name, degree awarded or hours earned, dates attended, and any other relevant information.
   - West Texas A&M University; BS; 1973
   - West Texas A&M University; Med; 1976
   - Texas Tech, West Texas A&M; 60 hours post graduate work

2. List all applicable work experience beginning with the most recent. Include employer name, position held, duties performed, length of service in the position, and any other relevant information.
   - Amarillo College; Advising and Counseling; Counselor; 1988 – present
   - Amarillo College; Special Services; Counselor and diagnostician; 1984 – 1988
   - Regional Program for the Deaf; Educational Diagnostician; 1977-1984
   - Amarillo ISD; Kindergarten Teacher; 1974-1977
   - Hereford ISD; Remedial Reading Teacher; 1973-1974

3. What honors, awards or recognitions have you received during the past five years?
   - Amarillo College Student Government Award; 1997-1998

4. On what department, division or college committees have you served during the past five years?
   - Faculty Development (chair and mentoring coordinator)
   - Faculty Evaluation
   - Rank and Tenure
   - Self Study Subcommittee
   - Faculty Senate (salary committee and professional development representative)
• Faculty Sponsor of STARS student group

5. Of which professional organizations are you/have you been a member during the past five years? Include any offices or responsibilities held.

• High Plains Counseling
• TCCTA
• JCCSPAT

6. List the presentations, publications or major projects you have completed or contributed significantly to during the past five years. Provide dates of completion for each activity.

7. During the past five years, in what professional development activities have you participated that have helped you meet your performance evaluation goals? (graduate courses, workshops, seminars, teleconferences, professional meetings, etc.)

• Amarillo College well over 100 hours in the last 5 years

8. During the past five years, in what community activities have you participated that have helped you meet your performance evaluation goals?

• Zeta Tau Alpha Alumni
• First Christian Church

9. During the past five years, in what grants or special projects/activities have you been involved that have contributed to the success of your program or the College as a whole?

• Served on a committee for the Self Study; 2001
QUALIFICATIONS OF STAFF

Department/Office/Program: ___Advising & Counseling – Testing Services________

Date Compiled: ___October 15, 2003________

Employee Name: ___Leslie Cagle______

I. Provide a job description for this position. Include duties to be performed, qualifications and experience required, and any other relevant information.

II. If not included on your resume, provide an answer for each of the following questions.

1. List all college experiences beginning with the most recent. Include college name, degree awarded or hours earned, dates attended, and any other relevant information.

   - 45 graduate hours toward Vocational Counseling Certification; University of North Texas, Denton, Texas; 1992 - 1993
   - M.Ed. Education, Counseling West Texas State University, Canyon, Texas; 1983 - 1985
   - B.S. Elementary Education, Minor in English; West Texas State University Canyon, Texas; 1971 – 1975
   - Additional Certification in Language/ Learning Disabilities

2. List all applicable work experience beginning with the most recent. Include employer name, position held, duties performed, length of service in the position, and any other relevant information.

   - Amarillo College Director of Testing; 1998 – Present
   - Canyon High School Counselor, Canyon, Texas; 1987 - 1998
   - Caprock High School Counselor; 1986 - 1987
   - Caprock High School Special Education Counselor (Dual Assignment); 1984 –1985
   - Glenwood Elementary School Counselor (Dual Assignment); 1984 – 1985
   - Fannin Junior High School; Resource Teacher – Math and Social Studies 1977 – 1984

3. What honors, awards or recognitions have you received during the past five years?

4. On what department, division or college committees have you served during the past five years?

   - Continuous Quality Improvement – Charged with looking at any barriers that hinder student enrollment, retention, and success
• Registration Committee – Meets to address any issues that concern the registration process in order to communicate information, improve procedures, and plan for future registrations
• Assessment and Remediation (Co–Chair) – Ongoing evaluation of the assessment, placement, and remediation functions at Amarillo College
• Business Division Advisory Council
• Paralegal Advisory Council
• Office Technology Advisory Council
• Business Management Advisory Council
• Real Estate Advisory Council
• Travel and Tourism Advisory Council
• Instructional Technology Services Program Review
• Extended Programs Program Review
• Registrar Search Committee
• Director of Enrollment Management Search Committee

5. Of which professional organizations are you/have you been a member during the past five years? Include any offices or responsibilities held.

• Phi Delta Kappa
• Texas Community College Teachers Association
• Texas Association of Collegiate Testing Personnel
• High Plains Counseling Association

6. List the presentations, publications or major projects you have completed or contributed significantly to during the past five years. Provide dates of completion for each activity.

• Student Advisor Training (Presenter); 1999-2002
• Training for New Faculty (Presenter); 2003
• Training for Part – Time and Dual Credit Faculty (Presenter); 2002
• College Ready Seminar (Presenter); 1998 – 2003
• Parent Orientation (Presenter); Duke Talent Search; 2000
• ACT/SAT Fall High School Counselor Workshops (Host); 1998 – 2003
• Around AC newspaper article; 2003
• Television interview regarding developmental education and TASP; 2003
• Served as resource person for a Ranger article on the transition from TASP to TSI
• Faculty and Advisor training for TSI (co-presenter); 2003

7. During the past five years, in what professional development activities have you participated that have helped you meet your performance evaluation goals? (graduate courses, workshops, seminars, teleconferences, professional meetings, etc.)

• Employment Management – 1 year training for administrators at Amarillo College; 1999 – 2000; topics included: Role of a Manager, Communication Behaviors, American Disabilities Act, Hiring Procedures and Responsibilities, Interviewing Techniques, Campus Safety, Worker's

- Organizing Yourself and Others; 1998
- Leading People – Key Principles; 1998
- Workplace Violence; 2000
- Haz Mat Training; 2000
- Sexual Harassment in the Workplace; 1999
- Interpersonal Communication; 2001
- Administrator’s Role in Disaster Response; 2001
- Annual state TASP Chief Test Administrator’s Conference; 1998-2001
- Annual CLEP Administrator’s Conference; 1998-2000
- Annual GED Chief Examiner’s Conference; 1999-2000
- Annual ACCUPLACER National Conference; 1999
- Emotional Intelligence Conference; 1998
- Ethical Decision Making; 1999 – 2000
- Grief Recovery Counseling; 2001
- How to Deal With Difficult People; 2001
- File Management; 1998
- Virus Protection; 1998
- GroupWise; 1998
- Windows 95; 1998
- Intermediate Word; 2000
- In-House Software Training; 1997 – 2003

8. During the past five years, in what community activities have you participated that have helped you meet your performance evaluation goals?

- Community outreach at Community Link presenting seminars biannually
- Coordination of out-of-district testing to facilitate high school students taking dual credit activities; 14 sites at last count.
- Transition from TASP to TSI

9. During the past five years, in what grants or special projects/activities have you been involved that have contributed to the success of your program or the College as a whole?

- Transition from paper/pencil CLEP to computer based CLEP exams
- Transition to new GED in 2002

Both of these were major transitional projects that took many months of Planning and training to implement.

While Testing is not a recruiting tool it is the door through which students must come in order to attend college. Testing Services staff at Amarillo College makes every effort to see that students complete the admission process after testing, to facilitate entrance into college. This is no small feat as Testing services tests 22,000+ students each year. This does not
include helping walk-in traffic or the phone calls into the office.
QUALIFICATIONS OF STAFF

Department/Office/Program: ________________________________
Financial Aid

Date Compiled: ________________________________
October 15, 2003

Employee Name: ________________________________
Nancy Brent

I. Provide a job description for this position. Include duties to be performed, qualifications and experience required, and any other relevant information.

II. If not included on your resume, provide an answer for each of the following questions.

1. List all college experiences beginning with the most recent. Include college name, degree awarded or hours earned, dates attended, and any other relevant information.
   - 18 hours post-graduate work; West Texas A&M University; 1998 – 2002
   - M.Ed. Counseling; West Texas A & M University; 1998
   - B.S. Education; West Texas A & M University; 1988

2. List all applicable work experience beginning with the most recent. Include employer name, position held, duties performed, length of service in the position, and any other relevant information.
   - Amarillo College Counselor/Coordinator Adult Students Program; 1999 - present
   - Amarillo College Counselor/Adult Students Program; 1998 - 1999

3. What honors, awards or recognitions have you received during the past five years?
   - Promotion to Assistant Professor-2003
   - Nominated for Amarillo College 2001 Distinguished Alumnus Award

4. On what department, division or college committees have you served during the past five years?
   - Rank and Tenure; 2003
   - Child Development/Early Childhood; Auxiliary Member; 2001, 2000
   - Financial Aid Appeals; 2000, 1999
• Continuous Quality Improvement; 1999, 1998
• Interview team Assistant Financial Aid Director; 2003
• Interview team Director Child Care Center; 2003
• Interview team Financial Aid Director; 2002
• 15th Anniversary Celebration of Community Link; 2002
• Substance Abuse Counseling Advisory Board; 2001, 2000, 1999
• Liaison counselor for Science & Engineering Division
• Child Development/Early Childhood Advisory Board Auxiliary Boar; 2000-2001
• Community Link Open House/Ribbon Cutting; 2000
• Travel to Moore County Campus for appointments and renewal applications for ASP before each deadline (July 1, October 29 and May 1)
• Initiate new scholarship through AC Foundation; 1998
• Career Connection; 2002
• Christian Women’s Coalition; 2001, 2000
• Fritch HS tour Advising & Counseling Center; 1999
• Dalhart Panhandle Community Services tour GED students; 1999
• River Road HS pregnant students; 1999

5. Of which professional organizations are you/have you been a member during the past five years? Include any offices or responsibilities held.

• AC Exes Board Member; 2003
• Panhandle Community Services Board; 2003
• Family Self Sufficiency Program Coordination Committee (City of Amarillo); 2003
• TCCTA; 1998 – present
• Junior League of Amarillo; 1966 – present

6. List the presentations, publications or major projects you have completed or contributed significantly to during the past five years. Provide dates of completion for each activity.

• WEB page on AC WEB
• Site for ASP; 2003
• PEO group for scholarships; 2003
• Downtown Lions Club; 2003
• Kiwanis Club Breakfast (received $600 for emergency fund plus $600 more the next time); 2003, 2002
- Amarillo Women’s Network; 2001
- Christian Women’s Coalition; 2001
- Women In Science Endeavors (WISE); 2003, 2001, 2000, 1999
- Buckner Brown Plaza; 2001
- My Father’s House; 2001
- Presbyterian Women; 2001
- Christian Women’s Job Core; 2001
- Kiwanis Club Breakfast; 2000
- PEO group for scholarships; 2000

7. During the past five years, in what professional development activities have you participated that have helped you meet your performance evaluation goals? (graduate courses, workshops, seminars, teleconferences, professional meetings, etc.)

- Waugh Conference; 2003
- National Women Work Conference; 2000
- Carl Perkins Teleconference; 2000
- Tech Prep Conference; 1999
- Carl Perkins Update; 1999
- Women Work Region VI Conference; 1999
- Panhandle Tech Prep Regional Conference; 1998
- WT A&M Graduate School classes:
  - Spring 2003 EDPD 6603 Internship in the Community College, 3hrs
  - Spring 2002 EDPD 6602 College Teaching, 3hrs
  - Fall 2001 EDPD 5588 The Community/Junior College, 3 hrs.
  - Summer 1999 EPSY 5508 Professional Orientation & Ethics, 3 hrs.
  - Summer 1998 Practicum in Psychology/Counseling, 6 hrs.

8. During the past five years, in what community activities have you participated that have helped you meet your performance evaluation goals?

- Worked with Mervyns to reward certain students preparing to enter the workforce with career outfits; around 20 AC students benefited from Mervyn’s Closet
- Worked with Eveline Rivers preparing “Sunshine Cottage” for single mothers to live while attending school; at the opening, 3 of the 5 apartments were rented to AC ASP students.
- Nursing Scholarship Dinner honoring students and donors
- Met with Xcel Energy Denver people concerning training of women and recruiting students

9. During the past five years, in what grants or special projects/activities have you been involved that have contributed to the success of your program or the College as a whole?
• Administer Perkins Grant Funds for ASP students (around $65,000)
• Administer AC Foundation Scholarships for ASP students (around $75,000)
QUALIFICATIONS OF STAFF

Department/Office/Program: Advising & Counseling – West

Date Compiled: October 15, 2003

Employee Name: Marianne Jones

I. Provide a job description for this position. Include duties to be performed, qualifications and experience required, and any other relevant information.

II. If not included on your resume, provide an answer for each of the following questions.

1. List all college experiences beginning with the most recent. Include college name, degree awarded or hours earned, dates attended, and any other relevant information.

   • Master of Education, Counseling; University of North Texas; 1977
   • Bachelor of Science, Education; Hardin-Simmons University; 1968
   • “Implementing Tech Prep,” 3 hours credit; West Texas A & M University; May, 1993
   • Elementary Education—Certification; Texas Tech University; 1983
   • Vocational Guidance Certification; University of North Texas; 1979

2. List all applicable work experience beginning with the most recent. Include employer name, position held, duties performed, length of service in the position, and any other relevant information.

   • Amarillo College Advising & Counseling; Counselor serving West Campus; 1993 - present
   • Amarillo College Advising & Counseling; Counselor serving Washington Street and West Campus; 1987-1993
   • Ralls Independent School District; Counselor—All levels; 1984-1987
   • Klondike/Sands I.S.D.; Counselor—All Levels; 1982-1984
   • Brownwood I.S.D.; Vocational Counselor; 1980-1982
   • Glen Rose I.S.D.; Counselor—All Levels; 1977-1980
   • Birdville I.S.D.; Teacher—English/French ; 1970-1977
   • Greenville I.S.D.; Teacher—English/French; 1969-1970
   • Harlandale I.S.D.; Teacher—English; 1968

3. What honors, awards or recognitions have you received during the past five years?

   • Promotion in Rank to Assistant Professor; 1997
   • Tenure Granted; 1999
• Caring Heart Award presented by Nursing Division; 2002

4. On what department, division or college committees have you served during the past five years?

• Faculty Senate  
• Rank and Tenure  
• Financial Aid Appeals  
• Developmental Education  
• Honors  
• Commencement  
• Southern Association Self-Study  
• Program Review: Allied Health  
• Development of Licensed Professional Counseling Seminars; 1992 - 2000

5. Of which professional organizations are you/have you been a member during the past five years? Include any offices or responsibilities held.

• Texas College Classroom Teacher’s Association  
• High Plains Counseling Association

6. List the presentations, publications or major projects you have completed or contributed significantly to during the past five years. Provide dates of completion for each activity.

• Organization of Licensed Professional Counseling Seminars; 1992-2000  
• Responsibility for writing & editing “Liaison Links,” a newsletter distributed to area high school counselors during Fall and Spring semesters; 1998 - present  
• Numerous presentations, college-wide, regarding college success, test anxiety, goal setting, etc.

7. During the past five years, in what professional development activities have you participated that have helped you meet your performance evaluation goals? (graduate courses, workshops, seminars, teleconferences, professional meetings, etc.)

• Completed required continuing education hours annually to maintain Licensed Professional Counselor status

8. During the past five years, in what community activities have you participated that have helped you meet your performance evaluation goals?

• Member of St. Luke Chancel Choir  
• Support youth activities at St. Luke
9. During the past five years, in what grants or special projects/activities have you been involved that have contributed to the success of your program or the College as a whole?

- Member of Advising Team, making recommendations about restructuring Counseling Center personnel following retirement of two counselors
- Initiated strategy whereby Testing Services could be offered at West Campus for make-up exams during evening hours
I. Provide a job description for this position. Include duties to be performed, qualifications and experience required, and any other relevant information.

II. If not included on your resume, provide an answer for each of the following questions.

1. List all college experiences beginning with the most recent. Include college name, degree awarded or hours earned, dates attended, and any other relevant information.
   - Master of Arts, Eastern New Mexico University; Portales, New Mexico; August, 1984 - May, 1986
   - Bachelor of Science; Eastern New Mexico University; Portales, New Mexico; August, 1982 - May, 1984.
   - Associate of Arts; Southwestern Assemblies of God College; Waxahachie, Texas; August, 1980 - May, 1982

2. List all applicable work experience beginning with the most recent. Include employer name, position held, duties performed, length of service in the position, and any other relevant information.
   - Instructor, Advising & Counseling; 11-month; September, 2002 - present
   - Advisor, 60% - East Campus, 40% Administrator; September, 1998 – August, 2002

3. What honors, awards or recognitions have you received during the past five years?
   - Selected as the Leader-In-Training for the Amarillo College Teaching Seminar (ACTS) (eliminated due to budget constraints)

4. On what department, division or college committees have you served during the pastive years?
   - Self-Study
   - Financial Aid Appeals Committee
   - Honors Program
5. Of which professional organizations are you/have you been a member during the past five years? Include any offices or responsibilities held.

- TACUSPA - Texas Association of College and University Student Personnel Association
- TASFAA - Texas Association of Student Financial Aid Administrators
- J/CCSPAT - Junior/Community College Student Personnel Association of Texas
- TCCTA - Texas Community College Teachers Association

6. List the presentations, publications or major projects you have completed or contributed significantly to during the past five years. Provide dates of completion for each activity.

- Complied data, conducted a Business Climate Survey, and sought approval for moving the Students Training and Re-training (STAR) program.
- Moved STAR to 2412 North Grand. The name was changed to Community Link. This is the first independent location of Amarillo College outreach efforts.
- Co-Developer of Badger Boot Camp and facilitator of Parent Sessions.
- Designed and developed a plan to move the Student Service offices on the East Campus.

7. During the past five years, in what professional development activities have you participated that have helped you meet your performance evaluation goals? (graduate courses, workshops, seminars, teleconferences, professional meetings, etc.)

- National Conference on the Adult Learner; 2000 & 2002
- TACUSPA Summer Legal Symposium; 2001
- Numerous Amarillo College Professional Development Activities

8. During the past five years, in what community activities have you participated that have helped you meet your performance evaluation goals?

- Automotive Service Excellence Examination; Testing Supervisor; administered twice a year in May and November
9. During the past five years, in what grants or special projects/activities have you been involved that have contributed to the success of your program or the College as a whole?

- Complied data, conducted a Business Climate Survey, and sought approval for moving the Students Training and Re-training (STAR) program.
- Moved STAR to 2412 North Grand. The name was changed to Community Link. This is the first independent location of Amarillo College outreach efforts.
- Co-Developer of Badger Boot Camp and facilitate Parent Sessions
- Designed and developed a plan to move the Student Service offices on the East Campus
Dean of Student Services

Budget History
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04.1 Start a branch campus for Deaf Smith County in Hereford
Identified: Committee of citizens from Deaf Smith County and growing evening extension offerings at Hereford.
Goals Supported:
Involved:
  • Within Division
  • Outside Division
Milestones:
  • Development of a budget
  • Approval of tax levy by local election
  • Hiring and training of staff
  • Opening the campus
Progress:
Evaluation:
Use of Results:

04.2 Complete the Student Services Division Program Review
Identified: Institutional IE Requirement
Goals Supported:
Involved:
  • Within Division
  • Outside Division
Milestones:
Progress:
January 2004 Updates -
  • *EM department has completed its SWOT analysis and has Sections I-V complete in draft form.*
  • *Financial Aid - in progress*
Evaluation:
Use of Results:

04.3 Improve the relationship with WTAMU to the point it can be considered a partnership.
Identified: Directive from the President
Goals Supported:
Involved:
  • Within Division - *Cherie Clifton, Stephanie Wilkinson, Margie Vitale, Brad Johnson*
Milestones:

Progress:

**January 2004 Updates -**

- **AC** reprinted controversial viewbook, at WT’s request.
- **EM** added a section to the Straight Through to U brochure addressing the 66 hour transfer credit limit.
- **EM** and Advising & Counseling directors met to discuss the impact advising has on transfer students in response to concerns from WT about the number of hours AC students have before transfer.
- The Dean of Enrollment Management at WT was copied on email to staff instructing the destruction of old viewbooks.
- A letter detailing all actions taken in response to WT concerns was sent to the Dean of Enrollment Management at West Texas A&M University. An appropriate response was received.
- WT requested the ST2U listing of our students. That request is presently being fulfilled.
- The Financial Aid High School Counselors Workshop was a joint effort with WT and other institutions.
- Financial Aid is working with WT in presentations for high school ACE Nights.
- Automated telephone system “CARL” completed nearly 5,000 calls to students with A.S. or A.A. majors directing them to the AC web page for information.
- Transfer advising event held November 11, 2003.
- Web notification, electronic sign in WSC courtyard, and word of mouth in Advising & Counseling during busy first two weeks of January 2004 were used to notify students.

- WTAMU Representatives met with transfer students
  - Students – 41 participants signed in on Nov. 11, 2003
  - Students – 80 students signed in on Jan. 21 and 22, 2004

Evaluation:

- Informal. Conversations with WTAMU representatives indicated they were pleased with the turnout and with AC’s promotion efforts in Nov. and Jan.

Use of Results:

- Made plans for WTAMU admission representatives to visit AC on first two class days of spring, Jan. 20-21. These dates targeted as high-traffic, and prior to WT scholarship application deadline Feb.1. WTAMU representatives set up their information table in Advising & Counseling, as we considered that to be the place likely to have the highest traffic. This was successful, and will be repeated when WTAMU brings a few people. A larger area will be used when necessary.

04.4 Further develop the Colleague software and process to maximize efficiency.

Identified:

Goals Supported:

Involved:

- Within Division
• Outside Division

Milestones:
• Move to a single academic receivable
• Effectively use EFI and COD
• Automatically upload Accuplacer scores to student records.

Progress:
**January 2004 Updates**

- No development of Communication Management or Admissions due to lack of IT resources
- Abernathy and Wilkinson regularly attend meetings of the Colleague student team. Clifton and Wilkinson regularly work with Charles Hendrick to provide training in use of advising and registrations of Colleague software. Training sessions were conducted in August and November for fall and spring registrations. Programming for this upload completed January 2004. Testing Director Leslie Cagle is in training to run the upload.
- Continuing Education and academic partitions have been entered. RS25 is listed as one of the top three projects to receive programming attention on the CSDMT Project List.

Evaluation:
• Student evaluations of training sessions are usually positive, and good suggestions are given.

Use of Results:
• Training manuals are regularly updated and are available in the “p” drive. Decisions will be made as to the schedule for running uploads.

********************************************************************

04.5 Implement the Resource/Schedule 25 software
Identified: Original Colleague project
Goals Supported:
Involved:
• Within Division
• Outside Division
Milestones:
Progress:
Evaluation:
Use of Results:

********************************************************************

04.6 Implement the new staffing model in Advising and Counseling
Identified: Long term review of staffing costs; best practices at other institutions; FY04 budget development process
Goals Supported:
Involved:
• Within Division - Advising & Counseling staff, Dean of Students
• Outside Division

Milestones:
• 40 hour work week for faculty – complete September 1, 2003
• First two advising associates transitioned into place – complete September 1, 2003
• Third advising associate hired – complete January 2004
• Fourth and fifth advising associate hired

Progress:

January 2004 Updates -

• Third advising position posted November, 2003, closed to external candidates after five-day AC promotional opportunity. Selection team identified, candidate paper work examined, interviews scheduled, interviews conducted December 9, 2003. Margie Vitale (currently assistant ACcessibility coordinator) selected to fill position.
• The advisors in place now have accomplished much:
  o Debby Carey has successfully renewed or awarded new ASP West Campus scholarships for spring, opened a second office at WSC, and sorted through/eliminated mountains of ancient grant records.
  o Stephanie Wilkinson has trained for and is now teaching PSYC 1171, trained for and administered testing out of town, is a key participant in the Distance Education committee, and is well on the way to full development of a web page for the department.
  o Margie Vitale has had the Transfer Center computer functions updated to be more student-friendly, and has arranged seven transfer activities with five universities in only two months on the job.
  o Next step - discuss plans to work with divisions to gain expertise in specific programs (liaison work) and involve more advisors in the registration process.

Evaluation:
Use of Results:

******************************************************************************

04.7 Adopt the continuous registration model
Identified:
Goals Supported:
Milestones:
Progress:

January 2004 Updates -

• Spring 2004 registration will not include an arena event.
• The college will not close registration for any day during the registration period, beginning in Spring, ‘04
• Deregistration has been improved as much as possible with current business model.
• Work on the TOB recommendation to reengineer payment processes to support continuous registration has begun.
• Financial Aid has recommended a change in the final date to pay for early registration to allow for more efficient roll-over and payment of student financial aid.
Evaluation:

- Comparison of % enrolled by early registration payment deadline

Use of Results:

*******************************************************************************

04.8  Implement web solutions to communication and enrollment processes.
Identified:
Goals Supported:
Milestones:
  • Implement a portal communication system
  • Expand student payment options
Progress:
January 2004 Updates -
  • The skeleton for the new prospective student web site is complete.
  • Data collection for supporting pages is still needed.
  • Suggestions to make WebAdvisor more user-friendly were brought to the Colleague student team in October. Single-source authorization for students was implemented in early December, necessitating two re-sets of WebAdvisor passwords.

Evaluation:

- Advising & Counseling - suggestions to make 2004 WebAdvisor continues to be ineffective for student use. Advising & Counseling continues to be affected by in-person traffic resulting from its lack of utility. The department recommends suspension of the WebAdvisor application if the problems cannot be fixed.

Use of Results:

*******************************************************************************

04.9  Support student travel and development given the current budget and funding
Goals Supported:
Milestones:
  • Transition to funding from the student service fee
  • Increase participation
Progress:
January 2004 Updates -
  • Transfer advisor Margie Vitale has requested funds to purchase lunch for students and sponsors for Texas Tech University Day on February 20, 2004.

Evaluation:

Use of Results:

*******************************************************************************

04.10  Develop alternative resources of funding through grants and donations.
Goals Supported:
Milestones:

- Advising & Counseling - Acquire funding of $300,000 to expand the Community Link facility and purchase appropriate equipment and furnishings. Begin construction.

Progress:

**January 2004 Updates -**

- New Student Relations has proposed, and received approval for a new adult student recruitment plan that includes funding the effort through corporate donors. The solicitation of partners should begin in January, 2004.
- Advising & Counseling - $50,000 funded from 4 sources by December 1, 2003. $248,000 pending from 11 other sources where initial visits have been positive and/or funding cycle begins in 2004. Renewal proposal for the Amarillo Area Foundation grant ($150,000 over past 2 years) will be complete and submitted January 2004.

Evaluation:

- AAF board pleased with fall progress report presented October 2003 by Maury Ramon and Betty Howell.

Use of Results:

- Scholarships from AAF grant renewed for 43 students for spring at December 2003 meeting of advisory board. Maury invited to make presentation to the Amarillo Area Foundation annual meeting in January 2004.

04.11 Provide opportunities for professional development given the current budget restraints.

Goals Supported:

Milestones:

Progress:

**January 2004 Updates -**

- Digital Technology presentation for all Student Services Council by KACV, September 2003.
- Juliet Alonzo-Chambers received approval to attend a one-day Noel Levitz Enrollment Management Workshop
- Brad Johnson received approval to attend, and present, to the Southern Association of Collegiate Registrars and Admissions Officers annual convention
- Julie Ashby has requested approval to attend the National College Marketing and Public Relations Conference
- A retreat was held for all Financial Aid staff, November, 2003.
- Financial Aid staff attended de-centralized training in Canyon, December 2003.
- Two counselors funded $615 for the Junior/Community College Student Personnel Association of Texas (J/CCSPAT) conference in Galveston, October 2003. One administrator applied, but was granted Perkins funds to attend the Texas Association of Chicanos in Higher Education (TACHE) conference in Corpus Christi in February 2004. She will also seek funds for TACHE regional meetings throughout the year.
- Three counselors attended High Plains Counseling Association fall workshop October 2003. Two staff members attended local workshops by state demographer Steve Murdock. Personnel regularly attend seminars, teleconferences, and other professional development opportunities sponsored by the College. A plan for staffing
A&C while some personnel attend AC professional development January 12, 2004, was developed and approved December 2003.

- Ed Wynn attended Texas Campus Safety Association Conference, October 2003

Use of Results:

- A review of the information gained at the J/CCSPAT conference was provided for other A&C staff, the Dean of Students, and the Director of Institutional Effectiveness and Advancement October 2003. Maury Bird was elected TACHE representative for the Plains Region.

Evaluation:

Use of Results:

********************************************************************

04.12 Collect pertinent data to drive institutional decisions.

Goals Supported:

Milestones:

- Revise the student and graduation surveys
- Organize financial aid data around the SEM funnel model
- Revise the EM Plan for December submission to THECB

Progress:

January 2004 Updates -

- Data needed to track Financial Aid services demand has been identified
- 2002 EM Plan was revised in November 2003 to reflect the new reporting requirements
- EM Plan Update was submitted to the Coordinating Board on 12/1/03
- Summer enrollment information from 2002 has been compiled into a report for Exec. Committee

Evaluation:

Use of Results:

********************************************************************

04.13 Provide a safe environment

Goals Supported:

Milestones:

- Develop a plan to increase the feeling of safety at East Campus
- Conduct a staffing, salary, and service study of security services

Progress:

January 2004 Updates -

- Fire extinguisher inspections, December 2003
- Safety training sessions, November 2003
- Maintenance of video security systems and fire alarm systems
- Met with Homeland Security Training Committee, November 2003

Evaluation:

Use of Results:
04.14 Improve processes related to student enrollment.

Identified:
Goals Supported:
Milestones:
  • Complete the microfilming project in the Registrar’s Office
  • Bring scanning up to date in the Registrar’s Office
  • Implement the on-line new student orientation

Progress:
January 2004 Updates -
  • Assistance Center computers are being upgraded to allow ODOC viewing
  • Virtual tour has been developed and is awaiting posting to the website
  • April Sessler and Cherie Clifton will recommend a process to build orientation into the registration process.
  • Registrar’s Office microfilming complete through the letter “T.”
  • Registrar’s Office working with Human Resources to approve a job description for Document Imaging Specialist.

Evaluation:
Use of Results:

04.15 Transition from TASP to Texas success Initiative

Identified: New legislation – 78th Legislature
Goals Supported:
Involved:   ACcess, ITS, Registrar, Colleague Teams, Advising and Counseling
Milestones: Developmental Education Plan written, training of staff, Colleague programming and tracking, transcripting

Progress:
Milestones:
  • Developmental Education Plan written – complete September 2003
  • Training of staff – ongoing, three sessions in fall 2003
  • Colleague programming and tracking – retest scores from Accuplacer instead of or in addition to TASP scores complete November 2003
  • Transcripting
    o Students enrolled for Spring 2004 are evaluated according to the new AC Developmental Plan.
    o Registrar’s Office working with IT Programming Services to convert from TASP to TSI.

Evaluation:
Use of Results:
Dean of Student Services

Job Description
## DEAN OF STUDENT SERVICES OFFICE
### Job Duties Summary

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<td>J. R. Couser</td>
<td>Dean of Student Services</td>
<td>Supervises, coordinates and administers programs and services under the Student Services Division; reports to the College President.</td>
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<td>Janice Pearcy</td>
<td>Executive Secretary</td>
<td>Assists Dean of Student Services; Coordinates Honors Convocation, Special Reports, Student Services Council activities</td>
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<td>Rhoda Key</td>
<td>Staff Assistant</td>
<td>Serves as receptionist for Student Services Office; assists Executive Secretary.</td>
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PROGRAM REVIEW
Departmental/Program Self Study Outline
NON-INSTRUCTIONAL

This Program Review is being conducted during: Academic Year 2003 and Fiscal Year 2003-04.

I. Overview of Department/Office
   A. State the name of the department/office.
      Dean of Student Services Office
   
   B. Provide a brief history of the department/office (when it was created, size, major changes, etc.)

      According to The AC Story: Journal of a College, the Dean of Students position was created in May 1961 when the Dean of Men and Dean of Women positions were merged, and Doris Gale Crownover was named the Dean of Students. The Division of Student Personnel was created under the new administrative organization in July 1962. The College Union Building opened in November 1969, and the Dean of Students moved into the new office area which was planned by Miss Crownover. The summer of 1972, Miss Crownover changed positions, and Darrell Truitt replaced her in the re-named position of Coordinator of Student Personnel Services.

      In the spring of 1974, the position was once again re-named Dean of Students. The Campus Athletics program was among the departments reporting to the Dean of Students. Dean Truitt implemented the first Honors Convocation to recognize AC’s outstanding students in the spring of 1976.

      In 1981, the organization chart for the division included the Panhellenic Council, Student Publications and Student Health Services along with the more traditional student service areas.

      After the resignation of Darrell Truitt in 1983, and reorganization by the administration, Dr. Nicholas Gennett was hired in 1984 to the position of Vice President of Student Development & Instructional Support. The Vice President had an Associate Dean, and the division included Institutional Research, Library Services, Instructional Services (now IT Equipment Services), and the Public Information Office. Safety & Security moved from the Physical Plant to this division. The Dean’s Office moved from its location, CUB 202, to switch places with the Financial Aid Office who had outgrown the smaller space in CUB 206.
After Dr. Gennett’s departure in 1988, the position moved from the Vice President level back to the Dean of Students, and moved from reporting directly to the College President to report to the Vice President/Dean of Instruction. Larry Patterson was named as the new Dean of Students, and the Library, Instructional Services, and Public Information moved out of the division. The Associate Dean was moved to an Assistant to the Dean position and was primarily responsible for the Area Schools Assistance Program, new student orientation, student deportment, marketing & recruitment. In 1990, this position also became responsible for Student Services at the prison unit. The Dean of Students implemented a customer service training program for division classified employees. The program was eventually opened up campus-wide and during the 3-4 years it was offered, many administrators, faculty and staff attended the training.

The **How Are We Doing** Student Survey was implemented in fall 1992, and in 1993, a part-time Director of Enrollment Management position was created which took on the responsibilities of recruiting and retention activities. The Dean of Students position once again moved to the executive level reporting directly to the College President.

Larry Patterson retired in August 1996. Dr. Greg Williams was named the Dean of Student Services and joined the department in January 1997. The Assistant to the Dean of Student Services was reassigned in an advisor/deportment officer role located in the Advising & Counseling Center. The student services area, along with the police, at the Amarillo Technical Center (former TSTC) were merged into the division. The Occupational Safety/Environmental Officer position was created as a result of the 1996-97 Division Program Review. A concentrated effort began in developing a combined services area which was eventually designated as the AC Assistance Center. In 1998, Honors Convocation activities were moved from being held on-campus to the Amarillo Civic Center due to the larger number of honored students and the increasing size of the audience. Advising & Counseling, Financial Aid, the Registrar’s Office and Enrollment Management moved into the renovated Student Service Center. Dr. Greg Williams resigned in July 1998.

J. R. Couser joined the College as the new Dean of Students in January 1999. The implementation of Colleague software began, with J. R. Couser assigned as one of the leaders in the process. The Colleague implementation was completed in 2002, but J. R. Couser continues to lead the oversight team on the project.

In December 2001, the Dean of Student Services Office moved from its long-time home in the College Union Building, to the second floor of the Student Service Center. The closer proximity to the majority
of the Student Service areas has allowed better communication and the ability to provide assistance from the Dean’s Office.

AND -- J. R. Couser is retiring in August 2004!! 🙁 😞

C. List the major clients of the department/office: students, faculty/staff, and/or outside clients. Briefly describe the client needs that the department/office serves.

The Dean of Student Services Office serves students, employees, and the community. The office has approval authority over student clubs and organizations and postings on all College bulletin boards. Student disciplinary issues are resolved through this office, as well as traffic citation appeals for students, employees, and the community. A major function of the office is to hear unresolved student concerns from all areas of the division, and to interpret college policy and procedure.

The Dean of Student Services Office also interprets policies, regulations, and procedures for employees of the institution. The staff helps other departments in the development of procedures and the coordination of activities. The office also oversees student awards and many scholarships. All staff members are involved in college committee work.

Outside clients, including area agencies, often schedule meetings on our campuses through this office. Government agencies, such as the FBI, conduct background checks through this office for students seeking employment. The Dean of Student Services maintains contact with the Texas Higher Education Coordinating Board, Datatel, the Panhandle Regional Planning Commission, the Hispanic Chamber of Commerce, and colleagues at peer institutions.

D. State the mission of the division and/or department office.

The Student Services program at Amarillo College is dedicated to the concept that every student is unique, with individual needs that must be anticipated, recognized and fulfilled to the greatest extent possible. The Student Services Division's primary goal is to provide a variety of student development opportunities that benefit each student and ultimately promote success.

To this end, the Student Services program in particular, and the institution in general, embrace the philosophy that every resource of the institution should be made available to afford students the opportunity to progress as far as his/her interests and abilities will permit, both in and out of the classroom. In keeping with this philosophy, the Student Services Division is committed to the active involvement of the student in the decision-making process.
E. State the goals of the department/office.

- To assume the role of student advocate and to provide Student Services procedures in all areas which allow and encourage students to take an active, responsible role in the decision-making process.

- To provide services, activities, and information designed to assist and involve students and citizens of the community and region.

- To provide personal counseling and a guidance program that encourages self-evaluation and discovery, and assists the faculty and staff in meeting the advising needs of students.

- To assist students in assessing career objectives, choosing a major, and meeting career and educational goals.

- To provide a program of academic skills assessment, testing interpretation, and information necessary to assist students with course placement strategies.

- To provide assistance in obtaining financial aid, scholarships, and employment opportunities appropriate to the needs of the student.

- To provide a student activity program appropriate to the needs and preferences of the greatest number of students possible.

- To provide procedures which inform prospective students about AC and to assist them to enroll with ease and convenience.

- To enforce campus regulations, protect the legal rights of students, and to provide a safe environment in which students can study, learn, and participate in co-curricular activities.

- To take a pro-active role in the delivery of student retention strategies designed to help each student attain their educational goals.

- To embrace the "Customer Service" concept which promotes positive communications and responsiveness to students and their needs.

F. How does the mission of the division and/or department/office support the overall mission of the College?

The operations of the Student Services Division are crucial to the mission of the College. The units of Student Services are Advising & Counseling, Enrollment Management, Financial Aid, Occupational Environmental/Safety, Police Department, Registrar/Admissions, Student Activities, and the Dean of Student Services Office. The
Dean of Student Services Office serves as the administrative entity for the entire Division. In addition, the Student Services Office provides numerous other services to students, including student traffic and financial aid appeals, student discipline, Honors Convocation, and Colleague oversight. The office also provides services to the College community by scheduling room usage in the College Union Building and approving materials for campus distribution. The Dean of Student Services Office is a key provider of services which support “providing educational, cultural and community services and resources to enhance the quality of life to the diverse population in the service area.” By furnishing quality student services, this division serves as the chief student rights advocate and affirms the rights of each student.

G. By which agencies or organizations is the department/office monitored or accredited (if any)? What monitoring or accreditation schedule is required by the agency or organization? What is the current status of the monitoring or accreditation?

The department is not monitored by any external agencies or organizations. Self-monitoring is performed through the How Are We Doing student survey. In addition, several departments in the division are required to prepare both state and federal reports critical to College operations. Some departments in the division are monitored by outside state and/or federal agencies. These are addressed in each departmental review.

H. List the professional organizations of which the department/office is a member.

The Dean of Student Services is a member of:

- The Texas Association of Chief Community College Student Affairs Administrators (TACCCSAA), the state organization for vice presidents/deans of student services
- The Texas Association of College and University Student Personnel Administrators (TACUSPA), which includes senior/four-year college and university student services personnel;
- The Texas Association of Collegiate Registrars and Admissions Officers (TACRAO)
- The Southern Association of Collegiate Registrars and Admissions Officers (SACRAO)
- The American Association of Collegiate Registrars and Admissions Officer (AACRAO)

I. SWOT Analysis

1. List departmental/program strengths.
   - Dean and office staff work as a team
   - Staff experience in education totals 71 years
   - Customer service oriented
   - Good relationship with other College divisions and departments
Office staff work with and assist other departments in the division; as a result they become more knowledgeable of division activities and processes.

2. List departmental/program weaknesses (areas for improvement).
   - Visionary skills are not a strength; more “here & now” type thinking
   - Time requirement of Colleague implementation

3. List external and internal opportunities available to the department/program.
   - Changes to be made upon Dean’s retirement
   - New presidential leadership
   - More ways to communicate with our students and community as technology is developed (i.e. student e-mail; digital television…)
   - Possibility of student housing moved back to this division

4. List external and internal threats/challenges which may affect the department/program.
   - Need to continue our enrollment growth given the Panhandle as a whole is not growing in population
   - If we continue to grow as in the past, will run out of space
   - State funding for community colleges
   - Distance Learning

II. Institutional Effectiveness
A. Attach the department/office’s most recent Planning & Evaluation Tracking (PET) form(s) or identify the name of the department/office and the web address of the PET form(s) for this area (see Reports/Institutional Effectiveness/Planning) and Evaluation Tracking at http://archives.actx.edu.
   The completed 2002-03 PET form for the Dean of Student Services Office may be accessed at:
   http://archives.actx.edu/pdf/reports/pet02_03/stud_service.pdf

   The 2003-04 PET form, listing the same goals and assessment standards, may be accessed at:
   http://archives.actx.edu/pdf/reports/pet03_04/stud_service.pdf

B. How and when does the department/office conduct client evaluations? What are the standards for the evaluations? Attach a sample along with a compilation of recent results or include the name of the survey and the web address for AC surveys (see Survey Data at http://archives.actx.edu or http://www.actx.edu/~research/).
   The Dean’s Office discontinued the practice of client surveys following the SACS re-accreditation in 2000-2001. The annual student survey, How Are We Doing?, is conducted every third long semester. The most recent survey may be accessed at the following link - http://archives.actx.edu/pdf/surveys/acstsvyresults03.pdf.
C. Describe the ways in which the department/office is helping the College achieve the Goals and Success Indicators set forth in the current Strategic Plan (see Reports/Institutional Effectiveness/Amarillo College Strategic Plan at http://archives.actx.edu). Also state and analyze any areas in which the department/office is not meeting the standards for the Goals and Success Indicators in the Strategic Plan, along with plans for improvement or change.

The Dean of Student Services reviews the Strategic Plan with other members of the Executive Committee. The Executive Committee determines which unmet standards should be addressed with Action Plans. The Dean of Student Services, and appropriate staff, develop action plans for those areas related to student services that are to be addressed. There are currently no areas requiring action plans assigned to the Student Services Division. The Dean also reviews the PET forms for all departments within the division to insure that Goal Statements support the mission of the institution and the assessment standards and tools are appropriate. After results are obtained, they are used to make improvements or to declare that the goal has been accomplished and no longer of enough concern to continue as a PET goal. The division also develops a set of initiatives which are tracked similarly to PET goals.

The Dean of Student Services Office coordinates the administration of the student survey, How Are We Doing? for the institution and distributes the results. This is one of the primary measurement tools for evaluating the accomplishment of the goals for the Strategic Plan.

D. How does the department/office evaluate and improve its effectiveness in order to close the loop on Institutional Effectiveness (reference action plans, performance evaluations, professional development, PET forms, budget process, etc.)?

The Dean of Student Services Office reviews the Strategic Plan, and along with appropriate staff develops action plans for student service related goals which are not met. These action plans are blended into either the PET forms of the appropriate office or into the initiatives of the division. Milestones are identified and progress toward them is tracked. Progress is discussed with the appropriate directors at bi-weekly meetings. As initiatives are completed, they are evaluated and the results are used for planning.

Employee reviews are conducted annually for all who report directly to the dean. Performance of the day-to-day duties and accomplishment of initiatives are emphasized. Areas needing improvement are discussed and detailed. An agreement is reached on the most important items for the coming year which are included in the initiatives for the division, and which will be used in the performance review for the coming year.

Although the staff in Student Services participates in appropriate professional development activities which are documented,
individual professional development plans are usually not developed. This is an area which should be improved.

Each department develops a budget with guidance from the dean who, as part of the Executive Committee, has developed an approach to the budget for the coming year. All budget managers present and defend their budgets to the other budget managers. The Student Services Council negotiates and modifies individual budgets to support division and institutional needs. This overall division budget is presented and defended to the Executive Committee, which in turn collaborates to modify all budgets to meet the needs of the institution.

Each department within the Division maintains a Planning & Evaluation Tracking (PET) form. The completed 2002-03 form for the Dean of Student Services Office is located at: http://archives.actx.edu/pdf/reports/pet02_03/stud_service.pdf

The 2003-04 form has been submitted to the Institutional Effectiveness Office with the same goals and measurements and may be located at: http://archives.actx.edu/pdf/reports/pet03_04/stud_service.pdf

The Dean of Student Services also develops Division Initiatives for each academic year. These may be accessed at: http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf.

E. Where are departmental/office policies or procedures published? What is the update/review schedule for policies/procedures? What is the approval process for implementing and/or revising departmental policies/procedures?

The Dean’s Office is responsible for the production of The Student Rights & Responsibilities publication, (http://www.actx.edu/student/index.htm) which includes information for student conduct and student complaints primarily dealt with through this office. Some policy information is also included in the Amarillo College Catalog. As policy and procedure changes are made through the Executive Committee or other avenues, this information is kept on file throughout the year so that it may be included in the new publications as they are updated each year.

An internal office procedures manual is maintained for office staff use, and is updated each summer.

F. For the departmental/office cost, please attach BCMP budget reports for current and preceding two years. Graph and analyze trends.

The Dean of Student Services Office budget has held steady at approximately 0.40% of the institutional budget and approximately 5% of the division budget. The BCMP for the office and a graph of the office budget history may be accessed at: http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf
Also available at the same location is the BCMP for the Student Services Division and a graph which shows the history of all pools of the Division budget. A spike in capital equipment occurred in FY03 when the institution purchased two police vehicles. The institution is now on track to purchase one vehicle and retire one vehicle per year. There is cause for concern in the decrease in professional travel. It is critical that Student Services be a player in professional organizations which influence the Coordinating Board and Legislature. Even more important is keeping abreast of merging trends and research.

The Student Services personnel budget, depicted in the chart at http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf, has held at below 11% with slight percentage decreases during the past two fiscal years, while serving 19.9% more students. Holding this trend will require that more services be driven through the web and that web services are dependable.

G. SWOT Analysis

1. List departmental/program strengths.
   - The office is responsible for conducting the How Are We Doing student survey.
   - The listing of division initiatives (http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf) helps us to track and identify those things that need to happen throughout the year.

2. List departmental/program weaknesses (areas for improvement).
   - Even though we gather data on the survey, it has been so consistent that it is not really telling us anything new.
   - There is not enough emphasis on completion of Professional Development Plans.
   - The PET form and outcomes are not given enough attention.

3. List external and internal opportunities available to the department/program.
   - Moving to the Gulf Coast Student Survey, which is combined with other schools, will allow us to compare ourselves with other schools.
   - The institution is revising the Strategic Plan, and PET forms will be rewritten to better align with the revised Strategic Plan.

4. List external and internal threats/challenges which may affect the department/program.
   - Funding for Professional Development and travel has decreased.
   - Decreased funding makes it imperative to become as effective as we can.
III. Departmental/Office Staff
A. Attach resumes of all departmental/office administrators, faculty, and exempt classified and/or use the attached form to provide information regarding qualifications of the staff.

See Dean of Student Services “Qualifications of Staff” at: 
http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf

B. Attach a departmental/office organizational chart with clear lines of authority and responsibility. Describe the department/office, including the job descriptions of the positions.

The Dean of Student Services Offices consists of three positions: the Dean, Executive Secretary, and a Staff Assistant. The office structure is included in the Division’s Organizational Chart which follows. The job description and Job Duties Summary may be located at:
http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf
C. Describe how individual performance evaluations are used to improve staff performance.
   
   Classified staff performance reviews are used to focus on changes in procedures and/or employee training needs, and to update job duties.

D. Explain the department/office management philosophy regarding the following:
   1. Leadership –
      • Staff are encouraged to participate on councils and committees and to take leadership roles
         o J. R. Couser – Commencement Committee, Enrollment Management Committee, Executive Committee, Registration Committee, Colleague Oversight Team
         o Jan Pearcy – Coordinator of State Employees Charitable Campaign, Vice President of AC Classified Employees Association, Distinguished Alumni Selection Committee
         o Rhoda Key – Chair of Classified Employees Council, Co-Coordinator of State Employees Charitable Campaign
   2. Teamwork –
      • Staff meetings are scheduled on a weekly and/or as needed basis
      • Staff work cooperatively on projects, i.e., Honors Convocation, SECC
   3. Professional Development
      • Staff are encouraged to attend professional development activities to stay knowledgeable of programs and software which are beneficial for office use. They also attend activities which offer more personal development which will help them grow as employees of the College. The total number attended (on record) are as follows:
         o J. R. Couser – attended 42 activities
         o Jan Pearcy – attended 76 activities
         o Rhoda Key – attended 38 activities

E. SWOT Analysis
   1. List departmental/program strengths.
      • Years of experience combined with youth and energy
         o J. R. – 37 years / 5 at AC
         o Jan – 30 years at AC
         o Rhoda – 5 years at AC
      • Concern for students and customers
      • Staff assistant is available to assist other departments within the division when there are critical needs.

   2. List departmental/program weaknesses (areas for improvement).
      Vision and long-term planning

   3. List external and internal opportunities available to the department/program.
With a new president and the dean’s pending retirement there is opportunity to reorganize.

4. List external and internal threats/challenges which may affect the department/program.
   
   **Internal** - We have started down a road that will require more and more services to be delivered via technology. Although progress is being made, there is not enough IT support to bring services up quickly enough to prevent the need to add staff within the division.

F. Describe the strengths and weaknesses of the current staff and/or staffing patterns. Provide ideas for overcoming any weaknesses.
   
   **This department is adequately staffed at this point.**

IV. Facilities/Equipment

A. Describe the facilities and space utilized by the department/office.
   
   **The Dean of Student Services Office is located in the Student Service Center, Room 228.** The office was moved to this location in December 2001 due to space changes required by the President’s Office in the College Union Building. The new office suite consists of a reception/office area for two support staff, two private offices, a storage room, and resource center.

B. Describe any special equipment utilized by the department/office.
   
   **Equipment utilized by office staff consists of computers (3) and a laser printer housed in the office.** Staff members also utilize a fax machine, copier, and printer (as a back-up) which are located in the Business Office suite, Room 232.

C. Identify the privacy, safety and accessibility provisions of the department/office. Describe any concerns regarding possible violations of privacy and safety or accessibility issues of the department/office.
   
   **The office remains open to the public during office hours, and as such has little privacy in the outer office.** The Dean has a private office which can be closed off when sensitive issues must be dealt with.

   The office storage room contains a locked fire file where confidential student disciplinary files are stored. Division personnel records are stored in a separate file in the storage room.

   The office has several safety provisions: a first aid kit located in the supply closet; a fire extinguisher located within 10 feet of the office door; the safety officer is housed in the office suite and carries a gun.

   The office suite is accessible from both west and south entrances where elevators and stairs are located to lead to the second floor of the building.
D. SWOT Analysis

1. List departmental/program strengths.
   • The Dean’s Office is located in close proximity to most of the student services functions.
   • New furniture was purchased at the time of the relocation in 2001.
   • Computers are adequate for the office requirements.

2. List departmental/program weaknesses (areas for improvement).
   The laser printer used by office staff is ten years old and parts are no longer available; needs to be replaced. (This item has been included in the 2004-05 budget.)

3. List external and internal opportunities available to the department/program.
   Recent addition of student e-mail accounts should provide opportunities for less costly communication.

4. List external and internal threats/challenges which may affect the department/program.
   State funding reductions

E. List any recommendations (including rationale) regarding the facilities, equipment, and space needs of the department/office.

   Once the student e-mail system is being used sufficiently, Student Rights and Responsibilities can be produced in an electronic format only and the link can be mailed to students.

V. Support Services

A. Please describe how campus support services address the needs of this department/program. List any proposed recommendations here.

1. AC Police – Provide security services when needed
2. College Relations – Coordinates publication of the Amarillo College Catalog, Class Schedules, and Student Rights & Responsibilities
3. Institutional Effectiveness & Advancement (including Institutional Research) – Assisted with Student Services Council Retreat to provide information on the use of portals for students and staff. Assists with preparation of PET forms, Strategic Plan, grant preparation. Institutional Research provides reports for Honors Convocation preparations, student survey, and special reports upon request.
4. KACV and FM90 – Assisted with video for pinning ceremony
5. Business Office – Provides travel and requisition processing, assistance with budget preparation and reports, petty cash
6. Copy Center – Copies items to be distributed to students and employees
7. Switchboard/Mailroom – Assists with bulk mailing
8. Professional & Organizational Development – Assists with planning and carrying out developmental programming for the division
9. Human Resources (Personnel/Payroll) – **Assists with personnel issues**
10. Information Technology Services – **Provides expertise with Colleague issues and assists staff with computer problems**
11. Physical Plant – **Communicates when there are scheduling questions regarding the CUB; provides clean-up of office suite**
12. Safety and Environmental Office – **Maintains first-aid kit supplies and assures fire extinguisher is in working condition**
13. Any of AC’s campuses (name campus) ______________________
14. Other ______________________

B. Please describe how **instructional support services** address the needs of the department/program. List any recommendations here.
   1. Library Network
   2. FIRST Center – Assisted with preparation of this program review.
   3. Off-Campus Programs
   4. Distance Education
   5. Other ______________________

C. Please describe how **student services** address the needs of this department/program. List any proposed recommendations here.
   1. Student Activities – **Provides student representatives for committee assignments; assists with scholarship interviews and selections**
   2. Community Link
   3. Financial Aid – **Provides needed information when dealing with student financial aid concerns that have been brought to the dean (although there have been very few in the last several months); assists with student callers needing emergency financial help**
   4. Advising and Counseling
   5. Adult Students Program – **Assists with student callers needing emergency financial help**
   6. Job Placement/Career Planning
   7. Registrar’s Office – **Assists with room scheduling when CUB facilities are not available; assists with transcripts for students nominated for special awards**
   8. Enrollment Management – **Enrollment reports**
   9. START Center
   10. Assistance Center
   11. Testing Center
   12. ACcess Division
   13. Other ______________________

D. Please describe how **auxiliary services** address the needs of this department/program. List any proposed recommendations here.
   1. Bookstores
   2. Food Services (Cafeteria/Catering/Vending) – **Due to budget restraints, we use this service less and utilize outside vendors more.**
   3. Housing
   4. Other ______________________
E. SWOT Analysis

1. List departmental/program strengths.
   - **Student Services** provides information to the **Office of Institutional Effectiveness** for strategic planning purposes.
   - All departments within the division work through the Dean’s Office to update the catalog and schedule of classes for College Relations, thus providing more up-to-date and concise information for our students.
   - Communication with Business Office personnel on budgeting and paperwork issues is convenient and more personable since moving the office inside their suite of offices.
   - Office staff communicate daily with various areas of the College. We have a good working relationship throughout the campuses by providing services the needed services, and vice-versa.

2. List departmental/program weaknesses (areas for improvement).
   
   **Need for more Information Technology services.**

3. List external and internal opportunities available to the department/program.
   
   **Internal - Continued web development and communication with our students.**

4. List external and internal threats/challenges which may affect the department/program.
   
   **Internal - In the future, Information Technology support will become more critical each year as more services are driven that way.**

VI. Advisory or Internal Committee

A. If the department/office has advisory or internal committee(s), describe each committee’s role and purpose. Attach a list of the names and positions of the present members or reference the web address for accessing the advisory committee member lists (see Committee Membership/Advisory at [http://archives.actx.edu](http://archives.actx.edu)).

- **Financial Aid Appeals Committee**
  [http://www.actx.edu/departments/committees/26.htm](http://www.actx.edu/departments/committees/26.htm)

- **Student Traffic Appeals Committee**
  [http://www.actx.edu/departments/committees/35.htm](http://www.actx.edu/departments/committees/35.htm)

- **Non-Student Traffic Appeals Committee**
  [http://www.actx.edu/departments/committees/37.htm](http://www.actx.edu/departments/committees/37.htm)

- **Student Services Council**
  J. R. Couser, Dean of Student Services  
  Jan Pearcy, Executive Secretary  
  Cherie Clifton, Director of Advising & Counseling Center  
  Brad Johnson, Director of Enrollment Management  
  Kay Mooney, Director of Financial Aid  
  Ed Wynn, Occupational Safety/Environmental Officer
Mike Duval, Director of Police Department  
Robert Austin, Registrar/Director of Admissions  
April Sessler, Director of Student Activities  
Leslie Cagle, Director of Testing Services  
Maury Roman, Director of Outreach Services  

- Executive Committee  
  http://www.actx.edu/departments/committees/19.htm

B. If an advisory committee or internal committee is relevant to the program under review, include minutes from the last two years of meeting. Copies of minutes may be attached or the name of the advisory committee or internal committee and web address (see Minutes/Advisory at http://archives.actx.edu) for the relevant minutes included.

The Student Services Council Meeting Minutes for 2000 to present may be located at the archives address above under “Minutes,” “Standing Committees,” then “Student Services Council.”

C. SWOT Analysis

1. List departmental/program strengths.
   - Students have the opportunity to appeal decisions regarding financial aid suspension and traffic citations through the committee process. (New processes and procedures in the Financial Aid Office have drastically reduced the number of students appealing.)
   - Improved communication between units to provide consistency.

2. List departmental/program weaknesses (areas for improvement).
   - None noted.

3. List external and internal opportunities available to the department/program.
   - None noted.

4. List external and internal threats/challenges which may affect the department/program.
   - None noted.

D. Identify any recent improvements/changes that have been made in the program as a result of committee recommendations.

   See C-1 above.

VII. Recommendations

A. Based on an analysis of this department/office/program, list specific recommendations that will improve the department/office/program, correct identified weaknesses, take advantage of available opportunities, and prepare for current and future threats/challenges.

   - With the current dean’s retirement and replacement, the institution has opportunities to bring additional services into the division and to address the needs for vision. The new Dean of
Student Services should be on duty by August 1, 2004, so that a smooth transition can occur.

- The recently announced reorganization of the administrative structure of the institution will impact the division greatly with Police, Environmental Safety, Recruiting, and the START Center moving out of the division. The new dean should be given other areas to oversee such as the advising components of the ACcess Division and possibly other services such as student housing. Some of the responsibilities currently with recruitment, such as ACE monitoring and Blue Blazers, must be reviewed to determine which will remain in Student Services and which will go to Institutional Advancement.

- The completion of current technology solutions and the development of future technology are critical to this division. Financial aid, Registrar’s Office, and the Assistance Center have been able to reduce staff primarily due to efficiencies from technology. As the institution grows, more technological solutions will be needed or more staff will be needed as we expand to Hereford. Web solutions through Colleague Release 18, student portals with email and delivery of distance learning will be necessary.

- Professional Development Plans should be reinstated for all directors and coordinators especially in light of the limited funds for professional travel.

- Retention should be specifically defined and given more attention. Current efforts are scattered. If The ACcess Division becomes part of Student Services, this will be easier to address.

- More attention must be given to PET forms as a new Strategic Plan is developed.

B. Link the recommendations to the mission/purpose/goals of the program and the institutional Strategic Plan.

The items above impact:

- Goal II – Guide students toward educational success.
- Goal VIII – Manage institutional resources effectively and efficiently.

C. Explain the budget impacts of these recommendations.

Only the item referring to the expanded use of technology would have any budget impact. That impact is unknown at this time.
Dean of Student Services

Staff Qualification
Dean of Student Services

Staff Qualification
I. Provide a job description for this position. Include duties to be performed, qualifications and experience required, and any other relevant information.

II. If not included on your resume, provide an answer for each of the following questions.

1. List all college experiences beginning with the most recent. Include college name, degree awarded or hours earned, dates attended, and any other relevant information.

   • Texas A & M University at Kingsville; post-graduate studies
   • University of Houston; post-graduate studies
   • Prairie View A & M University; M.Ed, Counseling Psychology; 1973
   • Sam Houston State University; B.S. with Honors, Mathematics; 1967
   • Wharton County Junior College; A.A., Liberal Arts; 1965

2. List all applicable work experience beginning with the most recent. Include employer name, position held, duties performed, length of service in the position, and any other relevant information.

   • Amarillo College, Dean of Student Services; 1999 to the present. Overall responsibility for departments within the division, including Enrollment Management, Registrar/Admissions, Financial Aid, Advising and Counseling, Student Activities, Occupational Safety and Environment, Police Department, and student behavior; informing the President on student and staff matters, liaison to the Executive Committee on student issues; representing Student Services within the Amarillo community.
   • Alvin Community College, Director of Counseling and Testing; 1990 – 1999. Responsible for recruitment, orientation, counseling, academic advising, testing, career planning, international students, and student behavior for a campus of approximately 4,000 students.
   • Alvin Community College, Counselor; 1981 – 1990. Responsible for academic advising, counseling, liaison with area high schools.
   • Columbia, Brazoria ISD, Counselor; 1974 – 1981
   • Columbia, Brazoria ISD, Teacher of mathematics; 1967 – 1974
3. What honors, awards or recognitions have you received during the past five years?
   - Amarillo College Outstanding Administrator 2002

4. On what department, division or college committees have you served during the past five years?
   - Executive Committee; 1999 – present
   - Commencement Committee; 1999 – present
   - Drug Free Campus Committee; 1999 – present
   - Enrollment Management Committee; 2001 – present
   - Registration Committee; 1999 – present
   - SACS Self-Study Committee; 2001 – 2002
   - Technology Users Committee; 2000 – 2001
   - Colleague Oversight Team; 1999 – present
   - Institutional Travel Committee; 2003

5. Of which professional organizations are you/have you been a member during the past five years? Include any offices or responsibilities held.
   - Texas Association of Community College Chief Student Affairs Administrators (TACCCSAA); active member and nominations committee
   - Texas Community College Teachers Association (TCCTA)
   - Texas Association of Collegiate Registrars and Admissions Officers (TACRAO)
   - American Association of Collegiate Registrars and Admissions Officers (AACRAO)

6. List the presentations, publications or major projects you have completed or contributed significantly to during the past five years. Provide dates of completion for each activity.
   - Looking Back, Looking Around, Looking Ahead; TACCCSAA Annual Conference 2003
   - TDCJ Commencement Address; 2003
   - Community College Concerns in the 78th Legislature; Amarillo Chamber of Commerce; 2002
   - Student Success; Amarillo Noon Rotary Club; 2001
   - Student Services Update; Faculty Forum; 2001

7. During the past five years, in what professional development activities have you participated that have helped you meet your performance evaluation goals? (graduate courses, workshops, seminars, teleconferences, professional meetings, etc.)
- AACRAO National Conference; 2002
- Carl D. Perkins Technical Assistance Workshop; 2001

8. During the past five years, in what community activities have you participated that have helped you meet your performance evaluation goals?

- Panhandle Regional Planning Commission Workforce Development Board
- Hispanic Chamber of Commerce

9. During the past five years, in what grants or special projects/activities have you been involved that have contributed to the success of your program or the College as a whole?

- Participation in the development of the Carl D. Perkins Grant
- Datatel Scholars Grant
- College for Texans – G-Force Grant
Student Services Division
Program Review 2003 - 2004

Enrollment Management
### Budget Analysis

**Area Schools Assistance Program (ASAP)**

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**Analysis:** This budget is to cover expenses of the ASAP program. The program is now conducted with EM staff and college volunteers. Blue Blazer students are hired to assist, since the sheer volume of calls exceeds staff capacity (2,600 contacts which take an average of 3 calls each to complete = 7,800 calls in one month.) Budget is barely adequate.

**Assistance Center (Wash St)**

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<tr>
<td>10-10-02-201005-501000 Appointed Personnel</td>
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<td>10-10-02-201005-590000 Other</td>
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<td>157,018.18</td>
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**Analysis:** The largest non-personnel cost in this budget is for ID supplies and service contract. If efficiencies can be attained in the processing of applications and registration of students, this unit’s personnel costs should remain level or possibly decline in the future. This budget is adequate for present demand. This budget and the Assistance Center – East budget will be combined in this next budget process, to mirror the combination of function that has recently occurred.
## Budget Comparison Report for Assistance Center (East)

### GL Account Comparison

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<tr>
<td>10-13-02-201030-501000 Appointed Personnel</td>
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### Analysis

This budget used to include expenses for related areas like Advising & Counseling East and Housing East. Those costs and responsibilities have been separated out and so this unit no longer needed the funds available in ’02. In the future, personnel in this unit will likely be reallocated, resulting in a reduction of personnel costs associated with East Campus operations. This budget is adequate at this time. This budget will be combined with the Assistance Center Wash St budget in the upcoming year.
### Budget Comparison Report for Enrollment Management


<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10-10-02-201015-501000 Appointed Personnel</td>
<td>115,907.41</td>
<td>119,556.52</td>
<td>120,717.00</td>
</tr>
<tr>
<td>10-10-02-201015-522000 Supplies</td>
<td>2,974.61</td>
<td>4,562.60</td>
<td>2,175.00</td>
</tr>
<tr>
<td>10-10-02-201015-523000 Travel</td>
<td>5,708.95</td>
<td>5,470.87</td>
<td>4,350.00</td>
</tr>
<tr>
<td>10-10-02-201015-530000 Capital Equipment</td>
<td>0.00</td>
<td>5,478.00</td>
<td>0.00</td>
</tr>
<tr>
<td>10-10-02-201015-590000 Other</td>
<td>7,612.27</td>
<td>15,931.32</td>
<td>12,200.00</td>
</tr>
<tr>
<td><strong>Total for DEPARTMENT 201015</strong></td>
<td>132,203.24</td>
<td>150,999.31</td>
<td>139,442.00</td>
</tr>
</tbody>
</table>

**Analysis:** The biggest impact of the budget crisis on this department fell on this budget. Formerly, the EM budget had funds that could be considered “opportunity money” to initiate specialized mailings or other recruitment efforts when the opportunities came along. These included MOUS Certification, registration reminders to students, and more. But that money has been lost. This budget is adequate only for present responsibilities.
### Budget Comparison Report for START Center

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Appointed Personnel</td>
<td>72,534.29</td>
<td>70,885.45</td>
<td>76,078.00</td>
</tr>
<tr>
<td>Non-Appointed Personnel</td>
<td>1,163.90</td>
<td>2,109.52</td>
<td>0.00</td>
</tr>
<tr>
<td>Student Help</td>
<td>0.00</td>
<td>2,801.62</td>
<td>8,000.00</td>
</tr>
<tr>
<td>Supplies Pool</td>
<td>20,979.68</td>
<td>20,491.59</td>
<td>20,600.00</td>
</tr>
<tr>
<td>Other Pool</td>
<td>3,039.14</td>
<td>627.58</td>
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</tr>
<tr>
<td><strong>Total for DEPARTMENT 201060</strong></td>
<td><strong>97,717.01</strong></td>
<td><strong>96,915.76</strong></td>
<td><strong>104,678.00</strong></td>
</tr>
</tbody>
</table>

**Analysis:** The START Center budget has been hit by three expensive impacts. First, the cost of postage has increased significantly with no increase in budget to cover. Second, the requests for information from the START Center have swelled greatly in the last two years, particularly from the web. Third, the START Center assumed responsibility for sending out admission letters, formerly produced and mailed from the Registrar’s office. These three items have meant the postage budget for this unit is seriously inadequate.

In the future, we will be able to respond to email requests with email information or pointers to web information. At this time, so much of that information is not available on the web or not in the form needed by prospects, that we cannot use this cost-saving approach. I anticipate we will begin moving seriously to email communication over the next year and will see large postage savings at that time. However, the college would be wise to transfer that money to direct mail marketing rather than cut it back.
Enrollment Management Department Budget History

- Counselor was mistakenly expensed on this account in '02, corrected in '03
- Elimination of one 19 hr position. Biggest savings came in elimination of OT – something that doesn't show in budget.
- Savings came primarily from combination of some events, reduction in 'opportunity money' for special recruitment efforts
- Actual reduction in costs of $9,534 from the Supplemental Instruction budget thru redesign
- No 'real' increase. Prior expenses for copying had not been budgeted, now are.
Enrollment Management
Budget History
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>10-10-02-201040-502000 Area School Assist' Prog : N</td>
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<td>-6,254.12</td>
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<tr>
<td>10-10-02-201040-522000 Area School Assist' Prog : S</td>
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<td>211.64</td>
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<tr>
<td>10-10-02-201040-590000 Area School Assist' Prog : O</td>
<td>573.47</td>
<td>183.74</td>
<td>2,250.00</td>
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<tr>
<td><strong>Total for DEPARTMENT 201040</strong></td>
<td><strong>22,914.97</strong></td>
<td><strong>-5,858.74</strong></td>
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<tr>
<td>10-10-02-201040-502000 Area School Assist' Prog : N</td>
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<td>-6,254.12</td>
<td>500.00</td>
</tr>
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<td><strong>Total for DEPARTMENT 201040</strong></td>
<td><strong>22,914.97</strong></td>
<td><strong>-5,858.74</strong></td>
<td><strong>2,750.00</strong></td>
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### Budget Comparison Report for TEST04

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<tr>
<td>10-10-02-201005-501000 Assistance Center : Appointe</td>
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<td>10-10-02-201005-590000 Assistance Center : Other Po</td>
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<td><strong>157,018.18</strong></td>
<td><strong>155,977.00</strong></td>
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<tr>
<td>10-13-02-201030-501000 Student Serv : Appointed Per</td>
<td>119,706.79</td>
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<td>10-13-02-201030-590000 Student Serv : Other Pool</td>
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<td><strong>Total for DEPARTMENT 201030</strong></td>
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<td><strong>118,091.60</strong></td>
<td><strong>62,016.00</strong></td>
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</table>
### Amarillo College

**Budget Comparison Report for TEST04**

November 5 2003  
02:28PM

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>10-10-02-201015-501000 Enrollment Mngmt : Appointed</td>
<td>115,907.41</td>
<td>119,556.52</td>
<td>120,717.00</td>
</tr>
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</tr>
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<td>0.00</td>
<td>5,478.00</td>
<td>0.00</td>
</tr>
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<td>15,931.32</td>
<td>12,200.00</td>
</tr>
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</tr>
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<td>10-10-02-201060-502000 Student Comm : Non-Appointed</td>
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<td>2,109.52</td>
<td>0.00</td>
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<tr>
<td>10-10-02-201060-513000 Student Comm : Student Help</td>
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<td>2,801.62</td>
<td>8,000.00</td>
</tr>
<tr>
<td>10-10-02-201060-522000 Student Comm : Supplies Pool</td>
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<td>20,491.59</td>
<td>20,600.00</td>
</tr>
<tr>
<td>10-10-02-201060-590000 Student Comm : Other Pool</td>
<td>3,039.14</td>
<td>627.58</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Total for DEPARTMENT 201060 97,717.01 96,915.76 104,678.00 0.00
**Budget Justification – New Student Relations**

This was prepared by the Coordinator of New Student Relations for budget preparation for the 2003-4 school year. It is an example of the evaluation done annually of recruitment activities.

<table>
<thead>
<tr>
<th>Essential Functions</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Connection</td>
<td>• Expenses include purchasing mailing lists (used for other purposes), internal communication, external communication, and catering totaling $1,500. College Relations also incurs some expense.</td>
</tr>
<tr>
<td></td>
<td>• Perkins funds paid $2000 last year.</td>
</tr>
<tr>
<td></td>
<td>• Around 40% of event attendees enroll in AC within 2 semesters. The two events have generated an additional 119 NEW contacts yet to enroll.</td>
</tr>
<tr>
<td>Sneak Peek</td>
<td>• Expenses include purchasing mailing lists (used for other purposes), internal communications, external communications, and catering totaling $3,300. College Relations also incurs some expense.</td>
</tr>
<tr>
<td></td>
<td>• Around 45% of event attendees enroll at AC within 1 semester.</td>
</tr>
<tr>
<td>Amarillo Area College Night</td>
<td>• Expenses include facility rental, hospitality, printing, postage, and labels totaling $1,800.</td>
</tr>
<tr>
<td></td>
<td>• WTAMU paid half (approximately $900).</td>
</tr>
<tr>
<td></td>
<td>• The largest single recruitment event of the year; it generates over 800 contacts in two hours.</td>
</tr>
<tr>
<td></td>
<td>• Meets obligations to TACRAO.</td>
</tr>
<tr>
<td>Short-track Program Campaign</td>
<td>• Expenses include printing and postage. College Relations also incurs some expense.</td>
</tr>
<tr>
<td></td>
<td>• This campaign markets directly to the 86,726 underemployed adults in the Amarillo Metro Area.</td>
</tr>
<tr>
<td>Prospect Cards</td>
<td>• Expenses include printing fees totaling $200.</td>
</tr>
<tr>
<td></td>
<td>• Prospect cards collected critical information and helped to build the database this year.</td>
</tr>
<tr>
<td>View book Designs</td>
<td>• College Relations incurs some expense.</td>
</tr>
<tr>
<td></td>
<td>• Over 12,000 view books are used as the primary informational piece at college days, high school visits, campus tours, recruitment events such as Sneak Peek, and community outreach each year.</td>
</tr>
<tr>
<td>Promotional (give away) items</td>
<td>• Expenses include promotional items totaling $7,600 ($10,000 budgeted).</td>
</tr>
<tr>
<td></td>
<td>• 7,900 items purchased for college days, high school visits and campus tours, high school counselor gifts, recruitment events such as Sneak Peek, and community outreach.</td>
</tr>
<tr>
<td></td>
<td>• Items generate interest in recruitment tables and presentations; and continue to promote AC after the recruiters are gone.</td>
</tr>
<tr>
<td>Panhandle Recruitment Tour (TACRAO)</td>
<td>• Expenses include prospect cards, view books, and promotional items (used for other purposes),</td>
</tr>
<tr>
<td>Essential Functions</td>
<td>Justification</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>recruiter travel and vehicle maintenance totaling $375.</td>
<td>• This organized series of college days generated over 657 contacts from locations outside Amarillo and 800 at Amarillo Area College Night in one week. • Meets obligations to TACRAO.</td>
</tr>
<tr>
<td>In-district High School Presentations</td>
<td>• Expenses include prospect cards, view books, and promotional items (used for other purposes), recruiter travel and vehicle maintenance totaling $150. • Over 13 high school presentations generated 1065 contacts so far this year.</td>
</tr>
<tr>
<td>Out-of-district, In-state High School Presentations</td>
<td>• Expenses include prospect cards, view books, and promotional items (used for other purposes), recruiter travel and vehicle maintenance totaling less than $10. • Over 1 high school presentation generated 40 contacts so far this year.</td>
</tr>
<tr>
<td>Fall “Grand Tour”</td>
<td>• Expenses include prospect cards, view books, and promotional items (used for other purposes), recruiter travel and vehicle maintenance totaling less than $100. • Delivering materials in person to 26 area high schools saves $815 in postage on catalogs alone. • Personal visits to high school counselors build relationships that lead to 13 high school presentations so far this year and higher participation in recruitment events.</td>
</tr>
<tr>
<td>Spring “Grand Tour”</td>
<td>• Expenses include prospect cards, view books, and promotional items (used for other purposes), recruiter travel and vehicle maintenance totaling less than $100. • Delivering materials in person to 26 area high schools saves $815 in postage on catalogs alone. • Personal visits to high school counselors build relationships that lead to 13 high school presentations so far this year and higher participation in recruitment events.</td>
</tr>
<tr>
<td>ASAP</td>
<td>• Expenses include stipends, printing, and hospitality totaling $4,000($14,000 budgeted). • Survey of 2,194 students from 12 area high schools provides valuable information on college decision making (i.e. market research) such as: AC competitors, Financial Aid packaging, parent participation, value of early admission (dual credit, etc.), overall preparation. • Tele-counselors or recruiters discuss college options with late deciders.</td>
</tr>
<tr>
<td>Empower Yourself</td>
<td>• Expenses include recruiter travel and vehicle maintenance totaling less than $30. • Over 600 African American students participate in the middle school and high school events each</td>
</tr>
<tr>
<td>Essential Functions</td>
<td>Justification</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------</td>
</tr>
</tbody>
</table>
| **Step Up to Success** | • Expenses include recruiter travel and vehicle maintenance totaling less than $30.  
• Over 600 Hispanic students participate in the event each year.  
• Program participation essential to Closing the Gaps initiative and accomplishing AC’s goal of 1910 Hispanic students by 2005. |
| **Los Barrios participation** | • Expenses include membership and luncheon fees, and recruiter travel and vehicle maintenance totaling $180.  
• Networking at Los Barrios provides community partnerships with Hispanic focused organizations and allows AC some influence over scholarship programs.  
• Program participation essential to Closing the Gaps initiative and accomplishing AC’s goal of 1910 Hispanic students by 2005. |
| **Palo Duro Migrant student visits** | • Expenses include prospect cards, view books, and promotional items (used for other purposes), recruiter travel and vehicle maintenance totaling less than $10.  
• Program participation essential to Closing the Gaps initiative and accomplishing AC’s goal of 1910 Hispanic students by 2005. |
| **Destination College** | • Program participation essential to Closing the Gaps initiative and accomplishing AC’s goal of 1910 Hispanic students by 2005.  
• Students in Destination College have shown 100% enrollment rate at Amarillo College and 100% completion rate of admission, financial aid, and scholarship requirements.  
• Meets obligations to Hispanic Task Force. |
| **Minority Team Meetings** | • Program participation essential to Closing the Gaps initiative and accomplishing AC’s goal of 1910 Hispanic and 410 African American students by 2005. |
| **Campus Tours** | • Expenses include prospect cards, view books, and promotional items (used for other purposes), recruiter travel and vehicle maintenance totaling less than $100.  
• Over 220 prospective students participated in individual and group campus tours so far this year.  
• Noel Levitz says, “know the importance of the campus visit and plan accordingly…A recent Noel-Levitz survey revealed of 364 high school seniors surveyed, 50% had visited a campus in their junior and 70% reported an increased interest in campus visits…” |
<p>| <strong>VA Hospital College Fair</strong> | • Expenses include prospect cards, view books, and |</p>
<table>
<thead>
<tr>
<th>Essential Functions</th>
<th>Justification</th>
</tr>
</thead>
</table>
|                      | promotional items (used for other purposes), recruiter travel and vehicle maintenance totaling less than $10.  
• Event provides access to 20 underemployed adults (hospital employees) with guaranteed college funding (tuition reimbursement).  
• Proto-type for the Business Campaign - an employer focused on educating it’s employees and seeking partnerships with AC. |
| CARL Phone System    | • Expenses include software and additional telephone lines. |
| Implementation of Admissions Module | • Expenses incurred by the ITS division. |
| Managing $25,000 Enrollment Management Scholarships | • Expenses incurred by the AC Foundation. |
| Assisting with Fall and Spring Registration | • Expenses incurred by the Registrar’s Office.  
• Noel Levitz says, “the first three weeks of school are critical to retention” and “good orientation programs and good academic advising are strong links to persistence.”  
• New students interact with members of enrollment management staff who recruited them. This helps bridge the gap between high school and college experiences.  
• Builds relationships with other departments in the Student Service Division. |
| Assisting with Badger Boot Camp | • Expenses incurred by the Student Activities office.  
• Noel Levitz says, “the first three weeks of school are critical to retention” and “good orientation programs and good academic advising are strong links to persistence.”  
• New students interact with members of enrollment management staff who recruited them. This helps bridge the gap between high school and college experiences.  
• Builds relationships with other departments in the Student Service Division. |
| Assisting Community Link activities | • Expenses incurred by the Advising & Counseling office.  
• Activities generate 120 additional adult contacts each year.  
• Builds relationships with other departments in the Student Service Division. |
| Assisting Tech Prep activities | • Expenses incurred by the Off Campus Programs office.  
• Activities generate 520 additional high school student contacts each year.  
• Builds partnerships with other departments in AC. For example, recruiters focus on building counselor relationships, while Tech Prep focuses on teacher relationships. |
**Fall 2001 Enrollment Analysis**

This report is provided to the President’s Office and used to answer inquiries from College Relations, media, and other college departments.

**Office of Enrollment Management**

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**Headcount Enrollment**

Fall headcount is up 3.9% or 326 students over 2000. The numbers on the left are comparisons with the 12th day reports for each fall. Final official numbers are typically higher since they include “flex” enrollments.

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**Contact Hours**

This trend needs additional study. While headcount has gone up, contact hours have gone down for 3 straight enrollments (FA,’00; Sp,’01; FA’01). Possibilities being reviewed:
- WECM changes
- Increases in PT enrollment
- Decreases in certain technical majors that are associated with high contact hour rates

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**Student Age**

Average student age continues to decline. The largest increase in students was in the <20 category (+237). If the dual credit increase (+79) is backed out that category still increased by 158 students. The 20-24 category increased by 123.

On the other end of the spectrum, the 40-
Consistent with the observation about Part Time/Full Time enrollment, the only category to decline is the “12-15 hr.” category.

The largest increase comes among students enrolled in 3 or fewer hours. This may be influenced by dual credit enrollment, since typically dual credit students take 6 or fewer hours.

**Ethnicity**

<table>
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<tbody>
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<td>White</td>
<td>5688</td>
<td>5697</td>
<td>5840</td>
<td>5949</td>
<td>5852</td>
<td>6279</td>
</tr>
<tr>
<td>Amer Indian</td>
<td>69</td>
<td>69</td>
<td>70</td>
<td>65</td>
<td>69</td>
<td>71</td>
</tr>
<tr>
<td>Black</td>
<td>246</td>
<td>301</td>
<td>291</td>
<td>309</td>
<td>292</td>
<td>292</td>
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</tbody>
</table>

Growth was primarily among white students with no numerical increase among Black students and no percentage increase among Hispanics.
### Moore County

<table>
<thead>
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<th></th>
<th>Fall, 2000</th>
<th>Fall, 2001</th>
<th>Change</th>
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</thead>
<tbody>
<tr>
<td>Headcount, w/o Dual Credit</td>
<td>268</td>
<td>314</td>
<td>+46 (+17.2%)</td>
</tr>
<tr>
<td>Dual Credit</td>
<td>95</td>
<td>72</td>
<td>-23 (-24.2%)</td>
</tr>
<tr>
<td>Combined</td>
<td>363</td>
<td>386</td>
<td>+23 (+6.3%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Moore County</th>
<th>AC Total</th>
</tr>
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<tbody>
<tr>
<td>Male/Female</td>
<td>26%/74%</td>
<td>40%/60%</td>
</tr>
<tr>
<td>Age - Mean</td>
<td>28 yrs</td>
<td>26 yrs</td>
</tr>
<tr>
<td>Age - Median</td>
<td>25 yrs</td>
<td>22 yrs</td>
</tr>
<tr>
<td>&lt;20</td>
<td>23%</td>
<td>31%</td>
</tr>
<tr>
<td>20-24</td>
<td>27%</td>
<td>30%</td>
</tr>
<tr>
<td>25-29</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>30-39</td>
<td>20%</td>
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</tr>
<tr>
<td>40-49</td>
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<td>9%</td>
</tr>
<tr>
<td>50+</td>
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<td>4%</td>
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<table>
<thead>
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<th>Number of Credit Hrs</th>
<th>Moore County</th>
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<tbody>
<tr>
<td>1-3</td>
<td>20%</td>
<td>20%</td>
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<tr>
<td>4-6</td>
<td>25%</td>
<td>20%</td>
</tr>
<tr>
<td>7-11</td>
<td>27%</td>
<td>25%</td>
</tr>
<tr>
<td>12-15</td>
<td>26%</td>
<td>30%</td>
</tr>
<tr>
<td>16+</td>
<td>2%</td>
<td>4%</td>
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</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
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<tbody>
<tr>
<td>American Indian</td>
<td>1.3%</td>
<td>.8</td>
</tr>
<tr>
<td>Asian</td>
<td>1.3%</td>
<td>2.5</td>
</tr>
<tr>
<td>Black</td>
<td>0.3%</td>
<td>3.4</td>
</tr>
<tr>
<td>Hispanic</td>
<td>30.3%</td>
<td>18.8</td>
</tr>
<tr>
<td>Other</td>
<td>2.5%</td>
<td>2.2</td>
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<tr>
<td>White</td>
<td>64.3%</td>
<td>72.4</td>
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### Hereford

Fall, 2001 93 enrolled in classes in Hereford. No comparison data available with prior years.

<table>
<thead>
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<th></th>
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<th>AC Total</th>
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<tbody>
<tr>
<td>Male/Female</td>
<td>31%/69%</td>
<td>40%/60%</td>
</tr>
<tr>
<td>Age - Mean</td>
<td>33 yrs.</td>
<td>26 yrs</td>
</tr>
<tr>
<td>Age - Median</td>
<td>30 yrs.</td>
<td>22 yrs</td>
</tr>
<tr>
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<td>1999</td>
</tr>
<tr>
<td>---------------------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>&lt;20</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>20-24</td>
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<tr>
<td>25-29</td>
<td>16%</td>
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<tr>
<td>30-39</td>
<td>25%</td>
<td></td>
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<tr>
<td>40-49</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>50+</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Number of Credit Hrs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-3</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>4-6</td>
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<tr>
<td>16+</td>
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</tr>
<tr>
<td>Ethnicity</td>
<td></td>
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</tr>
<tr>
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<tr>
<td>Asian</td>
<td>0%</td>
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</tr>
<tr>
<td>Black</td>
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</tr>
<tr>
<td>Hispanic</td>
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<tr>
<td>Other</td>
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<tr>
<td>White</td>
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## Dual Credit

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<thead>
<tr>
<th>Year</th>
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<tr>
<td>1998</td>
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<tr>
<td>1999</td>
<td></td>
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<tr>
<td>2000</td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>983</td>
</tr>
<tr>
<td></td>
<td>+ 80 (%)</td>
</tr>
</tbody>
</table>
Enrollment Management

Job Description
Amarillo College
CLASSIFIED JOB DESCRIPTION

Assistance Center Supervisor

FUNCTION:

Trains and supervises department personnel and coordinates the workflow to ensure that all essential activities of the department proceed in an efficient and timely manner.

DUTIES:

Typical: Sets work schedules and provides training for department personnel. Assigns tasks to and fills in for department personnel. Serves as a resource person for questions and unusual situations.

Periodic: Perform other related duties as assigned by the Senior Assistance Center Supervisor.

EDUCATION:

Required: Associates Degree in appropriate area.

Preferred: Bachelor's Degree.

EXPERIENCE:

Required: Three years experience in a student services environment with at least two being in a supervisory capacity.

Preferred: Five years experience in a student services environment with three being in a supervisory capacity.

SKILLS:

Must have good communication skills and the ability to successfully work with students and co-workers during busy, stressful times.

WORKING CONDITIONS:

Requires evening, weekend, and some school holiday work.
FUNCTION:

To coordinate recruitment efforts at Amarillo College and contribute to their success through planning, communication, participation, and tracking of efforts.

DUTIES:

Typical: Assists in revision of Amarillo College recruitment plan and is responsible for its implementation. Provides training, supervision, and evaluation of the assistant position. Shares responsibility for the Blue Blaziers student group with the Student Activities department. Provides regular information and reports to the Director of Enrollment Management concerning all activities. Works as part of the Enrollment Management team to fulfill the duties of the department. Recommends additional activities or services for effective recruitment and information dissemination. Maintains current knowledge of College programs and services relevant to new and prospective students.

Periodic: Performs other related duties as required.

EDUCATION:

Required: Bachelor's Degree in an appropriate field.

Preferred: Master's Degree.

EXPERIENCE:

Required: One year of student services experience.

Preferred: One or more years of student recruiting experience for a community college.

SKILLS:

Must have strong interpersonal skills and be comfortable making presentations in front of groups. Must be able to effectively communicate with high school students, counselors, teachers, administrators, and the general public. Prefer intermediate or higher skills with office technology software (word processing, spreadsheets, databases, and presentation software). Must possess a valid Texas Driver's License and be insurable.

WORKING CONDITIONS:

Extensive travel within the Amarillo College service area and periodic travel outside the service area. Some overnight travel required. Evening and weekend working hours are common.
Amarillo College
ADMINISTRATIVE JOB DESCRIPTION

Director of Enrollment Management

RESPONSIBLE TO: Dean of Student Services

FUNCTION:

To design, manage, and direct efforts aimed at increasing the enrollment and retention of students at Amarillo College.

DUTIES AND RESPONSIBILITIES:

Manages and staffs the Amarillo College Assistance Center and Start Center. Manages and staff the Coordinator and Assistant of New Student Relations. Oversees and coordinates the College’s student recruitment and retention efforts for new and returning students. With input from other areas of the institution, identifies needed information and is then responsible for collecting, compiling, interpreting, and disseminating the data. Facilitates a coordinated enrollment effort, including appropriate market research, data collection, and trend analysis. Leads the development and implementation of an enrollment management plan to increase the institution’s headcount and contact hours. Develops enrollment goals and marketing strategies and communicates these to the College community and enlists support. Designs and implements programs to significantly increase the enrollment and retention of minority students. Coordinates all recruiting publications. Coordinates the development of a highly collaborative, student-centered approach to enrollment services. Contributes to the development and implementation of the institution’s strategic plan.

EDUCATION:

Bachelor’s Degree in appropriate discipline required. Master’s Degree preferred.

EXPERIENCE:

Three years experience in student services or related area required. One year student services experience at a director level preferred.

DATE: 10/04/1994  SALARY LEVEL:  A- 6
REVISED: 08/07/2003  POSITION NO.:  101470

Any qualifications to be considered as equivalents, in lieu of minimums, require Presidential approval.
Amarillo College
CLASSIFIED JOB DESCRIPTION

New Student Relations Specialist

FUNCTION:

To support recruitment efforts at Amarillo College and contribute to their success through dissemination of AC information, participation in recruitment activities, and tracking of efforts.

DUTIES:

Typical: Builds and maintains relationships with service area school officials, major employers, and others critical to the recruitment efforts of Amarillo College. Maintains current working knowledge of College programs and services relevant to new and prospective students. Informs the Coordinator of New Student Relations of all related activities. Works as part of the Enrollment Management team to fulfill the duties of the department. Recommends additional activities or services for effective recruitment and information dissemination.

Periodic: Performs other duties as assigned.

EDUCATION:

Required: Associate Degree in an appropriate field plus two years of experience in recruiting or directly related work in student services.

Preferred: Bachelor's Degree in an appropriate field.

EXPERIENCE:

Required: Two years of experience (with Associate Degree) in student recruiting or directly-related work in student services. Proven access to, and experience with, one or more of the Panhandle area minority communities.

Preferred: Bachelor's Degree and student recruiting experience in a community college.

SKILLS:

Must have strong interpersonal skills and be comfortable making presentations in front of groups. Must be able to effectively communicate with high school students, counselors, teachers, administrators, and the general public. Bilingual skills preferred (English-Spanish or English-Asian language). Must possess a valid Texas Driver's License.

WORKING CONDITIONS:

 Extensive travel within the Amarillo College service area and periodic travel outside the service area. Some overnight travel required. Evening and weekend working hours are common.

DATE: 07/23/2001   PAY GRADE: 14 (Exempt)  
REVISED: N/A   POSITION NO.: 3733
Amarillo College
CLASSIFIED JOB DESCRIPTION

Senior Assistance Center Supervisor

FUNCTION:

Trains and supervises department personnel and coordinates the workflow to ensure that all essential activities of the department proceed in an efficient and timely manner.

DUTIES:

Typical: Sets work schedules and provides training for department personnel. Assigns tasks to and fills in for department personnel. Serves as a resource person for questions and unusual situations. Participates in hiring, evaluating, disciplining, and terminating employees.

Periodic: Perform other related duties as assigned.

EDUCATION:

Required: Associates Degree in appropriate area.

Preferred: Bachelor's Degree.

EXPERIENCE:

Required: Three years experience in a student services environment with at least two being in a supervisory capacity.

Preferred: Five years experience in a student services environment with three being in a supervisory capacity.

SKILLS:

Must have good communication skills and the ability to successfully work with students and co-workers during busy, stressful times.

WORKING CONDITIONS:

Requires evening, weekend, and some school holiday work.
Amarillo College
CLASSIFIED JOB DESCRIPTION

Supervisor of Student Communications Center

FUNCTION:

Trains and supervises department personnel to ensure successful communications management activities associated with Amarillo College recruitment programs.

DUTIES:

Typical: Plans, implements, and maintains elements of the Recruitment/Admissions Management and Communications Management modules of the Colleague Administrative Software system to automate communications between the College and prospective students. Produces and transmits (via mail, e-mail, telephone, and other media) information to prospective students according to the Recruitment Plan. Provides progress reports to track prospect pool and recruitment success. Establishes work schedules and provides training for department personnel. Assigns tasks to and fills in for department personnel as needed. Serves as a resource person for questions and unusual situations. Participates in hiring and evaluation processes.

Periodic: Performs other related duties as assigned by the Director of Enrollment Management.

EDUCATION:

Required: Bachelors Degree in an appropriate area.

EXPERIENCE:

Required: One year of supervisory experience in a student or customer services environment. An Associate Degree plus three years of related experience will be considered in lieu of the Bachelors Degree.

SKILLS:

Must have good communication skills and the ability to successfully work with students and co-workers during busy, stressful times. Must have extensive experience with office computer applications (word processing, spreadsheets, and databases), particularly with importing/exporting and converting data from one format to another.

WORKING CONDITIONS:

Requires evening, weekend, and some school holiday work.
## ENROLLMENT MANAGEMENT OFFICE
### Job Duties Summary

<table>
<thead>
<tr>
<th>EMPLOYEE</th>
<th>TITLE</th>
<th>DUTIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brad Johnson</td>
<td>Director of Enrollment</td>
<td>Directs campus-wide recruitment and retention efforts; coordinates minority and disadvantaged outreach; directs the AC Assistance Center, START Center, and New Student Relations units.</td>
</tr>
<tr>
<td>Julie Ashby</td>
<td>Coordinator of New Student</td>
<td>Coordinates and participates in recruiting events. Serves as liaison between AC &amp; Amarillo Area Foundation on ACE project.</td>
</tr>
<tr>
<td>Juliet Alonzo-Chambers</td>
<td>Relations</td>
<td>Support recruitment efforts under direction of Coordinator (see above). This position will have an emphasis on minority recruitment.</td>
</tr>
</tbody>
</table>

### ASSISTANCE CENTER

<table>
<thead>
<tr>
<th>EMPLOYEE</th>
<th>TITLE</th>
<th>DUTIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dale Longbine</td>
<td>Assistance Center Senior</td>
<td>Supervise Assistance Center staff on Washington and East Campuses as well as admitting and registering students, distributing financial aid information and applications, processing enrollment verification requests, collecting and disbursing monies, processing drop/adds, providing TASP information, producing academic grade transcripts, and providing general information about Amarillo College. Responsible for residency determination and appeals.</td>
</tr>
</tbody>
</table>

### Washington Street Campus

<table>
<thead>
<tr>
<th>EMPLOYEE</th>
<th>TITLE</th>
<th>DUTIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staci Genson</td>
<td>Assistance Center Clerk</td>
<td>Same as above.</td>
</tr>
<tr>
<td>EMPLOYEE</td>
<td>TITLE</td>
<td>DUTIES</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>Kathy Wheeler</td>
<td>Assistance Center Specialist</td>
<td>Same as above.</td>
</tr>
<tr>
<td>Tangi Lee</td>
<td>Assistance Center Clerk</td>
<td>Same as above.</td>
</tr>
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</table>

**East Campus**

<table>
<thead>
<tr>
<th>EMPLOYEE</th>
<th>TITLE</th>
<th>DUTIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gala Carpenter&lt;br&gt;Ext. 4233&lt;br&gt;East Campus Student Activity Center</td>
<td>Student Services Specialist</td>
<td>Supervises other office staff in performing registration and business office functions, in addition to working as a staff assistant (see duties listed below).</td>
</tr>
<tr>
<td>Mary Ellen Garcia&lt;br&gt;Ext. 4214&lt;br&gt;East Campus Student Activity Center</td>
<td>Student Services Staff Assistant</td>
<td>Greets the public, assists with tuition payments, refunds, residency, registration (credit &amp; non-credit), and other business office functions.</td>
</tr>
<tr>
<td>Cyndy Shelton&lt;br&gt;Ext. 4220&lt;br&gt;East Campus Student Activity Center</td>
<td>Student Services Staff Assistant</td>
<td>Same as above.</td>
</tr>
</tbody>
</table>

**START CENTER**

<table>
<thead>
<tr>
<th>EMPLOYEE</th>
<th>TITLE</th>
<th>DUTIES</th>
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</thead>
<tbody>
<tr>
<td>Carol Moore&lt;br&gt;Ext. 5182&lt;br&gt;SSC 294</td>
<td>Coordinator, START Center</td>
<td>Coordinates the START Center, which answers phones, mail, and email inquiries from prospective students, as well as follow-ups on prospective students.</td>
</tr>
<tr>
<td>Diana Gatlin&lt;br&gt;Ext. 5175&lt;br&gt;SSC 294</td>
<td>START Center Assistant</td>
<td>Answers phones, mail and email inquiries from prospective students.</td>
</tr>
<tr>
<td>Tiffany Clark&lt;br&gt;Ext. 5071&lt;br&gt;SSC 294</td>
<td>START Center Assistant</td>
<td>Answers phones, mail and email inquiries from prospective students.</td>
</tr>
</tbody>
</table>
After reviewing the previous year’s events and activities, and evaluating their impact on enrollment, we suggest the following distribution of resources and personnel.

**Essential functions:**
Career Connection*
Sneak Peek*
Amarillo Area College Night*
Short-track Program marketing*
Prospect Cards*
View book Designs*
Promotional (give away) items*
Panhandle Recruitment Tour (TACRAO)
In-district High School Presentations
Out-of-district, In-state High School Presentations
Fall “Grand Tour”
Spring “Grand Tour”
ASAP
Empower Yourself
Step Up to Success
Los Barrios participation
Palo Duro Migrant student visits
Destination College
Minority Team Meetings
Campus Tours
VA Hospital College Fair
CARL Phone System
Implementation of Admissions Module
Managing $25,000 Enrollment Management Scholarships
Assisting with Fall and Spring Registration
Assisting with Badger Boot Camp
Assisting Community Link activities
Assisting Tech Prep activities
Non-essential functions:
Application Days*
Parades*
Oklahoma Recruitment Tour
West Texas Recruitment Tour
Out-of-state High School Presentations
Booths at Fairs
GED Presentations
Rehabilitation (Correctional Facility) Presentations
 Ministers Network
Marketing Association participation
Business and Professional Women organization participation
Elementary and Middle School events
Assisting with Summer Registration
Non-recruitment Campus Tours (Sister Cities, politicians, etc.)

Discussion Items:
Counselor Roundtable*
Business Campaign*
Three Ways to Save parent marketing piece*
Hispanic Chamber of Commerce banquet participation*
NAACP banquet participation*
Monthly visits to Amarillo high schools
Job Fair Booth
New Mexico Recruitment Tour
Head Start Presentations
Counselor Letter
Early Graduate Letter
Harrington Scholar Letter
National Honor Roll Letter
Recruitment CD updates
Catholic Church presentations

* Require College Relations support.
### Registration Tracking Report

<table>
<thead>
<tr>
<th>Year</th>
<th>Census Target</th>
<th>Census</th>
<th>End of Term</th>
<th>THECB Report</th>
<th>As of...Census</th>
<th>Compared to same pt l.yr.</th>
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<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Contact Hrs</td>
<td>Number</td>
<td>Contact Hrs</td>
<td>Number</td>
<td>Contact Hrs</td>
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<td>10,090</td>
<td>1,926,332</td>
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<td>2002</td>
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<td>9,229</td>
<td>1,687,680</td>
<td>9348</td>
<td>1720611</td>
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<td>2001</td>
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<td>8,627</td>
<td>1,570,733</td>
<td>8,761</td>
<td>8,499</td>
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<td>2000</td>
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<td>8,301</td>
<td>1,626,000</td>
<td>8,423</td>
<td>1,570,733</td>
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<tr>
<td>1999</td>
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<td>8,118</td>
<td>1,639,000</td>
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*italics means # is projected*

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<table>
<thead>
<tr>
<th>As of...</th>
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<th>2002</th>
<th>2001</th>
<th>compared to census - prior yr</th>
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<tr>
<td>9/12/2003</td>
<td>9/11/2002</td>
<td>Census Date</td>
<td>% of '02</td>
<td>Registered by...</td>
</tr>
<tr>
<td>Headcount</td>
<td>10,090</td>
<td>9,229</td>
<td>8,627</td>
<td>861</td>
</tr>
<tr>
<td>East</td>
<td>622</td>
<td>608</td>
<td>527</td>
<td>14</td>
</tr>
<tr>
<td>MCC</td>
<td>337</td>
<td>325</td>
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<tr>
<td>Hereford</td>
<td>95</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>West</td>
<td>1,798</td>
<td>1,770</td>
<td>1,778</td>
<td>28</td>
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<tr>
<td>Washington St.</td>
<td>6,751</td>
<td>6,626</td>
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<tr>
<td>Dual Credit</td>
<td>1,315</td>
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<td>982</td>
<td>251</td>
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<tr>
<td>Contact Hrs</td>
<td>1,926,332</td>
<td>1,687,680</td>
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<tr>
<td>Credit Hrs</td>
<td>87,156</td>
<td>79,920</td>
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<td>9.1%</td>
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</table>
PROGRAM REVIEW

Departmental/Program Self Study Outline

NON-INSTRUCTIONAL

This Program Review is being conducted during: Academic Year 2003 & Fiscal Year 2003-04.

I. Overview of Department/Office
   A. State the name of the department/office.  
      Enrollment Management

   B. Provide a brief history of the department/office (when it was created, size, major changes, etc.)

      Prior to the creation of this department, issues of recruitment and retention belonged to a committee made up of persons from the Student Services and instructional divisions. This committee was chaired by the Director of Advising & Counseling.

      In 1995, Larry Patterson, Dean of Students, created the first Enrollment Management office. The stated purpose, according to those involved at the time, was to bring greater coordination and attention to recruitment and retention issues at the college. This department was to work with the Marketing & Enrollment Management Committee, co-chaired by the Directors of College Relations and Enrollment Management departments.

      A single person was named both the Director of Enrollment Management and Director of the Amarillo College Foundation. This remained a single position with dual responsibility until 1997.

      In the early years of this department the duties included:
      • Monitoring enrollment during early and regular registration
      • Holding college-wide events to consider trends in enrollment
      • Grant writing
      • Development of a basic database to facilitate communication with prospective students (SPOT)
      • Special projects

      The most productive special project was to apply for “Hold-Harmless” and “Rapid Growth” funds after the college merged with Texas State Technical College – Amarillo campus. These efforts resulted in several hundred thousand additional dollars awarded to AC.
The first evolution in the role of Enrollment Management at AC came when, in 1997, the Executive Committee approved a proposal to develop a ‘combined services’ unit to provide front-counter services for most of the needs of students. The college was, at that time using a traditional approach with separate offices and service counters for registrar, business office, financial aid, and advising functions. The “Assistance Center” was to provide the front counter services from the Registrar, Business Office and Financial Aid. With the exception of the Financial Aid integration, the new unit accomplished its purpose.

Responsibility for this unit was placed under the Director of Enrollment Management and that position was split from the AC Foundation. Also, with the merger of AC and TSTC-Amarillo, the college had inherited its first full-time recruiter. This person was placed in the expanded Enrollment Management office.

So the primary duties of this department became:

- Management of the Assistance Center (hiring, training, scheduling, troubleshooting processes, etc.)
- Coordination of college-wide recruitment and retention efforts
- Tracking and analysis of enrollment trends
- Minority student recruitment and retention
- Recruitment

In 2000, a proposal was developed by Enrollment Management and presented to the President, calling for expansion of the combined services philosophy to all ways of seeking student services (mail, phone, email). After review by an advisory committee, it was decided to implement a call center to serve the needs of prospective students only. This became known as the START Center [Student Tracking And Recruitment Team], which officially began operation in the summer of 2001. The START Center assumed these duties:

- Serving phone, mail, and email requests for information from prospective students
- Answering inquiries from web site
- Calling students with outstanding balances on their account or other matters when their enrollment is in jeopardy
- Responding to prospect cards returned by recruiters and or faculty
- Maintaining a more sophisticated prospect database
- Communicating to prospects in an integrated fashion
- Conducting direct mail campaigns to recruit prospects

With the opening of the START Center, a second recruiter was also added to the staff. This person is charged with cultivating positive relationships with the area minority communities as well as assisting the overall recruitment efforts of the college.
During this time the State Legislature had passed the “Closing the Gaps” legislation that required each institution to develop a strategic enrollment management plan and to oversee its implementation with a college-wide oversight committee. The former Marketing & Enrollment Management Committee was disbanded and replaced with the Enrollment Management Committee to comply with this requirement. The Director of Enrollment Management and the Division Chair of Sciences & Engineering were named co-chairs of this group.

In 2002-03, the East Campus Student Services department was broken up and the former business office functions were assigned to the Enrollment Management department. The Assistance Center absorbed those responsibilities.

C. List the major clients of the department/office: students, faculty/staff, and/or outside clients. Briefly describe the client needs that the department/office serves.

Prospective Students – need for information about the college, programs of study, financial aid & scholarships, and the registration process. Need for personal attention. Need to address unique or unusual requests for assistance or information. Need for advocacy on prospective students’ behalf as to their perspective, issues, preferences, and needs – be a voice for them to the institution to improve enrollment processes.

Current Students – need for registration information. Need for information about limited entry programs like Nursing & Allied Health. Need to register, accept payment, process transcripts, provide parking permits, produce ID cards, resolve problems and correct errors in the student’s records, and many other registration-related services.

Instructional Departments – need for recruitment support by following up on prospects identified by faculty. Need for maintaining supplies of program-related recruitment materials and updating materials when information changes. Need to register and accept payment for their students, change their majors, etc. Need for services during times when faculty cannot be available, such as evenings and holidays. Need for assistance in planning/training faculty to recruit for their programs.

Workforce Training/Continuing Education Division – need for enrollment of students and servicing of inquiries regarding CE offerings from prospective students.

Senior Administration – need for accurate information about the college’s enrollment patterns, student demographics, etc. Need for “big-picture” perspective in analysis of trends, comparative data on
other colleges, and analytical skills in applying data to current decisions facing administrators.

Community – need for accurate and clear messages that keep community informed about its college, particularly about its students, messages that reflect in a positive manner on the mission of the college.

D. State the mission of the division and/or department office.

To maximize student access to educational services

E. State the goals of the department/office.

• Students will receive quality (helpful and friendly) access to higher education through enrollment services.
• Students will enroll and persist at a level meeting the overall enrollment goals of Amarillo College.
• A diverse student body will choose and persist at Amarillo College.
• Enrollment Management will develop and improve access to data that gives an accurate picture of the college’s recruitment, retention, and graduation efforts and results.

F. How does the mission of the division and/or department/office support the overall mission of the College?

The mission of this department is goal number one in the Amarillo College Strategic Plan. It is critical to the accomplishment of the overall college mission.

G. By which agencies or organizations is the department/office monitored or accredited (if any)? What monitoring or accreditation schedule is required by the agency or organization? What is the current status of the monitoring or accreditation?

There are no relevant agencies or organizations under which this department could be monitored or accredited.

H. List the professional organizations of which the department/office is a member.

• Texas Association of Collegiate Registrars and Admissions Officers (TACRAO)
• Southern Association of Collegiate Registrars and Admissions Officers (SACRAO)
• American Association of Collegiate Registrars and Admissions Officers (AACRAO)
• National Association of Collegiate Marketing and Public Relations Officers (NCMPR)
I. SWOT Analysis – Departmental Overview

1. List departmental/program strengths.
   - Customer Service philosophy is strong. Staff expects to meet student needs whenever and wherever they are identified.
   - Knowledge of processes, procedures, and programs of the college is broad.
   - Staff welcomes change and leads in the implementation of change within Student Services throughout the history of this department.
   - The department has grown beyond service to students and is now refining processes used by other departments as well as providing training to standardize practice across 5 campuses.
   - Recruitment of recent high school graduates is outstanding.
   - Relationship with the Amarillo Area Foundation as a partner in the ACE program is as strong as ever and the college has recovered from some problems which arose during the Colleague conversion.

2. List departmental/program weaknesses (areas for improvement).
   - Communication with other departments regarding changes in process, procedure, and policy needs further improvement.
   - Application of technology to increase efficiency in some areas is critical to the department’s ability to handle larger enrollment numbers in the future.
   - Prospective student portion of AC web site needs major upgrade.

3. List external and internal opportunities available to the department/program.
   - Recruitment of adult students, vocational students, and continuing education students needs to be expanded.
   - West campus business office operations need to be merged with the Assistance Center and that unit’s administrative structure should be altered to provide additional support to all campuses.
   - The PBX/Mailroom operations should be merged with the START Center to eliminate redundancies and increase services to students.
   - The strategic enrollment management functions of this department should be moved to a senior administrative level, providing planning and integration information directly to the President and executive committee. Strategic enrollment management should be the philosophy of the entire institution and therefore should be involved at the highest levels of the organization.
4. List external and internal threats/challenges which may affect the department/program.
   - Proprietary schools may skim off vocational students with offers of shorter training periods and more individualized attention.
   - Population growth of the area is inadequate to sustain present growth rates indefinitely.
   - College infrastructure (services, class capacities, etc.) may not be able to handle future growth if it continues at double digit rates. For example, recruiting for Nursing is already an ethical concern since there is an extremely inadequate capacity for the number of students seeking entry.
   - Professional development is critical to this department, since it provides leadership in the trends and innovations of student services to the entire college. With the recent loss of travel funds such innovations may subside and this would not be good for the college.
   - Funding is a challenge with recent budget cuts and the rise in postage costs.

II. Institutional Effectiveness

   A. Attach the department/office’s most recent Planning & Evaluation Tracking (PET) form(s) or identify the name of the department/office and the web address of the PET form(s) for this area (see Reports/Institutional Effectiveness/Planning) and Evaluation Tracking at http://archives.actx.edu.
      The completed 2002-03 PET form for Enrollment Management may be accessed at:
      http://archives.actx.edu/pdf/reports/pet02_03/stud_service.pdf
      The 2003-04 PET form may be accessed at:
      http://archives.actx.edu/pdf/reports/pet03_04/stud_service.pdf

   B. How and when does the department/office conduct client evaluations? What are the standards for the evaluations? Attach a sample along with a compilation of recent results or include the name of the survey and the web address for AC surveys (see Survey Data at http://archives.actx.edu or http://www.actx.edu/~research/).
      The primary evaluation method for this department is the headcount academic enrollment of the institution (see PET form above). This is an outcomes assessment, as opposed to a client satisfaction evaluation.

      The EM Department participates in the semi annual student survey, How Are We Doing? (http://archives.actx.edu/pdf/surveys/acstsvyresults03.pdf). It is conducted every third long semester and includes questions on the services of the Assistance Centers. The survey has shown overall
satisfaction with the services of the Assistance Centers. It was noted that satisfaction was lower with those services located on East Campus, so a number of changes were made to address those issues. The most recent survey showed improvement on that campus. The biggest challenge with obtaining useful client evaluations is that students are not aware of who they are dealing with when they seek services. They confuse the Assistance Center with the Registrar's Office, Advising & Counseling, and even West Campus Business Office. This makes it difficult to be confident the student feedback is speaking about the Assistance Center unit.

New Student Relations evaluates each of its major activities, including Sneak Peek, Career Connection, and Counselor Roundtable. (See “Budget Justification” at: http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf) We use an outcomes assessment. The goals of each activity are identified and attendance is taken. Then attendees are tracked to see the percentage that actually enrolls in school. This provides a strict bottom-line accountability on the value of each event. Below are the outcomes of our major recruitment events for past years.

<table>
<thead>
<tr>
<th>Event</th>
<th>Conversion Rate</th>
<th>Attended</th>
<th>Enrolled Sp 03 or Su 03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Connection - November 2002</td>
<td>39%</td>
<td>261</td>
<td>103</td>
</tr>
<tr>
<td>Career Connection - March 2002</td>
<td></td>
<td>200</td>
<td>80</td>
</tr>
<tr>
<td>Sneak Peek - April 2003</td>
<td>47%</td>
<td>398</td>
<td>189</td>
</tr>
<tr>
<td>Sneak Peek - April 2002</td>
<td>48%</td>
<td>388</td>
<td></td>
</tr>
<tr>
<td>Sneak Peek - April 2001</td>
<td>43%</td>
<td>395</td>
<td></td>
</tr>
<tr>
<td>Sneak Peek - April 2000</td>
<td>33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor Roundtable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term</td>
<td>Location</td>
<td>Number of Counselors</td>
<td>Number of Schools Represented</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------</td>
<td>----------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>Washington St.</td>
<td>26</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>East Campus</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>Washington St.</td>
<td>48</td>
<td>22</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>Washington St.</td>
<td>54</td>
<td>27</td>
</tr>
</tbody>
</table>

### Success of Recruitment Efforts

<table>
<thead>
<tr>
<th>Prospect to Student Conversion Rate (Fall 2002)</th>
<th>Conversion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>64.2%</td>
</tr>
</tbody>
</table>

Focus groups are conducted periodically (as needed) for purposes of reviewing registration processes, preparing publications (like the viewbook), and providing a better understanding of the preferences of particular prospective student constituencies. These are informal meetings without minutes, but the feedback is implemented immediately in the decisions that prompted the focus groups.

C. Describe the ways in which the department/office is helping the College achieve the Goals and Success Indicators set forth in the current Strategic Plan (see Reports/Institutional Effectiveness/Amarillo College Strategic Plan at [http://archives.actx.edu](http://archives.actx.edu)). Also state and analyze any areas in which the department/office is not meeting the standards for the Goals and Success Indicators in the Strategic Plan, along with plans for improvement or change.

The department of Enrollment Management assists with the goal of maximizing student access in the following ways:

- Initiating and supporting recruitment efforts on behalf of the College. Specific examples include Sneak Peek, Career Connection, TACRAO Tour, Amarillo Area College Night, high school presentations, community presentations, Free Tuition campaign for East Campus programs, and many others.
- Follow up on prospects through the work of the START Center. (see Table 1 below)
- Providing integrated registration services to walk-in students through the Assistance Centers on Washington Street and East Campuses. (see Table 2 below)
- Developing and maintaining a prospective student database that allows analysis of the effectiveness of college recruitment efforts.
- Providing most residency determination, all residency verification, all associated training so College staff accurately sets tuition rates for academic credit students.
Table 1: START Center Contacts

<table>
<thead>
<tr>
<th></th>
<th>Sep., '02 thru Sep, '03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone Calls</td>
<td>18,927</td>
</tr>
<tr>
<td>Mail Requests</td>
<td>967</td>
</tr>
<tr>
<td>Email/Web Form Requests</td>
<td>2,407</td>
</tr>
<tr>
<td>Recruiter Prospect Cards</td>
<td>2464</td>
</tr>
<tr>
<td>Packets mailed</td>
<td>8,707</td>
</tr>
<tr>
<td>Recruiter letters mailed</td>
<td>2,084</td>
</tr>
<tr>
<td>Financial Aid Info</td>
<td></td>
</tr>
<tr>
<td>(Unconverted Records)</td>
<td></td>
</tr>
<tr>
<td>packets &amp; follow-up postcards</td>
<td>914</td>
</tr>
<tr>
<td>Bulk mail pieces</td>
<td>23,801</td>
</tr>
<tr>
<td>CARL calls</td>
<td>44,968</td>
</tr>
</tbody>
</table>

Table 2: Assistance Center Contacts

<table>
<thead>
<tr>
<th></th>
<th>Sep., '02 thru Sep, '03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington Street Campus</td>
<td>56,821</td>
</tr>
<tr>
<td>Jan., '03 thru Sep, '03</td>
<td></td>
</tr>
<tr>
<td>East Campus (Jan – Sep only)</td>
<td>4,898</td>
</tr>
</tbody>
</table>

D. How does the department/office evaluate and improve its effectiveness in order to close the loop on Institutional Effectiveness (reference action plans, performance evaluations, professional development, PET forms, budget process, etc.)?

The primary evaluation of performance is done in two ways. First, global assessment of productivity involves an annual review of how enrollment compares with goals (see PET forms for data). An enrollment report is prepared each Fall and delivered to the President. It is a summary of basic AC enrollment trends. (See “Fall 2001 Enrollment Analysis” at: http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf)

Second, enrollment is tracked each term, with specific goals for enrollment and a breakdown by campus. This is used to track enrollment across the two-month time span and as an early alert for department heads for when they need to begin checking for closed classes. This report is known as the “Williams Format Registration Tracking”. (See Registration Tracking at: http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf) This report is forwarded weekly to the Dean of Students and the President.

Recruitment, the primary focus of planning in this department, is a very fluid endeavor with opportunities appearing as the year progresses which were not identified before the year started. Evaluation of recruitment efforts are performed immediately after each event and plans for future modifications identified at that time. (See “Sneak Peek Analysis 2002” at:
This approach has led to such innovations as the "Allied Health Career Alternatives Forum" held in the Summer 2003, and which contributed to maximum enrollment in most of the allied health programs for the Fall 2003.

Performance evaluations are performed with the Leadership Team (Coordinator of New Student Relations, Supervisors of START and Assistance Center) each spring. Each member of the team has annual objectives to meet. Those are reviewed from the prior year and updated at that time. Each supervisor performs annual evaluations of all permanent staff members. Significant performance issues are addressed at the time they arise, rather than waiting for the annual evaluation.

Consideration of professional development is done during the annual evaluation. Staff members are encouraged to identify opportunities that will help them reach their next goals, and the Director works to find ways to meet those requests. Recent examples of this interplay between evaluations and professional development include:

- Julie Ashby – attended Noel Levitz Enrollment Management Seminar in the year following the appearance of this request in her annual evaluation.
- Carol Moore – completed various Colleague trainings and trainings in Word and Access during the first year after responsibility for Communication Management was added to her job description.
- Dale Longbine – attended Residency Seminar in Austin the first year after Residency was added to her job description.

All activities of the department were evaluated at the beginning of the budget process for fiscal 2004. Activities were dropped, modified, or added based on those evaluations. (for example, see “Resource Distribution” at: [http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf](http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf)

E. Where are departmental/office policies or procedures published? What is the update/review schedule for policies/procedures? What is the approval process for implementing and/or revising departmental policies/procedures?

Departmental policies are distributed to staff by memo or email, discussed at staff meetings, and then implemented. The department has policies for the following topics:

- Vacation Policy
- Holiday Scheduling & Pay Policy
- Hours of Operation for Assistance Center Policy

These policies are kept in the Director’s office and each manager has copies for reference.
Policies are set by the Director after appropriate consultation with the Leadership Team. The Dean of Students receives copies of the policies, also.

The Assistance Center Procedures Manual, compiled and continually updated by the ACAC Supervisor, provides the college with an invaluable compilation of all procedures related to the enrollment of students. Each Assistance Center employee is given a copy, trained in its use, and provided updates. Copies have also been given to similar units that do not report to Enrollment Management, such as the Moore County Campus and the West Campus Business Office. Official copy is in possession of Sr. Supervisor of Assistance Center.

The START Center Procedures Manual is currently under development. Further work is impossible until certain Colleague processes are developed, including the complete implementation of the Admissions module. Official copy is in possession of Supervisor of START Center.

F. For the departmental/office cost, please attach BCMP budget reports for current and preceding two years. Graph and analyze trends.

The departmental budgets have undergone significant changes over the past two years for two reasons:

- The Assistance Center and the East Campus Business Office operations were merged. The budgets have not yet been merged but were modified significantly to address these changes.
- The budget crisis arising from state budget cuts in 2003 forced further changes.

Each departmental budget is listed and analyzed individually in the Budget Analysis at: http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf

In general, the Enrollment Management budgets have grown over the past 4 years as the department has assumed major new responsibilities, expanded greatly the number and quality of recruitment activities, and sought to develop the necessary infrastructure to move the college toward true strategic enrollment management implementation.

The college has provided for these efforts and the present funding of the department is adequate for present needs.
G. SWOT Analysis

1. List departmental/program strengths.
   - Performance of the department is exceptionally strong across all 3 units (Assistance Center, START Center, New Student Relations)
   - Willingness to absorb new responsibilities has been demonstrated often and with high quality results:
     - ACAC assumed responsibility for residency determination.
     - New Student Relations took the task of liaison with the Amarillo Area Foundation to integrate college efforts with the ACE program.
     - START Center took responsibility for the “unconverted records” cohort of financial aid applicants.
     - Entire department absorbed the complete ASAP project (contacting 2,100 high school graduates in July) in 2003.
     - Director took on Colleague Student Team leadership and responsibility for production of the College’s Strategic Enrollment Management Plan.
     - Director took on responsibility for the automated phone messaging system (CARL) and the querying necessary to pull appropriate phone numbers.

2. List departmental/program weaknesses (areas for improvement).
   - Need for SEM funnel tracking; this cannot occur reliably until the Admissions Module of Colleague is implemented and then institutional research resources are utilized to develop the reporting.
   - START Center is staffed at such a minimal level that there are consistent staffing problems. Although the workload does not warrant additional staff, the hours of coverage make this a problem. Consolidation of units (as suggested in Section I) could help with this.
   - Institutional effectiveness process is still an afterthought for Enrollment Management. Rather than shaping the planning process, EM uses a separate planning process and then completes the IE forms for reporting purposes.

3. List external and internal opportunities available to the department/program.
   - If the institution implemented the enhanced advising capabilities of Colleague, along with the imminent implementation of Resource/Schedule 25, the Office of Enrollment Management could improve its ability to assist the Instructional Division in capacity planning. What courses do students want? When do they want them?
   - The college needs to move from a ‘reporting’ orientation to a ‘planning’ orientation in its use of Strategic Enrollment
Management. This department should take the lead in that unless/until recommendation I-3 is implemented. There is a tool, provided by Texas Association of Community Colleges (TACC) at no cost to Amarillo College, known as the Community College Strategic Planner (CCSP) which could provide valuable information about academic and continuing education program opportunities. This tool requires some development by AC before it can be useful.

4. List external and internal threats/challenges which may affect the department/program.
   None identified

III. Departmental/Office Staff
A. Attach resumes of all departmental/office administrators, faculty, and exempt classified and/or use the attached form to provide information regarding qualifications of the staff.
   See the Qualifications of Staff forms at:
   http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf

B. Attach a departmental/office organizational chart with clear lines of authority and responsibility. Describe the department/office, including the job descriptions of the positions.
   The Enrollment Management departmental organization chart follows. See job descriptions and a Job Duties Summary at:
   http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf
C. Describe how individual performance evaluations are used to improve staff performance.

Employee evaluations are done annually. The Assistance Center uses a schedule based on the original hiring date of the employee and the Sr. Supervisor performs the evaluations. The START Center uses this same schedule. New Student Relations and the Director perform evaluations in late spring since this is the best time to evaluate enrollment outcomes and align recruitment activities.

Evaluations of staff are used as a time to commend exemplary performance, review the goals from the previous year, and set goals for the upcoming year. Supervisors do not give large numbers of ‘top scores’ to staff, even when their performance overall is superior. This is because the employee is not being compared with others, but rather with their capabilities and the job requirements of their particular job. So there is always room for improvement in some areas.
On the other hand, poor performance or other behavioral issues that require active management intervention are addressed when they arise and are not kept for the annual evaluation. This means scores for particular unacceptable behavior might be graded lower on the annual evaluation, but supervisors are expected to address the problem when it arises – not wait for the evaluation. Serious deficiencies or concerns are documented by memo and copies placed in the employee’s file in the Director’s office. Deficiencies are taken seriously and the expectations of the department are high, so employees are actively coached to produce similarly high quality work.

Strong performance is noticed by the supervisor and director, identified and publicly noted. Compliments and credit for work well-done are given frequently and freely. This encourages staff to maintain high levels of morale as they understand their efforts are recognized and appreciated.

The Classified Employee merit pay program has also been a valuable tool for this department. Supervisors have taken it seriously and worked hard to assure their best classified employees are recognized for their efforts. The department has never had a nominee that did not receive the award.

D. Explain the department/office management philosophy regarding the following:

1. **Leadership** – The Director seeks to model an approach that involves the following process:
   - Set the goal
   - Seek collaboration from staff
   - Delegate responsibilities clearly
   - Provide the necessary resources (training, encouragement, budget, etc.)
   - Expect results – track actual production, where possible
   - Model hard work with a sense of humor
   
   This approach, to be successful, requires hiring the right people – people who have a desire to work hard and have fun doing it.

2. **Teamwork** – Partnerships are critical to the enrollment management mission. We exemplify this through sharing of staff between our own units (START, ACAC, New Student Relations) and supporting each other’s activities on a regular basis. We also extend the same to other AC departments by covering phones during busy times, processing data for the Registrar’s office, preparing mailings for the Financial Aid office, collecting greenlight requests for Advising & Counseling, and much more. The philosophy is simply this – Let’s get the job done! And we manage to do the job well, but with a strong sense of humor.
3. **Professional Development** – all managers are expected to encourage the development of their staff. We do this by job swapping (between East and Washington Street Campuses), accommodating employees’ desires to take further college coursework (Director, 2 of 3 Coordinators, and many of the staff are pursuing further formal education), and encouraging or requiring staff to attend skills development workshops offered by AC such as Word, Excel, or GroupWise classes).

E. **SWOT Analysis**

1. List departmental/program strengths.
   - Broad and accurate knowledge of college processes and policies
   - Low employee turnover, despite rapidity of change, suggests staff enjoy their jobs and are well-treated.
   - Team philosophy maximizes the staff resources because any and all staff are utilized for projects that would be too large for the single units to handle on their own. Examples of this include:
     - ASAP
     - Peak days of Fall/Spring enrollment
     - Coverage of holiday periods

2. List departmental/program weaknesses (areas for improvement).
   - Cyclical workload means ‘off-peak’ times present a challenge to supervisors to keep staff meaningfully engaged. This is improving as new responsibilities are assumed by the department. But it remains a challenge.
   - START Center, because it is a new unit, needs its processes and procedures documented. Also, the development of the communication management module of Colleague needs further development to include e-mail management and further automation of recruitment tracks.
   - East Campus Assistance Center is overstaffed in comparison to the other similar service units; but present hours of operation (8am-6pm) require three persons to cover the hours. This is being addressed, but not all needed changes have yet been implemented.
   - Position grades do not equate with current expectations. The job expectations for East Campus assistants and for many other Enrollment Management staff have increased dramatically over the past two years. But there has been no change in the grading of those positions. This has created some glaring inequities within and across departments.
3. List external and internal opportunities available to the department/program.
   - By increasing the quality and ease of use of Web Advisor the College could reduce workload on staff. This would likely require additional IT resources. Consideration should be given to locating those resources inside the Student Services division so they could keep their focus on student needs and keep up with the development needs of the division.
   - Staff training has improved dramatically among Assistance Center staff across all campuses with the development of the Procedures Manual. However, if the College restructured the reporting responsibilities of these units (see I.I.3), training could be further standardized to assure all campuses operated with the same philosophy, procedures, and quality.

4. List external and internal threats/challenges which may affect the department/program.
   - Inadequate information technology resources (both in the Information Technology division and the Institutional Research department) significantly limit the rapidity of development Enrollment Management can bring to its efforts. Examples include:
     - Admissions module (began implementation Feb, '03 with nothing currently underway).
     - Safari OLAP “TopView” product has been purchased; training provided; yet to be implemented.
   - Virtual student services of all types are either underdeveloped or nonexistent. This includes an integrated online application and other forms, helpdesk operation for students outside normal business hours, and much more.

F. Describe the strengths and weaknesses of the current staff and/or staffing patterns. Provide ideas for overcoming any weaknesses.
   - Some of these have already been mentioned:
     - Having the Assistance Centers (Washington Street and East Campus) under one supervisor has allowed improved training, movement of staff from East to Washington Street during peak times, and standardization of processes/policies (e.g. residency determination)
     - The addition of a second New Student Relations staff member has significantly increased Amarillo College’s dominance in service area schools. This is a great strength. However, the existence of other recruiters in different departments means that we have, at times, redundancy of effort.
     - The START Center is appropriately staffed for current workload. However, with the expanded service hours (8am-6pm) there are coverage problems when staff is on vacation or out sick. This
could be addressed if the unit were physically located near the Assistance Center where staff sharing would be more realistic.

IV. Facilities/Equipment
A. Describe the facilities and space utilized by the department/office.

Enrollment Management is located in the Student Services Center (SSC), Washington Street Campus and on East Campus in the Student Activities Center (SAC). On Washington Street, the department is divided between the first and second floor, with the Assistance Center on the first floor and the START Center and New Student Relations on the second floor.

East Campus Assistance Center (ECAC) has recently moved to its present location in the Student Activities Center, and this has significantly improved services to students on that campus. The ECAC is situated near the other student services, including advising and financial aid. It is also near other popular student destinations, like the bookstore, cafeteria, and workout facilities.

The Washington Street Assistance Center (WSAC) is conveniently located near easy access to the building and near two of the departments it serves (Registrar and Financial Aid). The Business Office cashiers are immediately upstairs, and Advising & Counseling is on the other end of the building.

The START Center is a ‘behind-the-scenes’ operation, and so is located upstairs, with elevator access for transporting mail and print publications back and forth between the SSC and the Library.

New Student Relations offices are situated next to the START Center. The storage room for their supplies is located downstairs, next to the Registrar’s Office.

B. Describe any special equipment utilized by the department/office.

- Assistance Centers (WSAC & ECAC) – validator for transcripts, ID printer, EDC machine (for authorizing credit cards and checks).
- START Center – label printers, networked copier
- New Student Relations – laptop computer, LCD projector (borrowed), dollys for hauling materials
- Director – PDA for tracking appointments & tasks; School Messenger© phone messaging system (known as CARL)

C. Identify the privacy, safety and accessibility provisions of the department/office. Describe any concerns regarding possible violations of privacy and safety or accessibility issues of the department/office.

Physical accessibility is a priority for assistance center operations and has been considered when counters were built and facilities located. Physical access is not a concern for the other two units of
Enrollment Management since the START Center is not a destination for students and New Student Relations goes out to prospects, rather than expecting them to come here.

Privacy is a concern for the Assistance Center counter where students may be discussing personal financial or grade matters and the structure is open, offering little privacy.

Safety is a priority for the Assistance Centers since they handle large amounts of cash. To address these concerns staff members receive regular safety training from Campus Police, and officers are stationed at the Washington Street center during times of peak activity.

D. SWOT Analysis
1. List departmental/program strengths.
   - Central location for Assistance Center provides reasonable access for students and prospects.
   - START Center layout is ideal for a call center operation (large counter, workstations)
   - All Enrollment Management units (except East Campus) are located in the same building and relatively close to each other. This assists with internal communication and supervision as well as some staff-sharing.

2. List departmental/program weaknesses (areas for improvement).
   - Limited LCD projector access – at times, the projector is not readily available for recruiter presentation. This has improved greatly in the last year, but remains a concern.
   - Limited storage for the START Center could present problems with any expansion of efforts in the future.
   - Washington Street Assistance Center counter (circle) is extremely inefficient and unfriendly to students. Half the staff must work with their backs to students, making it difficult to notice when someone arrives at the counter. Also, there is no room to increase the number of staff during peak times – no available workstations.

3. List external and internal opportunities available to the department/program.
   - None identified

4. List external and internal threats/challenges which may affect the department/program.
   - Counter services to students in Hereford would be difficult to supervise from Amarillo; yet, the integration of these services is still crucial.
E. List any recommendations (including rationale) regarding the facilities, equipment, and space needs of the department/office.

- **START Center:** Merge PBX/Mailroom operation with START Center and relocate the mailboxes into the SSC. Rationale:
  - By relocating mailroom to first floor of SSC, mail could be sorted by various Enrollment Management staff depending on the demand for counter services (Assistance Center, START Center)
  - Since START Center already processes numerous bulk mailings, efficiencies in mail processing could be achieved by merging operations
  - The merging of staff would increase the number of persons available to cover phones and cover vacations, lunches, etc.

- **WSC Assistance Center:** Redesign counter to increase efficiency and student comfort
  - No staff should have their backs to incoming students.
  - Need clearly defined waiting area for Financial Aid, Registrar that differentiates between the ACAC counter and those departments.
  - Need Business Office cashiers located on first floor for convenience of students and to provide support in peak times.

- **East Assistance Center:** Provide new frontage to the Student Activities building that makes it clear student services are available in that facility. Frontage should face the parking lot.

V. Support Services

A. Please describe how campus support services address the needs of this department/program. List any proposed recommendations here.

1. **AC Police** - provide security for Assistance Center operations, special parking accommodations during large recruitment events such as Career Connection and Sneak Peek, and access to buildings for campus tours.
   - **Recommendation:** improve method of identifying when buildings on East Campus need to be opened for scheduled campus tours. Access has been inconsistent and this creates an embarrassment for recruitment efforts.

2. **College Relations** - provide extensive support of recruitment efforts through creative collaboration and production of print & web media as well as incorporating recruitment messages in mass media efforts (TV & Radio).
   - **Recommendation:** Development of a joint College Relations/Enrollment Mgmt marketing plan that merges the efforts of the two units in a more strategic fashion. College Relations has worked very hard with EM over the past 4 years to improve the collaboration, but both units still work from differing priorities and in a reactive rather than proactive fashion.
• Recommendation: Work with College Relations to develop a trained speakers bureau to represent the college. This training would be recommended for all persons representing AC in the community and would include a uniform set of data for description of the college – a description that would be updated each year to emphasize the messages developed in the marketing plan. For example, right now the priority messages for the college in general are the quality of instruction and affordability of AC. There are some very powerful facts that back up those messages and it would be most effective if these facts were communicated repeatedly to the community.

• Recommendation: Make it standard procedure that any brochure or other item produced for the college, which might be mailed, regardless of the originating department, be reviewed by the Coordinator of the START Center as to layout. Design decisions affect the cost of mailing and the amount of work required to prepare a bulk mailing.

3. Institutional Effectiveness & Advancement (including Institutional Research) - provide access to data in response to special requests and produce several annual reports needed by the EM department, including the ASAP report, ACE annual and semester reports, and special requests.

• Recommendation: Clarify the roles of EM and Institutional Effectiveness, both to the two departments and to the rest of the college. Many requests for information (data) come to these departments and it is often not clear who should produce the information. Also, since data elements can be defined in different ways, it appears to end users that reports are not reliable, since the numbers may differ.

• Recommendation: Institutional Research department become an analytical resource for the college, rather than simply a reporting resource. Administrative decision-making could improve if regression, modeling, and other tools were applied to questions about enrollment trends (for example). Census data and other external data should be researched and considered when reviewing AC data so the college information is not interpreted in a vacuum. But at present, the end user is often expected to provide the analysis of numbers – leading to some embarrassing and incorrect conclusions, at times.

4. KACV and FM90 - provide PSA-type airtime for promotion of recruitment events like Sneak Peek and Career Connection. Marci Robinson, in particular, has been terrific in her support of the efforts of this department.

5. Business Office - in completing its responsibility to collect the tuition/fees for enrollment at AC, it provides policies and procedures for cashiering. It also provides the billing for the ACE scholarship. Since the AR unit of the Business Office is one of the three primary
offices that the Assistance Center exists to support, it provides backup during peak enrollment times. Specifically, this means:

- Provides instruction, guidance and assistance for any transactions related to the general ledger accounts
- Provides procedures for receipting tuition and fees and other payments for students
- Provides assistance to receipt payments during peak registration times
- Provides account numbers and assistance with sponsorships
- Provides payment plan applications and assistance with problems related to the payment plans
- Provides information relating to refunds, tuition and fees
- Shares staff to work each others counters for special circumstances that require entire staff of either area to attend
- Provides procedures for maintaining vault security
- Processes bank deposits and credit card reports
- Audits individual cash boxes and vault
- Provides assistance with balancing cash drawers throughout the day during registration and last day to pay

- Recommendation: Consideration should be given to ways to tighten the teamwork between the AR unit and the Assistance Centers. While the staffs of the two units work very hard to support each other, the philosophies of the departments are not always consistent and lead to periodic misunderstandings and confusion. (Work schedules, priority of student needs during peak times, etc.)

6. Copy Center - provides forms for residency and recruitment needs.
7. Switchboard/Mailroom - processes all incoming/outgoing mail, screens calls and directs prospects to START Center.
   - Recommendation: Spanish speaking service providers are needed in a number of the student service units. Right now, the switchboard identifies such translator needs and redirects the calls to Theresa Bowman, regardless of the needs of the caller. Switchboard, as well as Advising & Counseling, Registrar, Financial Aid, and all units of Enrollment Management need Spanish speaking staff. Although most of these departments presently have such staff, this should be a requirement of each department to assure service will be available to Spanish-speaking students.

8. Professional & Organizational Development - provides critical training in Microsoft Office software, Colleague, and other technical skills necessary for EM staff to accomplish their mission. This is a valuable resource for AC.
9. Human Resources (Personnel/Payroll) - provides information about college policies/procedures related to employee benefits, pay, and hiring/discipline activities. This department has been very helpful in
its willingness to assist in recruitment activities when they coincide with the mission of Human Resources, for example the Amarillo Job Fair.

10. Information Technology Services - provides and supports the basic infrastructure for the technology used to accomplish virtually every activity of this department. This includes, but is not limited to, Colleague, ACWeb Site, PC installation and maintenance, telephone and email services and so much more.

- Recommendation: direct considerably more resources to the support and development of technology at Amarillo College. Specifically, the mission of EM could be enhanced by use of an enterprise portal, content management system, and several developments in Colleague (Admissions module, communications mgmt., and more). This is because enrollment growth should be managed with greater efficiency rather than additional service employees. But such efficiencies cannot be realized without a significant increase in IT resources.

- Recommendation: Further development of webpage capabilities for recruitment is needed. Integrated online application, placed prominently on the prospective student web page, along with a range of services/information for prospects should be developed and implemented soon. Content management system should be implemented immediately to improve the accuracy and timeliness of information on the website. An Enterprise Resource Portal could allow the college to deliver recruitment in a cutting edge fashion through present college infrastructure.

11. Physical Plant - provides cleaning and maintenance of facilities for EM department, as well as maintenance of the Amarillo College vehicle used for recruitment. They also provide regulation of heating and air conditioning during the unusual operational hours of the various EM units.

12. Safety and Environmental Office - not applicable

13. Any of AC’s campuses (name campus)

East Campus (Assistance Center/Housing) - provides assistance with housing information and procedures and additional staff for peak registration times on Washington Street Campus. Susan McClure and Linda Runkle cover EC Assistance Center counter when needed.

West Campus (Business Office) - Provides information and assistance with CE students who were purged for non-payment and with students who have returned checks and holds.

14. Other 

B. Please describe how instructional support services address the needs of the department/program. List any recommendations here.
1. Library Network - scans professional literature for articles of interest to Enrollment Management, maintains two portals (one for the Director and one for the START Center staff) that group important internet resources together for faster access. This is a valuable resource likely underutilized by much of the college.

2. FIRST Center - assisted in the creation of a recruitment CD used as a tool by faculty during presentations.

3. Off-Campus Programs - strong recruitment efforts made by Dual Credit and Tech Prep Senior Visit Days.

4. Distance Education – works closely with the Assistance Center to register more than a thousand students each semester (Fall/Spring)
   - Recommendation: consider development of comprehensive programs (like a Core Certificate or Associate of General Studies) that can be completed entirely online. This would allow realistic marketing of AC degrees to persons outside our service area (New Mexico, Oklahoma) who rely on Amarillo as their nearest metropolitan area but are not close enough to drive regularly to classes.

5. Other

C. Please describe how student services address the needs of this department/program. List any proposed recommendations here.

1. Student Activities – shares sponsorship of the Blue Blazer student organization as student recruiters. Blue Blazers assist the EM department in numerous ways and provide high quality campus tours, office help, and help on peak registration days.

2. Community Link – provides outreach to the first generation, economically disadvantaged adults of the area.
   - Recommendation: find ways to reduce the duplication of recruitment efforts related to high school students. The college already directs the sizable majority of its recruitment to high school students, but our greatest opportunities for growth lie with the adult student. Community Link is key to recruitment of this population.

3. Financial Aid – provides resources to prospects and students that allow them access to higher education. Often the availability of financial aid and/or scholarship funds makes all the difference as to whether a student enrolls at AC or not. The Financial Aid office also assists with management of the ACE scholarship program and conducting financial aid nights for high school students across the service area.

4. Advising and Counseling – provides information and assistance to enrolling students.
   - Recommendation: grant advisors the ability to see why a student has a hold on their record – currently the student is sent from their advisor to the Assistance Center for all holds, even though often they must be sent on to a third office to release particular holds.
• Recommendation: grant advisors the ability to change a student’s major. Presently the student must come to the Assistance Center for a program change and then return to the advisor to continue enrollment.
• Recommendation: move the Straight Through to U program to the Transfer Advisor in Advising & Counseling. This program could improve communication between students and their prospective transfer institution. Someone working directly with students would also be able to determine which among a large number of possible partnership efforts would assist AC students most.

5. Adult Students Program – provides financial and support assistance to prospective students.

6. Job Placement/Career Planning – provides job placement and career planning services to prospective students. Since the recruitment of students, particularly adult students, requires those prospects to have a career goal that matches an AC program, these services are extremely valuable.
• Recommendation: redesign career services to provide greater outreach services to the community.

7. Registrar’s Office – responsible for enrollment and official student records. This is one of the primary departments that the Assistance Centers support. This department is responsive to our needs and provides:
• coding of residency for online applications
• instruction and guidance with application procedures and other student records
• forms needed for student record maintenance
• academic and CE class schedules
• assistance in finding admissions applications needed for residency reclassifications
• out of town registration events
• registration of most dual credit students

8. Enrollment Management – not applicable
9. START Center – not applicable
10. Assistance Center – not applicable
11. Testing Center – provides placement testing required to enroll in academic credit courses at AC.
12. ACcess Division – has responsibility for the academic success of ACE students by providing Strategies for Learning courses and academic advising for all ACE students.
13. Other – none

D. Please describe how auxiliary services address the needs of this department/program. List any proposed recommendations here.
1. Bookstores – provide the service of charging textbooks for ACE students.
Recommendation: improve the point-of-sale inventory system so that charges are more easily and rapidly applied to a student’s account. This would reduce the errors in billing now experienced by the ACE program. (These processes have already improved dramatically with recent changes in the enrollment process for ACE students at AC.)

2. Food Services (Cafeteria/Catering/Vending) - Utilized for large recruitment and campus events such as Career Connection, Sneak Peek, and Counselor Roundtable.

3. Housing - the Assistance Centers collect rent for East Campus housing. This means the Housing Department must provide policies, and Business Office provides procedures guiding the receipt of housing and dorm rent, deposits, etc.

It is not unusual for out-of-town prospects on campus tours to ask to see the dorms. In the past, there seemed to be a lack of appreciation for the importance of this by housing staff. However, recent new leadership has improved their willingness to participate in campus tours.

4. Other: Continuing Education/Workforce Development – provides the schedule of classes for each term and assistance with class overrides, cancellations and room changes.

E. SWOT Analysis

1. List departmental/program strengths.
    • In the delivery of support services the EM department has been innovative (combined services, extended hours, call center, etc.)
    • The efforts of this department are fully integrated into the rest of the college, depending on (and serving) instructional programs, continuing education, and the other student services departments.
    • The delivery of services through an extended schedule (hours per day and days per year) offers students more choice and access.
    • The belief in, and communication of, a strategic enrollment management philosophy that ties actions to accountability and provides a clear common goal to assess that accountability is an asset for the entire college.

2. List departmental/program weaknesses (areas for improvement).
    • Communication of changes in processes, policies, and reasons for change sometimes does not get communicated to staff affected by those changes.
    • Limited resources make it impossible for the department to provide (on a continual basis) some of the proven, innovative strategies of recruitment. Instead, the department acts as a catalyst to bring effective ideas to program managers and then must depend on them to continue the activities once
they are proven. (“Free Tuition” Campaign, Allied Health Showcase)

3. List external and internal opportunities available to the department/program.
   - The quality of the department and effectiveness of the innovations position this department to become a model on the state and national level for SEM integration into community colleges.
     o Straight Through to U was presented to TACRAO.
     o START Center has been proposed to Noel Levitz National Student Success Conference. (July, 2004)
     o Article published in SACRAO journal on SEM applications to community colleges. The article profiled AC’s efforts.

4. List external and internal threats/challenges which may affect the department/program.
   - As mentioned elsewhere in this report, the value of Strategic Enrollment Management to Amarillo College could be increased if its function was placed at the Dean’s level. Without that visibility and influence, it is likely the college will continue to struggle with competing priorities and philosophies, at a cost to both enrollment and graduation rates.

VI. Advisory or Internal Committee
A. If the department/office has advisory or internal committee(s), describe each committee’s role and purpose.
   - The Enrollment Management Committee exists to “evaluate current recruitment and retention efforts of the college, assess strengths and weaknesses, and recommend more effective recruitment and retention strategies.” This committee is also the official owner of the institution’s Strategic Enrollment Management Plan, which must (by law) be updated annually and be submitted to the Coordinating Board for approval. See http://www.actx.edu/departments/committees/18.htm.

B. If an advisory committee or internal committee is relevant to the program under review, include minutes from the last two years of meeting. Copies of minutes may be attached or the name of the advisory committee or internal committee and web address.
   See http://archives.actx.edu/; go to “Minutes,” “Standing Committees,” “Marketing Enrollment Management.”
C. SWOT Analysis

1. List departmental/program strengths.
   • Enrollment Management committee has sufficient senior staff to make it possible for its recommendations to gain approval of the Executive Committee.
   • There is broad representation on the committee, including members from faculty, classified, administration, and students.

2. List departmental/program weaknesses (areas for improvement).
   • This committee (in its present form) is still seeking a clear understanding of its role in guiding recruitment and retention efforts of the college.
   • Retention is not a high institutional priority, largely because there is no single person who understands it to be a critical part of their job.

3. List external and internal opportunities available to the department/program.
   None identified

4. List external and internal threats/challenges which may affect the department/program.
   Without a clear understanding of its role, this committee runs the risk of becoming simply a mechanism of communication (what’s going on in the Enrollment Management department) rather than a body with responsibility for directing institutional attention and resources.

D. Identify any recent improvements/changes that have been made in the program as a result of committee recommendations.

   • Since this is a standing committee, understood to set policy and direction for the entire college, the following examples of improvements are not limited to the Enrollment Management department but are products of the work of this committee:
     o Reengineering of Advising Procedures – separated advising and registration support, created a ‘self advised’ category, moved responsibility for advising to the instructional divisions, required advising plans to be completed and filed with the V.P. of Instruction.
     o Creation of Supplemental Instruction program – EM committee endorsed development of this highly effective program modeled after similar programs at universities.
     o Addition of new Student Satisfaction Survey - AC joined the Gulf Coast Consortium in conducting a satisfaction survey of our students. The advantage of this survey over the previous one is that we benchmark our
performance against that of other community colleges to see how our services compare.

- Enrollment Management Plan – for the first time, the institution has a comprehensive set of performance measures tied to specific targets that will allow evaluation of its recruitment and retention efforts.

VII. Recommendations

A. Based on an analysis of this department/office/program, list specific recommendations that will improve the department/office/program, correct identified weaknesses, take advantage of available opportunities, and prepare for current and future threats/challenges.

1. Counter operations at West Campus should be merged into the Assistance Center operations and the staffing/administrative structure should be modified appropriately. This would improve staff training, efficiency of staffing, and standardization of procedures across all campus counter operations.

2. PBX/Mailroom operations should be merged with the START Center to eliminate redundancies and increase services to prospects/students.

3. The Strategic Enrollment Management functions of this department should be moved to a senior administrative level. Since SEM is essentially an institutional philosophy, it should be represented at the highest levels of the organization.

4. Development of Colleague prospecting capabilities should be completed, meaning full implementation of the admissions module and development of the complete SEM funnel reporting approach.

5. The Community College Strategic Planner (CCSP) should be utilized by Amarillo College to bring focus on ‘product development’ to maximize future growth.

6. The counter at the Washington Street Assistance Center (WSAC) should be replaced in a complete redesign of that entire room. This would improve services to students and provide appropriately furnished waiting areas for Financial Aid and Registrar’s Offices.

7. Spanish speaking should become a requirement for staff in each Enrollment Management unit. This is already a practical reality with two employees in the WSC Assistance Center and one recruiter, but should be a job requirement.

B. Link the recommendations to the mission/purpose/goals of the program and the institutional Strategic Plan.

1. Merger of West Campus operations into the Assistance Centers (#1) and PBX/Mailroom into START Center support Goal VIII – to manage institutional resources effectively and efficiently.
2. Moving SEM functions (#3), utilizing the CCSP (#5), renovating the WSAC (#6), and requiring bilingual skills for each EM unit (#7) support Goal I – to maximize student access.

3. Recommendation #6 also supports Goal VIII.

C. Explain the budget impacts of these recommendations.

1. The immediate budgetary impact of Recommendation #1 (Section VII.A) would be in staff salaries since a reorganization would require changes in responsibilities. A salary study has not been done and so impact cannot be detailed here. The longer term impact would be cost savings since further enrollment growth could be absorbed by this configuration while avoiding the hiring of additional staff.

2. Recommendation #2 (Section VII.A) would require relocation of the mailroom operation to the Student Services Center and installation of the mailboxes in that facility. The cost of such a move would depend on where the unit was located and so such details are not included here.

3. Implementation of Recommendation #3 (Section VII.A) would likely result in cost savings. If the SEM responsibilities were moved to the Dean’s position, the Director’s position could be eliminated and supervisory responsibilities reassigned or the position could be downgraded to a lower level.

4. No new costs are associated with Recommendation #4, since implementation team members are already employed.

5. Recommendation #5 has no additional associated costs because this software was purchased by Texas Association of Community Colleges and made available at no cost to the member schools.

6. The changes in Recommendation #6 are included in the facility upgrade report and have been calculated to be a part of a much larger construction project on the Student Services Center. Costs for this specific portion have not been separated.

7. There would be no increase in costs associated with Recommendation #7; just a change in job descriptions and enforcement.
## Sneak Peak Analysis 2002

### Sneak Peek
Results of April 2002 Event

**Attended: 398**

<table>
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<tr>
<th>Enrolled</th>
<th>189</th>
<th>47.5%</th>
<th>Not Enrolled</th>
<th>209</th>
<th>52.5%</th>
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</thead>
<tbody>
<tr>
<td>New Students</td>
<td>151</td>
<td>38%</td>
<td>New Contact</td>
<td>177</td>
<td>44.5%</td>
</tr>
<tr>
<td>Recovered Students</td>
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<td>2%</td>
<td>Continued Contact</td>
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<td>1.0%</td>
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<tr>
<td>Attended w/in Last Yr</td>
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<td>Attended w/in Last Yr</td>
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</tr>
<tr>
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<td>6.3%</td>
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</table>

All percentages are of the total attending the event.

Past year’s comparisons:

<table>
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<tr>
<th>Conversion Rate – Sneak Peek Attendance to Enrolled Student</th>
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</thead>
<tbody>
<tr>
<td>2000</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>33%</td>
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</table>
Enrollment Management

Staff Qualification
QUALIFICATIONS OF STAFF

Department/Office/Program: Enrollment Management

Date Compiled: October 6, 2003

Employee Name: Brad Johnson

I. Provide a job description for this position. Include duties to be performed, qualifications and experience required, and any other relevant information.

II. If not included on your resume, provide an answer for each of the following questions.

1. List all college experiences beginning with the most recent. Include college name, degree awarded or hours earned, dates attended, and any other relevant information.

   • University of Nebraska; Lincoln, NE; Doctorate in Educational Administration and Leadership (ABD); Dissertation Topic: Orientation of Community College Presidents; 2000 - Present
   • Texas Tech University; Lubbock, TX; Master in Higher Education Administration; Internship: Observation and study of participatory budget procedure; Direct observation of presidential transition process as one president retired and another entered office; Supervisor: Dr. Bud Joyner, President, Amarillo College (retired); 1998 - 1999
   • West Texas State University; Canyon, TX; Master in Professional Counseling - Earned Licensure in Professional Counseling (LPC) and Marriage & Family Therapy (LMFT). Licenses are no longer active due to closure of private practice; 1982 - 1984
   • West Texas State University; Canyon, TX; Bachelor in General Studies; 1978-1981
   • Grace University (formerly Grace College of the Bible); Omaha, NE; 30 hrs credit, Bible & Theology courses; 1977-1978

2. List all applicable work experience beginning with the most recent. Include employer name, position held, duties performed, length of service in the position, and any other relevant information.

   • Amarillo College; Director, Enrollment Management; 1999 - present; duties include:
     o supervisor of the Assistance Centers, START Center, and New Student Relations
     o provides strategic enrollment management services to college, including oversight of the Enrollment Management Plan and chairing of various permanent committees
• Amarillo College; Coordinator, Adult Students Program; 1995 – 1999; duties included:
  o supervisor of program for economically and historically disadvantaged students, including grant writing, grant reporting, fund raising, and counseling services
• Amarillo College; Counselor, Adult Students Program; 1994-1995; duties included:
  o provided counseling and scholarship administration for program with hundreds of students each semester
• Money Mailer of Amarillo; Business Owner; national franchise, locally owned that produces direct-mail advertising for local businesses; 1994 – 1996; duties included:
  o Local owner serves as salesman, ad designer, marketing advisor, printing supervisor, and manager for all operations
• Private Practice, Marriage & Family Counseling; Psychotherapist; 1984 – 1998; duties included:
  o working with individuals, couples and families on interpersonal, professional, and family issues as well as treatment of mental illnesses
  o served as consultant to local and regional businesses, provided Employee Assistance Programs
• Amarillo College; Instructor, Adjunct Faculty; psychology courses; 1988 to present, periodic
• West Texas A&M University; Instructor, Adjunct Faculty; career assessment and counseling courses; 1988 to present, periodic

3. What honors, awards or recognitions have you received during the past five years?

  • Article won the Margaret Ruthven Perry Distinguished Journalism Award (SACRAO), 2003

4. On what department, division or college committees have you served during the past five years?

  • Chair, Distance Learning Strategic Planning Committee
  • Chair, Colleague Student Team Committee
  • Trustee, AC Benefits Plan Investment Committee
  • Co-Chair, Enrollment Management Committee
  • Member, Institutional Research Committee, SACS Self-study Committee
  • Member, Web Committee
  • Member, Registration Committee
  • Member, Institutional Effectiveness Committee

5. Of which professional organizations are you/have you been a member during the past five years? Include any offices or responsibilities held.
• Texas Association of Collegiate Registrars and Admissions Officers (TACRAO), member
• Legislative Issues Committee (TACRAO), member
• Junior and Community College Student Personnel Association of Texas (JCCSPAT), member

6. List the presentations, publications or major projects you have completed or contributed significantly to during the past five years. Provide dates of completion for each activity.

• Educational Opportunity Centers TRIO grant – submitted June 2002. Grant was not awarded.
• Strategic Enrollment Management Plan, 2002 - submitted to Coordinating Board to meet requirements of the Uniform Recruitment and Retention state-wide strategy, October 2002

7. During the past five years, in what professional development activities have you participated that have helped you meet your performance evaluation goals? (graduate courses, workshops, seminars, teleconferences, professional meetings, etc.)

• Completed Master’s degree in Higher Education Administration; 1999
• 52 hours coursework toward doctorate in Higher Education Leadership and Administration [ABD status; July, 2002]
• Noel Levitz Enrollment Management Seminar; 2001
• AACRAO Strategic Enrollment Management Conference; 2002
• AACRAO Annual Conference; 2002
• TACRAO Annual Conferences; 1999 - present

8. During the past five years, in what community activities have you participated that have helped you meet your performance evaluation goals?

• Amarillo Area Foundation ACE Community Advisory Committee, member
• Panhandle 20/20 Community Strategic Planning Initiative
• Big Brothers/Big Sisters Board of Directors, member
• Amarillo Area Crisis Pregnancy Centers, advisory board member

9. During the past five years, in what grants or special projects/activities have you been involved that have contributed to the success of your program or the College as a whole?

• Area Schools Assistance Program
• Straight Through to University partnerships with 5 universities
• Colleague administrative software implementation
• Communications Management module implementation
• Development of START Center, a call center to support recruitment activities
I. Provide a job description for this position. Include duties to be performed, qualifications and experience required, and any other relevant information.

II. If not included on your resume, provide an answer for each of the following questions.

1. List all college experiences beginning with the most recent. Include college name, degree awarded or hours earned, dates attended, and any other relevant information.
   - Texas Tech University; Lubbock, TX; completed 6 hours graduate-level coursework; Fall 2002-Spring 2003
   - West Texas A&M University; Canyon, TX; completed 3 hours graduate-level coursework; Fall 2002
   - Regents College; Albany, NY; Bachelor of Science in Liberal Arts-graduated with honors; June 1998
   - Amarillo College; Associate of Science in Education; May 1989

2. List all applicable work experience beginning with the most recent. Include employer name, position held, duties performed, length of service in the position, and any other relevant information.
   - Amarillo College; START Center Supervisor; 2001 – present; duties include:
     - serve on Admission/Recruitment module implementation team automating the student application process.
     - responsible for the development and continuous operation of the START Center as a support unit within the Enrollment Management department.
     - work to develop and implement complex procedures utilizing the Communication Management module within Colleague. This includes complex integration of Colleague with word processing software [Word].
     - process prospective student requests for information received via telephone, mail, and email. Devised a web form to improve the service via email.
     - supervise two full-time and two student work study employees
     - screen, interview, hire, and train new employees as well as evaluate current employees.
     - act as a resource person to troubleshoot problems occurring in various Colleague modules.
- work closely with College Relations to maintain the accuracy, consistency, and integrity of publications used to represent programs and services available at the institution. Also responsible to maintain a complete library of all recruitment-related publications.

- **Amarillo College; Advising and Counseling Specialist; 1999 – 2001;**
  - duties included:
    - screened students and directed traffic as needed within the Advising and Counseling Center.
    - administered various tests (MAPS, TASP, etc) in outlying communities to both dual credit and college students within those communities.
    - assisted in Testing Services one day a week and as testing workload required.
    - implemented the Degree Audit module in Colleague.
    - assisted in other departments at peak times as needed.

- **Amarillo College; Supervisor of Student Records; 1998 – 1999;**
  - duties included:
    - supervised the personnel and work flow of the Registrar’s Office in an efficient and timely manner.
    - set work schedules and assigned tasks for office personnel at peak time periods and handled problems and exceptions as they arose.
    - conducted office meetings for the purpose of training, retraining, and communicating information to office staff.
    - worked to troubleshoot problems and acted as a resource person to other departments on campus.
    - counseled students regarding college transfer work.
    - organized student registrations, both on and off campus, including dual-credit enrollments.
    - screened, interviewed, and hired new employees as well as evaluated current employees.

- **Amarillo College; TASP Records and Reporting Clerk; 1990 – 1998;**
  - duties included:
    - monitored all students for compliance with TASP, which included processing TASP status notification letters, adjustment of student schedules when not in compliance, and coordinated efforts with advisors and counselors to disseminate TASP information to all students.
    - retrieved and downloaded TASP test scores for the National Evaluation Systems database.
    - traveled to both out-of-district and high school locations to assist with the enrollment of students, ensuring compliance with both admission and TASP requirements.
    - evaluated all incoming college transcripts, relying on input from department chairmen when necessary.
    - served as a resource person to assist in the day-to-day operation of the Registrar’s Office.
    - assisted in the checking and approval of students for graduation.
    - collected applications and issued degree plan checksheets to all students during regular registration.
• maintained the confidentiality of records and handled routine foot and phone traffic into the Registrar’s Office.

Amarillo College; Office Clerk II; 1989 – 1990; duties included:
• coordinated the microfilming of student records.
• checked the accuracy of microfilmed records.
• destroyed confidential records after microfilming.
• handled routine traffic and phone calls into the Registrar’s Office.

3. What honors, awards or recognitions have you received during the past five years?

• Classified employee performance award

4. On what department, division or college committees have you served during the past five years?
• Colleague Student Team
• Assessment and Remediation Committee
• Classified Employees Council
  o Registration Committee
  o Drug Free Campus

5. Of which professional organizations are you/have you been a member during the past five years? Include any offices or responsibilities held.
• Texas Association Collegiate Registrars and Admissions Officers (TACRAO)
• Texas Higher Education Datatel Users Group

6. List the presentations, publications or major projects you have completed or contributed significantly to during the past five years. Provide dates of completion for each activity.
• Implementation of Degree Audit module in Colleague—completed in 2000
• Implementation of Admission module in Colleague—ongoing
• Development and integration of Communication Management module into the daily processes of START Center
• Development and implementation of the START Center as a unit within the Enrollment Management department

7. During the past five years, in what professional development activities have you participated that have helped you meet your performance evaluation goals? (graduate courses, workshops, seminars, teleconferences, professional meetings, etc.)
• 9 hours of graduate-level work at Texas Tech University and West Texas A&M University
• Texas Higher Education Datatel Users Group annual conference
• TACRAO annual conference
• Datatel training and consulting for implementation of Recruitment/Admissions module, Degree Audit module, Communication Management module
• Access 2000 training
8. During the past five years, in what **community activities** have you participated that have helped you meet your performance evaluation goals?

   - na

9. During the past five years, in what grants or special projects/activities have you been involved that have contributed to the success of your program or the College as a whole?

   - Refer to Q. 6
I. Provide a job description for this position. Include duties to be performed, qualifications and experience required, and any other relevant information.

II. If no included on your resume, provide an answer for each of the following questions.

1. List all college experiences beginning with the most recent. Include college name, degree awarded or hours earned, dates attended, and any other relevant information.
   - Wayland Baptist University; Amarillo, TX; completed 42 hours with 10 hours remaining for BSOE in Business Administration; Fall 2002 – Summer 2003
   - Amarillo College; Associates in Applied Science, Accounting; 5/03
   - Amarillo College; Certificate of Completion, Accounting; 5/03
   - Amarillo College; Associates in Science, Business Administration; 5/95

2. List all applicable work experience beginning with the most recent. Include employer name, position held, duties performed, length of service in the position, and any other relevant information.
   - Amarillo College; Senior Supervisor, Assistance Center; March 2000 – present; duties include:
     - Supervisor of seven full time and two part time employees on two campuses
     - Interviewing, selecting and training new employees
     - Schedule preparation to meet the needs of extended hours
     - Daily information updating and forwarding to counter staff on all campuses
     - Provides direction, assigns tasks and handles internal problems employees may have
     - Evaluates job performance of employees
     - Coordinating additional staff, security and student help for registration and other peak times
     - Responsible for working the counter during peak times which includes academic and continuing education registration, schedule changes, transcript requests, refunds, residency coding, limited
financial aid transactions, receipting and collecting money for registration and other fines, fees, etc.

- Problem solving and decision making on exceptions or special circumstances
- Balancing cash at end of day
- Excellent customer service skills

**Amarillo College; Co-Supervisor, Assistance Center; Nov 1998 – March 2000; duties included:**

- Co-Coordinator of three full time and three part time employees
- Daily coordination of activities and schedules with Co-Supervisor
- Interviewing, selecting and training new employees
- Schedule preparation
- Daily information updating
- Provides direction, assigns tasks and handles internal problems employees may have
- Evaluates job performance of employees and gives praise or discipline as necessary
- Co-coordinating additional staff, security and student help for registration and peak times
- Maintain a cash drawer for financial aid cash vouchers
- Keep supplies stocked
- Responsible for working the counter which includes academic and continuing education registration, schedule changes, transcript requests, refunds, residency coding, limited financial aid transactions, receipting and collecting money for registration and other fines, fees, etc.
- Problem solving and decision making on exceptions or special circumstances
- Balancing cash at end of day
- Excellent customer service skills

**Amarillo College; Specialist, Assistance Center; Mar 1998 – Nov 1998; duties included:**

- Responsible for working counter which includes academic and continuing education registration, schedule changes, transcript requests, refunds, residency coding, limited financial aid transactions, receipting and collecting money for registration and other fines, fees, etc.
- Keeping kiosk area and daily supplies stocked
- Accuracy in balancing daily cash and receipting payments
- Student referrals to appropriate departments
- Excellent customer service skills

**Amarillo College; Accounting Clerk, West Campus Business Office; 1992-1995; duties included:**

- Help students with academic and continuing education registration, schedule changes and payments
- Calculating and processing refunds, residency coding, cash and check disbursement, processing transcript requests, accepting transcripts, issuing parking permits and student ID’s
- Responsible for sponsored class billings, bookstore reports and receipting payments
• Responsible for processing returned checks
• Responsible for reconciling the malpractice GL account by checking all classes to insure collection of malpractice payment
• Disbursement of petty cash and travel funds to employees
• Worked various health care symposiums to receipt payments
• Balancing daily cash
• Back up to Supervisor
• Maintain excellent customer service skills
• Amarillo College; Cashier, Business Office; 1992-1995; duties included:
  o Receipt cash payments for students
  o Receipt child care payments, cafeteria deposits, and sponsored billing payments
  o Calculate and process refunds
  o Receipt and process contributions for the AC Foundation
  o Responsible for student notification and collection of returned checks
  o Receipt and send bills for Ranger advertising, Boy Choir, Suzuki and Prep Music Programs
  o Process bookstore reports
  o Residency coding
  o Issuing parking permits and student ID’s
  o Back up for West Campus Business Office.

3. What honors, awards or recognitions have you received during the past five years?

• Classified Employee of the Year Award – 2002, 1999
• STAR Departmental Award – 2001, 2002

4. On what department, division or college committees have you served during the past five years?

• Colleague Student Team
  o Counter Processes
  o CE Drop/Adds
  o Admissions Module
  o One Receivable
• Various search committees
• Colleague Implementation Team
• AC Data Standards Committee
• Continuous Quality Improvement - 1999, 2000

5. Of which professional organizations are you/have you been a member during the past five years? Include any offices or responsibilities held.

• ACCEA
• ACOPA, Secretary 1998-1999
6. List the presentations, publications or major projects you have completed or contributed significantly to during the past five years. Provide dates of completion for each activity.

- Counter Services Procedures Manual
- Cross training (East Campus, West Campus, Moore County)
- Mentor Program for new employees in the Assistance Center

7. During the past five years, in what professional development activities have you participated that have helped you meet your performance evaluation goals? (graduate courses, workshops, seminars, teleconferences, professional meetings, etc.)

- Student Services Council Retreat, 7/03
- Colleague Procedure Training, 05/03
- Colleague Electronic Approval Training, 04/03
- TACRAO State Conference, 10/03, 10/02, 10/01
- Confidentiality of Student Information, 10/01
- Residency Training, 7/01
- Advisor Colleague Registration Training, 06/01
- Colleague Requisition Training, 04/01
- Enrollment Management Residency and Waivers Training, 02/01
- Colleague Training – Demographic Changes, 02/01
- Classified Appreciation Day, 09/00
- Colleague Scenario Training, 06/00
- Basic Cash Receipts, 06/00
- Advance Cash Receipts, 05/00
- Payment Plan Training, 05/00
- Colleague Scenario Training, 05/00
- Basic Cash Receipts, 06/00
- Inquiry Screens, 05/00
- NSF, Bank Deposits, Wire Transfers, 05/00
- AC Forms and Procedures Seminar, 04/99

8. During the past five years, in what community activities have you participated that have helped you meet your performance evaluation goals?

N/A

9. During the past five years, in what grants or special projects/activities have you been involved that have contributed to the success of your program or the College as a whole?

N/A
QUALIFICATIONS OF STAFF

Department/Office/Program: Enrollment Management – New Student Relations

Date Compiled: October 7, 2003

Employee Name: Julie Ashby

I. Provide a job description for this position. Include duties to be performed, qualifications and experience required, and any other relevant information.

II. If not included on your resume, provide an answer for each of the following questions.

1. List all college experiences beginning with the most recent. Include college name, degree awarded or hours earned, dates attended, and any other relevant information.

   - University of Nebraska; Lincoln, NE; Master of Arts, Museum Studies; 12/96
   - University of Virginia; Poplar Forest, VA; Certificate, Archaeology Field School; 8/93
   - Albion College; Albion, MI; Bachelor of Arts, History and French; 5/93

2. List all applicable work experience beginning with the most recent. Include employer name, position held, duties performed, length of service in the position, and any other relevant information.

   - Amarillo College; Coordinator of New Student Relations; 6/01 – present; duties include:
     - Assist in revision of AC recruitment plan and responsible for its implementation. Provide training, supervision, and evaluation of the assistant position.
     - Share responsibility for the Blue Blazer student group with the Student Activities department.
     - Provide regular information and reports to Director of Enrollment Management concerning all activities.
     - Work as part of the Enrollment Management team to fulfill the duties of the department
     - Recommend activities or services for effective recruitment and information dissemination.
     - Maintain current knowledge of College programs and services relevant to new and prospective students and disseminates information appropriately.
     - Build and maintain relationships with stakeholders to assist in recruitment efforts including, but not limited to, high school
counselors and administrators, agency representatives, businesses, community leaders, and the general public.

- Effectively communicate with the Amarillo Area Foundation, Palo Duro and Caprock High School officials and departments at Amarillo College to implement the ACE Scholarship Program.

- Amarillo College; School to Careers Grant Coordinator; 9/99 – 6/01; duties included:
  - Coordinated school-based, work based, and connecting activities in accordance with a School to Work grant.
  - Developed and delivered presentations to regional stakeholders, including professional development teachers.
  - Recruited businesses and industries to participate in mentoring, job shadowing, student and teacher internships, and tours throughout the 26 Panhandle counties.
  - Promoted School to Work activities through the production of press releases, coordinating television and radio media, creating newsletters, presenting programs to community organizations, and general public relations.
  - Completed quarterly reports, biannual reports, and annual grant reapplication to the Texas Workforce Commission.

- Amarillo College; Carl D. Perkins Grant Administrator; 8/98 – 8/99; duties included:
  - Managed a curriculum development project involving a) seven academic and technical programs, b) pilot programs at three regional community colleges, and c) statewide leadership, executive steering committee in accordance with a Carl D. Perkins grant.
  - Administered formative and summative evaluations of business and industry needs assessment, course design, and course development processes.
  - Maintained grant budget and reported quarterly to the Vice President of Instructional Advancement.
  - Developed and implemented a three-fold marketing plan including print, radio and television media; special events; and promotional product distribution.
  - Compiled, created, distributed and presented quarterly and final reports to the Texas Higher Education Coordinating Board.

- Don Harrington Discovery Center; Amarillo, TX; Development Coordinator; 1/97 – 7/98; duties included:
  - Managed records, solicitations, and recruitment of 700 members and 200 volunteers.
  - Developed and implemented corporate membership program with a board committee.
  - Submitted corporate, private foundation, and government grants (including IMLS).
  - Organized three annual special events (Annual Meeting, Spring Eggstravaganza, and Discover!)
  - Collaborated projects with higher educational institutions and underserved populations.
3. What honors, awards or recognitions have you received during the past five years?

- Outstanding Classified Employee Performance Award 11/02
- STAR Departmental Award 9/02
- Texas Federation/Business and Professional Women Young Careerist (Third) 6/01

4. On what department, division or college committees have you served during the past five years?

- Nursing Program Review Committee, Fall 2003
- Human Resources Director Search Committee, Summer 2002
- Library Network Program Review Committee, Spring 2002
- Enrollment Management Recruitment Sub-committee, Summer 2001 – present

5. Of which professional organizations are you/have you been a member during the past five years? Include any offices or responsibilities held.

- Texas Association of Collegiate Registrars and Admissions Officers (TACRAO), member
- National Council for Marketing & Public Relations, member
- Business and Professional Women, member
  - Membership committee, member
  - Chair – Region 05 Hospitality Committee
  - State Board Member – Young Careerist Committee Chair
  - Chair – Young Careerist Committee
  - Day of Achievement Committee
  - Chair – Race for the Cure Committee
  - Chair – Take Your Child to Work Day Committee
  - Candidate, Young Careerist in 2000-1
  - Greeter Committee, member

6. List the presentations, publications or major projects you have completed or contributed significantly to during the past five years. Provide dates of completion for each activity.

- Globe News Article, “AC to offer “Sneak Peek” on Friday, 4/03
- AC Recruitment CD with four presentations, 8/02
- Cultural History of the Panhandle, Carson County Square House Museum, 4/02
- Service club presentation, “You Might be a Baby Boomer if…”, 9/00 to present
- Groundhog day presentation and training, 11/99

7. During the past five years, in what professional development activities have you participated that have helped you meet your performance evaluation goals?
(graduate courses, workshops, seminars, teleconferences, professional meetings, etc.)

- **Student Services Council Retreat, 7/03**
- **Colleague Electronic Approval Training, 4/03**
- **Needs of the Culturally Diverse, 3/03**
- **Best Practices in Recruitment and Retention (Noel-Levitz), 2/03**
- **Colleague Requisition Training, 11/02**
- **Developmental Educators Workshop, 10/02**
- **TACRAO State Conference, 10/02, 10/01**
- **Middle Eastern Politics, 4/02**
- **Confidentiality of Student Information, 10/01**
- **Residency Training, 7/01**

8. During the past five years, in what **community activities** have you participated that have helped you meet your performance evaluation goals?

- **NAACP – Judge for “Men Who Cook” Competition, 2/03**
- **Texas Plains Girl Scout Council, Chair for Harlem Ambassador Public Relations Committee, 02-03**
- **Citizen Police Academy, member, 2000**
- **Amarillo Art Alliance – Chair for Public Relations Committee, 99-00**
- **Center City – Co-chair for “An Evening at the Cotton Club” Food and Beverage Committee, 02/98**

9. During the past five years, in what grants or special projects/activities have you been involved that have contributed to the success of your program or the College as a whole?

- **Administered Carl Perkins Grant to Business Division for Business and Industry Needs Assessment, 98-99**
- **Administered School to Careers Grant to Panhandle Tech Prep for Workforce Training in High Schools, 99-01**
QUALIFICATIONS OF STAFF

Department/Office/Program: Enrollment Management – Assistance Center

Date Compiled: October 10, 2003

Employee Name: Juliet Alonzo-Chambers

I. Provide a job description for this position. Include duties to be performed, qualifications and experience required, and any other relevant information.

II. If no included on your resume, provide an answer for each of the following questions.

1. List all college experiences beginning with the most recent. Include college name, degree awarded or hours earned, dates attended, and any other relevant information.
   - Amarillo College; Associates in Science, General Studies; 12/98
   - West Texas A&M University; Canyon, TX; Bachelor of Arts, Social Work; 12/00

2. List all applicable work experience beginning with the most recent. Include employer name, position held, duties performed, length of service in the position, and any other relevant information.
   - Amarillo College; New Student Relations Specialist; 8/01 – present; duties include:
     o Build and maintain relationships with service area school officials, employers and others critical to the recruitment efforts of Amarillo College
     o Keep up to date on College programs and services relevant to new and prospective students.
     o Keep Coordinator of New Student Relations informed of all activities.
     o Work as part of the Enrollment Management team to fulfill the duties of the department.
     o Recommend additional activities including, but not limited to, Sneak Peek, Badger Bootcamp, Counselor Roundtables, and Career Fair.
     o Manage the distribution of promotion items and contributes to the creation of appropriate marketing materials.
     o Use college property such as the college vehicle, gas credit card, and Visa credit card responsibly.
     o Develop and deliver recruitment presentations that are accurate and effective in the recruitment efforts.
• Communicate with other members of TACRO in a timely and professional manner to make College Days/Nights effective

• **First Christian Child Garden School; Amarillo, TX; Preschool Teacher; 11/00 – 7/01; duties included:**
  o Interact with children ages 4 and 5 one-on-one and in groups
  o Teach children social skills, large motor skills, fine motor skills and gross motor skills
  o Prepare weekly curriculum
  o Parent-teacher conferences
  o Communicate and collaborate with teacher aid
  o Responsible for picking up and delivering children to and from school and childcare

• **Region 16, Early Head Start; Amarillo, TX; Intern, Family Advocate; 8/00-11/00; duties included:**
  o Assist economically disadvantaged families in case management
  o Build partnership with family clients
  o Reported to assigned Family Advocate to communicate clients needs
  o Set up family goals with clients
  o Collaborate with community service agencies
  o Participate in staff meetings and childcare training
  o Answer incoming calls to agency
  o Use Excel and Microsoft Word to enter child-tracking system

• **First Christian Child Garden School, Amarillo, TX; Child Caregiver; 10/96 – 7/00; duties included:**
  o Cared for children aged 8 weeks to 12 years
  o Prepared monthly curriculums for school aged children
  o Developed and implemented summer program for school aged children
  o Responsible for picking up and delivering children to and from school and daycare
  o Build partnerships with children and parents
  o Communicated and interacted with other staff to work as team

• **Pavillard Learning Center; Amarillo, TX; Child Caregiver; 8/94 – 10/96; duties included:**
  o Cared for children aged 8 weeks to 12 years
  o Responsible for picking up and delivering children to and from school and daycare
  o Build partnerships with children and parents
  o Communicated and interacted with other staff to work as team

3. **What honors, awards or recognitions have you received during the past five years?**

   • **Outstanding Classified Employee Performance Award 11/02**

4. **On what department, division or college committees have you served during the past five years?**

   • **Not applicable**
5. Of which professional organizations are you/have you been a member during the past five years? Include any offices or responsibilities held.
   • Not applicable

6. List the presentations, publications or major projects you have completed or contributed significantly to during the past five years. Provide dates of completion for each activity.
   • Hot Jobs recruitment presentation

7. During the past five years, in what professional development activities have you participated that have helped you meet your performance evaluation goals? (graduate courses, workshops, seminars, teleconferences, professional meetings, etc.)
   • TACRO State Conference, 10/02
   • New Employee Orientation 10/02
   • Confidentiality of Student Information 10/01
   • Amarillo College Women’s Network Series
   • Classified Mentor Appreciation
   • Spanish Conversation
   • Developmental Educators Workshop
   • Issues & Answers-Spring 03
   • Needs of Culturally Diverse
   • Prevent Rape Robbery

8. During the past five years, in what community activities have you participated that have helped you meet your performance evaluation goals?
   • Los Barrios de Amarillo, member
     o Committee Chair - Hispanic Scholarship Banquet, 2002
     o Committee member – Scholarship committee, 2002
     o Facilitator – Step Up to Success, spring and fall 2002
     o Una Gran Cena Banquet
   • Amarillo Hispanic Chamber of Commerce Banquet, 2001 and 2002
   • NAACP Dinner, 2001
   • Amarillo United Citizens Forum’s Empower Yourself Conference, Committee chair –spring and fall 2002
   • NAACP – Judge for “Men Who Cook”, 2002
   • Martin Luther King Jr. Celebration, 2002
   • Juneteenth parade, 2002 and 2003
   • Las Fiesta de Amarillo parade, 2002 and 2003

9. During the past five years, in what grants or special projects/activities have you been involved that have contributed to the success of your program or the College as a whole?
   • Not Applicable
3 Year Trend: WSAC Contacts

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Student Services Division
Program Review 2003 - 2004

Financial Aid
Financial Aid

Budget History
### Amarillo College

**Budget Comparison Report for TEST04**

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**Total for DEPARTMENT 201020**

| | Actuals | Actuals | Orig. Budget |
| | | | |
| Total for DEPARTMENT 201020 | 301,965.01 | 300,644.99 | 309,673.00 |
Financial Aid Budget History

$309,673


$301,965
$306,000
$308,000
$310,000
$312,000
$300,644
$296,000
$298,000
$300,000
$302,000
$304,000
$306,000
$308,000
$310,000
$312,000
Financial Aid

Job Description
Amarillo College  
ADMINISTRATIVE JOB DESCRIPTION

Associate Director of Financial Aid

RESPONSIBLE TO: Director of Financial Aid

FUNCTION:

To assist the Director of Financial Aid in the administration of the Financial Aid Office by assuming the primary responsibility for the record-keeping operations necessary for all applications and preparation of all related reports; assisting in the delivery of student financial aid to qualified applicants; participating in the establishment of Financial Aid Office policies and procedures at the request of the Director; being knowledgeable of local, state, and federal regulations; and supervising staff responsible for the above.

DUTIES AND RESPONSIBILITIES:

 Assumes major responsibility for the maintenance of all office records and files. Assists the Director in the supervision of the delivery of financial aid. Responsible for the preparation of all local, state, and federal applications, and reports for the Director’s approval. Supervises the review of applications and packaging of awards for eligible students. Conducts day-to-day training and supervise office staff. Counsels with students on financial aid matters. Serves as a resource person to the Director on matters of financial aid, administrative functions, and development of operational policies and procedures. Assumes the responsibility for the operation of the Financial Aid Office in the absence of the Director. Assumes additional duties and responsibilities that may be assigned by the Director of Financial Aid, the Dean of Student Services, or the President.

EDUCATION:

Bachelor’s Degree required. Master’s Degree in Business Administration, Accounting, College Personnel Administration, or other appropriate educational program preferred.

EXPERIENCE:

Two years of experience in a college financial administrative setting, including supervisory experience. Prefer four years of experience in personnel supervision and administration including financial aid experience, preferably in a community college. Experience with computer information systems, in addition to the above, is also preferred.

DATE: 12/01/84  SALARY LEVEL: A-3
REVISED: 10/04/02  POSITION NO.: 101411

Any qualifications to be considered as equivalents, in lieu of minimums, require Presidential approval.
Classified Job Descriptions

All six classified full-time financial aid positions perform the following duties:

a. Advise students and families requesting financial aid information and provide financial aid services to students in accordance with federal regulations and FA policy.
b. Answer telephone by the third ring in a courteous and professional manner.
c. Document student files with any pertinent information pertaining to Financial Aid for all programs.
d. Assist with registration process.
e. Review student files for accuracy/missing documents and compares all documents with appropriate need analysis information to verify accuracy.

Three full-time financial aid assistants also have additional specific duties such as Certified Educational Aid Exemption, ACE Scholarship Program, Americorps, Texas Grant I & II, Be-On-Time Loan, monitoring of Student Transfer List, Communication Management, preparation of financial aid forms, and processing of Return of Title IV funds.

Grant Coordinator

General duties are as follows:

a. Advise students and families requesting financial aid information and provide financial aid services to students in accordance with federal regulations and FA policy.
b. Answer telephone by the third ring in a courteous and professional manner.
c. Document student files with any pertinent information pertaining to Financial Aid for all programs.
d. Assist with registration process.
e. Review student files for accuracy/missing documents and compares all documents with appropriate need analysis information to verify accuracy.

Specific duties include processing and awarding of the Pell Grant, Supplemental Education Opportunity Grant (SEOG), Texas Public Education Grant (TPEG), Leveraging Educational Assistance Partnership (LEAP), Special Leveraging Educational Assistance Partnership (SLEAP) as outlined by the Department of Education guidelines. The Texas Higher Education Coordinating Board guidelines, and Amarillo College Financial Aid Policy and procedures. Responsible for electronic data exchange with Department of Education, which includes importing student ISIR (Institutional Student Information Report) information, corrections to ISIR information and processes all originations and disbursements thru COD (Common Originations and Disbursements).
Amarillo College
ADMINISTRATIVE JOB DESCRIPTION

Director of Financial Aid

RESPONSIBLE TO: Dean of Student Services

FUNCTION:

To provide financial assistance to College students through local, state, and federal government sources, as well as through private sources such as industrial, civic, fraternal groups, and The Amarillo College Foundation.

DUTIES AND RESPONSIBILITIES:

Administers, according to regulations and guidelines, the federal, state, local, and institutional student assistance programs which include loans, scholarships, grants, and employment; trains, directs, and supervises departmental personnel to attain the goals of the department and of the College; responsible for keeping up to date on the changing federal regulations relating to all programs and activities; responsible for the maintenance of files, records, and ledgers in compliance with institutional and federal regulations; submits periodic reports to federal and state agencies and requests funds for use at the College; coordinates Amarillo College students’ needs with financial aid officers of upper division colleges and universities to ensure continuity of assistance; keeps current on changes, trends, and techniques; maintains contact with the U.S. Department of Education, community agencies, and lending institutions; maintains an on-going program to educate Amarillo College students and prospective students regarding financial aid. Knowledge of the administrative software and it’s functions. Performs other related duties as assigned by the Dean of Student Services.

EDUCATION:

Bachelor’s Degree in Business Administration, Education, or closely related field required. Master’s Degree in the above preferred.

EXPERIENCE:

Substantial experience in college or university financial aid administration, supervision of personnel, general office management, and accounting is required. Experience with computer information systems, in addition to the above, is preferred.

DATE: 02/01/82  SALARY LEVEL: A-7
REVISED: 01/03/03  POSITION NO.: 101410

Any qualifications to be considered as equivalents, in lieu of minimums, require Presidential approval.
Loan Coordinator – Amarillo College East Campus

General duties are as follows:

a. Advise students and families requesting financial aid information and provides financial aid services to students in accordance with federal regulations and FA policy.
b. Answer telephone by the third ring in a courteous and professional manner.
c. Document student files with any pertinent information pertaining to Financial Aid for all programs.
d. Assist with registration process.
e. Review student files for accuracy/missing documents and compares all documents with appropriate need analysis information to verify accuracy.

Document imaging, which consists of preparing and scanning all incoming documents and assigning documents to proper index files

Responsible for processing of the Stafford Student Loan, which includes calculating loan eligibility, certifying loan applications, processing of all loan funds and verification of student’s loan eligibility before release of loan funds, and returning loan funds to lenders, when necessary, in a timely manner.

Process suspension review requests and issues suspension decisions. When necessary, prepares suspension appeals for appeals committee.

Scholarship Coordinator

General duties are as follows:

a. Advise students and families requesting financial aid information and provides financial aid services to students in accordance with federal regulations and FA policy.
b. Answer telephone by the third ring in a courteous and professional manner.
c. Document student files with any pertinent information pertaining to Financial Aid for all programs.
d. Assist with registration process.
e. Review student files for accuracy/missing documents and compares all documents with appropriate need analysis information to verify accuracy.

Document imaging, which consists of preparing and scanning all incoming documents and assigning documents to proper index files
Responsible for reviewing and processing scholarship applications in a consistent and timely manner. Travels to Moore County Campus in Dumas, Texas twice a month to assist students with financial aid. Responsible for electronic processing of all requisitions for the Financial Aid Office.
Non-Appointed Financial Aid Assistants (one at WSC and one at WC)

General duties are as follows:

a. Advise students and families requesting financial aid information and provides financial aid services to students in accordance with federal regulations and FA policy.
b. Answer telephone by the third ring in a courteous and professional manner.
c. Document student files with any pertinent information pertaining to Financial Aid for all programs.
d. Assist with registration process.
e. Review student files for accuracy/missing documents and compares all documents with appropriate need analysis information to verify accuracy.

Non-Appointed Financial Aid Assistant

General duties are as follows:

a. Advise students and families requesting financial aid information and provides financial aid services to students in accordance with federal regulations and FA policy.
b. Answers telephone by the third ring in a courteous and professional manner.
c. Documents student files with any pertinent information pertaining to Financial Aid for all programs.
d. Assist with registration process.

Specific duties include processing all financial aid mail for distribution, update student files, supervises student assistants, responsible for processing of referrals for college work study, and general clerical duties as required by the Director or Associate Director.

Non-Appointed Financial Aid Assistant

Works 9 hours per week shredding documents for the Financial Aid Office and other areas on campus.

NOTE:

We currently have one appointed part-time Financial Aid Assistant position that is vacant due to budget constraints. The person formerly in this position had duties which included daily Communication Management processing and updating Communication Management according to federal regulations and Financial Aid Office policy. Additional responsibilities were creating and updating all FAO procedure manuals and job procedure manuals for each position, as well as the Web Site Coordinator for the Financial Aid Office. She assisted in writing Colleague rules and testing the Colleague system as needed according to federal guidelines. Communication Management was transferred to another Financial Aid Assistant, but the two administrators are now absorbing the other duties until this position can be filled.
<table>
<thead>
<tr>
<th>EMPLOYEE</th>
<th>TITLE</th>
<th>DUTIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gayle Ferrell</td>
<td>Associate Director of Financial Aid</td>
<td>Supervises office personnel; plans and directs daily activities; compiles reports.</td>
</tr>
<tr>
<td>Felicity Swann</td>
<td>Scholarship Coordinator</td>
<td>Accepts, reviews and processes all scholarship applications, validates student files, and handles emergency loans and AC Foundation loans. Processes on-line requisitions. Advises students in person and on the phone.</td>
</tr>
<tr>
<td>VACANT</td>
<td>Financial Aid Assistant (Part-time appointed)</td>
<td>Assists students at front counter and on the phone; processes incoming documents and tracks into system; validates student files.</td>
</tr>
<tr>
<td>Amanda McCrany</td>
<td>Financial Aid Assistant</td>
<td>Assists students at front counter and on the phone; processes incoming documents and tracks into system; validates student files; awards Texas Grants I and II and compiles reports for Coordinating Board.</td>
</tr>
<tr>
<td>Dawn Jones</td>
<td>Financial Aid Assistant</td>
<td>Advises students in person and on the phone; validates student files; responsible for document tracking thru communication management. Responsible for return of Title IV funds.</td>
</tr>
<tr>
<td>Gail Hutson</td>
<td>Grant Coordinator</td>
<td>Processes Pell Grant applications; reviews Pell Grant files for accuracy; computes, maintains, updates grant program awards.</td>
</tr>
<tr>
<td>Linda Runkle</td>
<td>Guaranteed Student Loan Coordinator</td>
<td>Assists students at front counter. Counsels borrowers before loan certification; calculates Stafford, PLUS eligibility; prepares suspension memos for Financial Aid Suspension Appeals Committee.</td>
</tr>
<tr>
<td>EMPLOYEE</td>
<td>TITLE</td>
<td>DUTIES</td>
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<tr>
<td>-------------------</td>
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</tr>
<tr>
<td>Margaret Candelaria</td>
<td>Financial Aid Assistant</td>
<td>Advises students in person and on the phone; validates student files; indexes documents.</td>
</tr>
<tr>
<td>Ext. 6033</td>
<td>(Non-appointed, Part-time)</td>
<td></td>
</tr>
<tr>
<td>West Campus Lecture Hall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mary Ann Reed</td>
<td>Financial Aid Assistant</td>
<td>Advise students in person and on phone. Processes incoming documents and tracks them into the system; validates student files. Responsible for TAA and CEA exemptions and AmeriCorps.</td>
</tr>
<tr>
<td>Ext. 5341</td>
<td></td>
<td></td>
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<tr>
<td>SSC 151</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleo Pena</td>
<td>Financial Aid Assistant</td>
<td>Images all documents, advises students in person and on the phone. Validates student files.</td>
</tr>
<tr>
<td>Ext. 5315</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSC</td>
<td></td>
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</tr>
</tbody>
</table>
I. Overview of Department/Office
   A. State the name of the department/office.
      Financial Aid Department

   B. Provide a brief history of the department/office (when it was created, size, major changes, etc.)
      The first financial aid at Amarillo College was administered through Student Services. The aid consisted of scholarships since federal funds were not available at the time. Larry Patterson was appointed the first financial aid director in Fall 1973.

      Buster Miller served as director for a short period of time before Duane Howard was appointed to the position in 1978. Mr. Howard retired in 1995.

      The Financial Aid Office was located on the Washington Street Campus and employed four full-time employees and two student assistants. All student records were processed manually.

      Joyce Eldridge was promoted to the position of Director of Financial Aid after Mr. Howard’s retirement in 1995. During Joyce’s tenure, AC developed the Assistance Center, built a new building, merged with TSTC, opened the Dumas Campus, the Financial Aid office went to entrance and exit counseling on the web, installed document imaging, and converted to Colleague System. At the time of Joyce’s resignation, the Financial Aid staff consisted of a Director, Associate Director, Grant Coordinator, Loan Coordinator, Scholarship Coordinator, two full-time Financial Aid Assistants, and four-part time Financial Aid Assistants.

      The Colleague system has enabled the financial aid office processes to flow with other Amarillo College departments. This has enabled our office staff to process student files through the Colleague system in a more efficient and timely manner. The Financial Aid Office has also implemented the Bluebird ODOC Imaging system. This imaging system scans and indexes all documents that come into the Financial Aid Office. The process enables the staff to verify
and complete student files within the computer system. Since these processes have been implemented, paper files have been eliminated.

Upon Joyce Eldridge’s resignation on January 31, 2003, Kay Mooney, Associate Director, was promoted to Director, effective February 1, 2003.

We currently have eight full-time employees, three part-time employees, and two federal work study student assistants. We continue to increase the use of Colleague and its functions to improve the Financial Aid process.

C. List the major clients of the department/office: students, faculty/staff, and/or outside clients. Briefly describe the client needs that the department/office serves.

The major clients are students and families who are attending AC. We assist them by guiding and informing them of the financial aid process and what is available based on their eligibility. We also serve area high schools and faculty by conducting financial aid workshops to inform them of the financial aid opportunities at AC. In addition to Financial Aid High School Nights, we also conduct a hands-on Financial Aid workshop available to ACE students at Palo Duro and Caprock high schools. Financial Aid programs are also conducted at Community Link.

D. State the mission of the division and/or department office.

The Student Services program at Amarillo College is dedicated to the concept that every student is unique, with individual needs that must be anticipated, recognized, and fulfilled to the greatest extent possible. The Student Services Division’s primary goal is to provide a variety of student development opportunities that benefit each student and ultimately promote success.

The mission of the Financial Aid Office is to assist students to receive a quality education by reducing their financial burden of education costs through aid that is provided from federal, state, and local government, as well as private resources. This includes grants, loans, scholarships, and work study.

E. State the goals of the department/office.

- Maximize student access to financial aid resources
- Guide students toward educational success by providing the financial aid to accomplish their educational goals
- Provide financial aid resources for all types of education
- Provide employee professional development for staff growth and equity
- Manage federal and state financial aid resources
F. How does the mission of the division and/or department/office support the overall mission of the College?

The mission of the Student Services Division and the Financial Aid Department support the overall mission of the college by providing educational and developmental opportunities to a diverse student population. Various financial resources are available to eligible students to assist them in obtaining their educational goals.

G. By which agencies or organizations is the department/office monitored or accredited (if any)? What monitoring or accreditation schedule is required by the agency or organization? What is the current status of the monitoring or accreditation?

- **U.S. Department of Education** -
  - FISAP (Fiscal Operations Report and Application to Participate) - FISAP for 2002-2003 was successfully submitted to the Department of Education on September 25, 2003.
  - Federal Student Aid Handbook – updated yearly
- **Texas Higher Education Coordinating Board** -
  - FAD (Financial Aid Database) was successfully submitted on October 1, 2003.
  - Cost of education budgets must be submitted annually and program-related reports must be submitted annually.
- **Texas Guaranteed Student Loan Corporation (TGSLC)** -
  - Monthly and semester reports are submitted on enrollment requirements.

H. List the professional organizations of which the department/office is a member.

- **Texas Association Student Financial Aid Administrators (TASFAA)**
- **National Association Student Financial Aid Administrators (NASFAA)**

I. SWOT Analysis

1. List departmental/program strengths.
   - **Staff knowledge of financial aid**
   - Excellent working relationship with high schools, lenders and other institutions of higher education.
   - **Staff one-on-one relationship with students**
   - **Work as a team to achieve our goals**

2. List departmental/program weaknesses (areas for improvement).
   - Inadequate training in Colleague processes
   - Short one half-time appointed position to maintain Financial Aid Web information, keep procedure manuals updated and assist with students
   - Inadequate facilities to insure student privacy and confidentiality
   - **Facilities do not promote a professional environment**
3. List external and internal opportunities available to the department/program.
   - Staff development offered by various financial aid professional organizations
   - Lenders provide us with some financial aid marketing materials and also assist us in sponsoring workshops and various campus activities
   - Professional Development provided by AC
   - Participation in various campus activities to inform students of the financial aid process and funds available

4. List external and internal threats/challenges which may affect the department/program.
   - Inadequate state funding
   - Insufficient IT support
   - Maintaining quality and quantity service to students with inadequate number of staff based on increased number of students
   - Office design is not conducive to privacy, confidentiality or professionalism

II. Institutional Effectiveness
   A. Attach the department/office’s most recent Planning & Evaluation Tracking (PET) form(s) or identify the name of the department/office and the web address of the PET form(s) for this area (see Reports/Institutional Effectiveness/Planning and Evaluation Tracking at http://archives.actx.edu).
      The completed 2002-03 PET form for the Dean of Student Services Office may be accessed at:
      http://archives.actx.edu/pdf/reports/pet02_03/stud_service.pdf

      The 2003-04 PET form, listing the same goals and assessment standards, may be accessed at:
      http://archives.actx.edu/pdf/reports/pet03_04/stud_service.pdf

   B. How and when does the department/office conduct client evaluations? What are the standards for the evaluations? Attach a sample along with a compilation of recent results or include the name of the survey and the web address for AC surveys (see Survey Data at http://archives.actx.edu). Describe how the department/office uses those results to improve its effectiveness.
      The office utilizes results of the “How Are We Doing?” student survey located at:
      http://archives.actx.edu/pdf/surveys/acstsvyresults03.pdf.

      We have designed a client survey (accessible under reference documents at:
and will distribute the surveys to students in Spring 2004. Students will be asked to evaluate the Financial Aid Office in areas of service, timeliness, courtesy, knowledge, and communication between staff and students. In the future, the Financial Aid Survey will be located on the Financial Aid Website.

The latest survey we located was conducted in spring 1996; therefore we have no recent results from client surveys.

After we compile results from the spring 2004 Client Survey, we will discuss the results with Financial Aid Staff to determine strengths and weaknesses. Strengths will be discussed with the staff so they will be aware of their strong points and encouraged to continue service in those areas. To improve any area of weakness, steps will be initiated to improve those areas with staff training, updating forms, and improving student consumer information.

C. Describe the ways in which the department/office is helping the college achieve the Goals and Success Indicators set forth in the current Strategic Plan (see Reports/Institutional Effectiveness/Amarillo College Strategic Plan at http://archives.actx.edu). Also state and analyze any areas in which the department/office is not meeting the standards for the Goals and Success Indicators in the Strategic Plan, along with plans for improvement or change.

The Financial Aid Office is helping the college achieve the Goals and Success Indicators set forth in the current Strategic Plan by assisting students in obtaining their education by reducing their educational costs through aid that is available from state, federal, and local government, as well as private resources. A student’s financial aid may include grants, loans, scholarships, and Federal Work Study.

D. How does the department/office evaluate and improve its effectiveness in order to close the loop on Institutional Effectiveness (reference action plans, performance evaluations, professional development, PET forms, budget process, etc.)?

Performance evaluations are conducted for all employees on a yearly basis; however, if staff issues arise, the problem is addressed immediately.

Due to budget constrictions our travel has been limited, but we have been innovative by attending professional development activities that are “close to home” and registration fees and travel expenses that are minimal. We have also taken advantage of the Professional Development Travel Fund that was created to assist departments with necessary travel expenses.

All staff are encouraged to participate in the Professional Development activities provided by Amarillo College.
PET Forms are updated annually to assure that Financial Aid is maximizing its full potential in providing financial resources for students.

In the yearly budget process, we review and evaluate the current year budget and expenditures. Adjustments are made for the upcoming year in an attempt to appropriate the funds necessary for the successful operation of the Financial Aid Office.

E. Where are department/office policies or procedures published? What is the update/review schedule for policies/procedures? What is the approval process for implementing and/or revising departmental policies/procedures?

The Financial Aid Policy manual is located in the Director's office, which is updated on a yearly basis.

Financial Aid regulations are constantly changing and are monitored by the Department of Education. When notification of changes or updates are received, it is the responsibility of the Director or Associate Director to revise and implement new policies. The Financial Aid Handbook provided by the Department of Education is updated yearly.

Each staff member has a Procedures Manual, which contains general financial aid procedures, as well as detailed procedures for specific tasks assigned to that position.

F. For the departmental/office cost, please attach BCMP budget reports for current and preceding two years. Graph and analyze trends.

The original budget for 2001-2002 was $300,930, but actual expenditures were $301,965. We were under budget in the following areas: salaries, capital equipment and other pool. We were over budget in supplies and travel. In 2002-2003 the original budget was $303,337, but actual expenditures were $300,645. We were under budget in salaries, travel and other pool. We were over budget in supplies.

For the 2003-2004 year the budget is $310,523. As of November 19, 2003, we have spent $250,640. In categories other than salaries we have spent approximately 58% of our budget through November 19, 2003. The major area of concern is that we are consistently under budget in the supplies category, due to high volume of printed material and postage.

Plans are underway to utilize the Web Page and Web Advisor to inform students via e-mail of the status of their financial aid, to provide documents required to complete financial aid files, and to inform students of their financial aid award.
Once we are able to utilize our web resources and feel confident in using them, we expect to see a significant reduction in the supplies pool.

G. SWOT Analysis

1. List departmental/program strengths.
   - Dollar amount and number of students receiving financial aid continue to increase each year.
   - Cohort Default Rate continues to be below 10%.
   - The implementation of document imaging allows us to access student information stored in the computer. Document Imaging has helped move us toward a paperless office. This process allows staff to access student information easier and more efficiently.
   - Conducted financial aid workshops for approximately 1000 students and parents in the Spring 2004 semester.

2. List departmental/program weaknesses (areas for improvement).
   - Because of the continuous changes mandated by the Federal Government and State Legislature, it is difficult for staff to keep their procedure manuals current.
   - Because of budget restrictions we have been limited in the number of professional development activities that we should have attended in order to stay current on Federal and State mandates and Colleague training.
   - Although student evaluations were not conducted in the last two years, we have designed a student evaluation to be implemented in Spring 2004.
   - Due to lack of staff, both in financial aid and IT, we are unable to utilize our Web resources (Web Advisor and Web Page).
   - We have to rely on the Dean of Student’s Contingency Fund to subsidize our supply budget, due to high volume of printed material and postage.

3. List external and internal opportunities available to the department/program.
   - As stated in Section I, lenders provide us with some financial aid marketing materials and also assist us in sponsoring workshops and various campus activities (see sample materials under “Reference Documents” at: http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf)
   - Professional Development Travel Funds and the funds set aside for Colleague training have been utilized by us for necessary travel and training.
4. List external and internal threats/challenges which may affect the department/program.
   - Lack of additional State funding
   - Inadequate number of staff for financial aid and IT
   - Inadequate facilities to promote professionalism, and to secure confidentiality and privacy for the students.

III. Departmental/Office Staff
   A. Attach resumes of all departmental/office administrators, faculty, and exempt classified and/or use the attached form to provide information regarding qualifications of the staff.
      See “Qualifications of Staff” forms at:
      http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf

   B. Attach a departmental/office organizational chart with clear lines of authority and responsibility. Describe the department/office, including the job descriptions of the positions.
      In the Financial Aid Department, we have 2 administrators, 6 full-time classified employees, 3 part-time classified non-exempt employees, and 2 federal work study student assistants. The Financial Aid office organizational chart follows:
Job descriptions and a Job Duties Summary are available at:
http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf

C. Describe how individual performance evaluations are used to improve staff performance.

We conduct individual performance evaluations on a yearly basis in which the job description for each staff is used as a tool to evaluate. Each staff member is graded according to the performance standards set by Amarillo College. We discuss the job duties and evaluate job performance with each person and note their strengths and weaknesses in each area listed on the job description. Staff members are encouraged to discuss individual concerns or issues they have encountered during the previous year. Also, we encourage staff input in ways to improve the financial aid process. We stress that the Director and Associate Director have an open door policy so the staff may voice any concerns and issues they may have.
D. Explain the department/office management philosophy regarding the following:

Leadership
- By providing leadership for the Financial Aid staff, we are promoting a professional work environment that allows them the freedom to perform their duties. When the staff demonstrate the confidence to perform their jobs without constant supervision it reflects positively on the leadership in the Financial Aid Office.

Teamwork
- We encourage staff to work as a team to achieve our goal of processing and awarding student files in an efficient and timely manner. Staff must perform as a team because all of our jobs are contingent upon each person successfully completing their duties. Without teamwork, the financial aid office could not advise students and process their files efficiently and effectively. We believe in cross-training so when staff is absent, student files will continue to be processed and awarded. Even with a shortage of staff, the teamwork philosophy we have instilled enables us to serve the students.

Professional Development
- As budget allows, we send as many staff as possible to various conferences and training sessions. We must attend financial aid conferences in order to stay in compliance with federal and state regulations. Examples are: Conference for Texas Association Student Financial Aid Administrators (TASFAA); Electronic Access Conference conducted by the Department of Education; Decentralized Training conducted by National Association Student Financial Aid Administrators (NASFAA); Community College Forum conducted through TASFAA; and Texas Guaranteed Student Loan Conference conducted by TGSLC.
- We hold bi-weekly staff meetings to inform staff of updates and issues involving financial aid processes. In addition to the weekly meetings, we have an annual off-campus Financial Aid Retreat to motivate and encourage staff while teaching positive reinforcement of teamwork.
- Amarillo College offers many and varied topics of professional development to all staff. We encourage our staff to attend as many as possible. This training not only helps to educate and train our staff with processes needed for the Financial Aid Office, but also provides insight into the overall function of Amarillo College and how it operates.

E. SWOT Analysis
1. List departmental/program strengths.
   - Staff is service and student oriented.
• Time management skills are utilized to keep the financial aid process flowing.

2. List departmental/program weaknesses (areas for improvement).
   • Inadequate financial aid staff to advise the increasing number of financial aid students in a timely manner.
   • Inadequate IT staff to implement new programming needs.
   • Financial Aid office design does not promote a professional environment, privacy or confidentiality for students and families.
   • Due to budget constrictions mandated by the State of Texas we are limited to the number of staff that can participate in Professional Development activities that are necessary to stay in compliance with Federal and State regulations.

3. List external and internal opportunities available to the department/program.
   • External opportunities for staff are provided by various financial aid organizations; but due to budget constraints, we are limited on how many we can attend and how many staff may attend. (NASFAA, TASFAA, TGSLC, Datatel, Department of Education).
   • Internal opportunities include bi-weekly staff meetings, Classified Employees Council, Administrator's Association, and Professional Development classes offered by AC.

4. List external and internal threats/challenges which may affect the department/program.
   • Budget constraints from the State are an external challenge that makes it difficult to maintain the financial aid office on a limited budget, while still maintaining office morale.

F. Describe the strengths and weaknesses of the current staff and/or staffing patterns. Provide ideas for overcoming any weaknesses.
   • Although the Associate Director has over 25 years experience in higher education, she is still in the process of learning Financial Aid and also has had no training by Datatel on the Financial Aid Class or the Communication Management Class. Unfortunately, due to budget constraints all the funds necessary for this training have not been available.
   • The majority of the financial aid staff (except for two full-time positions and one part-time position) have at least five years of financial aid experience. For all of the staff to continue to stay current on federal and state regulations it is necessary for them to be able to attend financial aid training.
   • We are currently short a half–time appointed staff position; by filling this position it would benefit student service and help web development.
   • Financial Aid staff are dedicated and have the desire to help students to receive the financial aid they are eligible for in a timely manner. They are also cross-trained for other duties such as specific reporting or filling-in for staff on vacation or illness.
IV. Facilities/Equipment

A. Describe the facilities and space utilized by the department/office.

The Washington Street Campus Financial Aid Office is located in a suite of offices on the first floor of the Student Services Building. There is a small waiting area for students and families where they are required to sign in as they arrive. A small open cubicle, across from the waiting area, is used by the front counter staff to counsel students and their families. Three small open cubicles, behind the front counter area, are workstations for the Financial Aid Assistants and are also used to counsel students and their families. Five private offices accommodate the Director, Associate Director, Grant Coordinator, Scholarship Coordinator and one Financial Aid Assistant. In the open area of the office are a desk/work area for a part-time Financial Aid Assistant and a work area for student workers. There are two storage closets and a file/shred room.

The East Campus Financial Aid Office is located on the first floor of the Student Activity Center, Office #147. The Loan Coordinator has a private office and a storage closet within the office. The office is located adjacent to the East Campus Assistance Center.

The West Campus Financial Aid Office is located in the Lecture Hall, Room 104. The Financial Aid Assistant has an open work area that is connected to a student service counter.

Twice a month a Washington Street Financial Aid Assistant travels to the Moore County Campus in Dumas to assist students with their financial aid. Her work area is at the back of the faculty/staff break room. She has a desk, computer and telephone.

B. Describe any special equipment utilized by the department/office.

The Washington Street Campus has twelve PC’s, one HP LaserJet 4200tn Printer, and one HP Laser Jet 4 printer. We have a Brother Intellifax 70 fax machine; a Brother typewriter and we share a Canon copier with the Registrar’s office. We have one Fujitsu Scanner for scanning documents.

The East Campus Office has one PC and an HP Laser Jet 4 printer. A copier is shared by multiple offices in the Activity Center.

The West Campus Office has one PC and an HP Laser Jet 1000 printer. Financial Aid and the Business Office share a copier.

C. Identify the privacy, safety and accessibility provisions of the department/office. Describe any concerns regarding possible violations of privacy and safety or accessibility issues of the department/office.
Our concern is that student privacy is jeopardized because the design of the Financial Aid Office is an open design. Students are advised in open cubicles and any person in the waiting area or walking through the office can hear the conversation between the student and the financial aid assistant. The computer terminals are placed at the workstations in a position where the student has access to view confidential student information. The layout and design of the cubicles makes it impossible to have private conversations with students and families regarding their financial and personal issues.

Privacy concerns at the West Campus are the same as the Washington Street Campus. Privacy is not a concern at East Campus since the Loan Coordinator has a private office to give advice to students and their families.

Privacy at Moore County Campus is a concern since the Financial Aid Assistant is located in the faculty/staff break room in an open area.

The ideal design would include an office that can be secured by locking a door leading to the Financial Aid Office. Currently, the office is open and people from other departments have access to the open areas.

Because the fax machine and the printer are located in the open area of the office, sensitive documents can be viewed by any person passing through the Financial Aid Office.

D. SWOT Analysis

1. List departmental/programs strengths.
   Financial Aid Offices are located on Washington Street, West Campus and East Campus. We also send a financial aid assistant to Moore County Campus in Dumas twice a month.

2. List departmental/program weaknesses (areas for improvement).
   - Our concern is that student privacy is jeopardized because the design of the Financial Aid Office is an open design. Students are advised in open cubicles and any person in the waiting area or walking through the office can hear the conversation between the student and the financial aid personnel. The computer terminals are placed at the workstations in a position where the student has access to view confidential student information. The layout and design of the cubicles makes it impossible to have private conversations with students and families regarding their financial and personal issues.
   - At the West Campus the privacy concerns are the same as the Washington Street Campus. Privacy is not a concern at East
Campus because the Loan Coordinator has a private office to advise students and their families.

- The ideal office design would include an office that can be secured by locking a door that leads to the Financial Aid Office. Currently the office is open and people from other departments have access to the open areas in the Financial Aid Office.
- Because the fax machine and the printer are located in the open area of the office, sensitive documents can be viewed by any person passing through the Financial Aid Office.
- Currently we share a Canon copy machine with the Registrar’s Office, but it would be beneficial to have our own copy machine in a central location in our office. This would assist our staff in helping our students in a timelier manner.

3. List external and internal opportunities available to the department/program.
   N/A

4. List external and internal threats/challenges which may affect the department/programs.
   - If our office at Washington Street Campus is not redesigned student privacy and confidentiality will continue to be jeopardized.
   - With the addition of the Hereford Campus and the increased enrollment at Moore County, we need to plan to add at least a half-time Financial Aid Assistant at each of those campuses to better serve students attending class at that location.

E. List any recommendations (including rationale) regarding the facilities, equipment, and space needs of the department/office.
   The ideal office design would include an office that can be secured by a locked door that leads to the Financial Aid Office. Currently the office is open and people from other departments have access to the open areas in the Financial Aid Office. The front counter area needs to be redesigned for student privacy and security. Also, to protect the student’s privacy and confidentiality, each financial aid assistant should have a private office for counseling students.

V. Support Services
A. Please describe how campus support services address the needs of this department/program. List any proposed recommendations here.
   1. AC Police - Provide security as needed.
   2. College Relations - We use their services for Financial Aid brochures, business cards, and proof information for catalog pertaining to Financial Aid (see sample materials in “Reference Documents” at: http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf
3. Institutional Effectiveness & Advancement (including Institutional Research) - Use their resources and data for reporting purposes (FISAP).

4. KACV and FM90 - They advertise campus events that include Financial Aid participation.

5. Business Office - After Financial Aid awards students, those awards are transmitted to the student's Accounts Receivable. The Business Office then processes the checks and mails them to the student. The checks may include book checks, loan checks, and credit balance of the student's accounts receivable checks. The Business Office is involved in our Return to Title IV process when necessary. They also cancel, void, and reissue checks as needed when necessary. We also work with the Business Office to balance Pell, Supplemental Education Opportunity Grant, Federal Work Study, and Texas Grant I & II. We also rely on them to monitor Texas Public Education Grant funds.

6. Copy Center - They assist us by making copies and sorting and stapling of documents. All of our forms are updated every year.

7. Switchboard/Mailroom - We take and pick up mail twice daily, more if necessary, due to the large numbers of bulk mailing (Satisfactory Academic Progress Reports, award letters, Return to Title IV notification letters, and letters requesting documents necessary to complete a student's financial aid file).

8. Professional & Organizational Development - They assist by offering training for computer programs we use on campus and motivational workshops. We encourage all staff to attend when possible.

9. Human Resources (Personnel/Payroll) - They provide assistance when we hire a new employee, inform us of proper procedures to interview and hire, and the necessary paperwork for the new employees. They keep us updated on benefit plan and other benefit changes. If we have problems or issues with an employee, they offer guidance on the procedures to follow to stay in compliance with the Equal Opportunity Act.

10. Information Technology Services - They provide our office with computer services and programming updates. We rely on them to stay current on all Colleague updates and other software as needed. We depend on them when we need to pull data and reports, such as students for Texas Grant I & II, from the Colleague system. We would like to recommend that one of their staff specializes in the financial aid module and has adequate time to assist us when needed. We are mandated by the federal government on financial aid regulations and these mandates require adequate assistance from IT staff to be implemented in a timely manner.

11. Physical Plant - We rely on Physical Plant for the comfort in our offices, this includes heat, air conditioning, and lights. They assist us by providing name plates for our office. They also assist us when we need furniture moved or offices rearranged. We also rely on them to keep our campus clean and beautiful.
12. Safety and Environmental Office - They provide a safe environment for all employees on all campuses.
13. Any of AC’s campuses (name campus) – Both West and East campuses provide office space for one of our financial aid staff.
14. Other

B. Please describe how instructional support services address the needs of the department/program. List any recommendations here. N/A
1. Library Network
2. FIRST Center
3. Off-Campus Programs
4. Distance Education
5. Other

C. Please describe how student services address the needs of this department/program. List any proposed recommendations here.
1. Student Activities - Provide parent and student contact so we can explain the financial aid process before the student actually enrolls at AC.
2. Community Link - Provide minority contacts so we can assist the students with the financial aid process.
3. Financial Aid
4. Advising and Counseling - We have a close link with them due to the advising of students. If a student’s financial aid is in jeopardy due to a schedule change, the advisor/counselor sends them to our office for financial aid counseling.
5. Adult Students program - They help us by being another resource for adult students to obtain financial assistance for books or other necessary expenses.
6. Job Placement/Career Planning - They provide a listing of job opportunities for college work study students.
7. Registrar’s Office - We work closely with them during the registration process and when the student has problems with his enrollment status which affects his financial aid, we work with the Registrar’s Office to resolve the issue. We also work with them on VA issues.
8. Enrollment Management - They recruit students and provide them the necessary information to start the admission process at AC, including making the students aware of Financial Aid.
9. START Center - They mail information to students, notify students, by using “CARL,” of enrollment status or balances due on their Accounts Receivable.
10. Assistance Center - They assist us by distributing and collecting financial aid documents and accepting Title IV repayments.
11. Testing Center - They assist our office by providing student testing so that students may attend AC, thus, enabling us to award financial aid if they are eligible.
12. Access Division - Assist high risk students in applying for financial aid when they are eligible.
13. Other___________________ ___________________
D. Please describe how auxiliary services address the needs of this department/program. List any proposed recommendations here.
1. Bookstore
2. Food Services (Cafeteria/Catering/Vending)
3. Housing - They provide affordable housing for students who may not otherwise be able to attend AC and receive financial aid.
4. Other

E. SWOT Analysis
1. List departmental/program strengths.
   We work closely with all support services departments when necessary depending on what student needs must be met.

2. List departmental/program weaknesses (areas for improvement).
   Increase communication with other support services departments.

3. List external and internal opportunities available to the department/program.
   Opportunities are available from support services department as needed.

4. List external and internal threats/challenges which may affect the department/program.
   - Lack of Web resources
   - Lack of IT support

VI. Advisory or Internal Committee
A. If the department/office has advisory or internal committee(s), describe each committee’s role and purpose. Attach a list of the names and positions of the present members or reference the web address for accessing the advisory committee member lists (see Committee Membership/Advisory at http://archives.actx.edu).

   See a description of the Financial Aid Appeals Committee along with members at: http://www.actx.edu/departments/committees/26.htm

B. If an advisory committee or internal committee is relevant to the program under review, include minutes from the last two years of meeting. Copies of minutes may be attached or the name of the advisory committee or internal committee and web address (see Minutes/Advisory at http://archives.actx.edu) for the relevant minutes included.

   Since this committee deals with specific student situations, results of the meetings are filed in those individual student files.
C. SWOT Analysis

1. List departmental/program strengths.
   
   Suspension Review Committee is available to all financial aid students on suspension, who wish to appeal to the committee.

2. List departmental/program weaknesses (areas for improvement).
   
   N/A

3. List external and internal opportunities available to the department/program.
   
   N/A

4. List external and internal threats/challenges which may affect the department/program.
   
   N/A

D. Identify any recent improvements/changes that have been made in the program as a result of committee recommendations.

   N/A

VII. Recommendations

A. Based on an analysis of this department/office/program, list specific recommendations that will improve the department/office/program, correct identified weaknesses, take advantage of available opportunities, and prepare for current and future threats/challenges.

   • **Recommendations:**
     o Sufficient IT support, more specific Colleague training on financial aid through Datatel, increase security/privacy by redesign of the financial aid office, increase our staff by the ½ time appointed position that has not been filled due to budget constraints, automated phone system with pre-recorded financial aid information, and replace and upgrade scanner to accommodate the increased volume of records being scanned.

   • **Correct Identified Weaknesses**
     o See above.

   • **Take Advantage of Available Opportunities**
     o With staff, we were fortunate to receive one full-time employee, at no cost to us, who was transferred from another department. Although this was extremely helpful, we are still short staffed by a ½ time position.

   • **Prepare for Current and Future Threats/Challenges**
     o We are currently working with IT to improve WebAdvisor to implement Financial Aid’s communication with students via email to request documents necessary to complete their file. In addition, after a student is awarded, notifying the student through email that they can access their award letter online.
We are also preparing justifications for additional Colleague training through Datatel in Dallas. We are striving to have more training on financial aid processes so that we have the necessary knowledge to totally utilize the resources available through Colleague, such as COD and Communication Management.

B. Link the recommendations to the mission/purpose/goals of the program and the institutional Strategic Plan.

- The IT support will enable us to communicate and provide financial aid in a timelier manner. (Goal VIII: Manage Institutional Resources Effectively and Efficiently)
- Additional Colleague training will help us better understand the financial aid processes through Colleague and will help us to communicate our current and future needs to IT so they can better serve us to increase our efficiency in awarding financial aid. (Goal VIII: Manage Institutional Resources Effectively and Efficiently & Goal VII: Promote Employee Professional Growth and Equity)
- To provide the privacy/security that we feel is necessary, an office redesign is critical. Students must feel that their personal and confidential information is secure. Our goal is to provide a professional and secure environment for our students and their families. (Goal II: Guide Students toward Educational Success)
- We must continue adequate service to our students and in order to do so, the ½ time position needs to be filled. Financial Aid Assistants also need to be placed at Moore County Campus and Hereford Campus. (Goal I: Maximize Student Access)
- An automated phone system which allows students to hear basic financial aid information would help eliminate frustration with students and staff during peak service times. The wait-time on the phone would be significantly reduced. (Goal I: Maximize Student Access)
- By replacing the existing scanner with a more efficient one, we will be able to process student documents in a timelier manner, which will improve the overall financial aid process. (Goal VIII: Manage Institutional Resources Effectively and Efficiently)

C. Explain the budget impacts of these recommendations.

- IT Support - We realize that in order to accommodate the needs of our department, IT will have to increase their staff, thus, increasing their budget. For the financial aid office to continue to meet the needs of the students, this additional staff is crucial.
- Colleague Training - For the current year, we hope to use some of the funds that have been set aside by AC for Colleague Training.
- Privacy/Security - To provide the privacy/security and professional environment, it is necessary to increase the budget to remodel the financial aid office.
- **Staffing** - To fill the Washington Street Campus ½ time position, with benefits, would require a slight increase to the budget. Also budget increases would be necessary to fill the ½ time positions at Moore County Campus and Hereford Campus.

- **Equipment (Phone & Scanner)** - We do not know if the current phone system is capable of producing the automated phone system we would like to provide for our students and staff. The estimated cost of the scanner is $5,000. The scanner is critical to the processing of student documents.
Financial Aid

Staff Qualification
QUALIFICATIONS OF STAFF

Department/Office/Program: ____________________________  Financial Aid

Date Compiled: ____________________________  October 16, 2003

Employee Name: ____________________________  Gayle Ferrell

I. Provide a job description for this position. Include duties to be performed, qualifications and experience required, and any other relevant information.

II. If not included on your resume, provide an answer for each of the following questions.

1. List all college experiences beginning with the most recent. Include college name, degree awarded or hours earned, dates attended, and any other relevant information.
   - The University of Texas at Tyler; Bachelor of Science in Training and Development; 1994 - 1996
   - Amarillo College; Associate in Science in Business Administration; 1979 - 1993

2. List all applicable work experience beginning with the most recent. Include employer name, position held, duties performed, length of service in the position, and any other relevant information.
   - Amarillo College; Associate Director of Financial Aid; July, 2003 – present; duties include:
     o supervision of staff in Financial Aid offices on three campuses;
     o counsel with students that have special circumstances;
     o assist with the balancing of federal programs with the business office
   - The University of Texas at Tyler; Assistant Director, Tech Prep Grant; August, 1992 – July, 2003; duties included:
     o developing career/college planning presentations for middle and high school students
     o monitoring the tracking system of Tech Prep students and reporting the findings to the community colleges in the region
     o conduct teacher workshops on career planning curriculum
     o prepare requisitions and purchase orders
     o maintain the budget and balance with the financial services department of the university
     o supervise student assistant
   - Amarillo College; Accountant, Business Office; October, 1978 – June, 1992; duties included (in different position held during 13 ½ year employment)
     o data entry clerk
3. What honors, awards or recognitions have you received during the past five years?

- Women of Worth; American Association of University Women; 2002
- Volunteer of the 2nd Quarter Tyler Area Chamber of Commerce; 2002

4. On what department, division or college committees have you served during the past five years?

- Colleague Student Team Committee
- East Texas Tech Prep Consortium Executive Committee
- Area III Career and Technology Directors Committee
- Palestine High School CATE Advisory Committee
- Expanding Your Horizons Conference Steering Committee – Tyler Junior College

5. Of which professional organizations are you/have you been a member during the past five years? Include any offices or responsibilities held.

- Texas Association of Financial Aid Administrators (TASFAA)
- National Association of Financial Aid Administrators (NASFAA)
- Texas Community College Teacher Association (TCCTA)
- American Association of University Women (AAUW) – Chair, Expanding Your Horizons Conference

6. List the presentations, publications or major projects you have completed or contributed significantly to during the past five years. Provide dates of completion for each activity.

- Presented career planning information for secondary students at the TEA Family & Consumer Science Conference; Summer, 1999
- Presented various topics at Tech Prep Texas State Conferences; Spring, 1995 - 2003

7. During the past five years, in what professional development activities have you participated that have helped you meet your performance evaluation goals? (graduate courses, workshops, seminars, teleconferences, professional meetings, etc.)

- GroupWise 6 Training
- Colleague 101 Training
- Colleague 102 Training
- Tech Prep Conferences
- Career and Technology Conferences
8. During the past five years, in what community activities have you participated that have helped you meet your performance evaluation goals?

- Tyler Area Chamber of Commerce – Groundhog Day (a day for high school students to job shadow employers)
- Progressive Dinner, Progressive Education (an evening for parents of Hispanic high school students to receive information about the community college and the university in Tyler)

9. During the past five years, in what grants or special projects/activities have you been involved that have contributed to the success of your program or the College as a whole?

Each of the following projects contributed to the success of Tech Prep in East Texas by giving students/parents the opportunity to work with employers and institutions of higher education in the region.

- Expanding Your Horizons Conference -- a conference for middle school girls designed to bring women in the fields of math, science, and technology together with 6, 7, and 8th grade girls together so that girls can know what opportunities are available in the workplace for women.
- Groundhog Day -- an annual event to allow high school students to job shadow employers in the field of work the student is interested.
- Progressive Dinner, Progressive Education - an evening for parents of Hispanic high school students; parents were taken to the community college (Tyler Junior College) and the university (The University of Texas at Tyler) to familiarize the parents with the local educational opportunities for their children; the programs were presented entirely in Spanish.
QUALIFICATIONS OF STAFF

Department/Office/Program: Financial Aid

Date Compiled: October 15, 2003

Employee Name: Kay Mooney

I. Provide a job description for this position. Include duties to be performed, qualifications and experience required, and any other relevant information.

II. If not included on your resume, provide an answer for each of the following questions.

1. List all college experiences beginning with the most recent. Include college name, degree awarded or hours earned, dates attended, and any other relevant information.

   West Texas State University, Bachelor General Studies; 1967-93

2. List all applicable work experience beginning with the most recent. Include employer name, position held, duties performed, length of service in the position, and any other relevant information.

   • Amarillo College; Director, Financial Aid; February, 2003 - present
   • Amarillo College; Associate Director, Financial Aid; May, 2002 – January, 2003
   • West Texas A&M University; Counselor, Financial Aid; April, 1994 – May, 2002
   • West Texas A&M University; Residential Living Office Manager; November, 1993 – April, 1994
   • West Texas A&M University; Admissions Assistant; January, 1991 – December, 1993
   • West Texas A&M University; Student Services Office Manager; September, 1986 – December, 1990

3. What honors, awards or recognitions have you received during the past five years?

4. On what department, division or college committees have you served during the past five years?

   • Colleague Student Team Committee
   • One-Receiveable Committee
   • Student Services Council
   • Student Endowment Committee at West Texas A&M; 2000-2001
• Staff Council at West Texas A&M; 2002
• Connections-Customer Service Training Program for West Texas; Planning Committee; 2002
• ACE Community Advisory Committee
• Advisory Director to Panhandle Plains Higher Education Authority

5. Of which professional organizations are you/have you been a member during the past five years? Include any offices or responsibilities held.

• Texas Association of Student Financial Aid Administrators (TASFAA); member since 1994 (currently serve as a mentor with TASFAA)
• National Association of Student Financial Aid Administrators (NASFAA); member since 1994
• Texas Community College Teachers Association; member since 2002

6. List the presentations, publications or major projects you have completed or contributed significantly to during the past five years. Provide dates of completion for each activity.

• High School nights/college nights; year round activity
• High School Counselor Workshop; December of each year
• Financial Aid presentations to 5th grade students

7. During the past five years, in what professional development activities have you participated that have helped you meet your performance evaluation goals? (graduate courses, workshops, seminars, teleconferences, professional meetings, etc.)

• Community College Forum
• New Aid Officers Workshop
• Regional Rally for Financial Aid
• NASFAA Decentralized Training
• TASFAA Conference
• Texas Guaranteed Student Loan Conference
• Regional Training for Texas Guaranteed Student Loans
• Electronic Funds Meeting (EFT)
• TUG (Texas Users Group)
• DUG (Datatel Users Group)
• Electronic Access Conference (Department of Education)
• What’s New on the FAFSA Teleconference
• FA COD: Pell Grant Processing Webinar
• Amarillo College Electronic Approval Training
• Amarillo College GroupWise Calendar Training
• Amarillo College Excel 2000-Level 1 Training
• Amarillo College Colleague Query Builder 101
• Amarillo College Colleague System Rule Building
• Amarillo College GroupWise 6 Training
8. During the past five years, in what community activities have you participated that have helped you meet your performance evaluation goals?

9. During the past five years, in what grants or special projects/activities have you been involved that have contributed to the success of your program or the College as a whole?

- Implemented Electronic Funds Transfer for loans at Amarillo College
- Implemented Electronic Funds Transfer for loans at West Texas A&M University
- High School Counselor Workshop
Student Services Division
Program Review 2003 - 2004

Occupational Safety/Environmental Office
Occupational Safety/Environmental Office

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Occupational Safety/Environmental Office

Job Description
Amarillo College
CLASSIFIED JOB DESCRIPTION

Occupational Safety and Environmental Officer

FUNCTION:

To develop, administer, and maintain a comprehensive safety program for the College to ensure student, employee, and visitor safety and environmental well-being.

DUTIES:

Typical: Write a comprehensive safety program; review and update as needed. Develop and coordinate safety and environmental training for all employees. Participate in Campus Safety Committees, Safety Councils and Seminars. Inspect all college operations, equipment, and facilities; take corrective action as needed. Coordinate the storage and disposal of hazardous waste as prescribed by local, state, and federal standards. Investigate and/or direct occupational and public accident investigations. Develop and prepare various safety reports. Perform related duties as required.

Periodic: Serve as liaison to local, state, and federal agencies as necessary regarding safety and environmental matters.

EDUCATION:

Required: Associate Degree or 60 hours from an accredited college or university.

Preferred: TCLEOSE Intermediate Level Peace Officer’s Certificate.

EXPERIENCE:

Required: Two years public safety experience.

Preferred: Three or more years public safety experience.

SKILLS:

Must be able to communicate effectively, both verbally and in writing with employees at all levels of the organization. Must be willing to obtain a broad knowledge of occupational safety and health standards, rules, and regulations. Must be willing to obtain a broad knowledge of environmental and hazardous waste registration, handling, storage, and disposal. Must be able to manage and allocate budgeted funds. Must be able to evaluate situations quickly and respond to emergencies in a professional manner.

WORKING CONDITIONS:

May require evening, weekend, or holiday work. May be exposed to hazardous waste.

DATE: 12/18/97    PAY GRADE: 16 (Exempt)
REvised: 10/14/02    POSITION NO.: 2250
I. Overview of Department/Office
   A. State the name of the department/office.
      Occupational Safety and Environmental Department
   B. Provide a brief history of the department/office (when it was created, size, major changes, etc.)
      • Created in February 1998
      • One staff member, job title Occupational Safety and Environmental Officer
      • No major changes to date
   C. List the major clients of the department/office: students, faculty/staff, and/or outside clients. Briefly describe the client needs that the department/office serves.
      • Students –
        o Assist in safety training and advice on safety issues in the classroom and laboratory environment.
        o Inspect buildings, walkways, grounds, parking lots, equipment, and associated facilities to insure a safe environment.
      • Faculty/Staff –
        o Review safety procedures, rules, and standards to insure adequacy and make recommendations, and assist in safety training.
        o Conduct surveys and schedule audits and inspections, including fire safety, on a regular basis and assure compliance with safety standards.
        o Review and investigate occupational and public accidents promptly and thoroughly, and coordinate follow up supplements with supervisors.
        o Implement accident investigations, data analysis, and develop recurrence prevention programs and procedures.
        o Regularly consult with departmental supervisors concerning the conduct and effectiveness of their safety programs.
        o Coordinate the storage and disposal of hazardous waste as prescribed by local, state, and federal standards.
o Maintain liaison with local, state, and federal agencies and personnel as necessary concerning safety and environmental matters, documentation, and reports.

o Regularly participate in campus safety committee, safety councils, and seminars.

- Outside clients – (see last two items above)
  o Texas Commission on Environmental Quality – TCEQ
  o Texas Department of Health – TDH
  o Environmental Protection Agency – EPA
  o Occupational Safety and Health Association – OSHA
  o Texas Department of Homeland Security – TDHS
  o Amarillo Department of Emergency Management – ADEM.
  o State Board of Insurance – State Fire Marshal

D. State the mission of the division and/or department office.

To develop, administer, and maintain a comprehensive safety program for the College to ensure student, employee, and visitor safety and environmental well being.

E. State the goals of the department/office.

- Provide students, employees, and visitors with a safe environment.
- Develop a comprehensive safety plan, implemented and evaluated regularly.
- Give special attention to the adequate provision and use of safety equipment in laboratories and other hazardous areas.
- Familiarize all building occupants with emergency procedures.
- Develop and coordinate safety and environmental training for all employees.
- Coordinate the storage and disposal of hazardous waste as prescribed by local, state, and federal standards.
- Investigate accidents and take action to minimize the potential of reoccurrence.

F. How does the mission of the division and/or department/office support the overall mission of the College?

Dedication to providing a safe environment for educational, cultural and community services and resources to enhance the quality of life for the diverse population in the service area

G. By which agencies or organizations is the department/office monitored or accredited (if any)? What monitoring or accreditation schedule is required by the agency or organization? What is the current status of the monitoring or accreditation?

Amarillo College and its safety and environmental procedures are monitored by the following safety and environmental related agencies, the department itself is not monitored directly by these agencies:

- Texas Commission on Environmental Quality – TCEQ
Hazardous Waste Generation - Conditionally Exempt Small Quantity Generator – CESQG

- Texas Department of Health – TDH
  - Tier Two Reporting - Monitors Aboveground and Underground Storage Tank registration and reporting
  - Contaminated Sharps Injury Report - Monitors all contaminated sharps injuries involving AC students and personnel
- Hazard Communication Act of 1993 – Monitors compliance with Public Employee Community Right-To-Know Act and training requirements
- Environmental Protection Agency – EPA
  - Texas Board of Insurance
  - State Fire Marshall’s Office
  - Local Fire Department
  - Texas Worker’s Compensation Commission - TWCC

H. List the professional organizations of which the department/office is a member.
- Texas Campus Safety Association
- National Safety Council

I. SWOT Analysis

1. List department/program strengths.
   - The Amarillo College Occupational Safety and Environmental Department is available as a liaison between:
     - Amarillo College administrative/faculty and Federal, State and Local Regulatory Agencies
     - Amarillo College classified personnel and their supervisors
     - Amarillo College students and classroom faculty
   - The Occupational Safety and Environmental Department is a source of information and assistance for all Amarillo College departments regarding safety and environmental issues.
   - The Safety Officer serves as a liaison for contacting convenient, economic, and regulatory resources for waste disposal, safety training, occupational accident reporting, and security issues. Reference PET Form at: http://archives.actx.edu/pdf/reports/pet03_04/stud_service.pdf
   - The Safety Officer is a commissioned peace officer available for assistance with police-related emergencies as needed.
   - The Occupational Safety and Environmental Department provides a safety officer on call 24 hours a day, 7 days a week to assist with any safety or environmental issues that may arise. Reference “Qualifications of Staff” at: http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf

2. List department/program weaknesses (areas for improvement).
• Due to workload, follow-up inspections are done as time permits and not on a scheduled basis.
• Budget limitations require assigning some safety and electronic security projects (security cameras) to appropriate internal departments for installation which do not receive adequate priority in order to complete the jobs in a timely manner.

3. List external and internal opportunities available to the department/program.

Reference Section II. G, 3

External Opportunities –
• Safety Conferences
• Contacts with other Safety Professionals
• Network databases for safety and environmental issues
• Workforce Development for community-wide training
• Correspondence with Safety Professionals and Colleagues employed with outside agencies provides a wealth of information and knowledge shared throughout the Safety and Environmental community.

Internal Opportunities –
• Professional Development for employee training issues
• Assisting faculty with classroom safety and student safety training
• Amarillo College Institutional Technology providing access to network databases for safety and environmental issues.
• The majority of departmental supervisors, administrators, and faculty communicate with the Occupational Safety and Environmental Officer to provide the most efficient and compliant resources for safety and environmental issues.
• The Dean of Student Services staff is constantly available to assist with any office needs.
• The College Police Department provides commissioned peace officers for first response to accidents and medical emergencies.
• Even though the Director of Fire, Safety, and Environmental Programs primarily addresses institutional academic education and outside workforce development; this department does provide professional consultation and is an excellent source of information for the Occupational Safety and Environmental Officer.

4. Lists external/internal threats/challenges which may affect the department/program.

Threats – Employee non-participation in training sessions, safety awareness programs and proper waste disposal.

Challenges – The Occupational Safety and Environmental Department must be available for all employee and student safety
and environmental concerns; providing the correct answer for every question, proper response for every incident, and professional advice for each situation.

II. Institutional Effectiveness
   A. Attach the department/office’s most recent Planning & Evaluation Tracking (PET) form(s) or identify the name of the department/office and the web address of the PET form(s) for this area (see Reports/Institutional Effectiveness/Planning) and Evaluation Tracking at http://archives.actx.edu.

   The completed 2002-03 PET form for the Safety Office may be accessed at:
   http://archives.actx.edu/pdf/reports/pet02_03/stud_service.pdf

   The 2003-04 PET form, listing the same goals and assessment standards, may be accessed at:
   http://archives.actx.edu/pdf/reports/pet03_04/stud_service.pdf

   B. How and when does the department/office conduct client evaluations? What are the standards for the evaluations? Attach a sample along with a compilation of recent results or include the name of the survey and the web address for AC surveys (see Survey Data at http://archives.actx.edu or http://www.actx.edu/~research/).

   Information from the annual student survey, How Are We Doing?, is utilized by the Safety Office. The most recent survey may be accessed at:
   http://archives.actx.edu/pdf/surveys/acstsvyresults03.pdf

   C. Describe the ways in which the department/office is helping the College achieve the Goals and Success Indicators set forth in the current Strategic Plan (see Reports/Institutional Effectiveness/Amarillo College Strategic Plan at http://archives.actx.edu). Also state and analyze any areas in which the department/office is not meeting the standards for the Goals and Success Indicators in the Strategic Plan, along with plans for improvement or change.

   Goal VII. Promote Employee Professional Growth and Equity
   1. Makes recommendations and assists in the training of staff on safety issues
   2. Regularly participates in campus safety committee, safety councils and seminars; chair of the safety committee

   Goal VIII. Manage institutional Resources Effectively and Efficiently
   1. Reviews safety procedures, rules and standards to ensure adequacy.
   2. Oversees the installation, operation, and maintenance of electronic security systems.
   3. Regularly consults with departmental supervisors concerning the conduct and effectiveness of their safety program.
Goal IX. **Develop alternative resources for the institution**

1. Develops and implements accident investigations, data analysis, and recurrence prevention programs and procedures as needed.
2. Conducts and schedules surveys, audits and inspections, including fire safety, on a regular basis and assures compliance with safety standards.
3. Coordinates the storage and disposal of hazardous waste as prescribed by local, state, and federal standards.
4. Maintains a liaison with local, state, and federal agencies and personnel as necessary concerning safety and environmental matters, documentation, and reports.

The Occupational Safety and Environmental Department focuses primarily on workforce safety and environmental issues, the department does address Goals I – VI of the Amarillo College Strategic Plan by providing a safe and secure learning environment for all students.

D. How does the department/office evaluate and improve its effectiveness in order to close the loop on Institutional Effectiveness (reference action plans, performance evaluations, professional development, PET forms, budget process, etc.)?

- Analyze occupational and public accident data for emphasis on strategic areas of safety concern and training
- Annual staff performance evaluation
- Also see the PET Form at: [http://archives.actx.edu/pdf/reports/pet03_04/stud_service.pdf](http://archives.actx.edu/pdf/reports/pet03_04/stud_service.pdf)

E. Where are departmental/office policies or procedures published? What is the update/review schedule for policies/procedures? What is the approval process for implementing and/or revising departmental policies/procedures?

- Safety/Risk Management Manual
- Reviewed annually by the College Safety Committee
- Revised by College Safety Committee with final approval by Executive Committee.

F. For the departmental/office cost, please attach BCMP budget reports for current and preceding two years. Graph and analyze trends.

- 2001-2002 --- $43,530
- 2002-2003 --- $38,402
- 2003-2004 --- $42,040
G. SWOT Analysis

1. List departmental/program strengths.
   • The Occupational Safety and Environmental Department is a source of information and assistance for all Amarillo College departments regarding safety and environmental issues.
   • The Safety Officer serves as a liaison for contacting convenient, economic, and regulatory resources for waste disposal, safety training, occupational accident reporting, and security issues. Reference PET Forms.
   • The Safety Officer is a commissioned peace officer available for assistance with police-related emergencies as needed.

2. List departmental/program weaknesses (areas for improvement).
   • Chemical inventory and Material Safety Data Sheet filing system could be more efficient with updated technology.
   • Lack of communication from department supervisors to provide the Occupational Safety and Environmental Officer with safety training records, chemical purchases, and overall regulatory compliance information.
   • Difficulty scheduling Employee Safety Training without conflicting with work projects.

3. List external and internal opportunities available to the department/program.
   **External Opportunities** –
   • Safety Conferences
   • Contacts with other Safety Professionals
   • Network databases for safety and environmental issues
   • Workforce Development for community-wide training
   **Internal Opportunities** –
   • Professional Development for employee training issues
   • Assisting faculty with classroom safety and student safety training
   • Amarillo College Institutional Technology providing access to network databases for safety and environmental issues.

4. List external and internal threats/challenges which may affect the department/program.
   **Threats** –
   • Non-compliance with local, state, and federal safety and environmental regulations.
   • Student, employee, and visitor safety
   **Challenges** –
   • Providing a safe learning and working environment for students, employees, and visitors.
• Researching regulatory updates, verifying compliance, and addressing safety issues.

III. Departmental/Office Staff
A. Attach resumes of all departmental/office administrators, faculty, and exempt classified and/or use the attached form to provide information regarding qualifications of the staff.

The Qualifications of Staff form is located at:
http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf

B. Attach a departmental/office organizational chart with clear lines of authority and responsibility. Describe the department/office, including the job descriptions of the positions.

The departmental organization chart follows:

The Safety Officer job description is located at:
http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf

C. Describe how individual performance evaluations are used to improve staff performance.

The Dean of Student Services evaluates the Occupational Safety and Environmental Officer annually. In addition, bi-weekly meetings with the Occupational Safety and Environmental Officer evaluate performance and status of projects in progress. This direct communication with the supervisor evaluates and prioritizes workload, allowing the Occupational Safety and Environmental Officer to complete projects in a more effective and timely manner.
D. Explain the department/office management philosophy regarding the following:

1. **Leadership** – The Occupational Safety and Environmental Officer sets an example for all students, employees, and visitors regarding safety and environmental issues by appearance, professionalism, and training programs.

2. **Teamwork** – The Occupational Safety and Environmental Officer assists supervisors and administrators in providing group safety training administered as needed, and places emphasis on working together to prevent accidents and use proper environmental compliance.

3. **Professional Development** – In order to provide Professional Development to all personnel through safety and environmental training, the Occupational Safety and Environmental Officer must seek opportunities for personal Professional Development. This is done by attending professional seminars, conferences, and classes regarding compliance updates, new training methods, and safety issues.

E. **SWOT Analysis**

1. List departmental/program strengths.

   The Occupational Safety and Environmental Department provides a safety officer on call 24 hours a day, 7 days a week to assist with any safety or environmental issues that may arise. Reference “Qualifications of Staff” at: [http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf](http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf)

2. List departmental/program weaknesses (areas for improvement).

   As Amarillo College continues to grow, the duties and responsibilities of the Occupational Safety and Environmental Officer have likewise grown. Additional personnel may be required in the near future in order to provide adequate service to the institution.

3. List external and internal opportunities available to the department/program.

   - The majority of departmental supervisors, administrators, and faculty communicate with the Occupational Safety and Environmental Officer to provide the most efficient and compliant resources for safety and environmental issues.
   - The Dean of Student Services staff is constantly available to assist with any office needs.
   - The College Police Department provides commissioned peace officers for first response to accidents and medical emergencies.
   - Even though the Director of Fire, Safety, and Environmental Programs primarily addresses institutional academic education and outside workforce development; this
department does provide professional consultation and is an excellent source of information for the Occupational Safety and Environmental Officer.

- Correspondence with Safety Professionals and Colleagues employed with outside agencies provides a wealth of information and knowledge shared throughout the Safety and Environmental community.

4. List external and internal threats/challenges which may affect the department/program.

**Threats**

- Expenses for environmental compliance such as waste disposal, chemical storage, and training.
- Expenses for any noncompliance penalties and fines.

**Challenges**

- Insuring proper compliance with safety and environmental issues while emphasizing minimal expense.

F. Describe the strengths and weaknesses of the current staff and/or staffing patterns. Provide ideas for overcoming any weaknesses.

**Strengths**

- The Occupational Safety and Environmental Officer provides versatility as a safety and environmental professional, as well as a commissioned peace officer.
- The Occupational Safety and Environmental Officer is directly supervised by the Dean of Student Services who is supervised by the Amarillo College President. This structure allows for direct access to the President through the Dean of Student Services during confidential and emergency situations and appears to be extremely effective for this institution. Most institutions require the Safety and Environmental Professional be supervised directly by the president.

**Weaknesses**

- Occasional overload of responsibilities and duties requiring the need for prioritizing workload and completing projects as soon as possible.

IV. Facilities/Equipment

A. Describe the facilities and space utilized by the department/office.

- **Facility #1** – Student Service Center Office #228A, approximately 8’X12’, located inside Student Services Office #228
- **Facility #2** – East Campus Bldg. #4302 Office #108 approximately 12’X12’
- **Storage #1** – Washington Street Campus Bldg., #13 Mechanical Room, approximately 2’X4’
Storage #2 – Washington Street Campus CUB Basement Mechanical Room, approximately 2'X6'

B. Describe any special equipment utilized by the department/office.
   - College vehicle equipped with police radio, emergency lighting, spill response kits, replacement fire extinguishers, personal protective equipment and various other emergency equipment.
   - Office computer with Microsoft XP, scanner, and printer.
   - Office locations at Washington Street and East Campuses equipped with various office furniture.
   - Cellular telephone
   - Basic equipment supplied to all Amarillo College Commissioned Peace Officers.
   - Five storage lockers for assorted safety equipment and fire extinguishers
   - Video security cameras located on all campuses.

C. Identify the privacy, safety and accessibility provisions of the department/office. Describe any concerns regarding possible violations of privacy and safety or accessibility issues of the department/office.

   Facility #1 – Private office with lockable door, fire extinguisher approximately 25 feet from office, first aid kit approximately 15 feet, 2nd floor access with two elevators.
   Facility #2 – Private office with lockable door, fire extinguisher inside office, single level access approximately 20 feet from front entrance.

D. SWOT Analysis
   1. List departmental/program strengths.
      - Office locations at Washington Street and East Campuses provide for more efficient service to all campuses.
      - College emergency vehicle enhances emergency response for any safety and environmental incident that may occur on any campus.
      - Police radio, cellular telephone, and office telephone provide maximum access to the Safety Officer for notification during emergency situations and general services. When the Safety and Environmental Officer is contacted and responds to any situation; Amarillo College is providing a first responder with proper equipment, training, and experience to advise, assist and/or coordinate safety, environmental, and law enforcement situations.
      - Office computer provides the latest technology for documentation, research, and professional correspondence.
      - Security camera systems provide additional safety and security for students, employees, and visitors as well as property control.
2. List departmental/program weaknesses (areas for improvement).
   - Separate storage location for safety equipment is needed. Storage locations are presently shared with maintenance, custodial, or grounds departments and occasionally get in the way of personnel attempting to maintain equipment.
   - Lack of funds for security system maintenance, updates, and expansion.
   - Availability of copy machines, printers and fax machines outside the Safety and Environmental Office area is detrimental to the effectiveness of the department.

3. List external and internal opportunities available to the department/program.

4. List external and internal threats/challenges which may affect the department/program.
   - **Threats** –
     - Communication equipment malfunction resulting in failure to respond.
     - Video security system malfunction and repairs.
   - **Challenges** –
     - Maximum exposure to reliable communication equipment.
     - Budget funds for proper maintenance, updates, and coverage.

E. List any recommendations (including rationale) regarding the facilities, equipment, and space needs of the department/office.
   - Need one storage location on Washington Street Campus and East Campus--each large enough for fire extinguishers, chemical spill equipment, and temporary material storage.
   - Reference Section D. – Video Camera System

V. Support Services
   A. Please describe how campus support services address the needs of this department/program. List any proposed recommendations here.
   1. **AC Police** – Director is a first responder and contact person on the Crisis Management Team, college police officers are first responders and provide documentation for Occupational and Public Accidents, Medical Assistance and property damage incidents.
3. Institutional Effectiveness & Advancement (including Institutional Research)

4. KACV and FM90 – Director/General Manager is available to assist Crisis Management Team upon request.

5. Business Office

6. Copy Center – Prints manuals, guides, and handouts for safety seminars and training.

7. Switchboard/Mailroom – Provides mail delivery for incoming and outgoing mail.

8. Professional & Organizational Development – Assists the Safety Officer in organizing, scheduling and documenting compulsory and supplemental safety training required by federal, state, and local statutes.


10. Information Technology Services – Provides technical support for equipment used during training sessions, office equipment, and video security system.

11. Physical Plant - Director is a first responder and contact person on the Crisis Management Team.

12. Safety and Environmental Office –

13. Any of AC’s campuses (name campus)

14. Other

B. Please describe how instructional support services address the needs of the department/program. List any recommendations here.

1. Library Network
2. FIRST Center
3. Off-Campus Programs
4. Distance Education
5. Other

C. Please describe how student services address the needs of this department/program. List any proposed recommendations here.

1. Student Activities
2. Community Link
3. Financial Aid
4. Advising and Counseling – Director is available to assist the Crisis Management Team upon request.
5. Adult Students Program
6. Job Placement/Career Planning
7. Registrar’s Office
8. Enrollment Management
9. START Center
10. Assistance Center
11. Testing Center
12. ACcess Division
13. Other
D. Please describe how auxiliary services address the needs of this department/program. List any proposed recommendations here.
   1. Bookstores
   2. Food Services (Cafeteria/Catering/Vending) - Occasional food service for seminars and training sessions.
   3. Housing
   4. Other

E. SWOT Analysis
   1. List departmental/program strengths.
      • The Occupational Safety and Environmental Department provides a wide variety of safety and environmental services to all Amarillo College departments to some degree; even though some department’s services are not directly utilized by the Occupational Safety and Environmental Department.
      • Exploring the possibility of using services from departments previously not used

   2. List departmental/program weaknesses (areas for improvement).

   3. List external and internal opportunities available to the department/program.
      **External Opportunities** –
      • Safety Conferences
      • Contacts with other Safety Professionals
      • Network databases for safety and environmental issues
      • Workforce Development for community-wide training
      • Correspondence with Safety Professionals and Colleagues employed with outside agencies provides a wealth of information and knowledge shared throughout the Safety and Environmental community.

      **Internal Opportunities** –
      • Professional Development for employee training issues
      • Assisting faculty with classroom safety and student safety training
      • Amarillo College Institutional Technology providing access to network databases for safety and environmental issues.
      • The majority of departmental supervisors, administrators, and faculty communicate with the Occupational Safety and Environmental Officer to provide the most efficient and compliant resources for safety and environmental issues.
      • The Dean of Student Services staff is constantly available to assist with any office needs.
      • The College Police Department provides commissioned peace officers for first response to accidents and medical emergencies.
      • Even though the Director of Fire, Safety, and Environmental Programs primarily addresses institutional academic
education and outside workforce development; this department does provide professional consultation and is an excellent source of information for the Occupational Safety and Environmental Officer.

4. List external and internal threats/challenges which may affect the department/program.

**Threats**
- Expenses for environmental compliance such as waste disposal, chemical storage, and training.
- Expenses for any noncompliance penalties and fines.
- Non-compliance with local, state, and federal safety and environmental regulations.
- Student, employee, and visitor safety

**Challenges**
- Insuring proper compliance with safety and environmental issues while emphasizing minimal expense.
- Providing a safe and secure learning and working environment for students, employees, and visitors.
- Researching regulatory updates, verifying compliance, and addressing safety issues.

VI. **Advisory or Internal Committee**

A. If the department/office has advisory or internal committee(s), describe each committee’s role and purpose. Attach a list of the names and positions of the present members or reference the web address for accessing the advisory committee member lists (see Committee Membership/Advisory at [http://archives.actx.edu](http://archives.actx.edu)).

- Executive Committee – Advisory Committee (see [http://www.actx.edu/departments/committees/19.htm](http://www.actx.edu/departments/committees/19.htm))
- College Safety Committee – Internal Committee (see [http://www.actx.edu/departments/committees/33.htm](http://www.actx.edu/departments/committees/33.htm))

B. If an advisory committee or internal committee is relevant to the program under review, include minutes from the last two years of meeting. Copies of minutes may be attached or the name of the advisory committee or internal committee and web address.

   See Minutes/Advisory at [P:\Misc\Safety and Environmental\http://archives.actx.edu](http://archives.actx.edu) for the relevant minutes included.

C. **SWOT Analysis**

1. List departmental/program strengths.
   a. The College Safety Committee assists the Occupational Safety and Environmental Department by serving as the coordinating committee for all College safety and accident prevention programs.
   b. Membership of the College Safety Committee represents various areas of the College.
c. The Occupational Safety and Environmental Officer serves as chair of the College Safety Committee.

2. List departmental/program weaknesses (areas for improvement).
   Attendance and participation of Safety Committee members is very sporadic.

3. List external and internal opportunities available to the department/program.
   a. External – Membership to the National Safety Counsel and Texas Campus Safety Association. (Reference Section I. Overview of Department/Office.)
   b. Internal - The variety of professional expertise provided by College Safety Committee members enhance the ability of the Occupational Safety and Environmental Officer in decision making and policy review situations.

4. List external and internal threats/challenges which may affect the department/program.
   None observed at this time.

D. Identify any recent improvements/changes that have been made in the program as a result of committee recommendations.
   • The Emergency Procedures Manual, Crisis Management Plan, and Safety and Risk Management Manual were recently revised by the College Safety Committee and approved by the Executive Committee.
   • The College Safety Committee recently revised the College Safety Guide/Brochure and forwarded to College Relations for publishing.
   • The Hazard Communications Program is presently being reviewed by the College Safety Committee.
   • Also reference Section I. Overview of Department/Office.

VII. Recommendations
A. Based on an analysis of this department/office/program, list specific recommendations that will improve the department/office/program, correct identified weaknesses, take advantage of available opportunities, and prepare for current and future threats/challenges.
   1. Place the responsibility of the campus video security system back in the hands of the College Police Department with the Occupational Safety and Environmental Officer available for consultation, as well as Technical Support and Communications advisors.
   2. Administrators, Directors, Supervisors, and Classified personnel should take an equal and more supportive role in Safety Awareness and accident reduction.
3. Regulatory and compliance concerns discovered during routine building inspections must be placed on high priority by maintenance and repair personnel to prevent future penalties, sanctions, and/or liability incidents.

B. Link the recommendations to the mission/purpose/goals of the program and the institutional Strategic Plan.

- Recommendation 1 above references the need to ensure student, employee, and visitor safety and environmental well being.
- Recommendation 2 and 3 above references the departmental mission/purpose/goals to develop, administer, and maintain a comprehensive safety program for the College to ensure student, employee, and visitor safety and environmental well being.

C. Explain the budget impacts of these recommendations.

- Enhanced security insures personal protection and property safety reducing liability and equipment replacement costs.
- Campus-wide safety awareness and accident reduction reduces insurance premiums and Worker’s Compensation costs while providing a more effective and attentive workforce.
- Regulatory and compliance concerns regarding fire protection equipment, environmental issues, and personal safety must be maintained on a regular basis to avoid costly fines, penalties, and sanctions.
- Funding and budget requirements must not be compromised when addressing these issues.
- The Occupational Safety and Environmental Department’s theory of “The Best for Less” applies to providing complete compliance with minimal cost to the institution by researching and utilizing the most effective and inexpensive sources for providing this service.
Occupational Safety/Environmental Office

Staff Qualification
QUALIFICATIONS OF STAFF

Department/Office/Program: Occupational Safety and Environmental Department

Date Compiled: November 05, 2003

Employee Name: Ed Wynn

I. Provide a job description for this position. Include duties to be performed, qualifications and experience required, and any other relevant information.

II. If not included on your resume, provide an answer for each of the following questions.

1. List all college experiences beginning with the most recent. Include college name, degree awarded or hours earned, dates attended, and any other relevant information.

   • Amarillo College, TCLEOSE In-Service Training; 1989-2003; 553 hrs.
   • Amarillo College, Peace Officer Instructor License; August 1999; 40 hrs.
   • Amarillo College, Chemical Technology and Safety; Spring 1998; Audit
   • Amarillo College, HAZMAT Regulations II; Spring 1998; 3 hrs.
   • Amarillo College, Associate in Applied Science Degree; Spring 1994
   • West Texas A & M University; Criminal Justice; 3 hrs.
   • West Texas A&M University; Criminal Justice; 3 hrs.
   • Amarillo College Basic Peace Officer Certification; Spring 1988; 430 hrs.

2. List all applicable work experience beginning with the most recent. Include employer name, position held, duties performed, length of service in the position, and any other relevant information.

   • Amarillo College; Occupational Safety and Environmental Officer; 1998 – present; duties:
     o Maintains all functions of the college safety program. Conducts surveys, audits, and inspections on a regular basis to insure compliance with safety standards. Coordinates fire safety inspections of buildings and equipment. Investigates and directs occupational and public accidents. Develops and implements accident investigation data analysis and reoccurrence prevention programs. Coordinates the storage and disposal of hazardous waste as prescribed by local, state, and federal agencies and personnel, as necessary concerning safety and environmental matters, documents, and reports. Supervises purchase and installation of video security cameras and support equipment.
   • Amarillo College; Senior Patrol Sergeant and Patrol Officer; 1988 - 1998
Performed basically the same duties as a municipal officer in addition to enforcing the college rules and regulations. Served as the Campus Safety Officer, Uniform Crime Reporting Officer, Hazard Communications Officer, Field Training Officer, Emergency Medical Technician and assistant to the Director of College Police.

3. What honors, awards or recognitions have you received during the past five years?

- 15 year service pin
- Master Peace Officer Certification
- Departmental Outstanding Classified Employee Performance Award
- ACOPA Good Egg Award
- Nominated – Texas Law Officer of the Year
- Texas Attorney General Commendation
- Nominated – Campus Officer of the Year for Texas/New Mexico College and University Police Chiefs Association – “Larry Fultz Award”
- Amarillo Area Police Officer of the Year
- Departmental Award of Merit for Outstanding Service

4. On what department, division or college committees have you served during the past five years?

- Chairman, Amarillo College Safety Committee
- Homeland Security Committee
- College Self-Study Committee – Recognition Committee
- New Employee Orientation Committee
- Classified Employee Committee
- Campus Security Committee
- ATC Phase I Site Assessment Committee
- ATC Safety Committee
- Professional & Organizational Development Steering Committee

5. Of which professional organizations are you/have you been a member during the past five years? Include any offices or responsibilities held.

- Texas Campus Safety Association

6. List the presentations, publications or major projects you have completed or contributed significantly to during the past five years. Provide dates of completion for each activity.

- 1998-present – Provided many safety training classes and seminars for Amarillo College personnel
- February 1998 – Contributed to the development of the Occupational Safety and Environmental Department
- May 1998 – Assisted with ATC Phase 1 Site Assessment
• May 1998 – Developed the chemical transfer/exchange program to reduce hazardous waste disposal costs
• June 1998 – Reinstated the Amarillo College Safety Committee
• July 1998 – Began Phase I of the video security camera installations
• October 1998 – Prepared Amarillo College Campus to pass Texas Natural Resource Conservation Commission RCRA inspection
• November 1998 – Succeeded in changing the Amarillo College waste reporting status from Small Quantity Generator to Conditionally Exempt Small Quantity Generator
• March & April 1999 – Trained 89 supervisors in HAZCOM and Employee Right-To-Know and presented their HAZCOM Program Manuals
• April 1999 – Converted all parts cleaning solvent systems at East campus Auto/Diesel Shop to Non-Hazardous Waste solvent resulting in a major cost reduction in hazardous waste disposal
• May 1999 – Began installing new Tornado and Fire Evacuation Procedures in all buildings
• October 1999 – Began Phase II of video security camera system
• October 1999 – Presented Safety Section of New Employee Orientation for 23 new employees
• November 1999 – Presented “General Duty Clause and the Supervisor’s Role” to 28 employees enrolled in Employee Management Training
• December 1999 – Provided Forklift Training for 19 employees
• December 1999 – Provided Bloodborne Pathogens Training for 54 Physical Plant Personnel
• September 2000 – Revised Safety Guide brochure
• May 2001 – Provided “Emergency” telephone stickers for all telephones
• September 2001 – Provided 41 employees with HAZCOM/Employee Right-To-Know and Bloodborne Pathogens Training.
• September 2001 – Presented Safety section of New Employee Orientation
• October 2001 – Presented “Administrators Role in Disaster Response” to 23 AC Administrators Association members
• October 2001 – Coordinated “It Could Never Happen” panel discussion on Crisis Management with 41 employees attending
• November 2001 – Bloodborne Pathogens Exposure Control Program approved by Dr. Williams
• November 2001 – Safety and Environmental Section added to P:drive/Misc.
• March 2002 – Developed Safety Training PPT Library with 56 Powerpoint Presentations
• September 2002 - Coordinated State Fire Marshall Inspection of 245 single family dwellings and 24 dorms at East Campus
• September 2002 – Sponsored Ergonomics Safety Workshop “How To
• Stay Fit While You Sit”
• November 2002 – HAZCOM/Employee Right-To-Know for all Grounds personnel
• November 2002 – Bloodborne Pathogens Training at East Campus
• January 2003 – Bloodborne Pathogens Training for 35 custodial employees
• March 2003 – Seasonal Safety Training for all Grounds personnel
• April 2003 – Sponsored Personal Safety Seminar
• April 2003 – Coordinated State Fire Marshall’s follow up inspection at East Campus housing
• August 2003 – Safety presentation to part-time faculty

7. During the past five years, in what professional development activities have you participated that have helped you meet your performance evaluation goals? (graduate courses, workshops, seminars, teleconferences, professional meetings, etc.)

(See Sections 1, 4, 5, and 6)

Academic:

Workshops:
• In-Service Training –
  10-10-1998 Cultural Diversity
  10-10-1999 Basic Peace Officer Instructor Course
  10-10-2000 Special Investigative Topics
  10-10-2001 School and Workplace Violence
  10-10-2002 Community Relations
  10-10-2003 Patrol/Tactical
  10-10-2004 Special Investigative Topics
  10-10-2005 Cultural Diversity
  10-10-2006 Patrol/Tactical
  10-10-2007 LAW
  10-10-2008 Combined Asset Forfeiture and Racial Profiling
  10-10-2009 Law Enforcement Officer Flying Armed
  10-10-2010 Legal Update

• July 1999 - Life Safety Code 101
• August 1999 – Amarillo Emergency Management “Hazardous Chemical Spill Response Drill” at East Campus
• April 2000 – School and Workplace Violence
• July 2002 – “Recognizing, Preventing, and Treating Mold and Mildew” for indoor air quality control

Seminars:
• 1998 thru 2003 – Attend the Texas Campus Safety Association Conference annually
• April 1998 – Panhandle Safety Environmental Health Professional Development Conference
• May 1998 – Texas Natural Resource Conservation Commission Conference
• October 1998 – State Employee Risk Management Seminar for Safety Officers
• May 1999 – Texas Natural Resource Conservation Commission Conference
• April 2000 – Ergonomics Conference at B&I Center
• July 2002 – Terrorism Conference sponsored by Texas A&M, Texas Engineering Extension Service (TEEX) and OSHA

Teleconferences:
• May 1998 – Chemical Safety (Distance Learning)

Professional Meetings:
• April 2000 – Met with TDCJ for security clearance orientation
• October 2001 – Attended City Management meeting on Bio-Terrorism Response Procedures and coordination with local, state and federal officials
• November 2001 – Attended Texas Tech. Medical Center presentation on Bio-Terrorism
• March 2003 – Met with local Red Cross regarding Homeland Security issues

8. During the past five years, in what community activities have you participated that have helped you meet your performance evaluation goals?  
Reference Section 7 – Professional Meetings

9. During the past five years, in what grants or special projects/activities have you been involved that have contributed to the success of your program or the College as a whole?  
Reference Sections 4, 6, and 7
I. Overview of Department/Office

A. State the name of the department/office.

Police Department

B. Provide a brief history of the department/office (when it was created, size, major changes, etc.)

The College has had security services for many years. Until late 1985, this security was provided by 3 non-commissioned, non-certified security guards. This department, Health, Safety and Security Services, was under the Physical Plant umbrella. In 1985, still under Physical Plant, the security guards were systematically replaced with commissioned, TCLEOSE certified peace officers.

In 1988, the Health, Safety and Security Services department was moved from Physical Plant to the Student Services division.

In 1995, Texas State Technical College merged with Amarillo College. This not only added 26 campus buildings, but also 331 houses that are rented to Amarillo College staff, students and the general public, and the Student Apartments which house 80 single students.

The Amarillo College Health, Safety and Security Services department had 9 employees in 1995: Director (1), Sr. Staff Assistant (1), Sr. Police Officer (1), Police Officer (3), Security Aide (1), student help (2). This department served two campuses: Washington Street and West Campus. The Amarillo Technical Center (formerly Texas State Technical College) had 7 employees: Chief – Safety (1), Sergeant (2), Patrolmen (4). In 1996, the Health, Safety and Security Services department was split into two departments: Occupational Safety and Environmental Department and the Police department. Also, in 1996, the College added a fourth campus: the Business and Industry Center on Polk Street. This campus was patrolled by the Washington Street Police officers.

The Washington Street Police department and the ATC Police department remained separate entities until 1997 when the ATC Chief – Safety resigned. At that time, the ATC Police department
was merged with the Amarillo College Health, Safety and Security Services department and the Amarillo College Director of Health, Safety and Security Services became responsible for the security and safety of all four campuses: Washington Street, West, Business and Industry Center, ATC, including housing and the Student Apartments. This department was also responsible for the security of the Community Link building.

In January 2000, a branch campus was opened in Moore County. The Amarillo College Police department does not patrol the Moore County Campus. Rather, that campus relies on the City of Dumas Police Department for their services.

The Police/Security department was renamed to the Amarillo College Police Department in 2001.

In 2003, the ATC campus was renamed Amarillo College East Campus.

The current Police department has 14 employees: Director (1), Sergeant (1), Sr. Staff Assistant (2) Dispatcher/Transcriptionist (1), Investigator (1), Officer (9) and is responsible for the security and safety of all Amarillo campuses: Washington Street, Business and Industry Center, West Campus, Community Link and the East Campus (formerly ATC).

C. List the major clients of the department/office: students, faculty/staff, and/or outside clients. Briefly describe the client needs that the department/office services.

The Police department serves the faculty, staff, students and visitors of the Community Link building and the four Amarillo campuses. In addition to this responsibility, this department also serves the tenants of the 331 houses on the East Campus and the 80 students who reside in the East Campus Student Apartments. The Amarillo College Police department is the first responder to campus incidents and often the first responder to the housing incidents. The officers are all TCLEOSE certified. Amarillo College commissioned peace officers are highly trained and able to handle a variety of incidents from parking violations to more serious crimes such as burglary or vandalism.

This department is also available to offer security assistance, on an overtime basis, to the Bookstore during the fall and spring rush and buy back times.
A police officer attends student, student apartments and new employee orientation to explain the role of the Police department as well as give the students and staff an opportunity to meet a representative of the Police department and ask pertinent questions.

D. State the mission of the division and/or department office.

It is the mission of the Amarillo College Police department to support the College’s mission of “providing educational, cultural and community services and resources to enhance the quality of life for the diverse population in the service area” and we are committed to the protection of life and property of the Amarillo College students, faculty, staff, campus and community.

E. State the goals of the department.

• Establish and maintain a social and physical environment wherein people on the Amarillo College campuses may be free from fear.

• Perform duties in a professional, effective, efficient, consistent and fair manner.

• Provide quality service.

• Behave in an ethical manner.

• Enforce the Amarillo College rules and regulation

F. How does the mission of the division and/or department/office support the overall mission of the College?

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

The Police department supports this mission by providing an atmosphere which is free from fear which allows the College to provide the educational, cultural and community services and resources which will improve the quality of life for our constituents.

G. By which agencies or organizations is the department/office monitored or accredited (if any)? What monitoring or accreditation
schedule is required by the agency or organization? What is the current status of the monitoring or accreditation?

The Amarillo College Police department is regulated by state law and the Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE). All Amarillo College police officers, including the Director, are TCLEOSE certified. For certification regulations, please see Appendix A. Each officer is required to complete 40 clock hours of TCLEOSE courses every two years to maintain their TCLEOSE certification.

All Amarillo College police officers have until September 2005 to take the courses required to maintain their certification.

Records of employment, termination, mandated training, annual fire arms proficiency are monitored on a continuing and annual basis.

The Amarillo College Police department is licensed by the United States Department of Justice, Federal Bureau of Investigation and the Texas Department of Public Safety as a criminal justice reporting agency.

H. List the professional organizations of which the department/office is a member.

Texas Association of College and University Police

I. SWOT Analysis

1. List department/program strengths.

The Amarillo College Police officers are all TCLEOSE certified.

All officers are required to complete 40 clock hours of TCLEOSE training every two years to maintain their TCLEOSE certification.

All officers are encouraged to attend training courses above the required 40 clock hours every 2 years as time and resources permit.

The department has a vehicle roll down program, which enables the department to keep vehicles with relatively low mileage for the officers to use. This, of course, is restricted by budget constraints.
Four of the police officers live in the East Campus housing. These officers are available to back up the on duty officers quickly when the situation warrants it.

The Police department currently has a diversified staff. The staff includes one female officer, one Spanish speaking Hispanic officer, and two American Indian officers, including the Director.

2. List department/program weaknesses (areas for improvement)

This department experiences a high turnover rate, which in turn keeps the department short handed.

The vehicle roll down program is dependent on the availability of funds. There have been years when the department has not been able to purchase new vehicles, leaving the officers driving vehicles with high mileage.

Because the number of police officers has been reduced from 12 to 11, the West Campus does not have a dedicated police officer on campus.

Officers are pulled from the East Campus to make deposits and run errands, leaving the campus vulnerable.

This department does little in the way of crime prevention education.

3. List external and internal opportunities available to the department/program.

Employee scholarships are available to all Amarillo College employees including the police officers.

This department is a law enforcement agency allied with other law enforcement agencies locally, statewide, and nationally.

This department has access to state and national criminal records and reporting through the Texas Law Enforcement Telecommunications System.

This department has access to state and national crime labs.
This department can also request assistance, including manpower and equipment, from other law enforcement agencies during times of emergency.

4. List external and internal threats/challenges which may affect the department/program.

Amarillo College has four campuses within the city limits and another campus in Moore County. The Community Link building is also the responsibility of the Amarillo College Police department. Staffing the Police department to safeguard the four Amarillo campuses and the Community Link building is challenging.

Keeping the equipment, including vehicles and guns, up to date is dependent upon budget constraints.
II. Institutional Effectiveness

A. Attach the department/office’s most recent Planning & Evaluation Tracking (PET) form(s) or identify the name of the department/office and the web address of the PET form(s) for this area (see Reports/Institutional Effectiveness/Planning) and Evaluation Tracking as http://archives.actx.edu.

The 2003-04 PET form may be accessed at:

http://archives.actx.edu/pdf/reports/pet03_04/stud_servides.pdf

and is also available in Appendix B.

See Appendix B for the 2004-05 PET form.

B. How and when does the department/office conduct client evaluations? What are the standards for the evaluation? Attach a sample along with a compilation of recent results or include the name of the survey and the web address for AC surveys (see Survey Data at http://archives.actx.edu or http://www.actx.edu/~research/).

The “How Are We Doing” Survey has been conducted every other long semester and included the Police department. 1,466 students responded to the latest survey.

Standards for the survey are “Outstanding”, “Good”, “Fair” or “Poor”.

82.6% of the respondents rated the service received from the Police Department as “Outstanding” or “Good.”

When asked to rate the attitude of the Police Department employees, 81.8% of the respondents rated the attitude of the Police Department employees as “Outstanding” or “Good.”

When asked “The thing I dislike most about AC is . . .” 12 students responded “Police Officers (rude), and two stated that there was lack of security at night..

When asked “The thing I like most about AC is . . .” one student responded “police officers.”
Complete results of the latest survey, conducted during the Spring 2003 semester are available in Appendix J or at:

http://archives.actx.edu/pdf/surveys/acstsvyresults03.pdf

The “How Are We Doing” survey has been discontinued; so, in an effort to continue monitoring customer satisfaction, a survey will be distributed during the Police department sponsored crime prevention brown bag seminars.

C. Describe the ways in which the department/office is helping the College achieve the Goals and Success Indicators set forth in the current Strategic Plan (see Reports/Institutional Effectiveness/Amarillo College Strategic Plan at http://archives.actx.edu). Also state and analyze any areas in which the department/office is not meeting the standards for the Goals and Success Indicators in the Strategic Plan, along with plans for improvement or change.

As a service department, the Amarillo College Police strives to assist the College to achieve its goals by providing a safe, fear free atmosphere for the faculty, staff, students, and visitors of Amarillo College. This is accomplished with area patrols at the Community Link building and on the four Amarillo campuses, enforcement of traffic violations, enforcement of parking violations, escort service, available for information and directions for visitors, motorist assistance, security checks of buildings, conducting investigations of crimes, traffic collisions, injuries and other incidents in which a police presence is required to keep the peace.

This department is particularly involved in attaining Goal VIII: manage institutional resources effectively and efficiently. For the last three fiscal years, this department has been over budget each year. However, the overage is shrinking each year. At the end of FY02, this department was over budget 13.85% or $56,620. At the end of FY03, the overage was 7.98% or $37,913. At the end of FY04, the overage was only 1.44% or $6,934. This was accomplished by operating with a staff that was one person short (West Campus Officer). This position was not filled until budget goals were realized. Each year, the overage has been in personnel costs, paying overtime for officers when covering for absent officers and the staffing of officers for special events. When the department is short handed, overtime for the police officers becomes a necessity. Budget reports are available in Appendix B.
D. How does the department/office evaluate and improve its effectiveness in order to close the loop on Institutional Effectiveness (reference action plans, performance evaluations, professional development, PET forms, budget process, etc.)?

Each year, TCLEOSE supplies a report detailing each officer’s training and any deficiencies. This report is used to prioritize the training for the police officers.

In the past, the “How Are We Doing” survey was distributed to students every other long semester. The results from this survey have been used as a tool to improve our effectiveness and efficiencies. Because this survey is no longer distributed to the students, the Police Department will be distributing a customer satisfaction survey during the crime prevention brown bag seminars.

Each employee will participate in an annual performance review in line with College guidelines.

PET forms will be reviewed during FY05 and updated with new goal statements and standards.

E. Where are departmental/office policies or procedures published? What is the update/review schedule for policies/procedures? What is the approval process for implementing and/or revising departmental policies/procedures?

Departmental policies and procedures are published in the Amarillo College Police Department Standing Orders (located in the Police Department offices). The Standing Orders are currently under revision by the Director of the Police Department and will be approved by the Associate Director of Administrative Services and the Director of Administrative Services. All policies and procedures are consistent with the Board of Regents approved policies and state law.

F. For the department/office cost, please attach BCMP budget reports for the current and preceding two years. Graph and analyze trends.

See Appendix C and D for the BCMP budget reports and graphs.

As you will see the Police budget has increased each of the three years analyzed. The department has also gone over budget during this three year period. However, the overage has decreased each
year. The area of overspending is in the Appointed Personnel pool due to the overtime required to cover all campuses and staff special events. The supply, travel, capital expenditures and other pools expenditures are kept to a minimum.

G. SWOT Analysis

1. List departmental/program strengths.

   The Police department has a core group of officers that have been with the College for over five years.

   As funds are available, new vehicles are purchased for officer patrolling.

   This department’s expenditures per student were 34% less than the national average in 2003. (See Internal Auditor’s Report - Appendix I).

   The Department is developing a crime prevention program, working with the Professional Development department and Criminal Justice. This program will include one brown bag seminar targeted for Spring 2005 and another brown bag seminar targeted for Fall 2005.

   The Amarillo College Police Department Standing Orders have not been updated since September 2000; however, under new division management, the Standing Orders will be updated by the end of the current fiscal year. A Desk Manual will be developed for the Sr. Staff Assistant and the Standing Orders will be revised for the Police Officers and the Investigator.

2. List departmental/program weaknesses (areas for improvement).

   The Police officers are often called upon for a police presence at special activities, such as graduation. Because of the size of the staff, this is usually overtime for the officers, which increases actual expenditures and causes the department to go over budget in this area.

   This department’s staffing is 31% below the national average total police staffing. (See the Internal Auditor’s Report – Appendix I).
3. List external and internal opportunities available to the department/program.

The Washington Street campus is a walking campus which gives the officer on duty the opportunity to walk among the students, learning more about them in an effort to become more student friendly.

4. List external and internal threats/challenges which may affect the department/program.

The Police communication repeater is located at a lease site which has been sold. When the contract expires in FY05, the lease price could dramatically increase. Movement of this equipment could become a reality. Area agencies, such as the City of Amarillo Police department, pay their officers more than an educational institution can afford.

Vehicle expenses are difficult to budget. Older vehicles require more repairs and the price of gasoline has continually risen over the last few years.
III. Department/Office Staff

A. Attach resumes of all departmental/officer administrators, faculty, and exempt classified and/or use the attached form to provide information regarding qualification of the staff. See the Qualifications of Staff form at:

http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf

Also, see Appendix E.

B. Attach a department/office organization chart with clear lines of authority and responsibility. Describe the department/office, including the job descriptions of the positions.

See Appendix F for the Police organizational chart.

The Director of Police is responsible for the entire workings of the department. The department is lead by the Director. There is also a sergeant, investigator, nine officers, one senior staff assistants and one dispatcher/transcriptionist. The sergeant, under the supervision of the Director, supervises the 9 officers, investigator and two staff assistants. The director, sergeant, investigator and all officers are all TCLEOSE certified and Amarillo College commissioned peace officers.

See Appendix G for the job descriptions of the director, sergeant, investigator, officers and staff assistants.

C. Describe how individual performance evaluations are used to improve staff performance.

The annual performance evaluation, using Amarillo College guidelines, is used as a tool to summarize the performance throughout the year. Each employee is given positive reinforcement throughout the year so the employee is continually aware of what corrective action needs to be made.

TCLEOSE also provides the department with a report of courses taken and courses needed for each employee to retain TCLEOSE certification.

D. Explain the department/office management philosophy regarding the following:

1. Leadership
Due to the nature of police officer duties and the extreme situations the officers find themselves involved with, the Amarillo College Police department is run in a quasi-military fashion, and is led in a military style. This leadership style is necessary to ensure the safety of the students, faculty, staff, community and the officers themselves.

2. Teamwork

In a Police department, even a college Police department, each officer has to know that he can count on his fellow officers to back him up in case of an emergency. This reliance lends itself to the teamwork philosophy.

3. Professional Development

All Amarillo College police officers are TCLEOSE certified. To retain this certification, each officer must complete 40 hours of TCLEOSE training every two years.

The department rotates shift assignments to coincide with the college semesters. This allows the officers to attend college classes. Also, officers who are enrolled in college courses are given shift priority so they can attend classes.

Panhandle Regional Planning Commission provides funds for training. TCLEOSE specialized training such as physical evidence and K-9 training are not offered in our area. However, PRPC does partially fund core classes for the officers.

Funds are provided through out the state, from fines and forfeitures related to criminal adjudication, specifically for law enforcement officer training. The funds are used for specialized training and are administered by the Director of the department. The State of Texas provides approximately $1,400 each year from fines and forfeitures.

E. SWOT Analysis

1. List the departmental/program strengths.

As TCLEOSE certified peace officers, 40 clock hours of training each two year period is required to retain certification.
Amarillo College peace officers are some of the best trained officers in the State.

Six officers or 50% (including the director and sergeant) are master police officers.

In addition to their regularly scheduled activities, the officers perform the additional duties listed below:

- Escort to vehicles after dark
- Parking lot accidents - investigate all vehicle accidents and do a police report – the ACPD do not just ask the parties to exchange information
- Pick up money and make deposits
- Police presence at graduation
- Deliver Board packets and Board communications
- Monitor weather conditions
- Police presence at the Bookstore during rush times and buy backs
- Special events
- Jump start vehicles
- Operation ID for Student Apartments
- Unlock vehicle when the driver has locked the keys inside
- Fatal Vision (D.U.I.) Presentations
- Fingerprint children for parental identification, license applicants, D.O.J. and C.J. student applicants
- Student and employee notifications for family emergencies
- Information reports for insurance purposes
- Student and parent presentations on AC police services
- Presentations on law enforcement to community service groups and children

2. List departmental/program weaknesses (areas for improvement).

It is difficult to schedule officer training, because of minimum staffing.

3. List external and internal opportunities available to the department/program.

Amarillo College, because of its low crime rate, and relatively easy patrols is attractive to seasoned officers.

TCLEOSE provides mandated and elective training for the officers.

Panhandle Regional Planning Commission provides funds for officer training.

4. List external and internal threat/challenges which may affect the department/program.

Amarillo College pays its officers less than other area agencies. See Appendix H.

5. Describe the strengths and weaknesses of the current staff and/or staffing patterns. Provide ideas for overcoming any weaknesses.

Currently the department is staffed with a director, sergeant, investigator, 9 officers, 1 senior staff assistant and 1 dispatcher/transcriptionist.

There is a high turnover rate in the department, leaving the department short handed. When some one is on vacation or on sick leave, the department is stretched thin.

There is no dispatcher on the midnight shift, weekends or holidays. One of the patrolling officers assumes these duties, taking calls and dispatching an officer to a scene.
During non-peak times (evenings, weekends and holidays), one officer is assigned to Washington Street, Polk Street and West Campus and one officer to the Community Link building and the East Campus.

The intent of the department is to demonstrate that the officers are student and staff friendly. Customer service training will be provided to all departmental employees. This will be a regular agenda item at the quarterly staff meetings.
IV. Facilities/Equipment

A. Describe the facilities and space utilized by the department/office.

The Police department has a five room office suite located in Durrett Hall on the Washington Street campus which is used for administration, investigations, patrol and equipment storage.

There is also a patrol office in the Lecture Hall on the West Campus.

On the East Campus, the department has a three room suite which is used for report writing, interviewing victims and suspects and for evidence storage. This suite is located in the Industrial Center, Building V.

B. Describe any special equipment utilized by the department/office.

The Police department uses a variety of special equipment designed specifically for law enforcement use: seven specially equipped vehicles, 13 hand guns, 5 carbine guns, 7 shot guns, communication equipment, and crime scene investigation supplies, including digital cameras.

C. Identify the privacy, safety and accessibility provisions of the department/office. Describe any concerns regarding possible violations of privacy and safety or accessibility issues of the department/office.

The Amarillo College Police department is a 24/7 operation. There are at least two officers on duty at all times, including evenings, holidays and weekends.

The department’s suite of offices on the Washington Street, West and East Campuses are in handicapped accessible buildings. There is handicapped parking close to the buildings.

The department has space available to interview customers and suspects in private. This is a legal necessity when interviewing underage suspects.

By the nature of the department some things regularly done by the employees are inherently dangerous. The mission of the department is to keep the students and staff safe, which precludes our own safety in some cases. The officers have been trained to accomplish their mission under adverse circumstances. Privacy
issues are covered by law. Office records are subject to the Texas Open Records Act.

D. SWOT Analysis

1. List departmental/program strengths.

   The facilities and space allocated for the department is adequate. The department has been given areas to interview, store evidence and conduct the day to day operations of the department.

   Equipment is maintained at good serviceable levels. The officers are responsible for maintaining equipment checked out to them. Equipment records are maintained in the office.

   It is the goal of the department to purchase a new patrol car each fiscal year.

2. List department/program weaknesses (areas for improvement).

   The vehicle requested in FY05 was not approved due to budget constraints. This leaves the department with multiple vehicles which have over 100,000 miles on them. This generates higher repair costs.

   Radio reception is difficult when an officer is on the East Campus. There are some areas that transmissions are not heard or are static laden.

3. List external and internal opportunities available to the department.

   The Department has taken advantage of the College’s computer roll down program for their offices.

   The increased police presence on the East and West campuses has reduced crime on those campuses.

4. List external and internal threats/challenges which may affect the department/program.
The average age of the department’s specially equipped vehicles is 5.5 years. The average vehicle has 97,000 miles, while the oldest vehicle has 209,000.

The vehicle requested in the FY05 budget was denied due to budget constraints.

The price of fuel is volatile.

E. List any recommendations (including rationale) regarding the facilities, equipment and space needs of the department/office.

Two vehicles must be purchased during FY06. The College’s Amarillo campuses are wide spread and dependable vehicles are a necessity to get from one campus to another.
V. Support Services

A. Please describe how campus support services address the needs of this department/program. List any proposed recommendations here.

1. AC Police
2. College Relations
   - Prints brochures, parking permits
3. Institutional Effectiveness & Advancement (including institutional Research)
   - Assists with PET forms, available for data research, grant application assistance
4. KACV and FM90
   - Broadcasts school closings and adverse weather conditions
5. Business Office
   - Receipts citation payments
6. Copy Center
   - Routine printing
7. Switchboard-Mailroom
   - Transfers calls and routes incoming/outgoing mail
8. Professional & Organizational Development
   - Offers training to all employees, including employees of the Police department
9. Human Resources (Personnel/Payroll)
   - Distributes and processes time sheets, distributes pay stubs, assists with hiring, firing, disciplining of employees, assists with staff performance review
10. Information Technology Services
    - Sets up and maintains security cameras, sets up and maintains computers and peripherals, keeps operating systems, virus protection programs and end user programs/packages updated
11. Physical Plant
    - Maintains buildings on all campuses, keeps buildings clean, maintains grounds
12. Safety and Environmental Office
    - Maintains security cameras, acts as additional officer during special events
13. Any of AC’s campuses
14. Other ACAC
    - Receipts citation payments

B. Please describe instructional support services address the needs of the department/program. List any recommendations here.
1. Library Network
   N/A
2. FIRST Center
   N/A
3. Off-Campus Programs
   N/A
4. Distance Education
   N/A
5. Other

C. Please describe how **student services** address the needs of this department/program. List any proposed recommendations here.

1. Student Activities
   - Employees are invited to participate in student activities, such as Fall Fest, Badgerama, etc.
2. Community Link
   N/A
3. Financial Aid
   N/A
4. Advising and Counseling
   - Available for any employee who wishes to further their education
5. Adult Students Program
   N/A
6. Job Placement/Career Planning
   N/A
7. Registrar’s Office
   - Register’s employees for classes
8. Enrollment Management
   N/A
9. START Center
   N/A
10. Assistance Center
    - Distributes parking permits and brochures
11. Testing Center
    N/A
12. Access Division
    N/A
13. Other

D. Please describe how **auxiliary services** address the needs of this department/program. List any proposed recommendations here.

1. Bookstores
   - Sells books and supplies to employees
2. **Food Services (Cafeteria/Catering/Vending)**
   - Available for meals and snacks

3. **Housing**
   - Emoluments for officers living in AC housing

4. **Other**

E. **SWOT Analysis**

1. **List department/program strengths.**

   College-wide, support departments offer excellent services to all their customers.

2. **List departmental/program weaknesses (areas for improvement).**

   The IT division does not have enough staff to adequately serve the vast number of customers.

   Some of the Amarillo College Police officers are not proficient in Word. Proficiency is difficult to achieve because of limited exposure.

   Customers perceive the Police department to be a regulatory agency rather than a support department.

3. **List external and internal opportunities available to the department/program.**

   The College offers training in GroupWise, Word, etc for all employees.

   The Amarillo College Criminal Justice department provides TCLEOSE training utilized by all Amarillo College police officers.

4. **List external and internal threats/challenges which may affect the department/program.**

   The technical support team available from the IT division is understaffed.
VI. Advisory or Internal Committee

A. If the department/office has advisory or internal committee(s) describe each committee’s role and purpose. Attach a list of the names and positions of the present members or reference the web address for accessing the advisory committee member lists (see Committee Membership/Advisory at http://archives.actx.edu).

N/A

B. If an advisory committee or internal committee is relevant to the program under review, include minutes from the last two years of meeting. Copies of minutes may be attached or the name of the advisory committee or internal committee and web address (see Minutes/Advisory at http://archives.actx.edu) for the relevant minutes included.

The department holds quarterly staff meetings. Minutes are not taken and approved at the next meeting; however, notes are kept on topics that require action.

C. SWOT Analysis

1. List departmental/program strengths

   N/A

2. List departmental/program weaknesses (areas for improvement).

   Minutes are not taken at the quarterly staff meetings. Minutes should be taken at each meeting and approved at the next meeting.

3. List external and internal opportunities available to the department/program.

   N/A

4. List external and internal threats/challenges which may affect the department/program.

   N/A
D. Identify any recent improvements/changes that have been made in the program as a result of committee recommendations.

N/A
VII. Recommendations

A. Based on an analysis of this department/office/program, list specific recommendations that will improve the department/office/program, correct identified weaknesses, take advantage of available opportunities, and prepare for current and future threats/challenges.

Budget for two vehicles during FY06

Increase the pay of the police officers keeping in line with the other area agencies.

Reduce the turnover in the Police Department.

Develop customer services courses specifically for the Police Department

Develop crime prevention program for the students and staff of Amarillo College.

B. Link the recommendations to the mission/purpose/goals of the program and the institutional Strategic Plan.

Purchasing two vehicles during FY06 will enable the department to use its resources more effectively and more efficiently (Institutional Goal VIII: Manage institutional resources effectively and efficiently). When older vehicles are used, the repair costs are higher. Repairing older vehicles that will be taken out of the rotation is ineffective and inefficient. It also causes problems if vehicles are in the shop for repairs. The officers are not able to move from campus to campus as efficiently as is needed.

The Police department recognizes the College’s staff and students are diversified. Considering gender and race as well as quality when hiring new officers keeps the department in balance with the diverse population of its customers.

The intent of the department is to demonstrate that the officers are student and staff friendly. Customer service training will be provided to all departmental employees. The department will also take advantage of the customer service training offered to all Amarillo College employees.

Working with the Professional Development department and Criminal Justice, follow through and implement a crime prevention
program for the students and staff of Amarillo College. Knowledge is power. If the students and staff are educated in crime prevention, they will feel safer on our campuses.

C. Explain the budget impacts of these recommendations.

The budgetary impact of these recommendations is not significant when looking at a $36 million budget. Each new vehicle is around $25,000; however the cost of the new vehicles will be offset somewhat with lower repair costs. The rest of the recommendations will be funded with the current departmental funds.
Police Department

Budget History
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Police Budget History

- 2001-2002: $414,115
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Police Department

Job Description
Amarillo College
ADMINISTRATIVE JOB DESCRIPTION

Director of Amarillo College Police/Security

RESPONSIBLE TO: Dean of Student Services

FUNCTION:

To implement, maintain, and direct the College-wide program to ensure the security and health of Amarillo College students, employees, visitors, and property, with emphasis on crime prevention and service.

DUTIES AND RESPONSIBILITIES:

Provides leadership and supervision for Police/Security staff and serves as the Chief of the Amarillo College Police. Responsible for the planning, implementation, administration, and budgeting for the department. Markets the department programs to students, employees, and the community to promote understanding and cooperation. Enforces criminal and traffic laws and parking regulations on college property and is responsible for issuing parking permits. Provides professional development for the department staff. Bears the responsibility for the College-wide radio communications network for emergency communication. Works interactively with the Amarillo Police Department and other regional law enforcement agencies. Serves on College committees as assigned.

EDUCATION:

Bachelor's Degree or an equivalent combination of education and experience required. Permanent Texas Peace Officers License, with advanced level police certification, and a valid Texas Driver's License are required.

EXPERIENCE:

An Associate Degree with at least six years in law enforcement with experience in crime prevention and security is acceptable in lieu of the Bachelor’s Degree requirement. At least three years in law enforcement with experience in crime prevention and security is required. Must possess well-developed interpersonal and communication skills.

REVISED: 10/04/2002  POSITION NO.: 101440

Any qualifications to be considered as equivalents, in lieu of minimums, require Presidential approval.
<table>
<thead>
<tr>
<th>EMPLOYEE</th>
<th>TITLE</th>
<th>DUTIES</th>
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<tbody>
<tr>
<td>Mike Duval</td>
<td>Director of Police Department</td>
<td>Supervises and directs Police activities and officers; responsible for campus security and parking administration.</td>
</tr>
<tr>
<td>Ext. 5159</td>
<td></td>
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<tr>
<td>Durrett 111B</td>
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</tr>
<tr>
<td>Michael Brown</td>
<td>Sergeant/Senior Officer</td>
<td>Assumes supervisory duties in absence of the director; responsible for safety and protection of all college students, personnel, visitors and property; reports and records traffic enforcement activities,</td>
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<tr>
<td>Ext. 5161</td>
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<tr>
<td>Durrett 111C</td>
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<tr>
<td>Rebecca Sandefur Maddox</td>
<td>Senior Staff Assistant</td>
<td>Performs secretarial and communication duties.</td>
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<tr>
<td>Ext. 5160</td>
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<tr>
<td>Durrett 111A</td>
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<td></td>
</tr>
<tr>
<td>Todd Posey</td>
<td>Officer</td>
<td>Responsible for safety and protection of all college students, personnel, visitors and property; patrols parking lots and buildings to protect against violations.</td>
</tr>
<tr>
<td>Ext. 5163</td>
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<tr>
<td>Durrett 111A</td>
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<tr>
<td>Steve Chance</td>
<td>Officer</td>
<td>Same as above</td>
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<tr>
<td>Gerry Coffman</td>
<td>Officer</td>
<td>Same as above.</td>
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<tr>
<td>Ron England</td>
<td>Officer</td>
<td>Same as above.</td>
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<tr>
<td>Marc Langley</td>
<td>Officer</td>
<td>Same as above.</td>
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<tr>
<td>Gregory Tucker</td>
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<td>Same as above.</td>
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<tr>
<td>Clifton Fletcher</td>
<td>Officer</td>
<td>Same as above.</td>
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<td>Michael Nelson</td>
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<td>Troy Powell</td>
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<td>Same as above.</td>
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<td>Kim Wauer</td>
<td>Officer</td>
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<td>James Bartlett</td>
<td>Officer</td>
<td>Same as above.</td>
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<tr>
<td>Sandra Jean McGill</td>
<td>Dispatcher</td>
<td>Dispatches officers to calls, assists Senior Staff Assistant.</td>
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PROGRAM REVIEW
Departmental/Program Self Study Outline
NON-INSTRUCTIONAL

This Program Review is being conducted during: Academic Year 2003 and Fiscal Year 2003-04.

I. Overview of Department/Office
   A. State the name of the department/office.
      Police Department

   B. Provide a brief history of the department/office (when it was created, size, major changes, etc.)
      Security for Amarillo College was originally under the Physical Plant organization. Sometime during the late 1970’s, security patrols of college property sites started. There were two or three unarmed officers at that time. Around the end of 1985, the security officers were replaced with commissioned peace officers. The department was still a part of the Physical Plant organization. The department moved to the Student Services Division in 1988. In 1995, the Texas State Technical College campus in Amarillo was transferred to Amarillo College. Police services for that facility were taken over by Amarillo College. Many of the TSTC police officers were absorbed into the AC police department. Today, the Amarillo College Police Department is staffed with commissioned police officers. College police patrol the campuses and housing of Amarillo College 24 hours a day, 365 days a year.

   C. List the major clients of the department/office: students, faculty/staff, and/or outside clients. Briefly describe the client needs that the department/office serves.
      The department serves students, college personnel, college housing residents, and visitors to Amarillo College campuses. The department provides law enforcement on all college-owned or controlled property. Services include investigation of all reported criminal offences, parking enforcement, investigation of traffic collisions, and numerous security and public relation activities.

   D. State the mission of the division and/or department office.
      The Amarillo College Police Department strives to establish and maintain a social and physical environment wherein people on the campuses may be free from fear. In this way, we contribute to the quality and excellence of Amarillo College. We are committed to protection of life and property; the preservation of peace, order, and the defense of the Constitution of the State of Texas and the
Constitution of the United States of America. College police officers will exercise law enforcement authority on behalf of the people of the State of Texas and will faithfully discharge that trust.

E. State the goals of the department/office.

The College Police Department has an obligation to ensure our functions are performed in an effective, efficient, consistent, and fair manner. The department is committed to quality service, ethical behavior, enforcement of campus regulations and the rule of law.

F. How does the mission of the division and/or department/office support the overall mission of the College?

The Amarillo College Police Department is a service oriented, proactive police department. We strive to establish and maintain a crime free safe environment wherein people on the campuses may be free from fear during their educational experience at Amarillo College.

G. By which agencies or organizations is the department/office monitored or accredited (if any)? What monitoring or accreditation schedule is required by the agency or organization? What is the current status of the monitoring or accreditation?

The Amarillo College Police Department is regulated by state law and the Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE), a state agency. Constant monitoring of the department is done by TCLEOSE. The department operates in compliance with all state laws and TCLEOSE regulations.

H. List the professional organizations of which the department/office is a member.

Texas Association of College and University Police

I. SWOT Analysis

1. List departmental/program strengths.

   The strength of the department is that it is a genuine police department staffed by commissioned peace officers.

2. List departmental/program weaknesses (areas for improvement).

   None Observed

3. List external and internal opportunities available to the department/program.

   • The department is a law enforcement agency allied to other law enforcement agencies statewide and nationally.
   • The department has access to state and national criminal records and suspect reporting through the Texas Law Enforcement Telecommunications System.
   • The department has access to state and national crime labs.
• The department can also request mutual aid in the form of manpower and equipment from other law enforcement agencies during times of emergency.

4. List external and internal threats/challenges which may affect the department/program.

The department is a true law enforcement agency. It is therefore an anomaly within the Amarillo College structure. The department is often not considered a core function of the College. The department is reviewed almost annually to determine cost effectiveness and whether a security department could effectively replace the police department.

II. Institutional Effectiveness

A. Attach the department/office’s most recent Planning & Evaluation Tracking (PET) form(s) or identify the name of the department/office and the web address of the PET form(s) for this area (see Reports/Institutional Effectiveness/Planning) and Evaluation Tracking at http://archives.actx.edu.

The PET Form for 2002-03 may be accessed at:
http://archives.actx.edu/pdf/reports/pet02_03/stud_service.pdf.

The PET form for 2003-04 may be accessed at:
http://archives.actx.edu/pdf/reports/pet03_04/stud_service.pdf.

B. How and when does the department/office conduct client evaluations? What are the standards for the evaluations? Attach a sample along with a compilation of recent results or include the name of the survey and the web address for AC surveys (see Survey Data at http://archives.actx.edu or http://www.actx.edu/~research/).

An annual survey is conducted by the Dean’s Office. The “How Are We Doing?” survey contains questions about safety issues. See:
http://archives.actx.edu/pdf/surveys/acstsvyresults03.pdf

C. Describe the ways in which the department/office is helping the College achieve the Goals and Success Indicators set forth in the current Strategic Plan (see Reports/Institutional Effectiveness/Amarillo College Strategic Plan at http://archives.actx.edu). Also state and analyze any areas in which the department/office is not meeting the standards for the Goals and Success Indicators in the Strategic Plan, along with plans for improvement or change.

The Amarillo College Police Department is a law enforcement agency. Our purpose is to maintain a safe environment wherein the College can achieve its Goals and Success Indicators. Listed below are some ways in which we provide support.

• Area patrols
• Traffic enforcement
• Parking enforcement
• Bank runs
• Unlocking
• Property security

D. How does the department/office evaluate and improve its effectiveness in order to close the loop on Institutional Effectiveness (reference action plans, performance evaluations, professional development, PET forms, budget process, etc.)?
  • PET forms are reviewed and a determination is made as to whether the department’s goals were met. The police officers of the department are constantly scheduled for advance professional training as this is a TCLEOSE mandate.
  • Staff are evaluated annually.

E. Where are departmental/office policies or procedures published? What is the update/review schedule for policies/procedures? What is the approval process for implementing and/or revising departmental policies/procedures?
  Department policies and procedures are published in the Amarillo College Police Department Standing Orders (located in the Police Department offices). All policies and procedures are consistent with state law and Board of Regents approved policies. Police procedures are also regulated by state law and court decisions.

F. For the departmental/office cost, please attach BCMP budget reports for current and preceding two years. Graph and analyze trends.
  The department’s operational budget is relatively flat. Spikes occurred in the 2002-03 and 2003-04 budgets due to the purchase of two new patrol cars in 2002-03, and one new patrol car in 2003-04.
  See budget history reports and graphs at: http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf

G. SWOT Analysis
  1. List departmental/program strengths.
     The police department is shown to be very cost effective when compared to college security departments. It is important to note that college security departments cannot perform police duties and functions whereas, college police departments perform all security functions as well as having enhanced law enforcement capabilities. The College’s Internal Auditor is preparing a report which should provide supportive documentation.

  2. List departmental/program weaknesses (areas for improvement).
     The department is staffed to cover officer deployment based on a minimum staffing plan to provide service 24 hours a day, 365 days a year. When demands for service increases due to college sponsored events, officers must be brought in on
overtime pay. The Internal Auditor's report should provide further information.

3. List external and internal opportunities available to the department/program.
   The department is allied to other law enforcement agencies, and can call on them for additional resources for mutual aid during times of emergencies.

4. List external and internal threats/challenges which may affect the department/program.
   - The department is a true law enforcement agency. It is, therefore, an anomaly within the Amarillo College structure. The department is reviewed on almost annually to determine cost effectiveness and whether a security department could replace the police department.
   - Other Amarillo College departments cannot assist in or perform security and police functions due to specific training and employee background requirements mandated by law.
   - The price of gasoline is continually in flux and it is difficult to budget vehicle operation costs with any degree of real accuracy.

III. Departmental/Office Staff
   A. Attach resumes of all departmental/office administrators, faculty, and exempt classified and/or use the attached form to provide information regarding qualifications of the staff.
      See the Qualifications of Staff form at:
      http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf

   B. Attach a departmental/office organizational chart with clear lines of authority and responsibility. Describe the department/office, including the job descriptions of the positions.
      The Police Department organizational chart follows:
Job descriptions and a Job Duties Summary is available at:
http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf

C. Describe how individual performance evaluations are used to improve staff performance.
   Performance is discussed on a regular basis with department staff. The department’s line supervisor and the department Director interact daily with department staff. Individual performance is, therefore, evaluated on almost day-to-day basis. Corrective action when needed is taken immediately.

D. Explain the department/office management philosophy regarding the following:
   1. Leadership
      • The Amarillo College Police Department is run in a quasi-military fashion, as are all police agencies, and is lead in a military style.
   2. Teamwork
• Team work among department members and with other law enforcement agencies is high.
• Teamwork within the law enforcement community is stressed as a requirement to achieve our mission.
• Amarillo Police Department trains in our buildings.
• Amarillo Police Department assists when manpower is needed.

3. Professional Development
• Minimum training levels for peace officers are set and regulated by TCLEOSE. Training and professional development are important. The members of the Amarillo College Police Department are some of the best trained officers in the State of Texas.
• The department rotates shift assignments to coincide with the college semesters. This allows personnel to attend college classes. Also officers who are enrolled in college courses are given shift priority so they can go to school.
• Panhandle Regional Planning Commission provides funds for training.
• Amarillo College, as a trainer, provides much of the training for officers and the community.
• Funds are provided through the state, from fines and forfeitures related to criminal adjudication, specifically for law enforcement officer training.

E. SWOT Analysis
1. List departmental/program strengths.
   • Well-equipped for our mission
   • Most officers are seasoned, master police officers

2. List departmental/program weaknesses (areas for improvement).
   • Number of staff
   • Salaries in comparison to outside agencies
     (Internal Auditor’s Report should provide substantiating information)

3. List external and internal opportunities available to the department/program.
   • Amarillo College is a training institution
   • Officers are very well trained
   • AC is attractive to seasoned officers

4. List external and internal threats/challenges which may affect the department/program.
   • Salaries at other agencies
   • The Police Department is not considered a core function

5. Describe the strengths and weaknesses of the current staff and/or staffing patterns. Provide ideas for overcoming any weaknesses.
The current number of officers provides minimum coverage. The Internal Auditor’s study should provide corroborating information.

IV. Facilities/Equipment
A. Describe the facilities and space utilized by the department/office.

The Police Department has a five-room office complex located in Durrett Hall on the Washington Street Campus which is utilized for administration, investigations, patrol, and equipment storage. There is also a patrol office in the Lecture Hall on the West Campus, and one in the Industrial Center building number 4204 on the East Campus. The patrol offices are utilized for report writing and interviewing victims and criminal suspects.

B. Describe any special equipment utilized by the department/office.

The Police Department utilizes a variety of special equipment designed specifically for law enforcement use. The items used include such things as police cars, firearms, communications equipment, and crime scene investigation supplies.

C. Identify the privacy, safety and accessibility provisions of the department/office. Describe any concerns regarding possible violations of privacy and safety or accessibility issues of the department/office.

The Police Department is accessible 24 hours a day. By our very nature as a law enforcement agency some things regularly done by our employees are inherently dangerous. Police officers are trained to accomplish their mission under adverse circumstances. Privacy issues are covered by law. Office records are subject to the Texas Open Records Act.

D. SWOT Analysis
1. List departmental/program strengths.
   * The facilities and space allotted for the department’s use is good.
   * Equipment is maintained at good serviceability levels.
   * A patrol car purchase plan has been put into effect allowing for the purchase of one new car every year. This has been very helpful in keeping vehicle repair costs to a manageable level.

2. List departmental/program weaknesses (areas for improvement).
   None at this time.

3. List external and internal opportunities available to the department/program.
   None observed.
4. List external and internal threats/challenges which may affect the department/program.

The College Police Department is reliant on its vehicles to move officers between the campuses for the purpose of answering calls for service and patrolling. The demand placed on police service is a demand which cannot be easily regulated or anticipated. Fuel must be purchased to run the cars and equipment must be kept up to dependable operating standards.

E. List any recommendations (including rationale) regarding the facilities, equipment, and space needs of the department/office.

None at this time.

V. Support Services
A. Please describe how campus support services address the needs of this department/program. List any proposed recommendations here.
1. AC Police
2. College Relations – prints brochures, parking permits
3. Institutional Effectiveness & Advancement (including Institutional Research) – assists with PET forms
4. KACV and FM90
5. Business Office – citation payments
6. Copy Center – routine printing
7. Switchboard/Mailroom – transfer calls and mail
8. Professional & Organizational Development
9. Human Resources (Personnel/Payroll) – payroll, staff performance review
10. Information Technology Services – set-up and repairs
11. Physical Plant – custodial/repairs
12. Safety and Environmental Office – security cameras; peace officer assigned to safety & environmental issues on permanent basis
13. Any of AC’s campuses (name campus) ______________________
14. Other ____________________________

B. Please describe how instructional support services address the needs of the department/program. List any recommendations here.
1. Library Network
2. FIRST Center
3. Off-Campus Programs
4. Distance Education
5. Other ____________________________

C. Please describe how student services address the needs of this department/program. List any proposed recommendations here.
1. Student Activities
2. Community Link
3. Financial Aid
4. Advising and Counseling
5. Adult Students Program
6. Job Placement/Career Planning
7. Registrar’s Office
8. Enrollment Management
9. START Center
10. Assistance Center – **distribute parking permits & brochures**
11. Testing Center
12. ACcess Division
13. Other

D. Please describe how **auxiliary services** address the needs of this department/program. List any proposed recommendations here.
   1. Bookstores
   2. Food Services (Cafeteria/Catering/Vending)
   3. Housing – **emoluments for officers to live on-site**
   4. Other

E. **SWOT Analysis**
   1. List departmental/program strengths.
      - **AC Police provide support for all of the above.**
      - **Support from Assistance Centers and College Relations is excellent.**
   2. List departmental/program weaknesses (areas for improvement).
      **None observed.**
   3. List external and internal opportunities available to the department/program.
      **None observed**
   4. List external and internal threats/challenges which may affect the department/program.
      **None observed**

VI. **Advisory or Internal Committee**
   A. If the department/office has advisory or internal committee(s), describe each committee’s role and purpose. Attach a list of the names and positions of the present members or reference the web address for accessing the advisory committee member lists (see Committee Membership/Advisory at [http://archives.actx.edu](http://archives.actx.edu)).
      **Allied with all police agencies.**
   B. If an advisory committee or internal committee is relevant to the program under review, include minutes from the last two years of meeting. Copies of minutes may be attached or the name of the advisory committee or internal committee and web address (see Minutes/Advisory at [http://archives.actx.edu](http://archives.actx.edu)) for the relevant minutes included.
      **Not applicable.**
C. SWOT Analysis
   1. List departmental/program strengths.
      None observed

   2. List departmental/program weaknesses (areas for improvement).
      None observed

   3. List external and internal opportunities available to the department/program.
      None observed

   4. List external and internal threats/challenges which may affect the department/program.
      None observed

D. Identify any recent improvements/changes that have been made in the program as a result of committee recommendations.
   Not applicable.

VII. Recommendations
A. Based on an analysis of this department/office/program, list specific recommendations that will improve the department/office/program, correct identified weaknesses, take advantage of available opportunities, and prepare for current and future threats/challenges.
   This is being addressed in a separate study by the Internal Auditor.
   Areas of concern are:
   • Continual questioning for a college police department
   • Staffing
   • Salaries
   • Emoluments

B. Link the recommendations to the mission/purpose/goals of the program and the institutional Strategic Plan.
   To be addressed in the Internal Auditor's report.

C. Explain the budget impacts of these recommendations.
   To be addressed in the Internal Auditor's report.
Police Department

Staff Qualification
QUALIFICATIONS OF STAFF

Department/Office/Program:  Police Department

Date Compiled:  October 17, 2003

Employee Name:  Michael Duval

I. Provide a job description for this position. Include duties to be performed, qualifications and experience required, and any other relevant information.

II. If not included on your resume, provide an answer for each of the following questions.

1. List all college experiences beginning with the most recent. Include college name, degree awarded or hours earned, dates attended, and any other relevant information.

   • Amarillo College; TCLEOSE continuing training (2,920 hrs to date)
   • Sam Houston State University; Bill Blackwood Law Enforcement Management Institute of Texas; 2000, 2002
   • Texas A&M University; 1992
   • Georgia Institute of Technology; 1992
   • George Meany Institute of Labor Studies; 1986, 1990
   • College of the Redwoods; 1985
   • California State Polytechnic University; 1984
   • San Jose State University; 1980, 1981
   • West Valley College; 1964, 1965, 1967; AA Degree Police Science

2. List all applicable work experience beginning with the most recent. Include employer name, position held, duties performed, length of service in the position, and any other relevant information.

   • Commissioned Peace Officer for 39 years with an extensive background in investigations, officer labor issues, and department administration
   • started as a patrol officer, and served at all levels of law enforcement, including Chief Deputy Sheriff and municipal Chief of Police

3. What honors, awards or recognitions have you received during the past five years?

   None
4. On what department, division or college committees have you served during the past five years?

- Drug Free Campus Committee
- Safety Committee

5. Of which professional organizations are you/have you been a member during the past five years?

- Texas Police Chief’s Association
- Texas Peace Officers Association
- Texas Association of College and University Police

6. List the presentations, publications or major projects you have completed or contributed significantly to during the past five years. Provide dates of completion for each activity.

- Transitioned ATC policing operations into the AC police department
- Combined manpower and equipment into one department covering all locations of Amarillo College; 1999, 2000
- Standardized equipment at all campuses along with uniforms for all officers; 1999, 2000, 2001
- Moved and updated the ACPD radio system to enhance police radio communication between all campuses and the housing areas; 2001
- Transitioned the security officer positions which were assigned to the West Campus to police officer positions; 2001, 2002
- Took over management of all department vehicles and the cost associated with their operations from the AC Physical Plant; 2002

7. During the past five years, in what professional development activities have you participated that have helped you meet your performance evaluation goals? (graduate courses, workshops, seminars, teleconferences, professional meetings, etc.)

Peace officer training in Texas is regulated by the Texas Commission on Law Enforcement Standards and Education (TCLEOSE). TCLEOSE regulates and certifies all training. TCLEOSE is also the licensing authority for all peace officers in the State of Texas. Two hundred and seventy classroom hours of certified TCLEOSE training was completed in the last five years. The training covered numerous topics such as management, law, racial profiling, and technical specialized subjects.

8. During the past five years, in what community activities have you participated that have helped you meet your performance evaluation goals?

None
9. During the past five years, in what grants or special projects/activities have you been involved that have contributed to the success of your program or the College as a whole?

- Updated and increased the training for all police officers
- Shifted the policing to a pro-active “out and about” patrolling
- Changes have been implemented in the report system so that police officers are out patrolling the campuses and not in the offices as much to work on written reports
Registrar/Admissions Office

Budget History
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Total for DEPARTMENT 201025

415,246.57                      402,672.99                      430,270.00
Registrar/Admissions Office

Job Description
Amarillo College
ADMINISTRATIVE JOB DESCRIPTION

Associate Registrar

RESPONSIBLE TO: Registrar and Director of Admissions

FUNCTION:

To recruit and admit students, organize and publish a schedule of classes, enroll and maintain records for students attending the College in credit and non-credit classes, provide enrollment data to the College administration and outside regulatory agencies, perform all operations necessary for the graduation of students, and establish policies and procedures and supervise the staff necessary to implement the above.

DUTIES AND RESPONSIBILITIES:

Responsible for the audit and balancing of State reports (CBM, 001, 004, 006, 008, 00A, 00C). Assists with the audit and balancing of the State Reports CBM 002 and CBM 009. Maintains historical database of Degree/Certificate Requirements and Course numbering matrix. Responsible for creation and maintenance of database that contains the Master Catalog of all instructional and training classes. Assists the Registrar and Director of Admissions in the administration of College-wide admissions policy. Assists in planning and conducting registration and post-registration systems in an efficient and effective manner. Responsible for planning and conducting arena registration at the beginning of each semester. Responsible for determining eligibility for graduation for degree/certificate completers. Responsible for interpretation and application of academic rules and regulations. Assists in establishing the office organization and selecting appropriately trained personnel. Assists in the maintenance of all office records and files. Coordinates the articulation of course credit earned through Tech Prep, Credit by Exam, and Credit by Experience. Maintains and improves relationships with high schools and colleges. Performs related duties as assigned by the Registrar and Director of Admissions.

EDUCATION:

Bachelor's Degree required. Master's Degree in Business Administration, CIS, Math, or Student Services with strong writing and oral communication skills preferred.

EXPERIENCE:

Three years experience in personnel supervision and/or student services administration. Familiarity with computer systems and operation. Experience in a college setting, preferably a community college. Successful experience working with the public.

DATE: 02/01/1982  SALARY LEVEL: A-4
REVISED: 09/26/2002  POSITION NO.: 101431

Any qualifications to be considered as equivalents, in lieu of minimums, require Presidential approval.
Amarillo College
ADMINISTRATIVE JOB DESCRIPTION

Registrar and Director of Admissions

RESPONSIBLE TO: Dean of Student Services

FUNCTION:

To admit and enroll students; organize course offering portion of a schedule of classes; maintain records for students attending the College in credit and non-credit classes; provide enrollment data to the College administration and outside regulatory agencies; perform all operations necessary for the graduation of students; report data to federal and state agencies; and establish policies and procedures and supervise the staff necessary to implement the functions described above.

DUTIES AND RESPONSIBILITIES:

Ensure that the College’s admission policies are followed as set by the College administration and the Board of Regents. Enrolls and maintains records for students attending the College in credit and non-credit classes. Provides all necessary enrollment data to the College administration and outside regulatory agencies. Plans and conducts registration and post-registration systems efficiently and effectively. Interprets and applies academic rules and regulations. Interprets and applies TASP regulations to ensure compliance. Interprets and applies Immigration and Naturalization Services (INS) regulations to international student admissions and enrollment. Provides academic department and faculty advisors with student data, including class schedules, grades, transcripts, and other resource information. Prepares lists for commencement and oversees the organization of graduates at the ceremony. Supervisor of a staff of approximately 15 employees. Work cooperatively with numerous departments and divisions of the College. Performs other duties as assigned by the Dean of Student Services.

EDUCATION:

Master's Degree required. Master's Degree in Education, Counseling, Student Personnel Services, or other closely-related area preferred.

EXPERIENCE:

At least five years of experience in personnel supervision and administration of a registrar's office. Familiarity with computer systems and operations. Experience in an educational setting, preferably in a community college. Successful experience working with the public.

DATE: 02/01/1982    SALARY LEVEL: A-7
REVISED: 09/25/2002    POSITION NO.: 101430

Any qualifications to be considered as equivalents, in lieu of minimums, require Presidential approval.
<table>
<thead>
<tr>
<th>EMPLOYEE</th>
<th>TITLE</th>
<th>DUTIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Austin</td>
<td>Registrar/Director of Admissions</td>
<td>Coordinates admission of students including international and domestic; coordinates TSI for graduates and state reporting.</td>
</tr>
<tr>
<td>Diane Brice</td>
<td>Associate Registrar/Director of Admissions</td>
<td>Performs state reporting procedures; coordinates student admissions and creation of Schedule of Classes.</td>
</tr>
<tr>
<td>Judy Prather</td>
<td>Manager of Student Records Support Services</td>
<td>Supervises office staff. Responsible for dual credit registration process.</td>
</tr>
<tr>
<td>Donna Miller</td>
<td>Continuing Education Assistant</td>
<td>Maintains Continuing Education enrollment records and state report.</td>
</tr>
<tr>
<td>Christina Gonzales</td>
<td>Administrative Clerk</td>
<td>Maintains enrollment records; coordinates class roll/grade roll activity; suspension waiver tracking. Grade changes.</td>
</tr>
<tr>
<td>Joye Dutton</td>
<td>Administrative Clerk</td>
<td>Responsible for transcript service, incomplete contracts.</td>
</tr>
<tr>
<td>Donna Pergrem</td>
<td>Classroom Scheduler and Reports Specialist</td>
<td>Assists with state reporting &amp; classroom scheduling; builds course term file in Colleague.</td>
</tr>
<tr>
<td>Kelly Murphy</td>
<td>TSI &amp; Degree Audit Specialist</td>
<td>Responsible for all TSI matters and Transcript Evaluation. Processes graduation applications.</td>
</tr>
<tr>
<td>Holly Hicks</td>
<td>TSI &amp; Degree Audit Assistant</td>
<td>Assists with TSI compliance matters and evaluation of transcripts. Processes graduation applications.</td>
</tr>
<tr>
<td>Lynn Lankford</td>
<td>Microfilm Clerk, Staff Assistant</td>
<td>Indexes microfilming; processes incoming transcripts and applications, enrollment verification.</td>
</tr>
<tr>
<td>Heather Atchley</td>
<td>VA Coordinator &amp; Graduation Assistant</td>
<td>Maintains all VA records and reports; helps process graduation applications; prints</td>
</tr>
</tbody>
</table>
diplomas.
<table>
<thead>
<tr>
<th>EMPLOYEE</th>
<th>TITLE</th>
<th>DUTIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holly (York) Hicks</td>
<td>Senior Staff Assistant</td>
<td>Data entry of admission, registration, and records. Credit by exam and experience.</td>
</tr>
<tr>
<td>Ext. 5087</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSC 170</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Larry Bell</td>
<td>Non-Appointed</td>
<td>Document Imaging of student records.</td>
</tr>
<tr>
<td>Ext. 5035</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSC 170</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sandra Gann</td>
<td>Non-Appointed</td>
<td>Microfilms student records.</td>
</tr>
<tr>
<td>Ext. 5030</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSC 170</td>
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</tbody>
</table>
I. Overview of Department/Office
   A. State the name of the department/office.
      Registrar/Admissions Office

   B. Provide a brief history of the department/office (when it was created, size, major changes, etc.)
      The history of the Registrar's Office at Amarillo College dates back to the beginning of the College. According to Joe F. Taylor (The AC Story: Journal of a College), in the earliest years of the College nearly everyone had duties in addition to teaching classes. Mr. C.P. Rumph, along with his mathematics teaching duties, was the first person assigned the title of Registrar at Amarillo College. Since that time, the College has had 10 different registrars. Listed in order, they are:
         • Effie Jewell Baggett
         • Ruth Virginia Perdue
         • Polly Hill
         • Edna Coy
         • Marion Porter
         • Fred Balderston
         • Dale Hardgrove
         • Richard McCray
         • Dennis McMillan
         • Robert Austin

      The role and scope of the office has grown over the years. Records indicate that office staffing patterns have remained fairly consistent over the last 25 years. However, individual roles and responsibilities have changed in response to higher education trends and, most importantly, due to the consistent implementation of new technology. Technological highlights include:
         • Electronic Transcripts – 1987
         • Electronic Transcripts for CE - 1989
         • Telephone Registration – 1989
         • Computerized Classroom Scheduling - 1991
         • Electronic Updates for State Reporting – 1998
         • Document Imaging - 1999
• Implementation of Colleague – 2000
• WebAdvisor – 2002

C. List the major clients of the department/office: students, faculty/staff, and/or outside clients. Briefly describe the client needs that the department/office serves.

This Office strives to support the faculty and administration in their efforts to realize the goals and objectives of the College; to support the students in their efforts to obtain an education; and to provide services and information needed by the wider public--including alumni and former students.

D. State the mission of the division and/or department office.

This Office contributes to the College and supports the role of Student Services by rendering prompt, attentive service; insuring the integrity of academic records; providing reliable information to assist the College community; implementing institutional policies and monitoring their compliance; and modifying existing programs to better meet the needs of the students and individuals the College serves.

E. State the goals of the department/office.

This Office facilitates the educational development of students at Amarillo College by incorporating the following goals and objectives as guidelines for service:

- Demonstrating a positive attitude while rendering prompt, attentive service, treating all served with courtesy, respect, and dignity.
- Administering institutional polices and procedures fairly and monitoring their compliance in accordance with federal and state guidelines.
- Ensuring the integrity of academic records by recording accurate information regarding a student's academic progress and maintaining consistency in the way data is stored.
- Providing reliable information to students regarding College policies and procedures to assist them in their educational experience.
- Establishing a cooperative network with academic departments and other campus agencies in order to disseminate information, resolve problems and recommend changes to improve service to students.
- Giving individuals the opportunity for due process when an exception to College policy is requested.
- Evaluating and modifying existing programs and systems to better support students and faculty in achieving academic goals.
F. How does the mission of the division and/or department/office support the overall mission of the College?

This Office seeks to help the College accomplish its Mission by:

- maintaining all current and historical academic student records and issuing transcripts of academic records as provided by law;
- collecting and managing grades electronically, and maintaining historic grade report records;
- with the assistance of the departments, developing, preparing, and maintaining each term’s electronic schedule of classes;
- managing the Colleague database in order to allow students to successfully register for classes each term;
- assisting in and maintaining the processes of determining eligibility for graduation, honors, VA benefits, and the like;
- providing assistance in the process of oversight of academic regulations and rules, including assisting in the preparation and maintenance of the Amarillo College Catalog, and having the Registrar and Associate Registrar serve as members of the Academic Affairs Committee;
- providing assistance in the advising process by (a) preparing and publishing standard and special reports, information updates, (b) providing individual assistance to students, advisors/counselors, department chairs as needed, (c) evaluating transfer work for admitted transfer students;
- providing institutional research support for the College by collecting and reporting necessary enrollment data to the College administration and outside regulatory agencies and by auditing and balancing of state reports;
- providing international students and scholars with advice and documentation necessary to maintain their legal status in the U.S; to represent the college to the Department of Homeland Security, USA Immigration Services, Immigration & Citizenship Service, and the Department of State; to guide international students and scholars in their adaptation to the American culture and campus life; to ensure Amarillo College compliance regarding regulations concerning international students and scholars.

G. By which agencies or organizations is the department/office monitored or accredited (if any)? What monitoring or accreditation schedule is required by the agency or organization? What is the current status of the monitoring or accreditation?

- Amarillo College Internal Auditor – Periodic (most recent audit – October 2002)
- Department of Veterans Affairs – Periodic (most recent audit – November 2003)
- State Auditor’s Office – Periodic (most recent audit – April 2003)
• Texas Workforce Commission – Annual (most recent audit – May 2003)

H. List the professional organizations of which the department/office is a member.
• AACRAO – American Association of Collegiate Registrars and Admission Officers
• SACRAO – Southern Association of Collegiate Registrars and Admission Officers
• TACRAO – Texas Association of Collegiate Registrars and Admission Officers
• WTACRAO – West Texas Association of Collegiate Registrars and Admission Officers

I. SWOT Analysis
1. List departmental/program strengths.
   • The mission of the Registrar’s Office at Amarillo College has remained fairly consistent over the last 75 years.
   • Staff turnover in the Office is low and several key personnel at Amarillo College have worked in the Registrar’s Office at one time or another and continue to help support the mission and goals of the Office.

2. List departmental/program weaknesses (areas for improvement).
   The technical skills of the Registrar’s Office staff as a whole are weak. This, in turn, requires the Office to compete with other offices on campus for (limited) ITS programming services.

3. List external and internal opportunities available to the department/program.
   The Office has begun to restructure positions to address technology needs and will continue to do so in the future.

4. List external and internal threats/challenges which may affect the department/program.
   • Current job descriptions for classified staff are relatively non-technical and inconsistent with future needs of the Office.
   • The Associate Registrar is the only individual in the Office who posses a significant technical understanding of Colleague.

II. Institutional Effectiveness
A. Attach the department/office’s most recent Planning & Evaluation Tracking (PET) form(s) or identify the name of the department/office and the web address of the PET form(s) for this area (see Reports/Institutional Effectiveness/Planning) and Evaluation Tracking at http://archives.actx.edu.
   The completed 2002-03 PET form for the Registrar’s Office may be accessed at: http://archives.actx.edu/pdf/reports/pet02_03/stud_service.pdf
The 2003-04 PET form, listing the same goals and assessment standards, may be accessed at:
http://archives.actx.edu/pdf/reports/pet03_04/stud_service.pdf

B. How and when does the department/office conduct client evaluations? What are the standards for the evaluations? Attach a sample along with a compilation of recent results or include the name of the survey and the web address for AC surveys (see Survey Data at http://archives.actx.edu or http://www.actx.edu/~research/).

The Registrar’s Office utilizes information developed from the annual student survey, How Are We Doing?, which is conducted every third long semester. The most recent survey may be accessed at:
http://archives.actx.edu/pdf/surveys/acstsvyresults03.pdf.

C. Describe the ways in which the department/office is helping the College achieve the Goals and Success Indicators set forth in the current Strategic Plan (see Reports/Institutional Effectiveness/Amarillo College Strategic Plan at http://archives.actx.edu). Also state and analyze any areas in which the department/office is not meeting the standards for the Goals and Success Indicators in the Strategic Plan, along with plans for improvement or change.

The following enabling strategies are implied by the AC Strategic Plan and are directly or indirectly supported by the Registrar’s Office through its mission and goals.

- Provide timely and informed customer feedback.
- Support student advising and orientation programs to ease the transition to college and improve first-year and transfer student retention rates.
- Strengthen coordination between student support services, including financial aid, advising/counseling, business, and other units that are relevant to serving students.
- Recruit, retain, and provide ongoing support for minority and women faculty, students, and staff.
- Continue efforts to simplify course transferability and program articulation among Texas public institutions of higher education.
- Provide resources, training, and services to assist faculty to integrate technology into their teaching, record keeping and reporting.
- Use information technologies, especially the World Wide Web, to streamline information flow within the College and to enhance communication with students.
- Strengthen assessment methods and use assessment results in all administrative decisions to identify strengths and weaknesses and to initiate improvements in programs, policies, and procedures.
- Evaluate, allocate, and use space consistent with institutional priorities.
• Enhance dialog among administrators, faculty, staff, and students to promote openness and mutual respect.
• Foster a work environment that values individuals and their contributions and that enhances their development.
• Maintain effective, productive lines of communication and collaboration with AC faculty, staff, and students.

D. How does the department/office evaluate and improve its effectiveness in order to close the loop on Institutional Effectiveness (reference action plans, performance evaluations, professional development, PET forms, budget process, etc.)?

The Registrar's Office employs four methods of evaluation to improve its effectiveness:

1. Planning, Evaluation and Tracking (PET) is conducted. The PET forms are directly tied to budget planning and the strategic planning process. The PET process has input from all Registrar’s Office staff. After approval of the PET/budget forms, outcome assessments are determined and made available for staff review.

2. Surveys are used to determine student satisfaction. The Student Assistance Center randomly distributes them. Results are tabulated and then sent to the Dean of Student Services for evaluation. After evaluation the results are made available to the Registrar's Office staff. If problems are found, corrective action is taken.

3. The staff meets every Friday morning for “Rumors and Hearsay,” a weekly meeting that is designed to ensure consistent communication between the Registrar and office staff. Monthly “morning” meetings are held. Goals and policies are discussed at these meetings as well as the results of prior projects. Staff members are given the opportunity to comment on ongoing problems and projects.

4. The Registration Committee meets after the registration period for each term to determine the success of the registration process and to make changes.

These evaluation processes are broad-based, continuous and systematic. They determine the direction the department will take in meeting the goals of the strategic planning process.

E. Where are departmental/office policies or procedures published? What is the update/review schedule for policies/procedures? What is the approval process for implementing and/or revising departmental policies/procedures?

Formal office policies and procedures exist in three different formats.

1. Academic policies are developed external to the Registrar’s Office and are outlined in the current Amarillo College Catalog. The Registrar’s Office acts to facilitate, implement and enforce academic policy in a manner that is sensitive to the needs of those the College seeks to serve.
2. Each employee keeps and maintains a Colleague desk manual. These manuals are updated on an ongoing basis.
3. The master list for Registrar's Office policies and procedures is stored electronically at: J:\REGIST\Colleague Documentation. The “J” drive is maintained by the College ITS staff. Procedures are periodically reviewed by the Associate Registrar to ensure consistency.

F. For the departmental/office cost, please attach BCMP budget reports for current and preceding two years. Graph and analyze trends. The budget history reports and graphs may be located at: http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf

The Registrar's Office budget has remained reasonably consistent over the last three years. There was some savings in appointed personnel for 2002-2003 from positions that were vacant for an extended period of time. The Office purchased three new computers in October of 2002 and a new printer in October of 2003. Total expenditures for 2003-2004 (available September 1, 2004) are expected to be consistent with 2002-2003 actuals.

G. SWOT Analysis
1. List departmental/program strengths.
   • The Registrar's Office holds staff meetings on a regular basis to share information and provide feedback.

2. List departmental/program weaknesses (areas for improvement).
   • Colleague is not fully implemented. Employees have had a difficult time keeping up with and documenting constantly changing procedures.

3. List external and internal opportunities available to the department/program.
   • The College website, although currently underutilized, provides an excellent vehicle for communicating with students and staff regarding Registrar's Office mission and goals.

4. List external and internal threats/challenges which may affect the department/program.
   • Budget development at Amarillo College is a cumbersome and time consuming exercise. The process should be streamlined in order to make better use of staff time and energy.
III. Departmental/Office Staff

A. Attach resumes of all departmental/office administrators, faculty, and exempt classified and/or use the attached form to provide information regarding qualifications of the staff.

The Qualifications of Staff forms are located at: http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf

B. Attach a departmental/office organizational chart with clear lines of authority and responsibility. Describe the department/office, including the job descriptions of the positions.

The departmental organization chart follows:

Registrar/Admissions Office / 2003 - 04

Job descriptions and a Job Duties Summary is located at: http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf

C. Describe how individual performance evaluations are used to improve staff performance.
Individual performance evaluations are not the primary vehicle for improving staff performance (See SWOT Analysis 2b) in the Registrar's Office. Instead, employees receive timely performance feedback on an ongoing basis.

D. Explain the department/office management philosophy regarding the following:
   1. Leadership
   2. Teamwork
   3. Professional Development

   All goals are accomplished through the people who are employed in the Registrar's Office. Maximizing each employee's potential as an individual and as a team member is a key to maximizing the effectiveness of the office.

In order to recruit and retain qualified professionals, the Registrar's Office employs the four standards of personnel management listed below:
   1. Careful selection of all employees.
   2. Thorough job training and careful orientation to the work environment.
   3. Quality leadership, including timely feedback and a balance of positive and negative incentives.
   4. Employee involvement in planning and implementation of office goals.

Classes offered through the AC Office of Professional and Organizational Development are used as a foundation for training programs and, where applicable, work schedules are modified for employees who choose to pursue academic coursework. Office-wide activities are also encouraged in order to bolster relationships and promote teamwork among employees.

E. SWOT Analysis
   1. List departmental/program strengths.

   The Registrar's Office has a mature and dedicated staff. Personnel issues are limited. Time and energy are effectively spent serving customers and addressing the goals of the College. A three-level supervisory/managerial process is employed. The supervisory team is composed of the Registrar, the Associate Registrar, and the Office Manager. The Office Manager addresses day-to-day classified personnel issues and, when appropriate, confers with the Associate Registrar or Registrar. This system provides redundancy and supervisors are consistently available to assist staff members if problems arise.

   2. List departmental/program weaknesses (areas for improvement).
      a. New technology is constantly being introduced into the Office workflow. The skill sets of individual staff members are often not commensurate with the jobs they are expected to perform. Staff members are under constant pressure to
adapt and upgrade skills which, in turn, can have a negative effect on job satisfaction.

b. The current Amarillo College performance evaluation process is not an effective tool for addressing or improving staff performance.

3. List external and internal opportunities available to the department/program.
   Training is available at little or no cost. Classes and seminars are available on campus and delivered at convenient times.

4. List external and internal threats/challenges which may affect the department/program.
   Several employees have roles that are very specific in nature. A lack of cross-training leaves the Office in a vulnerable position.

F. Describe the strengths and weaknesses of the current staff and/or staffing patterns. Provide ideas for overcoming any weaknesses.
   The staffing pattern is appropriate for fulfilling current Office and institutional goals. However, consistent enrollment growth is putting more pressure on the staff every day. In the near future, some roles will have to be modified as new technologies are integrated into the office workflow. The Registrar’s Office will need to work closely with ITS Programming staff to develop automated solutions for tasks that are currently performed manually.

IV. Facilities/Equipment
A. Describe the facilities and space utilized by the department/office.
   The Registrar’s Office is physically located in the northwest corner of the first floor of the Student Service Center on the Washington Street Campus. There are three private offices which house the Registrar, Associate Registrar and Office Manager. Other members of the staff share a large work area. There are two separate storage rooms for forms, supplies, and publications. There is also a large records storage room which houses the microfilm camera, microfilm reader/printer.

B. Describe any special equipment utilized by the department/office.
   Each workstation in the Registrar’s Office is configured with a Pentium class PC performing at 400 megahertz or higher. All workstations are configured with network connections and operating with Windows 2000 or Windows XP. Additionally, there are four HP LaserJet printers in the Office. One (HP LaserJet 4000 Series) printer is dedicated to transcript production, two (LaserJet 8150 Series) printers are shared by all Office employees and one (HP LaserJet 1300 Series) printer is dedicated to diploma printing. The Registrar’s Office also owns a duplex scanner, a photocopier, a fax machine and a document shredder.
C. Identify the privacy, safety and accessibility provisions of the department/office. Describe any concerns regarding possible violations of privacy and safety or accessibility issues of the department/office.

- Storage and physical maintenance of official student records varies. In the Registrar's Office, official student records created 1929 through 1999 for credit and non-credit students are stored on microfilm. Two copies of the microfilm records exist. One set is housed in fireproof file cabinets in a secure area of the Registrar's Office. The other set is housed in a vault in the President's Office. The Registrar's Office houses paper records in a secure area that affords limited access. Since fall 1999, when document imaging began, all records created in the Registrar's Office are stored on a computer server in the Computer Center located in the Student Service Center.

- Privacy is a key issue in the Registrar's Office. The Office complies with the Family Education Rights and Privacy Act of 1974 (FERPA). All policies regarding a student's permanent record, including what comprises the record, retention and disposal of records and the release of information can be found in the Student Records Policies and Procedures for Amarillo College 1999. By definition, a permanent student record is a record maintained by the College forever. Copies of student records, or parts of them, however, are discarded when their purpose is complete. Some examples are degree audit worksheets, student receipts and copies of transcripts.

- The Student Rights and Responsibilities 2003-2004 document and the Faculty Handbook both address privacy issues and are available on the Amarillo College website.

D. SWOT Analysis

1. List departmental/program strengths.
   - The physical space appropriated to the Registrar's Office is appropriate for the size of the staff and duties performed.
   - Computer equipment is functional and in good repair.
   - Processes are in place to ensure the security and integrity of student records.

2. List departmental/program weaknesses (areas for improvement).
   - Participation in the college-wide computer roll-down process requires Registrar's Office employees to use outdated technology.
   - The current document imaging process is inefficient and does not make full use of technology that is available.
   - The Registrar's Office has to borrow laptop computers for off-campus registrations and other enrollment related activities.

3. List external and internal opportunities available to the department/program.
The Registrar's Office should continue to work with the Financial Aid Office to share equipment costs when feasible and consider further leveraging the benefits of proximity by consolidating processes that are common to both offices (i.e. document shredding, document imaging, reception).

4. List external and internal threats/challenges which may affect the department/program.
   - Not all employees receive clear instructions regarding individual privacy and confidentiality of records. Even though these issues are included in the Faculty Handbook, there is little campus-wide training and few professional development activities to address them. These deficiencies are a threat to the privacy of student records.
   - Microfilm has a finite shelf life and, by today’s standards, is not considered to be permanent media. In the near future, the Registrar's Office will need to initiate an expensive process to convert all microfilmed documents to a CD or DVD format.
   - The office photocopier is nearing the end of its useful life and will need to be replaced before repair costs begin to outweigh the cost of leasing.

E. List any recommendations (including rationale) regarding the facilities, equipment, and space needs of the department/office.

   The Registrar's Office needs to develop a long-term plan for purchasing new equipment and retiring outdated equipment. A division-wide technology plan would be helpful to address IT needs across Student Services departments and to identify possible cost saving opportunities.

V. Support Services

A. Please describe how campus support services address the needs of this department/program. List any proposed recommendations here.

1. AC Police – provide security for staff if threatened by a student or outside visitor.
2. College Relations - assists the Registrar’s Office in producing high quality forms, publications, and posters.
3. Institutional Effectiveness & Advancement (including Institutional Research) - works closely with Institutional Research to ensure that data is collected to fulfill federal, state and local reporting requirements.
4. KACV and FM90
5. Business Office - work together to provide a seamless enrollment experience for students.
6. Copy Center – fulfills duplicating requests in a timely and professional manner.
7. Switchboard/Mailroom - processes mail in an efficient and timely manner. This unit also provides assistance and solutions for special mailings.
8. Professional & Organizational Development - provides the single largest source of training and professional development opportunities for the Registrar's Office. The training is consistently delivered in a timely and professional manner.
9. Human Resources (Personnel/Payroll) - provides quality service to Registrar's Office staff in the areas of policies and procedures, benefits, compensation and evaluation.
10. Information Technology Services - develops and implements technology that automates and enhances the enrollment process. Recommendation: ITS needs a project manager who is responsible for the design, development, coordination, resource assignment and monitoring of technology projects. The Technology Project Manager should provide technical and project guidance to other IT Staff members; specifically programmers.
11. Physical Plant - provides building maintenance and operations, custodial services, utility distribution, energy management and storage.
12. Safety and Environmental Office
13. Any of AC’s campuses (name campus) ________________
14. Other ________________________________

B. Please describe how instructional support services address the needs of the department/program. List any recommendations here.]
1. Library Network
2. FIRST Center
3. Off-Campus Programs - The Registrar's Office works closely with the Coordinator of Off-Campus Programs and Distance Education to provide a seamless enrollment experience for dual credit and distance education students.
4. Distance Education
5. Other ________________________________

C. Please describe how student services address the needs of this department/program. List any proposed recommendations here.
The Registrar's Office has a strong working relationship with all Student Services Departments.
1. Student Activities
2. Community Link - The Registrar's Office works with Community Link to provide a seamless enrollment experience for Community Link clients.
3. Financial Aid - Shares information, collaborates on process development to ensure compliance with state-wide higher education policy. The offices are physically located adjacent to one another and share a photocopier and a document shredder.
4. Advising and Counseling - addresses and resolves TSI compliance issues. The Advising and Counseling staff register more students
than any other office on campus. Staff provides consistent and valuable feedback regarding registration controls and processes. Advising and Counseling staff also participate in all off-campus registration events.

5. Adult Students Program - The Registrar's Office works with the Adult Students Program to provide a seamless enrollment experience for Adult Student Program clients.

6. Job Placement/Career Planning

7. Registrar's Office

8. Enrollment Management - The Registrar’s Office works closely with the Enrollment Management Office to create a seamless enrollment experience for prospects and applicants by sharing information and collaborating on Colleague development.

9. START Center - provides support for the Registrar’s Office by addressing student inquiries, sharing information and coordinating fulfillment of student requests.

10. Assistance Center - provides a service counter for students who wish to conduct enrollment related transactions in-person. Assistance Center staff process admission applications, complete registration transactions, print transcripts and perform other services that support the Registrar’s Office.

Recommendation: The Assistance Centers should be combined with the Registrar’s Office to form a department (Enrollment Services) that performs a wide variety of enrollment related services.

11. Testing Center - The Registrar’s Office works closely with the Testing Center to ensure TSI compliance and to maintain accurate test scores in Colleague so that students can register successfully.

12. ACcess Division - The Registrar works with the ACcess Division Chairperson to ensure that registration rules are consistent with the AC Developmental Plan.

13. Other

D. Please describe how auxiliary services address the needs of this department/program. List any proposed recommendations here.

The Registrar's Office has little or no contact with auxiliary service offices.

1. Bookstores
2. Food Services (Cafeteria/Catering/Vending)
3. Housing
4. Other

E. SWOT Analysis

1. List departmental/program strengths.
   - Departments across the College consistently provide quality service to internal customers.
   - The AC culture places high value on cooperation and collaboration.

2. List departmental/program weaknesses (areas for improvement).
• IT programming resources are insufficient.
• Advising/Counseling and the ACcess Division have parallel missions.

3. List external and internal opportunities available to the department/program.

4. List external and internal threats/challenges which may affect the department/program.

VI. Advisory or Internal Committee
A. If the department/office has advisory or internal committee(s), describe each committee’s role and purpose. Attach a list of the names and positions of the present members or reference the web address for accessing the advisory committee member lists (see Committee Membership/Advisory at http://archives.actx.edu).

Registration Committee - http://www.actx.edu/departments/committees/32.htm

B. If an advisory committee or internal committee is relevant to the program under review, include minutes from the last two years of meeting. Copies of minutes may be attached or the name of the advisory committee or internal committee and web address (see Minutes/Advisory at http://archives.actx.edu) for the relevant minutes included.

Registration Committee minutes may be accessed at: http://archives.actx.edu. Go to “Minutes,” “Standing Committees,” “Registration.”

C. SWOT Analysis
1. List departmental/program strengths.

The Registration Committee meets on a consistent basis. The committee has been successful in identifying and correcting registration issues.

2. List departmental/program weaknesses (areas for improvement).

None observed.

3. List external and internal opportunities available to the department/program.

None observed.

4. List external and internal threats/challenges which may affect the department/program.

The implementation of a continuous registration model has created registration issues that formerly did not exist. The Committee will need to meet more often in order for the College to make a smooth transition to the new registration model.
D. Identify any recent improvements/changes that have been made in the program as a result of committee recommendations.

- Implementation of continuous registration model.
- Improvement of the de-registration (purge) process. A number of improvements have been made and a Student Team subcommittee continues to evaluate the de-registration process on a regular basis.
- Verbiage in class schedule related to payment at the time of registration for telephone transactions was misleading and was subsequently deleted.
- A Student Team subcommittee was organized to look at counter service/process issues that were identified during summer 2003 registration.
- Decision to discontinue arena registration event.

VII. Recommendations

A. Based on an analysis of this department/office/program, list specific recommendations that will improve the department/office/program, correct identified weaknesses, take advantage of available opportunities, and prepare for current and future threats/challenges.

- Improve IT Programming Services.
- Address and correct compensation inequities.
- Take advantage of potential efficiencies by combining offices that have parallel missions.

B. Link the recommendations to the mission/purpose/goals of the program and the institutional Strategic Plan.

Almost all the work that is performed in the Registrar’s Office is managed through Colleague. Staff efficiency could be improved through Colleague process automation, screen development and significant WebAdvisor enhancements. A lack of programming resources continues to impede progress in these areas. This recommendation is consistent with the Office’s stated goal of evaluating and modifying existing programs and systems to better support students and faculty in achieving academic goals and with the College’s goal to manage institutional resources effectively and efficiently.

Job descriptions for classified positions in the Registrar’s Office need to be evaluated and updated in order to reflect the actual duties. The implementation of Colleague has significantly changed the way that the Office does business. Many Office job descriptions are antiquated and do not apply. Office personnel are no longer clerks, they are technicians and their compensation should be commensurate with other College employees whose jobs require a certain level of technical expertise. This recommendation is consistent with the Office’s stated goal of maximizing each employee's potential as an individual and as a team member and
with the College’s goal to promote employee professional growth and equity.

Examples of offices that have parallel missions include:
- The Registrar’s Office and the Assistance Centers; including the West Campus Assistance Center.
- ACcess Division and Advising/Counseling.
- Enrollment Management and Institutional Research.

The synergy of working together and sharing resources will give these groups the chance to provide more and better services. This will also provide new opportunities for organizational and personal development. This recommendation is consistent with the Office’s stated goal of evaluating and modifying existing programs and systems to better support students and faculty in achieving academic goals and with the College’s goal to manage institutional resources effectively and efficiently.

C. Explain the budget impacts of these recommendations.

All the recommendations described in this section could lead to potential cost savings to the College. The largest impact would be the efficiencies realized through improved technology and combined departments. Salary savings would result from positions that can go unfilled due to vacancies, resignations, and other types of personnel change. Salaries are the most significant portion of the department budget.
I. Provide a job description for this position. Include duties to be performed, qualifications and experience required, and any other relevant information.

II. If not included on your resume, provide an answer for each of the following questions.

1. List all college experiences beginning with the most recent. Include college name, degree awarded or hours earned, dates attended, and any other relevant information.
   - Eastern New Mexico University; Master of Education; 1995
   - Eastern New Mexico University; Bachelor of Science; 1989

2. List all applicable work experience beginning with the most recent. Include employer name, position held, duties performed, length of service in the position, and any other relevant information.
   - Amarillo College; Registrar/Director of Admissions; 2003 to present
   - Red Rocks Community College; Director of Enrollment Services; 1997-2003
   - South Dakota Tech; Admissions Manager; 1996-1997
   - Eastern New Mexico University; Admission Counselor; 1989-1996

3. What honors, awards or recognitions have you received during the past five years?
   - Administrator of the Month; Red Rocks Community College; September, 2000

4. On what department, division or college committees have you served during the past five years?
   - AC; Academic Affairs
   - AC; Colleague System Data Management Team
   - AC; Enrollment Management Committee
   - AC; Registration Committee
   - AC; Web Committee
   - RRCC; Admissions and Standards Committee
   - RRCC; Arvada Campus Marketing Committee
• RRCC; Colorado State-wide Advisor's Group
• RRCC; Colorado State-wide Registrar's Group (chairperson 2000-2002)
• RRCC; Datawarehouse Committee
• RRCC; Enrollment Management Committee

5. Of which professional organizations are you/have you been a member during the past five years? Include any offices or responsibilities held.

• American Association of Collegiate Registrars and Admissions Officers (AACRAO)
• Colorado Council on High School/College Relations
• Rocky Mountain Association of Collegiate Registrars and Admissions Officers (RMACRAO)
• Southern Association of Collegiate Registrars and Admissions Officers (SACRAO)
• Texas Association of Collegiate Registrars and Admissions Officers (TACRAO)

6. List the presentations, publications or major projects you have completed or contributed significantly to during the past five years. Provide dates of completion for each activity.

• Implementation of CCCOnline; 1998
• Development of campus-wide recruitment database; 1998
• Implementation of online admission application; 1999
• Canofile 250 conversion project; 2000
• Roundtable moderator CCCS Enrollment Summit; 2001
• Implementation of CCCWeb; 2001
• Implementation of Web Grading; 2002

7. During the past five years, in what professional development activities have you participated that have helped you meet your performance evaluation goals? (graduate courses, workshops, seminars, teleconferences, professional meetings, etc.)

• Attended 2002 AACRAO Annual Meeting in Minneapolis, MN

8. During the past five years, in what community activities have you participated that have helped you meet your performance evaluation goals?

9. During the past five years, in what grants or special projects/activities have you been involved that have contributed to the success of your program or the College as a whole?
QUALIFICATIONS OF STAFF

Department/Office/Program: __Registrar’s Office________________________

Date Compiled: ___October 20, 2003_____________________________________

Employee Name: __Diane Brice_________________________________________

I. Provide a job description for this position. Include duties to be performed, qualifications and experience required, and any other relevant information.

II. If not included on your resume, provide an answer for each of the following questions.

1. List all college experiences beginning with the most recent. Include college name, degree awarded or hours earned, dates attended, and any other relevant information.
   
   • Wayland Baptist University; Bachelor of Science; 2000
   • Amarillo College; Associate in Applied Science; 1990

2. List all applicable work experience beginning with the most recent. Include employer name, position held, duties performed, length of service in the position, and any other relevant information.
   
   • Amarillo College; Associate Registrar/Director Admissions; 1998 to present
   • Amarillo College; Supervisor of Student Records; 1993 -1998
   • Amarillo College; State Reporting Clerk; 1991 -1993
   • Amarillo College; Administrative Clerk; 1990 -1991

3. What honors, awards or recognitions have you received during the past five years?

4. On what department, division or college committees have you served during the past five years?
   
   • Colleague Student Team; 2002 – current
   • Colleague System Data Management Team; 2002 – 2003
   • Classified and Administrators Handbook; 1999-2000
   • Commencement Committee; 1998 – current
   • Colleague Student Implementation Team; 1998 – 2002
   • Academic Affairs; 1998 – current
   • Registration Committee; 1993 – current
5. Of which professional organizations are you/have you been a member during the past five years? Include any offices or responsibilities held.

- American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- Southern Association of Collegiate Registrars and Admissions Officers (SACRAO)
- Texas Association of Collegiate Registrars and Admissions Officers (TACRAO)
- West Texas Association of Collegiate Registrars and Admissions Officers (WTACRAO)

6. List the presentations, publications or major projects you have completed or contributed significantly to during the past five years. Provide dates of completion for each activity.

- Colleague Student Implementation Team; 1998 -2002

7. During the past five years, in what professional development activities have you participated that have helped you meet your performance evaluation goals? (graduate courses, workshops, seminars, teleconferences, professional meetings, etc.)

- Attended WTACRAO; 1999, 2000, 2002

8. During the past five years, in what community activities have you participated that have helped you meet your performance evaluation goals?

9. During the past five years, in what grants or special projects/activities have you been involved that have contributed to the success of your program or the College as a whole?

- Colleague Texas State Reporting Solutions Team Meetings (TSRST)
Student Services Division
Program Review 2003 - 2004

Student Activities
Student Activities

Budget History
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East Campus Student Activities Budget History

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New Student Orientation Budget History

- 2001-2002: $2,858
- 2002-2003: $5,719
- 2003-2004: $6,390
## Amarillo College
**Budget Comparison Report for TEST04**

November 5 2003
02:28PM

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**Total for DEPARTMENT 202005**

78,832.80         84,791.31         85,522.00
Student Activities & Student Government
Client Survey – Fall 2003

I am an (check one) ______AC Student       ______AC Faculty/Staff

If you participated in any of the following events, please rate each on a scale of 1 (low) to 5 (high).

___Wonderland (summer '03)
___Splash Amarillo day (summer '03)
___Fallfest (Mardi Gras)
___Outdoor Movie Night
___October Fest (Halloween party in the cafeteria)
___Comedy Club with Eddie Ift
___Fall Leadership Retreat
___East Campus Pool Tournaments
___Faculty Appreciation Dinner
___Washington St. Christmas Open House
___West Campus Holiday Open House
___East Campus Holiday Open House

1. How would you rate the facilities in the Student Lounge (CUB basement)?

   1  2  3  4  5  (Circle one)

1. Any suggestions for improvement?

2. Suggestions for Distinguished Lecture speaker?

3. What kind of activity do you most enjoy attending? Suggestions?

4. What time/day would you be most likely to attend a student activity?

5. Other Comments?

5. If you would be interested in serving in the Student Government Association, please list your name, address, and phone number below:

Please return to: Student Activities Office
Amarillo College

STUDENT ACTIVITY FEE
GUIDELINES

revised September 2003

Amarillo College students are assessed a $1.25 per credit hour activity fee each semester. These fees are kept in restricted accounts, apart from the regular academic functions, in accordance with state law. Recommendations for the expenditure of these funds are made each budgetary year by the Student Activity Fee Advisory Committee (SAFAC). These recommendations are taken to the President of the College by the Dean of Student Services for consideration by the Board of Regents. State law also governs this procedure.

DIVISION OF FUNDS
The Student Activity Fee funds will be divided into the following three categories:

1. **The Distinguished Lecture Series Fund**
   
   The Student Government Association will recommend outstanding lecturers each Fall.

2. **The Student Government Association Programming Fund**
   
   Activities and programs suited to the interests and needs of the student body are planned and executed by the Student Government Association.

3. **The Student Activity Fee Advisory Committee Discretionary Fund**
   
   A part of the funds will be set aside for use by student clubs and organizations to promote their activities. This group will also be responsible for making recommendations as to the division of funds each year into the three categories. Recommendations will be made to the Board of Regents through the Dean of Student Services and the College President. Approval of recommendations will be processed as a normal budgetary function.

**THE DISTINGUISHED LECTURE SERIES**

The purpose of the Distinguished Lecture Series is to provide opportunities for AC students to hear outstanding lecturers on a variety of topics and to attract positive community support to the College. Lecturers for each year’s program are selected by the Student Government Association and their advisor each Spring and recommendations are forwarded to the Dean of Student Services for approval. These lecturers are co-curricular in nature; therefore, support of the program by the academic divisions is sought. All lectures are open to the public. Budgetary approval follows standard divisional channels.

**THE STUDENT GOVERNMENT ASSOCIATION PROGRAMMING FUND**
A major function of the Student Government Association is to provide diverse activities for the enjoyment and development of the student body. Under the leadership of the Director of Student Activities and the Student Government Association Executive Board, the Student Government Association makes recommendations (by majority vote) for selected activities, workshops, etc. for each semester. Input is sought from the student body via annual surveys and evaluations. Budgetary approval follows standard divisional channels.

**STUDENT ACTIVITY FEE DISCRETIONARY FUND**

Applications for funds from the Student Activity Fee Advisory Committee (SAFAC) must be made in writing on the "Request for Activity Funds" form available in the SGA office five days prior to the Committee's meetings which are held monthly. Any recognized campus organization or club may apply for money from the discretionary fund. All funds are to be used for the purpose of promoting the quality of student life at Amarillo College, and enriching the activities and membership of its organizations. Activities should support the goals of the institution, and follow the guidelines of "Student Rights and Responsibilities." Travel expenses and personal items such as club pins and apparel are not to be funded. Student Activity fees are not intended for direct faculty/staff expenses, yet may be considered for primarily student oriented activities to encourage interaction. Organizations are encouraged to participate in fund raising activities and to request funds through the annual budgetary process.

The applying organization has the option of sending a representative to appear before the Committee to supply additional information. The Committee will have the authority to approve all, part, or none of the submitted request and to request additional information and clarification when necessary. All requests should include a detailed budget. Immediately following an event, receipts and evaluations must be submitted to the SAFAC via the Director of Student Activities. Individuals serving on the Committee may not submit requests on behalf of their organization. All meetings of the SAFAC will be open.

A quorum will consist of two (2) voting students and two (2) voting faculty members.

After approval by the SAFAC all requisitions and required paperwork must be submitted and approved prior to the activity following standard Student Services divisional channels. Monies not used within 30 days will revert back to Committee funds.

**THE STUDENT ACTIVITY FEE ADVISORY COMMITTEE**

The Committee will consist of five (5) students and four (4) faculty/administrative personnel. The Committee will be chaired by the Student Government President; the Student Government Association Secretary will be a member of the Committee and will take minutes. The remaining three students of the Committee will be selected by the SGA Executive Board from nominations made by recognized campus organizations for 2-year terms. The faculty/administrative members will be selected by the College President and will serve a two-year term. In odd numbered years one member will return, with two new members being appointed. In even years, two will return with one new member being appointed. The Director of Student Activities will serve each year as a participating, non-voting member. Administrative and leadership responsibility for the operation of the Committee shall be assumed by the Director of Student Activities.

rs
Student Activities

Job Description
Amarillo College

ADMINISTRATIVE JOB DESCRIPTION

Director of Student Activities

RESPONSIBLE TO:  Dean of Student Services

FUNCTION:

To coordinate student activities, overseeing the activities and the development of the Student Government Association, other student clubs and organizations, and the Student Leadership Conference. Organizes and supervises new student orientation programs. Provides administrative support for the Dean of Student Services.

DUTIES AND RESPONSIBILITIES:

Coordinates, develops, and maintains records of activities and developmental programming for students. Oversees all aspects of the Student Government Association, including recruiting, sponsoring, and training members; administering and coordinating the written goals and objectives of the organization; providing individual and group leadership and development training; supervising all activities; and maintaining all budget and organizational records and evaluations. Supervises and co-sponsors activities for student clubs/organizations; assists in developing goals and objectives for student clubs/organizations. Coordinates and serves on the Student Activity Fee Advisory Committee, coordinating activities and monitoring the budget and funded activities. Coordinates the Distinguished Lecture Series. Coordinates with the academic divisions and solicits programming ideas from students and faculty. Assists in the preparation of student publicity and publications. Oversees drug and alcohol educational programming for students. Advises and coordinates with Enrollment Management the Blue Blazers and their activities, including selection, training, and supervision of campus tours. Assists the Dean of Students office with the Who’s Who program, including selection, recognition, and record keeping. Assists with the coordination of the Distinguished Alumnus Project, serving as liaison with the AC Foundation and Ex-students Association. Coordinates and oversees all aspects of the new Student Orientation Program, including publication of the Student Handbook. Supervises student activities.

EDUCATION:

Master’s Degree in Counseling, Psychology, Education, or closely-related area of study required.

EXPERIENCE:

A minimum of two years in higher education working with students is required.

WORKING CONDITIONS:

Some evening and weekend work.

DATE:  09/01/1989    SALARY LEVEL: A-2
REVISED:  11/04/2002    POSITION NO.:  101450

Any qualifications to be considered as equivalents, in lieu of minimums, require Presidential approval.
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<tr>
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<tbody>
<tr>
<td>April Sessler</td>
<td>Director of Student Activities</td>
<td>Plans &amp; coordinates student leadership development activities and programming; sponsors Student Government Association &amp; Blue Blazers; supervises sponsors and activities of student clubs and organizations; coordinates new student orientation.</td>
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<tr>
<td>Rhonda Stephenson</td>
<td>Administrative Clerk</td>
<td>Performs clerical duties for director; supervises activities in Student Lounge and Student Activities Conference Room; coordinates campus tours with Enrollment Management.</td>
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<tr>
<td>Art Rodriguez</td>
<td>Student Activities Supervisor -</td>
<td>Supervises Student Activities Center; maintains game and weight room and gym; coordinates East Campus activities with East Campus Council and Assistance Center Director</td>
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<tr>
<td>Ext. 4225</td>
<td>East Campus</td>
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<tr>
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<td>CUB 5</td>
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PROGRAM REVIEW

Departmental/Program Self Study Outline

NON-INSTRUCTIONAL

This Program Review is being conducted during: Academic Year 2003 and Fiscal Year 2003-04.

I. Overview of Department/Office
   A. State the name of the department/office.
      Student Activities Department
   
   B. Provide a brief history of the department/office (when it was created, size, major changes, etc.)

   Student Activities at Amarillo College began literally as the College was created in 1929, as activities were planned and carried out within the first month of the College operation to promote the social and intellectual development of its students. An interesting note from Dr. Taylor’s book, The AC Story, “Kappa Delta Chi, a sorority, and Delta Beta Psi, a fraternity, and the Amarillo College Players were organized. A basketball team was formed and class officers were elected. The Ranger would have to wait until next year to begin, but plans were made to put out an annual, the Palo Duro. In the fall, the sophomore class sponsored a dance at Halloween, the freshmen had a bridge party/dance in November, and the College gave a Christmas dance at Hillcrest Country Club for all college students home for the holidays. Both the Rotary and Lions Clubs gave luncheons for college people.” As the first issue of the (yearbook) Palo Duro put it, “By this time the students had developed a unity of spirit, a sense of growing importance, and a budding loyalty that was becoming discernible, especially in social attempts.” In 1930, there were 10 student organizations and the football team was undefeated. Student self-governance was established when 20 boys were secretly gathered and established committees to address issues of student behavior. R. C. Neely (Distinguished Alumna, 1999) was the chair. A constitution was drawn up and approved, and The Ranger noted that by spring ‘there had been a decline in interest, but on the other hand there had also been a decline in cheating, stealing, and drinking, indicating the council had had some impact.’ Intramurals were also very popular, with as many as 2/3 of the student body participating. By the 1950’s, the Ex-student Association had been established, and homecoming was an annual event during the Christmas holidays. In 1954, an addition was planned to the student union building in spite of extra charges due to the prairie dog town found under the foundation. In 1968, the old Parcells Hall was torn down to make
room for the new College Union Building, which was dedicated in 1969 by Governor Preston Smith. A large student lounge and game room was housed in the CUB basement. On the 1st floor, the bookstore and cafeteria and on the 2nd floor, offices for student activities, lounges and meeting rooms for students, and the Oak Room where dances and other social activities were held. Many students were now working and it was noted that this was a problem as it left them too busy or too tired to participate in college activities. In 1970, a new Student Senate Activities Board was established, and then later a Student Activities Council was created which was separate from the Student Senate. In the early days, the faculty, Dean of Students, and coaches were responsible for overseeing student activities, which were mostly centered around the Greek organizations, literary clubs, and athletics. In 1970, Darrell Truitt became the Director of Student Activities, with Patricia Knight as Assistant Director, followed by Jerry Webb and Ann Graves in 1972, and then Melissa Taylor. In 1977, the Board decided to drop all intercollegiate sports except basketball, and added women’s basketball. In 1978, Amarillo College hosted the Texas Junior College Student Government Association convention and Jerry Webb was elected as Executive Secretary (State advisor). In the late 1970’s, the legal drinking age was changed to 18, which ultimately led to the demise of the Greeks and other activities at Amarillo College, as students began to spend more time at “off campus” activities, and interest in advising these groups waned due to behavior problems. In 1984, all sports were eliminated and by the time Dr. Nick Gennett became Vice President of Student Development and Instructional Support in 1984, student activities were very limited with no space or personnel dedicated to the operation. Mike Cleary was hired as part-time counselor and part time activities director, followed by a full-time director (Kathy Knapp Coleman), and from 1987 – present, April Sessler. Under Gennett, the basement of the CUB was reclaimed and remodeled to include a student lounge, 2 offices, and a meeting room. The SGA grew from 6 members to currently about 60. Another renovation in 1992 resulted in expanded student lounge and gameroom areas, a service counter and offices for the director, the administrative assistant, the SGA president, and cubicle space for SGA officers and student organization leaders. Currently, AC has 35 active student organizations, each with a faculty sponsor. Students participate in campus activities provided by the SGA, which serves as a student senate and activities board, as well as their student organizations. Each campus is represented to the SGA by a Campus Council and 30 plus at-large elected members. Art Rodriguez, supervisor of the activities center on East Campus, sponsors the East Campus Council; Kalina Hill, Assistant Director of the Moore County Campus, works with the Moore County Campus Council; and April Sessler, Director of Student Activities, works directly with the Washington Street and West Campus Councils, as well as coordinating activities at all campuses, and sponsoring the SGA.
The SGA, through the Activities Fee Advisory Committee, is responsible for the activity fee allocations and funds student development, activity and travel for all student organizations. The group is very active in the regional and state TJCSGA, serving in various offices almost every year and winning multiple awards in the competitions.

C. List the major clients of the department/office: students, faculty/staff, and/or outside clients. Briefly describe the client needs that the department/office serves.

- **Students of all campuses**
  - Student activities and development
  - Support and supervision of all student organizations (35)
  - Funding and accounting for all student organization development and travel
  - New student orientation, including Badger Boot Camp
  - Provide for and supervise student lounge/game room/gym areas (East Campus)
  - Provide student governance representation through the Student Government Association and the Campus Councils
  - Provide scholarship opportunities for student leaders through the Distinguished Lecture scholarship fund
- **Student Government Association**
  - Advise and supervise all SGA activities
  - Provide office support and maintain office space for SGA
- **Other College entities and Community**
  - Provide opportunities for faculty and staff to interact with students outside the classroom/office in a social environment
  - Provide opportunities for the community to interact with the College in social and cultural enrichment activities
  - Provide prospective students with tours, information, and social activities

D. State the mission of the division and/or department office.

To maximize student access, guide students toward success, and serve as a community enrichment resource by providing co-curricular student development programs that enhance learning, community involvement, and personal growth.

E. State the goals of the department/office.

**PET goals for -03-04:**

- **Blue Blazers**: Recruit more quality applicants and continue to evaluate performance of Blazers and BB program.
- **New Student Orientation**: Increase participation in Badger Boot Camp, fine tune tracking system, and provide a quality online orientation option with accurate tracking system.
- **SGA, Club activities** – Maintain and increase quality/number of activities sponsored by SGA and student organizations. Set
standards from new survey; develop strategies with SGA and student leaders.

- **Activity Fees** - Effectively assume responsibility for funding/accounting of all student travel and development funds.

F. How does the mission of the division and/or department/office support the overall mission of the College?

- **Maximize student access & Guide students toward educational success**
  - By providing students with opportunities to participate in leadership activities that help them gain access to scholarships and develop skills that encourage them to take full advantage of educational opportunities
  - Students also get personal support and enrichment from faculty advisors who directly impact them on a daily basis.
  - The Distinguished Lecture Series scholarship fund awards approximately 30 scholarships each year to student leaders as well.
  - Information and experiences gained in the new student orientation gives students the information they need to access support services and educational success.

- **Serve as a community enrichment resource by providing co-curricular student development and travel programs that enhance learning, community involvement and personal growth.**

G. By which agencies or organizations is the department/office monitored or accredited (if any)? What monitoring or accreditation schedule is required by the agency or organization? What is the current status of the monitoring or accreditation?

  - SACS and self-study programs only

H. List the professional organizations of which the department/office is a member.

- Texas Community College Teachers Assoc. (April Sessler)
- Texas Junior College Student Government Association (Treasurer/State Advisor – ’03- ’04)
- National Association of Campus Activities
- Association for the Promotion of Campus Activities
- AC Administrators Association (April Sessler)
- AC Classified Employees Association (Rhonda Stephenson)

I. SWOT Analysis

1. List departmental/program strengths.
   - Adequate number of professional, experienced staff on most campuses
   - Adequate budget through student activity fees
   - Adequate facilities on most campuses
   - Involvement in state/national organizations
   - Strong and active SGA
- Good number of active clubs with dedicated faculty advisors
- Support and participation from many faculty
- Scholarship program for student leaders
- Many opportunities for students to do community service activities/gain leadership and organizational skills
- Many opportunities for students to interact/network with others
- Many program/majors student organizations
- Excellent GPA/retention for SGA members, Blue Blazers, etc.
- Many clubs have national and international affiliations, such as Phi Theta Kappa and STARS

2. List departmental/program weaknesses (areas for improvement).
   - No staff on West Campus
   - Inadequate facilities on West Campus for programming/student lounge
   - No one to do New Student Orientation (NSO) on East Campus
   - Web site needs to be updated
   - Still too many students not completing NSO on time
   - Overworked staff -- with expanded opportunities, responsibilities, enrollment growth, and program development, there is not enough time for staff development or time to work on needed update, improvement projects. Art Rodriguez is an hourly employee, but must work many weekend and evening hours, which are difficult to flex into a 40-hour week and still maintain services during the day at the gym. Exhaustion is often evident in all staff members.

3. List external and internal opportunities available to the department/program.
   - Co-sponsorships with community/college entities

4. List external and internal threats/challenges which may affect the department/program.
   - Time limitations for students to participate. Many students have jobs and other responsibilities, and there is no “activity hour,” even during the lunch hour for student groups to meet.
   - Distance Ed students— how will they interact with other students?
   - Economy/Budget constraints— More students needing to work more hours and have less time for classes and activities. Also, institutional budget has little money for facilities improvement and professional development or travel, or addition of staff when needed.
II. Institutional Effectiveness
A. Attach the department/office’s most recent Planning & Evaluation Tracking (PET) form(s) or identify the name of the department/office and the web address of the PET form(s) for this area (see Reports/Institutional Effectiveness/Planning) and Evaluation Tracking at http://archives.actx.edu. The completed 2002-03 PET form for Student Activities may be accessed at:
http://archives.actx.edu/pdf/reports/pet02_03/stud_service.pdf

The 2003-04 PET form may be accessed at:
http://archives.actx.edu/pdf/reports/pet03_04/stud_service.pdf

B. How and when does the department/office conduct client evaluations? What are the standards for the evaluations? Attach a sample along with a compilation of recent results or include the name of the survey and the web address for AC surveys (see Survey Data at http://archives.actx.edu or http://www.actx.edu/~research/).

- Client surveys are done by the Student Government Association. Program evaluations are done after each activity; the standard for both of these is to achieve at least a 4.0 satisfaction rate (scale 1 – 5) on all activities. Specific suggestions and comments are taken into account in planning for future programs each semester.
  See: http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf

- Results from the “How are We Doing?” Student Survey are also utilized.
  See: http://archives.actx.edu/pdf/surveys/acstsvyresults03.pdf

C. Describe the ways in which the department/office is helping the College achieve the Goals and Success Indicators set forth in the current Strategic Plan (see Reports/Institutional Effectiveness/Amarillo College Strategic Plan at http://archives.actx.edu). Also state and analyze any areas in which the department/office is not meeting the standards for the Goals and Success Indicators in the Strategic Plan, along with plans for improvement or change.

- **Guide students toward success**: Students who are connected to the college in co-curricular activities outside the classroom tend to be more successful and more easily retained. They also rate their level of satisfaction with their experience higher.

- **Maximize student access**: Students gain valuable experience in leadership, confidence, etc., and build better resumes when applying for jobs, university admission and scholarships. The support gained through their involvement with fellow students and with faculty sponsors often strengthens their chances for success through mentoring and networking. Scholarship funds are raised each year through the Distinguished Lecture Series and occasional major concerts. Minority and foreign students find support and opportunities for achievement and leadership
through the SUCCESS club and the International Student Association.

- **Serve as a community enrichment resource:** The community often benefits from AC-sponsored activities through our departments such as concerts and lectures. Partnerships in these activities have provided valuable links to community leaders and businesses.

D. How does the department/office evaluate and improve its effectiveness in order to close the loop on Institutional Effectiveness (reference action plans, performance evaluations, professional development, PET forms, budget process, etc.)?

PET goals and standards are reviewed with the Dean each year as goals for the upcoming year are established. The Director also meets with the SGA to gain input and support. Examples would include: changes made in the funding of student activities and development due to budget constraints, changes in the functions, structure and supervision of the Blue Blazers, changes in methods of tracking, marketing, and delivering New Student Orientation, and changes in structure for student representation on our various campuses. Evaluations with the staff are done each year with recommendations for professional development included. SGA officers meet for training and evaluation each semester as well.

E. Where are departmental/office policies or procedures published? What is the update/review schedule for policies/procedures? What is the approval process for implementing and/or revising departmental policies/procedures?

- **Rules Governing Student Clubs and Organizations**
- **Policy Manual**
- **Student Rights and Responsibilities**
- **Student Handbook**
- **College Catalog**
- **Student Organizations Advisors Handbook**
- **Student Government Association Constitution**

All are reviewed annually by the Director of Student Activities and the Dean of Student Services. Policy manual entries are handled by the Executive Committee and the Board of Regents. SGA reviews its own constitution, and makes recommendations for change/updates through the Director and Dean, and must be approved by the student body as well.

F. For the departmental/office cost, please attach BCMP budget reports for current and preceding two years. Graph and analyze trends.

- **Budget from the institution has remained flat for several years except for the addition of the East Campus Student Activity Center budget, which our department acquired in 2002-03.**
The Student Activity Fee budget is set by the Student Activity Fee funding board. Budgets for the last three years are as follows.

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<td>SGA Programming</td>
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<td><strong>Total</strong></td>
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<td><strong>$132,500</strong></td>
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For several years the activity fee has been assessed at $1.00 per credit hour, which had been sufficient due to enrollment increases. Budget for 2001-02 for instance was $128,000 and budget for 2002 – 03 totaled $135,500. Each time we actually brought in more than was budgeted, but the committee preferred to remain conservative to guard against any unforeseen enrollment decreases or budget deficits in other areas. During the spring of 2003, such a budget emergency did occur when the Texas legislature declared that the college’s institutional funds for the remainder of the year would be severely reduced. All institutional travel and activities monies for the student organizations which had been administered through the Dean’s office were frozen. Luckily, there were funds available still in the activity fee accounts to assist student groups with the programs and some of the travel that they had already committed to. With future budget restraints in mind, the Funding Board and the Student Government recommended a slight increase ( .25 per credit hour) in the student activity fee to compensate for the loss of the institutional funds and continue to provide student organizations with student development and travel funds, bringing this year’s budget to $160,000 (an increase of approximately $24,500) Although this amount was not equal to the amount lost (approximately $42,000) , it has been sufficient. In fact, most of the groups assumed they would not be funded for the ’03-’04 year and did not make plans to use it, so the funds have not been depleted. Student Organizations can apply for a yearly budget, and also monthly for unforeseen projects as they are planned through the Student Activities Office which oversees the functions of the Funding Board.

G. SWOT Analysis
1. List departmental/program strengths.
   - Adequate number of professional, experienced staff on most campuses
   - Adequate budget through student activity fees
   - Adequate facilities on most campuses
   - Involvement in state/national organizations
   - Strong and active SGA
• Good number of active clubs with dedicated faculty advisors
• Support and participation from many faculty
• Scholarship program for student leaders
• Many opportunities for students to do community service activities/gain leadership and organizational skills
• Many opportunities for students to interact/network with others
• Many program/majors student organizations
• Excellent GPA/retention for SGA members, Blue Blazers, etc.

2. List departmental/program weaknesses (areas for improvement).
   • No staff on West Campus
   • Inadequate facilities on West Campus for programming/student lounge
   • No one to do NSO on East Campus
   • Web site needs to be updated
   • Still too many students not completing NSO on time
   • Overworked staff—with expanded opportunities, responsibilities, enrollment growth, and program development, there is not enough time for staff development or time to work on needed update, improvement projects. Art Rodriguez is an hourly employee, but must work many weekend and evening hours, which are difficult to flex into a 40 hour week and still maintain services during the day at the gym. Exhaustion is often evident in all staff members.
   • Difficulty delivering services to new campuses/distance learners.

3. List external and internal opportunities available to the department/program.
   Co-sponsorships with community/college entities

4. List external and internal threats/challenges which may affect the department/program.
   • Time limitations for students to participate - Many students have jobs and other responsibilities, and there is no “activity hour” even during the lunch hour for student groups to meet.
   • Distance Ed students—how will they interact with other students?
   • Economy/Budget constraints—More students needing to work more hours and have less time for classes and activities. Also, institutional budget has little money for facilities improvement and professional development or travel, or addition of staff when needed.
III. Departmental/Office Staff

A. Attach resumes of all departmental/office administrators, faculty, and exempt classified and/or use the attached form to provide information regarding qualifications of the staff.

See Qualifications of Staff form at: http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf

B. Attach a departmental/office organizational chart with clear lines of authority and responsibility. Describe the department/office, including the job descriptions of the positions.

The Department Organization Chart is below:

Student Activities Office / 2003 - 2004

The Student Activities Office consists of:

- **Director (April Sessler)**, who has overall responsibility for and supervision of the department and all its functions and budget. Advises the Student Government, the West and Washington St. Campus Councils, and the Student Service Fee Advisory
Committee, oversees all student organizations and their activities, conducts all the New Student Orientation sessions, including Badger Boot Camps.

- **Administrative Clerk (Rhonda Stephenson)**, who provides administrative and clerical support for the department, supervises the student lounge and student workers, co-advises the Blue Blazers, including responsibility for individual and small group tours, accounts for student travel and development expenditures and paperwork and assists with SGA activities.

- **Student Activities Supervisor for East Campus (Art Rodriguez)**, who advises the East Campus Council to carry out activities on the East Campus, supervises two or three student workers, supervises and maintains the recreation areas of the Student Activities Center, including responsibility for snack sales, community memberships and gym rentals, and assists with SGA activities as needed.

- **SGA President (student help)**, who provides office support for the department, leadership of the SGA and peer support to the student organizations. Many of the responsibilities to plan and implement student development activities fall upon the volunteer student leaders – **SGA officers and members and other student organization student leaders and members**.

- **Blue Blazers** serve 1 office hour per week in our office giving and preparing for tours and other recruiting activities in conjunction with the Enrollment Management department.

- Although not officially part of our department, **Kalina Hill and Janice Hunt** carry out some functions for us on the Moore County Campus by advising the MCC Campus Council and carrying out student activities and new student orientation there, respectively. Brenda Wilkes in Accessibility Services also assists by providing NSO to her advisees.

C. Describe how individual performance evaluations are used to improve staff performance.

- Staff performance needs for improvement are addressed as needed at regular weekly meetings, collaboration, and evaluation with the Director and the Dean of Student Services.

- The SGA meets with the SGA President and Director in SGA Executive Board meetings and individual sessions. New SGA officers attend a training and goal-setting retreat each summer, and the All-College Student Leadership Retreat each fall.

- Annual evaluations and goal setting are done likewise. Efforts are made on every level to provide leadership, motivation, appreciation, and opportunities for growth and professional development.
D. Explain the department/office management philosophy regarding the following:

1. **Leadership** and its development in our students are primary purposes of our department. Therefore, we strive to show positive leadership examples by providing a supportive, excellence-seeking, and stimulating environment where staff and students can excel, learn, grow, be helpful, accountable and develop their skills and interest to their utmost potential.

2. **Teamwork** – “All of us are smarter and better than any of us.” We realize the value and power of “synergy” and work to develop and use the resources of everyone on our team to maximize our success toward common goals—again, the primary concept in our efforts to teach students transferable lifetime skills.

3. **Professional Development** – Staff members are encouraged to update skills through the PD workshops on campus and attendance at workshops, conferences, etc. (when budget allows).

E. **SWOT Analysis**

1. List departmental/program strengths.
   - The director and her assistant have both been in their positions for over 15 years, and are well qualified. Both participate in professional organizations and seek related training whenever needed or available.
   - The East Campus supervisor has also worked in his job for several years and is enthusiastic and hard-working.
   - Moore county student development is handled by Kalina Hill, assistant director of the campus, so all campuses have personnel available except for West.

2. List departmental/program weaknesses (areas for improvement).
   - Art Rodriguez’s job (East Campus) is in the process of being audited. His duties have changed dramatically since the merger, and his added responsibilities have not been taken into account in the rating of this position or the wages of the position.
   - Although monthly visits are made and a few activities are held on West Campus, there are no personnel available on that campus. As the department and its activities have grown dramatically, and funds for personnel have been limited, the Washington Street staff are often strained.

3. List external and internal opportunities available to the department/program.
   - Job audit for manager of East Campus Student Activities Center
   - New student help to manage student bulletin board (on web) and web page updates.
4. List external and internal threats/challenges which may affect the department/program.
   - Continued enrollment/activity/program growth, with limited funds for Personnel and equipment

F. Describe the strengths and weaknesses of the current staff and/or staffing patterns. Provide ideas for overcoming any weaknesses.
   See above for strengths/weakness. Ideas include adding staff at Washington Street and/or West Campus when budget allows.

IV. Facilities/Equipment
A. Describe the facilities and space utilized by the department/office.
   The facilities are located on Washington Street in the basement of the College Union Building (CUB), which includes a game room, student lounge, service counter, staff offices, student meeting space, and student office space. On East Campus, space includes the gym, weight room, storage, service counter and supervisor’s office, and is adjacent to the assistance center, counselor, Financial Aid Office, and cafeteria. On West Campus, there is a small area in the cafeteria with a TV, couch and chairs for lounge area. Moore County has a student gathering space near the student service counter, which is near Kalina Hill’s office.

B. Describe any special equipment utilized by the department/office.
   East and Washington Street campuses have game equipment (ping pong tables, pool tables, video games, etc.) and big screen TV’s for students to enjoy. East campus also has gym and weight room equipment to maintain/replace as needed, and dressing rooms with hot tubs. We have a combination of contracted and owned equipment in these areas (for example: coin operated video games/pool tables from Borchardts). We also have programming equipment such as volleyball nets, camping equipment, decorations, etc. in storage areas.

C. Identify the privacy, safety and accessibility provisions of the department/office. Describe any concerns regarding possible violations of privacy and safety or accessibility issues of the department/office.
   Accessibility to all areas was addressed in the remodeling project six years ago on Washington Street Campus, and the facility on East is up to date as well. Security is still an issue on East and Washington campuses. Our security camera system is practically unusable and several thefts are reported each year. All staff and the SGA president have private offices, which is absolutely necessary.
D. SWOT Analysis

1. List departmental/program strengths.
   Washington Street and East campus have great facilities, and equipment is adequate. The only facility on the West Campus is the Nursing student lounge in the A bldg.

2. List departmental/program weaknesses (areas for improvement).
   Space for a student recreation area is needed at Moore County, and student program space is needed at West Campus.

3. List external and internal opportunities available to the department/program.
   Although not a part of our department, the College has a great gym at the Carter Fitness Center on Washington Street. We work closely with the PE department to schedule appropriate activities there, and support the intramurals program.

4. List external and internal threats/challenges which may affect the department/program.
   Although we have a very nice facility on Washington Street, some of the areas are beginning to show wear and need replacing (carpet, flooring, and paint especially). We often have leaks from the cafeteria which ruin the ceiling tiles and damage the carpet. The flooring on the stairs has not held up to high traffic and needs to be replaced.

E. List any recommendations (including rationale) regarding the facilities, equipment, and space needs of the department/office.

   Washington Street - Carpet in the student lounge, as well as the flooring on the stairs, needs to be replaced and walls painted. As student organizations have become more active, they have requested and have need for office space outside their faculty advisors' offices. One temporary office has been created, but it needs new divider panels instead of the shabby recycled ones it has along with new desks. Students have also requested an open access computer (or 2) in the CUB. The security video system needs to be updated.

   West Campus – Students on West Campus have very limited student gathering space and no real space for programming. A union building that would include a large auditorium (1,000 – 1,500 seats) to accommodate speakers, seminars, workshops etc., plus a common area for activity programming and places for students to congregate would be ideal.

   East Campus – Facilities at the activity center are very nice, but badly in need of proper signage and updated security systems.
Although not in our Division, students often remark on the need for common areas for recreation and socializing in the residence halls.

V. Support Services
A. Please describe how campus support services address the needs of this department/program. List any proposed recommendations here.
   1. AC Police – often provide security for events and activities, assist students and staff with unlocks, speak at Badger Boot Camp, and advise on security/safety issues.
   2. College Relations – often provides artistic and public relations support for our programs.
   3. Institutional Effectiveness & Advancement (including Institutional Research) – workshops, advise re: PET forms
   4. KACV and FM90 – often provide publicity and “remotes” for activities
   5. Business Office – often provide petty cash, budget information, etc
   6. Copy Center – copying of many documents and publicity materials
   7. Switchboard/Mailroom – directs calls and answers questions
   8. Professional & Organizational Development – PD activities for staff
   9. Human Resources (Personnel/Payroll) – assist with timesheet info and questions, updating of job descriptions, benefits questions
   10. Information Technology Services – constantly help with IT problems; demand for programming services always more than can be provided with current staff.
   11. Physical Plant - often provide assistance with set up, electrical provisions, grounds provisions, and custodial services for our activities, and provide college vehicles for student travel.
   12. Safety and Environmental Office - consult occasionally regarding safety issues for activities, chemical products, and security surveillance equipment. Need better surveillance equipment at East and Washington Street campus.
   13. Any of AC’s campuses (name campus) - The Business & Industry Center works with us occasionally to set up continuing education certificates/hours for some of our programs. They have also consulted with us regarding outreach ideas to the community and provided us with referrals for speakers for workshops, etc.
   14. Other

B. Please describe how instructional support services address the needs of the department/program. List any recommendations here.
   1. Library Network - provide New Student Orientation (NSO) information and tour info at Badger Boot Camp, and has set up an NSO video at the reserve desk for students who cannot attend any of the other NSO sessions.
   2. FIRST Center - assisting with NSO on line
   3. Off-Campus Programs
   4. Distance Education
   5. Other
C. Please describe how **student services** address the needs of this department/program. List any proposed recommendations here.

1. Student Activities
2. Community Link – Advises the International Student Organization which organizes several activities and participates in campus events.
3. Financial Aid – assists with student scholarship selection/disbursement
4. Advising and Counseling – staff assists with Badger Boot camp and occasionally fills in for NSO sessions. Constant referrals are made to this office for students needing assistance and information for the director. The College Success Techniques class meets in our area to help involve these students in campus life. We partner daily to meet student needs.
5. Adult Students Program – ditto above, especially for adult students in need of services.
6. Job Placement/Career Planning – referrals for student help for office; often refer students for career/major advice
7. Registrar’s Office – transcript verification for transfer students exempt from NSO; registrar speaks at Badger Boot Camp to parents
8. Enrollment Management – co-sponsors the Blue Blazers and partners Badgerama/SneakPeek. Provides CARL calls to students who have missed NSO. SGA students and director meet with committees and personnel in this area often to plan/provide student services.
9. START Center – sends out student activity brochures and other information and forwards requests for individual tours.
10. Assistance Center – sells tickets to major student activity events, such as the Distinguished Lecture and helps distribute information at their counter, such as flyers for NSO, activity calendars, etc.
11. Testing Center – provides information for activity calendar and coordinates space with our area for major testing days (ACT, SAT, etc.)
12. ACcess Division – the director of accessibility services coordinates with our office to sponsor a student club and also does NSO for her advisees.
13. Other

D. Please describe how **auxiliary services** address the needs of this department/program. List any proposed recommendations here.

1. Bookstores - sometimes provide gift certificates, prizes, bags, etc. for our activities (often free or discounted)
2. Food Services (Cafeteria/Catering/Vending) – Vending machines are located in the student lounge area, and the cafeterias cater many events. They are also most helpful in allowing the students to hold events in the cafeterias on all campuses.
3. Housing – The residence hall association is a recognized student organization and helps represent residents to the administration. Activities at East Campus are often centered around the interests of these students.
4. Other
E. SWOT Analysis
1. List departmental/program strengths.
   Communication and cooperation between the departments is crucial to our success, and we enjoy a high level of both. Student Services Council is an effective vehicle for communicating information between Student Service areas and from the Executive Committee through the Dean.

2. List departmental/program weaknesses (areas for improvement).
   Minimal technology support services

3. List external and internal opportunities available to the department/program.
   New faculty/employee orientations

4. List external and internal threats/challenges which may affect the department/program.
   • With the retirement of many of the counselors, there are fewer qualified people to refer students to who may have problems more serious than scheduling.
   • Budget limitations
   • Increased need for technology support services

VI. Advisory or Internal Committee
A. If the department/office has advisory or internal committee(s), describe each committee’s role and purpose. Attach a list of the names and positions of the present members or reference the web address for accessing the advisory committee member lists (see Committee Membership/Advisory at http://archives.actx.edu).

   The Student Activity Fee Advisory Committee is responsible for recommending the amount and type of student activity fees students are charged each year, and how they are to be spent. The committee approves yearly budget requests for student development, travel and activities from the student organizations, and also takes monthly requests for a portion of the funds held in reserve for this purpose. Members of the committee (as dictated by state law) are 5 students, selected by the SGA (we use reps from the various student organizations), and 4 representatives of the College, appointed by the President. The Activities Director is the non-officio member, and our office coordinates the operations of this committee. Guidelines may be accessed at:
http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf

B. If an advisory committee or internal committee is relevant to the program under review, include minutes from the last two years of meeting. Copies of minutes may be attached or the name of the advisory committee or internal committee
and web address (see Minutes/Advisory at http://archives.actx.edu) for the relevant minutes included.  

**Student Activity Fee Advisory Committee** minutes are accessible under “Reference Documents” at http://archives.actx.edu/pdf/reports/reviews/student_serv03-04.pdf.

C. SWOT Analysis

1. List departmental/program strengths.
   
   Amarillo College has always followed the student activity fee law correctly and the administration has always approved the committee’s recommendations with very few alterations. Therefore, we have few problems with the students being dissatisfied with how their activity fee monies are spent, as they have direct influence as to the expenditures. Many legal cases around the country have also brought to our attention that our system of having the college directly involved in supervising the students in their choices, and accountability to policy, has worked efficiently and productively. The fee is adequate to provide a variety of programming, development for our student organizations and the student body, and some travel as well.

2. List departmental/program weaknesses (areas for improvement).

   During “the budget crunch” last year, it was decided that all student travel and development would be moved to this budget, and the institutional budget would no longer be requested as it had been in the past. Moving this responsibility to our department, and re-educating the club advisors, faculty and students of the new process has been somewhat of a challenge. Many advisors thought there was no more funding and so did not apply during the annual budget process; as a result, we have a deluge of monthly requests which are harder to anticipate and deal out fairly. Hopefully, this will work out as people learn the new system and our staff becomes more efficient as well.

3. List external and internal threats/challenges which may affect the department/program.

   The committee has considerable turnover of the student members, which are usually supposed to serve a two year term, but many leave before their term is over, and must be replaced.

4. List external and internal opportunities available to the department/program.

   Although funds were lost in the institutional budget, having to use/increase the student activity fees for these expenses has given students more input over how these funds are spent.
D. Identify any recent improvements/changes that have been made in the program as a result of committee recommendations.

When the division lost its travel/development funds, this committee recommended an increase of .50 per credit hour ($1.50 total) in the activity fee to cover these expenses, and it was adopted.

VII. Recommendations
A. Based on an analysis of this department/office/program, list specific recommendations that will improve the department/office/program, correct identified weaknesses, take advantage of available opportunities, and prepare for current and future threats/challenges.

Suggested improvements/cost/relationship to goals:
- Assign, or hire someone to help supervise and coordinate student activities on West Campus, and designate more space for programs.
- Student Bulletin Board and improved web page (in the works) for students who are not on campus to be aware of opportunities for interaction with other students, etc.
- Improved Online New Student Orientation (also in the works)
- Assign someone on East Campus to offer New Student Orientation that is more specific to their experience for East Campus Students.
- Replace worn out facilities in CUB basement.
- Good signage to East Campus Activity Center
- Designate areas for student programming on West Campus
- Redesign the orientation process to be part of the registration/advising process, not as an afterthought.

B. Link the recommendations to the mission/purpose/goals of the program and the institutional Strategic Plan.

Students would have greater access to programs, and they would be more relative to the interest of the students involved. (Guide students toward success, maximize student access, and serve as an enrichment resource to enhance the learning environment, community involvement and personal growth.)

C. Explain the budget impacts of these recommendations.

Funds for any additional personnel and facilities would be necessary, but some of the improvements can be made by hiring processes.
The following requests were reviewed at the Tuesday, January 22, 2003 Funding Board meeting:

<table>
<thead>
<tr>
<th>CLUB</th>
<th>Submitted by</th>
<th>Request</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessibility Aware</td>
<td>Brenda Wilkes</td>
<td>$170 - Food/mail outs for monthly meetings</td>
<td>Approved $150 for mail out costs only.</td>
</tr>
<tr>
<td>MCC Student Life Advisory Board</td>
<td>Kalina Hill</td>
<td>$100 - for &quot;Cash for College&quot; program</td>
<td>Approved $100 as requested</td>
</tr>
<tr>
<td>MCC Student Life Advisory Board</td>
<td>Kalina Hill</td>
<td>$150 - for drinks &amp; snacks for Easter Egg Hunt</td>
<td>Approved $150 as requested</td>
</tr>
<tr>
<td>MCC Student Life Advisory Board</td>
<td>Kalina Hill</td>
<td>$500 - for two students from MCC to attend TJCSGA State Convention</td>
<td>Approved $500 as requested</td>
</tr>
<tr>
<td>STARS</td>
<td>Judy Jackman</td>
<td>$500 - to help with travel expenses</td>
<td>Approved $500 as requested</td>
</tr>
</tbody>
</table>

Next meeting: February Of 2003 12:15 p.m.
Student Activities

Staff Qualification
QUALIFICATIONS OF STAFF

Department/Office/Program: Student Activities

Date Compiled: October 15, 2003

Employee Name: April Sessler

I. Provide a job description for this position. Include duties to be performed, qualifications and experience required, and any other relevant information.

II. If not included on your resume, provide an answer for each of the following questions.

1. List all college experiences beginning with the most recent. Include college name, degree awarded or hours earned, dates attended, and any other relevant information.
   - M.Ed., Counseling Psychology, West Texas A & M University; 1990, (practicum, gifted and talented institute)
   - BA, Elementary Ed. (K – 8 certification), West Texas A & M University; 1973
   - University of Texas, Austin; 1970 – 1971
   - Amarillo College, 1969 – 1970

2. List all applicable work experience beginning with the most recent. Include employer name, position held, duties performed, length of service in the position, and any other relevant information.
   - Director of Student Activities, Amarillo College; 1987–present,
   - Interim Dean of Student Services; 1998 (fall),
   - Supplemental instructor, psychology and math, Amarillo College;
   - Peer Tutoring Coordinator, professional tutor, & instructor (strategies for learning, JTPA, and Math Dept.); 1985 – 1987
   - Classroom teacher, River Road ISD, 1973 – 1977

3. What honors, awards or recognitions have you received during the past five years?
   - Administrator of the Year, Amarillo College, 1999
   - Phi Theta Kappa “Tejas Award”, 2000
   - Texas Junior College Student Government Association (TJCSGA) Region I Advisor of the Year, 2002
   - TJCSGA State Advisor, 2003 – 2004
   - Girl Scout “Women of Distinction” nominee
4. On what department, division or college committees have you served during the past five years?

- Distinguished Alumni Selection
- Drug Free Campus
- Think Outside the Box (Technology Focus Group)
- Professional Development Steering Committee
- Administrators Professional Development Committee
- Advising Alert
- Student Activities Fee Advisory Committee
- Wellness Committee
- Program Review for business division
- Administrators retreat steering committee

5. Of which professional organizations are you/have you been a member during the past five years? Include any offices or responsibilities held.

- Texas Community College Teachers Association (TCCTA)
- National Association of Campus Activities (NACA)
- National Orientation Directors Association (NODA)
- Association for the Promotion of Campus Activities (APCA)
- Texas Junior College Student Government Association (TJCSGA) – State Offices held: parliamentarian, host, treasurer, vice president, and state advisor. Regional offices held: president, host, parliamentarian, region advisor, chapter of the year.

6. List the presentations, publications or major projects you have completed or contributed significantly to during the past five years. Provide dates of completion for each activity.

Presentations
- New Faculty Training Day – every year
- Girl Scouts - keynote speaker (2000)
- Workshops at NACA and TJCSGA on leadership styles, and How to Develop a Distinguished Lecture Series (2000, 2001)

Publications
- Several articles for “Around AC” (one or two per year)

Projects
- Badger Boot Camp; 2000-current
- On-line Orientation; current
- Developed tracking system for NSO with ITS; 2002
- Assimilated East Campus functions into department; 2002
- Two major rock concerts; 2002, 2001
- Adjustment of activity fee to include majority of student development & travel; 2003
- Remodeling of CUB (completed 1999)
• Serve as Mentor to new administrators
• Reorganizing Blue Blazers

7. During the past five years, in what professional development activities have you participated that have helped you meet your performance evaluation goals? (graduate courses, workshops, seminars, teleconferences, professional meetings, etc.)

- Sexual Harassment Training; 1999
- Colleague Prep; 1999
- Administrator Mentor Training; 2001
- Process Mapping Workshop; 1999
- Administrators Retreat; 1999 – 2002
- Power Point; 2002
- Groupwise training; 2000
- Budget presentations; each year
- Student Confidentiality; 2001
- Strengthening Title III; 2001
- Disaster Training; 2001
- Colleague 101
- Supplemental Instruction presentation; 2002
- Advising Alert Review; 2002
- Web Grading Training; 2002
- Serving Students; 2002
- Developmental Education Showcase; 2003
- Student Retention Workshop; 2003
- Electronic Approval Training; 2003
- Administrators Skill Building Workshop; 2003

8. During the past five years, in what community activities have you participated that have helped you meet your performance evaluation goals?

- Canned Food Drives
- Diabetes
- MS, March of Dimes, and Cystic Fibrosis Walks and fundraisers
- Co-founded the High Plains Girls Fastpitch Softball Association
- 85th Girl Scout Anniversary Steering Committee
- HOSTS volunteer at Horace Mann Jr. High
- Big Brothers, Big Sisters (Bigs in Schools program)
- A multitude of Christmas and Thanksgiving projects with SGA, including Evelyn Rivers, Faith City Mission, and Adopt an Angel

9. During the past five years, in what grants or special projects/activities have you been involved that have contributed to the success of your program or the College as a whole?

- See items previously included