VISION 2000
AN ACADEMIC MASTER PLAN FOR AMARILLO COLLEGE
A vision is a mental journey from the known to the unknown, creating the future from a montage of current facts, dreams, dangers and opportunities.

Craig R. Hickman and Michael A. Silva
Authors of Creating Excellence
December 1988

It is with great pleasure that we plan our Academic Master Plan (AMP). This document represents the effort of faculty, staff, and selected community members, and is the physical manifestation of the commitments, plans, changes, and dreams of those authors. It represents an outline of those who teach, those who learn, and those who support— the essence of our mission, our blueprint for the future.

I commissioned this report in March 1987 with a belief that Amherst College, et al., is, and should be, a model for higher education. I asked that the following recommendations be made in the development of the Master Plan: (1) adopt a mission statement and values; (2) develop goals and objectives; (3) incorporate the Master Plan into the educational program; (4) develop a document that would serve as a road map for the College's future. This report represents the start of our journey. We are in the process of developing a comprehensive plan for the College. Each document is a summary guideline; it should answer the questions: Where do we go? How will we get there?

To Dr. Gene Bond and the academic deans: I offer my warmest professional gratitude for the effort, wisdom, and patience with which you brought this report forward. To the Academic Committee, to those who have worked on this plan, to those who have given of their time and energy, I say thank you. Their inspiration and dedication to the details from which great plans can emerge deserve our highest recognition.

And now we go forward with a renewed sense of purpose and direction. May the next 60 years bear witness to an even higher level of success than the first 160 years. To that we are committed.

Sincerely,

[Signature]

President
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreword</td>
<td>1</td>
</tr>
<tr>
<td>Introduction</td>
<td>2-3</td>
</tr>
<tr>
<td>Overview of the Process</td>
<td>2</td>
</tr>
<tr>
<td>Working Documents Available</td>
<td>3</td>
</tr>
<tr>
<td>Outcomes of AMP</td>
<td>3</td>
</tr>
<tr>
<td>Organization of AMP</td>
<td>3</td>
</tr>
<tr>
<td>Mission and Goals</td>
<td>4-5</td>
</tr>
<tr>
<td>History</td>
<td>4</td>
</tr>
<tr>
<td>Mission</td>
<td>4</td>
</tr>
<tr>
<td>Goals</td>
<td>5</td>
</tr>
<tr>
<td>Commitments</td>
<td>5</td>
</tr>
<tr>
<td>Future Directions</td>
<td>6-18</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>6-7</td>
</tr>
<tr>
<td>Directions</td>
<td>6-7</td>
</tr>
<tr>
<td>Educational Diversity</td>
<td>9</td>
</tr>
<tr>
<td>Community and Economic Development</td>
<td>10</td>
</tr>
<tr>
<td>Student Access</td>
<td>11</td>
</tr>
<tr>
<td>Directing Students</td>
<td>12</td>
</tr>
<tr>
<td>Faculty Development</td>
<td>13</td>
</tr>
<tr>
<td>Innovation and Change</td>
<td>14</td>
</tr>
<tr>
<td>Institutional Effectiveness</td>
<td>15</td>
</tr>
<tr>
<td>Resource Development</td>
<td>16</td>
</tr>
<tr>
<td>Cultural Enrichment</td>
<td>17</td>
</tr>
<tr>
<td>Marketing</td>
<td>18</td>
</tr>
<tr>
<td>Acknowledgments</td>
<td>Inside Back Cover</td>
</tr>
</tbody>
</table>
The vitality of any college is intricately woven in and around its academic program. The ultimate reason for the existence of a college is to add value to the lives of its students. Value is added through the academic program which at Amarillo College encompasses a wide variety of programs and services ranging from short seminars to career assessments to natural childbirth classes to an associate degree.

Thus, since the academic program is the way the college delivers value, to focus on it not only is appropriate but absolutely indispensable. Therefore, through its Academic Master Plan, Amarillo College has evidenced both its commitment to the academic program and its willingness to make it exactly what it should be in order to add the most value to the most people. By focusing on the academic program, we place all other elements of the institution in effective supporting interrelationships.

President George Miller provided the leadership and set the institutional tone for the Academic Master Plan early in his tenure in the spring of 1987. With this impetus, the first requirement of an institutional planning effort was satisfied: presidential commitment. When he charged me with the responsibility to direct such a plan, I accepted it with both honor and a healthy respect for the magnitude of the task. I also held some skepticism for “strategic” planning which this Academic Master Plan was supposed to do. However, after a serious, objective immersion into a study of strategic planning, I was convinced that a “strategic” academic plan was necessary.

At that point, three decisions had been made — presidential commitment, director of the process, the nature of the plan.

To guide the process, a “Plan to Plan” was written. It went through seven revisions in the process of securing participation from a wide range of personnel and consultants. With the “Plan to Plan,” the concept, structure, and process were decided.

The structure and process included one aspect atypical in strategic planning, that is, the involvement of a broad-based, large group of faculty. But it seemed that an “academic” plan must have that level of faculty involvement. However, for the plan to benefit fully from the academic expertise of faculty in a strategic planning mode, it was necessary to orient them to this approach to planning. Thus a series of workshops and seminars on planning and strategic planning were held during the fall semester 1987.

This approach, the process, and involvement of faculty produced a plan which is the synthesis of the in-depth thinking of fifty-three faculty rather than a plan produced by a few and imposed “from the top.”

The result of this process is a “strategic” Academic Master Plan. The process forced an intense look at the strengths and weaknesses of the major academic elements and at the environment in which the institution exists to determine threats and opportunities. This examination produced a plan which defines the position for the institution within its environment and the direction it will take to achieve it. The comprehensive involvement of faculty added an unexpected element, i.e., some specific strategies to actually start the movement.

These directions and strategies identify new emphases and an emerging position; however, the centrality of the institution is still defined by its mission, goals, and commitments. This centrality is fundamentally and forcibly expressed through the continuing pride in and commitment to the “teaching-learning” raison d’etre.

Taken together the directions and strategies reveal three new themes. First, the institution will turn its attention outward. The institution is no longer comfortable with the attitude that says; “We are here; come get what we have.” Rather the attitude which rings clear through the AMP is that what we are is so valuable we must make major efforts to cause more members of the community to participate. Second, and a logical corollary, is the attitude that the college is part of the community. It is inextricably woven into the fabric of the community. No longer is it a community within a community. And third, these directions show a greater willingness to assess and change. These themes will change the nature of the institution.

In the “Plan to Plan” we anticipated that the AMP process had the potential of either changing the nature of the institution or reconfirming its current nature; in effect it has done both. The basics are reconfirmed but the directions will change the institution. Thus, Amarillo College remains true to its heritage by dynamically positioning itself to meet the future.

R. E. Byrd
Vice President and
Dean of Instruction

...we anticipated that the AMP process had the potential of either changing the nature of the institution or reconfirming its current nature; in effect it has done both.
INTRODUCTION

VISION 2000:
AN ACADEMIC MASTER PLAN FOR AMARILLO COLLEGE is the institution’s vision for its role into the twenty-first century. The plan will help the College fulfill its highest potential in the years ahead.

To a degree that no previous Amarillo College document has done, V/S/ON 2000 affirms that “teaching and learning” is the heart, the core, the prime mission of the College. Furthermore, this plan radiates with the energy of the College’s role as “comprehensive” and “community-based.”

VISION 2000 is the compass Amarillo College will rely upon to chart its course into the future. It establishes ongoing strategic planning central and crucial to college governance and operation. This document provides the focus, the direction, and the foundation from which all long and short-range plans for the institution will spring in the foreseeable future. V/S/ON 2000 points the way into the future for Amarillo College. The challenge is to follow — creatively, enthusiastically, and responsibly.

OVERVIEW OF THE PROCESS

In March of 1987, the Academic Master Plan (AMP) began as a conceptual charge to Dr. R. E. Byrd, Vice President and Dean of Instruction, from Dr. George T. Miller, President. The plan was “to guarantee that ‘student instruction’ (academic, vocational, continuing education, and community services) is the single, principal focus of Amarillo College” according to the President. At the completion of the planning effort, Dr. Miller projected that Amarillo College would have:

1. developed assumptions about the future;
2. developed options for Amarillo College action plans;
3. involved all faculty and staff, selected community leaders, and the Board of Regents in the planning process; and
4. formulated a blueprint for the future development of Amarillo College.

In Fall 1987, the planning process began when Dr. Byrd, who would serve as the Chairman/Director of the Academic Master Plan, appointed a project coordinator, a faculty ombudsman, and the five chairmen of the key committees who would also serve as the Steering Committee. Each chairman selected committee members and the entire AMP Task Force became oriented to strategic planning. Consultants shared with the group of fifty-three personnel regarding planning, environmental scanning, and forecasting.

The Task Force re-examined the College’s mission and goals during Fall 1987. All provided input through a group exercise. The Steering Committee focused the cumulative thinking into a history statement, a mission statement, seven goals, and fifteen commitments.

By January 1988, each of the five committees began its specific planning task. Charged to assess the external environment, the Community Assessment Committee organized around four subcommittees Demographic Analysis, Educational, Technology, and Business and Industry. Each of the four subcommittees interviewed community representatives and conducted research to identify the “threats” and “opportunities” that potentially awaited Amarillo College.

The other four committees closely examined their assigned areas to document both “strengths”
and “weaknesses” internal to the institution. The four committees were Academic Program, Student Matriculation and Success, Faculty, and Academic Policies and Procedures.

By Fall 1988, each of the four committees had taken findings regarding internal “strengths” and “weaknesses” and overlaid them with the external “threats” and “opportunities” discovered by the Community Assessment Committee. This process yielded a host of implications and recommendations which were ultimately condensed by the Steering Committee to ten overriding future directions, internal and external context statements and a series of strategic options based upon the conclusions of all five committees.

WORKING DOCUMENTS AVAILABLE

In the evolution of the Academic Master Plan, the five committees generated numerous working papers and reports. These documents contain the key elements around which WON 2000 was organized. These working documents have been grouped to become reference tools for those wishing greater detail regarding any idea in the Academic Master Plan. The first grouping lists each committee’s final recommendations according to the ten future directions where they appropriately fit. It is titled “Committee Recommendations for Academic Master Plan 1988.” The second grouping organizes the raw data, research and findings of each committee into final reports and related resource materials and is titled “Committee Research and Findings for Academic Master Plan.” These backup documents to the AMP are available to anyone who wishes to review copies through the Lynn Library and Learning Center, any administrator, or any division, department or unit head.

OUTCOMES OF AMP

The outcomes of the AMP process are multifaceted and constantly evolving. In summary, Dr. Byrd expressed the projected outcomes of the process at a fall 1987 orientation:

“By June 1, 1989, Amarillo College will have:

- A statement of future directions for Amarillo College
- A planning process
- Support programs tuned to the Educational Program
- A budget driven by program needs and future directions
- A group of highly knowledgeable and motivated individuals capable of playing major roles in the future of Amarillo College.”

Thus, VISION 2000 is presented as both the culmination of a process and the impetus for continued process regarding ongoing planning.

ORGANIZATION OF AMP

The AMP document is organized around two distinct but interrelated units. The first unit is the revised “Mission and Goals” of Amarillo College. Because the mission and goals are inextricably bound with the history and the commitments of the institution, they are presented together as a unit. The second is the “Future Directions” unit. It is organized around a core statement (Teaching and Learning) that expresses the conviction on which all ten directions were built.

Each of the future directions is amplified first by a paragraph of information that provides the contextual framework for planning and secondly by strategic options summarized and drawn from the recommendations of the five committees.
Amarillo College was created by a vote of local citizens on July 16, 1929. Beginning in rented quarters in the old Municipal Auditorium, the first student enrolled in September of 1929.

The College moved to its present location with the construction of its first permanent building in 1937. Today, Amarillo College operates from twenty-seven buildings on three campuses encompassing some seventy-three acres.

After serving primarily as a junior college offering arts and sciences courses, the curriculum was expanded in 1942 to include vocational courses. The trend continued with the return of World War II veterans seeking post-secondary training to secure jobs.

In 1958 Amarillo College was granted its own Board of Regents independent of the trusteeship of the public schools. The 1960s brought expansion in college facilities and programs. A number of allied health and occupational-technical programs were added to the curriculum along with an extensive array of continuing education and community service courses.

Amarillo College now serves a multitude of people each year in academic, occupational-technical, and continuing education programs.

Amarillo College, a public community college, provides educational programs, services, and resources for the residents of Amarillo and its surrounding area. With fundamental principles affirming the value of education, the freedom for teaching and learning, and the worth and dignity of each individual, the College emphasizes innovation, excellence, and leadership in its mission to be an exemplary community college.
GOALS

In order to fulfill its mission, the goals of Amarillo College are to:

GOAL I provide programs leading to associate degrees and certification in university parallel and occupational-technical areas

GOAL II provide courses and programs to enhance occupational skills and to meet community employment needs

GOAL III provide courses and programs to broaden awareness and enrich personal development

GOAL IV provide basic skills and other developmental education

GOAL V provide student and educational support services

GOAL VI be a center for social and cultural interaction

GOAL VII participate in community research and economic development

COMMITMENTS

In these goals, Amarillo College is committed to:

- excellence in teaching and learning
- high academic standards
- life-long learning
- faculty development and research
- total growth of the student
- students' pursuit of success
- academic freedom and diversity of thought
- an open-door admission
- community awareness of college programs
- minimal tuition and fees
- efficiency and accountability
- staff support and development
- fiscal responsibility
- institutional evaluation and planning
- the value of the associate degree
EDUCATIONAL DIVERSITY
Amarillo College will diversify its programs, services, and teaching strategies to meet the evolving educational needs of business, industry, and the community at large.

STUDENT ACCESS
Amarillo College will maximize the opportunity for all segments of the community to access its programs and services.

DIRECTING STUDENTS
Amarillo College will guide students toward educational success.

RESOURCE DEVELOPMENT
Amarillo College will aggressively seek alternative resources to assure financial assistance for its students and a sound financial future for the institution.

INNOVATION AND CHANGE
Amarillo College will evaluate and incorporate emerging technologies and methodologies that have a positive impact upon teaching and management.

The heart of Amarillo College's existence is teaching and learning. Teaching is the foundation, the core around which all else at the college revolves. When teaching and learning occur successfully, the college and the community are invigorated—and the mission of the college is fulfilled.

Through quality teaching, the vitality of the college is felt in the community. For quality teaching continually stimulates the cultural
Active learning is a consequence of effective teaching. The goal of every dedicated teacher is to kindle that desire for learning which will ultimately translate itself into responsible and fulfilling participation in family, work, society, and the world at large.

Thus, quality teaching and learning is the focus of and the inspiration for VISION 2000.
FUTURE DIRECTIONS

The future directions with their accompanying “planning context” and “strategic options” help open the door onto the future of Amarillo College.

Each page of the following section presents one of the ten future directions. Each future direction is supported by a brief explanation of the external and internal context around which it was planned. This “planning context” highlights some of the conditions, assumptions and perceptions behind each future direction.

Following the context are a series of “strategic options” in no priority order. The Steering Committee molded these options from the implications and recommendations that were generated by each committee after examination of external assumptions and internal assessments.

These strategic alternatives are not exhaustive of all options for the future but are representative of options in proportion to the knowledge-base captured by committees for this study. Some options are repeated more than once dependent upon their appropriateness to more than one of the ten future directions.

In many cases, the options presented are simply the kernels of ideas which need further study to verify their merit, their cost-effectiveness, and their feasibility. These options are only the starting blocks for future planning.

The strategic options are intended as stimuli for the more concrete long-range and operational plans that divisions, departments and other units within the institution will be developing on an ongoing basis. VISION 2000 is then a visionary rallying pole around which future planning toward the twenty-first century will emanate.

Each future direction with its accompanying context and potential options helps open the door onto the future of Amarillo College. It will be up to departments, divisions, and other units of the college to walk through that open door confidently and develop operational plans that will bring to life the Academic Master Plan.
PLANNING CONTEXT

The comprehensive mission of the community college implores Amarillo College to be aware of and responsive to community needs. The business, educational, and civic communities are experiencing pressures as never before. They must work with fewer dollars yet achieve greater expectations. The stress of this disparity will continue to call forth a new spirit of energy and a higher plane of performance and creativity to solve the dilemma. Business and industry will demand employees who can read, write, and communicate effectively. They will also require increased training for employees in computer technology and highly technical fields. Business and industry will welcome partnerships with higher education to achieve their training and upgrading goals. As the workforce becomes increasingly saturated with women and single, heads-of-household, employers will be searching for strategies to maximize the productivity of these employees while responding realistically and sensitively to their unique personal requirements. Educational institutions can be the prime partner with business and industry in overcoming these concerns, consequently increasing productivity.

STRATEGIC OPTIONS

- Generate alternate ways, means, and times by which both credit and non-credit courses, seminars, and programs can be created or offered to better meet demands.
- Focus on the life-long learning continuum in curriculum development and program and service planning.
- Promote computer literacy for all faculty, staff, and students.
- Encourage critical thinking and writing in all disciplines.
- Weave through all courses, programs, and services sensitivity for the unique needs of special populations such as single parents, returning, incarcerated, disadvantaged, disabled, minority, and aging students.
- Provide in-house education for area employers.
- Pursue articulation and affiliation agreements and other forms of cooperation with area public schools and higher education institutions that strengthen and enhance both occupational training and transfer programs.
- Provide learning resources and instructional support in concert with and in proportion to the alternative delivery systems in use.
- Examine facility and space needs in light of program and service diversification.
- Effectively coordinate and encourage participation in instructional television from other educational institutions.
- Lead the community in tackling illiteracy and providing basic skill training for dropout and disadvantaged populations.
- Foster self-improvement and career development courses and services that contribute to personal well-being throughout a variety of life stages.
COMMUNITY AND ECONOMIC DEVELOPMENT

Amarillo College will join with public and private sectors to lead progressive community and economic development.

PLANNING CONTEXT

Amarillo’s population is not likely to increase nor decrease significantly before the turn of the century. The sluggish economy of the area should begin to see gradual improvement in the 1990’s. Meanwhile, the failure rate among small businesses will continue to be disproportionately high. Many larger businesses (especially national chains) will continue to find it necessary to restructure. Some larger companies will continue to incur large debt burdens in order to challenge unfriendly takeover attempts. Area industries indicate that their adoption of new and more cost-effective technologies will progress more slowly than they would like due to the major costs involved. Yet they agree that the greatest changes in business of the future will be technological. Business and industry indicate when they have been able to expand, they are finding it necessary to go outside Amarillo to recruit qualified people into high technology as well as management positions. This trend is expected to continue. An influx of new business is not predicted for the region any time soon due not only to the depressed economy but also to the negative impact of government regulations and deregulations. The growth of the Amarillo area through the year 2000 will depend largely upon the success and continued growth of small businesses. Few new firms will move here before 2000; thus, the economy must be based on helping existing businesses grow.

STRATEGIC OPTIONS

• Centralize the coordination of all the college’s efforts in economic development.
• Allocate key personnel to participate in industrial recruitment efforts.
• Conduct periodic assessments of the regional workforce to advise potential new or relocating businesses.
• Retrain area employers, employees, and the faculty in new fields created by evolving technology.
• Provide centers for consulting services, counseling, training, resource information, and other operational assistance to businesses in the service region.
• Provide seminars, workshops, in-service training and other related education to employees of area medical institutions.
• Intensify interaction with local and state political leaders regarding the importance of the community college mission and consequent funding issues.
STUDENT ACCESS

marillo College will maximize the opportunity for all segments of the community to access its programs and services.

PLANNING CONTEXT
Demographics of the area indicate that the pool of potential “nontraditional” students will swell. The Hispanic population will continue to grow. As much as fifty percent of the area population is predicted to be of ethnic minority, particularly Hispanic, by the year 2000. The white population of the area is gradually declining and will continue to do so. Furthermore, the population is growing older as “baby boomers” reach middle age and the aging generation increases. The age group under twenty-five is declining. The number of single parents and dropouts will continue to increase. Workers will be grappling to stay competitive in the job market by upgrading their skills or gaining new skills. Though economic prospects will be somewhat brighter by 2000, families and single heads-of-household will continue to be pressed financially.

STRATEGIC OPTIONS
- Study the needs and motivations of potential minority students, design ways to meet those needs or concerns in so far as possible, and then organize an effective recruitment and retention campaign.
- Emphasize an extensive program to build basic skills from literacy levels through high school equivalency and developmental studies.
- Focus on developing more flexible scheduling alternatives, more off-campus courses, more on-site training options, and more individualized learning activities in all disciplines.
- Enhance counseling services to strengthen job and career assessment, programs for the aging, and the orientation process.
- Expand child care services for students.
- Incorporate policies and procedures that facilitate access to education for potential students such as an academic bankruptcy and an auditing policy as well as a policy regarding credit for ACT/SAT scores.
- Design admission policies which assist special categories of students such as the “casual student.”
DIRECTING STUDENTS

Amarillo College will guide students toward educational success.

PLANNING CONTEXT

The future student body will represent a more diverse population economically, culturally, socially, and educationally. Students over twenty-five and women will continue to be in the majority. More ethnic minority students will enroll as will more disabled. Increased numbers of students will be entering Amarillo College to earn an Associate in Applied Science degree or Certificate of Completion in years to come. Job-related reasons for enrolling will continue to increase. Students receiving some form of financial support will continue to climb assuming funds remain available.

STRATEGIC OPTIONS

- Implement consistent communication with and tracking of prospective students from the point of inquiry through admission, registration and beyond.
- Reduce attrition by establishing systematic procedures whereby students can receive: effective academic advising, universal testing and placement, early alert and academic intervention, basic skills/developmental studies training, tutoring, career guidance, work-study opportunities.
- Trace student progress to produce vital information for decision making regarding: student performance, transfer performance, graduate and completer performance on the job, goal fulfillment.
- Generate guidelines for the associate degree that encourage its value and its pursuit, incorporate flexible options for its attainment, allow work experience opportunities, uphold the importance of general education requirements.
- Infuse an international perspective throughout the curriculum, ensure competence in basic communication and computational skills, create smooth matriculation for the “inverted degree.”
- Encourage information and transcript exchanges with universities to increase advising precision and tracking mechanisms.
- Design extra-curricular activities that appeal to a diverse college population.
- Adapt techniques for student screening, retention, and tracking into the Adult Vocational and to some extent the Community Service programs.
The rapid changes in the world at large will have an impact upon the college at an increasing pace. In order to withstand and respond positively, faculty must develop a greater cultural awareness of the more diverse populations that will comprise the student body of the future. All college personnel must be conscious of providing nondiscriminatory education. Computer literacy will be an increasingly important knowledge-base for all faculty and a majority of other personnel as well. Electronic teaching equipment will have a short life span which accentuates, the constant upgrading of skills that faculty must maintain. New breakthroughs in research, new facets of study within disciplines, and the ever-present need to update teaching techniques will also keep faculty increasingly challenged. At the same time, decreasing revenues will keep the college budget stretched to provide desired salary increases and growth opportunities.

**Strategic Options**

- Emphasize programs that encourage faculty to keep current and be proactive through such activities as on-campus workshops, faculty forums, teaching excellence seminars, presentations at scholarly meetings, publishing, graduate work and research projects.
- Negotiate industrial training at corporate headquarters and other means by which faculty in high-technology fields can keep current.
- Alter faculty composition over time to include younger individuals and more ethnic minorities with higher degrees from a variety of universities.
- Provide training to ensure that instruction at all levels will meet the needs of an increasingly diverse student population.
- Challenge faculty to examine the effectiveness of their own teaching methodologies and seek the best ways to communicate and instruct.
- Promote interdisciplinary approaches, team teaching, faculty exchanges, idea exchanges, rotating faculty assignments, faculty mentoring, and other techniques that build community among the faculty.
- Value the Faculty Handbook as a faculty member's key institutional resource and keep it updated and inclusive.
- Keep faculty abreast of college policies and guidelines.
- Expand faculty communication and understanding regarding credit and non-credit programs beyond those of their own disciplines.
- Coordinate all faculty development efforts.
- Increase the faculty salary scale to be competitive with other Texas community colleges.
- Celebrate good works and recognize faculty achievements both in and out of the classroom.
- Balance full-time and supplemental faculty so as to create the best mix for each program area.
- Develop written guidelines under which supplemental faculty and adjunct faculty are employed, function, are evaluated, and are included in staff development options.
- Derive policies that clarify and define faculty roles and competency requirements.

<marillo College will attract, retain, support and reward a superior faculty while maintaining a climate in which faculty will grow and excel.>
INNOVATION AND CHANGE

Amarillo College will evaluate and incorporate emerging technologies and methodologies that have a positive impact upon teaching and management.

PLANNING CONTEXT

Amarillo College must meet innovation and change openly if it is to remain a viable institution into the twenty-first century. The Information Age is here. The information industry will increasingly dominate all areas in the workplace. Telecommunications will continue to increase at a rapid pace making the world smaller and more interconnected. Partnerships will be formed between colleges and businesses/industries to fulfill the goals of both more cost-effectively. The community college might house services with which multiple industries could contract. The magnitude of technological advances will make it difficult to maintain state-of-the-art equipment throughout all college programs. Shared relationships with companies will help colleges assure current equipment and relevant training for students. Partnerships will have real benefits for both colleges and businesses/industries.

Another aspect of change will be the shift in student body. Diversity will be the expectation of the future as described in earlier segments of this document. A few of the needs of these diverse groups about which the College will have to be innovative include child care, financial aid, easily accessed buildings, safe and secure campuses, and outreach plans that motivate enrollment and retention.

STRATEGIC OPTIONS

- Stimulate and support effective classroom innovations.
- Monitor career fields dependent upon changing technology in order to offer and maintain state-of-the-art curricula.
- Explore the evolution of teaching with technologically advanced equipment and implement the methodologies as reasonable.
- Maximize the use of telecommunication teaching options.
- Assure that innovations adopted parallel instructional support services in such areas as online library services, computer hardware support, and training in the use of educational technology.
- Retrain and upgrade employers, employees and the faculty in new fields and specialties created by evolving technology.
- Prepare students to enter the Information Age by assuring their computer literacy and their understanding of the interdependent world in which they live.
- Create faculty awareness of the regional demographic profile and the consequent diversity in the student body.
- Develop an aggressive outreach plan to attract disadvantaged students, ethnic minority students, and other special populations.
- Increase the commitment of all staff to the college mission through their ongoing involvement in the development of its plans for the future.
- Examine and update college-policies and terminology regularly to be consistent with the innovations and changes occurring.
PLANNING CONTEXT

The student and the taxpayer will justifiably expect greater accountability. The college must increasingly show that it is a good steward over its budget and that dollars spent produce positive outcomes. Emphasis will be placed on the “results of education” and the “extent to which the institution uses assessment information to re-evaluate goals, make essential improvements and plan for the future,” according to the Resource Manual on Institutional Effectiveness published by the Commission on Colleges of the Southern Association of Colleges and Schools, 1987. There will be greater dependence on advisory committees to help fashion outcomes assessment for programs. Institutional performance will be compared to institutional purpose. Institutional effectiveness will permeate all systems and functions of the College.

STRATEGIC OPTIONS

- Revise the program review process to include external review, timely follow-up, and other features that will heighten its benefits.
- Design and implement an outcomes assessment system for each program area that clearly tracks students and measures results.
- Design and implement an institutional assessment program that regularly reviews and articulates mission, goals, programs, services, retention, instruction, educational outcomes expected, and graduate or completer performance and satisfaction.
- Instigate an evaluation and review of the Continuing Education Programs to clarify role and scope as well as follow-up and student evaluation procedures.
- Organize a system by which policies are uniformly documented and regularly examined, updated, changed, and upheld.
- Maintain fiscal stability by endorsing sound fiscal planning, accountability and management techniques.
- Implement an ongoing planning process which ensures that the institution is constantly alert to internal strengths and weaknesses as well as external threats and opportunities.
- Provide coordination of computer inventory and usage as well as sufficient personnel to maintain the College’s extensive computer holdings.
- Provide avenues by which faculty, staff, and students can interact in and be informed of college governance and decision-making.
- Maintain the highest level of accreditation from all agencies with oversight responsibilities.
RESOURCE DEVELOPMENT

Amarillo College will aggressively seek alternative resources to assure financial assistance for its students and a sound financial future for the institution.

PLANNING CONTEXT

Resource development is of prime importance to Amarillo College. Tighter budgets are an obvious mandate of the foreseeable future. State monies to the college cannot be expected to increase. In fact, they may continue to decrease and even disappear in the twenty-first century. Tuition rates cannot be expected to increase appreciably since that would put them well beyond the rates of other community colleges in the state. District tax rates can be expected to increase in order to help meet the operational budget of the College. The district boundaries will be expanded as the city grows to the west and northwest.

Ironically, as the demands for community college education grow more pronounced, the funds to support such education grow slimmer. More students are qualifying for and receiving financial aid. Still the demand for financial assistance will continue to climb as increased numbers find postsecondary training and skill upgrading necessary to compete in the job market.

Alternative funding sources will be pursued aggressively. The College will seek more grants, contracts, and cost-sharing agreements that amplify its mission. The Amarillo College Foundation is fast becoming and will continue as the best and brightest hope of the College for raising stable alternative resources.

STRATEGIC OPTIONS

- Identify college needs and goals and pursue grants and contracts accordingly.
- Build the Amarillo College Foundation endowment and strengthen both its relationship and contribution to the College's mission and goals.
- Develop partnerships with area business and industry to promote cost-sharing, equipment-sharing, tuition incentives and cooperative education arrangements.
- Secure ample funds to meet all financial need-based assistance for students.
- Expand scholarship options.
- Involve faculty in acquiring alternative funding sources.
- Generate all special project monies through alternative funding pursuits.
- Intensify interaction with local, state, and national political leaders regarding the importance of the community college mission and consequent funding issues,
PLANNING CONTEXT

The quality of life in the Amarillo region will remain high relative to other areas with similar populations. Originally motivated by geographic isolation, people in this area have always created their own cultural and artistic outlets. However, cultural changes will gradually occur over the next twenty-five years as the population shifts to greater Hispanics, fewer Caucasians. The untapped cultural potential of this area is vast. Cultural exploration, expression, and growth opportunities will continue to be a magnet for the people of the Texas Panhandle.

STRATEGIC OPTIONS

- Increase international awareness within the college as well as in the community.
- Provide a forum for debate, lectures, discussion, and diversity of thought related to topics of public interest and concern.
- Generate a wide variety of cultural activities for all ages.
- Offer literature, history, and current event information appropriate for minority constituencies.
- Feature opportunities for the cultural heritage of this area to be celebrated.
- Stimulate cultural and intellectual appetites for opera, anthropology, literature, art, theater, dance, history, music, geography, and more.
- Build cultural components into curricula whenever possible.
- Develop service programs and opportunities by which students reach out of the classroom and connect with other groups on campus, in the community, state, nation, and world.

marillo College will enhance the quality of life for area residents by serving as a center for cultural enrichment.
MARKETING

Amarillo College will promote its role as a dynamic educational force by vigorous/y communicating expanding opportunities for the community.

PLANNING CONTEXT

Amarillo College’s marketing potential is excellent. Its image is positive in the community, yet the full breadth of its mission is understated. A substantial number of area citizens view the college from its traditional origin as a “liberal arts,” “junior” college. Many are not aware of its comprehensive curricula which includes technical/vocational career-related programs and a vast array of continuing education options. Furthermore, the general public is just now beginning to realize the potential of Amarillo College to help improve economic stability and stimulate community development.

Other factors which will affect potential marketing strategies are as follows: the average age of the area population will continue to increase; there will be more one-parent families; the high school dropout rate will continue to rise; the Hispanic population to a greater degree and the Black population to a lesser degree will increase while the Asian and White populations will decline. Tuition will continue to rise at senior colleges. Recruitment efforts among area postsecondary institutions will intensify in years to come.

STRATEGIC OPTIONS

- Develop an aggressive, long-range marketing approach that has priority.
- Evaluate the effectiveness of all marketing and recruiting efforts.
- Portray “progressiveness” in all college endeavors.
- Promote the college as a “community of learning” and thereby encourage maximum public consumption.
- Market the college’s determination to serve all ages, races, and ethnic backgrounds.
- Reinforce among faculty that they are Amarillo College’s key promoters through their classrooms and civic work.
- Furthermore, the quality of new faculty Amarillo College is able to attract may be a reflection of the image current faculty project regarding this region and the College.
- Cultivate among faculty an awareness of the impact of other regional higher education entities upon Amarillo College.
- Intensify recruitment of young people through cooperative efforts with area public schools as early as the middle school years.
- Intensify recruitment of nontraditional students including ethnic minorities and disadvantaged.
- Emphasize the numerous opportunities to build job skills through both credit and noncredit programs.
- Create a clear image in the community of the vocational / technical credit programs and the Adult Vocational non-credit programs.
- Encourage multiple ways and means by which college personnel share, interact, and communicate regarding their own programs, services, research, and accomplishments.
ACKNOWLEDGMENTS

BOARD OF REGENTS

Dorothy C. Blumer  Don H. Mason
Ben Bruckner, Jr.  Ann M. McKay
Don E. Dodson  Jay O'Brien
John Huffaker  Don E. Powell
Wendy Marsh

PRESIDENT

George T. Miller

AMP STEERING COMMITTEE

R. E. Byrd, Chairman  Reagan Hathcock
Kay Henard, Coordinator  Therese Jones
Diana Cox  Paul Matney
Bill Crawford

AMP TASK FORCE

COMMUNITY ASSESSMENT COMMITTEE

Bill Crawford, Chairman  Greg Edwards
A. F. Adkins  Beverly Fite
Neil Allen  H. Paul Haïduk
Peggy Alley  Cecil Jones
Lynda Barksdale  Cheryl Nance
Naomi Brack  Neil Sapper
Lee Bradshaw  Jackie Wilson
Glenn Branch  Joni Yoakam

ACADEMIC PROGRAM COMMITTEE

Paul Matney, Chairman  Helen Lowe
LuNette Evetts  Willard Machen
Charlie Gaither  Art Schneider
Mark Hanna  Wayburn Wilson
Judy Hathcock

FACULTY COMMITTEE

Diana Cox, Chairman  Jean Harris
Mary Flores, Adhoc  Nancy Moreland
Michael Bunch  Joe Walsh
Tom Cole  Bill Young

MATRICULATION AND SUCCESS COMMITTEE

Therese Jones, Chairman  Pat Knight
Gerald Foster  Barclay McCort
Judy Isbell  Dennis McMillan
Carolyne Long  Ken Pirtle

ACADEMIC POLICIES COMMITTEE

Reagan Hathcock, Chairman  Brenda Jackson
Jan Pearcy, Adhoc  Harrell Line
LaVon Nelms, Adhoc  Janet Loper
Bobble Jester, Adhoc  Larry Patterson
Carl Fowler  Willie Weaver
Joyce Hinsley

OMBUDSMAN

Steve Dutton

DATA COORDINATOR

Stan Adelman

SECRETARIES

Bobbie Jester
Jill Cox
Ophelia Estrada, Student Assistant