VISION 2000
An Academic Master Plan for Amarillo College

RAW DATA, RESEARCH, AND FINDINGS
OF THE COMMITTEES:

Community Assessment Committee
Academic Program Committee
Faculty Committee
Academic Policies Committee
Student Matriculation and Success

1988
COMMUNITY ASSESSMENT

ON

REPORT OF THE COMMITTEE

ACADEMIC

MASTER PLAN

AMARILLO COLLEGE
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Remarks</td>
<td>1</td>
</tr>
<tr>
<td>Business and Industry Report</td>
<td>2</td>
</tr>
<tr>
<td>Demographic Analysis Report</td>
<td>8</td>
</tr>
<tr>
<td>Technology Report</td>
<td>16</td>
</tr>
<tr>
<td>Education (Competition) Report</td>
<td>17</td>
</tr>
</tbody>
</table>
The Community Assessment Committee (CAC) was divided into four subcommittees as follows:

1. Committee on Business and Industry
2. Committee on Demographic Analysis
3. Committee on Education (Competition)
4. Committee on Technology

Each of the subcommittees met many times during the school year in an effort to accomplish several goals:

1. identify external environmental variables pertinent to the realm of the committee
2. predict probable change in each variable through the year 2000 through the use of "assumption statements"
   (an ASSUMPTION was defined as a temporary but careful estimate regarding a very important probable development which cannot be predicted with accuracy and over which the college will have no significant control that will have a major impact on the activities of the college in the future)
3. identify opportunities for Amarillo College as a result of the assumptions drawn
4. identify threats to Amarillo College as a result of the assumptions drawn
5. formulate implications for change at Amarillo College as a result of the opportunities and threats identified for each variable

(an IMPLICATION was defined as a statements which suggests change in the organization or operation of the college as a result of the assumptions drawn from an analysis of opportunities and threats)

Data concerning the external environment was accumulated from the following sources:

1. on-campus interviews with representatives from...
   a. the media
      1. radio
      2. television
      3. printed media
   b. industry and large business
   c. small business

2. 1980 census data
3. Amarillo city planning department
4. Amarillo College Office of Institutional Research
5. library consortium data
6. other statistical reports

Each subcommittee has submitted a report of its findings. Those individual reports have been collated into one report which follows. It should be noted that several items are repeated in the report since some committee investigations overlapped.

BUSINESS AND INDUSTRY COMMITTEE

Variable 1: National and state outlooks for a specific industry in terms of market, regulations, competition, and technological factors for future growth.

ASSUMPTIONS

A. The greatest change for business in the future is technological, that is, business in the future will have to incorporate the use of new electronic technology.

B. Larger businesses are finding it necessary, in many cases, to retrench due to a sluggish and uncertain economy.

C. Businesses of all size will find it necessary to become more aggressive, competitive, creative, and productive in order to survive.

D. Larger businesses will get even larger while small businesses will get smaller or disappear altogether, often as a direct result of a national chain store moving into the area.

E. Businesses must be willing to change in changing times.
F. The impact of government regulation and deregulation will continue to create hardships for business.

G. Large companies are incurring large debt burdens from fighting unfriendly take-over acquisition attempts.

H. The growth of Amarillo through the year 2000 will depend heavily on the success and growth of small business community.

IMPLICATIONS

A. Both credit and noncredit technology courses must be made available as needed by business and industry.

B. More emphasis must be placed in all curricula for the need to encourage or require basic computer literacy.

C. Courses must be taken off campus into the business and industry community at times convenient to each respective group.

D. Curricula in hospitality/travel and restaurant management should be explored and developed as needed.

E. The traditional on-campus schedule for day classes must include more afternoon and early evening offerings. Mini-semesters are also attractive to some businesses.

F. A curriculum for small business should be created that would help owners cope with the daily events of small business administration.

G. A small-business office and "hotline" should be established on campus to assist owners with their business management problems.

H. The College should not impose a minimum class size on courses taught off campus in the workplace.

Variable 2: Benefits and liabilities of the Amarillo area for each specific type of business.

ASSUMPTIONS

A. The overall image of the Amarillo area is positive.
   1. Low crime rate
   2. "friendly" atmosphere
   3. Good place to raise a family
   4. Good weather; no smog
   5. Ease of intra-city transportation
   6. Educational (college-level) facilities
   7. Relative low cost of living
   8. Medical facilities
   9. International airport
   10. Low unemployment
B. Some new citizens are reluctant to move to Amarillo because of a negative business image coupled with an image of aging. Also, limited activities for young adults as well as limited professional sporting events contribute to this overall reluctance. There is also currently a somewhat negative image as relates to education at the elementary, middle school, and high school's levels.

C. The low unemployment rate actually causes an increase in the cost of labor.

D. The medical center complex is one of the city's most outstanding assets and one that needs extensive and consistent promotion.

E. Although the work ethic is relatively strong, the college preparatory educational system seems to be weak. Employees for most large and small businesses in this area are perceived by employers as needing basic interpersonal skills, communications skills, reading skills, writing skills, and arithmetic skills.

F. The business community seems satisfied with the technical training provided by Amarillo College. They want much more.

G. Some area businesses are recruiting personnel from the larger metropolitan cities due to a deficiency of those high-tech people as well as mid- to upper-management personnel within the Amarillo area.

H. More production industries are sorely needed in the area to stimulate growth in population to ultimately support the existence of smaller businesses.

I. The economic downturn and the perception of the economic downturn locally have led to increasing difficulties for businesses in the area. Most business leaders believe that 1986-87 was the lowest point of the business cycle locally; however, it may be three or more years before significant changes will be seen in the local economy.

J. Although people from neighboring smaller communities are moving into Amarillo due to depressed economies in their towns, no significant growth in the population of Amarillo is predicted into the year 2000.

K. It seems that many area residents are NOT aware of the potential for courses at Amarillo College as well as other possible avenues of college assistance.

IMPLICATIONS

A. Amarillo College must work WITH the community in order to enhance the image of the city and surrounding area.
B. The College must become more involved in training and updating job skills and marketing these services, capitalizing on AC's technical training image, and utilizing a marketing director to oversee all college marketing efforts.

C. The College must develop a continuing education center for the medical community. A sponsorship between local medical institutions and AC should be implemented to offer seminars, in-service education, and well-known speakers with Amarillo College serving as coordinator of the specific projects.

D. The College must develop a continuing education center for the business community.

E. The College must develop a continuing education center for the general public.

F. Student activities for different age groups should be increased and promoted.

G. The College must maintain academic standards even though more remediation will be needed. More preparatory level offerings for all needy students is a must.

H. College administrators must work with the area secondary school officials to improve articulation between the high schools and Amarillo College.

I. The College should develop more individualized learning activities in all appropriate academic areas and pattern those activities after those successful techniques already being used within the Access program.

J. An assessment of the "Panhandle" workforce should be undertaken to ascertain skills available for incoming businesses. Such an assessment should be revised at regular intervals.

K. Amarillo College must increase its efforts to attract all area high school graduates, especially those in the upper scholastic ranks.

Variable 3: Future market and technology changes that will affect local business strategies

ASSUMPTIONS

A. Most local businesses are aware that there are better ways to accomplish old tasks via technological advances. At the same time, however, most do not plan any major changes, in the near future, to adopt this new technology due to cost factors needed to implement the changes. Likewise, there seems to be a rather slow evolution of new technology within industry locally.
B. Locally, most projected growth in business, if any, will result from expansion of existing firms. This trend is expected to continue through 2000.

C. The Amarillo market will continue to be tied to a global market; in addition, the cost of money to small business in Texas is higher due to losses incurred as a result of past economic difficulties.

IMPLICATIONS

A. Amarillo College should explore, through the Texas Coordinating Board and other appropriate accreditation agencies, the development of a Pharmacy Technology program.

B. Graduates of Amarillo College need current technology that is one step ahead of that which is currently in use by local businesses and industries. This will require liquid funds and very careful long-range planning of major equipment purchases.

C. The college should explore the development of links with adoptive industries to share the cost of education.

D. The college should provide courses, seminars, workshops, and other educational functions to aid in effective business planning, since many local businesses are NOT planning more than one year ahead.

E. The college should create a reserve account to provide equipment or train students for jobs requiring "new" technologies. This is especially true in the field of computer technology equipment.

F. When the situation warrants, the college must seek funds from alternative sources, e.g. JTPA, PRPC, and other agencies and businesses.

G. Cooperative education must be strengthened.

H. Designated college faculty should receive industry training at corporate headquarters to more effectively teach their respective specialties.

I. Amarillo College must become more aggressive in assisting businesses relative to their future success.

1. Have a center for economic development or research technical, marketing, manufacturing, and business assistance.
2. Develop or assist in the development of links with local, state, and national companies and government agencies for the purpose of creating a cash flow that terminates in this area.
3. Build a partnership with area business and industry to assist and share in the profits with (1) unprofitable local businesses, and (2) new firms which are not in competition with existing local businesses.
4. Open a Business and Industry center as a profit/revenue business, striving for quality.
5. Promote a Technical Evaluation and Assistance Center.
6. Form a business and industry recruiting team consisting of community leaders and representatives from Amarillo College.

Variable 4: Trends in society that will trigger the greatest needs for educational intervention

ASSUMPTIONS

A. There will be more one-parent families in the future.
B. The average age of the population will continue to rise.
C. The high school drop-out rate will continue to rise.
D. The illiteracy level of the area population will continue to rise.
E. The level of stress on-the-job will continue to rise.
F. There will be an increase in the demands for more prison space.
G. There will be an increase in the demand for more clerical personnel and fewer specialized technical personnel in some industries due to computerization.

IMPLICATIONS

A. Expansion of the Amarillo College child care center must occur. Special provisions must be included to help those families with limited incomes. Also, more training must be provided to the employees of the center.
B. The college must become more involved with the education of the elderly, especially in the area of community service programs.
C. The college must increase the offerings for stress management topics and other topics related self-improvement.
D. The college must expand its Access offerings to include more leveling-type (remedial) courses at times convenient to the students.
E. The need for additional certificate programs should be investigated so that AC can assume more on-the-job training for business and industry.
F. Alternative delivery systems must be developed and implemented as soon as possible. More off-campus courses with locations closer to the people (such as area elementary, middle, and high school facilities) should be available. Weekend course schedules should be expanded. Self-paced instruction, open-entry and open-exit courses, teleconferencing, telecourses, and CAI instruction should be expanded.
G. Amarillo College can provide technical and fine arts expertise in commercial arts, drama, radio/TV, and other fields to media production companies.

H. Instruction must be provided for student development of critical thinking and self-educating skills.

I. The college should develop a well-marketed job and career assessment service.

DEMOGRAPHIC ANALYSIS COMMITTEE

Variable 1: Service Area Population

ASSUMPTIONS

A. The future student body makeup will become a more diverse population economically, culturally, socially and educationally.

B. The population growth, if any, appears to be related to individuals who place less of a value on higher education.

C. Additional satellite campuses are not needed through the year 2000.

D. Faculty will develop a greater cultural awareness of the more diverse populations that will comprise the future student bodies.

E. Population growth, if any, appears to be associated with those in a lower economic status.

F. Most community leaders expect population growth to continue at a relatively slow rate into the year 2000.

IMPLICATIONS

A. More classes must be offered at business sites during hours that are more convenient for the specific employees.

B. Classes that meet specific needs of business and industry must be offered.

C. Amarillo College will need to determine the attitude of the TDC in regard to education (whether it is punitive or for growth - modifier of behavior).

D. The college may need to develop an "experimental branch" or division to help in meeting the needs of the more diverse population that will have to be educated.

E. More developmental classes will need to be incorporated into the curriculum to help upgrade skills as more students will be entering post-secondary training less and less prepared.
Variable 2: Marital Status

ASSUMPTIONS

A. Statistics indicate a continuing trend for more teenage births to unwed mothers.

B. More premature births will occur than ever before.

C. Divorce rates will continue to rise, although at a slower pace.

D. Due to poverty implications associated with single heads of households, usually female, students in the future will be more handicapped in-so-far as their ability to learn is concerned.

E. Single-parent families increase the likelihood for high school dropouts.

IMPLICATIONS

A. The college must become increasingly more responsible for providing a greater number of support services to maintain and recruit students who will be entering with more limited incomes and skills than ever before.

B. More developmental programs will be required to deal with illiteracy resulting from parenting deficiencies.

Variable 3: Ethnic Characteristics

ASSUMPTIONS

A. Black and Hispanic populations will grow at a faster rate than the Caucasian population.

B. Asian populations in the area will decline.

C. Fewer "whites" will be available in the years ahead to assume high-tech positions in the workplace.

IMPLICATIONS

A. Educational expectations for minority students must be raised, and those expectations must be realized.

B. The college must intensify its recruitment of minority students.

C. The college must recruit minority faculty members - especially those from the Hispanic population - and ensure that some reach levels of leadership within the institution. Having role models in the classroom and in visible positions of leadership will influence the minority youth to attend and strive to succeed.
D. The college must work to increase retention rates of all students, especially those who are minority students through comprehensive and integrated programs. This includes such things as pre-enrollment programs, tutorials, training in basic skills, academic enrichment activities, increased faculty-student interaction, student outreach, career development workshops, extensive career counseling, and campus activities for minority students.

E. Amarillo College must work closely with the minority community in the service region. It must supply purpose and a commitment to these groups.

F. The college will need to strengthen teacher education and improve the teaching skills of faculty to ensure that instruction at all levels will meet the need of a diverse student population.

G. The college must include literature, history, and current events related to minority communities within the curriculum.

H. Since many minority students come from lower-income families and are independent of their parent's support, an adequate foundation of need-based assistance must be provided for these potential students by the college.

Variable 4: Sex Ratio

ASSUMPTIONS

A. There will be fewer males in all age categories through the year 2000.

B. With an increase in the number of females attending school, coupled with divorce rate statistics, the issue of child care increases in importance.

C. Female students drop out of school less than male students.

IMPLICATIONS

A. Child care services at Amarillo College must be expanded. Special provisions must be provided to financially assist those in need.

B. With more women attending evening classes, it becomes more evident that a safer environment in which to attend those classes will be needed.

C. All college personnel should become more aware of providing greater sex-bias-free education to all students.

D. Special employment-related courses should be provided to help women achieve a greater level of self-sufficiency.

Variable 5: Age Distribution
ASSUMPTIONS

A. The average age of the college student will rise through the year 2000.

B. Many students are postponing their college education or attending part-time in order to be better financially prepared to succeed in school.

C. Many older students are returning to be re-educated into another career.

D. Fewer students will be entering liberal arts programs. More and more will be seeking the A.A.S. degree.

IMPLICATIONS

A. Amarillo College must promote the concept of "life long learning."

B. Special programs will be needed to help the older student succeed in college.

C. Faculty members must become educated and sensitive to the needs of the older student.

D. Due to a predicted decrease in the younger student population, greater emphasis must be placed on retention. The college can no longer anticipate "just replacing" the drop-out student with a "fresh" high school graduate.

E. More flexibility within program curricula patterns must be evident to attract the older student. Likewise, more flexibility in class schedules will be required.

F. The college must promote the associate degree within the community.

Variable 6: Poverty Levels

ASSUMPTIONS

A. In 1980, Amarillo had almost 3,000 families living below the national poverty level. This is not expected to improve through the year 2000. Based on a national trend, this level will actually increase in the years ahead.

B. Development of "basic" job skills may not be enough in the future to enable students to achieve a median income. Instead, a higher degree of education will be needed to live above the poverty level.

C. The cost of an education will become more of an issue for more persons.

D. More students will need to work to stay in school.
IMPLICATIONS

A. More scholarships based on financial need must be made available to students.
B. Alternative financial aid delivery systems must be secured.
C. The college must emphasize the need for job-skills acquisition within the community.
D. The evening school offerings must be broadened to assist part-time students who must work while in school.

Variable 7: Handicapped Students

ASSUMPTIONS

A. The numbers of handicapped students will continue to rise through the year 2000.
B. Handicapped students expect, and deserve, equal opportunities for higher education.

IMPLICATIONS

A. Continued sensitivity to the needs of the handicapped must be evident.
B. The college must be certain of adequate accessibility to all facilities for handicapped students.
C. Special faculty education relative to specific handicaps must continue. Faculty must be prepared to deal with emergencies associated with medical problems.

Variable 8: Social well-being

ASSUMPTIONS

A. The Amarillo crime rate per capita is below the national average. This will attract more people to live in the area.
B. Divorce rates will continue to increase.
C. Taxes will continue to increase.
D. State funding for community colleges may continue to decrease or even disappear altogether.
E. The "quality of life" in the area is anticipated to remain relatively high in comparison with other areas of similar population.
IMPLICATIONS

A. The college administration must actively seek alternative funding for the institution.

B. Closer ties with community business and industry must be established.

C. The college must become a prime "player" in community development.

D. The college must become actively involved in the education of personnel and those incarcerated at the new local prison facility.

Variable 9: Illiteracy

ASSUMPTIONS

A. Illiteracy levels in the area will remain relatively constant or may decrease with an intensified effort from society to fight the problem.

B. More students will be coming to college with a lower educational base until significant changes in elementary and secondary education occur to reverse this trend.

IMPLICATIONS

A. Amarillo College should take the lead in the community's fight against illiteracy.

B. The college will need to continue to strengthen its support programs.

C. More course offerings dealing the basic skills may be needed.

Variable 10: Urbanization

ASSUMPTIONS

A. In 1980, only 45% of the land within the city limits of Amarillo was considered to be developed. This is projected to increase to 60% by the year 2000.

B. The city limits will be expanded.

C. Internal city development suggests the growth of the small business community.

D. Expansion of the city will be more rapid to the west and northwest.

E. More local college tax revenue will be generated.

IMPLICATIONS
A. Expansion of the West Campus to become a "stand-alone" campus should be a top-priority item.

B. Additional classroom and laboratory space on the West Campus will be required.

C. The college must take a leadership role in the assistance of small business development within the area as well as small business survival.

D. No effort should be made to further expand teaching facilities at the Washington Street Campus through the year 2000.

Variable 11: Population Density

ASSUMPTIONS

A. No appreciable change in population density is projected through the year 2000.

IMPLICATIONS

A. None

Variable 12: Education Levels

ASSUMPTIONS

A. It is anticipated that there will be a slight increase in the number of local high school graduates into the year 2000.

B. The average level of education within the community as a whole may continue to decline unless the city chooses to strive for a high-tech image or unless something occurs to reverse the current exodus of citizens with college degrees.

IMPLICATIONS

A. Providing programs to the older population (25+) seems to offer the greatest promise for growth at Amarillo College through the year 2000.

B. The college must intensify its marketing strategy to recruit more local high school graduates. More scholarships are badly needed.

Variable 13: Unemployment

ASSUMPTIONS

A. The current low level of unemployment in the service region is not expected to change significantly through to 2000.

B. Low levels of unemployment may cause an increase in the local cost-of-living.
C. More persons will find it necessary to return to school for re-training into a new career.

IMPLICATIONS

A. The college must be sensitive to the needs of the student returning for a career change. The concept of "life long learning" must become a part of the philosophy of AC.

B. Special career guidance courses should be available.

C. Self-improvement courses should be available.

Variable 14: Political Involvement

ASSUMPTIONS

A. Area voters, in general, vote in larger numbers in elections coinciding with major state or national campaigns.

B. There are more registered voters in Randall county than are in Potter county. The Randall county voter is more likely to vote than a voter in Potter county. About 78% of Randall county voters live within the Amarillo College District.

C. Senior citizens vote in greater proportional numbers than the younger citizens.

D. The average voter is more knowledgeable of the issues than ever before.

E. Voters are more concerned about natural rights than before.

F. Area citizens are currently very sensitive to any proposal requiring additional personal taxes or indebtedness.

IMPLICATIONS

A. College administration and regents must carefully research and analyze local voting characteristics and patterns BEFORE calling for any future bond election.

B. Any future bond election must be actively marketed to critical targets. The college is no longer an "ivory tower" in the eyes of the community. It must be accountable. The issues must be carefully defined.

C. The college must assure the public that no natural right infringements will be tolerated in any expansion/development efforts.

D. The college must portray an image of proactivism rather than one which is reactive in scope. The community must know that the college is here to serve the community, not the other way around.
TECHNOLOGY COMMITTEE

Variable: Evolution of Technology in General

ASSUMPTIONS

A. The use of computers in all aspects of the workplace will continue to expand at an exasperating pace.

B. Faculty members may not be able to stay abreast of developments in the computer industry.

C. Teaching equipment will have a shorter and shorter half-life.

D. Local business and industry will demand graduates with some degree of computer literacy.

E. Advisory committees are not effective as currently used.

F. Several local businesses and industries who heavily use high-tech equipment and procedures could benefit from a local technical and evaluation assistance center. Likewise, manufacturing could benefit from a materials and testing and evaluation center.

G. Small businesses will move toward advanced technology support.

H. The use of telecommunications will increase substantially.

I. The information industry will dominate the workplace.

IMPLICATIONS

A. The college will need to provide for a significant capital expense each year to continuously update instructional equipment related to technology.

B. The college must continue to work closely with local business and industry to permit cooperative education where expensive technical equipment is located to avoid duplication of such equipment in the area.

C. The faculty who teach technological-type courses must be permitted more time to keep abreast of their fields. This should include more extensive travel monies and release time than that which is currently available.

D. The college will need to diligently monitor, in great detail, all technological-type course content to be certain that content is state-of-the-art.

E. The college must make more extensive use of the telecourse and teleconferencing facilities nationwide to cut continuing education costs in the field of technology.
F. The college should provide each faculty member with a personal office microcomputer, each linked in a college-wide network with modem capabilities for reaching other institutions of higher learning. An internal electronic mail system will prove to be cost-effective in a relatively short period of time, not to mention other significant benefits of networking.

G. The college should develop new curricula for technological careers as the need becomes warranted.

H. Amarillo College must require that all degree programs include a minimum of three semester hours of basic computing skills for the degree.

I. Amarillo College should become a seminar center for the region.

J. The college must re-emphasize the use of advisory committees in those areas where technology is involved. Community leaders should be strongly encouraged to attend these sessions. Committee membership should be very carefully chosen and meetings well-planned in advance.

K. The college must closely cooperate with the area high schools and establish realistic articulation agreements in the realm of technology education.

L. Amarillo College must make personal computers more accessible to all students through the addition and expansion of computer laboratory facilities on campus.

M. Establish a Technical Evaluation and Assistance Center.

N. Establish a Materials Testing and Evaluation Center.

O. Develop an internal quality control procedure to monitor the purchase and use of technology, especially computers.

EDUCATION COMMITTEE

Variable 1: West Texas State University

ASSUMPTIONS

A. WTSU will increase its marketing efforts substantially.

B. Tuition at WTSU will continue to rise.

C. WTSU's internal problems will be resolved. Retrenchment will occur in some departments.

D. The enrollment at WTSU will continue to decline through the next 3-5 years.
E. WTSU is "ripe" for the development of additional articulation agreements with other schools, such as Amarillo College.

F. WTSU will begin to develop a "new image," perhaps one dedicated to high-tech programs.

G. The university will continue to implement stringent internal economic policies.

**IMPLICATIONS**

A. Amarillo College must work closely with the administration of WTSU to establish a cooperative atmosphere between the schools.

B. The college should continue to propose specific articulation agreements with the university.

C. Amarillo College and WTSU, TOGETHER, must lead the area back to financial stability and prosperity through planning, sharing, and mutual cooperation.

D. Amarillo College should encourage sharing of facilities and equipment in those programs where such a venture would be beneficial to all concerned.

Variable 2: Texas State Technical Institute

**ASSUMPTIONS**

A. State funding for TSTI will continue to decline.

B. There is no evidence to suggest that TSTI will come forward in the future in the spirit of cooperation to avoid duplication of programs.

C. Enrollment at TSTI will continue to decline slowly due to programs offered, location, image, and tuition.

D. Marketing efforts for the school will increase substantially. The school will continue to be very competitive for certain programs.

E. It is remotely possible that the Amarillo branch of TSTI will be closed within the next five years.

F. TSTI is not considered to be a major threat to area schools, however, state policies could be enacted that could change this scenario in short order.

**IMPLICATIONS**

A. Amarillo College must continue to approach the administration of TSTI with a goal of cooperation between the two schools.
B. AC, however, must continue to exercise caution when considering certain programs that are particularly the office of governor, in the area dealing with technical and vocational programs.

Variable 3: American Technical Institute Business School

ASSUMPTIONS

A. ATI may be developing financial difficulty and "staying power."

B. ATI is not a threat to Amarillo College at this time, nor is it expected to become one in the future.

C. ATI offers its students a very active financial aid program

IMPLICATIONS

A. Amarillo College should effectively market its business course offerings as well as financial aid programs several times each year, especially before enrollment periods at ATI.

B. The college should further educate the staff in the financial aid office to better guide potential students at AC through loan, grant, and scholarship application procedures.

Variable 4: Wayland Baptist University and Texas Tech University

ASSUMPTIONS

A. WBU will continue to experience internal economic problems until stronger leadership is chosen for the school.

B. WBU and TTU will continue to exhibit a spirit of cooperation with Amarillo College.

IMPLICATIONS

A. The administration of AC should continue to maintain close professional ties with each school.

B. The college should promote articulation agreements with each school.

C. The college should encourage each school to use the campus of AC to offer specialized upper-level courses, not available through WTSU.

Variable 6: Local Employers

ASSUMPTIONS

A. Current poor economic conditions in the area are forcing employers to take a second look at the cost of providing their own in-house educational programs.
B. Many local business owners do not realize the possibilities for utilizing Amarillo College as added insurance for success in their businesses and industries. They simply do not know, in many cases, what AC has to offer.

C. Most business leaders would prefer that Amarillo College handle all of their in-house education needs.

D. Most business leaders believe that education should be delivered by educators.

IMPLICATIONS

A. The time is NOW for a partnership between Amarillo College and the business/industrial community.

B. Amarillo College must strive to provide all in-house education for local employers through the creation of various "centers" on campus.

   e.g.
   1. Center for Business and Industry
   2. Center for Continuing Medical Education
   3. Center for Technical Evaluation and Assistance
   5. Center for Economic Development

C. Amarillo College should serve as a forum in which businesses can come together to discuss common goals and problems.

D. Amarillo College must assume a leadership role in all activities within the service region.

E. The college must expand community leadership involvement in college planning and program implementation.

F. The college must increase the effective involvement of faculty and staff in community affairs.

G. Amarillo College must effectively market what it has to offer.

Variable 6: Funding

ASSUMPTIONS

A. Funding from the state for community colleges will not improve under the present state administration. There is, in fact, a possibility that ALL state funding for community colleges may end in the years immediately ahead.

B. State funding for senior schools will increase.

C. Local AC district tax rates will increase.

D. Tuition and fees structures will increase.
E. Alternative funding sources will be needed to sustain the college.

F. Enrollment at Amarillo College will no increase through the next 2-4 years as a direct result of the Texas Academic Skills Program It may even decline slightly during this period.

IMPLICATIONS

A. Less monies from the state are inevitable under the present administration. The College must immediately "pull all stops" to secure alternative funding sources.

B. The Board of Regents must seriously consider raising local Amarillo College District tax rates, regardless of partisan political ramifications.

C. Matriculation fees for students should be increased only as a last resort to obtain operating revenue.

D. Careful scrutiny of all college programs must occur continuously. Retrenchment may be necessary in some areas. Care must be taken to be certain that all curricula are current.

E. Faculty loads may have to be increased to reduce cost.

F. Larger class sizes in general academic curricula (e.g. English, social sciences, mathematics, etc.) may be needed to cut cost.

G. Special recruitment efforts should be directed to...

1. the older student searching for a career change
2. the minority student, especially the Hispanic
3. women serving as single heads of households

H. The college must continue in a sustained effort to become accountable and reduce attrition.

I. Amarillo College, and all the state community colleges, must intensify efforts to convince state leaders of the importance of the mission of two-year institutions of higher learning to the future of Texas.

END OF REPORT
AMARILLO COLLEGE
ACADEMIC MASTER PLAN

Academic Program Committee

Draft Report

May 13, 1988
Academic Program Committee
Academic Master Plan

Committee Membership

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

Committee Procedures

The Academic Program Committee of the Academic Master Plan worked throughout Spring 1988 in two capacities: 1) as a committee-of-the-whole and 2) as individual subcommittees. The subcommittees and their membership are as follows:

University Parallel/Developmental Programs

Lunette Evetts
Judy Hathcock
Paul Matney

Occupational/Technical Programs

Helen Lowe
Art Schneider
Wayburn Wilson

Continuing Education, Adult Vocational and Community Service

Charlie Gaither
Mark Hanna
Willard Machen

Each of these subcommittees spent considerable time assessing the current status and the strengths and weaknesses of each of their respective areas. The subcommittees identified implications and recommendations for the future. The committee's method of operation was for each subcommittee to collect data and present its findings to the committee-of-the-whole for questions, comments, suggestions, etc. Revised drafts of subcommittee reports were then submitted.
This draft document identifies the strengths and weaknesses of the academic program at Amarillo College as determined by the three subcommittees. During Summer 1988 the Academic Program Committee will examine the findings of the External Assessment Committee and will then develop recommendations and implications for the future regarding the academic program at Amarillo College. Recommendations will be based on threats and opportunities identified by the External Assessment Committee.

It should be noted that committee members were cognizant of the newly developed mission, goal and commitment statements of the College throughout all of their deliberations. Included in the appendix of this document are copies of each subcommittee's complete report.

Following are strengths and weaknesses of the academic program at Amarillo College:

UNIVERSITY PARALLEL/DEVELOPMENTAL PROGRAMS

Strengths

Majors

1. The number and diversity of approved university parallel majors allows students a wide range of choice in selecting a major.

2. Most university parallel majors have curricula designed to transfer to senior colleges and universities with little or no loss of academic credit.

3. Much of the outstanding reputation of Amarillo College was built on the faculty teaching in the traditional arts and science transfer areas during the 1940's, 1950's and 1960's. AC continues to enjoy a solid reputation in the community for academic excellence.

Trends

4. An analysis of data book enrollment information reveals that the following departments appear to be experiencing slight to moderate enrollment increases: reading, psychology, humanities, speech communication, architecture, mathematics and biology. It should be noted that enrollment growth in biology may be due to the fact that microbiology and zoology prefix courses are now being reported under the biology prefix.

5. With Amarillo College general education requirements now increased to 15 credit hours, there may be a modest increase
in some of the traditional university parallel and academic areas beginning with the 1988-89 academic year.

**Enrollment Driven System**

6. Because of institutional research data, it is relatively easy to identify those programs which are attracting students and majors.

7. Formula funding reimbursement from the state allows the institution to determine the cost of each academic program area. Programs which make money and those which are not cost efficient can be identified.

**Response to Individual and Community Needs**

8. The community college is in a unique position in American higher education in that it can respond to individual and community needs very quickly. Because of its local nature, Amarillo College can more easily keep a finger on the pulse of the local community than can other higher educational institutions.

9. By successfully responding to individual and community needs, the college can continue its reputation of effectively serving the needs of its constituency.

**Off-Campus Programs and Alternative Scheduling and Delivery Systems**

10. With today's changing student clientele, Amarillo College has shown its willingness to take classes to students rather than expecting all students to travel to campus to take courses.

11. Out-of-district courses generate enrollment for the institution as well as extending the visibility of Amarillo College beyond the limits of its local tax district.

12. All indications are that more out-of-district classes will be required in the future because of the need for people to retrain and learn new skills and because more older students will be attending college. Amarillo College has shown a willingness to provide educational services with as little inconvenience to students as possible.

**Class Size**

13. Relatively small class size is one of the most attractive aspects of Amarillo College especially to students who may have trouble coping in moderate-to-large size institutions with extremely large freshmen and sophomore classes.
14. Small class size permits more individual attention given to the student by the instructor and thus retention is improved.

15. Amarillo College is primarily a teaching institution. Teaching effectiveness should always be of primary concern at the institution.

16. Relatively small classes at Amarillo College have always been a marketing tool of the institution. Small class size may actually enter into some students' decisions to attend Amarillo College over other institutions.

**Administrative Structure and Support**

17. As a comprehensive community college, Amarillo College provides for the varied needs of the community with both credit and non-credit courses. Credit and non-credit enrollment represent a relatively high service percentage for the Amarillo community.

18. The divisional concept, instituted at Amarillo College in January of 1980, allows administration of similar disciplines and reduces the span of control for the Vice President and Dean of Instruction. The divisional organization also promotes interdisciplinary relationships on the campus.

19. Division and department chairman remain faculty, not administrators. Faculty status for these individuals helps keep attention focused on teaching and learning.

20. Historically there has been no serious chasm between faculty and administration. Amarillo College has enjoyed a relatively harmonious relationship between faculty and administration.

21. Full time college faculty are occasionally used to teach continuing education courses with the permission of division and department chairman.

22. The cabinet breakfasts implemented by Dr. Miller have served to unify the institution. Information disseminated at the meetings has been helpful in creating an overall awareness of the diversity of the institution.

**Curriculum**

23. All Amarillo College degree students now must take a minimum of 15 semester credit hours of general education with at least one three credit hour course in each of the following areas:
(1) Humanities or Fine Arts  
(2) Social or Behavioral Sciences  
(3) Natural Sciences or Mathematics

Each program requires Freshman Composition I to develop skills in written communication. Each curriculum requires one speech course designed to give competency in oral communication. Each program requires a math course that must be at the level of Intermediate Algebra or higher and is designed to develop computational skills. The other six hours must be chosen from an approved general education course list.

24. The Academic Affairs Committee, comprised of faculty from various program areas, exists for the purpose of ensuring academic quality and integrity. The committee has the ultimate authority to accept or reject new programs and changes in current curricula.

25. The College accommodates students who are interested only in taking hours that will transfer.

26. Course obsolescence and course duplication currently do not appear to be problems in the university parallel programs.

27. Students who have completed developmental courses have proven their success by their high retention rate. Success is reflected also in their high GPA and when compared to those students who were identified as needing developmental classes but who chose not to take them. The Department of Institutional Research can provide statistics to support this conclusion.

**Facilities and Equipment**

28. It is anticipated that a proposed bond election will generate funds to provide equipment and capital improvements for the next several years. These funds will be used to meet critical needs for space and equipment.

29. The possibility of receiving a National Science Foundation grant, on condition that matching funds be obtained, will allow for a microcomputer equipped classroom for calculus students.

30. Amarillo College actively pursues a variety of resources in an attempt to meet equipment needs for developmental programs. These resources include federal grants, state grants and local funds from private donors and foundations.

31. The Access Center maintains flexibility to teach either the individual or groups in both long and short term courses.
These students represent a segment of the population who are educationally underprepared and sometimes illiterate.

32. Amarillo College has been fortunate in being able to meet most computer needs on campus. It is believed that the College owns 400-500 computers. Ten to fifteen new computers must be purchased in the CIS lab each year just to stay current.

**Testing and Placement**

33. Assessment tests at the College identify students with basic skills or language problems early enough to help them overcome those problems before they enroll in courses for which they are not prepared.

34. Guidelines for testing and placement are sent to major advisors in all departments and divisions for reference in advising students.

35. All academic placement testing can be completed in a single day.

36. Academic placement testing is offered frequently. It is offered several times during regular and advance registration and is also offered at 12:45 pm every Wednesday, twelve months per year.

37. There are built-in exemptions from taking the academic placement test for students with proven ability or those taking few hours.

38. All academic placement testing is conducted by trained professionals in the Testing Center and thus is more uniformly and regularly administered than if it were done by individual departments.

39. The departments of Reading, English and Math chose or developed the tests they felt appropriate for Amarillo College students.

40. Statistical analysis developed by the Office of Institutional Research has shown a higher rate of success in regular academic courses for students who were tested into remedial courses and successfully completed them than for those who needed remediation, but somehow escaped testing or refused remediation.

41. The Reading, Math and English departments often administer other assessments after classes begin to corroborate the APT test scores. An example is the diagnostic writing sample administered in all English classes.
42. Students successfully completing English as a Second Language courses have been 80% successful in their academic major.

43. The majority of new freshmen are tested and receive appropriate course recommendations.

Weaknesses

Advising

1. Many advisors of declared majors have too many advisees to handle effectively. Psychology, education and business administration are examples of departments with a large number of advisees which puts a strain on quality advising.

2. The Counseling Center is attempting to advise approximately 1100 pending majors each semester.

3. When advisors are overloaded, it is impossible to spend quality time with each advisee. Advisors do not have time or do not take time to tell advisees about all available options before enrolling them in courses. Some advisors are not current on the latest transfer information.

4. Sometimes advisors are too self-serving and enroll advisees primarily in their own program or departmental courses in order to make classes in their own areas; they sometimes do not recommend transfer courses or follow the recommendations of the academic placement testing advising sheet.

5. Not enough advisors in the university/parallel programs are stressing the validity of the AA or AS degrees, as evidenced by the few graduates with these degrees each year.

6. Not all advisors attend advisors' workshops; some do not stay abreast of changing guidelines regarding required and recommended developmental courses in English, reading and math.

7. Apparently quality advising has not been made a priority throughout the institution, resulting in a haphazard advising system without much quality assurance.

8. Faculty advisors are not always found in their offices during advance registration, causing a great
inconvenience to students and the Counseling Center.

9. During the week after Christmas vacation, many students come to add and drop classes. Usually no academic advisors are on campus during this period, so students who should be seen by Access or other structured programs are allowed to drop required courses or add courses which are too difficult or out of sequence without advisor approval.

Testing and Placement

10. Some students exempted from APT testing demonstrate problems in basic skills that should be addressed—particularly students who are exempt due to an 85 high school average or transfer students with 12 hours and a 2.0 grade point average. The standards for obtaining an 85 average at one high school may be less stringent than those at another. This is also true of transfer students.

11. Some major advisors ignore the "recommended" column on the advising sheet and do not place students into appropriate reading, English, or math courses along with their major courses, often resulting in failure or withdrawal of students in major subjects.

12. The English Placement Test (Language Skills Assessment) is only a test of recognizing correct grammatical usage, not a true test of writing ability. A writing assessment is a truer indication of the degree to which a student can compose logically, clearly and completely in standard written English.

13. To keep testing procedures standardized, the Michigan Test for Foreign Students needs to be administered by the Testing Service area of the College rather than by the English as a Second Language department.

14. Some new students who are not exempt from testing "slip the system" and are not tested.

15. Testing Service personnel sometimes do not identify foreign students who need the Michigan Test rather than the APT battery, resulting in confusion, of time and frustration for the foreign student.

Curriculum

16. Although the number of required hours of general education has been increased, some programs eliminated
17. There are some transfer programs which are not truly university parallel in that they do not include the sophomore English requirement which is necessary for completion of most baccalaureate degrees.

18. Very few AA and AS degrees are conferred at Amarillo College. The value of an associate degree is apparently not being emphasized at Amarillo College.

19. The Amarillo College program review process appears to be an internal review which lacks complete objectivity. Timely follow-up of program reviews is also a definite weakness.

20. The two-year certificate for university-parallel courses is questionable. Students should be encouraged to earn the associate degree. According to the Registrar’s Office, only one certificate has been awarded in the university-parallel area during the past fourteen months.

21. Some advisors in academic areas are apparently unaware of the value of developmental courses.

Facilities and Equipment

22. There is a serious security problem in Carter Gym and Russell Gym especially during the evenings. Lack of appropriate security results in misuse and loss of equipment.

23. The math lab is at times overcrowded.

24. The ACcess Learning Center needs expansion in order to handle new students who are becoming aware of the program. In addition to space needs, more computers and other lab equipment will be needed in the future.

25. There are currently no facilities for an ACcess Learning Center on the West Campus or in satellite areas.

26. The possible 1055 of the Polk Street Campus creates a shortage of space for the dance and theatre programs.

27. A fulltime person is needed on campus just to maintain and repair computers. This service should be easily
accessible to all academic departments.

28. It is important that the College promote and support faculty development in computer related programs in order to keep faculty updated on rapidly changing technology.

29. A comprehensive audit of computer resources on campus needs to be conducted to determine the efficiency and need for learning labs. How many computers does AC own? How efficient are learning laboratories?

**Enrollment**

30. There may be a tendency to pressure students to declare a major on their enrollment card. A listing of academic program major is not necessarily a true reflection of the seriousness of each student. Perhaps there should be another category or two on the enrollment card which allows the student to state the reason or intent of his enrollment at Amarillo College. Some students enroll in courses strictly for personal development or enhancement.

31. Many advisors apparently do not stress the importance of earning the Associate in Arts or the Associate in Science degree. Therefore, many students take a collection of courses for several semesters in order to transfer to another university. There should be a campus-wide emphasis on the value of earning the associate degree.

32. The implementation of telephone registration may further de-personalize the advising process. The challenge before the college community is to do an effective job of advising with perhaps even less contact with the student due to telephone registration.

**Trends**

33. A review of data book information reveals a downward enrollment trend in the following academic departments: Physical Education, Accounting, Computer Information Systems, Geology and Physics. A less significant enrollment decrease trend is noted in Home Economics, Business and Economics.

**Enrollment Driven System**

34. An enrollment driven system occasionally leads advisors to enroll students in certain classes in order to make those classes and to make faculty loads.
35. Sometimes there appears to be more immediate emphasis placed on building contact hours and filling faculty loads than on emphasizing quality academic instruction.

36. Our enrollment system in many areas tends to emphasize specialization in the curriculum rather than providing the student with a broad academic perspective. It is believed that increasing the general education requirements to 15 hours will help improve the academic breadth of the curriculum at least in the two-year occupational/technical programs.

37. There appears to be very little interdisciplinary teaching and learning occurring at Amarillo College.

38. Having two instructional campuses tends to lead to isolation of various departments within the institution. Nursing, Allied Health and the Industrial Technology Programs are all housed on the West Campus, West Campus faculty have little opportunity to interact with faculty on the Washington Street Campus. Isolation tends to promote specialization and to inhibit an interdisciplinary approach.

39. Due to Amarillo College's development as a comprehensive community college which brought extensive growth during the 1960's and 1970's in the occupational/technical and continuing education areas, we have perhaps lost some of our focus. It was much easier for Amarillo College to identify and articulate its mission during the 1930's, 1940's and 1950's. We now have become an institution that in many cases tries to be all things to all people. Although a community college can be successful in its comprehensive approach, it does require re-evaluation of its mission and goals from time to time.

Response to Individual and Community Needs

40. It is difficult for the college community to remain constantly aware of external threats and opportunities. Until the academic master planning process was instituted, there appeared to be no systematic effort to determine external threats and opportunities which would impact the institution. It is difficult to determine the proper vehicle for assessing community needs. What is the proper method to determine what real needs exist in the community? Should more advisory committees be utilized in the university parallel and developmental areas? Today's rapidly changing technology makes it difficult for academic programs to remain up-to-date with modern equipment and
facilities. Capital intensive programs require substantial outlays of funds to remain viable.

**Off-Campus Programs and Alternative Scheduling and Delivery Systems**

41. The Faculty Handbook states that all off-campus instruction will be coordinated by the Associate Dean of Instruction at Amarillo College. The Associate Dean appoints local coordinators in each of the out-of-town locations who are charged with faculty recruitment and coordination of classes. Although department chairmen are expected to closely review faculty credentials and to ensure the academic integrity of all off-campus courses, in reality some chairmen rarely or never meet off-campus faculty and are simply not involved in off-campus instruction. This serious weakness calls into question the integrity of some off-campus courses.

42. Off-campus students do not have easy access to Amarillo College library materials and other learning resources.

43. It is difficult to monitor off-campus courses on a week-to-week basis simply because chairmen rarely see off-campus supplemental faculty.

44. Are off-campus faculty credentials as strong as full-time faculty or at least as impressive as supplemental faculty who teach in Amarillo?

**Class Size**

45. Amarillo College must examine its mean class size with other peer institutions in the state. Are we getting the most possible from each instructional dollar spent? Obviously a very small average class size and a low student-teacher ratio decreases the cost efficiency of the institution.

46. Extreme variations in class size between and within departments can very quickly create a faculty morale problem.

47. Some faculty do not seem to understand why certain departments and certain courses must operate with a much smaller class size than others.

**Administrative Structure**

48. There appears to be a lack of coordination or support between the major units of the institution. It is important that the senior administrators all clearly
pull the College in the same direction. Closer ties and more cooperation should exist among the credit program area, continuing education area and Student Development and Instructional Support.

49. The college community and its personnel should be ever mindful of the College's raison d'etre -- teaching and learning. A democratic and egalitarian spirit is laudatory but the institution should never lose sight of its mission -- to provide varied learning opportunities for its students. Administrators, faculty and classified personnel should have a clear focus on this important principle. College personnel need to be reminded who we are, what we are doing and where we are going.

50. Territorialism, turf-protecting and political infighting are a part of any organization, but should be kept to a minimum through strong, clearly-focused top institutional leadership.

51. The specific purpose and role of the Center for Business and Industry should be clearly articulated within the institution. How does the center fit into the academic program? What vehicle is currently being used to determine specifically how the College can serve local businesses and industry? How can the Center for Business and Industry become actively engaged in promoting economic development within the community? How can the Center be more efficient and productive?

52. Should there be a closer relationship between the academic instructional area and continuing education? If so, how can that relationship be enhanced?

53. There may be some inequity in workloads of some department chairmen and program coordinators. Certain chairmen administer departments with as few faculty as programs with no chairman or coordinator.

**OCCUPATIONAL/TECHNICAL PROGRAMS**

**Strengths**

**Allied Health and Nursing**

1. All **two-year** Allied Health programs are accredited by state and/or national organizations representing these areas (non-governmental). Associate Degree Nursing is accredited by both the State of Texas and the National
League for Nursing. The Vocational Nursing Program is accredited by the State of Texas and is applying for National League for Nursing accreditation.

2. Students writing required licensure examinations for practice in these program areas have consistently scored at or above the 90% level.

3. Students may enter the programs by challenge examination and may receive credit for previous education. Each student applying for such credit is evaluated individually. Nursing has in place a "ladder" concept program allowing graduates from vocational programs to challenge and level into Associate Degree Nursing.

4. The curricula in Allied Health and Nursing is well defined. There is little deviation and thus not many decisions for the student. Student records are centrally located and available.

5. Allied Health enrollment remains relatively constant or is increasing slightly.

6. Following a period of decreased enrollment, the enrollment in Vocational Nursing is now increasing.

7. Individual and clinical agencies solicit Amarillo College graduates.

8. Faculty in Allied Health and Nursing are active in career days, college days, community college week, etc. Individual faculty members are involved in community service which give them opportunities for public relations and marketing.

9. The ADN program is using a joint appointment in one clinical area.

10. Many students have clinical experiences or are employed part-time in the agencies which subsequently hire them full-time upon graduation. This greatly enhances clinical skills -- much like a practicum.

**Industrial Technology Programs**

11. All Industrial Technology advisory committee members are representatives of the community and are professionals in their field. They provide information on current practices and new equipment which can help update curricula and equipment in the instructional program areas.
Articulation agreements between the high schools and Amarillo College have been arranged in the Industrial Technology programs.

Three area colleges offer the inverted degree with students graduating with the Associate in Applied Science degree.

The labs in all areas of Industrial Technology are more than adequate. When needed, all labs are improved to the latest state-of-the-art.

The administration has supported Industrial Technology programs and allows departments to operate in a unified manner. Classified support has also been adequate.

Programs are publicized through radio, television, newspaper and mall displays. Brochures are mailed and distributed at supply houses and at high schools in the area. The automotive program receives exposure through the General Motors Training Programs.

All degree curricula meet the requirements of Southern Association.

Amarillo College is the only area college to offer programs in both air conditioning and refrigeration.

The General Motors Training Program has been very effective.

Beginning September 1, 1988 a certificate program will be added to all Industrial Technology programs.

All instructors in Industrial Technology have professional experience in their field of instruction. Hands-on laboratory experience enhances student learning.

Several short courses have been introduced to meet community needs.

Classes are taught between 7:00 am and 1:00 pm, thus allowing students to work in the afternoon and evening.

Small class size permits more individual instruction.

Other Occupational/Technical Programs

(Banking)

The Banking program has a professional advisory board.
which is utilized effectively. Classes are taught at night for the convenience of full-time banking employees.

(Accounting Associate)

26. The enrollment trend is encouraging in this program. The program allows students to change from an Applied Science degree to a transfer degree.

(Computer Information Systems)

27. The program uses current equipment and language trends in the field.

(Microcomputer Specialist)

28. The Coordinating Board visiting team referred to this program as a "model" for other schools in the state. Faculty have shown a great deal of initiative and have attempted to ensure transferability of this program to other colleges.

(Computer Operator Program)

29. The faculty believes this program provides an option for those seeking a computer information system degree.

(Office Occupations, General - One-Year and Two-Year Programs)

30. These programs are considered exemplary with positive and capable faculty. Equipment is state-the-art and well-utilized.

(Mid-Management)

31. This program is flexible and enables students to specialize in a number of fields. Training includes on-the-job experience and classroom instruction.

(Real Estate)

32. This program has enjoyed steady enrollment. Students and employers are satisfied with the curriculum. About 90% of graduates are placed in real estate jobs.

(Retailing and Merchandising)

33. The program is linked with home economics to provide lab experiences for students. Faculty remain in touch
34. This program stresses rapid and accurate information processing and is expected to increase in enrollment.  

(Drafting and Design Technology)

35. The program utilizes excellent and modern equipment and has undergone extensive curriculum revision. Faculty-student ratios are low, the curriculum is flexible and faculty are highly qualified.  

(Electronic Engineering Technology)

36. This program has outstanding facilities, well-qualified faculty and is accredited by the Board of Engineering Technology.  

(Electronics Broadcast Technician)

37. This program enjoys excellent facilities, well-qualified faculty and a comprehensive curriculum.  

(Science and Engineering Technician)

38. This program prepares students to immediately enter the job market. Program flexibility which allows new technologies to be added to the curriculum without major revisions is an advantage of the program.  

(Postal Service Administration)

39. This program allows postal service employees to take courses which will enhance promotion opportunities. The program coordinator meets regularly with students to determine student and program needs.  

(Child Care Assistant)

40. Well-trained faculty with professional experiences teach in this program. The program provides training and workshops in child care to the entire panhandle area.  

(Commercial Art)

41. Well-qualified faculty teach in a program which utilizes competency based training and evaluation.
(Fire Protection Technology)

42. Faculty are certified instructors in their field and are employed as full-time professional fire fighters.

(Photography)

43. Program strengths include well-qualified faculty, excellent equipment and facilities, and a well-developed and comprehensive curriculum. A proposed cooperative baccalaureate program with West Texas State University should enhance this program.

(Radio-Television Production)

44. Excellent equipment and opportunity for hands-on-training are two distinct advantages of this program. The program has an excellent working relationship with city and area broadcasters. Activation of a public television station should enhance educational opportunities for students.

Weaknesses

Allied Health and Nursing

1. Because of changes in general education requirements, three hours of English and three hours of sociology have been dropped from the Associate Degree Nursing curriculum. These two courses are required for completion of the BSN degree. Students will now need to complete these two additional courses before entering the BSN program.

2. During advance registration, required physical science courses fill up quickly and several students each semester are left wondering if additional classes will be opened during regular registration. Sometimes they must take these classes at another institution.

3. Classroom space in Nursing and Allied Health is limited. Many students placed in small classrooms is less than ideal.

4. Students/teacher ratios in some courses are 40/50 to 1.

5. Some clinical areas can only accept four or five students at a time and require a clinical instructor to be present. With large enrollment this decreases clinical experience opportunities because it is not cost effective.
6. There is competition with WTSU for clinical experiences in the agencies.

**Industrial Technology Programs**

7. Most advisory committees should meet more than once per year. Committee members should be selected not only because of professional expertise but also for dedication and desire to serve.

8. **High school** students are not encouraged to use the articulation process which has been established with Amarillo College. Students attending other colleges for inverted degrees do not receive enough credit for work at Amarillo College.

9. Some Industrial Technology courses require lab time for semester hour credit which is too lengthy.

10. There is a perception that some administrators and other college personnel believe academic courses are more important than trade courses.

11. Amarillo College needs a full-time marketing coordinator. We do not have enough direct contact with students graduating from area and local high schools. TSTI, our chief competitor, utilize a full-time marketing staff.

12. It is getting more difficult to cover new and old service techniques without extending course credit to more than 72 hours.

13. Many employers in the area are interested primarily in the student gaining in-depth skills in the trade. These employers do not seem to value academic courses. Some students are hired before they complete degrees or certificates.

14. Some employers tend to believe that all recipients of the same degree or certificate should have the same skill level.

15. It is believed that Industrial Technology enrollment in degree programs will decrease due to the increase of general education requirements to fifteen hours.

**Other Occupational/Technical Programs**

(Banking)

16. Enrollment is declining. There needs to be better
communication between the program and banking institutions. The program needs to be promoted with area savings and loan institutions.

(Accounting Associate)

17. Part-time faculty need to keep better records. More publicity for the program is needed.

(Computer Information System)

18. There is a need to drop or blend outdated courses and to update software in order to keep up with rapid changes in the field. The program needs to complement the microcomputer specialist program. Competition between other computer areas needs to be minimized.

(Microcomputer Specialist)

19. Weaknesses include the need to update course syllabi, the need to conduct more faculty meetings, and the need for better organization and more communication with other computer areas.

(Computer Operator)

20. Enrollment is declining in this program which needs to be integrated with other computer programs.

(Office Occupations - One- and Two-Year Programs)

21. More contact with prospective employers should be utilized to keep the curriculum current.

(Mid-Management)

22. A popular program in the past, mid-management is in need of a well-focused marketing strategy.

(Real Estate)

23. A downturn in the local economy has caused a significant reduction in real estate transactions. The viability of this program is closely tied with the area economy.

(Retailing and Merchandising)

24. More publicity and promotion of the program are needed.
(Word Processing - One-year)

25. Enrollment continues to decline in this program.

(Drafting and Design Technology)

26. Faculty in this area could benefit from personal contact with high school teachers and students and from faculty internships in local industry.

(Electronic Engineering Technology)

27. There has been a significant enrollment decline in the biomedical and computer engineering technology major options. The general electronic engineering technology program option needs curriculum updating.

(Electronics Broadcast Technician)

28. Enrollments in this program major are very low. This program might be included as a part of the engineering technology program.

(Science and Engineering Technician)

29. There is a low public awareness about this particular program and little cooperation with the Amarillo public schools. There are not enough program options in the technical areas.

(Postal Service Administration)

30. The depressed local economy and the movement of the area postal headquarters to Lubbock have created a very low demand for students in this program.

(Child Care Assistant)

31. New facilities and student scholarships are sorely needed.

(Commercial Art)

32. Facilities in this program need to be updated so that it can compete favorably with the Commercial Art program at TSTI. More program promotion is also needed.

(Fire Protection Technology)

33. Limited class offerings, shift work problems and lack of daytime classes all present problems for this
program. A Fire Protection Technology program may be needed outside of Amarillo.

(Photography)

34. This program needs to develop a strategy to attract out-of-town and out-of-state students. Lack of college housing facilities have always been a detriment to recruiting out-of-district students. The Photography program requires constant updating of photographic equipment.

(Radio-Television Production)

35. Radio-Television Production is an expensive operation due to the high cost of equipment which must be updated periodically. Administrators must ensure that the academic program and the public television station are appropriately interfaced so that both programs are enhanced.

CONTINUING EDUCATION, ADULT VOCATIONAL AND COMMUNITY SERVICE PROGRAMS

Strengths

Student Performance (Ad Voc)

1. Students are able to improve present job performance.

2. Students are able to prepare themselves with entry level skills.

Curriculum

3. The curriculum meets Southern Association guidelines in regard to instructors, course outlines and critiques.

Program Review (CIS, Surgical Technology, Police Academy)

4. Programs all follow Amarillo College guidelines for evaluation.

5. Programs meet special certification requirements.

6. Advisory committees review programs and course offerings.

Goals and Objectives

7. Goals are realistic and clearly defined.
Labs and Facilities

9. Overall labs and facilities are more than adequate.

10. The CIS lab is state-of-the-art.

Certificates and C.E.U.s

11. Certificates and C.E.U.s are appropriately provided upon completion of courses.

12. Appropriate and accurate records are kept.

Enrollment

13. Enrollment in these areas remains high. Enrollment is enhanced by dual enrollment with credit courses and by weekend courses.

14. Class sizes are kept at optimal levels.

Response to Individual and Community Needs

15. A wide variety of courses are offered to meet individual and community needs.

16. These programs are able to initiate a class in a very short time frame if a need is identified and if an instructor can be found.

Administrative Support and Structure

17. The administration has always been supportive of Continuing Education and has funded its needs appropriately.

18. The current administrative structure appears to be effective in that decisions and actions are made quickly.

Marketing

19. The programs are well-publicized.

20. Brochures are mailed and distributed throughout the community.

21. The Amarillo College Public Information Office provides exposure through news releases and the AC Advisor.
There is ample classified support in most cases.

Employees work well together and have been cross-trained to do each other's jobs.

Professionals from the community serve on advisory committees which provide guidance and information on current practices in the computing, surgical technology, and police training programs.

**Weaknesses**

**Student Performance (Ad Voc)**

1. Students are not tracked unless they are in a degree or certificate program.

**Curriculum**

2. It is sometimes difficult to find qualified instructors for specialized classes.

**Goals and Objectives**

3. There is a need for a formal internal evaluation process to determine if stated goals and objectives are being met.

**Labs and Facilities**

4. Laboratory facilities for Surgical Technology need to be improved.

5. The Police Academy needs a permanent location.

6. Continuing Education classes always have last choice on any space. Credit courses have first choice in terms of space needs.

**Certificates and C.E.U.s**

7. There needs to be a quicker and more efficient retrieval system in the Registrar's Office.

**Enrollment**

a. Adequate supervision of courses is often difficult due
to the large number of classes offered.

Response to Individual and Community Needs

9. It is sometimes difficult to find well-qualified instructors for specialized classes.

Administrative Support and Structure

10. Some administrators believe credit courses are more important than non-credit courses; therefore, sometimes conflict arises.

Marketing Program

11. Some people in the community do not know the difference between semester hour courses and clock hour courses which leads to problems.

Classified Support

12. During peak periods there is a lack of personnel.

Advisory Committees

13. Only programs, not individual and specialized classes, have advisory committees.
ACADEMIC MASTER PLAN

STUDENT MATRICULATION/STUDENT SUCCESS COMMITTEE

Therese Jones, Chairman

Jerry Foster
Judy Isbell
Patricia Knight
Carolyne Long
Barclay McCort
Dennis McMillan
Ken Pirtle
STUDENT MATRICULATION/STUDENT SUCCESS WORKSHEET

HEADING: Inquiry: Marketing

STUDENT BODY: Academic/Pending/Vocational

NARRATIVE IF DESIRED:

Marketing is handled by Public Information under the direction of Dr. Gennett for all three areas of academic, pending, and vocational students. Input is gathered from the Marketing Task Force (comprised of Division Chairs and Administrators) which is called together periodically.

Market emphasis was changed recently with the start of the new campaign, "I got a new start at Amarillo College." At this time emphasis was made on vocational training. Classes "not making" or "running at less than capacity" were examined and chosen for the public campaign. Areas such as, auto mechanics, air conditioning, and mid-management were marked as ones running at "less than full consumption."

STRENGTHS:

(1) Very successful campaign "Got My Start"

(2) Class schedule mailed to each address in Amarillo, Hereford, Dumas and Tulia

WEAKNESSES:

(1) Lacking needs assessment

(2) Lack of uniformity in departmental brochures

RECOMMENDATIONS:

(1) Promote a more aggressive marketing approach.

(2) Base marketing on what public would like to have instead of what A.C. would like to emphasize

(3) Develop a more standardized approach to the print of brochures

(4) Allow each department to have a brochure

(5) Encourage departments to produce a video promoting their area
Twenty-three counties in the Panhandle are included in the recruitment area by the Office of the Registrar. D. McMillan or one of his designees visits all participating high schools on a pre-determined schedule. The statewide schedule is followed since it allows for the best utilization of people, i.e., schools in the vicinity are visited at the same time. Other recruiting is done on the as needed basis. This arises from phone calls from individuals. Community College Week is an example of recruiting based on as needed basis.

Recruiting for academic, pending, and vocational are treated equally.

STRENGTHS:

(1) Full cooperation from all areas of the college
(2) Very good cooperation with area high schools
(3) Campus visits/interviews are encouraged
(4) Able to recruit students at every academic level with special programs to meet the needs of special groups

WEAKNESSES:

(1) Difficult to compete with colleges with on campus housing
(2) Difficult to measure effective recruiting--unable to track prospective student.

RECOMMENDATIONS:

(1) Expand recruiting into new and innovative methods.
(2) More involvement by faculty
(3) Develop a system of tracking prospective students through admission and registration.
Individuals making contact through the Registrar’s Office or through communication with an individual department are followed through in essentially the same manner. While there is no uniform procedure, other than for the Registrar to send names to each division/department, most divisions follow the same procedure. Upon receiving names, each division/department sends a general letter to a student not expressing specific areas of interest. If a student expresses a specific interest, then a different letter is sent, along with curriculum sheets and/or brochures. In one division, Industrial Education, frequently the instructor follows up with a phone call. Most divisions include a phone number in their letter and wait for the student to respond either in person or by phone.

The Registrar request a follow-up in writing as to the dispensation of names referred by their office, but not every division/department responds. The follow-up by the department is to be completed on the form in which the Registrar lists the names.

STRENGTHS:

(1) Cooperation from all departments in student follow-up

(2) Micro-computers in place around campus to answer inquiries from walkup customers

WEAKNESSES:

(1) Lack of coordination with student follow-up under current procedure (some departments write, some call, some mail brochures)

RECOMMENDATIONS:

(1) Improve current procedure for contacting prospective students who inquire about our programs (possibly phone contact by faculty or division)
STUDENT MATRICULATION/STUDENT SUCCESS WORKSHEET

HEADING: Admissions: Application

STUDENT BODY: Academic/Pending/Vocational

NARRATIVE IF DESIRED:

Open-door admission policy currently in effect. Many students are admitted on the day they register. There are a limited number of openings available in programs like surgical technology and police academy. Admission for some allied health programs require interviews and physical exams.

STRENGTHS:

(1) The majority of walk-in's can be admitted on the day of registration

WEAKNESSES:

(1) No advance planning can be made for classes or instructors with such a large number of walk-in's on registration day.

RECOMMENDATIONS:

None
STUDENT MATRICULATION/STUDENT SUCCESS WORKSHEET

HEADING: Admissions: Financial Aid

STUDENT BODY: Academic/Pending/Vocational

NARRATIVE IF DESIRED:

Students have to fill out applications well before the semester starts in order to qualify for federal funds. May 1 is the deadline for fall monies for the PELL Grant and the ACT Grant. These deadlines are set by the agencies who do the loans and grants, according to Duane Howard.

Walk-ins on the day of registration cannot collect money that same day to pay for classes. The AC Loan and Fees Committee can loan money but the process takes several days. Usually this procedure throws the student into late registration. (Credit checks have to be made.)

STRENGTHS:

(1) Forty percent of A.C. students provided with some form of financial aid.

(2) Special financial aid programs are in place for students in vocational programs.

(3) Current financial aid students are informed of deadlines.

WEAKNESSES:

(1) Length of time required to process financial aid applications (May 1 deadline for Fall)

(2) Must follow mandated federal guidelines.

RECOMMENDATIONS:

(1) Include financial aid information/deadlines in marketing efforts
STUDENT. MATRICULATION/STUDENT SUCCESS WORKSHEET

HEADING : Admissions: Registration

STUDENT BODY : Academic/Pending/Vocational

NARRATIVE IF DESIRED:

There is no difference in the three groups with the exception of the police academy, surgical technology, and computer areas. These three areas have a similar process with the designee of the Registrar’s Office completing registration on the site. Credit for these latter three programs can be granted as clock hours or continuing education.

Pre-registration is for all students, including even new students.

STRENGTHS :

(1) Advance registration offered to all students

(2) Registration for surgical technology and law enforcement conducted on first day of class

(3) Registrations conducted in Hereford, Dumas, and Tulia (advance and late)

(4) Telephone registration to be initiated Fall 1988

WEAKNESSES :

(1) Registration for new students is a lengthy process (testing/counseling/advisement/-registration)

RECOMMENDATIONS :

(1) Make careful consideration of telephone registration for students who need advisement.
STUDENT MATRICULATION/STUDENT SUCCESS WORKSHEET

HEADING: Admissions: Incoming Transfer

STUDENT BODY: Academic/Pending/Vocational

NARRATIVE IF DESIRED:

Open Door Policy allows admission with relative ease. Even students on suspension can enter with Dr. Byrd's approval. The special program established for suspendees allows admission under terms of a suspension contract.

STRENGTHS:

(1) Program in place to handle students on probation/suspension from other schools

WEAKNESSES:

(1) Approved course substitutions do not appear on degree check sheets

(2) Evaluation of some transfer coursework is sometimes ineffective for the student.

RECOMMENDATIONS:

Improve on the procedure to evaluate incoming transfer work.
STUDENT MATRICULATION/STUDENT SUCCESS WORKSHEET

HEADING: Admissions: Residency

STUDENT BODY: Academic/Pending/Vocational

NARRATIVE IF DESIRED:

This is determined by the Business Office who follows the guidelines established by the Texas Legislature and enforced by the state auditors.

There are four classifications of residencies: in-district, out-of-district, out-of-state and out-of-country. The latter two classifications have the same fees but are recorded differently for statistical purposes.

STRENGTHS:

(1) Uniform application of state requirements at all schools

WEAKNESSES:

(1) May prove to be a barrier to telephone registration

RECOMMENDATIONS:

(1) Continue with same policy

(2) Check into waiving residency requirements for scholarships.
SUMMARY STATEMENTS

Inquiry through Admission for Transfers, Undecided and Voc.

I think it can be said that Amarillo College has done a good job in developing procedures which allow a large number of students to enter a program of study with an opportunity to succeed. After reviewing these procedures, several actions are recommended.

(1) A more aggressive marketing campaign is recommended but allowing each department to produce brochures and videos to promote their areas. Expand recruiting to include more innovative methods and to include faculty more often.

(2) Continue with telephone registration efforts but give careful consideration to those students needing advisement. Improve on the procedure to evaluate incoming transfer work and consider waiving residency requirements for scholarships.
SUMMARY STATEMENTS
Inquiry through Admissions for Transfers, Undecided and Voc.

I think it can be said that Amarillo College has done a good job in developing procedures which allow a large number of students to enter a program of study with an opportunity to succeed. After reviewing these procedures, several actions are recommended.

More aggressive marketing campaign is recommended but allowing each department to produce brochures and videos to promote their areas. Expand recruiting to include more innovative methods and to include faculty more of ten.

Continue with telephone registration efforts but give careful consideration to those students needing advisement. Improve on the procedure to evaluate incoming transfer work and consider waiving-residency requirements for scholarships.
NARRATIVE:

Screening is primarily the responsibility of the Counseling Center. Screening is a process of identifying student needs after registration. Students are evaluated as being required or exempt from placement testing, transient students, Access advisees, etc.

(1) Foreign students are sent to Access (ESL)

(2) All other students are sent to Orientation.

STRENGTHS:

(1) Qualified counselors are always available in the Counseling Center.

(2) Difficult for students to avoid the screening process.

WEAKNESSES:

(1) At the present time a night counselor is available because of grant funding. If funding was not available there would be no qualified counselors at night to do screening.

RECOMMENDATIONS:

(1) Screening should always be available whenever the Registrar’s Office is open.
STUDENT BODY: Vocational (Prep) Students

NARRATIVE:

A. Screening for Vocational (Prep) students taking a course for academic credit is the responsibility of the Counseling Center and the Division.

The Counseling Center provides the same screening as it does for other students.
1. Foreign students are sent to Access (ESL).
2. All other students are sent to orientation.

Each Department in the Divisions of Allied Health and Nursing provides their own unique screening (with the exception of Animal Health).

B. Screening for Surgical Tech is the primary responsibility of Program's Faculty.
1. Students are encouraged to attend orientation.
2. Required to take a physical examination.
3. Must have either a GED or High School Diploma.

C. Screening for Business Computer students is at the discretion of each instructor.
1. Students do not receive orientation, but just register for classes through Adult Vocation.

D. Screening for Police Academy students is primarily the responsibility of Walter Eubanks, Director of Law Enforcement Academy.
1. Personal interviews with Director.
2. Fill out appropriate forms.
3. Physical and psychological exams.
4. Criminal history background check.
5. Must have GED.
6. If had military service cannot have had a dishonorable discharge (have copy of DD214).

STRENGTHS:
For Vocational (Prep) students taking academic courses:
1. Qualified counselors are always available in the Counseling Center.
2. Difficult for students to avoid the screening process.

For Surgical Tech and Police Academy students allows easy access for students retraining, seeking new job skills, or practical applications for illiterates.

WEAKNESSES:
1. Business Computer Systems students are not screened for typing ability before registering in class.

RECOMMENDATIONS:
1. It would be helpful if a typing test was available for the screening process of BCS students before registration.
HEADING: ACADEMIC PLACEMENT: Orientation

STUDENT BODY: Transfer/Pending Students

NARRATIVE:

Orientation is primarily the responsibility of SDIS.

Students are given a packet containing: Student responsibilities, Counseling Center brochure, general information, work schedule, Adviser, free samples, and coupons.

Students are shown an orientation film. Students are given a talk which gives them general information about the college, college activities, the advising process, and how to register.

STRENGTHS:

WEAKNESSES:

1. Students registering at night and students screened at times other than regular registration do not receive a complete orientation program.

2. The present orientation program does not offer enough to help insure a student’s success in college.

RECOMMENDATIONS:

1. Some form of orientation might be offered for students registering at night and at times other than regular registration.

2. An orientation day(s) should be offered in the summer for new students entering in the fall.

3. Further study of the orientation process should be done.

4. Perhaps a 1 credit hour, elective orientation course should be offered.
HEADING: ACADEMIC PLACEMENT: Orientation

STUDENT BODY: Vocational (Prep) Students

NARRATIVE:

A. Vocational (Prep) Students receive the same orientation as Transfer and Pending students but Allied Health and Nursing Students also receive additional orientation within the screening process (with the exception of Animal Health).

B. Surgical Tech Students have the opportunity to receive regular orientation.

C. Business Computer Students do receive orientation on the first day of class.

D. Police Academy Students receive orientation before classes begin. They are tested at this time.

STRENGTHS:

The additional orientation provided within the divisional orientation helps to ensure student success.

WEAKNESSES:

Same as Transfer and Pending Students.

RECOMMENDATIONS:

Same as Transfer and Pending Students.
Testing is primarily the responsibility of Testing Services. The testing sequence is required for most entering students. Students whose admission is based on a GED or special approval students are never exempt from the testing sequence. Exceptions:

1. High School graduate with an 85 average, or 1070 on SAT, or 20 on the ACT.
2. Any student enrolling in 6 or fewer hours, not including English, Reading, or Math, and whose intent is for "personal development" or "occupational promotion or change" or "other".
3. Any student enrolled in the contracted General Motors program.
4. Transient/tranfer-in students enrolled in summer school courses only.

*Note* All entering students in Fall 1989 will be required to take the testing sequence.

STRENGTHS:

1. The program involves virtually all entering students and there is not a great deal of resistance by the students or faculty to accept placement recommendations.
2. Gives advisers more information and helps students make better choices.
3. Because of our experience in administering the testing sequence and with our computer capabilities, Amarillo College is prepared to make the transition to mandatory testing in Fall "89.

WEAKNESSES:

1. Other courses besides, Reading, English, and Math may need prior testing to ensure success.
2. Students who have declared "personal development, etc." on entering can change their mind and bypass the testing sequence.

RECOMMENDATIONS;

1. Study should be made in subject areas outside of English, Reading, and Math as to required scores in the testing sequence. For example, chemistry might want to required a certain Reading, or Math proficiency.
2. Students who are exempt from testing should have their registration form flagged to prevent them from registering in Math, Reading, and English (or see recommendation 1 above).
3. High School averages should not be used to exempt students testing.
4. There should be universal testing.
HEADING: ACADEMIC PLACEMENT : Testing Sequence

STUDENT BODY: Vocational (Prep) Students

NARRATIVE :

A. The requirements for taking the testing sequence for Vocational (Prep) Students taking courses for academic credit are the same as Transfer and Pending students (Vocational Nursing students do not take either the LSA or Math Placement tests).

B. All Surgical Tech students must take the testing sequence.

C. Business Computer Systems students do not have to take the testing sequence.

D. Police Academy Students take a reading comprehension test and a writing skills test developed by the Law Enforcement Commission in Austin after screening is done and before class begins.

STRENGTHS :

WEAKNESSES :

RECOMMENDATIONS :

1. It would be desirable to have Police Academy Students take reading comprehension and writing skills test the program already uses before the students enter the program.

2. There should be universal testing required.
STUDENT BODY: Transfer students

NARRATIVE:

Advising and counseling of students needing developmental studies as determined by either the Nelson Denny or LSA, is the primary responsibility of the Access Division. The advisers consult with student’s major adviser in course selection outside developmental studies.

Advising and counseling of other transfer students is the primary responsibility of department area of the declared major.

Suspension-waiver students, no matter their major, to be readmitted to Amarillo College without laying out a semester are required to be advised by Access.

Probationary students are advised by their major advisers.

STRENGTHS:

1. Access advisers are now coordinating course selection with major advisers.
2. Major advisers are best qualified to advise students about courses in their area.
3. The special program for suspension-waiver students provides for their special needs.

WEAKNESSES:

1. Sometimes major advisers are unaware of recommendations based upon academic placement scores.
2. Advisers are not always available (especially at noon hours and after 4:00 PM) in each division during peak registering times.
3. No formal procedures for probationary students.

RECOMMENDATIONS:

1. At least one full-time faculty member in each division needs to be available for advising while Registrar’s Office is open during registration periods.
2. Perhaps academic major advisers need a check list to remind them to check test scores or other important matters.
3. Computer capability for each division with access to student test scores would be helpful.
4. A student should be done to try to find ways to improve advising (perhaps an advising center).
STUDENT BODY: Pending Students

NARRATIVE:

The advising and counseling of Pending Students is primarily the responsibility of the Counseling Center.

Students needing developmental studies or suspension-waiver students are advised by Access.

STRENGTHS:

1. Pending students have the availability of qualified counselors which they need.
2. Workshops on choosing majors are offered each semester.
3. Special program needs to be offered to probationary students.

WEAKNESSES:

1. A stronger program needs to be offered to probationary students.

RECOMMENDATIONS:

1. See recommendations under ON GOING ACTIVITIES: RETENTION
STUDENT BODY: Vocational (Prep) Students

NARRATIVE:
Advising Vocational (Prep) Students is primarily the responsibility of the Division Head, or director, or instructors in the major area.

See narrative under transfer students for information applying to Vocational (Prep) Students taking credit courses.

STRENGTHS:
1. These students receive excellent advising in their area from the people most qualified to do advising.

2. See strengths under transfer students.

WEAKNESSES:
For Vocational (Prep) Students taking credit courses same as transfer students.

RECOMMENDATIONS:
For Vocational (Prep) Students taking credit courses, same as transfer students.
STUDENT BODY: Transfer/Pending Students

NARRATIVE:

Foreign students not graduating from an American school are required to take the Michigan Test. They must satisfactorily complete ESL before taking college level courses.

ACCESS students automatically exit ACCESS upon completion of Reading 0133.

Other prerequisites for courses are found in the catalog.

STRENGTHS:

A system is in place to help both foreign students and students needing developmental studies.

WEAKNESSES:

1. All ACCESS students do not take Reading 0133

2. Math, Reading and/or LSA scores could be used as a criteria for other course areas.

RECOMMENDATIONS:

1. ACCESS students who have not taken Reading 0133 should be exited from ACCESS after successfully completing 30 semester hours of college credit.

2. Each department needs to review prerequisites each year to ensure accuracy.

3. Each department should review course offerings to see if certain levels of proficiency in Math, Reading and/or LSA scores should be required. Requirements should be listed in the college catalog.
HEADING:       ON GOING ACTIVITIES: Prerequisites

STUDENT BODY:  Vocational (Prep) Students

NARRRATIVE:

Vocational (Prep) Students have the same general prerequisites as pending and transfer students, with the following exceptions:

1. Nursing, Allied Health (except Animal Health Tech), Surgical Tech, and Police Academy have their own prerequisites for entrance into the program (see ACADEMIC PLACEMENT: Screening).

STRENGTHS :  

Same as pending and transfer students.

WEAKNESSES:

Same as pending and transfer students.

RECOMMENDATIONS:

1. Business Computer Systems classes have the prerequisite of the previous basic class;
**ON GOING ACTIVITIES: Retention**

**STUDENT BODY:** Transfer/Pending Students

**NARRATIVE:**

Many different support services are currently being offered to help student retention.

1. **Computer Augmented (Aided) Instruction** - Many instructional areas have computer labs where students can use computers for drill, lab simulation, interactive lessons, and word processing. The ISIS service desk and the computer lab on the 3rd floor of the LLLC have very qualified personnel dedicated to helping students with CAI programs.
2. **Peer Tutoring** - Available to all students free of charge up to 3 hrs./week per class.
3. **Financial Aid Office** - Available to qualifying students after application and approval.
4. **Job Placement** - Available to present and past registered credit students.
6. **Schedule changes** - Handled by Counseling Center for pending and academic departments for declared majors.
7. **Complete withdrawals** - Handled by Counseling Center; often includes intervention/counseling.
8. **Letter to returning students on probation** - Postcards sent to pending probation students inviting them to come in for counseling.
9. **Computer grade check sheets** - Sent to instructors each semester to check pending majors progress in classes.
10. **Workshops on choosing a major** - Offered each semester.
11. **Library services** - Available to all students.
12. **Departmental computer report** - At the end of each semester received on all pending majors.
13. **Group/Personal counseling** - Deals with college related problems, decision making, self image, etc.
14. **Career education and development services.**
15. **Adviser approval of schedule.**
16. **Students who did not take placement testing upon entering and who do not have a 2.0 after the completion of 12 semester hours** - Are required to receive counseling before registration.

**STRENGTHS:**

There are many services already in place for student retention.

**WEAKNESSES:**

Probationary students may need more structured guidance sooner than they now receive.

**RECOMMENDATIONS:**

There should be active advisers for probationary student available in each department area.
ON GOING ACTIVITIES: Retention

STUDENT BODY: Vocational (Prep) Students

NARRATIVE:

Same as pending and transfer students.

1. Nursing and Allied Health students have a professional tutor, Resource Lab, and assistants to help them with care plans.

STRENGTHS:

Same as pending and transfer students.

WEAKNESSES:

Same as pending and transfer students.

RECOMMENDATIONS:

Same as pending and transfer students.
HEADING: ON GOING ACTIVITIES: Extracurricular Activities

STUDENT BODY: Transfer/Pending/Vocational (Prep) Students

NARRATIVE:

<table>
<thead>
<tr>
<th>Organization</th>
<th>Sponsor</th>
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</thead>
<tbody>
<tr>
<td>1. ADN Student Association</td>
<td>Norveta Lampkin</td>
</tr>
<tr>
<td>2. Animal Health Technology</td>
<td>Dr. Jim Howard</td>
</tr>
<tr>
<td>3. Student Art Association</td>
<td>Denny Fraze</td>
</tr>
<tr>
<td>4. Blue Blazers</td>
<td>April Sessler</td>
</tr>
<tr>
<td>5. Business Fraternity</td>
<td>Tom Cole</td>
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<tr>
<td>6. Choir</td>
<td>Lee Cole</td>
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<tr>
<td>7. Criminal Justice</td>
<td>Dr. Roller</td>
</tr>
<tr>
<td>8. Dance</td>
<td>Elaine Fields</td>
</tr>
<tr>
<td>9. Data Processing Management Assoc.</td>
<td>Jim Ingram</td>
</tr>
<tr>
<td>10. Dental Hygiene Association</td>
<td>Wanda Gross</td>
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<tr>
<td>11. Engineers Society</td>
<td>C. E. Sieber</td>
</tr>
<tr>
<td>12. AC Fashion Club</td>
<td>Anne Haralson Nail</td>
</tr>
<tr>
<td>13. Forensics</td>
<td>Robert Boyd</td>
</tr>
<tr>
<td>14. Future Court Reporters of AC</td>
<td>Beverly Fite/Patsy Lemaster</td>
</tr>
<tr>
<td>15. Future Radiographers of America</td>
<td>Howard Bacon/Bill Crawford</td>
</tr>
<tr>
<td>16. Home Economics</td>
<td>Dr. Zuma Austin</td>
</tr>
<tr>
<td>17. Jazz &amp; Wind Ensemble</td>
<td>Marion Trout</td>
</tr>
<tr>
<td>18. Kappa Chi</td>
<td>Jerry Klein</td>
</tr>
<tr>
<td>19. Medical Laboratory Technologists</td>
<td>Carol Bettge/Celista Hudspeth</td>
</tr>
<tr>
<td>20. Multicultural Students Club</td>
<td>Sue Kelly</td>
</tr>
<tr>
<td>21. Office Occupations Majors</td>
<td>Lou Ann Wadley</td>
</tr>
<tr>
<td>22. PALS</td>
<td>Marshall Mitchell/Melonye Curtis</td>
</tr>
<tr>
<td>23. Phi Theta Kappa</td>
<td>Jean Harris/Reagan Hathcock</td>
</tr>
<tr>
<td>24. Pre-Med &amp; Biology</td>
<td>Richard Howard</td>
</tr>
<tr>
<td>25. Student Association</td>
<td>April Sessler</td>
</tr>
<tr>
<td>26. Students in Free Enterprise</td>
<td>Willard Machen</td>
</tr>
<tr>
<td>27. Theatre Arts Guild</td>
<td>Terry Lewis</td>
</tr>
<tr>
<td>28. Young Conservatives</td>
<td>Greg Edwarrrds</td>
</tr>
</tbody>
</table>

STRENGTHS:
Good facilities, full time faculty advisors, Vice President level contact through the Student Association, and a strong involvement by student members.

WEAKNESSES:
1. Need better communication with West Campus.
2. Due to influx of younger students there needs to be more programs designed to meet their needs.
3. Could use more money to strengthen programs.

RECOMMENDATIONS:
1. Increase money budgeted for student organizations or increase activity fee.
2. Continue having Leadership Workshops and Distinguished Lecture Series.
3. A representative of the Student Association should be encouraged to attend appropriate Faculty Senate meetings.
SUMMARY

HEADING: ACADEMIC PLACEMENT/ONGOING ACTIVITIES:

STUDENT BODY: Transfer/Pending/Vocational (Prep) Students

RECOMMENDATIONS:

1. Universal placement testing should be required of all entering students.

2. Course offerings should have set prerequisites of minimum acceptable scores on placement tests.

3. A 1 credit hour, elective orientation course should be offered for entering students.

4. Advising at registration times is important. Qualified counselors in each department should always be available.
The Southern Association charges the member institutions with establishing procedures for evaluating the extent to which their educational goals are achieved and the change in the academic achievement of their students. Procedures used to evaluate institutional programs may include:

1. peer evaluations of educational programs
2. structured interviews with students and graduates
3. changes in student values as measured by standard instruments or self-reported behavior patterns
4. pre-and-post testing of students
5. surveys of recent graduates
6. surveys of employers of graduates
7. student scores on standardized or locally constructed examinations
8. performance of graduates in graduate school (transfer students in transfer institutions)
9. performance of graduates of professional programs on licensure examinations
10. placement of graduates of occupational programs in positions related to their fields of preparation

HEADING: Personal Satisfaction

STUDENT BODY: Transfers, Undecided, Vocational (Prep).

NARRATIVE: The number of entering students listing the educational objective of “personal development” was second only to the number listing “Associate Degree” as their educational objective four out of the last six years. It would seem likely that many students in the transfer and technical areas would change their goals to pursuit of a degree or some type of accreditation at some later time.

STRENGTHS:

WEARINESS: There is no method of evaluation by which any student who has chosen “personal development” as his “educational goals” on the admission form is queried specifically as to the attainment of his goal. The only official acknowledgment deletes those who stated such goals from compilation of certain retention stats. Nor is there a method of tracking goal change.

RECOMMENDATION: It should be possible for an individual who is truly interested in “personal development” to pursue his interest with a minimum of interference. Suggestion: A “Casual Student” designation that would bypass all but the most essential paperwork. A student in this category could count no more than 12 hours (or x number) toward a degree or accreditation. Minimal tracking would be done.
STUDENT BODY: Transfers

Academic transfer students usually are more interested in attaining correct transfer hours for the transferring institutions. At present, no assessment is performed for a degree other than successful passing of courses required in major. Only 17% of students get a degree while 47% indicate this as their goal at admittance.

STRENGTHS: The faculty and administration as well as the students agree the Associate Degree is a milestone on the educational journey.

WEAKNESSES:

1. Very few transfer students fulfill all requirements to get Associate Degree: Not enough flexibility in curriculum requirements to allow students to obtain a degree while taking only courses transferrable to universities in chosen major.
2. The degree is not, of itself, one of the criteria suggested by SA as a method of assessment.

RECOMMENDATION:

In general, the degree program should be examined for the possibility of more flexibility, with general education requirements as the solid core and more freedom in the discipline. Academic departments could research requirements of their majors at the four year institutions and build flexibility in the degree plan to allow more transfer students the Associate degree option.
STUDENT BODY : Vocational

NARRATIVE : By far the majority of degrees are granted to Vocational and Technology students. In 1986, for instance, 335 Associate of Applied Science degrees were bestowed in comparison with 105 Associate of Science and Associate of Arts.

STRENGTHS : The Associate of Applied Science degree is an accepted indication of successful completion of a two year terminal program. Many employers require the degree for employment. It is a mark that can be measured in terms of programs completion.

WEAKNESSES : The degree is not of itself accepted as a method assessment.

RECOMMENDATIONS: The system of outcomes assessment to be developed by the institution should incorporate the Associate of Applied Science as one of several measures used to evaluate technical and vocational programs.
HEADING: Matriculation to University--Transfer

STUDENT BODY: Transfer, Pending

NARRATIVE: The academic departments are aware of the importance of transferability. That awareness is translating into action—the counseling center is making a concerted effort to continually update transfer information. Faculty and registrar personnel are supported in trips to universities so that former AC students can be interviewed.

STRENGTHS: The current concern to update transfer information. The improving communication between AC and universities. College days on AC campus.

WEAKNESSES: Not enough updated material in the hands of all academic advisors. Transfer handbooks are very helpful, but not sufficient. Required courses for the advised major in the University of choice is necessary.

RECOMMENDATIONS: Current catalogs of major transferring universities in all academic advisors offices.

HEADING: Success; Degree

STUDENT BODY: Undecided

Does not apply.
HEADING : Matriculation to University; Success

STUDENT BODY: Transfers, Pending

NARRATIVE: The success rate in a transfer institution is a major method of outcomes assessment for transferring students.

STRENGTHS: Universities have for the last two years sent transcripts of students who transferred from AC. Although the raw data is cumbersome, it could, with determination be put in usable form. Some of the institutions send summary information.

There is a state wide committee developing Lone Star. A method of interchange of common elements of information which will include GPA, etc., of transferring students.

WEAKNESSES: None of the above are functional to any great extent at the present time.

RECOMMENDATION: Continued support and encouragement given to development of Lone Star and the summary transcript information from four year institutions. Summary transcript information should be put in a usable form. A statewide standard form of the summary information should be developed.

HEADING : Matriculation to University

STUDENT BODY: Vocational and Technology

NARRATIVE: Usually this student body considers the terminal Associate Degree of Applied Science as his educational goal. There are, however, some students who are interested in transferring to a four year institution. The above would apply to them also, with particular attention paid to the inverted degree.

HEADING : Job performance and Board Certified

STUDENT BODY : Transfer and Undecided

Does not apply
HEADING : Job Performance

STUDENT BODY: Vocational Technology

NARRATIVE: Fire Protection Technology, Criminal Justice and Electronic Technology interview employers of graduates. The director of institutional research sends out surveys of TEA documentation for TEA.

STRENGTHS : Surveys are done in some instances. Departmental returns are up to 80%.

WEAKNESSES : Return of institutional research questionnaires is low. The departments do not compute any statistical results.

RECOMMENDATIONS : Some surveying method of departmental job performance be developed, along with statistical results. Since the placement of occupational graduates in jobs related to their field of preparation, a method to track such should also be found.

HEADING : Board Certified

STUDENT BODY: Vocational and Technology

NARRATIVE: Most Allied Health areas have requirements for certification and students must pass board examination. Therefore, Allied Health departments have the most comprehensive department assessment programs at AC.

STRENGTHS : Documented outcomes Assessment

WEAKNESSES :

RECOMMENDATIONS:

GENERAL RECOMMENDATIONS:
The faculty of every program must be encouraged to monitor the success of the curriculum.

Some one needs to monitor the process. Some one person or office should be able to give direction, cohesion, and standardization to the pursuit of documentation of success.
Amarillo College must have an outcome assessment process in place by Fall 1989. Both Texas Academic Skills Program (TASP) and Southern Association require such. Very little is in place at present.

General recommendations: There should be a consensus in each area--Academic, Vocational, Community Service and Adult Vocational--for specific sequence of outcomes assessment. Not all of the methods acceptable to SA will work in all areas, but each sequence should fulfill the requirements.

A system of competency based curriculum with pre-and post-tests should be developed institution wide. Documented achievement in students is the most easily defended outcomes assessment.
STUDENT MATRICULATION/STUDENT SUCCESS WORKSHEET

HEADING: INQUIRY: Marketing

STUDENT BODY: Adult Vocational

NARRATIVE IF DESIRED: The following marketing techniques are presently being used for different programs:

* Radio Spots
* Newspaper Ads
* Brochures
* Mail-out to recent participants
* Adviser

STRENGTHS: Different types of media are used.

WEAKNESSES:

* There is a need to use innovative and new marketing techniques.

* We discovered that Amarillo College faculty and most staff members are not aware of the purpose of Adult Vocational Programs.

RECOMMENDATIONS:

* There needs to be a more positive definitive image.

* Efforts need to be made to acquaint the campus and community with the purpose of Adult Vocational programs and the variety of programs available.
INQUIRY: Recruiting

STUDENT BODY: Adult Vocational

NARRATIVE IF DESIRED: The Adult Vocational staff recruit in the following ways:

* Businesses are contacted and programs are designed to meet their needs.

* Adult Vocational staff members are talk show guests discussing programs available and how to enroll.

* Adult Vocational staff members speak to civic organizations and clubs.

STRENGTHS: Some contacts are made within the community.

WEAKNESSES: The same contacts are made and the same population is generally served.

RECOMMENDATIONS:

* Continue to visit with community leaders to determine programs that should be added or dropped.

* Investigate the possibility of serving different populations, which would require new contacts and new programs.
INQUIRY: Self-Inquiry

STUDENT BODY: Adult Vocational

NARRATIVE IF DESIRED: Students contact the registrar's office or Adult Vocational office for information. These staff members usually can only give general information.

STRENGTHS:

WEAKNESSES:
* Difficult to get specific information without some effort.

* Academic advisors do not have the Adult Vocational schedule during advance registration and are not familiar with programs offered.

RECOMMENDATIONS:
* Specific information more readily available through contact with designated individuals for each area, or specific description of program available in a written format.

* Academic advisors given schedule of Adult Vocational programs.
<table>
<thead>
<tr>
<th>HEADING:</th>
<th>ADMISSIONS: Registration</th>
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<tbody>
<tr>
<td>STUDENT BODY:</td>
<td>Adult Vocational</td>
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</table>

**NARRATIVE IF DESIRED:** Students are able to register by completing a short form. They can do this at the registrar's office or by mailing in the form.

**STRENGTHS:** Easy to register.

**WEAKNESSES:**

**RECOMMENDATIONS:** The Adult Vocational program would be an excellent program to use as a trial for phone registration.
ON GOING ACTIVITIES: Prerequisites

STUDENT BODY: Adult Vocational

NARRATIVE IF DESIRED: In some of the courses there is a need to have specific skills before enrolling. This is mentioned as general information but not enforced.

WEAKNESSES: Students are allowed to enroll that do not have the skills or knowledge to complete courses.

RECOMMENDATIONS: We recommend that a procedure be developed that would not allow an Adult Vocational student to enroll unless he/she had the skills needed to be successful in the course.
HEADING: ON GOING ACTIVITIES: Retention

STUDENT BODY: Adult Vocational

NARRATIVE IF DESIRED: Once classes start there is no attempt to keep students in the classes unless individual teachers make efforts to do so.

STRENGTHS:

WEAKNESSES: Students may leave the courses and we have no information about why they left.

RECOMMENDATIONS: Students that leave during the course should be contacted and data collected on why they are leaving. Data collected in this manner should then be used to design programs that meet the needs of the student.
SUCCESS

Adult Vocational

There is a short evaluation form provided to students at the conclusion of the course. Students respond to general questions concerning the course.

Student evaluations are done.

There are not specific questions that ask why a student took the course or if it met their needs. The only students completing the evaluation are those that finished the course.

All students should complete the evaluation. Information from all students would help determine if the course is meeting the needs of the students.
INQUIRY: Marketing and Recruiting

STUDENT BODY: Community Service

NARRATIVE:

1. Schedules are mailed to 77,000 addresses in Amarillo and the area.
2. T.V. promos
3. Radio promos
4. Brochures at Westgate Mall
5. Individual marketing by Charlie Gaither, Community Service Director
   a. local talk show appearances
   b. visits county judges regarding "Defensive Driving"
   C. visits high schools in the area, talks with counselors regarding classes like the "SAT Review Course."

STRENGTHS: Community Service benefits from a good reputation in the community from its diverse programs and offerings. AC in general has a good reputation and additionally benefits Community Service. The need for marketing and recruiting is therefore minimal. The requirements are thus to simply "get the word out."

WEAKNESSES:

1. No new approaches have been incorporated in the recent past in marketing and recruiting.
2. A survey is needed in the community regarding the possible demand for courses not currently being offered.
Charlie Gaither estimates about ten phone calls average, per day on a “regular” day. These inquiry phone calls are usually specific in nature, usually about one course in particular. During the busy registration period the office receives about 200 phone calls per day. Nella Lewis and Elaine Bush have only a few “drop-by” inquiries.

Occasionally phone inquires are made and the office staff do not have the answers. Typical questions are:

1. What do we bring to the first class meeting?
2. Are any supplies or materials required?
3. Who is teaching the class and what are his qualifications?

Assuming most inquiry calls are regarding “Defensive Driving,” it is recommended that an informational pre-recorded message be made with a separate phone number for those seeking information regarding “Defensive Driving.” This would alleviate some of the office staff’s time.

A syllabus is needed for all those dealing with potential students. Staff would then be able to answer most of the specific questions that are asked. Instructors would be required to fill out an informational questionnaire administered by Charlie Gaither. This information would be compiled into outline form for easy reference by counseling staff, registrar assistants and the community service office personnel.
ADMISSIONS: Application

STUDENT BODY: Community Service

NARRATIVE: A purposefully simple, easy to do application is made available. The application is included in the schedule of offerings mailed to area households (actually 3 are included). An example of same is included. An application is also available at the Registrar's Office.

STRENGTHS: The form itself is simple and brief.

WEAKNESSES:

RECOMMENDATIONS:
ADMISSIONS: Registration

STUDENT BODY: Community Service

NARRATIVE:
The registration process is easy and trouble free. Registration may be taken care of by mailing the application form. Registrations may also be done at the Registrar’s Office. In a few cases registration may be handled by the instructor at the first class meeting. Enrollement is on a first-come, first-served basis and students are occasionally turned away.

Phone registration will be available to Community Service students for Summer term, 1988. This is a trial run and will serve to identify problems for regular AC registration in the Fall.

STRENGTHS:
It is easy, simple and non-consuming procedurally. The transcripts and testing required for regular college classes are not required, There are no residency requirements. The cost is minimal and affordable. As a policy, Charlie Gaither sets th cost of a dual enrollment class (one in which students share the class with credit hour students) at the same as credit hour students pay.

WEAKNESSES:
1. Those mailing in their registration form are susceptible to filled classes and are not getting enrolled.
2. The staff in the registration process cannot answer specific questions regarding the class.

RECOMMENDATIONS:
1. The fees should not necessarily be tied to the cost of a regular credit-hour class. Those not receiving credit do not expect to pay the same and are not offended by unequal payment.
2. A narrative written by the instructor should be available to all those involved in the registration and inquiry process. This narrative should include times, dates, course content, supplies needed and any other specifics deemed important by the instructor. An explanatory paragraph should suffice and be grouped for easy reference.
3. A confirmation of mailed-in registration (acceptance) should be mailed to students.
4. A waiting list should be kept for possible new classes or opening when the original class fills.
Charlie Gaither is concerned with retention. He admits that his first approach is to hire good teachers and is not hesitant to replace an ineffective instructor. Teacher effectiveness is determined primarily by evaluation forms filled out by students at the last class meeting. The form is simple and according to Charlie "tells him everything he needs to know." (see attached)
Heading: On-Going Activities: Retention

Student Body: Community Service

Narrative:

Charlie Gaither is concerned with retention. He admits that his first approach is to hire good teachers and is not hesitant to replace an ineffective instructor. Teacher effectiveness is determined primarily by evaluation forms filled out by students at the last class meeting. The form is simple and according to Charlie “tells him everything he needs to know.” (see attached)

Strengths:

Weaknesses:

The argument might be made that the form is too brief. Charlie believes that this is its strong point, that students will not respond on a formidable evaluation form. Many items are therefore not covered by this form. An example of a photography department form is attached for possible ideas for revision.

The weakness of all evaluation processes is that they invariably are one at the end of a class. Those students who have disappeared early, for whatever reason, are not afforded the opportunity for an exit evaluation. This would obviously contain a more negative view of the class and instructor in most cases.

Recommendations:

(1) A more in-depth evaluation form is needed, one that the instructor could utilize to see his weaknesses and strengths in teaching.

(2) An exit evaluation should be administered that would identify reasons for early exits.

(3) An “odd-hour” supervisor should look in on classes. The primary reason being to ensure that classes are professionally and satisfactorily being supervised. Example: Instances in which children’s gymnastics classes were left unattended by the instructor. Instances in which Karate classes were taken off-campus to a private Karate school for a “sales pitch.”
AMARILLO COLLEGE  
COMMUNITY SERVICE PROGRAMS

How would you rate this class that you have just finished

_________ Excellent
_________ Very Satisfactory
_________ Satisfactory
_________ Fair
_________ Poor

If this class did not meet your needs, what can we do to improve it?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What course may we present in the future that would be of benefit to you?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
STUDENT RATING OF INSTRUCTOR

Please rate your instructor as A, B, C, D, or F for each of the following items.
Definition of rating:

A = Superior or very high
B = Above average or high
C = Average or medium
D = Below average or low
F = Poor or very low

1. His interest in the subject matter
2. His interest in the students as individuals
3. His ability to stimulate interest, intellectual curiosity and independent thinking
4. His ability to explain topics clearly
5. Give an overall evaluation of the instructor's teaching skills
6. Interest and enthusiasm in teaching this course
7. Apparent planning and organization of his lectures
8. Use of instructional media
9. His ability to effectively give examples and illustrations
10. His respect for and courtesy toward the students
11. How do you rate his sense of humor?
12. Rate the instructor's ability in motivating you to want to learn
13. Rate the degree of learning experience you received from the assignments
14. Rate the pacing of the course
15. Assign a rating to indicate your feelings about taking another course from this instructor.
16. Rate this professor in comparison with your previous professors
17. Assign an over-all rating for this instructor.
SUCCESS: Goal Satisfaction

STUDENT BODY: Community Service

NARRATIVE: Goal satisfaction is the primary reason most enroll in Community Service classes. One of the important roles of the College is to provide short courses in virtually any subject for satisfying the hobby interests of the community.

STRENGTHS:

WEAKNESSES:

RECOMMENDATIONS:

(1) A better, more informative evaluation form is needed to confirm that students have achieved goal satisfaction.
SUCCESS: Job Performance

STUDENT BODY: Community Service

NARRATIVE: In many instances Community Service classes provide additional skills and abilities that make for better job performance and even opportunities for pay enhancement at a nominal rate.

STRENGTHS:

WEAKNESSES:

RECOMMENDATIONS:
MEMBERS OF THE FACULTY COMMITTEE

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
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<tbody>
<tr>
<td>Michael Bunch</td>
<td>Instructional Services</td>
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<tr>
<td>Tom Cole</td>
<td>Accounting</td>
<td>Business</td>
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<tr>
<td>Diana Cox</td>
<td>English</td>
<td>Language and Communications</td>
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<tr>
<td>Mary Flores</td>
<td>Classified</td>
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<tr>
<td>Jean Harris</td>
<td>Social Sciences</td>
<td>Behavioral Studies</td>
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<tr>
<td>Nancy Moreland</td>
<td>Reading</td>
<td>ACcess</td>
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<tr>
<td>Joe Walsh</td>
<td>Photography</td>
<td>Language and Communications</td>
</tr>
<tr>
<td>Bill Young</td>
<td>Respiratory Therapy</td>
<td>Allied Health</td>
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</tbody>
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RESOURCES

Amarillo College Faculty Handbook

Criteria for Accreditation by Southern Association of Colleges and Schools

Letter on Faculty Development by Robert Boyd

Amarillo College Faculty Development Programs: Summary of Activities

Memorandum for The Amarillo College Board of Regents: Report on research and development activities of the Amarillo College faculty, 1986-1987 by Jack Matthews, Faculty Senate President

Program Evaluation: Mass Communication

Amarillo College Mission, Goals, and Commitments (Draft)

Institutional Research done by Stanley Adelman

Faculty Degrees, Years' Experience, and Rank:

University Parallel Faculty Only

All Board-Appointed Credit Faculty

#Faculty Degrees

Supplemental Faculty by Department

1981-1982 School Year: Board Appointed Employees

Table 4H Full-Time Equivalent Instructors by Department and Division (1981-1986)

Table 16 Faculty Demographic Profile (1981-1986)

Table 16 Faculty Demographic Profile (1981-1987)

Amarillo College Student Evaluation of Course and Instructor Questionnaire by Nancy Moreland

Payroll for Overload and Supplemental Instruction

Table A: Part-time and Supplemental Pay (Texas Community Colleges)
The Messenger, 1987-1999 Texas Junior College Teachers Association:

Survey of Faculty Salaries -- Texas Public Community and Junior Colleges

The Amarillo College Counseling Center: Mission Statement

Information for the Academic Master Plan Community Assessment Committee

Memorandum: August 4, 1988: Faculty Salaries

Draft: Qualifications of Technical and Vocational Personnel

Policies and Procedures Manual for Supplemental Faculty

Handbook for Amarillo College Community Service Instructors

Handbook for Amarillo College Community Service Instructors

Handbook for Amarillo College Adult Vocational Education Instructors

Memorandum: August 16, 1988: AMP Committee Recommendations
Faculty Selection

The selection process is orderly: application, credentials, interview by proper faculty supervisor, evaluation of communication skills, recommendation for appointment, appointment by board, and orientation. This process should be continued.

The process of recruiting is handled primarily by the personnel office and appears to be within the spirit of the requirement.

Clarification of non-regionally accredited schools should be done in the Faculty Handbook.

Pools of applicants should be kept current and provided to proper supervisors who are searching for full-time faculty. Likewise, faculty supervisors should forward applications to personnel to maintain a current central file.

Minority faculty should be recruited.

More faculty with terminal degrees (PhD, EdD, MFA, for example) should be hired. It should be noted, however, that this is not a negative reflection on present faculty.

Retiring faculty can be replaced with younger faculty with higher degrees, more versification in college preparation, and new ideas at no additional cost to the college due to the salary schedule.

Areas where student load has either decreased or increased drastically should be considered when new faculty are hired.

Quality of part-time faculty should be compared. Monetary savings may not compensate for quality teaching.

TASP will affect current and prospective faculty; applying as well as current faculty should be made aware of the implications.

Salaries should be more competitive with other Texas community colleges.

Some statement needs to be made concerning faculty contracts. The only form of contract AC now has is a letter of acceptance when a faculty member is first hired.

Consideration of prospective faculty should not include over-qualification; overqualified does not mean faculty will not be happy or will leave.

Technical and vocational faculty should meet the "Qualifications of Technical and Vocational Personnel" (now in draft stage) of the Texas Higher Education Coordinating Board.
Professional and Scholarly Development

Although AC exceeds standards in some areas as well as meets standards and complies in others, competency requirements should be clearly defined and published.

It is questionable that all faculty, particularly part-time, have 18-30 graduate hours in their teaching fields and a master's degree. The stipulations of "exceptional cases, unique experience, and demonstrated competence" should not be abused.

Faculty Compensation

The composite of faculty salaries in Texas published by Texas Junior College Teachers Association indicates that AC salaries are lower than average and median range throughout the state. Also in-house data indicates only negligible salary increases in the last 5 years. To maintain quality of instruction and attract exceptional new teachers, salaries must be increased.

AC Benefits, insurance, and retirement programs should be monitored and continued as a service for faculty. Advice for financial planning should be considered as a possible college service.

Faculty should be knowledgeable of sources of income other than salary, such as mini-grants in-house, outside funding in grants, etc., and should be encouraged to take advantage of these. Perhaps there should be a central office for information with a "grant-finder."

AC is more than adequate in providing a competent faculty compensation plan.

Academic Freedom and Professional Security

The Faculty Handbook has a good statement on academic freedom, probation, termination, and non-renewal policies; but the word "however" is a questionable loophole in some interpretations.

Faculty are provided various means of professional security: Faculty Senate, tenure, Faculty Handbook, and TJCTA membership.
The atmosphere at Amarillo College provides a sense of academic freedom and job security that should be continued and enhanced.

There appears to be no present need or desire for union affiliation at AC.

Professional Development

Between 1986-1987, 143 faculty research projects were undertaken; the Board of Regents and Administration are commended and encouraged to continue support of faculty interests, efforts, dedication, and innovation.

On-campus workshops, faculty forums, and teaching excellence seminar contribute to a pro-active faculty and should be enhanced and continued.

The position of Coordinator of Faculty Development is a positive factor at AC and should be continued.

AC should continue to comply with Southern Association's requirement of leaves of absence for study and research, additional graduate work, attendance at professional meetings, and in-service training.

Although the college does not support the "publish or perish" philosophy, publications by faculty should be encouraged as are presentations at scholarly meetings. Resources for research and publication should be made available to faculty.

Because the Southern Association emphasizes the need to promote growth of those who teach in professional and occupational fields as practitioners, AC's compliance on this point should be validated.

Role of Faculty and Its Committees

Clarification of what some committees have to do with educational programs and/or academic affairs should be made.

The Faculty Handbook should state a limit on number of committees a faculty member can serve on.

There should be a broader base for faculty participation of both tenured and non-tenured, not just a few repeatedly on so many committees.

Faculty must have a substantial role in marketing.
Faculty loads

Currently no policy exists on release time, number of preparations, and committee limits; these criteria need to be included in the Faculty Handbook.

Departments should set maximum enrollment "appropriate to the instructional needs of the course" as stipulated by the Southern Association.

Criteria and Procedures for Evaluation

Procedures for periodic, standardized and regular evaluation should continue.

The SUMMA institutional mean should not be used as a standard comparison for departments, courses, or instructors. The purpose of SUMMA -- self-evaluation to improve instructional quality -- should be emphasized.

As originally intended, SUMMA should not be tied to promotion.

Self-evaluation should be encouraged for instructors to continue to upgrade their teaching.

Standard evaluation for supplemental, part-time, and adjunct should be initiated.

Better tracking of AC graduates could be helpful to faculty as a basis for self-evaluation, course evaluation, and curriculum evaluation.

Part-time, Supplemental, and Adjunct

Policy on professional, experiential, and scholarly preparation should be made.

Guidelines for orientation, supervision, and evaluation by appropriate department should be done.

The stipulation of 18 graduate semester hours in teaching field and mandatory enrollment in TRS should be followed.

Part-time faculty should keep an updated information file in the Personnel Office.

Criteria for adjunct faculty at AC should be stated.

Replacement of full-time faculty with part-time faculty should be carefully evaluated in consideration of the impact on the college.
Non-Teaching Faculty

(Counseling, Library, Student Services, Instructional Services)

Specific job description of non-teaching faculty in each area should be set out in the Faculty Handbook.

A re-evaluation of positions should be done.

An evaluation system for non-teaching faculty should be established.

A system for promotion and rank should be consistent with that of other faculty.

Standardized work-load for non-teaching faculty should be established.

Harrington Library Consortium, a very positive part of AC, should be continued and expanded.

Instructional support professional staff should provide other faculty more on-line library services, increased levels of hardware support, and further training in the use of educational technology.

Increase in services of counseling center presents the possibility of more efficient use of the counseling center professional staff.
4.1 SELECTION OF FACULTY (Bill Young)

**Strengths**
Orderly process

**Weaknesses**
No statement in the HB in regard to
1. Specific details for pools of candidates and interviews.
2. Evaluation of applicants from non-regionally accredited institutions
3. Evaluation of applicant's proficiency in oral communication

**NOTES:**
1. The process for recruiting is handled primarily by the personnel office and appears to be within the spirit of the requirement
2. Clarification of non-regionally accredited should be done.
3. Oral communication is ambiguous. In English, in a classroom, in a foreign language

4.4.2 PROFESSIONAL AND SCHOLARLY DEVELOPMENT (Michael Bunch)

**Strengths**
1. We exceed standards in a number of areas, like remedial.
2. We meet standards, but
3. We are in compliance except

**Weaknesses**
1. Competency requirements should be clearly defined by each institution.
2. Nothing is published for requirements.
3. Math, science, who have bachelor's degrees.

4.4.3 FACULTY COMPENSATION (Jean Harris)

**Strengths**
Amarillo College is in complete compliance with the Southern Association with regard to Faculty Compensation. MORE THAN ADEQUATE.

**Weaknesses**

4.4.4 ACADEMIC FREEDOM AND PROFESSIONAL SECURITY (Joe Walsh)

**Strengths**
1. Good statement on academic freedom.

2. Probation, termination and non-renewal policies well stated under "Tenure."

**Weaknesses**
1. Possible "however" "at all times" could be misinterpreted.

4.4.5 PROFESSIONAL DEVELOPMENT (Joe Walsh)

**Strengths**
1. Definite criteria as set out by Boyd

2. Multifaceted opportunities

**Weaknesses**
1. Practitioners of their individual discipline -- possible non-compliance by AC
NOTE: Demonstration is now done at Faculty Forum.

4.4.6 ROLE OF FACULTY AND ITS COMMITTEES  (Joe Walsh)

**Strengths**
1. Roles are clearly stated, published, and named in HB.

**Weaknesses**
1. Possible issue of what some of the committees have to do with educational programs and/or academic affairs.

4.4.7 FACULTY LOADS (Tom Cole)

**Strengths**

**Weaknesses**

No policy on
1. Number of committees a faculty member can serve on.
2. Release time
3. Number of preparations or students
4. Departments don't set max enrollment "appropriate to the instructional needs of the course."

NOTE: Currently AC does not have written policies that meet SA criteria

4.4.8 CRITERIA AND PROCEDURES FOR EVALUATION (Nancy Moreland)

**Strengths**
1. Periodic, regular evaluation procedure

**Weaknesses**
1. Procedures are not standardized.
2. Is SUMMA institutional mean valid?
3. No standard evaluation for supplemental, part-time, or adjunct

NOTE: 16 SUMMA tied to promotion?

4.4.9 PART-TIME (Diana Cox)

**Strengths**

**Weaknesses**

1. No policy on professional, experiential, scholarly preparations.
2. No established and published policies concerning employment orientation, supervision, evaluation
3. For part-time, 18 graduate semester hour6 in teaching field and mandatory enrollment in TRS
4. No statement on personnel file
5. Need for a statement: dept. chairman will evaluate part-time on a semester or yearly basis.
6. No statement of duties, like student access, attendance at dept. meetings, etc.
7. No statement on criteria for adjunct faculty
information from the AMP committee on community assessment and from LLLC and Counseling Center self studies suggests the following:

1. Testing and Counseling staff will be called upon to increase services due to commitments to meet TASP requirements.
   - faculty requests for expanded testing services.
   - faculty requests for more effective advising of evening and vocational students, student groups who are expected to increase in number.
   - increases in the number of single parents, a group often requiring special counseling/advising.
   - increases in the number of poorly prepared students, students who heavily utilize counseling assistance.
   - possible articulation agreements with WTSU, agreements which will bring requests for student advising from counselors.

Opportunities
This presents the possibility of more efficiently utilizing the Counseling Department professional staff to enhance student retention and prepare growing student populations, eg. adult women/single parents, to enter mainstream academic and vocational programs.

Threats
Testing programs, in particular, may call for additional resource commitments in an era of scarce resources.

2. Instruction will increasingly involve educational technologies, including telecommunications, computers, other A/V devices, and CD ROM.

3. Instructional support professional staff will be called upon to provide more on-line library services, increased levels of hardware support, and increased training in the use of educational technologies.

Opportunities
- Opportunities will exist to more effectively meet individual needs of students in outlying areas of the AC service district.
- Opportunities will exist for teaching faculty to renew and expand upon their instructional delivery skills.
- Opportunities will exist for faculty to readily access information resources from research libraries and various data bases throughout the United States.

Threats
Again, fiscal and personnel resources will be required in a time of scarce resources.
No standardized evaluation system exists for "non-teaching" faculty. One should be established.

The system for promotion and rank for "non-teaching" faculty may not be consistent with that for other faculty.

No standardized system for workload exists for "non-teaching" faculty. One should be established.
<table>
<thead>
<tr>
<th>Field</th>
<th>WT Degrees</th>
<th>Tech Degrees</th>
<th>PhD</th>
<th>MA</th>
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<tr>
<td>ACcess</td>
<td>6 of 11</td>
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<td>Behavioral Studies</td>
<td>6 of 43</td>
<td>5 of 43</td>
<td>3</td>
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<tr>
<td>Business</td>
<td>27 of 43</td>
<td>8 of 43</td>
<td>2</td>
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</tr>
<tr>
<td>Industrial Technology</td>
<td>7 of 16</td>
<td>5 of 16</td>
<td>2</td>
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<tr>
<td>Language and Communications</td>
<td>8 of 42</td>
<td>8 of 42</td>
<td>0</td>
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<tr>
<td>Nursing</td>
<td>20 of 31</td>
<td></td>
<td>0</td>
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</tr>
</tbody>
</table>
Science and Engineering

8 of 40 WT
9 of 40 Tech

(low MA = less than 50%)

Total
87 of 267 WT degrees
27 of 267 Tech degrees

4 PhD

11 PhD

**33% of faculty degrees are WT degrees.** possible threat/weakness

**10% of faculty degrees are Tech degrees.** ok

*** 3% of faculty degrees are AA. ok

***49% of faculty degrees are BA. ok

***43% of faculty degrees are MA. possible weakness

**Allied Health Business (PhD compensate.)

Industrial Tech Nursing

*** 5% of faculty degrees are PhD. weakness

**Language and Communications
University Parallel Faculty Only: Degrees, Experience, Rank

**Access**
- low in rank and experience

Behavioral Studies
- good degrees, senior rank, experience spread

Business
- good overall spread

Fine Arts
- good overall spread

Language and Communications
- all faculty with MA but no PhD, good spread except heavy on full professors

Science and Engineering
- good overall spread

Total: 4% BA / 82% MA / 13% PhD
- strength for BA/MA
- possible weakness for PhD

57% 21+ years experience
- strength in experienced faculty
- possible weakness in need for new blood

59% associate and full professor
- strength based on experience rank advancement with years of service appropriate
All Board Appointed Credit Faculty
  Degrees, Experience, and Rank

(To be considered with University Parallel faculty)

Allied Health       low in years of experience
                     low in rank
Business            good spread
Industrial Technology high experience, low rank
Nursing             low in years of experience
                     lower degrees

**Totals**
Longer service, 50/50 in rank

Possible weakness   Allied Health instructors leave because of pay.
                     Industrial Tech has experience, not degrees, therefore not rank.
                     Nursing should push for higher degrees.
                     Faculty leave for higher paying jobs.
Faculty Profile: Demographic
1981-1988

Fewer board-appointed *, X
Small increase in part-time and FTE *,X
Older faculty #,X
Fewer department heads *
Number of men and women closer to equal
Fewer minority faculty
Negligible salary increase X
Biggest drop in 12-month faculty *

Strengths
*Cost effective
#Experienced

Weaknesses
X possible negative effect on teaching quality
Faculty do in 11 months what they did in 12.
Need to recruit minority faculty
Need to increase salaries

Equal M/F ratio
Full Time Equivalent Instructors
Board Appointed, 1981-1986

Increase by Division
- Allied Health
- Nursing

Department
- Child Care
- Commercial Electronics

Biggest Drop by Division
- Business (6 teachers)
- Science and Engineering (6 teachers)

Department
- Electronic Tech
- Office Occupations

Overall down 16 total or 9%

Comparison with Supplemental Faculty 1987

Divisions using most Business 80
- Allied Health 33
- Language and Communications 29

Total 701, 466 for Continuing Ed
- 225 other

7% more male than female

Areas of greatest increase use part-time.
Areas of greatest drop use part-time.
Part-time are replacing full time.
Examples: 45 hrs or 1 1/2 full time cost only $11,925 by using part-time in the English Department.

16 hrs or 1 full-time in CIS cost $4,240.

Strengths
College saves money.
Faculty who want overloads make more money.
Money saved on faculty can go to faculty development.

Weaknesses
Quality of part-time is questionable.
Full-time faculty teach more students.
Money saved on faculty does not go to faculty salaries.

Adelman’s memo
8.5% drop in full-time faculty
2.7% drop in headcount
Therefore, more students per faculty instructor.
Salary

Part-time and Supplemental

AC = $795.00
32 schools higher McLennan highest with $1581-1920.
6 schools lower Howard lowest $624.
10 undetermined

Regional
AC
Clarendon 792
Frank Phillips undetermined
Howard 624
South Plains 990
Western Texas 800 BA/ 900 MA

If AC is to continue to use Part-time, pay should increase.

Q?? What amount was paid to part time in 1987-1988?
percentage of total faculty pay goes to part-time?
is the monetary savings %?

Full-time
AC = $20,223 for beginning Bachelor
22 schools higher Victoria highest
17 lower Ranger lowest
10 undetermined

AC is higher than all area schools. strength
lower in state average and median salary. weakness

AC = $29,947 high after 10 years
22 higher McLennan and American Educational Complex highest
14 lower Austin Community- College lowest
13 undetermined

AC is higher than other area community colleges. strength
lower in state average and median salary. weakness
Faculty Committee  
Assumptions Based on the Community Assessment Report  
(Detailed version based on Business, Industry, and Education)

Amarillo College should play an important role in retraining area employers, employees, and faculty in new fields and specialities created by evolving technology.

Faculty in business, technology, and vocational areas especially can effect positive small businesses to become aggressive, competitive, and productive.

Faculty should support development of a center to boost business and Industry and meet the demands they bring about.

If the disparity between entering students' preparation and the college's expectations for basic skills continues to grow, faculty will be teaching a large number of students who take remedial courses. More remedial teachers will be needed; dropout rates could increase unless faculty meet the needs of students.

Faculty will needed in computers, technology, small business, basic skills, and human relations. Furthermore, faculty must assist local businesses in the community.

Amarillo College faculty will be asked to do in-house education for local businesses.

Amarillo College faculty must realize that competition to teach in prison will exist between Amarillo College, TSTI, and possibly West Texas State University.

Better tracking of Amarillo College graduates could be helpful to faculty as a basis for self evaluation, course evaluation, and curriculum evaluation.

Faculty should be knowledgeable of the changing Amarillo profile: one-parent families, increase in average age, increase in high school dropout rate, and increase in job related stress.

Faculty should be involved in acquiring alternative funding sources.

Faculty must be politically active to convince state leaders to improve funding for community colleges.

Faculty should be aware of the impact Texas State Technical Institute and private training centers such as AT1 have on Amarillo College.
Amarillo College Faculty must promote Amarillo College and its programs as well as a positive image of Amarillo.

Faculty must have a substantial role in marketing.

Faculty should be aware that Wayland and Texas Tech exhibit a spirit of cooperation with Amarillo College.

Amarillo College faculty will be asked to market its skills to the business community.

Harrington Library Consortium, a very positive part of Amarillo College, should be continued and expanded.
Faculty Committee
Implications Based on the Community Assessment Committee Report
(Synthesis Version)

Faculty will need to be retrained to meet the demands of the community in specific areas: technology, handicapped, underprepared, bil-lingual, older, single parent, and prison.

Faculty should continue and expand its role in the business sector in a progressive and dynamic manner.

Faculty should promote AC with prospective and current students, business and professional people, other colleges, and political officials.

Faculty should expand its role in economic development.

Faculty must be knowledgeable of the diverse population it will serve, as well as the influence on the growth of the faculty caused by higher, lower, or stable population.

Faculty should increase its role in recruiting, advising, placement, and retention.

Faculty should monitor existing programs and recommend need for modification or new programs.

Areas of increase in faculty include basic skills, self-improvement, communications, business, and technology.

Faculty should be aware of the benefits of grant and public money to faculty and students as well as the college as a whole.

Diligent selection and use of part-time and additional full-time faculty should be emphasized. Increase in minority faculty and students should be done to improve minority effectiveness in Amarillo.

Faculty should be aware of the influence of WTSU, TSTI, Wayland, and Texas Tech as well as private commercial training centers like ATI.

In order that Amarillo College be an effective part of the community, the concept of "lifelong learning" must become part of the philosophy of the college.
Information for
Faculty Implications

Selection

Because Hispanic population will grown, more faculty should be Hispanic and bi-lingual in Spanish.

Black faculty should be recruited.

With the increase in graduates, more faculty may be needed in all areas.

More part-time faculty may have to be utilized to offset a decline in enrollment if the cost of living goes up too much.

Population growth in the area should be positive for AC. The increased number of students should indicate an increased need for faculty whether full or part-time.

More faculty positions may be needed to accommodate needs of divorcees and single parents with job training or a degree.

Faculty may be more involved in teaching community service-type courses (money-management, etc.)

Community

Educating voters as to the college’s needs may be effective in obtaining tax increases. The faculty usually is the best political tool.

As AC gets better acquainted with community needs through the people, it can be more involved thus can expect more cooperation for bond elections, etc. Faculty will directly benefit from this situation.
Compensation

* Amarillo College should provide comparable salaries for those faculty teaching in business and high tech areas so that teachers with these skills may not leave the college for higher paying jobs in these fields.

Faculty from business or high tech areas may be difficult to hire because of salary differences.

(Technology)
The college will need to devote significant resources to ongoing training of all faculty in educational computing applications, and to phases of computer utilization to their respective disciplines. These resources will include, but will not be restricted to fiscal resources, hardware, and faculty release time.

If the college continues to commit itself to extensive use of equipment for instructional support, fiscal resources may need to be diverted from other areas, including faculty salaries, to fund equipment purchases and maintenance.

If the college commits itself to extensive use of telecommunications, fiscal resources may need to be diverted from other areas, including faculty salaries, to fund telecommunications services. The college will need to deliver instruction in telecommunications, which ill require committing resources to this program.

(Education)
Faculty should be involved in acquiring alternative funding sources.

Faculty must be politically active to convince state leaders to approve funding for community colleges.
Professional Development

* In summary, faculty will be needed in computers, technology, small business, basic skills, and human relations. Furthermore, faculty must assist local businesses in the community.

(Demographics)

Faculty must prepare programs for recruiting, placement and retention of students with more limited skills and incomes.

More faculty must be trained to deal with a growing illiteracy rate.

Faculty must acquire a more broad-based knowledge of the needs of handicapped students.

Amarillo College, through faculty development programs, must design ways to improve methods for faculty to teach handicapped students--more workshops, orientations, staff development.

Faculty must be more creative in delivering information and explore new techniques for handicapped.

Faculty must be prepared to meet the needs of the community with respect to handicapped individuals.

Continued sensitivity to the needs of the handicapped must be evident at AC.

Special faculty education relative to specific handicaps must continue. Faculty must be prepared for emergencies associated with medical problems.

Faculty will need to be ready with new courses to address new business and industry related fields and “high-tech” to assist small businesses.

Faculty must be ready for expansion of specifically career-oriented programs and expanded vocational training opportunities.

The college faculty must be sensitive to the needs of the student returning for a career change. The concept of “life long learning” must become a part of the philosophy of AC.

Faculty will have to be creative in their methodologies if moneys for materials and hardware is cut.

(Technology)

The college will need to devote significant resources to ongoing training of all faculty in educational computing applications, and to phases of computer utilization appropriate to their respective disciplines. These resources will include, but will not be restricted to fiscal resources, hardware, and faculty release time.

The college will need to devote significant resources to ongoing training of faculty in new instructional delivery technologies. Faculty will need to commit time and effort in learning to effectively use new “teaching equipment.”
Curriculum

(Demographics)
ESL programs for ACcess should be monitored because of the decline Asian population.

Programs for women should be continued as well as adequate on-campus child care because of the increasing number of single parent women.

Faculty will be educating and re-educating older students, especially in A.A.S. areas.

No increase is necessary in liberal arts faculty according to assessment.

As the poverty level rises, faculty must aid students especially in vo-tech areas to upgrade jobs skills and increase basic skills.

Faculty will have to realize that programs may have to be curtailed or cut altogether due to funds, and that further increases in class size may occur.

Faculty must provide flexibility in delivery systems to reach the lowest levels.

The Literacy Council will continue to reach more students, thereby increasing the potential for more students to move into the AC Learning Center for instruction. More faculty will be needed to teach these students.

Expansion of ACcess Learning Center to meet these needs would open faculty positions.

ACcess can more fully develop and implement its developmental studies and special service areas to aid those with low reading levels. This action would help the students as well as take a big burden off faculty.

Enrollment in non-business related courses may decline reducing the need for some faculty members.

Developmental area will be more needed than ever. More faculty will be needed in this area.

(Technology)
Application of information-based technologies to instruction will enable faculty to more fully meet individual student educational needs. Distance learning technologies will allow AC faculty to “enter the homes” of learners throughout the panhandle. No longer will potential students be denied access to higher education because of their inability to travel to an AC campus.
Faculty should be aware of the Influence TSTI has on AC:
  decline In state funding
  duplication of programs
  decline In enrollment
  competitive marketing for students
  vacillating state control.

Faculty should be aware that ATI Is not a threat to AC except possibly In financial aid and marketing for students.

Faculty should be aware that Wayland and Tech exhibit a spirit of cooperation with AC.

A sustained effort to make AC faculty more accountable and to reduce attrition of students can combat a threat to the maintenance of high academic standards. AC faculty may feel threatened In a situation leading to low morale and loss of good faculty.
If faculty begin to more fully integrate telecommunications into their classes, significant resources must be committed to faculty training in telecommunications. Faculty will need to commit time and effort in learning to effectively integrate telecommunications technology into their instruction.

AC faculty will have the opportunity to examine and reshape their instruction, to develop their professional skills, and to enhance student learning through the application of potentially powerful new information-bases technologies.

Faculty will have to invest time and energy to keep abreast of rapidly changing information technologies.
Students

Students can, with proper education, fill the gap left by fewer qualified whites in industry and business.

Faculty must realize that more students will be working to stay in school and that costs will become an important issue.

Amarillo College faculty has the opportunity to assist citizens with disabilities in becoming educated and employable. Education for disabled persons and education of the public of their abilities is the key to employing disabled people, thus strengthening our economy. Faculty must support his position.

Unless placement and advising of students is carefully controlled, the level of students in regular classes vary drastically.

Special career guidance courses should be available for students.

Self improvement courses should be available for students.

AC needs to come up with suggestions on how to work with some of these returning students more effectively. Because school is frightening to them, they blame faculty in some cases. Dept. chairmen need to be aware of this sensitivity and stand by the faculty as well as considering student needs.

More individualization will be needed with a faculty who has knowledge in this specialized handicapped field. Classes need to be smaller. Instructors will need to spend more time on class preparation and follow-through with these students.

Faculty will be interacting more personally with disadvantaged students to help them feel a part of the learning environment.

Faculty must rely on Access to assist many of their students in the area of tutoring.

The Access Division will need more trained faculty to work with developmental students.

Faculty will need training to deal more effectively with the "adult learners." Faculty need to find ways to educate, retrain, and work with many of the minorities so they can fill leadership positions.
Business and Industry

Amarillo College should play an important role in retraining area employers, employees, and its own faculty in new fields and specialties created by evolving technology.

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Faculty from business or high tech areas may be difficult to hire because of salary differences.

Faculty should support development of centers to boost business and industry and meet the demands they bring about.

Faculty should be aware that stagnation in business and industry would precipitate a decline in student enrollment and thus faculty.

Teaching in the prison will cause faculty to make adjustments.

In summary, faculty will be needed in computers, technology, small business, basic skills, and human relations. Furthermore, faculty must assist local businesses in the community.

Faculty for handicapped and disadvantaged will be able to serve more people by being more active in the community.

AC may become a business training center. (IBM, etc.) More faculty may be needed in this area.

The College must take a leadership role in the assistance of small business development within the area as well as small business survival.

If AC does not lead the community forward, it may be left out.

Cooperation with WTSU and the Chamber of Commerce in business development could boost the communities’ perception of AC in the high-tech fields. Faculty must be involved as leaders in this movement.

AC faculty will be asked to do in-house education for local businesses.

AC faculty will be asked to market its skills to the business community.
Security

Aging faculty must be made aware of and receptive to change created by high tech.

(Education)
Faculty should be mindful that retrenchment, failure to keep salaries competitive, reduction in faculty, increasing faculty load, and increasing class size are possible.

Expansion of the college for larger population may give faculty greater job security. Enlarging West Campus may be a viable one.

Other

All faculty must promote AC and their own programs as well as a positive image of Amarillo in order to recruit good instructors.

Faculty must realize that competition to teach in prison will exist between AC and TSTI, and possibly WTSU.

Faculty should be knowledgeable of the Amarillo profile:
- one parent families
- increase in average age
- increase in high school drop outs rate
- increase of job related stress.

If the disparity between entering students’ preparedness and the college’s expectations for basic skills continues to grow, faculty will be teaching a large number of students who take remedial courses. More remedial teachers will be needed; drop-out rate could increase unless faculty meets students’ needs.

Faculty must be involved in finding soft money to assist the institution endeavors.

More money and more programs mean more faculty.

Expansion of the West Campus to become a “stand-alone” campus should be a top priority item.

Additional classroom and laboratory space on the West Campus may be required.

(Education)
Faculty should be aware of the influence WTSU has on AC:
- competition for students
- rise in tuition
- internal problems and resolutions of those problems
- decline in enrollment
- increase inarticulation between faculties
- implementation of stringent economic policies.

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Opportunities with regard to implications from Community Assessment Report:

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Faculty for handicapped and disadvantaged will be able to serve more people by being more active in the community.

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More faculty positions may be needed to accommodate needs of dropouts and single parents with job training or a degree.

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If AC does not lead the community forward, It may be left out.

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With the increase in graduates, more faculty may be needed in all areas.

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Self improvement courses should be available for students.

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If the college continues to commit itself to extensive use of equipment for Instructional support, fiscal resources may need to be diverted from other areas, including faculty salaries, to fund equipment purchases and maintenance.

The college will need to devote significant resources to ongoing training of faculty in new Instructional delivery technologies. Faculty will need to commit time and effort in learning to effectively use new "teaching equipment."

If the college commits itself to extensive use of telecommunications, fiscal resources may need to be diverted from other areas, including faculty salaries, to fund telecommunications services. The college will need to deliver Instruction in telecommunications, which will require committing resources to this program.

If faculty begin to more fully integrate telecommunications into their classes, significant resources must be committed to faculty training in telecommunications. Faculty will need to commit time and effort in learning to effectively integrate telecommunications technology into their instruction.

AC faculty will have the opportunity to examine and reshape their instruction, to develop their professional skills, and to enhance student learning through the application of potentially powerful new information-based technologies.

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Faculty will have to Invest time and energy to keep abreast of rapidly changing Information technologies.

Education

Faculty should be aware of the Influence WTSU has on AC:
- competition for students
- rise in tuition
- internal problems and resolutions of those problems
- decline in enrollment
- increase in articulation between faculties
- implementation of stringent economic policies.

All these conditions are opportunities for AC faculty.

Faculty should be aware of the Influence TSTT has on AC:
- decline in state funding
- duplication of programs
- decline in enrollment
- competitive marketing for students
- vacillating state control.

Faculty should be aware that ATT is not a threat to AC except possibly in financial aid and marketing; for students.

Faculty should be aware that Wayland and Tech exhibit a spirit of cooperation with AC.

AC faculty will be asked to do in-house education for local businesses.

AC faculty will be asked to market its skills to the business community.

Faculty should be Involved in acquiring alternative funding sources.

Faculty must be politically active to convince state leaders to approve funding for community colleges.

A sustained effort to make AC faculty more accountable and to reduce attrition of students can combat a threat to the maintenance of high academic standards. AC faculty may feel threatened in a situation leading to low morale and loss of good faculty.

Faculty should be mindful that retrenchment, failure to keep salaries competitive, reduction in faculty, increasing faculty load, and increasing class size are possible.
Curriculum

(Demographics)
ESL programs for Access should be monitored because of the decline in Asian population.

Progress for women should be continued as well as adequate on-campus child care because of the Increasing number of single parent women.

Faculty will be educating and re-educating older students, especially in A.A.S. areas.

No Increase Is necessary In liberal arts faculty according to assessment.

As the poverty level rises, faculty must aid students especially in vo-tech areas to upgrade job skills and Increase basic skills.

Faculty will have to realize that programs may have to be curtailed or cut altogether due to funds, and that further Increases In class size may occur.

Faculty must provided flexibility in delivery systems to reach the lowest levels.

The Literacy Council will continue to reach more students, thereby Increasing the potential for more students to move into the AC Learning Center for instruction. More faculty will be needed to teach these students.

Expansion of Access Learning Center to meet these needs would open faculty positions.

Access can more fully develop and Implement Its developmental studies and special service areas to aid those with low reading levels. This action would help the students as well as take a big burden off faculty.

Enrollment In non-business related courses may decline reducing the need for more faculty members.

Developmental area will be more needed than ever. More faculty will be needed In this area.

(technology)
Application of Information-based technologies to Instruction will enable faculty to more fully meet individual student educational needs. Distance learning technologies will allow AC faculty to “enter the homes” of learners throughout the Panhandle. No longer will potential students be denied access to higher education because of their Inability to travel to an AC campus.
MEMBERS OF ACADEMIC POLICIES COMMITTEE

1. Carl Fowler
2. Reagan Hathcock
3. Joyce Hinsley
4. Brenda Jackson
5. Harrell Line'
6. Janet Loper
7. Larry Patterson
8. Willie Weaver

Special Assistance Given By:

1. Bobbie Jester
2. La Von Nelms
3. Jan Pearcy
Definition:

College policies are institutional and departmental guidelines that govern administrators, faculty, staff, and students. Academic policies are specifically those statements which relate to the teaching/learning process. In many cases it is difficult to decide whether a college policy does affect the teaching/learning process. For this reason, the Academic Policies Committee has examined all college policies.

Sources:

- Board of Regents Manual
- Amarillo College Faculty Handbook
- AC Adviser
- Amarillo College Student Rights and Responsibilities
- AC Catalog
- Policies and Procedures Manual for Supplemental Faculty
- Handbook for AC Community Service Instructors
- Handbook for AC Adult Vocational Educational Instructors
- AC Testing Policies
- Examinations
- Division or Department-wide policies
- Academic Placement Testing Policy
- Office of Financial Aid publications
- Lynn Library policies
- Registrar and Business office policies
- Letters of policy sent out by Dr. Byrd
- Letters of policy sent out by Dr. Gennett

Overview:

The Southern Association of Colleges and Schools states in its Criteria for Accreditation that all policies must be published and be in accord with the purposes of the institution. Most of the policies at Amarillo College are published in college publications which are available to everyone. The policies seem to implement the mission and goals of the institution. Most policies are first approved by the Academic Affairs Committee - a cross section of administrators and faculty.

The most comprehensive source of college-wide policies for students is the AC Catalog; the most important of these policies are restated, though not necessarily in the same form, in the Adviser and the Students Rights publication, along with items of general information. Other policy statements are found in the publications, letters, and documents coming from the Registrar's Office, the Business Office, the Academic Dean, Student Dean, and the Office of Testing and Counseling.

The primary sources of policies governing the faculty are the Faculty Handbook and the Regents' Handbook, the latter being the best general source of all types of policies, including some not found elsewhere. The special faculty handbooks/manuals also include some policies, along with instructions and items of general information.

There are many other areas (see list of sources) where policies can be found including manuals printed by individual departments or for individual majors. These policy statements range from the very comprehensive division handbooks to syllabus-type handouts with a much narrower focus.
STRENGTHS

Most college policies do comply with national and state regulations. Loose leaf format of Faculty Handbook facilitates revision. Testing policies are strong. Board Policy Manual and Faculty Handbook contain most policies. Student Rights and Responsibilities given to student. Policies support academic freedom.

AC Adviser and Student Rights and Responsibilities, good sources of student policies.

Publications which include policies are circulated to the community. Policies are given to part-time and supplemental faculty. Department policies where available are clearly defined.

Many policies have been updated. "I" contract policy is working well but needs minor revisions.

The Academic Affairs Committee is a cross section. Most policies are in writing. Most faculty, staff, and administration adhere to college policies.

Most students obey policies.

New policies first published in Ranger.

Department involvement in policy making.
WEAKNESSES

Policies are not always consistent. (Final exam, faculty reduction)

Some information in policies is too specific. (Names, offices, dates)

No one place where all policies are located.

Policies not known by all faculty and staff.

Community Service handbook needs updating.

Community Service/Adult Vocational manuals are too similar.

All oral policies should also be in writing. (exams, attendance)

Five year policies to graduate - too limiting.

Confusing policies - Honors Program vs. Honors graduates.

Not all policies approved by Academic Affairs committee.

Too much detail concerning residency in AC Adviser.

Committees working on policies - nothing done. (syllabus)

Policies regarding Honors Convocation - too weak to have meaning.

Degree requirements are waved too often.

"Dunning" policies of business office not for the classroom.

Maximum enrollment policy too often exceeded.

Too many people (departments) sending out letters of policy. (loans)

Credit by Exam policy (catalogue) needs to state no grade assigned.

Sane departments do not proof catalogue information and Adviser well.

All programs are not listed in catalogue.

"WP" and "WF" have no meaning.

Sane terms in policies are not defined. (Fulltime student, unit of credit, department officer)

Some policies have outdated terms (open period, college nurse, quality points)

Refund information in catalogue not clear.

AIDS policies not in catalogue.

No on-going review of policies.
No index of policies.

Final drop date too late.

No follow through on department review policy.

Many policies are not enforced.

Policies should include out of district. (Tulla)

No policy exists concerning the following:

[Statement in faculty handbook on Summa. Bankruptcy policy.
Clear policy on posting grades. (classroom)
Policy on faculty consulting.
High school articulation policy.
Policy on correspondence classes.
Audit fee policy.
Policy on transfer of "D" grades.
Policy of pass/fail.
Zero level policy in college catalogue.
Policy on time for students to wait in class for an instructor.

Distribution of supplemental handbook weak.

Too few policies governing high school students attending AC.

Who has the final approval of college policy?

Are policies checked with other institutions?

Refund policy is slow.

Credit for experience - when is it awarded?
All s&tool-wide and department-wide policies should be listed in one location with an index. (Faculty Handbook, Board Manual, or separate Policies Handbook)

All college-wide academic policies should be approved by the Academic Affairs committee before going into effect. All other policies should be approved by the appropriate vice-president.

All college-wide changes in policy should be sent to all faculty.

The Academic Affairs Committee should have all divisions represented. (Should be composed of all department chairman plus permanent members)

The Faculty handbook committee should be a consistent, ongoing committee that reviews policies and keeps the handbook updated. This should include Summa, travel, meals, posting of grades, etc.

In the college catalogue there should be an index listing for academic policies.

An effort should be made to meet with all faculty and go over the updated Faculty Handbook. (The Southern Association requires policies to be clearly defined and made known to faculty and staff.)

The Community Service and Adult Vocational manual should be combined.

All policy statements from one area should be sent out by the same person.

The committee must constantly check AC policies with other colleges. (Probation, honors, etc.)

All policies must have teeth to have any validity and respect.

Words in policies need to be defined. Do not use outdated terms in policies.

The Supplemental Manual should be updated.

We should move toward a two year college catalogue. (also combine same Advisers)

The official permanent records of the college should remain in the Registrar's Office. At the end of each semester the faculty gradebooks should be microfilmed and kept in a central location.

If a policy is repeated in more than one publication it should be stated identically.

We need an organizational chart in the Faculty Handbook. (Process for policies)
We need policy statements on such areas as:

- Honors Program versus Graduating with honors
- I-9 policy
- Transfer of "D" grades
- Summa
- Bankruptcy
- Posting grades
- Staff and Faculty consulting
- Pass/fail
- Articulation agreement
- Correspondence classes
- Student role in college decision making
  (Southern Association)
- Minimum requirement for syllabus
- AIDS in catalogue
- New smoking policy
- Zero level policy in college catalogue
- Policy on time for students to wait in class for an instructor

We need to change policy statements dealing with:

- Five year graduation policy
- Honors Convocation - Honors students
- WP and WF policy
- High school students attending AC
- Teaching experience in Faculty Handbook
- Dropping down to NC in a class
- Audit fee
- I policy (Instructor or instructor and student to sign,
MEMORANDUM

July 12, 1988

TO:                      
FROM: Reagan Hathcock
SUBJECT: Assumptions from Community Assessment Report  
         Related to College Policy

Need to have additional co-operative education policies.

Need a policy on who is in charge of a small business programs,

Change the policy to no exceptions for assessment tests.

Need better guidelines for student work hours and number of classes taken.

Policy on computer literacy.

The policies in the Advisory Committee Handbook should be updated and stressed 
to each committee member.

Need more policies of articulation with West Texas State University, A.I.S.D., and T.S.T.I.

Strengthen policies governing duplication of courses at A.C and other 
institutions of higher education in our service area.

Need to project policies and guidelines needed for teaching classes in the new 
Amarillo state prison.

Need clear cut policies on class sizes at A.C. with concrete limits.

Need an academic bankruptcy policy.

Need clear cut policies on how training courses in technology will fit into a 
degree program.

Need to expand policies of older students auditing classes in order to provide 
more opportunity.

Need policy of minimum skills needed before a student can register for a certain 
class.

Policies and guidelines dealing with financial aid must be clearly stated and 
fairly administered to all students.

Need to make sure that all local business “in-house” educational programs can 
relate to a degree or certificate requirement.

Guidelines need to be stated in Faculty Handbook about responsibility of faculty 
in the Amarillo community as well as the college.
Policies governing work study students need to be clearly expressed to all students.

Policies related to A.C Child Care Center will need to be updated because of increased utilization.

A.C. must make greater effort for part-time students to be aware of all college policies.

Need to update all policies related to off-campus courses.

Policies governing class schedules need to be as flexible as possible (mini semesters, week-end classes, afternoon classes).

Need clearly defined policies on faculty loads.

With the increase of non-credit classes, we may need additional policies.

Need clearly defined policies on transferability of remedial courses,

If A.C. establishes centers as outlined in the Community Assessment Report, many new policies will need to be developed.
The Academic Policy Committee of the Academic Master Plan has examined all college publications. The committee has reviewed at both policies and guidelines related to both academic and non-academic related areas. The members of the committee have also examined the assumptions as outlined in the Community Assessment Committee Report. Policy implications were drawn out of this report (memorandum dated July 12, 1988).

In comparing and contrasting the two sets of implications the Academic Policy Committee would make the following recommendations:

- A clear organized system for updating policy must always be in place.
- All policies and guidelines should be listed in one central publication with specific guidelines of who will be responsible for enforcing the policy,
- Needed areas where no policies or guidelines exist must be established (page 6 in report).
- Many policies need refinement (page 6 in report).
- Students, faculty, and staff must always be kept abreast of college policies and guidelines.
- Policy statements should be uniform throughout the college.
- Although some policies need to be flexible, for the most part policies should be uniformly enforced.

It is the conclusion of the committee that given the flux today in education, and particularly in community colleges, there will be a great need in future years to revise on an ongoing basis college policy and guidelines. The first step toward this will be to clean-up, pull together, and make uniform all existing college policies whether they are formal or informal. A committee is needed to start this process.