**Vetting the Mission**

***MISSION***

*Amarillo College – enriching the lives of our students and our community.*

**Definition:** A sentence stating the complementary purposes and characteristics that distinguishes the college from others. It gives specific direction and priorities for goal formation.

**SACS-COC Core Requirement 2.4**: The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. **(Institutional**

**Mission)**

**SACSCOC Comprehensive Standard 3.1:** The mission statement is current and comprehensive, accurately guides the institution’s operations, is periodically reviewed and updated, is approved the governing board, and is communicated to the institution’s constituencies. **(Institutional Mission)**

**Ensuring Fulfillment of SACS-COC Requirements:**

* Must include EVERYTHING (e.g. instruction and public service) Amarillo College is doing to serve all of its stakeholders (i.e. students, community, employees, Board of Regents, etc.)
* When revising AC’s mission, be sure it reflects the current economic downturn and budget limitations.
* Results from effectiveness indicators for the mission must be produced regularly, reported publicly, and used systematically in decision-making

**Proposed Effectiveness Indicators from Strategic Plan Writing Team: (3/12/10)**

Definitions for “enriching “:

* act of making more meaningful,
* adding value,
* greater return on investment (ROI),
* transforming, or
* fertilizing

**Potential indicators for assessing AC’s effectiveness in “enriching the lives of our students”:**

Primary question: Did desired changes occur for our AC students?

Direct outcomes: Know = demonstrate that each student was able to accomplish the primary expectation

* CTE/Perkins measures
* General education competencies achieved
* Program competencies achieved

Indirect outcomes: Feel = satisfaction surveys

 Graduating Student Surveys

 Number of students who transferred general education core curriculum

 Number of students who transferred the field of study (FOS) curricula

**Potential indicators for assessing AC’s effectiveness in “enriching the lives of our students”:**

 Primary question: Did desired changes occur within the communities where AC has campuses and/or within AC’s service area?

“Amarillo College is the catalyst for changing our community.”

 Possible specific indicators:

Qualitative assessment via focus groups:

* Culture, civic, and community engagement offerings which would not be possible without AC’s contributions

Quantitative assessments:

* Trend line for the service area’s educational attainment
* Comparison of AC’s service area’s educational attainment to the educational attainment of average of the peer group of community colleges (Large Colleges within THECB Accountability System)
* AC’s tax abatements and training of employees for Bell Helicopter Textron, Alstom, etc. resulted in -
	+ low-employment trend line
	+ lowest-employment within the state (trend line comparison)
	+ number of trainees though Skill Development Fund (SDF) grants
	+ amount of dollars saved to the partner companies because of SDF grants