



Amarillo College

# Strategic Plan through 2015

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## **Amarillo College Strategic Plan Through 2015**

### **President's Message**

In the summer of 1929, the citizens of Amarillo were asked to answer an important question—did they want to establish their own college? On July 16, 1929, citizens answered that question with a resounding “Yes!” in a 76-percent affirmative vote.

On September 16, 1929, a new fledgling college opened its doors in the East Wing of the Municipal Auditorium on Lincoln Street with 86 students and 7 faculty members. A little more than a month after opening, events following Black Thursday on Wall Street would threaten the survival of Amarillo College, but the new little college held on and continued through the Great Depression. Such is the strength and commitment of Panhandle folks.

Amarillo College has now provided quality educational opportunities for its students at an affordable price for 81 years. Today AC serves more than 11,000 academic students and 28,000 continuing education students on six campuses.

While we are proud of our past, we are truly excited about our future. In these challenging times, it is essential that we set out a “roadmap for the future.” This Strategic Plan charts the future course of Amarillo College.

As our mission declares, “Amarillo College is enriching the lives of our students and community.” Simply put, with our vision for the future we “aspire for every student to have a success story.”

This **Strategic Plan Through 2015** is the product of significant input from our stakeholders—current and former students, faculty, staff, business and community leaders, and our Board of Regents. It truly reflects the best collective thinking of our constituents.

In developing this plan it became abundantly clear that student success is more important than ever before. We believe this plan reaffirms our commitment to “help every student to succeed,” as we change lives, assist students in achieving their dreams, and create futures.

Implementation of this Strategic Plan will ensure not only our goal of a quality educational opportunity for all our students, but also our commitment to respond to community and regional needs, a collaborative spirit, responsible stewardship, and much more.

One of AC's greatest strengths has always been enthusiastic, genuine and enduring support from our community. For that endorsement and support, we are truly grateful. We pledge to continue to earn the trust of our community each and every day.

Our mission is noble . . . our future is challenging and compelling. Using this Strategic Plan as a roadmap, with your help, we will create a bright and successful future as we serve our students and our community with energetic optimism, commitment, and a positive spirit. I invite you to join us on this important and remarkable journey . . .

**Dr. Paul Matney**  
**President**

## **Development and Implementation of the Plan**

This Strategic Plan maps the immediate future of Amarillo College. The plan's enduring components are the values, vision, mission, core purpose and goals. Each component emphasizes those we serve—our students and our community.

Development of this plan took a year to complete and involved input from more than 550 stakeholders. Peter Drucker's strategic planning model was used in its development. The development process began with surveys containing questions mapped to the components for a strategic plan. Focus groups were added to ensure a broad representation of key community members. More than 230 students, 140 employees, 60 community representatives and members of the Board of Regents responded to the questions from the surveys and focus groups. After the President's Cabinet reviewed these responses and proposed the enduring components, more input from across the College was desired. Thus, a large number of various groups vetted them. To determine the strategies and tasks, front-line managers from across the College were assembled to determine constraints (policies and resources). These constraints were used by the senior administrators in determining the concerns and issues (barriers, causes and effects), and then strategies and tasks began to emerge. All strategies and tasks were vetted by the front-line managers and the senior administrators. The proposed Strategic Plan was shared with all faculty and staff as a part of the vetting process. After the President's Cabinet finalized the Strategic Plan, the Strategic Plan Writing Team edited it. The President's Cabinet approved the plan on August 3, 2010 with Board of Regents approval on August 13, 2010. The [Strategic Plan through 2015 Development Process](#) is archived on the AC website.

A plan is only valuable if it is followed. Implementation of the plan begins with distribution during fall 2010. Primary publication of the plan will be on the Web with limited print copies. The second and most important stage in implementation is fulfillment. The President's Cabinet has agreed that the annual plans for every AC department and program must include at least one correlating task as assigned by the appropriate Cabinet member.

The program-review process that occurs every five to seven years requires departments and programs to identify what improvements and revisions have resulted from the strategic plan. All improvements and revisions will be archived in AC's Tk20 database. President's Cabinet has also agreed that budgeting in the future must be based on this plan. Therefore, all major assessments for the College's institutional effectiveness will revolve around this plan.

This five-year plan will serve as a driving force in Amarillo College's quest to be a community college that puts students and community first.

**Danita McAnally**  
**Dean of Assessment and Development**

**Environmental Scan**  
**Development of STRATEGIC PLAN through 2015**  
Topics approved by President's Cabinet – November 17, 2009  
Updated July 20, 2010

- ✚ **Funding** sources for community colleges continue to diversify. More reliance on competitive grants and less formula-based funding from the state will occur. Federal stimulus funds offer community colleges new dollars, but competition for those dollars will be intense during upcoming years. A one-in-five chance for successful awards has now become only a one in thirty chance. New funders have additional expectations (pilot programs, implementation of literature-based methodologies, limited student populations) of community colleges beyond the core purpose. Governor Perry has asked all state agencies including community colleges to reduce budgets by at least 5% in 2010 and 5% in 2011 and expect that reduced funding for the next biennium. The Texas Higher Education Coordinating Board (THECB) is proposed a shift from 100% of state funding being based on enrollment to a 90% enrollment-driven and 10% momentum points performance approach for community colleges in the next biennium.
  
- ✚ **Various stakeholders**, including new funders, will be competing to change the College's purpose and expand the mission. The State still expects "Closing the Gaps" to impact our direction, but proof of student benefit dominates.
  
- ✚ **Assessment and accountability**, as a unitary concept, will drive higher education decision-making. Community colleges will be expected to increase the number of completers (graduates and transfers). In addition, colleges will be asked to ensure value is added to students who complete courses and programs and prove that they can demonstrate knowledge, skills and attitudes that the State identifies in advance.
  
- ✚ **Job training and retraining** will continue to grow in importance especially during the ongoing economic downturn. The business/industry community wants colleges to aid students in completing training faster. More students will work at least 20 hours a week and thus business/industry will want these students to be stair-stepped through the educational process with credentials awarded throughout (career clusters). Industry-recognized certificates and new certificates for continuing education programs offer many students a head start. Employers also expect proof of student-learning outcomes.
  
- ✚ **The student population** continues to shift towards those students who have life issues such as poor language skills, lack of academic preparation, family obligations and limited financial resources. These students will need more funds for tuition and fees, but also extensive academic and support services delivered in new ways.
  
- ✚ **Technology** is a primary consideration for students when selecting a college. Colleges with a proven track record for engaging students through the use of technology have a distinct advantage. Arbitrary boundaries like service areas will be ignored because technology transcends spatial boundaries.

# Strategic Plan through 2015

## **VALUES**

*At Amarillo College, we value:*

- *Student Success*
- *Quality Education*
- *Opportunity for All*
- *Collaboration*
- *Community Responsiveness*
- *Responsible Stewardship*

## **VISION**

*At Amarillo College, we aspire for every student to have a success story.*

## **CORE PURPOSE**

*At Amarillo College, we help each student to succeed.*

## **MISSION**

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

## Goal 1: Expand Student Success



**MEASUREMENT OF GOAL 1: Between 2011 and 2015, student success, as measured by:**

**1.a percentage of first-time, full-time credential-seeking undergraduates who have graduated within four years, will increase by 1.5% per year to a total percentage of 23.7% and**

**1.b number of African-American students who have graduated annually, will increase by 14.6% per year to a total of 106 for a total increase of 100%, and**

**1.c number of Hispanic students who have graduated annually, will increase by 14.8% per year to a total of 426 for a total increase of 100%.**

**(Source: THECB projected "Closing the Gaps" Institutional Targets)**

**[http://www.txhighereddata.org/reports/performance/ctgtargets/ctgtargets\\_pdf.cfm?Goal=1](http://www.txhighereddata.org/reports/performance/ctgtargets/ctgtargets_pdf.cfm?Goal=1) )**

STRATEGIES	TASKS	DEADLINE(S)	PRESIDENT'S CABINET MEMBERS RESPONSIBLE
1.1 Adjust instruction and services based on assessment data.	1.1.1 Employees will use institutional data/evidence to determine sustainability and viability based on trend lines for instruction, academic support services, and student services.	Annually - 5/31/2011-5/31/2015	Vice President of Academic Affairs, Dean of Continuing Education, & Dean of Enrollment Management
	1.1.1.1 After matching institutional research staffing to demand for standard and ad hoc reports, institutional data/evidence will be updated upon certification of state reports to ensure timeliness and reliability.	10/1/2010	Dean of Assessment and Development

	<b>1.1.1.2</b> After expanding institutional data/evidence to include requested special populations/cohorts, instructional faculty and staff will analyze the needs of these populations as compared to the entire student population.	2/1/2011	Vice President of Academic Affairs, Dean of Continuing Education, & Dean of Enrollment Management
	<b>1.1.1.3</b> After receiving training through the Center for Teaching and Learning (CTL), employees will filter institutional data/evidence from the Office of Institutional Research.	2/1/2011	Vice President of Academic Affairs, Dean of Continuing Education & Dean of Enrollment Management
	<b>1.1.1.4</b> After receiving access to institutional data/evidence collected and reported by the College, division/department will hold meetings with faculty and staff to recommend budget requests based on proposed improvements and revisions for instruction and/or services.	10/1/2010	Vice President of Academic Affairs, Dean of Continuing Education & Dean of Enrollment Management
	<b>1.1.1.5</b> After analyzing relevant institutional data/evidence over a three year cycle as suggested/approved by the Texas Higher Education Coordinating Board (THECB):	10/1/2010	Vice President of Academic Affairs, Dean of Continuing Education & Dean of Enrollment Management
	<b>1.1.1.5.1</b> adjust those programs and/or services that have sustainability or viability concerns,	Annually - 5/31/2011-5/31/2015	Vice President of Academic Affairs, Dean of Continuing Education & Dean of Enrollment Management
	<b>1.1.1.5.2.</b> teach-out or close-out those instructional programs and/or academic support or student support services that are deemed unsustainable and not viable,	Annually - 5/31/2011-5/31/2015	Vice President of Academic Affairs, Dean of Continuing Education & Dean of Enrollment Management



	<b>1.1.1.5.3</b> add instructional programs and academic support or student support services that are deemed critical to the success of students, and	Annually - 5/31/2011- 5/31/2015	Vice President of Academic Affairs, Dean of Continuing Education & Dean of Enrollment Management
	<b>1.1.1.5.4</b> add course section offerings which provide an accelerated completion (less than the 16 week semester) for high-demand courses and/or those programs that are unable to meet THECB requirements for completers.	Annually - 5/31/2011- 5/31/2015	Vice President of Academic Affairs & Dean of Continuing Education
	<b>1.1.1.6</b> After participating in customized developmental courses and/or first-year experiences:	Annually - 5/31/2011- 5/31/2015	Vice President of Academic Affairs & Dean of Enrollment Management
	<b>1.1.1.6.1</b> Students who do not meet Texas Success Initiative (TSI) requirements will demonstrate competency in study skills during required developmental courses, and	Annually - 5/31/2011- 5/31/2015	Vice President of Academic Affairs & Dean of Continuing Education
	<b>1.1.1.6.2</b> students who did not meet the technology pre-assessment minimum level will demonstrate competency in using previously deficient computer and online skills.	Annually - 08/01/2011- 08/01/2015	Vice President of Academic Affairs & Dean of Continuing Education

	<p><b>1.1.1.6.2.1</b> CTL staff in cooperation with representation from faculty, Information Technology Services (ITS) staff, student services staff, library staff, and other instructional lab staff will identify or develop a pre-assessment of computer and online skills for students.</p>	7/1/2011	Vice President of Academic Affairs, Dean of Enrollment Management & Dean of Information Technology Systems/Chief Information Officer
	<p><b>1.1.1.6.2.2</b> CTL staff in cooperation with representation from faculty, ITS staff, student services staff, Library staff, and other instructional lab staff will develop tutorials/customized courses for improving student performance on computer and online skills based on pre-assessment.</p>	7/1/2012	Vice President of Academic Affairs, Dean of Enrollment Management & Dean of Information Technology Systems/Chief Information Officer
	<p><b>1.1.1.6.3</b> Students who desire accelerated entry into particular degree and certificate programs will be successful in completing the credential.</p>	Annually - 08/01/2011-08/01/2015	Vice President of Academic Affairs & Dean of Continuing Education
	<p><b>1.1.1.6.4</b> First-time, full-time students will demonstrate successful college-going student characteristics by remaining enrolled at least two long semesters after initial enrollment.</p>	Annually - 06/30/2011-06/30/2015	Vice President of Academic Affairs & Dean of Continuing Education

	<b>1.1.1.7</b> After instructional faculty and staff in conjunction with student services staff revise the first-year experience course, students will be able to:	Annually - 5/31/2011- 5/31/2015	Vice President of Academic Affairs, Dean of Continuing Education, & Dean of Enrollment Management
	<b>1.1.1.7.1</b> select the section based on career clusters,	Annually - 5/31/2011- 5/31/2015	Vice President of Academic Affairs, Dean of Continuing Education, & Dean of Enrollment Management
	<b>1.1.1.7.2</b> acquire college success skills,	Annually - 5/31/2011- 5/31/2015	Vice President of Academic Affairs, Dean of Enrollment Management, & Dean of Continuing Education
	<b>1.1.1.7.3</b> acquire financial literacy skills, and	Annually - 5/31/2011- 5/31/2015	Vice President of Academic Affairs, Dean of Enrollment Management, & Dean of Continuing Education
	<b>1.1.1.7.4</b> complete experiential learning options.	Annually - 5/31/2011- 5/31/2015	Vice President of Academic Affairs, Dean of Continuing Education, & Dean of
	<b>1.1.2</b> Student services and Office of Institutional Research (IR) staff will capture the primary intent for each student attending AC.	Annually - 10/15/2010- 10/15/2015	Dean of Enrollment Management & Dean of Assessment and Development
	<b>1.1.2.1</b> After student services revises the process for students to identify the student's primary intent for enrolling:	11/15/2010	Dean of Enrollment Management, Dean of Assessment and Development & Dean of Information Technology Systems/Chief Information Officer

	<b>1.1.2.1.a</b> IR staff will identify which students have accomplished their identified intent for each semester, and	11/16/2010	Dean of Enrollment Management, Dean of Assessment and Development & Dean of Information Technology Systems/Chief Information Officer
	<b>1.1.2.2.b</b> IR staff will extract aggregate data for students' intent and accomplished intent for each semester.	11/16/2010	Dean of Enrollment Management, Dean of Assessment and Development & Dean of Information Technology Systems/Chief Information Officer
	<b>1.1.2.2</b> After completion of registration each semester, the Office of IR will provide aggregated data from Colleague about student intent.	Annually - 10/15/2010- 10/15/2015	Dean of Assessment and Development
	<b>1.1.3</b> Student services and academic affairs will centralize, promote and train staff to provide assistance for services to meet each student's needs for student success and access.	6/30/2013	Dean of Enrollment Management & Vice President of Academic Affairs
	<b>1.1.3.1</b> After AC receives grant funding for the establishment of a "financial resources" office, student services staff will establish and maintain this office.	6/30/2012	Dean of Enrollment Management & Vice President of Academic Affairs
	<b>1.1.3.2</b> After AC establishes a "financial resources" office, all students and their families will be offered free financial literacy training.	6/30/2013	Dean of Enrollment Management & Vice President of Academic Affairs

	<b>1.1.3.3</b> After AC receives grant funding for a pilot program of approximately 100 students who will receive advising for the transition from high school to AC (transitional advisors), student services staff in conjunction with the Vice President for Academic Affairs (VPAA) will implement transitional advisors.	6/30/2013	Dean of Enrollment Management & Vice President of Academic Affairs
	<b>1.1.3.4</b> After student services staff implements transitional advisors for the pilot group of students, the IR staff will compare the retention, transfer and graduation rates of this pilot group to all AC students.	6/30/2014	Dean of Assessment and Development, Dean of Enrollment Management & Vice President of Academic Affairs
	<b>1.1.3.5</b> Academic and student services leaders will create and promote an early alert system that can be initiated by faculty, staff or students.	Annually- 06/30/2011- 06/30/2015	Dean of Enrollment Management & Vice President of Academic Affairs
	<b>1.1.4</b> Student services, academic support, and faculty will personally assist each student regarding available college and career opportunities.	Annually- 06/30/2011- 06/30/2015	Dean of Enrollment Management & Vice President of Academic Affairs
	<b>1.1.4.1</b> Gender Equity in the Workplace Team will assess the barriers to students enrolling and graduating in programs with low non-traditional gender.	Annually - 11/30/10- 11/30/15	Dean of Assessment and Development & Vice President of Academic Affairs
	<b>1.1.4.2</b> Gender Equity in the Workplace Team will propose solutions to barriers by discipline area.	Annually - 03/15/2011- 03/15/2015	Dean of Assessment and Development & Vice President of Academic Affairs
	<b>1.1.4.3</b> Academic leadership and advising staff will implement solutions to ensure enrollment and success of non-traditional gender students.	Annually - 06/30/2011- 06/30/2015	Dean of Enrollment Management & Vice President of Academic Affairs

	<b>1.1.4.4</b> After President's Cabinet writes a philosophy of student success statement and it is vetted by employees, College Relations staff will publish this philosophy.	1/30/2011	Dean of Communications and Marketing, Dean of Assessment and Development & President
<b>1.2 Synchronize recommendations for career advising and course registration.</b>	<b>1.2.1</b> Academic advisors and faculty/staff will agree on career advice and course registration based on particular career clusters and pathways.	Annually - 06/30/2011-06/30/2015	Vice President of Academic Affairs & Dean of Enrollment Management
	<b>1.2.1.1</b> After Career and Technical Education (CTE) faculty and career cluster director(s) develop core curricula for assigned career clusters:	Annually - Based on assigned career clusters	Vice President of Academic Affairs, Dean of Continuing Education & Dean of Enrollment Management
	<b>1.2.1.1.1</b> AC CTE faculty will match the course competencies identified in the syllabi based on the end-of-program or end-of-career pathway skills,	Annually - 08/01/2010-08/01/2015	Vice President of Academic Affairs & Dean of Continuing Education
	<b>1.2.1.1.2</b> AC advisors and faculty/staff will use the career cluster pathway matrices (programs of study) to advise and register students, and	Annually - 06/30/2011-06/30/2015	Vice President of Academic Affairs, Dean of Continuing Education & Dean of Enrollment Management
	<b>1.2.1.1.3</b> AC career cluster director(s) will train AC advisors, faculty and area high school career guidance experts on alignment between AC and high school career pathways.	Annually - 10/30/2010-10/30/2015	Vice President of Academic Affairs, Dean of Continuing Education & Dean of Enrollment Management

<p><b>1.3 Certify quality instruction and academic support services.</b></p>	<p><b>1.3.1.</b> Instructional leadership will assess the quality of each degree and certificate program.</p>	<p>Annually - 06/30/2011 - 06/30/2015</p>	<p>Dean of Assessment and Development, Vice President of Academic Affairs &amp; Dean of Continuing Education</p>
	<p><b>1.3.1.1.</b> After receiving and discussing assessment analysis of common course sections, all faculty will revise course sections for consistency in student learning outcomes regardless of delivery method or faculty status across the curriculum.</p>	<p>Annually - 06/30/2011 - 06/30/2015</p>	<p>Dean of Assessment and Development &amp; Vice President of Academic Affairs</p>
	<p><b>1.3.1.2</b> After receiving and discussing assessment analysis resulting from student evaluations and performance of competencies based on CE courses by type, location and delivery approach, CE faculty and staff will revise course offerings for consistency in mastery of student learning outcomes across the College.</p>	<p>Annually - 08/01/2011 - 08/01/2015</p>	<p>Dean of Continuing Education &amp; Dean of Assessment and Development</p>
<p><b>1.4 Align AC learning outcomes with THECB outcomes which emphasize 21st century skills</b> (<a href="http://www.thecb.state.tx.us/index.cfm?objectid=2BE9C440-02E3-94FC-659B7B56F0EC7CD7">http://www.thecb.state.tx.us/index.cfm?objectid=2BE9C440-02E3-94FC-659B7B56F0EC7CD7</a>).</p>	<p><b>1.4.1</b> Instructional leadership will ensure students completing any course will meet student learning outcomes.</p>	<p>Annually - 08/01/2011 - 08/01/2015</p>	<p>Vice President of Academic Affairs &amp; Dean of Continuing Education</p>
	<p><b>1.4.1.1</b> After academic leadership ensures all general education core curricula courses include the student learning outcomes required by Texas Higher Education Coordinating Board (THECB), students as an aggregate group will fulfill these outcomes.</p>	<p>Annually - 08/01/2011 - 08/01/2015</p>	<p>Vice President of Academic Affairs</p>

	<b>1.4.1.2</b> After academic leadership ensures all academic courses meet the learning outcomes identified by THECB in Academic Course Guide Manual (ACGM), students who complete these courses will fulfill the assigned student learning outcomes.	Annually - 08/01/2011 - 08/01/2015	Vice President of Academic Affairs
	<b>1.4.1.3</b> After academic leadership ensures all career and technical education CTE and CE courses include the student learning outcomes required by THECB in Workforce Education Course Manual (WECM), students who complete these courses will fulfill the assigned student learning outcomes.	Annually - 08/01/2011 - 08/01/2015	Vice President of Academic Affairs & Dean of Continuing Education
	<b>1.4.2</b> Instructional leadership will expose students to service learning opportunities across disciplines.	Annually - 05/31/2011 - 05/31/2015	Vice President of Academic Affairs & Dean of Continuing Education
	<b>1.4.2.1</b> After instructional leadership develops a process and criteria for service learning, faculty and staff may submit annual request(s) for service learning approval by course.	3/15/2011	Vice President of Academic Affairs & Dean of Continuing Education
	<b>1.4.2.2</b> After instructional leadership approves service learning projects, faculty and staff receiving approval for courses with service learning projects will pilot these projects.	6/30/2011	Vice President of Academic Affairs & Dean of Continuing Education
	<b>1.4.2.3</b> After faculty and staff for courses with approval for initial service learning projects complete the pilots, instructional leadership will revise and finalize the approval process and criteria for service learning projects.	Annually - 06/30/2012 - 06/30/2015	Vice President of Academic Affairs & Dean of Continuing Education




	<p><b>1.4.3</b> Instructional leadership will expand the Honors Program to serve more students and provide challenging applications for 21st century skills (<a href="https://www.aacu.org/leap/vision.cfm">https://www.aacu.org/leap/vision.cfm</a>).</p>	<p>Annually - 08/01/2011 - 08/01/2015</p>	<p>Vice President of Academic Affairs, Dean of Communications and Marketing &amp; Dean of Enrollment Management</p>
	<p><b>1.4.3.1</b> After AC's President and academic leadership establish a plan for expanding the number of students who can be enrolled in the Honors Program, academic leadership will recommend approaches for engaging the honors students with community service projects which apply all of the 21st century skills (<a href="https://www.aacu.org/leap/vision.cfm">https://www.aacu.org/leap/vision.cfm</a>).</p>	<p>6/30/2012</p>	<p>Vice President of Academic Affairs, President &amp; Dean of Enrollment Management</p>
	<p><b>1.4.3.2</b> After academic and enrollment management leadership articulate transfer credit into honors programs at the five top universities where AC students transfer and five targeted out-of-state universities, student enrollment will grow to at least 100 honors students enrolled annually.</p>	<p>6/30/2013</p>	<p>Dean of Communications and Marketing, Vice President of Academic Affairs &amp; Dean of Enrollment Management</p>
	<p><b>1.4.3.3</b> After academic and enrollment management leadership articulate transfer credit into honors programs at out-of-state universities within the region, College Relations will expand the list of benefits when marketing this program.</p>	<p>6/30/2015</p>	<p>Dean of Communications and Marketing, Vice President of Academic Affairs &amp; Dean of Enrollment Management</p>

<p><b>1.5 Assess required competencies in credit CTE course/programs, linked CE courses, and CE certification programs.</b></p>	<p><b>1.5.1.</b> Faculty and staff, in consultation with advisory committees and state suggested career cluster curricula, will map and continue to audit all degrees and certificates into career clusters and relevant pathways.</p>	<p>Annually - 6/30/2015</p>	<p>Vice President of Academic Affairs &amp; Dean of Continuing Education</p>
	<p><b>1.5.1.1</b> After each career cluster is completed:</p>	<p>Annually - 06/30/11-06/30/15</p>	<p>Vice President of Academic Affairs &amp; Dean of Continuing Education</p>
	<p><b>1.5.1.1a</b> AC academic advisors and faculty will assist students with selecting the appropriate pathway and desired entries and exits for career advancement, and</p>	<p>Annually - 06/30/11-06/30/15</p>	<p>Vice President of Academic Affairs, Dean of Enrollment Management &amp; Dean of Continuing Education</p>
	<p><b>1.5.1.1b</b> students will select within Colleague the preferred career pathway and desired entries and exits for career advancement.</p>	<p>Annually - 06/30/11-06/30/15</p>	<p>Vice President of Academic Affairs &amp; Dean of Continuing Education</p>
	<p><b>1.5.1.2</b> After curricula in each career cluster for AC is completed:</p>	<p>Annually- 08/01/11-08/01/15</p>	<p>Vice President of Academic Affairs, Dean of Enrollment Management &amp; Dean of Continuing Education</p>
	<p><b>1.5.1.2.1</b> CTE and CE faculty and staff will collaboratively offer all necessary credentials (e.g. degrees, certificates, industry certificates) which will allow students increasingly to sustain themselves via jobs within the chosen career cluster.</p>	<p>Annually- 06/30/11-06/30/15</p>	<p>Vice President of Academic Affairs &amp; Dean of Continuing Education</p>

	<b>1.5.1.2.2</b> CTE faculty and academic advisors will mentor students about preparing for job searches.	Annually - 06/30/11- 06/30/15	Dean of Enrollment Management, Vice President of Academic Affairs & Dean of Continuing Education
	<b>1.5.2</b> After CTL trains CE staff on options for assessing student learning outcomes/competencies for CE courses, CE staff will evaluate all students completing funded courses based on outcomes published in the syllabi.	1/30/2011	Vice President of Academic Affairs & Dean of Continuing Education
	<b>1.5.3</b> Faculty will assess the aggregate performance of graduates for mastery of competencies immediately prior to the award of a credential.	Annually - 08/01/11- 08/01/15	Dean of Assessment and Development, Vice President of Academic Affairs & Dean of Continuing Education
	<b>1.5.3.1</b> After faculty and staff seek input from advisory board members, faculty and staff will add any competencies identified by the advisory committee which must be mastered for the award of a credential and were not already required by THECB as stated in the ACGM or WECM.	6/30/2011	Vice President of Academic Affairs & Dean of Continuing Education
	<b>1.5.3.2</b> After faculty and staff assess the mastery of student learning outcomes (competencies) as an aggregate, advisory committee members will receive annual aggregate reports for each program competency.	Annually - 05/15/12- 05/15/15	Vice President of Academic Affairs & Dean of Continuing Education
	<b>1.5.4</b> Advisory committee members will make annual recommendations regarding course and program competencies and pedagogy.	Annually - 05/15/11- 05/15/15	Vice President of Academic Affairs & Dean of Continuing Education

	<p><b>1.5.4.1</b> After training all instructional leadership on expectations for advisory committee meetings, each CTE program will annually provide recommendations for advisory committee members to the VPAA and Dean of Continuing Education for approval.</p>	<p>Annually - 05/15/11- 05/15/15</p>	<p>Vice President of Academic Affairs &amp; Dean of Continuing Education</p>
	<p><b>1.5.4.2</b> After training all instructional leadership on expectations for advisory committee meetings, advisory committee membership will make recommendations for adding program and/or course-related student learning outcomes (competencies).</p>	<p>Annually - 05/15/11- 05/15/15</p>	<p>Vice President of Academic Affairs &amp; Dean of Continuing Education</p>
	<p><b>1.5.4.3</b> After training all instructional leadership on expectations for advisory committee meetings, advisory committee membership will make recommendations for program and course pedagogy.</p>	<p>Annually - 05/15/11- 05/15/15</p>	<p>Vice President of Academic Affairs &amp; Dean of Continuing Education</p>
	<p><b>1.5.4.4</b> The VPAA and Dean of Continuing Education in conjunction with the assigned instructional dean will award plaques recognizing those advisory committee members who have completed three years of service.</p>	<p>Annually - 05/15/11- 05/15/15</p>	<p>Vice President of Academic Affairs &amp; Dean of Continuing Education</p>

	<b>1.5.5</b> Academic Affairs Committee will review the Tech Prep credit requirement for awarding AC credit hours (9 credit hours at AC can be earned in the same discipline as the Tech Prep credit earned at the high school) and make a recommendation for award of future Tech Prep credit.	10/30/2011	Vice President of Academic Affairs & Dean of Enrollment Management
<b>1.6 Automatically award credentials to those students who qualify.</b>	<b>1.6.1</b> Academic Affairs Committee and Dean of Enrollment Management will adjust the process of awarding degrees and certificates to automatically award the credentials upon completion of required courses.	1/15/2011	Dean of Enrollment Management & Vice President of Academic Affairs
	<b>1.6.1.1</b> After programming modifications, Colleague will provide a list to the Registrar's Office of students who have successfully completed:	Annually - 03/15/2011-03/15/2015	Dean of Enrollment Management & Vice President of Academic Affairs
	<b>1.6.1.1.1</b> a degree or certificate,	Annually - 03/15/2011-03/15/2015	Dean of Enrollment Management & Vice President of Academic Affairs
	<b>1.6.1.1.2</b> a lower-level certificate for those students who have identified a related associate's degree as a major,	Annually- 03/15/2011-03/15/2015	Dean of Enrollment Management & Vice President of Academic Affairs
	<b>1.6.1.1.3</b> Tech Prep requirement for award of credit hours at AC. , and	Annually- 03/15/2011-03/15/2015	Dean of Enrollment Management & Vice President of Academic Affairs
	<b>1.6.1.1.4</b> a degree based on reverse transfer from the five largest AC transfer universities (WTAMU, TTU, TAMU , UT Austin and UNT).	Annually- 03/15/2011-03/15/2015	Dean of Enrollment Management & Vice President of Academic Affairs

<b>1.7 Align AC's program offerings with university baccalaureate degrees.</b>	<b>1.7.1</b> Create seamless transitions — pathways for student matriculation that extend from secondary through the four-year university.	6/30/2015	Vice President of Academic Affairs
	<b>1.7.1.1</b> Academic and program leadership for those programs lacking available accreditation will apply for it.	Annually-03/15/2012-03/15/2015 as assigned by VPAA	Vice President of Academic Affairs
	<b>1.7.1.2</b> Academic leadership in cooperation with area universities' academic leadership will create simultaneous enrollment at both AC and an area university to accelerate time-to-degree.	Annually-11/15/2012	Dean of Enrollment Management & Vice President of Academic Affairs
	<b>1.7.1.3</b> AC faculty in specific disciplines and faculty from the same disciplines at area universities will hold joint faculty meetings to ensure outcomes by course and program.	Annually-03/15/2012-03/15/2015 as assigned by VPAA	Vice President of Academic Affairs
<b>Goal 2: Ensure Student Access</b>			
			

**MEASUREMENT OF GOAL 2: Between 2011 and 2015, participation, as measured by:**

**2.a unduplicated fall headcount for academic credit students, will grow by approximately 3.4% per year to a total of 13,640,**

**2.b unduplicated annual headcount for continuing education students, will grow by approximately 1.5% per year to a total of 30,300, and,**

**2.c unduplicated annual headcount for African-American academic credit students, will grow by approximately 2.7% per year to a total of 600, and**

**2.d unduplicated annual headcount for Hispanic academic credit students, will grow by approximately 15.5% per year to a total of 6,207.**

**(Source: THECB projected "Closing the Gaps" Institutional Targets:**

**[http://www.txhighereddata.org/reports/performance/ctgtargets/ctgtargets\\_pdf.cfm?Goal=1](http://www.txhighereddata.org/reports/performance/ctgtargets/ctgtargets_pdf.cfm?Goal=1) )**

STRATEGIES	TASKS	DEADLINE(S)	PRESIDENT'S CABINET MEMBERS RESPONSIBLE
<b>2.1 Explore expansion of services and offerings.</b>	<b>2.1.1</b> Evaluate the mission of Community Link.	8/30/2011	President, Dean of Enrollment Management & Vice President of Academic Affairs
	<b>2.1.1.1</b> After the President appoints a taskforce to assess the needs of the community being served by Community Link, the taskforce will provide the results of the needs assessment.	5/15/2011	President, Dean of Enrollment Management & Vice President of Academic Affairs
	<b>2.1.1.2</b> After the taskforce provides a needs assessment for Community Link, the President's Cabinet will make recommendations to the Board of Regents regarding future directions for Community Link.	8/30/2011	President, Dean of Enrollment Management & Vice President of Academic Affairs
	<b>2.1.2</b> Expand the physical facilities of Hereford Campus to fulfill the needs of the community it serves.	8/30/2014	President, Vice President of Academic Affairs & Dean of Assessment and Development

	<p><b>2.1.2.1</b> After Hereford Campus leadership in conjunction with Assessment and Development Division complete a needs assessment based on focus groups/interviews with key community representatives, Hereford Campus Advisory Committee will recommend the priorities for new or revised programs and the corresponding expansion, renovation or maintenance of existing facilities.</p>	8/30/2014	President, Vice President of Academic Affairs & Dean of Assessment and Development
	<p><b>2.1.2.2</b> After Hereford Campus Advisory Committee recommends expansion options for the Hereford Campus facilities, AC's President and Executive Director of Hereford Campus will recommend the best option to the Board of Regents.</p>	8/30/2010	President & Vice President of Academic Affairs
	<p><b>2.1.2.3</b> After AC's President and Chief Financial Officer itemize finance options for Hereford Campus expansion, Hereford Campus Advisory Committee will select the preferred finance option.</p>	8/30/2010	President. Dean of Finance and Administrative Services & Vice President of Academic Affairs
	<p><b>2.1.2.4</b> After Board of Regents approves the facilities expansion plans for Hereford Campus, Executive Director of Hereford Campus and Hereford Campus Advisory Committee will secure the financing for this expansion.</p>	8/30/2011	President. Dean of Finance and Administrative Services & Vice President of Academic Affairs



	<b>2.1.2.5</b> After the Hereford Campus Advisory Committee and Executive Director secure the financing necessary for expanding the Hereford Campus, the staff of Hereford Campus will transition the campus to the new/expanded facilities.	8/30/2014	President. Dean of Finance and Administrative Services & Vice President of Academic Affairs
	<b>2.1.3</b> Expand the physical facilities of Moore County Campus to fulfill the needs of the community it serves.	10/30/2010	President, Vice President of Academic Affairs & Dean of Assessment and Development
	<b>2.1.3.1</b> After Moore County Campus (MCC), in conjunction with Assessment and Development Division, completes a needs assessment based on focus groups/interviews with key community representatives, MCC Advisory Committee will recommend the priorities for new or revised programs and the corresponding expansion, renovation or maintenance of existing facilities.	10/30/2010	President, Vice President of Academic Affairs & Dean of Assessment and Development
	<b>2.1.3.2</b> After MCC Advisory Committee recommends priorities for programs and facilities, President, VPAA, and Executive Director of MCC Campus will propose any recommended changes to the Board of Regents.	Annually- 3/15/2011- 3/15/2015	Vice President of Academic Affairs & President

	<p><b>2.1.3.3</b> After AC's President and Chief Financial Officer review availability of funds for MCC facility changes, MCC Advisory Committee will approve the financing for the recommended changes and Executive Director of MCC will transition the campus to fulfill the approved changes.</p>	<p>Annually- 5/15/2011- 5/15/2015</p>	<p>Vice President of Academic Affairs, Dean of Finance and Administrative Services &amp; President</p>
	<p><b>2.1.4</b> Instructional leadership, branch campus staff, and advisory committees will align the branch campuses with the College.</p>	<p>3/15/2011 and 3/15/2013</p>	<p>Vice President of Academic Affairs &amp; Dean of Assessment and Development</p>
	<p><b>2.1.4.1</b> After instructional leadership develops a written process for employment of branch campus faculty, Executive Directors of the branch campuses will implement and maintain the policy.</p>	<p>10/30/2011</p>	<p>Vice President of Academic Affairs</p>
<p><b>2.2 Increase the number of online degree and certificate programs.</b></p>	<p><b>2.2.1</b> Instructional leadership will ensure that those degree and certificate programs which have at least 80% of the courses currently available online and fit the expectations of a fully online credential will be offered entirely online.</p>	<p>Annually- 11- 30/2010- 11/30/2015</p>	<p>Vice President of Academic Affairs &amp; Dean of Continuing Education</p>
	<p><b>2.2.1.1</b> After faculty in conjunction with CTL representatives recommend the 10 degrees and/or certificates per year that should become fully online, academic leadership and faculty from the assigned disciplines will work with CTL staff to ensure that the credentials become available entirely online.</p>	<p>Annually- 11- 30/2010- 11/30/2015</p>	<p>Vice President of Academic Affairs</p>

	<b>2.2.1.2</b> After academic leadership targets the 10 degrees and certificates to become fully online programs during the ensuring year, CTL staff will train the online faculty in those disciplines to ensure they are certified in the courses they will teach.	Annually- 11-30/2010-11/30/2015	Vice President of Academic Affairs
	<b>2.2.2</b> CE will offer high-demand online programs that have market and industry-certification potential.	Annually-11-30/2010-11/30/2015	Dean of Continuing Education
	<b>2.2.2.1</b> After CE leadership identifies potential online instructors from area business and industry, they will be trained and certified in the development and design of online instruction by CTL staff or via the Learning Resources Network (LERN).	Annually-6-30/2010-6/30/2015	Vice President of Academic Affairs & Dean of Continuing Education
<b>2.3 Identify and remove institutionally created roadblocks for prospective students.</b>	<b>2.3.1</b> Student services and instructional leadership will assess the barriers to student access.	10/1/2010	President & President's Cabinet
	<b>2.3.1.1</b> After AC's CTE faculty and area independent school district (ISDs) CTE faculty agree on pathways, high school students who elect to enroll in CTE via dual credit will complete the first year of an associate degree or a level I or industry certification.	Annually - 06/30/11-06/30/15	Vice President of Academic Affairs & Dean of Continuing Education

	<b>2.3.1.2</b> After AC faculty match student learning outcomes (competencies) with each program and course, students who desire expedited time-to-degree and time-to-employment will be able to complete modules for accelerated learning.	Annually- 06/30/2011- 06/30/2015	Vice President of Academic Affairs & Dean of Continuing Education
	<b>2.3.1.3</b> Academic leadership, student-service leadership and College Relations staff will continuously communicate with students from first contact to graduation.	Annually- 06/30/2011- 06/30/2015	Dean of Communications and Marketing, Dean of Enrollment Management, & Vice President of Academic Affairs
	<b>2.3.2</b> AC faculty and Bookstore staff will choose textbook alternatives that minimize student costs while maintaining Bookstore margins.	Annually - 03/15/2011- 03/15/2015	Dean of Finance and Administrative Services & Vice President of Academic Affairs
	<b>2.3.3</b> Propose best approaches for semester length alternatives for courses, financial aid and marketing based on comparative assessments.	Annually - 05/15/2011- 05/15/2015	Dean of Communications and Marketing, Vice President of Academic Affairs & Dean of Continuing Education
	<b>2.3.3.1</b> After staff of Financial Aid and AC Foundation develop a training session for employees regarding all options for financial aid for both credit and CE students, CTL will offer the session at least twice a year.	Annually - 05/15/2011- 05/15/2015	Dean of Enrollment Management, Vice President of Academic Affairs & Dean of Continuing Education
<b>2.4 Attract honors students.</b>	<b>2.4.1</b> President and academic leadership will expand the Honors Program.	6/30/2012	President & Vice President of Academic Affairs

	<p><b>2.4.1.1</b> After the President appoints a taskforce charged with recommending the best approaches for expanding the Honors Program, the taskforce will propose funding approaches, criteria for honors scholars, learning approaches and activities to attract honors scholars and marketing options.</p>	6/30/2010	President, Dean of Communications and Marketing & Vice President of Academic Affairs
	<p><b>2.4.1.2</b> After the recommendations for the honors program have been proposed, AC's President, in conjunction with the Board of Regents and AC Foundation, will adopt and implement sustainability recommendations regarding the Honors Program.</p>	6/30/2011	President & President's Cabinet
	<p><b>2.4.1.3</b> After the President and President's Cabinet have adopted the sustainability and implementation strategy for expanding the honors program, College Relations and student services staff will promote the expansion of this program.</p>	6/30/2011	President & President's Cabinet
	<p><b>2.4.2</b> After instructional and student services leadership have recommended articulation of honors credit on student-life transcripts, Student Services will document those students completing academic honors, CE honors and/or other student-life recognitions so they may be integrated into an overall student-life transcript that reflects the entirety of each student's accomplishments.</p>	11/15/2012	Vice President of Academic Affairs, Dean of Continuing Education & Dean of Enrollment Management

<b>2.5 Expand outreach to populations that have lower-than-average completion rates for post-secondary credentials.</b>	<b>2.5.1</b> Institutional leadership will assess area sub-populations to be considered for adoption (e.g. Boys Ranch transitional home).	3/15/2011	Dean of Communications and Marketing & President
	<b>2.5.2</b> Institutional leadership will define when a sub-population needs “adoption” and when self-sufficiency has been established.	Annually-03/15/2011-03/15/2015	Dean of Communications and Marketing & President

**Goal 3: Collaborate with Partners in the Community**




**MEASUREMENT OF GOAL 3: Between 2011 and 2015, educational and economic viability, as measured by:**  
**3.a percentage of Panhandle residents holding at least one baccalaureate degree, associate degree or having some college education, will increase by 0.3 percentage points per year to a total of 55.5%, and**  
**(Source: US Census Bureau)**  
**3. b percentage of Panhandle residents in the labor force,**  
**3.b.1 will increase by 1.5% per year to a total of 103,000 employable residents and**  
**3.b.2 unemployment rate will remain steady at 4.7%.**  
**(Source: US Census Bureau)**

<b>STRATEGIES</b>	<b>TASKS</b>	<b>DEADLINE(S)</b>	<b>PRESIDENT'S CABINET MEMBERS RESPONSIBLE</b>
<b>3.1 Expand collaborative partnerships to foster social services necessary to support first-generation students in completing higher-education credentials.</b>	<b>3.1.1</b> Instructional leadership and development staff will seek external funding for students.	Annually-06/30/2011-06/30/2015	Dean of Assessment and Development & Vice President of Academic Affairs

	<b>3.1.1.1</b> After AC's leadership updates information on student needs, AC and Panhandle 20/Twenty will partner to lead the community in providing comprehensive services to first-generation and/or low-income students.	6/30/2012	Vice President of Academic Affairs & Dean of Assessment and Development
	<b>3.1.2</b> AC administration and faculty, in cooperation with secondary and post-secondary partners, will build pipelines for pre-kindergarten through baccalaureate (P-16) degrees via career clusters.	Annually- 06/30/2011- 06/30/2015	Vice President of Academic Affairs & Dean of Continuing Education
	<b>3.1.2.1</b> After establishing a Web location for new and updated programs and/or course fields of study, statewide articulation compacts, and articulation agreements with educational partners:	6/30/2011	Dean of Enrollment Management, Vice President of Academic Affairs & Dean of Communications and Marketing
	<b>3.1.2.1.1</b> faculty, in cooperation with AC career cluster director(s) and area secondary CTE directors, will publish the career pathway pipelines.	Annually- 06/30/2011- 06/30/2015	Vice President of Academic Affairs & Dean of Continuing Education
	<b>3.1.2.2</b> College Relations and Enrollment Management will publicize these agreements to the general public and students.	Annually- 08/01/2011- 08/01/2015	Dean of Communications and Marketing & Dean of Enrollment Management
	<b>3.1.3</b> Enrollment Management and College Relations will create a campaign to educate the general public within the service area regarding the value of associate degrees, certificates and industry certificates.	Annually- 08/01/2011- 08/01/2015	Dean of Communications and Marketing & Dean of Enrollment Management

<p><b>3.2 Support college and career readiness efforts.</b></p>	<p><b>3.2.1</b> Academic leadership in partnership with secondary and other post-secondary leadership will assess the gaps in readiness.</p>	<p>Annually - 11/30/10-11/30/15</p>	<p>Vice President of Academic Affairs &amp; Dean of Continuing Education</p>
	<p><b>3.2.1.1</b> After IR staff identify gaps in college readiness of first-time in college students based on TSI scores and independent school district (high school) data, developmental education leadership will review the results by district and demographic factors and confidentially share with district personnel.</p>	<p>Annually - 10/30/10-10/30/15</p>	<p>Dean of Assessment and Development &amp; Vice President of Academic Affairs</p>
	<p><b>3.2.2</b> AC CTE leadership, in partnership with secondary CTE directors and industry associations, will certify students who complete CTE sequences before graduating from high school.</p>	<p>Annually- 03/15/2012-03/15/2015</p>	<p>Vice President of Academic Affairs &amp; Dean of Continuing Education</p>
	<p><b>3.2.3</b> AC academic and CTE leadership will expand dual credit course offerings so that every high school student has the opportunity to complete at least one dual credit course.</p>	<p>Annually- 06/30/2011-06/30/2015</p>	<p>Vice President of Academic Affairs</p>
	<p><b>3.2.4</b> AC administration will nurture relationships with private and public partners that further AC students' success.</p>	<p>Annually- 06/30/2011-06/30/2015</p>	<p>President &amp; President's Cabinet</p>
	<p><b>3.2.4.1</b> As a result of bi-annual CEO Forums held by Pursuing Real Opportunities (PRO), AC advisory committees will propose approaches for encouraging business and industry to support student completion while employing students in entry-level or internship positions.</p>	<p>Annually - 11/30/10-11/30/15</p>	<p>Dean of Continuing Education, Vice President of Academic Affairs &amp; President,</p>



<b>Goal 4: Ensure the College's Future</b>			
			
<b>MEASUREMENT OF GOAL 4: Between 2011 and 2015, Amarillo College's sustainability, as measured by 4.a Composite Financial Index (CFI), will remain steady at 2.92.</b> <i>(Source: Composite Financial Index for Amarillo College: <a href="http://sites.actx.edu/~iresearch/SACS/20100628_SACS_Financial_Resources_CFI.htm">http://sites.actx.edu/~iresearch/SACS/20100628_SACS_Financial_Resources_CFI.htm</a>)</i>			
<b>STRATEGIES</b>	<b>TASKS</b>	<b>DEADLINE(S)</b>	<b>PRESIDENT'S CABINET MEMBERS RESPONSIBLE</b>
<b>4.1. Connect planning and budgeting.</b>	<b>4.1.1.</b> Develop college-wide plans based on evidence and linked to budget.	6/30/2015	Dean of Assessment and Development & Dean of Finance and Administrative Services
	<b>4.1.1.1</b> After President's Cabinet agrees on priorities for each plan:	9/30/2011	President & President's Cabinet
	<b>4.1.1.1.1</b> Physical plant staff will publish a facilities master plan consistent with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditation requirements.	6/30/2012	Dean of Finance and Administrative Services, Dean of Enrollment Management & Dean of Assessment and Development
	<b>4.1.1.1.2</b> ITS staff will publish a technology master plan consistent with SACSCOC accreditation requirements.	6/30/2012	Dean of Information Technology Systems/Chief Information Officer & Dean of Assessment and Development

	<b>4.1.1.1.3</b> AC administration will publish a digital records (electronic documents) management master plan consistent with the college's records management policy and SACSCOC accreditation requirements.	6/30/2011	Dean of Finance and Administrative Services & Dean of Assessment and Development
	<b>4.1.1.1.4</b> AC administration will publish a marketing master plan consistent with SACSCOC accreditation requirements.	12/15/2010	Dean of Communications and Marketing & Dean of Assessment and Development
	<b>4.1.1.1.5</b> Emergency Management staff will publish an emergency preparedness plan which includes on-going training and is consistent with SACSCOC accreditation requirements.	10/31/2011	Dean of Finance and Administrative Services & Dean of Assessment and Development
	<b>4.1.1.1.6</b> KACV-TV/FM will publish a Tactical Plan based on this strategic plan consistent with SACSCOC accreditation requirements.	12/15/2011	Dean of Communications and Marketing & Dean of Assessment and Development
	<b>4.1.1.1.7</b> The branch campus Executive Directors will publish a Tactical Plan per campus based on this strategic plan and consistent with SACSCOC accreditation requirements.	10/31/2011	Vice President of Academic Affairs & Dean of Assessment and Development
	will assess at least one outcome/objective annually in each Planning and Evaluation Tracking (PET) form that is a task from this strategic plan.	10/31/2011	Dean of Assessment and Development & President's Cabinet

	<b>4.1.1.1.9</b> Persons responsible for PETS will include budget projections with action plans for all outcomes/objectives.	Annually - 8/31/2011 - 8/31/2015	President's Cabinet, Dean of Assessment and Development & Dean of Finance and Administrative Services
	<b>4.1.1.1.10</b> A taskforce of President's Cabinet members will develop and publish a feasibility study for generating revenue via food service operation.	12/15/2010	Administrative Services, Dean of Information Technology Systems/Chief Information Officer, & Dean of Enrollment Management
	<b>4.1.1.1.11</b> AC's President in cooperation with the Board of Regents will implement the proposals for revenue generation via food service operation.	6/30/2011	President
	<b>4.1.2</b> Identify efficiencies throughout the College and make budget adjustments accordingly for the following:	Annually - 11/30/2010 - 11/30/2015	President & President's Cabinet
	<b>4.1.2.1</b> utilities,	Annually - 11/30/2010 - 11/30/2015	President & President's Cabinet
	<b>4.1.2.2</b> building usage,	Annually - 11/30/2010 - 11/30/2015	President & President's Cabinet
	<b>4.1.2.3</b> printing/copying,	Annually - 11/30/2010 - 11/30/2015	President & President's Cabinet
	<b>4.1.2.4</b> food services, and	Annually - 11/30/2010 - 11/30/2016	President & President's Cabinet
	<b>4.1.2.5</b> technology to reach full potential and create efficiencies (including Datatel modules).	Annually - 11/30/2010 - 11/30/2015	President & President's Cabinet
	<b>4.1.3</b> Explore services and offerings for feasibility.	Annually - 11/30/2010 - 11/30/2015	President & President's Cabinet

<p><b>4.2 Match demand for services of student and academic support with space requirements and technology expectations.</b></p>	<p><b>4.2.1</b> After President’s Cabinet determines the needs of evening and weekend students by campus and options for consolidated staffing and space needs, VPAA, Dean of ITS, Dean of Enrollment Management and Dean of Finance and Administrative Services will propose an itemized list of best approaches for accomplishing these needs.</p>	<p>12/15/2010</p>	<p>President &amp; President's Cabinet</p>
	<p><b>4.2.2</b> After President’s Cabinet reviews space needs from needs assessment completed before Bond campaign and itemizes space needs that have developed since that time, a consultant will produce a master plan for the next five to ten years.</p>	<p>1/30/2011</p>	<p>President &amp; President's Cabinet</p>
	<p><b>4.2.3</b> Physical plant staff and administration will:</p>		
	<p><b>4.2.3.1</b> expand testing center’s space,</p>	<p>6/30/2011</p>	<p>Dean of Enrollment Management &amp; Dean of Finance and Administrative Services</p>
	<p><b>4.2.3.2</b> expand financial aid’s space, and</p>	<p>6/30/2011</p>	<p>Dean of Enrollment Management &amp; Dean of Finance and Administrative Services</p>
	<p><b>4.2.3.3</b> create inviting space(s) for students (“sticky spaces”) in College Union Building (CUB) and/or Library.</p>	<p>6/30/2011</p>	<p>Dean of Enrollment Management, Dr Russell Lowery-Hart &amp; Dean of Finance and Administrative Services</p>
<p><b>4.3 Identify additional funding.</b></p>	<p><b>4.3.1</b> Shift resources to priority needs for additional funds from external sources.</p>	<p>Annually - 02/15/2011 - 02/15/2015</p>	<p>President &amp; President's Cabinet</p>

	<b>4.3.1.1</b> Align AC Foundation's goals with this strategic plan.	Annually - 02/15/2011 - 02/15/2015	President & President's Cabinet
	<b>4.3.1.2</b> Re-assign personnel and other institutional budget resources based on the awards from external funding sources and compliance required.	Annually - 02/15/2011 - 02/15/2015	President & President's Cabinet
<b>4.4. Adjust existing personnel resources to match the College's priorities.</b>	<b>4.4.1</b> Re-assign faculty and/or staff based on institutional priorities and budget contingencies.	Annually - 05/15/2011 - 05/15/2015	President
<b>4.5 Match professional development with the College's personnel training priorities.</b>	<b>4.5.1</b> CTL and VPAA in conjunction with faculty and staff representatives will create credentials for those faculty and staff who complete required evidence-based professional development.	6/30/2011	Vice President of Academic Affairs & President
	<b>4.5.1.1</b> Faculty and staff representatives and CTL staff, in cooperation with Assessment and Development Division, will propose a credential for those faculty and staff who successfully demonstrate competency in use of output and outcome data.	6/30/2011	Vice President of Academic Affairs & Dean of Assessment and Development
	<b>4.5.1.2</b> CTL will offer competency-based training which will result in a data certification.	6/30/2012	President & President's Cabinet
	<b>4.5.2</b> CTL and Dean of Assessment & Development will match professional development offerings with external requirements, i.e. THECB, SACSCOC and program accreditations.	Annually - 7/31/2011- 7/31/2015	Vice President of Academic Affairs, Dean of Assessment and Development & Dean of Enrollment Management
	<b>4.5.2.1</b> President's Cabinet annually will establish common institutional training for all employees .	Annually - 5/31/2011- 5/31/2015	President and President's Cabinet

	<b>4.5.2.2</b> Annually, CTL will offer common institutional training as recommended by the President's Cabinet.	Annually - 4/30/2011- 4/30/2015	President and President's Cabinet
<b>4.6 Commit the College to technology which attracts and retains students and enables effective and efficient College operations.</b>	<b>4.6.1</b> AC administration will establish technology priorities.	Annually - 6/30/2011 - 6/30/2015	Dean of Information Technology Systems/Chief Information Officer & President's Cabinet
	<b>4.6.1.1</b> After AC's records manager identifies records that must be converted to a digital format, AC staff with custody of those records will convert them using the agreed upon imaging software.	12/15/2010	Dean of Information Technology Systems/Chief Information Officer & Dean of Finance and Administrative Services
	<b>4.6.1.2</b> After investigating records conversion and management software, AC administration will adopt and use preferred imaging software.	4/30/2011	Dean of Information Technology Systems/Chief Information Officer & Dean of Finance and Administrative Services
	<b>4.6.1.3</b> CIO will ensure that internet network capacity will grow to meet college and academic requirements.	Annually - 8/30/2010 - 8/30/2015	Dean of Information Technology Systems/Chief Information Officer
	<b>4.6.1.4</b> CIO will ensure that technologies have been integrated throughout the College.	Annually - 8/30/2010 - 8/30/2015	Dean of Information Technology Systems/Chief Information Officer & President's Cabinet
	<b>4.6.1.5</b> Students will use emerging technologies to remain engaged with instruction and academic support and student support services.	Annually - 8/30/2010 - 8/30/2015	Dean of Information Technology Systems/Chief Information Officer & President's Cabinet
	<b>4.6.1.6</b> CIO will establish common entries into electronic devices for AC constituent groups.	6/30/2012	Dean of Information Technology Systems/Chief Information Officer & President's Cabinet

	<b>4.6.2</b> AC administration will ensure college-wide utilization of Colleague modules.	12/15/2011	Dean of Information Technology Systems/Chief Information Officer, Dean of Enrollment Management, Dean of Assessment and Development & Dean of Finance and Administrative Services
	<b>4.6.2.1</b> After President's Cabinet appoints a representative group of Datatel users, this AC Datatel users' group will publish standards for Colleague.	12/15/2011	Dean of Information Technology Systems/Chief Information Officer, Dean of Enrollment Management, Dean of Assessment and Development & Dean of Finance and Administrative Services
	<b>4.6.2.2</b> After AC's Datatel users' group publishes standards for Colleague, Datatel users at AC will implement the standards.	12/15/2011	Dean of Information Technology Systems/Chief Information Officer, Dean of Enrollment Management & Dean of Finance and Administrative Services
	<b>4.6.2.2.1</b> Datatel users at AC will implement the standards.	12/15/2011	Dean of Information Technology Systems/Chief Information Officer, Dean of Enrollment Management & Dean of Finance and Administrative Services

	<p><b>4.6.2.2.2</b> AC Datatel power-users will recommend process changes and training to ensure improved data integrity within Colleague.</p>	12/15/2011	<p>Dean of Information Technology Systems/Chief Information Officer, Dean of Enrollment Management, Dean of Assessment and Development &amp; Dean of Finance and Administrative Services</p>
	<p><b>4.6.2.2.3</b> AC Datatel power-users will recommend a systemic process for verifying data.</p>	12/15/2011	<p>Dean of Information Technology Systems/Chief Information Officer, Dean of Enrollment Management, Dean of Assessment and Development &amp; Dean of Finance and Administrative Services</p>