

**Dean's Council
December 14, 2011
Minutes**

Members Present: Russell Lowery-Hart, Tamara Clunis, Bill Crawford, Kim Davis, Daniel Esquivel, Shawn Fouts, Patsy Lemaster, Jerry Moller and Renee Vincent

Members Absent: Joy Brenneman, Carol Moore

Meeting began at 1:30pm and adjourned at 4:30pm.

Calendar

- Discussed the proposed calendar and late registration deadline
- Suggested taking the late registration recommendation to curriculum committee and the core team
- Asked for data to support the recommendation to end late registration
- Recommended having the faculty report date be consistent with their appointment letters
- Recommend new faculty report back Thursday and Friday before (August 16 and 17)
- Discussed being more intentional in offering classes in such a way that students could get a degree by taking morning classes and afternoon classes
- Whatever we do for the 16 week classes, we need to do for the 8 week classes for registration deadlines
- Inquiring from Bob Austin for a hard deadline for finalization of the calendar

PET FORMS

- Deans Council received the pet form data two weeks prior to the meeting for review and preparation to evaluate each program PET form and identify overall themes for effectiveness and improvement.
- Deans council reviewed each Program PET form and discussed the challenges for each program based on the following information:

Instructional (Educational Program) Assessment PET Information 2010-2011

Organization	Goal/Outcome	Results:	Analysis:	Improvements:	Actions:
Access Learning Center	1. After completing at least 20 hours of a 2 hour BAS course or 30 hours of a 3 hour BAS course of skill building in reading, writing, or math through appropriate computer software, video instruction and individualized teaching, students will improve at least one level of one section on an AC placement test or pass a program entrance exam or GED section.				
Access Learning Center	1a. Upon completion of at least a 2 hour credit BAS course 70% of students will improve at least one level of one section on an AC placement test or pass a program entrance exam or GED section.	1. Fa 07: 148 total stds. 122 met obj. (82%) 2. Sp 08: 116 total stds. 105 met obj. (91%) 3. Su 08: 69 total stds. 64 met obj. (93%) 4. Fa 08: 162 total stds. 139 met obj. (86%) 5. Sp 09: 126 total stds. 118 met obj. (94%) 6. Su 09: 98 total stds. 83 met obj. (85%) 7. Fa 09: 206 total stds. 174 met obj. (84%) 8. Sp 10: 197 total stds. 161 met obj. (82%)	A smaller percentage have met the objective, but the testing standards have changed. Consolidated goals 1 & 2 from 2007 for 2008 and have revised previous goal on 8/24/07.		Revise goal to reduce time requirement and discontinue use of TABE test (note: program measurement standards have changed).

Access Learning Center	2. Increase the BAS (BAS, BASR, BASM, & BASW) head count enrollments by 10% over the previous academic year. (Added Fall '08)				
Access Learning Center	2a. Data will be collected from Colleague. Compare fall semester to previous fall semester and spring semester to previous spring semester.	2009 FA: 37.28% increase 2010 SP: 23.03% increase	There was an increase between the fall and spring semester.		Standard met. Continue current approach.
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Aerospace Manufacturing	1. Assess the Retention or Transfer of students enrolled in the Aerospace Manufacturing Program. Data is based on the number of students enrolled at the beginning of the academic program to completion.				
Aerospace Manufacturing	1a. Maintain an 85% retention rate for all students entering the Aerospace Manufacturing Program annually.	Data indicates a 70% retention rate from Fall 08 to Spring 09. (Fall to Spring report was used)			
Aerospace Manufacturing	2. Assess the Nontraditional Participation and Completion of the Aerospace Manufacturing Program. Data is based on the number of students enrolled at the beginning of the academic program to completion.				

Aerospace Manufacturing	2a. Achieve a 10% participation and completion rate for all nontraditional students entering the Aerospace Manufacturing Program annually.	Achieved a 6.82% nontraditional (female) participation rate and a 0.0% nontraditional (female) completion rate. Data is shared with Aviation Maintenance program. (6 out of 88 females entered the program. 0 out of 21 students completed the program.) (2008-2009 Data)	We are below our below our desired outcomes and the state average.		We need to target nontraditional students for all CTE programs at the college level.
Aerospace Manufacturing	3. Assess the Placement of Students completing the Aerospace Manufacturing Program. Data is based on the number of students placed or retained in employment, or placed in military service or apprenticeship programs.				
Aerospace Manufacturing	3a. Maintain an overall placement rate of 85% for all graduates (75% placement rate to Bell Helicopter/Textron).	Data indicates a 94.44% placement rate of our program completers. Data is shared with our Aviation Maintenance program. (34 out of 36 graduates found employment- based on 2007-2008 graduate data.)	100% of the successful graduates are guaranteed an interview with Bell/Helicopter Textron.		
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Art	1. To prepare graduating fine art majors to transfer to a senior-level institution to complete a baccalaureate degree in fine arts.				

Art	1a. After the presentation of A.A.S. diploma and portfolio, students will be successfully matriculated into a Baccalaureate program.	No Data Collected			In collaboration with AC Institutional Research, we will gather statistics on the transfer success of our graduating majors.
Art	1b. 45 final portfolios of graduating fine art majors' work were evaluated by several outside professional fine artists using an evaluation rubric created by our fine art faculty.	Results insufficient due to the evaluation tool that was given to the jurors. The juror evaluation tool needs to be revised by Fine Art faculty.			Select panel of local fine art professionals for assessment committee. Faculty will revise the evaluation rubric to make it more reflective of student performance. Continue to identify source of monetary compensation for external evaluators. Recommended compensation: \$75 per evaluation period.
Art	2. To provide cultural enrichment for non-art majors.				
Art	2a. Non-art majors shall submit completed projects that demonstrate mechanical and visual growth as evaluated by the art faculty using a rubric that the faculty creates.	Decided to discontinue this course of action because non-art majors are already evaluated by faculty with the current grading process.			We will discontinue this plan of action.
Art	2b. Art faculty surveyed 34 non-art majors' about their experience in the class.	Current surveys are inconclusive in regards to non-majors' experience	Surveys were inconclusive		Revise survey with more questions for non-art majors.
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Associate Degree Nursing	1. Facilitate student progression in the A.D.N. Program.				

Associate Degree Nursing	1a. 85% of each student cohort, who is admitted to the Introduction to Nursing course, will graduate within six semesters as determined by completion and persistence rates (CPR) calculated from A.D.N. Program files and AC data base records.	The graduation rate (on-time completion by THECB definition) for generic students who entered the program in fall 2006 and spring 2007 was 59.7%. Total CPR was 65.2%. Five students from this cohort are still enrolled in the nursing program.	The graduation rate for generic students improved by 1.0% from the last PET analysis, but CPR has declined by 4.27% for this cohort since the last PET analysis.	Continue implementation of strategies to promote student success as identified by the Nursing Success Task Force (formerly the Student Retention Task Force). Survey students each semester to determine their perception of learning needs and resources. Increase the utilization of clinical simulation to promote decision-making skills. Enhance the connection between students and faculty members in the classroom and clinical settings. Have smaller classes in courses with high attrition rates, increase utilization of supplemental instruction in the program, and employ a Retention Specialist.	Evaluate the implementation of the EVOLVE Reach Learning System in fall 2009 on student progression. Implement new clinical instruction approaches in all clinical courses in fall 2010 to facilitate student progression. Implement a generic accelerated program option in summer 2010 for selected candidates who meet admission criteria. Continue to develop an accelerated transition option for qualified candidates. Improve student engagement in the classroom and clinical to promote critical thinking.
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Associate Degree Nursing	1b. 85% of each student cohort, who is admitted to the Transition to Nursing Practice course, will graduate within three semesters as determined by CPR calculated from A.D.N. Program files and AC data base records.	The graduation rate (on-time completion by THECB definition) for transition students who entered the program in fall 2007 and spring 2008 was 34%. Total CPR was 68.18%.	The graduation rate for transition students declined by 0.8% from the last PET analysis, and total CPR declined by 1.38% for this cohort since the last PET analysis.	Survey students each semester to determine their perception of learning needs and resources. Increase the utilization of clinical simulation to promote decision-making skills. Enhance the connection between students and faculty members in the classroom and enhance the connection between students and faculty members in the classroom and clinical settings. Have smaller classes in courses with high attrition rates, increase utilization of supplemental instruction in the program, and employ a Retention Specialist.	Evaluate the implementation of the EVOLVE Reach Learning System in fall 2009 on student progression. Implement new clinical instruction approaches in all clinical courses in fall 2010 to facilitate student progression. Implement a generic accelerated program option in summer 2010 for selected candidates who meet admission criteria. Continue to develop an accelerated transition option for qualified candidates. Improve student engagement in the classroom and clinical to promote critical thinking.
Associate Degree Nursing	2. Prepare graduates who are qualified to pass the National Council Licensure Exam for Registered Nurses (NCLEX-RN).				

Associate Degree Nursing	2a. NCLEX-RN Exam first-time pass rates for program graduates will be at or above the national mean as reported annually by the NCSBN.	The pass rate for first-time test takers in the A.D.N. Program for 2009 was 88.19%. The national mean was 88.2%.	A.D.N. program graduates were within .02% of the national mean in 2009.		Continue integration of EVOLVE Reach products and services throughout program. Administer the HESI Exit Exam to students twice during the final semester of the program beginning in fall 2010 and continue to require remediation for students scoring below 850 on the exams. Continue assignment of students in the capstone course to an NCLEX Team lead by a Level IV faculty member to promote graduate success on the NCLEX-RN Exam. Use biannual NCLEX Program Reports and HESI Exit Exam results to improve and update program curriculum content. Use 2010 NCLEX-RN Detailed Test Plan to ensure that tested content is included in program curriculum.
Associate Degree Nursing	3. Prepare graduates to secure job placement as registered nurses in the workforce.				

Associate Degree Nursing	3a. 85% of each graduating cohort who passes the NCLEX and seeks employment will be employed as registered nurses within one year of graduation as determined by A.D.N. Alumni Surveys and THECB employment records.	100% of one-year alumni who responded to the survey indicated that they have a position in nursing on a full- or part-time basis. 89.7% of graduates from the December 2009 cohort and 85.7% of graduates from the May 2010 cohort reported having secured a full- or part-time entry level position at the time of graduation.	The outcome of 85% employment at one-year after graduation was exceeded by 15%. The percentage of graduates who reported employment at the time of graduation was lower than the previous year. This is partially related to some graduates who reported no plans to pursue employment until after passing the NCLEX-RN Exam. It may also indicate a slowdown of employment of new graduates for various reasons.		Continue to evaluate employment trends in the local/regional area.
Associate Degree Nursing	4. Prepare graduates with the knowledge and skills required for employment as registered nurses in the workforce.				

Associate Degree Nursing	4a. 85% of each graduating cohort will communicate satisfaction with the A.D.N. Program on the Graduate Exit Survey.	<p>The outcome was met. 85.7% of graduates reported that they are satisfied to very satisfied with their educational preparation in the nursing program. A total of 14.3% of program graduates were neutral. Graduates indicated that the program provided a quality education with dedicated faculty members who stimulated critical thinking. They also indicated that faculty members were caring in their instruction. However, graduates also indicated that they wanted the program to be more flexible when scheduling clinical and classroom instruction.</p>	Program graduates and one- and five-year alumni are satisfied with their education.		
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Associate Degree Nursing	4b. 85% of each cohort of one- and five-year alumni will communicate satisfaction with the A.D.N. Program on the Alumni Survey.	The outcome was met. 90% of one- and five-year alumni indicated that they were satisfied to very satisfied with their educational preparation in the nursing program. Alumni indicated that the program is difficult, thorough in its approach to helping students be successful, and has a good reputation for producing nurses who can think on their feet.	Alumni are satisfied with their education.		
Associate Degree Nursing	4c. 80% of employers will indicate that alumni perform the major duties of their positions according to the standards of nursing practice as determined by employer surveys of one-year alumni.	The outcome was met. 90% of employers of one-year alumni indicate that alumni are performing the major duties of their position according to standards of nursing practice. Employers indicate that alumni are compassionate, have strong clinical skills, strong critical thinking skills, and are willing to learn their role(s) as a registered nurse. Employers also indicate that alumni need to have more self-confidence and time management skills.	Employers are satisfied that alumni are performing the major duties of their positions and meet or exceed performance of the A.D.N. objectives at one year after graduation.		Implement new clinical approaches and emphasize the use of clinical simulation to enhance decision-making self-confidence and time-management skills in program graduates. Continue to strengthen classroom and clinical instruction in the areas of informatics, evidence-based practice (research) as well as interdisciplinary collaboration, quality improvement, and national patient safety goals.

Associate Degree Nursing	4d. 80% of employers will indicate that alumni meet or exceed performance on all A.D.N. Program objectives as determined by employer surveys of one-year alumni.	Outcome was met. 90% of employers indicate that the one-year alumni meet or exceed performance of all A.D.N. Program objectives. Research and technology proficiency are the two areas of performance that continue to be perceived as needing the most improvement.	Employers are satisfied that alumni are performing the major duties of their positions and meet or exceed performance of the A.D.N. objectives at one year after graduation.		
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Auto Collision	1. To provide a skilled workforce for the Collision repair industry.				
Auto Collision	1a. Upon completion of the Collision Repair program a student will Qualify for employment as an entry level technician in the collision repair industry.	65% of graduates will be employed in the collision industry as entry level technicians		Updated equipment has been added to improve student skills.	
Auto Collision	2. Ensure a high retention rate for first time collision repair students from their first semester to second.				
Auto Collision	2a. (Retention)	Students taking 1-6 hours: 50%; 6-9 hours: 75%; 9-12 hours: 85%			Students are currently advised within the department to increase retention. Instructors are currently advising students while in class (based off results).
Auto Collision	3. Add industry based training for currently employed technicians.				

Auto Collision	3a. Improve the skills of currently employed technicians.	Currently employed technicians receive increases in pay for taking classes.		Additional classes are being offered.	
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Automotive	1. To provide a skilled workforce for a growing automotive industry.				
Automotive	1a. Upon completion of the Automotive training program, students will qualify for employment in automotive industry.	70% of graduates have been employed in the automotive industry		New equipment has been added to improve skills of graduates.	
Automotive	2. Ensure a high retention rate for first time automotive students from their first semester to second.				
Automotive	2a. (Ensure retention)	Students taking 1-6 hours: 50%; 6-9 hours: 75%; 9-12 hours: 85%		Students have been advised within the department to improve retention rates.	Instructors will advise each student in their class.
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Aviation Maintenance	1. Assess the Technical Skill Attainment for the Aviation Maintenance Technology Program based on the Federal Aviation Administration standards. Data is based on the number of licenses awarded over the academic year.				

Aviation Maintenance	1a. Exceed an 80% pass rate on the Federal Aviation Administration Airframe and Power Plant exams.	Achieved the following results from the tests indicated: General: 100% (1 tested); Airframe: 100% (3 tested, all passed); Power Plant: 100% (4 tested, all passed) (The FAA site is new and slow to update exam results. Data from April 2009 through March 2010)			Encourage all students to sit for all FAA exams.
Aviation Maintenance	2. Assess the Retention or Transfer of students enrolled in the Aviation Maintenance Technology Program. Data is based on the number of students enrolled at the beginning of the academic program to completion.				
Aviation Maintenance	2a. Maintain an 85% completion rate for all students entering the Aviation Maintenance Technology Program annually.	Data indicates a 70% retention rate from Fall 08 to Fall 09.		Proper advising prepares student for the rigor of the FAA program.	
Aviation Maintenance	3. Assess the Nontraditional Participation and Completion of the Aviation Maintenance Technology Program. Data is based on the number of students enrolled at the beginning of the academic program to completion.				

Aviation Maintenance	3a. Achieve a 10% participation and completion rate for all nontraditional students entering the Aviation Maintenance Technology Program annually.	Achieved a 6.82% nontraditional (female) participation rate and a 0.0% nontraditional (female) completion rate. (Data is shared with Aerospace Manufacturing program.) (6 females out of 88 students entered the program. 0 females out of 21 students completed the program.) (2008-2009 data)	We are below our desired outcome and state average.		We are below our desired outcome and state average. We must target nontraditional students for all CTE programs at the college level. We need help.
Aviation Maintenance	4. Assess the Placement of Students completing the Aviation Maintenance Technology Program. Data is based on the number of students placed or retained in employment, or placed in military service or apprenticeship programs.				
Aviation Maintenance	4a. Maintain an 85% placement rate for all licensed A&P Mechanics.	Data indicates a 94.44% placement rate of program completers. Placement data is shared with the Aerospace Manufacturing program. (34 out of 36 graduates found employment based on 2007-2008 graduate data.) Many of the FAA certified graduates find employment at Bell/Helicopter Textron Amarillo Plant.			

Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Behavioral Sciences	1. Develop an appreciation of the diversity of the human condition.				

Behavioral Sciences	1a. After completing courses in behavioral sciences, students will demonstrate a significant change in attitudes toward diversity. This will be demonstrated by the completion of an anonymous pre and post survey (test).	<p>Item 1: Pre-Test mean = 4.02 and Post mean = 4.14; T = -1.519; p = .130</p> <p>Item 2: Pre-Test mean = 1.91 and Post mean = 1.75; difference of .165, t=2.435; p = .015</p> <p>Item 3: Pre-Test mean = 1.82 and Post mean = 1.51; t=2.90; p = .003</p> <p>Item 4 (1st Scenario): Pre-Test mean = 2.46 and Post mean = 2.21; t = 3.006; p = .003</p> <p>Item 4 (2nd Scenario): Pre-Test mean = 2.83 and Post mean of 2.61; t=1.65; p = .101</p>	<p>Item 1: This item was related to students' appreciation of American culture. No difference was expected on this item from the pre and post test. The hypothesis was confirmed.</p> <p>Item 2: This question examined students comfort level with people of other cultures. Results showed a significant shift to a greater comfort level from the pre mean to the post mean.</p> <p>Item 3: Examined students comfort with someone of a different religion (or no religion) from their own. Results showed a significant shift to a greater level of comfort.</p>	According to the 2008-2009 Action plan, question were rewritten and collected from a much larger sample of students, across several different courses with different instructors.	Continue focus on appreciation of cultural, racial and ethnic diversity for upcoming year. a. Additional exercises have been added to the General Sociology course and the Social Psychology course to enhance appreciation and understanding of the diversity right here at Amarillo College. This will include two class segments, one at the beginning of the course and one towards the end of the course where students share about their cultural background. b. A film has been added to our library for these courses that is designed to enhance both student discussion and appreciation for multicultural awareness. c. Two homework assignments have been added for credit to encourage students to visit a church, synagogue, mosque, AA meeting, or other types of spiritual or religious meetings different from their own background or to interview someone of a difference race, culture or religion. d. The item on the diversity questionnaire that did not meet significance was related to Middle Eastern culture. A special segment has been added to some courses that deal with stereotypes and realities of Middle Easterners, also reflecting on the fact that Jesus of Nazareth was of MIDDLE EASTERN descent. This
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					<p>segment of the courses will include a research topic AND/OR an in class discussion.</p>
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Behavioral Sciences	2. Develop effective methodologies to help students understand, exhibit knowledge and appreciate basic scientific research and how it is conducted in the behavioral sciences, including comprehension of research methodologies and designs typically used in psychology and sociology.	The hypothesis was supported for the 1st prediction, but not supported for the other two predictions.			
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Behavioral Sciences	<p>2a. Prior to the teaching methodology selected and introduction of the topic, all students will take a pre test with 4 questions covering an example of a psychological experiment (1)what is the hypothesis being made? 2) label the independent variable(s); 3) label the dependent variable, 4) is there a confound and, if so, what is it, and how could you fix it and design a better experiment?). Assessments were scored by a panel of four judges as: 0=completely incorrect 1=mostly incorrect 2=mostly correct 3=completely correct. Following either the lecture or the lecture and lab, all students took a post test with the same questions. Three predictions made: 1) Students, regardless of teaching method will score better on post test than pre-test in answering the questions related to the sample experiment and research designs. 2) Students in the two different methodology groups will not have a significant difference in pre-test scores. 3) Students who complete the lecture with the lab will do significantly better than the students who receive lecture only in answering questions about the sample experiment on the post test.</p>	<p>While over 100 students took the pre-test, the questionnaire given to the first class that took the pre-test had an error in it. This data was not used. The questionnaire was fixed. We ended up with 69 pre-test scores and 61 post-test scores. Data was collected in Fall of 2009 in two general psychology classes (one of these classes was the unusable data) and one social psychology class, and one general sociology class. 1) Results showed that the first prediction (students will do significantly better on the post-test than the pre-test) was supported. 2) Results showed that the second prediction (two groups should NOT do significantly different on the pre test) was NOT supported. 3) Results showed that the third prediction (Students getting the lecture with lab method would do better on the post test than the lecture only method) the hypothesis was NOT completely supported.</p>	<p>1) Students did not do significantly better on the first item that had to do with RESTATING THE HYPOTHESIS in the sample experiment. On labeling independent, dependent and confounding variables, and on fixing the experiment, both groups did as predicted. 2a) The NO LAB group, did significantly better than the LAB and LECTURE group on three of the four items on the pre test. 2b) Not a significant difference between groups on the pre test on the second item. However, on 3 of the 4 items, this finding suggests the LECTURE ONLY group had more knowledge about scientific methodology coming in this section of class material. The findings were to be expected since they (lecture only group) had begun with more knowledge about scientific methods, according to the between group comparison.</p>		<p>The differences in the two groups prior to the administration of the methodologies must be considered a confound, and this outcome design may be reworked and data collected next year. The reformulated assessment will be administered in the spring of 2011, to four different behavioral science classes. Pre-tests will be analyzed to determine if groups are statistically equal prior to the administration of the independent variable. The new data will be analyzed and considered in the early summer of 2011. The redesign of this outcome tool will include several changes: 1) at least two questions about the students appreciation for science (attitude shift about scientific endeavors and their importance in studying the behavioral sciences. 2) Multiple choice style questions related to a sample experiment to test students ability to identify the variables in the study. 3) Questions about other research designs, giving students a sample experiment, and asking them to identify what type of design is being used (case study, observation, correlation, experiment.</p>
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Behavioral Sciences	3. Use the forum of the Human Behavior and Personal Adjustment course, which is a Counseling focused psychology class, to move students from knowledge of terms and counseling models, to an understanding of how the models work, and then to the application of these counseling models in solving real life problems.	No data available at this time.			
Behavioral Sciences	3a. Measure the degree of understanding and potential change in the student with regard to their knowledge of and application of some of the primary principles of Rational Emotive Behavior Therapy. It is predicted that, if the format of using a combination of seminar/interactional, and lecture approach to the topic of REBT works, students would not only have an academic understanding of the material related to the REBT model, but would be able to use that material to solve applied problems in a more effective manner than they could PRIOR to the section of the class on REBT. Students will take a PRE test prior to the introduction for REBT, and then will follow up with a POST test after the topic has been covered.	There is no data at this time. Data will be collected in the Fall of 2010 and/or Spring of 2011.			

Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Biology Sciences	1. Use critical analysis and scientific reasoning.	1A) Met one of the 2 semesters 1B) 1 Not Met 1C) Not Evaluated- no results			
Biology Sciences	1a. Microbiology students will analyze and correctly identify a sample of an unknown bacteria. Upon completion of this course, 90% of the students will correctly identify the unknown bacteria.	Spring 2010 results: (137/158) 86.7 % of all students who completed the course correctly identified their unknown bacterium. New faculty results 14/22 (64%) correctly identified unknowns. NOTE: Fall results 98.2% of all students correctly identified unknowns.	We used only the spring results to evaluate both experienced faculty and new faculty teaching microbiology for the first time. All sections of classes with experienced faculty achieved over 90% success. New faculty results: 64% correctly identified unknown.	We have established multiple microbiology lab rooms in new facility to meet the pedagogical techniques from recent American Association of Microbiologists conventions.	For current faculty, request funding for attendance to annual conference for undergraduate Microbiology education. All new faculty who will teach Microbiology must shadow an experienced instructor for a minimum of one semester prior to being assigned any Microbiology class section. Department chair and Micro faculty will continue to discuss options to other training and communication of skills needed to complete unknown assessments via scientific process.
Biology Sciences	1b. Biology majors will demonstrate critical analysis by correctly answering a minimum of 70% of the embedded questions on the final exam.	65.2% of the students correctly answered the embedded questions.	Majors Biology results have remained the same from the previous academic year.	The majors biology curriculum has been and is currently being modified to meet demands in the biology field.	Coordinate training sessions for all full time and dual credit faculty to include statistical analysis, laboratory procedures and scientific methods. Continue to further modify curriculum to meet the needs of transfer students and completers.

Biology Sciences	1c. Anatomy and Physiology students will demonstrate critical thinking and scientific reasoning skills by completing appropriate case studies related to individual and/or related body systems.	Full time faculty have initiated the use of case studies on a limited basis in A&P I and a more detailed basis in A&P II for the 2009 - 2010 academic year. Student involvement and appreciation of related real world experiences to prepare for future in allied health professions was overwhelmingly positive. Critical thinking skills and comprehension of complex physiological processes as it relates to the interactions of systems increased as the semester progressed.	Upon review with A&P faculty and with the Director and Assistant Director of the ADN nursing program, case studies have shown to improve the success of the students in level one and level two.		To review results of student success rates in level one and level two as provided by Delton Moore comparing individual instructors within the A&P discipline. This will be used to ensure all faculty are meeting current course objectives as described in the department syllabus. Department chair to provide case studies to those instructors who would like to implement them within their curriculum. Provide training session to all adjunct faculty in the use of case studies.
Biology Sciences	2. Increase student success and student demonstration of awareness and relevance of biology for future goals and career choices, including all related allied health fields.				

Biology Sciences	2a. Upon completion of the selected course (Botany, Zoology, Life Science, Genetics, Majors Biology and Microbiology) students will demonstrate competency by correctly answering a minimum of 70% of the embedded questions on a comprehensive final exam.	Microbiology results: 68.94% correctly answered the embedded questions	Microbiology results decreased - 1% from the previous academic year.	Life Science course objectives, curriculum and syllabi were modified during the summer of 2010.	Questions will be reviewed this fall to ensure that they will correlate to the course objectives. Modifications or new questions will be added as deemed necessary. Syllabus will be reviewed and curriculum adjusted upon review by all full time microbiology faculty. All new faculty will be required to shadow senior faculty in both lecture and lab prior to being assigned any microbiology course sections. Fall 2010 will have new full time and adjunct faculty teaching these courses. Department review after both fall and spring semesters to evaluate changes. Additional training and instructions to be offered as needed.
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Biology Sciences	2b. Anatomy and Physiology students will demonstrate basic knowledge of course objectives by correctly answering 70% of the embedded questions on the comprehensive final exam.	Combined A&P I and AP II results; the average score on the embedded questions was 62.85 %. Highest class average was 76% (traditional class setting), 74.3 % (web based- all on line) . The lowest class average was 55% (traditional class setting), 51% (hybrid setting)	Overall results for the department were below performance goals. Adjunct faculty course results were significantly below department norms. On-line classes performed slightly higher than traditional classes while the hybrid format performed significantly lower.	Faculty within the A&P discipline discussed embedded questions as an assessment tool during pre-semester department meeting. Changes included the following: modification of questions to include format and content, ensure that all faculty including adjuncts are meeting minimum course objectives as set forth by department chair.	Evaluate additional assessment methods including the substitution of essay questions regarding physiological concepts in place of embedded multiple choice questions. Final determination of assessment tool to be determined prior to final exams for fall 2010.
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Business Administration	1. Deliver quality instruction to a diverse student population that facilitates graduation.				
Business Administration	1a. Students completing Business Administration courses will graduate at a rate equal to or greater than the institutional average.	For the years 2004, 2005, and 2006 the institutional average was 8.1%, 9.7%, and 8.2% respectively. The graduation rates for the Business Administration Department was 8.2%, 11.6%, and 9.6% covering those same years.	The latest data available shows that the three year graduation rate for Fall 2004, 2005, and 2006 among first-time college students in the Business Administration Department compared favorably to the institutional averages.		Continue to promote among all students the advantages of earning an A.S. degree in Business Administration especially targeting students who plan on transferring to a four-year university.

Business Administration	2. Enhance the student's understanding of the nation's founding business principles.	(Could Not Conclude Whether Or Not Outcome Met Because Overall Average Was Included Instead Of Whether Or Not 90% Of The Students Met The Benchmark).			
Business Administration	2a. Using an embedded test format, 90% of the students enrolled in Economics, Accounting, and Introduction to Business will correctly answer 3 out of 5 questions - thus demonstrating knowledge of basic business principles.	The pretest results were that the students scored an average of 35%. The same questions were embedded again at the end of the semester. The student result was a post test average of 70%. (Could Not Conclude Whether Or Not Outcome Met Because Overall Average Was Included Instead Of Whether Or Not 90% Of The Students Met The Benchmark).	Students showed a marked improvement from the pre and post exam scores.		The department will continue to look for ways to improve the post test exam scores.
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Child Development / Early Childhood	1. Deliver continuing education coursework needed to complete credentialing requirements.				

Child Development / Early Childhood	1a. To collaborate with community partners in order to deliver continuing education that meets standards for state licensing and credentials in the early childhood profession.	Amarillo College, through the Child Development Department partnered with Region 16, the Panhandle Association for the Education of Young Children, Work Source, school districts, Department of Family and Protective Services and Mental Health and Mental Retardation to deliver 5 conferences. Three conferences focused on early childhood education and one was on parenting education and one on multicultural awareness.	We were able to reach around 1000 people with training options this past year. This was an effort that required a good deal of coordination but did offer 40 hours of continuing education opportunities for early childhood professionals and families. These trainings were in high demand if offered on Saturday but less well attended if offered on week days. We held the conferences at the Business and Industry Center, the Civic Center and on Washington Street Campus.	(Past Trainings Implied in Action Plan)	We will offer the trainings again; four at the Business and Industry Center and one on West Campus. We will use a Saturday format for three conferences and a week day for the other two. We will advertise in more locations for the conferences.
Child Development / Early Childhood	2. Build community partnerships to strengthen resources for families and agencies working with young children.				

Child Development / Early Childhood	2a. Partnerships in the community supported early childhood training and education goals with an investment of \$1500. These dollars were raised to create a scholarship for education students at the Mayor's Breakfast for Friends of Young Children on April 30, 2010. The scholarship is called the Bruce Beck Scholarship and will be sustained by fund raising by the TEACH club in the future years. On July 27th the Melonye Curtis Memorial Conference raised \$800.00 to add to the Melonye Curtis Scholarship for the Child Development majors.	With gifts and discounts such as a \$500 gift from the St. Joseph's Child Development Center to support the lunch at the Melonye Curtis Memorial Conference, we were able to raise a few more dollars for scholarship.	Conferences targeted to help build scholarships for Amarillo College students helped raise needed support for conference dollars and allowed us to have a low cost conference offering high quality training.		Offer conferences for management credit hours in the summer that will add funds to the Melonye Curtis Scholarship at the AC Foundation.
Child Development / Early Childhood	3. Access basic core competencies along five dimensions that could be considered essential to effectiveness in a child development program and profession.				
Child Development / Early Childhood	3a. A five question assessment covering five core competencies in a multiple choice format was given in the fall semester of 2009. The questions were embedded in other testing materials (Benchmark/Degree: Post Test higher than Pre Test score).	The analysis of the data showed that across all five questions, students did better on the post test than the pre test, and all results were significant.	While the assessment was administered, only six students took and completed both pre and post tests. As well, the Outcomes Analyst suggested that the assessment question results might not be valid due to such low numbers.	A new assessment was designed and administered to Child Care students in the Spring of 2010.	A retrospective outcome assessment design will allow students to rate their proficiencies across various core competencies, and attitudes related to confidence in personal abilities related to childcare practices will also be assessed.

Child Development / Early Childhood	4. Assess learner's attitudes related to their sense of their own progress and professional development, personal competence, and confidence to work in their field, as well as assessing the areas that they see needing improvement.				
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<p>Child Development / Early Childhood</p>	<p>4a. A retrospective outcome assessment will be administered to students in the CDE program at the end of the Spring of 2010 semester. Using a likert scale, students will rate their attitudes related to their professional development, competence, confidence and areas needing improvement. The format will include five question pairs. An example would be stated as At the beginning of this program I would rate myself as (1-5, poor - excellent) on my confidence and ability in handling a discipline issue in young children followed by, After taking this course, I would rate myself as (1-5, poor to excellent) on my confidence and ability to handle a discipline issue in young children . This scale may be embedded in the final exam.</p>	<p>A paired sample t test was used to compare group means on each of the item pairs. All pairs showed a significant shift from a lower level of understanding, appreciation, feeling of confidence or ability, to a higher level, according to the likert ratings, with all results being significantly better at the .000 level. While all item pairs showed improvement, individual means were examined to look at those items with less improvement than others. However, all standard deviations and mean differences between paired items were fairly consistent (from .8 to 1.1).</p>	<p>The fact that the number of students was so small may suggest a problem with validity. However, the differences were highly significant between the item pairs, suggests that the effect size of the course in improving student's knowledge, appreciation, understanding, abilities and sense of confidence was quite large. After careful analysis, it seemed that students rated themselves as having made improvements in the child care program, along with having gained a greater understanding and appreciation for the individuality and development of each child, along with a greater ability and sense of confidence in applying the knowledge they had gained to issues of professional child care.</p>		<p>The students will be assessed during the initial enrollment into the program either a certificate program or associate degree program and again during the semester in which they graduate. We will use a questionnaire for those who enroll as new students and then again in the semester that they complete to assess student accomplishments and recommendations to the improvement of the program.</p>
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Child Development / Early Childhood	5. Assess the effectiveness of our department purpose from the perspectives of program graduates who are working in the field of early childhood and graduates who are continuing in educational programs.				
Child Development / Early Childhood	5a. During the fall and spring semester 2010--2011, an interview will be used with 25-35 graduates of the program. Questions will focus on key aspects of the Amarillo College degree plan and course objectives to determine which elements have been helpful, instructive or useful in the years following graduation from Amarillo College.	Results will be assessed by compiling the reflections of the 25 - 35 graduates who have either gone on to enroll in educational programs or have found work in the educational field. Patterns of responses will be examined to assess areas in which the program can be improved.			Pending on analysis
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Computer Information Systems (CIS)	1. Students completing the CIS core requirement (foundation) classes have the necessary skills to be employed in a modern business environment.				
Computer Information Systems (CIS)	1a. Using an embedded test format 80% of the students completing the CIS foundation classes will answer 7 out of 10 questions demonstrating an acceptable understanding of Information Technology processes in the work place.	85% of the tested students scored better than the minimum score of 70 on the embedded Information Technology foundation test.	Study the Information Technology test for possible areas of improvement		Update and/or refine the IT embedded test as required.

Computer Information Systems (CIS)	2. Graduates will be employed and/or are pursuing additional education within one year of graduation.				
Computer Information Systems (CIS)	2a. 80% of graduates employed or enrolled in additional education, based on results from AC's Graduating Student Surveys and AC Employment & Outcomes tables.	88% of CIS graduates employed or enrolled in additional education (3-yr. average).	Study other individual CIS technical training programs for possible areas of change/improvement.		Make needed changes and/or updates as required.
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Criminal Justice Academic Programs	1. Increase online Criminal Justice Academic enrollments from criminal justice professionals.				
Criminal Justice Academic Programs	1a. After receiving a direct mail postcard, 3% of targeted Criminal Justice Students (TDCJ-ID In-Service, NNSA courses, SPO courses, Law Enforcement In-Service) enrolled since Fall 2008, will enroll in at least one online Academic Criminal Justice class during Summer 2010 and/or Fall 2010 based on Colleague rosters.	(Only template for where results would go provided) Summer 2010 # of Targeted Criminal Justice Students enrolled: ? Fall 2010 # of Targeted Criminal Justice Students enrolled: ?	2,764 postcards were mailed out to prospective online students on 4/1/10. As of 5/1/10 no postcards have been returned. However, I anticipate there will be several.		
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Dental Hygiene	1. Upon completion of the program, students will demonstrate the ability to comprehend, apply and evaluate information relevant to their role as an entry-level registered dental hygienist by successfully completing the Dental Hygiene				

	National Board.				
Dental Hygiene	1a. 90% of the students will pass the Dental Hygiene National Board with a score of 75% within the first year of graduation.	<p>Year 2010 96.2% of graduates passed on the 1st attempt (26/27)</p> <p>Year 2009 100% of graduates passed on the 1st attempt (25/25)</p> <p>Year 2008 100% of graduates passed on the 1st attempt. (27/27)</p> <p>Year 2007 100% of graduates passed on the 1st attempt (29/29) NOTE: In 2010 the National Board was converted to a Computerized format</p>	Standard Exceeded	<p>In 2009, students participated in an online board review</p> <p>In 2010 the National Board was converted to a Computerized format.</p>	<p>Results are reviewed by Category. Faculty will continue to monitor for areas which need improvement. The review is a part of an ongoing curriculum management plan as a part of the accreditation standards for dental hygiene Education programs.</p>
Dental Hygiene	2. Upon completion of the program, students will demonstrate the technical proficiency in all skills necessary to fulfill their role as an entry-level registered dental hygienist by successfully completing a regional clinical board.				

Dental Hygiene	2a. 90% of the students will pass the Western Regional or other Regional Examining Board with a score of 75% within the first year of graduation.	<p>Year 2010 77.7 % of the graduates Passed on the 1st attempt. (21/27).</p> <p>Year 2009 96% of the graduates passed on the 1st attempt. (24/25)</p> <p>Year 2008 96% of the graduates passed On the 1st attempt. (26/27)</p> <p>Year 2007 93% of the graduates passed on the 1st attempt. (27/29)</p>	High failure rate across the state. 2 students failed due to patient selection and did not get to demonstrate Clinical Skills.	In 2010, faculty created calculus and placed it on Typodonts to help students practice calculus removal. Faculty strengthened remediation protocols to identify students who are having difficulty with clinical skills.	Remediation must be documented for each student.
Dental Hygiene	3. To provide quality dental hygiene treatment which is patient centered.				
Dental Hygiene	3a. 85% of the patients treated at the Amarillo College Dental Hygiene Clinic will rate the quality of care they received as being "satisfactory."	NOTE: No exact quantitative data provided. Qualitative Report: In order to measure the positive or negative outcome, patient satisfaction surveys are administered in each phase of clinic on a semester by semester basis. The survey results of patients continually exceed the 85% standard of being satisfied with the quality of care received through the Dental Hygiene Clinic.	The analysis of the data is used to make improvements when indicated in the dental hygiene clinic and the services offered to patients. Surveys continue to be consistently positive each semester.	One change that was made as a result of the patient surveys was to add some parking spaces for dental patients on the West Campus in front of the Dental Clinic to allow easier access for elderly patients. Patient survey was amended to include the date of the service.	
Dental Hygiene	4. Upon completion of the program, the student will demonstrate personal behaviors consistent with professional and employer expectations as an entry-level				

	dental hygienist.				
Dental Hygiene	4a. 85% of Employers will rate the satisfaction with graduates' overall behavioral and clinical skills as good or better as evidenced by Employer surveys.	NOTE: No exact quantitative data provided. Qualitative Report: Analysis of Employer Surveys indicates that graduates met Employer's expectations. Surveys continue to be consistently positive.	Standard Exceeded		Evaluations are reviewed to assure it measures graduate performance as intended. A major change in facilities is coming as a direct result of Employer surveys. Implementation and use of Eaglesoft Dental software was a direct result of employer Surveys. The dental programs were relocated to Jones Hall and classes began August 23, 2010 in the new facilities. The analysis of the data will be used to monitor and make changes when indicated to improve the program.
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Dentist Aide	1. Guide students to pass a State recognized exam for credentials of RDA, Registered Dental Assistant.				
Dentist Aide	1a. After completion of specific DNTA courses of radiology, chairside and lab procedures, the students will prove by 80% expertise and knowledge necessary to pass the mandated state RDA exam.	2009-2010 Pass Rate = 100% (N=14 of 14)	Pass rate was once again very successful.		No plans are made for revision.
Dentist Aide	2. To enhance the quality of life for the student with skills and knowledge to obtain employment in a dental care facility.				

Dentist Aide	2a. After completion of DNTA 1266, Practicum course, the student will prove by 80% expertise in chairside assisting as determined by a qualitative assessment provided by the affiliated dentist and staff.	Pass Rate = 100% (N=14 of 14)	The assessment of students in clinical facilities still presents a challenge as most clinical sites tend to give higher than usual marks.		With our new facility, the 2010-2011 class will have opportunities to perform live patient work here and will be judged by faculty and the supervising dentists. Have local clinical site dentists perform live (possibly to underserved patients) clinical tasks here at AC and have the student assist for a grade.
Dentist Aide	3. Guide students to pass a state regulated exam for the certification to monitor Nitrous Oxide.				
Dentist Aide	3a. After completion of fall DNTA course in chairside assisting, including medical emergencies and anesthesia chapters, the student will prove expertise in sound judgment and skills needed to monitor a patient on nitrous oxide sedation by passing the state exam with no less than 70%.	Pass Rate 100% (N=2 of 2)	The 2 that took the exam was successful.		The class of 2010-2011 will take the online test during the early part of the Spring semester. Amarillo College dental assisting, in conjunction with the dental hygiene department, is in the planning stages of offering this course and exam here at AC. The proposed time is 2012. In the meantime, the online exam is valid and beneficial to our students.
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Diesel	1. To provide a skilled workforce for an ever expanding Diesel industry.				
Diesel	1a. Upon completion of the Diesel repair training program students will qualify for an entry level Diesel Technician.	80% of graduates are employed as entry level Diesel Technicians.		Training has been updated to ensure latest industry skills are taught.	

Diesel	2. Ensure a high retention rate for first time Diesel repair students from their first semester to second.				
Diesel	2a. (Retention)	Students taking 1-6 hours 50%; 6-9 hours 75%; 9-12 hours 85%		Students are advised within the department to increase retention rates.	Instructors advise returning students in needed classes.
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Drafting	1. Student will learn Drafting Fundamentals.				
Drafting	1a. Upon completion of Technical Drafting course, student will be able to complete fundamental drawings using manual drafting skills as measured by assessment team.	94% of assessed students have mastered a minimum requirements. (916 of 17 students)			Improve training, labs and lectures to meet needs of students . Use more appropriate teaching techniques and visuals.
Drafting	2. Student will become proficient in the use of specified CAD software.				
Drafting	2a. Upon completion of CAD courses, student will be able to complete drawing exercises proficiently using specific CAD software as measured by the assessment team.	87% of assessed students have mastered minimum requirements (28 of 32.)			Improve training, aids, lectures and labs to meet needs of students. Students spend more time and lab and use free downloadable software from Autodesk.
Drafting	3. Student will apply drafting skills in specific areas of employment.				

Drafting	3a. During Final project class, student will exhibit advanced skills in all areas of drafting, CAD, presentation and drawing. Student will complete an advanced project requiring use of all drafting and CAD skills and present project to Instructor, Program chair and assessment team members.	94% of assessed students have completed projects with demonstration of drafting, cad and advanced skills. (12 of 13 students)			Provide training and skills using presentation software, existing software skills and more use of animation, and technical presentation tools.
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Education	1. Deliver academic coursework needed to complete degree requirements.				

Education	1a. Fall, Spring and Summer schedules will reflect enough courses offered for completion of the Education degree plans as measured by the semester to semester degree audits and the number of transfer students in comparison to graduates each May.	Each semester of 2009 - 2010, Fall, Spring EDUC courses were offered in face to face options both day and night as well as online for both EDUC 1301 and EDUC 2301. Students in the Fall numbered 149 and students in the spring numbered 143. The spring enrollment was 6 students lower than fall enrollment. Summer does not have students because the students have observation requirements than cannot be fulfilled in summer months. (Note: Assessments Coordinator did not determine whether or not outcome met because information provided does not match outcome/objective statement - no graduate data provided)	We have between 800 and 900 identified majors. Within the Education degree plan two classes are delivered by the Education department. Some students may take them early and some may take them in the last two semesters here. The numbers this year show an increase in student enrollment. We have attempted to offer a wide variety of options so that all students nearing graduation have the appropriate courses available.		The department will continue to offer a variety of course offerings and course delivery options and will use numbers of students enrolled as an Education major to determine if additional sections can be added to the schedule. We will offer traditional face to face, and online courses offered daytime, nighttime and 24/7 online.
Education	2. Deliver quality instruction to education students with diverse ethnic, cultural and language background that facilitates completion of an Associate degree or transfer to a four year university.				
Education	2a. Students completing education courses will graduate at a rate equal to or greater than the institutional average.				

Education	3. Students will recognize the 13 main competencies needed for effective teaching practices.				
Education	3a. The student will complete a pre-test in EDUC 1301 and a post-test in EDUC 2301 which demonstrates a 70% knowledge base accuracy of the 13 teaching competencies.	Students were asked to indicate the thirteen main competencies needed for effective teaching practices in selecting items from a list of 17 items. A test was given to fifty seven students in Education 1301 course while the same test was given to 20 students in the Education 2301 course. A paired samples t test was calculated on all 17 items from the two groups. With the exception of one item (The teacher understands the relationship of healthy habits and maximizing learning opportunities), there was not a statistical difference between the two groups scores on the other 16 items. Second year students were significantly more likely to assess #17 correctly than were first year students.	The lack of significant differences between the beginning Education 1301 course and the second year Education 2301 course suggest a few possibilities. It's possible that the items on the assessment tool were either readily identifiable as something a teacher would need to be effective in his or her job, and as such, were not sufficiently powerful to find changes in students knowledge, OR, beginning students came into the program with this knowledge, so that the education courses did not make a difference in student knowledge.		In either case (that the items were give-always or, that the program did not make a difference in students knowledge base related to teacher competencies), the assessment did not reveal usable results that allow us to make specific improvements to the program and this assessment method will be closed and a new assessment method will be designed.

Education	4. Assess basic core competencies along ten to thirteen dimensions that are essential to effectiveness in teaching and passing the teaching certification exam.				
Education	4a. A 10 to 13 multiple choice question assessment for core competencies found on the teaching certification exam will be developed and given during the spring semester of 2010, The format will include a pre-test given at the beginning of the Spring 2010 semester, and the same questions given as a post test at the end of the semester. Questions will be embedded in other testing materials.	Due to problems with design of this outcome, problems with the administration of the pre-test at the very beginning of the semester prior to instruction, and at the suggestion of the outcome analyst, this outcome was redesigned to incorporate a retrospective self-report measure given at the end of the Spring 2010 semester.	Due to the fact that the pre- and post-test assessments were revised, no data was analyzed for this outcome. The distribution and collection of the document was unreliable. Due to problems with design of this outcome, problems with the administration of the pre-test at the very beginning of the semester prior to instruction, and at the suggestion of the outcome analyst, this outcome was redesigned to incorporate a retrospective self-report measure given at the end of the Spring 2010 semester.		No plan of action was recommended other than the redesign of a retrospective self-assessment, to be given at the end of the Spring 2010 semester.
Education	5. Assess learner's attitudes related to their sense of their own progress and professional development, personal competence, and confidence to work in the field of education, as well as assessing the areas that they see as needing improvement.				

Education	5a. A retrospective assessment measuring using a 5 point likert scale was given at the end of the Spring 2010 semester to 120 Education 1301 and Education 2301 students.	A paired sample t test was used to compare group means on each of the item pairs. Results of the retrospective measure were analyzed separately for the Education 1301 students and the Education 2301 students, as well as combined. In all cases, all eight items pairs showed significant shifts from the pre to the post self-report items. All pairs showed a significant shift from a lower level of understanding, appreciation, feeling of confident or ability, to a higher level, according to the likert ratings, with all results being significantly better at the .000 level. While all item pairs showed improvement, individual means were examined to look at those items with less improvement than others. However, all standard deviations and mean differences between paired items were fairly consistent (from .7 to 1.2).	Results of the retrospective measure were analyzed separately for the Education 1301 students and the Education 2301 students, as well as combined. In all cases, all eight question pairs showed significant shifts from the before to the after this course self-report assessment. Students rated themselves significantly higher on the after questions, in having made improvements in their education courses, along with having gained a greater understanding and appreciation for the individuality and development of each child and/or adolescent, as well as having gained a greater ability and sense of confidence in applying the knowledge they had gained to issues of effective and age-appropriate educational practices.		We will continue to use the retrospective questions but we will ask new students to answer these as new enrollees and then again in the semester that they apply for graduation.
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Education	6. Assess the effectiveness of our department purpose from the perspectives of program graduates who are working in the field of education and graduates who are continuing in educational programs.				
Education	6a. During the spring semester 2010- 2011, an interview will be used with 25- 35 graduates of the program. Questions will focus on key aspects of the Amarillo College degree plan and course objectives to determine which elements have been helpful, instructive or useful in the years following graduation from Amarillo College.	Results will be assessed by compiling the reflections of the 25 - 35 graduates who have either gone on to enroll in educational programs or have found work in the educational field. Patterns of responses will be examined to assess areas in which the program can be improved.	Use of results are pending data collection and analysis.		Pending on analysis
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Emergency Medical Svs. Professions	1. Maintain educational standards that will assure the student passes National Registry (NR) certification exam.				
Emergency Medical Svs. Professions	1a. 85% of the students will pass the NR exam within one year of graduation.	90% (9/10) of the students passed the NR certification exam within one year of graduation.	Standard was exceeded by 5% with 90% of the students passing the NR exam within one year of graduation. Note: National average for the same time period was 85%.		Continue capstone course in the final semester to better prepare the student for the NR certification examination. Monitor trends for two-year period to identify opportunities for improvement.

Emergency Medical Svs. Professions	2. Guide students to pass the NR certification examination on the first attempt.				
Emergency Medical Svs. Professions	2a. 70% of the students will pass the NR examination on the first attempt.	70 % (7/10) of the students passed the NR certification exam on the first attempt.	Standard was met with 70% of the students taking the examination passed on the first attempt. Note: National average first attempt pass rate was 70% for the same period.		Continue capstone course in the final semester to better prepare the student for the NR certification examination. Monitor trend for two-year period to identify opportunities for improvement
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
English	1. Students will write effectively and think critically.				

English	1a. Upon completion of ENGL 1301, at least 70% of a 50 student sample will achieve a score of 3/5 on a persuasive essay as measured by a Department Checklist.	<p>2009 Results: 93.8% of the essays received a 3 or higher.</p> <p>2010 Results: 97% of the essays received a 3 or higher.</p> <p>Breakdown of Checklist Results:</p> <p>2009 Results: 67.9% utilized third person pronouns 61.7% used the library's online databases 76.5% used MLA format correctly. 95.1% had thesis statements . 95.1% had introductions, body paragraphs, and conclusions.</p> <p>2010 Results: 73% utilized third person pronouns 95% used the library's online databases. 92% used MLA format correctly . 90% had thesis statements. 93% had introductions, body paragraphs, and conclusions.</p>	Overall our results are much better than last year. Drilling down revealed a problem in both dual credit areas in the category: use of third person. Only 66% of dc artifacts demonstrated proper use of third person.	This year we labeled the essays as to type of instructor: dual credit, dc online, adjunct, full-time.	The checklist was adequate for assessment; however, the committee agreed to tweak the wording and define concepts clearly for more accurate assessment next year. These results will be distributed to all English faculty: full-time, adjunct, and dual credit. The department chair will instruct dual credit faculty to turn in essays that better meet the requirements of the essay assessed. Essays turned in for scoring will continue to be labeled as to their instructional origin (adjunct, dual credit, dc online, and full-time) in order to target specific areas that need instructional improvement. The process will continue to be studied as will the influence of our new Writers' Corner established in part because of assessment.
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
English as a Second Language (ESL)	1. Improve English language skills.				

English as a Second Language (ESL)	1a. Upon successful completion of ESL 0344, at least 50% of ESL Reading IV students that pass the course will score 50 or higher on the Accuplacer Reading Test based on scores on the Accuplacer.	The goal was met in the Spring 2010 semester, but not in the Fall 2009 semester. Overall - 15 out of 25 (60%) ESL 0344 completers scored at or above 50 on the Accuplacer Reading Test. Fall 2009 - 4 out of 10 (40%) ESL 0344 completers scored at or above 50 on the Accuplacer Reading Test. Spring 2010 - 11 out of 15 (73%) ESL0344 completers scored at or above 50 on the Accuplacer Reading Test.	For Fall 2009 - Spring 2010 the total percentage ESL 0344 completers scoring at 50 or higher on the Accuplacer Reading Test was 60%. The goal of 50% was met and exceeded.		The goal will remain the same.
English as a Second Language (ESL)	2. Prepare for 'post ESL' classes in college.				
English as a Second Language (ESL)	2a. 50% of all students that successfully complete all three ESL classes at level IV will continue the immediate following semester in a course beyond ESL based upon enrollment figures.	Spring 2010 - results are still pending. Fall 2009 - 4 out of 6 (66%) completers continued by enrolling in a class beyond ESL in Spring 2010.	In 2008-2009, 50% of the students completing all three level 4 classes continued on beyond ESL. For 2009-2010 academic year, the results for the fall were all that is available. These results so far meet the goal of 50%.		None - The goal will remain the same .
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
English (Developmental)	1. Developmental English 0301 students will demonstrate grammar and writing skill improvement.				

English (Developmental)	1a. Upon completion of English 0301, at least 60% of a 25 student sample will score a 3 or better on a final according to a rubric of written communication skills generated and scored by a committee of developmental English instructors.	80% scored a 3 or above on the written communication rubric. 8% scored a 5 - excellent 16% scored a 4 - good 56% scored a 3 - average 20% scored a 2 - marginal 0% scored a 1- poor	The outcomes analysis revealed that 20% of ENGL 0301 students scored into the marginal or poor range.		The curriculum needs to be revised to include tutoring in the new English Department writing center, Writers' Corner. This should help those students improve their written communication skills. Study skills instruction is also an important part of the curriculum and should continue to be emphasized.
English (Developmental)	2. Developmental English 0302 students will demonstrate writing skill improvement.				
English (Developmental)	2a. Upon completion of students' developmental 0302 classes, at least 60% of a 54 student sample will score a 3 or better on a final essay according to a rubric of written communication skills generated and scored by a committee of developmental English instructors.	69% scored a 3 or above on the written communication rubric. Breakdown of the sample: 0% scored a 5 - excellent 17% scored a 4 - good 52% scored a 3 - average 26% scored a 2 - marginal 5% scored a 1 - poor	In the analysis, 31% of ENGL 0302 students scored into the marginal or poor range.		Curriculum revisions for these classes need to include tutoring in the new English Department writing center, Writers' Corner. Increased availability to tutoring should help improve these students' written communication skills. Study skills should still be a major emphasis of the curriculum, too.
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Fire Technology	1. Assess the Technical Skill Attainment for the Fire Protection Technology Program based on the Texas Commission on Fire Protection standards.				

Fire Technology	1a. Exceed a 90% pass rate on the Texas Commission on Fire Protection Basic Firefighter exam.	Achieved an 86% pass rate for the 2009-2010 academic years. (36 students tested and 31 passed the Basic Firefighter exam (certification).		Adjusted the Fall 2010 schedule to allow more time for study. (Changed schedule from a 5 days a week schedule for 1 semester to a 3 days a week for 2 semester format.)	
Fire Technology	2. Assess the Retention or Transfer of students enrolled in the Fire Protection Technology Program. Data is based on the number of students enrolled at the beginning of the academic program to completion.				
Fire Technology	2a. Maintain an 85% completion rate for all students entering the Fire Protection Program annually.	Achieved a 94.7% completion rate for the 2009-2010 academic year for fire protection courses only. Not all students completed their program of study (students must complete EMT-basic to receive their certificate) at this time. (38 students began the Fire Protection Technology Program in the Fall 2009 semester. 36 students completed the academics.)			

Fire Technology	3. Assess the Nontraditional Participation and Completion of the Fire Protection Technology Program. Data is based on the number of students enrolled at the beginning of the academic program to completion.				
Fire Technology	3a. Achieve a 10% participation and completion rate for all nontraditional students entering the Fire Protection Technology Program annually.	Achieved a 2.6% nontraditional (female) participation rate and a 2.7% nontraditional completion rate. Achieved a 7.8% nontraditional (African-American) participation rate and a 5.5% completion rate. (1 female entered and completed the program in 2009-2010.)	These rates are below our desired outcomes. We must continue to recruit diverse populations. (4 African-American and 0 female students entered the program beginning Fall 2010)		
Fire Technology	4. Assess the Placement of Students completing the Fire Protection Technology Program. Data is based on the number of students placed or retained in employment, or placed in military service or apprenticeship programs.				
Fire Technology	4a. Maintain an 85% placement rate for all licensed Firefighters.	Our data estimates a 70% placement rate of graduates from 2009-2010 academic year. (Municipal fire departments require the civil service exam as part of the employment process. It often takes up to 3 years to be hired.)			Increase the program's entrance requirements in math, reading and writing skills to improve our graduates' chances of passing the civil service exams.

Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Fitness & Life Services	1. Improve the level of physical fitness of AC students during the years 2010-2011.				
Fitness & Life Services	1a. 90% of activity classes will show an average improvement of at least 10% on a class appropriate fitness test. This test will be administered at the end of the Fall and Spring semesters, and compared to a pre-fitness test that will be administered at the beginning of the fall and spring semesters.	Results Pending	Analysis Pending		Based on these results, the effectiveness of current course methods and class structures will be studied to improve the number of classes that meet the minimum 10% improvement standard.
Fitness & Life Services	2. Future goals and for 2010-2011 are to assess effectiveness of current course methods and class structures to further improve AC students level of fitness and health.				
Fitness & Life Services	2a. 2 measures of individual student fitness will be compared across two different course structures, The first structure is a pilot program that has students meet four days a week for 8 weeks, while the second structure involves the traditional meeting times of 2 days a week across 16 weeks. A between group analysis of fitness measures will be used to see if changing to a different course structure will improve fitness measures.	Results Pending	Analysis Pending		Based on outputs of fitness measurements across these 2 different course structures, changes may be made in the structure of activity -based fitness courses that lead to improved fitness in students.

Fitness & Life Services	3. Prepare fitness students for professional careers in Health and Fitness related industries.				
Fitness & Life Services	3a. Target for Fall of 2010;/Spring of 2011: 75% pass rate of PHED students who attempt one of the following exams: A. NSCA Certification Exam, B. AFFA Certification Exam, C. TASO Certification Exam.	Results Pending In 2009-2010, targeted objectives were met and were exceeded.			For Fall 2010 through Spring of 2011, there will be continued action in order to maintain the certification exam pass rate. The current rate of 95% meets and exceeds our expectations. We will continue to administer the practice exam to qualified and interested students, prior to the certification examinations.
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Graphic Design	1. Prepare majors in a certificate program for entry-level employment and provide job enhancement skills for the working professional.				
Graphic Design	1a. Upon completion of the capstone (portfolio) course, the student will be able to clearly demonstrate professional graphic design skills as evaluated by outside graphic design professional using a rubric developed by the graphic design faculty.	Spring 2010 Six upper-level graphic design majors in portfolio class were evaluated by a team of outside professionals in their field during the Visual Arts showcase. They received an average total score of 88% on their evaluations.	While we are satisfied with the average score of 88% (3% increase from the previous semester), we will continue to develop the students' presentation to achieve higher scores.		We will continue to evaluate upper-level students each semester through the Visual Arts Showcase. We plan to distribute Showcase results to full-time Graphic Design faculty that teach upper-level courses. This will give them the opportunity to address specific areas that need improvement.
Graphic Design	2. To prepare graduating AAS Graphic Design majors to transfer to a senior-level institution to complete a baccalaureate degree in graphic design.				

Graphic Design	2a. After the presentation of A.A.S. diploma and portfolio, the student will be successfully articulated into a Baccalaureate program.	No Data Collected			
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Humanities	1. Ensure students learn basic connections between social, political, and religious traditions and the creative works in art and music coming from those traditions.				
Humanities	1a. Upon completion of HUMA 1315, students will show a 50% improvement on a pretest/posttest assessment. The assessment consists of 18 questions covering the art and architecture taught in the course. This assessment instrument is a revised version of the one used last year. Several changes were made in order to make the instrument a better balance between material studied early in the semester and material studied late in the semester.	The average score on the pre-test was 45 (N=102). The average score on the post-test was 62 (N=89). The average percentage of change was 38%. HUMA 1315 students showed a 38% improvement on the posttest.	Fall 2009-Spring 2010 Analysis We fell short of the overall goal. The pretest/posttest format assumes that the pretest will be given on the first day of class prior to any instruction. Because of a delay in getting the pretest printed and distributed, however, most instructors administered the pretest during the second week of class. It is possible we would have met our goal if this delay had not occurred.	This assessment instrument is a revised version of the one used last year. Several changes were made in order to make the instrument a better balance between material studied early in the semester and material studied late in the semester.	These results will be distributed to all HUMA 1315 instructors--as they were last year. The program coordinator will make sure the pretest has been distributed to all HUMA 1315 instructors prior to the first week of class. The program coordinator will also emphasize the importance of having students complete the pretest on the first day of class. A new program coordinator will take over the Humanities Program in Fall 2010. This coordinator may want to adjust or change the assessment instrument to more closely reflect the direction HUMA 1315 will be taking in the future.
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Industrial Technology	1. Student attainment of an industry-recognized credential, a certificate or a degree.				

Industrial Technology	1a. The number of students who completed the program over a three-year period.	Data for CIP Code 15.0400 indicates a total of 99 students for the three-year period.	Data indicates the number of student completers exceeds the state standards of 15 graduates in a three year period by six times.		While the number of graduates for CIP 15.0400 exceeds state standards, the Industrial Maintenance Technology program strives to continue recruiting students for positions in the electromechanical and HVAC career field.
Industrial Technology	2. Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage or high demand occupations or professions.				
Industrial Technology	2a. The number of program completers who are employed or pursuing additional education within one year of graduation.	Data for the last three-year period for CIP Code 15.0400 indicates an average of 80 students or 85.11 percent.			The data for CIP 15.0400 includes that of the new buzzword "renewable energy". The Industrial Maintenance Technology program will continue to upgrade curriculum and class scheduling to enhance student's learning for the electromechanical and HVAC career positions in the workforce.
Industrial Technology	3. Student participation in CTE programs in nontraditional fields.				
Industrial Technology	3a. The number of participants in a program that leads to employment in nontraditional fields during the reporting year.	Data for the reporting year for CIP Code 15.0400 indicates that seven (7) females (5.79%) participated in this nontraditional career field	Data indicates a shortfall in the amount of nontraditional participants for CIP 15.0400 compared to statewide numbers of 9.24 percent.	(Past Gender Equity Campaigns)	The Industrial Maintenance Technology program currently has three full-time female students in this "nontraditional" career field, but will continue to participate in gender equity campaigns.
Organization	Goal	Results:	Analysis:	Improvements:	Actions:

Interior Design	1. Prepare students to enter the workforce in interior design-related positions of employment.	The first outcome was met based on the assumption that the benchmark was 100% and the results showing that 100% graduated with certificates and compiled portfolios. The second outcome provides insufficient information to determine whether or not the outcome was met.			
Interior Design	1a. Upon completion of the Professional Certificate, Interior Design majors will have compiled a body of work in portfolio format to reflect a professional level of achievement to be reviewed by prospective employers.	<p>2008-2009 Two students graduated with professional certificate and both compiled portfolios (100%)</p> <p>2009-10 No students graduated with the professional certificate (NOTE: Assumed that benchmark was 100% since no benchmark met and Use of Results on submitted PET show that 2 students graduated and two submitted portfolios)</p>	Only two students graduated with professional Certificates, both compiled portfolios.		Develop a board of review for portfolios for independent, objective review

Interior Design	1b. Graduate employment levels from the AAS and Professional Certificate programs should meet state benchmarks.	<p>2009-2010 Four students graduated with AAS degrees; 3 were employed at the time of graduation at local businesses in the field; one was employed outside the field, but was also completing independent (self-employed) projects in the field of Interior Design</p> <p>2010-11 No data as yet</p>			Maintain contacts with local employers employing graduates.
Interior Design	2. Prepare students to continue their design education at university level CIDA-accredited interior design programs.				

Interior Design	2a. After receiving one-on-one direction from faculty, students who plan to continue their interior design education at the university level will build a professional portfolio of work that demonstrates fulfillment of selected CIDA-accredited interior design program.	<p>2008-2009 Two students applied and were accepted into the accredited interior design program at Texas Tech for fall 2008</p> <p>2009-10 No students applied for admission to TTU this semester. However, it was learned that 2 students from 2008-2009 had enrolled and graduated at other CIDA-accredited programs in Texas and were working in the field prior to the economic downturn of Fall 2010.</p> <p>2010-11 No data as yet</p>	CIDA Student Reception: Direct feedback from student indicated positive response from Texas Tech faculty. She was accepted into the program without need for leveling work.		Faculty will continue to encourage transfer through tours and communication with university programs.
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Machining Tech	1. Student attainment of an industry-recognized credential, a certificate or a degree.				
Machining Tech	1a. The number of students who completed the program over a three-year period.				The goal for the new Machining Technology program continues to be to build up the public's knowledge of its existence and to bring in new students.
Machining Tech	2. Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage or high demand occupations or professions.				

Machining Tech	2a. The number of program completers who are employed or pursuing additional education within one year of graduation.	While the Machining Technology program has only been an approved academic program for less than one year now, it already has two students who have been hired for employment in the career field. These two students are continuing to work full-time and attend classes to complete their education in the Machining program.			
Machining Tech	3. Student participation in CTE programs in nontraditional fields.				
Machining Tech	3a. The number of participants in a program that leads to employment in nontraditional fields during the reporting year.	While there are currently no female majors in the Machining Technology program, there have been female students to take some of the Machining classes as support classes.			
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Management	1. Assure that students have the necessary knowledge and skills necessary for employment in the management field.				

Management	1a. 90% of students in BMGT 2341 Strategic Management will demonstrate competencies in 3 of the 4 following areas: functional, competitive, corporate and global strategies. This information will be obtained by embedded test questions.	100% of students demonstrated competency in each of the four areas. The average scores in the four areas were 83.3%, 88.875%, 86.96%, and 87.875% respectively.			
Management	2. Graduates will be employed and/or pursuing additional education within one year of graduation.				
Management	2a. 90% of graduates will be employed and/or continuing their education, or in the military based on results from THECB data.	96.875% of Management students were employed or continuing their education or both.			
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Management - Travel and Tourism	1. Adequately prepare students for employment in the travel and tourism field.				
Management - Travel and Tourism	1a. Using THECB website data standards, 90% of graduates will be employed in the field.	2008-2009 (cip 52.02): No data available 2007-2008 (cip 52.02): No data available 2006-2007 (cip 52.02): Shows 94.6% employment	Travel and Tourism employment statistics are embedded in Business Management. Informal survey indicates 90% employment.		Continue to improve on percentages concentrated on tourism industry.
Management - Travel and Tourism	2. Provide a worthwhile experience with industry field observation.				

Management - Travel and Tourism	2a. Based on field observation assessments in the Travel Career Development Course TRVM 2302, 90% of students will receive a 4 or better on the scale of 1 to 5 with 5 being the highest indicator of employability by the employers in the industry that are observed.	<p>2008-2009: Low response from industry.</p> <p>2007-2008: Low response from industry. Return survey indicates the majority of students ranked 4 or 5 in the scale of 1 to 5.</p> <p>2006-2007 Critique surveys completed and returned from industry observations show 95% of students ranked 5 in the scale of 1 to 5, five being the highest indicator of employability.</p>			Improve on the survey questionnaire to be more specific as to the results of the student observation. Follow up industry survey with phone call to encourage response to student field observation critique. Call and send industry critique in advance of actual student field observation and have them sign off on a firm commitment to return survey.
Management - Travel and Tourism	2b. Reassess and revise Travel Career Developmental course in 2010 as capstone course in Travel & Tourism program.	<p>2009-2010 Student Field Observation Survey: Good Industry response based on 2010 Plan of Action. Industry indicated that 95% of the students received a 5 in a 4 out of 5 on the critique survey.</p> <p>2008-2009: No industry response. Verbal communication elicited information that students received a 4 out of 5 on the survey.</p>		2010- Students will take survey to person responsible for the field observation and return it personally at completion.	2011- Provide students with more internship opportunity.
Organization	Goal	Results:	Analysis:	Improvements:	Actions:

Mass Communications	1. Prepare freshman and sophomore students to transfer to a senior-level institution to complete a baccalaureate degree in mass communication.				
Mass Communications	1a. Upon completion of 15 hours of mass communication course work, 80% of the students enrolled in an AS program will demonstrate the ability to tell a clear and accurate story to a specified audience using appropriate media as evaluated by a panel of media professionals.	<p>Spring 2010 - awaiting feedback</p> <p>Spring 2009 - as follows: 8 out of 12 graduates scored 3.0 or above, indicating 67% of students enrolled in an AS program could demonstrate the ability to tell a clear and accurate story to a specified audience. The average score for all May 2009 AS graduates was 2.95.</p>	Spring 2009: Feedback on individual work was varied. Instructors were provided copies of evaluator assessments of student work so that identified weaknesses could be addressed in appropriate courses.		Include works from both Fall and Spring graduates in next assessment. Broaden the professional assessment committee to include print journalists.
Mass Communications	2. Prepare students for immediate employment in the media industry.				
Mass Communications	2a. Upon completion of 30 hours of mass communication course work, 80% of the students enrolled in the an AAS or certificate program will demonstrate the ability to tell a clear and accurate story to a specified audience using appropriate media as evaluated by a panel of media professionals.	The graduate scored 3.0 with both evaluators, indicating 100% (1 student) could demonstrate the ability to tell a clear and accurate story to a specified audience	Spring 2009: Feedback on individual work was varied. Instructors were provided copies of evaluator assessments of student work so that identified weaknesses could be addressed in appropriate courses.		

Mass Communications	2b. Upon completion of a mass communication technical program, graduates will find employment in the industry within a year of graduation at a rate that meets or exceeds the state benchmark of 90% in 2007-2008.	Five out of 14 graduates completed the graduate survey, for a 36% response rate. Four of the respondents were AS graduates and indicated transfer to an upper-level institution. The only AAS respondent indicated full-time employment. (Only 2 of the graduates were technical program graduates.) (NOTE: MET BASED ON DATA PROVIDED)	Graduate survey is difficult to administer effectively. Current methodology of distributing surveys through classes is inconsistent. Consequently, reliability of data gathered through this unscientific method is questionable.	(Surveyed Students)	Spring 2010 - Attempt survey again in December 2010 and May 2011. Seek alternate distribution methods: in-class and e-mail distributions. Administer graduate survey at the end of each Fall and Spring semester. Contact each graduate 6 months after graduation to confirm employment. Maintain database.
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Mathematics & Engineering	1. Prepare developmental students for their next level mathematics course.				
Mathematics & Engineering	1a. Upon successful completion of MATH 0302 (Beginning Algebra) with a grade of A-C at least 60% of developmental students will score a minimum of 63 on the Accuplacer Test which is the required score for students who place directly into the next course MATH 0303 (Intermediate Algebra).	2008 SP 60.7% pass 2008 SU 57.9% pass 2008 FA 59.6% pass 2009 SP 63.4% pass 2009 SU 60.6% pass 2009 FA 57.7% pass 2010 SP 57.9% pass	The pass rate fluctuates and though it does not drop below 57%, it does not maintain our goal of 60%. Some of the teacher's results are extraordinarily high (up to 100% scored 63 or higher) while others' results are extremely low (as low as 13%).	These results have been distributed to all MATH 0302 teachers. A discussion has been initiated with the teachers regarding the overall results.	We will question all teachers and try to find hints and strategies to share to bring all teachers' results up to an appropriate level. We will re-emphasize the importance of the testing with the teachers and the students immediately prior to the Accuplacer testing. We will continue the assessment process to monitor changes in performance.
Mathematics & Engineering	2. Provide courses encompassing required math skills/knowledge to enable students to transfer and/or complete a degree or certificate program.				

<p>Mathematics & Engineering</p>	<p>2a. 50% of students in MATH 1314 (College Algebra) taking a chapter test covering one of the topics identified by the faculty for assessment (solving a quadratic equation using the quadratic formula, finding the domain of a function, solving an exponential equation, solving a logarithmic equation, and analyzing a rational function) will score at the proficient level receiving a 4 or 5 on a 5 point rubric scale.</p>	<p><u>Use of the Quadratic Equation:</u> Traditional: 2009 FA 54% proficient; 2010 SP 51% proficient Online Dual Credit: 2009 FA 71% proficient; (Online not taught in Spring) <u>Radical Function Domain:</u> Traditional: 2008 FA 48% proficient; 2009 SP 38% proficient; 2009 FA 44% proficient; 2010 SP 33% proficient Online Dual Credit: 2008 FA 41% proficient; 2009 FA 49% proficient; (Online not taught in Spring) <u>Solve an Exponential Equation:</u> Traditional: 2008 FA 51% proficient; 2009 SP 52% proficient; 2009 FA 39% proficient; 2010 SP 38% proficient Online Dual Credit: 2008 FA 73% proficient; 2009 FA 54% proficient; (Online not taught in Spring)</p>	<p>RESULTS CONTINUED... <u>Solve a Logarithmic Equation:</u> Traditional: 2008 FA 36% proficient; 2009 SP 47% proficient; 2009 FA 39% proficient; 2010 SP 27% proficient Online Dual Credit: 2008 FA 56% proficient; 2009 FA 58% proficient; (Online not taught in Spring) <u>Graph a Rational Function:</u> Traditional: 2008 FA 60% proficient; 2009 SP 63% proficient; 2009 FA 59% proficient; 2010 SP 57% proficient Online Dual Credit: 2008 FA 83% proficient; 2009 FA 71% proficient; (Online not taught in Spring) ANALYSIS: In general, we are not meeting our goal in the traditional courses (with the exception of the use of the Quadratic Equation) while the dual credit courses are meeting the goal for the most part (with the exception of the radical function.</p>	<p>These results will be distributed to all instructors of Math 1314. The Math 1314 teachers will meet at the beginning of the semester to discuss these results and plan specific techniques and interventions as a plan of action to increase the students' proficiencies. We will continue the assessment process to monitor changes in performance.</p>
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Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Medical Data Specialist	1. To provide the students with the knowledge necessary for completion of a comprehensive exit exam of the Medical Data Specialist.				
Medical Data Specialist	1a. After completion of MDCA 1264 or HITT 1266, Practicum course, the students will demonstrate expertise by 70%, the knowledge necessary to pass the capstone exit exam administered during the summer semester.	Results: Pass rate for 2009-2010 was 100%. N = 4/4 (100%) 80 - 89.0 range = 3 70- 79.9 range = 1	Students were successful and results were satisfactory.		Continue to review for the capstone exam with students.
Medical Data Specialist	2. To guide the students toward the skills necessary for performing specific administrative duties in various medical settings.				
Medical Data Specialist	2a. After completion of specific MDS courses and evaluation from the practicum supervisor at the end of the program, the students will demonstrate proficiency by 80% in the performance of basic entry-level skills necessary for a Medical Data Specialist.	Results: Pass rate for 2009-2010 was 100% N = 4/4 (100%) 90 - 100 range = 4	Students were successful and the results were satisfactory.		None of this time.
Medical Data Specialist	3. Students will be guided to demonstrate overall professionalism while performing all duties required of the Medical Data Specialist.				

Medical Data Specialist	3a. After completion of specific MDS courses at the end of the program, the students will demonstrate proficiency at a 75% level in the performance of basic entry-level professional skills necessary for a Medical Data Specialist.	Results: Pass rate for 2009-2010 was 100%. N = 4/4 (100%) 90 - 100 range = 2 80 - 89.9 range = 2	Results were satisfactory.		
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Medical Laboratory Technology	1. Students will be equipped with the cognitive knowledge and psychomotor skills for analysis and clinical decision-making, information management, regulatory compliance, education, and quality assurance/improvement wherever laboratory testing is researched, developed or performed.				
Medical Laboratory Technology	1a. Students will recall, identify, and relate knowledge gained in all areas of clinical laboratory science and critically evaluate information and case studies presented, in order to select the correct answers on a comprehensive capstone exam. 100% of graduating Sophomore students will meet or exceed a score of 70% on at least one of three final, comprehensive capstone exams, administered during the final semester of the Medical Laboratory Technology program.	2010 Class Average = 86.4% Exam average range = 70.0%- 97.0% One student did not pass after the allotted three attempts. This student was given an incomplete, additional study materials, and one month in which to study for a fourth and final attempt. The student passed on that attempt with a score of 88.0%. The overall class average increased very slightly by 0.2%.	94.1% of the students achieved a score well above the target score of 70% on one of the three exams. Possible Factor that Affected Results: The exam questions were revised just prior to the beginning of the Summer semester to reflect changes in the Medical Lab body of knowledge that the students are expected to know.		The MLT faculty will also continue to reevaluate test questions to incorporate those related to new and emerging technologies in Clinical Laboratory Science, as well as to explore new means in which to encourage students to study efficiently and effectively.

<p>Medical Laboratory Technology</p>	<p>1b. Students will select and perform appropriate quality control, troubleshooting, and laboratory test procedures; critically evaluate and interpret data generated, based on knowledge gained in all areas of clinical laboratory science; and report the information in the appropriate manner to the specified medical professional. 100% of the students will achieve a score of 70% or better on the Task List student evaluation instruments in all Practicum I and II rotations, during the Sophomore year of the Medical Laboratory Technology program.</p>	<p>Students in the graduating class of 2010 earned Task List scores from 75.7% to 100.0%, with an overall average of 94.0%</p>	<p>The results over the past several years continue to be well above the target score of 70%, and a slight increase of +0.4% over results from the graduating class of 2009.</p>		<p>The MLT faculty will continue to incorporate theory and hands-on experience with current and new technologies into laboratory courses to better prepare students for Practicum rotations.</p>
<p>Medical Laboratory Technology</p>	<p>2. Students will be able to demonstrate graduate/entry level technician knowledge and performance of routine and special clinical laboratory tests as the primary analyst, making specimen oriented decisions based on predetermined criteria, including a working knowledge of critical values.</p>				

<p>Medical Laboratory Technology</p>	<p>2a. Students will perform, assess, and analyze results generated from routine and esoteric hematology, clinical chemistry, immunohematology, microbiology, serology/immunology, coagulation, and other emerging clinical laboratory tests according to established protocols and procedures. 100% of all Medical Laboratory Technology Program graduates will have achieved a score of "Pass" on a Pass/Fail basis, indicating cognitive and psychomotor competency, for all areas indicated on the Amarillo College Medical Laboratory Technology Competency Profile.</p>	<p>2010 Pass/Fail Rate = 100% Pass</p>	<p>The Pass/Fail rate for the Medical Laboratory Technology Student Competency continues at a level of 100% passing.</p>		<p>The faculty will continue to monitor student competency in all areas of the clinical laboratory, and also work with clinical/adjunct faculty to correct any deficiencies should they arise.</p>
<p>Medical Laboratory Technology</p>	<p>2b. 100% of all program graduates will receive an average score of 3.5 or greater, on a Likert scale of 1-5, on Employer Satisfaction Surveys. The surveys are mailed out to employers approximately 9 months to one year post graduation.</p>	<p>2009 Employer Satisfaction Survey Results = 3.91 on a Likert scale of 1-5</p>	<p>The Employer Satisfaction Survey Results for the graduating class of 2009 were greater than the average from 2008, and greater than the targeted average of 3.50.</p>		<p>The faculty will continue to monitor student performance in all areas of the clinical laboratory, and also work with clinical/adjunct faculty and prospective employers to correct any deficiencies that arise in student performance prior to graduation from the program, and subsequent employment. In addition, the faculty have continued their emphasis on work ethics. In addition, the Education Coordinator and the instructor for the students in Lubbock continue to solicit feedback from clinical/practicum supervisors, in order to correct any poor work habits or performance deficiencies before students complete the</p>

					program.
Medical Laboratory Technology	3. Students will display possession of knowledge and communication skills that extend to collaborative, consultative, and educational interactions with laboratory professionals, other healthcare professionals, patients, and the general public.				
Medical Laboratory Technology	3a. 90% of all currently enrolled Freshmen and Sophomore students in the Medical Laboratory Technology Program will prepare an informational visual presentation pertaining to the clinical laboratory profession.	2010 participation =100%	The 100.0% rate of participation is increased from the 95.8% rate of participation in 2009, and well above the standard of 90%.		(None Provided)

Medical Laboratory Technology	3b. 100% of the Sophomore students will prepare and present an in-depth advanced research paper and presentation, and achieve an average score of 90%, as evaluated by their instructor and their peers.	2010 Research Presentations = 94.5%	The average score on the student research presentations was 94.5%, which is 6.41% greater than the average score in 2009.	Revamping of the assignment and the institution of due dates for components of the paper throughout the sophomore year, eliminated or minimized student procrastination.	The faculty will continue to put greater emphasis on this project, to encourage students to be mindful of their deadlines, and encourage students to augment their research, written and verbal presentation skills prior to actual delivery of their research presentations.
Medical Laboratory Technology	4. Students will exhibit the capacity for calm and reasoned judgment, taking responsibility for their own actions, show a strong commitment to patient welfare, and display positive ethical and moral attitudes and principles that are necessary for gaining and maintaining the confidence of patients, professional associates, and the community at large.				
Medical Laboratory Technology	4a. 100% of the students will achieve a score of 70% or better on the Student Professional Evaluation instruments in all Practicum I and II rotations, during the Sophomore year of the Medical Laboratory Technology program.	Students in the graduating class of 2010 earned Student Professional scores from 64.7% to 100.0%, with an overall average of 92.72%	The results are slightly decreased from 2009, with a difference of -0.6% but well above the 70.0% benchmark. After analyzing the Student Professional Evaluations, it appears that the decrease is due to a slight increase in absenteeism and/or tardiness.		The faculty will follow-up with students to emphasize the importance of attendance and punctuality in the practicum setting, and continue to emphasize and evaluate the overall, essential qualities of professionalism in the medical laboratory setting.
Organization	Goal	Results:	Analysis:	Improvements:	Actions:

Mortuary Science	1. To provide prospective funeral service practitioners with the theoretical skills demanded for success in the funeral service industry.				
Mortuary Science	1a. After completing 66/67 semester hours, 75% of students will score 75% or higher on the first attempt at the NBE.	(Results for 08/24/10-5/15/11 time frame were not available.) 66% of students passed the NBE on the first attempt through December 2009.	NBE analysis including spreadsheets breaking down the sections/scores of the exams, as well as the manner of delivery have provided proof of areas in strength and weakness. Students have been able to take an incomplete in the course and take the NBE within 90 days after completion of all coursework. This seems to be working, but is giving the students too much time to procrastinate before scheduling the exam.	Use of these results were used for curriculum revisions including adding Medical Terminology to the required courses bringing the program up to a 70 credit hour AAS degree. MRTS-1391 review course was revamped to tie the NBE to equal 1/3 of the grade in the course. The exit interview implemented Spring Fall 2009 with the program director prior to certification for the exam seems to be eliminating any graduate requirements missing.	After the NBE results for 2010 year end are analyzed, there maybe a stipulation that the student must take the NBE prior to course completion date rather than taking an incomplete in the course.
Mortuary Science	2. To provide prospective funeral service practitioners with the theoretical skills demanded for success in the funeral service industry.				

Mortuary Science	2a. After completing 66 semester hours, 90% of the students will pass the Texas Law Exam with 75% or higher.	(Results for 08/24/10-5/15/11 time frame were not available.) The Texas Law Exam was given May 2010 on the Amarillo Campus and 13/15 students taking the Exam passed.		An onsite review the night prior to the Exam was conducted and seemed to boost scores dramatically from previous years. The exam is open book, but the program director developed a review to help students tab their law book with important information	This format (a review the night before the Texas Law Exam is taken) will continue to be followed as the 2 that failed the exam were not present for the review.
Mortuary Science	3. To provide certification of funeral directors in the state of Texas.				
Mortuary Science	3a. After completing 35 semester hours, 100% of students will score a 75% or higher on the Texas Board Exam and The Texas Law Exam.	(Results for 08/24/10-5/15/11 time frame were not available.) 2009: 21/23 passed the Texas State Board Exam, 91.3% with 75% or higher.	Results from raising the percentage (from previous years) will not be evaluated until May 2011.	The review class has raised the final grade to be 85% or higher for people to pass the class, MRTS-1291.	This class (MRTS 1291) needs to be passed before a student can take the Texas State Board Exam.
Mortuary Science	4. To regain and maintain accreditation with the American Board of Funeral Service Education.				
Mortuary Science	4a. After hiring an outside independent consultant, Amarillo College will implement recommendations to regain and maintain accreditation with the ABSFE.	The results are yet to be determined.			
Organization	Goal	Results:	Analysis:	Improvements:	Actions:

Music	1. To fulfill the requirements for the Texas Field of Study in Music.				
Music	1a. Upon completion of each semester, 80% of music performance students will score a 9 or above on a rubric with a scale of 0-12 as measured by a jury of music faculty members.	Spring 2010 58% scored 9 or above. 9 or above: 11 of 19; Below 9: 8 of 19 Fall 2009 80.0% scored 9 or above. 9 or above: 20 of 25; Below 9: 5 of 25	FA 2009: Met 80% goal SP 2010: Did not meet 80% goal		Include scales as part of jury process for all performers. Devise barrier system to prevent students from progressing to next semester of lesson without requisite skills.
Music	2. To provide elective coursework and studies for non-music majors and community members.				
Music	2a. Students enrolled in Music Appreciation, American Music, Rudiments of Music and Foundations of Music will take a pre-test at the beginning of each semester, and post-test at end of semester, showing an improvement of 30 % or more. (Revised 4/11/08)	Spring 2010: MUSI 1306 Music Appreciation Pre-test average = 53.27 108 students Post-test average = 84.01 104 students Improvement of 31.26%	Exceeded benchmark improvement by 1.26%		Continue to gather data
Music	3. To enrich the community through public performances and collaborations.				
Music	3a. A minimum of 10 public performances per semester will be offered by the music department.	Spring 2010: 13 performances Fall 2009: 11 performances	Exceeded benchmark by 3 performances.		Gather data regarding audience numbers at events, and provide suggestion box for audience comments
Organization	Goal	Results:	Analysis:	Improvements:	Actions:

Non-Destructive Testing & Evaluation and Welding Tech	1. Student attainment of an industry-recognized credential, a certificate or a degree.				
Non-Destructive Testing & Evaluation and Welding Tech	1a. The number of students who completed the program over a three-year period	Data for CIP Code 48.0508 indicates a total of 60 students for the three-year period.	Data indicates the number of student completers exceeds state standards of 15 graduates in a three year period by three times. Data indicates the number of student completers exceeds state standards of 15 graduates in a three year period by three times.		These workforce careers are very closely related as one (NDTE) serves as inspection of the other (WLDG). While the number of graduates for CIP 48.0508 exceeds state standards, both the Nondestructive Testing & Evaluation and Welding Technology programs strive to continue recruiting students for positions in the inspection, quality and welding career fields.
Non-Destructive Testing & Evaluation and Welding Tech	2. Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage or high demand occupations or professions.				
Non-Destructive Testing & Evaluation and Welding Tech	2a. The number of program completers who are employed or pursuing additional education within one year of graduation.	Data for the last three-year period for CIP Code 48.0508 indicates an average of 35 students or 76.09 percent.			The data for CIP 48.0508 includes that of two related programs. Staff of the Nondestructive Testing & Evaluation program continue to educate the public on what NDTE actually is and how it is related to many other fields. The Welding Technology program continues to upgrade curriculum and improve on class scheduling to enhance student's access for learning.
Non-Destructive Testing & Evaluation and Welding Tech	3. Student participation in CTE programs in nontraditional fields.				

Non-Destructive Testing & Evaluation and Welding Tech	3a. The number of participants in a program that leads to employment in nontraditional fields during the reporting year.	Data for the reporting year for CIP Code 48.0508 indicates that eight (8) females (11.27%) participated in this nontraditional career field.	Compared to statewide numbers of 9.24 percent, data indicates that the amount of nontraditional participants for CIP 48.0508 exceeds the state standards by 2.03 percent.		
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Nuclear Medicine Technology	1. Guide students to pass a nationally recognized professional certification or registry through the NMTCB or the ARRT.				

Nuclear Medicine Technology	1a. 85% of students will pass national registry exams with a score of 75% or better within 1 year after graduation.	<p>94% of graduates passed the test within one year of graduation. Scores ranged from 75-89 with an average score of 80.00.</p> <p>Total #of Graduates-16 Total # of Examinees-16 Pass Reference Scores: <i>Highest Distinction - 85+ (2 grads passed in this range)</i> <i>Pass w/Distinction - 82- 84 (4 grads passed in this range)</i> <i>Pass - 75- 81 (9 grads passed in this range)</i> <i>Fail - Below 75 (1 grad failed the exam)</i></p>	<p>Comparing the graduate data from 2008 to 2009, pass rates were 100% and 94%, respectively, or a drop in 6%, although the 85% standard was met. Comparing the average scores from the graduate data from 2008 to 2009, the score ranges in 2008 were 75-85, and the score ranges in 2009 were 72-89. The lowest score dropped 3 points, due to failure, and the highest exam score increased by 4 points. Average total class score increased from 78.88 in 2008 to 80.00 in 2009, which constitutes an increase of 3%.</p>	<p>The PD made revisions to the Seminar class, NMTT-2235, in Spring 2010, which is a capstone course focusing on the synthesis or professional knowledge, skills, and attitudes in preparation for professional employment and lifelong learning. The syllabus contains grading criterion that prompts students to take ownership in the review process so that every mock exam taken during the course must be passed with a minimum grade of 85 instead of 75.</p>	<p>The results of the revisions will be monitored and stated in the PET form for academic year 2010-2011.</p>
Nuclear Medicine Technology	2. Guide students to meet or exceed the national Mean Scaled Score for all examinees from all Nuclear Medicine Technology Programs in the United States.				

Nuclear Medicine Technology	2a. Students will score at or above the Mean Scaled Score for the nation.	Average score for Amarillo College NM graduates was 80.00. The median score for ALL NMTCB Examinees nationwide was 79.61.	Standard was exceeded by 1%.		The program has noted the slight difference in exceeding the national average score by 1%. In order to make significant differences in average score trends, the PD notes changes within the capstone course, as stated in Goal #1, so that students must pass mock exams with a grade of 85 instead of 75 in preparation for national boards. The results will be monitored and reported within the PET form for 2011-2012 academic year.
Nuclear Medicine Technology	3. Guide students to pass national certification/registry exams on the first attempt.				
Nuclear Medicine Technology	3a. 85% of graduates will pass the exam on the first attempt.	Out of 16 graduates, 15 (94%) passed exam on the 1st attempt.	Standard exceeded by 9%. Comparing data from the previous year of 2008 with 2009, the results were 100% and 94%, respective years. This data aligns well with the Texas Co-Board Licensure Report.		The first-time pass rates for the last 2 years are well within the standard of 85%. Measurements of student success are on-going through a major change in the capstone experience syllabus in Spring 2010, as noted above. Results will be monitored and reported in the PET form for academic year 2010-2011.
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Occupational Therapy Assistant	1. Provide comprehensive understanding of entry level Occupational Therapy Assistant knowledge.				

Occupational Therapy Assistant	1a. Average of 70% of program graduates over a 3 year period will pass certification exam on first attempt as confirmed through NBCOT and ECPTOTE.	3 Year Average = 81%; 2008 = 67%; 2007 = 86%; 2006 = 90%			Revise Workplace Skills for OTA content to include NBCOT online practice exams as capstone must pass item.
Occupational Therapy Assistant	2. Encourage OTA graduate employment pattern that sets 4 months as the norm.				
Occupational Therapy Assistant	2a. 80% of program graduates eligible to be employed as licensed Occupational Therapy Assistants (permanent or temp licensed) will report paid employment in healthcare within 4 months of graduation.	2008 = 90%			
Occupational Therapy Assistant	3. Encourage OTA applications for class size of 10 or greater.				
Occupational Therapy Assistant	3a. Increase enrollment in OTA classes 100% as compared with fall 2008 and accept at least 12 students into the OTA program.	2008 cohort = 100%; 2007 cohort = 90%; 2006 cohort = 90%			
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Office Administration	1. Adequately prepare students with proficient skills and knowledge.				

Office Administration	1a. After completing at least 30 hours of Office Administration (OA) courses, 80 percent of OA majors will show proficiency in these areas - speed, accuracy, composition, and professional document formatting - based on portfolios completed in Advanced Document Formatting, POFT 2333 (Capstone course), as evaluated by a panel comprised of faculty and members of industry.	85% of the tested students scored better than the minimum score of 70 on the embedded Information Technology foundation test.			Study the Information Technology test for possible areas of improvement. Update and/or refine the IT embedded test as required.
Office Administration	2. Adequately prepare students for employment in office/administrative jobs.				
Office Administration	2a. Upon completion of OA program, at least 90% of graduates will be employed in the office administration field, based on results from THECB Annual Data Profile for AC - Cumulative Outcomes for Graduates, Workforce Education Program Detail for Amarillo College (ADP-10A, CIP Code 52.04).	Based on THECB 2006 Annual Data Profile for AC (CIP Code 52.04) for 2001-2004 (not updated since last year), OA shows an 89.74% successful outcome rate.			Continue departmental goal of 90+ percent successful outcome rate.
Office Administration	3. Allow students alternative methods of instruction with flexible options.				

Office Administration	3a. Continue developing additional OA online courses by adding a minimum of one new course per academic year.	During summer 2009, we converted online courses from WebCT to Angel (AC Online). We also developed a new online course, ITSC 1309, Integrated Software Applications, which was first offered online in Spring 2010.	Enrollment in online courses continues to increase, indicating that students benefit from online course offerings.	1 new course was added.	We will continue to offer courses online, adding at least one new online course offering each year.
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Paralegal Studies	1. Ensure students understand what constitutes the Unauthorized Practice of Law.				
Paralegal Studies	1a. 90% of students will answer questions correctly regarding the unauthorized practice of law ("UPL"), which will be imbedded in a quiz and 2 exams in LGLA 1307 - Introduction to Law.	2009-2010 ?%= 86% N = 69of 80	We tested 3 times instead of one, and the number of correct answers decreased, however, 17/18 (94%) answered the question correctly on the 3rd attempt.		Continue to test 3 times, emphasizing the importance of learning UPL. Also focus on this subject in every LGLA class as a review.
Paralegal Studies	2. Graduates will be employed in the legal field, pursuing a Bachelor's degree or serving in the military.				

Paralegal Studies	2a. 80% of graduates will be employed in the legal field, pursuing a Bachelor's degree or serving in the military.	We surveyed our 4 2009 graduates to determine their employment and education. 3/4ths are employed as paralegals in Amarillo: 2 for firms and 1 for the County Attorney's office. All 4 plan to get a BAAS degree. 2/4 have begun classes toward that goal. 2010-2011 ?% = 75% N = 3 of 4	Not enough data (for analysis)		Continue to stress importance of answering survey, continuing education and joining local organizations for networking opportunities. Have both organizations come speak to an Intro class and at least one upper-level class each semester.
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Photography	1. Prepare the individual for employment and to provide enhancement skills for the professional.				
Photography	1a. Upon completion of the capstone (portfolio) course, the students will be able to clearly demonstrate professional photographic skills as evaluated by media specialists using a rubric created by the photography faculty.	Spring 2010: Four upper-level photography majors in portfolio class were evaluated by a team of outside professionals in their field. They received an average total score of 95% on their evaluations. (NOTE: Benchmark marked as met because the analysis states the department was satisfied. However, a benchmark needs to be set in the outcome statement in future PET forms.)	While we are satisfied with the average score of 95%, (10% increase from previous year) we will continue to develop the students' presentation to achieve higher scores.		We plan to distribute showcase results to full-time photography faculty that teach upper level course. This will give them the opportunity to address specific areas that need improvement.

Photography	2. To prepare graduating photography majors to transfer to a senior-level institution to complete a baccalaureate degree in photography				
Photography	2a. After the presentation of A.A.S. diploma and portfolio, the student will be successfully articulated into a Baccalaureate program.	No data collected.			
Photography	3. To provide courses for personal enrichment for the non-professional photographer.				
Photography	3a. To prepare a body of images, suitable for public display, as evaluated by peers using a rubric created by the photography faculty.	No Data Collected. Decided to discontinue this course of action because photo majors are already evaluated by faculty with the current grading process			No rubric will be used.
Photography	3b. Photography faculty will survey non-photography majors about their experience in class.	Surveys	Surveys were inconclusive		Revise survey to be more reflective of non-photography majors' experience.
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Physical Sciences	1. Provide technician testing for Pantex Lab Technicians (from 2009-2010 form).				
Physical Sciences	1a. Prepare and provide tutoring and testing for Pantex Technicians for employment advancement at least two times during the year.	Tutoring and testing were provided for Pantex Technician advancement once during the year.	NOTE: Pantex requested testing only one time during the previous year.		

Physical Sciences	2. Improve critical observation and data analysis skills (from 2008-2009 form).				
Physical Sciences	2a. After study of known mineral specimens, 70% of Geology 1103 students will be able to correctly identify at least 70% of an unknown mineral set based on a lab exam.	78% (18 of 23 students) of Geology 1103 students satisfactorily completed the identification of the unknown mineral set based on the outcome of the lab grades	Completed for 2008-2009		Students will be encouraged to improve their skills in the areas of observation and data analysis.
Physical Sciences	3. Provide external training for industry.				
Physical Sciences	3a. Provide and meet the needs of industry to train personnel.				
Physical Sciences	4. Provide upgrade and implementation of more technology in laboratory settings through grants and other resources.				
Physical Sciences	4a. Acquire additional laboratory equipment and incorporate the use of improved technology in chemistry and physics laboratory experiments.	Additional equipment, particularly for physics, has been acquired over the past year, mainly through a grant with New Mexico Tech.	Students have benefitted from the additional equipment and have had new opportunities to improve learning.		
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Physical Therapist Assistant	1. Provide comprehensive understanding of introductory Physical Therapist Assistant knowledge.				
Physical Therapist Assistant	1a. 90% of program graduates will pass licensure exam on first attempts as confirmed by ECPTOTE.	100% (15 out of 15) graduates who took the exam passed on the first attempt.	At this point, this pass rate meets and exceeds the program goal.		Will continue to monitor this goal.
Physical Therapist Assistant	2. Identify and promote student goal attainment (PTA.AAS).				

Physical Therapist Assistant	2a. 60% of students in a group of cohorts will complete the PTA curriculum annually within 2 years of acceptance to the program.	54.2% (13 of 24) students admitted to the program in the spring of 2008 completed the program within 2 years of acceptance to the program.		Effective 2010, we have revised program admissions and the degree plan to improve student completion rates.	
Physical Therapist Assistant	3. Encourage PTA graduate employment pattern that sets 4 months as the norm.				
Physical Therapist Assistant	3a. 90% of program graduates will be employed as licensed Physical Therapist Assistants within 4 months after graduation.	93.3% 14 out of 15 program graduates have confirmed employment within 4 months of graduation. Have not been able to contact the 15th.	This goal has been met at this point.		Will look at need for future goal revision.
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Radiation Therapy	1. Students will display clinical competence.				
Radiation Therapy	1.1a. Students will demonstrate clinical competence with respect to technical/psychomotor applications. (Based on Clinical Evaluation Performance Tool: Part II; Benchmark: Equal or Greater to 1.5 student average on 2.0 scale.)	Class of 2008: 4th Sem: N/A 5th Sem: 1.96 Class of 09: 4th Sem: 1.87 5th Sem: 1.91	Benchmark Met		Continue to Monitor as more data is gathered. If the trend of ratings of around 1.9 continues, consider raising the benchmark. Consider adjusting time frames for this benchmark to third and fifth semesters instead of fourth and fifth semesters (previous rationale: prior to the third semester, students only have two days per week in clinic and find it hard to establish consistent clinical skills area the third semester incorporates more clinical time, and evaluating students subsequent to that semester on technical skills has

					seemed logical.)
Radiation Therapy	1.1b. Students will demonstrate clinical competence with respect to technical/psychomotor applications. (Based on Employer Survey of Graduates: Question #3 and benchmark of equal or greater than 3.25 on a 4.0 scale.)	Class of 2008: 3.9 average	Benchmark Met		Continue to monitor, consider raising benchmark it's a trend higher 3.5 continues.
Radiation Therapy	1.2a. Students will demonstrate general clinical competence. (Based on Student Clinical Evaluation performance tool and benchmark of equal or greater than 1.5 student average on a 2.0 scale.)	Class of 2009: 4th Sem: 1.90 5th Sem: 1.94 Class of 2008: 4th Sem: N/A 5th Sem: 1.94			Continue to Monitor as more data is gathered.

Radiation Therapy	1.2b. Students will demonstrate general clinical competence. (Based on Employer Survey of Graduates: Question #19 and benchmark of equal or greater than 3.25 on a 4.0 scale.)	Class of 2008: 4.0 Average	Benchmark Met		Consider raising benchmark it's a trend at or near 4.0 continues. Continue to monitor.
Radiation Therapy	2. Students will Understand and Display Critical Thinking and Problem-Solving Skills.	2 new objectives/outcomes were implemented and the results were not yet measurable. However, the 2 objectives/outcomes that were measurable were met.			
Radiation Therapy	2.1a. Students will exhibit critical thinking and problem solving skills in the clinical environment. (Based on Student Clinical Evaluation Performance Tool: Question #12 and benchmark of equal or greater than 1.5 on a 2.0 scale.)	Class of 09: 4th Semester: 1.91; 5th Semester: 1.93 Class of 08: 4th Semester: N/A; 5th Semester: 1.91	Benchmark Met		If the trend of ratings of around 1.9 continues, consider raising the benchmark.
Radiation Therapy	2.1b. Students will exhibit critical thinking and problem solving skills in the clinical environment. (Based on Employer Survey of Graduates: Question #4 and benchmark of equal or greater than 3.25 on a 4.0 scale.)	Class of 2008: 3.9 Average Class of 2007: 3.6 Average	Benchmark Met		If the trend of ratings of around 3.5 continues, consider raising the benchmark.

Radiation Therapy	2.2a. Students will demonstrate an understanding of critical thinking and problem solving skills in the didactic environment. (Based on RADT 1142 Quiz over the Understanding of Critical Thinking and Problem Solving with a benchmark of equal to or greater than 40% on a 50% scale.)	Previously used quiz had elements of other competencies included in the quiz. A dedicated quiz for this benchmark will be employed beginning spring semester 2010.	(No data yet)		As described in the 'Results' section, a new measurement tool dedicated specifically to this outcome will be employed beginning spring semester 2010
Radiation Therapy	2.2b. Students will demonstrate an understanding of critical thinking and problem solving skills in the didactic environment. (Based on RADT 1142 Homework assignment: submit a Graphic Organizer with a benchmark of equal to or greater than 8 on a 10 point scale.)	No results yet, new outcome measurement tool.	(No data yet)		As described in the Result section, a new measurement tool dedicated specifically to this outcome will be employed beginning spring semester 2010.
Radiation Therapy	3. Graduates will be able to Communicate Effectively, both Orally and in Writing.				
Radiation Therapy	3.1a. Students will demonstrate an effective and professional understanding of communication skills/rapport with staff and patients and effectively perform patient education procedures. (Based on Student Clinical Evaluation Performance tool: Question #2 with a benchmark of equal to or greater than 1.5 on a 2.0 scale.)	Class of 2009: 4th Semester: 1.94; 5th Semester: 1.99 Class of 2008: 4th Semester: 1.94; 5th Semester: 1.99	Benchmark Met		If the trend of ratings of around 1.9 continues, consider raising the benchmark.

Radiation Therapy	3.1b. Students will demonstrate an effective and professional understanding of communication skills/rapport with staff and patients and effectively perform patient education procedures. (Based on Employer survey: Question #6 with a benchmark of equal to or greater than 3.25 on a 4.0 scale.)	Class of 2008: 4.0 Average	Benchmark Met		If the trend of ratings of around 3.5 or higher continues, consider raising the benchmark.
Radiation Therapy	3.2a. Students will demonstrate the ability to communicate ideas and relevant information in writing. (Based on Research Article Critique Grade in RADT 1271 Technology Research with a benchmark of equal to or greater than 8.5 on a 10 point scale.)	Class of 2009: 9.4 avg; Class of 2008: 9.6; Class of 2007: 9.3; Class of 2006: 9.9 Trend is towards scores in excess of 9.0	Benchmark Met		Consider raising benchmark
Radiation Therapy	3.2b. Students will demonstrate the ability to communicate ideas and relevant information in writing. (Based on RADT 1291 Ethics & Law in Radiation Therapy: Activity IC, Module 4: Making and critiquing arguments for and against Physician-Assisted Suicide with a benchmark of equal to or greater than 16 on a 20 point scale.)	Fall 2009: 21.5 (Note: very good writing resulted in bonus points for several students)	Benchmark Met		If the trend of high grades continues, consider raising the benchmark.
Radiation Therapy	4. Graduates will Demonstrate an Understanding of Professional Growth and Development.	3 of the 5 outcomes/objectives were met. The 2 outcomes/objectives that were not met do not yet have available data as they are new measurements.			

Radiation Therapy	4.1a. The student will demonstrate an understanding of what is meant by 'professionalism' with an eye towards developing and instilling professional and individual growth. (Based on RADT 1291 Module 3 Activity 1: Assignment-students describing what the Radiation Therapist Code of Ethics means in their own words with a benchmark of equal to or greater than 9 on a 10 point scale.)	Fall 2009 Class Average: 9.0	Benchmark Met		
Radiation Therapy	4.1b. The student will demonstrate an understanding of what is meant by 'professionalism' with an eye towards developing and instilling professional and individual growth. (Based on RADT 1271 Radiation Therapy Professional Service Project with a benchmark of or equal to 9 on a 10 point scale.)	2009: 10.0; 2008: 9.8; 2007: 8.25; 2006: 8.125	Benchmark not met in 2006 and 2007. Trend is towards higher scores.		Continue to monitor trends

Radiation Therapy	4.1c. The student will demonstrate an understanding of what is meant by 'professionalism' with an eye towards developing and instilling professional and individual growth. (Based on RADT 2366 Final Clinical Course 16 hour community service requirement documented on Clinical competency profile with a benchmark of completing the requirement.)	(Not measurable)	While the requirement is considered an integral part of learning about and acquiring professional development with respect to taking the blinders off and personal growth and development as it applies to professional development, consider removing this measurement tool and benchmark (with consultation from JRCERT and communities of interest) while retaining the requirement itself.		
Radiation Therapy	4.2a. The student will demonstrate an understanding of the structure of healthcare facilities as well as professional organizations/entities involved in the field of radiation therapy. (Based on RADT 1401 Quiz: 'Hospital Organization and Professional Organizations' with a benchmark of or equal to 8 on a 10 point scale.)	No data yet.			

Radiation Therapy	4.2b. The student will demonstrate an understanding of the structure of healthcare facilities as well as professional organizations/entities involved in the field of radiation therapy. (Based on RADT 1142 Quiz: Federal/State Agencies, Professional Organizations' with a benchmark of or equal to 40% on a 50% scale.)	No data yet			
Radiation Therapy	5. Program Effectiveness will result in Graduates as Entry-Level Radiation Therapists.				
Radiation Therapy	5.1a. Program Completion Rates will be satisfactory. (Based on College data sheets, Program Grade sheets, Graduate Surveys with a benchmark of or equal to 80% of students that begin the program complete the program.)	2009: 9/10 (Takura); 2008: 10/10; 2007: 12/12; 2006: 8/10 (Heidi, Amy H); 2005: 10/13 (Stacie M., Nelson, Jana R.); 2004: 11/12 (Audra B); 2003: 11/13 (Jack B., John T.); 2002: 11/13 (Jodi G., Sandy L.) Reporting Period for JRCERT: 82/93 = 88% 5 year Period (2005-2009) 49/55 = 89%	Benchmark Met		Consider raising the benchmark in consultation with advisory committee. Note: the field is currently experiencing a tightening job market. It has been noted in the past that a tighter job market results in higher attrition unless retention.
Radiation Therapy	5.2a. Program Graduates will express overall satisfaction with the program. (Based on Graduate Survey: Question #10 with a benchmark of or equal to 3.25 on a 4.0 scale.)	Class of 2008: 4.0 Average; Class of 2007: 3.9	Benchmark Met		If the trend of ratings of around 3.5 or higher continues, consider raising the benchmark.

Radiation Therapy	5.3a. Employers will express overall satisfaction with the graduates. (Based on Employer Survey: Question #20 with a benchmark of or equal to 3.25 on a 4.0 scale.)	Class of 2008: 4.0 Average; 2007: 4.0	Benchmark Met		If the trend of ratings of around 3.5 or higher continues, consider raising the benchmark.
Radiation Therapy	5.4a. Certification Exam pass rates will be satisfactory. (Based on AART Certification Exam 1st attempt pass rate with a benchmark of or equal to an 85% pass rate.)	JRCERT Reporting Period Total: 70/72 = 97% 5 Year TOTAL (2004-2008): 4850 = 96% 2008: 10/10; 2007: 11/12; 2006: 8/8; 2005: 10/10; 2004: 9/10; 2003: 11/11; 2002: 11/11	Benchmark Met; Note: the 85% benchmark has been with respect to any individual year, not necessarily a five-year period.		The national average tends to be in the low 80 percentile. Regardless, consider raising benchmark with respect to a five-year period.
Radiation Therapy	5.5a. Employment rates will be satisfactory. (Based on College data sheets and graduate surveys with a benchmark of or equal to 75% within 6 months of graduation.)	Total: 47/50 = 94% for 5 year period 2008: 9/10 (2 started as part time); 2007: 12/12; 2006: 8/8; 2005: 10/11; 2004: 9/10	Benchmark Met. Employment rates are substantially higher than benchmark.		The job market has recently tightened considerably. Consider adjusting the benchmark, however, the program director is currently not in favor of adjusting the benchmark in light of the fluid job market situation.
Radiation Therapy	5.6a. Program Mission/Purpose Statement will be satisfactory. (Based on review and acceptance of Program Advisory Committee as committee meeting.)	Accepted as is, Spring 2009 Advisory Committee Meeting	Benchmark Met		
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Radiography	1. Monitor Program Effectiveness.				

Radiography	1.1a. Students will complete the program and take the AART certification exam (No less than 75% of students will complete program with a grade of 'C' or better in all required courses)	83%			Will continue to assess for 3 yrs to see if downward trend occurs
Radiography	1.1b. Students will complete the program and take the AART certification exam (No less than 75% of students will successfully complete the AART exam on the first attempt)	96% 1 failed 1 never taken			Will continue to assess for 3 yrs to see if downward trend occurs.
Radiography	1.2a. Program will assess graduate satisfaction (Based on item #30 from 'Radiography Graduate Survey' instrument with a benchmark average of 4.0 on a scale of one to five).	18 Surveys Returned 100% 4 or above	Response rate improved slightly from previous year		Will continue to evaluate ways to improve response.
Radiography	1.3a. Program will assess employer satisfaction (Based on item #21 from 'Employer Survey' with a benchmark average of 3.0 on a scale of one to four).	13 surveys returned 100% 4 or above	All facilities responded - unchanged from previous year		
Radiography	2. Graduates will be clinically competent.	2 of the 5 outcomes/objectives completely met the required benchmark. DID NOT MEET: 1 outcome/objective PARTIALLY MET: 2 outcomes/objectives (each fulfilled 50% of outcome/objective) MET: 1 outcome/objective			

Radiography	2.1a. Students will provide appropriate radiation safety for patients and self (Based on item 10 from clinical evaluation with a benchmark of no less than 8 on a 10 point scale).	Third Semester: One student below benchmark Sixth Semester: All students at or above benchmark	Slight improvement from previous year		
Radiography	2.1b. Students will provide appropriate radiation safety for patients and self (Based on Comprehensive final examination in RADR 2313 with a benchmark of no less than 80% success).	83.2 is the average	Slight improvement in area of radiobiology which was being addressed		Continue to monitor for 1 year
Radiography	2.2a. Students will produce diagnostic images (Based on a completion of FINAL lab competencies with 2 of 4 completed by fourth practicum and 4 of 4 completed by end of fifth practicum).	Fourth Practicum - 2 students did not meet benchmark; Fifth - 100%			Monitor for trend over next year
Radiography	2.2b. Students will produce diagnostic images (Based on positioning examination given in Capstone course RADR 2235 with an average score of 75%).	Average was 74%	Slight improvement		Continue with questioning during practicals. Add more quizzes into the positioning classes
Radiography	2.2c. Students will produce diagnostic images (Based on completion of required items on the 'Competency Profile' by the end of RADR 2235).	100% met benchmark			No action at this time

Radiography	3. Graduates will display communication skills.	One benchmark was met in entirety, one benchmark was not met, and two benchmarks were not measured.			
Radiography	3.1a. Student will demonstrate verbal skills when relating to patients (Based on item 6 from Clinical Evaluation from fall evaluations for both freshman and sophomore students with a benchmark of 8.0 or higher on a ten point scale).	Two students did not meet the requirements. One freshman student is no longer in program due to grades.			Monitoring other student for improvement
Radiography	3.1b. Student will demonstrate verbal skills when relating to patients (Based on Oral presentation of Case Study in RADR 2367 'Practicum 5' with a benchmark of no less than a 12.0 on a twenty point scale).	Grades not available			Will ensure instructor is aware of need for copy of grades.
Radiography	3.2a. Student will demonstrate written communication skills when relating to physicians or other medical staff (Based on written abstracts in RADR 2305 with a benchmark of 85% or greater).	100% met the benchmark			
Radiography	3.2b. Student will demonstrate written communication skills when relating to physicians or other medical staff (Based on successful completion of written 'case study' in RADR 2367 with a benchmark of 85% or greater).	Grades not available			Will ensure instructor is aware of need for copy of grades.

Radiography	4. Graduates will display critical thinking/problem-solving skills.	4 of the 6 desired results were achieved.			
Radiography	4.1a. Students will be able to evaluate radiographic images for acceptability (Based on portfolio critiques submitted in RADR 1166 and RADR 2367 with a benchmark of 85% in the third semester and average score of 90% in fifth semester).	Average in third semester - 86% (Benchmark Met) Average in fifth semester - 87% (Benchmark Not Met)			Will continue to monitor for trend and reassess.
Radiography	4.1b. Students will be able to evaluate radiographic images for acceptability (Based on comprehensive final examination from RADR 1313 with a benchmark score of 80% or greater).	80.5%			
Radiography	4.2a. Students will demonstrate adaptive behavior for critical or stressful scenarios (Based on Item 8 on Clinical Evaluation with no less than 8.0 on a ten point scale).	100% met the benchmark			
Radiography	4.2b. Students will be able to evaluate radiographic images for acceptability (Based on Chapter 'Chapter 8 in Fall' unit test covering emergency scenarios in RADR 1303 with a benchmark of 80% or greater).	Average of 80.4 in fall of 09 Spring 08 was 85.4		Book has changed and is now over chapter 8.	Class is going online this fall; will assess again at that time.
Radiography	5. Graduates will exhibit professional development.	1 of the 3 intended results was met			

Radiography	5.1a. Students will be able to demonstrate conduct as outlined in the ASRT Code of Ethics (Based on Item 4 on Clinical Evaluation with no less than an 8.0 or greater using a sale of ten).	100% met the benchmark			Continue to monitor
Radiography	5.1b. Students will be able to demonstrate conduct as outlined in the ASRT Code of Ethics (Based on RADR 1301, Examination #3 with a benchmark of no less than 80%).	Average of 78%			Will assess in one year when more data is available
Radiography	5.2a. Students will be able to differentiate between all discipline-related professional organizations (Based on exam #3 in RADR 2233 with a benchmark of no less than 85%).	Average of 78.2%			No action needed at this time
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Reading	1. Students will be successful in college-level courses.	Unable to assess: Department is awaiting data from the Office of Institutional Research for the years 2008-2010. (Note: Assessment Coordinator has sent an e-mail to the Research Assistant regarding the missing data needed by the Reading department.)			

Reading	1a. Upon completion of Reading Tech 0331, students will be successful in intensive reading classes within 10% of first-time-in-college students who did not need remediation as measured by course grades. (Revised 5/10).	Unable to assess: Awaiting data from the Office of Institutional Research for the years 2008-2010. (Note: Assessment Coordinator has sent an e-mail to the Research Assistant regarding the missing data needed by the Reading department.)			
Reading	1b. Upon receiving an exit placement test score indicating college readiness, students will be successful in intensive reading classes within 10% of first-time-in-college students who did not need remediation as measured by course grades. (Revised 5/10).	Unable to assess: Awaiting data from the Office of Institutional Research for the years 2008-2010. (Note: Assessment Coordinator has sent an e-mail to the Research Assistant regarding the missing data needed by the Reading department.)			
Reading	2. Students will demonstrate reading skill improvement.	Outcome 2a was not met for the spring or the fall. Outcome 2b was not met for the fall, but was met for the spring.			

Reading	2a. Upon completion of developmental reading each semester, 70% of students will improve reading skills as measured by a pre-post assessment. (Revised 9/08).	2009-2010 <i>Spring 2010</i> N = 246/387 (64%); <i>Fall 2009</i> N = 277/428 (65%) 2008-2009 <i>Spring 2009</i> N = 152/257 (59%); <i>Fall 2008</i> N = 221/313 (71%) 2007-2008 <i>Spring 2008</i> N = 171/256 (67%) N = # improved Post testers/total # Post testers	Did not meet target for spring or fall. In 2007-2008, discrepancy in Reading course levels between ACCUPLACER placement test and THEA-based pre-assessment led to 10 students encouraged to retake ACCUPLACER and tested out of reading.		Evaluate the pre-post assessment to determine if it accurately measures the skills taught in class.
Reading	2b. During the semester 10% of students enrolled will test out of Reading as measured by a state-approved test. (Fall 2009)	Did not meet target for fall, but did for spring. 2009-2010 <i>Spring 2010</i> N = 60/595 (10%); <i>Fall 2009</i> N = 55/631 (9%) 2008-2009 <i>Spring 2009</i> N = 30/512 (6%); <i>Fall 2008</i> N = 48/541 (9%) N = # tested out/total # enrolled	Did not meet target for fall, but did for spring.	(Students identified who are capable of testing out of reading)	Continue to identify students who are capable of testing out of Reading.
Reading	3. Students will have the opportunity to progress through reading at a faster rate.				

Reading	3a. Upon completion of Pre-Test assessment, 5% of students tested will be placed in higher levels of developmental reading.	2009-2010 <i>Spring 2010</i> N = 48/595 (8%); <i>Fall 2009</i> N = 35/631 (6%) 2008-2009 <i>Spring 2009</i> N = 22/512 (4%); <i>Fall 2008</i> N = 32/541 (6%) N = # placed in higher levels/total # enrolled	Met target for spring and fall.	(Students moved in past)	Continue to move students and evaluate their success rate as measured by course completion.
Reading	3b. Upon completion of Pre-Test assessment, 2% of students tested will be placed in a Fast Track reading class.	2009-2010 <i>Spring 2010</i> N = 20/595 (3%); <i>Fall 2009</i> N = 12/631 (2%) 2008-2009 <i>Spring 2009</i> N = 15/512 (2.9%); <i>Fall 2008</i> N = 8/541 (1.5%) N = # placed in Fast Track/Total # enrolled	Met target for spring and fall.	(Students fast tracked in past)	Continue to move students into Fast Track reading class. Consider adding an afternoon section to accommodate more students.
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Real Estate	1. Adequately prepare students with employable skills and knowledge.				

Real Estate	1a. Upon completion of state license exam, AC students who have taken the license exam within the past six months (2 quarters of TREC* data) will be considered to have been prepared for entering the field if the pass rate at the Amarillo test site meets or exceeds the State license first time pass rate for Salesperson license.	Quarter 2 (6-21-10) AC: 68.09%; TX: 62.8% Quarter 3 (9-22-10) AC: 69.23%; TX: Exam Activity Report (L-3) for Quarter 2 data not available	AC first-time pass rate second highest in state among comparable institutions (Non-TREC-Accredited schools)		
Real Estate	2. Help students complete education goals.				
Real Estate	2a. Increase total number of completers by 25% for academic year 2010-11.	2007-2009 = 11 completers; Sp 2010 - 3; Su 2010 - 3			
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Renewable Energy-Wind/Solar	1. Standardize curriculum, textbooks, lab activities, and hands on application for all classes. Upgrade instrumentation equipment to current industry standards.				
Renewable Energy-Wind/Solar	1a. Review outcomes using faculty, student, and advisory board input.	All students will receive the same basic instruction from all instructors. Labs will be updated in both equipment and procedures. (NOTE: Unsure how objective/results tie together)	Students are completing courses with varying levels of knowledge and experience. Students may not be job ready and fully trained in wind energy.		Utilize a standard curriculum and labs for each class, follow an adopted textbook or manual for all classes and labs. Repair, purchase, or implement new lab equipment where needed. Continue to seek the guidance of industry expertise. Utilize regular advisory committee input.

Renewable Energy-Wind/Solar	2. Fully utilize training equipment during courses and labs. Integrate new technology (i.e. SCADA in both instrumentation and renewable energy classes. Incorporate SIM cell operation into the PLC course.) Continue to upgrade curriculum to meet the needs of industry.				
Renewable Energy-Wind/Solar	2a. Assess the ability of students completing courses through questionnaires, interviews and employer satisfaction surveys.	Assess the ability of students completing courses through questionnaires, interviews and employer satisfaction surveys.	Modify curriculum and teaching strategies as needed.		Provide faculty training to provide for a unified educational foundation for students.
Renewable Energy-Wind/Solar	3. Develop partnerships with local and national renewable energy companies to provide employment opportunities for our students.				
Renewable Energy-Wind/Solar	3a. As the wind industry grows, more opportunities will be available for our graduates.	Students will have the opportunity for interviews upon graduation.	Industry needs will drive the workforce, Amarillo College will be proactive in shifting to those needs and applications.		Continue to network with industry individuals, seeking their expertise and input, modify and improve the renewable energy program at Amarillo College.
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Respiratory Care	1. Upon completion of the program, the students will demonstrate the ability to comprehend, apply and evaluate information relevant to their role as an advanced respiratory therapist. (Cognitive domain)	1a was clearly met. For 1b and 1c, the lack of 2010 data caused the objective/outcome to be met and/or inconclusive based on the available data.			

Respiratory Care	1a. Comprehensive, summative program exam, administered at the end of program. 100% of the students will exceed the preset cut score.	RESULTS REVIEWED BY CATEGORY: 2009: 13/13: 100%; 2008: 13/13: 100%; 2007: 13/13: 100%; 2006: 15/15: 100%; 2005: 13/13: 100%; 2004: 12/12: 100%			Will continue to monitor areas that may need improvement.
Respiratory Care	1b. NBRC Entry Level Examination, 100% of the graduates will obtain a passing score within one year from the time of graduation. This exam is validated by NBRC.	RESULTS REVIEWED BY CATEGORY: (Marked as met because 2010 results not provided and 100% did succeed in passing in 2008 and 2007.) 2009: 12/13: 92%; 2008: 13/13: 100%; 2007: 13/13: 100%; 2006: 14/15: 93%; 2005: 13/13: 100%; 2004: 12/12: 100% One student in the 2006 class did not pass the examination within the year, but did pass in 12/07			Will continue to monitor areas of weakness. Will compare with program's internal exam.

Respiratory Care	1c. NBRC Registry Completion - 50% of all graduates will obtain the RRT credential within 3 years of graduation. This cut score is set by The National Board for Respiratory Care (NBRC).	RESULTS REVIEWED BY CATEGORY: (Considered met since three year period is not up yet for 2008 and 2009 students and 2010 data is not yet provided; 2007 students were at 100%). 2009: 6/13: 46%; 2008: 10/13: 77%; 2007: 13/13: 100%; 2006: 12/15: 80%; 2005: 8/13: 62% Two students in the 2007 class did not pass the examination within the year, but did pass in 2008. Two students in the 2008 class did not pass the examination within the year, but did pass in 2010.			Continue to monitor for areas of weakness. Continue to urge students/graduates to complete advanced practitioner examinations.
Respiratory Care	2. Upon completion of the program, the students will demonstrate the technical proficiency in all skills necessary to fulfill their role as an advanced respiratory therapist. (Psychomotor domain)				
Respiratory Care	2a. Summative evaluation of clinical performance at the end of the program. Students will have good or better on all clinical performance ratings (3 on a Likert scale of 1-5).	Analysis by Item: 2009: 13/13: 100%; 2008: 13/13: 100%; 2007: 13/13: 100%; 2006: 15/15: 100%; 2005: 13/13: 100%; 2004: 12/12: 100%			Will continue to monitor student progress.

Respiratory Care	2b. Employer surveys administered after graduation to measure satisfaction with graduates' job performance. 100% of responding employers will rate the overall proficiency skills of the graduates as good or better (3 on a Likert scale of 1-5)	2009: 13/13: 100%; 2008: 13/13: 100%; 2007: 13/13: 100%; 2006: 11/11: 100%; 2005: 9/9: 100%; 2004: 12/12: 100%	All graduates evaluated received a 3 or better rating of clinical skills.		Will continue to monitor and evaluate psychomotor skills of each class.
Respiratory Care	3. Upon completion of the program, the students will demonstrate personal behaviors consistent with professional and employer expectations as an advanced respiratory therapist. (Affective domain)				
Respiratory Care	3a. Summative evaluation of clinical performance at the end of the program. Students will be evaluated on their professional behavior. Students will have a good or better on all clinical performance ratings (3 on a Likert scale of 1-5).	2009: 13/13: 100%; 2008: 13/13: 100%; 2007: 13/13: 100%; 2006: 6/6: 100%; 2005: 13/13: 100%; 2004: 12/12: 100%	Analysis indicates that the students met clinical faculty's expectations.		Review evaluation tool to assure it measures areas as intended.

Respiratory Care	3b. Employer surveys administered after graduation to measure satisfaction with graduates professional behaviors on the job. 100% of responding employers will rate the overall behavioral skills as good or better (3 on a Likert scale of 1-5).	2009: 13/13: 100%; 2008: 13/13: 100%; 2007: 13/13: 100%; 2006: 11/11: 100%; 2005: 9/9: 100%; 2004: 12/12: 100% For 2009, 13/13 (100%) graduates were evaluated by their employers. There were a total of 13 evaluations completed by lead therapists. 13/13 graduates evaluated received a 3 or better rating of professional behavior skills.	Analysis indicates that graduates met employers' expectations.		Review evaluation to assure it measures graduate performance as intended.
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Social Sciences	1. Enhance students' understanding of and appreciation for the nation's founding principles, related to the Constitution, and democratic ideals.				

Social Sciences	1a. For Fall, 2010 and Spring 2011, using an embedded pre-test and post-test format, it is predicted that students enrolled in Government and History courses will show a statistically significant improvement in correctly answering 5 questions demonstrating a knowledge of the nation's founding principles. These principles will include issues such as Republican form of government, separation of powers, separation of church and state, a sense of democratic principles, and understanding of the role of the Constitution in guiding national events.	No data was collected this year for these items.		Individual trainings for instructors in social sciences have been conducted to help instructors create more effective outcome assessments. A second group training is scheduled for the entire behavioral science division at the beginning of the fall, 2010 semester, and a third and fourth training will be scheduled at that time.	For 2010-2011, five competency questions and five attitude questions will be used to assess both understanding and appreciation for founding principles and democratic ideals. Questions will be revised to include attitudes and competencies.
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Social Sciences	1b. Using an embedded pre-test and post test format, a statistically significant shift will be seen in students enrolled in Government and History courses, demonstrating a change in knowledge and attitudes toward more democratic ideals, and away from autocratic and authoritarian interpretations of the nations founding principles.	There was concern that the items on this outcome assessment needed to be reworked to focus more on skill and attitude outcomes, The outcome assessments items are currently being revised for future use in the Fall of 2010 and Spring of 2011.		Individual trainings for instructors in social sciences have been conducted to help instructors create more effective outcome assessments. A second group training is scheduled for the entire behavioral science division at the beginning of the fall, 2010 semester, and a third and fourth training will be scheduled at that time.	For 2010-2011, five competency questions and five attitude questions will be used to assess both understanding and appreciation for founding principles and democratic ideals. Questions will be revised to include attitudes and competencies.
Social Sciences	2. Enhance students' basic understanding of Cultural Geography.				
Social Sciences	2a. Using an embedded pre and post test format in the Fall of 2009 and/or the Spring of 2010, students completing a course in Cultural Geography at Amarillo College will show significant improvements in demonstrating knowledge of basic geographical concepts and locations.	No reliable data was collected this semester. This course is online, and there were problems using the Angel system. Due to the instructors large teaching overload, there was not time to fix the problem with the online course. Data will be collected in Fall, 2010 and/or Spring 2011.			During the Fall of 2010 and/or Spring of 2011, online Geography students will complete a pre and post test of basic competencies related to geographical concepts and locations, as well as a shift in attitudes related to the importance of learning geography in todays world.

Social Sciences	3. To help student's develop and enhance attitudes that are in alignment with democratic principles over autocratic views of governance, and to help move students toward an increased positive value for pluralism and diversity over ethnocentric attitudes				
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Social Sciences	<p>3a. For the 2009-2010 Fall and Spring semesters, a minimum of 100 students taking Government and History courses at Amarillo college will be given a pre-test that includes 10 embedded questions from Altemeyers (1996) Democratic Attitude scale within the first few weeks of classes. The scale rates attitudes on a 5 point likert scale. At the end of the course, a post test will be given, using the same 10 questions and will be embedded in the final examination for the same students. The questions examine issues related to trust versus questioning of those in authority, autocratic vs democratic views of leadership, exclusion and/or acceptance of groups who believe or are from different ones own, control vs tolerance, ethnocentrism vs, pluralism and diversity, and censorship vs free speech. It is predicted that students will show a statistically significant shift in attitudes towards a democratic view of governance.</p>	<p>Data was collected using a 10 question pre and post test format from one government class only, yielding a total of 65 subjects answers. Out of the 10 question pairs, paired sample t tests showed significant changes across 8 of the 10 items related to ALTERMEYERS DEMOCRATIC ATTITUDE scale.</p>	<p>Significant shifts at the .01 to .000 level were found for items asking about using force to put undesirables out of action , smashing people and movements seen as godless and immoral, using strong leadership and force to crush evil, silencing voices that do not agree with conservative autocratic values, and enhancing law and order agendas to control the populace. The shift in items were from autocratic attitudes to more democratic ideals, as predicted. The two items that did not show a significant shift were related to item #1, and, item #9 on censorship of pornography. It was predicted that the item on authorities being seen as better informed and more competent would not show a significant shift, due to a large percentage of our student body being conservative West Texans who do not favor the current administration in a position of authority.</p>		<p>Continue teaching democratic principles versus autocratic and authoritarian principles, as currently taught. Due to the fact that only one government class was measured this year, data will be collected using the same 10 questions from a minimum of at least one history class for the fall and/or spring semesters of 2010-2011. Following that, data will analyzed to see if students have a similar shift in history, as was seen in the government courses.</p>
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Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Speech	1. Ensure student awareness of effective communication and their understanding of the factors influencing successful communication in a variety of settings.				
Speech	1a. At the end of the semester of the Public Speaking class, 75% of the students will answer correctly 20 out of 25 multiple choice questions on effective communications.	The average grade (pre-test) was 71.8. The average on the post test in the same classes was 82.0	Student scores increased from a low C average to a B average. The beginning scores were a full grade point higher in 2010 than in the Fall of 2008. It is hard to tell if this is a significant change. Does the improvement indicate a different type of student that continues his/her education in the Spring?		Continue pre and post test Spring of 2011 and determine if improvements are significant and consistent.
Speech	2. Increase students' confidence in their communication skills.				
Speech	2a. Annually, at the end of a Public Speaking class, 70% of the students will indicate their confidence level has improved by averaging in the 1 to 2 point range on a 5 point Likert scale.	Average responses to each question ranged from 1.5 to 2.02. (NOTE: Did not mark as met because average response was over 2 point range and response did not indicate the percent of student who indicated their confidence level had improved)	Student confidence level and perceive skill levels were positive as scores ranged from 1.5 to 2.02.		Continue assessment at the end of the Spring 2011 semester. Check for accuracy of findings and consistency.
Organization	Goal	Results:	Analysis:	Improvements:	Actions:

Substance Abuse Counseling	1. Assure that students complete the program requirements for Substance Abuse Counseling.				
Substance Abuse Counseling	1a. After communicating with DAAC students, 100% of students who qualify for a certificate of completion will apply for graduation as measured by graduation reporting data for year 2008-2009.	In Fall of 2008, 3 students completed the program with the DAAC certification. 100% of these went on to graduate with their AAS degree. Results also show that in the Spring of 2009, there were no students who completed the DAAC certification. However, there was 1 student who graduated with their AAS degree.	While the goal was reached, it should be noted that this is an output not a measurable outcome. It does have significance in terms of assessing program value. While numbers of completers in both programs went down, numbers enrolling in the program were up in 2009-2010 from 2008-2010, where six students completed certificates and 4 of those graduated. Program continuance depends upon increased student recruitment.		
Substance Abuse Counseling	1b. After communicating with DAAC students, 100% of students who qualify for a AAS degree will apply for graduation as measured by graduation reporting data in 2008-2009.	Achieved in that 100% of students who qualified for AAS degree did graduate.			This outcome is poorly formed and will be discontinued in the 2009-2010 pet form outcome assessment.

Substance Abuse Counseling	1c. Work to increase visibility of the program in community in order to increase program enrollment and viability, and to enhance students ability to work and internship in the community.	Numbers in the program as of summer, 2010 included increases to 31 students in the DAAC.AAS track and four students in the DAAC.CERT track. As well, currently, numbers for the Fall, 2010-Spring 2011 program are up considerably.	Increase in program visibility was achieved with increased participation by the director of the SA program on the ACADA board, and presentations at the international, statewide and local levels.	The Director was active in presentations including one international conference at Colorado Springs, a statewide workshop on steroid use, and local workshops on ethics. Director also participated as Vice President of the ACADA board. The program website was not updated as planned. However, a brochure was created and printed for recruitment purposes.	For 2010-2011, efforts will continue to be made to increase and actively recruit students to the Substance Abuse program. One method will involve the program directors' continued participation with previous students now working at the Amarillo Counsel on Alcoholism and Drug Abuse and other agencies, in creating a referral system for potential students. The director will also continue to present at local, statewide, national and international participation in substance abuse workshops, and work to actively recruit workshop participants into the program at these invents. The revisions and updates on the program website will be done during the fall of 2010 and Spring of 2011. Data on increased participation in the Substance Abuse Program will be collected over the next year and analyzed at that time.
Substance Abuse Counseling	2A. Prepare students to pass the LCDC licensure exam.				

Substance Abuse Counseling	2a. At the completion of the capstone course, DAAC 2267 - Practicum II in the 2009-2010 school year, 50% of the students who complete the course, will participate in a mock oral case study exam, juried by a three member advisory committee panel. 100% of participants will pass this exam. Passing rate is 70% or above. (5/07/08)	Both participating students passed the mock oral exam, meeting the goal of a 100% pass rate. Of the four students who took the 2009-2010 LCDC licensure exam, 100% passed both the written and the oral portions of the examination. Three of the four students had never taken the exam before, passing both the written and oral portions. One of the students had taken the exam twice before, making this the third attempt. The student was successful.	The effectiveness of adding these (exercises/assignments) exercises and mock oral examinations was exhibited by the increased pass rate of the students taking the exam for the first time. For 2009-2010, the substance abuse capstone courses did include exercises and assignments that helped to prepare students for the mock oral case study exam, as indicated by the 100% pass rate of the students who participated.	A practice event was also included in the practicum II curriculum.	Re-measure success in the upcoming oral exams for the 2010-2011 year. Work needs to be done in directing all qualified students in preparing their case studies for mock oral exams in the fall of 2010, in order to increase numbers of students participating. Continue to use exercises, assignments and practice events that were created in 2009-2010 that led to successful student outcomes this year in passage rates on the LCDC examination.
Substance Abuse Counseling	2B. Increase students' ability to pass LCDC licensure exam, by increasing their knowledge and skill set related to pharmacology.				

<p>Substance Abuse Counseling</p>	<p>2b. For the Fall of 2009, students in the DAAC 1304 Pharmacology of Addiction course will complete a pre-test in the first three weeks of the course that include 10 embedded questions testing their knowledge and basic skills in pharmacological issues as they relate to diagnosing and treating addicted clients. At the end of the course, the same 10 questions will be embedded in a final assessment. A paired samples t-test will assess whether students skills and knowledge base have significantly improved over the semester. It is predicted that students will significantly improve on the post test related to their pharmacological knowledge and skill level.</p>	<p>Two items showed a statistically significant improvement from the pre test to the post test, including an item on the action of caffeine ($t=2.67$, $p=.019$), and a second on blackouts ($t=2.11$, $p=.05$). Two other items were nearing significance and in the correct direction of a mean increase from the pre test to the post test, including an items on state dependent learning ($t=-1.47$, $p=.16$), and a second on marijuana use ($t=-1.47$, $p=.16$). One item, asking about benzo-based tranquilizers, showed NO CHANGE in the pre to post test, with 65% of students getting the item correct both times. Two items showed no significant change, but 86% of students got the items correct the first time and 93% got these correct on the post test. Finally, two other items showed no significant change between pre and post test scores.</p>	<p>1. Due to the small N for this class, data will be collected again in the FALL, 2010 1304 Pharmacology course. Generally, a question will be added asking how many DAAC course hours the student has had prior to this class</p>	<p>Due to the small numbers in this program, more data needs to be collected. Because students enter the program at varying times, it would be helpful to know if there is a correlation between the hours in the program and students overall success in these pharmacological questions. Since all courses in this program are related to drug addiction and drug interactions, we would expect that students with more DAAC hours would have better success in this class than students with few or no hours, just beginning their program. Correlations between scores on the pre and post exams and number of DAAC hours will be assessed for this upcoming Fall semester. Last year, the pre test was done after several course weeks had lapsed. The data collected in the 2010 fall semester, needs to be administered in the first week of class.</p>
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Substance Abuse Counseling	2C. Enhance and increase students' sense of competency and preparedness related to passing the LCDC Licensure exam, and in effectively treating addicted clients related to pharmacological issues, once they have passed the licensure exam.				
Substance Abuse Counseling	2c. For the Fall of 2009, students in the DAAC 1304 Pharmacology of Addiction course will complete a pre-test in the first three weeks of the course that include 3 embedded questions asking students to rate their current attitudes regarding their own competence and preparedness. Students will then answer the same 3 embedded questions at the end of the course on a post test. A paired sample t-test will be used to assess students' attitudes as they relate to passing the licensure and to assessing pharmacological issues related to client treatment. It is predicted that students will have a significant more positive (higher) rating of themselves on all three questions following completion of the course.	There were three questions that were analyzed related to the student's sense of competency and effectiveness in 1) passing the LCDC exam; 2) recognizing drug interactions in clients; and 3) recognizing classes of drugs and their effects on clients behaviors. All three of these items showed a significant increase in means at the .03 level for items 1, .002 level for item 2 and .018 level for item	Clearly, students feel they have gained knowledge and abilities related to pharmacological interactions, and passing the LCDC exam as a result of having taken this class. 1. Due to the small N for this class, data will be collected again in the FALL 2010 1304 Pharmacology course. Generally, a question will be added asking how many DAAC course hours the student has had prior to this class.		Due to the small numbers in this program, more data needs to be collected. Because students enter the program at varying times, it would be helpful to know if there is a correlation between the hours in the program and students overall success in these pharmacological questions. Since all courses in this program are related to drug addiction and drug interactions, we would expect that students with more DAAC hours would have better success in this class than students with few or no hours, just beginning their program. Correlations between scores on the pre and post exams and number of DAAC hours will be assessed for this upcoming Fall semester. Last year, the pre test was done after several course weeks had lapsed. The data collected in the 2010 fall semester, needs to be administered in the first week of class.

Substance Abuse Counseling	3. To enhance students feelings of preparedness and competency in being able to recognize AND demonstrate the therapeutic traits of an LCDC counselor.				
Substance Abuse Counseling	3a. In the Fall of 2010, a retrospective assessment tool will be given to the students in the DAAC 1317 Basic Counseling Skills and DAAC 2354 Group Psychotherapy courses. At the end of the course, students will be asked to rate themselves at the beginning of the courses and at the end of the courses in terms of their ability to demonstrate the therapeutic traits of a counselor. A paired t test will be used to examine whether students have seen improvement in five of the most important therapeutic traits from beginning to the end of these courses.	Data will be collected at the end of the Fall of 2010 semester from students in the Basic Counseling Skills DAAC 1317 course, and the Dynamics of Group Counseling DAAC 2354 course.			Results will be analyzed in the Spring of 2011, and recommendations in use of results will be made at that time for improvements or changes to the counseling courses in the Substance Abuse (DAAC) program.
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Surgical Technology	1. Students will apply knowledge of basic entry level concepts necessary for the performance expected of the surgical technologist.				
Surgical Technology	1a. Each student will meet the benchmark of 70% pass rate on the Program Assessment Exam (MOK) prior to graduation as determined by the examination results.	Data is for class of 2010: Class Mean = 75.3%	Students exceeded benchmark set by ARC-ST by 5.3%.		Staff will continue to monitor students progress by assessing problem areas in critical thinking and skill demonstrations.

Surgical Technology	2. Students will demonstrate the technical proficiency in all skills required to fulfill the role as a certified surgical technologist.				
Surgical Technology	2a. Each student will successfully complete all described summative evaluation tools of clinical performance and pass exit competency upon graduation.	Data is for Class of 2010 P = 90% I = 10%	All but one student successfully completed clinical portion of the program. One student will return to complete the clinical portion in the following semester.		Clinical instructors will continue to monitor changes in standards and scope of practice set by AST.
Surgical Technology	3. Students will meet the professional standards by sitting for the certification exam.				
Surgical Technology	3a. 75% of students will pass National Certification exam.	Data is for Class of 2010: Write Exam = 12 P=10 F=2	83% of students of class of 2010 passed National Certification Exam as compared to Class of 2009 with exam results of 100%. Data shows drop in pass rate. These results meet the benchmark set forth by the NBSTSA. National average is 78% as noted on exam results.		Preparation for certification exam will be by using practice exams that simulate the certification exam. Instructor will monitor student progress and apply study material to those who apply.
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Theatre Arts	1. Amarillo College Theatre Arts will provide a Freshman/Sophomore curriculum that prepares a student for transfer to a senior level Theatre Arts program and/or into a professional career in the entertainment industry.				

Theatre Arts	1a. Through curriculum coursework and practical application, a theatre arts major will earn an Associate in Sciences Degree in Theatre Arts or satisfactory credits to transfer to a four-year program and/or skills to enter the entertainment industry.	Of the five students who earned their AS degrees in Theatre in 2010, three have transferred to a four-year institution to continue their theatre education; one is now working in the industry at the Lubbock Civic Center; and the fifth has returned to AC because of financial problems at the four-year institution she had been accepted to. Additional Findings: Five majors from 2009-2010, that did not receive degrees, either left or are on hiatus. One transferred to a four-year institution to pursue his education in theatre. One is still active in AC's theatre arts program as he waits to regain financial aid. The remaining two simply left school at the end of fall 2009, and we have not heard from either since.	Our work with the 60% who do earn the AS degree in Theatre or who transfer without a degree appears to be on track. However, we have a 40% group that has left theatre and school. On a closer look at the latter group we find that one left to begin a family, one left because she felt she did not fit in, one awaits financial aid, and the whereabouts of the last in unknown.		Perhaps, stronger advising, particularly for entering freshmen, needs to be instigated to improve retention. The LCFA advisor, with the cooperation of the faculty of Theatre Arts, needs to create a script indicating what career pathways exist long before the students' first day of class.
Theatre Arts	2. Amarillo College Theatre Arts will prepare majors for entrance into a related profession in Theatre Arts through careful evaluation and counseling.				

Theatre Arts	2a. Theatre Majors will participate in departmental juries at the end of each semester. a) Acting majors will present two contrasting monologues; b) Design majors will present a portfolio of their design work; c) Acting/Design majors will present one monologue and a portfolio of their design work. 70% of Theatre majors will score a 2 or better on a 0-4 rubric scale marking improvement over the semester: 0 = 0% improvement; 4 = 100% improvement.	81.25% scored a 2 or better; 62.5% scored 3 or better	With 81.25% of the theatre majors being ranked with a 2 or better, the Juries and rubric appear to be working as intended.	(Use of Juries)	The students appear to be getting a good grasp of what is expected for the Juries and semester. This has been instituted in an attempt to push the students to continue to work on their craft(s) even when not forced to for a production. We also use the Juries as a time to meet with each student individually to advise them on his/her future desires and our expectations. Occasionally, we have used the Juries as a time to redirect a student in either behavior or general route of study. We will continue the Juries as instituted at this time.
Theatre Arts	3. Amarillo College Theatre Arts will provide majors and non-majors a visual/performing arts core curriculum to be applied towards a general, liberal arts education.				
Theatre Arts	3a. Upon completion of DRAM 1310, 1351, or 2366, 80% of students pursuing an Associates Degree (with the Visual/Performance Arts requirement) will score at least a 2.0 GPA in any of the aforementioned courses satisfying their specific degree plan.	85.04% achieved a 2.0 GPA for the aforementioned courses	For the Fall of 2009, 85.04% percent of 249 students, enrolled in two sections of DRAM 1310, two sections of DRAM 1351, and three sections of DRAM 2366, earned a 2.0 GPA or better.		Based upon our current Objectives/Outcomes, no prescriptive changes are necessary at this time.
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Truck Driving Academy	1. Qualify students for employment as Professional Truck Operators.				

Truck Driving Academy	1a. Upon completion of the commercial Driver License Class over 99% of all graduates will have in their possession a Commercial Drivers License issued by the Texas Dept. of Public Safety Motor Vehicle Department with all endorsements. After completion of Phase I, the student will possess a C.D.L. with all Endorsements.	2007-2008- Total Students 985; Total Contact Hours-37,600 2008-2009- Total Students 1312; Contact Hours 47,506 2009-2010- Total Students 1209; Contact Hours-45,034	a. Possess a Commercial Drivers License from the Texas Department of Public Safety. This license will allow them to operate a Commercial tractor/trailer, a School Bus, a Passenger Bus and pull all types of trailers anywhere in the US, Canada or Mexico. b. They will be OSHA Certified Forklift operators. They will have National Safety Council Cert.		
Truck Driving Academy	1b. Upon completion of the commercial Driver License Class over 99% of all graduates will have in their possession a Commercial Drivers License issued by the Texas Dept. of Public Safety Motor Vehicle Department with all endorsements. After completion of Phase II, the student will possess the knowledge and skills necessary to operate as a Professional Truck Driver.	2007-2008- Total Students 985; Total Contact Hours-37,600 2008-2009- Total Students 1312; Contact Hours 47,506 2009-2010- Total Students 1209; Contact Hours-45,034	a. Possess a Commercial Drivers License from the Texas Department of Public Safety. This license will allow them to operate a Commercial tractor/trailer, a School Bus, a Passenger Bus and pull all types of trailers anywhere in the US, Canada or Mexico. b. They will be OSHA Certified Forklift operators. They will have National Safety Council Cert.		
Truck Driving Academy	2. Increase the number of Commercial Drivers in the Transportation Industry.				

Truck Driving Academy	2a. At the completion of Phase I and II of the Truck Driving Academy, of those desiring work, 95% will have a minimum of one pre-approved employment officers with Trucking Companies. This figure is based on pre-graduation interview.	Over the past three years, we have been able to increase or maintain our student count, Even with the down turn in the economy we lost the majority of our contract work, which occurred in 2008-2009. We were still able to maintain a high student level.		With the Phase I class being four weeks long and Phase II a three week class -both running concurrently, we are able to complete 24 classes per year. RESULT: Expanded Training for our students in the shortest time frame.	
Truck Driving Academy	3. Perform contract commercial Driver License Training for Industry to up grade present employees and to recruit employees for the work force.				

Truck Driving Academy	3a. Upon completion of the course the student has a commercial driver license and will be promoted and employed as a professional truck driver within the company.	96% of the students moved up. A survey of one of the contract employees showed 28 of the 30 employees upgraded through our CDL program to Truck Driving position were still with the company two years after the change. This turn over rate of less than 10% is a vast improvement over the Industries rate of over 80%.	With the up turn in the economy, we have seen contract classes return. The addition of the new CDL Prep Course of 32 hours, has been very successful, with Texas Department of Transportation. The new 80 Hour class for Halliburton has been successful and Halliburton gave us a contract for the 2nd Quarter for seven classes, 9 to 10 students each.	Addition of new CDL Prep Course -32 hours. Addition of new 80 hour class for Halliburton. A. We have instituted a new course in our contractor Tool Box- we offer a 32 Hr. course for TX Dept.. of Transportation prepping their employee and helping them pass all the written exams for a Commercial License. The state then allows them to work driving their equipment. The student goes through the practical CDL Testing at a later date. We have had five classes since Sept. and expect more. B. We have become the exclusive trainer for Halliburton with a 80-Hr. class for their new hire. The new employees receives their CDL plus some road training. We have had 9 of these	
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Truck Driving Academy	4. Increase the number of students going through the Truck Driving Academy.				
Truck Driving Academy	4a. Obtain additional contract classes. Try to set up a dual credit course with high schools for students over 18, recruit women, recruit personnel coming out of the Military, and find additional funding sources for prospective students.			We have added additional training to Phase I & II. As a result, we have had an increase in Truck Company Recruiters visits. Presently average three recruiters per class. Phase I and II have been scheduled so we may have 24 Sections each. To increase student participation, we have lengthened the class days to 8.5 hrs. for Phase I and 9 hr. for Phase 2. This allows us to offer Forklift Training, Defensive Driving and still get the students CDL License. This has helped increase our enrollment.	
Truck Driving Academy	5. Develop ways or methods to produce a more intelligent, productive, safe, and desirable employee for the Transportation Industry.				

Truck Driving Academy	5a. Expand Phase I of the Training to include a Defensive Driving Course. Expand Phase I to include Fork Lift Training. Introduce Electronic on board recording for logging hours of service for Phase I Phase II Students.	Forklift Training has added potential jobs for students plus improves their desirability. Training in the new on board Electronic Recording of Hours of Service will place our students Technology ahead of all new drivers		In the past year, we have installed Forklift Instruction in Phase I. We have developed 32 Hr. and 80Hr. classes for contract classes to meet the demands of local and state wide employees.	We have the equipment and will start teaching how to use on Board Electronics Recording of hours of Services. This will be a requirement for the Trucking Industry shortly. We are a step a head of the industry and are the first school in the State with this ability.
Organization	Goal	Results:	Analysis:	Improvements:	Actions:
Vocational Nursing	1. Prepare students to meet ATI (Assessment Technology Institute-assessment and remediation program) comprehensive benchmark.				

Vocational Nursing	1a. Six weeks prior to graduation, students will achieve a 60% score on the ATI comprehensive exam as measured by ATI tracking report.	43 out of 48 students who took the comprehensive in May 2009 scored at or above the 60% program benchmark on the ATI exam as measured by the ATI tracking report. 34 out of 39 students who took the comprehensive in December 2009 scored at or above the 60% program benchmark on the ATI exam as measured by the ATI tracking report.	Results of ATI comprehensive exams are analyzed to provide direction for faculty to assist students with remediation; direct curriculum changes and initiates any necessary program changes.	Students who did not score at the 60% benchmark were counseled regarding their scores. 5/09 = 5 students were below the desired benchmark. 2 @ 58.7%, 2 @ 58% and 1 @ 52%. 12/09 = 5 students were below the desired benchmark. 1 @ 59.3%, 2 @ 58.7%, 1 @ 54.7%, and 1 @ 54%. Students were provided with codes for online non-proctored ATI exams which will allow for remediation.	
Vocational Nursing	2. Prepare students to enter the workforce.				
Vocational Nursing	2a. At the completion of the program, Vocational Nursing students will meet the state benchmark for employment as measured by THECB [Texas Higher Education Coordinating Board].	The Vocational Nurse benchmark for employment was 96.65% exceeding the statewide benchmark for employment of 90%.	Graduate Vocational Nurses in Texas are able to find employment upon licensure. Therefore, the need for the Vocational Nurse in Texas continues to be strong.		Continue to educate students to seek licensure as Vocational Nurses. Increase enrollment as applications dictate.
Vocational Nursing	3. Prepare students to pass the national licensure examination for Vocational Nurses.				

<p>Vocational Nursing</p>	<p>3a. At the completion of the program, 85% of graduating Vocational nursing students will pass the licensure exam on the first attempt.</p>	<p>May 2009- 38 out of 39 students passed the National Licensure Examination on the first attempt. December 2009- 36 out of 39 students passed the National Licensure Examination on the first attempt.</p>	<p>May 2009 pass rate was 97%. This exceeds the 85% program benchmark. December 2009 saw a dip in the pass rate to 92%. This continues to exceed the 85% program benchmark but is low for our program. This low pass rate might be attributed to the loss of two full time faculty members at the beginning of the Fall 2009 semester.</p>	<p>1. Continue to utilize the ATI comprehensive predictor to assist students in preparing to pass the NCLEX examination. 2. Mentor new faculty to provide excellent VN education. 3. Monitor ATI exams when administered and direct students with low scores to remediate. Provide ATI assessment non-proctored codes for students to utilize in remediation. Students will continue to remediate until they reach a Level II status on remediation examinations. Students were counseled about their test scores and provided with information for remediation strategies.</p>
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Emerging themes of issues/goals in which our students and programs are effectively fulfilling

Increase

Student success

Enrollment

Basic skills improvement

Student goal attainment

Student confidence

Retention

Completion

Readiness for transfer and career choices

Online offerings

Preparation for exit, state, and national exams

Provide

Cultural enrichment

Employment skills

Skilled workforce

Deliver

Quality instruction

CE credentialing

Industry recognized credentials

Skills that ensure – Critical thinking, problem solving, competence, oral and written communication, professional growth and development

Emerging themes of issues/goals in which our students and programs are NOT effectively fulfilling

It appears that a lot of the same historical goals, which are not bad things, are the main theme. Most of this was done prior to actually being able to shift thoughts/focus on the No Excuses and Achieving the Dream initiatives. Also the poverty issues the majority of our students are facing were surfacing or being brought to the forefront. All of this was happening around the same timeframe that PET forms were being updated. Timing may be the real issue.

Positives:

- There is more unity in focus throughout the PET forms.
- There is a great deal of positive work toward student success. We are becoming more unified in our goals for student success.

Issues:

- PET forms need to become more functional and useful and specific to our institutional goals.
- We still have programs that have action plans but seems to be spinning. They are continually reassessing their action plans but not producing action. Each dean will schedule an individual meeting with those programs.
- We need more focus on the 5 No Excuses goals that were identified AFTER the PET forms were due.

Academic Affairs GOAL (after reviewing the PET forms)

Be an Aspen Award Winner by 2017

- Leadership development for Department Chairs, Program Coordinators and promising faculty
- Instructional innovation
- Community partnerships