Amarillo College

PET FORM
Planning and Evaluation Tracking
(2011-2012 Assessment Period)

Division of: Planning and Advancement (Formerly Assessment and Development)
Person Responsible for this Division: Danita McAnally
People Responsible for this Form: Kristin McDonald-Willey, Kara Larkan-Skinner, Teresa Clemons, Jennifer Ashcraft, and Danita McAnally.
Purpose Statement (With Last Updated Date): To create a culture for continuous improvement at Amarillo College (last reviewed fall 2011).

Goal Statement #1 (Assessment):

Certify quality instruction *(New Goal – 10/17/11 – Based on AC Strategic Plan through 2015: Strategy 1.3).*

1A) Outcome/Objective Statement
(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

Upon receiving institutional evidence from administration in charge of general education competency reports, CCSSE data, and Achieving the Dream data, each AC department chair/director responsible for a PET form will annually/semi-annually identify at least one improvement or action plan that was made based on institutional evidence on an institutionally-approved questionnaire *(New Outcome – 10/17/11 – Based on AC Strategic Plan through 2015: Task 1.3.1).*

- Results (Provide Numbers and Percentages for Quantitative Data)
  Not Applicable – The Office of Planning and Advancement has not yet requested this information from department heads/directors.
- Analysis
  - Provide Previous Data/Result Analysis
    (Include if benchmark was met and how results relate to outcome statement):
    Not Applicable – New Outcome
- Improvements
  - List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results:
    Not Applicable – New Outcome
  - Evaluate Why Improvements Were Successful/Were Not Successful:
    Not Applicable – New Outcome
  - Provide the Budget Information Needed to Make Past Improvements (Cost/Details):
    Not Applicable – New Outcome
- Recommendations/Actions for **2011-2012**
  - Person Responsible (Who will complete the action?):
    Preliminary Plan: Assessments Coordinator and Non-Instructional Assessment Committee - Drafting of Questions. Approval of Questions/Editing of Questions for Instructional Format: Instructional Assessment Committee.
    Complete Plan: The Assessments Coordinator will compile the CCSSE data and the general education report information; the Director of Institutional Research and research staff will compile the Achieving the Dream data; the Instructional Assessment Committee will revise/approve the questionnaire document, and the information will be distributed to the department heads; the department heads will supply improvement/action plan information (if applicable).

- Action Plan:
  This Year's Plan: The Assessment's Coordinator will present an improvement-centered questionnaire to the Instructional Assessment Committee for their approval. The document will then be presented or sent along with institutional data (CCSSE results, general education report, and Achieving the Dream data) to the department heads/directors to gauge how institutional data is being used.
  Future Plan: Notify those responsible for a PET form that they will be asked how they are using data and follow up with them to see how they did use data to make improvements.
- Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):
  This Year's Plan: Data will be collected over the 2011-2012 year.
  Future Plan: Unless this is integrated with the PET form, the following schedule applies: Fall/Spring – Get form and report approvals and send form and information to department heads; Spring -Send form in early April and request to have it returned by May 1st.
- Budget Information Needed for Future Action (Cost/Details):
  Any annual fees associated with Class Climate survey software.

1B) Outcome/Objective Statement
(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):
After attending a General Education Competency assessment training and assessing 100 student artifacts, General Education Competency Committee team members will identify at least one area of student strengths and one area of student weaknesses/areas for improvement on the committee's general education assessment finding's document by the conclusion of the spring semester *(New Outcome – 10/17/11 – Based on AC Strategic Plan through 2015: Task 1.3.1)*.

- Results (Provide Numbers and Percentages for Quantitative Data)
  Not entirely applicable – The 2010-2011 committee members provided information on student strengths and weaknesses. However, some of the suggestions for how improvements can be made should be strengthened. The weakness in the committee's suggestions did not stem from a fault within the committee, but from the fact that the committee members did not receive an official 2010-2011training that outlined the desired criteria that needed to be included on their committee report. Therefore, the request for areas of strengths and weaknesses did not come until long after the committee had viewed the artifacts and submitted preliminary reports.
- Analysis
  Not Met – New Outcome. In order to obtain quality results, committee members need to be trained on the desired information needed for institutional improvements to occur.
- Improvements
  - List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results:
    Not Applicable – A training was not offered and new outcome
  - Evaluate Why Improvements Were Successful/Were Not Successful:
    Not Applicable – New Outcome
  - Provide the Budget Information Needed to Make Past Improvements (Cost/Details):
    Not Applicable – New Outcome
- Recommendations/Actions for **2011-2012**
  - Person Responsible (Who will complete the action?):
    The Assessments Coordinator will provide the trainings; the committee members will provide the insight.
  - Action Plan:

A PowerPoint will be presented that trains general education committee members on the assessment process, committee member expectations, and on the new general education competencies and rubrics. The PowerPoint provides descriptive information in the notes field for committee members who are unable to attend the initial training and follow-up, one-on-one trainings will also be offered to committee members who cannot attend the initial training.

- Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):
  Fall – The Communication Skills, Critical Thinking Skills, and Empirical and Quantitative Skills competency committees will receive separate fall trainings at a time that appears to best accommodate each committee member's teaching schedule. Follow-up trainings for those who cannot attend the initial training will be offered at a time that works with the committee member and assessment coordinator's schedule. The Teamwork committee will be trained at a time when a sufficient number of artifacts are in place for assessment.
- Budget Information Needed for Future Action (Cost/Details):
  Minimal copying costs will be incurred to prepare some artifacts (e.g. blue books) that need to be darkened via the copier before they can be scanned and placed in AC's private, J-drive system.

1C) Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

After receiving Planning, Evaluation, and Tracking (PET) form training and/or training materials, faculty/staff in each department will identify at least one direct outcome, one goal/outcome linked to the Strategic Plan, one result, one improvement, and one action plan on their submitted PET form by the conclusion of the academic year *(Revision of 2010-2011 Outcome 1.a. – Based on AC Strategic Plan through 2015: Task 1.3.1)*.

- Results (Provide Numbers and Percentages for Quantitative Data)

  2010-2011 Instructional Results: PET Forms: 57 of 62 Submitted (92%)

PET REQUIREMENTS MET	NUMBER	PERCENTAGE
At Least 1 Direct Outcome	56	90%
1 Goal/Outcome Linked to Strategic Plan	N/A – Not Required on 2010-2011 Form	
At Least 1 Result	54	87%
At Least 1 Improvement	26	42%
At Least 1 Plan of Action	45	73%

- Analysis
  - Provide Previous Data/Result Analysis
    (Include if benchmark was met and how results relate to outcome statement):
    The outcome was not met. Amarillo College is strong in producing direct outcomes and results, but must strengthen the gathering of improvements/revisions. However, it is important to note that AC did not previously, explicitly ask for improvements/revisions and actions as two separate categories , which is why 2009-2010 resulting data was not provided.
- Improvements
  - List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results:
    A new PET form and response form was created so that the desired information could be more easily captured. For example the term "Use of Results" has been changed to two separate fields "Improvements" and "Recommendations/Actions." The Assessments Coordinator also created a PET Methodology piece to ensure that each form is judged using the same criteria.

- Evaluate Why Improvements Were Successful/Were Not Successful:
  The change appears to have been successful. On the PET forms submitted thus far, more information appears to have been provided regarding improvements and plans of action and when it is not, the Assessments Coordinator now can send a response form back to the department requesting that the missing information be provided.
- Provide the Budget Information Needed to Make Past Improvements (Cost/Details):
  Not Applicable – There were no significant budgetary costs for improvements to occur.

- Recommendations/Actions for **2011-2012**
  - Person Responsible (Who will complete the action?):
    Assessments Coordinator
  - Action Plan:
    A faculty PET training will be offered at the conclusion of the spring semester and the beginning of the fall semester.
  - Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):
    The action plan will occur at some point between late April and September (spring training between April and May; fall training between August-September).
  - Budget Information Needed for Future Action (Cost/Details):
    Not Applicable – There are no significant budgetary needs for future assessment actions

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Goal Statement #2 (Assessment):

Certify quality support services including education/academic support, administrative support, and community services *(New Goal – 10/17/11 – Based on AC Strategic Plan through 2015: Strategy 1.3).*

2A) Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

Upon receiving institutional evidence from CCSSE data and other institutional data, each AC support service area responsible for a PET form will annually/semi-annually identify any improvements or action plans that were made based on institutional evidence on an institutionally-approved questionnaire *(New Outcome – 10/17/11 - Based on AC Strategic Plan through 2015: Task 1.3.1).*

- Results (Provide Numbers and Percentages for Quantitative Data)
  Not Applicable – The Office of Planning and Advancement has not yet requested this information.
- Analysis
  - Provide Previous Data/Result Analysis
    (Include if benchmark was met and how results relate to outcome statement):
    Not Applicable – New Outcome
- Improvements
  - List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results:
    Not Applicable –New Outcome
  - Evaluate Why Improvements Were Successful/Were Not Successful:
    Not Applicable –New Outcome
  - Provide the Budget Information Needed to Make Past Improvements (Cost/Details):

Not Applicable – New Outcome

- Recommendations/Actions for **2011-2012**
  - o Person Responsible (Who will complete the action?):
    Preliminary Plan: Assessments Coordinator and Non-Instructional Assessment Committee - Drafting of questions
    Complete Plan: The Assessments Coordinator will compile the CCSSE data and the general education report information; the Director of Institutional Research and research staff will compile the Achieving the Dream data; the Instructional Assessments Committee will revise/approve the questionnaire document, and the information will be distributed to non-instructional areas; those designated as responsible for non-instructional areas will supply improvement/action plan information (if applicable).
  - o Action Plan:
    This Year's Plan: The Assessments Coordinator will present an "Improvements Made Based on Institutional Evidence Questionnaire" drafted document to the Non-Instructional Assessment Committee. The committee will reformat the document to best capture information that may not always be present on a PET form and the document will then be presented along with institutional data (such as the CCSSE results) to the Support Services supervisors and/or administrative supervisors.
    Future Plan: Notify those responsible for a PET form that they will be asked how they are using data and follow up with them to see how they did use data to make improvements
  - o Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):
    This Year's Plan: Data will be collected over the 2011-2012 year.
    Future Plan: Unless this is integrated with the PET form, the following schedule applies: Fall/Spring – Get form and report approvals and send form and information to department heads; Spring -Send form in early April and request to have it returned by May 1st.
  - o Budget Information Needed for Future Action (Cost/Details):
    Any annual fees associated with Class Climate survey software.

2B) Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

After receiving Planning, Evaluation, and Tracking (PET) form training and/or training materials, administration/staff in each department will identify at least one direct outcome, one goal/outcome linked to the Strategic Plan, one result, one improvement, and one action plan on their submitted PET form by the conclusion of the academic year *(Revision of 2010-2011 Outcome 1.a. – Based on AC Strategic Plan through 2015: Task 1.3.1).*

- Results (Provide Numbers and Percentages for Quantitative Data)
  2010-2011 Non-Instructional Results: PET Forms: 37 of 41 Submitted (90%)

PET REQUIREMENTS MET	NUMBER	PERCENTAGE
At Least 1 Direct Outcome	37	90%
1 Goal/Outcome Linked to Strategic Plan	N/A – Not Required on 2010-2011 Form	
At Least 1 Result	33	80%
At Least 1 Improvement	31	76%
At Least 1 Plan of Action	34	83%

- Analysis
  - o Provide Previous Data/Result Analysis
    (Include if benchmark was met and how results relate to outcome statement):

The outcome was not met. Amarillo College is strong in producing direct outcomes (although some direct outcomes are stronger than other direct outcomes), but must strengthen the gathering of results/improvements/revisions. However, it is important to note that AC did not previously, explicitly ask for improvements/revisions and actions as two separate categories, which is why 2009-2010 resulting data was not provided.

- Improvements
    - List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results:
      A new PET form and response form were created so that the desired information could be more easily captured. For example the term "Use of Results" has been changed to two separate fields "Improvements" and "Recommendations/Actions." The Assessments Coordinator has also begun to create a PET Methodology piece to ensure that each form is judged using the same criteria.
    - Evaluate Why Improvements Were Successful/Were Not Successful:
      The change appears to have been successful. On the PET forms submitted thus far, more information appears to have been provided regarding improvements and plans of action and when it is not, the Assessments Coordinator can now send a response form back to the department requesting that the missing information be provided.
    - Provide the Budget Information Needed to Make Past Improvements (Cost/Details):
      Not Applicable – There were no significant budgetary costs for improvements to occur.
- Recommendations/Actions for **2011-2012**
    - Person Responsible (Who will complete the action?):
      Assessments Coordinator
    - Action Plan:
      A PET training should be offered at the conclusion of the spring semester, the beginning of the fall semester, or both. The Non-Instructional Assessment committee will also need to be trained on assessing departments with the new PET form and guided on the use of response forms.
    - Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):
      Spring and Early Fall - For PET Trainings, the non-instructional committee should be trained at the beginning of the spring semester; the entire non-instructional body should be trained at some point between late April and September.
    - Budget Information Needed for Future Action (Cost/Details):
      Not Applicable – There are no significant budgetary needs for future assessment actions.

Goal Statement #3 (Institutional Research):

Adjust instruction and services based on assessment data (*AC Strategic Plan through 2015: Strategy 1.1).*

3A) Outcome/Objective Statement
(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

After the completion of student registration each semester, the Office of IR and Student services will capture the primary intent for each student attending AC and will provide aggregated data from Colleague about student intent *(Discontinued Outcome – 12/16/11 - Based on AC Strategic Plan through 2015: Task 1.1.2).*

- Results (Provide Numbers and Percentages for Quantitative Data)
  For at least the past 10 years, the Office of IR has tracked primary intent data in the Data Warehouse. Information

that reflects cohort intent is currently available online (e.g. CCSSE cohort data) so the Office of IR does not see a need to post additional student-intent data.

- Analysis
  - Provide Previous Data/Result Analysis
    (Include if benchmark was met and how results relate to outcome statement):
    This outcome and goal was met and will be discontinued because collecting this data and posting this data in a usable fashion will be a recurring IR function.
- Improvements
  - List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results:
    CCSSE student intent data is currently available via the Planning and Advancement website.
  - Evaluate Why Improvements Were Successful/Were Not Successful:
    Successful - CCSSE student intent data is currently available to the public.
  - Provide the Budget Information Needed to Make Past Improvements (Cost/Details):
    There are no significant budgetary needs for future assessment actions.
- Recommendations/Actions for **2011-2012**
  - Person Responsible (Who will complete the action?):
  - Action Plan:
  - Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):
  - Budget Information Needed for Future Action (Cost/Details):
    N/A – This outcome will be discontinued.

3B) Outcome/Objective Statement
(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):
After making significant changes to the IR Databook, IR will conduct a pre and post survey (1= not satisfied and 5=satisfied) of satisfaction with AC Employees and the average user satisfaction will be higher post-Databook changes than the satisfaction was pre-changes (*New Outcome Based on AC Strategic Plan through 2015: Task 1.1.1.1)*.

- Results (Provide Numbers and Percentages for Quantitative Data)
  N/A – New Outcome
- Analysis
  - Provide Previous Data/Result Analysis
    (Include if benchmark was met and how results relate to outcome statement):
    N/A – New Outcome

- Improvements
  - List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results:
  - Evaluate Why Improvements Were Successful/Were Not Successful:
  - Provide the Budget Information Needed to Make Past Improvements (Cost/Details):
    N/A – New Outcome
- Recommendations/Actions for **2011-2012**
  - Person Responsible (Who will complete the action?):
    Director of IR/IE - Lead
  - Action Plan:
    1) Hold discussions with executive leadership to determine the standard data needs of the college.

2) Review current best practices for higher education data representation.
3) Construct a survey to be distributed to select personnel on campus for a needs assessment.
4) Ensure the Databook aligns with the Achieving the Dream standards.
5) Conduct a pre and post-survey of satisfaction with IR Databook.

- Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):
  Planned implementation – By fall 2012
- Budget Information Needed for Future Action (Cost/Details):
  Not Applicable – There are no significant budgetary needs for future assessment actions.

3C) Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

After analyzing institutional, community, and national data, the Office of IR will create an annual Key Performance Indicator Report that will identify departmental level data components that signify a healthy or unhealthy program. Upon the report's completion, the data will then be presented to the president's office so that informed interventions and decisions can be made (*New Outcome Based on AC Strategic Plan through 2015: Task 1.3.1)*.

- Results (Provide Numbers and Percentages for Quantitative Data)
  N/A – New Outcome
- Analysis
  - Provide Previous Data/Result Analysis
    (Include if benchmark was met and how results relate to outcome statement):
    N/A – New Outcome
- Improvements
  - List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results:
  - Evaluate Why Improvements Were Successful/Were Not Successful:
  - Provide the Budget Information Needed to Make Past Improvements (Cost/Details):
    N/A – New Outcome
- Recommendations/Actions for **2011-2012**
  - Person Responsible (Who will complete the action?):
    Director of IR/IE - Lead
  - Action Plan:
    1) A report will be created that includes the following variables: enrollment, faculty workload analysis, cost, NCCBP data, graduates, transfers, retention, outcomes assessment, CCSSE variables, areas for potential growth, areas showing a declining trend that may signify an "at risk" program, overall dashboard, overall college trend compared to department trend, demographics of those enrolling, and a look into the job market analysis.
    2) IR will ask departments to report on important findings and how they used the data and what they still lack or need from IR in order to improve the usefulness of the report each year.
  - Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):
    Planned implementation – By fall 2012
  - Budget Information Needed for Future Action (Cost/Details):
    Not Applicable – There are no significant budgetary needs for future assessment actions.

3D) Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

IR will create an IR database (log of all requests for data), research project proposal form, and standard IR report that will streamline the requests for data (*New Outcome Based on AC Strategic Plan through 2015: Task 1.1.1.1).*

- Results (Provide Numbers and Percentages for Quantitative Data)
  N/A – New Outcome
- Analysis
  - Provide Previous Data/Result Analysis
    (Include if benchmark was met and how results relate to outcome statement):
    N/A – New Outcome
- Improvements
  - List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results:
  - Evaluate Why Improvements Were Successful/Were Not Successful:
  - Provide the Budget Information Needed to Make Past Improvements (Cost/Details):
    N/A – New Outcome
- Recommendations/Actions for **2011-2012**
  - Person Responsible (Who will complete the action?):
    Director of IR/IE - Lead
  - Action Plan:
    Change the culture of IR from counting and standard reporting to steering the direction of the college based on data and using intense analysis to ensure the usefulness of data and close the gap to ultimately increase student success and advance the institution.
  - Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):
    Planned implementation – By fall 2012
  - Budget Information Needed for Future Action (Cost/Details):
    Cost for India Team – Currently unsure how many clock hours this project will take

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Goal Statement #4 (Institutional Research):

Connect planning and budgeting (*AC Strategic Plan through 2015: Strategy 4.1).*

Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

IR will conduct at least one predictive study per year. Possible predictive studies include but are not limited to the following areas:

1) Identify the number who would potentially enroll in courses versus the total seat capacity.
2) Areas for potential enrollment growth
3) Studies involving retention, graduation, and transfer rate topics
   (*New Outcome Based on AC Strategic Plan through 2015: Task 4.1.1)*

- Results (Provide Numbers and Percentages for Quantitative Data)
  N/A – New Outcome
- Analysis
  - Provide Previous Data/Result Analysis
    (Include if benchmark was met and how results relate to outcome statement):
    N/A – New Outcome

- Improvements
  - List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results:
  - Evaluate Why Improvements Were Successful/Were Not Successful:
  - Provide the Budget Information Needed to Make Past Improvements (Cost/Details):

    N/A – New Outcome
- Recommendations/Actions for **2011-2012**
  - Person Responsible (Who will complete the action?):

    Director of IR/IE - Lead
  - Action Plan:

    1) Work with Financial Aid to identify the 'unmet need' variable because this will be used as a factor in one predictive model.

    2) Present predictive model findings to Executive Leadership including President's Cabinet, Dean's Council and any other areas of the college deemed appropriate.
  - Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):

    Planned implementation – By fall 2012
  - Budget Information Needed for Future Action (Cost/Details):

    Not Applicable – There are no significant budgetary needs for future assessment actions.

Goal Statement #5 (Institutional Research):

In order to guide AC in making evidence-based decisions the IR Department will input quality control measures to ensure data integrity and validity (Based on *AC Strategic Plan through 2015: Strategy 4.6).*

5A) Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

IR will conduct a minimum of 6 programming (syntax/query) analyses each year (*New Outcome Based on AC Strategic Plan through 2015: Task 4.6.2.2.2).*

- Results (Provide Numbers and Percentages for Quantitative Data)

  N/A – New Outcome
- Analysis
  - Provide Previous Data/Result Analysis

    (Include if benchmark was met and how results relate to outcome statement):

    N/A – New Outcome
- Improvements
  - List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results:
  - Evaluate Why Improvements Were Successful/Were Not Successful:
  - Provide the Budget Information Needed to Make Past Improvements (Cost/Details):

    N/A – New Outcome
- Recommendations/Actions for **2011-2012**
  - Person Responsible (Who will complete the action?):

    Director of IR/IE - Lead
  - Action Plan:

    1) Form an annual plan to ensure this analysis occurs

2) Track analysis through the IR task list and project tracking system

- Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):
  Planned implementation – By fall 2012
- Budget Information Needed for Future Action (Cost/Details):
  Not Applicable – There are no significant budgetary needs for future assessment actions.

5B) Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

IR will have a minimum of 4 discussions per year with IT and the Registrars to ensure that data is pulled from the appropriate area in the Colleague system (*New Outcome Based on AC Strategic Plan through 2015: Task 4.6.2.2.3)*.

- Results (Provide Numbers and Percentages for Quantitative Data)
  N/A – New Outcome
- Analysis
  - Provide Previous Data/Result Analysis
    (Include if benchmark was met and how results relate to outcome statement):
    N/A – New Outcome
- Improvements
  - List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results:
  - Evaluate Why Improvements Were Successful/Were Not Successful:
  - Provide the Budget Information Needed to Make Past Improvements (Cost/Details):
    N/A – New Outcome
- Recommendations/Actions for **2011-2012**
  - Person Responsible (Who will complete the action?):
    Director of IR/IE , Registrar, and the Chief Information Officer
  - Action Plan:
    1) Plan Meetings
    2) Track corrections/changes that occur due to these discussions in a Word document.
  - Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):
    Planned implementation – By fall 2012
  - Budget Information Needed for Future Action (Cost/Details):
    Not Applicable – There are no significant budgetary needs for future assessment actions.

Goal Statement #6 (Grants):

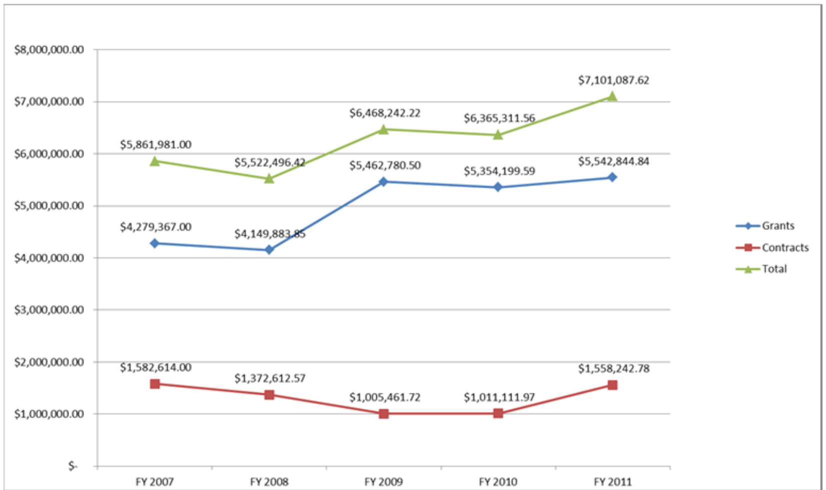
Secure new sources of revenue (Based on *AC Strategic Plan through 2015: Strategy 4.3).*

6A) Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

Increase the institution's grants and major contracts revenue by greater than the previous year (*Indirectly Based on AC Strategic Plan through 2015: Task 4.3.1.2)*.

- <u>Results (Provide Numbers and Percentages for Quantitative Data)</u>
  During FY 2011 (September 1, 2010 – August 31, 2011), Amarillo College received $7,101,087.62 in external funds from grant and contract sources.
  - $5,542,844.84 in grant funds. This is a 3.5% increase from FY2010 grant funds received.
  - $1,558,242.78 in contract funds. This is a 54% increase from FY2010 contract funds received (the substantial increase is due to two new funding contracts from Amarillo Economic Development Corporation).



During FY2011, the Office of Grants (along with partnering institutions and other AC divisions) submitted six state, four federal, and two local grant applications.

  - 10 grants were awarded (6 state, 2 federal and 2 local)
  - 2 grants were denied (both federal)

- <u>Analysis</u>
  - Provide Previous Data/Result Analysis
    (Include if benchmark was met and how results relate to outcome statement):
    This outcome was met. The total funding from grants and contracts was increased over the previous year (FY2010) and included new sources of funding.
- <u>Improvements</u>
  - List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results:
    1) Grant submissions were developed to directly tie to the *Targets for Grants and Major Contracts* plan and were based on white papers that included research, projected costs, data, and faculty need/input.
    2) A minimum of two federal and two state/private grants were submitted.
    3) Grant and contract opportunities were monitored weekly through federal and state RFPs, Grants.gov, and BIG Online Search database.
  - Evaluate Why Improvements Were Successful/Were Not Successful:
    Improvements were successful as evidenced by the increase in grant funding (reported above). NOTE: the plan was fully operational for the first half of FY 2010-2011. The Director of Grants accepted a different position at AC in February 2011. The director position remained open during the second half of the year.
  - Provide the Budget Information Needed to Make Past Improvements (Cost/Details):
    Renewed subscription to BIG Online in FY2011 at a cost of $4395.00 for a three year subscription.
- <u>Recommendations/Actions for **2011-2012**</u>
  - Person Responsible (Who will complete the action?):

Senior Director of Grants - lead

- Action Plan:
  Update *Targets for Grants and Major Contracts* plan to align with AC's mission.
  Prioritize grant proposal opportunities to ensure optimal utilization of resources and provide feasible calendar for proposal submissions.
  Analyze current grant funding over next five years and develop plan to replace funds from completed grant projects. NOTE: with scheduled reductions in federal and state funding, the goals for FY2012 and FY2013 are to maintain grant and contract funding at 90% of FY2011 funding.
  Submit five funding proposals that directly align with the *Targets for Grants and Major Contracts*.
- Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):
  Update, Prioritize, and Analyze actions will be completed by 2-29-12.
  Submitting funding proposals will be completed by 8-31-12.
- Budget Information Needed for Future Action (Cost/Details):
  Projected - $160,000 consulting fee to RMA needed for FY2012,
  Projected - $160,000 consulting fee to RMA needed for FY2013,
  Projected - $5,000 renewal fee for Big Online (3-year membership) – paid September 2013
  Projected - $160,000 consulting fee to RMA needed for FY2014, and
  Projected - $160,000 consulting fee to RMA needed for FY2015

6B) Outcome/Objective Statement
(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):
AC's Single Audit will have no more than two programmatic findings related to federal/state grants *(Outcome Based on AC Strategic Plan through 2015: Task 4.6.2.2.2*).

- <u>Results (Provide Numbers and Percentages for Quantitative Data)</u>
  The preliminary single audit report for FY11 includes 11 findings, all of which are classified as "significant deficiencies", not "material weaknesses".
- <u>Analysis</u>
  - Provide Previous Data/Result Analysis
    (Include if benchmark was met and how results relate to outcome statement):

    AC's FY11 Single Audit had zero "material weakness" findings, which met this outcome in part. However, the outcome as originally worded in the 2010-2011 PET form was not met. This outcome/objective statement was not adequately defined in the 2010-2011 PET form. The FY11 Single Audit findings included two that were completely outside the Office of Grant Compliance's realm of responsibility. In addition, the Office of Grant Compliance is not the only AC office that can assume responsibility for the Single Audit findings. Audit findings are often linked to institution-wide procedural issues and are the shared responsibility of several areas/departments. This was the case for the majority of the FY11 audit findings.

    The Office of Grant Compliance assisted Project Directors and the AC Business Office in the development of a Corrective Action Plan for each of the FY11 audit findings. The majority of the findings had been identified and corrected prior to receipt of the preliminary audit report.

In an effort to evaluate the preliminary report findings, an opinion was obtained from AC's federal grant consulting firm (RMA): ". . . none of the findings involved "material weaknesses", which have more severe consequences particularly monetary than findings of "significant deficiencies". Although this term is used, it is clear in reading these findings, that none of them have significant implications and primarily involve improving minor policy, procedural and compliance functions."

- Improvements
  - List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results:

    This was a new outcome/objective created in 2010-2011, so no improvements were made as a result of the 2009-2010 PET Results.

    However, the Office of Grants Compliance carried out the following preventative measures in 2010-2011 to limit the number of findings in AC's FY11 Single Audit.

    1. Audit (internal) all AC federal/state grants annually.
    2. Review all monthly and quarterly project performance reports.
    3. Monthly review of grants/contracts Time & Effort submissions.
    4. Assist Grant Accounting with quarterly financial salary adjustments based on Time &Effort.

    Compliance/Grant Management training was not conducted for Project Directors during the 2010-2011 year, due to 1) the large number of federal grants that began their first funding year (requiring an increased number of corresponding start-up activities) and 2) personnel changes within the AC Office of Grants.
  - Evaluate Why Improvements Were Successful/Were Not Successful:
    Not Applicable – New Outcome
  - Provide the Budget Information Needed to Make Past Improvements (Cost/Details):
    None

- Recommendations/Actions for **2011-2012**
  - Person Responsible (Who will complete the action?):
    Grants Compliance Officer - lead
  - Action Plan:
    Preventative Measures
    - The Office of Grants Compliance will conduct grant compliance/management training to federal and state grant Project Directors in 2011-2012. This training will prepare and educate Project Directors on external and internal resources available for successful project management. The Grants Compliance Officer will follow up with the Project Directors upon completion of the training to assess their comfort level (level of preparation in the case of an audit) and request their feedback.
    - In addition, the Office of Grants Compliance will continue the following preventative measures in 2011-2012 to limit the number of "significant deficiency" findings in AC's FY12 Single Audit.
      1. Mini-review (internal) of all AC federal/state grants annually.
      2. Review all monthly and quarterly project performance reports.
      3. Monthly review of grants/contracts Time & Effort submissions.
      4. Assist Grant Accounting with quarterly financial salary adjustments based on Time &Effort.

    Responsive Measures
    - As in 2010 – 2011, if a finding is reported on the AC Single Audit, the Office of Grants Compliance will continue the following responsive measures to correct the finding.

- Person Responsible (Who will complete the action?):
  Grants Compliance Officer - lead
- Action Plan:
  Preventative Measures
  - The Office of Grants Compliance will conduct grant compliance/management training to federal and state grant Project Directors in 2011-2012. This training will prepare and educate Project Directors on external and internal resources available for successful project management. The Grants Compliance Officer will follow up with the Project Directors upon completion of the training to assess their comfort level (level of preparation in the case of an audit) and request their feedback.
  - In addition, the Office of Grants Compliance will continue the following preventative measures in 2011-2012 to limit the number of "significant deficiency" findings in AC's FY12 Single Audit.
    5. Mini-review (internal) of all AC federal/state grants annually.
    6. Review all monthly and quarterly project performance reports.
    7. Monthly review of grants/contracts Time & Effort submissions.
    8. Assist Grant Accounting with quarterly financial salary adjustments based on Time &Effort.

  Responsive Measures
  - As in 2010 – 2011, if a finding is reported on the AC Single Audit, the Office of Grants Compliance will continue the following responsive measures to correct the finding.

Goal Statement #7 (Grants):

New Revision Based on Strategic Plan Revisions: Adjust instruction and services based on assessment data (*AC Strategic Plan through 2015: Strategy 1.1).*

Goal: Student services, academic support, and faculty will personally assist each student regarding available college and career opportunities. *(Strategic Plan through 2015 Goal 1 Strategy 1.1-)*

Outcome/Objective Statement
(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):
After training on the NAPE 5-step process, faculty in each of the three targeted career and technical education (CTE) programs (computer information science, drafting and manufacturing) will identify the root causes and implement best practices for overcoming root causes of low female recruitment and retention by completing a gender equity root causes worksheet and timeline. *(AC Strategic Plan through 2015: Task 1.1.4.1:* "Gender Equity in the Workplace Team will annually assess the barriers to students enrolling and graduating in programs with low non-traditional gender." ESTABLISHED 12/2011)

- Results (Provide Numbers and Percentages for Quantitative Data)
  Drafting began the 5-step process in 2010-2011.
  The focus of the 2010-2011 plan dealt with employing female recruitment strategies.
- Analysis
  - Provide Previous Data/Result Analysis
    (Include if benchmark was met and how results relate to outcome statement):
    Drafting is on-target to fulfill the intended outcome.
    In the 2010-2011 year, Drafting completed the 5-step process, set a timeline, and then followed the timeline that the program set.

- Improvements

- List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results:
  Improvements in the Drafting Program: Offered NAPE 5-step process training, root causes of low female enrollment identified, and timeline followed by Drafting program. As a result, the drafting program successfully launched a recruiting campaign.
- Evaluate Why Improvements Were Successful/Were Not Successful:
  The improvements were successful – Adding the 5-step process helped raise awareness of the Perkins Gender indicators and their importance at Amarillo College. For instance, as a result of the 5-step process, a female Amarillo College graduate (Rosalie Alvarez) was identified and asked to serve as a role model for the Drafting program. Rosalie's story was advertised on the Amarillo College Website and she told her story in a "Start Here. Go Anywhere" video. Also, Tony Thomas (Associate Professor Computer Assisted Drafting/Design) appeared on a local morning show to discuss drafting employment possibilities for men and women.
- Provide the Budget Information Needed to Make Past Improvements (Cost/Details):
  The Perkins budget from AC helps with Gender Equity initiatives.

- Recommendations/Actions for **2011-2012**
  - Person Responsible (Who will complete the action?):
    Shawn Fouts– Team Leader for Manufacturing and Computer Information Science
    Tony Thomas – Drafting
  - Action Plan and Expected Time Frame Needed to Complete Action Plan:
    COMPUTER INFORMATION SCIENCE/MANUFACTURING:
    Plan Set Up: November and December 2011
    Training: 1/13/12
    Gender Equity Root Causes Worksheet: 1/13/12 (Begin Worksheet)
    Timeline: Until the end of May 2012 to complete timeline

    DRAFTING:
    Plan: Tony Thomas will continue the process that he began during the 2010-2011 year. For the 2011-2012 year, Tony Thomas will focus on retention as opposed to recruitment.
    Timeframe: It takes roughly two years to complete this outcome. However, gender equity must be an ongoing process
  - Budget Information Needed for Future Action (Cost/Details):
    Gender Equity AC Funds – These funds will be used to support gender equity efforts