

COLLEGE ADVANCEMENT

Planning and Evaluation Tracking

2005 – 2006:

College Relations
Institutional Effectiveness and Advancement
Professional and Organizational Development



Planning and Evaluation Tracking

College Year: 2005-2006

Division of: College Advancement
Department of: College Relations

Person Responsible: Brad Johnson
Person Responsible: Ellen Neal

Purpose Statement: To encourage participation

Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	Use of Results (including improvements and revisions)
1. Increase participation of First Time in College, Hispanic Students	<p>1. 1 After a semester of activities at THS targeted at college enrollment, at least 50% of Tascosa Seniors who have not committed to another college or university or the military will enroll at AC based on a cross reference of the admission application and colleague.</p> <p>2. After a semester of activities at THS targeted at college enrollment, at least 50% of Hispanic Tascosa Seniors who have not</p>		

	committed to another college or university or the military will enroll at AC based on a cross reference of the admission application and colleague.		
2. Encourage Community Support	2. After a media campaign focusing on AC's contribution and significance to the community, a random sample of the general population in our service region will identify the importance of AC in the community and indicate an increase in awareness and support by 5% based on a pre and post survey and analysis conducted by an outside consultant.	.	

Planning, Evaluation and Tracking

Amarillo College

College Year: 2005 - 2006

Division of: Institutional Effectiveness and Advancement

Person Responsible: Danita McAnally

Department of: Related to Effectiveness, Research and Advancement (Grants)

Person Responsible: Danita McAnally

Purpose Statement: Direct and support the overall planning, assessment, research and external funding development for the College.

Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	Use of Results/Revisions to make Improvements
1. Guide AC in making evidence-based decisions. (Goal revised in 2006 to reflect Strategic Plan's Goal 4 Strategy 4.1.)	1.a. After completing outcome assessment training, employees in each non-instructional department will identify at least one outcome on annual departmental PET forms. (Outcome established in 2006 to reflect Strategic Plan's Goal 4 Strategy 4.1.) 1.b. After providing a menu of data options, a majority of employees annually will access data through the portal. (Outcome established in 2006 to reflect Strategic Plan's Goal 4 Strategy 4.1.)		

Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	Use of Results/Revisions to make Improvements
<p>2. Secure new sources of revenue.</p> <p><i>(Goal revised in 2005 to reflect Strategic Plan's Goal 9 Strategy 9.2.)</i></p>	<p>2.a. Authorized employees will secure funding for strategic plan initiatives, identified annually, for which there are inadequate institutional resources.</p> <p><i>(Outcome established in 2006 to reflect Strategic Plan's Goal 9 Strategy 9.2.)</i></p> <p>2.b. Increase the institution's annual revenue from new sources by 3% over FY05.</p> <p><i>(Output established in 2006 to reflect Strategic Plan's Goal 9 Strategy 9.2.)</i></p>		

revised 03-24-05



Planning and Evaluation Tracking

College Year: 2005-2006

Division of: College Advancement

Person Responsible: Brad Johnson

Department of: Professional &
Organizational Development

Person Responsible: Patsy Lemaster

Purpose Statement: Prepare employees, provide resources and promote a learning culture to position AC for change.

Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	Use of Results (including improvements and revisions)
1. Automate enrollment and reporting process.	1. After receiving instruction, all AC employees will enroll in POD courses using POD enrollment self-service on the average of 40% of the time as identified through a customized Colleague reporting processing.	1.	1.
2. Access learning of AC participants in selected POD training	2. After completion of selected POD training, AC employee participants will demonstrate increased learning skills as documented through comparative results of pre-test and post-test assessments by 30%.	2.	2.

3. Refine and use POD database for documenting and tracking goals for individual employee development.

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3. After completing POD plans as a part of the employee performance evaluation process, 40% of AC classified and administrative employees will successfully achieve such goals as documented by the POD database tracking.

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