AMARILLO COLLEGE
INSTRUCTION

Planning and Evaluation Tracking (PET)

2005 – 2006:

E-Learning Center
Extended Programs
Hereford Campus
Library
Moore County Campus
Technical Training Solutions

Planning and Evaluation Tracking

College Year: 2005-2006

Division of: Instruction   **Person Responsible:Dr. Paul Matney**
Department of: E-Learning   **Person Responsible:Robert Sloger**

Purpose Statement: To assist in the creation and facilitation of effective, high quality, technology-based Learning-environments.

Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	Use of Results (including improvements and revisions)
1. Explain the role of e-learning.	1. After updating the E-Learning Web site and distributing the new ELC information brochure to all AC employees, faculty and staff will be able to identify 3 to 4 services offered by the ELC, that they have used, or would likely use. Outcome based on survey responses delivered via email and hard copy.	1.	1.
2. Empower faculty and staff who have never taught online to effectively use instructional technologies and methodologies.	2. After completion of the online training, "Online Course Development", 25% of participating faculty and staff who have never developed or taught online will create a class in WebCT within 1 year. Outcome based on a query through the schedule by location in WebAdvisor.	2.	2.

3. Empower faculty and staff who have taught online to more effectively use instructional technologies and methodologies.	3. After completion of the online training, "Online Course Development", 25% of participating faculty and staff who have developed or taught online will add at least one additional feature to their course within 1 year. Outcome based on survey responses delivered via email and hard copy.	3.	3.
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Planning and Evaluation Tracking

College Year: 2005-2006

Division of: Extended Programs   **Person Responsible:Lou Ann Seabourn**
Department of: _____   **Person Responsible:_____**

Purpose Statement: The Department of Extended Programs supports Amarillo College departments/offices and outside entities by administering policy, coordinating services and implementing procedures for off-campus academic students and part-time faculty

Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	Use of Results (including improvements and revisions)
1.Develop a plan to implement and establish an early college program.	1. After studying and sharing the literature on the early college movement, the committeee representing academic faculty and select administrators will define "early college" at AC and the definition will be approved by majority vote of the Board of Regents.	1.	1.
2. Offer a certification program for part-time faculty	2.Upon completing of the Part-time Faculty Certification Program, participants will improve their scores on the pre/post test by 20%.	2.After the Spring 2005 class of Part-time Faculty Certification, paticipants increased their scores on the pre/post test by 19%. In the pre test the class average was 18 correct answers. In the post test the class average was 24 correct answers.	2.To help participants in the Spring 2006 class synthesize information, a facilitator will lead discussions at the end of each class session.

3.Establish ITV as a viable alternative for the delivery of information and courses.	3.After receiving information on, demonstrations of, and training on interactive television equipment (ITV), AC personnel and students will have a positive attitudinal change about using ITV as a delivery mode, as evidenced by their responses on a pre/post survey.	3.	3.
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Planning and Evaluation Tracking

College Year: 2006-2007

Division of: Hereford Campus   **Person Responsible:Daniel Esquivel**

Department of: _____   **Person Responsible:** _____

Purpose Statement: To provide academic and continuing education needs to the Hereford Region

Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	Use of Results (including improvements and revisions)

1. Provide appropriate orientation for potential students.	A. First-Time-In-College Students
	B. Be able to articulate their personal, educational, & career goals.
	C. Completing orientation sessions on college options, and student responsibilities.
	D. Post Assessment:
	    Fill in the Blank
	    Pictures
	E. 75% Response Rate
		1. After completing orientation sessions, 75% of FTIC students will be able to articulate their personal goals bases on a fill-in-the – blank post assessment.	Improve Student Services and increase Student Retention due to informing and educating students important timelines that could affect their student status.

2. Identify AC's role in Hereford and surrounding communities	A. AC personnel & AC Advisory Committee influential in the community B. Prioritize steps & phases for Hereford Campus Growth C. Complete the Hereford Campus Strategic Planning Process D. obtain 80% accuracy E. Use of questionnaire to measure results.	2. After completing the strategic planning process, appropriate AC personnel and HC Advisory committee member will be able to identify the phases for Hereford Campus growth based on the Hereford Campus Strategic Plan with 80% accuracy by completing a questionnaire.	The results will be used in identifying HC's role in the Hereford Region to establish a well-grounded community college that offers a majority of the curriculum that students need without having to travel to other cities.

Planning and Evaluation Tracking

College Year: 2005-2006

Division of: AC Library **Person Responsible: Mark Hanna**
Department of: AC Library **Person Responsible: Mark Hanna**

Purpose Statement:

Our purpose is to
- empower our patrons to be self-sufficient information consumers and to possess critical evaluation skills;
- create a physical environment that encourages personal study, collaboration, and networking, and inspires creative and academic growth; and
- provide seamless access to the best information and tools customized for each patron.

Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	Use of Results (including improvements and revisions)
1. Students taking core courses will be information literate on selected standards from the Association of College and Research Libraries' (ACRL) Information Literacy Competency Standards.	1. After taking a pre-test on one or more information literacy competency objectives and participating in an online or classroom library information literacy session covering the objectives, all participating students will improve their scores on the post-test by at least 50 percent, and 80 percent of the students will score at least 70 percent correct on the post-test.	1.	1.

2.Print and electronic collections will be relevant and useful to students, faculty, and staff, especially for programs which require discipline accreditation.	2. For programs that require discipline accreditation, collections staff will map 100 per cent of readings and assignment sources in course syllabi against our print and electronic collections and publish the results by May 2007. 100 per cent of identified readings and assignment sources will be accessible to students by September 2007. For programs that require discipline accreditation, 90 percent of students in those programs will rate the print and electronic collections as good or excellent for relevancy and usefulness on an annual satisfaction survey by January 2008.	2.	2.
3. Study and collaboration space will be attractive to and useful for students, faculty, and staff for their creative and academic growth.	3. Replace at least four ranges of little-used print shelving and collections with a learning commons on the second floor of the Lynn Library by September 2006.	3.	3.

4. Increase access to print collections for distance learners through conversion to electronic format.	4. By September 2006, convert 100 percent of print reserve items that do not require copyright permissions to electronic format and make them available via the integrated library management system (Unicorn) After making digital reserves accessible via the web and after providing information about them via in-house instruction, library webpage and class instruction, students using materials on reserve will access 40 percent of available digitized reserve room materials by Fall 2006 as recorded by use counters on the library website.	4.	4.
5.	5. 60 percent of students using class materials on reserve will report that reserve resources enabled them to complete course requirements as documented through an annual student sample survey by January 2008.	5.	5.

6. Every interlibrary loan information request is filled to the requester's satisfaction.	6. After giving feedback to requesters who failed to make requests in time to receive them before needed, requesters will make future ILL requests in time to receive them before needed 80 percent of the time as measured by ILL satisfaction log by January 2008.	6.	6.
7.	7.	7.	7.

revised 8/1/05

Planning and Evaluation Tracking

College Year: 2005-2006

Division of: **Moore County Campus**   **Person Responsible:Renee Vincent**
Department of: **Moore County Campus**   **Person Responsible:MCC Administrators**

Purpose Statement: Meet the educational needs of Moore County

Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	Use of Results (including improvements and revisions)
1.Expand course offerings to provide variety and meet demand.	1. a. After attending a customized cafeteria style orientation, QUEST students will maintain a chosen career path and/or major with a 30% maintenance rate that will be measured with a pre- and post-Colleague major report.	1. Data has been collected from all QUEST eligible students as they "declared their majors" on the admissions applications.	1.Using the baseline data of 115 senior QUEST eligible students, MCC will develop a list of fall 07 courses to satisfy the students' needs.
	b. By enhancing our marketing strategies, Workforce Development clients will choose AC/MCC as the viable solution to their training needs with a 200% increase in number of business agreements.	b. Contract training at MCC has increased by 33% from 3 contracts in FY05 to 4 contracts in FY06.	b. This increase indicates a potential growth market for MCC-CE. Marketing strategies will be further enhanced to increase contract trainings to 5 in FY07 and 6 in FY08.
	c. After providing new knowledge of trends and needs, continuing education and technical students will increase enrollment in AC/MCC with a 20% increase as compared to the previous year's Colleague report.	c. Data is being collected on trends in Continuing Education and Workforce Development to determine the best course offerings to meet demand.	c. Data gathered will be evaluated for training needs of Moore County. An advisory committee will be formed to give input on community needs. A 20% increase in FY07 enrollments over FY06 will be targeted.

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2.Maximize and expand resources.	2. a. After sufficient marketing and outreach projects, events, and interventions, community sponsors will buy auditorium seats to generate a 50% increase in resources on the proposed budget.	2. MCC plans to generate 50% of the funds needed to purchase auditorium chairs in the 06-07 year.	2. MCC plans to generate 50% of funds for auditorium chairs through community sponsorships in 06-07.
3.Provide essential educational support and student life to assure student success.	3.a. After completing a college preparatory orientation series, developmental students will demonstrate readiness to enroll in college credit courses with a 20% improvement on a locally developed pre- and post-test.	3. Scores from the locally prepared pre and post test will be 20% greater with developmental students taking a college preparatory class. Results beginning summer 07.	3. Note: 80% of developmental students will have a 20% gain on pre/post tests in the Learning Resource Center beginning summer 07.
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revised 8/1/05

Planning and Evaluation Tracking

College Year: 2005-2006

Division of: Instruction   **Person Responsible: Paul Matney**
Department of: Technical Training Solutions   **Person Responsible: Ron Faulkner**

Purpose Statement: The purpose of the department is threefold: 1. Provide custom technical training to area business and industry; 2. Explore new business opportunities for the college; and 3. Coordinate External Learning Experiences

Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	Use of Results (including improvements and revisions)
1.Increase contracts with area business and industry (Correlates to Strategy 9.2: Secure new sources of revenue.)	1. After negotiations, decision makers at businesses with technical processes will sign a contract with Amarillo College at least 50% of the time based on spreadsheet cross-matched with GroupWise appointments and signed contracts.	1.	1.
2.Expand enrollments in ELE at Amarillo College.	2.After individual interview with follow-up e-mails, Amarillo College department heads with existing ELE courses will exceed the enrollment averages for ELE students in the previous 3 semesters based on Colleague data.	2.	2.

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