



Planning and Evaluation Tracking

College Year: 2006-2007

Division of: Workforce Development
 Department of: Leisure Studies

Person Responsible: Damaris Schlong
 Person Responsible: Luke Morrison

Purpose Statement: Meet the personal enrichment educational needs of the Amarillo College service area as resources allow.

Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	Use of Results (including improvements and revisions)
1. Establish quality standards for the Children's Gymnastics Program and ensure compliance to those standards.	1. After taking a standardized Level 1 gymnastics course, 70% of beginning gymnastics students, age 5 and up, will demonstrate Level 1 competencies of at least 80% on a skill-level assessment using the Level 1 Curriculum Checklist.	<p>1. Time Frame: 11/01/05-10/31/06</p> <p>Standardized Level I Gymnastics Class Curriculum created: Fall 2005</p> <p>Level 1 Curriculum Checklist created to assess student skill-level: Fall 2005</p> <p>Standardized Level I Gymnastics Classes first held: Spring 2006</p> <p>Skill-level assessments taken at end of Spring and Summer 2006 semesters using the Level 1 Curriculum Checklist.</p> <p># of students taking Level I gymnastics classes, Spring 2006: 186</p> <p># of students demonstrating Level I competency of at least 80% on the Standardized Level I Gymnastics checklist, Spring 2006: 179</p>	<p>1. Results indicate that though there was a slight dip in performance in Summer vs. Spring semesters, it does not appear to be statistically significant. Additional semesters of Level I Skill-level assessments should be taken to establish a solid foundation from which to judge results.</p> <p>Unfortunately, the Level 1 Curriculum Checklist assessments were not archived for future reference. This prevents verification of results and detail analysis over time.</p> <p>ACTION PLAN Administer Level 1 Curriculum Checklist over the next three semesters and consider whether to make it a permanent part of class procedure.</p> <p>Maintain hard copy record of Level 1 Curriculum Checklists for 3 years from date of assessment.</p>

		<p>96% (N = 179 of 186) of Level I students demonstrated Level I competencies of at least 80% on the skill-level assessment taken at the end of the Spring 2006.</p> <p># of students taking Level I gymnastics classes, Summer 2006: 161</p> <p># of students demonstrating Level I competency of at least 80% on the Standardized Level I Gymnastics checklist, Spring 2006: 150</p> <p>93% (N = 150 of 161) of Level I students demonstrated Level I competencies of at least 80% on the skill-level assessment taken at the end of the Summer 2006.</p>	<p>Use USAG-based curriculum to further promote quality standards.</p>
<p>2. Streamline the processing of course paperwork from entities supported by the Leisure Studies Department.</p>	<p>2. After attending training, Leisure Studies supported entities such as Dance AC, Youth Theatre, Gymnastics, and non-Leisure Studies Music will consistently submit accurate and timely Continuing Education course paperwork 95% of the time based on e-mail notification/log of specific paperwork errors.</p>	<p>2. Time Frame: 11/01/05-10/31/06</p> <p>The Director of Continuing Education conducted training for CE-supported entities on completing course/section paperwork and electronic submission: February 2006</p> <p># of entities submitting Continuing Education paperwork to Leisure Studies: Fall 2006 = 6 Spring 2007 = 7</p> <p># of entities submitting Continuing Education paperwork to Leisure Studies before deadline: Fall 2006 = 4 Spring 2007 = 5</p>	<p>2. The % of entities submitting accurate paperwork increased significantly between Fall 2006 and Spring 2007 and met the 95% accuracy standard for Spring 2007. However, the performance increase in meeting published deadlines has been slight and is well below the performance expectation of 95% timeliness.</p> <p>ACTION PLAN: Meet with entities that need to improve their CE paperwork performance and address the need to meet standards...particularly the need to meet deadlines.</p>

% of entities that hit the published deadline:

Fall 2006

67% (N = 4 of 6)

Spring 2007

71% (N = 5 of 7)

of course/section worksheets submitted by entities:

Fall 2006 = 146

Spring 2007 = 157

of course/section worksheets without errors:

Fall 2006 = 110

Spring 2007 = 150

Accuracy of submissions:

Fall 2006

75% (N = 110 of 146)

Spring 2007

96% (N = 150 of 157)

3. Improve printed CE class schedule proofing/editing process with increased participation, accountability, and accuracy from entities supported by the Leisure Studies Department.

3. After receiving the Continuing Education class schedule proof copy, Leisure Studies supported entities such as Dance AC, Youth Theatre, Gymnastics, and non-Leisure Studies Music will accurately proof and edit, with 95% accuracy, their section of the schedule and electronically submit the corrected copy to the Leisure Studies office by the developmental calendar deadline.

3. Time Frame: 11/01/05-10/31/06

of entities proofing and editing their section of the CE Class Schedule and electronically submitting corrected copy to the Leisure Studies Office:

Fall 2006 = 6

Spring 2007 = 7

of entities submitting corrected copy to the Leisure Studies Office by published deadline:

Fall 2006 = 4

Spring 2007 = 5

3. Though some progress has been made, neither timeliness nor accuracy objectives are being met by the same entities. This unfortunate consistency will enable us to focus on their training and performance improvement.

ACTION PLAN

Meet with entities that need to improve their performance to meet both deadlines and proofing/editing standards.

Fall 2006
67% (N = 4 of 6)

Spring 2007
71% (N = 5 of 7)

of entities submitting corrected
copy that followed proofing and
editing instructions of the Leisure
Studies office and met CE
Schedule Standards:
Fall 2006: 4
Spring 2007: 5

Accuracy of corrected copy
submissions:
Fall 2006
67% (N = 4 of 6)

Spring 2007
71% (N = 5 of 7)