STUDENT AND ACADEMIC DEVELOPMENT

Planning and Evaluation Tracking

2005 – 2006

Planning and Evaluation Tracking

College Year: 2005-2006

Division of: Student Academic Development **Person Responsible:Renea Fike**

Department of: Advising & Counseling **Person Responsible:Sally Evans**

Purpose Statement:

Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	Use of Results (including improvements and revisions)
1.The Advising & Counseling Center will assist students in identifying their educational goals.	1. After choosing to complete a career assessment, 75% of these students will identify their educational goals by naming 3 possible career choices. This objective will be measured by the "Possibilities" data collection form, which students will complete at the end of their career assessment sessions. (form is attached)	1.	1.
2.The Advising & Counseling Center will assist students in achieving their educational goals.	2. 50% of the students who receive financial assistance from the Adult Students Program will persist to the next semester or complete their educational goal. This will be monitored through individual contact with students who do not re-apply for funding. This data will be collected each fall and spring semester.	2.	2.

Amarillo College

Planning and Evaluation Tracking

College Year: 2005-2006

Division of: <u>Development</u>
Department of: <u>Customer Services – AskAC Center</u>

Person Responsible: <u>Dr. Brad Johnson</u>
Person Responsible: <u>Dale Longbine</u>

Purpose Statement: The AskAC Center exists to provide access to Amarillo College services by phone, e-mail, web or other media to both internal and external customers.

Goal Statements	Objectives/Outcomes	Results	Use of Results
1. Improve customer service.	1. After completion of initial training, all employees of the Help Center will meet the standard on the Help Center Skills Assessment post test.	1. Timeframe: 9/1/05 – 12/01/06 No results due to failure to establish a training program and establish a measurable goal. The standard in the objective is not defined.	1. Once training is implemented and measurable goals defined, results can be determined. ACTION PLAN: Create a training program that will be mandatory for all employees that shows measurable goals through a pretest/post test analysis.

2. Increase support services for other departments	2. After training AskAC Help Center employees to deliver new services (rent/tuition payments, entering admission applications, etc.), 100% of the offices the services are delivered to will report on an AskAC Help Center initiated survey that they are satisfied or very satisfied with the quality of service.	2. Timeframe: 9/1/05 –12/01/06
		
		11/06 - Surveys sent to offices that new services were delivered to in the past year.
		   Number of surveys: 5
		   Number of responses: 5
		   Number of satisfied or very satisfied responses: 5
			2. While 100% of the departments that received a survey responded as very satisfied, there were comments noted that indicate a need for more training.
			
			ACTION PLAN:
			
			Comment 1: Calls are being transferred when information is

| | | | available on Testing Center website. Create a pretest/post test of information available on the Testing Center website. Give the pretest to all AskAC employees then assign a project with a deadline to review the website information. After the deadline, give all AskAC staff the post test and compare results with the goal of improving the pretest/post test scores by at least 20%.

Comment 2: Calls are being transferred to the Business Office to remove holds after payment is receipted in AskAC.   All staff reminded of procedures for removing holds. A more formal training process for new employees will be coordinated with the Assistance Center new employee training program. |
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Planning and Evaluation Tracking

College Year: 2005-2006

Division of: <u>Development</u> **Person Responsible: <u>Dr. Brad Johnson</u>**
Department of: <u>Customer Services – Assistance Centers</u> **Person Responsible: <u>Dale Longbine</u>**

Purpose Statement: The Assistance Center exists to maximize student access to educational services through extended hours and providing combined services in one location at each campus.

Goal Statements	Objectives/Outcomes	Results	Use of Results
1. Improve accuracy of data entry.	1. After implementing a computer based keyboarding skills development program, the Assistance Center staff will decrease data entry errors by 20% as compared to the error rate for applications entered in August 2005.	1. Timeframe: 9/01/05 – 8/31/06 No results due to failure to obtain a representative sample of data entered. In addition, there were staffing shortages on multiple campuses that prevented implementing a keyboarding skills development program.	1. Implement this goal next year. ACTION PLAN: WSC Supervisor will collect data entry information from a representative sample of online applications processed for Spring 07. Schedule Keyboarding skills training for Assistance Center staff to be completed by April 07. WSC Supervisor will collect data entry information from a representative sample of online applications processed for Summer/Fall 07. Compare results to determine if there has been a reduction in errors after the training.

2. Improve consistency in services provided on all campuses.	2. After completing an annual cross training program at the WSC, all counter staff at each campus will increase their knowledge of services that will result in a 20% improvement on the pre-test post-test evaluation.	2. Timeframe: 9/1/05 – 12/01/06 11/9/06: 10 of 12 Assistance Center staff were given a pretest of Amarillo College student services available. (Note: One position not filled and one employee out due to an extended illness). 11/10/06 -11/17/06: An individual self-paced training assignment was given to all Assistance Center staff which was to look up answers to FAQ's that were collected in the AskAC Center. 11/20/06 – 11/22/06: A post test with the same questions as the pretest was given to all Assistance Center staff. 11/29/06: Pretest/post test scores were compared and evaluated.	2. While 100% of the Assistance Center staff improved their score on the post test, only 2 out of 10 improved their score by 20%. A breakdown of the test results by department indicated specific areas that need further training. ACTION PLAN: Beginning February 07, implement a monthly training program with pretest/post test analysis for a different student service each month. Week one: Pretest Week two and three: Training Week four: Post test Evaluate responses and provide individual training with the WSC Supervisor as needed until goal is reached. This process will be continuous and integrated in the new employee training already established.

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College Year: -2005-2006

Division of: S&A Development   **Person Responsible: Judy Johnson**

Department of: CLINK   **Person Responsible: Maury Roman**

Purpose Statement: Community Link's purpose is to provide outreach services to disadvantaged individuals to increase participation in higher education

Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	Use of Results (including improvements and revisions)
1.Maximize student access by actively participating in recruiting efforts.	1. After participating in a "Cash for College" seminar, at least 50% of the college ready participants will enroll in an Academic and/or Continuing Education program/class at AC. Tool: Individual look-up on Colleague system.	1.	1.
2.Increase retention of Conversational English students.	2.After receiving an invitation to return, at least 70% of all CESL students on level I, will return for Level II the following semester.	2.	2.
3. Create or modify programs according to community needs	3. Develop & implement one GED preparation class per semester, with no less than 12 students.	3.	3.

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Amarillo College

College Year: 2005-2006

Division of: Student and Academic Services   **Person Responsible:Dr. Fike**

Department of: Disability Services   **Person Responsible:Brenda Rossnagel**

Purpose Statement: The purpose of the disability services department is to minimize the physical and academic barriers to students with disabilities by coordinating and providing appropriate and reasonable accomodations.

Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	Use of Results (including improvements and revisions)
1.Students from the department will comply with departmental rules and procedures	1. After students read, discuss, and sign rules statement from members of the disability services staff, students will keep appointments with no more than three "no shows" as evaluated through staff appointment books	1.	1.
2.The Disability staff will determine if appropriate services are provided to students with disabilities on Amarillo College campuses.	2.After the Disability Services department has completed surveys and interviews with a representative sample of three faculty members and ten students from each AC campus, the Disability Services department will assess if at least 80% of student and faculty needs are being met through evaluation of compiled surveys.	2.	2.

3. The Disability Services department will increase understanding and support for Disability services from faculty and staff	3. After Disability Services department hosts a series of brief informational sessions, the faculty and staff will demonstrate a greater understanding and support for these services through an increased number of first time responses to requests, a decreased number of required student/faculty interventions, and a decreased number of student complaints concerning faculty as evaluated through staff anecdotals.	3.	3.
4. Student academic accountability will increase.	4. After completion of a baseline survey that identifies areas of student responsibility that need improvement, and consitent reinforcement in these areas by Disability Services staff, students will demonstrate improvement in deficient areas as demonstrated through positive increase on end of semester survey.	4.	4.

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College Year: 2005-2006

Division of: Student and Academic Development

Person Responsible:Dr. Renea Fike

Department of: Financial Aid

Person Responsible:Kay Mooney

Purpose Statement: The Financial Aid Office exists to assist students in receiving a quality education by reducing their educational costs through aid that is provided from federal, state, and local government, as well as private resources.

Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	Use of Results (including improvements and revisions)
1.Financial Aid will work with faculty to support the mission of Financial Aid.	1. After Financial Aid meeting with Division Chairs, 100% of faculty will turn in grades on time based on report from Registrar's Office.	1.	1.
2.Financial Aid will work with faculty to support the mission of Financial Aid.	2.After Financial Aid meeting with Division Chairs, 100% of faculty will complete the Electronic Rosters accurately and within 24 hours of the census date of the semester based on report from Registrar's Office.	2.	2.

3.Financial Aid will effectively communicate with students.	3.After Financial Aid Office informs students of Financial Aid Website, students will visit the website. 50% of those who complete the survey, will indicate they were directed to the website by Financial Aid staff.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.

Planning and Evaluation Tracking

College Year: 2005-2006

Division of: Student & Academic Development

Person Responsible: Robert Austin

Department of: Registrar's Office

Person Responsible: Diane Brice

Purpose Statement: Optimize student success by providing admission, enrollment, record maintenance and related service.

Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	Use of Results (including improvements and revisions)
1. Improve communication between Registrar's Office and all clients	1. A) After modifying advertising campaign, there will be a 20% increase in the number of candidates for graduation applying during the scheduled time as compared from Fall 2005 to Fall 2006. B) After posting room scheduling procedures on the Registrar's Office webpage, faculty and staff will follow these procedures which will result in fewer than 5 reported problems in Spring 2006 and Summer 2006.	1.	1.

2.Improve understanding in the procedures and differences between Academic and Continuing Education courses.	2.A)After reading procedural instructions for CE registrations from the Registrar's Office website, departments and staff will submit CE registrations within one week of the first class meeting which will result in a 10% decrease in requests for enrollment status as compared to the 2nd Quarter 2005. B) After publishing the differences between CE and Academic courses on the Registrar's Office webpage, students who have questions will be directed to the webpage and 20% of students who complete the web survey will report that they understand the difference between CE and Academic Courses.	2.	2.
3.	3.	3.	3.

Planning and Evaluation Tracking

College Year: 2005-2006

Division of: Student and Academic Development   **Person Responsible:Dr. Renea Fike**

Department of: Student Development/Activities   **Person Responsible:April Sessler**

Purpose Statement: To provide co-curricular opportunities for students to enhance their social, organizational, and leadership skills and provide opportunities to engage with the college and community both in and outside the classroom.

Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	Use of Results (including improvements and revisions)
1.Orient new students to Amarillo College, college life, and college expectations, giving them information to be more successful in completing their goals	1. After making CARL calls early each semester, 85% of new students will participate in NSO prior to the census date.	1.	1.
2.Develop an intramurals program that will increase participation.	2.After developing a new intramurals program and implementing a new advertising approach, at least 200 students will participate in intramural activities as measured by unduplicated names on sign in sheets/rosters.	2.	2.

Planning and Evaluation Tracking

College Year: 2005-2006

Division of: Student Success **Person Responsible: April Sessler**
Department of: Development **Person Responsible: Courtney Milleson**

Purpose Statement: To provide academic support to students that is innovative, efficient, and customer friendly.

Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	Use of Results (including improvements and revisions)
1. To recruit faculty members to participate in the development of Learning Communities.	1. After attending a presentation on Learning Communities, 10% of the eligible faculty will show an interest in developing and teaching in a Learning Community based on an exit questionnaire.	1. Attendance at the Learning Community training session resulted in 10% of the faculty in attendace participating in the development of Learning Communities.	1. Ability to discuss elements of Learning Community throughout campus. Use of training sessions to continue training opportunities (Part-time Faculty & New Faculty)
2. To implement, monitor and evaluate the success of Askonline tutoring.	2. After seeking assistance from an online tutor, 85% of the students will indicate that they understand how to access and use Askonline by means of an electronically generated anonymous web survey.	2. Time period: 3-1-06 to 8-12-06. Benchmark: 98% (208 of 211) of the students seeking online tutoring were led through and understood the process of accessing Askonline. It is a good product, but not completely satisfactory because of limited availability of tutors due to budget constraints.	2. While preparing for 06-07 budget, cost and efficiency of Askonline (with AC tutors) was evaluated. Plan of action: Another platform, Smarthinking, is a more efficient and economical means of delivering online tutoring to broadest population of students. Smarthinking was purchased and implemented 9/06. Closed out 9/06.

		2a. Time period: 9-5-06 to 12-5-06. Benchmark: 84% (37 of 44) students indicated that online tutoring helped them improve their writing.	2a. Plan of action: Continue to use Smarthinking online tutoring and step up visibility campaign.
3. To expose students to different types of study skills through the manipulation of course content material.	3. Through the use of study skills in SI, students will show a change in critical thinking, which will result in at least a 50% of the students marking "some" or greater on question 1 on the Student Learning Outcomes and Satisfaction Survey.	3. Closed out 10/15/06	3.
4. To expose students to different types of study skills through the manipulation of course content material.	4. Through the use of study skills in SI, 50% of SI Leaders will expose students to 2 different study skill techniques on the Session Planning Form.	4. FALL 2006 - 58% of SI Leaders (7 out of 12) exposed their SI participants to two or more different study skills.	4. Continue SI Leader trainings and monitor SI sessions to increase number of study skills used in sessions.
5.	5.	5.	5.

6.   6.   6.   6.

7.   7.   7.   7.

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3.SGA officers will learn to conduct and lead effective meetings	3.By participating in SGA activities, officers will demonstrate leaderships skills by conducting an effective meeting by exhibiting skills listed on the "Effective Meeteing Checklist"	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.

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Division of: **Student Development**   **Person Responsible: April Sessler**

Department of: **Student Support Services**   **Person Responsible: Dr. NseAbasi U. Ekpo**

Planning and Evaluation Tracking--2005-2006

Purpose Statement: To provide program participants with academic and other supportive services necessary for them to succeed in college and achieve their educational goals as measured by retention, transfer, and graduation rates.

Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	Use Of Results (including improvements & revisions)
1. With a leadership rubric, potential student leaders will be identified to travel for Spring Leadership Conferences	1. With rubric points, at least six student leaders will be identified by the second week in November as eligible to attend Spring Leadership Conferences.	1.	1.
2. After mailing spring newsletters to all SSS participants, 20% will visit with their advisor for an academic assessment and register for a prize drawing.	2. At least 20% of all new SSS participants who received the newsletter will meet with their advisors for academic assessment and register for the prize drawing.	2.	2.
3. The SSS Transfer Advisor will call SSS transfer students and offer transfer planning so that students will come in for individual assistance.	3. After receiving contact from SSS Transfer Advisor 10% of the students who were reached will come in for individual transfer planning within the year.	3.	3.
4 For each cohort of entering students at least: - 62% will persist to the 2nd year; - 45% will persist to the 3rd year; and - 33% will persist to the 4th year.	4. After receiving at least six SSS services per year, at least 62% of each group of first-year SSS participants will re-enroll in school the second year; 45% will re-enroll the third year; and 33% will re-enroll the 4th year.		

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Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	Use Of Results (including improvements & revisions)
5. At least 10% of each year's cohort will graduate by their third year at Amarillo College.	5. After receiving at least six SSS services each year, at least 10% of each year's cohort will graduate by their third year at Amarillo College		

Planning and Evaluation Tracking

College Year: 2005-2006

Division of: Enrollment Services   **Person Responsible: Bob Austin**

Department of: Testing Services   **Person Responsible: Jason Norman**

Purpose Statement: To provide Testing Services that are seamless, customer friendly, efficient, and easily accessible to meet the needs of students and the community.

Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	Use of Results (including improvements and revisions)
1. Faculty will comply with Testing Center procedures.	1. After receiving an email with a link to Testing Center Procedures, 100% of new and non-compliant faculty will be compliant as noted on a log of procedural violations.	1. No data available.	1. Due to personnel changes, and Testing Specialists did not know to track data, this data was not collected. 2. Objective closed out, and will reword in 06-07.
2. Area high school students will use Amarillo College Testing Services for their post-secondary assessment needs.	2. When registering for post-secondary assessments, an increased number of high school students will choose Amarillo College as their assessment site. Annual comparative studies will show a 2% increase each year.	2. Based on number tested in 05-06 compared to 04-05, there was a 1% decrease in # of high school students that used Testing Services for their testing needs.	1. Testing Services will work closer with high school counseling offices to market our testing services. 2. Objective closed out, and will reword in 06-07 to include all community services.
3. Testing Services will be easily accessible to all clients via extended hours, Contact Center, and website information.	3. Clients will be able to access Testing Services in person, on the web, or by phone at all times. Results will be based on the number of hits on the website, and the number of clients assessed,	3. No data available for website tracking.	1. Results were not collected because a counter was not put on website to track number of hits by clients. Will add for 06-07.