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Program Review

Form for External Review Committee

Non-Instructional

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Your form has been submitted. Thank you.

Division	College Advancement
Department	Assessment & Development
Program	Grants/Contracts, Institutional Effectiveness, Outcomes Assessments and Institutional Research
Review Year	2007-2008
Names of the External Review Committee Members	Austin, Mueller, Chldress, Gladstein, Porter, Dougherty, Ward, Crowley
Division Overview Comments From External Review Committee	
The Assessment and Development External Review Committee would like to express thanks to members of the Assessment and Development Department for the thorough preparation and organization of this document.	

Questions and answers from the program review appear in the gray boxes. Use this information to answer the questions on the form.

I. Office's/Department's Purpose

State the purpose of the office/department. How is this purpose within the mission of Amarillo College?

DEPARTMENT OF ASSESSMENT & DEVELOPMENT

The [mission of Amarillo College](#) includes the words "dedicated to providing educational, cultural and community services and resources to enhance the quality of life for the diverse population in the service area."

The Department of Assessment & Development's purpose seeks to ensure that Amarillo College accomplishes all of the aforementioned aspects. The Department's purpose is to:

"Create a culture for continuous improvement at Amarillo College."

GRANTS/CONTRACTS

The Office of Grants Development's mission fits within the mission for Amarillo College and the purpose of the department since its office works with AC faculty and staff to secure funding to provide "educational, cultural, and community services and resources to enhance the quality of life for the diverse population in the service area."

INSTITUTIONAL EFFECTIVENESS & OUTCOMES ASSESSMENTS

With a changing population, the College must adapt. The institutional effectiveness component seeks to assure that all aspects of the College's planning, evaluation, revisions and revised plans are connected and in sync. In addition, the specific assessments (e.g Strategic Plan, Institutional Program Review, and Planning and Evaluation Tracking [PET]) within the College's institutional effectiveness approach are also designed to ensure that the College and its units are "closing the loop" by using evidence to make decisions. With continuous review of these elements of institutional effectiveness, the College should change to meet the needs of its students and other constituents.

Outcomes assessments are designed for the College and/or its individual units to determine whether the College's instruction and services have improved the students' and other constituents' abilities. These outcomes assessments are an integral part of each of the three major assessments within the College's institutional effectiveness approach.

INSTITUTIONAL RESEARCH

The Office of Institutional Research fits within both the mission of Amarillo College and the purpose of the department by providing resource data to other areas of the College for data-based decision-making including the support of Program Review, PET (Planning and Evaluation Tracking) forms, grants, budget, and various external (federal, state, and

local) reports.

Does the answer include a purpose statement for the office/department?
Does the answer indicate how this office/department is within the mission of Amarillo College?

Acceptable

Each department successfully addressed this question to the satisfaction of the review committee.

When was the last time the office's/department's purpose statement was reviewed/revised by faculty/staff in the office/department?

DEPARTMENT OF ASSESSMENT & DEVELOPMENT

The Department annually reviews and often revises the purpose statement during its PET form updates. The last time it was changed was September 2007.

Does the answer indicate the last time the office's/department's purpose statement was reviewed/revised by faculty and staff in the office/department?

Acceptable

Commendation

Commendation: The PET development process appears to provide an excellent vehicle for evaluating and/or revising the departmental purpose statement on an annual basis.

Is this office/discipline required to receive approval from an external agency or organization in order to offer courses?

no

Identify any external approvers for the office/department.

Not Answered

IF the office/discipline is required to receive approval from an external agency or organization (other than the Texas Higher Education Coordinating Board),

Was (were) the external approver(s) for the office/department identified?

Not Applicable

What approval schedule is required by the external approver(s)?

Not Answered

Was the approval schedule required by the external approver(s) identified?

Not Applicable

When did the office/department last receive approval?

Not Answered

When did the office/department last receive approval?

Not Applicable

Is the reason why the office/department is required to receive this approval clear?

Not Applicable

II. Office's/Department's Improvements Based on Planning, Evaluation and Assessment

Identify at least one example of an improvement/revision which resulted from the past five-years' annual PET forms.

GRANTS/CONTRACTS

The Department of Assessment and Development's PET form goal 2 states *secure new sources of revenue*. As the analyzed results below show, this goal was accomplished.

Analysis of Grants and Major Contracts Revenue

In Fiscal Year 2005 (FY05), the Office of Grants Development began tracking the funding levels for grants and contracts.

Between FY05 and FY06, the Office of Grants Development, in cooperation with other entities of the College, realized a 17% increase in annual revenue (12% increase in grants and 32% increase in major contracts).

Between FY06 and FY07, the Office of Grants Development, in cooperation with other entities of the College, realized a 29% increase in annual revenue (32% increase in grants and 23% increase in major contracts).

The Office of Grants Development staff works closely with AC faculty and staff to research, develop, and submit grant proposals to federal, state, and private funding entities. If a grant is awarded, the Office of Grants Development staff spend considerable time assisting project staff with the development and implementation of the grant project.

Analysis of Grants and Major Contracts Submitted

In October 2005, the Office of Grants Development and the Department of Assessment and Development worked with AC staff to develop and implement a college-wide [Resource Development Clearinghouse](#) to record all potential, pending, withdrawn, and awarded grants/contracts.

Since its inception, the Clearinghouse has recorded 241 entries by 42 individual AC faculty and staff.

- Grants: 34% of total entries
- Concepts: 6% of entries
- Submissions: 4% of entries
- Denials: 18% of entries
- Awards: 33% of entries
- Withdrawn: 40% of entries
- Contracts: 59% of total entries
- Fundraising Activities: 7% of total entries

INSTITUTIONAL EFFECTIVENESS & OUTCOMES ASSESSMENTS

The [Assessment & Development PET form 2006-2007](#):

Goal: 1. Guide AC in making evidence-based decisions.

Outcome: 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.)

Results: 1.a. Dec. 2005 - Aug. 2006
TOTAL SUBMITTED = 78% (N = 38 of 49)
Non-Instr. 77% (N = 37 of 48)

Use of Results: 1.a.

Action Plan:

1. Every non-instructional program that did not identify at least one outcome on the past year's PET form will receive additional training on writing outcomes during the Fall 2006 semester.

2. Every non-instructional program that accomplished this outcome will receive the next level of outcome training which is "Reporting Results."

Of the 37 submitting by the deadline of December 1, 2006, 33 had outcomes. During Spring 2007, the Instructional Assessment Sub-committee held four meetings with those departments that did submit a PET form. Of the 41 (98%) submitting by the end of July 2007, 37 had outcomes.

During Summer 2007, the Instructional Assessment Sub-committee developed "[Reporting Results II](#)" training and held two training sessions. It was agreed that the Power Point information should re-emphasize those key items which most departments/offices did not grasp the past year but the focus of the training should be one-on-one instruction to allow for each area to be coached at the level they need. The one-on-one training has been the preferred approach of the non-instructional departments. After three years of outcomes training, it appears that most non-instructional departments/offices are beginning to grasp the value of outcomes and using the results to make improvements/revisions.

INSTITUTIONAL RESEARCH

From the [2006-2007 PET form for Assessment and Development](#), Goal #1 Outcome 1.b., pertains to Institutional Research.

Goal #1: Guide AC in making evidence-based decisions.

Outcome 1.b.: After providing a menu of data options, a majority of employees annually will access data through the portal.

The following two improvements are results of this goal/outcome:

1.) During 2006-2007, [Self-Service Stats](#) were introduced to the [Institutional Research web page](#). These allowed departments and individuals to "dig a little deeper" than the static tables provided in the Institutional Research Databook. Departments have been able to pull data with various filters including year, term, and program for course completions, enrollments, contact hours, and student faculty ratio with graphs being generated automatically. These have been embedded in the online Program Review to assist departments in concentrating on analysis of data rather than searching for and compiling data.

2.) During 2006-2007, an or the [Institutional Research Requests](#) database was developed and introduced in Fall 2007. This database provides access for departments to create requests for assistance from the Office of Institutional Research and track those requests through completion. It will improve tracking of new requests, prioritize requests, acknowledge work progress to date, and identify completion dates. The implementation of this database has already been delayed six months because IT's Networking has moved this database off the old "Sites" server and additional problems have arisen. The IR Requests database intermittently allows for input and it is impossible to determine any pattern to the time periods when it accepts data. These are examples of steps being taken to provide a one-door/portal approach to finding and requesting data from Institutional Research. An additional result of this approach is that the department staff will be able to devote more time to ad hoc reports and analysis of data for evidence-based decision-making at AC instead of just providing data. An example of this is the [Enrollment Management Study](#) completed in Fall 2007, a very comprehensive look at predictors of student success based on persistence, graduation and transfer data. A study of this nature requires a large volume of "data mining", "data crunching", and regression studies.

After reviewing the minimum of at least one example of an improvement/revision which resulted from the annual PET forms for the last five years, determine the extent that this department/office has used the PET forms to make improvements/revisions. Does this meet the minimum expectations for using PET forms to make improvements/revisions to the department/office?

Acceptable

Each department provided clear examples that they are using the results from PET forms to make improvements. The Institutional Research Web Page and

Institutional Research Requests database are particularly good examples of the use of PET forms to improve outcomes training in the non-instructional areas. Minimum expectations were exceeded in almost every instance.

Identify at least one example of an improvement/revision which resulted from the last Program Review.

The last Follow-Up Response for this department is dated January 21, 2002. At that time, the department name was Institutional Advancement. No current employees in Assessment & Development were employed in the department at that time.

GRANTS/CONTRACTS

Several key recommendations were given about grants/contracts needing improvement/revision. The following items address select recommendations.

2001 Recommendations:

- 1.b. Reinforce the priority on grants and external funding.
- 4.a. Educate AC employees about grant submissions.
- 4.b. Enforce grant submission procedures.

Improvements since 2001 Recommendations:

Amarillo College created two new positions in the Department of Assessment and Development. The Special Projects Manager position was created in 2002. The Grants Development Officer position was created in 2005.

Since the hiring of these new employees, grants and contracts have continually increased. Between FY06 and FY07, grants/contracts increased by 29%. Between FY05 and FY06, grants/contracts increased by 17%.

The Department of Assessment & Development monitors all awarded grants and contracts.

These responsibilities were assigned to the department by the President in the reorganization of October 2006. Thus, the Associate Dean of Assessment & Development, the Special Projects Manager and the Grants Development Officer work as a team to assure compliance. However, due to the large increase in grants/contracts, this additional responsibility for

grant/contract compliance and monitoring decreases the amount of time available for development of new grants/contracts.

2001 Recommendations:

- 5.a. Continue to develop access to a complete grant database.
- 5.b. Develop database for AC grant submission and awards.

Improvements since 2001 Recommendations:

The Department of Assessment and Development designed and implemented a college-wide Resource Development Clearinghouse for grant and contract concepts, submissions, and approvals/denials. The Clearinghouse received top-level leadership support from its onset. In fact, President Dr. Steven W. Jones directed and announced the Clearinghouse to the AC community.

To encourage usage of the Clearinghouse, the Office of Grants Development hosted two training workshops for AC faculty and staff in 2007. The office will continue providing grant development training to faculty and staff in 2008 by providing Grant Development 101 workshops.

In May 2007, the office hosted a similar [Grant Development 101 workshop](#) for the Crimestoppers of Texas annual conference. The workshop was attended by 80 participants.

Furthermore, six faculty and staff have received external grant development training at the expense of the Assessment & Development budget. Mary Clare Munger, former Coordinator of Child Development/Early Childhood and now Department Chair of Education; Julie Ashby, formerly of College Relations and now in the Registrar's Office; Ron Faulkner, Director of External Technical Training and Cyndie Koetting, Director of AC Children's Lamplight Theater, attended the nationally-recognized Grantsmanship Institute training. Dr. Claudie Biggers, Biology faculty and Sheree Talkington, Director of Occupational Therapy Assistant Program attended the Grant Writing USA grants development training in Lubbock.

INSTITUTIONAL EFFECTIVENESS & OUTCOMES ASSESSMENTS

The intent behind at least two of the relevant recommendations for Institutional Effectiveness and Outcomes

Assessments from that Program Review's Follow-Up Response have been fulfilled or partially-fulfilled.

Recommendation 1: Study the structure, staffing levels, roles, and funding of the Division of Institutional Advancement.

Under new presidential leadership, the division became a department. The structure change also included a new division of Development with a Vice-President/Dean and three other departments reporting to this position.

In addition to the change in structure, the department's roles, staffing levels, and funding have been adjusted. The current roles include more than just the grants and institutional research focus of the division at that time.

The new roles focus on institutional effectiveness including outcomes assessments and institutional research and grants/contracts including development and compliance. The staffing has been expanded to ensure that all roles of the Department (e.g. grants/contracts development and compliance, institutional research, and outcomes assessments) are met. Funding has been adjusted to meet staffing and supply needs of all roles.

Thus, the intent of this recommendation has provided direction and will continue to do so into the future.

Recommendation 2: Work with Professional Development to implement training to help clarify the area's roles and functions.

This recommendation indicates a need for training of AC employees in institutional effectiveness and outcomes assessments. Granted, the introduction of outcomes assessments at the College did not begin until Spring 2004. However, the recommendations refer to all the roles within the area.

Institutional effectiveness training has continued. Institutional effectiveness training is conducted twice annually at the New Employee Orientations, annual Program Review orientations for self-study, external review committees and follow-up responses, and through Institutional

Effectiveness meetings.

In addition to institutional effectiveness training, we have added specialized training in outcomes assessments. The outcomes assessments training has included orientations to outcomes, instructional (both general education and disciplines) and non-instructional (departments/offices).

Orientations to Outcomes:

January 2006 - Dr. Jeff Seybert spoke to all faculty and staff - more than 200 in attendance.

January 2008 - Dr. Jeff Seybert spoke to full-time instructional faculty and staff - 182 registered attendees.

General Education Outcomes Assessments:

January 2006 - Dr. Jeff Seybert held workshop to demonstrate Institutional Portfolio Model to instructional faculty and staff - approximately 75 in attendance.

January 2007 - Instructional Assessment Sub-committee, Associate Dean of Assessment & Development and Director of Outcomes Assessments presented a program to full-time instructional faculty on assignments and student work needed for Institutional Portfolio Model- 99 registered attendees.

January 2008 - Dr. Jeff Seybert presented outcomes assessments over-view and general education outcomes assessments session - 182 registered attendees.

Instructional - Discipline Outcomes Assessments:

Between February and October 2007, fifteen instructional training sessions specially tailored to teach each discipline area how to develop direct outcomes for PET form were held with 153 registered attendees at these sessions. Each of these sessions were designed and taught by the Associate Dean of Assessment & Development with assistance from the Director of Outcomes Assessments and the Director of Institutional Research. Most of these departments asked for private follow-up sessions with one of the three aforementioned staff members to ensure that the PET form included at least one direct outcome.

Non-Instructional - Depts./Offices Outcomes Assessments:

Between September 2005 and September 2007, training sessions tailored to the needs of the non-instructional departments and offices have been presented annually based on the design recommendations of Non-Instructional Assessment Sub-committee. During 2005, the members of this sub-committee went "two-by-two" and worked with each department individually. Numerous one-on-one follow-up sessions were held during that year to reassure the non-instructional departments/offices that all non-instructional departments/offices that PET forms were being completed correctly. During October 2006, this sub-committee designed and presented two large group sessions for teaching how to report results and use of results as a more time-efficient approach. Once again, several sub-committee members coached those departments/offices that requested follow-up assistance. During September 2007, two revised results/use of results sessions were held for non-instructional departments/offices with 53 registered attendees and members of the Non-Instructional Assessment Sub-committee making the presentation and coaching the attendees.

INSTITUTIONAL RESEARCH

From the [Follow-Up Report to the last External Review Report of the 2001-2002 Program Review for Institutional Advancement](#), Recommendation 6 indicated a need for professional development training in understanding research data. Workshop 2 entitled "Data Data Everywhere" was scheduled to be conducted by Dr. Stan Adelman, Director of Institutional Research, in February 2002; however, Dr. Adelman retired soon thereafter. Ultimately, the replacement Director and the Research Associate determined that the problem was less with training and more with convenient access to the data. This led first to the development and implementation of Self-Service Stats.

- 1.) In conjunction with Program Review, several divisions have received training which included training on the use of Self-Service Stats and how to incorporate the results graphically within Program Review documents. These are now being scheduled as needed. One of the benefits of Self-Service Stats is that it simplifies data retrieval and graphical representation for staff members who find that process otherwise too difficult.
- 2.) The Office of Institutional Research holds training

sessions on the use of Self-Service Stats and making requests via the Institutional Research Request database. These presentations are taught by the Director of Institutional Research, the Research Associate, and the Associate Dean of Assessment and Development. Presentations have been made to the President's Cabinet and the Workforce Development Division. A session is being scheduled for the division chairs on the use of Self-Service Stats in preparation for the FY09 budget. As mentioned previously, this Institutional Research database has been ready since August of 2007 but training has been delayed for six months because of the "Sites" server migration and subsequent problems.

After reviewing the minimum of one example of an improvement/revision which resulted from the last Program Review, determine the extent to which this program/department values the Program Review process to make improvements/revisions.

Acceptable

Commendation

Commendation: Institutional Research provided specific examples of service improvements that were made in response to recommendations from the 2002 program review process. These service improvements were made in spite of a change in IR personnel. It is very clear that the previous program review was valued by each program/department and was utilized in a systematic manner to make the suggested improvements/revisions.

Identify at least one example of an improvement/revision that is a response to accomplish a strategy or tactical objective within the Strategic Plan through 2010.

GRANTS/CONTRACTS

Grants Fulfilling Strategic Initiatives:

[Amarillo College Strategic Plan Through 2010](#)

Strategy 1.2: Align workforce development training with projected local demands.

To meet this strategy, Amarillo College received a U.S. Department of Labor Community-Based Job Training Grant to increase the number of nursing students and graduates. The Nursing the Numbers grant is a capacity-building grant that will provide MSN faculty for Amarillo College, San Angelo State University, and West Texas A&M University.

Strategy 2.3: Cultivate a "college-going culture" among the region's communities.

To assist with the development of the "college-going

culture," Amarillo College received a U.S. Department of Education GEAR UP grant to increase college-awareness and college readiness for 1,400 students from Amarillo, Dumas, and Hereford ISDs. This grant is a collaboration of 30 community and educational partners.

Strategy 4.1 and 4.2: Leverage partnerships to expand opportunities. Document AC's impact on the regional economy and community.

Amarillo College received a Wagner-Peyser Trust grant to develop and implement an Aerospace Engineering program and an Aerospace Manufacturing program. The grant is a community and educational collaboration between [Bell Helicopter](#), West Texas A&M University, University of Texas at Arlington, and Amarillo College. This grant will enhance the aerospace industry in the Texas Panhandle.

Amarillo College has a long-standing partnership with Bell Helicopter which dates back to 1998. Since this time, AC has applied for and been awarded a Texas Workforce Commission Skills Development grant to assist Bell Helicopter with yearly training of new and current employees.

INSTITUTIONAL EFFECTIVENESS & OUTCOMES ASSESSMENTS

In April 2008, the faculty and staff will receive training on reporting results and use of results. During this training, the focus will include making recommendations/revisions based on the results. At that point, the loop will be closed for this success indicator.

[Strategic Plan through 2010 \(Revised 2006\):](#)

Goal 4: Evaluate Student Success

Strategy 4.1: Define and measure success for each program or service.

Action 4.1.1: Determine whether students are learning and adjust accordingly.

Success Indicator: Assess all General Education Competencies.

Current Status: This Office's staff has provided guidance to the Instructional Assessment Sub-committee. As a result, the

faculty on this sub-committee reduced the [General Education Competencies](#) from 9 to 6 (later reduced to 4 competencies). A broad-based representation of faculty were appointed with rotating assignments to the Competency Committees. For each competency, each Competency Committee determined the intent, established expected outcomes, created a rubric, set standards, and recommended assignments for assessing. Pilot testing for each Competency Committee occurred in Spring 2007.

Faculty began submitting assignments and, when appropriate, student work for the assignments in Spring 2007. The student work submitted in Spring 2007 have been compiled and distributed by this Office to the appropriate Competency Committees in Fall 2007. The results of this general education assessment will be reviewed by the Instructional Assessment Sub-committee in Spring 2008. Thus, adjustments based on the results of this assessment of general education competencies are expected to be recommended to the Academic Affairs Committee for the core curricula beginning in Spring 2008. Then for the first time, the loop for this success indicator will have been closed.

Success Indicator:

Develop student outcomes assessments for:

- o general education programs (Assessment Committee); recommend revisions to Academic Affairs Committee.
- o all discipline programs (Assessment Committee); recommend revisions to Academic Affairs Committee.

Current Status: Once again, this Office's staff has provided guidance to the Instructional Assessment Sub-committee. This Sub-committee reviewed the proposed plans for training each support (general education) program (i.e. English, Biology, History) and discipline with a major program (i.e. Drafting, Associate Degree Nursing, Mass Communications) and made recommendations for revisions to the training. Sixteen outcomes assessment training sessions ([Power Point: Instructional - Writing Outcomes and Non-Instructional -](#)

[Reporting Results II](#)) were held between February and October 2007 with 309 faculty and staff attending. Each instructional department/program has submitted the PET Form 2007-2008. Eighty-two percent of all 2007-2008 PET forms have at least one direct outcome.

INSTITUTIONAL RESEARCH

1.) Strategic Plan 2007 - Revised

Goal 6: Obtain new and expanded revenue opportunities.

Strategy 6.3: Secure new sources of revenue.

Item 6.3.2: Identify new grant opportunities and increase external funding for strategic plan initiatives.

Institutional Research provides resource data for grant initiatives designed to secure new sources of revenue. Since 2005, Institutional Research has provided data for at a minimum 17 federal and state grant proposals.

Institutional Research provided data for the following awarded grants: Dept. of Labor Community-Based Job Training, Title V Cooperative, GEAR UP, SSS (WSC and MCC), HEP, Title III Eligibility, Perkins Basic, Perkins State Leadership, and Wagner Peyser.

Institutional Research provided data for the following denied grants: Dept. of Defense, Dept. of Agriculture, and Title V (3 cycles).

Institutional Research provided data for the following pending grants: National Science Foundation and National Institute of Health (WTAMU Collaboration).

After reviewing a minimum of one example of an improvement/revision that is a response to accomplish a strategy or tactical objective within the *Strategic Plan through 2010*, determine the extent to which this office/department has contributed to the implementation success of the Strategic Plan. Does this office/department lack an understanding of how it relates to the institution's future based on the Strategic Plan?

Acceptable

Commendation

Commendation: This office/department provided very clear examples of the many ways in which the activities it conducts are directly

aligned with and support the College's Strategic Plan through 2010.

Does this committee have recommendations as to how this office/department may contribute to the implementation of the Strategic Plan?

Acceptable

As noted above, this department conducts activities in direct support of the College's Strategic Plan. In some cases (Nursing the Numbers, Gear Up, Instructional Assessment, etc.) this department is directly responsible for implementing specific strategies and actions.

This Committee believes that the Assessment and Development Department is doing an excellent job of supporting the College's Strategic Plan and recommend that they continue their leadership role in this process.

Provide names and titles of those who determined the process used to assess the outcomes of the office/department.

DEPARTMENT OF ASSESSMENT & DEVELOPMENT

Annually, all staff members participate in creating and assessing outcomes for the Department and its offices. This is recorded in the annual PET form.

Listed alphabetically, they are:

Jon Bellah, Research Associate

Cara Crowley, Grants Development Officer

Brandy Hayes, Administrative Systems Specialist

Kara Larkan-Skinner, Director of Outcomes Assessments

Danita McAnally, Associate Dean of Assessment & Development

Delton Moore, Director of Institutional Research

Jim Morris, Special Projects Manager

The outcomes are reviewed and approved by:

Dr. Brad Johnson, Vice President/Dean of Development

Has the office/department had a broad base of involvement from a majority of the staff within the office/department regarding implementation of student/client service or learning outcomes of the office(s) or department(s)? What recommendations does the Committee have for increasing involvement?

Acceptable

Yes

Yes (John and Dan)

For client/student outcome assessments, review the five-year graph(s) *quantitative* results or provide a brief narrative summary of *qualitative* results.

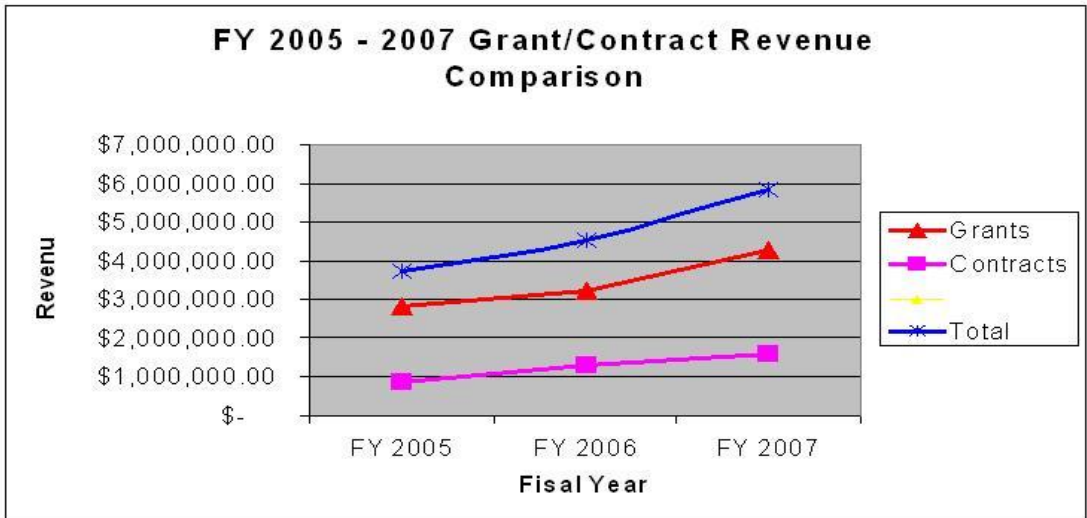
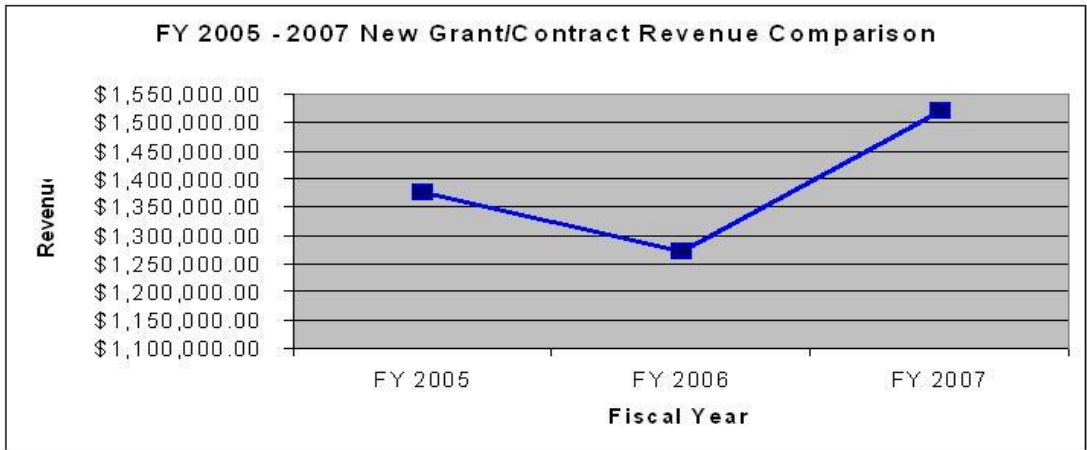
GRANTS/CONTRACTS

Per the graphs in the [2007 PET Form for the Department of Assessment and Development](#), the Office of Grants Development has continually increased grants and contracts since fiscal year 2005.

Information prior to fiscal year 2005 was not tracked by the Office of Grants Development.

Between FY05 and FY06, there was a 17% overall increase in grants/contracts. This represents a 12% increase in grants and 32% increase in contracts. However, there was a 7.5% decrease in new revenue from grants/contracts during this period.

Between FY06 and FY07, there was a 29% overall increase in grants/contracts. This represents a 32% increase in grants and a 23% increase in contracts. Furthermore, there was a 19.5% increase in new revenue from grants/contracts during this period.

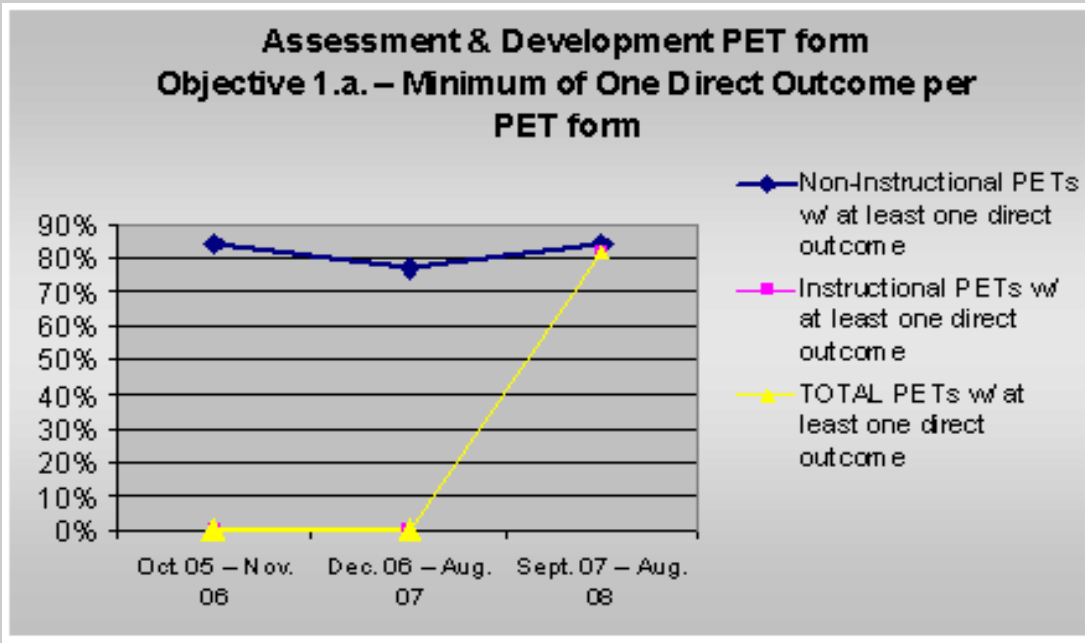


INSTITUTIONAL EFFECTIVENESS & OUTCOMES ASSESSMENTS

Beginning in Spring 2004, Amarillo College began the journey to become an institution which embraces a culture of evidence-based decision making. Within the PET form for Assessment & Development, we have been tracking the success of this transition of the College to an institution driven by and responsive to outcomes. Two of the objectives have tracked relevant data in this regard - 1.a. and 1.b.

Regarding objective 1.a. from this PET form, we have three years worth of data. In this short time period, the data clearly demonstrates that more than three-fourths of the College departments/offices are now focusing on at least one direct outcome.

Assessment & Development PET form - Objective 1.a. - Minimum of One Direct Outcome per PET form.



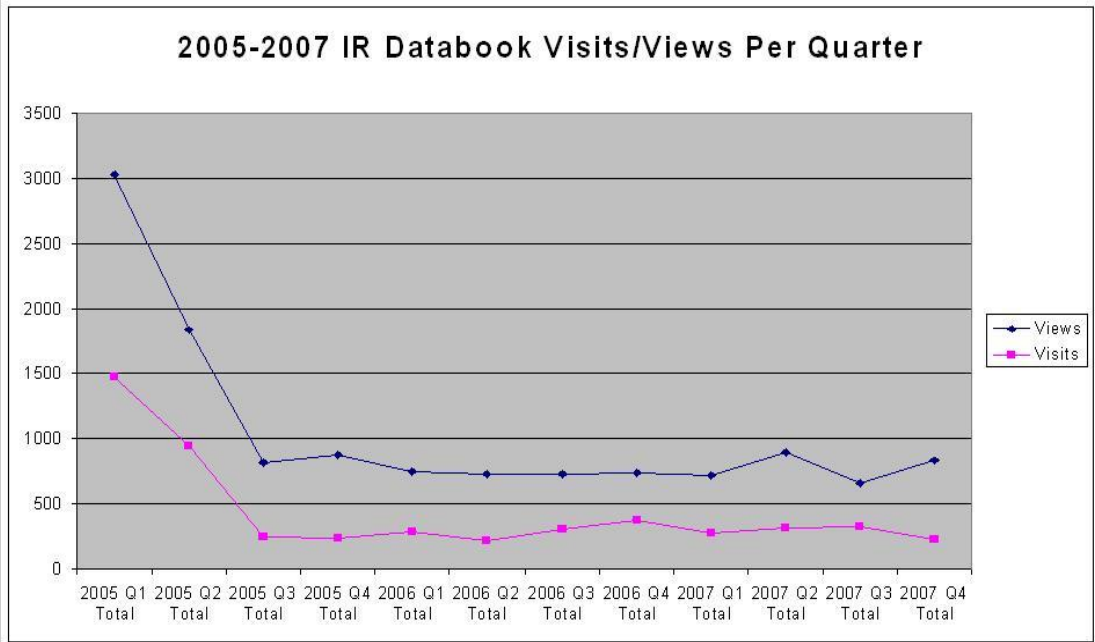
Assessment & Development PET form - Objective 1.b. - Minimum of One Use of Results (Improvement/Revision) as a Result of a Direct Outcome per PET form.

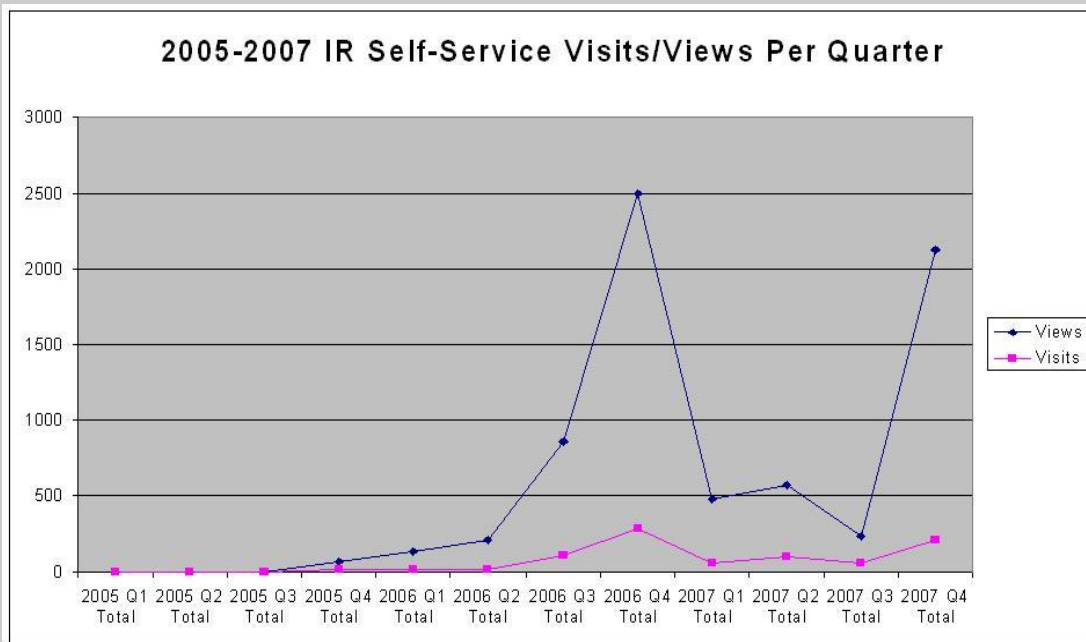
Sixty-three percent of non-instructional departments had at least one improvement/revision and plan of action for the upcoming year to use the results in the 2007-2008 PET forms. Instructional departments begin analyzing results and making improvements/revisions in the 2008-2009 PET forms.

INSTITUTIONAL RESEARCH

Office of Institutional Research has achieved their goal and outcome (1.d.) to provide a "menu of data options" so employees access data through the IR web page portal before making evidence-based decisions. Based on the results of NetTracker software, the preferred access point shifted to

the Self-Service Stats in November 2005 when they became available. However, the Databook tables continue to be used even though the volume levels of use have dropped since the Self-Service Stats were posted in 2005. Apparently, some users continue to rely on the Databook since the levels of visits remain flat. Self-Service Stats access to this data has increased dramatically due in part to employees using them as a tool for Program Review and PET forms of divisions and departments at Amarillo College. The Self-Service Stats provide easy export to Microsoft Excel spreadsheets and Access databases. For the following two graphs, a "Visit" is one connect to either the Databook or Self-Service parent web page. "Views" are the number of pages viewed within that parent web page in the single connection. Institutional Research utilizes data from the NetTracker software to analyze access to Institutional Research web pages including Databook, Self-Service Stats, and IR Requests. This analysis assists in determining the volume of usage of these Institutional Research resources.





What changes have been made in the services of the office/department because of the analysis of these results?

GRANTS/CONTRACTS

In FY07, there was an 86% increase in grant-related entries to the Clearinghouse by AC faculty and staff.

Based on a Clearinghouse analysis, the Office of Grants Development provided support for 52 grant submissions in FY07 and 28 grant submissions in FY06, reflecting an 86% increase.

The analysis also determined that only 9% of the faculty (22) and 33% of the administrators (20) have entered grant-related information into the Clearinghouse.

To increase support by AC employees, the Office of Grants Development hosted two Clearinghouse training sessions in the summer of 2007. Grant Development 101 workshops will be provided during 2008 for the AC community.

INSTITUTIONAL EFFECTIVENESS & OUTCOMES ASSESSMENTS

Amarillo College's Assessment Committee (both Instructional and Non-Instructional Assessment Sub-committees) assesses and redesigns department/office/discipline training based on the results of the PET forms.

INSTITUTIONAL RESEARCH

Updates to the data in Self-Service Stats are being posted as quickly as possible after the data are available to provide more timely and up-to-date information. Requests for additional information to be included in the Self-Service Stats are evaluated and implemented when possible. Licensing and job placement have been added as a result.

For client/student service or learning outcomes, review the five-year graph(s) quantitative assessment results or provide a brief narrative summary of *qualitative* assessment results.

Have any changes been made in the services of the office/department because of the analysis of these results?

Acceptable

Concern

Provide a specific example or refer to previous examples to clearly show changes made.

Concern: Summary provided, but it is not clear that any changes were made. There is a disconnect between the question for the department and the question for the review committee. Changes were mentioned in an earlier section and need to be added to this section for clarity.

Good job (John and Dan)

Provide the five-year graph(s) indicating the demand for the office's/department's services.

Assess the need for the office/department.

GRANTS/CONTRACTS

In 2005, the Department of Assessment and Development created a [Targets for Grants and Major Contracts](#) list. The list contained 22 targets in six major categories. The categories included Recruitment of 1st Generation and recent High-School Graduates, Instructional, Student Services, Infrastructure and Facilities, K-16 Pipeline, and Other.

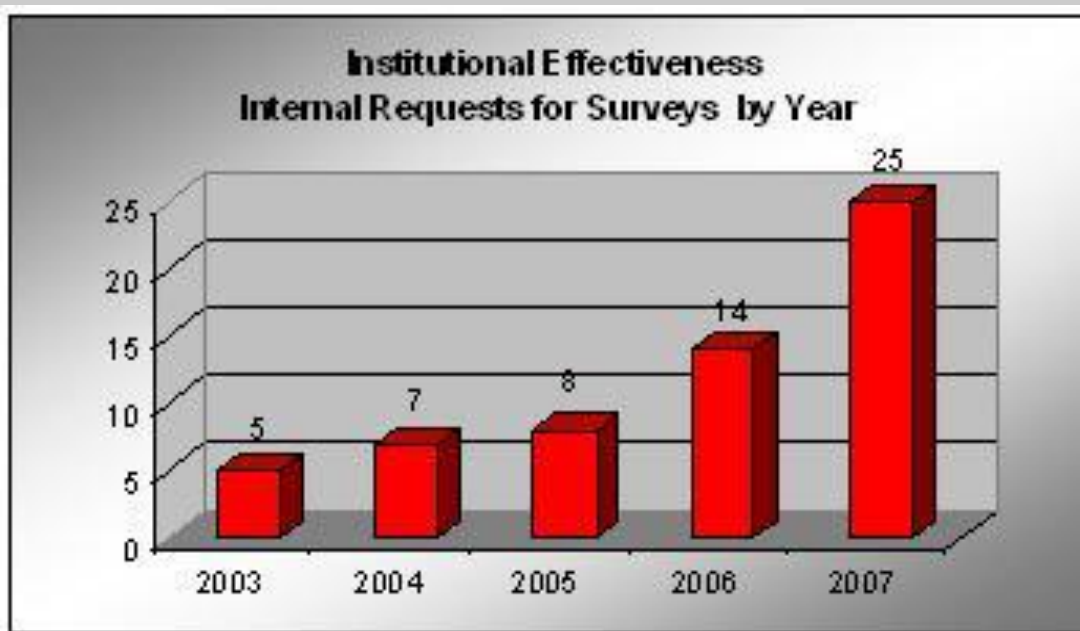
The [Targets for Grants and Major Contracts](#) list was updated in 2007. Fifteen of the 22 targets have been funded to-date. Sixteen of the 22 targets have been pursued. The updated list provides each target and a summary of results or action needed.

Another update of the [Targets for Grants and Major Contracts was developed for 2008](#) based on the 2007 revision of Amarillo

College's Strategic Plan through 2010.

INSTITUTIONAL EFFECTIVENESS

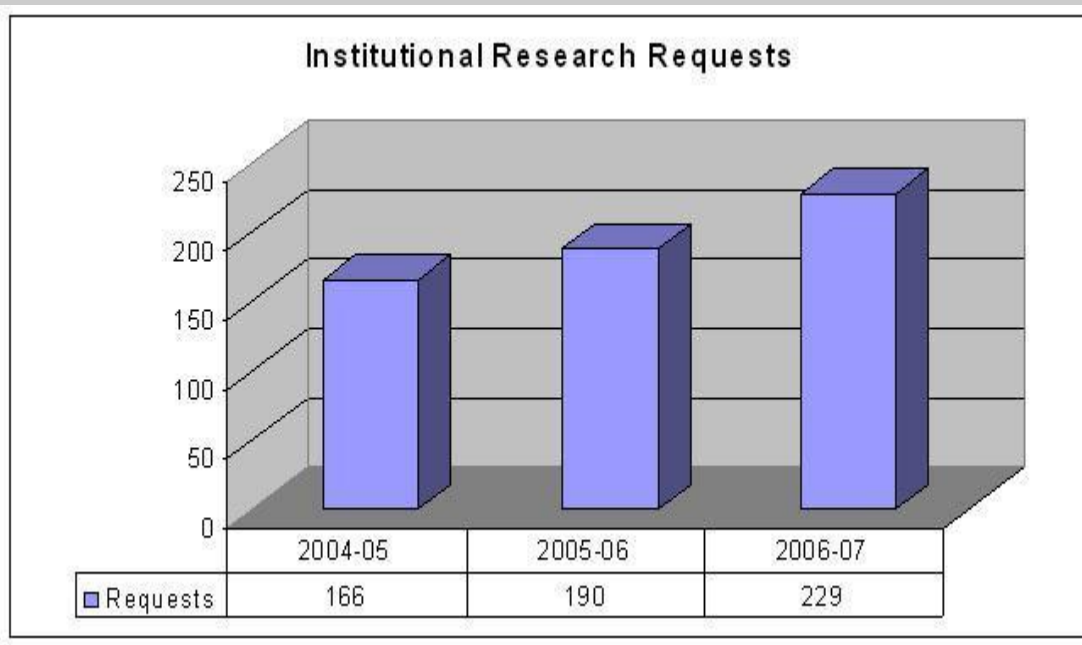
As the Amarillo College culture shifts to a more outcome and data driven institution, the number of surveys developed and implemented is dramatically increasing. The demand for survey implementation has increased from 5 to 25 since 2003. Surveys gradually increased from 2003-2005, but in 2006 a near double increase from surveys was noticed. Institutional Effectiveness & Outcomes Assessments, in cooperation with Institutional Research, has accepted the escalation of survey generation, distribution and reports/analysis because this centralized approach provides assurance of expertise, unbiased results, and archived storage. We expect the number of survey requests to continue to dramatically increase as the reaffirmation of accreditation approaches.



SurveyTracker software is becoming the standard at AC. Workforce Development Division has chosen to replace its outdated and non-functioning software with SurveyTracker. The Vice President/Dean of Instruction's office is also reviewing changing to this standard. With institutional commitment to this survey software, the Office of Institutional Effectiveness will be able to analyze data without being required to post all surveys. This will better use institutional resources.

INSTITUTIONAL RESEARCH

Institutional Research piloted the Institutional Research (IR) Requests database during 2006-2007 and implemented it within my AC portal in August 2007 for other departments to submit/track individual requests. This database replaced the IR worklog spreadsheet utilized in the past for tracking. Requests have only been tracked since the 2004-05 year and this graph reflects the increasing demand over the past three years. In addition to the increasing number of requests, the number of requests which require more IR staff time is increasing.



Does the review of the five-year graph(s) of the office's/department's services demonstrate that an analysis has been used to make action plans for the future?

Will the program's/department's plan of action for improving any identified problem or results directly improve demand for the office's/department's services?

Unacceptable

Recommendation

Yes. Conditionally. Concern: Limited number of site licenses, restricted use of Survey Tracker and limited number of staff available to

process the surveys.

Yes (John and Dan)

Concern: Graph for Grants and Contracts is missing. **Question was not answered.**

III. Resources

Library

Which of the following library collections/resources/services have been used by the staff and/or students within the past five years? (Select all that apply.)

Chat services Circulating collection Electronic books Electronic journals Information profiles Interlibrary loan Meeting services Personalized instruction Proprietary databases Reference collection Reserve collection Seminars/conferences Tutorials/guides Video conferencing

Does it appear that the library collections/resources/services used by the staff and/or students within the past five years is accurate and thorough?

Acceptable

Yes, as far as we know, this answer is true and complete. (All)

Which 2 or 3 collections/resources/services should be improved to support Amarillo College's mission regarding teaching and service?

DEPARTMENT OF ASSESSMENT & DEVELOPMENT

1.) Meeting Services: Need wireless Internet access throughout the Library on Washington Street campus to allow for meetings (both internal and external) attendees to participate with their laptops. Much of our work involves web-based databases and research. Without this wireless access, we are limited. Currently, only one Library conference room has full-wireless access (L112). The three mediated conferences on the first and second floors of the Library have very limited places for Internet access or no access within each of these conference rooms beyond a "one bar" level.

2.) Meeting Services: The equipment cabinet in L112 requires a key to open. The College Librarian must be available to obtain the key.

3.) Meeting Services: Few AC staff members have been trained in the use of these mediated rooms (L113, L205 and L214), and no library staff has been assigned to operate the equipment in this keyed cabinet during meetings.

Has the office/department identified why 2 or 3

collections/resources/services should be improved to support Amarillo College's mission regarding teaching and service?

Acceptable

Yes

Does your office/department have an external approver (other than the Texas Higher Education Coordinating Board)?

no

How has the library participated in the approver's evaluation?

Not Answered

If the office/department has an external approver (other than the Texas Higher Education Coordinating Board), has the library participated in completing the approver's evaluation?

Not Applicable

What approval schedule is required by the external approver?

Not Answered

Did the office/department identify the approval schedule that is required by the external approver?

Not Applicable

When did the office/department last receive approval?

Not Answered

Did the office/department indicate when the last approval was received?

Not Applicable

Technology and Security/Privacy

After assessing the strengths and weaknesses of the office's/department's access to technology, what improvements would ensure that the students have access and training in the use of technology?

AC Students

Strengths:

- Multiple computer labs with quality computers.
- Day/night/weekend hours available on computers in

Library Learning Commons.

- Access to establish schedule via myAC.

Weaknesses:

- Computer equipment for student workers throughout the College is inconsistent in quality.
- Need Internet access anywhere on any campus.

DEPARTMENT OF ASSESSMENT & DEVELOPMENT

Departmental Staff and Faculty/Staff College-wide

Strengths:

- The Department of Assessment and Development staff has been provided quality computers necessary to create, access, and store the volume of electronic documents, databases and software needed for our roles.
- Wireless access within this department's offices has increased productivity as we move around on collaborative projects.
- Web conferences with the "India Team" makes around-the-world communication possible at no additional cost.

Weaknesses:

- Lack of wireless Internet service which is accessible in most places within the Library and across each campus especially Washington Street campus.
- Lack of an electronic inventory for PCs and network hardware/software which is complete and up-to-date along with a plan for periodic upgrade/improvement which maintains near state-of-the-art technology. Resource 25 software cannot be fully implemented to identify room and equipment efficiencies and analysis for improvements without a complete inventory database.
- Inability of IT Web staff to be responsive and make timely changes to web databases OR the ability for Department of Assessment & Development staff to quickly provide reports

from databases, make edits to databases, and change/add components to databases. Much of the database information is driven by the demands of external entities. Thus, these databases must be developed to external entities specifications. However, IT rarely allows for more than one-time only, upfront instructions with changes later.

- One office computer used for numerous databases has a maximum capacity of 512 RAMS. Database software often locks this computer down.

Does the office's/department's assessment of strengths and weaknesses of students' access to technology and training use of technology include ways to improve both?

Acceptable

What improvements would ensure that students use technology?

DEPARTMENT OF ASSESSMENT & DEVELOPMENT

- Expanded wireless Internet service is needed which is accessible in most places within the library and across campus.
- Increased communication with students for campus related items like financial aid, registration, accounts receivable, and security situations on campus utilizing email, text messaging, and current portal information would ensure that students use technology.

Does the office's/department's answer include the improvements that would ensure students use technology? Are the recommendations of this office/department feasible?

Acceptable

Concern

Yes

Concern: It is not clear to the Committee why this department answered the question since it (the question) appears to be specific only to instructional departments. (Mike & Bob)

Recommendation: The question/database needs to be updated for future non-instructional program review.

Yes, need to explain the "India Team"

Review office/department operations. Does any operation present the possibility for violations of security, confidentiality, or integrity of student records?

no

After a review of this office's/department's operations based on this Self-Study and any other information available to this Committee, does any operation present the possibility for violations of security, confidentiality, or integrity of student records? If so, describe those operations and identify the violation possibility in detail.

Unacceptable

Recommendation

This division has access to all sensitive data. A "No" response is inappropriate.

What changes need to be made to prevent violations of this nature?

Not Answered

What changes need to be made to prevent violations of this nature?

Unacceptable

Recommendation

See above.

Which support services need to be strengthened to better serve the students in or served by this office/department? Explain what aspects of the services need to be strengthened.

DEPARTMENT OF ASSESSMENT & DEVELOPMENT

Not applicable as this department does not serve students and only has one student worker. We are not aware of any student services needing to be strengthened.

Do the Self-Study recommendations of this office/department for support services which need to be strengthened to better serve the students appear to have merit?

Not Applicable

Describe any indicators or problems that prevent a healthy, safe and secure environment for staff and students of this office/department.

DEPARTMENT OF ASSESSMENT & DEVELOPMENT

- Lack of defibrillators in each building on each campus.
- Breathing second-hand smoke when entering buildings.

Are recommendations to assure a healthy, safe and secure environment for staff and students of this office/department valid? Are any of these recommendations more significant and/or urgent?

Unacceptable

Recommendation

These are not recommendations.

These identify problems but do not identify any solutions (John and Dan)

Describe any indicators or problems that hamper adequate physical facilities, both on and off campus, to meet the needs of the office/department.

DEPARTMENT OF ASSESSMENT & DEVELOPMENT

Not aware of any.

Do any of the problems or concerns regarding adequate physical facilities, both on and off campus, to meet the needs of the office/department appear to be significant and/or urgent? Are there any other needs of this nature which this Self-Study didn't cite but which this Committee feel are critical based on other information? Which of these does this Committee deem most significant and/or urgent?

Acceptable

IV. Budget

Which office/department outcomes have resulted in budget requests to date?

The FY09 budget requests are based on the PET form for 2007-

2008 and results from other evaluations.

BUDGET: DEPARTMENT OF ASSESSMENT & DEVELOPMENT

1.) PET form Outcome 2.b. Request a new position for oversight of grants to ensure that the college remains compliant with all external funding requirements. Include federal grants management training for this position.

2.) PET form Outcome 2.a. Request funds for renewing contract for web search software, BIG Online, which provides a search engine for federal, state, and private/corporate sources.

BUDGET: OUTCOMES ASSESSMENTS

1.) In FY09 budget, split out the expenses relevant to the Office of Outcomes Assessments from budget for the Department of Assessment & Development and establish a new budget code to allow for cost accounting of assessment efforts.

2.) PET form Outcome 1.c. Request to expand support staff within the Department of Assessment & Development with a primary intent of meeting the clerical needs of the Office of Outcomes Assessments. This item is a result of a unanimous motion from the Instructional Assessment Sub-committee which is concerned about following FERPA requirements for student work used in the embedded assessments and the current department's over-load of clerical staff. Note: This assistant would also be available for other needs in the Department of Assessment & Development when not working on outcomes assessments efforts.

3.) PET form Outcome 1.b. Request a database either commercially available or built by AC's IT Web staff. This discipline/department/office database will store, report and retrieve data for each PET form area of the College and be accessible via the web. Determine cost-benefit analysis of external contract vs. internal development by IT's webmasters.

4.) Due to the increase demand for analysis of surveys, add another SurveyTracker license for the Director of Outcomes Assessments' computer and purchase two Course Evaluation Modules for the two existing SurveyTracker licenses.

BUDGET: INSTITUTIONAL RESEARCH

Beginning in FY07 budget, the Office of Institutional Research recognized a need for additional personnel due to the backlog on IR Work Log spreadsheet. However, this office proposed a concept based on "the world is flat" idea which would reduce the costs to the College by outsourcing and increase the amount of new personnel dedicated to IR tasks. The concept cost \$45,000 per year - the very lowest that AC would have paid for the salary alone of an entry-level IR staff member with limited skills (if we could hire anyone). This amount did not require AC to pay for benefits for even one employ. As a result, AC had access to at least four outsourced institutional researchers paid from FY07 budget. As a result of the contractual agreement paid from FY08 budget, AC has access to six statisticians for the same fee. This approach allows the Office of IR to complete IR requests faster and use the Board-appointed IR staff for Ad Hoc studies and analysis rather than just standard reports.

For FY09:

1.) Purchase assessment software for tracking web page users and their movement (drill downs). This will allow IR staff to know what web information is heavily used and plan IR web portal access expansions accordingly.

Have any of this office's/department's outcomes resulted in budget requests to date? If not, why? Was the explanation valid or reasonable?

Acceptable

Yes. Yes

Concern: The response for the Institutional Research Department does not reference a PET form or an "outcome" statement. And, it appears that the staffing initiative did not result from a budget request. (Mike & Bob)

Yes They are hiring a new Grants Compliance Officer. (John and Dan)

Project the office's/department's strategic initiatives for the next five years based on the office's/department's outcomes.

DEPARTMENT OF ASSESSMENT & DEVELOPMENT

Based on the aforementioned outcomes of this department and the Amarillo College Strategic Plan Through 2010, 2007
Revision:

Goal 3: Emphasize an institutional climate that encourages student success,

Strategy 3.3: Use assessment to deliver improvement,

3.3.1 Determine whether students are learning and adjust accordingly (instructional programs).

3.3.2 Use assessment results to improve support services (non-instructional services).

Goal 4: Impact economic and community development in the Texas Panhandle.

Strategy 4.2: Document AC's impact on on the regional economy and community.

- o Analyze data from Community College Strategic Planner, Panhandle Regional Planning Commission, Panhandle Workforce Solutions, and AC institutional data.
- o Develop grant and contract proposals to Texas Workforce Commission and other Texas agencies based on the results of the aforementioned data.
- o Develop grant proposals to Federal agencies including the Department of Labor and the Department of Commerce to meet the economic and community development needs.

Goal 5: Deliver instruction and services using technology to improve effectiveness, efficiency, and convenience for students, faculty, and staff.

Strategy 5.3: Principles of technology best practices will be followed to the extent possible.

- o Meet increasing demand for data needed for planning and decision-making through improved automation of database information retrieval and storage through effective use of integrated databases/systems.
- o Assure that all AC decision-makers know

how to access AC institutional data.

Goal 6: Obtain new and expanded revenue opportunities.

Strategy 6.3: Secure new sources of revenue.

6.3.2: Identify new grant opportunities and increase external funding for strategic plan initiatives.

- Implement collaborative partnerships both internal and external for efficient use of personnel and budget.
- Seek state-of-the-art technological options which allow for efficient use of grant/contracts staff time in identifying targeted sources.

Additional initiatives:

1. Respond to imminent retirements within the department.

- Recommend a succession plan to reflect the department's functions.

2. Fulfill Substantive Change for Distance Learning based on the timeline prescribed by SACS which is projected to be within the next year. Encourage the College to integrate SACS "Best Practices for Electronically Offered Degrees & Certificates" while transitioning learning management system (LMS).

3. Fulfill Reaffirmation of Accreditation between 2010-2013.

- Formation, appointments, and initial training of leadership team including selection of Compliance Certification Director and QEP Director by July

- 2010.
- Complete Compliance Certification by March 2012.
- Complete Off-Site Peer Review by May 2012.
- Submit Quality Enhancement Plan (QEP) by October 2012.
- Site visit in November 2012.
- Review by the Commission on Colleges regarding this Reaffirmation of Accreditation by June 2013.

INSTITUTIONAL RESEARCH

Staff will expand Self-Service Stats as needed and/or requested.

Has this office/department been able to project strategic initiatives for the next five years based on the office's/department's outcomes? If not, what appears to be blocking this office/department from accomplishing this?

Acceptable
Yes. This department/office has done a fine job in projecting strategic initiatives for the next five years.
This department's strategic initiatives align closely with the AC Strategic Plan and appear to provide clear guidance for the near future. (Mike & Bob)
Yes (John and Dan)

V. Publications

If the office/department publishes any advertising or recruitment documents (electronic or paper), do the documents accurately represent Amarillo College and the program/department?

no

IF the office/department has published any advertising or recruitment documents (electronic or paper), check at least one copy of each document and determine whether it accurately represents Amarillo College and the office/department.

Not Applicable

If no, explain what is inaccurate?

DEPARTMENT OF ASSESSMENT & DEVELOPMENT

No advertising or recruiting documents published by this department.

IF anything appears to be inaccurate, identify the apparent violation.

Not Applicable

Does the office/department publish any documents (electronic or paper) with references to SACS accreditation?

yes

Are the references in compliance with SACS approved statement?

no

IF the office/department has published any document(s) with a reference to SACS accreditation, are all references consistent with the approved statement? (Approved reference: Amarillo College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees. Contact the Commission on Colleges at 1866 Southern Lane Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Amarillo College.)

Unacceptable

Concern

All publications should be corrected and published with the correct, required SACS wording.

Which reference is not in compliance? Describe how you will assure compliance for all references in the future.

DEPARTMENT OF ASSESSMENT & DEVELOPMENT

All department publications were found to be in compliance with the exception of references made in Title V and GEAR UP grant applications. As a result, the Office of Grant

Development will now comply with the SACS approved statement when submitting requests.

IF any references are inconsistent, identify all documents with the inconsistent reference(s).

Acceptable

Commendation

Commendation: The Committee applauds the efforts of the Assessment and Development Department to look carefully at internal documents and identify those that do not meet the minimum standard for SACS compliance. (Mike & Bob)

IF the Self-Study did identify inconsistencies, does the plan for assuring future compliance appear to correct the problem?

Unacceptable

Recommendation

Concern: The Department identified two documents that were not consistent with the SACS approved statement; However, the Department did not **provide a plan** for assuring future compliance. (Mike & Bob)

IF the Self-Study did NOT identify all inconsistencies, what plan does this Committee recommend?

VI. Other

State any additional comments/concerns which may impact this office/department during the next five years.

DEPARTMENT OF ASSESSMENT & DEVELOPMENT

GRANTS/CONTRACTS

Based on the increase of grants/contracts since FY05 (58%), the Office of Grants Development has determined that a Grants Oversight Manager should be hired. Because of the increase in grant/contract compliance, the Office of Grants Development is concerned with its ability to continue seeking and writing grant proposals for new revenue opportunities while continuing the amount of time it is taking to review and make compliance recommendations. However, this effort is extremely important as one error may limit future submissions and/or cost the college in institutional funds.

INSTITUTIONAL EFFECTIVENESS, OUTCOMES ASSESSMENTS, &

INSTITUTIONAL RESEARCH

The Offices of Institutional Effectiveness, Outcomes Assessments, and Institutional Research are concerned about the lack of a webmaster who is assigned to this department for quick turn around of online databases. These databases are located on a server controlled and located in IT's Office of Networking and Telecommunication and, generally, are created by an IT web staff member. As such, this is causing delays in many of the database driven content (e.g. Program Review [6 databases for both Non-Instructional and Instructional: Self-Study, External Review, Follow-Up Response], IR Requests, Time & Effort Reports, Resource Development Clearinghouse, and PET Forms). Such delays are causing credibility problems for the department when department personnel cannot respond or receive information in an assigned database.

IF additional comments/concerns were included in the Self-Study regarding items which may impact this office/department during the next five years, does this Committee feel that recommendations and/or concerns have merit. IF NO such items were included in the Self-Study but this Committee feels such comments or concerns are valid, cite them and include any relevant recommendations.

We believe this concern (development/completion of databases) has merit and should be specifically brought to the attention of Dr. Laura Grandgenette, CIO.

The Grant Compliance Officer position is currently advertised on the Amarillo College Website. (Mike & Bob)

It appears that Department concerns related to databases will be addressed by the recent purchase of TK/20 mega-database. (Mike & Bob)

Good Job (John and Dan)

Send To Administrator

Cancel