



Amarillo College
2011-2012
Planning and Evaluation Tracking Form
Connection to No Excuses Initiatives

No Excuses Goals
Achieving the Dream (AtD) Focus Areas
Assessing Student Barriers

DIVISION OF PLANNING & ADVANCEMENT
OFFICE OF OUTCOMES ASSESSMENT

Summer 2012 Data Compilation
Based on Information Provided in 2011-2012 PET Forms

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Methodology

This document contains outcomes/objectives that relate to Amarillo College's [No Excuses initiative](#). Each Planning and Evaluation Tracking (PET) Form's link to No Excuses was identified by Amarillo College's Assessments Coordinator. The process of deciding what to include and remove as a link to the No Excuses initiative is a subjective process as many outcomes/objectives that were not included could be deemed by another evaluator to indirectly relate to one or more of No Excuse's initiatives.

Included Information:

- Planning and Data Preparation Strategies that Relate to No Excuses
- Information Related to the 5 primary [No Excuses Goals](#)
 - **Goal 1:** Completion of Courses with a "C" or Better
 - **Goal 2:** Completion of Developmental Courses and Progression to Credit-Bearing Courses
 - **Goal 3:** Completion of Gateway Courses
 - **Goal 4:** Persistence from Term to Term and Year to Year
 - **Goal 5:** Attainment of Credentials (Degree, Certificate, or Transfer).
 - National/State Certification exams included as a subsection under Goal 5.
- Information Related to the 5 primary intervention strategies identified through No Excuse's [Achieving the Dream \(AtD\)](#) initiative:
 - First-Year Experience
 - Developmental Education
 - Tutoring
 - Poverty
 - Course Redesign
- Assessing and Removing Potential Barriers
 - Includes AC's [Top-Ten Student Needs](#) and Other Efforts to Remove Barriers to Student Success

Removed Information:

- Program-Centric Objectives (e.g. increase department efficiency, create tactical plans, etc.)
- Objectives or Outcomes Focused on Recruitment Efforts for New Students
- Objectives or Outcomes Focused on Specific Student Learning Outcomes (e.g. identify knowledge attainment through embedded questions, rubric evaluation, etc.)
- Objectives or Outcomes Focused on State Mandates or Employee Satisfaction

Categorization:

- Some items may be categorized under multiple categories.
- Some program outcomes/objectives may be categorized under different No Excuses topical divisions.
- The [Program/Department Column](#) contains the name of the entity (division, department, program, etc.) that submitted the provided information on their area's PET form. Each program/department name also serves as a hyperlink to that program/department's PET form.
- The [Outcome/Objective Statement Column](#) contains the outcome/objective statement submitted by the entity who was assigned that area's PET form. The number represents the goal number from the submitted PET form and the letter represents the ordering of the outcome/objective under the goal. For example, 1.a. would equate to an entity's first goal and the first objective/outcome provided under that goal. The numbering system has been standardized and the number provided on this document may differ slightly from the original number submitted by the program/department.
- When appropriate, blue text is provided following an outcome/objective. The blue text is used to provide a brief explanation for an outcome/objective's inclusion in the selected category.

Findings

Overall

For the 2011-2012 year, it was not a requirement that a link to No Excuses be provided on the PET form. However, 64 out of 90 (71%) academic (instructional) and non-academic (non-instructional) programs did provide at least one outcome/objective on their PET form that directly or indirectly relates to a No Excuse's initiative.

Instructional Programs

Provided at Least 1 Link to a No Excuses Initiative:

All Programs – 46 out of 61 (75%)

- Academic Success Division – 4 out of 4 (100%)
- Arts & Sciences Division – 13 out of 24 (54%)
- Career & Technical Education Division – 15 out of 16 (94%)
- Health Sciences Division – 14 out of 17 (82%)

Non-Instructional Programs

Provided at Least 1 Link to a No Excuses Initiative:

All Programs – 18 out of 29 (62%)

- Academic and Student Support Areas – 11 out of 15 (73%)
- Administrative Support Areas – 4 out of 9 (44%)
- Community and Public Service Areas – 15 out of 16 (94%)

Breakdown by Focus Area:

The following data shows the numbers and percentages of programs that included at least one outcome/objective that was classified under the following areas of this document.

- *Planning/Preparation Section*
All Forms: 3 (3%); Instructional: 1 (2%); Non-Instructional: 2 (7%)
- *No Excuses Goal 1 Section*
All Forms: 9 (10%); Instructional: 7 (11%); Non-Instructional: 2 (7%)
- *No Excuses Goal 2 Section*
All Forms: 6 (7%); Instructional: 4 (7%); Non-Instructional: 2 (7%)
- *No Excuses Goal 3 Section*
All Forms: 3 (3%); Instructional: 2 (3%); Non-Instructional: 1 (3%)
- *No Excuses Goal 4 Section*
All Forms: 16 (18%); Instructional: 10 (16%); Non-Instructional: 6 (21%)
- *No Excuses Goal 5 (AC Credential Attainment/Transfer) Section*
All Forms: 33 (37%); Instructional: 29 (48%); Non-Instructional: 4 (14%)
- *No Excuses Goal 5 (Exams Credential Attainment) Section*
All Forms: 20 (22%); Instructional: 19 (31%); Non-Instructional: 1 (3%)
- *Intervention Strategies Section*
All Forms: 31 (34%); Instructional: 22 (36%); Non-Instructional: 9 (31%)
- *Assessing Removing Barriers Section*
All Forms: 7 (8%); Instructional: 2 (3%); Non-Instructional: 5 (17%)

Sources

- [No Excuses Information](#)
- [Top Ten Student Needs](#)
- [Achieving the Dream](#)
- [2011-2012 Submitted PET FORMS](#)

Planning and Data Preparation Strategies that Relate to No Excuses

Instructional

<u>Program/Department</u>	<u>Outcome/Objective Statement</u>
English as a Second Language	1.a. AC administration will nurture relationships with private and public partners that further AC students' success (AC Strategic Plan through 2015: Task 3.2.4).

Non-Instructional

<u>Program/Department</u>	<u>Outcome/Objective Statement</u>
Community Link	1.a. After the President appoints a taskforce to assess the needs of the community being served by Community Link, the taskforce will provide the results of the needs assessment based on a client survey and on a focus group session with former Community Link clients/students (AC Strategic Plan through 2015: Task 2.1.1.1).
Planning & Advancement	4.a. IR will conduct at least one predictive study per year. Possible predictive studies include but are not limited to the following areas: 1) Identify the number who would potentially enroll in courses versus the total seat capacity. 2) Areas for potential enrollment growth 3) Studies involving retention, graduation, and transfer rate topics (New Outcome Based on AC Strategic Plan through 2015: Task 4.1.1)

5 Primary No Excuses Goals

Goal 1: Completion of Courses with a “C” or Better

Instructional

<u>Program/Department</u>	<u>Outcome/Objective Statement</u>
Dental Hygiene	3.a. Students will complete the dental hygiene program within 24 months. No less than 75% of students will complete with a grade of C or better in all required courses.
Mortuary Science	3.a. MRTS students will successfully achieve a minimum score of 75% (Grade of C) to receive MRTS course credit.
Pharmacy Technology	2.a. Students will complete the pharmacy technology program within 24 months. No less than 75% of students will complete with a grade of C or better in all required courses.
Radiography	2.a. Students will complete the radiography program within 24 months. No less than 75% of students will complete with a grade of C or better in all required courses.
Reading	1.e. Upon completion of the Pre-Test assessment, 5% of those pretested will advance into a higher reading level than previously placed by the state-approved assessment, in order to progress through Reading at a faster rate. Of those students who advanced, 50% will pass the higher level with an A-C. (Revised 10/11) 1.f. Upon completion of the Pre-Test assessment, 2% of students tested will be placed in a Fast Track reading class, in order to complete TSI requirements. Of those students who were moved into Fast Track, 90% will pass the class with an A-C. (Revised 10/11) 1.g. Seventy percent of students who complete a Reading class will receive a grade of A-C. (10/11)
Respiratory Care	2.a. 70% of each student cohort will complete the respiratory care program with a grade of C or better in all required courses.
Theatre	3.a. Upon completion of DRAM 1310, 1351, or 2366 (the three general education core offerings in Theatre Arts), 80% of students pursuing an Associate’s Degree (with the Visual/Performance Arts requirement) will score at least a 2.0 GPA in any of the aforementioned courses satisfying their specific degree plan.

Non-Instructional

<u>Program/Department</u>	<u>Outcome/Objective Statement</u>
Student Life	4.a. After attending Badger Boot Camp in the summer, 80% of participants will complete the following fall semester with a GPA of 2.0 or higher.
Tutoring	1.a. At the end of each year, the Tutoring Dept. will use institutional data/evidence based on usage reports and transcripts to determine whether 70% of students using SMARTHINKING online tutoring successfully complete (with a “C” or better) the course in which they are tutored (AC Strategic Plan: Task 1.1.1).

Goal 2: Completion of Developmental Courses and Progression to Credit-Bearing Courses

Instructional

<u>Program/Department</u>	<u>Outcome/Objective Statement</u>
ACcess Learning Center	1.a. Upon completion of each spring semester, ACcess Learning Center's partnership with Caprock High School will assess the gaps in readiness, by making at least 50% of students college level, in one area of developmental coursework (AC Strategic Plan through 2015: Task 3.2.1). 3.a. Upon completion of a Basic Academic Skills course, 45% of students will improve one course level as measured by pre-post test assessment.
English as a Second Language	2.a. Upon successful completion of ESL 0344, at least 50% of ESL Reading IV students that pass the course will score 50 or higher in the Accuplacer Reading Test based on scores on the Accuplacer.
Math -Developmental, Math, and Engineering	1.a. Upon successful completion of MATH 0302 (Beginning Algebra) with a grade of A-C, at least 60% of developmental students will score a minimum of 63 on the Accuplacer Test which is the required score for students who place directly into the next course MATH 0303 (Intermediate Algebra).
Reading	1.c. Upon completion of developmental reading each semester, 70% of students will improve reading skills as measured by a pre-post assessment. (Revised 9/08). 1.d. During the semester 10% of students enrolled will test out of Reading as measured by a state-approved test. (Added Fall 2009)

Non-Instructional

<u>Program/Department</u>	<u>Outcome/Objective Statement</u>
Tutoring	2.a. After Tech I and Tech II students work with a professional tutor, 70% will successfully complete the reading course in which they are enrolled as demonstrated by a grade of "C" or higher, based on data collected by the reading department and student transcripts. 2.b. After Tech I and Tech II students work with a professional tutor, all participating students will exhibit a success rate that is 10% higher than students who choose not to participate in tutoring practices as evaluated by course grades.
Moore County Campus	3.b. After identifying needs of developmental high school seniors students will enroll in a 4 week summer bridge program whereby 50% of persisting students will increase Accuplacer scores as demonstrated in their pre-post scores.

Goal 3: Completion of Gateway Courses

Instructional

Program/Department	Outcome/Objective Statement
ACcess Learning Center	4.a. Upon completion of BASM 0202 or BASM 0302, 50% of students will pass College Algebra or Math for Business Decisions I with a C or better.
Reading	1.a. Reading staff will use institutional data to determine success of students who complete Reading Techniques II – RDNG-0331. Students will be successful in intensive reading classes within 10% of first-time-in-college students who did not need remediation, as measured by the course grades in the intensive reading classes (Revised 10/11; AC Strategic Plan through 2015: Strategy 1.1.1). 1.b. Upon receiving an exit placement test score indicating college readiness, students will be successful in intensive reading classes within 10% of first-time-in-college students who did not need remediation, as measured by the course grades in the intensive reading classes. (Revised 10/11)

Non-Instructional

Program/Department	Outcome/Objective Statement
DisAbility Services	3.a. Qualified disability Services Students using Disability Services tutoring will maintain a pass rate of 65% in the following areas where specific departmental tutoring is accessed: Math, Reading/English

Goal 4: Persistence from Term to Term and Year to Year

Instructional

Program/Department	Outcome/Objective Statement
Associate Degree Nursing	2.a. 85% of each student cohort, who is admitted to the Introduction to Nursing course (Generic ADN Option), will graduate within six semesters as determined by completion and persistence rates (CPR) calculated from ADN Program files and AC data base records. 2.b. 85% of each student cohort, who is admitted to the Transition to Nursing Practice course (LVN to RN Advanced Placement Option), will graduate within three semesters as determined by CPR calculated from ADN Program files and AC data base records.
Dental Hygiene	3.a. Students will complete the dental hygiene program within 24 months. No less than 75% of students will complete with a grade of C or better in all required courses.
Education	1.a. Fall, Spring and Summer schedules will reflect enough courses offered for completion of the Education degree plans as measured by the semester to semester degree audits and the number of transfer students in comparison to graduates each May (AC Strategic Plan through 2015: Task 1.1.1.5.1). (Students cannot persist if classes not offered.)
English as a Second Language	3.a. 50% of all students that successfully complete all three ESL classes at level IV will continue the immediate following semester in a course beyond ESL based upon enrollment figures.
Occupational Therapy	2.a. Ninety percent of OTA students initially enrolled in a fall cohort will progress through the program successfully completing each semester to the following fall as determined by headcount (AC Strategic Plan through 2015: Task 2.3.1.3). 3.a. Eighty percent of OTA students initially enrolled in a cohort will progress through the program successfully completing each semester to graduation in 22 months as determined by headcount (AC Strategic Plan through 2015: Task 1.5.1).
Pharmacy Technology	2.a. Students will complete the pharmacy technology program within 24 months. No less than 75% of students will complete with a grade of C or better in all required courses.
Physical Science	2.a. Instructional leadership will assess the quality of each degree for students who have an interest in the Physical Sciences in order to eliminate “road blocks” and improve retention of students as monitored by number of declared majors and number of degrees received (AC Strategic Plan through 2015: Task 1.3.1).
Physical Therapist Assistant	2.a. Ninety percent of PTA students initially enrolled in a fall cohort will progress through the program successfully completing each semester to the following fall as determined by headcount (AC Strategic Plan through 2015: Task 2.3.1.3). 3.a. Eighty percent of PTA students initially enrolled in a cohort will progress through the program successfully completing each semester to graduation in 22 months as determined by headcount (AC Strategic Plan through 2015: Task 1.5.1).
Radiography	2.a. Students will complete the radiography program within 24 months. No less than 75% of students will complete with a grade of C or better in all required courses.
Social Sciences	4.a. Create early student engagement/participation opportunities in on-line courses (AC Strategic Plan through 2015: Task 1.1.1.6.2). (Assumption – More engaged students are more likely to persist.)

Goal 4: Persistence from Term to Term and Year to Year Continued...

Non-Instructional

Program/Department	Outcome/Objective Statement
Business Office	4.a. The delivery of payment deadline messages to student assigned email addresses via a modified deregulated communication plan will result in a 2% reduction in the number of students who are dropped for non-payment in August 2012 as compared to the number of students who were dropped for non-payment in August of 2011 (AC Strategic Plan through 2015: Task 4.6.1).
DisAbility Services	4.a. Students registered with disability Services will maintain a higher rate of fall to fall retention when compared to students with no known disability.
Moore County Campus	1.a. After attending a customized cafeteria style orientation, QUEST students will maintain a chosen career path and/or major with a 30% maintenance rate that will be measured with Colleague code. 3.b. After identifying needs of developmental high school seniors students will enroll in a 4 week summer bridge program whereby 50% of persisting students will increase Accuplacer scores as demonstrated in their pre-post scores. (HS to College Persistence)
Planning & Advancement	7.a. After training on the NAPE 5-step process, faculty in each of the three targeted career and technical education (CTE) programs (computer information science, drafting and manufacturing) will identify the root causes and implement best practices for overcoming root causes of low female recruitment and retention by completing a gender equity root causes worksheet and timeline. (AC Strategic Plan through 2015: Task 1.1.4.1: "Gender Equity in the Workplace Team will annually assess the barriers to students enrolling and graduating in programs with low non-traditional gender." ESTABLISHED 12/2011)
Student Life	1.a. AC administration will nurture relationships with private and public partners that further AC students' success (AC Strategic Plan through 2015: Task 3.2.4). After participating in the after school mentoring program at San Jacinto and Whittier Elementary Schools, 80% of AC student club volunteers will report positive changes in self-efficacy and attitudes and behaviors regarding socio-economically diverse groups (AC Strategic Plan through 2015: Task 3.2.4). (Happy students more likely to persist.) 2.a. After participating in Intramural activities, the fall to spring retention rates of the cohort will exceed the overall Amarillo College retention rate, as reported by the Amarillo College Databook statistics. 4.b. After attending Badger Boot Camp in the summer, 80% of participants will complete and pass at least 6 hours of course work in the following fall semester.
Testing Services	2.a. After personally contacting GED candidates who are eligible to attend the GED graduation ceremony prior to the graduation date, we will show a 10% increase in graduation attendance. (Effort to Encourage Persistence from GED Attainment to College Persistence.)

Goal 5: Attainment of Credentials (Degree, Certificate, or Transfer)

Instructional

Program/Department	Outcome/Objective Statement
Associate Degree Nursing	2.a. 85% of each student cohort, who is admitted to the Introduction to Nursing course (Generic ADN Option), will graduate within six semesters as determined by completion and persistence rates (CPR) calculated from ADN Program files and AC data base records. 2.b. 85% of each student cohort, who is admitted to the Transition to Nursing Practice course (LVN to RN Advanced Placement Option), will graduate within three semesters as determined by CPR calculated from ADN Program files and AC data base records.
Autobody Collision Repairs	1.a. Upon completion of the Automotive Training Program, 60% of students will attain a credential (AC Strategic Plan through 2015: Task 1.5.1).
Automotive	1.a. Upon completion of the Automotive Program, 65% of students will attain a credential (AC Strategic Plan through 2015: Task 1.5.1).
Aviation and Aerospace Bell	2.a. Maintain an 85% completion rate for all students entering the Aviation Maintenance and Aerospace Manufacturing programs annually (AC Strategic Plan through 2015: Task 1.2.1). (Outcome is based on the number of students enrolled at the beginning of the academic program (Fall census date) to completion.) 3.a. Achieve a 10% participation and completion rate for all nontraditional students entering the Aerospace Manufacturing Program annually (AC Strategic Plan through 2015: Task 1.1.4.1). (Outcome is based on the number of nontraditional students enrolled at the beginning of the academic program to completion.)
Business Administration	1.a. Students completing Business Administration courses will graduate at a rate equal to or greater than the institutional average (AC Strategic Plan through 2015: Task 1.5.1.2.1).
Computer Information Systems	2.b. AC faculty in specific disciplines and faculty from the same disciplines at area universities will hold joint faculty meetings to ensure outcomes by course and program (AC Strategic Plan through 2015: Strategy 1.1; Task 1.7.1.3). (Ensures seamless transfer.)
Criminal Justice	1.a. Upon completion of the catalog year, Criminal Justice will assess the number of graduates and transfer students (AC Strategic Plan through 2015: Task 1.7.1 and 1.7.1.3).
Diesel	1.a. Upon completion of the Diesel Program, 60% of students will attain a credential (AC Strategic Plan through 2015: Task 1.5.1).
Education	2.a. Students with diverse ethnic, cultural and language background will complete an Associate degree or transfer to a four year university at a rate equal to or greater than the institutional average.
Fire Protection	2.a. Maintain an 85% completion rate for all students entering the Fire Protection program annually (AC Strategic Plan through 2015: Task 1.2.1). Additional Information: Fire Protection is not an open enrollment program. Candidates entering into the program had to have placement test scores at or above college level or placed into developmental class (es). 3.a. Achieve a 10% participation and completion rate for all nontraditional students entering the Fire Protection program annually (AC Strategic Plan through 2015: Task 1.1.4.1).

Goal 5: Attainment of Credentials (Degree, Certificate, or Transfer) Continued...

Instructional Continued...

<u>Program/Department</u>	<u>Outcome/Objective Statement</u>
<u>Fitness and Life Services</u>	4.a. Create seamless transitions — pathways for student matriculation that extend from secondary through the four-year university (AC Strategic Plan through 2015: Strategy 1.7.1).
<u>Honors</u>	2.b. Articulate transfer credit into honors programs at the five top universities where AC students transfer and five targeted out-of-state universities (AC Strategic Plan through 2015: Task 1.4.3.2). Dr. Lowery-Hart, Bob Austin, and Judy Carter
<u>Instrumentation Control & Renewable Energy</u>	4.a. The Solar Technician Basic Certificate, Advanced Certificate and AAS degree will be an option of the Renewable Energy offerings at Amarillo College. Students taking the core curriculum can either choose Wind or Solar as their focus of study. Four new solar specific courses are being developed with the introduction of the first in the Spring 2012 semester. Evaluations will be conducted by the WTAMU office of research as well as the standard course assessments done by the instructors (AC Strategic Plan through 2015: Task 1.1.1.5.3).
<u>Interior Design</u>	2.a. After receiving one-on-one direction from faculty, students who plan to continue their interior design education at the university level will build a professional portfolio of work that demonstrates fulfillment of selected CIDA (Council for Interior Design Accreditation) requirements in higher education as determined by acceptance into a four-year CIDA-accredited interior design program (AC Strategic Plan through 2015: Task 1.5.1.1a).
<u>Management</u>	2.a. 90% of graduates will be employed and/or continuing their education, or in the military based on results from THECB data. 3.a. Check all certificates and degrees in the Management Department to ensure that students will increasingly be able to sustain themselves via jobs within the chosen career cluster (AC Strategic Plan through 2015: Task 1.5.1.2.1). Certificates will all flow into more robust certificates and/or AAS degrees.
<u>Manufacturing Programs</u>	1.a. Upon completion of a manufacturing program, the number of AC students that attain a credential, certificate, or degree will meet or exceed state standards based on the THECB data.
<u>Mortuary Science</u>	2.a. Students within the Mortuary Science program will be awarded a Certificate and/or a degree upon successful completion of program requirements. After programming modifications, Colleague will provide a list to the Registrar's Office of students who have successfully completed a degree or certificate (AC Strategic Plan through 2015: Task 1.6.1.1.1).
<u>Occupational Therapy</u>	3.a. Eighty percent of OTA students initially enrolled in a cohort will progress through the program successfully completing each semester to graduation in 22 months as determined by headcount (AC Strategic Plan through 2015: Task 1.5.1).
<u>Paralegal</u>	2.a. We surveyed our 7 2010 graduates to determine their employment and education, and 6 out of 7 answered the survey. All 6 are working on a BAAS or working as paralegals.
<u>Pharmacy Technology</u>	2.a. Students will complete the pharmacy technology program within 24 months. No less than 75% of students will complete with a grade of C or better in all required courses.

Goal 5: Attainment of Credentials (Degree, Certificate, or Transfer) Continued...

Instructional Continued...

<u>Program/Department</u>	<u>Outcome/Objective Statement</u>
<u>Physical Science</u>	3.a. Maintain high rigor for all students in those classes which transfer to 4-year institutions as monitored by pass rates, baccalaureate degrees granted, and, if available, standardized test scores (e.g. 50-60% of our students score 50th percentile or better on standardized tests).
<u>Physical Therapist Assistant</u>	3.a. Eighty percent of PTA students initially enrolled in a cohort will progress through the program successfully completing each semester to graduation in 22 months as determined by headcount (AC Strategic Plan through 2015: Task 1.5.1).
<u>Radiation Therapy</u>	5.a. Program Completion Rates will be satisfactory. College data sheets, Program Grade sheets, Graduate Surveys; Benchmark: $\geq 80\%$ of students that begin the program (accepted as majors in the program) complete the program.; Time Frame: Data accrued over the previous 5 years; Responsible Party: Program Director.
<u>Radiography</u>	2.a. Students will complete the radiography program within 24 months. No less than 75% of students will complete with a grade of C or better in all required courses.
<u>Respiratory Care</u>	1.b. 80% of students will demonstrate the ability to comprehend, apply and evaluate information relevant to their role as a registry-level respiratory therapist by passing a program exit exam on the first attempt in RSPT 2230 with a score of at least 55% to meet WECM End-of-Course Outcomes. The cut score is established by the Commission on Accreditation for Respiratory Care (CoARC) (AC Strategic Plan through 2015: Task 1.4.1.3).
<u>Safety & Environmental Technology</u>	1.a. Graduate current SET students (AC Strategic Plan through 2015: Task 1.2.1).
<u>Substance Abuse Counseling</u>	2.a. By the end of the 2010-2011 school year, efforts to direct and prepare all qualified student in the Amarillo College Substance Abuse Program will result in all students passing their oral examinations the FIRST time they take it.
<u>Theatre</u>	1.a. Upon leaving the AC program, 25% of all Theatre majors exiting AC will enroll, in the semester immediately following his/her last semester at AC, in a senior level theatre arts program at an accredited institution (AC Strategic Plan through 2015: Task 1.7.1).
<u>Utility Power Worker</u>	1.a. Upon completion of the Utility Power Worker program, the number of AC students that attain a credential, certificate, or degree will meet or exceed state standards based on the THECB data. 2.a. After completing an AC manufacturing program, 80% of the completing students will be employed or pursue additional education based on THECB data.

Goal 5: Attainment of Credentials (Degree, Certificate, or Transfer) Continued...

Non-Instructional

Program/Department	Outcome/Objective Statement
College Relations	2.a In alignment with Amarillo College's Strategic Plan (AC Strategic Plan through 2015: Task 3.1.3) and after working with AC's academic deans to identify four programs which offer both academic and CE credits and lead to viable opportunities for students who want to transfer to a university or move directly from a college to a career but were lacking in enrollment, College Relations conducted an online marketing campaign using both search engine and behavioral marketing techniques with the specific goal of increasing enrollment by at least 1 percent over a two year period. Those programs were: Paralegal Occupational Therapy Assistant Medical Data Specialist Nursing (Assumption: students will see reason to stay in chosen field if it has viable opportunities and thus may be more likely to obtain credentials or transfer.)
KACV-FM	1.a. Enrollment Management and College Relations will create a campaign to educate the general public within the service area regarding the value of associate degrees, certificates and industry certificates (AC Strategic Plan through 2015: Task 3.1.3). KACV-FM will increase the number of on-air announcements promoting educational and extracurricular activities of all Amarillo College campuses by 10% annually. (If more people are aware of career opportunities, it is assumed more people will pursue and attain the career opportunities.)
Testing Services	1.a. After implementing a new IT delivered report for the 2010-11 academic year that identifies students who qualify to graduate but do not initiate the application process, the Registrar's Office will graduate 100% of students who meet AC curricular requirements as defined by AC academic policy (AC Strategic Plan through 2015: Task 1.6.1). 2.a. After implementing a new academic policy for awarding transfer credit hours for military experience, it will result in 20% increase of military students awarded credit as measured by the credit by experience report. 3.a. After hiring a third transcript evaluator, the processing time will be 36 hours or less to receive, evaluate and transfer applicable credits to the student's record.
Testing Services	3.a. After promoting the benefits of CLEP by: a. Updating and reminding Advisors to talk to each student about CLEP opportunities, b. Building a CLEP segment into our Accuplacer training session for high school counselors, c. Adding a message to the Accuplacer score sheet notifying students of the benefits of CLEP, d. Speak with Division Heads to incorporate more acceptable CLEP exams. Testing Services will show a 10% increase in the number of examinees taking CLEP exams. (If more students take the CLEP exam, it is assumed more students will pass the CLEP exam, which would expedite the time needed to complete a degree.)

Goal 5: National/State Certification Exam Attainment Subsection

Instructional

Program/Department	Outcome/Objective Statement
Associate Degree Nursing	1.a. *Upon program completion, ADN Program graduates will meet or exceed the national first-time pass rate for the NCLEX-RN Examination (national licensing exam). *Employees will use institutional data/evidence to determine sustainability and viability based on trend lines for instruction, academic support services, and student services (AC Strategic Plan through 2015: Task 1.1.1).
Aviation and Aerospace Bell	1.a. Exceed an 80% pass rate on the Federal Aviation Administration Airframe and Powerplant exams. (Outcome is based on the number of students tested divided by the number of students who pass the FAA exam.)
Criminal Justice	2.a. Upon completion of the development of online courses, students will enroll and complete selected courses and receive TCLEOSE credit (AC Strategic Plan through 2015: Task 2.2.2).
Dental Assisting	2.a. Toward the completion of ALL the DNTA courses, the students will take the RDA, state mandated credentialing exam. No less than 75 % of the students will successfully pass the exam on the first attempt. 4.a. After completion of Fall DNTA course chairside assisting, including medical emergencies and dental anesthesia chapters and certification in CPR, the student will prove sound judgment and skills needed to monitor a patient receiving nitrous oxide sedation by passing a State exam with no less than 70%.
Dental Hygiene	2.b. Upon completion of the program, students will demonstrate the ability to comprehend, apply and evaluate information relevant to their role as an entry-level registered dental hygienist by successfully completing the Dental Hygiene National Board Exam (Cognitive Domain). No less than 75% of the students will successfully complete the Dental Hygiene National Board Exam on the first attempt. 3.b. Upon completion of the program, students will demonstrate the technical proficiency in all skills necessary to fulfill their role as an entry-level registered dental hygienist by successfully completing a clinical regional board. (Psychomotor Domain) No less than 75% of the students will successfully complete the Dental Hygiene Clinical Regional Board Exam on the first attempt.
Emergency Medical Services Professions	1.a. Tool: After completion of the EMSP program, 85% of the students taking the National Registry paramedic certification exams will be able to pass the exams within one year after graduation. YTD results from NR certification examinations are available to the program Director online. The Director will assess the student pass rates annually. This data covers the graduating class of 2010 (May 12, 2010 through May 11, 2011). Standard: 85% of the students will pass the NR exam within one year after graduation. 2.a. After completion of the EMSP program, 70% of the students taking the National Registry paramedic certification exams will be able to pass the exam on the first attempt. YTD results from NR certification examinations are available to the program Director online. The Director will assess the student pass rates annually. This data covers the graduating class of 2010 (May 12, 2010 through May 11, 2011).

Goal 5: National/State Certification Exam Attainment Subsection Continued...

Instructional Continued...

<u>Program/Department</u>	<u>Outcome/Objective Statement</u>
<u>Fire Protection</u>	1.a. Exceed a 90% pass rate on the Texas Commission on Fire Protection Basic Firefighter exam.
<u>Fitness and Life Services</u>	3.a. Target for Fall of 2010/Spring of 2011: 75% pass rate of PHED students who attempt one of the following exams: a. NSCA Certification Exam b. AFFA Certification Exam c. TASO Certification Exam
<u>Licensed Vocational Nursing</u>	1.a. At the completion of the program, 85% of graduating Vocational Nursing students will pass the licensure exam on the first attempt (AC Strategic Plan through 2015: Task 1.1.1).
<u>Mortuary Science</u>	1.a. STANDARD: 75% of students will score 75% or higher on both Arts and Sciences sections of the NBE on first attempt. TOOL: Completed exam scores are collected by the program director each December. The program director has developed a spread sheet analysis that identifies areas of weakness.
<u>Nuclear Medicine</u>	1.a. Standard E1.2: Program Assessment states that "Programs must maintain at least an 80% pass rate over consecutive five year periods for their graduates on national certification examinations. This pass rate is to include all examination attempts by program graduates." 2.a. The NMTT program will meet or exceed the mean scaled score for all examinees nation-wide. Additional Information: Results of completed exams are sent to Program Director from testing agency to assess pass rates every year. NOTE: This data is 100% complete for the graduating class of 2010 by Spring 2011. 3.a. After graduating the Nuclear Medicine Technology program, 85% of NMT students, who attempt the national certification/registry exam, will pass the exam on the first attempt. Additional Information: Results of completed exams are sent to the Program Director by testing agencies every year. NOTE: This data is 100% complete for the graduating class of 2010 by Spring semester of 2011.
<u>Occupational Therapy</u>	4.a. Seventy percent of OTA students graduating from AC's OTA program over a rolling three year period will pass the NBCOT certification exam on first attempt as determined by NBCOT result reports.
<u>Pharmacy Technology</u>	2.b. Students will take the PTCB certification exam after satisfactory completion of all the program requirements. No less than 75% of the students will successfully pass the PTCB exam on the first attempt.
<u>Physical Therapist Assistant</u>	4.a. Ninety-five percent of PTA students graduating from AC's PTA program over a rolling three year period will pass the state licensure exam on first attempt as determined by result reports

Goal 5: National/State Certification Exam Attainment Subsection Continued...

Instructional Continued...

<u>Program/Department</u>	<u>Outcome/Objective Statement</u>
Professional Truck Operations	1.a. After completing the Beginning Course in the Professional Truck Operations, composed of 168 hours: 95% of the students will have a Commercial Truck Driver's License, 95% will have a Defensive Driving Certificate from The National Safety Council and 95% will have an OSHA Certificate for a Forklift Operator. The Commercial Truck Driving Statistics are produced by the student passing all the testing by the Texas Department of Public Service. The Defensive Driving Certificate Depends on a passing score of 80% issued by National Safety Council Certified Instructors. The Forklift certificate is issued by National Safety Council Instructor and requires a grade over 80% on the written and skill exams (AC Strategic plan through 2015: Tasks 1.4.1 and 1.5.3).
Radiation Therapy	5.d. Certification Exam pass rates will be satisfactory. ARRT certification Exam 1st attempt pass rate; Benchmark: $\geq 85\%$ pass rate over 5 year period; Time Frame: Over previous 5 year period. Data accrued annually 6-12 months post-graduation; Responsible Party: Program Director.
Radiography	2.b. Students will take the ARRT certification exam after satisfactory completion of all the program requirements. No less than 75% of the students will successfully pass the ARRT exam on the first attempt.
Respiratory Care	2.b. 80% of students will successfully pass the National Certification exam after completion of all program requirements. (CoARC threshold).
Surgical Technology	3.a. 75% of students will pass National Certification exam. Students will have study sessions with the use of practice exam guides to assess readiness for exam. Students will pass national certification exam with a score no less than 70%.

Non-Instructional

<u>Program/Department</u>	<u>Outcome/Objective Statement</u>
Library	2.a. After analyzing course syllabi, discipline accreditation standards, and receiving faculty recommendations, technical services staff will purchase all required readings as measured by LMS holdings report (AC Strategic Plan through 2015: Task 1.1.1). (Relates to certification exam preparation materials for Health Sciences) 2.b. After completing purchases of all required sources in course syllabi in nursing and dental hygiene, use of the sources will increase 25% as measured by automated library system reports (AC Strategic Plan through 2015: Task 1.1.1). (Relates to certification exam preparation materials for Health Sciences)

AC's Primary Intervention Strategies

- **First-Year Experience**

Many of the strategies outlined in both the instructional and non-instructional areas and included in this document will be implemented as part of a student's first-year experience at Amarillo College.

Instructional

Per Tamara Clunis, Dean of Academic Success, the First-Year Experience data collected in March 2012 will guide the 2012-2013 PET form. The First-Year Experience will submit their first PET form during the 2012-2013 year.

Non-Instructional

<u>Program/Department</u>	<u>Outcome/Objective Statement</u>
Center for Teaching and Learning	9.b. Cluster brochures which include career cluster pathway matrices will be used to advise and register students (AC Strategic Plan through 2015: Task 1.2.1.1.2).

- **Developmental Education**

Instructional and Non-Instructional

- Developmental education is given special focus throughout the PET form process (e.g. [Reading PET form](#), [Access Learning Center PET form](#), [English as a Second Language](#), [Developmental English PET form](#), and [Developmental Math/Math/Engineering PET form](#)).
- Some specific links to developmental education are included under [No Excuses Goal's 1](#) and [2](#).

- **Tutoring**

The Tutoring Department has their [own PET form](#).

Non-Instructional

<u>Program/Department</u>	<u>Outcome/Objective Statement</u>
Center for Teaching and Learning	5.a. After CTL and library staff provides online tutorial resources for using navigation, 50 percent of students completing such training will demonstrate proficiency of at least 70 percent on online tool navigation assessments tracked by CTL (AC Strategic Plan through 2015: Task 1.1.1.6.2.1).
DisAbility Services	3.a. Qualified disability Services Students using Disability Services tutoring will maintain a pass rate of 65% in the following areas where specific departmental tutoring is accessed: Math, Reading/English

- **Poverty**
Poverty – Strategies for Current Students

Instructional

<u>Program/Department</u>	<u>Outcome/Objective Statement</u>
<u>Child Development/ ECE</u>	2.a. Partnerships in the community will support early childhood training and education goals with an investment of \$ 1500. These dollars will create a scholarship for Education students and Child Development students.
<u>Professional Truck Operations</u>	2.a. In January of 2012, we intend to introduce a new course for our students. The present course will be shortened from a 7-week program to a 5-week program and will be Academic and Continuing Education. This will open additional financial aid to students and cut the length of time they have to spend before they can be employed. We feel we can maintain our 95% certification rate in all segments of the course.

Non-Instructional

<u>Program/Department</u>	<u>Outcome/Objective Statement</u>
<u>Bookstores</u>	2.a. In order to reduce the cost of textbooks to students, while maintaining appropriate revenues for Amarillo College, the bookstore will increase the selection of textbook titles for rent by 10% for each of the next three terms, Spring 2012, Summer 2012, and Fall 2012. A report will be run for each term documenting the titles being offered for rent. Revenue figures provided by the AC Business office, for fiscal years 2010-2011 and 2011-2012 will be compared to determine the effects of renting textbooks on the bookstore revenue (AC Strategic Plan through 2015: Task 2.3.2).
<u>Business Office</u>	3.a. Promotion of payments by Direct Deposit (E-Checks) will result in 10% or more of employee reimbursements and 50% or more of student financial aid and refunds made by direct deposit instead of issuing checks. Reports can be ran to determine how many payments are being made using each method (AC Strategic Plan through 2015: Strategy 4.6.1). <u>(Ensures more secure financial transactions for students)</u>
<u>Center for Teaching and Learning</u>	7.a. Faculty will develop and teach a minimum of two programs fully online during Fall 2012 from the ten programs identified by CTL staff in conjunction with Deans Council and academic leadership (AC Strategic Plan through 2015: Task 2.2.1.1). <u>(Increase access for working adults)</u>
<u>Financial Aid</u>	1.a. After sending letters, Carl Calls, and personally handing out cards to students, who visit the office, all students who currently receive financial aid will demonstrate their satisfaction with receiving accurate financial aid information as documented by our survey. 2.a. After staff of Financial Aid and AC Foundation develop a training session for employees regarding all options for financial aid for both credit and CE students, CTL will offer the session at least twice a year (AC Strategic Plan through 2015: Task 2.3.3.1).

Poverty – Strategies to Curve Poverty through Employment or Rank Advancement

Instructional

<u>Program/Department</u>	<u>Outcome/Objective Statement</u>
<u>Associate Degree Nursing</u>	3.a. 85% of each graduating cohort who passes NCLEX-RN and seeks employment will be employed as registered nurses within one year of graduation as determined by ADN Program Alumni Surveys and THECB employment records.
<u>Autobody Collision Repairs</u>	1.b. Upon completion of the Automotive Training Program, 60% of students will qualify for employment in the Autobody Collision Industry (AC Strategic Plan through 2015: Task 1.5.1).
<u>Automotive</u>	1.b. Upon completion of the Automotive Program, 65% of students will qualify for employment in the Automotive Industry (AC Strategic Plan through 2015: Task 1.5.1).
<u>Aviation and Aerospace Bell</u>	4.a. Maintain an overall placement rate of 85% for all graduates and licensed A&P Mechanics (AC Strategic Plan through 2015: Task 1.2.1).
<u>Diesel</u>	1.b. Upon completion of the Diesel Program, 60% of students will qualify for employment in the Diesel Repair Industry (AC Strategic Plan through 2015: Task 1.5.1).
<u>Drafting</u>	3.a. Interview with employers in the area for our graduate students (AC Strategic Plan through 2015: Task 1.5.1.1a).
<u>Fire Protection</u>	4.a. Maintain an 85% placement rate for all licensed Firefighters (AC Strategic Plan through 2015: Task 1.2.1).
<u>Instrumentation Control & Renewable Energy</u>	3.a. As the instrumentation control and renewable industry grows, opportunities will be available for the graduates of the program.
<u>Interior Design</u>	1.a. Graduate employment levels from the AAS and Professional Certificate programs should meet state benchmarks (AC Strategic Plan through 2015: Task 1.5.1.1a).
<u>Licensed Vocational Nursing</u>	3.a. At the completion of the program, Vocational Nursing graduates will meet the state benchmark for employment as measured by THECB (Texas Higher Education Coordinating Board) (AC Strategic Plan through 2015: Task 1.5.1.1a).
<u>Management</u>	2.a. 90% of graduates will be employed and/or continuing their education, or in the military based on results from THECB data.
<u>Manufacturing Programs</u>	2.a. After completing an AC manufacturing program, 80% of the completing students will be employed or pursue additional education based on THECB data.
<u>Mass Communication</u>	2.b. Upon completion of a mass communication technical program, graduates will find employment in the industry within a year of graduation at a rate that meets or exceeds the state benchmark of 90%.
<u>Office Administration</u>	2.a. Upon completion of OA program, at least 90% of graduates will be employed in the office administration field, based on results from THECB Annual Data Profile for AC—Cumulative Outcomes for Graduates, Workforce Education Program Detail for Amarillo College (ADP-10A, CIP Code 52.04).
<u>Paralegal</u>	2.a. We surveyed our 7 2010 graduates to determine their employment and education, and 6 out of 7 answered the survey. All 6 are working on a BAAS or working as paralegals.

Poverty – Strategies to Curve Poverty through Employment or Rank Advancement Continued...

Instructional Continued...

<u>Program/Department</u>	<u>Outcome/Objective Statement</u>
Physical Science	1.a. Continue external training for Pantex Technician testing. Offer testing opportunities twice per year. (From 2010-2011 PET form) Continue providing services for Pantex Technicians who wish to advance in rank by taking an exam administered by AC Faculty after several training/tutoring sessions with promotions generally offered to those who pass the exam with a 80% or better grade (AC Strategic Plan through 2015: Task 3.2.4).
Radiation Therapy	5.e. Employment rates will be satisfactory. College data sheets, Graduate Surveys; Benchmark: $\geq 75\%$ within 6 months of graduation (exempting students that continue with their higher education or choose not to seek employment in the field after graduation, or other extenuating circumstances); Time Frame: Over previous 5 year period. Data accrued annually appr. 6 months post-graduation; Responsible Party: Program Director
Utility Power Worker	2.a. After completing an AC manufacturing program, 80% of the completing students will be employed or pursue additional education based on THECB data.

Non-Instructional

<u>Program/Department</u>	<u>Outcome/Objective Statement</u>
Center for Teaching and Learning	7.a. Faculty will develop and teach a minimum of two programs fully online during Fall 2012 from the ten programs identified by CTL staff in conjunction with Deans Council and academic leadership (AC Strategic Plan through 2015: Task 2.2.1.1). (Increase access for working adults) 10.a. CTE and CE faculty and staff will collaboratively offer all necessary credentials which will allow students increasingly to sustain themselves via jobs within the chosen career cluster (AC Strategic Plan through 2015: Task 1.5.1.2.1).

- **Course Redesign**

Instructional

<u>Program/Department</u>	<u>Outcome/Objective Statement</u>
<u>Computer Information Systems</u>	1.a. After receiving and discussing assessment analysis of common course sections, all faculty will revise course sections for consistency in student learning outcomes regardless of delivery method or faculty status across the curriculum (AC Strategic Plan through 2015: Strategy 1.1; Task 1.3.1.1). All common course sections will have the same syllabus with outcomes included in the syllabus.

Non-Instructional

<u>Program/Department</u>	<u>Outcome/Objective Statement</u>
<u>Center for Teaching and Learning</u>	4.a. Dual Credit Faculty/Best Practices: After completing training offered by CTL and targeted to dual credit instructors and facilitators teaching courses with online components, 50% of these dual credit faculty will have at least 5 instructional design or pedagogy techniques into their course based on an assessment by the eLearning staff using the Best Practices form (AC Distance Learning through 2011 Strategic Plan: Strategy 5.3). 4.c. eLearning Assessment/Best Practices: After completing training offered by CTL targeted to those who need assistance with support for AC Online and course development, 70% of the faculty and instructional staff who complete this training will have implemented at least 5 instructional design or pedagogy techniques into their courses based on an assessment by eLearning staff using the standards of Best Practices (AC Distance Learning through 2011 Strategic Plan: Strategy 5.3). 9.a. Career and Technical Education (CTE) faculty and the career cluster director will develop core curricula for assigned career clusters (AC Strategic Plan through 2015: Task 1.2.1.1).

Assessing and Removing Potential Barriers

Instructional

Program/Department	Outcome/Objective Statement
Criminal Justice	3.a. Upon completion of the catalog year, Criminal Justice faculty and staff will agree on career advice and course registration based on particular career clusters and pathways (AC Strategic Plan through 2015: Task 1.2.1).
Speech	3.a. Access to faculty and classrooms should become more centralized and accessible. New classrooms and offices will be finished and open to students. Smart Classrooms will provide improved technology. New Department Assistant will provide cohesion and assistance to both students and faculty (AC Strategic Plan through 2015: Task 2.3, Task 4.2.1, and Task 4.6.1).

Non-Instructional

Program/Department	Outcome/Objective Statement
Administrative Services/Property Management	2.a. Tenants vacating will fill out an Exit Survey with 90% of the respondents rating the Property Management customer service very good or excellent (4 or 5). (<i>Housing identified as top 10 need.</i>)
Child Development Center (Lab School)	2.b. Upon completion of a tour of the CDLS, students and/or community members will be given a survey regarding the resources and quality of care available at the CDLS. A minimum of 12 (twelve) tours per year will be held (AC Strategic Plan through 2015: Task 2.3.1). (<i>Childcare identified as top 10 need.</i>)
DisAbility Services	2.a. After completing a survey each fall semester at least 80% of students responding will indicate satisfaction with physical access in the following areas:Elevator, Restrooms, Parking, Ramps, Outside Doors, Inside Doors (AC Strategic Plan through 2015: Assumed these results will effect task 4.2.1). 6.a. After viewing the power point provided through ELearning in New Faculty Orientation, the new faculty will demonstrate an initial awareness of disability services by scoring at least a 90% on a post test given after the conclusion of the power point.
Library	1.a. After receiving instruction on one or more information literacy competencies, participating students will improve on their pre-test scores by at least 40 percent on the post-test, and students will average at least 70 percent correct on the post-test (AC Strategic Plan through 2015: Task 1.1.1). (<i>Relates to study resources, which are integral to student success</i>)
Physical Plant	2.a. After the Physical Plant completes improvements to the HVAC system, 50% of AC customers will indicate on the fall 2011 Physical Plant Satisfaction Survey that they agree (Strongly Agree or Agree) that overall, the heating and cooling of facilities provides a pleasant and comfortable environment.