



# Amarillo College 2011-2012 Planning and Evaluation Tracking Form Connection to Institutional Strategic Plans

Amarillo College Strategic Plan through 2015  
and Distance Learning Strategic Plan Through 2011

**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

## Identifying Links to the Strategic Plan

This document contains goals and outcomes/objectives that relate to the [AC Strategic Plan through 2015](#) or the [Distance Learning through 2011 Strategic Plan](#). Each link to the strategic plan was identified by the person designated as responsible for each Planning and Evaluation Tracking (PET) form.

If an outcome/objective was noted as having application to multiple areas of the strategic plan, the Assessments Coordinator selected the area under which the program's outcome/objective appeared to have the most relevance. If a program's outcome/objective was not designated as being from the strategic plan, it was not included in this document.

## Categorizing Information

Each outcome/objective is aligned with various strategies and tasks from the AC Strategic Plan through 2015 or the Distance Learning through 2011 Strategic Plan.

For each category, instructional programs are listed first in alphabetical order followed by non-instructional programs which are likewise listed in alphabetical order.

A numbering scheme was selected for each program's outcome/objective so that the outcomes/objectives would all follow a standardized format (for example, a labeling of 1.a. would mean the outcome/objective was from the program's first goal and first outcome). The numbers may differ from the original numbering scheme submitted by each individual department. However, each program title presented in this document includes a hyperlink to each program's final PET form submission and the wording of each outcome/objective was not changed.

# Findings

## Overall

2011-2012 marked the first year that it was required that each program link to a Strategic Plan initiative. 85 out of 90 (94%) academic (instructional) and non-academic (non-instructional) programs provided at least one outcome/objective on their PET form that directly or indirectly relates to a Strategic Plan initiative.

## Instructional Programs

### **Provided at Least 1 Link to a Strategic Plan Initiative:**

All Programs – 59 out of 61 (97%)

- Academic Success Division – 4 out of 4 (100%)
- Arts & Sciences Division – 23 out of 24 (96%)
- Career & Technical Education Division – 16 out of 16 (100%)
- Health Sciences Division – 16 out of 17 (94%)

## Non-Instructional Programs

### **Provided at Least 1 Link to a Strategic Plan Initiative:**

All Programs – 26 out of 29 (90%)

- Academic and Student Support Areas – 13 out of 15 (87%)
- Administrative Support Areas – 8 out of 12 (89%)
- Community and Public Service Areas – 5 out of 5 (100%)

# Sources

- [AC Strategic Plans and Key Areas](#)
- [2011-2012 Planning and Evaluation Tracking \(PET\) Forms](#)

# Amarillo College Strategic Plan through 2015

## GOAL 1: Expand Student Success

### Strategy 1.1: Adjust instruction and services based on assessment data.

#### Task 1.1.1 – Adjust instruction and services based on assessment data.

Instructional – <u>Associate Degree Nursing</u>	
Goal	Outcome/Objective
Adjust instruction and services based on assessment data.	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: <b>Task 1.1.1</b> ).
Instructional – <u>Behavioral Sciences</u>	
Goal	Outcome/Objective
Develop the most effective classroom teaching methodology to assist Amarillo College students in understanding, exhibiting knowledge and skill, as well as developing an appreciation for basic scientific research and how it is conducted in the behavioral sciences.	1.a. All Amarillo College students taking general psychology, general sociology, and child psychology courses will do significantly better (.01 to .000) on the post-test than the pre-test in answering questions related to the sample experiment and research designs as evaluated by a panel of three student judges. 1.b.. All Amarillo College students taking general psychology, general sociology, and child psychology courses will not demonstrate a significant difference (.01 to .000) in pre-test scores regardless of teaching methodology. 1.c. . All Amarillo College students taking general psychology, general sociology, and child psychology courses who complete the lecture with the lab will do significantly (.01 to .000) better than the students who receive lecture only in answering questions about the sample experiment on the post test. 1.d. While all psychology and sociology students, regardless of teaching methodology, should show an increase in appreciation for, understanding of, and feelings of competence in their ability to actually design a behavioral studies experiment, students in the lecture combined with lab condition should show a much larger increase (AC Strategic Plan through 2015: <b>Task 1.1.1</b> ).
Increase students understanding of and empathy for people suffering with behavioral and mental disorders. This goal is particularly important for students who will be going into the applied behavioral and social sciences.	3.a. Upon completing a class section on mental illness and addictions, General Psychology students will demonstrate a significantly (.01 to .000) more favorable attitude toward people with mental illness and behavioral disorders on a post test than was demonstrated on the pre-test the students took prior to the section. (AC Strategic Plan through 2015: <b>Task 1.1.1</b> ).

<b>Instructional – <a href="#">Behavioral Sciences</a> Continued...</b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Help students utilize a comparative and cross-cultural approach to understanding their own and others racial/ethnic group or groups, as well as to assist students in gaining a greater appreciation for diversity within societies, cultures, social classes, racial, ethnic, and religious groups.	4.a. Upon the completion of General Sociology and Minority Studies courses, students will demonstrate a statistically significant change (.01 to .000) in the ability to recognize ethnocentric behaviors and comments or attitudes related to cultural, racial, gender and religious diversity as demonstrated by a pre-post test (AC Strategic Plan through 2015: <b>Task 1.1.1</b> ).
<b>Instructional – <a href="#">Business Administration</a></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Enhance the student's understanding of the nation's founding business principles.	2.a. Using an embedded test format, 90% of the students enrolled in Economics, Accounting, and Introduction to Business will correctly answer 3 out of 5 questions—thus demonstrating knowledge of basic business principles (AC Strategic Plan through 2015: <b>Task 1.1.1</b> ).
<b>Instructional – <a href="#">Drafting</a></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Student will learn Drafting Fundamentals.	1.a. Upon completion of Technical Drafting course, student will be able to complete fundamental drawings using manual drafting skills as measured by assessment team (AC Strategic Plan through 2015: <b>Task 1.1.1</b> ).
Student will become more proficient in the use of specified CAD software.	2.a. Upon completion of the CAD courses, student will be able to complete drawing exercises proficiently using specific Cad software measured by assessment team (AC Strategic Plan through 2015: <b>Task 1.1.1</b> ).
<b>Instructional – <a href="#">Fitness and Life Services</a></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Improve the level of physical fitness of AC students during the years 2011-2012.	1.a. 90% of activity classes will show an average improvement of at least 10% on a class appropriate fitness test. This test will be administered at the end of the Fall and Spring semesters, and compared to a pre-fitness test that will be administered at the beginning of the fall and spring semesters (AC Strategic Plan through 2015: <b>Task 1.1.1</b> ).
<b>Instructional – <a href="#">Humanities</a></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Adjust instruction and services based on assessment data.	1.a. Students will demonstrate an understanding of content vocabulary through a multiple choice pre and post-test. Students will show an improvement of at least 20% on the post-test which will be given at the end of the semester. Students will demonstrate active critical thinking and critical analysis by examining works of arts. Students will recognize the different levels of critique and judgment through critical analysis. Students will identify and demonstrate knowledge of creative works by experiencing the styles of the visual and performing arts (AC Strategic Plan through 2015: <b>Task 1.1.1</b> ).

Instructional – <a href="#">Licensed Vocational Nursing</a>	
Goal	Outcome/Objective
Prepare students to take the national licensure examination for Vocational Nurses.	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: <b>Task 1.1.1</b> ).
Instructional – <a href="#">Nuclear Medicine</a>	
Goal	Outcome/Objective
Guide students to pass a nationally recognized professional certification or registry through the NMTCB.	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” (AC Strategic Plan through 2015: <b>Task 1.1.1</b> ).
Instructional – <a href="#">Paralegal</a>	
Goal	Outcome/Objective
Ensure students understand what constitutes the Unauthorized Practice of Law.	1.a. 90% of students will answer questions correctly regarding the unauthorized practice of law (“UPL”), which will be embedded in a quiz and 2 exams in LGLA 1307 - Introduction to Law (AC Strategic Plan through 2015: <b>Task 1.1.1</b> ).
Instructional – <a href="#">Radiation Therapy</a>	
Goal	Outcome/Objective
Students will display clinical competence.	<p>1.a. Students will demonstrate clinical competence with respect to technical/psychomotor applications (AC Strategic Plan through 2015: <b>Task 1.1.1</b>).  Student Clinical Evaluation performance tool: Part II; Benchmark: <math>\geq 1.5</math> student avg.(2.0 scale); Time Frame: 4th and 5th (of 5) clinical semesters; Responsible Party: Clinical Supervisor or Program Director.</p> <p>Employer Survey of graduates: Question #3; Benchmark: <math>\geq 3.25</math> (4.0 scale); Time Frame: appr. 6 months post graduation; Responsible Party: Program Director.</p> <p><b>NOTE: This program had a note that most of their 12 outcomes/objectives fall under task 1.1.1.</b></p>
Instructional – <a href="#">Reading</a>	
Goal	Outcome/Objective
Adjust instruction and services based on assessment data.	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: <b>Task 1.1.1</b> ).



<b>Instructional – Theatre</b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Amarillo College Theatre Arts will prepare majors for entrance into a related profession in Theatre Arts through careful evaluation and counseling.	2.a. All AC Theatre majors will participate in departmental juries at the end of each semester. a) Acting majors will present two contrasting monologues; b) Design majors will present a portfolio of their design work; c) Acting/Design majors will present one monologue and a portfolio of their design work. 70% of Theatre majors will score a 2 or better on a 0-4 rubric scale marking improvement over the semester: 0 = 0% improvement; 4 = 100% improvement. The jury panel will be a three-member panel consisting of AC Theatre Arts faculty and staff (AC Strategic Plan through 2015: <b>Task 1.1.1</b> ).
<b>Non-Instructional – Library</b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Adjust instruction and services based on assessment data.	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: <b>Task 1.1.1</b> ). 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: <b>Task 1.1.1</b> ). 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: <b>Task 1.1.1</b> ).
<b>Non-Instructional – Police</b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Adjust services based on assessment data.	1.a. Implementation of the Diggler (electric scooter) will result in a 50% decrease in Amarillo College Police patrol car usage on the Washington Street Campus over a five month period ( September 2011 through January 2012) as measured by comparison of AC Police patrol logs and AC Diggler logs (Amarillo College Strategic Plan through 2015: <b>Task 1.1.1</b> ).

**Task 1.1.1.1 – After matching institutional research staffing to demand for standard and ad hoc reports, institutional data/evidence will be updated upon certification of state reports to ensure timeliness and reliability.**

Non-Instructional – <u>Planning &amp; Advancement</u>	
Goal	Outcome/Objective
Adjust instruction and services based on assessment data.	3.b. After making significant changes to the IR Databook, IR will conduct a pre and post survey (1= not satisfied and 5=satisfied) of satisfaction with AC Employees and the average user satisfaction will be higher post-Databook changes than the satisfaction was pre-changes (New Outcome Based on AC Strategic Plan through 2015: <b>Task 1.1.1.1</b> ). 3.d. IR will create an IR database (log of all requests for data), research project proposal form, and standard IR report that will streamline the requests for data (AC Strategic Plan through 2015: <b>Task 1.1.1.1</b> ).

**Task 1.1.1.5.1 – Adjust those programs and/or services that have sustainability or viability concerns.**

Instructional – <u>Education</u>	
Goal	Outcome/Objective
Deliver academic coursework needed to complete degree requirements.	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: <b>Task 1.1.1.5.1</b> ).

**Task 1.1.1.5.2 – Teach-out or close-out those instructional programs and/or academic support or student support services that are deemed unsustainable and not viable.**

Instructional – <u>Substance Abuse Counseling</u>	
Goal	Outcome/Objective
For 2010-2011, efforts will continue to be made to increase and actively recruit students to the Substance Abuse program.	1.a. By the end of the 2010-2011 school year, recruiting efforts at the local, state, national and international levels will result in a 10 to 20% increase over current levels of student participation in the Amarillo College Substance Abuse Program (AC Strategic Plan through 2015: <b>Task 1.1.1.5.2</b> )

**Task 1.1.1.5.3 – Add instructional programs and academic support or student support services that are deemed critical to the success of students.**

Instructional – <u>Instrumentation Control &amp; Renewable Energy</u>	
Goal	Outcome/Objective
To develop a solar technician option in the Renewable Energy Program.	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: <b>Task 1.1.1.5.3</b> ).

Non-Instructional – <u>Personal Enrichment</u>	
Goal	Outcome/Objective
<p>Improve Gymnastics Program quality and customer service.</p> <p>Strategy 1.1 Adjust instruction and services based on assessment data.</p>	<p>1.a. After the creation of a new emergency contact information database of parent/guardian(s) (of gymnastic students), and the subsequent population of that database, Gymnastics Program staff will be able to successfully contact 95% of parent/guardians within 30 minutes of the first contact attempt (AC Strategic Plan through 2015: <b>Task 1.1.1.5.3</b>).</p> <p>Task 1.1.1.5.3 Add instructional programs and academic support or student support services that are deemed critical to the “success of students”</p>

**Task 1.1.1.6.1 – Students who do not meet Texas Success Initiative (TSI) requirements will demonstrate competency in study skills during required developmental courses.**

Instructional – <u>English (Developmental)</u>	
Goal	Outcome/Objective
<p>Developmental English 0302 students will demonstrate grammar and writing skill improvement.</p>	<p>1.a. The AC English Department assesses a sample of ENGL 0302 finals according to predetermined Written Communication Competency forms. The documents are gathered at the end of the Fall Semester. The Developmental English Course Committee assesses the documents in the Spring Semester. The Developmental English Program Coordinator reports the results of the assessment to the English Department Chair.</p> <p>Upon completion of English 0302, at least 60% of a student sample (a 50 item minimum sample) will score a 3 or better on a final according to a rubric of written communication skills generated and scored by a committee of developmental English instructors (AC Strategic Plan through 2015: <b>Task 1.1.1.6.1</b>).</p>

**Task 1.1.1.6.2 – Students who did not meet the technology pre-assessment minimum level will demonstrate competency in using previously deficient computer and online skills.**

Instructional – <u>Social Sciences</u>	
Goal	Outcome/Objective
<p>Expand student success – Adjust instruction and services based on assessment data.</p>	<p>4.a. Create early student engagement/participation opportunities in on-line courses (AC Strategic Plan through 2015: <b>Task 1.1.1.6.2</b>).</p>

**Task 1.1.1.6.2.1 – CTL staff in cooperation with representation from faculty, Information Technology Services (ITS) staff, student services staff, library staff, and other instructional lab staff will identify or develop a pre-assessment of computer and online skills for students.**

Non-Instructional – <u>Center for Teaching &amp; Learning</u>	
Goal	Outcome/Objective
<p>Identify weaknesses and develop resources for addressing deficient computer and online skills of students.</p>	<p>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: <b>Task 1.1.1.6.2.1</b>).</p>

**Task 1.1.2 – Student Services and Office of Institutional Research (IR) staff will capture the primary intent for each student attending AC.**

Non-Instructional – <u>Continuing Education</u>	
Goal	Outcome/Objective
Determine the occupational relevance of our course offerings to students seeking education to improve their employability.	1.a. After capturing baseline data to assess the primary intent of each student attending AC occupational specific classes, 90% of students complete an evaluation form with the following questions: For which of the following reasons are you taking this class: a. Career exploration b. Maintain current license/certification. c. Obtain new license/certification d. Career advancement e. Other (AC Strategic Plan through 2015: Task <b>1.1.2</b> )
Non-Instructional – <u>Planning &amp; Advancement</u>	
Goal	Outcome/Objective
Adjust instruction and services based on assessment data.	3.a. After the completion of student registration each semester, the Office of IR and Student services will capture the primary intent for each student attending AC and will provide aggregated data from Colleague about student intent (Discontinued Outcome – 12/16/11 - Based on AC Strategic Plan through 2015: <b>Task 1.1.2</b> ).

**Task 1.1.3 – Student services and academic affairs will centralize, promote and train staff to provide assistance for services to meet each student's needs for student success and access.**

Instructional – <u>Graphic Design</u>	
Goal	Outcome/Objective
Expand Student Success.	2.a. Each semester, after academic leadership ensures all career and technical education CTE courses include the student learning outcomes required by the THECB in the Workforce Education Course Manual, students who complete these courses will fulfill the assigned student learning outcomes (AC Strategic Plan through 2015: <b>Task 1.1.3</b> ). Syllabi for each section of all graphic design courses consistently contain the WECM end-of-course outcomes so that each instructor is using the same to ensure that students will meet these outcomes. The department chair reminds faculty to update their syllabi each semester and reviews faculty syllabi each semester.

**Task 1.1.4 – Student services, academic support, and faculty will personally assist each student regarding available college and career opportunities.**

Instructional – <u>Manufacturing Programs</u>	
Goal	Outcome/Objective
Adjust instruction and services based on assessment data.	3.a. After facilitating gender equity campaigns, the manufacturing programs will experience a 3% annual growth of total females, based on the THECB data (AC Strategic Plan through 2015: <b>Strategy 1.1.4</b> ).

**Task 1.1.4.1 – Gender Equity in the Workplace Team will assess the barriers to students enrolling and graduating in programs with low non-traditional gender.**

Non-Instructional – <u>Planning &amp; Advancement</u>	
Goal	Outcome/Objective
Adjust instruction and services based on assessment data.	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: <b>Task 1.1.4.1</b> : “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)

**GOAL 1: Expand Student Success**

**Strategy 1.2: Synchronize recommendations for career advising and course registration.**

**Task 1.2.1 – Academic advisors and faculty/staff will agree on career advice and course registration based on particular career clusters and pathways.**

Instructional – <u>Aviation and Aerospace Bell</u>	
Goal	Outcome/Objective
Assess the Retention or Transfer of students enrolled in the Aviation Maintenance and Aerospace Manufacturing programs. Data is based on the number of students enrolled at the beginning of the academic program to completion.	2.a. Maintain an 85% completion rate for all students entering the Aviation Maintenance and Aerospace Manufacturing programs annually (AC Strategic Plan through 2015: <b>Task 1.2.1</b> ). (Outcome is based on the number of students enrolled at the beginning of the academic program (Fall census date) to completion.)
Assess the Placement of Students completing the Aviation Maintenance and Aerospace Manufacturing Programs. Data is based on the number of students placed or retained in employment, or placed in military service or apprenticeship programs.	4.a. Maintain an overall placement rate of 85% for all graduates and licensed A&P Mechanics (AC Strategic Plan through 2015: <b>Task 1.2.1</b> ).
Instructional – <u>Criminal Justice</u>	
Goal	Outcome/Objective
Reevaluate and restructure CJLE.AAS.LENF Criminal Justice Law Enforcement AAS, after collaboration and consensus with Law, Public Safety, Corrections, & Security Career Cluster.	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: <b>Task 1.2.1</b> ).
Instructional – <u>Fire Protection</u>	
Goal	Outcome/Objective
Assess the Retention or Transfer of students enrolled in the Fire Protection program. Data is based on the number of students enrolled at the beginning of the academic program to completion.	2.a. Maintain an 85% completion rate for all students entering the Fire Protection program annually (AC Strategic Plan through 2015: <b>Task 1.2.1</b> ).

<b>Instructional – <u>Fire Protection Continued...</u></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Assess the Placement of Students completing the Fire Protection program. Data is based on the number of graduates placed or retained in employment, or placed in military service or apprenticeship programs.	4.a. Maintain an 85% placement rate for all licensed Firefighters (AC Strategic Plan through 2015: <b>Task 1.2.1</b> ).
<b>Instructional – <u>Safety &amp; Environmental Technology</u></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
With the “Sun-setting” of the SET program, the primary goal of SET is to assist students currently enrolled in the AAS or Certificate program to successfully complete the requirements prior to the deactivation of the program.	1.a. Graduate current SET students (AC Strategic Plan through 2015: <b>Task 1.2.1</b> ).
<b>Non-Instructional – <u>DisAbility Services</u></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Match demand for services of student and academic support with space requirements and technology expectations (AC Strategic Plan through 2015: Strategy 1.2; Strategy 4.2). Goal: Students registered with disability services will indicate satisfaction with physical access, equipment, accommodations, and disability Services Department advising.	2.b. After completing a survey each fall semester at least 80% of students responding will indicate satisfaction with the following services: Classroom equipment, Advising (AC Strategic Plan through 2015: <b>Task 1.2.1</b> ).

**Task 1.2.1.1 – Career and Technical Education (CTE) faculty and career cluster director(s) will develop core curricula for assigned career clusters.**

<b>Non-Instructional – <u>DisAbility Services</u></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Synchronize recommendations for career advising and course registration.	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: <b>Task 1.2.1.1</b> ).

**Task 1.2.1.1.1 – AC CTE faculty will match the course competencies identified in the syllabi based on the end-of-program or end-of-career pathway skills.**

<b>Instructional – <u>Office Administration</u></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Adequately prepare students for employment in office/administrative jobs.	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) (AC Strategic Plan through 2015: <b>Task 1.2.1.1.1</b> ).
<b>Instructional – <u>Utility Power Worker</u></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Synchronize recommendations for career advising and course registration.	3.a. AC CTE faculty will match the course competencies identified in the syllabi based on the end-of-program or end-of-career pathway skills (AC Strategic Plan through 2015: <b>Task 1.2.1.1.1</b> ).

**Task 1.2.1.1.2 – AC advisors and faculty/staff will use the career cluster pathway matrices (programs of study) to advise and register students.**

<b>Non-Instructional – <u>DisAbility Services</u></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Synchronize recommendations for career advising and course registration.	9.b. Cluster brochures which include career cluster pathway matrices will be used to advise and register Students (AC Strategic Plan through 2015: <b>Task 1.2.1.1.2</b> ).

**GOAL 1: Expand Student Success**

**Strategy 1.3: Certify quality instruction and academic support services.**

**Task 1.3.1 – Instructional leadership will assess the quality of each degree and certificate program.**

<b>Instructional – <u>Modern Languages</u></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Certify quality instruction and academic support services.	1.a. 70% of the students enrolled in a first semester foreign language course, upon completion of the first semester, will be able to write the target language at the next level beyond the course in which they enrolled based upon the proficiency guidelines formulated by the American Council on the Teaching of Foreign Languages (AC Strategic Plan through 2015: <b>Task 1.3.1</b> ).
<b>Instructional – <u>Physical Science</u></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Certify quality instruction and academic support services.	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: <b>Task 1.3.1</b> ).



Non-Instructional – <u>Planning &amp; Advancement</u>	
Goal	Outcome/Objective
Certify quality instruction.	<p>1.a. Upon receiving institutional evidence from administration in charge of general education competency reports, CCSSE data, and Achieving the Dream data, each AC department chair/director responsible for a PET form will annually/semi-annually identify at least one improvement or action plan that was made based on institutional evidence on an institutionally-approved questionnaire (New Outcome – 10/17/11 – Based on AC Strategic Plan through 2015: <b>Task 1.3.1</b>).</p> <p>1.b. After attending a General Education Competency assessment training and assessing 100 student artifacts, General Education Competency Committee team members will identify at least one area of student strengths and one area of student weaknesses/areas for improvement on the committee's general education assessment finding's document by the conclusion of the spring semester (New Outcome – 10/17/11 – Based on AC Strategic Plan through 2015: <b>Task 1.3.1</b>).</p> <p>1.c. After receiving Planning, Evaluation, and Tracking (PET) form training and/or training materials, faculty/staff in each department will identify at least one direct outcome, one goal/outcome linked to the Strategic Plan, one result, one improvement, and one action plan on their submitted PET form by the conclusion of the academic year (Revision of 2010-2011 Outcome 1.a. – Based on AC Strategic Plan through 2015: <b>Task 1.3.1</b>).</p>
Certify quality support services including education/academic support, administrative support, and community services.	<p>2.a. Upon receiving institutional evidence from CCSSE data and other institutional data, each AC support service area responsible for a PET form will annually/semi-annually identify any improvements or action plans that were made based on institutional evidence on an institutionally-approved questionnaire (New Outcome – 10/17/11 - Based on AC Strategic Plan through 2015: <b>Task 1.3.1</b>).</p> <p>2.b. After receiving Planning, Evaluation, and Tracking (PET) form training and/or training materials, administration/staff in each department will identify at least one direct outcome, one goal/outcome linked to the Strategic Plan, one result, one improvement, and one action plan on their submitted PET form by the conclusion of the academic year (Revision of 2010-2011 Outcome 1.a. – Based on AC Strategic Plan through 2015: <b>Task 1.3.1</b>).</p>



Non-Instructional – <u>Planning &amp; Advancement</u> Continued...	
Goal	Outcome/Objective
Adjust instruction and services based on assessment data.	3.c. After analyzing institutional, community, and national data, the Office of IR will create an annual Key Performance Indicator Report that will identify departmental level data components that signify a healthy or unhealthy program. Upon the report's completion, the data will then be presented to the president's office so that informed interventions and decisions can be made (New Outcome Based on AC Strategic Plan through 2015: <b>Task 1.3.1</b> ).

**Task 1.3.1.1 –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 curriculum.**

Instructional – <u>Computer Information Systems</u>	
Goal	Outcome/Objective
Adjust instruction and services based on assessment data.	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; <b>Task 1.3.1.1</b> ). All common course sections will have the same syllabus with outcomes included in the syllabus.
Instructional – <u>English</u>	
Goal	Outcome/Objective
Certify quality instruction and academic support services.	1.a. Upon completion of ENGL 1301, at least 70% of a 50 student sample will achieve a score of 3/5 on a persuasive essay as measured by a Department Checklist (AC Strategic Plan through 2015: <b>Task 1.3.1.1</b> ). Exact Wording of Strategic Plan: 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.
Instructional – <u>Fitness and Life Sciences</u>	
Goal	Outcome/Objective
Future goals and for 2011-2012 are to assess effectiveness of current course methods and class structures to further improve AC students level of fitness and health.	2.a. 2 measures of individual student fitness will be compared across two different course structures, The first structure has been piloted and will be implemented fully Spring 2012. The first structure has students meet four days per week for 8 weeks, while the second structure involves the traditional meeting times of 2 days per week across 16 weeks. A between group analysis of fitness measures will be used to see if changing to a different course structure will improve fitness measures (AC Strategic Plan through 2015: <b>Task 1.3.1.1</b> ).

Instructional – <a href="#">Instrumentation Control &amp; Renewable Energy</a>	
Goal	Outcome/Objective
Standardize curriculum by getting industrial seal of approval such as the AWEA (American Wind Energy Association), ISA (Industrial Society of America) or other industry seal of approval.	1.a. Review outcomes using industry, faculty and student input from survey's and feedback (AC Strategic Plan through 2015: Task 1.3.1.1).

**Task 1.3.1.2 – After receiving and discussing assessment analysis resulting from student evaluations and performance of competencies based on CE courses by type, location and delivery approach, CE faculty and staff will revise course offerings for consistency in mastery of student learning outcomes across the College.**

Instructional – <a href="#">Safety &amp; Environmental Technology</a>	
Goal	Outcome/Objective
During and following the deactivation of the academic SET program, SET will continue in the successful implementation and further development of an academic support program and Continuing Education (CE) program.	2.a. Continue to offer classes to local industry and B & W Pantex employees (AC Strategic Plan through 2015: <b>Task 1.3.1.2</b> ).

## **GOAL 1: Expand Student Success**

**Strategy 1.4: Align AC learning outcomes with THECB outcomes which emphasize 21<sup>st</sup> century skills.**

**Task 1.4.1 – Instructional leadership will ensure students completing any course will meet student learning outcomes.**

Instructional – <a href="#">Art</a>	
Goal	Outcome/Objective
Expand Student Success - Align AC learning outcomes with THECB outcomes which emphasize 21st century skills.	2.a. Syllabi for each section of all fine art courses consistently contains the THECB learning outcomes so that each instructor is using the same to ensure that students will meet these outcomes (AC Strategic Plan through 2015: <b>Task 1.4.1</b> ).

Instructional – <a href="#">Biology</a>	
Goal	Outcome/Objective
Use critical analysis and scientific reasoning.	1.a. Upon successful completion of Microbiology, 90% of the students will have developed the reasoning ability to correctly identify an unknown sample of bacteria using critical thinking skills (AC Strategic Plan through 2015: <b>Task 1.4.1</b> ). 2.a. Upon successful completion of the Biology course, students will answer 70% of the 34 embedded questions on the final correctly (AC Strategic Plan through 2015: <b>Task 1.4.1</b> ).

Instructional – <a href="#">Math (Developmental, Math, and Engineering)</a>	
Goal	Outcome/Objective
Provide courses encompassing required math skills/knowledge to enable students to transfer and/or complete a degree or certificate program.	2.a. Upon completing Math 1314, students will demonstrate an overall 50% proficiency rating in five pre-identified areas. Students will be assessed through the use of embedded test questions and will be evaluated by instructors via rubric (AC Strategic Plan through 2015: <b>Task 1.4.1</b> ).

<b>Instructional – <a href="#">Medical Data Specialist</a></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
To provide students with the knowledge necessary for completion of a comprehensive exit examination of the Medical Data Specialist Program.	1.a. After completion of MDCA 1264 or HITT 1266 Practicum courses, the students will demonstrate expertise by 70%, the knowledge necessary to pass the capstone exit examination during the summer semester (AC Strategic Plan through 2015: <b>Task 1.4.1</b> ).
<b>Instructional – <a href="#">Office Administration</a></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Adequately prepare students with proficient skills and knowledge.	1.a. After completing at least 30 hours of Office Administration (OA) courses, 80 percent of OA majors will show proficiency in these areas—speed, accuracy, composition, and professional document formatting—based on portfolios completed in Advanced Document Formatting, POFT 2333 (capstone course), as evaluated by a panel comprised of faculty and members of the industry (AC Strategic Plan through 2015: <b>Task 1.4.1</b> ).

**Task 1.4.1.3 – After academic leadership ensures all career and technical education CTE and CE courses include the student learning outcomes required by the THECB in Workforce Education Course Manual (WECM), students who complete these courses will fulfill the assigned student learning outcomes.**

<b>Instructional – <a href="#">Dental Assisting</a></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Align AC learning outcomes with THECB outcomes which emphasize 21st century skills.	1.a. Students will demonstrate the skills and knowledge as stated in the WECM learning outcomes for each DNTA course. Learning outcomes will be measured during and at the end of each course with a written exam and practical demonstration competencies. Data will be assessed and tracked through WIDS. 100% of the students will learn the outcomes with a score of no less than 75% (AC Strategic Plan through 2015: <b>Task 1.4.1.3</b> ).
<b>Instructional – <a href="#">Dental Hygiene</a></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Align AC learning outcomes with THECB outcomes which emphasize 21st century skills.	1.a. Students will demonstrate the skills and knowledge sets as stated in the WECM learning outcomes for the DHYG 1311 course. Learning outcomes will be measured at the end of the course with a written exam or case study competency. Data will be assessed and tracked through WIDS. 100% of students will complete the learning outcomes with a score of no less than 75% (AC Strategic Plan through 2015: <b>Task 1.4.1.3</b> ).

<b>Instructional – <a href="#">Emergency Medical Services Professions</a></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Align the EMSP program learning outcomes with THECB outcomes that emphasize 21st century skills.	3.a. 100% of graduating EMSP paramedic students will meet or exceed an average score of 70% on the three final, comprehensive capstone exams, administered during the final semester of the Emergency Medical Services Professions program. The tests are derived from certification-type questions from various nationally recognized EMSP certification exam review tests (Amarillo College Strategic Plan through 2015: <b>Task 1.4.1.3</b> ).
<b>Instructional – <a href="#">Medical Laboratory Technology</a></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Students will be equipped with the cognitive knowledge and psychomotor skills for analysis and clinical decision-making, information management, regulatory compliance, education, and quality assurance/improvement wherever laboratory testing is researched, developed or performed.	1.b. 100% of the students will achieve a score of 70% or better on the Task List student evaluation instruments in all Practicum I and II rotations, during the Sophomore year of the Medical Laboratory Technology program. This instrument provides an evaluation of the essential entry-level cognitive and psychomotor aspects of Medical Laboratory Technology in a professional, medical setting (Amarillo College Strategic Plan through 2015: <b>Task 1.4.1.3; Task 1.5.3</b> ).
Align AC learning outcomes with THECB outcomes which emphasize 21st century skills.	5.a. Students will demonstrate the skills and knowledge sets, as stated in the learning outcomes required by THECB in the Workforce Education Course Manual (WECM), for each PLAB and MLAB course in the program curriculum. 100% of the students will fulfill the learning outcomes with a score of 70% or better, as determined by the program faculty. Data will be assessed and tracked through the Worldwide Instructional Design System (WIDS). Strategic Plan Task After academic leadership ensures all career and technical education CTE and CE courses include the student learning outcomes required by THECB in Workforce Education Course Manual (WECM), students who complete these courses will fulfill the assigned student learning outcomes (Amarillo College Strategic Plan through 2015: <b>Task 1.4.1.3</b> ).
<b>Instructional – <a href="#">Occupational Therapy</a></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Students will demonstrate skills and knowledge sets as stated in the WECM learning outcomes for OTHA 1305 Principles of Occupational Therapy.	5.a. OTHA students learning outcomes will be measured at the end of the course with a written exam. Data will be assessed and tracked through Worldwide Instructional Design System (WIDS). One hundred percent of OTA students will complete learning outcomes with a score of 75% or better (AC Strategic Plan through 2015: <b>Task 1.4.1.3</b> ).

<b>Instructional – <a href="#">Pharmacy Technology</a></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Align AC learning outcomes with THEBC outcomes which emphasize 21st century skills.	1.a. Students will demonstrate the skills and knowledge sets as stated in the WECM learning outcomes for each Pharmacy course. Learning outcomes will be measured at the end of each course with a written comprehensive exam or practical competency. Data will be assessed and tracked through WIDS. 100% of students will complete the learning outcomes with a score of no less than 70% (AC Strategic Plan through 2015: <b>Task 1.4.1.3</b> ).
<b>Instructional – <a href="#">Photography</a></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Expand Student Success - Align AC learning outcomes with THECB outcomes which emphasize 21st century skills.	2.a. After academic leadership ensures all career and technical education CTE courses include the student learning outcomes required by the THECB in Workforce Education Course Manual, students who complete these courses will fulfill the assigned student learning outcomes. Syllabi for each section of all photography courses consistently contains the WECM end-of-course outcomes so that each instructor is using the same to ensure that students will meet these outcomes (AC Strategic Plan through 2015: <b>Task 1.4.1.3</b> ).
<b>Instructional – <a href="#">Physical Therapist Assistant</a></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Students will demonstrate skills and knowledge sets as stated in the WECM learning outcomes for PTHA 1301: Profession of Physical Therapy.	5.a. PTHA students learning outcomes will be measured at the end of the course with a written exam. Data will be assessed and tracked through Worldwide Instructional Design System (WIDS). One hundred percent of PTA students will complete learning outcomes with a score of 75% or better (AC Strategic Plan through 2015: <b>Task 1.4.1.3</b> ).
<b>Instructional – <a href="#">Radiography</a></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Align AC learning outcomes with THEBC outcomes which emphasize 21st century skills.	1.a. Students will demonstrate the skills and knowledge sets as stated in the WECM learning outcomes for each RADR course. Learning outcomes will be measured at the end of each course with a written exam or practical competency. Data will be assessed and tracked through WIDS. 100% of students will complete the learning outcomes with a score of no less than 75% (Strategic Plan through 2015: <b>Task 1.4.1.3</b> ).

Instructional – <u>Respiratory Care</u>	
Goal	Outcome/Objective
Align AC learning outcomes with THECB outcomes which emphasize 21st century skills.	<p>1.a. 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 all laboratory procedural simulations on the first attempt in RSPT 1410 and RSPT 1411 with a score of at least 70% to meet WECM End-of-Course Outcomes (AC Strategic Plan through 2015: <b>Task 1.4.1.3</b>).</p> <p>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: <b>Task 1.4.1.3</b>).</p>
Instructional – <u>Surgical Technology</u>	
Goal	Outcome/Objective
Students will apply knowledge of basic entry level concepts necessary for the performance expected of the surgical technologist.	<p>1.a. Students will demonstrate the skills and knowledge sets as stated in the WECM learning outcomes for each SRGT course. Learning outcomes will be measured by pass rate on the program “MOK” assessment exam. Data will be assessed and tracked through WIDS. 100% of students will complete the learning outcomes with a score of no less than 70% (AC Strategic Plan through 2015: <b>Task 1.4.1.3</b>).</p>

**Task 1.4.3.2 – After academic and enrollment management leadership articulate transfer credit into honors programs at the five top universities where AC students transfer and five targeted out-of-state universities, student enrollment will grow to at least 100 honors students enrolled annually.**

Instructional – <u>Honors</u>	
Goal	Outcome/Objective
Student enrollment will grow to at least 100 honors students enrolled annually.	<p>2.a. Develop a two-tier program: Presidential Scholars and Honors Program (AC Strategic Plan through 2015: <b>Task 1.4.3.2</b>).</p> <p>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: <b>Task 1.4.3.2</b>). Dr. Lowery-Hart, Bob Austin, and Judy Carter</p>

**GOAL 1: Expand Student Success****Strategy 1.5: Assess required competencies in credit CTE course/programs, linked CE courses, and CE certification programs.****Task 1.5.1 – Faculty and staff, in consultation with advisory committees and state suggested career cluster curricula, will map and continue to audit all degrees and certificates into career clusters and relevant pathways.**

<b>Instructional – <a href="#">Autobody Collision Repairs</a></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Adequately prepare students with proficient skills and knowledge.	1.a. Upon completion of the Automotive Training Program, 60% of students will attain a credential (AC Strategic Plan through 2015: <b>Task 1.5.1</b> ). 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: <b>Task 1.5.1</b> ).
<b>Instructional – <a href="#">Automotive</a></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Adequately prepare students with proficient skills and knowledge.	1.a. Upon completion of the Automotive Program, 65% of students will attain a credential (AC Strategic Plan through 2015: <b>Task 1.5.1</b> ). 1.b. Upon completion of the Automotive Program, 65% of students will qualify for employment in the Automotive Industry (AC Strategic Plan through 2015: <b>Task 1.5.1</b> ).
<b>Instructional – <a href="#">Diesel</a></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Adequately prepare students with proficient skills and knowledge.	1.a. Upon completion of the Diesel Program, 60% of students will attain a credential (AC Strategic Plan through 2015: <b>Task 1.5.1</b> ). 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: <b>Task 1.5.1</b> ).
<b>Instructional – <a href="#">Occupational Therapy</a></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Graduate 80% or more of each cohort annually.	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: <b>Task 1.5.1</b> ).
<b>Instructional – <a href="#">Physical Therapist Assistant</a></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Graduate 80% or more of each cohort annually.	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: <b>Task 1.5.1</b> ).



**Task 1.5.1.1a – AC academic advisors and faculty will assist students with selecting the appropriate pathway and desired entries and exits for career advancement.**

<b>Instructional – <u>Drafting</u></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Student will apply drafting skills to specific areas of employment.	3.a. Interview with employers in the area for our graduate students (AC Strategic Plan through 2015: <b>Task 1.5.1.1a</b> ).
<b>Instructional – <u>Interior Design</u></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Prepare students to enter the workforce in interior design-related positions of employment.	1.a. Graduate employment levels from the AAS and Professional Certificate programs should meet state benchmarks (AC Strategic Plan through 2015: <b>Task 1.5.1.1a</b> ).
Prepare students to continue their design education at university level CIDA-Accredited interior Design programs.	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: <b>Task 1.5.1.1a</b> ).
<b>Instructional – <u>Licensed Vocational Nurse</u></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Prepare students to enter the workforce.	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: <b>Task 1.5.1.1a</b> ).

**Task 1.5.1.2.1 – CTE and CE faculty and staff will collaboratively offer all necessary credentials (e.g. degrees, certificates, industry certificates) which will allow students increasingly to sustain themselves via jobs within the chosen career cluster.**

<b>Instructional – <u>Business Administration</u></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Assess Business Administration student success.	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: <b>Task 1.5.1.2.1</b> ).
<b>Instructional – <u>Management</u></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Assess required competencies in credit CTE course/programs, linked CE courses, and CE certification programs.	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: <b>Task 1.5.1.2.1</b> ). Certificates will all flow into more robust certificates and/or AAS degrees.
<b>Non-Instructional – <u>Center for Teaching &amp; Learning</u></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Assess required competencies in credit CTE courses/programs, linked CE courses, and CE certification programs.	10.a. CTE and CE faculty/staff will offer all necessary credentials which will allow students to sustain themselves via jobs within the chosen career cluster (AC Strategic Plan through 2015: <b>Task 1.5.1.2.1</b> ).



**Task 1.5.3 – Faculty will assess the aggregate performance of graduates for mastery of competencies immediately prior to the award of a credential.**

<b>Instructional – <u>Medical Laboratory Technology</u></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Students will be equipped with the cognitive knowledge and psychomotor skills for analysis and clinical decision-making, information management, regulatory compliance, education, and quality assurance/improvement wherever laboratory testing is researched, developed or performed.	1.a.100% of graduating Sophomore students will meet or exceed a score of 70% on at least one of three final, comprehensive capstone exams, administered during the final semester of the Medical Laboratory Technology program (Amarillo College Strategic Plan through 2015: <b>Task 1.4.1.3; Task 1.5.3</b> ).
Students will be able to demonstrate graduate/entry level technician knowledge and performance of routine and special clinical laboratory tests as the primary analyst, making specimen oriented decisions based on predetermined criteria, including a working knowledge of critical values.	<p>2.a. Students will perform, assess, and analyze results generated from routine and esoteric hematology, clinical chemistry, immunohematology, microbiology, serology/immunology, coagulation, and other emerging clinical laboratory tests according to established protocols and procedures.</p> <p>90% of all Medical Laboratory Technology Program graduates will have achieved a score of “Pass” on a Pass/Fail basis, indicating cognitive and psychomotor competency, for all areas indicated on the Amarillo College Medical Laboratory Technology Competency Profile (Amarillo College Strategic Plan through 2015: <b>Task 1.5.3</b>).</p> <p>2.b. 100% of all program graduates will receive an average score of 3.5 or greater, on a Likert scale of 1-5, on Employer Satisfaction Surveys. The surveys are mailed out to employers approximately 9 months to one year post graduation. The surveys include questions that encompass all three taxonomic domains. Specifically, technical work performance and professional skills and attitudes are addressed and evaluated (Amarillo College Strategic Plan through 2015: <b>Task 1.5.3</b>).</p>
<b>Instructional – <u>Professional Truck Operations</u></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Adequately prepare students with proficient skills and knowledge.	<p>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.</p> <p>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: <b>Task 1.5.3</b>).</p>

**Task 1.5.3.1 – After faculty and staff seek input from advisory board members, faculty and staff will add any competencies identified by the advisory committee which must be mastered for the award of a credential and were not already required by the THECB as stated in the ACGM or WECM.**

<b>Instructional – <u>Electronic System Technology</u></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Assess required competencies in credit CTE course/programs, linked CE courses, and CE certification programs.	1.a Upon completion of each spring semester faculty of Electronic Systems Department will assess any competencies identified by advisory committee with mastery of 70% on final exams by applicable students (AC Strategic Plan through 2015: <b>Task 1.5.3.1</b> ).
<b>Instructional – <u>Graphic Design</u></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Expand Student Success.	3.a. After faculty and staff seek annual input from advisory board members, faculty and staff will add any competencies identified by the advisory committee which must be mastered for the award of a credential and were not already required by THECB as stated in the ADGM or WECM (AC Strategic Plan through 2015: <b>Task 1.5.3.1</b> ). The Graphic Design program has made changes to the curriculum reflecting the advice from its advisory board members including: Updated the Print Track by replacing ARTS 2313/2314 Design Communication I & II with IMED 2315 Web Page Design II & ARTC 1349 Art Direction I. Added a Web Design Track into the Graphic Design Program.
<b>Instructional – <u>Mass Communication</u></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Expand Student Success - Assess required competencies in credit CTE course/programs, linked CE courses, and CE certification programs.	3.a. After faculty and staff seek input from advisory board members, faculty and staff will add any competencies identified by the advisory committee which must be mastered for the award of a credential and were not already required by THECB as stated in the ADGM or WECM (AC Strategic Plan through 2015: <b>Task 1.5.3.1</b> ).
Expand Student Success - Assess required competencies in credit CTE course/programs, linked CE courses, and CE certification programs	3.a. After faculty and staff seek input from advisory board members, faculty and staff will add any competencies identified by the advisory committee which must be mastered for the award of a credential and were not already required by THECB as stated in the ADGM or WECM (AC Strategic Plan through 2015: <b>Task 1.5.3.1</b> ).

**Task 1.5.3.2 – After faculty and staff assess the mastery of student learning outcomes (competencies) as an aggregate, advisory committee members will receive annual aggregate reports for each program competency.**

<b>Instructional – <u>Electronic System Technology</u></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Assess required competencies in credit CTE course/programs, linked CE courses, and CE certification programs.	1.b. After faculty and staff assess the mastery of student learning outcomes (competencies) as an aggregate, advisory committee members will receive annual aggregate reports for each program competency (AC Strategic Plan through 2015: <b>Task 1.5.3.2</b> ).

**Task 1.5.4.3 – After training all instructional leadership on expectations for advisory committee meetings, advisory committee membership will make recommendations for program and course pedagogy.**

Instructional – <u>Computer Information Systems</u>	
Goal	Outcome/Objective
Adjust instruction and services based on assessment data.	2.a. After training all instructional leadership on expectations for advisory committee meetings, advisory committee membership will make recommendations for program and course pedagogy (AC Strategic Plan through 2015: Strategy 1.1; <b>Task 1.5.4.3</b> ).

**GOAL 1: Expand Student Success**

**Strategy 1.6: Automatically award credentials to those students who qualify.**

**Task 1.6.1 – Academic Affairs Committee and Dean of Enrollment Management will adjust the process of awarding degrees and certificates to automatically award the credentials upon completion of required courses.**

Non-Instructional – <u>Registrar</u>	
Goal	Outcome/Objective
Increase completion rates for 2010-11 Academic Year.	1.a. After implementing a new IT delivered report 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: <b>Task 1.6.1</b> ).

**Task 1.6.1.1.1 – After programming modifications, Colleague will provide a list to the Registrar's Office of students who have successfully completed a degree or certificate.**

Instructional – <u>Mortuary Science</u>	
Goal	Outcome/Objective
Automatically award credentials to those students who qualify.	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: <b>Task 1.6.1.1.1</b> ).

**GOAL 1: Expand Student Success**

**Strategy 1.7: Align AC's program offerings with university baccalaureate degrees.**

**1.7.1 – Create seamless transitions – pathways for student matriculation that extend from secondary through the four-year university.**

Instructional – <u>Fitness and Life Services</u>	
Goal	Outcome/Objective
Align AC's program offerings with university baccalaureate degrees.	4.a. Create seamless transitions — pathways for student matriculation that extend from secondary through the four-year university (AC Strategic Plan through 2015: <b>Task 1.7.1</b> ).

Instructional – <a href="#">Physical Science</a>	
Goal	Outcome/Objective
Align AC's program offerings with university baccalaureate degrees.	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 (AC Strategic Plan through 2015: <b>Task 1.7.1</b> ).
Instructional – <a href="#">Theatre</a>	
Goal	Outcome/Objective
Amarillo College Theatre Arts will provide a Freshman/Sophomore curriculum that prepares a student for transfer to a senior level Theatre Arts program.	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: <b>Task 1.7.1</b> ).

**1.7.1.3 – 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.**

Instructional – <a href="#">Computer Information Systems</a>	
Goal	Outcome/Objective
Adjust instruction and services based on assessment data.	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; <b>Task 1.7.1.3</b> ).
Instructional – <a href="#">Criminal Justice</a>	
Goal	Outcome/Objective
Criminal Justice will work with universities, specifically WTAMU and ENMU, to provide a seamless transition from the associate's degree to the baccalaureate degree with the CRIJ.AS, FORS.AS and CJLE.AAS.LENF.	1.a. Upon completion of the catalog year, Criminal Justice will assess the number of graduates and transfer students (AC Strategic Plan through 2015: <b>Task 1.7.1</b> and <b>Task 1.7.1.3</b> ).

**GOAL 2: Expand Student Access**

**Strategy 2.1: Explore expansion of services and offerings.**

**Task 2.1.1.1 – 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.**

Non-Instructional – <a href="#">Community Link</a>	
Goal	Outcome/Objective
Explore expansion of services and offerings.	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: <b>Task 2.1.1.1</b> ).

**GOAL 2: Expand Student Access****Strategy 2.2: Increase the number of online degree and certificate programs.**

**Task 2.2.1.1 – After faculty in conjunction with CTL representatives recommend the 10 degrees and/or certificates per year that should become fully online, academic leadership and faculty from the assigned disciplines will work with CTL staff to ensure that the credentials become available entirely online.**

Non-Instructional – <a href="#">Center for Teaching &amp; Learning</a>	
Goal	Outcome/Objective
Increase the number of online degree and certificate programs.	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: <b>Task 2.2.1.1</b> ).

**Task 2.2.2 – CE will offer high-demand online programs that have market and industry-certification potential.**

Instructional – <a href="#">Criminal Justice</a>	
Goal	Outcome/Objective
Criminal Justice will offer high demand online TCLEOSE training using the AC LMS system.	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: <b>Task 2.2.2</b> ).

**GOAL 2: Expand Student Access****Strategy 2.3: Identify and remove institutionally created roadblocks for prospective students.**

**Task 2.3.1 – Student services and instructional leadership will assess the barriers to student access.**

Non-Instructional – <a href="#">Child Development Center (Lab School)</a>	
Goal	Outcome/Objective
The Child Development Lab School will serve as a resource for Child Development/Early Childhood Education students, parents, and the community.	2.a. Upon completion of a parent involvement event at the CDLS, parents will be given a survey regarding the resources and quality of care available at the CDLS. A minimum of 12 (twelve) events per year will be held (AC Strategic Plan through 2015: <b>Task 2.3.1</b> ). 2.b. Upon completion of an 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: <b>Task 2.3.1</b> ).
Non-Instructional – <a href="#">Customer Services</a>	
Goal	Outcome/Objective
Offer self-service stats to students.	1.a. Implementation of the student self-service initiative will result in a 5% reduction in the August 2012 call volume as measured by the monthly customer services call statistics (AC Strategic Plan through 2015: <b>Task 2.3.1</b> ). 1.b. Implementation of the student self-service initiative will result in a 5% reduction in the August 2012 foot traffic as measured by the monthly customer services call statistics (AC Strategic Plan through 2015: <b>Task 2.3.1</b> ).

Non-Instructional – <a href="#">Moore County Campus</a>	
Goal	Outcome/Objective
Ensure student access. Identify and remove institutionally created road blocks for prospective students.	2.a. By enhancing our marketing strategies, Workforce Development clients will choose ACMCC as the viable solution to their training needs with a 20% increase in number of business agreements (Student Services and instructional leadership will assess barriers to student access. AC Strategic Plan through 2015: <b>Task 2.3.1</b> ).

**Task 2.3.1.3 – Academic leadership, student-service leadership and College Relations staff will continuously communicate with students from first contact to graduation.**

Instructional – <a href="#">Occupational Therapy</a>	
Goal	Outcome/Objective
Attract 20(+) applicants annually (AC Strategic Plan through 2015: Strategy 2.3).	1.a. Twenty or more potential OTA program enrollees will complete an online (2011) application before the deadline as tracked by campus relations (2011) or the OTA program director(2010-2011) (AC Strategic Plan through 2015: <b>Task 2.3.1.3</b> )
Retain 90% or greater of each cohort annually (fall to fall).	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: <b>Task 2.3.1.3</b> ).
Instructional – <a href="#">Physical Therapist Assistant</a>	
Goal	Outcome/Objective
Attract >50 applicants annually.	1.a. Fifty or more potential PTA program enrollees will complete an online (2011) application before the deadline as tracked by campus relations (2011) or the PTA program director (2010-2011) (AC Strategic Plan through 2015: <b>Task 2.3.1.3</b> ).
Retain 90% or greater of each cohort annually (fall to fall).	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: <b>Task 2.3.1.3</b> ).

**Task 2.3.2 – AC faculty and Bookstore staff will choose textbook alternatives that minimize student costs while maintaining Bookstore margins.**

Non-Instructional – <a href="#">Bookstores</a>	
Goal	Outcome/Objective
The bookstore staff will work in cooperation with the AC faculty to choose textbook options that minimize student costs while maintaining AC bookstore margins.	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: <b>Task 2.3.2</b> ).



**Task 2.3.3.1 – 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.**

Non-Instructional – <a href="#">Financial Aid</a>	
Goal	Outcome/Objective
Ensure Student Access.	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: <b>Task 2.3.3.1</b> ).

## **GOAL 2: Expand Student Access**

**Strategy 2.4: Attract honors students.**

**Task 2.4.1 – President and academic leadership will expand the Honors Program.**

Instructional – <a href="#">Honors</a>	
Goal	Outcome/Objective
President and academic leadership will expand the Honors Program.	1.a. Expand the existing Honors Program of 30 students to 100 annually (AC Strategic Plan through 2015: <b>Task 2.4.1</b> ).

**Task 2.4.1.1 – After the President appoints a taskforce charged with recommending the best approaches for expanding the Honors Program, the taskforce will propose funding approaches, criteria for honors scholars, learning approaches and activities to attract honors scholars and marketing options.**

Instructional – <a href="#">Honors</a>	
Goal	Outcome/Objective
President and academic leadership will expand the Honors Program.	1.b. Appoint a task force (AC Strategic Plan through 2015: <b>Task 2.4.1.1</b> ).

## **GOAL 3: Collaborate with Partners in the Community**

**Strategy 3.1: Expand collaborative partnerships to foster social services necessary to support first-generation students in completing higher-education credentials.**

**Task 3.1.2 – AC administration and faculty, in cooperation with secondary and post-secondary partners, will build pipelines for pre-kindergarten through baccalaureate (P-16) degrees via career clusters.**

Non-Instructional – <a href="#">KACV-TV</a>	
Goal	Outcome/Objective
Expand collaborative partnerships to foster social services necessary to support first-generation students in completing higher-education credentials	1.a. Annually, AC administration and faculty, in cooperation with secondary and postsecondary partners, will build pipelines for prekindergarten through baccalaureate (P-16) degrees via career clusters (AC Strategic Plan through 2015, <b>Task 3.1.2</b> ). KACV-TV will grow content across all platforms to expand audiences as measured by a 5% increase in the number of minutes and/or elements of local content created/produced focusing on children and/or education (online, broadcasts, community) per year and will maintain 100% of 2010-11 benchmark hours per week of educational programming targeted to young children and focused on preschool literacy and preschool STEM areas.

**Task 3.1.3 – 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.**

Non-Instructional – <a href="#">College Relations</a>	
Goal	Outcome/Objective
Increase marketing effectiveness	2.a. In alignment with Amarillo College’s Strategic Plan (AC Strategic Plan through 2015: <b>Task 3.1.3</b> ) 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
Non-Instructional – <a href="#">KACV-FM</a>	
Goal	Outcome/Objective
Expand collaborative partnerships to foster social services necessary to support first-generation students in completing high-education credentials.	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: <b>Task 3.1.3</b> ). KACV-FM will increase the number of on-air announcements promoting educational and extracurricular activities of all Amarillo College campuses by 10% annually.

**GOAL 3: Collaborate with Partners in the Community**

**Strategy 3.2: Support college and career readiness efforts.**

**Task 3.2.1 – Academic leadership in partnership with secondary and other post-secondary leadership will assess the gaps in readiness.**

Instructional – <a href="#">ACcess Learning Center</a>	
Goal	Outcome/Objective
Build Partnerships with secondary leaderships in order to assess student’s gaps in readiness.	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: <b>Task 3.2.1</b> ).



**Task 3.2.4 – AC administration will nurture relationships with private and public partners that further AC students’ success.**

<b>Instructional – <a href="#">Child Development/ ECE</a></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Deliver continuing education coursework needed to complete credentialing requirements.	1.a. Collaborate with community partners to deliver continuing education that meets standards for state licensing and credentials in early childhood professions (AC Strategic Plan through 2015: <b>Task 3.2.4</b> ).
<b>Instructional – <a href="#">English as a Second Language</a></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Support college and career readiness efforts.	1.a. AC administration will nurture relationships with private and public partners that further AC students’ success (AC Strategic Plan through 2015: <b>Task 3.2.4</b> ).
<b>Instructional – <a href="#">Music</a></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
To enrich the community through public performances and collaborations.	3.a. A minimum of 10 public performances per semester will be offered by or in collaboration with the Music Department, for Amarillo College students, the greater Amarillo community, and beyond (AC Strategic Plan through 2015: <b>Task 3.2.4</b> ).
<b>Instructional – <a href="#">Physical Science</a></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Collaborate with Partners in the Community.	<p>1.a. Continue external training for Pantex Technician testing. Offer testing opportunities twice per year. (From 2010-2011 PET form)</p> <p>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: <b>Task 3.2.4</b>).</p> <p>1.b. Work with Region 16 to provide quality training for science teachers in the Texas Panhandle through the Regional Collaborative for Excellence in Science and Mathematics Teaching. (From 2010-2011 PET form)</p> <p>Maintain our existing relationship with Region XVI (as part of the Regional Collaborative for Excellence in Science and Mathematics Teaching) in offering Panhandle area ISD science teachers (Elementary through High School) an opportunity to improve their core understanding of science concepts, as evaluated by pre- and post-tests over the subjects, by offering a special course designed for existing teachers yearly (up to 108 hours training) (AC Strategic Plan through 2015: <b>Task 3.2.4</b>).</p>
<b>Non-Instructional – <a href="#">Student Life</a></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Support college and career readiness efforts.	1.a. 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: <b>Task 3.2.4</b> ).

**GOAL 4: Ensure the College's Future**  
**Strategy 4.1: Connect planning and budgeting.**

**Task 4.1.1 – Develop college-wide plans based on evidence and linked to budget.**

<b>Non-Instructional – <u>Business Office</u></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Connect planning and budgeting.	1.a. After redesigning and communicating new budget instructions, 80% of budget managers will submit budget requests that do not require Finance Office follow up as measured by the VP of Finance "Submission Log Summary" (AC Strategic Plan through 2015: <b>Task 4.1.1</b> ). 1.b. After receiving directives from the President requiring that reduced budgets be submitted by the Budget Officer for FY12, Budget Officers will submit a reduced budget as measured by comparing the budget request submitted for FY12 to the prior year approved budget (AC Strategic Plan through 2015: <b>Task 4.1.1</b> ).
<b>Non-Instructional – <u>External Technical Training</u></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Secure new sources of revenue.	1.a. After discussion and negotiating terms, business contacts will sign a training contract with Amarillo College at least 50% of the time as verified by a training log (AC Strategic Plan through 2015: <b>Task 4.1.1</b> ).
<b>Non-Instructional – <u>Planning &amp; Advancement</u></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Connect planning and budgeting	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: <b>Task 4.1.1</b> )

**Task 4.1.1.1 – After President's Cabinet agrees on priorities for each plan.**

<b>Non-Instructional – <u>Physical Plant</u></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Ensure the College's future.	3.a. Physical plant staff will publish a facilities master plan consistent with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditation requirements (AC Strategic Plan through 2015: <b>Task 4.1.1.1.1</b> ).

**Task 4.1.1.6 – KACV-TV/FM will publish a Tactical Plan based on the strategic plan consistent with SACSCOC accreditation requirements.**

<b>Non-Instructional – <u>KACV-TV</u></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Connect planning and budgeting.	2.a. KACV-TV will publish a Tactical Plan based on this strategic plan consistent with SACSCOC accreditation requirements (AC Strategic Plan through 2015 <b>Task 4.1.1.1.6</b> ).

**Task 4.1.2 – Identify efficiencies throughout the College and make budget adjustments accordingly.**

Non-Instructional – <u>Admin Svc/Property Management</u>	
Goal	Outcome/Objective
Connect planning and budgeting.	3.a. After implementing a rental increase effective September 1, 2011 overall revenue will increase by 5% as measured by the Projected Revenue Log (AC Strategic Plan through 2015: <b>Task 4.1.2</b> ).

**GOAL 4: Ensure the College's Future**

**Strategy 4.2: Match demand for services of student and academic support with space requirements and technology expectations.**

**Task 4.2.1 – After President's Cabinet determines the needs of evening and weekend students by campus and options for consolidated staffing and space needs, VPAA, Dean of ITS, Dean of Enrollment Management and Dean of Finance and Administrative Services will propose an itemized list of best approaches for accomplishing these needs.**

Non-Instructional – <u>Disability Services</u>	
Goal	Outcome/Objective
Match demand for services of student and academic support with space requirements and technology expectations.Goal: Students registered with disability services will indicate satisfaction with physical access, equipment, accommodations, and disability Services Department advising.	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 <b>task 4.2.1</b> ).

**Task 4.2.3.1 – Physical plant staff and administration will expand testing center's space.**

Non-Instructional – <u>Testing Services</u>	
Goal	Outcome/Objective
Review Testing Center space to match the demand for services of student and academic support with space requirements and technology expectations.	4.a. Testing Services will gather and analyze data to serve students already needing computer based testing and those exams transitioning from traditional paper/pencil based testing to computer-based testing (AC Strategic Plan through 2015: <b>Task 4.2.3.1</b> ).

**GOAL 4: Ensure the College's Future**

**Strategy 4.3: Identify additional funding.**

**Task 4.3.1.2 – Re-assign personnel and other institutional budget resources based on the awards from external funding sources and compliance required.**

Non-Instructional – <u>Planning &amp; Advancement</u>	
Goal	Outcome/Objective
Secure new sources of revenue.	6.a. Increase the institution's grants and major contracts revenue by greater than the previous year (Indirectly Based on AC Strategic Plan through 2015: <b>Task 4.3.1.2</b> ).

**GOAL 4: Ensure the College's Future****Strategy 4.5: Match professional development with the College's personnel training priorities.****Task 4.5.2.2 – Annually, CTL will offer common institutional training as recommended by the President's Cabinet.**

Non-Instructional – <u>Center for Teaching &amp; Learning</u>	
Goal	Outcome/Objective
Match professional development with the College's personnel training priorities.	8.a. Fifty percent of AC employees will identify at least one change/modification in job-related areas to improve student success after participating in the featured professional development workshop annually as reflected from evaluation survey results administered and tracked by CTL (AC Strategic Plan through 2015: <b>Task 4.5.2.2</b> ).

**GOAL 4: Ensure the College's Future****Strategy 4.6: Commit the College to technology which attracts and retains students and enables effective and efficient College operations.****Task 4.6.1 – AC administration will establish technology priorities.**

Instructional – <u>Speech</u>	
Goal	Outcome/Objective
Identify and eliminate roadblocks to student success and provide sufficient learning space and technology in accordance with Strategic Plan Goal 2.3 and 4.2.	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: <b>Task 2.3</b> , <b>Task 4.2.1</b> , and <b>Task 4.6.1</b> ).
Non-Instructional – <u>Business Office</u>	
Goal	Outcome/Objective
The Colleague E-Check system process will be expanded to include additional employee reimbursements and student financial aid and refunds.	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: <b>Strategy 4.6.1</b> ).
Commit the College to technology which attracts and retains students and enables effective and efficient college operations by utilizing student assigned email addresses as a vehicle to communicate payment deadlines.	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: <b>Task 4.6.1</b> ).
Non-Instructional – <u>Purchasing</u>	
Goal	Outcome/Objective
Commit the College to technology which attracts and retains students by enabling more effective and efficient College operations.	3.a. AC administration will establish technology priorities. (AC Strategic Plan through 2015, <b>Task 4.6.1</b> )

**Task 4.6.1.5 – Students will use emerging technologies to remain engaged with instruction and academic support and student support services.**

<b>Instructional – <u>Instrumentation Control &amp; Renewable Energy</u></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
Combine training equipment of courses shared by Instrumentation, Renewable Energy and Electronics. Use new technology in all areas. Share common equipment and develop schedules and activities for each piece of equipment. Fully utilize training equipment during courses and labs. Integrate new technology i.e. SCADA in both instrumentation and renewable energy classes. Incorporate simulation into courses where technology is satisfactory for replacement of physical equipment. Continue to upgrade curriculum to meet the needs of industry.	<p>2.a. Assess the uses of equipment by faculty and student feedback (AC Strategic Plan through 2015: <b>Task 4.6.1.5</b>).</p> <p>1. Build capacity in faculty and staff to create high-quality, sustainable and innovative learning and educational resources</p> <p>2. Provide the required tools, infrastructure and professional development resources to use emerging technologies for expanding learning and educational resources</p> <p>3. Explore the effectiveness of the learning and educational resources by continuously examining and evaluating the effectiveness of the use of technology.</p>

**Task 4.6.2.2.2 – AC Datatel power-users will recommend process changes and training to ensure improved data integrity within Colleague.**

<b>Non-Instructional – <u>Planning &amp; Advancement</u></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
In order to guide AC in making evidence-based decisions the IR Department will input quality control measures to ensure data integrity and validity.	5.a. IR will conduct a minimum of 6 programming (syntax/query) analyses each year (New Outcome Based on AC Strategic Plan through 2015: <b>Task 4.6.2.2.2</b> ).
Secure new sources of revenue.	6.b. AC's Single Audit will have no more than two programmatic findings related to federal/state grants (Outcome Based on AC Strategic Plan through 2015: <b>Task 4.6.2.2.2</b> ).

**Task 4.6.2.2.3 – AC Datatel power-users will recommend a systematic process for verifying data.**

<b>Non-Instructional – <u>Planning &amp; Advancement</u></b>	
<b>Goal</b>	<b>Outcome/Objective</b>
In order to guide AC in making evidence-based decisions the IR Department will input quality control measures to ensure data integrity and validity.	5.b. IR will have a minimum of 4 discussions per year with IT and the Registrars to ensure that data is pulled from the appropriate area in the Colleague system (New Outcome Based on AC Strategic Plan through 2015: <b>Task 4.6.2.2.3</b> ).

## Plans Related to Strategic Plan

### Distance Learning through 2011 Strategic Plan

**GOAL 1: Develop responsive new programs and training to meet documented community needs.**

**Strategy 1.1: Adapt degree and workforce programs (academic and continuing education) to take advantage of web technology.**

Non-Instructional – <a href="#">Center for Teaching &amp; Learning</a>	
Goal	Outcome/Objective
Develop responsive new programs and training to meet documented community needs.	2.a. CTL, in cooperation with curriculum managers, will identify the criteria, procedures and revenue growth approaches for instructor incentives for online development by January 2010 (AC Distance Learning through 2011 Strategic Plan: <b>Strategy 1.1</b> ).

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

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

Non-Instructional – <a href="#">Center for Teaching &amp; Learning</a>	
Goal	Outcome/Objective
Deliver instruction and services using technology to improve effectiveness, efficiency, and convenience for students, faculty, and staff.	<p>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: <b>Strategy 5.3</b>).</p> <p>4.b. Faculty Performance Reviews/Best Practices: After completing training, Division and Department Chairs will include review of Best Practices for course content and delivery beginning with faculty performance reviews in Spring 2010 (AC Distance Learning through 2011 Strategic Plan: <b>Strategy 5.3</b>).</p> <p>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: <b>Strategy 5.3</b>).</p>