

Amarillo College Strategic Plan through 2015

Task Accomplishments Report

June 7, 2012

Goal 1: Expand Student Success

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

Task/Subtask	Date of Completion**	Status	Comments
1.1.1 Employees will use institutional data/evidence to determine sustainability and viability based on trend lines for instruction, academic support services, and student services.	Aug. 2011	Partially Complete	Achieving the Dream (AtD) and student learning/service outcomes data have become the baseline for making decisions.
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.	Oct. 2011	Complete	<ul style="list-style-type: none"> • Tripled institutional research staff from 1.6 FTE to 3.35 FTE. • Reorganized staff assignments for IR and IE
1.1.1.2 After expanding institutional data/evidence to include requested special populations/cohorts, instructional faculty and staff will analyze the needs of these populations as compared to the entire student population.	Oct. 2011	Complete	Chats and Stats provide AtD data and are being expanded to include student learning/services outcome data. The goal will be to hold 3 Chats and Stats sessions per semester.
1.1.1.3 After receiving training through the Center for Teaching and Learning (CTL), employees will filter institutional data/evidence from the Office of Institutional Research.	Feb. 2011	Partially Complete	<ul style="list-style-type: none"> • Continuing Education (CE) pivot tables training was completed. • Academic areas requested pivot tables (self-service stats) and IR is awaiting transition to Business Objects before reposting self-service stats.
1.1.1.4 After receiving access to institutional data/evidence collected and reported by the College, division/department will hold meetings with faculty and staff to recommend budget requests based on proposed improvements and revisions for instruction and/or services.	March 2011 Oct. 2011 Oct. 2011	Complete	<ul style="list-style-type: none"> • Key Performance Indicator Report (Programs at Risk) distributed to academic department heads and deans. • AtD kickoff meeting for college employees and community representatives • Chats and Stats Implemented
1.1.1.5 After analyzing relevant institutional data/evidence over a three year cycle as suggested/approved by the Texas Higher Education Coordinating Board (THECB):			
1.1.1.5.1 adjust those programs and/or services that have sustainability or viability concerns,	Dec. 2010 Dec. 2011	Partially Complete	<ul style="list-style-type: none"> • Closed 3 programs due to low graduate numbers (Real Estate, Travel and Tourism, and Substance Abuse) • No AC programs were identified as low-producing programs.
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,	Dec. 2010 Dec. 2011	Partially Complete	<ul style="list-style-type: none"> • Closed 3 programs due to low graduate numbers (Real Estate, Travel and Tourism, and Substance Abuse) • No AC programs were identified as low-producing programs.
Task/Subtask	Date of	Status	Comments

	Completion*		
1.1.1.5.3 add instructional programs and academic support or student support services that are deemed critical to the success of students, and	Jan. 2012 Jan. 2012 Jan. 2012 Feb. 2012	Partially Complete	<ul style="list-style-type: none"> Benefit Bank (a database for FAFSA and other available government social services) implemented at AC Food Pantry implemented at AC Funds allocated through Gates Foundation PPS for establishment of Career Center Social Worker hired through Gates Foundation PPS grant funds
1.1.1.5.4 add course section offerings which provide an accelerated completion (less than the 16 week semester) for high-demand courses and/or those programs that are unable to meet THECB requirements for completers.	Jan. 2012	Partially Complete	Added accelerated completion for certificate programs in CNA/Medication Aids, Office Clerk, Non-Destructive Technician, and Fork-lift Operator through funding of THECB Adult Basic Education grant.
1.1.1.6 After participating in customized developmental courses and/or first-year experiences:			
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, and	Aug. 2013	Incomplete	During 2012-2013, a pre and post of the LASSI or a LASSI-type assessment will be piloted. Developmental Education students enrolled in the FYS course will have measurements of competency. Plus developmental education courses will have outcomes linked to college-level courses. Success in the FYS and developmental education courses will require study skill competency.
1.1.1.6.2 students who did not meet the technology pre-assessment minimum level will demonstrate competency in previously deficient computer and online skills.	Aug. 2010	Partially Complete	<ul style="list-style-type: none"> Transition to a different approach implemented student and faculty help center to provide one-on-one assistance to those students requesting assistance with computer and/or online skills. Between Aug 2010 and Feb 2012: 2,579 students/instructors/employees served through calls, emails, and walk-ins by the Student and Faculty Help Center
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.	Aug. 2010	Partially Complete	(See 1.1.1.6.2)
1.1.1.6.2.2 CTL staff in cooperation with representation from faculty, ITS staff, student services staff, Library staff, and other instructional lab staff will develop tutorials/customized courses for improving student performance on computer and online skills based on pre-assessment.	March 2010 Oct. 2010 Oct. 2010	Partially Complete	<ul style="list-style-type: none"> How to Use AC Online tutorial tool put on AC Online Website Library Online Time-Saving Tips have been developed into Online tutorials Employee/Training Technology Training videos (Microsoft skills) developed Note: Plan to expand tutorials and increase student search tools so that trainings are more easily accessible.
1.1.1.6.3 Students who desire accelerated entry into particular degree and certificate programs will be successful in completing the	July 2012	Partially complete	THECB Adult Basic Education Grant - first cohort of Certified Nursing Aides (CNAs) completed course and will take licensure exam in July 2012.

credential.			
Task/Subtask	Date of Completion*	Status	Comments
1.1.1.6.4 First-time, full-time students will demonstrate successful college-going student characteristics by remaining enrolled at least two long semesters after initial enrollment	Dec. 2011	Partially Complete	Using the AtD cohorts since 2006, which are comprised of students who are new to AC in the fall semester, the fall-to-fall retention ranges between 47-50% .This cohort was used rather than first-time, full-time group because AC had not yet become an AtD school at the point 1.1.1.6.4 was written.
1.1.1.7 After instructional faculty and staff in conjunction with student services staff revise the first-year experience course, students will be able to:			
1.1.1.7.1 select the section based on career clusters,	Sept. 2011	Partially Complete	<ul style="list-style-type: none"> Created Career Cluster brochures, which include courses and sequence within each cluster. "Law, Public Safety, Corrections and Security" brochure to be completed by May 2012 Career Cluster sections integrated into First Year Seminar
1.1.1.7.2 acquire college success skills,	Sept. 2011	Complete	Created a robust first year seminar course in a hybrid format, which includes college success skills based on AC data and promising practicing for improving college success skills.
1.1.1.7.3 acquire financial literacy skills, and	Sept. 2011	Complete	Integrated (TG) financial literacy training into the revised first-year seminar course
1.1.1.7.4 complete experiential learning options.	N/A	Incomplete	No known progress
1.1.2 Student services and Office of Institutional Research (IR) staff will capture the primary intent for each student attending AC.	N/A	Incomplete	No progress to date. While student intent is captured in the admissions application, the student may select several intents. Thus, primary intent is still unknown.
1.1.2.1 After student services revises the process for students to identify the student's primary intent for enrolling:			
1.1.2.1.a IR staff will identify which students have accomplished their identified intent for each semester, and	N/A	Incomplete	No progress to date; Registrar and IR staff need to determine options for primary intent
1.1.2.2.b IR staff will extract aggregate data for students' intent and accomplished intent for each semester	N/A	Partially Complete	While there's been no use of the individual student identifier of primary intent, CCSSE aggregate data indicates indicate student intent and this data has been used to review the student intent
1.1.2.2 After completion of registration each semester, the Office of IR will provide aggregated data from Ellucian about student intent.	N/A	Incomplete	No progress to date
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	Spring 2011	Partially Complete	April 2011 – hired full-time Social Services Coordinator; June 2011 – hired full-time Director of Career and Employment Services and began final preparations for opening Career and Employment Services Center in Fall 2012; re-

access.			designing processes and timeline to ensure students are assisted in most effective manner
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Task/Subtask	Date of Completion*	Status	Comments
1.1.3.1 After AC receives grant funding for the establishment of a "financial resources" office, student services staff will establish and maintain this office.	Aug. 2013	Incomplete	In fall 2013, a student money management system will be established via funding from the Hispanic Serving Institution, STEM grant.
1.1.3.2 After AC establishes a "financial resources" office, all students and their families will be offered free financial literacy training.	Aug. 2013	Incomplete	Office to be established in Fall 2013
1.1.3.3 After AC receives grant funding for a pilot program of approximately 100 students who will receive advising for the transition from high school to AC (transitional advisors), student services staff in conjunction with the Vice President for Academic Affairs (VPAA) will implement transitional advisors.	Aug. 2011	Partially Complete	<ul style="list-style-type: none"> 50 ACE mentees (champions) were served by 50 mentors (coaches) in fall 2011 and spring 2012. These mentees were assigned mentors when in college, thus the relationship did not start in high school. However, the mentors connected the mentees with support services including connections to advisers. AC has agreed to be a partner in the TG grant submission with the Amarillo Area Foundation, which will serve the full 100 pilot group and could start by connecting to the students while in high school. The mentor will connect the mentee to the adviser, the Benefit Bank, career center, intensive social services, and other existing services.
	Feb. 2012	Incomplete	
1.1.3.4 After student services staff implements transitional advisors for the pilot group of students, the IR staff will compare the retention, transfer and graduation rates of this pilot group to all AC students.	May 2012	Partially Complete	Pilot program of mentors (coaches) who are AC employees assisted ACE students from Palo Duro High School; 2012-2013 the program will be expanded to include all ACE students enrolled at AC; tracking data has not been compiled
1.1.3.5 Academic and student services leaders will create and promote an early alert system that can be initiated by faculty, staff or students.	Aug. 2012	Incomplete	Implementation to begin in Fall 2012
1.1.4 Student services, academic support, and faculty will personally assist each student regarding available college and career opportunities.	Aug. 2012	Partially Complete	June 2011 – hired full-time Director of Career and Employment Services and began final preparations for opening Career and Employment Services Center in Fall 2012; re-designing processes and timeline to ensure students are assisted in most effective manner
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.	Jan. 2011	Partially Complete	<ul style="list-style-type: none"> The focus for the gender equity team last year was retention/completers of females in drafting. The barriers identified were life skills (especially single-parent financial needs) and Hispanic women who were not encouraged to complete degrees. The focus for 2011-2012 is retention/completion of females in manufacturing and CIS and the barriers they identified were that women were not
	Jan. 2012		

			as assertive upon entering the workplace and pursuing promotions.
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Task/Subtask	Date of Completion*	Status	Comments
1.1.4.2 Gender Equity in the Workplace Team will propose solutions to barriers by discipline area.	May 2011	Partially Complete	A campaign was launched that used a female drafting graduate, Rosalia Alvarez, as an example of successful females in predominately male-dominated fields. As a result, there was an increase in the number of females shortly thereafter that pursued and completed AC's drafting program.
1.1.4.3 Academic leadership and advising staff will implement solutions to ensure enrollment and success of non-traditional gender students.	May 2011	Partially Complete	Advising staff and academic leadership is becoming aware of the need for non-traditional gender and specific disciplines including the need for females in technical careers considered to be Hot Jobs .
1.1.4.4 After President's Cabinet writes a philosophy of student success statement and it is vetted by employees, College Relations staff will publish this philosophy.	N/A	Incomplete	No progress to date

Strategy 1.2: Synchronize recommendations for career advising and course registration

Task/Subtask	Date of Completion*	Status	Comments
1.2.1 Academic advisors and faculty/staff will agree on career advice and course registration based on particular career clusters and pathways.	Dec. 2011	Partially Complete	Career Cluster brochures are complete and are able to use as a guide in this process. Note: "Law, Public Safety, Corrections and Security" brochure to be completed by May 2012.
1.2.1.1 After Career and Technical Education (CTE) faculty and career cluster director(s) develop core curricula for assigned career clusters:	In Progress	Partially Complete	Seven of the eight career clusters are complete.
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,	May 2012	Partially Complete	Pilot program of Health Sciences is in progress
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, and	N/A	Incomplete	Advisors, in conjunction with Career and Employment Services staff, will begin focus on this in Fall 2012
1.2.1.1.3 AC career cluster director(s) will train AC advisors, faculty and area high school career guidance experts on alignment between AC and high school career pathways.	In Progress	Partially Complete	We have had one AC-AISD counselors meeting. AC advisors have had no formal training. We are currently reworking alignments and articulated credit to share with the AC and AISD personnel next fall. This was hindered when tech prep went away and it is being redesigned.

Strategy 1.3: Certify quality instructional and academic support services.

Task/Subtask	Date of Completion*	Status	Comments
1.3.1. Instructional leadership will assess the quality of each degree and certificate program.	Aug. 2012	Partially Complete	The Office of IR is compiling an Academic Performance Indicators Report which will include extensive information on key performance indicators for instructional programs.
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 the curriculum.	Dec. 2011	Complete	All common course sections standardized outcomes as a result of SACSCOC Compliance Certification.
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.	N/A	Incomplete	No progress to date

Strategy 1.4: Align AC learning outcomes with THECB outcomes which emphasize 21st century skills.

Task/Subtask	Date of Completion*	Status	Comments
1.4.1 Instructional leadership will ensure students completing any course will meet student learning outcomes.	Dec. 2011	Partially Complete	Common course outcomes have been established; however, common assessment of those course outcomes is under deliberation.
1.4.1.1 After academic leadership ensures all general education core curricula courses include the student learning outcomes required by Texas Higher Education Coordinating Board (THECB), students as an aggregate group will fulfill these outcomes.	Aug. 2011	Partially Complete	The AC catalog includes the 6 General Education competencies from UEAC that are now approved by the THECB.
1.4.1.2 After academic leadership ensures all academic courses meet the learning outcomes identified by THECB in Academic Course Guide Manual (ACGM), students who complete these courses will fulfill the assigned student learning outcomes.	Jan. 2012	Partially Complete	All of the THECB's ACGM courses that are assigned student learning outcomes have integrated those learning outcomes to date. These outcomes will be rolled out each semester.
1.4.1.3 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.	N/A	Incomplete	WECM has not published student learning outcomes to date.

Task/Subtask	Date of Completion*	Status	Comments
1.4.2 Instructional leadership will expose students to service learning opportunities across disciplines.	N/A	Incomplete	No progress to date.
1.4.2.1 After instructional leadership develops a process and criteria for service learning, faculty and staff may submit annual request(s) for service learning approval by course.	N/A	Incomplete	No progress to date.
1.4.2.2 After instructional leadership approves service learning projects, faculty and staff receiving approval for courses with service learning projects will pilot these projects.	N/A	Incomplete	No progress to date.
1.4.2.3 After faculty and staff for courses with approval for initial service learning projects complete the pilots, instructional leadership will revise and finalize the approval process and criteria for service learning projects.	N/A	Incomplete	No progress to date.
1.4.3 Instructional leadership will expand the Honors Program to serve more students and provide challenging applications for 21st century skills (https://www.aacu.org/leap/vision.cfm).	Dec. 2011	Complete	<ul style="list-style-type: none"> Expansion: The honor's program was expanded to include two options: Presidential Honor's Scholars and honor's courses. Presidential Honor's Scholars accepts up to 30 students. Honor's courses are general education courses from across the institution, which have greater expectations for student learning outcomes (e.g. experiential learning) than other general education courses.
1.4.3.1 After AC's President and academic leadership establish a plan for expanding the number of students who can be enrolled in the Honors Program, academic leadership will recommend approaches for engaging the honors students with community service projects which apply all of the 21st century skills	Dec. 2011	Complete	Every Honor's course section is required to have community service projects, which apply 21 st century skills.
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.	Dec. 2011	Complete	Targeted honor's program committee has identified targeted in-state and out-of-state universities and enrollment in the honor's program has exceeded 100 students annually.
1.4.3.3 After academic and enrollment management leadership articulate transfer credit into honors programs at out-of-state universities within the region, College Relations will expand the list of benefits when marketing this program.	Aug. 2011	Complete	College Relations published an honor's program brochure, which includes a list of benefits for participating in the honor's program.

Strategy 1.5: Assess required competencies in credit CTE course/programs, linked CE courses, and CE certification programs.

Task/Subtask	Date of Completion*	Status	Comments
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.	Dec. 2011	Partially Complete	One program, Radiography, has completed mapping of courses to career cluster curricula via WIDS software
1.5.1.1 After each career cluster is completed:	_____	_____	_____
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, and	N/A	Incomplete	No progress to date
1.5.1.1b students will select within Ellucian the preferred career pathway and desired entries and exits for career advancement.	N/A	Incomplete	No progress to date
1.5.1.2 After curricula in each career cluster for AC is completed:	_____	_____	_____
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.	June 2011	Partially Complete	CTE and CE faculty collaboration during 2011-2012 academic year included discussion of "stackable credentials" including entry-level CE, industry-recognized credentials, and marketable skills credentials for high schools. While more work remains, AC faculty and staff have adopted this philosophy when proposing credentials.
1.5.1.2.2 CTE faculty and academic advisors will mentor students about preparing for job searches.	Aug. 2012	Complete	Beginning in Fall 2012, the Director of the Career and Employment Services will assist faculty and staff in mentoring students for careers and employment.
1.5.2 After CTL trains CE staff on options for assessing student learning outcomes/competencies for CE courses, CE staff will evaluate all students completing funded courses based on outcomes published in the syllabi.	N/A	Incomplete	No progress to date
1.5.3 Faculty will assess the aggregate performance of graduates for mastery of competencies immediately prior to the award of a credential.	N/A	Incomplete	No progress to date
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 THECB as stated in the ACGM or WECM.	Aug. 2011	Partially Complete	Training/communication on the expectations for input from the Advisory Committees has reduced the report component of Advisory Committee meetings and increased the time spent on seeking advice from these committees.

Task/Subtask	Date of Completion*	Status	Comments
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.	N/A	Incomplete	No progress to date
1.5.4 Advisory committee members will make annual recommendations regarding course and program competencies and pedagogy.	Aug. 2011	Partially Complete	Based on the 2010-2011 advisory committees' minutes, a large majority of advisory committees are providing recommendations.
1.5.4.1 After training all instructional leadership on expectations for advisory committee meetings, each CTE program will annually provide recommendations for advisory committee members to the VPAA and Dean of Continuing Education for approval.	Aug. 2011	Partially Complete	Training/communication with all disciplines that require an advisory committee has been completed. However, more training and communication is necessary because THECB requirements for advisory committees are not being fulfilled.
1.5.4.2 After training all instructional leadership on expectations for advisory committee meetings, advisory committee membership will make recommendations for adding program and/or course-related student learning outcomes (competencies).	Aug. 2011	Complete	Instructions for preparing and hosting advisory committee meetings (e.g. membership, minutes, input from advisory committee members; proposed curricula or student learning outcomes) has been published and distributed
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.	Aug. 2011	Partially Complete	Based on the 2010-2011 advisory committee minutes, a large majority of advisory committees are providing recommendations.
1.5.4.4 The VPAA and Dean of Continuing Education in conjunction with the assigned instructional dean will award plaques recognizing those advisory committee members who have completed three years of service.	N/A	Incomplete	No progress to date.
1.5.5 Academic Affairs Committee will review the Tech Prep credit requirement for awarding AC credit hours (9 credit hours at AC can be earned in the same discipline as the Tech Prep credit earned at the high school) and make a recommendation for award of future Tech Prep credit.	Feb. 2011 Aug. 2011	Complete	<ul style="list-style-type: none"> The committee reduced the number of hours that needs to be completed before awarding Tech Prep credit to 3 hours. Tech Prep program was closed due to lack of federal funding. However, it is anticipated that Tech Prep hours will be offered through August 2013.

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

Task/Subtask	Date of Completion*	Status	Comments
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.	April 2011	Partially Complete	Once each year, the Registrar's Office compiles this list.
1.6.1.1 After programming modifications, Ellucian will provide a list to the Registrar's Office of students who have successfully completed:	Sept. 2010	Complete	The programming modifications are complete
1.6.1.1.1 a degree or certificate,	Annually	Complete	Once each year, the Registrar's Office compiles this list.
1.6.1.1.2 a lower-level certificate for those students who have identified a related associate's degree as a major,	Annually	Complete	Once each year, the Registrar's Office compiles this list.
1.6.1.1.3 Tech Prep requirement for award of credit hours at AC. , and	Annually	Complete	Once each year, the Registrar's Office compiles this list and will continue to do so for each upcoming year even though Tech Prep credited is no longer awarded.
1.6.1.1.4 a degree based on reverse transfer from the five largest AC transfer universities (WTAMU, TTU, TAMU, UT Austin and UNT).	Aug. 2013	Partially Complete	While AC is receiving some reverse transfers from WTAMU, the number is much smaller than anticipated. However, Amarillo College has agreed to be a partner in a Lumina and Kresge Foundations grant entitled "Credit when Due" which is intended to establish a statewide systematic process for this effort.

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

Task/Subtask	Date of Completion*	Status	Comments
1.7.1 Create seamless transitions — pathways for student matriculation that extend from secondary through the four-year university.	Dec. 2012	Partially Complete	AC established articulation agreements with all area high schools for the purpose of advanced technical credit of CTE courses. The next step is to align to the WTAMU.
1.7.1.1 Academic and program leadership for those programs lacking available accreditation will apply for it.	May 2012	Partially Complete	EMSP is in the process of seeking program accreditation. However, in January 2012, the Director of Nursing programs declined the possibility of the LVN program seeking such accreditation. All Health Sciences programs except LVN and Medical Records Specialist will hold program accreditation once EMSP's program accreditation is complete.
1.7.1.2 Academic leadership in cooperation with area universities' academic leadership will create simultaneous enrollment at both AC and an area university to accelerate time-to-degree.	N/A	Incomplete	No progress to date
1.7.1.3 AC faculty in specific disciplines and faculty from the same	June 2011	Incomplete	Mathematics, Sciences and Engineering have held such meetings and aligned programs.

disciplines at area universities will hold joint faculty meetings to ensure outcomes by course and program.			
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Goal 2: Ensure Student Access

Strategy 2.1: Explore expansion of services and offerings.

Task/Subtask	Date of Completion*	Status	Comments
2.1.1 Evaluate the mission of Community Link.	Jan. 2012	Partially Complete	At the Board of Regents meeting on January 24, 2012, a review committee was formed.
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.	Spring 2012	Partially Complete	The Taskforce is meeting in spring 2012.
2.1.1.2 After the taskforce provides a need assessment for Community Link, the President's Cabinet will make recommendations to the Board of Regents regarding future directions for Community Link.	N/A	Incomplete	No report from taskforce.
2.1.2 Expand the physical facilities of Hereford Campus to fulfill the needs of the community it serves.	Aug. 2013	Partially Complete	The preparation has been completed, but the expansion has not yet occurred.
2.1.2.1 After Hereford Campus leadership in conjunction with Planning and Advancement Division complete a needs assessment based on focus groups/interviews with key community representatives, Hereford Campus Advisory Committee will recommend the priorities for new or revised programs and the corresponding expansion, renovation or maintenance of existing facilities.	Feb. 2012	Complete	On Feb 7, 2012, the Hereford Campus Advisory Committee approved the Hereford Campus Tactical Plan, which was the result of a white paper identifying program needs assessments in the Hereford area and was the collaborative work of the Division of Planning & Advancement and Hereford Campus staff.
2.1.2.2 After Hereford Campus Advisory Committee recommends expansion options for the Hereford Campus facilities, AC's President and Executive Director of Hereford Campus will recommend the best option to the Board of Regents.	Sept. 2011	Complete	Hereford Campus Advisory Committee discussed funding options, but members were concerned about a capital campaign during the economic downturn.
2.1.2.3 After AC's President and Chief Financial Officer itemize finance options for Hereford Campus expansion, Hereford Campus Advisory Committee will select the preferred finance option.	Oct. 2011	Complete	Upon the benefactor William Hanshaw's offer to provide a 3 million dollar gift, the president and chief financial officer identified ways for the remaining costs to be funded from the remaining Hereford cost operations and reserves.
2.1.2.4 After Board of Regents approves the facilities expansion plans for Hereford Campus, Executive Director of Hereford Campus and Hereford Campus Advisory Committee will secure the financing for this expansion.	Oct. 2011	Complete	<ul style="list-style-type: none"> On October 25, 2011, the AC Board of Regents accepted a 3 million dollar gift from Mr. William C. Hanshaw for the purpose of building a new Hereford campus to be named the Everett and Mabel McDougal Hinkson Memorial Campus. A 10-acre plot of undeveloped land on

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<p>2.1.2.5 After the Hereford Campus Advisory Committee and Executive Director secure the financing necessary for expanding the Hereford Campus, the staff of Hereford Campus will transition the campus to the new/expanded facilities.</p>	Aug. 2013	Partially Complete	<p>15th street courtesy of the Hereford Economic Development Corporation.</p> <p>February 2011 Lavin and Associates contracted with AC as the architects for that campus. Campus is projected to be open in Fall 2013.</p>
<p>2.1.3 Expand the physical facilities of Moore County Campus to fulfill the needs of the community it serves.</p>	Feb. 2012	Partially Complete	Initial planning phases have occurred.
<p>2.1.3.1 After Moore County Campus (MCC), in conjunction with Planning and Advancement Division, completes a needs assessment based on focus groups/interviews with key community representatives, MCC Advisory Committee will recommend the priorities for new or revised programs and the corresponding expansion, renovation or maintenance of existing facilities.</p>	<p>Oct. 2010</p> <p>Sept. 2011</p> <p>Feb. 2012</p>	Complete	<ul style="list-style-type: none"> On October 12, 2010, the MCC Advisory Committee began a year-long process to determine program and service needs for the future of the campus. September 27, 2011, the MCC Advisory Committee members met with the AC Board of Regents and proposed an additional campus in Dumas to be called the MCC Career and Technical Center with the focus of the training at the center to include manufacturing, industrial mechanics, renewable energy, and other trade skills. The Moore County Tactical Plan will be sent for approval February 15th by the MCC Advisory Committee; the plan aligns MCC programs with the AC Strategic Plan and the need's assessment for Moore County
<p>2.1.3.2 After MCC Advisory Committee recommends priorities for programs and facilities, President, VPAA, and Executive Director of MCC Campus will propose any recommended changes to the Board of Regents.</p>	See 2.1.3.1	Complete	See 2.1.3.1
<p>2.1.3.3 After AC's President and Vice President of Business Services review availability of funds for MCC facility changes, MCC Advisory Committee will approve the financing for the recommended changes and Executive Director of MCC will transition the campus to fulfill the approved changes.</p>	Oct. 2011	Complete	<ul style="list-style-type: none"> During the October 2011 board meeting, the board agreed to fund the campus using revenue bond reserves and additional 2012 budget allocation of \$542,000 and 4.6 million in revenue bonds. Dumas Economic Development Corporation gave 11 acres in the Business Park for the purpose of this new center.

Task/Subtask	Date of Completion*	Status	Comments
2.1.4 Instructional leadership, branch campus staff, and advisory committees will align the branch campuses with the College.	Oct. 2011	Partially Complete	<ul style="list-style-type: none"> The Moore County Tactical Plan was approved February 15, 2012 by the MCC Advisory Committee; the plan aligns MCC programs with the AC Strategic Plan and the need's assessment for Moore County. On Feb 7, 2012, the Hereford Campus Advisory Committee approved the Hereford campus tactical plan The MCC and Hereford Executive Directors and the Dean of Career and Technical Education have been assigned responsibility for assuring the programs are efficient in use of dollars and effective in increasing student completers.
2.1.4.1 After instructional leadership develops a written process for employment of branch campus faculty, Executive Directors of the branch campuses will implement and maintain the policy.	N/A	Incomplete	No progress to date.

Strategy 2.2: Increase the number of online degree and certificate programs.

Task/Subtask	Date of Completion*	Status	Comments
2.2.1 Instructional leadership will ensure that those degree and certificate programs which have at least 80% of the courses currently available online and fit the expectations of a fully online credential will be offered entirely online.	Aug. 2013	Incomplete	No progress to date but this will be analyzed based on recommendations resulting from Sloan Consortium's Balanced Scorecard.
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.	Aug. 2013	Incomplete	No progress to date but this will become a focus for the 2012-2013 academic year.
2.2.1.2 After academic leadership targets the 10 degrees and certificates to become fully online programs during the ensuing year, CTL staff will train the online faculty in those disciplines to ensure they are certified in the courses they will teach.	Aug. 2013	Incomplete	No progress to date but this will become a focus for the 2012-2013 academic year.
2.2.2 CE will offer high-demand online programs that have market and industry-certification potential.	May 2011	Complete	AC's Continuing Education has established partnerships with the leading online CE vendors which include ed2go, 360 Training, Gatlin Education Services Courses, The Course, Command Spanish and MindEdge.

Task/Subtask	Date of Completion*	Status	Comments
2.2.2.1 After CE leadership identifies potential online instructors from area business and industry, they will be trained and certified in the development and design of online instruction by CTL staff or via the Learning Resources Network (LERN).	N/A	Incomplete	No progress to date; AC may not need to develop any online courses due to the variety and cost-efficiency of partnering with online vendors.

Strategy 2.3: Identify and remove institutionally created roadblocks for prospective students.

Task/Subtask	Date of Completion*	Status	Comments
2.3.1 Student services and instructional leadership will assess the barriers to student access.	May 2012	Complete	After two years of focus groups, AC instructional leadership and student services personnel have determined that life issues are the primary barriers to student access and student success.
2.3.1.1 After AC's CTE faculty and area independent school district (ISDs) CTE faculty agree on pathways, high school students who elect to enroll in CTE via dual credit will complete the first year of an associate degree or a level I or industry-certification.	Dec. 2011	Partially Complete	Career Cluster Director and area secondary CTE directors have aligned career cluster courses and articulated Tech Prep courses. By August 2013, intent is for Tech Prep courses to become dual-credit technical courses.
2.3.1.2 After AC faculty match student learning outcomes (competencies) with each program and course, students who desire expedited time-to-degree and time-to-employment will be able to complete modules for accelerated learning.	Aug. 2011	Partially Complete	<ul style="list-style-type: none"> Several CTE programs have implemented marketable skill certificates of 9-14 credit hours as accelerated certificates for time to employment. THECB's ABE grant has accelerated time to employment by offering entry-level programs in the CE certificates of CNA/Medication Aid, Office Clerk, Basic Truck Driving Professional, and Fork-lift Operator.
2.3.1.3 Academic leadership, student-service leadership and College Relations staff will continuously communicate with students from first contact to graduation.	Aug. 2013	Partially Complete	Continuous communication with students has been accomplished to date via print materials and electronic (e.g. social media and student email accounts). With the implementation of Blackboard and connecting Ellucian portal, more frequent contact and push/pull capabilities will be available via a new AC portal.
2.3.2 AC faculty and Bookstore staff will choose textbook alternatives that minimize student costs while maintaining Bookstore margins.	Aug. 2011	Complete	As a result of the textbook committee efforts, book rental was established at AC bookstores as an alternative for minimizing students costs while maintaining institutional revenue.
2.3.3 Propose best approaches for semester length alternatives for courses, financial aid and marketing based on comparative assessments.	N/A	Incomplete	No known progress.
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.	Aug. 2011	Complete	Students enrolled in eligible CE programs may apply for TPEG-CE (Texas Public Education Grant – Continuing Education) funds. Eligible programs include: CNA (Certified Nursing Assistant), Truck Driving, Phlebotomy, Health Unit Coordinator, Welding, Automotive

			Technology, Diesel Mechanics, Industrial Maintenance, Food Service, Interior Design, Fork Lift Certification, GED & Employability Skills, English for the Workplace, Bookkeeping, Computer Literacy, Drafting, EMS, Fire Protection Technology, Fitness Pre-certification, Floral Design & Flower Shop Operations, Fundraising, Massage Therapy, Master Gardener Internship, Human Resource Management, Irrigation Technology, Machining Technology, Marketing, Office Administration, Performance Improvement, Project Management, Safety and Environmental Technology (HAZWOPER), Travel and Tourism, Writing, Water Treatment
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Strategy 2.4: Attract honors students.

Task/Subtask	Date of Completion*	Status	Comments
2.4.1 President and academic leadership will expand the Honors Program.	Aug. 2011	Complete	See subtasks under 2.4.1
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.	March 2011	Complete	The honor's program was expanded to include two options: Presidential Honor's Scholars and honor's courses. Presidential Honor's Scholars accepts up to 30 students. Honor's courses are general education courses from across the institution, which have greater expectations for student learning outcomes (e.g. experiential learning) than other general education courses.
2.4.1.2 After the recommendations for the honors program have been proposed, AC's President, in conjunction with the Board of Regents and AC Foundation, will adopt and implement sustainability recommendations regarding the Honors Program.	May 2011	Complete	AC foundation has established an honor's program fund and expanded fund raising efforts.
2.4.1.3 After the President and President's Cabinet have adopted the sustainability and implementation strategy for expanding the honors program, College Relations and student services staff will promote the expansion of this program.	Aug. 2011	Complete	Targeted honor's programming marketing has been published and distributed to all Amarillo high school principals.
2.4.2 After instructional and student services leadership have recommended articulation of honors credit on student-life transcripts, Student Services will document those students completing academic honors, CE honors and/or other student-life recognitions so they may be integrated into an overall student-life transcript that reflects the entirety of each student's accomplishments.	N/A	Incomplete	No known progress to date.

Strategy 2.5: Expand outreach to populations that have lower-than-average completion rates for post-secondary credentials.

Task/Subtask	Date of Completion*	Status	Comments
2.5.1 Institutional leadership will assess area sub-populations to be considered for adoption (e.g. Boys Ranch transitional home).	N/A	Incomplete	No progress to date.
2.5.2 Institutional leadership will define when a sub-population needs "adoption" and when self-sufficiency has been established.	N/A	Incomplete	No progress to date

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/Subtask	Date of Completion*	Status	Comments
3.1.1 Instructional leadership and development staff will seek external funding for students.	June 2012	Partially Complete	Five grants were funded in 2011-2012 which provide direct assistance to students (Dept. of Education TRIO - Student Services Grants for MCC, Health Sciences, and STEM; THECB Adult Basic Education and Adult Basic Education Innovation Grant; AC pursued a grant for tutoring services THECB but it was declined; and AC is a partner in a grant submitted to TG with Amarillo Area Foundation (AAF) as the lead for a mentoring funds. Continue to pursue these types of grants.
3.1.1.1 After AC's leadership updates information on student needs, AC and Panhandle 20/Twenty will partner to lead the community in providing comprehensive services to first-generation and/or low-income students.	Jan. 2012	Complete	Partnerships have included services to first-generation/low-income students for the following: <ul style="list-style-type: none"> • Mentorships (Coaches) • Career and Employment Center • Social Service Needs • The Benefit Bank of Texas
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.	Dec. 2011	Partially Complete	<ul style="list-style-type: none"> • Career cluster alignment and articulation of tech-prep courses have been completed with area high schools. AISD has identified pipelines by career clusters from pre-kindergarten through AC enrollment. • AC needs to connect career clusters through baccalaureate programs.
3.1.2.1 After establishing a Web location for new and updated programs and/or course fields of study, statewide articulation compacts, and articulation agreements with educational partners:			
3.1.2.1.1 faculty, in cooperation with AC career cluster director(s) and area secondary CTE directors, will publish the career pathway pipelines.	Dec. 2011	Partially Complete	Created Career Cluster brochures , which include courses and sequence within each cluster. "Law, Public Safety, Corrections and Security" brochure to be completed by May 2012.
3.1.2.2 College Relations and Enrollment Management will publicize these agreements to the general public and students.	Dec. 2011	Partially Complete	While the Career Cluster Brochures are available on the AC website, they are not easy to locate and are not included under the student navigation tools for prospective or current

			students in a way that can be easily accessed.
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.	Dec. 2011	Partially Complete	Through the Bill and Melinda Gate's Foundation Partners in Post-Secondary Success (PPS) grant, the value of associate degrees, certificates, and industry certifications has become relevant to PPS partners.

Strategy 3.2: Support college and career readiness efforts.

Task/Subtask	Date of Completion*	Status	Comments
3.2.1 Academic leadership in partnership with secondary and other post-secondary leadership will assess the gaps in readiness.	Aug. 2013	Partially Complete	In progress via Panhandle Twenty/20 and P-16 partnership. Gaps in readiness have been identified via Accuplacer testing done with Amarillo ISD during Spring 2012. Dean of Academic Success worked with Amarillo ISD staff to evaluate the scores and determine the developmental education placements based upon the Accuplacer scores. In addition, Caprock and Palo Duro cluster staffs reviewed the results with Dean of Academic Success discussed and the remediation options available. Two Caprock high school seniors participated in AC's pilot Refresher Workshops in May and both achieved College Readiness levels through this program. Currently working with AISD to reach to the recent graduates for AC's August 2012 workshops.
Task/Subtask	Date of Completion*	Status	Comments
3.2.1.1 After IR staff identifies gaps in college readiness of first-time in college students based on TSI scores and independent school district (high school) data, developmental education leadership will review the results by district and demographic factors and confidentially share with district personnel.	N/A	Incomplete	No progress to date.
3.2.2 AC CTE leadership, in partnership with secondary CTE directors and industry associations, will certify students who complete CTE sequences before graduating from high school.	Dec. 2011	Complete	Articulation of advanced technical credit has been approved.
3.2.3 AC academic and CTE leadership will expand dual credit course offerings so that every high school student has the opportunity to complete at least one dual credit course.	Aug. 2013	Partially Complete	All advanced technical credit courses are to be transitioned to dual credit technical during the 201-2013 academic year.
3.2.4 AC administration will nurture relationships with private and public partners that further AC students' success.	Dec. 2011	Partially Complete	AC re-established connections with PRO efforts and AC has emphasized CTE Advisory Committee and their value. AC has worked with collaborative fund raising efforts to increase student success (i.e. PPS grant, TG grant, THECB ABE grant, and the THECB CSSP

			grant).
3.2.4.1 As a result of bi-annual CEO Forums held by Pursuing Real Opportunities (PRO), AC advisory committees will propose approaches for encouraging business and industry to support student completion while employing students in entry-level or internship positions.	Dec. 2011	Partially Complete	Pursuing PRO has been reinstated as a goal, but intern or entry-level positions have yet to be discussed.

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

Task/Subtask	Date of Completion*	Status	Comments
4.1.1. Develop college-wide plans based on evidence and linked to budget.	Aug. 2013	Incomplete	Beginning Oct. 2011, PET forms required budget implications. President's Cabinet plans to discuss approaches for broadening this given the announced reductions from the state for 2013-2015.
4.1.1.1 After President's Cabinet agrees on priorities for each plan:			
4.1.1.1.1 Physical plant staff will publish a facilities master plan consistent with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditation requirements.	Dec. 2011	Complete	On December 13, 2011 the Board of Regents approved the update for the Facilities master Plan .
4.1.1.1.2 ITS staff will publish a technology master plan consistent with SACSCOC accreditation requirements.	Sept. 2012	Partially Complete	The Tactical Technology Plan runs through Spring 2012 and a replacement plan will be available by Sept. 2012
Task/Subtask	Date of Completion*	Status	Comments
4.1.1.1.3 AC administration will publish a digital records (electronic documents) management master plan consistent with the college's records management policy and SACSCOC accreditation requirements.	Fall 2013	Partially Complete	<ul style="list-style-type: none"> College record's management staff has implemented a standardized labeling approach for storage, retention, and inventory purposes. Purchasing is currently evaluating software that might work for digital management purposes. Due to budget limitations, this implementation has been delayed.
4.1.1.1.4 AC administration will publish a marketing master plan consistent with SACSCOC accreditation requirements.	N/A	Incomplete	No known progress to date.
4.1.1.1.5 Emergency Management staff will publish an emergency preparedness plan which includes on-going training and is consistent with SACSCOC accreditation requirements.	Sept. 2010	Complete	<ul style="list-style-type: none"> Plan was published and distributed to Threat Response Team members. Ongoing training has been sporadically scheduled June 2012 – revised plan to be considered.
4.1.1.1.6 KACV-TV/FM will publish a Tactical Plan based on this strategic plan consistent with SACSCOC accreditation requirements.	Dec. 2010	Complete	KACV-TV/FM published the KACV-TV/FM 2011-2014 Strategic Plan

4.1.1.1.7 The branch campus Executive Directors will publish a Tactical Plan per campus based on this strategic plan and consistent with SACSCOC accreditation requirements.	Feb. 2011	Complete	The tactical plans were approved and published.
4.1.1.1.8 Division and department staff will assess at least one outcome/objective annually in each Planning and Evaluation Tracking (PET) form that is a task from this strategic plan.	May 2011	Complete	PETs submitted as of October 2011 were required to include at least one direct link to the Strategic Plan
4.1.1.1.9 Persons responsible for PETs will include budget projections with action plans for all outcomes/objectives.	May 2011	Complete	The 2011-2012 PET form template (integrated during the 2010-2011 academic year) includes information regarding budget allocation.
4.1.1.1.10 A taskforce of President's Cabinet members will develop and publish a feasibility study for generating revenue via food service operation.	Dec. 2010	Complete	A feasibility study was published.
4.1.1.1.11 AC's President in cooperation with the Board of Regents will implement the proposals for revenue generation via food service operation.	June 2011	Complete	Due to \$100,000 a year loss, the President's Cabinet recommend and the Board approved closing all food service with the exception of vending operations.
4.1.2 Identify efficiencies throughout the College and make budget adjustments accordingly for the following:			
4.1.2.1 utilities,	March 2011	Complete	Director of Physical Plan identified specific utility-saving approaches that had been implemented.
4.1.2.2 building usage,	Summer 2011	Partially Complete	<ul style="list-style-type: none"> Two buildings (Ordway Hall and ?) were closed. Resource 25 Software is being used to schedule all rooms regardless of usage.
4.1.2.3 printing/copying,	June 2012	Partially Complete	Printing/copying study has been implemented. Cost-per-copy implementation has begun and provides monthly reports to Business Office and ITS for analysis.
4.1.2.4 food services, and	June 2011	Complete	Due to \$100,000 a year loss, the President's Cabinet recommend and the board approved closing all food service with the exception of vending operations.
4.1.2.5 technology to reach full potential and create efficiencies (including Ellucian modules).	Oct. 2013	Partially Complete	AC has identified expanded technology capabilities for learning management system and administrative/learning software thus is purchasing Blackboard and expanding capabilities of Ellucian
4.1.3 Explore services and offerings for feasibility.	Aug. 2011	Partially Complete	During spring and summer of 2011, reviewed recommendations on various cost-saving measures and revenue-generators.

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

Task/Subtask	Date of	Status	Comments
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	Completion*	Status	Comments
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, CIO, VP of Student Affairs and VP of Business Affairs will propose an itemized list of best approaches for accomplishing these needs.	N/A	Incomplete	No progress to date
4.2.2 After President's Cabinet reviews space needs from needs assessment completed before Bond campaign and itemizes space needs that have developed since that time, a consultant will produce a master plan for the next five to ten years.	Dec. 2011	Complete	Between January and October 2011, a needs assessment was completed and the updated master plan was approved by the Board on December 13, 2011.
4.2.3 Physical plant staff and administration will:	Jan.-Oct. 2011	Partially Complete	Updated master plan has identified each of the following space adjustments and the adjustments are being integrated in a sequence.
4.2.3.1 expand testing center's space,	Aug. 2013	Partially Complete	Plans have been created for how to expand in the Master Plan.
4.2.3.2 expand financial aid's space, and	Aug. 2013	Partially Complete	Plans have been created for how to expand in the Master Plan.
4.2.3.3 create inviting space(s) for students ("sticky spaces") in College Union Building (CUB) and/or Library.	Dec. 2011	Partially Complete	<ul style="list-style-type: none"> Plans have been created for how to expand in the Master Plan. Library – April 2011 installed 4 collaboration stations and 10 work points to provide sticky space in the library for students.

Strategy 4.3: Identify additional funding.

Task/Subtask	Date of Completion*	Status	Comments
4.3.1 Shift resources to priority needs for additional funds from external sources.	June 2012	Partially Complete	Sought new grants and adjusted eligible funding from existing grants based on priority needs (i.e. Career Center, IT and Library).
4.3.1.1 Align AC Foundation's goals with this strategic plan.	May 2012	Complete	Advancement and AC Foundation administrators are meeting monthly to align funding with strategic plan goals. Board of Regents approved a new policy for fundraising to accomplish AC needs and be approved by the President.
4.3.1.2 Re-assign personnel and other institutional budget resources based on the awards from external funding sources and compliance required.	Oct. 2012	Partially Complete	Re-assigning personnel (i.e. Cara Crowley, Director of Grants to Director of Hispanic-Serving Institutional Programs) as needed to ensure compliance with grants awarded. Will continue to review these needs as grants and contracts are awarded.

Strategy 4.4: Adjust existing personnel resources to match the College's priorities.

Task/Subtask	Date of Completion*	Status	Comments
4.4.1 Re-assign faculty and/or staff	June 2012	Partially	Reassigned the following:

based on institutional priorities and budget contingencies.		Complete	<ul style="list-style-type: none">• Moved a clerical staff member from CTL to SGA• Moved a clerical staff member from Continuing Education to Criminal Justice.• Moved a clerical staff member from CTE to Academic Success.• This will be an ongoing effort.
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Strategy 4.5: Match professional development with the College's personnel training priorities.

Task/Subtask	Date of Completion*	Status	Comments
4.5.1 CTL and VPAA in conjunction with faculty and staff representatives will create credentials for faculty and staff that complete required evidence-based professional development.	N/A	Incomplete	No known progress.
4.5.1.1 Faculty and staff representatives and CTL staff, in cooperation with Planning and Advancement Division, will propose a credential for those faculty and staff who successfully demonstrate competency in use of output and outcome data.	N/A	Incomplete	No progress to date.
4.5.1.2 CTL will offer competency-based training which will result in a data certification.	May 2011 Dec. 2011	Partially Complete	<ul style="list-style-type: none"> • Part-time faculty completing adjunct faculty certification received data training • All employees received data training at the AtD rollout and kickoff meetings; chats and stats were also offered in addition. • Note: No specific data certifications, but offerings made to assure ability to access data. Will review possibility of offering certifications to online faculty.
4.5.2 CTL and Chief of Planning and Advancement will match professional development offerings with external requirements, i.e. THECB, SACSCOC and program accreditations.	Aug. 2013	Partially Complete	Offered AVID courses at the following times: <ul style="list-style-type: none"> • Fall 2011 • Spring 2012 • Continuing in academic year 2012-2013
4.5.2.1 President's Cabinet annually will establish common institutional training for all employees.	Oct. 2011 (Annual) Dec. 2011	Partially Complete	<ul style="list-style-type: none"> • All employees were trained on AtD student success results. • Online training created for all new employees
4.5.2.2 Annually, CTL will offer common institutional training as recommended by the President's Cabinet.	Aug. 2011	Partially Complete	President's Cabinet agreed to annually determine what the common trainings for all employees will be.

Strategy 4.6: Commit the College to technology which attracts and retains students and enables effective and efficient College operations.

Task/Subtask	Date of Completion**	Status	Comments
4.6.1 AC administration will establish technology priorities.	Annually	Partially Complete	President's Cabinet to review and approve agreed upon recommendations for IT from CIO.
4.6.1.1 After AC's records manager identifies records that must be converted to a digital format, AC staff with custody of those records will convert them using the agreed upon imaging software.	May2012	Partially Complete	Record's management staff recommended purchase of Image Now software
4.6.1.2 After investigating records conversion and management software, AC administration will adopt and use preferred imaging software.	Aug. 2013	Incomplete	While software has been selected, the purchase has been delayed a year due to budget shortage.
4.6.1.3 CIO will ensure that internet network capacity will grow to meet college and academic requirements.	Annually	Partially Completed	Each year, the internet network capacity, especially bandwidth needs, are dramatically increasing. When possible, using current eligible grant funding to expand this capacity. This is expected to continue to increase as users and functionality of learning, services and administration in online environment grows.
4.6.1.4 CIO will ensure that technologies have been integrated throughout the College.	Oct. 2012	Partially Complete	<ul style="list-style-type: none"> Expanded wireless access has dramatically increased access via mobile devices. My Account access has expanded usage. New portal and LMS will further expand usage.
4.6.1.5 Students will use emerging technologies to remain engaged with instruction and academic support and student support services.	June 2012	Partially Complete	<ul style="list-style-type: none"> Students are using wireless devices across AC campuses Four collaboration stations have been installed and had heavy-use by students.
4.6.1.6 CIO will establish common entries into electronic devices for AC constituent groups.	Aug. 2011	Partially Complete	All AC employees including dual-credit instructors are required to use AC MyAccount as the common entry.
4.6.2 AC administration will ensure college-wide utilization of Ellucian modules.	Aug. 2013	Partially Complete	With the implementation of learning components of Ellucian, AC will shift more employees to Ellucian modules but the user-friendliness of the portal connection to Blackboard will make the Ellucian entry transparent. In addition, HR has expanded usage of the relevant modules. More usage to come.
Task/Subtask	Date of Completion**	Status	Comments
4.6.2.1 After President's Cabinet appoints a representative group of Ellucian users, this AC users' group will publish standards for Ellucian.	N/A	Partially Complete	ITC has reviewed a sub-committee's recommendations in this regard.
4.6.2.2 After AC's Ellucian users' group publishes standards for Ellucian,.	_____	_____	_____

4.6.2.2.1 Ellucian users at AC will implement the standards.	N/A	Incomplete	No progress to date.
4.6.2.2.2 AC Ellucian power-users will recommend process changes and training to ensure improved data integrity within Ellucian.	June 2012	Partially Complete	<ul style="list-style-type: none"> • IR and ITC staff are working together to recommend some process changes and improve data integrity. • IR and Registrar's staff are working together on improving data integrity.
4.6.2.2.3 AC Ellucian power-users will recommend a systemic process for verifying data.	N/A	Incomplete	No progress to date.

* Date of Completion* – may be actual Date of Completion* or the anticipated Date of Completion*