



**Amarillo College**

## **DEVELOPMENT OF STRATEGIC PLAN through 2010:**

### **Identifying Concerns & Issues for the Next 5 Years**

Frontline Managers

9-11 AM Friday, April 23, 2010

### **AGENDA**

#### **Danita McAnally**

- Opening Remarks
- Timeline for Strategic Plan

#### **Mark Hanna**

- Overview of AC's Strategic Planning Model
- Environmental Scan
- Proposed Values-Mission

#### **Danita McAnally**

- Constraints (Policies & Resources)
- Today's Assignment – Concerns & Issues
- Form for Cause & Effect Statements
- Report Out





## Environmental Scan

### Development of STRATEGIC PLAN through 2015

Topics approved by President's Cabinet – November 17, 2009

- ✚ **Funding** sources for community colleges continue to diversify. More reliance on competitive grants and less formula-based funding from the state will occur. Federal stimulus funds offer community colleges new dollars, but competition for those dollars will be intense during upcoming years. A one in five chance for successful awards has now become only a one in thirty chance. New funders have additional expectations (pilot programs, implementation of literature-based methodologies, limited student populations) of community colleges beyond the core purpose.
- ✚ **Various stakeholders**, including new funders, will be competing to change the College's purpose and expand the mission. The State still expects "Closing the Gaps" to impact our direction, but proof of student benefit dominates.
- ✚ **Assessment and accountability**, as a unitary concept, will drive higher education decision-making. Community colleges will be expected to increase the number of completers (graduates and transfers). In addition, colleges will be asked to ensure value is added to students who complete courses and programs and prove that they can demonstrate knowledge, skills, and attitudes which the State identifies in advance.
- ✚ **Job training and retraining** will continue to grow in importance especially during the on-going economic downturn. The business/industry community wants colleges to aid students in completing training faster. More students will work at least 20 hours a week and thus business/industry will want these students to be stair-stepped through the educational process with credentials awarded throughout (career clusters). Industry-recognized certificates and new certificates for continuing education programs offer many students a head-start. Employers also expect proof of student learning outcomes.
- ✚ **The student population** continues to shift towards those students who have life-issues such as poor language skills, lack of academic preparation, family obligations, and limited financial resources. These students will need more funds for tuition and fees, but also extensive academic and support services delivered in new ways.
- ✚ **Technology** is a primary consideration for students when selecting a college. Colleges with a proven track record for engaging students through the use of technology have a distinct advantage. Arbitrary boundaries like service areas will be ignored because technology transcends spatial boundaries.



# Proposed Strategic Plan through 2015

## VALUES

*At Amarillo College, we value:*

- *Student Success*
- *Quality Education*
- *Opportunity for All*
- *Collaboration*
- *Community Responsiveness*
- *Responsible Stewardship*

## VISION

*At Amarillo College, we aspire for every student to have a success story.*

## CORE PURPOSE

*At Amarillo College, we help each student to succeed.*

## MISSION

*Amarillo College – enriching the lives of our students and our community.*

**Definition:** A sentence stating the complementary purposes and characteristics that distinguishes the college from others. It gives specific direction and priorities for goal formation.

**SACS-COC Core Requirement 2.4:** The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. (**Institutional Mission**)

**SACSCOC Comprehensive Standard 3.1:** The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved the governing board, and is communicated to the institution's constituencies. (**Institutional Mission**)

## Ensuring Fulfillment of SACS-COC Requirements:

- Must include EVERYTHING (e.g. instruction and public service) Amarillo College is doing to serve all of its stakeholders (i.e. students, community, employees, Board of Regents, etc.)
- When revising AC's mission, be sure it reflects the current economic downturn and budget limitations.
- Results from effectiveness indicators for the mission must be produced regularly, reported publicly, and used systematically in decision-making

## Development of STRATEGIC PLAN through 2010

### CONSTRAINTS

#### (Policies & Resources)

The following lists (Executive Summary and Additional Details) indicate many constraints but it is not an exhaustive list.

#### EXECUTIVE SUMMARY

##### EXTERNAL

- **Assessment & Accountability**

- THECB**

- Six general education core curriculum competencies with mapping assigned to foundational component areas of the core – starting Fall 2011
    - each program will have designated student learning outcomes – anticipated start Fall 2012
    - each course, whether ACGM or WECM courses, will have designated student learning outcomes – Mechanical Engineering courses already designated – all courses designated by Fall 2012

- SACSCOC**

- Proof of student learning outcomes and student service outcomes throughout the College– reaffirmation compliance certification documents submitted in March 2012 with writing beginning January 2011

- Assessment vs. Accountability**

- These two words have different intents and results but have become synonymous
    - American Association of Colleges and Universities (AACU) Liberal Education and America's Promise Values, Essential Learning Outcomes and Principles of Excellence are leading the nation and state in directions for all higher education regarding these two terms
    - Hart Research Associates has annually surveyed employers and published what percentage of employers indicate colleges & universities need to increase the focus on which particular skills

- **Funding**

- State Formula** - strong likelihood that this will shift from only enrollment driven to 10-20% of the formula resulting based on performance (momentum points)

Perkins Basic Grant – this federal to state pass-through grant has already shifted from a formula to a performance driven grant based on 9 indicators; AC is below standard on 4 of the 9 indicators – two of those indicators have to do with non-traditional gender CTE programs which is based on the Bureau of Labor Statistics; the indicator for minimum number of graduates has 3 CTE programs below standard and the indicator for employment has 6 below standard

**25 of 39 CTE programs at AC** must improve **non-traditional gender enrollment**; **20 of 39 CTE programs at AC** must improve **non-traditional gender graduates**; and **Institutionally AC is 4% below statewide average** for non-traditional gender **participation (enrollments)** of 22.39% and **1.6% below statewide average** for non-traditional gender **success (graduates)** of 17.03%

Private Funding – less funds available primarily due to low-interest revenue and lack of proof that the funds are making a difference in the operation of colleges and in the lives of students

Partnerships – all funding (public and private) entities expect partnerships with area organizations and business/industry

- **Closing the Gaps Targets (set by THECB)**

**Participation**

Amarillo College's Targets by **Headcount Enrollment** (Note: Data as of 04/16/2009)

Target 1: Fall Enrollment – <b>Over-all</b>	<b>2000 Actual</b>	<b>2008 Actual</b>	<b>2010 Target</b>	<b>2015 Target</b>	<b>2020 Target</b>
	8,181	10,391	11,500	<b>12,500</b>	13,000
Target 2: Fall Enrollment – <b>African-American</b>	<b>2000 Actual</b>	<b>2008 Actual</b>	<b>2010 Target</b>	<b>2015 Target</b>	<b>2020 Target</b>
	286	416	500	<b>600</b>	600
Target 3: Fall Enrollment – <b>Hispanic</b>	<b>2000 Actual</b>	<b>2008 Actual</b>	<b>2010 Target</b>	<b>2015 Target</b>	<b>2020 Target</b>
	1,518	2,445	3,000	<b>4,250</b>	5,000
Target 4: Fall Enrollment – <b>Actual</b>	<b>2000 Actual</b>	<b>2008 Actual</b>	<b>2010 Target</b>	<b>2015 Target</b>	<b>2020 Target</b>
	5,819	6,918	7,350	<b>6,900</b>	

**Success**

Amarillo College's Targets by **Graduates** (Note: Data as of 4/16//2009)

Target 1: Bachelor's, Associate's Certificates – <b>Over-all</b>	<b>2000 Actual</b>	<b>2008 Actual</b>	<b>2010 Target</b>	<b>2015 Target</b>	<b>2020 Target</b>
	946	1,174	1,200	<b>1,350</b>	1,500
Target 5: Bachelor's, Associate's Certificates – <b>African-American</b>	<b>2000 Actual</b>	<b>2008 Actual</b>	<b>2010 Target</b>	<b>2015 Target</b>	<b>2020 Target</b>
	62	49	75	<b>100</b>	100
Target 6: Bachelor's, Associate's Certificates – <b>Hispanic</b>	<b>2000 Actual</b>	<b>2008 Actual</b>	<b>2010 Target</b>	<b>2015 Target</b>	<b>2020 Target</b>
		126	221	<b>300</b>	400

**INTERNAL**

- **Board Requests**

- Keep student costs and local taxes low or close to the status quo, but
- be innovative and progressive to assure the College thrives
- Maintain efficiencies
  
- **Student Preferences**
  - Convenience
    - Online whenever possible
    - Near home or work
  - Low-Cost
  
- **Culture of the College**
  - Legacy vs. innovation
  - Turf protection vs. collaboration
  - Leadership
    - Present – development
    - Future – secession planning
  - Personnel
    - Fewer new or replacement positions

## ADDITIONAL DETAILS BY CATEGORY

- **Assessment vs. Accountability**

- Six general education core curriculum competencies with mapping assigned to foundational component areas of the core – starting Fall 2011
  - Critical thinking skills
    - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
  - Communication skills
    - to include effective written, oral, and visual communication
  - Empirical and quantitative skills
    - to include applications of scientific and mathematical concepts
  - Teamwork
    - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
  - Social responsibility
    - to include intercultural competency, civic knowledge, and the ability to engage effectively in regional, national and global communities
  - Personal responsibility
    - to include the ability to connect choices, actions and consequences to ethical decision-making

**Component Areas with Core Objectives Mapped**

Foundational Component Areas	Critical Thinking	Communication Skills	Empirical & Quant Skills	Teamwork	Social Responsibility	Personal Responsibility
Communication	REQUIRED	REQUIRED	OPTIONAL	REQUIRED	OPTIONAL	REQUIRED
Mathematics	REQUIRED	REQUIRED	REQUIRED	OPTIONAL	OPTIONAL	OPTIONAL
Life & Physical Sciences	REQUIRED	REQUIRED	REQUIRED	REQUIRED	OPTIONAL	OPTIONAL
Humanities	REQUIRED	REQUIRED	OPTIONAL	OPTIONAL	REQUIRED	OPTIONAL
Visual/Performing Arts	REQUIRED	REQUIRED	OPTIONAL	OPTIONAL	REQUIRED	OPTIONAL
U.S. History	REQUIRED	REQUIRED	OPTIONAL	OPTIONAL	REQUIRED	REQUIRED
Government/Political Science	REQUIRED	REQUIRED	OPTIONAL	REQUIRED	REQUIRED	OPTIONAL
Social/Behavioral Science	REQUIRED	REQUIRED	REQUIRED	OPTIONAL	REQUIRED	REQUIRED

(Approved by THECB Undergraduate Education Advisory Committee 4/16/10; Report to THECB Commission 10/10; Approval by THECB Commission 1/11)



## Assessment vs. Accountability

### Paradigm:

- improvement vs. judgment
- internal vs. external
- engagement vs. compliance

### Application Choices:

- multiple methodologies vs. standardized methodology
- quantitative & qualitative vs. quantitative
- over-time, comparative, established goal vs. compared or fixed standard
- multiple internal channels vs. public communication (mass media)
- multiple feedback loops vs. reporting

- **Funding**

#### State Formula

Proposal Under-Consideration by THECB Commissioner & Commission:

Enrollment Driven – 90% proposed by THECB Commission

Performance Driven – 10% proposed by THECB Commission based on  
Momentum Points

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## A Primer on Momentum Points Community/Technical Colleges

### Background

Based on the premise that educational achievement includes more than just traditional, terminal accomplishments, the Milestones Model was developed to measure the performance of institutions in a way that would promote their efforts to increase the rate of student progression and achievement.

Momentum points are measurable attainments correlated with the completion of a milestone. And by measuring them, we can accurately gauge institutions' progress in helping students succeed. Milestones can be sets of courses (such as a developmental education series), particular courses (such as first college level courses) or levels of educational attainment.

### The Milestones

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graph LR; A[College Ready] --> B[1st College Level Math]; B --> C[15 credits]; C --> D[30 credits]; D --> E[Degree or Certificate]; E --> F[Transfer with 30+ hours]
```

### How are Points/Funding Calculated?

Since the points are based on milestones achieved, an individual student can earn multiple points. For illustrative purposes, based on data currently collected, points are awarded for students who in FY2009:

- Became college ready (met TSI standards in all three areas)
- Completed the first college level math course
- Completed their first 15 hours
- Completed their first 30 hours
- Earned a degree or certificate
- Transferred after having completed 30 hours

The total number of points across all institutions is divided into the funding available to derive a dollar per point amount. Once multiplied by the number of points for each institution, the result is the amount of momentum point funding per institution.

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### Momentum Points Data Flow

(How the Momentum Points are defined via collected data)

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graph TD
    A[CTC enrollment in fall of year measured] --> B[Match to CBM001 enrollment report to find first time enrolled (FTUG) in previous three years or fall of the year measured]
    B --> C[Match to CBM002 (Texas Success Initiative Report)]
    C --> D[Degrees and certificates awarded in year measured (Associates, Certificate Level 1 or 2, Advanced Technology Certificate or BAT) (1 point)]
    C --> E[Transfer: Completed 30 hours at same institution as fall record sometime in past three years and found at public/private four year institution for the 1st time in year measured (1 point)]
    C --> F[Earned 1st 30 completed hours at same institution as fall record for the 1st time in year measured (1 point)]
    C --> G[Earned 1st 15 completed hours at same institution as fall record for the 1st time in year measured (1 point)]
    C --> H[Passed 1st college level math course at same institution as fall record with A, B or C for the 1st time in year measured (1 point)]
    C --> I[Not ready as FTUG at same institution as fall record or another institution but became ready for the 1st time at same institution as fall record in all three areas (math, read, write) in year measured (1 point)]
  
```

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### Momentum Points Data Flow

(How the Momentum Points are defined via collected data)

Tracks all students enrolled in the fall semester of the fiscal year being measured for momentum points. Tracks students back three fiscal years into CBM001 (enrollment) data to find the first time enrolled. Students who are enrolled for the first time in the fall semester of the year measured can also be counted as first time. Matches all the first time students to CBM002 (Texas Success Initiative Report) to determine readiness, completed hours, and the outcome of first college-level math course in the year measured. The points are earned by how students performed:

- Ready point – Student was not ready as FTUG at same institution as fall record or another institution but became ready for the first time at same institution as fall record in all three areas (math, read, write) in year measured.
- 15 Hour point – student earned first 15 completed hours at same institution as fall record for the first time in year measured.
- 30 Hours point – student earned first 30 completed hours at same institution as fall record for the first time in year measured.
- College-Level math point – student passed first college level math course at same institution as fall record with "A", "B" or "C" in year measured.
- Transfer point – student completed 30 hours at same institution as fall record sometime in past three years and found at public/private four year institution for the first time in year measured.
- Award point – students awarded degrees or certificate (Associates, Certificate Level 1 or 2, Advanced Technology Certificate or BAT). This is not tied to the fall cohort for readiness, first math course, completed hours or transfer. It is the total number awarded in the fiscal year being measured. Institution can get more than one point if the student earned a degree and certificate in same fiscal year.

Example:

Student A enrolled at a CTC in fall 2008 (FY 2009), but was found as first time undergraduate in fall 2007 at the same institution as they were enrolled in fall 2008 and were not ready in all three areas (math, reading, and writing). They became ready in all three areas for the first time in spring 2008 (0 point, not in FY2009). They passed their first college level math course with a "B" in fall 2008 (1 point, in FY2009). They earned 15 college level completed hours for the first time in fall 2008 (1 point, in FY2009) and by the end of FY2009 had earned a total of 33 hours (1 point, in FY2009). They did not show up at a university for the first time in FY 2009 (0 point, not in FY2009). Total momentum points=3.

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### The Trend in Total Momentum Points

	FY2007	FY2008	FY2009	Variance
Community Colleges	262,800	265,433	271,558	3.3%
Lamar Campuses	4,419	4,188	3,684	(16.6%)
Texas State Technical Colleges	8,886	7,868	7,167	(19.3%)

From 2007 to 2009, the total momentum points for the community colleges increased by 3.3% with double digit declines at the Lamar and TSTC campuses.

### The Trend in Milestones

#### Community Colleges

	FY2007	FY2008	FY2009	Variance
College Readiness	34,536	31,027	35,022	1.4%
1st Level Math Course	28,539	29,098	29,214	2.4%
15 Credits Completed	84,557	86,355	84,963	0.5%
30 Credits Completed	54,242	57,320	54,913	1.2%
Degree/Certificate Awarded	54,916	55,809	61,309	11.6%
Transferred with 30+ hours	6,010	5,824	6,137	2.1%

#### Lamar and Texas State Technical Colleges

	FY2007	FY2008	FY2009	Variance
College Readiness	2,113	1,399	1,444	(31.7%)
1st Level Math Course	1,191	1,019	868	(27.1%)
15 Credits Completed	3,731	3,630	3,415	(8.5%)
30 Credits Completed	2,901	2,782	1,884	(35.1%)
Degree/Certificate Awarded	3,286	3,131	3,166	(3.7%)
Transferred with 30+ hours	83	95	74	(10.8%)

From 2007 to 2009, with the exception of degrees/certificates awarded, the trend in each specific milestone was flat at the community colleges while dropping significantly across the board at the Lamars and TSTCs.

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### Proposal by Legislative Budget Board (LBB):

Not announced yet but historically has proposed less funding for community colleges than the THECB proposal

### Perkins Basic Grant

CTE programs in the following areas must improve non-traditional gender enrollment and/or graduates:

College-wide Enrollment in CTE Programs with Non-Traditional Gender Requirements:

- Institutional Total: Amarillo College Non-Traditional Gender Enrollment 801 of 4364 = **18.35% (4% below statewide 22.39%)**
- Institutional Total: Amarillo College Non-Traditional Gender Graduates 85 of 551 = **15.43% (1.6% below statewide 17.039%)**

CTE programs in the highlighted disciplines must improve non-traditional gender enrollment and/or graduates:

**5P1: Nontraditional Participation**

Student participation in CTE programs in nontraditional fields.

Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.

**State Standard: 22.52%**

District Standard: State standard unless otherwise negotiated.

10020000-Audiovisual Communications Technologies/Technicians Female

AC 81 of 122 66.39%

Statewide 403 of 1502 26.83%

11020000-Computer Programming Female

AC 42 of 178 23.60%

Statewide 945 of 3697 25.56%

11030000-Data Processing Female

AC 0 of 1 0.00%

Statewide 587 of 1,150 51.04%

12030000-Funeral Service and Mortuary Science Female

AC 120 of 210 57.14%

Statewide 287 of 455 63.08%

15030000-Electrical and Electronic Engineering Technologies/Technicians Female

AC 9 of 76 11.84%

Statewide 354 of 2550 13.88%

15040000-Electromechanical and Instrumentation and Maintenance Technology Female

AC 7 of 121 5.79%

Statewide 138 of 1,494 9.24%

15070000-Quality Control and Safety Technologies/Technicians N/A

15130000-Drafting/Design Engineering Technologies/Technicians Female

AC 12 of 71 16.90%

Statewide 1,245 of 5747 21.66%

19070000-Human Development, Family Studies, and Related Services Male

AC 0 of 18 0.00%

Statewide 87 of 2,074 4.19%

22030000-Legal Support Services Male

AC 5 of 82 6.10%

Statewide 480 of 3,761 12.76%

43010000-Criminal Justice & Corrections Female

AC 3 of 4 75.00%

Statewide 4,971 of 10,774 46.14%

43010700-Criminal Justice/Police Science Female

AC 22 of 98 22.45%

Statewide 1,987 of 4,676 42.49%

43020000-Fire Protection Female

AC 0 of 0 N/A

Statewide 188 of 3,002 6.26%

43020300-Fire Science/Firefighting Female

AC 1 of 84 1.19%

Statewide 78 of 1,681 4.64%

47060000-Vehicle Maintenance and Repair Technologies Female

AC 6 88 of 6.82%

Statewide 133 of 1,213 10.96%

47060300-Autobody/Collision and Repair Technology/Technician Female

1 of 20 5.00%  
37 of 1025 3.61%  
47060400-Automobile/Automotive Mechanics Technology/Technician Female  
AC 2 of 67 2.99%  
Statewide 211 of 4,246 4.97%  
47060500-Diesel Mechanics Technology/Technician Female  
AC 0 of 41 0.00%  
Statewide 28 of 1048 2.67%  
48050800-Welding Technology/Welder Female  
AC 8 of 71 11.27%  
Statewide 200 3,649 5.48%  
50040000-Design and Applied Arts Female  
AC 59 of 149 39.60%  
Statewide 297 of 711 41.77%  
50040800-Interior Design N/A  
51060000-Dental Support Services and Allied Professions Male  
AC 10 of 240 4.17%  
Statewide 212 of 3058 6.93%  
  
51070000-Health and Medical Administrative Services Male  
AC 2 of 35 5.71%  
Statewide 705 of 5,236 13.46%  
51080300-Occupational Therapist Assistant Male  
AC 4 of 41 9.76%  
Statewide 236 of 1,433 16.47%  
51080500-Pharmacy Technician/Assistant Male  
AC 11 of 46 23.91%  
Statewide 420 of 1,466 28.65%  
51080600-Physical Therapist Assistant Male  
AC 36 of 141 25.53%  
Statewide 1,130 of 3,278 34.47%  
51090400-Emergency Medical Technology/Technician (EMT Paramedic) N/A  
51090500-Nuclear Medical Technology/Technologist N/A  
51090700-Medical Radiologic Technology/Science - Radiation Therapist Male  
AC 24 of 63 38.10%  
Statewide 309 of 1,017 30.38%  
51090800-Respiratory Care Therapy/Therapist N/A  
51090900-Surgical Technology/Technologist Male  
AC 7 of 71 9.86%  
Statewide 312 of 1,490 20.94%  
51091100-Radiologic Technology/Science û Radiographer N/A  
51100400-Clinical/Medical Laboratory Technician Male  
AC 17 of 69 24.64%  
Statewide 224 of 1,051 21.31%  
51150000-Mental and Social Health Services and Allied Professions Male  
AC 0 of 0 N/A  
Statewide 301 of 1,578 19.07%  
51160000-Nursing Male  
AC 147 of 1,423 10.33%  
Statewide 7,967 of 58,951 13.51%  
51161300-Licensed Practical /Vocational Nurse Training (LPN, LVN, Cert.) Male AC 20 of 372  
5.38%  
Statewide 1,375 of 11,463 12.00%  
52020000-Business Administration, Management and Operations Female  
AC 138 of 237 58.23%  
Statewide 7,792 of 14,620 53.30%  
52040000-Business Operations Support and Assistant Services Male  
AC 2 of 91 2.20%  
Statewide 1,107 of 6,086 18.19%  
52150000-Real Estate N/A

CTE programs requiring improvement in graduation of the non-traditional gender are highlighted:

**5P2: Nontraditional Completion**

Student completion of CTE programs in nontraditional fields.

Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

**State Standard: 17.20%**

District Standard: State standard

10020000-Audiovisual Communications Technologies/Technicians Female

7 of 10 70.00% 18 of 97 18.56%

11020000-Computer Programming Female

2 of 12 16.67% 41 of 154 26.62%

11030000-Data Processing Female

0 of 0 N/A 29 of 56 51.79%

12030000-Funeral Service and Mortuary Science Female

18 of 32 56.25% 31 of 48 64.58%

15030000-Electrical and Electronic Engineering Technologies/Technicians Female 1 of 11 9.09%

34 of 219 15.53%

15040000-Electromechanical and Instrumentation and Maintenance Technology Female 2 of 19

10.53% 22 of 248 8.87%

15070000-Quality Control and Safety Technologies/Technicians N/A

15130000-Drafting/Design Engineering Technologies/Technicians Female

0 of 9 0.00% 180 of 720 25.00%

19070000-Human Development, Family Studies, and Related Services Male

0 of 4 0.00% 1 of 220 0.45%

22030000-Legal Support Services Male

0 of 7 0.00% 38 of 429 8.86%

43010000-Criminal Justice & Corrections Female

0 of 0 N/A 421 of 974 43.22%

43010700-Criminal Justice/Police Science Female

4 of 27 14.81% 191 of 567 33.69%

43020000-Fire Protection Female 0 of 0 N/A 31 of 692 4.48%

43020300-Fire Science/Firefighting Female

0 of 12 0.00% 19 of 478 3.97%

47060000-Vehicle Maintenance and Repair Technologies Female

0 of 21 0.00% 21 of 240 8.75%

47060300-Autobody/Collision and Repair Technology/Technician Female

0 of 2 0.00% 5 of 150 3.33%

47060400-Automobile/Automotive Mechanics Technology/Technician Female

0 of 15 0.00% 16 of 481 3.33%

47060500-Diesel Mechanics Technology/Technician Female

0 of 14 0.00% 5 of 210 2.38%

48050800-Welding Technology/Welder Female

3 of 16 18.75% 32 of 730 4.38%

50040000-Design and Applied Arts Female

3 of 8 37.50% 20 of 49 40.82%

50040800-Interior Design N/A

51060000-Dental Support Services and Allied Professions Male

2 of 34 5.88% 16 of 437 3.66%

51070000-Health and Medical Administrative Services Male

2 of 35 5.71% 705 of 5,236 13.46%

51080300-Occupational Therapist Assistant Male

4 of 41 9.76% 236 of 1,433 16.47%

51080500-Pharmacy Technician/Assistant Male

11 of 46 23.91% 420 of 1,466 28.65%

51080600-Physical Therapist Assistant Male



36 of 141 25.53% 1,130 of 3,278 34.47%

51090400-Emergency Medical Technology/Technician (EMT Paramedic) N/A

51090500-Nuclear Medical Technology/Technologist N/A

51090700-Medical Radiologic Technology/Science - Radiation Therapist Male 24 63 38.10% 309 1017 30.38%

51090800-Respiratory Care Therapy/Therapist N/A

51090900-Surgical Technology/Technologist Male 7 71 9.86% 312 1490 20.94%

51091100-Radiologic Technology/Science - Radiographer N/A

51100400-Clinical/Medical Laboratory Technician Male 17 69 24.64% 224 1051 21.31%

51150000-Mental and Social Health Services and Allied Professions Male 0 of 0 N/A 301 1578 19.07%

51160000-Nursing Male 1 of 47 1423 10.33% 7,967 of 58,951 13.51%

51161300-Licensed Practical /Vocational Nurse Training (LPN, LVN, Certificate) Male 20 of 372 5.38% 1,375 of 11,463 12.00%

52020000-Business Administration, Management and Operations Female 138 of 237 58.23% 7,792 of 14,620 53.30%

52040000-Business Operations Support and Assistant Services Male 2 of 91 2.20% 1,107 of 6,086 18.19%

52150000-Real Estate N/A

CTE programs not meeting Perkins indicator for Degrees & Certificates Awarded:

Measure: Number of workforce education program degrees and certificates awarded over 3-year period.

Standard: Workforce education program generates 15 awards over 3-year period (except new programs which received CB approval or were first offered within last 3 years).

1.) 15070000-Quality Control and Safety Technologies/Technicians 3 2 2 TOTAL in 3 years: 7

2.) 52150000-Real Estate 4 6 4 TOTAL in 3 years:14

CTE programs not meeting Perkins indicator Employment (& Education Outcomes):

Measure: Average placement rate (as described in standard) of workforce education program completers over 3-year period.  
Standard: 85 percent of workforce education program completers (3-year average) are employed or pursuing additional education within one year of graduation (except new programs which received CB approval or were first offered within last 3 years).

1.) 11030000-Data Processing	3	4	75.00%	2	2	100.00%	0	0	N/A	5	6	TOTAL: <b>83.33%</b>
2.) 15070000-Quality Control and Safety Technologies/Technicians	2	3	66.67%	2	3	66.67%	2	2	100.00%	6	8	TOTAL: <b>75.00%</b>
3.) 47060300-Autobody/Collision and Repair Technology/Technician	6	8	75.00%	10	10	100.00%	11	16	68.75%	27	34	TOTAL: <b>79.41%</b>
4.) 47060400-Automobile/Automotive Mechanics Technology/Technician	8	12	66.67%	11	13	84.62%	19	24	79.17%	38	49	TOTAL: <b>77.55%</b>
5.) 52150000-Real Estate	7	9	77.78%	3	4	75.00%	2	5	40.00%	12	18	TOTAL: <b>66.67%</b>
6.) 48050800-Welding Technology/Welder	5	10	50.00%	10	11	90.91%	20	25	80.00%	35	46	TOTAL: <b>76.09%</b>

# How to Judge Community Colleges

Inside Higher Education April 20, 2010

SEATTLE -- After leaders of the American Association of Community Colleges revealed details about a new national accountability system to a packed room here Monday, the first question was simple: Who is this system for? Who needs to understand it?

The answer from R. Eileen Baccus, president emeritus of Northwestern Connecticut Community College, and chair of one of the committees developing the system, was also simple: The answers need to make sense for those "who are on our backs."

And that rationale largely carried the day in the discussion at the AACC's annual meeting. The [Voluntary Framework of Accountability](#) is a joint effort of AACC, the Association of Community College Trustees and the College Board. As with most new programs in the community college world these days, the money is coming from the Bill & Melinda Gates Foundation and the Lumina Foundation for Education. The idea is to build a community college equivalent of the [Voluntary System of Accountability](#), which is a joint effort of the two main associations of public four-year colleges and universities: the Association of Public and Land-grant Universities and the American Association of State Colleges and Universities. In that system, and in the one being created for community colleges, institutions report a wide variety of data in comparable ways.

While some community college educators have been leery of the effort, given the wide range of community college missions, demographics and funding patterns, the argument of those supporting the new framework is that it should be possible to come up with reasonable ways to judge institutional success, and the briefing here featured details on just how that system might work.

The current thinking of those creating the community college system is to have two main sections: learning outcomes and job training.

Janice Yoshiwara, education services director for the Washington State Board of Community and Technical Colleges, is on the working group focused on learning outcomes, and she described the approach that will be taken.

She said that the standards must be "a set of measures that apply to all colleges," large and small, urban and rural. And she said that the metrics to be used must "make sense to people outside" the community college world -- to business leaders and politicians and parents, among others. She also said it was important to come up with measures that could apply to everyone enrolled at a community college and that they be "reasonable in scope and size."

Specifically, the measures under consideration would include:

- College readiness, focused on how students arrive at a community college and how they become able to reach the college level.
- Success in completing college-level courses.
- Various "credit accumulation milestones," such as earning 15 or 30 credits of college-level work.
- Completion of degree or certificate programs.
- "Overall success indicators" focused on whether individuals achieve whatever their purpose was in enrolling.

There also will be some sort of "learning outcome reporting tool" that would give colleges various ways to report on tests or other assessment tools. At this point, however, Yoshiwara stressed, the framework would not dictate "this test or these scores," but would encourage colleges to make some selections.

She said that for all of the metrics, the working group also wants colleges to provide breakdowns by appropriate subgroups, so that the accountability system would draw attention to whether success levels were the same for minority students or first generation students or various other groups. And she said that more work needs to be done on what information to collect and share about transfer students -- both their success in winning admission to four-year institutions and their performance once enrolled.

For job skills, the accountability system is looking at finding ways to measure all of the degrees or certificates awarded in work-related fields, and also finding ways to measure success in continuing education and in adult basic skills.

Kent Phillippe, associate vice president of the AACC for research and student success, said that the measures are still under review and that colleges' input is essential to the project's goal of having as many community colleges as possible participate. "If we get the

measures right, colleges will be participating," he said. And he added that all community colleges benefit from being able to discuss "where we are good and where we are not as good."

After the presentations on the accountability system, most of the comments were strongly supportive. Many of the community college administrators said that they believed this system would provide solid evidence to help shape policy and to answer concerns from lawmakers and others.

But there were some skeptics -- even if they suggested that they were asking questions not out of their own concern, but guessing about faculty reaction. One dean said that as he was listening, "I kept thinking about faculty," and how his faculty members have "a bloodhound's nose" for looking at any national assessment or accountability system, figuring that they will uncover agendas that will lead to "national standardization." He added that including the word "voluntary" in the name wouldn't actually reassure many of them.

"How do you frame this to dispel those kinds of suspicions?" he asked.

Another dean said that when she was in another job, colleagues had talked about "toxic accountability," where various metrics "become ends in and of themselves" and encourage "teaching to the test." It's very easy for faculty members, she said, to view accountability as "another way to take time away from students."

Baccus reiterated that it is important for the colleges themselves to be first to define accountability for community colleges. With growing federal and private sector interest in community colleges, she said, there will be accountability systems created. "Do we want someone else to impose these measures, or do we want to say that here are measures we can endorse?" she said.

Phillippe agreed, and said that -- at the same time -- it was key to distinguish between federal and national accountability. The idea is to have national comparability, but not to have a federal requirement, he said. In fact, he said that getting a system like this up and running might convince some of those who want more federal oversight that it isn't needed.

Still, he acknowledged that once a system is in place, it could be used in ways that were never intended. "We wouldn't use this system to rank colleges, but that's something that probably will happen."

Any who doubt Phillippe might consider the Community College Survey of Student Engagement, a highly respected assessment tool. In 2007, when *The Washington Monthly* wanted to rank community colleges, [the magazine ignored](#) the survey's repeated explanations that the project wasn't designed for rankings, and used it for them anyway.

— [Scott Jaschik](#)

National Institute for Learning Outcomes Assessment  
November 2009

**Assessment, Accountability, and Improvement:  
Revisiting the Tension**

by Peter T. Ewell

**Table 1**  
*Two Paradigms of Assessment*

	<b>Assessment for Improvement Paradigm</b>	<b>Assessment for Accountability</b>
<b>Paradigm</b>		
<b>Strategic Dimensions</b>		
<i>Intent</i>	Formative (Improvement)	Summative (Judgment)
<i>Stance</i>	Internal	External
<i>Predominant Ethos</i>	Engagement	Compliance
<b>Application Choices</b>		
<i>Instrumentation</i>	Multiple/Triangulation	Standardized
<i>Nature of Evidence</i>	Quantitative and Qualitative	Quantitative
<i>Reference Point</i>	Over Time, Comparative, Established Goal	Comparative or Fixed Standard
<i>Communication of Results</i>	Multiple Internal Channels and Media	Public Communication
<i>Uses of Results</i>	Multiple Feedback Loops	Reporting

# *The Essential Learning Outcomes*



**Beginning in school, and continuing at successively higher levels across their college studies,** students should prepare for **twenty-first-century** challenges by gaining:

## **\* Knowledge of Human Cultures and the Physical and Natural World**

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts  
*Focused by engagement with big questions, both contemporary and enduring*

## **\* Intellectual and Practical Skills, including**

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

*Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance*

## **\* Personal and Social Responsibility, including**

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

*Anchored through active involvement with diverse communities and real-world challenges*

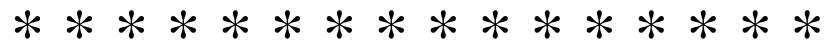
## **\* Integrative Learning, including**

- Synthesis and advanced accomplishment across general and specialized studies

*Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems*

Note: This listing was developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; *and* analysis of the accreditation *requirements* for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (2002), *Taking Responsibility for the Quality of the Baccalaureate Degree* (2004), and *Liberal Education Outcomes: A Preliminary Report on Achievement in College* (2005). *Liberal Education Outcomes* is available online at [www.aacu.org/leap](http://www.aacu.org/leap).

# *The Principles of Excellence*



## Principle One

### \* **Aim High—and Make Excellence Inclusive**

Make the Essential Learning Outcomes a Framework for the Entire Educational Experience, Connecting School, College, Work, and Life

## Principle Two

### \* **Give Students a Compass**

Focus Each Student's Plan of Study on Achieving the Essential Learning Outcomes—and Assess Progress

## Principle Three

### \* **Teach the Arts of Inquiry and Innovation**

Immerse All Students in Analysis, Discovery, Problem Solving, and Communication, Beginning in School and Advancing in College

## Principle Four

### \* **Engage the Big Questions**

Teach through the Curriculum to Far-Reaching Issues—Contemporary and Enduring—in Science and Society, Cultures and Values, Global Interdependence, the Changing Economy, and Human Dignity and Freedom

## Principle Five

### \* **Connect Knowledge with Choices and Action**

Prepare Students for Citizenship and Work through Engaged and Guided Learning on "Real-World" Problems

## Principle Six

### \* **Foster Civic, Intercultural, and Ethical Learning**

Emphasize Personal and Social Responsibility, in Every Field of Study

## Principle Seven

### \* **Assess Students' Ability to Apply Learning to Complex Problems**

Use Assessment to Deepen Learning and to Establish a Culture of Shared Purpose and Continuous Improvement

## Hart Research Associates

# 7

**Employers believe that two- and four-year colleges should be placing more emphasis on several key learning outcomes to increase graduates' potential to be successful and contributing members of today's global economy. The learning outcomes that employers perceive to be in need of increased focus range from communication skills to critical thinking and complex problem solving to ethical decision-making to science to the real-world application of knowledge and skills.**

Of the 17 learning outcomes tested in the survey, majorities of employers think that colleges should place more emphasis on 15 of them. For eight of these learning outcomes, fully 70% or more of employers think that colleges should place more emphasis on them.

The areas in which employers feel that colleges most need to increase their focus include 1) written and oral communication, 2) critical thinking and analytical reasoning, 3) the application of knowledge and skills in real-world settings, 4) complex problem-solving and analysis, 5) ethical decision-making, 6) teamwork skills, 7) innovation and creativity, and 8) concepts and developments in science and technology.

### **Proportion Of Employers Who Say Colleges Should Place More Emphasis Than They Do Today On Selected Learning Outcomes**

The ability to effectively communicate orally and in writing	89
Critical thinking and analytical reasoning skills	81
The ability to apply knowledge and skills to real-world settings through internships or other hands-on experiences	79
The ability to analyze and solve complex problems	75
The ability to connect choices and actions to ethical decisions	75
Teamwork skills and the ability to collaborate with others in diverse group settings	71
The ability to innovate and be creative	70
Concepts and new developments in science and technology	70
The ability to locate, organize, and evaluate information from multiple sources	68
The ability to understand the global context of situations and decisions	67
Global issues and developments and their implications for the future	65
The ability to work with numbers and understand statistics	63
The role of the United States in the world	57
Cultural diversity in America and other countries	57
Civic knowledge, civic participation, and community engagement	52
Proficiency in a foreign language	45
Democratic institutions and values	40

When it comes to the skills and knowledge that individuals need to be successful and contributing members of the global economy, employers see less need for colleges to increase their emphasis on understanding democratic institutions and values and proficiency in a foreign language. Many other outcomes fall in between.



Development of STRATEGIC PLAN through 2010

**CONCERNS & ISSUES FORM**

**Frontline Managers Meeting**

4/23/10

Identify every concern and issue regarding Amarillo College and its ability to fulfill its mission by writing a statement which consists of both cause and effect. Use additional forms as needed.

**Cause:** Why does it happen? Why is this a problem?

**Effect (Concern or Issue):** What happens? Because?

**EXAMPLE:**

**Cause:** 1. tuition and fees are competing for limited funds

2. No recognition of value of degree

3. Lack of consistent encouragement

**Effect:** Too many students are not completing credentials

1. **Cause:**

**Effect:**

2. **Cause:**

**Effect:**

3. **Cause:**

**Effect:**

4. **Cause:**

**Effect:**

5. **Cause:**

**Effect:**

**6. Cause:**

**Effect:**

**7. Cause:**

**Effect:**

**8. Cause:**

**Effect:**

**9. Cause:**

**Effect:**

**10. Cause:**

**Effect:**

**11. Cause:**

**Effect:**

**12. Cause:**

**Effect:**

**13. Cause:**

**Effect:**

**14. Cause:**

**Effect:**

**15. Cause:**

**Effect:**

**Development of STRATEGIC PLAN through 2010**  
**CONCERNS & ISSUES FORM – RANKING PER TABLE**

**Frontline Managers Meeting**

**4/23/10**

**After identifying and sharing concerns and issues, RANK the priority order for each concern/issue (cause & effect statement). Use additional forms as needed.**

**#1 CONCERN/ISSUE**

**Cause:**

**Effect:**

**#2 CONCERN/ISSUE**

**Cause:**

**Effect:**

**#3 CONCERN/ISSUE**

**Cause:**

**Effect:**

**#4 CONCERN/ISSUE**

**Cause:**

**Effect:**

**#5 CONCERN/ISSUE**

**Cause:**

**Effect:**

**#6 CONCERN/ISSUE**

**Cause:**

**Effect:**

Development of STRATEGIC PLAN through 2010  
**CONCERNS & ISSUES FORM – RANKING PER TABLE**

**PAGE 2**

**Frontline Managers Meeting**

**4/23/10**

Identify every concern and issue regarding Amarillo College and its ability to fulfill its mission by writing a statement which consists of both cause and effect. Use additional forms as needed.

**#7 CONCERN/ISSUE**

**Cause:**

**Effect:**

**#8 CONCERN/ISSUE**

**Cause:**

**Effect:**

**#9 CONCERN/ISSUE**

**Cause:**

**Effect:**

**#10 CONCERN/ISSUE**

**Cause:**

**Effect:**

**#11 CONCERN/ISSUE**

**Cause:**

**Effect:**

**#12 CONCERN/ISSUE**

**Cause:**

**Effect:**

Development of STRATEGIC PLAN through 2010  
**CONCERNS & ISSUES FORM – RANKING PER TABLE**

**PAGE 3**

**Frontline Managers Meeting**

**4/23/10**

Identify every concern and issue regarding Amarillo College and its ability to fulfill its mission by writing a statement which consists of both cause and effect. Use additional forms as needed.

**#13 CONCERN/ISSUE**

**Cause:**

**Effect:**

**#14 CONCERN/ISSUE**

**Cause:**

**Effect:**

**#15 CONCERN/ISSUE**

**Cause:**

**Effect:**

**#16 CONCERN/ISSUE**

**Cause:**

**Effect:**

**#17 CONCERN/ISSUE**

**Cause:**

**Effect:**