Goals and Success Indicators
2004-2005
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Letter from the President

As I begin my first full academic year at Amarillo College, I look around our campuses with the fresh eyes of a recent arrival, I continue to be extremely impressed with this college, with Amarillo, and with the entire Panhandle region.

My sense of excitement about this place, and about this college, has only grown in the months that I’ve spent visiting the campuses and meeting with students, faculty, staff, and community members. AC has the feel of a small college, but it has the intellectual and technological resources of a much larger college.

AC’s academic and occupation programs are in balance, as are its workforce development and continuing education programs. The college’s many campuses reach out to diverse communities and their people, yet the various parts of AC constitute a coherent whole.

Community is the word that defines community college. Simply stated – Amarillo College exists to advance the communities it serves and the people within them. At AC, there is a pervasive spirit of service to students and community. This is as it should be. But there is more.

During my thirty years in the community college movement, I have never observed a community and a college with a stronger partner-relationship than that which exists between Amarillo College and the Texas Panhandle. That is the primary reason I came to AC.

These are both challenging and exciting times. Amarillo College is in the process of becoming something different than it has ever been before. Together, we can face the challenges and the changes of the future. I am confident that Amarillo College will not only prevail – but that it will continue to excel.

Steven W. Jones
President
Community College Mission and Purpose

Texas public community colleges are two-year institutions whose primary mission is to serve their local taxing districts and service areas in Texas in offering vocational, technical, and academic courses for certification or associate degrees. Continuing education, remedial and compensatory education consistent with open-admission policies, and programs of counseling and guidance also are provided. Each institution insists on excellence in all academic areas—instruction, research and public service. Faculty research, using the facilities provided for and consistent with the primary function of each institution, is encouraged. Funding for research should be from private sources, competitively acquired sources, local taxes, and other local revenue.

From the Texas Higher Education Coordinating Board and the Texas Education Code

Within the overall mission, each Texas public community college is to provide:

- technical programs up to two years in length leading to associate degrees or certificates;
- vocational programs leading directly to employment in semi-skilled and skilled occupations;
- freshman and sophomore courses in arts and sciences, including the new core and field of study curricula leading to associate and baccalaureate degrees;
- continuing adult education programs for occupational or cultural upgrading or personal enrichment;
- compensatory education programs designed to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students;
- a continuing program of counseling and guidance designed to assist students in achieving their individual educational goals;
- workforce development programs designed to meet local and statewide needs;
- adult literacy and other basic skills programs for adults; and
- such other purpose as may be prescribed by the Texas Higher Education Coordinating Board or local governing board(s) in the best interest of post-secondary education in Texas.

From the Texas Higher Education Coordinating Board
http://www.thecb.state.tx.us/reports/pdf/0403.pdf
Amarillo College Institutional Mission

*Amarillo College, a public community college, is dedicated to providing educational, cultural and community services and resources to enhance the quality of life for the diverse population in the service area.*

Amarillo College Goals

Amarillo College has ten goals that are designed to fulfill the comprehensive mission of the institution.

**GOAL I** Maximize student access.
**GOAL II** Guide students toward educational success.
**GOAL III** Provide quality general education.
**GOAL IV** Provide quality transfer education.
**GOAL V** Provide quality technical preparation.
**GOAL VI** Provide quality workforce development opportunities.
**GOAL VII** Promote employee professional growth and equity.
**GOAL VIII** Manage institutional resources effectively and efficiently.
**GOAL IX** Develop alternative resources for the institution.
**GOAL X** Serve as a community enrichment resource.

Amarillo College Philosophy and Commitments

The heart of Amarillo College's existence is teaching and learning. Teaching is the foundation, the core around which all else at the College revolves. When teaching and learning occur successfully, the College and the community are invigorated and the mission of the College is fulfilled. Through quality teaching, the vitality of the College is felt in the community. For quality teaching continually stimulates the cultural, intellectual, and technical levels of the community. Active learning is a consequence of effective teaching. The goal of every dedicated teacher is to kindle that desire for learning which will ultimately translate itself into responsible and fulfilling participation in family, work, society, and the world at large. Thus, Amarillo College is committed to:

- high academic standards
- life-long learning
- open-door admissions
- the value of the associate degree
- the value of certificates
- excellence in teaching and learning
- institutional evaluation and planning
- optimizing human and financial resources

Approved by Board of Regents August 22, 2000
Goal I including Success Indicators

GOAL I: Maximize Student Access

* Expanded Definition:
  - Recruit creatively and aggressively
  - Increase outreach to the nine county region
  - Increase outreach to minority citizens
  - Increase outreach to the disadvantaged
  - Increase the potential for serving new markets through technology
  - Increase financial aid, scholarships, childcare and emergency aid
  - Increase opportunities for off-campus, dual credit and distance learning course work
  - Improve web presence and information

Success Indicators:

1a. High school graduate enrollment: Enroll high school graduates from the AC tax district (AISD, Dumas, Hereford, Holy Cross, Randall and River Road) in credit programs at Amarillo College within the first year after high school graduation.

   Standard 1a: At least 35% of high school graduates enroll.

   Standard 1b: After graduation, at least 60% of the ACE scholarship recipients who attend college will enroll at Amarillo College by the fall following high school graduation.

2a. Dual credit student success: Enroll college-bound high school juniors and seniors.

   Standard 2a: The number of high school dual credit enrollments will meet or exceed the average of the previous three years.

2b. Dual credit student performance: Evaluate success (grades of A through C) for dual credit students in subsequent AC coursework.

   Standard 2b: The success rate of dual credit students in subsequent coursework will meet or exceed the average A-C pass rate in all general education courses from the previous years.

3. Overall funded contact hours: Assure that the College’s funded contact hours increase annually.

   Standard 3: Each year’s total funded contact hours will exceed the average of the total from the previous three years.

* Expanded Definitions were formerly Appendix 2, Approved by Board of Regents Oct. 23, 2001
## Goal I including Success Indicators

<table>
<thead>
<tr>
<th>4a. Distance Education (Enrollment): Assure that the College’s distance education enrollment increases annually.</th>
<th><strong>Standard 4a:</strong> Each year’s overall distance education enrollment will meet or exceed the average of the previous three years.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4b. Distance Education (Course completion): Assure student success in distance education courses.</td>
<td><strong>Standard 4b:</strong> Students in distance education courses will achieve grades of A through C at the same or higher rate as students in the same courses taught with a traditional delivery system.</td>
</tr>
<tr>
<td>4c. Distance Education (Student satisfaction): Assure student satisfaction with distance education courses.</td>
<td><strong>Standard 4c:</strong> Students rate the following criteria from the online Faculty Evaluation Form as at least 4.0 on a 5-point scale: Responds quickly, Demonstrates genuine interest, Helpdesk timely and Information relevant to course objectives.</td>
</tr>
<tr>
<td>5. Demographic equity enrollment: Assure that the credit student population at least approximates or exceeds that of the College tax district relative to gender, ethnicity, and special populations (academically or economically disadvantaged, limited English proficiency, disabled).</td>
<td><strong>Standard 5a:</strong> Enrollment demographic distribution will approximate district population based on the most recent City of Amarillo Census. <strong>Standard 5b:</strong> Enrollment of academically disadvantaged students will meet or exceed the average of the previous three years. <strong>Standard 5c:</strong> Enrollment of economically disadvantaged students will meet or exceed the average of the previous three years.</td>
</tr>
<tr>
<td>6. Student satisfaction: Assure that credit students’ opinion of their “overall impression of the quality of education” at AC meets the following standard.</td>
<td><strong>Standard 6:</strong> The proportion of students who indicated good or excellent on the Gulf Coast Consortium Standard Student survey will meet or exceed the average of the student survey.</td>
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<tr>
<td>7. Financial aid: Assure that student financial needs and loan default rates meet the following standard.</td>
<td><strong>Standard 7:</strong> Maintain a loan default rate below 20%.</td>
</tr>
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</table>
**Goal II including Success Indicators**

**GOAL II**
Guide Students Toward Educational Success

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**Success Indicators:**

1. **Course completion:** Assure that the number of students successfully completing courses remains strong.

   - **Standard 1a:** A through C pass rates for full-time students enrolled in a fall semester will meet or exceed the average of the previous three years.

   - **Standard 1b:** A through C pass rates for part-time students enrolled in a fall semester will meet or exceed the average of the previous three years.

   - **Standard 1c:** A through C pass rates for first-time in college students’ first semester whose first semester is in the fall will meet or exceed the average of the previous three years.

   - **Standard 1d:** A through C pass rates of no listed subgroup will remain more than 5% below the College average for more than three years in a row. (Subgroups by gender, developmental level, and financial or physical disadvantaged)

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*Expanded Definition:*

- Improve service to students
- Adapt to the increasing demand for academic and student support services via both traditional and distance learning delivery modes
- Respond to the increased need for career and employment services
- Provide effective academic advising
- Track student performance and goal fulfillment
- Retain more students
- Increase the number of graduates and completers
- Equalize the learning environment for students with special needs

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* * Expanded Definitions were formerly Appendix 2, Approved by Board of Regents Oct. 23, 2001*
## Goal II including Success Indicators

<table>
<thead>
<tr>
<th>2. Retention: Assure that the fall-to-fall retention rate of all first-time in college academic students meet the following standards. * Revised as of Goals and Success Indicators 2004-05 to track fall-to-fall retention instead of fall-to-spring.</th>
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<tr>
<th>3. Academically Disadvantaged Student Success: Assure that students needing remediation in reading, math, and/or writing achieve success in developmental coursework and in subsequent college-level courses after completing the highest-level of remediation needed.</th>
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<tr>
<th>4. Advising Effectiveness: Assure that students are satisfied with the academic advising and course planning they receive.</th>
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</table>

* New success indicator as of Goals and Success Indicators 2004-05.
### Goal II including Success Indicators (continued)

#### 4. Advising Effectiveness: Assure that students are satisfied with the academic advising and course planning they receive. (continued)

- **Standard 4b:** Graduates rate satisfaction with both the major department and the career counseling and course advisement as average 3.5 or higher on a 5-point scale on the "Graduating Student Questionnaire."

- **Standard 4c:** Graduates rate satisfaction with developmental students, the Advising and Counseling Center, and with career counseling and course advisement as 3.5 or higher on a 5-point scale on the "Graduating Student Questionnaire."

- **Standard 4d:** Graduates rate satisfaction with placement testing recommendations as 3.5 or higher on a 5-point scale on the "Graduating Student Questionnaire."

#### 5. Degree or transfer achievement: Assure that the proportion of full-time, first-time, degree-seeking students who complete degrees within 150% of the expected time (3 yrs. for a 2 yr. degree) or transfer to another institution meets the following standard.

- **Standard 5:** State average for all public community colleges will be met or exceeded. (Related to the Federal student right to know requirement and State reporting requirements.)

  [Fall cohorts include students who began during the preceding summer and enrolled in the indicated fall semester.]

#### 6. Graduating student ratings: Assure that overall graduating student opinions of instruction meet the following standard.

- **Standard 6:** The average unweighted rating of quality of instructional content and usefulness of major courses by graduates will meet or exceed the average from the previous four years.
Goal III including Success Indicators

GOAL III
Provide Quality General Education

Success Indicators:

1. **Course completion:** Assure that the number of general education courses passed with a C or better meets the following standard.

   **Standard 1:** A through C pass rates in general education courses will meet or exceed the average of the previous three years.

2. **Student perception of impact:** Assure that student perception of the impact general education courses have had on their lives meets the following standard.

   **Standard 2:** The average unweighted rating of the general education items by graduates will meet or exceed the average of the previous three years.

3. **Pass rates in sophomore courses dependent on general education skills:** Assure that pass rates in sophomore courses dependent on general education skills meets the following standard.

   **Standard 3:** At least 75% of the students enrolled on census date in each sophomore course dependent on one or more of the following general education skills will pass the course with grades of A through C:
   - Oral communication skills
   - Written communication skills
   - Basic computational skills
   - Interpreting charts, graphs and tables
   - Basic computer literacy
   - Understanding elements of human behavior
   - Information research and retrieval skills

* Expanded Definition:

- Celebrate the value of general education skills
- Pursue flexible scheduling opportunities
- Increase distance learning opportunities
- Foster quality academic achievement
- Continually improve instruction
- Enliven and enrich instructional methodologies
- Creatively meet the teacher shortage

* Expanded Definitions were formerly Appendix 2, Approved by Board of Regents Oct. 23, 2001
Goal IV including Success Indicators

GOAL IV
Provide Quality Transfer Education

Success Indicators:

1. **Course completion:** Assure that the number of transfer courses passed with a C or better meets the following standard.

   **Standard 1:** A through C pass rates in transfer courses will meet or exceed the average of the previous three years.

2. **Transfer achievement:** Assure that the percentage of those who attempt at least 15 hours in at least 2 semesters declare a transfer major and enroll at a public senior college in Texas meets the following standard.

   **Standard 2:** State average for all public community colleges will be met or exceeded.

3. **Transfer persistence:** Prepare students to transfer and persist at public senior colleges in Texas.

   **Standard 3:** State average for all public community colleges will be met or exceeded.

*Expanded Definition:

- Celebrate the value of the associate degree
- Pursue flexible scheduling opportunities
- Increase distance learning opportunities
- Foster quality academic achievement
- Continually improve instruction
- Enliven and enrich instructional methodologies
- Optimize the learning environment
- Increase transfer success

2004 Distinguished Alumna, Judge Mary Lou Robinson
Photo from AC intranet page http://acweb.actx.edu

*Expanded Definitions were formerly Appendix 3, Approved by Board of Regents Oct. 23, 2001
Goal V including Success Indicators

GOAL V
Provide Quality Technical Preparation

Success Indicators:

1. **Course completion**: Assure that the number of technical courses passed with a C or better as compared to the number attempted as of census date meets the following standard.

   **Standard 1**: A through C pass rates in technical courses will meet or exceed the average of the previous four years.

2. **Retention**: Assure that the fall to fall retention rate of all first-time technical majors meets the following standards.

   **Standards 2**:
   
   - 6 – 11 Hours: 50% Fall Retention
   - 12 Hours and Up: 70% Fall Retention

3. **Licensure/certification pass rates**: Assure that students required to take licensure or certification exams are successful.

   **Standard 3**: Meet or exceed state standard of 90% pass rate of those attempting the exam as reported to the College during the year.

4. **Outcomes following graduation**: Assure that technical program completers are successful in finding employment or continuing their education.

   **Standard 4**: Meet or exceed federal and state standard of 90% of completers employed, continuing their education, or serving in the military (incarcerated completers excluded from analysis).

5. **Graduate Guarantee Policy**: Assure that graduates and employers are satisfied with training and, therefore, few invoke the College’s Graduate Guarantee Policy.

   **Standard 5**: Fewer than 3 graduates or employers per year invoke the Graduate Guarantee Policy.

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* Expanded Definition:

- Celebrate the value of the applied associate degree and certificates
- Pursue flexible scheduling opportunities
- Increase distance learning opportunities
- Foster quality skill and competency achievement
- Continually improve instruction
- Achieve state-of-the-art teaching environments
- Increase job placement success

* Expanded Definitions were formerly Appendix 2, Approved by Board of Regents Oct. 23, 2001
Goal VI including Success Indicators

**GOAL VI**
Provide Quality Workforce Development Opportunities

*Expanded Definition:*
- Celebrate the value of earning continuing education units
- Become the primary provider of workforce training for the Amarillo area and an important provider for the Panhandle, Eastern New Mexico and the Oklahoma Panhandle
- Partner creatively and flexibly with more businesses and industries
- Continually improve instruction

Success Indicators:

1. **Workforce enrollment:** Maintain or increase the number of individuals enrolled in workforce development activities.

**Standard 1:** Each year’s overall enrollment (including funded and non-funded) will meet or exceed the average of the previous three years in:
- Allied Health
- Behavioral Studies
- Business - Other
- Center for Continuing Healthcare Education (CCHE)
- Computer Training
- Criminal Justice Programs (including Intervention Programs)
- Industrial Transportation and Technologies (ITT)
- Language, Communication and Fine Arts
- Occupational Education (excluding Moore County Campus)
- Occupational Education (Moore County Campus only)
- Sciences & Engineering
- Workforce Training

Note: Funded classes are those receiving state reimbursement for contact hours generated.

*Expanded Definitions were formerly Appendix 2, Approved by Board of Regents Oct. 23, 2001*
Goal VI including Success Indicators

<table>
<thead>
<tr>
<th>2. Workforce contact hours: Maintain or increase the number of contact hours in workforce development activities.</th>
</tr>
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<tbody>
<tr>
<td><strong>Standard 2:</strong> Each year’s overall contact hours (including funded and non-funded) will meet or exceed the average of the previous three years in</td>
</tr>
<tr>
<td>- Allied Health</td>
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<tr>
<td>- Behavioral Studies</td>
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<tr>
<td>- Business - Other</td>
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<tr>
<td>- Sciences &amp; Engineering</td>
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<tr>
<td>- Workforce Training</td>
</tr>
<tr>
<td>Note: Funded classes are those receiving state reimbursement based on the fiscal year for contact hours generated.</td>
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</tbody>
</table>

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<tr>
<th>3. Workforce development course completions: Assure that the number of participants who complete their workforce development training and earn satisfactory grades meets the following standard.</th>
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<tbody>
<tr>
<td><strong>Standard 3:</strong> Of those students who receive grades, the proportion that achieve satisfactory grades will equal or exceed the average during the previous three years in</td>
</tr>
<tr>
<td>- Allied Health</td>
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<td>- Behavioral Studies</td>
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<td>- Business - Other</td>
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<tr>
<td>- Workforce Training</td>
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<tr>
<th>4. Individual perception: Assure that workforce development programs meet the individual’s personal objectives.</th>
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<tr>
<td><strong>Standard 4:</strong> At least 90% of individuals completing training &quot;agree&quot; or &quot;strongly agree&quot; that they have achieved their personal objectives, and no specific area will remain below 90% for more than three years.</td>
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</tbody>
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Goal VII Including Success Indicators

GOAL VII
Promote Employee Professional Growth & Equity

Success Indicators:

1. Professional development: Assure that professional development activities meet the needs of Amarillo College employees.

   * Expanded Definition:
   - Increase the ratio of minority employees
   - Offer competitive salaries
   - Pursue new and emerging technologies within teaching strategies and services to better meet the needs of consumers and employers
   - Optimize employee performance through relevant professional development

   Standard 1a: The number of employees participating in professional and organizational development will meet or exceed the average of the previous three years.

   Standard 1b: The annual enrollments in AC sponsored professional and organizational development activities will meet or exceed the average of the previous three years.

   Standard 1c and d: Participants successfully completing internal professional and organizational development activities offered at Amarillo College will rate their experience as meeting or exceeding the average experiences participants of the past three years:
   - Achieved personal objectives and
   - Would recommend this activity to peers and colleagues

* Expanded Definitions were formerly Appendix 2, Approved by Board of Regents Oct. 23, 2001
Goal VII including Success Indicators

2. Salary competitiveness:
Assure competitive personnel salary and benefits packages are at AC to promote employee growth and equity.

Standard 2a: Classified salaries will be comparable to those offered by other employers in the Amarillo metro service area (MSA) as reported by Texas Workforce Commission.

Standard 2b: Faculty salaries, including benefits, will be competitive with other Texas community colleges, based on the annual Texas Community College Teachers Association (TCCTA) Survey of Faculty Salaries.

Standard 2c: AC administrative salaries will be comparable to management positions in Amarillo’s MSA as reported by Texas Workforce Commission.

3. Personnel minority ratio:
Employ an increased proportion of qualified minority personnel (all non-white) at Amarillo College.

Standard 3: Personnel minority ratio will be comparable to the appropriate district adult population.

2000 U.S. Census Bureau data for City of Amarillo:
- Persons 18 and older in the Amarillo Metro area were identified as: Hispanic – 22%; Black/Non-Hispanic – 6%; Asian – 2%; American Indian – 1%; Other – 11%; and persons identified as two or more of the preceding categories – 2%.

Photos and quote from Professional Development’s home page http://www.actx.edu/~pdevelopment
Goal VIII including Success Indicators

GOAL VIII
Manage Institutional Resources Effectively & Efficiently

Success Indicators:

1. **Unrestricted tuition and fees generated per contact hour**: Assure that the annual unrestricted tuition and fees income generated per funded contact hour (credit and noncredit) meets the following standard.

   **Standard 1**: Funds generated per contact hour at Amarillo College will not exceed the average of those generated statewide by Texas community colleges.

2. **Unrestricted expenses generated per contact hour**: Assure that the unrestricted expenses generated per funded contact hour (credit and non-credit) meets the following standard.

   **Standard 2**: Expenses generated per contact hour at Amarillo College will not exceed the average of those generated statewide by Texas community colleges.

3. **Facility and campus conditions**: Student ratings of condition/appearance of buildings/grounds, parking facilities and services, and appropriateness of physical facility will meet the following standards.

   **Standard 3a**: (for Credit Students): The proportion of students indicating “Satisfied” or “Very Satisfied” will meet or exceed the average of the other colleges participating in the Gulf Coast Consortium Standard Student Survey.

   **Standard 3b**: (for Continuing Education Students): The proportion of students indicating “Strongly Agree” or “Agree” will meet or exceed the average of the previous four years.

4. **Maintenance schedule**: Assure that all facilities and equipment are maintained in a manner that meets the following standard.

   **Standard 4**: At least 90% of maintenance work orders are completed.

* Expanded Definition:*

- Cultivate an accessible, attractive, safe service oriented environment on all campuses
- Pursue collaborations and partnerships between other education entities as well as businesses and industries to increase efficiency and effectiveness
- Maintain specific objectives and standards of performance, regularly assess these, and use the findings to improve student learning and college services
- Offer affordable, high-quality learning opportunities
- Assure accountability in all institutional operations
- Maintain equipment and technology that optimizes learning and operations

* Expanded Definitions were formerly Appendix 2, Approved by Board of Regents Oct. 23, 2001
### Goal VIII including Success Indicators

<table>
<thead>
<tr>
<th>5. Client ratings of equipment:</th>
<th>Assure that graduating students’ ratings of both the quantity and quality of instructional equipment in use at Amarillo College meet the following standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 5a:</strong></td>
<td>Quantity: At least 4.0 on a 5 point scale; Quality: At least 4.0 on a 5 point scale.</td>
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<thead>
<tr>
<th>5. Client ratings of equipment:</th>
<th>Assure that randomly selected credit students’ ratings of availability to computer and/or computer labs at Amarillo College meet the following standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 5b:</strong></td>
<td>The proportion of students indicating “satisfied” will/meet or exceed the average of the other colleges participation in the Gulf Coast Consortium Standard Student Survey.</td>
</tr>
</tbody>
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<tr>
<th>5. Client ratings of equipment:</th>
<th>Assure that ratings by non-credit students who successfully complete training meet the following standard.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 5c:</strong></td>
<td>At least 90% “agree” or “strongly agree” that audiovisual aids and equipment are useful and effective.</td>
</tr>
</tbody>
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<thead>
<tr>
<th>6. AC personnel ratings of equipment:</th>
<th>Assure that AC personnel’s ratings of both the quantity and quality of equipment in use at Amarillo College meet the following standards.</th>
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<tbody>
<tr>
<td><strong>Standard 6:</strong></td>
<td>Quantity: Equipment (computer and all other) will meet or at least 75% client approval ratings of “agree” or “strongly agree”. Quantity: Equipment (computer and all other) will meet at least 75% client approval ratings for “agree” or “strongly agree”. Over all satisfaction equipment will meet at least 75% client approval ratings for “agree” or “strongly agree”</td>
</tr>
</tbody>
</table>
Goal IX including Success Indicators

**GOAL IX**
Develop Alternative Resources for the Institution

**Success Indicators:**

1. **Grant and contract competitiveness:** Maintain AC’s competitiveness for grants and contracts.

   **Standard 1:** Grants and contracts will equal or exceed 10% of the annual unrestricted local maintenance revenues.

2. **Childcare assistance:**
   
   **Standard 2:** The dollar amount and number of students served will exceed at least two of the four previous years.

**Expanded Definition:**
- Pursue new sources of revenue
- Generate external funding opportunities that match AC priorities
- Cultivate business and industry partnerships, cost-sharing and gifts

*Expanded Definitions were formerly Appendix 2, Approved by Board of Regents Oct. 23, 2001*

Photos from AC’s and KACV’s Web pages http://www.actx.edu and http://www.kacvtv.org
## Goal IX including Success Indicators

### GOAL X
Serve as a Community Enrichment Resource

### Success Indicators:

1. **Events and participation:** Increase the number of personal and cultural enrichment events sponsored or cosponsored by Amarillo College.
   - **Standard 1:** The number of personal and cultural enrichment events each year will exceed the average of the previous three years.

2. **Enrollment in personal enrichment courses:** Maintain or increase the number of individuals enrolled in personal enrichment courses.
   - **Standard 2:** Each year’s enrollment will meet or exceed the average of the previous three years.

3. **KACV-TV educational broadcasting:** Increase educational broadcasting services to the region.
   - **Standard 3a:** Each year’s membership and corporate support will meet or exceed the average of the previous three years’ contributions.
   - **Standard 3b:** Each year’s outreach activities will serve or exceed the average of the number of participants involved over the previous three years.

### Expanded Definition:
- Advocate and promote lifelong learning
- Respond to community needs
- Participate with the community
- Improve quality of life for citizens

*Expanded Definitions were formerly Appendix 2, Approved by Board of Regents Oct. 23, 2001*
Priority Initiatives from What Matters Most @ AC

On Monday, January 12, 2004, Amarillo College hosted an all-inclusive Conversation Day. Over 550 employees shared ideas on four questions: Conversation One: What do we agree matters most?; Conversation Two: What do we agree are our strengths—the aspects about Amarillo College that shine vibrantly?; Conversation Three: What holds the greatest opportunity for making a significant difference at Amarillo College?; and Conversation Four: What “Nikes” or must-do, easily done items would make a difference? In May 2004, over 70% of AC employees completed the final survey to identify priority issues that would make a significant difference to the College. Tier 1 priorities were clearly top priority. Tier 2 priorities were clearly significant but not primary objectives.

**Tier 1 Priorities**

1. **Enhance College Resources:**
   More aggressively pursue additional sources of revenue in order to increase capacity in both technology and human resources. This would involve creating a development office to secure external funding, increasing operating efficiencies to capture savings, more effectively utilizing existing resources, considering alternatives such as increasing tuition, taxes, and other alternative revenue sources.

2. **Increase Investment in AC Personnel:**
   Invest additional college resources into AC personnel through salary increases, performance-based incentive and reward programs, expanded staff development and training.
Priority Initiatives from What Matters Most @ AC

Tier 2 Priorities

3. Enhancing Student Learning:

Increase classroom and laboratory space for instruction. Maximize use of existing space for students and staff. Improve the organization and delivery of instruction through distance education to meet the changing needs of students in the Panhandle. Improve student advising.

4. Building Trust/Improving Communication:

Enhance communications between departments, campuses, and offices to promote a better understanding of processes/procedures, and to create an environment of trust and cooperation. Continue to keep employees informed of changes and developments at AC and better involve them in the planning and implementation phases of those changes.
Board of Regents

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Amarillo College’s planning process is sanctioned by the AC Board of Regents, incorporates the input from all employees and representation from students and seeks to link planning and evaluation. The major components of the planning process are the major assessments combined with analysis of data. The four major assessments are the Goals and Success Indicators, Strategic Plan, Institutional Program Review and the Planning and Evaluation Tracking (PET) process.

Amarillo College’s Goals and Success Indicators (previously entitled Amarillo College Strategic Plan) document identifies the mission, goals, success indicators and What Matters Most (WMM@AC) initiatives. The mission, goals and success indicators were approved by the Board of Regents in 2000. A Report Card for the Goals and Success Indicators identifies the success trend lines for each. Under the leadership of Dr. Jones, the WMM@AC initiatives are determined by the employees and representative students of the College. WMM@AC is a dynamic process with the initiatives becoming the basis for the new Strategic Plan. The initiatives and strategies for accomplishing each will influence budgeting decisions annually.

Division and department planning encompasses the Institutional Program Review process and the PET process. Program Review was implemented in 1986 and is based on a rotating five-year cycle for all divisions. Department planning and evaluation is assessed annually through the PET process.

In addition to these major assessments, decision-makers are encouraged to use data as the basis for recommending improvements. Since 1985, the Office of Institutional Research has provided longitudinal data in the Databook. Through the College’s administrative software, decision-makers may access real-time data. Amarillo College desires an environment conducive to decision-making based on data.

The Amarillo College Report Card for the Goals and Success Indicators 2004-2005 is available online at: http://archives.actx.edu/pdf/reports/strat_plan04-045strat_plan04_05.pdf