

Non-Instructional Annual Review

ADVISING DEPARTMENT

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, and CS 3.5.1, CR 3.9.2, CR 3.13.3, and FR 4.5

Purpose

Amarillo College non-instructional area's consistently review data and strive for improvement. The purpose of this review is to demonstrate how AC non-instructional areas support AC's mission by "...enriching the lives of our students and our community."

On an annual basis, the Program Review process will capture a holistic snapshot of strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

Response Length Suggestion: Most responses should be 2-3 sentences. If available, you may also provide a link to other documentation that answers each question.

I: Identification

1. Department Title:

Advising

2. Department Purpose Statement:

To help students identify and achieve their goals.

3. Department Review Year (i.e. Most Recent Academic Year)

2013-2014

4. Date of Submission:

July 2014

5. Lead Person Responsible for this Department Review:

Name: Jason Norman
Title: Director of Advising
E-mail: janorman@actx.edu
Phone Number: 806-371-5456

6. Additional Individuals (Name and Title) Responsible for Completing this Department Review:

Sammie Artho, Associate Director of Advising

II: Existing Data (Not Survey, Focus Groups, and/or Interviews)

AC staff/administrators collect and evaluate data related to people served.

1. What significant AC, state, federal, or other reports do you complete on an annual basis and/or what significant quantitative data do you collect or review on an annual basis? (Please provide links to data/report information or a succinct summary of your data findings.)

The Advising Department (Academic Advising, Transfer Services, New Student Orientation, Social Services, & Adult Students Program) Monthly Reports submitted to VP & Associate VP of Student Affairs. We report number of students served by advisors, number of students participating in online New Student Orientation sessions, number of students assisted by Social Services & Adult Students Program, and number of Retention Alert requests. Social Services reports success rate data on the students served.

The Adult Students Program must provide reporting numbers for Perkins funding annually. ASP reports retention and graduation rates each semester.

2. Based on the past year’s data (referenced in Question #1), please evaluate your data and/or department. (Place an ‘X’ in each text box that corresponds to your evaluation. You may delete or add rows.)

Data Reported/Collected (Include Most Important Data)	Needs Improvement	Meets Standards	Exceeds Standards
1. Number of students served by academic advisors.	X – Needing a better system to track student data...as noted below	X	
2. Number & successful completion/progression of students assisted by Social Services.		X	
3. Number & successful completion/progression of students assisted by Adult Students Program		X	
4. Number & successful completion/progression of students that successfully participated in online New Student Orientation.		X	
5. Number of Retention Alert notifications submitted to advisors each month.	X		

3. (If applicable) If any area “Needs Improvement,” please explain why (i.e. Analysis).

On item Number 5: Number of Retention Alert notifications submitted to advisors-the number was a huge decrease prior to conversion to AC Connect. We do not have an effective way to track the long term impact various services (academic advising & retention alert) provided by the department. Once we implement ACCUTRACK and are capturing student identification information progress can me made towards this goal.

4. (If applicable) Based on the data above, what changes do you recommend (i.e. Action Plan)?

Firstly, we need to be able to capture and pull effective data to analyze the students/successful progression and completion each semester. I think that we need to continually improve upon services and advising skills/delivery that will always continue to impact student performance. Look at other colleges to see how they capture their data plus how we can effectively use that data for our improvement.

III: Existing Data (Based on Surveys, Focus Groups, and Interviews)

This Section Is Not Required for 13-14 Pilot Review

In this section, provide examples of ways you used survey data or qualitative research (interviews, focus groups, etc.) to make decisions.

PART A:

1. Over the past year, did your area collect and/or review any survey data or qualitative (focus group, interview, etc.) information?

(Place an 'X' in the text box that corresponds to your response.)

Yes (If Yes, Proceed to PART A, Question #2)	No (If No, Proceed to PART B)
N/A	

2. Summarize the most important information that was collected and/or reviewed and the results.

N/A

3. (If applicable) Based on the data above, what changes do you recommend (i.e. Action Plan)?

N/A

PART B:

Additional Comments Related to Surveys and Qualitative Research (Not Required):

N/A

IV: Institutional Initiatives

PART A –No Excuses:

Each department is expected to support student success initiatives.

1. List 1 or more ways your department most focuses on any of the No Excuses goals/initiatives.

- “No Excuses” Goal 2-Poverty: We have utilized the systematic approach to leverage social services, interventions, financial assistance, Benefit Bank, and case-management for 1,600 students. Social Services area.
- “No Excuses” Goal 2-Poverty: We have utilized specialized advising and financial assistance for students assisted by Adult Students Program.
- “No Excuses” Goal 3-Additional Student Support Services – By providing individualized assistance with enrollment services: guide students completing admissions, TSI Pre-Assessment Activity, Registering for courses via AC Connect, academic advising, and career coaching.

2. Are there any changes your department has made over this past year to remove barriers to students and further the No Excuses goals OR to move the needle toward fulfillment of the No Excuses goals?

- If so, please explain.
- If not, but you plan to make changes that aid students success, please provide a few sentences explaining how you can better support No Excuses.

- Utilization of high-impact practice for academic goal setting and planning by implementing comprehensive intrusive (proactive) academic advising. We have taken positive steps to help advisors reach out to students. Programs utilizing proactive academic advising build structures that incorporate intervention strategies mandating advising contacts for students who otherwise might not seek advising. Greenlighting required each semester.
- Working in conjunction with Enrollment Services to identify and remove enrollment barriers.

PART B –Institutional Outcomes:

Each department is expected to provide quality student, customer, and/or client services.

1. For this review year, what is/were your department’s most important goals (i.e. broad things you would like to accomplish)?

The Advising Department has many goals for improvement and sustained efficiency. Getting ACCUTRACK system going for all advisors will not only help us with data collection, but also managing student loads and delivering effective services. (i.e. wait time, documentation, advisor survey evaluations, etc.)

2. For this review year, what is/were your department’s most important outcome/s that can be specifically measured and help you achieve your goals? Provide examples of 1-3 outcomes. (An outcome provides observable evidence that your student’s or client’s knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

After Social Services assists students in addressing their life/school issues, 70% of these students will demonstrate success by completing the semester as determined by course completer data.

3. How does your department assess the above outcome/s? What were the results of your outcome assessment? What do your results tell you?

The Social Services area served 333 students in 2013. These services included child care, counseling, medical needs, transportation, career/employment services, housing, food, school needs, TX Benefit Bank, and utilities. Many of these students were assisted with funds from the No Excuses fund at the Amarillo College Foundation.

Spring 2013 – 94 students assisted

- 78.7% success rate-these students attempted and completed this semester
- 20 out of 94 (21.3%) students attempted but did not complete
- 8 out of 94 (8.5%) did not attempt or complete
- 8 out of 94 (8.5%) graduated after receiving social services

Fall 2013 – 96 students assisted

- 67.7% success rate –these students attempted and completed this semester
- 32 out of 96 (33.3%)students attempted but did not complete
- 9 out of 96 (9.4%) did not attempt or complete
- 21 out of 96 (21.9%) graduated after receiving services.

We were very close to meeting our desired benchmark (met in 2013SP and slightly missed in 2013FA). Students that received social services have a better success rate had they received no services at all. The number of students that graduated are actually students that we would have lost, and would not have completed, had there not been social service interventions.

4. What change/s has your department made in the past year or do you plan to make based on your assessment of any outcome?

Due to student need/demand, the Social Services area has taken on interns from West Texas A&M University to serve more students, partnerships with community agencies/college resources for our students to receive services, began using funds received from Women in Philanthropy grant, coordination of Benefit Bank tax week services, classroom presentations, and future Donna Beagle poverty training/Poverty certification.

PART C –Strategic Planning:

Each department is expected to support AC’s Strategic Planning initiatives.

1. Identify at least one strategy or task from the Strategic Plan your area currently addresses/evaluates.

1.1.5.3 add instructional programs and academic support or student support services that are deemed critical to the success of students. The addition of a Social Services Coordinator in the Advising Department has allowed us to address this goal.
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. Academic Advisors are actively working the Early Alert system.

2. (f applicable) What additional item/s should AC’s Strategic Plan address?

N/A

PART D – Core Objectives (CR 2.10):

SACSOC guidelines require non-instructional areas to provide student support programs, services, and activities that are consistent with its mission and that promote student learning and enhance the development of its students.

At Amarillo College, a component of student learning is found present in the existence of AC’s General Education Competencies. Due to recent mandate changes set forth by the Texas Higher Education Coordinating Board (THECB), AC has adopted the following General Education Competencies: Communication Skills, Critical Thinking Skills, Empirical and Quantitative Skills, Teamwork, Social Responsibility, and Personal Responsibility.

Although these competencies obviously relate to academia, many non-instructional areas also support some or all of these objectives.

Some Examples of Ways Non-Instructional Areas Can Support Student Learning:

Personal Responsibility: Any service that provides materials/information related to financial literacy, life planning, etc. to students could relate to personal responsibility. Also any measure of student personal responsibility (e.g. percent of students not dropped for non-pay, percent of students who pay their rent to AC housing on time, etc.) relates to this topic.

Social Responsibility: If students are able to serve or learn about ways to serve their community or world, this could relate to social responsibility.

Communication, Critical Thinking, and Empirical and Quantitative Skills: If a department teaches a skill/topic within the classroom or through a published document geared toward students, this skill/topic could relate to communication, critical thinking, or any of the other objectives—depending on the skill/topic being taught.

Teamwork: Any student organization/framework where students must work successfully within a group could equate to teamwork.

1. Does your area work (in-person, through publications, or through some other means) with students to learn/accomplish any of the following objectives?

Objective	Yes <small>(If Yes to Any Area, Respond and Proceed to Part D, Question #2)</small>	No <small>(If No to All Areas, Proceed to Part D, Question #3)</small>
Communication Skills	X	
Critical Thinking Skills	X	
Empirical & Quantitative Skills	X	
Teamwork	X	
Personal Responsibility	X	
Social Responsibility		X

2. For each objective that received a “Yes” response, provide a bulleted list identifying how your department addresses each particular objective with AC students, any assessments related to your objective (if applicable), and any results related to your assessment (if applicable).

➤ Assessments can be indirect (e.g. surveys, focus groups, etc.) or [direct](#).

The Advising Department addresses the above objectives in the following ways:

- [Dynamic holistic advising sessions](#)
- [Dynamic holistic group-advising sessions](#)
- [Education & Vocational Goal Setting](#)
- [Individual academic and transfer planning](#)
- [New Student Orientations \(online and in-person sessions\)](#)
- [Career Coaching/academic advising model](#)
- [Personal interventions with a Licensed Social Worker.](#)
- [Working to assist students in utilizing AC systems and technology resources.](#)

3. Please indicate (place an X in the corresponding box/es) the mode of delivery by which you offer any support programs, services, and activities, to students.

In Person	Web	Phone	E-mail	Live Chat
X	X	X	X	X

4. Do you have plans to expand your learning objectives and/or modes of delivery? If so, how do you plan to expand these objectives/delivery modes? If not, why not?

[N/A](#)

[V: Policies and Procedures](#)

Amarillo College’s non-instructional areas consistently have procedures in place that promote student confidentiality, staff efficiency, student success, and accountability.

Each non-instructional area will respond to the Core 5 (first 5) “Policies and Procedures” questions if they are pertinent to their area. If a department has additional questions they would like to include for accountability or some other purpose, they will also include those questions on this section of the form.

1. Please explain how your area supports the security, confidentiality, and integrity of student records and maintains special security measures to protect and back up data (CR 3.9.2)

[FERPA guidelines are discussed in of our employee/student-employee training sessions.](#)

2. How do you ensure that all of your employees are aware of student complaint procedures and that the procedures are handled in a way that is in accordance with the institutional policy of complaint procedures being reasonable, fairly administered, and well-publicized (CR 3.13.3)?

[Student complaint procedures are discussed with all staff. As a staff, we meet on a regular basis to discuss various policies and procedures on campus.](#)

3. Has your area made any departmental changes based on student complaints? If so, what changes did you make (FR 4.5)?

Student complaints are handled individually and professionally. The Advising Department has made personnel changes in assignment based on these complaints. On-going training is continual to prevent further issues.
We obtain our guidance for the student complaint process from Bob Austin and April Sessler, Student Affairs leadership.
We obtain our guidance for FERPA from Diane Brice, Registrar.

4. Have you addressed any local, state, audit, or federal compliance issues that have caused you to make an adjustment to your department and/or a policy change? If so, please explain.

n/a

5. Have you made any changes to your department's policy or procedures over the past year that are otherwise not addressed in this review? If so, please explain.

n/a

VI: Conclusions

1. What is the biggest issue/obstacle that your department currently faces?
Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

An obstacle we face as a department is limited number of advisors. Advisor/student ratios are unbalanced and unreasonable in certain areas. For example: Donna Pergrem, advisor for Business Programs, has a student load of approximately 1,300 students. Melodie Graves, advisor for CTEC Programs on East Campus, has a student load of approximately 850 students. Our workload has dramatically increased from solely academic advising to working retention alert cases, handling admission issues, completing Financial Aid satisfactory completion plans, WIA paperwork, social services related issues and referrals, and continual student follow-up and case management.

An obstacle we face as a department as well is effective and proactive data collection and analysis. We do not have the proper data-tracking software nor the personnel resources to run and analyze this data with the current set-up.

Of course, there is a budgetary constraint for both of these obstacles.

2. Additional Comments Pertinent to this Annual Review Evaluation (Not Required):

The Advising Department appreciates all of the ongoing support we receive from Student Affairs, Academic Affairs and other divisions and departments at Amarillo College. Advising would not be as successful as we are without powerful relationships with our faculty/staff.