Non-Instructional Annual Review
Center for Teaching and Learning

This document addresses the following SACSCOC requirements: CS 3.7.3, CR 2.5, CS 3.3.1, and CS 3.5.1, CR 3.9.2, CR 3.13.3, and FR 4.5

(SACS 3.7.3 - The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners (Faculty development)

Purpose

Amarillo College non-instructional areas 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:**

   Center for Teaching and Learning

2. **Department Purpose Statement:**

   To prepare employees, provide resources, and promote a learning culture to position for change, lifelong learning, and student successes.

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

   2013-2014

4. **Date of Submission:**

   7/3/2014

5. **Lead Person Responsible for this Department Review:**

   Name: Patsy Lemaster
   Title: Associate Vice President of Teaching and Learning
   E-mail: pclemaster@actx.edu
   Phone Number: 371-5254

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

Keely Doyle, Administrative Clerk II; HQ Wrampelmeier; Project Specialist/Supervisor, Student Help Center; Kay Taylor, Faculty, Curriculum Design & Technology Enhancement; Heather Voran, Faculty, Curriculum Design & Technology Enhancement; Brenda Davidson, Curriculum Design & Technology Enhancement; Charles Hendrick, Curriculum Design & Technology Enhancement; Brian Nixon, Director, AV/Media Production; Buster Bonjour, Coordinator, Faculty/Student Help Center; Brandon Minton, Assistant Supervisor, Faculty/Student Help Center

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

AC staff/administrators collect data related to people served.

1. What significant AC, state, federal, or other reports do you complete on an annual basis <u>and/or</u> 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.)

   No reports submitted annually.

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. N/A			
2.			
3.			
4.			
5			

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

   N/A

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

   N/A

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

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)
X	

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

Evaluation forms from trainings conducted throughout the year were reviewed. Trainings were positively received by participants. Comments were used to make changes as needed and/or suggested. See evaluations summaries for Fall and Spring below.

2013 FA Attendance Eval.xlsx   2013 FA Evaluation Comment Sheet.xlsx   2013 FA Evaluation Totals.xlsx   2014 SP Session List with Totals.xlsx   2014SP Activity Evaluation Totals.xlsx

2012Evaluation.docx

Fall 2013 Group Trainings
- o Total participants – 1403
- o Activity evaluation results (5-strongly agree to 1-strongly disagree)
  - o The presenter was knowledgeable and allowed opportunities for interaction and/or questions. (Average = 4,7)
  - o I achieved my goal/s for attending this training and would recommend it to my peers/colleagues. (Average = 4.9)
  - o The information and knowledge gained will assist me to achieve the AC goal for NO EXCUSES. (Average = 4.9)

Spring 2014 Group Trainings
- o Total participants – 1124
- o Activity evaluation results (5-strongly agree to 1-strongly disagree)
  - o The presenter was knowledgeable and allowed opportunities for interaction and/or questions. (Average = 4,7)
  - o I achieved my goal/s for attending this training and would recommend it to my peers/colleagues. (Average = 4.5)
  - o The information and knowledge gained will assist me to achieve the AC goal for NO EXCUSES. (Average = 4,4)

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

For the future, the third question related to NO EXCUSES has been modified to include a statement of how session information will be used to achieve greater successes for NO EXCUSES.

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

Individual participant comments are reviewed and shared with presenters to assist with future trainings.

IV: Institutional Initiatives

PART A –No Excuses:

Each department is expected to support student success initiatives.

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

- Faculty/Student Help Center was created to assist students who experience technology issues or need assistance with assignments involving technology. Since all classes now have a presence in Bb, this is an essential service for AC students. Hours have been extended to include Saturday coverage. Laptops are also available for check out as needed by students.
- Student interaction and engagement strategies are promoted in all individual and group trainings for faculty.
- Group training participants respond favorably (Fall 2013, 4.9; Spring 2014, 4.4) to the activity evaluation question related to NO EXCUSES ("information and knowledge gained will assist me to achieve the AC Goal for NO EXCUSES").
- Individual support, training, and consultation for faculty with course content, instructional strategies, and technology use for student interaction/engagement.
- Blackboard essentials required for all courses includes the use of the electronic gradebook. CTL has worked with many faculty to promote accurate use of the gradebooks so students may readily access their performance throughout the semester.
- The Bb Retention Center, Retention Alert, and gradebooks will be connected during the coming months to provide greater opportunities for monitoring student progress in their coursework.

2. Are there any changes your department has made over this past year to remove barriers to students and further the No Excuses goals <u>OR</u> 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.

- Faculty/Student Help Center with extended hours and has documented help/support for at least 1,622 students during Fall 2013 and Spring 2014. Student-workers sometimes do not document each individual they work with in person or on the phone/web. New procedures for securing such information before extending help will be implemented Fall 2014 for more accurate counting.
- Free student trainings being offered (Google Drive Basic, Google Drive Intermediate, iPad Basic).
- CTL staff began tracking support for faculty and staff throughout the year. Weekly reports were/are submitted by individuals who provide such support/services. During Fall 2013 and Spring 2014, CTL staff assisted/worked with 3,932 faculty and/or staff individually (not in training sessions). We will continue to track such contacts. With support and training for Continuing Education targeted for Fall 2014, we anticipate that numbers will grow somewhat.
- Student and faculty electronic resources have been developed.
- Onsite campus support is being provided by CTL staff at the beginning of semesters.
- Training and opportunities for learning and sharing the new facilities and technology located in the new CTL facility.
- Collaborate use and training is offering a new venue for greater communication among students, faculty, and/or staff.
- In partnership with other College entities, CTL is beginning work on accessibility for course content in all courses electronically.

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)?

- Goal 1: After completing CTL trainings, participants will have greater understanding and ideas for supporting and promoting No Excuses.
- Goal 2: After completing group training or one-on-one mentoring, all required course components will be in BlackBoard.

2. For this review year, what is/were your department's <u>most important</u> 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.)

- Goal 1, Outcome 1: After completing CTL trainings, participants will indicate on a survey that the information given has helped them gain the skills needed to achieve the AC goal for No Excuses.
- Goal 2, Outcome 2: After completing group training or one-on-one mentoring, 100 percent of faculty will have required course components in Blackboard (syllabus, gradebook, calendar) as reflected by a random sampling report for 150 courses out of the 1480 active courses for Spring 2014.

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

- Goal 1/Outcome 1: Participants completed an evaluation instrument. Results were as follows:

Fall 2013 Group Trainings
  - Total participants – 1403
  - The information and knowledge gained will assist me to achieve the AC goal for NO EXCUSES. (Average = 4.9)

Spring 2014 Group Trainings
  - Total participants – 1124
  - The information and knowledge gained will assist me to achieve the AC goal for NO EXCUSES. (Average = 4,4)

Evaluation responses indicate that trainings assisted employees to understand and better implement strategies for supporting the AC goal for No Excuses as indicated below.

- Goal/Outcome 2: The following results were identified to access compliance with requirements in Blackboard in the sample courses reviewed from Spring 2014:
  - One-click access to correct Course Syllabus in Course Menu (Yes 72%; No 28%)
  - Course syllabus lists weekly assignments/tests in calendar area (Yes 66%; No 34%)
  - Send Email link available to students in Course Menu (Yes 72%; No 28%)
  - My Grades link available to students in Course Menu (Yes 72%; No 28%)
  - Grade Center contains a single Grading Schema that is named "Letter" (Yes, 68%; No 32%)
  - External Grade column Display: Primary or Secondary = Letter; Other = Percentage or Score (Yes 77%; No 23%)

Checking of randomly selected 150 courses for Spring 2014 indicate that less than 100 percent of faculty have complied with requirements for course components in Blackboard.

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?

- Goal/Outcome 1: To better assess the understanding and actual implementation of No Excuses strategies, future evaluations have been changed and ask participants to identify the strategy they will be using/adding after attending trainings.

- Goal/Outcome 2: CTL will continue to work with faculty on gradebooks and other Bb requirements. Integration of Retention Alert and routine grade reporting within courses will assist us to identify faculty who are not in compliance or those who have errors in the future. Such individuals will be contacted directly by CTL representatives and provided training/support as needed.

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.**

> - Strategy 2.2. Faculty will develop and teach a minimum of two programs fully online during Fall 2012 from the programs identified by CTL staff in conjunction with Deans Council and academic leadership.
> - According to reports shared by Danita McAnally, numbers for Spring 2013 reflected 29 programs were online as compared to 4 programs when the last report was run for Spring 2011. Data for Spring 2014 will be reported when available.
> - Strategy 1.8, Increase student engagement through employment of emerging media and best practices. Task 1.8.3. After AC's CTL staff review Sloan Consortium best practices for online delivery, CTL staff will offer professional development sessions in each online delivery approach. Trainings are reflected in documents shared for Part A.

2. **(If applicable) What additional item/s should AC's Strategic Plan address?**

> Strategy 4.5, Task 4.5.2.2. Match professional development with the College's training determined by Cabinet. This has been a recent Cabinet discussion. It is my understanding that, at this time, Customer Service has been identified; however, the planning will not continue until the new president is hired and available for such discussions.

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.

<u>Some Examples of Ways Non-Instructional Areas Can Support Student Learning:</u>

<u>Personal Responsibility</u>: 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.

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

<u>Communication, Critical Thinking, and Empirical and Quantitative Skills</u>: 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.

<u>Teamwork</u>: 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 (If Yes to Any Area, Respond and Proceed to Part D, Question #2)	No (If No to All Areas, Proceed to Part D, Question #3)
Communication Skills		X
Critical Thinking Skills		X
Empirical & Quantitative Skills		X
Teamwork		X
Personal Responsibility		X
Social Responsibility		X
*Technology Knowledge for being successful in courses.	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 staff and student workers in the Student Help Center complete forms to identify services provided for AC students as they are helped. Information is predominately related to the problems and solutions of such students. In discussing services, CTL staff indicates that students were positive and appreciative of the help they receive. Such support encourages students to remain at the college and work to be successful in their classes.

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	Will begin using Collaborate within next year.

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?

   Collaborate to be used as soon as employees and students become more knowledgeable.

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)

   > Other than help reports, student records are not a part of CTL functions. All reports related to help procedures are secured routinely. Within Bb, students can only get into the functions related to classes since the software is administratively protected by passwords.

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)?

   > All CTL employees are asked to review Student Rights and Responsibilities as well as other resources from Student Services. Student complaints within the area are handled at the level they are realized with positive results routinely. Student issues and complaints within Bb are handled through instructional faculty with support from CTL personnel during the discovery (drill-down) processes. Final responses and decisions are the responsibility of the faculty assigned to the classes in question. CTL assists as needed to create tickets and coordinate such efforts with Bb as needed.

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

   > No.

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.

   > No.

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.

   > No.

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.

   - Noncompliance with Bb requirements for all classes
   - Incorrect procedures when attempting to comply with Bb requirements in classes
     Currently working with faculty individually to addresses Bb issues and noncompliance
   - Accurate gradebooks that reflect all assignments and grades in a timely manner. Inaccurate and/or missing gradebooks will be reflected as we transition to use of Retention Alert in the coming year.
   - Training travel budget for CTL in a growing time
     CTL personnel must remain current and grow professionally to serve the needs of other college personnel.
   - Magnitude of needs for training and skill development for all college environment
     Although many need training for specific areas, the busy culture in which we are working does not always allow for such training, particularly face-to-face training. Resources do not allow for purchase of all components needed for training. Unfortunately, much of the budget must be dedicated to technology training for all to remain current; thus, leaving less budget funding for specialized training in other areas. CTL continues to identify and create electronic resources as possible for many areas.

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