Non-Instructional Annual Review
Career and Employment Services

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 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:**

   Career and Employment Services

2. **Department Purpose Statement:**

   Career and Employment Services is an on-campus destination that offers free, comprehensive career planning resources for students, alumni and community members.

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

   2013-2014

4. **Date of Submission:**

   7/7/2014

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

   Name: Renee E. Weiss
   Title: Director, Career and Employment Services
   E-mail: reweiss@actx.edu
   Phone Number: 806-371-5147

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

   N/A

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.)

   > Every month we complete a progress report turned into April Sessler.   Data is collected from many sources including C3M (Career Center Contact Manager), College Central and My Plan. Information includes a narrative and Excel spreadsheet with graphs and charts on the following topics: outreach, training, general administration, meetings, employer contacts, presentations and programs, workforce solutions.
   > Example of Monthly Report:
   >
   > Attachment - April   Attachment - April
   > CES Spreadsheet.xls 2014 CES Narrative.c

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. C3M	X		

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

   > We do not have an effective way to track the long term impact various services (such as resume writing, interview skills, job search, etc.) that the Career Center provides. Specifically, are services provided instrumental in gainful employment upon graduation from Amarillo College?

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

   > Visit with WT to see how they capture the data and how they utilize the information.
   > Look at other colleges to see what programs they use and if there programs that capture this data.

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 and the results.

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

PART B:

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

Career Services recently implemented weekly meetings with all staff including Workforce Solutions and the Student Money Management Center. This collaborative effort is essential to ensuring quality services for students and prevents duplication of efforts. Thus, a streamlined one stop shop for students.

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.

> Career and Employment Services provides student support and is instrumental in the First Year Seminar Class. The Career Center provides presentations in all FYS classes to interpret MyPlan assessments and provide additional tools for research related to the required career project.

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.

> This year we opened a professional clothes closet called the Badger Boutique. The goal of the Badger Boutique is to provide students with a free professional outfit for the purposes of a job interview or outfit to wear in a professional environment.
>
> Additionally, we have implemented the Student Money Management Center. Amarillo College received a grant from TG to provide AC students and their families with financial and economic literacy education, training and support services. The main goals of the SMMC are to:
> - o Help students understand key personal financial concepts
> - o Encourage student retention and degree completion
> - o Facilitate career readiness
> - o Lower overall student debt levels
> - o Student loan default prevention

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 <u>most important</u> goals (i.e. broad things you would like to accomplish)?

> We would like to increase employer relations. Specifically, we would like to increase the presence of business and industry partners on campus through job fairs, hiring events and employer panels.

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.)

> 1) Increase the number of employers who registered for the job fair from 54 registrations to 75 registrations. As a result of personal outreach and marketing by the Job Fair Committee, we will have 40% more employers demonstrate an interest in Amarillo College Students by registering for a booth at the next job fair.

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

> In 2013 we had 54 employer registrations. As of this data, we have implanted a presence of College Relations/Marketing on the Job Fair Committee and have 60 employers registered. Full number and percentage information will be provided in the 2014-2015 review.

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?

> We looked at the feedback we received from employers from the first job fair to make improvements to our upcoming event in November 2014. We have formulated a job fair committee who will review and implement the recommendations.

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.

> Ensuring Student Success:
> In partnership with other Student Affairs departments such as Advising, we work collaboratively to ensure that students are enrolled programs that complement their personality, interests, skills and values. Additionally, our unique partnership with Workforce Solutions is a collaborative effort to ensure that students are seeking in-demand occupations. Thus, connecting students to resources that will ensure completion of those programs as well as connect students to employment opportunities.

2. (If 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.

<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	

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.

   Career Services addresses the above objectives in the following workshops:
   - Resume Workshops
   - Interview Workshops (soft skills-teamwork)
   - Job Readiness Workshops
   - Resume Review
   - Mock Interviewing
   - Job Search and Application Processes
   - Career Counseling
   - Job Fairs and Employer Panels
   - Hiring Events
   - Student Money Management Workshops (Empirical & Quantitative Skills)

3. Please indicate (place an X in the corresponding box/es) the mode of delivery by which you offer <u>any</u> 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

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 our student employee orientations.

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 in student employee orientations.
   > As a staff, we have weekly meetings 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)?

   > We have not had any direct complaints in our area.
   > We obtain our guidance for the student complaint process from Bob Austin and April Sessler.
   > We obtain our guidance for FERPA from Diane Brice.

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

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 with a limited staff is how to provide all the classroom presentations and events of which we are invited at all the campuses including Hereford, Dumas, East and West. We generally present at least once per semester in every First Year Seminar Course over MyPlan interpretation and Career Research. Many of these students will then make an appointment with Career Services for a 1:1 follow-up session.
   We have attended mock interview and resume events for various programs including Paralegal Studies, OTA and PTA. More and more instructors are requiring students have their resume reviewed by Career Services as part of their class. We also provide classroom presentations over resume writing, job readiness and interview skills to the Truck Driving Academy every 5 weeks.
   We have tried to address this issue by partnering with WTAMU and Wayland Baptist and providing LPC Counseling Interns with experience and hours; however, this is an unpaid internship and many graduate students need and experiences that are paid.
   Ideally, we would like to hire an additional person to help with some of the classroom presentations and workshops as well as coordinate a quality internship and job shadowing program. Of course, there is a budgetary constraint for this request.

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

   Career and Employment Services appreciates all the ongoing support we receive from Academic Affairs, Student Affairs and other departments at Amarillo College!