

Non-Instructional Annual Review College Relations

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:

College Relations

2. Department Purpose Statement:

Our purpose is to: encourage participation through marketing, media and public relations efforts on behalf of the College.

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

2013-2014

4. Date of Submission:

9-15-2014

5. Lead Person Responsible for this Department Review:

Name: Ellen Green
Title: Chief of Communication and Marketing
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6. Additional Individuals (Name and Title) Responsible for Completing this Department Review:

Joe Wyatt, communications coordinator, jwyatt@actx.edu, 371-5139

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.)

Online Marketing Reports (College Relations use only)

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. Numbers of online engagements resulting from strategies associated with advertisements placed on online marketing, specifically for this example, Facebook ads which in 2013 netted 5,779 engagements.	X		

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

The online audience is a moving target that requires continual monitoring and adjustments to achieve optimal results.

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

Continual monitoring and adjustments. We cannot expect our audience to find us, as with a billboard; we have to find our audience wherever it (they) might be.

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.

FOCUS GROUPS: In spring 2014, College Relations met with three focus groups—two groups made up of current students and a third which consisted of students who had left AC before accomplishing their goals. These groups identified three specific issues where the College could improve in order to help students be more successful: hospitality (customer service), way-finding (better signage and campus maps), and cultivating a culture of caring by building better relationships between AC staff and students.

SURVEYS: Additionally, surveys of more than 150 students chosen at random across AC campuses reflected that the most effective message to recruit new students and promote AC to the community should be: Start Here, Go Anywhere.

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

As a result of the focus groups and the surveys, College Relations is working with other campus staff to employ way-finding consultants, create a new and improved system for training our employees in customer service, and create a marketing campaign based on two ideas/messages: AC is a College that cares, and if one starts here they can go anywhere.

PART B:

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

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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.

College Relations is concerned mostly with the No Excuses Goal: Helping students persist from one term to the next.

- As the public relations branch of AC, College Relation is focused on helping students feel welcome, comfortable and part of the College community.

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.

College Relations is actively pursuing way-finding consultants with the purpose of eliminating barriers for those students who become confused or even lost on our campuses. We also are presently developing a new customer-service training system that we expect to help raise the comfort level of all our clientele.

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)?

More potential students will become engaged with the College through online marketing.

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.)

Through constant monitoring and adjusting of our Facebook marketing efforts (which constitutes about 20 percent of our online marketing efforts), engagements (likes, shares, comments) will increase by 10 percent.

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 results indicate that the benchmark was more than met. Behind a strategy that chiefly involved moving our Facebook advertising campaign from Page Ads to Promoted Posts, the number of Facebook engagements (ie: actions taken in response to ad views) nearly tripled in the first two-thirds of the year. Moreover, we enjoyed an unanticipated monetary savings that by year's end also will be significant.

Note: Facebook, the example we've used, represents about 20 percent of our online marketing expenditures. Additional platforms we use are: Twitter, Google, Bing and YouTube. We are presently using a similar strategy on each platform with an aim toward increasing engagements (and the hope that here too we can realize concomitant savings).

2013-2014 Data: College Relations Facebook Advertising Assessment

2013 Reach: 565,624 Unique Clicks: 15,170 Action (Click to View): 9,407 Engagements (Share, Like, Comment): 5,779 Cost to AC: \$7,171.10	2014 (January through August) Reach: 409,534 Unique Clicks: 16,319 Action (Click to View): 14,934 Engagements (Share, Like, Comment): 14,055 Cost to AC: \$2,403.90
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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?

Continual monitoring and adjustment of online strategies are necessary in order to optimize the number of engagements that result, so we undertake to do that on a daily basis—not only because it has clearly worked for us thus far, but because failure to do so might result in unwanted backslides on the engagement side and bumps in cost. Our focus in this area (monitoring and adjusting) can only increase as the use of social media continues to explode.

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.

Goal 2: Explore expansion of services and offerings
Strategy 2.3.1.3: Academic leadership, student-service leadership and College Relations staff will continuously communicate with students from first contact to graduation.

We interact with students on a daily basis through social media, primarily Facebook and Twitter, and through the portal.

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

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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 (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
Note: May Insert other Objective/s		

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](#).

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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

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)

N/A

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)?

N/A

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

N/A

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

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.

Discerning which elements of the population begin college and stop – or choose not to pursue it beyond high school – is challenging. Defining those populations and then reaching them through the burgeoning and diverse outlets of communication requires the development of strategies that tend to constantly shift; however, surveys we've undertaken and will continue to undertake help us formulate these strategies as we endeavor to communicate with and remove barriers for those students.

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