Non-Instructional Annual Review
Community Link

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:**

   Amarillo College Community Link

2. **Department Purpose Statement:**

   - To provide enrollment services to students and prospective students to assist them achieve their individual academic goals including recruitment, advising and counseling services, financial aid assistance, career and employment information, and registration in both credit and non-credit courses.
   - To prepare students for college by providing GED preparation courses for residents who have not earned the equivalent to a high school diploma and have a desire to pursue post-secondary education; and by providing English-as-a-Second Language classes for residents in NE Amarillo who have cultural or language barriers towards approaching self-development or educational attainment through AC programs.

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

   2013-2014

4. **Date of Submission:**

   May 23, 2014

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

   Name: Maury Roman-Jordan
   Title: Director of Outreach Services
   E-mail: mrroman@actx.edu
   Phone Number: 806-381-8968

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

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 <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.)

    - Community Link Monthly Reports (Enrollment, GED and ESL participation and outcomes; recruitment efforts geared to adult prospective students)

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 new and returning students registered for FA12 & SP13 (397)	X		
2. Number of GED students transitioned to post-secondary education at AC (61)	X		
3.Number of students registered in GED classes (182)		X	
4. Number of students registered in ESL classes (104)		X	

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

    1. The number in item 1 represents a slight decrease of 8.5% (37) in students registered compared to FA11-SP12. In our consideration, the single factor affecting this outcome the most is the low unemployment rate prevalent in Amarillo, which has resulted in more applicants requesting to postpone their start date due to work and also family responsibilities.
    2. GED graduates transitioned to AC decreased by 12.8% (9) compared to FA11-SP12. The main factor negatively affecting this outcome is the decrease in number of GED graduates. Likewise, the two main issues impacting the number of GED graduates are the cost of earning their diploma, which starts at $250 minimum and an increase of students with language deficits which results in significantly more preparation time.

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

> 1. While conducting presentations and attending business outreach events are an essential part of our prospect strategy, we realize that we need to find alternative venues as sources of higher yields. Therefore, our plan is to increase the number of prospects/yields utilizing AC's existing non-graduate student database. Former students who have completed above 18 academic hours at AC (not developmental), but have not earned a credential yet, will be contacted and individually advised regarding the best pathway to complete a Certificate and/or Associate's degree at AC.
> 2. The program is in the process of seeking alternative partners to provide GED preparation classes free of charge to students. The program will also continue nurturing the relationship with existing donors to sustain GED testing scholarships for years to come. By positively affecting these two aspects of the program, we are confident the number of graduates will gradually increase.

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)

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

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.

> Community Link focuses primarily on:
> - "No Excuses" Goal 2.a) **Poverty** - By providing individualized financial aid assistance to students needing money to finance their education. In addition to helping students complete FAFSA, Benefit Bank, Adult Students Program and AC Foundation scholarships/applications, students are also referred to AC's Social Services and area agencies for further assistance.
> - "No Excuses" Goal 3) **Additional Student Support Services** - By providing individualized assistance with enrollment services: help completing admissions and financial aid applications, academic advising, career searching, testing assistance and registration.

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.

> Yes, the department has embarked in a project to identify and reach out to former students with 18 credit hours or more (not developmental hours) that have not earned a credential at AC or any other institution within the past 10 years. Former students who decide in favor of attending AC again, are receiving a preliminary advising session to complete admissions and financial aid applications if appropriate. Students with majors other than general studies are referred to a division advisor. The goal is to increase enrollment and also to positively impact the Student Success performance outcomes by having more students graduate from AC.

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)?

> - To assist as many GED students as possible to pass their test before changes would have taken effect in January 2014.
> - To identify and execute an activity that would allow us to increase enrollment, specifically among non-traditional adult students. As a result, the comprehensive Outreach/Recruitment Campaign for Non- AC Graduates mentioned in PART A.2 was conceived, and it is now in progress.

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.)

> After we send an invitation to student to complete their GED official test, at least 40% of the students contacted will receive an instructional intervention plan to take the test and 70% will earn their GED credential before January 2014 based on test results provided by TEA.

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

> 2012-2013 Data: GED Outcomes
>
> | | FA 2012 | SP/SU 2013 |
> | --- | --- | --- |
> | Students contacted | 65 | 117 |
> | Students that took the test | 32 | 52 |
> | Students that passed the test | 25 | 47 |
> | % test takers | 49% | 44% |
> | % GED graduates | 78% | 90% |
>
> For FA12, almost 50% of the students contacted returned to CL to prepare for the GED test, and 44% for SP/SU13. This represents a 9% and a 4% increase for FA12 and SP/SU13 respectively, compared to our original goal of 40%. Furthermore, the percentage of students earning their GED credential exceeded our expectations by 8% in FA12 and 10% in SP/SU13 compared to our initial goal of 70%.

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?

> 1. Increase the number of instructional hours for GED courses
> 2. Provide tutoring to students closer to earning their GED Diploma
> 3. Increase efforts to reach out more rapidly to former students who have completed 70+ credit hours (not developmental hours) that have not earned a credential at AC or any other institution to encourage them to return to AC to increase enrollment and graduation rate.

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.**

> AC Strategic Plan through 2015:
> Task 2.1.1 Evaluate the mission of Community Link.
> Task 2.1.1.1 After the President appoints a taskforce to assess the needs of the community being served by Community Link, the taskforce will provide the results of the needs assessment.
> Task 2.1.1.2: After the taskforce provides a need assessment for Community Link, the President's Cabinet will make recommendations to the Board of Regents regarding future directions for Community Link).

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.

   1. Communication Skills: Community Link provides Beginning & Intermediate level "English for the Workplace" classes to help students develop vocabulary and speaking skills to communicate in entry level job positions in the workplace. Additionally, the GED preparation class offers an instructional component in Technical Writing for students to learn the skills and elements necessary to produce written workplace related documents including resumes and cover letters.
   2. Critical Thinking Skills: Through the GED preparation course, students receive instruction in Technical Math and Reading skills. The math class focuses on building basic math skills, acquiring new skills, and also emphasizing the use of math in practical workplace situations. The Technical Reading class teaches students reading strategies and critical thinking skills utilizing a variety of reading selections including social studies, science and topics applied to real workplace situations.
   3. Personal Responsibility: During the advising session and/or the first day of classes, students and prospective students are made aware of their personal responsibility for their own learning, including the importance of completing assignments on time, studying for tests, being responsible with their Financial Aid, and seeking assistance when facing difficulties with a class. Moreover, students receive information about Social Services at AC and referrals to other community agencies.

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	

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?

   We execute 3 out of 6 learning objectives and 4 out of 5 modes of delivery. While it would be very beneficial to coach students with a social services/teamwork activity, for the time being, our priority is to recruit students. Our focus is in reaching out to the more than 25-thousand former students who have not earned a credential at AC or elsewhere that might be recruited to return to AC.

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.

   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.

   The cost of our GED preparation classes along with the increase of the GED test and books, presents a challenge to students who really want to enroll in our program, but cannot afford it. This issue has already been addressed and possible solutions are in progress.

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

   Not at this time.