Non-Instructional Annual Review
Customer 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:**

   Customer Services - AskAC

2. **Department Purpose Statement:**

   AskAC strives to be a one stop shop for assistance with the registration process and answering introductory questions that may come in person or through our main contact number.

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

   2014-2015

4. **Date of Submission:**

   Monday, July 28, 2014

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

   Name: John P Salazar
   Title: Director of Customer Services
   E-mail: jpsalazar22@actx.edu
   Phone Number: 806.371.5977

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 <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.)

    > We collect data on incoming phone calls, types of calls and also in person traffic. We also track the number of applications that our team processes on a daily, weekly, monthly and yearly basis.

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. Phone Calls Answered		X	
2. Chat Contacts Answered		X	
3. AskAC Counter Traffic- Washington		X	
4. AskAC Counter Traffic-West Campus		X	
5 AskAC Counter Traffic-East Campus		X	

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

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

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.

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):

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.

> The AskAC team works with all departments that we service to train and better learn the information that we are delivering. We strive to assist with the recruiting process by not giving our callers or in person customers any excuse to not complete the enrollment process and move on to the next step which is 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.

> One significant change is that we will now issue a student ID after the application is completed rather than after classes are registered for. This allows the student to be able to obtain an ID without any issues for testing purposes.
>
> Another significant change concerning the bacterial meningitis using the State Health waiver form. The student is able to log on to their website, fill out their information and print their own personalized waiver to submit at our AskAC counter.

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)?

> The most important goal has been to minimize the time that students have to stand in line during our peak times for payment or other enrollment issues.

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 instituting the AskAC Express Lane during our peak times, 10% more students will be served by the AskAC counter.

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 data for this is as follows:
> January 2013: 6,601 students served
> January 2014: 7,882 students served
>
> We assess the above outcomes by trying to minimize the peaks and valleys in the data that we collect. This is measured by the amount of foot traffic that we are able to service compared month to month.

> We serviced 19% more students during the month of January 2014 as opposed to the January 2013 where the numbers were considerably lower.

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 will continue to use the AskAC Express Lane to keep those with simple transactions from standing in line for long periods of time. After this upcoming peak time in August, we will be able to compare last August to this upcoming peak time.

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.**

> 2.3.1 - Student services and instructional leadership will assess the barriers to student access.

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

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.

Communication Skills: We must verbally communicate with our students to be able to communicate any documents or information that we may need to complete their application process. We must communicate in a way that assures the student comprehends the message that is delivered. If my team feels the message is not being received, we try different approaches to successfully deliver our message.

Personal Responsibility: We have many items that the students must bring to us that we are not able to assist them with such as: application, bacterial meningitis and various documents that must be submitted. This takes a level of personal responsibility on the students' part. We will help walk them through all of this and explain as much as we can.

Social Responsibility: Students are required to be able to handle themselves in our social setting whether it is over the phone or in person. If they are having difficulty, my team is able to coach them through the process to try and obtain the answers to their questions.

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?

We would like to someday pilot a program where some of our employees can work from home using our technology to service our students possibly 24 hours a day. In the mean time, we continually work to market our extended evening hours and our Saturday phone hours.

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)

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)?

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

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.

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.

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.

   > Our biggest obstacle is projecting our peak times and having the necessary staff to assist the needs of all students when needed. This is important so that we can service our students quickly and value their time. We try to do this while providing outstanding customer service to our internal and external candidates. We do have a small amount of budgetary constraints as another full time employee and/or a full time supervisor would help tremendously during our peak times. In the meantime, we are working hard with what we have to accomplish all of our goals that are focused on providing correct answers and providing excellent customer service.

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