Non-Instructional Annual Review
Extended Programs

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:**

    Extended Programs

2. **Department Purpose Statement:**

    The Department of Extended programs supports Amarillo College departments /offices and outside entities by administering policy, coordinating services and implementing procedures to help dual credit and dual degree students succeed.

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

    2013-2014

4. **Date of Submission:**

    July 15, 2014

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

    Name: Lou Ann Seabourn
    Title: Director of Academic Outreach
    E-mail: laseabourn@actx.edu
    Phone Number: 806-371-5122

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

    Dr. Russell Lowery-Hart

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.)

   > The Registrar submits the CBM001 each semester. This report includes dual credit data.
   >
   > In June 2012, Institutional Research provided me with the following report, C:\AC\Doc & Rpts\AcaVP\JS LouAnnSeaborn\DC Courses Number taken and Success\Dual Credit Enrollments and Success Rates.docx. I have asked for this report to be repeated to use for analysis and comparison. I have not received the report again. I would love to use this report for analysis.

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. CBM 001 Data		X	

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

   > NA

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

   > NA

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)
Yes	

2. Summarize the most important information that was collected and/or reviewed **and** the results.

   > 1. Survey Monkey was used to survey dual credit coordinators about the annual dual credit meeting.
   > 2. A meeting of dual credit Math Facilitators and Instructors of record was held in conjunction with the Math Department to work out problems with the new Math 1414 class used for dual credit for the first time during the 2013 fall semester.
   > 3. Review the 10th Annual AP Report to the Nation, February 11, 2014.

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

> 1. The Department recommends that dual credit schools be able to choose whether they will offer Math 1314 or Math 1414 to their dual credit students.
> 2. There will be four dual credit annual meetings this summer. Meetings are arranged by course affiliation.
> 3. We will supply information to schools to show the participation and success rate of AP students compared to the state rate of participation and success in dual credit.

PART B:

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

> I also review all federal and state documents concerning dual credit feasibility, statistics, and success. These reports are not always done on a yearly basis. But, we have made adjustments due to these studies and rule changes.

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.

> Dual credit and dual degree students must prove that they are college ready prior to being admitted into the program according to Texas Higher Education Coordinating Board (THECB) rules. These rules do act as an incentive for high school students wishing to begin college prior to graduating from high school.

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.

> Dual credit and dual degree students are bound by rigorous THECB rules. These rules cannot be removed and consequently some students do not meet the entrance requirements of the programs. For AC to be able to continue to offer dual credit these rules must be followed and cannot be changed.
>
> The Department in conjunction with the Registrar's Office changed the <u>"Proof of Exceptional Academic Ability"</u> form to be more user friendly and to make better use of tests students are required to take to prove college readiness.
>
> The dual credit materials provided information about the AC Payment Plan. Students took advantage of the plan. The number of dual credit students using the payment plan are as follows:
>
> | | |
> |---|---|
> | Fall 2012 | 17 |
> | Spring 2013 | 18 |
> | Fall 2013 | 104 |
> | Spring 2014 | 94 |

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)?

> 1. To maintain or increase dual credit enrollment numbers.
> 2. The success rate of dual credit students enrolled in Amarillo College classes will meet or exceed traditional Amarillo College students.
> 3. Dual credit degree classes will be emphasized to dual credit students.

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. After visiting with students and counselors at local high schools, dual credit students will continue to register at an increased rate of at least 1% each year for the next 5 years (years 2013-2018).
> 2. After enrolling in a dual-credit program and receiving dual-credit support services, dual-credit students will perform at a higher-success rate than non-dual credit students.
> 3. After receiving intensive advising, twenty-five percent of dual credit students who meet the dual degree program requirements and participate in the program will successfully complete an associate's degree the same year they graduate from high school.

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

> 1. The Department uses information from the Databook.
>   **2011:** 1985 Students
>   **2012:** 2288 Students (up 15% from previous year)
>   **2013:** 2186 Students (down 4% from previous year)
>   We did not meet our benchmark of increasing our enrollments each year. However, 2012 was a particularly high year for enrollment and our 2013 rates were still higher than our 2009-2011 rates.
> 2. The Department uses information provided by Bob Austin, Vice-President of Student Affairs, and information from the Data Book. At this time dual credit success rates exceed traditional college students. In 2012, the Data Book indicates that of 11,530 students there was a 78.9% success rate compared to a 91.1% success rate by the 1,676 dual credit/dual degree students. The latest statistics available are 2012.
> 3. The first dual degree class began with 7 students. In 2013, 4 of the students graduated with an associate's degree. In 2014 one student graduated with an associate's degree of the 2 who began the program. We are exceeding the 25% goal by 26%.

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?

> None

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 3.1: Expand collaborative partnerships to foster social services necessary to support first-generation students in completing higher-education credentials.   3.2.3 AC academic and CTE leadership will expand dual credit course offerings so that every high school student has the opportunity to complete at least one dual credit course.
The Department of Extended Programs worked with Becky Burton to develop a single brochure to show both Articulated and Dual Credit CTE courses offered through AC. Course offerings have gone up in both areas. In dual credit we have added 8 course offerings with others still under consideration for Fall 2014.

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

NA

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

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 Dual Credit Student Information Packet, Dual Credit "How to Apply" information, and the Dual Credit "How to Register" Checklist outline student responsibilities of applying for college, registering, and transferring college credits. Since enrollment continues to grow and courses are transferred to other institutions, the materials seem to be adequate.

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			

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?

   No

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)

   1. FERPA guidelines are published in the "Dual Credit Student Information Packet."
   2. Dual credit gains permission to share academic information between the college and high school on the application for admission.

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)?

   I only have one employee. We discuss the process and follow the College procedures addressed in the Student Handbook.

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.

   In February 2012 there was a state-wide dual credit study. After that study AC made changes to the Dual Credit School Agreement. This office worked for a year to get all the contracts with schools submitted and signed.

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.

   NA

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.

   The THECB does not act in a timely manner to change the Dual Credit rules to match up with current high school STAAR/EOC testing. This causes a burden to students and high school faculty, AC Registrar, and IT Programming. We cannot tell a student until late July if the EOC test scores will work to prove college readiness due to the lag time of the THECB. This late response to TEA testing affects registration due to students having to take the TSI at the last minute.

   AC cannot fix this issue. I am in constant contact with Dr. Andrew Lofters, THECB, concerning the issue.

   There are no budgetary constraints on this issue.

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

   NA