Non-Instructional Annual Review
AC Hinkson Memorial Campus

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 Hinkson Memorial Campus – Hereford, TX

2. **Department Purpose Statement:**

   Enriching the lives of our students and our community of the Hereford Region

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

   2013-2014

4. **Date of Submission:**

   July 25, 2014

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

   Name: Daniel Esquivel
   Title: Executive Director
   E-mail: dmesquivel@actx.edu
   Phone Number: (806) 379-2702

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

   Lacy Mueggenborg, Assistant Director   Dolores Arambula, CE & Outreach Coordinator
   William Thorne, Academic Advisor

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.)

    > Enrollment reports, student majors, financial aid percentage, traditional/non-traditional

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.Enrollment Reports		X	
2.Traditional/Non-Traditional	X		
3.Financial Aid Status	X		
4.Student Majors		X	
5.Retention/graduation rates	X		

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

    > Needing information to track probationary/suspension status, distinction between traditional and non-traditional students. For graduation and retention rates, we are needing to ensure we continue to track the student's success, finding out why they left and find intervention to help students get back on track. Celebrate the graduation rates and apply to the statistics of the Hinkson Memorial Campus success rates.

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

    > Capture cohort of students of the current semester and track them until completion of programs. Apply cohort to master list and create reports based on this cohort.

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):

Student and community surveys will be conducted this coming Summer and Fall 2014

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 AC Hinkson Memorial Campus opened its new 35,000 square foot facility to assist students in providing new learning spaces and programs for completion.

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.

> Building a new building to alleviate space issues and provide the latest advance learning environments at a one-site facility.

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)?

> Implement services and programs that increase student retention and/or grades.

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 implementing an early alert system where at-risk students are identified and counseled, fewer students will drop/fail a course as identified by course percentage pass/fail rates and fewer students will be on probation/suspension.

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

> This is a new outcome. We will use the grade reports as provide by instructors at the end of the semester to assess this outcome.

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?

> Not yet applicable.

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: Ensure Student Access, section 2.1 Explore expansion of services and offerings – Constructed and opened a new 35,000 square foot campus to house all programs in one location.

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

   > Strategies and/or tactics relating to cultural diversity among students and staff

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	
Technical Skills	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.

   > All academic areas cover the appropriate above objectives under THECB guidelines. For non-instructional areas:
   > - **Communication Skills** – Monthly newsletters of activities and events/SGA; digital display board; creation of student email groups; weekly team meetings.
   > - **Critical Thinking Skills** – Tutoring.
   > - **Empirical & Quantitative Skills** – Tutoring Services collect data on number of students served and completion. Writer's Corner will collect data received from students coming to use the service to complete their English course.
   > - **Teamwork** – collaboration of SGA and administrative personnel to establish class schedules; creation of new courses and times, alleviate issues in outreach center and improve student services.
   > - **Personal Responsibility** – coordination of soft skills integrated into the technical programs to have them learn responsibility, attendance, dress code, attitude, etc.
   > - **Social Responsibility** – Food bank is established and maintained by students and staff.
   > - **Technical Skills** – the campus provides an outreach center for all students and faculty to learn specific computer skills. Blackboard support is often available for students, faculty and staff during the semester. Ongoing seminars are also available for students to learn the latest updates on Microsoft Office programs. IT support for students is also available when student's personal computers need updates or configuration to conduct school course requirements.

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	

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?

   > Currently plan to enhance all services and communication. Establishment of email student groups to ensure full communication of campus activities, news, or alerts.

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)

   All office areas are separate and secure by staff key-access only. Camera systems are in place at the Hinkson Memorial Campus to view all activity of students and personnel. Data from the outreach and tutoring services as provided by the Accutrak system, is backed up by an external hard drive and stored in the campus safe. All backup measures are performed weekly.

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)?

   Every semester, all employees receive a copy of the AC Students Rights and Responsibilities Handbook so that a reference guide could be easily accessible. Staff and faculty are aware that any student complaint is given, it is directly sent to the Executive Director and Assistant Director. Weekly staff and faculty meetings are conducted to facilitate transfer of information learned from Dean's Council, Administrative Association and Faculty Senate meetings.

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

   We have made several changes regarding process control due to new front desk at the new campus. We have increased the level of customer service to improve student access and satisfaction. The new campus created new challenges on the issue of logistics.

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.

   None.

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.

   New student assessment procedures were created to facilitate the logistic changes due to the new campus.

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.

   Budget constraints; new equipment needed for training programs, i.e. computers. Maintenance equipment needed for new landscaping of new campus. New personnel needed for Technical Programs (instructor), groundskeeper, GED personnel, tutors, janitorial.

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