

# Non-Instructional Annual Review

## Institutional Research

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:**

Institutional Research

**2. Department Purpose Statement:**

Providing AC stakeholders the ability to access, analyze and use data to make improvements.

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

2013-2014

**4. Date of Submission:**

7-28-14

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

Name: Melanie Castro  
Title: Director of Institutional Research  
E-mail: melanie.castro@actx.edu  
Phone Number: 806-371-5288

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

Danita McAnally, Chief of Planning and Advancement  
Jon Bellah, Research Associate

**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.)

Integrated Post-Secondary Education Data Systems, Achieving the Dream data, IR Databook, Ad-hoc requests, and surveys for the institution.

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. IPEDs		X	
2. ATD data		X	
3. Databook	X		
4. Ad-hoc requests		X	
5. Surveys		X	

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

IR’s institutional data needs to be in a user friendly format.

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

Restructuring the Databook to provide data the institution can use.  
Example: Needed for Program Review

**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.

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):

#### IV: Institutional Initiatives

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##### 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.

Provides VP of Academic Affairs, Core Data Team, Department Chairs, etc. the ability to access, analyze and use No Excuses data to make improvements.

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.

Instructional data was provided to specialists in each department each term to aid in student's success, as well as support ATD data-driven decisions.

##### 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)?

Provide requested data to internal and external stakeholders and ensure data is validated and received in a timely manner.

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.)

1. After IR validates and distributes AtD indicator results, AC employees will use at least one indicator to make an institutional cultural shift.

2. After distributing the predictors that are most likely to increase student success, AC employees will encourage students to adjust their behavior based on the key predictor.

2. 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 five AC intervention strategies that tie into improving the AtD success indicators data are tracked by the AtD cohorts and data is pulled from IR's data warehouse for analysis. The data collections showed overall that AC improved four out of the five indicators.
2. Based on the results of IR's predictive model which showed that students who are full-time are more likely to succeed, advisors are now encouraging students to enroll full-time.

**3. 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. IR would like to move in the direction of a technology based approach with customized data that draws data from what exists in Colleague and/or Blackboard. We would like to provide different views of key metrics for strategic decision making efforts.
2. IR will continue to use predictive modeling to look for other key areas for overall institutional improvement.

**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  
2.3 Provide data to departments, divisions, etc.in order to identify and remove institutionally created roadblocks for students.

**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.

**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.

Through data provided to Course Redesign (English & Math) the departments were able to sufficiently meet objectives required by the THECB.

[http://www.actx.edu/courseproposal/component\\_areas.php](http://www.actx.edu/courseproposal/component_areas.php)

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 (Class Climate)	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?

IR does not currently work directly with students.

**V: Policies and Procedures**

***This Section Is Not Required for 13-14 Pilot Review***

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.

## VI: Conclusions

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**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.**

IR currently faces a limited employee base. As the demands for a data driven institution increase, IR will continue to be creative with its resources. IR will also look at technological options to streamline data pulls and carry out the distribution of data and analysis needed for the institution and outside reporting entities.

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