

Non-Instructional Annual Review Occupational Education

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:

Occupational Education

2. Department Purpose Statement:

To support instructional efforts of Continuing Education

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

2014

4. Date of Submission:

July 2014

5. Lead Person Responsible for this Department Review:

Name: Megan Eikner
Title: Director of Continuing Education
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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 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.)

CBM00C, CBM00A, Pivot table



CEReportCard
2010Q1-2014Q3.xlsx

If you visit the Pivot table, please do NOT save the original spreadsheet back to the original P:Drive file if you modify anything. Please save to your own drive. Thank you.

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.CBM00A, CBM00C Pivot Table - IR		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 and the results.

Departmental course evaluation data collected annually to review and access improvement options and to address our success in providing courses that fit the needs of our local workforce population.



Attachment - Copy
of classclimatetotals

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

Class Climate no longer supports XP. Data collection has been difficult as we have awaited internal movement/guidance of remediation with PC's currently being used to process evaluations. All reports are built manually by staff. Online evaluation has been explored and may be the resolution in the next fiscal year. The department will continue to explore other options for gathering data. Student participation in the process is at approximately 25%. Percentage increase needed to truly evaluate the population of enrollees.

Action plan - Online evaluations and required evaluations for open enrollment courses to increase participation and quality of data evaluated.

PART B:

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

N/A

IV: Institutional Initiatives

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.

No Excuses Goal V – Attainment of credentials

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.

1. Continued involvement with national certification entities offering certification exams and course preparation material in order to prepare classroom offerings to best fit the needs of the student and profession.

2. TPEG (CE financial aid) awards will be awarded differently effective Fall 2014. Financial Aid has increased the total allotment of funds for this award effective Fall 2014. Award totals have been changed from a max allowance of \$800/semester for qualifying students/courses to and 80% coverage of total course cost for qualifying students/courses. Students will be responsible for the remaining 20% which we feel will increase their effort of success in classes. This will also increase fairness of the distribution to students enrolled in higher cost programs.

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)?

a. Goal 1- Implementation of mid-term course evaluation in order to better ensure quality student, customer, and client services.

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.)

Goal 1, Outcome 1 –Upon receiving survey data and course data (when applicable) results, instructors will implement at least one change in their course aimed at furthering student knowledge, skills, success, and or overall satisfaction as determined by information provided on the course evaluations. Outcome 2 - Instructors will submit curriculum change outlining knowledge/skill/and intended student outcomes following change to the department director. Outcome 3 – Departmental staff compile quarterly report (report populated on a 1-5 ratio for all satisfaction related questions 1 being the lowest rating).

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

- a. Goal 1, Outcome 1 - Data will be collected via mid-term evaluation over a series of years for each instructor to evaluate success and in order to be able to address any change that may be deemed necessary.

Mid-term evaluation implementation started Spring 2014 and responses have been positive for departmental and instructional review. I feel that the quality of effort by instructors has increased by this effort simply because they want to know and care if students are getting what they need in order to be successful in the course.

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?

- a. Goal 1, Outcome 1 - Question revision on all course evaluations in order to gather measurable data.

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.

Determine the occupational relevance of our course offerings to students seeking education to improve their employability (AC Strategic Plan through 2015: Strategy 1.1)

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](#).

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?

Expansion of online course components has been explored and implemented with some occupational areas. Occ. Ed. works with professionals from Human Resource and Project Management professions to Electricians and Plumbers and therefore must be conscious in offering methods of delivery students will be comfortable with and successful in.

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)

Department relies upon IT for electronic security of records. Staff are provided with and required to review policy on an annual basis.

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)?

Employees are provided with and required to sign stating they have read and understand their role in the security, confidentiality, and integrity of students' records on an annual basis.

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

Yes, mid-term evaluation implementation was response to student complaints.

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.

No.

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

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.

Occupational Ed. has served in a course facilitation role for the community as well as the workforce "registrar" serving departments throughout the college in section entry, guideline/policy regulation and monitoring, etc. The roles served by minimal staff have proved to be problematic time and time again. The workload as other departments have grown their programs has increased to the point of being an unrealistic workload for current number of support staff in the department. It is difficult for staff to separate our own course offerings, equaling or exceeding the workload of other departments serving in similar capacities, while managing the compliance/support role serving other departments. Restructure has been discussed and finalization is in great need in the near future. Programming services are needed to formulate new methods of handling workflow and paperwork. We must find efficiencies with the use of technology in order to serve and grow.

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