Personal Enrichment
Non-Instructional Annual Review

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 area's 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:**

   Personal Enrichment

2. **Department Purpose Statement:**

   To celebrate learning that creates happiness and growth.

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: Luke M. Morrison
   Title: Director of Personal Enrichment
   E-mail: lmmmorrison@actx.edu
   Phone Number: 806-371-2921

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

   Charlotte Modersitzki
   Coordinator of Personal Enrichment

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.)

   Enrollments and Contact Hours

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.FY 2013 Enrollment 7,798			x
2.FY 2013 Contact Hours 160,538			x

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

   N/A

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

   Continue Program development.

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.

   A) The most prevalent target age group of gymnasts. The results of this data were that the majority of our gymnasts are ages 2-7. Other significant data gathered was that parents were concerned with the safety of younger children in the main gym in regards to small children's classes taking place alongside older, more advanced level classes.
   B) The *Motorcycle Safety Unit, Department of Public Safety* reviews student survey data and found our department in good standing with its site visit in April.
   C) Conducted three *Kids' College* Review Sessions in late July/Early August 2014.
   D) Continually take student and instructor feedback and identify needs based on that information.

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

> A) The *Gymnastics Program* is now also located on the West Campus Building B room 107. This area now houses a complete set of all-around gymnastics equipment on a smaller scale to accommodate our younger athletes. By moving the 2-7 year old children over to Building B, there are no younger/beginning athletes in the Gym/Dance 101 facility taking classes while the advanced children are there. This not only opened up more training space for the athletes in Gym/Dance but ensured that the beginning athletes are protected in Building B room 107.
> B) Continue program development.
> C) Are working to further integrate and coordinate *Kids' College* Program efforts at *Washington Street*, *West*, *Downtown* and *East* Campuses; along with *Ascension Academy*, *Whittier Elementary*, and *San Jacinto Elementary* campuses and other off-site training locations. Currently working with *Sam Houston Middle School* (A "No Excuses" educational site as are *Amarillo College, San Jacinto Elementary and Whittier Elementary*) to develop a *Kids' College* Program with them.
> D) In response are offering an expansion of cooking and craft classes for adults along with the addition of twirling and circus gymnastics classes for children this fall 2014.

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 <u>most</u> focuses on any of the No Excuses goals/initiatives.

> The Personal Enrichment department focuses on the No Excuses goals/initiatives by making sure that the population that we serve knows that although our classes are enjoyment/recreation in nature, we want them to have a professional experience within those parameters. Also keeping in mind the fact, that positive experiences within our Personal Enrichment programs incites trust in the academic programs that AC offers as well.

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.

> A) Our department has offered many new camps and classes, in excess of 50, to further accommodate more students. Many of those classes were for children and were held on the Washington Street Campus. Exposure to the facilities there and the addition of academic instructors that normally teach college aged students has definitely removed barriers to students.

> B) Have implemented a scholarship fund for economically disadvantaged children to take camps and classes on Amarillo College campuses to both teach the subject and introduce them to the college environment.

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)?

> Expand *Kids' College* Camp/Class Offerings at Ascension Academy.

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 marketing *Kids' College* Camp/Class Offerings to the families at Ascension Academy, 5% more students will enroll in Kids College classes.
> 2. After examining current course offerings, camp options will be expanded and students will have the option to participate in 10% more camp offering options.

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

> 2009   Camps Offered: 29 Made: 18 Enrollments: 67
> 2010   Camps Offered: 24 Made: 22 Enrollments: 257
> 2011   Camps Offered: 42 Made: 34 Enrollments: 335
> 2012   Camps Offered: 66 Made: 62 Enrollments: 646
> 2013   Camps Offered: 84 Made: 80 Enrollments: 974
> 2014   Camps Offered: 112 Made: 107 Enrollments: 1,214
>
> Results indicate that our goal to Expand *Kids' College* Camp/Class Offerings at Ascension Academy has been met (33 new camps made; 24% change in enrollment).

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?

> 1. We will continue to market and develop the K-5 *Kids' College* program at Ascension Academy.
> 2. We are working to establish a similar model for success at Washington Street Campus that caters to middle school age students and utilizes existing resources.

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.**

Continue to explore expansion of services and offerings (*AC Strategic Plan through 2015: Strategy 2.1*) AC Intervention Strategy - Poverty (*AC 2011-2012 Planning and Tracking Form Connection to No Excuses Initiatives: Poverty*)
A) Upon meeting with and strengthening an alliance with AISD, a student population defined by AISD (within their grant budgetary and scheduling restraints) of economically disadvantaged students at San Jacinto and Whittier Elementary Schools have participated in *Kids' College* classes and camps. AISD evaluates the educational effectiveness and provides feedback through planning meetings with the Personal Enrichment Department. In turn, the Personal Enrichment Department further refines course offerings to meet the educational needs of students. In accordance with the Strategic Plan and the No Excuses Initiative, the Personal Enrichment *Kids' College* program will "explore expansion of service and offerings" and facilitation of the educational needs of economically disadvantaged students. The continuance of Amarillo College's strategic alliance with the Amarillo Independent School District has facilitated this effort in the form of the Texas 21st Century Community Learning Centers grant administered by the Amarillo Independent School District. Under the grant, the Amarillo College Personal Enrichment Program is considered a "vendor" and has provided educational enrichment camps and classes for San Jacinto and Whittier Elementary Schools as required by AISD. •   Results Implementation of a multiyear, Texas 21st Century Community Learning Centers grant in partnership with the Amarillo Independent School District is in process. The grant provides funding for *Kids' College* classes and camps at San Jacinto and Whittier Elementary Schools. **Performance Expectations: (Provide measurable standard for the proficient level)** Provide educational services to disadvantaged AISD students. Fall 2012 Enrollments: 209 Contact Hours: 5,643 Summer 2013 Enrollments: 82 Contact Hours: 3,690 •   Analysis Program has been well received. Funds currently allow for two semesters of classes and camps each year. •   Improvements Continued to enhance coordination with AISD to ensure that class and camp offerings fit within existing schedules and meet educational needs of students.

- Recommendations/Actions

Continue course offerings for San Jacinto and Whittier Elementary students as requested by AISD.

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

No suggestions at this time.

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	
Note: May Insert other Objective/s		

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 – Without exception all of the Personal Enrichment classes and programs help develop a student's communication skills. Because classes are "enriching" in nature, the student communicates with both the instructor but improves their communication with their peers. This is especially true with our child population.

- Critical Thinking Skills – The majority of the classes require one to use higher level thinking skills to accomplish the student's goals for success in a class. It ranges from learning a new language, quilting, upholstery, choreography, etc.

- Empirical and Quantitative Skills – These skills are naturally developed as students enroll in and attend classes that they choose/want to be in. There are many levels of skills and the student will take for example, Watercolor I and then follow up in a year with Watercolor II, etc.

- Teamwork – Especially with our children's classes, there is teamwork and cooperation that has to take place and be developed. We have teams and classes that the classes work together toward one common goal such as a recital or competition or an exhibition of what they have learned as an individual but also as a group.

- Personal Responsibility – The above teamwork skills are augmented when an individual quickly learns that if they do not do their part by attending class, coming prepared for a class, and doing what is required outside of a class, they are not only letting themselves down but their class or team which depends on them for the overall end result such as a recital.

- Social Responsibility – Many students, specifically the younger children, learn quickly how to be socially responsible by learning to take turns, stand in line, not hurt others, etc. There is also the wonderful outcome of the teams, classes, and groups working toward serving the community by doing exhibitions shows, service work for groups and organizations. For example, the AC dance team was working at the High Plains Food Bank or the Gymnastics Team organizing a "Healthy Kids Give Thanks" Thanksgiving fundraiser in which the funds will be donated to the Ronald McDonald house.

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?

> We are currently working closely with College Relations to further augment our current webpages to include more user friendly, interactive information to include: class offering information, descriptions of what the classes entail registration, releases, policies and procedures, maps, pictures, etc. for both student and parent use.

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)

> The Personal Enrichment Department supports the security, confidentiality, and integrity of student records by 1) Making sure that only Full Time staff have access to Datatel and confidential information and records. 2) Personal Enrichment does not require Social Security numbers. 3) Information is only released to a parent/guardian with proof of them being so.

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)?

> The Personal Enrichment Program ensures that the employees are trained in both their orientation and follow-up staff meetings to make sure that they are educated in what to do and who to contact with student complaints.

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

> For the most part, student complaints have led to the expansion of our programs to allow more room for more classes, more students, and a safer environment for the population we serve.

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 we have not.

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.

> An addition to our policies and procedures has been added safety steps for our students. We have also adjusted our releases and our registration forms to accommodate our younger students contact information, etc.

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.

> We have space restraints. We have had abundant feedback about the desire for more classes, more room for advanced equipment such as a pit for our advanced gymnasts, a kitchen area to do cooking classes, dedicated space for *Kids' College* classes etc.
> We would like to fix the issue through the expansion of the gymnastics facility on West Campus Gym/Dance building. We would also like to use the available space in Nixson gym that needs renovation and upgrade.

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