

Non-Instructional Annual Review

Office of the Registrar

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:

Office of the Registrar

2. Department Purpose Statement:

The mission of the Office of the Registrar is:

- to support the academic mission and purpose of the College;
- to provide information and academic services to the College community in an efficient, user-friendly manner while ensuring accuracy, integrity, and confidentiality of academic records;
- to provide exemplary service by continually improving our business processes for registration, scheduling, academic records, degree audit, and related functions;
- to effectively communicate procedures and responsibilities for the successful use of our services; and
- to adhere to policies and model the highest standards of the registrar profession.

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

2013-2014

4. Date of Submission:

July 2014

5. Lead Person Responsible for this Department Review:

Name: Diane Brice
Title: Registrar
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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.)

- CBM reporting:
- Student Report (CBM001) -- reflects all students enrolled at the reporting institution in undergraduate courses as of the official census date for each course.
 - Texas Success Initiative Report (CBM002) -- Information about student readiness to be successful in freshman-level academic coursework as defined by the Texas Success Initiative (TSI) statute and affiliated rules.
 - Class Report (CBM004) -- report of class enrollments for all students enrolled in Coordinating Board approved academic and technical courses (for which semester credit hours are awarded).
 - Faculty Report (CBM008) -- end of semester report data on the academic duties of all personnel who teach a class that generates credit hours and that is reported on the Class File (CBM004).
 - Graduation Report (CBM009) -- report of all degrees and certificates which have been awarded to students in active Coordinating Board-approved programs during the fiscal year. Also included are *progress measures* of students who have completed the core curriculum and/or approved fields of study.
 - Students in Continuing Education Courses Report (CBM00A) -- all students enrolled as of the official census date in continuing education courses (reported on the CBM00C for state funding) where the official census date occurs within the reporting period. Does not include students who are enrolled in non-credit courses that do not result in CEUs being awarded.
 - Continuing Education Class Report (CBM00C) -- Submitted quarterly. Report of courses and enrollments in Coordinating Board-approved continuing education courses. Includes all specially approved continuing education courses (local need) and courses listed in the continuing education section of the Workforce Education Course Manual.
 - Marketable Skills Achievement Report (CBM00M) -- includes awards granted to students in active Coordinating Board-approved programs during the fiscal year. A marketable skills achievement award may be a credit program of 9-14 SCH or a workforce continuing education program of 144-359 contact hours. These awards meet minimum standard for program length specified in the federal Workforce Investment Act (WIA), but are too short to qualify as certificate programs on the Coordinating Board program inventory.
 - Student Schedule Report (CBM00S) -- reflects individual courses and grades, by student, as of the final day for each semester, and includes only Coordinating Board-approved courses for credit, whether the class is delivered on-campus or off-campus.

- Student End of Semester Report (CBM0E1) -- reflects students enrolled at the reporting institution as of the final day of each semester.
- Enrollment Verification Reporting to the National Student Clearinghouse – reflects currently enrolled students. This report is used by the National Student Clearinghouse to fulfill the verification requirements of companies that offer products or services requiring proof of a student's enrollment status.
- Degree Verification Reporting to the National Student Clearinghouse—reflects students who have earned a degree. This report is used by the National Student Clearinghouse to provide instant online verifications of college degrees or attendance claimed by job applicants.

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. Student Report (CBM001)		X	
2. Texas Success Initiative Report (CBM002)		X	
3. Class Report (CBM004)		X	
4. Faculty Report (CBM008)		X	
5. Graduation Report (CBM009)		X	
6. Students in Continuing Education Courses Report (CBM00A)		X	
7. Continuing Education Class Report (CBM00C)		X	
8 Marketable Skills Achievement Report (CBM00M)		X	
9. Student Schedule Report (CBM00S)		X	
10. Student End of Semester Report (CBM0E1)		X	
11. Enrollment Verification Reporting to the National Student Clearinghouse		X	
12. Degree Verification Reporting to the National Student Clearinghouse		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)?

While each of the reports listed above meet institutional and state requirements, there are things we could do as an institution to ensure accuracy of the data reported. CBM-001 & 00A – Student demographic information should be updated frequently to ensure proper reporting. The decentralized data entry responsibilities allows Amarillo College to use a large resource of manpower to get work completed but it lends to a decrease in accuracy due to lack of training. Each time a student enrolls in a class the system should require students to verify their demographic information.

CBM-00A/00C – Allowing industry partners to enroll their employees in classes would ensure timely submission of enrollments. Many enrollments are processed weeks after the actual class has taken place. This leads to an opportunity to miss contact hour reimbursement funding.

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.

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

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.

1. No Late Registration to increase student success rates
 2. Automatic awarding of degrees and certificates to increase graduation rates.
 3. Working more closely with West Texas A & M University for Reverse Transfer graduates.

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. We are currently working with College Scheduler to implement their software that will allow students to more easily schedule their academic classes. This system will allow the college to react to course demand to increase the number of credit hours a student takes each semester. Other colleges using this system have reported an increase in credit hours taken by students as they are able to find more complete schedules with less "filler" classes.
2. We continue to develop the reverse transfer process with West Texas A & M University. Once the process is refined, we will expand the process to other Universities. Again increase the number of graduates.

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)?

Full implementation of the automated graduation processing
Full implementation of the College Scheduler software

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. Increase student success rates by decreasing the number of late enrollments.
After implementing the No Excuses/No Late Registration Policy, student success rates will increase as measured by grade distribution reports.
2. Increase in graduation rates by decreasing graduation paperwork requirements.
After eliminating the graduation application process for a select group of students, the number of students graduating will increase as measured by the graduation rates reported to the Co-Board on the CBM-009.
3. Increase in course offerings at a time students need key classes and increase in credit hours taken by students.
After implementation of the College Scheduler system, departments will offer classes at times most appropriate for student success and increase the number of credit hours students complete each semester.

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 year was a transition year (i.e. developing new plan/processes), but data will be reported in 2014-2015 review.

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. The implementation of the No Excuses/No Late Registration policy could possibly have resulted in a decrease enrollment. We will begin using data from the College Scheduler system to report the need for late start classes. Allowing other opportunities for the students who are not allowed to enroll late will increase enrollment and still support this student success initiative.
2. We are eliminating the requirement for all students to apply for graduation effective summer 2014.

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.

- 1.1. The office of the Registrar works daily with Academic areas to enhance registration, graduation and reporting processes for long term sustainability and viability of the college. Example: The math department is trying to find ways to move students through the developmental sequence while meeting the THECB requirements. We have been working with them to test new processes and enhance current practices to assist them.

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](#).

Teamwork: The entire enrollment, student and graduation process requires involvement from multiple area of the college as well as the student. We work with students to help them become advocates for their own education while guiding them through the process.

Communication Skills, Personal Responsibility & Social Responsibility: Historically we have tried to guide students through the college experience without expecting them to take responsibility for their own education. Due to the No Excuses goals of the college we let students know our expectations and their responsibility are regular attendance in class; timely submission of coursework; knowing and meeting all deadlines; communication with their instructors and advisors; updating their personal demographic information with the college and regularly checking their Amarillo College email for correspondence.

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?

Not at this time.

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)

Each semester we send a reminder to staff of the importance of FERPA (Federal Education Rights and Privacy Act). We do not share or write down passwords to any of the college resources. We ensure we are speaking with the student or the student's designee prior to releasing information. Lock file rooms and log off the computer when no one will be in the office and limit information we share via email and/or telephone.

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)?

We have a student complaint link on our departmental website and remind our staff annually of its location.

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

No, not at this point.

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.

No.

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 size of the college and the number of new employees makes it difficult to keep up with all of the initiatives being addressed. Not everyone is aware of how Colleague could assist them with reporting and tracking students. The Office of the Registrar could potentially assist with many issues by using current practices or enhancement of current practices, but we are not always aware of what initiatives are taking place. Attempting to assist after policies and procedures are set, does not always lend itself for ease of reporting to the THECB or implementation or processes within our current guidelines. Because many of our current initiatives are a result of THECB requirements that later appear on the CBM reports or enrolling and graduating students, it helps tremendously to have someone from the Office of the Registrar at the table from the onset of new initiatives. There are no budgetary constraints.

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