Non-Instructional Annual Review
Technical Training Solutions

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:**

   Technical Training Solutions

2. **Department Purpose Statement:**

   Putting People to Work Though Industry Partnerships

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

   2013-2014

4. **Date of Submission:**

   7-24-2014

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

   Name: Jeff Wallick
   Title: Industry Partnership Coordinator/SET Program Coordinator
   E-mail:jwallick@actx.edu
   Phone Number:806-335-4228

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

   Elton Butcher SE/ NIEHS Grant Supervisor

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.)

   We report monthly and quarterly to NIEHS (National Institute of Environmental Safety) Federal Grant

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.Monthly reports		X	
2.Quarterly reports		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
	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):

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.

> Our reason to exist is to provide customized training for industry based upon their needs and their requests. All the people who come to the training are required by their employer so we have a bit of a "captive" audience. However, we stress that everyone can go to college and everyone can learn the "boring standards," we encourage the students to us the training for betterment of themselves. We are always changing the methods of teaching to ensure the various student learning styles are met.
> Many of the certifications we offer are worthwhile for the student. It will increase their earning potential and job security. All of our curium is dictated in detail from NIEHS and we cannot change or modify the various standards.
> We offer some open enrollment classes for training, but once again, people come to the classes to receive a certification for work related issues for their betterment and the added benefit of receiving college CE credits.
> At the end of all testing, we look at the data and determine where we can improve and do so on the next classes so based on the data, we know the areas of improvement.

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.

> -We have gone from a 100% book based program to a 100% digital and double the hands-on learning parts. By addressing different learning styles we are increasing the students success.
> -We are moving away from 5 day in-class learning, toward learner paced instruction by starting the HAZWOPER 40hr course to 24 hours on-line program and 12 hour classroom, the on-line portion will be done through Blackboard and the NIEHS portal.

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)?

> This is a "building year" because my predecessor left abruptly and did not share it with me any goals, however we have been focusing on streamlining class instruction and increasing our training number.

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.)

> Our training revenue has gone up over 5%

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

> Look at class numbers and revenue brought into the program. Class numbers were very similar as years past, but we have changed our contract cost calculations and increased the department's monies. We were actually short changing ourselves in the department of revenue.

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?

> We have increased our rates to reflect what is found in industry. We are still cheaper than most, but because of higher revenue, we can now purchase better training equipment and keep current with industry.

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 3-We are working actively on job training and retraining for Industry by actively collaborating with partners in the community. That is the sole purpose for this program. We are not funded by the college and self-supportive though our classes and grant.

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

> N/A

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.

<u>Some Examples of Ways Non-Instructional Areas Can Support Student Learning:</u>
<u>Personal Responsibility</u>: 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.
<u>Social Responsibility:</u> If students are able to serve or learn about ways to serve their community or world, this could relate to social responsibility.
<u>Communication, Critical Thinking, and Empirical and Quantitative Skills:</u> 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.
<u>Teamwork:</u> 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 <u>direct</u>.

In our program, the students work in teams when doing the hands-on component. When they are doing simulation such as industrial firefighting or Incident Command class, they must work as a team, using critical thinking skills to solve the problems. We teach that the training should be harder than real life.
- i.e usage of fire hoses in live fire training must communicate to move though the building, as working as team. They must listen to one another to get the hose moved safely and quickly. Instructors with the students watching how they preform, grading the activity and then doing debriefs.
-When we do spill simulation, students must figure out how to do many things quickly and under pressure. For example; contain the spill quickly, how to alert the proper authorities, identify the chemical, what type of PPE is required.
-Personal responsibility if a student owes AC money, they are not allowed to take the class, but in most cases the student must take the class for their job, so they must make restitutions to AC or possibly lose their job.

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	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 working to expand the program to more web based learning through blackboard and more learner centered.

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 student documentation is on paper registration forms, then entered into Datatel which is password protected. All the paper copies are kept under lock and key for 5 years. After that they are destroyed.

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 student is responsible for the reading the Student handbook in the student welcome letter, where the link is located. The link is also located in several locations in the Catalog. The faculty/staff is aware of it though orientation.

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

> No

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.

> Increasing our presence in the region with training opportunities. Many companies are not aware of the training we offer here locally, so they hire out-town trainers. We are working with College Relations to increase our public profile so industry is aware of what we offer by print, radio and rebuilding our AC web page. However College Relations is extremely busy working on other projects, so it will probably take several years to get fixed.

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

> N/A