Non-Instructional Annual Review
CE Workforce Training

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:**

   Workforce Training

2. **Department Purpose Statement:**

   To support the instructional efforts of Continuing Education

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

   2013-2014

4. **Date of Submission:**

   7.25.14

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

   Name: Leslie Shelton
   Title: Director of Workforce Training
   E-mail: lgshelton@actx.edu
   Phone Number: 806.371.2904

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.)

   > Our department tracks number of classes, students, and contact hours by quarter for each fiscal year as well as by the type of class; InKind, Open Enrollment, Contract, Sponsor or Webcast.
   >
   > Copy of Tracking
   > Sheet Totals 2013-20

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. Number of Students		X	
2. Number of Total Contact Hours		X	
3. Number of Courses Scheduled		X	

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

   > Although the data suggests standards were met for the collected data, there is always a desire and the need to improve... more classes and more students give us more contact hours. See attached summary (Tracking Sheet Totals for 2013-2014).

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

   > Increase active client contact. Implementing the use of Constant Contact.
   > Build relationships with business & industry to bring in new clients.

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 <u>and</u> the results.

   12-13 Percentage of
   Satisfaction.xlsx

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.

> The CE Workforce Training Department includes the receptionist and facility scheduler jobs. Answering the phones is a shared responsibility in the office area. Our main focus is that whoever answers the phone, the caller receives the assistance they need or they are directed to the department that can most help them, no excuses.

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.

> Due to the success of a contract training course, we are offering the class through open enrollment, Fall 2014. We are also offering soft-skills workshops through open enrollment. There are several sections scheduled including morning and evening classes.

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)?

> Provide excellent customer service to internal and external customers.

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.)

> The evaluations for contract training will show 85% or greater in overall satisfaction.

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

> Clients complete course evaluation forms. Forms are summarized through Class Climate. The summary data tells us the overall percentage of satisfaction for each question asked. See attached sample of contract training satisfaction. (12-13 Percentage of Satisfaction.)
>
> 12-13 Percentage of
>   Satisfaction.xlsx

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?**

> The department has scheduled monthly meetings following the CE Division meetings with Directors. During this meeting we cover professional development topics such as professionalism, effective communication, workplace efficiencies, and teamwork. We plan to continue these department meetings as a vehicle to communicate information from the Dean as well as sharpen our skills which will in turn improve our trainings and increase customer satisfaction.

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 #1 – Expand Student Success
> 1.1 Adjust instruction and services based on assessment data

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:

<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		No
Critical Thinking Skills		No
Empirical & Quantitative Skills		No
Teamwork		No
Personal Responsibility		No
Social Responsibility		No
Note: May Insert other Objective/s		n/a

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.

   n/a

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	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?

   Yes. We are implementing the use of Constant Contact as a tool to help us deliver information about our department to client businesses.

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

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.

   Continuing Education – Workforce Training workload is generally driven by local economics. This is our biggest obstacle. Businesses know their employees need training, yet training dollars are the first to be cut when the economy slows. We see the many ups and downs of increased and decreased training. The issue may never be fixed however, understanding the economic waves allow us to be creative in offering some classes at a lower cost through open enrollment. It is imperative that we continue to think creatively as we move forward. Workforce dynamics have changed. We will continue to change to accommodate those workforce needs.

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