**Non-Instructional Annual Review
CE Administrative Support Services**

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:**

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| Continuing Education Admin./Operations |

1. **Department Purpose Statement:**

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| To support instructional efforts of Continuing Education College-wide. |

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

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| --- |
| 2014-2015 |

1. **Date of Submission:**

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| --- |
| Summer 2015 |

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

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| Name: Megan EiknerTitle: Director of Continuing EducationE-mail: meeikner@actx.eduPhone Number: 371-2916 |

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

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| --- |
| Tiffany Oneal – Associate Director |

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.)**

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| --- |
| * CBM00C
* CBM00A
* Pivot table (P:Drive, Shared, Institutional Research, CEReportCard 2011Q3-2014Q1) 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.
 |

1. **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.CBM00C |  | X |  |
| 2.CBM00A |  | x |  |
| 3.Pivot Table  | x |  |  |

1. **(If applicable) If any area “Needs Improvement,” please explain why (i.e. Analysis).**

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| The Pivot table is a wonderful tool, but only provides historical (most times almost a year historical) data. I am also interested in working with IR to audit the formulas to ensure the calculations are totaling correctly. Some reports return different information than the same report built in Business Objects. I am unsure which report is actually correct.  |

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

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| Continue building “real-time” reports similar to Pivot table reports in Business Objects. Pivot table data upload is currently a manual process. Would recommend an automated upload of data to alleviate lag-time of current information.  |

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 |  |

1. **Summarize the most important information that was collected and/or reviewed and the results.**

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| Downtown Campus course evaluations provide critical student/client satisfaction information. Results will be used in change management decision making and process improvement.  |

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

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| --- |
| No action plan recommended at this time (See Part B). |

PART B:

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

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| We will soon review and revise questions on the evaluation in order to capture data feasible for action plan creation.  |

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.**

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| Operations department staff assist with registration, communication, and assistance while on-site. All mentioned services are steps included in No Excuses Services. We attempt to remove any barriers the student may incur while attending courses at AC.  |

1. **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.**

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| Yes, we reorganized staff at the Downtown Campus to direct focus for department directors and well as operation staff. Student services and continuous improvement of all processes will be evaluated and monitored with sole focus following the reorganization to evaluate improvement. We believe this specific focus will allow for CE staff in all areas to provide methods on registration, coursework, and evaluations relevant to the varying needs of our students and thus support our No Excuses goals.  |

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)?**

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| Increase client base by 20% |

1. **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.)

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| No current outcomes to report - department has been in operation two months at this time. Expected Outcomes – analysis of client increase during FY 2015-16, analysis of client satisfaction survey to identify areas of improvement, if any.  |

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

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| We will develop Class Climate surveys to gather data for analysis of both outcomes.  |

1. **What change/s has your department made in the past year or do you plan to make based on your assessment of any outcome?**

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| N/A |

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.**

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| Goal 4: Ensure Colleges Future - 4.1.2 – Recent divisional reorganization supports efforts to increase revenue and staff efficiencies while reducing costs and extra effort. New department staff will focus on continuous improvement by focusing on: building usage efficiencies, printing/copy reduction, food services cost reduction, increased services, and technological efficiencies.  |

1. **(If applicable) What additional item/s should AC’s Strategic Plan address?**

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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 |  |  |

1. **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](http://www.actx.edu/iea/filecabinet/425).

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| N/A |

1. **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?**

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| N/A |

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)**

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| All departments staff review, discuss, and ask questions in an official meeting regarding FERPA guidelines annually. Staff are able to discuss specific instances they’ve experienced for clarification of action if needed.  |

1. **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)?**

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| All department staff review, discuss, and ask questions regarding student complaint procedures annually. Staff are able to discuss, ask questions, or seek guidance as needed.  |

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

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| --- |
| No |

1. **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.**

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| --- |
| No |

1. **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.**

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| 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.**

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| One obstacle hampering growth for the Downtown Campus is our limitation of ability to host events not of educational nature as outlined in the bond election where funds were dedicated to remodel the campus. I would like to request of our board in the near future, a review of options for some flexibility in order to accommodate more businesses and in turn generate additional revenue if possible.  |

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

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