**Non-Instructional Annual Review  
Career and Employment Svcs.**

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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| Career and Employment Services |

1. **Department Purpose Statement:**

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| Career and Employment Services is an on-campus destination that offers free, comprehensive career planning and financial literacy resources for students, alumni and community members. |

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

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| 2014-2015 |

1. **Date of Submission:**

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| 07/30/2015 |

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

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| Name: Renee E. Weiss  Title: Director, Career and Employment Services  E-mail: reweiss@actx.edu  Phone Number: 806-371-5147 |

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

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| N/A |

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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| Every month the departments in Career and Employment Services complete a progress report that is turned into April Sessler. Data is collected from many sources including C3M (Career Center Contact Manager), College Central and My Plan. Information includes a narrative and Excel spreadsheet with graphs and charts on the following topics: outreach, training, general administration, meetings, employer contacts, presentations and programs, workforce solutions. |

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.)**

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| **Data Reported/Collected**  **(Include Most Important Data)** | **Needs Improvement** | **Meets Standards** | **Exceeds Standards** |
| 1.C3M | X |  |  |

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

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| Although improving, we still face the obstacle of obtaining correct/accurate data that the college needs to measure student retention, completion and transition. Data is collected from many sources including C3M (Career Center Contact Manager), College Central and My Plan. Information includes a narrative and Excel spreadsheet with graphs and charts on the following topics: outreach, training, general administration, meetings, employer contacts, presentations and programs, workforce solutions. Through these resources, our department can obtain student demographic information such as contact type, class standing, ethnicity, gender, major, program area, but tying it back to retention, completion and transfer is a challenge for us. |

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

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| Our department needs training on how to run these reports and queries in Colleague or to have access to resources from IT/IR, etc. |

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.)**

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

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PART B:

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

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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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| Career and Employment Services provides student support and is instrumental in the First  Year Seminar Class. The Career Center provides presentations in all FYS classes to  interpret MyPlan assessments and provide additional tools for research related to the  required career project. Beginning in the fall 2015 semester, this course will be a one hour course however; the resources from Career and Employment Services will be a vital piece for the students in this class.  With the addition a revised position in our department (Data Management to Career Specialist), we were able to expand our offerings and resources to Amarillo College Programs including, OTA, PTA, Truck driving Academy, CNA and the out-of-town campuses including Hereford and Dumas further helping students develop career and educational pathways and plans leading to success and on-time completion. |

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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| **GOAL #2: Align degrees and certificates with Labor Market Demand**  We expanded the services of the Student Money Management Center.  Amarillo College received a grant from TG to provide AC students and their families with financial and economic literacy education, training and support services. The main goals of the SMMC are to:  o Help students understand key personal financial concepts  o Encourage student retention and degree completion  o Facilitate career readiness  o Lower overall student debt levels  o Student loan default prevention  In partnership with the Education Credit Union, the SMMC piloted two programs this year that were successful and we plan to expand those efforts in 2015-2016. Those include “The Biggest Gainer” and “Let’s Get UFit” which covered topics such as  uSave – Saving, Budgeting, and Spending  uBank- Banking, Credit Scores, Dealing with Debt  uPlan – My Plan and updating your resume for future  uDress– Interview Skills and Professional Dress  uDine- Etiquette Luncheon |
| GOALS: COMPLETION , EQUITY AND ALIGN DEGREES AND CERTIFICATES WITH LABOR MARKET DEMAND  Additionally, this year we were able to add a revised position “Career Center Specialist” (formerly Data Management). The revision of this position enabled us to overcome an obstacle that we had in the previous year. With this new position we were able to provide all the classroom presentations  and events of which we are invited at all the campuses including Hereford, Dumas, East  and West. We presented at least once per semester in every First Year Seminar  Course over MyPlan interpretation and Career Research. Many of these students  made an appointment with Career Services for a 1:1 follow-up session.  We attended mock interview and resume events for various programs including  Paralegal Studies, OTA and PTA. More and more instructors are requiring students have  their resume reviewed by Career Services as part of their class and we were able to accommodate that request. We also provided classroom presentations over resume writing, job readiness and interview skills to the Truck Driving Academy and CNA programs every 5 weeks. This position also enabled the college to coordinate and provide more on campus hiring events for companies looking to fill needed positions in Amarillo and the Panhandle. |

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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| GOAL # 1: COMPLETION  Career Counseling/My Plan/Redirection  a. Ensure that student career pathways directly align with career assessment results  •Improve persistence; increase completers; decrease time to completion  Strategies and Timelines:  •Target students who have not met program entrance requirements in need of redirection in collaboration with the Advising Department  •Target students with an undeclared or general studies major in collaboration with the Advising Department;  •Target students who have changed majors multiple times. |

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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| Metric: Achieve a 10% increase in retention for AC students who took the MyPlan and received Career Counseling who are at risk of not returning for 2016FA |

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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| In partnership with the Advising Department, IT, IR and the requested data report training we will be able to run more accurate reports to intervene with students who are in need of redirection or students with undeclared/general studies. |

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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| •Target students who have not met program entrance requirements in need of  redirection in collaboration with the Advising Department  •Target students with an undeclared or general studies major in collaboration with  the Advising Department;  •Increase the number of students who take the MyPlan Assessment and receive Career Counseling;  •Increase email follow-up to all students who access Career Counseling Services; |

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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| Ensuring Student Success:  In partnership with other Student Affairs Departments such as Advising, we work  collaboratively to ensure that students are enrolled in programs that complement their  personality, interests, skills and values. Additionally, our unique partnership with Workforce  Solutions is a collaborative effort to ensure that students are seeking in-demand  occupations. Thus, connecting students to resources that will ensure completion of those  programs as well as connect students to employment opportunities. |

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?**

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| **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 | x |  |

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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| Career Services addresses the above objectives in the following workshops:  • Resume Workshops  • Interview Workshops (soft skills-teamwork)  • Job Readiness Workshops  • Resume Review  • Mock Interviewing  • Job Search and Application Processes  • Career Counseling  • Job Fairs and Employer Panels  • Hiring Events  • Student Money Management Workshops (Empirical & Quantitative Skills) |

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.**

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| **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?**

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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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| FERPA guidelines are discussed in our student employee orientations. |

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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| Student complaint procedures are discussed in student employee orientations.  As a staff, we have weekly meetings to discuss various policies and procedures on  campus. |

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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| We have not had any direct complaints in our area.  We obtain our guidance for the student complaint process from Bob Austin and April  Sessler.  We obtain our guidance for FERPA from Diane Brice. |

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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| N/A |

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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| N/A |

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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| Our biggest obstacle is obtaining the correct/accurate data that the college needs to measure student retention, completion and transition. Data is collected  from many sources including C3M (Career Center Contact Manager), College Central and My Plan. Information includes a narrative and Excel spreadsheet with graphs and charts on the following topics: outreach, training, general administration, meetings, employer contacts, presentations and programs, workforce solutions. Through these resources, our department can obtain student demographic information such as contact type, class standing, ethnicity, gender, major, program area, but tying it back to retention, completion and transfer is a challenge for us.  Our department needs training on how to run these reports and queries in Colleague as well as support from IT and IR in obtaining pertinent data. |

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

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| Career and Employment Services appreciates all the ongoing support we receive from  Academic Affairs, Student Affairs and other departments at Amarillo College! |