**Non-Instructional Annual Review  
College Relations**

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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| College Relations |

1. **Department Purpose Statement:**

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| Our purpose: to promote Amarillo College and encourage participation. |

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

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| 2014-2015 |

1. **Date of Submission:**

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| 8-1-2015 |

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

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| Name: Ellen Green  Title: Vice President of Communication and Marketing  E-mail: ergreen@actx.edu  Phone Number: 371-5131 |

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

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| Joe Wyatt, communications coordinator, [jvwyatt@actx.edu](mailto:jvwyatt@actx.edu), 371-5139 |

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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| We assess Online Marketing Reports (for College Relations use only) for such social media initiatives as Adwords, Facebook and Twitter, and we respond to what we learn by adjusting our investments in each as necessary—the idea being to reduce cost per click. Examples: ADWORDS—Jan. 2014 to June 2014, we spent $11,548 and got 9,098 clicks=$1.27 per click. We adjusted, and from Jan. 2015 to June 2015, we spent $7,498 and got 7,419 clicks=$1.01 per click. FACEBOOK—over the same timeframe as with Adwords, we increased from 8,841 clicks to 14,933 clicks, while reducing our cost from $0.37 to $0.27 per click. |

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.While we are pleased with our progress, when dealing in social media initiatives like those listed above, we expect, through diligence, to realize even more ways of minimizing expenses and getting a bigger bang for the buck. | x |  |  |

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

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| As our data indicates, we have learned how by spending less we can actually increase our click-through rates for online ad impressions—this having been accomplished by strategic shifts from search-engine online marketing to social media online marketing, and strategic placement thereof. |

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

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| We will continue to tweak this system of online marketing strategies as we become ever more cognizant of the best means of maximization, while understanding that this is a moving target from which we can never fully remove our focus. |

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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| College Relations is most focused on the No Excuses Goal: Persistence from term-to-term and year-to-year, and our contribution to this particular goal can primarily be evidenced through efforts to create an engaging, user-centric website that limits navigational barriers for our students. |

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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| College Relations over the past year has spent a massive amount of time—in conjunction with the launch of the new-look website by Information Technology—moving, adjusting and re-linking website content on hundreds of departmental pages contained within the AC web structure. Every link within our website—thousands of them—were broken when the new site was launched, and College Relations was charged with making the repairs. Understanding that our website is not an advertisement, but a vehicle for two-way communication—*customer experience matters!--*we diligently went about the business of professionalizing the website in a way that eliminates, one by one, the barriers our convoluted original site typically precipitated even before the makeover and, subsequently, provoked as a result of it. |

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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| Current students, prospective students and our community will acquire increased awareness about potential careers and the pathways (AC programs) leading to them. |

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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| After launching a new online resource (StartHereCareers.com)—***AC Enrollment Plan through 2020--Marketing Goal 1: Improve Online Presence***—which reveals explicit, real-time information about local career opportunities and how to realize them through programs offered at AC, our entire College constituency (students, potential students and community) will combine to make 20,000 annual visits to the new website. |

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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| The site was visited 14,277 times between May 2014 and May 2015, which is not bad—it’s 14,277 visits we did not previously entertain—but it is short of our goal and tells us we must do a better job getting buy-in from faculty, staff and community as we move forward. Faculty and staff can lead current and prospective students to the site, while the community presents a host of opportunities for enlightenment. |

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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| 1. College Relations in May of 2014 deployed StartHereCareers.com, an online resource that provides invaluable, free information about specific careers, locally and regionally, including pertinent local wage data, estimated number of annual job openings, even the number of workers in each field nearing retirement. With 14,277 visits in the first year, we have established a baseline from which to aim even higher. 2. We hope to increase the number of visits to StartHereCareers.com by 2 percent each year, and so we plan to work with departmental administrators, to expand training to faculty and staff, and to expand awareness of the site throughout our community so that our entire constituency will be more enlightened about and inclined toward career programs we offer at AC. Connecting directly with high school advisors/counsellors is one strategy we will pursue. |

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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| ***AC Enrollment Plan through 2020--Marketing Goal 1: Improve Online Presence***  We intend to conduct website usability tests four times each month over the next year. While the tasks of the tests will vary from month to month, our five goals will ever remain the same: We will be seeking with each test to ascertain whether or not our site is Effective, Efficient, Frustration-free, Engaging and Easy to learn. |

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 |  |  |

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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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** |  |  |  |

**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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| Yes – Continued Social Media development to reach a wider audience (See Section II). |

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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| N/A |

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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| N/A |

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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| N/A |

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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| The Amarillo College public facing website (actx.edu) was set up 10 years ago to follow a decentralized content management structure. This simply is not working. Most of our current content administrators are the only person in their department or division responsible for web content, and web content is just one of several other responsibilities they have. The unspoken message is that web content isn’t important to the overall mission of the college.  We plan to move toward a centralized content management structure for our top level web pages along with all academic and continuing education program websites. These websites are currently the most neglected and at the same time the most important to the overall mission of the College.  For the remaining departmental pages (Human Resources, Business Office, Financial Aid, etc.) we will continue following the decentralized content-management structure. We plan to work very closely with them as a team, taking on an equal responsibility of content. In addition to offering CMS training, we will begin offering content training and workshops. This is an effort to build a network of colleagues that can help and learn from each other, to gain a better insight into what’s happening with website user behavior and content usage across all departmental websites. The departmental content administrators need to know how vital their work is to the institution’s mission within their websites and to feel that they are part of a larger group carrying out the mission. |

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

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