**Non-Instructional Annual Review
 Enrollment 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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| Enrollment Services |

1. **Department Purpose Statement:**

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| The mission of the Enrollment Services Department is:* to support the academic mission and purpose of the College;
* to provide information and academic services to the College community in an efficient, user-friendly manner while ensuring accuracy, integrity, and confidentiality of academic records;
* to provide exemplary service by continually improving our business processes for prospecting, admission, registration, scheduling, academic records, degree audit, and related functions;
* to effectively communicate procedures and responsibilities for the successful use of our services; and
* to adhere to policies and model the highest standards of the enrollment services profession.
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1. **Department Review Year (i.e. Most Recent Academic Year)**

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| 2014-2015 |

1. **Date of Submission:**

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| Wednesday, September 30, 2015 |

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

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| Name: Diane BriceTitle: Director of Enrollment Services/RegistrarE-mail: kdbrice@actx.eduPhone Number: 806.371.5028 |

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

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| Tina Babb, Associate Registrar |

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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| Data on services provided to the college and its community including:* phone calls
* types of calls
* in person traffic
* number of applications processed on a daily, weekly, monthly and yearly basis

CBM reporting: (<http://reports.thecb.state.tx.us/approot/thecbrw/cbm_reporting_ext.htm> )* Student Report (CBM001) -- reflects all students enrolled at the reporting institution in undergraduate courses as of the official census date for each course.
* Texas Success Initiative Report (CBM002) -- Information about student readiness to be successful in freshman-level academic coursework as defined by the Texas Success Initiative (TSI) statute and affiliated rules.
* Class Report (CBM004) -- report of class enrollments for all students enrolled in Coordinating Board approved academic and technical courses (for which semester credit hours are awarded.
* Graduation Report (CBM009) -- report of all degrees and certificates which have been awarded to students in active Coordinating Board-approved programs during the fiscal year. Also included are *progress measures* of students who have completed the core curriculum and/or approved fields of study.
* Marketable Skills Achievement Report (CBM00M) -- includes awards granted to students in active Coordinating Board-approved programs during the fiscal year. A marketable skills achievement award may be a credit program of 9-14 SCH or a workforce continuing education program of 144-359 contact hours. These awards meet minimum standard for program length specified in the federal Workforce Investment Act (WIA), but are too short to qualify as certificate programs on the Coordinating Board program inventory.
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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. Phone Calls Answered |  | X |  |
| 2. Chat Contacts Answered |  | X |  |
| 3. Counter Traffic |  | X |  |
| 4. Student Report (CBM001) |  | X |  |
| 5. Class Report (CBM004) |  | X |  |
| 6. Graduation Report (CBM009) |  |  |  |

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

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

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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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| The Enrollment Services Department focuses on removing roadblocks by assisting students with admission, registration, and electronic access to student records. Provide assistance to students, faculty and staff via phone, email, and chat 24 hours a day 7 days a week (askAC). Assists with development of academic schedules to provide course access to students that best fit their needs. |

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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| Combined the leadership of the Office of the Registrar and askAC to combine services, provide better access and gain efficiencies.Implemented the College Scheduler application which allows an ease of scheduling and is also a time management tool as the students select and register for their 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 most important goals (i.e. broad things you would like to accomplish)?**

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| Provide useful data to support student transfer rates. |

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 adding transfer intent question to the AC admission application, 50 percent of the students who apply for fall 2015 admission will identify the college or university where they plan to transfer after completing their studies at Amarillo College. |

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 counted the number of “transfer intent” responses received and matched it against the number of total applications received for 2015FA. 1460 out of 7804 = 19%We were disappointed by the low response rate. However, we know that many applicants did not have an opportunity to answer the question because it was not added to the application until January 2015. |

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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| All fall 2016 applicants will have an opportunity to answer the question. Therefore, we anticipate that response rates will be much higher. Additionally, we are in the process of developing a new admission application and will provide a drop down list for students to choose from to ensure data is standardized. Currently students may report a desire to attend MSU, without knowing exactly which school they plan to attend, we are not able to assist them with making that transfer connection. |

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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| * + 1. - Student services and instructional leadership will assess the barriers to student access.
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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 |  |

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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| Communication Skills: We must verbally communicate with our students to be able to communicate any documents or information that we may need to complete their application process. We must communicate in a way that assures the student comprehends the message that is delivered. If my team feels the message is not being received, we try different approaches to successfully deliver our message.Teamwork: The entire enrollment and graduation process requires involvement from multiple areas of the college as well as the student. We work with students to help them become advocates for their own education while guiding them through the process.Personal Responsibility: We communicate with the students in all forms of communication the importance of meeting deadlines for applications and enrollment.Social Responsibility: We assist the students with a checklist both in-person and via the admissions letter by explaining what is required of them and how to proceed through the enrollment process.  |

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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| We would like to someday pilot a program where some of our employees can work from home using our technology to service our students possibly 24 hours a day. We continually work to market our extended evening hours and our Saturday phone hours. We plan to have full services available to students on Saturday prior to the beginning of the fall and spring semesters. |

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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| Each semester we remind staff of FERPA guidelines.  |

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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| This information is communicated during staff meetings and again as a reminder as they are serving students who may wish to report a concern. |

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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| Developed a group of Student Affairs staff who address concerns from students and staff. We take feedback and develop procedures to address concerns and improve our service to students, faculty and staff within our normal course of business. |

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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| As a result of findings in the Financial Aid audit, we have modified the way we report graduates to the National Student Clearinghouse. |

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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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 adjusting to peak times and having the necessary staff to assist all students when needed. This is important so that we can service our students quickly and value their time. We try to do this while providing outstanding customer service to our internal and external candidates. We do have a small amount of budgetary constraints as another full time employee would help tremendously during our peak times.  |

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

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