**Non-Instructional Annual Review  
Extended Programs**

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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| Extended Programs |

1. **Department Purpose Statement:**

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| The Department of Extended programs supports Amarillo College departments /offices and outside entities by administering policy, coordinating services and implementing procedures to help dual credit and dual degree students succeed. |

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

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| 2014-2015 |

1. **Date of Submission:**

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| March 18, 2015 |

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

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| Name: Lou Ann Seabourn  Title: Director of Academic Outreach  E-mail: laseabourn@actx.edu  Phone Number:806-371-5122 |

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

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| Dr. Deborah Vess |

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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| The Registrar submits the following reports that include dual credit data:  CBM001 is an enrollment report that is submitted to the THECB each semester  CBM00S is an end of term report detailing courses and grades on the final class day  CBM0E1 is an end of term enrollment report for the final day of class  I do not keep or collect this data. It is controlled by the Registrar.  I am currently working with AC’s Institutional Research Department to be able to collect yearly data including enrollments, pass rates and drop rates. As soon as this query is complete in Business Objects, I will be able to collect this data. I have been requesting this data since 2012. I think we are currently on the right track. |

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. CBM Reports |  | X |  |
| 2. |  |  |  |
| 3. |  |  |  |
| 4. |  |  |  |
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1. **(If applicable) If any area “Needs Improvement,” please explain why (i.e. Analysis).**

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| I would like to be able to see how the dual credit students are doing. It is hard to improve if you are not sure of the problem. I believe that the new query in Business Objects will allow the Department to do better analysis.  I need to be able to provide schools with more data about their students. The new query in Business Objects will allow me the ability to do this. |

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

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| Reports will be sent to high schools showing the success and completion rates of their dual credit students. |

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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| Currently a statewide task force has been organized by TACC regarding dual credit. Amarillo College is participating in this study.  I constantly monitor list serves and THECB notices concerning dual credit and study any data available. |

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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| Dual credit and dual degree students must prove that they are college ready prior to being admitted into the program according to Texas Higher Education Coordinating Board (THECB) rules. These rules do act as an incentive for high school students wishing to begin college prior to graduating from high school. |  |

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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| Dual credit and dual degree students are bound by rigorous [THECB rules](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=2&p_dir=&p_rloc=168305&p_tloc=&p_ploc=&pg=1&p_tac=168305&ti=19&pt=1&ch=4&rl=85&dt=&z_chk=1174389&z_contains=dual%20credit). These rules cannot be removed and consequently some students do not meet the entrance requirements of the programs. For AC to be able to continue to offer dual credit these rules must be followed and cannot be changed  The dual credit materials provided information about the [AC Payment Plan](https://www.actx.edu/bus/paymentplan). Students took advantage of the plan. The number of dual credit students using the payment plan are as follows:  Fall 2012 17  Spring 2013 18  Fall 2013 104  Spring 2014 94  Fall 2014 103  Spring 2015 102  In addition to advertising the AC Payment Plan, the Department sent payment deadline reminders for the first time this year. Emails were sent both to the students and to the high school. Forty one students were on the delinquent payment list. After notification, fourteen students paid. Students keeping current on their payments will help with future enrollment. Prior to these notifications students would find that a hold had been placed on their records and the financial matter turned over to a collection agency. Getting the students paid will definitely improve their continuation in college. |

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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| 1. To maintain or increase dual credit enrollment numbers. 2. The success rate of dual credit students enrolled in Amarillo College classes will meet or exceed traditional Amarillo College students. 3. Amarillo College Dual Degree program will continue to attract 5 to 10 more students per year. |

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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| 1. After visiting with students and counselors at local high schools, dual credit students will continue to register at an increased rate of at least 1% each year for the next 5 years (years 2013-2018). 2. After enrolling in a dual-credit program and receiving dual-credit support services, dual-credit students will perform at a higher-success rate than non-dual credit students. 3. After receiving intensive advising, twenty-five percent of dual credit students who meet the dual degree program requirements and participate in the program will successfully complete an associate’s degree the same year they graduate from high school. |

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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| 1. The Department uses information from the [Databook.](https://iresearch.actx.edu/html/databook/dbtbl1a.html)  **2011:** 1985 Students   **2012:** 2288 Students (up 15% from previous year)  **2013:** 2186 Students (down 4% from previous year)  **2014:** 2230 Students (up 9.8% from previous year)  The dual credit enrollment benchmark was met for the 2014-2015 school year.   1. The Department uses information provided by Bob Austin, Vice-President of Student Affairs, and information from the [Data Book](https://iresearch.actx.edu/html/databook/dbtbl2ee.html). At this time dual credit success rates exceed traditional college students.   2012: 11,530 regular AC students had a 78.9% success rate  2012: 1,676 dual credit AC students had a 91.9% success rate  2013: 10,876 regular AC students had a 78.6 % success rate  2013: 2,229 dual credit AC students has a 97.5% success rate  The latest statistics available are 2013.   1. Dual degree class of 2013: 7 began the program 4 graduated with an AA/AS   Dual degree class of 2014: 2 began the program 1 graduated with an AA/AS  Dual degree class of 2015: 3 began the program 3 graduated with an AA/AS |

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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| The Department is meeting all its goals at this time.  When the new Retention Alert process is complete, the Department will send updates to the high school. This intervention will hopefully raise the success rate to an even higher level. |

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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| Strategy 3.1: Expand collaborative partnerships to foster social services necessary to support first-generation students in completing higher-education credentials.   * + 1. AC academic and CTE leadership will expand dual credit course offerings so that every high school student has the opportunity to complete at least one dual credit course.   Currently the Department is gathering information for the 2015-2016 school year. There is evidence that there will be additional growth in dual credit offerings. This department has not been privy to the meetings with CTE leadership and ISD’s. Therefore, this department is not able to determine if new dual credit course offerings will be upcoming based on these meetings. |

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

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| The Strategic Plan mentions Tech Prep courses. The Tech Prep program was disbanded in 2012 due to state budget cuts. The term Tech Prep needs to be changed to address articulated credit or workforce education credit. |

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 | Y |  |
| 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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| The Department provided printed information on student responsibilities in the following forms:   * The Dual Credit Student Information Packet, * Dual Credit “How to Apply” information, * Dual Credit “How to Register” Checklist * Dual Credit Webpage, <https://www.actx.edu/dualcredit/>   This year I have worked with two students who were filing a grievance. They received information from the materials provided. Numerous students have requested transcripts be sent to other universities. And, over 2,000 students registered themselves. Therefore, the information provided seems to be adequate. |

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** |  |

**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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| A dedicated advisor is being assigned to the dual degree program. This will allow more consistent advising for these students trying to obtain a high school diploma and an associate’s degree in the same time frame. |

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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| 1. FERPA guidelines are published in the “Dual Credit Student Information Packet.” 2. Dual credit gains permission to share academic information between the college and high school on the application for admission. |

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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| I only have one employee. We discuss the process and follow the College procedures addressed in the Student Handbook. |

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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| NA – The majority of complaints to this department are TSI requirements and registration deadlines. The Department has no ability to change TSI requirements. The requirements are set by the THECB. And, the Department works diligently to uphold AC policies and procedures. Since no late registration is one of those policies, we will not make changes to allow registration passed the posted deadlines. |

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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| AC changed the [TSI requirements](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=2&p_dir=&p_rloc=168305&p_tloc=&p_ploc=&pg=1&p_tac=168305&ti=19&pt=1&ch=4&rl=85&dt=&z_chk=1200100&z_contains=dual%20credit) for dual credit students base on a ruling in the July 2014 meeting of the THECB. |

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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| NA |

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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| There is no financial aid for dual credit students. The [Department of Education](https://www.actx.edu/fin/index.php?module=article&id=13) requires that a student must be graduated from high school or have a GED to be eligible for financial aid. AC follows these guidelines in its financial aid policy. Dual credit is an excellent way to attract first generation college students. Yet, many of these families cannot afford an additional $150-$200 per semester for tuition plus the cost of books or access codes. With no financial aid, the students are simply not able to participate in the program. It would be nice if a local dual credit scholarship fund could be established. |

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

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