**Non-Instructional Annual Review**

**Amarillo College  
Hinkson Memorial Campus**

**2014-2015**

This document addresses the following SACSCOC requirements: \_\_(if applicable) \_and IE Topics 2.5, 3.3.1, and 3.5

Purpose

Amarillo College non-instructional area’s 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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| Amarillo College Hinkson Memorial Campus – Hereford, TX |

1. **Department Purpose Statement:**

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| Enriching the lives of our students and our community of the Hereford Region |

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

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| 2014-2015 |

1. **Date of Submission:**

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| July 25, 2014 |

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

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| Name: Daniel Esquivel  Title: Executive Director  E-mail: dmesquivel@actx.edu  Phone Number: (806) 379-2702 |

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

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| Lacy Mueggenborg, Assistant Director Dolores Arambula, CE & Outreach Coordinator  William Thorne, Academic Advisor |

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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| Enrollment reports, student majors, financial aid percentage, traditional/non-traditional |

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.Enrollment Reports |  | X |  |
| 2.Traditional/Non-Traditional | X |  |  |
| 3.Financial Aid Status | X |  |  |
| 4.Student Majors |  | X |  |
| 5.Retention/graduation rates | X |  |  |

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

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| Needing information to track probationary/suspension status, distinction between traditional and non-traditional students. For graduation and retention rates, we are needing to ensure we continue to track the student’s success, finding out why they left and find intervention to help students get back on track. Celebrate the graduation rates and apply to the statistics of the Hinkson Memorial Campus success rates. |

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

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| Capture cohort of students of the current semester and track them until completion of programs. Apply cohort to master list and create reports based on this cohort. |

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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| Student and community surveys will be conducted this coming Summer and Fall 2015 |

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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| Persistence through more class options/better learning environment - The AC Hinkson Memorial Campus opened its new 35,000 square foot facility to assist students in providing new learning spaces and programs for 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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| Building a new building to alleviate space issues and provide the latest advance learning environments at a one-site facility. |

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. Establish an effective early alert system to capture students who are in danger of dropping or failing the course.  2. Establish an intervention program to help these students by using an effective tutoring service program which includes a math outreach center and a writer’s corner. |

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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| Improve the retention rate as compared to the beginning of the semester. Increase the number of students passing the semester and reduce the probation/suspension rates.  Suggestion:  1. After implementing an early alert system, more students will be retained as compared to previous semesters by comparing Colleague enrollment data.  2a. After establishing tutoring intervention programs, a higher percentage of students will pass each term per instructor grade reports.  2b. After establishing tutoring intervention programs, a lower percentage of students will go on academic probation/suspension per Colleague report data. |

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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| Using the grade reports as provided by the instructors at the end of the semester, we can assess the pass/fail rates to compare to upcoming semesters. This should show us the success rates of each student attending the courses at our campus.  Suggestion:  1. 2014-2015 baseline retention rate #s and % = ?  If have not yet implemented system, provide here what you’ve done (AKA “result”) in 2014-2015 to work toward goal/outcome  2. If you have #/% data, provide that pre and post intervention. Otherwise, provide baseline data and anything you’ve done in 2014-2015 to work toward this outcome  3. Same advice as #2 |

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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| We plan to incorporate tutoring more into our courses. We are also initiating a required tutoring session for any student that falls below a 70 GPA at any time in the course during the semester. In addition, we plan to expand our tutoring services as well as helpful resources that are found at the main campus. |

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 2: Ensure Student Access, section 2.1 Explore expansion of services and offerings – Constructed and opened a new 35,000 square foot campus to house all programs in one location. |

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

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| Expand student resources in areas of tutoring and outreach centers for all course areas. |

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 |  |
| Technical Skills | 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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| All academic areas cover the appropriate above objectives under THECB guidelines. For non-instructional areas:   * **Communication Skills** – Monthly newsletters of activities and events/SGA; digital display board; creation of student email groups; weekly team meetings. * **Critical Thinking Skills** – Involve students in creation of semester schedules through the use of student surveys. * **Empirical & Quantitative Skills** – Tutoring Services collect data on number of students served and completion. Writer’s Corner will collect data received from students coming to use the service to complete their English course. * **Teamwork** – collaboration of SGA and administrative personnel to establish class schedules; creation of new courses and times, alleviate issues in outreach center and improve student services. * **Personal Responsibility** – coordination of soft skills integrated into the technical programs to have them learn responsibility, attendance, dress code, attitude, etc. * **Social Responsibility** – Food bank is established and maintained by students and staff. * **Technical Skills** – the campus provides an outreach center for all students and faculty to learn specific computer skills. Blackboard support is often available for students, faculty and staff during the semester. Ongoing seminars are also available for students to learn the latest updates on Microsoft Office programs. IT support for students is also available when student’s personal computers need updates or configuration to conduct school course requirements. |

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** |  |

**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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| Currently plan to enhance all services and communication. Establishment of email student groups to ensure full communication of campus activities, news, or alerts. Make student surveys available each semester to allow ideas of campus services, activities and creation of next semester’s course schedule. |

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 office areas are separate and secure by staff key-access only. Camera systems are in place at the Hinkson Memorial Campus to view all activity of students and personnel. Data from the outreach and tutoring services as provided by the Accutrak system, is backed up by an external hard drive and stored in the campus safe. All backup measures are performed weekly. |

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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| Every semester, all employees receive a copy of the AC Students Rights and Responsibilities Handbook so that a reference guide could be easily accessible. Staff and faculty are aware that any student complaint is given, it is directly sent to the Executive Director and Assistant Director. Weekly staff and faculty meetings are conducted to facilitate transfer of information learned from Dean’s Council, Administrative Association and Faculty Senate meetings. In addition, comments and suggestions from the Student Government Association are also welcome to the department. A student survey is planned at the beginning of each semester to allow students comment on the services they received during registration and what other resources they will need to ensure success in their education while at the 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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| Student surveys are now available at the beginning of each semester which acts like a suggestion box for the campus. Feedback from the students will enable the campus to make decisions to help the students while they are taking classes during the semester.  We have also made several changes regarding process control due to new front desk at the new campus. We have increased the level of customer service to improve student access and satisfaction. |

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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| None. |

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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| New student assessment procedures were created to facilitate the logistic changes due to the new campus. Better communication with Student Government Association each semester during meetings. Also, new bulletin boards and signs at student spaces have been established. Social media has also played a role where any updates is placed on Facebook. Currently, there are almost 600 likes for the Hinkson Memorial Campus. |

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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| Budget constraints; new equipment needed for training programs, i.e. computers. Maintenance equipment needed for new landscaping of new campus. New personnel needed for Technical Programs (instructor), groundskeeper, GED personnel, tutors, janitorial. In addition, marketing strategies are needed to help and increase enrollment. |

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

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