**Non-Instructional Annual Review
Institutional Research**

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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| Institutional Research  |

1. **Department Purpose Statement:**

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| Institutional Research works to ensure that AC’s faculty, administrators, and staff are given the needed tools to review data, assess the results, and consistently improve. |

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

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| 2014-15 |

1. **Date of Submission:**

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| 8-1-2015 |

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

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| Name: Melanie CastroTitle: Director of Institutional Research E-mail: m0163300@actx.eduPhone Number: 806-371-5288 |

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

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| Jarrod Madden, Research Associate  |

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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| * Integrated Post-Secondary Education Data Systems (IPEDS)
* IR Data Book <https://iresearch.actx.edu/html/databook/databook.html>
* Instructional Data Specialists (IDS)
* National Student Clearinghouse (NSC)
* Ad-hoc requests and Surveys
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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. IPEDS |  | X |  |
| 2. Data Book | X |  |  |
| 3.IDS  | X |  |  |
| 4.NSC |  | X |  |
| 5. Ad-hoc requests & surveys  |  |  | X |

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

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| Data Book: Needs to be in a user-friendly format or even possibly dashboard format and tables updated in a timely fashion with the most up to date data. IDS: New and existing specialists struggle with understanding the given data files therefore the data may not be used to full capability.  |

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

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| Data Book: Create tables that allow users to be data informed, that are in a easy to read format. Work with Civitas to use dashboard feature and implement within Data Book. IDS: As new specialist are appointed have a training that includes what the IDs file contains and how they can use the data to allow their department to become data informed.  |

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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| IR provides data to different facets of the institution to support AC’s goals/initiatives of becoming a data-driven institution. Providing demographic, success, persistence, and completion data supports the No Excuses philosophy by allowing areas to address and remove any potential barriers or roadblocks for 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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| Each department appointed an Instructional Data Specialist (IDS) that received a massive data file after each term containing demographic, success, persistence, and completion data to aid the specialist in becoming data informed in order to share findings with department chairs and faculty to make decisions that aid in students success.  |

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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| To provide accurate and validated data to internal and external stakeholders in a format that is consistent and understandable for the institution.  |

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 IR makes changes to the Data Book in a user-friendly format, 10%? more users will access the Databook than in previous terms.2. After IR hires more knowledgeable staff members, an increase in data integrity, validation, and consistency will be demonstrated by IR data matching other institutional data sources 100% of the time. |

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. A tracker was created in Data Book to provide view counts of tables in order to track what data is being looked at. Any data yet or when will the data begin to be provided?2. With such a small department (3 employees) it is evident on a daily basis that hiring a Research Associate that is knowledgeable with Colleague and Business Objects reporting will help IR establish its vision of clean and valid data reporting. What reports might you need to compare? |

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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| IR is foundationally creating a reporting structure that ensures integrity and consistency to support AC’s data informed decision making.  |

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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| Student Success: Provide data to departments, divisions, etc. in order to identify and remove institutionally created roadblocks for students.  |

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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|  IR does not currently work directly with students. However, IR employees serve as mentors and greeters to get students connected and provide support to the students.  |

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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| Data is obtained and stored in IR’s Data Warehouse. The initial files are derived from data in Colleague and house a historical record of Colleague data. IR staff uploads and maintains the data stored in the data warehouse. ITS provides an IR server to maintain the secure records.  |

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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| 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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| As the demands for a data informed institution increase, IR will look at technological options to streamline data pulls and carry out the distribution of data and analysis for the institution and outside reporting entities.  |

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

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