**Non-Instructional Annual Review  
Purchasing**

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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| Purchasing |

1. **Department Purpose Statement:**

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| Assure the procurement of goods and services for AC in an ethical, legal manner utilizing best practices while lawfully maintaining an active ongoing records management program. |

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

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| 2014-15 |

1. **Date of Submission:**

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| 4-23-2015 |

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

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| Name: Vickie Shelton  Title: Purchasing Director  E-mail:vlshelton@actx.edu  Phone Number:371-5017 |

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

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| Mike Jager - Records Retention Central Receiving |

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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| Voucher Registry for FY 2014—15 (this info will be updated to new calendar year by Vickie)  Purchasing Audit Report. |

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** |
| I. Report shows management of approximately 107 grants, restricted accounts, and contracts with a projected FY total of $5,650,000 in purchases. | X |  |  |
| II. Audit Report 2013-14 concluded with a Debarment & Suspension finding. |  | X  (2014-15) |  |

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

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| A problem now is training new AC Grant coordinators and their staff who do not know how to manage some aspects of those grants. Some are brand-new to the college and know very little or nothing about coordinating grants. |

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

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| I. Assign ONLY AC staff with verified experience in grant management to handle grants. Or make it mandatory to provide training/mentors for all inexperienced grant managers.  II. Updated Purchasing procedures for OMB rules effective 2014-15. |

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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| No Excuses Goal IV – Persistence from Term to Term and Year to Year.  Grant compliance allows continued funding for equipment related to course completion and degree attainment from year to year. |

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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| Implemented stricter payment / ordering procedures for all Grant purchases.  Because delays could deny students use of new needed equipment. |

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 comply with State & Federal standards for grant purchases in order to avoid negative audit findings. |

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 being trained on an individual basis, employees working in grant management will completely and accurately comply with purchasing procedures, by including all supplemental information necessary to place the order 100% of the time, as measured by the requisition register. |

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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| July 2014 thru April 2015, twenty employees received full requisition training from Maureen. Of the total, seven required ongoing instructions to enhance their knowledge of purchasing procedures in order to comply.  Employees that continue to have issues with the requisition process need to consult their department experts FIRST, before calling purchasing. |

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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| Mentor inexperienced grant coordinators with their own experienced internal division staff after they’ve received initial training from Purchasing. NOT mentored by Purchasing staff.  Purchasing has identified and engaged the major grant coordinators, currently Dr. Vess & Jamie Perez, in the Grant approval process. They are now trained to apply OMB guidelines to AC purchases for Federal Grants and know how to remedy our internal errors before they reach the purchasing office. |

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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| 4.1 Connect planning and budgeting. |

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

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| To minimize risk of non–compliance with standard AC departmental practices, publish procedures and services for consistency, either ONLINE or in PRINT.  Keep all college forms and departmental procedures centralized and accessible. |

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** |
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**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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| No. |

V: Policies and Procedures   
This Section Is Not Required for 13-14 Pilot Review

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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| No |

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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| Yes, OMB rules. |

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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| Purchasing has identified and engaged the major grant coordinators (Dr. Vess & Jamie Perez) in the Grant approval process. They are now trained to apply OMB guidelines to AC purchases for Federal Grants and know how to remedy our internal errors before they reach the purchasing office. With the growing volume of grant purchases, the purchasing director cannot continue to function as both the Grant Coordinator and the Purchasing Director. Grant personnel must be held accountable to follow the established guidelines necessary to compile a completed set of procurement documentation that meets OMB guidelines. |

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

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