**Non-Instructional Annual Review
Student Recruitment**

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:**

|  |
| --- |
| Student Recruitment |

1. **Department Purpose Statement:**

|  |
| --- |
| The Recruitment Department at Amarillo college coordinates targeted outreach activities for area high school students and counselors. |

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

|  |
| --- |
| 2014-2015 |

1. **Date of Submission:**

|  |
| --- |
|  |

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

|  |
| --- |
| Name: Richie R. GarzaTitle: Recruitment CoordinatorE-mail: rrgarza@actx.eduPhone Number: (806)371-5022 |

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

|  |
| --- |
| N/A |

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.)**

|  |
| --- |
| Recruitment Office reviews the annual report of the number of students that enroll at Amarillo College. Statistics can be found at www.thecb.state.tx.us/ |

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.)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Data Reported/Collected** **(Include Most Important Data)** | **Needs Improvement** | **Meets Standards** | **Exceeds Standards** |
| 1.THECB Annual Enrollment Report |  | X |  |
| 2. |  |  |  |
| 3. |  |  |  |
| 4. |  |  |  |
| 5 |  |  |  |

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

|  |
| --- |
| An area of importance considering recruitment would be the lack of numbers from Hereford High School of Hereford ISD. In 2014, of the 219 graduates, Amarillo College only enrolled 31 of those prospective students. That is a dismal 14.16%, especially considering that Amarillo College has an extension campus in Hereford. |

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

|  |
| --- |
| My recommendation to resolve this low percentage of enrollment is to extend our efforts to enroll these students. I suggest bi-monthly visits to the high school. I suggest inviting prospective students to our Amarillo Campuses, as well, as the extension campus in Hereford. I recommend we hold an on-campus registration day. |

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.)**

|  |  |
| --- | --- |
| **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.**

|  |
| --- |
| Each year we host a Counselor Appreciation Luncheon, in conjunction with the Advising Department. This past year, we hosted over 80 counselors from the Region 16 area. We had guest speakers and break-out sessions where counselors were introduced to different programs available at Amarillo College. After the event, counselors were administered a survey to gage the success of the luncheon. Over 80% of the participants left the event feeling more knowledgeable of the programs offered at AC and would return to their host schools and share the information. |

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

|  |
| --- |
| With the current data, I would recommend we include a tour of the campuses and invite former and current students, who have experienced certain programs at Amarillo College, as guest speakers. |

PART B:

**Additional Comments Related to Surveys and Qualitative Research (Not Required):**

|  |
| --- |
|  |

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.**

|  |
| --- |
| We provide direct support in the enrollment of ACE Scholars.We provide direct support to those students from Cal Farley’s Boys Ranch. |

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.**

|  |
| --- |
| We have taken the initiative to reach out to the students at Cal Farley’s Boys Ranch High School. We will make a school visit to assist those seniors who haven’t completed the online Application for Admission, via Apply Texas.org. As a follow up, we will then make arrangements for them to visit the Washington Street campus where they will visit with their academic advisors and then we will assist them in the enrollment process.Our future endeavors are to include the students at Richard Milburn Academy into the same process. |

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)?**

|  |
| --- |
| Recruit and assist area students in the enrollment process. |

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.)

|  |
| --- |
| 1. After making contact with prospective students, via postcard mail-out, our goal is to enroll/register 90%.

We have also included a secondary mode of contact, via email. Each of the 1775 prospective students were contacted through their email address about the enrollment/registration process. |

1. **How does your department assess the above outcome/s? What were the results of your outcome assessment? What do your results tell you?**

|  |
| --- |
| 1. We mailed a “Enroll Now” postcard to 1775 prospective students. We followed up with an “Enroll Now” email that was sent to personal and AC emails of each 1775 students. Finally, a “phone outreach” effort was made through our office. We spoke to students who we felt needed the extra effort to get on campus and register for classes. As a result, we had 545 students register for classes, which is a conversion ratio of 30.7%.

Our results tell us that we need to execute a more successful strategic plan to get prospective students enrolled in classes at AC. A more “hands on approach” will be our first solution. |

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?**

|  |
| --- |
| 1. We plan to visit more high schools than those previously visited. We plan to implement more “Application Days” at different schools, with the intent to follow up with “Registration Days” on our campus.
2. We plan to stay connected with prospective students, via email and/or phone calls.
3. We plan to keep high school counselors in our communication circle. Making them aware of the progress that is being made with their students, is top priority.
 |

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.**

|  |
| --- |
| Goal 2: ensure Student Access(AC Strategic Plan 2015: Task 3.2.4)—See Part B, #2 |

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

|  |
| --- |
|  |

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?**

|  |  |  |
| --- | --- | --- |
| **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).

|  |
| --- |
| \*Articulate the procedure in becoming an Amarillo College student.\*Taking personal responsibility to submit the necessary documentation in a timely manner.\*Indicate the items on the Student Checklist necessary in order to register for classes. |

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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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?**

|  |
| --- |
| No, we do not plan on expanding the current modes of delivery. We use the most current modes of communication. |

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)**

|  |
| --- |
| We are careful to follow the guidelines set through FERPA. |

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)?**

|  |
| --- |
| Each employee is aware of and the procedure for completing the Online Complaint Form. |

1. **Has your area made any departmental changes based on student complaints? If so, what
changes did you make (FR 4.5)?**

|  |
| --- |
| We have not received any formal complaints in our department. |

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.**

|  |
| --- |
| Our work is primarily guided by the TACRAO Code of Conduct. It can be found at [www.tacrao.org](http://www.tacrao.org) TACRAO is a nonprofit, voluntary, professional educational association of cooperating collegiate level institutions. The purpose of the Association is to advance professionally the work in the offices of admissions, records, registration and other related functions among institutions of higher learning.TACRAO is a nonprofit, voluntary, professional educational association of cooperating collegiate level institutions. The purpose of the Association is to advance professionally the work in the offices of admissions, records, registration and other related functions among institutions of higher learning. |

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.**

|  |
| --- |
| No changes. |

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.**

|  |
| --- |
| We are working closely with Maria Juarez, Enrollment Services Technical Specialist, to get the best reliable data. Our efforts are to improve contact spreadsheets of each prospective student and follow up either through email, postcard, or phone call. |

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

|  |
| --- |
|  |