**Non-Instructional Annual Review  
Student Affairs - Student Life**

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 Life |

1. **Department Purpose Statement:**

|  |
| --- |
| To provide co-curricular opportunities for students to enhance their social, organizational, and leadership skills, and to provide opportunities to engage with the college and community both in and outside of the classroom. |

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

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

1. **Date of Submission:**

|  |
| --- |
| July 27, 2015 |

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

|  |
| --- |
| Name: Heather Atchley  Title: Director of Student Life  E-mail: hlatchley@actx.edu  Phone Number: 371-5303 |

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

|  |
| --- |
|  |

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.)**

|  |
| --- |
| 1. Badger Boot Camp retention & completion data 2. Mentoring Program retention & completion data 3. Intramurals – participation numbers and retention data 4. Monthly Departmental reports – activities and participation numbers 5. Student Club membership data   \*\*\*Currently working with IR team to establish effective methods of annual data collection to measure 3-year completion/transfer rates of students impacted by Student Life programs. See Section VI for further detail. |

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.October of 2015 – see section VI for further detail |  |  |  |

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

|  |
| --- |
|  |

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

|  |
| --- |
|  |

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.**

|  |
| --- |
| \*\*Survey results attached.  Student surveys conducted following the annual Student Leadership Retreat in Fall 2014 reported that students learned valuable skills in the areas of teamwork, communication, and leadership.  Student surveys conducted following 2014 Badger Boot Camp sessions indicate that students learned valuable success strategies. |

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

|  |
| --- |
| Student Life will now offer two leadership retreats each year, one in the fall and one in the spring semester. Departmental decisions have been made to stop spending student activity fee funds and other resources on programs that do not significantly impact student success, and to focus those resources on impacting a larger number of students through programs such as this leadership experience. |

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.**

|  |
| --- |
| 1. Badger Boot Camp orients incoming freshmen with the college, connecting them with student leaders, advisors, and college resources. This program focuses on student engagement and teaches valuable college success skills, which contributes to student retention and completion. The Student Life department will now assume responsibility for all New Student Orientation programs, beginning Summer 2015. 2. Student clubs and organizations provide students with a network of peers and employees that aid them in their academic progress and completion. 3. The Mentoring Program connects at-risk first-year students with an employee, peer, or community mentor to greatly increase the likelihood of persistence and student success. Mentors connect students to appropriate college and community resources to remove barriers to success. 4. Student Life provides student development via engaging programming opportunities. 5. Student Life provides leadership training to prepare students to successfully navigate college and become better prepared to transfer and/or enter the competitive workforce. |

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.**

|  |
| --- |
| Student Life has taken responsibility for all New Student Orientation programs, effective June 1, 2015. Plans are in place to bolster the content and enhance consistency across all methods of NSO, including Badger Boot Camp, all in-person general and specialized NSO sessions, and online NSO. In the upcoming year, we will develop ways for students to register for all sessions in one centralized location, and we will work to ensure that first year students complete this requirement prior to the census date of their first semester of college. These changes should promote greater success and completion, and data will be collected to determine the outcome of these changes.  In the upcoming year, we will work with the Transfer Advisor to develop a Transfer Club. This student organization will provide students with information regarding transfer course requirements and deadlines, in order to remove barriers and increase student success. The Transfer Club will also provide the opportunity to travel to our top 5 transfer institutions, giving our students an engaging experience that will equip them with the knowledge to make informed decisions about their futures. |

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)?**

|  |
| --- |
| 1. Provide Badger Boot Camp sessions that improve student retention retention or three-year graduation? rates. Provide programming and leadership opportunities that improve student retention and success rates.  2. Increase Intramurals participation  3. Continue to enhance Mentoring Program |

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.)

|  |
| --- |
| Sample Statements (1a and 1b developed based on retention and success references; otherwise swap those terms for graduation/transfer)  1a. After attending Badger Boot Camp sessions, students who attend badger book camp will be retained at higher rates than students who do not attend Badger Boot Camp per IR data.  1b. After attending Badger Boot Camp sessions, students who attend badger book camp will achieve grades A-C at higher rates than students who do not attend Badger Boot Camp per IR data.  2. After sending out intramural emails? or whatever you do, X% or X# more students will participate in intramural sports per Carter Fitness Center records. |

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

|  |
| --- |
| 1a and 1b. Measurements (3-year Graduation/Transfer) will be collected via IR in October of 2015. \*\*See Section VI – Conclusions for more information  If really meant retention/success, provide that data here. Otherwise this statement at least gives you some data to support graduate/transfer information. It is redundant to repeat it, but it’s been copied/pasted so a reviewer would not have to search for the information (feel free to make any/all needed edits)…  This past month, I scheduled a meeting with my staff and IR to develop a plan for more consistent and relevant statistical reporting. We are going to investigate methods of coding our students in Datatel, which will make it easier for IR to pull information on the student cohorts in question.  2. Intramural results? Analysis? |

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?**

|  |
| --- |
| Our department is going to change our methods of data collection. We have established for many years that Badger Boot Camp and Student Club participants are retained at a higher level than non-participants from fall to fall and fall to spring. We are currently working with IR to enhance our reporting strategies to include 3-year graduation/transfer rates of our Club Members, Champions, Intramurals Participants, etc., and participants of various methods of NSO.  We are going to request information from IR from the National Clearinghouse each October and March, in order to capture the most up-to-date and accurate information from our student cohorts three years prior. For example, in October of 2015, we will request graduation and transfer data on 2012 SGA members, Mentoring Program participants, Badger Boot Camp participants, and Intramurals participants. For many years, we have reviewed fall-to-fall and fall-to-spring retention rates, and we have demonstrated that participation in these programs yields higher retention rates than those of non-participants. As we move forward, we will now look at student graduation/transfer rates so we can provide information that is more in line with the Student Success and No Excuses initiatives set forth by the college. |

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.**

|  |
| --- |
| Expand Student Success |

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).

|  |
| --- |
| Communication Skills   * Communication training for SGA officers, Blue Blazers, PTK Officers, and other student leaders as needed. * All students involved in student clubs gain valuable interpersonal communication skills * Badger Boot Camp Drill Instructor Training, Leadership Retreat – all leadership training sessions have strong emphasis on communication skills. * SGA officers must give weekly verbal reports to large groups of students. Written skills are also improved via the creation of agendas, minutes, publicity, etc. |
| Critical Thinking Skills   * Badger Boot Camp emphasizes the importance of critical thinking in becoming a successful college completer. * Student clubs and officer trainings |
| Teamwork   * Leadership Retreat * Club Officer Training * Student Clubs/organizations * Intramurals |
| Personal Responsibility   * Badger Boot Camp, Mentoring, Intramurals, Club involvement: all teach the importance of taking personal responsibility for actions and for college success and completion. |
| Social Responsibility   * Club and Organizations all have a mandatory Community Service Component * Student Life works via the 21st Century Grant to provide community outreach for the No Excuses Elementary Schools. |

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** |  |

**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?**

|  |
| --- |
| Yes. We will deliver these learning objectives to more students through New Student Orientation and additional leadership workshops and retreats. |

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)**

|  |
| --- |
| Train student workers on confidentiality issues.  Maintain student club records through the Student Life Transcript in Colleague. |

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)?**

|  |
| --- |
| I have not formally trained my staff on official complaint procedures. |

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

|  |
| --- |
| 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.**

|  |
| --- |
| No |

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 |

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.**

|  |
| --- |
| I am currently working to improve our data collection methods. We are able to keep excellent records of student participation (club participation is kept in the Student Life Transcript (Datatel), Badger Boot Camp participation is kept in our Excel files on shared drives, extensive participation data is kept on Intramurals participation, Mentoring Program participation, Leadership Retreat attendees, etc.); however, actually pulling three-year graduation and transfer rates is difficult, as we are not currently trained or equipped with the means to run those reports ourselves, and we have experienced difficulty obtaining that information in the past. This past month, I scheduled a meeting with my staff and IR to develop a plan for more consistent and relevant statistical reporting. We are going to investigate methods of coding our students in Datatel, which will make it easier for IR to pull information on the student cohorts in question. Furthermore, we are going to request information from IR from the National Clearinghouse each October and March, in order to capture the most up-to-date and accurate information from our student cohorts three years prior. For example, in October of 2015, we will request graduation and transfer data on 2012 SGA members, Mentoring Program participants, Badger Boot Camp participants, and Intramurals participants. For many years, we have reviewed fall-to-fall and fall-to-spring retention rates, and we have demonstrated that participation in these programs yields higher retention rates than those of non-participants. As we move forward, we will now look at student graduation/transfer rates so we can provide information that is more in line with the Student Success and No Excuses initiatives set forth by the college. |

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

|  |
| --- |
|  |