Non-Instructional Examples for Responses

The Non-Instructional Assessment Committee met and pinpointed a few of the best 2013-2014 Non-Instructional Annual Review assessment review responses. Each example provided is not perfect, but when possible a wide range of departments are used to demonstrate sample responses. These responses and any associated comments are intended to serve as samples for those completing the 2014-2015 (or later) review.

Quick Links:

Note: For more information on the information requested in each review section and for helpful external data/information links, visit the training PowerPoint.

Summary of Biggest Issues Cited in Each Section **:**

II. Existing Data (Not Surveys, Focus Groups, or Interviews):
NI Areas failed to provide links to data/report information, summarize the data findings, and/or (when the data could not be provided) provide summative information on the report type.

III. Existing Data (Based on Surveys, Focus Groups, or Interviews):
NI Areas failed to provide the survey results and/or to provide concrete action plans.

IV. Institutional Initiatives
    Part A (No Excuses): Too little information provided to determine how the department supports No Excuses.
    Part B (Institutional Outcomes): Did not provide at least one direct outcome and/or results.
    Part C (Strategic Planning): It is not obvious how the area supports the cited strategic plan strategy/task.
    Part D (Core Objectives): Many areas appeared to collect results, but did not provide a summation of results or a link to results.

V. Policies and Procedures
    Question 1 (FERPA): Areas with access to student information said "N/A".
    Question 2 (Complaint Procedures): Question was not answered.
    Question 3 (Changes Based on Student Complaints): Question was not answered.
    Question 4 (Local, State, Audit, or Federal Compliance Issues): Question was not answered.
    Question 5 (Policy/Procedure Changes): Policy/procedure issue or change not completely explained.

VI. Conclusions:
Few departments identified a plan to fix the issue and/or identified the impact of budget on the problem.

II. Existing Data (Not Surveys, Focus Groups, or Interviews) (Return Home)

These examples demonstrate 4 different ways to respond to this section's questions:

- Example #1 – Data Pasted/Copied Directly into Report
- Example #2 – Summative Information of Reports Entered Directly into Report
- Example #3 – Direct Links Provided to External Web pages or Reports
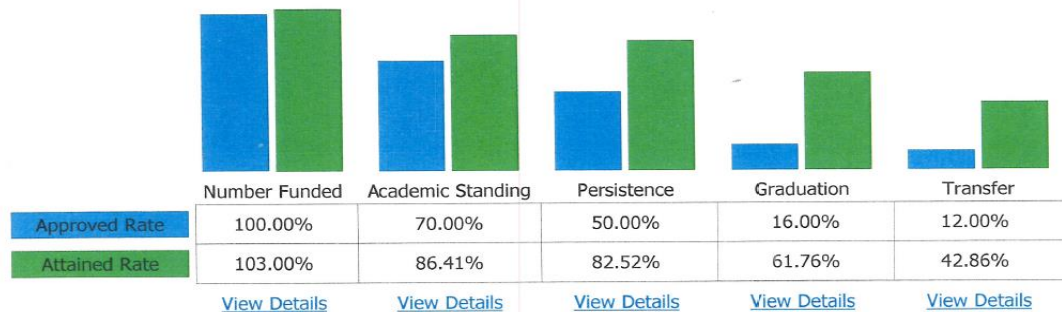- Example # 4 – Embedded Links Used to Link to External Reports

Example #1: Moore County Campus (Response to #1 and #2)

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.)

SSS Annual Performance Report

Prior Experience Points Summary for 2011-2012 Assessment Year

Institution Type: 2 Year	Percent Approved	Percent Attained	Points Attained	Points Possible
Number Funded: 100	100.00%	103.00%	3	3
Good Academic Standing	70.00%	86.41%	4	4
Persistence	50.00%	82.52%	4	4
Graduation	16.00%	61.76%	4	4
Transfer	12.00%	42.86%		
			15	15

	Number Funded	Academic Standing	Persistence	Graduation	Transfer
Approved Rate	100.00%	70.00%	50.00%	16.00%	12.00%
Attained Rate	103.00%	86.41%	82.52%	61.76%	42.86%
	View Details	View Details	View Details	View Details	View Details

2. 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. Graduation rate			X
2. Persistence rate			X
3. Good academic standing rate			X
4. Transfer Rate			x

Example #2: **Office of the Registrar (Note: Responses cut/shortened for this example.)**

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.)

   CBM reporting:
   - Student Report (CBM001) -- reflects all students enrolled at the reporting institution in undergraduate courses as of the official census date for each course.
   - Students in Continuing Education Courses Report (CBM00A) -- all students enrolled as of the official census date in continuing education courses (reported on the CBM00C for state funding) where the official census date occurs within the reporting period. Does not include students who are enrolled in non-credit courses that do not result in CEUs being awarded.
   - Continuing Education Class Report (CBM00C) -- Submitted quarterly. Report of courses and enrollments in Coordinating Board-approved continuing education courses. Includes all specially approved continuing education courses (local need) and courses listed in the continuing education section of the Workforce Education Course Manual.
   - Marketable Skills Achievement Report (CBM00M) -- includes awards granted to students in active Coordinating Board-approved programs during the fiscal year. A marketable skills achievement award may be a credit program of 9-14 SCH or a workforce continuing education program of 144-359 contact hours. These awards meet minimum standard for program length specified in the federal Workforce Investment Act (WIA), but are too short to qualify as certificate programs on the Coordinating Board program inventory.

2. 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. Student Report (CBM001)		X	
6. Students in Continuing Education Courses Report (CBM00A)		X	
7. Continuing Education Class Report (CBM00C)		X	
8 Marketable Skills Achievement Report (CBM00M)		X	

3. (If applicable) If any area "Needs Improvement," please explain why (i.e. Analysis).

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

   While each of the reports listed above meet institutional and state requirements, there are things we could do as an institution to ensure accuracy of the data reported.
   CBM-001 & 00A -- Student demographic information should be updated frequently to ensure proper reporting. The decentralized data entry responsibilities allows Amarillo College to use a large resource of manpower to get work completed but it lends to a decrease in accuracy due to lack of training. Each time a student enrolls in a class the system should require students to verify their demographic information.

   CBM-00A/00C -- Allowing industry partners to enroll their employees in classes would ensure timely submission of enrollments. Many enrollments are processed weeks after the actual class has taken place. This leads to an opportunity to miss contact hour reimbursement funding.

Example #3: Record's Management (Note: Responses cut/shortened for this example.)

1. What significant AC, state, federal, or other reports do you complete on an annual basis <u>and/or</u> 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) – Yearly Records Management report to the Board of Regents. (see link below)
> http://www.actx.edu/purchasing/filecabinet/141
>
> 2) - Record Inventory (yearly Records Management Committee report). (see link below)
> http://www.actx.edu/purchasing/filecabinet/142
>
> 3) Bulletin F (....data I review for the college program)
> https://www.tsl.texas.gov/slrm/recordspubs/lgbullf.html

2. 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. 14,052 lbs. of college records disposed with an additional 19,980 lbs. of confidential documents disposed of from FY 2012-13		X	
2.Transition to electronic record management software for the college digital records.	X		
3. April 2015 the TSLAC (Texas State Library & Archives Commission) Bulletin F will render two of our primary records storage areas out of compliance with State regulations.	X		

3. (If applicable) If any area "Needs Improvement," please explain why (i.e. Analysis).

> - Item #2 above. Most digital information maintained by the college, does not comply with State regulations for records management, nor does it comply with College RM (records management) policy.
> - Item #3 above. In April 2015 the TSLAC Bulletin F, which establishes compliance for records storage facilities, will render two of our storage areas out of compliance, which means we will no longer be able to use them.

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

> Item #2 above. Continue to expand the work started last year with the Perceptive software application - Records Policy Manager.
>
> Establish an inter departmental form, to work as a digital storage request form that will allow the required records management controls to be applied. This is of paramount importance if we want to move forward with digital records management.
>
> Item #3 above. Transfer boxed records into a private storage facility or brings the AC facilities up to standards.

Example #4: Institutional Effectiveness (Note: Responses cut/shortened for this example)
This response shows links as well, but the icons (double click icons) serves as the example.

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. Assessment Reports – A link to new reports will be available off of the new Instructional and Non-Instructional review page, Core Curriculum page, and the current Strategic Plan page. However, these new reports have not yet been developed. Examples of past reports developed based on past assessment practices can be viewed on the General Education Competency report page, PET reports page, and Program Review page.
> 2. External Reports – Reports to external stakeholders such as No Limits No Excuses (NLNE) are significant to the AC community. NLNE is focused on helping low-income adults attain higher education credentials and obtain a living wage job. One subcommittee is the NLNE Data Team which gathers data that the NLNE Core Team (decision makers) use to guide strategic planning for NLNE.
> Sample NLNE Reports
>
> Attachment - External Reports - N   Attachment - External Reports - N

2. 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. Assessment Reports	X – New Reports	X- Old Reports	
2. External Reports	X		

3. (If applicable) If any area "Needs Improvement," please explain why (i.e. Analysis).

> 1. Assessment Reports: 2013-2014 was a transitional year between old and new assessment practices/methodologies. For new reports, the Director of IE needs to closely review SACSCOC/THECB requirements and work with the Assessment Committee and other stakeholders to develop and present new reports in a way that is useful and meaningful to both outside agencies and to the institution.
> 2. External Reports: Amarillo ISD recently underwent staff responsibility/structure changes and the data team did not provide AISD adequate notice of an upcoming report deadline. As a result, AISD was unable to fulfill a critical role regarding AISD data. For this year, the Director of IE was selected to choose the data points to benchmark, to collect data for AISD, etc. However, the Office of IE is not in the best position to make choices, explain data points, etc. that relate to AISD data.

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

> Plan for 2014-2015
> 1. Assessment Reports:
>   • Create outline of new report formats – Summer 2014
>   • Share format with all individuals most likely to view/use that particular report and receive feedback regarding the format – Early Fall 2014
>   • Develop reports and once developed, seek approval/feedback from appropriate Assessment Committee – Ongoing
>   • Share reports with appropriate stakeholders - Ongoing

III. Existing Data (Based on Surveys, Focus Groups, and/or Interviews)

- Example #1 – Data Summarized
- Example # 2 – Embedded Links Used to Link to External Reports

Example #1: Library

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	

2. Summarize the most important information that was collected and/or reviewed <u>and</u> the results.

  ▪ Graduate Student Survey p. 2 – Library services was ranked as beneficial (4.20 out of a possible 5.0 during spring 2013 semester.
  ▪ Community College Survey of Student Engagement pp. 101, 104 – 4.5% of students are most likely to access a computer with an Internet connection to do school work in the library's learning commons while 80% do it from home. Students have used the library's online resources (including databases and tutorials) to complete a course assignment at the following percentage: Very often 8.7%, Often 15.2%, Sometimes 35.5%, Never 40.6%, Total 100%.

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

  ▪ The Graduate Student Survey shows the library is doing well as a whole, however it does not break down services into specific areas. It is hard for us to make specific changes from this one indicator. We can look into partnering with instruments such as the CCSSE to provide specific feedback on certain service areas.
  ▪ The CCSSE data indicate that a super majority of students do their school work from home with 60% using the library's online resources for course assignments. However, 40% say they never used those resources. The non-users may not have any assignments which require research or they find what they need elsewhere. We need to research why these students don't use the online resources they have available.

PART B:

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

This is an area of weakness for the library. We must determine ways to gather feedback from our patrons and AC community that are statistically valid and can be generalized to the whole AC population.

Example #2: Center for Teaching and Learning

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	

2. Summarize the most important information that was collected and/or reviewed <u>and</u> the results.

> Evaluation forms from trainings conducted throughout the year were reviewed. Trainings were positively received by participants. Comments were used to make changes as needed and/or suggested. See evaluations summaries for Fall and Spring below.
>
> 2013 FA Attendance Eval.xlsx 2013 FA Evaluation Comment Sheet.xlsx 2013 FA Evaluation Totals.xlsx 2014 SP Session List with Totals.xlsx 2014SP Activity Evaluation Totals.xlsx
>
> 2012Evaluation.docx
>
> **Fall 2013 Group Trainings**
> - Total participants – 1403
> - Activity evaluation results (5-strongly agree to 1-strongly disagree)
>   - The presenter was knowledgeable and allowed opportunities for interaction and/or questions. (Average = 4,7)
>   - I achieved my goal/s for attending this training and would recommend it to my peers/colleagues. (Average = 4.9)
>   - The information and knowledge gained will assist me to achieve the AC goal for NO EXCUSES. (Average = 4.9)
>
> **Spring 2014 Group Trainings**
> - Total participants – 1124
> - Activity evaluation results (5-strongly agree to 1-strongly disagree)
>   - The presenter was knowledgeable and allowed opportunities for interaction and/or questions. (Average = 4,7)
>   - I achieved my goal/s for attending this training and would recommend it to my peers/colleagues. (Average = 4.5)
>   - The information and knowledge gained will assist me to achieve the AC goal for NO EXCUSES. (Average = 4,4)

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

> For the future, the third question related to NO EXCUSES has been modified to include a statement of how session information will be used to achieve greater successes for NO EXCUSES.

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

> Individual participant comments are reviewed and shared with presenters to assist with future trainings.

- Example #1 – Student Service Example
- Example #2 – Instruction Example
- Example #3 – Administrative Example

Example #1: Advising

PART A –No Excuses:

Each department is expected to support student success initiatives.

1. List 1 or more ways your department <u>most</u> focuses on any of the No Excuses goals/initiatives.

> - "No Excuses" Goal 2-Poverty: We have utilized the systematic approach to leverage social services, interventions, financial assistance, Benefit Bank, and case-management for 1,600 students. Social Services area.
> - "No Excuses" Goal 2-Poverty: We have utilized specialized advising and financial assistance for students assisted by Adult Students Program.
> - "No Excuses" Goal 3-Additional Student Support Services – By providing individualized assistance with enrollment services: guide students completing admissions, TSI Pre-Assessment Activity, Registering for courses via AC Connect, academic advising, and career coaching.

2. Are there any changes your department has made over this past year to remove barriers to students and further the No Excuses goals <u>OR</u> 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.

> - Utilization of high-impact practice for academic goal setting and planning by implementing comprehensive intrusive (proactive) academic advising. We have taken positive steps to help advisors reach out to students. Programs utilizing proactive academic advising build structures that incorporate intervention strategies mandating advising contacts for students who otherwise might not seek advising. Greenlighting required each semester.
> - Working in conjunction with Enrollment Services to identify and remove enrollment barriers.

Example #2: Technical Training Solutions

PART A –No Excuses:
Each department is expected to support student success initiatives.

1. List 1 or more ways your department <u>most</u> focuses on any of the No Excuses goals/initiatives.

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STUDENT SUPPORT

Our reason to exist is to provide customized training for industry based upon their needs and their requests.   All the people who come to the training are required by their employer so we have a bit of a "captive" audience. However, we stress that everyone can go to college and everyone can learn the "boring standards," we encourage the students to us the training for betterment of themselves. We are always changing the methods of teaching to ensure the various student learning styles are met.
Many of the certifications we offer are worthwhile for the student. It will increase their earning potential and job security. All of our curriculum is dictated in detail from NIEHS and we cannot change or modify the various standards.
We offer some open enrollment classes for training, but once again, people come to the classes to receive a certification for work related issues for their betterment and the added benefit of receiving college CE credits.
At the end of all testing, we look at the data and determine where we can improve and do so on the next classes so based on the data, we know the areas of improvement.

</div>

2. Are there any changes your department has made over this past year to remove barriers to students and further the No Excuses goals <u>OR</u> to move the needle toward fulfillment of the No Excuses goals?
    i. If so, please explain.
    ii. 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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STUDENT SUPPORT AND COURSE REDESIGN
-We have gone from a 100% book based program to a 100% digital and double the hands-on learning parts. By addressing different learning styles we are increasing the students' success.
-We are moving away from 5 day in-class learning, toward learner paced instruction by starting the HAZWOPER 40hr course to 24 hours on-line program and 12 hour classroom, the on-line portion will be done through Blackboard and the NIEHS portal.

</div>

Example #3: AC Police Department

PART A –No Excuses:

Each department is expected to support student success initiatives.

3. List 1 or more ways your department <u>most</u> focuses on any of the No Excuses goals/initiatives.

> Student Support
> We maintain a safe environment for students to successfully obtain their education.

4. Are there any changes your department has made over this past year to remove barriers to students and further the No Excuses goals <u>OR</u> 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.

> 1. We initiated an escort program for students and staff.
> 2. Our officers patrol the buildings more frequently to ensure safety.

- Example #1 – Student Service Example
- Example #2 – Instruction Example (Childhood)
- Example #3 – Instruction Example (Post-Secondary)

Example #1: Community Link

1. For this review year, what is/were your department's <u>most important</u> goals (i.e. broad things you would like to accomplish)?

   - To assist as many GED students as possible to pass their test before changes would have taken effect in January 2014.
   - To identify and execute an activity that would allow us to increase enrollment, specifically among non-traditional adult students. As a result, the comprehensive Outreach/Recruitment Campaign for Non- AC Graduates mentioned in PART A.2 was conceived, and it is now in progress.

2. For this review year, what is/were your department's <u>most important</u> 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.)

   After we send an invitation to student to complete their GED official test, at least 40% of the students contacted will receive an instructional intervention plan to take the test and 70% will earn their GED credential before January 2014 based on test results provided by TEA.

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

   2012-2013 Data: GED Outcomes

	FA 2012	SP/SU 2013
Students contacted	65	117
Students that took the test	32	52
Students that passed the test	25	47
% test takers	49%	44%
% GED graduates	78%	90%

   For FA12, almost 50% of the students contacted returned to CL to prepare for the GED test, and 44% for SP/SU13. This represents a 9% and a 4% increase for FA12 and SP/SU13 respectively, compared to our original goal of 40%. Furthermore, the percentage of students earning their GED credential exceeded our expectations by 8% in FA12 and 10% in SP/SU13 compared to our initial goal of 70%.

4. 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. Increase the number of instructional hours for GED courses
   2. Provide tutoring to students closer to earning their GED Diploma
   3. Increase efforts to reach out more rapidly to former students who have completed 70+ credit hours (not developmental hours) that have not earned a credential at AC or any other institution to encourage them to return to AC to increase enrollment and graduation rate.

1. For this review year, what is/were your department's <u>most important</u> goals (i.e. broad things you would like to accomplish)?

> 1. To obtain NAEYC re-accreditation
> 2. Preparing children for kindergarten
> 3. Provide quality child care to children ages 3 mo. to 5 years

2. For this review year, what is/were your department's <u>most important</u> 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 implementing quality NAEYC standards and criteria into our program, the department will pass (80% or higher score) the portfolio evaluation and teacher/children evaluation by meeting 80% of the 100% required criterion used by the NAEYC Re-accreditation committee.
> 2. After receiving kindergarten preparation, 100% of our students will demonstrate kindergarten readiness by passing all sections of the Texas School Ready Assessment.
> 3. Based on the NAEYC Parent and Teacher survey, at least 80% of parents completing the survey will indicate "strong satisfaction" with the Center in the areas of relationships, curriculum, teaching, assessment, health, families, community relationships, leadership, and management.

3. 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 have consistently met the results and our desired benchmark:
> 2010-2011 Data: 9 out of 10 (91%)
> 2011-2012 Data: 9 out of 10 (91%)
> 2012-2013 Data: 9 out of 10 (91%)
> This next site visit will occur through an unannounced visit some time from May 31 to November 30, 2014. We will either pass/or fail.
>
> 2. There are 5 children going to kindergarten in the fall that are sufficiently prepared for kindergarten, according to the Texas School Ready Assessment.
> Our preschool children are assessed by Texas School Ready 3 times a year. Each assessment tells the teacher what areas each child needs more help with and the intervention is tailored to each child on how to strength each knowledge area.
>
> 3. According to Parent and Surveys, we have been successful on providing quality child care. Specific results are on page 4.

4. 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 have been renovating our current facility to meet our accreditation standards.
> 2. Preschool teachers have made modifications such as small group and one-on-one time with children to improve their TRS score and overall school readiness.
> 3. We plan to continue meeting high quality standards so that we maintain our high score of teacher and parent satisfaction.

Example #3: Extended Programs

Each department is expected to provide quality student, customer, and/or client services.

1. For this review year, what is/were your department's <u>most important</u> goals (i.e. broad things you would like to accomplish)?

   > 1. To maintain or increase dual credit enrollment numbers.
   > 2. The success rate of dual credit students enrolled in Amarillo College classes will meet or exceed traditional Amarillo College students.
   > 3. Dual credit degree classes will be emphasized to dual credit students.

2. For this review year, what is/were your department's <u>most important</u> 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 visiting with students and counselors at local high schools, dual credit students will continue to register at an increased rate of at least 1% each year for the next 5 years (years 2013-2018).
   > 2. After enrolling in a dual-credit program and receiving dual-credit support services, dual-credit students will perform at a higher-success rate than non-dual credit students.
   > 3. After receiving intensive advising, twenty-five percent of dual credit students who meet the dual degree program requirements and participate in the program will successfully complete an associate's degree the same year they graduate from high school.

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

   > 1. The Department uses information from the Databook.
   >   **2011:** 1985 Students
   >   **2012:** 2288 Students (up 15% from previous year)
   >   **2013:** 2186 Students (down 4% from previous year)
   >   We did not meet our benchmark of increasing our enrollments each year. However, 2012 was a particularly high year for enrollment and our 2013 rates were still higher than our 2009-2011 rates.
   > 2. The Department uses information provided by Bob Austin, Vice-President of Student Affairs, and information from the Data Book. At this time dual credit success rates exceed traditional college students. In 2012, the Data Book indicates that of 11,530 students there was a 78.9% success rate compared to a 91.1% success rate by the 1,676 dual credit/dual degree students. The latest statistics available are 2012.
   > 3. The first dual degree class began with 7 students. In 2013, 4 of the students graduated with an associate's degree. In 2014 one student graduated with an associate's degree of the 2 who began the program. We are exceeding the 25% goal by 26%.

4. What change/s has your department made in the past year or do you plan to make based on your assessment of any outcome?

   > None

IV. Part C: Strategic Planning

For this example, College Relations cited an area from the Strategic Plan and provided an explanation for how they meet the Strategic Plan initiative.

Example: College Relations (Response to Question #1)

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: Explore expansion of services and offerings
> Strategy 2.3.1.3: Academic leadership, student-service leadership and College Relations staff will continuously communicate with students from first contact to graduation.
>
> We interact with students on a daily basis through social media, primarily Facebook and Twitter, and through the portal.

- Example #1 – Includes Reference to Data
- Example #2 – Great Summation of Services

Example #1: Library (Data is Provided in Report – See highlight in response)

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		X

2. 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.

   > Information literacy is a critical thinking skill that can be defined as a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." We use the Association of College and Research Libraries' *Information Literacy Competency Standards for Higher Education* in our instruction. The assessment used is described with results in Part IV-B above.

3. 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. The library must expand asynchronous delivery of information literacy through AC's learning management system by gaining more cooperation/partnerships with faculty. This includes expanding resources access to the course level tailored to its needs.
   > We must also learn how to better evaluate asynchronous delivery of instruction to students showing outcomes just as effectively as we do for classroom students.

Example #2: Hinkson Memorial Campus – Hereford, TX

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	
Technical Skills	X	

2. 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.

   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** – Tutoring.
   - **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.

3. 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	

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?

   Currently plan to enhance all services and communication. Establishment of email student groups to ensure full communication of campus activities, news, or alerts.

V. Question 1 (FERPA)

- Example #1: Instruction Example
- Example #2: Administrative Example
- Example #3: Student Service Example

Example #1: Continuing Healthcare Education

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)

> The department maintains required hard copy documentation of class and student activities in locked file cabinets which are also locked in the office area. No student documentation is allowed to be taken home with a staff member. Discussions during staff meetings address ways to maintain confidentiality and improve processes to improve security of data. Discussions include review of FERPA rules and discussions of how to improve our compliance. – computer screens in open areas are equipped with privacy screens and Staff are trained not to release information to anyone other than the student.

Example #2: Property Management

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)

> Amarillo College Property Management has adopted a privacy policy for all personal information of rental applicants and residents to help ensure that information is kept secure. We follow all federal and state laws regarding the protection of personal information. In the Amarillo College Property Management department, only authorized persons have access to Social Security or other governmental identification numbers. We keep all documents containing this information in a keyed secure area, accessible only by authorized persons. We limit access to electronic versions of the information to authorized persons only.

Example #3: Office of the Registrar

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)

> Each semester we send a reminder to staff of the importance of FERPA (Federal Education Rights and Privacy Act). We do not share or write down passwords to any of the college resources. We ensure we are speaking with the student or the student's designee prior to releasing information. Lock file rooms and log off the computer when no one will be in the office and limit information we share via email and/or telephone.

V. Question 2 (Complaint Procedures)

Although this was not a required question for the 2014-2015 review, many people who answered some of the "Policies and "Procedures" section's questions, completely skipped this question.

Example: Hinkson Memorial Campus – Hereford, TX

2. 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)?

> 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.

V. Question 3 (Changes Based on Student Complaints) (Return Home)

Although this was not a required question for the 2014-2015 review, many people who answered some of the "Policies and "Procedures" section's questions, completely skipped this question. If an area has not made any changes based on student complaints, the response to this question should be "No."

Example: Continuing Education

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

> Yes, mid-term evaluation implementation was a response to student complaints.

V. Question 4 (Local, State, Audit, or Federal Compliance Issues)

- Example #1: Instruction Example
- Example #2: Administrative Example
- Example #3: Student Service Example

Although this was not a required question for the 2014-2015 review, many people who answered some of the "Policies and "Procedures" section's questions, completely skipped this question. If an area has not addressed any local, state, or federal compliance issues, the response to this question should be "No."

Example #1: Child Development Center

4. 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.

> We are held accountable by the Texas Department of Family and Protective Services Child Care Licensing to align our policies with new policies that they enforce as they are updated. The most recent update was on June 2014. The Policies that were updated in our Personnel and Parent Handbooks were from Licensing Standards 746.501, 746.3609, 746.3611, 746.2628, 746.3401, 746.4907, 746.4908, 746.5202.

Example #2: Records Management

4. 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.

> Yes. Records management is discussing plans to relocate all permanent records from the East Campus and the Polk storage areas. These facilities will no longer comply with standards for permanent records storage after April 2015.

Example #3: DisAbility Services

4. 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.

> Am working on Web Accessibility with a committee at AC to address the computer accessibility issue. Will develop policy, procedures, and training pertaining to Web Accessibility. The federal law addressed is ADA, Section 504 and Section 508.
>
> Also considering a policy change in utilization of the Deaf/Blind Exemption to promote student retention and success. This will need to be coordinated with financial aid and the registrar.

- Example #1: Administrative Example
- Example #2: Student Service Example

Example #1: Grant Development

5. 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.

> Yes, the expansion of grant administration at AC included a new policy in the Board Policy Manual. Since the Board Policy Manual did not have a section relevant to this, a new section (H) was created and entitled Grant Development and Administration. Policy HA states:
>
> "EMPLOYEE REQUIREMENT
> The purpose of grant funds is to fulfill the College's strategic directions. Once a grant award has been received, the institutional priority is to follow the grant requirements, both fiscal and programmatic, and appropriately document grant activities and expenditures. All College employees involved with any grant development or any grant administration (compliance, management and accounting) shall follow the college's centralized process for grant development or grant administration."

Example #2: DisAbility Services

5. 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.

> Did complete a Student Guide and place it on the Web this past year. This outlined policy in more specific language for students with disabilities.

Added Questions

Some departments elected to add questions to their review to address individualized needs.

    <u>Example</u>: **Library (2 of the Library's Added Questions)**

6. Please explain your policies and procedures governing collections and access to other library/learning resources (CR 2.9)

> The Amarillo College Library provides a comprehensive array of information resources and services for the College community, as documented in the **Library Services and Procedures Handbook**. These resources and services are organized around two library units: (1) Collections and Technology – both physical and electronic collections and finding tools to locate any particular item – and (2) Instruction and Reference – teaching library patrons how to evaluate information sources and use research tools.
>
> Although the Amarillo College Library's primary purpose is to support members of AC's community, any person with a Harrington Library Consortium member library card, including Amarillo College card holders, can use AC's physical collections during the 48 hours the Lynn Library's 4th floor and the **49 hours the West Campus Library are open each week**.
>
> Materials in the AC Loan and AC Paperback collections are available for fourteen-day check-out and may be renewed once by calling the Library. Faculty or staff members may obtain extended loans upon request; however, a valid card is required to take material from any AC Library. Any student, faculty or staff member of Amarillo College may apply for an AC Library card. Proof of employment with AC or enrollment MUST be presented to get a card. The card is good as long as the holder is associated with the College but must be renewed at varied intervals, as documented in the **Library Circulation Policy**.
>
> Online access to Library resources is available 24 hours a day every day of the year through the **Library's website**

7. Please explain your policies and procedures concerning the availability and type of instruction that demonstrate broad participation in the instructional program by all segments of the institution at all teaching locations (CS 3.8.2)

> Reference librarians are available without an appointment during **Library hours** at the Research Help Desk to help students begin their library research and improve their use of resources. They can be reached also by local or toll-free telephone and email. In addition, they provide traditional information services such as **assistance in interpreting citations, finding specific information**.
>
> The librarians also create **online tutorials** and **subject guides** to assist students in strengthening their library research skills. These documents include **MLA** and **APA** formats, **faculty sources**, and **departmental subject guides**. Students can improve their library research and information literacy skills by viewing **automated tutorials for general procedures, database searching, and research techniques**.
>
> Faculty can schedule **library research and information literacy instruction** for their classes to take place in the Lynn Library, West Campus Library, or their own classroom or lab (if appropriate technology is available). Library instructors consult with faculty to focus on the specific research assignments or goals for the class. Research skills training based on **Association of College and Research Libraries (ACRL) information literacy standards for higher education** and information sources appropriate to the assignment are used.

VI. Conclusions

Money is not always needed to solve a problem, but few responses referenced what (if any) budget involvement would be needed to fix the issue. As a result, examples that referenced the budget are shown below.

- Example #1: Analysis of need for budget (although exact numbers not provided)
- Example #2: Ample evidence and budget information provided (although explanation is minimal)

Example #1: Student Life

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.

   > The Student Life department is currently facing budgetary constraints within the Student Activity Fee budget. Success from recent efforts to increase the number of student engagement opportunities is now in direct conflict with our declining Student Activity Fee budget, which is enrollment driven. We are beginning to feel the strain of this declining budget, as we are forced to place considerable funding cuts on all of our student organizations' requests for development or travel funds, as well as our overall programming budget for all campus activities and leadership opportunities.
   >
   > The Student Life department is under-staffed. This department oversees a tremendous variety of programs (student clubs and organizations, leadership training, Student Government Association, numerous FYE initiatives, Intramural Sports, Mentoring Program, Badger Boot Camp, campus activities, etc.), and our staff consists only of the Director and the Executive Secretary, as well as the Intramurals Specialist and the Mentoring Program Coordinator. The mentoring position was originally created in order to establish a new position within our department which could assist with Student Clubs and Organizations in addition to Mentoring. This plan has proven to be impossible, as the Mentoring Program's extreme success and growth now requires 100% of the Coordinators time. It is likely that the Student Life department will need to increase staffing to meet increasing demands.

Example #2: AC Police Department

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.

   > Age of the Department's vehicle fleet.
   > 1. Increased cost and the increased number of repairs.
   > 2. Operational safety due to the vehicles age.
   > 3. High mileage on the vehicles. We currently operate three vehicles with over 100,000 miles each.
   >
   > We have one new vehicle in the 2014-2015 budget and will put a second vehicle in the 2015-2016 budget. The new vehicles cost approximately $31,000.00 completely outfitted.