**Amarillo College**

**2013-2014
Non-Instructional Annual Review Report**

**Data Compiled: 2014FA based on 2013-2014 review
Division of Planning and Advancement**



**Table of Contents**

[**Methodology**](#method)

* [**Introduction of New Concepts**](#intro_new)
* [**First-Year Focus**](#first_focus)
* [**Communication to Non-Instructional (NI) Areas**](#comm)
* [**NI Areas and SACSCOC Classifications**](#NI_SACSCOC)
* [**Trainings**](#trainings)
* [**Non-Instructional Assessment Committee**](#NI_Committee)
* [**Closing the Loop**](#Closing_loop)

[**Data**](#data)

* [**Training Data**](#training_data)
* [**Final Result Data**](#Final_result_data)
* [**Improvements Made Based on Committee Feedback**](#Improvements_committee_fback)

[**Evaluation**](#evaluation)

* [**Evaluation of Overall Form Completion Success**](#Eval_overall_Success)

[**Conclusion**](#conclusion)

* [**Top 3 Strengths**](#Strengths)
* [**Top 3 Weaknesses**](#weaknesses)
* [**Related Reports and Web sites**](#related)
* [**Planned Form and Process Changes for 2014-2015 Year**](#planned_changes)

**Methodology**

**Introduction of New Concepts**
**Decision to Change Process**
In early August 2013, the Director of Institutional Effectiveness met with the Vice President of Student Affairs and the Associate Vice President of Student Affairs to discuss the Non-Instructional Program Review process. In this meeting, a new review format was proposed and the new concept of a simplified program review process was introduced to the President’s Cabinet at the [8/20/13 Cabinet meeting](https://www.actx.edu/archives/filecabinet/2378). In this meeting, the Cabinet mandated that the current [PET form process](https://www.actx.edu/ie/pagesmith/75) be combined with the [old review process](https://www.actx.edu/ie/pagesmith/31) to create one new review process that was simplified compared to the previous review process, but that also focused on annual, non-instructional program outcomes.

**Creating the New Form**
On [9/11/13](https://www.actx.edu/archives/filecabinet/2487), the task of editing a new review form was introduced to the Non-Instructional (NI) Assessment Committee. After discussing what elements should be included on the new form, the Director of Institutional Effectiveness made edits to the mockup form and the Library then completed the new form as a pilot test. On [9/25/13](https://www.actx.edu/archives/filecabinet/2489), the Director of the Amarillo College Library completed the template and created a [Library NI review sample](https://www.actx.edu/ie/filecabinet/497). Based on the library’s feedback and further review, the form and process was further refined on [11/6/13](https://www.actx.edu/archives/filecabinet/2488), [2/18/14](https://www.actx.edu/archives/filecabinet/2511), and [3/31/14](https://www.actx.edu/archives/filecabinet/2512) by the NI Assessment Committee and eventually evolved into [the form](https://www.actx.edu/ie/filecabinet/495) that was used by NI areas for the 2013-2014 year.

**First-Year Focus**
Although the desire was that each NI area successfully complete each required section of the review, the focus for this pilot year was that the NI Committee ensure that each NI section did the following:
A. Completed the review
B. Included at least one direct assessment measure

*A. Form Completion*
In an effort to not overwhelm non-instructional areas, the NI Assessment Committee decided that during year one, the areas of the form that must be completed be each NI area should include the following areas:

* Part I (Identification)
* Part II (Existing Data – Not Survey, Focus Group, and/or Interview)
* Part IV – Institutional Initiatives (No Excuses, Outcomes, Strategic Planning, and Core Objectives)
* Part VI (Conclusion)

A NI area had the discretion to also complete Part III (Existing Data – Based on Surveys, Focus Groups and Interviews) and/or Part V (Policies and Procedures), but they were not required to do so.

*B. Direct Outcomes*
Further, the NI Assessment Committee ensured that NI areas were regularly using data to make data-based decisions and improvements.

**Communication to Non-Instructional (NI) Areas**
At the beginning of the new review cycle, the NI areas initially received email communication reminding them to keep tracking outcomes and making improvements. After the review was finalized, each NI area was then sent an introductory email on May 1, 2014 which outlined the new process. The email included an overview of the process, a link to the person(s) responsible for the review completion, a link to the review, and a list on in-person training opportunities.

[Mass email communications](https://www.actx.edu/ie/filecabinet/523) and one-on-one email communications continued throughout the duration of that year’s assessment cycle.

**NI Areas and SACSCOC Classifications**The “Submitted Form” tab of the [2013-2014 Records workbook](https://www.actx.edu/ie/filecabinet/525) shows the 39 Non-Instructional Areas that were identified as needing to complete a NI review for the 2013-2014 year. Additionally, the SACSCOC classification for each NI area and the person(s) responsible for each NI area was identified on this sheet.

**Trainings**Initially, the NI Assessment Committee felt that providing different training sessions that each focused on a different section of the review was the best way to proceed so that is the manner in which the first year’s sessions were advertised.

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| **TRAINING** | **SECTIONS COVERED IN TRAINING** | **TRAINING DATE/TIME OPTIONS** **(Note: Full Time Allotted May Not Be Needed)** | **TRAINING INSTRUCTIONS** |
| Training #1(Week May 12-16) | * **I:** Identification
* **II:** Existing Data (Not Survey, Focus Groups, and/or Interviews)
 | * May 12: 10 AM – 11 AM; WSC – Lib 207
* May 14: 1:30-2:30 PM; WSC – Lib 207
* May 16: 9-10 AM; WSC – Lib 207
 | If you plan to attend one or more of these meetings, please notify Kristin McDonald-Willey of the date you plan to attend and of who needs to be invited. You and those you invite will be sent an invitation to attend the training of your choice until meeting room space for that date runs out. |
| Training #2(Week May 19-23) | * **IV:** Institutional Initiatives (**Part A** – No Excuses; **Part B** – Institutional Outcomes)
 | * May 20: 10 AM – Noon; WSC – LIB 112
* May 21: 2-4 PM; WSC – LIB 207
* May 22: 1-3 PM; WSC – LIB 207
 |
| Training #3(Week May 26-30) | * **IV:** Institutional Initiatives

(**PART C** – Strategic Planning; **PART D** – Core Objectives)* **VI:** Conclusions
 | * May 27: 9-10 AM; WSC – LIB 207
* May 28: 2-3 PM; WSC – LIB 207
* May 29: 3-4 PM; WSC – LIB 207
 |

However, many of the people who attended the trainings, preferred to touch on each section of the review. As a result, members of the NI assessment committee, instead focused on working one-on-one with each NI area to complete all required sections of the review at any of the possible training opportunities.

In addition, a [PowerPoint/handbook](https://www.actx.edu/ie/filecabinet/496) was created for the NI areas to reference and use as a guide to complete their forms.

**Non-Instructional Assessment Committee**The members of the Non-Instructional Assessment Committee each represent various departments at Amarillo College; each Cabinet area is represented by this committee. The Committee Members are responsible for assisting with training opportunities and evaluating non-instructional assessment efforts.

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| --- |
| **NI Committee Members 2013-2014** |
| Amber Brookshire |
| Bob Austin, NI Committee Chair |
| Cynthia Urbina |
| Danita McAnally |
| Janet Barton |
| Jeff Wallick |
| Joe Wyatt |
| Kristin McDonald-Willey |
| Lee Colaw |
| Mark Hanna |
| Megan Eikner |
| Renee Weiss |
| Tina Babb |

**Closing the Loop**The deadline set for form submission was July 25, 2014. After the initial form was submitted, the NI Assessment Committee met on 8/27/14 and on 10/3/14 to review and evaluate the submitted forms. At each meeting, two members of the NI Assessment Committee (one NI Assessment Committee member and the Director of Institutional Effectiveness) read a form and evaluated it using [the checklist](https://www.actx.edu/ie/filecabinet/524) that provided the focus for the 2013-2014 review. A few forms were submitted late and were evaluated using the same process in mid-late October.

Each NI area received an email containing their feedback sheet by November 14, 2014. After November 14th, no more areas were permitted to submit a 2013-2014 evaluation since the 2014-2015 cycle was already underway. The purpose of the feedback sheet was so that departments could reflect on comments made by the NI Assessment Committee and if desired, make edits to their form.

Some areas of the review were pulled out of the initial submission (e.g. suggestion for future Strategic Plan additions and Conclusions) and were given to the Chief of Planning and Advancement in December 2014. However, after an institutional reorganization, the Chief of Staff was sent the strategic plan comments on 2/5/15 and the Vice President of Student Affairs was sent the conclusions response on 2/24/15. The intent for each section was that the Strategic Plan comments would be considered during the formation of the 2015-2020 Strategic Plan and/or tactical plans and that the President’s Cabinet would review the biggest areas of concern(s) to NI areas and assist or offer guidance to departments, who are experiencing challenges, when possible.

**Data**

**Training Data**The majority of the departments handled trainings within their departments or one-on-one with the Director of Institutional Effectiveness. However, group training opportunities were offered and some departments/divisions did take advantage of these trainings.

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| **Attendance Information** | **N** | **%** |
| Departments Responsible for Form - Attended 1 or More Group Trainings\* | 9 of 39 | 23% |
| Divisions Responsible for Form - Attended 1 or More Group Trainings\* | 3 of 8 | 38% |
| People Responsible for Form - Attended 1 or More Group Trainings | 18 of 53 | 34% |
| Group Trainings Attended - # Attended Vs. # Offered | 3 of 9 | 33% |

\*Note: Some Cabinet members offered the trainings within their own department

For the first year, the Non-Instructional Committee decided to offer a total of 9 different trainings that broke down the explanation of the form into various sections. Of the offered trainings, NI departments/divisions only signed up for three of the offered trainings and instead requested they be walked through the entire training. As a result, in addition to the Director of Institutional Effectiveness, 2-4 NI Committee members were present at each training.

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| **Trainings Offered** | **Trainings Attended** | **NI Members Needed** |
| Training #1 - I, II; May 12 (10-11 AM; LIB 207) | X | 2 |
| Training #1 - I, II; May 14 (1:30-2:30 PM or 4 PM; LIB 207) | X | 4 |
| Training #2 - IV, A and B; May 20 (10-Noon; LIB 112) |  |  |
| Training # 2 - IV, A and B; May 21 (2-4 PM; LIB 207) |  |  |
| Training # 2 - IV, A and B; May 22 (1-3 PM; LIB 207) | X | 2 |
| Training # 3 - IV, C and D and VI; May 27 (9-10 AM; LIB 207) |  |  |
| Training # 3 - IV, C and D and VI; May 28 (2-3 PM; LIB 207) |  |  |
| Training # 3 - IV, C and D and VI; May 29 (3-4 PM; LIB 207) |  |  |

**Final Result Data**

The final result data is based on the 2013-2014 NI area classifications. Comments on these results can be found in the document’s “Conclusions” section.

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| **Criteria** | **All NI Areas** | **Academic and Student Support Service Areas** | **Administrative Support Service Areas** | **Community/ Public Service Areas** |
| **Focus Areas for 2013-2014 Review (Whole Form; Section IV, B)** |
| Submitted a Form\* | 38 of 39 (97%) | 17 of 18 (94%) | 15 of 15 (100%) | 6 of 6 (100%) |
| Completed all Required Sections\* | 37 of 38 (97%) | 17 of 17 (100%) | 14 of 15 (93%) | 6 of 6 (100%) |
| Provided a Direct Outcome\* | 35 of 38 (92%) | 16 of 17 (94%) | 14 of 15 (93%) | 5 of 6 (83%) |
| **Existing Data - AC, State, Federal, or Other Reports or Quantitative Data Annually Viewed (Section II)** |
| Used Existing Data  | 35 of 38 (92%) | 15 of 17 (88% | 14 of 15 (93%) | 6 of 6 (100%) |
| Provided Links/Summary of Data  | 21 of 38 (55%) | 9 of 17 (52%) | 8 of 15 (53%) | 4 of 6 (66%) |
| Provided Improvements/Action Plans Based on Data | 18 of 38 (47%) | 8 of 17 (47%) | 6 of 15 (40%) | 4 of 6 (66%) |

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| **Criteria** | **All NI Areas** | **Academic and Student Support Service Areas** | **Administrative Support Service Areas** | **Community/ Public Service Areas** |
| **Largest No Excuses Focus Areas (Section IV, A #1) – Note: Respondents May Have Selected Multiple Areas** |
| Linked to at least one No Excuses Goal/Initiatives | 38 of 38 (100%) | 17 of 17 (100%) | 15 of 15 (100%) | 6 of 6 (100%) |
| All No Excuses Goals and/or Initiatives | 4 of 38 (11%) | 0 of 17 (0%) | 4 of 15 (27%) | 0 of 6 (0%) |
| Completion and/or Credential Attainment | 2 of 38 (5%) | 1 of 17 (6%) | 1 of 15 (7%) | 0 of 6 (0%) |
| Course and/or Program Redesign | 4 of 38 (11%) | 1 of 17 (6%) | 0 of 15 (0%) | 3 of 6 (50%) |
| Grades A-C | 3 of 38 (8%) | 3 of 17 (18%) | 0 of 15 (0%) | 0 of 6 (0%) |
| Persistence | 7 of 38 (18%) | 1 of 17 (6%) | 5 of 15 (33%) | 1 of 6 (17%) |
| Poverty | 3 of 38 (8%) | 3 of 17 (18%) | 0 of 15 (0%) | 0 of 6 (0%) |
| Student Support or Success  | 29 of 38 (76%) | 15 of 17 (88%) | 9 of 15 (60%) | 5 of 6 (83%) |
| Transfer | 2 of 38 (5%) | 2 of 17 (12%) | 0 of 15 (0%) | 0 of 6 (0%) |
| Tutoring | 3 of 38 (8%) | 2 of 17 (12%) | 0 of 15 (0%) | 1 of 6 (17%) |
| **Removed Barriers to Students (Section IV, A, #2)** |
| Indicated Barrier Removed | 34 of 38 (89%) | 17 of 17 (100%) | 11 of 15 (73%) | 6 of 6 (100%) |
| **Goals and Outcomes (Section IV, B, #1, #2, #3, and #4)** |
| Average # of Goals | 1.8 | 1.9 | 1.7 | 1.5 |
| Average # Direct or Indirect Outcomes | 1.6 | 1.7 | 1.7 | 1 |
| Provided At Least 1 Set of Results  | 31 of 38 (82%) | 16 of 17 (94%) | 11 of 15 (73%) | 6 of 6 (100%) |
| Provided an Improvement/Action Plan  | 33 of 38 (87%) | 16 of 17 (94%) | 12 of 15 (80%) | 5 of 6 (83%) |
| **Strategic Plan Focus (Section IV, C, #1) – Note: Respondents May Have Selected Multiple Areas** |
| Linked to at least one Strategic Plan Area | 38 of 38 (100%) | 17 of 17 (100%) | 15 of 15 (100%) | 6 of 6 (100%) |
| Focus Related to Goal #1: Expand Student Success | 13 of 38 (34%) | 6 of 17 (35%) | 5 of 15 (33%) | 2 of 6 (33%) |
| Focus Related to Goal #2: Ensure Student Access | 20 of 38 (53%) | 9 of 17 (53%) | 5 of 15 (33%) | 3 of 6 (50%) |
| Focus Related to Goal #3: Collaborate with Partners in the Community | 8 of 38 (21%) | 4 of 17 (24%) | 1 of 15 (7%) | 2 of 6 (33%) |
| Focus Related to Goal #4: Ensure the College’s Future | 9 of 38 (24%) | 2 of 17 (12%) | 6 of 15 (40%) | 0 of 6 (0%) |
| **Provided Additional Ideas for the Strategic Plan (Section IV, C, #1)** |
| Provided Additional Ideas | 12 of 38 (32%) | 3 of 17 (18%) | 8 of 15 (53%) | 1 of 6 (17%) |
| **Helps Students Obtain AC Learning Objectives (Section IV, D #1)** |
| Identified at least one Learning Objective | 27 of 38 (71%) | 16 of 17 (94%) | 7 of 15 (47%) | 4 of 6 (67%) |
| Communication Skills | 19 of 38 (50%) | 11 of 17 (65%) | 4 of 15 (27%) | 4 of 6 (67%) |
| Critical Thinking Skills | 16 of 38 (42%) | 8 of 17 (47%) | 5 of 15 (33%) | 3 of 6 (50%) |
| Empirical and Quantitative Skills | 12 of 38 (32%) | 5 of 17 (29%) | 4 of 15 (27%) | 3 of 6 (50%) |
| Personal Responsibility | 23 of 38 (61%) | 13 of 17 (76%) | 7 of 15 (47%) | 3 of 6 (50%) |
| Social Responsibility | 14 of 38 (37%) | 7 of 17 (41%) | 3 of 15 (20%) | 4 of 6 (67%) |
| Teamwork  | 13 of 38 (34%) | 6 of 17 (35%) | 4 of 15 (27%) | 3 of 6 (50%) |
| Technology (Identified in “Other” Write-in Option) | 3 of 38 (8%) | 1 of 17 (6%) | 1 of 15 (7%) | 0 of 6 (0%) |
| **Collects Data Related to Learning Objectives – Note: May Not Have Provided Data (Section IV, D #2)** |
| Indicated Data Is or Could Be Collected | 27 of 38 (71%) | 16 of 17 (94%) | 7 of 15 (47%) | 4 of 6 (67%) |

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| **Criteria** | **All NI Areas** | **Academic and Student Support Service Areas** | **Administrative Support Service Areas** | **Community/ Public Service Areas** |
| **Mode of Delivery By Which Students Are Currently Offered Support (Section IV, D #3)** |
| Identified one mode of delivery in which students are offered support | 32 of 38 (84%) | 17 of 17 (100%) | 10 of 15 (67%) | 5 of 6 (83%) |
| In-Person Support | 31 of 38 (82%) | 17 of 17 (100%) | 9 of 15 (60%) | 5 of 6 (83%) |
| Web Support | 26 of 38 (68%) | 16 of 17 (94%) | 6 of 15 (40%) | 4 of 6 (67%) |
| Phone Support | 26 of 38 (68%) | 16 of 17 (94%) | 8 of 15 (53%) | 4 of 6 (67%) |
| Email Support | 27 of 38 (71%) | 16 of 17 (94%) | 1 of 15 (7%) | 3 of 6 (50%) |
| Live Chat Support | 7 of 38 (18%) | 5 of 17 (29%) | 1 of 15 (7%) | 1 of 6 (17%) |
| **Plan to Expand Mode of Delivery to Offer Support (Section IV, D #4)** |
| Indicated Plan to Expand Support | 21 of 38 (55%) | 9 of 17 (53%) | 7 of 15 (47%) | 5 of 6 (83%) |
| **Identified Mode (Plan to Expand Mode from What is Currently Offered):** |
| **Blackboard/LMS** (Upgrade/Increased Online Support or Options, Bb Collaborate, etc.) | 6 of 38 (16%) | 3 of 17 (18%) | 3 of 15 (20%) | 0 of 6 (0%) |
| **Marketing Plans** (Constant Contact, Communication Flow Charts, Email Groups, etc.) | 6 of 38 (16%) | 1 of 17 (6%) | 3 of 15 (20%) | 2 of 6 (33%) |
| **Social Media** (Facebook, Twitter, etc.) | 2 of 38 (5%) | 1 of 17 (6%) | 0 of 15 (0%) | 1 of 6 (17%) |
| **Web Presence** (Web page information, Virtual Tours, etc. | 6 of 38 (16%) | 2 of 17 (12%) | 2 of 15 (13%) | 2 of 6 (33%) |
| **Chat Options** (Mobile Devices) | 1 of 38 (3%) | 1 of 17 (6%) | 0 of 15 (0%) | 0 of 6 (0%) |
| **E-Commerce** | 1 of 38 (3%) | 1 of 17 (6%) | 0 of 15 (0%) | 0 of 6 (0%) |
| **Hand-Delivered Messages** | 1 of 38 (3%) | 0 of 17 (0%) | 1 of 15 (7%) | 0 of 6 (0%) |
| **Internships** | 1 of 38 (3%) | 0 of 17 (0%) | 0 of 15 (0%) | 1 of 6 (17%) |
| **Multiple Training Options** | 1 of 38 (3%) | 1 of 17 (6%) | 0 of 15 (0%) | 0 of 6 (0%) |
| **Additional SACSCOC Areas Addressed In Review (Section V)** |
| Addressed Other SACSCOC Areas | 4 of 38 (11%) | 2 of 17 (12%) | 2 of 15(13%) | 0 of 6 (0%) |
| **Biggest Issues Cited (Section VI): Note: Many Areas Listed 2 or 3 Issues of Concern** |
| Employee Staffing Issues | 9 of 38 (24%) | 3 of 17 (18%) | 4 of 15 (27%) | 2 of 6 (33%) |
| Technology Issues | 8 of 38 (21%) | 4 of 17 (24%) | 4 of 15 (27%) | 0 of 6 (0%) |
| Communication Issues  | 8 of 38 (21%) | 4 of 17(24%) | 2 of 15 (13%) | 2 of 6 (33%) |
| Procedural and/or Innovation Issues | 5 of 38 (13%) | 1 of 17 (6%) | 3 of 15 (20%) | 1 of 6 (17%) |
| Partnership Issues | 5 of 38 (13%) | 4 of 17 (24%) | 0 of 15 (0%) | 1 of 6 (17%) |
| Operating Cost Issues | 3 of 38 (8%) | 2 of 17 (12%) | 1 of 15 (7%) | 0 of 6 (0%) |
| Facilities Issues | 3 of 38 (8%) | 2 of 17 (12%) | 0 of 15 (0%) | 1 of 6 (17%) |
| Maintenance Issues | 3 of 38 (8%) | 0 of 17 (0%) | 3 of 15 (20%) | 0 of 6 (0%) |
| Demand Issues (Increased or Decreased) | 2 of 37 (5%) | 0 of 17 (0%) | 1 of 15 (7%) | 1 of 6 (17%) |
| Issues Related to Outside Entity | 1 of 38 (3%) | 1 of 17 (6%) | 0 of 15 (0%) | 0 of 6 (0%) |
| Student Funding Issues | 1 of 38 (3%) | 1 of 17 (6%) | 0 of 15 (0%) | 0 of 6 (0%) |
| Secure Storage Issues | 1 of 38 (3%) | 1 of 17 (6%) | 0 of 15 (0%) | 0 of 6 (0%) |
| Professional Growth Opportunity Issues | 1 of 38 (3%) | 1 of 17 (6%) | 0 of 15 (0%) | 0 of 6 (0%) |
| Completed form, but did not respond to question | 1 of 38 (3%) | 0 of 17 (0%) | 1 of 15 (7%) | 0 of 6 (0%) |

**Improvements Made Based on Committee Feedback**

For this 2013-2014 year, the forming of goals and direct outcomes was one of the form’s main focus points. For the college as a whole, almost 40% of the NI areas would not have had a direct outcome without committee feedback and help.

In some instances, a NI area was close to having a direct outcome on their original form version so the NI Committee members evaluating the form made a suggestion for a new outcome which the NI area approved and edited for accuracy and to follow their own writing style. In some instances, the department did not provide an outcome and the NI committee sent the department response form comments, help sheets, and asked the department to meet with a NI committee member for assistance.

In a few other instances, a NI area had a direct outcome in their form, but still decided to edit and improve their form based on committee feedback.

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| --- | --- | --- | --- | --- |
|  | **All NI Areas** | **Academic and Student Support Service Areas** | **Administrative Support Service Areas** | **Community/ Public Service Areas** |
| **Direct Outcome in Original Version** | **21 of 38 (55%)** | **10 of 17 (59%)**  | **6 of 15 (40%)**  | **5 of 6 (83%)**  |
| **Direct Outcome in Final Version** | **35 of 38 (92%)** | **16 of 17 (94%)** | **14 of 15 (93%)**  | **5 of 6 (83%)** |
| **Made Edits Based on Feedback\*** | **14 of 38 (37%)** | **6 of 17 (35%)**  | **9 of 15 (60%)**  | **0 of 6 (0%)**  |

\*Note: Based on the available information found in other portions of the form, 4 forms (11%) were edited by moving the available information to the direct outcome section in an effort to demonstrate at least one direct outcome.

**Evaluation**

**Evaluation of Overall Form Completion Success**

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| --- | --- |
| **Form Criteria** | **Does this area need improvement?\*** |
| **Submitting a Form** | **No** – All but one NI area submitted a form |
| **Completing Required Sections of Form** | **No** – All but one NI area who submitted a form completed all sections |
| **Providing a Direct Outcome** | **No** – 92% of all NI areas provided at least one direct outcome |
| **Using Data** | **No** – 92% of all NI areas deal with some quantitative data. |
| **Providing Links/Summary of Data** | **Yes** – Departments need to better explain the reports they run and/or provide links to their reports |
| **Providing Improvement/ Action Plans Based on Data** | **Yes (In Some Instances)** – A department may run numbers for the state and may have no ability to run the reports any way other than the way assigned by the state and/or may not be in a position to evaluate what the numbers say or directly improve the numbers. However, few departments (fewer than 70%) are findings ways to make improvements/action plans based on how they run reports and/or based on the quantitative data related to reports. |
| **Supporting No Excuses Initiatives**  | **Possibly –** Each area fulfilled the requirement and submitted at least one No Excuses Focus Area. However, we need to find ways to better measure NI support of No Excuses goals. 76% - Identified “Student Support or Success” (or related topics) as their largest focus area. While less than 25% identified a specific No Excuses goal/AtD measure. Stating that NI areas support student success alone is acceptable as long as AC can prove that the NI area support of student success initiatives adequately in turn supports No Excuses Goals. |
| **Form Criteria** | **Does this area need improvement?\*** |
| **Removing Barriers to Students** | **Yes** – Administrative Support Service Areas need assistance identifying ways they can remove barriers to students |
| **Forming and Measuring Goals, Outcomes, and Improvements** |  **Yes** – While the emphasis was on forming quality goals/outcomes, each NI area should ensure that they push themselves each term to strive for improvement rather than meeting the minimum expectation. Additionally, each NI area **must have** result data and improvement/action plans related to their outcomes each year. |
| **Strategic Plan Support** | **Possibly** – Each area fulfilled the requirement and submitted at least one area in which they support the Strategic Plan. However, AC needs to make sure the Strategic Plan has adequate support for each goal from NI areas. For example, over 50% of NI areas cited “Ensure Student Access (Goal #2)” as one way in which they support the strategic plan. While only 20-30% cited the other goals as ways in which they support the strategic plan. |
| **Provided Additional Ideas for Strategic Plan** | **Possibly** – 32% provided ideas they felt should be included in the strategic plan. Those who did not provide ideas could either feel as though the strategic plan is adequate as is to fulfill institutional needs and/or may have been hesitant to provide feedback. |
| **Identified at Least One Learning Objective** | **Possibly** – The nature of most NI areas is to serve students and/or the daily needs of the institution. However, if possible, AC NI areas should support the institution’s designated learning objectives. At the present time, 71% of NI areas (only 33% in “Administrative Support Service Areas”) identified at least one learning objective area they support. **Highest Area Supported by NI Areas**: Personal Responsibility**Lowest Area Supported by NI Areas:** Empirical and Quantitative Skills |
| **Collects Data for at Least One Learning Objective**  | **Possibly** – The nature of most NI areas is to serve students and/or the daily needs of the institution. However, areas that do support learning objectives, should attempt to find ways to measure how successful they are in helping student obtain the desired learning objective.**Highest Collector of Data:** Academic and Student Support Services**Lowest Collector of Data:** Administrative Support Service Areas |
| **Identified Student Support Mode of Delivery and/or Plans to Expand Support** | **Possibly** – In NI areas that do not often deal directly with students, the current modes may be acceptable. However, all areas should look (where applicable) for ways to support AC students.**Largest Way Support Offered:** In-Person Support (82% of NI Areas)**Smallest Way Support Offered:** Live Chat (18% of NI Areas)**Largest Areas Departments Plan to Expand Support:**  Blackboard/LMS (16%)Marketing Information (16%)Web Presence (16%) |
| **Addressed Other SACSCOC Areas** | **Possibly** – This form may not be the appropriate area to collect this information, but AC needs to ensure each area who is directly responsible for collecting SACSCOC data is consistently meeting SACSCOC requirements and collecting the needed evidence. |
| **Made Improvements Based on Committee Suggestions** | **Yes** – Many NI areas did use the NI committee comments to make improvements, but 100% of each area (particularly those who are non-compliant) should seek to improve their submission. |

**\*Based on institutional effectiveness benchmarks, 100% of each area will be compliant will all standards. However, for this particular chart, a benchmark of 90% was used.**

**Conclusion**

Each NI area did a great job meeting the minimum 2013-2014 requirements. However, there is much work to be done in 2014-2015 to ensure continued institutional improvement.

*Top 3 Strengths*

* High Participation Rate
	+ Support: All but one NI area participated in the 2013-2014 NI review
* High Percentage Formed 1 or More Direct Outcomes
	+ Support: 92% of NI areas formed at least 1 direct outcome
* Read/Used NI Committee Comments for Improvements
	+ Support: Almost 40% of NI areas made and/or approved edits based on committee member comments

*Top 3 Weaknesses*

* Results and/or Action Plans Need Improvement
	+ Support #1: In the outcomes section of the report (Section IV, B), only a little over 80% of NI area were able to get results with which they could make improvements and/or a plan of action. While some outcomes do take more than one year to accomplish, AC needs to make sure each NI area is continually on track to collecting data and making improvement.
	+ Support #2: In the existing data section (Section II) and the learning outcomes section (Section IV, D), many areas are collecting data that could easily be converted to outcomes data, but are not currently setting benchmarks, clearly setting outcomes they hope to achieve, etc. As a result, it is difficult for these areas to use their results to make improvements.
* All NI Areas Need to Identify Useful Data
	+ Support: There are some NI areas that were unable to identify any AC reports and/or any useful external reports that help them make improvements (Section II). 92% of NI areas identified data, but less than 50% identified making improvements based on the quantitative data they view.
* Some NI Areas May Need to Better Support Institutional Initiatives
	+ Support #1: We are a bit below 90% of NI areas that indicated they helped support removing barriers to students (Section IV, A, #2)
	+ Support #2: Overall, NI areas are between 70-90% in supporting student learning objectives and/or providing contact with students (Section IV, D, #1-#3)

**Related Reports and Web sites**

* [Archived Copies of Submitted 2013-2014 NI Forms](https://www.actx.edu/archives/index.php?module=pagesmith&uop=view_page&id=37)
* [2013-2014 Records workbook](https://www.actx.edu/ie/filecabinet/525)
* [2013-2014 NI Review Committee Evaluations](https://www.actx.edu/ie/filecabinet/544)
* [Identified Non-Instructional Issues 2013-2014](https://www.actx.edu/ie/filecabinet/540)
* [Instructional and Non-Instructional Review Web page](https://www.actx.edu/ie/index.php?module=article&id=108)
	+ [2013-2014 NI Training PowerPoint/Handbook](https://www.actx.edu/ie/filecabinet/496) (Info./Links to Help You Understand Each Section)
	+ [2013-2014 NI Library Sample of Completed Form](https://www.actx.edu/ie/filecabinet/497) (Sample of Completed Form)

**Planned Form and Process Changes for 2014-2015 Year**

* **Earlier/Better Feedback:**The committee did not initially set aside enough time to completely review all the submitted NI forms in one setting so some of the evaluation process was not completed until much later than anticipated. Thus, individual departments did not receive their forms until much later than anticipated (e.g. November rather than August). As a result, an early submission due date of May 1, 2014 was offered for the 2014-2015 year where departments who choose to participate earlier can receive their feedback earlier.
* **Improved Training Materials:**  For the 2014-2015 year, NI areas will be provided more examples of “good responses” by creating a sample response document for each NI question. Also, each NI area will receive a self-evaluation sheet prior to completing their form.
* **Expand Focus of Form:** The focus for 2014-2015 will expand beyond just form completion and including 1-3 outcome measure(s) to ensuring each question is adequately answered (based on the evaluation sheet) by each department.