**Amarillo College**

**2014-2015
Non-Instructional
Annual Review Assessment Report**

**Data Compiled: 2015FA based on 2014-2015 review
Division of Planning and Advancement**



**Table of Contents**

**[Methodology](#methodology)**

[**All Non-Instructional Programs**](#all_ni_programs)

* + [**Academic and Student Support Services**](#Acad_student_support_svcs)
	+ [**Administrative Support Services**](#administrative_support_svcs)
	+ [**Community/Public Service**](#community_public_svc)

[**Conclusions**](#conclusions)

**2014-2015 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.

**Process to Create the New Forms**
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 based on the Committee feedback and 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 beginning with the 2013-2014 year. The new instructional form was [first piloted with Nuclear Medicine](https://www.actx.edu/ie/filecabinet/543) in 2013-2014, but was expanded to all instructional areas in 2014-2015: [Health Sciences](https://www.actx.edu/ie/filecabinet/520), [Liberal Arts](https://www.actx.edu/ie/filecabinet/519), [Nursing](https://www.actx.edu/ie/filecabinet/520), [STEM](https://www.actx.edu/ie/filecabinet/519), and [Technical Education](https://www.actx.edu/ie/filecabinet/520).

**Focus**
The [first-year focus](https://www.actx.edu/ie/filecabinet/541) was that each NI area successfully complete each required section of the review and that one instructional pilot area (i.e. Nuclear Medicine) would test the form. The second-year (current) focus is expanding the new review process further into the instructional areas. The primary purpose of this form is to get both non-instructional and instructional areas to look at and evaluate their data and use their data to make improvements. As such, the Institutional Effectiveness office primarily focuses on ensuring programs and departments A) Participate in the process and B) Form outcomes that are used to make improvements.

**Communication to Non-Instructional (NI) and Instructional Areas**
At the beginning of the new review cycle, the NI and Instructional areas initially received email communication reminding them to keep tracking outcomes and making improvements. Since the previous year’s focus was on non-instructional areas (over a dozen public training opportunities), the focus on the brand new process trainings this year moved to the instructional areas.

The Director of Institutional Effectiveness was invited to attend various meetings throughout the year to introduce the forms (e.g. The Health Sciences Back-to-School meeting, the math back-to-school department meeting, etc.) and also sent out various emails requesting people (both instructional and non-instructional) set up meetings with the Director of IE to set up trainings. At the meetings, the [basic agenda](https://www.actx.edu/ie/filecabinet/578) focused on the expectations and how to complete the process. Emails [similar to last year](https://www.actx.edu/ie/filecabinet/523) were sent to the AC body and one-on-one email communications continued with each individual throughout the duration of that year’s assessment cycle.

In addition, a [PowerPoint/handbook](https://www.actx.edu/ie/filecabinet/496) and [checklist](https://www.actx.edu/ie/filecabinet/526) was created for the NI areas to reference and use as a guide to complete their forms. For the instructional areas, a [PowerPoint was provided](https://www.actx.edu/ie/filecabinet/580), but was not quite as explicit because the information that each division/program was requested from each area differed dependent on factors such as whether or not that program had a major code, that program was responsibility for core courses, etc. Instead, helpful hyperlinks and division/department workshops were provided to the instructional areas.

**Committees**

Historical records of the committees who assist with instructional efforts can be found on the [committee record list.](https://www.actx.edu/ie/filecabinet/500)

**Closing the Loop**The deadline set for form submission was August 1, 2015. Each program is expected to “close their own loop” by providing a clear, evident plan for improvement based on their results. As an institution, programs/departments who did not meet the minimum expectations are given feedback and the opportunity to edit their forms. Themes are also noted and are used to make additional edits to the forms to ensure that future assessment forms meet the needs of the institution.

**Non-Instructional Data**

Non-Instructional (NI) programs were asked to complete the non-instructional review. The [non-instructional review](https://www.actx.edu/ie/filecabinet/495) asks non-instructional areas to evaluate the way they use quantitative and qualitative data to form decisions. The NI are also expected to show alignment with institutional initiatives such as No Excuses (student support) and strategic plan. In addition, information is collected related to how NI area support (when applicable) student learning and the way they adhere to various AC policies/standards. However, the purpose of the review is for self-reflection and not every section is applicable to every non-instructional area. As a result, for the institution’s assessment of non-instructional programs, the majority of emphasis is put on the degree to which the NI areas identify goals/outcomes, measure and analyze the goals/outcomes, and make improvements based on the outcome results.

**All Non-Instructional Programs**

The Cabinet members and directors who oversee various NI areas were asked to identify the various units in their area. Based on this identification, NI units in the continuing education, communication, student affairs, financial and administrative services, instructional support, IT, chief of staff, and vice president of academic affairs support areas were identified as needing to complete this review. These areas were offered many training opportunities and were contacted and were given access to the [Annual Review](https://www.actx.edu/ie/pagesmith/25) [Web site](https://www.actx.edu/ie/pagesmith/25) which contains helpful items such as a [PowerPoint](https://www.actx.edu/ie/filecabinet/496), [sample forms](https://www.actx.edu/ie/filecabinet/526), and [a checklist](https://www.actx.edu/ie/filecabinet/527) to help them in their completion of this form. The individual and more thorough responses of non-instructional areas are reported on the [2014-2015 NI Training Records](https://www.actx.edu/ie/filecabinet/589).

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| **Non-Instructional Assessment Plan Data****All Non-Instructional Programs 2014-2015** |
|  | **Met Expectation** | **Did Not Meet Expectation** | **Total Non-Instructional Areas\*\*** |
| NI Area Submitted Form for Outcome Assessment | 33 (89%)  | 4 (11%)  | 37 |
| Direct Outcome Provided | 25 (68%)  | 12 (32%)  |
| Programs Submitted Outcome Data/Analysis\* | 24 (65%)  | 13 (35%)  |
| Programs Submitted Proof of Improvement/Improvement Plan Based on Outcome Data\* | 30 (81%)  | 7 (19%)  |
| \*If the program only partially met the requirement or if the evaluators were unsure if the requirement was met, the form was not given credit as having met the requirement. Also, forms that were not submitted were counted as not having met each requirement.\*\*In some cases, a few non-instructional areas were grouped together by department for the purpose of submission. |

Many programs identify outcomes, but in many cases, these outcomes are indirect and based on items such as survey data or the improvement plan is vague and needs improvement.

**Academic and Student Support Services**

The areas defined as Academic and Student Support Services for the 2014-2015 report were the Library, Center for Teaching and Learning, Career & Employment Services, Recruitment, Advising, Customer Services, DisAbility Services, Financial Aid, Registrar’s Office, Student Life, Testing Services, Tutoring, Bookstore, Child Development Lab School (Instruction), Extended Programs (Dual Credit Support), Technical Training Solutions (Instruction), and IT.

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| **Non-Instructional Assessment Plan Data****Academic and Student Support Services****Non-Instructional Programs 2014-2015** |
|  | **Met Expectation** | **Did Not Meet Expectation** | **Total Non-Instructional Areas\*\*** |
| NI Area Submitted Form for Outcome Assessment | 14 (88%)  | 2 (13%) | 16 |
| Direct Outcome Provided | 12 (75%) | 4 (25%) |
| Programs Submitted Outcome Data/Analysis\* | 11 (69%)  | 5 (31%) |
| Programs Submitted Proof of Improvement/Improvement Plan Based on Outcome Data\* | 13 (81%) | 3 (19%) |
| \*If the program only partially met the requirement or if the evaluators were unsure if the requirement was met, the form was not given credit as having met the requirement. Also, forms that were not submitted were counted as not having met each requirement.\*\*In some cases, a few non-instructional areas were grouped together by department for the purpose of submission. |

**Administrative Support Services**

The areas defined as Administrative Support Services for the 2014-2015 report were Administrative Services/Property Management, Business Office (Income/Disbursement), Business Office (Accounting), Payroll, Physical Plant, Police/Emergency Management, Purchasing, Records Management, Hereford Campus Operations, Moore County Campus Operations, Change Management, Grant Development/Compliance, Institutional Effectiveness, and Institutional Research.

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| **Non-Instructional Assessment Plan Data****Administrative Support Services****Non-Instructional Programs 2014-2015** |
|  | **Met Expectation** | **Did Not Meet Expectation** | **Total Non-Instructional Areas\*\*** |
| NI Area Submitted Form for Outcome Assessment | 14 (100%) | 0 (0%) | 14 |
| Direct Outcome Provided | 9 (64%) | 5 (36%) |
| Programs Submitted Outcome Data/Analysis\* | 9 (64%) | 5 (36%) |
| Programs Submitted Proof of Improvement/Improvement Plan Based on Outcome Data\* | 13 (93%) | 1 (7%) |
| \*If the program only partially met the requirement or if the evaluators were unsure if the requirement was met, the form was not given credit as having met the requirement. Also, forms that were not submitted were counted as not having met each requirement.\*\*In some cases, a few non-instructional areas were grouped together by department for the purpose of submission. |

**Community and Public Service**

The areas defined as Community and Public Service for the 2014-2015 report were Continuing Healthcare Education, Continuing Education, Personal Enrichment, Community Link, Continuing Education – Workforce Training, College Relations, and Panhandle PBS.

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| **Non-Instructional Assessment Plan Data****Community and Public Services****Non-Instructional Programs 2014-2015** |
|  | **Met Expectation** | **Did Not Meet Expectation** | **Total Non-Instructional Areas\*\*** |
| NI Area Submitted Form for Outcome Assessment | 5 (71%) | 2 (29%)  | 7 |
| Direct Outcome Provided | 4 (57%) | 3 (43%) |
| Programs Submitted Outcome Data/Analysis\* | 4 (57%) | 3 (43%) |
| Programs Submitted Proof of Improvement/Improvement Plan Based on Outcome Data\* | 4 (57%) | 3 (43%) |
| \*If the program only partially met the requirement or if the evaluators were unsure if the requirement was met, the form was not given credit as having met the requirement. Also, forms that were not submitted were counted as not having met each requirement.\*\*In some cases, a few non-instructional areas were grouped together by department for the purpose of submission. |

**Conclusions**

Overall, there is not one non-instructional area that scored well above the institutional effectiveness benchmark of 80% in all areas. It seems that overall most programs do a pretty good job in forming their goals and outcomes, but some need help in identifying objective ways to measure their outcomes (i.e. direct outcomes), in collecting results, and it making concrete plans for improvement.