

# Support Services Review Template

Update Year: 2012

Unit Name:

Associate VP, College Access Programs

Today's Date: June 1, 2012

Unit Review Leader:

Stephanie Hawley

## **Five Fundamental Questions**

1. What are the primary services or outcomes provided by the support service area and what is the impact of those services and outcomes on students and other key stakeholders?

The Associate Vice President (AVP) of College Access Programs (CAP) position provides leadership for the Student Success Initiative Steering Committee (SSISC), the Achieving the Dream Core Team and the Student Success Initiative (SSI) Goal Leaders Team. The SSI Goal Leaders Team consists of vice presidents in Instruction, Student Support and Success Systems, OIEA and the Executive Director of Adult Education. The AVP leads these and several other cross-functional teams to facilitate planning, process implementation and evaluation of SSI strategies/tactics and other academic and student services-related innovations.

The indirect impact of this position's service on students is evident in the new and enhanced student support services and programs that have been provided since the creation of the AVP, CAP position in Fall 2010. Mandatory orientation, enhanced Supplemental Instruction, MATD 0385, the faculty coach program and Developmental Math Advisors are support services and programs that were developed and supported by the Student Success Initiative Steering Committee and the Achieving the Dream Core Team, which are led by the AVP, CAP. Most importantly, leadership from the position has raised college-wide awareness about issues, programs and initiatives to support students, faculty and staff in Adult and Developmental Education, as well as gateway courses.

2. What are the strengths, weaknesses, opportunities, and threats present that enhance or hinder the unit's ability to provide those services and meet expected outcomes during the next five years?

### Strengths

The strengths that enhance the AVP CAP's ability to provide services and the expected outcomes over the next five years are coordination, collaboration and communication. The position organizes cross-functional teams, which enhance communication, collaboration and problem-solving across divisions. The office

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serves as a central point to unify student success-related initiatives. CAP leadership has facilitated communication and collaborative activities among Adult Developmental Education and college-level faculty, as well as with key student services personnel. The position has helped to lead efforts to increase and enhance faculty engagement through the faculty coach program and the SSIC work groups.

## Weaknesses

Weaknesses that hinder the position's ability to provide exceptional service and leadership include a lack of staff; workload issues, broad responsibility with no formal authority; limited resources and funding; limited faculty and staff engagement and a weak position within the organizational structure.

A fully staffed office would allow for meaningful engagement of the college in critical processes including planning, faculty development, communication and data analysis. The volume of projects, events, tasks and initiatives that are assigned to the position and , or become the position's responsibility by default, hinder the position's ability to be of optimum service.

The increasing scope of the position's responsibilities; the multiple stakeholders to be served create a lack of focus. Limited resources and funding were also identified as weaknesses that diminish the position's ability to fully serve the College.

## Opportunities

Developing an office that will integrate key operations with innovation will allow greater and sustainable support for all academic initiatives. Opportunities to enhance leadership, service and communication could be realized by partnering with Marketing to develop specific communication message and, or brand, a clearer web presence and to build on the ACC brand.

Opportunities exist to more fully engage the institution in collaborative efforts by involving more students; assigning and, or transitioning projects and work groups to the appropriate divisions and offices. Identifying and compensating appropriate faculty and staff to "own" projects and key initiatives will allow the position to be more focused on high impact strategies and institutional support.

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## Threats

Staffing issues, a lack of dedicated resources and the uncertainty of state policies are all identified threats. Without the appropriate permanent staff, the office will be challenged to continue providing leadership to the vice presidents, the SSISC and other cross-functional teams. Dedicated institutional resources are needed to facilitate the increasing expectations and responsibilities.

Uncertainty about impending student success-related state policies challenge the office to remain nimble enough to communicate information in a timely fashion to internal stakeholders and further delays the planning process, particularly for Developmental Education and placement test preparation process.

3. Using the answers to the first two questions, what improvements to primary services and/or intended outcomes will occur during the next five years?  
Improvements to primary services will occur when the College Access Programs position is transitioned to a fully staffed office that can authentically lead, coordinate and organize leaders to facilitate improvements and increases in student success.
  
4. How will the unit measure the extent to which planned improvements have resulted in better service or intended outcomes for students or other key stakeholders?

Primary Service Issue	Improvement	Measure	Baseline	Target	Current
<b>Ability to lead and serve multiple stakeholders to effect systemic change to support and sustain student success</b>	Transition the AVP position to a fully-staffed Office/Division of Academic Success and Equity	A fully staffed office/div	One administrative assistant	Office/Division that encompasses the services and programs that create the entering student experience/pathway, completion, and transfer	One administrative assistant
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5. How will the planned improvements align with and contribute to the Mission and Intended Outcomes of Austin Community College?

A robust office/division that facilitates community-based outreach, implements, aligns and evaluates essential academic processes and services will accelerate the College’s ability to effectively respond to students’ and the community’s needs.

The proposed Office/Division will provide committed leadership, dedicated resources and sustained support for implementing, scaling and evaluating promising, high impact practices for recruitment, advising, mentoring, orientation, placement assessment, supplemental academic support, career services and transfer information in Adult and Developmental Education, as well as gateway courses.

Creation of the Office of the Vice President for Academic Success and Equity requires the assimilation and alignment of services from multiple offices. Key staff are needed to support data collection, analysis and use; faculty and staff development programs; process implementation and evaluation. The conflation of several existing office functions and the elimination and, or transition of others across the College will provide for a cost-efficient transformation that will integrate standard operations with continued innovation and continuous quality improvement.

## The Office of the Vice President for Academic Success & Equity

### **Executive Summary**

*If Austin Community College is to efficiently and effectively serve its growing numbers of diverse stakeholders, as well as achieve and sustain Achieving the Dream Leader College status, an office committed to ensuring the College integrates operations and promising, high impact practices for continuous quality improvement is essential. **The Office of the Vice President for Academic Success & Equity** will ensure ACC “redesigns students’ learning experiences” (The 21st Century Commission, 2012) and reinvents itself to better serve students. ACC’s three-year old Student Success Initiative (SSI) and involvement in Achieving the Dream have helped the College to begin shifting towards an evidence-based culture with greater focus on data use to improve success equity. A robust office that facilitates community-based outreach, implements, aligns and evaluates essential academic processes and services will accelerate the College’s ability to effectively respond to students’ and the community’s needs. The creation of the Office of the Vice President for Academic Success and Equity will require the transformation of the College Access Programs position; the restructuring of several offices; and the transition or repurposing of key positions. The Office will provide the committed leadership, dedicated resources and sustained support for help ACC become a national leader in student success.*

### **Office Purpose and Structure** *(Please see the attached organizational chart.)*

The Office will oversee all major processes and academic support services from community outreach and engagement/ recruitment through transfer/graduation/completion. The specific purposes of the office are to

- 1) Lead the integration of key academic operations and innovations to support continuous quality improvement and accelerate student access, progress, success and completion.
- 2) Lead the alignment of all key academic functions, processes and services to create a coherent and clear pathway/learning experience (“ACC Experience”) to facilitate entry, promote student progress and success to completion.
- 3) Ensure the College engages and strengthens external and internal stakeholders to support access and success equity across all student groups and diverse communities.

Creation of the Office requires the assimilation and alignment of services from multiple offices. Key staff to support data collection, analysis and use; the faculty and staff development program; and process implementation and evaluation are critical to the efficacy of the office. The conflation of several existing office functions and the elimination and, or transition of others across the College will provide for a cost-efficient development of the new office.

### **Budget Implications**

The office will be funded by allocating and transitioning the budgets for the multiple services, programs and positions that will be organized under the Office of the Vice President for Academic Success and Equity. The new positions (See the attached organizational chart.) will require some additional funding; however, most positions can be filled by existing faculty and staff. Additional funding is needed to staff the new Vice President ,Academic Success and Equity The Office budget will also include annual funds allocated for the Student Success Initiative. The Office should be included in the FY 13 budget and should be organized and functioning by September 1, 2012.



## ***Vice President for Academic Success & Equity Position Description***

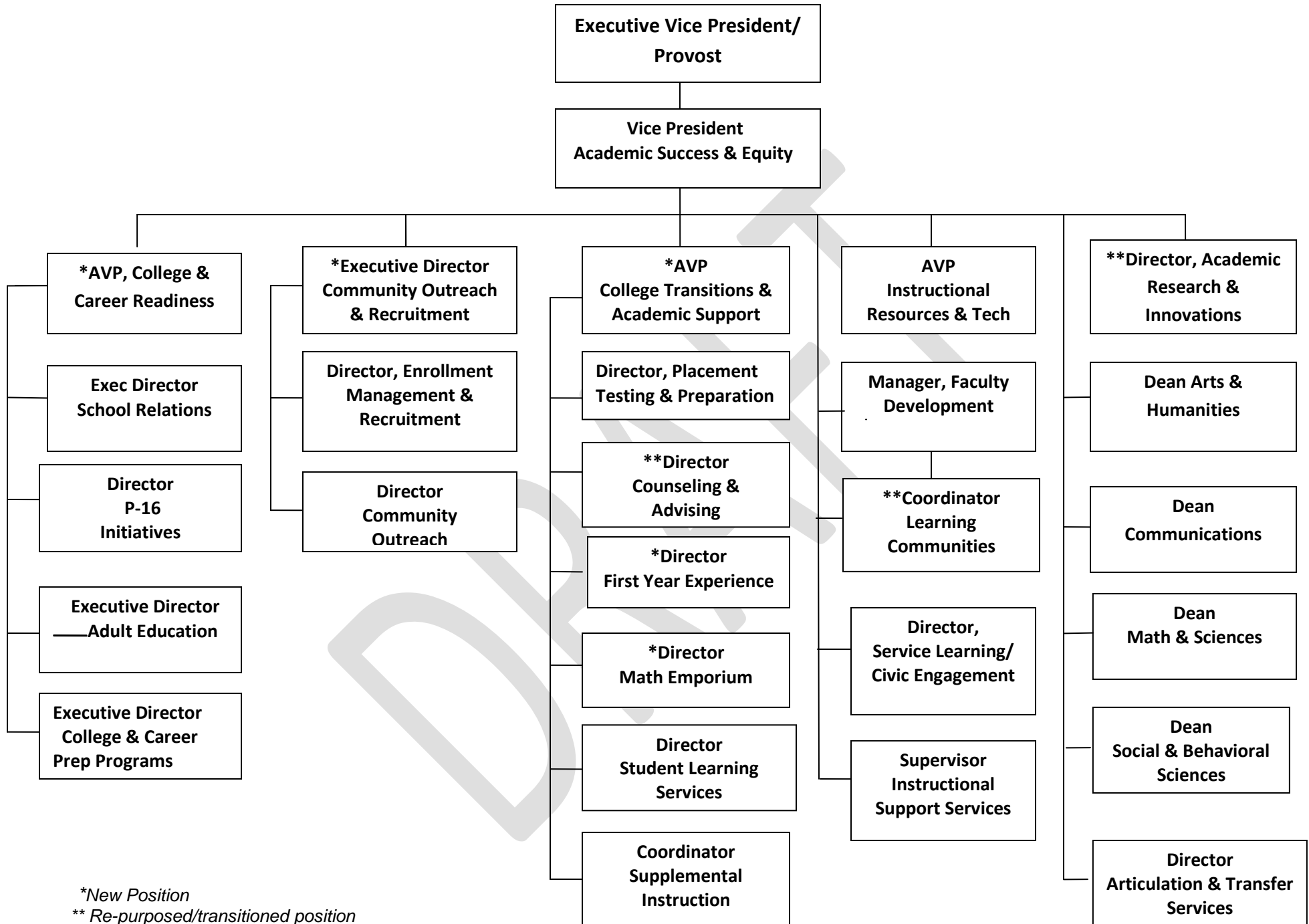
### **Reports to the Provost/Executive Vice President**

#### **Description:**

- Leads the coordination, evaluation and scaling of critical college-wide academic processes, services, programs and high impact practices and strategies including, but not limited to
- P-16 strategies; placement test preparation and testing; advising and counseling; curricular redesign and alignment; supplemental academic support services and instructional delivery.
- Provides leadership and direction in establishing shared standards, practices and processes to improve college-wide student success and completion in Early College High Schools, Adult & Developmental education and gateway courses.
- Facilitates, encourages and develops opportunities for college-wide and community-wide dialogue regarding data analysis and use for continuous quality improvement, academic planning, and evaluation and scaling promising practices.
- Partners with the Vice Presidents of Instruction, Institutional Effectiveness & Accountability (OIEA) and Student Success & Support Systems to ensure coordination of strategies and services designed to enhance students' academic success and completion.
- Collaborates with the Vice Presidents of OIEA and Information Technology (IT) regarding internal data requests, acquisition and reporting to external agencies and partners.
- Collaborates with the Associate Vice Presidents of Instructional Resources and Technology and IT to facilitate the implementation and evaluation of instructional technology to support academic success.
- Develops and maintains strong internal and external organizational relationships to promote college goals including, but not limited to increasing success equity, graduation, employment and transfer rates.
- Monitors legislation, Southern Association of Colleges and Schools (SACS) and Texas Higher Education Coordinating Board (THECB) rules and regulations to evaluate the impact on academic programs.



PROPOSAL TO TRANSFORM THE POSITION OF ASSOCIATE VICE PRESIDENT, COLLEGE ACCESS PROGRAMS TO THE OFFICE OF THE VICE PRESIDENT FOR ACADEMIC SUCCESS & EQUITY



\*New Position

\*\* Re-purposed/transitioned position

## APPENDIX A

### **Current AVP, College Access Programs Job Description**

1) Collaborates with selected community organizations to promote collaborative and systemic support to help students become college-ready; 2) provides leadership and development support to Vice Presidents and Associate Vice Presidents to create a strong, integrated team focused on student success; 3) provides leadership across organizational reporting structures to ensure that instruction and student success support services are well-aligned to support the strategic plan for increasing student success; 4) participates in annual Master Plan review and goal-setting for instruction and student support services; 5) participates in decisions to integrate budget and other resources which align teaching and learning functions; 6) provides leadership in developing a comprehensive strategic plan focused on improving student persistence and successful course completion; 7) and makes recommendations to the appropriate shared governance structures regarding policies and administrative rules to promote student success.

### **AVP, College Access Programs: Current Position Responsibilities**

**Institutional Leadership:** *SSI Goal Leaders Team; Chair, Student Success Initiative Steering Committee (SSISC); Chair, the College Transitions Work Group; Chair, Faculty Coach Planning Team; Achieving the Dream Core Team Leader; Director, Comprehensive Student Success Grant; Leader, SSI Communications Team; DE Prof Dev Events; Annual Data Retreat; Entering Student Success Institute Team (2011, 2012); E3 Alliance Liaison*

**Professional/Community Activities:** *Chair, the THECB Developmental Education Program Evaluation Committee; member, the Developmental Education Initiative subcommittee for scaling; member, the National Advisory Board to Improve Outcomes for Men of Color and Associate with the Center for Community College Student Engagement.*

<b>Associate Vice President, College Access Programs</b>	<b>TRANSITIONED Spring 2012</b>
Faculty Coach Planning, Team Chair	Vice President, Instruction
Learning Communities Team Leader	Vice President, Instruction
Faculty Development Program	Vice President, Instruction
Mentor Program Training	Vice President, Student Success & Support Services
First Year Experience (ESSI 2011)	Vice President, Student Success & Support Services
Test Prep Process (ESSI 2012)	Vice President, Student Success & Support Services
Cultural Competence	Vice President, Human Resources



## APPENDIX B

### College Access Program, Associate Vice President Responsibilities

(1-29-2012)

#### Leadership

1. Goal Leaders
2. Student Success Initiative Steering Committee
3. Achieving the Dream Core Team Leader
4. College Transitions Work Group (Adult and DE transitions to Credit)
5. Faculty Coach Planning Team
6. THECB Comprehensive Student Success Program Grant Director
7. ESSI Conference Team
8. THECB Developmental Education Advisory Committee
10. E3 Liaison
11. Capital IDEA Liaison
12. CCCSE Associate
13. TACC Dev Ed Sub committee

#### Coordination & Support

1. Mentor Training Work Group
2. Cultural Competence Work Group
3. First Year Experience Work Group
4. Faculty Development for Student Success Work Group
5. SSI Website
6. Data presentations and support to Black Student Success Committee, Classified Association
7. QEP Writing Team

#### Events

1. Monthly Faculty Coach Meetings & Culminating Event
2. Semester Developmental Education Professional Development Meetings
3. Data Retreat
4. Semester Achieving the Dream Site Visits
5. Annual AtD Conference
6. Annual P-16 Institute
7. ESSI Conference
8. NISOD Exhibit Booth

#### Reports

1. Bi-monthly Board Report
2. THECB Dev Ed Survey
3. AtD Annual Report
4. CCCSSE Institutional Survey

#### Pending Projects

1. Emporium Site Visits
2. \$1,000,000 Challenge Grant
3. Excelencia Model Implementation
4. Model Campus for AE and DE to Credit Transitions
5. ACCUPLACER Pilot

## APPENDIX C

Job Description - Associate Vice President, College Access Programs

Description View revised on 10/24/2011

(Blue font indicates additional responsibilities since 2009.)

### Associate Vice President, College Access Programs

**FLSA Status:** Exempt

**Pay Grade:** 99

**Job Title ID:** 22141

**Job Series/Job Family:** Administrator Series / Administrator Family

#### Reports To

Executive Vice President/Provost

#### Job Purpose

**Provides leadership in instruction and student services to ensure strategic planning, evaluation and resource allocation which enhances and sustains innovation, quality and high levels of student achievement across all student cohorts. Fosters collaboration with faculty, staff, students and external communities to advance the institution through focus on research, best practices, continuous improvement through commitment to and practice of shared governance, Servant-Leadership and student success strategies.** Provides leadership and coordination for College Access Programs (Developmental and Adult Education) to produce higher levels of student success.

#### Description of Duties and Tasks

*Essential duties and responsibilities include the following. Other duties may be assigned.*

1. Provides leadership in developing a comprehensive strategic plan focused on improving student persistence and successful completion of college access courses and programs, transition of students into college credit courses and programs, and increasing equity of student success in all college level courses and programs.
2. **Provides leadership and development support to Vice Presidents and Associate Vice President to create strong, integrated team focused on quality instruction and support services and on the effective delivery of the daily operations of instruction and student support.**
3. Works with Institutional Research and Accountability staff, faculty and support staff, department chairs and deans to track student performance data across all cohorts of students (those who enter college-ready, new entering students, developmental education students, adult basic education students, and success across ethnicity/race, gender, age, etc.).
4. **Responsible for fostering and supporting innovation and continuous quality improvement by focusing on institutional performance research data, collaboration with faculty and staff, and creating/sustaining recognition and incentives which support an enhance student success.**
5. Provides leadership across organizational reporting structures to ensure that instruction and student success support services are well-aligned to support the strategic plan for increasing the success of developmental and adult education students. Participates in annual Master Plan review and goal-setting for instruction and student success support services.
6. Monitors local, state and national initiatives to improve student success in access programs, and provides leadership in the inculcation of best practices by facilitating faculty and support staff analysis and use of data to improve instruction and support services in access programs.
7. Convenes faculty, support staff, department chairs and deans to explore and address student access and success issues, and to facilitate the use of data for strategic planning to reduce barriers to student success.
8. Makes recommendations to the appropriate shared governance structures regarding policies and administrative rules to promote the success of all students.
9. **Participates in decisions to integrate budget and other resources which align and support the teaching and learning functions at the College, and which enhance the success of all students.**
10. **Provides input regarding evaluation of department chairs and deans of college access programs.**
11. Assists in promoting best practices for student success across the College.
12. Other related duties as assigned.