

Support Services Review Template

Update Year: 2012

Unit Name: Student Services, RVS

Today's Date: June 26, 2012

Unit Review Leader: Virginia M. Fraire

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?

Primary services:

The Dean of Student Services provides leadership in organizing, administering, and supervising campus services for assessment, academic testing, academic advising, counseling, services for students with disabilities, student success services and activities, career development, transfer services, and community outreach to designated high schools and selected community organizations. The Dean collaborates with faculty and staff outside of student services to provide an integrated, effective delivery service system; participates in college-wide shared governance committees; serves as college-wide process-owner for coordination of transfer services for students; administers college policies regarding students rights and responsibilities and recommends and revises college policies as needed; administers the student standards of conduct and discipline; and serves as consultant for faculty and staff regarding student conduct matters.

Impact on students and other key stakeholders:

The following are general trends from 2007-2011 regarding enrollment and demographic data that have a significant impact on the community we serve. The Riverside Campus (RVS) has experienced significant changes in enrollment over the last five years. There has been a 13.86 percent enrollment increase from 2007 to 2011. In Fall 2011, the student headcount included 7,337 compared to 6,444 in Fall 2007. There are more students attending part-time today. In Fall 2011, 67.51 percent of students attended part-time compared to 64.39 percent who attended part-time in 2007. In Fall 2007, 35.61 percent attended full-time (12 hours or more) compared to 32.49 percent in 2011. The campus has experienced higher enrollments in the Hispanic population. In Fall 2011 the race/ethnic composition included 40.43 percent White; 9.30 percent Black; 37.93 percent Hispanic; and 3.19 percent Asian. In Fall 2007 the totals were: 48.0 percent White; 9.89 percent Black; 33.29 percent Hispanic; and 4.29 percent Asian.

The impact of our services is evident by various reports that are collected, maintained, and analyzed to evaluate our services, including: Electronic Intake; Education Plan and Datatel XADS; academic testing; accommodations (Office of Students with Dissabilities); COMPASS, and student disciplinary cases.

Electronic Intake report: Is gathered from the sign-in process where students sign in electronically. Reports are generated to track trends regarding the recorded visits to RVS.

- 2009-2010: 30,798 • 2010-2011: 33,108
- 2011 Fall (8,703); 2012 Spring (10,481); Summer (still outstanding)

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Education Plan and Datatel-XADS reports: Are gathered from the documentation an advisor/counselor notates on the student record during their session with the student. The Education Plan replaced the paper/pencil advising form to ensure that not only staff but students would be able to view and track their recorded advising sessions through Online Services. This is the preferred method of documentation as it allows the student to view at any point what the advisor/counselor advised.

Another method advisors and counselors use to record the advising/counseling session is through notes on the Datatel XADS screen. Only the advisor/counselor may view what he/she advised the student using this method. If the student does not recall what they were advised to take, they must return to the office.

Tracking recorded advising/counseling visits through the Education Plan or XADS also allows the supervisor to generally assess the level of documentation that is occurring on all students who are seeking services.

- 2011 Fall there were 6991 EI visits recorded. Of this amount 1639 visits were recorded using XADS and 1769 were recorded using the Education Plan.
- 2012 Spring there were 9721 EI visits recorded. Of this amount 3151 visits were recorded using the the Education Plan.

Academic testing report: This report provides the number of students who used the academic testing services at RVS.

- 2011 Fall – 9505 students tested •2012 Spring - 9402 students tested
- Approximately 500 faculty members (Fall 2011) and 450 faculty members (Spring 2012) used the testing center at RVS. These amounts include lecture-based and distance courses.

COMPASS testing: This report provides the number of students who were tested using the COMPASS and ASSET on campus and at the assigned college connection high schools for RVS.

- 2011 Fall – 850 students •2012 Spring – 1051 students
- COMPASS in assigned High Schools
- 2011 Fall – 242 students•2012 Spring – 159 students

Office of Students with Disabilities Accommodations: This report provides the number of applicants who requested accommodations versus those who received accommodations.

- Fall 2011-324 applied for services, 296 received accommodations.
- Spring 2012-380 applied for services, 363 received accommodations.

Point of Service Survey

In FY12 RVS received 333 surveys, an increase from last year's 123 submissions. As late as two months ago, RVS had only received 178 surveys. Staff members were informed of poor response rate. The Dean communicated that the POS serves to provide additional information on their respective/and collective service. Using Education Plan/XADS reports, the Dean provided every staff member with the contact list of students they had met with to date and requested that they contact them directly to complete the survey. This increased the response rate in a relatively short

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period. Overall the experience for students at RVS SS is positive. However, none of the “experience” questions rated a 5.0, suggesting that there is still room for improvement. Overall the ratings for intake services remains relatively high but the ratings in FY 12 are lower when compared to FY 11: Staff person was friendly and helpful, rating 4.26 (4.31 in FY11); Staff person was professional and helpful, rating 4.54 (4.54 in FY 11); Service I received met my needs, rating 4.53 (4.53 in FY 11); I would visit the office again, rating 4.53 (4.55 in FY11); I am satisfied with the services rating 4.50 (4.54 in FY11).

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?

The strengths that enhance the unit's ability to meet the expected outcomes during the next five years are strong support services for students and strong communication/team work within the RVS student services unit. The weaknesses that hinder the unit’s ability to meet the expected outcomes are a lack of coordinated retention efforts, maximizing the use of technology, lack of communication with departments outside of student services dean's responsibility, and communication to a lesser extent within the unit. The opportunities that hinder the ability for the unit to meet the expected outcomes include consistent training for all staff (Datatel, policy/procedural changes), staffing needs given the high volume of students, consistency between campuses, cross training among student services units, and coordinated retention efforts that are electronically monitored. The threats that hinder the unit's ability to meet the expected outcomes include having systemic retention efforts that go beyond what the counselor/staff member are able to accomplish. For example, inconsistency in services between campuses, faculty buy-in, diversity in faculty and administration ranks, lack of career advancement, state changes regarding developmental education, lack of funding, changes in financial aid regulations, and efficient internal technology during peak periods.

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?

Retention was identified as a weakness, opportunity, and a threat. There seems to be a specific desire to not only have coordinated retention efforts but to also have an effort that may be monitored electronically.

Beginning in the Fall of 2012, RVS will implement an early alert system that will involve counselors. Counselors will be paired with at least four course sections per academic year. They will be expected to collaborate with faculty regarding students who are not performing well academically. The counselor/faculty member will train and use the ACChieve system. Counselors will be assessed based on their efforts to stay connected to students and communicate with faculty members throughout the semester. This effort will address the need to have coordinated retention efforts and collaboration with instruction in a more intentional manner.

All advising sessions conducted either by advisors or counselors will be documented using the Education Plan. At this point, there are more sessions being documented on the Education Plan than on Datatel XADS. However, given the high number of visits to campus, the documentation

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of most visits is not being recorded either on the Education Plan or on Datatel XADS. Documentation is fundamental to retention efforts.

The intake process will be assessed and evaluated to enhance the intake services that are being provided. Special attention will be give to how students are screened and communication between intake staff and advising/counseling staff when communicating regarding students' needs.

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
Counseling	Implement Early Alert System	Measure the number of class visits and interactions with faculty	4	Class visits: Each counselor will visit each assigned class at least once per semester, and interact through ACchieve with the assigned faculty member at least two times during the semester to provide them with resource/registration/consultation or receive referrals for students needing additional counseling support. In total each counselor (7) will be assigned to two sections each semester (fall & spring). Each counselor will document a minimum of three inteactions each semester with their assigned faculty member. In total there will be atleast 21 points of communication with assigned faculty.	4
Advising	Document advising session using Education Plan	Measure the number of advising sessions documented on the Education Plan	Fall 2011 - 6991 (EI visits) and 1769 (Education Plans), Spring 2012 9727 (EI visits) and 3151 (Education Plans)	Increase documentation using the Education Plant by 50-55% (note: not all EI visits require an Education Plan).	25% Fall; Spring 30%

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Advising/Counseling	Improve documentation	Measure the number of documented sessions	<p>Fall 2011 - 6991 (EI visits) 1769 -Education Plans and 1639 XADS</p> <p>Spring 2012 9727 (EI visits) 3151 Education Plans and 2159 XADS screen</p>	Increase documentation in Education Plan and XADS by 75%	49% Fall; Spring 55%
Student Intake	Improve student screening	Increase (intake ratings) on POS survey	<p>Staff person was friendly and helpful, rating 4.26 (4.31 in FY11); Staff person was professional and helpful, rating 4.54 (4.54 in FY 11); Service I received met my needs, rating 4.53 (4.53 in FY 11); I would visit the office again, rating 4.53 (4.55 in FY11); I am satisfied with the services, rating 4.50 (4.54 in FY11).</p>	<p>Staff person was friendly and helpful rating, 4.65; Staff person was professional and helpful, rating 4.65; Service I received met my needs, rating 4.65; I would visit the office again, rating 4.65; I am satisfied with the services, rating 4.65.</p>	4.26-4.50 on a scale of 1-5.

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5. How will the planned improvements align with and contribute to the Mission and Intended Outcomes of Austin Community College?

RVS is a microcosm of the student population the college will serve in greater numbers in a few years. Therefore, the campus is well positioned to meet the challenges and expected outcomes of serving students who are first in their family to go to college. Focusing on counseling (early alert system), advising (documentation) and the intake process (front door experience) will no doubt contribute to the college's mission of increasing student success for all students.