

# Support Services Review Template

Dean,  
Computer  
Unit Name: studies and  
Adv Tech

Unit Review Leader: Linda Smarzik  
Today's Date: 1/30/2014

## 1 Unit Description

*Share information about your unit for other people such as, general public, deans, VP's, support staff, and the greater Austin community. This is an opportunity to promote your unit, share information to ground requests for resources and funding, promote collaboration and inform and recruit students. Once this information is pulled together, units will update this on a yearly basis.*

### 1.1 What is your Mission?

(What is the purpose of the unit? What do you do?)

The Computer Studies and Advanced Technology Division (CSAT) promotes student success by providing technologically advanced workforce education and training, in traditional and distance learning formats, leading to certificates and degrees or transfer within the fields of Architecture & Engineering Computer Aided Design, Computer Science, Computer Information Technology, Electronics and Advanced Technologies, Surveying, and Visual Communication. This is accomplished by continually evaluating regional industry conditions, identifying emergent trends, and adapting or creating curriculum, combined with innovative teaching methodologies, to meet the constant changes inherent within this dynamic field.

#### 1.1.1 How does the mission of the unit support the mission of the college?

CSAT promotes student success by providing traditional and distance learning formats for technical programs leading to certificates or degrees that educates and trains individuals to either enter into the workforce or transfer to four-year institutes (computer science).

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## 1.2 Please tell us who you serve.

(Faculty, staff, external partners, distance learning, students, etc.)

The personnel of CSAT (a dean and an administrative assistant) serve five departments consisting of both full-time and adjunct faculty (approximately 180), staff (approximately 50), and student enrollment of 5,419. In addition, the dean and departments work hand-in-hand with industry advisory committees to continually evaluate regional conditions that will identify emergent trends to adapt or create curriculum and/or recommend state-of-the art equipment needs. In terms of the student body, approximately 66% of the Computer Studies and Advanced Technology (CSAT) student body attends ACC part time, compared to the college-wide average of 77.13%. In addition, more than twice as many males (2665) compared to females (1180) attend the technical-based courses offered. This fact differs from the college as a whole, as more females (55.81%) than males (44.19%) attend ACC. The average age within the division is 29.91 compared to 25.80 for the college. In terms of ethnicity, during the fall of 2013, the division was made up of 1,837 or 51.3% whites, 259 or 7.2% blacks, 924 or 25.8% Hispanics, 203 or 5.7% Asians.

## 1.3 What services or products does the unit provide?

CSAT provides technologically advanced workforce education and training, using traditional and distance learning formats that leads to certificates and degrees or transfer within the fields of Architecture & Engineering Computer Aided Design, Computer Science, Computer Information Technology, Electronics and Advanced Technologies, Surveying, and Visual Communication.

### 1.3.1 What is the impact of your unit's activities on students or other key stakeholders?

CSAT promotes a transformative teaching environment that empowers and engages students by utilizing innovative pedagogical methods and emerging technology. With an unemployment rate under 6%, CSAT graduates become entry-level employees and thus vital contributors for growth and prosperity within the community. Those students earning a degree in Computer Science may readily transfer to a 4-year institution.

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1.4 Does your unit provide services to distance learning students?

YES  Che NO  Che

1.4.1 How do you serve distance learning students?

CSAT offers distance learning in three formats: traditional distance learning, hybrid (50% online and 50% in classroom), and competency based education/accelerated learning.

1.4.2 How are the services provided to distance learning students different from the services provided to on-campus students?

CSAT strives to offer all distance-learning students the same level of service as traditional classroom. The division encourages synchronous and asynchronous learning through the usage of Adobe Connect and media-rich content to increase student engagement and interaction. Courses are subject to continuous review and improvement cycles.

1.5 If the unit offers support services such as supplemental instruction, advising, outreach, counseling, referral, tutoring, library instruction, etc, please list below.

The complexity of the technical degrees and certifications necessitates that each department provides advising, tutoring (majority of funds provided by Perkins grant), career counseling, and ongoing outreach. The Accelerated Programmer Training program is piloting usage of an academic coach who reaches out to CBE-DL students on a weekly basis.

1.6 What communication tools, methods, and strategies does your unit use to share news, updates, projects, and other information within the unit, across other college

CSAT shares news through not only a division website but also individual departmental sites. In addition, the division shares marketing materials designed for not only the college but also with industry and the community. In addition, CSAT participates with social media such as Facebook and blogs.

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## 1.3.2 What are your unit's goals and what A-1 initiatives are they mapped to?

### Board Policy A-1 Intended Outcomes

#### Student Success Initiatives

- SSI1 Increase persistence (term-to-term & fall to fall)
- SSI2 Complete developmental and adult education course progression to credit courses
- SSI3 Increase completion of all attempted courses with a "C" or better
- SSI4 Increase degree/certificate graduates and transfer rates
- SSI5 Increase success equity across all racial/ethnic/gender/income groups

#### Institutional Effectiveness

- IE1 Balanced instructional offerings among the College's mission elements;
- IE2 A teaching and learning environment that encourages students to be active, life-long learners;
- IE3 Accessible and affordable post-secondary and higher education programs and services for all who qualify and have the ability to benefit;
- IE4 Enrollments reflecting diverse and traditionally underserved populations in numbers that represent the local populations of our Service Area;
- IE5 Job placement from career workforce programs into family-wage careers;
- IE6 Efficiently administered programs and services that create an institution that is a good place to work, learn, and otherwise experience the higher-education process.

Goal #	Unit Goal (description)	Board Policy A-1										
		SSI1	SSI2	SSI3	SSI4	SSI5	IE1	IE2	IE3	IE4	IE5	IE6
	<b>Example goal:</b> Promote the use of accurate and accessible information in a professional and ethical manner by ACC organizational units.											
UG1	Improve fall-to-fall persistence rate of Computer Information Technology students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UG2	Improve degree and certificate completions within the division by five percent.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UG3	Improve the success rate of distance learning within the Computer Science/Computer Information Technology department by five percent. Improve distance learning success rate within division.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UG4	Creation of a Creative Media Cluster at Highland Learning Center to include all creative departments. Cluster will house a "studio" to create internal and external opportunities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
UG5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

➤ this table will link to other areas in this report

➤ If you need more space than this table allows, contact OIEA for a separate form.

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## 1.3.2 What are Unit Outcomes and Unit Measures?

► Each unit may have up to 2 separate measures to support each Unit Outcome

Goal #	Unit Goal (description)	Outcome #	Unit Outcome (description)	Measure #	Unit Measure (description)
	<i>Example goal: Promote the use of accurate and accessible information in a professional and ethical manner by ACC organizational units.</i>		<i>Example outcome: Maintain a system [The Information Portal System "TIPS"] that allows staff and faculty to access enrollment-related data for planning and decision making .</i>		<i>Example measure: Measure usage of TIPS by computing average number of TIPS users per month for fiscal year.</i>
UG1	<i>Improve fall-to-fall persistence rate of Computer Information Technology students.</i>	UO1.1	<i>Create and offer Accelerated, Competency-Based Education (CBE), distance learning courses within Computer Science to increase persistence rate.</i>	UM1.1.1	<i>Measure persistence rate of CBE students compared to traditional learning students from fall-to-fall.</i>
				UM1.1.2	<i>Measure persistence rate of Computer Info Technology students from fall-to-fall.</i>
		UO1.2		UM1.2.1	
				UM1.2.2	
		UO1.3		UM1.3.1	
				UM1.3.2	
		UO1.4		UM1.4.1	
				UM1.4.2	
		UO1.5		UM1.5.1	
				UM1.5.2	
UG2	<i>Improve degree and certificate completions within the division by five percent.</i>	UO2.1	<i>Create stackable credentials within the Computer Science/Computer Info Technology Department.</i>	UM2.1.1	<i>Measure new degree and certificate offerings within Computer Science/ Computer Info Technology.</i>
				UM2.1.2	<i>Measure degree and certificate completers.</i>
		UO2.2	<i>Create a division-wide program utilizing Civitas to audit student progress towards a degree or certificate.</i>	UM2.2.1	<i>Measure 3,579 students with 15, 30, 45 credit hours and 90% complete.</i>
				UM2.2.2	
		UO2.3	<i>Create a division-wide program to acknowledge students with degree milestones.</i>	UM2.3.1	<i>Measure correspondence sent to students with 15, 30, 45 credit hours and 90% complete.</i>
				UM2.3.2	
UO2.4		UM2.4.1			

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Goal #	Unit Goal (description)	Outcome #	Unit Outcome (description)	Measure #	Unit Measure (description)
		UO2.4		UM2.4.2	
		UO2.5		UM2.5.1	
				UM2.5.2	
UG3	Improve the success rate of distance learning within the Computer Science/Computer Information Technology department by five percent. Improve distance learning success rate within division.	UO3.1	Create Accelerated, Competency-Based Education, Distance Learning courses within Computer Science/Computer Information Tech.	UM3.1.1	Measure success rate (A, B, C) of distance learning computer science and computer information technology students from fall-to-fall.
				UM3.1.2	
		UO3.2	Follow recommendations (of those that can be applied) made by Distance Learning Task Force and successes of CBE education	UM3.2.1	Measure division-wide success rate (A, B, C) of distance learning from fall-to-fall.
				UM3.2.2	
		UO3.3	Accelerate student learning using distance learning, Competency-Based Education courses.	UM3.3.1	Measure acceleration of student learning for CBE distance education.
				UM3.3.2	
		UO3.4		UM3.4.1	
				UM3.4.2	
		UO3.5		UM3.5.1	
				UM3.5.2	
UG4	Creation of a Creative Media Cluster at Highland Learning Center to include all creative departments. Cluster will house a "studio" to create internal and external opportunities.	UO4.1	Meet with departments, external partners, and upper administration to plan the Creative Cluster.	UM4.1.1	Measure number of meetings during 2014.
				UM4.1.2	
		UO4.2		UM4.2.1	
				UM4.2.2	
		UO4.3		UM4.3.1	
				UM4.3.2	
		UO4.4		UM4.4.1	
				UM4.4.2	
		UO4.5		UM4.5.1	
				UM4.5.2	
UG5		UO5.1		UM5.1.1	
				UM5.1.2	
		UO5.2		UM5.2.1	
				UM5.2.2	
		UO5.3		UM5.3.1	

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Goal #	Unit Goal (description)	Outcome #	Unit Outcome (description)	Measure #	Unit Measure (description)
				UM5.3.2	
		UO5.4		UM5.4.1	
				UM5.4.2	
		UO5.5		UM5.5.1	
				UM5.5.2	

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➤ If you need more space than this table allows, contact OIEA for a separate form.

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## 2 Analysis

*Based on sources of data, information and experience, please describe your unit's present and future needs and challenges.*

2.1 What sources of quantitative and/ or qualitative data are you using to identify challenges and needs?

➤ *(Surveys, Point of Services (POS) unit feedback, ,Council for the Advancement of Standards in Higher Education (CAS) standards, Association of College Administration Professionals (ACAP) best practices, research from journals, articles, external databases, research projects, presentations, conferences, white papers, etc.)*

2.2 What are the strengths and weaknesses for the unit?

➤ *(What activities does the unit do well? What services, products, or decisions have been successful recently? What internal resources or situations are limiting the unit's ability to achieve its goals?)*

2.3 What are the opportunities and threats for the unit?

➤ *(What events or conditions within or outside the college might the unit be well-positioned to address? What events or conditions outside the unit or college might pose difficulties and limit the unit's ability to achieve its goals? What opportunities for growth and/ or innovation exist for the unit.*

2.4 Describe any factors that may impact the achievement of your unit's goals, either negatively or positively.



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2.5 Are there things the unit should be doing that are not currently being done?

YES  Chec NO  Chec

2.5.1 If yes, please describe.



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## 2.5.2 Unit Outcomes Assessment

Measure # (linked from 1.3.2)	Unit Measure (description) (linked from 1.3.2)	Unit Baseline data (for the unit measure)	Unit Current Data (for the unit measure)	Unit Target data (for the unit measure)	Unit Current Status (% of target data)	Outcome # (linked from 1.3.2)
	<b>Example unit measure:</b> <i>Measure usage of TIPS by computing average number of TIPS users per month for fiscal year.</i>					
UM1.1.1	<i>Measure persistence rate of CBE students compared to traditional learning students from fall-to-fall.</i>	0.00	250.00	105.00	5%	UO1.1
UM1.1.2	<i>Measure persistence rate of Computer Info Technology students from fall-to-fall.</i>	1138.00	1104.00	464.00	5%	UO1.1
UM1.2.1	0					UO1.2
UM1.2.2	0					UO1.2
UM1.3.1	0					UO1.3
UM1.3.2	0					UO1.3
UM1.4.1	0					UO1.4
UM1.4.2	0					UO1.4
UM1.5.1	0					UO1.5
UM1.5.2						UO1.5
UM2.1.1	<i>Measure new degree and certificate offerings within Computer Science/ Computer Info Technology.</i>	15	15	17	13%	UO2.1
UM2.1.2	<i>Measure degree and certificate completers.</i>	343	343	360	5%	UO2.1
UM2.2.1	<i>Measure 3,579 students with 15, 30, 45 credit hours and 90% complete.</i>	0	0	3579.00	100%	UO2.2
UM2.2.2						UO2.2
UM2.3.1	<i>Measure correspondence sent to students with 15, 30, 45 credit hours and 90% complete.</i>	0	0	unknown	100%	UO2.3
UM2.3.2						UO2.3
UM2.4.1	0					UO2.4
UM2.4.2						UO2.4
UM2.5.1						UO2.5
UM2.5.2						UO2.5

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Measure # (linked from 1.3.2)	Unit Measure (description) (linked from 1.3.2)	Unit Baseline data (for the unit measure)	Unit Current Data (for the unit measure)	Unit Target data (for the unit measure)	Unit Current Status (% of target data)	Outcome # (linked from 1.3.2)
UM3.1.1	Measure success rate (A, B, C) of distance learning computer science and computer information technology students from fall-to-fall.	363	396	416	5%	UO3.1
UM3.1.2						UO3.1
UM3.2.1	Measure division-wide success rate (A, B, C) of distance learning from fall-to-fall.	550	552	580	5%	UO3.2
UM3.2.2						UO3.2
UM3.3.1	Measure acceleration of student learning for CBE distance education.	0	0	0	200%	UO3.3
UM3.3.2						UO3.3
UM3.4.1						UO3.4
UM3.4.2						UO3.4
UM3.5.1						UO3.5
UM3.5.2						UO3.5
UM4.1.1	Measure number of meetings during 2014.	3	3	6	200%	UO4.1
UM4.1.2						UO4.1
UM4.2.1						UO4.2
UM4.2.2						UO4.2
UM4.3.1						UO4.3
UM4.3.2						UO4.3
UM4.4.1						UO4.4
UM4.4.2						UO4.4
UM4.5.1						UO4.5
UM4.5.2						UO4.5
UM5.1.1	0					UO5.1
UM5.1.2						UO5.1
UM5.2.1						UO5.2
UM5.2.2						UO5.2
UM5.3.1						UO5.3
UM5.3.2						UO5.3

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Measure # (linked from 1.3.2)	Unit Measure (description) (linked from 1.3.2)	Unit Baseline data (for the unit measure)	Unit Current Data (for the unit measure)	Unit Target data (for the unit measure)	Unit Current Status (% of target data)	Outcome # (linked from 1.3.2)
UM5.4.1						U05.4
UM5.4.2						U05.4
UM5.5.1	0					U05.5
UM5.5.2	0					U05.5

2.5.3 If you have qualitative data that cannot be entered in data table above, please describe them

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<b>Measure #</b> (linked from 1.3.2)	<b>Unit Measure (description)</b> (linked from 1.3.2)	<b>Unit Baseline data</b> (for the unit measure)	<b>Unit Current Data</b> (for the unit measure)	<b>Unit Target data</b> (for the unit measure)	<b>Unit Current Status</b> (% of target data)	<b>Outcome #</b> (linked from 1.3.2)
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# Support Services Review Template

## 3 Improvement Plan

Outline your unit's objectives (improvements) based on the challenges and opportunities you determined in the analysis section (Part 2). Include a list of the objectives (improvements) you propose and measures for success.

3.1 Unit Objectives (improvements), Measures, Challenges or opportunities

(data linked to table 4)

Objective #	Objectives (Improvements)	Objective Measure	Objective Baseline data	Objective Target data	Opportunity or challenges identified	Responsible person	Related Unit Outcome #	Related Unit Outcome
	<i>Example: Develop a new workshop curriculum to train faculty and staff on how to access enrollment-related data through TIPS.</i>	<i>Example: Measure participation in OIEA workshops by computing number of participants at OIEA training sessions during fiscal year.</i>			<i>Example: Review of activity accessing TIPS indicated that most TIPS users were OIEA staff; need to expand use of TIPS to more staff and faculty.</i>			
OB1.1	Create and offer 25 CBE DL courses within Computer Studies.	Measure number of CBE DL courses.			New method of teaching is a paradigm shift for faculty.		UO1.1	Create and offer Accelerated, Competency-Based Education (CBE), distance learning courses within Computer Science to increase persistence rate.
OB1.2	Enroll 650 students into program over a three year time frame.	Measure number of unique student headcount.			Enrollment within the college is down. Tight deadlines.		UO1.2	0
OB1.3	Survey students for improvement of courses/program	Measure student satisfaction.			Opportunity to improve courses.		UO1.3	
OB1.4	Train faculty on creation and facilitation of CBE course	Measure participation within workshops.			Opportunity to improve current distance learning courses.		UO1.4	
OB1.5							UO1.5	
OB2.1	Create marketable skills awards.	Measure award seekers.			Get approval from curriculum committee and THECB.		UO2.1	Create stackable credentials within the Computer Science/Computer Info Technology Department.
OB2.2	Obtain a list of degree and certificate seekers.	Measure degree and certificate seekers.			Challenge will be to obtain the required contacts of students.		UO2.2	Create a division-wide program utilizing Civitas to audit student progress towards a degree or certificate.
OB2.3	Contact degree and certificate seekers at milestones.	Measure degree and certificate seekers at milestones.			Opportunity to urge students to complete degree or certificate.		UO2.3	Create a division-wide program to acknowledge students with degree milestones.
OB2.4							UO2.4	
OB2.5							UO2.5	

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<b>Objective #</b>	<b>Objectives (Improvements)</b>	<b>Objective Measure</b>	<b>Objective Baseline data</b>	<b>Objective Target data</b>	<b>Opportunity or challenges identified</b>	<b>Responsible person</b>	<b>Related Unit Outcome #</b>	<b>Related Unit Outcome</b>
OB3.1	Create and offer 25 CBE DL courses within Computer Studies.	Measure number of CBE DL courses.			New method of teaching is a paradigm shift for faculty.		UO3.1	Create Accelerated, Competency-Based Education, Distance Learning courses within Computer Science/Computer Information Tech.
OB3.2	Meet with Chairs to convey DL Task Force recommendations	Measure participation.			Opportunity to improve current distance learning courses across the college.		UO3.2	Follow recommendations (of those that can be applied) made by Distance Learning Task Force and successes of CBE education
OB3.3							UO3.3	Accelerate student learning using distance learning, Competency-Based Education courses.
OB3.4							UO3.4	
OB3.5							UO3.5	
OB4.1							UO4.1	Meet with departments, external partners, and upper administration to plan the Creative Cluster.
OB4.2							UO4.2	
OB4.3							UO4.3	
OB4.4							UO4.4	
OB4.5							UO4.5	
OB5.1							UO5.1	0
OB5.2							UO5.2	0
OB5.3							UO5.3	0
OB5.4							UO5.4	0
OB5.5		5.5					UO5.5	0

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<i>Objective #</i>	<i>Objectives (Improvements)</i>	<i>Objective Measure</i>	<i>Objective Baseline data</i>	<i>Objective Target data</i>	<i>Opportunity or challenges identified</i>	<i>Responsible person</i>	<i>Related Unit Outcome #</i>	<i>Related Unit Outcome</i>
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3.2 Does the unit have sufficient control over the objectives (improvements) and key strategies to implement them effectively?

YES

NO

3.2.1 If not, please describe your unit plans to successfully implement this objective (improvement).



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## 3.3 Objectives and Key Strategies with Timeline and Costs

➤ (NO more than 3 strategies for each objective (improvement))

Objective Key Strategy #	Objective Key Strategy	Timeline	Related Facilities Needs (details)	Related Staffing Needs (details)	Related Equip/Tech Needs (details)	Other Related Needs (details)	Total costs	Related Objective (Improvements)	Related Objectives (Improvements)
Example	OIEA staff will develop content for a new TIPS training workshop.	Year 1					\$ 100	OB1.1	
Example	OIEA staff will create a short video that will be posted on the website demonstrating how to use TIPS.	Year 2					\$ 1,500	OB1.1	
Example	OIEA staff will offer at least one new workshop through Professional Development Office.	Year 3					\$20,000	OB1.1	
OKS1.1.1	Recruitment and training of faculty course developers.	Year 1-2					grant funded	OB1.1	Create and offer 25 CBE DL courses within Computer Studies.
OKS1.1.2	Instructional design review and recommendations	Year 1-2				grant funded			
OKS1.1.3	Multi-media development	Year 1-2				grant funded			
OKS1.2.1	Engage community partners, Vereran's organizations in	Year 1					\$ -	OB1.2	Enroll 650 students into program over a three year time frame.
OKS1.2.2	Marketing campaign to targeted groups	Year 1				grant funded			
OKS1.2.3	Student advising and academic coach	Year 1				\$ -			
OKS1.3.1	End of semester surveys to APT students	Year 1-3					\$ -	OB1.3	Survey students for improvement of courses/program
OKS1.3.2	Review of survey results and recommendations	Year 1-3				\$ -			
OKS1.3.3									
OKS1.4.1	Workshops on creation of CBE course	Year 1					grant funded	OB1.4	Train faculty on creation and facilitation of CBE course
OKS1.4.2	Instructional design and video support staff	Year 1				grant funded			
OKS1.4.3	Montly meetings to discuss challenges and	Year 1-3				\$ -			

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Objective Key Strategy #	Objective Key Strategy	Timeline	Related Facilities Needs (details)	Related Staffing Needs (details)	Related Equip/Tech Needs (details)	Other Related Needs (details)	Total costs	Related Objective (Improvements)	Related Objectives (Improvements)
OKS1.5.1								OB1.5	
OKS1.5.2									
OKS1.5.3									
OKS2.1.1	Prepare and submit to curriculum committee for	Year 1					\$ -	OB2.1	Create marketable skills awards.
OKS2.1.2	Prepare and submit to THECB for approval	Year 1					\$ -		
OKS2.1.3									
OKS2.2.1	Request a report of all CS & CIT degree and certificate	Year 1					\$ -	OB2.2	Obtain a list of degree and certificate seekers.
OKS2.2.2									
OKS2.2.3									
OKS2.3.1	Request report from Civitas for all degree and certificate	Year 1					\$ -	OB2.3	Contact degree and certificate seekers at milestones.
OKS2.3.2									
OKS2.3.3									
OKS2.4.1								OB2.4	
OKS2.4.2									
OKS2.4.3									
OKS2.5.1								OB2.5	
OKS2.5.2									
OKS2.5.3									
OKS3.1.1	Recruitment and training of faculty course developers.	Year 1-2					grant funded	OB3.1	Create and offer 25 CBE DL courses within Computer
OKS3.1.2	Instructional design review and recommendations	Year 1-2					grant funded		

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Objective Key Strategy #	Objective Key Strategy	Timeline	Related Facilities Needs (details)	Related Staffing Needs (details)	Related Equip/Tech Needs (details)	Other Related Needs (details)	Total costs	Related Objective (Improvements)	Related Objectives (Improvements)
OKS3.1.3	Multi-media development	Year 1-2					grant funded		Computer Studies.
OKS3.2.1	Set up meetings to discuss recommendations	Year 1					\$ -	OB3.2	Meet with Chairs to convey DL Task Force recommendations
OKS3.2.2	Provide Chairs with copy of recommendations and related	Year 1				\$ -			
OKS3.2.3	College administration support for recommendations	Year 1				\$ -			
OKS3.3.1								OB3.3	
OKS3.3.2									
OKS3.3.3									
OKS3.4.1								OB3.4	
OKS3.4.2									
OKS3.4.3									
OKS3.5.1								OB3.5	
OKS3.5.2									
OKS3.5.3									
OKS4.1.1								OB4.1	
OKS4.1.2									
OKS4.1.3									
OKS4.2.1								OB4.2	
OKS4.2.2									
OKS4.2.3									
OKS4.3.1									

# Support Services Review Template

Objective Key Strategy #	Objective Key Strategy	Timeline	Related Facilities Needs (details)	Related Staffing Needs (details)	Related Equip/Tech Needs (details)	Other Related Needs (details)	Total costs	Related Objective (Improvements)	Related Objectives (Improvements)
OKS4.3.2								OB4.3	
OKS4.3.3									
OKS4.4.1								OB4.4	
OKS4.4.2									
OKS4.4.3									
OKS4.5.1								OB4.5	
OKS4.5.2									
OKS4.5.3									
OKS5.1.1								OB5.1	0
OKS5.1.2									
OKS5.1.3									
OKS5.2.1								OB5.2	
OKS5.2.2									
OKS5.2.3									
OKS5.3.1								OB5.3	
OKS5.3.2									
OKS5.3.3									
OKS5.4.1								OB5.4	
OKS5.4.2									
OKS5.4.3									

## Support Services Review Template

<b>Objective Key Strategy #</b>	<b>Objective Key Strategy</b>	<b>Timeline</b>	<b>Related Facilities Needs</b> <small>(details)</small>	<b>Related Staffing Needs</b> <small>(details)</small>	<b>Related Equip/Tech Needs</b> <small>(details)</small>	<b>Other Related Needs</b> <small>(details)</small>	<b>Total costs</b>	<i>Related Objective</i> <small>(Improvements)</small>	<i>Related Objectives</i> <small>(Improvements)</small>
OKS5.5.1								OB5.5	5.5
OKS5.5.2									
OKS5.5.3									

# Support Services Review Template

<b>Objective Key Strategy #</b>	<b>Objective Key Strategy</b>	<b>Timeline</b>	<b>Related Facilities Needs</b> <small>(details)</small>	<b>Related Staffing Needs</b> <small>(details)</small>	<b>Related Equip/Tech Needs</b> <small>(details)</small>	<b>Other Related Needs</b> <small>(details)</small>	<b>Total costs</b>	<b><i>Related Objective</i></b> <small><i>(Improvements)</i></small>	<b><i>Related Objectives</i></b> <small><i>(Improvements)</i></small>
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3.4 Describe how the evaluation measures are appropriate and relevant for the proposed objectives (improvements).

3.5 Describe the process used to evaluate the results of your improvements (objectives), and indicate who participated in the review.

# Support Services Review Template

## 4 Evaluation and Reporting

Present the quantitative and qualitative information (data) you collected after implementing each proposed solution/strategy in your unit plan, and write a summary of results and analysis of future needs. This section is to be completed after your unit's objectives (improvements) have been implemented and data has been collected on the success of the improvements.

### 4.1 Evaluation of Implemented Objectives

(some data linked to table 3.1)

Objective #	Objectives (Improvements)	Objective Measure (conditions/ criteria)	Objective Baseline data	Objective Current data	Objective Target data	Current data (as % of target)	Related Unit Outcome
Example	Develop a new workshop curriculum to train faculty and staff on how to access enrollment-related data through TIPS.	Measure participation in OIEA workshops by computing number of participants at OIEA training sessions during fiscal year.					UO1.1
OB1.1	Create and offer 25 CBE DL courses within Computer Studies.	Measure number of CBE DL courses.	0.00		0.00	#DIV/0!	UO1.1
OB1.2	Enroll 650 students into program over a three year time frame.	Measure number of unique student headcount.	0.00		0.00	#DIV/0!	UO1.2
OB1.3	Survey students for improvement of courses/program	Measure student satisfaction.	0.00		0.00	#DIV/0!	UO1.3
OB1.4	Train faculty on creation and facilitation of CBE course	Measure participation within workshops.				#VALUE!	UO1.4
OB1.5						#VALUE!	UO1.5
OB2.1	Create marketable skills awards.	Measure award seekers.				#VALUE!	UO2.1
OB2.2	Obtain a list of degree and certificate seekers.	Measure degree and certificate seekers.				#VALUE!	UO2.2
OB2.3	Contact degree and certificate seekers at milestones.	Measure degree and certificate seekers at milestones.				#VALUE!	UO2.3
OB2.4						#VALUE!	UO2.4
OB2.5						#VALUE!	UO2.5
OB3.1	Create and offer 25 CBE DL courses within Computer Studies.	Measure number of CBE DL courses.				#VALUE!	UO3.1
OB3.2	Meet with Chairs to convey DL Task Force recommendations	Measure participation.				#VALUE!	UO3.2
OB3.3						#VALUE!	UO4.3
OB3.4						#VALUE!	UO3.4

# Support Services Review Template

<i>Objective #</i>	<i>Objectives (Improvements)</i>	<i>Objective Measure (conditions/ criteria)</i>	<i>Objective Baseline data</i>	<i>Objective Current data</i>	<i>Objective Target data</i>	<i>Current data (as % of target)</i>	<i>Related Unit Outcome</i>
OB3.5						#VALUE!	U03.5
OB4.1						#VALUE!	U04.1
OB4.2						#VALUE!	U04.2
OB4.3						#VALUE!	U04.3
OB4.4						#VALUE!	U04.4
OB4.5						#VALUE!	U04.5
OB5.1	0					#VALUE!	U05.1
OB5.2						#VALUE!	U05.2
OB5.3						#VALUE!	U05.3
OB5.4						#VALUE!	U05.4
OB5.5	5.5					#VALUE!	U05.5



# Support Services Review Template

<i>Objective #</i>	<i>Objectives (Improvements)</i>	<i>Objective Measure (conditions/ criteria)</i>	<i>Objective Baseline data</i>	<i>Objective Current data</i>	<i>Objective Target data</i>	<i>Current data (as % of target)</i>	<i>Related Unit Outcome</i>
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4.2 Briefly summarize the degree to which the targets were met.

➤ *Note the key strategies or activities designed to implement the objectives (improvements)*

4.3 What impact did your implemented improvements (objectives) have on the unit's goals and outcomes?

# Support Services Review Template

<i>Objective #</i>	<i>Objectives (Improvements)</i>	<i>Objective Measure (conditions/ criteria)</i>	<i>Objective Baseline data</i>	<i>Objective Current data</i>	<i>Objective Target data</i>	<i>Current data (as % of target)</i>	<i>Related Unit Outcome</i>
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4.4 Briefly describe how the results of the improvements contributed to advancing the mission and goals of the college.