

Support Services Review Template

Unit Name:

Unit Review Leader:

Today's Date:

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?)

To provide exceptional student services at Riverside that will increase the success of students personal, career, and academic goals.

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

By providing exceptional and intentional support services to students we are able to fulfill the mission to serve as a catalyst for social equity, economic development, and personal enrichment.

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1.2 Please tell us who you serve.

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

Student Services at Riverside serves students because they are the heart and soul of the institution. Without them we cease to exist as an IHE. We serve faculty and staff because they serve as part of the comprehensive team that is necessary to support students at ACC! We serve the community and our external partners because we have a collective responsibility to make sure that Central Texas continues to thrive. Additionally, we are accountable to the community for the local taxing support they provide to the institution.

1.3 What services or products does the unit provide?

To students -we provide course and career advising, crisis counseling, referrals, accomodations, academic testing, and college placement testing. To faculty we provide consultation services when dealing with a classroom/behavioral student issues. Additionally, we partner with faculty to provide retention and support services to students. To our external community and partners we serve as thought partners to collaborate on our completion agenda work.

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

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Following are some 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 the 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 of 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 the 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: 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: Electronic Intake; Education Plan; OSD accommodations; academic testing; and disciplinary cases.

Electronic Intake report: Is gathered from the sign-in process, 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) 2012 Summer (8,352)=27,536

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Education Plan and Datatel-XADS reports: Are gathered from the documentation an advisor/counselor notates on the student record during the 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.

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 student 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.

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Riverside
Student
Services

Virginia

Murillo

Fraire

11/27/2013

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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 to benefit;
- IE4 Enrollments reflecting diverse and traditionally underserved populations in numbers that represent the 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, otherwise experience the higher-education process.

| Goal # | Unit Goal (description) | Board Policy A-1 | | | | | | | |
|--------|---|-------------------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | SSI1 | SSI2 | SSI3 | SSI4 | SSI5 | IE1 | IE2 | IE3 |
| | Example goal: Promote the use of accurate and accessible information in a professional and ethical manner by ACC organizational units. | | | | | | | | |
| UG1 | Promote consistent rate of advising documentation | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| UG2 | Increase use of Degree Map to document advising sessions | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| UG3 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| UG4 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input 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"/> |

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| Goal # | Unit Goal (description) | Board Policy A-1 |
|--------|-------------------------|------------------|
|--------|-------------------------|------------------|

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| IE4 | IE5 | IE6 |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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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 # |
|--------|--|-----------|--|-----------|
| | Example goal: <i>Promote the use of accurate and accessible information in a professional and ethical manner by ACC organizational units.</i> | | Example outcome: <i>Maintain a system [The Information Portal System "TIPS"] that allows staff and faculty to access enrollment-related data for planning and decision making .</i> | |
| UG1 | <i>Promote consistent rate of advising documentation</i> | UO1.1 | <i>Provide academic and career advising that support student goals. Measure rate of documentation.</i> | UM1.1.1 |
| | | | | UM1.1.2 |
| | | 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>Increase use of Degree Map to document advising sessions</i> | UO2.1 | <i>Provide continous training and awareness on the use of Degree Map. Measure rate of documentation in Degree Map.</i> | UM2.1.1 |
| | | | | UM2.1.2 |
| | | UO2.2 | | UM2.2.1 |
| | | | | UM2.2.2 |
| | | UO2.3 | | UM2.3.1 |
| | | | | UM2.3.2 |
| | | UO2.4 | | UM2.4.1 |
| | | | | UM2.4.2 |
| | | UO2.5 | | UM2.5.1 |
| | | | | UM2.5.2 |

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| Goal # | Unit Goal (description) | Outcome # | Unit Outcome (description) | Measure # |
|--------|-------------------------|-----------|----------------------------|-----------|
| UG3 | 0 | U03.1 | | UM3.1.1 |
| | | | | UM3.1.2 |
| | | U03.2 | | UM3.2.1 |
| | | | | UM3.2.2 |
| | | U03.3 | | UM3.3.1 |
| | | | | UM3.3.2 |
| | | U03.4 | | UM3.4.1 |
| | | | | UM3.4.2 |
| | | U03.5 | | UM3.5.1 |
| | | | | UM3.5.2 |
| UG4 | 0 | U04.1 | | UM4.1.1 |
| | | | | UM4.1.2 |
| | | U04.2 | | UM4.2.1 |
| | | | | UM4.2.2 |
| | | U04.3 | | UM4.3.1 |
| | | | | UM4.3.2 |
| | | U04.4 | | UM4.4.1 |
| | | | | UM4.4.2 |
| | | U04.5 | | UM4.5.1 |
| | | | | UM4.5.2 |
| UG5 | 0 | U05.1 | | UM5.1.1 |
| | | | | UM5.1.2 |
| | | U05.2 | | UM5.2.1 |
| | | | | UM5.2.2 |
| | | U05.3 | | UM5.3.1 |
| | | | | UM5.3.2 |
| | | U05.4 | | UM5.4.1 |
| | | | | UM5.4.2 |
| | | U05.5 | | UM5.5.1 |
| | | | | UM5.5.2 |

➤ 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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| Unit Measure (description) |
|---|
| Example measure: <i>Measure usage of TIPS by computing average number of TIPS users per month for fiscal year.</i> |
| <i>Measure rate of documentation in online services, XADS, and Degree Map.</i> |
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| <i>Measure rate of documentation in Degree Map.</i> |
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| Unit Measure (description) |
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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) |
|----------------------------------|--|--|---|--|---|
| | Example unit measure: <i>Measure usage of TIPS by computing average number of TIPS users per month for fiscal year.</i> | | | | |
| UM1.1.1 | <i>Measure rate of documentation in online services, XADS, and Degree Map.</i> | 0.53 | 0.54 | 0.60 | 88.00 |
| UM1.1.2 | 0 | | | | |
| UM1.2.1 | 0 | | | | |
| UM1.2.2 | 0 | | | | |
| UM1.3.1 | 0 | | | | |
| UM1.3.2 | 0 | | | | |
| UM1.4.1 | 0 | | | | |
| UM1.4.2 | 0 | | | | |
| UM1.5.1 | 0 | | | | |
| UM1.5.2 | | | | | |
| UM2.1.1 | <i>Measure rate of documentation in Degree Map.</i> | 0.13 | 0.22 | 0.60 | 21.00 |
| UM2.1.2 | | | | | |
| UM2.2.1 | | | | | |
| UM2.2.2 | | | | | |
| UM2.3.1 | | | | | |
| UM2.3.2 | | | | | |
| UM2.4.1 | | | | | |
| UM2.4.2 | | | | | |
| UM2.5.1 | | | | | |
| UM2.5.2 | | | | | |
| UM3.1.1 | | | | | |
| UM3.1.2 | | | | | |
| UM3.2.1 | | | | | |
| UM3.2.2 | | | | | |

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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) |
|----------------------------------|---|--|---|--|---|
| UM3.3.1 | | | | | |
| UM3.3.2 | | | | | |
| UM3.4.1 | | | | | |
| UM3.4.2 | | | | | |
| UM3.5.1 | | | | | |
| UM3.5.2 | | | | | |
| UM4.1.1 | | | | | |
| UM4.1.2 | | | | | |
| UM4.2.1 | | | | | |
| UM4.2.2 | | | | | |
| UM4.3.1 | | | | | |
| UM4.3.2 | | | | | |
| UM4.4.1 | | | | | |
| UM4.4.2 | | | | | |
| UM4.5.1 | | | | | |
| UM4.5.2 | | | | | |
| UM5.1.1 | | | | | |
| UM5.1.2 | | | | | |
| UM5.2.1 | | | | | |
| UM5.2.2 | | | | | |
| UM5.3.1 | | | | | |
| UM5.3.2 | | | | | |
| UM5.4.1 | | | | | |
| UM5.4.2 | | | | | |
| UM5.5.1 | 0 | | | | |
| UM5.5.2 | 0 | | | | |

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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) |
|---|--|---|--|---|--|
|---|--|---|--|---|--|

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

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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) |
|---|--|---|--|---|--|
|---|--|---|--|---|--|

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| Outcome # (linked from 1.3.2) |
|--|
| |
| <i>U01.1</i> |
| <i>U01.1</i> |
| <i>U01.2</i> |
| <i>U01.2</i> |
| <i>U01.3</i> |
| <i>U01.3</i> |
| <i>U01.4</i> |
| <i>U01.4</i> |
| <i>U01.5</i> |
| <i>U01.5</i> |
| <i>U02.1</i> |
| <i>U02.1</i> |
| <i>U02.2</i> |
| <i>U02.2</i> |
| <i>U02.3</i> |
| <i>U02.3</i> |
| <i>U02.4</i> |
| <i>U02.4</i> |
| <i>U02.5</i> |
| <i>U02.5</i> |
| <i>U03.1</i> |
| <i>U03.1</i> |
| <i>U03.2</i> |
| <i>U03.2</i> |

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| Outcome # (linked from 1.3.2) |
|--|
| <i>U03.3</i> |
| <i>U03.3</i> |
| <i>U03.4</i> |
| <i>U03.4</i> |
| <i>U03.5</i> |
| <i>U03.5</i> |
| <i>U04.1</i> |
| <i>U04.1</i> |
| <i>U04.2</i> |
| <i>U04.2</i> |
| <i>U04.3</i> |
| <i>U04.3</i> |
| <i>U04.4</i> |
| <i>U04.4</i> |
| <i>U04.5</i> |
| <i>U04.5</i> |
| <i>U05.1</i> |
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| <i>U05.5</i> |

Support Services Review Template

Outcome
#
(linked from
1.3.2)

Support Services Review Template

Outcome

(linked from
1.3.2)

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. 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 |
|-------------|---|---|-------------------------|-----------------------|--|--|
| | <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 | Develop a training plan to ensure that all advising sessions are documented | Measure the number of EI visits to the number of advising sessions are recorded during the fiscal year. | 0.53 | 0.60 | Staff document using EI data system which is not tied to Ellucian (Online Services, XADS, Degree Map). The documentation in EI is limited to the menu noted in the system. | Advising Supervisor: Advising & Dean for Counselors |
| OB1.2 | | | | | | |
| OB1.3 | | | | | | |
| OB1.4 | | | | | | |
| OB1.5 | | | | | | |
| OB2.1 | Develop a training plan to continue adoption of Degree Map | Measure the rate of documentation using Degree Map. | 0.13 | 0.60 | Degree Map is a new tool some staff are still not comfortable using a new product to advise and document sessions. | Advising Supervisor: Advising & Dean for Counselors |
| OB2.2 | | | | | | |
| OB2.3 | | | | | | |
| OB2.4 | | | | | | |
| OB2.5 | | | | | | |
| OB3.1 | | | | | | |

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| Objective # | Objectives (Improvements) | Objective Measure | Objective Baseline data | Objective Target data | Opportunity or challenges identified | Responsible person |
|--------------------|--------------------------------------|--------------------------|--------------------------------|------------------------------|---|---------------------------|
| OB3.2 | | | | | | |
| OB3.3 | | | | | | |
| OB3.4 | | | | | | |
| OB3.5 | | | | | | |
| OB4.1 | | | | | | |
| OB4.2 | | | | | | |
| OB4.3 | | | | | | |
| OB4.4 | | | | | | |
| OB4.5 | | | | | | |
| OB5.1 | | | | | | |
| OB5.2 | | | | | | |
| OB5.3 | | | | | | |
| OB5.4 | | | | | | |
| OB5.5 | | | | | | |

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| Objective # | Objectives (Improvements) | Objective Measure | Objective Baseline data | Objective Target data | Opportunity or challenges identified | Responsible person |
|--------------------|--------------------------------------|--------------------------|--------------------------------|------------------------------|---|---------------------------|
|--------------------|--------------------------------------|--------------------------|--------------------------------|------------------------------|---|---------------------------|

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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| Objective # | Objectives (Improvements) | Objective Measure | Objective Baseline data | Objective Target data | Opportunity or challenges identified | Responsible person |
|--------------------|--------------------------------------|--------------------------|--------------------------------|------------------------------|---|---------------------------|
|--------------------|--------------------------------------|--------------------------|--------------------------------|------------------------------|---|---------------------------|

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(Part 2).

| Related Unit Outcome # | Related Unit Outcome |
|-------------------------------|--|
| | |
| UO1.1 | Provide academic and career advising that support student goals. Measure rate of documentation. |
| UO1.2 | 0 |
| UO1.3 | |
| UO1.4 | |
| UO1.5 | |
| UO2.1 | Provide continuous training and awareness on the use of Degree Map. Measure rate of documentation in Degree Map. |
| UO2.2 | |
| UO2.3 | |
| UO2.4 | |
| UO2.5 | |
| UO3.1 | |

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| <i>Related Unit Outcome #</i> | <i>Related Unit Outcome</i> |
|-------------------------------|-----------------------------|
| UO3.2 | |
| UO3.3 | |
| UO3.4 | |
| UO3.5 | |
| UO4.1 | |
| UO4.2 | |
| UO4.3 | |
| UO4.4 | |
| UO4.5 | |
| UO5.1 | 0 |
| UO5.2 | 0 |
| UO5.3 | 0 |
| UO5.4 | 0 |
| UO5.5 | 0 |

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| <i>Related Unit Outcome #</i> | <i>Related Unit Outcome</i> |
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Support Services Review Template

| <i>Related Unit Outcome #</i> | <i>Related Unit Outcome</i> |
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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 |
|--------------------------|--|----------|------------------------------------|----------------------------------|------------------------------------|-------------------------------|-------------|
| Example | OIEA staff will develop content for a new TIPS training workshop. | Year 1 | | | | | \$ 100 |
| Example | OIEA staff will create a short video that will be posted on the website demonstrating how to use TIPS. | Year 2 | | | | | \$ 1,500 |
| Example | OIEA staff will offer at least one new workshop through Professional Development Office. | Year 3 | | | | | \$ 20,000 |
| OKS1.1.1 | Dean along with Advising Supervisor and Counselors will develop a training session on documenting advising sessions. None: staff sometimes document on EI which is not integrated with Ellucian. | | | | | | |
| OKS1.1.2 | Dean will collect individual documentation rates per advisor/counselor and provide the results at the end of th semester. | | | | | | |
| OKS1.1.3 | All advisors/counselors will be assigned to list improving advising documentation on their yearly goals | | | | | | |
| OKS1.2.1 | | | | | | | |
| OKS1.2.2 | | | | | | | |
| OKS1.2.3 | | | | | | | |

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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 |
|--------------------------|---|----------|------------------------------------|----------------------------------|------------------------------------|-------------------------------|-------------|
| OXS1.3.1 | | | | | | | |
| OXS1.3.2 | | | | | | | |
| OXS1.3.3 | | | | | | | |
| OXS1.4.1 | | | | | | | |
| OXS1.4.2 | | | | | | | |
| OXS1.4.3 | | | | | | | |
| OXS1.5.1 | | | | | | | |
| OXS1.5.2 | | | | | | | |
| OXS1.5.3 | | | | | | | |
| OXS2.1.1 | Conduct onsite training once per semester on the use of Degree Map for all advisors/counselors. | | | | | | |
| OXS2.1.2 | Dean will collect individual documentation rates per advisor/counselor and provide the results at the end of th semester. | | | | | | |
| OXS2.1.3 | | | | | | | |
| OXS2.2.1 | | | | | | | |
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| OXS2.2.3 | | | | | | | |
| OXS2.3.1 | | | | | | | |
| OXS2.3.2 | | | | | | | |
| OXS2.3.3 | | | | | | | |
| OXS2.4.1 | | | | | | | |
| OXS2.4.2 | | | | | | | |
| OXS2.4.3 | | | | | | | |
| OXS2.5.1 | | | | | | | |
| OXS2.5.2 | | | | | | | |
| OXS2.5.3 | | | | | | | |

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 |
|--------------------------|------------------------|----------|---------------------------------------|-------------------------------------|---------------------------------------|----------------------------------|-------------|
| OKS3.1.1 | | | | | | | |
| OKS3.1.2 | | | | | | | |
| OKS3.1.3 | | | | | | | |
| OKS3.2.1 | | | | | | | |
| OKS3.2.2 | | | | | | | |
| OKS3.2.3 | | | | | | | |
| OKS3.3.1 | | | | | | | |
| OKS3.3.2 | | | | | | | |
| OKS3.3.3 | | | | | | | |
| OKS3.4.1 | | | | | | | |
| OKS3.4.2 | | | | | | | |
| OKS3.4.3 | | | | | | | |
| OKS3.5.1 | | | | | | | |
| OKS3.5.2 | | | | | | | |
| OKS3.5.3 | | | | | | | |
| OKS4.1.1 | | | | | | | |
| OKS4.1.2 | | | | | | | |
| OKS4.1.3 | | | | | | | |
| OKS4.2.1 | | | | | | | |
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| OKS4.2.3 | | | | | | | |
| OKS4.3.1 | | | | | | | |
| OKS4.3.2 | | | | | | | |
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| OKS4.4.2 | | | | | | | |
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| OKS4.5.1 | | | | | | | |
| OKS4.5.2 | | | | | | | |
| OKS4.5.3 | | | | | | | |
| OKS5.1.1 | | | | | | | |

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 |
|--------------------------|------------------------|----------|---------------------------------------|-------------------------------------|---------------------------------------|----------------------------------|-------------|
| OKS5.1.2 | | | | | | | |
| OKS5.1.3 | | | | | | | |
| OKS5.2.1 | | | | | | | |
| OKS5.2.2 | | | | | | | |
| OKS5.2.3 | | | | | | | |
| OKS5.3.1 | | | | | | | |
| OKS5.3.2 | | | | | | | |
| OKS5.3.3 | | | | | | | |
| OKS5.4.1 | | | | | | | |
| OKS5.4.2 | | | | | | | |
| OKS5.4.3 | | | | | | | |
| OKS5.5.1 | | | | | | | |
| OKS5.5.2 | | | | | | | |
| OKS5.5.3 | | | | | | | |

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 |
|--------------------------|------------------------|----------|------------------------------------|----------------------------------|------------------------------------|-------------------------------|-------------|
|--------------------------|------------------------|----------|------------------------------------|----------------------------------|------------------------------------|-------------------------------|-------------|

3.4 Describe how the evaluation measures are appropriate and relevant for the proposed objectives (improvements).

The evaluation measures to provide training/retraining regarding advising documentation and adoption of Degree Map important measures to achieving increasing rates of documentation and greater adoption of Degree Map. Tracking an advisors/counselors individual ratings for these two evaluation measures will be critical to the collective improvements. there are few advisors/counselors who have strong documentation and use of Degree Map ratings.

3.5 Describe the process used to evaluate the results of your improvements (objectives), and indicate who participate

Two years ago the unit conducted a SWOT analysis. In that process we learned about the strengths and weaknesses of the unit. Many of the weaknesses including --policy changes, staffing, technology were determined to be outside of our management. Retention --also noted as a became the centerpiece for this SSR. We agreed as a unit (advisors/counselors) that our retention efforts needed to focus on aspects we could implement and evaluate onsite. We agreed that a step in the right direction was to ensure that all students who received advising/counseling RVS received their own individual Education Plan. Documentation and the use of Degree Map became critical to achieving this goal.

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 |
|---------------------------------|-------------------------------|-----------------|---|---|---|--|--------------------|
|---------------------------------|-------------------------------|-----------------|---|---|---|--|--------------------|

Support Services Review Template

| <i>Related Objective (Improvements)</i> | <i>Related Objectives (Improvements)</i> |
|--|---|
| OB1.1 | |
| OB1.1 | |
| OB1.1 | |
| OB1.1 | Develop a training plan to ensure that all advising sessions are documented |
| OB1.2 | 0 |

Support Services Review Template

| <i>Related Objective (Improvements)</i> | <i>Related Objectives (Improvements)</i> |
|--|--|
| OB1.3 | 0 |
| OB1.4 | |
| OB1.5 | |
| OB2.1 | Develop a training plan to continue adoption of Degree Map |
| OB2.2 | |
| OB2.3 | |
| OB2.4 | |
| OB2.5 | |

Support Services Review Template

| <i>Related Objective (Improvements)</i> | <i>Related Objectives (Improvements)</i> |
|--|---|
| OB3.1 | 0 |
| OB3.2 | |
| OB3.3 | |
| OB3.4 | |
| OB3.5 | |
| OB4.1 | |
| OB4.2 | |
| OB4.3 | |
| OB4.4 | |
| OB4.5 | |
| | |

Support Services Review Template

| <i>Related Objective (Improvements)</i> | <i>Related Objectives (Improvements)</i> |
|--|---|
| OB5.1 | 0 |
| OB5.2 | |
| OB5.3 | |
| OB5.4 | |
| OB5.5 | 0 |

Support Services Review Template

| | |
|--|---|
| <i>Related Objective</i> <i>(Improvements)</i> | <i>Related Objectives</i> <i>(Improvements)</i> |
|--|---|

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Support Services Review Template

| <i>Related Objective (Improvements)</i> | <i>Related Objectives (Improvements)</i> |
|---|--|
|---|--|

Support Services Review Template

4 Evaluation and Reporting

Present the quantitative and qualitative information (data) you collected after implementing each proposed solution/strategy and write a summary of results and analysis of future needs. This section is to be completed after your unit's objectives (in 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 |
|----------------|--|--|-------------------------|------------------------|-----------------------|
| <i>Example</i> | <i>Develop a new workshop curriculum to train faculty and staff on how to access enrollment-related data through TIPS.</i> | <i>Measure participation in OIEA workshops by computing number of participants at OIEA training sessions during fiscal year.</i> | | | |
| OB1.1 | Develop a training plan to ensure that all advising sessions are documented | Measure the number of EI visits to the number of advising sessions are recorded during the fiscal year. | 0.53 | 0.54 | 0.60 |
| OB1.2 | 0 | 0 | 0.00 | | 0.00 |
| OB1.3 | 0 | 0 | 0.00 | | 0.00 |
| OB1.4 | | | | | |
| OB1.5 | | | | | |
| OB2.1 | Develop a training plan to continue adoption of Degree Map | Measure the rate of documentation using Degree Map. | 0.13 | 0.22 | 0.60 |
| OB2.2 | | | | | |
| OB2.3 | | | | | |
| OB2.4 | | | | | |
| OB2.5 | | | | | |
| OB3.1 | 0 | | | | |
| OB3.2 | | | | | |

Support Services Review Template

| Objective # | Objectives (Improvements) | Objective Measure (conditions/ criteria) | Objective Baseline data | Objective Current data | Objective Target data |
|--------------------|----------------------------------|---|--------------------------------|-------------------------------|------------------------------|
| OB3.3 | | | | | |
| OB3.4 | | | | | |
| OB3.5 | | | | | |
| OB4.1 | | | | | |
| OB4.2 | | | | | |
| OB4.3 | | | | | |
| OB4.4 | | | | | |
| OB4.5 | | | | | |
| OB5.1 | 0 | | | | |
| OB5.2 | | | | | |
| OB5.3 | | | | | |
| OB5.4 | | | | | |
| OB5.5 | 0 | | | | |

Support Services Review Template

| Objective # | Objectives (Improvements) | Objective Measure (conditions/ criteria) | Objective Baseline data | Objective Current data | Objective Target data |
|-------------|---------------------------|--|-------------------------|------------------------|-----------------------|
|-------------|---------------------------|--|-------------------------|------------------------|-----------------------|

4.2 Briefly summarize the degree to which the targets were met.

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

The "documentation" target is improving - but there is still room for improvements. The key strategy for this has been the tracking of individual staff. Most staff is aware of their individual documentation rates. Some still document their sessions after the student has departed. Although this is a new online advising application -Degree Map. The key strategy for the continued adoption of Degree Map has been to train staff. We now have an onsite -he is a counselor who is designated as the point person for new or part-time staff. The baseline for this strategy was considerably low because it was a completely new tool for the college. I am optimistic with the significant shift to Degree Map at this point. This is still an emerging technology that requires staff learning how to use.

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

The implemented improvements had a huge impact on the unit's goal. As recently as three year's ago the college still used a paper advising form. When technology to document advising sessions was implemented, advisors/counselors are now able to know how many advising sessions they made in a session. Students now able able to receive a record of their advising session via email in a pdf form. Adopting and increasing the use of Degree Map to document advising sessions allows students to know their progress at any point in their education at ACC. Increasing the use of Degree Map also empowers student advisors to have less room for error.

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> |
|--------------------|--|---|--------------------------------|-------------------------------|------------------------------|
| 4.4 | <p>Briefly describe how the results of the improvements contributed to advancing the mission and goals of the college.</p> <p>Excellent advising is essential to helping students achieve their personal, career, and academic goals. Without having exceptional documentation not adopting the latest technology (Degree Map) -it is impossible to help students have a clear and coherent pathway to their personal, career, a college will not be able to achieve is mission-to be a catalyst for social equity, economic development, and personal enrichment.</p> | | | | |

Support Services Review Template

y in your unit plan,
nprovements) have

| Current data (as % of target) | Related Unit Outcome |
|--|-----------------------------|
| | UO1.1 |
| 90% | UO1.1 |
| #DIV/0! | UO1.2 |
| #DIV/0! | UO1.3 |
| #VALUE! | UO1.4 |
| #VALUE! | UO1.5 |
| 37% | UO2.1 |
| #VALUE! | UO2.2 |
| #VALUE! | UO2.3 |
| #VALUE! | UO2.4 |
| #VALUE! | UO2.5 |
| #VALUE! | UO3.1 |
| #VALUE! | UO3.2 |

Support Services Review Template

| Current data (as % of target) | Related Unit Outcome |
|--|-----------------------------|
| #VALUE! | U04.3 |
| #VALUE! | U03.4 |
| #VALUE! | U03.5 |
| #VALUE! | U04.1 |
| #VALUE! | U04.2 |
| #VALUE! | U04.3 |
| #VALUE! | U04.4 |
| #VALUE! | U04.5 |
| #VALUE! | U05.1 |
| #VALUE! | U05.2 |
| #VALUE! | U05.3 |
| #VALUE! | U05.4 |
| #VALUE! | U05.5 |

Support Services Review Template

| <i>Current data (as % of target)</i> | <i>Related Unit Outcome</i> |
|--|-----------------------------|
|--|-----------------------------|

advisors/counselors.
occurring less with the
a Degree Map Expert
because it was a
t most staff are still

. Since the adoption of
n any given semester.
ocument advising
s to self advise with little

Support Services Review Template

| <i>Current data (as % of target)</i> | <i>Related Unit Outcome</i> |
|--|-----------------------------|
|--|-----------------------------|

of advising sessions and
nd academic goals. -The