

Support Services Review Template

Student
Unit Name: Learning
Services

James

Unit Review Leader: Nelson

Today's Date: 12/20/2013

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 mission of the ACC Learning Labs is to help students become independent and active learners and to achieve academic success. Students are the central focus of the labs, and we are responsive to their individual needs."

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

The Learning Labs serve all ACC students, placing emphasis on developmental and at-risk students. The Learning Labs provide tutorial services and tailored individual instruction to a diverse student population in an open-access lab setting available seven days a week. Modes of delivery include traditional and/or computerized one-on-one and small group instruction, skills review workshops, guided study groups, self-paced independent study, and online tutoring. The Learning Lab staff includes highly educated, highly experienced, well trained and certified professional tutors, peer tutors, faculty, computer technicians, managers and support staff. All are dedicated to providing quality services in a welcoming learning environment in support of ACC's mission and our students' academic success.

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1.2 Please tell us who you serve.

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

The Learning Labs serve all students within the district. Additionally, faculty, and also staff are served with both academic collaboration and computer assistance.

1.3 What services or products does the unit provide?

We provide...

- Individual and group tutoring by peers and professionals
- Specialized workshops
- Computer-based tutoring services in more than seventeen subject areas to a college-wide student population

We create...

- A special environment for students who need extra resources
- A setting in which students find positive role models and mentors

We help students...

- Become competent and comfortable in their content areas
- Develop the requisite problem-solving and study skills to do college-level work independently.

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

1. The Learning Labs are key elements in reducing attrition, increasing persistence, the achieving of degrees and certificates, and in the completion of developmental courses. The labs and the leadership of each lab is committed to all the initiatives. We take seriously the challenges and our strengths in order to improve the success of all students.

2. Each of the above-mentioned service issues ties to the original review with emphases on the SSI goals. They come heavily from the Program Review Questions as presented in the Support Services Review 2011. The collaboration with faculty, students, and staff is especially important so that the Learning Labs can complement the efforts of all parts of the college body.

3. There is additional information on the various ways to interpret and use the data in regard to measurement of student participation and student success. Our plan is to supplement this update as we move through that process and not wait until another annual review to provide this activity.

4. The Learning Labs serve all ACC students, placing emphasis on developmental and at-risk students. The total number of student visits to Learning Labs during the reporting period was over 400,000. By expanding our partnerships and tracking our data, we are confident of even more positive impacts.

5. The impact of the Learning Labs is growing in the number of students we actually personally encounter. The attached chart shows the total student visits for FY10, FY11, and the first six months of FY12. This growth shown indicates on an annual basis, that the Labs could have approximately 400,000 in the current year.

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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
	Example goal: Promote the use of accurate and accessible information in a professional and ethical manner by ACC organizational units.											
UG1	The Learning labs unit (Student Learning Services) shall promote and support students success through tutoring services (both individual and group), specialized support training, and other methods as deemed needed.	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
UG2		<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"/>
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"/>	<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"/>	<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"/>	<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)
	Example goal: Promote the use of accurate and accessible information in a professional and ethical manner by ACC organizational units.		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 .		Example measure: Measure usage of TIPS by computing average number of TIPS users per month for fiscal year.
UG1	The Learning labs unit (Student Learning Services) shall promote and support students success through tutoring services (both individual and group), specialized support training, and other methods as deemed needed.	UO1.1	Provide tutoring and tailored instructional sessions and computer lab to meet student's instructional support needs.	UM1.1.1	Measure the satisfaction score on point of service survey and comment cards
				UM1.1.2	Measure the number of training sessions offered.
		UO1.2	Provide tutoring and tailored instructional sessions and computer lab to meet student's instructional support needs.	UM1.2.1	Measure the number of student learning lab visits by discipline and overall.
				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	0	UO2.1		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 #	Unit Measure (description)
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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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)
	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 the satisfaction score on point of service survey and comment cards</i>	0.00	0.00	3.5 on a 5pt. Scale		UO1.1
UM1.1.2	<i>Measure the number of training sessions offered.</i>	10.00	12.00	24.00		UO1.1
UM1.2.1	<i>Measure the number of student learning lab visits by discipline and overall.</i>	0.00	0.00	20.00		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						UO2.1
UM2.1.2						UO2.1
UM2.2.1						UO2.2
UM2.2.2						UO2.2
UM2.3.1						UO2.3
UM2.3.2						UO2.3
UM2.4.1						UO2.4
UM2.4.2						UO2.4
UM2.5.1						UO2.5
UM2.5.2						UO2.5
UM3.1.1						UO3.1
UM3.1.2						UO3.1
UM3.2.1						UO3.2
UM3.2.2						UO3.2

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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)	Outcome # (linked from 1.3.2)
UM3.3.1						U03.3
UM3.3.2						U03.3
UM3.4.1						U03.4
UM3.4.2						U03.4
UM3.5.1						U03.5
UM3.5.2						U03.5
UM4.1.1						U04.1
UM4.1.2						U04.1
UM4.2.1						U04.2
UM4.2.2						U04.2
UM4.3.1						U04.3
UM4.3.2						U04.3
UM4.4.1						U04.4
UM4.4.2						U04.4
UM4.5.1						U04.5
UM4.5.2						U04.5
UM5.1.1						U05.1
UM5.1.2						U05.1
UM5.2.1						U05.2
UM5.2.2						U05.2
UM5.3.1						U05.3
UM5.3.2						U05.3
UM5.4.1						U05.4
UM5.4.2						U05.4
UM5.5.1	0					U05.5
UM5.5.2	0					U05.5

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Measure # <small>(linked from 1.3.2)</small>	Unit Measure (description) <small>(linked from 1.3.2)</small>	Unit Baseline data <small>(for the unit measure)</small>	Unit Current Data <small>(for the unit measure)</small>	Unit Target data <small>(for the unit measure)</small>	Unit Current Status <small>(% of target data)</small>	Outcome # <small>(linked from 1.3.2)</small>
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2.5.3 If you have qualitative data that cannot be entered in data table above, please describe them

Unit measure of effectiveness is based upon student academic success, including the frequency of student visits and the successful completion of courses.

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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	Increase in the number and frequency of classroom visitations	To increase communication and the number of students and faculty who can improve their academic lives by use of the Learning Labs	Originally this was done by invitation and then awaiting responses from faculty. The approximate classes visited, which classes taught subjects tutored by the learning labs was approximately 30% of those classes.	To move to a proactive means of communication by organizing assignment to tutor to make faculty contact. Goal was to increase these visits by 100%.	Collaboration with faculty and staff	Learning Lab director	UO1.1	Provide tutoring and tailored instructional sessions and computer lab to meet student's instructional support needs.

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Objective #	Objectives (Improvements)	Objective Measure	Objective Baseline data	Objective Target data	Opportunity or challenges identified	Responsible person	Related Unit Outcome #	Related Unit Outcome
OB1.2	To increase the use and availability of the Learning Labs for study groups as well as individual tutoring use	Increase the number of working study groups organized by the Learning Labs.	This was previously done on a request basis; all Learning Labs which have space did offer rooms for study groups, but not all labs organized and/or led these groups.	Have the labs devise, develop, and publicize study groups with tutoring offered for these groups.	Collaboration with staff and student study groups with existing and new partners	Learning Lab director	UO1.2	Provide tutoring and tailored instructional sessions and computer lab to meet student's instructional support needs.
OB1.3	Achieve a more up-to-date and effective set of online offerings for student use and success.	Examination of online offerings and update of programs and approaches for assessment.	Communication with the offices working with advising, counseling and placement was beneficial but warranted discussions at a greater depth.	Review the existing programs; research other opportunities; share these in tandem with the offices dealing with preparation for Assessment testing for Developmental.	Improvements and expansion of assessment and placement testing review and preparation	Learning Lab director	UO1.3	
OB1.4							UO1.4	
OB1.5							UO1.5	
OB2.1							UO2.1	

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Objective #	Objectives (Improvements)	Objective Measure	Objective Baseline data	Objective Target data	Opportunity or challenges identified	Responsible person	Related Unit Outcome #	Related Unit Outcome
OB2.2							UO2.2	
OB2.3							UO2.3	
OB2.4							UO2.4	
OB2.5							UO2.5	
OB3.1							UO3.1	
OB3.2							UO3.2	
OB3.3							UO3.3	
OB3.4							UO3.4	
OB3.5							UO3.5	
OB4.1							UO4.1	
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							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	Inclusion of visits to classrooms outside the discipline tutored. e.g., classes requiring research skills and essay preparation.							OB1.1	Increase in the number and frequency of classroom visitations
OKS1.1.2									
OKS1.1.3									
OKS1.2.1	Increase the use of the labs by faculty liaisons.							OB1.2	To increase the use and availability of the Learning Labs for study groups as well
OKS1.2.2									
OKS1.2.3									
OKS1.3.1	Development real for modular programs for online delivery.							OB1.3	Achieve a more up-to-date and effective set of online offerings for student use
OKS1.3.2									
OKS1.3.3									
OKS1.4.1								OB1.4	
OKS1.4.2									
OKS1.4.3									

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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								OB2.1	
OKS2.1.2									
OKS2.1.3									
OKS2.2.1								OB2.2	
OKS2.2.2									
OKS2.2.3									
OKS2.3.1								OB2.3	
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								OB3.1	0
OKS3.1.2									
OKS3.1.3									
OKS3.2.1									

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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)
OKS3.2.2								OB3.2	
OKS3.2.3									
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								OB4.3	
OKS4.3.2									
OKS4.3.3									
OKS4.4.1								OB4.4	
OKS4.4.2									

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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)
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									
OKS5.5.1								OB5.5	0
OKS5.5.2									
OKS5.5.3									

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

The measurement of student success is by the factors stated in 1.3.2. These measures are quantitative and qualitative, the later being in great part, by the retention and the successful grades of students. The Learning Labs are on point on having an impact and are most relevant.

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

A SWOT was conducted on February 8, 2011. Key stakeholders in and outside of Student Learning Services identified and prioritized the strengths, weaknesses, opportunities and threats to the program. Participants included faculty, advisors, counselors, students, and lab managers. In attendance were Ignacio Parra, Terrence H. Wharton, Laura Ore, Kim Martinez, Michelle Marler, Bill Cheek, Jim Nelson, Susan Jones, Terri Kelly, Kathy Dowdy, Theresa Mooney, Marie-Line McGhee, Allen Mueller, Myra Bradley and several others. Over the month of May 2011, a self-study review was conducted by the Interim Director of Student Learning Services and the Learning Lab Managers through regular meetings and emails. Using the results of the SWOT and a review of the program, the self-study panel developed a quality improvement plan for Student Learning Services

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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	Increase in the number and frequency of classroom visitations	To increase communication and the number of students and faculty who can improve their academic lives by use of the Learning Labs	Originally this was done by invitation and then awaiting responses from faculty. The approximate classes visited, which classes taught subjects tutored by the learning labs was approximately 30% of those classes.		To move to a proactive means of communication by organized assignment to tutor to make faculty contact. Goal was to increase these visits by 100%.	#VALUE!	UO1.1

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<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>
OB1.2	To increase the use and availability of the Learning Labs for study groups as well as individual tutoring use	Increase the number of working study groups organized by the Learning Labs.	This was previously done on a request basis; all Learning Labs which have space did offer rooms for study groups, but not all labs organized and/or led these groups.		Have the labs devise, develop, and publicize study groups with tutoring offered for these groups.	#VALUE!	UO1.2

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<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>
OB1.3	Achieve a more up-to-date and effective set of online offerings for student use and success.	Examination of online offerings and update of programs and approaches for assessment.	Communication with the offices working with advising, counseling and placement was beneficial but warranted discussions at a greater depth.		Review the existing programs; research other opportunities; share these in tandem with the offices dealing with preparation for Assessment testing for Developmental.	#VALUE!	UO1.3
OB1.4						#VALUE!	UO1.4
OB1.5						#VALUE!	UO1.5
OB2.1						#VALUE!	UO2.1
OB2.2						#VALUE!	UO2.2
OB2.3						#VALUE!	UO2.3
OB2.4						#VALUE!	UO2.4
OB2.5						#VALUE!	UO2.5
OB3.1	0					#VALUE!	UO3.1
OB3.2						#VALUE!	UO3.2
OB3.3						#VALUE!	UO4.3
OB3.4						#VALUE!	UO3.4

Support Services Review Template

Objective #	Objectives (Improvements)	Objective Measure (conditions/ criteria)	Objective Baseline data	Objective Current data	Objective Target data	Current data (as % of target)	Related Unit Outcome
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	0					#VALUE!	U05.5

Support Services Review Template

Objective #	Objectives (Improvements)	Objective Measure (conditions/ criteria)	Objective Baseline data	Objective Current data	Objective Target data	Current data (as % of target)	Related Unit Outcome
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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)*

Targets in numbers of student participation in the labs have been met and exceeded. In turn, number of and participation in workshops and semester review group sessions have increased beyond the goals.

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

These objectives have had a positive impact on the unit's goals and outcomes. A statistical analysis comparing learning lab involvement to the grades earned reveals a consistent improving from tutored students. This is enhanced by the including of and participation in the overall system by Instructional Assistants and Tutoring Specialists as well as hourly tutor employees.

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.

The areas of improvement have been those initiatives set forth to measure the effectiveness of the college goals. Retention and completion of courses by all students in order to encourage graduation and transfer are our goals, which benefit the students, the college, and the community.