

# Support Services Review Template

Unit Name: Student  
Life

Unit Review Leader: Cheryl  
Richard

Today's Date: 12/6/2013

## 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 Office of Student Life is the Classroom Without Walls: The Student Life mission is to promote an environment committed to students' personal, emotional, cultural, social, and ethical development. We support this unique learning environment through a variety of clubs and organizations, community-building events, experiential learning programs, leadership and volunteer opportunities.

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

The Office of Student Life provides ACC students co-curricular learning opportunities. These hands on experiences enhance classroom learning; thus creating an environment that fosters retention, graduation and successful transfer.

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1.2 Please tell us who you serve.

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

All Students (each student at ACC pays a student activity fee, which entitles them to services) staff, faculty, and the community

1.3 What services or products does the unit provide?

Currently Student Life produces programming on all ACC campuses in the following areas:

- First Year Experience
- Shared Governance
- Service
- Student Organizations
- Leadership and Diversity
- Campus Life
- Student Communications
- Intramurals

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

Enhanced student and college community connections, thereby impacting retention and persistence. Retention and Attrition Theory Beans Theory of Attrition Expectations + Actual Experience = If positive, the student stays, if negative, the student leaves. Tinto's Integration Theory Interaction between the student and his/her environment and the match between individual motivation, academic ability, and his/her academic and social characteristics causes a student to stay or depart. Astin's Theory of College Persistence Student involvement is the key.

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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	Ehcnce instructional experiences of new students with co-curricular programming including: leadership, organization participation, volunteer oppourtunities and more.	<input checked="" 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"/>	<input 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"/>	<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"/>	<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"/>	<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"/>	<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.

# Support Services Review Template

## 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)
	<b>Example goal:</b> Promote the use of accurate and accessible information in a professional and ethical manner by ACC organizational units.		<b>Example outcome:</b> Maintain a system [The Information Portal System "TIPS"] that allows staff and faculty to access enrollment-related data for planning and decision making .		<b>Example measure:</b> Measure usage of TIPS by computing average number of TIPS users per month for fiscal year.
UG1	Enhance instructional experiences of new students with co-curricular programming including: leadership, organization participation, volunteer opportunities and more.	UO1.1	Enhance student connections within the college through first year experience to increase retention.(ftic)	UM1.1.1	Number of FTIC's that complete 1st semester with 2.0 or greater;
				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		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)
	<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>Number of FTIC's that complete 1st semester with 2.0 or greater;</i>	6179.00	requested GPA data from OIEA			U01.1
UM1.1.2	0					U01.1
UM1.2.1	0					U01.2
UM1.2.2	0					U01.2
UM1.3.1	0					U01.3
UM1.3.2	0					U01.3
UM1.4.1	0					U01.4
UM1.4.2	0					U01.4
UM1.5.1	0					U01.5
UM1.5.2						U01.5
UM2.1.1						U02.1
UM2.1.2						U02.1
UM2.2.1						U02.2
UM2.2.2						U02.2
UM2.3.1						U02.3
UM2.3.2						U02.3
UM2.4.1						U02.4
UM2.4.2						U02.4
UM2.5.1						U02.5
UM2.5.2						U02.5
UM3.1.1						U03.1
UM3.1.2						U03.1
UM3.2.1						U03.2
UM3.2.2						U03.2
UM3.3.1						U03.3

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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)
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

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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### 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	Enhance the first year experience for FTIC	Percent of FTIC's that complete online orientation <b>prior</b> to registration. Currently required prior to second semester reg	617900%	80%	New students that have participated in orientation have persisted at higher rates, based on AtD data. Next term retention for First-time in College Students has increased for the Fall 2012 cohort to 73.2% from 71.9% for the Fall 2011 cohort. 2. Fidelity of implementation of mandatory orientation has substantially improved: 4,703 FTIC students out of 6,179 (76%) went through Fall 2012 orientation versus 2,672 FTIC out of 5,951 (44.9%) for Fall 2011. 3. Both Face-to-Face and Online orientation appear to have a comparable impact with next term retention rates approximately 80%. 4. The apparent positive impact of orientation on the Gender/Ethnicity combinations is noteworthy . For example, FTIC Black Males that participated in orientation had a next term retention of 80%. Those that did not had a next term retention of 41.9%	Crichard in Collaboration with SSI Team 1	UO1.1	Enhance student connections within the college through first year experience to increase retention.(ftic)

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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>
OB1.2							UO1.2	0
OB1.3							UO1.3	
OB1.4							UO1.4	
OB1.5							UO1.5	
OB2.1							UO2.1	
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).

Challenges : IT time sensitive programming, Facility Accessibility, Student Communication Access limitations, College Wide Marketing Restrictions, Student Staffing, ACC Staffing, SL Programming Overlap, FTIC definition challenges (affecting the mandated completion requirement), upgrading the current Administrative Rule through the shared governance process.

# Support Services Review Template

## 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	new administrative rule process requiring completion of online orientation for all FTIC's prior to registration			Office of Student Life Facilitaton/Team 1/ACAC			\$ -	OB1.1	Enhance the first year experience for FTIC
OKS1.1.2	Instituional Marketing will create staff/student marketing			PICM		staff time			
OKS1.1.3	Develop flag to hold inclusive of FTIC's to complete orientation prior to registration			IT/OIEA/SL/ADM		staff time			
OKS1.2.1								OB1.2	0
OKS1.2.2									
OKS1.2.3									
OKS1.3.1								OB1.3	0
OKS1.3.2									
OKS1.3.3									

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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)
OKS1.4.1								OB1.4	
OKS1.4.2									
OKS1.4.3									
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									

# 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)
OKS2.5.3									
OKS3.1.1								OB3.1	0
OKS3.1.2									
OKS3.1.3									
OKS3.2.1								OB3.2	
OKS3.2.2									
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									

# 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)
OKS4.2.2								OB4.2	
OKS4.2.3									
OKS4.3.1								OB4.3	
OKS4.3.2									
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									

## 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)
OKS5.4.1								OB5.4	
OKS5.4.2									
OKS5.4.3									
OKS5.5.1								OB5.5	0
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	Related Objective (Improvements)	Related Objectives (Improvements)
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### 3.4 Describe how the evaluation measures are appropriate and relevant for the proposed objectives (improvements).

The required new student orientation has successfully offered information to a limited number of students. New students that have participated in orientation have persisted at a higher rate than those who do not. Currently students that are Early College Start, Transfer, Degreed, Attempted credit hours but did not complete, 2nd 8 week classes or 12 week classes are not required to attend online orientation. The OIEA data shows that persistence rates have increased significantly as a result of completing TOP. In fall 2011, 76% of the students who attended TOP returned the following semester; of those who did not attend TOP, 67% of the students returned for the following semester. ACC's current Administrative rule requires FTIC students to complete orientation prior to registering for the first day of class. The College is not in compliance with this rule. It has been challenging to make sure that all FTIC's a complete TOP. Fall 2011 44.9% of FTIC's attended and in Fall 2012 76% FTIC's completed TOP.

By creating and implementing the new admin rule FTIC students will be caused to complete orientation prior to registration, the orientation will become part of the admission's process thereby impacting completion rates and significantly providing an environment that will increase the navigation information that is needed by new students prior to registration.

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

data is collected from OIEA and presented to staff and TEAM 1

# 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	Enhance the first year experience for FTIC	Number of FTIC's that complete online orientation prior to registration.	6179.00	76%	0.80	95%	UO1.1
OB1.2	0	0	0.00		0.00	#DIV/0!	UO1.2
OB1.3	0	0	0.00		0.00	#DIV/0!	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

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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>
OB3.5						#VALUE!	UO3.5
OB4.1						#VALUE!	UO4.1
OB4.2						#VALUE!	UO4.2
OB4.3						#VALUE!	UO4.3
OB4.4						#VALUE!	UO4.4
OB4.5						#VALUE!	UO4.5
OB5.1	0					#VALUE!	UO5.1
OB5.2						#VALUE!	UO5.2
OB5.3						#VALUE!	UO5.3
OB5.4						#VALUE!	UO5.4
OB5.5	0					#VALUE!	UO5.5

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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)*

describe what happened in 12-13 and what progress was made  
 how and why you did this  
 Next term retention for First-time in College Students increased for the Fall 2012 cohort to 73.2% from 71.9% for the Fall 2011 cohort.  
 Fidelity of implementation of mandatory orientation has substantially improved: 4,703 FTIC students out of 6,179 (76%) went through Fall 2012 orientation versus 2,672 FTIC out of 5,951 (44.9%) for Fall 2011.  
 3. Both Face-to-Face and Online orientation appeared to have a comparable impact with next term retention rates  
 4. The apparent positive impact of orientation on the Gender/Ethnicity combinations is noteworthy For example, FTIC Black Males that participated in orientation had a next term retention of 80%. Those that did not had a next term retention of 41.9%. The administrative rule causing orientation completion prior to registration will have completed the shared governance process and the implementation process will have begun  
 The A+D team recommended a more aggressive approach to getting new students oriented based on the success of current orientation program, thereby impacting increased knowledge of resources and increasing probability of persistence. Utilizing the following learning outcomes  
 1. Recognize and express the value of going to college and the opportunities it brings.

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

The higher success of students completing the .....An increased number of students will :complete orientation prior to registration, successfully moving to the next semester with a 2.0 or better.

# 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.

how does this affect the SSI goal 1 The success of this goal will contribute to advancing the mission and goal of the college by impacting persistence and retention.ACC's current Administrative rule requires FTIC students to complete orientation prior to registering for the first day of class. The College is not in compliance with this rule. It has been challenging to make sure that all FTIC's a complete TOP. Fall 2011 44.9% of FTIC's attended and in Fall 2012 76% FTIC's completed TOP. The orientation is designed to assist students new to ACC navigate the system. As a result of completion is a higher semester to semester persistence rate than those who do not complete the sessions.New students that have participated in orientation have persisted at a higher rate than those who do not. Currently students that are Early College Start, Transfer, Degreed, Attempted credit hours but did not complete, 2nd 8 week classes or 12 week classes are not required to complete online orientation. The OIEA data shows that persistence rates have increased significantly as a result of completing orientation. In fall 2011, 78% of the students who attended returned the following semester; of those who did not attend , 67% of the students returned for the following semester.

By creating and implementing the new admin rule that will cause FTIC students to complete orientation prior to registration, the orientation will become part of the admission's process thereby impacting completion rates and significantly providing an environment that will increase the navigation information that is needed by new students prior to registration. FTIC students will be required to complete the online orientation prior to registration; thereby offering consistent messaging, resources and more equitable and timely access. By embedding the online TOP in the admissions process, prior to registration, the OIEA/IT FTIC definition challenges will be eliminated.

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