

Support Services Review

2013 Student Services Dean NRG Wade Bradfute

1. What are the primary services or outcomes provided by the support service area and what is the impact of those services and outcomes on students and other key stakeholders?

Mission of Student Services:

Provide exemplary programs that support the teaching/learning process and increase opportunities for students to define and reach their educational and career goals.

Primary Services:

- Counseling
- Advising
- Testing
- Assessment
- Office of Students with Disabilities
- Student Conduct

Impact of the primary services:

The primary services listed above have a direct impact on student success and faculty's classroom environment.

2. What are the strengths, weaknesses, opportunities, and threats present that enhance or hinder the unit's ability to provide those services and meet expected outcomes during the next five years?
SWOT – Conducted February 15, 2013 (Appendix A)

Strengths:

Availability – Student Services is open 53 hours per week, including days, nights and weekends.

Collaboration – Student Services is supportive of the academic departments and responsive to their needs.

Knowledgeable – Student Services is well informed of student's needs and well trained.

Efficient/Effective – Student Services is filled with servant leaders, serves large numbers students efficiently and effectively.

Weaknesses:

Advising – Advising (includes counseling advising) consistency and accuracy needs improvement

More Staff – Student Services is understaffed.

Office of Students with Disabilities – efficiency, coordination, thoroughness needs improvement

Computers- There is too few computers for students to use for registration

Training – Student Services need more training and cross training

Availability – appointment options are needed for students

Communication – Student Services needs to communicate better with students and other departments

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Workload – Student Services appear rushed by workload and need to meet as a staff more to ensure consistency of services

Miscellaneous

Opportunities:

Money – Student Services needs more money for campus needs

More Space – Student Services needs more space, more land to expand

Collaboration – Advising meets with departments to better understand degree options

More Staff – need more staff and an end to hiring freeze

Administration Support – need to hire more advisors/counselors and we have open minded administrators

Threats

Budget Cuts- State budget cuts affecting hiring adequate staff

Miscellaneous

Crisis Counseling-not having panic buttons or urgent personal counseling

Understaffing – staffing cuts and hiring freeze

Space – continued lack of attention to space needs at NRG

Financial Aid – Stricter Financial Aid mandates

In providing the services of counseling, advising, testing, assessment, Office of Student with Disabilities services, and student conduct, the strengths of availability enable students and faculty access to these services when needed. The strength of collaboration means that student services work together with other stake holders to promote student success and retention. Student services employs knowledgeable advisors, counselors and other staff, provides ongoing training and professional development for continuous improvement. These advisors, counselors and staff understand servant leadership and provide services to large numbers of students efficiently and effectively. Though this is true, the threats of budget cuts, understaffing, and crowded conditions could undermine these strengths. Weaknesses identified include advising consistency and accuracy, understaffing, and efficiency of the Office of Students with Disabilities, lack of computer terminals, the need for more training and cross-training, communication, and the workload required of student services. The most critical of these is advising accuracy and consistency as it most directly impacts student success. The opportunities of more monies being allocated to meet Student Services needs of space and staff, and collaboration efforts backed by administrators who are open minded to change could overcome the weaknesses with focused efforts.

3. Using the answers to the first two questions, what improvements to primary services and/or intended outcomes will occur during the next five years?

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Primary Service Issue Improvement Assessment/Measurement

Student's wait time for advising and registration time. 1. Addition of Registration Assistants which changed the student assistant ratio. This moved registration out of the counselor/advisor offices resulting in shorter student wait times. This provides counselor/advisors more time to accurately advise students. The Advising Supervisor is responsible for monitoring this. This improvement directly affects distance learning students in that counselor/advisors will have more time when advising students, including distance learning students. Point of Service (POS)

Survey Results – Pre and Post Intervention

Baseline: Fiscal 2011 Data*

Post Evaluation: Annually beginning 2014 spring POS data by Dean of Student Services

Advising services consistency and accuracy 1. Advising/Counseling liaisons established for each Northridge academic department and advising information is communicated via liaisons to advisors and counselors. This provides more accurate and up to date advising information to counselor/advisors from departments. The Dean of Student Services and the Advising Supervisor are responsible for this process. This improvement will directly affect the accuracy of advising for students, including distance learning students.

2. Peer Quality Control program established under the supervision of the Advising Supervisor to improve advising consistency and accuracy. Each advisor/counselor is partnered with another and each spot checks the other's Education Plans for consistency and accuracy on a weekly basis. This process is intended to eliminate most advising errors. This improvement will directly affect the accuracy of advising for students, including distance learning students.

3. A weekly counseling meeting was established to enhance consistency in advising. This improvement will directly affect the consistency of advising for students, including distance learning students. Advising and Counseling POS Survey Results – Pre and Post Intervention

Baseline: Fall 2012**

Post Evaluation: Annually beginning 2014 spring POS data by Dean of Student Services

Office of Students with Disabilities (OSD) Efficiency 1. OSD office had been understaffed from August 2012 until March 2013. March 2013 a full time Student Services Assistant was added and April 2013 an OSD Specialist was hired. The OSD Coordinator is responsible for monitoring work load and staffing for this department. This improvement will directly affect the efficiency of OSD services for students, including distance learning students. POS Survey Results – Pre and Post Intervention

Baseline: Fall 2012**

Post Evaluation: Annually beginning 2014 spring POS data by Dean of Student Services

*Fiscal 2011 POS results:

- 2. What type of assistance did you seek from Student Services? 34.9% Academic Concerns, 11.5% Career Concerns, 1.0% Community Referral, 34.7% Course selection, 40.9% Educational/Degree Planning, 6.0% Financial Aid Appeal, 6% Personal Concerns, 2.2% Early Alert/Warning/Suspension/Probation Issues, 13.5% Transfer Information, 12% Other

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- 3. Did you schedule an appointment or drop in? Appointment 9.9%, 90.1% Drop-in
 - 4. Staff or Office Visited: Advising 59.0%, Assessment 14.1%, Career/Transfer 0.2%, Counseling 27.6%, OSD 2.4%
 - 5. Who did you meet with today: info in hard copy
 - 6. Approximately how long did you wait? <15 minutes 53.3%, 15-30 minutes 29.0%, Over 30 minutes 17.7%
 - 7. Approximately how long did you spend with the staff person? <15 minutes 38.8%, 15-30 minutes 49.7%, Over 30 minutes 11.4%
 - 8. Please rate your experience in the following areas according to the scale: Front office reception was friendly and helpful: 1.6% strongly disagree, 0.8% disagree, 5.4% somewhat agree, 23.2% agree, 68.9% strongly agree; Staff person was professional and helpful: 1.2% strongly disagree, 0.3% disagree, 1.0% somewhat agree, 18.8% agree, 78.8% strongly agree; Service I received met my needs: 1.5% strongly disagree, 0.5% disagree, 1.3% somewhat agree, 17.9% agree, 78.8% strongly agree; I would visit the office again: 1.3% strongly disagree, 0.3% disagree, 2.0% somewhat agree, 17.0% agree, 79.4% strongly agree; I am satisfied with the services: 1.2% strongly disagree, 0.2% disagree, 1.9% somewhat agree, 16.3% agree, 80.5% strongly agree.
 - 9. Did the services you received help you to be a more successful student? 96.3% Yes, 3.8% No
- **Fall 2012 POS results:
- 2. What type of assistance did you seek from Student Services? Academic Concerns, 44.0% Career Concerns, 8.4% Community Referral, 2.8% Course selection, 32.8% Educational/Degree Planning, 41.2% Financial Aid Appeal, 8.8% Personal Concerns, 3.6% Early Alert/Warning/Suspension/Probation Issues, 1.2% Transfer Information, 10.8% Other
 - 3. Did you schedule an appointment or drop in? Appointment 7.7%, 92.3% Drop-in
 - 4. Staff or Office Visited: Advising 43.9%, Assessment 31.8%, Career/Transfer 0.8%, Support Center 1.6%, Counseling 39.6%, OSD 0.8%
 - 5. Who did you meet with today: info in hard copy
 - 6. Approximately how long did you wait? <15 minutes 74.8%, 15-30 minutes 22.0%, Over 30 minutes 3.3%
 - 7. Approximately how long did you spend with the staff person? <15 minutes 53.1%, 15-30 minutes 37.4%, Over 30 minutes 9.5%
 - 8. Please rate your experience in the following areas according to the scale: Front office reception was friendly and helpful: 1.9% strongly disagree, 0.4% disagree, 3.0% somewhat agree, 24.5% agree, 70.1% strongly agree; Staff person was professional and helpful: 1.5% strongly disagree, 0.4% disagree, 1.5% somewhat agree, 16.7% agree, 79.9% strongly agree; Service I received met my needs: 1.1% strongly disagree, 0.4% disagree, 3.4% somewhat agree, 15.3% agree, 79.8% strongly agree; I would visit the office again: 0.8% strongly disagree, 0.8% disagree, 2.3% somewhat agree, 17.6% agree, 78.6% strongly agree; I am satisfied with the services: 1.1% strongly disagree, 0.0% disagree, 2.3% somewhat agree, 19.1% agree, 77.5% strongly agree.
 - 9. Did the services you received help you to be a more successful student? 96.0% Yes, 4.0% No

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4. How will the unit measure the extent to which planned improvements have resulted in better service or intended outcomes for students or other key stakeholders?

Improvement	Measure	Baseline	Target	Current
<p>Student's wait time for advising and registration time.</p> <p>Addition of Registration Assistants which changed the student assistant ratio. This moved registration out of the counselor/advisor offices resulting in shorter student wait times. This provides counselor/advisors more time to accurately advise students. The Advising Supervisor is responsible for monitoring this. This improvement directly affects distance learning students in that counselor/advisors will have more time when advising students, including distance learning students.</p>	<p>Northridge Student Services Point of Service Survey Results</p>	<p>Baseline: Fiscal 2011 Data*</p>	<p>Item 6 <15 min 55%, 15-30 min. 31%, over 30 min. 19%</p>	<p>See * in Question 3</p>

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<p>Advising services consistency and accuracy</p> <p>1. Advising/ Counseling liaisons established for each Northridge academic department and advising information is communicated via liaisons to advisors and counselors. This provides more accurate and up to date advising information to counselor/advisors from departments. The Dean of Student Services and the Advising Supervisor are responsible for this process. This improvement will directly affect the accuracy of advising for students, including distance learning students.</p> <p>2. Peer Quality Control program established under the supervision of the Advising Supervisor to improve advising consistency and accuracy. Each advisor/ counselor is partnered with another and each spot checks the other's Education Plans for consistency and accuracy on a weekly basis. This process is intended to eliminate most advising errors. This improvement will directly affect the accuracy of advising for students, including distance learning students.</p> <p>3. A weekly counseling meeting was established to enhance consistency in advising. This improvement will directly affect the consistency of advising for</p>	<p>Student Services Point of Service Results</p>	<p>Baseline: Fall 2012**</p>	<p>96% Agree or Strongly Agree</p>	<p>8. Please rate your experience in the following areas according to the scale: Front office reception was friendly and helpful: 1.9% strongly disagree, 0.4% disagree, 3.0% somewhat agree, 24.5% agree, 70.1% strongly agree; Staff person was professional and helpful: 1.5% strongly disagree, 0.4% disagree, 1.5% somewhat agree, 16.7% agree, 79.9%</p>
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<p>students, including distance learning students.</p>			<p>strongly agree; Service I received met my needs: 1.1% strongly disagree, 0.4% disagree, 3.4% somewhat agree, 15.3% agree, 79.8% strongly agree; I would visit the office again: 0.8% strongly disagree, 0.8% disagree, 2.3% somewhat agree, 17.6% agree, 78.6% strongly agree; I am satisfied with the services: 1.1% strongly disagree, 0.0% disagree, 2.3%</p>
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				somewhat agree, 19.1% agree, 77.5% strongly agree.
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<p>Office of Students with Disabilities (OSD) Efficiency: This office has been understaffed and staffing increases will improve efficiency</p>	<p>Northridge Point of Service Survey Results</p>	<p>Baseline: Fall 2012**</p>	<p>96% Agree or Strongly Agree</p>	<p>8. Please rate your experience in the following areas according to the scale: Front office reception was friendly and helpful: 1.9% strongly disagree, 0.4% disagree, 3.0% somewhat agree, 24.5% agree, 70.1% strongly agree; Staff person was professional and helpful: 1.5% strongly disagree, 0.4% disagree, 1.5% somewhat agree, 16.7% agree, 79.9%</p>
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				somewhat agree, 19.1% agree, 77.5% strongly agree.

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

Austin Community College’s mission statement and intended outcomes are below. This SSR addresses Austin Community College’s goal of student success, Mission Statement (e), Intended Outcomes 1, 2,3,4,5 and Effectiveness Measure 6.

Mission Statement

The Austin Community College District values and respects each individual student. We promote student success and improve communities by providing affordable access, through traditional and distance learning modes, to higher education and workforce training in the eight-county service area.

To fulfill its mission, the College will provide, within its available resources, the mission elements prescribed by the State of Texas:

[a] Vocational and technical programs of varying lengths leading to certificates or degrees.

[b] Freshman- and sophomore-level academic courses leading to an associate degree or serving as the base of a baccalaureate degree program at a four-year institution.

[c] Continuing adult education for academic, occupational, professional, and cultural enhancement.

[d] Special instructional programs and tutorial service to assist underprepared students and others who wish special assistance to achieve their educational goals.

[e] A continuing program of counseling and advising designed to assist students in achieving their individual educational and occupational goals.

[f] A program of technology, library, media, and testing services to support instruction.

[g] Contracted instruction programs and services for area employers that promote economic development.

Intended Outcomes

The Austin Community College is committed to enhanced learning success for all students. The primary goals of the College’s efforts to promote student success shall be to:

1. Increase persistence (term-to-term & fall to fall)
2. Complete developmental and adult education course progression to credit courses
3. Increase completion of all attempted courses with a “C” or better

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4. Increase degree/certificate graduates and transfer rates
5. Increase success equity across all racial/ethnic/gender/income groups

The Austin Community College District will establish institutional effectiveness measures designed to assess the College's success in providing:

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

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